

# SDU's GEP

(Gender Equality Plan)

SDU's Gender Equality Team

# Colophon

SDU's Gender Equality Plan, GEP

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[www.gender-spear.eu](http://www.gender-spear.eu)



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# 01 SDU's GEP – at a glance

## Formal, public documents

- [SDU's GE-vision statement](#)
- [SDU's GE quality assurance model: GEP process and annual cycle](#)
- [SDU's webinformation](#)

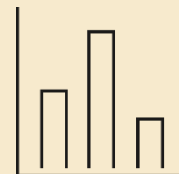


## Organization and dedicated GE resources

- [SDU's GE Committees](#)
- [SDU's Gender Equality Team, GET](#)
- [SDU's International Gender Advisory Board, IGAB](#)

## Data collection and monitoring

- [SDU's Gender Statistics](#)
- [GEP process and annual cycle](#)
- Annual critical friend visits by IGAB and by Central GE Committee



## Training and capacity building – five content areas

- Tailored measures to SDU's Departments and Faculties
- Workshops, presentations, interventions, observation and feedback
- GE consultations to leaders, representatives, staff and students



## Work-life balance and working environment

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



## Gender balance in leadership and decision-making

- Policies for gender balance in management
- Unconscious bias awareness raising for leaders, staff and students



## Gender equality in recruitment and career progression

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



## Integrating the gender dimension into research and teaching

- GE in funding applications: collaboration with pre-award
- GE and unconscious bias awareness raising for teachers and students



## Measures against gender-based violence, incl. sexual harassment

- Ethical infrastructure and response mechanisms (under development)
- Workshops, interventions and bystander training

## 02 SDU's GEP – overview

### 02.01 GE at SDU in relation to other strategic agendas

Gender Equality (GE) is a fundamental human right and is increasingly recognized as a prerequisite for inclusive growth and prosperity. Moreover, GE is integral to a wider societal agenda that strives for sustainability as well as ethical and social responsibility. Thus, the European Commission Directorate-General for Research and Innovation states:

“Gender equality is a fundamental value of the European Union and is one of the UN’s sustainable development goals (SDGs). Gender equality in research and learning ensures that R&I systems support democratic and equal societies. Furthermore, a positive correlation between the innovation capacity of a country and the gender equality index in that country has also been observed. Whilst the reasons for this correlation may be multifactorial, gender equality benefits research and innovation in several ways. Gender Equality:

- Helps to improve the quality and impact of research and innovation by helping to ensure it is reflective of and relevant to the whole of society;
- Creates better working environments that enable good quality research and learning and help maximise the potential and talents of all staff and students;
- Helps to attract and retain talent by ensuring that all staff can be confident that their abilities will be valued and recognised fairly and appropriately.”

Horizon Europe Guidance on Gender Equality Plans (GEPs), p. 5<sup>1</sup>

GE is one of the major cross-cutting themes of UN’s Sustainable Development Plan<sup>2</sup> – not only in terms of SDG5, ‘Gender Equality’, but indeed as central to the achievement of all 17 SDGs<sup>3</sup>. The 2030 United Nations Agenda for Sustainable Development<sup>4</sup> was launched in 2015 to end poverty and set the world on a path of peace, prosperity, and opportunity for all on a healthy planet. The 17 Sustainable Development Goals (SDGs) are, by definition, global goals for poverty eradication and sustainable development and are at the heart of EU initiatives to improve citizens’ lives and to contribute to a sustainable future.

With its Gender Equality Strategy 2020-2025<sup>5</sup>, the European Commission firmly establishes gender equality as a central and major issue and the UN SDGs as an overriding agenda.

<sup>1</sup> [Horizon Europe Guidance on Gender Equality Plans \(GEPs\)](#)

<sup>2</sup> [UN Sustainable Development Goals: www.sdg.un.org/Report](#),

<sup>3</sup> [UN Women report, 2018, Turning promises into action: Gender equality in the 2030 Agenda for Sustainable Development, ISBN/ISSN: 978-1-63214-108-8](#)

<sup>4</sup> [Transforming our world: the 2030 Agenda for Sustainable Development, A/RES/70/1, United Nations 2015](#)

<sup>5</sup> [The European Commission’s European Strategy for Gender Equality 2020-2025](#)

A set of specific objectives are defined in the European Research Area (ERA), where a broader inclusion and access to excellence is a priority – objectives that pertain specifically to the research sector: 1) Fostering equality in scientific careers; 2) Ensuring gender balance in decision-making processes and bodies; 3) Integrating the gender dimension in research and innovation content<sup>6, 7</sup>.

In recognition of the persistent gender inequality and the need for structural and systemic countermeasures, EU has in its Horizon Europe (HEU) Framework Programme<sup>8</sup> defined the documentation of structured GE measures as an eligibility criterion in order to meet the European research Area (ERA) objectives as well as the renewed focus on GE and mainstreaming of the EC's 2020 New European Research Area<sup>9</sup>.

GE also features in EU's paradigm of Responsible Research and Innovation (RRI), with the other aspects, ethics, open access/science, science education and public engagement. Careful analyses<sup>10</sup> of the implementation of each of these RRI-areas show that a high level of GE-competence and integration entails high competence in the other RRI-areas. But not vice versa. This suggests that a specific GE-focus will have a spill-over effect onto other sustainability and responsibility criteria.

Similar spill-over effects are corroborated by findings which document that an explicit GE-focus improves the working environment, brings down harassment cases<sup>11</sup>, furthers psychological safety and organizational learning, which in turn ensure higher productivity, higher quality in outputs, as well as improved bottom lines<sup>12</sup>.

Other strong support for the recognition of the centrality GE can be found in the Beijing Declaration and Platform for Action (BDPfA)<sup>13</sup>, established in 1995, which to this date remains the most progressive blueprint on the topic of women's rights and the most comprehensive global initiative ever designed.

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<sup>6</sup> European Institute of Gender Equality: [www.eige.europa.eu](http://www.eige.europa.eu)

<sup>7</sup> [EIGE's GEAR toolkit for GE in research](#)

<sup>8</sup> [Horizon Europe Work Programme 2021-2022. General Annexes \(European Commission Decision C\(2021\)1940 of 31 March 2021\)](#)

<sup>9</sup> [A new ERA for Research and Innovation, European Commission, COM\(2020\) 628 final](#)

<sup>10</sup> Bührer, S. & Wroblewski, A. (2019). "[The practice and perceptions of RRI – A gender perspective](#)". *Evaluation and Program Planning* 77

<sup>11</sup> "[Sexual Harassment in the Research and Higher Education Sector National Policies and Measures in EU Member States and Associated Countries](#)" (2020) Standing Working Group on Gender in Research and Innovation, ERAC 1205/1/20 REV 1

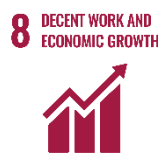
<sup>12</sup> Nielsen, M. W., Alegria, S., Börjeson, L. et al (2017). "[Opinion: Gender Diversity Leads to Better Science](#)". *Proceedings of the National Academy of Sciences* 114(8): 1740–1742

<sup>13</sup> [United Nations 1995. ISBN: 978-1-936291-93-9](#)

This has further been consolidated with the Council of Europe's Convention on preventing and combating violence against women and domestic violence, the so-called Istanbul Convention<sup>14</sup>, from 2011.

In Denmark, the legal framework<sup>15</sup> specifies that GE be mainstreamed into all activities and actions within public institutions.

At SDU, all of the above are held in high esteem, and GE has since 2017 been a clear strategic priority. This harmonizes well with SDU's overriding commitment to the UN Sustainability Agenda. SDU's strategic GE-initiative in particular addresses the following five SDGs, but are in essence relevant for the realization of the majority of the SDGs and their targets, especially through the integration of the Gender Dimension in research and teaching:



Along these lines, SDU's GEP provides a framework and process for ensuring and continually monitoring the development of SDU as an institution in pursuit of Gender Equality, Diversity and Inclusion.

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<sup>14</sup> [Council of Europe Convention on preventing and combating violence against women and domestic violence. CoE Treaty Series No 210](#)

<sup>15</sup> <https://www.retsinformation.dk/eli/lt/2013/1678>

## 02.02 What SDU's GEP covers – and how it complies with GE in HEU

SDU's GEP complies with HEU's requirements and recommendations, because these represent sound and tested principles and firmly and effectively support SDU's commitments and actions that aim to promote GE, diversity and inclusion through an ongoing and involving process, to the benefit of the entire organization as well as the wider community.

The EC states that

“To be eligible, legal entities from Member States and Associated Countries that are public bodies, research organisations or higher education establishments (including private research organisations and higher education establishments) must have a gender equality plan, covering the following minimum process-related requirements:

- **publication:** a formal document published on the institution's website and signed by the top management;
- **dedicated resources:** commitment of resources and expertise in gender equality to implement the plan;
- **data collection and monitoring:** sex and/or gender disaggregated data on personnel (and students, for the establishments concerned) and annual reporting based on indicators;
- **training:** awareness-raising/training on gender equality and unconscious gender biases for staff and decision-makers.

Content-wise, it is recommended that the gender equality plan addresses the following areas, using concrete measures and targets:

- **work-life balance and organisational culture;**
- gender balance in **leadership and decision-making;**
- gender equality in **recruitment and career progression;**
- integration of the **gender dimension** into research and teaching content;
- measures against **gender-based violence**, including sexual harassment.”

Horizon Europe Work Programme 2021-2022. General Annexes, Part 13 -, p.13

In order to illustrate how SDU's GEP complies with these requirements, this document is divided into parts corresponding to the requirements and recommendations in the above order. In the appendices, resources and - where relevant - links as well as further examples are provided, so that the reader may use this as a current and updated general resource on SDU's GEP. The Appendices also follow the order of the four HEU requirements.



SDU's GEP is designed to meet the organization's diverse needs, challenges and contexts, utilizing strengths, ambitions and opportunities and in alignment with SDU's strategic objectives. To this end, SDU's GEP has the following specific characteristics:

#### SDU's GEP

- Has clear and ambitious management endorsement and strategic priority (see SDU's GE Vision Statement, Appendix 1)
- Has been developed as part of the SDU-coordinated EU H2020 SPEAR-project<sup>16</sup>
- Has been developed over 2,5 years in close collaboration with SDU's GE organization, Heads of Department, and users of GET's services. And qualified by SDU's collegiate bodies (see the timeline, section 02.03, below)
- Constitutes the first and most comprehensive GEP in the Danish university sector – in the same league as the most thorough and integrated GEPs in a wider EU-context
- Combines strategic initiatives and objectives with systematic adaptation to local contexts – problem solving, challenges, strengths and ambitions
- Takes principles of leadership and responsibility, embedding, involvement, networking and dialogue as points of departure
- Is supported at all organizational levels and through all process steps by GET-SDU

SDU's GEP is specifically designed as a quality assurance framework (see Memorandum: SDU's GEP, Process and Annual cycle, Appendix 1), in order to allow for maximal strategic direction combined with local endorsement and contextualized adaptation. This means, that SDU's GEP first and foremost provides direction; process framework and structure; continual and regular monitoring; as well as support and systematic capacity building, whereas sensemaking; responsibility; content; and action are up to local actors, i.e., leaders, staff, representatives and students.

At SDU, the GEP is not the only public, institutional or national guideline that specifically contributes towards the aims and objectives laid out in the GEP. Some of the obvious collaborations and complementary guidelines, procedures and practices are mentioned in section 02.02.02 as well as in Appendix 4. This is in keeping with SDU's ambition that GE is part and parcel of SDU's strategic direction and daily practices, and that, in fact, GE contributes to the fulfillment of SDU's strategic and academic objectives.

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<sup>16</sup> The SPEAR project: [www.gender-spear.eu](http://www.gender-spear.eu)

## Formal, public documents

“The Horizon Europe eligibility criterion requires that the GEP be a formal document published on the institution’s website and signed by the top management. As part of this requirement, GEPs should:

- a. Be published on the organisation’s public website [...]
- b. Be signed by the senior leadership [...]
- c. Be actively communicated within the institution [...]
- d. Be accompanied by regular progress reports”

Horizon Europe Guidance on Gender Equality Plans (GEPs), pp. 18-19

A GEP must thus demonstrate a commitment to gender equality, set clear goals and detailed actions as well as measures to achieve them.

SDU’s GEP features the following public documents:

- **SDU’s GE Vision statement**, signed by the top management. This document includes an ambitious and clear leadership vision and standpoint on GE, a detailed description of the approach and principles guiding SDU’s GE work, and an outline of its background. This demonstrates SDU’s overall ambition, commitment and dedication to action and thus complies with the two first points above
- **SDU’s GEP process and annual cycle**, SDU’s GE quality assurance framework, detailing a) organization (actors); b) organizational levels and context adaptability; c) deliverables (annual GE Action Plans and progress reports); d) process steps in two-year cycles including regular monitoring. This document also demonstrates the ongoing institutional communication of GE perspectives, an ongoing integration to administrative processes and systems, as well as the context sensitive definition of measures and targets.
- **SDU’s websites on GE, Diversity and Inclusion** (on both inter- and intranet). These sites contain updated communication pertaining to the realization of SDU’s GE objectives and actions, resources and information concerning SDU’s GE work and services offered
- **SDU’s GE-Action Plans** at both SDU- and Faculty level serve as the annual deliverables in SDU’s GEP framework and contain a) follow-up on previous Action Plan (progress report); b) strategic analyses of GE situation; c) status on selected focus areas (at department/division and faculty/administration level); d) status on key indicators (based on SDU’s Gender Statistics data); and e) action plan.

## Organization / expert resources

“The Horizon Europe criterion requires that the GEP has dedicated resources and expertise in gender equality to implement the plan [...]. Resources will be needed for developing and leading the plan as well as to support specific measures [...] Resources will be needed throughout the whole GEP cycle, including audit, planning, implementation, monitoring and review.

Dedicated resources for a GEP may include:

- A dedicated gender equality function [...]
- Wider staff time”

Horizon Europe Guidance on Gender Equality Plans (GEPs), pp. 20-21

This requirement specifies that dedicated resources may include funding for specific positions such as Equality Officers or Gender Equality Teams as well as earmarked working time for academic, management and administrative staff.

SDU's dedicated resources and GE expertise are organized in SDU's GE Organization:

- **Management** is ultimately responsible for initiating and driving actions and measures, as well as ensuring positive developments - SDU's GEP is therefore firmly anchored in SDU's line of command.
- **SDU's Gender Equality Committees (GEC)** include a **central GEC** and six **local GECs** – at the five faculties and at the central administration. The Central GE Committee, which is comprised of representatives from all five faculties and central administration, acts as steering committee for GET and as 'critical friend' to faculty and administration management and local GE Committees with biannual visits in the GEP monitoring cycle. The mandate for the Central GE Committee is currently being revised to align with SDU's GEP.
- **SDU's Gender Equality Team, GET-SDU**, is established by SDU's Executive Board, and organizational responsibility for the project is delegated to a member of SDU's Executive Board. GET is part of the HR Development Unit and works in close cooperation with the various faculties, bodies and units, including the central and the local GE Committees. GET numbers between 3 and 5 people, full time, and has been granted internal funding for 2,5 FTE, the rest is financed through third party funding. GET was established in 2017, originally for a 4,5-year period, which has been made permanent as of January 2022. GET also functions as a national expert as well as participates in various EU-projects, including the coordination of SPEAR. GETs mandate is currently being revised to align with SDU's GEP.
- **SDU's International Gender Advisory Board (IGAB)** represents complementary aspects of how to implement GE in Academia seen from different research-based, practical and

theoretical perspectives rooted in experiences and expertise from Denmark and Scandinavia, Europe and the US. Serving as a critical friend to SDU's Executive Board and GET and following SDU's local and strategic Gender Equality initiatives at annual master classes and symposia, IGAB qualifies, challenges and inspires SDU's endeavour for GE, diversity and inclusion. IGAB has followed SDU's GE initiative from the beginning and has consistently contributed with important insights and ideas.

