SDU✿

HOVEDOMRÅDERNES GE-BERETNINGER

ARBEJDET MED LIGESTILLING LOKALT PÅ SDU

2021

Udarbejdet af SDU's lokale ligestillingsudvalg, samlet af SDU's centrale ligestillingsudvalg og GET

Juni 2022

Indhold

Introduktion til beretningerne

Nærværende samling af GE-Beretninger indeholder rapporteringer om ligestillingsaktiviteterne i 2021 på hovedområderne på SDU. Samlingen udgives på sdunet.dk og vil være internt tilgængelig for SDU's ansatte.

Bemærk, at i denne 1. udgave (10. juni 2022) mangler der data vedr. tabellerne 4.1 og 5.1. Pga. en kodningsfejl i SDU's Gender Statistics var data i disse to tabeller fejlbehæftet. De lokale ligestillingsudvalg eftersender information til disse to tabeller i juni måned, og samlingen opdateres med disse.

Hvert hovedområdes GE-Beretning er opbygget efter samme struktur:

- 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

Indberetningerne er i nærværende samling gengivet i deres oprindelige version som indrapporteret i juni 2022, og de forekommer derfor på enten dansk eller engelsk afhængig af hovedområdernes valg af afrapporteringssprog. Data til tabellerne i sektion D er hentet fra SDU's Gender Statistics Dashboard i dets 1. version i perioden maj-juni 2022.

Præsentation af de lokale GE-beretninger følger i alfabetisk rækkefølge jf. fakulteterne Humaniora, Naturvidenskab, Samfundsvidenskab, Sundhedsvidenskab og det Tekniske Fakultet samt afslutningsvis GE-Beretningen fra SDU's Fællesområde.

HUM's
GE-beretning

2021

Annual reporting on SDU's local gender equality status and initiatives

Faculty of Humanities 2021

A. Follow-up on activities and plans from last year

Covid-19 continued to have an impact particularly during the first half of 2021, but notwithstanding, there were several activities carried out. As mentioned in the annual report from 2020, a new HUM gender equality committee was established at the beginning of 2021, still with VIP and TAP representation, including a new representative for Departmental secretaries and new members from all four Departments at the Faculty.

Activities during the year were as follows:

- ✓ The new HUM gender equality committee met 4 times in 2021, updating the committee's terms of reference, commenting on GET's draft process plan on GEP, contributing to the annual report for 2020 in relation to short-term and long-term plans, discussing the possibility of a faculty prize for gender equality/inclusive initiatives and hosting a visit from the TEK Gender Equality committee.

  - ✓ The terms of reference were discussed and updated, putting an increased focus on an inclusive culture, while avoiding the explicit naming of specific categories, and emphasizing the importance of integrating and making visible the work of the committee within the Faculty as a whole. The terms of reference will be translated into English.

  - ✓ It was suggested that a Faculty prize for activities relating to gender equality and inclusivity could be established to raise the profile of these types of initiatives and encourage wider involvement. The committee held preliminary discussions about how such a prize might be organised and evaluated, but the idea is still at the planning stage.

- ✓ As part of a planned cross-faculty knowledge-sharing initiative, 2 members of the TEK gender equality committee - Eva Arnspang Christensen (chair) and Heidi Maglekjær Jensen (secretary) - participated in a meeting of the HUM gender equality committee in November 2021. They shared some of the topics which are a top priority at TEK, including the lack of women in STEM and the initiatives taken to make girls and young women interested in those areas which are more male dominated to diversify the talent pool. A common interest for the TEK and HUM Gender Equality committees is investigating how to create an inclusive meeting culture among colleagues to ensure that both male/female and junior as well as senior voices are heard.

- ✓ The initiative from SUND aimed at investigating, on a small-scale, gender dimensions of the work conditions of research staff during the Covid pandemic continued in 2021, despite lack of success in securing external funding. Sharon Millar, along with other members of the Central Gender Equality Committee, is a member of the steering committee. Three researchers, each from the three Humanities departments in Odense, participated in interviews conducted by researchers from SUND.

- ✓ A seminar on workplace culture and sexism, in the light of the SoMe jointly organised by the Academic Council, Dansk Magisterforening (trade union) and the chair of the HUM gender equality committee, took place on May 28th 2021. The seminar was led by Søren Bjerregaard Kjær from Dansk Magisterforening and members of the various councils and committees at the Faculty along with Heads of Boards of Study were invited. The seminar, which was held online, was well attended and provoked lively debate.

- ✓ Members of the HUM gender equality committee took part in the annual IGAB Master Class (October 2021)

- ✓ The Feminist Network met monthly in 2021, where members gave short presentations on their research, discussed how to create more inclusive spaces in the classroom re issues of gender identity and inclusive language, invited GET to present their new strategy, and gave input to HUM gender equality committee concerning focus areas.

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

The SWOT matrix

Strengths and success stories	Weaknesses
• 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) • Collaboration with GET • Success of bottom-up initiatives, e.g. establishment of feminist network • Focus on inclusivity in general • New, revitalized HUM gender equality committee	• Leaking gender pipeline between junior and senior research positions • 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 • GET data collection and information sharing remains in closed circuit
Strengths and success stories	Weaknesses
S	W
O	T
Opportunities	**T**hreats
• Working 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	• Significant financial challenges which negatively affect capacity building: recruitment of staff, career progression, sustainability of research milieus • Low priority given to equality and diversity matters in the context of other challenges facing the Humanities generally • The external funding and scope of Interdisciplinary projects is often given to areas that traditionally have more male researchers

• "The times they are a'changin" and messages of equality, inclusion and tolerance are welcomed by younger generations of students and faculty members, encouraging more active involvement • Including an awareness of gender dimensions and bias in the curriculum.	

C. Status for selected focal areas and objectives

One objective, namely the revitalisation of the HUM gender equality committee, has been achieved and a goal is to make the committee and its work more visible across the Faculty.

A focal area remains inclusive culture, where a relevant context is meetings and the dynamics of group relations across different job categories as well as gender, age etc. During 2021, we did not work with this issue in any systematic way, but it was a topic of the seminar that was organised on work culture and sexism taking place in May 2021.

D. Status for key indicators

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 the same representation as in 2020, but total numbers of academic staff have decreased since 2020 from 317 to 282, primarily due to financial cutbacks. The pattern of variation across departments is similar to 2020: The Department of History has the lowest percentage of female staff (32%), followed by the Department for the Study of Culture (44%), Department of Language and Communication (51%), and Department of Design and Communication (59%). 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 70% at Ph.D. level to 40% and 36% at Associate Professor and Professor levels, respectively, whereas the percentage of men increases from 30% at Ph.D. level to 60% and 69% at Associate Professor and Professor levels, respectively. This is continued 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 especially the assistant professor level. Overall recruitment at this level is low, indicating that the recruitment pipeline itself may be under threat.

Table 1.1. Gender representation among academic staff					
Position	**Women**	**Women (%)**	**Men**	**Men (%)**	**Total**
Professor	11	31%	25	69%	36
Professor w. special responsibilities	3	100%	0	0%	3
Associate professor	60	40%	89	60%	149
Assistant professor	8	47%	9	53%	17
Postdoc	16	53%	14	47%	30
Ph.d.	33	70%	14	30%	47
Total	**131**	**46%**	**151**	**54%**	**282**

Table 1.2 illustrates the development (%) in gender representation between 2016 -2021. Table 1.2.1 expands on this to include numbers for 2020 and 2021. There is no sustained pattern of decrease/increase within categories except for PhD (continual increase in women). The percentage of female assistant professors has decreased slightly since 2020, although numbers are small. The total number of assistant professors has decreased (21 in 2020 and 17 in 2021). The same applies to associate professors, where total numbers have decreased, while the percentage of women has decreased slightly.

Table 1.2. Representation: development in share of women among academic staff in the last 5 years						
Position	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**
Professor	35%	37%	38%	28%	33%	31%
Professor w. special responsibilities	50%	50%	43%	43%	75%	100%
Associate professor	40%	42%	42%	39%	41%	40%
Assistant professor	59%	68%	68%	68%	50%	47%
Postdoc	52%	57%	53%	59%	61%	53%
Ph.d.	58%	59%	60%	63%	68%	70%
Total	47%	50%	49%	48%	48%	46%

Table 1.2.1 Gender representation among academic staff 2020 and 2021					
Gender representation among academic staff 2020 below					
Position	No. of women	Women (%)	No. of men	Men (%)	Total
Professor	12	33%	24	67%	36
Professor w. special re-sponsibilities	3	75%	1	25%	4
Associate professor	66	41%	96	59%	162
Assistant professor	11	50%	11	50%	22
Postdoc	19	61%	12	39%	31
Ph.d.	42	68%	20	32%	62
Total	153	48%	164	52%	317
Gender representation among academic staff in 2021 below					
Position	No. of women	Women (%)	No of men	Men (%)	Total
Professor	11	31%	25	69%	36
Professor w. special re-sponsibilities	3	100%	0	0%	3
Associate professor	60	40%	89	60%	149
Assistant professor	8	47%	9	53%	17
Postdoc	16	53%	14	47%	30
Ph.d.	33	70%	14	30%	47
Total	131	46%	151	54%	282

2. Managerial positions

Table 2.1.: Gender representation in management positions					
Faculty	Women	Women (%)	Men	Men (%)	Total
Humanities	2	33%	4	67%	6
Total	2	33%	4	67%	6

In managerial positions, men are more strongly represented (Table 2.1), although the Faculty has achieved an equal gender and national background balance across Heads of Department.

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

Table 3.1 gives an overview of overall academic recruitment in 2021, which has decreased markedly since 2020: 15 new positions in 2021 compared to 37 in 2020. It is worth noting, however, that recruitment in 2020 was higher than in previous years (in 2019 and 2018, recruitments numbered 19 and 26, respectively). Overall, women make up 33% of new recruitments, a decrease from 68% in 2020. Numbers are small, but the decrease may be explained by the high percentage of women who were hired as associate professors in 2020 (79% (11 out of 14)). In 2021, differences between male and female recruitment within job categories are low in terms of numbers, often a difference of one and mostly in favour of men, although not in rela-tion to associate professors. Given that overall recruitment is low, these small differences have an impact.

It is interesting to note that in the postdoc category, all new staff were male, explaining the decrease in female representation in this category from 2020.

Table 3.1.: New recruitment to academic positions					
Position	Women hired	Women hired (%)	Men hired	Men hired (%)	Hired total
Professor	1	33%	2	67%	**3**
Associate professor	3	60%	2	40%	**5**
Assistant professor	1	33%	2	67%	**3**
Postdoc	0	0%	4	100%	**4**
Total	5	33%	10	67%	**15**

As for the recruitment process, Table 3.2 is an overview of positions where both men and women were among the qualified applicants. Numbers are of course small, but percentages are notably lower for postdoc and professor positions. In 2020, it was also noted that postdoc recruitment was primarily based on qualified applicants of one gender.

Table 3.2.: Recruitment total compared with recruitment with both men and women among qualified applicants			
Position	Hired total	Hired qf m/w total	Hired qf m/w (%)
Professor	3	1	33%
Associate professor	5	3	60%
Assistant professor	3	2	67%
Postdoc	4	1	25%
Total	15	7	47%

Table 3.3 presents numbers of men and women who were employed from a pool of qualified applicants including both men and women. Again, numbers are small, but more women than men were recruited for the higher-level positions, while the opposite is true for the lower-level positions. Given the gender imbalance from junior to senior positions, this small improvement is to be welcomed.

