

CHALMERS OPERATIONS SUPPORT
| HR Office |

CHALMERS' PLAN FOR EQUALITY

Updated November 2024

Background

Introduction

Chalmers' vision is 'A world-leading university for a better world'. Our university is characterised by the fundamental values of quality, openness, participation, respect and diversity, which should permeate all our activities, from the activities within the Chalmers Student Union to research collaborations with external parties. A synergy of several factors will be crucial to achieving the vision. Excellent research, world-class education and highly effective utilisation need to go hand in hand with cutting-edge recruitment, a good work environment and systematic efforts to promote equality, diversity and inclusion. Chalmers wants to meet human needs in the global dimensions of ecological, social and economic sustainability in a committed, innovative and pioneering way, and to be a role model internationally. These activities contribute to the UN's 2030 Agenda for Sustainable Development, locally and globally.

The University strives for an environment characterised by equality in a bid to be attractive to a broad range of students and employees. Active efforts to increase equality and diversity in the recruitment of students and employees are crucial, as a broad base increases the potential for higher quality in our activities. The environment at Chalmers should be conducive to creativity, commitment and curiosity. This contributes to being a credible and attractive university of the modern age.

As an educational institution and an active societal stakeholder in Sweden, Chalmers needs to address equality in several ways. This document links Chalmers' vision, overall objectives and the GENIE Foundation initiative with the legal requirements, agreements and expectations placed on the University regarding gender equality and equal opportunity. The main ones are:

- The UN conventions on human rights
- The UN's 2030 Agenda and the Sustainable Development Goals
- The European Convention on Human Rights
- The Swedish Discrimination Act 2008:567
- The Government's gender equality policy objectives
- Chalmers' agreement with the Swedish government on education and research programmes
- Criteria for the Gender Equality Plan (GEP) according to Horizon Europe
- The CSRD (Corporate Sustainability Reporting Directive)
- Chalmers' vision and values

The objectives, problem definitions and strategies set out in this plan all stem from the above.

Purpose

The purpose of this plan is to provide Chalmers as an organisation with an overview of the overall objectives and their rationale. The objectives set the direction for activities and thereby support the development of the organisation and processes towards greater equality.

The plan also aims to make it easier for the different parts of the organisation to track their activities in relation to the objectives and thereby identify areas for improvement in order to meet both statutory and agreed objectives and, in particular, to develop activities for an inclusive and equitable environment.

Equality

Equality means that everyone has the same value and should be treated equally regardless of, for example, gender, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age. Chalmers has worked – and continues to work – extensively to promote equality between men and women but also has the ambition to expand its equality work to include more groups, notably on the basis of the seven grounds for discrimination in the Swedish Discrimination Act.

Gender equality

Gender equality is about equality between men and women.

- The objective of Swedish gender equality policy is for men and women to have the same power to shape society and their own lives. To this end, the government has six interim objectives, as follows:
- An equal distribution of power and influence. Men and women should have the same rights and opportunities to be active members of society and to shape the conditions for decision-making in all areas of society.
- Financial gender equality. Men and women should have the same opportunities and conditions for paid work that provide lifelong financial independence.
- Gender equality in education. Men and women, and boys and girls should have the same opportunities and conditions when it comes to education, study choices and personal development.
- Equitable distribution of unpaid work in the home and in care. Men and women should take equal responsibility for work in the home and have equal opportunities to give and receive care.
- Gender equality in relation to health. Men and women, and boys and girls should have the same prospects for good health and be offered health and social care on equal terms.

- Men's violence against women should end. Men and women, and boys and girls should have the same rights and opportunities regarding their bodily autonomy.

The main strategy for achieving the gender equality policy objectives is gender mainstreaming. Swedish authorities, along with public organisations including universities and higher education institutions, are therefore tasked with implementing gender mainstreaming both internally and externally in their societal functions. This means that a gender perspective must be included in all processes, in all decisions taken, at all levels and at all stages of the process, by the different decision makers involved.