SDU's collected GE effort also relies crucially on **critical collaborations** with various and different kinds of organizational units, functions and actors throughout the organization, such as

- **Collegiate bodies and representatives**, e.g., union representatives, health and safety, liaison committee, ethics committee, student bodies.
- **Administrative units and functions**, e.g., student services, HR services, financial services, communication, analytics, funiversity pedagogy and training.
- (Other) **GE-initiatives at SDU**: The Humanities based research center Center for Gender and Diversity; as well as student networks: CODE Community for Openness & Diversity in Engineering; and FEM Female Engineers Movement.

## Data collection and monitoring

“To be eligible for Horizon Europe, it is mandatory that **organisations collect and publish disaggregated data on the sex and/or gender of personnel** (and students, where relevant) and carry out annual reporting based on indicators. [...] The data an organisation collects should enable scrutiny of the differences between men and women in different roles, directorates and at different levels of the organisation. The scope of data that is collected should also reflect the mission of the organisation and its activities. [...]

In most countries and institutions across Europe, “gender statistics” are actually collected according to biological sex at birth, usually in a binary fashion (female, male) and, more rarely, introducing the intersex category. In an increasing number of countries and organisations, however, data is being collected according to gender identity, with usually at least three categories considered: woman, man, and non-binary (or gender-diverse).

The collection and analysis of relevant data can be used for various functions including:

- The establishment of a **baseline situation** in relation to gender equality in the organisation, against which progress can be monitored on a regular (at least annual) basis;

- Carrying out a **gender equality analysis** to identify areas of relative strength and weakness, which will allow better targeting of actions and priorities within the GEP and ensure that it is fully evidence-based;
- **Communicating** to the organisation's staff, students (where relevant), other key stakeholders and the wider public about the organisation's commitment to gender equality and the progress made."

Horizon Europe Guidance on Gender Equality Plans (GEPs), pp. 22-23

Data collection and monitoring as part of GEPs must be evidence-based and founded on sex and/or gender-disaggregated baseline data collected across all staff categories. This data should inform the GEP's objectives and targets, indicators, and ongoing evaluation of progress.

SDU's data collection and monitoring activities are covered in the following two primary factors:

- **SDU's Gender Statistics:** serves as the current and updated data foundation for SDU's GE initiatives and is used in the annual GE Action Plans in SDU's GEP by providing overview of SDU's current gender equality situation. Data is sourced from the national data, each university submits annually to the Ministry of Higher Education and Science (UNI:C) concerning the recruitment of academic staff as well as other organizational HR and salary data (see also Appendix 3)
- **SDU's GEP Annual cycle and process** details SDU's continual and regular monitoring practices, which includes annual progress reporting (SDU's GE Action Plans) as well as rounds of 'Critical Friend visits': IGAB's annual visits to SDU's Executive Board, and C-GEC's biannual visits to Faculty and Central Administration management and GE-organization

In addition to the above, SDU also collects other gender disaggregated data, for instance as part of workplace- and study environment assessments, and other relevant business intelligence, e.g., funding applications and success rates, financial data, bibliometrical data and qualitative data of various kinds collected with other primary objectives in mind than gender data. However, these also serve as relevant data sources for SDU's GEP.

Finally, more ad hoc data collections also take place, based on specific needs and objectives. This includes e.g., salary data, surveys, interviews, and can very well constitute local selected focus areas to be implemented in a GEP cycle.

## Training / capacity building / Content / activities

"The Horizon Europe eligibility criterion requires that the **GEP includes awareness-raising and training actions on gender equality and unconscious gender biases** for staff and decision-makers. All staff, leaders and decision-makers have a role to play in identifying practices, cultures and unconscious gender biases that cause disadvantage to women and in implementing more inclusive approaches. Awareness-raising and training are tools and strategies to increase people's sensitivity to gender equality whilst also giving them the knowledge and skills to enable them to engage with the goal of gender equality. Awareness-raising and capacity-building training on gender equality can be delivered in different ways and cover a range of topics. Some key principles that should be considered in the GEP when planning and implementing gender equality training include:

- **engaging the whole organisation**, different levels and roles across the organisation such as senior management and leadership, managers, research and/or teaching staff, human resources departments, and students;
- Consideration should be given to ensuring that gender equality training is based on an **evidence-based assessment** of the needs of an organisation;
- Creating **ongoing and long-term process**. One-off sessions are rarely enough on their own to provide participants with the necessary knowledge and tools to mainstream gender."

Horizon Europe Guidance on Gender Equality Plans (GEPs), p. 27

Training and capacity-building actions may include developing gender competence and tackling unconscious gender bias among staff, leaders and decision-makers, establishing working groups dedicated to specific topics, and raising awareness through workshops and communication activities.

SDU's GEP is centered fundamentally on awareness raising, training and capacity building in the form of close collaboration, sparring, consultation, presentations, workshops and longer organizational development processes with units and groups across the organization and targeting all levels. Thus, this type of activities comprise the overwhelming majority of GET's activities, and all of them are closely based on detailed needs and contextual adaptation, and are developed in close collaboration with users across the organization. Important documentation of these activities can be found here:

- **GET's Project plans** for the first two periods in GET's life (2018-2021 / 2020-2023) detail GET's direction and core tasks, and as such constitute plans for a major part of SDU's strategic GE initiative. The project plans include training and awareness raising and organizational and individual development activities within all of the core elements and strategic focus areas. GET's project plans can be found in Appendix 4. (From 2022 on, this kind of document will form part of SDU's GE Action plan, part c) status on select focus areas.)

- Some of **GET's services** are described on **GET's webpages**, which also serve as important communication and awareness raising elements.

In addition to GET's activities, faculties, departments and administrative divisions and units and other units also locally initiate and implement awareness raising and capacity building activities, and these have hitherto been documented in annual GE-reports and will be included in the local GE Action Plans in Part c) status on selected focus areas. See Appendix 4 for executive summaries of some of these local activities.

SDU's activities under this heading include activities that systematically address the five recommended content areas – please refer to Appendix 4 for details on this.

## 02.03 Timeline for the development of SDU's GEP

Timeline of SDU's strategic GE-effort leading up to and including the development and implementation of SDU's GEP:

<i>August 2017:</i>	SDU's Gender Equality Team (GET) was established, initially for a 4,5-year period, with three main tasks: <ol style="list-style-type: none"><li>1) Data and monitoring - establishing a foundation for a GEP</li><li>2) Unconscious Bias</li><li>3) Recruitment of academic staff</li></ol>
<i>Spring/summer 2018:</i>	Launch of SDU's Strategic GE effort with a national symposium featuring SDU's International Gender Advisory Board Launch of SDU's Gender Statistics
<i>January 2019:</i>	Launch of the SDU-coordinated H2020 project SPEAR with its specific aim of developing and implementing GEPs in EU RPO's
<i>2019-2020:</i>	Development of SDU's GEP-framework and process with SDU's GE-organization, including piloting of measures, interventions and monitoring practices in close collaboration with two faculties
<i>December 2020:</i>	First iteration of approval of SDU's GEP by SDU's Executive Board
<i>Spring 2021:</i>	Qualification of SDU's GEP by SDU's GE-organization
<i>April 2021:</i>	Second iteration of approval of SDU's GEP by SDU's Executive Board
<i>Summer:</i>	Qualification of SDU's GEP by SDU's Collegiate Bodies
<i>August 2021:</i>	Final approval of SDU's GEP by SDU's Executive Board – and publication
<i>Fall 2021:</i>	Launch of SDU's GEP in the organization. Promotion of SDU's GEP in the organization as well as nationally  Revising and developing information and resources concerning SDU's GEP



# 03 Appendices

## 03.01 Appendix 1: Formal, public documents

- SDU's GE vision statement
- SDU's GEP – annual cycle and process

## 03.02 Appendix 2: Organization and dedicated GE Expert resources

- SDU's GE-organization 45
- GE Committees, at university and local levels (GEC)
- SDU's Gender Equality Team (GET)
- SDU's International Advisory Board (IGAB)

## 03.03 Appendix 3: Data and monitoring

- SDU's Gender Statistics
- SDU's GE monitoring practices
- Annual Report on GE initiatives at SDU 2019 Executive summary
- Annual Report on GE initiatives at SDU 2020 Executive summary

## 03.04 Appendix 4: Training / Capacity building / Content

- Strategic focal areas, project plans and indicators for activities by SDU's GET
- GET's services – examples of how GET works: descriptions on SDU's service sites
- Examples of how the five HEU recommended GE areas are addressed at SDU
  1. Work-life balance and working environment
  2. Gender balance in leadership and decision making
  3. GE in recruitment and career progression
  4. Gender Dimension in Research and Education
  5. Gender based violence

## **03.01 Appendix 1**

### **Formal, public documents**

## SDU's GE vision statement

SDU is a diverse organization, where inclusive and welcoming conduct is promoted and where there is room and respect for differences. We continuously strive to minimize bias in decision making as well as adverse effects of intersecting diversity parameters such as gender, race and social background. We actively, purposefully and continuously strive to be an organization free of sexism, unwanted sexual attention or other types of harassment.

Resting firmly on the principles of free, independent and critical research, SDU's strategic Gender Equality (GE) focus contributes to SDU's overall [strategic goals](#): "to create value for and together with society; to develop talents that encourage unique, innovative solutions; and to contribute to breaking down barriers and shaping a sustainable future"

SDU's strategic GE-focus includes all diversity parameters through an explicit attention to gender equality and inclusion. GE at SDU applies to all aspects of SDU's endeavours: through its close coupling to specific challenges and considerations, SDU's GE efforts support its study- and working environments as well as the execution of the university's primary tasks. SDU continuously works to offer structures and terms that promote equality and inclusion in our study- and working environments and in our research and teaching – and to continuously convey these aspects in our endeavour to attract strong students and employees. SDU's GE efforts ensure that SDU meets external requirements regarding equality, diversity and inclusion – nationally as well as internationally.

SDU acknowledges that striving for increased gender equality is an endeavour that involves the entire organization and requires necessary structural changes. That is why SDU's GE efforts are *informed*, *consistent* and *conscious* efforts with an ambitious, *persistent and long-term* perspective.

- *Informed* equality work rests on extensive, relevant GE data and knowledge from SDU as well as collaboration with national and international experts and continual qualification through updated GE research
- *Consistent* equality work is achieved through continuous supporting of SDU's primary tasks and functions and through the ongoing and systematic follow-up on GE-initiatives across organizational levels provided by the quality assurance framework of SDU's Gender Equality Plan (GEP)
- *Conscious* equality work is achieved through targeted dissemination, explicit leadership for GE and systematic application and development of methods that promote equality, ensure access to the entire talent pool as well as ensure visible and continuous development of processes, procedures and practices
- *An ambitious, persistent, long-term* focus on GE is achieved through dedicated internal expert resources that support the organization's GE efforts; through structural embedding of GE in work cycles and procedures; through systematic follow-up on data and efforts; and through targeted communication practices that further GE and inclusion and contributes to visibility and transparency.

### SDU's strategic GE-focus: Approach and principles

SDU's strategic GE-focus covers the entire organization and aims for long-term, sustainable development of SDU as a university and as a study- and workplace – based on an explicit focus on equality. The GE-perspective serves as the starting point for attention to other diversity parameters such as age, gender identity, ability, socio-economic and educational background, nationality, ethnicity, religion and sexual orientation.

SDU's strategic GE-initiative is a long-term cultural and organizational development change effort which takes as its point of departure:

- local context and specific problems and tasks as crucial reference points
- embedding of initiatives, measures and solutions in processes, procedures and practices
- prioritizing dialogue and involvement of stakeholders

The following general **principles** apply to SDU's strategic GE initiative:

- **Several parallel and mutually complementary** initiatives are simultaneously advanced and coordinated across the organization
- **Analyses and scoping** based on high quality data combined with local experiences and expertise form the basis for **focused and tailored action, initiatives and interventions**
- GE-perspectives integrated in **organizational structures, systems and procedures** ensure long-term, sustainable implementation
- **Systematic follow-up** through SDU's Gender Equality Plan (GEP) and **ongoing dissemination** of initiatives, solutions and impact take place at all organizational levels
- **Responsibility and progress** are ensured through engaging management in formulating and implementing measures in and across academic and administrative units – leaders are responsible and accountable for their GE-efforts
- **Focus on possible actions and what works** combined with **local anchoring of initiatives** and local commitment to improving issues form the basis of mutual learning and capacity building across the organization
- SDU's Gender Equality Team (GET) serves as **strategic and operative expert-resource** to the rest of the organization, providing faculties, departments, units and cross-sectional functions with support based on locally defined needs and requirements

Conceded

August 25<sup>th</sup>, 2021



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Interim Rector Ole Skøtt

## SDU's strategic GE-focus – the wider national and international context

(August 2021)

Gender equality (GE) is integral to a wider societal agenda that strives for sustainability as well as ethical and social responsibility.

In Denmark, the [legal framework](#) specifies that GE be mainstreamed into all activities and actions within public institutions.

Furthermore, GE is one of the major cross-cutting themes of [UN's Sustainable Development Plan](#) – not only in terms of SDG5, 'Gender Equality', but indeed as [central to the achievement of all 17 SDGs](#).

With its [Gender Equality Strategy 2020-2025](#), The European Commission also recognizes gender equality as a major issue. A set of specific objectives are defined in the European Research Area (ERA), where a broader inclusion and access to excellence is a priority – objectives that pertain specifically to the research sector: [1\) Fostering equality in scientific careers; 2\) Ensuring gender balance in decision-making processes and bodies; 3\) Integrating the gender dimension in research and innovation content](#).

In recognition of the persistent gender inequality and the need for structural and systemic countering measures, [EU has in its Horizon Europe \(HEU\) Framework Programme defined the documentation of structured GE measures to meet the ERA objectives as an eligibility criterion](#).

GE also features in EU's paradigm of Responsible Research and Innovation (RRI), with the other aspects, *ethics, open access/science, science education and public engagement*. Careful [analyses](#) of the implementation of each of these RRI-areas show that a high level of GE-competence and integration *entails* high competence in the other RRI-areas. But not vice versa. This suggests that a specific GE-focus will have a spill-over effect onto other sustainability and responsibility criteria.

Similar spill-over effects are corroborated by findings which document that an explicit GE-focus improves the working environment, [brings down harassment cases](#), furthers psychological safety and organizational learning, which in turn ensure [higher productivity](#), higher quality in outputs, as well as improved bottom lines.

# Memorandum: SDU's GEP

(Gender Equality Plan)

- SDU's quality assurance model for strategic and practical equality initiatives

GET-SDU, AUGUST 2021

# Colophon

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<b>The status of the document:</b>	4th version
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<b>Approved by:</b>	SDU's Executive Board
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## List of Abbreviations

English		Danish	
C-GEC	SDU's central Gender Equality Committee	CLiU	SDU's centrale Ligestillingsudvalg
EIGE	European Institute for Gender Equality	EIGE	European Institute for Gender Equality
FAC	Faculty	FAK	Fakultet
C-Adm	Central Administration	FO	Fællesområde
GE	Gender Equality	GE	Gender Equality
GE-AP	GE Action Plan	GE-B	GE-Beretning
GEP	Gender Equality Plan	GEP	Gender Equality Plan
GET	Gender Equality Team	GET	Gender Equality Team
IGAB	International Gender Advisory Board	IGAB	International Gender Advisory Board
HoD	Head of Department	IL	Institutleder
GEC	Gender Equality Committee (here often used with reference to local committees)	LiU	Ligestillingsudvalg, her ofte brugt om lokale udvalg på fakulteterne
HoDiv	Head of (administrative) Division – same org level as HoD	OC	Områdechef

# SDU's model for GEP (Gender Equality Plan)

- EU-recommended quality assurance of SDU's GE initiatives

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# Introduction

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SDU's GEP ('Gender Equality Plan') provides the framework for SDU's equality work and ensures systematicity, coordination, direction and ongoing support and qualification of the initiatives that take place on all organizational levels.

