



APPENDIX  
**DESCRIPTION  
OF ACTIVITIES**

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## SYSTEMATISED WORK WITH SEARCH COMMITTEES

### BACKGROUND

Recruitment processes play an important role in achieving a higher degree of gender equality and diversity. This is not just a question of ensuring gender equality and diversity in the process of assessing applicants. It is also a question of attracting a highly qualified and diverse applicant pool. The challenges are particularly evident when it comes to academic positions (but can also concern administrative positions).

Using search committees in an active, structured way should help to increase the number of qualified applicants, as well as pursuing strategic priorities such as diversity and internationalisation at the hiring unit.

AU's Norms for the recruitment of permanent staff academic staff states that "search committees is used to attract an applicant pool with excellent credentials and balanced gender representation. The objective of the activity 'systematised work with search committees' is to develop a clear framework for working with search committees at AU.

### OBJECTIVES

- SHORT-TERM** To attract a highly qualified applicant pool with excellent credentials and balanced gender representation for permanent academic positions. (tenure-track assistant professor, associate professor, senior researcher/scientist positions, professor).
- LONG-TERM** To improve overall gender balance among senior academic staff. (indicator in Strategisk rammekontrakt 2022-2025).

### ACTIVITY

Search committees should be used when recruiting tenure-track assistant professors, senior researchers/scientist positions and professors. Each faculty is responsible for developing guidelines for its work with search committees. At a minimum, such guidelines should cover:

- Who is responsible for establishing a search committee.
- How a search committee should be composed.
- How it can be secured, that search committees are motivated and have the necessary competences – and how considerations of gender equality and diversity should be incorporated into the work of the search committee (ex. composition of committee and scope).
- How administrative support for search committees is provided.
- How department/school-level experiences with search committees are documented and collected in order to share experiences.
- How promoting AU and the city/area as an attractive place to work and live can be incorporated into the work of a search committee.

The guidelines of the faculty as well as the work with recruitment in general is founded on Norms for the recruitment.

### RESPONSIBILITY

- RESPONSIBLE** The faculty management team is responsible for developing guidelines for search committees. Subsequently the head of department/school – in consultation with the department's/school's research committee – is responsible for ensuring compliance with the guidelines.
- SUPPORT** Adm. coordinator from the department/school (where relevant).

### TIMELINE

- SPRING 2023** Faculties develop guidelines. Publication of guidelines on faculty's website.
- AUTUMN 2023** Guidelines are applied and subsequently frame the recruitment process for permanent academic positions.

## SYSTEMATIC CAREER DIALOGUES

### BACKGROUND

AU has launched a perennial initiative to create a framework for a more systematic approach to career clarification and career development for all staff. Data shows that there is an unequal gender balance among permanent academic staff members, and that women more often than men interrupt an academic career path.

The activity 'systematic career dialogues' has researchers in temporary positions as target group. The purpose of focusing on career development in the transition from temporary to permanent positions is to achieve greater diversity among research and teaching staff, as well as to assist individual staff in identifying and qualifying for career opportunities both at and outside Aarhus University.

The activity aims to achieve more explicit alignment of expectations between the staff member's career plans and ambitions and the department's/school's strategic objectives and to create equal opportunities for all staff groups. The activity builds on 'Clarification of qualification requirements', which was included in the *Action plan for gender equality 2020-2022* and is aligned with other ongoing or planned career development initiatives at AU.

### OBJECTIVES

**SHORT-TERM** All academic staff members in non-permanent positions should be given career clarification support and opportunities through career dialogues with their closest leader.

**LONG-TERM** That structures and processes (formal and informal) promote equal opportunities for career development for all staff regardless of gender, nationality and age.