Table 3.3.: Recruitment of men/women with both men and women among qual. applicants			
Position	Hired women, qf m/w	Hired men, qf m/w	Hired total, qf m/w
Professor	1	0	1
Associate professor	2	1	3
Assistant professor	0	2	2
Postdoc	0	1	1
Total	3	4	7

Table 3.4.1.: Recruitment processes with only women among the qualified applicants		
Position	Hired women, qf women only	% of all hired women
Professor	0	0%
Associate professor	1	33%
Assistant professor	1	100%
Postdoc	0	-
Total	2	40%

Table 3.4.2.: Recruitment processes with only men among the qualified applicants		
Position	Hired men, qf men only	% of all hired men
Professor	2	100%
Associate professor	1	50%
Assistant professor	0	0%
Postdoc	3	75%
Total	6	60%

If we consider recruitment on the basis of a single-sex pool of qualified applicants, we see a change in relation to postdocs; in 2020, most postdocs were recruited from an all-female pool of qualified applicants while in 2021, most recruitment stemmed from an all-male pool of qualified applicants. No assistant professor position had only male qualified applicants; the male applicants employed in this category came from a mixed gender pool of qualified applicants. In contrast, the two male professors were recruited exclusively from an all-male pool of qualified applicants, while the only female professor employed was selected from a mixed gender pool. 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

5. Assessment committee members

E. Action plan – short and long term

Short term plans 2022

- In the first half of 2022, the committee will follow up on topics already introduced previously, such as gender and diversity dimensions in teaching, already addressed by the Board of Studies in Philosophy, but which can be further explored with input from SDUUP. Donna Hurford from SDUUP has agreed to participate in a meeting of the committee at the beginning of 2022.
- During the first half of 2022, the committee will also focus on the annual report for 2021
- During the second half of 2022, the Humanities Faculty will start the rollout of GEPs and the HUM gender equality committee will be part of that process, collaborating with GET, the central gender equality committee, the Faculty and the Heads of Departments to lay the groundwork and embark on the new processes involved, including the critical friend visits.

There will be changes in membership of the HUM gender equality committee in the latter half of 2022, specifically the chair and the VIP representative from the Department of Cultural Sciences.

Given the organizational and processual changes, it is premature at this time to develop long term plans. The committee, however, aims to continue to

- address the challenge of engagement with gender and diversity issues and how to encourage greater interest in these issues within 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.
- increase the visibility of the committee's work and activities relating to gender and inclusivity through the development of a communication strategy
- further develop knowledge sharing with the Gender Equality committees from other faculties, in particular to identify common problems that could benefit from cross-Faculty discussions and solutions. Knowledge sharing concerning the implementation of GEPs will also be beneficial
- explore possible focus areas that could be of interest to pursue at faculty level

NAT's
GE-beretning

2021

2021 NAT
GE Action Plans
at Faculty and Central Administration level
on local gender equality status and initiatives

A. Follow-up on activities and plans from last year

In last year's report we had identified the following thematic areas:
1. Sections and local leadership
2. Recruitment and career
3. Consolidation of the NAT Gender Equality Committee

As for the first item regarding sections and local leadership, several initiatives have been taken:
- A new MUS concept has been introduced at the faculty, distributing MUS across the sections at the departments.
- The sections have been consolidated and delegation letters for the Heads of Sections have been finalized, approved by the relevant committees and communicated to the staff.

What remains is the implementation of these new delegation letters, giving adequate sparring and training of Head of Sections. As the recent APV survey shows, there is a need for local leadership at the faculty which can help researchers prioritizing non-research related tasks and support work-life balance among scientific staff.

As for the second item regarding recruitment and career, the faculty has made broad calls and input from GET when writing call texts the default in recruitment processes. The focus on recruitment and career progression will remain also this year, for example by addressing unconscious bias in recruitment processes. Recruitment is also part of the ongoing GEP process.

The third item regarding the consolidation of the NAT Gender Equality Committee is ongoing. We have established the committee's role in the GEP process, and we are working on the rules of procedure for the committee. We are also looking into training possibilities for the committee members and the possibility for joining an international network on gender equality. These matters will be part of the future action plan.

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

The SWOT matrix	
• Gender equality is explicit and an integral part of the agenda and 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 • Increased awareness of gender equality among funding bodies • Whistleblower scheme introduced	• 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 • Prescreening processes and informal dialogue with funding bodies neither transparent nor open • Top-down prioritization of focus areas is not an open process • The need for external funding overtakes strategy and plans, including gender equality plans • Increased resistance to gender equality measures from people who perceive GE work as a threat to their position • Work-life balance within academia excessively challenging for early-career researchers
Strengths and success stories	Weaknesses
Opportunities	Threats
• Clarify what to do and whom to talk to in case of sexual harassment • Advocate for an Ombudsman function or similar at faculty or university level who can act as a single point of entry • Keep focus on how Gender equality is closely integrated with good working environment: non-discrimination; equal opportunities; creative, inclusive and safe environment. • Increase visibility of career matrix • Network of female researchers on different career levels? • Awareness regarding diversity also in education?	• 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 • Political control and micromanagement of the research and funding landscape

C. Status for selected focal areas and objectives

Our strategic focal areas for gender equality on faculty level are
- Recruitment
- Career
- Management

As mentioned in last year's report, the pandemic and the lockdown delayed many of our planned initiatives, but some work has now been done within these focus areas.

Recruitment: Broad calls and carefully honed call texts using feedback from GET are now default at the faculty, though the consequences of these measures on the diversity of applicants to faculty positions are not possible to judge. There are also many other parts of the recruitment process which need to be addressed to limit the influence of bias, improve transparency and ensure the possibility of swift action so as not to lose valuable talent. The recruitment process, from writing the call text to onboarding of new staff, is therefore a focus area in the GEP process in at least one department at the faculty.

Career: The faculty has finalized its career progression matrix, which is now publicly available on the faculty web pages and in active use by staff and management. From the experiences made through this usage in the coming year, we expect that this matrix will need some revision and clarification. As this career matrix only considers the career progression and expectations for assistant, associate and full professors, it is only partly useful for PhD students in aligning expectations and career prospects. Therefore, we have a particular focus on this group, and one department (Biochemistry and Molecular Biology) has organized a Career Day aimed at PhD students in 2021.

Management: The section structure has now been in place at all departments for some time, and Head of Section delegation letters have been finalized and made public. This structure will need some time to function as intended, in particular making the Head of Section delegation letters operationalized. Management is therefore still a focus area for the faculty GE committee.

Our earlier focus on working environment mainly concerned the consequences of the lockdown and ensuring a smooth reboarding process once the pandemic allowed for a return to work. While working environment is still important, the pandemic and reboarding is no longer a focus area.

D. Status for key indicators

1. Gender representation among academic staff

Table 1.1. Gender representation among academic staff					
Position	**Women**	**Women (%)**	**Men**	**Men (%)**	**Total**
Professor	8	15%	45	85%	53
Professor w. special responsibilities	0	0%	2	100%	2
Associate professor	20	28%	52	72%	72
Assistant professor	5	21%	19	79%	24
Postdoc	38	45%	46	55%	84
Ph.d.	68	46%	80	54%	148
Total	139	36%	244	64%	383

Total, all of NAT's academic staff, 2021

Breaking this down to departmental level gives the following picture (where *Professor MSO* excluded from the data as the numbers are too small and the category is being phased out):
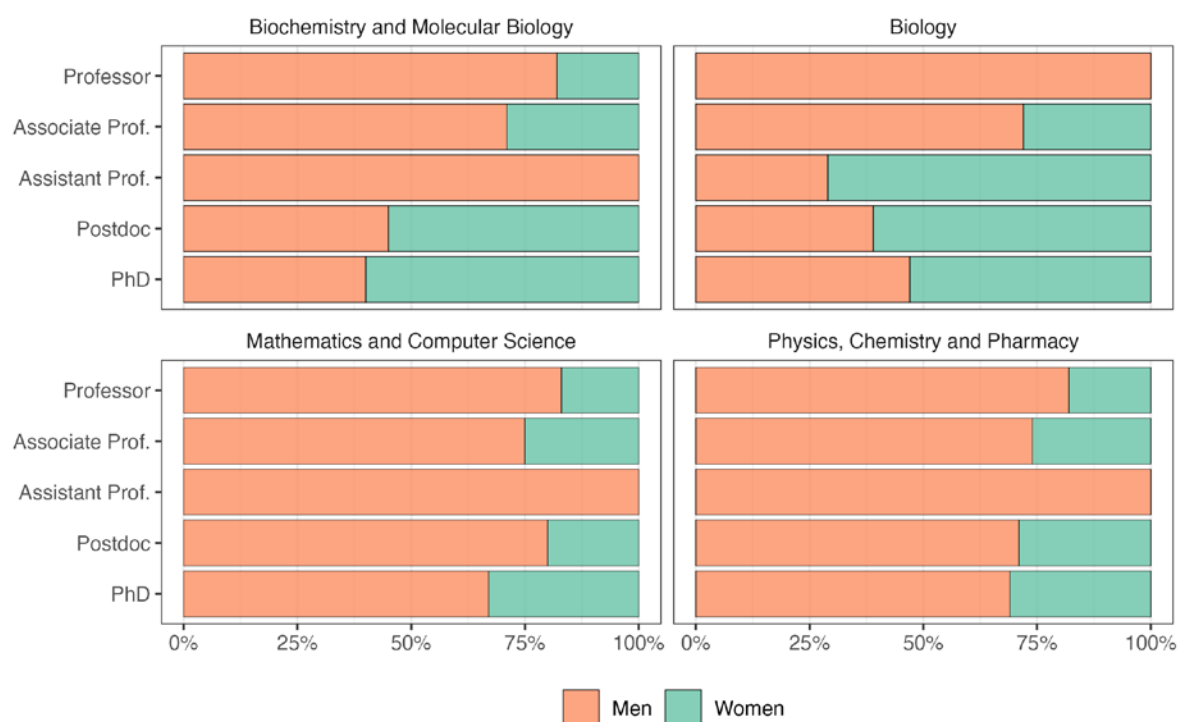
Table 1.2.: Development in gender representation among academic staff						
Position	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**
Professor	13%	14%	12%	13%	15%	15%
Professor w. special responsibilities	14%	25%	25%	0%	0%	0%
Associate professor	21%	20%	20%	20%	23%	28%
Assistant professor	32%	45%	32%	40%	18%	21%
Postdoc	27%	31%	38%	40%	44%	45%
Ph.d.	50%	53%	46%	47%	43%	46%
Total	33%	36%	35%	36%	34%	36%

Development in the share of women (percentage) among all of NAT's academic staff, 2016-2021

The following picture breaks it down to departmental level (where *Professor MSO* excluded from the data as the numbers are too small and the category is being phased out):

On faculty level, women are in minority in all research positions. There is a slight drop in the fraction of female PhD students in the period 2016 to 2021, from 50% to 46%. In the same period, there is a slight increase in the fraction of female profes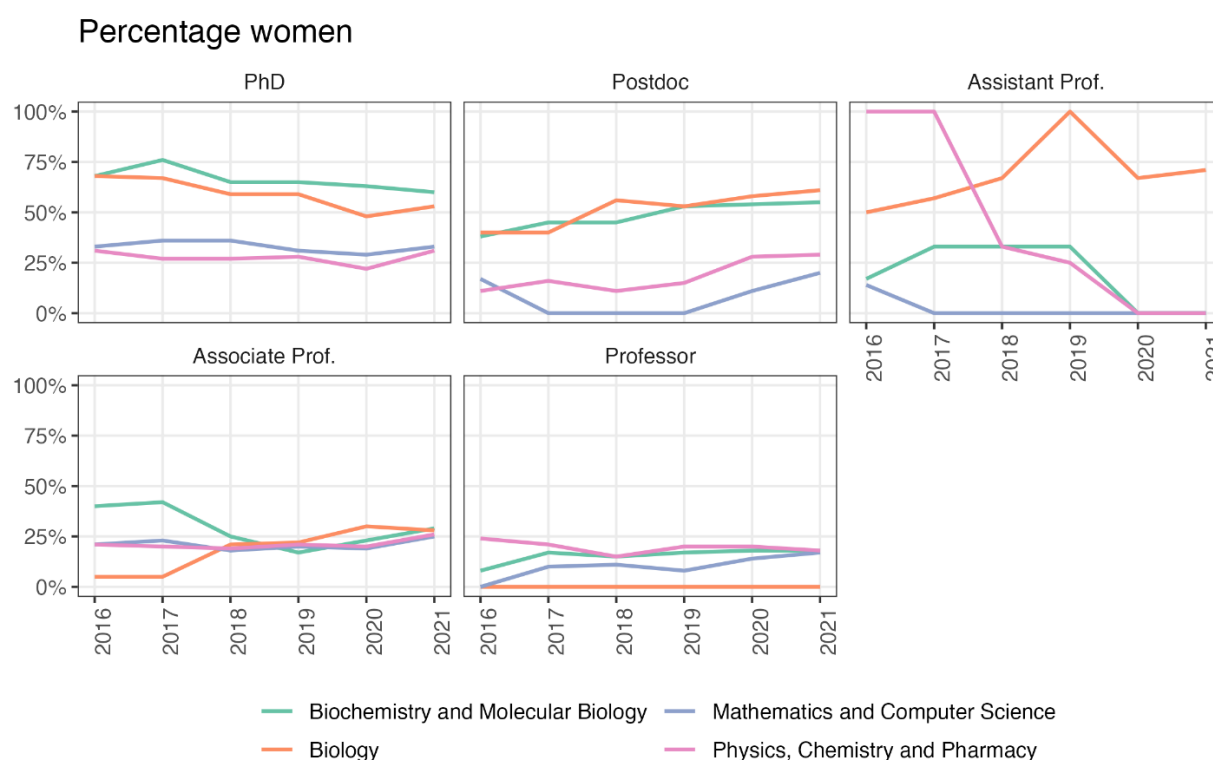sors, from 13% to 15%. There are however some variations when looking at departmental level, where the two "wet" departments, Biology and Biochemistry and Molecular Biology, have a higher fraction of female researchers on PhD and postdoc levels compared to the more "dry" departments Mathematics and Computer Science and Physics, Chemistry and Pharmacy. In fact, both Biology and Biochemistry and Molecular Biology have an above 50% fraction of female PhD students and postdocs, and Biology also has an above 50% fraction of female assistant professors. At the same time, Mathematics and Computer Science and Physics, Chemistry and Pharmacy are well below the 50% mark on female PhD-students and postdocs. Quite surprisingly, this difference is not carried through to positions on

senior level, as all departments have a similar fraction of female associate professors, and Biology has no female professor while the remaining departments have a similar fraction of female professors.

