Diversity
UNIVERSITY OF COPENHAGEN

Strategic framework for diversity, equity and inclusion

2025-2030

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Introduction

The University of Copenhagen (UCPH) wants to be the best place for the best ideas. This is one of the ambitions of our 2030 strategy *Creating benefit for more people*. A prerequisite for realising this ambition is that all staff and students at UCPH feel welcome. The working and study environment must be inclusive, characterised by creativity, curiosity and vision, and the University must be a place where differences are embraced and unfolded freely with consideration for each other.

UCPH is one of Denmark's largest places of work and study – and characterised by high levels of diversity academically, and among our staff and students. It must be a place free from discrimination, unequal treatment and transgressive behaviour, and where productivity and creativity are significantly enhanced by diversity. Not only is this the right way. We are also convinced that this can help raise the quality of UCPH's core activities. A safe working and study environment is necessary for staff and students to develop and contribute in the best possible way to the University's activities.

UCPH has worked systematically to support diversity since 2007, and many actions and initiatives are in progress around the University to promote diversity, equity and inclusion. With *Strategic framework for diversity, equity and inclusion 2025-2030*, we are setting a clear direction for our efforts over the coming years and commit to continuing and further developing our work in this area. The strategic framework supports UCPH's 2030 strategy and puts into practice the strategy's prerequisite of *diversity, equity and inclusion*. The work on diversity, equity and inclusion must involve all parts of the organisation, our departments and faculties as well as the University Administration's group units and campus administrations. The diversity of UCPH's staff, students and local environments entails a diversity of initiatives – and that is how it should be.

We know that initiatives aimed at supporting diversity are both welcomed and sometimes questioned or met with resistance in the outside world and among ourselves. The strategic framework for diversity, equity and inclusion has thus been preceded by a thorough preparatory process, during which staff and students have had the opportunity to comment on and discuss the draft. The discussions have been positive and are evident in the final result, and in the same

vein, we welcome any debates that the presentation of the strategic framework as well as the concrete initiatives may give rise to. In this respect, too, we are convinced that the existence of a diversity of views and room for them to be challenged is in the best interest of the University. Even if we, as the University Leadership, are now laying down a framework for it all.

The strategic framework for diversity, equity and inclusion has been adopted by the University's top management. We are pleased to present the framework for our initiatives in this area, and we look forward to participating in and following the work over the next six years.

David Dreyer Lassen
Rector

Bente Merete Stallknecht
Strategy Sponsor and Dean
Faculty of Health and Medical Sciences

Strategic prerequisite for diversity, equity and inclusion

The University of Copenhagen should be characterised by creativity, curiosity and vision, which only comes about through allowing everyone at the University to contribute and participate, which will enhance the quality of research, education and innovation. Diversity, equity and inclusion will be prioritised across all our activities. We aim to be an even more attractive place to study and work: a truly international institution where linguistic and cultural differences are valued. Employees, researchers and students should feel welcome regardless of background, orientation or needs.

Principles

Five overarching principles will guide the diversity, equity and inclusion efforts during the six-year strategic framework period:

- In UCPH's diversity, equity and inclusion efforts, the University will focus on structures, cultures and norms. Inclusive structures, cultures and norms are absolutely necessary for some, and at the same time beneficial for others.
- UCPH will ensure that systems and procedures support diversity, equity and inclusion, and will incorporate a consideration for diversity, equity and inclusion into existing structures, processes, policies and projects.
- The role of the leadership and managers as culture bearers is crucial to these endeavours. At the same time, UCPH staff and students are co-creators of and co-responsible for ensuring diverse, equal and inclusive environments.
- UCPH commits to diversity, equity and inclusion by setting ambitious goals and earmarking resources to achieve them.
- UCPH will work with diversity, equity and inclusion in a research, data and knowledge-based manner, collect knowledge from others, and have an awareness of interdependent categories of difference.

The work will combine UCPH-wide initiatives with locally defined and initiated initiatives, sharing the same direction. In addition, integration and coherence will be ensured with other initiatives at the University that support diversity, equity and inclusion.

Objectives

Three objectives unfold the prerequisite of diversity, equity and inclusion, with each objective being underpinned by measurable indicators. With these objectives, UCPH aims to ensure that the diversity, equity and inclusion efforts lead to concrete, measurable changes towards 2030.

1. The University of Copenhagen wants to be a university characterised by diversity among leadership, staff and students, and therefore strives to achieve
    1.1. a gender distribution of no more than 60% of the over-represented gender[1] on the Board and among managers.[2]
    1.2. a share of international managers that reflects the share of permanent international staff.[3]
    1.3. a gender distribution of no more than 60% of the over-represented gender among employees at the faculties and in the administration, along with an encouragement to pursue diversity among staff in all units.
    1.4. a gender distribution of no more than 60% of the over-represented gender among students at UCPH, along with an encouragement to pursue diversity among students on all degree programmes.

2. The University of Copenhagen wants to be an inclusive university where everyone feels welcome, as measured by
    2.1. data from surveys such as workplace assessments (WPAs), study environment surveys (SESs) and inclusion surveys, in which employees and students indicate that they feel welcome and included at the University, regardless of their background, orientation and needs.

3. The University of Copenhagen will work with diversity, equity and inclusion in all its activities, as measured by
    3.1. one diversity, equity and inclusion milestone for staff and one milestone for education in the annual goal plans for UCPH's faculties, departments, group units and campus administrations.[4]

UCPH will also promote and monitor diversity, equity and inclusion based on parameters other than those included in the indicators but does not systematically collect data on all of these, which is why they are not included in the measurable indicators.

UCPH will deliver on these objectives through recruitment and efforts targeting attraction, sense of belonging, accessibility and inclusion. There will be a special focus on initiatives in the units that are far from delivering on the objectives.

The baseline for the reporting on the six indicators is described at the end of the document.

1   For regulatory reasons, among other things, UCPH does not systematically collect data on anything other than the legally recognised gender of employees.

2   This equates to a maximum of three out of the six members of the Board being of the over-represented gender, and no more than six of the ten members of the University Leadership being of the over-represented gender.

3   Permanent staff are defined as Faculty VIPs and TAPs without D-TAPs.

4   Units without degree programmes are exempt from the milestone for education.

Interaction with other initiatives at the University of Copenhagen

Many diversity, equity and inclusion initiatives are taking place at UCPH, including efforts not specifically under the auspices of the strategic framework. In connection with the strategic framework, focus will be on ensuring integration and coherence between initiatives, where relevant, and on increasing knowledge sharing across the University.

For UCPH's staff, UCPH works to prevent and deal with transgressive behaviour, and the WPA work contributes to creating attractive working environments without discrimination and with room for everyone. Courses are offered, for example, on diversity management and intercultural competences, and UCPH's policy on parallel language use contributes to ensuring inclusive language use at meetings, events, etc. A focus on diversity is also included in UCPH's basic staff policy principles. During the 2015-2024 period, recruitment processes for Faculty VIP positions have been required to include applicants of both legally recognised genders.

UCPH also works with diversity, equity and inclusion for students. UCPH's guiding principles for education includes inclusive study environments as part of the core values. The work relating to the SESs and educational environment assessments focuses, among other things, on student well-being – including inclusion. On the basis of SES 2023, a four-year Joint action plan for special support at UCPH has been prepared, which also has an explicit inclusion focus. Since 2020, it has also been possible for students to choose their preferred gender pronouns on the digital teaching platform Absalon.

Organisation and governance

The University Leadership is responsible for the realisation of UCPH's Strategy 2030, including its ambitions and prerequisites. Responsibility for the work with the prerequisites for diversity, equity and inclusion is thus anchored at the University's top management. The University Leadership has appointed a strategic sponsor for the area.
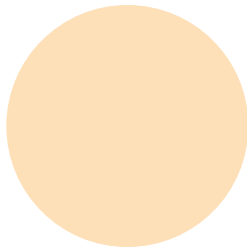
During the strategic framework period, UCPH organises the diversity, equity and inclusion efforts as a programme with a steering committee chaired by the strategic sponsor from the University Leadership. The steering committee is broadly composed of management representatives from the administration, faculties and departments.

A diversity team, hosted by the University Administration, is responsible for implementing and project-managing the initiatives launched under the auspices of the strategic framework and acting as an expert resource. A reference group consisting of staff and student representatives with knowledge of diversity, equity and inclusion is responsible for qualifying the work.

Moreover, diversity, equity and inclusion coordinators will be appointed at the faculties and in the University Administration to ensure closer collaboration on initiatives and knowledge sharing across faculties and the University Administration.

This organisation will ensure that diversity, equity and inclusion efforts are supported and anchored across all UCPH's activities, ensuring that changes are embedded in the best possible way in the University's existing structures. This approach will help to ensure that the changes are sustainable beyond the expiry of the strategic framework in 2030.

UCPH-wide and local initiatives

Initiatives will be implemented at two levels during the period covered by the strategic framework: UCPH-wide initiatives and locally anchored initiatives.

The UCPH-wide initiatives will be decided by the University Leadership for a two-year period, based on the recommendations of the steering committee. The initiatives will be coordinated by the diversity team and developed and implemented in collaboration with relevant parties throughout the University with support from the University Administration.

Responsibility for local initiatives rests with the management teams of faculties, departments, group units and campus administrations and is reflected in Objective 3 concerning milestones for diversity, equity and inclusion in goal plans. The work will be supported by the coordinators and may ideally involve local collaboration and working environment structures.

