ARBEJDET MED LIGESTILLING PÅ SDU ÅRSRAPPORT 2020

Rapport til direktionen

Udarbejdet af
SDU's centrale ligestillingsudvalg
og GET

Oktober 2021

Indhold

Executive summary

This annual report presents the 2020 gender equality activities and initiatives at SDU.

The organizing of SDU's gender equality efforts in 2020

SDU's gender equality organization continues to be comprised of a Central Gender Equality Committee and six local committees: one at each of the five faculties and one at the Central Administration. In addition, SDU's Gender Equality Team, GET, acts as task force for the Central Gender Equality Committee and is tasked with supporting and qualifying local initiatives in cooperation with the Faculties and administrative units, the central Gender Equality Committee and the six local Gender Equality Committees. Ole Skøtt, Dean at the Faculty of Health Sciences, has chaired the Central Gender Equality Committee since January 2019. The Committee members are representatives from the Faculties, the Central Administration and the Central Liaison Committee.

Data on SDU's Employees in 2020

The representation of men and women in SDU's academic positions is unchanged in 2020 compared to previous years, with 57% men and 43% women. Women's representation remains consistently high among the entry-level temporary position as PhD, at 57% in 2020. Women's representation among the temporary positions as postdocs and assistant professors is less stabile: 5 years ago, in 2016, women were equally represented with 44% among both postdocs and assistant professors. Yet women's representation among the latter is reduced to 39% in 2020 while representation among postdocs increases to 52% in 2020. Among the tenured positions as associate professors, women's representation increases from 34% in 2016 to 40% in 2020. This may be due to career advancements among women assistant professors, contributing to their drop in representation (mentioned above) in the same time period. Women's representation among tenured professors has also increased, albeit slower, from 21% in 2016 to 27% in 2020, but the representation among clinical professors specifically remains fairly low at 21% in 2020.

2020 saw 274[1] new recruitments in positions ranging from post.doc to professor; this is the highest number in five years, up from 251 in 2019. Women were recruited in 44% of the processes; up from 38% in 2019.

- Of the 223 advertised positions in 2020, 66% had both men and women among the qualified applicants. Securing a gender-diverse applicant pool remains a challenge also in 2020.
- 82% of the 223 advertised positions were filled based on 3 or more qualified applicants, a decrease from the 2017-2019 years where that figure was constantly between 89%-91%. 3 or more qualified applicants does not always bring with it a gender diversity among those qualified; 20% of the processes with 3+ qualified applicants had only men in the qualified pool.
- As in previous years, a small positive equal opportunities impact in appointments is detected when having *both* a qualified candidate pool of 3 or more applicants *and* having both men and women among the qualified applicants.

Activities in 2020

Many activities have been carried out online in 2020 due to the Covid-19 pandemic. Despite this challenging and unexpected change in working conditions, 2020 was once again a year that saw many activities continue or being initiated across SDU. The Central Gender Equality committee has continued to qualify GET's work, in 2020 most particularly related to the development of the process and qualification model behind SDU's new Gender Equality Plan. The Committee has also initiated a new visiting-matrix model to increase the knowledge

---

[1] Recruitments reported to the Ministry for Higher Education and Science's "UNI:C" data.

sharing across the faculties. The Committee has also hosted a presentation on sexism in Danish academia, facilitated by GET's team leader, Eva Sophia Myers.

Based on annual reporting inputs from the six local Gender Equality Committees, several themes are also emerging as areas of actions and focus in 2020. They are thematically summarized below:

Meeting culture
Ensuring inclusive culture, focus on dynamics of group relations (HUMANITIES)

Recruitments and career progression
Focused recruitment process using process examples to observe and learn from (EGINEERING)
Focus on improving job advertisements to attract wider range of applicants (SCIENCE)
Unconscious bias training for everyone involved in the recruitment process (SCIENCE)
Developing a career progression matrix for academic positions (SCIENCE)
A new onboarding process for new employees (SCIENCE)
Focus on the transition from associate to full professor (BUSINESS & SOCIAL SCIENCE)
Focus on mentoring (BUSINESS & SOCIAL SCIENCE)

GEP – piloting of SDU's new Gender Equality Plan model
The GEP process is currently running; each department has defined actions (HEALTH SCIENCES)
As per the process model, all Heads of Departments and local Gender Equality Committee members have been meeting with GET to initiate the actions (HEALTH SCIENCES)

Awareness raising and unconscious bias
Creating awareness about the local gender equality committee's work (ENGINEERING)
Compiling all gender and diversity initiatives at TEK to create awareness (ENGINEERING)

Work environment and local leadership
New standard material for Performance Development Reviews has been developed (ENGINEERING)
Introduction of new 'MUS' concept at the faculty and distribution of MUS to sections (SCIENCE)
Training of Heads of Sections (HoS) to support the individual researcher (SCIENCE)
Execution of faculty-wide local survey to clarify impact of lockdown (SCIENCE)
Focus on the consequences of Covid-19 and working from home (BUSINESS & SOCIAL SCIENCE)
PhD school has initiated focus on well-being of PhD-students (BUSINESS & SOCIAL SCIENCE)
Sexism-focused actions at all local Departments as follow-up on national initiative (HUMANITIES)

Student-oriented initiatives
Bias awareness in communication towards and interactions with potential students (ENGINEERING)
Increased bias awareness in teaching (HUMANITIES)
Development of a checklist for bias-free oral examinations (CENTRAL ADMINISTRATION)

Data
Generate more statistics to support our GEPs (HEALTH SCIENCE)

Cross-faculty knowledge sharing
Gender equality committee meetings across faculties (HUMANITIES/HEALTH SCIENCES)

Årsrapport for arbejdet med ligestilling på SDU 2020

Introduktion til arbejdet med ligestilling på SDU 2020

Med nærværende årsrapport giver det centrale Ligestillingsudvalg (CLiU) direktionen en status på arbejdet med ligestilling på SDU i 2020. Rapporten beskriver kort, hvilke aktiviteter og handlinger, der er iværksat af SDU's centrale ligestillingsudvalg, ligesom den indeholder en samling af indberetninger fra fakulteternes samt fællesadministrationens ligestillingsfora.

Indberetningerne er i nærværende rapport gengivet i deres oprindelige version, og de forekommer derfor på enten dansk eller engelsk afhængig af hovedområdernes valg af afrapporteringssprog. Strukturen for afrapporteringen lægger sig op ad afrapporteringsstrukturen for bl.a. uddannelsesberetningen, og består af følgende elementer:

- A: Follow-up on activities and plans from last
- B: Strategic analyses of the faculty's opportunities and challenges
- C: Status for selected focal areas and objectives
- D: Status for key indicators
- E: Action plan – short and long term
- F: Overview of work-flow of reporting process

SDU's centrale ligestillingsudvalg

Ole Skøtt, dekan på Det Sundhedsvidenskabelige Fakultet, har siden 1. januar 2019 været formand for udvalget, der består af medlemmer fra alle SDU's fakulteter, HSU samt Fællesadministrationen. I 2020 har udvalget afholdt 4 møder. Referater kan tilgås på udvalgets hjemmeside på sdunet.dk.

Medlemmer tæller i 2020:

Ole Skøtt (SUND, formand)

Rikke Leth-Larsen (SUND)

Mette Elmose Andersen (SUND)

Martin Svensson (NAT)

Jeanette Lemmergaard (SAMF)

Marianne Harbo Frederiksen (TEK)

Kirsten Præstegaard (TEK)

Heidi Maglekær Jensen (TEK)

Sharon Millar (HUM)

Bertil F. Dorch (SDUB)

Jakob Ejersbo (FO)

Liv Baisner (FO)

Vibeke Vindahl Hermann (FO, sekretær)

Aktiviteter:

Trods et 2020 i Covid-19's tegn har udvalget deltaget aktivt i sparring og kvalificering af GETs arbejde omkring pilotering og udvikling af SDUs Gender Equality Plan. Dette arbejde har været gennemgående hele året og udvalgets input har været uvurderlige for GET.

Derudover har udvalget initieret en besøgs-matrix med henblik på at øge videndeling mellem hovedområderne.

Udvalget har ligeledes haft besøg af Eva Sophia Myers fra GET, der holdt et oplæg om sexisme på de danske universiteter.

General reporting on SDU's academic staff 2020

Below follows the reporting on SDU's gender representation among (1) all academic staff at the faculties, as well as (2) indicators related to SDU's recruitments of new academic staff in 2020, (3) the gender representation among qualified applicants, (4) the number of applicants for a position, and (5) the composition of assessment committees.

Data is from SDU's Gender Statistics (https://qv.sdu.dk) and thus derived from the SDU payroll data ("lønbogen") as per December 2020, and from the reporting on recruitments submitted to Ministry for Higher Education and Science's UNI:C data collection.

1. Gender representation among academic staff

Table 1.1.					
SDU's 5 faculties					
Academic employees					
Year: 2020					
Position	Number of men	Men %	Number of women	Women %	Total
PhD	218	**43%**	290	**57%**	508
Post.doc	157	48%	168	52%	325
Assistant Pro	115	61%	73	39%	188
Associate Pro*	369	60%	251	40%	620
Pro MSO	55	70%	24	30%	79
Clinical Professor	85	79%	23	21%	108
Professor	176	**73%**	64	**27%**	240
Total	1175	**57%**	893	**43%**	2068

*Associate professor includes senior researchers ("seniorforsker").

As is evident in table 1.1., the representation of men and women remain skewed at the bottom and the top of the academic career path, with more women than men among the PhD students (57%) and post.docs (52%), and more men among the other and tenured positions, particularly in professorships. Note that, unlike last year's reporting, this year's report includes indicators on professors and clinical professors separately. The total percentage of women among professors *including the clinical* is 25% in 2020.

The representation of women and men across *all* these positions was 40%/60% in 2015; it changed to 43%/57% in 2017 and has remained at this representation the last 4 years, including in 2020.

A look across all categories over a 5-year period is available on the next page, in figure 1:

Figure 1: % of women in academic positions at SDU 2016-2020
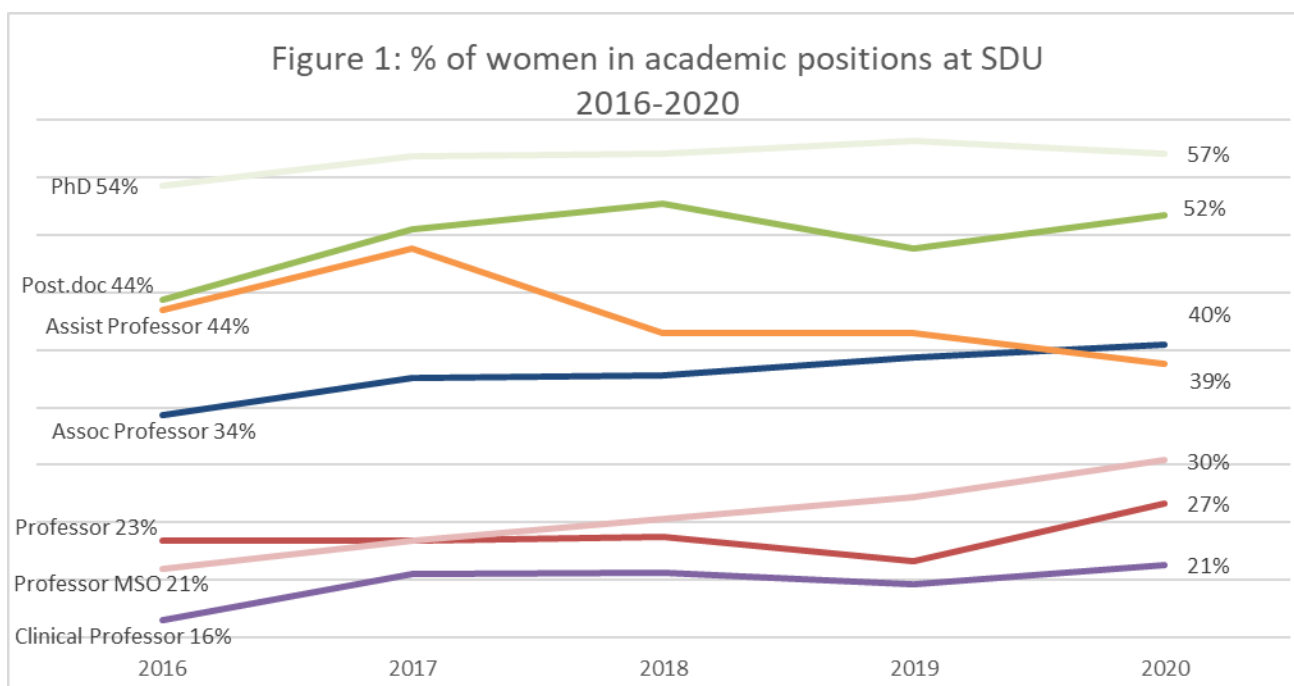
The percentage of women in the **temporary and out-phased[2] position as Professor MSO** increases significantly over the 5-year period, from 21% in 2016 to 30% of SDU's MSO professors being women in 2020.

If the MSO is considered and employed as a stepping-stone for recruiting future potential tenured professors, the increase in women's representation over a 5-year period can be considered a positive development

Women's representation is the highest and the most stable among the entry-**level temporary position as PhD**, at 57% in 2020. Women's representation among the **temporary positions as post.docs and assistant professors** is more puzzling and less stabile: 5 years ago, in 2016, women were equally represented with 44% among both post.docs and assistant professors. Yet women's representation among the latter is reduced to 39% in 2020 while representation among post.docs increases to 52% in 2020.

If the assistant professorship is considered and employed as a stepping-stone for recruiting future tenured associate professor, the reduction in women's representation over a 5-year cannot be considered a positive development.

Among the **tenured positions as associate professors**, women's representation increases from 34% in 2016 to 40% in 2020. This may be due to career advancements among women assistant professors, contributing to their drop in representation (mentioned above) in the same time period: in the 5-year period, 3 out of 4 recruited women associate professors, 76%, were already employed at SDU prior to taking on their associate professorship position. Women's representation among **tenured professors** has also increased, albeit slower, from 21% in 2016 to 27% in 2020, but the representation among clinical professors specifically remains fairly low at 21% in 2020.

---

[2] The MSO-position will be phased out from 2020 onwards.

2. Recruitments: new positions and gender representation among the recruited

In 2020, 274 new academic employees have been recruited to positions ranging from temporary post docs to tenured professors. 44%, or 120, of the new recruits are women.

Table 2.1			
SDU's 5 faculties			
Academic recruitments			
Year:2020			
	Women hired	Men hired	Total hired
Post.doc^	47	55	102
Assistant Pro	26	39	65
Associate Pro*	25	29	54
Professor MSO	5	4	9
Clinical Professor	7	18	25
Professor	10	9	19
Total	120	154	274

^Post.doc includes researchers ("Forsker"). *Associate professor includes senior researchers ("Seniorforsker")

The total figure from 2020, 274 reported recruitments, is the highest in five years, up from 247 in 2017, 248 in 2018 and 251 in 2019. See table 2.2. below for a three-year overview.

Table 2.2									
SDU's 5 faculties									
Academic recruitments									
Year	2018			2019			2020		
	Women hired	Men hired	Total hired	Women hired	Men hired	Total hired	Women hired	Men hired	Total hired
Post.doc^	43	57	**100**	43	55	**98**	47	55	**102**
Assist Pro	10	34	**44**	18	37	**55**	26	39	**65**
Assoc Pro*	26	29	**55**	25	31	**56**	25	29	**54**
Professor MSO	7	12	**19**	5	10	**15**	5	4	**9**
Clinical Pro	6	11	**17**	0	3	**3**	7	18	**25**
Professor	3	10	**13**	4	20	**24**	10	9	**19**
TOTAL	95	153	**248**	95	156	**251**	120	154	**274**

^Post.doc includes researchers ("Forsker"). *Associate professor includes senior researchers ("Senior-forsker")

Recruitments to almost all 6 categories increase in 2020, most notably the number of assistant professors and clinical professors compared to 2019.

Looking back over a 5-year period (table 2.3), it is noteworthy that women's percentage among the new hires in these positions increases in 2020 (the same year with the highest number of recruitments in 5 years): **women make up 44% of new recruits in 2020, up from 41% in 2016.**

Looking at women's representation among staff in the same positions (note that this is without PhDs; they are included in table 1.1's figures), a similar increase is evident, from 34% in 2016 to 38% in 2020.

Table 2.3		
SDU's 5 faculties		
Representation in academic recruitments* and among academic staff over 5 years *without PhD staff and PhD recruitments*		
	Women among academic recruitments	Women among academic staff
2016	41%	34%
2017	39%	38%
2018	38%	37%
2019	38%	37%
2020	**44%**	**38%**

*Includes recruitments from post.doc to professorships as reported to UFM and available in Gender Statistics

The representation of women differs across positions and over time, as evident in Figure 2. This displays women's representation both among staff (solid lines) and among recruitments (dotted lines).

Figure 2: Women's representation among academic staff and recruitments 2016-2020
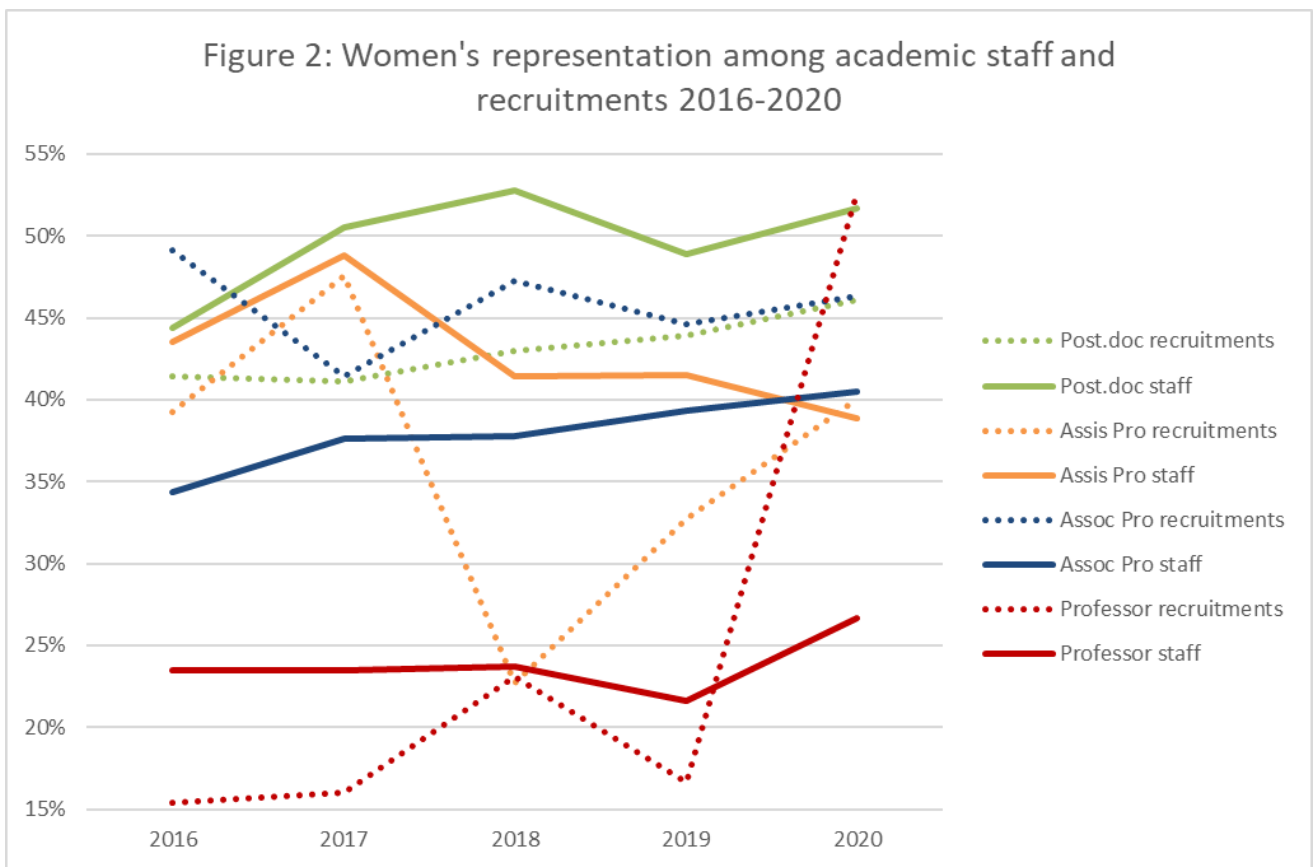
Changes in women's representation among staff will be related to recruitments, but is also dependent on other variables such as retirements, resignations etc.

