

The Gender Diversity Committee background report.

This report contains the information collected by the Institute's Gender Diversity Committee, 2025/26, which therefore forms the basis for the conclusions and recommendations presented at the Institute's staff meeting on April 26, 2026.

The background report contains two parts:

- 1) Evaluation of initiatives taken
- 2) Policy development/recommendation

Committee members:

Ph.d.student, Juliane Høgh Schmidt

Assistant professor, Mads Pieter van Luttervelt

Associate professor, Viki Lyngby Hvid

Associate professor, Nicholas Haas

Professor, Jørgen Møller

Professor (chair), Vibeke Lehmann Nielsen

Mandate:

As part of The Department of Political Science's program to promote gender diversity it was decided to consider revisions every second year. This format of this revision is informed by the recent research evaluation and discussions at the staff meeting in April 2025. To conduct the revision, the department forms a gender diversity committee with the following tasks:

- 1) Evaluate initiatives taken based on the last report: program to promote gender diversity. This could for instance involve reviewing job advertisements, guidelines for feedback, or procedures for handling experiences with unpleasant behaviour. But the committee decides its focus.
- 2) Consider new knowledge we can use to develop the department's policies and everyday conversations among staff. This could for instance involve newly published work or exploration of new perspectives among students. But the committee decides its focus.
- 3) Propose new initiatives for developing the department's program to promote gender diversity. This can include specific initiatives but also considerations for how to potentially institutionalize the work to promote gender diversity at the department more continuously in the future.

The committee has resources to invite relevant speakers and to limited data collection tasks.

Note: In line with the mandate the Gender Diversity Committee focuses on gender diversity. However, we acknowledge the question of gender intersectionality – particularly with nationality. It will be considered and mentioned when it seems prevalent.

Furthermore, the parts of the evaluation that build on the conducted employee survey uses a binary understanding of gender – based on self-reported gender-identity. (A binary self-identity fits more than 90 pct of the employees). Likewise, the Department’s annual report on gender measures gender binary.

Part I – Evaluation

Evaluation approach:

Approach/form of evaluation	Overall questions/evaluation criteria
Goal-attainment evaluation	To what degree have the goals been realized?
Implementation- evaluation	Is the level of activity at management and implementation agent group level satisfactory? In other words: What has the management done to implement the policy tools defined in the Program to promote gender diversity, if nothing/not enough why? And do target group uses/is it aware of/conscious about the policy tools?
Targetgroup-oriented evaluation	Do the target group think that initiatives taken are sensible, fruitful and fulfilling?

Policy initiatives taken by management:

Transparency (annual report):

- 1. gender distribution in all current positions**
- 2. gender distribution of applicants, shortlisted applicants, qualified applicants, applicants offered a position, and hired applicants for teaching assistants, PhDs, postdocs, assistant professors, associate professors, and full professors**
- 3. gender distribution of assessment committee members for positions and PhD dissertations**
- 4. hiring criteria as they appear in calls**
- 5. The first report will be released by March each year after 2023, first time in March 2024.**

Work-life balance and family-friendly policies:

- 1) A reduction in teaching load for parental leave will multiply leave periods of 3 months and over by 1.5 to compensate for the stop-go costs of entering and exiting parental leave (starting March 2023). A 3-month parental leave would have reduced the teaching load by 2.25 K according to the old rules whereas the new rules offer compensation of 3.37 K. Correspondingly, 6 months of leave increases from 4.5 to 6.75 K and 9 months leave from 6.75 K to 10.13 K. Does not apply to PhD students, where teaching is part of the education.
- 2) The financial support from the department to PhDs bringing their family (partner and/or children) on their stay abroad will be increased by 50 percent (9,000 DKK per month for PhD bringing family on research stay) (starting March 2023).
- 3) Options for part-time employment in VIP positions for employees with children. For PhDs, this depends on decisions at the PhD School. For postdocs and co-financed assistant professors, this must be negotiated with the project owner. For others, it must be negotiated with the department head (starting January 2023).
- 4) Parents have the right to two care-days (“omsorgsdage”) per child per year, including the year the child turns 7. The contract for non-tenured staff will be extended by the number of earned care-days. For PhD students, this solution will be promoted in the PhD school (starting for postdocs and assistant professors January 2023).
- 5) The management group will be aware that departmental assignments that are not compensated by K-reduction or wage increases should be distributed fairly between the genders.

Workplace culture:

- 1) communicate diversity in terms of research questions, approaches, and methods on the department’s home page (update ready by April 2023)
- 2) initiate an ongoing discussion of how excellence can be achieved and documented within and across subdisciplines of political science (first step is department day April 28, 2023)
- 3) reformulate requirements in calls for all positions and instruct assessment committees to emphasize quality and originality of research (starting from August calls 2023)

- 4) **formulate and institutionalize dialogue on codex for recognition and constructive feedback (already initiated – institutionalization starting 2023)**

Earmarked initiatives:

- 1) **The department will promote national diversity initiatives, such as the Inge Lehmann program, by organizing an info and idea workshop (starting spring 2023).**
- 2) **The department will support successful Inge Lehmann applications by postdocs/assistant professors by extending their contract by 6 months without teaching obligations.**

Recruitment:

- 1) **Increase its efforts to recruit employees from a diverse group of applicants by encouraging diversity among our own students, employees, and outside the department.**
- 2) **Establish a search list for the least represented gender scholars to be used when opening a call (starting for calls above PhD level in 2023).**
- 3) **Take initiatives to increase diversity among teaching assistants. Encourage men and women to apply (starting for call for fall semester 2023).**
- 4) **Formulate statement on conditions and support for bringing family to Aarhus that can be circulated and used when advertising jobs at the department. This includes information about life as a family in Aarhus and support in finding relevant employment for spouses (starting for August calls 2023).**
- 5) **Establish a mentor for new associate professors who are not familiar with the department (starting February 2023).**
- 6) **Encourage holders of external funding to consider diversity when hiring postdocs, including providing information on diversity for the annual report (starting March 2023).**

Data:

- Interview with and information from management and administration at PS.
- Focus groups – phd.'s, postdoc/assistant prof's, senior-staff (associate and full professor) – gender mix.
- Focus group among external grant holders (35 invited and 13 participated, and several provided input via email)
- Interviews with “newcomers/potential newcomers” (Defined as individuals who were offered a position at the Department after March 2023. 7 individual interviews were conducted, four women and three men, at different positions).
- Survey among academic staff (response rate 86)
- Survey among teaching assistants - potential PhD candidates (response rate 92 pct)
- Interviews with young female researchers with a particular focus on the Inge Lehmann program.

Note: Gender Diversity Committee, 2025, is the first evaluation committee established after the Department, in March 2023—following the report “Gender Bias at the Department of Political Science: Problem Diagnosis and Recommendations”—formulated its Program to Promote Gender Diversity.

As the first in what is expected to be a recurring series of evaluation committees, the ambition of the present committee is not only to evaluate and potentially propose new policy recommendations, but also to define an evaluation approach that can serve as a foundation for future evaluations, thereby contributing to the accumulation of data and insights over time.

However, since we do not have data for this report before the Program to Promote Gender Diversity was launched, we do not have a baseline to compare the survey data. Instead, we decided to use the same interpretation standard as the Department uses interpreting students’ teaching evaluation. Hence at mean of 3,8 or above is marked green, while a mean <3,5 is marked red.

Part 1.1: The Goal-attainment evaluation

The goals – as defined in Program to promote gender diversity, Department of Political Science, March 2023	Data source
The department aims to increase departmental diversity, particularly in relation to the gender balance.	The department's gender diversity report, 2025 (adm. data)
The department aims to stop the “leaking pipeline”. This entails maintaining and improving the share of the least represented gender from one level to the next in AU’s recruitment structure.	The department's gender diversity report, 2025 (adm. data)
The department will pursue an understanding of scientific excellence with emphasis on quality and originality.	Employee survey Teaching assistants survey
The department aims to promote diversity in terms of research questions, approaches, and methods.	Employee survey Teaching assistants survey
The department aims to promote a sound work-life balance and to be a family-friendly work place in order to attract and maintain a diverse group of employees.	Employee survey Teaching assistants survey

Goal 1: The department aims to increase departmental diversity, particularly in relation to the gender balance, and

Goal 2: The department aims to stop the “leaking pipeline”. This entails maintaining and improving the share of the least represented gender from one level to the next in AU’s recruitment structure.

