Action plan for gender equality and diversity 2022-2023

Contents

The LGBTQIA + staff network was established in 2019 and given permanent funding in 2020. Membership numbers +100 across the University of Copenhagen. The network holds meetings and events for members and meets regularly with the Rectorate to discuss matters relating to diversity and inclusion at the University of Copenhagen. The network is supported by Shared HR.

Introduction

Vision for gender equality and diversity

The University of Copenhagen works to develop and maintain a place of work and study that is characterised by well-being, security, gender equality and where diversity is appreciated. This requires the right structural setup, such as the WPA effort, and that improving the knowledge base on gender equality and diversity remains an ongoing focal point. In this way, the University of Copenhagen will ensure a broad conversation across the organisation as well as continuous and adequate training of staff and students within gender equality and diversity.

All staff and students at the University of Copenhagen should have the right to be part of a secure community. For this to be true, everyone must have the tools and skills needed to support and promote well-being, security, gender equality and diversity. The University of Copenhagen is an internationally recognised university, "... *anchored in values such as democracy, gender equality and openness*" ([Strategy](#) 2023).

With the *Action plan for gender equality and diversity 2022-2023*, the University of Copenhagen commits to carrying on and expanding the ambitious and dedicated efforts that have been going on over the past decades aiming to further improve the framework and opportunities for gender equality and diversity. This requires a committed management focus in this area and a continued conversation across the organisation about objectives and priorities. Gender equality and diversity must be integrated and implemented in the University of Copenhagen's general strategic efforts.

The University's Senior Management undertakes to communicate and promote the gender equality and diversity effort broadly at the University of Copenhagen, among other things by acting in accordance with the University's visions and values in this area and by expanding the conversation about gender equality and diversity to give all staff and students the opportunity to be heard and included.

With its *Action plan for gender equality and diversity 2022-2023,* the University of Copenhagen's operationalises the strategic aim: To ensure 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.

The baseline analysis, presented at the end of the action plan, is evidence of explicit challenges with gender-balanced intake of students as well as in management, academic and technical/administrative positions. There are also positive trends, for example, in the gender distribution of professors, even though progress is slow. In the long term, the University of Copenhagen strives to be able to ensure an even gender distribution that includes more than binary gender. The purpose of the *Action plan for gender equality and diversity 2022-2023* is, among other things, to shed light on barriers to this ambition and to identify potential solutions. In addition, the data and knowledge base must be further enlarged, which will both ensure the quality of data in general and, to the extent possible, create a basis for including more than binary gender, as well as other possible markers of discrimination, in the basis for future efforts.

The *Action plan for gender equality and diversity 2022-2023* ensures that the University of Copenhagen will meet its own ambitions for working with gender equality and diversity, while also complying with existing Danish equality legislation. This includes the Non-Discrimination Act, the Gender Equality Act, gender balance in management and the Equal Pay Act.

Overall, the Danish gender equality laws regulate bans on discrimination on the basis of gender, ethnicity, religion, age, disability and sexual orientation. These bans implement discrimination bans from EU law. The action plan ensures that the University of Copenhagen meets the requirements of Horizon Europe for a structural and clear approach to working with gender equality and diversity.

Goals for action plan period 2022-2023

DURING THE ACTION PLAN PERIOD 2022-2023, THE UNIVERSITY OF COPENHAGEN WILL:

- **Goal 1: Ensure broad involvement of the entire organisation in relation to goals and direction of the gender equality and diversity effort**

- **Goal 2: Verify and improve data quality and knowledge base with a view to promoting gender equality and diversity**
  - Set ambitious quantitative and qualitative performance targets for the next action plan period (2024-2026), both in relation to student well-being and recruitment, retention and promotion of employees.
  - Expand the data base beyond binary gender definitions, including other possible discrimination markers.

- **Goal 3: Lift organisational knowledge about gender equality and unconscious bias**

- **Goal 4: Boost organisational culture, particularly in relation to the prevention and handling of offensive behaviour**

- **Goal 5: Support equal opportunities in recruitment and promotion**
  - Raise gender balance at associate professor and professor level by two percentage points in 2022-2024 at UCPH level
  - Improve gender balance in management towards an even gender distribution at all levels

- **Goal 6: Enhance organisational knowledge of gender in research and education**

Context for the gender equality and diversity effort

For the last two decades, the University of Copenhagen has been dedicated to creating good and secure work and study environments, as well as improving the gender balance among staff and managers. This *Action plan for gender equality and diversity 2022-23* is based on the experiences that previous action plans have contributed. Several initiatives and

projects, including within working environment, recruitment and prevention and handling of offensive behaviour, are carried on in the current action plan period 2022-2023.

The University of Copenhagen's work on gender equality has previously been set out in action plans ([2008-2013](#) and [2015-2018](#)) in the years 2008-2013 and 2015-2018. The action plans included initiatives aimed at increased recruitment of professors of the under-represented gender[1], leadership development programmes targeted at women and requirements for breadth in the field of applicants when recruiting Faculty VIP[2]. In the action plan periods (2008-2018), the proportion of female professors was increase by a total of 10 percentage points.

Under *Strategy 2023*, a project was launched in 2019 aimed to assure the quality of Faculty VIP recruitment processes, with a special regard for unconscious bias. So far, the results of the project are activity-oriented: L80 (rectorate, university director, deans and vice-deans, faculty directors, heads of department and the directors of the central administration) completed a training course on diversity management, 75 researchers across the organisation participated in a targeted development course on unconscious bias and behavioural design, and ten departments formulated continuous local action plans for gender equality.

The University of Copenhagen is a key institution in Danish society and a natural part of current dialogues and debates. At national level, as well as at the University itself, the debate about offensive behaviour has been prominent in the past five+ years in particular. In 2018, Universities Denmark published a survey of unwanted sexual behaviour towards students at Danish universities. According to the survey,1,194 students at Danish universities had experienced unwanted sexual behaviour, harassment or violations during their studies. In autumn 2020, the universities received a petition from more than 750 researchers with testimonies of sexism and offensive behaviour in Danish academia.

The petition resulted in a collective surprise at the discrepancy between officially reported cases, either through the WPA or reporting procedures, and the host of testimonies given in the petition. The petition resulted in a renewed focus on the work to prevent and handle offensive behaviour.

It is important to emphasise that efforts to prevent and handle offensive behaviour are not a new priority at the University of Copenhagen. The University has had guidelines for handling offensive behaviour since 2008. The guidelines were reviewed in autumn 2019 and are now called *Guidelines for the prevention of and dealing with offensive behaviour, including bullying and sexual harassment*. The guidelines apply to both staff and students and include requirements for all units to draw up local action plans for the work to prevent and handle offensive behaviour. It has been a key priority for the University of Copenhagen that the guidelines lay down that staff, managers and students have a joint responsibility to promote a culture that not only encourages an open and critical academic discussion, but also builds on security and inclusion.

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[1] The University of Copenhagen rewarded those faculties that were successful in identifying and recruiting qualified professors of the under-represented gender. The University introduced a general reward principle where the appointment of a professor of the under-represented gender was rewarded by an extra five-year professorship.

[2] At least one applicant of each gender.

The Centre for Protein Research has taken steps to improve gender diversity among researchers. Among other things, the Centre has set out written procedures for recruitment processes for group leaders, which ensure a clear structure for how employment processes are subject to a high degree of transparency. The Centre has worked actively with advertising positions broadly, including improved search efforts and gender balance in the applicant field. In the evaluation of applicants, focus is not solely on their list of publications. A broader range of criteria is in play, including management skills, innovative research programmes and contributions to the Centre's other research and teaching activities.

Goals and initiatives

The following initiatives will be implemented at the University of Copenhagen during 2022-2023. The section is divided into six sub-sections, each of which is associated with one of the overall goals as presented in the introduction.

Goal 1: Broad involvement

The first of the six goals is to ensure broad involvement of the entire organisation in relation to goals and direction for the gender equality and diversity efforts This is a clear focal point for the current action plan. At the same time, it is a goal that is particularly important to the University of Copenhagen whose set of values include openness, equality and democracy.

A concrete measure in this respect is the University's launch of systematic dialogue in 2022 and 2023 between management, staff and students with the aim of identifying the challenges that are most topical and necessary to address locally and across the university, and implementing relevant initiatives.

As shown in the figure below, the first year of the action plan will have the cross-organisational conversation and knowledge development as a first priority. In 2022, workshops on gender equality and diversity will be held at management level, through the collaboration organisation, the OHS organisation and other relevant forums. The aim is to identify and gather knowledge about the challenges and goals that managers, staff and students see as the most relevant in the University's gender equality and diversity efforts. At the same time, the quantitative and qualitative data and knowledge base on gender equality and diversity will be verified and enhanced through this action plan.

In the light of conversations referred to and the improved knowledge and data base, 2023 will be focused on writing the next action plan, tentatively set for 2024-2026. The next action plan will be based on broad involvement and a focus on enhancing the local anchoring of initiatives and goals. This means that the overall management structure, the collaboration organisation and the OHS organisation will be involved in the work, along with several other relevant committees and forums at the University.

2022
- Broad involvement of the organisation in goal setting and focus areas for the gender equality and diversity effort
- Lifting the data and knowledge base of gender equality and diversity at the University of Copenhagen

2023
- Preparing *Action plan 2024-2026* in close collaboration with the organisation and with clear ties to other strategic efforts at the University
- Improved baseline analysis from a better quantitative and qualitative knowledge base

2024
- Implementation of *Action plan 2024-2026*

In the same way, the work to develop new visions and initiatives for gender equality and diversity will be closely linked to the University of Copenhagen's next strategic plan which will be formulated in 2023.

Goal 2: Better data and knowledge base

The **purpose** of lifting the data quality and the knowledge base concerning gender equality and diversity is to ensure that the University of Copenhagen's work in these areas is based on valid data of possible problem areas and to ensure a qualified monitoring. The University of Copenhagen's existing data warehouses and data sources do not sufficiently allow for extracts and analyses that can point to local differences and causal relations. So, in 2022, efforts will be made to improve quantitative data reporting with an eye for gender and diversity, and to initiate qualitative studies of particular areas of interest. The end goal is to provide an improved quantitative and qualitative baseline analysis that builds on the selected indicators and baseline of the current action plan.

Initiatives	Responsibility	Deadline
As far as possible, the indicators in the *Action plan for gender equality and diversity* can be delivered at departmental level.	FHR-LAD HR centres	Autumn 2023
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-LAD	Spring 2023
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 application.	Education & Students	Spring 2023
The knowledge base on how PhD students and postdocs experience barriers and opportunities in terms of future research careers has been uncovered.	FHR-AMOS FHR-ISM	Spring 2023
The data basis for analyses of gender distribution in recruitment processes of technical administrative staff has been improved.	FHR-LAD	Spring 2023
The data basis for analysing possible equal pay issues at UCPH has been improved.	FHR-LAD	Spring 2023

In 2021, **the Department of Communication** held a workshop for the heads of section, centre and education as well as LSU and LAMU with an external speaker who trained participants in how to be attentive to themes of diversity. At an annual seminar, the entire department did a workshop on diversity in teaching contexts and subsequently followed up on the discussions in several committees. On the basis of these activities, there appeared a wish and a need for a working group focused on diversity, equal treatment and culture at the department, which is being set up. This result has come about through a thorough mapping of employees' actual needs and clear management support.

