
ACTION PLAN FOR GENDER EQUALITY AT AARHUS UNIVERSITY

2020-2022



AARHUS
UNIVERSITY



Introduction and purpose

Aarhus University is committed to giving all employees opportunities to develop and realise their professional potential, thus ensuring that the university's research, research-based education, science advice and research dissemination meet the highest international standard. To realise its goal of the highest possible quality, the university must bring the entire talent pool into play and recruit through open international competition. Barriers that restrict access to this talent pool – with its diverse approaches, perspectives and experiences – are an obstacle to realising this goal. To address this, the university will intensify its efforts to promote diversity and prevent discrimination, as outlined in Aarhus University's Strategy 2025. The primary focus of the action plan is gender equality in regard to academic positions, because the challenges are particularly evident here. At the same time, steps will be taken to ensure gender equality in non-academic positions. It is crucial to discuss and find solutions for how best to promote gender equality for everyone who works and studies at Aarhus University.

The action plan for gender equality at Aarhus University 2020-2022 outlines the university's new approach to promoting gender equality. First, it contains concrete, well-defined activities with a clear division of responsibility. Second, the time frame for the action plan reflects that the work of promoting gender equality is dynamic, and it must be possible to make adjustments and incorporate new perspectives and initiatives. The university expects that to a significant degree, the effort to promote gender equality will provide inspiration and guidance for successful initiatives to improve the gender balance at the university.

On this basis, Aarhus University's Committee for Diversity and Gender Equality has drafted this action plan, the purpose of which is to create involvement and commitment to promoting gender equality among all the university's managers and employees. The action plan will help ensure that all work environments are open and inclusive. This is an extremely important task, because, despite many initiatives over the years, the university still has considerable shortcomings with regard to gender equality.

The action plan contains activities to be initiated in the period 2020-2022. While it will be possible to complete the implementation of some of the activities within this period, others will require a longer time frame. A new action plan will be drafted in autumn 2022 for the period 2023-2025. When the action plan is updated and adjusted, activities related to other aspects of diversity will be included.

The action plan describes the activities that Aarhus University will work with in the period 2020-2022 within four focus areas:

1. **Recruitment (three activities)**
2. **Career development (three activities)**
3. **Leadership (three activities)**
4. **Workplace culture (three activities)**

The activities will be supported by a communication effort to ensure that knowledge and experience are shared and accessible across the organisation.

Strategy 2025 and initiatives and activities in The action plan for gender equality 2020-2022

AU STRATEGY 2020-2025	CORE TASK	RESEARCH OF THE HIGHEST INTERNATIONAL QUALITY			
	GOAL	CAREER DEVELOPMENT AND DIVERSITY			
	SUB-GOAL	DIVERSITY IN RESEARCH GROUPS			
ACTION PLAN FOR GENDER EQUALITY 2020-22	FOCUS AREA	Recruitment	Career development	Leadership	Workplace culture
	ACTIVITY	Tighter Norms for recruitment	Staffing and recruitment plans	Gender equality in management contracts	Workshops on gender equality in leadership forums
		Job advertisements – language quality assurance	Clarification of qualification requirements	Gender equality in development dialogues for managers	Department/school initiatives to promote gender equality
Active use of tenure track positions		Systematic work on career development	Managers, leadership and leadership development	Investigation for reasons for employee churn	

Activities in The action plan for gender equality at Aarhus University 2020-2022: Responsibilities and timeline

The action plan includes activities to be conducted and developed either at central level/through the university, at the faculties or at the departments and schools¹.

Activities	2020			2021			2022		
	Central level	Faculty	Department/school/centre/unit	Central level	Faculty	Department/school/centre/unit	Central level	Faculty	Department/school/centre/unit
Responsibility									
X: Initiation of activity									
O: Implementation of activity concluded. The activity is subsequently integrated into university operations.									
Recruitment									
1 Tighter Norms for recruitment	XO	-	-	-	XO	XO	-	-	-
2 Job advertisements – language quality assurance	-	-	-	XO	XO	X	-	-	O
3 Active use of tenure track positions	-	X	-	-	O	XO	-	-	-
Career development									
4 Staffing and recruitment plans	-	-	X	-	-	O	-	-	-
5 Clarification of qualification requirements	-	X	X	-	O	O	-	-	-
6 Systematic work on career development	-	-	-	X	X	X	-	O	O
Leadership									
7 Gender equality in management contracts	-	-	-	XO	XO	-	-	-	-
8 Gender equality in development dialogues for managers	-	-	-	XO	XO	-	-	-	-
9 Managers, leadership and leadership development	-	-	-	XO	X	O	O	-	-
Workplace culture									
10 Workshops on gender equality in leadership forums	-	-	-	XO	XO	X	-	-	O
11 Department/school initiatives to promote gender equality	-	-	-	XO	XO	X	-	-	O
12 Investigation of reasons for employee churn	-	-	-	X	-	-	O	-	-

¹ In the following, 'department' and 'school' refer to 'institutniveau' unless otherwise indicated.

