



AARHUS SCHOOL OF ARCHITECTURE

# GENDER EQUALITY, INCLUSION AND DIVERSITY ACTION PLAN

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# ***INTRODUCTION***

## ***THE WORKING GROUP***

This Gender Equality, Inclusion and Diversity (GEID) Plan for Aarhus School of Architecture (AAA) was conceived and created by a working group appointed by the Rector.

The members of the working group were chosen based on written expressions of interest from staff and students.

The members of the working group are:

- Camilla Bank Andersen, teaching assistant professor
- Ruth Baumeister, associate professor
- Antonio Bernacchi, teaching assistant professor
- Carolina Dayer, associate professor
- Joel Letkemann, PhD fellow
- Urszula Kozminska, assistant professor
- Riccelli Laplace Resende, PhD candidate
- Kristine Leth Juul, prorector
- Mia Mimi Flodager, PhD coordinator
- Louise Hauptmann, HR Consultant
  
- Lynn Roseberry, PhD, external consultant/facilitator

A focus group of students provided input to the working group. The members of the focus group were:

- Nini Torp Nilsen
- Clara Søgren Bøjstrup
- Kristina Nielsen
- Michelle Høglund Andersen

This plan was completed in May 2022.

# ***INTRODUCTION***

## ***THE ACTION PLAN***

Top management gave the working group a mandate to prepare an action plan with its starting point in the formulated vision for the area. The action plan is subject to approval by the Rector.

The primary objective of the plan is to ensure that AAA bring[s] into play all talents, regardless of gender, age, nationality/ethnicity, sexual orientation and gender identity, physical or mental barriers, and backgrounds. AAA wants to ensure that there is room to express all the different perspectives represented by this diversity. It is therefore essential to ensure that the AAA create a framework that supports this diversity.

AAA is committed to the principle of gender equality. This means that all people, regardless of biological sex or gender identity, are entitled to equal opportunities and equal treatment. AAA is equally committed to the principle of equality with regard to other personal identity markers and backgrounds.

This plan is based on a model of change described in the European Commission's guidance on Gender Equality Plans (GEPs). It identifies:

- the challenges it seeks to address,
- their causes
- the desired outcomes, including targets
- the set of activities that are required to achieve the aims, and
- indicators to monitor progress.

This plan will first outline the challenges AAA seeks to address, the causes believed to contribute to these challenges, then the desired outcomes, the guiding principles for deciding what actions to take, followed by the actions that will be taken to achieve the desired outcomes. The indicators for monitoring progress are presented in the Annex.



# CHALLENGES

## CHALLENGES

This plan addresses four main challenges:

- Gender imbalances
- Sexist and discriminatory behaviour
- Language and culture differences among faculty and staff
- Embracing people of all gender identities

## GENDER IMBALANCES

Decades of research have shown that when one gender accounts for less than 35% of a work group, negative consequences related to increased gender stereotyping occur.

Gender has the least negative effects when the proportions of men and women are roughly the same in a work group (neither group is less than 40%). Gender differences are not exaggerated, and there is far less gender stereotyping.

### DID YOU KNOW?

*Interest in the effects of gender in organizations dates at least as far back as 1977, when the Harvard Business School research, Rosemary Kanter, published her seminal paper on the effects of gender composition in organizations.<sup>3</sup> Kanter postulated that when women account for less than 35% of the work group, they are singled out as “tokens”, and gender becomes more noticeable, which leads to a range of negative consequences. These occur because token women are seen by the majority as representing all women, allowing perceived differences between women and men to become exaggerated and polarized. As a result, token women experience increased performance pressure, heightened group boundaries, isolation, and confinement to gender-stereotyped roles.*

*Subsequent research has confirmed Kanter’s hypothesis. Effects of gender composition have been reported at levels of social organization ranging from large industrial corporations and government bureaucracies to small face-to-face laboratory groups.<sup>4</sup> Both men and women are affected by minority status, but the effects are generally to the advantage of the men and to the disadvantage of the women – regardless of whether women were in the majority or in the minority.<sup>5</sup>*

# CHALLENGES

## LEADERSHIP AND SENIOR ACADEMIC POSITIONS IN DENMARK

There has been a persistent gender imbalance in senior academic positions at Danish institutions of higher education despite increasing numbers of female university graduates and PhD students.