Goal 3: Training the organisation

The **purpose** of enhancing organisational knowledge about gender equality and diversity is to ensure that all employees and managers have the skills and tools to underpin the University of Copenhagen's ambition to ensure that, regardless of gender and other markers of discrimination, everyone feels welcome, secure and included in work and study communities.

Initiatives	Responsibility	Deadline
UCPH has developed and offered a generic course on gender equality, diversity and unconscious bias aimed at all employees	FHR-UD FHR-AMOS	Autumn 2022
UCPH has developed and offered a generic course on gender equality, diversity and unconscious bias aimed at all managers	FHR-UD FHR-AMOS	Autumn 2022

Goal 4: Offensive behaviour

The **purpose** of enhancing organisational culture, particularly in relation to offensive behaviour, is to ensure that everyone experiences well-being and security in work and education. The University of Copenhagen 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	Responsibility	Deadline
Through added questions in the WPA, UCPH has improved the knowledge base for cases of offensive behaviour and discrimination of staff.	FHR-AMOS	Spring 2022
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.	Education & Students	Spring 2023
UCPH has equipped staff and students to intervene as a third person in the event of offensive behaviour.	FHR-AMOS Education & Students	Autumn 2022

UCPH has equipped employees and managers to prevent and deal with cases of offensive behaviour in accordance with UCPH guidelines.	FHR-AMOS	Autumn 2022
UCPH has introduced a whistleblower scheme with an option to report sexual harassment anonymously.	Rector's Office	Spring 2022

Goal 5: Gender and recruitment, promotion and retention

The **purpose** of boosting gender equality and diversity in recruitment and promotion is to ensure that everyone has equal opportunities and conditions for employment and career progression at the University of Copenhagen. The University of Copenhagen wishes to attract, retain and develop the best talents within research, administration and education. This requires recruitment processes and criteria for promotion that are transparent, diverse and well-known in the organisation.

Initiatives	Responsibility	Deadline
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-UD FHR-AMOS	Spring 2023
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.	FHR-AMOS	Spring 2023
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-UD	Autumn 2023
UCPH has updated the concept for manager development reviews (LUS) to include their position on gender equality and diversity as an important development parameter.	FHR-UD Faculty Management	Spring 2022

In 2021, the **Department of Communication** implemented de-biasing strategies in connection with recruitment processes.
The aim was to make sure that appointment committees do their assessment of candidates for shortlisting concurrently in order to avoid undue mutual influence. For the job interview, the department has developed a script that ensures that all candidates are treated similarly, both internal and external candidates and in relation to both interview format and questions. The experience of this effort is partly to show and accommodate the different opinions that exist among appointment committee members, and partly that appointment committees appreciate the more comparable input.

Goal 6: Gender in research and education

The **purpose** of boosting the organisational knowledge about gender in research and education is to ensure that researchers and lecturers employed at the University of Copenhagen possess relevant knowledge and skills about the importance of gender in a wide range of research and educational contexts. The University of Copenhagen contributes with research and innovation aimed at addressing concrete societal challenges.

Initiatives	Responsibility	Deadline
UCPH has developed and offered a train-the-trainer course on gender in research aimed at local research and innovation staff.	F & I	Spring 2022
UCPH has developed and offered thematic workshops on gender in research with a view to supporting researchers in meeting the award criterion.	F & I IND	Autumn 2022
UCPH has offered a course for teaching staff with a focus on basic theories and concepts within gender equality and diversity.	FHR-UD (IFKV – Janne Sørensen)	Autumn 2022

Organisational anchoring

Organisational and management structure

The University of Copenhagen is a large organisation with 37,500 students and 9,500 FTEs[3]. The University has a well-anchored management and organisational structure with several levels, committees and forums. The University of Copenhagen wants to embed the gender equality and diversity effort in the existing organisational and management structure as this is the best way to create real changes. The University's management structure and its collaboration and occupational health and safety organisation are briefly presented below.

Management
The figure below shows the University's management structure. The **Board** is the top management forum. It is responsible for looking after the interests of the university as a research and educational institution, including providing guidelines for the University's organisation, long-term activities and development. The Board appoints a rector to lead the University on an overall day-to-day basis. The Board operates on a strategic level and is not involved in the day-to-day management, which is handled by the **Rectorate** consisting of the Rector, two Prorectors and the University Director.

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[3] Close to 15,000 headcount
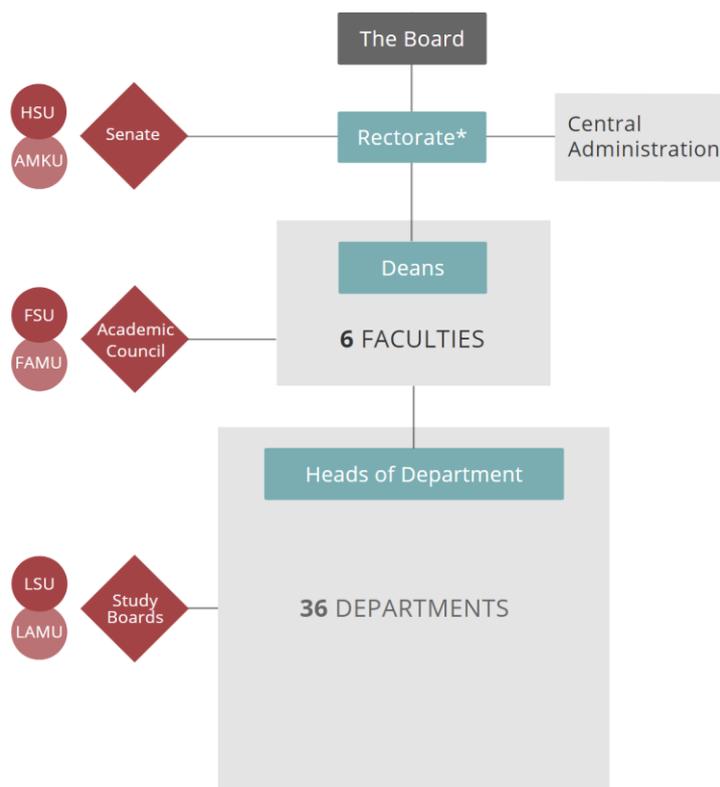
The Rectorate discusses cases and makes decisions in consultation with the deans of each faculty, as appointed by the Rector. The permanent forum for these discussions is Senior Management (LT). Senior Management deals with matters relating to the University's entire organisation and overall development and strategy. In addition, the Rectorate and the deans regularly meet with all vice-deans, faculty directors, heads of department and the directors of the central administration in the L80 meeting forum, where they discuss current challenges and share knowledge and experience.

Administrative Management (AL) is the top administrative forum at UCPH. AL consists of the University Director, the faculty directors, the University Librarian and the directors of the central administration. The task of AL is to ensure the administrative anchoring and implementation of cases processed by Senior Management/LT.

The Research & Innovation (R&I) area has a council and an administrative network, in the form of the University of Copenhagen's Research and Innovation Council (KUFIR) and the University of Copenhagen's administrative research and Innovation network (KANFI). **KUFIR** is responsible for identifying and pursuing the University's strategic development within research, innovation, PhD programmes and business partnerships. KUFIR advises the Rectorate and Senior Management. KUFIR consists of Prorector for research, representatives from each faculty, the director of R&I and the University librarian. **KANFI** consists of the director of R&I, the heads of the R&I departments at the faculties and representatives from the University Library. The network operates as a coordinator between the faculties and R&I and implements proposals from KUFIR.

In the education area, the University of Copenhagen has set up an advisory committee known as **KUUR**. KUUR consists of the Prorector for education, the vice-deans for education and four students. KUUR lays down the overall framework for the study environment survey. KUUR also discusses the results of the survey and the full catalogue of action plans.

The **Gender Certificate** at the University of Copenhagen offers interdisciplinary qualifications at Master's degree level in complex and highly topical subject areas such as gender, body and diversity. The Gender Certificate, administered and issued by the Coordination for Gender Research, is open to all students at the University of Copenhagen who can document 30 ECTS credits in the areas of gender, body and diversity at either Bachelor or Master's degree level. The Coordination for Gender Research also offers the certificate to professionals through the University of Copenhagen's summer school.

Occupational health and safety organisation

The collaboration organisation at the University of Copenhagen contributes to evolve collaboration between management and staff, and is therefore composed of representatives from both sides.

The collaboration committee structure reflects the organisational structure, The collaboration committees discuss work and staff issues, rationalisation and reorganisation projects, new technology, supplementary training activities and the financial situation of the workplace. The General Collaboration Committee (HSU) lays down personnel policy guidelines.

The University of Copenhagen has collaboration committees at three levels:

- Department level (local collaboration committee/LSU) comprising the department, centres, operational areas, faculty secretariats etc.
- Faculty level (faculty collaboration committee/FSU) comprising the faculties and the central administration (FASU).
- The General Collaboration Committee (HSU) comprising the entire University.
    - The Personnel Policy Committee (PPU), which, on behalf of HSU, formulates personnel policies

The University's occupational health and safety organisation (OHS) consists of occupational health and safety groups and committees at several levels. The faculties each establish their own OHS structure. OHS deals with work-related injuries, well-being, workplace assessment (APV), health & fitness and much more. The occupational health and safety organisation can be found at university, faculty and departmental levels.

In addition, the Rector set up the advisory university body the **Senate in** 2013. Staff, students and management across the University meet in the Senate to discuss topics and issues of significance to the University's core services and to advise the Rector in this respect. The Senate can discuss the University's development and challenges as an academic institution just as the Senate is an open forum where management can take in wishes, ideas and criticism from the entire University. In addition, the Senate annually discusses the budget as well as the University's goal plan and development contract. The Senate may also be involved in key consultation processes.

Each faculty has an **academic council** with representatives of academic staff and students. The academic councils work with strategies for research, education and knowledge transfer. They also set up academic committees to assess applicants for academic posts, confer PhDs and doctorates and comment on academic matters that have significance for the faculty's activities.

Each degree programme has a **study board.** Study boards are composed of an equal number of representatives of academic staff and students and are responsible for organising the university's degree programmes. Among other things, this involves assuring and enhancing the quality of teaching, drawing up proposals for curricula, organising exams and processing applications for credit transfer and dispensations.

Management responsibility and joint effort

The work on gender equality and diversity is first and foremost a management responsibility. At the University of Copenhagen, this means that the individual hiring manager has a special responsibility to ensure gender balance in recruitment and promotion. Managerial responsibility often also means staff and/or academic responsibility. Managers at the University of Copenhagen have a fundamental responsibility to ensure security, well-being, gender equality and diversity among employees, colleagues and students. Therefore, the University of Copenhagen's new criteria for recognising merit highlight, among other things, skills and results in the field of gender equality and diversity as a starting point for promotion from assistant professor to associate professor to professor.

