SDU's GEP monitoring report for 2023

Content

Introduction

This GE monitoring report presents the gender equality status and activities of 2023 on SDU level. In addition to this report, more detailed GE reports for SDU's five faculties and central administration are available as internal documents. This document comprises SDU's publicly available GE Status Report.

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

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

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

SDU's GEP Target Areas

SDU's Executive Board has decided to center the GE initiatives at SDU on the following four target areas with each two objectives during the Action Plan Period 2022-2025:

1. Target area 1: Gender Equality Plan (GEP)
    Objective 1 (O1): Full implementation at all organisational levels and first review of SDU's GEP
    Objective 2 (O2): Gender Statistics - review and integration of additional data sources
2. Target area 2: Integration of the gender dimension in research and teaching
    Objective 1 (O1): Training and resources for researchers and funding advisers
    Objective 2 (O2): Training and resources for teachers
3. Target area 3: Recruitment and career progression
    Objective 1 (O1): Mentoring programme (Mentoring for change pilot)
    Objective 2 (O2): Unconscious bias awareness
4. Target area 4: Working environment
    Objective 1 (O1): Review of SDU's infrastructure for handling sexual harassment for employees and students.
    Objective 2 (O2): General bias awareness training for leaders and employees

Below you will find a status on the four target areas and their related objectives/measures, activities and indicators.

Target area 1: Gender Equality Plan (GEP)

Objective 1 (O1): Full implementation at all organisational levels and first review of SDU's GEP
Objective 2 (O2): Gender Statistics - review and integration of additional data sources

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

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

SDU's GEP provides the framework for SDU's equality work and ensures systematicity, co-ordination, direction and ongoing support and qualification of the initiatives that take place on all organisational levels. SDU's GEP thus comprises a formalised, processual framework, and support for and quality assurance of SDU's collected GE efforts, whose objectives and coupling to SDU's vision, mission and strategy are described in **SDU's GE Vision statement**. SDU's GEP follows EU's recommendations for assuring quality in GE endeavours.

SDU's Gender Equality Team is in the process of initiating the GEP work at each department and division, assisting Heads of Departments and Heads of Units in defining activities to work on as well as taking part in facilitating the implementation of the activities.

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

In the fall of 2024/beginning of 2025 SDU will start the process of developing and revising new GEP target areas for 2026-2029.

The revision will take into account the study commissioned in early 2022 by DG Research and Innovation to examine the impact that EU and national policies and programmes aimed at supporting GEPs in research organisations have had on gender equality across the ERA. This indicator has not been initiated yet.

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

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

This indicator has been completed ahead of plan.

Target area 2: Integration of the Gender Dimension in Research and Teaching

Objective 1 (O1): Training and resources for researchers and funding advisers
Objective 2 (O2): Training and resources for teachers

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

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

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

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

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

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

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

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

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

Target area 3: Recruitment and Career progression

Objective 1 (O1): Mentoring programme (Mentoring for Change pilot)
Objective 2 (O2): Unconscious bias awareness

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

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

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

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

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

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

This mapping and a series of closer analyses have served as basis for a close revision and qualification of SDU's HR-procedures in relation to recruitment, assessment and employment, as well as for the development of SDU's web-resources, which offer general information about recruitment at SDU and collates and presents SDU's tools, services and information, including GE related perspectives of different HR procedures.

On the recruitment portal, inspiration, tools and templates for every step of the recruitment process adapted to both VIP and TAP recruitment are available. The Recruitment and Onboarding portal was launched in 2023 and provides answers to questions such as:

1. How can we make an attractive job advertisement that attracts diverse and qualified candidates?
2. How do we conduct a bias-aware screening of applicants?
3. What framework do we have for putting together committees?
4. What framework do we have for shortlisting and rating scientific staff?
5. How do we provide good onboarding and set the framework for a career path that can retain skilled talent?
6. What IT systems do we use for what and how?
7. Where can help be found if we would like to qualify our recruitment processes?

The integration of GE perspectives in recruitment processes and HR-related procedures is ongoing on several organisational levels and contexts. A procedure for continuous qualification of the gender aspects in SDU's recruitment portal will be established by 2024. This indicator has not been initiated yet.

Re 3.3: Development of bias awareness tools in relation to recruitment (O2)
At SDU, SDU's Gender Equality Team collaborates closely with faculties and departments on their academic recruitment processes. The team offers advice tailored to local requests and provides qualified counselling related to all aspects of the processes, from wording and placement of job announcements to questions related to evaluation criteria and candidate interviews. This indicator has been in place since 2019 and is ongoing.
SDU's Gender Equality Team has developed virtual training on recruitment and bias, and other guidelines for interviews which will be offered as part of the resources on the recruitment portal. A communication campaign for awareness of the tools will take place in 2024. This indicator has not been initiated yet.