AAA is part of this pattern. During the last 5 years, at least, most of the associate professors, professors, and management at the school have been men, yet 47% of the architects in Denmark are women.<sup>7</sup>

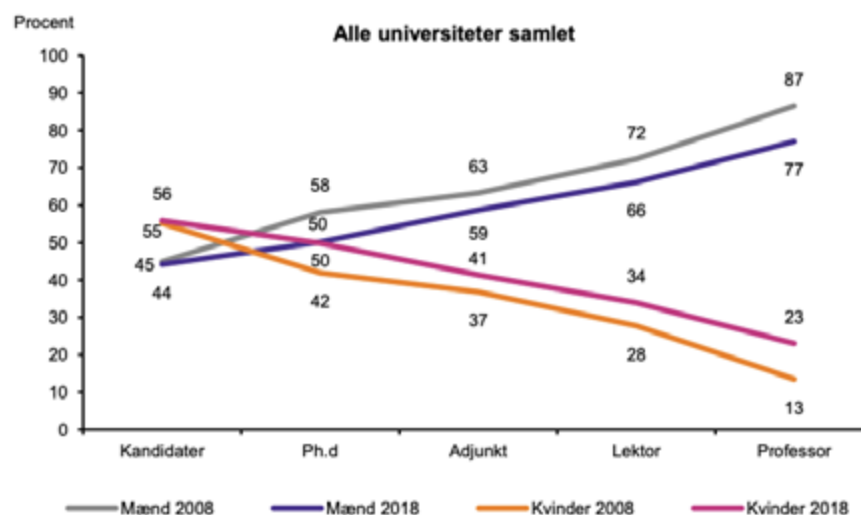
To be fair, it should be noted that the numbers of employees in these positions at AAA are so small, that wide swings in percentages occur with the departure or addition of one or two people.

### DID YOU KNOW?

*In 2018 23 percent of professors at Danish universities were women while the percentage of women at PhD and masters level was a little less than 60% just as it was 10 years before in 2008. There is no indication that the ratio of women among permanent position categories at higher education institutions in Denmark is going to increase significantly in the near future.<sup>6</sup> See Table 1.*

TABLE 1

Percentage of men and women in a typical academic career, Danish universities combined, 2008 and 2018.



Kilde: Uddannelses- og Forskningsministeriet på baggrund af Danmarks Statistis elev- og ph.d.-register samt samt universiteter- nes indberetninger til Uddannelses- og Forskningsministeriet.

# CHALLENGES

## STUDENTS

In 2021 75% of the applicants to AAA were female. 58% of the students accepted to study at AAA were female (see Table 1 below). The proportions of accepted female and male students falls within the range generally deemed to prevent the negative consequences of gender imbalance. However, given the over-representation of women among applicants, it is important to continue to monitor the data and ensure that recruitment and selection processes do not lead to an even greater proportion of female students.

TABLE 2

<b><i>Steps in selection process</i></b>	<b><i>Total</i></b>	<b><i>Men</i></b>	<b><i>Woman</i></b>
Applications	833	294 / 35%	539 / 65%
Selected for home assignment	625	197 / 31%	428 / 68%
Handed in assignment	425	143 / 34 %	282 / 66%
Selected for entrance exam	209	68 / 32,5 &	141 / 67,5%
Selected	111	46 / 41%	65 / 59%

# CHALLENGES

## **SEXIST AND OTHER DISCRIMINATORY BEHAVIOUR: WHAT IT IS**

“Sexism” can be defined as actions or attitudes that discriminate against people based solely on their gender. It rests on beliefs about the fundamental nature of women and men and the roles they should play in society. Sexist beliefs about women and men are often expressed as gender stereotypes, and they typically rank men as superior to women regarding the value of their work and intellectual ability, while they typically rank women superior to men regarding their caring abilities and emotional intelligence. They can be conscious and hostile, and they can also operate outside our awareness as unconscious bias, regardless of how committed we might be to gender equality.