To further ensure that the gender equality and diversity effort becomes an integral part of the existing organisational structures at the University of Copenhagen, the ongoing task of monitoring progress in relation to the baseline and activities set in motion is anchored in management. This means that the University of Copenhagen's senior management, the Rectorate, has overall responsibility for the gender equality and diversity effort, and that the levels below have an executive responsibility corresponding to their other responsibilities. The Rectorate wants to be ambassadors for the initiatives in this action plan, both internally and externally. It is thus the Rectorate's task to ensure progression in the work, including that frameworks and resources are commensurate with the goals and initiatives outlined.

In **March** each year, the Rectorate will monitor and discuss the gender equality and diversity effort with Senior Management/LT. The monitoring will build on a report prepared by Shared HR, based on indicators presented in this action plan, see the annual cycle below. The purpose of the discussion is to make sure that the University of Copenhagen achieves its ambitions. In addition, the Rectorate and Senior Management/LT discuss the initiatives of the action plan twice a year with a special focus on progression.

The General Collaboration Committee is involved in the annual monitoring of the gender equality and diversity effort. This takes place at an ordinary meeting in **April**, where members of the Committee can give feedback and input to the Rectorate and Senior Management on the basis of the monitoring report. The Board is briefed annually at an ordinary meeting in **May** on the basis of the same report. The Rectorate and LT follow up on the input from the General Collaboration Committee and the Board at their half-yearly discussion in **June** of the action plan initiatives.

During the action plan period, deans and heads of department are responsible for creating a clear structure for discussing gender equality and diversity at **faculty** and **department** level. The same responsibility lies with the university director and the deputy directors with regard to the **central administration.** The University of Copenhagen's six faculties and 36 departments are involved in the effort annually by discussing the monitoring report in September and October. In departmental discussions, it may be supplemented by gender-based data on population and recruitment at department level drawn through KU-BI.

The Rectorate discusses progression in relation to action plan initiatives (**December**)

Shared HR draws up a monitoring report on indicators and initiatives (**February**)

The Rectorate monitors action plan indicators and discusses the report from FHR (**March**)

HSU discusses progression in relation to indicators and initiatives (**April**)

The Board is informed of progression in relation to indicators and initiatives (**May**)

The Rectorate discusses progression in relation to action plan initiatives (**June**)

Faculties, departments and the central administration discuss the monitoring report (**September** and **October**)

DEC FEB MARCH APRIL MAY JUNE JULY AUG SEPT OCT NOV

Resources

Since 2019, the University of Copenhagen has allocated one full-time equivalent to the work on gender equality and diversity, with particular focus on employees. The full-time equivalent is in Shared HR, working closely with the three decentralised HR centres and the wider organisation in general. In connection with the implementation of *Action Plan for Gender Equality and Diversity 2022-2023*, the area is to be upgraded by another two full-time equivalents for the period 2022-2024. The area will also be allocated an operating budget of DKK 500,000 to implement initiatives and develop data quality.

Local units will deal with tasks in relation to the prevention and handling of offensive behaviour, including making and maintaining local action plans. Personnel legal staff in the decentralised HR centres deal with reports of offensive behaviour.

Education & Students has been allocated a full-time equivalent to work with the prevention and handling of offensive behaviour and general student well-being.

Faculties and departments work with gender equality and inclusion to a varying degree, both for staff and students. There is no current overview of local activities and initiatives, including resources that may be allocated locally.

Data-driven change

Baseline analysis and goals

It is important that the gender equality and diversity effort is based on a qualified knowledge and data basis, which makes it possible to target the effort and, as far as possible, ensure valid monitoring of the effects of the initiatives described. The baseline analysis set out below is based on indicators for gender equality and diversity as status was in 2020 and 2021 and has provided the background for the University of Copenhagen's six goals, which were presented initially.

The baseline analysis indicates a need to expand the data and knowledge base in relation to gender equality and diversity, so that future action plans can focus on clear goals and cover broader aspects and locally based performance targets. That's why a key goal of this action plan is to improve data quality and the knowledge base for gender equality and diversity.

Indicators

The data sets that provide the foundation for the goals and initiatives of this action plan are presented below. The baseline builds on the following indicators, all divided by gender:

- Academic staff in 2016 and 2020
    - University of Copenhagen, total
    - Faculty level
- Recruitment data for academic positions (from postdoc to professor) on open calls in 2016-2020
    - University of Copenhagen, total
    - Faculty level
- Technical and administrative staff – University of Copenhagen, total
- Select technical administrative job categories – University of Copenhagen, total
- Managers (L80)
- Bachelor intake, 2016 and 2020
    - University of Copenhagen, total
    - Faculty level
- Master's degree intake, 2017 and 2021
    - University of Copenhagen, total
    - Faculty level
- Graduates 2017 and 2021
    - University of Copenhagen, total
    - Faculty level
- Programmes with more than 70 percent of a given gender in intake
    - Bachelor 2020
    - Master's degree 2021
- Cases of offensive behaviour among staff and students
    - WPA 2019 - staff
    - UVM 2019 - students

Numbers and recruitment data of academic staff

The following tables show developments in numbers and recruitment of academic staff at the University of Copenhagen, both total and at faculty level. The data on academic staff are based on data from UNI-C and KU-BI (LDV data). The data show recruitment on open calls. This means that appointments without advertising are not included. The data are made up as full-time equivalents with HR standard filter (read more about the standard filter here).

University of Copenhagen, total

Table 1 Development, FTEs in percent

University of Copenhagen, total

Legend: Male 2016, Male 2020, Female 2016, Female 2020
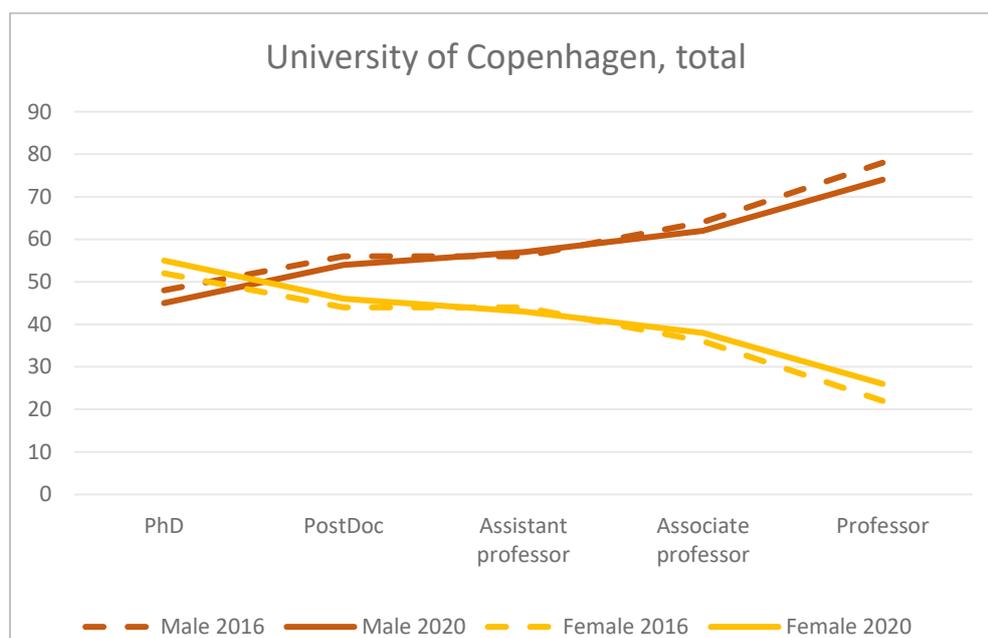
Source: KU-BI

Table 1.1 Development, number of FTEs

Full-time equivalents	2016		2020	
Job category	F	M	F	M
PhD	712,9	650,7	637,1	527,3
Postdoc	438,2	551,9	463,4	549,7
Assistant professor	148,4	189.5	185,4	241,7
Associate professor	410	721,6	406,6	664,9
Professor	151,8	529,8	189,4	525,3

Source: KU-BI

Table 2: Development per job category and recruitment basis (percent)

Men / Women

PhD

2016: Men 48% / Women 52%
2020: Men 45% / Women 55%

Postdoc

2016: Men 56% / Women 44%
2020: Men 54% / Women 46%

2016-2020

	Men	Women
Applicants	68	32
Shortlisted	71	29
Qualfied	71	29
Employed	56	44

Assistant professor

2016: Men 56% / Women 44%
2020: Men 57% / Women 43%

2016-2020

	Men	Women
Applicants	67	33
Shortlistede	69	31
Qualified	70	30
Employed	55	45

Associate professor

2016: Men 64% / Women 36%
2020: Men 62% / Women 38%

2016-2020

	Men	Women
Ansøgere	66	34
Shortlistede	61	39
Qualified	60	40
Employed	61	39

Professor

2016: Men 78% / Women 22%
2020: Men 74% / Women 26%

2016-2020

	Men	Women
Applicants	69	31
Shortlisted	67	33
Qualified	68	32
Employed	66	34

Source: KU-BI and UNI-C

Faculty of Health and Medical Sciences

Table 3: Development at the Faculty of Health and Medical Sciences (FTEs in percent)
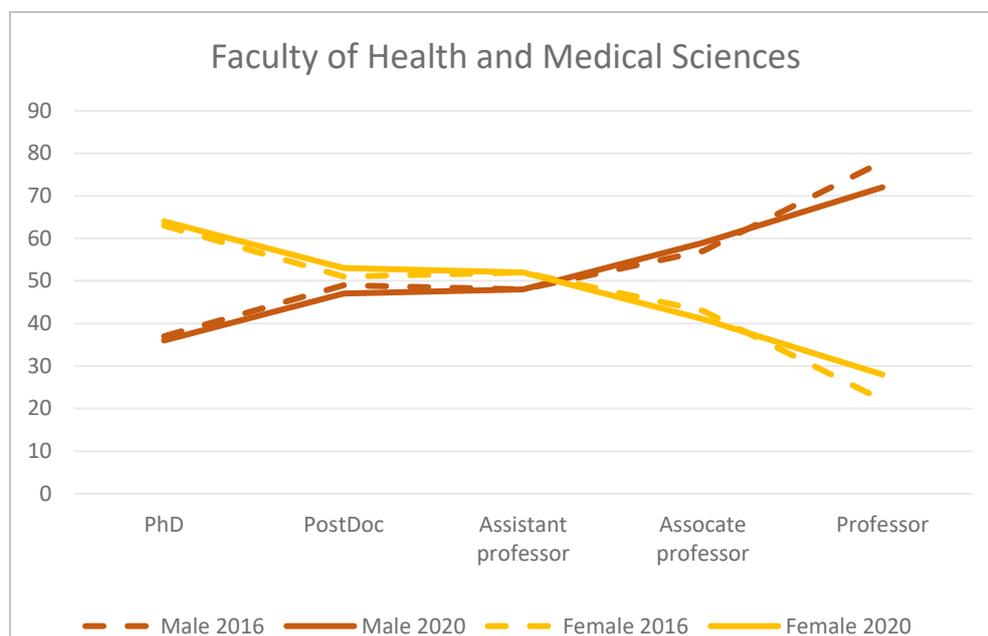
Source: KU-BI

