



Analysis of Programme evaluation 2021, the perspectives:

Gender Equality

Collaboration

Links to Research

Sustainable Development

Internationalisation

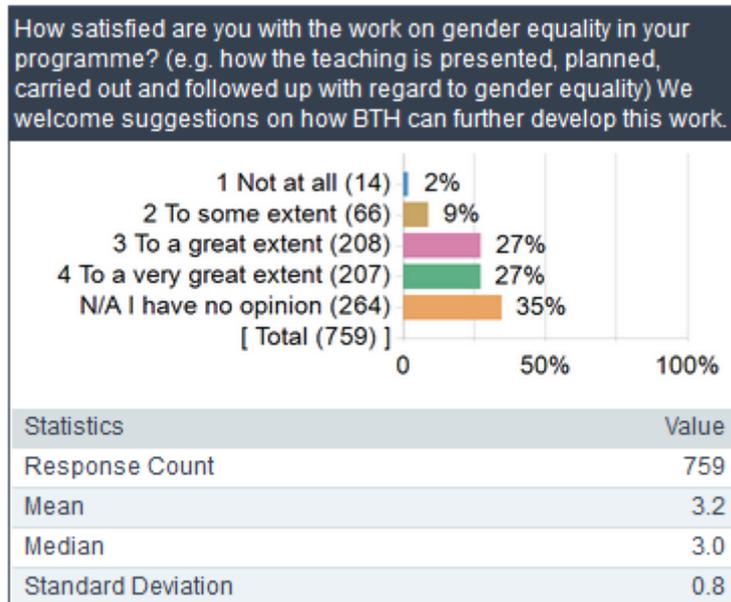
Discrimination

Analysis of programme evaluation 2021 from the perspective of gender equality

The following is an analysis of the programme evaluation. The analysis has been conducted by the coordinator for the Gender Equality perspective. The analysis is based on collected evaluations and free text answers.

Response Rate: 759 responses (the previous survey in 2019 had 843 responses).

Graphs:



Analysis of the year's results

Changes since 2019

"How satisfied are you with the way gender equality work is conducted?" 54% (2019 survey, 54%) responded that they are satisfied to a high or very high degree with how gender equality work is conducted. 11% (2019 survey, 13%) responded that they are satisfied to a certain extent or dissatisfied. 35% responded that they had no opinion. This is a slight improvement on the previous survey, in that slightly fewer respondents were satisfied to a certain extent or dissatisfied. One factor that complicates the analysis is that the majority of the university's study programmes are engineering-related, with an overrepresentation of men. According to research, those who represent the norm have difficulty seeing the advantages conferred on them by that norm. The quote below is an example of that.

"I have not noticed that there is any explicit gender equality work, which either shows I am a white, privileged male or that everything is fine!"

- **Strengths of the perspective at institute-wide level**

A majority (54%) are satisfied to a high or very high degree with how this work is conducted. The comments can be categorised into a few themes. Respondents who think the university has satisfactory gender equality and who give examples.

"I think there is already gender equality. There are both male and female guest lecturers, course coordinators, etc."

"I haven't noticed that there are any problems or vice versa. Open-minded university with many people from all over the world which is great to see."

Respondents who think no gender equality work is conducted

"Haven't noticed any of this but I don't consider it to be a major problem."

"I don't know how the work is conducted but I have nothing to complain about regarding gender equality at BTH".

Respondents who do not understand the question and write that they do not know what gender equality is.

"Buzzword (politically correct) that is difficult to relate to."

The fact that there is a good mix of women and men among teachers and guest lecturers is appreciated and the way that gender equality regarding content and implementation is taken into account. Female teachers are described as being good at highlighting the perspective of gender equality.

"I think gender equality is apparent in the courses, for example, through the distribution of lecturers, and also it feels like everyone is given the opportunity to be seen and heard. However, it can sometimes be the case that men are seen and heard more but it may have more to do with the structural problem than what BTH does about it. I think BTH should follow KTH's example and include gender equality courses in all study programmes."

"I am reasonably satisfied but on a number of occasions when doing group work, I have felt that the division of labour was not equal. However, when that has been the case, it has been very easy to discuss the matter with teachers which has felt good."

"Things feel equal. In my opinion, it feels unnecessary to start trying to enforce gender and ethnic policies if there is no obvious problem with

oppression at the university and I have not noticed anything like that. I myself am LGBTQ and I don't notice anything that makes me feel less welcome."

