



Agroecology Department Perception Survey

Diversity and Gender Equality Committee

10-2024

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Overview

This survey was conducted to gain insights into the current experiences of Diversity and Gender Equality, inclusiveness and belonging among employees within the AGRO and ANIVET departments. The findings will serve as a baseline for tracking progress, identifying areas needing improvement, and determining the initiatives required to foster a more inclusive research environment.

The survey instrument comprised five sections. It included census information to characterize the sample population, binary questions regarding perceptions of the gender gap, microaggressions, and sexual harassment, and a final section focused on diversity, equality, and inclusion in the workplace (DEI).

The instrument was open to all employees between the 24 of April and the 06 of May of 2024 and was available in both Danish and English, allowing respondents to choose their preferred language. It was distributed via email and was anonymous to encourage honest responses. We attach the instrument that was implemented in SurveyXact in Appendix 1.

In this report, we present the results along with the methodological description of the analysis without going into detailed interpretation. This overview aims to identify key points, suggest further analyses, and facilitate agreement on a communication strategy for both management and staff.

In the Appendix section at the end of the report, we present more detailed analyses stratified according to the information collected and the comments corresponding to each open question.

Highlights

The D&G Committee at AGRO would like to highlight that the survey was well received with over 50% of individuals responding and actively participating. Despite some concerns about anonymity, reflected in the number of respondents who preferred not to disclose their gender or identity, the participation rate was encouraging.

The results show a range of diverse opinions defined by gender and ethnicity. While there are significant diversity and equality challenges, issues of inclusion are less prevalent, with the exception of language barriers. Concerns were raised about discrimination against minorities, but also several concerns about reverse discrimination (i.e., discrimination against members of a dominant or majority group) were identified. Transparency in promotions and bias in recruitment processes were also major concerns. Cases of microaggressions were noted, particularly in relation to cross-cultural clashes, gender, and age. Views and considerations on work-life balance varied widely among respondents.

The rate of sexual harassment was reported at 11.18%, with more women reporting that they had witnessed or experienced harassment. The issues described included repeated harassment situations such as stalking messages. There is a call for a **zero tolerance policy** around harassment. Despite the unacceptable rate of occurrence of harassment, there is general trust that the management would act on these issues when reported.

Respondents also provided valuable comments and suggestions which have been included in the report to help address these issues and improve the work environment.

For any questions about this report, you can contact the D&G Committee, or write to francagk@agro.au.dk.

AGRO sample composition

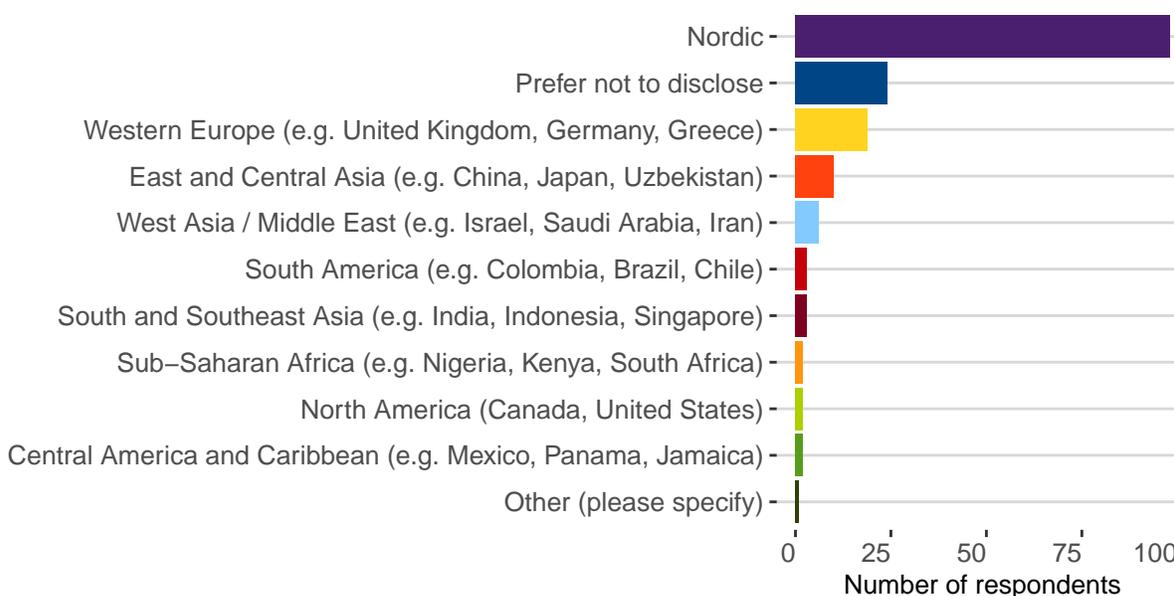
There was a total of 170 complete answers which comprised 111 Danish respondents and 59 English respondents. This sample represented the 49.71 % of the entire department.

The census information collected was related to ethnicity, gender and position.

The distribution of the sample according to this stratification is shown below and is used to interpret further results. It is worth noticing that the sample well-represents the population distribution in terms of ethnicity and position, but regarding gender a higher proportion of females participated in the survey when comparing the proportion with the population i.e., the distribution at department level.

Distribution by ethnicity

Distribution sampled by the question in the survey instrument

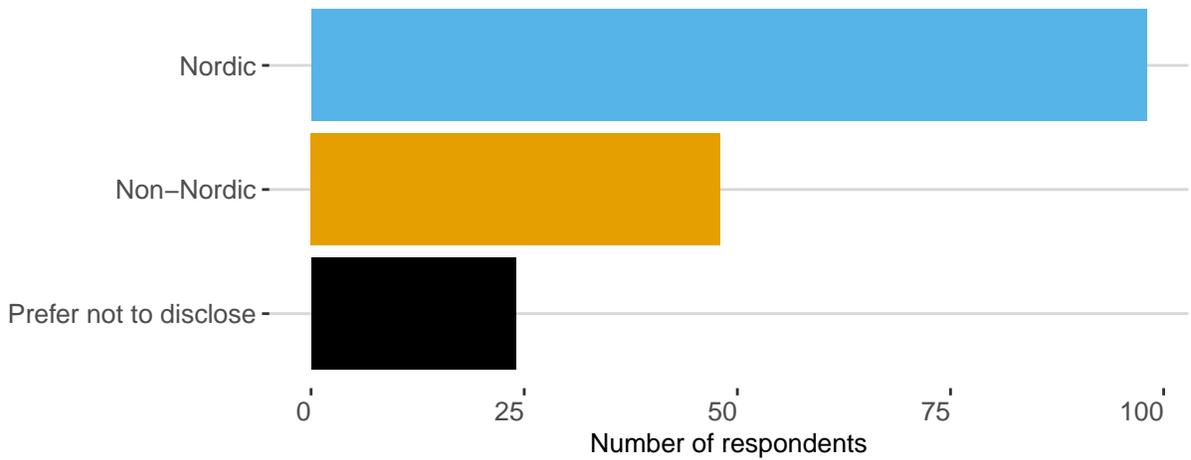


Ethnicity was re-aggregated for analysis in order to maintain anonymity but also to improve interpretability.

Aggregated distribution:

Ethnicity	n	Sample proportion	Population proportion
Prefer not to disclose	24	0.14	-
Non-Nordic	48	0.28	0.4
Nordic	98	0.58	0.6

Note: Chi-square test p-value= 0.491 ,under the assumption that respondents that people that 'Prefer not to disclose' are Non-Nordic.



Distribution by gender

Gender	n	Sample proportion	Population proportion
Female	81	0.48	0.44
Male	75	0.44	0.56
Prefer not to disclose	14	0.08	-

Note: Chi-square test p-value= 0.035 .

Notably, no respondents chose the available options 'non-binary' or 'other'.

Distribution by position

Position	n	Sample proportion	Population proportion
TAP (Administrative/Technical/Academic)	58	0.34	0.38
Associate Professor/Senior Scientist/Senior Advisor/Professor	36	0.21	0.20
Postdoc/Assistant Professor/Researcher	54	0.32	0.25
PhD	22	0.13	0.17

Note: Chi-square test p-value= 0.13 .

Gender gap

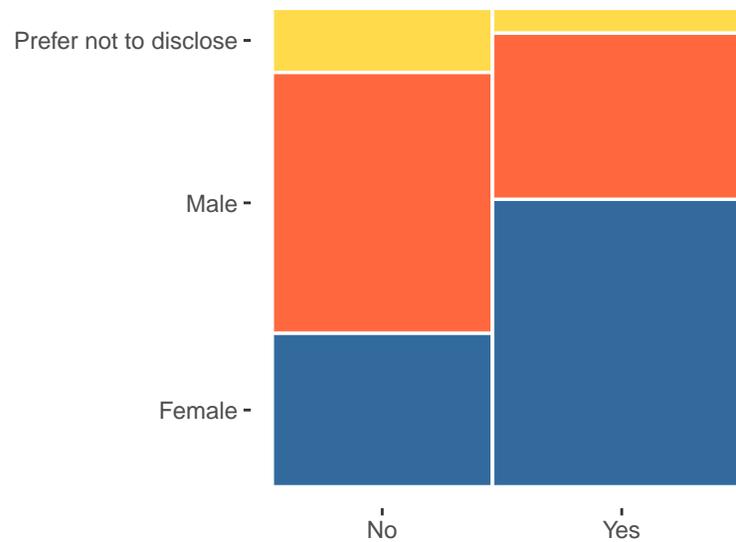
The perception on the gender gap was evaluated by the following binary (Yes/No) question:

The overall AU staff composition data as of 2022, 76% of the professor positions are occupied by males.

Do you see this as a problem?

Overall perception	n	Proportion
No	78	45.88
Yes	92	54.12

The following figure shows the previous answer stratified by gender of the respondent.



It is worth noticing that we can conclude that the distribution on the opinion of gender gap is dependent on the gender of the respondent ($X^2 = 15$; $df = 2$; $p - value = 0.001$).

Respondent arguments

Respondents were invited to provide reasons for the discrepancy in staff composition and diverse points of view can be identified. After reading and carefully clustering the answers we could identify that respondents highlighted as the main reasons historical and structural conditions, such as societal roles and gender discrimination, as well as personal choices and challenges faced by female candidates.

Then, the lack of female role models, gender-based performance criteria, and an unbalanced population of female applicants due to differing priorities and career choices.

Additionally the prevalence of the “impostor syndrome” among female candidates and a lack of transparency in recruitment and promotion processes were cited as contributing factors.

The proportion of each response group was the following:

	Number of respondents	Proportion of respondents
Historical and structural reasons (male dominated staff in the past and societal roles of women)	35	0.22
Unbalanced population of applicants due to different career choices (lack of ambition and qualifications of female candidates).	26	0.17
Differential priorities beyond academia, mainly family responsibilities	22	0.14
Biases derived from the gender unbalance in the hiring and managing team	12	0.08
Gender discrimination: females being underestimated in a male-dominated field	11	0.07
In favour of a merit-based principles over gender equality	10	0.06
Lack of female role models	7	0.04
Welfare and work environment issues;lack mechanisms in the department to support women in leading roles.	8	0.05
Prevalence of male performance criteria for selection and success	7	0.04
Lack of transparency in recruitment and promotion criteria	3	0.02
Female imposter syndrome and more “silent” career approaches	2	0.01
Not relevant	14	0.09
Total Response Category Count	157	-

Note: ‘Not relevant’ include those that are off-topic, empty, or do not contribute meaningful information.

Respondent suggestions

On another note, respondents were asked to suggest concrete initiatives at increasing the number of female scientific staff. We here share the following summary but we attach in Appendix 2 the reshaped comments (The Danish comments were translated using DeepL Translator, 2024, and then reviewed by a native speaker) because some of them provide insightful points that worth reporting:

- Actively Promote female leadership by bringing VIP women into management.
- Organize networking events and inspirational talks from women in the field.
- Identify and encourage qualified female candidates for VIP positions.
- Create a work environment that promotes focusing on qualifications rather than prestige.
- Normalize maternity leave and encourage/celebrate male employees to take longer and real leaves and adjust requirements for female candidates’ merits to account for maternity leave.
- Ensure fair hiring and promotion practices, avoiding gender bias.
- Prioritize flexible work arrangements, such as working from home or part-time options.
- Stop underestimating interventions from women.
- Support women returning from maternity leave with career guidance.
- Foster a supportive and inclusive department culture by encouraging open communication and feedback.
- Promote transparency and fairness in hiring and promotion processes.
- Address unconscious bias and impose a zero tolerance policy regarding sexual harassment.