Women's representation among post.docs (green line) is slowly increasing, and it is higher than women's representation among recruitments into this position (dotted green line).

Women's representation among assistant professors (orange line) drops over the 5-year period, but representation among recruitments in the last two years is increasing (dotted orange line).

Women's representation among associate professors increases (blue line), and representation among recruitments into this position is actually higher than among staff (dotted blue line).

Women's representation among professors increases (red line), notably in the last two years where an increase in representation among recruitments is also evident (dotted red line).

Over the five-year period, about 3 out of 4 of all recruited associate professors and full professors were already employed at SDU prior to taking on their new position.
Women more often than men come from a position at SDU: 87% of the new women professors and 76% of the new women associate professors were internal candidates already employed at SDU. By comparison, 68% of the men recruited to professorships and 69% of the men recruited to associate professorships were already employed at SDU.

3. Recruitments: new positions and gender representation among qualified applicants

Among 2020's 274 new appointments, 223 were positions that were externally advertised and as such able to generate more than one applicant. 26 women and 25 men were recruited to the 51 positions not advertised, including 5 women to tenured positions as associate or full professor and 3 men to associate professorships.

Of the 223 advertised positions, 148 or **66% had both men and women among the qualified applicants**. This is a smaller percentage than in the previous 4 years, but still an increase from 2016's 55%.

> **26%** of 2020's 223 advertised recruitments had only men among the qualified applicants
> **8%** of 2020's 223 advertised recruitments had only women among the qualified applicants

Figure 3.1 illustrates the five-year period's changes:

Figure 3.1: Advertised academic recruitments 2016-2020 and gender representation among qualified applicants
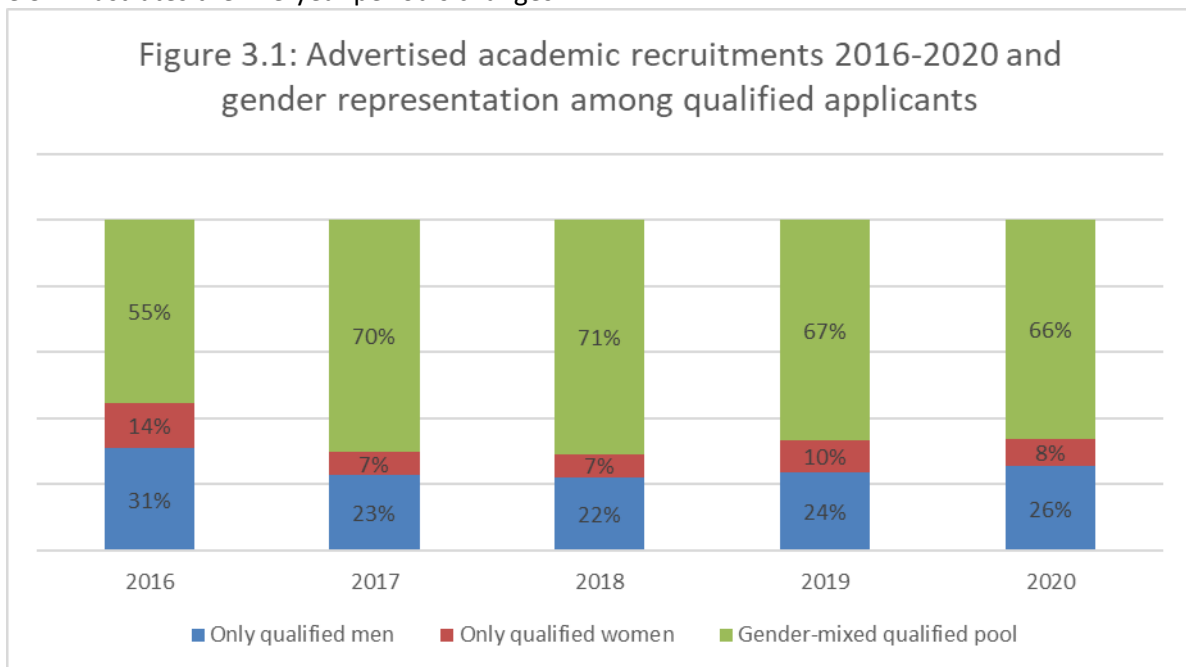
It is evident that securing a gender diverse representation among qualified applicants remains a challenge: the gender representation outcome of 1 in 3 (34%) of SDU's advertised academic recruitments in 2020 is predetermined by a lack of representation of men/women in the qualified applicant pool. 1 in 4 of the advertised recruitments (26%) were bound to end up with the recruitment of a man.

In addition, over the 5-year period, about 1 in 4 (28%) of the advertised recruitment processes with only women among the qualified applicants lead to women being appointed to a permanent position. For the advertised recruitment processes with only men among the qualified applicants, about 1 in 3 (38%) of the processes lead to men being appointed to a permanent position. This suggests a long-term impact on SDU's overall gender representation.

When advertised positions have both men and women among the qualified applicants, there seems to be a positive development in the percentage of women being hired in 2020 (51%) compared to last year's 34%, ref. table 3.1.:

Table 3.1			
SDU's 5 faculties			
Advertised academic recruitments			
	Number of advertised recruitments with both men and women among the qualified applicants	Women hired	Men hired
2016	68 out of the 123 advertised	41%	59%
2017	139 out of the 198 advertised	45%	55%
2018	138 out of the 195 advertised	43%	57%
2019	130 out of the 195 advertised	34%	66%
2020	148 out of the 223 advertised	**51%**	**49%**

This is a significant change from 2019 and from the previous years and could suggest that **both men and women have been equally likely to be appointed when being qualified in 2020**. This contrasts with a look across the various positions over a 5-year period (see table 3.2) which suggests that women have not as often as men been offered a position even when they were part of the qualified applicants' pool alongside men.

Table 3.2			
SDU's 5 faculties			
Advertised academic recruitments			
Years: 2016-2020			
	Number of advertised processes with both men and women among the qualified applicants	Women were hired	Men were hired
Postdoc^	169 out of 241 advertised positions	43%	57%
Assistant Pro	169 out of 233 advertised positions	40%	60%
Associate Pro*	176 out of 264 advertised positions	49%	51%
Pro MSO	44 out of 59 advertised positions	34%	66%
Clinical Pro	20 out of 54 advertised positions	55%	45%
Professor	45 out of 83 advertised positions	38%	62%
Total	623 out of 934 positions	**43%**	**57%**

^Post.doc includes researchers ("Forsker"). *Associate professor includes senior researchers ("Seniorforsker")

With the exception of clinical professorships, **in advertised positions that secure a gender-mixed qualified applicant pools, for the past five years men have been hired more often than women across positions from post.doc to professorships**. A noteworthy almost-exception is associate professorships which are offered almost just as often to men as to women (49%/51% respectively).

The 2020-data, where men and women have fared almost equally, could indicate a potential change in this.

It is noteworthy, too, in table 3.2. that **it is only about half of the advertised professorships that secure a gender-mixed qualified applicant pool,** 45 out of 83 (54%). The figure is even lower, at 37% (20 out of 54) for advertised clinical professorships. This suggests that these advertised positions are the least likely to secure a gender diverse mix and instead have appointment processes with only men or only women among the qualified applicants.

This is confirmed when looking at the recruitment patterns in terms of the outcome of advertised positions both with only qualified men/women among the applicants as well as those with a mix. Figure 3.2 provides an overview.

Figure 3.2: Advertised academic recruitments 2016-2020: percentage of appointments based on gender diverse or men/women-only qualified applicant pools
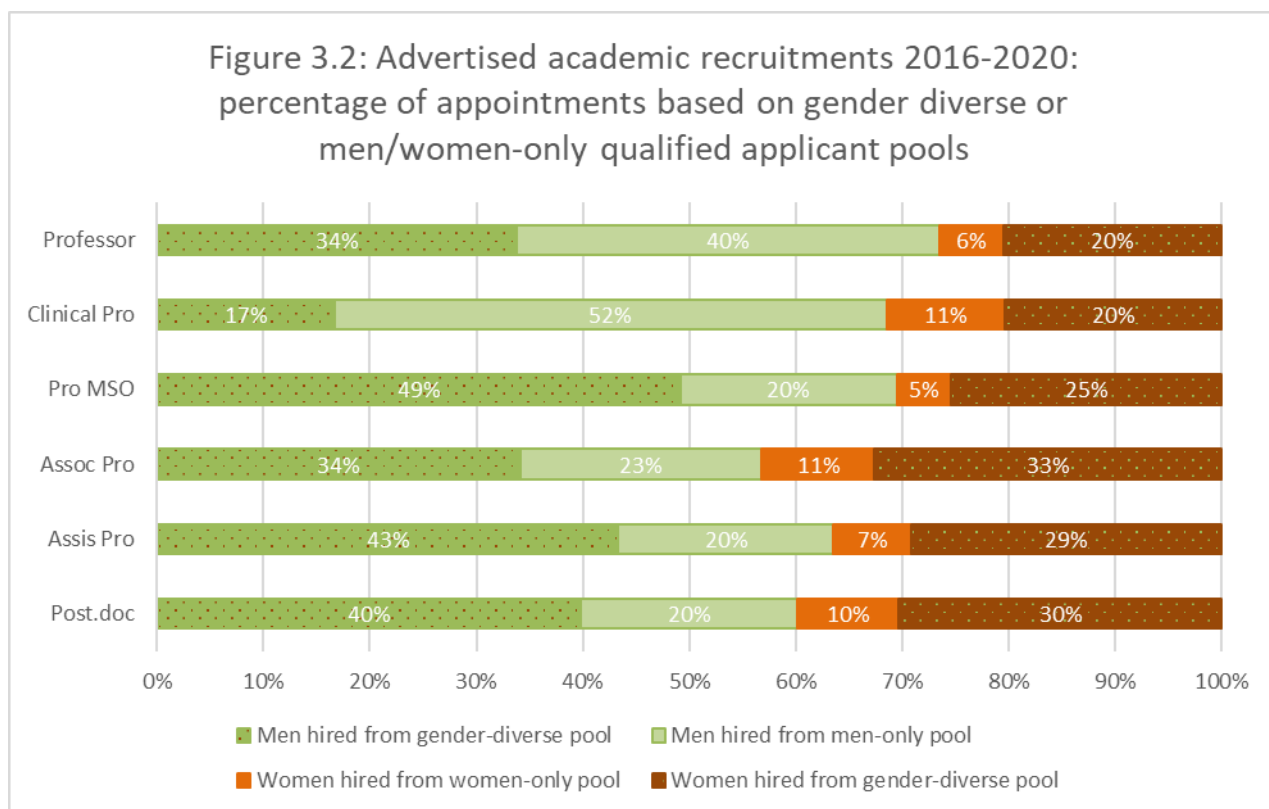
Only 54% of the advertised professorships are appointed based on a mixed (dotted pattern) pool of qualified applicants; many of those advertised positions only have men or women among the qualified applicants, with a significant 34% having only men among the qualified applicants.

Advertised post.docs and assistant professorships are more often, about 70%, appointed based on a mixed pool of qualified applicants; it seems securing appointments based on a gender-diverse pool starts to become problematic around the associate professorship where 34% of the appointments are from men- or women-only qualified applicant pools.

4. Recruitments: gender and number of qualified applicants

Referring to a qualified candidate "pool" is not always accurate: in 2020, 182 or **82% of the 223 advertised positions were filled based on 3 or more qualified applicants.** This is quite a decrease from the 2017-2019 years where the number of advertised positions that secured 3 or more qualified applicants was constantly between 89%-91%.

The Faculty of Health Science's new exception from having to secure 3 or more qualified applicants for some positions can perhaps help explain the significant change: 31 of the 41 positions with fewer than 3 qualified applicants in 2020 were based at the Faculty of Health Sciences.

Noteworthy to keep in mind, too, is that at least 51+ academic positions ranging from post.doc to professor were filled in 2020 without an external advertisement and were as such unable to secure *any* applicants.
Can we detect more women hired in processes with more qualified applicants? No, quite the opposite if that is the only criteria we employ.

Table 4.1		
SDU's 5 faculties		
Advertised academic recruitments		
Year: 2020		
	Women hired	Men hired
All advertised recruitment processes (223 positions)	42%	57%
Processes with 3 or more qualified applicants (182 positions)	40%	60%
Processes with 3 or more qualified applicants *and* with both men and women among the qualified applicants (142 positions)	50%	50%

As seen in table 4.1, processes with 3 or more qualified applicants do not readily yield more women recruited; in fact, the percentage of women in those processes appear lower than the overall average. That can be because the 3 applicants are men-only; in fact, **the 3 or more qualified applicants are men-only in almost 20% of the processes in 2020**, 37 of the 182 positions.

Rather, we may detect **a small positive equal opportunities impact from having a qualified candidate pool of 3 or more applicants *and* having both men and women among the qualified applicants** as this increases the number of women hired, from 42% overall to 50%, in line with similar findings in section 3's table 3.1.

5. Recruitments: Assessment committees and gender

Looking at assessment committee compositions, 197 of the 274 positions were assessed by committees consisting of more than 1 member in 2020. **68% of the 197 assessment committees had both men and women among the committee members**. The number is an increase from the past three years, and more similar to 2016 although that year had significantly fewer recruitment processes. See table 5.1 below:

Table 5.1		
SDU's 5 faculties		
Year	Number of recruitments with 2 or more assessment committee members	% of which had a gender diverse assessment committee
2016	119	68%
2017	196	64%
2018	169	64%
2019	178	61%
2020	197	68%

Post.doc recruitments often only involve 1 assessment committee member.

195 of the 435 post.docs recruited in 2016-2020 were employed without the position being externally advertised.

Of those 195 non-advertised post.docs, 9 out of 10 (177 positions) had an assessment committee consisting of only one person assessing the application(s?), making it very possible that only 1 person applied for a position that only 1 person assessed. From an equal opportunities perspective that may be problematic.

Det Tekniske Fakultet

A. Follow-up on activities and plans from last

The main focus areas for TEKs Gender Equality and Diversity Committee (LiMU) in 2020 were 1) To gain inspiration from other Faculties at SDU by inviting them to meetings, 2) Participating in student-oriented initiatives initiated by TEK Communication and 3) Presenting at institute meeting to create awareness about GE and LiMUs work.

However, 2020 and the first half of 2021 has been a challenging year due to different aspects. First of all, Corona has resulted in an extra workload for many staff members setting back the initiative to create awareness at institute meetings. Secondly the members of TEK LiMU has undergone change and the committee is still working on finding a new common ground after getting four new members and a new chair. This resulting in the committee not being ready to invite other Faculties in for discussion and inspiration.

However, LiMU has been participating in student-oriented initiatives initiated by TEK Communication as planed and will continue to do so as long as the projects are active. A further elaboration can be found in section C.

The focus areas that have not been implemented as planed will continue to be on the agenda for LiMU in the time to come along with new initiatives.

B. Strategic analyses of the faculty's opportunities and challenges

	Helpful to achieving the objective	Harmful to achieving the objective
Internally: TEK LiMU	**Strengths** (what do we do well?) • TEK LiMU composed to be representative across gender, type of position, nationality and place of employment • TEK LiMU believes that GE-work should focus on equality for both genders (and wish to focus also on diversity parameters such as age or ethnicity) • GE-catalogue + associated timetable made – and actual GE-work being done • GE-work and reasoning behind it known to be positively received by heads of units • Almost 50/50 representation of Danish/Non-Danish and Odense/Sønderborg in the Committee • Middle management level represented in LiMU by two HoU	**Weaknesses** (where do we need to improve?) • Under representation of men in the Committee especially when compared to the high amount of male employees at TEK • Potential lack of influence at management level: No head of department or Faculty management in TEK LiMU • Only monitoring; no actual measuring – or measuring parameters • Lack of benchmarking • Is there room for focusing also on diversity parameters – will GE-focus overshadow?
Internally: TEK (the faculty)	**Opportunities** (what are our goals?) • Continued managerial support: Keep top management informed/make TEK LiMUs work visible • Continued managerial interest: Heads of units see the benefits of GE-focus and ask for sparring • Raise employees' awareness of GE-work and reasoning behind it: TEK GEC and GET present at department meetings • Continued collaboration with GET • Draw inspiration from GECs at other faculties – and invite them • Share of female students increases and eventually the pool of female applicants • Increase funding for GE- and diversity efforts • TEK Communication also focuses on GE-issues – in relation to students (bias awareness). TEK LiMU collaborates with TEK Communication	**Threats** (what obstacles do we face?) • GE-work receives insufficient managerial backing and financial support • Heads of units focus insufficiently on ensuring GE – perhaps due to a lack of time or lack to understanding the importance • Employees oppose (visibly or not) to GE-focus • SDU gender data are insufficient or incorrect • Share of female students declines • Potential lack of coordination of GE-initiatives at the faculty • Funding for GE- and diversity-related efforts is available if applied for. However, the faculty lacks the resources to apply.
Externally: Outside SDU	• Benefit from increased GE-focus in society: Branding of GE-efforts and both-gender workplace + SDG no. 5 can improve the recruitment pool of women and thereby bring into play more talents + increase the chances of obtaining research funding • Draw inspiration from other universities • Draw inspiration from industry actors	1. GE-work may be insufficient, meaning that TEK could experience even larger difficulties attracting qualified applicants + it could be even more difficult to attract research funding 2. Candidates potentially difficult to attract, as competition is fierce: Industry actors become increasingly GE-aware and GE-focused 3. Corona pandemic effects on recruitments, GE in research etc.

In the previous SWOT analysis from last year's report two of the weaknesses mentioned were:
- Other nationalities than Danish and both places of employment represented in LiMU to a small extent only
- Potential lack of influence at management level: No head of department in LiMU + the chair is not a manager

These have to some extent been addressed and solved. LiMU now consist of three Danish nationals + the Committee secretary (also Danish) and four other nationalities than Danish. There is also a more equal representation from TEKs two campuses with four representatives from Odense and three from Sønderborg. However, a new weakness has emerged as LiMU now has an underrepresentation of men. LiMU only include two men and five women + the Committee secretary who is also a woman. Comparing to the distribution of men vs women among the TEK employees this is an even more pronounced bias.

