



# Monitoring Report 2022

– Action plan for gender equality and diversity 2022-

Status of initiatives and data



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## Introduction

With the *Action plan for gender equality and diversity 2022-2023*, the University of Copenhagen (UCPH) is laying a foundation for carrying on and expanding the ambitious and dedicated efforts that have been going on over the past decades to improve the framework and opportunities for gender equality and diversity. UCPH is an internationally recognised university, “... *anchored in values such as democracy, gender equality and openness*” (Strategy 2023), where all employees and students have the right to be part of a safe and secure community. For this to be possible, everyone must have the tools and skills needed to support and promote well-being, security, gender equality and diversity. With the *Action plan for gender equality and diversity 2022-2023*, UCPH is operationalising the strategic aim of ensuring secure and equal opportunities for all staff and students regardless of gender and other possible markers of discrimination, including enhancing well-being and inclusion and combatting discrimination in the workplace and in education. Through the action plan, UCPH is also meeting Horizon Europe’s requirement for a Gender Equality Plan and complying with Danish gender equality legislation. Gender equality and diversity is an agenda that is receiving considerable political attention – nationally and in particular from the EU. As an agenda-setting social institution, it is therefore also important that UCPH is ambitious and courageous in its approach to gender equality and diversity, so that we help pave the way to a more equal society. An essential aim of this action plan, which particularly focuses on broad involvement and building on UCPH’s knowledge and data, is therefore also to provide the foundation for preparing the next action plan, tentatively set for 2024-2026. The next action plan will thus be much more based on broad involvement and will focus on enhancing the local anchoring of initiatives and goals. This means that the overall management structure, the collaboration committee organisation and the occupational health and safety (OHS) organisation will be involved in the work, along with several other relevant committees and forums at the University. This will lead to an even more ambitious and relevant action plan.

This monitoring report provides a status update on the implementation to date of the initiatives presented in the action plan for 2022-2023. The section below summarises the status of the implementation. The report then expands on the status for each of the action plan’s six goals. *Data report 2022*, attached, contains an update of the figures from the baseline analysis used in the *Action plan for gender equality and diversity 2022-2023*, and a number of relevant new figures.

## **Summary: Status on the implementation of the action plan initiatives**

Implementation of the action plan initiatives has been hampered by not having dedicated staff to advance the implementation during the first half of 2022. This is because the employee responsible for coordinating and developing the action plan resigned on 1 February 2022, and the new project employees did not take up their positions until May and August 2022.

As part of the action plan, the number of FTEs allocated to working with gender equality and diversity has been raised from one to three in Shared HR (FHR) until the end of 2023. After 2023, there will again be only one FTE dedicated to working with gender equality, unless the two current FTEs are extended in the next action plan or made permanent. With the current increase in staffing, major progress is expected to be made in the implementation of the action plan initiatives.

Below is a brief summary of the status of the implementation of the specific initiatives in the action plan:

### **Completed initiatives**

- The following initiatives have been completed:
  - Initiative 4.1, “Through added questions in the WPA, UCPH has improved the knowledge base for cases of offensive behaviour and discrimination of staff”.
  - Initiative 4.5, “UCPH has introduced a whistleblower scheme with an option to report sexual harassment anonymously”.
  - Initiative 5.4, “UCPH has updated the concept for manager development reviews (LUS) to include their position on gender equality and diversity as an important development parameter”.

### **Current initiatives**

- A wide range of further initiatives are also in the process of being implemented:
  - Initiative 2.1, “As far as possible, the indicators in the *Action plan for gender equality and diversity* can be delivered at departmental level”. The deadline is autumn 2023. The indicators can already be delivered at department level. It is also being investigated whether a report should be made with the baseline numbers

and made widely available online, so that the numbers can be accessed at department level at any time.

- Initiative 2.2, “The possibilities for improving the knowledge base on the importance of other selected markers of discrimination in education and employment at UCPH are identified and explained in a study on diversity and inclusion”. The deadline is spring 2023. The study design will be discussed in autumn 2022.
- Initiative 2.6, “The data basis for analysing possible equal pay issues at UCPH has been improved”. The deadline is spring 2023. The work of identifying how to best improve the data base has already begun. This initiative is expected to be implemented in January 2023.
- Initiative 4.2, “From the 2021 educational environment assessment, UCPH has a strong baseline concerning the handling of offensive behaviour between students and between students and staff, and has set new objectives for the effort”. The deadline is spring 2023. Work has been done since November 2021 to improve knowledge about offensive behaviour among students. The basis for decision for the new goals is being prepared for the management team and is expected to be ready for a decision on 31 August 2022.
- Initiative 4.3, “UCPH has equipped staff and students to intervene as third persons in the event of offensive behaviour”. The deadline is autumn 2022. Possible external companies to conduct the training in order to pilot test the programme in early 2023 have been looked into.
- Initiative 4.4, “UCPH has equipped employees and managers to prevent and deal with cases of offensive behaviour in accordance with UCPH guidelines”.

### **Future work on goals and initiatives**

- Goal 1, “Broad involvement”.
- Initiative 2.3, “The knowledge base regarding gender-based intake at BA level has been improved with a special focus on dropouts, expected career opportunities and key factors for applications.”
- Initiative 2.4, “The knowledge base on how PhD students and postdocs experience barriers and opportunities in terms of future research careers has been identified.”

- Initiative 2.5, “The data basis for analyses of gender distribution in recruitment processes of technical administrative staff has been improved.”
- Initiative 3.1, “UCPH has developed and offered a generic course on gender equality, diversity and unconscious bias aimed at all employees”.
- Initiative 3.2, “UCPH has developed and offered a generic course on gender equality, diversity and unconscious bias aimed at all managers”.
- Initiative 5.1, “UCPH has boosted equal opportunities in recruitment and promotion by incorporating gender equality in the implementation of the University’s criteria for recognising merit and by devising guidelines and templates for a gender-equalised recruitment process”.
- Initiative 5.2, “UCPH has formalised an ERFA network for employees who have participated in previous action plans and/or projects locally relating to gender equality and diversity. The network is involved in the work on setting out a new action plan”.
- Initiative 5.3, “UCPH has promoted equal opportunities in the recruitment of managers at UCPH by testing different tools to reduce unconscious bias and to assure the quality of the recruitment process”.
- Initiative 6.1, “UCPH has developed and offered a train-the-trainer course on gender in research aimed at local research and innovation staff”.
- Initiative 6.2, “UCPH has developed and offered thematic workshops on gender in research with a view to supporting researchers in meeting the award criterion”.
- Initiative 6.3, “UCPH has offered a course for teaching staff with a focus on basic theories and concepts within gender equality and diversity”.

Each of the objectives of the action plan are reported on below, including purpose, initiatives and implementation status.

# Goal 1: Broad involvement

## Purpose

The first of the six goals in the action plan focuses on broad involvement of the entire organisation in relation to goals and direction for the gender equality and diversity efforts. It is thus a goal in the action plan to initiate systematic dialogue between management, staff and students. The purpose is to anchor gender equality and diversity efforts in the organisation, and continually identify and work with the most relevant gender equality and diversity challenges – locally and across the university. Based on the broad involvement and improved data and knowledge base (goal 2), the next action plan (tentatively set for 2024-2026) will be prepared in 2023.

## Initiatives

Broadly involving the organisation ahead of the adoption of the next action plan for gender equality and diversity is a major task that will be facilitated by the University's diversity team in FHR. This team was only fully established in August 2022. The task of developing a process plan for involvement is therefore still outstanding. A plan for this process will be formulated in autumn 2022.

While an actual plan for the involvement process has not yet been formulated, elements of the plan can be outlined, based in part on the requirements of Horizon Europe and UCPH's existing action plan. For example, it is expected that dialogue will be facilitated between management, staff and students about UCPH's gender equality and diversity efforts during the term of the action plan. This dialogue will be initiated by the UCPH diversity team under FHR, which continuously gathers knowledge and experience that can enhance its ongoing work with gender equality and diversity. Various models are currently being developed for how to best carry out this dialogue within UCPH's existing organisation.

It can also already be determined that the broad involvement of the organisation will result in a consultation process, in which the draft future action plan will be sent for consultation via the management structure, the collaboration committee organisation and the OHS organisation, in autumn 2023.



## **Implementation status**

To ensure broad involvement of the organisation and a professional approach, responsibility for the various initiatives rests with different parts of the organisation, while relevant staff networks, councils and boards will be involved on an ongoing basis. There is also deemed to be a need to raise awareness of and support for the diversity agenda, so that it is realised and anchored locally.

A number of local initiatives are already underway, including:

- Project Dignity at the Faculty of Social Sciences (SAMF) – a cultural development project designed to ensure good work and study environments free from sexual harassment
- A project at the Faculty of Health and Medical Sciences (SUND) on the prevention and handling of offensive behaviour, including formulation of an ethics code and workshops for lecturers and students in collaboration with the Awake consultancy firm
- An anti-discrimination and inclusion programme at the Niels Bohr Institute, with the assistance of the Bureau M consultancy firm.

In addition to broad involvement in the coordinated work with the action plan, efforts have been made to ensure ongoing dialogue will take place at the local level in future, through an updated manager development review (MDR) process, whereby managers are expected to evaluate their own equality and diversity efforts and how they are involving employees in these (see initiative 5.4).

## **Future implementation of initiatives**

Initiatives will be launched in autumn 2022 to mobilise the organisation towards the formulation of a future action plan, effective from 2024. Some initiatives will be organised by FHR, while others will have to be carried out locally with the support of FHR.

In winter 2022 and spring 2023, a major effort will also be needed to ensure that the general management structure, the collaboration committee organisation and the OHS organisation are involved in the work, as well as many other relevant committees and forums at the University. This is to ensure an even more ambitious and relevant action plan for 2024-2026.

## Goal 2: Improved data and knowledge base

### Purpose

The purpose of improving the data quality and knowledge base in relation to gender equality and diversity is to ensure that UCPH's work in these areas is based on valid data for possible problem areas, and to ensure qualified monitoring. Towards the end of 2023, efforts will therefore be made to improve quantitative data and analysis, with an eye for gender and diversity, and to initiate possible qualitative studies of particular areas of interest. The end goal is to deliver an improved quantitative and qualitative analysis that builds on the selected indicators and baseline of the current action plan.

### Initiatives

Initiatives		Responsibility	Deadline
2.1	As far as possible, the indicators in the action plan for gender equality and diversity can be delivered at departmental level.	FHR HR centres	Autumn 2023
2.2	The possibilities for improving the knowledge base on the importance of other selected markers of discrimination in education and employment at UCPH have been identified and explained in a study on diversity and inclusion.	FHR	Spring 2023
2.3	The knowledge base regarding gender-based intake at BA level has been improved, with a special focus on dropouts, expected career opportunities and key factors for applications.	Education & Students	Spring 2023
2.4	The knowledge base on how PhD students and postdocs experience barriers and opportunities in terms of future research careers has been uncovered.	FHR	Spring 2023
2.5	The data basis for analyses of gender distribution in recruitment processes of technical administrative staff has been improved.	FHR	Spring 2023

2.6	The data basis for analysing possible equal pay issues at UCPH has been improved.	FHR	Spring 2023
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## Implementation status

All of the initiatives under goal 2 have deadlines in 2023, as shown in the table above. However, all the initiatives involve data processing and developing a data basis. Implementation of these initiatives is therefore relatively intensive and time-consuming. Work on several of the initiatives has already commenced or will commence in summer/autumn 2022. The following section therefore presents the status of *current and future* initiatives.

### Current implementation of initiatives

- It is already to a large extent possible to deliver the action plan indicators at departmental level (**initiative 2.1**). In autumn 2022, it will also be investigated whether a report should be established with the baseline numbers and made widely available online, so that the numbers can be accessed at department level at any time.
- Work on a major study will commence in autumn 2022. The study will contribute to the knowledge base on the importance of various markers of discrimination in relation to education and employment at UCPH (**initiative 2.2**). The purpose/focus of the study will be defined and the study design decided in autumn 2022.

### Future implementation of initiatives

- The study design will be decided in autumn 2022, so that the knowledge base in relation to gender-based intake at BA level is improved, with a special focus on dropouts, expected career opportunities and key factors for applications (**initiative 2.3**). The study will be carried out in 2023.
- There will be a focus in autumn 2022 on preparing the study design, such that a study has been conducted before summer 2023, with the aim of ensuring that the knowledge base on the experiences of barriers and opportunities for PhD students and postdocs in relation to future research careers is identified (**initiative 2.4**). If possible, this study will be coordinated with initiative 2.2.
- Work will start on **initiative 2.5** in autumn 2022. This focuses on strengthening the data basis for analyses of the gender distribution in the recruitment process for technical and

administrative staff (TAPS). It will be investigated whether it is possible to resume the collection of gender, nationality and age data for applicants for technical and administrative positions, as this data collection was halted in 2020. Major work will also be done to clarify how the data for the TAP recruitment process is best retrieved from the HR Manager system, as the data is not currently in a usable format for analysis.

- Salary statistics for the Board and the General Collaboration Committee (HSU) will be extended with additional data and analysis about equal pay. Project planning has been initiated in FHR. This ensures the implementation of **initiative 2.6**, an improved data basis for analysing possible equal-pay issues at UCPH.

## Goal 3: Training the organisation

### Purpose

Goal 3 focuses on improving the organisational knowledge about gender equality and diversity. The purpose is to ensure that all employees and managers have the skills and tools needed to underpin UCPH’s goal of ensuring that, regardless of gender and other markers of discrimination, everyone feels welcome, secure and included in work and study communities. Two courses will therefore be developed on gender equality, diversity and unconscious bias – one for managers and one for employees.

### Initiatives

Initiatives		Responsibility	Deadline
3.1	UCPH has developed and offered a generic course on gender equality, diversity and unconscious bias aimed at all employees.	FHR	New: Spring 2023  Original: Autumn 2022
3.2	UCPH has developed and offered a generic course on gender equality, diversity and unconscious bias aimed at all managers.	FHR	New: Spring 2023  Original: Autumn 2022

## Implementation status

The following is a status update on the *future* implementation of initiatives, as the initiatives under goal 3 have not yet been launched.

### Future implementation of initiatives

- In the action plan, the deadline for developing and offering a generic course on gender equality, diversity and unconscious bias for employees (**initiative 3.1**) and managers (**initiative 3.2**) has been set to 2022. However, due to general delays in work on the action plan, the goal is now that the courses should be developed in autumn 2022 and offered in 2023. The courses will focus on creating basic awareness of diversity, gender equality and unconscious bias, and a common language for these among UCPH staff. The courses for managers have the same goal, but must also equip managers to work more strategically to promote equality and diversity at UCPH.

## Goal 4: Offensive behaviour

### Purpose

The purpose of enhancing the organisational culture in relation to preventing and handling offensive behaviour is to promote well-being and security for all staff and students. UCPH has a sustained focus on preventing and dealing with stress among students and staff, and on discouraging offensive behaviour and derogatory comments and discrimination.

### Initiatives

Initiatives		Responsibility	Deadline
4.1	Through added questions in the WPA, UCPH has improved the knowledge base for cases of offensive behaviour and discrimination against staff.	FHR	Spring 2022
4.2	From the 2021 educational environment assessment (UVM), UCPH has a strong baseline concerning the handling of offensive behaviour between students and between students and staff, and has set new objectives for the effort.	FHR	Spring 2023

4.3	UCPH has equipped staff and students to intervene as a third person in the event of offensive behaviour.	FHR Education & Students	New: Spring 2023  Original: Autumn 2022
4.4	UCPH has equipped employees and managers to prevent and deal with cases of offensive behaviour in accordance with UCPH guidelines.	FHR	Autumn 2022
4.5	UCPH has introduced a whistleblower scheme with an option to report sexual harassment anonymously.	Rector's Office	Spring 2022

### **Status on implementation of initiatives**

Under Goal 4, a number of initiatives have been *completed* – with deadlines in spring 2022. The remaining initiatives are described under *future* implementation of initiatives, as they start in autumn 2022 or spring 2023.

#### **Completed implementation of initiatives**

- UCPH has added questions in the WPA, thereby improving the knowledge base for cases of offensive behaviour and discrimination against staff (**initiative 4.1**). The WPA has been expanded to include questions on more types of offensive behaviour, and more nuanced questions about the types of offensive behaviour that have been asked about in previous workplace assessments:
  - WPA 2022 asks, for the first time, questions about discrimination. Respondents can also specify what the basis of the discrimination was (e.g. gender, age, skin colour etc.). It also asks for the first time whether respondents have witnessed any offensive behaviour against others.
  - For all the various types of offensive behaviour, the responses are followed up by further questions on 1) how often the person has experienced the behaviour, 2) who displayed the behaviour, 3) where/in which context the behaviour occurred, 4) how the person reacted in the situation, and 5) whether they felt that the problem was addressed.

- **Results of the implementation:**

- The implemented additions to the WPA questions mean that UCPH will gain better knowledge about the types of offensive behaviour that take place in the organisation and their prevalence. It is expected that many of the previously unreported incidents will come to light as a result of the added questions. This conclusion is supported by the fact that the number of employees who reported experiencing offensive behaviour generally increased from the WPA in 2019 to the WPA in 2022 at UCPH level.
- In previous WPAs, respondents were asked whether the person took any action after experiencing offensive behaviour, and whether the problem has been addressed. In the expanded WPA questions, respondents can tick which actions were taken by the employee, and the reason why they took no action, if so. By asking these questions, we expand our understanding of why employees act or fail to act, providing specific input on where action should be taken to promote change.
- UCPH has introduced a whistleblower scheme with an option to report sexual harassment anonymously (**initiative 4.5**). In line with the Danish Act on Protection of Whistleblowers, the scheme was introduced on 17 December 2021. The scheme works as follows. The Legal Adviser to the Danish Government (Kammeradvokaten) receives UCPH's cases via a whistleblower portal, and screens them to determine whether they are covered by the scheme and should be investigated by UCPH's whistleblower unit.
- **Results of the implementation:**
  - Up until the start of August 2022, seven cases had been reported to the scheme. None of them involved offensive behaviour. All seven have been forwarded for investigation. Two of the seven cases have been concluded with the result that no further steps will be taken. The remaining cases are still under investigation.

### **Current implementation of initiatives**

- Since November 2021, UCPH has worked, based on the educational environment assessment (UVM) from 2021, to establish a strong baseline regarding the handling of offensive behaviour between students and between students and staff, and has set new goals for the efforts (**initiative 4.2**). Knowledge has been gathered about UCPH's current handling of harassment towards students, and dialogue meetings and interviews with various stakeholders and students have been held. Against this background, potential models have been developed for improved

handling. This includes ensuring that students have access to support and guidance – from initial contact to after the complaint process has run its course. It is also ensured that UCPH has the necessary knowledge in this area to ensure good handling at all times and strengthen preventive efforts. Relevant forums and an affiliated reference group have discussed the models, and on this basis a number of solution areas have been recommended in the basis for decision. The basis for decision will be presented to the management team on 31 August 2022.