Figure 1. Share of female employees at all academic levels, 2011-2025. Percent

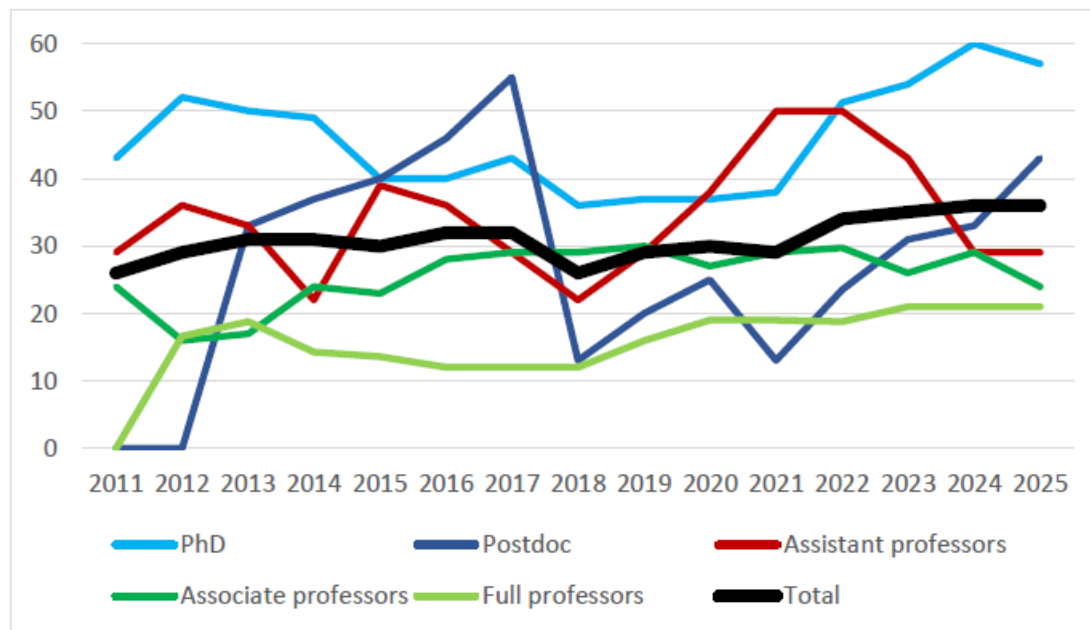


Table 1: Hires across all job categories by gender, 2022-2025

Gender report		2022			2023			2024			2025		
		Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Instructor	Applicants	36 (40%)	53 (60%)	89	36 (40%)	53 (60%)	89	29 (38%)	47 (62%)	76	81 (43 %)	107 (57%)	188
	Employed	11 (37%)	19 (63%)	30	11 (37%)	19 (63%)	30	13 (45%)	16 (55%)	29	41 (53%)	37 (47%)	78
PhD	Applicants	65 (35%)	121 (65 %)	186	64 (34%)	127 (66%)	191	51 (34%)	101 (66%)	152	104 (36%)	184 (64%)	288
	Qualified	6 (50 %)	6 (50 %)	12	8 (44%)	10 (56%)	18	8 (50%)	8 (50%)	16	97 (37%)	166 (63%)	263
	Offered position	6 (50 %)	6 (50%)	12	8 (53%)	7 (47%)	15	8 (50%)	8 (50%)	16	7 (44%)	9 (56%)	16
	Employed	4 (57%)	3 (43%)	7	8 (57%)	6 (43%)	14	8 (53%)	7 (47%)	15	7 (44%)	9 (56%)	16
Post doc ¹	Applicants							42 (33%)	86 (67%)	128	69 (41%)	98 (59%)	167
	Qualified							39 (33%)	81 (68%)	120	65 (41%)	94 (59%)	159
	Employed							4 (50%)	4 (50%)	8	7 (50%)	7 (50%)	14
Assistant professor ²	Applicants	26 (23%)	85 (77%)	111	19 (34%)	37 (66%)	56	16 (34%)	31 (66%)	47	80 (36%)	145 (64 %)	225
	Shortlisted				8 (44%)	10 (56%)	18	10 (42%)	14 (58%)	24	15 (52%)	14 (48%)	29
	Invited for presentation	3 (60%)	2 (40%)	5	2 (33%)	4 (67%)	6	2 (50%)	2 (50%)	4	2 (50%)	2 (50%)	4
	Actual presentation	1 (33%)	2 (67%)	3	2 (50%)	2 (50%)	4	2 (50%)	2 (50%)	4	2 (50%)	2 (50%)	4
	Employed ²	0 (0%)	1 (100%)	1	1 (25%)	3 (75%)	4	2 (30%)	3 (60%)	5	2 (33%)	4 (66%)	6
Associate professor	Applicants	23 (28%)	59 (72%)	82	6 (23%)	20 (77%)	26	11 (27%)	30 (73%)	41	11 (27%)	30 (73%)	41
	Shortlisted	5 (36%)	9 (64%)	14	4 (25%)	12 (75%)	16	9 (35%)	17 (65%)	26	8 (32%)	17 (68%)	25
	Presentation	2 (33%)	4 (67%)	6	1 (25%)	4 (75%)	5	3 (33%)	6 (67%)	9	1 (33%)	2 (77%)	3
	Employed	2 (40%)	3 (60%)	5	1 (50%)	1 (50%)	2	1 (33%)	2 (67%)	3	0	2 (100%)	2
Professor	Applicants				5 (31%)	11 (69%)	16						
	Employed				1 (33%)	2 (67%)	3						

Goal 3: The department will pursue an understanding of scientific excellence with emphasis on quality and originality.

Findings:

Excellenceförståelse:

	Strongly dis- agreed (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)	Mean
The department values the quantity of research publications more than originality in the research. (n = 128)	11	33	30	20	6	2.78
Recruitment processes at the department value originality in the applicants' research more than the quantity of publications. (N= 128)	3	13	29	40	15	3.51
Recruitment processes at the department put too much emphasis on journal rankings. (N= 127)	5	16	24	34	21	3.50

Understanding of “a good university researcher” and equal emphasis on the different work-tasks

	Strongly dis- agreed (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)	Mean
The department’s understanding of “a good university researcher” is too narrow. (N = 128)	5	29	25	33	8	3.09
The department’s recruitment strategy does <i>not</i> focus enough on ensuring robustness in terms of the departments teaching portfolio. (N = 128)	7	31	21	27	14	3.08 (M= 2.76) (F= 3.55)
The department’s recruitment strategy focuses <i>too much</i> on research of not only high, but <i>the highest</i> quality and too little on ensuring a department characterized by cohesion and stability. (N = 127)	5	20	21	41	13	3.37 (M= 3.18) (F= 3.68)
The department values the staff’s academic work sufficiently. (N = 127)	6	18	16	39	21	3.51
The department values the staff’s teaching-related work sufficiently. (N = 128)	14	30	17	28	12	2.94

The department values the staff's dissemination/dialogue with practice sufficiently (N= 127)	8	14	18	41	19	3.50
Recruitment processes at the department largely only emphasize the applicants' scientific work in their assessment. (N =127)	3	15	27	31	24	3.58 (the Q is reverse)

Goal 4: The department aims to promote diversity in terms of research questions, approaches, and methods.

Findings

Employees:

	Strongly dis- agreed (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)	Mean
The culture at the department values employee diversity. (N =128)	4	11	27	40	19	3.59
The culture at the department values diversity in types of re- search questions. (N = 128)	3	10	11	46	31	3.92 (M= 4.10) (F= 3.58)
The culture at the department values diversity in research meth- ods. (N = 127)	4	24	23	35	14	3.31 (M= 3.47) (F= 3.08)

Teaching assistants:

	Strongly dis- agreed (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)	Mean
The department values diversity in research questions. (n=20)	10	20	20	35	15	3.25
The department values diversity in research methods. (n= 26)	15	27	27	27	4	2.77
The department has a narrow understanding of what a "good university researcher" is. (n= 22)	5	32	18	45	0	3.05

Goal 5: The department aims to promote a sound work-life balance and to be a family-friendly workplace in order to attract and maintain a diverse group of employees.

Findings:

Employees:

	Strongly dis- agreed (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)	Mean
There is a healthy work-life balance among the department's employees. (N = 127)	7	23	30	31	9	3.11
The department is a family-friendly workplace. (N = 128)	3	18	18	46	16	3.53

Teaching assistants:

	Strongly dis- agreed (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)	Mean
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There is a healthy work-life balance among the department's employees. (n= 21)	5	19	24	33	19	3.43
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Further relevant data from teaching assistants:

	Strongly dis- agreed (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)	Mean
A position as university researcher at the Department of Political Science is attractive. (n = 28)	0	4	25	43	29	3.96
There is a good atmosphere and cooperation among the department's employees. (n = 32)	0	0	0	41	59	4.60 (M=4.8) (F= 4.4)

Conclusion regarding “Goal-attainment”

The goals – as defined in Program to promote gender diversity, Department of Political Science, March 2023	Conclusion
The department aims to increase departmental diversity, particularly in relation to the gender balance.	The goal has not been achieved
The department aims to stop the “leaking pipeline”. This entails maintaining and improving the share of the least represented gender from one level to the next in AU’s recruitment structure.	<p>The goal has not been achieved.</p> <p>The Gender Diversity Committee notes that at the PhD level, there are currently no problems with gender imbalance, but it is in the period from completing the PhD until obtaining a permanent position as an associate professor that we see the major leak</p>
The department will pursue an understanding of scientific excellence with emphasis on quality and originality.	<p>It is difficult to assess whether goal has been achieved, as we do not have data from before the Program to Promote Gender Diversity was launched.</p> <p>Relatively many employees feel that there is a gap between the broad understanding of excellence as expressed in everyday interactions among colleagues, in strategies, and in application criteria, and the narrower understanding of excellence practiced in selection (i.e., who is ultimately hired).</p> <p>Relatively many employees — and to a greater extent women than men — feel that too little emphasis is placed in the department’s recruitment on ensuring robustness in terms of the department’s teaching portfolio, as well as on fostering a department characterized by cohesion and stability (relative to the research merits of those recruited).</p>

The department aims to promote diversity in terms of research questions, approaches, and methods.

It is difficult to assess whether goal has been achieved, as we do not have data from before the Program to Promote Gender Diversity was launched.

However, employees assess the department as having a culture that to a relatively high degree values diversity in terms of of research questions (3.92 – on a 5-point scale) but less so in terms research methods (3.31). However, there is a gender difference here, as women to a lesser extent than men hold these views.

It is worth noting that student assistants to a low degree perceive the department as having a culture that values diversity in research methods (2.77).