This is probably due to the fact that male colleagues are not aware of the importance of GE, and at the same time do not feel they have the time to get involved. Participating in LiMU and working for GE is something that is done besides the core tasks of academia.

To some extend the second point has also been solved as there are now two Head of Units among the Committee members one being the Committee chair – previously no management was present in LiMU. However, LiMU still lack representation among upper Faculty management such as the dean or a Head of Department. However, there is a good dialogue with the dean and there seem to be support for LiMUs initiatives.

Another weakness identified is the lack of benchmarking. How are we actually doing? This should be addressed in the future to give LiMU more insight into what can actually be done and to help make a more focused plan for the future.

C. Status for selected focal areas and objectives
Bias awareness projects
As mentioned in section A TEK Communication has a range of projects regarding bias awareness among student applicants to secure a further intake of female students. LiMU supports this work as much as possible by joining workshops and creating awareness internally at TEK. The aim of these projects is to get more female students. By not embracing potential female student TEK misses out on a huge talent pool. With this work TEK hopes to tap into this talent pool and in the long run secure a larger number of female applicants for academic positions within the engineering field.

Among the initiatives of TEK Communication are:
- Increased bias awareness in communication toward potential students
- Increased bias awareness in the teaching at TEK
- Training of high school counsellors
- Career workshops with high school students
- Camps and girls day in Science
- Coding cafés
- Campaigns with female role models

Performance Development Reviews (PDR)

Another LiMU focus area in 2020 has been Performance Development Reviews (PDR). New standard material for PDR's has been made to secure a consistent offer for all staff across the Faculty regardless of who they are. By using standard material biases based on gender, nationality, position etc. can be limited making way for a more inclusive workplace.

Moreover, the new PDR material includes one specific question that changes from year to year making it possible to address topics that are trending e.g. the Corona situation, topics from the APV or bias issues. The PDR material has been approved by the TEK Liaison Committee and will be taken in to use from the next PDR year.

The recruitment process

LiMU has been looking into the possibility to advertise one or more Tenure Track positions only for women under inspiration from *Iréne Curie Fellowship* and *Women in Science Excel* both Dutch initiatives: https://www.nwo.nl/en/researchprogrammes/women-science-excel-wise and https://www.tue.nl/en/working-at-tue/scientific-staff/irene-curie-fellowship/#top. But after looking further into the matter and discussing it with GET it was decided to change the scope and instead initiate a focused recruitment process.

SDU Robotics was selected as the focus unit as this unit has difficulties attracting women. There are not a lot of women within the robotics field thus making it harder to attract the talented women out there. TEK HR and GET has joined forces and will scrutinize the recruitment process from the first initiative to advertise a position until the contract is signed.

The process is however presently at a hold due to cutbacks in the central administration at SDU. But we hope to be able to continue the work soon.

Awareness

LiMU is also continuously trying to create awareness about the committees work through our website: https://www.sdu.dk/da/om_sdu/fakulteterne/teknik/ledelse_administration/ligestilling, TEK News and participating in relevant fora's and meetings. Moreover, LiMU tries to compile all gender and diversity initiatives at TEK to create awareness of everything that is going on around the faculty. This focus will continue the coming year hoping in time to make gender, diversity and bias awareness and integrated part of everyday work life.

D. Status for key indicators

1. Gender representation among academic staff

Table 1.1.: Gender representation among academic staff					
The Faculty of Engineering					
Year: 2020					
Position	Number of men	Men %	Number of women	Women %	Total
Pro/Pro WSR	34	97%	1	3%	35
Associate Pro	68	78%	19	22%	87
Assistant Pro	43	84%	8	16%	51
Post.doc	37	76%	12	24%	49
PhD	58	82%	13	18%	71

As can be seen in table 1.1 less than 1/4 of the academic staff on all levels are women with the professor level (including WSR) being at the bottom. Only 3% of the professors at TEK are women. In actual numbers this covers that only one out of a total of 35 professors are women. This is a small decrease since 2018 however this covers an increase in the total number of professors and not a decrease in female professors.

At PhD level TEK has 18% women which is less than both postdoc and associate professor level. Indicating that TEK can hold on to the women already employed but lack when it comes to recruiting new women. This is supported by the fact that we have seen an increase in the share of female postdocs and a decrease in the share of female PhD students.

The numbers indicate that TEK should put more emphasis on recruiting PhD students as the number of employees on a lover level seem to have an effect on the level above the coming years.

As the table shows TEK has a severe underrepresentation of women that to a large extend can be explained by the limited pool of female engineers making the work on bias awareness at high school level even more important.

Table 1.2.: Development in gender representation among academic staff			
The Faculty of Engineering			
Year: 2020			
Share of women in %	2016	2018	2020
Pro/Pro MSO	0%	4%	3%
Associate Pro	20%	18%	22%
Assistant Pro	22%	21%	16%
Post.doc	21%	12%	24%
PhDs	31%	32%	18%

Looking at the numbers from 2016 and onwards 2016 and 2018 were almost identical. 2020 stands out with a significant decrease in women hired at PhD level and to some extend also at assistant professor level. It is hard to explain this decrease, but it could be due to the fact that TEK was doing ok at PhD level previously and therefor haven't focused enough on this in 2020. It could also be due to the fact that a lot of the female PhD students have other nationalities than Danish and because of the Corona situation travelling has been more difficult. If the latter is the reason we should expect to se an increase in female PhD students in 2021 when the world hopefully opens again. However, this may be obstructed by the present political agenda that has made it more difficult for foreign students to enter Denmark than it has been in the past.

2. Managerial positions

Table 2.1 shows the female representation in management at TEK. It is clear that at management level there are even less women than among the research staff in general. Only in middle management the number of women is at a reasonable level, even though still below 50%. However, this category covers primarily administrative managers where TEK has a more equal representation among gender than is seen within the research staff.

Among the research staff there are only two female managers both at head of research unit level and none of them professors.

Table 2.1.: Gender representation in management positions[3]			
The Faculty of Engineering			
Year: 2020			
Level of management	Men (number and %)	Women (number and %)	Total
Executive Board	100%	0%	1
Chef/Head of Dep	83%	17%	6
Middle manager	75%	25%	8
Head of research unit	90%	10%	20
Total	23	5	28

3. Recruitments: New positions and gender representation among qualified applicants

Table 3.1.: New recruitments to academic positions			
The Faculty of Engineering			
Year: 2020			
	Women hired	Men hired	Total hired
Pro/Pro MSO	0	6	6
Associate Pro	2	9	11
Assistant Pro	2	11	13
Post.doc	7	20	27
Total	11	46	57

Tabel 3.1 support the findings in table 1.1 and 1.2 showing that TEK falls short when it comes to recruiting women for PhD positions with no females employed in 2020. TEK performs the best at postdoc level indicating that things can be changed, if an effort is made. In 2019 TEK had the lowest female recruitment at postdoc level creating an awareness on hiring women at this level that is visible in the 2020 numbers.

Table 3.2.: Recruitments total and with both men and women among qualified applicants			
The Faculty of Engineering			
Year: 2020			
	Total hired	Hired based on both men and women among qualified applicants	% of total hired based on both men and women among qualified applicants
Pro/Pro MSO	6	2	33%
Associate Pro	11	4	36%
Assistant Pro	13	7	54%
Post.doc	27	15	56%
Total	57	28	49%

Table 3.2 shows that there are a number of positions where TEK is not able to attract an equal amount of qualified female and male applicants. This to some extent is a result of the lack of women within engineering but also indicating that the recruitment process might be biased. Hopefully the increased focus on unbiased advertisements that has been initiated this will show in the numbers in the coming years.

---

[3] The numbers in table 2.1 are not from Qlick View as these numbers were incorrect. The table is instead based on a head count.

Table 3.3.: Recruitments of men/women with both men and women among qual. applicants			
The Faculty of Engineering			
Year: 2020			
	Women hired based on both men and women among qual. applicants	Men hired based on both men and women among qual. applicants	Total, hired based on both men and women among qual. applicants
Pro/Pro MSO	0	2	2
Associate Pro	2	2	4
Assistant Pro	2	5	7
Post.doc	5	10	15
Total	9	19	28

However, table 3.3 shows that is not only advertising that needs to be a focus area. Also, when it comes to the actual selection process more men are hired than women even when both genders are among the qualified candidates. This could indicate a bias in the selection process that could also be connected to the low number of females among the assessment committee members as seen in table 5.1. This part of the recruitment process is also addressed in the recruitment process at SDU Robotics as mentioned in section C.

Table 3.4.1.: Positions with only women among the qualified applicants		
The Faculty of Engineering		
Year: 2020		
	Women hired	Out of total women hired (%)
Pro/Pro MSO	0	No women hired
Associate Pro	0	0%
Assistant Pro	0	0%
Post.doc	2	29%
Total	2	18%

Table 3.4.2.: Positions with only men among the qualified applicants		
The Faculty of Engineering		
Year: 2020		
	Men hired	Out of total men hired (%)
Pro/Pro MSO	4	67%
Associate Pro	7	78%
Assistant Pro	6	55%
Post.doc	10	50%
Total	27	59%

Unfortunately, the numbers indicate that TEK is not moving in the right direction at this moment. However, we hope that the increased focus on bias awareness in the requitement process and measures to attract more female students in the long run will change this picture. However, we are in for a long haul.

4. Number of qualified applicants

Table 4.1.: Positions advertised externally with 3 or more qualified applicants				
The Faculty of Engineering				
Year: 2020				
	Total hired based on external advertisement	Total hired *with 3 or more* qualified applicants	Men hired based on 3+ qualified applicants	Women hired based on 3+ qualified applicants
Pro/Pro MSO	6	6	6	0
Associate Pro	11	8	7	1
Assistant Pro	13	12	10	2
Post.doc	21	20	15	5
Total	51	46	38	8

It seems that for most positions it is possible to attract three or more qualified candidates. Only 5 out of 51 positions did not obtain the required tree qualified candidates. Things look worse at associate professor level where 3 out of 11 positions did not have the required three qualified candidates.

There is an ongoing focus on attraction qualified applicants and efforts are made to activate different personal networks including LinkedIn when hiring.

5. Assessment committee members

Table 5.1.: Positions with both men and women in the assessment committee				
Faculty: The Faculty of Engineering				
Year: 2020				
	Women hired	Men hired	Total hired with both men and women in committee	Out of the total hired (%)
Pro/Pro MSO	0	2	2	33%
Associate Pro	0	2	2	18%
Assistant Pro	1	5	6	46%
Post.doc	0	1	1	4%
Total	1	10	11	19%

In total only 19% of the assessment committees have both women and men among the members which reflects the share of female employees and female employed. Only at assistant professor level there is a difference in the number with close to half (46%) of the committees consisting of both genders. However, this could be a matter of coincides especially when considering that there is only a total of 6 assistant professors hired in 2020.

TEK has worked on increasing the amount of woman in the assessment committees. First of all, the e-mail send to the Head of Units asking them to assemble an assessment committee now clearly states that an effort should be made to have both genders in the committee. Moreover, a list of possible female assessment committee members at TEK has been made to make it easier to include one or more women. It has been discussed whether to make a similar list of external candidates however it is a more complex task and for now this will not be done.

E. Action plan – short and long term

LiMU has already implemented most points from the plan of initiatives[4] and will continue to follow as it was proposed in the beginning of 2019 covering the years 2019, 2020 and 2021. One of the action points waiting to be implemented in 2021 is career progression along with a continued focus on bias awareness, GE reflected decision-making and clear ambitions towards a more gender balanced team of employees.

Another important focus area for LiMU in 2021 is to compose a new long-term plan for the bias work at TEK building on SDUs GEP model and the interests of the newly constituted committee. So far LiMU has discussed focusing on topics such as benchmarking, unconscious bias and increased recruitment of women especially among senior researchers.

---

[4] TEK LiMU plan for GE 2019-2021 is attached as appendix A

Appendix A: TEK LiMU plan for GE 2019-2021

	2019		2020		2021		STATUS
GET Kerneelement 5: Systematisk GE-datagrundlag for monitorering og ledelses-information							
TEK datagrundlag tjekkes							Fuldført
TEK datagrundlag evalueres	█	█	█	█	█	█	Løbende proces

	2019		2020		2021		STATUS
GET Kerneelement 4: Mangfoldigt og inkluderende arbejdsmiljø							
Møde med GET om tilrettelæggelse af unconscious bias indsats for Ledergruppen og udvalgte nøglemedarbejdere, Hou og medarbejdere	█	█	█	█			Har været på HoU-møder. Næste skridt er institutmøder (medarbejdere)
LG, HoU og udvalgte nøglepersoner trænes i at være bevidste om kognitive bias, herunder køns- og diversitets bias (1. møde afholdt)		█					1. møde afholdt (orientering om området). GET er i kontakt med flere sektioner.
Årshjul for "attentive leadership" - 1:1 møder, MUS osv. NB: HEBI oplæg på SP				█			
On-boarding (Materiale er færdiggjort)	█						Fuldført
Retningslinjer for tilbagekomst efter orlov m.m (Hvilke retningslinjer har vi allerede?)			█				Fuldført
Hvor henvender man sig med spørgsmål vedrørende ligestilling, diversitet, inklusion (TEK news i september 2019)	█	█	█	█	█	█	TEK News i sep. 19. Der bliver orienteret på institutmøder i 2020/21

	2019		2020		2021		STATUS
Branding af TEK							Løbende fokus på branding
Karriereveje beskrives (generelt og ift. ledelse)							
Afdækning af særlige indsatsområder og tiltag for kvindelige VIP-talenter i forhold til lederkarriere og netværk							
HoU trænes i at være bevidste om, hvordan talentfulde medarbejdere, herunder især kvinder opdages, fastholdes og udvikles		I samarbejde med GET					
Fleksible arbejdsmuligheder		I samarbejde med GET					
Karrieremuligheder		I samarbejde med GET					
GE- og diversitetsreflekteret MUS materiale (udgangspunkt i materiale fra andet fakultet)							

	2019		2020		2021		STATUS
GET Kerneelement 1: GE-Reflekteret VIP rekruttering							
Etablering af pulje med interne kvindelige bedømmere (Er på SP)							Fuldført
Der opfordres til at afsøge muligheden for eksterne kvindelige bedømmere i alle bedømmelsesudvalg. (Er skrevet ind i vejledningen)							Fuldført
TEK stillingsopslag bearbejdes og GE-reflekteres mod et bredere ansøgningsfeldt (igang i samarbejde med GET)							Fuldført
TEKs kriterier for udvælgelse er systematiske og synlige for alle ansøgere og involverede (Beskrivelser for processen frem til ansættelsesudvalg ligger på sdu.dk. Der mangler at blive udarbejdet vejledning til ansættelsesudvalg)							Fuldført
Beskrivelse af TEK ambitioner for differentierede mål for kønsbalance for de forskellige faglige områder							Med ud på institutmøder
Øget bevidsthed om opbygning af netværk, hvor begge køn er repræsenteret og diversitet							Identificere og opbygge netværk

	2019		2020		2021		STATUS
Undersøgelse af muligheden for Tenure Track for kvinder							Igangsat skræddersyet rekrutteringsproces
TEKs rekrutteringsproces gennemgås og beskrives med henblik på en GE-reflekteret bevidsthed og tilgang til processen, herunder overveje om der ved opslag skal forlægge liste med potentielle ansøgere og bedømmelsesudvalg, hvor begge køn er repræsenteret							Kontakt til potentielle ansøgere er adresseret på HoU møde d. 6/12-20. Beskrives yderligere

GET Kernelement 2: GE-reflektreret VIP-karriereprogression							
TEK Kriterier for VIPs karriereprogression systematiseres og synliggøres (herunder kriterier for meritering)							Afventer SDU
Systematiske arbejdsgange og kriterier for vurdering og udvælgelse i forbindelse med meritering forefindes og benyttes							Afventer SDU
TEK arbejder aktivt med karriereudvikling skræddersyet efter køn og den enkelte person. Plan for dette udarbejdes							
Udvikling af praksisredskaber til karrierevejledning- og rådgivning og programmer målrettet strategisk karriereudvikling for yngre forskere	I samarbejde med GET						
Etablering og implementering af mentorprogrammer for yngre forskere	I samarbejde med GET						
Phd vejledere og-Phd skoledere, samt Phd administratorer er bevidste om GE-perspektiver i forhold til vejledningspraksis, herunder kendskab til og benyttelse af redskaber og services	I samarbejde med GET						
MUS/LUS/GRUS materiale skal forholde sig eksplicit til meriteringskriterier, herunder sikre sig, at redskaber og services benyttes	I samarbejde med GET						

28

	2019		2020		2021	STATUS
GET Kerneelement 3: GE-reflekterende beslutningsgange						
Parallelt med og på baggrund af forløbet om kognitive bias om der er behov for at ændre mødeformer, beslutningsgange, tildeling af midler, opgaver, ansvar mv.						

GET Kerneelement 6: Synlighed og offentliggørelse af GET resultater på TEK (Udarbejdelse af område på sdu.dk/tek er under udarbejdelse)						Der er lavet et område på sdu.dk, men der skal løbende fyldes på.

Det Sundhedsvidenskabelige Fakultet

A. Follow-up on activities and plans from last

Awareness, implementing and evaluating Gender Equality Plans at each department at Faculty of Health in close collaboration with GET – ***ongoing***.

Initially, meetings at all departments with GET, head of department, LiU departmental and non-departmental representative where arranged. The goal of having the non-departmental member present, was to get more insight into the process at Health-LiU and to begin the process of actively sharing knowledge and experience with GE-initiatives across departments. The more concrete insight into structure, goals, opportunities and challenges at other departments were constructive. The non-departmental member was both in the position to learn from this insight but also to act as a critical friend and able to ask curious and exploring questions that could help the department to get a more concrete understanding of their situation and goals, and sometimes concrete examples from other departments – ***accomplished***

At each LiU meeting, each department present updates on the current GEP work, which we also find help us as LiU representatives to stay aware and informed as to what is going on and to be inspired by each other across departments. We also find that it gives us a basis from which to identify the most relevant faculty goals and the best process for reaching these goals taking the diverse organization in to account – ***ongoing***

Generate more statistics to support our GEPs – ***ongoing***

B. Strategic analyses of the faculty's opportunities and challenges using the SWOT matrix

The GE SWOT – Health faculty 2020

Strengths and success stories	**Weaknesses**
• Well established cooperation with GET and involvement in GEPs from all departments • Improved data collection for employees at faculty and department levels • Department heads support and engage in GEPs. The departments have individual GEPs based on: 1) needs and desire for better GE and change of culture and 2) very diverse baseline for GE across departments • GEPs at SDU can now be included in funding applications **S**	• Comparison of data at faculty level miss out differences at departmental levels • Lack of data on certain large academic levels (e.g., clinical associate professors) • Very diverse GE across departments • Lack of data between similar departments across Danish Universities **W**
O **Opportunities** • Data and statistics are collected at departmental level with focus on improved GE from previous year (employment, teaching, salary, committees etc) • Data and statistics are collected at departmental level with focus on leaking pipeline between academic levels (how is the recruitment potential from lower academic levels?) • Qualitative interviews (a GE perspective) with female employees leaving Health Faculty, SDU • Transparent recruitment strategy at faculty level • Transparent communication strategy of GE at faculty level	**T** **Threats** • Lack of awareness • Ongoing GEPs/initiatives do not entail GE at departmental/faculty level

C. Status for selected focal areas and objectives

The GEP process is currently running at most departments at the Health Faculty. Each department has defined goals and plans for how to reach these goals (see below).

