SDU's
GE REPORT 2021

Gender Equality Team on behalf of
SDU's Central GE Committee

GENDER EQUALITY AT
SDU

Colophon

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On the basis of input from SDU's central and local GE Committees

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Contents

A. Introduction

This GE Report presents the gender equality status and activities of 2021 along with plans for coming activities at SDU at the organisational 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 Report[1] and serves as an executive summary.

The first part of the GE Report is a presentation of activities, analyses and key indicators which together serve as the basis on which the plans and objectives, presented in the final section, are formulated.

The GE Report comprises the following elements:

A. Introduction to SDU's GEP
B. SDU's GE activities in 2021 at SDU-level – along with a summary of the themes of the endeavours at faculties and administration
C. Strategic analysis
D. Aggregated SDU data– key indicators are based on SDU's Gender Statistics Dashboard [2]
E. Plans and objectives for the coming period

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[1] Fulfilling Horizon Europe's criterion of annual Gender Equality Plans.
[2] In its 2nd version, June 2021

A.01 SDU's GEP – at a glance

Formal, public documents
- SDU's GE-vision statement*
- SDU's GE quality assurance model: GEP process and annual cycle*
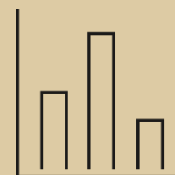- SDU's GE report
- SDU's web-information* / **

Organization and dedicated GE resources
- SDU's GE Committees*
- SDU's Gender Equality Team, GET*
- SDU's International Gender Advisory Board, IGAB*

Data collection and monitoring
- SDU's Gender Statistics**
- GEP process and annual cycle*
- Annual critical friend visits by IGAB and by Central GE Committee

* Underscored text is hyperlink to document and/or resources on SDU's website   ** is accessible only for SDU employees

Training and capacity building – five content areas
- Tailored measures to SDU's Departments and Faculties
- Workshops, presentations, interventions, observation and feedback
- GE consultations to leaders, representatives, staff and students

Work-life balance and working environment
- Inclusive working environment: Interactions, collaboration, meetings
- Workshops on work-life balance for junior researchers

Gender balance in leadership and decision-making
- Unconscious bias awareness raising for leaders, staff and students

Gender equality in recruitment and career progression
- GE in recruitment: from job announcements to promotion criteria
- Workshops, mentoring, consultations for junior staff, managers and supervisors

Integrating the gender dimension into research and teaching
- GE in funding applications: collaboration with pre-award
- GE and unconscious bias awareness raising for teachers and students

Measures against gender-based violence, incl. sexual harassment
- Ethical infrastructure and response mechanisms (under development)
- Workshops, interventions and bystander training (under development)

B. GE activities 2021 at SDU

B.01.01 Transition to SDU's GEP

This GE Report at SDU-level is the first of its kind. Up until 2021, SDU prepared an annual GE report, which also presented initiatives and data analysis at SDU-level. With the implementation of SDU's GEP from August 2021, the previous annual GE report is replaced by two documents: a) SDU's GE Report (the present report) and b) a compilation of GE Reports of SDU's five faculties and central administration.

SDU's GEP is a comprehensive model for quality assurance of SDU's GE efforts and consists of a GE vision statement, a process and annual cycle for systematic data analysis and monitoring of ongoing and planned activities, as well as continuous follow-up through critical-friend visit at faculty/administration level, where members of the central GE Committee serve as critical friend to the management, and at SDU-level, where SDU's International Gender Advisory Board (IGAB) serve as critical friend to the executive board, the GE committees and GET. A full description of SDU's GEP as a model for quality assurance of GE initiatives can be found here:

- SDU's GEP – annual cycle: https://www.sdu.dk/en/om_sdu/sdus_profil/gender_equality/gep
- SDU's GE-standpunkt: https://www.sdu.dk/en/om_sdu/sdus_profil/gender_equality/vision

SDU's Gender Statistics comprises the main foundation for the data used in SDU's GEP – review and analyses of this data at faculty/administration and SDU-levels are a consistent element in SDU's GEP that inform GE initiatives at all organizational levels and are presented in SDU's annual GE Action Plans. This data is supplemented by qualitative analyses and stand-alone in-depth quantitative analyses for the purpose of shedding light on select topics. In the biannual completion of the GEP-cycle, each unit (department/faculty and administrative unit/central administration) identifies and defines initiatives and objectives that make contextual sense and may realistically be implemented / achieved in a defined period. This takes place with or without the support of GET.

