

**Welcome to**  
SDU's second Gender Equality Symposium:  
**Gender perspectives in academic recruitment**  
**- why and how to effect change**

October 31st 2019



# Henrik Dam

Vice-chancellor, SDU | 



# Ole Skøtt

Dean, Faculty of Health Sciences, Chair of SDU's Gender Equality Committee, SDU | 

# Today's agenda

- Presentation of the panel: SDU's International Gender Advisory Board
- SDU's strategic gender equality initiative – milestones, activities, observations, plans
- **1<sup>st</sup> panel discussion: Why is a gender perspective crucial in academic recruitment?**
- *Break*
- **2<sup>nd</sup> panel discussion: How to include a gender perspective in academic recruitment?**
- **Plenary discussion**
- *Reception*

# Welcome to our Panel: SDU's International Gender Advisory Board

# SDU's International Gender Advisory Board (IGAB)



**Yvonne Benschop**

Professor of Organizational Behavior  
Radboud University, the Netherlands



**María Bustelo**

Associate Professor of Political Science  
and Public Administration  
Complutense University of Madrid, Spain



**Tomas Brage**

Professor of Physics  
Lund University, Sweden



**Heidi Holt Zachariassen**

Senior Advisor  
Committee for Gender Balance and  
Diversity in Research (KIF), Norway



**Lynn Roseberry**

Co-founder and CEO  
On the Agenda, Denmark



**Mathias Wullum Nielsen**

Associate Professor at the Department of  
Sociology  
University of Copenhagen, Denmark

# SDU's Gender Equality Team (GET-SDU)



**Maria Dockweiler**

Gender Equality Consultant  
GET-SDU



**Liv Baisner**

Gender Equality Consultant  
GET-SDU



**Peter Bjelskou**

Gender Equality Consultant  
GET-SDU

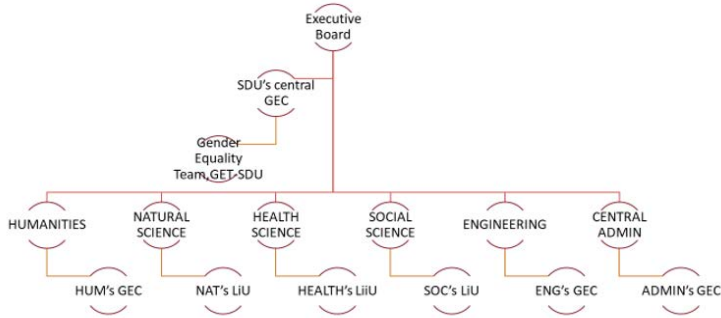


**Eva Sophia Myers**

Team Leader  
GET-SDU

# SDU's strategic Gender Equality (GE) Initiative – milestones so far

SDU's GE-Organization  
(Gender Equality Committee: GEC)