FOCUS AREA: Recruitment**Objectives:**

- To strengthen the recruitment process
- To raise awareness of gender equality in all parts of the recruitment process

Activity	Responsibility	Timing
<p>Tighter 'Norms for recruitment of academic staff to permanent positions' The norms will be tightened up in order to emphasise the focus on gender equality throughout the recruitment process, for example by requiring that:</p> <ul style="list-style-type: none"> • In job advertisements, the under-represented gender must be encouraged to apply. At the same time, the job advertisement must state clearly that the university does not practice preferential hiring in relation to the underrepresented gender. In addition, job advertisements must always state that all interested candidates, regardless of personal background, are encouraged to apply for the position, and that all applicants are evaluated on the background of their qualifications in relation to the requirements of the position. • Search committees are used in order to ensure that the pool of applicants is highly qualified and gender-diverse. • Assessment and appointment committees must – with due regard for the requirement in regard to academic qualifications – be inclusive and gender-diverse. • On the condition that the candidates possess the necessary qualifications, the gender diversity requirement applies to applicants offered job interviews. • Positions must be re-posted in the event of a well-grounded presumption that advertising the position a second time will attract a broader and more qualified pool of applicants. • The appointment committee must, on the basis of applicants' qualifications and the requirements of the position, select the most qualified applicants. In addition, the appointment committee must consider how the best qualified applicants would contribute to the gender balance of the department/school/unit. In the event that applicants for a position are equally qualified, the gender balance of the unit should be an element taken into consideration in the final choice of applicant. <p>The dean may in certain situations grant an exemption from the Norms for recruitment.</p>	<p>The senior management team – with input from the AU Committee for Diversity and Gender Equality.</p> <p>Support: AU HR.</p>	<p>The norms must be tightened up in 2020. They must subsequently be implemented at the faculties.</p>
<p>Job advertisements – language quality assurance</p> <ul style="list-style-type: none"> • Job advertisements must be formulated in such a way as to attract a diverse pool of applicants. • A digital tool that screens texts for stereotypical language will be tested to determine whether this is an effective supplement to linguistic quality assurance in generating job advertisements with wider appeal. The digital tool can be used to support the manager who is hiring in wording job advertisements. 	<p>In collaboration with AU HR, the AU Committee for Diversity and Gender Equality must select an appropriate digital tool.</p> <p>Hiring manager Support: FAK HR.</p>	<p>The digital tool must be selected in the first half of 2021. Subsequently the tool should be tested at the faculties to determine whether to continue. The Committee for Diversity and Gender Equality must evaluate the initiative after one year.</p>
<p>Active use of tenure track positions Tenure track job advertisements can contribute to attracting a more diverse pool of applicants, because this type of position is more likely to lead to a permanent position than a standard assistant professorship. For this reason, all faculties must make active use of tenure track positions (assistant professorships) as a recruitment tool.</p>	<p>Deans and heads of department/school. Support: FAK HR.</p>	<p>From 2020.</p>

FOCUS AREA: Career development**Objectives:**

- To improve career development at Aarhus University in order to promote gender equality at all levels of the career ladder
- To create greater clarity about future career prospects and opportunities in regard to recruitment and retention for all academic staff

Activity	Responsibility	Timing
<p>Staffing and recruitment plans All departments/schools must draft a staffing and recruitment plan for the job categories assistant professor/researcher, associate professor/senior researcher and professor as well as permanent technical/administrative positions. The plans should, whenever possible, have a three-year time frame and be updated annually. The plans must be communicated clearly to the staff at the department/school.</p>	<p>Head of department/school with the involvement of relevant committees and other key stakeholders.</p> <p>Support: FAK HR</p>	<p>Development of staffing and recruitment plans must commence in 2020 and be completed by 2021.</p>
<p>Clarification of qualification requirements All hiring units (departments/schools, research centres etc.) must review their existing qualification requirements for the job categories assistant professor, associate professor, senior researcher and professor. The requirements must be adjusted to ensure that they do not include any direct or indirect discrimination, discriminatory principles, stereotypes, etc.</p> <p>The requirements must be transparent and the staff at the department/school must be familiar with them.</p>	<p>Head of department/school with the involvement of relevant committees and other key stakeholders, and as agreed with the faculty management team.</p> <p>Support: FAK HR</p>	<p>The work must commence in 2020 and be completed by 2021.</p>
<p>Systematic work on career development Relevant managers must discuss career development systematically with all employees, with a special focus on gender equality. This can be done in connection with staff development dialogues (SDDs).</p> <p>SDD concepts must be updated accordingly. Internal as well as external mentors may be involved in career development.</p>	<p>AU HR must prepare a proposal to be assessed by the AU Committee for Diversity and Gender Equality.</p> <p>Head of department/school and others responsible for career development for staff apply the adjusted SDD concepts.</p> <p>Support: FAK HR.</p>	<p>The concept must be developed in 2021 and implemented from 2021-2022 for SDDs.</p>