- Consider applying subject-specific strategies in certain areas or situations where the gender distribution is highly skewed and tailor initiatives accordingly.
- Explore collaboration with external organizations or universities with expertise in gender equality.
- Regularly assess the effectiveness of implemented initiatives and make adjustments as needed.

Microaggressions

This item was scored for two closed questions: a binary multiple choice question asking participants to indicate whether they had experienced microaggressions, and an optional multiple choice question to define the type.

The binary question:

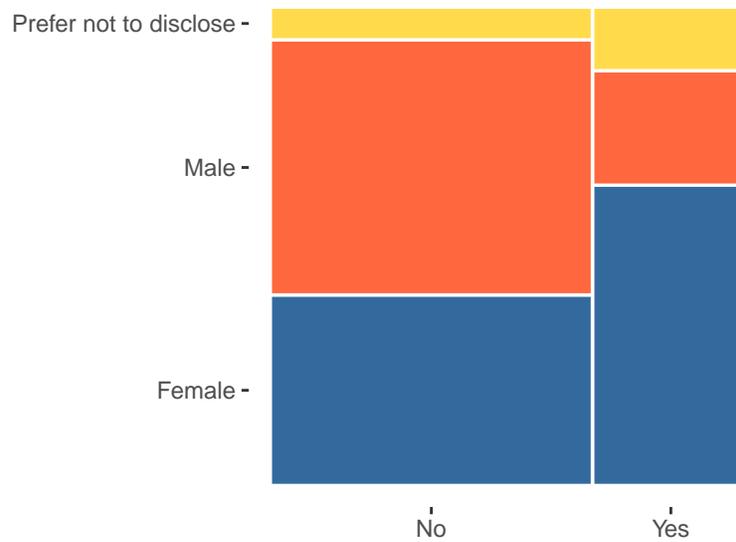
Please indicate if you have witnessed or experienced microaggressions from colleagues

Microaggressions are defined as brief and often subtle everyday events that denigrate individuals because they are members of particular groups (Pierce, Carew, Pierce-Gonzalez, & Willis, 1978).<https://en.wikipedia.org/wiki/Microaggression>

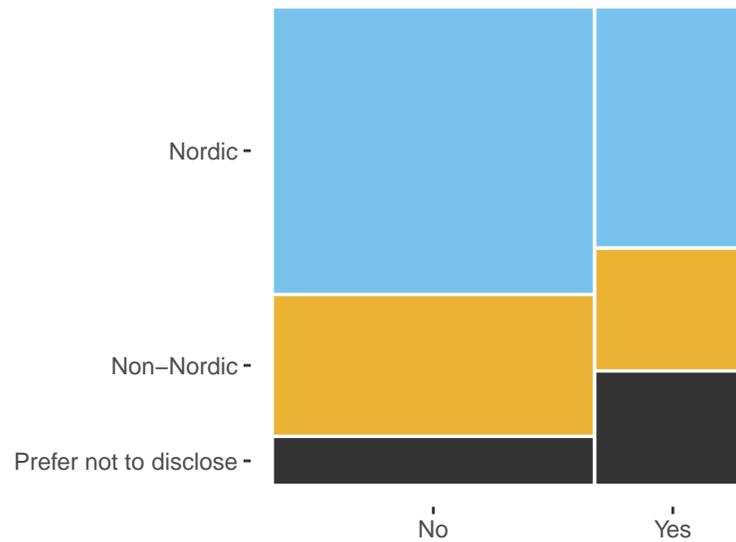
Overall results:

Overall perception	n	Proportion
No	115	67.65
Yes	55	32.35

Stratified by gender:



Stratified by ethnicity:



Microaggression type

The respondent were ask to chose between the type of microaggression experienced

Type	n	Proportion
Nationality	29	17.06
Gender	22	12.94
Personal traits	18	10.59
Religion	13	7.65
Age	11	6.47
Educational background	10	5.88

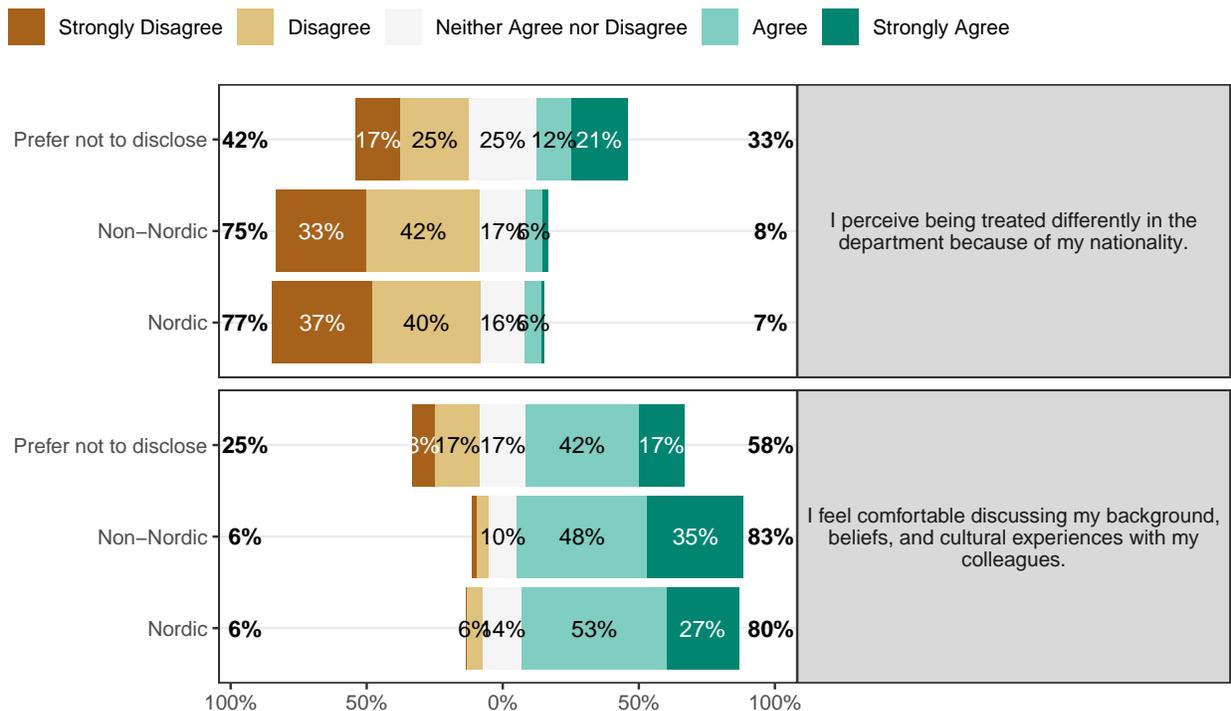
As a part of the question was an option to give further comments in other types of aggression; 14 respondents elaborated. From them it can be mentioned that other microaggressions were registered in relation to the **type of job and seniority or retirement situation (age)**.

Microaggressions and DEI

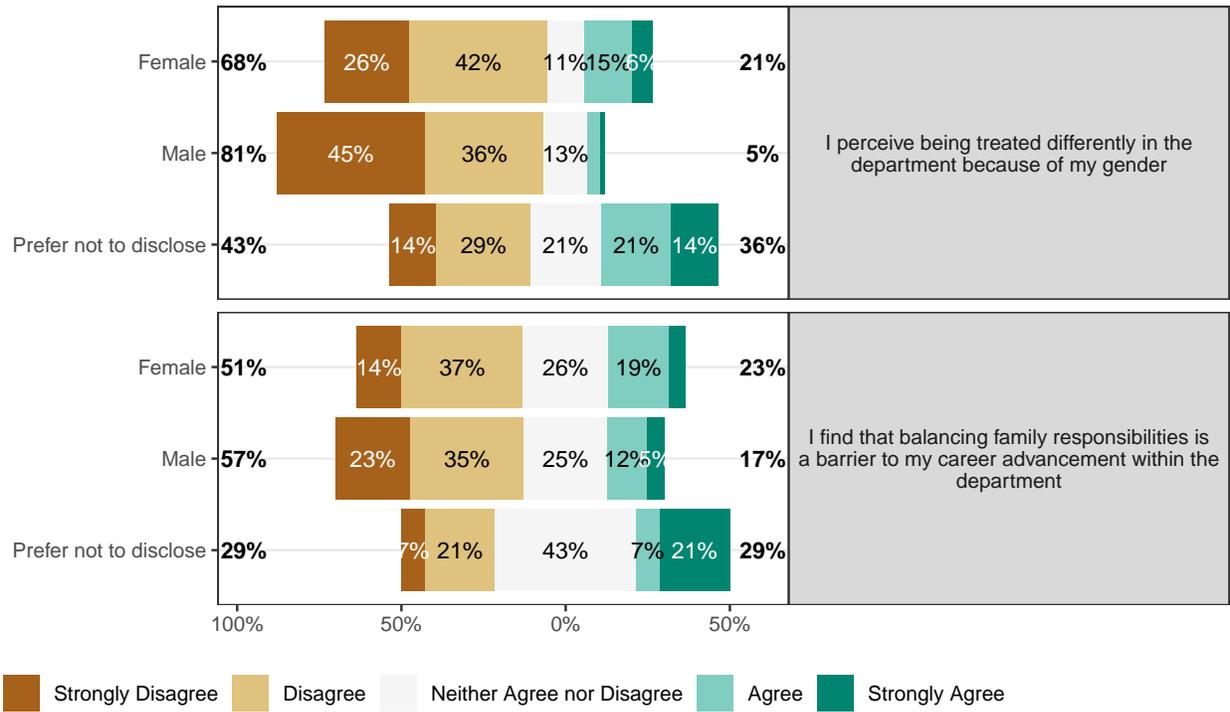
Two specific questions were asked in the DEI block that has to do with the two types of microaggressions that were more frequently reported and we chose to include here.

The figures show the distribution of responses across the different categories to understand the overall perception displaying stacked bar charts, where each panel represents a different item, each bar the respondent group according to the chosen stratification and the segments within each bar show the proportion of responses for each category, from “Strongly agree” to “Strongly disagree” the neutral positions in the center of the scale. Each segment of the stacked bar represents the proportion of responses for each category (e.g., “Strongly agree,” “Agree,” etc.). The percentage indicates how many respondents chose that particular category.

Regarding nationality:



In regard to Gender



Sexual harassment

This item was scored using three closed questions: a binary multiple-choice question asking participants to indicate whether they had experienced sexual harassment and whether they generally believed that management would act on it if it was eventually reported, and an optional multiple choice question to define the type of sexual harassment experienced.

The binary question on experience was the following one:

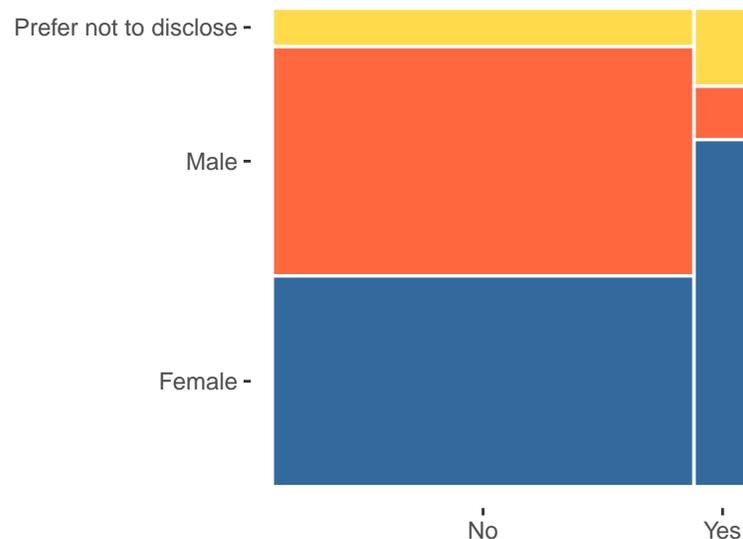
Please indicate if you have witnessed or experienced sexual harassment by/from colleagues within the last 12 months

Overall

Overall perception	n	Proportion
No	151	88.82
Yes	19	11.18

Stratified by gender

When stratifying by gender, the results show that the distribution of perceptions regarding experiencing or witnessing sexual harassment within the last two years depends on the gender of the respondent as follows:



Perception	Gender	n	Proportion
No	Female	67	39.41
No	Male	73	42.94
No	Prefer not to disclose	11	6.47
Yes	Female	14	8.24
Yes	Male	2	1.18
Yes	Prefer not to disclose	3	1.76

Again after performing a chi-square test we can conclude that the probability of experiencing or witnessing sexual harassment is dependent on the gender of the respondents. ($X^2 = 10$; $df = 2$; $p - value = 0.007$).