The coherence between initiatives is ensured on the basis of five overarching themes, which are presented in the next section. They constitute the framework for both UCPH-wide and local initiatives. The operationalisation of the five themes is expected to result in many and very diverse initiatives at UCPH's faculties, units, etc. Some are already engaged in initiatives covered by the five themes, e.g. efforts in connection with WPAs, SESs, collaboration and occupational health and safety committees, etc.; others will need to initiate actions early in the strategic framework period. UCPH's faculties and the University Administration are organisationally very diverse. It is therefore neither possible nor desirable to dictate how local management should translate the goals for milestones and initiatives into practice.

Five overarching themes

UCPH will work with five overarching diversity, equity and inclusion themes in the 2025-2030 strategic framework period. The five themes will help to create focus and set a joint strategic direction for the diversity, equity and inclusion efforts across the University. As described, under the five themes, both UCPH-wide and local initiatives will be implemented.

The UCPH-wide initiatives will focus mainly on the systems, processes and policies that apply to everyone at UCPH. These initiatives will contribute to creating uniform practices across the University. The current UCPH-wide initiatives are described in an appendix to the strategic framework.

Local initiatives will be decided by the individual departments, faculties, campus administrations and group units. Two initiatives will be defined for units with both staff and students, and one for units without students and their own degree programmes. These initiatives will be described in monitoring reports every two years.

The themes are presented on the following pages, along with a number of examples, to serve as inspiration for local initiatives that departments, faculties, campus administrations and group units can choose to implement. Initiatives may overlap thematically. For example, an initiative designed to improve everyday inclusion can also have a positive effect on accessibility, and the attraction of and sense of belonging among new students and staff. Initiatives may cover one or more interdependent categories of difference (background, orientation and/or needs) and one or more target groups among staff and students. An online toolbox[5] provides further inspiration and suggestions for the work and is particularly relevant to managers, staff and students involved in diversity, equity and inclusion work. New tools will be added continuously to the toolbox, including good examples from the internal work at UCPH.

5 The toolbox will be launched in August 2025.

Themes

| Recruitment and attraction | Onboarding and sense of belonging | Gender and diversity in research, education and innovation | Accessibility – physical environment, language and systems | Everyday inclusion |

UCPH-wide initiatives

Local initiatives

Theme 1
Recruitment and attraction

UCPH wants to attract staff and students who all contribute to creating the best ideas at UCPH. As a responsible public institution, UCPH also wants to ensure a broad societal representation among its staff and students.

How, for whom and by whom new ideas and knowledge are generated has an impact on the innovative potential of research and educational activities, and it is important that different people and perspectives are engaged in and have access to UCPH's research and degree programmes. Moreover, an administration that actively draws on different disciplines and encourages different approaches leads to better collaboration and more innovative solutions across the organisation.

Therefore, UCPH will work with recruitment and attraction. Recruitment processes must take account of possible bias, for example in assessments and decisions, and uniform processes across the University must be sought. This contributes positively to the recruitment of employees from different backgrounds and with different orientations and needs. In its efforts to attract new staff and students, including internationally, UCPH will also ensure that communication about and from the University, including job postings and communication about degree programmes, is targeted at a broad audience. The message must be that UCPH is an attractive place to work and study, and a place that values and actively works to ensure diversity, equity and inclusion.

UCPH-wide initiatives
in relation to recruitment and attraction

The UCPH-wide initiatives under this theme will focus on developing procedures, systems and tools that are relevant across UCPH as a whole, as well as the anchoring of new/updated processes so that they are used continuously. The work will include a review of existing recruitment and attraction initiatives to ensure an embedded awareness of diversity, equity and inclusion. These initiatives are handled by units in the University Administration, including UCPH HR, UCPH Education and UCPH Communication.

Inspiration for local initiatives
regarding recruitment and attraction

Initiatives under this theme that units may choose to initiate include:
- Reviewing and updating communication materials used to attract students
- Seeking to increase geographical and socio-economic breadth of the initiatives launched by units and degree programmes to attract and recruit staff and students
- Working with job postings to ensure broader pools of applicants, including job postings characterised by inclusive language
- Upskilling of staff on appointment committees to increase awareness of recruitment bias
- Increased focus on transparency regarding decisions and priorities prior to the initiation of recruitment processes
- Annual discussions by e.g. management teams of diversity dimensions in departments' most recent appointments.
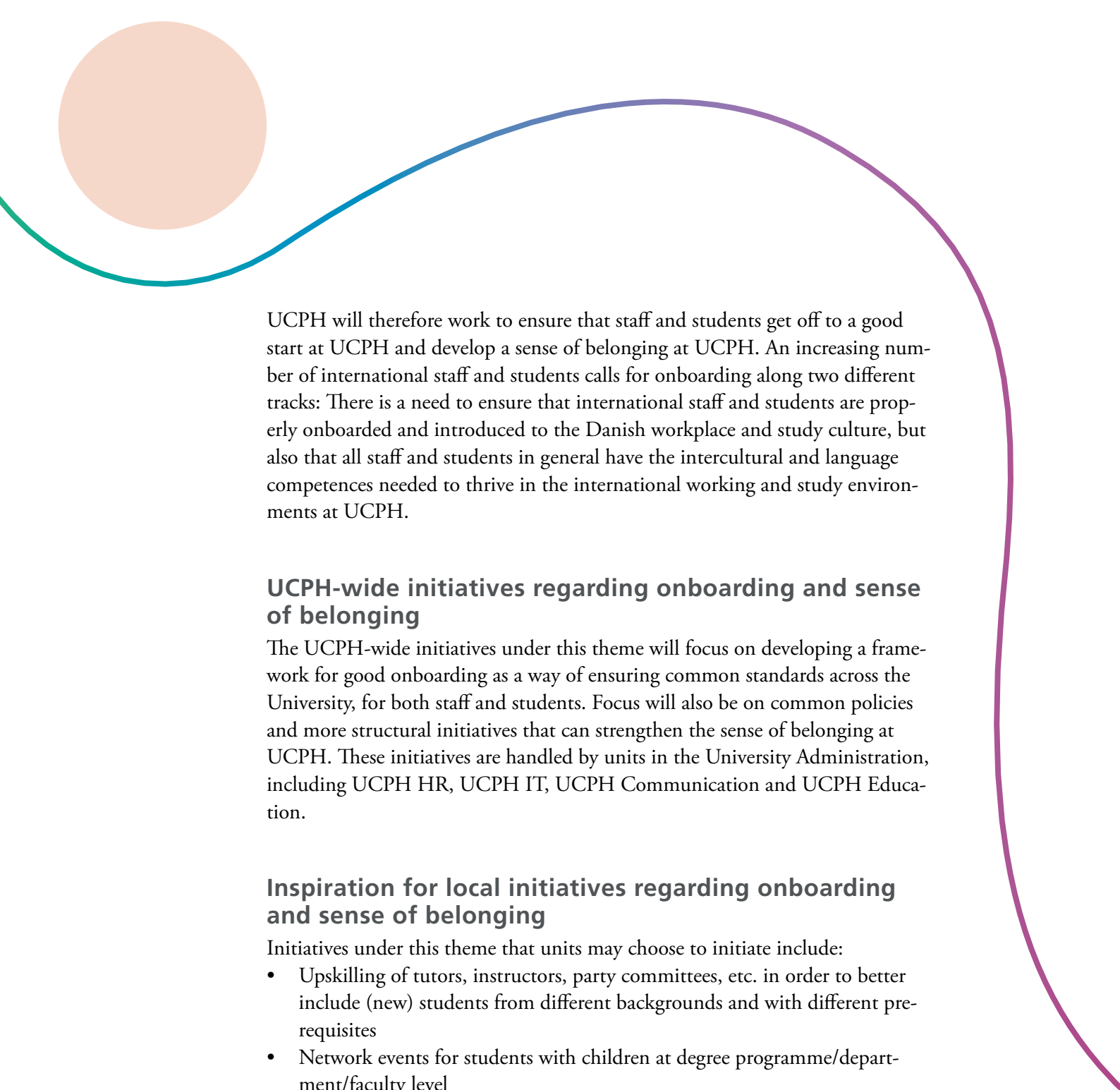
Theme 2

Onboarding and sense of belonging

UCPH wants to engage, develop and motivate the many different talented people who work and study at the University. A good and welcoming onboarding process is crucial to ensuring a positive sense of belonging at UCPH, while also ensuring that staff and students can start contributing to the University's activities quickly and in the best possible way.

A sense of belonging at the workplace affects staff performance and staff turnover, and a positive sense of belonging can be strengthened through a focus on inclusion, among other things. A good start to their studies and a sense of belonging at their degree programme have a bearing on whether students choose to continue to develop their potential at UCPH and complete their degrees.

UCPH will therefore work to ensure that staff and students get off to a good start at UCPH and develop a sense of belonging at UCPH. An increasing number of international staff and students calls for onboarding along two different tracks: There is a need to ensure that international staff and students are properly onboarded and introduced to the Danish workplace and study culture, but also that all staff and students in general have the intercultural and language competences needed to thrive in the international working and study environments at UCPH.

UCPH-wide initiatives regarding onboarding and sense of belonging

The UCPH-wide initiatives under this theme will focus on developing a framework for good onboarding as a way of ensuring common standards across the University, for both staff and students. Focus will also be on common policies and more structural initiatives that can strengthen the sense of belonging at UCPH. These initiatives are handled by units in the University Administration, including UCPH HR, UCPH IT, UCPH Communication and UCPH Education.

