

Summary Report – Gender Bias Project 2018

Deadline: January 25, 2019

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Gender Bias in Research: C3 - Course, Coaching and Conference By the AU Junior Researcher Association

Project Leaders:

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Gender Specialist:

Sharon Elliott, the Researcher Development Partnership, Cambridge

1. Please describe the main activities.

The project consisted of three activities:

1. Course entitled “Women in Science. A Career in Research” given by Sharon Elliott. This activity consisted of a two-day course. The course introduced the participants to the constructs of gender and its impact on a female researcher career. Cultural and structural barriers and the unconscious bias that pervades the working lives of all researchers were discussed. The workshop gave the opportunity to explore participants’ experiences and apply a gender lens to their day-to-day challenges and opportunities as well as to their career expectations and to the research environment. (See full program in Appendix A).
2. Coaching sessions. Each course participant was offered two individual 50-min coaching sessions with Sharon Elliot. The coaching sessions provided the opportunity to reflect upon one’s own learning, discuss personal challenges, develop self-leadership skills, identify goals, and set individual agendas.
3. Conference entitled “More Women in Research: A Call for Action”. The conference was a one-day event and included three presentations, a panel discussion with researcher role models from AU women professors, a workshop, and a social event in the evening (See full program in Appendix B).

2. Are the activities in accordance with the project description that was granted? If not, what has been changed?

The three activities were in accordance with the granted project description. Due to budget restrictions from our initial application, the conference program was reduced from two days to one day.

3. Please describe the main results.

For the course and coaching sessions, 19 people signed up. These two activities were restricted to our target group: junior researchers at AU.
More than 100 people signed up for the conference: registration was closed because the conference was fully booked. Presentations and panel discussions were videotaped. They will be made available. The main results of the activities of our project were four: i) dissemination and discussion of gender issues and solutions within and outside AU; ii) opportunities to understand self and own work context better and develop appropriate coping strategies; iii) creation of informal networks and support groups; and iv) giving people voice and generating power to improve matters: establishing momentum for change.

4. Have the project results been disseminated (research publications, lectures, conference abstracts, etc.)?

If yes, please explain. If not, do you plan to disseminate the results?

The project was intensively promoted through social media (#MoreWomenAU #GenderBalanceAU on Twitter, Facebook and LinkedIn) using the accounts of AU Junior Researcher Association and others. We developed a poster and flyer to promote the event (See Appendix C). Furthermore, Omnibus published an article on the conference, which featured the women researchers role models from the conference's discussion panel. In the article, they recounted the greatest challenge they have faced as women in academia (See Appendix D). Moreover, videos of the presentations and panel discussion of the conference have been produced and are available on the university YouTube Channel to further disseminate the results of the project (see links below). Equally, we documented the conference with pictures, available on Dropbox Link:

<https://www.dropbox.com/sh/h5x3kdmcnarwvzt/AAAgJxsbYW4EaJwIe-4WZfSoa?dl=0>

YouTube links to conference videos:

Introduction and Opening with Alejandra Zaragoza Scherman and Lise Wogensen – <https://www.youtube.com/watch?v=P8ixylaASsg>

Karin Kjær Madsen – <https://www.youtube.com/watch?v=HjdTpCGIM4o&feature=youtu.be>

Niels Christian Nielsen – <https://www.youtube.com/watch?v=-og6WvDWAz4&feature=youtu.be>

Inge Biehl Henningsen – <https://www.youtube.com/watch?v=ACDC-otxl7o&t=10s>

Panel Discussion with: Lotte Meinert (Arts), Dorthe Berntsen (BSS), Lise Wogensen (Health) and Trine Bilde (ST) – <https://www.youtube.com/watch?v=0IcWHotrZ2s&t=6s>

Finally, we suggest UFFE might invite all the gender projects to a knowledge sharing meeting, where the different participants can present their findings including challenges and suggestions to UFFE and all other participants – in order to increase the awareness of the knowledge created and boost the value of the initiative. Potentially, a homepage within the AU website could be dedicated to disseminate the results of each project from these reports.

5. Has the project revealed barriers and/or solutions for achieving a more balanced gender representation in research?

We will focus on the barriers revealed by the project in this section, and summarize the solutions for achieving more gender balance at AU in the next section.

1. There is little awareness of gender inequalities in research at AU.
2. There is a profound assumption that there are no substantial gender barriers issues at AU or in Denmark.
3. Feminism (political, economic, and social equality of the sexes) has negative connotations in Denmark.
4. Raising gender issues creates tensions at AU.
5. Raising gender issues is not common practice at AU.
6. Promoting gender equality is not common practice at AU.
7. There is no gender debate (discourse) at AU.
8. Many gender issues rely upon unconscious, hidden structures and assumptions (bias) and are difficult to detect, prove or improve.
9. Engaging in gender equality work is not enough supported by the incentive structures at AU (focusing on research publications and teaching obligations) and does not benefit career opportunities.

