



**CHALMERS**



# Gender equality and equal opportunity plan

CHALMERS TEKNISKA HÖGSKOLA

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[www.chalmers.se](http://www.chalmers.se)

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# Background

## Introduction

Chalmers is a technical university based on a clear concept: together with stakeholders we strive for an improved future, to meet present complex and global societal challenges. Chalmers aim to meet people's need for ecological, social, and economic sustainability in a committed, innovative, and pioneering way. Our activities contribute to the UN's Sustainable Development Goals, Agenda 2030, locally and globally. Chalmers will in these ways show intentions in being an international role model.

The University strives for an environment characterised by equal treatment to be attractive to a broad range of students and employees. Skilled and talented people should not reject Chalmers in favour of other higher education institutions and/or employers. It is essential to make active efforts to increase gender equality and diversity in the recruitment of students and employees as a broad base increases the potential for higher quality activities. The environment at Chalmers should create opportunities for creativity, curiosity, and commitment. This contributes to being a credible and attractive university of our time.

As a higher education institution and an active social player in Sweden, Chalmers needs to work with gender equality and equal opportunity in several different ways. This document links Chalmers' vision, prioritised operational development and the Foundation's Genie initiative with the legal requirements, agreements and expectations placed on the University regarding gender equality and equal opportunity. The principal ones are the following.

- The Swedish Discrimination Act 2008:567
- The current Swedish objectives of the gender equality policy
- Chalmers' agreement with the Swedish government
- Criteria of Gender Equality Plan (GEP) according to Horizon Europe
- The UN's Agenda 2030

The objectives, targeted challenges and strategies set out in this plan are all derived from the above. The objectives linked to the Swedish Discrimination Act, the agreement with the government, gender mainstreaming and the Genie initiative are not new to Chalmers but have now been brought together in this plan. The criteria that Horizon Europe imposes on the University are new as of 2022.

## Purpose

The purpose of this plan is to provide Chalmers as an organisation with a comprehensive overview of the overall objectives and their rationale. The objectives set the direction for activities and thus support the development of the organisation and its processes.

The plan also aims to make it easier for the different parts of the organisation to chart its activities in relation to the objectives and thereby pinpoint areas for improvement to meet statutory and agreed objectives and to develop activities for an inclusive, fair and equitable environment.

## Gender mainstreaming and gender equality policy objectives

The Swedish government has six gender equality policy goals. The main strategy for achieving these is gender mainstreaming. Swedish authorities and public authorities, including universities and colleges, have the task of gender mainstreaming both internally and externally in their social functions. This means that a gender equality perspective must be considered in all policies that affect people's lives, so that all men and women, and boys and girls can live equal lives.

As gender equality is created where decisions are made, resources are allocated and standards are set, gender equality must be included and considered in everyday work, in all parts of processes such as all planning, implementation and monitoring, and operated by those normally involved in decision-making. Gender mainstreaming needs to aim at changing the power structures that have discriminatory effects on men and women as groups. This means that limiting norms and informal power structures should be critically challenged and activities analysed in a way that reveals where and how inequalities arise, what forms they take and the reasons for them. It is only when problems are identified that actions can be formulated to address them.

### Agreement with the government

When Chalmers became a foundation university in 1994, a long-term framework agreement was concluded 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, equality between men and women must always be considered in Chalmers' activities. Chalmers must continue to pursue gender mainstreaming to achieve its gender equality policy objectives, as well as in

matters of equal opportunities for career paths, gender-specific study choices and student completion. Work on gender mainstreaming should continue based on an individual plan in which development needs, objectives and activities are made tangible, and which includes a description of how gender equality will be integrated into ordinary activities, including existing governance processes. Chalmers must also report on how gender equality is considered when allocating research funds. 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 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 education at undergraduate, Master's, and doctoral levels. Particular attention should be paid to those areas of education where there is 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.