Inspiration for local initiatives regarding onboarding and sense of belonging

Initiatives under this theme that units may choose to initiate include:

- Upskilling of tutors, instructors, party committees, etc. in order to better include (new) students from different backgrounds and with different prerequisites
- Network events for students with children at degree programme/department/faculty level
- Initiatives to promote parallel language use on local councils, boards and committees, so that all students and staff have opportunities for participation and co-determination
- Seeking to ensure that local onboarding of international staff includes information about Danish courses, Danish clubs and associations, networks, etc.
- A focus on ensuring a sense of belonging for staff and students in various life situations, who study or work reduced hours (e.g. due to parental leave, leave of absence, senior schemes, etc.).

Theme 3
Gender and diversity in research, education and innovation

UCPH wants to be home to the development of new ideas that drive research forward and contribute to shedding light on and addressing the challenges facing society. It is the responsibility of UCPH to ensure the best conditions for generating and communicating new knowledge and to facilitate a constant and critical discussion of existing knowledge, norms and practices.

This calls for UCPH to make it possible to challenge existing knowledge, norms and practices and to allow new perspectives and dimensions to shed new light on research, education and innovation activities. Greater integration of gender[6] and diversity perspectives into these activities can contribute positively to the work with academic and socially relevant issues: A broader view of potential target groups, sources, methodological designs, trial subjects, informants, communication formats, etc., can increase both relevance and impact. Moreover, this is in line with the focus of several research funding sources. For example, the integration of gender and diversity perspectives is included in the assessment of projects in connection with the allocation of research funding, both as ranking and award criteria, under the EU's Horizon Europe framework programme.

UCPH will therefore work to a greater extent to integrate gender and diversity perspectives into its core tasks, where relevant. Among other things, this entails an increased focus on the diversity of methods, disciplines and domains covered by research, teaching and innovation.

UCPH-wide initiatives regarding gender and diversity in research, education and innovation

The UCPH-wide initiatives under this theme will focus on the upskilling of researchers, teaching staff and research support staff through courses in gender and diversity dimensions in research and in inclusive education etc. UCPH will promote and incorporate this thematic focus in initiatives and external (international) collaborations, e.g. under the auspices of LERU and 4EU+. The initiatives will be handled by units in the University Administration, including UCPH HR, UCPH Research and Information Security, UCPH Innovation and External Partnerships and UCPH Education.

Inspiration for local initiatives regarding gender and diversity in research, education and innovation

Initiatives under this theme that units may choose to initiate include:

- Local, programme-specific courses on integrating gender and diversity dimensions into research and teaching activities
- Dissemination to local subject-specific networks of knowledge about good practice in inclusive classrooms
- Development of subject-specific guidelines on how to work with gender in all steps of a research project
- Increased diversity in student-driven innovation projects
- Focus on broad involvement in the start-up of new research collaborations for the purpose of diversity in the composition of consortia, etc.

6   In English, a distinction is made between *sex* and *gender*, where sex is about biological characteristics (e.g. cell and hormone research), while gender is about social and cultural norms, behaviour, etc. (e.g. gender-typical choices of study).

Theme 4

Accessibility – physical environment, language and systems

UCPH wants everyone at UCPH to have a chance to contribute to the University's activities. UCPH plays an important role in ensuring an inclusive educational system so that students, regardless of their background, orientation or needs, can engage in educational activities on equal terms with other students. UCPH must also be an accessible workplace for staff regardless of their background, orientation or needs. Senior schemes, good access, (parental) leave, possibilities for changing (preferred) names in the systems, resources for dealing with transgressive behaviour etc. are all examples of resources and initiatives that contribute to making UCPH more accessible. All staff and students at UCPH must also feel that relevant information about their place of work and study, including information about these resources and initiatives, is easily accessible, regardless of whether they prefer to access it in Danish or English.

UCPH will therefore work with accessibility in a broad sense across the University, including the University's physical surroundings, its use of language and its systems. UCPH will work for inclusive structures that promote equal access for all staff and students and more equal participation. UCPH's approach to accessibility is inspired by universal design: designing frameworks and structures that are universally inclusive, which is necessary for some, and at the same time good for everyone else.

UCPH-wide initiatives regarding accessibility

The UCPH-wide initiatives under this theme will focus on identifying challenges and needs as well as assisting the development of solutions across the University. This theme focuses closely on collaboration and knowledge sharing about challenges and opportunities between stakeholders and across initiatives and projects at the local level at UCPH. These initiatives are handled by units in the University Administration, including UCPH HR, UCPH Buildings, UCPH IT and UCPH Education.

Inspiration for local initiatives regarding accessibility

Initiatives under this theme that units may choose to initiate include:

- Ensuring that information about room access, aids, etc., is included in invitations to study events, conferences and courses etc.
- Discussing and creating frameworks for appropriate parallel-language practices in local meeting forums, lunch situations, group work etc.
- Reviewing and updating gendered language and designations in both internal and external communications
- Exploring the online user journey on own websites to ensure inclusive communication (captions, use of colour, etc.)
- Disseminating knowledge about relevant offers and resources for staff and students needing to take leave etc.
- Exploring the possibility of designing rooms and work zones for staff and students with special needs.

Theme 5
Everyday inclusion

UCPH wants all staff and students to feel welcome and a sense of belonging at UCPH. Even small everyday things can create feelings of inclusion or exclusion at one's workplace or place of study, and it affects everything from well-being and health to the ability to contribute and develop new ideas, knowledge and competences. Thus, a focus on ensuring increased everyday inclusion also contributes to positively supporting the four other themes of the strategic framework.

UCPH will therefore work with everyday inclusion. This entails taking a look at the norms, language and culture that characterise the local working and study environments and launching initiatives that contribute to maintaining or creating inclusion in the immediate community. The goal is for UCPH to have an inclusive environment for all staff and students, and to actively work to promote well-being and prevent and handle transgressive behaviour and sexual harassment.

An inclusion survey was conducted among all UCPH staff and students in 2024, and its results are expected to inspire possible initiatives. Other regular surveys at UCPH, including WPAs and SESs, are also expected to provide relevant inspiration for initiatives under this theme.
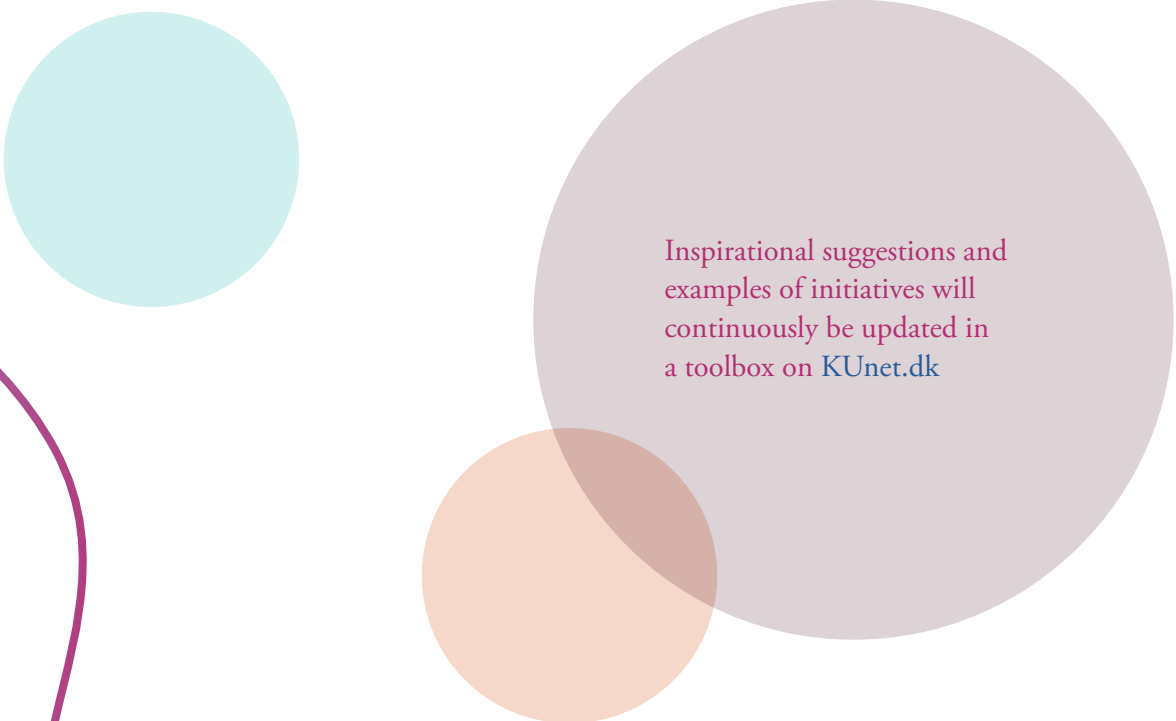
UCPH-wide initiatives regarding everyday inclusion

The theme is specifically intended for local-level initiatives. The UCPH-wide initiatives under this theme will focus on contributing to the development of guidelines applicable across the University, e.g. in relation to the marking of public holidays, and on qualifying UCPH-wide resources and services with respect to handling and preventing transgressive behaviour, and on initiatives that contribute to reducing structural inequalities for minority groups at UCPH. Possible initiatives will be handled by units in the University Administration, including UCPH HR and UCPH Education.

Inspiration for local initiatives regarding everyday inclusion

Initiatives under this theme that units may choose to initiate include:
- Ensuring a wide selection in local canteens, kitchenettes and cafés (See UCPH's food policy, and allergy and religious considerations)
- Discussing local implementation of alcohol policy (see UCPH's policy on alcohol and drug misuse) at events for staff and students
- Disseminating information on degree programmes and in professional networks about REACH OUT, a central offering encouraging students to reach out if they need to talk about experiences of transgressive behaviour
- Developing and implementing principles for inclusive meeting management in units and committees for staff and students
- Exploring the need to establish local guidelines on representation for use in connection with e.g. events and collaborative projects
- Identifying and making visible the distribution of non-promotable tasks among employees.