As was the case last year, the most striking feature of the graphs above is the skewed gender distribution of assistant professors: the only department with female assistant professors is Biology, where the fraction of these is well above 50%. The lack of female assistant professors at the remaining departments is a source of concern and a focus area for the committee and is being addressed in several GEP's across the departments.

We also observe that the assistant professor category is the one with the largest fluctuations in fraction of female staff over time compared to the others. Although numbers are small, we note that the drop in assistant professor numbers seen for both the Departments of Physics, Chemistry and Pharmacy and Biochemistry and Molecular Biology between 2016 and 2020 is not accompanied by any rise in fraction of female associate professors in the same timescale, suggesting that loss of female staff at this career stage is an issue.

2. Managerial positions

	Table 2.1.: Gender representation in management positions				
Management level	**Women**	**Women (%)**	**Men**	**Men (%)**	**Total**
Head of Section/Vice Head of Department	4	19	17	81	21
Heads of Department/Division	0	0%	5	100%	5
The Executive Board	1	100%	0	0%	1
Total	1	17%	5	83%	6

Representation of men and women among managers at NAT, 2021

Both genders are represented in the faculty management, though all Heads of Departments/Division are male. Note however that this is a very small group of people. We have added the first line, showing the gender distribution among Heads of Sections/Vice Heads of Departments. This management level is a fairly new construction at our faculty, and our focus right now is more on implementing this extra layer of close management than on the gender distribution. The current gender distribution among HoS's is well in line with the gender distribution among tenured faculty.

3. Recruitment at faculties: new positions and gender representation among qualified applicants

Table 3.1.: New recruitment to academic positions			
Position	**Women hired**	**Men hired**	**Hired total**
Professor	2	2	4
Associate professor	3	7	10
Assistant professor	3	7	10
Postdoc	14	24	38
Total	22	40	62

NAT's academic recruitment, 2021

Table 3.2.: Recruitments total and with both men and women among qualified applicants			
Position	**Hired total**	**Hired qf m/w total**	**Hired qf m/w (%)**
Professor	4	3	75%
Associate professor	10	6	60%
Assistant professor	10	10	100%
Postdoc	38	22	58%
Total	62	41	66%

Overview of NAT's academic recruitment with qualified applications from both men and women, 2021

Table 3.3.: Recruitments of men/women with both men and women among qual. applicants			
Position	**Hired women, qf m/w**	**Hired men, qf m/w**	**Hired total, qf m/w**
Professor	2	1	3
Associate professor	2	4	6
Assistant professor	3	7	10
Postdoc	6	16	22
Total	13	28	41

Result of NAT's academic recruitments with qualified applications from both men and women, 2021

Table 3.4.1.: Recruitment processes with only women among the qualified applicants		
Position	**Hired women, qf women only**	**% of all hired women**
Professor	0	0%
Associate professor	1	33%
Assistant professor	0	0%
Postdoc	8	57%
Total	9	41%

NAT's academic recruitments with only women among the qualified applications, 2021

Table 3.4.2.: Recruitment processes with only men among the qualified applicants		
Position	**Hired men, qf men only**	**% of all hired men**
Professor	1	50%
Associate professor	3	43%
Assistant professor	0	0%
Postdoc	8	33%
Total	12	30%

NAT's academic recruitment with only men among the qualified applications, 2021

From Table 3.3 we see that a woman has been hired in 32% of the cases where there were both male and female qualified applicants. The numbers are in general very small, so one must be careful with drawing too many conclusions. Looking over a longer period of time – where the numbers in some cases are still fairly small – gives the following picture:

Hirings with both male and female qualified applicants at NAT 2016-2021
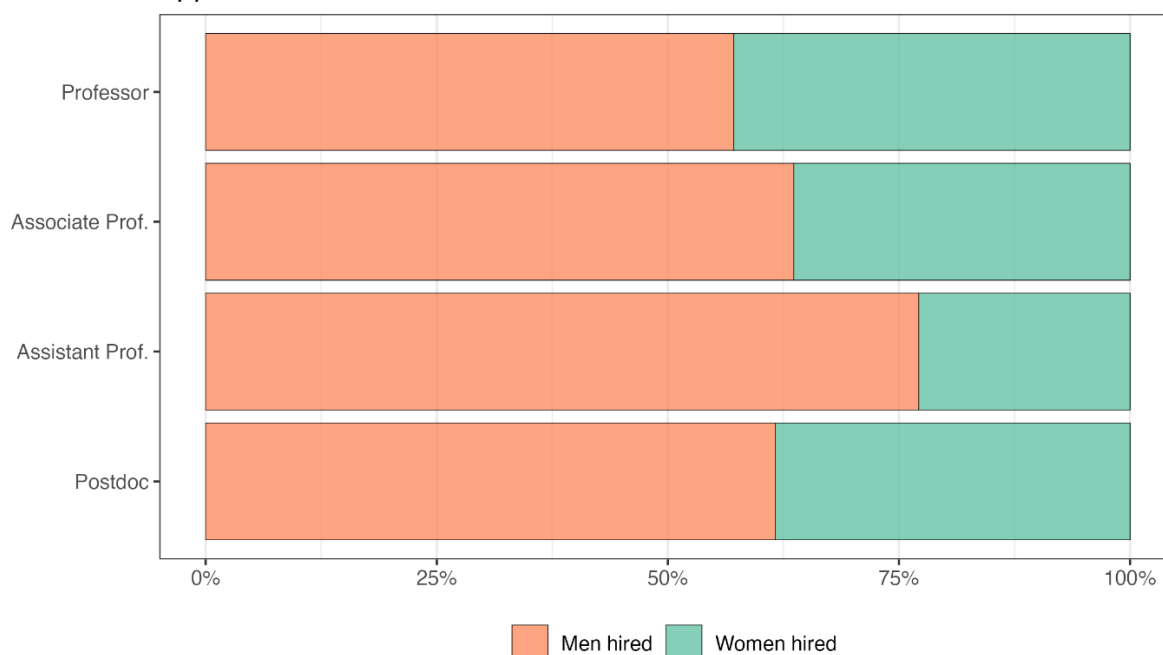
We remark that we only have data for the shortlisted applicants, and no information about the gender distribution among the total pool of applicants.

4. Number of qualified applicants

E. Action plan – short and long term

For the Faculty of Science, we have identified the following actions for the coming year.

Theme: Sections and local leadership

Focus areas:

- Implementation of new HoS delegation letters at the different departments
- Training, coaching and networking possibilities for HoS
- Improved work-life balance across the faculty
- Find ways of spreading awareness and engaging management in GE related problems.

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

The role of the NAT Gender Equality Committee is to monitor the development, share experiences and best practices and report to the faculty management on this work through a gender equality perspective. We consider the work on consolidation of sections and the new MUS concept to be completed.

Theme: Recruitment and career

Focus areas:

- Unconscious bias in recruitment and promotion processes
- Monitor and collect data on the different stages of the recruitment process, including the effect of shortlisting
- Communication and branding as an attractive place of work to receive more female applicants to assistant professorship positions
- Broader use of tenure-track assistant professors to receive more female applicants to assistant professorship positions
- Raise awareness of factors affecting academic career prospects
- Investigate the possibilities of introducing an onboarding/mentoring scheme for researchers at the faculty

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

Most of these actions are part of the initiatives defined at the different departments in connection with the ongoing GEP process, which thus naturally involves the HoD and the members of the NAT Gender Equality Committee. The HoS are also involved as they normally have a role in recruitment and career development processes. As for the possibility of an onboarding/mentoring scheme, the committee will monitor the introduction of a new scheme of this type at the faculty under implementation. We consider the initiatives on broad calls in advertisement texts to be completed and will also discontinue our awareness initiative on the effects of the lock-down.

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
- Investigate training possibilities for the committee members

- Join a network on gender equality across Nordic universities

Who: NAT Gender Equality Committee and the Faculty Management Group

We have now full administrative support in the NAT Gender Equality Committee, and minutes are shared, archived and posted again. We are also in the process of defining the rules of procedure for the committee, following the approval of the updated rules of procedure for the central Gender Equality Committee. Through the GEP process we will come in closer dialogue with the Faculty Management Group. Together with GET, we are also in dialogue with Lund University on the possibility of joining a Nordic network on gender equality.

SAMF's
GE-beretning

2021

2021 GE Action Plan
on local gender equality status and initiatives
at the Faculty of Business and Social Sciences

Introduction

In the following the GE action plan for the faculty of Business and Social Science is presented. The GE action plan summarizes the efforts made at the faculty and department levels, as well as the key figures on gender distribution across positions, committees etc.

Overall, the GE plan outlines a situation at the faculty with a positive development across a range of elements including an overall attention to the importance of the topic and successful initiatives to e.g. secure gender equality in assessment committees. At the junior faculty positions equality in terms of gender distribution is present. There is also a positive, although somewhat weak, tendency towards increased gender equality at the senior positions over the past five years. There are, however, still significant gender differences in these positions. This indicates that systemic challenges might still prevail in the faculty so that e.g. there are still glass ceiling effects in some instances and a leaking gender pipeline in the transition from assistant professor or post doc to senior research positions such as associate or full professor.

Further, the initiatives and figures presented here focus mainly on the issues in the VIP area, and much less in the TAP area. This is probably indicative of the overall approach to GE work in universities. Yet, as the TAP group represents a very important and significant employee group, it is important that we increase the focus on GE issues in the TAP group.

A. Follow-up on activities and plans from last year

As in 2020, the gender equality work at the Faculty of Business and Social Sciences in 2021 has – like so much else – been strongly influenced by Covid-19 and the consequent lock-down and closure of SDU. Thus, the overriding focus at both the faculty and department / unit level has been to ensure that the core tasks could be solved within the changed (online) framework. From a gender equality perspective, a significant point of attention has been to support flexible framework conditions for the many employees who had to solve their work tasks in parallel with childcare, home schooling, etc. The limited ability to hold physical meetings in 2021 has also meant that some planned activities and discussions have been postponed or put on standby.

Activities and initiatives under the auspices of the local Gender Equality Committee (GE Committee)

In the first half of 2021 the GE Committee finalized a new strategic framework for the gender equality work at SAMF 2021-2023, which was approved by the Faculty Management in April 2021. The framework focuses on general and cross-cutting themes, while the initiative to define specific initiatives and activities lies with the departments. The themes originate to a significant degree from SAMF's previous action plan from 2017, and thus continue to a large extent the strategic direction that has been in place at the faculty for a number of years. Specifically, the framework focuses on the following themes:

- The consequences of Covid-19 and increased working from home
- The transition from associate professor to professor level

- Mentoring schemes
- The distribution of management roles

In 2021, the GE Committee's focus was mainly on the consequences of Covid-19. More specifically on developing and distributing a survey to the employees at the faculty. The purpose of which was to produce data and insights about whether the changed framework conditions for work have led – or can lead – to structural gender equality challenges at the faculty. See more in section C below.