The department aims to promote a sound work-life balance and to be a family-friendly work place in order to attract and maintain a diverse group of employees.

It is difficult to assess whether goal has been achieved, as we do not have data from before the Program to Promote Gender Diversity was launched.

Work-life balance is assessed as slightly above average, and there is no difference between men and women.

The department is assessed as a relatively family-friendly workplace (3.53 on a 5-point scale), and there is no difference between male and female employees.

A positive assessment is found among our teaching assistants, where the Department of Political Science is seen as an attractive workplace with a good atmosphere and high level of collaboration (3.96 and 4.60 – the latter, however, covers a significant difference between male and female teaching assistants).

Part 1.2: The Implementation/process Evaluation:

Evaluation criteria: Is the level of implementation activities satisfactory? – Are there implementation problems? To which degree is target-group members (the employee) familiar with the initiatives taken by the management?

1.2.1: What has the management done to implement the policy tools defined in the Program to promote gender diversity, if nothing/not enough why?

Policy tool	Findings
<p data-bbox="241 1027 600 1043">Transparency – annual report :</p> <ul data-bbox="241 1091 860 1378" style="list-style-type: none"><li data-bbox="241 1091 770 1123">• gender distribution in all current positions<li data-bbox="241 1155 860 1378">• gender distribution of applicants, shortlisted applicants, qualified applicants, applicants offered a position, and hired applicants for teaching assistants, PhDs, postdocs, assistant professors, associate professors, and full professors	<p data-bbox="893 1027 1993 1091">Both in 2024 and 2025 the Management published a Gender Diversity Report. Both reports contained:</p> <ol data-bbox="938 1123 1993 1394" style="list-style-type: none"><li data-bbox="938 1123 1993 1203">1) Number and share of female and male employees at different position (development since 2011)<li data-bbox="938 1219 1993 1251">2) Figure showing: Development of share of female employees, 2011-2024<li data-bbox="938 1267 1993 1394">3) Number and share of female and male applicants, shortlisted applicants, qualified applicants, applicants offered a position and hired applicants for teaching assistants across all job categories, 2022 and onwards.

- gender distribution of assessment committee members for positions and PhD dissertations
- hiring criteria as they appear in calls
- The first report will be released by February each year after 2023, first time in March 2024

Understandably, the management decided to post the hiring criteria on the Department's website instead of in the annual report. Hence the criteria are accessible from this link: https://ps.medarbejdere.au.dk/fileadmin/site_files/filer_statskundskab/Politikker_og_af-taler/Recruitment_and_promotion_criteria_Department_of_Political_Science.pdf.

None of the reports contained gender distribution of assessment committee members for positions and PhD dissertations. When it was requested, the department was able to provide the Committee with a list of assessment committees for assistant and associate professor assessment committees going back to 2017. All these committees contained female representation.

Regarding PhD-dissertations: The guiding rule of the Department is that multiple genders must be represented in hiring and evaluation committees. As far as we have been informed this rule has not been breached.

Policy tool

Findings

Work-life balance and family-friendly policies:

- 1) A reduction in teaching load for parental leave will multiply leave periods of 3 months and over by 1.5 to compensate for the stop-go costs of entering and exiting parental leave (starting March 2023). A 3-month parental leave would have reduced the teaching load by 2.25 K according to the old rules whereas the new rules offer compensation of 3.37 K. Correspondingly, 6 months of

All the mentioned initiatives were implemented in 2023.

Concerning reduction in teaching load (K) – parental leave:

Between 2023-2025 the department spent 36.75.K on K-reduction due to parental leave.

Employees are calling for more proactive information from the department's/HR' or for direct automation of the K-reduction in connection

leave increases from 4.5 to 6.75 K and 9 months leave from 6.75 K to 10.13 K. Does not apply to PhD students, where teaching is part of the education.

- 2) The financial support from the department to PhDs bringing their family (partner and/or children) on their stay abroad will be increased by 50 percent (9,000 DKK per month for PhD bringing family on research stay) (starting March 2023).
- 3) Options for part-time employment in VIP positions for employees with children. For PhDs, this depends on decisions at the PhD School. For postdocs and co-financed assistant professors, this must be negotiated with the project owner. For others, it must be negotiated with the department head (starting January 2023).
- 4) Parents have the right to two care-days (“omsorgsdage”) per child per year, including the year the child turns 7. The contract for non-tenured staff will be extended by the number of earned care-days. For PhD students, this solution will be promoted in the PhD school (starting for postdocs and assistant professors January 2023).
- 5) The management group will be aware that departmental assignments that are not compensated by K-reduction or wage increases should be distributed fairly between the genders.

with parental leave. Several only discovered the option after returning from parental leave.

However, the Gender Diversity Committee does not recommend the automatic application of the K-reduction, since flexibility is desirable. The department has, for example, in some cases, extended employment contracts (e.g., by one month) instead of a K-reduction, since the teaching obligation was already fulfilled. Furthermore, there are post-docs/assistant professors who need or are very interested in getting more teaching experience.

Concerning options for part-time employment in VIP-positions:

Since the introduction of the rules in 2023, only very few employees in academic staff positions have considered part-time work. Management would be accommodating towards such arrangements, but it also has concerns regarding workload expectations for people working part-time. Only the teaching component of employees' workload is something management can directly reduce during the relevant part-time period. Employees' research ambitions and obligations are matters that the individual staff member must seek to scale down themselves when working part-time. This makes it less attractive for employees to work part-time.

In relation to PhDs and part-time:

The management has tried to advocate for the introduction of the possibility of part-time employment for PhD students with children. However, the PhD School — as well as several of the other BSS department

heads — have several reservations about this, and so far, the position has been negative. The PhD School's concerns include, among others:

- a) that people just spend more time but are paid less.
- b) that we open the door to other reasons for working part-time than family reasons.

Despite resistance from the PhD School, the department's management sees the possibility of part-time arrangements for PhD students with children as an attractive tool for improving work-life balance and creating a more family-friendly workplace — particularly for female PhD students. However, the management's conclusion is that there is a need for a more coordinated push from PhD students and PhD coordinators across BSS departments.

Concerning the two care days: It is somewhat misleading to present this as a management initiative, since it is in fact part of the collective agreement.

There has been some administrative uncertainty and challenges in ensuring that those affected receive clear and easily accessible information about the possibility. It is stated in the parental leave letter that employees on leave receive, but not in the parental leave form that must be completed.

At BSS, and thus at the department, the rules are administered in such a way that PhD students are granted the care days.

However, the Gender Diversity Committee is puzzled that, as a consequence of AU's interpretation of the rules concerning the right to have

one's employment contract extended by the number of care days taken (relevant for PhD students and postdocs/assistant professors), the days must be taken — and thus one is only entitled to care days if they can be scheduled — in direct extension of parental leave.

In our context, where we are employed to perform “tasks” rather than to work a set number of “hours,” it is in practice only employees in fixed-term positions who can benefit from them — insofar as the care days lead to an extension of the employment period.

We do not question the legal basis for the interpretation that care days must be placed in continuation of parental leave, but it reduces the benefit of care days even for employees in fixed-term positions.

The management explain that the reason for the interpretation is, that Postdoc's hiring contract only can be extended a limited number of times - and automatically the interpretation also applies for PhD-students.

Concerning the awareness of distributing departmental assignments that are not compensated by K-reduction or wage fairly between the genders:

The management has implemented this such that they will only ask women - and only women in permanent positions - if female representation is considered a high priority (e.g. on the PhD Committee).

However, the management is also aware that these various tasks are ones that women often wish to have the opportunity to undertake.

In addition, the management notes that it is difficult for them to act regarding the many initiatives that do not originate from management and are therefore of a more voluntary nature.

The general view among staff is not that all these activities should be linked to formal workload credits or financial compensation. However, there is a perceived lack of recognition of this work — both in relation to hiring and promotion processes and in salary negotiations. At the very least, it is unclear to many whether such contributions are acknowledged in these contexts. As one comments “At the department we celebrate individual successes (applauding grants and top-tier publications), but we rarely acknowledge those who often step in and correct 27 extra exam papers, contribute again and again to the social coherence of the Department, and consistently show up at meetings or committees either to represent the Department or just take part in “making the wheels of the Department go around”.

The Committee agrees that management has limited ability to ensure an equal distribution of unpaid “extra tasks” that are not initiated by management. However, greater awareness among both management, heads of section, and employees of which tasks it concerns, and how they contribute to “run” the department and maintaining its current standing, may in itself help to promote both greater awareness of equal distribution of such tasks and recognizing that undertaking such tasks should also be acknowledged, for example in connection with salary negotiations and recruitment.

Below is a summary list of the “extra tasks” that employees themselves reported in the staff survey.

Based on the survey-information the Gender Diversity Committee cannot conclude anything concerning gender bias in the distribution of extra-tasks as listed below. The Committee refers to the insights of the 2022-Gender Bias-report regarding the matter.