FOCUS AREA: Leadership**Objectives:**

- To ensure active support, and at the same time give managers a clear mandate to promote gender equality in their own organisation, at all levels of management
- Management teams at all levels must achieve a better gender balance

Activity	Responsibility	Timing
<p>Gender equality in management contracts Job advertisements must state explicitly that managerial positions require active support for and efforts to promote gender equality.</p>	<p>Hiring manager. Support: AU HR and FAK HR.</p>	<p>As of spring 2021, requirements must be included in new contracts and existing contracts in connection with extensions.</p>
<p>Gender equality in development dialogues for managers The issue of 'gender equality' must be included in development dialogues with all managers.</p>	<p>All levels of management. Support: AU HR and FAK HR</p>	<p>AU HR develops the concept in spring 2021. The concept must be used from autumn 2021 in development dialogues for managers.</p>
<p>Managers, leadership and leadership development It must be communicated that managerial positions at Aarhus University are attractive, in order to attract a qualified pool of applicants with good gender balance to management positions at all levels. The importance of the leadership role must be highlighted and acknowledged. More internal leadership talents must be developed in order to promote gender balance in management teams. Managers at Aarhus University must develop their leadership competences, for example in the area of diversity management.</p>	<p>Senior management team. Support: AU HR.</p>	<p>Proposals for leadership development must be submitted for approval in spring 2021. The programme will be initiated in autumn 2021.</p>

FOCUS AREA: Workplace culture**Objectives:**

- To create work environments in which all staff members have equal opportunities to realise their potential and their ambitions
- Positive development in employee well-being stats, especially among female employees, because the most recent WPAs show a significant difference between levels of well-being among men and women at Aarhus University

Activity	Responsibility	Timing
<p>Workshops on gender equality in leadership forums Gender equality will be on the agenda in spring 2021 at a seminar for the management team. Based on this workshop, gender equality will subsequently be addressed at workshops for:</p> <ul style="list-style-type: none"> • Senior management team (spring 2021), faculty management teams (spring 2021) • LEA (the administration's management team) (spring 2021) • Department/school management teams and administrative management teams (2021/early 2022) 	<p>Rector's Office is responsible for developing workshop concepts in collaboration with AU HR.</p> <p>The AU Committee for Diversity and Gender Equality, the faculty committees for diversity and gender equality and the dean's offices will be involved as required.</p>	<p>The workshop for the management team and for the senior management team, the faculty management teams and LEA will take place in spring 2021.</p> <p>Workshops for the department/school management teams and for the administrative management teams must take place in 2021 and early 2022.</p>
<p>Department/school* initiatives to promote gender equality All departments/schools must conduct a local investigation of gender equality in order to identify the most pressing challenge(s) at the department/school. Relevant data as well as the workshop for the department/school management team (see above) will form the basis for this work. Staff must be involved in the investigation.</p> <p>Based on the investigation, the departments select one (or more) challenge(s) to be addressed systematically. The departments formulate their own goals, decide what actions to take, and how to follow up. The faculty management team considers the departments' investigations and plans for the next steps, and involve the faculty committees for diversity and gender equality in this work.</p>	<p>Heads of department/school with the involvement of staff.</p> <p>Support: Rector's Office and HR contribute relevant data, among other things.</p>	<p>The department/school surveys and plans for the next steps must be developed in 2021/early 2022.</p>
<p>Investigation of reasons for employee churn A systematic investigation of the factors leading to employee churn at Aarhus University must be conducted.</p>	<p>Rector's Office is responsible for ensuring that data is collected and compiled.</p>	<p>Data on reasons for employee churn must be collected on an ongoing basis in 2021-2022.</p> <p>The compilation of the data must take place in autumn 2022.</p>

*At Arts, the investigation may take place at school (institut) or department (afdeling) level.

Data, dialogue and follow-up on gender equality at Aarhus University

The AU Committee for Diversity and Gender Equality will follow up annually on the activities in the action plan and on gender equality data.

Data will be presented at AU level, faculty level and as far as possible at department/school level. All of this material, along with the committee's comments and any recommendations, will be submitted first to the Research Committee and subsequently to the senior management team. Final follow-up will be carried out by the senior management team, after which local follow-up will be carried out by the faculty management teams and LEA.

Data

- Gender split for the university's employees
- Gender split for managerial positions
- Gender split for new hires to academic positions
- Gender split for new hires to managerial positions
- Gender split for qualified applicants to academic positions – after shortlisting
- Gender split for qualified applicants offered an interview
- Gender split for assessment committees
- Gender split for PhD assessment committees
- Gender split for PhD students doing research abroad
- Salary

Every third year, a workplace assessment will be conducted which will include a report on significant differences in job satisfaction for men and women respectively, across areas and job categories.