Therefore we show the conditional probability of experiencing or witnessing sexual harassment given the Gender i.e., $P(Yes|Gender\ category) = P(Female \cap Yes)/P(Gender\ category)$ as follows:

P(Yes Female)	P(Yes Male)	P(Yes Prefer not to disclose)
0.17	0.03	0.21

The binary question on management response:

Do you think if these things are reported, the department will act on them?

Overall perception	n	Portion
No	33	19.41
Yes	137	80.59

Sexual harassment type

The respondents were asked to choose between the type of sexual harassment experienced

Type	n	Proportion
Inappropriate comments of a sexual nature	11	6.47
Unwanted physical contact	10	5.88
Jokes or innuendo in meetings	8	4.71

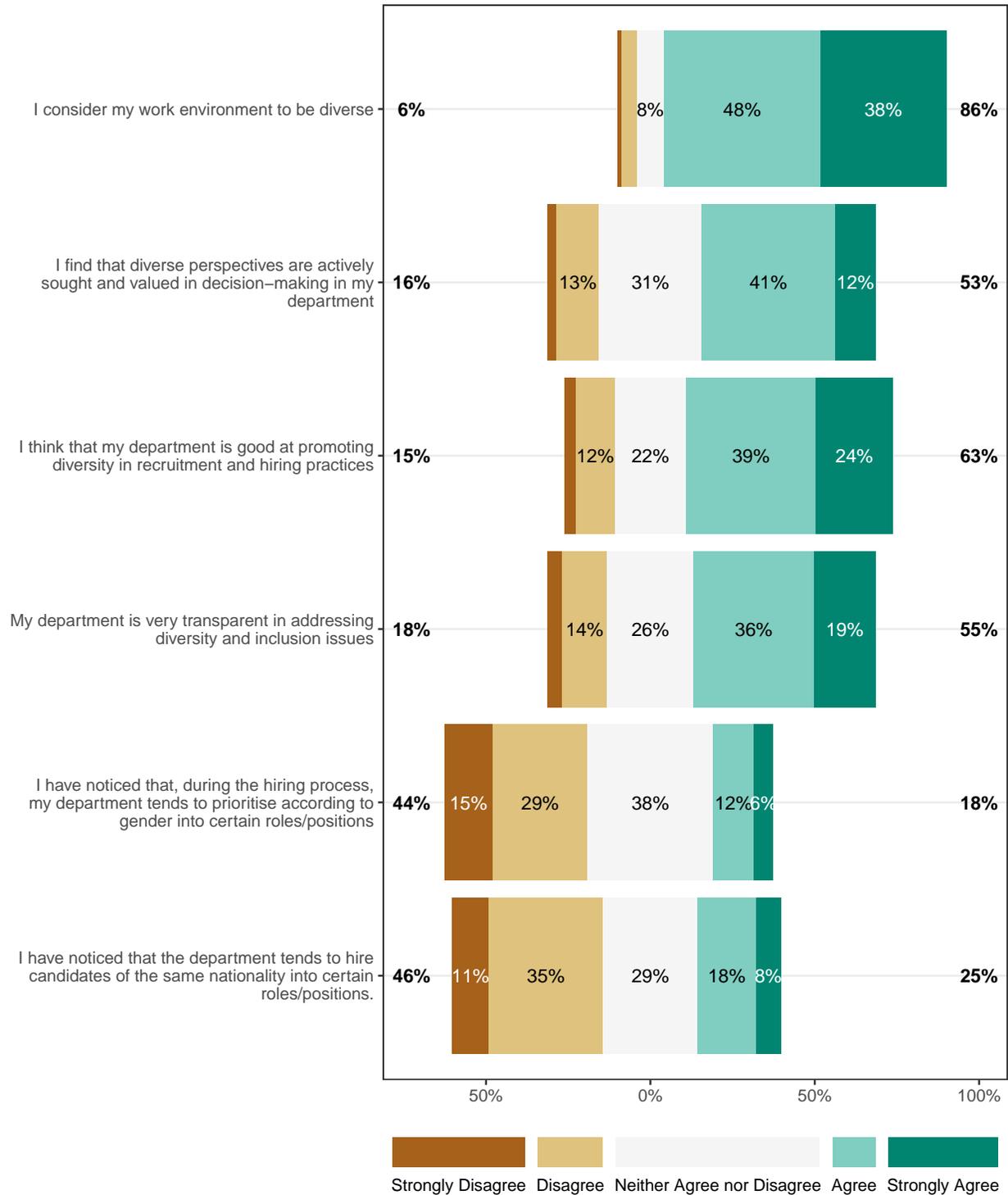
When asked to provide further details on other types of sexual harassment, 7 respondents did so and 5 of them described situations where unwanted sexual attention was experienced on *repeated occasions*, such as **inappropriate comments in meetings** and receiving **insistent date invitations by text messages**.

DEI

The Diversity block includes 6 items to rate, the Equality block includes 9 items, and the Inclusion block includes 5 items. These blocks are further stratified by gender, ethnicity, and position, as before.

The results are presented in their original scale, where respondents were asked to state their level of agreement with the statements using five categories: “Strongly agree,” “Agree,” “Neither agree nor disagree,” “Disagree,” and “Strongly disagree.”

Diversity



Comments on Diversity qualitative analysis

Respondents expressed concerns about potential discrimination, reverse discrimination, and the lack of diversity in certain positions, particularly among senior staff.

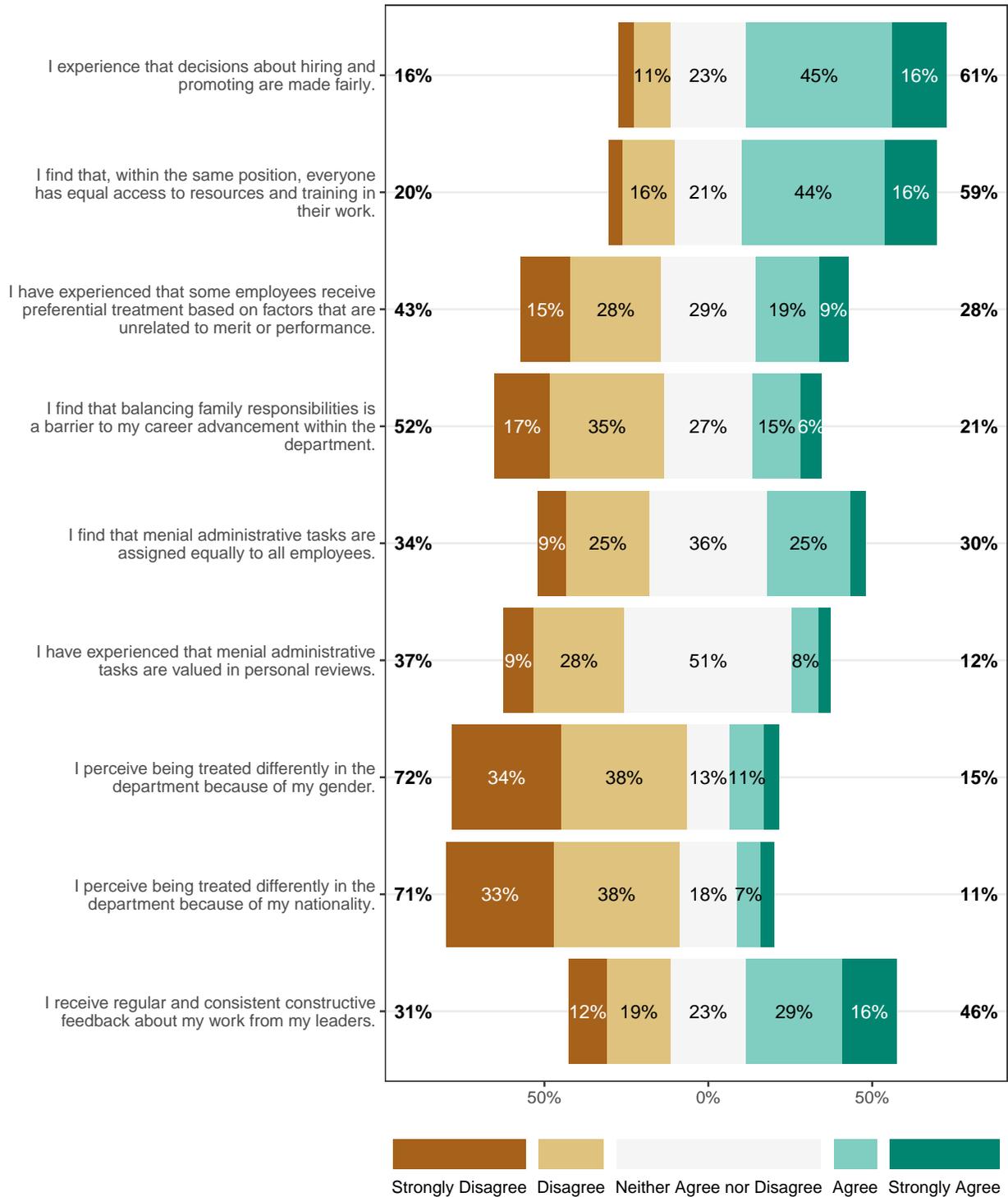
Specific concerns about diversity:

- **Lack of diversity:** Concerns about the underrepresentation of certain groups in management and senior positions. *“men hire men”*
- **Discrimination:** Concerns about discrimination against certain groups. *“I would say... The problem arises when combining the”handicaps”: being a woman, being foreign and of course the worst one: having kids.”*
- **Reverse discrimination:** Concerns about favoring certain groups over others, potentially leading to reverse discrimination. *“I have noticed that the department tends to prioritize women in all positions, as it explicitly prefers women in most advertisements. Sometimes, it seems that men are not encouraged to apply... ”*
- **Gender equality over merit:** Concerns about the criteria used in hiring become damaged. *“There is a strong focus on hiring women ...in some cases to such an extent that it is at the expense of professional qualifications”*
- **Transparency and communication:** Lack of clarity regarding promotion criteria and decision-making processes. *“the recruitment process is not transparent, and it’s not clear what exactly the department prioritizes when hiring someone”*

	Number of respondents	Proportion of respondents
Concern about the lack of diversity in management composition and senior staff	8	0.23
Concern in regard hiring or promoting because of gender bias or lack of transparency	6	0.17
In favour of prioritizing Danish speaking staff in certain positions	5	0.14
Concern about reverse discrimination (i.e., leaving men or Danish behind)	5	0.14
Concern about division of tasks based on gender or nationality	2	0.06
Concern about a lack of diversity impacts in the academic discussion	2	0.06
Optimistic regarding improvement in diversity due to a generational shift	2	0.06
Challenges in recruiting	2	0.06
Not relevant	3	0.09
Total Response Category Count	35	-

Note: ‘Not relevant’ include those that are off-topic, empty, or do not contribute meaningful information.

Equity



Comments on Equity qualitative analysis

Respondents expressed concerns similar to the ones pointed in the Diversity block. Additionally, there were concerns about the asymmetries between TAP and VIP staff and some mention about the lack of awareness of privilege and well-being in the long term.