#### Sveriges sex jämställdhetspolitiska mål

1. En jämn fördelning av makt och inflytande. *Kvinnor och män ska ha samma rätt och möjlighet att vara aktiva samhällsmedborgare och att forma villkoren för beslutsfattandet i samhällets alla sektorer*
2. Ekonomisk jämställdhet. *Kvinnor och män ska ha samma möjligheter och villkor i fråga om betalt arbete som ger ekonomisk självständighet livet ut*
3. Jämställd utbildning. *Kvinnor och män, flickor och pojkar ska ha samma möjligheter och villkor när det gäller utbildning, studieval och personlig utveckling*
4. Jämn fördelning av det obetalda hem- och omsorgsarbetet. *Kvinnor och män ska ta samma ansvar för hemarbetet och ha möjligheter att ge och få omsorg på lika villkor*
5. Jämställd hälsa. *Kvinnor och män, flickor och pojkar ska ha samma förutsättningar för en god hälsa samt erbjudas vård och omsorg på lika villkor*
6. Mäns våld mot kvinnor ska upphöra. *Kvinnor och män, flickor och pojkar, ska ha samma rätt och möjlighet till kroppslig integritet.*

Finally, Chalmers must work to achieve the objective of there being at least 34 per cent women among newly recruited professors between 2021 and 2023. The objective includes promoted professors and visiting professors. Adjunct professors are not included.

### The Swedish Discrimination Act

The Discrimination Act regulates the prohibition of discrimination on the grounds of sex, 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 irrespective 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, implementation and follow-up, and all steps should be documented. Active measures should be applied to all grounds for discrimination and cover the areas below.

For employees	For students
<ul style="list-style-type: none"> <li>• Working conditions</li> <li>• Salaries and employment conditions</li> <li>• Recruitment and promotions</li> <li>• Skills development and training</li> <li>• The ability to reconcile work and parenthood</li> </ul>	<ul style="list-style-type: none"> <li>• Admissions and recruitment</li> <li>• Examinations and assessments</li> <li>• Study environment</li> <li>• Teaching methods and organisation</li> <li>• Studies and parenthood</li> </ul>

As part of active measures to be taken, the employer must conduct an annual salary review, with the aim of identifying, addressing, and preventing unfair differences in salary and other employment conditions between men and women.

Employers 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)

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 (GEP). The rationale is that Horizon Europe aims to contribute to the achievement of the UN Sustainable Development Goals (SDGs), increase EU competitiveness and growth, develop, support, and implement EU policies, and provide solutions to global challenges.

To meet the mandatory requirements:

1. the plan must be a formal document decided by the top management and published on the University's website,
2. the plan should specify dedicated resources with expertise in the field of gender equality that can support the organisation to implement the plan and support a process of sustainable organisational change,

3. the organisation must report gender-disaggregated statistics based on the indicators linked to the objectives of the plan on an annual basis,
4. the plan should include measures to raise the awareness as well as in gender equality and gender bias.

In addition to the four mandatory requirements, it is recommended that the following five areas are included in the plan. The plan should promote:

5. gender equality in work-life balance and organisational culture,
6. gender balance in leadership and decision-making,
7. gender equality in recruitment and career development,
8. integration of the gender dimension in research and teaching content,
9. measures against gender-based violence, including sexual harassment.

### 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. Increase the proportion of female faculty
2. Remove the structural and cultural obstacles that hamper women's careers
3. Create a working environment that is diverse and 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, both in research, teaching, and utilisation. Work may cover areas such as mentoring, fair and transparent processes, an improved leadership and meeting culture, proactive recruitment, data analyses, etcetera. 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 to retain the women who are at Chalmers and provide them with fair conditions. The work is monitored by the President in the annual operational exchange.