The full implementation of SDU's GEP is expected to last the first full two-year GEP-cycle.

B.01.02 Activities and plans for GE initiatives 2021 at SDU-level

Approval, implementation and launch of SDU's GEP – transitional year 2021-2022

In 2021 and 2022 the largest strategic headline for SDU's strategic GE efforts is to formally approve and implement SDU's GEP, which comprises a two-year cycle for quality assuring GE -initiatives at the levels of SDU, faculty / central administration and unit. SDU's GEP has been developed and piloted as part of the H2020 project SPEAR since 2019 in close collaboration with SDU's

GE organisation and has attained its final form through a series of formal consultation procedures involving SDU's collegiate bodies, conducted 2020-2021.

SDU's Gender Statistics

SDU's systematic gender data, SDUs 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 three units: SDU Analytics, Budget, and GET. The outcome of this, the updated Gender Statistics Dashboard, is integrated with SDU's other executive business intelligence data format and has a user-friendly interface for leaders and GE Committees. The integration with additional data sources is ongoing.

Integration of Gender Dimension in Research projects – funding support

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 RIO funding support and GET. Training and workshops are offered ad hoc and as part of SDU's internal competence building.

Implementation of measures to handle and prevent sexual harassment at SDU

As a response to the national petition on sexism in Danish academia in Fall 2020, SDU's executive board appointed a cross-unit task force, which on the basis of a elaborated memorandum from the Legal Adviser to the Danish Government (Kammeradvokaten) was tasked with putting forward recommandations to 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 fomulated 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. The first step of the process plan has been launched with an online portal and collected and accessible information and campaigns for students and staff.

SDU's Gender Equality Team, GET: SDU's 'dedicated GE expert-resources'

GET-SDU was established August 2017, originally with a 4.5 year mandate running through 2021. With the implementation of SDU's GEP and in compliance with the GEP eligibility criterion of Horizon Europe, GET was embedded from January 2022, with direct reference to the executive board member who chairs the Central GE Committee. This has since 2018 been the dean of Health Sciences, Ole Skøtt. GET continues to support all of SDU.

With the transition to the GEP, a number of the tailored initiatives are defined as part of the units' GE initiatives and are carried out with a high degree of collaboration across the organisation. This includes initiatives concerning recruitment, junior researchers, working environment, the integration of the gender dimension in research (proposals) and teaching/outreach/recruitment of students.

GET is Coordinator of the Horizon 2020-project SPEAR (2019-2023), which has now entered its concluding period. In 2021, GET secured support for two leading Horizon Europe projects regarding strategic GE in the European Research Area as project partners (a total of 60 mio DKK, of which 4 mio DKK for SDU).

GE in relation to recruitment at SDU-level

In 2020-2021 an in-depth mapping of SDU's associate professor and professor employment in the period 2016-2020 was conducted by GET and SDU HR in collaboration. This mapping consisted of quantitative analyses of applicants' gender, nationality (+/- Danish), internal/external applicants and lead times, as well as qualitative interviews of newly employed associate professors and professors, chairs of assessment committees and heads of department 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.

The integration of GE perspectives in recruitment processes and HR-related procedures is ongoing at several organizational levels and contexts. At SDU-level this takes place by GET's contribution to the development of SDU's advancement programme for associate professors and a revision of SDU's personnel policy.

Network for female heads of department at SDU – *NO BIAS*[3]

In 2019 three female heads of department took the initiative for a network for female HoDs at SDU, which GET facilitates and supports financially – along the lines of other leader-networks at SDU. The network meets once every three months.