The GE Committee also discussed the initiation of a gender equality effort for the administrative members of staff (TAP) at the faculty. A specific focus on TAP was proposed some years ago, but a lack of data and knowledge about concrete challenges in this area is one of the reasons why this topic has not been addressed until recently. By the end of 2021, however, the work was initiated by the GE Committee, and GET was involved in the spring 2022. The GE Committee expects to address the issue more in depth within the coming year.

Activities, policies and measures at department level

As mentioned in the 2020 annual reporting, recent year's gender equality work at SAMF has been consolidated and is to some extent an integral and natural part of, e.g., the recruitment processes at the departments. Therefore, the gender equality work in some departments in 2021 has consisted mainly in maintaining already initiated efforts. And despite Covid-19's overshadowing focus, a number of activities and initiatives have been carried out at department level in 2021. Concrete examples are listed below:

1. Job postings
Concrete job postings and templates for job postings in some departments have been looked over by GET in order to make sure the text conforms to gender concerns.

2. Recruitment practices
At various levels efforts are made to ensure that talented female academics are encouraged to pursue a career in academia and apply for specific positions. In at least one of the departments at the faculty, this has been an explicit and deliberate effort by the Head of Department. This has led to a significant raise in the number of female applicants according to the local member of the GE committee.

3. Assessment, appointment, and PhD evaluation committees
A general focus on securing that both genders are represented when assembling assessment, appointment, and PhD evaluation committees. In 2021 all assessments committees from post doc til full professor had representation of both male and female members.

4. Local gender-equality task force
In December 2020, the Department of Political Science and Public Management established a local gender equality task force (men and women in different research positions). The task force has made a number of proposals on how to increase gender equality in the department and it has acted as a sparring partner in connection with existing strategy and policy development at the department. For some of the future plans from the department's local gender equality task force, see section E.

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

The strategic analysis of the faculty's equality related opportunities and challenges are laid out below in a SWOT matrix. The insights offered focus primarily on gender equality issues. We note, however, that many of the points might equally apply to e.g. ethnicity, sexual orientation, age and colleagues with caring responsibilities (small children, family members with physical and mental conditions).

The SWOT matrix

Strenghts	Weaknesses
• Awareness and concrete initiatives • Transparency in recruitment and promotion (and continued focus on improving it) • Several years of efforts have made the focus on GE a natural and integral part of many processes and decisions across SAMF • Focused effort at SDU level spreads throughout the organization • SDU has a Danish progressive image • SDU has several female employees • SDU is showing its female talent in media/external communication • SDU shows a female friendly atmosphere • SDU does not have any scandals or such in its international reputation • GET meetings held at the departments in the past year have resulted in concrete activities with observable benefits • Focusing on local initiatives and quick-wins	• Competing priorities at management level • Under-representation of women in the top management layers at SDU and SAMF • Still fewer female applicants for scientific positions than male applicants • Leaking gender pipeline between junior and senior (VIP) positions • Lacking awareness or acknowledgement of a leaking gender pipeline at senior and management levels • Female junior researchers point out that they do not feel comfortable raising GE issues in highly male-dominated research groups • Focus on teaching may lead to a decrease in research activities which is still the most important criteria in hiring situations • SDU is more male dominant in many of its domains, such as TECH and does not specifically address women • SDU does not actively promote its female talent internally or externally • SDU does not actively promote the female career pathway opportunities internally or externally • Female student engagement is not addressed • Family needs are not always taken into account e.g., with respect to the teaching schedule • Lack of knowledge about female career trajectory dynamics • Limited data and insights on GE related issues among administrative staff at SDU
Opportunities	Threats
• External demand for GE work, e.g. from external foundations • #MeToo and the UN's Sustainable Development Goals as windows for increased attention to the GE agenda • Increased knowledge/research of GE • Better utilization of the pool of female junior researchers, so that it has an effect at associate professor and professor level	• Imbalanced recruitment pool for administrative jobs • Conservatism in the external environment • A perception that GE has been reached in Denmark can create resistance towards GE policies in some groups • Covid-19 and the lockdown may have generated a distortion between different groups of employees (across gender, age, seniority, nationality, etc.)

• SDU could roll out Diversity, Equity, and Inclusion (DEI) as a discussion on the teaching level and engage with the student mindsets • Increase use of tenure-track could lead to more diverse applications for junior positions • Denmark and Danish universities have a strong and good reputation abroad as being equal and progressive and has a good reputation as a place for female employees (childcare, social system, etc.) • Denmark is an attractive place for female international talent to progress internationally (steppingstone for a global career) • Denmark offers a very attractive context for all scholars from emerging and developing countries (especially for LGBT+)	• Lack of awareness on SDU of its GE programs • Lack of engagement in public activities and events (SDU and its corporate citizenship roles/SDGs) • Underperforming in relation to CBS, e.g., on DEI, addressing female brain waste, and women of color • Losing credibility/reputation due to some scandals or unfortunate events • The gender pay gap is a general concern, also in the Nordic setting • Risks associated with student evaluations that may be biased negatively towards female teachers

C. Status for selected focal areas and objectives

1. Recruitment processes

As mentioned above, the focus and work on gender equality at SAMF has to a large extent been consolidated and is now integrated into the department practices. This applies not least in relation to recruitment processes, as the examples in section A and data in section D indicate.

2. The consequences of Covid-19 and increased working from home

Cf. section A, the gender equality work at SAMF in 2021 has been carried out partly in the shadow of Covid-19. It is still unclear what the partial closure of society and the consequent increased use of working from home means for the working environment and equality at the faculty (and in society in general). However, Covid-19's influence is expected to be tied to factors that go beyond gender, and the consequences – positive as well as negative – must be expected to hit differently depending on the individual employee's situation, such as family constellation, task portfolio, career steps, personal preferences, etc. A special focus area, which is also associated with gender equality, has therefore been well-being and reasonable working conditions under the changed framework conditions created by Covid-19 and the lock-down.

A strong focus for the GE Committee has therefore been the possible consequences of Covid-19, and a survey was developed and distributed with the purpose of identifying potential gender equality challenges caused by Covid-19 and increased working from home. The survey was distributed to app. 550 employees at the faculty (VIP + TAP) with a response rate around 50 percent. The results did not show a burning platform in relation to gender bias during Covid-19, but the quantitative data did suggest that female employees overall seem to have been more negatively affected by Covid-19 than men, e.g. in relation to work/life balance and career impact. These findings align with international research on gender differences in research productivity during the Covid-19 lock-downs. Thus, even if the difference is not overly alarming in itself, Covid-19 may have reinforced pre-existing negative patterns. In addition, the data pointed to the fact that PhD students have been greatly challenged during Covid-19. Due to a number of unforeseen

circumstances, however, analysis of the quantitative data from the survey and final analysis has not yet been completed but is expected to happen in 2022.

3. <u>The transition from associate professor to professor level, mentoring schemes, and the distribution of management roles (themes in the strategic framework)</u>

These are all important focus areas for the faculty as well as department level, but due to the urgency of Covid-19, the GE Committee has not initiated concrete initiatives related directly to these topics in 2021. The work has been further challenged by the changes in the employment structure in the university sector as a whole and the prolonged SDU process concerning the promotion tracks for associate professors.

4. <u>Gender equality at PhD level</u>

Besides the themes explicitly mentioned in the strategic framework, the GE Committee also identified gender equality in the PhD area as an important focus area, but the area still remains to be discussed in depth by the GE Committee together with the PhD School.

D. Status for key indicators

1. Gender representation among academic staff

Position	Women	Women (%)	Men	Men (%)	Total
Professor	6	14%	36	86%	**42**
Professor w. special responsibilities	7	29%	17	71%	**24**
Associate professor	54	40%	80	60%	**134**
Assistant professor	27	54%	23	46%	**50**
Postdoc	18	64%	10	36%	**28**
Ph.d.	38	54%	32	46%	**70**
Total	**150**	**43%**	**198**	**57%**	**348**

Total, Samf's academic staff, 2021

Position	2016	2017	2018	2019	2020	2021
Professor	10%	10%	12%	12%	17%	**14%**
Professor w. special responsibilities	12%	12%	19%	24%	27%	**29%**
Associate professor	35%	37%	38%	42%	41%	**40%**
Assistant professor	36%	35%	35%	31%	43%	**54%**
Postdoc	44%	52%	62%	57%	55%	**64%**
Ph.d.	49%	52%	57%	61%	56%	**54%**
Total	**33%**	**35%**	**39%**	**41%**	**42%**	**43%**

Development in the share of women (percentage) among Samf's academic staff, 2016-2021

In general, the figures testify to something close to equality at the early and intermediate career stages: PhD, postdoc., assistant professor and associate professor level. The skewed gender distribution between assistant professors and postdocs, which was seen in earlier years, seems to have been largely offset, which is extremely positive.

Gender distribution at professor MSO and professor level is still skewed, but it should be noted that the development at this level has also gone in the right direction over the past years – especially for the professor MSO level where SAMF has increased the ratio of women by 10 percentage points since 2018. The title professor, however, is still held primarily by men, with women only representing 14%.

The positive developments seen over the past years at the associate and full professor levels seems to have dropped off in 2021, but whether this represents a trend is too early to say and must be followed closely over the coming years.

The development at the faculty has generally gone in the right direction. A special point of attention at the faculty, however, remains that there is a greater dropout rate of women than men. This is most clearly seen from PhD to assistant professor/postdoc level and from associate professor to professor level. The proportion of women is thus more than halved from associate professor to professor level. The ratio shows more women in the input side of the pipeline, and the figures suggest possible bottleneck or glass ceiling effects for female career progression and gender equality. The biggest challenge at the faculty still remains the transition from associate professor to professor.

2. Managerial positions

Management level	Women	Women (%)	Men	Men (%)	Total
Heads of Department/Division	4	57%	3	43%	**7**
The Executive Board	0	0%	1	100%	**1**
Total	**4**	**50%**	**4**	**50%**	**8**

Representation of men and women among managers at Samf, primo 2021

The GE Committee notes positively that there was gender equality at the department head level when data was obtained. At the end of 2021, the distribution had changed to three female heads of department/division and five male (the total number has increased due to the establishment of the Digital Democracy Centre). In the Faculty Management Team at SAMF, however, the proportion of women is 33% (two women out of a total of six) but improving from 20% in 2020 (one woman out of a total of five).

3. Recruitment at faculties: new positions and gender representation among qualified applicants

Position	Women hired	Women hired (%)	Men hired	Men hired (%)	Hired total
Professor	1	100%	0	0%	**1**
Professor w. special responsibilities	0	0%	1	100%	**1**
Associate professor	3	33%	6	67%	**9**
Assistant professor	10	62%	6	38%	**16**
Postdoc	5	56%	4	44%	**9**
Total	**19**	**53%**	**17**	**47%**	**36**

Samf's academic recruitment, 2021

The faculty´s positive trend when it comes to recruitment continued in 2021. Overall, more women than men were employed, except at the professor MSO and the associate professor level.

Overall, it thus seems that the faculty's continuous and large focus on gender equality in the recruitment process is bearing fruit. The effort must therefore be maintained in the coming years to ensure continued positive development. In order to minimize the continuing existing leaky pipeline, a special effort should be made at the levels where the dropout rate of women is greatest. This underlines the importance of focusing on the transition from associate professor to professor level at the faculty and department level. We still lack in depth knowledge on the processes regarding female career trajectories, as the statistics do not provide insight into the underlying dynamics. Hence, a more thorough coverage of these dynamics would be useful in order to identify how to meet the gender equality challenges at these levels.

Position	Hired total	Hired qf m/w total	Hired qf m/w (%)
Professor	1	1	100%
Professor w. special responsibilities	1	1	100%
Associate professor	9	8	89%
Assistant professor	16	15	94%
Postdoc	9	8	89%
Total	**36**	**33**	**92%**

Overview of Samf's academic recruitment with qualified applications from both men and women, 2021

Position	Hired women, qf m/w	Hired men, qf m/w	Hired total, qf m/w
Professor	1	0	1
Professor w. special responsibilities	0	1	1
Associate professor	3	5	8
Assistant professor	10	5	15
Postdoc	4	4	8
Total	18	15	33

Result of Samf's academic recruitments with qualified applications from both men and women, 2021

Position	Hired women, qf women only	% of all hired women
Professor	0	0%
Professor w. special responsibilities	0	
Associate professor	0	0%
Assistant professor	0	0%
Postdoc	1	20%
Total	1	5%

Samf's academic recruitments with only women among the qualified applications, 2021

Position	Hired men, qf men only	% of all hired men
Professor	0	
Professor w. special responsibilities	0	0%
Associate professor	1	17%
Assistant professor	1	17%
Postdoc	0	0%
Total	2	12%

Samf's academic recruitment with only men among the qualified applications, 2021

The figures above depict, that the faculty in app. 90% of the cases has qualified men and women for a position. There have been only three cases in the past year, with only qualified women (one case) or qualified men (two cases).