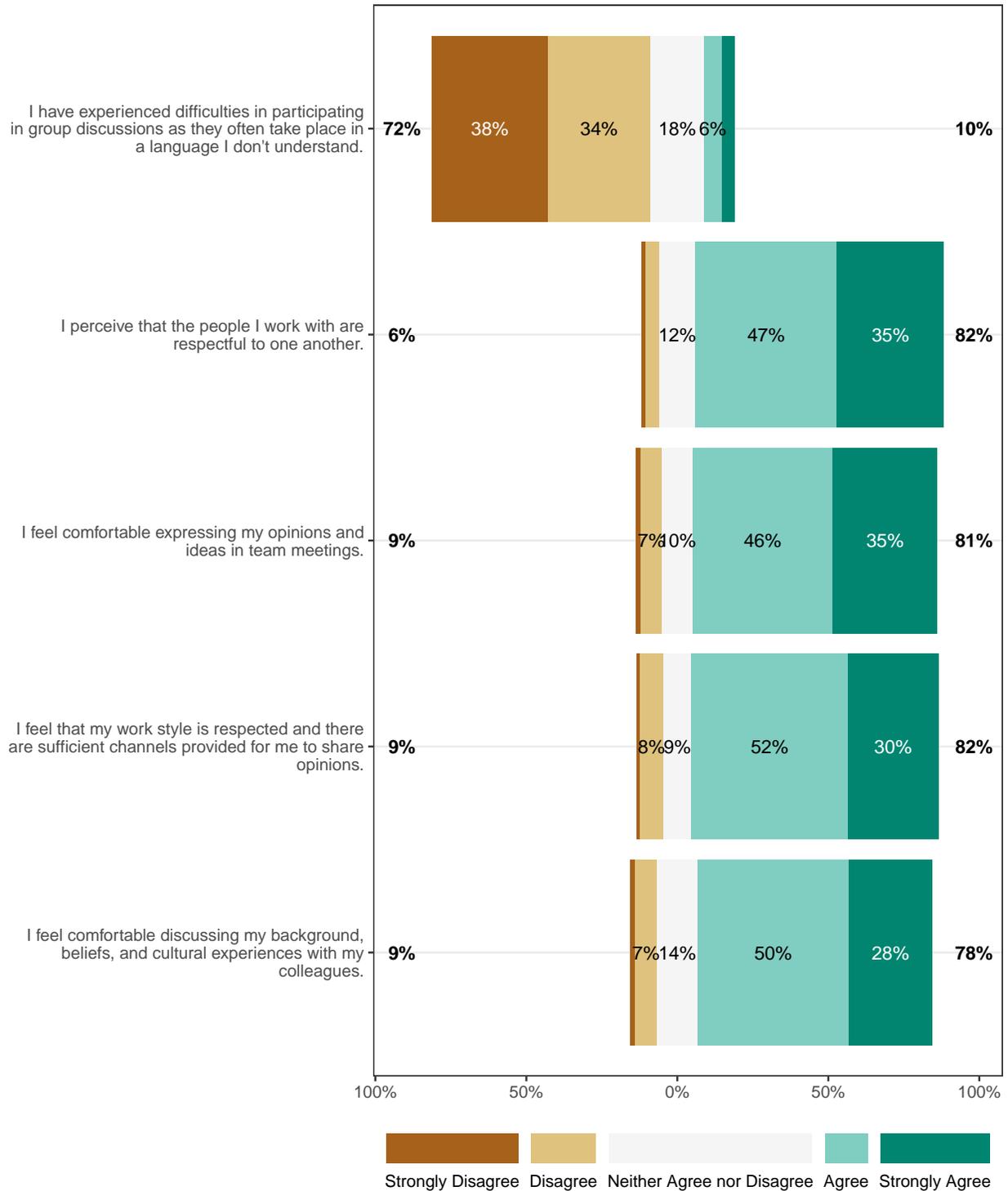
Specific comments:

- **Discrimination about position:** Concerns about discrimination against technical staff. *“Certain administrative and “invisible” tasks often fall to technical staff, even if these tasks do not fall within their defined scope of work.”*
- **Work-life balance:** Concerns about the impact of work-life balance on career advancement and well-being. *“The Department does not prioritize well being of employees for long-term satisfaction”*
- **Privilege:** Understanding and recognizing the privilege of non-minority groups in the workplace *“It is often difficult for men to notice that they’re treated differently to women, since the difference is so normalized”*
- **Danish population challenges:** Concerns about the challenges faced by Danish staff in the department. *“...DK employees have too much responsibility with respect to consultancy tasks and teaching that take time and do not contribute to career development...”*

	Number of respondents	Proportion of respondents
Concerns about reverse discrimination (i.e. leaving men or Danes behind)	4	0.15
Concern about lack of transparency and common criteria for promotion	4	0.15
Concerns about uneven assimilation between TAP and VIP staff	3	0.12
Pointing out challenges related to lack of leadership	2	0.08
Concern about unequal workload for Danish-speaking staff	2	0.08
Support for Danish standards of work-life balance	2	0.08
Concern about lack of wellbeing in the workplace	1	0.04
Emphasis on the need and benefits of separating work from personal or private life	1	0.04
Mention of the challenge of managing family life	1	0.04
Mention of lack of awareness due to privilege condition	1	0.04
Not relevant	5	0.19
Total Response Category Count	26	-

Note: ‘Not relevant’ include those that are off-topic, empty, or do not contribute meaningful information.

Inclusion



Comments on Inclusion qualitative analysis

Here respondents expressed concerns about being segregated, not feeling heard, a lack of openness to different opinions and criticisms, and the need of separating work from private life.

Specific comments:

- **Work-life balance:** Confusion and diverse positions on how to manage private and professional life. *“...my colleagues are my colleagues, not my friends. I separate my work life from my private life as much as possible...”*; *“groups speak Danish at social events and thus exclude non-Danish speaking colleagues”*
- **Openness to criticism:** Concerns about a lack of openness to different opinions and criticisms. *“...the technical critics and discussion are not always welcome, there is a tendency on justifying everything while saying: ‘we have done it like this always’”*

	Number of respondents	Proportion of respondents
Emphasising the necessity to maintain a distinction between work and personal beliefs.	5	0.29
Concern or statement about being segregated because they do not speak Danish	3	0.18
Indication of lack of openness to different opinions and criticism in work matters	2	0.12
Indication of lack of politeness	2	0.12
Concern about being segregated for not having a high level of English	2	0.12
Negative opinion about an excessive hierarchical structure	1	0.06
Not relevant	2	0.12
Total Response Category Count	17	-

Note: ‘Not relevant’ include those that are off-topic, empty, or do not contribute meaningful information.

Appendix

Appendix 1. Survey instrument

Welcome to the Departments of Agroecology (AGRO) & Animal and Veterinary Sciences (ANIVET) Diversity and Inclusion Survey. This survey aims to better understand employees' current experiences of inclusiveness and belonging within our departments (AGRO & ANIVET). The survey results will help establish a baseline for measuring progress, identify areas for improvement, and pinpoint the types of initiatives needed to enhance inclusivity in our research environments.

This survey is open to ALL employees, including PhD students, scientific and technical staff, administration, IT, and others.

The survey takes approximately 15 minutes to complete. You are 100% anonymous, and completing this survey will have no consequences for you in any way. We, therefore, encourage everyone to be as honest as possible.

Diversity in the Department

In this section, we would like you to think about the department and consider how well we do when it comes to DIVERSITY.

Diversity refers to the inclusion of individuals and perspectives from various backgrounds such as nationality, gender, age and more.

1. Please rate the below statements from strongly agree to strongly disagree as pertains to your experience in your department.

I consider my work environment to be diverse

I find that diverse perspectives are actively sought and valued in decision-making in my department

I think that my department is good at promoting diversity in recruitment and hiring practices

My department is very transparent in addressing diversity and inclusion issues

I have noticed that my department tends to hire candidates with the same gender into certain roles/positions.

I have noticed that the department tends to hire candidates of the same nationality into certain roles/positions.

2. If you have comments or would like to elaborate on your answers, please include them here.

Equity in the Department

Equity involves ensuring that everyone within the department community has access to the same opportunities and resources, regardless of their backgrounds or identities.

3. Please rate the below statements from strongly agree to strongly disagree as pertains to your experience in your department.

I experience that decisions about hiring and promoting are made fairly.

I find everyone has equal access to resources and training in their work.

I have experienced that some employees receive preferential treatment based on factors that are unrelated to merit or performance.

I find that balancing family responsibilities is a barrier to my career advancement within the department.

I find that menial administrative tasks are assigned equally to all employees.

I have experienced that menial administrative tasks are valued in personal reviews.

I perceive being treated differently in the department because of my gender.

I perceive being treated differently in the department because of my nationality.

I receive regular and consistent constructive feedback from my leaders

4. If you have comments or would like to elaborate on your answers, please include this here:

Inclusion in the Department

In this section we want you to consider how you experience INCLUSION in the department and in your section.

Inclusion means creating an environment where all members of the university community feel included, valued, and respected irrespective of their differences.

5. Please rate the below statements from strongly agree to strongly disagree as pertains to your experience in your department.

I have experienced difficulties in participating in group discussions as they often take place in a language I don't understand.

I perceive that the people I work with are respectful to one another.

I feel comfortable expressing my opinions and ideas in team meetings.

I feel that my work style is respected and there are sufficient channels provided for me to share opinions.

I feel comfortable discussing my background, beliefs, and cultural experiences with my colleagues.

6. If you have comments or would like to elaborate on your answers, please include this here:

7. If we analyze the AU staff composition data as of 2022, 76% of the professor positions are occupied by males.

Do you see this as a problem?

- YES • NO

8. Can you give some reasons for this discrepancy in staff composition?

9. Based on your experience, what advice and suggestions do you have for concrete initiatives aimed at increasing the number of female scientific staff at the department?

10. Please indicate if you have witnessed or experienced microaggressions from colleagues

Microaggressions are defined as brief and often subtle everyday events that denigrate individuals because they are members of particular groups (Pierce, Carew, Pierce-Gonzalez, & Willis, 1978). <https://en.wikipedia.org/wiki/Microaggression>

- YES • NO

11. If yes to Q10, please select which microaggressions you have witnessed or experienced (you can choose several options)

- Personal traits (hair, clothing, language accent, body type) • Educational background • Gender • Age
 - Nationality • Religion • Other (please indicate)
12. Please indicate if you have witnessed or experienced sexual harassment by/from colleagues
- YES • NO
13. If yes to Q12, indicate the form of sexual harassment witnessed or experienced (you can choose several options)
- Jokes or innuendo in meetings • Inappropriate comments of a sexual nature • Unwanted physical contact
 - Other (please indicate)
14. Would you like to provide further details about the instances of microaggression and or sexual harassment (optional)?
15. Do you think if these things are reported, the department will act on them? • YES • NO
16. Which department do you belong to?
- AGRO • ANIVET
17. What is your type of position? • PhD • Postdoc/Assistant Professor Researcher/Tenure track • Associate Professor/Senior Scientist/Senior Advisor/Professor • TAP (Administrative/Technical/Academic)
18. What gender do you consider yourself to be? • Male • Female • Nonbinary • Other • Prefer not to disclose.
19. Which of the following best describes your ethnicity? • Nordic • Eastern Europe (e.g. Russia, Poland, Hungary) • Western Europe (e.g. United Kingdom, Germany, Greece) • North Africa (e.g. Morocco, Egypt, Sudan) • Sub-Saharan Africa (e.g. Nigeria, Kenya, South Africa) • West Asia / Middle East (e.g. Israel, Saudi Arabia, Iran) • South and Southeast Asia (e.g. India, Indonesia, Singapore) • East and Central Asia (e.g. China, Japan, Uzbekistan) • Pacific / Oceania (e.g. Australia, Papua New Guinea, Fiji) • North America (Canada, United States) • Central America and Caribbean (e.g. Mexico, Panama, Jamaica) • South America (e.g. Colombia, Brazil, Chile) • Other (please specify) • PREFER NOT TO DISCLOSE

Appendix 2. Suggestions

List of suggestions about addressing gender gap:

- You could encourage female junior employees (PhD students, postdocs, assistant professors) to apply for permanent positions when they arrive. In addition, you could organize networking events and have inspirational talks from women in the field.
- Make it visible that the department ALSO values female talent and leadership by: 1) Bringing VIP women into department management. 2) Giving both female and male VIPs (both younger and older) the opportunity to present research at major events. 3) Continue the initiative of identifying qualified female candidates for VIP positions and making these potential candidates aware of relevant positions - and encouraging them to apply.
- Lower the bar for requirements for female candidates' merits and take into account maternity leave, etc., that have prevented them from publishing as much as their male colleagues.
- Take into account that female candidates may have fewer publications and projects if, for example, they have had periods of maternity leave. Create a less competitive environment, with less focus on prestige and job titles.
- Adjusted requirements for comparison of candidates at the time of hiring in terms of, for example, PhD age and publication volume (a reasonable "normalization" in terms of maternity leave). We could encourage male scientific employees to take longer maternity leave.
- Perhaps this will change over time because there is a majority of female students in universities (at least in some parts of the world).
- Perhaps it is necessary to build a better understanding of what barriers women themselves experience. First and foremost, staying in the system should be attractive, and if this is not the case, the reasons need to be discussed.
- We don't know the current gender distribution, nor the distribution among the students in the programs we want to recruit from. And in which age groups are there more men? Isn't it among the older ones? Then it probably evens out quite naturally? In addition, there are certainly subject areas that appeal more to one gender than the other. I think we will see a very large number of female veterinary students, while areas of technology may still attract mostly men. Just a guess, but I think that the gender distribution will be very dependent on subject areas in the future. So if you want to get more women into departments, you should identify the subject areas that traditionally attract men and then make an effort already at the study level to attract women to the subject area.
- Appreciate great female role models at all levels. Appreciate female values. More diverse leadership
- Better working conditions in terms of working from home, flexible working hours, management must be role models
- I think the department can only solve the problem of few female academic staff if it shows us all over time that it is possible to do the work required in these positions without having to sacrifice your private life/leisure time. I think there will be so much competition for our "time" in the coming years that it is utopian to retain enough women (and men who have other interests than their professionalism and ego) if they are expected to do as many tasks as senior researchers and above are expected to do now. It only seems to increase, and these are bad role models for younger researchers in my opinion. I also think you should hold meetings with the GROUP of women at the department to understand what it would take to retain them. And then you should listen, listen, and listen, and act accordingly. In terms of senior scientific positions, I think you need to consider how, for example, the section head's tasks can be divided between more than one person so that women (and men) can continue parts of their scientific career while practicing good leadership.

- Visible prioritization of women for scientific positions, including consideration of their requirements for working conditions
- I don't see it as a goal to increase the number of female academic staff in the department. It must be a goal to get academic staff who have the right professional qualifications.
- Start from the top, keep the gender balance in management within the critical mass (at least 1/3 of each gender)
- Job advertisements must have a broader reach
- There is a shift from the number of PhDs to the number of postdocs, so perhaps this is where you should address the issue and be more proactive in supporting good candidates.
- Also to appreciate and recognize qualities that are not the hard-core measurable quality/quantity parameters (e.g. number of publications and applications), such as professionalism, collaboration skills nationally/internally, teaching, and being able to step in in different tasks and help other groups (also sometimes at the expense of your own tasks). This following comment is probably not specific to female scientific staff, and is somewhat related to the last sentence above. Personally, I have experienced several times (and also a female colleague) that sometimes you are not recognized (forgotten?) in writing and orally for contributions in other people's projects. These may be minor things in the eyes of the project manager, for example, but nonetheless quite essential for an attempt to work or move forward. It reduces the desire to help others in a particularly professional predicament.
- Choose the most skilled.
- Women on the hiring committee. Possibility of part-time employment during periods with young children. Lower requirements for studying abroad. Listening and respecting everyone is probably the most important thing also in public contexts.
- Same work, same pay.
- Hiring of female leaders. Focus on equal distribution of female and male students in graduate projects, etc.
- The long haul hiring women as much as possible when the professional qualifications are right.
- I think the number of female academic staff is increasing at the department, but we need to do more to support the career development of younger female staff.
- I think the gender distribution evens out as more women complete the program. Isn't the problem the same as for TAP - just the opposite? When there are no men to hire in the lab, women are hired and thus outnumber men?
- According to Statistics Denmark, more women than men are in part-time positions because it makes sense for them, either for family reasons or because they simply want a shorter working week. Perhaps this kind of flexibility should be considered in job advertisements? In addition, the public face of the institute is primarily men, because the leading positions are held by men. You could consider how you could possibly get more women in senior positions at the department. This could possibly also address the challenges of increasing the number of women.
- I think that as long as there is a proper tone and no discrimination, gender inequality will balance itself out over time. The average age of the top university staff is relatively high, and the gender distribution there probably belongs to another time, but time will take care of that.
- Create space for women who have recently given birth and are still breastfeeding but are back at work. Here, space must be created so that these women don't have to go out to the car to have enough privacy to express milk.

- More permanent positions, less long stays abroad, more women in management (we should strive for 50% men 50% women in management).
- The elements that are often emphasized are that as a young female employee you should be able to mirror yourself in someone and that there should be good “role models”. I also believe that less busyness, better social culture and prioritizing your professionalism - so that you don't have to spend 65% of your time on areas that are not your actual field of expertise. Having said that, I do of course know that the tasks must be solved...
- I don't care so much about the gender of my colleagues but whether they are skilled. I fundamentally believe that we should have the best qualified and that we assess this objectively when we hire. If we want more female scientists, maybe we should do more to catch them early.
- Men need to stop being so confident and thinking they are right. Men don't tumble and listen unless you say things very directly and without filters.
- Qualifications and ambitions?
- More family-friendly policies such as on-site childcare facilities and more flexible work policies such as remote work options or part-time positions.
- Do we have too few women? generally the problem is the women discontinue their career in the department before becoming professors. the big problem for all is that conditions for advancing are unclear and unpleasant
- Don't choose based on gender, choose based on professional knowledge!
- In 'all else being equal' situations, choose women.
- I think a lot is done throughout the recruitment process to get applications from women, so it's hard to find ideas for more. However, I do think that an awareness of possible gender bias in job interviews could be relevant. There are studies that show that female applicants often get mostly yes-no questions in an interview, while male applicants get mostly open questions. This results in the male applicant making a better impression. And perhaps, in some cases, gets the job.
- More focus on science, already in primary school
- More initiatives that benefit women leading the way to professorships. Motivate and educate Quotas are simply not a solution
- Make sure you have equal representation of women and men on the hiring committee. It's scientifically proven that people like to hire someone similar to themselves, so if only men are represented, a man is likely to be hired. That said, you should of course hire the best qualified person regardless of gender. Make sure that the lack of women among the scientific staff does not become more important.
- Better work conditions and need for more confident management
- Gender-balanced hiring committees. Hire at real/objective job level. Transparency.
- Think we generally have equal conditions and are heard
- If the female profile at the department is more prominent so that the next generation of researchers can see that there is room for women in the department and the work area is not a male-only area
- The road to tenure is far too long and the amount of expectations/demands are too high for those who also want a well-balanced family life.
- Perhaps women should be encouraged to apply for a specific position professorship

- Better maternity conditions for both men and women. People should also be encouraged to start families earlier if they want to. Focus on teaching and research topics that have greater female representation.
- Less requirements for stays abroad during the research career
- There is lots of evidence that shows that woman does not rise through the academic ladder as men. Children and family life slow this process down and it is not acknowledged when it come to assessing a candidate for recruitment (publication level, H-index, time abroad etc.).
- Anonymized applications, i.e. remove picture and name, and encourage to omit similar information in applications.
- Ensure that conditions such as requirements for longer stays abroad during the period / career stage where many have small children are removed - can be ensured by cooperation in eu projects e.g.
- More focus, quotas and higher priority from management.
- External competition is fierce. Therefore, most employees have an interest in ensuring that the best qualified employee gets the position and that there is no favoritism based on gender or other factors that do not objectively contribute to becoming more competitive. That said, a high focus on competition should never lead to increased rates of stress-related sick leave and poor work environment. This is a difficult balance and requires the individual employee to dare and be able to say no to tasks, and for this to be respected by management.
- Continued focus on nudging and ensuring a better opportunity to complete tasks within 40 hours
- Maybe because you have to be an individualist and women are more attracted to the “team spirit” and “teamwork” mentality, where you can see that your efforts contribute to making EVERYONE better. Basically, you have to be really good at self-promotion, and girls don’t learn that through the school system. But you could also choose as a university to support “team efforts” more.
- Recruit directly from talented students - single them out and encourage them to apply.
- I expect you to hire by professionalism and not by gender
- Create a better work-life/balance framework for management positions and lead the way by hiring more female professors to set the example. The next head of department should be a woman who is able to listen and lead more than the current leader.
- Internal recruitment and placement. Comprehensive revision of A, B, C recruitment requirements
- Personally, I think there are a lot of unknowns in choosing that career path, and it feels very uncertain. At the same time as balancing a private life, it’s not sustainable, but I have doubts about how to solve it.
- Maternity leave shouldn’t slow down mothers’ career opportunities any more than it slows down fathers’.
- That the women who are already there act as good role models Don’t ascribe special values to the female gender. The variation between women’s values is just as great as among men. Both women and men tend to value women differently than men (read the book “Min uimodståeligemand” by Mette Korsgaard).
- Women in management, more female professors and ensuring a good working environment for women, there is a battle for good minds
- I think there is a natural trend in society for more women to be employed as scientists, and maybe in 30 years the question is how we get more men into scientific positions.
- CVs are not only assessed based on the number of publications, but also take into account, for example, women’s periods of leave or reduced working hours due to maternity/children.

- Encourage female colleagues to apply for jobs More women writing the job postings and being on the hiring committee.
- As long as the entire top management is largely controlled by middle-aged to old men, the absorption of female scientific staff will take many years. Next, however, ask the women what they want in order to stay and pursue a research career in Agroecology. In my opinion, the department is so saturated with all sorts of impossible obligations and continuous tasks for various authorities that the desire to stay and dream of a research career can, for many, lie in a small place. The private sector can offer much better conditions and career opportunities for their employees.
- The problem is probably only at senior and professor level. Expect new initiatives in terms of career guidance, application clubs, etc., to make a difference.
- Not really, no. We also have to be careful that new employees don't get the impression that they are hired just because of their gender. I don't think anyone is interested in that.
- As a general rule, positions should be filled by the most qualified candidates. In the case of two equally qualified applicants of different genders, the female applicant should be chosen in case of doubt.
- Talk to them about it
- Establish some foundation only for female scientists.
- Introducing a quota or at least an outspoken target which is then considered in hiring processes!
- Maybe part-time positions would be a solution, as women want to have a family life and often leave their jobs because of it. However, if they had the option for part-time work, they could manage both their job and family responsibilities more effectively.
- More open discussion about the topic. Fewer jokes from the people in power about the topic, even if they are meant to be well-meaning.
- I think continuous encouragement, organizing seminars from successful women scientists could help. More flexibility in work-life balance; work from home; payment of services for children (baby sitter, etc.) when at conferences;
- Make it easier to get permanent positions.
- To take more women on board, to make more specific grants for female gender
- Role models and transparency of hiring. Concrete and structured career development. We also need to see how the gender balance and diversity is taken into consideration of the department's strategy
- Very transparent hiring policies (and what can be done to progress to the next career milestones), and detailed feedback if other candidates are selected for positions over internal candidates.
- Offer mentoring programs for female graduate students and early-career researchers to support their career development and encourage them to apply for positions.
- Don't expect the exact same behavior of female scientific staff than male - let them be their female self. Get more females in in the management, this should inspire young female researchers there is a future. Consider allowing working reduced hours for all scientific staff - to combine a scientific career with a family/personal life.
- The competitive institutional culture is a key factor, for e.g. publish or perish. We have to relook at the metrics of assessing scientific contributions and promotions.
- Make it clear that you take issues with sexual harassment seriously, especially at the level on the section management where this is somewhat lacking. Besides this issue, I think it is important to talk about the issue and make aware of it, like this survey is doing. The issue is most likely to a high degree due to unconscious behavior, and the only way to deal with this, is to become aware of the issues and our behavior.