Table 3.1: Development at the Faculty of Health and Medical Sciences (number of FTEs)

Full-time equivalents	2016		2020	
Job category	F	M	F	M
PhD	313,2	181,7	314,4	179,1
Postdoc	151,1	142,5	238,1	211
Assistant professor	53,1	50,8	106,3	96,9
Associate professor	126,5	165,5	133,3	195,2
Professor	58,1	197,1	85,6	219,6

Source: KU-BI

Table 4: Development per job category and recruitment basis at the Faculty of Health and Medical Sciences (percent)

Men ■ Women ■

PhD

2016
37% / 63%

2020
36% / 64%

Postdoc

2016
49% / 51%

2020
47% / 53%

2016-2020

	Men	Women
Applicants	60	40
Shortlisted	54	46
Qualified	51	49
Employed	48	52

0 — 50 — 100

Assistant professor

2016
48% / 52%

2020
48% / 52%

2016-2020

	Men	Women
Applicants	57	43
Shortlisted	53	47
Qualified	51	49
Employed	43	57

0 — 50 — 100

Associate professor

2016
57% / 43%

2020
59% / 41%

2016-2020

	Men	Women
Applicants	64	36
Shortlisted	62	38
Qualified	60	40
Employed	58	42

0 — 50 — 100

Professor

2016
22% / 78%

2020
28% / 72%

2016-2020

	Men	Women
Applicants	63	37
Shortlisted	66	34
Qualilfied	68	32
Employed	60	40

0 — 50 — 100

Source: KU-BI and UNI-C

26

In 2021, the **Faculty of Science** published a report on gender diversity among its academic staff. The report highlighted the gender diversity among professors, associate professors and tenure-track assistant professors, including resigned and newcomers, gender diversity in recruitment and among grant recipients.
The report was discussed in management committees, and management will also monitor gender diversity going forward.

Faculty of Science

Table 5: Development at the Faculty of Science (FTEs in percent)
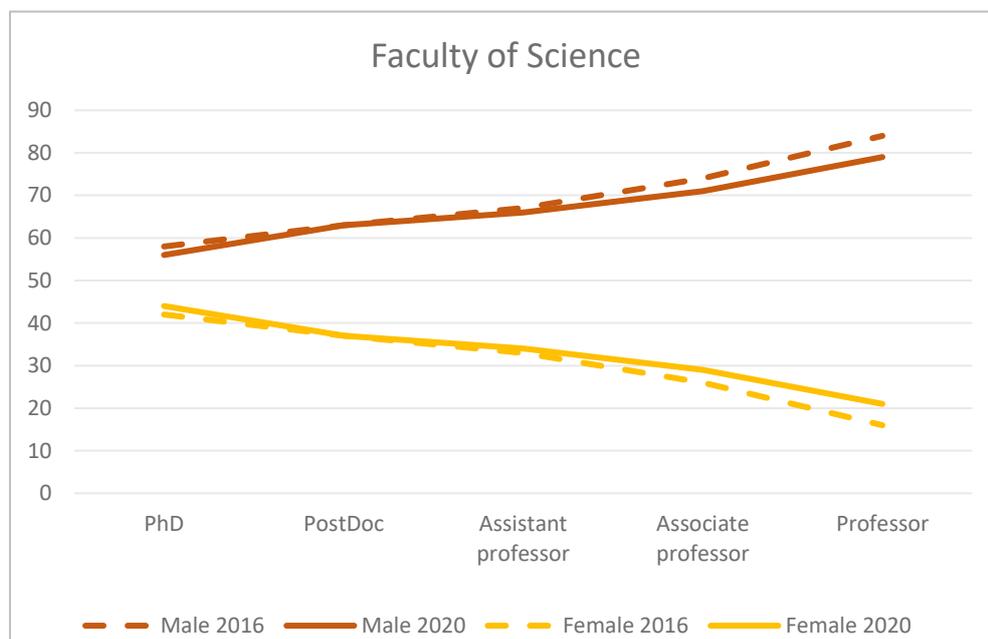
Source: KU-BI

Table 5.1: Development at the Faculty of Science (number of FTEs)

Full-time equivalents	2016		2020	
Job category	F	M	F	M
PhD	252,5	352	210,7	263,6
Postdoc	172,4	296,3	152,3	255,6
Assistant professor	49,5	99,6	53,4	103,8
Associate professor	106	301,2	102,2	250,5
Professor	40,5	211,3	49,2	189,3

Source: KU-BI

Table 6: Development per job category and recruitment basis at the Faculty of Social Sciences (percent)

Men ■ Women ■

PhD

2016: 58% Men / 42% Women
2020: 56% Men / 44% Women

Postdoc

2016: 63% Men / 37% Women
2020: 63% Men / 37% Women

2016-2020
	Men	Women
Applicants	73	27
Shortlisted	76	24
Qualified	76	24
Employed	63	37

Assistant professor

2016: 67% Men / 33% Women
2020: 66% Men / 34% Women

2016-2020
	Men	Women
Applicants	72	28
Shortlisted	66	34
Qualified	68	32
Employed	63	37

Associate professor

2016: 74% Men / 26% Women
2020: 71% Men / 29% Women

2016-2020
	Men	Women
Applicants	74	26
Shortlisted	74	26
Qualified	75	25
Employed	76	24

Professor

2016: 84% Men / 16% Women
2020: 79% Men / 21% Women

2016-2020
	Men	Women
Applicants	81	19
Shortlisted	78	22
Qualified	82	18
Employed	79	21

Source: KU-BI and UNI-C

Criteria for recognising merit of assistant professor, associate professor and professor positions were implemented at UCPH in 2019. They explain the academic practice and clarify the progression within the three categories. At the same time, the criteria support both rigour and breadth in the University's practice of recognising merit when recruiting academic staff. Clarity and transparency are important for a fair recruitment process, and it is part of the University's equality and diversity effort.

There are six main criteria: Research, teaching, societal impact, organisational contributions, external funding and management. They are used in job advertisements, by assessment committees to strengthen a broader merit focus in the overall assessment in connection with recruitment, in dialogue with academic staff about career paths and career development in PDRs as well as in the University's assistant professor tenure-track programme and the promotion programme from associate professor to professor.

Faculty of Humanities

Table 7: Development at the Faculty of Humanities (FTEs in percent)
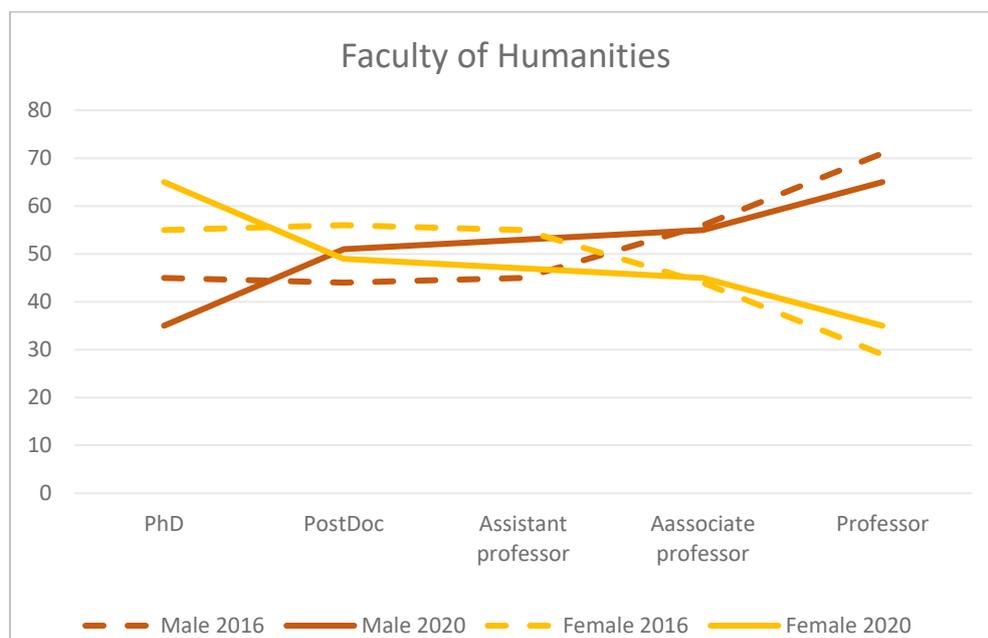
Source: KU-BI

Table 7.1: Development at the Faculty of Humanities (number of FTEs)

Full-time equivalents	2016		2020	
Job category	F	M	F	M
PhD	57,3	46,3	52,7	29
Postdoc	51,9	41	33,2	35.4
Assistant professor	16,3	13,1	8,6	10,3
Associate professor	121,9	157,1	115	140,8
Professor	17	42,4	19,1	35,1

Source: KU-BI

Table 8: Development per job category and recruitment basis at the Faculty of Humanities (percent)

Legend: Men / Women

PhD

2016: 45% Men, 55% Women
2020: 35% Men, 65% Women

Postdoc

2016: 44% Men, 56% Women
2020: 51% Men, 49% Women

2016-2020:
- Applicants: 58% / 42%
- Shortlisted: 53% / 47%
- Qualified: 48% / 52%
- Employed: 45% / 55%

Assistant professor

2016: 45% Men, 55% Women
2020: 53% Men, 47% Women

2016-2020:
- Applicants: 53 / 47
- Shortlisted: 50 / 50
- Qualified: 50 / 50
- Employed: 50 / 50

Associate professor

2016: 56% Men, 44% Women
2020: 55% Men, 45% Women

2016-2020:
- Applicants: 56 / 44
- Shortlisted: 55 / 45
- Qualified: 54 / 46
- Employed: 48 / 52

Source: KU-BI and UNI-C (Note: In 2016-2020, there was one professor recruitment in open call, so professor is omitted from the table for GDPR considerations).

In 2021, the **Faculty of Social Sciences** started Project Dignity, a systematic dialogue about how staff and students can contribute to creating an inclusive study and work environment with room for diversity and without offensive behaviour. The project consists of a facilitated process in which employees and students discuss the challenges at the individual department in order to define a set of norms and values. The process and the results differ from department to department, but have all required a concrete and action-oriented approach. When all departments and the faculty secretariat have been through this process in 2022, initiatives identified in the dialogue at the departments will be set in train.