Mentor-programme pilot – 'mentoring for change'

As a collaborative effort between Department of Regional Health Research (IRS) and GET, a one-year group mentoring programme for junior researchers based on international research and practice been under development since 2021.The mentor programme has a twofold objective: to provide support for junior research in their professional development and well-being and to identify hindering and enabling structural / organizational factors. The programme has an inclusive gender approach and targets both men and women. Two pilots are planned to run in 2023-2024, the first for IRS and the second for other departments with many post docs, as part of their GEP-initiatives. These pilots are evaluated and compared to similar and other mentor-experiences for junior

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[3] *N*etwork *o*f *B*rilliant *I*nstitute-leaders *a*t *S*DU

researchers at SDU's other departments and faculties. The objective is to explore need, demand, foundation, approach and organizational possibility to develop and offer a mentor programme by GET once every other year.

B.01.03 Cross-cutting themes in activities and plans at the level of faculty/administration, 2021.

A central feature of SDU's GEP is the context-specific adaptation of GE perspectives and initiatives to the current challenges and strategies of the different units. In this light, the themes presented here will concern the units to different degrees and in different ways that reflect their needs and objectives. Coordination, cross-cutting inspiration and a mild degree of standardization between initiatives are facilitated through ongoing exchanges between the local GE Committees, through the Central GE Committee, through critical friend visits and through the facilitation and strategic support of GET and collaboration with other functions at SDU.

At SDU's faculties and in the central administration, several focal areas and initiatives were planned for 2021. Due to COVID restrictions and lockdown, some activities were replanned or postponed. Some local GE Committees have had a specific focus on how to support flexible working conductions, and some have surveyed their own faculty regarding the potential inequality-related impact the lockdown and changed working conditions possibly had.

Realized and planned activities and focal areas for 2021 address the following themes through various specific approaches:

Leadership and management – examples include:

- o Management as a continued focus area for a faculty GE Committee where a section structure has been implemented and responsibility at the various management levels is still under negotiation
- o Focus on management's responsibility for supporting researchers prioritize tasks in order to support their work-life balance
- o Distribution of management roles has been on the list of initiatives in 2021
- o Focus on the practice of attentive leadership and how to expand this practice from the faculty administration to the rest of the faculty

GE infrastructure and communication – examples include:

- a (new) communication strategy for the GE Committee and a focus on current and relevant additional data to explore and illustrate GE related efforts
- o new terms of reference for the GE Committee (new in 2021) and close collaboration with the faculty-based network of feminist scholars
- o further consolidation of the GE Committee and looking into joining external networks.
- o a new strategic framework for GE work at the faculty in 2021-2023, and with the establishment of a department-specific task force at two departments

- focus on ensuring online communication about recruitment-related GE efforts to recruiting staff
- GE Committee touring the faculty's department meetings to introduce the faculty's work with equality and diversity.
- cross-faculty visits to meet and exchange experiences and insights
- development of the new Gender Statistics

Recruitment – examples include:

- the use of broad announcement texts is in place, often including feedback from GET and with a focus on other process steps in recruiting and making use of the established career and promotion matrix
- recruitment processes integrated into departmental practices
- departments' focus on e.g., assessment committee's work, developing career matrixes, revising current guidelines reg. recruitment.
- Increased focus on announcement texts and (online) information material for potential applicants, as well as establishing a list of possible candidates of women for assessment committees for assistant-, associate- and full professorships to ensure female representation
- attention to gender representation in assessment committees for all academic positions, and also systematic encouragement of qualified women to apply for vacant academic positions
- attention to recommendations for GE aware recruitment and onboarding, including an improved understanding of the leaking pipeline
- development of a new recruitment portal

Career – examples include:

- career progression matrix made publicly available and used increasingly systematically by staff and management in new employment and in performance reviews
- specific focus on PhDs' career, including the offering of a PhD career day
- focus on the transition from associate to full professor
- mentoring schemes, including the "mentoring for change" for young researchers program
- focus on staff flow, salary inequalities, international employees' retention
- focus on ensuring systematic onboarding procedures including a mentoring scheme for new employees

Administrative staff – examples include:

- collection of data concerning salary, advancement, gender representation,
- recruitment processes (see above under recruitment)

