Gender and Academic Leadership Practices at Copenhagen Business School
An Action Research Project

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GENDER AND ACADEMIC LEADERSHIP PRACTICES AT COPENHAGEN BUSINESS SCHOOL
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by

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INTRODUCTION

This report examines the relationship between gender and the Heads of Department group's leadership practices at Copenhagen Business School. This research project is one of the initiatives of the action plan developed by the Diversity and Inclusion Council at this university. Its aim is two fold. First, it examines the following aspects in relation to gender: 1) Management practices in recruitment and promotion (with a special focus on scouting and nudging); 2) Management practices in establishing and maintaining good work cultures and attractive research environments; 3) Best practices and guidelines for the promotion of diversity and equality, including suggestions for avoiding unconscious bias. Second, this initiative aims to stimulate self-reflexivity and open dialogue on the topic of gender and talent development among CBS's management groups and between these groups and the Diversity and Inclusion Council (CDI).

The last decade has seen an increase in studies that address gender and representation in science and higher education (Bornmann, Mutz, & Daniel, 2007; European Commission, 2013; Morley, 2013; UNESCO, 2012; van den Brink & Benschop, 2012; Strid & Husu, 2013; Watson & Hjorth, 2015). Overall, the data used in this work indicate that there is a global under-representation of women as knowledge leaders in academia. This trend has persisted over time and across leadership categories regardless of the cultural setting (Husu, 2013). Studies that examine the data by age group over longer periods reject counter-arguments of a spontaneous movement towards equality (European Commission, 2013). Others indicate that the persistent under-representation of women as knowledge leaders is the result of a leaking pipeline and a work environment characterized by a series of "glass ceilings" (European Commission, 2009, 2013; Morley, 2013; Strid & Husu, 2013; UNESCO, 2012). Academic workplace cultures and networks are continuing to demonstrate hierarchical gendered patterns (Benschop & Brouns, 2003; Karataş-Özkan & Chell, 2013).

In Denmark, the situation is comparatively worse than in the other Nordic countries and women's representation in academic leadership is lower than the EU and OECD average (Taskforce for More Women in Research, 2015, p.7). It is a serious problem if women are systematically opting out of or discovering barriers to pursuing a research career. As the report Recommendations

from the Taskforce for More Women in Research argues, "It is a benefit for research if both men and women participate and contribute with their competences, creativity and experience. The quality and relevance of research is strengthened if we are able to cultivate all talents" (2015, p.5).

Gender balance and women leadership representation at CBS

Since 2009, CBS has taken a series of initiatives to achieve a better gender balance, under the theme "More Women in Research". These include establishing an Equal Opportunities Officer position, initiatives adopted under the action plan for "Gender Diversity in Leadership" (2013), the decision to have the under-represented gender constituting at least 30% of evaluation committees for academic positions and for the Wide-Appointment Committee (CWAC), and the formation of a Diversity and Inclusion Council chaired by the President of CBS. The task of this advisory council is to enhance the debate and dialogue, highlight the importance of diversity and inclusion among employees and students, and to propose an action plan, of which this report is part of its implementation. A recent statistical analysis of academic positions at CBS shows that even though the number of women has increased in recent years, change in the tenured and top academic positions is slow and women are still underrepresented (See Figure 1 and Figure 2).
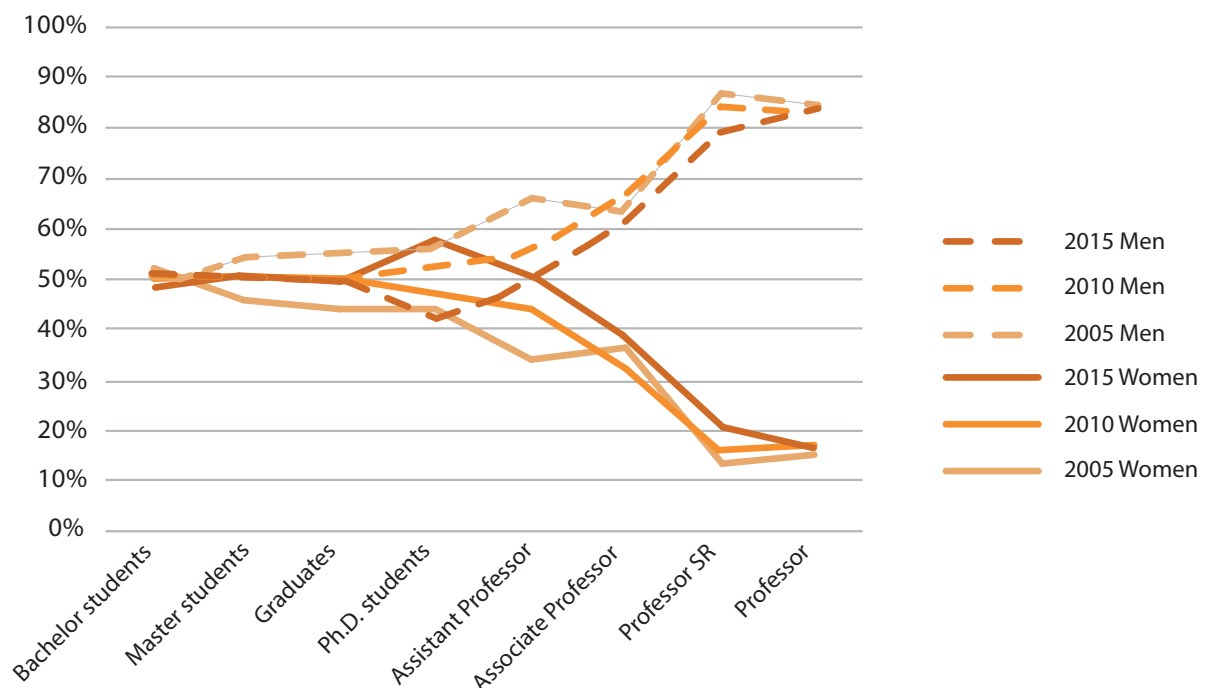
Figure 1. Distribution of men and women by position in CBS in 2005 and 2015 (%)
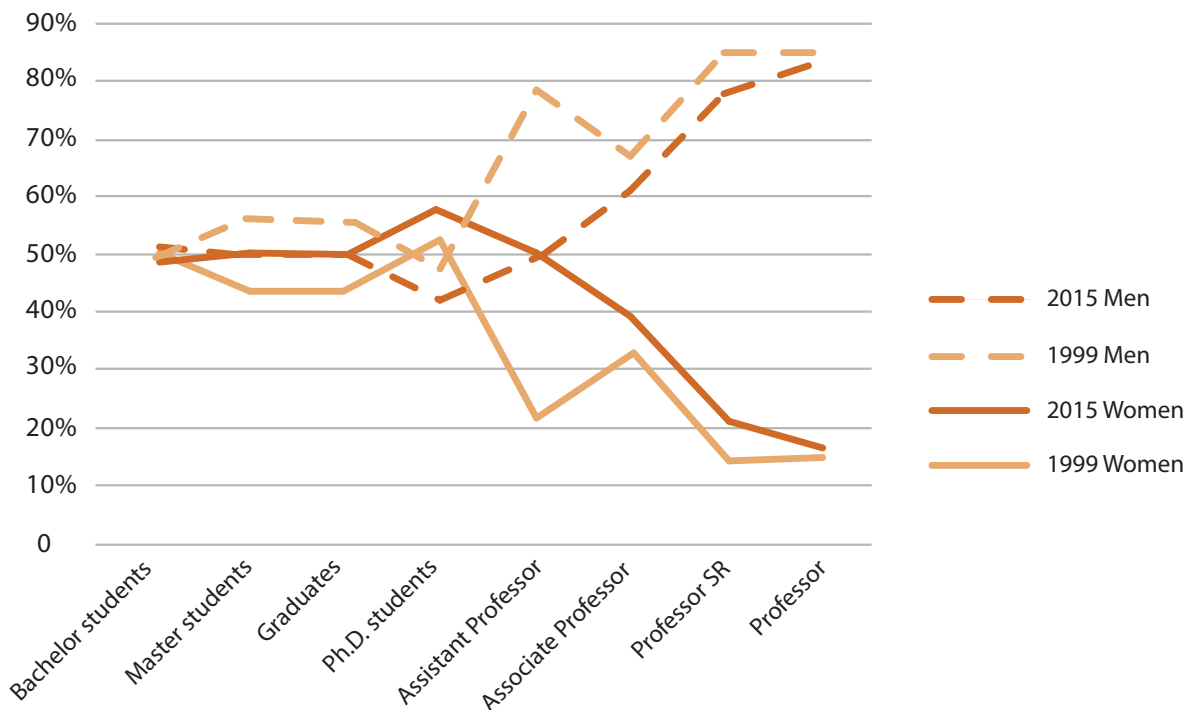
Figure 2. Distribution of men and women by position in CBS in 1999 and 2015 (%)

Gender distribution is very skewed at the top with women representing only 21% of the professorships with special responsibilities (MSO) and 15% of full professorships. While there has been a notable increase in the proportion of women in assistant professorships (from 21% in 1999 to 50% in 2015), change is slower in the next level of the career progression to tenure positions (from 33% women associate professors in 1999 to 38% in 2015). Professorships appear to constitute an especially difficult challenge, as there has only been a 2% increase in the proportion of women professors since 1999.