10. Women engaging in gender equality projects might be socially punished.
11. There are few visible women researchers who serve as role models at AU.
12. Gender equality barriers are an intrinsic part of the organizational culture at AU – and therefore difficult to persist and/or change.
13. Gender issues are internalized - in the women who feel wrong or insufficient.
14. There is no place to go (no common point of arrival) with gender issues or solutions at AU: A Gender Office.
15. Gender initiatives (e.g., Action Plan for More Women in Research) are not well publicized within the university community (or they are non-existent beyond the action plan).
16. Requirement of extended research stay abroad after PhD, for employment in permanent positions at AU, is more detrimental to women's careers if they are unable to fulfil this requirement due to family, legal, or medical reasons that require them to live in Denmark (e.g., spouses jobs, medical conditions, divorce court rulings, or immigration rules to qualify for Danish permanent residence or citizenship), often reasons that may present themselves after the PhD.

6. How can the results serve as inspiration for the next university wide action plan for a more balanced gender representation in research at Aarhus University?

Establish a Gender Office at AU – which will collect and maintain gender knowledge and contacts and handle all issues including the following activities:

1. Undertake a gender audit at AU.
2. Investigate gender culture gaps at AU: what is characteristic of a gender supportive culture versus what is characteristic of AU's culture – and develop a strategy for closing the gaps
3. Develop, fund and manage a women's network – for instance re-birth of FRAU (female researchers at AU).
4. Review and initiate reverse mentoring programmes.
5. Promote a 'lift other women' campaign.
6. Increase and maintain a high awareness of gender issues, solutions and progress.
7. Offer more gender training programs.
8. Consult EURAXESS - TOP 3 Gender and Diversity Management Guide: Presentation of 56 tools.
9. Consult the UK Athena Swan Programme.
10. Review AU employment practices and HR policies to ensure not just gender neutrality, but gender equality.
11. Ensure all managers with fund allocation and recruitment responsibilities are educated in gender bias.
12. Develop a yearly monitoring and review process to assess learning, action, change and progress.
13. Handle abuse and harassment complaints.
14. Promote outstanding female research and role models – for instance a yearly prize.
15. Promote and incorporate acknowledgement of organizational citizenship activities like gender equality work into the incentive structures (focusing on research publications and teaching obligations) at AU, because gender equality is too important a subject to rely on volunteer work.

More general suggestions for AU management:

1. Assign a role to high-ranked university managers (e.g., rector) to this Gender Office at AU to signal that gender balance is serious business with management attention at the university.
2. Implement gender/diversity initiatives as part of the overall AU strategy documents - and not just as a stand alone (detached) document with "ideas and inspiration" that you can voluntarily chose and pick from (or avoid).
3. Set clear objectives and interventions that target set gender discrimination to improve the general culture around gender issues at the university, so that implementations could be

properly carried out and evaluated.

4. Recognize the diversity of women’s lives as researchers and scientists. Hetero-normative positions in the debate, where marriage, a husband, and children are the (only) issues on the table for which all women in academia strive for, marginalize some women, who probably are/feel marginalized or restricted already (because of infertility, sexual preferences, being a single/divorced parent, or other circumstances).

During the workshop, conference participants developed ideas and proposals to improve gender balance at AU. We have categorised these ideas in the following areas: *Recruitment and Hiring*; *Gender issues at AU Organization*; *Mentoring, Training, and Networking*; *Work-Life Balance*; and *International Mobility* (See Appendix E for the complete input, collected during the workshop).

7. How do you evaluate this type of small-scale project as a tool to generate knowledge and provide inputs to a new action plan in the field of gender bias?

Our overall evaluation of this type of projects is very positive – because it allows people throughout AU with diverse backgrounds, capabilities, experiences and incentives to work on a subject, which is relevant to each and every one of them. We believe this type of bottom-up approach which facilitates target group engagement as well as the knowledge it creates is relevant and valuable to UFFE and the coming action plan for more women in research at AU.

However, we believe that much more must be done in order to achieve gender equality at AU. We suggest, the findings and suggestions from this as well as all the other projects are considered and implemented with suitable accountability mechanisms as well as measures to track changes and ensure progress. Following these lines, it is obvious that further resources need to be allocated to reach gender equality in research at AU.

8. Any other remarks.

See Appendix F for an independent evaluation report by Sharon Elliott, experienced gender leadership specialist at The Researcher Development Partnership, Cambridge.

Sharon’s report is important because she contributed throughout the project by developing and facilitating the course and coaching sessions as well as consulting the workshop part of the conference. Moreover, Sharon has access to confidential data from the individual coaching sessions that the project leaders do not have. Finally, as an experienced gender leadership specialist working around the world, Sharon has a broad and deep frame of reference against which she can put the AU experiences into perspective.

Appendix A. Course and Coaching Program

Women in Science. A Career in Research: Course and Coaching Sessions

Organized by the Junior Researcher Association (JRA)

Date: Mon 03 Sep – Tue 04 Sep

Time: 09:00 – 15:00

Location: Mødelokale 1.2 & Mødelokale 1.3, Konference Centeret, Fredrik Nielsens Vej 4, 8000 Aarhus C

This event consists of a two-day course and two individual coaching sessions for female junior researchers (i.e., postdoctoral fellows and assistant professors) at AU.