### ACTIVITY

Career dialogue between each staff member and closest, relevant leader should be held no later than one year after hiring as well as prior to any employment contract extensions or offers of permanent employment. Such career dialogues are intended to provide feedback, guidance and individual clarification that will assist staff members in making meaningful choices about their own careers. The career dialogue provides leaders with a framework for considering diversity and career progression systematically and strategically for all staff in their unit. Leaders help staff explore the next steps they can take in their careers through a dialogue about opportunities within and outside academia, conditions for realising them and any barriers that might exist. Leaders should work actively to create equal opportunities and development for all, and pay attention to how their own networks, AU's career development services and other resources can aid in this. A written summary of the career development dialogue is made. The purpose is to document agreements made and expectations aligned, as well as to enable adjustments in subsequent career dialogues.

#### LOCAL KICK-OFF

To create a good framework for local implementation at departments/schools and other units, the department/school management team has a 'kick-off discussion' with the participation of LSU and (where relevant) the faculty's diversity committee. Here the local framework for career dialogues is discussed, including clarifying who the relevant leader is and connection to SDD. Also the prerequisites for making the dialogues as fruitful as possible, as well as other issues related to diversity and gender equality is discussed. Relevant data is included.

### RESPONSIBILITY

**RESPONSIBLE** The head of department/school is responsible for 1) ensuring that the local kick-off takes place and 2) that career dialogues are held with all staff in temporary positions.

**SUPPORT** AU HR is responsible for developing dialogue tools to facilitate career dialogues and reference material for use in the 'kick-off discussions' at department/school level.

### TIMELINE

**SPRING 2023** Start-up and subsequent implementation at the faculties.

## LEADING INCLUSIVE DIALOGUES AND DECISION-MAKING PROCESSES

THE ACTIVITY SHOULD BE SEEN IN RELATION TO THE ACTIVITIES ON WORKPLACE CULTURE.

### BACKGROUND

Leaders are responsible for creating a framework for well-functioning and inclusive environments in which diversity is a strength. Developing inclusive workplace culture places certain demands on leaders. They must be able to facilitate inclusive dialogues and decision-making processes.

This activity builds on 'workshops on gender equality in leadership forums focussing on bias/bias awareness' in the *Action plan for gender equality 2020-2022*.

### OBJECTIVES

**SHORT-TERM** To improve leaders competences to facilitate inclusive dialogues and decision-making processes.  
To ensure that leaders are well-prepared to implement the action plan, particularly activities focusing on workplace culture.

**LONG-TERM** To ensure that leaders at AU uses diversity as an active resource in achieving AU's strategic goals by valuing diversity among their staff and creating inclusive work and research environments.

### ACTIVITY

A course for leader groups focussing on leading inclusive processes is held at each faculty/adm./Enterprise and Innovation. It is organized in order to build on existing competences and leadership activities in that unit.

The target group is all leaders at the unit (levels 1-4 faculty management, senior management for administration, centre directors, line managers, Head of sections and in some cases group leaders, secretariat managers, department Managers).

The course should provide the participants with theoretical and practical knowledge of how they as leader/management team can facilitate good dialogues and processes, for example by working with examples and upcoming tasks (ex. workshop on workplace culture).

### RESPONSIBILITY

**RESPONSIBLE** The dean/university AU director/director of Enterprise and Innovation is responsible for initiating and determining the framework for the process in their respective unit. At the faculties, the diversity and gender equality committees should be involved.

**SUPPORT** AU HR is responsible for developing and holding the course with the involvement of an external partner.

### TIMELINE

**SPRING 2023** Development of concept through involvement of participant representatives.

**AUTUMN 2023** The course is held.

## INCLUSIVE WORKPLACE CULTURE

### BACKGROUND

AU is a large, international workplace where people of different genders, backgrounds, cultures, ages et. work together to create exceptional degree programmes, research results and consultancy. For diversity to be brought into play in the best possible way, an inclusive culture in which everyone feels valued and has an opportunity to contribute is necessary.

Workplace culture is a shared responsibility for leaders and staff. Leaders have a special responsibility in ensuring that the unit work actively to develop their workplace culture in this direction. An inclusive workplace culture is characterized by an open, tolerant environment where difference is a strength. Culture emerges between people, and is linked to attitudes, behaviour and practices. This means that culture is something everyone has a stake in and bears responsibility for.