- Be fair and just value the individual ability
- Maybe we can do: a) Inviting more female candidates to apply b) Hold-on to the female younger staff (PhD students), which already we have
- Reviewing and revising hiring and promotion processes to minimize bias and ensure fairness (hiring transparency). Promoting mentorship and networking opportunities for women and other underrepresented groups (employees from similar backgrounds can connect, share experiences, and support one another).
- Positive action for inclusive recruitment. Providing mentorship initiatives and networking opportunities as a safe space for women and minorities to discuss own experiences and gain soft skills (e.g. communication and negotiation skills). Use of clear and inclusive language in all communications.
- Make the recruitment more fair
- What we have seen in the past is that at the PhD level the gender balance is rather neutral, but that it is getting skewed from postdoc and up. I am under the impression that this is getting better. But looking at Tenure Track positions the balance is leaning more towards men. This is an issue, since no change in this level means that there will also not be female professors. The reasons why female drop out at postdoc level must be investigated on an AU/department level (international research has already indicated some reasons)
- Create a series of Assistant and Associate professor positions aimed at high-performing female early-career researchers at Agro. Addressing the drop-out of female early-career researchers requires extraordinary measures.
- In addition to what is already done, providing mentorship and clear career pathways for junior employees based on specific and achievable criteria.
- Based on my experience, I recommend implementing several concrete initiatives aimed at increasing the number of female scientific staff at the department while maintaining a commitment to meritocracy and excellence. Firstly, it's essential to proactively address unconscious bias in the hiring process through training programs for search committees and implementing structured interview processes. Additionally, establishing mentorship programs where senior female faculty members mentor junior female staff can provide crucial support and guidance for career advancement. Encouraging and providing resources for work-life balance initiatives such as flexible scheduling, on-site childcare facilities, and family-friendly policies can help alleviate some of the challenges faced by female scientists. Furthermore, promoting visibility and recognition of female scientists through seminars, workshops, and awards can inspire and empower aspiring women in the field. Lastly, conducting regular diversity and inclusion assessments and setting measurable goals for gender representation can ensure ongoing progress and accountability in creating a more inclusive and diverse department
- The different departments should support females more during motherhood, help maintaining their network and facilitating their return to work.
- Put focus on successful female scientists, e.g. “role-model of the months” or something like that to encourage more young female scientists/ students to consider a career in academia.
- We could create networks specifically for women in science right here in our department. These networks could be a fantastic way to offer peer support, networking opportunities, and professional development.
- From my experience, there is not much to be done as the inequality system is societal and originates from education from such an early age, it is almost fully integrated, and people have an extremely hard time questioning it. One thing would be to have a recruitment / promotion path only for women and adapted to the challenges they encounter.

- During parental (both male and female) there should be a person responsible to keep the person on leave involved in applications etc. Having a more diverse management group At events and meetings the clean up and note taking responsibilities should not stick to old gender roles. Be respectful when concern about gender imbalances are voiced and do not regard them.
- Hire more women. Value all the social and admin work done by women. Stop hiring men who cannot behave themselves. Have real consequences for people (but they're always men) that behave inappropriately (sexually, violence, discrimination, abuse, exploitation).
- Why only scientific staff? The gender imbalance is also overwhelming - although in the opposite direction - when it comes to secretaries/ section coordinators. Is this not a problem too! 2. Address work life balance issues. Admit that the short term contract (e.g. contract ends while on maternity leave) is unfair to women (or get men to give birth?). 3 . Promote transparent career paths. 4 . Use gender ambassadors, mentors, coaches. 5. ZERO TOLERANCE POLICY when sexual harassment cases are brought up. No, it is NOT A SHARED RESPONSIBILITY BETWEEN THE WOMAN AND THE MAN.
- Equal opportunities and inspiring more women in AU bachelor Programs
- Make clear in the applications that females are strongly encouraged to apply Favor female candidates if merit is same Put female colleagues on the hiring committee
- A general improvement of the working conditions for scientific staff. If academia is treated more like a regular job and has better welfare strategies and salaries, it might attract more females.
- For diversity, inclusion and gender balance, more opportunities to be awarded to women including some relevant professional courses
- First, understand the reason why they don't accept the roles (or if indeed the roles are not offered to females). Send a survey, it probably has something to do with kids and stability.
- Consider the gender equality in hiring.
- Have joint application of grants with male counterparts. Those who are interested to stay in academia should be encouraged and given tenure track position
- It might be useful to hold days on women in science to inspire young women and encourage them to take up a career in science. In addition, it might be nice to make information about this data so that all university staff would be more sensitive to the issue.
- Focusing on helping females to develop their careers. In my opinion, the supervision generation does not take the human resources development as a priority in their tasks and often see young students or early career researchers as a workforce more than people to support
- Women from different countries have different backgrounds, and sometimes it is mostly related to self-confidence that may be would be helpful to have kinds of workshops for them. More space to female opinions.

Appendix 3. DEI stratified

The figures shows the distribution of responses across the different categories to understand the overall perception displaying stacked bar charts, where each panel represents a different item, each bar the respondent group according the chosen stratification and the segments within each bar show the proportion of responses for each category, from "Strongly agree" to "Strongly disagree" being the neutral positions in the center of the scale.

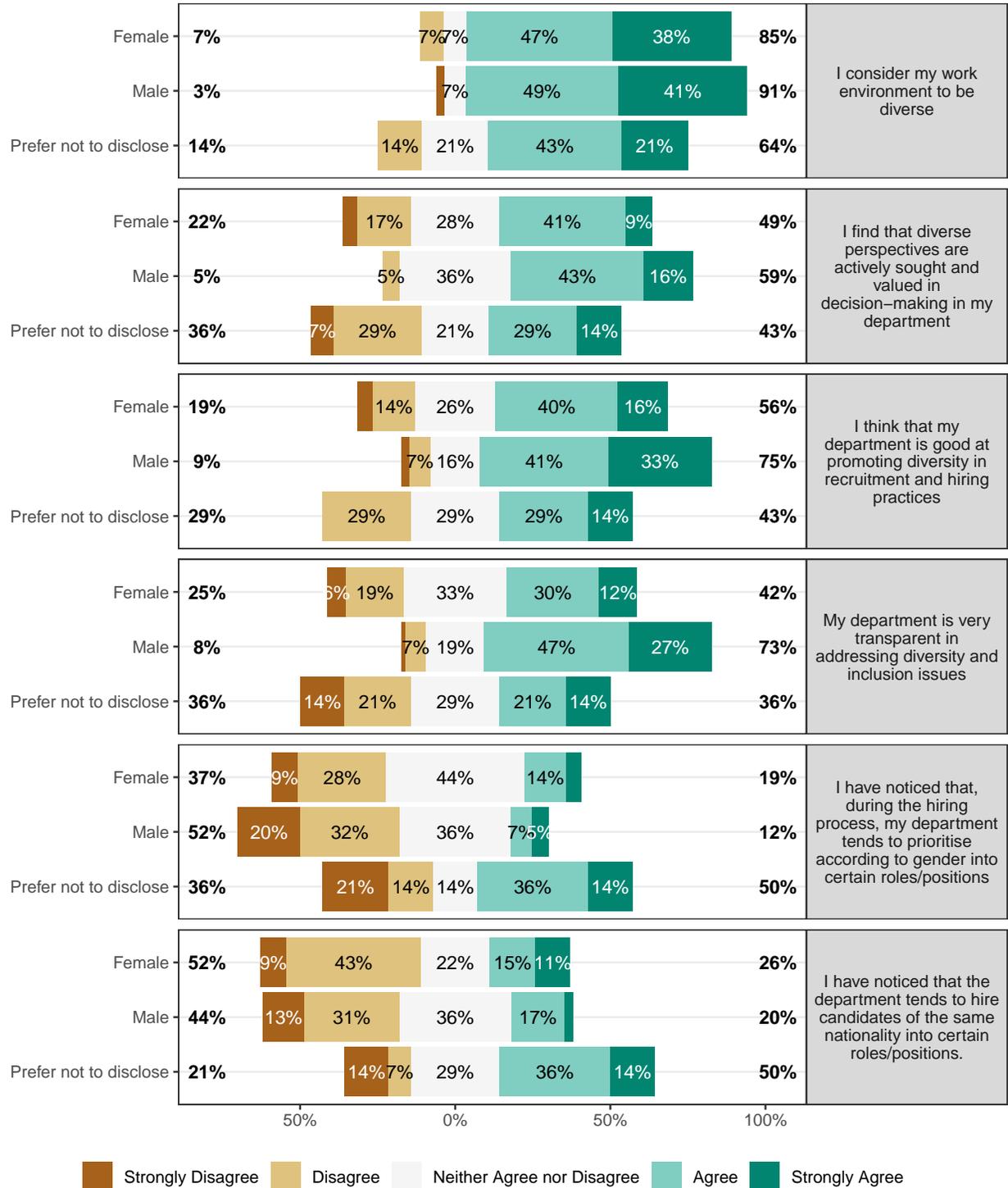
The following figures illustrate three Likert scale questions, with items stratified according to census information. The items to be ranked are displayed on the left of each panel.

Each segment of the stacked bar represents the proportion of responses for each category (e.g., “Strongly agree,” “Agree,” etc.). The percentage indicates how many respondents chose that particular category.

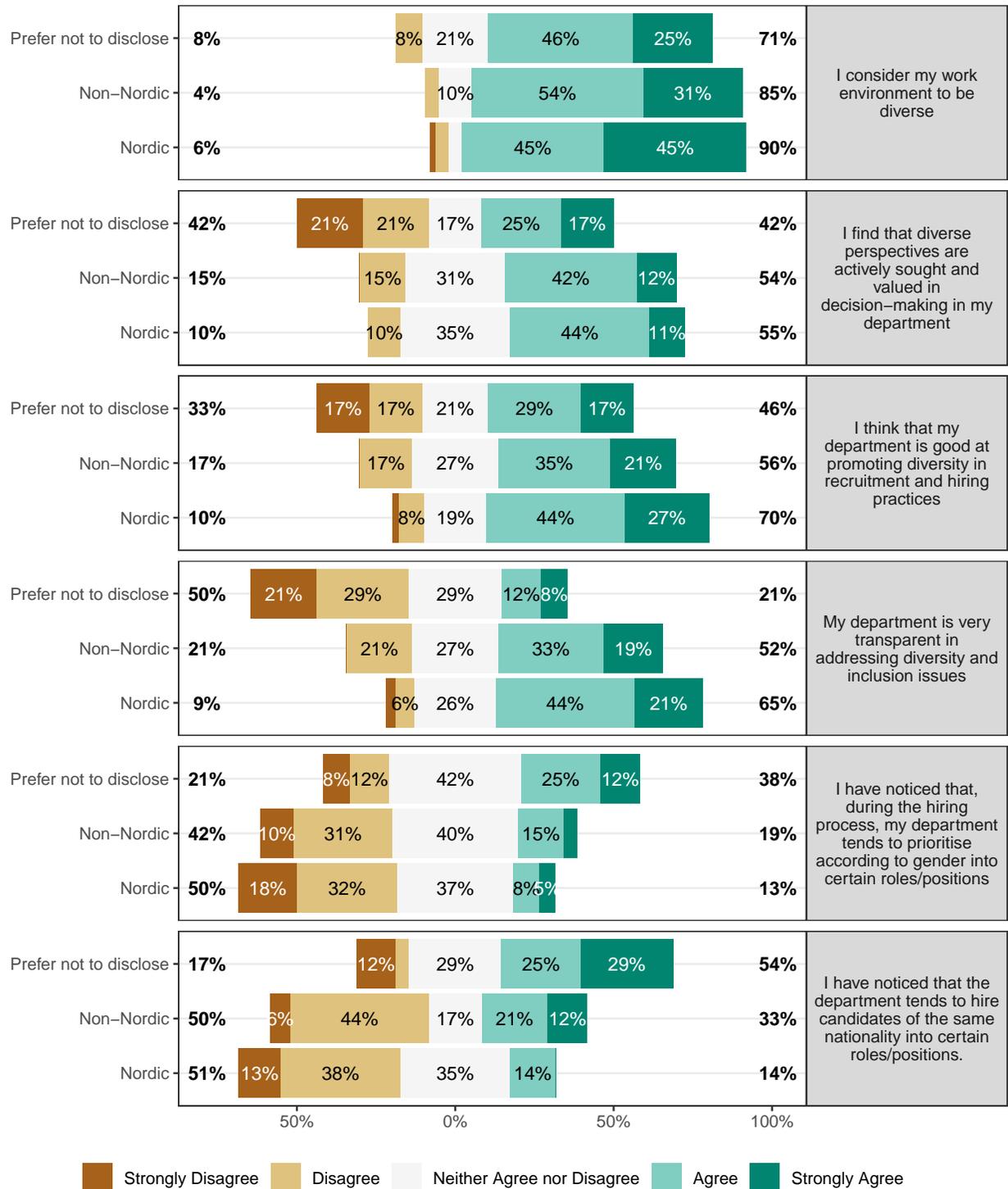
For each piled bar the percentages on the left and right extremes the cumulative proportions of responses. On the left side, the cumulative percentage of disagreeing responses (“Disagree” and “Strongly disagree”), while on the right side, you might see the cumulative percentage of agreeing responses (“Agree” and “Strongly agree”).