SDU's GEP thus comprises a formalized, 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<sup>1</sup>.

SDU's GEP follows EU's recommendations for assuring quality in GE endeavours. In addition, SDU's GEP follows the strategic direction and guidelines for gender equality at SDU, defined and approved by SDU's Executive Board.

This memorandum about SDU's GEP describes the objectives of SDU's GEP, what the GEP covers, the GEP's annual cycle and process, including the steps in preparing the annual GE Action Plans, as well as involved actors' role, responsibility and tasks.

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

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<sup>1</sup> SDU's GEP and GE vision statement was finally approved by SDU's Executive Board, august 2021

## SDU's GE vision statement

“SDU is a diverse organization, where inclusive and welcoming conduct is promoted and where there is room and respect for differences. We continuously strive to minimize bias in decision making as well as adverse effects of intersecting diversity parameters such as gender, race and social background. We actively, purposefully and continuously strive to be an organization free of sexism, unwanted sexual attention or other types of harassment.

Resting firmly on the principles of free, independent and critical research, SDU's strategic Gender Equality (GE) focus contributes to SDU's overall [strategic goals](#): “to create value for and together with society; to develop talents that encourage unique, innovative solutions; and to contribute to breaking down barriers and shaping a sustainable future”

SDU's strategic GE-focus includes all diversity parameters through an explicit attention to gender equality and inclusion. GE at SDU applies to all aspects of SDU's endeavours: through its close coupling to specific challenges and considerations, SDU's GE efforts support its study- and working environments as well as the execution of the university's primary tasks. SDU continuously works to offer structures and terms that promote equality and inclusion in our study- and working environments and in our research and teaching – and to continuously convey these aspects in our endeavour to attract strong students and employees. SDU's GE efforts ensure that SDU meets external requirements regarding equality, diversity and inclusion – nationally as well as internationally.

SDU acknowledges that striving for increased gender equality is an endeavour that involves the entire organization and requires necessary structural changes. That is why SDU's GE efforts are *informed, consistent* and *conscious* efforts with an ambitious, *persistent and long-term* perspective.

- *Informed* equality work rests on extensive, relevant GE data and knowledge from SDU as well as collaboration with national and international experts and continual qualification through updated GE research
- *Consistent* equality work is achieved through continuous supporting of SDU's primary tasks and functions and through the ongoing and systematic follow-up on GE-initiatives across organizational levels provided by the quality assurance framework of SDU's Gender Equality Plan (GEP)
- *Conscious* equality work is achieved through targeted dissemination, explicit leadership for GE and systematic application and development of methods that promote equality, ensure access to the entire talent pool as well as ensure visible and continuous development of processes, procedures and practices
- *An ambitious, persistent, long-term* focus on GE is achieved through dedicated internal expert resources that support the organization's GE efforts; through structural embedding of GE in work cycles and procedures; through systematic follow-up on data and efforts; and through targeted communication practices that further GE and inclusion and contributes to visibility and transparency.”

[www.sdu.dk/en/om\\_sdu/sdus\\_profil/gender\\_equality/vision](http://www.sdu.dk/en/om_sdu/sdus_profil/gender_equality/vision)

## What is a GEP?

SDU's Gender Equality Plan (GEP) follows EU's (European Institute for Gender Equality, EIGE<sup>2</sup>) recommendations of embedding, data-supporting, monitoring and systematizing GE initiatives in the academic sector.

With the GEP, SDU lives up to EU's [Gender Equality Strategy 2020-2025](#)<sup>3</sup> 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<sup>4</sup>, that stipulates that the integration of GE perspectives be documented.

SDU's GEP also contributes to fulfilling SDU's obligations with regard to the cross-cutting gender and equality dimensions in UN's Sustainable Development Goals.

Aligned with these larger international framings, SDU's GEP is a **model to quality assure** SDU's collected equality initiatives and strategies. SDU's GEP frames, operationalizes and follows up on measures and initiatives in order to ensure equality and equal opportunity at all SDU's organizational levels. This includes the specific task of preparing annual GE Action Plans at Faculty-/ Central Administration level and SDU-level. FAC/C-Adm GE Action Plans are internal documents, whereas SDU's GE Action Plan is a publicly available document in Danish and English, published on sdu.dk.

The objectives of SDU's GEP are to:

- Ensure implementation, documentation and quality assurance of SDU's collected equality endeavours for students and employees
- Structure and support ongoing initiatives
- Perspectivize and inform relevant and prevailing issues on the basis of knowledge and attention to how to promote equality and inclusion
- Ensure that initiatives and measures respond to and reflect local and specific contexts, challenges and requirements
- Further career possibilities and inclusive working, research and study environments

SDU's GEP gathers elements essential for GE work into one comprehensive model to ensure ongoing strategic focus and regular and systematic status on initiatives as well as the definition of plans and objectives for addressing and acting on identified challenges.

SDU's GEP includes a number of component features:

- SDU's Gender Equality organization (Appendix A)
- Documents, whereof the two main documents are the annual FAC / C-Adm GE Action Plans and SDU's GE Action Plan (see the section on the preparation of the GE Action Plans, below)
- Process-plan for the GEP-cycle, which consists of a two-year period, during which the involved steps in the preparation of the GE Action Plans take place (Appendix B)

<sup>2</sup> <https://eige.europa.eu/gender-mainstreaming/toolkits/gear/what-gender-equality-plan-gep>

<sup>3</sup> [https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy\\_en](https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en)

<sup>4</sup> *Horizon Europe - Work programme 2021-2022, General Annexes, Part B, p. 13-14*: [https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/wp-call/2021-2022/wp-13-general-annexes\\_horizon-2021-2022\\_en.pdf](https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/wp-call/2021-2022/wp-13-general-annexes_horizon-2021-2022_en.pdf)

An important distinction in SDU's GEP is that the GEP comprises the entire quality assurance model. The annual reports and action plans at faculty- / central administration level and SDU level comprise one out of a number of features in SDU's GEP and are termed 'GE Action Plans' (GE-AP).

SDU's GEP addresses three organizational levels of responsibility:

- The executive, strategic SDU-level involves SDU's top management and the Central GE Committee. The result of the GEP-work at this level is the executive SDU GE Action Plan.
- The faculty- and central administrative level (the 'main field level') involves the faculty- / central administrative level and the local GE Committees. The result of the GEP-work at this level are the six faculty / central administrative GE Action Plan, which include measures at both the local department- / administrative division level and the cross-cutting / strategic main field level. Measures at both of these levels serve as input to the executive SDU GE Action Plan.
- The level of department-/administrative division involves Heads of Department (HoD) / Heads of Division (HoDiv) with support from the local GE Committees. The result of the GEP-work at this level is the implementation of concrete equality promoting measures, activities and objectives realizable within the two-year GEP-period.

The responsibility for SDU's equality endeavours is unequivocally placed with management (rectorate, dean / HoD and university director / HoDiv), and is supported by SDU's GE Committees (both central and local) and SDU's Gender Equality Team (GET).

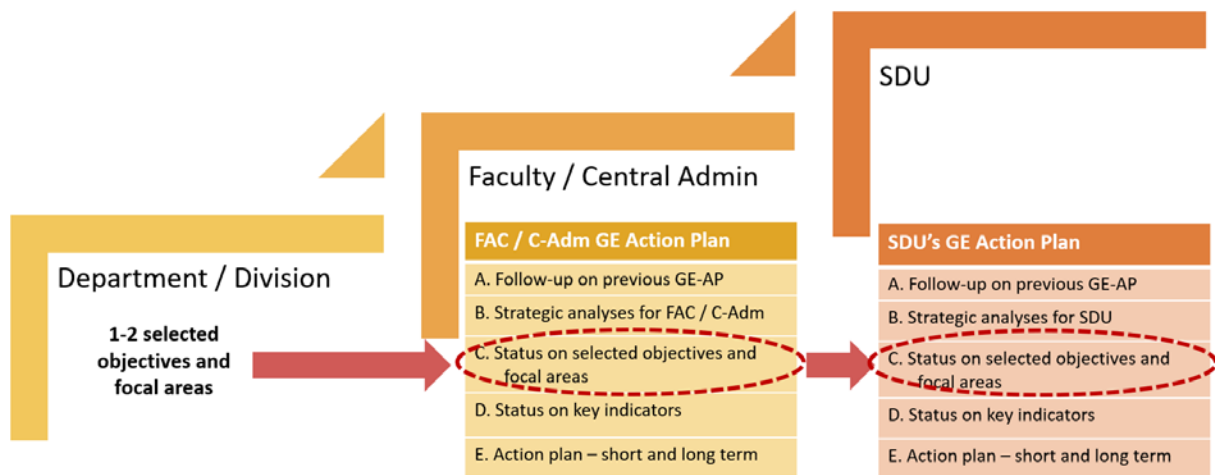


Figure 1: Three organizational levels of responsibility

SDU's GEP run in two-year cycles, described in Appendix B.

## General principles of SDU's GEP

The following principles apply to SDU's GEP in general and for the preparation of the GE Action Plans specifically:

### *The principle of DIALOGUE: Involvement through dialogues at faculties and central administration*

It is crucial to ensure dialogue, sparring and knowledge exchange between management and members of faculty and staff in the preparation of local GE Action Plans.

GET and the local GE Committees serve as sounding board, especially at the beginning of the two-year GEP-cycle. The Central GE Committee visits the faculty/C-Admin management and GE committee halfway through the GEP cycle in the capacity as **'Critical Friend'**.

It is important to foster a constructive dialogue between the different stakeholders – at department and division level as well as across different groups, such as staff, units, management, (union- and safety- & health-) representatives, collegiate bodies, GEC-members. This enables an ongoing possibility to disseminate, discuss, and qualify cross-cutting GE initiatives, within and between the three organizational levels: department / division, Faculty / Central Administration and SDU – the entire organization.

#### **'Critical Friend:**

A person (or group) of trust who supports another's learning through critical questions, data and an outsider's perspective

### *The principle of EMBEDDING: local initiative and ownership*

It is crucial that initiatives are relevant and make sense locally in order to ensure support. The responsibility for initiating measures is therefore placed at the local level. This requires adequate local administrative support to the faculty / central administrative equality work<sup>5</sup>. Through the dialogue principle, relevant stakeholders at all levels are involved, which at unit level ensures that relevant and prevailing areas of attention and obstacles may be identified in order to define contextually important objectives and measures. This in turn ensures that the implementation of initiatives is relevant and makes sense to the people affected by the work.

### *The principle of NETWORKING: dialogue and sparring across the organization*

As a supplement to the principles of dialogue and embedding, initiatives, support is offered as part of the GEP-cycle process, so that activities and reporting obligations are not executed in isolated vacuum at the different levels. All involved actors are at critical junctions offered support, counsel, qualification, sparring and inspiration from the wider GE organization, which includes sparring across local GE Committees, strategic consultancy from GET and annual input from SDU's International Gender Advisory Board (IGAB). Interaction and facilitated knowledge exchange across faculties and local GE Committees are important aspects of SDU's equality work – a strong foundation for mutual inspiration and cross-organizational coordination of concrete measures.

Appendix C elaborates the involved actors' tasks and responsibility.

<sup>5</sup> A closer definition of 'adequate administrative support' relies on an ongoing local assessment.

# GE Action Plans – content

Every year GE Action Plans are prepared at Faculty / Central Admin level and SDU level. In the two-year GEP cycle, two such GE Action Plans are prepared. At FAC / C-Adm level these differ, so that the initial GE Action Plan is a detailed report and the second is a shorter status- and key indicator report.

FAC / C-Adm GE Action Plans are internal documents whereas SDU's GE Action Plan is a publicly available document in Danish and English, published on SDU's website sdu.dk.

GE Action Plans at both FAC / C-Adm and SDU level follow the same five section structure described in the table below:

GE Action Plans: content and structure	
Section	Description
<b>A. Follow-up on previous GE-AP</b>	<p>Section A contains a follow-up on the previous full GE Action Plan, such as activities, communication, policies, strategies etc.</p> <p>This section includes remarks and recommendations from the 'Critical Friend'-visits (on FAC / C-Adm level from the Central GE Committee every second year, and at SDU-level from the annual IGAB visits)</p>
<b>B. Strategic analyses</b>	<p>Section B contains strategic analyses of the collected equality endeavours, activities and initiatives at FAC / C-Adm level. Strategic analyses are carried out once every second year, at the beginning of the two-year GEP-cycle for the respective FAC /C-Adm (GEP Yr1).</p> <p>In the choice of type of analysis, there is methodological license. An option is SWOT-analysis, where strengths, weaknesses, opportunities and threats regarding SDU and FAC / C-Adm are systematically assessed.</p> <p>The section focuses on general aspects, in the organization, in the outside world, and in the wider societal and vocational context. The section addresses internal as well as external conditions.</p>
<b>C. Status on selected focus areas</b>	<p>Section C presents a status on selected focus areas / activities at all organizational levels. This section is prepared every year at both SDU and FAC /C-Adm level. However, in the second year (GEP Yr2) of the GEP-cycle for the respective FAC / C-Adm, this may be in the form of a shorter status-update of the ongoing activities and initiatives of the GEP cycle.</p> <p>Measures and activities can take the form of strategic initiatives at both SDU, FAC / C-Adm, and / or department / division level.</p>
<b>D. Status on key indicators</b>	<p>Section D applies only to Faculties and SDU and is prepared every year. This section contains status and reflection concerning key indicators in relation to SDU's employee- and student population, including the demographics of academic faculty and management; data-based reflections concerning recruitment, including key indicators in relation to new employees, and for academic faculty the demographics of qualified applicants, applicants and assessment committees. Data must include the gender distribution of the mentioned dimensions, based on the Danish CPR-register and the data processing, the CPR-register allows.</p> <p>Data is drawn from SDU's Gender Statistics</p>
<b>E. Action plan</b>	<p>Section E is a summary of sections A-D and is prepared every year for SDU, and every second year, at the end of the two-year GEP-cycle (GEP Yr2), for the respective FAC / C-Adm. The reported measures, activities and initiatives and the attendant reflections form the basis of the coming GEP-period's action plan (which in the coming GE-AP will constitute Section A)</p> <p>Section E is discussed at the meeting between FAC / C-Adm with representatives from C-GEC every second year, in the second year of the respective FAC / C-Adm ('Critical Friend'-visits)</p>

# Process of preparing GE Action Plans

SDU's GEP is realized in a fixed cycle, which frames the involved activities and administrative procedures, and ensures systematicity, ongoing follow-up and monitoring, in turn ensuring comprehensive quality assurance of SDU's equality initiatives and strategies. The two annual documents, the executive SDU GE Action Plan and the FAC / C-Adm GE Action Plan, frame and anchor the structuring, reporting and follow-up of initiatives at all organizational levels.