External communication / public dissemination of work

- External presentations (beside "Gymnasieforedrag")
- Research communication on LinkedIn
- Communication with the media
- Advising higher education institutions, EU bodies, national agencies, and ministries

Internal social tasks

- Social committee work
- Organizing social events for PhD students, postdocs, or at section level
- Organization of section events / retreats
- Organizing the Christmas party
- Purchasing maternity, PhD, and similar gifts

Internal academic tasks

- Helping students with applications for teaching assistant positions or PhD programmes
- Establishing and organizing departmental networks and research groups
- Organizing and/or giving talks at the department alumni day (Aarhus Seminar)

- Member of PhD committees
 - Organizing research presentations within sections
 - Providing comments and support on research grant applications
 - Editorial work for *Politica*
 - Editorial work for *Kandestøberen*
 - Collegial sparring on management of postdocs and supervision of PhD students
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Tasks related to our degree programmes

- Participation in working groups on the development of new study programmes or courses
 - Internship supervision
 - Study board membership
 - Re-assessment of exams / handling appeals
 - Coordination of courses that span multiple sections
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Mentoring / hosting / representing the department

- Onboarding new staff
 - Hosting guest researchers and organizing speaker series for international visitors
(i.e. workshops that extend beyond one's own research projects)
 - Board membership in the Danish Political Science Association (DPSA)
 - Co-organizing international conferences (difficult to categorize)
 - Membership of committees at AU or BSS level
 - Supervision of assistant professors / postdocs
 - Mentoring and career advice for colleagues who are leaving the organization
 - Membership of the Academic Council
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Management / management-advisory tasks

- Dialogue with leadership about various staff-related issues (e.g. social matters, GDPR rules, etc.)
- Gender diversity committees
- Local staff committee (LSU) membership
- Participation in accreditation board reviews

Policy tool	Findings
<p>Workplace culture:</p> <ol style="list-style-type: none"> 1) communicate diversity in terms of research questions, approaches, and methods on the department's home page (update ready by April 2023) 2) initiate an ongoing discussion of how excellence can be achieved and documented within and across subdisciplines of political science (first step is department day April 28, 2023) 3) reformulate requirements in calls for all positions and instruct assessment committees to emphasize quality and originality of research (starting from August calls 2023) 	<p>A revised formulation of the Department's strategy and requirements in calls for all positions was implemented in 2023. Likewise, a codex of recognition and constructive feedback was developed in 2023 and discussed across all sections of the Department. Finally, gender diversity and understanding of scientific excellence were key themes at the staff meeting in Fall 2022.</p> <p>Management is aware that the workplace assessment indicates that there are still issues concerning a diverse and inclusive work-culture and understanding of research-excellence. Furthermore, there have been cases/reports of undesired behavior.</p> <p>Some of these things happens at section meetings, where there is a friendly – but not always professional – atmosphere. The management is often unaware of the problems but encourages people to come and speak out. The section chairs and union representatives might also have an important role here.</p>

4) formulate and institutionalize dialogue on codex for recognition and constructive feedback (already initiated – institutionalization starting 2023)

The Gender Diversity Committee notes that the Department is a department with many new – and several international - colleagues every year. Furthermore, many of the challenges identified in the Gender Bias Report (2022) related to work culture are still present. Therefore, there is a continuous need to repeat the codex of recognition and constructive feedback as well as a continuing focus on professionalization of both employees' day-to-day interactions with one another and senior staff's/PIs' supervision and project management.

Policy tool	Findings
<p>Earmarked initiatives:</p> <ol style="list-style-type: none"> 1) The department will promote national diversity initiatives, such as the Inge Lehmann program, by organizing an info and idea workshop (starting spring 2023). 2) The department will support successful Inge Lehmann applications by postdocs/assistant professors by extending their contract by 6 months without teaching obligations. 	<p>Regarding: The department will promote national diversity initiatives, such as the Inge Lehmann program, by organizing an info and idea workshop (starting spring 2023):</p> <p>No info and idea workshops have taken place. Instead, the management considers and encourages potential employees who are eligible to apply. Yet only two employees have applied since spring 2023.</p> <p>Regarding: The department will support successful Inge Lehmann applications by postdocs/assistant professors by extending their contract by 6 months without teaching obligations:</p>

The initiative is implemented, but no post-docs/assistant professors have been successful in obtaining funding through the Inge Lehmann program since the initiative was introduced.

Policy tool

Findings

Retention and recruitment:

- 1) Increase its efforts to recruit employees from a diverse group of applicants by encouraging diversity among our own students, employees, and outside the department.
- 2) Establish a search list for the least represented gender scholars to be used when opening a call (starting for calls above PhD level in 2023).
- 3) Take initiatives to increase diversity among teaching assistants. Encourage men and women to apply (starting for call for fall semester 2023).
- 4) Formulate statement on conditions and support for bringing family to Aarhus that can be circulated and used when advertising jobs at the department. This includes information about life as a family in Aarhus and support in finding relevant employment for spouses (starting for August calls 2023).
- 5) Establish a mentor for new associate professors who are not familiar with the department (starting February 2023).

Regarding 1, 2 and 3:

The Management have tried to encourage everyone at the department to spread the news regarding the calls, informally and by mentioning the calls in the "Weekend-mail". Hence the strategy of the Management is to get people to use their networks.

Regarding search list for positions above PhD-level: There is no formal search list. Again, the strategy is to make people use their network. The reason is that it is difficult to reach out to people when there – due to the high level of competition - is a risk that they will eventually not be shortlisted.

Regarding 4 and 5:

In 2023 the Management formulated the information and mentor program mentioned in the program to promote gender diversity were established.

However, our interviews with newcomers from abroad show a need for greater transparency at the recruitment and selection stages. Particularly external candidates were unsure about tenure/promotion criteria and

6) Encourage holders of external funding to consider diversity when hiring postdocs, including providing information on diversity for the annual report (starting March 2023).

timelines, as well as the resources and options available as regards family/partner support and eligibility. One PhD student was told that they could use the International Office for assistance with partner placement, only to later find out that they were ineligible due to career stage. Additionally, external candidates expressed uncertainty about what was formally available versus informally possible, for instance regarding moving expenses (official amounts were not provided, which differed from contexts where agreements needed to be formalized in a contract prior to signing) or the department helping to provide partner placement. Multiple interviewees underlined the importance of partner placement in their decision of whether to accept an offer or not. Partner discussions happened at different stages for different candidates and did not appear to be standardized.

Awareness of the mentoring-program was uneven among the interviewees, which calls for more standardization of information.

Regarding 6:

The Management has decided that the Deputy Head of Department is always part of the assessment committees when hiring postdocs. This gives the management some insights into why people are hired and the process behind the recruitment.

Information on gender diversity in external funded hiring regarding non-permanent positions are according to Management difficult, since many are given extensions – and/or many are Ph.D.'s hired for a few months while waiting for post.doc positions after defense.

The department typically does not give people extensions – sometimes it happens while people wait for postdoc positions after defense, where they

will have to teach. Technically the department can't hire people as post-docs before they have defended their PhD's. A few cases where people's contracts are extended for them to have more time to apply for positions. The logic is that they have a good chance of being hired. And only if they can come up with teaching that the Department needs.

Centers and research projects have a lot of autonomy in relation to whom they hire. A list of holders of external funding (2025) provided by the Department shows that 19 pct of the external funds are held by female senior-scholars (only 22 pct of associate and full professors are female). This could lead to gender bias at postdoc-positions. But - as elaborated above and below - the Committee notes that the main leak of the leaking pipeline is not at the postdoc/assistant professor level but at the associate professor level. Hence there seems to be an improvement at the postdoc-level since the 2022-gender-bias-report.

However, the Gender Diversity Committee note that the Department Management has not included information on gender diversity of short-term (internal or external funded) appointments in the annual report.

1.2.2: Level of familiarity with the initiatives among employees

Employee-survey: To what extent are you aware of this initiative? Pct.

Main purpose	Policy Tool (Initiativ)	Not at all (1)	To a small extent (2)	To some extent (3)	To a large extent (4)	To a very large extent (5)	Mean
Transparency and Management information (N = 126)	<p>In March 2023, the department's management adopted "Program to Promote Gender Diversity". To increase transparency and the management's own awareness of the department's gender imbalance, it was decided to publish an annual report on:</p> <ul style="list-style-type: none"> • Gender distribution in all current positions. • Gender distribution among applicants, 	5	10	34	28	23	3.56

	<p>shortlisted applicants, qualified applicants, applicants offered a position and hired applicants for teaching assistants, PhD students, postdocs, assistant professors, associate professors and professors.</p> <ul style="list-style-type: none"> • Gender distribution of assessment committee members for positions and PhD dissertations. 						
<p>Work-life balance and family-friendly policies (N = 124)</p>	<p>A reduction in the teaching load for employees on parental leave. Under the old rules, 3 months' parental leave reduced the teaching load by 2.25 K, whereas the new rules offer a compensation of 3.37 K. Likewise, 6 months' leave increase from 4.5 to 6.75 K, and 9 months' leave from 6.75 to 10.13 K. This does not apply to PhD students</p>	<p>24</p>	<p>15</p>	<p>14</p>	<p>20</p>	<p>26</p>	<p>3.08</p>

	as teaching is part of the education program.						
	The financial support from the department to PhDs bringing their family (partner and/or children) on their stay abroad will be increased by 50 percent (DKK 9,000 per month for PhD's bringing their families on research stays).	28	15	22	10	25	2.88
	Options for part-time employment in VIP positions for employees with children. For PhD students, this depends on decisions at the PhD School. For post-docs and co-financed assistant professors, this must be negotiated with the project owner. For others, it must be negotiated with the department head.	41	25	17	6	12	2.21
	Parents have the right to two care-days per child per	38	18	15	12	17	2.51

	year, including the year the child turns 7. The employment contract for fixed-term employees is extended by the number of care days earned.						
	The management group will be aware that departmental assignments that are not compensated by K-reduction or wage increases should be distributed fairly between the genders.	44	24	17	7	8	2.12
Work-place culture (N = 122)	At the Department Day in spring 2023, a major topic on the agenda was a discussion of how to achieve and document excellent research within and across political science sub-disciplines.	23	24	24	18	10	2.66
	In 2023, a codex for recognition and constructive feedback culture in the	26	19	16	24	15	2.85

	sections was formulated (see https://ps.medarbejdere.au.dk/om-instituttet/arbejdsmiljoe/feedbackkultur). The codex was followed up with management-initiated debate in the sections.						
	In May 2023, the department changed its formulation of strategy, including on the website. The wording before and after is shown below.	37	26	18	11	8	2.25

Conclusion regarding: Level of familiarity with the initiatives among employees

Employees' level of knowledge of and familiarity with the initiatives is difficult to assess, as we have no baseline for comparison.