- In summer 2022, efforts will be made to find external companies to handle the training of staff and students, so they are equipped to intervene as third parties in the event of offensive behaviour (**initiative 4.3**). There are many different practices regarding third-party intervention, and it must be investigated which of these practices is most suitable for UCPH. The plan is for the programme to be pilot tested in early 2023, and then rolled out broadly at UCPH.
- UCPH has focused on preventing and dealing with harassment since 2008. Guidelines have therefore already been drawn up for handling offensive behaviour. Moreover, all departments/sections have been required to have action plans against offensive behaviour since 2008. The material is available here: <https://kUNET.ku.dk/medarbejderguide/Sider/HR/Krankende-handlinger.aspx>. In autumn 2022, focus will again be on communicating these materials to the organisation, so that employees and managers are equipped to prevent and deal with cases of offensive behaviour in line with current UCPH guidelines (**initiative 4.4**).

#### **Future implementation of initiatives**

## **Goal 5: Gender and recruitment, promotion and retention**

### **Purpose**

The purpose of boosting gender equality and diversity in recruitment and promotion is to ensure that everyone has equal opportunities for employment and career progression at UCPH. UCPH wishes to attract, retain and develop the best talents within research, administration and education. This requires recruitment processes and promotion criteria that are transparent, diverse and well-known in the organisation. UCPH's ambitious, dedicated efforts to improve gender equality and diversity must be integrated and implemented in UCPH's general strategic work, and demand a



stronger management focus and a continued dialogue across the organisation regarding objectives and action areas.

## Initiatives

Initiatives		Responsibility	Deadline
5.1	UCPH has boosted equal opportunities in recruitment and promotion by incorporating gender equality in the implementation of the University's criteria for recognising merit and by devising guidelines and templates for a gender-equalised recruitment process.	FHR	Spring 2023
5.2	UCPH has formalised an ERFA network for employees who have participated in previous action plans and/or projects locally relating to gender equality and diversity. The network is involved in the work of preparing a new action plan.	FHR	Spring 2023
5.3	UCPH has promoted equal opportunities in the recruitment of managers at UCPH by testing different tools to reduce unconscious bias and to assure the quality of the recruitment process.	FHR	Autumn 2023
5.4	UCPH has updated the concept for manager development reviews (LUS) to include their views on gender equality and diversity as an important development parameter.	FHR Faculty management	Spring 2022

## Implementation status

One initiative has been implemented under goal 5 (initiative 5.4). The remaining initiatives will be reviewed under *future* implementation of initiatives. They all have deadlines in 2023.

### Completed implementation of initiatives

- UCPH has updated the concept for manager development reviews (LUS) to include their views on gender equality and diversity as an important development parameter (**initiative 5.4**). Managers are asked to consider two new questions. 1) *How do you actively work with equality*

*and diversity in your role as a manager? 2) How do you involve your employees in the work with equality and diversity?* Managers are thus asked to consider their own equality and diversity efforts, and how they involve their employees, as broad involvement is part of UCPH's strategy for equality and diversity. The first updated management development reviews will be conducted in autumn 2022. It will then be evaluated in 2023 whether the model works as intended.

### **Future implementation of initiatives**

- In autumn/winter 2022, the focus will be on **initiatives 5.1 and 5.2**, which both have spring 2023 as their deadline. To boost equal opportunities in recruitment and promotion by incorporating gender equality in the implementation of UCPH's criteria for recognising merit and by devising guidelines and templates for a gender-equalised recruitment process (**initiative 5.1**), the focus will initially be on gathering knowledge within UCPH and building an overview of research in the field and best practice. This will provide a basis for UCPH to develop guidelines and templates.
- Work on **initiative 5.2**, which involves UCPH formalising an ERFA network for employees who have participated in previous action plans and/or projects locally relating to gender equality and diversity, will commence in autumn 2022. The network will be involved in the work of drawing up the new action plan, and is a natural extension of the major focus on broad involvement of the institution in general.
- Autumn 2023 is the deadline for the initiative whereby UCPH promotes equal opportunities in the recruitment of managers at UCPH by testing different tools to reduce unconscious bias and assure the quality of the recruitment process (**initiative 5.3**). A range of tools are already being used at UCPH. Work on the initiative will therefore commence with knowledge gathering. For example, SUND uses an online tool to screen and reduce biased language in their job postings. The gathering of experience at UCPH will be supplemented by best practice and the latest research. A plan will then be drawn up to test various tools and recruitment processes, and a guideline/updated process for recruitment at UCPH will be then prepared.

## Goal 6: Gender in research and education

### Purpose

Goal 6 focuses on boosting the organisational knowledge about gender in research and education, to ensure that researchers and lecturers employed at UCPH possess relevant knowledge and skills about the importance of gender in a wide range of research and education contexts. UCPH contributes research and innovation to specific societal challenges. It is therefore important that researchers consider gender in their research, so that solutions are not designed with bias.

### Initiatives

Initiatives		Responsibility	Deadline
6.1	UCPH has developed and offered a train-the-trainer course on gender in research aimed at local research and innovation staff.	Research & Innovation	New: Autumn 2022  Original: Spring 2022
6.2	UCPH has developed and offered thematic workshops on gender in research with a view to supporting researchers in meeting the award criterion.	Research & Innovation	Autumn 2022
6.3	UCPH has offered a course for teaching staff with a focus on basic theories and concepts within gender equality and diversity.	FHR	New: Autumn 2023  Original: Autumn 2022

### Implementation status

There is one initiative under Goal 6 (initiative 6.2) for which implementation has commenced. The remaining initiatives will commence in autumn 2022, and will therefore be described under *future* implementation of initiatives.

### Current implementation of initiatives

- UCPH is in the process of developing thematic workshops on gender in research, with the aim of supporting researchers in meeting Horizon Europe's award criteria, which focuses on giving consideration to social and biological gender in research design (**initiative 6.2**). The development is inspired by Coordination for Gender Research (<https://koensforskning.soc.ku.dk/>), which has offered topical courses in gender and research for many years. The plan is for workshops to be organised such that they are relevant for both researchers and research support units. Workshops are expected to be held as a combination of physical and online meetings. Plans for workshops etc. are expected to be completed in autumn 2022. These will then be offered broadly at UCPH via departmental management and research support units at faculties and departments.

### Future implementation of initiatives

- **Initiative 6.1**, on developing and offering a train-the-trainer course on gender in research aimed at local research and innovation staff, is expected to be launched in autumn 2022. The training course must consist of teaching in Horizon Europe's rules and guidelines on how to consider biological and social gender in research methodology. The training will aim to provide insight into the European Commission's strategic focus on gender, and the impact this has on the design and assessment of applications. The course will be offered to research support units at faculty and departmental level, and supplemented by written guidelines on UCPH's research portal and references to the European Commission's guidelines and online materials on gender and research. The process has been delayed, in part due to the major delay in launching Horizon Europe, which has led to delays in access to European Commission guidelines, official application templates and references to necessary background material.
- UCPH aims to offer a course for teaching staff with a focus on basic gender equality and diversity theories and concepts (**initiative 6.3**) during spring 2023. Development of the course starts in autumn 2022. This will be done jointly by relevant employees from HR Development and Occupational Health & Safety, and possibly external specialists in teaching gender equality and diversity.



# Appendix 1: Data report 2022

An update of the figures from the baseline analysis in  
'Action plan for gender equality and diversity 2022-2023'

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# 1 Introduction

The following pages present a number of key figures for gender equality and diversity at the University of Copenhagen (UCPH). These include figures for the gender distribution among academic staff, in the recruitment process, and among technical and administrative staff, university management and students<sup>1</sup>. The report also contains the main findings regarding offensive behaviour from the work place assessment and study environment surveys. The report updates the figures from the baseline analysis which is part of the ‘Action plan for gender equality and diversity 2022-2023’, and includes several new figures.

## 2 Gender distribution among academic staff

The gender distribution among academic staff is an important metric for the work on gender equality and diversity at UCPH. The figures can indicate whether the initiatives launched by UCPH in this area are having a concrete effect.

The figures in this section show the gender distribution among academic staff at the overall UCPH level and at the UCPH faculties, and the trend since 2016. The figures have been calculated as percentages of Full Time Equivalents (FTEs).<sup>2</sup>

### 2.1 UCPH

Figure 2.1 shows there has been a slight increase in the proportion of women among all academic staff categories during the 2016-2021 period at the general UCPH level. The biggest increase since 2016 applies to professors: The proportion of female professors rose by 4.7 percentage points to 26.8% in 2021. There has also been an increase of 2.0-3.5 percentage points in the same period for the other academic staff categories. Among PhD students, women already accounted for more than

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<sup>1</sup> Gender distributions in this report are calculated based on sex (from the CPR-number), when the data is population data (for both students and employees). When the data is recruitment data, the gender distributions are calculated based on the applicants’ own answers in UCPH’s recruitment system with the options “Man” and “Woman”.

<sup>2</sup> The figures of gender distribution in the population of academic staff are based on population data from KU-BI, which uses LDV data. Percentages are calculated as percentages of Full Time Equivalents (FTEs). The HR standard filter has been used (read more [here](#)). The gender distributions are based on sex (from the CPR-number).



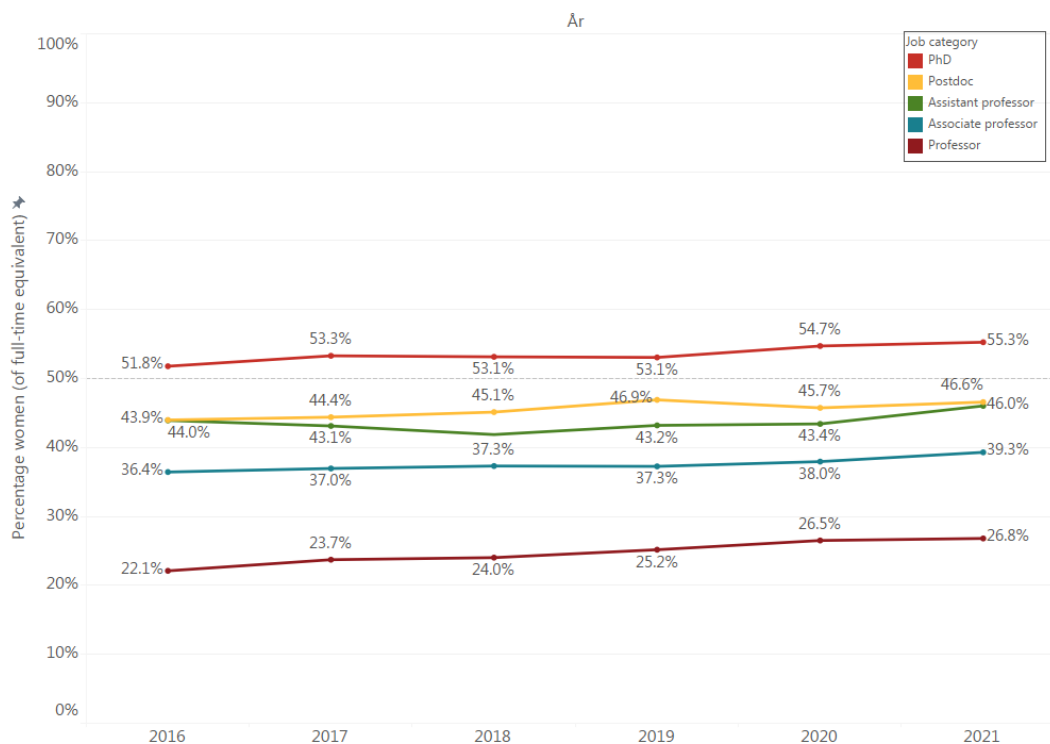
half (51.8%) in 2016, and the proportion of women in this category has continued to increase (3.5 percentage points). However, this proportion is still approx. 10 percentage points lower than the proportion of female graduates during the same period of around 63% (see Figure 6.3).

In general, the proportion of female employees remains the highest among PhD students and steadily drops at the next levels. This means that the gender balance is greatest among academic staff at the ‘start’ of their career, while the highest gender inequality is seen among professors. This is a general trend that is also seen at other universities in Denmark and abroad, and at various faculties at UCPH, except for the Faculty of Law and the Faculty of Theology.

The biggest increase in the proportion of women during the period since 2016 has therefore been in the category with the highest gender inequality, i.e. among professors. It is also significant that the proportion of women among professors (26.8%) is 12.5 percentage points lower than among associate professors (39.3%), looking at 2021. This may indicate there is potential for increasing the proportion of women in the professor group. By comparison, the proportion of women in the associate professor group (39.3%) is only 6.7 percentage points lower than in the assistant professor group (46.0%).

**Figure 2.1 – Change in the population (percentage of FTEs) – UCPH**

Proportion of women among academic staff, 2016-2021 - UCPH-level



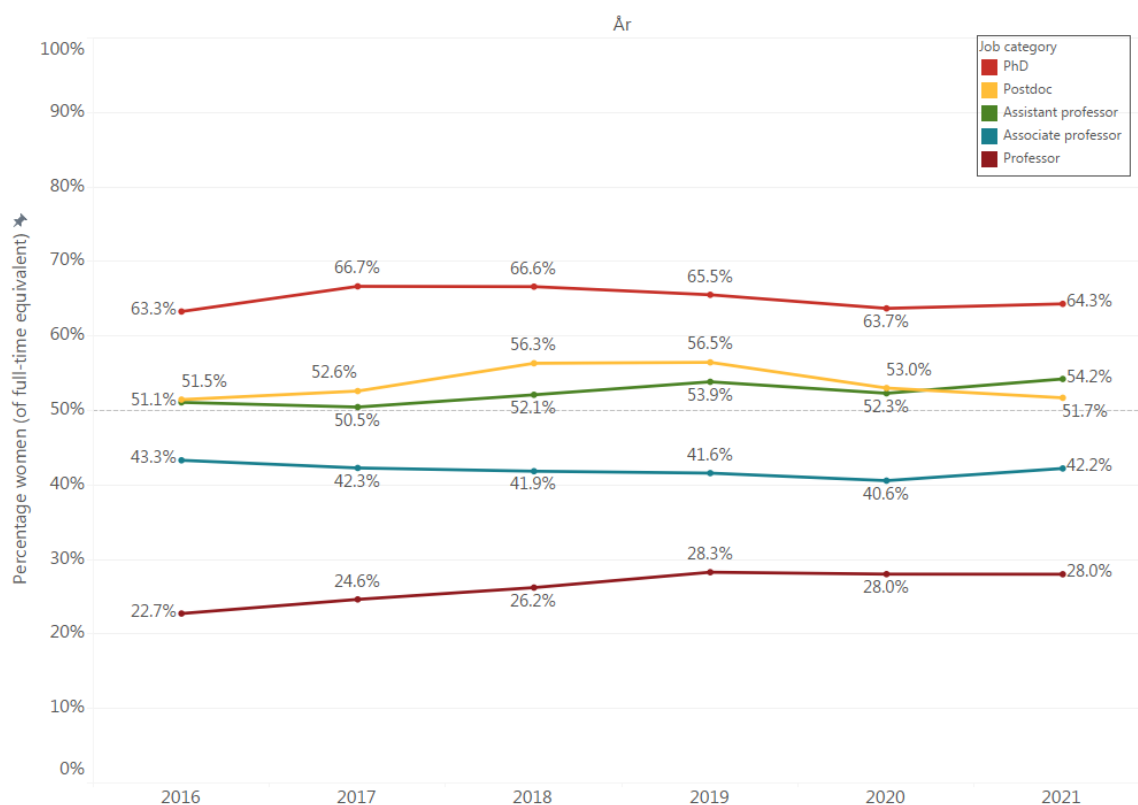
## 2.2 Faculty of Health and Medical Sciences

Figure 2.2 shows that at the Faculty of Health and Medical Sciences (SUND), over 50% of staff were women at the PhD, postdoc and assistant professor levels in the 2016-2021 period. The high proportion of women in these job categories should be seen light of the fact that over 70% of graduates from the master’s programmes at the Faculty of Health and Medical Sciences were women for each year during the same period.

The proportion of women among professors rose 5.3 percentage points from 22.7% to 28% in 2021. For the other job categories, the proportion of women fluctuated by about 3 percentage points during the period, and ended up at the same level in 2021 as in 2016 for all categories except assistant professors. The proportion of women among assistant professors rose by 3.1 percentage points.

**Figure 2.2 – Change in the population (percentage of FTEs) – SUND**

Proportion of women among academic staff, 2016-2021 - SUND

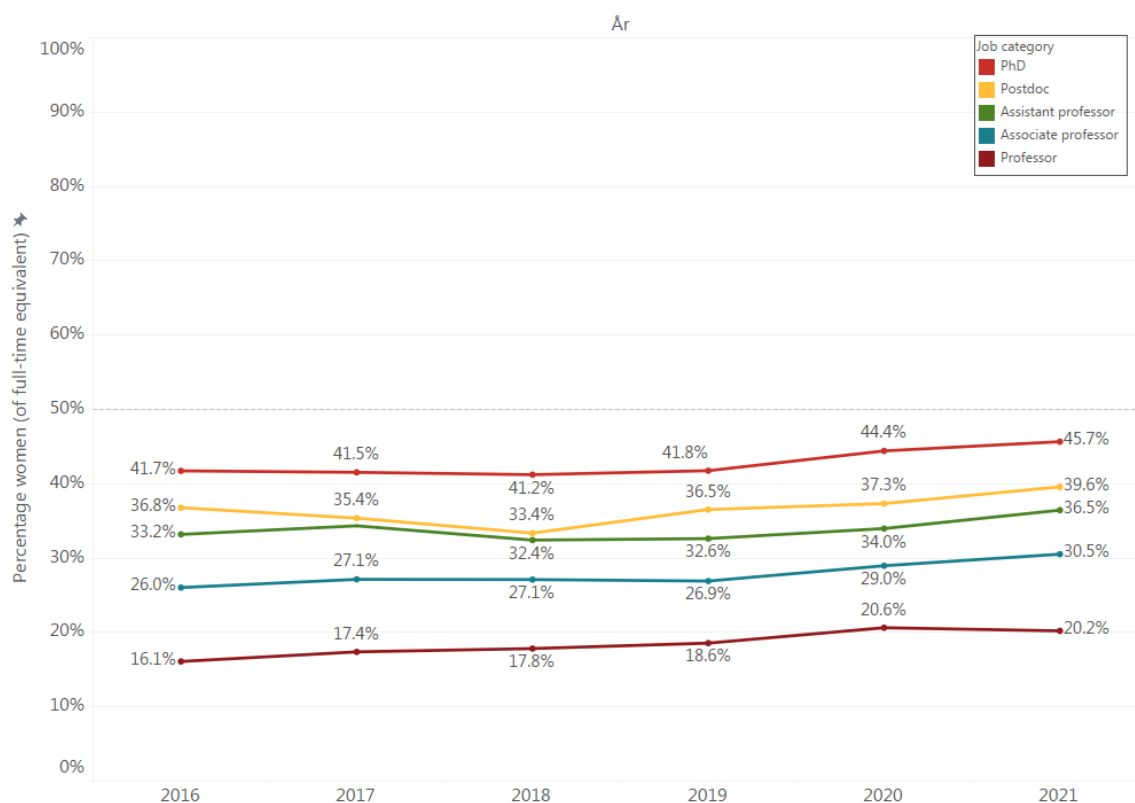


## 2.3 Faculty of Science

At the Faculty of Science (SCIENCE), the proportion of women in the various academic job categories rose 2.8-4.1 percentage points in the 2016-2021 period. The biggest increase at the Faculty of Science was also in the professor category, which rose from 16.1% in 2016 to 20.2% in 2021. The proportion of women among PhD students was 45.7% in 2021 – close to the proportion of women among graduates of the master’s degree programmes of 51.5% in the same year (see Figure 6.3).