### OBJECTIVES

**SHORT-TERM** To ensure that leaders and staff across AU engage in dialogue about their local workplace culture and try out initiatives aimed at creating a more inclusive culture.

**LONG-TERM** To develop inclusive workplaces in which diversity contributes to the performance of the university's core tasks, and in which all staff groups have equal opportunities to thrive and develop.

### ACTIVITY

#### 1) KICK-OFF – CONFERENCE MARCH 2023

The recurring AU conference on gender equality, diversity and inclusion will be held in March 2023. In 2023, the theme will be inclusive culture.

#### 2) REGULAR 'CHECK-UP' ON WORKPLACE CULTURE

At least once a year, all departments/schools/ units should put focus on their workplace culture in relation to gender equality, diversity and inclusion at a workshop or the like (for example, at a department meeting). These themes may be explored generally, or a single theme of particular relevance may be selected. On this background, initiatives that can contribute to an inclusive culture is identified. These should subsequently be tested and evaluated. Data from department's/school's/ units WPA results, follow-up on the SDD (which includes a question about workplace culture) as well as insights from career dialogues can be used.

#### 3) ONBOARDING OF NEW STAFF

When new staff start, their leaders are responsible for ensuring that the onboarding programme includes an introduction to the culture in their unit – both its formal aspects (guidelines, policies, etc.) and its more informal aspects. This will help new staff understand their unit's cultural norms and values quickly, and it will promote mutual openness about workplace culture. The manager's introduction can be supplemented by a "buddy", who will also be able to give the new staff member a more informal and personal introduction to the workplace.

### RESPONSIBILITY

#### ACTIVITY 1

**RESPONSIBLE** Rector's Office.

**SUPPORT:** AU HR, others.

#### ACTIVITY 2:

**RESPONSIBLE** The head of department/school/unit is responsible for ensuring that the workshop takes place at the relevant level (e.g. the entire department/school or section/level). The responsible manager decides on the theme, organisation, etc., on the background of dialogue with staff, LSU, LAMU, etc.

**SUPPORT** AU HR is responsible for developing resource material.

#### ACTIVITY 3:

**RESPONSIBLE** The hiring manager/immediate supervisor is responsible for introducing new staff to the workplace culture and should consider involving other staff in the introduction if relevant.

**SUPPORT** AU HR is responsible for including the activity in AU's existing onboarding toolkit.

### TIMELINE

SPRING 2023 Activity 1

AUTUMN 2023 Activity 2 – Implementation

SPRING 2024 Activity 2 – Implementation

## ARTS DIVERSITY IN THE CURRICULUM

### BACKGROUND

Diversity in the curriculum has been a topic at Arts for some time. This has been discussed by the Faculty's committee for diversity and gender equality, with the participation of student representatives from the Arts Council. The topic has also been discussed at a meeting of the Faculty's Forum for Education, chaired by the vice-dean for education, as well as by FSU and the faculty management team, which agrees that this issue should be the faculty's the faculty's highest-priority initiative in the *Action plan for gender equality, diversity and inclusion" 2023-25*.

### OBJECTIVES

SHORT-TERM	Definition of the task for the for the degree programme boards at Arts.
LONG-TERM	Definition of the task for the for the degree programme boards at Arts. To anchor diversity in the curriculum close to the degree programmes at the individual department.

### ACTIVITY

The faculty's position is that work on diversity in the curriculum must be included in the faculty's routine quality assurance work for the degree programmes, and must therefore be anchored in the faculty's system of education boards. Since Arts' schools are served by a small number of boards of studies with responsibility for a lot of degree programmes, the work will be anchored in the degree programme boards which support the departments in their work with their degree programmes, and which include both teaching staff and student representatives.

