SDU

University of Southern Denmarks GEP monitoring report for 2024

Content

Introduction

This GE monitoring report presents the gender equality status and activities of 2024 on SDU level. In addition to this report, more detailed GE reports for SDU's five faculties and central administration are available as internal documents. This document comprises SDU's publicly available GE Status Report.

SDU's Gender Equality Plan (GEP) follows EU's (European Institute for Gender Equality, EIGE) recommendations of embedding, data-supporting, monitoring and systematizing GE initiatives in the academic sector. The data used in the report stems from SDUs data dashboard *Gender Statistics*. It is comprised of gender aggregated quantitative data across SDUs employees (VIP) in order to monitor and evaluate gender equality across different positions, hiring assessment boards, and also in recruitment.

With the GEP, SDU lives up to EU's *Gender Equality Strategy 2020-2025 and complies with the objectives of increased gender equality, diversity and inclusion at European universities throughout the European Research Area (ERA)*. SDU's GEP thereby contributes to ensuring that SDU lives up to eligibility requirements posed by larger research funders, such as the framework programme Horizon Europe's eligibility-criterion, that stipulates that the integration of GE perspectives be documented.

The GEP is targeted at SDU's leaders, administrators and GE-organization.

SDU´s GEP target areas

SDU's Executive Board has decided to center the GE initiatives at SDU on the following four target areas with each two objectives during the Action Plan Period 2022-2025.
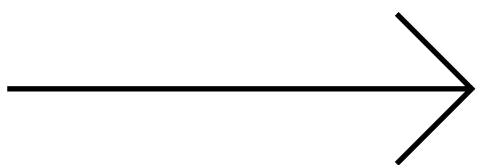
1 **Gender Equality Plan (GEP)**

Objective 1 (O1): Full implementation at all organisational levels and first review of SDU's GEP

Objective 2 (O2): Gender Statistics - review and integration of additional data sources

2 **Integration of the gender dimension in research and teaching**

Objective 1 (O1): Training and resources for researchers and funding advisers

Objective 2 (O2): Training and resources for teachers

3 **Recruitment and career progression**

Objective 1 (O1): Mentoring programme (Mentoring for change pilot)

Objective 2 (O2): Unconscious bias awareness

4 **Working environment**

Objective 1 (O1): Review of SDU's infrastructure for handling sexual harassment for employees and students.

Objective 2 (O2): General bias awareness training for leaders and employees

Target area 1: Gender Equality Plan (GEP)			
Objective 1 (O1): Full implementation at all organisational levels and first review of SDU's GEP Objective 2 (O2): Gender Statistics - review and integration of additional data sources			
Measure/activity	**Indicators**	**Timeframe**	**People responsible**
1.1 GEP process initiated at all departments and units (O1)	All Faculties and central administration have decided on 1-2 activities.	2024	Deans, University director
	Meetings have been conducted with all Head of Departments (HoD) and Head of units (2024: 37 in total)	2024	Central GE Committee (CLiU)
	All departments/units have decided on 1-2 activities	2024	HoD/units, Deans, University Director
1.2 GEP review and development of a new SDU action plan (EU GEP monitoring) for 2026-2029 (O1)	The action plan has been approved by the Executive Board	2025	Executive Board
1.3 Annual update of SDU's Gender Statistics dashboard (O2)	Procedure for updating data on research personnel annually in spring is implemented	2024	SDU Analytics

Re 1.1: GEP process initiated at all departments and divisions (O1)

SDU's GEP provides the framework for SDU's equality work and ensures systematicity, coordination, direction and ongoing support and qualification of the initiatives that take place on all organisational levels. SDU's GEP thus comprises a formalised, processual framework, and support for and quality assurance of SDU's collected GE efforts. SDU's GEP follows EU's recommendations for assuring quality in GE endeavours. SDU's Gender Equality Team supports the GEP work at each department and division, assisting Heads of Departments and Heads of Units in defining activities to work on as well as taking part in facilitating the implementation of the activities.

Re 1.2: GEP review and development of a new SDU action plan (EU GEP monitoring) for 2026-2029 (O1)

In the fall of 2024/beginning of 2025 SDU will start the process of developing and revising new GEP target areas for 2026-2029. The first planning meeting has been scheduled for March 2025.

Re 1.3: Annual update of SDU's Gender Statistics dashboard (O2)

SDU's systematic gender data, SDU's Gender Statistics, was originally based on the Danish UNI-C-data. However, due to local demand, the integration of other data sources has been furthered since 2018, including data from the local systems ØSS (HR and salary), PhD-database, and SDU-Job. With the transition to a new HR-system (HCM) this work was revised in 2021 in a collaboration between SDU Analytics, SDU's Budget office, and SDU's Gender Equality Team. The Gender Statistics dashboard is now integrated with SDU's other executive business intelligence data and has a user-friendly interface for leaders and GE Committees. In spring 2023 a new procedure for annual cleaning and updating data on research personnel has been implemented. During the fall of 2024, GET and SDU Analytics conducted a data workshop with SDU's Central Gender Equality Committee and based on that SDU Analytics came up with an updated Gender Statistics dashboard.

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Target area 2: Integration of the Gender Dimension in Research and Teaching			
Objective 1 (O1): Training and resources for researchers and funding advisers Objective 2 (O2): Training and resources for teachers			
Measure/activity	**Indicators**	**Timeframe**	**People responsible**
2.1 Implementation of structure for network meetings and workshops for sharing knowledge, supervision etc. with research supporters (RIO employees and funding advisors at faculties) (O1)	2 network meeting conducted annually	2024	Research and Innovation organization (SDU RIO)
2.2 Bias Aware Teaching and Learning (BATL)- disseminate BATL resources, publications, and information about relevant events (O2).	Open access to BATL resources	2022	SDU Centre for teaching and Learning (SDUUP)
2.3 Lecturer Training Programme for Assistant Professors and other SDU researchers engaged with teaching - includes mandatory course on Students as Learners and addressing bias (O2)	Bias awareness in teaching is part of the mandatory lecturer training programme	2022-2023	SDU Centre for teaching and Learning (SDUUP)

Re 2.1: Implementation of structure for network meetings and workshops for sharing knowledge, supervision etc. with research supporters (RIO employees + funding advisors at faculties) (O1)

Development of resources, tools, workshops and targeted consultancy to support researchers who seek to integrate systematic analyses and other research methods that take diversity parameters – including sex and gender – into account in research design, method, data, output and impact is ongoing and takes place in a collaboration between SDU's Research and Innovation Organisation (SDU RIO) and SDU's Gender Equality Team.