The two-day course will introduce you to the constructs of gender and the impact this may have on your career as a female researcher. We will consider cultural and structural barriers and analyse the unconscious bias that pervades the working lives of all researchers - women and men. The workshop will give us the opportunity to explore our own experiences and apply a gender lens to our day-to-day challenges and opportunities; to our career expectations and to the research environment.

This knowledge and understanding is the starting point in developing our self-awareness, resilience and self-leadership. The course will provide us with practical skills and toolkits to manage these challenges on a day-to-day basis (resilience), but also to play our part in challenging gender inequality to effect systematic, cultural, long-term change; enhancing and improving our career possibilities and environments now as well as for the women and men who follow us.

Course Programme

Day 1: Monday 3 September

Understanding and recognising the gendered research dichotomy

Locating ourselves within the framework

Applying a gender lens to our careers and environment

Day 2: Tuesday 4 September

Am I a feminist? Do I want and/or have to be a feminist?

Day-to-day: toolkits and strategies for resilience and leadership

Standing up to inequality: be your own role model

Concrete action plans and moving forward

Note: Lunch will be provided both days.

Coaching Sessions

You will be offered two 50-minute sessions with Sharon Elliott, an experienced gender leadership specialist from the [Researcher Development Partnership, Cambridge](#). The coaching sessions will provide you with opportunity to reflect upon your learning and discuss individual challenges. Sharon will work with you to develop your self-leadership skills, to identify and help manage your challenges and set your own direction and agenda.

Session 1: Monday Oct 1 - Friday Oct 5, between 9:30 - 15:30 (timeslot to be selected after registration).

Session 2: Monday 22 - Friday Oct 26, between 9:30 - 15:30 (timeslot to be selected after registration).

Outcomes

- By participating in this course and coaching sessions you will be able to recognise gender inequality and bias and understand its impact on research as well as careers and the research/work environment.
- You will understand the influences that affect you on an individual basis.
- You will be able to recognise current and potential challenges and have the skillset to manage, circumvent or challenge as appropriate.
- You will be able to identify strategic approaches to apply to your career as a researcher.
- You will have resilience tools to practically apply your-self-awareness and self-leadership.
- Following the completion of workshop and coaching sessions, you will have an action plan which you can apply to your career management.
- You will have the opportunity to be a part of structural change.

The Junior Researcher Association and Sharon Elliott from the Researcher Development Partnership, Cambridge, have developed this programme. Sharon is a consultant specialising in organisational learning and capacity development with over 20 years experience of developing and managing international education, gender and research programmes. CIPD qualified, she delivers strategic support and learning programmes in gender, leadership and personal effectiveness/working with others. She provides leadership, skills development and professional development coaching.

The event is organised by the Junior Researcher Association as part of the project *The Gender Bias in Research: C3 - Course, Coaching and Conference*, related to the initiative [Gender Bias in Research at Aarhus University](#).

Appendix B. Conference Program
More Women in Research: A Call for Action
Developing strategies for gender balance at AU

Organized by the AU Junior Researcher Association (JRA), this conference is part of The Gender Bias in Research: C3 - Course, Coaching, and Conference - project, which is led by the JRA and sponsored by the Committee for Research and External Cooperation.

Date: Fri 16 Nov

Time: 09:00 – 21:00

Location: AIAS Auditorium & Hall, Høegh-Guldbergs Gade 6B, 8000 Aarhus C & Kvindemuseet i Danmark, Domkirkepladsen 5, 8000 Aarhus C

#MoreWomenAU

#GenderBalanceAU

As part of the project [The Gender Bias in Research: C3 - Course, Coaching, and Conference](#), women junior researchers attend a course on how to overcome gender bias. The project has also provided them with an opportunity to receive career guidance from a coach and gender specialist.

At the More Women in Research: A Call for Action – conference – which is the concluding part of the project - the stage is set for a broader discussion on gender biases and how they can be overcome.

Today, women represent more than a half of the total scientists during the training and early-career years. However, their presence decreases at high research and management positions. At Aarhus University, only one out of five professors is a woman, lagging behind other European and Scandinavian countries in gender equality. In this conference, we aim to provide a forum for successful discussion on how to move towards a more balanced representation of women at our university.

We also aim to gather input for the next AU action plan for more women in science as well as discuss mechanisms to ensure accountability in the implementation of the plan. Gender biases have a strong negative impact on research and research institutions, for both women and men. Therefore, having men and women work together to help resolve gender bias in research is necessary. We strongly encourage the university community – both men and women – to attend and engage in this conference.

· [Read more about the project: The Gender Bias in Research: C3 - Course, Coaching, and Conference](#)

- [Open flyer and program here for download](#)

Day Program: AIAS Auditorium & Hall, Høegh-Guldbergs Gade 6B, 8000 Aarhus C

9.00 - 9.15 Registration and Coffee

9.15 - 9.30 Opening

- [Alejandra Zaragoza Scherman](#), President of the Junior Researcher Association (AU JRA) and [Lise Wogensen](#), Vice-dean at Health at Aarhus University

9.30 - 10.15 Trends in academic career path – Why is gender balance so difficult?