- **Changes implemented based on the 2019 programme evaluation**

Changes implemented since 2019 are that gender equality is highlighted more clearly during the introductory week for new students. A digital course on gender equality has been further developed and is offered to all new students via the programme website in Canvas. The course gives ideas on ways to prevent discrimination and harassment and promote gender equality in teaching. There are also links to steering documents such as "Guidelines for a good learning environment", and information about how cases are to be handled. Study programme coordinators were trained in gender equality mainstreaming in 2018 and the sustainability training initiative for all teaching staff, which started in autumn 2020, includes gender equality.

- **Development areas**

11% say they are satisfied to some extent or dissatisfied. Here, the free text answers can be linked to the respondents who think that gender equality work needs to be developed and who provide examples of gender bias.

"I think that, in general, BTH should follow the example of KTH regarding obligatory gender equality courses and training. Also, the teachers must dare to look through their material and, as far as possible, make adjustments. If a lecturer mentions twenty famous male architects and only two female ones, then perhaps they should review their material and present more female role models from the world of architecture since they do exist!"

"I think the teachers are good but you can't get away from the fact that they are all men. No women (except perhaps one or two who help with marking papers). Not surprising in itself – nothing wrong with it either – but in the future it would look good to have a degree of gender balance among the teachers."

".... On a number of occasions, I have noticed that female students on the programme have been treated less well or been subjected to unkind comments from lab supervisors and lecturers."

"Some aspects and examples are extremely sexist. And all our good female teachers quit... which is just awful! When we do group work, it's like the girls are always split up so there is one in each group which feels weird."

Some of the comments put forward were about staff making sexist comments and treating the students unequally and students feeling they were not treated equally by other students. There were also comments that most of the teaching staff are of the same sex and that gender is not evenly distributed in the study groups. Most of

all, the lack of women, both teachers and students, was highlighted. In line with BTH's work on gender mainstreaming, there are several ongoing development initiatives.

Gender-equal recruitment of students

A special initiative focusing on gender-equal recruitment has been initiated and is managed by the Communications Department.

Gender-equal education

Continue to further develop gender equality work during the introductory week with a workshop and online course. Further develop methods for following up the work.

Train teaching staff via the course on sustainability, which includes gender equality.

Review programme syllabi to ensure gender equality is integrated into programme and course content.

Review the planned development work in the Gender Equality Mainstreaming Plan.

Some suggestions taken from the survey:

"I think gender equality is addressed in the course content but not so much in teaching. It is not enough to just talk about gender equality; I think it should be made more visible in, for example, the way group work is organised. I have often felt that girls work harder in 2/30 Comments group work where it is not noticeable and where the teacher does not know who has done what. Nor should anyone have to act as "Mom" and make sure we meet up in time and do what has to be done. So, unfortunately, perhaps some kind of gender equality "education" is needed regarding group work."

"Gender equality is addressed in courses but not in teaching nor the actual work that students do where there is often favouritism and quite clearly different expectations for men and women. The boys are more likely to escape responsibility while the girls are expected to make up for that work without extra support. But it's mostly a matter of certain people being favouritised, regardless of gender. Teachers need to get better at ensuring an equal workload for all students and stop favouritising. More anonymous submissions would probably have made grades, etcetera more fair."

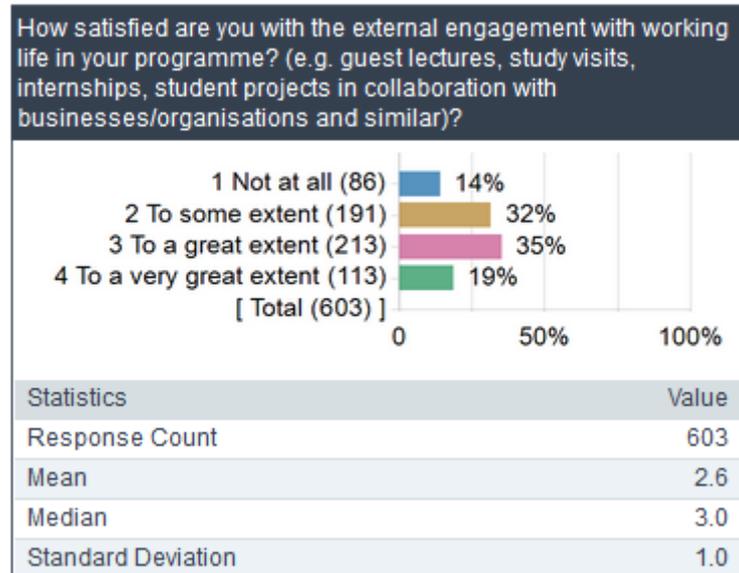
"It makes me particularly happy when I see female lecturers and when I see there are female students from BTH who have come a long way in their careers and work at Spotify, for example. I would like to see more of this, that the university employs more female lecturers."

