

Gender equality plan until 2028

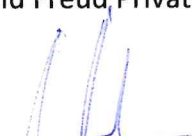
Sigmund Freud University

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1. General objective and public commitment

As a university, the Sigmund Freud Private University (SFU) takes its social role model function seriously. It not only promotes careers, but also personalities (see SFU mission statement). This includes welcoming students and staff in all their diversity and empowering them to take on social responsibility. The university aims to compose its structure in a way that reflects the diversity of society which includes the student body and staff on all hierarchical levels. The university's declared aim is to offer all students a space that is characterised by appreciation and security. As an employer, it is committed to creating an environment in which all employees are treated equally. For SFU, equality means creating a fair and respectful working and study environment.

a. Reduce discrimination and exclusion mechanisms

The SFU is committed to consistently counteracting all discrimination mechanisms that structure our society at all levels. In the spirit of an anti-discriminatory academic and working culture, disparaging or disrespectful behaviour and all forms of violence are not tolerated (see Code of Conduct of the SFU).

This gender equality plan is dedicated to the measures necessary to implement equality, gender equality and diversity in working and academic life. As a European university, Sigmund Freud University is expressly committed to this mission and is therefore also committed to the fundamental value of the European Union: "In all its activities, the Union shall aim to eliminate inequalities and to promote equality between men and women." The SFU is thus orientated towards the EU's Gender Equality Strategy and the five recommended fields of action. At the same time, this gender equality plan expands the topic of equality to include further social dimensions. It is based on a broad understanding of discrimination that encompasses different categories of unequal treatment.

SFU is committed to the equal treatment of all university members in the sense of the absence of discrimination. In order to compensate for de facto discrimination, it also provides special support - in the form of positive measures - to certain disadvantaged groups. These include, for example, instruments for the advancement of women or measures to compensate for disadvantages for people with a disability and/or chronic illness.

In order to reduce discrimination mechanisms in the long term, data on the needs of university members with regard to equality and diversity is collected and evaluated annually and measures are developed on this basis. A Coordination Office for Gender Equality, Diversity and the Advancement of Women (Ko-GDF) and the Equal Opportunities Committee (AKGI), which was established in January 2024, are responsible for this.

The responsible institutions and the university's governing bodies must continuously develop and document the standards of equality and anti-discrimination.

b. Understanding discrimination and intersectionality

SFU rejects any form of discrimination. This includes, in particular, racism, anti-Semitism and any form of discrimination relating to gender identity and sexual orientation

(ascribed or actual) and/or ascribed or actual characteristics such as age, religion and/or ideology, chronic and/or mental health disorder and/or disability/impairment, social origin or social status and physical characteristics. The forms of discrimination mentioned are not an exhaustive list. Forms of discrimination are subject to change over time and vary depending on the context. The University is therefore committed to promoting an organisational culture in which an active and continuous exchange on equality-related topics and forms of discrimination is possible for all members of the University.

Discrimination can occur directly and indirectly. It takes place both as an individual or interactional act and at a structural or institutional level and must therefore be addressed at all of these levels. The decisive factor for categorising an action as discrimination is, in particular, the result, i.e. its effect.

The SFU understands discrimination intersectionally: different forms of discrimination are interrelated and cannot be considered separately. Every person has multiple characteristics and affiliations and therefore cannot and should not be reduced to a single (ascribed or actual) characteristic. An intersectional approach to discrimination involves focussing in particular on multidimensional discrimination.

c. Equality as a process and cross-cutting issue

Equality, anti-discrimination and the promotion of diversity are cross-cutting issues that constantly affect all organisational units, academic, administrative and general university staff as well as all students. Therefore, equality and discrimination issues must be addressed across the board. Equality and anti-discrimination are a process. SFU aims to actively promote this process and to involve all organisational units and university members in this process step by step in a productive and appreciative manner. This process is accompanied on an ongoing basis by training and further education courses that focus on raising awareness, developing and sharpening equality and anti-discrimination skills and communicating equality-related topics to all organisational units. These training sessions are primarily developed, coordinated and implemented by the newly created Coordination Centre for Gender Equality, Diversity and the Advancement of Women (see section 3). All organisational units are also encouraged to offer such training and further education in the area of equality for employees and students.

d. Development Plan and target agreements

Equality and anti-discrimination objectives must be included in the SFU's Development Plan and in the target agreements between the organisational units and the Rectorate. In each development plan, all organisational units must state their plans regarding equality and anti-discrimination.