Faculty of Social Sciences

Table 9: Development at the Faculty of Health and Medical Sciences (percent)
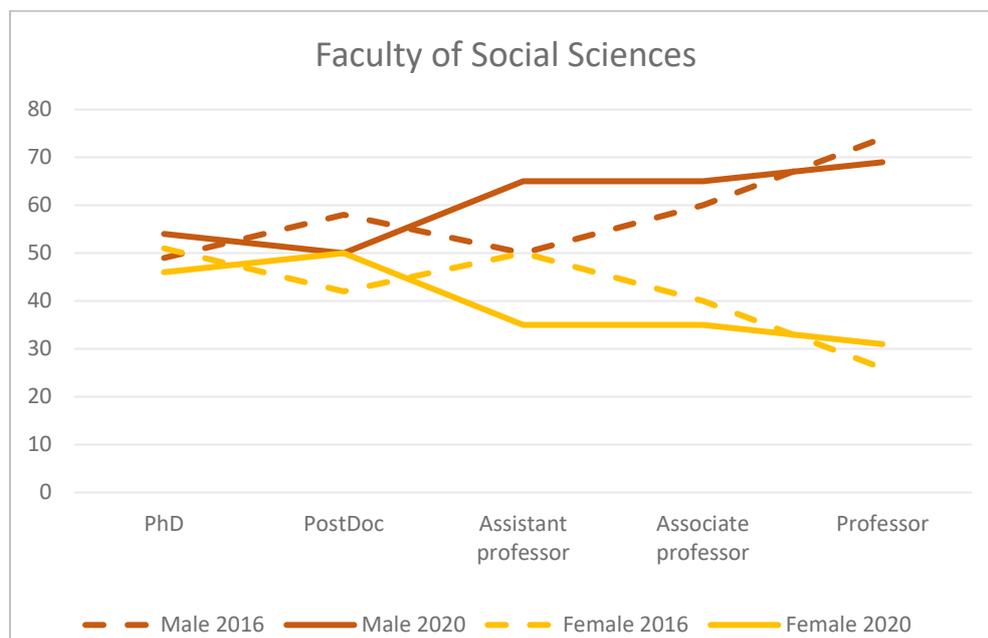
Source: KU-BI

Table 9.1: Development at the Faculty of Social Sciences (number of FTEs)

Full-time equivalents	2016		2020	
Job category	F	M	F	M
PhD	48,6	47,4	34	39,9
Postdoc	20,9	28,8	29.5	29,1
Assistant professor	16,4	17,4	12,6	23,6
Associate professor	38,9	57,7	31,4	57
Professor	13,7	39,4	18,2	49,7

Source: KU-BI

**Table 10:** Development per job category and recruitment basis at the Faculty of Social Sciences (percent)

Men ■ Women ■

PhD

2016
49% | 51%

2020
54% | 46%

Postdoc

2016
58% | 42%

2020
50% | 50%

2016-2020

	Men	Women
Applicants	62	38
Shortlisted	60	40
Qualified	57	43
Employed	55	45

0 — 50 — 100

Assistant professor

2016
50% | 50%

2020
65% | 35%

2016-2020

	Men	Women
Applicants	61	39
Shortlisted	63	37
Qualified	50	50
Employed	58	42

0 — 50 — 100

Associate professor

2016
60% | 40%

2020
64% | 36%

2016-2020

	Men	Women
Applicants	68	32
Shortlisted	66	34
Qualified	60	40
Employed	59	41

0 — 50 — 100

Professor

2016
74% | 26%

2020
73% | 27%

2016-2020

	Men	Women
Applicants	68	32
Shortlisted	65	35
Qualified	66	34
Employed	67	33

0 — 50 — 100

Source: KU-BI and UNI-C

In 2021, the **Faculty of Law** appointed a Committee for Respect and Equality consisting of both academic and administrative staff and management representatives. The Committee, which has been working broadly on gender equality and a secure working environment, has formulated a number of recommendations that have been considered by the faculty collaboration committees/FAMU. The recommendations include, among other things, that management should prepare an annual review of the development in the composition at different levels. These reviews are discussed by management as well as relevant councils, boards and committees at the faculty. A faculty seminar on offensive behaviour has also been held, and a seminar for the faculty's management team is being planned. The next step is to prepare a faculty action plan in the context of the University's Gender Equality Plan, which will focus on the areas where there are special challenges at the faculty.

Faculty of Law

Table 11: Development at the Faculty of Law (percent)
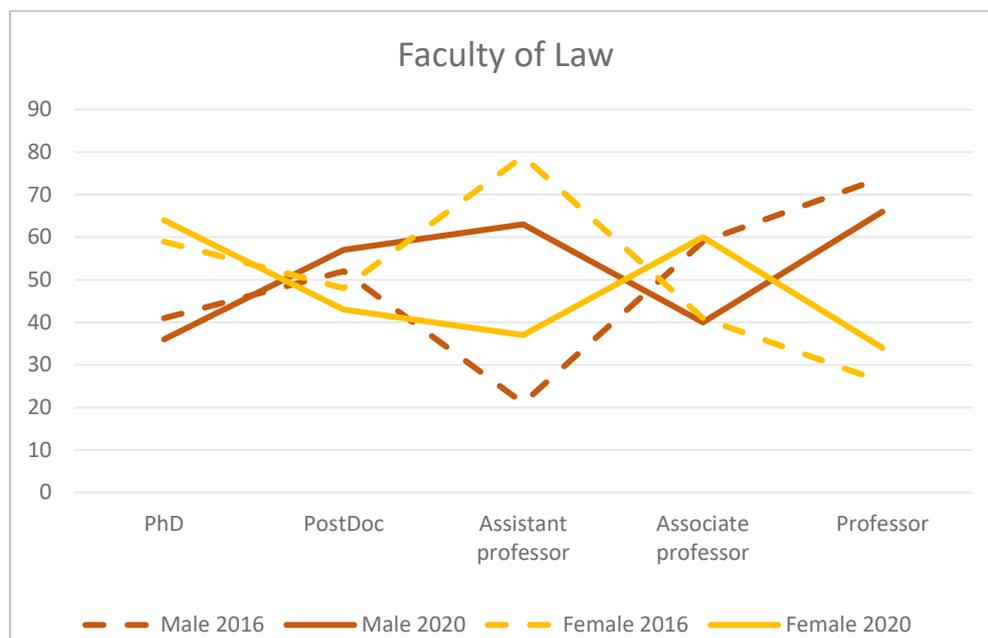
Source: KU-BI

Table 11.1: Development at the Faculty of Law (number of FTEs)

Full-time equivalents	2016		2020	
Job category	F	M	F	M
PhD	22,8	15,6	20,3	11,3
Postdoc	7,8	8,4	8,3	10,8
Assistant professor	7,7	2,1	3,6	5,5
Associate professor	10,9	16	15,7	9,7
Professor	10,5	29,2	15,1	28,6

Source: KU-BI

In 2019-2021, the **Department of Neuroscience** made an action plan for gender equality in recruitment. The action plan was integrated in the department's overall strategy. The work with the action plan has highlighted the gender equality effort for management, where, among other things, unconscious bias has been discussed. The topic will be on the agenda at a department seminar in January 2022. The department has set up a committee to provide advice and guidance on career development for young researchers.

Table 12: Development per job category and recruitment basis at the Faculty of Law (percent)

Men (dark orange) Women (yellow)

PhD

2016: 41% Women / 59% Men

2020: 36% Women / 64% Men

Postdoc

2016: 52% Men / 48% Women

2020: 57% Men / 43% Women

2016-2020:
- Applicants: 64 / 36
- Shortlisted: 68 / 32
- Qualified: 70 / 30
- Employed: 65 / 35

Assistant professor

2016: 21% Men / 79% Women

2020: 62% Men / 38% Women

2016-2020:
- Applicants: 59 / 41
- Shortlisted: 45 / 55
- Qualified: 50 / 50
- Employed: 46 / 54

Associate professor

2016: 59% Women / 41% Men

2020: 40% Women / 60% Men

2016-2020:
- Applicants: 56 / 44
- Shortlisted: 35 / 65
- Qualified: 33 / 67
- Employed: 33 / 67

Professor

2016: 74% Men / 26% Women

2020: 66% Men / 34% Women

2016-2020:
- Applicants: 64 / 36
- Shortlisted: 57 / 43
- Qualified: 60 / 40
- Employed: 59 / 41

Source: KU-BI and UNI-C

Faculty of Theology

Table 13: Development at the Faculty of Theology (percent)
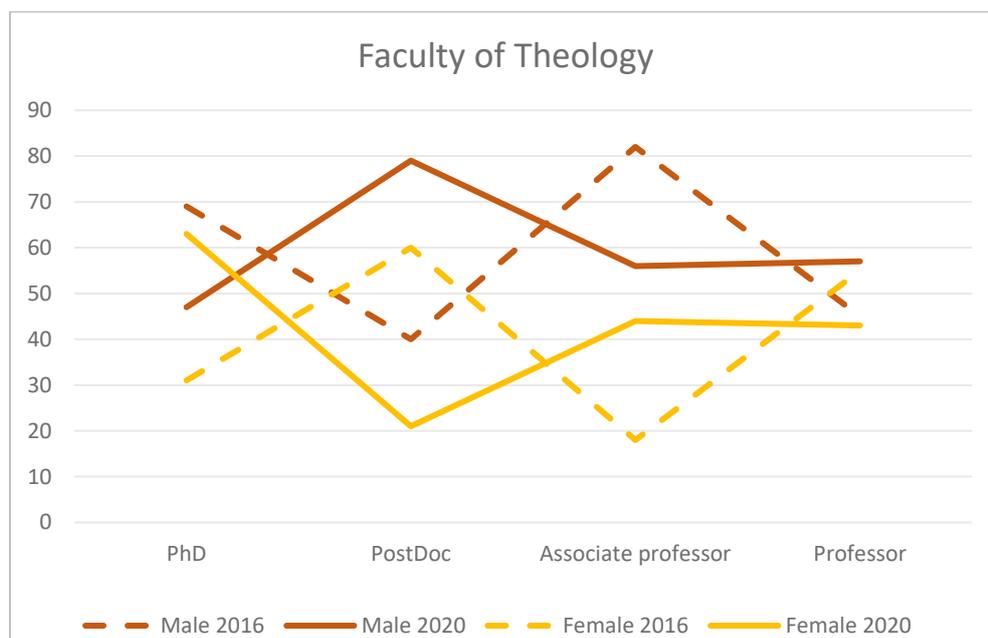
Source: KU-BI (Note: there were no assistant professors in 2016, and they have been deleted from the 2020 table for GDPR reasons).