Training and workshops are offered regularly and as part of SDU's internal competence building.

A structure for network meetings (minimum twice annually) and workshops for sharing knowledge, supervision etc. with research supporters (RIO employees + funding advisors at faculties) has been implemented in 2023.

Re 2.2: Bias Aware Teaching and Learning (BATL) - disseminate BATL resources, publications, and information about relevant events (O2)

SDU Centre for Teaching and Learning (SDUUP) is steering the national network Bias Aware Teaching and Learning (BATL). BATL resources, designed for different teacher groups, are gathered and shared here: *BATL resources*. Here you will e.g., find an oral exam checklist for bias aware assessment to guide teachers in connection with oral exams. Bias training resources can also be found on: *Unlimited* also developed by SDUUP.

Re 2.3: Lecturer Training Programme for Assistant Professors and other SDU researchers engaged with teaching – includes mandatory course on Students as Learners and addressing bias (O2).

SDU Centre for Teaching and Learning has included ways to support gender-sensitive and bias-aware teaching in the online module 'Students as Learners', mandatory for new higher education teachers at SDU participating in the lecturer training programme.

Target area 3: Recruitment and Career progression			
Objective 1 (O1): Mentoring programme (Mentoring for Change pilot) Objective 2 (O2): Unconscious bias awareness			
Measure/activity	**Indicators**	**Timeframe**	**People responsible**
3.1 Design and implementation of a pilot regarding Mentoring for Change programme for younger researchers (O1)	Mentoring for Change pilot for 14 researchers has been completed	2022-2023	Dean, Health Sciences
3.2 Developing resources to help incorporate gender equality perspectives in all aspects and steps of academic recruitment processes (O2)	Recruitment portal established.	2022-2023	HR
	Procedure for continuous qualification of the gender aspects in SDU's recruitment portal	2024	HR
3.3 Development of bias awareness tools in relation to recruitment (O2)	Bias awareness tools available on SDU's recruitment portal	2023-2024	HR
	Communication campaigns for awareness of the tools	2024	HR

Re 3.1: Design and implementation of a pilot regarding Mentoring for Change programme for early career researchers (O1)

As a collaborative effort between Department of Regional Health Research (IRS) and SDU's Gender Equality Team, a one-year group bi-focal mentoring programme for early career researchers based on international research and practice has been development and implemented. The mentoring programme has a two-fold objective: to provide support for early career researchers in their professional development and well-being, and to identify hindering structural/organisational factors. The programme has an inclusive gender approach and targets both men and women. The pilot programme started August 2022 and finished June 2023.

As a result of the pilot, which was evaluated as a successful activity, the management of the Faculty of Health Sciences has decided to implement the Mentoring for Change programme at faculty level from 2024.The programme is now offered to all new PhD students (app. 130 yearly) and a selected group of postdocs and assistant professors. PhD students will be enrolled twice a year and others once a year.

Re 3.2: Developing resources to help incorporate gender equality perspectives in all aspects and steps of academic recruitment processes (O2)

In 2020-2021 an in-depth mapping of SDU's associate professor and professor employment in the period 2016-2020 was conducted in a collaboration between the Gender Equality Team and SDU HR. This mapping consisted of quantitative analyses of applicants' gender, nationality (+/- Danish), internal/external applicants, as well as qualitative interviews of newly employed associate professors and professors, chairs of assessment committees and Heads of Departments concerning recruitment and assessment processes.

This mapping and a series of closer analyses have served as basis for a close revision and qualification of SDU's HR-procedures in relation to recruitment, assessment and employment, as well as for the development of SDU's web-resources, which offer general information about recruitment at SDU and collates and presents SDU's tools, services and information, including GE related perspectives of different HR procedures. On the recruitment portal, inspiration, tools and templates for every step of the recruitment process adapted to both VIP and TAP recruitment are available.

The Recruitment and Onboarding portal was launched in 2023 and provides answers to questions such as:

→ How can we make an attractive job advertisement that attracts diverse and qualified candidates?

→ How do we conduct a bias-aware screening of applicants?

→ What framework do we have for putting together committees?

→ What framework do we have for shortlisting and rating scientific staff?

→ How do we provide good onboarding and set the framework for a career path that can retain skilled talent?

→ What IT systems do we use for what and how?

→ Where can help be found if we would like to qualify our recruitment processes?

The integration of GE perspectives in recruitment processes and HR-related procedures is ongoing on several organisational levels and contexts.

Re 3.3: Development of bias awareness tools in relation to recruitment (O2)

At SDU, SDU's Gender Equality Team collaborates closely with faculties and departments on their academic recruitment processes. The team offers advice tailored to local requests and provides qualified counselling related to all aspects of the processes, from wording and placement of job announcements to questions related to evaluation criteria and candidate interviews. This indicator has been in place since 2019 and is ongoing.

SDU's Gender Equality Team has developed virtual training on recruitment and bias, and other guidelines for interviews which will be offered as part of the resources on the recruitment portal. A communication campaign for awareness of the tools took place in 2024.

Target area 4: Working environment			
Objective 1 (O1): Review of SDU's infrastructure for handling sexual harassment for employees and students. Objective 2 (O2): General bias awareness training for leaders and employees			
Measure/activity	Indicators	Timeframe	People responsible
1.1 Organizational set-up for ensuring a healthy and safe work and study environment free of offensive behaviour (O1)	Overview of organizational set-up established	2022-2023	HR
1.2 Development of guidelines for ensuring a healthy and safe work and study environment free of offensive behaviour (O1)	Guidelines developed	2022-2023	HR
1.3 Review of SDU's infrastructure for handling offensive behavior for employees and students (O1)	SDU's infrastructure for handling offensive behavior for employees and students reviewed and implemented.	2024	HR
1.4 Development of Bias awareness training for leaders (O2)	Bias awareness training is developed and easily accessible for leaders	2024	HR and Gender Equality Team

Re 4.1: Organisational set-up for ensuring a healthy and safe work and study environment free of offensive behavior (O1)

As a response to the national petition on sexism in Danish academia in autumn 2020, SDU's Executive Board appointed a cross-unit task force, which on the basis of an elaborated memorandum from the Legal Adviser to the Danish Government (Kammeradvokaten) was tasked with putting forward recommendations on how SDU could ensure comprehensive handling and prevention of sexual harassment. The recommendations of the task force, including a process plan for implementation in several steps, were formulated on the basis of current national and international evidence concerning work environment, health and safety, handling and prevention of harassment and sexism. The recommendations were acceded by the executive board June 2021. An online portal (Offensive behavior) with an overview of the organizational set-up with collected and accessible information and campaigns for students and staff has been established and finalized in 2023.