Agreement with the government

When Chalmers became a foundation university in 1994, a long-term framework agreement was signed between Chalmers and the Swedish government on education and research. Each year, a sub-agreement is concluded to this that includes the gender mainstreaming mandate. According to the annual agreement with the government, gender equality must always be taken into account in Chalmers' activities. Chalmers must continue to pursue gender mainstreaming in order to achieve the gender equality policy objectives, as well as in matters of equal opportunities for career paths, gender-related study choices and student completion. Work on gender mainstreaming should continue on the basis of a plan specific to the organisation in which development needs, objectives and activities are defined. The plan should also describe how gender equality will be integrated into regular activities using existing governance processes. Chalmers should also report on how gender equality is taken into account when allocating research funding. Measures taken and results achieved based on the plan are to be presented in the annual report. The report should link relevant parts of the work to the UN's 2030 Agenda and the Global Sustainable Development Goals. The annual report is submitted to the Ministry for Foreign Affairs.

The agreement also stipulates that Chalmers must actively promote and broaden recruitment to first, second and third cycle programmes. Particular attention should be paid to those educational areas with the greatest recruitment bias. There must be a high standard of information and guidance on educational pathways at Chalmers and on future opportunities in the labour market for different courses of study.

Finally, Chalmers must strive to achieve the objective of there being at least 34 per cent women among newly recruited professors. The objective includes promoted professors and visiting professors. Adjunct professors are not included.

Active measures to combat discrimination

The Swedish Discrimination Act regulates the prohibition of discrimination on seven grounds: gender, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age. The prohibition includes harassment, sexual harassment and retaliation. The purpose of the Act is to combat discrimination and otherwise promote equal rights and opportunities regardless of the grounds for discrimination. The Act thus has a preventive effect but also provides a remedial one. As an employer and education provider, Chalmers is obliged to investigate and take action against harassment and sexual harassment.

The organisation's role as an employer and education provider is to take active steps to prevent discrimination, harassment and sexual harassment in its operations and to promote equal rights regardless of the grounds for discrimination. The work should be conducted by means of an annual cycle of investigation, analysis, action and monitoring, and all steps should be documented. Active measures should be applied to all grounds for discrimination and cover the following areas:

For employees	For students
<ul style="list-style-type: none"> • Working conditions • Salaries and conditions of employment • Recruitment and promotion • Skills development and training • The ability to combine work and parenthood 	<ul style="list-style-type: none"> • Admissions and recruitment • Examinations and assessments • Study environment • Teaching methods and organisation of courses • Studying and parenting

Based on the requirements of the Swedish Discrimination Act, the employer must conduct an annual salary survey, with the aim of identifying, addressing and preventing unfair differences in salary and other conditions of employment between men and women. The employer must also promote gender balance in different types of jobs, in different categories of employees and in management positions by means of training, other skills development and other appropriate measures.

Gender Equality Plan (GEP)

In order for Chalmers to receive funding from the EU's research and innovation funding programme, Horizon Europe, the University needs to have a Gender Equality Plan. Chalmers' GEP is thus included in this equality plan. (Criteria for the GEP, see [Horizon Europe gender equality plan eligibility criterion](#) | European Institute for Gender Equality)

Gender Initiative for Excellence (GENIE)

GENIE, Gender Equality for Excellence, is an initiative for the period 2019–2028 that is adopted and funded by the Chalmers Foundation. The aim is to increase Chalmers' success by promoting and improving gender equality. This is to be achieved by contributing towards the following objectives:

1. To increase the proportion of women in the faculty
2. To eliminate structural and cultural barriers that impede women's careers
3. To create a working environment that is diverse, inclusive and supportive of excellence in research and teaching.

The focus of the project is to ensure that activities within Chalmers' departments are designed and implemented in a way that has a lasting impact on daily operations and leads to an inclusive work environment with fair processes for everyone, whether it be in research, teaching or utilisation. Efforts to promote greater gender equality may cover areas such as mentoring, fair and transparent processes, an improved leadership and meeting culture, proactive recruitment and data analysis. As several departments have not yet reached Chalmers' numerical targets on gender balance between men and women, work needs to be done in recruitment to attract more women and also to retain the women who are at Chalmers and provide them with fair and equal prospects. This work is monitored by the President in the annual operational discussion.