In other words, this means that the work will be anchored in the individual departments, but under the responsibility of the school and the faculty. This is in line with the recommendations received from the faculty's committee for gender equality and diversity and from the students. The initiative will subsequently be evaluated by the school and the faculty management teams.

A number of workshops at some of the departments have already been held on the topic. In all cases, the development of the curriculum is being approached as a question of the degree programmes' subject-specific quality assurance work.

### RESPONSIBILITY

RESPONSIBLE	Vice-dean for education.
SUPPORT	The degree programme boards at Arts.

### TIMELINE

2023	The degree programme boards develop dialogue with the degree programmes on diversity in the curriculum.
2023-2025	Dialogue and development of the curriculum.
2025	The faculty and school management teams evaluate the initiative.

## AARHUS BSS MOBILITY AND INTERNATIONAL COLLABORATION IN THE EARLY STAGES OF A RESEARCH CAREER

### BACKGROUND

International research collaboration contributes positively to academic career development. However, there is potential for rethinking existing forms of collaboration with international research environments by taking advantage of the digital collaboration opportunities and more flexible forms of mobility which are available today. For researchers with family, international mobility requirements and expectations can present a challenge. Rethinking mobility requirements for PhD students would have advantages.

As a special focus area related to *The Action plan for gender equality, diversity and inclusion 2023-25*, Aarhus BSS will discuss what is reasonable and appropriate in relation to mobility requirements for early-career researchers. International collaboration and experience from difference research environments are crucial to career development, but it is relevant to consider whether the form taken by international research collaboration might be rethought/modernised, in order to take advantage of opportunities for digital collaboration to a greater extent. Can mobility requirements be made more flexible without leading to a deterioration in the quality of the PhD degree programmes?

### OBJECTIVES

SHORT-TERM	To provide support to all early-career researchers to engage in international collaboration by introducing alternative forms of mobility.
LONG-TERM	To ensure that structures and processes (formal and informal) are in place to enable all staff – regardless of gender, nationality, age, etc. – are offered relevant and equal opportunities for career development.

### ACTIVITY

- Review of existing research on the importance of international research collaboration and mobility for early-career researchers.
- A survey of PhD students, including those who had to find alternatives to the standard longer research stay abroad during the Covid-19 pandemic, with a view to identifying the perceived challenges and qualities of different forms of collaboration with international research environments.
- Based on this, workshops at department/faculty level with a view to discussions of how mobility requirements for early-career researchers might be modernised.

### RESPONSIBILITY

RESPONSIBLE	The faculty management team/the faculty's committee for research, gender equality and diversity are responsible for initiating and framing the review and the survey of PhD students.
SUPPORT	BSS HR/PhD administration and the faculty secretariat.

### TIMELINE

SPRING 2023	Preparation and launch of review.
SPRING 2023	Preparation and launch of PhD student survey.
SPRING 2024	Reporting on review and PhD student survey.
SPRING/ AUTUMN 2024	Results discussed in workshops.
AUTUMN 2024	Memo is drafted describing potential proposals for modernised mobility requirements for early-career researchers.
2025	Implementation of any revised mobility requirements.



## HEALTH ALTERNATIVE CAREER PATHS

### BACKGROUND

The gender balance among the researchers who choose a career at Health does not align with the gender balance on the faculty's Master's and PhD programmes. For various reasons, female research talents choose a different career path. That not everyone follows a straight path to a particular position but instead chooses a different path is a well-known phenomenon in many industries, and also applies to university associate professors and professors. For example, many people choose to take a break from their research careers. There can be many reasons for this, from parental leave to work abroad, illness or other training programmes, for example medical specialisations. According to the statistics, more women than men choose not to return, choosing other paths instead. In this light, it would be interesting to explore whether we can draw on information and inspiration about alternatives to traditional academic career paths to increase the proportion of female applicants to research positions at Health.

### OBJECTIVES

SHORT-TERM	To identify and communicate alternative career paths for research talents at Health.
LONG-TERM	To increase the number of women interested in pursuing a research career at Health by increasing transparency around different career paths.