Re 4.2: Development of guidelines for ensuring a healthy and safe work and study environment free of offensive behavior (O1)

SDU HR has developed guidelines *(Offensive behavior)* and tools for ensuring a healthy and safe work and study environment free of offensive behavior. The guidelines were finalized in 2023 and were updated and qualified in 2024 (they are continuously being updated).

Re 4.3: Review of SDU's infrastructure for handling offensive behavior for employees and students (O1)

In general, there is a strong focus at SDU on preventing and handling conflicts, offensive behavior and sexism. In 2024 a procedure for review of SDU's infrastructure for handling sexual harassment for employees and students has been implemented. SDU's Workplace Assessment and Well-being Survey 2024 shows that more people have spoken to a leader or colleague and gotten help compared to previous workplace assessment reports at SDU.

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Re 4.4: Development of bias awareness training programme for leaders (O2)

A special focus on how leaders can ensure the inclusion of all relevant perspectives and aspects in the decision-making processes forms a special focus on SDU's work with unconscious bias. This typically entails changes in who leaders look to for advice, how and where leaders seek inspiration and to whom they allocate resources and tasks. At SDU bias is an integral part of leadership training in relation to e.g., recruitment, offensive behavior and sexism.

Furthermore, SDU's HR office has established a portal about co-determination and staff involvement at SDU in order to support leaders in creating bias awareness. The portal also directly addresses concerns regarding collaboration and work environment. The portal comes directly from a recommendation from a working group consisting of leadership and employee representatives.

Data

Monitoring gender equality and diversity initiatives at SDU

Collecting, analyzing and disseminating aggregated data on diversity parameters is a core component of SDU's work with gender equality and diversity. This will provide a clear overview of the gender equality situation in the organization and a baseline for its gender equality endeavours. To this end, SDU has established a *Gender Statistics* dashboard, encompassing quantitative data about SDU's employees.

SDU's Gender Statistics comprises the main foundation for the data used in SDU's GEP – reviewing and analyzing this data at faculty and SDU-levels are a consistent element in SDU's GEP that informs GE initiatives at all organizational levels.

The purpose of the dashboard is to help management and specific units establish a benchmark for their new initiatives, and it makes it possible to monitor progress and changes across a variety of data filters over several years. Among other things, it contains gender aggregated data on the number of employees, new employees etc. SDU's Gender Statistics is incorporated as an integral part of the current management information at SDU, and it is accessible from SDU's intranet for all employees (requires login) in Danish under the category "nøgletal" (key figures).

Status for key indicators 2024

The following sections present data on SDU's gender representation among its academic staff and in academic recruitment, which is in alignment with SDU's strategic GE focus on academic staff and recruitment.

Data has been derived from SDU's Gender Statistics dashboard. Data is disaggregated according to the available categories male/female and presented here on an aggregate level. SDU's Gender Statistics can further be divided up according to position, nationality, faculty and department.

In addition to SDU's Gender Statistics, SDU has a number of other data sources, which present, analyze, and monitor other important data metrics in relevant fora and help to maintain a detailed overview of systematic annual cycles. These sources include absences, well-being, harassment for employees as well as applicational patterns, well-being, harassment and progress for students – all also gender disaggregated. As this data is closely followed in a number of different bodies, such as SDU's Council for Education, SDU Student Services, SDU's health and safety organization, SDU's Liaison Committee, and SDU's management, it does not form part of the current report.

More data about SDU can be found here: *https://openanalytics.sdu.dk*

Population: Academic staff by position and gender 2016/2024 – SDU

(VIP without research obligations is not included)