METHODOLOGY

The methodological approach adopted for this project is action research. Action research is intended to have both research and immediate practical outcomes. In an action research project, the participants are considered as co-researchers, as the aim is for them to reflect together on a given issue, develop potential solutions and, in a later phase, to implement and assess those solutions. This report constitutes the 'first loop' in such a project.

This project aims at providing a better understanding of leadership practices concerning gender and recruitment, and at proposing a series of action and policy suggestions to enhance talent

development and equal opportunities at CBS. To meet these objectives, a series of activities were implemented between May 2015 and March 2016. Ana María Munar (project coordinator and member of the CDI) and Florence Villesèche were in charge of developing the research design and then gathering and analyzing qualitative data, as well as writing and presenting this report. The members of the CDI and the HoDs contributed by providing feedback and reflections on the project idea and objectives, on the interview questions, and on the preliminary results. This included a series of emails, briefings, meetings and deliberations (see Table 2).

The interview template was developed based on a review of the current literature on gender and leadership in research and higher education, as well as on the themes previously selected as priorities by the CDI (see p.3). A brief introduction to the research was presented and followed by a discussion at a leadership meeting. Prior to the interviews with the HoDs (see Table 1), the semi-structured interview questions were sent to the participants by email. This interview format was chosen to allow new questions to be included during the conversation, addressing the different topics in a free-flowing dialogue. All interviewees provided us with their informed consent. Confidentiality was granted to all informants.

Qualitative interviewing is considered an appropriate method to access the meanings people attribute to their social worlds (Miller & Glassner, 2004), in our case their work environment. The interviews for this study were scheduled to last one hour and took place in the CBS offices of each HoD. Ana María Munar and Florence Villesèche conducted the interviews together, which were recorded and later transcribed and cross-checked for possible errors. One informant requested a personal cross-check and approval of the transcript, and we acceded to this demand. Detailed research notes were also taken during each interview. The interviews took place on four non-consecutive days in September 2015. After concluding each interview round, the researchers had a one-hour meeting to discuss and reflect on the data gathered during that day.

Department	Head of Department
Accounting and Auditing (ACC)	Carsten Krogholt Hansen
Economics (ECON)	Pascalis Raimondos
Finance (FI)	Søren Hvidkjær
The Department of Innovation and Organizational Economics (INO)	Peter Lotz
IT Management (ITM)	Jan Damsgaard
Intercultural Communication and Management (ICM)	Dorte Salskov-Iversen
Department of International Business Communication (IBC)	Alex Klinge
International Economics and Management (INT)	Jens Gammelgaard
Management, Politics and Philosophy (MPP)	Lotte Jensen
Marketing (MARK)	Ricky Wilke
Operations Management (OM)	Jan Birkelund Mouritsen
Organization (IOA)	Signe Vikkelsø
Law Department (LAW)	Peter Arnt Nielsen
Department for Business and Politics (DBP)	Susana Borrás
Department for Strategic Management and Globalization 'SMG)	Bent Petersen

Table 1. Departments at CBS and Heads of Departments Interviewed

The analysis consisted of examining and synthesizing the coded text, and reviewing and discussing the research notes taken during each interview. The thematization and classification of the textual data followed a detailed coding procedure using the software NVivo10®. The codes were developed by the researchers from pre-determined themes and sub-themes from the literature and in line with the originally defined aims of the research, as detailed in the introduction (e.g. nudging, scouting, mentoring, unconscious bias). Themes identified inductively during the post-interview meetings and during the transcript cross-checking phase were also taken into account (e.g. tenure track vs. non-tenure track at CBS, dual career concerns, parenthood). The full coding scheme is available upon demand. Cecilie Dam Wiedemann, a student assistant, helped with the transcription as well as the coding of the transcribed data in NVivo10®.

All direct quotes from the interviews used in the results presentation have been selected on the grounds of (1) being illustrative of a common/popular understanding among the respondents or (2) being exemplary of contrasting or paradoxical positions on a subject. The results presentation also includes a number of figures that provide a visualization of some of the findings and/or give a complementary view on the data. Each section is introduced with a quote as well as a brief contextualization where we believe it adds value, with no or few references to published academic work. Additionally, taking a point of departure in the different needs and challenges that appeared in the analysis of the interview data, we highlight a number of policies and ideas for action. These recommendations are based on the analyzed data as well as on policies and interventions examined in the literature on gender studies and other areas such as prejudice and unconscious bias, and the broader field of higher education studies. Finally, we complete these lists of policy/action recommendations with other creative ideas that emerged out of the many hours of discussion between the two researchers and during related meetings.

Notwithstanding the careful crafting of this study, we acknowledge that our inquiry and its results are limited by a number of factors. First, we are two female, foreign researchers at CBS investigating the topic of gender/diversity through face-to-face interviews of CBS HoDs. On the participants' side, this means that there may have been a degree of impression management. On the researchers' side, we cannot exclude that our subjectivities, i.e. our own experiences and views, have colored elements of the research design or analysis. Likewise, our own methodological preferences have led to a qualitative, action research study that allows for theoretical generalizability at the local level, but none beyond our sample. However, it is also our passionate engagement with the topic that led us to invest the time and energy in developing an in-depth and reflexive report on the situation at CBS. Finally, as the authors of the report, our voices take over the voices of the other participants. Nevertheless, in using the action research approach, we see the report as a result of the close dialogue and collaboration between all parties involved in the project.

May 2015 – September 2016	Activities (in chronological order)	Participants
Task force meeting	Ideation of research project	Jan Damsgaard , Ana María Munar, Jessie Tvillinggaard and Majken Houborg
CDI meeting	Presentation, discussion and approval of project idea	Ana María Munar (presentation) and CDI
Leadership meeting	Presentation, discussion of Project idea	Ana María Munar (presentation), Heads of Department (HoDs), Deans and President
Research meeting	Development of interview schedule draft	Ana María Munar and Florence Villesèche (draft), circulated to CDI and HoDs (feedback)
Emails and CDI meeting	Communication, feedback and final design of interview schedule	Ana María Munar, Florence Villesèche and HoDs.
Fifteen individual one-hour interviews (at the HoD offices). Four discussion meetings.	Data gathering. Semi-structured interviews. Discussion meeting and analysis of research notes.	Ana María Munar and Florence Villesèche (interviewers / discussion meetings participants), and HoD (interviewees)
Data processing	Transcripts of recorded interviews	Reliable Data Group
Data processing	Control of accuracy of transcripts	Cecilie Dam Wiedemann
Data analysis	Development of coding system in N-Vivo	Ana María Munar & Florence Villesèche
Research meeting & data gathering	Literature review on unconscious/implicit bias	Ana María Munar & Cecilie Dam Wiedemann
Data analysis	Coding of data in N-Vivo	Cecilie Dam Wiedemann (coding) & Ana María Munar (supervision)
Report writing	Synthesis and analysis of data	Ana María Munar & Florence Villesèche
CDI meeting	Presentation, discussion of Preliminary findings	Ana María Munar & CDI
Report writing	Analysis of data	Ana María Munar & Florence Villesèche
CDI meeting	Presentation, discussion of a few sections of project report and policy recommendations	CDI, Ana María Munar/Florence Villeséche (presentation) & Peter Møllgaard
Leadership meeting	Presentation, discussion of project report and action plan	HoDs, Deans and President, Ana María Munar & Florence Villesèche (presentation),
Academic Council meeting	Presentation, discussion of a few sections of project report and policy recommendations	Members of Academic Council, Ana María Munar & Florence Villesèche (presentation)
Report writing & copy- editing	Final revision and publication of final report	Ana María Munar & Florence Villesèche (report), Rachel Payne (editing).