Inspirational suggestions and examples of initiatives will continuously be updated in a toolbox on KUnet.dk

Engagement and awareness-raising activities

In addition to UCPH-wide and local development initiatives under the auspices of the five themes, UCPH also commits to having a continued focus on knowledge and competence building through engagement and awareness-raising activities. Strategic communication on these issues will be prioritised in order to reach out broadly to the University.

Through such activities and events targeted broadly at staff and students, opportunities will be created for developing a common understanding and awareness of diversity, equity and inclusion across UCPH.

The activities will be planned in a recurring and recognisable format and will be aimed at both Danish and international staff and students. Examples include:
- Rainbow Corner at the annual UCPH festival
- Marking of special days of relevance, including International Women's Day and International Men's Day
- Participation in the annual Copenhagen Pride and organisation of the 'Research under the Rainbow' symposium
- Regular network meetings for UCPH staff with a focus on working with diversity, equity and inclusion at the University
- Regular internal/external communication about UCPH's work within diversity, equity and inclusion through the media, in interviews and in connection with celebrations etc.
- Webinar series on diversity, equity and inclusion topics.

The diversity team manages the engagement and awareness-raising activities.

Monitoring process and format

The monitoring of diversity, equity and inclusion work follows two tracks. One track is integrated into the University's existing processes for follow-up on goals. Following objective 3, from now on, one diversity, equity and inclusion milestone for staff and one milestone for education will be required in the goals plans. Units without degree programmes are exempt from the milestone for education.

The second track consists of a separate monitoring of the strategic framework itself and its related initiatives to follow up on and highlight progress within the area across the entire University. This monitoring takes place in a simple version every year and an extended version every other year. In the simple version, the monitoring primarily consists of an update of the six indicators underpinning the objectives, which are included in the baseline presented below. In the extended version, which is carried out every other year (end of 2026, end of 2028 and end of 2030), the monitoring includes an update of the six indicators underpinning the objectives to include supplementary data analysis as well as reporting on the UCPH-wide initiatives. The monitoring reports are published at KUnet.dk and ku.dk and discussed by the University Leadership and the General Collaboration Committee.

Baseline

The baseline of the strategic framework presents data for the six measurable indicators underpinning the strategic framework's three objectives. The six indicators show UCPH's starting point in 2024 for working with the three objectives in the 2025-2030 strategic framework period. Developments will be monitored continuously, and as part of the annual monitoring of the diversity, equity and inclusion efforts, as described, the measurable indicators for the specific year will be updated and compared with data for the 2024 baseline year.

The choice of measurable indicators is based on the type of data that UCPH systematically collects at the start of the strategic framework period (end of 2024) and at fixed intervals. Efforts have been made to broaden the diversity parameters embraced by the indicators, including gender, nationality and disability. In this context, it should also be noted that data on these diversity parameters inherently comes with limitations: gender defined as legally recognised gender is restrictive, and genders other than legally recognised and binary genders exist; nationality defined as citizenship does not always imply a sense of national belonging; reported functional impairments (as used here) presuppose that everyone is able to register any functional impairment(s) and has done so. Despite these reservations, the selected indicators are deemed to be the best possible at the time.

Other types of relevant data could be included in the indicators. However, such data is not collected, collected systematically, or does not currently exist at UCPH in a format suitable for serving as a baseline. Moreover, data on other discrimination markers such as sexuality or ethnicity etc. are subject to legal restrictions. As an employer, UCPH is not permitted to collect this type of information about its employees, see section 4 of the Danish Equal Treatment Act (*Forskelsbehandlingsloven*). An inclusion survey conducted at UCPH in 2024 resolves some of these data challenges and provides a better idea of the experiences of different minorities at UCPH. Selected questions from this survey have been included in the baseline but will not necessarily be updated during the strategic framework period.

In addition to the baseline data, the monitoring will also include expected evaluation indicators for the UCPH-wide initiatives launched every other year during the strategic framework period. A broader range of data is thus included to illustrate developments within diversity, equity and inclusion. The UCPH-wide efforts and expected evaluation indicators appear from the appendix to the strategic framework and will also feature in the extended monitoring reports published every other year.

Objective 1

UCPH wants to be a university characterised by diversity among managers, staff and students

Indicator 1.1
A gender distribution of no more than 60% of the over-represented gender on the Board and among managers.

Data on gender representation at the top management level at UCPH gives an indication of the diversity among the most important decision-makers at the University. Moreover, UCPH is – according to Danish gender equality legislation as applicable in 2024 – obliged to set goals for the gender distribution on the Board and in the top management.

Figure 1.1.a shows that 50% of the external members of the UCPH Board are women and 50% are men. Figure 1.1.b shows the gender distribution in the University's top management, the University Leadership, which consists of the Rector, Prorectors, the University Director and the six Deans.[7] As of November 2024, the University Leadership consisted of 60% men and 40% women. Figure 1.1.c shows the gender distribution among all personnel managers (as per KUorg) at UCPH.[8] 58% of them are men, while 42% are women. All three figures are based on legally recognised genders as registered in the CPR register.

Figures 1.1.a, 1.1.b and 1.1.c show that in 2024, UCPH meets the indicator target of a maximum of 60% of the over-represented gender on the Board and among managers at UCPH. Please note that the Board (external members) and the University Leadership are small groups, and that a few changes may have a significant impact on the gender distribution.

7 Data source: List of L80 from UCPH's Workzone journaling system. Information on CPR-registered gender from KUPA (November 2024).
8 Data source: KUPA: All employees registered as line managers with personnel responsibility in KUorg (November 2024).

Figure 1.1
Gender distribution in UCPH Board and management, 2024

1.1a: **UCPH Board** (external members)

50	50

1.1.b: **University Leadership** (UL)

40	60

1.1.c: **Line managers with personnel responsibility**

42	58

■ % Women   % Men ▢

Indicator 1.2
A share of international managers that reflects the share of permanent international staff.

Data on gender representation in the UCPH management gives an indication of the diversity among the University's key decision-makers. Compared with the share of permanent international staff at the University in general, the data gives an indication of whether the representation of this group in management reflects their share among permanent staff at the university.

Figure 1.2 thus compares the shares of Danish and international managers at UCPH's six faculties and in the Central Administration with the share of Danish and international permanent staff in general at the six faculties and in the Central Administration.[9] The managers are line managers with personnel responsibility (as per KUorg) at UCPH, and permanent employees are defined as Faculty VIP and TAP employees without D-TAPs. The distinction between Danish and international is based on the citizenship of managers and employees.[10]

The figure shows that the shares of international managers at LAW, SCIENCE, THEO and in the Central Administration roughly reflect the shares of permanent international employees (marked in green),[11] while the share of international managers at HEALTH is higher than the share of permanent international employees. At SOCIAL SCIENCE and HUM, the shares of international managers are lower than the shares of permanent international staff. It should be noted that some units (LAW and THEO) are small groups, where a few appointments can have a significant impact on the share of international employees and thus on the extent to which the share of international managers reflects the share of permanent international staff.

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9   In 2024, the University's central administration was known as the Central Administration, and this designation is therefore used in this presentation of data from 2024. On 1 March 2025, the administration at UCPH was reorganised, and the University Administration was established.

10 Data sources: For managers: KUPA: All employees registered as line managers with personnel responsibility in KUorg. Nationality is based on citizenship. Individuals with dual citizenship are counted as international. For staff: Server data from UCPH's BI solution, *Personalesammensætning FHR*, based on LDV (i.e. payroll data). The unit is 'Number of employees', based on unique UCPH ID. HR standard filter has been applied. Employees without nationality information are excluded. Data as of October 2024.

11 Assessment based on a deviation of +/- 5 percentage points in the difference between the share of international managers and international staff.

Figure 1.2
Share of Danish and International management and staff at UCPH faculties, 2024

Line managers with personnel responsibility

	SOCIAL SCIENCE	HEALTH	HUM	LAW	SCIENCE	THEO	CA
Danish	91	73	96	83	84	91	99
International	9	27	4	17	16	9	1

Staff (Faculty VIP and TAP)