### ACTIVITY

- The first step of the initiative will be to identify, map and describe the traditional career paths at Health's departments. In addition to explicit, accessible information about criteria, rules and opportunities, the initiative will also focus on the knowledge which is often implicit in an organisation. On this background, it will be possible to identify and describe alternative career paths in order to provide inspiration for those who either will not or cannot follow 'the straight path'.
- Determine how best to provide guidance and support for researchers who take alternative paths with regard to remaining in/returning to a research career at Health, AU.

### RESPONSIBILITY

RESPONSIBLE	Dean.
SUPPORT	Faculty management team, Health Gender Diversity Committee, gender equality advisor.

### TIMELINE

SPRING 2023	Pilot: Identify and map the traditional and alternative career paths at one of the faculty's five departments.
AUTUMN 2023	Develop communication strategy in relation to relevant target groups: MSc students/ PhD students/postdocs/associate professors. Identify and map the traditional and alternative career paths at two additional departments.
SPRING 2024	Produce communications materials (print/web/other) to support communication strategy. Identify and map the traditional and alternative career paths at one additional department.
AUTUMN 2024	Produce communications materials (print/web/other) to support communication strategy. Identify and map the traditional and alternative career paths at the remaining department.
SPRING 2025	Produce final versions of communications materials (print/web/other) to support communication strategy. On the basis of the above, make preliminary reflections in relation to new supportive formats for career guidance.
AUTUMN 2025	Evaluation of the initiative and plans for the process going forward.

## NATURAL SCIENCES RESTART PACKAGES

### BACKGROUND

Both men and women in the early stages of their research careers may experience parental leave as slowing or limiting their career development. They may also find it challenging to balance work and family life once they return to work after parental leave. During such periods of transition, there may be a need for flexibility or part-time working arrangements, for example in the start-up phase after the end of parental leave or when a child starts daycare. In principle, restart packages should be available to all regardless of job title, but the primary target group is expected to be early-career researchers.

### OBJECTIVES

- SHORT-TERM** To improve early-career researchers' opportunities for continue to progress professionally before, (during) and after parental leave by providing increased flexibility and adaptation to the needs of the individual.
- LONG-TERM** To foster a workplace culture at NAT that permits flexibility and part-time working arrangements in order to enable the individual to balance the demands of work and family life.

### ACTIVITY

Restart packages are intended to make it easier for early-career researchers in particular to take parental leave, be on parental leave and return from parental leave.

Early parental leave interviews and alignment of expectations in two steps:

- As early as possible before the parental leave, the staff member and their manager discuss expectations and options for the period before/during/after parental leave, for example in relation to assistance with teaching duties or other tasks where support might be needed. For example, there may be tasks, such as experimental work, that a pregnant staff member must avoid and may need assistance with (for example from technical staff).
- After reflection, a solution is chosen which suits the needs of the staff member. There may be circumstances that change while the staff member is on parental leave, so it must be possible to make adjustments along the way.

An interview guide and an agreement form must be drafted for the parental leave interviews.

Solutions should be adapted to the individual's needs as much as possible, for example safe working conditions (pregnancy labs), stand-in during parental leave, support for research abroad and conference participation, equipment for new projects, part-time work for an agreed period.

### RESPONSIBILITY

**RESPONSIBLE** Heads of department and the managers of early-career researchers. The faculty management team will discuss financing for restart packages in early 2023.

**SUPPORT** NAT-TECH HR (interview guide and forms).

### TIMELINE

**JANUARY-MARCH 2023** The financial framework for restart packages will be discussed and decided by the faculty management team.

NAT DLU will discuss and describe the implementation of restart packages, including different modules that reflect differences among the departments.