Analysis of the 2021 programme evaluation for the Collaboration perspective

The following is an analysis of the programme evaluation. The analysis has been conducted by the coordinator for the Collaboration perspective. The analysis is based on your collected evaluations and your free text answers.

Response Rate: 24% (603/2462)

Graphs:



Analysis of the year's results

- The perspective's strengths at the BTH-wide level
 - In the programme evaluations in 2017 and 2019, there was a similar result in terms of how many students were satisfied with the element of collaboration "to a great extent" or "to a very great extent" (46% in 2017, 47% in 2019). In the programme evaluation for 2021, the result is 54%.
 - The picture that emerges in the free text responses is not significantly different from the programme evaluations in 2017 and 2019. Overall, students call for more guest lectures, study visits, student projects, etc. (also internships, where applicable). These elements are very often considered valuable because they provide an insight into the "reality" of companies/organisations and thus also valuable insights into a possible future professional role. For students who have the opportunity to take part in, and are involved in, these collaboration activities, this is often considered a strength within programmes and courses.
 - On a side note, in keeping with the structure of the 2017 programme evaluation, it would be interesting to know students' expectations for collaborative elements within the programme. These expectations can then be set in relation to how satisfied the students are with the collaborative elements included in their education. BTH partly has a history and a reputation in which close collaboration with the business world and society is in our DNA. Some interview responses suggest that when it comes to

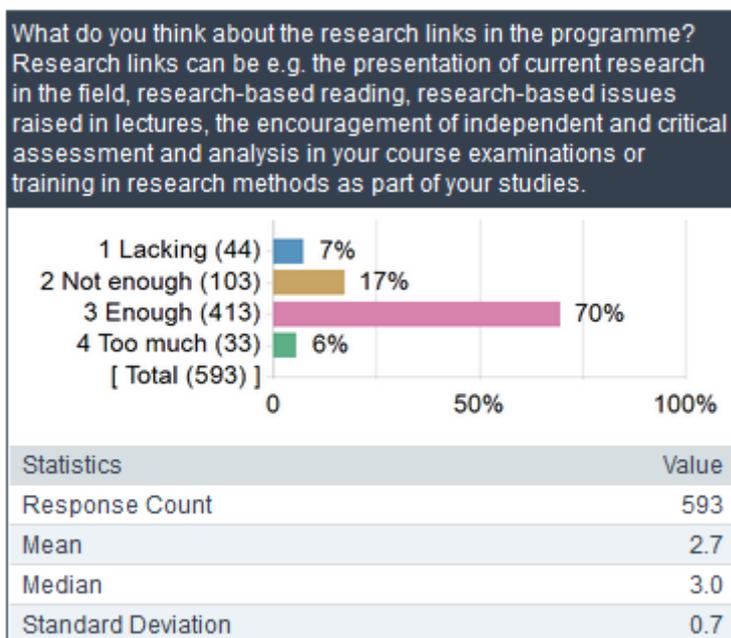
collaboration, expectations are high for BTH - and it can be difficult to meet or exceed high expectations.