The Office for Gender Equality, Diversity and the Advancement of Women (Ko-GDF) and the Equal Opportunities Committee (AKGI) should be consulted in an advisory capacity when developing measures relevant to gender equality and must be informed about the measures defined in each case.

2. General provisions and legal references

a. Legal basis

The legal basis for this gender equality plan is the Austrian Federal Constitution Act (B-VG), the Equal Treatment Act (GIBG), the Federal Disability Equality Act (BGStG), the Disability Employment Act (BEinstG) and the Private Higher Education Act (PrivHG). The gender equality plan also serves to implement relevant EU directives, in particular Directive 2006/54/EC and Directive 2000/43/EC. At the individual places of implementation outside Austria, the respective country-specific legal bases are added.

b. Scope of application

The gender equality plan applies without exception to all members of the SFU - both employees and students - to all bodies and committees of the university and to all persons who apply for admission as members of the university. The anti-discrimination principle also applies to all other persons on campus.

c. Period and scope of validity

This gender equality plan is valid until 2028. The Equal Opportunities Committee (AKGI), the Rectorate and the Senate will review its effectiveness no later than four years after the gender equality plan comes into force. On the basis of this evaluation and in view of current developments, the gender equality plan will be adapted. In the event of a change in the legal basis or an acute need for adjustment, parts of the gender equality plan may be amended before the end of the aforementioned period.

As the Sigmund Freud Private University is accredited under Austrian law, this gender equality plan serves as the basis for all locations where it is implemented (Vienna, Linz, Ljubljana, Paris, Milan, Berlin). The university endeavours to adapt it as necessary in accordance with the respective national legislation and specific local conditions.

d. Entry into force

This version of the gender equality plan will enter into force upon publication on the SFU website in January 2024.

e. Publication

The current version of the gender equality plan must be published on the University's website in German and English. This also applies to the annual equality report. The visibility of equality and anti-discrimination measures is also ensured by providing up-to-date information on the university's social media platforms.

3. Infrastructure and facilities: Equal Opportunities Committee (AKGI) and Office for Gender Equality, Diversity and the Advancement of Women (Ko-GDF)

The Equal Opportunities Committee (AKGI) is an independent body that deals with enquiries and acute complaints relating to equal opportunities and offers advice to all members of the university. The Equal Opportunities Committee is responsible for monitoring compliance with equal treatment regulations for new hires and in career planning. Its tasks also include participating in and monitoring appointment and habilitation procedures as well as tenure-track procedures (see section 4f). Detailed information on how the Equal Opportunities Committee works is available to all university members and the public online on the SFU website.

From 2024, an office management team will be set up for the Equal Opportunities Committee to take on administrative tasks in particular. The members of the Equal Opportunities Committee are released of their regular duties for committee work. In order for the Committee to adequately fulfil its comprehensive tasks, it will be guaranteed access to financial resources as required (e.g. for mediation, legal advice, external expert opinions).

Furthermore, the Office for Gender Equality, Diversity and the Advancement of Women (Ko-GDF) will be established from January 2024. It is responsible for monitoring the implementation of the existing gender equality plan (monitoring and evaluation) in a participatory process with all relevant stakeholders and in close cooperation with the Equal Opportunities Committee, and for developing further equality objectives and measures on this basis. A central task of the Office for Gender Equality, Diversity and the Advancement of Women is the development, coordination and implementation of training and further education in the area of gender equality and diversity for all members of the university on the basis of regularly collected equality-related data (see section 5.a). The main focus here is on raising general awareness and communicating equality-related topics in order to strengthen competences in the areas of anti-discrimination among all university members. Other core tasks of the Office for Gender Equality, Diversity and the Advancement of Women are the development of career support programmes for marginalised groups, the promotion of intersectional gender research and the provision of expertise and advice for university management.