## Process of preparing GE Action Plans

The preparation of the executive SDU GE Action Plan and the FAC / C-Adm GE Action Plan comprise the following five main steps:

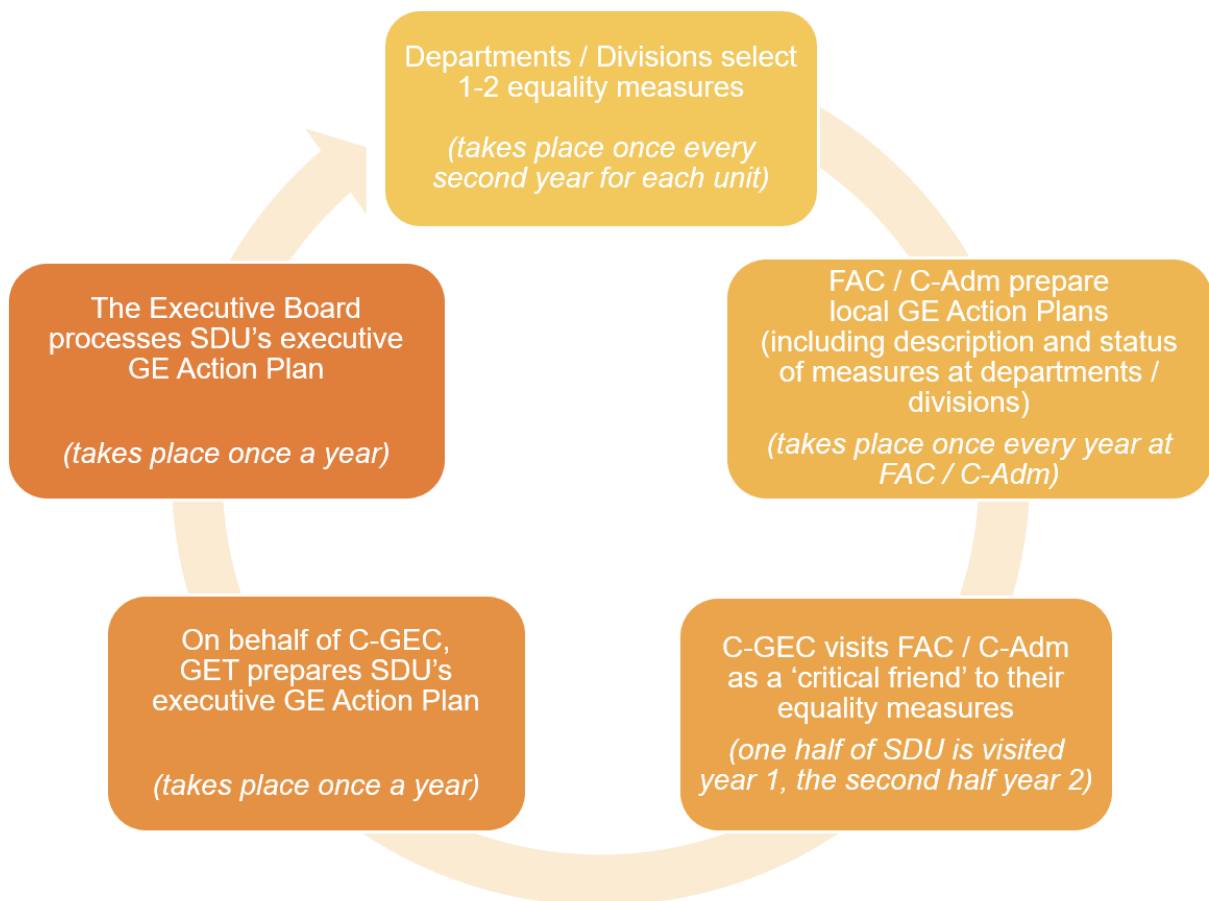


Figure 2: Overview of five main steps in SDU's GEP

These five main steps take place in the course of a two-year cycle, illustrated below:

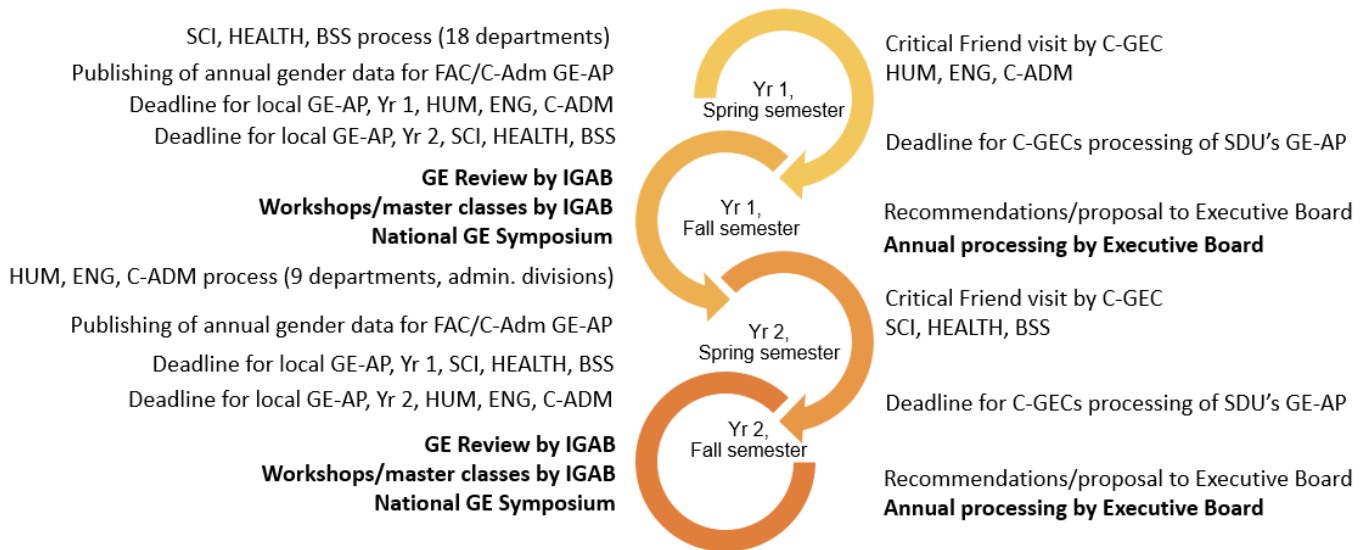


Figure 3: Overview of the two-year GEP-cycle

The individual process steps are elaborated in Appendix B.



# Appendix A: SDU's GE-organization

The following diagram illustrates the organizational anchoring of SDU's equality endeavours<sup>6</sup>.

Each faculty and the central administration have their own GE Committee.

SDU has a central GE Committee (C-GEC) with members appointed by SDU's Vice-Chancellor. C-GEC comprises representatives of all main fields as well as unions and student bodies. The C-GEC has its own rules of procedure, accessible at <https://sdunet.dk/da/administration/raadnaevnudvalg/cliu/om> (in Danish).

C-GEC serves as steering committee for SDU's strategic equality unit, Gender Equality Team (GET).

GET is situated at SDU's HR Service. GET is SDU's GE expert-resource and collaborates across the organization. GET serves as consultant, advisor and strategic and operative support to units, leaders, SDU's central and local GEC's as well as the Executive Board.

Chair for C-GEC and the strategic leader for GET is appointed from members of the Executive Board<sup>7</sup>.

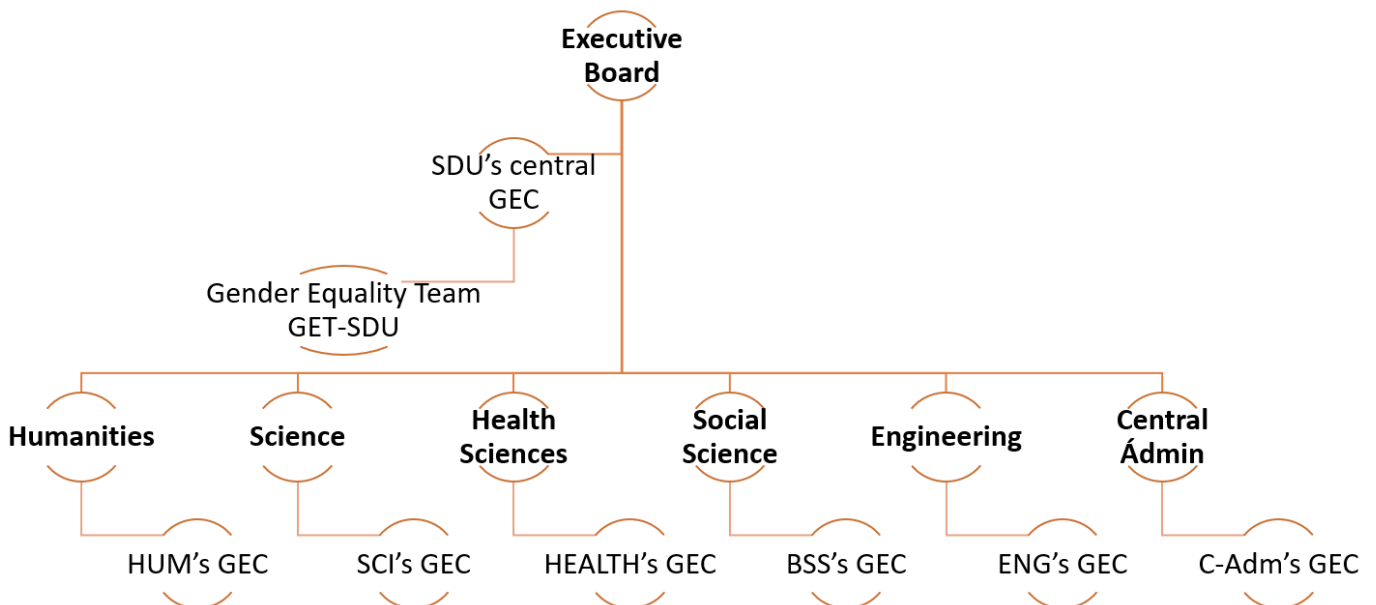


Figure 4: Overview of SDU's GE-organization

<sup>6</sup> As of August 2021, this document replaced all previous versions of SDU's GE organization

<sup>7</sup> As of August 2021: Dean Ole Skøtt, Faculty of Health Sciences

## Appendix B: SDU's GEP – a two-year cycle

SDU's GEP take place over a two-year period, a GEP-cycle. The process steps are described in the following overviews – the first is a general overview, the second is a more detailed description:

		Process steps – general overview	Time
Year 1	Spring semester	Process plan for the year's GEP-steps is scheduled	January
		Implementation:	
		- Initiation (GEP Year 1): For SCI, HEALTH, BSS: 1-2 (new) focal areas / activities are selected and initiated (at department- and faculty level)	Feb-April
		- Continuation (GEP Year 2): For HUM, ENG, C-Adm: measures / activities continue	Jan-July
		<i>Data in Gender Statistics are published</i>	Feb-March
		All FAC / C-Adm prepare a GE Action Plan, to be sent to GET <sup>8</sup>	April
		GET compiles SDU's GE-Action Plan	May
		The Central GEC visits HUM, ENG, C-Adm as 'Critical Friend	May-June
		C-GEC processes SDU's GE Action Plan	June
	Fall semester	Measures are implemented according to GE Action Plans at all organizational levels	Aug-Dec
		GET prepares proposal and recommendations based on GE-APs to Executive Board	August
		<i>Executive Board processes and approves SDU's GE Action Plan</i>	October
		SDU's International Gender Advisory Board (IGAB) annual visit	October
		<i>Strategic discussion of SDU's equality endeavours in SDU's Executive Board</i>	December
Year 2	Spring semester	Process plan for the year's GEP-steps is scheduled	January
		Implementation:	
		- Initiation (GEP Year 1): For HUM, ENG, C-Adm: 1-2 (new) focal areas / activities are selected and initiated (at department- and faculty level)	Feb-April
		- Continuation (GEP Year 2): For SCI, HEALTH, BSS: measures / activities continue	Jan-July
		<i>Data in Gender Statistics are published</i>	Feb-March
		All FAC / C-Adm prepare a GE Action Plan, to be sent to GET <sup>9</sup>	April
		GET compiles SDU's GE-Action Plan	May
		The Central GEC visits SCI, HEALTH, BSS as 'Critical Friend	May-June
		C-GEC processes SDU's GE Action Plan	June
	Fall semester	Measures are implemented according to GE Action Plans at all organizational levels	Aug-Dec
		GET prepares proposal and recommendations based on GE-APs to Executive Board	August
		<i>Executive Board processes and approves SDU's GE Action Plan</i>	October
		Annual visit by SDU's International Gender Advisory Board (IGAB)	October
		<i>Strategic discussion of SDU's equality endeavours in SDU's Executive Board</i>	December

<sup>8</sup> FAC / C-Adm schedule process and procedures according to local contexts and constraints

<sup>9</sup> FAC / C-Adm schedule process and procedures according to local contexts and constraints

**YEAR 1**

YEAR 1			
	Process steps - general overview	Process steps in detail: Activities and actors	Time
<b>Spring semester YEAR 1</b>	Process plan for the year's GEP-steps is scheduled	<ol style="list-style-type: none"> <li>On its first annual meeting, SDU's GEC define and verify a comprehensive process plan for the preparation of the annual GE Action Plans at SDU on the basis of this document, including:                             <ul style="list-style-type: none"> <li>Setting deadlines for forwarding the FAC / C-Adm GE Action Plans to GET, who will compile the SDU GE Action Plan on behalf of C-GEC.</li> <li>Determining the plan for 'Critical Friend'-visits to the respective FAC /C-Adm for the year.</li> <li>Coordinating the GEP with the processes for formulating SDU's quality assurance programme reports as well as the regular study environment and work-place assessments</li> <li>Involving the collegiate bodies at SDU-level</li> <li>Determining the time for the annual strategic discussion and approval of GE Action Plans by the Executive Board.</li> </ul> </li> <li>Local GEC forward the year's plan for the preparation of FAC / C-Adm GE-AP to the FAC / C-Adm management, including a proposal for the distribution of tasks and responsibility across organizational levels and GEC in the annual process-plan (section D in the GE-AP); ensuring that the FAC / C-Adm GE-AP is discussed by the management; and the involvement of local collegiate bodies.</li> <li>On the basis of the GEC's proposal, FAC / C-Adm management approves the year's plan, including the distribution of tasks and responsibility (including GEC's tasks and responsibilities) as well as collaboration with other parts of the organization, such as the health and safety organization. (GET can be invited to participate).</li> </ol>	January
	Implementation, Initiation (GEP Yr1): <ul style="list-style-type: none"> <li>For SCI, HEALTH, BSS: 1-2 (new) focal areas / activities are selected and initiated (at department- and faculty level)</li> </ul>	<ol style="list-style-type: none"> <li>As part of the initiation of the GEP cycle (GEP Yr1), HoD at SCI, HEALTH, BSS meet individually with two representatives from the local GEC and two representatives of GET (as well as other relevant local actors, where desired) in order to brainstorm about one to two possible (new) initiatives to form the basis for the coming GEP cycle's equality work at the department. HoD is responsible for the implementation of the selected measures at his/her department.</li> <li>HoD (SCI, HEALTH, BSS) assess who to involve from his/her department to involve in the process of identifying, selecting and defining the equality measures to be initiated in the GEP cycle – as well as to what extent and how. HoD initiates measures. HoD can draw on GET to the extent he/she so desires.</li> </ol>	Feb-April
	Implementation, Continuation (GEP Yr2): <ul style="list-style-type: none"> <li>For HUM, ENG, C-Adm</li> </ul>	Select measures / activities continue (GEP Yr2): Departments / Administrative Divisions and FAC / C-Adm continue the equality endeavours, they defined and initiated in the previous year (their GEP Yr1). HoD / HoDiv as well as Dean / University Director can draw on GET to the extent he/she so desires.	Jan-July
	<i>Data in Gender Statistics are published</i>		