4. Number of qualified applicants

5. Assessment committee members

E. Action plan – short and long term

As sections A and C indicate, at faculty as well as department levels there are a number of focus areas around which initiatives have been launched already, but work will of course continue in the coming period. Below are some of the focus areas and specific initiatives that the GE Committee expects to be central in the coming years based partly on the ongoing work in the GE Committee and partly on the reporting from the different departments.

1. Awareness and communication about GE work and strategies

As stated in the SWOT analysis, it is seen as a threat to the gender equality work that there is a lack of awareness about the GE policies and plans at SDU – and also SAMF. One department representative mention that there seems to be little local awareness that gender equality is actively managed or assessed. The GE Committee therefore wish to address and communicate gender aspects and the gender equality work in general more inclusively in 2022-2023, e.g. by communicating issues debated at meetings in the committee more directly to the department and faculty management as well as to the employees (via the local GE representatives).

2. Mentoring schemes

Mentoring schemes provide one way of working focused on career support, especially for the faculty members who are employed in temporary positions. As mentioned above, it is also highlighted in the strategic framework for gender equality at SAMF. The strategic framework recommends that mentoring schemes be developed and implemented locally, which has been done at the Department of Political Science. In connection with Covid-19, a voluntary mentoring scheme was established, and the department is planning a possible collaboration with GET in order to ensure that the participating mentor/mentee couples will get the most out of the relationship. In addition, the department is planning a qualitative study of different groups of employees based on the mentoring program in order to gain better knowledge of the considerations and concerns that exist among employees.

In order to facilitate that more departments use mentoring schemes, the GE Committee also plans to spar with GET on this issue and – possibly – develop and present a concrete proposal to the departments on how to go about this (exp. 2022-2023).

3. Gender bias, sexism, and offensive behavior

As part of the follow-up to the risk assessment in 2021, the faculty's working environment groups have formulated focus points and action plans for the working environment in the individual unit. Based on the submissions to the faculty's liaison committee and the working environment committee, it is clear that offensive behavior and the tone of interaction are a challenge for the working environment in several units. On this basis, the two committees have decided that offensive behavior will be a focus area across the faculty. Existing policies in this area have been reviewed by the committees in 2022, and the working environment committee expects offensive behavior to be addressed in more detail at the annual working environment day at the faculty in fall 2022.

In addition, several departments – partly on the basis of the risk assessment and partly on the basis of the meetings with GET – have announced that they plan to hold workshops on themes such as unconscious bias and bias in everyday situations (teaching and general interaction between colleagues) as well as prevention of offensive behavior and sexism (exp. 2022-2023).

Finally, the APV results at the Department of Sociology, Environmental and Business Economics showed a marked gender difference in responses, e.g. in relation to management, conflict management and stress, where women rated the situation worse than men. On this basis, the department management has decided

to launch a qualitative study in collaboration with GET, which will further uncover the gender equality issues and help identify possible suggestions for improvement.

4. <u>Activities for young scholars and students</u>

The Department of Economics is organizing a two days/one night retreat in fall 2022 for young scholars, to support them in their career. There will be sessions, seminars, and discussions all aimed at supporting junior researchers in building a solid career. The concept development has already begun, but will be further developed and discussed with GET.

The Centre for Journalism (part of the Department of Political Science) is planning to work with journalism and diversity in the study program as a concrete case collaboration. A start-up meeting has been held between the head of department and the acting head of center.

5. <u>Female career trajectory dynamics – incl. the transition from associate professor to professor level</u>

Despite the fact, that the faculty has largely succeeded in focusing on gender equality in the recruitment processes in recent years, the total proportion of female professors at SAMF points to a special challenge at this level. In order to be able to implement the right initiatives, it should therefore be investigated in more detail where in the professor recruitment processes, the challenges arise. However, it is also relevant to gain more knowledge about the processes earlier in women's career paths, for example in the transition from temporary positions to permanent positions in academia. In the year to come, the GE Committee will prioritize time for a discussion on how we can learn more about these processes. This will most likely involve GET.

Related to this the GE committee was asked to prepare a memo for the ongoing revisions of the qualification guidelines in 2022. Here the committee listed points of attention in relation to gender equality and qualification guidelines, as well as suggestions for how the faculty and departments can work with the issue in a more general sense. Concrete proposals were: Increased focus on gender bias in recruitment processes, increased use of mentoring schemes to strengthen collective socialization, and more awareness of potential "shadow qualification criteria". The GE Committee will look into these proposals in more depth in the coming period in order to facilitate the gender equality work at the departments.

6. <u>The distribution of management roles and administrative tasks</u>

Transparency regarding the distribution of management positions and administrative tasks is one important measure to ensure that the distribution does not create unequal opportunities for career development and merit between men and women. In the coming year(s), the GE Committee wish to have this as a focus area. Initiatives considered in the committee are: 1) preparing an overview of how management positions are distributed across the faculty, including whether there is a reasonable gender balance, and 2) if possible, gather deeper knowledge about how the distribution of management tasks affects the employee's career opportunities.

7. <u>Gender Equality effort for the administrative staff (TAP)</u>

As mentioned in section A, the GE Committee has initiated a gender equality effort for the administrative members of staff (TAP) at the faculty in the second half of 2021. In cooperation with GET, focus group interviews with selected administrative staff members from the departments and faculty administration will be carried out (exp. 2022) in order to collect data and gain more in-depth knowledge about relevant gender equality issues for this group of staff. The data will be used as background knowledge when developing concrete initiatives (exp. 2023).

SUND's
GE-beretning

2021

2021
GE Action Plans
at Faculty and Central Administration level
on local gender equality status and initiatives

A. Follow-up on activities and plans from last year

The main objectives in SUND-LiU in 2021 were to 1) increase the awareness of (gender) equality work for all Faculty staff, 2) improve the understanding of the leaking pipeline at the Faculty of Health, 3) make recommendations for GE-aware recruitment and onboarding based on the departmental initiatives and experiences, and 4) implement a communication strategy for the committee. These objectives have been central both for the activities in the committee and for activities at departmental level.

In SUND-LiU our experience in 2021 has been that the committee within the frame of the Gender Equality Plans (GEP) can play a central role in monitoring and supporting the departmental activities, to help inform and inspire the equality and diversity activities by sharing both challenges and the good initiatives across the different departments, and to identify more general challenges or opportunities at the faculty level. The GEP process is structured around gender equality but at SUND-LiU we maintain a focus on equality and diversity in general. When discussing new gender equality initiatives we strive to include this broader focus and we also believe that changes made to increase gender equality will most often also create a more inclusive workplace.

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

The GE SWOT – Health faculty 2021

Strengths and success stories

- The GEP-process has overall been well received with several examples of successful and meaningful changes.
- The 8 departments have individual GEPs in process based on: 1) needs and desire for better GE and change of culture and 2) diverse baseline for GE across departments. Experience and progression are shared between departments.
- Knowledge sharing with other faculties
- Improved data collection for employees at faculty and department levels. Data and statistics are collected at departmental level with focus on leaking pipeline between academic levels
- Communication strategy for GE at SUND with focus on news feed and homepage

Weaknesses

- When the responsibility for GEP initiatives at department levels is delegated to few people – there is a risk of slower progress and less awareness and integration at whole department
- Though increasing with the GEP process the GE awareness is still limited among staff in general.
- Lack of data between similar departments across Danish universities

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Opportunities

- Valuable experience at department of IOB and SIF with a department GE group. It increases awareness and participation at department level. This could be a model for organization of GE work at the faculty.
- Raise employee's awareness and participation in GE supporting initiatives
- Increased awareness among head of departments and management
- Qualitative interviews (a GE perspective) with female employees leaving Health Faculty, SDU
- Transparent recruitment strategy at faculty level
- Benefit from increased focus on GE in branding and from society
- Every department follow progression in GE at Gender Statistics (https://kvaser.analytics.sdu.dk/gender_statistics/)

Threats

- Lack of awareness among staff in general – with the risk of less engagement or potential resistance to new initiatives.
- Leaking pipeline continues
- GEP introduce culture change and awareness for meetings, recruitments, sexual harassment etc, but the GE in senior-positions is only very slowly changed
- Commitment and engagement of department heads in GEP-process is essential for success.

C. Status for selected focal areas and objectives

The GEP process is currently running at both Faculty level and at all departments.

Status for the four focal areas at the Faculty of Health:

1.	Increase the awareness of (gender) equality work for all Faculty staff.
	Ongoing The Faculty of Health are one of the pilot faculties and we continue to monitor the implementation of the GEP process. We evaluate the GEP process as having an exciting potential for increasing the awareness of the equality work, but it is also very dependent on how the work is organised at each department and how SUND-LiU activities interacts with activities in other councils and committees at both central, faculty and departmental level. Involvement of head of department and other colleagues increases the awareness of the GEP work at the department. Involvement of GET often help and support progression in the GEP goals. With less involvement from others the SUND-LiU representatives risk having to drive all the work themselves with limited awareness generated at a departmental level. On the other hand, if the SUND LiU representative is not kept in the loop of departmental initiatives related to the GEP goals it is difficult to report back to the SUND-LiU and to gain the benefits of sharing experiences about activities across departments. We monitor this and plan to discuss these challenges with GET. We will update the SUND-LiU commisorium in 2022 or start 2023 to reflect the role of the Faculty LiU within the context of the GEP process.
2.	To better understand the leaking pipeline at the Faculty of Health

	Ongoing
	We have presented departmental data from the old GE statistics and discussed how to best use these data in the future. The implementation of the new Gender statistics systems in 2022 will be extremely helpful. We have made suggestions for visualization of the data and hope that these or similar models can be drawn from the system soon. However, we still lack a strategy for what additional data that would be useful for a better understanding of the departmental specific leaks. We would like to investigate GE data on:
	   - teaching activities
	   - administrative activities
	   - student intake and graduated students
	   - data from similar departments at other universities.
	We are not sure how to get valid data efficiently.
	At future meeting we will investigate how these data are currently registered across departments.
	We still hope that these departmental specific understandings could later be combined with a more qualitative investigation, by interviewing the female staff who do not continue at SUND, SDU as well as interviewing department heads on what challenges they experience in recruiting and/or maintaining female staff at the different positions.

3.	Faculty recommendations and guidelines for GE-aware recruitment and onboarding
	Ongoing 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 various positions more transparent, how to announce the positions, and how to establish the assessment and hiring committees. The current experiences will be presented and discussed at a fall meeting in 2022.
4.	Communication strategy for SUND-LiU
	Ongoing We have formulated and approved a communication strategy for SUND-LiU. We have incorporated a check up on the strategy at each meeting, as we specifically discuss what story to share and how.