Moreover, several of the initiatives are only directly relevant to specific staff groups — for example, employees on parental leave and PhD students. Other initiatives require that one was employed at the time they took place (for example, discussions of how to achieve and document excellent research within and across political science sub-disciplines at the Department Day in Fall 2022)

Despite this, the Gender Diversity Committee considers the following worth noting:

None of the initiatives are widely recognized among the department's employees, except for the annual report on gender distribution. This underscores the need for management to communicate more actively about the initiatives and to invest greater effort in sustaining attention to them. This is important not only because people's memory is limited, but also because cultural change takes time and requires repeated articulation of vision and policy. Moreover, university departments naturally experience ongoing staff turnover. This conclusion is further supported by qualitative comments gathered from both focus groups and open-ended responses in the staff survey (see below). – It is worth noticing that for some reason the management initiatives are not visible at the Danish version of the Department web-side.

Conclusion regarding “Implementation/process evaluation”

Policies	Conclusion
<p>Transparency – annual report :</p> <ul style="list-style-type: none"> gender distribution in all current positions gender distribution of applicants, shortlisted applicants, qualified applicants, applicants offered a position, and hired applicants for teaching assistants, PhDs, postdocs, assistant professors, associate professors, and full professors gender distribution of assessment committee members for positions and PhD dissertations hiring criteria as they appear in calls <p>The first report will be released by February each year after 2023, first time in March 2024</p>	<p>The Department Management have to a large degree implemented the “annual report”-initiative and hence increased the transparency and information of gender distribution at the department.</p> <p>The Departments hiring criteria is accordingly implemented on the web-site.</p> <p>The employees' familiarity with the annual report is satisfactory.</p> <p>However, the Gender Diversity Committee notes that the annual reports do not contain gender distribution of assessment committee members for positions and Ph.D. dissertations. We see no reason for this lack of implementation.</p>

Work-life balance/family-friendly workplace:

A reduction in the teaching load for employees on parental leave. Under the old rules, 3 months' parental leave reduced the teaching load by 2.25 K, whereas the new rules offer a compensation of 3.37 K. Likewise, 6 months' leave increase from 4.5 to 6.75 K, and 9 months' leave from 6.75 to 10.13 K. This does not apply to PhD students as teaching is part of the education program.

The financial support from the department to PhDs bringing their family (partner and/or children) on their stay abroad will be increased by 50 percent (DKK 9,000 per month for PhD's bringing their families on research stays).

Options for part-time employment in VIP positions for employees with children. For PhD students, this depends on decisions at the PhD School. For postdocs and co-financed assistant professors, this must be negotiated with the project owner. For others, it must be negotiated with the department head.

Parents have the right to two care-days per child per year, including the year the child turns 7. The employment contract for fixed-term employees is extended by the number of care days earned.

The management group will be aware that departmental assignments that are not compensated by K-reduction or wage increases should be distributed fairly between the genders.

The Department Management has implemented all its initiatives concerning work-life balance/family-friendly workplace. However, awareness of the initiatives is low among the employees, and there have been administrative teething problems.

The Gender Diversity Committee notes the following:

- The Management has not succeeded in promoting options for part-time employment for PhD-students. – Despite its efforts.
- The AU's interpretation of the rules concerning care-days limits the benefits of the rules.
- "Distribution of non-compensated tasks" is interpreted narrowly and the initiative would benefit from including tasks of a more voluntary nature.

<p>Workplace culture:</p> <ol style="list-style-type: none"> 1) communicate diversity in terms of research questions, approaches, and methods on the department's home page (update ready by April 2023) 2) initiate an ongoing discussion of how excellence can be achieved and documented within and across subdisciplines of political science (first step is department day April 28, 2023) 3) reformulate requirements in calls for all positions and instruct assessment committees to emphasize quality and originality of research (starting from August calls 2023) 4) formulate and institutionalize dialogue on codex for recognition and constructive feed-back (already initiated – institutionalization starting 2023) 	<p>Management has implemented all its initiatives concerning workplace culture.</p> <p>The Gender Diversity Committee notes that the employees' familiarity with the initiatives is low, which highlights the need for management to invest more in maintaining attention to the initiatives that have been taken.</p>
<p>Earmarked initiatives:</p> <ol style="list-style-type: none"> 1) The department will promote national diversity initiatives, such as the Inge Lehmann program, by organizing an info and idea workshop (starting spring 2023). 2) The department will support successful Inge Lehmann applications by postdocs/assistant professors by extending their contract by 6 months without teaching obligations. 	<p>No workshop has taken place, instead the management have taken an individual approach in promoting the Inge Lehmann program.</p> <p>The extension of contract with 6 months has been implemented, but so far, no applicants have been successful in obtaining funds.</p>
<p>Retention and recruitment:</p>	<p>The management has implemented these initiatives except establishing a search list for the least represented gender scholars to be used when opening a call.</p>

- 1) Increase its efforts to recruit employees from a diverse group of applicants by encouraging diversity among our own students, employees, and outside the department.
- 2) Establish a search list for the least represented gender scholars to be used when opening a call (starting for calls above PhD level in 2023).
- 3) Take initiatives to increase diversity among teaching assistants. Encourage men and women to apply (starting for call for fall semester 2023).
- 4) Formulate statement on conditions and support for bringing family to Aarhus that can be circulated and used when advertising jobs at the department. This includes information about life as a family in Aarhus and support in finding relevant employment for spouses (starting for August calls 2023).
- 5) Establish a mentor for new associate professors who are not familiar with the department (starting February 2023).
- 6) Encourage holders of external funding to consider diversity when hiring postdocs, including providing information on diversity for the annual report (starting March 2023).

The approach to increase diversity among applicants has mainly been encouragement of word-spreading through employees' informal network.

The Gender Diversity Committee is worried about this approach since research show that networks are gender biased, and the Department's numbers still show more male than female applicants at all positions.

The initiatives to increase diversity among applicants offered a position and eventually hired have mainly focused on two aspects:

- 1) Hiring in external funded postdocs
- 2) Attracting female applicants from abroad to accept positions offered

Regarding 1) The Committee positively notes that the Deputy Head of Department is always part of the assessment committees when hiring postdocs. The Committee also acknowledges the need for research projects and centers to have autonomy in relation to whom they hire. The Committee, however, negatively notes that the Management has not been able to include information on gender diversity of short-term (internal/internally funded) appointments in the annual report.

Regarding 2) The Committee positively notes that the Management has formulated statement on conditions and support for bringing family to Aarhus. However, the Committee negatively notes that the information is given in an unsystematic and differentiated way, and that partner-placement programs are still requested by applicants from abroad.

The approach to better retention of female employees - has (beside the initiatives concerning work-life balance, workplace culture and earmarked initiatives) focused on how to retain (female) employees from abroad. The Committee positively notes that the Management, as planned, has implemented a mentoring-program for newcomers. Standardized information and implementation of it is, however, needed.

1.3 Target group-oriented evaluation:

Evaluation criteria: Are target groups satisfied? In other words, do the target group think that initiatives taken are sensible, fruitful and fulfilling. And: Are there initiatives/ideas that the target group think ought to be taken?

Employee support of initiatives:

Policy Tool (Intiativ)	To what extent do you think the initiative reduces gender imbalance at the department? (Mean - scale from 1 to 5))	To what extent do you think that the initiative contributes to a better work-life balance and a more family-friendly workplace? (Mean - scale from 1 to 5))	To what extent do you think that the initiative contributes to greater research diversity at the department? (Mean - scale from 1 to 5)
<p>In March 2023, the department's management adopted "Program to Promote Gender Diversity". To increase transparency and the management's own awareness of the department's gender imbalance, it was decided to publish an annual report on:</p> <ul style="list-style-type: none"> • Gender distribution in all current positions. • Gender distribution among applicants, shortlisted applicants, qualified applicants, applicants offered a position and hired applicants for teaching assistants, PhD students, postdocs, assistant professors, associate professors and professors. 	<p>2.65 (M= 2.8) (F= 2.4)</p>	<p>Not relevant</p>	<p>Not relevant</p>

<ul style="list-style-type: none"> Gender distribution of assessment committee members for positions and PhD dissertations. (N= 126) 			
<p>A reduction in the teaching load for employees on parental leave. Under the old rules, 3 months' parental leave reduced the teaching load by 2.25 K, whereas the new rules offer a compensation of 3.37 K. Likewise, 6 months' leave increase from 4.5 to 6.75 K, and 9 months' leave from 6.75 to 10.13 K. This does not apply to PhD students as teaching is part of the education program. (N = 124)</p>	3.12	3.59	Not relevant
<p>The financial support from the department to PhDs bringing their family (partner and/or children) on their stay abroad will be increased by 50 percent (DKK 9,000 per month for PhD's bringing their families on research stays). (N = 124)</p>	3.04	3.40	Not relevant
<p>Options for part-time employment in VIP positions for employees with children. For PhD students, this depends on decisions at the PhD School. For postdocs and co-financed assistant professors, this must be negotiated with the project owner. For others, it must be negotiated with the department head. (N = 124)</p>	2.91	3.28	Not relevant
<p>Parents have the right to two care-days per child per year, including the year the child turns 7. The employment contract for fixed-term employees is extended by the number of care days earned. (N = 124)</p>	2.69 (M= 2.90) (F= 2.43)	3.12	Not relevant