We have an open discussion on how we, as Health-LiU, best support the GEP process and have already made some changes to this:

- We have made an overview of the activities of the year for LiU linked to the GEP process
- We maintain our ambition to have a representative and a substitute from each department in LiU
- At each meeting, we always present status on GEP work from each department
- We are in the process of establishing a closer collaboration for the LiU representative with the departmental work environment group
- We will revise the commisorium when we have more experience with the GEP process

We do see that at departments with changes in LiU representatives in the period of implementation, the process is more "at risk" and we need to be aware of this as LiU and find ways to support the process overall.

Below we provide an overview of the departments and their GEP goals, activities and status on these for 2020, as well as the plans for 2021. The overview is based on the report from the departmental representative in Health-LiU and the head of each department.

Overview of GEP goals, activities and status for each department

Department (head of dept.)	What are the departmental goals (GEP)	GE activities in 2020	Planned activities relating to GEP-work for 2021
KI (Kirsten Kyvik)	As part of the shared research strategy 2020-2025 for KI and OUH the terminology of 'attractive career paths' have been introduced. In relation to these more concrete goals are 1: KI/OUH actively aim to get a VIP career index on less than 1,3 2: Formulating concrete GE action plans (collaboration with SDU's GET)	KI have had the GEP start up meeting in 2020. No other activities directly focused on GE were held in 2020	KI has planned a work environment day focusing on GE in November 2021 (SDU's GET participate)
IST (Jesper Bo Nielsen)	Recruiting, receiving and retaining international employees	The first GEP meeting was held at the end of August 2020. A work group consisting of ISTs head of department, Jesper Bo Nielsen, ISTs gender equality committee member, Marianne Nygaard, ISTs head of secretariat, Line Bach Ulstrup, and unit secretary at	The last 2 interviews will be carried out in the beginning of 2021. Provisional results will be presented to the working group by Maria Dockweiler and

Department (head of dept.)	What are the departmental goals (GEP)	GE activities in 2020	Planned activities relating to GEP-work for 2021
		Health Promotion in Esbjerg, Bettina Gundolf, was established. Working group meeting at the end of October 2020 planning interviews as part of the GEP goal. 5 of 7 interviews with newly employed, international employees were made by Maria Dockweiler (GET).	based on this, the working group will decide on how to move forward.
SIF (Morten Grønbæk)	**GEP 1: Occurrences of unwanted sexual attention and its handling** A data collection that examines the occurrence of unwanted sexual attention. We have the opportunity to enter into a collaboration with the NFA, who sends out a questionnaire and delivers a report back with the results. Maj Britt Dahl Nielsen will then hold a workshop at the department meeting in April, where we will collect the results. We believe that it is important to do preventive work in this area - and that we need to discuss what this work should consist of. **GEP 2: Employee flow into SIF** A qualitative data collection, where 8-10 employees are interviewed about how they got into SIF. We have compiled a list of	**Milestone:** Gender representatives will be selected in research groups in the autumn of 2020 **Activity**: A general meeting is held with the presence of gender equality representatives. At the general meeting, input is given on possible GEPs which are then discussed at the 2-hour meeting. **Milestone**: Based on the general meeting, the GEP is decided locally at SIF between the director, Morten, gender equality representative (Ida) and Peter Bjelskou, gender equality special consultant in GET.	**Milestone**: GEP 1 - Survey sent out in collaboration with NFA, in connection with the USO project, about unwanted sexual attention (quantitative part) **Activity**: Large workshop at department meeting on 21 / 04-2021 (120 participants = almost the entire department). Vignette exercises and discussion. There were plenty of inputs at the meeting. (Concrete). **Milestone**: Peter Bjelskou has completed a qualitative study in relation to GEP 2 (spring 2021) *Pipeline activity: Peter analyzes data and makes recommendations for which Gender Equality initiatives could be relevant at SIF (Summer 2021).* *Pipeline activity: LiU at SIF (together with any representatives from the research groups) collects Peter's analysis and recommendations, as well as input from the department meeting - and decides which Gender*

Department (head of dept.)	What are the departmental goals (GEP)	GE activities in 2020		Planned activities relating to GEP-work for 2021
	employees who represent the entire department across research groups, position level, etc. Peter Bjelskou is responsible for conducting the interviews. The qualitative study is combined with a quantitative study, possibly based on already existing data from the employee directory. We plan to examine how people become employees at SIF and where/what they come from. As we broaden our knowledge of this, we get a more informed basis on which to debate recruitment and diversity.			*Equality initiatives could be relevant at SIF (Autumn 2021).* The conversation will continue at SIF from 2022 and onwards **Potential pipeline activity:** Plan for the involvement of representatives from the research groups (there is interest in SIF) - what kind of forum should we have to discuss GEP and gender equality initiatives? **Potential pipeline activity:** Do we need a communication plan at the local level? It could be in our interest for there to be material on GEPs, e.g. in relation to EU fund applications (fund-related strategic considerations).
IRS (Rikke Leth-Larsen)	The goal for IRS 2020/21 is to have focus on unconscious bias in career options (infrastructure, recruitment, retainment, mentoring). The statistical data on gender equality for the huge group of clinical associate professors are not available, leaving a gap of information according to the recruitment potential	We have had focus on transparency and gender equality in alle steps of recruitment procedures for all academic positions, including job postings and assessment committees.	We have employed many people in 2020 incl. 16 professors/clinical professors (5 women, 11 men) with revised procedures (but still less women than men!).	We have from July 2021 a new vice-department leader with focus on younger academics (phd students, post docs, assistant professors) - career sparring, networks, webinars on issues decided by the younger group Implementing mentor groups (younger academics) together with GET
		We have established a more transparent organization and have had explicit focus on the description of functions, responsibilities and competence	In order to provide organizational transparency and clarity of responsibility in different positions we had particular focus on research leaders and their	

Department (head of dept.)	What are the departmental goals (GEP)	GE activities in 2020		Planned activities relating to GEP-work for 2021
	for female professors.	development of coordinating research leaders (one per hospital) and research leaders (one per group).	responsibility for establishing and leading sustainable research group. That includes focus on diversity/gender equality in their groups.	
		We have established strategic support (voluntarily) for all research leaders and their groups.		
IMM (Uffe Holmskov)	1: Examination and feedback of the entire recruitment process from job advertisement, applicants and their qualification, assessment committee to recruitment. 2: Examination and feedback of salaries (females vs males) 3: Examination and feedback of teaching load (females vs males) 4: Examination and feedback of "in-house" career developments and decision on the need of a mentoring program	As a result of the 1st IMM-GET meeting it was decided to start the process by getting precise numbers on some important aspects concerning gender equality at IMM. Summary: A gender gap exists at IMM with a much higher proportion of females among PhDs/PostDocs than among faculty members. The situation regarding percentage of female professors (full and MSO) has significantly improved since 2011. Recruitments do not counterbalance the gap. Chairs of assessment committees are in their vast majority male. However, the gender of the Chairs of assessment committees does not seem to have an impact on the gender of recruited candidates. Members of the committees that decide about recruitments are 100 % male. Salaries have been examined, and measures have been undertaken to equalize salaries. In response to an over-proportional number of female PostDocs not continuing an academic career, it has been decided to do an investigation into their reasons and their future plans and – as a mid-term goal – to establish a mentoring program at IMM. Collaboration with the IMM Working Environment Group has been initiated.		An analysis of the text of job advertisements with the help of GET. -Continue monitoring numbers on equality at IMM. Get more precise data on teaching obligations with assistance from GET. Establish a mentoring program. Establish start/end-of-employment interviews with PostDocs. Establish collaboration with the Working Environment Group (WEG) at IMM to directly communicate with IMM employees.

Department (head of dept.)	What are the departmental goals (GEP)	GE activities in 2020	Planned activities relating to GEP-work for 2021
IP (Susanne Pedersen)	1: Meetings in a GE perspective. IP have made a new meeting structure and GET will observe these meetings in order to provide feedback and input that can help us to develop a constructive meeting practice also in a GE perspective. 2: Career progression and planning at IP in a GE perspective. Identifying relevant challenges and choosing the concrete goal based on this. It could be barriers to activities specifying the merits for each position (meriteringsmatrix) or identifying potential barriers to different activities such as staying abroad, that can help further career progression.	As part of the process a focus on increasing staff awareness of "what it means to work with and focus on GE". GET participated in a senior meeting and a departmental meeting to introduce GET, GEP and GE-work and IP process. These meetings were also used to focus on GEP goals. Ad. 1) the action for this was planned between the workgroup and GET in 2020 and presented to the department.	Ad. 1) In 2021 GET will observe senior and departmental meetings. Observations will be presented and discussed with the workgroup and next steps will be decided based on this and will as a minimum involve a presentation on the observations at a departmental meeting and a discussion. Ad. 2) Workgroup, more concrete GEP goal, and process will be decided in 2021. Overall: a meeting with LiU representative and representatives from the work environment group is planned to discuss the best flow between these organisations.
RI (Peter Leth)	Workflow within the department. How are different tasks solved. Including a GE focus wanting to have an inclusive work environment.	Group is planning an interview to explore the current workflow.	Continued process
IoB (Jens Troelsen)	1: From announcement to recruitment and onboarding in a gender and diversity perspective 2: Greater diversity in the composition	The activities during 2020-2021 was mainly focused on discussions about what specific goals to set and ways to move forward. The activities involved meetings with Gender Equality Team (GET) and observers as well as internal meetings. The subject has thus been on	The future meetings serve the purposes: 1. To define departmental gender equality plans

Department (head of dept.)	What are the departmental goals (GEP)	GE activities in 2020	Planned activities relating to GEP-work for 2021
	of committees, working groups and announcement of prestige positions. 3: Increase the transition frequency for women from assistant professor to associate professor to professor	the agenda at several research board meetings (GET, Maria Dockweiler, has also been present at two of these meetings), the annual department forum with all employees and ad hoc groups (with representation from heads of research and head of administration). The process has, however, been stalled due to Jørgen Povlsen's retirement 28th February 2021. Recently a specific IOB-GET has been formed and has onboarded new members. IOB-GET with 6 members: Karen Søgaard, Thomas Skovgaard, Amanda Teglhus, Rikke Berg Frimodt-Møller, Jonas Havelund and Jens Troelsen (3 VIP, 3 TAP) that has the responsibility to drive the agenda and act as advisors for the head of department. At a meeting the 7th June 2021 IOB-GET and Maria Dockweiler propelled the teamwork with organization of meetings during the fall.	2. To secure the right organizational setup

D. Status for key indicators for 2020

Below, we report on key indicators related to the Faculty of Health's gender representation among (1) academic staff and in (2) managerial positions, as well as indicators related to our recruitment of new academic staff in 2020: (3) the gender representation among qualified applicants, (4) the number of applicants for a position, and (5) the composition of our assessment committees.

Despite the hope that a new data system would have been available with more representative data on Health employees, it is still data from SDU's Gender Statistics that are available. SDU's Gender Statistics are not fully representative neither for academic staff in general nor for management positions. E.g. clinical associate professors are not available in the database. For the management positions the numbers in the system are not correct and we assume that there is a difference in how the departments register these data. We hope that a different form of data extraction will be available for the next report.

In the following table we have counted senior researchers together with associate professors and researchers together with assistant professors. In the primary table we have counted the different types of professors together as 'professor, all' but in the first section on gender representation among academic staff we have included a separate table specifying the numbers for the specific professor positions.

1. **Gender representation among academic staff**

Using SDU's Gender Statistics the gender representation among the current academic staff is presented in Table 1.1 and the overview for the specific professor positions in table 1.2.

Table 1.1: Gender representation among academic staff					
Faculty of Health Sciences					
Year: 2020					
	Men		Women		Total
Position	Number	%	Number	%	Number
Professor, all	153	68	73	32	226
Associate Professor*/senior researcher	95	46	110	54	205
Assistant Professor	17	36	30	64	47
Post.doc	49	37	83	63	132
PhD	74	30	175	70	249
Total	388	45	471	55	859

*Information on Clinical associate professors are not included in SDU statistics

Table 1.2: Gender representation among different professor positions					
Faculty of Health Sciences					
Year: 2020					
	Men		Women		Total
Position	Number	%	Number	%	Number
Professor	49	56	38	44	87
Professor, MSO	20	62	12	38	32
Professor, clinical	84	79	23	21	107
Professor, all	153	68	73	32	226

In line with the report from 2019 there is overall a larger share of women relative to men but with a decreasing share of women at the level of associate professor and professor. This is illustrated in figure 1.

Figure 1: Share of women and men in 2020 at the Faculty of Health, SDU
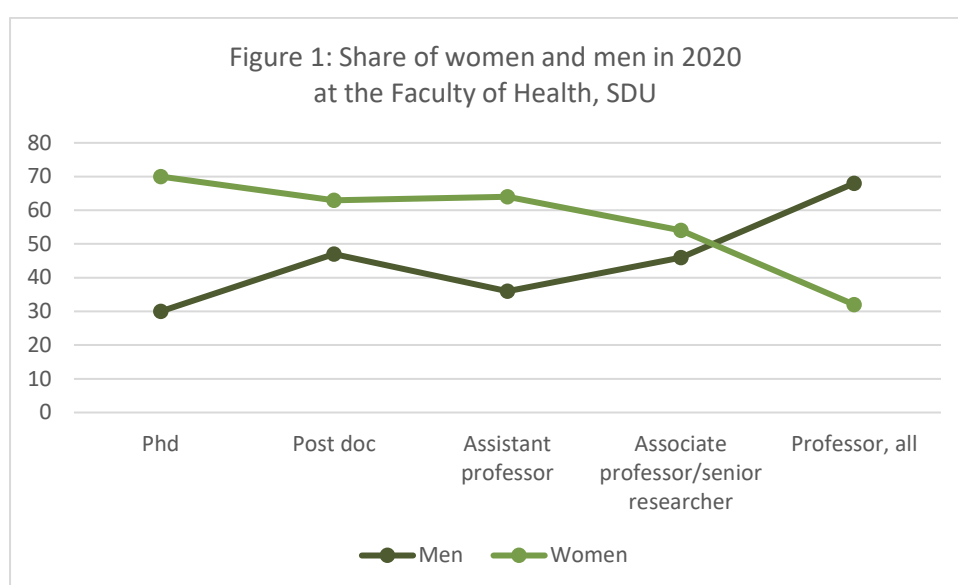
The development in the share of women is presented in Table 1.3 and 1.4 using data from 2016, 2018 and 2020. In tables 1.3 and 1.4 the career index has been calculated and included.

The career index is calculated as the share of women among academic employees relative to the share of women among professors. An index value above 1 indicates that women are underrepresented at the professor level relative to the share of women among all academic employees and thus less likely to advance to become professors. The career index was presented in 2018 in the national report 'Talentbarometeret' both for universities overall and for Faculty type.

Table 1.3: Development in gender representation among academic staff			
Faculty of Health Sciences			
Year: 2016, 2018, 2020			
Share of women in %	2016	2018	2020
Professor, all	25	28	32
Associate Professor* / senior researcher	45	49	54
Assistant Professor	55	62	64
Post.doc	69	73	63
PhDs	65	68	70
Total	51	54	55
Career index (professor, all)	2.04	1.93	1.72

*Information on Clinical associate professors are not included in SDU statistics

Table 1.4: Development in gender representation among different types of professors						
Faculty of Health Sciences						
Year: 2016, 2018, 2020						
	2016		2018		2020	
Share of women	%	Career index	%	Career index	%	Career index
Professor	36	1.42	36	1.50	44	1.25
Professor, MSO	29	1.76	35	1.54	38	1.45
Professor, clinical	16	3.19	21	2.57	21	2.62
Professor, all	25	2.04	28	1.93	32	1.72

Among different professor positions presented in table 1.2 the share of women is lowest for the category of clinical professor. The current limitations of SDU statistics poses here a particular challenge. At the Faculty of Health, we also have employees in the position of clinical associate professor, these employees are not reported in SDU statistics and thus not part of the tables. It is thus not possible to know the gender distribution from which it is possible to recruit the clinical professors and the low share of women at this level may mirror a similar share among clinical associate professors or it could reflect a more specific drop from clinical associate professor to clinical professor.

When looking at the development across calendar years, the share of women employees is increasing overall, also for the higher academic positions. This was also evident in the report from 2019. The career index also seems to improve across calendar years.

The 2018 career index reported in 'Talentbarometeret' was 1.49 for universities in Denmark, 1.61 for SDU specifically and 1.63 for Health faculties in Denmark. Both the 2018 career index at 1.93 for Faculty of health at SDU as well as the current career index of 1.72 is thus high. This indicates a more particular challenge of recruiting and retaining women for professor positions in 2018 relative these comparisons. However, looking at the specific types of professors in table 1.4 it seems that the high index level primarily reflects a high index level for clinical professors. For clinical professors there was a drop in index level from 2016 to 2018 but with almost the same index level in 2018 and 2020.

While the current career index value of 1.72 shows an improvement relative to 2018, there is still a need to focus on the recruitment and retainment of women professors, especially in the clinical positions. At KI the

career index has become part of their GEP goal and part of the research strategy shared with OUH with the aim for the career index to become less than 1.3.

2. **Managerial positions**

The current representation of men and women in management positions at the faculty of health is presented in table 2.1. The numbers are reported by each department LiU representative, as the numbers in SDU statistics still were not representative. There exist a range of different management positions, and though some of the same terms are used the function is not always the same. We have discussed this, but it would not make sense to force a common terminology on the departments. One way could be to report on different types of research coordination or research management with or without responsibility for other employees, however there might be many variations in when a position is viewed as having staff responsibility, and this should then be discussed in depth.

As in 2019 there is overall a larger representation of men in research management positions at the Faculty of Health, but the opposite goes for education management.

Table 2.1.: Gender representation in management positions					
Faculty of Health Sciences					
Year: 2020					
Level of management	Men		Women		Total
	Number	%	Number	%	Number
Executive Board					
Head of Department	5	62	3	38	8
Vice head of department	2	40	3	60	5
Head of research unit/middle management*	115	66	60	34	175
Education management**	6	35	11	65	17
Total	128	62	77	38	205

*Head of research unit/middle management represent diverse terms with different responsibilities. Gender representation for each type of position used at the Faculty of Health (using the Danish terms) are specified in table 2.1.a.

**Education management represents diverse terms such as "studieleder", "uddannelsesansvarlig" and "uddannelseskoordinator". At KI education management is organized at Faculty level and not in the department.

Table 2.1.a: Gender representation, specified for "Head of research unit/Middle management"					
Faculty of Health Sciences					
Year: 2020					
	Men		Women		Total
	Number	%	Number	%	Number
Forskningsleder (KI, IST, SIF, IRS, IOB)	84	66	34	29	118
Forskningsgruppeleder (SIF, IP)	5	33	10	67	15
Koordinerende forskningsgruppeleder (IRS, IST, IMM)	10	62	6	38	16
Centerleder (IOB)	6	86	1	14	7
Forskningsgruppeleder for klynger (KI)	8	89	1	11	9
Forskningskoordinator (SIF)	2	20	8	80	10
Total: Head of research unit/Middle management	115	66	60	34	175

3. **Recruitments: new positions and gender representation among qualified applicants**

In Table 3.1 the academic recruitment at the Faculty of Health in 2020 is presented. Looking at the share of women hired in 2020 the pattern of a smaller share of women at higher positions is replicated in the new recruitment. In table 3.2 the share for different professors can be seen and the pattern with a more marked skewness for clinical professors can be seen also for new recruitments. In table 3.3 the development from 2016 to 2020 can be seen. Overall, the share of women hired in 2020 is lower than the previous years except for the professor position. The development in new recruitments is also presented visually in Figure 2. It seems that the new recruitment across the academic positions becomes more even. Ph.D students are often recruited by personal contact rather than open job postings, and for that reason not included in the tables.