Despite national and international laws prohibiting discrimination, women are still under-represented in decision-making roles, left out of certain sectors of the economy, primarily responsible for unpaid care work, employed in lower-paying jobs, and disproportionately subject to gender-based violence. The sexist attitudes, practices and behaviour that devalue women’s work and intellectual abilities are a contributing factor to these inequalities.<sup>8</sup>

### **DID YOU KNOW?**

*The Danish statute prohibiting sex discrimination prohibits two forms of sexist behaviour: gender-based harassment and sexual harassment.<sup>9</sup>*

*The law defines gender-based harassment as “any unwanted verbal, non-verbal, or physical conduct...in relation to a person’s gender with the intent or effect of violating that person’s dignity and creating a threatening, hostile, degrading, humiliating, or unpleasant climate.” The Danish statute prohibiting discrimination on other grounds includes a similar provision defining harassment based on race, skin color, religion or belief, political opinion, sexual orientation, age, disability, ethnicity or social origin.<sup>10</sup>*

*The law defines sexual harassment as “any unwanted verbal, non-verbal, or physical behaviour...with sexual undertones for the purpose or effect of violating a person’s dignity, in particular by creating a threatening, hostile, degrading, humiliating, or unpleasant climate.”*

*Sexual harassment includes all forms of unwanted sexual attention and can be, for example<sup>11</sup>:*

- *Unwanted touches*
- *Unwanted verbal urges for sexual intercourse*
- *Vile jokes and comments*
- *Irrelevant inquiries about sexual topics*
- *Viewing pornographic material.*
- *Note that the list is not exhaustive.*

*It is important to note that whether something qualifies as harassment – sexual or non-sexual – does not depend on what the intention was. It is enough if the behaviour has the effect of “violating a person’s dignity” or “creating a threatening hostile, degrading humiliating or [merely] unpleasant climate.”*

*It is also important to note that while something may fit the definition of sexual harassment, it does not necessarily mean that the employer can be held liable for it. Furthermore, the determination of whether behaviour constitutes sufficient cause to terminate employment is for the employer to decide, subject to its duty to ensure equal treatment of all its employees.*



# CHALLENGES

## **DID YOU KNOW?**

*A substantial body of research shows that experiencing sexist behaviour is associated with a poorer sense of belonging in the workplace and is also associated with poorer mental health and job satisfaction. Sexist behaviour need not be especially bad to have these effects. Research has shown that less intense but more frequent harmful experiences (e.g., sexist organizational climate and gender harassment) had similar negative effects to more intense but less frequent experiences of harassment (e.g., unwanted touching, demanding sexual favours).<sup>12</sup>*

## **SEXIST BEHAVIOUR IN ARCHITECTURE IN DENMARK**

A recent survey by the Union of Architects and Designers (FAOD) in Denmark revealed that sexist behaviour, including sexual harassment, remains a problem both in the schools of architecture and in the profession.<sup>13</sup> According to the report, 27% of the female and 4% of the male graduates who answered the questionnaire experienced some form of sexual harassment during their studies. Of all respondents ‘in employment’, 12% have experienced some form of sexual harassment within the last two years. Of the group of women ‘in employment’, 15% have experienced some form of sexual harassment within the last two years and of the group of men ‘in employment’, the figure is 6%.

Based on the research on the effects of gender-based and sexual harassment, it is fair to assume that sexist behaviour is a factor in preventing women from attaining positions of leadership in architectural firms.

## **SEXIST AND DISCRIMINATORY BEHAVIOUR AT THE SCHOOL**

The survey conducted in 2021 as part of the workplace environment report (APV) at AAA showed that a small number of research and administrative staff (7% of VIP and 3% of TAP) reported that they had experienced discriminatory behaviour based on gender, ethnicity, health or sexual orientation in the previous 12 months. The working environment consultants who analysed the results concluded that the AAA is well below the national average with regard to discriminatory behaviour. However, they also recommended that the school needs to ensure that everyone knows where they can get help, as the data indicated that some of those who said they had experienced discriminatory behaviour did not know where to get help.

The study environment survey conducted in 2021 similarly showed that a very small number of students experienced bullying, harassment or discrimination on a daily, weekly, or monthly basis (See Annex 1). However, the percentage of students who experienced some form of these behaviours less frequently was significantly larger. For example, 18% reported being excluded from the study community; 10% reported being the object of offensive comments; 4% reported receiving unwanted sexual attention; 7% experienced discrimination; 8% experienced offensive comments about their appearance or gender. The people identified as behaving this way included both employees and students. A large majority of the students who reported experiencing these behaviours reported that they knew where to get help, but there was still a sizeable minority (36 students, representing 15%) who reported that they needed help, but they didn’t know where to go for it.