Gender Equality a strategic priority at SDU  
GET-SDU established

August 2017

April 2018

GE Kick-Off Symposium  
Gender Statistics launch



January 2019



June 2019

SDU SDG - University

Launch of H2020-project

SPEAR



October 2019

SDU's 2nd GE Symposium

today



# SDU's strategic Gender Equality (GE) Initiative

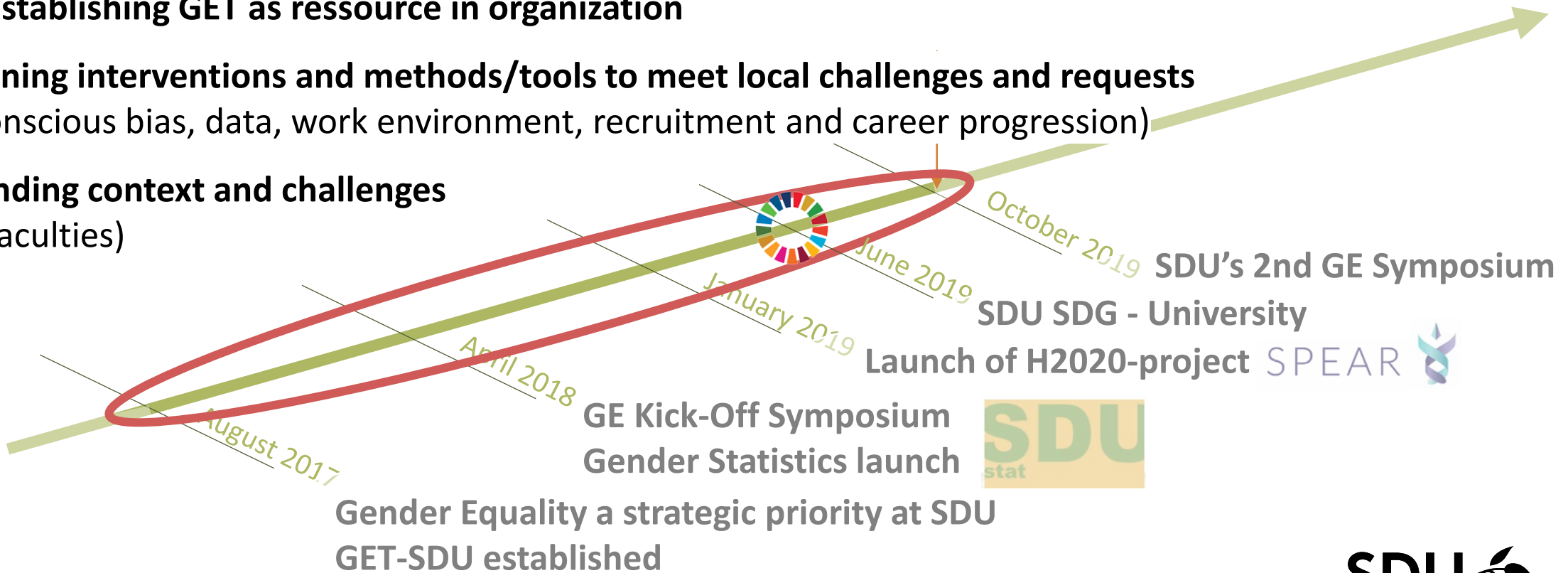
## – GET's activities - overview

- Dissemination in SDU, in Denmark

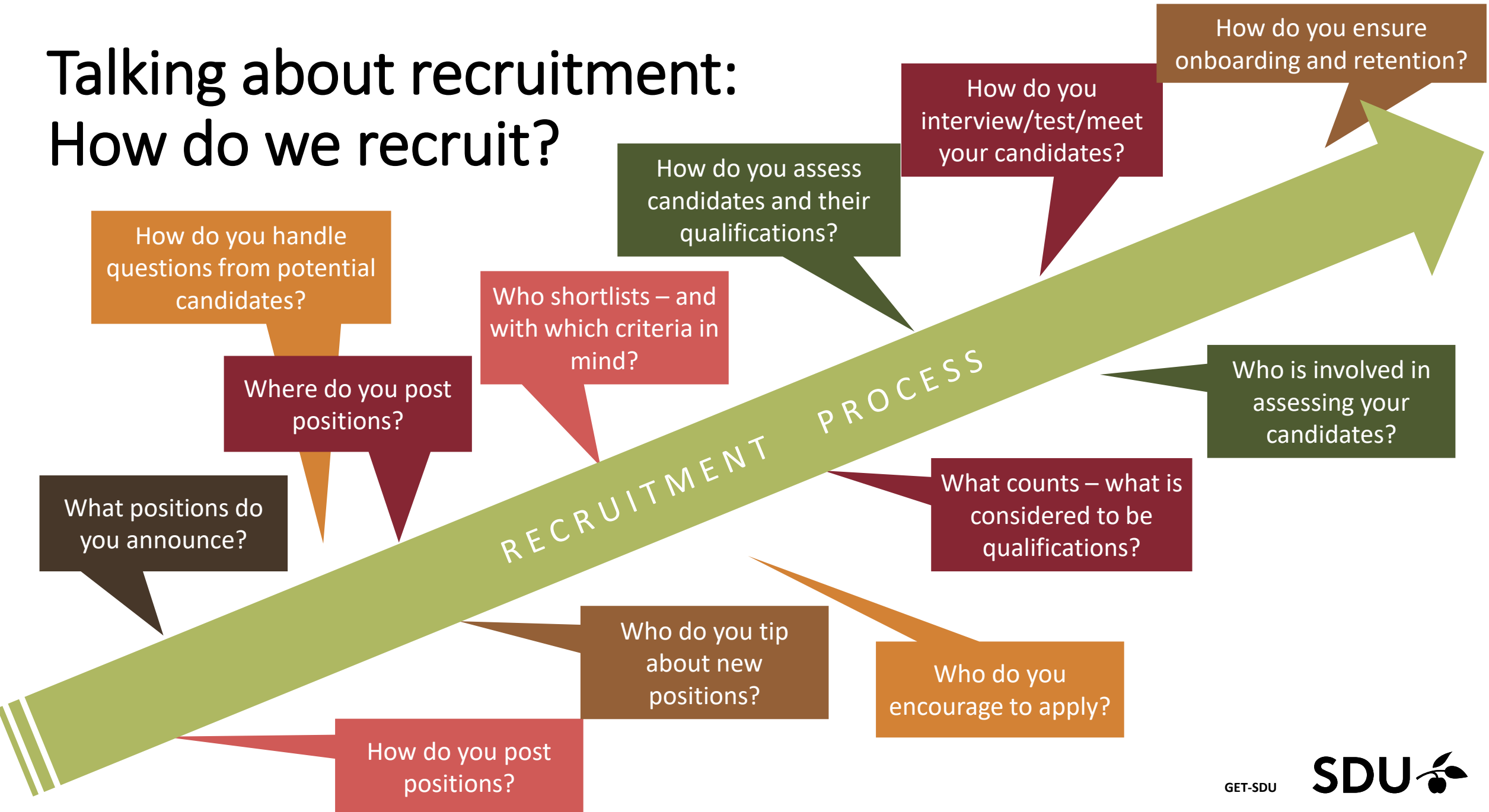
- Establishing GET as resource in organization

- Designing interventions and methods/tools to meet local challenges and requests  
(unconscious bias, data, work environment, recruitment and career progression)

- Understanding context and challenges  
(visits to faculties)

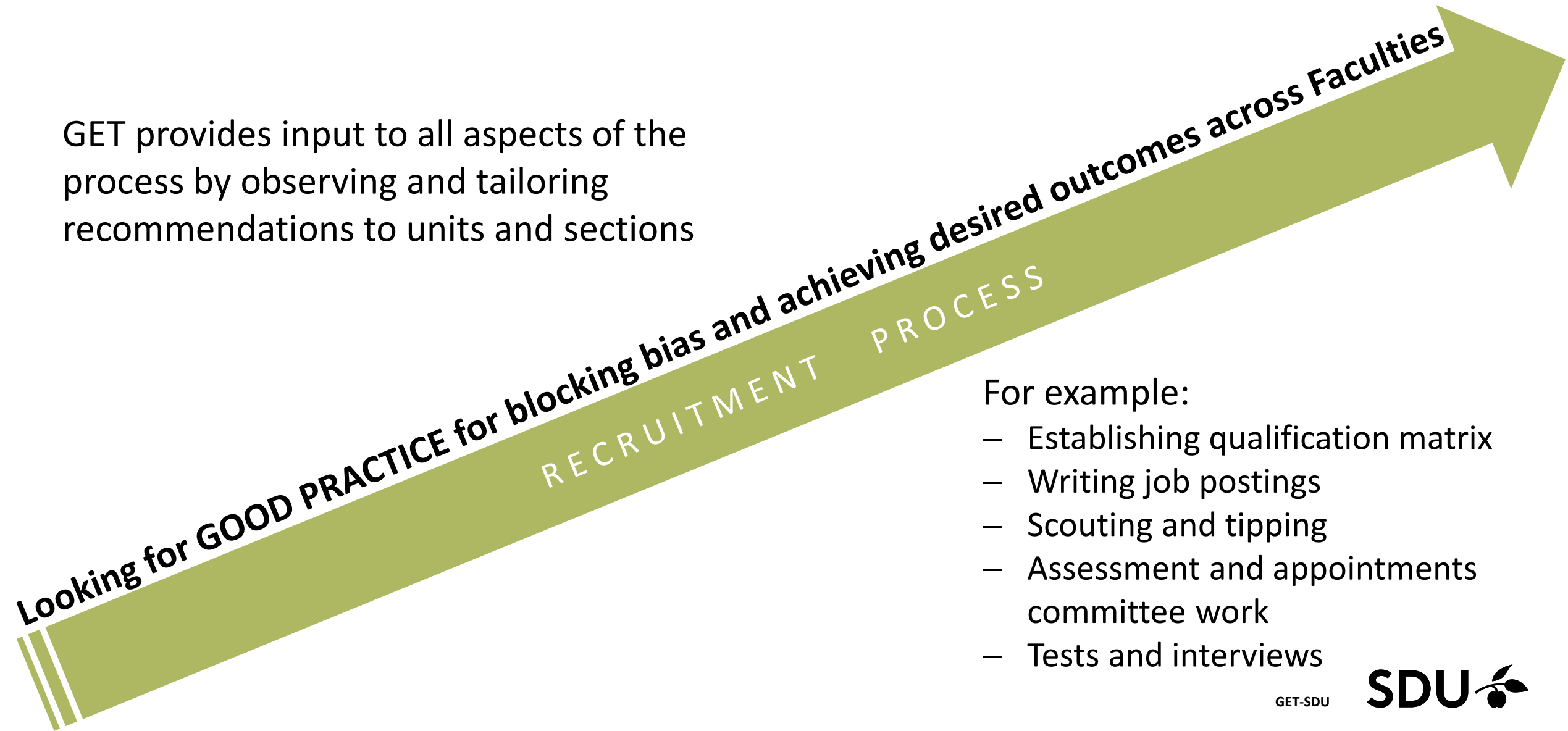


# Talking about recruitment: How do we recruit?



# GET's support to faculties re. recruitment

GET provides input to all aspects of the process by observing and tailoring recommendations to units and sections



For example:

- Establishing qualification matrix
- Writing job postings
- Scouting and tipping
- Assessment and appointments committee work
- Tests and interviews