**MARCH-** NAT DLU.

**APRIL 2023** A communication campaign will follow on the faculty management team's decision.

## TECHNICAL SCIENCES EXIT SURVEYS

### BACKGROUND

At the Faculty of Technical Sciences, despite gender parity among PhD students, the proportion of women in permanent positions decreases as they move up the academic career ladder. We aim to determine the causes of this, both structural and related to workplace culture, in order to recruit and retain talent to all academic positions. Our intention is to take targeted action once we have identified the precise underlying causes of the talent drain. By interviewing all staff who leave positions at Tech, we will also be able to identify any other issues in relation to workplace culture at the various departments, which will enable us not only achieve greater gender equality, but also diversity in a broader perspective and inclusion.

### OBJECTIVES

- SHORT-TERM** To collect data on reasons for leaving the faculty.
- LONG-TERM** To develop initiatives to recruit and retain talents at Tech's departments by creating a workplace characterised by gender equality, diversity and inclusion.

### ACTIVITY

Exit surveys comprised of two elements: First, a survey for all academic staff (including PhD students) who leave Tech, and second, interviews with selected staff. The objective of the survey is to identify general causes, in addition to focussing on the elements in regard to which the female staff WPA scores were lowest. The survey will be drafted in collaboration with the gender equality committee and the faculty management team. The survey will consist of a series of questions, in addition to comments fields in which respondents will be asked to describe three positive elements of the workplace and three elements which, in the respondent's opinion, could be improved. The survey is being developed, and is expected to be complete in early 2023. In addition, all staff who resign from positions at the department can be invited to an interview with their manager or, if this is more appropriate, the head of department. An interview guide participants can use to frame the dialogue will be developed.

Based on the data collected, the faculty or departments with a need to take additional action can develop initiatives aimed at addressing the specific causes of premature resignation that are identified, for example a desire to leave academia. As a result of the activities outlined in the action plan, it is anticipated that the faculty and the departments will achieve greater insight into the specific causes that lead women to leave Tech, and that the faculty or relevant departments will take appropriate action on the background of the knowledge acquired, with the end result that more women will choose to pursue a career at Tech.

### RESPONSIBILITY

- RESPONSIBLE** The faculty is responsible for carrying out the initiative and is in the process of entering into a contract with XX (cannot be disclosed before the contract has been signed) for the data collection.
- SUPPORT** HR and PhD administration will provide data to XX, in order that staff who resign at the end of a month and whose contracts are not extended or who are not transferred or moved to another type of position receive the survey.

### TIMELINE

- SPRING 2023** Surveys and exit interviews introduced.
- 2023-25** Ongoing data collection and initiation of targeted initiatives on the background of data aimed at increasing the number of women who stay at Tech and in academia. The initiative will be discussed and adjusted if necessary annually. A final evaluation will be carried out after three years.

## ENTERPRISE AND INNOVATION MORE FEMALE ENTREPRENEURS

### BACKGROUND

Only one in three entrepreneurs at AU is a woman. In order to exploit the potential of the talent pool at the university, more women must have better opportunities for becoming entrepreneurs. There is a need for special initiatives that support this both in the short and long term. At Enterprise and Innovation, we will contribute by providing strong communities, new knowledge and showcasing role models.

### OBJECTIVES

**SHORT-TERM** That more female entrepreneurs participate in The Kitchen and innovation hubs. (Reference data: Gender distribution among students and researchers who participate in programmes at The Kitchen and entrepreneurship hubs - Statistics already available as part of the university's annual performance follow-up process).

**LONG-TERM** That structures and processes (formal and informal) support equal opportunities for entrepreneurship for all employees and students – regardless of gender, nationality, age, etc. – and that more women take advantage of this opportunity.

### ACTIVITY

#### 1) STRONG COMMUNITIES

Both through workshops at The Kitchen aimed at female students and researchers, and through the Female Founder network based on sustainable business ideas as part of the Pan-European University collaboration Circle U.

#### 2) NEW KNOWLEDGE

New knowledge through ongoing PhD project on rhetoric in relation to entrepreneurship and attracting funding for project on Female Entrepreneur in a Cross-Cultural Perspective.