**Figure 2.3 – Change in the population (percentage of FTEs) – SCIENCE**

Proportion of women among academic staff, 2016-2021 - SCIENCE



## 2.4 Faculty of Social Sciences

At the Faculty of Social Sciences (SAMF), the proportion of women among academic staff dropped during the 2016-2021 period for PhD students, assistant professors and associate professors, while the proportion among postdocs and professors increased.

For professors, the proportion rose by 2.4 percentage points from 25.8% to 28.2% in 2021, while there was an increase of 6.3 percentage points during the same period among postdocs.

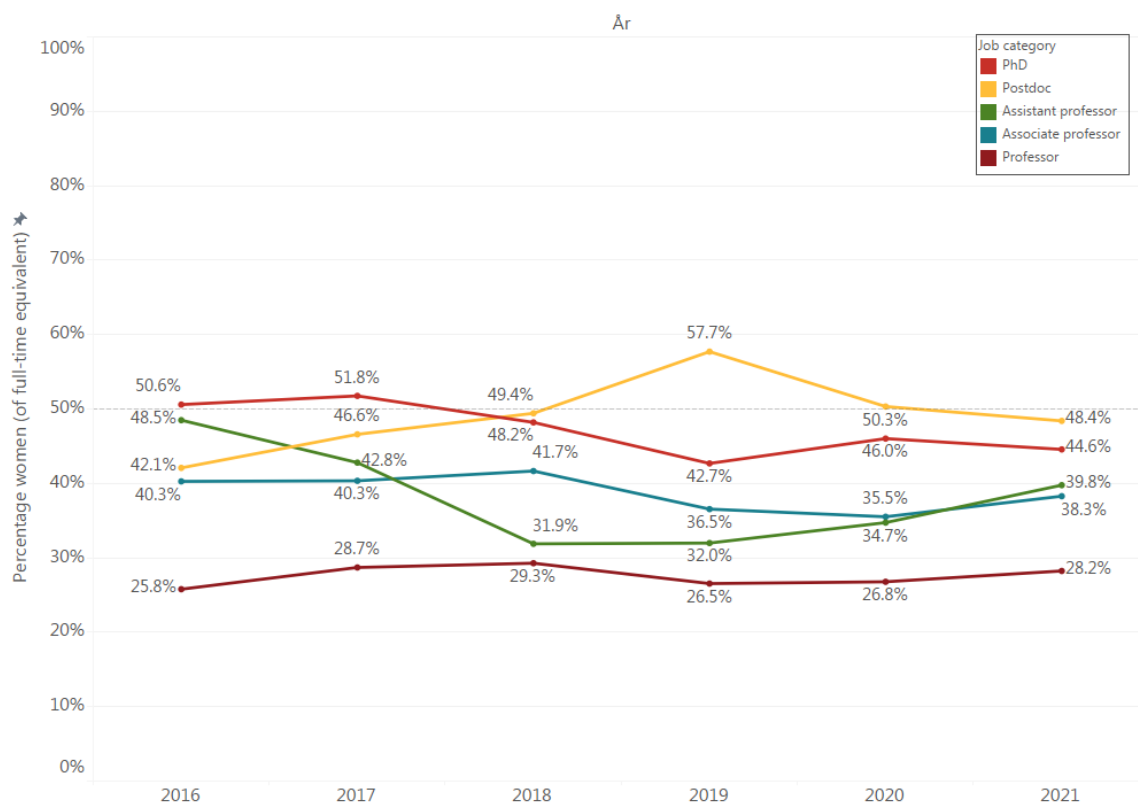
For both the postdoc and assistant professor categories, major fluctuations were also seen in the proportion of women among academic staff during the period shown. The proportion of female postdocs was 42.1% in 2016, peaked at 57.7% in 2019, and then dropped to 48.4% in 2021.

The proportion of female assistant professors was 48.5% in 2016, fell by 16.6 percentage points to 31.9% in 2018, and then climbed back to 39.8% in 2021. This equates to a decline of 8.7 percentage points for the whole period.

A drop was also seen for associate professors and PhD students over the whole period. The proportion of women among associate professors dropped slightly by 2 percentage points, while the proportion of female PhD students fell by 6.0 percentage points.

**Figure 2.4 – Change in the population (percentage of FTEs) – SAMF**

Proportion of women among academic staff, 2016-2021 - SAMF



## 2.5 Faculty of Humanities

At the Faculty of Humanities (HUM), the proportion of female professors rose significantly during the 2016-2021 period. From 28.6% in 2016 to 40.3% in 2021. The biggest increase occurred over

just two years: The proportion of female professors rose by 6 percentage points from 2019 to 2020, and by a further 5 percentage points from 2020 to 2021.

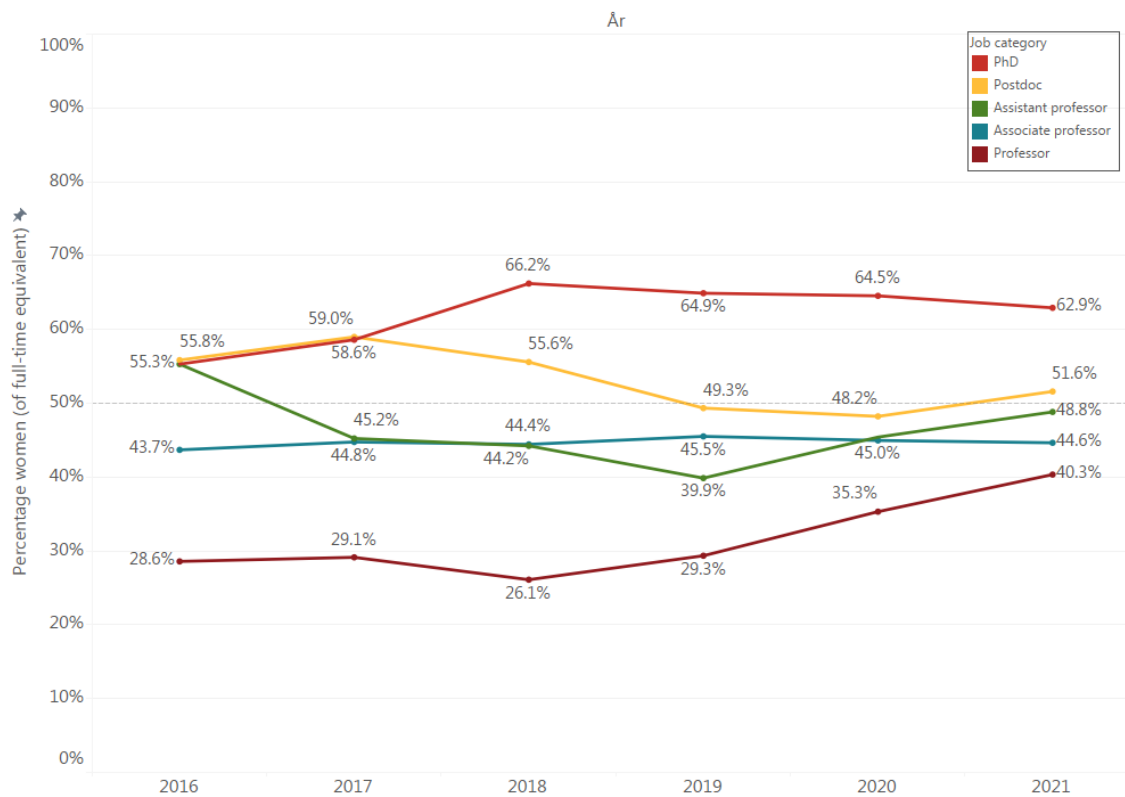
The proportion of female associate professors remained stable during the 2016-2021 period, and was 44.6% in 2021. However, the increase among the professor group means that the gap between the proportion of female professors and the proportion of female associate professors is closing, and was only 4.3 percentage points in 2021.

The proportion of female PhD students also rose during the period. From around 55% in 2016 to 62.9% in 2021. In 2021, the proportion of women among master's graduates at HUM was 67.6%. The proportion of female PhD students was therefore only around 5 percentage points lower than this.

There were major fluctuations during the period for both the postdoc and assistant professor categories, and the proportion of women in both was a few percentage points lower in 2021 than in 2016. Currently around half of HUM's postdocs and assistant professors are women (51.6% and 48.8%, respectively).

**Figure 2.5 – Change in the population (percentage of FTEs) – HUM**

Proportion of women among academic staff, 2016-2021 - HUM



## 2.6 Faculty of Law

At the Faculty of Law (LAW), large fluctuations were seen in the proportion of women among academic staff in a number of job categories during the 2016-2021 period, especially in the assistant professor category. Note, however, that this is a small faculty, where a few appointments or dismissals can lead to larger percentage fluctuations than in the larger faculties.

However, despite the fluctuations, the proportion of women has increased since 2016 in all job categories – except among assistant professors.

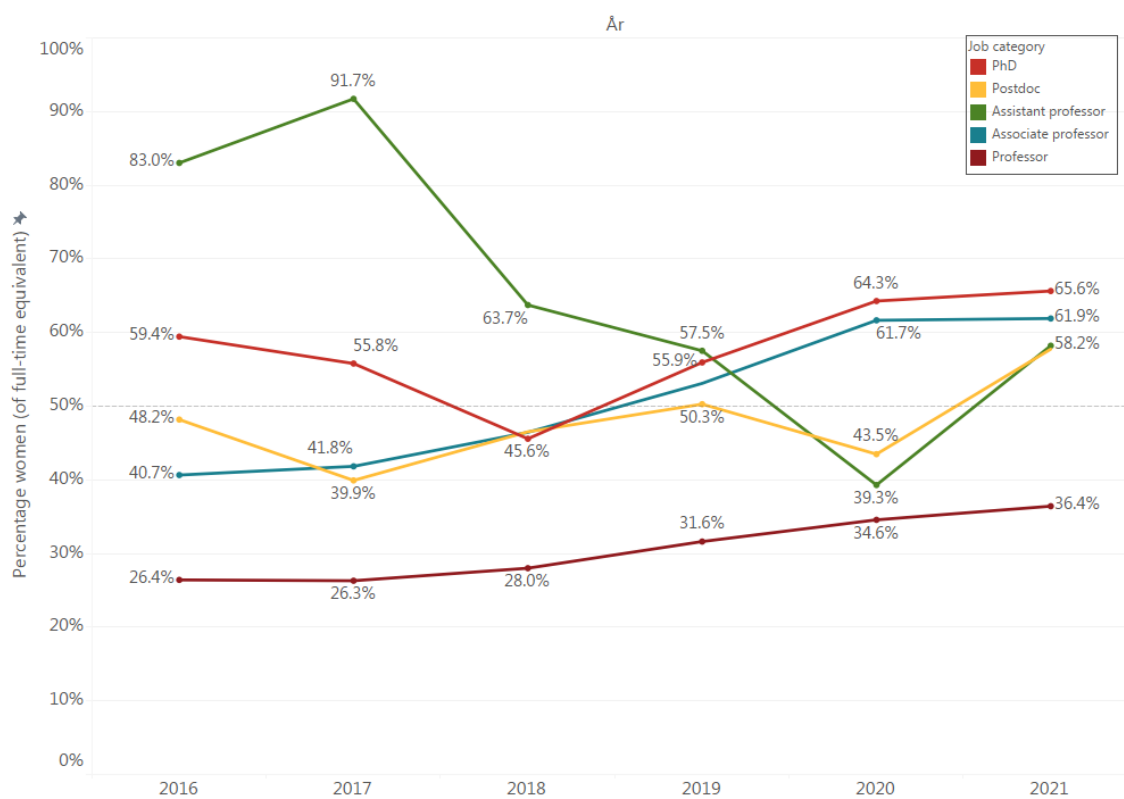
There has been a steady rise during the period among associate professors and professors. The proportion of female professors rose by 10 percentage points during the period to 36.4% in 2021. The proportion of female associate professors rose by a massive 21.2 percentage points during the period to 61.9% in 2021. Unlike the other faculties, the associate professor category has the second largest proportion of women – after the PhD category. Note also that there is a major difference between the proportions of women in the associate professor and the professor groups. The gap is

around 25 percentage points – much higher than at other faculties. However, this difference is primarily driven by the large increase in the proportion of female associate professors. It seems likely that the high proportion of female associate professors will start to carry over into the professor group over the coming years.

For PhD students, postdocs and assistant professors, the proportion of women fluctuated during the period. In 2021, the proportions of women were 65.6%, 57.7% and 58.2%.

**Figure 2.6 – Change in the population (percentage of FTEs) – LAW**

Proportion of women among academic staff, 2016-2021 - LAW

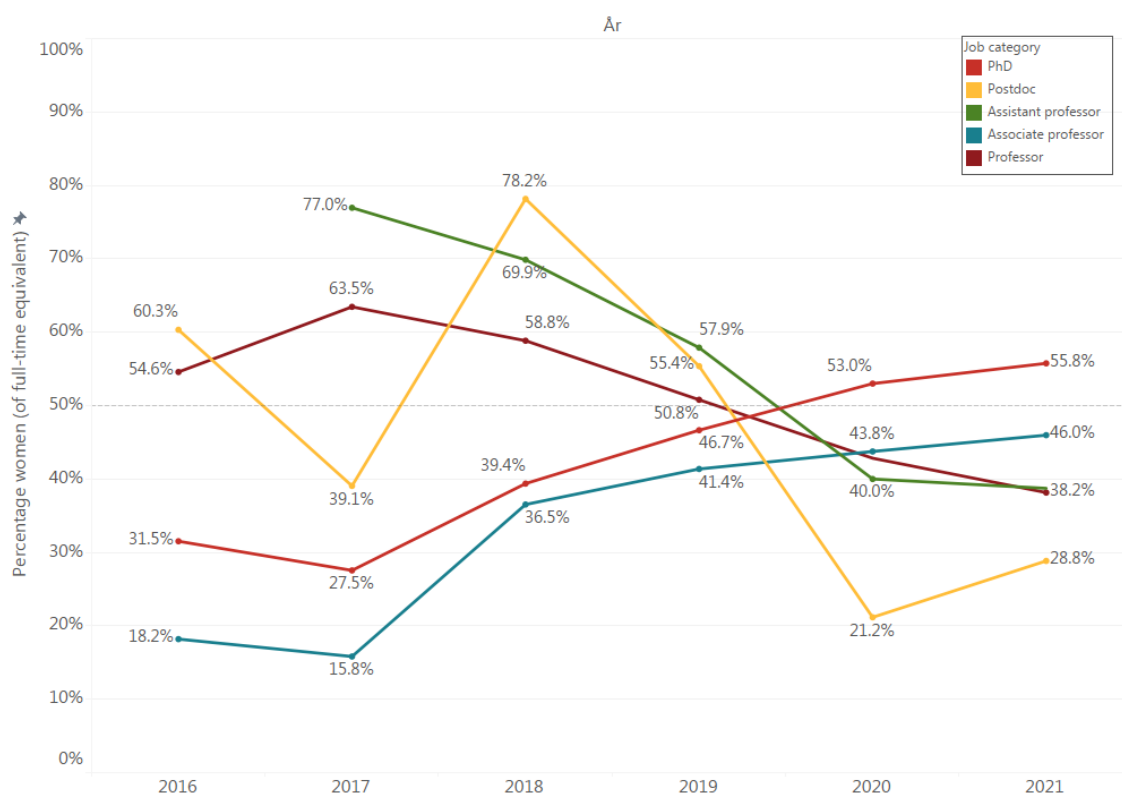


## 2.7 Faculty of Theology

The Faculty of Theology (THEO) also saw substantial fluctuations in the proportion of women in the various academic job categories. Note, however, that like the Faculty of Law, this is a small faculty, where a few appointments or dismissals can lead to larger percentage fluctuations than in the larger faculties. Overall, Figure 2.7 shows that the proportion of women rose significantly among PhD students and in the associate professor group, but dropped significantly in the postdoc, assistant professor and professor groups.

**Figure 2.7 – Change in the population (percentage of FTEs) – THEO**

Proportion of women among academic staff, 2016-2021 - THEO



## 2.8 Summary

The figures in the sections above, illustrating gender distribution by faculty, show that the proportion of female professors rose during the period since 2016 at all faculties except THEO, although the size of the increase varies. The general picture seen at UCPH level, whereby the proportion of women in the professor category rose during the period since 2016, thus also applies at the individual faculties – except THEO. For the other job categories, the picture is more mixed within the various faculties and includes fluctuations, increases and decreases during the period.



### 3 Recruitment of permanent academic staff

This section dives down into the various recruitment data relating to academic positions available to UCPH.

It is important to monitor the recruitment figures, as they can provide indications of any bias in the recruitment process, and whether it might be beneficial to look at what happens prior to the application process. For example, the following section shows that a smaller proportion of women apply for postdoc and assistant professor positions than are in the pool of potential candidates for these positions. The figures may thus reveal knowledge that can be used by UCPH when designing initiatives to ensure equal opportunities.