Table 2. Research activities timeline and participants

GENDER AND ACADEMIC LEADERSHIP PRACTICES

This report's analysis is divided into six sections: Agency and Structure; Merit and Excellence; Recruitment and Promotion (including a subsection on Scouting and Nudging); Work-Life Balance; Unconscious Bias; Dos and Don'ts of policies and interventions. These sections present and discuss the results of this empirical study. The report concludes with a series of recommended actions. In addition, as part of this research effort and in line with the CDI's task list, an extensive reference list on the topic of implicit and unconscious bias was compiled and can be accessed via the CBS open archives (openarchive.cbs.dk/). This reference list should be seen as the first in a series of efforts initiated by CDI to develop an academic resource pool and knowledge base on diversity- and inclusion-related topics, rather than as a preferred focus for action.

1. AGENCY AND STRUCTURE

> *There does seem to be some kind of glass ceiling. There's always this debate going back and forth: Is it a glass ceiling imposed by the environment? Is it a glass ceiling imposed by men in the environment? Is it a self-imposed glass ceiling? There's always this going on, yes.*

Gender equality, talent development and equal opportunity in academia are polemic and complex issues, so there are a large range of factors that can cause gender imbalances in academic institutions (Munar et al., 2015).; However, in a nutshell, we can differentiate between two complementary perspectives: 1) Causes related to personal/individual agency (women opt out or do not 'lean in'; women do not desire/imagine themselves—or other women— as academic leaders; women freely select other life/career paths, etc.); 2) Causes related to structural gender discrimination due to (a) resilient patriarchal cultures in academia or/and in society (women do not have the same rights and opportunities as men; women want to pursue particular career directions but cannot,; women encounter gender bias—implicit or explicit—in selection, evaluation and promotion processes; women are socialized not to desire leadership positions, etc.) and (b) historical and generational factors (a position that suggests that time and societal evolution will take care of the problem).

There is a problem but it is not my/our fault

The interview data indicates a strong societal-structural view among CBS's management. Gender inequality is understood first and foremost as a societal issue and therefore society should (and eventually will) take care of it:

> *I think CBS is doing a lot. I don'ttthink its CBS's fault that our society works as it does, if women have been discouraged for ten million years*

There are several theses that substantiate this view:

A. *The 'determinist/societal evolution' thesis:* More women entering the pipeline of higher education/research will automatically mean more women equally getting to the top of higher education/research. Simply put: it is a question of generation(s). The informants supporting this view believe in a form of spontaneous movement towards equality:

> *I think there are social […] reasons why there are not as many female professors as men until now, and this is why I say it will change with time.*

B. *The 'societal intervention' thesis:* Nothing will change if society's values and culture do not change. Women will not advance to the top because they are socialized not to wish for this kind of life/career

> *If we don't change the way families are structured in Denmark like mine, yours, then that will hit our female faculty harder than our male faculty.*

> *We have structure out there that's really impacting what you do but if you just play it very strictly you will always benefit the male, the man.*

C. *The 'taste/preference' thesis.* This argumentation states that some disciplines traditionally do not attract women. Therefore, the problem does not begin at the level of the university or the department. It is a thesis linked to the 'determinist societal evolution thesis' as it relies on academic leadership accurately mirroring the gender distribution of higher education programs/courses. According to this view, cultures and traditions have an impact on women's preferences of disciplinary fields, resulting in major gender imbalances. These taste/preferential differences are perpetuated up the ladder of academic institutions. In our findings, this is the most recurrent reason used to explain the differences in gender representation between departments at CBS:

> *There seems to be a gender factor there that certain disciplines still appeal more to men and others more to women.*

> *You can also see that certain areas, I mean by nature, it's a little hard to say that but the starting, the initial condition is different across departments.*

"We are fine in academia, but society is not fine." This sentence could summarize the prevalent view among the respondents. A majority of these structural perspectives rely on a strong belief in academic meritocracy and in academia as a fair and 'neutral' system. The theses presented above perpetuate the view of academia as being a meritocratic 'sanctuary' located outside of

or running parallel to society, but whose organizational participants (students, staff) are still affected by it. The main pillar of the belief in meritocracy is that we have systems and cultures that are essentially unbiased and that appointments, rewards and recognition are based upon objectively definable elements such as excellence or talent. There is thus the assumption that individual career progression follows merit and that there is consequently little or no bias. In addition, the data suggests that HoDs vary in their definitions of merit (see the section on Merit and Excellence for a more extensive discussion).

Maybe it is our fault, but why?

A few of the opinions expressed by the informants digress from the societal-structural thesis and point to the relevance of the organizational agency and what CBS can do to make change happen. These reflections ask for the identification of biases or failures in the 'meritocratic' system of academic promotion or in the working cultures at CBS. Common for this approach is that the concern is often communicated as a question or as a call for action. Yet, the respondents seldom suggested concrete actions that should be taken.

> *If these women are worse off than each of the men in their chances to get promoted, then we have an issue. What can we do about that? […] Where is that failure? We should look for that failure.*

> *So let's try and counteract that with peer groups and whatever we can and say, "We're working on this and it's a positive forward looking agenda". Let's get as many on board as possible. I think it's very important.*

Structure and Agency: Actions and Policy Recommendations

- Increase awareness of what CBS can do as an agent of change towards equality. CBS does not need to be a passive mirror or recipient of societal inequities; it can become an active change-maker.

- Develop and establish, in collaboration with the HoDs, an inspiring strategic vision on gender, talent and equal opportunities, such as being the 'best-in-class' among the top 100 business schools.

- Encourage a leadership culture among the HoDs of innovation and creativity in addressing this challenge.

- Promote activities such as seminars and workshops that encourage self-reflection and processes to identify possible biases and unfair systems/cultures that are specific to/taking place at CBS.

- Monitor change and reward positive change.

- Increase knowledge-sharing about the variety of policies and strategic options available in and outside of CBS/Denmark.

2. MERIT AND EXCELLENCE

> *The thing is with being the best, it's an elusive concept. What is being the best? That's very difficult to define.*

CBS's leadership is far from having a homogeneous definition of excellence or merit. The data shows a complex landscape, with the respondents expressing diverse perspectives and foundational truths about the essence of excellence in academic performance.

Excellence as neutral and quantifiable

We can characterize these respondents into two groups. This first group holds a view on meritocracy that relies mostly on quantification, formalized rankings or systematized lists of qualifications (e.g. number of publications or articles published in specific journals, minimum scores in teaching evaluations, etc.).

> If the only thing you can get promoted on is the number of top publications you have, its super easy to have a fair system, because it's objective.

> *I think that they are of no interest if it's a BFI1. I only want to see BFI2 publications.*

> I think the culture in general is that you have to publish. Publication is the name of the game. […] It's a very individualistic culture, it's a very performance oriented culture so thereforethe incentives to draw back from the work culture are very heavy. So I wouldn't say that people are bad human beings because they draw back, because I can see why they do it.

Excellence as a complex interdependency between logos and ethos

Another group of informants stresses the interdependency between talent, logos and ethos. After Aristotle, Ethos (grounded in practical intelligence, virtuous character and goodwill) links academic expertise and knowledge to a form of moral competence and social responsibility. The informants describe the corresponding academic persona as being a team player, a 'community builder', researching and working for the 'good' of the institution and/or the 'good' of society.

> *We don't focus very much only on publications like top tier journals, but also on the person's ability to enter the culture as a whole.*

> *Social intelligence combined with technical intelligence is, as I see it, an excellent or the best recruit.*

> *One of the criteria for good research here is […] relevance to practice.*

> *I think that excellent academics are also people who are capable of and generous enough to take the task of inspiring others and supervise them and be this more classical educator, apprenticeship person*

The responses also suggest that there are variations in the descriptions of merit (and by extension meritocracy) depending on the hierarchical level to which the interviewees are referring. In particular, the descriptions tend to change from being quantitative (and individualistic) to being more ethos- and collective-oriented as the discussion moves towards what is expected if a scholar wants to reach the high ranks of academic leadership.