■ 2016: Men (%)   ■ 2024: Men (%)   ■ 2016: Women (%)   ■ 2024: Women (%)
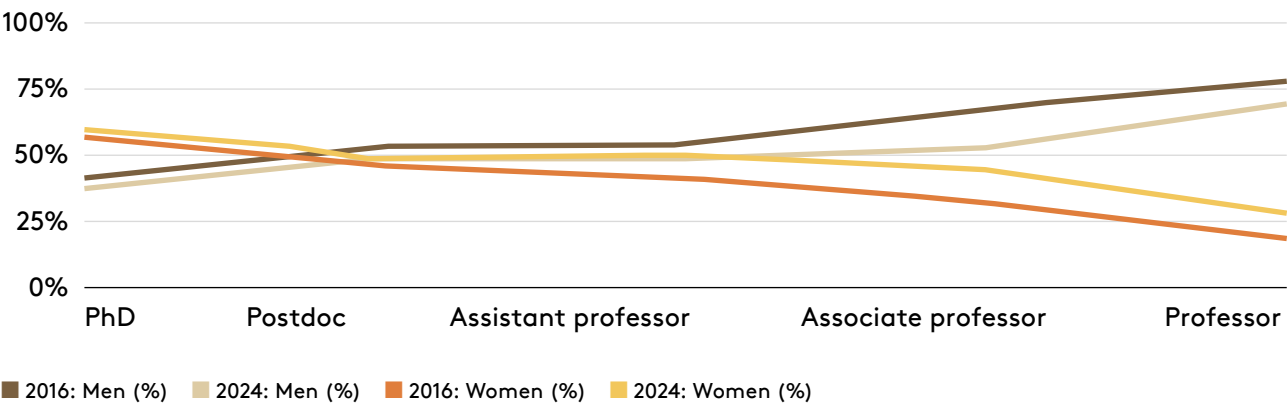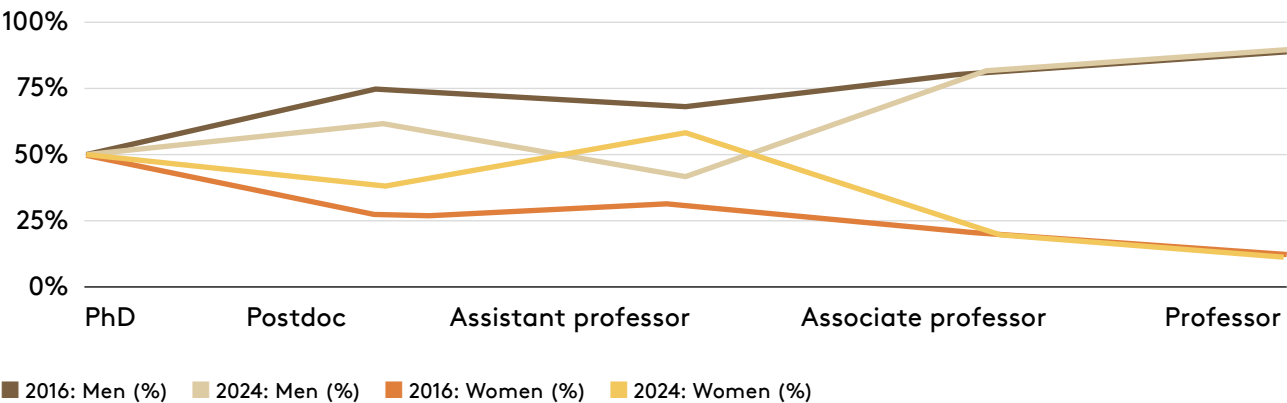
The graph above shows academic staff by position and gender 2016/2024. Data from the dashboard shows a total representation of women and men among all academic staff at SDU 2024 is 49 % women / 51 % men - a stable trend for the past 8 years. Notably, there are slightly more female PhD students at SDU than male, and there is gender balance at the postdoc level. There is a steady gradual decline in female academics starting at the assistant professor level, with the biggest gender disparities existing at the full professor levels. It is notable, however, that this trend has improved from 2016.
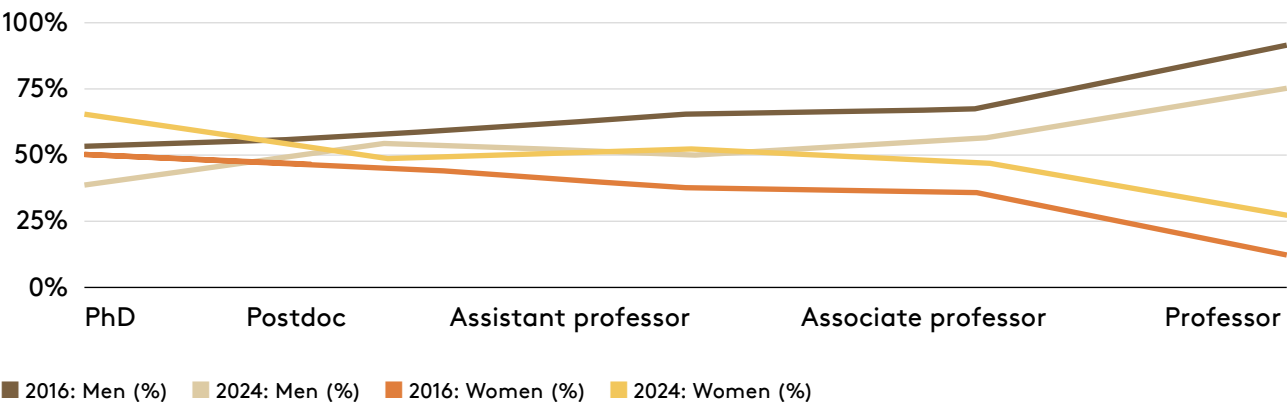
Population: Academic Staff by position and gender 2016/2024 – Faculties

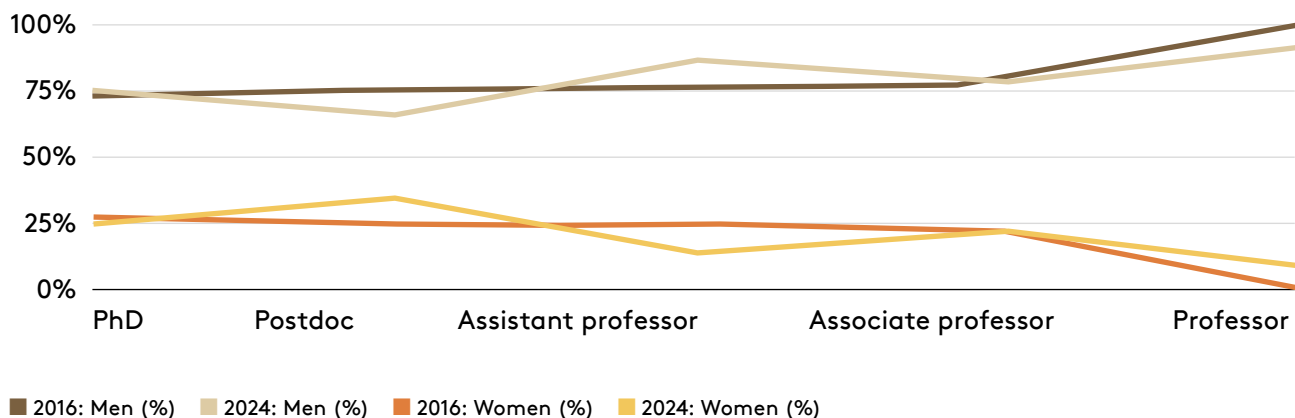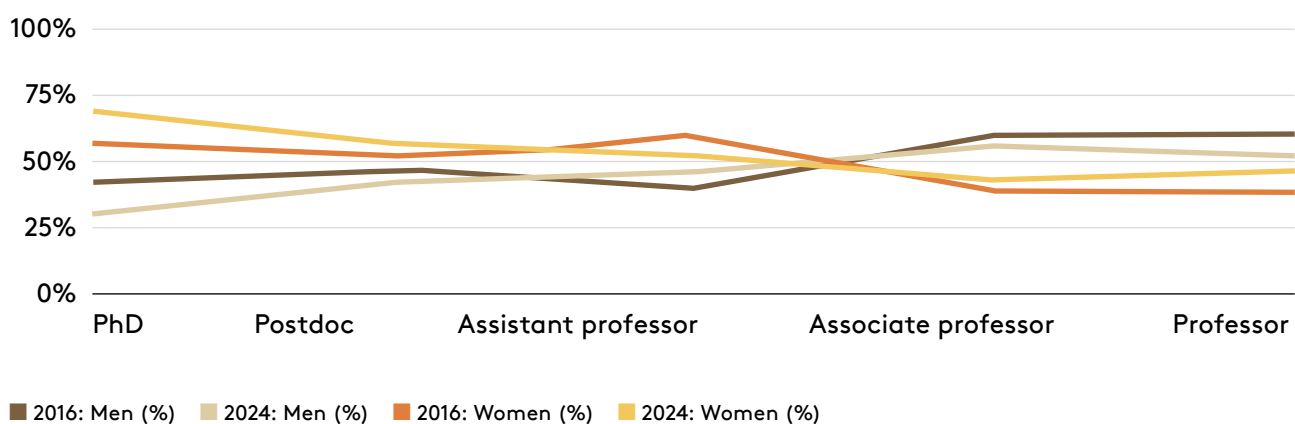*(Academic staff without research is not included)*

