



# Gender equality and dimension in research

A leadership perspective

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# Gender in research: Modes of influence

Gender equality, balance and representation  
(HR angle)

Gender dimension in research  
(Research content angle)

DURING THE ACTION PLAN PERIOD 2022-2023, THE UNIVERSITY OF COPENHAGEN WILL:

- **Goal 1: Ensure broad involvement of the entire organisation in relation to goals and direction of the gender equality and diversity effort**
- **Goal 2: Verify and improve data quality and knowledge base with a view to promoting gender equality and diversity**
  - Set ambitious quantitative and qualitative performance targets for the next action plan period (2024-2026), both in relation to student well-being and recruitment, retention and promotion of employees.
  - Expand the data base beyond binary gender definitions, including other possible discrimination markers.
- **Goal 3: Lift organisational knowledge about gender equality and unconscious bias**
- **Goal 4: Boost organisational culture, particularly in relation to the prevention and handling of offensive behaviour**
- **Goal 5: Support equal opportunities in recruitment and promotion**
  - Raise gender balance at associate professor and professor level by two percentage points in 2022-2024 at UCPH level
  - Improve gender balance in management towards an even gender distribution at all levels
- **Goal 6: Enhance organisational knowledge of gender in research and education**

Action plan for gender equality and diversity  
2022-2023



# OPPORTUNITIES AND CHALLENGES TO THE GENDER DIMENSION IN RESEARCH

- An example of why this is important:
  - Kleven et al. (2018, AEJ):
    - The long-run “child penalty” on women in earnings equals about 20 % over the period 1980-2013.
    - The fraction of gender inequality in earnings caused by the child penalty has increased dramatically in the past decades.
    - Cross-country perspectives
- “Knowledge hierarchies”
  - Male and female researchers have differing preferences with regards to disciplines, themes and methods, and the male preferences seem to be prevailing in the “knowledge hierarchies” of the research world.
    - Larregue & Wullum Nielsen (2023): Knowledge hierarchies can partly explain why women’s proposals are underfunded with a relative gender difference of around 20%
    - Gender, but not only gender

# LEADERSHIP SUPPORT FOR GENDER DIMENSION IN RESEARCH

## Tasks:

- Support the view that an appropriate gender dimension – or gender reflection – strengthens and adds value to all research
- Support initiatives that aims at recognising the gender and diversity dimension of research projects
- Cultivate an environment where themes related to e.g. women or minority groups are not considered less relevant or prestigious to address



# MORE KNOWLEDGE NEEDED

- Who decides on what faculty focuses on?  
Academic freedom: freedom to choose topic, method and form of publication
- What is the role of leadership and administrative support in supporting the gender dimension in research?
  - Research communities vs. university administration
- Can the Reforming Research Assessment-movement help?
  - Evaluate contributions, not only metrics
  - Who decides how funders evaluate research?
- Do researchers at Danish universities avoid certain topics or gendered aspects of topics?  
If yes, why?

# Questions & comments?



# WHAT CAN BE DONE TO INCREASE GENDER EQUALITY IN RESEARCH?

General point: Advancing (gender) equality in research requires consistent attention at the political/leadership level.

Tools available to research institutions:

- Monitoring and publishing data on diversity
- Transparency surrounding criteria for promotion
- Requiring diversity among members of expert panels and hiring committees
- Adapting policies that address the issue of biases through bias training and measures towards raising awareness.
- Adopting relevant policies aimed at countering prevalent knowledge hierarchies, particularly in research assessment