Status on departmental goals and activities:

IOB	• From advertising to recruitment and onboarding in a gender equality and diversity perspective • Mapping of the process of assessment and selection of qualified applicants for scientific positions • Greater diversity in the composition of committees, commissions and other prestigious positions on boards, councils and working groups • Review of salary and teaching distribution by gender in different job categories
IMM	• Ongoing evaluation of statistics on female representation regarding employment in different academic positions, recruitment, teaching load and salaries • Improvement of recruitment starting with optimized wording of job postings to improved representation of women in assessment committees at all levels • Standardized interviews of female PhD students and PostDocs at start of employment and at contract end
IP	• Meetings in an equality perspective. GET observed departmental and senior meetings and provided feedback to both the working group and to the whole department. The meetings were primarily online during to the covid lock down. As a consequence of the feedback and our experiences, a new meeting structure has been formulated and is currently implemented. • Support of career progression and career plans. Existing examples of career matrices and career progression have been reviewed by a working group and used as inspiration for a first draft of a career matrix to be used in the department. Currently, a discussion is ongoing on clarifying the main purpose and implementation of the career matrix. A continued process will be planned on how to finish this work.
IRS	• Mentor program ("mentoring for change") for phd students, post docs and assistant professors start September 2022. The program is planned, and mentees are selected based on applications • Workshops with PhD students on well-being and career are ongoing • The entire recruitment process is being adjusted in relation to procedures, transparency and bias on process, job postings, committees and interviews at all levels

IST	• Recruiting, receiving and retaining international employees. Interviews with recently employed international colleagues have been made. Challenges and ideas for improvement have been identified. Ideas for improvement have been passed on to the relevant organisations, e.g., the International Staff Office, and overall tendencies have been presented to Heads of Research. Follow-up meetings to discuss how to fully disseminate the output are in the planning stage.
KI	• Development of a webpage providing an overview of career opportunities based on career levels (ongoing) • Focus on abusive behavior (chosen as focus area for the coming 3 years derived from APV 2021). A specific theme day will be planned and written material on the topic will be forwarded. • Ongoing pilot tests of mentor program for bachelor students • Mentor program for master students is in preparation • Based on the research strategy of KI and OUH, we will pay special attention to the wording in job postings and also with focus on having a career indexless than 1.3. The goal is to reach a higher degree of diversity within the research units in terms of professional background.
SIF	• GEP 1: Investigation of the occurrence of unwanted sexual attention + how to handle it at SIF. We found that the prevalence of unwanted sexual attention was low. However, because some was detected, we decided to develop a policy for unwanted sexual attention at the institute (completed). • GEP 2: Examination of the employee flow into SIF. We found - not so surprisingly – a great social and ethical uniformity at the institute. This was true, not so much when it came to disciplinarity, but instead especially in relation to gender, ethnicity and similar non-academic features. Based on GEP2, we have developed a diversity policy. These policies have been reviewed by Peter Bjelskou and are currently subject to consultation at various levels in the department (completed). • Ongoing: Further developing and implementing the policies that have emerged from our two GEPs. • Departmental organization: We have set up a working group with Gender Equality representatives, management in the form of the management group, as well as AMR, TR, and HR, who are developing personnel policies for the work areas locally at the department. The cross-cutting collaboration has been set up, to ensure that the initiatives are anchored and disseminated, where in the long run we will work with internal communication, concrete guidance in recruitment processes and career paths as well as GE focus in fund applications.
RI	• Workflow within the department. How are different tasks solved. Including a GE focus wanting to have an inclusive work environment. Ongoing.

D. Status for key indicators

This year the key indicators come from the new Gender statistics system and for section 1 this now includes information on clinical associate professors. This improves the relevance and potential of the statistics. However, information on recruitment of clinical associate professors is not available. We hope this information will be added in the future.

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 development in the share of women among academic staff from 2016 to 2021 can be seen in table 1.2.

Table 1.1. Gender representation among academic staff at Faculty of Health					
Position	**Women**	**Women (%)**	**Men**	**Men (%)**	**Total**
Professor	46	43%	61	57%	107
Professor w. special responsibilities	11	39%	17	61%	28
Clinical professor	22	20%	89	80%	111
Associate professor	107	52%	97	48%	204
Clinical associate professor	89	40%	135	60%	224
Senior researcher	18	78%	5	22%	23
Assistant professor	32	59%	22	41%	54
Postdoc	95	68%	45	32%	140
Researcher	6	86%	1	14%	7
Ph.d.	404	68%	194	32%	598
Total	830	55%	666	45%	1496

Table 1.2. Overview of share of women among academic staff in the last 6 years						
Position	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**
Professor	37%	37%	36%	36%	44%	43%
Professor w. special responsibilities	29%	29%	35%	34%	36%	39%
Clinical professor	17%	20%	21%	20%	21%	20%
Associate professor	43%	47%	48%	50%	51%	52%
Clinical associate professor	34%	37%	38%	37%	41%	40%
Senior researcher	55%	62%	64%	73%	80%	78%
Assistant professor	60%	67%	62%	67%	64%	59%
Postdoc	74%	70%	72%	61%	61%	68%
Researcher	100%	100%	100%	100%	100%	86%
Ph.d.	65%	66%	66%	67%	67%	68%
Total	52%	54%	54%	53%	54%	55%

The share of men and women across different positions are shown in Figure 1. While there is a relatively stable and high share of women at the earlier career steps there is a marked drop from assistant professor to associate professor further decreasing to the professor positions. For the clinical positions the share of women is even lower and with a comparable or slightly higher drop. It is relevant to pay attention to this challenge and as specified in the Faculty GEP goal 2 we will investigate this across the different departments. However, we also find it positive that the decrease is not seen earlier in the career progression.

Figure 1, share of women and men at the Faculty of Health 2021
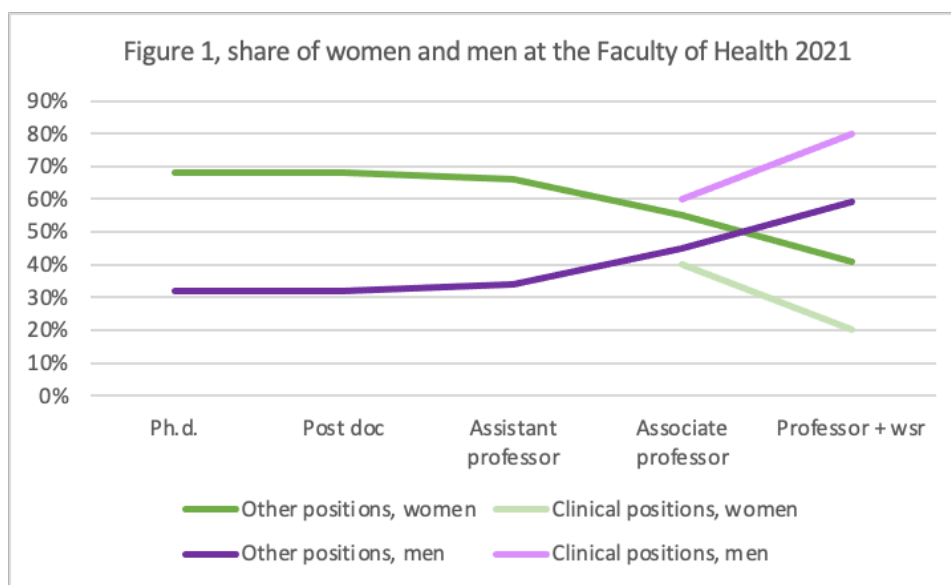
The lower likelihood for women to progress in their academic careers toward professorship can also be seen in the career index in table 1.4.

Table 1.3: Development in career index for different types of professor positions 2016-2021						
Position	2016	2017	2018	2019	2020	2021
Professor	1.41	1.46	1.50	1.47	1.23	1.30
Professor, MSO	1.79	1.86	1.54	1.56	1.42	1.56
Professor, clinical	3.06	2.70	2.57	2.65	2.57	2.67

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 for 2018 was presented in the national report 'Talentbarometeret' for universities (career index 1.49 for all universities, 1.63 for SDU) and for faculties (career index 1.63 for all Faculties of Health).
For the Faculty of Health at SDU the career index is decreasing (improving) across calendar years. However, there is still a need to focus on the recruitment and retainment of women professors. While the high career index for clinical professors in part reflects a lower share of women at the position of clinical associate professor to recruit from it is important to monitor these categories and potentially identify how to change this to better reflect the share of women at earlier career steps. At KI, the

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

2. Managerial positions

Table 2.1.: Gender representation in management positions					
Management level	**Women**	**Women (%)**	**Men**	**Men (%)**	**Total**
Heads of Department/Division	4	44%	5	56%	9
The Executive Board	0	0%	1	100%	1
Total	4	40%	6	60%	10

The share of women in managerial positions is lower than the total share of women employed at the Faculty of Health (55%) and more comparable to the share of women at professor level.

3. Recruitment at faculties: new positions and gender representation among qualified applicants

In Table 3.1 the academic recruitment at the Faculty of Health in 2021 is presented. Looking at the share of women hired in 2021, the pattern of a smaller share of women at higher positions is replicated in the new recruitments and the share of women newly employed in associate professor and assistant professor positions is lower than the current share of women in these positions. A similar trend towards fewer women recruited at these levels was also reported last year. If this continues next year, this should be addressed as it points to structural challenges that could lead to continued or increased difficulties with recruiting and retraining women at higher positions in the future.

Table 3.1.: New recruitment to academic positions					
Position	**Women hired**	**Women hired (%)**	**Men hired**	**Men hired (%)**	**Hired total**
Professor	8	38%	13	62%	21
Professor w. special responsibilities	0	0%	1	100%	1
Clinical professor	3	19%	13	81%	16
Associate professor	4	40%	6	60%	10
Senior researcher	6	86%	1	14%	7
Assistant professor	6	46%	7	54%	13
Postdoc	15	71%	6	29%	21
Researcher	2	67%	1	33%	3
Total	44	48%	48	52%	92

Table 3.2.: Recruitment total compared with recruitment with both men and women among qualified applicants			
Position	**Hired total**	**Hired qf m/w total**	**Hired qf m/w (%)**
Professor	21	8	38%
Professor w. special responsibilities	1	0	0%
Clinical professor	16	2	12%
Associate professor	10	2	20%
Senior researcher	7	3	43%
Assistant professor	13	5	38%
Postdoc	21	7	33%
Researcher	3	1	33%
Total	92	28	30%

We aim to have both men and women among the qualified applicants. This year the share of recruitments with both men and women among the qualified applicants was at 30% (all positions) which is lower than previous years. If this continues in 2022 it will be important to discuss potential reasons for this change.

Table 3.3.: Recruitment of men/women with both men and women among qual. applicants			
Position	**Hired women, qf m/w**	**Hired men, qf m/w**	**Hired total, qf m/w**
Professor	2	6	8
Professor w. special responsibilities	0	0	0
Clinical professor	1	1	2
Associate professor	1	1	2
Senior researcher	2	1	3
Assistant professor	2	3	5
Postdoc	3	4	7
Researcher	1	0	1
Total	12	16	28

Table 3.4.1.: Recruitment processes with only women among the qualified applicants		
Position	**Hired women, qf women only**	**% of all hired women**
Professor	6	75%
Professor w. special responsibilities	0	
Clinical professor	2	67%
Associate professor	3	75%
Senior researcher	4	67%
Assistant professor	4	67%
Postdoc	12	80%
Researcher	1	50%
Total	32	73%

Table 3.4.2.: Recruitment processes with only men among the qualified applicants		
Position	**Hired men, qf men only**	**% of all hired men**
Professor	7	54%
Professor w. special responsibilities	1	100%
Clinical professor	12	92%
Associate professor	5	83%
Senior researcher	0	0%
Assistant professor	4	57%
Postdoc	2	33%
Researcher	1	100%
Total	32	67%

4. Number of qualified applicants

5. Assessment committee members

E. Action plan – short and long term

We continue the work on the previously specified GEP goals. Section C detail the status as well as short- and long-term actions. A quick overview of the goals and the Current short- and long-term actions can be seen below:

1) Increase the awareness of (gender) equality work for all Faculty staff
- We continue to monitor experience with the GEP implementation and discuss how best to organize the GE-work at departmental level to ensure an optimal interplay between SUND-LiU, departments (head and staff), and other organizations such as the work environment group within the GEP framework.
- We will update the SUND-LiU commisorium in 2022 or start 2023 to reflect the role of the Faculty LiU within the context of the GEP process.

2) To better understand the leaking pipeline at the Faculty of Health
- We will continue to formulate our strategy on how best to explore the "leaking pipeline" at the departments and will discuss if it is possible to add GE data on administrative and teaching activities.
- We will also continue the discussion on potential benchmarks for the GE-work at the Faculty.
- We plan to add a more qualitative investigation using interviews of female staff who do not continue at SUND, SDU and/or department heads. We hope that GET can assist in this action.

3) Faculty recommendations for GE-aware recruitment and onboarding
- The current departmental experiences and initiatives will be presented and discussed at a fall meeting in 2022.
- Recommendations will be made and disseminated where relevant.

4) Communication strategy for the committee
- The communication strategy has been formulated and decided.
- We will monitor the strategy and our implementation of it and revise if needed.

TEK's
GE-beretning

2021

2021
GE Action Plans
on local gender equality status and initiatives at The Faculty of Engineering

A. Follow-up on activities and plans from last year

One of the focus areas for 2021 was to increase collaboration with the Gender Equality Committees at the other faculties. The original plan was to visit the other faculties in 2020 but due to Corona and an almost entirely new GE committee at TEK this was postponed. With Corona restrictions lifted and work life getting back to normal this is again possible and has been set into motion.