Chalmers policy documents

This plan is primarily linked to the following policy documents at Chalmers:

- Prioritised operational development 2023–2025 C 2022–0751
- Chalmers' Rules of procedure for first and second cycle programmes C 2016–0096–2
- Strategy for integrating gender equality, equal treatment and diversity in undergraduate education C 2021–1895
- Regulation – Forms of collaboration with students on work environment and equal treatment C 2021–1009
- Code of conduct for employees C 2022–0757 and for students C 2020–1032
- Decision on gender mainstreaming C 2016–0083, C 2017–0547
- Regulation to systematically recognise, prevent and address victimisation C 2024–1343–2
- Departments' operational plans
- Annual action plan for students' work environment and equal treatment (active measures)
- Work environment policy C 2021–1894

Dedicated resources with expertise in the field of gender equality

Resource	Scope
Equality, Diversity and Inclusion Coordinator (DEI Officer)	Full-time
Equal treatment coordinator (for students)	Full-time
Equality representatives at central and departmental level	15 people at 10%
GENIE coordinator	60%
GENIE representatives	13 people at 5%
HR Equality Focus Group	2–3 HR partners at 20% + DEI Officer

Chalmers also has a central protection committee that deals with work environment issues including equality and where the strategic equality planning is monitored. The committee is composed of the First Vice-President for Leadership and Equality (Chair), the Head of HR (Vice-Chair), the DEI Officer, the Equal Treatment Coordinator, the Safety Coordinator, the Safety Officer, trade union representatives, two Heads of Department, the Student Union Representative, the Doctoral Student Representative and the Undergraduate Management Team Representative.

All departments have an Equality Group, usually consisting of the Head of Department, the Equality Representative (convenor), the GENIE representative, the HR partner and the student and staff representatives.

Objectives and strategies

The table shows Chalmers' objectives with their relevant problem definition, existing strategies for achieving the overall objectives, how the objectives are monitored and the agreements and legal documents on which the objectives are based. The objectives based on the GENIE Foundation initiative are also highlighted. Objectives must be specified in operational plans. This includes activities and initiatives undertaken locally and centrally during the year.

CHALMERS-WIDE				
Objective	Problem definition	Existing strategy	Measurement/monitoring	What the objective is based on
Discrimination including harassment and sexual harassment as well as victimisation* does not occur at Chalmers.	There is discrimination, harassment and sexual harassment at Chalmers.	It is clear to all employees and students that there is zero tolerance of discrimination, harassment and sexual harassment at Chalmers. There is a high level of knowledge among managers and those responsible for health and safety at work of what constitutes discrimination, harassment and sexual harassment.	All employees and students familiarise themselves with the Code of Conduct. The manager follows up annually in the staff appraisal. HR monitors the inclusion of the Swedish Discrimination Act in management training. The employee survey: Experienced exposure to patronising, unwelcome or disadvantageous behaviour of any kind. Studentbarometern (The Student Barometer): My study environment is free from offensive jargon, stereotypes, jokes, etc. about ethnicity, disability, gender, transgender identity, sexual orientation, religion or age.	The Swedish Discrimination Act Chp 2 §1, §5 The agreement with the government and gender equality policy objective 6 GEP criterion 9 The Foundation's GENIE objectives 2 and 3
The equality perspective is always taken into account when making decisions that affect the	Decisions at all levels of the organisation are not always preceded by an impact assessment	All decisions, policy documents and governance processes include gender equality and equal opportunity	The number of decision templates containing gender equality and equality considerations. Annual salary surveys indicate whether gender	The Swedish Discrimination Act Chp 2 §1 and §5, and Chp 3 §5 and §17