### Chalmers policy documents

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

- Prioritised Operational Development 2023–2025, C 2022–0751
- Appointment regulation for first cycle and second cycle education (undergraduate and master's education) at Chalmers C 2016–0096
- Strategy for integration of equality, inclusion, and diversity In Chalmers undergraduate and master's education C 2021–1895
- Föreskrift: Former för samverkan med studenter om arbetsmiljö och likabehandling C 2021–1009
- Code of Conduct C 2022–0757
- Jämställdhetsintegrering av Chalmers C 2016–0083, C 2017–0547
- Föreskrift för att systematiskt uppmärksamma, förebygga och hantera kränkande särbehandling C 2018–1406
- Implementering av process för utredning av kränkningar och trakasserier C 2018–1863

- Departments' operational plans
- Annual action plan for students' work environment and equal treatment (active measures)

### Dedicated resources with expertise in the field of gender equality

Resources	Scope
Gender equality and equal treatment coordinator, students	Full-time
Gender equality representative, central and per department	Part-time position
Genie Steering Committee and Genie Management, Chalmers-wide	Part-time position
Genie representatives, faculty in department	Part-time position
HR focus group on gender equality and equal opportunity	Part-time

Chalmers also has a central Equality Committee that deals with and monitors long-term and strategic planning on equal treatment. The committee consists of the President, First Vice President, Gender Equality and Equal Treatment Coordinator, Central Gender Equality Officer, Head of HR, representative from the HR focus group on gender equality and equal opportunity, trade union representatives, Student Union representative, Safety & Security Manager, doctoral student representative and Executive Committee for Education representative.

Most departments have a Gender Equality Group, usually consisting of the Head of Department, gender equality representative, Genie representatives, HR partner, student, and staff representative.

### Gender equality, equal opportunities, and intersectionality – how are they connected?

The Swedish policy strategy *Gender mainstreaming* aims to promote that a gender equality perspective is integrated into all ordinary processes and transpire all work within the university. Gender equality should not only be considered in separate processes but should be an ordinary part of the university's organization, governance processes, policies, research and teaching. *Gender mainstreaming* is a part of Chalmers' continuous work for equal opportunities, which is based on all the discrimination grounds in the Swedish Discrimination Act. All work done based on the requirements of the Discrimination Act must also be integrated into regular processes at Chalmers through active measures.

*Gender mainstreaming* is often based primarily on legal gender, but for Chalmers University of Technology, inclusion is an important part of gender equality work, to promote a safe and prosperous work environment for a diversity of employees. Therefore, in the annual employee survey, the organization has chosen to categorise gender from gender identity by providing the opportunity to fill in one of the following options: woman, man, other. The statistics linked to the employee survey are hence analysed and presented based on gender identity rather than legal gender.

In order to build good prerequisites for gender equality, inclusion and equal opportunities, an intersectional perspective is needed. This means to consider how power structures affect and sometimes reinforce each other. We all have different prerequisites connected to how our collected

social identity is built up by, for example, our sex, gender identity or expression, sexuality, ethnicity, ability, religion or other belief, age, and socio-economic background. An intersectional perspective is therefore the starting point for all Chalmers work for gender equality, equal opportunities and inclusion and is thus highly present in this plan.



## Objectives and strategies

The chart below shows Chalmers' objectives with relevant problem definitions, existing strategies to achieve the overall objectives, how the objectives are monitored and the agreements and legal documents on which the objectives are based. The objectives of the Foundation's Genie 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 FORMULATION	EXISTING STRATEGY	MEASUREMENT/MONITORING	WHAT THE OBJECTIVE IS BASED ON
Discrimination including harassment and sexual harassment as well as victimisation* should not occur at Chalmers.	Discrimination, harassment, and sexual harassment occur at Chalmers.	<p>It is clear to all employees and students that there is zero tolerance of discrimination, harassment, and sexual harassment at Chalmers.</p> <p>There is a high level of knowledge about what constitutes discrimination, harassment, and sexual harassment among managers and those responsible for health and safety at work.</p>	<p>All employees are instructed to sign and comply the Code of Conduct. The manager follows up on this annually in the employee interview.</p> <p>HR follows up on the inclusion of discrimination legislation in management training.</p> <p>The employee survey: Experiences of discrimination, harassment, and sexual harassment</p> <p>Studentbarometern (The Student Barometer): Chalmers free from discrimination and the proportion of people who have</p>	<p>The Swedish Discrimination Act Chp 2 §1, §5</p> <p>The agreement with the government and gender equality policy objective 6</p> <p>GEP criterion 9</p> <p>The Foundation's Genie objectives 2 and 3</p>