4. Anti-discrimination and Equality

The SFU is committed to always taking into account all dimensions of discrimination, which are itemised below. This applies in particular to personnel procedures, admission procedures, the filling of (management) positions, appointments to collegial bodies, the determination of remuneration in the employment contract, the type, time limit and extent of the employment relationship, the granting of financial support (e.g. performance and funding scholarships), the granting of compensatory measures (e.g. possibility of assistance, different examination modalities, flexible working hours in the case of care responsibilities for children or relatives requiring care) and room allocations.

a. Discrimination on the basis of gender

For the university, gender equality includes the targeted advancement of women and measures to reduce sexism. It also includes the creation of a gender-reflective environment in which discrimination against trans*, inter* and non-binary people is consistently countered.

In order to achieve full equality for university members of all genders, the SFU is orientated towards the subject areas recommended by the European Commission:

- 1) Work-life balance (compatibility) and organisational culture
- 2) Gender equality in leadership and decision-making
- 3) Gender equality in recruitment and career development
- 4) Integration of the gender dimension in research and teaching content
- 5) Measures against gender-based violence and discrimination, sexualised violence and harassment

SFU attaches great importance to all of these areas.

University employees undertake to respect the gender self-determination of their counterparts. This includes, for example, consistently using the form of address, name and pronoun of the person's choice. Discrimination against trans*, inter* and non-binary people, for example by denying their gender identity, repeated invasive questions, derogatory comments or outing, will not be tolerated. The SFU has also set itself the goal of no longer using forms etc. that reflect an exclusively binary understanding of gender (male/female). A guideline for the consistent use of gender-equitable language in internal and external communication is already available (University Communication Manual).

b. Discrimination on the grounds of disability, chronic illness and/or mental health disorder

The SFU is orientated towards the social model of disability, which focuses on barriers and structural discrimination, i.e. the extent to which people *are* hindered by existing structures. In order to reduce barriers at the SFU, a comprehensive context and structural analysis is initially planned, which will analyse the following aspects in particular:

- How can disabilities, chronic and mental illnesses be adequately taken into account in examination procedures in terms of compensation for disadvantages?
- How can SFU support students and employees with assistance needs?
- How can compensation for disadvantages in teaching be guaranteed in a standardised and appropriate manner? (e.g. possible compensation for absences due to illness)
- What structural changes are necessary at the respective locations where the SFU is held in order to remove barriers (e.g. wheelchair-accessible entrances and sanitary facilities, guidance systems for the blind, barrier-free workplaces)?
- What measures are required to increase accessibility in internal and external communication? (e.g. accessibility of documents and online resources, removal of barriers for blind/visually impaired and deaf people)

As part of the application and admission process, SFU endeavours to create fair conditions by making the application process as inclusive and accessible as possible.

In the area of teaching, transparent and discrimination-sensitive processes are being developed that temporarily exempt students with a mental or chronic illness and/or disability from teaching, if necessary, and provide alternative options for attendance, collaboration and proof of performance. A procedure is being set up for this purpose, which will lead to the development of an "Equality Passport".

c. Racism

The university takes a clear stance against all forms of racism. In addition to anti-Black racism and colonial racism, this includes anti-Muslim racism, racism against Roma and Sinti, anti-Asian racism and anti-Slavism.

Discrimination against people on the basis of their origin, their (actual or ascribed) history of flight or migration (or their family's history of flight or migration) is not tolerated at the university.

As a next step in anti-racist practice, the university is aiming to organise further training and awareness-raising opportunities for non-affected students and staff on the one hand, and empowerment opportunities for affected staff and students on the other.

d. Anti-Semitism

The SFU takes a consistent stance against anti-Semitism. This includes, for example, not tolerating the spread of anti-Semitic conspiracy ideologies.