## YEAR 1, cont.

	Process steps - general overview	Process steps in detail: Activities and actors	Time
Spring semester YR1, cont.	All FAC / C-Adm prepare a GE Action Plan, to be sent to GET <sup>10</sup>	<ol style="list-style-type: none"> <li>Once every GEP cycle, HoD / HoDiv describe their equality endeavours. These descriptions serve as input to the FAC / C-Adm GE Action Plans, section C and E. This takes place in their GEP Year 2, thus HUM, ENG, C-Adm submit a status update (Section C) and a full summary of the current GEP cycle and action plan for the upcoming cycle (Section E). These descriptions are forwarded to the local GEC.</li> <li>GEC compiles the FAC / C-Adm GE Action Plan. For HUM, ENG, C-ADM this includes sections A, C, D, and E. For SCI, HEALTH, BSS this includes sections A, B, and D.</li> <li>Dean / University Director (and their respective management groups) Approve their annual GE Action Plan.</li> <li>FAC / C-Adm forward their GE Action Plan to GET.</li> </ol>	April
	GET compiles SDU's GE-Action Plan, in Danish and English	GET receives FAC / C-Adm GE Action Plans and the basis of these as well as the strategic equality endeavours at SDU -level, GET compiles the executive SDU GE Action Plan.	May
	The Central GEC visits HUM, ENG, C-Adm as 'Critical Friend'	Every second year, C-GEC visits the FAC / C-Adm who are in their GEP Year 2, for so-called 'Critical Friend' visits – thus HUM, ENG, C-Adm host meetings, where the FAC / C-Adm management and representatives of C-GEC discuss and qualify their GE Action Plans and ongoing equality endeavours, as well as key indicators and activities.	May-June
	C-GEC processes SDU's GE Action Plan	C-GEC process and forward draft of the executive SDU GE Action Plan. At this meeting, GEC's tasks and responsibilities is discussed as well as the collaboration with other parts of the organization, such as the health and safety organization.	June
Fall semester YEAR 1	Measures are implemented according to GE Action Plans at all organizational levels	SCI, HEALTH, BSS, HUM, ENG and C-Adm (at FAC / Dept and C-Adm / Div level) as well as GET and (all) GE Committees continue implementing the initiated in the current GEP-cycle at all organizational levels	Aug-Dec
	GET prepares proposal to Executive Board	On the basis of the draft approved and forwarded by C-GEC, GET prepares a proposal to the Executive Board	August
	<i>Executive Board processes and approves SDU's GE Action Plan, which is published on SDU.dk in Danish and English</i>		October
	Annual visit by SDU's International Gender Advisory Board (IGAB)	IGAB's annual visit includes a Masterclass for SDU's GEC's, a public event such as a symposium, as well as a GE review with the Executive Board, where IGAB serves as a 'Critical Friend' to SDU	October
	<i>Strategic discussion of SDU's equality endeavours in SDU's Executive Board</i>		December

<sup>10</sup> FAC / C-Adm schedule process and procedures according to local contexts and constraints

## YEAR 2

	Process steps - general overview	Process steps in detail: Activities and actors	Time
Spring semester YEAR 2	Process plan for the year's GEP-steps is scheduled	<ol style="list-style-type: none"> <li>On its first annual meeting, SDU's GEC define and verify a comprehensive process plan for the preparation of the annual GE Action Plans at SDU on the basis of this document, including: <ul style="list-style-type: none"> <li>Setting deadlines for forwarding the FAC / C-Adm GE Action Plans to GET, who will compile the SDU GE Action Plan on behalf of C-GEC.</li> <li>Determining the plan for 'Critical Friend'-visits to the respective FAC /C-Adm for the year.</li> <li>Coordinating the GEP with the processes for formulating SDU's quality assurance programme reports as well as the regular study environment and work-place assessments</li> <li>Involving the collegiate bodies at SDU-level</li> <li>Determining the time for the annual strategic discussion and approval of GE Action Plans by the Executive Board.</li> </ul> </li> <li>Local GEC forward the year's plan for the preparation of FAC / C-Adm GE-AP to the FAC / C-Adm management, including a proposal for the distribution of tasks and responsibility across organizational levels and GEC in the annual process-plan (section D in the GE-AP); ensuring that the FAC / C-Adm GE-AP is discussed by the management; and the involvement of local collegiate bodies.</li> <li>On the basis of the GEC's proposal, FAC / C-Adm management approves the year's plan, including the distribution of tasks and responsibility (including GEC's tasks and responsibilities) as well as collaboration with other parts of the organization, such as the health and safety organization. (GET can be invited to participate).</li> </ol>	January
	Implementation, Initiation (GEP Yr1): <ul style="list-style-type: none"> <li>For HUM, ENG, C-Adm: 1-2 (new) focal areas / activities are selected and initiated (at department- and faculty level)</li> </ul>	<ol style="list-style-type: none"> <li>As part of the initiation of the GEP cycle (GEP Yr1), HoD / HoDiv at HUM, ENG, C-Adm meet individually with two representatives from the local GEC and two representatives of GET (as well as other relevant local actors, where desired) in order to brainstorm about one to two possible (new) initiatives to form the basis for the coming GEP cycle's equality work at the department. HoD / HoDiv is responsible for the implementation of the selected measures at his/her department / division.</li> <li>HoD / HoDiv (HUM, ENG, C-Adm) assess who to involve from his/her department / division to involve in the process of identifying, selecting and defining the equality measures to be initiated in the GEP cycle – as well as to what extent and how. HoD / HoDiv initiates measures. HoD / HoDiv can draw on GET to the extent he/she so desires.</li> </ol>	Feb-April
	Implementation, Continuation (GEP Yr2): <ul style="list-style-type: none"> <li>For SCI, HEALTH, BSS</li> </ul>	Select measures / activities continue (GEP Yr2): Departments / Administrative Divisions and FAC / C-Adm continue the equality endeavours, they defined and initiated in the previous year (their GEP Yr1). HoD as well as Dean can draw on GET to the extent he/she so desires.	Jan-July
	<i>Data in Gender Statistics are published</i>		

## YEAR 2, cont.

	Process steps - general overview	Process steps in detail: Activities and actors	Time
Spring semester YR2, cont.	All FAC / C-Adm prepare a GE Action Plan, to be sent to GET <sup>11</sup>	<ol style="list-style-type: none"> <li>Once every GEP cycle, HoD / HoDiv describe their equality endeavours. These descriptions serve as input to the FAC / C-Adm GE Action Plans, section C and E. This takes place in their GEP Year 2, thus SCI, HEALTH, BSS submit a status update (Section C) and a full summary of the current GEP cycle and action plan for the upcoming cycle (Section E). These descriptions are forwarded to the local GEC.</li> <li>GEC compiles the FAC / C-Adm GE Action Plan. For SCI, HEALTH, BSS, this includes sections A, C, D, and E. For HUM, ENG, C-ADM, this includes sections A, B, and D.</li> <li>Dean / University Director (and their respective management groups) Approve their annual GE Action Plan.</li> <li>FAC / C-Adm forward their GE Action Plan to GET.</li> </ol>	April
	GET compiles SDU's GE-Action Plan, in Danish and English	GET receives FAC / C-Adm GE Action Plans and the basis of these as well as the strategic equality endeavours at SDU -level, GET compiles the executive SDU GE Action Plan.	May
	The Central GEC visits SCI, HEALTH, BSS as 'Critical Friend'	Every second year, C-GEC visits the FAC / C-Adm who are in their GEP Year 2, for so-called 'Critical Friend' visits – thus SCI, HEALTH, BSS host meetings, where the FAC / C-Adm management and representatives of C-GEC discuss and qualify their GE Action Plans and ongoing equality endeavours, as well as key indicators and activities.	May-June
	C-GEC processes SDU's GE Action Plan	C-GEC process and forward draft of the executive SDU GE Action Plan. At this meeting, GEC's tasks and responsibilities is discussed as well as the collaboration with other parts of the organization, such as the health and safety organization.	June
Fall semester YEAR 2	Measures are implemented according to GE Action Plans at all organizational levels	SCI, HEALTH, BSS, HUM, ENG and C-Adm (at FAC / Dept and C-Adm / Div level) as well as GET and (all) GE Committees continue implementing the initiated in the current GEP-cycle at all organizational levels	Aug-Dec
	GET prepares proposal to Executive Board	On the basis of the draft approved and forwarded by C-GEC, GET prepares a proposal to the Executive Board	August
	<i>Executive Board processes and approves SDU's GE Action Plan, which is published on SDU.dk in Danish and English</i>		October
	Annual visit by SDU's International Gender Advisory Board (IGAB)	IGAB's annual visit includes a Masterclass for SDU's GEC's, a public event such as a symposium, as well as a GE review with the Executive Board, where IGAB serves as a 'Critical Friend' to SDU	October
	<i>Strategic discussion of SDU's equality endeavours in SDU's Executive Board</i>		December

<sup>11</sup> FAC / C-Adm schedule process and procedures according to local contexts and constraints

# Appendix C: Actors, responsibility and tasks in relation to SDU's GEP

There are a number of responsible actors in SDU's GEP – their responsibility and tasks in relation to SDU's GEP are described in the following:

## SDU's Executive Board – responsibility and tasks in relation to SDU's GEP

### **Responsibility:**

The Executive Board defines and ensures the overriding direction and framing for SDU's strategic equality initiatives.

The Executive Board is responsible for ensuring the orientation and involvement of SDU's advisory and collegiate bodies on an ongoing basis.

### **Tasks:**

The Executive Board

- Processes SDU's GE Action Plans once a year
- Hosts and participates in review meetings with IGAB and GET once a year
- Ensures ongoing communication of SDU's strategic equality initiatives to the organization

## SDU's central GE Committee (C-GEC)– responsibility and tasks in relation to SDU's GEP

### **Responsibility:**

C-GEC is responsible for initiating the preparation of the annual GE Action Plans and for 'Critical Friend'-visits at FAC and C-Adm.

C-GEC has its own rules of procedure (in Danish) that specify composition and mandate<sup>12</sup>.

### **Tasks:**

On its first annual meeting, SDU's GEC define and verify a comprehensive process plan for the preparation of the annual GE Action Plans at SDU, including:

- Setting deadlines for forwarding the FAC / C-Adm GE Action Plans to GET, who will compile the SDU GE Action Plan on behalf of C-GEC
- Processing of the executive SDU GE Action Plan
- Determining the plan for 'Critical Friend'-visits to the respective FAC /C-Adm for the year
- Determining the time for the annual strategic discussion and approval of GE Action Plans by the Executive Board

Each year, the Central GE Committee visits half of SDU's main fields (faculties and central administration) at so-called 'Critical Friend'-visits, where representatives from C-GEC will meet with FAC / C-Adm management and local GEC to discuss and assess their equality efforts and questions / issues in relation to their GE Action Plan (one half one year, the other half the next year).

These visits comprise the backbone in the follow-up of SDU's local equality endeavours. The visits qualify C-GEC's work as advisory body to the Executive Board. The visits will typically take place in the spring semester of the second year of the GEP cycle for the respective faculty / central administration.

<sup>12</sup> <https://sdunet.dk/da/administration/raadnaevnudvalg/cliu/om> - this will be revised, fall 2021

C-GEC is tasked with processing and proposing the draft for the executive SDU GE Action Plan, when it has been prepared by GET and before it is forwarded to the Executive Board.

### **Deans and university director– responsibility and tasks in relation to SDU's GEP**

#### ***Responsibility:***

Dean / University Director is responsible for initiating the preparation of the FAC / C-Adm GE Action Plan with input from HoD / HoDiv.

Dean / University Director is responsible for allocating resources for administrative support and data access and processing as well as for the preparation of the GE Action Plan.

Dean / University Director is responsible for ensuring the orientation and involvement of local advisory and collegiate bodies on an ongoing basis.

#### ***Tasks:***

- At FAC, the dean initiates the preparation of the FAC GE Action Plan once a year. This takes place in collaboration with the local GEC and with input from departments regarding their local measures. The Faculty management can choose to initiate measures and activities that include the whole faculty. Please note, that the extent and requirements of the GE-AP differs in the two GEP-years.
- At C-Adm, the university director initiates the preparation of the C-Adm GE Action Plan once a year. This takes place in collaboration with the local GEC and with input from divisions regarding their local measures. The C-Adm management can choose to initiate measures and activities that include the whole administration. Please note, that the extent and requirements of the GE-AP differs in the two GEP-years.
- FAC / C-Adm forward their approved GE Action Plan to GET, who compiles the executive SDU GE Action Plan
- Dean / University director invites and hosts meetings according to the defined process plan. These meetings include a critical friend visit by C-GEC in the second GEP-Year.

### **Heads of Department and Heads of Division – responsibility and tasks in relation to SDU's GEP**

#### ***Responsibility:***

HoD<sup>13</sup> / HoDiv has the responsibility of at least once every second year (GEP Year 1) of identifying focus areas and defining objectives<sup>14</sup>, that may be monitored and achieved within a to-year period. This includes status reporting of the initiatives to the Faculty / C-Adm as input to the annual FAC / C-Adm GE Action Plans.

HoD/ HoDiv is responsible for ensuring the orientation and involvement of local advisory and collegiate bodies on an ongoing basis.

#### ***Tasks:***

HoD / HoDiv

- Formulate once every second year objectives for the department's / division's equality work and on this basis initiates 1-2 measures / activities within select focal areas, which may be implemented during the two-year GEP-cycle<sup>15</sup>. HoD / HoDiv are expected to involve (select) faculty / staff in this work

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<sup>13</sup> Heads of Faculty Administration enjoy the same status as HoD in this document

<sup>14</sup> In order to ensure continuity and sustainable, long-term development, initiatives can be determined for longer periods than the two years of a GEP-cycle. This also entails objectives that have a longer timespan than the two years.

<sup>15</sup> See note 11, above



- Involve relevant local actors, such as members of the local GEC
- Forward status reports regarding select measures to FAC / C-Adm for the annual GE Action Plan
- Invite sparring and support from the local GEC and GET

### **SDU's central administration – responsibility and tasks in relation to SDU's GEP**

#### ***Responsibility:***

Administrative divisions, functions and units in SDU's Central Administration (including SDU's Research and Innovation Office) in their capacity of having specific organizational functions and responsibility, have a special responsibility of ensuring that GE-perspectives are integrated in their concrete execution of tasks<sup>16</sup>. As a general rule, initiatives undertaken in this context form part of SDU's general strategic GE-efforts.

#### ***Tasks:***

HoDiv / head of units / function

- Coordinates GE-initiatives and GEP-activities in relation to own organizational processes<sup>17</sup> and measures in collaboration with GET and deans / Executive Board
- Involves relevant internal stakeholders and bodies
- Reports overview and description of how GE is integrated into measures and processes as input to SDU's annual GE Action Plan
- Invites the local and / or central GEC as well as GET for sparring and support

### **SDU's local GE Committees – responsibility and tasks in relation to SDU's GEP**

#### ***Responsibility:***

FAC / C-Adm GEC provide support and collaboration to HoD / HoDiv and FAC / C-ADM management in their equality endeavours. GEC are responsible for communicating the annual process plan as well as ensuring the discussion of the annual GE Action Plan in the respective management.

#### ***Tasks:***

FAC / C-Adm GEC

- Spars with HoD / HoDiv on their invitation
- Spars with Dean / FAC management, respectively University Director / C-ADM management
- Initiates GE activities and measures at FAC / C-ADM level according to agreements with Dean / FAC management, respectively University Director / C-ADM management
- Contributes actively to FAC / C-Adm GE activities and implementation
- Prepares the annual FAC / C-Adm GE Action Plan

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<sup>16</sup> For instance, SDU's Study Service is responsible for ensuring the integration of GE-perspectives in relation to students, study environments and study administration and programme management; and SDU's HR-service is responsible for ensuring GE-perspectives in HR-administration, working environment and HR-development.

<sup>17</sup> These include both regular, permanent processes, such as SDU's Programme Reports and Work Place Assessment (APV), as well as single, one-off tasks and activities, such as revision of Staff Policy Guidelines.

Regarding the cross-cutting distribution of responsibilities and tasks:

(FAC – Departments – Collegiate bodies – Local GEC /

C-Adm – Divisions – Collegiate bodies – C-Adm GEC):

To ensure that the implementation of equality measures and activities are based on local contexts and experiences (and in correspondence with the GEP PRINCIPLES), it is recommended that the preparation of the annual process plan explicitly takes account of the distribution of responsibilities and tasks including communication between GEC, management, collegiate bodies and departments/divisions.

### **SDU's Gender Equality Team (GET) – responsibility and task in relation to SDU's GEP**

#### ***Responsibility:***

GET supports and contributes with process assistance and GE expertise to department / division and FAC / C-Adm GE initiatives. This also includes processing and secretarial support in the preparation of the annual GE Action Plans.