organisation, employees and students.	showing whether the decision has different consequences when considered from the point of view of the grounds for discrimination.	considerations.	<p>equality is taken into account when setting salaries.</p> <p>The employee survey:</p> <ul style="list-style-type: none"> • Equal treatment • Perception of fair processes 	<p>The agreement with the government and the gender equality policy objectives.</p> <p>GEP criteria 5–9</p> <p>The Foundation's GENIE objectives 1–3</p>
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CHALMERS AS AN EDUCATION PROVIDER				
Objective	Problem definition	Existing strategy	Measurement/monitoring	What the objective is based on
<p>During their studies, all students should have access to teaching that is designed and implemented in a way that supports:</p> <ol style="list-style-type: none"> 1) equal prospects for learning and examination based on the grounds for discrimination and social background. 2) Inclusivity of all students, i.e. not reinforcing stereotypes or being discriminatory. 	<p>Gender and other grounds for discrimination create differences in opportunities and conditions for students in education. There are shortcomings in the systematic work that takes into account and ensures gender equality in the design and delivery of education.</p>	<p>To invest in skills development for Heads of Programme, teachers and students in gender equality, equal treatment and diversity to ensure that teaching supports everyone having a fair and equal chance of succeeding in terms of learning and examination. Includes the way interaction and the choice of course material.</p> <p>Further development of quality systems to systematically take into account and monitor gender equality, diversity and equal opportunities in the implementation, content and design of educational programmes.</p>	<p>The number of skills development initiatives</p> <p>Systematic monitoring is done according to Chalmers' quality assurance system. For courses, this is done by means of specific questions in the course questionnaire and subsequent analysis in connection with course committee meetings.</p>	<p>The agreement with the government and the national gender equality objectives.</p> <p>The Swedish Discrimination Act Chp 2 §5–6 and Chp 3 §15–20 GEP criteria 4 and 8.</p>

Objective	Problem definition	Existing strategy	Measurement/monitoring	What the objective is based on
All students graduating from Chalmers should have the awareness and skills to contribute to equality and inclusivity in society.	Not all students graduating from Chalmers take with them the awareness and skills to actively contribute to equality and inclusivity in society as future engineers, architects, entrepreneurs and leaders, in line with the 2030 Agenda.	All courses must have programme learning objectives to achieve skills related to the profession and subject area of the programme and contribute to equality, diversity and inclusivity in society. Heads of Programme and teachers are given the opportunity and support to develop their awareness and knowledge of gender mainstreaming in the content of programmes and courses.	The number of educational programmes that have programme learning objectives on equality, diversity and inclusivity and at least one compulsory course with explicit learning objectives. The number of elective courses providing in-depth expertise in the field.	The agreement with the government and the gender equality policy objectives. GEP criteria 4, 6 and 8 The 2030 Agenda.
All students at Chalmers should be able to complete their studies without this being made more difficult owing to circumstances related to gender and other grounds for discrimination	Chalmers' student body is largely homogeneous in terms of gender and other grounds for discrimination, and the University has identified risks that norms and culture do not give minority	To provide support to ensure that students can harness education based on their own potential regardless of gender and other grounds for discrimination. To analyse student completion and drop-	The proportion of students remaining at Chalmers after one year of study and the proportion of these who by then have earned a minimum of 45 higher education credits. Proportion of questions in the Studentbarometern (Student Barometer) with significant differences between the various groups.	The agreement with the government and gender equality policy objectives 1–6, The Swedish Discrimination Act Chp 2 §5–6 and Chp 3 §15–20

	groups the same opportunity to succeed in their education.	<p>out rates in general and for under-represented groups.</p> <p>To create an understanding of what these groups need in terms of structures or support to remain on their course rather than dropping out.</p>		
Students in an inclusive international learning environment should reflect diversity in society.	There are groups of people who have not previously applied to study at Chalmers, which means that Chalmers cannot be sure that those students with the greatest potential to meet the challenges of the future are admitted to the programme.	To develop a plan to broaden recruitment in the long term, including collaboration with primary and secondary schools, in which we create activities that contribute to increased recruitment of groups that are under-represented at Chalmers.	The proportion of registered students with an immigrant background starting undergraduate programmes (incl. Engineering foundation year), as well as the proportion of students with parents without an academic degree at university level and the proportion of female students	<p>The agreement with the government and gender equality policy objectives 1–6,</p> <p>The Swedish Discrimination Act Chp 2 §5–6 and Chp 3 §15–20</p>