The figures in this section show the average gender distribution among applicants for academic positions, and among the candidates who were appointed.<sup>3</sup> Several figures will first be examined at UCPH level, after which some of them will be broken down at faculty level.<sup>4</sup>

#### 3.1 UCPH

##### 3.1.1 Gender distribution in the recruitment process – open job postings

Figure 3.1 shows the average proportion of women applicants, the proportion of shortlisted women applicants and the proportion of qualified women applicants for open job postings during the 2017-2021 period, divided into the four job categories – postdoc, assistant professor, associate professor and professor, and the proportion of women among the academic staff who were appointed.<sup>5</sup>

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<sup>3</sup> The source of recruitment data for academic staff is the researcher recruitment database (also known as UNI-C). The year variable in the figures is based on the decision year ('date the appointment decision was made'). The gender distributions are calculated based on the applicants' own answers in UCPH's recruitment system with the options "Man" and "Woman".

<sup>4</sup> The figures cannot be directly compared with the figures in the Gender Equality Plan (GEP), as this report uses the average proportion of women applicants (ordinary, shortlisted and qualified applicants) rather than pooling the total number of applicants across the job postings and calculating the gender distribution.

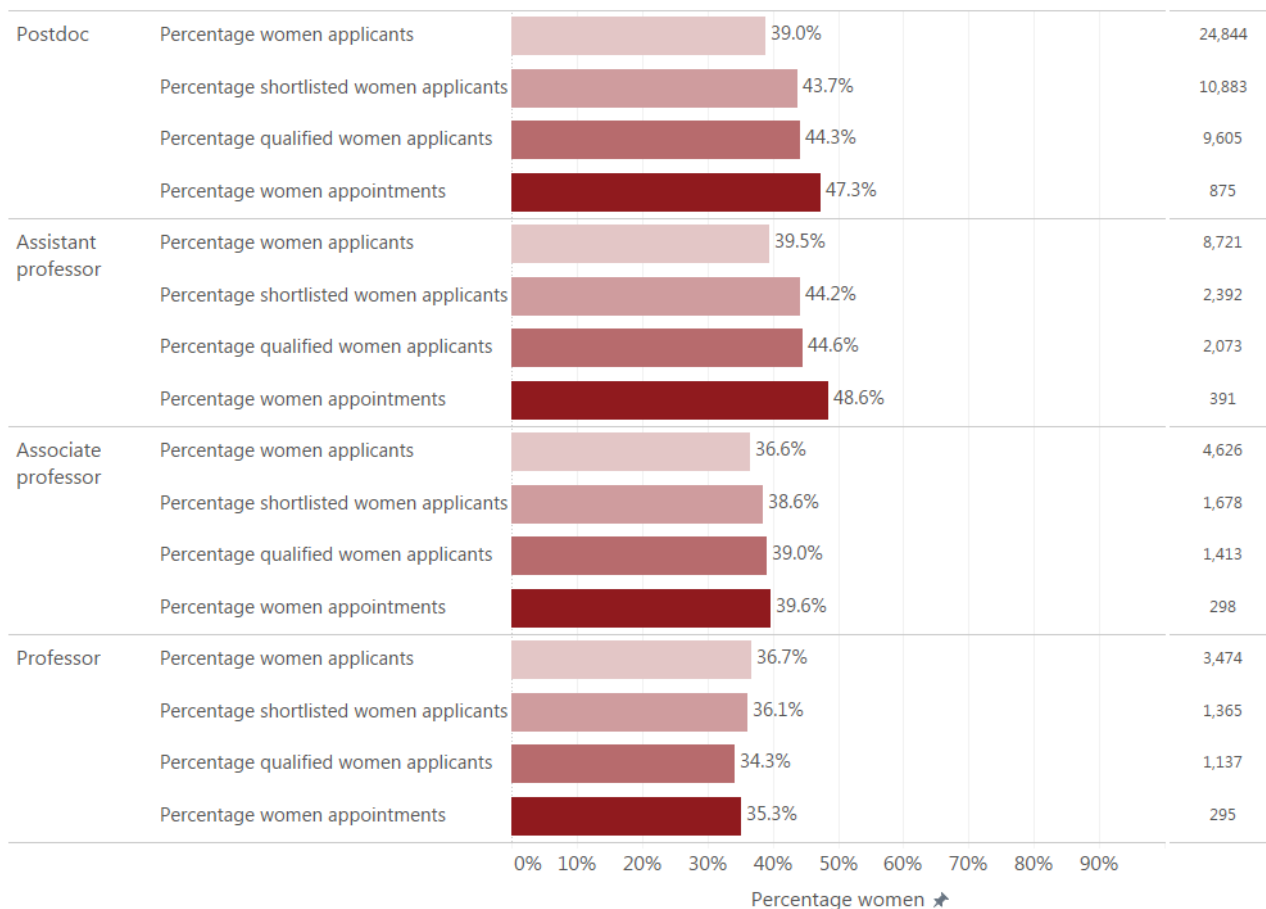
<sup>5</sup> 'Shortlisted' is defined as the 'number of applicants' minus the number 'not assessed'. 'Qualified applicants' are applicants who are shortlisted and then assessed to be qualified.

**Figure 3.1 – Average proportion of women in the recruitment process, 2017-2021, UCPH level**

### Average proportion (%) of women in the recruitment process - UCPH

Advertised recruitments, 2017-2021

N:



The figure shows that for associate professors and professors, there is only a small difference between the proportion of women among the applicants, those assessed to be qualified and those who are appointed. In other words, there is a fairly similar success rate in relation to appointments through open postings for men and women. For associate professors, the average proportion of women applicants is 36.6% and the proportion of women appointed is 39.6% (a difference of 3 percentage points). For professors, the average proportion of women applicants is 36.7% and the proportion of women appointed is 35.3% (a difference of -1.4 percentage points).

During the past five years (2017-2021), the average proportion of women applicants for postdoc and assistant professor positions has been approx. 39%. For both types of positions, there has been a larger proportion of women among the applicants assessed to be qualified than among the original applicants (approx. 5 percentage points higher). For both types of positions, there was also a larger proportion of women among those appointed during the period than among the qualified applicants.

The difference was 3 percentage points for women appointed to postdoc positions, and 4.3 percentage points for assistant professor positions. This suggests a slightly higher success rate in being appointed through open job postings to postdoc and assistant professor positions for women than for men.

However, note also that a smaller proportion of women apply for postdoc and assistant professor positions than are in the pool of potential candidates for these positions. For example, the proportion of women applicants to postdoc positions during the 2017-2021 period was 39%, but the proportion of women PhD students was 53.3% in 2017. In other words, among the group postdocs could be recruited from, the proportion of women was 14.3 percentage points higher than among the applicants for these postdoc positions. It is important to bear in mind that many PhD students and postdocs are international, and relocate internationally when changing jobs. However, this is our best estimate of how the gender distribution looks among the pool of candidates. We see the same picture (with a minor difference) when looking at the assistant professor category. While the proportion of women applicants for assistant professor positions during the 2017-2021 period was 39.5%, 44.4% of postdocs were women in 2017. In other words, among the group the assistant professors could be recruited from, the proportion of women was 4.9 percentage points higher than the proportion of women applicants for these assistant professor positions.

There is thus a 'zig zag' pattern in relation to postdocs and assistant professors: a smaller proportion of women apply for these positions than is found among potential candidates, but the proportion of women appointed is higher than among applicants.

### **3.1.2 Women applicants versus women appointed – open job postings**

Figure 3.2 below shows the average proportion of women applicants (grey) compared to the proportion of women appointed (red), split across the four job categories: 1) postdoc, 2) assistant professor, 3) associate professor and 4) professor – from 2016 to 2021. The data is only for appointments through job postings.

The figure shows that for the professor and postdoc categories in particular, the two graphs move in step. In other words, an increase in the proportion of women applicants in a given year coincides with an increase in the proportion of women appointments, and vice versa. The two graphs are almost identical for the professor category. The trend is not as clear for the assistant professor and associate professor categories.

**Figure 3.2 – Average proportion of women applicants and women appointments, 2016-2021, UCPH level**

### Average percentage of women among applicants vs. percentage of women among appointments

*Advertised recruitments over time - shown per job category*



Figure 3.2 also shows again that there is a larger proportion of women among those appointed than among applicants. This is particularly true in recent years for postdocs, assistant professors and associate professors. The numbers cannot provide the full picture of why this is the case. However, part of the explanation is that there is a higher proportion of qualified female applicants. As mentioned earlier, Figure 3.1 shows that for postdocs and assistant professors, there is a higher proportion of women among those assessed as qualified than among those who apply.

#### 3.1.3 Gender distribution among appointments by type of job posting

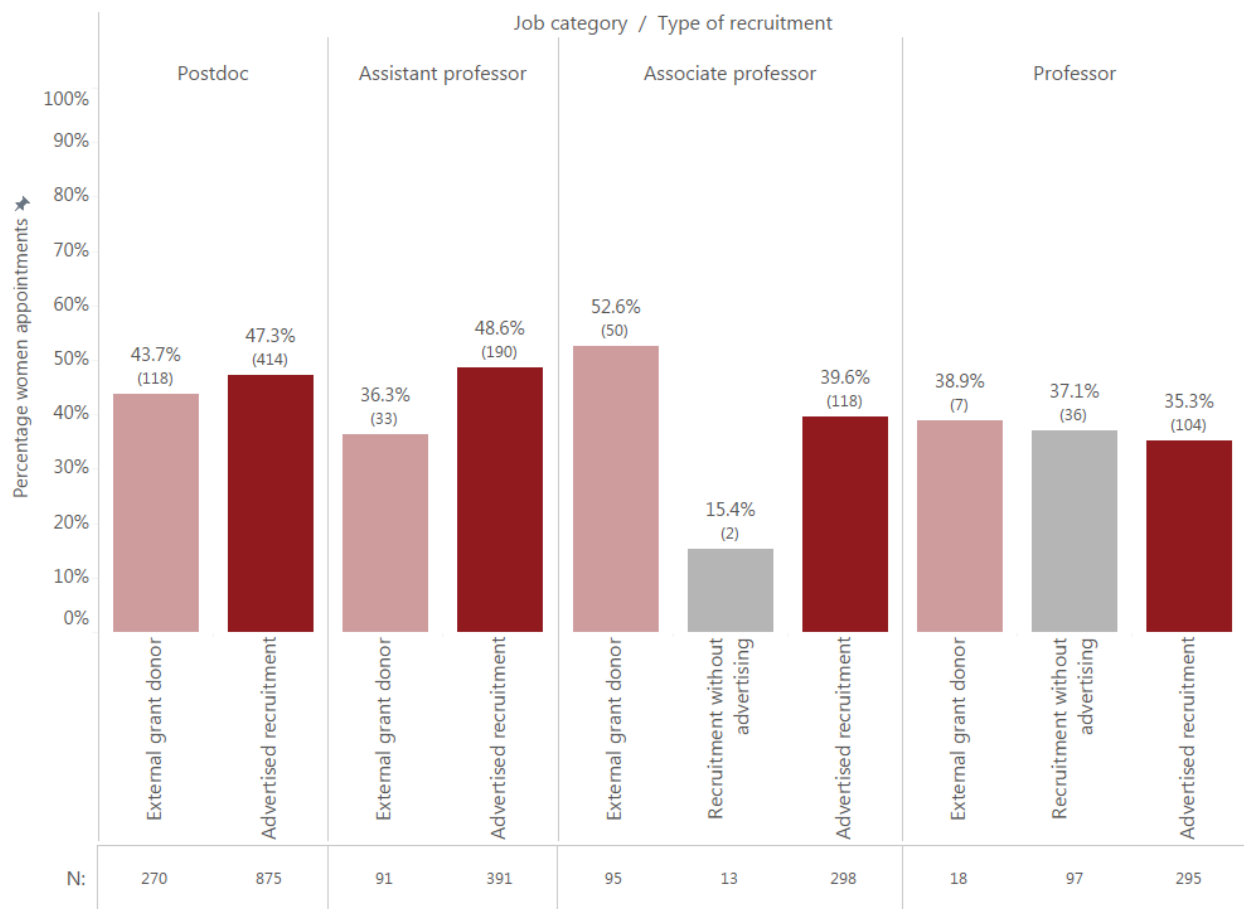
The data also shows that male and female researchers take different paths to appointments in academia. Figure 3.3 below shows that for postdocs and assistant professors, the proportion of women appointed through open job postings is greater than the proportion appointed as a result of an external grant during the 2017-2021 period. There is a slight difference for postdocs, but quite

large one for assistant professors (12.3 percentage points). For associate professors, however, there is a much larger proportion of women among those appointed as a result of an external grant than through open job postings, while there is a very small proportion of women among those recruited without advertising at associate professor level<sup>6</sup>. For professors, there is a slight difference between the proportion of women appointed through the various types of job postings.

**Figure 3.3 – Proportion of women appointed via selected types of recruitment, 2017-2021, UCPH level**

### Proportion of women among appointments by type of recruitment

2017-2021, UCPH-level

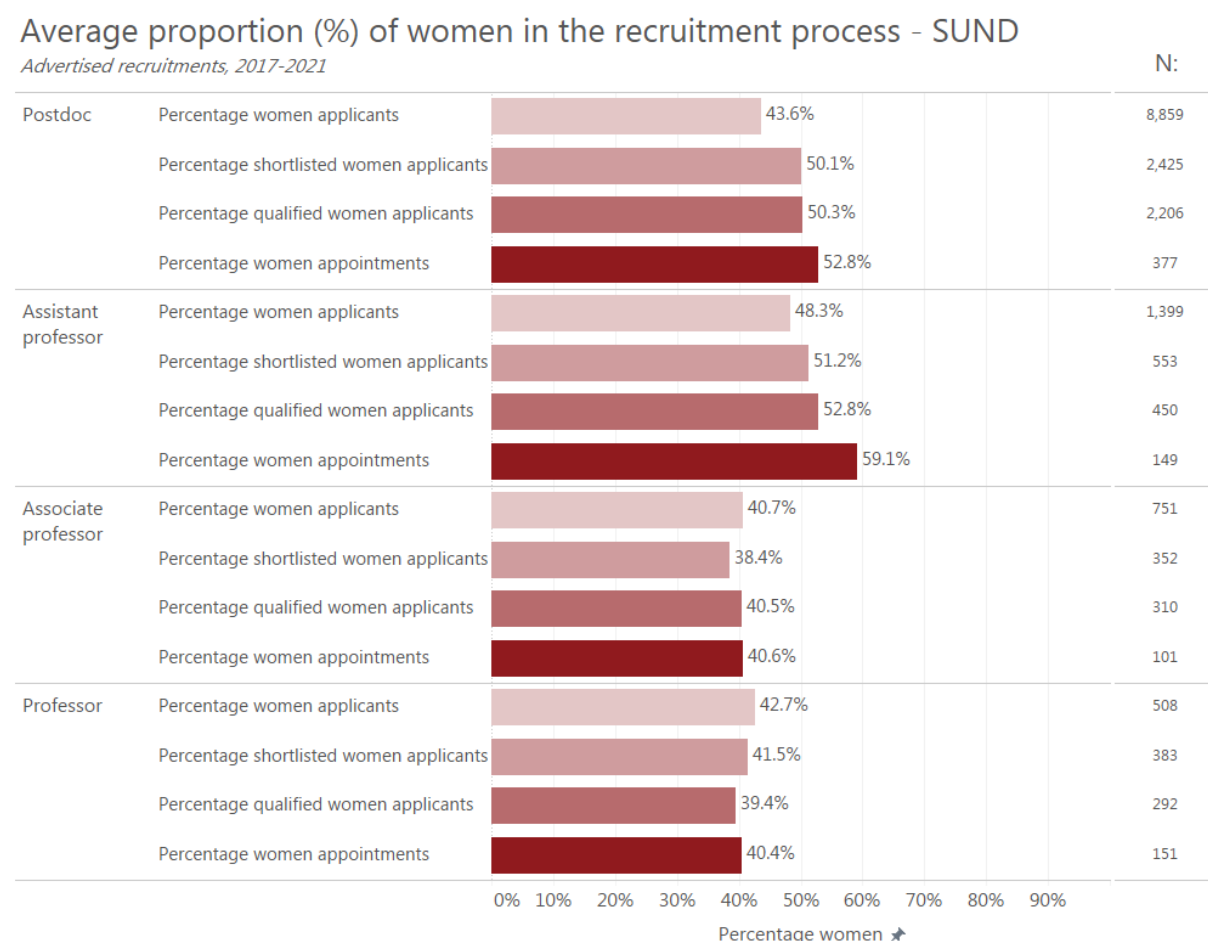


<sup>6</sup> The recruitments without advertising in the figure include both internal and external recruitments, as data back to 2017 is included. Internal recruitment without advertising is no longer permitted at UCPH, since 2021.

### 3.2 Faculty of Health and Medical Sciences

Figure 3.4 shows much the same picture for the Faculty of Health and Medical Sciences as for UCPH overall. For postdocs and assistant professors, there is a higher average proportion of women among the qualified applicants and those appointed than among the applicants. For assistant professors, there is a difference of over 10 percentage points between the proportion of women among the applicants and those appointed. For associate professor and professor positions, the proportion of women in the various categories is almost identical. For both associate professor and professor positions, the proportion of women appointed was around 40.5% during the 2017-2021 period.