Table 3.1.: New recruitments to academic positions					
Faculty of Health Sciences					
Year: 2020					
	Women hired		Men hired		Total hired
	number	(%)	number	(%)	Number
Professor, all	16	42	22	58	38
Associate Professor / senior researcher	9	53	8	47	17
Assistant Professor / researcher	12	57	9	43	21
Post.doc	13	59	9	41	22
Total	50	51	48	49	98

Table 3.2: New recruitments to different professor positions					
Faculty of Health Sciences					
Year: 2020					
	Women hired		Men hired		Total hired
	n	(%)	n	(%)	N
Professor	6	75	2	25	8
Professor, MSO	3	60	2	40	5
Professor, clinical	7	28	18	72	25
Professor, all	16	42	22	58	38

Table 3.3: % of women in new recruitments to academic positions from 2016 to 2020						
	% Women hired					From table 1.2 % women employed
Year	2016	2017	2018	2019	2020	2020
Professor, all	33	38	40	22	42	32
Associate Professor / senior researcher	64	58	73	65	53	52
Assistant Professor / researcher	67	83	40	77	57	64
Post.doc	73	60	82	61	59	63

Figure 2: % of women in new recruitments 2016 to 2020
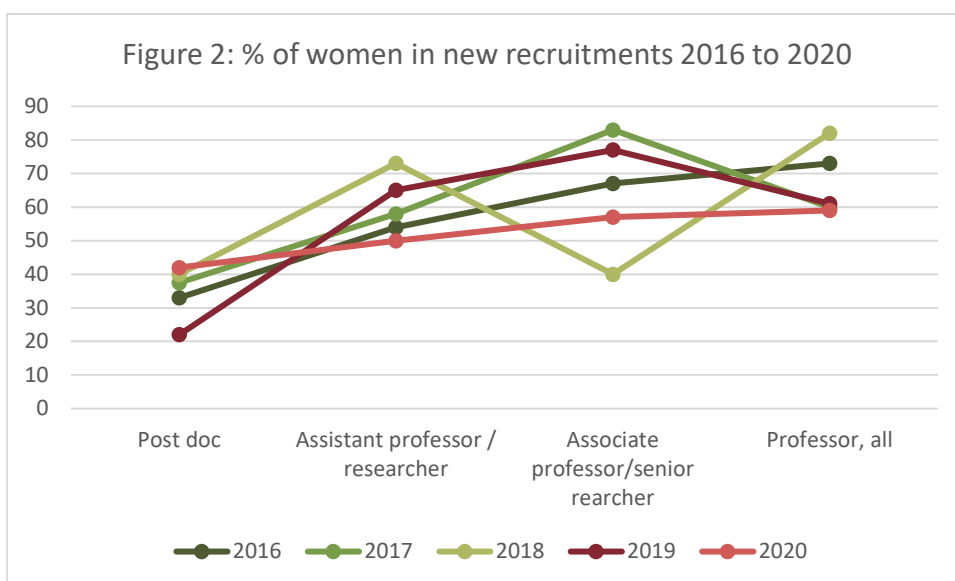
We seek and aim to have both men and women among the qualified applicants.

The development in the gender representation among the qualified applicants for the positions at Faculty of Health from 2017 to 2020 can be seen in table 3.4. Figure 3 illustrates the development for professor positions. In 2020 around half of the positions had qualified applicants from both genders. For the positions with only one gender among qualified applicants it varies across the specific type of position whether most of the positions have only women or only men among the qualified applicants. The largest differences are seen at both ends of the academic career. The applicants for post.doc positions were more often only women (45% only women relative to 27% only men) but the applicants for professor positions more often only men (37% only men relative to 11% only women) (see figure 3). When looking only at clinical professors, the gender representation was only

men in 40% of the cases and never only women. So, we continue to see a specific challenge with attracting qualified women to apply for the clinical professor position. This makes it even more important to get an overview of women and men among the clinical associate professors, and new recruitments for this position.

Table 3.4: Development in gender representativeness among qualified applicants from 2017 to 2020												
Faculty of Health Sciences												
	% only women				% only men				% both gender			
Year	2017	2018	2019	2020	2017	2018	2019	2020	2017	2018	2019	2020
Professor, all	12,5	16	22	11	37,5	52	22	37	50	32	61	53
Associate Professor / senior researcher	25	27	52	24	17	20	4	18	58	53	43	59
Assistant Professor / researcher	33	20	54	24	17	20	8	29	50	60	38	48
Post.doc	53	59	42	45	13	6	13	27	33	35	45	27
Total	41	31	41	23	38	29	12	30	46	40	47	47

Figure 3: Development in gender representation among the qualified applicants for professor positions at the Faculty of Health from 2017 to 2020
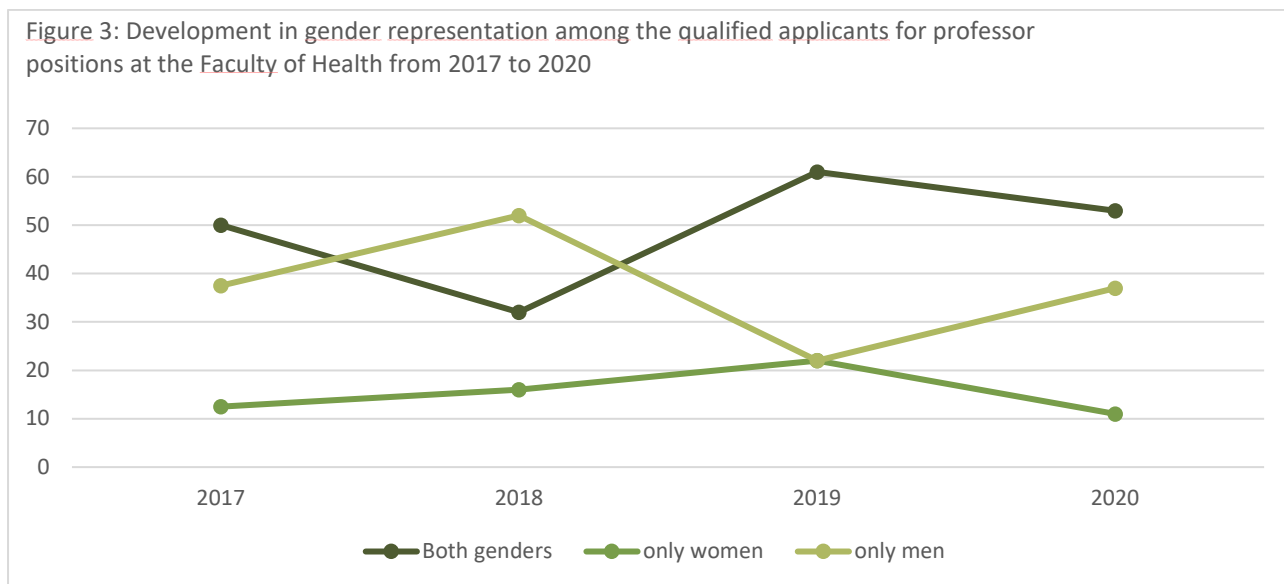
In 2019 we detected a large skewness in the gender of the recruitments when both men and women were among the qualified applicants with more men (67,5%) than women (32,5%) being hired, maybe in part driven by the fact that 91% of the persons hired as professor when both genders were among the qualified applicants were men. In 2020 the gender distribution in recruitments when both men and women were among the qualified applicants was more even and even slightly favouring women (58% women and 42% men), also when looking specifically at professor positions (60% women and 40% men) (see table 3.5).

Table 3.5: Recruitments of men/women with both men and women among qual. applicants			
Faculty of Health Sciences			
Year: 2020			
	Women hired based on both men and women among qual. applicants, n (%)	Men hired based on both men and women among qual. applicants, n (%)	Total, hired based on both men and women among qual. applicants
Professor/Professor MSO	12 (60)	8 (40)	20
Associate Professor	5 (50)	5 (50)	10
Assistant Professor	6 (67)	3 (33)	9
Post.doc	3 (50)	3 (50)	6
Total	26 (58)	19 (42)	45

4. Number of qualified applicants

It is also a priority to advertise positions externally and to attract at least three qualified applicants to create a possibility for more diverse recruitment. In 2020 the majority (80%) of newly hired academic staff members were recruited based on external advertisement (see table 4.1). This is a larger share than in 2019 (69%). However, compared to 2019 the share of these recruitments with at least three qualified applicants was lower (61% in 2020 compared to 85% in 2019) while the number of these recruitments were almost the same (50 in 2019 and 49 in 2020). This seems to be a more pronounced challenge for the professor positions where only 54% of the positions had three or more qualified applicants in contrast to 75% of the positions in 2019.

It is important for the faculty to keep a focus on recruitment strategies that attract more qualified applicants, and preferably both men and women. For some positions, especially clinical positions, this can be particularly challenging, as specialized levels as clinician and as researcher are required at the same time. There has been a focus on gender aware recruitment strategies at some departments in the last years, while others are currently working on this. We hope that this may improve the number of qualified applicants for the advertised positions.

Table 4.1.: Positions advertised externally with 3 or more qualified applicants									
Faculty of Health Sciences									
Year: 2020									
	Total hired	Total hired based on external advertisement		Total hired *with 3 or more* qualified applicants		Men hired based on 3+ qualified applicants		Women hired based on 3+ qualified applicants	
	n	n	% of total hired	n	% of advertised	n	%	n	%
Professor, all	38	37	97	20	54	11	55	9	45
Associate Professor / senior researcher	17	13	76	10	77	6	60	4	40
Assistant Professor / researcher	21	15	71	12	80	5	42	7	58
Post.doc	22	15	68	7	47	3	43	4	57
Total	98	80	82	49	61	25	51	24	49

5. **Assessment committee members**

The number and percentage of recruitments with both genders in the assessment committee are presented in table 5.1. The development of positions hired with both men and women in the assessment committee from 2018 to 2020 is presented in table 5.2. The share of assessment committees with both genders represented in 2020 is at the same level as in 2019, so the challenges of having both genders represented in assessment committees remain the same. This year, the share of professor committees with both genders represented was lower (47%) compared to 2019 (67% and 2018 (68%)). The strategy at the faculty is the same. It is attempted to have both men and women in assessment committees and often several experts (men and women) within the relevant research area are approached. However, sometimes the experts (men and women) decline. In these cases, it has been decided to continue the recruitment process to avoid a standstill.

Table 5.1.: Positions with both men and women in the assessment committee				
Faculty of Health Sciences				
Year: 2020				
	Women hired	Men hired	Total hired with both men and women in committee	Out of the total hired (%)
Professor/Professor MSO	9	9	18	47
Associate Professor	5	6	11	69
Assistant Professor	7	4	11	61
Post.doc	3	2	5	23
Total	24	21	45	46

Table 5.2.: Positions with both men and women in the assessment committee of the total number of hired positions (%)			
Faculty of Health Sciences			
Year: 2018-2020			
	2018	2019	2020
Professor/Professor MSO	68	67	47
Associate Professor	33	52	69
Assistant Professor	60	50	61
Post.doc	41	32	23
Total	53	21	46

E. Action plan – short and long term

At the Faculty of Health, we have the following short- and long-term action plan, which also link to or continue the focus described in section A and C. Our actions on 1) and to some degree 3) and 4) are already ongoing or a continuation of ongoing work:

1. Increasing the awareness of (gender) equality work for all Faculty staff.
   This includes the following actions:
   1.1. Implementing and evaluating Gender Equality Plans at each department at Faculty of Health in close collaboration with GET (the pilot period)
   1.2. Establish a meeting structure in line with the GEP process. All meetings include an update on the GEP work at each department (testing "årshjul" in 2021 and 2022).
   1.3. Establish/maintain collaboration between LiU representatives and the local work environment groups to ensure relevant exchange of information and coordination on new initiatives (during 2021).
   1.4. Updating the LiU-SUND commisorium after the pilot GEP process.

2. To understand the leaking pipeline at the Faculty of Health.
   This involves both short- and more long-term actions.
   2.1. Department-wise report on GE statistics. Because of the diversity of the departments, it is important to look at this academic level in order to get a better understanding of the leak. We will decide on a template for this work. The template will in part depend on the possibilities in the new statistics system. In addition to these possibilities, we might also decide to report on the gender representation in:
      o Salaries
      o Teaching activities
      o Administrative activities
      o Student intake and graduated students
      If we include these areas, we will have to decide on how to get valid information on this.
   2.2. We want to identify what could be relevant Faculty and department benchmarking.
   2.3. Based on department specific "leaks" we would like to have a more qualitative investigation, maybe by interviewing the female staff who do not continue at SUND, SDU. This can help us decide on the most relevant actions that might help us address the leaking pipeline.

These actions will be discussed on the LiU-SUND meeting in autumn 2021 and a workgroup will be established to construct the template and discuss the possibilities of benchmarking. We will ask GET to contribute to this process.

3. Faculty recommendations and guidelines for GE-aware recruitment and onboarding
   This action will be taken at the end of this ongoing GEP circle. We will collect the experiences with recruitment and onboarding from all departments and use these to establish Faculty recommendations and guidelines. Based on the existing experience with recruitment and some new focus points we expect that the guidelines might include how to make the required qualifications for different positions more transparent, how to announce the positions, and how to establish the assessment and hiring committees.

4. Communications strategy for LiU-SUND (ongoing).

Det Naturvidenskabelige Fakultet

A. Follow-up on activities and plans from last

Due to Covid-19, the year 2020 did not pan out as expected and many of our planned activities were affected by the pandemic. We had selected the following themes and focal areas:

Theme: Sections and local leadership
Focus areas:
- Introduction of new MUS concept at the faculty and distribution of MUS to sections
- Consolidation of sections
- Training of Heads of Sections (HoS) to support the individual researcher
- Consolidation of HoS mandate
- Improved work-life balance across the faculty

Theme: Recruitment and career development
Focus areas:
- Improved job announcements to attract more qualified applicants
- Unconscious bias training for everyone involved in the recruitment process
- Implementation of the career matrix
- Consequences of Covid-19 lockdown on research

As for the first theme on Sections and local leadership, the new MUS concept was introduced and taken on by the sections, which typically consist of 4-7 VIPs among which a HoS is either appointed or elected.
However, there was little time for sections or HoS consolidation during the lockdown, and work-life balance was in many ways negatively affected by this. At FKF the six sections were merged into two very larger sections (Physics and Chemistry & Pharmacy) and the consolidation process had to start all over. The consolidation of the section structure at the departments is a long-term process, that will remain among our focus areas, as will the ambition to improve work-life balance.

As for the second theme on Recruitment and career development, a career matrix for the scientific staff, i.e., the assistant, associate and full professor levels across the Faculty of Science, was constructed and implemented. We expect that it will take some time before the organisation starts using the matrix proactively. We are still working on improving our job advertisements and we are still in the planning phase regarding unconscious bias training for those involved in recruitment processes with GET.

B. Strategic analyses of the faculty's opportunities and challenges

The SWOT matrix

• Gender equality is explicit and an integral part of the agenda • There is an increased awareness both among researchers and management • Strong international applicants to broad calls • Shortlisting makes it easier to get researchers of both genders onboard on evaluation committees • Career matrix facilitating diversity and covering the entire faculty completed and gone into active use	• SDU in-breeding/lack of diversity where formal and informal power sit (for example among research leaders) • Poor resources and support from SDU (such as an ombudsman) in handling sexual harassment cases, and lack of relevant cases for training of staff • Criteria for obtaining research funding not transparent • Top-down prioritization of focus areas is not an open process • The need for external funding overtakes strategy and plans, including gender equality plans
Strengths and success stories	**W**eaknesses
S	W
O	T
Opportunities	**T**hreats
• Clarify what to do and whom to talk to in case of sexual harassment • Advocate for an Ombudsman function at university level • Continue to improve call texts to attract more diverse applicants • Keep focus on how Gender equality is closely integrated with good working environment: non-discrimination; equal opportunities; creative, inclusive and safe environment.	• Leaders are gatekeepers in the close, personal dialogue with representatives of private foundations – this is not an open process as admissions is by selection of the management • Gender equality turns into a checkbox exercise • Lack of management awareness of the negative and long-lasting knock-on effects from the pandemic which may have a gender bias • The working conditions support extreme competitiveness and may thus work against inclusiveness

C. Status for selected focal areas and objectives

Our focal areas, as set out in our Gender Equality strategy, are
- Recruitment
- Career
- Management
- Working environment

Though progress has been made, the pandemic delayed much of our work in 2020 and the areas remain as our focal areas also for the future.

Recruitment: the faculty has been working with GET to improve the texts of job advertisements, with the ambition of attracting a broader and more diverse range of applicants to our vacancies. In 2020, GET was also invited into the recruitment process to help detecting sources of bias. Both initiatives continue. The faculty is also working on a new – and improved – onboarding process for new employees.

Career: the faculty has developed a new career progression matrix for assistant, associate, and full professors. The purpose of the matrix is to make career progression criteria more transparent and clarify expectations from management and staff. The matrix will in 2021 for the first time be used in MUS meetings and is also part of the materials sent to assessment and hiring committees.

Management: the section structure across the departments is still under consolidation and the local management in the process of defining their mandates and obligations. We expect that the upcoming GEP process will involve the local management and the issues that have arisen in connection with this.

Working environment: the lockdown in 2020 has challenged the working environment across the faculty. The Gender Equality Committee selected a diverse group of people from the faculty to participate in a survey to clarify the impact of the lockdown, the result of which is still pending. For now, the focus is to support a smooth reboarding process for the faculty as researchers and lecturers slowly begin returning to the campus again.