Table 13.1: Development at the Faculty of Theology (number of FTEs)

Full-time equivalents	2016		2020	
Job category	F	M	F	M
PhD	2,6	5,7	4,9	4,3
Postdoc	3,8	2,5	2	7,5
Assistant professor				
Associate professor	2,8	12,5	9,1	11,7
Professor	10,1	8,4	2,3	3

Source: KU-BI (note: there were no assistant professors in 2016, and they have been deleted from the 2020 table for GDPR reasons)

Table 14: Development per job category and recruitment basis at the Faculty of Theology (percent)

Men ■ Women ■

PhD

2016
64% 36%

2020
48% 52%

Postdoc

2016
40% 60%

2020
79% 21%

2016-2020

Applicants	61 / 39
Shortlisted	58 / 42
Qualified	57 / 43
Employed	50 / 50

0   50   100

Associate professor

2016
82% 18%

2020
55% 45%

Professor
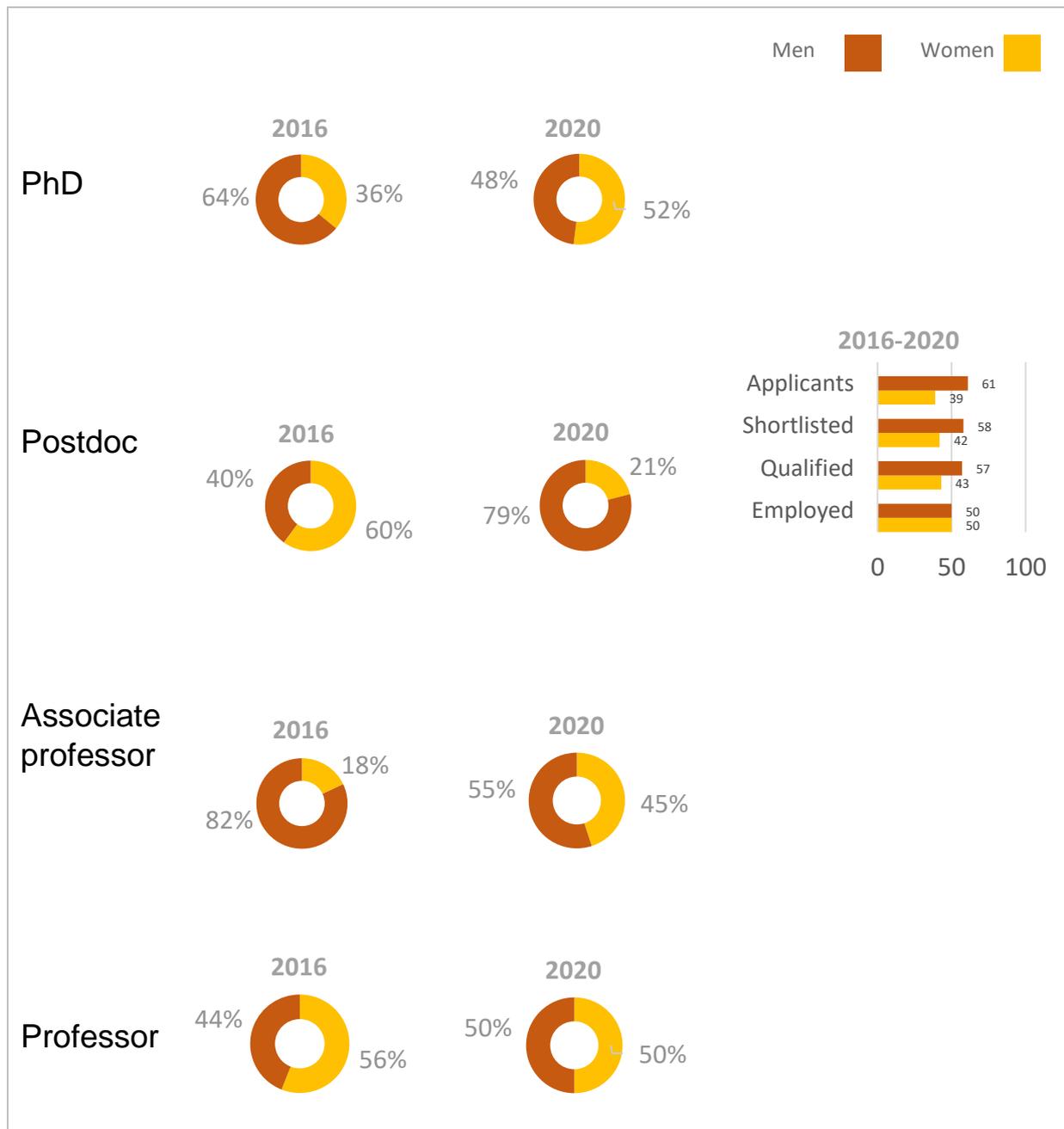
2016
44% 56%

2020
50% 50%

Source: KU-BI and UNI-C (Note: there were no assistant professors in 2016, and they have been deleted from the 2020 table for GDPR reasons. In 2016-2020, there were no professor recruitments in open calls and less than five associate professor recruitments in open calls. Recruitment data for both categories are not included in the table for GDPR reasons).

In December 2020, the **Department of Computer Science** employed a PhD fellow as Diversity Chair. Diversity Chair is tasked with giving research-based advice on the basis of international best practice from leading computer science departments to department management regarding diversity, equality and inclusion. The department aims to identify and work with the blind angles, explicit challenges and unconscious bias that are a barrier to diversity and inclusion at the department. The department works in an inter-sectional manner, focusing on gender, sexual orientation, nationality, ethnicity, disability and academic background.

Technical and administrative staff

The following tables show technical and administrative staff at the University of Copenhagen, both total and by faculty. The data is based on KU-BI (LDV data) as full-time equivalents with HR standard filter (read more about the standard filter here).

Table 15: Development and distribution on binary gender for tech-admin staff

TOTAL

■ % Male ■ % Female

	% Male	% Female
2016	38%	62%
2020	37%	63%

Senior consultant

	% Male	% Female
2016	48%	52%
2020	43%	57%

Specialist consultant

	% Male	% Female
2016	42%	58%
2020	42%	58%

Administrative officer

	% Male	% Female
2016	32%	68%
2020	30%	70%

Laboratory officer

	% Male	% Female
2016	16%	84%
2020	20%	80%

Workman

	% Male
2016	100%
2020	100%

Office staff

	% Male	% Female
2016	12%	88%
2020	12%	88%
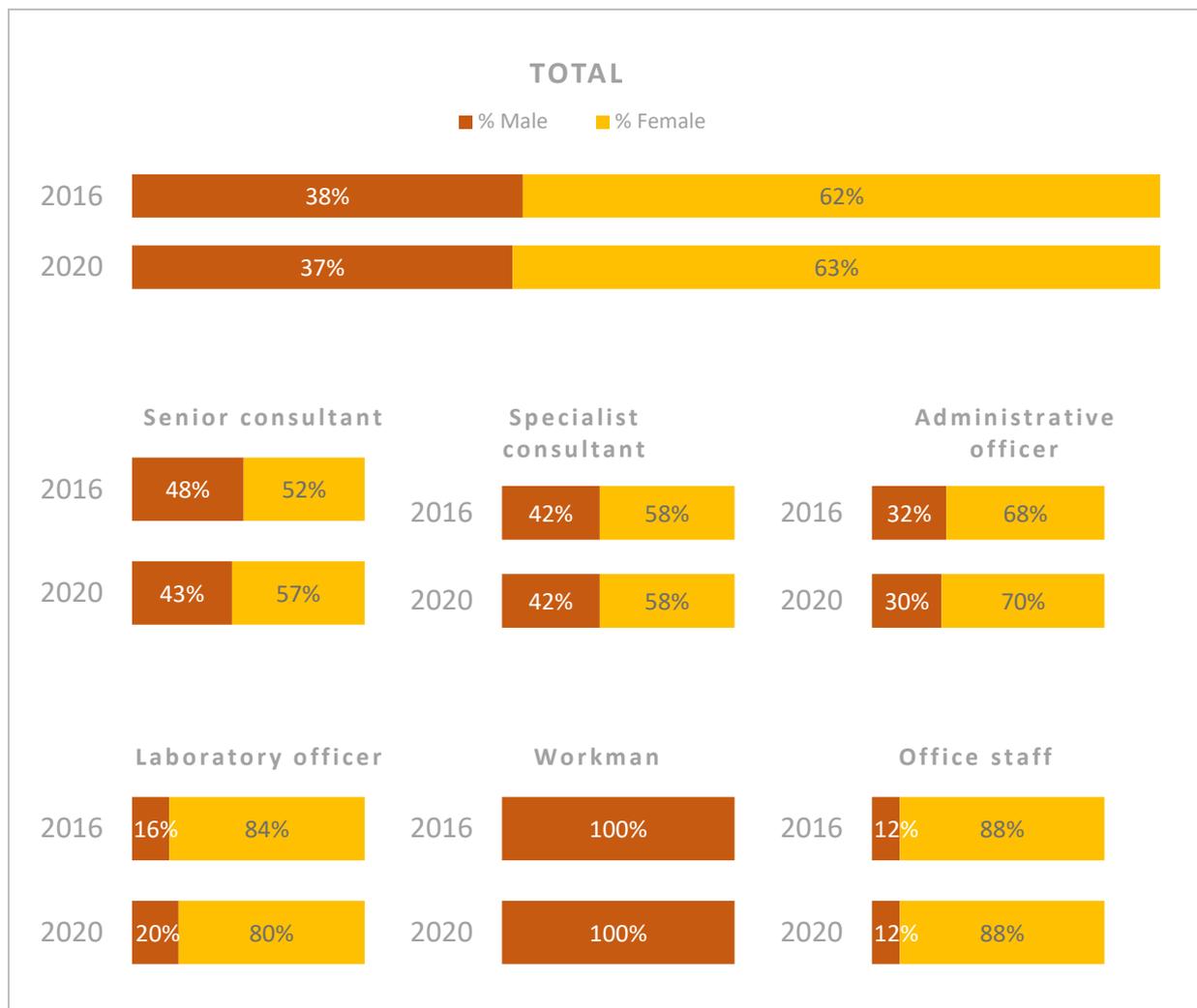
Source: KU-BI

Data for management (L80)

The top management at the University of Copenhagen is defined as the L80 group, comprising 80 top positions. L80 consists of the rectorate, deans, vice-deans, faculty directors, heads of department and directors. The table below shows gender distribution in L80 as of 1 October 2021.