> *[Talking about assistant professors:] There's only one thing that counts on your CV, that's publications, right?*

> *Taking on that broader and broader collective responsibility I think is crucial as you move up the ladder.*

The struggle between those valuing quantity and those having a broader understanding of excellence appears to be closely connected to the processes of recruitment and promotion in the different departments (see the section on Recruitment and Promotion for a further discussion on this).

The complex subject of excellence and merit can also be seen in the diversity of adjectives and metaphors used by the HoDs, as presented in the following figure:
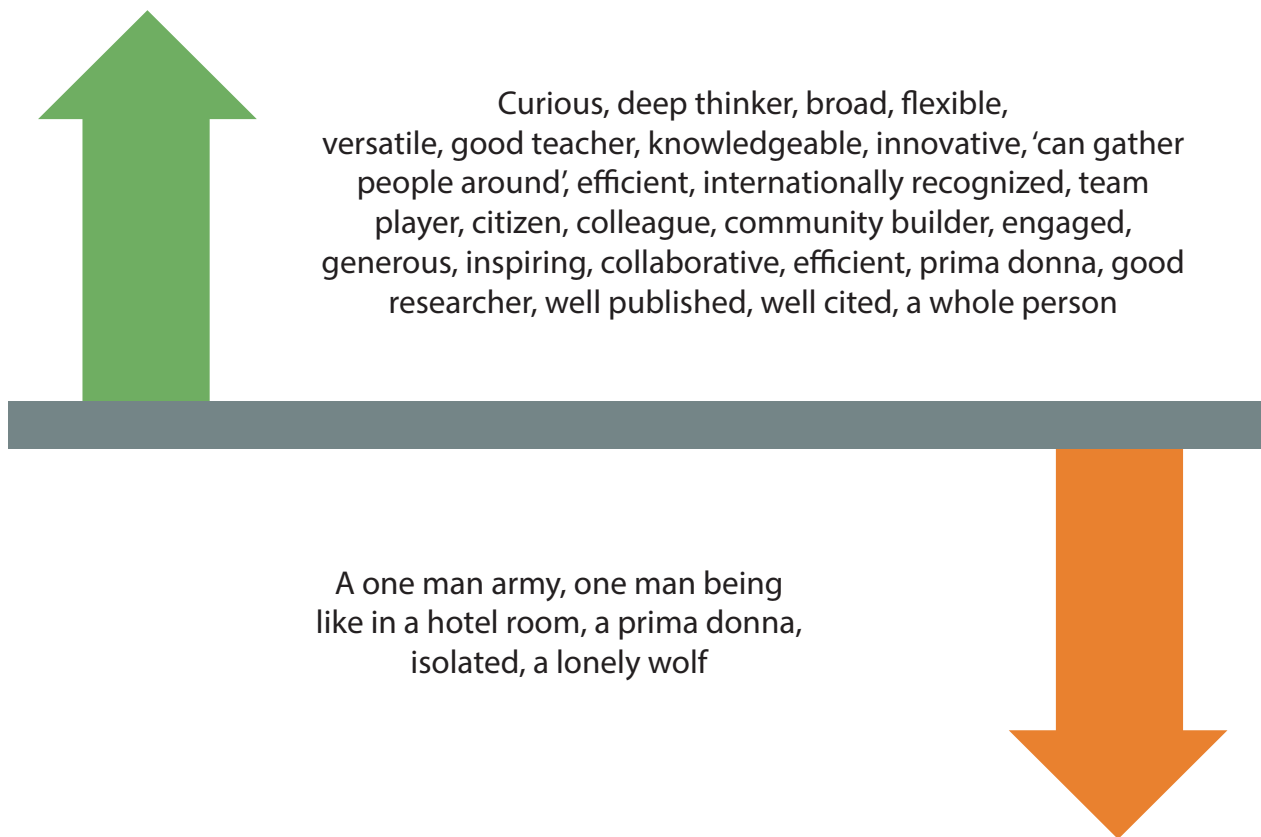
Curious, deep thinker, broad, flexible, versatile, good teacher, knowledgeable, innovative, 'can gather people around', efficient, internationally recognized, team player, citizen, colleague, community builder, engaged, generous, inspiring, collaborative, efficient, prima donna, good researcher, well published, well cited, a whole person

A one man army, one man being like in a hotel room, a prima donna, isolated, a lonely wolf

Figure 3. What an excellent researcher is; what he/she is not

An important point to make here is that the informants tend to blend absolute with relative conceptualizations of excellence and/or merit. As some of the quotes above show, they describe in absolute terms 'what a good academic is' (in any context), while in relative terms they reflect on 'what is considered excellent at CBS and will give one the right promotion' (contextual and strategic).

> *Relative - they have to have a number of publications and, in the number, a type of journals. We have very clear what it takes to go from non-tenure to tenure position.*

> *Absolute - it is just somebody who is a deep thinker… somebody who can communicate those thoughts.*

Further elements

This fluidity across relative and absolute perceptions has further implications for the ways in which different academic roles are described and understood. One of the insights that appeared during a presentation of this report at the Diversity and Inclusion Council (25 February 2016)

was that this blurred conceptualization has consequences for how criteria for certain positions are described and standardized at the department level. It becomes difficult to differentiate between features of an entry-level position/academic role (i.e. what it takes to become a professor in Department X) and an excellent or admirable performance in that position/role (i.e. what makes a good professor).

A further insight that emerges from the HoDs' descriptions is that the dominant view on excellence is individual rather than collective. Although collaboration and engagement are highly valued, excellence (talent) resides in the individual researcher and it is described and evaluated in such a way. This belief in the unique outstanding individual rather than the outstandingly creative collective (achieving goals together) is quite common in creative fields and work environments. This suggests a persistent 'myth of the genius' and a lesser belief in collective performance and its management:

> *We try to sort of avoid any prima donnas.*

> *It is an individualistic culture full of prima donnas and we know that's how academia is.*

This diversity of views can be seen as a richness, but also contributes to a paradoxical situation regarding what should be rewarded and promoted as excellence at CBS. The informants are well aware of this disparity and often use arguments both to defend their position and to refute what they imagine is the general belief in other departments or other fields: "[the others] are highly dogmatic" or "do not take seriously" the things that we do, or "we are very much matrix-based while [the others] are very much about their programs".

Finally, we propose that a useful metaphor that may help to reflect on this diversity is a botanical one (see Figure 4). Excellence as conceptualized by some HoDs resembles a field of tulips, beautiful and homogenous, arranged in a clear order with similar shapes. For others excellence resembles a botanical garden with many diverse plants, each with its own beauty and requirements for care to achieve its full potential. The scope of this report does not allow for a further analysis of the various foundational truths at CBS, but they seem to be grounded in different understandings that can be traced to different schools in the philosophy of science/knowledgeand paradigms.

Figure 4. Two Metaphors of Excellence: The Tulip Field and the Botanical Garden

Excellence and Merit: Actions and Policy Recommendations

- Increase awareness of the importance of dialogue, context sensitivity and respect for different understandings of the 'truth'.

- Develop tools to enhance the visibility of diverse talents and nurture a more holistic view of excellence.

- Critically examine the impacts of lobbying and centralization in talent promotion.

- Make an effort to differentiate between entry-level criteria and 'top performance/excellence' criteria for academic positions.

- Be aware of the possible feminization/masculinization of role performativity.

- Increase awareness of the 'myth of the genius' and knowledge on collective performance strategies and management tools.

- Reflect on how a mixture of talents can constitute CBS's 'blue ocean.

3. RECRUITMENT AND PROMOTION

Recruitment modes

Generally speaking, there are two methods of recruitment and promotion applied at CBS.

Method 1

This method corresponds with highly formalized processes of recruitment and nearly exclusively applies to junior academics (recruitment of PhDs and assistant professors). The logical sequence of this recruitment process is the following:

Identify need – inform/lobby – announce – assess – hire

The processes of scouting and recruiting are very structured and happen at specific times during the year, often in conjunction with a major academic conference:

> *It simply runs as a super international, open, very transparent process with several stages.*

However, at CBS only a minority of scouting/recruiting processes follow method 1.