# CHALLENGES

*Despite the fact that the 2021 survey indicates that discriminatory behaviour is not at all common among employees, and not especially more prevalent among the School's students than elsewhere, it is important to understand that formal reporting is the least common response to sexual harassment.<sup>14</sup> The two main reasons for failure to report is fear of retaliation and outdated, formalistic grievance processes.<sup>15</sup>*

## **DID YOU KNOW?**

*Fear of retaliation can keep people from reporting experiences of sexual harassment and discrimination or even answering questions about these experiences on workplace surveys if the respondents are afraid that others could guess who reported these experiences. This is especially true in smaller organisations.*

## **INCLUDING DIFFERENT LANGUAGES AND CULTURES AT THE SCHOOL**

The research staff and faculty at AAA include people from different countries with different cultures and different languages. However, most of the administrative staff, and most of the research staff, were born, raised, and educated in Denmark.

The cultural diversity represented at AAA brings together diverse perspectives, experiences, and knowledge. Numerous studies show that diversity – both inherent (e.g., race, gender) and acquired (experience, cultural background) – is associated with better decision-making, greater innovation, and business success.<sup>16</sup>

However, the benefits of diversity are rarely obtained without a strong sense of team and organisational inclusion.<sup>17</sup> Only when everyone feels welcome and respected will the organisation be able to benefit from everyone's perspectives and experiences. Rather than glossing over differences, organisations need to pay attention to them.

Making everyone feel welcome and respected in a multi-lingual and multi-cultural organisation can also be challenging. Cultural differences, and differences in language preferences and proficiency can cause misunderstandings and friction.

Friction due to language preferences and proficiency arises in part because AAA is a Danish public institution that must follow Danish administrative law while it also employs a number of staff from other countries who do not speak Danish. Danish speakers have a reasonable expectation that they can speak and write in Danish at work. On the other hand, non-Danish speakers may feel excluded from full participation when professional events and social life at the School are conducted in Danish.

Although AAA has adopted an explicit language policy, these kinds of challenges still arise in the daily activities at school.

# **CHALLENGES**

## ***INCLUDING ALL GENDER IDENTITIES AT THE SCHOOL***

The estimated proportion of gender-diverse individuals (those who do not identify with their assigned biological sex) varies between 0.1 and 2% of the population, depending on the inclusion criteria and where the studies were held.<sup>18</sup>

AAA cannot track what percentage of staff and students at the school are gender diverse since Danish law does not permit collecting data about other genders than male and female. Thus, it should be assumed, for purposes of inclusion, that there are gender-diverse students, staff or faculty at AAA.

Because gender diverse individuals are more at risk of discrimination, bullying and harassment than those who identify with their assigned biological sex,<sup>19</sup> AAA must make sure that gender diverse individuals feel welcome and included regardless of how many gender-diverse individuals there may be at the school or whether they openly identify as gender-diverse.

## CAUSES

Every culture – whether national or organizational – is defined by a collection of social norms – formal and informal rules about how to behave, how to talk, and even how to look. Formal norms include things like legislation or an organization's code of conduct. Informal norms are unwritten, often unspoken, and many operate outside our awareness.

Although the formal norms, guidelines and values in most Danish workplaces and in Danish law prohibit unfavourable treatment based on sex and other personal traits, these formal norms were first adopted within the last 50-60 years. These formal norms challenge deeply rooted informal social norms that have justified inequalities relating to gender, ethnicity, and other factors. Social norms cannot change overnight, and many of the old norms continue to guide thinking and behaviour, often in the form of unconscious biases that operate outside our awareness without any conscious intention to discriminate or cause harm.

Social norms are difficult to change because human beings have a basic, instinctual need to belong to a group. We fear being excluded from our families, social life, work life, and communities. When you do not conform to a social norm, you may be ignored, excluded, bullied or even physically attacked. Our opportunities in a social system therefore depend on the degree to which we conform to prevailing norms. The fear of being ridiculed and ostracised works as a form of social control that can result in maintaining old, discriminatory informal norms. This occurs largely without any intention of discrimination. It happens because social norms seem natural and normal. Deviating from a social norm can feel uncomfortable – maybe even dangerous. Or it may simply be unthinkable.

It is important to remember every organisation is part of the larger society and cannot change all the factors that contribute to popular stereotypes or make it more difficult for certain genders, ethnicities, disabled people, and others to develop their full professional potential or achieve the same level of success as others.

Based on what we know about social norms and the unconscious biases they foster, it is fair to assume that gender imbalances and most experiences of exclusion are due primarily to unconscious biases, social norms and long-standing institutional practices. Working with our knowledge and understanding of unconscious biases will be one of the major initiatives in this plan.