**Figure 3.4 – Average proportion of women in the recruitment process, 2017-2021, SUND**

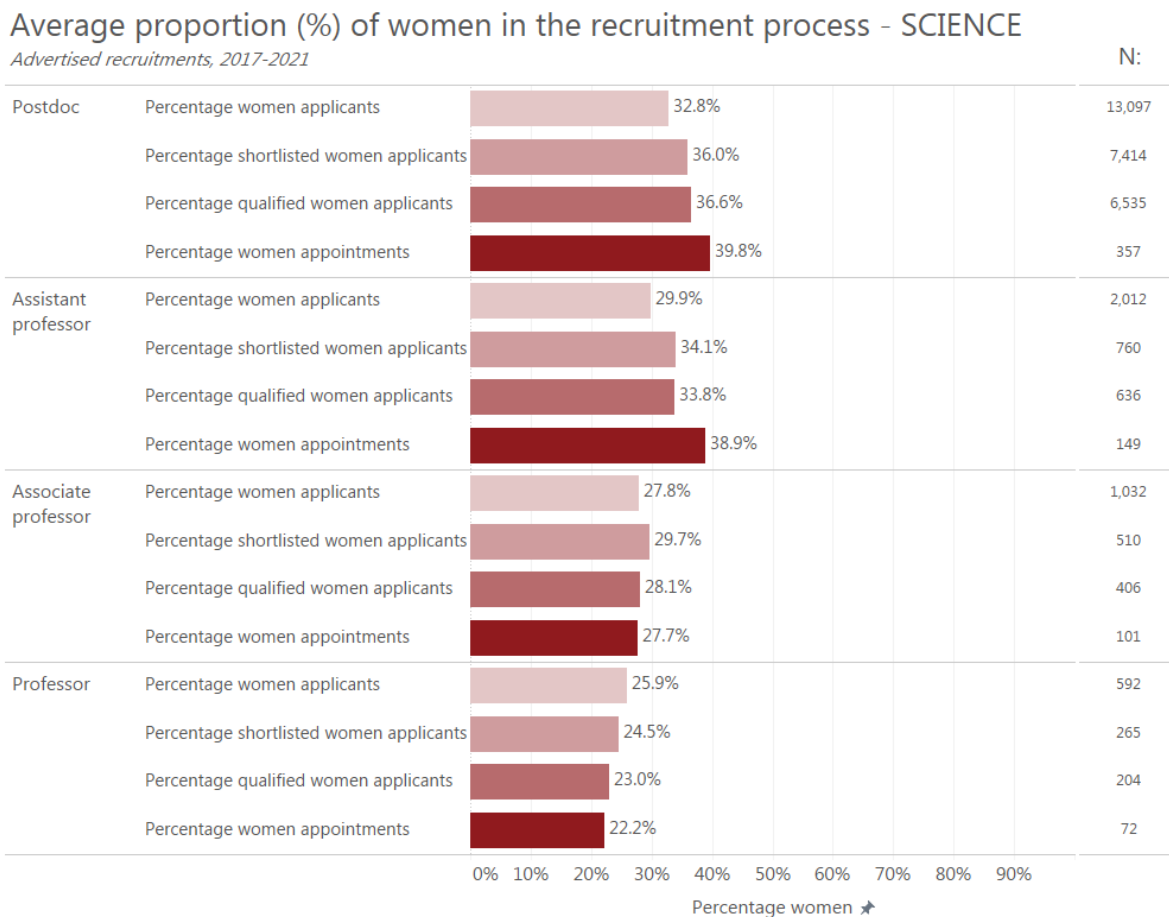


### 3.3 Faculty of Science

At the Faculty of Science, for postdocs and assistant professors there is also a higher average proportion of women among the qualified applicants and those appointed than among the

applicants. For associate professors, there is not a big difference between the proportion of women in the recruitment process categories, while for professors the proportion of women declines during the recruitment process. The proportion of women professors appointed during the 2017-2021 period via open job postings was 22.2%.

**Figure 3.5 – Average proportion of women in the recruitment process, 2017-2021, SCIENCE**

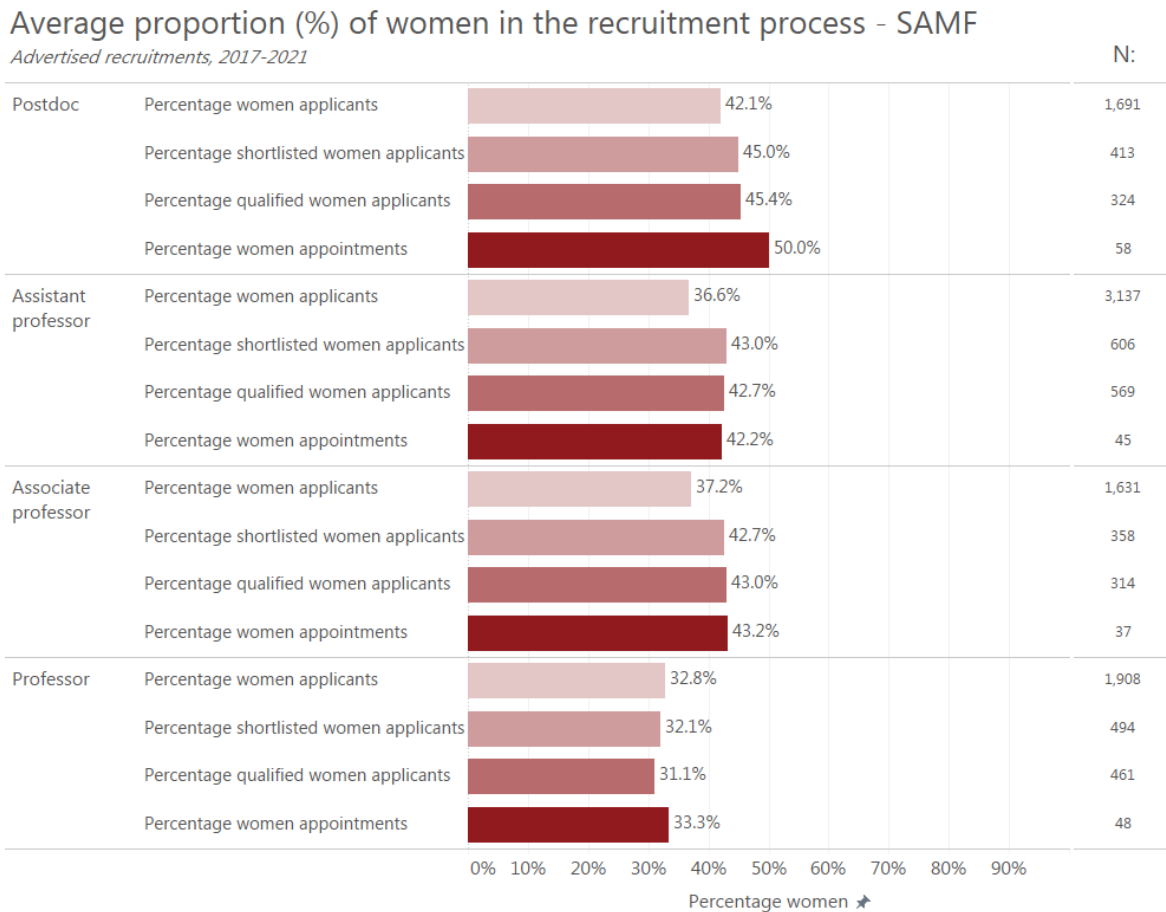


### 3.4 Faculty of Social Sciences

At the Faculty of Social Sciences, the average proportion of women among those shortlisted and assessed to be qualified tends to be slightly higher than among applicants – at least for postdocs, assistant professors and associate professors. For assistant professors and associate professors there is about the same proportion of women among those appointed as among those shortlisted and qualified, while there is a larger proportion of women among those appointed in the postdoc category compared to those shortlisted and qualified – around 5 percentage points higher. For

professors, the proportion of women is largely identical for each category in the recruitment process.

**Figure 3.6 – Average proportion of women in the recruitment process, 2017-2021, SAMF**

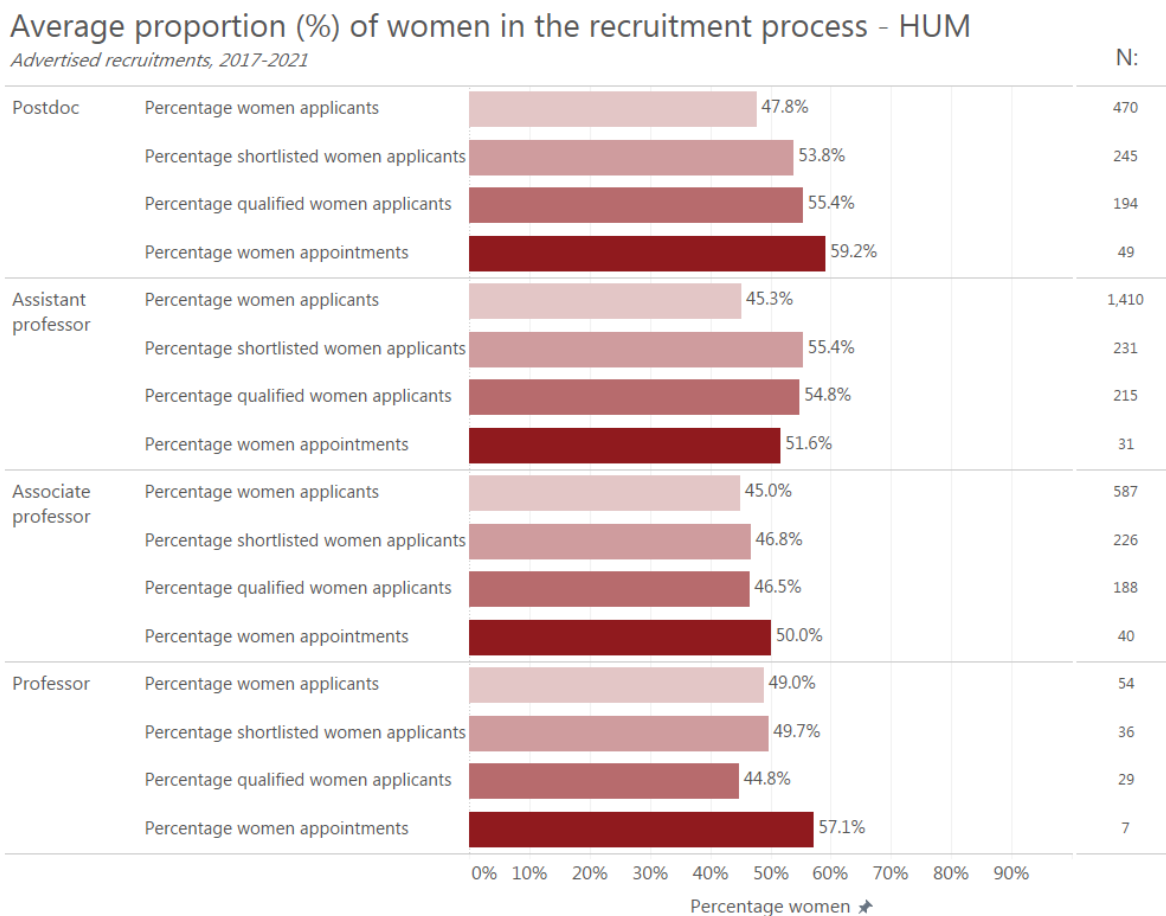


### 3.5 Faculty of Humanities

At the Faculty of Humanities, the recruitment process picture differs for the various job categories. For all positions except assistant professors, there is a larger proportion of women among those appointed than among those qualified. There is a particularly large 12.3 percentage point difference for professors, where the proportion appointed is 57.1%. However, there was only a small number of appointments with open job postings during the period (seven).



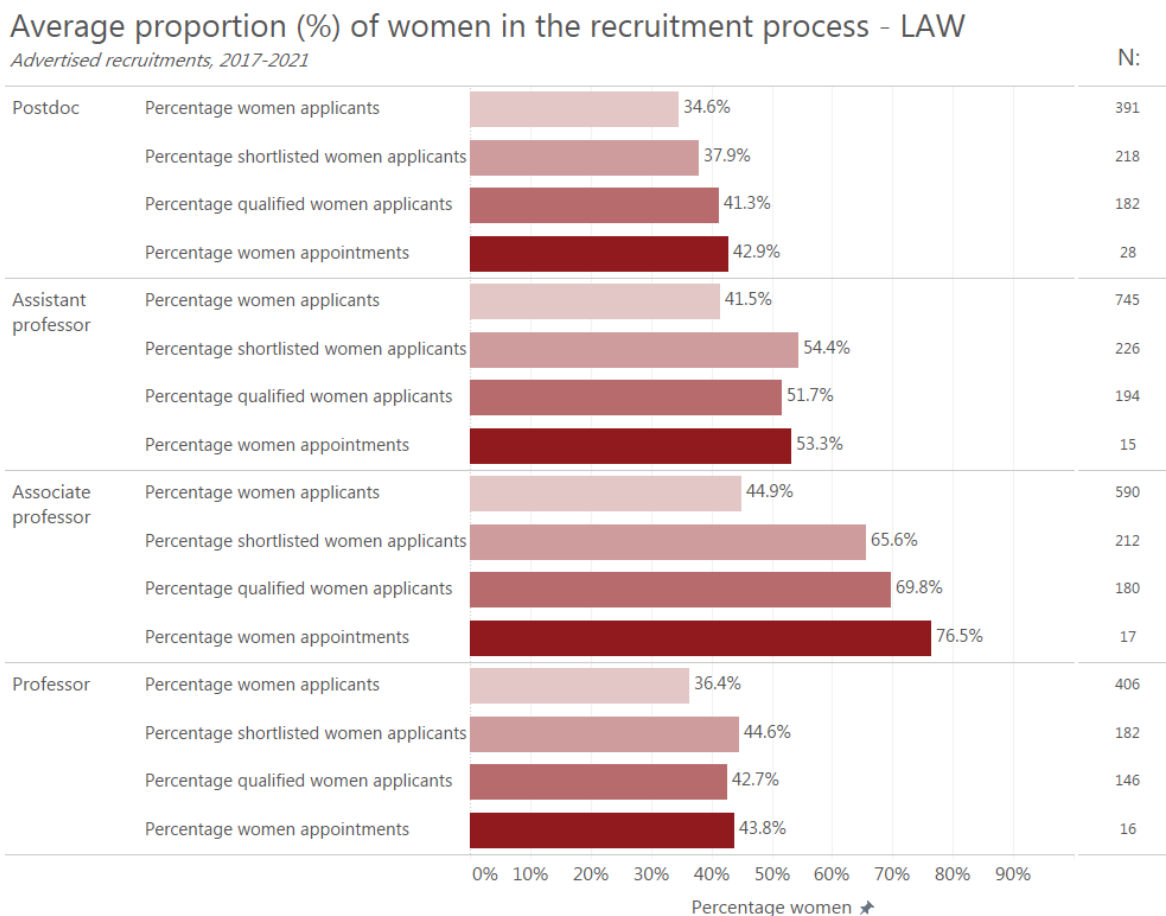
**Figure 3.7 – Average proportion of women in the recruitment process, 2017-2021, HUM**



### 3.6 Faculty of Law

At the Faculty of Law, the proportion of women among the appointed associate professors during the 2017-2021 period was 76.5%. This was 6.7 percentage points higher than the proportion of women among the qualified applicants for these positions. In this category, there is also a major difference of 24.9 percentage points between the proportion of women among those assessed to be qualified and the proportion of women among the applicants. For the other job groups, there is only a slight difference between the proportion of women among those qualified and the proportion of women among those appointed.

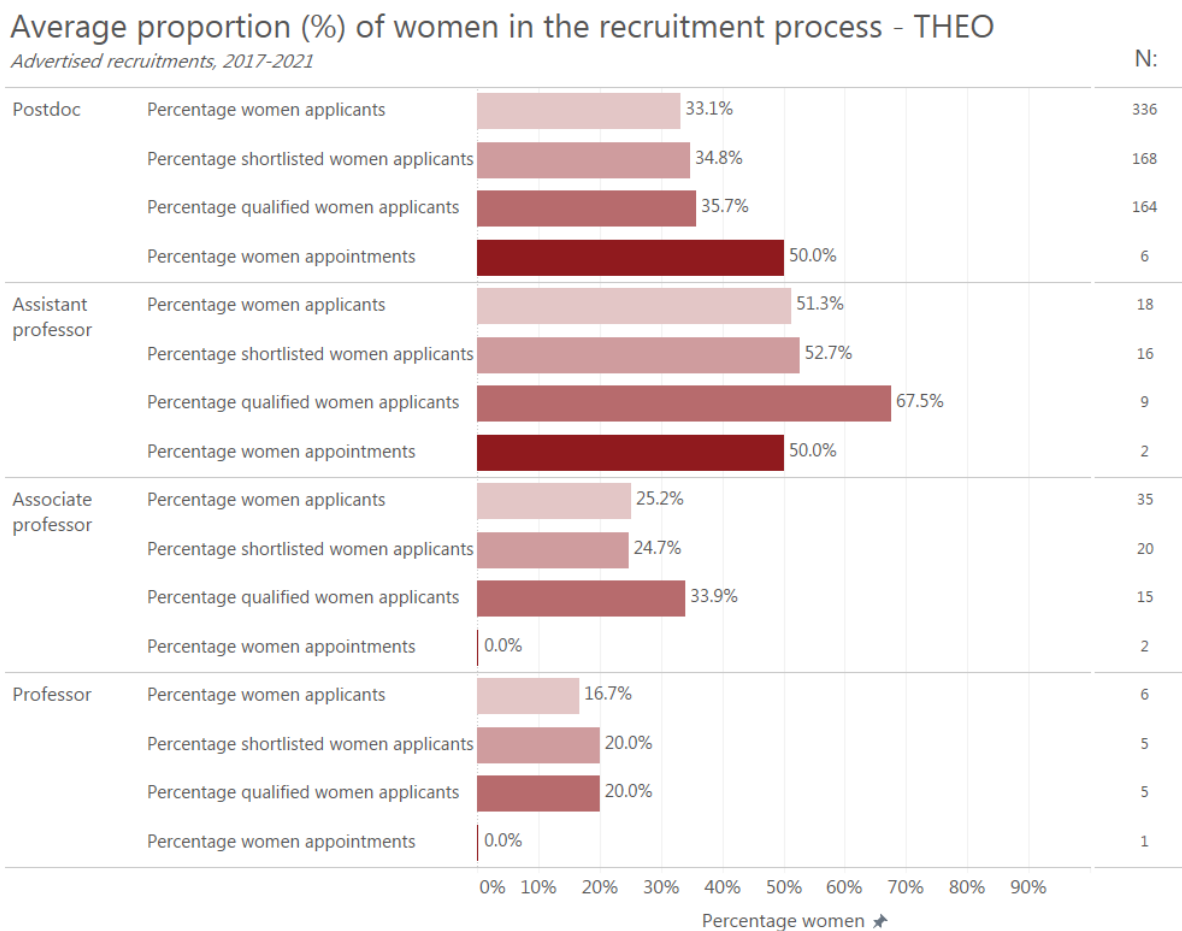
**Figure 3.8 – Average proportion of women in the recruitment process, 2017-2021, LAW**



### 3.7 Faculty of Theology

Please note that the numbers in Figure 3.9, which show the average proportion of women in the recruitment process for open postings at the Faculty of Theology, are based on a small number of positions. For example, there was only one open job posting for a professor during the period, which was filled by a man. There have also only been two appointments in the assistant professor and associate professor groups during the period. It is therefore difficult to conclude anything about recruitment trends.

**Figure 3.9 – Average proportion of women in the recruitment process, 2017-2021, THEO**



### 3.8 Summary

The figures in the sections above show the same picture for most faculties as we saw at UCPH level – that for postdocs and assistant professors, there is a larger proportion of women among those appointed than among those who apply. One could say there is a higher success rate for women applicants than for men, even though the difference is minor in many cases.