Appendix 3.1. Stratified Diversity responses

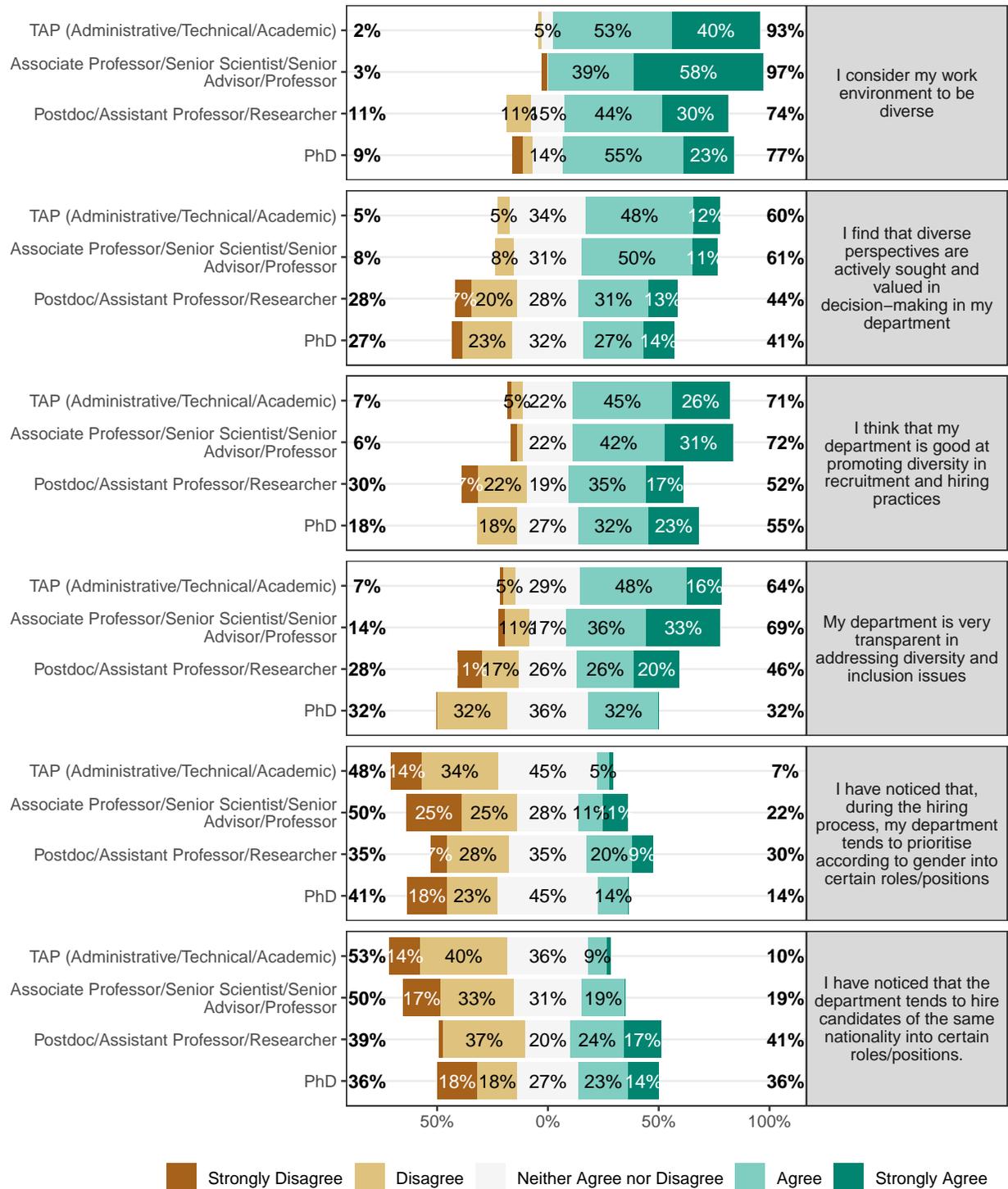
Aggregated by gender (D)



Aggregated by ethnicity (D)

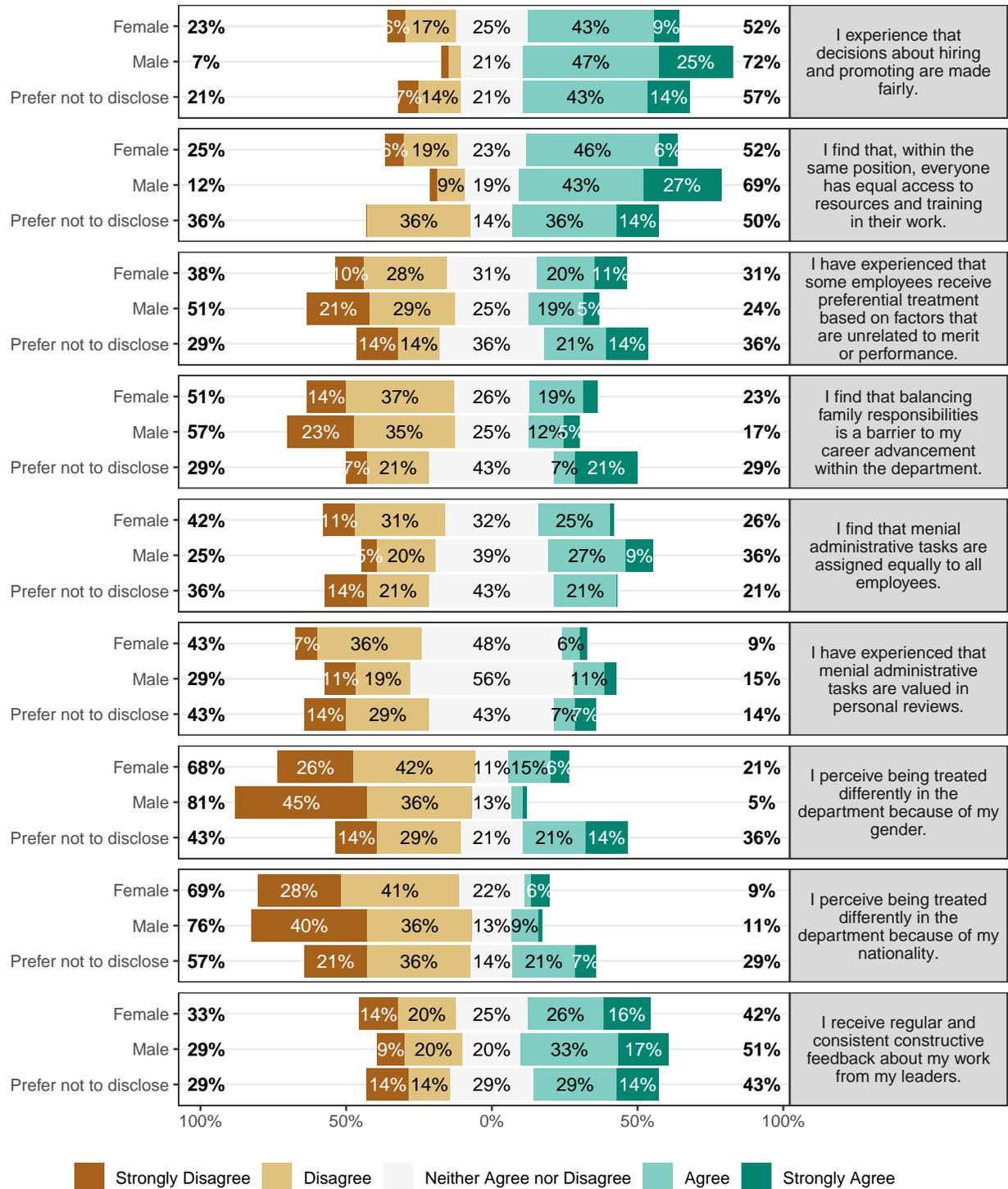


Aggregated by position (D)