Bias awareness – examples include

- range of open "Brown bag meetings" on bias aware teaching and learning for staff
- revision of communication material used in outreach for students

Inclusive working environments – examples include

- o hosting of a seminar on workplace culture and sexism, hosted jointly with the union DM and the Academic Council
- o creating inclusive spaces
- o explicit focus on students' wellbeing and stress

(COVID-related) inclusive working environment – examples include

- o meetings and group dynamics a focal area and the focus of a workplace culture seminar hosted in 2021.
- o survey shedding light on possible consequences of the changed working conditions in 2021. Findings were similar to other surveys, including that PhD students were greatly challenged during lockdown.
- o Focus on meeting dynamics and harassment

C. Opportunities & challenges in relation to GE at SDU

GE at SDU is a strategic priority, linked to SDU's overall strategy and SDG-commitment. As one of the first universities in Denmark to establish a dedicated team of GE experts (from 2017) and the ability to secure H2020 and HEU grants for GE activities, SDU has a well-established GE organization and integration of GE perspectives and -awareness throughout organizational processes, procedures and business data. With the wider Danish national and EU-level focus on responsible research and innovation, sustainability, as well as GE- and sexism-related issues, SDU is uniquely positioned to accommodate growing demands from the student body as well as increase in GE commitment and -competence from various GE advocates in the sector.

However, in parallel with the rest of the sector, SDU's GE efforts are contingent on sustained, clear, vocalized and continuous leadership endorsement, on widening the base of organizational GE advocates, and on further integration of GE perspectives into daily practices and procedures as well as broadening the effective focus to include other diversity aspects, intersectionality and inclusivity[4]. Furthermore, SDU lacks formalized policies and strategies for GE reflected leadership and gender balanced body of leaders as well as for countering gendered pay gap.

On a broader national and international scale, the GE efforts – also at SDU – may be jeopardized through anti-gender and antidemocratic political trends. Gender equality in Academia is in general threatened by an ongoing and persistent leaky pipeline, a growing precariate, and conditions and chilly climates that continuously enable harassment and sexism. In addition, project/initiative fatigue and post-covid overburdening and burn-out prevail.

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[4] Also termed GE+ in HEU, based on Mieke Verloo's work, e.g., i Verloo, M. (ed). 2018. *Varieties of Opposition to Gender Equality in Europe.* New York: Routledge

D. Status for key indicators 2021

The following presents data on SDU's gender representation among its academic staff, in managerial positions, and in academic recruitment, in alignment with SDU's strategic GE focus on academic staff and their recruitment.

Data has been derived from SDU's Gender Statistics dashboard[5]. Data is disaggregated according to the available categories male/female[6] and presented here on an aggregate level. SDU's Gender Statistics can further break down according to age, position, nationality and faculty and department – and can be accessed internally.

In addition to SDU's Gender Statistics, SDU has a number of other data sources, which present, analyze, and monitor other relevant data in relevant fora and detailed and 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/

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[5] From 2022, a new Dashboard has been implemented in this new dashboard, which includes new data sources. Therefore, the data presented here may not readily compare to data presented in previous years' reporting.

[6] A third category, 'other', is being implemented in SDU's HR-system, but has not yet been put to use.

Population: Academic staff by position and gender 2016/2021 – SDU:
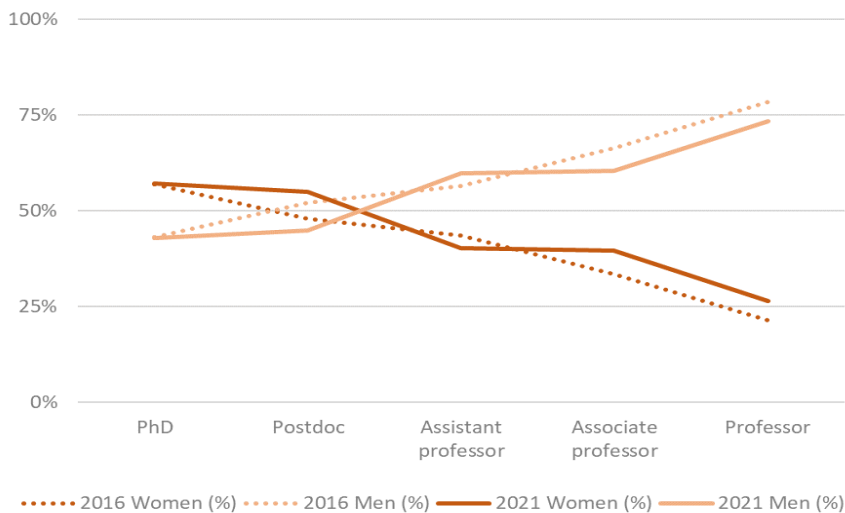
The total representation of women and men among all academic staff at SDU 2021 45%/55% - a stabile trend for the past 5 years.