## 4 Gender distribution among technical and administrative staff

UCPH also monitors the numbers in relation to the diversity agenda for the large group of technical and administrative staff. However, UCPH does not have access to the same data for this group as it has for academic staff. For example, no data is available for the recruitment process for technical and administrative staff. This section presents the simple gender distribution among technical and administrative staff.

Figure 4.1 shows that there is generally a higher proportion of women among the technical and administrative staff at UCPH as a whole<sup>7</sup>. In 2021, the proportion of women among technical and administrative staff was 63.2%. The level has stayed approximately the same since 2016 – with just a slight increase.

**Figure 4.1 – Proportion of women among technical and administrative staff, 2016-2021, UCPH level**

Proportion of women among technical and administrative staff (TAP), 2016-2021, UCPH-level



<sup>7</sup> The figures showing the gender distribution among the technical and administrative staff are based on data from UCPH-BI (LDV data). The percentages are calculated as the percentage of FTEs. The HR standard filter has been used (read more [here](#)). The gender distributions are based on sex (from the CPR-number).

However, when the group of technical and administrative staff is broken down into selected personnel groups<sup>8</sup>, a highly variegated gender distribution can be seen in the various categories.

For example, during the entire period since 2016, 100% of skilled workers were male and hence 0% female until 2021, when the proportion rose to 0.3%. For this reason, only a single dot is shown in the bottom right-hand corner of Figure 4.2.

In all other categories shown in Figure 4.2, there is a higher proportion of women than men. During the period, the proportion of women decreased only in the laboratory officer category, and has remained steady for clerical officers and increased slightly for administrative officers, specialist consultants and senior consultants. The gender distribution in the latter categories thus became more biased during the period.

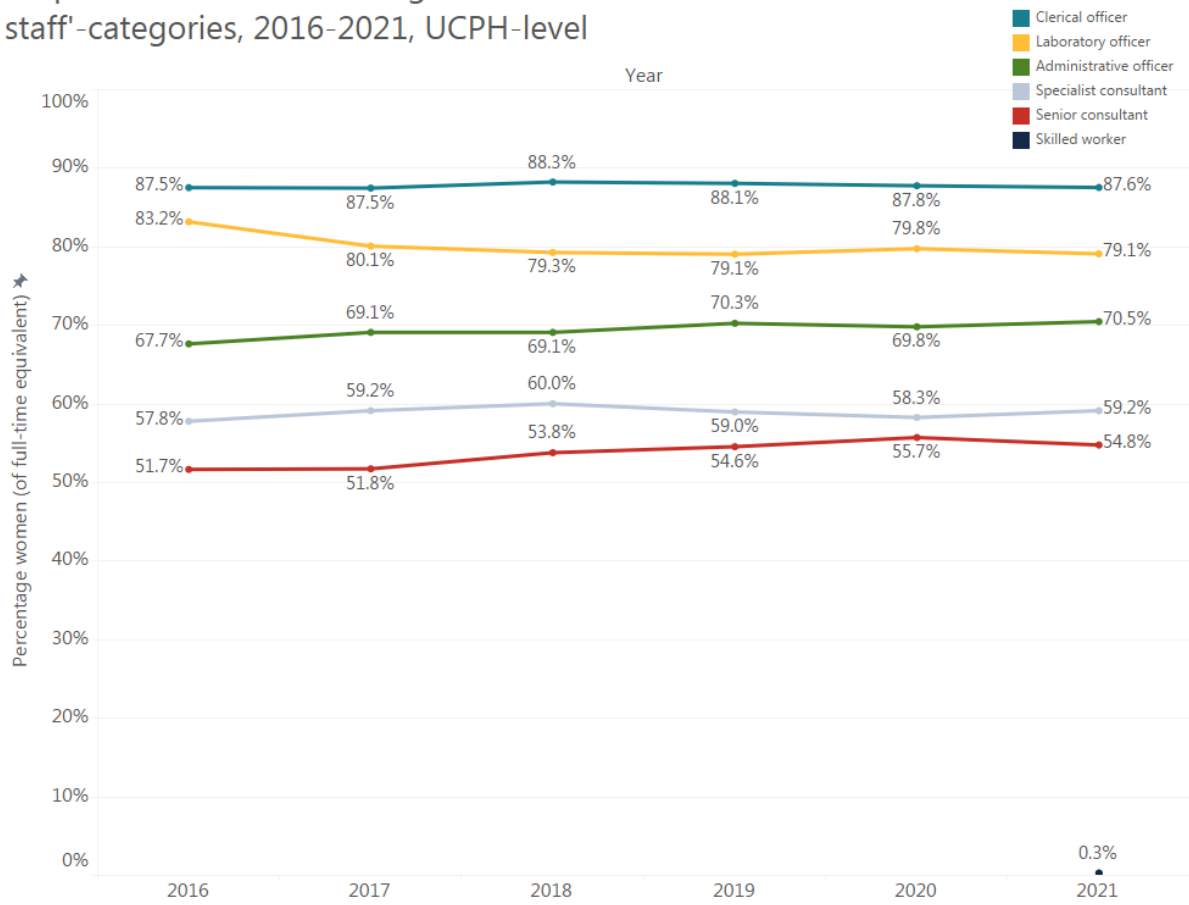
The figures also show a larger proportion of men in the higher ranks of the job hierarchy, when looking at administrative officers, specialist consultants and senior consultants.

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<sup>8</sup> The technical and administrative staff groups have been defined based on UCPH's pay grades

**Figure 4.2 – Proportion of women, among selected technical and administrative staff groups, 2016-2021, UCPH level**

Proportion of women among selected 'technical and administrative staff'-categories, 2016-2021, UCPH-level



## 5 Gender distribution in the University management

Figure 5.1 – Gender ratio in L80, June 2022

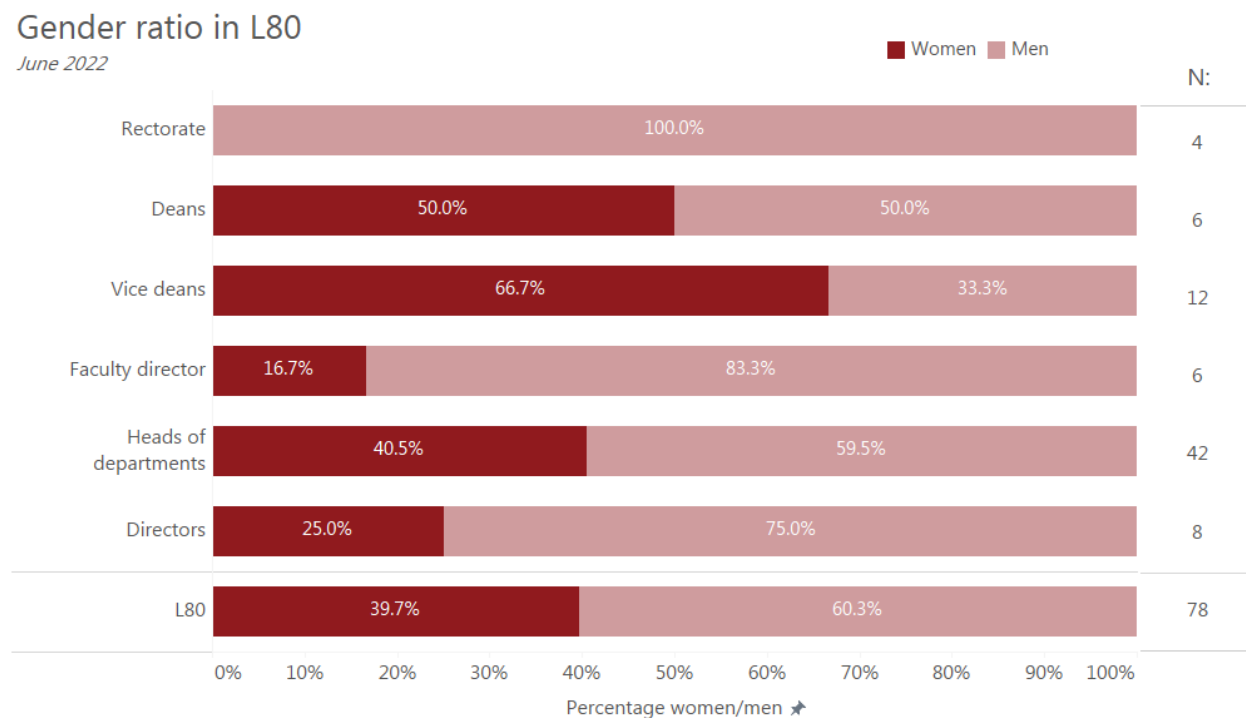


Figure 5.1 shows the gender distribution in the UCPH management, defined here as the L80 management group. This consists of the roughly 80 top management positions at UCPH – the rectorate (including the university director), deans, vice-deans, faculty directors, heads of department<sup>9</sup> and directors. The figure shows the gender distribution as of June 2022.<sup>10</sup>

In the L80 group overall, 39.7% are women and 60.3% are men. There has been a slight increase of 1.7 percentage points in the proportion of women since October 2021 (the numbers in the Gender Equality plan). The aggregate difference is driven by several more women having joined the head of department group, raising the proportion from 35% to 40.5%.

<sup>9</sup> The heads of department group in the figure includes heads of departments, directors of centres and heads of schools.

<sup>10</sup> Kristian Cedervall Lauta was appointed prorector for education on 15 June, and has therefore been included in the rectorate in the figure. He came from a position as vice dean for education at the Faculty of Law. This position is therefore vacant, and the number of vice deans in the figure is 12. Note that the Faculty of Law appointed two women vice deans on 1 September 2022, who are not included in the figure as the data was compiled as of June 2022.

Conversely, the proportion of women in the rectorate has fallen during the period from 25% to 0% due to a new appointment. New appointments in a group as small as the rectorate obviously have a major impact on the percentages, even if only a single appointment is made. Conversely, a vacant vice dean position at the time the data was compiled (June 2022) led to an increase in the proportion of women in the vice dean category. For the other groups, there have been no changes in the gender distribution since October 2021.

Note that the management categories (apart from the rectorate) in charge of academic staff – deans, vice deans and heads of department – have the best gender balance (or a predominance of women) in contrast to the management categories that manage technical and administrative staff – faculty directors and directors – which have greater gender inequality in the form of a predominance of male managers. The pattern is thus opposite to the pattern for the staff groups they manage. The technical and administrative staff have the highest proportion of women as a whole, while this group has the highest proportion of male managers. Conversely, there is a higher proportion of men among the academic staff, while there is a larger proportion of women in the management groups (apart from the rectorate).



## 6 Gender distribution among students

UCPH's diversity goal also applies to students. It is therefore also important to monitor the gender distribution among students.

The gender distribution among students is also relevant in relation to the gender distribution among academic staff, for comparison among other things. For example, a situation with few women academic staff at a faculty that also has few women students would suggest a need to improve diversity in the recruitment to the degree programme, and not solely in the transition from student to academic staff.

This section shows the gender distribution for BA and MA students, and for graduates.<sup>11</sup> The figures show the numbers at UCPH level and for the faculties.

### 6.1 BA intake

The proportion of women admitted to BA programmes at UCPH was 60% in 2021. This has been steady since 2016.

When the numbers are broken down by faculty, it is evident that the gender distribution is also approx. the same in 2021 as it was in 2016 – despite some fluctuations. Only at the Faculty of Theology has the proportion of women decreased from 63.1% towards a more equal gender balance of 54.4%.

All faculties have a larger proportion of women than men among the BA intake, except SCIENCE. SCIENCE has the lowest proportion of women among admissions at 46.5% in 2021. SUND is the faculty with the highest proportion of women among its BA intake at 73.1%.

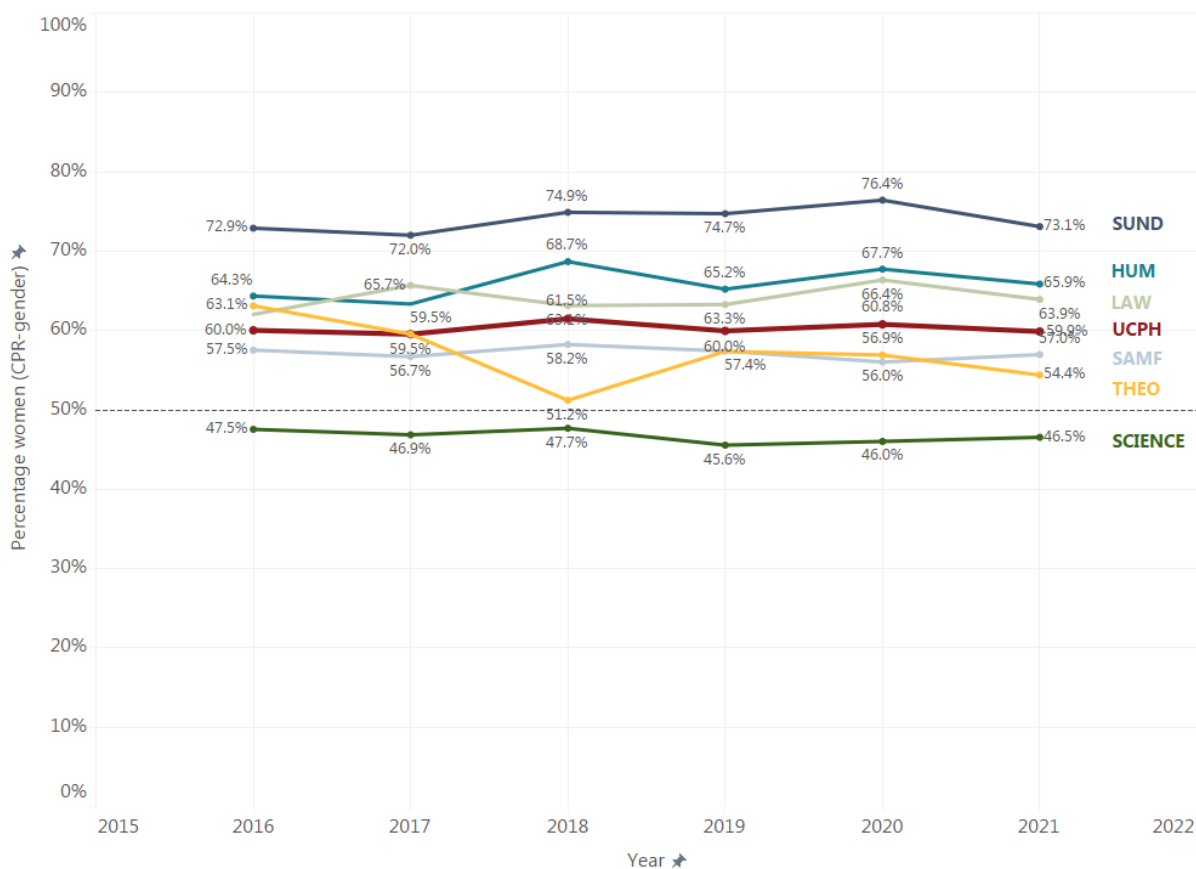
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<sup>11</sup> Data for BA and MA intake is as of 1 October 2021. The data source is STADS. For data on graduates, the data source is data reported to Statistics Denmark. The gender distributions are based on sex (from the CPR-number).

**Figure 6.1 – Proportion of women, BA intake, 2016-2021**

Percentage women of the student intake, BA, 2016-2021

Numbers for UCPH and faculties



**6.2 MA intake**

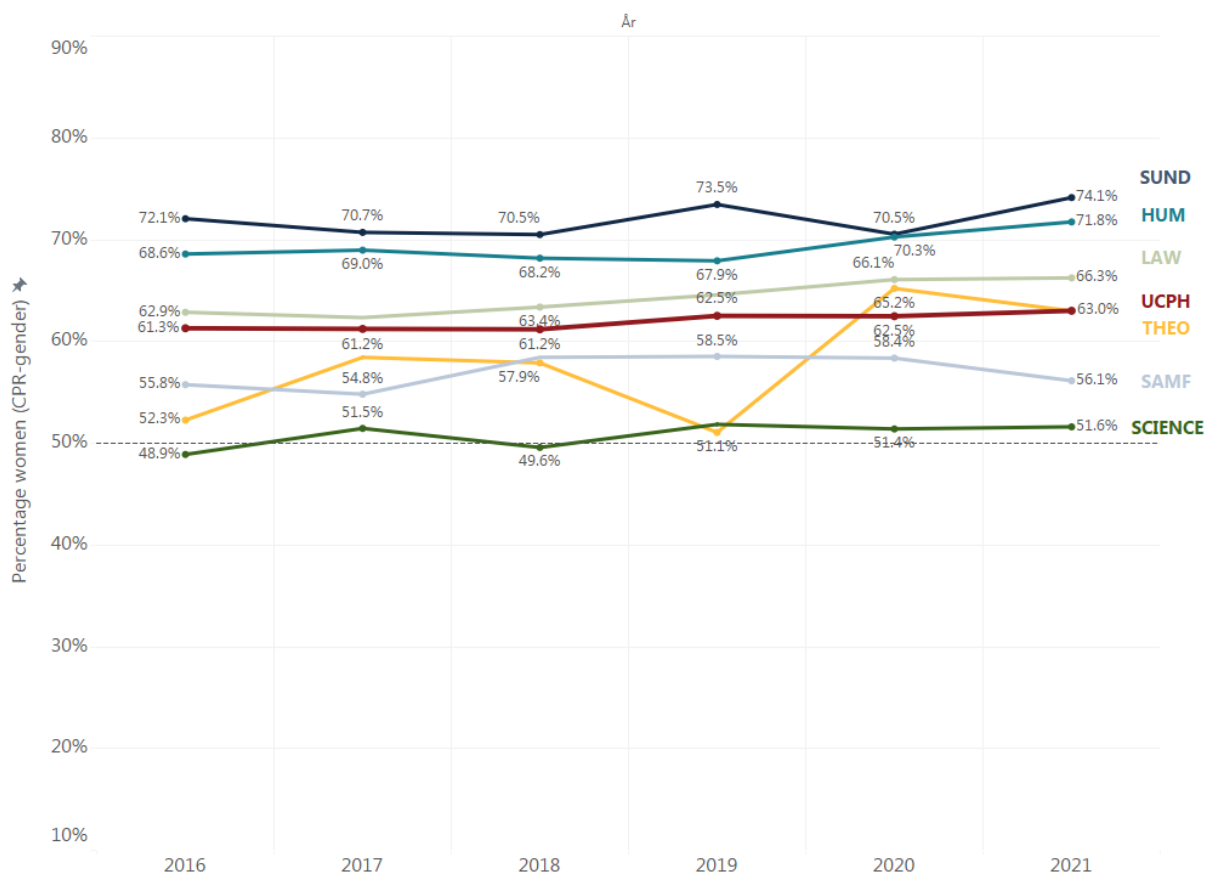
Among the MA intake at UCPH, the proportion of women was around 61-62% throughout the 2016-2021 period – with a slight increase since 2018. The proportion of women in the MA intake was 63% in 2021, for UCPH as a whole. This slight increase is also evident across the faculties.