OBJECTIVE	PROBLEM FORMULATION	EXISTING STRATEGY	MEASUREMENT/MONITORING	WHAT THE OBJECTIVE IS BASED ON
		<p>For positions involving examination responsibilities in undergraduate and master's programmes, training is required in teaching and learning in higher education in line with the recommendations of The Association of Swedish Higher Education Institutions (SUHF) (REK 2016:1) or equivalent.</p>	<p>experienced undesirable behaviour.</p>	
<p>Employer and education providers must investigate all reports of harassment and sexual harassment.</p>	<p>In the annual employee survey, employees respond that they have sought help but have not received any help to the follow-up question on harassment and sexual harassment.</p> <p>According to the national prevalence study on gender-based victimisation in</p>	<p>Managers and those responsible for health and safety at work investigate all reported incidents of harassment or sexual harassment when they become aware of them.</p>	<p>Statistics from Safe at Chalmers: The number of reported cases of harassment and discrimination and how they have been dealt with.</p> <p>The employee survey: Follow-up question to the question on harassment and sexual harassment: 'I have</p>	<p>The Swedish Discrimination Act Chp 2 §3</p> <p>The agreement with the government and gender equality policy objective 6</p> <p>GEP criterion 9</p>

OBJECTIVE	PROBLEM FORMULATION	EXISTING STRATEGY	MEASUREMENT/MONITORING	WHAT THE OBJECTIVE IS BASED ON
	<p>academia, victims do not report because they do not know how to go about doing so, and they do not think reporting will lead to any action.</p>	<p>Safe at Chalmers investigates reported incidents of harassment and sexual harassment.</p> <p>There is clear and accessible information on where and to whom to report incidents of harassment and sexual harassment.</p>	<p>sought help but have not received any help'</p> <p>The employee survey: Follow-up question to harassment and sexual harassment 'I do not know where to turn'</p>	<p>The Foundation's Genie objectives 2 and 3</p>
<p>Managers and those responsible for health and safety at work must work proactively with active measures on a yearly basis with activities aimed to create an inclusive work environment and prevent discrimination, harassment and sexual harassment.</p>	<p>According to the annual employee survey and the Student Barometer, women consider Chalmers to be a less equal workplace than men do.</p> <p>The Student Barometer also shows that other grounds for discrimination affect how students feel about their study environment.</p>	<p>Managers and those responsible for health and safety at work strive to create an inclusive work environment for all employees, regardless of grounds for discrimination. The work results in active measures and must be entered into the operational plan annually as specified.</p>	<p>The Gender Equality Committee monitors annually that active measures are included in the operational plans of the departments and the action plans of the undergraduate programmes.</p> <p>The employee survey: Equal treatment The Student Barometer: Differences in experience of the study environment based on grounds for discrimination.</p>	<p>The Swedish Discrimination Act Chp 3</p> <p>The agreement with the government and gender equality policy objectives 1–6</p> <p>GEP criteria 5–9</p> <p>The Foundation's Genie objectives 1–3</p>