- Changes implemented based on the 2019 programme evaluation
 - **Ad portal** incorporated into BTH's website, to simplify contact between external actors and programme coordinators/course coordinators/student groupings, primarily regarding degree projects, student projects, internships, summer jobs, extra jobs, etc.
 - Completed: <https://www.bth.se/samverkan/annonsportal>
 - **Economic "lubricants"** to encourage programmes to implement collaborative elements in their teaching and make it easier for them to do so. These funds can be used by course or programme coordinators to finance initiatives in the education aimed at developing the collaborative elements of courses or programmes. Examples of activities that can be financed through such means include study visits to companies or organisations, inviting guest lecturers, organising theme days with external actors, etc. No such funds will be allocated for student social activities.
 - Ongoing; so far, only a few programme coordinators have taken advantage of this opportunity, but it has been an appreciated initiative by those who have used these lubricants.
- Development areas
 - As previous evaluations have indicated, some students feel that there is a discrepancy between how BTH promotes collaboration in its courses and what this looks like in reality within their particular programme. Students who have many collaborative elements in their programme may find collaboration to be one of BTH's areas of strength, while those students who have not had a single study visit or a single guest lecture naturally have a much more negative view of BTH's collaboration in general. Indeed, some students experience a total lack of guest lectures, study visits and student projects, while other students believe that their programmes and courses have an abundance of such collaborative elements. Their experiences also vary within the programmes, depending on the student's grade, as certain programmes have relatively few collaborative elements early in the programme. In addition, the experiences of collaborative elements can vary in principle week to week or course to course (e.g. well-functioning collaborative elements within a specific course, but not within the next). It is worth mentioning that the programmes implemented remotely generally tend to have a weaker connection to collaboration, but during the pandemic the situation has of course affected all programmes, complicating the circumstances surrounding collaboration activities.
 - An inventory of all project courses at BTH is underway to facilitate contact among external actors and project course coordinators, especially for student projects based on challenges from external actors.
 - During the autumn term of 2021, all programme coordinators shall be offered a meeting with the coordinator for the Collaboration perspective in order to investigate the programme's need for support regarding incorporating collaboration in the study programme.

Analysis of the 2021 programme evaluation for the Links to Research perspective

Response rate for this question: 593 responses out of 2,462 possible, i.e. 24%.
The number of free text comments was 110.

Question: *What do you think about the programme's links to research? Examples of links to research are the presentation of recent research within the subject, the use of research-related literature, the inclusion of research-related issues in teaching, examinations that promote independent and critical assessments and analysis, or training in scientific methodology being included in teaching.*



Of the 593 respondents, 413 (70%) held the view that there is an appropriate amount of links to research, while 24% (7% + 17%) would like more and 6% fewer links to research. This suggests that the amount of links to research is generally at a reasonable level, but that there may be reason to increase links to research somewhat since a relatively large number of students (102+44 = 146) would like to see stronger links to research, while only a small number (33) would prefer fewer links to research.

The comments from the respondents provide a more nuanced picture. The following are some of the areas that several respondents touched on:

- The respondents expressed varying views about links to research, with comments ranging from "Too much", "It's good there are links to research but sometimes I feel there's too much of that" and "I think the programme has very good, strong links to research", to no links to research being made at all during the study programme.
- Links to research are perceived as varying among courses within the same study programme.

- In some cases, links to research are perceived as being weak during the early stages of the study programme.
- In some cases, the course literature is perceived as being outdated and with weak links to research.
- In some cases, the research that is mentioned is perceived as being outdated.

Comparison with the 2019 programme evaluation

The proportion who think there is an appropriate amount of links to research has increased from 64% (2019) to 70% (2021). The relationship between the number of students who think there are not enough links to research and the number of students who think there are too many links to research is relatively unchanged between 2019 and 2021. This perspective has therefore had a positive development from 2019 to 2021.

As far as the free text answers are concerned, it is difficult to make a comparison. There is a similar wide range of comments and it is not possible to draw any general conclusions regarding the differences.

Action proposal

The main difference in how links to research are perceived is of course partly based on individual respondents, but there are probably differences between different study programmes as well. In the future, an analysis of each study programme should be conducted. This was suggested in 2019 as well but the structure of the survey responses has not made it possible to carry out an analysis at programme level for 2021.

In general, the possibility of using more modern and research-linked course literature should be explored, as well as the possibility of strengthening links to research in courses at the start of a study programme where deemed relevant.

Analysis of the 2021 programme evaluation for the Sustainable Development perspective

The following is an analysis of the programme evaluation. The analysis has been conducted by the coordinator for the Sustainable Development perspective.

The analysis is based on your collected evaluations and your free text answers.

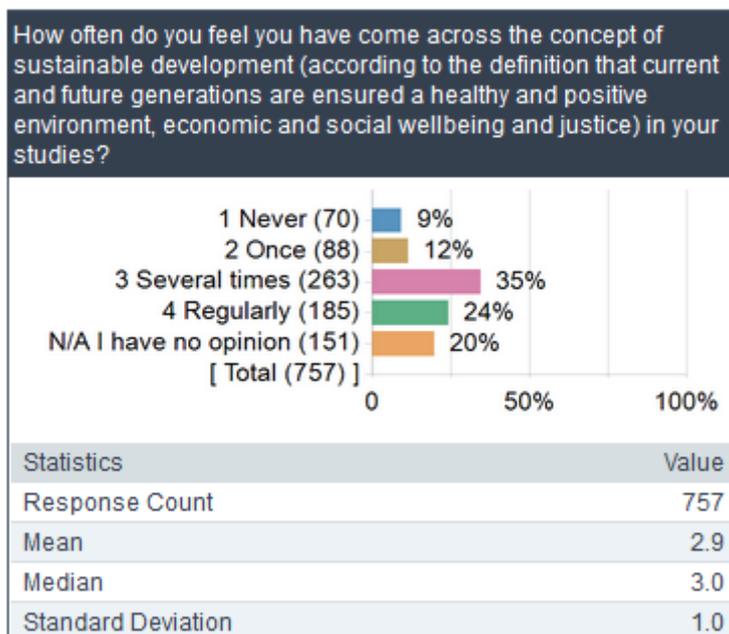
Response Rate:

757 responses out of 2,462 possible, i.e. 30.7%.

Question:

(Q43) During your studies, how often have you come across the perspective of sustainable development (according to the definition that current and future generations are assured of a healthy and good environment, economic and social welfare and justice)?

Graph 2021:



Analysis of the year's results

- **Strengths and weaknesses from a BTH perspective**

A number of students responded that they often come across the concept so the evaluation indicates that in some study programmes, sustainable development is continuously addressed (24%) and, according to the free text answers, in a way that is perceived as being of good quality. Moreover, a relatively large number of students stated that sustainable development should and must be incorporated more, i.e. there is an expressed need for more, and this can be seen as a good basic prerequisite for continued and improved integration. However, the student evaluation also clearly shows that many students either come across the subject to a

very small extent during their study programmes or, as is even more evident through the free text answers, that sustainable development is perceived as being addressed in a way that does not fully succeed in presenting the subject in a clear manner, nor its relevance for the study programme. Regarding the first of these problems, i.e. that sustainable development is not addressed at all or only once or twice, it is likely that this number is even higher since it is reasonable to assume that of the large proportion who responded *No opinion* (20%), many could not answer the question since they did not understand what sustainable development is. This would not be the case if the subject had been addressed several times or regularly.

Some significant free text answers that are worth highlighting are:

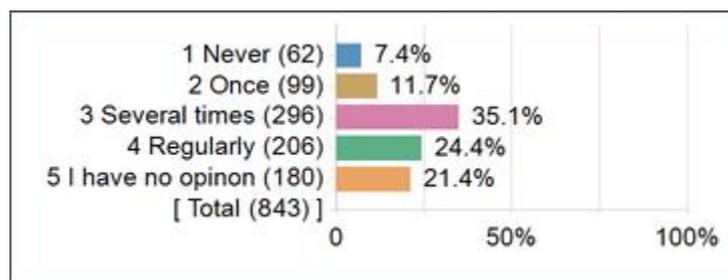
- "A few times. However, I have not taken courses that go into much depth on the subject."
- "No opinion at all. We have barely touched on the area."
- "It permeates the entire study programme but the information is seldom of much use. It's mostly just something you do "because you have to" and it's always so vague and woolly."
- "We have had a course in sustainability but since then sustainability has not been mentioned much in other courses. I would really have liked to have had sustainability included in more courses."
- "It is not as relevant to our programmes as to, for example, mechanical engineering and spatial planning, but it would have been interesting to know how we can contribute to sustainable development in our future jobs."
- "It is constantly discussed, but I don't feel I have been given any proper answers on how to achieve sustainability beyond building densely, implementing green spaces, soil permeability and protecting the quality and health of people's lives. There are many questions that are left unanswered and for which our study programme has not provided any parameters for assessing how sustainable a proposal is."
- "I don't know if this question is of relevance for the Technical Artist programme."

And finally, the revealing comment:

- "This subject is only mentioned in words, not as an approach. It's difficult to explain but in my opinion, so far it has not been linked to our studies."

- **Comparison with 2019**

Graph 2019:



Unfortunately, the evaluation seems to indicate that in 2021, a slightly larger proportion of students (9%) have never come across the concept of sustainable development during their study programme compared with 7.4% in 2019.

Otherwise, the results are largely unchanged.

Changes regarding qualitative aspects are not known because of the wording of the question.

The changes implemented at BTH level since 2019 are that a coordinator has been employed to strengthen the integration of sustainable development into all courses and programmes at BTH. There is also clearer support set out in the operational plan and action plan.

- **Action proposal**

Even though the wording of the question does not support a good analysis, partly because the question can be interpreted in many different ways and partly because the aspect of quality was completely missing, it is possible to identify two important areas that need to be reviewed.