The university takes anti-Semitism seriously as a structural problem and ensures that it is addressed. It provides Jewish members of the university with all necessary protection against discrimination.

The dimension of anti-Semitism will be taken into account in the planned data collection (see section 4a) and actively addressed in awareness-raising measures.

e. Classism

Classism refers to discrimination against people based on their social background and/or social status. This dimension includes, for example, disadvantages due to low financial resources and/or difficult access to formal education.

The University's aim is to achieve the highest possible level of social permeability despite the given conditions of having to pay tuition fees privately. This includes providing (merit-independent) scholarships for students and continuously reviewing and expanding existing support measures.

Teachers are called upon to take into account the life situation of students who are dependent on gainful employment in parallel to their studies, for example by offering different ways of fulfilling the seminar requirement in consultation with the respective faculty.

At the personnel level, the endeavour to achieve the greatest possible social permeability includes, for example, making it easier for career changers or people with (supposedly) non-straightforward educational or employment biographies - who have completed a second-chance degree, for example, or have obtained further qualifications while working - to be employed at the university.

Classist devaluation and unequal treatment are explicitly addressed in the SFU's awareness-raising and empowerment programmes on anti-discrimination issues.

f. Age-related discrimination

The University opposes all age-related discrimination, regardless of whether it affects people because they are (supposedly) young or (supposedly) old. Intersections with other dimensions of discrimination, such as specific discrimination against young or old women, must be taken into account.

Sensitivity to age-related discrimination means, for example, thinking about and visualising different phases of life and responsibilities in teaching, instead of assuming that all students are young.

In recruitment procedures, care must be taken to ensure that age does not result in discrimination either at the bottom or at the top. Discrimination against people based on the phase of life attributed to them (e.g. with regard to pregnancy/family planning) is not tolerated. In order to counteract disadvantages affecting society as a whole, care is taken to actively address groups of people who are affected by age discrimination on the labour market, such as women over 50, when recruiting for new positions.

g. Discrimination based on religion and/or belief

SFU sees itself as a secular educational institution that does not favour or discriminate against any religion or religious institution.

In order to combine the fundamental right of freedom of religion with diversity in practice, SFU endeavours to create visibility for religious diversity - for example by congratulating people on various public holidays. As far as operationally possible, SFU takes into account public holidays of the various recognised religious communities and churches, for example in the scheduling of staff and examinations. It also examines the extent to which members of recognised religious communities can have their everyday lives made easier in organisational terms, for example through access to a prayer room.

h. Discrimination on the basis of sexual orientation

The SFU wants to be a safe place for people of all sexual/romantic orientations. Queer lifestyles are therefore made visible and considered as a matter of course - but without exposing individuals. Outing others and any homo-, bi- or queer-hostile statements are not accepted.

Queer family constellations are part of lived reality and the SFU welcomes them. In practical terms, this means, for example, that custody responsibility for children is recognised even if there is no legal recognition of parenthood (yet).

i. Intersectionality and multidimensional discrimination

The university endeavours to take into account the interaction of different dimensions of discrimination and the difficult situation of multidimensionally discriminated persons. For example, how do racism and sexism interact, what consequences does this have for Black women and women of colour in the university team - and how can any disadvantages be avoided? What specific challenges do students face, for example, who are financially precarious and at the same time dependent on various aids due to a disability - and how can the university provide relief for them?

The SFU aims to continuously address such issues in order to take account of multidimensional discrimination, for example in affirmative action and complaints management.

Intersectional perspectives are also incorporated into teaching.

5. Overarching strategies

a. Data collection, monitoring and evaluation

In order to create the basis for further equality strategies, a comprehensive qualitative and quantitative data collection is planned as a key measure for 2024. The data collection is based on the fields of action that are broken down below (section 4). It will take a participatory approach. In addition to surveys and the structured processing of existing data (for example on gender balance in management positions and career development, the gender pay gap or experiences with bullying), the data collection includes workshop and interview formats to record the specific needs and experiences of university members of all status groups, in particular the input of socially marginalised individuals.