# ***DESIRED OUTCOMES***

## ***DESIRED OUTCOMES***

By focusing on establishing an even more inclusive culture, AAA can meet all the challenges described on the previous page. Achieving gender imbalance in senior academic and leadership positions, however, requires, at minimum, setting specific targets.

The desired outcomes of the current plan are therefore (1) gender balance in senior academic and leadership positions and (2) inclusive culture.

## ***GENDER BALANCE***

To find out whether gender equality, diversity and inclusion goals are being met, organizations must collect data on representation and set numerical targets. However, numerical targets that focus on one gender or specific under-represented groups are inconsistent with an inclusive approach and can backfire because such targets create an impression that these groups need special help. They thus activate an unconscious association with lower status and less value.<sup>20</sup>

Thus, it is important to formulate targets that avoid this problem. Some examples of targets that do not create or reinforce a perception of lower status and less value, include the following:

- 40% men + 40% women + 20% (men, women or non-binary/gender-diverse)
- 35% women + 35% men + 30% without regard to gender
- Maximum 70% of the same gender, ethnicity, generation, or education

Organisations that focus on inclusion use the targets not as quotas but as indicators of the success of their interventions. They keep their focus on minimizing the impact of unconscious bias and promoting an inclusive culture and a work environment that values diversity and gender equality. The quantitative data are simply indicators of how well they are succeeding.

Because we recognize that gender composition can vary by a few percentage points each year and that Danish law does not permit collecting data on other gender categories than male or female, the gender balance target should be defined as 40% men + 40% women + 20% without regard to gender among admitted and graduating students and within all employment categories.

There should be measurable progress toward these targets within a 5-year period and balance should be achieved within a 10-year period.

# ***DESIRED OUTCOMES***

## ***INCLUSIVE CULTURE***

AAA wants to have a working environment and culture that values a high degree of diversity among students and staff. Therefore, we wish to strengthen awareness of how to ensure all these differences are welcome and allowed to come into play at the school in everyday actions and activities.

This means we must sharpen our skills for including the perspectives and experiences of people with various genders, nationalities, physical attributes, cultures, beliefs and other personal attributes in teaching, research, administration, communications, and leadership.

We must ensure that our recruitment, hiring, and promotion processes are designed in a way that minimizes – and if possible, eliminates – the impact of unconscious biases.

We want a work climate and a culture, for students as well as staff, that provides room for great diversity - meaning that we are accommodating, curious and open towards each other. Therefore, we must also ensure that diverse fields of inquiry, expertise, and professional knowledge are represented in our committees, professional networks, communications, public events, and teaching staff.

Finally, we must ensure that those who experience harassment know where they can go for help, and that cases of harassment are dealt with quickly, confidentially, and appropriately.



# ***GUIDING PRINCIPLES***

## ***GUIDING PRINCIPLES FOR ADDRESSING THE CHALLENGES***

Focusing on compliance with anti-discrimination law and codes of conduct does not assure gender equality, diversity and inclusion.<sup>21</sup> While it may protect the organization against legal liability, it does not by itself help the organization to ensure that everyone is – in fact – able to participate as equals in the activities of the organization.

Research shows that organizations achieve positive results from their gender equality and diversity initiatives when they are based on<sup>22</sup>:

- Data
- Voluntary engagement and social accountability
- An inclusive approach

## ***DATA***

To understand where the obstacles to gender equality and diversity are, organization must collect data. It is best to collect data from several sources. Depending on the size and resources of the organization, these data sources can include internal data on gender composition of job applicants at each stage of the recruitment and hiring process, employee and student surveys, focus groups and exit interviews.

## ***VOLUNTARY ENGAGEMENT AND SOCIAL ACCOUNTABILITY***

Organizations have traditionally preferred a command-and-control approach to working with gender equality, diversity and inclusion. Mandatory training, rules about what people can say and do, and grievance procedures fall under this category. Yet this approach is contrary to what we know about how to motivate people to do things. Decades of social science research have shown that this approach leads to backlash, less diversity and more gender inequality.<sup>23</sup>

Because the AAA is an institution of higher education, the principle of voluntary engagement is particularly important to protect academic freedom and the right to freedom of speech.