So far LiMU has visited HUM and has had a visit from SAMF. This has given valuable insights into the challenges they face. Some challenges seem to be the same across the university whereas others differ from faculty to faculty and even from department to department. The visits have also given inspiration for new focus areas and possible collaboration on GE matters. TEK LiMU hopes to collaborate further with HUM and SAMF in the future and are planning to arrange visits with NAT and SUND in 2022.

Another point planned for 2020 was awareness across TEK of LiMU and the GE work being done by inviting ourselves to department meetings. Due to Corona this was also postponed. However, LiMU has now started the tour of the departments, and hope to finish this in the spring of 2022.
Bias awareness training of staff was also a focus area for 2021. A range of "Brown bag meetings" were arranged by TEK Communication with help from GET and Centre for Teaching and Learning. Unfortunately, these meetings have not been as successful as hoped in getting people to attend. Therefore, the plan is for the team to visit department meetings and TEK teaching forum in 2022.

Attentive leadership was also a focus area in 2021. A lot of work in this area has been done in the administration and might possibly be spread out to the rest of the faculty. Also, the TEK Liaison Committee has decided to make work-life-balance a topic for this year's PDRs (MUS) and has formulated additional questions that can be used for the PDRs across TEK.

A number of further ideas on GE-reflected decision-making and career progression are also in the pipeline but have so far not been addressed as TEK needs the support from GET to take this further. So far neither TEK nor GET has had the resources to work on this. The topic might be addressed in the future.

Another area that was on the agenda for 2021 but was postponed is differentiated goals for gender balance within different areas based on the current GE balance of the respective areas. This might be addressed at a later point if LiMU decides this should still be an area of focus. Increasing the employees' networks and securing both genders are represented in these networks has also not yet been addressed but will be in the coming years.

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

The SWOT-matrix:

Strengths and success stories

S

- LiMU is not only focusing on GE but also on other aspects of diversity
- Support from upper management
- A diverse committee
- Fruitful collaboration with GET
- The joint management group has decided on the 2022 focus areas for LiMU
- Establishment of a network with the other faculty committees

Weaknesses

W

- Under representation of men in the Committee especially when compared to the high number of male employees at TEK
- Potential lack of influence at management level: No head of department or faculty management present in TEK LiMU
- Lack of benchmarking
- Not sufficient knowledge of what initiatives work and how it should be designed
- Unequal focus on GE among department and unit heads – the amount of focus often reflects their own interest in the area

O

Opportunities
- GEP due to the increased managerial focus and KPIs
- Further awareness among management on what the benefits of GE and diversity are – thereby creating a demand for GE and diversity
- Further collaboration with and inspiration from other faculty committees
- Share of female students increases and thereby eventually the pool of female applicants for positions/employees
- Increased focus from funding agencies on GE
- Increased funding for GE- and diversity efforts
- TEK Communication GE initiatives helps create awareness among TEK staff

T

Threats
- Lack of time among VIP staff and management as research and teaching demands their main focus
- Lack of administrative resources to drive the processes
- Employees oppose (visibly or not) to GE-focus
- Funding for GE- and diversity-related efforts is available if applied for. However, the faculty lacks the resources to apply
- A high focus on GE and work-life-balance in industry that might reduce the number of females looking to work at the university

C. Status for selected focal areas and objectives

LiMU has had particular focus on the recruitment process initiated in 2019, where GET scrutinized the content, composition, and wording of a selection of TEK's job announcements. Since these insights were presented to the heads of units in October 2019, The Maersk Mc-Kinney Møller Institute (MMMI) and The

Mads Clausen institute (MCI) has had sparring from GET on how to formulate job adverts - and at least for MCI the results have been evident.

Furthermore, the online information material for potential job applicants on the faculty's webpage has been updated. More detailed information has been added to ensure transparency of the recruitment process. A list of female employees at TEK eligible for assessment committees, has been made up to increase the number of females on the assessment committees, and a rule has been put in place to always include a female member in assessment committees of assistant professorships, associate professorships and professorships.

As a cross-departmental and cross-faculty achievement, a procedure for ensuring systematic onboarding of new employees, including a mentoring arrangement, is now in place.

LiMU will continue to focus on recruitment in the future as much can still be done. We will continue to build our HR-site on SharePoint to share among recruiting staff what works and even more importantly what does not work.

In 2022 it is also the plan to have a GE-reflected recruitment process at the robotics section looking at the entire recruitment process from initiating the advertisement to the new employee is welcomed on the first day. It is a pilot project, and the aim is, that the takeaways from the project can be extended to the rest of TEK.

D. Status for key indicators

1. Gender representation among academic staff

Table 1.1.1 Gender representation among academic staff at TEK in 2021					
Position	Women	Women (%)	Men	Men (%)	Total
Professor	1	5%	20	95%	21
Professor w. special responsibilities	1	10%	9	90%	10
Associate professor	30	20%	118	80%	148
Assistant professor	6	12%	43	88%	49
Postdoc	13	27%	36	73%	49
Ph.d.	25	19%	105	81%	130
Total	76	19%	331	81%	407

Table 1.1.1. shows a clear underrepresentation among women at TEK. Especially at professor and professor WSR level where only 5% and 10% respectively are women. The highest percentage of women are at postdoc level giving hope for the future, however only if we can avoid the leaky pipeline and thus see the current postdocs advance to professor levels.

Table 1.1.2 Gender representation among academic staff at Department level at TEK					
Department	Women	Women (%)	Men	Men (%)	Total
Dept of Green Technology	11	24%	35	76%	46
Dept of Mechanical and Electrical Engineering	14	17%	68	83%	82
Dept of Technology and Innovation	25	31%	55	69%	80
Engineering, Faculty Admin	0	0%	2	100%	2
Mads Clausen Institute	10	19%	42	81%	52
Maersk Mc-Kinney Moller Institute	16	11%	129	89%	145
Total	76	19%	331	81%	407

If looking closer at department level and comparing to it to the overall distribution at TEK we can see that at TEK, we have 19% women. One department is at the same level, leaving two departments performing better and two worse. However, it must be taken into consideration that the research areas of the departments are very different thus making it much harder for the two departments performing poorest to recruit women. In table 1.1.2 the numbers are shown at position level.

Table 1.1.3 Gender representation among academic staff at Department level by position						
Department	Position	Women	Women (%)	Men	Men (%)	Total
Dept of Green Technology	Professor	0	0%	1	100%	1
Dept of Green Technology	Professor w. special responsibili-	1	25%	3	75%	4
Dept of Green Technology	Associate professor	2	29%	5	71%	7
Dept of Green Technology	Assistant professor	0	0%	5	100%	5
Dept of Green Technology	Postdoc	4	29%	10	71%	14
Dept of Green Technology	Ph.d.	4	27%	11	73%	15
Dept of Mechanical and Electrical Engineering	Professor	0	0%	1	100%	1
Dept of Mechanical and Electrical Engineering	Professor w. special responsibili-	0	0%	1	100%	1
Dept of Mechanical and Electrical Engineering	Associate professor	6	14%	38	86%	44
Dept of Mechanical and Electrical Engineering	Assistant professor	1	11%	8	89%	9
Dept of Mechanical and Electrical Engineering	Postdoc	4	44%	5	56%	9
Dept of Mechanical and Electrical Engineering	Ph.d.	3	17%	15	83%	18
Dept of Technology and Innovation	Professor	0	0%	4	100%	4
Dept of Technology and Innovation	Professor w. special responsibili-	0	0%	1	100%	1
Dept of Technology and Innovation	Associate professor	14	31%	31	69%	45
Dept of Technology and Innovation	Assistant professor	2	22%	7	78%	9
Dept of Technology and Innovation	Postdoc	1	33%	2	67%	3
Dept of Technology and Innovation	Ph.d.	8	44%	10	56%	18
Engineering, Faculty Admin	Associate professor	0	0%	2	100%	2
Mads Clausen Institute	Professor	0	0%	3	100%	3
Mads Clausen Institute	Professor w. special responsibili-	0	0%	2	100%	2
Mads Clausen Institute	Associate professor	2	22%	7	78%	9
Mads Clausen Institute	Assistant professor	0	0%	6	100%	6
Mads Clausen Institute	Postdoc	2	17%	10	83%	12
Mads Clausen Institute	Ph.d.	6	30%	14	70%	20
Maersk Mc-Kinney Moller Institute	Professor	1	8%	11	92%	12
Maersk Mc-Kinney Moller Institute	Professor w. special responsibili-	0	0%	2	100%	2
Maersk Mc-Kinney Moller Institute	Associate professor	6	15%	35	85%	41
Maersk Mc-Kinney Moller Institute	Assistant professor	3	15%	17	85%	20
Maersk Mc-Kinney Moller Institute	Postdoc	2	18%	9	82%	11
Maersk Mc-Kinney Moller Institute	Ph.d.	4	7%	55	93%	59
Total		76	19%	331	81%	407

Table 1.2 shows the development in the share of women over time, and it seems that things are going in the wrong direction for most positions - with the most significant drop at assistant professor level. This being an overall tendency indicates a general problem with recruiting and retention, but it also seems that the leaky pipeline is part of the explanation. The only positions where the number of women has increased are at postdoc and full professor level. However, the numbers are small and the 5% increase in women at professor level covers only one person – the first female full professor at TEK.

Table 1.2. Representation: development in share of women among academic staff in the last 5 years						
Position	2016	2017	2018	2019	2020	2021
Professor	0%	0%	0%	0%	0%	5%
Professor w. special responsibilities	0%	0%	11%	8%	9%	10%
Associate professor	21%	20%	21%	22%	23%	20%
Assistant professor	24%	25%	22%	20%	17%	12%
Postdoc	23%	7%	10%	20%	24%	27%
Ph.d.	27%	27%	27%	17%	19%	19%
Total	22%	20%	20%	19%	19%	19%

The numbers displayed in table 1.2 give rise to some concern and show that there is still a lot of work to be done regarding recruitment and avoiding the leaky pipeline.

2. Managerial positions

Looking at the managerial level the tendency seems to be the same. It must be noted that the one woman mentioned is head of the administration and the numbers does not include the director of education who is also male thus showing an even bleaker picture at management level.

Unfortunately, the numbers for head of units are not available in Gender Statistics but the picture seems to be more or less the same with a huge over representation among men at management level within research and a more balanced number in the administration.

Table 2.1.1: Gender representation in management positions					
Management level	Women	Women (%)	Men	Men (%)	Total
Heads of Department/Division	1	17%	5	83%	6
The Executive Board	0	0%	1	100%	1
Total	1	14%	6	86%	7

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

Table 3.1 shows the number of VIP staff hired in 2021. At professor level the numbers seem good with a 40/60% distribution but this covers only 5 people altogether. What the table does not show is that one of the women hired is no longer employed at TEK leaving TEK with only one female professor out of approx.. 400 VIP employees. Worst is the associate professor level with no women hired out of a total of 17 hired in 2021. This is a problem that should be addressed in the future. Most positive is the postdoc level where TEK has had difficulties recruiting women in the past but an increased focus on this area has increased the

number of hired women and it is now the highest with 38%. This indicates that with a focused effort it is possible to make a difference. However, it also shows that a constant focus is needed as the numbers can easily change.

Table 3.1.: New recruitment to academic positions					
Position	Women hired	Women hired (%)	Men hired	Men hired (%)	Hired total
Professor	2	40%	3	60%	5
Associate professor	0	0%	17	100%	17
Assistant professor	3	20%	12	80%	15
Postdoc	8	38%	13	62%	21
Total	13	22%	45	78%	58

Table 3.2 presents how many of the recruitment processes in 2021 were conducted based on a pool of qualified applicants with both men and women represented.
The recruitment processes with mixed-gender qualified applicants are presented both in numbers and as a percentage of the total recruitment processes.
Initially it is worth mentioning that only looking at the numbers will not show the deeply rooted problem that unqualified men will apply but unqualified women will not. LiMU knows of examples where only 50% of the men applying were qualified but a 100% of the women were qualified.

Table 3.2 shows that not all positions have qualified females among the applicants. It also shows that the number of positions with both men and women among the qualified applicants is lowest at associate professor level, supporting why this is the area where least women are hired. However, it would have been possible to hire women for associate professor positions in a third of the cases, yet no women were hired.