Method 2

This method is characterized by more fluid processes of recruitment. It is the dominant one used at CBS and applies to both external and internal hiring procedures. Departments that do not use Method 1 to hire PhDs and assistant professors use Method 2 to fill all academic positions from PhD to full professors. In addition, CBS appears to use Method 2 for all tenured positions. The logical sequence of this recruitment process is the following:

Need/opportunity – identify and secure candidate – inform/lobby – announce – assess – hire

> *To my knowledge, we haven't applied for a professorship without having at least one or two in mind.*

Method 2's dominance and its consequences

Method 2 has become even more prevalent in the current trend of downsizing and diminishing resources. Barriers to promotion and recruitment of women are thus happening in the department's scouting processes as well as in the DIR's lobbying processes (i.e. when managers identify a need/opportunity and when they identify and secure a candidate rather than during the open call phase). Some consequences of Method 2's dominance are that:

1. Neither the wording of the position's announcement nor the presence of a woman in the external evaluation/assessment committee should be expected to have a significant impact, as the candidates have been pre-assessed informally both by the HoDs and DIR. Initiatives like these, which are hoped to increase diversity by ensuring a better gender balance in the latter stages of the hiring process, therefore come too late.

2. The relevance of scouting, nudging and lobbying increases. Additionally, centralization and DIR's power to determine the outcome also increases. Because scouting and lobbying

play such central roles, it can be assumed that women in top management groups would have more impact on recruitment than women in the individual assessment/evaluation committees that have an influence on recruitment later in the process.

3. The quantitative understanding of excellence and performance is reinforced. In situations of economic downsizing there is a tendency to increase centralization of decision-making on the allocation of positions, recruitment and promotion. Centralization increases the relevance of lobbying for positions/promotions and academic leaders evaluate the bargaining power of their different understandings of excellence. In this context, a majority of HoDs indicated that they try to 'read' the DIR's preferences. This provides the appearance of quantification or standard performance metrics as being easier and more powerful bargaining tools than evaluations based on the logos/ethos relationship.

> *We need to get the allocation. Get arguments that are strong enough to get an allocation. Once we have that, we will start looking at how do we get the right sort of people to apply.*

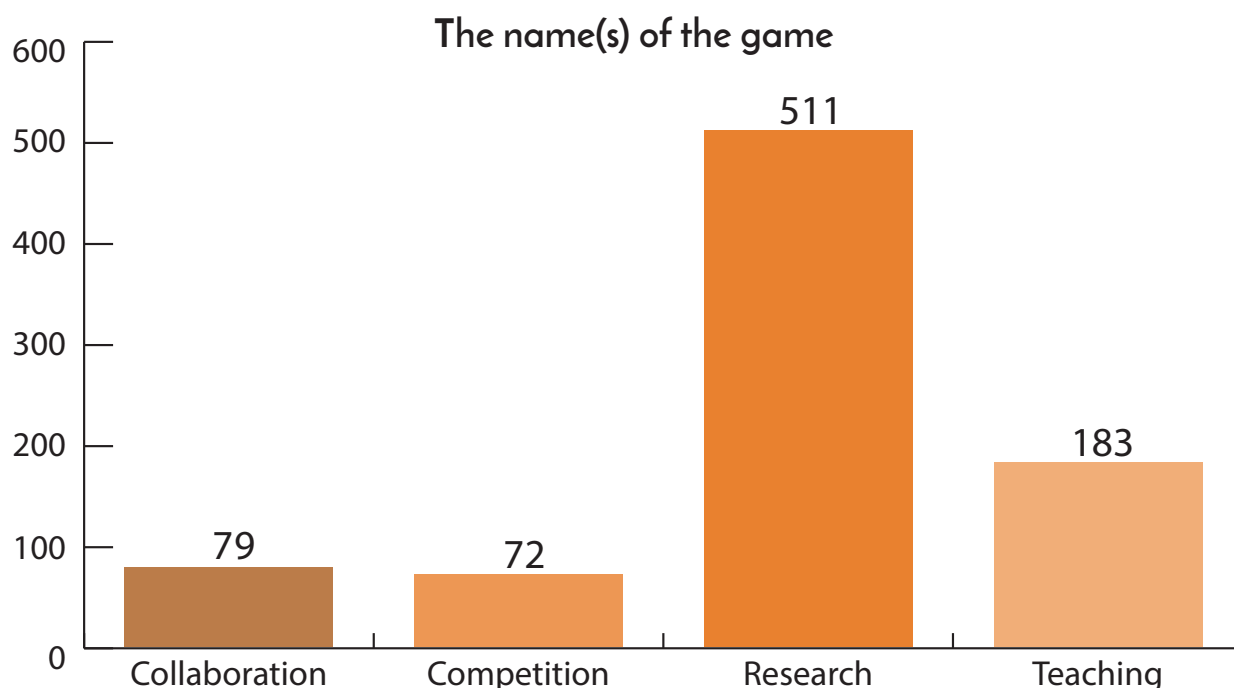> *What could I do? Well, I could try and read the logic of the recruitment policy politics at CBS.*

Figure 5. What matters when we talk about careers at CBS (in number of occurrences by semantic field)

Same university, different worlds

Some of the informants' descriptions of how they experience recruitment and promotion processes are so different that they seem to describe different worlds. At the one extreme, there is a situation of constantly searching for talent due to a persistent over-demand (or under-capacity) and at the other, a permanent feeling of losing talent due to over-capacity (or under-demand). This situation adds an extra layer of complexity to the already varied excellence and performance cultures at CBS.

> *We're searching people […] That's the way we work. I had never said no to a good potential applicant, never.*

> *[Reflecting on not being able to recruit or promote employees] Now it's going to get even worse […] and what can I do? It's very difficult.*

In this context it is mentioned as a problem that some departments have tenure-track positions, from assistant to associate professor level, and others do not:

> *I think it's a problem CBS-wise that some departments have run this tenure-track program, whereas the other half of CBS has continued with putting up assistant professorships under the expectation that it would be possible also to put up an associate professorship if the person is doing welland so on.*

> *If we had pushed for tenure-track positions […] we would not be in the situation we are now.*

Some HoDs see the tenure-track as the only possibility to be attractive in a highly competitive job market:

> *We needed to use the tenure-track possibility simply to get the best applicants because it is a more attractive position.*

This relates back to the question of excellence, talent and diversity. Would the best candidate for CBS also be the best candidate for another ambitious business school/university? Conversely, this relates to the Work-Life Balance section in this report: What is the value offer of CBS if there

only are short-term positions available for young talents, with tenure depending not only on the diverse understandings of merit but also on changing factors (economic, needs-based recruitment, etc.)? The tenure question appears both as an issue and a dilemma that has to be addressed, and which also intersects with gender and international diversity at CBS.

Scouting and Nudging

Scouting at departmental level takes place both internally and externally, and it varies between centralized and de-centralized practices.

In some departments, the HoD is the one that always takes the initiative, while in others it is seen as a collective task. However, in the latter case senior scholars usually do the scouting. While the criteria for promotion and the processes of recruitment are being increasingly formalized and transparent throughout CBS (public availability of information), the processes of scouting are diverse, tacit and informal. Scouting varies depending on the application of Methods 1 or 2 for recruitment. For Method 1 there is a more formalized process with the establishment of a committee, for example, while scouting in Method 2 takes the form of ongoing informal processes:

> *Sometimes it has been a formal board, [and] sometimes more like the head of department going around [and saying], "Do you know this person?" or kind of getting a feeling of the overall sentiment about this person.*

> *This is a concerted effort between a few people who work with me to identify the relevant candidate.*

The data analysis for this report has identified a series of features that these more tacit processes have in common:

Scouting and the problem of gender imbalance in senior ranks

Scouting is a task usually expected to be taken up by senior academics. Looking at CBS's statistics on academic leadership, we can see that there is a clear over-representation of men at the senior level (both professors and HoD). Therefore, it can be assumed that most 'senior' scouters at CBS are men.

> *It needs to be a senior colleague that needs to do the scouting, but I think it's important that it is, at least among the seniors, a collective task, so to speak.*

> *When we talk [about] hiring, all senior people act as scouts.*

The literature tells us that networks tend to be homophilous, and that ceteris paribus gender homophily will be salient (Ibarra, 1992; Cohen, Broschak, & Haveman, 1998; McPherson, Smith-Lovin, & Cook, 2001). The assumption that can be drawn from this is that men would show a tendency to scout and/or nudge other men.