Target area 4: Working environment

Objective 1 (O1): Review of SDU's infrastructure for handling sexual harassment for employees and students.
Objective 2 (O2): General bias awareness training for leaders and employees

Measure/activity	Indicators	Timeframe	People responsible
4.1 Organizational set-up for ensuring a healthy and safe work and study environment free of offensive behaviour (O1)	Overview of organizational set-up established	2022-2023	HR
4.2 Development of guidelines for ensuring a healthy and safe work and study environment free of offensive behaviour (O1)	Guidelines developed	2022-2023	HR
4.3 Review of SDU's infrastructure for handling offensive behavior for employees and students (O1)	SDU's infrastructure for handling offensive behavior for employees and students reviewed and implemented.	2024	HR
4.4 Development of Bias awareness training for leaders (O2)	Bias awareness training is developed and easily accessible for leaders	2024	HR and Gender Equality Team

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

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

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

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

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

In 2024 a procedure for review of SDU's infrastructure for handling sexual harassment for employees and students will be implemented. This indicator has not been initiated yet.

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

A special focus on how leaders can ensure the inclusion of all relevant perspectives and aspects in the decision-making processes forms a special focus on SDU's work with unconscious bias. This typically entails changes in who leaders look to for advice, how and where leaders seek inspiration, to whom they allocate resources and tasks. The development of a bias awareness training programme for leaders is in a knowledge sharing phase in 2023.

Furthermore, SDU's HR office is in the process of constructing a portal about co-determination and staff involvement at SDU in order to support leaders in creating bias awareness. The portal also directly addresses concerns regarding collaboration and work environment. The portal comes directly out of a recommendation from a working group consisting of leadership and employee representatives and is expected to be finished in 2024.

Data

Monitoring gender equality and diversity initiatives at SDU

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

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

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

Status for key indicators 2023

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

Data has been derived from SDU's Gender Statistics dashboard. Data is disaggregated according to the available categories male/female and presented here on an aggregate level.

SDU's Gender Statistics can further be divided up according to position, nationality, faculty and department.

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

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

Population: Academic staff by position and gender 2016/2023 – SDU:
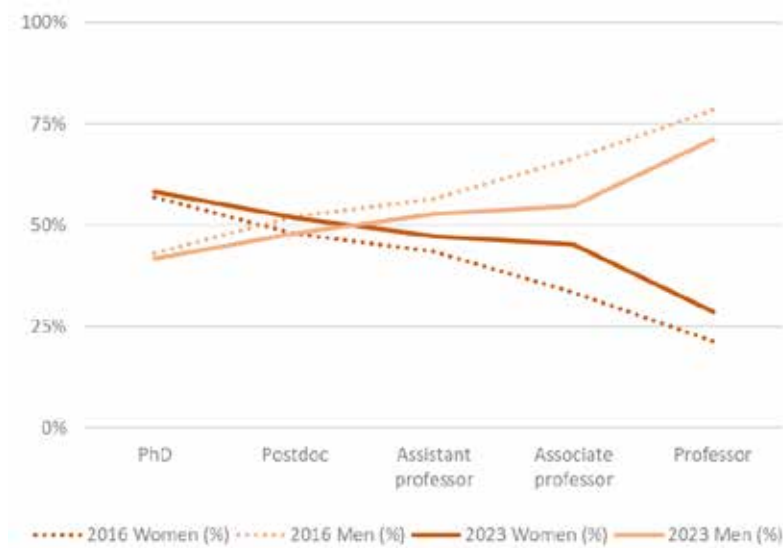
VIP without research obligation is not included.

The graph above shows a total representation of women and men among all academic staff at SDU 2023 is 47%/53% - a stable trend for the past 7 years. Notably, there are slightly more female PhD students at SDU than male, and there is gender balance at the postdoc level. There is a steady gradual decline in female academics starting at the assistant professor level, with the biggest gender disparities existing at the full professor levels. It is notable, however, that this trend has improved significantly from 2016, as the 2023 data shows near gender balance both at the assistant professor and associate professor level.

Recruitment: Academic staff by position and gender 2016/2023 – SDU:

Business and Social Sciences - Staff 2016 vs. 2023 by position and gender

VIP without research obligation is not included.