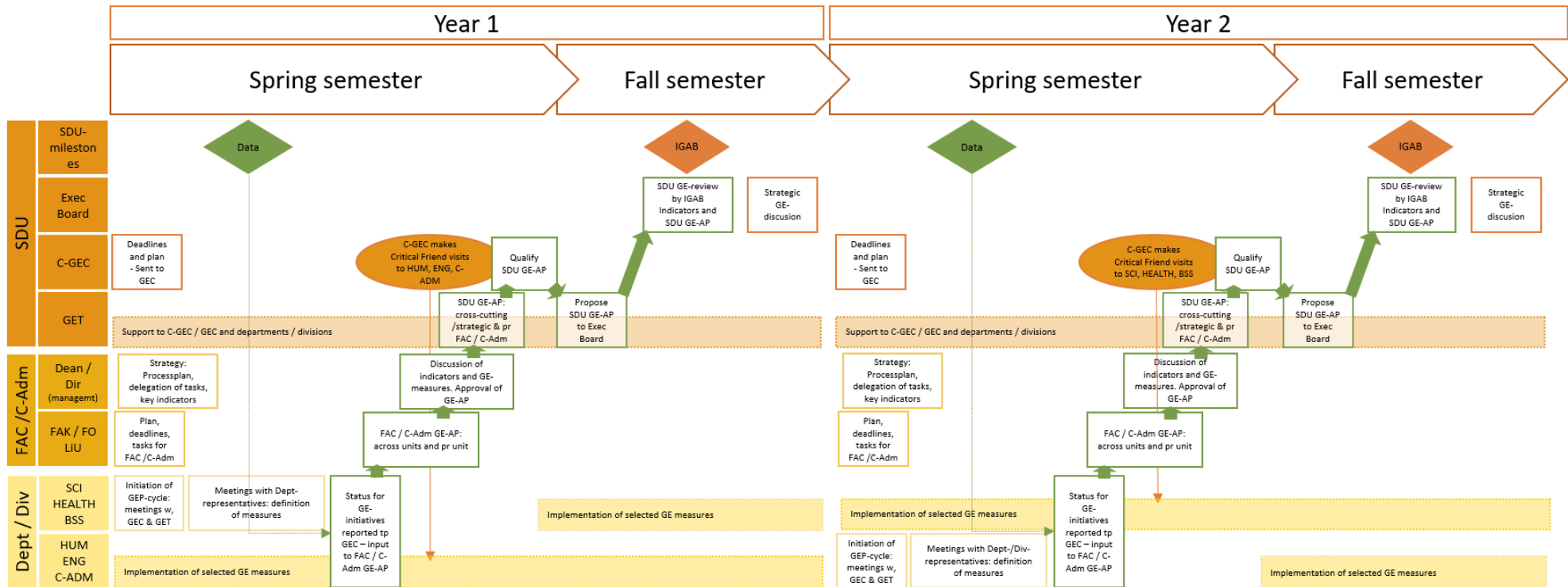
GET serves as a contact point for SDU's IGAB and hosts IGAB's review-meetings with the Executive Board as well as SDU's national GE-symposia and GEC-masterclasses

#### ***Tasks:***

GET

- Compiles the executive SDU GE Action Plan on behalf of C-GEC
- Prepares the report of SDU's GE efforts to the Executive Board
- Invites and facilitates SDU's annual IGAB-events (October): review-meetings with the Executive Board, SDU's national GE-symposia and GEC-masterclasses

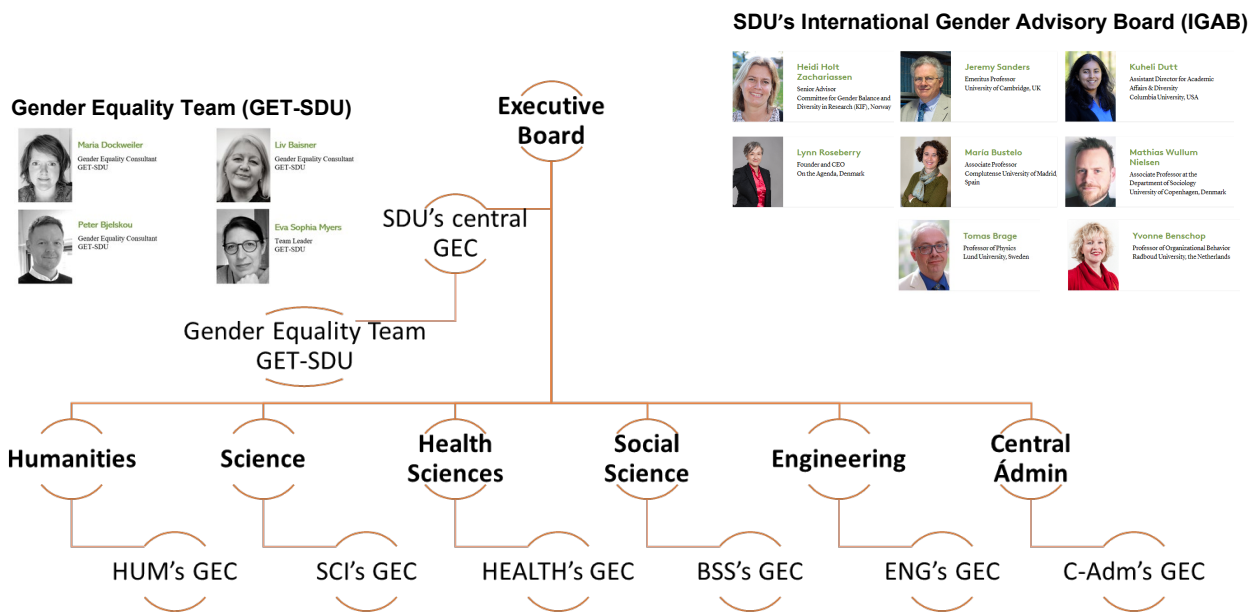
# Appendix D: Process overview



## **03.02      Appendix 2**

# **Organization and dedicated GE expert resources**

## SDU's GE-organization



(Gender Equality Committee: GEC)

Read more about SDU's GE-organization and the tasks of the different actors and units as well as their collaboration in relation to SDU's GEP in the 'Memorandum SDU's GEP' here:

[https://www.sdu.dk/-/media/files/om\\_sdu/gender\\_equality/gep/sdus+gep+aug21+eng.pdf](https://www.sdu.dk/-/media/files/om_sdu/gender_equality/gep/sdus+gep+aug21+eng.pdf)

### GE Committees, at university and local levels (GEC):

For current and updated information about SDU's GE organization and GE Committees, please refer to this homepage: [https://www.sdu.dk/en/om\\_sdu/sdus\\_profil/gender\\_equality/overview](https://www.sdu.dk/en/om_sdu/sdus_profil/gender_equality/overview)

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

SDU's Gender Equality Team, GET, consists of four team members, all GE experts, and is tasked with driving, qualifying and supporting local and strategic GE-initiatives.









GET receives the equivalent of 2½ FTE in internal funding and is additionally funded through third party funding through consultancy and national and international projects.

For current and updated information about SDU's Gender Equality Team as well as project involvement, please refer to this homepage:

[https://www.sdu.dk/en/om\\_sdu/sdus\\_profil/gender\\_equality/get](https://www.sdu.dk/en/om_sdu/sdus_profil/gender_equality/get)

## SDU's International Advisory Board (IGAB):

SDU's IGAB is made up of eight external international experts on various aspects of GE in Academia.

 <p><b>Heidi Holt Zachariassen</b> Senior Advisor Committee for Gender Balance and Diversity in Research (KIF), Norway</p>	 <p><b>Jeremy Sanders</b> Emeritus Professor University of Cambridge, UK</p>	 <p><b>Kuheli Dutt</b> Assistant Director for Academic Affairs &amp; Diversity Columbia University, USA</p>	 <p><b>Tomas Brage</b> Professor of Physics Lund University, Sweden</p>
 <p><b>Lynn Roseberry</b> Founder and CEO On the Agenda, Denmark</p>	 <p><b>Maria Bustelo</b> Associate Professor Complutense University of Madrid, Spain</p>	 <p><b>Mathias Wullum Nielsen</b> Associate Professor at the Department of Sociology University of Copenhagen, Denmark</p>	 <p><b>Yvonne Benschop</b> Professor of Organizational Behavior Radboud University, the Netherlands</p>

IGAB serves to qualify, support, inspire, push, legitimize SDU's strategic GE-initiative.

**For current and updated information about SDU's IGAB, please refer to this homepage:**

[https://www.sdu.dk/en/om\\_sdu/sdus\\_profil/gender\\_equality/igab](https://www.sdu.dk/en/om_sdu/sdus_profil/gender_equality/igab)

## **03.03      Appendix 3**

# **Data collection and monitoring**

## SDU's Gender Statistics

SDU's Gender Statistics serves as the current and updated data foundation for SDU's GE initiatives and is used in the annual GE Action Plans in SDU's GEP by providing overview of SDU's current gender equality situation, including the representation of men and women in various academic and leadership positions. This data baseline serves as a crucial point of departure in identifying both challenging areas and positive developments.

Data is sourced from the national data, each university submits annually to the Ministry of Higher Education and Science (UNI:C) concerning the recruitment of academic staff – which in turn serves as input to national as well as international statistics (e.g., SHE Figures and the Danish [Talentbarometret](#)) – as well as other organizational HR and salary data.

SDU's Gender statistics covers (so far)

- Data on recruitment of academic staff, disaggregated in terms of gender, position, age, nationality, and organizational affiliation, number of applicants, qualified applicants and hires. In addition, information on the number and (gender) composition of assessment committees is offered as well as whether hires were employed at SDU immediately prior to the now position.
- Data on population of employees, disaggregated in terms of gender, position, age, and organizational affiliation

Data is available on both faculty- and department levels, and users can export data to Excel for further processing. Data is available from 2014 onwards so that users can track historical developments

SDU's Gender Statistics is internal data. All SDU employees have access to Gender Statistics as part of SDU's general business data.

Further development of SDU's Gender Statistics is ongoing with supplementing quantitative and - eventually - also qualitative data sources. This development takes place in collaboration with [SDU Analytics](#). Scheduled for fall 2021 is a first exploration of using SDU's new HR-system (implemented summer 2021) as a key data source. This data source encompasses more staff categories than the current sources, both academic and administrative. With SDU Analytics, the database's user-face will also be upgraded to allow for a better combination of instantly available key indicators and the possibility to explore the underlying data further if relevant for the user. GET offers all interested users guidance on how to use the database



## **SDU's GE monitoring practices**

SDU's GE monitoring practices are captured in SDU's GEP and comprises a detailed process that takes place in successive two-year cycles. Three different organizational levels are involved: department/administrative unit, faculty and university. The result is a comprehensive and detailed quality assurance of SDU's collected GE-initiatives.

The process results in annual documentation at two levels: Faculty GE Action Plans and SDU GE-Action Plan/ executive summary.

For a detailed account of the annual process and monitoring cycle, including the contents and production of SDU's and the Faculty GE Action Plans, please refer to the 'Memorandum SDU's GEP' here:

[https://www.sdu.dk/-/media/files/om\\_sdu/gender\\_equality/gep/sdus+gep+aug21+eng.pdf](https://www.sdu.dk/-/media/files/om_sdu/gender_equality/gep/sdus+gep+aug21+eng.pdf)

SDU's GEP will come into full effect from January 2022.

Prior to SDU's GEP, SDU has since 2011 complied with a practice of annual reports on faculty and SDU-level, to be submitted to SDU's Executive Board at the end of the following year. The following presents the executive summary from the Annual GE report 2019

## **Annual Report on GE initiatives at SDU 2019**

### **Executive summary**

The yearly report on gender equality activities at SDU 2019 describes activities and initiatives that have taken place during the year 2019.

#### **SDU's central Gender Equality Committee**

Ole Skøtt, Dean at the Faculty of Health Sciences, has chaired the Committee since January 2019. The Committee members are representatives from the Faculties, the Central Administration and the Central Liaison Committee. SDU's central Gender Equality Committee acts as steering committee for SDU's Gender Equality Team (GET).

SDU's Gender Equality Team (GET) acts as task force for the central Gender Equality Committee and works with systemic changes at SDU in close cooperation with the Faculties and five units, including the central Gender Equality Committee and the six local Gender Equality Committees.

#### **Emergent themes from activities from the annual report from the five Faculties**

##### **Recruitment processes**

- Recruitment processes: content, composition and wording of job announcements, transparency of recruitment process online, more gender-balanced assessment committees, procedure for ensuring a more systematic onboarding (ENGINEERING)
- Recruitment processes, specifically with assistance by GET in improving content, composition and wording in job announcements (SCIENCE)
- Focus on recruitment processes through gender-mainstreamed and widely advertised job announcements (HUMANITIES)
- Recruitment processes, specifically in terms of a focus on transparency in promotion criteria (BUSINESS & SOCIAL SCIENCE)
- Recruitment processes: developed materials on career paths in order to support the careers of early career researchers. This effort has been supplemented by Vodcasts from the different departments with good examples (HEALTH SCIENCES)
- Participation in GET's gender budgeting initiative to trace the potentially gendered dynamics of funding for research and teaching at SDU (HUMANITIES and SCIENCE)

## **Career progression**

- Career progression: preparing materials for focused and thematically relevant annual performance reviews ('MUS') (ENGINEERING)
- Career matrix with clearer career advancement criteria (SCIENCE)
- A qualitative assessment of the well-being of female PHDs (BUSINESS & SOCIAL SCIENCE)
- Transparency in salary statistics through the publication of average salaries for men and women on the internal SDU website (BUSINESS & SOCIAL SCIENCE)
- Inclusion of the gender aspect in annual performance reviews ('MUS' and 'LUS'), specifically as it pertains to the well-being and career progression of members of research groups (BUSINESS & SOCIAL SCIENCE)

## **Leadership**

- Management: training in unconscious bias awareness (SCIENCE)
- An initial idea for an awareness campaign led to a collaboration with GET on the development of an SDU-wide Gender Equality Plan, with HEALTH as qualifying partner and SDU-pilot (in process pr Fall 2020) (HEALTH SCIENCES)
- Sections and local leadership: in order to improve the leadership support at a level closer to the researchers, all the departments at the faculty have now introduced formalized structures for sections and Heads of Section to assume these responsibilities (SCIENCE)
- Local department-level GE guidelines and policies with regard to unconscious bias in meeting cultures, job announcement, and recruitment processes (BUSINESS & SOCIAL SCIENCE)

## **Work environment**

- GET has been involved in meetings to raise awareness at the faculty level of gender equality and unconscious bias, and locally on sexual harassment, LGBT+ inclusion, and other inclusionary dynamics (HUMANITIES)
- Working on an "Ombuds-function" for a systematic model to handle anonymous reporting by employees of instances of sexual harassment – anchored in the local gender equality committee (BUSINESS & SOCIAL SCIENCES)
- Developing guidelines and policies regarding intergenerational conflicts and senior policies (HEALTH SCIENCES)

## Status on data

Women make up 57% of SDU's academic staff, a percentage that has been stable over the past 3 years. There is, as expected, great variation across the Faculties: 18% at the Faculty of Engineering, 34% at the Faculty of Science, 41% at the Faculty of Business and Social Sciences, 45% at the Faculty of Humanities and 54% at the Faculty of Health Sciences.

Women's representation is the highest and also the most stable among the entry-level temporary positions as PhDs (58%), postdocs (49%) and assistant professors (41%), with no significant increases/decreases during the last five years. Among the permanent positions as associate professors, women's representation has increased significantly over the last five years, from 33% in 2015 to 39% in 2019. This is a positive development. Women's representation among professors remain low and stable at around 21% in the 5-year period.

Among 2019's 248 new appointments, about half, 48%, had only men or only women among the qualified applicants. In other words: there are only gender-diverse qualified applicant pools in every 2<sup>nd</sup> position filled. Even in processes with 3 or more qualified applicants, women tend to be hired less often than men. There is a small increase in women hired when having *both* a qualified candidate pool of 3 or more applicants *and* having both men and women among the qualified applicants as this increases the number of women hired from 39% overall to 41% in such processes.

## **Annual Report on GE initiatives at SDU 2020 Executive summary**

The yearly report on gender equality activities at SDU 2020 describes activities and initiatives that have taken place during the year 2020.