(i) Sustainable development must be addressed in a more qualitative way, at both first-cycle level in order for the concept to be clarified and justified in preparation for use in applied courses. It must be emphasised that this factor is of great importance since basic knowledge tends to be perceived as being completely meaningless if it is not used. This would reduce the risk of students perceiving the perspective as being 'woolly' and of no relevance and instead find it understandable and justified.

(ii) Sustainable development must be incorporated into *all* study programmes since the student evaluation indicates that there are no links at all to this subject on some programmes.

When all is taken into account, this requires both changes in programme and course syllabi to increase integration and a gradual improvement in teachers' competence in this subject.

Another proposal for action is to reword the question in the student evaluation conducted in the spring of 2023. If only one question can be asked, the following wording has been proposed: Do you think that sustainable development is incorporated into your study programme in a way that prepares and motivates you for how to contribute to sustainable development in your future professional life?

Examples of response alternatives:

Not at all

To a low extent

To quite a great extent but more is needed

To a very great extent

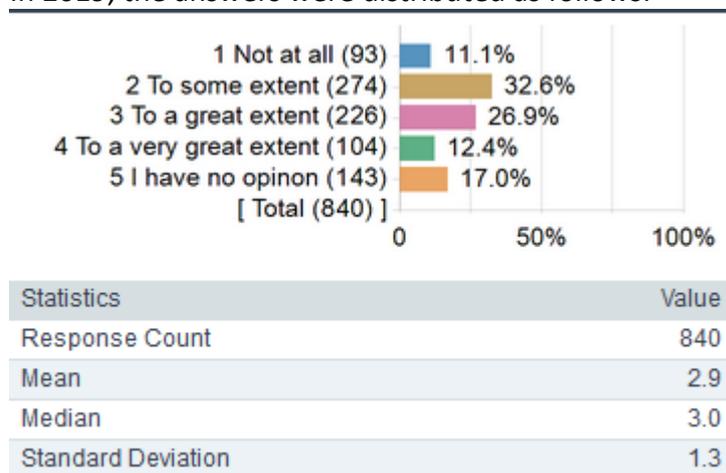
Analysis of the 2021 programme evaluation for the Internationalisation perspective

Response Rate: 743 responses out of a total of 2,462 possible respondents which gives a response rate of 30%. Number of free text answers: 91.

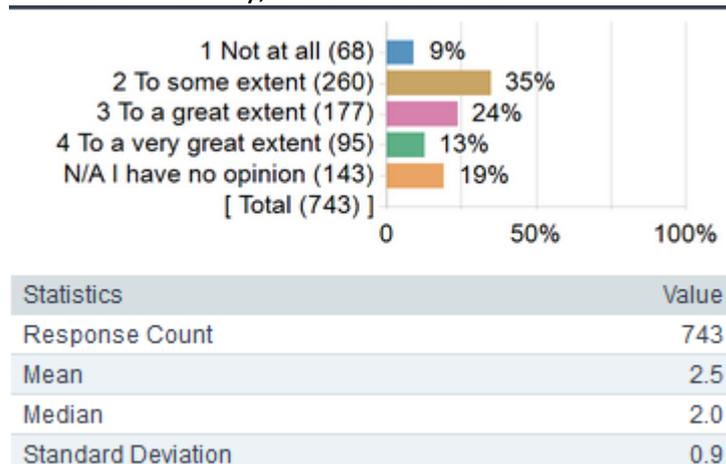
Graphs:

The question posed was: *To what extent do you think that international perspectives are addressed in your study programme (e.g. in relation to the subject content of the programme, course literature, exchange studies)? Some examples of international perspectives are investigating conditions outside Sweden, whether the subject is treated differently in other countries, and other cultural perspectives in the business world, industry and organisations.*

In 2019, the answers were distributed as follows:



In the 2021 survey, the answers were:



Analysis of the year's results

The results from 2020 suggest that international perspectives in courses and study programmes have not increased significantly compared with 2019. On the positive side, the

proportion of students who responded with "Not at all" has decreased by two percentage points.

- The perspective's strengths at the BTH-wide level

One aspect that is highlighted is the possibility of studying abroad although this only applies to a greater extent to certain study programmes. On the basis of free text answers, students on some of the study programmes think that there is limited opportunity to do suitable alternative courses at the universities with whom BTH has agreements.

The free text answers highlight the value of teachers with an international background and their perspectives/experiences.