- [Karin Kjær Madsen](#), Head of Secretariat, The Danish Council for Research and

Innovation Policy (DFiR)

10.15 - 10.30 Coffee Break

10.30 - 11.15 Status on the AU's action plan for more women in research 2016-2020 - What and why things have (not) been done?

- [Niels Christian Nielsen](#), Professor and Dean for Science and Technology at Aarhus University

11.15 - 12.00 What does the Association for Gender Research (Foreningen for Kønsforskning) and other external actors do to promote gender equality at universities?

- [Inge Biehl Henningsen](#), Lecturer Emerita, University of Copenhagen and Association for Gender Research (Foreningen for Kønsforskning)

12.00 - 13.00 Lunch and Networking

13.00 - 14.30 Academic life stories and panel discussion with women researchers role models at AU

- Arts: [Lotte Meinert](#), Professor MSO at Department of Anthropology
- Business and Social Sciences: [Dorthe Berntsen](#), Professor and Center leader at the Center on Autobiographical Memory Research (CON AMORE), Department of Psychology and Behavioural Sciences
- Health: [Lise Wogensen](#), Vice-dean at Health
- Science and Technology: [Trine Bilde](#), Professor at Department of Bioscience

14.30 - 14.45 Coffee Break

14.45 - 15.45 Workshop: Calling for Your Action – to develop AU strategies for gender balance

15.45 - 16.00 Closing

- [Alejandra Zaragoza Scherman](#), President of the Junior Researcher Association

Evening Program: Kvindemuseet i Danmark, Domkirkepladsen 5, 8000 Aarhus C

19.00 - 20.00 Dinner Reception at Kvindemuseet

20.00 - 21.00 Guided tour at Kvindemuseet

Registration

We have now reached our capacity limit - and the official registration is closed.

We value your interest and recommend you subscribe to a waiting list by sending an email with your name, position and affiliation (faculty, department, center) to jrdp@au.dk. Deadline is Wednesday 14 November 12:00.

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This program has been developed by the AU Junior Research Association and Sharon Elliott of the [Researcher Development Partnership](#), as part of the project *The Gender Bias in Research: C3 - Course, Coaching, and Conference*, related to the initiative [Gender Bias in Research](#) at Aarhus University.

Project Leaders:

[Alejandra Zaragoza Scherman](#), Assistant Professor at the Center on Autobiographical Memory Research (CON AMORE), Department of Psychology and Behavioural Sciences

[Ada Pastor Oliveras](#), Postdoctoral Fellow at the Department of Bioscience

[Anna Le Gerstrøm Rode](#), Postdoctoral Fellow at the Department of Management

Appendix C. Poster for Conference



AARHUS UNIVERSITY



MORE WOMEN IN RESEARCH: A CALL FOR ACTION

FRIDAY NOV 16

09:00 - 16:00 at AIAS Auditorium & Hall

19:00 - 21:00 at Kvindemuseet

At AU, only one in five professors is a woman. Join the conference and get engaged in developing strategies for gender balance in research.

Everyone is welcome.

Registration: au.dk/women-in-research

#MoreWomenAU

#GenderBalanceAU




AU Junior Researcher Association

Appendix D. Omnibus Article

Four women speak out: My greatest challenge as a researcher

Very few women become university researchers. So Omnibus asked four women who've made it to the top of the research career ladder to tell us about the greatest challenge they've faced as female academics.

2018.12.03 | Lene Ravn og Roar Paaske (fotos)



“You’re too much of a man. I don’t think you realize how arrogant people think you are.”

Dorthe Berntsen

Professor, director of CON AMORE, the Center on Autobiographical Research, at the Department of Psychology and Behavioural Sciences.

“It was in 2012. I had been director of the center for two years, and tons of op eds heaping criticism on the structural reform (major reorganization of AU’s academic and administrative structure in 2011, ed.) were being written. But I wrote one defending it, and a lot of people were affronted. It was a wasps’ nest. But for me – who’d just received a large centre establishment grant – parts of the reform were advantageous, actually.

A male colleague tried to set up a meeting with me several times because of the debate my op ed had generated. I really couldn’t be bothered. But he ended up sitting across from me one morning anyway.



Women are in the minority

On the lowest rung of the academic career level, women are in the majority: female PhD students outnumber their male counterparts by a tiny margin. But the situation is reversed by the time junior researchers are applying for postdoctoral positions, the majority of which go to men.

In 2017, only 20 percent of AU’s professors were women.

He said:

“You’re too much of a man. I don’t think you realize how arrogant people think you are.”

What I heard him say was that I wasn’t a real woman – I was a monstrosity. That I’d given up my sex in exchange for the role of center director. A role that was ultimately unnatural for me, and the fact that I had it nonetheless was because there was something defective about me.

When I got home, I talked to my partner about it. Fortunately he didn’t think that I was too much of a man, but he found it amusing.