# GUIDING PRINCIPLES

## **DID YOU KNOW?**

*Successful gender equality, diversity and inclusion initiatives rely on measures that promote social accountability.<sup>24</sup> The idea is to design interventions that play on people's desire to look good in the eyes of others. Task forces consisting of volunteers appointed by the organisation's leader is one proven way to promote social accountability and support for gender equality, diversity and inclusion work.<sup>25</sup> The task force collects and looks at data on gender equality, diversity and inclusion on a regular basis, invites input from the organization, and makes suggestions for new initiatives or adjustments in existing ones.*

## **INCLUSIVE APPROACH**

An inclusive approach focuses on fostering the processes, culture, behaviour, and mindset that embrace and respect all people in all their diversity. It does not single out certain people for inclusion. It is about ensuring that the diversity of knowledge, perspectives, information, and ideas present in an organisation and the community it serves are being used and applied.<sup>26</sup>

Research shows that diversity initiatives that do not follow an inclusive approach – by simply focusing on increasing the numbers of people representing different groups backfire.<sup>27</sup>

# ***IMPLEMENTATION***

## ***INSTITUTIONAL FRAMEWORK AND RESOURCES FOR IMPLEMENTATION***

AAA wishes to establish an ongoing process that encourages self-reflection, voluntary initiatives, regular review of processes and practices, and identifying areas for improvement or new initiatives.

The process consists of four components:

- Leadership
- A Gender Equality, Inclusion and Diversity Committee, appointed by AAA's top management
- Collection and monitoring of data
- Training and capacity building

## ***LEADERSHIP***

AAA's top management, consisting of the Rector, Prorector, Director of Administration, Head of Education, and Head of Research, is ultimately responsible for implementation of the GEID plan.

Top management has responsibility for:

- Ensuring that the organisation's policies, processes, systems, and practice across all functions in the organisation support achievement of the goals of the GEID plan
- Deciding the framework and allocating resources for implementation and further development of the GEID plan
- Ensuring that there are relevant and proportional consequences for harassment of any kind.
- Prioritising initiatives
- Reviewing implementation of the GEID plan on an annual basis and identifying areas for improvement
- Appointing members of GEID Committee
- Requesting and receiving regular and relevant input and advice from the GEID Committee
- Communicating the purpose and results of implementation of the GEID Plan to the School students and staff.
- Participating in capacity training and promoting initiatives.

# ***IMPLEMENTATION***

## ***INCLUSION AND DIVERSITY COMMITTEE***

Implementation of the GEID plan will be supported by a Gender Equality, Inclusion and Diversity (GEID) Committee, consisting of representatives of management, employees and students. AAA's top management will appoint the members of the committee, drawing from the following employee groups and students as follows:

- 2 Students
- 3 VIP representatives– 1 PhD, 1 assistant professor, 1 associate professor or full professor
- 1 TAP representative
- 1 HR representative
- 1 Leadership representative

The committee should be as gender balanced as possible consisting ideally of 40% men + 40 % women + 20% without regard to gender.

The role of the GEID committee is to:

- Support implementation of the action plan
- Provide a forum for students and staff to raise issues and concerns about gender equality, diversity and inclusion and AAA's GEID plan
- Receive suggestions for improvements
- Initiate and support constructive dialogue throughout the school about gender equality, inclusion and diversity issues within the school
- Advise the AAA's leadership
- Provide input to top management's review of the GEID plan
- Recommend additional initiatives and encourage voluntary/grass root initiatives to arise

The committee will work in collaboration with Communication, Student Counselling, and other units within AAA where relevant and should report annually to top management on its activities and results.

The GEID Committee will abide by the principles of engagement and dialogue in all its activities. It will have no authority to control, censor or sanction the decisions, speech, or behaviour of any employee or student of AAA.

## ***DATA COLLECTION AND MONITORING***

AAA will collect data used as indicators that measure progress toward achieving gender equality and inclusive culture. Indicators are specific, observable, measurable characteristics, used to show changes or progress toward achieving a specific outcome, e.g., gender composition of students and faculty, results of working and study environment surveys.

# **IMPLEMENTATION**

AAA will collect sex/gender disaggregated data on personnel and students, with annual reporting based on the chosen indicators. Top management will consult with HR or other relevant staff to determine what is required to collect, report, and monitor the data, and allocate the necessary resources.