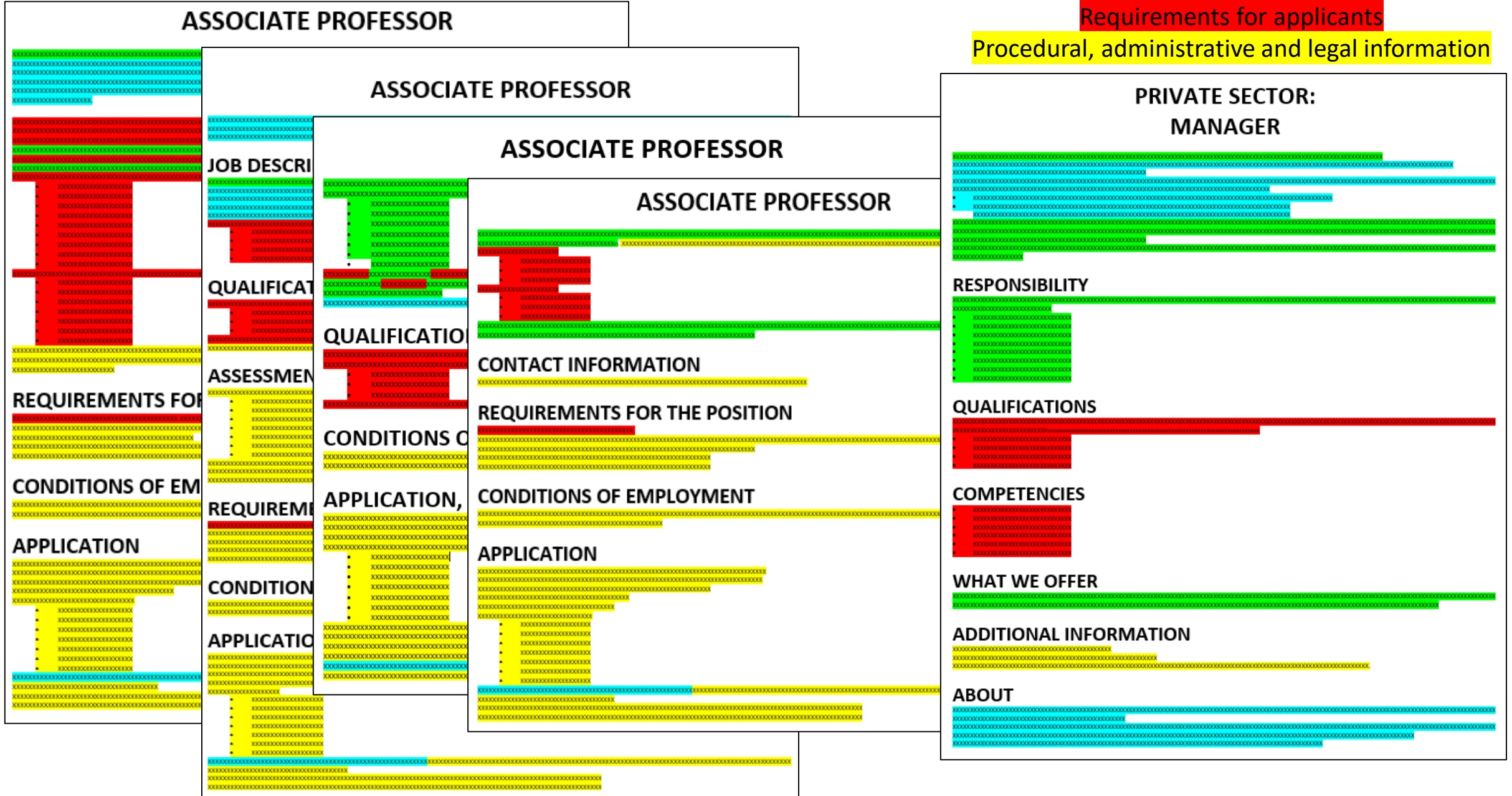
# Analysis of job announcements

## Job/position description

## Workplace description

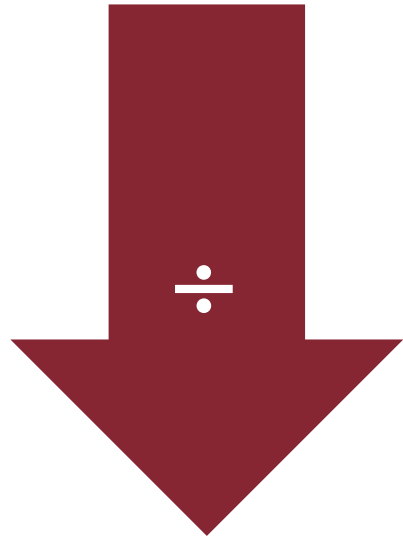
## Requirements for applicants

## Procedural, administrative and legal information



# Today, this symposium: Stopping to reflect

## – GET's observations: what helps or hinders GE at SDU



General observations/experiences also hold true for SDU:

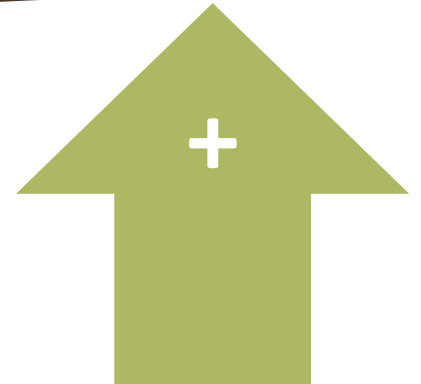
- External funds and political priorities can override SDU's strategies
- Many disciplines have a skewed gendered image
- Unconscious biases affect decisions, including funding, hiring, promoting



More specific to SDU:

- Unclear follow-up in cases of (sexual) harassment
- SDU's advantages as a work place are not marketed clearly
- GET's interventions are case based – not (yet) systemically embedded

- Data seen as useful
- Interventions have effect
- SDU known for GE initiative
- Productive collaboration with administrative units
- Gender accepted as important – also as part of SDG
- GET used by actors who know us and return for more



# Today, this symposium: Stopping to reflect – GET's observations: honing in on recruitment



## 5. Parental Leave – Career Paths and Advancements

A newly appointed junior academic, Al, is surprised to learn how the

- Discuss with your partner the main protagonist(s)' gender / age / nationality / religion / background / discipline (or any other characteristic) you each had in mind (you do not have to agree).
- Now switch the most obvious one to its opposite.
- Does anything in the case now come as a surprise to you?

should be addressed?

talent looks like, no need to dwell on this too long'.