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

Population: Academic Staff by position and gender 2016/2023 – Faculties

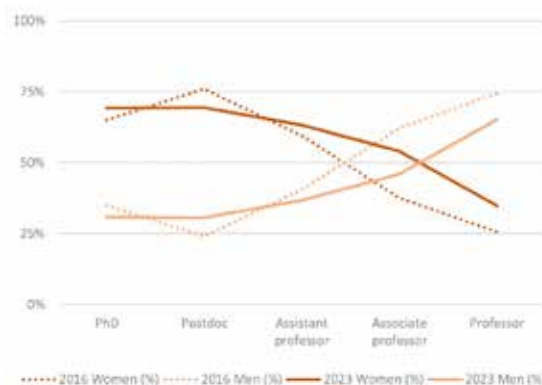(Academic staff without research is not included)

Science:

Engineering - Staff 2016 vs. 2023 by position and gender

VIP without research obligation is not included.
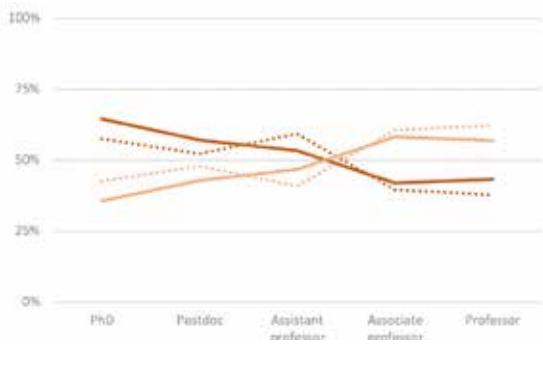
Business & Social Sciences:

Health Sciences - Staff 2016 vs. 2023 by position and gender

VIP without research obligation is not included.

Engineering:

Humanities - Staff 2016 vs. 2023 by position and gender

Humanities:

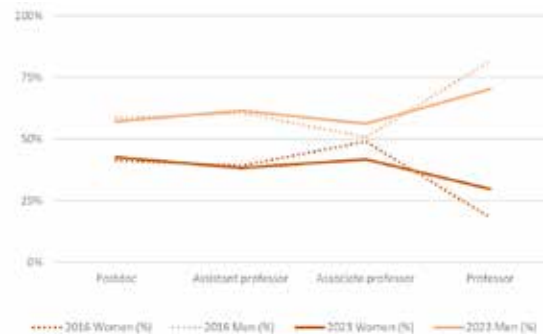Sciences - Staff 2016 vs. 2023 by position and gender

VIP without research obligation is not included.

Health Sciences:

Saksediagrammer på rekruttering (Recruitment)

SDU - Recruitment 2016 vs. 2023 by position and gender

VIP without research obligation is not included.

As seen in the charts above, there are, however, variations across faculties (and disciplines) with Science and Engineering showing majority of men at all career levels, and Health Sciences, Social Sciences and Humanities showing a majority of men only at the senior (and tenured) positions. In 2023, Health Sciences was the only faculty that had an almost 50/50 gender representation at associate professor level.

For most of the faculties, the general trend is a slight improvement towards gender balance from 2016 to 2023 except for assistant professor level. This may also be due to the relatively smaller number in this category.

As seen in the two charts below, overall, more women than men are employed as PhDs. However, more men than women are employed as assistant professors, associate professors, and professors.

This follows a divide in employment: short term contracts have a (slight) majority of women, tenured and tenure-track positions have a (greater) majority of men:
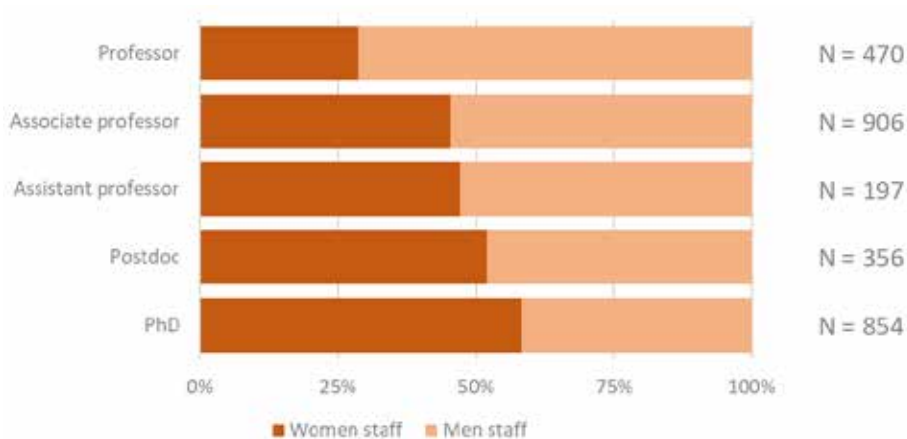
Academic staff by position and gender (% and N) – SDU

(Academic staff without research is not included)