In a few departments there is a more fluid and informal process that involves the whole department:

> *This is a collective effort. If we want to be as good as possible, each and everyone who is aware of a talented person somewhere should come to me and talk to me about it and then we will see how we can proceed.*

> *I think all people are scouting and if people come to me and say hey, I've met this and this, it is very interesting. We take a discussion […] We're not very hierarchical over here.*

Nudging and scouting ethics

Due to the prevalence of Method 2 in CBS's recruitment, as well as centralization and a situation of downsizing, a number of HoDs experience that scouting and nudging can result in overpromising, that is leading the people who are 'scouted' to believe that they are ensured of a position once the HoD have expressed interest. This is especially true for higher-level and international applicants. This situation even prevents some HoDs from nudging at all.

> *We're in a situation of competition more than we have ever been […] It's not like, "Oh you should really do something within academia."*

> *One thing is what the head of department says and does and another thing is what some other people say and do. I cannot go to someone and say, "Would you like to apply?" Because then people get completely wrong idea that I'm offering them the job and I am not offering a job, so one has to be extremely careful with that.*

> *We will […] make sure that we don't start spreading the word in ways that will end up with frustrated people not understanding what's going on [… that] they are promising a position and there is no position. And of course you're going to end up promising; it's a delicate process, I think.*

This is different in departments that perceive a situation of under-capacity and feel that when presenting a qualified candidate they will get an immediate green light from the DIR. This basic difference seems to influence the way these department leaders approach their scouting task – how open it is, how formalized it is, and so on.

Recruitment and Promotion: Actions and Policy Recommendations

- Increasing women's presence as scouters and in DIR may result in a material and symbolic impact.
- Increase the visibility of women junior/middle career academics (e.g. nudging them to be speakers at conferences, serve in committees or be the contact to industry relationships).
- Address the tenure-track issue/dilemma.
- Identify and map out situations where CBS can promote counter-stereotypical images of underrepresented groups (e.g. the HoD or Dean should not be synonymous with being male, in the same way that a secretary should not be synonymous with being female).

4. WORK-LIFE BALANCE

Two consistent chains of arguments

When we asked about the topic of work-life balance there was a recurring presence of two chains of arguments or two sets of word associations:

First chain of arguments: Parenthood

<p align="center">***Work-life balance = family = children = maternity = problem***</p>

There are several insights worth noticing, both in what is present and what is absent, in this chain of argument.

Present. Work-life balance is often reduced to putting maternity-related matters first and individual decision-making and distribution of tasks in each parental unit second (i.e. the agreements between the woman academic and her partner). Maternity is portrayed in

opposition to academic advancement in a majority of cases (i.e. maternity leave and children's sick days steal time away from professional duties and lead to a lack of focus).

> *I see female talent, I also see male talent actually, but I know that there is a concern. There is a thing where I can see that these talents are falling into this hole, the family hole, the kid hole. You begin to lag behind because you have a long maternity leave or something like that and again that's a private decision.*

> *It's a timing issue. Kids – when they are like 16 or 14 maybe they [the mothers] will come back with full momentum, but they will then be lagging behind substantially. So there is that issue and that I think is at the root of many of the things we talked about here. Precisely that period.*

In some instances, maternity was seen as an element that could make academic careers a preferred choice for women due to their flexibility, compared to the private sector, as well as the possibility for part-time work, despite lower salaries. This appears to conflict with the second chain of argument: Work is Life.
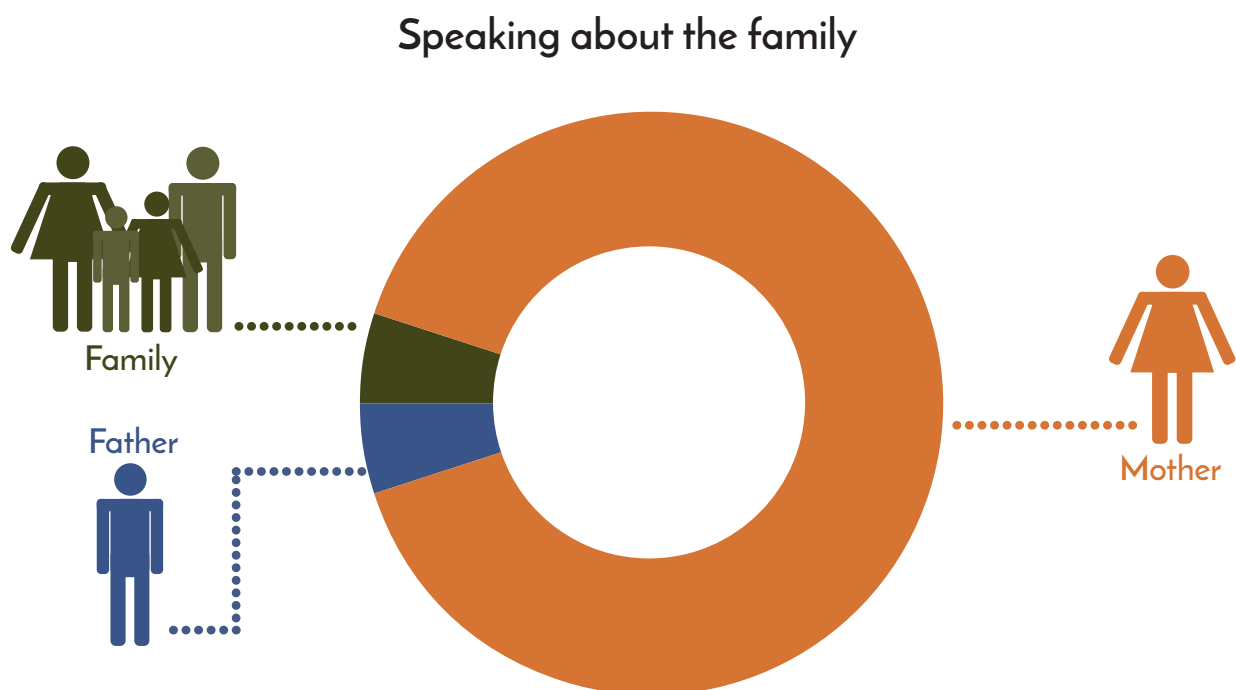
Speaking about the family

Figure 6. Family related vocabulary (in number of occurrences by semantic field)

For women academics, maternity leave and the first year after returning to work seem to be problematic times. Some HoDs believe that necessary measures are needed in order to avoid what the literature calls a 'baby penalty'. A possible answer to this challenge is to introduce flexible career paths after maternity leave to help maintain research production.

> *If a woman is on maternity leave, say for nine months, then somehow when she comes back to CBS, she should have less Prophix hours in order to make good for the time she has been away so she has less teaching and more time for research.*

This can be good both for women returning from maternity leave, but also for academics who have had a substantial absence for other reasons. This is one of the few cases where illness is also mentioned:

> *The first year after coming back from the maternity leave to have one publication […] might be very, very difficult unless something was produced before. […] Maternity leave might be one reason but illness could be another reason or simply publication time lags. Some journals are extremely slow to process and then things collapse.*

Here is one of the very few positive quotes about maternity leave:

> *On the PhD level […] we see gender [differences] because you have maternity leave, but […] I don't see that as a problem as such. Because you are prolonging your PhD studies but […] you are not in any way invalidating your career. I mean, you can even say you could have a little more time during your maternity leave to think about research and your project.*

Overall, the discussions pointed towards a sustained prejudice that links motherhood with a lack of competence or competitiveness.

Absent. A view of maternity encompassing aspects such as heightened commitment/sense of purpose, permanency or lower turnover is missing from this chain of argument. In addition, there is a lack of relational perspective on the concept of gender (male-female), and no references to other sources on imbalance. Paternity is also absent from the responses. Work-life balance was seldom mentioned in relation to issues such as stress, hobbies and interests, or other kinds of caring duties (elderly, etc.). Other types of leave or causes of temporary drops in productivity, such as mental or physical illnesses, are rarely mentioned.