OBJECTIVE	PROBLEM FORMULATION	EXISTING STRATEGY	MEASUREMENT/MONITORING	WHAT THE OBJECTIVE IS BASED ON
		<p>The programmes' annual OSA (Organisational and Social Working Environment) rounds result in action plans at programme, educational area and Chalmers level that clarify the active measures to be implemented by the educational organisation.</p>		
<p>Gender equality and equal opportunities are always taken into account when making decisions that affect the organisation, employees and students.</p>	<p>Decisions at all levels of the organisation are not always initiated by an impact analysis showing whether the decision has different consequences depending on gender or on the other six grounds for discrimination.</p>	<p>All decisions are considered from a gender equality and equity perspective.</p>	<p>Number of decision templates containing gender equality and equal opportunity considerations.</p> <p>Annual salary surveys indicate whether gender equality is considered when setting salaries.</p> <p>The employee survey:            -Equal treatment            -Perception of fair processes</p>	<p>The Swedish Discrimination Act Chp 2 §1 and §5 together with Chp 3 §5 and §17</p> <p>The agreement with the government and gender equality policy objectives 1–6</p> <p>GEP criteria 5–9</p> <p>The Foundation's Genie objectives 1–3</p>

OBJECTIVE	PROBLEM FORMULATION	EXISTING STRATEGY	MEASUREMENT/MONITORING	WHAT THE OBJECTIVE IS BASED ON
Integrating gender equality and equal opportunities into existing governance processes		In all decisions on the establishment of governance documents and governance processes, such as PVU, VP and governance documents and guiding principles that are not time-limited, an impact analysis is made for gender equality and equal opportunity considerations in line with Chalmers' decision-making template.	Number of decision templates containing considerations from a gender equality and equity perspective.	<p>The Swedish Discrimination Act Chp 3 §5 and §17</p> <p>The agreement with the government and gender equality policy objectives 1–6</p> <p>GEP criteria 5–9</p> <p>The Foundation's Genie objectives 1–3</p>

\* Victimisation is regulated in the Swedish Work Environment Authority's regulations, AFS 2015:4 – Organisational and social working environment, §§ 13–14, which require Chalmers as an employer and education provider to systematically recognise, prevent and manage victimisation, in the same way as it manages discrimination, harassment and sexual harassment. All these concepts are legal concepts and are regulated by legislation. However, victimisation is regulated by different legislation, which is not explicitly addressed in this document.

## Chalmers as an education provider

OBJECTIVE	PROBLEM FORMULATION	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"> <li>1. equal prerequisites for learning and examination regardless of discrimination grounds and social background.</li> <li>2. inclusion of all students, i.e. not reinforcing stereotypes or being discriminatory.</li> </ol>	<p>Gender and other grounds for discrimination create differences in opportunities and prerequisites for students in education.</p> <p>There are gaps in the systematic work that considers and ensures gender equality in the design and delivery of education.</p>	<p>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. This includes teacher/student and student/student interaction as well as choice of course material, course elements and diversity of people active in education.</p> <p>This concerns all courses, which means that all teachers need to be aware of this objective and what they need to consider</p>	<p>Number of participants in 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. If necessary, an action plan should be drawn up.</p>	<p>The agreement with the government and gender equality policy objectives 1–3 and 6</p> <p>The Swedish Discrimination Act Chp 2 §5–6 and Chp 3 §15–20</p> <p>GEP criteria 4 and 8.</p>

OBJECTIVE	PROBLEM FORMULATION	EXISTING STRATEGY	MEASUREMENT/MONITORING	WHAT THE OBJECTIVE IS BASED ON
		<p>when designing and delivering their courses.</p> <p>Further development of quality systems to systematically consider and monitor gender equality, equal treatment and diversity in the implementation, content, and design of educational programmes.</p> <p>For positions involving examination responsibilities in undergraduate and Master's programmes, training is required in teaching and learning in higher education in line with the recommendations of The Association of Swedish Higher Education Institutions (SUHF) (REK 2016:1) or equivalent.</p>		