For SCIENCE, HUM and THEO, the proportion of women in the MA intake was higher than at BA level in 2021. This suggests that fewer male students progress from BA to MA at these faculties. For SUND, LAW and SAMF, the proportion of women in the MA intake in 2021 was at approx. the same level as in the BA intake in 2021.

**Figure 6.2 – Proportion of women, MA intake, 2016-2021**

Percentage women of the student intake, MA, 2016-2021

Numbers for UCPH and faculties



**6.3 MA graduates**

While there was a slight rise in the proportion of women among those admitted at MA level, there is no matching increase in the proportion of women graduates during the same period. For UCPH as a whole, minor fluctuations have been seen around a proportion of 63% during the period, and a slight decline of approx. 2 percentage points in the proportion of women graduates since 2019, to 61.8% in 2021.

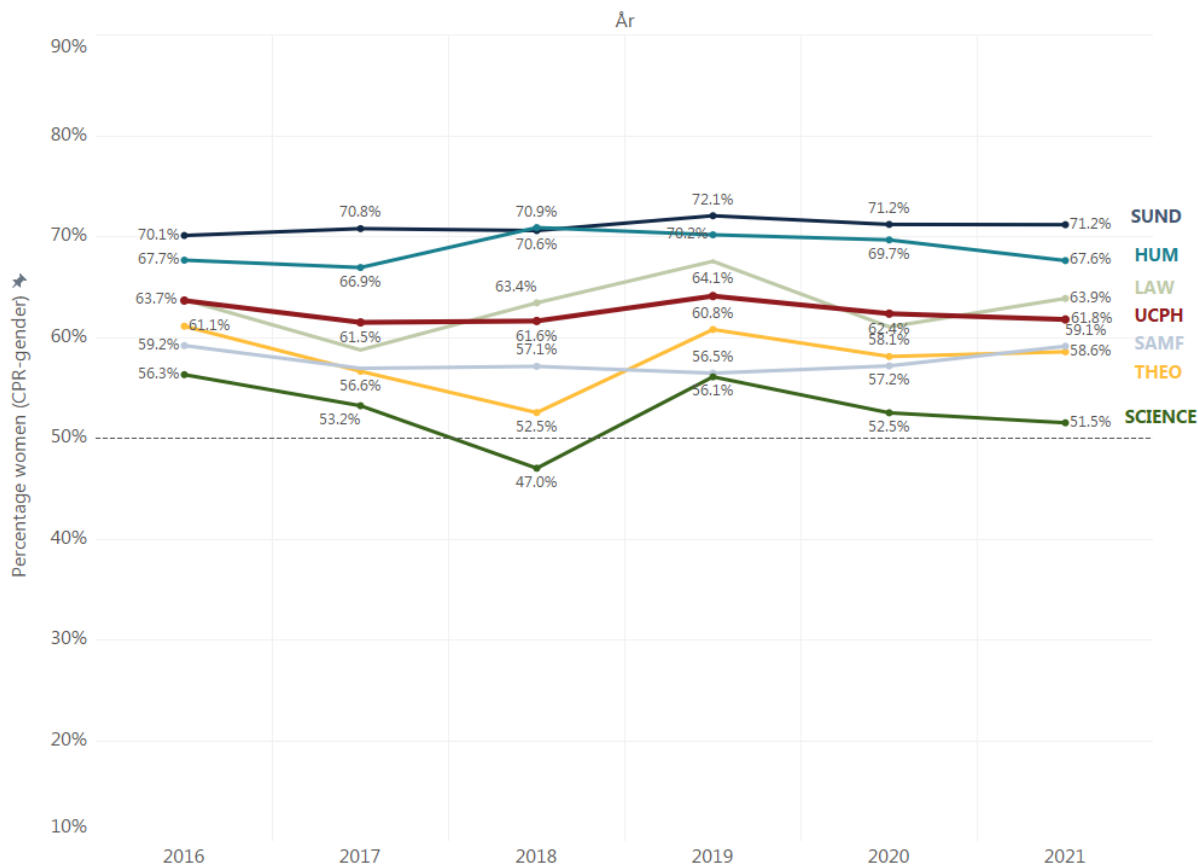
Looking at graduates by faculty, we see varying declines in the proportion of female graduates since 2019, which explains the slight decrease for UCPH overall. SCIENCE, which is a large faculty, seems to have contributed, in particular, to the decline in the proportion of female graduates for UCPH as a whole.

Nevertheless, most faculties had approximately the same proportion of female graduates in 2021 as at the start of the period in 2016. However, THEO and SCIENCE saw a lower proportion of female graduates in 2021 than in 2016, and significant fluctuations during the period. THEO is a small faculty, so even minor changes in absolute terms will cause percentage fluctuations, but it is noteworthy that SCIENCE – a large faculty – also saw major fluctuations over the years. When you compare the graph and percentages for the MA intake at SCIENCE, it appears that the fluctuations among graduates follow the minor fluctuations in the intake.

**Figure 6.3 – Proportion of women, MA graduates, 2016-2021**

Percentage women of MA graduates, 2016-2021

Numbers for UCPH and faculties



## 7 Degree programmes with the highest gender bias

In addition to the generally higher proportion of women students at UCPH, a number of degree programmes also have a significant gender bias.

In 2021, on 27 degree programmes women accounted for more than 70% of the intake. Figure 7.1 shows these 27 degree programmes by faculty. By comparison, in 2020 31 degree programmes had a similar unequal gender distribution in their intake. The Faculty of Humanities has the largest number of degree programmes with over 70% women among admissions. Note, however, that many of these are small programmes with only a few students.

**Figure 7.1 – Programmes with more than 70% women in the student intake, 2021**

### Programmes with more than 70% women in the BA student intake

2021

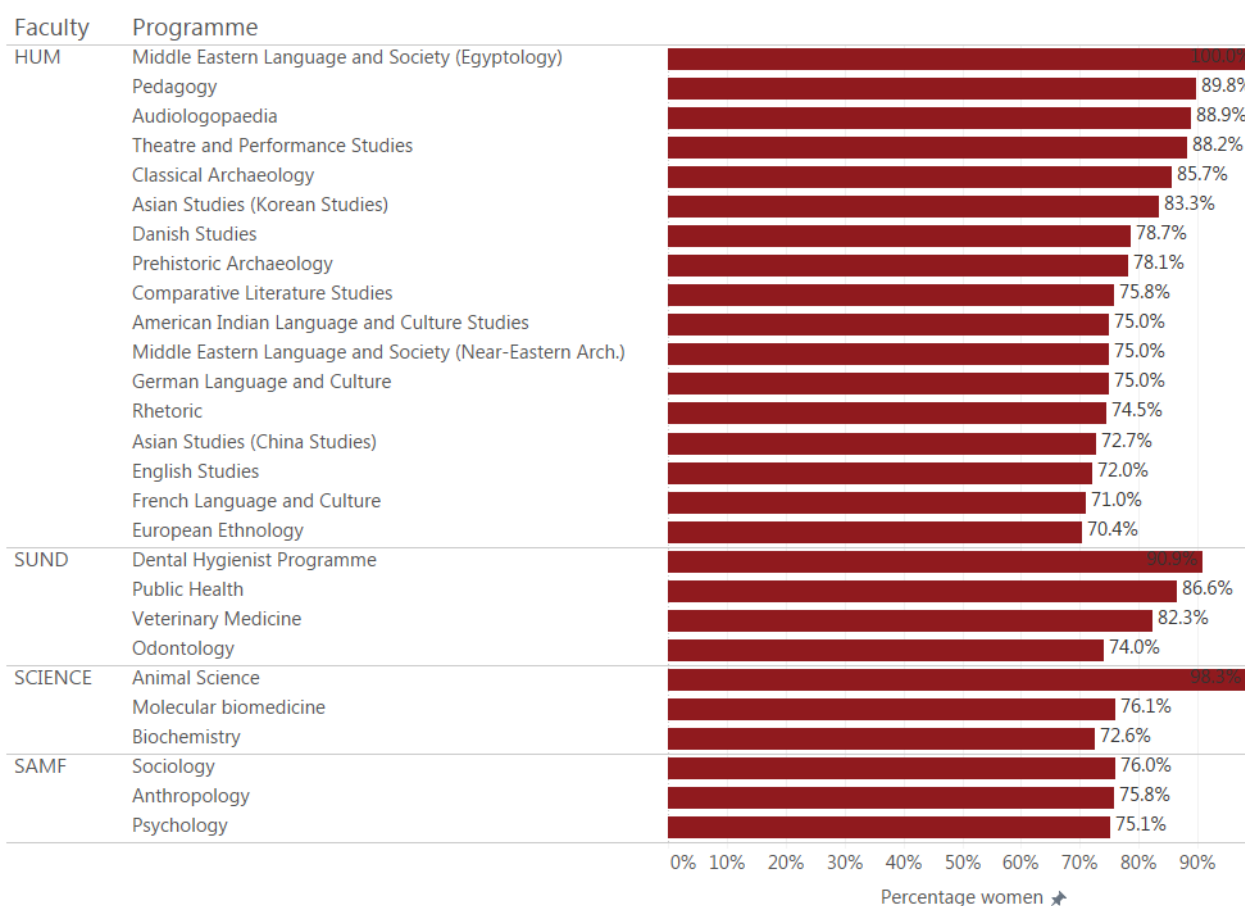


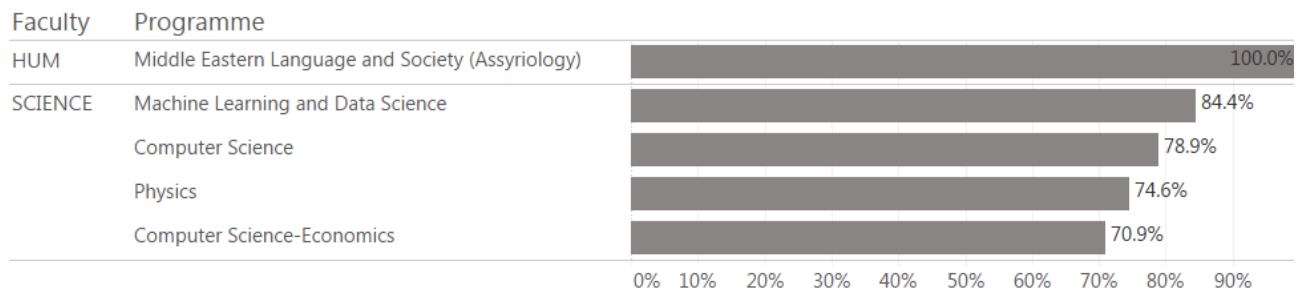
Figure 7.2 below shows, conversely, that only five degree programmes at UCPH admitted more than 70% men in 2021. The figure shows that four of these are offered by the Faculty of Science.

The other degree programme on the list is Assyriology, under the Faculty of Humanities, which admitted a single student in 2021. In 2020, six degree programmes admitted more than 70% men.

**Figure 7.2 – Programmes with more than 70% men in the student intake, 2021**

### Programmes with more than 70% men in the BA student intake

2021



## 8 Offensive behaviour

It is particularly important to monitor offensive behaviour, discrimination etc. as part of UCPH's efforts to support and promote well-being and security among staff and students at UCPH. This is essential for UCPH to be a diverse workplace and educational institution, where many different types of employees and students thrive.

The following two sections present selected results from the workplace assessment (WPA) survey conducted among the employees in 2022<sup>12</sup> and the study environment survey conducted among students in 2021<sup>13</sup>.

### 8.1 Staff

The latest WPA survey conducted by UCPH in spring 2022 expanded on the questions in the previous WPA survey in 2019. The purpose was to improve the knowledge base for cases of offensive behaviour and discrimination against employees and more fully reveal any unreported incidence.

#### 8.1.1 Unwanted sexual attention

Figure 8.1 shows that the proportion of people who have experienced unwanted sexual attention in connection with their work at UCPH within the past 12 months is 1.85%, for UCPH as whole. This is a slight increase from the WPA in 2019, where the proportion was about 1%. 3% of women have experienced unwanted sexual attention, while the figure is 0% for men.

The figure also shows a breakdown by faculty at UCPH – including the Central Administration. This shows that the Faculty of Law, followed by the Faculty of Social Sciences, has a particularly

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<sup>12</sup> The WPA survey was conducted in spring 2022. There were 7818 responses, corresponding to a response rate of 79% across UCPH as a whole. The percentages shown are the percentages of employees who completed the WPA survey. The gender distributions are based on the employees' own answers of their gender in the WPA questionnaire with the options "Man" and "Woman".

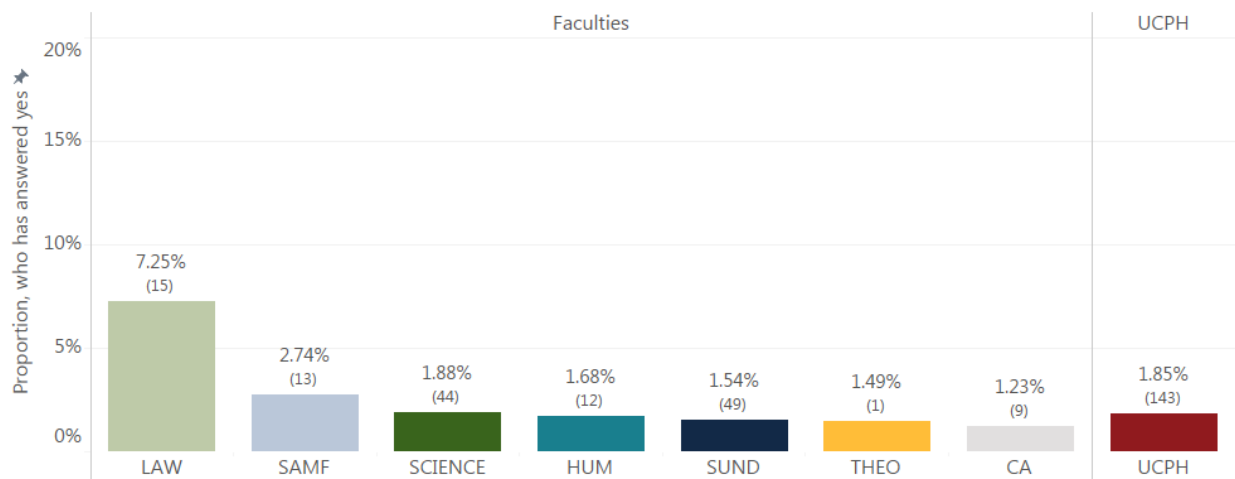
<sup>13</sup> The study environment survey was conducted in autumn 2021. It is based on 9534 responses for all of UCPH, corresponding to a response rate of 26%. The percentages shown are the percentages of students who completed the study environment survey. The gender distributions are based on sex (from the CPR-number).

large proportion of employees who have experienced unwanted sexual attention compared to the other faculties and the UCPH average.

**Figure 8.1 – Unwanted sexual attention, WPA 2022**

Proportion who has experienced unwanted sexual attention in connection with their work at UCPH within the last 12 months

*Workplace assessment (APV), 2022*



For UCPH as a whole, those who reported experiencing unwanted sexual attention in the WPA indicate that this came primarily from colleagues (55%) or colleagues with a higher position in academia (35%), and predominantly occurred in the workplace in professional or social contexts (58% and 49%, respectively<sup>14</sup>).

Among those who experienced unwanted sexual attention and did not take any action in the situation or afterwards, 25% stated that they did not think it would make a difference if they did something, while 14% were worried about their own employment or career situation, and 7% were worried about the reactions from one or more managers.

Among those who did something in the situation or afterwards, 27% told one or more of their colleagues, but only 10% reported the incident to their manager.

<sup>14</sup> Multiple categories can be selected, which is why the percentages do not add up to 100.



### 8.1.2 Discrimination

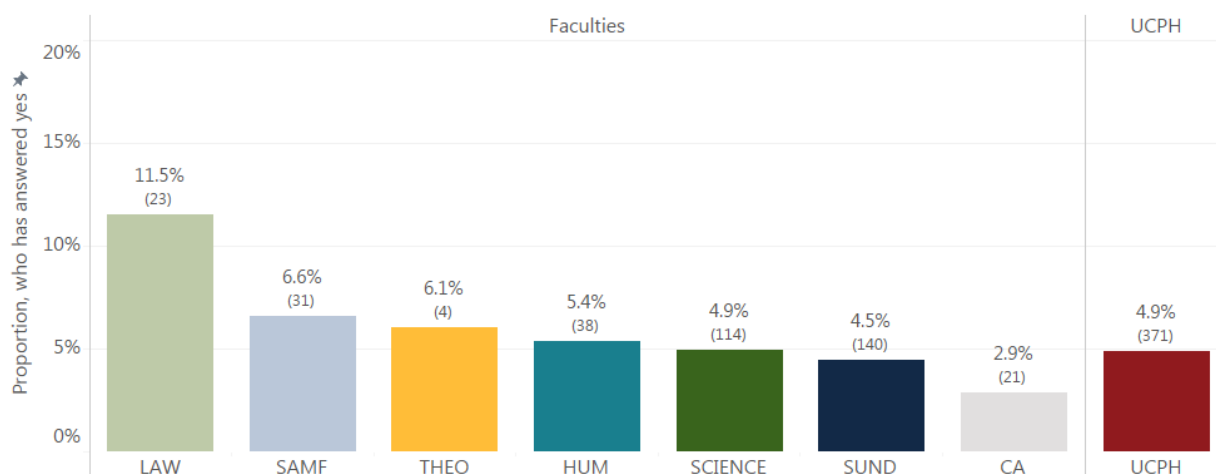
With regard to discrimination, 4.9% of employees at UCPH have experienced this in the past 12 months. It is not possible to compare this with the proportion in the WPA in 2019, as the question was not asked then. Broken down by gender, 6% of women and 4% of men have experienced discrimination.

The Faculty of Law again scores significantly higher than the general level at UCPH, with 11.5% having experienced discrimination. The Faculty of Social Sciences, the Faculty of Theology and the Faculty of Humanities also have higher levels than the UCPH average.

**Figure 8.2 – Discrimination, WPA 2022**

Proportion who has been subjected to discrimination or differential treatment in connection with their work at UCPH within the last 12 months

*Workplace assessment (APV), 2022*



Around 2% of the employees at UCPH stated that they had been discriminated against based on gender (167 people), while language, age, cultural background and ethnicity were also among the most frequently cited causes of discrimination (98, 80, 55 and 53 people, respectively).