Second chain of arguments: Work is Life

Academic lives = sacrifice = 'hard' work = embedded imbalance

This argumentation builds upon a romantic or sacerdotal (a call) vision of being an academic, similar to popular views on artistic professions:

> It's a wonderful job but it's also a job that requires more work than the said 37 hours a week. And I do think that that is important and if you're not ready for that or being very flexible in the way you plan your life, if you're a mother or a father, then you'll have trouble. That's for sure.

In contrast, we also find HoDs that see the necessity of putting limits on work demands in general. For example, one of the informants shared with us a 'post burnout' situation where a better work-life balance could be devised without hurting the person professionally (NB: we are not quoting them because of confidentiality concerns). In this kind of case, the limit to the working day is not established by maternity or family responsibilities, but by regaining mental health and well-being.

International mobility, dual careers and relationships

A few of the participants mention limits to international mobility for women who are in a relationship. The following quotes exemplify what is understood as a mobility barrier to female career advancement:

> [We] recruit internationally, but quite often the women decide not to move if they are in a relationship […] It's important that we think seriously about recruiting women, also for junior positions, if we want the international segment to be apparent in the kind of talent that we take up through the organization.

> When we recruit internationally, which we of course do all the time, there's a clear tendency for female possible applicants to have a much bigger issue with their spouses than the other way round.

GENDER AND ACADEMIC LEADERSHIP PRACTICES AT CBS

Work-Life Balance: Actions and Policy Recommendations

- Challenge the implicit gender bias/prejudice in relation to maternity.

- Promote a positive vision of maternity AND paternity in relation to academic careers.

- Increase visibility of multiple/diverse career paths, role models and academics who thrive in and outside of work (diverse biographies).

- Introduce flexible career paths after maternity leave to help boost research production.

- Increase the diversity of imaging based on the working environment (paintings, website, marketing).

- Research and consider implementing strategic dual career recruitment policies across departments to provide more opportunities for international women academics.

5. UNCONSCIOUS/IMPLICIT BIAS

As recent studies on implicit bias indicate, "we now know that the operation of prejudice and stereotyping in social judgment and behavior does not require personal animus, hostility, or even awareness. In fact, prejudice is often 'unconscious' or 'implicit' – that is, unwitting, unintentional, and uncontrollable even among the most well-intentioned people… Prejudice also lives and thrives in the banal workings of normal, everyday human thought and activity" (Hardin and Banaji, 2013, pp. 13-14). Although it is an arduous task, research has also proven that it is possible to establish procedures and strategic actions that help to diminish implicit biases (Devine, Forscher, Austin, & Cox, 2012).

When asked for their thoughts on unconscious or implicit gender bias, the majority of the interviewees acknowledged that this kind of unintentional bias could exist and have an impact on decision-making, but because of its unconscious nature it appears difficult to do something about it.

> *Probably any middle manager you ask who's in charge of nurturing talent etc. would say the same thing. I am totally indifferent. I don't see gender, I don't see ethnicities. I just see people who all in principle push as much as they can and those who have the talent will be forward and blah, blah, blah… […] And that's the way I like to think of myself but […] I know obviously from researching and all sorts of other things that that's not the way it is. There are these things that are so deeply buried [entrenched].*

> *All those subconscious things and all those hidden barriers that we're not aware of, let us be more conscious of where they are, what they are, how they affect the way we think and act. I think that will be valuable for the organisation to share more of that kind of information and become more knowledgeable about our own practices.*

An awareness of potential biases in decision-making is in itself an important step. However, as mentioned in the analysis of excellence and merit, HoDs maintain a belief in academia as a meritocratic system (i.e. an unbiased culture). In this context, and in line with our findings about excellence and merit, a few of the interviewees suggest that an increase in transparency, formalization and, in some cases, quantification of promotion and recruitment criteria can act as a tool to avoid any form of bias.

> *Of course there can be bias in these things but at least we agree on what the parameters are [… and the] dimension along which you make a decision*

> *Really specify, quantify the requirements. It would be even though you did it subconsciously. I mean, it would be difficult to […] get around these criteria. These are the criteria and that's it […] Maybe that's an illusion, but at least you can minimize if you have a preference for your peers, men or women.*

Research on implicit bias in higher education indicates that in a scouting/evaluation/recruitment situation, associations can succumb to bias regardless of whether it is endorsed or not (Equality Challenge Unit, 2013). Therefore "it is not enough to alert people of the existence of bias or their own particular biases; they need strategies that will make them feel empowered instead of guilty or controlled" (Equality Challenge Unit, 2013, p. 68). It is therefore important to not only increase awareness, but actually adopt actions that can result in a positive empowering effect across CBS's leadership. A common view sustained among the HoDs is that further reflexivity and competence development is needed:

> *Competence development in this area is very good to realize how your behavior is.*

> *Let's have some good constructive sessions where people can try and focus on those hidden barriers.*

> *I think that we just need more opportunities like this one to sit down and talk about this.*

An interesting complementary opinion is that while trying to increase awareness of biases, CBS should also avoid fostering a culture of fear where people feel they cannot freely voice personal views on sex, religion, politics, etc. This is described as trying to avoid an "Americanization" of this debate:

> *Sometimes if you approach people and say, "I don't think that this is a good way of doing things. Did you think about the way you were talking there?" Then people will say this is American political correctness. That's not where we want to go. So how do you raise an issue? […] Sometimes people can be awkward about things. They don't know how to talk about race or religion or sexual propensities and therefore they start joking about it because it is a bit easier to get around that way.*

Unconscious Bias: Action and Policy Recommendations

- To counteract prejudice, research shows that positive role models matter and quality of contact appears to be more important than quantity of contact, so permanent employment is not the only option available, CBS could also:

    ◊ Increase the number of female visiting lecturers

    ◊ Increase the number of   female adjunct professors

    ◊ Invite more prominent female speakers

    ◊ Develop an international mentoring program with women who can be seen as role models

- Explore reverse or reciprocal mentoring schemes where senior staff is mentored by talented minorities to increase mutual understanding and learning of the challenges of academic careers for out-groups.

- Include unconscious/implicit bias as one of the topics of professional development among academic leaders.

6. THE DOS AND DON'TS OF POLICIES AND INTERVENTIONS

The previous sections discussed a number of issues and ended with suggestions for policies and interventions to address the gender imbalance in academia. This section will not repeat them, but instead focus on presenting the opinion that the HoDs express in relation to six specific policies and interventions already implemented at CBS or other Danish Universities.

The main insight is that the respondents have a critical view on most of the policies that have been implemented elsewhere or are currently being discussed at CBS. There is a manifold conclusion that can be drawn from this situation. On one hand, the HoDs have already experienced the pros and cons of the implementation of some of these policies (e.g. women in committees) and they provide valuable reflections on the dysfunctional consequences of these interventions. On the other hand, the rejection of new policies being implemented in this area can lead to maintaining the status quo. This defensive position also responds to the dominance of the 'societal-structural view', as discussed, which is sustained by the belief that "We are fine in academia, but society is not fine". In addition, it appears symptomatic of the widespread fact that even when people are in favor of more (gender) equality, there is a reluctance for those policies to be too 'visible', and a fear of backlash (e.g. men feeling disadvantaged or women feeling they are not being hired or promoted based on merit).

Quotas

There is an almost unanimous agreement among the HoDs that implementing a system of quotas is not a good idea:

> *I don't believe in quotas. I hate it.*

> *Don't force us to make quotas, it doesn't make sense to me*

With one single opposing view:

> *I believe in quotas. […] Everybody will say of course we'll take the best clearly, but that doesn't mean that if there is somebody out there that looks pretty much the same you'll say, "Look, I have a quota […]; fine, I'll take the woman." Yeah, I can see great value of quotas. Of course, they don't have to be misused in the sense that if somebody's not so good I'll still take her. No, no, no, that's not the case but the argument of the best is the man, well, what is the best? […] There are different aspects of being the best.*

Women representation in committees

The HoDs have all implemented CBS's policy of including women representatives in evaluation/ recruitment policies to ensure female representation in committees is perceived as an important signal and a way to avoid group thinking:

> *There should be a woman in assessment committees […] It's about constantly trying to avoid groupthink.*

However, they also express the need to be aware of the 'dark' side of these appointments. These can be seen as a form of tokenism. Such appointments have symbolic value and may be beneficial for the applicants, but often they are not beneficial for the women appointed. In fact, they are an extra burden for women academics in top positions (female professors). From the most pessimistic point of view this practice could even represent a form of diversity 'greenwashing' (i.e. with these appointments, institutions obtain a positive reputation on gender equality without actually acting at the root of the problem):