	SOCIAL SCIENCE	HEALTH	HUM	LAW	SCIENCE	THEO	CA
Danish	83	83	84	84	81	87	96
International	17	17	16	16	19	13	4
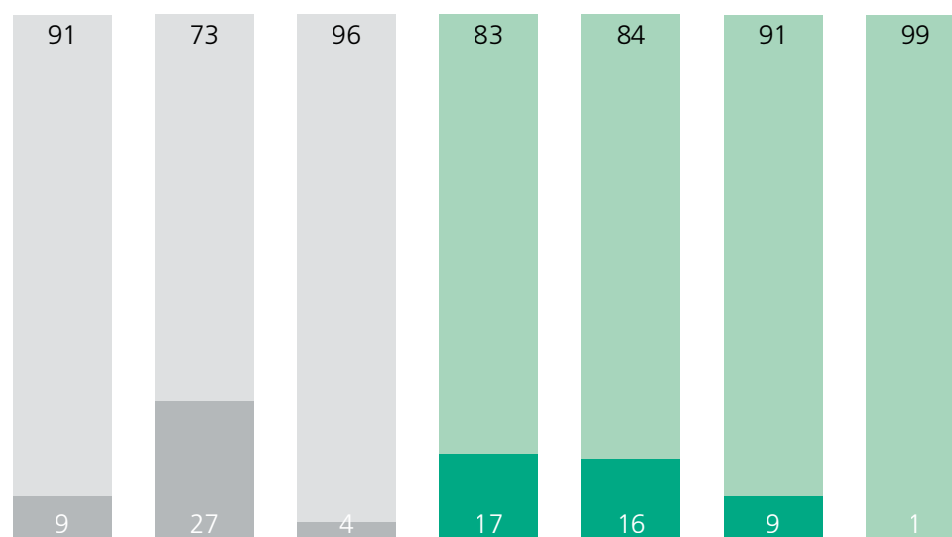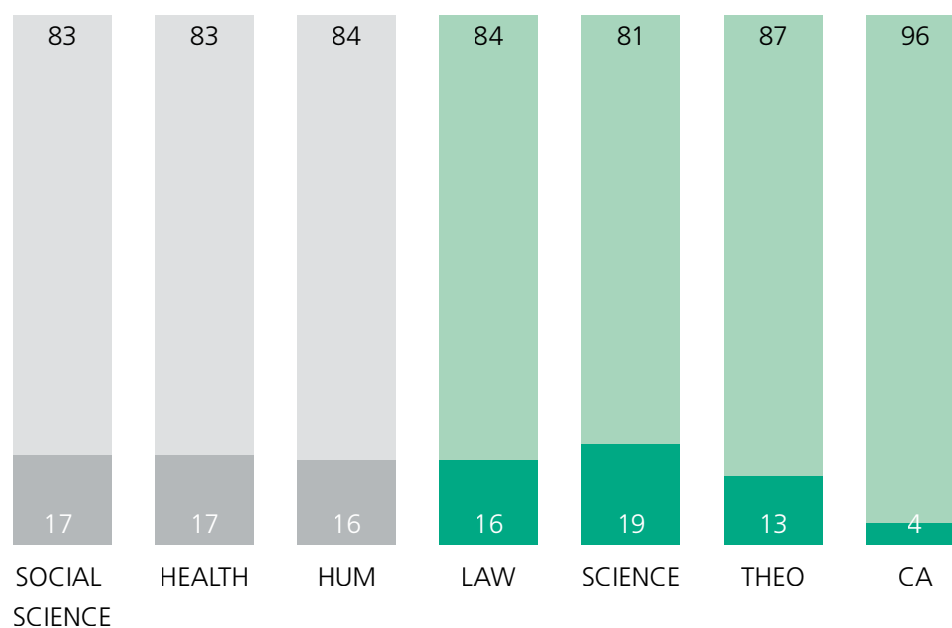
Danish
International

Indicator 1.3
A gender distribution of no more than 60% of the over-represented gender among employees at the faculties and in the administration, along with an encouragement to pursue diversity among staff in all units.

Data on gender representation among UCPH staff gives an indication of the degree of diversity across the University's many and very different units and job categories etc.

The goal is for the over-represented gender to account for no more than 60% of staff at UCPH at the faculties and in the administration. All employees at UCPH have access to a dashboard showing the gender distribution, and providing multi-level gender distribution data.

All Indicator 1.3 figures are based on genders as registered in the CPR register.

Figure 1.3.a
Gender distribution among staff at UCPH-level, 2024

53	47

■ % Women   % Men ■

Figure 1.3.a shows that the gender distribution among all UCPH staff fulfils the target of no more than 60% of the over-represented gender.[12]

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12 Data source: Server data from UCPH's BI solution, *Personalesammensætning FHR*, based on LDV (i.e. payroll data). The unit is 'Number of employees', based on unique UCPH ID. D-VIPs and D-TAPs are included (except loosely affiliated). HR standard filter has been applied. Data as of October 2024. The figure is based on legally recognised genders as registered in the CPR register.

Figure 1.3.b shows the gender distribution among staff at the six faculties and in the Central Administration, broken down into VIP and TAP staff. The figure shows that the overall gender distribution of academic staff at SOCIAL SCIENCE, HEALTH, HUM and LAW meets the target of maximum 60% of the over-represented gender, while SCIENCE and THEO fail to meet the target. For TAP staff, the share of women exceeds 60% at all faculties, while the gender distribution meets the target for the Central Administration.[13]

13 Data source: Server data from UCPH's BI solution, *Personalesammensætning FHR*, based on LDV (i.e. payroll data). The unit is 'Number of employees', based on unique UCPH ID. D-VIPs and D-TAPs are included (except loosely affiliated). HR standard filter has been applied. Data as of October 2024. The figure is based on legally recognised genders as registered in the CPR register.

Figure 1.3.b

Gender distribution among staff (VIP/TAP) at faculties and administration, 2024

SOCIAL SCIENCE — VIP: Men 55, Women 45; TAP: Men 28, Women 72
HEALTH — VIP: Men 48, Women 52; TAP: Men 26, Women 74
HUM — VIP: Men 48, Women 52; TAP: Men 28, Women 72
LAW — VIP: Men 57, Women 43; TAP: Men 27, Women 73
SCIENCE — VIP: Men 62, Women 38; TAP: Men 39, Women 61
THEO — VIP: Men 62, Women 38; TAP: Men 37, Women 63
CA — TAP: Men 55, Women 45

% Men
% Women
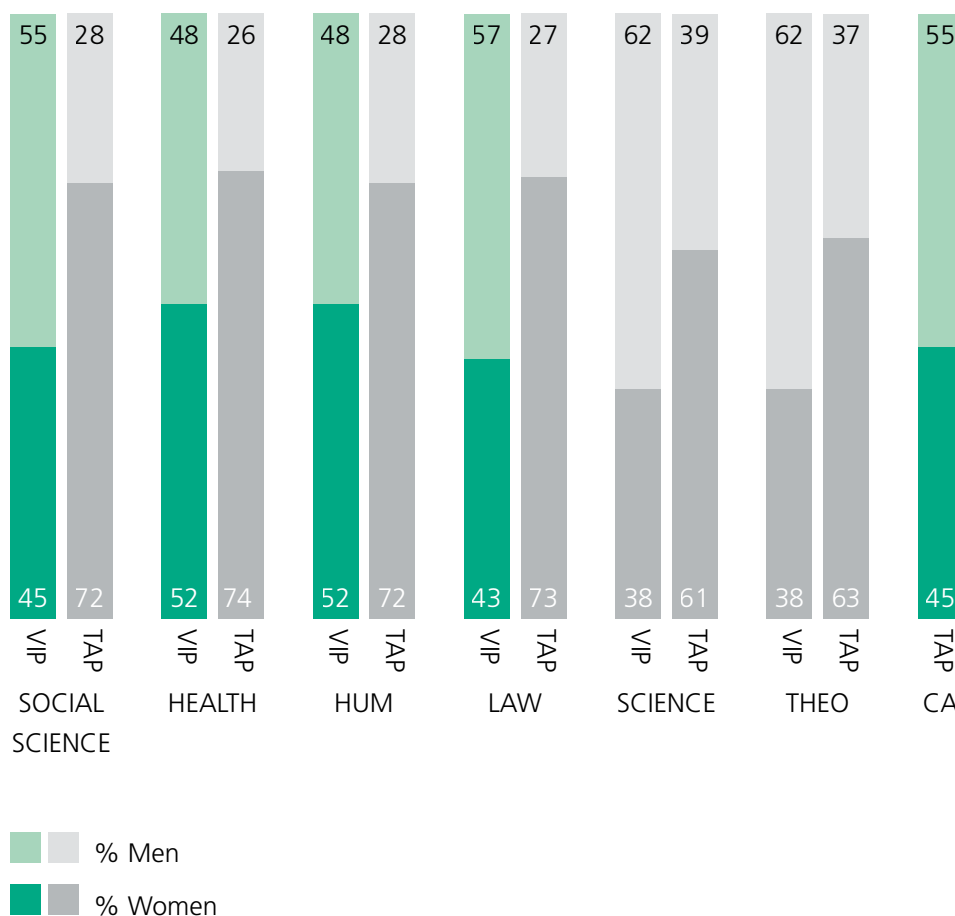
Indicator 1.4
A gender distribution of no more than 60% of the over-represented gender among students at UCPH, along with an encouragement to pursue diversity among students on all degree programmes.

Data on gender representation among UCPH students gives an indication of the degree of diversity across the University's many and very diverse degree programmes.

The target is that there should be no more than 60% of the over-represented gender among the students at UCPH.

All Indicator 1.4 figures are based on genders as registered in the CPR register.