At postdoc level 38% of the new employees hired were women and for 43% of the positions it was possible to hire women. This supports that it would have been possible to hire more female associate professors. There is no obvious explanation for this, but it would be interesting to investigate further.

Table 3.2.: Recruitment total compared with recruitment with both men and women among qualified applicants			
Position	Hired total*	Hired qf m/w total**	Hired qf m/w (%)***
Professor	5	5	100%
Associate professor	17	7	41%
Assistant professor	15	5	33%
Postdoc	21	9	43%
Total	58	26	45%

'Hired total': The total number hired.
*** 'Hired qf m/w total': Hired based on a qualified applicant pool with both men and women represented.*
***"Hired qf m/w %': Percentage out of the total hired that had both men and women among the qualified applicants.*

Table 3.3 presents how many men and women were hired in the recruitment processes that were conducted based on a pool of qualified applicants with both men and women represented. The total of hirings based on a pool of qualified applicants with both men and women represented is also included in the table.

Table 3.3 further supports the findings in table 3.2 showing that there is an underrepresentation among women hired at associate professor level. At all other levels there is almost a 50/50 representation of men and women among the hired staff however the scale in all cases tipping towards the male side. But at associate professor level no women were hired even though there were qualified women for 7 positions. If the tendency from the other positions should have been followed at least 3 women should have been hired at associate professor level. However, it must be noted that the numbers are low making this conclusion uncertain and investigating the positions further might show that there were valid reasons in all cases as to why there were no women hired. But it could also indicate that the actual selection process could need an increased focus.

Table 3.3.: Recruitment of men/women with both men and women among qual. applicants			
Position	Hired women, qf m/w*	Hired men, qf m/w**	Hired total, qf m/w***
Professor	2	3	5
Associate professor	0	7	7
Assistant professor	2	3	5
Postdoc	4	5	9
Total	8	18	26

*'Hired women, qf m/w': Women hired based on both men and women among qualified applicants.
** 'Hired men, qf m/w': Men hired based on both men and women among qualified applicants.
*** 'Hired total, qf m/w': Total hired based on both men and women among qualified applicants.

Table 3.4.1 presents the number of recruitment processes that had only women among the qualified applicants. The table also includes how big a percentage these processes make up out of the total of all women hired.

Table 3.4.1 indicates that TEK is much better at attracting women to postdoc positions than any other positions. However, it could also be that TEK has a problem attracting men at this level as there were no qualified male applicants for 4 of the postdoc positions. With a significant over representation among men in the compiled recruitment pool it gives rise to the question why it was not possible to attract qualified men to these 4 postdoc positions. It could be that the number of applicants at this level is very low and therefore displays an inaccurate picture.

Table 3.4.1.: Recruitment processes with only women among the qualified applicants		
Position	Hired women, qf women only*	% of all hired women**
Professor	0	0%
Associate professor	0	0%
Assistant professor	1	33%
Postdoc	4	50%
Total	5	38%

*'Hired women, qf women only': Women hired based on processes with only women among the qualified applicants.
** '% of all hired women': Women hired based on processes with only women among the qualified applicants as a percentage out of all women hired.

Table 3.4.2 presents the number of recruitment processes that had only men among the qualified applicants. The table also includes how big a percentage these processes make up out of the total of all men hired.
Looking at the positions with only qualified men among the applicants show that there is a high number of positions where there are only qualified men.
Looking at the tables it seems that TEK still has work to do when it comes to attracting female applicants, and also when it comes to securing an unbiased recruitment process. The previously mentioned recruitment process in the robotics section is one of the initiatives already in the pipeline addressing this problem.

Table 3.4.2.: Recruitment processes with only men among the qualified applicants		
Position	Hired men, qf men only*	% of all hired men**
Professor	0	0%
Associate professor	10	59%
Assistant professor	9	75%
Postdoc	8	62%
Total	27	60%

* 'Hired men, qf men only': Men hired based on processes with only men among the qualified applicants.
** '% of all hired men': Men hired based on processes with only men among the qualified applicants as a percentage out of all men hired.

4. Number of qualified applicants

5. Assessment committee members

E. Action plan – short and long term

As mentioned in section A, a number of initiatives have been postponed due to Corona and a new committee getting settled. However, these initiatives will still be focus areas for LiMU in the coming years. LiMU wishes to continuedly be inspired and to learn from our colleagues at the other faculties and will therefor plan visits with the committees from SUND and NAT in 2022.

Another area of focus in 2022 is continued awareness of the work LiMU does at TEK and what the committee can do for GE and diversity. LiMU also wishes to ensure a continued focus on GE and diversity in general, thereby making GE and diversity work an integrated part of life at TEK. LiMU will address the TEK employees by different media; department meetings, head of unit meetings, teaching forum, TEK newsletters, and SDUnet. Alongside, more specific initiatives will be more directly aimed at the specific target groups. LiMU wishes to tell the positive stories about GE and diversity.

In connection to that LiMU also wishes to put continued focus on bias awareness by addressing it in different settings. The dean also focuses on this and among other things he has initiated that TEK Communication look at TEKs picture material as too many pictures only show men. The pictures should ideally show approx. the same distribution of genders and ethnicity as the overall employee and student population.

LiMU wishes to emphasize the rule decided by The SDU Executive Board in 2011[11] stating that if both genders are not represented in assessment committees a written statement as to why not must be made. LiMU will do so by having head of departments approve any assessment committees not including both genders and the dean will follow up on this by requesting regular reports on exceptions. Furthermore, LiMU wishes to extend this rule to PhD evaluation committees. The main reason is of cause to balance the gender composition of the committees but furthermore it is expected that putting emphasize to the rule will further develop networks - making both male and female employees interested in having both genders in their networks.

For the coming year LiMU will also have a continued focus on a GE reflected recruitment process. LiMU will focus on learning from what did and did not work as planned and save the good examples of what went well. This includes sharing job advertisements etc. across TEK.

LiMU also has plans to start a female network for employees including research assistants, PhD student, postdocs, assistant-, associate- and full professors. The network will only be open to women and will primarily focus on networking but will also include short presentations on relevant topics.

Last but not least, LiMU sees it as an important task to support other initiatives growing at TEK. Some of the initiatives grown by students or employees are C<\>DE (Community for Openness & Diversity in Engineering) open to both students and employees and FEM (Female Engineers Movement) an initiative aimed at students. LiMU wishes to help support and promote initiatives like this as best we can.

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[1] Direktionen tiltrådte, at der *der skriftligt skal redegøres for fravalg af kvindelige medlemmer til bedømmelsesudvalg og til statslige udvalg.* Referat fra direktionsmøde torsdag den 3. november 2011, https://www.sdu.dk/-/media/intranet/public/upload/administration/ledelse/direktionen/indstillingsfrister+og+referater/2011/dm20111103referat.pdf

Fællesområdets
GE-beretning

2021

2021 Fællesadministrationen

A. Follow-up on activities and plans from last year

Fællesadministrationens Ligestillingsudvalg (FO LiU) er i skrivende stund i gang med at lave og få godkendt nyt kommissorium og, i den forbindelse, potentielt også dets medlemssammensætning, dette med henblik på fuld repræsentation fra hovedområderne i Fællesadministrationen og organisatorisk forankring. Endvidere vil FO LiU indgå struktureret i arbejdet med GEP, som for FO LiU´s vedkommende rigtigt starter op i 2022. I forbindelse med CLiUs nye kommissorium repræsenterer forpersonen for FO LiU også udvalget i CLiU.

Overordnet er ligestilling og mangfoldighed sat mere på dagsordenen, hvilket generelt også har medvirket til en øget opmærksomhed på udfordringer og forbedringsmuligheder desangående. Indberetningerne demonstrerer et tydeligt fokus på mangfoldighed, herunder køn, alder, eventuelle handicap, hjemlige forhold som hensyn til småbørnsforældre mv. Dette expliciteres ved, f.eks. i SDU Analytics, ved at sociale arrangementer mv. planlægges og tilrettelægges under hensyntagen til dette. Herudover har flere områder trukket på GET i forbindelse med udarbejdet af stillingsopslag, dette med henblik på at imødegå problematikker vedr. unconscious bias og derved appellere bredere i rekrutteringen.

Udover ovenstående, som dækker bredt og alle områderne, har der været flere indsatser i 2021 i Fællesadministrationen, hvor følgende er indberettet til FO LiU:

SDU HR:
- Udarbejdelse af rekrutteringsportalen
- Udvikling af lederkompasset
- Udvikling af karriereveje
- Understøttelse af lederrekruttering i organisationen

SDU Analytics:
- Fokus på dataetik, som blandt andet handler om at forholde sig refleksivt til risikoen for forskellige typer af bias i arbejdet med data
- Udarbejdelse af Gender Statistics – fungerende som dataunderstøttelse af GET

Studieservice har lavet tiltag inden for:
- Arbejdsmiljø og trivsel, udspringende af APV er der nedsat et APV-team til at undersøge årsager og arbejde med indsatser rettet mod at nedbringe, blandt andet, stress
- Bred deltagelse i fællesfaglige udviklingsdage med fokus på udvikling af kønsbevidst og normkritisk vejledningspraksis, samt efterfølgende løbende dialog vedr. kønsbias med særligt uddannelsesvejledere

Syddansk Universitetsbibliotek:
- Fokus på indretning af biblioteksrummet så alle føler sig velkomne, herunder også sociale tiltag der går på tværs af kultur, køn osv.
- Etablering af professornetværk for kvinder

Udvalgets sammensætning er:
- Josephine I. Lethenborg (SDU HR, Ansatte)
- Claus Trap Christensen (SDU IT)
- Lisbet Trøjgaard (Budgetafdelingen, Økonomiservice)

- Birgit Jahn (Studieservice)
- Ditte Bjerrisgaard Bundesen, suppleant i CLiU for FO LiU (SDU Kommunikation)
- Dorthe Magnussen, sekretær for udvalget (HR, kursussekretariatet)
- Anders Nyegaard Mikkelsen, formand og repræsentant ind i CLiU for FO LiU (Syddansk Universitetsbibliotek)

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

The SWOT matrix

• GE er et fokusområde for direktøren, hvilket er et vigtigt signal i organisationen. • Indførelse af GEP, hvilket vil styrke en struktureret indsats. • GET - vi har en organisatorisk enhed som understøtter vores arbejde yderst kvalificeret. • Vi opererer i en fleksibel organisation med ønsket om at understøtte indsatserne (mangfoldighed, work/life balance mv.).	• Vi mangler data vedr. diverse, hvilket besværliggør arbejdet og, evt. at se "åbenlyse" indsatssteder. • I en presset hverdag med færre ressourcer risikerer vi at ligestillingsarbejdet bliver tilsidesat til fordel for kerneopgaverne som skal løftes. • Fællesadministrationen har mange vidt forskellige medarbejdergrupper og arbejdsopgaver. • Manglende ressourcer til f.eks. kompetenceudvikling – ressourcer forstået som tid og penge.
S	W
O	T
• Vi har muligheden for at brande os endnu stærkere ift. en arbejdsplads der rummer mangfoldigheden. • Det øgede fokus fra topledelsen kan motivere bredt i organisationen. • Vi har gode muligheder for at sparre på tværs af organisationen. • Styrke mangfoldigheden i repræsentationen i direktionen/bestyrelsen.	• Manglende bevågenhed, såfremt ledelsens fokus ændres kan midler glide fra området, særligt hvis arbejdet ikke er landet i sin form. • En relativ stor afhængighed af GET og understøttelse herfra – så rammes GET vil det pt. have stor impact på udvalgets rammer for udførelse af arbejdet. • Det kan være udfordrende at italesætte emnet og bringe det i spil i relevante fora (alle fora burde være relevante i en eller anden grad).

C. Status for selected focal areas and objectives

D. Status for key indicators

Der er ikke data til rådighed for Fællesadministrationen. Der arbejdes på at kunne levere data for TAP-området, et arbejde der har pågået i flere år og som udvalget ser frem til manifesterer sig i nogle data. Denne udfordring løses dog ikke i nær fremtid.

E. Action plan – short and long term

Fællesadministrationen kommer i 2022 med i GEP, hvilket kommer til at betyde, at hvert område i Fælles-administrationen skal identificere 1-2 indsatser, hvilke der skal arbejdes med i en periode på 2 år. Derud-over vil direktøren i samarbejde med områdechefgruppen identificere en indsats på Fællesområdeniveau. Fællesadministrationen ser frem til at komme i gang med GEP-implementeringen.