### **SDU's central Gender Equality Committee**

Ole Skøtt, Dean at the Faculty of Health Sciences, has chaired the Committee since January 2019. The Committee members are representatives from the Faculties, the Central Administration and the Central Liaison Committee. SDU's central Gender Equality Committee acts as steering committee for SDU's Gender Equality Team (GET).

SDU's Gender Equality Team (GET) acts as task force for the central Gender Equality Committee and is tasked with driving, qualifying and supporting local and strategic GE-initiatives and systemic changes at SDU in close cooperation with the Faculties and administrative units, including the central Gender Equality Committee and the six local Gender Equality Committees.

### **Emergent themes from activities from the 2020 annual report from the five Faculties**

#### **Meeting culture**

- A focal area is inclusive culture, where a relevant context is meetings and the dynamics of group relations across different job categories, gender, age etc. (HUMANITIES)

#### **Recruitment processes and career progression**

- A focused recruitment process using SDU Robotics as the focus unit was initiated; TEK HR and GET has joined forces and will scrutinize the recruitment process from the first initiative to advertise a position until the contract is signed (ENGINEERING)
- Working with GET to improve the texts of job advertisements, with the ambition of attracting a broader and more diverse range of applicants to our vacancies. GET was also invited into the recruitment process to help detecting sources of bias (SCIENCE)
- Unconscious bias training for everyone involved in the recruitment process (SCIENCE)
- A new career progression matrix for assistant, associate, and full professors. The purpose of the matrix is to make career progression criteria more transparent and clarify expectations from management and staff (SCIENCE)
- A new – and improved – onboarding process for new employees (SCIENCE)
- The transition from associate professor till full professor (BUSINESS & SOCIAL SCIENCE)
- Mentoring (BUSINESS & SOCIAL SCIENCE)

## **GEP - pilot**

- The GEP process is currently running at most departments and each department has defined goals and plans for how to reach these goals (HEALTH SCIENCES)
- Meetings at all departments with GET, head of department, LiU departmental and non-departmental representatives were arranged. The goal of having the non-departmental LiU member present was to get more insight into the process at Health-LiU and to begin the process of actively sharing knowledge and experience with GE-initiatives across departments. The more concrete insight into structure, goals, opportunities and challenges at other departments were constructive. The non-departmental member was both in the position to learn from this insight but also to act as a critical friend and able to ask curious and exploring questions that could help the department to get a more concrete understanding of their situation and goals, and sometimes concrete examples from other departments (HEALTH SCIENCES)
- An open discussion on how they best support the GEP process and have already made some changes to this, e.g., an overview of the activities of the for LiU linked to the GEP process, to have a representative and a substitute from each department in LiU, a status on GEP work from each department at each meeting, establishing a closer collaboration for the LiU representative with the departmental work environment group (HEALTH SCIENCES)

## **Awareness raising and unconscious bias**

- Creating awareness about the committees work through their website, TEK News and participating in relevant foras and meetings (ENGINEERING)
- Compiling all gender and diversity initiatives at TEK to create awareness of everything that is going on around the faculty (ENGINEERING)

## **Work environment and Local leadership**

- New standard material for Performance Development Reviews has been made to secure a consistent offer for all staff across the Faculty regardless of who they are; The PDR material has been approved by the TEK Liaison Committee and will be taken in to use from the next PDR (ENGINEERING)
- Introduction of new MUS concept at the faculty and distribution of MUS to sections (SCIENCE) Training of Heads of Sections (HoS) to support the individual researcher (SCIENCE)
- The Gender Equality Committee selected a diverse group of people from the faculty to participate in a survey to clarify the impact of the lockdown, the result of which is still pending. For now, the focus is to support a smooth reboarding process for the faculty as researchers and lecturers slowly begin returning to the campus again (SCIENCE)

- The consequences of Covid-19 and working from home (BUSINESS & SOCIAL SCIENCE)
- PhD school initiative regarding well-being of Phd -students, e.g., onboarding, information, formalities, supervision and mutual expectations (BUSINESS & SOCIAL SCIENCE)
- Revelations about sexism and sexual harassment in academia at the end of 2020 led to several responses: the Faculty addressed all complaints/information received about incidences that had occurred at the Faculty's departments and the Departments adopted varying approaches: the Department of History set up a working group to draft a codex for an acceptable workplace tone, the Department of Cultural Sciences set up a working group to address issues of sexual harassment, the Department of Design and Communication and the Department of Language and Communication discussed the issue at Departmental Council meetings and decided to wait for the outcomes of the work of the central taskforce on how to deal with unwanted sexual attention before deciding on any specific initiatives (HUMANITIES)

### **Student oriented initiatives**

- Increased bias awareness in communication toward potential students, increased bias awareness in the teaching at TEK, training of high school counsellors, career workshops with high school students, camps and girls day in Science, coding cafés and campaigns with female role models. The aim of these projects is to get more female students (ENGINEERING)
- Gender bias in the teaching curriculum (HUMANITIES)
- Development of a check-list for bias-free oral examinations (CENTRAL ADMINISTRATION)

### **Data**

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

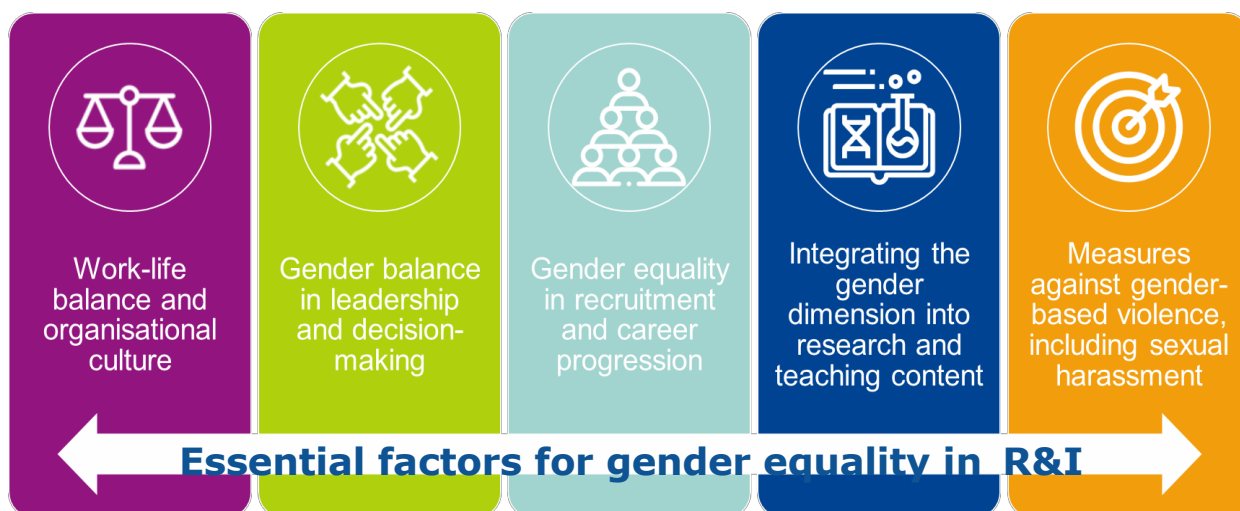
### **Cross-faculty knowledge sharing**

- Cross-faculty knowledge-sharing initiative: the chair of the HUM gender equality committee participated in a meeting of the SUND gender equality committee (HUMANITIES)

# 03.04 Appendix 4

## Training / Capacity Building

### Content





### Strategic focal areas, project plans and indicators for activities by SDU's GET

Prior to and leading up to SDU's GEP implementation, SDU's Gender Equality Team has since 2017 defined and been working according to two project plans that outline the implementation of activities and initiatives of the team. These two project plans detail the strategic focal areas and priorities: the first for the period 2018-2021 and the second initiated in 2020 (which is still valid and ongoing at the time of compiling this document, fall 2021).

The following presents an overview of these two project plans in some detail, as these also give an indication of which content areas are prioritized in SDU's strategic GE activities as well as how training, awareness raising and capacity building are approached.

# SDU's Strategic Gender Equality initiative 2018-2021

December 2018, eva sophia myers

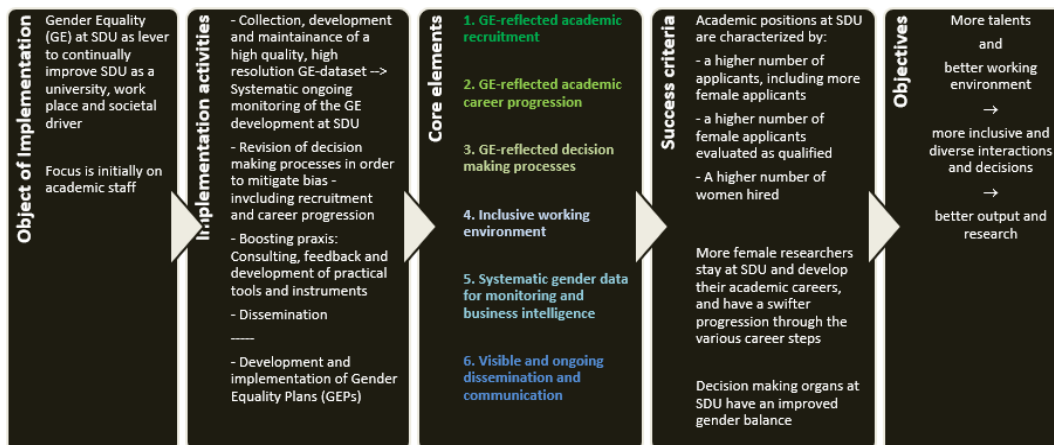
## Introduction:

This overview presents a dynamic plan for SDU's strategic GE initiative in the project period (up until the end of 2021). The overview has been formulated based on an initial phase of mapping and analysing during which the organization's needs, requirements and desired effects of the initiative have come to light. The plan presents an unfolding of SDU's Gender Equality Team (GET)'s mandate and has been widely informed by the recommendations from SDU's International Gender Advisory Board (IGAB). The intention with this plan is that it may serve as a here-and-now point of departure, from which it is possible to systematically revise, qualify and adjust the individual activities in the light of experience acquired as well as extant conditions – for instance through an annual revision by SDU's Central Gender Equality Committee and IGAB, which in turn is approved by the Executive Board. Several of the initiatives and activities included here have a longer scopus than the project period. Moreover, the overall initiative may benefit in general by being supplemented with further separate initiatives, such as Sex- and Gender Analysis in Research, GE-reflected teaching and involvement of the student body. However, this lies beyond the scope of the present project.

The overall initiative is understood as a large scale organizational cultural transformational project with the GE perspective as the main driver and lever for change. GE is furthermore seen as an opening to other diversity parameters such as age, nationality, ethnicity, religious and sexual orientation.

SDU 

## Overall description of the GE-initiative at SDU



SDU 

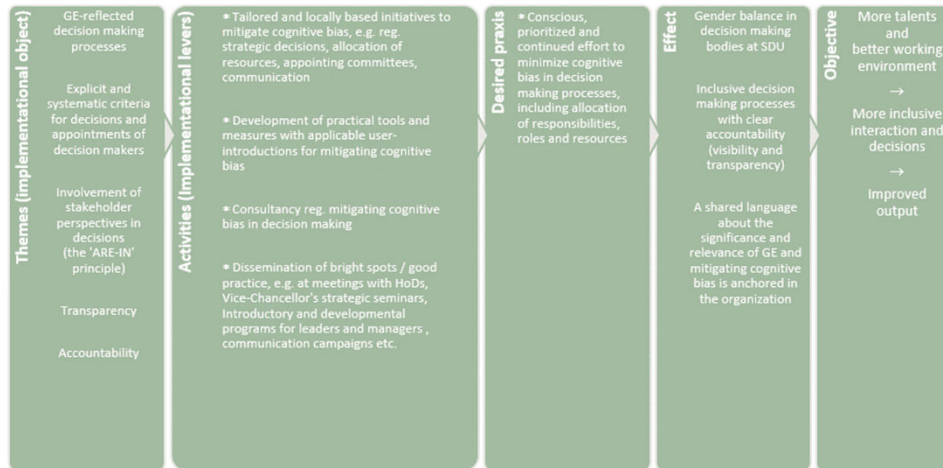
## Core element 1: GE-reflected academic recruitment



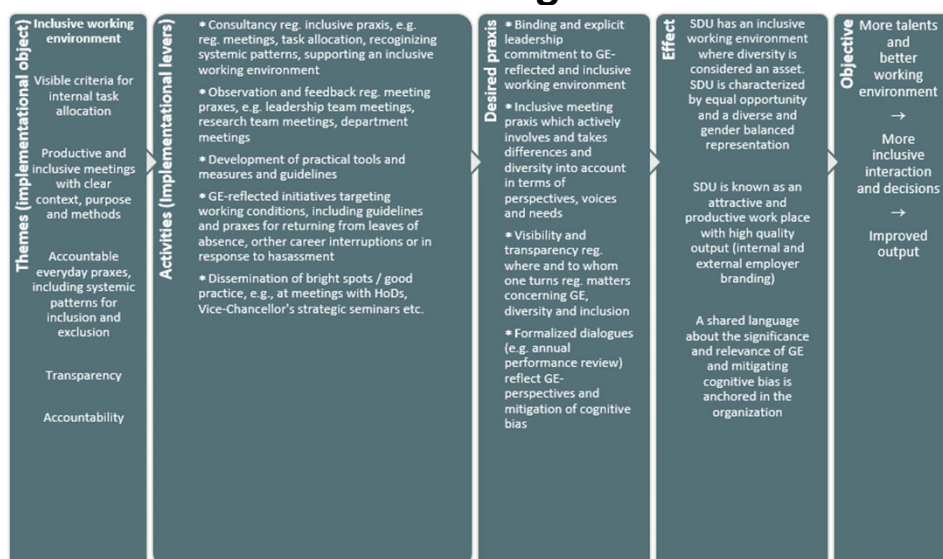
## Core element 2: GE-reflected academic career progression



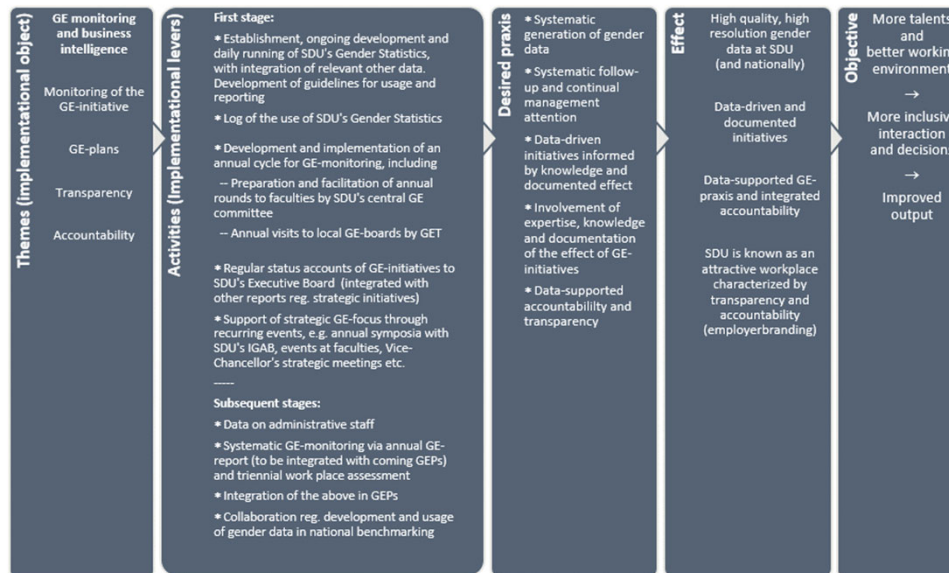
## Core element 3: GE-reflected decision making processes



## Core element 4: Inclusive working environment



## Core element 5: Systematic gender data for monitoring



## Core element 6: Visible and ongoing dissemination



## Monitoring of SDU's GE-initiative

In order to support the ongoing monitoring of the evolution and effect of SDU's GE-initiative, three types of indicators will be employed:

Indicator type	Direction and intention	Data sources	Primary responsibility	GET's contribution
<b>Objective / Effect</b>	Coupling / contribution to SDU's main objectives	<ul style="list-style-type: none"> <li>Primarily SDU's Gender Statistics</li> <li>Other national and international databases and reports</li> </ul>	SDU's management	<ul style="list-style-type: none"> <li>Administrative processing</li> <li>Resource</li> </ul>
<b>Praxis / Process</b>	The effect of the initiative on praxis	<ul style="list-style-type: none"> <li>Surveys to selected target groups (leaders, professors, newly appointed academics, other key functions)</li> <li>Qualitative interviews, focus groups and individual</li> <li>Registration of activities</li> <li>Registration of narrative documentation</li> <li>Work-place assessment and other internal data</li> </ul>	Key practitioners (leaders, administrators, key personnel reg. specific tasks)	<ul style="list-style-type: none"> <li>Administrative processing</li> <li>Resource</li> <li>Evaluation / monitoring</li> </ul>
<b>Implementation / Activity</b>	Documentation of strategic effort	<ul style="list-style-type: none"> <li>Registration of activities (activity-log)</li> <li>Documentation of usage and relevance of materials and services</li> </ul>	GET	<ul style="list-style-type: none"> <li>Executive</li> </ul>

## Object-/effect indicators

(Monitored primarily through SDU's Gender Statistics)

These are long term symptomatic indicators:

- Academic positions at SDU are characterized by: (*baseline 2018, SDU's Gender Statistics, Denmark's Talentbarometer, other national and international reports and analyses*)
  - a higher number of applicants, including more female applicants
  - a higher number of female applicants evaluated as qualified
  - a higher number of women hired
- More female researchers stay at SDU and develop their academic careers, and have a swifter progression through the various career steps (*SDU's Gender statistics and Glass Ceiling Index, Danish and international reports on PhDs, maternity leave, children cf. gender and careers*)
- Decision making bodies at SDU have a better gender balance (*baseline ultimo 2018*)

## SDU's strategic GE-initiative – status November 2020

Since the first project plan for SDU's strategic Gender Equality (GE) initiative was conceded in October 2018, SDU's and GET's GE-work has evolved in line with the dynamic plan set out for the first four-year period (see the project plan below).