2016:
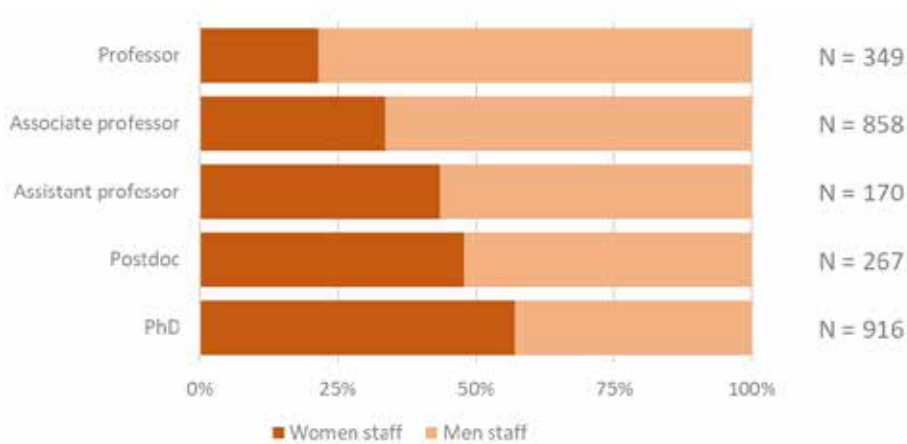
2023:

Out of all the women employed in academic positions at SDU in 2023 (N=1314), 58% are PhDs (N=462) and 29% are professors (incl WSR and Clinical – N=135).
The corresponding figures for men (total N=1501) are: PhDs: 42% (N=337) and professors 71% (incl WSR and Clinical – N=335).

As seen above, women's representation in permanent positions (i.e., professor, associate professor) has increased since 2016, as has women's representation in temporary positions (i.e., assistant professors, postdocs). Women's representation among PhDs remains stable at 58%. The overall representation of women among academic staff has increased from 42% in 2016 till 47% in 2023.

Recruitment to academic positions, 2023
277 academic positions were filled in 2023.

Recruitment to Academic positions, SDU, 2023					
Position	Women hired	Women hired (%)	Men hired	Men hired (%)	Hired total
Professor[1]	9	26%	25	74%	34
Associate professor[2]	23	43%	30	57%	53
Assistant professor[3]	26	43%	35	57%	61
Postdoc	54	42%	75	58%	129
Total	**112**	**40%**	**165**	**60%**	**277**

Not all positions were filled on the basis of a pool of qualified applicants counting *both* women and men. In 2023, 46% of the academic recruitment processes had both men and women among the qualified applicants. This is a decrease from each year since 2017 (2018=56%, 2019=52%,2020=54%, 2021=51%, 2022=46%) where 56% of academic recruitment processes had both men and women among the qualified applicants. Conversely, this means that almost 54% of all hirings in 2023 were based on a qualified applicant pool consisting of *only* either men or women; for men, the share of hirings

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1   Professor, professor WSO and Clinical Professor.
     In this context it is of note that recruitment of clinical professorships rarely have both men and women among qualified applicants; these positions are known as complex recruitment processes as the profiles are often very specialized and with both clinical and research-related components and criteria.
2   Associate Professor and senior researcher – senior researchers are all hired on the basis of less than three qualified applicants
3   Assistant professor and researcher - researchers are all hired on the basis of less than three qualified applicants

based on only qualified men in the field has been relatively stable around 45-56% the past 7 years, whereas the corresponding figure for women has increased from 34% in 2017 to 50% in 2023. This suggests that it may be beneficial to further analyze recruitment processes, including who is encouraged to apply, the gender representation among applicants before assessment, and the process of assessment of applicants.

In principle, it is a requirement for academic positions at SDU that there is minimum of three qualified applicants for the position to be filled. A pool of at least 3 qualified applicants increases the competition for a position, thus allowing more people to be considered and assessed. It does not, however, necessarily correspond to a more equal hiring of men and women; the pool may well consist of *only* qualified men or *only* qualified women. This principle has been operating since 2015 and is consequently one of the key indicators of SDU's gender statistics.

Of the 277 recruitment processes in 2023, 226 / 82% were externally advertised. About 82% of these, 185 of the 226, corresponding to 67% of the total, managed to attract 3 or more qualified applicants:

Positions with 3 or more qualified applicants					
Position	Hired total	Hired total based on external advertising	Hired total based on external advertising, with 3+ qualified applicants	Hired men based on external advertising, with 3+ qualified applicants	Hired women based on external advertising, with 3+ qualified applicants
Professor[4]	34	32	22	18	4
Associate professor[5]	54	51	36	23	13
Assistant professor[6]	61	52	45	26	19
Postdoc	129	91	82	52	30
Total	277	226	185	119	66

A total of 64% of all the externally advertised positions with three or more qualified applicants resulted in men being hired; consequently, only 36% of the externally advertised positions attracting at least 3 qualified applicants ended up with a woman being hired.

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4   Professor, professor WSO and Clinical Professor
5   Associate Professor and senior researcher – senior researchers are all hired on the basis of less than three qualified applicants
6   Assistant professor and researcher - researchers are all hired on the basis of less than three qualified applicants

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