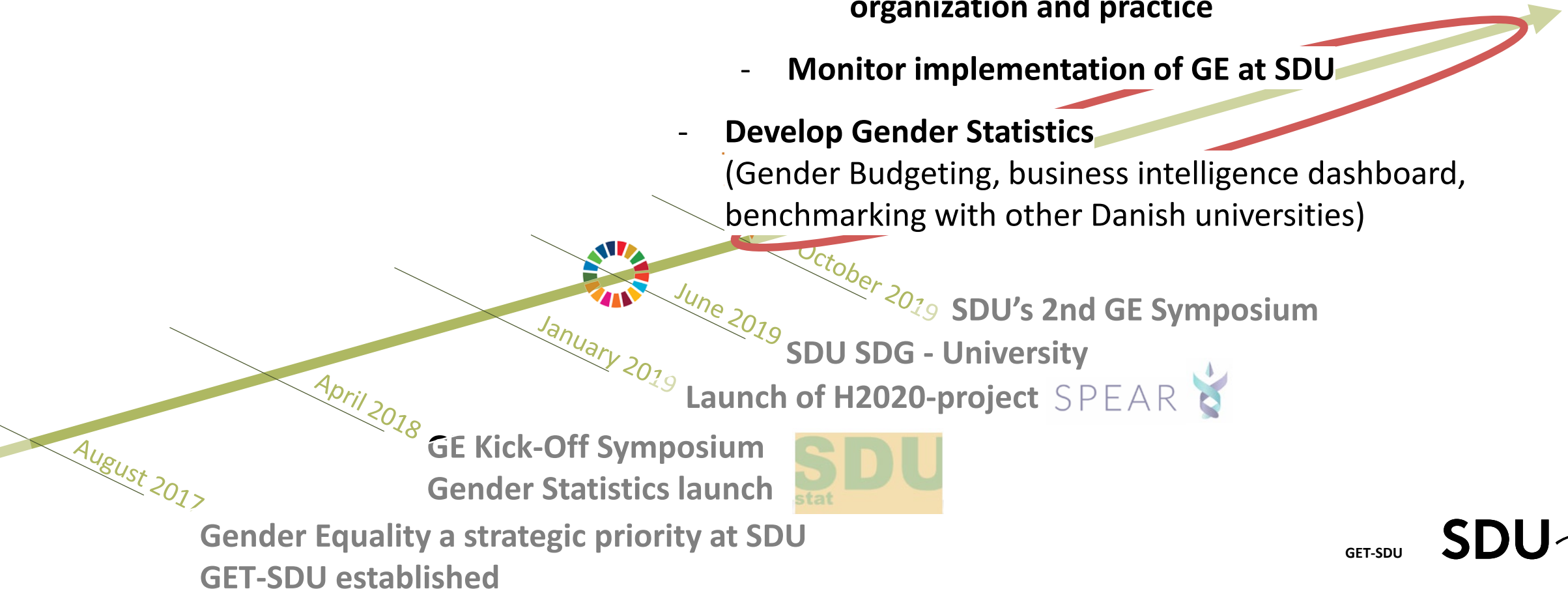
### *Questions for reflection*

- What do you find to be at stake in this case?
- Can you identify career boosters or blocks in the case?
- Any particular gender and/or diversity perspectives that could or should be addressed?

# SDU's strategic Gender Equality Initiative

## – Plans

- Map SDU's recruitment practices and design bias blocking procedures and support
- Establish systematic Gender Equality Plan organization and practice
- Monitor implementation of GE at SDU
- Develop Gender Statistics  
(Gender Budgeting, business intelligence dashboard, benchmarking with other Danish universities)







# 1st Panel discussion: WHY is a gender perspective crucial in academic recruitment?

SDU's second Gender Equality Symposium, October 31<sup>st</sup> 2019

# Questions for the panel on WHY

- Theoretical underpinnings of why it is necessary to take gender into account in hiring practices in academia. What are benefits from ensuring diversity, gender equality and inclusion in the academic work-force at all levels?
- Is it enough to devise initiatives that target women? Or is there a need for a more general revision of structural and systemic barriers to equality and equal recruiting?
- Are there inherent understandings in academia that work for or against equal access and opportunity?

# Presenters in the 1st panel



**María Bustelo**

Associate Professor of Political Science  
and Public Administration  
Complutense University of Madrid, Spain



**Yvonne Benschop**

Professor of Organizational Behavior  
Radboud University, the Netherlands



**Tomas Brage**

Professor of Physics  
Lund University, Sweden



**Mathias Wullum Nielsen**

Associate Professor at the Department of  
Sociology  
University of Copenhagen, Denmark



# María Bustelo

Complutense Universidad of Madrid, Spain

# SDU's 2nd Gender Equality Symposium

---

Gender perspectives in academic recruitment  
why and how to effect change

*Ideas from the Interim Evaluation of Gender in  
H2020 Funded Projects*

María Bustelo  
Complutense University of Madrid

Odense, 31 Oct 2019



U N I V E R S I D A D  
**COMPLUTENSE**  
M A D R I D

Manuscript completed in September 2017.



# Interim Evaluation: Gender equality as a crosscutting issue in Horizon 2020

Report of the Expert Group on "the Interim Evaluation of Gender Equality  
as a crosscutting issue in Horizon 2020".

Chairperson: Suzanne de Cheveigné

Rapporteur: Bente Knoll

Members of the expert group:

Maria Bustelo, Eivind Engebretsen and Ulf Sandström

## Table of Contents

1.	OVERVIEW .....	2
1.1.	Context of the evaluation and background information.....	2
2.	RATIONALE.....	4
2.1.	Relevance .....	4
2.2.	Internal and external coherence.....	7
3.	IMPLEMENTATION .....	10
3.1.	Implementation activities in an overview.....	12
4.	EFFECTIVENESS .....	15
4.1.	General.....	15
4.2.	Unreliable indicators .....	15
4.3.	Objective 1: Gender balance in research teams at all levels.....	16
4.4.	Objective 2: Gender balance in decision making.....	19
4.5.	Objective 3: Integrating the gender dimension in the content of R&I ....	20
5.	EFFICIENCY .....	32
6.	EU-ADDED VALUE.....	33
7.	CONCLUSION.....	34
7.1.	Main achievements.....	34
7.2.	Main shortcomings .....	34
8.	RECOMMENDATIONS .....	35
8.1.	General.....	35
8.2.	Objective 1: Gender balance in research teams at all levels.....	37
8.3.	Objective 2: Gender balance in decision making.....	38
8.4.	Objective 3: Integrating the gender dimension in the content of R&I .....	38



# Objective 1: Gender balance in research teams at all levels

Regarding the proportion of female key staff involved, the projects ranked "A" are above average (46%), the projects ranked "B" and "C" are below average. Gender balance in the research teams is practically reached in the projects ranked "A".

Gender proportion	First mentioned person (male)	First mentioned person (female)	Key staff (male)	Key staff (female)
All projects	75%	25%	64%	36%
Projects ranked "A"	65%	35%	54%	46%
Projects ranked "B"	69%	31%	66%	34%
Projects ranked "C"	84%	16%	66%	34%

*Table 3: Gender proportion in an overview by ranked projects/*

- Gender balance in high level positions. Disaggregated data needed. (Yes in FP7, no in Horizon 2020).
- 111 projects, 25% female project leaders. Teams include 36% women
- Considering defining specific gender balance targets per sector/discipline?
- A return to “gender equality/action plans” within projects<sup>24</sup>



# RANKING DONE BY THE EXPERT GROUP



Rank	Evidence	Number of projects
A	Projects carry out a full gender analysis and a sex analysis where appropriate, take the gender dimension seriously into account and integrate gender in a good sense throughout the whole project. They integrate the gender dimension into a significant part of their activities, at various levels, such as in theoretical background, methodology, the impact and dissemination sections. The result is a clear vision of how the gender dimension <u>will be integrated</u> into the research content, and good internal coherence within the project. These projects tend to include good gender expertise and, more generally, social science expertise in the teams.	17 (13.5%)
B	Projects discuss gender dimension in a few lines, with no further development. Some of these projects develop to some extent a sex analysis but miss the gender analysis while it is relevant.	49 (39.6%)
C	Projects only mention (generally rapidly) gender balance in the team and completely miss any gender dimension in their research.	45 (46.8%)

*Table 11: Ranking scheme*



## Objective 2: Gender balance in decision-making

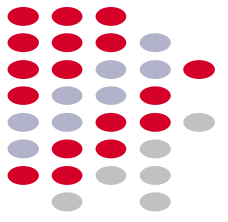
---

- **Gender balance in decision-making** is close to being achieved (over 50% in advisory groups, 36.7% in evaluation panels).
- Beyond gender parity in evaluation committees, **evaluation criteria** and the way how they are applied need to be reviewed.
- Beyond numerical gender balance, **gender expertise** in expert groups, evaluation panels and advisory groups is needed in all different scientific fields.