And as an American, he could see it from a different angle. And this would never happen in the States, of course, because my colleague would have gotten complaints immediately. But at Aarhus University, there wasn’t anywhere you could complain about that kind of harassment.

I don’t work with him any more, and we’ve never really actually said goodbye. Once in a while I’ve considered whether I should ask him to go and get a cup of coffee and talk over what happened that day. But I never have. Some things that shouldn’t have happened have happened. But that doesn’t mean that I hate him, or that I’m flawless myself. But maybe there are some other people I should drink that cup of coffee with.”

“All the men had to do to become co-authors was dance through the lab. While I was acknowledged along with the lab technicians and nurses”

Lise Wogensen Bach

Vice-dean for talent development at the Faculty of Health. As a professor with special responsibilities in matrix biology, her primary research interest has been hypertension and renal complications in diabetes.



“I was a research assistant at Niels Steensen Hospital (now the Steno Diabetes Center Copenhagen, ed.), where I had worked in the lab on some methods of analysis for a research project. It was a big job, and I had participated in planning the experiment, generating the results, writing and discussions. And of course, there were some

This imbalance is most pronounced at the Faculty of Science and Technology, where only 9 percent of the professors were women in 2017. The gender balance is most equal at the Faculty of Arts, the faculty with the highest proportion of female professors – here 32 percent of professors are women.

In 2016, the university board adopted an action plan to increase the number of female researchers at AU. The plan includes a variety of targets, but in the light of the most recent new hires, the university will fail to meet them, according to the Main Liaison Committee’s memo.

On 16 November, the AU Junior Researcher Association (JRA) held a conference entitled More Women in Research: A Call for Action. The four women interviewed in this article participated in the conference at a panel discussion of the issue. And one of the factors identified during the debate that can make a research career particularly challenging for women is the expectation – or in some cases requirement – of a period of research abroad.

people who were the primary owners of these projects who were going to write three or four articles for journals. And when they finished the first draft, it turned out that I was listed under ‘acknowledgements’. At the same time, some people I knew had basically just flitted through the lab were cited as co-authors. It was clear that all the men had to do to become co-authors was dance through the lab. While I was acknowledged along with the lab technicians and nurses. I should be on the list of co-authors too. After all, I’d participated in all the steps there are in a research process. They just thought it was nice to have a men’s club.

I didn’t think this was acceptable at all, so I called my colleagues and the boss in to a meeting where I said that it wasn’t ok. They thought that was a strange thing for me to do, and their rationalization was that I hadn’t participated in the preliminary planning. We discussed it, and they bought it: I became a co-author. I don’t believe they were conscious of the bias they had before the meeting. They had probably just put me in the wrong place out of habit. After all, most of the women were laboratory technicians and nurses, and I believe my colleagues had just thought that I should be thanked along with the other women.

That was in 1990, but I still believe that women have to fight harder for their co-authorship than men. I’ve had these battles a handful of times myself, and in any case, it’s well-known that women have to perform better to get the same recognition as men.

I’ve gotten my inspiration from the female mentor I had at the Scripps Research Institute in California for almost three years – you have to get out there in the spotlight. Even though her male colleague reacted to this by exclaiming “By the way, you and your postdocs are not feminine at all”. I’ve tried to be proactive my whole life. My career is the result of the fact that I’ve made some choices, taken some chances, been mobile – and I’ve also had a good time along the way.

One time I was supposed to say the welcoming remarks at a PhD defence as a representative for the faculty. I was basically the first person in the room, sat down in the front row and had the protocol ready. And then the PhD supervisor came in through the door. He stood there looking. He looked at the clock. He looked out the door, and then he got impatient. So then I just said: “If you’re looking for the head of the defence, well then, I’m right here.” And he said: “Uhm, I thought it would be a m...” And that’s just how things are.

When you’re in the management, you see it again from a new angle. I’ve been at a lot of meetings where there were maybe two women and twenty men where I’ve just thought: ‘Where are all of the other women?’

Just as it was pointed out repeatedly that managers have a tendency to favor applicants of their own sex, which is detrimental for women. Maternity leave can also be a barrier to a research career. An opinion poll carried out by *Magisterbladet* (the member magazine for the union *Dansk Magisterforening*, or Danish Association of Masters and PhDs, ed.) in November among 625 female respondents revealed that 12 percent of female researchers and teachers at Danish universities have experienced incidents in which their performance was devalued on the grounds of their gender within the last year. The same poll showed that 10 percent of these women had dealt with having their bodies were commented on in an offensive way in the workplace within the last year.

Sources: AU and JRA

And just as I myself have been treated differently as a woman, as a manager I have to make a conscious effort to treat everyone the same. I've had a lot of interviews with PhD students, you know, and you have to really be conscious about making sure you ask men and women the same questions, because all of us have unconscious biases. And actually, you can end up going overboard and helping the women too much."