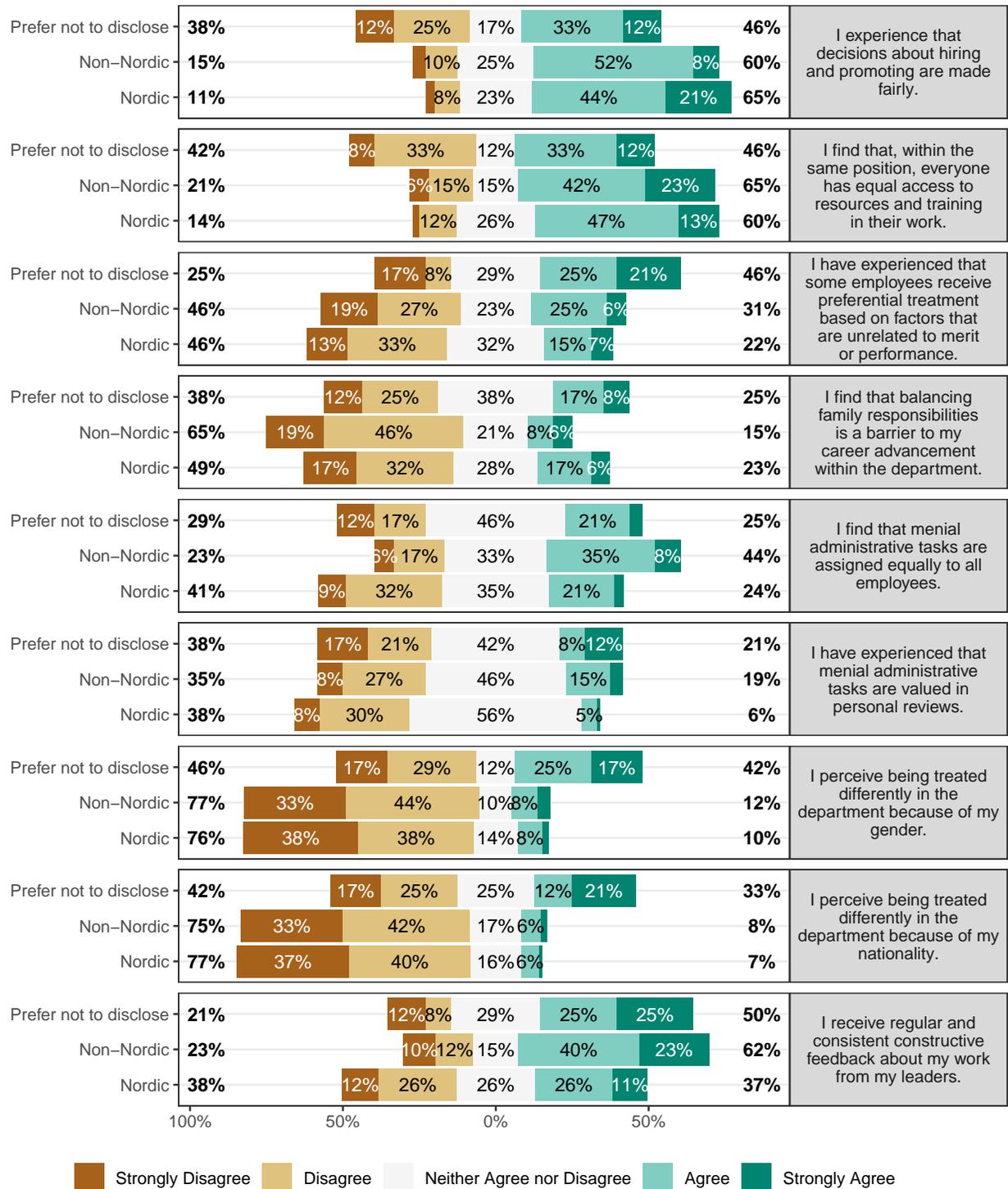


Appendix 3.2. Stratified Equity responses

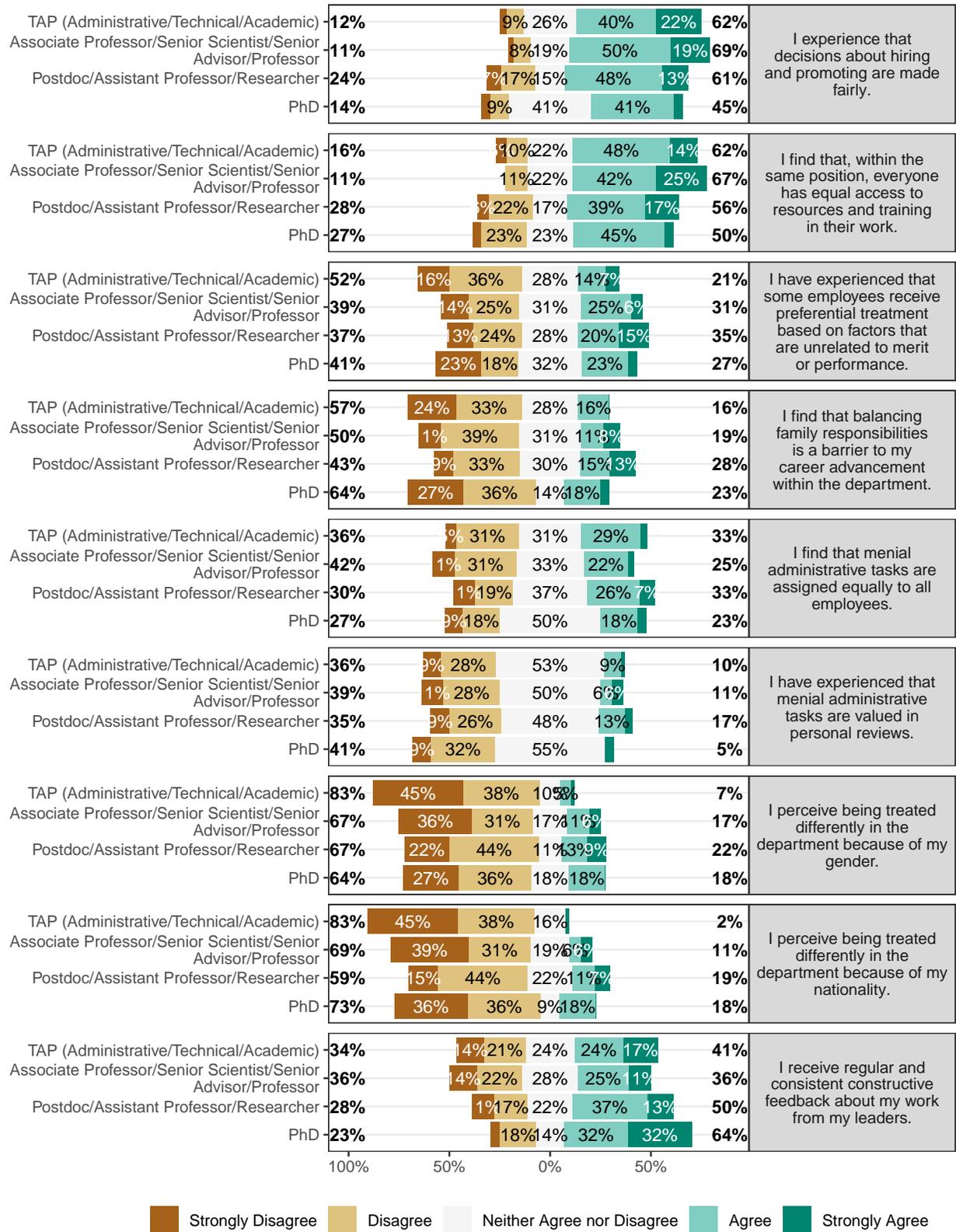
Aggregated by gender (E)



Aggregated by ethnicity (E)

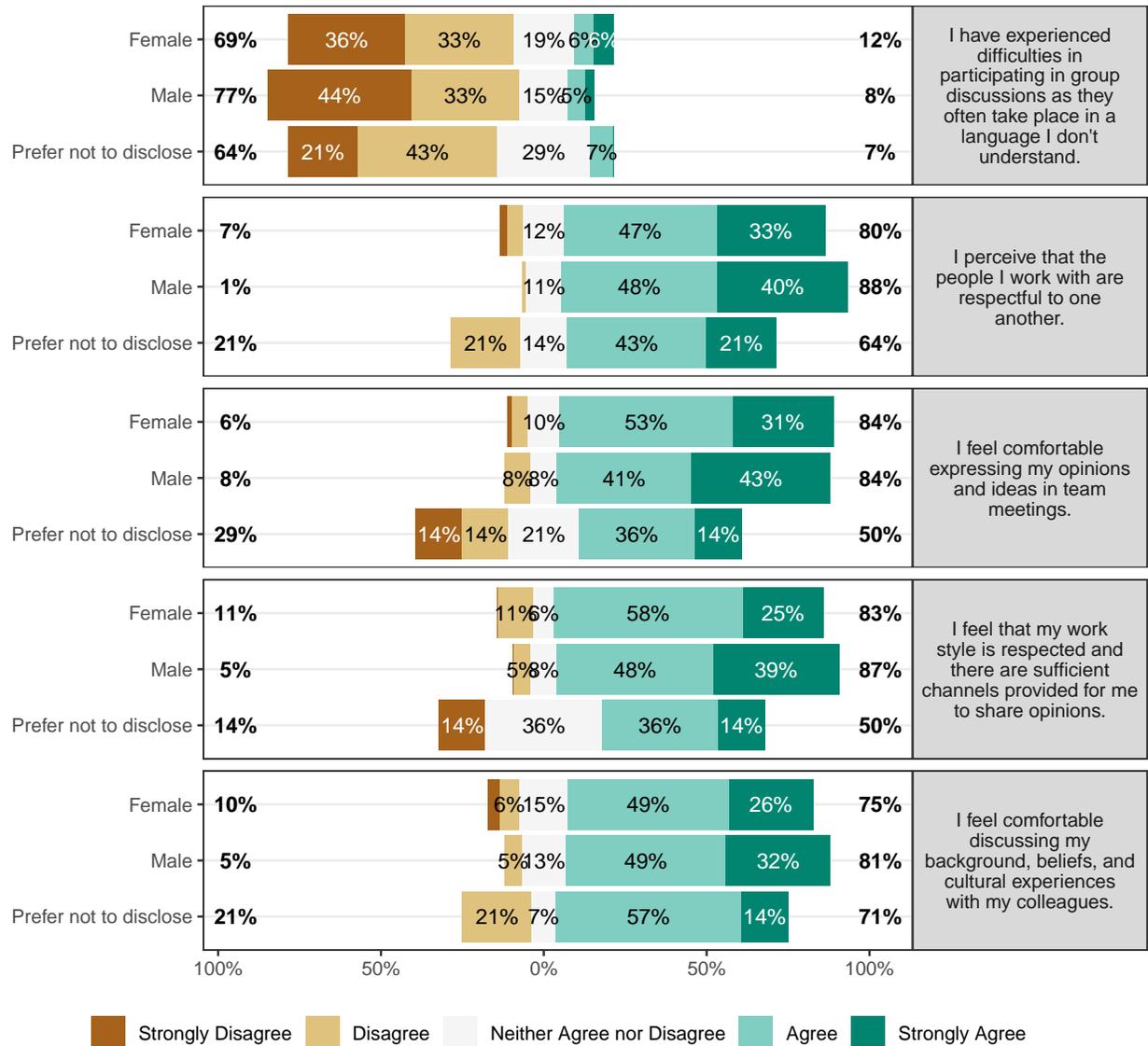


Aggregated by position (E)

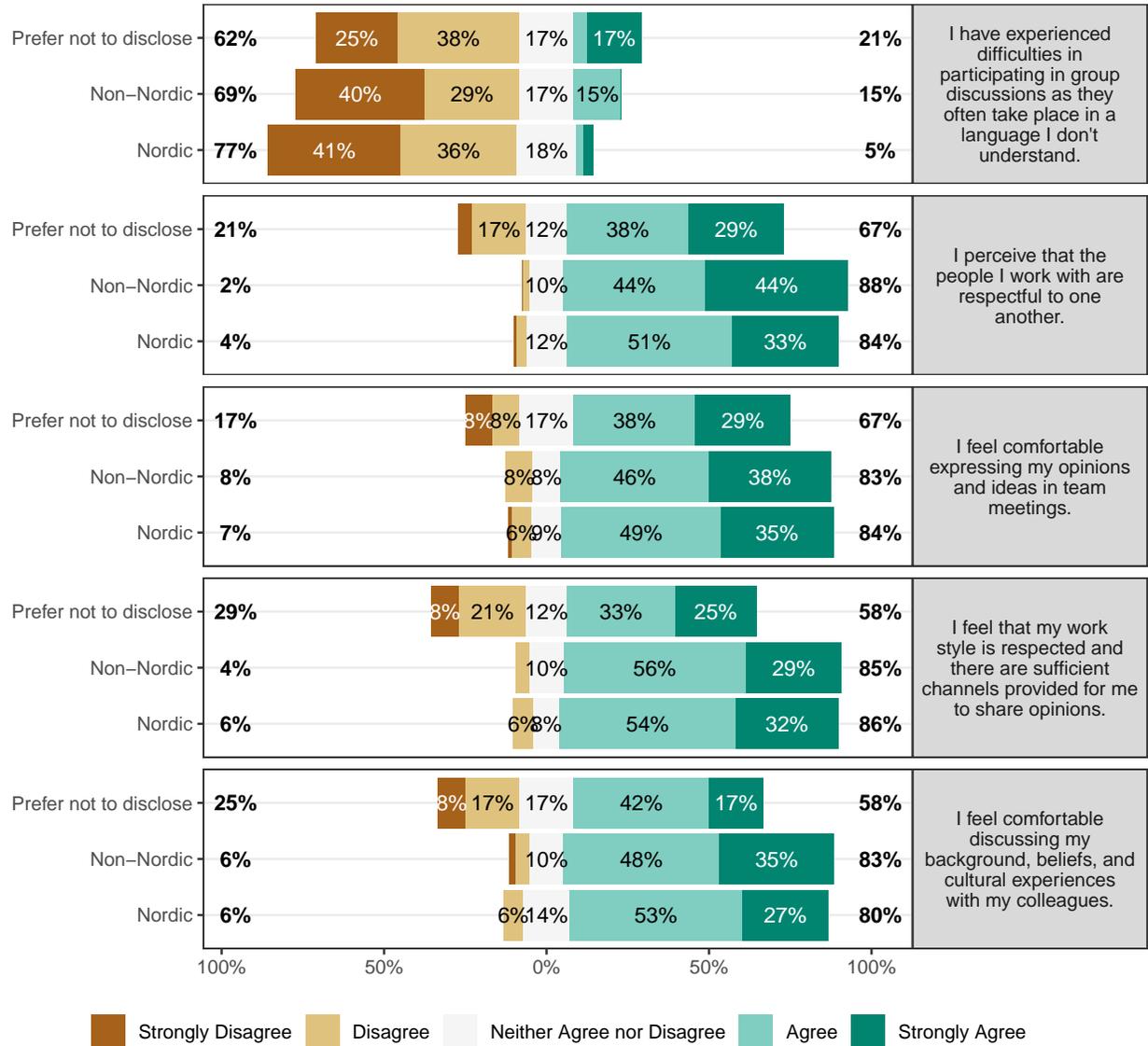


Appendix 3.3. Stratified Inclusion responses

Aggregated by gender (I)



Aggregated by ethnicity (I)



Aggregated by position (I)