## Objective 3: Integrating the gender dimension in the content of R&I

---

- Qualitative analysis of 111 projects (small database): Only 17 (13,5%) ranked “A” comprehensiveness.
- Lack of gender training within funded projects.
- Analysis of Evaluation Summary Reports (ESRs). 111 ESRs only 40 of them (36%) included a comment related to gender of any type
  - More quality with gender expertise
  - Commented only in positive (as a plus)
- Linguistic analysis of 111 ESRs: Panels with gender expertise more positive on gender-related projects than non-gender projects. **gender expertise in panels matters.**



---

Thank you!

María Bustelo ([mbustelo@ucm.es](mailto:mbustelo@ucm.es))



# Tomas Brage

Lund University, Sweden



PUSHING  
THE FRONTIERS  
OF INNOVATIVE  
RESEARCH

## League of European Research Universities

University of Amsterdam

Universitat de Barcelona - University of Cambridge

University of Copenhagen - Trinity College Dublin - University of Edinburgh

University of Freiburg - Université de Genève - Universität Heidelberg

University of Helsinki - Universiteit Leiden

KU Leuven - Imperial College London - University College London

Lund University - University of Milan - Ludwig-Maximilians-Universität München

University of Oxford - Pierre & Marie Curie University

Université Paris-Sud - University of Strasbourg - Utrecht University

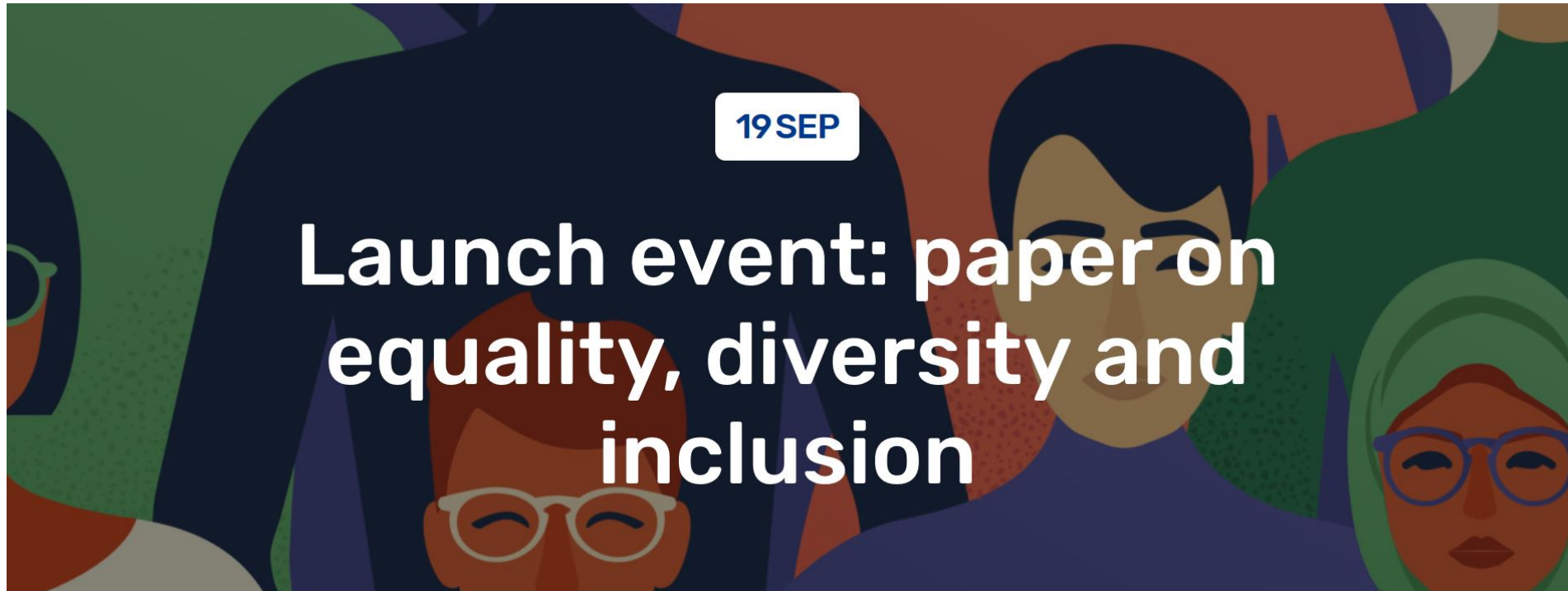
University of Zurich



# WHY diversity?

## Opportunities for universities

1. **Be in tune with society** and its challenges
2. **Include the greatest talents** by redefining excellence
3. **Realize the potential** of staff and students
4. **Enhance performance** and wellbeing
5. **Increase validity and quality** of teaching and research
6. **Remaining relevant** for training and research



*<https://www.leru.org/publications/equality-diversity-and-inclusion-at-universities>*

Welcome to workshop in Lund, December 2, 2019

[www.lu.se/leru-seminar](http://www.lu.se/leru-seminar)





# Yvonne Benschop

Radboud University, the Netherlands

# Gender practices in academic recruitment and selection

Prof dr Yvonne Benschop

**31 October 2019**  
**SDU Odense**



# Gender EDI strategic issues

- Equality and justice as organizational responsibilities
- More talent: less false positive, false negative
- Legitimacy to stakeholders
- Preferred employer
- Performance organisation
  - Better science
  - Better decision making
  - Innovation and creativity
  - Better group relations
- Individual well-being: motivation, retention, commitment, satisfaction



# Academic career systems key

- Senior staff: sheep with five legs (Van den Brink & Benschop 2012, 2014, 2018)
- Early career academics: potential (Herschberg et al 2018)
- Postdocs: autonomy PI's, sheep with three legs (Herschberg et al 2018)
- Systemic gender knowledge limited (Lansu et al 2019)
- Selection committees; political, negotiations
- Multiple criteria - all gendered
- Application criteria to candidates gendered

# Criteria scientific quality gendered

- Proven gender bias in experimental research
  - John & Jennifer CV (Moss-Racusin et al, 2012)
  - Visibility and self-promotion (Reuben et al 2014)
  - Performance ratings (Rivera & Tilsick 2019)
- Proven gender bias in real life research and teaching
  - Reference letters (Madera et al 2019, Dutt et al 2016)
  - Grants (Wenneras & Wold, 1997; Van der Lee & Ellemers, 2015)
  - Student ratings (MacNeill et al, 2015; Boring, 2015)
- Accumulation of advantage for men, women are considered risk (Van den Brink & Benschop , 2014)