The monitoring and evaluation of the gender equality plan is primarily carried out by the Office for Gender Equality, Diversity and the Advancement of Women (Ko-GDF) created in January 2024 (see section 3). It reviews the achievement of key milestones. On the basis of the monitoring, it can submit proposals to the university management for the adaptation and expansion of equality measures.

The equality measures are evaluated annually. At the end of the term of this gender equality plan (2027/2028), a participatory data collection process will be carried out again, involving the same stakeholders as at the beginning.

b. Authorisation procedure

Admission procedures to degree programmes must be designed in such a way that they do not lead to any discrimination. The University endeavours to develop criteria that are sensitive to gender equality and discrimination and a guideline based on these criteria. They are intended to support those responsible for the admission procedure in ensuring that all applicants have a fair procedure.

c. Compatibility and work-life balance

The University sees it as its duty to create a framework that enables the full compatibility of family caring responsibilities with working life or studies.

This is based on a broad understanding of the term "family": it encompasses all forms of private cohabitation in which long-term responsibility is assumed for other people. Different circumstances in the area of private life are respected by superiors.

The university promotes flexible working time models (e.g. flexitime) as an important prerequisite for compatibility. In addition, SFU expressly supports parental leave for people of all genders. University members must not be hindered in their career development due to part-time employment, parental leave or special leave to fulfil family obligations. This means that it must be possible to reach and fulfil management positions when working part-time or taking parental leave. The current situation in this regard and the necessary measures for improvement will be identified as part of the data collection planned for 2024.

SFU encourages all members of the university to question stereotypical gender roles and the normative distribution of family caring responsibilities. This means, for example, encouraging men to take parental leave. Queer people with caring responsibilities must be treated equally. Supervisors and teaching staff are encouraged to take the specific challenges of single parents into account, for example by making working hours as flexible as possible. It is important to SFU to enable students with child(ren) and students who care for relatives to study without disadvantages.

d. Teaching

The university provides a modern range of courses. An integral part of this - as set out in the Code of Conduct - is to represent and communicate basic principles of equal treatment, diversity and gender equality.

The university aims to embed gender studies and intersectional perspectives that are critical of discrimination even more deeply in the curricula of all degree programmes - in the form of courses with a corresponding focus, but also as cross-cutting topics in courses with a different content focus.

Questions of representation and diversity are of central importance here. On the one hand, this applies to the research literature used. It is the task of lecturers to include literature by researchers from marginalised social positions in their curricula and literature lists. Similarly, when organising lecture series, inviting guest lecturers and the like, diversity in content and perspectives must be taken into account. On the other hand, this applies to the teaching staff themselves. The university is committed to gender diversity and diversity in the teaching staff and is actively committed to ensuring that socially marginalised teaching staff teach at the university.

Another goal of the SFU is to promote, test and continuously develop inclusive and innovative forms of teaching and science communication. This includes, for example, participatory approaches aimed at cooperation between research, teaching and practitioners. The university thus encourages its employees to enrich teaching through cooperation with external individuals, institutions and

associations, especially if they can contribute expertise from socially marginalised positions (e.g. self-representation organisations).

Possible barriers must be taken into account in didactics. Methodological diversity is an important tool for reducing these barriers. Accordingly, the university attaches great importance to the methodological and didactic further qualification of teaching staff, especially if this enables gender-sensitive and discrimination-sensitive perspectives to be integrated into teaching.

As the next important step towards reducing barriers, the university is endeavouring to develop a discrimination-sensitive procedure to ensure that students with a mental and/or chronic illness and/or disability are not disadvantaged during their studies. The focus here is on the development of criteria that make it possible to compensate for disadvantages in areas such as attendance and examination performance.

e. Research

The University is committed to promoting women and socially marginalised persons in research and in academic qualification with the aim of achieving the ability to pursue a career. This aspect is taken into account when allocating funds. Research projects by women, trans*, inter* and non-binary persons are particularly supported at the university.