D. Status for key indicators

1. **Gender representation among academic staff**

Table 1.1.: Gender representation among academic staff					
Faculty of Science					
Year: 2020					
Position	Number of men	Men %	Number of women	Women %	Total
Pro/Pro MSO	42	85%	7	15%	49
Associate Pro	54	77%	16	23%	70
Assistant Pro	19	79%	5	21%	24
Post.doc	43	55%	35	45%	78
PhD	59	57%	45	43%	104

As usual, the numbers are small, and one should be careful with the interpretations. There are quite some variations across the four departments of the faculty:
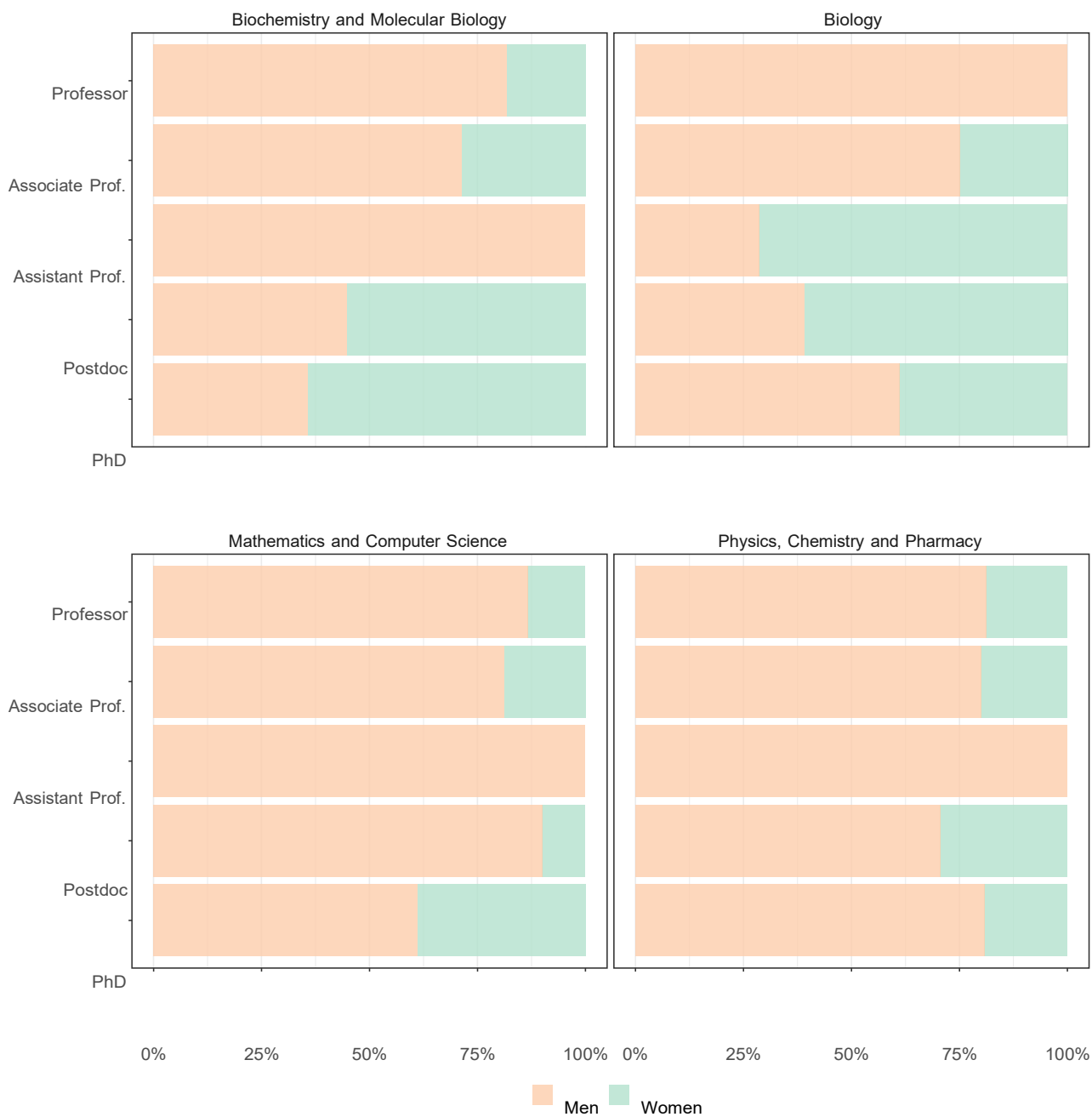
Table 1.2.: Development in gender representation among academic staff			
Faculty of Science			
Year: 2020			
Share of women in %	2016	2018	2020
Pro/Pro MSO	13%	13%	15%
Associate Pro	21%	21%	23%
Assistant Pro	37%	32%	21%
Post.doc	25%	39%	45%
PhDs	43%	47%	43%

As usual, the numbers are small and one should be careful with drawing too many conclusions from them. Using the *Talentbarometer* from September 2020, we can compare our numbers with the national percentages within science and technology in 2018 as follows:

	Percentage women		
Employment category	National/TEK-NAT 2018	SDU/NAT 2018	SDU/NAT 2020
Full professor	15	13	15
Associate professor	24	21	23
Assistant professor	33	32	21

From the development over time, we observe that one of the most striking changes is a decrease in % of female researchers at assistant professor level, while all other levels are stable or have a very slight increase. This likely reflects the current situation (both national and international) that today, obtaining an assistant (not associate) professor position corresponds to the bottleneck in academic recruitment, and the point of definite commitment to an academic career. This is clearly a concern, since a decrease in gender diversity in the assistant professor candidate pool will only be amplified at associate and full professor level in future. Moreover, the female assistant professors are not distributed evenly between departments. Of the 23% female assistant professors in NAT, all are associated with the Department of Biology and there are no female assistant professors in any of the other three departments.

We note further that while full and associate professor positions are filled after open calls, this is not the case for all assistant professor positions. The SDU gender reporting system makes no differentiation between assistant professors hired after open call (generally "tenure-track") and assistant professors, who have been appointed by senior VIPs and are often named staff on larger research grants, e.g., Centres of Excellence. This non-tenure track pathway bypasses normal hiring procedures.

2. Managerial positions

Table 2.1.: Gender representation in management positions			
Faculty of Science			
Year: 2020			
Level of management	Men (number and %)	Women (number and %)	Total
Executive Board	0	1/100%	1
Head of Department/Administration	5/100%	0	5
Vice Head of Department	2/100%	0	2
Head of Section	14/78%	4/22%	18
Total	21/81%	5/19%	26

It is difficult to make a valid comparison across the departments from these numbers, as there is significant variation in the local management structure across the faculty.

3. Recruitments: new positions and gender representation among qualified applicants

Table 3.1.: New recruitments to academic positions			
Faculty of Science			
Year: 2020			
	Women hired	Men hired	Total hire	% Women dired
Pro/Pro MSO	1	0	1	100%
Associate Pro	3	5	8	38%
Assistant Pro	1	9	10	10%
Post.doc	14	22	36	39%
Total	19	36	55	35%

Table 3.2.: Recruitments total and with both men and women among qualified applicants			
Faculty of Science			
Year: 2020			
	Total hired	Hired based on both men and women among qualified applicants	% of total hired based on both men and women among qualifiedapplicants
Pro/Pro MSO	1	1	100%
Associate Pro	8	4	50%
Assistant Pro	10	7	70%
Post.doc	36	21	58%
Total	55	33	60%

As before, the numbers are small, and care should be taken before making any conclusions based on the numbers alone. Nevertheless, the low proportion of newly recruited female assistant professors is striking. It is also surprising to see the high fraction of postdocs hired without both men and women among the qualified applicants. This may indicate that many postdocs join SDU with their own funding (external fellow-ships, Marie Curie actions, etc), although we do not have numbers for this since the recruitment database does not differentiate between postdocs hired in open call and postdocs hired with individual fellowships

already in hand. Postdocs may also be hired as named applicants in other grant applications.

Table 3.3.: Recruitments of men/women with both men and women among qual. applicants			
Faculty of Science			
Year: 2020			
	Women hired based on both men and women among qual. applicants	Men hired based on both men and women among qual. applicants	Total, hired based on both men and women among qual. applicants
Pro/Pro MSO	1	0	1
Associate Pro	1	3	4
Assistant Pro	1	6	7
Post.doc	9	12	21
Total	12	21	33

Table 3.4.1.: Positions with only women among the qualified applicants		
Faculty of Science		
Year: 2020		
	Women hired	Out of total womenhired (%)
Pro/Pro MSO	0	0%
Associate Pro	2	67%
Assistant Pro	0	0%
Post.doc	5	36%
Total	7	37%

Table 3.4.2.: Positions with only men among the qualified applicants		
Faculty of Science		
Year: 2020		
	Men hired	Out of total menhired (%)
Pro/Pro MSO	0	0%
Associate Pro	2	40%
Assistant Pro	3	33%
Post.doc	10	45%
Total	15	42%

In 2019, 55% of newly recruited scientific staff were hired on calls where there were qualified applicants of both genders. The same number for 2020 was 60%.

The fraction of the men hired with only men among the qualified applicants, 42%, is slightly above that of women hired with only women among the qualified applicants, 36%, though the numbers are really too small for any inference to be made.

4. Number of qualified applicants

Table 4.1.: Positions advertised externally with 3 or more qualified applicants				
Faculty of Science				
Year: 2020				
	Total hired based on external advertisement	Total hired *with 3 or more* qualified applicants	Men hired based on 3+ qualified applicants	Women hired based on 3+ qualified applicants
Pro/Pro MSO	1	1	0	1
Associate Pro	6	5	4	1
Assistant Pro	9	9	8	1
Post.doc	21	21	12	9
Total	37	36	24	12

Generally, all positions have more than three qualified candidates except for a single call for an associate professor.

5. Assessment committee members

Table 5.1.: Positions with both men and women in the assessment committee				
Faculty of Science				
Year: 2020				
	Women hired	Men hired	Total hired with both men and women in committee	Out of the total hired (%)
Pro/Pro MSO	1	0	1	100%
Associate Pro	3	5	8	100%
Assistant Pro	1	8	9	90%
Post.doc	2	1	3	8%
Total	7	14	21	38%

There is no requirement to have more than one person in the assessment committee for a postdoc and PhD position, where the committee is the grant holder and sometimes a co-supervisors/collaborator. For the positions above postdoc level all but one position (assistant professorship) had assessment committee members with both genders represented. It is noted that the low fraction of women among the senior researchers of the faculty puts an extra load on senior female researchers to attend committee work. This is important to be aware of when introducing new requirements for broader gender representations in committees and councils. This concern is also reflected when external female researchers are invited for assessment committees. We note that the use of shortlisting in the recruitment process significantly lowers the workload and thereby help attracting members of both genders to join the assessment committees.

E. Action plan – short and long term

Theme: Sections and local leadership (continued from last year's action plan)
Focus areas:
- Introduction of new MUS concept at the faculty and distribution of MUS to sections
- Consolidation of sections
- Training of HoS to support the individual researcher
- Consolidation of HoS mandate
- Improved work-life balance across the faculty

Who: Heads of Departments (HoD) and HoS across the faculty, NAT Gender Equality Committee, NAT Liaison Committee

Theme: Recruitment and career
Focus areas:
- broad calls and advertisement texts
- unconscious bias in recruitment process
- awareness of long-term lock-down effects to researchers and productivity

Who: NAT Gender Equality Committee, HoD and HoS across the faculty

Theme: Consolidation of the NAT Gender Equality Committee
Focus areas:
- Define the rules of procedure and meeting schedule for the committee
- Define the interaction between the committee and the faculty management
- Establish the role of the committee in the GAP process
- Investigate training possibilities for the committee members
- Join a network on gender equality across Nordic universities

Who: NAT Gender Equality Committee, Faculty Management Group

Det Samfundsvidenskabelige Fakultet

A. Opfølgning på aktiviteter og planer fra sidste år

Ligestillingsarbejdet på Det Samfundsvidenskabelige Fakultet har i 2020 – som så meget andet – været stærkt påvirket af Covid-19 og den deraf følgende samfundsnedlukning og hjemsendelse af medarbejdere på SDU. Det alt overskyggende fokus både på fakultets- og institut-/enhedsniveau har således været at finde nye måder at løse kerneopgaverne på i en hverdag, der fra den ene dag til den anden blev digital. Ligestillingsarbejdet må på den måde siges at have stået i skyggen af Covid-19.

Der har dog generelt på fakultetet været stor opmærksomhed omkring de ændrede arbejdsvilkår, som hjemsendelsen skabte. Ud fra et ligestillingsmæssigt perspektiv har der været en særlig bekymring for den potentielle skævvridning det har givet, at nogle i lange perioder har skulle løse deres opgaver sideløbende med børnepasning, hjemmeskole m.m. Der har været behov for ekstra kontakt til de hårdest ramte medarbejdere og udvisning af en høj grad af fleksibilitet fra ledelsens side over for medarbejdernes individuelle situationer.

Aktiviteter og indsatser i regi af Ligestillingsudvalget (LiU)

I starten af 2020 stod SAMF med et relativt nyt ligestillingsudvalg, i det der havde været en stor udskiftning, herunder på formandsposten. Nedlukningen i foråret betød, at LiU ikke havde mulighed for at være samlet fysisk, hvilket resulterede i en række udskudte møder og en udskudt "dagsorden". Eksempelvis er der ikke – som ellers planlagt – blevet arbejdet videre med ombudsmandsfunktionen.

Fra handleplan til strategisk ramme:

LiU's primære fokusområde i 2020 var igangsætning af arbejdet med at lave en ny handleplan for ligestillingsarbejdet på SAMF, da den gældende handleplan udløb ved udgangen af 2020. LiU nåede at identificere (og delvist bearbejde) følgende temaer mhp. implementering i en ny handleplan:
- Ligestilling på TAP-området
- Konsekvenser af corona og nedlukning samt hjemmearbejde fremadrettet
- Overgangen fra lektor- til professorniveau
- Ph.d.-området
- Mentorordninger
- Fordeling af ledelsesroller og udnævnelse af ledere

Arbejdet med handleplanen blev imidlertid afbrudt, da LiU blev bekendt med, at implementeringen af Gender Equality Plans (GEP) på hele universitetet får en betydelig indflydelse på, hvordan fakultetet og institutterne fremadrettet skal arbejde med og definere ligestillingsindsatser og -målsætninger. Det gav samtidig anledning til en række interne drøftelser om, hvilken rolle LiU skal spille fremadrettet. I den forbindelse deltog GET-SDU bl.a.på et LiU-møde mhp. at informere om de kommende ændringer og sparre omkring LiU's rolle fremadrettet.

På baggrund heraf blev det besluttet, at det ikke længere giver mening at have en ligestillingshandleplan

på fakultetsniveau med meget konkrete indsatser, målsætninger og handlinger, men at der i stedet er behov for at sikre en fælles strategisk retning for ligestillingsarbejdet på tværs af fakultetet. LiU brugte derfor slutningen af 2020 (og starten af 2021) på at udarbejde en strategisk ramme for ligestillingsarbejdet på SAMF 2021-2023.

Den strategiske ramme, der blev godkendt af fakultetsledelsen i april 2021, forsøger at tage højde for det nye set-up ved at fokusere på overordnede og tværgående tematikker, mens initiativet til at definere konkrete indsatser og aktiviteter ligger på institutterne. De udvalgte temaer udspringer i væsentlig grad af den tidligere handleplan og fortsætter dermed i vid udstrækning den strategiske retning, der allerede har været sat på fakultetet igennem en årrække. Konkret sætter rammen fokus på følgende tematikker:
– Konsekvenserne af corona og øget hjemmearbejde
– Overgangen fra lektor- til professorniveau
– Mentorordninger
– Fordelingen af ledelsesroller

Fakultetets ligestillingspulje:

I 2020 er der givet støtte til følgende aktiviteter fra fakultetets ligestillingspulje:
– Dækning af transport og overnatning i forbindelse med deltagelse i et netværksmøde for kvindelige økonomer.
– Hjælp til opstart af en dansk version af det globale netværk Women in International Security (WIIS).

Aktiviteter og indsatser i regi af Ph.d.-skolen

Ph.d.-skolen har i 2020 haft fokus på trivsel generelt, og ligestilling er tænkt ind som en naturlig del af denne dagsorden, om end det også er et selvstændigt emne og problemstilling, som det er vigtigt at arbejde mere med. Afrapportering for 2020 på ligestillingsområdet skal ses i dette bredere perspektiv.

– HR har udarbejdet en kvalitativ rapport, der sætter fokus på trivsel blandt ph.d.-studerende på SAMF. Rapporten sætter fokus på relevante indsatsområder for at sikre (øget) trivsel – herunder fx 1) onboarding, 2) information og formalia, 3) vejledning, relationer og forventningsafstemning. Rapporten er brugt aktivt til iværksættelse af konkrete aktiviteter og er diskuteret i regi af ph.d.-udvalget og gruppen af ph.d.-koordinatorer.
– Der er afholdt ph.d.-vejlederkurser (½-årligt) i samarbejde med Ph.d.-skolen på SAMF Aalborg, hvor der bl.a. sættes fokus på relationen og kommunikationen mellem vejleder og ph.d.-studerende.

Aktiviteter og indsatser i regi af institutterne på SAMF

Som nævnt ovenfor har det altoverskyggende fokus i 2020 – ikke mindst på institutniveau – været at håndtere den nye arbejdssituation under Covid-19. Der har især været fokus på vilkår for medarbejdere med mindre børn.Derudover har der været fokus på at sikre støtte til de yngre medarbejdere i midlertidige ansættelser – både mænd og kvinder. På Institut for Statskundskab fx i form af udvidet mentorordning. Arbejdet med ligestilling er samtidig konsolideret som en naturlig del af arbejdet med fx rekruttering og ansættelse på alle SAMF-institutter.

B. Strategisk analyse af fakultetets muligheder og udfordringer (SWOT)

Strenghts
- Opmærksomhed og konkrete initiativer
- Gennemsigtighed i rekruttering og forfremmelse (og fortsat fokus på at øge den)
- Flerårig indsats har gjort fokus på ligestilling til en naturlig og integreret del af mange processer og beslutninger på tværs af SAMF
- Fokuseret indsats på SDU-niveau siver ned igennem hele organisationen

Weaknesses
- Konkurrerende prioriteter på ledelsesniveau
- Underrepræsentation af kvinder i de øverste ledelseslag på SDU og SAMF
- Fortsat færre kvindelige ansøgere til videnskabelige stillinger end mænd
- "Leaking gender pipeline" mellem junior- og seniorstillinger (VIP)

Opportunities
- Ekstern efterspørgsel på ligestillingsarbejde, herunder fra eksterne fonde
- Fokus på lokale initiativer og quick-wins
- #MeToo bølgen og FN's verdensmål som vinduer for øget opmærksomhed omkring ligestillingsdagsordenen
- Øget viden/forskning om ligestilling
- Bedre udnyttelse af pulje af kvindelige juniorforskere, så det slår igennem på lektor- og professorniveau

Threats
- Ubalanceret rekrutteringspulje til administrative stillinger
- Konservatisme i omgivelserne
- Opfattelse af at der er opnået ligestilling i DK skaber i nogle kredse modstand over for ligestillingspolitikker
- Covid-19 og nedlukningen kan have skabt skævvridning mellem forskellige medarbejdergrupper (udfordring for ligestilling på tværs af køn, alder, anciennitet, nationalitet)

C. Status på udvalgte indsatsområder og målsætninger

Jf. afsnit A har ligestillingsarbejdet på SAMF stået i skyggen af Covid-19. Det er endnu uafklaret, hvad den delvise samfundsnedlukning og deraf følgende øgede brug af hjemmearbejde betyder for arbejdsmiljøet og ligestillingen på fakultetet (og i samfundet generelt). Covid-19's påvirkning er dog bundet op på faktorer, der rækker udover køn, og konsekvenserne – positive såvel som negative – må forventes at ramme forskelligt afhængigt af den enkelte medarbejders situation, eksempelvis familiekonstellation, opgaveportefølje, karrieretrin, personlige præferencer mv.

Et særligt fokusområde, der også er forbundet med ligestilling, har derfor bl.a. været trivsel og fornuftige arbejdsvilkår under de ændrede rammevilkår, som Covid-19 og nedlukningen har skabt. Særligt har der været fokus på at udvise fleksibilitet overfor den enkelte medarbejder og på at tilbyde lokalt og individuelt tilpassede løsninger afhængigt af enhedens eller medarbejderens behov.