The management group will be aware that departmental assignments that are not compensated by K-reduction or wage increases should be distributed fairly between the genders. (N = 122)	3.05	2.83	Not relevant
At the Department Day in spring 2023, a major topic on the agenda was a discussion of how to achieve and document excellent research within and across political science sub-disciplines. (N = 122)	2.29	Not relevant	2.59
In 2023, a codex for recognition and constructive feedback culture in the sections was formulated (see https://ps.medarbejdere.au.dk/om-instituttet/arbejdsmiljoe/feedbackkultur). The codex was followed up with management-initiated debate in the sections. (N = 122)	2.17 (M= 2.37) (F= 1.8)	Not relevant	2.64
Since August 2023, the wording of the employment requirements in academic job advertisements and instructions for assessment committees has changed. (N = 122)	2.64	Not relevant	2.95
In May 2023, the department changed its formulation of strategy, including on the website. (N = 122)	2.73	Not relevant	2.25

Summary of comments from survey among employees:

Policy Tool (Initiativ)	Conclusion of written comments
<p>In March 2023, the department's management adopted "Program to Promote Gender Diversity". To increase transparency and the management's own awareness of the department's gender imbalance, it was decided to publish an annual report on:</p> <ul style="list-style-type: none"> • Gender distribution in all current positions. • Gender distribution among applicants, shortlisted applicants, qualified applicants, applicants offered a position and hired applicants for teaching assistants, PhD students, postdocs, assistant professors, associate professors and professors. • Gender distribution of assessment committee members for positions and PhD dissertations. 	<p>Necessary, but by no means sufficient. It creates awareness but not necessarily action.</p> <p>It is important that future reporting also includes short-term employments</p> <p>It is important that leadership does not fall victim to positivity bias: highlighting the positive figures while downplaying the problematic ones (e.g., it is great to have more PhD students, but the leaking pipeline and the small number of permanently employed women remain a problem).</p>
<p>A reduction in the teaching load for employees on parental leave. Under the old rules, 3 months' parental leave reduced the teaching load by 2.25 K, whereas the new rules offer a compensation of 3.37 K. Likewise, 6 months' leave increase from 4.5 to 6.75 K, and 9 months' leave from 6.75 to 10.13 K. This does not apply to PhD students as teaching is part of the education program.</p>	<p>A step in the right direction. Those affected have generally been pleased with it.</p> <p>There have also been critical voices: it is good for work-life balance, but it does not reduce the gender imbalance, since men often work while on parental leave. This is partly because parts of their leave are spent "settling children into daycare," whereas women tend to take the more intensive part of the leave, when the child is always at home. As a result, when both men and women return from parental leave with a reduced teaching load,</p>

it does not change the fact that parental leave costs women more in terms of career progression and work than it costs men.

Why does this not apply to PhD students, who are the group most exposed in terms of work-life balance due to the temporary nature of their positions?

A perspective from those without the prospect of parental leave: assistant professors and postdocs already teach relatively little, and this policy skews the distribution even further, since most people have children during this career stage. The financing of this should be discussed, and in practice it increases the teaching pressure on senior staff.

The financial support from the department to PhDs bringing their family (partner and/or children) on their stay abroad will be increased by 50 per cent (DKK 9,000 per month for PhD's bringing their families on research stays).

Good, but:

The amount is not large enough to cover the actual costs and thus strengthen bargaining power vis-à-vis a partner (particularly male partners). Consequently, there remains a substantial workload and uncertainty associated with applying for external funding.

Challenges related to intersectionality, as non-Danish PhD students are believed to have greater difficulty obtaining external funding.

The barriers to PhD students undertaking research stay abroad when they have children are not only financial: A larger barrier is the spouse's job/career (and thus their willingness to relocate), as well as moving children away from their social networks and familiar surroundings.

Options for part-time employment in VIP positions for employees with children. For PhD students, this depends on decisions at the PhD School. For postdocs and co-financed assistant professors, this must be negotiated with the project owner. For others, it must be negotiated with the department head.

It cannot stand alone—it is merely one (small) tool for reducing gender imbalance.

Highly requested by young female employees. There is great dissatisfaction with the PhD school's reluctance to introduce this. It should to a greater extent be a real option for PhD students, postdocs, and assistant professors (i.e., the staff groups who typically have young children).

Concern expressed in comments:

That this may ultimately do young (women) a disservice because:

- 1) Employees in part-time positions may risk being at a disadvantage in subsequent competition for positions.
- 2) A preference for part-time work could become a selection mechanism in hiring for project-funded positions.
- 3) There is a risk of effectively working full time for lower pay.
- 4) Potential perverse effects: That young single (men) may be the ones who can afford to work part time and thereby extend their temporary employment and further strengthen their qualifications.

Further worry: Social inequality in the competition to qualify for positions within fixed-term employment, since not everyone can afford to work part time.

However: It is unclear whether these concerns have any empirical basis.

<p>Parents have the right to two care-days per child per year, including the year the child turns 7. The employment contract for fixed-term employees is extended by the number of care days earned.</p>	<p>An important and sensible initiative that contributes to a better work-life balance, but too limited to make a real difference. However, in our type of work, care days only have real value if they lead to an extension of employment, and therefore they primarily benefit people in temporary positions. However, the link to gender imbalance is uncertain.</p>
<p>The management group will be aware that departmental assignments that are not compensated by K-reduction or wage increases should be distributed fairly between the genders.</p>	<p>A very unclear initiative. What is meant by “be aware of,” and what types of tasks are being referred to? This should be clarified, and going forward it seems important to distinguish between career-advancing tasks and “non-career-advancing tasks.”</p> <p>It should also be emphasized that the initiative concerns the equal distribution of workload, not gender representativeness in relation to various work tasks. However, the desire for gender representativeness, combined with the fact that there are fewer women than men in the organization, may have the consequence that women in the organization end up with a greater workload.</p>
<p>At the Department Day in spring 2023, a major topic on the agenda was a discussion of how to achieve and document excellent research within and across political science sub-disciplines.</p>	<p>The debate was appreciated, but “one day does not make a summer”.</p>
<p>In 2023, a codex for recognition and constructive feedback culture in the sections was formulated (see https://ps.medarbejdere.au.dk/om-instituttet/arbejdsmiljoe/feedbackkultur). The codex was followed up with management-initiated debate in the sections.</p>	<p>The debate the initiative kick-started in the sections was appreciated, but the culture and codex need to be communicated repeatedly if it shall contribute to long-lasting changes.</p>

Since August 2023, the wording of the employment requirements in academic job advertisements and instructions for assessment committees has changed.

The changes are generally appreciated and considered much needed.

However, their impact depends on whether they are actually implemented in both the work of assessment committees and in career guidance, for example in annual MUS. There is considerable skepticism regarding both aspects. Employees, including those who have served on assessment committees, perceive that hiring decisions (for assistant and associate professors) still primarily focus on publications in highly ranked journals and little else.

Hence, the impression among a substantial part of the employees is that although the formal language in job advertisements and committee guidelines has been revised, assessment cultures and routines remain largely unchanged. Despite explicit statements saying that assessments should not be based exclusively on publications, journal rankings and top-journal status still function as dominant proxies for quality and originality.

The Committee also notes that it is an ongoing debate among employees to which degree journal rankings serve as a good proxy for research quality. Furthermore, it is debatable whether the underlying claimed positive correlation between organizational understanding of “excellence” and gender bias holds true. Moreover, if it in fact exists, there is no consensus among employees regarding which of these should be prioritized most highly.

Furthermore, no systematic mechanism exists to monitor how assessment committees apply the revised criteria. Consequently, it remains unclear whether these changes affect decision-making in practice or merely remain symbolic

In May 2023, the department changed its formulation of strategy, including on the website. The wording before and after is shown below.

Overall, the reaction to the new wording of the strategy is positive. However, most people doubt that the formulation of overarching strategies has much practical significance. What matters is leadership practices, hiring practices, and the existing organizational culture.

Policy tool a)	Findings
<p>Earmarked initiatives:</p> <ol style="list-style-type: none">1) The department will promote national diversity initiatives, such as the Inge Lehmann program, by organizing an info and idea workshop (starting spring 2023).2) The department will support successful Inge Lehmann applications by postdocs/assistant professors by extending their contract by 6 months without teaching obligations.	<p>Regarding: The department will promote national diversity initiatives, such as the Inge Lehmann program, by organizing an info and idea workshop (starting spring 2023):</p> <p>Since such workshops did not take place, the Committee is not able to evaluate their implementation.</p> <p>The Committee, however, believes that the mouth-to-mouth and individual MUS-talk about the Inge Lehmann program is a reasonable way of promoting information about the program, in so far the number of young female scholars is as small as it is.</p>

Regarding: The department will support successful Inge Lehmann applications by post-docs/assistant professors by extending their contract by 6 months without teaching obligations.