This document gathers and sharpens the work into a coherent vision and strategy for SDU's GE endeavours that reach beyond the first project period and defines the current and coming focal areas and actions.

Four defining factors have characterized the development since October 2018 till November 2020:

- The **SPEAR-project** has currently completed the first half of its project period of 4 years. SPEAR is a driver for the development and implementation of SDU's Gender Equality Plan (GEP) according to EU's recommendations and framework. This work means that SDU from the start will live up to the requirement set out in the framework Programme Horizon Europe that applicants and their organization have structural GE measures in place in order to be eligible for funding
- Three meetings with SDU's **International Gender Advisory Board (IGAB)** have taken place, and all three have offered vital input in terms of recommendations, inspiration and support
- A focus on **sustainability** (not least through SDU's commitment to UN's Sustainable Development Plan and the Sustainable Development Goals (SDG's)) and long-term embedding and anchoring of structural and systemic GE-work both in-house at SDU and externally result in a growing interest in and drawing on GET's expertise and involvement at SDU as well as across the Danish University sector
- A **growing recognition and demand** for effective GE-measures that may qualify daily problem solving in SDU's departments and units inform and direct the development of GET's services and the work in the local and central GE committees

Three emerging drivers characterize the coming development of GE-strategies both within and beyond SDU:

- A general push towards making structural and systemic **GE-work an excellence criterion for funding** – as evidenced in the HEU requirement of GEPs or similar structural GE-work
- A growing recognition of the importance of **integrating the gender dimension in research, innovation and teaching** as integral to excellence, sustainability, responsibility and ethics
- Awareness of the detrimental effects of **sexism and gender based violence** on research and educational milieus and outputs – and the urgent need for systematic counter measures



## Focal areas in SDU's strategic GE work 2020-2023

FOCUS	Implementation of SDU's GEP	GE-reflected recruitment, advancement & decision making	Working environment	Gender Dimension in research & education	Dissemination & communication
ACTIVITIES	<b>SPEAR</b> Upload of SDU's GEP - Deliverable	<b>SDU's Gender Statistics</b> Update, development /HCM w. SDU Analytics	<b>APV21</b> GE and Sexism perspectives integrated	<b>Maturation of project for external funding</b> how to support SDU in integrating GD in R?	<b>Dissemination &amp; communication in house</b>
	<b>GEP conceded</b> Spring 2021	<b>Gender Budgetting</b> w. ACT-project & U of Iceland	<b>Development of sexism countering measures</b>	<b>Integration of Gender in funding applications</b> w. RIO	<b>IGAB events</b>
	<b>Launch</b> Summer 2021	<b>Recruitment VIP 4.0</b> Revision of processes	<b>Meeting interventions</b> e.g. observation, feedback, structures and culture	<b>Integration of gender and bias in outreach and student recruitment</b> w. SDUUP	<b>Dissemination &amp; communication externally</b>
	<b>Implementation</b> 1st run-through 2021-2023	<b>Tailored processes &amp; interventions</b> w. departments and faculties	w. departments and faculties		<b>National collaborative networks</b> e.g. GEAR-DK, Sexism initiative, EU-sister projects



### **GET's services – examples of how GET works: descriptions on SDU's service sites**

Among other things, SDU's strategic Gender Equality initiative focuses on recruitment processes, on unconscious bias in decision making processes, and on establishing a solid data baseline about gender equality at SDU.

Read about these initiatives here:

[https://www.sdu.dk/en/om\\_sdu/sdus\\_profil/gender\\_equality/overview](https://www.sdu.dk/en/om_sdu/sdus_profil/gender_equality/overview)

(The following sites are all in Danish at the time of compiling this document (October 2021)– English sites are under construction)

Learn more about how GET works with recruitments here:

[https://sdunet.dk/da/servicesider/hr/ligestilling/get\\_help/rekrut](https://sdunet.dk/da/servicesider/hr/ligestilling/get_help/rekrut)

Learn more about how GET works with decision making processes here (danish):

[https://sdunet.dk/da/servicesider/hr/ligestilling/get\\_help/bias](https://sdunet.dk/da/servicesider/hr/ligestilling/get_help/bias)

Learn more about how GET works with sexism and unwanted attention here (danish):

[https://sdunet.dk/da/servicesider/hr/ligestilling/get\\_help/sexisme](https://sdunet.dk/da/servicesider/hr/ligestilling/get_help/sexisme)



## Examples of how the five Horizon Europe (HEU) recommended GE areas are addressed at SDU

The following presents examples of how the five recommended areas in the HEU GEP requirements are addressed at SDU. The main focus is here on what GET is the principal driver of. The list here is not exhaustive, neither in terms of what GET facilitates and offers, nor in terms of what takes place at SDU in general and beyond GET, in administrative units and functions as well as at faculties and departments, but is meant to illustrate that all five recommended areas are practically, systematically and contextually addressed at different organizational /strategic levels.

### 1. Work-life balance and working environment

This area is addressed through

- d. interventions designed to facilitate inclusive interactions, collaboration and meetings, as well as on how to counter conflicts, harassment and work environments marked by low psychological safety (see also 5, GBV, below). This takes place through tailored processes defined in close collaboration with the requisitioning units (leaders and select others) and may include interviews, mappings of the dynamics of interactions, observations, feedback and/or workshops / trainings for units and groups, such as research groups or whole or parts of departments. It may look exclusively at meeting practices but can also include workflows.
- e. workshops/trainings on the facilitation of inclusive and productive meetings – both online, hybrid and live. And targeted both at leaders and chairs as well as units and as individual training.
- f. workshops for younger researchers on work-life balance, that are integrated into SDU's courses and development programmes for younger researchers.
- g. Individual counselling/sparring for leaders and chairs on issues related to GE perspectives in working environment

In fulfilling the above, GET also collaborates with a number of other in-house service functions, such as SDU's in-house organizational consultants, health and safety office, training and competence development secretariat.

Denmark has compulsory measures for working environment (physical and well-being), parental leave, daycare, flexible working arrangements, including senior schemes and caring responsibilities, as well as complaint procedures. In addition, SDU has a number of institutional measures in place regarding parental leave and grief-leave policies as well as guidelines for financial compensation for parental leave. Moreover, more and more private funders establish measures to alleviate work-life imbalances and dilemmas.

Additional supporting and related internal official documents / resources include:

- [SDU Resources regarding working environment, health and safety, well-being](#)
- [SDU's Staff Policy Guidelines](#)

## 2. Gender balance in leadership and decision making

This area is addressed through

- a. As a Danish research performing organization, SDU is subject to a formal and legal requirements of ensuring gender balance in leadership (governing and executive boards) as well as other management and middle management bodies – a 40/60 representation is regarded equal). Also we are legally required to develop policies to ensure equal gender representation of all management levels. Policies concerning both top management and middle management are under revision. Data and policies are reported annually to the Minister for Equal Opportunities.
- b. a project on Gender budgeting (2020-2021) is being conducted. This initiative includes systematic analyses of gender data held against economic data to see if there are gendered patterns, e.g., in the distribution of funds, resources, or tasks. One example is the allocation of funds from the upper levels of education and research funding, and external research funds, to the applications, processes and practices that channel the funds further into the organization. At SDU, the gender budgeting project involves two faculties (Humanities and Science) and the SDU-wide organizational level. The project will present findings and recommendations to the organization in the fall/winter of 2021. This initiative is realized through the participation in the ACT-project Gender Budgeting Community of Practice and in collaboration with University of Iceland.
- c. Unconscious Bias (UB) focus in decision making processes: Bias training and the inclusion of more general bias awareness raising is integral to most of SDU's GE-work. This has evolved from mainly bias-training workshops (still running) to integrating bias-training and awareness into redesigning processes and procedures, such as HR-administrative processes.
- d. Examples include training leaders and assessment committee chairs in more inclusive decision-making processes and meeting practices in order to avoid biased decisions and selection. It also includes training for students on how they can become bias-aware when promoting STEM study programs to high school students, workshops with communication staff at SDU on stereotypical bias pitfalls, e.g., in picture materials, and suggestions for "flip questions" to be implemented as part of assessments and decision makings.
- e. Strategic leadership development is addressed through different initiatives; the leadership compass - together with specific management tools and SDU's programmes for leadership development - constitutes a comprehensive web-based knowledge portal for good leadership at SDU. In addition to this several leadership training programmes are offered

Additional supporting and related internal official documents include: [SDU's leadership compass](#)

### 3. GE in recruitment and career progression

This area is addressed at both department/unit, faculty and overriding SDU-levels through

- a. Specific focus on recruitment of both academic and administrative/support staff
  - i. Announcement texts: Concrete job announcement texts are explored, teasing out biased pitfalls related to structure, format and/or wording.
  - ii. Observation and feedback on assessment and selection of candidates, meetings and correspondence
  - iii. Strategic counselling on recruitment process design and implementation, interview format and structure
- b. Recruitment and retention strategies for departments and faculties, this includes strategic counselling on certain demographics, such as international staff, specific disciplines or entire department.
- c. Career, qualification and promotion criteria and matrices: strategic counselling on the development of policies and procedures combined with systematic follow-up on how these are integrated in local practices and procedures. One example is GET's assistance to SDU's Faculty of Science in its development of an explicit policy "[Academic recruitment and careers at the Faculty of Science](#)" to enhance transparency in recruitment and promotion requirements.
- d. Career development. This includes
  - i. Stand-alone on-demand workshops on select aspects of early career questions and dilemmas – sometimes integrated into SDU's other career training and development offers. This is targeted young researchers and designed to equip them with tools and strategies to support their career development.
  - ii. A module-based course integrating all the workshops above and including coaching on career paths & patterns, communication, academic networking & visibility, publication strategy, work-life balance, and career planning strategy.
  - iii. Mentoring programme inspired by Lund University's bi-focal mentoring scheme. Bifocal mentoring has the double purpose of mentoring young researchers (all genders) and provide vital feedback to the mentors and organization about pitfalls, obstacles, and useful organizational/structural adjustments.
  - iv. Project on mapping academic recruitment processes and administrative support to these, to identify potentially biased practices and design mitigating measures (2019-2020). This mapping has been instrumental in providing input to SDU's new HR system in terms of imperative process steps, needed action options etc., and will result in a new recruitment portal on SDU's intranet. The project has been executed in collaboration with administrative recruitment staff at the faculties, SDU's International Staff Office, SDU Digital, and HR Services' other in-house organizational consultants. The final GEP will link to the SDU recruitment portal once it is finished.
  - v. Integration of GE in strategic policy development, which includes GET's GE-input on career documents and policies, such as tenure-track positions and shortlisting in recruitments, as well as the local implementation of the national law on aca-

demic positions ("[Stillingsstrukturen](#)") as well as in SDU's supporting digital systems and data.

- e. Tailored, on-demand workshops for and individual counselling/sparring with leaders and supervisors, as well as interventions/trainings for specific groups, e.g., PhD-supervisors.

In fulfilling the above, GET also collaborates with a number of other in-house service functions, such as SDU's HR personnel and legal administration, International Staff Office, in-house organizational consultants, health and safety office, training and competence development secretariat, and faculty and PhD-school administrations.

#### 4. Gender Dimension in Research and Education

The integration of Gender Dimension in Research is addressed through

- a. the integration of gender dimension in funding applications – through direct consultation to researchers / applicants as well as through in-time workshops targeting applicants and pre-award support.
- b. development of resources, tools and knowledge/documents necessary for fulfilling GE requirements, such as HEU GEP requirements.
- c. Raising awareness through offering workshops to the wider community on what the Gender Dimension in research is and entails, in general and specifically in relation to the HEU eligibility and award criteria.
- d. Developing ways to establish a sustainable and professional infrastructure for supporting SDU's researchers in integrating the Gender Dimension in Research. This is in the first instance formulated as a project idea to be matured in order to receive third party funding.

a. and b. (above) take place in collaboration with [SDU Research & Innovation Organisation \(SDU RIO\)](#)

The integration of Gender Dimension in Education is addressed through

- e. workshops, presentations, trainings on gender and bias expertise in outreach, student recruitment, and teaching. This takes place in collaboration with [SDU Centre for Teaching and Learning \(SDUUP\)](#).

#### 5. Gender based violence

This area is addressed in two ways:

- a. As a question of formal response mechanisms and resources, building on a solid infrastructure – including the legal aspects of such responses – for both handling and preventing sexism, sexual harassment and other types of harassment. This aspect is under revision and substantive tightening and has been stepped up in response to the second #MeToo wave in Denmark, fall 2020, which included a petition from Danish Academia.

To this end, SDU's Rectorate has implemented a number of initiatives to ensure dignity at work and counter sexism at SDU, including the integration of detailed questions regarding sexual harassment in the Workplace Assessment and the Study Environment Survey (which run every three and two years, respectively), a clear entry point for reporting and comprehensive site for resources (in the pipeline) as well as a more clearly defined 'ethical infrastructure' (also in the pipeline) that may effectively both handle and prevent cases as well as offer other services, such as victim support and conflict mediation.

These developments take place through a collaboration between SDU's HR, Health and Safety, Student services, SDU's newly established [Whistleblower Scheme](#) and GET and integrate all legal aspects concerning HR, personnel, health and safety and ethical and professional conduct and builds on already existing resources, tools and other documents to be found [here](#).

- b. As on-demand cultural interventions and awareness raising in line with GET's style of interventions and workshops/trainings (see above). This includes tailored workshops and processes designed in collaboration with the requisitioning unit and / or targeted training for specific groups of leaders and health safety representatives on how to address and follow up on critical workplace assessment results. In the pipeline is the development of targeted bystander training. In addition, GET offers individual and/or informal consultations.

Additional supporting and related internal official documents/resources include:

- [Whistleblower Scheme](#)
- Work-Place Assessment, SDU ([Arbejdspladsvurdering, APV](#))
- Study Environment Survey at SDU ([Studiemiljøundersøgelsen, SMU](#))



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