Det er målsætningen på SAMF at sikre, at problemstillinger forårsaget af Covid-19, nedlukning og øget hjemmearbejde ikke fører til strukturelle ligestillingsudfordringer, eksempelvis ved at skabe ulige muligheder for karriereudvikling og meritering eller ulige vilkår i forhold til work/life balance på tværs af fakultetets forskellige medarbejdergrupper.

På den baggrund har LiU i foråret 2021 udarbejdet en afgrænset spørgeskemaundersøgelse til alle fakultetets medarbejdere, der skal være med til at afdække medarbejdernes oplevelse af deres arbejdssituation og karriereudvikling under og efter Covid-19. Formålet er at frembringe data og viden om, hvorvidt de ændrede rammevilkårfor arbejdet har ført – eller kan føre – til strukturelle ligestillingsudfordringer på fakultetet. Undersøgelsen skal give et overblik over oplagte indsatsområder, som ledelsen kan arbejde videre med. Undersøgelsen er blevet gennemført inden sommerferien, og resultaterne vil blive analyseret umiddelbart efter sommerferien 2021.

Derudover har LiU, jf. afsnit A, fokuseret på at definere udvalgets rolle fremadrettet for at sikre den bedst mulige understøttelse af ligestillingsarbejdet på tværs af fakultetet. Det påbegyndte arbejde med en ny handleplan, der efterfølgende ændrede karakter til at være en strategisk ramme, satte fornyet fokus på en række væsentlige tematikker, som ønskes prioriteret på tværs af fakultetet i de kommende år. De enkelte temaer og målsætninger herfor er uddybet i afsnit E (Handlingsplan).

D. Status på nøgleindikatorer 2020

1. Kønsrepræsentation blandt videnskabelige medarbejdere

Tabel 1.1: Kønsrepræsentation blandt videnskabelige medarbejdere					
Det Samfundsvidenskabelige fakultet					
År: 2020					
Stilling	Antallet af mænd	Mænd i %	Antallet af kvinder	Kvinder i %	Total
Ph.d.	14	30	33	70	47
Post.doc	16	48	17	52	33
Adjunkt	25	56	20	44	45
Lektor	62	58	45	42	107
Pro/Pro MSO/Kli.pro	61	80	15	20	76
Total	178	58	130	42	308

Generelt set vidner tallene om noget nær ligestilling på de mellemste karrieretrin: post.doc., adjunkt og lektorniveau. Den skæve kønsfordeling mellem adjunkter og post.doc., som sås – og blev problematiseret – i afrapporteringen i 2019, synes stort set at være blevet udlignet i 2020, hvilket er yderst positivt. Stigningen i andelen af kvindelige ph.d.-studerende hen over den seneste årrække kan være en medvirkende forklaring herpå. Den positive udvikling på lektorniveau, som fakultetet har oplevet gennem de seneste år, synes dog ikke at slå igennem i 2020, hvor der er sket et fald på 2 procentpoint fra 2019 til 2020. Antallet af både kvindelige og mandlige lektorer er faldet i perioden, og en del af forklaringen kan måske findes i den positive udvikling, der er sket på professorniveau, hvor der i 2020 er ansat 3 nye kvindelige professorer og 2 mandlige. I tilfælde af interne rekrutteringer kan det have påvirket den kvindelige lektorkategori mere negativt end den mandlige.

Tabel 1.2.: Udviklingen i kønsrepræsentationen blandt videnskabelige medarbejdere			
Det Samfundsvidenskabelige fakultet			
År: 2020			
Andel af kvinder i %	2016	2018	2020
Ph.d.	37	56	70
Post.doc	43	61	52
Adjunkt	40	33	44
Lektor	35	40	42
Pro/Pro MSO/Kli.pro	10	15	20

Med sidstnævnte undtagelse er udviklingen på fakultetet altså generelt gået i den rigtige retning. Man kan således konstatere, at Covid-19 i hvert fald på dette parameter ikke ser ud til at have påvirket ligestillingen i negativ retning. Et særligt opmærksomhedspunkt på fakultetet er dog fortsat, at der er et større frafald af kvinder end mænd. Det ses tydeligst fra ph.d.- til adjunkt/post.doc.-niveau og fra lektor- til professorniveau. Andelen af kvinder bliver således mere end halveret fra lektor- til professor/mso niveau. Det er derfor fortsat ved denne "leaky pipeline", at fakultetet har den største udfordring. Det skal dog positivt bemærkes, at udviklingen også på dette niveau er gået i den rigtige retning igennem de seneste fire år. Andelen af kvinder på professor/mso niveau er således fordoblet fra 10 % i 2016 til 20 % i 2020, hvilket er en yderst positiv udvikling, der må forventes at hænge sammen med fakultetets målrettede fokus på ligestilling i rekrutteringsprocessen.

2. Ledelsesstillinger

Tabel 2.1.: Kønsrepræsentationen i ledelsesstillinger						
Det Samfundsvidenskabelige Fakultet						
År: 2020						
Ledelsesniveau	Mænd		Kvinder		Total	
	Antal	%	Antal	%	Antal	%
Direktion	1	100	0	0	1	100
Chef/ Institutleder	3	43	4	57	7	100
Mellemleder	7	35	13	65	20	100
Forsknings- gruppeleder	13	65	7	35	20	100
Total	24	50	24	50%	48	100

LiU bemærker positivt, at der er ligestilling på institutlederniveau. Til gengæld er der fortsat et stort flertal af mandlige forskningsgruppeledere, hvilket LiU finder problematisk. Den skæve kønsfordeling kan dog være et udtryk for, og et resultat af, at der er så få kvindelige professorer, da forskningsgruppelerede ofte er på professorniveau. Hvis det er tilfældet, er 35 % relativt set ikke et lavt tal. LiU har i den strategiske ramme sat udnævnelse af bl.a. forskningsgruppeledere på som et tema, da det er vurderingen, at medarbejderne ikke altid oplever disse udnævnelser som transparente, da der ikke er opstillet klare kriterier herfor. Derudover kan indholdet i rollen som forskningsgruppeleder divergere mellem institutterne, således at den er af mere administrativ karakter nogle steder i forhold til andre steder. Rollen som forskningsgruppeleder kan derfor både have fremmende og hæmmende betydning for forskningsgruppelederens karrierevej.

På mellemlederniveauet er der sket en stor forskydning i kønsfordelingen sammenlignet med sidste år. Der er i år 65 % kvindelige mellemledere sammenlignet med 50 % sidste år. Den samlede positive udvikling på ligestillingen i lederstillingerne skal derfor alene tilskrives mellemlederniveauet. Der er her typisk tale om administrative – og ikke forskningsmæssige – lederstillinger, og ligestillingsproblematikkerne på TAP-området ser ganske anderledes ud end på VIP-området. Generelt er der – også historisk set – et stort overtal af kvindelige TAP-medarbejdere, hvorfor rekrutteringspuljen til TAP-lederstillinger også vil bestå af et flertal af kvinder.

3. Rekruttering: Nye stillinger og kønsrepræsentation blandt kvalificerede ansøgere

Tabel 3.1.: Nye rekrutteringer til akademiske stillinger			
Det Samfundsvidenskabelige Fakultet			
År: 2020			
	Kvinder ansat	Mænd ansat	Total ansat
Post.doc	2	1	3
Adjunkt	10	5	15
Lektor	0	4	4
Pro/Pro MSO	3	2	5
Total	15	12	27

Også når det kommer til rekrutteringer ser det generelt ud til, at Covid-19 ikke har påvirket ligestillingen negativt. Sammenlignet med 2019 er udviklingen vendt i en særdeles positiv retning. Mens der i 2019 blev ansat næsten dobbelt så mange mænd som kvinder (og i øvrigt flere mænd end kvinder på alle niveauer), er der samlet set i 2020 ansat flere kvinder end mænd. Det gælder på alle niveauer med undtagelse af lektor-niveauet, hvor der ikke er rekrutteret kvinder i 2020.

Overordnet ser det altså ud til, at fakultetets kontinuerlige og store fokus på ligestilling i rekrutteringspro-cessen bærer frugt. Indsatsen skal derfor fastholdes i de kommende år for at sikre fortsat positiv udvikling. En særlig indsats bør gøres på de niveauer, hvor frafaldet af kvinder af størst for at minimere den fortsat eksisterende leaky pipeline. Af samme årsag har LiU sat overgangen fra lektor- til professorniveau på som et selvstændigt tema i den strategiske ramme for ligestillingsarbejdet de kommende år. Der opfordres i den forbindelse til, at der foretages en grundig afdækning af, hvor i professorrekrutteringsprocessen de største udfordringer ligger, således at de rette løsninger tages i brug for at imødekomme udfordringen.

Tabel 3.2.: Det samlede antal rekrutteringer med både mænd og kvinder blandt kvalificerede ansøgere			
Det Samfundsvidenskabelige Fakultet			
År: 2020			
	Total ansat	Ansat baseret på både mænd og kvinder blandt kvalifice-rede ansøgere	% af total ansat baseret på både mænd og kvinder blandt kvalificerede ansøgere
Post.doc	3	2	67
Adjunkt	15	14	93
Lektor	4	0	0
Pro/Pro MSO	5	4	80
Total	27	20	74

Tabel 3.3.: Rekrutteringer af mænd/kvinder med både mænd og kvinder blandt kvalificerede ansøgere			
Det Samfundsvidenskabelige Fakultet			
År: 2020			
	Kvinder ansat baseret på både mænd og kvinder blandt kvalificerede ansøgere	Mænd ansat baseret på både mænd og kvinder blandt kvalificerede ansøgere	Total ansat baseret på både mænd og kvinder blandt kvalificerede ansøgere
Post.doc	1	1	2
Adjunkt	10	4	14
Lektor	0	0	0
Pro/Pro MSO	2	2	4
Total	13	7	20

Tabel 3.4.1.: Stillinger med kun kvinder blandt de kvalificerede ansøgere		
Det Samfundsvidenskabelige Fakultet		
År: 2020		
	Kvinder ansat	Ud af total antal kvinder ansat (%)
Post.doc	1	7
Adjunkt	0	0
Lektor	0	0
Pro/Pro MSO	1	7
Total	2	13

Tabel 3.4.2.: Stillinger med kun mænd blandt de kvalificerede ansøgere		
Det Samfundsvidenskabelige Fakultet		
År: 2020		
	Mænd ansat	Ud af total antal mænd ansat (%)
Post.doc	0	0
Adjunkt	1	8
Lektor	4	33
Pro/Pro MSO	0	0
Total	5	42

Tallene viser, at det i ca. tre ud af fire tilfælde er lykkedes at have kvalificerede ansøgere af begge køn til videnskabelige stillinger. Ved rekruttering til lektorstillinger har der dog i alle fire tilfælde ikke været kvalificerede kvindelige ansøgere. Det kan hænge sammen med forskningsområdet, da det inden for nogle forskningsområder er meget svært at rekruttere kvinder – eksempelvis inden for økonomi. Omvendt finder LiU det uheldigt, at det ikke i rekrutteringsprocessen er lykkedes at nå ud til kvalificerede kvinder. Det bør undersøges nærmere, om det er selve forskningsfeltet (og dermed rekrutteringspuljen), der ligger til grund, eller om man kan gøre mere for at tiltrække kvindelige ansøgere – fx i opslagsteksten, ved at bruge search committees eller i det opsøgende arbejdemere generelt.

Også i år er det positivt at se, at der ikke er ansat mandlige professorer, uden at der også har været kvindelige kvalificerede ansøgere til stillingerne, da det tyder på, at man gør en særlig indsats på dette niveau for at rekruttere bredt. Det samme gør sig gældende ift. adjunktstillingerne. Netop adjunktniveauet blev i 2019-afrapporteringen påpeget som et område, der påkrævede ekstra fokus, hvorfor LiU ser positivt på denne udvikling.

4. Antal kvalificerede ansøgere

Tabel 4.1 Eksternt opslåede stillinger med tre eller flere kvalificerede ansøgere				
Det Samfundsvidenskabelige Fakultet				
År: 2020				
	Total ansat base-ret på eksterne opslag	Total ansat med 3 eller flere kvalifice-rede ansøgere	Mænd ansat base-ret på 3 eller flere kvalificerede an-søgere	Kvinder ansat baseret på 3 eller flere kvalifi-cerede ansøgere
Post.doc	3	2	1	1
Adjunkt	15	14	4	10
Lektor	4	4	4	0
Pro/Pro MSO	5	4	2	2
Total	27	24	11	13

Generelt er fakultetet lykkedes med at have tre kvalificerede ansøgere til næsten alle stillinger, da der i 24 ud af 27 ansættelser har været minimum tre kvalificerede ansøgere. De tre stillinger, hvor det ikke er lykkedes, er henholdsvis en post.doc. besat af en kvinde, et adjunktur besat af en mand og et professorat besat af en kvinde.

Sammenlignet med 2019 er andelen af stillinger på SAMF, der besættes uden at have tre kvalificerede ansøgere, desværre steget yderligere på trods af et stort fokus og en stor indsats på området. Mens der var tre eller flere kvalificerede ansøgere til 96 % af stillingerne i 2018, var tallet i 2019 faldet til 91 %, og i 2020 er niveauet 89%. Der er overordnet set fortsat tale om en meget lille andel af stillingerne, hvor det ikke lykkedes at have tre eller flere kvalificerede ansøgere, men LiU håber ikke, at tendensen fortsætter eller bliver mere markant i de kommende år.

5. Medlemmer i bedømmelsesudvalg

Tabel 5.1.: Stillinger med både mænd og kvinder i bedømmelsesudvalg				
Det Samfundsvidenskabelige Fakultet				
År: 2020				
	Kvinder ansat	Mænd ansat	Total ansat med både kvinder og mænd i bedømmelsesudvalg	Ud af total ansat (%)
Post.doc	2	1	3	100
Adjunkt	10	5	15	100
Lektor Pro	0	4	4	100
Pro/Pro MSO	3	2	5	100
Total	15	12	27	100

Fakultetet kan være meget tilfredse med, at det er lykkedes at have både kvinder og mænd i alle bedøm-melsesudvalg i 2020. I 2019 var der tre tilfælde, hvor kun mænd var repræsenteret. Tallene i 2020 vidner igen om, at der på fakultetet bliver gjort en meget stor indsats for at sikre ligestilling i rekrutteringsproces-serne, og at indsatsen ser ud til at give gode resultater. Det kan fakultetet absolut være stolt af.

E. Handlingsplan – kort og lang sigt

Som nævnt ovenfor vil implementeringen af Gender Equality Plans (GEP) på SDU få stor indflydelse på, hvordan fakultetet og institutterne fremadrettet skal arbejde med og definere ligestillingsindsatser og -målsætninger. Således vil initiativet til at definere målsætninger og efterfølgende implementere ligestillingsindsatser i høj grad ligge på institutniveau.

Ønsket med SAMF's nye strategiske ramme for ligestillingsarbejdet er derfor bl.a. at guide institutterne i arbej-det med at definere indsatser og målsætninger snarere end at stille krav om gennemførsel af konkrete initiativer og handlinger. Da GEP-processen endnu ikke er igangsat på institutterne, tager nærværende handlingsplan alene afsæt i fakultetets strategiske ramme for ligestillingsarbejdet de kommende år.

LiU har i den strategiske ramme identificeret fire temaer, som i den kommende periode vil have en væsentlig betydning for fortsat indfrielse af fakultetets vision og mål på ligestillingsområdet. Temaerne skal ikke ses som udtømmende for ligestillingsarbejdet på SAMF. Ikke mindst på lokalt niveau vil der være andre og forskelligar-tede emner og områder, der påkræver sig særlig opmærksomhed og handling. Ligestilling på ph.d.-området er et eksempel på et særligt vigtigt indsatsområde, der ikke er nævnt i den strategiske ramme, men som LiU for-venter at gå i dialog med Ph.d.-skolen om i det kommende år.

I det følgende listes kort de fire prioriterede temaer og LiU's konkrete anbefalinger og målsætninger knyttet til hvert tema.

1. Konsekvenserne af corona og øget hjemmearbejde

    1.1. Indsatser: Afdækning af potentielle og reelle konsekvenser af corona og øget hjemmearbejde for fakultetets medarbejdere mhp. at minimere eventuelle negative påvirkninger på ligestillingen på SAMF.

1.2. <u>Målsætning:</u> Sikre at problemstillinger forårsaget af corona, nedlukning og øget hjemmearbejde ikke fører til strukturelle ligestillingsudfordringer, eksempelvis ved at skabe ulige muligheder for karriereudvikling og meritering eller ulige vilkår i forhold til work/life balance på tværs af fakultetets forskellige medarbejdergrupper.

2. Overgangen fra lektor- til professorniveau

2.1. <u>Indsatser:</u> Til trods for at fakultetet i de seneste år i vid udstrækning er lykkedes med at sætte fokus på ligestilling i rekrutteringsprocesserne, peger den samlede andel af kvindelige professorer på SAMF på en særlig udfordring på dette niveau. For at kunne implementere de rette tiltag, bør det derfor undersøges nærmere, hvor i professorrekrutteringsprocesserne på SAMF, udfordringerne specifikt opstår. Der opfordres derfor til, 1) at de enkelte institutter sikrer, at det er tydeligt beskrevet i meriteringsretningslinjerne, præcis hvilke kompetencer og krav der er definerende for overgangen fra et lektorat til et professorat, og 2) at der på institutterne sættes fokus på karriereplanlægning for de kvindelige lektorer, således at instituttet sikrer lige muligheder for mænd og kvinder i forhold til at kunne udvikle sin profil og sit CV frem mod et professorat.

2.2. <u>Målsætninger:</u> Opnå en mere lige kønsbalance på professorniveau, samt sikre at potentialet for rekruttering blandt kvindelige lektorer udnyttes fuldt ud.

3. Mentorordninger

3.1. <u>Indsatser:</u> Mentorordninger er en måde, hvorpå man kan arbejde fokuseret med karriereunderstøttelse særligt for de videnskabelige medarbejdere, der er ansat i midlertidige stillinger – ofte yngre forskere. Udvikling og implementering af mentorordninger lokalt på de enkelte institutter målrettet netop denne medarbejdergruppe bør prioriteres i den kommende årrække og kan forhåbentlig bidrage til at fastholde talentfulde yngre forskere, herunder kvindelige forskere.

3.2. <u>Målsætning:</u> Mindske frafaldet af forskertalenter ansat i midlertidige stillinger samt sikre lige muligheder for karriereudvikling på tværs af fakultetet uanset køn.

4. Fordelingen af ledelsesroller

4.1. <u>Indsatser:</u> Skabe overblik over, hvordan ledelsesposter fordeles på de enkelte institutter, herunder om der er en rimelig kønsbalance i fordelingen, og – hvis muligt – indsamle større viden om, hvordan fordelingen af ledelsesopgaverne påvirker medarbejderens karrieremuligheder.

4.2. <u>Målsætninger:</u> Sikre at der er fuld transparens omkring fordeling af ledelsesposter og tunge administrative opgaver, samt at fordelingen ikke skaber ulige muligheder for karriereudvikling og meriteringmellem kønnene.

Det Humanistiske Fakultet

A. Follow-up on activities and plans from last

The Covid-19 situation throughout 2020 affected the implementation of plans related to the promotion of gender equality, such as GET activities at departmental level. Nonetheless, there were several activities carried out.