OBJECTIVE	PROBLEM FORMULATION	EXISTING STRATEGY	MEASUREMENT/MONITORING	WHAT THE OBJECTIVE IS BASED ON
<p>Chalmers students should develop awareness and skills to contribute to the sustainable development of society.</p>	<p>Not all students who graduate from Chalmers bring with them an awareness and skills to actively contribute to gender equality, equal treatment and diversity in society as future engineers, architects, entrepreneurs, and leaders, in line with the 2030 Agenda.</p>	<p>All courses must have programme learning outcomes to achieve skills related to the profession and subject area of the programme and to contribute to gender equality, equal treatment, and diversity in society.</p> <p>Heads of Programmes and teachers are given the opportunity and support to develop their awareness and knowledge of gender mainstreaming, equal treatment and diversity in the content of programmes and courses.</p>	<p>The number of programmes that have programme learning outcomes on gender equality, equal treatment, and diversity with at least one compulsory course with explicit learning outcomes.</p> <p>The number of elective courses that provide in-depth expertise in the field.</p>	<p>The agreement with the government and gender equality policy objective 1</p> <p>GEP criteria 4, 6 and 8</p> <p>Agenda 2030.</p>
<p>All students at Chalmers should be able to complete their studies regardless of gender and other grounds for discrimination.</p>	<p>Chalmers' student body is largely homogeneous in terms of gender and other grounds of discrimination, and the University has identified risks that norms and culture do not give minority groups the same</p>	<p>Design support to ensure that students can harness education based on their own potential, regardless of gender and other grounds for discrimination.</p>	<p>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.</p>	<p>The agreement with the government and gender equality policy objective 3.</p> <p>The Swedish Discrimination Act Chp 2 §5–6 and Chp 3 §15–20</p>



OBJECTIVE	PROBLEM FORMULATION	EXISTING STRATEGY	MEASUREMENT/MONITORING	WHAT THE OBJECTIVE IS BASED ON
	prerequisites to succeed in their education.	<p>To analyse student completion and drop-outs 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>	Proportion of questions in the Student Barometer with significant differences between different groups.	
Students in an inclusive international learning environment should reflect diversity in society.	There are groups of people, including students with foreign backgrounds, with parents who are not educated on a higher level, and female students, who have not previously applied to Chalmers, with the result that Chalmers cannot guarantee that the best 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 beginning an undergraduate programme (including Engineering preparatory year), 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 objective 3.</p> <p>The Swedish Discrimination Act Chp 2 §5–6 and Chp 3 §15–20</p>

Chalmers as an employer

OBJECTIVE	PROBLEM FORMULATION	EXISTING STRATEGY	MEASUREMENT/MONITORING	WHAT THE OBJECTIVE IS BASED ON
<p>Increased quantitative equality in all roles and management positions at Chalmers: Chalmers should have a gender balance within a 40/60 range in the 20 most common positions and among managers by 2029.</p>	<p>Chalmers has an unequal gender balance both horizontally and vertically in its organisation. This means that positions are gender-coded with men and women at different hierarchical levels and therefore have different opportunities to influence and control activities.</p>	<p><i>Policy decision for gender mainstreaming at Chalmers C 2017–0547</i></p> <p>All recruitment at Chalmers complies with policy document C 2018–0425 Guiding principles for staff recruitment 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, such as using gender-neutral assessments.</p>	<p>Gender-disaggregated statistics are reported annually in the Sustainability Report for positions in the teaching and research staff category, the administrative staff and technical staff categories, and for managers and directors.</p>	<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>

OBJECTIVE	PROBLEM FORMULATION	EXISTING STRATEGY	MEASUREMENT/MONITORING	WHAT THE OBJECTIVE IS BASED ON
		<p>The processes follow C 2018–0425 Guiding Principles for Staff Recruitment, C 2019–1034 At least one person of each gender to be interviewed in Employment Committee recruitment and C 2044/97 Decision on Affirmative Action.</p>		
<p>Equal opportunities for career paths regardless of gender.</p>	<p>When promotion and internal recruitment processes are not structured and do not have a gender perspective, there is a risk that there will not be the same opportunities to succeed regardless of gender.</p> <p>Unequal conditions in the work environment risk reducing career opportunities regardless of gender.</p>	<p>To maintain high standards in recruitment and promotion of research and teaching staff, career paths such as recruitment, direct recruitment and promotions envisaged in the Operational Plan are to follow the internal processes set out in Decision C 2020–0961 on internal Preparation Groups.</p>	<p>The number of promotions and time to 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 objective 1</p> <p>GEP criteria 5 and 7</p> <p>The Foundation’s Genie objectives 2 and 3</p>