Science:

■ 2016: Men (%)   ■ 2024: Men (%)   ■ 2016: Women (%)   ■ 2024: Women (%)

Business & Social Sciences:

■ 2016: Men (%)   ■ 2024: Men (%)   ■ 2016: Women (%)   ■ 2024: Women (%)

Engineering:

2016: Men (%)   2024: Men (%)   2016: Women (%)   2024: Women (%)

Humanities:

2016: Men (%)   2024: Men (%)   2016: Women (%)   2024: Women (%)

Health Sciences:

2016: Men (%)   2024: Men (%)   2016: Women (%)   2024: Women (%)
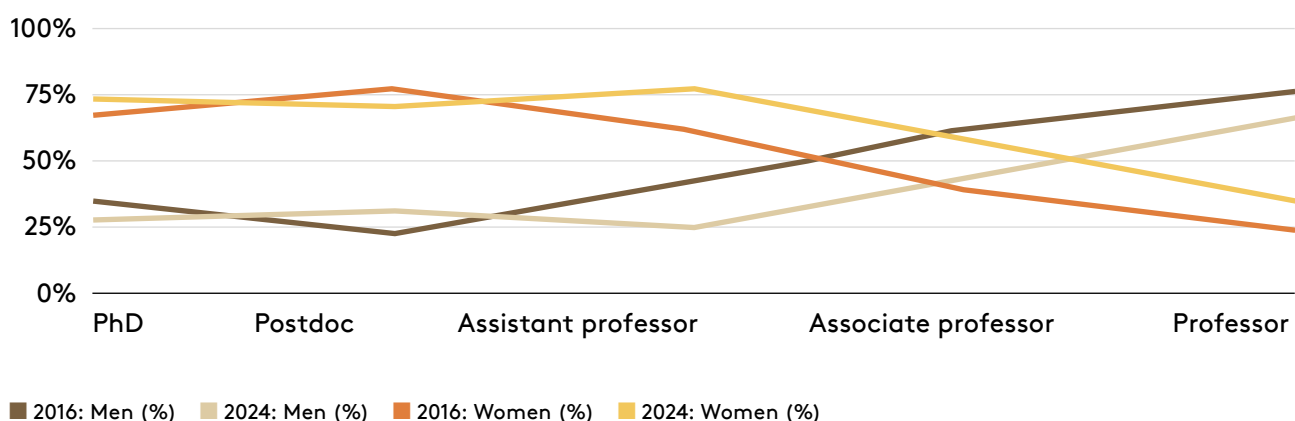
As seen in the charts above, there are, however, variations across faculties (and disciplines) with Science and Engineering showing majority of men at almost all career levels, and Health Sciences, Social Sciences and Humanities showing a majority of men only at the senior (and tenured) positions. In 2024, Health Sciences was the only faculty that had an almost 50/50 gender representation at associate professor level.

For most of the faculties, the general trend is a slight improvement towards gender balance from 2016 to 2024 except for assistant professor level. This may also be due to the relatively smaller number in this category.

Academic staff by position and gender (% and N) – SDU

(Academic staff without research is not included)

2016:

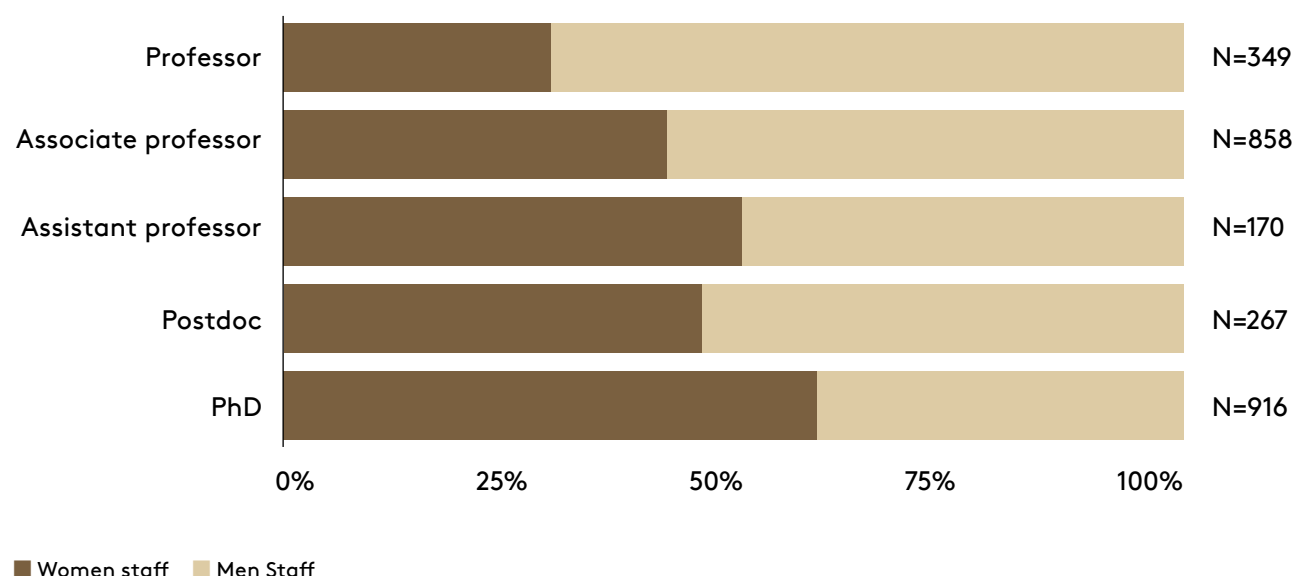|	N
Professor	N=349
Associate professor	N=858
Assistant professor	N=170
Postdoc	N=267
PhD	N=916

■ Women staff ■ Men Staff

2024:

	N
Professor	N=349
Associate professor	N=858
Assistant professor	N=170
Postdoc	N=267
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■ Women staff ■ Men Staff
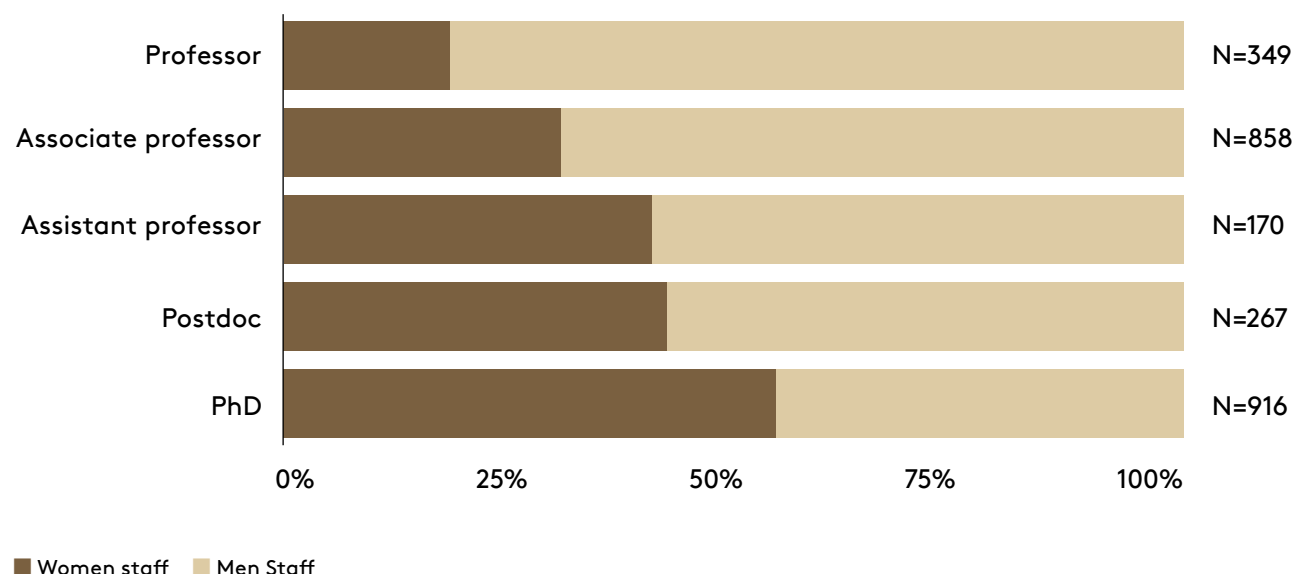
As seen in the two charts above, overall, more women than men are employed as PhDs. However, more men than women are employed as assistant professors, associate professors, and professors. This follows a divide in employment: short term contracts have a (slight) majority of women, tenured and tenure-track positions have a (greater) majority of men.

However, women's representation in permanent positions (i.e., professor, associate professor) has increased since 2016, as has also women's representation in temporary positions (i.e., assistant professors, postdocs). Data in the dashboard shows that women's representation among PhDs has increased from 57% in 2016 to 61% in 2024. The overall representation of women among academic staff has increased from 42% in 2016 till 49% in 2024.

New recruitment to Academic Positions
220 academic positions were filled in 2024.

Position	Women hired	Women hired (%)	Men hired	Men hired (%)	Hired missing registration	Hired missing registration (%)	Hired total
Professor	17	37%	28	61	1	2%	46
Associate professor	16	46%	17	49%	2	6%	35
Assistant professor	19	51%	18	49%	0	0%	37
Postdoc	50	49%	51	50%	1	1%	102
Total	**102**	**46%**	**114**	**52%**	**4**	**2%**	**220**

Recruitment: The percentage of female and male hires in 2016 and 2024
(VIP without research obligations is not included)

■ 2016: Men (%)　■ 2024: Men (%)　■ 2016: Women (%)　■ 2024: Women (%)
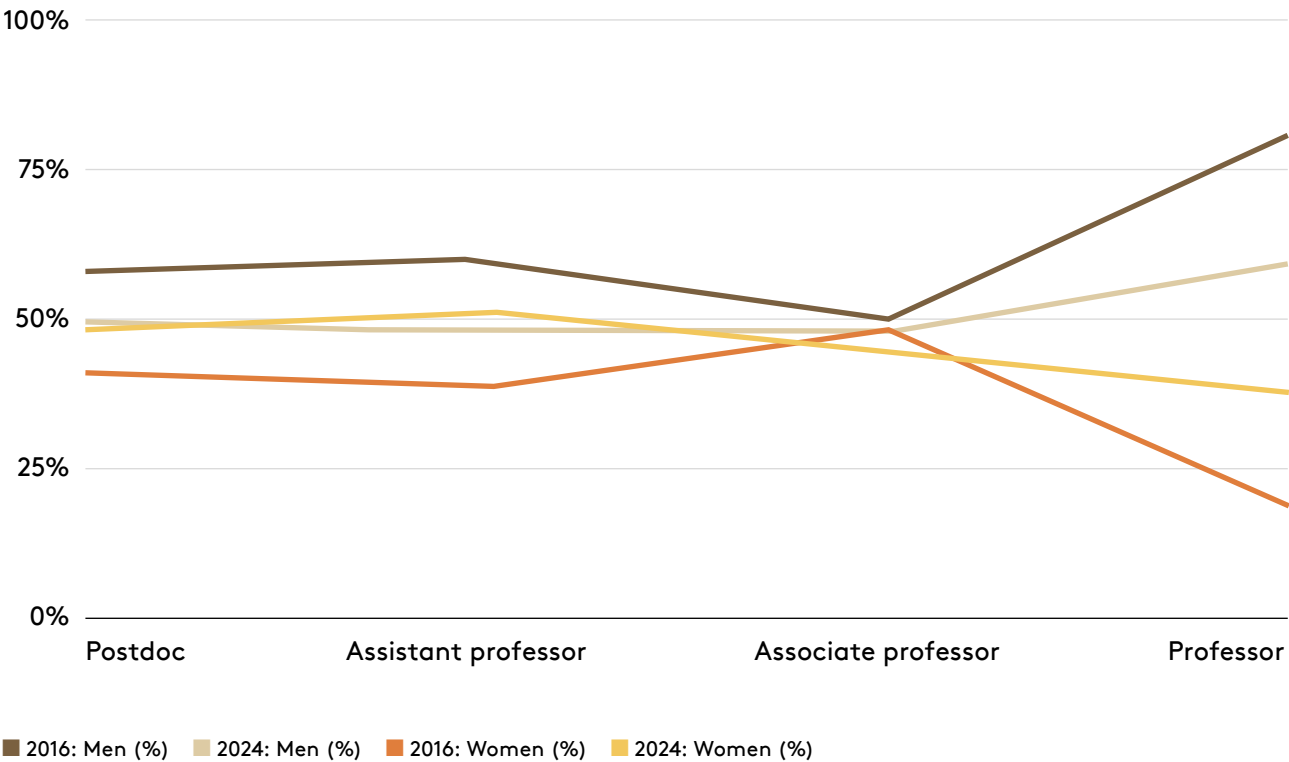
The graph shows a steady gradual decline in female academics starting at the assistant professor level, with the biggest gender disparities existing at the full professor levels. It is notable, however, that this trend has improved significantly from 2016 to 2024.