READ MORE: Gender researcher: "Gender equality is not just a question of staff policy"

"They've instructed me on 'how things are done in Uganda'"

Lotte Meinert

Professor with special responsibilities at the Department of Anthropology, School of Culture and Society. One of her main research interests is conflict and post-conflict societies, and virtually all of her research is currently taking place in Uganda.



"Some of the most glaring examples I've experienced are happening right now. Right now I'm heading a major research project in Uganda, where there's an incredible amount of gender inequality, and I'm really committed to doing something about it.

For so many years, I've respected the hierarchy in Uganda in that all three of the project managers I've worked with previously have been men. But now I think it's time for a change. So when I presented my latest project to the Ugandan university, I was very explicit about which female project manager I wanted.

I've been helping her prepare for several years, and she's a jewel. Not only is she a woman – she's simply the best qualified. One of the major reasons I'm doing this project at all is because I want to help her advance. But there are some people who believe that I as a woman shouldn't be allowed to decide, and they've instructed me on 'how things are done in Uganda'. I hired her anyway. And she and I are encountering all kinds of resistance.

I'm constantly nervous about what kind of harassment and pressure she could be exposed to. They're sabotaging her, so I have to be the one with steel in my spine and tell her we're not going to back down. We just have to be extra stubborn and persistent.

We have to upset the apple cart – otherwise we won't get anywhere. As we know from our own university. When choosing partners to work with, we more often choose a talented person of our own sex. Male colleagues oversee female colleagues, and vice versa. And maybe that's how I am too – better at spotting good women. In this sense, we're all gendered, and we have to make an extra effort to detect how that gives us a bias."

READ MORE: 110 honorary doctors at AU – five are women.

"My husband took a leave of absence so I could play on the men's court"

Trine Bilde

Professor of Evolutionary Biology, Department of Bioscience

“Doing research abroad is a very concrete challenge for researchers. It’s a big family project, and it’s hardest for women. I myself was able to break with the norms because my husband did something unusual. I had finished my PhD, we had two small children, and I was passionate about continuing my research. But that would mean research abroad. So my husband assumed the role that women have typically taken on: he took a leave of absence. Which meant that I was able to play on the men’s court.

He gave up his job as an engineer, and we knew that he would have to find something else when he came back home. Just as we had to accept a reduction in his salary. We decided that we could live with that, and decided to move to Israel in 2000.

When we told people what we’d decided, people said to him: ‘Wow, it’s really fantastic that you’re doing that,’ ‘What a major sacrifice you’re making,’ ‘How generous of you’. They all focused on the fact that he was the one taking time off.

Just like when he’s travelled for work, people react with ‘How hard it must be for you to be away from your family.’ But when I travelled people said: ‘How hard it must be for your husband to handle everything while you’re gone.’

I was the only one working in Israel. In the meantime, he took the kids to kindergarten and school, shopped at the market in Beersheba, dealt with the practical stuff and went sightseeing with the people who visited us. Even though it was motivated by my career, he approached it like an experience for him and our family.

I’ve known a lot of couples where the husband has had a career that completely dominated everything, and the wife has had to take care of the entire household by herself. There are still plenty of examples of this. And this can be fine, but there has to be a mutual understanding. As a couple, you have to be a team.

And if you have a partner who isn’t on board with the fact that it cuts both ways, you have to decide whether that’s the right person for you. You have to be aware of the fact that a research career takes more courage and more risks than most.”

READ MORE: Five new research projects aim to create more gender equality at AU



Appendix E. Input from Workshop's Participants at the Conference

	What?	Why?	How?	Extra comments / resources
Recruitment and Hiring	Double-blinded job applications		Applicant's gender should be blind to the assessment committee	
	Visible gender equality figures at the department website			
	As far as hiring is concerned, if not enough female researchers applied for a specific position, the position should be reopened. If the problem still persists and no effort was undertaken to find female applicants we suggest that the position should be cancelled.			
	Implement less rigid requirements for hiring permanent staff (e.g.,	The requirement to have a postdoc stay abroad for a permanent position makes it almost impossible to fulfil for those female researchers who have families.		Having an international network or some other international experience may be sufficient)

	What?	Why?	How?	Extra comments / resources
	When recruiting new employees, aside from teaching and research statement, make a requirement to write a gender balance statement			
Gender Issues at AU Organization	Create a Department on Gender Studies	Scholarship in gender issues is needed in Denmark		
	Develop a Sexual Harassment Policy	Women are often sexually harassed at work, which affects mental health and job satisfaction		#metoo movement in academia
	AU Gender Equity (GE) Board and Officers At departmental level: at least one GE Officer At AU level, GE Board where at least one GE Officer from each Department participates.	It addresses the issues of gender inequality in the micro- and micro-scale at AU.	At departmental level (micro-scale), at least one member of staff (or possibly one academic and one admin?) are responsible for e.g. 1) monitoring issues of Gender imbalance, 2) identifying any biases (unconscious or otherwise), 3) reporting at AU leadership groups regularly, 4) participating at recruiting process. At AU level (macro-scale), the GE Board (which would comprise of Departmental GE Officers) meets regularly (termly?) to assess the monitoring of individual Departments; to make suggestions and take action accordingly.	The offices and board would be gender balanced (ideally also age balanced)