A large proportion of the literature in the courses and study programmes is in English, which is seen as a positive factor. However, this could lead to a "Western-oriented" perspective becoming dominant. In addition, confusion about concepts/terms can easily arise when the literature is in English but the language of instruction otherwise is in Swedish.

For some of the study programmes, the element of exchange students, usually in the latter part of the programme, is highlighted as being a positive factor. On the other hand, for some of the programmes, the students point out that their studies are focused on Swedish conditions (and therefore do not have any exchange students) and that the international perspective is only addressed in one or two courses.

Another aspect that was pointed out in free text answers is that many Swedish students are perhaps unaware of the international perspectives that do in fact exist and which are very much appreciated by BTH's international students who can compare their current situation with their own experiences from previous studies.

- Changes implemented based on the 2019 programme evaluation

The way the International Office works has been changed and the unit has been strengthened through a strategic initiative with a 3-year project called "International Student Recruitment".

One free text answer suggests that the international perspective has increased a lot in recent years. However, the answer may refer to the fact that this occurs naturally in the latter part of the study programme, with more applied and subject-specific courses. A couple of students wrote that because they had just started their studies, they had no expectations regarding international perspectives until later on.

Because of the pandemic, most of BTH's courses have been run digitally which has caused some difficulties for courses being studied simultaneously in different continents because of the time difference. This has been especially apparent when courses include group work.

- Development areas

The 2020 target for the Bologna cooperation is that 20% of graduates are to have studied or done an internship abroad during their studies. A rough estimation suggests that BTH should be sending out 200 students every year. We are far from this goal (about 50-70 students per year before the pandemic) but we should be striving to reach 20%. The new "Erasmus Charter for Higher Education (ECHE)", which is valid for the period 2021-2027, offers opportunities for studies abroad in the EU for a period that is shorter than one term. This should make it easier to reach the target since the programme evaluation has shown that finding enough appropriate courses at other higher education institutions has been a

problem. Furthermore, in some cases, at programme level, there should be greater flexibility and understanding of the importance of studies abroad.

The students (80%) who do not participate in exchange programmes must also be given international perspectives. This can be achieved through "Internationalisation at Home" (IaH), through interaction with international exchange students, contract students and "free movers". Together with KTH, BTH is the higher education institution with the highest proportion of international students (8% of HST). The target of increasing the proportion of international students to 20% during the next five years has been established in "BTH's vision and strategy 2021-2025". Achieving this target will require substantial effort, one appropriate action being to offer more courses in English. These courses should not only be second-cycle courses; it is important that more of the courses given in English are at first-cycle level. In this way, the influx of international exchange students would increase. At departmental level, this would also facilitate the recruitment of competent teachers. Currently, the language of the courses limits who can do the teaching.

By increasing the proportion of teachers/researchers with an international background, BTH would increase its chances of regaining the highest grade of 5 stars in STINT's assessment of the international appeal of Sweden's higher education institutions (Internationalisation Index). We had 5 stars in 2011 but dropped to 3 stars in 2017. However, in the most recent report from 2019, we have increased to 4. Currently, KTH, CTH, KI and SLU are in the top 5-star category.

The free text answers also call for more insight into the foreign activities of international companies, in the form of guest lectures, study visits and project assignments.

Finally, the students call for more opportunities for exchange studies, primarily to the USA.

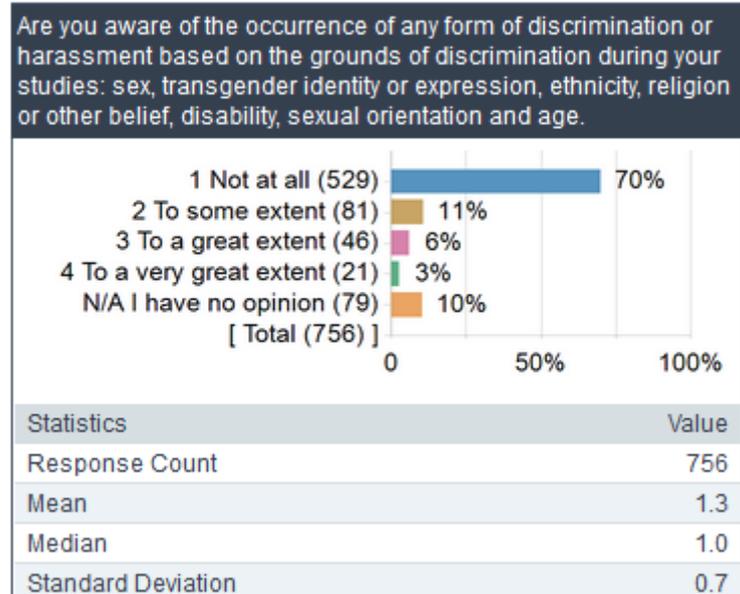
/Mats Walter, Internationalisation Manager

Analysis of the 2021 programme evaluation for the Discrimination perspective

The following is an analysis of the programme evaluation. The analysis has been conducted by the coordinator for the Gender Equality perspective. The analysis is based on collected evaluations and free text answers.