(Please note that the Gender Statistics Dashboard does not (yet) contain data concerning recruitment of PhDs).

Recruitment with Qualified Applications from both men and women, overview

Position	Hired total	Hired qf m/w total	Hired qf m/w (%)
Professor	46	9	20%
Associate professor	35	13	37%
Assistant professor	37	23	62%
Postdoc	102	47	46%
Total	**220**	**92**	**42%**

The table above presents how many of the recruitment processes were conducted based on a pool of qualified applicants with both men and women represented. These recruitment processes with mixed-gender qualified applicants are presented both in numbers and as a percentage of the total recruitment processes.

In 2024, 42% of the academic recruitment processes had both men and women among the qualified applicants. In the Gender Statistics dashboard, we can see that this is a decrease from each year since 2017 (2018=56%, 2019=52%, 2020=54%, 2021=51%, 2022=46%, 2023=46%) where 56% of academic recruitment processes had both men and women among the qualified applicants.

This underlines the importance of a continued focus on recruitment processes at SDU, on job announcements, and where they are posted, including the importance of research networks.

Recruitment with Qualified Applicants from both Men and Women, Results

Position	Hired women, qf m/w	Hired men, qf m/w	Hired total, qf m/w
Professor	5	4	9
Associate professor	5	8	13
Assistant professor	16	7	23
Postdoc	25	22	47
Total	**51**	**41**	**92**

In principle, it is a requirement for academic positions at SDU that there is a minimum of three qualified applicants for the position to be filled. A pool of at least 3 qualified applicants increases the competition for a position, thus allowing more people to be considered and assessed. It does not, however, necessarily correspond to a more equal hiring of men and women; the pool may well consist of only qualified men or only qualified women.

Recruitment with 3+ Qualified Applicants (Announced Positions)

Position	Hired total ext. adv.	Hired total ext. adv. 3+ qf appl.	Hired men ext. adv. 3+ qf appl.	Hired women ext. adv. 3+ qf appl.
Professor	40	22	13	9
Associate professor	30	20	15	5
Assistant professor	30	30	14	16
Postdoc	68	63	36	27
Total	**168**	**135**	**78**	**57**

A total of 58% of all the externally advertised positions with three or more qualified applicants resulted in men being hired; 42% of the externally advertised positions attracting at least 3 qualified applicants ended up with a woman being hired.

Data on students

The current statistics on students are based on a binary understanding of gender and do not yet capture the full spectrum of gender identities. Within this binary framework, SDU has a higher proportion of female than male students.

Gender-disaggregated data is a valuable tool for identifying areas with significant gender imbalances across study programmes. As illustrated in Figure 1, the Faculties of Humanities and Health Sciences show a marked overrepresentation of women, while the Faculty of Engineering demonstrates a substantial underrepresentation of women.

Figure 2 presents the study programmes at SDU where gender imbalance is most pronounced - defined here as programmes with either less than 30% or more than 70% female students. The data reveals that 22 programmes have more than 70% women, while 10 programmes have less than 30% women admitted as of October 1, 2024.