#### 3) ROLL MODELS.

At Enterprise and Innovation, we will produce portraits of female entrepreneurs at AU, which can be an inspiration for others, and we will review our overall communicative strategy for bias, to ensure that our communication does not exclude parts of the talent pool.

### RESPONSIBILITY

#### ACTIVITY 1

**RESPONSIBLE** Enterprise and Innovation, The Kitchen.

#### SUPPORT

Circle U, Danish Foundation for Entrepreneurship.

#### ACTIVITY 2

**RESPONSIBLE** PhD student Solveig Larsen Kolstad (Arts) and Enterprise and Innovation.

#### SUPPORT

Partners in the project on Female Entrepreneur in a Cross-Cultural Perspective.

#### ACTIVITY 3

**RESPONSIBLE** Enterprise and Innovation.

#### SUPPORT

Female entrepreneurs at AU and partners who will contribute to showcasing portraits.

### TIMELINE

#### SPRING 2023

Submit application for project on Female Entrepreneur in a Cross-Cultural Perspective to several different calls.

#### SPRING 2023

Workshops offered throughout the period.

#### AUTUMN 2023

Launch communicative bias review and produce portraits of woman entrepreneurs at AU.

## THE ADMINISTRATION RECRUITMENT PROCESSES THAT PROMOTE DIVERSITY, REDUCE BIAS AND PREVENT

### BACKGROUND

LEA has previously focused on recruitment with a view to promoting diversity and inclusion. In 2022, the administrative units have primarily chosen to work locally with 'recruitment-related' initiatives (desire to attract broader/specific professional groups/avoid bias) aimed at addressing various specific issues. In 2023-25 recruitment processes that promote diversity, reduce bias and prevent discrimination in all steps will be developed. The objective is to attract and recruit the best qualified applicants to the administration's various functions and positions. It is a question of resources, not minorities.

### OBJECTIVES

**SHORT-TERM** Broader field of applicants, better-qualified applicants and staff as well as increased diversity in the units.

**LONG-TERM** A workplace characterised by diversity and inclusion; reap the benefits of differences and potential. Everyone must have a voice and an opportunity to contribute, regardless of their personal traits (gender, age, education, social and cultural background, appearance, language, nationality, etc.)

### ACTIVITY

- 1) Increase knowledge among administrative managers and staff about diversity, gender equality and inclusion. What does this mean? What can it be used for? And how, in practice? Putting this theme high on the agenda for discussion and similar activities to increase knowledge of the topic (leadership of) diversity in the workplace.
- 2) Experiment with different ways of attracting broader applicant pools as well as reducing bias and barriers throughout the recruitment process, initially with inspiration from the previous action plan's recruitment activities #1-2

#### LANGUAGE REVIEW OF JOB ADVERTISEMENTS

Better and broader job advertisements, for example avoidance of gendered language in descriptions. Job advertisements must be broadly formulated with a view to attracting a diverse pool of applicants. Among other steps, by supplementing language review with a digital tool that screens texts for stereotypes and aids in ensuring broader appeal. This digital tool will be used by HR to advise hiring managers in connection with drafting job advertisements.

#### ENSURE GENDER EQUALITY IN ALL ASPECTS OF THE RECRUITMENT PROCESS, AMONG OTHER THINGS THROUGH REQUIREMENTS FOR

- Encouraging under-represented genders to apply in job advertisements. At the same time, the job advertisement must also clearly state that the university does not practice preferential hiring in relation to under-represented genders. 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.
- Appointment committees must include a broad range of members and gender-diverse.
- On the condition that the candidates possess the necessary qualifications, the gender diversity requirement also applies to applicants offered job interviews.
- The appointment committee must, on the basis of applicants' qualification 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 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.

- 3) Regular follow-up and discussion in LEA and unit management teams as well as monitoring data on staff composition and recruitment data.

### RESPONSIBILITY

**RESPONSIBLE:** LEA.

**SUPPORT:** The university director's PA, in collaboration with HR.

### TIMELINE

Under development.