# New inspirations

- **Practice theory for EDI** (Janssens & Steyaert 2019)
- **Most popular interventions not sufficient** (Dobbin & Kalev 2018, Dennissen et al 2019)
- **Systemic interventions needed** (Vinkenburg 2017, Lansu 2019)
- **Implementation** (Ng & Sears 2018)
- **Productive resistance** (Van den Brink & Benschop 2018)





# Mathias Wullum Nielsen

University of Copenhagen, Denmark



# 2nd GENDER SYMPOSIUM SDU

Mathias Wullum Nielsen  
Associate Professor  
Department Of Sociology  
University of Copenhagen



UNIVERSITY OF  
COPENHAGEN



MERITOCRACY

“We only look at qualifications”

“All our researchers are hired on their merits”

“For us its all about getting the best candidate”

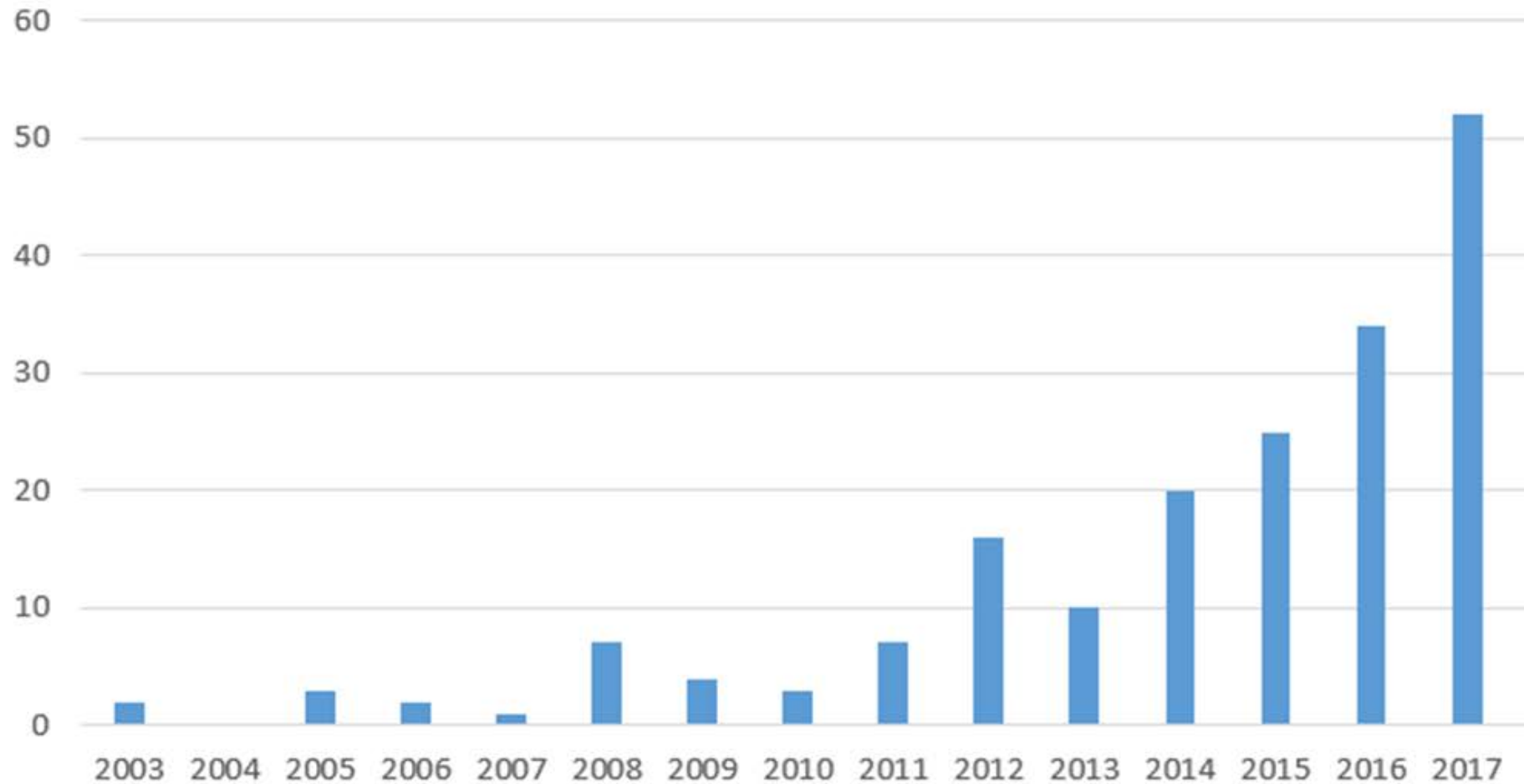
# THE PARADOX OF THE MERITOCRACY

“..in contexts in which people are led to feel that they are unbiased, fair, or objective, they are more likely to behave in biased ways” (Castilla and Bernard 2010).

Castilla, E. J., & Benard, S. (2010). The paradox of meritocracy in organizations. *Administrative Science Quarterly*, 55(4), 543-676.

Uhlmann, E. L., & Cohen, G. L. (2007). “I think it, therefore it’s true”: Effects of self-perceived objectivity on hiring discrimination. *Organizational Behavior and Human Decision Processes*, 104(2), 207-223.

# Development in papers on "unconscious bias"/"implicit bias" and gender in Web of Science





**SOCIAL AND ORGANIZATIONAL CONTEXT MATTERS**

**WHAT HAPPENS BEFORE?**

**WHAT CONDITIONS AMPLIFY BIASES?**



# Panel debate

Break

# 2nd Panel discussion : HOW to include a gender perspective in academic recruitment?

SDU's second Gender Equality Symposium, October 31<sup>st</sup> 2019

# Questions for the panel on HOW

- Which practical initiatives and actions at different levels have you seen that have had effect – and what kind of effect?
- Gender equality measures need to come alive through actions by gender experts and non-experts alike. What do you consider potential implications of a gender and diversity standpoint for actors and their everyday actions?
- How to set (relevant, realistic and realizable) objectives and monitor for progress?
- Approaches to countering resistance and reluctance to addressing gender explicitly?
- Who has the power to do what? Whom to engage and how?
- What works (– and does it work in the long run)? How to keep getting smarter and keep pushing for better (not worse) developments?