Response Rate: 756 responses (the previous survey in 2019 had 644 responses).

Graphs:



Analysis of the year's results

Changes since 2019

"During your studies, have you noticed any form of discrimination or harassment based on the grounds of discrimination: gender, transgender identity or expression, ethnicity, religion or other beliefs, disability, sexual orientation or age?" 70% (76.8% in 2019) responded they had not noticed any discrimination or harassment at all, which indicates a decrease in the proportion of students who consider BTH to be a university free from discrimination or harassment. 20% responded they had noticed discrimination or harassment to a certain extent, to a great extent or very great extent. This is a relatively large increase compared with the previous survey when the corresponding figure was 14.6%. 10% answered they had no opinion which is a slightly larger proportion than in the last survey when 8.6% chose that option.

It is disconcerting that 148 people feel that there has been discrimination or harassment at BTH. At the same time, it is gratifying that 529 people have replied that there has been no such thing.

- **The perspective's strengths at the BTH-wide level**

A majority (70%) responded that they do not feel there is any form of discrimination or harassment.

"I haven't noticed that there are any problems or vice versa. Open-minded university with many people from all over the world which is great to see."

"I think the climate at "FysPlan" is very good. I feel very comfortable with my class, the teachers, and the students from other year groups. People always speak politely to each other and so far, I have not encountered any insulting behaviour."

"I haven't experienced anything like that and hopefully it will continue in the same way. I haven't seen or heard of anyone else being subjected to such things either."

"Not that I have noticed."

"That is something I've never experienced. Our teachers were incredibly professional and pedagogical."

- **Changes implemented based on the 2019 programme evaluation**

Changes implemented since 2019 are that initiatives to promote inclusion and equal opportunities are highlighted more clearly during the introductory week for new students. A digital course on equal opportunities has been further developed and is offered to all new students via the programme website in Canvas. The course provides tips for preventive measures to counteract discrimination and harassment. There are also links to steering documents such as "Guidelines for a good learning environment", and information about how cases are to be handled. There are plans to set up a case management system where cases can be reported.

- **Development areas**

148 people have answered that there has been discrimination or harassment. However, it is not known how many cases there actually were since it is not clear whether it was they themselves or someone in their vicinity who was the victim. At the same time, research has shown that there is a tendency not to notice/report discrimination and harassment. In addition, many students did not respond to the survey, which is why the number can only be regarded as an indication. The trend seems to be moving in the wrong direction, but at the same time it is difficult to tell from the results whether there has been a real increase in cases or an increase in awareness. Have discrimination and harassment increased or have BTH's and society's efforts to raise awareness and knowledge of harassment and discrimination contributed to increased awareness and because of that, more people have responded that they have occurred? An in-depth investigation needs to be carried out into what is behind the figures and an action plan needs to be drawn up. The questions used in future surveys may need to be refined in order to achieve more accurate results.

"I noticed it once during our first maths course, but as far as I can understand, it was addressed immediately and the person who harassed was suspended."

"There has been behaviour by both students and teachers which has not been okay. Only on a few occasions, and not towards me. I think it's important that teachers do not use certain words with a negative sound, nor should they be obsessed with where someone comes from."

"Not to me. One person in the class treated others in the class badly with racism and discrimination against gender identity."

"Not from teachers but from a student in the class, for example, that "girls should be used to bloody situations."

"No major problems with sexist comments but there are always guys who look down on you as a woman doing the Civil Engineering programme."

"Some students wrote inappropriate insulting comments in the chats at the lectures."

"No one listens to me but I hope it has nothing to do with the fact I'm a girl."

"Yes, I think it's difficult to avoid it in larger groups. There was nothing extreme or anything, but some everyday racism, sexist comments, and exclusion of sexual orientations. As far as I can remember, I don't think any offence was intended; it was because of ignorance."

"By fellow students."

"On the odd occasion, lecturers have made a distasteful comment regarding gender."