	What?	Why?	How?	Extra comments / resources
	<p>Hold management accountable for results on gender equality and penalize departments that do not meet targets</p>	<p>So that the consequences are real; for example by taking hiring from the local departments back into the faculty administration</p>	<p>Requirements need to be manageable yet ambitious, and resources should be supplied</p> <p>We suggest that these numbers are required to be posted at the main page for each institute/faculty.</p> <p>We suggest that AU (AUFF?) set aside a part of the budget as “prize money” to the institutes/faculties with the most progress on gender equality each year</p> <p>KPIs could be:</p> <ul style="list-style-type: none"> - Positive change in gender distribution towards 50/50 in senior VIP positions - Positive change in gender distribution of Professors towards 50/50 - A bonus for sustaining an equal gender distribution over a number of years (as to not punish the ones who are already doing OK) 	<p>During Niels Christian Nielsen’s presentation we saw that university management track the numbers for (lack of) gender equality, but that there is no consequences for the institutes/faculties for good/bad performance.</p> <p>In this context we want to make sure that leaders get a clear message from the top concerning gender-equity at AU and that these really commit to make a change. For those departments that miss to implement/accomplish what was decided upon, we suggest some harsher measurements like, e.g. ‘public shaming’. In this context, AU should publish on its main webpage the statistics connected to gender statistics at all levels. We suggest some sort of ranking among the departments, which we hope will encourage a healthy competition.</p> <p>We suggest an active support and increased visibility to female and underrepresented</p>

	What?	Why?	How?	Extra comments / resources
				<p>minorities.</p> <p>For example:</p> <ul style="list-style-type: none"> - Research prizes and active nominations - An AU-wide 8th of March activity - Special grants for female/underrepresented minorities from AUFF - Travel grants for families to support mobility
	Identify bottlenecks at the department level	In order to increase awareness regarding the obstacles and ways to overcome them and to identify the reasons that force women out	Conduct a quantitative study regarding career choices (i.e. why stay/leave academia?)	Repeat study periodically to monitor progress
	Establish a gender office (Gender Equality Observatory /Gender Equality Hub), administered by a team of permanent staff with permanent annual budget at the university to monitor and implement best practices	To improve accountability for action plan for a more balanced gender representation	<p>Look at other countries and universities' models. This has already been implemented in Denmark so Aarhus University should not fall behind in these initiatives.</p> <p>Will be part of the university but independent to specific faculties.</p> <p>Will collect and provide data to fill in a Gender monitoring dashboard, where data</p>	We suggest initiating a central office, which manages AU with gender equity agenda. This office should be well integrated into the university structure and should have representatives in all important committees, including the ones where financial decisions are being taken.

	What?	Why?	How?	Extra comments / resources
			<p>from gender balance through job positions is shown and exposed in the website of AU.</p> <p>Will aim for transparency in the fellowships/job application processes.</p> <p>Will provide support and counsel towards achieving a gender- and family-sensitive mobility rules.</p> <p>Will also translate these issues to the university and make sure that they are heard and taken care of.</p>	<p>Moreover, we propose setting up a gender-committee at university level with members appointed by the rector, that should also take strategic decision in order to address the leaky pipeline effect. Furthermore, we suggest that the gender-equity committee should ensure that the university is well connected to other relevant external bodies. This office would work on gender barriers issue, help provide accountability, and carry out gender-related projects and a resource hub.</p> <p>Don't call it "More women in science" – make it inclusive for i.e. males on paternity leave. Hire an administrator to manage it. Should include:</p> <ul style="list-style-type: none"> - Job postings - Success stories - Mentorship system - Links to relevant grants - Social groups for AU employees on parental leave / international parents

	What?	Why?	How?	Extra comments / resources
	Obligatory training in gender bias for everyone but especially the ones in leadership positions and in committees			<p>The training could be a one-day workshop or an online course and a certificate will be given after the course is completed. Only staff with a certificate in gender bias will be allowed to make recruitment-related decisions.</p> <p>Staff members (permanent and non-permanent) should attend obligatory trainings on the topics described below.</p> <ul style="list-style-type: none"> - unconscious bias training (all) - teaching and supervision in the gender-equity context (for teaching staff including tutors) - gender-neutral hiring committees <p>-> documents should be provided and obligatory test and feedback should be considered</p>
Mentoring, Training, and Networking	More of these workshops	We have to keep the dialogue up, so that it becomes more natural to talk about gender equality.	Get funding and the AU leadership on board	No one wants quotas, but in order to make the unconscious bias more conscious, the issue needs to be discussed, in a friendly and constructive manner.
	Establish female researcher network and female researcher get-		- Involve external partners, like a union so that the people involved as mentors can use 1-2 hours of work to this activity	