However, looking at the recruitment of academic staff, this data suggests that this trend will be further consolidated, as the gender distribution of recruitment overall is not radically different in a compensating direction. (Please note, that the Gender Statistics Dashboard does not (yet) contain data concerning recruitment of PhDs. This is therefore missing in the following diagram).

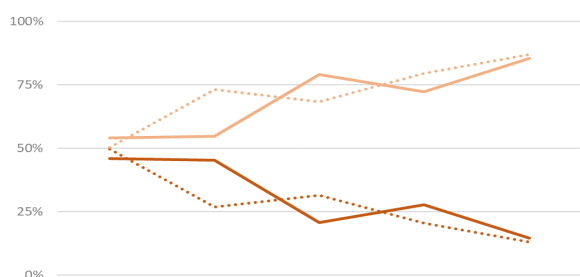**Recruitment: Academic staff by position and gender 2016/2021 – SDU:**
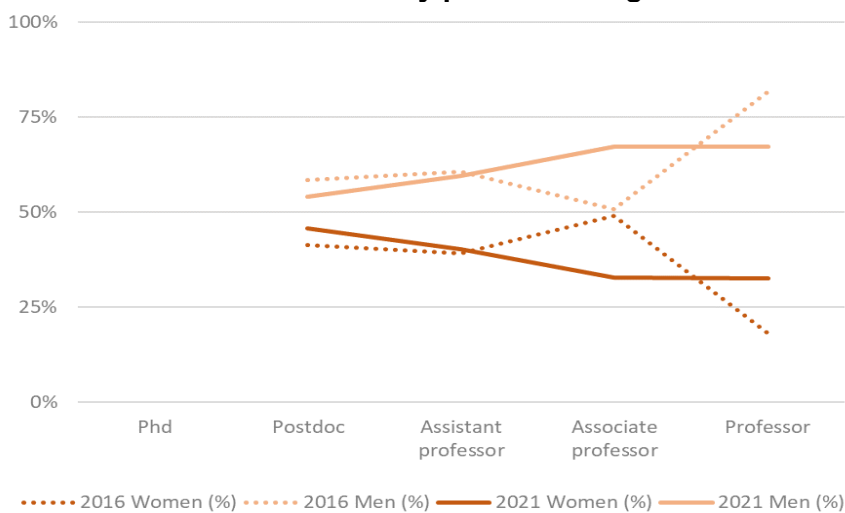
There are, however, variations across faculties (and disciplines) with Science and Engineering showing majority of men at all career levels, and Health Sciences, Social Sciences and Humanities showing a majority of men only at the senior (and tenured) positions. In 2021, Health Sciences as the only faculty shows an almost 50/50 gender representation at associate professor level.
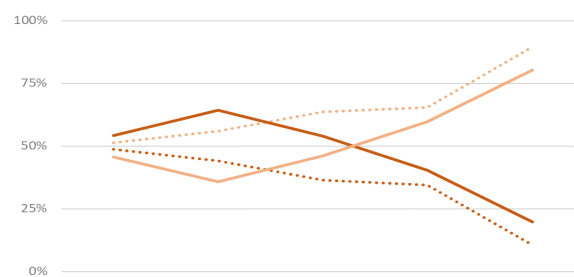
For all faculties, the general trend is a slight improvement towards gender balance from 2016 to 2021 except for assistant professor level. This may also be due to the relatively smaller number in this category.