The initiative is very well received by the target group, even though no one has obtained funding through the Inge Lehmann program since March 2023, and therefore no one has benefited from the initiative yet.

However, the target group evaluated the guidance during the process of writing the project description very positively, but it was emphasized that it is also important to receive individual guidance on the parts of the application that relate to the budget, e.g. applying for enough buy-out to ensure that it is an advantage to receive a grant while being in a temporary position.

Policy tool

Findings

Retention and Recruitment:

- 1) Increase its efforts to recruit employees from a diverse group of applicants by encouraging diversity among our own students, employees, and outside the department.
- 2) Establish a search list for the least represented gender scholars to be used when opening a call (starting for calls above PhD level in 2023).

Due to the length of the employee-survey and the thought that these initiatives would only be relevant to and hence known among a minor group of employees the Gender Diversity Committee decided not to include questions concerning these in the survey. Hence the following is based on the different group-interviews and the individual interviews with newcomers.

- 3) Take initiatives to increase diversity among teaching assistants. Encourage men and women to apply (starting for call for fall semester 2023).
- 4) Formulate statement on conditions and support for bringing family to Aarhus that can be circulated and used when advertising jobs at the department. This includes information about life as a family in Aarhus and support in finding relevant employment for spouses (starting for August calls 2023).
- 5) Establish a mentor for new associate professors who are not familiar with the department (starting February 2023).
- 6) Encourage holders of external funding to consider diversity when hiring postdocs, including providing information on diversity for the annual report (starting March 2023).

As mentioned above there is among newcomers a demand for greater transparency, more standardized information and greater focus on partner placement and moving expenses.

In addition, there is a call to encourage candidates to stay in Aarhus and explore following their job-talk is suggested, since the well-being and social life of the family/partner seems to be a greater obstacle to female candidates - and more females bring family than males.

However, regarding recruitment and initial attraction to the department, newcomers generally highlighted the same factors that made Aarhus an attractive environment: namely, its high degree of high-quality research, its supportive and constructive environment, and its material resources and prioritization of research time (relative to teaching). Multiple external candidates heard of the department primarily by reading high quality research. Additionally, candidates mentioned that they met individuals from the department at workshops, conferences, and through co-authored collaborations, and became interested in a career here through this pathway. And candidates took it as a positive signal that applications encouraged candidates to state periods of leave, as well as that there seemed to be sensitivity to a good work-life balance and an environment to raise children.

Regarding 6 - especially:

Holders of external funding pointed out that long-term postdocs do not seem to be the main leak in the leaking-pipeline, since the numbers of female and male long-term post-docs are fairly balanced. The leak is at the associate professor level.

It was pointed out that much has already been done to make the post.doc. hiring process more open and transparent. However, there is still room for more transparency regarding long-term postdoc hirings. One proposal was to have an internal list of coming postdocs positions that could be consulted by junior scholars or to have regular meetings where external grant holders could present their postdoc positions to junior scholars (including speed dating). All longer-term postdoc calls could also be included in Head of Department's weekly e-mail.

Regarding short-term postdoc positions (less than 12 months), it was emphasized that the department cannot legally insist on open calls or the like. Moreover, there are of course a lot of good reasons for sometimes extending people who are already part of a project, if additional months of salary are available – and sometimes this has to be done quickly. However, a suggestion is that external grant holders present their projects in their section and make clear whether possibilities for short-term postdocs are likely to arise. Another suggestion was to use the speed dating model described above to provide information about likely opportunities.

The external grant holders – and the Gender Diversity Committee – acknowledge the problem of transparency of (short termed) appointments based on external funding but also emphasize that there is a clear tradeoff that must be understood and factored in. On the one hand, we need to constantly be aware of the potential biases that e.g. network effects create. On the other hand, there are also advantages of network effects, as grant holders. And as grant holder, the project is of course always what matters most. Perhaps the most important thing is to be clear about the nature of

these tradeoffs. But it is also very important not to make life unnecessarily difficult for grant holders, by increasing transaction costs too much. It is absolutely essential that, as a project owner, one has the opportunity to hire people with the competencies that maximize the chances of a successful project. With respect to gender diversity, it was pointed out that there is a difference in how mobile different groups are (especially men versus women), which means that it is sometimes difficult to achieve diversity when hiring postdocs internationally.

However, the Gender Diversity Committee calls for more information/data on the nature of hiring of postdocs and not least of the leak between postdoc/assistant professor and associate professor.

For instance, does the gender of PI make a difference for their hiring patterns, and are there differences in the hiring processes, and are there differences in their ways of being PI?

Furthermore, the department needs to focus on making diversity-friendly working environments for the PI-group. The worse the conditions for PIs (very high workload and many administrative tasks, cleaning up after choices made by postdocs that one cannot control—such as taking over teaching when postdocs leave early, or not having the ability to allocate postdocs' working time), the narrower the type of researcher who can function in the role as PI, and the less time do the PI have to career-mentor the postdoc's. This might have consequences not only for diversity within the PI group but also downstream.

In this connection, the Committee note that there is minimal institutionalized exchange of experience for PIs, with almost everything being network-based.

This has many advantages and works very well in most cases, but it also risks reinforcing existing biases and inequalities.

Conclusion regarding the “Target group-oriented evaluation”

Policies	Conclusion
<p>Transparency – annual report</p> <ul style="list-style-type: none">• gender distribution in all current positions• gender distribution of applicants, shortlisted applicants, qualified applicants, applicants offered a position, and hired applicants for teaching assistants, PhDs, postdocs, assistant professors, associate professors, and full professors• gender distribution of assessment committee members for positions and PhD dissertations• hiring criteria as they appear in calls <p>The first report will be released by February each year after 2023, first time in March 2024</p>	<p>The employees find the annual report and its information a necessary initiative in striving for gender diversity, but it is by no means sufficient, since it does not in itself create action.</p>

Work-life balance/family-friendly workplace:

A reduction in the teaching load for employees on parental leave. Under the old rules, 3 months' parental leave reduced the teaching load by 2.25 K, whereas the new rules offer a compensation of 3.37 K. Likewise, 6 months' leave increase from 4.5 to 6.75 K, and 9 months' leave from 6.75 to 10.13 K. This does not apply to PhD students as teaching is part of the education program.

The financial support from the department to PhDs bringing their family (partner and/or children) on their stay abroad will be increased by 50 per cent (DKK 9,000 per month for PhD's bringing their families on research stays).

Options for part-time employment in VIP positions for employees with children. For PhD students, this depends on decisions at the PhD School. For postdocs and co-financed assistant professors, this must be negotiated with the project owner. For others, it must be negotiated with the department head.

Parents have the right to two care-days per child per year, including the year the child turns 7. The employment contract for fixed-term employees is extended by the number of care days earned.

The management group will be aware that departmental assignments that are not compensated by K-reduction or wage increases should be distributed fairly between the genders.

Workplace culture:

Most employees are pleased with these initiatives.

The trust in the initiatives effect on gender diversity is however low. The employees' trust in their effect on work-life balance is relatively higher.

There is, however still - among the younger employees - a call to make the Department a more family-friendly workplace for Ph.D.'s by

- 1) Providing PhD students with children the option of working part-time.
- 2) More flexible ways of undertaking research stay abroad

Particularly among female PhD students with children, there is a demand for the option of part-time study. The current lack of such an option has, in some cases, resulted in stress-related sick leave as well as considerations of dropping out of the PhD-program altogether. The lack of this option affects women especially due to the structures of the "marriage market" as well as societal norms and values regarding the division of labor in the home in connection with childcare.

Furthermore, and related to the subject below (workplace culture) employees call for higher awareness and appreciation of extra-jobs of "non-research"-character.

The initiatives are appreciated among the employees.

- 1) communicate diversity in terms of research questions, approaches, and methods on the department's home page (update ready by April 2023)
- 2) initiate an ongoing discussion of how excellence can be achieved and documented within and across subdisciplines of political science (first step is department day April 28, 2023)
- 3) reformulate requirements in calls for all positions and instruct assessment committees to emphasize quality and originality of research (starting from August calls 2023)
- 4) formulate and institutionalize dialogue on codex for recognition and constructive feed-back (already initiated – institutionalization starting 2023)

However, trust in the initiatives effect on gender diversity and greater research diversity at the department is low.

Reasons for this are two-fold:

- 1) Employees who do not believe that a change of work-culture leading to a broader understanding of “a good university researcher”, and a different understanding of excellence leads to greater gender diversity.
- 2) Employees who see these changes as means to greater gender diversity but point out that the initiatives have to be repeated again and again, and must be backed up by management actions to actually change the norms and culture of the Department.

However – despite the differences above - the impression among a substantial part of the employees is that: a) the department's understanding of “a good university researcher” is too narrow, b) its recruitment strategy focuses too much on research of not only high, but the highest quality and too little on ensuring a department characterized by cohesion and stability and hence 3) does not focus enough on ensuring robustness in terms of the departments teaching portfolio.

Hence, even though employees to a large degree find that the culture at the department values diversity in types of research questions - male however significantly more than female employees - and to a slightly lower degree values diversity in research methods., the employees do not feel that this is reflected in management's (and hiring committees) recruitment, advancement, or recognition practices.

Earmarked initiatives:

- 1) The department will promote national diversity initiatives, such as the Inge Lehmann program, by organizing an info and idea workshop (starting spring 2023).
- 2) The department will support successful Inge Lehmann applications by postdocs/assistant professors by extending their contract by 6 months without teaching obligations.