Supervisors in the scientific field are required to actively encourage women and marginalised persons to conduct research and advance their qualifications. No one should be at a disadvantage if they have caring responsibilities for family members.

As an institution committed to innovative research, the University promotes gender-sensitive and intersectional research approaches. The university endeavours to provide its own funds for this purpose, which are allocated taking into account the positioning of the researchers.

f. Personnel planning, recruitment and career development

The active promotion of gender equality, diversity and anti-discrimination is at the forefront of the University's human resources planning. SFU works towards eliminating the underrepresentation of women and socially marginalised persons in all areas. The focus here is on ensuring equal working conditions, equal career opportunities, equal access to resources and equal pay for work of equal value. There is currently still a gender pay gap at the university, particularly among academic staff. The university is endeavouring to close this gap as quickly as possible.

The university promotes the career development of women and marginalised persons in the area of administrative university staff and in the area of academic staff. This includes the planning and monitoring of gender-sensitive career models. In addition, there is the development of training and further education measures with needs-orientated planning that makes it easier for the target group to participate (e.g. consideration of caring responsibilities in scheduling, measures to reduce barriers).

SFU actively encourages women and marginalised people to aspire to leadership positions. It promotes this through further training programmes for junior managers.

It also promotes the academic development of women and marginalised individuals who are seeking a professorship through special programmes (mentoring, appointment training).

The University endeavours to write all job advertisements in a discrimination-sensitive manner and to uphold the principles of equality, gender equality and anti-discrimination in job interviews and recruitment procedures. In the case of vacancies that are not advertised, the selection procedures must be organised in such a way that there is no discrimination in the selection process. All social dimensions mentioned in section 3 must be taken into account.

In appointment, habilitation and tenure-track procedures for professorial appointments, the University is committed to a gender- and discrimination-sensitive approach. This applies to the advertisement, the review of the applicant situation, the appointment of the appointment or habilitation committee and the awarding process. Proven experience and expertise in the advancement of women, gender mainstreaming and/or women's and gender studies as well as anti-discrimination must be positively taken into account when selecting applicants for appointment procedures.

The Equal Opportunities Committee has the task of reviewing the composition of appointment and habilitation committees. This means that the Equal Opportunities Committee has the right to send a representative to meetings of the appointment committee. If the gender ratio is unbalanced, a new committee must be put together. The Equal Opportunities Committee must be invited to every meeting of the appointment committee in good time. If no summons is issued, the Appointments Committee must hold a new meeting at which the Equal Opportunities Committee is duly involved in the deliberations and decision-making process. (cf. § 11 of the Rules of Procedure of the Equal Opportunities Committee of the SFU). The Rectorate must report to the Equal Opportunities Committee once a year on the number of applicants, the ratio of applicants to list positions and the gender ratio of the newly appointed professors per organisational unit in that year.

When appointing reviewers in habilitation, appointment and other qualification assessment procedures, a balanced gender ratio and the inclusion of people from socially marginalised positions must be taken into account. The assessors are also required to take into account the specific circumstances and life histories of applicants when determining qualifications. The assumption of care responsibilities must not be a disadvantage for applicants.

[g. Collegial bodies](#)

As part of an initial stocktaking, it has already been established that central university bodies, namely the University Council, the Rectorate and the Senate, are currently made up of a balanced number of men and women.

The University is committed to ensuring that all collegial bodies are permanently balanced and to actively encouraging socially marginalised people to take up committee work.

[h. Measures against gender-based violence and sexual harassment](#)

Gender-based violence includes all forms of violence that women experience precisely because they are women and that disproportionately affect women. Non-binary, trans* and inter* people also

experience gender-based violence. It is always the result and expression of a structural difference in power between the sexes. It can be physical, psychological and/or sexualised violence. Examples include stalking, rape, threats, sexual harassment and much more.

Sexual harassment is a very widespread problem in the world of work. Sexuality is deliberately used as a means of exercising power. Examples of sexual harassment in the workplace include appraising glances, requests for sexual acts (possibly with the threat of professional disadvantages if the requests are not complied with), sexualised physical touching, unwanted sexual innuendo and much more.