# Presenters in the 2nd panel



**Heidi Holt Zachariassen**

Senior Advisor  
Committee for Gender Balance and  
Diversity in Research (KIF), Norway



**Tomas Brage**

Professor of Physics  
Lund University, Sweden



**Lynn Roseberry**

Co-founder and CEO  
On the Agenda, Denmark



# Heidi Holt Zachariassen

KIF-Committee, Norway

# **Gender perspectives in academic recruitment -a focus on the recruitment process**

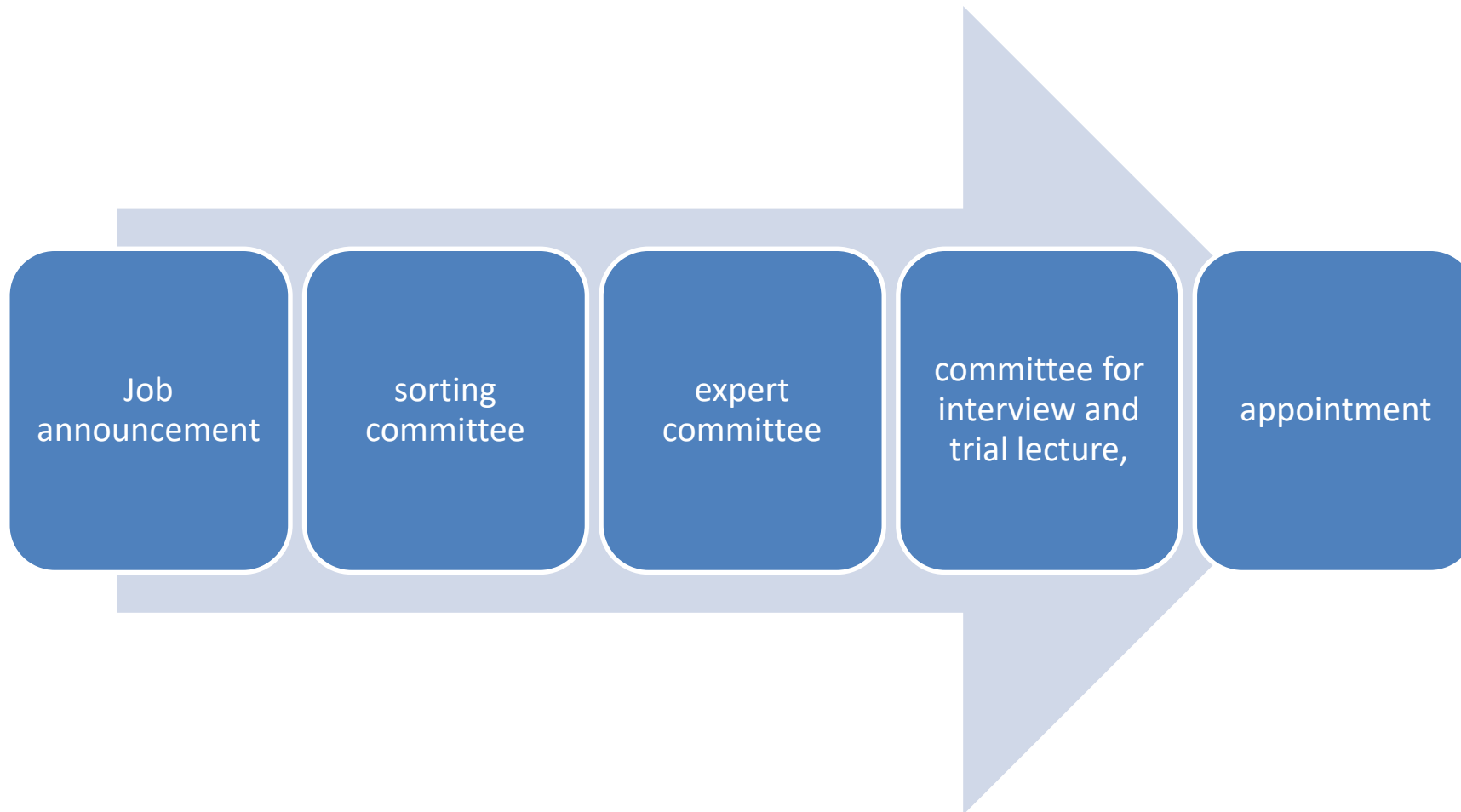


# The process of recruiting

- Most studies focus on the *outcome* of the recruitment process and not the *process* itself
- *Attractive academic careers?* Recruitment and mobility in higher education sector (August 15, 2019 NIFU Report 2019: 10)



# Phases of recruitment



# **What happens in the different phases ?**

## **How can it affect gender balance?**

- Different committee members
- Negotiations
  - on competence and quality:
    - Publication content, number of publications, where published, teaching qualifications, upward trajectory
    - International network and mobility
    - Research or teaching
  - on the importance of gender balance and diversity

**Does quality trump equality? Can a focus on gender equality become an equality facade at an institution that is not played out in practice?**

# How to counter for this -what to do?

- Analyze the recruitment phases in your organisation - who takes part and how is competence and quality defined? Is there a gender perspective at every stage?
- How are the different indicators for quality (previous slide) valued and weighted?
- Make written procedures for each phase on how to include a gender perspective
- Train members of recruitment committees on barriers for gender balanced recruitment

# From individualized to institutionalized equality

- The institution itself has to ask *what is the value of equality and diversity in recruitment*
  - Attractivity
  - Innovation
  - Quality
  - Democratic values
  - Meet the Sustainable Development Goals



# Tomas Brage

Lund University, Sweden

# HOW?

## **1. Mind the gap – joined up approach**

- all discrimination grounds
- staff and students
- Inclusive and gendered research, innovation and teaching

## **2. Use the evidence**

## **3. Leadership!**

## **4. Lead by example**

# How – examples

## 1. Gender-integrated training

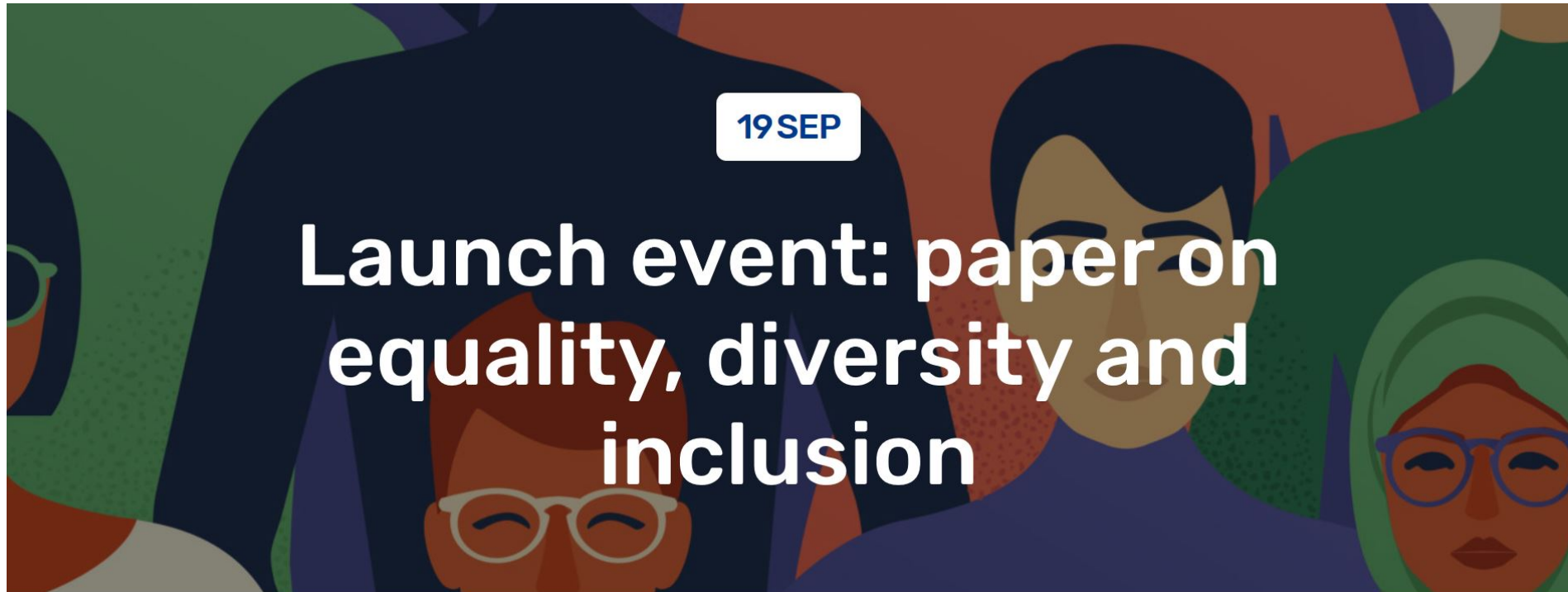
- ✓ AKKA-leadershipprogram
- ✓ Bifocal mentoring for change