	What?	Why?	How?	Extra comments / resources
	togethers		<ul style="list-style-type: none"> - Create the network in a web-base - Everyone (female researchers) can add their profile - Have a bi-yearly meeting of all the people in the network - Female mentors - 1 mentor per each 2-4 mentees - Meet more often, each 2-3 months, for lunch or the like - Give a prize per year to the best initiative for gender balance/equality 	
	Have a separate female researcher support within the career center			
	Social media campaign/blog. Provide an anonymous platform for female researchers to raise everyday issues related to gender bias and to raise awareness			
	Have a mentor (and alumna) database with appropriate keywords, so that junior female researchers could find mentors			
Work-Life Balance	Provide on-campus day care	Make it easy to pick up one's child or visit for lunch or while there is a break in your		

	What?	Why?	How?	Extra comments / resources
		experiment. Make it easier to be a parent at AU!		
	Schedule meetings and teaching between 9:30 and 16:00	In order to avoid scheduling conflicts with taking the kids to daycare/school and picking them up from there		
International Mobility				
International Mobility	Create initiative for early career mobility for women	Women become parents earlier than men (30 years average vs. 33 years average for men). This is a biological necessity and makes it harder for women to attain a year or two of international mobility (directly required for many grants, and the university for permanent employment). AU can help mitigate this by creating initiatives to help women researchers travel earlier in their career (perhaps even during their Master).	<p>This could include:</p> <ul style="list-style-type: none"> - Travel grants for young female researchers. -Perhaps as a part of Erasmus – campaign to get more women applicants. -PhD exchange programme for women researchers with other universities. - Accept shorter stay or extended and meaning international collaborations. 	Despite the importance of parental barriers to international extended research stays, it is also important that when discussing international mobility to consider that some women might not be able to carry one extended research stays for reasons other than family. They might have medical or legal condition that requires them to live in Denmark. For example, in the case of divorced parents who are forbidden from living longer than 40 km away from their children’s father; or the case of international researchers who are in the process of obtaining permanent residence or Danish citizenship and unable to travel because of immigration requirements.

Appendix F. Independent Evaluation Report

Sharon Elliott: the Researcher Development Partnership, Cambridge

Impression

It was a pleasure to work with three incredibly dedicated and energetic women in the delivery of this programme and their individual development both in project planning and delivery as well as their understanding and ongoing activism in gender issues throughout the process should be seen as an unintended but important benefit of the award.

The workshop introduced the women attendees to a simultaneous personal and global understanding of gender inequality. This approach enables women who may not have previously recognised gender inequality, or who may have 'shrugged off' inappropriate behaviour as something to be expected and tolerated, to identify and locate their experiences within and alongside those of other women. In doing so, the participants were able to work on strategies to manage their day-to-day encounters as well as develop networks and support from other women to become activists who can make change happen. This is visible in the way the subsequent conference was designed and managed as well as in the journeys the women showed during the coaching sessions. This programme, while successful in its own right is still just a starting point. The work needs to be continued at an individual and strategic level – let's not undo the impressive work that was achieved during this project.

Results

The main results showed that there is an overriding impression in the Danish context that gender inequality has been more or less resolved. It is the impression from the workshop that all the women experienced discrimination on some level but many wither accepted this as 'par for the course' or took it on a more personal level, not realising that other women were experiencing the same thing. Misogyny and discrimination are so entrenched in the psyche, through our socialisation, that even in this group of extremely intelligent, educated, indeed privileged women, it took time for all to recognise the subtleties of patriarchy and the impact it has on their careers and lives. The workshop and subsequent coaching showed that women at Aarhus University are experiencing gender discrimination on a daily basis, but when they are given the opportunity to express, explore and challenge it with other women then they are minded to do something about it – for themselves and others.

Barriers

- A. The workshop highlighted that barriers to gender balance in research include a belief that gender inequality is more or less resolved within the Danish context. This means that there is little or no discussion on gender issues, and those experiencing it do not often realise they are not alone. It also gives 'acceptance' to what men and women may view as 'minor infractions' as they remain tolerated.
- B. Most universities are based on a hierarchical system that is rooted in patriarchy (historical). Within these structures, ceremony and precedence make it difficult to challenge historically inappropriate or gendered ways of working. This has to be acknowledged before true gender equality can be recognised.
- C. 'Rocking the boat'. When what are perceived as minor infractions are tolerated, because to raise the issue could damage relationships and careers when the power structure prefers the arbitrator, or allies of the arbitrator. Women do not speak up – this is not unique to Aarhus, but, just read anything related to the #metoo campaign. It was seen and recognised throughout the workshop and coaching.

Suggestions

Among a myriad of possibilities, some concrete proposals following my assessment of the workshop and coaching sessions are:

1. Undertake a gender audit at AU.
2. Develop, fund, and manage a women's network.
3. Review and initiate reverse mentoring programmes.
4. Promote a 'lift other women' campaign.
5. Deliver more gender awareness programming – including masculinity and toxic masculinity awareness raising through training programmes, campaigns, webinars, etc.
6. Review the UK Athena Swann Programme and take learning insights from this.
7. Review employment practices and HR policies to ensure not just gender neutrality, but equality.
8. Develop a monitoring and review process to assess learning, change and action with regard to gender issues.