## **CAPACITY BUILDING**

Capacity building activities include workshops, meetings, presentations, and events for staff and students, and for the GEID Committee. The GEID will have primary responsibility for proposing capacity building activities focusing on four subject areas:

- **Inclusive working and study environment:**
  - Inclusive interactions and collaboration
  - For administrative staff
  - For research and teaching staff
  - students
- **Inclusive meetings and decision-making**
  - For leaders in administration, research and teaching
- **Inclusive physical environment**
  - For leaders in administration, research and teaching
- **Sexual harassment**
  - For employees and students: bystander training
  - For leaders: ethical infrastructure and response mechanisms for faculty, staff and students
- **Unconscious bias, diversity and gender equality in recruitment and career progression**
  - For faculty and staff: unconscious biases and how to reduce or eliminate their impact when evaluating work and applications
  - For leaders: unconscious biases and how to reduce or eliminate their impact in hiring and promotion processes
- **Integrating the gender dimension into research and teaching**
  - Funding applications
  - Propose guidelines for lecture series

Training and capacity building should be, as much as possible, incorporated into already existing activities and through dialogue between the GEID Committee and relevant staff on specific issues within the four subject areas.

The GEID Committee should keep written records of both formal training and informal capacity-building activities for purposes of annual reporting on its activities. This could be done by keeping minutes of the GEID Committee meetings.

# ***PLAN***

## ***THE GEID ACTION PLAN***

The GEID Action plan will be implemented in phases over the next 3-5 years, beginning in the spring/summer of 2022, as shown in Table 3. Responsibility for the different actions will be delegated as shown in Table 3).



GOALS	ACTIONS			
	YEAR 1	YEAR 2	YEAR 3	YEAR 4-5
<b>GENDER BALANCE</b>	<b>Leadership</b> <ul style="list-style-type: none"><li>• Training in avoiding unconscious bias in recruitment</li></ul> <b>Data</b> <ul style="list-style-type: none"><li>• Establish baseline to track trends in gender composition of staff</li></ul>	<b>Gender Equality, Diversity &amp; Inclusion Committee</b> <ul style="list-style-type: none"><li>• Training in unconscious bias</li></ul> <b>Data</b> <ul style="list-style-type: none"><li>• Data collection and tracking of gender composition</li></ul>	<b>Recruitment Staff</b> <ul style="list-style-type: none"><li>• Training in unconscious bias in recruitment</li></ul> <b>Data</b> <ul style="list-style-type: none"><li>• Data collection and tracking continue</li></ul>	<b>Admission staff</b> <ul style="list-style-type: none"><li>• Training in unconscious bias in admission</li></ul>
<b>INCLUSIVE CULTURE</b>	<b>Gender Equality, Diversity &amp; Inclusion Committee</b> <ul style="list-style-type: none"><li>• Dialogue meetings with Curriculum review committee - regarding guidelines for lecture series</li><li>• Dialogue meetings with Students - regarding support for students with children and students who experience sexism/discrimination</li><li>• Dialogue meeting regarding language policy</li></ul> <b>Facilities</b> <ul style="list-style-type: none"><li>• New, gender-inclusive signs for toilets (non-binary)</li><li>• Voluntary inclusion of gender pronouns in e-mail signatures &amp; website information</li><li>• Diaper changing stations</li></ul> <b>Leadership</b> <ul style="list-style-type: none"><li>• Training in inclusive meeting culture</li></ul> <b>Communications</b> <ul style="list-style-type: none"><li>• Communicate actions internally at the school</li></ul>	<b>Leadership</b> <ul style="list-style-type: none"><li>• Training in sexual harassment/bystander training</li></ul> <b>Gender Equality, Diversity &amp; Inclusion Committee</b> <ul style="list-style-type: none"><li>• Making room for voluntary initiatives</li></ul>	<b>Selected students and staff</b> <ul style="list-style-type: none"><li>• Bystander training</li></ul> <b>Gender Equality, Diversity &amp; Inclusion Committee</b> <ul style="list-style-type: none"><li>• Making room for voluntary initiatives</li></ul>	<b>Voluntary student and staff</b> <ul style="list-style-type: none"><li>• Bystander training</li></ul> <b>Gender Equality, Diversity &amp; Inclusion Committee</b> <ul style="list-style-type: none"><li>• Making room for voluntary initiatives</li></ul>

TABLE 3

## DANMARKS STUDIEUNDERSØGELSE 2021 - AARHUS SCHOOL OF ARCHITECTURE

### 1.5 DCUM modul om mobning, chikane og diskrimination

Tabel 24: I hvilket omfang er du inden for de sidste 12 måneder blevet udsat for følgende under din nuværende uddannelse