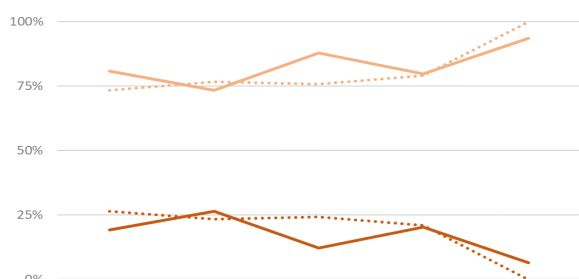**Population: Academic Staff by position and gender 2016/2021 – Faculties**
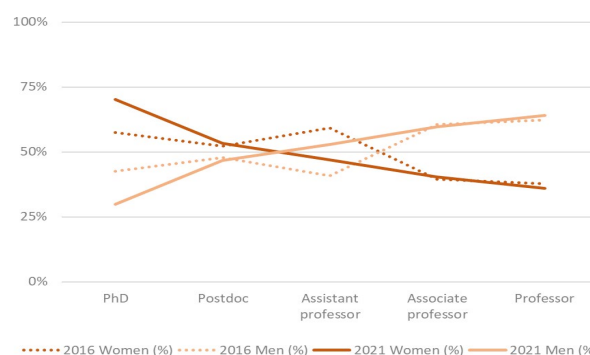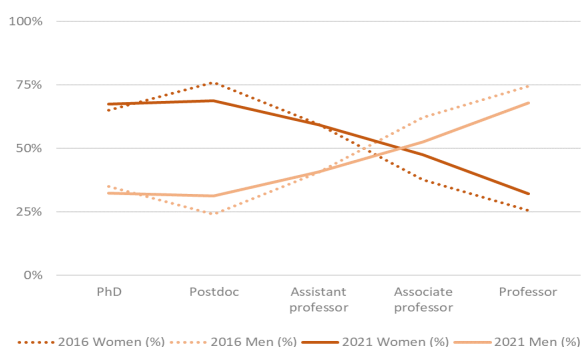
Science:

Business & Social Sciences:

Engineering:

Humanities:

⋯⋯ 2016 Women (%)　⋯⋯ 2016 Men (%)　—— 2021 Women (%)　—— 2021 Men (%)

Health Sciences:

⋯⋯ 2016 Women (%)　⋯⋯ 2016 Men (%)　—— 2021 Women (%)　—— 2021 Men (%)

More women than men are employed as PhDs - and in 2021, this also applies to postdocs. 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:

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

2016:
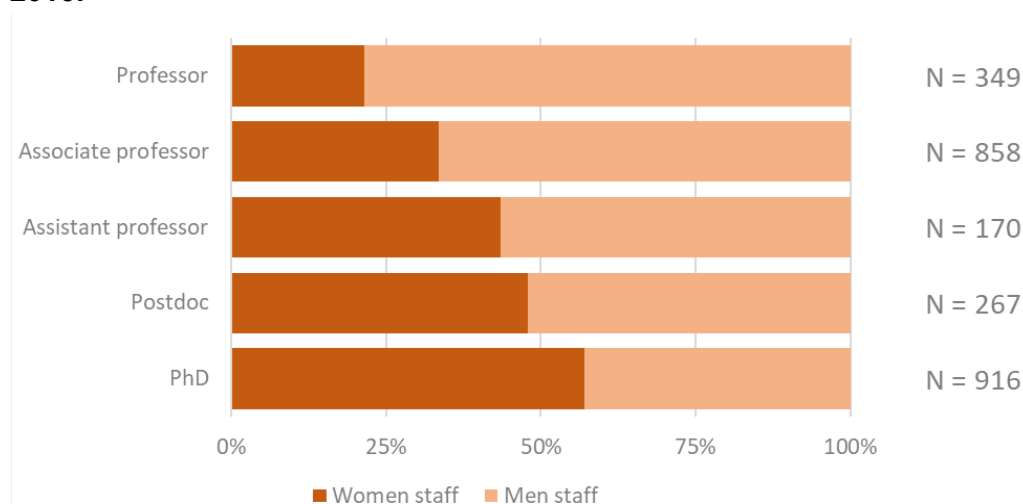
2021:
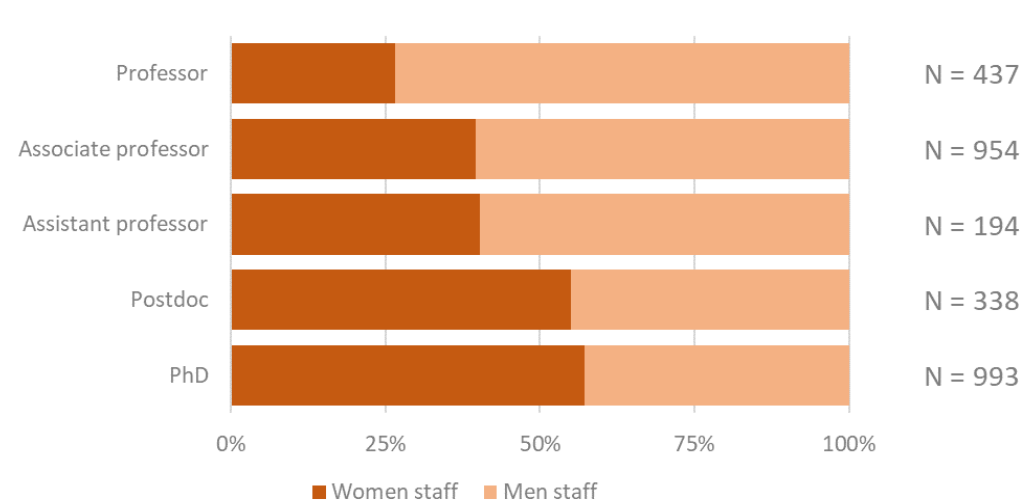
Out of all the women employed in academic positions at SDU in 2021 (N=1326), 47% are PhDs (N=568) and 9% are professors (incl WSR and Clinical – N=116).

The corresponding figures for men (total N=1590) are: PhDs: 27% (N=425) and professors 20% (incl WSR and Clinical – N=321).

Women's representation in permanent positions (i.e., professor, associate professor) has increased since 2016, as has women's representation in temporary positions (i.e., assistant professors, postdocs).

However, as women's representation among PhDs remains stable at 57%, and since women in PhD positions make up almost half of all academic women on staff, the overall representation of women among academic staff also remains stable at 45%, unchanged since 2017 (42% in 2016).

Gender representation in management, 2021

The figures are small at the Executive Board level, where 1 out of 8 board members in 2021 was a woman. Among the Heads of Department, there is a 69% majority of men (18 out of 26), whereas for the administrative heads at the corresponding grade (Heads of Division and Faculty Administration), this majority is 59% (10 out of 17) – thus for this category the distribution is within the 40/60 balance.
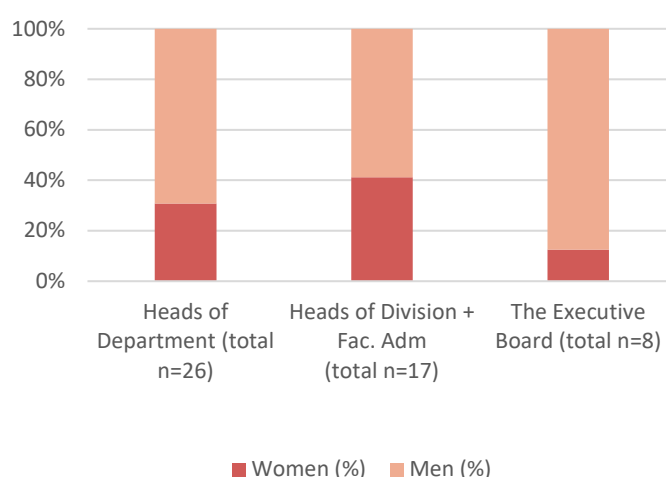
SDU does not currently have a policy regarding gender representation in its management.