Figure 1. Proportion of female students enrolled full-time, by faculty, as of October 1st, 2024. Based on binary gender registration.
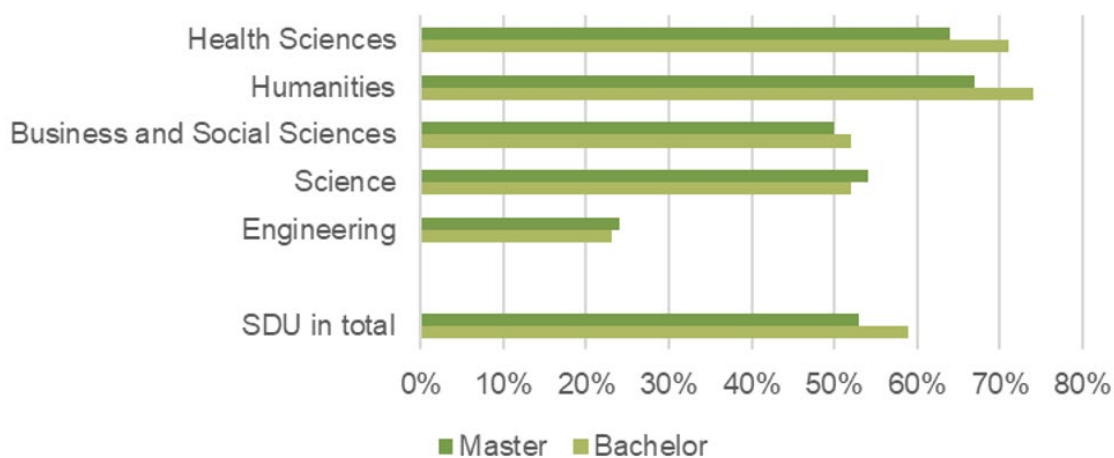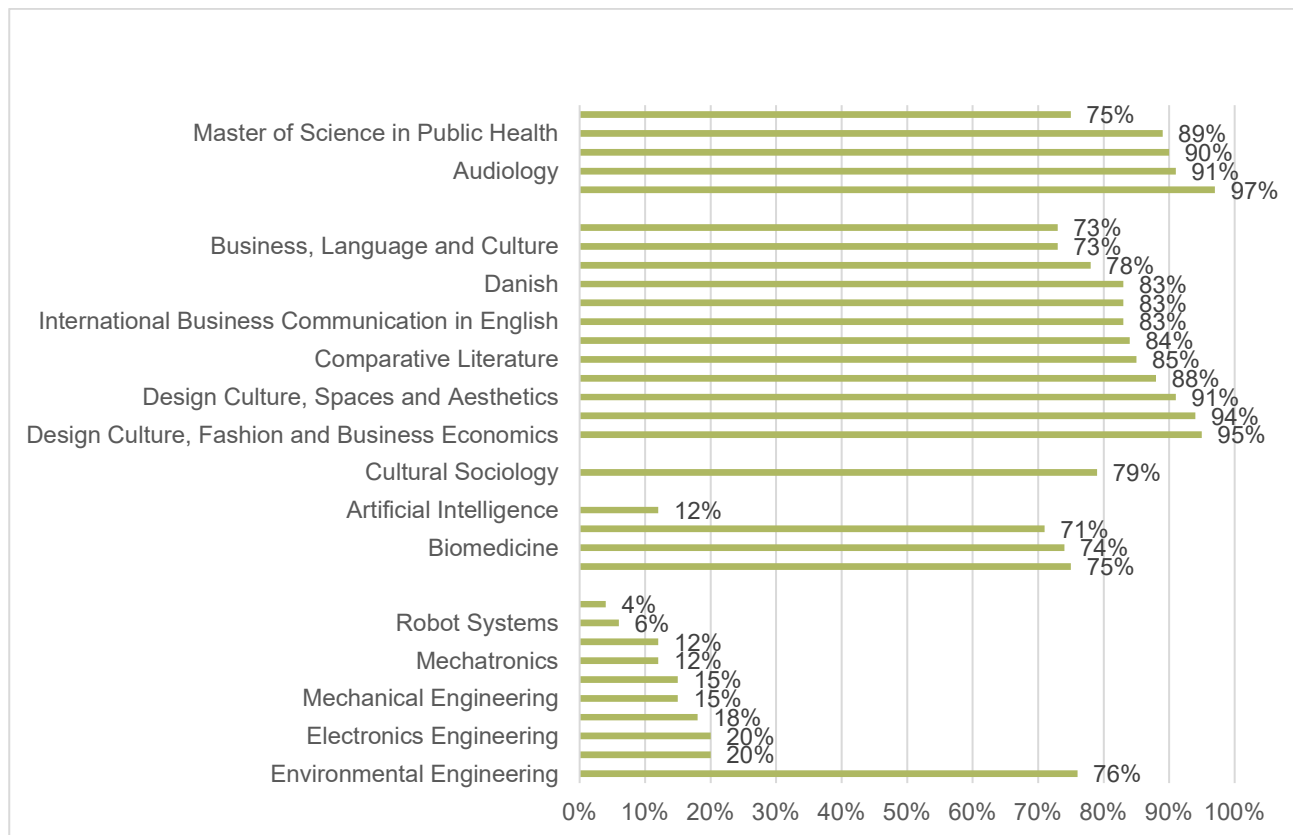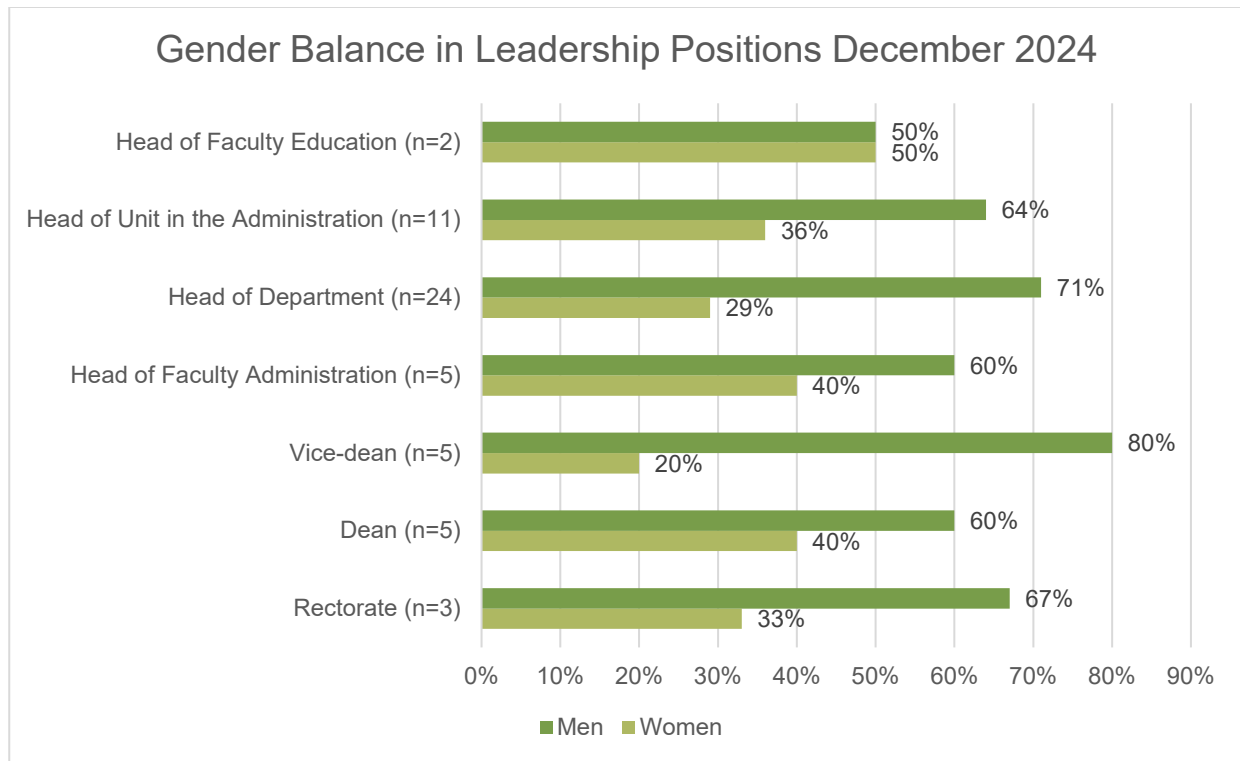
Figure 2. SDU's official admissions as of October 1, 2024. Percentage of women in programs with less than 30% or more than 70% female students. Based on binary gender registration

Program	Percentage
Master of Science in Public Health	75%
	89%
Audiology	90%
	91%
	97%
Business, Language and Culture	73%
	73%
Danish	78%
	83%
International Business Communication in English	83%
	83%
Comparative Literature	84%
	85%
Design Culture, Spaces and Aesthetics	88%
	91%
Design Culture, Fashion and Business Economics	94%
	95%
Cultural Sociology	79%
Artificial Intelligence	12%
Biomedicine	71%
	74%
	75%
Robot Systems	4%
	6%
Mechatronics	12%
	12%
Mechanical Engineering	15%
	15%
Electronics Engineering	18%
	20%
Environmental Engineering	20%
	76%

Gender Balance in Leadership Positions

The figure below presents the gender composition of leadership positions at SDU.
The greatest gender imbalance is found in the roles of *Vice-Dean* and *Head of Department*—both positions have less than 30% women and more than 70% men among the leaders.

Gender Balance in Leadership Positions December 2024

Position	Men	Women
Head of Faculty Education (n=2)	50%	50%
Head of Unit in the Administration (n=11)	64%	36%
Head of Department (n=24)	71%	29%
Head of Faculty Administration (n=5)	60%	40%
Vice-dean (n=5)	80%	20%
Dean (n=5)	60%	40%
Rectorate (n=3)	67%	33%