	Dagligt	Ugentligt	Månedligt	Sjældnere	Aldrig	Statistisk usikkerhed
Ignoreret eller udelukket fra studiefællesskabet	1% 2	4% 9	3% 8	18% 45	74% 182	+/- 4,8 %
Fået stødende, grove eller nedladende kommentarer	0% 0	0% 1	4% 11	10% 25	85% 209	+/- 4,8 %
Udsat for uønsket seksuel opmærksomhed (f.eks. kommentarer, uønskede fys)	0% 0	0% 1	0% 1	4% 9	96% 235	+/- 4,8 %
Forskelsbehandlet (f.eks. på grund af seksuel orientering, religion, køn, etnicitet)	0% 0	1% 2	2% 6	7% 16	90% 222	+/- 4,8 %
Truet med vold eller oplevet truende adfærd	0% 0	0% 0	0% 0	2% 4	98% 242	+/- 4,8 %
Slået, skubbet, sparket etc.	0% 0	0% 0	0% 0	1% 2	99% 244	+/- 4,8 %
Dit udseende eller køn er blevet kommenteret på en måde, du fandt ubehagelig	0% 0	0% 1	0% 1	8% 20	91% 224	+/- 4,8 %
Blevet rørt ved, omfavnet eller kysset på en måde, du ikke ønskede	0% 0	0% 1	0% 0	2% 5	98% 240	+/- 4,8 %

## **INDICATORS FOR MEASURING PROGRESS**

Indicators are specific, observable, measurable characteristics, used to show changes or progress toward achieving a specific outcome, e.g., gender composition of students and faculty, results of working and study environment surveys.

### **GENDER EQUALITY INDICATORS**

Where possible, the following data should be collected on an annual basis to track progress. Where practical problems of collecting data exceed the resources available for collection, top management should delegate responsibility for finding alternative solutions, e.g., different data collection systems, allocation of additional resources. Danish law does not currently permit collection of data about gender identity. The only legal means of collecting data on gender is to use CPR numbers, which are legally registered by THE SCHOOL.

Where it is not possible to collect the kinds of data indicated below, due to lack of resources or other issues, THE SCHOOL leadership must be made aware of these issues and decide what, if anything, can and should be done to solve them.

- Staff numbers by gender at all levels, by disciplines, function (including administrative/support staff) and by contractual relation to the organisation
- Numbers of women and men in academic and administrative decision-making positions (e.g., boards, committees)
- Numbers of female and male candidates applying for different positions
- Numbers of men and women selected from job applicants
- Numbers of women and men having left the organisation in past years, specifying the numbers of years spent in the organisation
- Numbers of enrolled female and male students at all levels and for all disciplines
- Numbers of men and women among applicants to study programs
- Numbers of men and women selected from applicants to study programs

### **INCLUSIVE CULTURE INDICATORS**

Data on how staff and student experience the culture at THE SCHOOL can be collected from surveys. The survey questions should be formulated with the help of experts and draw on recent research on measuring the experience of inclusion in organizations. Recent research has shown that questions like the following are helpful in measuring inclusive culture :

- Fair treatment: "Employees at my organization are rewarded and recognized fairly for their professional achievements."
- Integrating differences: "Employees at my organization respect and value each other's opinions."
- Decision making: "Members of my team fairly consider ideas and suggestions offered by other team members."
- Psychological safety: "I feel welcome to express my true feelings at work."
- Trust: "Communication we receive from the organization is honest and open."
- Belonging: "People in my organization care about me."
- Diversity: "Managers at my organization are as diverse as the broader workforce."

THE SCHOOL should obtain expert advice to formulate similar questions appropriate to the context of THE SCHOOL and include them in the workplace environment evaluations (Arbejdsplassvurderinger). Similar questions should also be included in study environment surveys.

# REFERENCES

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- <sup>9</sup> Ligebehandlingsloven, lovbekendtgørelsen nr 645 af 08/06/2011. <https://www.retsinformation.dk/eli/lta/2011/645>
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- <sup>13</sup> Forbundet Arkitekter og Designere, Medlemsundersøgelse om Sexisme og Seksuel Chikane: Resultat Rapport, March 2021. [https://faod.dk/wp-content/uploads/2021/03/Medlemsundersogelse\\_FAOD\\_Sexisme-og-seksuelle-krænkelser\\_2021.pdf](https://faod.dk/wp-content/uploads/2021/03/Medlemsundersogelse_FAOD_Sexisme-og-seksuelle-krænkelser_2021.pdf)
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