The target group (the young scholars) are pleased with the initiatives taken regarding the Inge Lehmann program. They, however, ask for more strategy guidance related to the budget of a project application.

Retention and recruitment:

- 1) Increase its efforts to recruit employees from a diverse group of applicants by encouraging diversity among our own students, employees, and outside the department.
- 2) Establish a search list for the least represented gender scholars to be used when opening a call (starting for calls above PhD level in 2023).
- 3) Take initiatives to increase diversity among teaching assistants. Encourage men and women to apply (starting for call for fall semester 2023).
- 4) Formulate statement on conditions and support for bringing family to Aarhus that can be circulated and used when advertising jobs at the department. This includes information about life as a family in Aarhus and support in finding relevant employment for spouses (starting for August calls 2023).
- 5) Establish a mentor for new associate professors who are not familiar with the department (starting February 2023).

Overall, the narrowly defined target group for these initiatives—newcomers from abroad and holders of external funding—expresses appreciation for the measures implemented. However, there is a clear call for greater transparency and more standardized information regarding support for relocating families to Aarhus, as well as more consistent communication and implementation of the mentoring program. Additionally, respondents highlight the need for increased focus on partner placement.

Holders of external funding generally value the initiative, provided it does not constrain their autonomy or reduce flexibility in the hiring process. Furthermore, they ask for 1) more knowledge about the role of PI's in maintaining the leak between “postdoc/assistant professor”-positions and “associate professor”-positions. 2) greater institutionalization of experience-sharing among PIs

From the perspective of the employee group as a whole, there is— as above-mentioned - considerable skepticism, not regarding the specific initiatives (taken under this heading), but concerning whether they will result

6) Encourage holders of external funding to consider diversity when hiring postdocs, including providing information on diversity for the annual report (starting March 2023).	in substantive changes to the recruitment and retention norms and practices of both assessment committees and the department.
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Overall conclusion of the evaluation:

- The initiatives have generally been implemented
- Key objectives have not been achieved
- Employees appreciate the initiatives undertaken but question their real impact on the department's gender diversity. The initiatives are viewed as positive, but insufficient
- The key challenge is to change actual behavior and decision-making processes—not just policies—particularly regarding the understanding of “excellence” and recruitment practices

Part 2: Policy development/recommendation

The recommendations below are based on:

- The evaluation presented above
- Challenges and proposed recommendations identified during the data collection phase of the evaluation
- Challenges and proposed initiatives identified in the 2022 report *“Gender bias at Department of Political Science: Problem diagnosis and recommendations”*
- Consultation of recent studies conducted by, among others, Nanna Mik-Meyer and Margaretha Järvinen, as well as Equalis.

In the 2022-report the concerns below were identified, as main mechanisms behind challenges with recruitment and retention of female employees.

Concern #1: Women’s experience of marginalization

Concern #2: Explicit knowledge hierarchy and narrow conception of “a good researcher”

Concern #3: Unpleasant feedback culture at section meetings

Concern #4: The informal hiring procedures for externally funded positions and establishment of research collaborations

Concern #5: The public utility of our work is unclear (this was not present in the 2025/2026-data and discussions; hence it is left out for now)

Concern #6: Uncertainty about what management is actually doing about gender discrimination and gender imbalance

Concern #7: Work pressure combined with high expectations

The present committee's work has focused on evaluating the initiatives undertaken by the department leadership, rather than "starting from scratch in identifying challenges and barriers to gender diversity." Accordingly, the committee's recommendations are grounded in the concerns identified in 2022. Moreover, the data collected for this report provides no basis for calling these findings into question. However, we have added a new concern, namely "lack of ability to attract and retain female candidates from abroad", since it in 2022/2023 was identified by the management (and hence in its initiatives), and echoed in the 2025-focus groups.

Hence, the Committee's recommendations aim – as show in table XX - at the 2022-identified concerns. The recommendations highlighted are those the Committee give highest priority.

"However, before turning to the specific recommendations, the Gender Diversity Committee offers four more overarching recommendations:

- 1) Keep on going –even though no one (including management) wishes to invest time and energy in efforts where the likelihood of seeing the results themselves is limited. Changes in this area take decades to materialize. However, it is your responsibility as leaders to take on this task and contribute to addressing the problem.
- 2) Keep on implementing a variety of initiatives – complex matter that ask for a combination of policy tools.

- 3) Communicate more clearly what considerations management considers when recruiting for different academic positions, as well as when negotiating and allocating salaries and working conditions. Our data reveal ambiguities, misunderstandings, and myths that are not conducive to a healthy work culture and that contribute to the work-related pressure experienced by staff.
- 4) Slow down – counteract the acceleration of task and time pressure, especially for those whose decisions and micro-actions have consequences for younger scholars – that is assessment committees but also senior staff who project manage, recruit, supervise, collaborate, guide and all in all are supposed to “take care of” younger scholars. Something biasing is going on at the post-doc/associate professor level – and we know from studies in decision-making and cognition (behavioral economics) that task and time pressures increase the use of heuristic shortcuts and satisficing, which are known mechanisms behind gender bias.

Tabel XX: The Gender Diversity Committees recommendations.

2022-identified concern	Recommendation
Concern #1: Women's experience of marginalization	Professionalize and formalize mentoring program for postdoc's/associate professors and make research director's course mandatory for all permanent academic staff. Make sure that they have specific focus on handling friendships/social relations and professional responsibility

	Increase financial support and application sparring for all employees (or earmarked for female employees) – to counter the importance of informal networks
	Analysis of potential gender bias in co-authorships at PS
	Have among PI's (seniors) and management explicit conversations about the potential biases that e.g. network effects create and communicate this to the rest of the department.
	Approach diversity from the perspective of the grant holders, or in other words create a diversity-friendly working environment in the external grant holder group.
	Inge Lehmann: Individual guidance regarding project terms (buyout, etc.) is still important. Few have applied → more could be encouraged to apply.
	Create an institutionalized mentoring “program” for underrepresented groups. For example, a form of event where people meet every two months/every six months get advice, exchange information, grow a network.
Concern #2: Explicit knowledge hierarchy and narrow conception of “a good researcher”	Relaunch repeatedly the discussion of knowledge hierarchy, excellence and the need for diversity in research topics and methods.

	Assessment committees are instructed not to rely on shortcuts such as a specific list of top journals or publishers or number of citations but to undertake a genuine quality assessment of the submitted material in hiring processes
	In Germany and Sweden, the system is that students and phd students are involved as consultants in the hiring processes for higher positions, advising on e.g. whether this person is potentially a good teacher. They have an advisory role rather than a decision-making role.
	MUS-conversations: more focus on what the department can do for you and less focus on what you can do for the department: broader understanding of “a good employee”
	More focus on research diversity both in terms of area and methodology – e.g. hire/support role models that do different things.
	Rethink the procedure of summing -up of job talks. (Management collects feedback individually instead of collectively after each job talk) To avoid “one view of excellence setting the tone”.
	More transparency about possibility and criteria for wage- and work condition negotiations.
Concern #3: Unpleasant feedback culture at section meetings	Relaunch codex for recognition and constructive feedback. – Make it head of sections’ responsibility to start each semester by reminding people about the codex; hence newcomers will be familiar with it.
	Give priority to younger colleagues when giving feedback during paper presentations in the sections

Concern #4: The informal hiring procedures for (externally funded) positions and establishment of research collaborations	Increase transparency in all recruitment processes, hence also the externally funded positions. Management becomes more transparent regarding hiring procedures and criteria, and about who is included in the hiring committee- and why they are
	Circulating a list of potential postdoc openings to aid young scholars future planning
	Make PIs explicitly aware of diversity concerns prior to hiring.
	Considering a tenure-track option.
	All longer-term post-doc calls could be included in the head of department's weekly e-mail.
	Have external grant holders present their projects in their section and make clear whether possibilities for short-term postdocs are likely to arise.
	Management prepares an annual account of temporary short-term employment including gender
Concern #6: Uncertainty about what management is actually doing about gender discrimination and gender imbalance	Form a two-person permanent Gender Equality Advisor-group (its job: to both analyzing, monitoring, have "open door" and management advisory functions)
	More - and more open - discussions about diversity and gender at the department
	Find a way to deduct the PhD age accordingly deducting parental leave and care days (they do that in some grant committees).

	Where does it leak?: Greater attention needs to be paid to where the drop-off happens.
	Focus on our reputation as a (gender) diverse and inclusive workplace – as well as recognize how male employees may feel that promoting gender diversity may come at a cost for them
Concern #7: Work pressure combined with high expectations	Provide PhD students with children the option of working part-time. Hence, continue to push for option of part-time employment for ph.d's with children.
	Increase financing for bringing family abroad in relation to research-stays
	Add sick days + children's sick days to temporary contracts (and deduct them from PhD age).
	Provide more information on the career path in academia: what does it require, what does it entail to be an assistant professor, a post doc etc.
	Alleviate requirements about research stays. The PhD group expresses them as being 'very burdensome for PhDs with kids.'
	Establish a way to keep track of the gender distribution of "extra-tasks"
New concern (compared to the 2022-report) "Lack of ability to attract and retain female candidates from abroad"	More transparency about partner placement. Work more with double placement information when hiring people from abroad. - Develop spouse program.
	Recruitment and retention: More transparency about promotion criteria

	Recruitment and retention: More transparency about what could be obtained via negotiation.
	Encouraging candidates to stay in Aarhus for a couple of days to explore following their interview (since the well-being and social life of the family/partner seems to be a greater obstacle to female candidates. And more females bring family than males).