Recruitment to academic positions, 2021

263 academic positions were filled in 2021. This is a decrease from 281 in 2020, but an increase compared to 251 in 2019, 248 in 2018 and 247 in 2017.

Recruitment to Academic positions, SDU, 2021

Position	Women hired	Women hired (%)	Men hired	Men hired (%)	Hired total
Professor[7]	17	33%	35	67%	52
Associate professor[8]	19	33%	39	67%	58
Assistant professor[9]	25	42%	35	58%	60
Postdoc	42	45%	51	55%	93
Total	103	39%	160	61%	263

Not all positions were filled on the basis of a pool of qualified applicants counting *both* women and men. In 2021, about half of the academic recruitment processes had both men and women among the qualified applicants. This is a slight decrease from 2017 and 2018 where 56% of academic recruitment processes had both men and women among the qualified applicants.

Conversely this means that almost 50% of all hirings were based on a qualified applicant pool consisting of *only* either men or women; for men the share of hirings based on only qualified men in the field has been stable around 45-55% the past 5 years, whereas the corresponding figure for women has increased from 34% in 2017 to 48% in 2021.

This suggests that it may be beneficial to further analyze recruitment processes, including who is encouraged to apply, the gender representation among applicants before assessment, and the process of assessment of applicants.

In principle, it is a requirement for academic positions at SDU that there is minimum of three qualified applicants for the position to be filled. This principle has been operating since 2015 and is consequently one of the key indicators of SDU's gender statistics.

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[7] Professor, professor WSO and Clinical Professor.
 In this context it is of note that recruitment to clinical professorships rarely have both men and women among qualified applicants; these positions are known as complex recruitment processes as the profiles are often very specialized and with both clinical and research-related components and criteria.

[8] Associate Professor and senior researcher – senior researchers are all hired on the basis of less than three qualified applicants

[9] Assistant professor and researcher - researchers are all hired on the basis of less than three qualified applicants

Of the 263 recruitment processes in 2021, 219 / 83% were externally advertised. About 74% of these, 162 of the 219, corresponding to 62% of the total, managed to attract 3 or more qualified applicants:

Positions with 3 or more qualified applicants

Position	Hired total	Hired total based on external advertising	Hired total based on external advertising, with 3+ qualified applicants	Hired men based on external advertising, with 3+ qualified applicants	Hired women based on external advertising, with 3+ qualified applicants
Professor[10]	52	51	23	11	11
Associate professor[11]	58	48	36	28	8
Assistant professor[12]	60	54	50	31	19
Postdoc	93	66	53	34	19
Total	263	219	162	104	57

A pool of 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 3+ pool may well consist of *only* qualified men or *only* qualified women.

A total of 64% of all the externally advertised positions with three or more qualified applicants resulted in men being hired; consequently, only 35% of the externally advertised positions attracting 3+ qualified applicants ended up with a woman being hired.

[10] Professor, professor WSO and Clinical Professor

[11] Associate Professor and senior researcher – senior researchers are all hired on the basis of less than three qualified applicants

[12] Assistant professor and researcher - researchers are all hired on the basis of less than three qualified applicants

E. SDU's GE plan 2022-2024

For the coming period, 2022-2024, GE initiatives at SDU will include the following headlines and overarching efforts as a supplement to the already ongoing activities at SDU-, faculty- and central administration levels.

GEP	Integration of the gender dimension in research and teaching	Recruitment and career development	Working environment
Full implementation at all organisational levels and first review of SDU's GEP	Training and resources for researchers and funding advisers	Mentoring for change pilot	Review of SDU's infrastructure for handling sexual harassment
Gender Statistics - review and integration of additional datasources	Training and resources for teachers	Unconscious bias training in relation to recruitment	General unconscious bias training for leaders and employees

Activities and measures at SDU-level will from 2023 be followed and monitored at the annual critical friend visits between the executive board and IGAB. In addition, SDU's overall GEP-model will be reviewed at the end of the first full cycle.

Detailed plans for activities and initiatives at faculties and central administration are presented in the compiled GE Report for faculties and central administration.

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