Figure 1.4.a
Gender distribution among students at UCPH-level, 2024

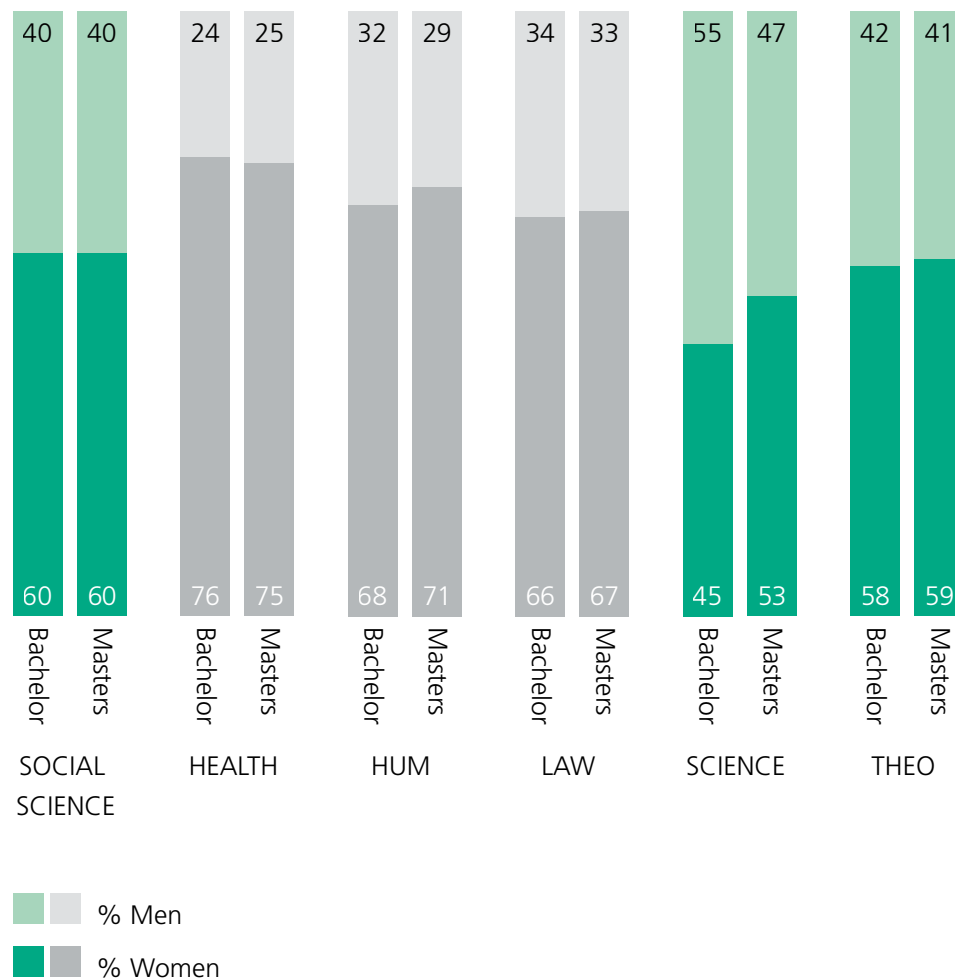| 63	37

 % Women   % Men

Figure 1.4.a shows the gender distribution among all UCPH students as of October 2024. It shows that the over-represented gender, which is women, account for more than 60%. In 2024, 63% of UCPH's students were women, and 37% were men. This does not meet the target of maximum 60% of the over-represented gender.[14]

14 Data source: STADS. Data as of 1 October 2024. The figure is based on legally recognised genders as registered in the CPR register.

Figure 1.4.b shows the gender distribution for Bachelor's (BA) and Master's (MA/MSc) degree students by faculty.[15] The figure shows that the distribution for Bachelor's and Master's degree students at SCIENCE, THEO and SOCIAL SCIENCE meets the goal that the over-represented gender should account for a maximum of 60% of students, while at the other faculties there are more than 60% female students.

Figure 1.4.b
Gender distribution among students (BA/MA/MSc) at all faculties, 2024

Faculty	Degree	% Men	% Women
SOCIAL SCIENCE	Bachelor	40	60
SOCIAL SCIENCE	Masters	40	60
HEALTH	Bachelor	24	76
HEALTH	Masters	25	75
HUM	Bachelor	32	68
HUM	Masters	29	71
LAW	Bachelor	34	66
LAW	Masters	33	67
SCIENCE	Bachelor	55	45
SCIENCE	Masters	47	53
THEO	Bachelor	42	58
THEO	Masters	41	59

% Men
% Women

Objective 2

The University of Copenhagen wants to be an inclusive university where everyone feels welcome

Indicator 2.1: Data from surveys such as WPAs, SESs and inclusion surveys, in which employees and students indicate that they feel welcome and included at the University, regardless of their background, orientation and needs.

Data from surveys concerning employees' and students' experiences of feeling welcome at UCPH gives an indication of how inclusive UCPH is as a university, workplace and place of study.

In autumn 2024, UCPH conducted an inclusion survey among all staff and students. Two questions for staff and two questions for students are included in this baseline as indicators for objective 2. As the inclusion survey will not necessarily be repeated, objective 2 will also be monitored through relevant questions from the statutory WPAs (employees) and SESs (students).

The inclusion survey data is based on the respondents' own categorisation of themselves as belonging to a minority group where they go to work or study at UCPH. WPA and SES data is based on legally recognised genders as registered in the CPR register, while functional impairments (mental and physical) in the SESs are based on the respondents' own responses.

Several figures in this section present average scores based on a scale of 1-5, with 5 indicating that the respondents have replied that they "strongly agree" or "totally agree" with the statement, while 1 indicates "strongly disagree" or "totally disagree". This means that an average score of e.g. 4 indicates that on average respondents "agree" with the statement, as 4 means that the respondents have replied that they "agree" with the statement.

Indicators from inclusion survey 2024

Figure 2.1.a presents data from UCPH's inclusion survey 2024[16] and shows, at the top, the average scores for the question "I feel welcome at UCPH" for employees and students, and for non-minorities, minorities and everyone overall.[17] Data shows that the average for all staff and students is more than 4 (4.2), which indicates that the respondents agree with the statement about feeling welcome at UCPH.

Notably, the figure also reveals differences between those who state that they belong to a minority group and those who do not – for both staff and students. Thus, for staff there is a difference of 0.4 on the scale from 1-5 for minorities and non-minorities, while the difference is 0.5 between the two groups for students.

At the bottom of the figure, the percentages can be seen for those who have answered "Never" or "Rarely" to the question of whether they feel excluded from their workplace/study environment at UCPH.[18] Data shows that minorities are more likely to experience exclusion than non-minorities. For employees, there is thus a 23-percentage point difference between minorities and non-minorities in the shares who *never* or *rarely* have felt excluded, while for the students there is a 21-percentage point difference between the two groups.

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16 The inclusion survey was conducted in September-October 2024 among all staff and students at UCPH. Approximately 16% of the UCPH population participated: 35% of employees and 10% of students.

17 "Don't know" and "Do not wish to answer" responses are not included in the calculation of the average score.

18 The response categories for the question are "Often", "Sometimes", "Rarely", "Never"', "Don't know" and "Do not wish to answer".

Figure 2.1.a

Staff and student experiences of inclusion, inclusion survey 2024

Average score (from 1 to 5)
"I feel welcome at UCPH"

Staff		Students	
Non-minorities	4,3	Non-minorities	4,4
Minorities	3,9	Minorities	3,9
All	4,2	All	4,2

Percentage, who answer "Never" or "Rarely" to the statement: "I feel excluded from my place of work at UCPH/my study environment"

Staff

Students

	Staff				Students	
Non-minorities	Minorities	All		Non-minorities	Minorities	All
91	68	83		86	65	76
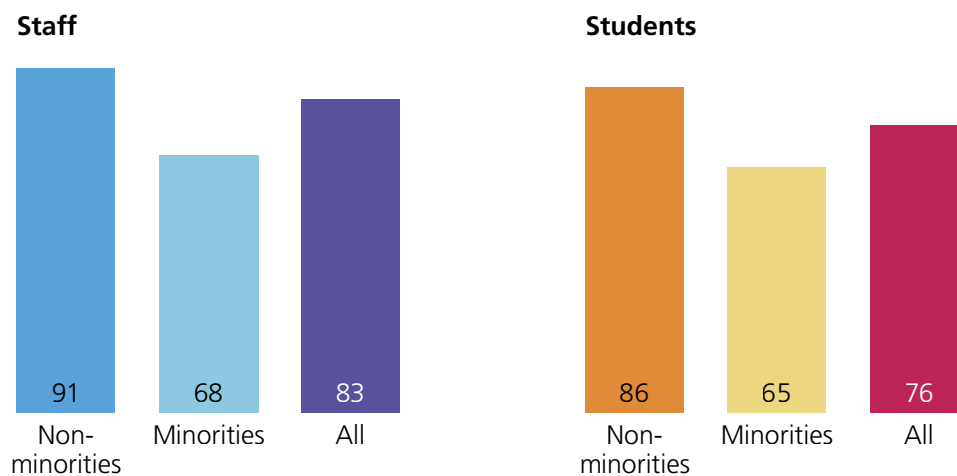
Indicators from WPA 2022

Figure 2.1.b shows data from the WPA among UCPH employees in 2022.[19] The figure presents the average score for the question of whether the tone in one's unit is comfortable and respectful. The average scores for women, men and staff as a whole are above 4, which indicates that people tend to agree with the statement – although the score for men is 0.1 higher than for women.

Figure 2.1.b

Staff experiences of the tone in one's unit, WPA 2022

"The tone in my unit is comfortable and respectful"
Average score from 1 to 5

Women	4,2
Men	4,3
All	4,2

Indicators from SES 2023

Figure 2.1.c shows data from SES 2023.[20] At the top, the average scores for the question "In general, I feel really comfortable at my education" are shown according to whether the respondents have indicated that they have a functional impairment or not, and according to their gender.[21] Data shows an average score of 4.1 for students without functional impairments, i.e. corresponding to "agree" to the question, while the score for students with functional impairments is well below 3.7. The scores for both men and women are around 4, although the average score for men on this question is higher.

At the bottom of Figure 2.1.c, the percentage is shown for those who answered "Never" to the question of whether they have experienced being ignored or excluded from the study community in the past 12 months.[22] Data shows that the percentages differ, depending on gender and functional impairments.

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19 The WPA survey was conducted in spring 2022. The response rate was 79%.
20 The SES was conducted in autumn 2023. The response rate was 28%.
21 "Don't know" responses are not included in the calculation of the average score.
22 The response categories for the question are "Daily", "Weekly", "Monthly", "Less often", "Never" and "Do not wish to answer".