For both women and men

## 2. Combat discrimination

- ✓ Tellus-project
- ✓ "See the human beyond" workshops
  - Prevention
  - Micro-agressions/Non-events

## 3. Gendered research and innovation



*<https://www.leru.org/publications/equality-diversity-and-inclusion-at-universities>*

Welcome to workshop in Lund, December 2, 2019

[www.lu.se/leru-seminar](http://www.lu.se/leru-seminar)





# Advice papers

2012:  
Excellence without gender bias

Women, research and  
universities: excellence without  
gender bias

July 2012



Universiteit van Amsterdam • Universitat de Barcelona • University of Cambridge  
University of Edinburgh • Albert-Ludwigs-Universität Freiburg • Université de Genève  
Universität Heidelberg • Helsingin yliopisto (University of Helsinki) • Universiteit Leiden  
KU Leuven • Imperial College London • University College London • Lunds universitet  
Università degli Studi di Milano • Ludwig-Maximilians-Universität München • University of Oxford  
Université Pierre et Marie Curie, Paris • Université Paris-Sud 11 • Université de Strasbourg  
Universiteit Utrecht • Universität Zürich



ADVICE PAPER  
No.18 - SEPTEMBER 2015

## GENDERED RESEARCH AND INNOVATION:

INTEGRATING SEX AND GENDER ANALYSIS  
INTO THE RESEARCH PROCESS

LEAGUE OF EUROPEAN RESEARCH UNIVERSITIES

## Advice papers

2015:

How sex and gender analyses  
could (and should) be included  
for excellence in research and  
innovations.



PUSHING  
THE FRONTIERS  
OF INNOVATIVE  
RESEARCH

ADVICE PAPER  
NO.23 - JANUARY 2018

## Implicit bias in academia:

A challenge to the meritocratic  
principle and to women's careers –  
And what to do about it

LEAGUE OF EUROPEAN RESEARCH UNIVERSITIES

• University of Amsterdam • Universitat de Barcelona • University of Cambridge • University of Copenhagen • Trinity College Dublin  
• University of Edinburgh • University of Freiburg • Université de Genève • Universität Heidelberg • University of Helsinki  
• Universiteit Leiden • KU Leuven • Imperial College London • University College London • Lund University • University of Milan  
• Ludwig-Maximilians-Universität München • University of Oxford • Sorbonne University • Université Paris-Sud  
• University of Strasbourg • Utrecht University • University of Zurich

# Advice papers

2018:

Gender bias as a challenge to  
meritocracy.

Continue 2019-2020 on  
operative work on bias.



# Lynn Roseberry

On the Agenda, Denmark



**“I want you to find a bold and innovative way to do everything exactly the same way it’s been done for 25 years.”**

# The traditional change management model



Formulate/communicate the strategy from the top.



Cascade the plan down every layer of hierarchy.



Generate employee buy-in by maximizing communication and contingent reinforcement (carrots & sticks)



# Self-Determination Theory

A person's intrinsic motivation and performance is strongest within an environment that meets their **basic needs** for:

- Autonomy
- Competence
- Relatedness

Reward and punishment stifle intrinsic motivation to engage in an activity.



# Be Mindful of Cognitive Dissonance



When faced with facts that conflict with an idea that has been heavily invested in, then the belief will be protected and the facts will simply be rationalised away.

# Needs-based change management



## Autonomy

Engage managers and employees in identifying problems and creating solutions.



## Competence

Provide them with easy access to skills and tools they need to meet the challenge.



## Relatedness

Anticipate and address employees' fears and concerns.  
Create psychologically safe spaces for developing change initiatives.

# Gender Equality Initiatives at MIT Faculty of Science and Engineering – 1999-2011

## Recruitment:

- Conscious effort by Department Heads to include women faculty on search committees.
- Education of search committees about unconscious bias and how actively to seek applications from women.
- Defining faculty searches more broadly to open up a larger pool of potential applicants.

Education of Department Heads to be aware of marginalization of women faculty, particularly senior women, so they would make efforts at inclusion.

Effort to standardize mentoring policies across MIT by re-issuing and discussing a guide to effective mentoring of junior faculty.

## New policies to address issues of work and family:

- Parental release of one term following the birth or adoption of a child, extension of the tenure clock by one year for women who bear a child, access to “parents in a pinch”, and financial assistance for travel expenses related to childcare while on professional business.

Review of all applications from women for faculty positions at the level of Deans’ offices.

# Progress at MIT

1999

- 8% of the faculty were women (a number that had not changed in ten years)
- 0 administrative positions.

2011

- 19% of the faculty
- Two out of five academic Deans of MIT
- Two out of six department heads of science

# Think and talk in terms of inclusion

Emphasize **inclusion** rather than diversity or gender equality.

- Recognize bias against **diversity** - a perception of higher likelihood of **interpersonal conflict**.

Recognize and acknowledge that no one is just **male or female** or any other single attribute. Everyone is a package of interlocking attributes.

- We can have **high status** on **some social-hierarchy dimensions** but **low status** on others.

Many of the same measures that promote gender equality promote inclusion of all kinds of diverse attributes.

# Panel debate

# Plenary discussion

# Thank you for your attention!

Please join us at the reception



# Need more info? [www.sdu.dk/genderequality](http://www.sdu.dk/genderequality)

A strategic focus on gender equality supports SDU in reaching a diverse recruitment of all talents and an inclusive and innovative working environment

SDU works strategically with Gender Equality (GE).

The purpose is to ensure that SDU is a diverse employer with innovative and creative research environments and an inclusive working environment. The GE work contributes to SDU's overall [strategy](#) with its focus on creating value for society, enabling all talents and encouraging the exceptional, breaking boundaries and shaping the future.

SDU's [GE work](#) is an informed, consistent and conscious effort rooted in evidence-based research and shared experiences with other Danish and international universities, e.g. in the [GEAR:DK](#)-network.

In order to coordinate this endeavor, SDU has established GET, SDU's [Gender Equality Team](#). The team works with systemic changes at SDU in close cooperation with the faculties and units, including the central Gender Equality Committee and the local Gender Equality Committees.

## Gender Equality Symposium October 31st 2019

SDU's annual Gender Equality Symposium takes place Thursday October 31st from 14.30-17.00 at SDU's Odense Campus. Everyone is welcome!

[CLICK HERE TO REGISTER!](#)