- The HUM gender equality committee met 4 times, discussing issues related to LGBT+, gender bias in the curriculum, the activities of the Faculty's Feminist network, and the composition of the committee.
  - The head of studies from Philosophy informed the committee of an initiative aimed at tackling gender bias in the teaching of philosophy subjects, such as the consideration of gender perspectives in the choice of reading materials. It was intended to follow up on this with other degree programmes, but this was delayed given the covid-19 situation and the necessary focus on online pedagogy and didactics.
  - The founders of the Feminist network Lecturer Emily Hogg and postdoc Ella Fegitz informed the committee of their activities, which consisted of online meetings discussing, for example, issues of feminist research, gendered pedagogy.
  - The planned initiative to reconsider the composition of the gender committee to ensure greater engagement began at the end of 2020 with processes put in place to find new members. A new committee was formed at the beginning of 2021, still with VIP and TAP representation, including a new representative for Departmental secretaries and new members from all the Departments.
- As part of a planned cross-faculty knowledge-sharing initiative, Sharon Millar, the chair of the HUM gender equality committee participated in a meeting of the SUND gender equality committee in September 2020. Plans to invite TEK to visit HUM did not come to fruition.
- Sharon Millar met with Maria Dockweiler from GET to discuss identification of relevant gender-related research activities at the Faculty, as part of a GET mapping exercise (October 2020).
- Members of the HUM gender equality committee took part in the annual IGAB Master Class (October 2020)
- Sharon Millar, along with other members of the Central Gender Equality Committee, joined an initiative from SUND aimed at investigating, on a small-scale, gender dimensions of the work conditions of research staff during the Covid pandemic. An interview guide was prepared with the aim of conducting explorative interviews with researchers from across all Faculties in 2020/2021.
- Revelations about sexism and sexual harassment in academia at the end of 2020 (collection of narratives and signatures) led to several responses:
  - In addition to awareness raising through circulation of the initial mail about the problem and discussions at departmental staff meetings, the Faculty addressed all

complaints/information received about incidences that had occurred at the Faculty's departments over the years.

- o The Departments adopted varying approaches: the Department of History set up a working group to draft a codex for an acceptable workplace tone, the Department of Cultural Sciences set up a working group to address issues of sexual harrassment, the Department of Design and Communication and the Department of Language and Communication discussed the issue at Departmental Council meetings and decided to wait for the outcomes of the work of the central taskforce on how to deal with unwanted sexual attention before deciding on any specific initiatives.

B. Strategic analyses of the faculty's opportunities and challenges

The SWOT matrix

- Strong representation of women at Ph.D and junior lecturer/postdoc levels, suggesting thriving interest in research career among female graduates and postgraduates

- Gender balance in managerial positions (50/50 among Heads of Department at the Faculty)

- Increase of women among research/centre leaders

- Collaboration with GET

- Success of bottom-up initiatives, e.g. establishment of feminist network

- Focus on inclusivity in general

Strengths and success stories S	Weaknesses W

- Leaking gender pipeline between junior and senior research positions

- Possible waning interest in a research career among male graduates and postgraduates

- Areas of research where one gender is strongly represented - both among applicants for positions and staff

- Limited resources to carry out qualitative research at the Faculty to identify and explain problems and challenges and to follow up on initiatives and insights

O **O**pportunities	T **T**hreats

- To work with inclusive culture and issues of intersectionality

- Collaboration and knowledge sharing with other faculties to address challenges across SDU

- Increased focus on Interdisciplinary projects with technical, medical and natural sciences opens up options for researchers from Humanities to take part, including those areas that attract female researchers

- Financial challenges which negatively affect capacity building: recruitment, career progression, sustainability of research milieus

- Lack of interest among colleagues generally in relation to equality and diversity matters; low priority

- The external funding and scope of Interdisciplinary projects is often given to areas that traditionally have more male researchers

C. Status for selected focal areas and objectives

A focal area is inclusive culture, where a relevant context is meetings and the dynamics of group relations across different job categories, gender, age etc. During 2020, it was not possible to work with this issue in any systematic way.

Despite limited opportunities for recruitment, the leaking pipeline is considered an important area. It is hoped to investigate specific initiatives and their effects in relation to career progression for younger researchers at Departmental level.

D. Status for key indicators for 2020

1. Gender representation among academic staff

The current gender representation among academic staff is not yet balanced, (54% are men, 46% are women (see table 1.1). This is a very slight (1%) improvement from 2019. The pattern of variation across departments is similar to 2019: The Department of History has the lowest percentage of female staff (34%), followed by the Department for the Study of Culture (45%), Department of Language and Communication (55%), and Department of Design and Communication (56%). Across the Faculty, however, there is still a higher percentage of men in senior academic positions. This is in part due to historical reasons, and the age profile of senior positions, as well as some areas of research (e.g. History and Philosophy) having mainly male representation.

As shown in Table 1.1 below, the percentage of women drops from 65% at Ph.D. level to 40% and 37% at Associate Professor and Professor levels, respectively, whereas the percentage of men increases from 35% at Ph.D. level to 60% and 63% at Associate Professor and Professor levels, respectively. This is evidence of the well-acknowledged "leaking pipeline" for women from junior to senior levels, which appears to have remained more or less stable since 2019, although numbers are small at some of the junior levels.

Table 1.1.: Gender representation among academic staff					
Humanities					
Year: 2020					
Position	Number of men	Men %	Number of women	Women %	**Total**
Pro/Pro MSO	26	63%	15	37%	**41**
Associate Pro	90	60%	61	40%	**151**
Assistant Pro	11	52%	10	48%	**21**
Post.doc	12	36%	21	64%	**33**
PhD	13	35%	24	65%	**37**
Total i 2020	152	54%	131	46%	**283**

Table 1.2 illustrates the development (%) in gender representation between 2016, 2018 and 2020. Table 1.2.2 expands on this to include numbers and adds information for 2019 for ease of comparison with last year's report. There is no sustained pattern of decrease/increase within categories except for postdoc and to some extent PhD (increase in women). One change from 2019 is the lower percentage of women who are assistant professors - 48% in 2020 compared to 67% in 2019. This difference in percent represents a decrease of 4 women in this job category. The total number of assistant professors remains the same (21 in 2019 and 2020). A possible explanation for the decrease could lie in the increase of women hired in the associate professor category (see Table 3.1), where assistant professors at the Faculty could have been appointed as associate professors. Recruitment of assistant professors in 2020 had a slight imbalance; out of 9 appointments, 5 were men.

Table 1.2.: Development in gender representation among academic staff			
Humanities			
Year: 2020			
Share of women in %	2016	2018	2020
Pro/Pro MSO	39%	38%	37%
Associate Pro	38%	41%	40%
Assistant Pro	55%	61%	48%
Post.doc	54%	56%	64%
PhDs	59%	57%	65%

Table 1.2.1 Development in gender representation among academic staff (with numbers)

	2016	2016	2018	2018	2019	2019	2020	2020
Position	No. and % women	Total number	No. and % of women	Total number	No. and % of women	Total number	No. and % of women	Total number
Professor	17 (39%)	44	16 (38%)	42	13 (32%)	41	15 (37%)	41
Associate Professor	55 (38 %)	145	61 (41%)	150	53 (38%)	141	61 (40%)	151
Assistant Professor	16 (55%)	29	14 (61%)	23	14 (67%)	21	10 (48%)	21
Post doc	14 (54%)	26	18 (56%)	32	17 (61%)	28	21 (64%)	33
Ph.D	34 (59%)	58	33 (57%)	58	31 (62%)	50	24 (65%)	37
Total	**135 (45%)**	**300**	**142 (47%)**	**304**	**128 (46%)**	**280**	**131(46%)**	**283**

2. Managerial positions

Table 2.1.: Gender representation in management positions			
Humanities			
Year: 2020			
Level of management	Men (number and %)	Women (number and %)	Total
Executive Board (Dean)	1 (100%)	0 (0%)	1
Head of Department/Faculty	3 (60%)	2 (40%)	5
Middle manager	2 (33%)	4 (67%)	6
Head of research unit (centre, research group)	26 (54%)	22 (46%)	48
Total	**32 (53%)**	**28 (47%)**	**60**

Overall, there is gender balance in non-research managerial positions, but women are more strongly represented in relation to middle managers. (Table 2.1). The Faculty has achieved an equal gender and national background balance across Heads of Department. For heads of research units, (understood as heads of centres or research groups) the picture is less balanced, with more men represented. This is a change from 2019, where there were more female heads of research unit (52%). There are two fewer heads of research units overall in 2020, 4 fewer women, but 2 more men. The Department for the Study of Culture and the Department of History have more men as heads of research units. Numbers, however, are small.

3. Recruitments: new positions and gender representation among qualified applicants

Table 3.1 gives an overview of overall academic recruitment in 2020. There was an increase in recruitment in 2020: 37 new positions compared to 19 in 2019 and 26 in 2018. Overall, women make up 67.57% of new recruitments, an increase from 38% in 2019. Numbers are small, but of particular interest is the job category of associate professor, where women account for 11 of the 14 new positions in total. This is a welcome development, although the category maintains a 60%/40% bias in favour of men.

Table 3.1.: New recruitments to academic positions			
Humanities			
Year: 2020			
	Women hired	Men hired	Total hired
Pro/Pro MSO	2	1	3
Associate Pro	11	3	14
Assistant Pro	4	5	9
Post.doc	8	3	11
Total	**25**	**12**	**37**

As for the recruitment process, Table 3.2 is an overview of positions where both men and women were among the qualified applicants.

Table 3.2.: Total recruitments and with both men and women among qualified applicants			
Humanities			
Year: 2020			
	Total hired	Hired based on both men and women among qualified applicants	% of total hired based on both men and women among qualified applicants
Pro/Pro MSO	3	2	67%
Associate Pro	14	11	79%
Assistant Pro	9	7	78%
Post.doc	11	1	9%
Total	**37**	**21**	57%

Combining the data in Tables 3.1 and 3.2, the percentage of positions where both men and women are among the qualified applicants is given in Table 3.3. Tables 3.4.1. and 3.4.2 provide percentages of positions where there were only female and male applicants, respectively.

Table 3.3.: Recruitments of men/women with both men and women among qual. applicants			
Humanities			
Year: 2020			
	Women hired based on both men and women among qual. applicants	Men hired based on both men and women among qual. applicants	Total, hired based on both men and women among qual. applicants
Pro/Pro MSO	2	0	2
Associate Pro	8	3	11
Assistant Pro	4	3	7
Post.doc	1	0	1
Total	**15**	**6**	**21**

Table 3.4.1.: Positions with only women among the qualified applicants		
Humanities		
Year: 2020		
	Women hired	Out of total women hired (%)
Pro/Pro MSO	0	-
Associate Pro	3	27%
Assistant Pro	0	-
Post.doc	7	88%
Total	10	40%

Table 3.4.2.: Positions with only men among the qualified applicants		
Humanities		
Year: 2020		
	Men hired	Out of total men hired (%)
Pro/Pro MSO	1	100%
Associate Pro	0	-
Assistant Pro	2	40%
Post.doc	3	100%
Total	6	50%

When we look at the data, we can see that the majority of positions, except for post docs, attract qualified applicants of both genders, although total numbers are small. Postdoc recruitment is primarily based on qualified applicants of one gender, mostly female (7 out of 11 positions). Only one postdoc position has male and female qualified applicants, and the successful candidate was female. This is a different pattern from 2019 where most postdoc positions had qualified male and female applicants. No associate professor position had only male qualified applicants, but 3 of the 8 women hired came from a pool of qualified applicants that were all female. No assistant professor position had only female qualified applicants, but 2 of the 7 assistant professors hired attracted only male qualified applicants. The gender biases may be related to the research areas of the positions, but this would require further qualitative investigation.

4. Number of qualified applicants

SDU requires a minimum of three qualified applicants in academic recruitments. Apart from one associate professor position, all externally advertised positions attracted 3 or more qualified applicants (Table 4.1). The Faculty strives to attract as many qualified applicants as possible through defining positions in broad terms to avoid too narrow a focus and through appropriate placement of advertisements (nationally and internationally). This practice seems to be successful and will be continued.

Table 4.1.: Positions advertised externally with 3 or more qualified applicants				
Humanities				
Year: 2020				
	Total hired based on external advertisement	Total hired *with 3 or more* qualified applicants	Men hired based on 3+ qualified applicants	Women hired based on 3+ qualified applicants
Pro/Pro MSO	3	3	1	2
Associate Pro	13	12	3	9
Assistant Pro	9	9	5	4
Post.doc	3	3	1	2
Total	**28**	**27**	**10**	**17**

5. Assessment committee members

SDU requires recruitment processes to employ both men and women in assessment committees. Table 5.1. shows how many positions that involved an assessment committee of 2+ members were assessed by a committee consisting of men and women. It should be noted that postdoc positions financed through external funding are not necessarily advertised if a candidate is named in the funding application.

Table 5.1.: Positions with both men and women in the assessment committee				
Humanities				
Year: 2020				
	Women hired	Men hired	Total hired with both men and women in committee	Out of the total hired (%)
Pro/Pro MSO	2	1	3	100% (3)
Associate Pro	10	3	13	100% (13)
Assistant Pro	3	5	8	89% (9)
Post.doc	2	1	3	75% (4)
Total	**17**	**10**	**27**	**95%**

The majority of the Faculty's assessment committees consist of men and women. The Faculty of Humanities aims to have both genders represented in assessment committees and the Head of Department is always asked to clarify the reason(s) when this is not the case. The reasons usually given are that the research field and specializations are very narrow and that researchers often decline the invitation due to lack of time, meaning that through necessity the aim at times becomes finding a suitable committee member regardless of gender who has the time to commit to the work. There has been an increase from 2019 (84% to 95%) in the percentage of assessment committees with both male and female members.

E. Action plan – short and long term

General considerations
We plan to
1. address issues of inclusiveness in the workplace and the classroom. Areas in focus will be
   a. Group dynamics in meetings
      i. Awareness raising about how meetings can exclude others, strategies to enhance inclusiveness and to deal with dilemmas of group dynamics
   b. Gender dimensions in teaching
      i. Choice of topics, reading materials, didactics
2. address the challenge of engagement with gender and diversity issues and how to encourage greater interest in these issues in the Faculty. We will continue to support and collaborate with bottom-up initiatives, such as the feminist network previously mentioned, and encourage students to focus on these issues in projects, dissertations.

The SDU logo appears in the top right corner.

3. further develop knowledge sharing with the Gender Equality committees from other faculties, in particular to identify common problems (such as the leaking pipeline) that could benefit from cross-Faculty discussions and solutions
4. collate gender and diversity dimensions in research that can feed into teaching activities, new research projects, GET objectives

Short-term plans (2021)

– Complete process of forming new HUM gender equality committee and update and translate into English terms of reference for the committee: Dean, heads of Department, Departmental Councils, members of HUM gender equality committee
– Cross-faculty visit from TEK to HUM gender equality committee, involves chairs and members of Faculty gender equality committees
– Better integration of gender and diversity matters across other Faculty and departmental committees where relevant: Involves Dean, Heads of Department, Faculty council, Departmental councils
– Seminar on workplace culture and sexism

Long-term plans (2022-2023)

– Work with group dynamics; in collaboration with GET, identify groups from different organisational levels and contexts for activities in relation to inclusive meeting practices and strategies (offline and online) and inclusive language: involves GET, HUM Gender Equality Committee, Dean, Heads of Department and other units
– Workshop on gender mainstreaming in relation to job advertisements
– Communication strategy to increase visibility of HUM Gender Equality Committee as well as gender and diversity issues/initiatives at the Faculty: Involves HUM Gender Equality Committee, colleagues responsible for communication at faculty and departmental levels
– Systemize practices in relation to career progression for younger researchers: Involves Heads of Department, PhD School, supervisors, project leaders
– Continue cross-Faculty knowledge-sharing, possibly a shared meeting of all the university gender equality committees, with an aim to identify common problems that could be addressed together rather than in isolation: involves SDU local gender equality committees, Central Gender Equality Committee
– Facilitate dissemination of relevant research areas in relation to diversity and equality that have been identified with a view to encouraging possible networking within and across faculties regarding future research or teaching activities: involves HUM Gender Equality Committee, local faculty Gender Equality Committees
– Raise awareness re gender and diversity dimensions in teaching (e.g. reading materials, evaluations): involves members of Gender Equality Committee, Heads of Studies, teachers, SDUUP

Fællesadministrationen

A. Follow-up on activities and plans from last

Udvalget havde i 2020, med udgangspunkt i en udarbejdet SWOT-analyse i 2019, valgt at fokusere på følgende to områder hhv. mødekultur og karriereudvikling. Dette med udgangspunkt i KKT-strategien. Udvalget har, tilsvarende så mange andre områder, været påvirket af COVID-19´s indvirkning på universitetets daglige drift, hvilket har påvirket mulighederne udvalgets arbejde i praksis.

Fra 2022 vil arbejdet organisatorisk knyttes til GEP, hvor inddragelse af områdechefer m.fl., aktivt inddrages i arbejdet, hvorved der vil udarbejdet konkrete handleplaner med nedslag i udvalgte områder. Da udvalgets arbejde derved omorganiseres, og områdechefer mere direkte involveres, har udvalget ikke udarbejdet konkrete handleplaner for 2022, men forventer at disse udarbejdes i samarbejde med områdecheferne.

Udvalget består pt. af følgende medlemmer:
Claus Trap Christensen (SDU IT), Ditte Bjerrisgaard Bundesen (SDU Kommunikation), Josephine I. Lethenborg (International Staff Office, HR-service), Lisbet Trøjgaard (Budgetafdeling, Økonomiservice), Birgit Jahn (Studieservice) og Anders Nyegaard Mikkelsen, formand (Syddansk Universitetsbibliotek). Udvalget har Dorthe Magnussen som sekretær (Organisation og Rekruttering, HR-service).

B. Strategic analyses of the faculty's opportunities and challenges

The SWOT matrix

- Stort fokus fra direktør – vigtig signal-værdi
- Vi har en fleksibel organisation, imøde-kommende omkring work-life balance
- Alle dele af fællesadministrationen skal være repræsenteret i udvalget (pt. mang-ler en rep. fra Teknisk Service)
- Dygtige til forandring i hverdagen, organi-sationen er god til hurtig omstilling
- Image- og kendskabsmålinger: SDU er kendt for noget godt, som arbejdsplads
- Mulighed for jobrotation

- Områderne er meget forskellige i ASU LiU
- Tendens til at ansætte flere kvinder på visse områder
- Sprog
- Ved manglende ressourcer nedprioriteres li-gestillingsarbejdet/aspektet
- Manglende ressourcer til eks. Kompetence-udvikling

S | W

O | T

- Image- og kendskabsmålinger, SDU er et godt brand ift. ligestilling/rummelighed
- Store muligheder for at arbejde indgå-ende med unconscious bias
- Åben dialog er vigtig og den har vi på SDU
- Sparring på tværs af områder i fællesad-ministrationen
- Styrke øget kvindelige repræsentation i di-rektion/bestyrelsen

- Ligestillingsdagsordenen er svært at løfte og, til dels, at forstå
- Svært at italesætte emnet
- For meget ´add on´ - mange ser ligestillingsar-bejdet som noget ekstra og som besværligt
- Mangel på ressourcer til reelt at prioritere li-gestilling