OBJECTIVE	PROBLEM FORMULATION	EXISTING STRATEGY	MEASUREMENT/MONITORING	WHAT THE OBJECTIVE IS BASED ON
		<p>The people involved in recruitment and promotion have the skills and expertise to conduct those processes in a gender-neutral manner, such as using gender-neutral assessments.</p> <p><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 reconciling work and parenthood.</p>		
Equal health among employees regardless of gender	Sick leave rates among employees at Chalmers show gender differences, with	Managers work annually on active measures to	The Annual Sustainability Report presents gender-disaggregated statistics at	The Swedish Discrimination Act Chp 3, §5

OBJECTIVE	PROBLEM FORMULATION	EXISTING STRATEGY	MEASUREMENT/MONITORING	WHAT THE OBJECTIVE IS BASED ON
	<p>women having a higher percentage of sickness hours than men in the same employment category.</p> <p>The employee survey shows gender differences in perceived workplace culture.</p>	<p>counteract differences between men and women in physical, social and organisational working conditions and on the possibility of reconciling work and parenthood.</p> <p>AFS 2001:1 Systematic work environment management</p> <p><i>C 2008/483–4 Chalmers Parent Policy</i></p>	<p>central level for:</p> <ul style="list-style-type: none"> <li>-absence due to illness</li> <li>-work-related injuries and near-misses</li> <li>-issues related to work environment and sustainable working life.</li> </ul> <p>Annual monitoring of occupational health service statistics and work environment issues in the employee survey.</p>	<p>Agreement with the government and gender equality policy objective 5</p> <p>GEP criterion 5</p>
<p>At Chalmers, salaries are set on objective grounds regardless of gender.</p>	<p>The salary review at Chalmers shows that there are unfair pay differences between men and women.</p>	<p>Setting salaries are always based on objective grounds when new employees are recruited, when there are promotions and in the context of salary reviews, and do not lead to unfair salary</p>	<p>Annual central salary review.</p> <p>Work on the annual salary review locally in the department/Operational Support</p>	<p>The Swedish Discrimination Act Chp 3, §5, §8–§10</p> <p>The agreement with the government and gender equality policy objective 2</p>

OBJECTIVE	PROBLEM FORMULATION	EXISTING STRATEGY	MEASUREMENT/MONITORING	WHAT THE OBJECTIVE IS BASED ON
		<p>differences based on gender.</p> <p><i>C 2019–1799 Principles and criteria for setting salaries</i></p>		
<p>Newly recruited professors are represented by at least 34 per cent women, including promoted professors and visiting professors. The figure is updated in the government’s agreement with Chalmers.</p>	<p>Chalmers has a numerical imbalance within this category.</p>	<p><i>C 2017–0547 Policy decision for gender mainstreaming at Chalmers</i></p> <p>All recruitment at Chalmers complies with policy document Guiding Principles for Staff Recruitment C 2018–0425 together with the policy documents that the guidelines include and that regulate staff recruitment. The people involved in recruitment and promotion have the skills and expertise to conduct those processes in a gender-neutral</p>	<p>The number of newly recruited professors divided on legal gender representation is presented in the annual report.</p>	<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>

OBJECTIVE	PROBLEM FORMULATION	EXISTING STRATEGY	MEASUREMENT/MONITORING	WHAT THE OBJECTIVE IS BASED ON
		<p>manner, such as using gender-neutral assessments.</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>		

### Responsibility and monitoring

The University President has overall responsibility for the ongoing work with gender equality and equal treatment. Heads of Department or their equivalent are responsible for their respective departments/equivalents. Managers have direct responsibility for employees and Deans of Education and Heads of Programme have the equivalent responsibility for students.

This plan is valid until further notice and is revised annually.