Figure 2.1.c

**Student experiences with the study community etc.,
SES 2023**

"In general, I feel really comfortable at my education"
Average score from 1 to 5

With functional impairments	3,7	Women	3,9
Without functional impairments	4,1	Men	4,0

**Percentage, who answer "Never" to the question:
"To what extent have you experienced being ignored or excluded
from the study community within the last 12 months"**

With functional impairments	Without functional impairments	Women	Men
65%	81%	73%	80%
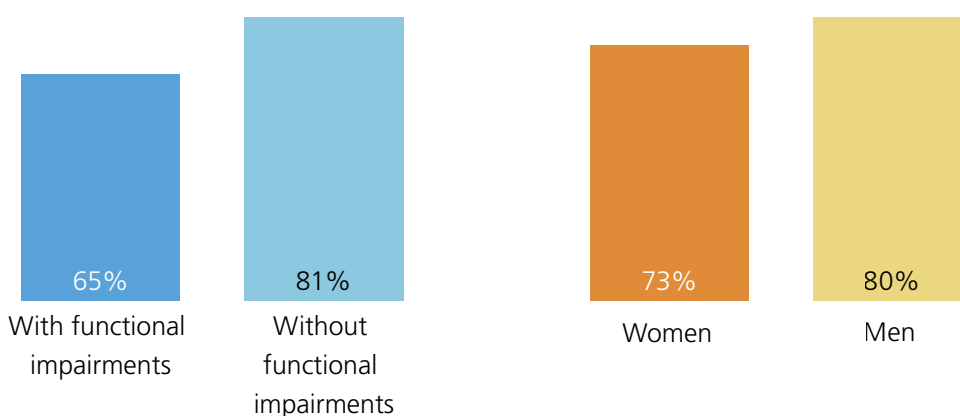
Data from WPA 2022, SES 2023 and the inclusion survey 2024 shows that staff
and students at UCPH generally feel welcome and included at UCPH, but also
that there are differences in how welcome and included staff and students feel,
depending on gender, functional impairments and minority status.

Objective 3
The University of Copenhagen will work with diversity, equity and inclusion in all its activities

Indicator 3.1

One diversity, equity and inclusion milestone for staff and one milestone for education in the annual goals plans for UCPH's faculties, departments, group units and campus administrations.[23]

A clear prioritisation of milestones and initiatives across all the University's many different units and departments will help ensure a UCPH-wide commitment to diversity, equity and inclusion.

It is not possible to report on the objective 3 indicator in this baseline. The indicator reflects a requirement that will only enter into force at the start of the strategic framework and will therefore be reported on in the annual monitoring reports.

23 Units without degree programmes are exempt from the milestone for education.

List of concepts and abbreviations

Accessibility: To ensure physical accessibility in buildings, offices and class-rooms for everyone, regardless of functionality and needs, but also accessibility in teaching and work situations and accessibility in system solutions such as websites and software products, including KUnet and mitKU.

BA programmes: Bachelor's degree programmes.

Belonging: A sense of belonging is a sense of being valued, of being able to contribute and of being part of a community at e.g. your place of work or study. In an inclusive culture, there is room to be one's unique self and at the same time experience a high degree of belonging and sense of community.

BI solution: Business Intelligence solution. Business Intelligence solutions comprise systems and software solutions that support information and task performance for staff and students at UCPH.

CA/Central Administration at UCPH: The organisation of UCPH administration before the administrative reform taking effect on 1 March 2025.

D-TAP: A part-time, hourly paid technical-administrative staff member.

D-VIP: A part-time, hourly paid academic staff member.

Discrimination markers: Parameters on which individuals differ from each other. For example, gender/gender identity, religion, age, sexuality, nationality, ethnicity, functional impairments/functional variations, socioeconomic background.

Diversity: Diversity refers to differences and diversity in the background, orientation and needs of the University's staff and students, including gender, gender identity, religion, age, sexuality, nationality, ethnicity, language, functional variations, areas of expertise, political beliefs or socioeconomic background.

Equality: Equality is about ensuring that everyone enjoys the same rights and conditions. Equality ensures that everyone has the same rights and enjoys proper conditions when applying for admission to a degree programme or for a position, while equity ensures that everyone, regardless of background, orientation and needs, is actually able to be offered a place or position.

Equity: Everyone has equal opportunities for participating and contributing, despite differences in background, orientation and needs. Cultures, structures and norms provide equal opportunities for participation.

Faculty VIP: Academic staff member in the job categories tenure-track assistant professor, associate professor and professor.

4EU+: 4EU+ European University Alliance.

Gender dimension: Attention to gender, gender differences and gender (in) equity is integrated into research and teaching activities. For example, project designs, target groups or teaching methods are decided to take account of gender differences and gender (in)equities. The term is also known as sex and gender dimension in English, as it is relevant to take account of both biologically and socially constructed gender.

HEALTH: Faculty of Health and Medical Sciences.

HUM: Faculty of Humanities.

Inclusion: A strong sense of community and belonging among everyone, de-

spite different backgrounds and circumstances. Cultures, structures and norms that are inclusive for everyone regardless of background, orientation and needs.

Interdependent categories of difference: The interdependence of many different discrimination markers that can reinforce inequities and privileges. Also called intersectionality.

KUPA: UCPH 's staff administration system.

L80: A forum for managers across UCPH from the three top organisational levels.

LAW: Faculty of Law.

LDV: The Danish Agency for Finance Management's Local Data Warehouse (payroll data).

LERU: League of European Research Universities.

MA/MSc programmes: Master's degree programmes.

Non-promotable tasks: Duties that are essential for the smooth operation of a workplace, but do not develop competences or contribute to career advancement for the individuals performing them. Importance is not attached to the tasks when promotions are decided and competences are assessed. Examples are practical tasks such as making coffee and laying the table for lunch or meetings, thereby ensuring a good meeting culture, but serving on committees and writing minutes may also be categorised as non-promotable tasks.

SCIENCE: Faculty of Science.

SES: Study environment survey (*Danish abbreviation: SMU*). The SES is a survey among students at UCPH. Also called study survey.

SOCIAL SCIENCE: Faculty of Social Sciences.

STADS: UCPH's student-administrative IT system.

TAP: Technical-administrative staff.

THEO: Faculty of Theology.

UCPH: University of Copenhagen.

UCPH Buildings: *KU Bygninger (KU BYG).*

UCPH Communication: *KU Kommunikation (KU KOM).*

UCPH Education: *KU Uddannelse (KU UDD).*

UCPH HR: *KU HR (KU HR).*

UCPH Innovation and External Partnerships: *KU Innovation og Erhvervssamarbejde (KU INNO).*

UCPH IT: *KU IT (KU IT).*

UCPH Research and Information Security: *KU Forskning og Informationssikkerhed (KU FORSK).*

UL: The University Leadership, UCPH's Rector, Prorectors, the University Director and the Deans.

Universal design: To ensure that processes, products, projects, environments, etc., are usable by all people, to the greatest extent possible, without the need for specialised adaptations to meet individual needs – a diverse 'universal' user is the starting point for the design.

VIP: Academic staff member.

WPA: Workplace assessment *(Danish abbreviation: APV)*. WPA is a mandatory process with the purpose of ensuring that every employee at UCPH has a good working environment.

APPENDIX: CROSS-UNIVERSITY INITIATIVES 2025-2026

The 21 cross-university initiatives are divided into six general and 15 thematic initiatives, which will be launched in 2025-2026.

GENERAL INITIATIVES

0.1: GATHERING AND MAKING RELEVANT RESOURCES AVAILABLE
Developing an online toolkit with tips, knowledge, resources, etc. The kit is planned to include tools for inclusive communication, inclusive conduct of meetings and transparency in decision-making processes.The toolkit should allow for regular updates and adjustments.

Interfaces: DEI employee network, reference group, UCPH Communication, UCPH Education.

Evaluation indicators: Toolkit is ready and available. Number of users (downloads, clicks etc.).

0.2: MAKING (MORE) RELEVANT DATA AVAILABLE
Providing a solution that gathers and presents relevant data for the strategic framework's focus areas and themes. Data sources are expected to be data on the University's student and staff populations, for example, payroll, dropout and funding statistics. The solution is intended to present data at a local level (degree programme/section) so that data can suggest and monitor local initiatives. User involvement will be part of the development and implementation to ensure user-friendliness and the best possible implementation.
Universities Denmark recommends making existing data more accessible to maintain overview.

Interfaces: UCPH BI unit, HR, IT, Education, Finance, Research and Information Security, Innovation and External Partnerships.

Evaluation indicators: Solution is ready and available. Number of users.

0.3: MORE COMMUNICATION ABOUT INITIATIVES AND ACTIVITIES
Developing a communication strategy and awareness campaigns to promote initiatives and activities both internally and externally, for example, via new communication channels and regular promotion and visibility in newsletters, etc.

Interfaces: UCPH Communication.

Evaluation indicators: Increased organisational knowledge of the University's initiatives and activities, for example in the form of a boost in event attendance, visibility in internal and external communication.

0.4: ESTABLISHING NEW ORGANISATIONAL SUPPORT FOR DEI EFFORTS

Consolidating the new governance for diversity, equity and inclusion efforts. Creating supportive structures for the strategic framework (resources, interfaces etc.). Onboarding to the governance structure, including qualifying launch of local initiatives and links to goals plans, etc.

Interfaces: Management, coordinators and others involved in activities under the strategic framework.

Evaluation indicators: Governance is in place.

0.5: ENHANCING TOP MANAGEMENT'S DIVERSITY, EQUITY AND INCLUSION SKILLS

Running a diversity, equity and inclusive management course for the University Leadership as one sequence over a period of 6-12 months.
Universities Denmark recommends boosting inclusive leadership skills.

At a meeting on 15 January 2025, the University Leadership requested that the upskilling course of initiative 0.6 be tested on line managers. This will be incorporated into the process for the University Leadership, which contrary to the initiative 0.6 course will be targeted at top management.