Table 16: Gender distribution, L80 – October 2021

Position	% Male	% Female
Rectorate	75	25
Dean	50	50
Vice-dean	38	62
Faculty director	83	17
Head of department	65	35
Deputy director	75	25
L80	62	38
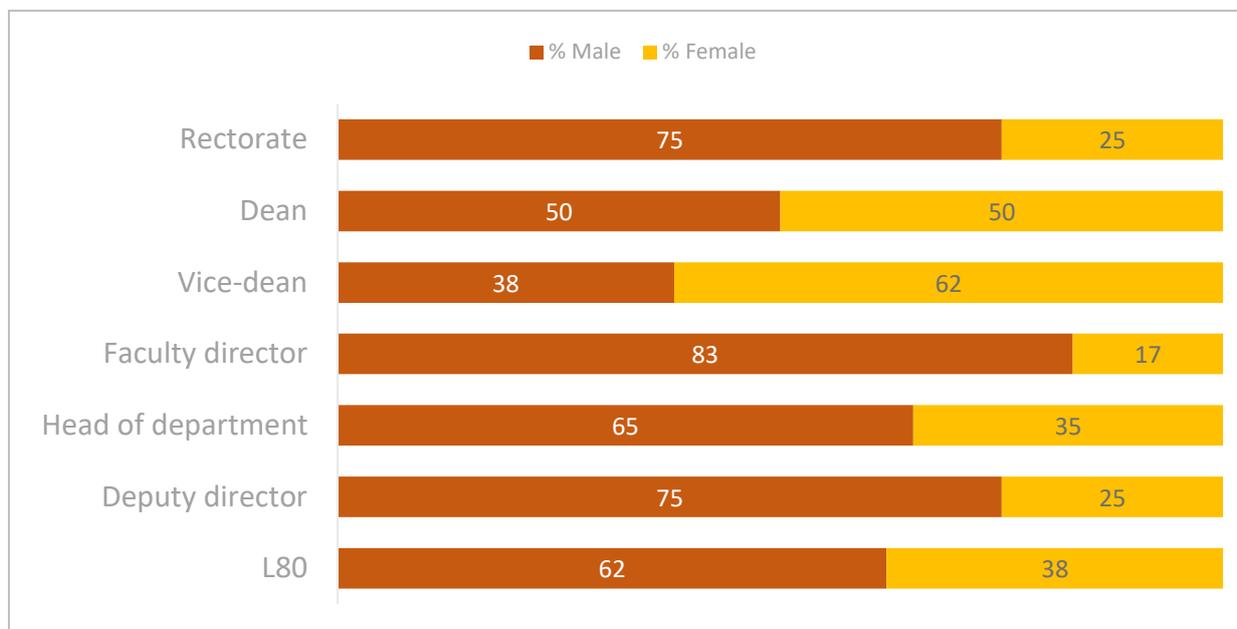
Source: Manual count.

Students

The following tables show the development of student intake at Bachelor's and Master's degree level at the University of Copenhagen, both total and at faculty level. Table 19 shows gender distribution for Master's degree graduates in 2017 and 2021 at the University of Copenhagen, both total and by faculty. Tables 20 and 21 show degree programmes with more than 70 percent intake of one gender at Bachelor's and Master's degree level.

Bachelor intake 2016 and 2020

Table 17: Bachelor intake at UCPH and faculty

UCPH

■ % Male   ■ % Female

	% Male	% Female
2016	38%	62%
2020	39%	61%

HUM				**LAW**				**SOC.SCI.**		
2016	36%	64%		2016	38%	62%		2016	43%	57%
2020	32%	68%		2020	34%	66%		2020	44%	56%

SCIENCE				**MED. SCI.**				**THEO**		
2016	48%	52%		2016	27%	73%		2016	37%	63%
2020	46%	54%		2020	24%	76%		2020	43%	57%
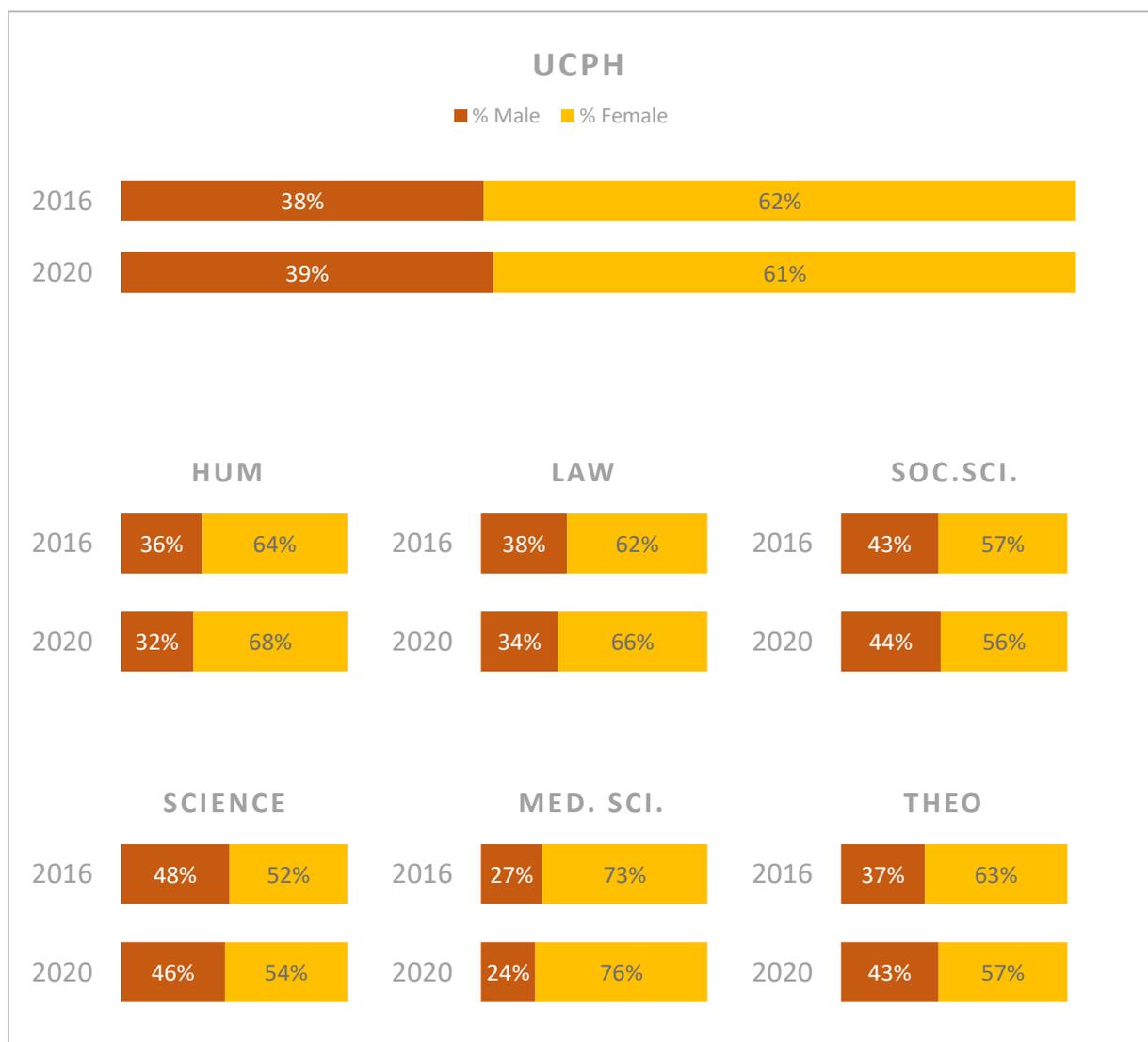
Source: STADS

The University's **language policy** promotes co-determination and social inclusion. With a new language policy implemented in 2021, the University of Copenhagen fosters a diverse working environment with fewer language barriers, where all employees and students have equal access to information, knowledge and influence, and where relevant academic fields are enhanced by relevant languages. Language, culture and identity are inextricably linked, and the ability to express oneself and communicate across the University is crucial for a good international study and work environment. One of the initiatives is to upgrade and develop formal language skills for students and staff at all levels.

Master's degree intake 2017 and 2021

Table 18: Master's degree intake at UCPH and faculty

UCPH

■ % Male ■ % Female

Year	% Male	% Female
2017	39%	61%
2021	37%	63%

HUM

Year	% Male	% Female
2017	31%	69%
2021	28%	72%

LAW

Year	% Male	% Female
2017	38%	62%
2021	34%	66%

SOC.SCI.

Year	% Male	% Female
2017	45%	55%
2021	44%	56%

SCIENCE

Year	% Male	% Female
2017	49%	51%
2021	48%	52%

MED. SCI.

Year	% Male	% Female
2017	29%	71%
2021	26%	74%

THEO

Year	% Male	% Female
2017	42%	58%
2021	38%	63%
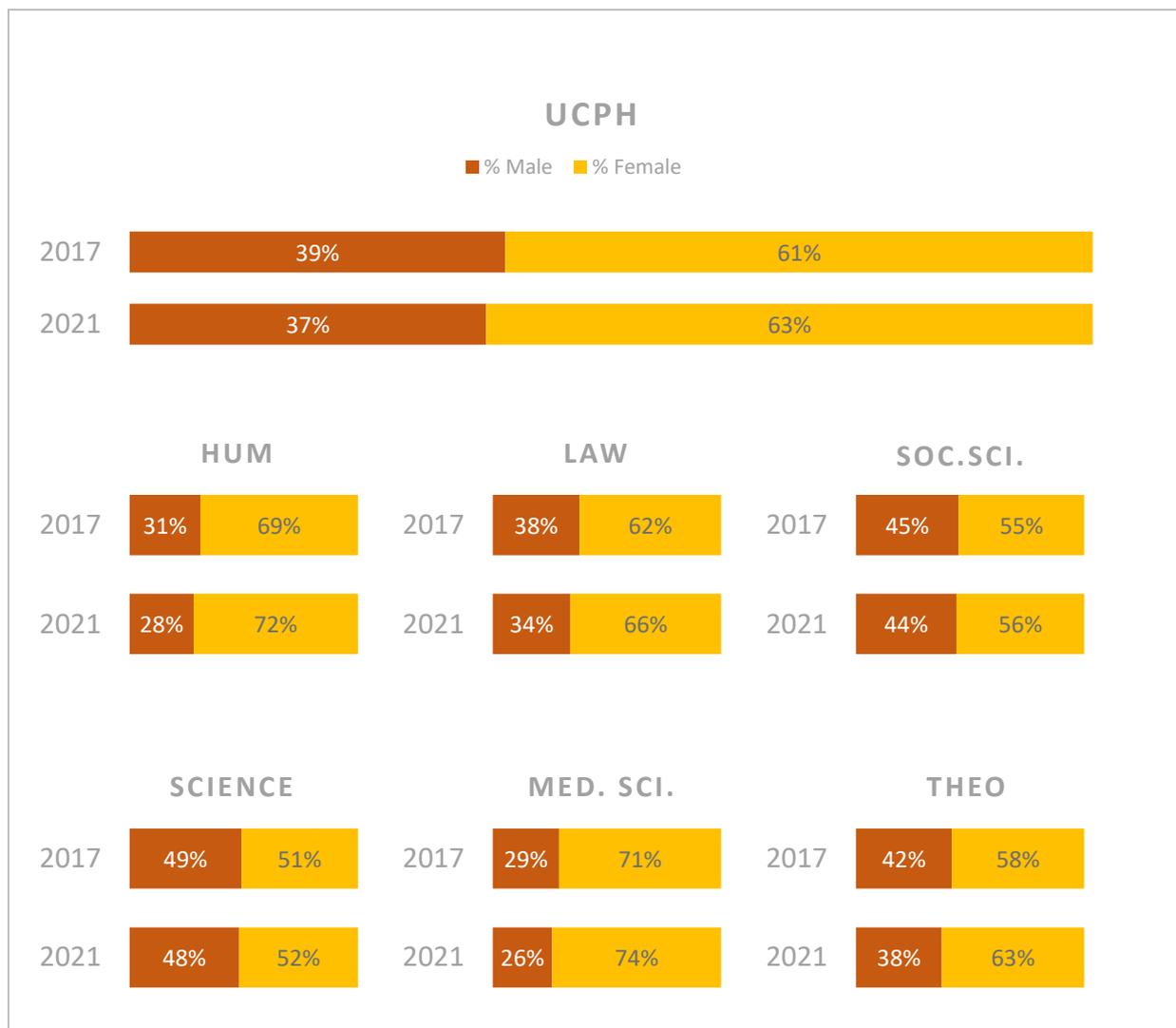
Source: STADS

Master's degree graduates 2017 and 2021

Table 19: Master's degree graduates 2017 and 2021

UCPH

■ % Male   ■ % Female

	Male	Female
2017	39%	61%
2021	38%	62%

HUM

	Male	Female
2017	33%	67%
2021	32%	68%

LAW

	Male	Female
2017	38%	62%
2021	34%	66%

SOC.SCI.