For UCPH as a whole, 39% of those who reported having experienced discrimination (regardless of the reason) stated that it was a manager who had discriminated against them, 38% said it was a

colleague and 36% said it was a colleague with a higher position in academia<sup>15</sup>. In 84% of cases, the discrimination occurred in the workplace in a professional context.

Among those who experienced discrimination and did not take any action in the situation or afterwards, 37% stated that they did not think it would make a difference if they did something, while 19% were worried about their own employment or career situation, and 12% were worried about the reactions from one or more managers.

Among those who did something in the situation or afterwards, 21% told one or more of their colleagues, but only 11% reported the incident to their manager.

When it comes to why people did or did not take any action, the figures for unwanted sexual attention and discrimination thus show similar patterns. This suggests that it may be a good idea to devote some effort to building trust within the organisation that reports of offensive behaviour and discrimination are taken seriously and acted on, and to increase trust in management.

### **8.1.3 Bullying**

Figure 8.3 below shows that 8.3% of employees – corresponding to 637 people – at UCPH have experienced bullying or other condescending or offensive behaviour within the past 12 months. The Faculty of Law stands out at the high end among the faculties, with 13.7% of employees reporting they have experienced bullying. For UCPH as a whole, 9% of women and 7% of men have experienced bullying or other condescending or offensive behaviour.

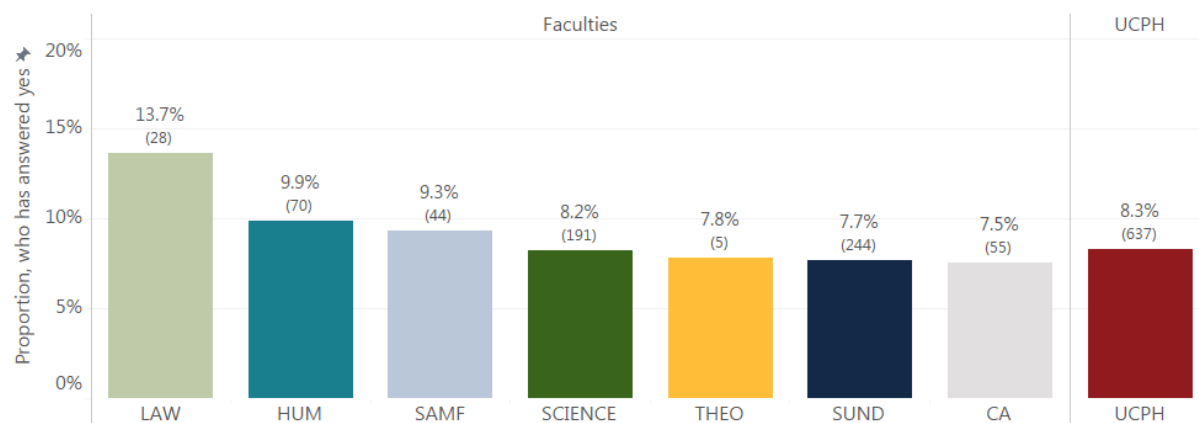
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<sup>15</sup> Note that it was possible to tick several answers in the questionnaire.

**Figure 8.3 – Experienced bullying or condescending or offensive behaviour, WPA 2022**

Proportion who has been subjected to bullying or other condescending or offensive behaviour in connection with their work at UCPH within the last 12 months

*Workplace assessment (APV), 2022*



For UCPH as a whole, 40% of those who say they experienced bullying or other condescending or offensive behaviour indicate that it was a manager who did this. 38% report that it was a colleague, and 26% that it was a colleague with a higher position in academia who displayed such behaviour. In 90% of cases, it occurred in the workplace in a professional context.

#### 8.1.4 Witnesses to offensive behaviour

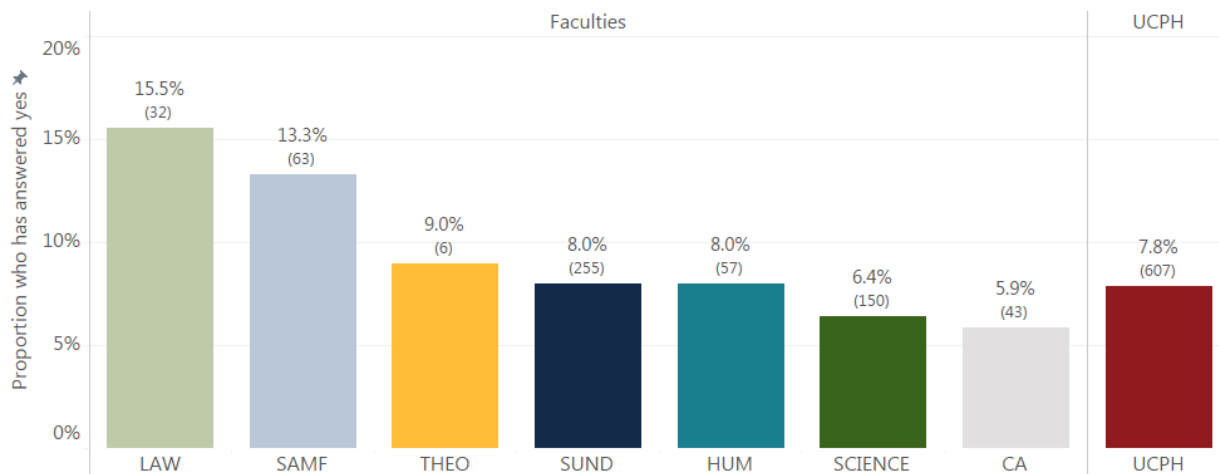
The WPA also showed that 7.8% of UCPH’s employees have witnessed offensive behaviour against a colleague or other UCPH employee in the past 12 months. Again, it is not possible to compare with 2019 as this question was not asked in the previous WPA.

The Faculty of Law and the Faculty of Social Sciences again had a higher proportion of employees who had witnessed offensive behaviour than the UCPH average – 15.5% and 13.3%, respectively.

**Figure 8.4 – Witnesses to offensive behaviour, WPA 2022**

Proportion who has witnessed offensive behaviour towards a colleague or other UCPH-employee in connection with their work at UCPH within the last 12 months

*Workplace assessment (APV), 2022*



In general, a higher proportion of respondents report having witnessed offensive behaviour than having experienced unwanted sexual attention, discrimination etc. It seems logical that there could be more witnesses than people who have experienced offensive behaviour directly. But the figures also highlight the importance of including questions such as these, as people who have experienced offensive behaviour directly may not want to report or describe this in a questionnaire, while witnesses may feel less vulnerable doing so. This is supported, for example, by the fact that among those who witnessed offensive behaviour and did something in the situation or afterwards, a larger proportion reported it to their manager (21%) compared to those who experienced unwanted sexual attention or discrimination directly.

## 8.2 Students

In the study environment survey conducted in autumn 2021, the questions regarding offensive behaviour were also expanded compared to the previous study environment survey. However, it is possible to compare with data from 2020, from a survey conducted among students with the same questions.

### 8.2.1 Unwanted sexual attention

Figure 8.5 shows that the proportion of students who have experienced unwanted sexual attention during their studies at UCPH within the past 12 months is 6.1%, for UCPH as whole. The proportion is the same in 2021 as in the year before. This is a larger percentage than among

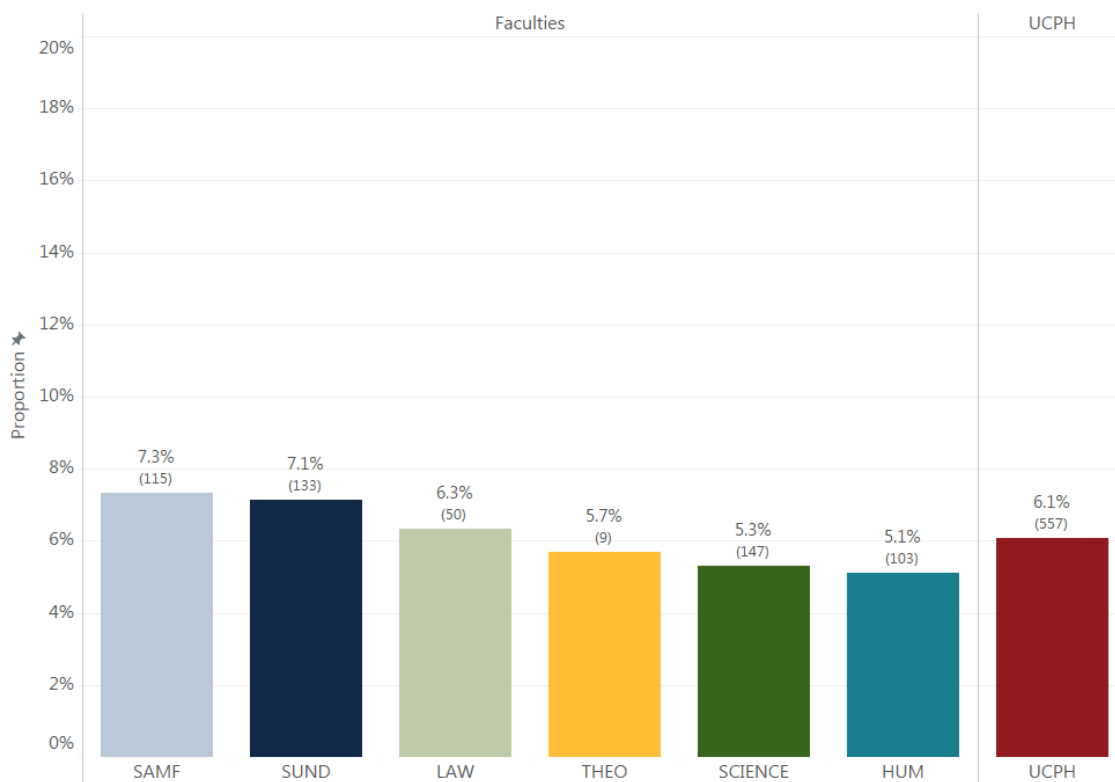
employees, who responded to a similar but not completely identical question. The unwanted sexual attention primarily came from fellow students (70%). Moreover, more female students experience unwanted sexual attention (7%) than male students (4%).

The figure also shows the percentages by faculty at UCPH. The Faculty of Social Sciences and the Faculty of Health and Medical Sciences have the largest proportion of students who have experienced unwanted sexual attention, but there are generally only minor differences between the faculties.

**Figure 8.5 – Unwanted sexual attention, study environment survey 2021**

Proportion who has been subjected to unwanted sexual attention within the last 12 months during their education

*Proportion, who has answered "Daily", "Weekly", "Monthly" or "Rarer" to the question, study environment survey 2021*



### 8.2.2 Discrimination

With regard to discrimination, 9.9% of students at UCPH have experienced this in the past 12 months. This represents a drop of around 2 percentage points since 2020. This is again a larger percentage than among employees, who responded to a similar but not completely identical question on discrimination. Again, it was primarily fellow students who were responsible for the

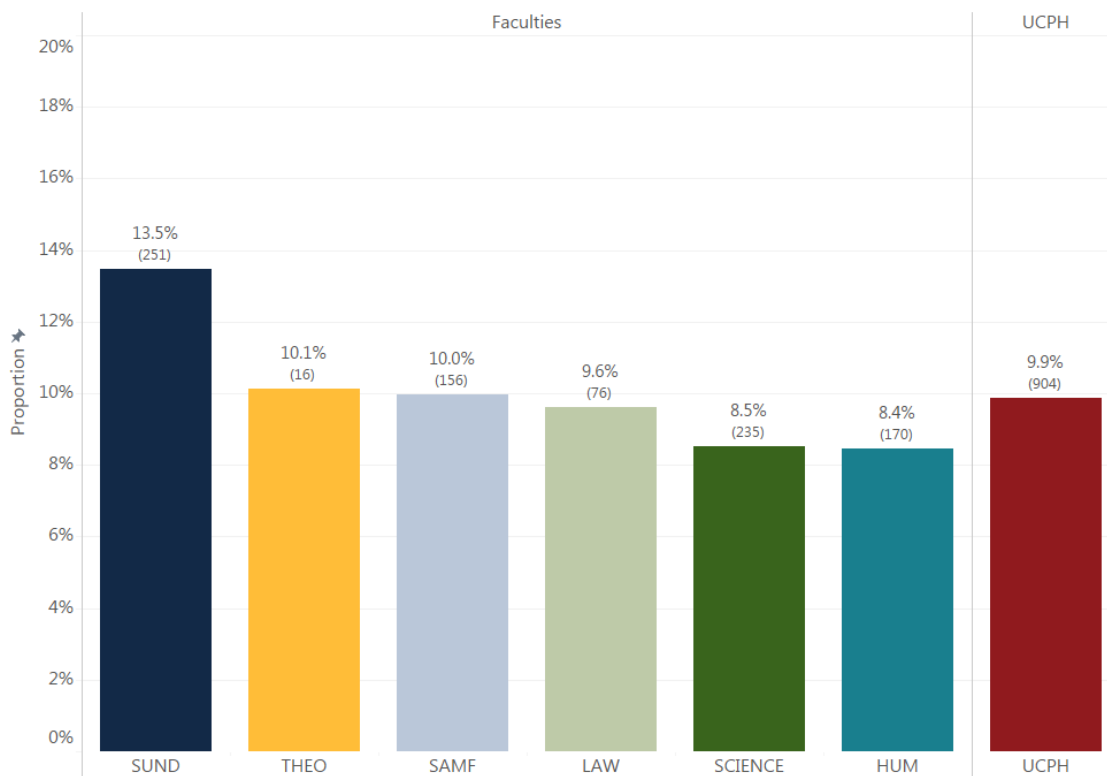
discrimination (42%), but in 32% of cases it was teachers. There are also more female students who experience discrimination (11%) than male students (7%).

The figure also shows the percentages by faculty at UCPH. These show that the Faculty of Health and Medical Sciences has a larger proportion of students who have experienced discrimination than the UCPH average. However, there is no significant difference here between the experiences of female students (13%) and male students (14%). The group reported to be primarily responsible for the discrimination at the Faculty of Health and Medical Sciences is the teachers (37%).

**Figure 8.6 – Discrimination, study environment survey 2021**

Proportion who has been subjected to discrimination within the last 12 months during their education

*Proportion, who has answered "Daily", "Weekly", "Monthly" or "Rarer" to the question, study environment survey 2021*



### 8.2.3 Comments on appearance or gender

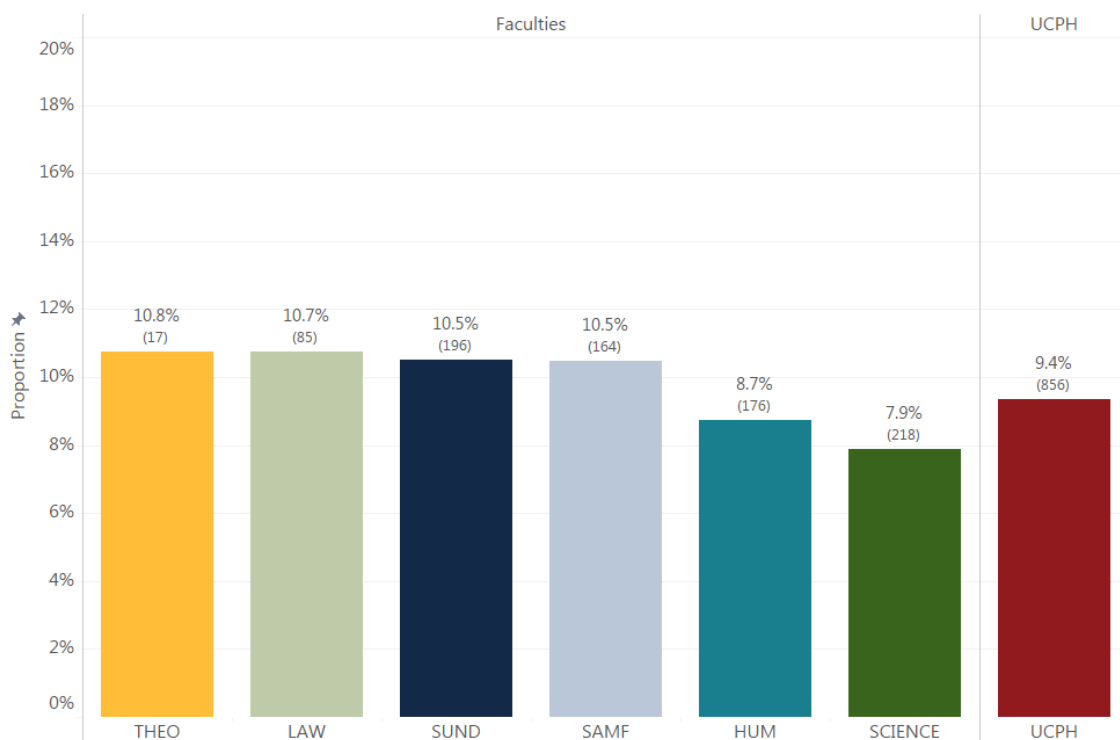
9.4% of students at UCPH have received comments on their appearance or gender that they found unpleasant or offensive in the past 12 months. This figure is around 2 percentage points higher than in 2020. Again, it was primarily fellow students who were responsible (61%), but in 18% of cases it was teachers. There are also more female students who experience discrimination (11%) than male students (7%).

The figure also shows the percentages by faculty at UCPH. There are generally only minor differences between the faculties, but the Faculty of Humanities and the Faculty of Science had scores a few percentage points lower than the other faculties.

**Figure 8.7 – Unpleasant or offensive comments concerning appearance or gender, study environment survey 2021**

Proportion who has had their appearance or gender commented on in a way they thought uncomfortable or offensive within the last 12 months during their education

*Proportion, who has answered "Daily", "Weekly", "Monthly" or "Rarer" to the question, study environment survey 2021*



#### 8.2.4 Touched, embraced or kissed

4.2% of students at UCPH experienced being touched, embraced or kissed in an unwanted manner within the past 12 months during their studies. This is the same percentage as in 2020. It was primarily fellow students who were responsible for these incidents (77%), and they occurred most frequently in other study-related contexts (70%) outside the place of study (30%). There is no difference between the proportions of female and male students who have experienced such behaviour.

The figure also shows the percentages by faculty at UCPH. There are generally only minor differences between the faculties.

**Figure 8.8 – Touched, embraced or kissed, study environment survey 2021**

Proportion who has been touched, embraced or kissed in way they did not want within the last 12 months during their education

*Proportion, who has answered "Daily", "Weekly", "Monthly" or "Rarer" to the question, study environment survey 2021*