Interfaces: The course is expected to be developed and run in collaboration with an external consultant.

Evaluation indicators: Course has been completed.

0.6: ENHANCING INCLUSIVE LEADERSHIP SKILLS ACROSS UCPH

Running upskilling courses in diversity management for all managers at UCPH to embed diversity and inclusion perspectives in leadership practices. The upskilling will run as one half-day or full-day course for level 3-6 managers. Professors will also be encouraged to attend. Universities Denmark recommends boosting inclusive leadership skills.

Interfaces: UCPH HR.

Evaluation indicators: Number of managers who have completed the upskilling.

THEMES

THEME 1:
RECRUITMENT AND ATTRACTION

1.1: ENSURING A BROAD FIELD OF APPLICANTS FOR VACANCIES

Ensuring a (continued) focus on a broad representation among applicants in the recruitment of Faculty VIP in accordance with the goal of increased diversity among UCPH staff. Experiences in this area are currently being gathered and will be used to see if and how the same focus can be applied to TAP recruitments.

One of Universities Denmark's principles concerning diversity is to break with gendered career paths.

Interfaces: UCPH HR, faculty managements, strategic initiatives concerning an integrated administration (cf. systems and process support).

Evaluation indicators: A complete map of the experiences and results of the efforts to ensure broad representation among applicants, for example via researcher recruitment statistics. Broad applicant fields have been extended to TAP recruitments.

1.2: ENSURING INCREASED BIAS AWARENESS IN JOB POSTINGS

Implementing the recruitment tool *DevelopDiverse*, which screens texts for words and language, across UCPH in accordance with the goal of increased diversity among UCPH staff. The tool has previously been tested in a pilot at SCIENCE and SUND.

One of Universities Denmark's principles concerning diversity is transparent career paths.

Interfaces: UCPH HR, UCPH Education, UCPH Communication.

Evaluation indicators: The tool is in use as per number of users (installed plug-in, number of lookups). Recruitment and population statistics indicate increased diversity among applicants and new hires.

1.3: ENSURING BROAD STUDENT ATTRACTION

Sharing experiences of efforts to ensure broad(er) student attraction, for example initiatives in relation to bridge-building, study start, well-being week, tutor and first-year teaching staff diversity, etc. Making resources and tools available in an online toolkit. Gathering diversity data on student background (gender, social class, etc.) and population, including data on quota-2 intake.

One of Universities Denmark's principles concerning diversity is to break with gendered study choices.

Interfaces: UCPH Education (including their communication network), UCPH Communication, Study Environment Council, strategic well-being initiatives, communities and good leadership.

Evaluation indicators: Experiences have been gathered and shared with, for example, units in the interfaces. Experiences may be included in the 0.1 toolkit as examples and as data sources in solution 0.2. Student intake and population statistics indicate increased diversity.

1.4: INCORPORATING FOCUS ON BIAS, DIVERSITY AND INCLUSION IN THE DEVELOPMENT OF UCPH CRITERIA FOR RECOGNISING MERIT FOR PHDS AND POSTDOCS

Incorporating focus on diversity, equity and inclusion when developing the criteria for recognising merit for PhDs and postdocs to embed such focus from the beginning, including a focus on bias awareness, transparency and breadth in the criteria.

One of Universities Denmark's principles concerning diversity is broad criteria for recognising merit.

Interfaces: UCPH HR, UCPH Research and Information Security, UCPH Innovation and External Partnerships.

Evaluation indicators: Criteria have been established with a strong focus on diversity, equity and inclusion.

THEME 2:
ONBOARDING AND AFFILIATION

2.1: DEVELOPING A PARENTAL LEAVE POLICY

Drafting a UCPH parental leave policy, inspired by, for example, Universities Denmark's recommendations and other universities. Gathering examples from existing local practices for qualification. Developing a parental leave policy in collaboration with the General Collaboration Committee/HSU, including procedures for aligning expectations for parental leave.

Universities Denmark recommends developing a parental leave policy.

Interfaces: The General Collaboration Committee/HSU, UCPH HR, UCPH Finance.

Evaluation indicators: A policy has been established. Parental leave data is included in the evaluation.

2.2: HELPING TO ESTABLISH A PARENTAL LEAVE FUND

Establishing a parental leave fund at UCPH inspired by, for example, Universities Denmark's recommendations and other universities. Gathering examples from existing local practices for qualification.

Universities Denmark recommends establishing such a model for financial compensation.

Interfaces: UCPH Finance (project lead), UCPH HR.

Evaluation indicators: The fund is established and in use.

2.3: SETTING UP AN ONBOARDING MODULE ON DIVERSITY, EQUITY AND INCLUSION

Developing and launching an e-learning module/video with information about the University's approach to diversity, equity and inclusion. The module should include that diversity, equity and inclusion are integrated focal points in the University's staff-policy principles. Together with initiatives 0.1 and 0.3, the module will ensure increased visibility of the area. Efforts are underway to make the e-module compulsory for new employees' onboarding.

Interfaces: UCPH HR, UCPH Education (cf. action plan to support students with functional impairments) and potentially the strategic work in relation to the premise of academic freedom.

Evaluation indicators: The module is established and in use as per number of users/views.

THEME 3: GENDER AND DIVERSITY IN RESEARCH, EDUCATION AND INNOVATION

3.1: APPLYING DIVERSITY TO UCPH EXPERT LISTS
Reviewing the current status of the University's expert lists, including principles for compiling lists and their current diversity. Based on the review, developing criteria/guidelines for making diverse expert lists.
Universities Denmark recommends focusing on researcher diversity on the lists.

Interfaces: UCPH Communication, UCPH Research and Information Security.

Evaluation indicators: Expert lists have been reviewed; new guidelines have been implemented.

3.2: ENHANCING SKILLS IN RELATION TO THE INCLUSIVE CLASSROOM
Looking into what methods and tools are currently used to create inclusive classrooms and communicating broader about such methods in accordance with initiatives 0.1 and 1.3, including, for example, different learning models. Creating and rolling out a PowerPoint template for the visually impaired. If possible, integrating a greater focus on diversity and inclusion in teacher training.

Interfaces: UCPH Education, TEACH (the University's teaching and learning centre), Department of Science Education, Department of Computer Science (research project: Diversity, Equity and Inclusion (DEI) in Computer Science: Bridging Gender and Neurodiversity).

Evaluation indicators: Communication and knowledge sharing have increased. Tools have been included in initiative 0.1's toolkit and are in use (cf. downloads, clicks). Possible integration into teacher training.

3.3: INCORPORATING DIVERSITY, EQUITY AND INCLUSION INTO THE UNIVERSITY'S INNOVATION POLICY
Incorporating focus on diversity, equity and inclusion into the University's innovation policy, including on bias awareness and diversity in methods, target groups etc.

Interfaces: UCPH Lighthouse, UCPH Innovation and External Partnerships.

Evaluation indicators: A revised policy.

THEME 4: ACCESSIBILITY
– PHYSICAL ENVIRONMENT, LANGUAGE AND SYSTEMS

4.1: IMPLEMENTING A UNIVERSAL DESIGN IN THE UCPH PROJECT MODEL
Incorporating a universal design into templates and guidelines for new projects at UCPH, specifically in start-up material for building and renovation projects to embed accessibility in new projects from the beginning. Where accessibility cannot be directly incorporated, there will be recommendations on how to do it.

Interfaces: UCPH Education, UCPH Buildings, UCPH IT.

Evaluation indicators: Universal design/focus on diversity, equity and inclusion has been implemented in project templates.

4.2: ENSURING IMPLEMENTATION OF A SYSTEM FOR REPORTING ACCESSIBILITY ISSUES
Gathering knowledge about the University's current reporting system for errors and defects in buildings focusing on reports of accessibility issues (scope, handling, etc.). Launching initiatives (for example, user tests, broader communication) to ensure knowledge and use of the system.

Interfaces: UCPH Buildings, UCPH Education (cf. action plan to support students with functional impairments).

Evaluation indicators: Number of reports in the system and handling of these; the system is in use and receives reports regarding accessibility.

4.3: BETTER COMMUNICATION ABOUT ACCESSIBILITY AT UCPH EVENTS
Finding good examples of accessibility communication and implementing information templates that can be used when promoting events, courses, conferences etc. to ensure better inclusion of and transparency about attendance options.

Interfaces: UCPH Communication, UCPH Buildings, UCPH Education.

Evaluation indicators: Templates have been developed. Templates are used, which can be seen by downloads and by reviewing event announcements in a given month across all campuses.

4.4: EXPLORING PRACTICES OF INCLUSIVE PARALLEL LANGUAGE USE
Reviewing practices and experiences of parallel language use together with, among others, CIP, and the implementation of the University's parallel language use policy, including system support, use of resources, skills and support offering, language at events, written communication, web communication, etc. Providing a good practices inspiration catalogue.

Interfaces: UCPH HR, Centre for Internationalisation and Parallel Language Use (CIP).

Evaluation indicators: Review has been completed and an inspiration catalogue is available.

THEME 5:
EVERYDAY INCLUSION

5.1: ENSURING INCLUSIVE ROLE TITLES
Reviewing existing practices and any initiatives regarding gender-neutral titles, for example, in councils and committees. Developing a policy on inclusive practices concerning roles, including use of gender-neutral titles to ensure that practices in councils and committees are in line with the *HR Manager* system, which, for example, uses 'chair'.
Universities Denmark recommends paying attention to gendered language, for example in written communication, titles etc.

Interfaces: UCPH HR, Rector's Office, HSU.

Evaluation indicators: Current practices have been identified, and a new policy for inclusive practices is available.