The SFU Code of Conduct stipulates that any form of harassment will not be tolerated - especially in relationships of dependency, particularly between managers and employees and between lecturers and students. The Code of Conduct makes it clear that in such relationships of dependency, care must be taken to maintain an appropriate distance.

The aim of the SFU is to create an organisational culture at all levels in which gender-based violence is prevented from flourishing. Those affected should be able to rely on receiving support from SFU. The promotion of an appropriate organisational culture is a priority for the university.

The Equal Opportunities Committee offers a protected and, if necessary, anonymous complaints procedure. If necessary, clear consequences for the perpetrators follow from the processing of such complaints, up to and including dismissal.

i. Measures against bullying

Workplace bullying refers to systematic hostility, harassment or ostracisation by colleagues or superiors. It is a series of behaviours that continue over a long period of time, which in their entirety violate the dignity of the person concerned and usually aim to "get rid of" this person.

SFU takes the issue of bullying very seriously. It therefore emphasises measures to prevent bullying, i.e. to promote a collegial and non-violent team culture. As an important preventative measure (possibly as an intervention), the SFU provides funding for team supervision.

The designated complaints office for cases of bullying is the Equal Opportunities Committee.

j. Language and imagery

SFU is committed to gender-equitable language. The standard spelling is with an asterisk, e.g. "Professor*innen". A corresponding guideline (university communication manual) is available and is intended to achieve an even higher level of familiarity within the university.

Self-designations as well as desired names, forms of address and pronouns must be respected (see section 3a). SFU is committed to raising the awareness of all students and employees in this regard.

Terms that are categorised as discriminatory by those affected are not used in SFU's internal or external communication. This applies to all different dimensions of discrimination. All teaching staff at the SFU are required to inform themselves about the origins and implications of discriminatory terms, not to use them themselves and, where necessary, to categorise them critically.

SFU endeavours to make social diversity visible in its public relations work, internal communication and teaching. As a lecturer, this means, for example, always considering your own selection of examples from a discrimination-sensitive perspective.

k. Premises

As part of the comprehensive data collection planned for 2024, an inventory of existing structural barriers is planned (see section 3b). Specific steps to remove barriers will then be defined. These include, for example, wheelchair-accessible access to the premises and wheelchair-accessible sanitary facilities, low-barrier room furnishings and guidance systems for blind/visually impaired people.

In order to make it easier to combine studying or working with family caring responsibilities, spatial conditions play a role, such as the availability of a changing table (which is not part of the women's toilet). Needs and spatial possibilities in this regard are continuously recorded in order to derive targeted measures

SFU is also endeavouring to further expand all-gender toilets at all locations.

l. Organisational culture and complaint management

SFU promotes an organisational culture in which an appropriate work-life balance is welcomed and supported, especially for people with a child or children or carers. It also cultivates an organisational culture in which hierarchies are transparent and open to discussion and in which abuse of power, harassment and bullying are not accepted. It sees its commitment to equality and against discrimination as an ongoing process of dialogue.

Accordingly, the university welcomes criticism and complaints as opportunities to further improve its own structures. The Codes of Conduct stipulate that in the event of violations of their observance, not only is the complaint channel via the direct manager open, but that all SFU employees also have the right to contact the management of the faculty and the Rectorate in the event of violations. They are guaranteed that all persons dealing with a complaint will treat the complaint confidentially. In addition, there is the option of submitting a complaint to the Equal Opportunities Committee - anonymously if required (see section 5).

m. Duty to inform

All students and employees must be informed of the SFU's commitment to anti-discrimination and equality when they take up their duties or are admitted. They must also be informed of where they can view the gender equality plan and what complaints procedures are available to them in the event of discrimination and/or violence at SFU.

SFU staff and students will also be informed of the final adoption of this gender equality plan in a circular letter by email, which can then be viewed on the websites of all implementation locations (see section 2e). The results of the data collection planned for 2024 will be communicated transparently: on the websites of all implementation locations and in a circular to staff and students by email.