CHALMERS AS AN EMPLOYER				
Objective	Problem definition	Existing strategy	Measurement/monitoring	The objective is based on
Chalmers has equal representation (within a 40/60 range) in all functions and leading positions.	Chalmers has an unequal gender balance both horizontally and vertically in its organisational structure.	<p><i>Policy decision for Chalmers' gender mainstreaming C 2017–0547</i></p> <p>All recruitment at Chalmers complies with policy document <i>C 2018–0425 Guidelines for staff recruitment</i> and the policy documents included in those guidelines.</p> <p>The people involved in recruitment and promotion have the skills and expertise to conduct those processes in a gender-neutral manner. The processes follow <i>C 2018–0425 Guidelines for staff recruitment, C 2019–1034 At least one person of each sex to be interviewed in Employment Committee recruitments</i></p>	Gender-disaggregated statistics are reported annually in the Sustainability Report for positions in the teaching and research staff category, the administrative and technical staff categories, and for managers and directors.	<p>The Swedish Discrimination Act Chp 3 §7</p> <p>The agreement with the government and gender equality policy objective 1</p> <p>The Foundation's GENIE objective 1</p>

		and C 2044– 97 Decision on affirmative action.		
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Objective	Problem definition	Existing strategy	Measurement/monitoring	The objective is based on
All employees have equal opportunities in pursuing their careers, regardless of their gender.	<p>When promotion and internal recruitment processes are not structured and do not have a gender equality perspective, there is a risk there will not be the same opportunities to succeed regardless of gender.</p> <p>Unequal conditions risk reducing career opportunities regardless of gender.</p>	<p>In order to maintain a high level of recruitment and promotion of research and teaching staff, career paths such as recruitment, direct recruitment and promotions envisaged in the Operational Plan should follow the internal process according to <i>Decision C 2020–0961 on internal Preparation Groups</i>.</p> <p>Those involved in recruitment and promotion have the skills and expertise to conduct the processes in a gender-equal manner, such as using gender-neutral assessments. <i>C 2018–0425 Guiding principles for staff recruitment</i>.</p> <p>Managers work annually on active measures to counteract differences between men and women in the work environment, recruitment and promotion, and enabling people to combine work with parenthood.</p>	<p>The number of promotions and time taken for promotion in relation to gender.</p> <p>Summary of results and underlying factors in the employee survey that can be linked to gender equality and conditions in the work environment.</p>	<p>The Swedish Discrimination Act Chp 2 §1, Chp 3 §5</p> <p>The agreement with the government and gender equality policy interim objective 1</p> <p>GEP criteria 5 and 7</p> <p>The Foundation's GENIE objectives 2 and 3</p>
Objective	Problem definition	Existing Strategy	Measurement/monitoring	The Objective is based on
At Chalmers, salaries are set on objective grounds regardless of gender.	The salary picture at Chalmers shows that there are unfair salary differences between men and women.	Salary setting is always based on objective grounds when new employees are recruited, when there are promotions and in the context of salary reviews <i>C 2019–1799 Principles and criteria for setting salaries</i> .	Annual salary review.	<p>The Swedish Discrimination Act Chp 3 §5, §8–10</p> <p>The agreement with the government and gender equality policy</p>

				interim objective 2.
Newly recruited professors are made up of at least 34 per cent women, including promoted professors and visiting professors. The figure is updated in the government's agreement with Chalmers.	Chalmers has a numerical imbalance within this category.	<p><i>C 2017–0547 Policy decision for gender mainstreaming at Chalmers</i></p> <p>All recruitment at Chalmers complies with policy document <i>C 2018–0425 Guiding principles for staff recruitment</i>. The people involved in recruitment and promotion have the skills and expertise to conduct those processes in a gender-neutral manner.</p> <p>The processes follow <i>C 2018–0425 Guiding principles for staff recruitment</i>, <i>C 2019–1034 Selection for interview</i> and <i>C 2044/97 Decision on affirmative action</i>.</p>	The number of newly recruited professors broken down by gender is presented in the annual report.	<p>The Swedish Discrimination Act Chp 3 §7</p> <p>The agreement with the government and gender equality policy interim objective 1</p> <p>The Foundation's GENIE objective 1</p>

Responsibility and monitoring

The President has overall responsibility for promoting equality. Heads of Department or their equivalent are responsible for their respective departments/equivalents. Managers have direct responsibility for employees; Deans of Education and Heads of Programme have the corresponding responsibility for students.

This plan applies until further notice and is revised annually.