	Male	Female
2017	43%	57%
2021	41%	59%

SCIENCE

	Male	Female
2017	48%	52%
2021	49%	51%

MED. SCI.

	Male	Female
2017	30%	70%
2021	29%	71%

THEO

	Male	Female
2017	45%	55%
2021	43%	57%
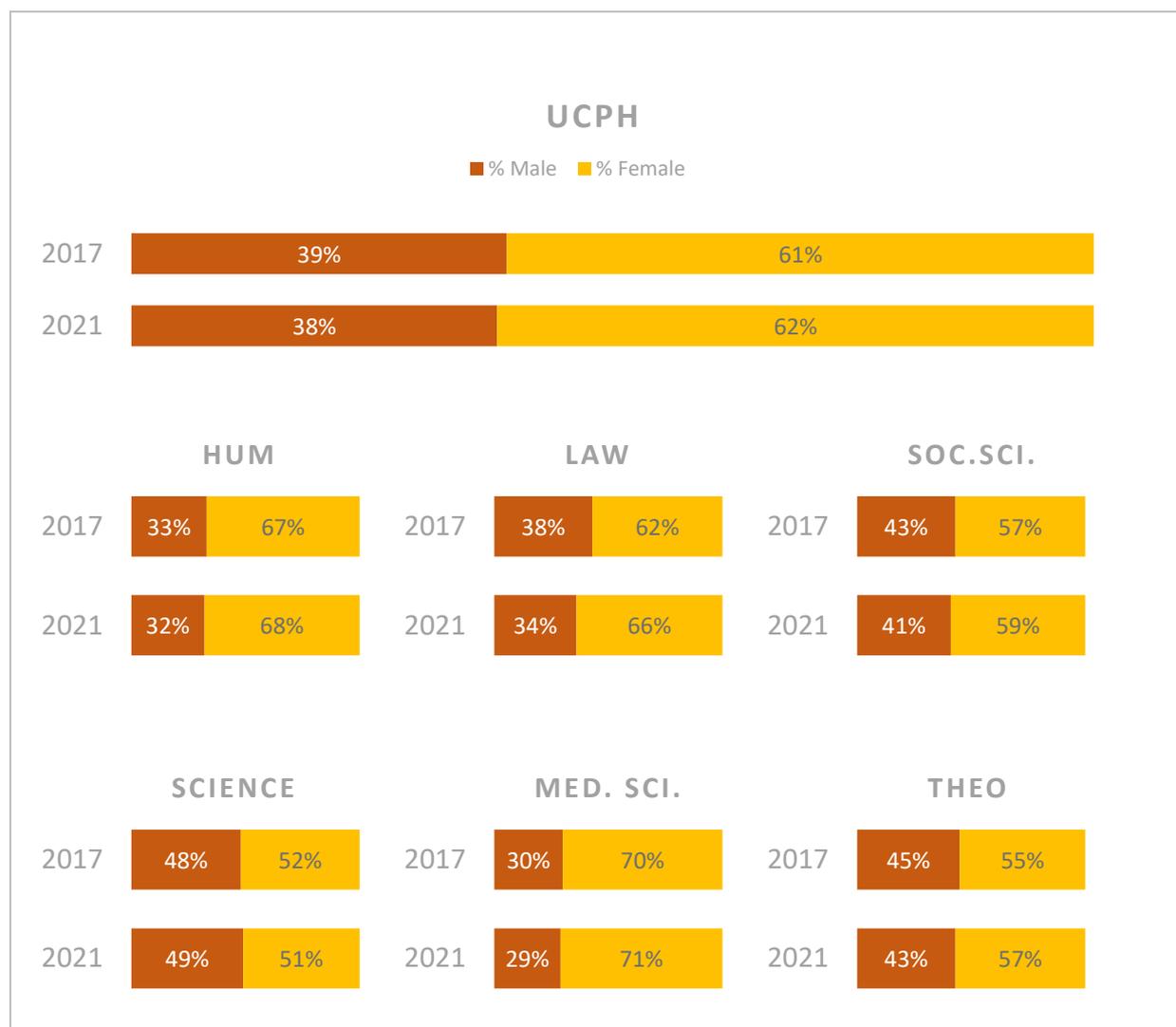
Source: Statistics Denmark

Programmes with more than 70 percent of a given gender in intake

Table 20: Bachelor intake with more than 70 percent of a given gender

Bachelor intake 2020

■ Male

Programme	Percent
Computer science	83%
Machine learning and comp sci	82%
Computer science-economics	76%
Physics subjects	73%
Mathematics-economics	73%
Philosophy	70%

■ Female

Programme	Percent
Animal Science	98%
Pedagogy	97%
Asian studies (Korean studies)	96%
Classical archaeology	95%
Public Health	94%
Dental hygienist	93%
Audiologopaedia	92%
European Ethnology	92%
Veterinary Medicine	90%
Theatre and Performance Studies	86%
Art History	84%
Middle East Language and Society (Egyptology)	83%
Danish	80%
Landscape Architecture	79%
Anthropology	77%
Psychology	77%
Sociology	76%
Odontology	76%
Middle Eastern Languages and Society	75%
Linguistics	75%
Pharmacy	75%
Religious Studies	75%
Rhetoric	74%
Biochemistry	72%
German Studies	72%
Health and Informatics	72%
Spanish Studies	72%
Film and Media Studies	72%
French Studies	71%
Prehistoric Archaeology	71%
Biology	70%

Source: STADS

The University's **promotion programme** from associate professor to professor will be implemented in 2022. The programme establishes an internationally understandable career path for particularly talented associate professors, which includes the possibility of promotion to professor subject to a favourable academic assessment after usually at least two years and a maximum of eight years in the programme. It is possible to enter the programme either as an associate professor at UCPH or by applying for a position as associate professor in the promotion programme. The programme will help to attract and develop the best national and international talents by supporting both their academic and career progress. The University's criteria for recognising merit are the guiding principles throughout the programme and form the basis for the academic assessment, exactly as in professor appointments via open calls.

Table 21: Master's intake with more than 70 percent of a given gender

	Female	Male
Computer Science	19%	81%
Nature Management	70%	30%
Human Biology	72%	28%
English	73%	27%
Natural Resources Development	73%	27%
Information Science and Cultural Communication	74%	26%
MSc Social Sciences in Law	74%	26%
Comparative Literature	74%	26%
Film and Media Studies	75%	25%
Cognition and Communication	75%	25%
Environmental Science	76%	24%
Global Development	76%	24%
Intercultural Market Studies	76%	24%
Psychology	76%	24%
Pedagogy	77%	23%
Odontology	78%	23%
Landscape Architecture	79%	21%
Pharmacy	81%	19%
Modern Culture	81%	19%
Cross-cultural Studies	82%	18%
Migration Studies	82%	18%
Pharmaceutical Sciences	83%	17%
Climate Change	72%	72%
Anthropology	83%	17%
Visual Culture	83%	17%
Danish	85%	15%
Global Health	87%	13%
Veterinary Medicine	88%	12%
Public Health	90%	10%
Language Psychology	95%	5%
Healthcare	97%	3%

Source: STADS

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Cases of offensive behaviour among staff

Every three years, the University of Copenhagen runs a workplace assessment (WPA). The WPA is one of the tools used to ensure that the organisation works systematically with the working environment and well-being. The WPA results are followed up on at faculty and department level, where prioritised action plans are drawn up with the aim of addressing issues that may be. It is a management responsibility at all levels to ensure that action plans are made. This must be done in collaboration with the occupational health and safety organisation and, for the psychological work environment, also with the collaboration committees. Action plans are systematically follow up on in the annual discussions that all occupational health and safety committees must have and in the internal audits conducted by Shared HR (alternating between the 'wet' and 'dry' faculties). The WPA systematically asks questions about offensive behaviour and bullying. The next WPA is in 2022.

WPA 2019 – University of Copenhagen, total (offensive behaviour – employees)

Offensive behaviour

In the past 12 months, have you experienced ... in connection with your work?

	Number of responses	Proportion of respondents who have experienced offensive behaviour UCPH	Detailed distribution of responses				
			Yes, daily	Yes, weekly	Yes, monthly	Yes, now and then	No
Unwanted sexual attention	7,029	1%	1	3	3	79	6,943
Threats of violence	7,029	0%	0	0	1	22	7,006
Physical violence	7,029	0%	0	0	0	3	7,025
Bullying	7,029	4%	12	22	23	238	6,733

	Number of responses	From whom have you experienced offensive behaviour?				Did you take action?		Has the problem been dealt with?	
		Colleague	Manager	Subordinate	Student or other	Yes	No	Yes	No
Unwanted sexual attention	86	60	21	3	15	17	69	36	50
Threats of violence	23	5	1	1	17	12	11	16	7
Physical violence	3	-	-	-	-	-	-	-	-
Bullying	295	194	104	13	27	167	128	119	176

Cases of offensive behaviour among students

Every other year, the University of Copenhagen conducts a study environment survey, which maps the physical, psychological, aesthetic and digital study environment. The survey examines the students' teaching environment, well-being and learning, and describes, via faculty action plans for the study environment, how to address challenges or problems, regardless of whether they concern the physical, psychological or digital study environment. The students are involved in all phases of the survey and in the preparation of local action plans in order to ensure relevant follow-up. It is a management responsibility to ensure a healthy and safe teaching environment for students.

The responses from the study environment survey form the basis for the Educational Environment Assessment, which is legal requirement and must be completed at least every three years. At the University of Copenhagen, this Assessment is conducted every two years in odd years. The most recent Assessment was in 2021, with an improved questionnaire regarding discrimination (gender, ethnicity, religion, disability), unwanted sexual attention and psychological teaching environment. Data from the 2021 Educational Environment Assessment will form the basis for an improved baseline concerning the handling of offensive behaviour between students - and between students and staff - including setting new objectives for the effort as described in Goal 4: Offensive behaviour