> *I don't think you are doing women […] a favor by putting them in all these hiring committees. […] I feel bad about calling the same female professors saying could you do another assessment for me.*

> *The poor women [are] overburdened by all these approaches. […] I refuse to contact the three women I know would be ideal because they're drowning under these ridiculous requests that actually prevent them from pursuing their career.*
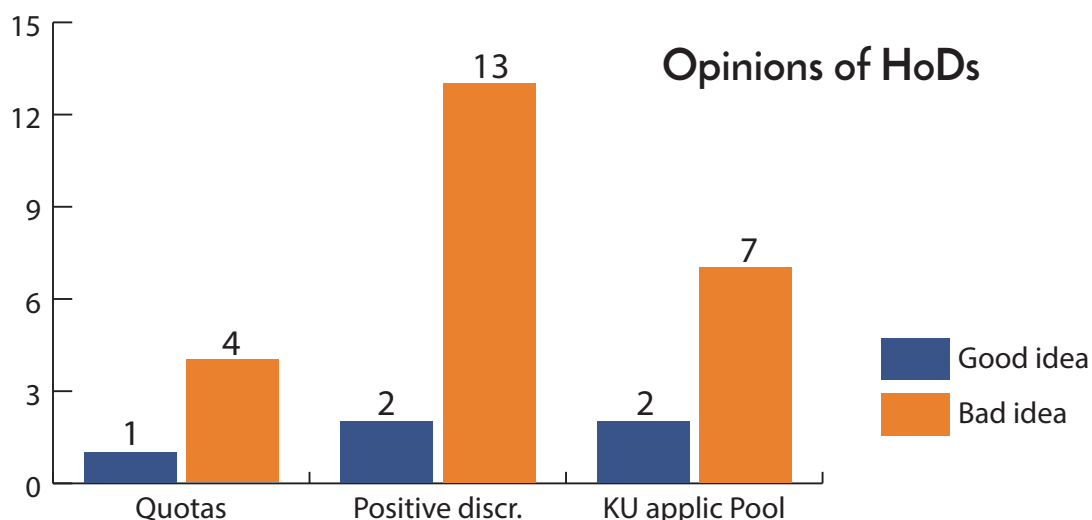

Figure 7. Opinions of HoDs regarding several policy measures (in number of occurrences)

Positive discrimination and requirement of women applicants

During the interviews we discussed the possibility of adopting positive discriminatory measures, such as the funding of women-only professorships or the need to re-announce the position (i.e. to include an extra round) if there are no women candidates in the pool of applicants. This latest measure has been adopted by the University of Copenhagen (indicated as "KU applic. Pool" in Figure 7). As the data shows, the majority of HoDs think negatively of both policies and indicate that they should be avoided. Instead, several of the participants point to the need of improving scouting/nudging practices.

Positive discrimination:

> *I very much dislike discrimination in reverse. […] It is not going to help anyone in the long run.*

> *If you give the women unjustified advantages the university will break down, I think. And I feel bad for the women if there is positive discrimination because then they will not be considered the best.*

Requirement of women in the pool of applicants:

> *You have to kind of take into consideration that recruitment at CBS takes ages. […] If there are no talented, sorry to say, women among the applicants, it's just the fact. Then we should be better at nudging before in the first round.*

> *If you have a super-competent man and you can hire him now, what the heck, hire him for God's sake.*

Women in CBS's top management

One of the opinions often expressed during the interviews was the need for CBS's top management to show the way in relation to gender representation. DIR should proactively appoint women in the highest leadership positions or positions of 'real' gate-keeping power, they argued:

> *DIR has to stop paying lip service to gender balance and take that seriously and bring one woman into Direktionen.*

Mentoring schemes, honorary doctorates and visiting professors

Starting mentoring schemes, making sure that there is at least one woman among the candidates for honorary doctorates and potentially establishing a women-only visiting professorship (e.g. a temporary position of six months) were seen in a more positive light. In the case of the visiting professorship, CBS should be careful of doing it in such a way that appears as prestigious achievement (similar to an award). The following comment refers to the need to take this into account:

> *Some of the problems there are with earmarking things for women; they immediately get lowered down in terms of prestige. You need something that is actually the opposite; something that is prestigious that is for females only that would be great.*

'Dos and Don'ts': Action and Policy Recommendations

- Begin where there is the strongest consensus:
    - ◊ Maintain and improve mentoring schemes
    - ◊ Explore the possibility to fund a prestigious visiting professorship position targeted at women
    - ◊ Insist on making women academics' achievements visible by finding and nominating candidates for awards, honorary doctorates and similar
- Proactively look at the possibility of increasing diversity among the CBS management (both at the level of DIR and HoDs).

CONCLUDING COMMENTS

The aim of this report was to examine a series of academic leadership practices and to stimulate self-reflexivity and dialogue on talent development and gender equity at CBS. This study is part of an exploratory action research project. As such, this document does not present conclusive recommendations, but describes a landscape of practices, opinions and ideas for actions that can hopefully inform a deeper and more productive dialogue among CBS's academic leaders, and serve as inspiration for the further work of the Council for Diversity and Inclusion.

Beliefs akin to the determinist societal evolution thesis – that is a belief in a spontaneous movement towards equality – are popular at CBS as in society as a whole, and can even appear intuitive (more women in higher education should result in more female leaders in academia,

right?). This is however far from being substantiated by the research on this topic, as explained by a quote from Professor Liisa Husu in the GEXcel Work in Progress Report on *Gender Paradoxes in Changing Academic and Scientific Organisation(s):*

> It can be argued that it is rather a lack of change that characterises the gender patterns in many, even most, academic and scientific organisations and settings. Gender patterns in academia and science have been shown to be highly persistent and resistant to change, regardless of cultural setting. Horizontal, vertical and even contractual gender segregations continue to characterise the academic and scientific labour force. (Husu, 2013, pp. 17–18)

As discussed in the introduction, CBS's own comparative analysis of the gender distribution of academic positions between 1999 and 2015 shows a movement towards equality in lower academic positions. However, there is a persistently large gap for tenured positions, with minor improvements at the levels of associate professor and professor with special responsibilities, and none at the top for full professorships. Practically, to move away from the status quo, the insights in this study point to the need to increase the intrapreneurial and innovative capacity of leadership teams across CBS. The solutions to the problem mentioned in the introduction of this report – the persistent lack of women in management positions and professorships, and/or lack of equal opportunities in academia – need to be context-specific and take into consideration which actions/policies will have the greatest positive impact, but also which actions/policies are more feasible in a situation of downsizing and limited resources.

Therefore, it is a positive development that at the time of finalizing this report, a little over six months after the first presentation of our results, a number of policies and initiatives suggested here and examined during the discussions and meetings regarding this study have been included in the CDI action plan. Some ideas are already being implemented or are at various stages of development. We see this as a positive sign that these internal reports are of use, and, more importantly, that there is a willingness on the part of CBS to engage with gender diversity issues even at an uneasy time when such topics tend to be sidelined. We look forward to following these developments and helping to keep the conversation alive.

ACKNOWLEDGEMENTS

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SUMMARY

1. Structure and Agency: Actions and Policy Recommendations

- Increase awareness of what CBS can do as an agent of change towards equality. CBS does not need to be only a passive mirror or recipient of societal inequities; it can become an active change-maker.
- Develop and establish, in collaboration with the HoDs an inspiring strategic vision on gender, talent and equal opportunities, such as being the 'best-in-class' among the top 100 business schools.
- Encourage a leadership culture among the HoDs of innovation and creativity in addressing this challenge.
- Promote activities such as seminars and workshops that encourage self-reflection and processes to identify possible biases and unfair systems/cultures that are specific to/taking place at CBS.
- Monitor change and reward positive change.
- Increase knowledge-sharing about the variety of policies and strategic options available in and outside of CBS/Denmark.

2. Excellence and Merit: Actions and Policy Recommendations

- Increase awareness of the importance of dialogue, context sensitivity and the respect for different understandings of the 'truth'.
- Develop tools to enhance the visibility of diverse talents and nurture a more holistic view of excellence.
- Critically examine the impacts of lobbying and centralization in talent promotion.
- Make an effort to differentiate between the descriptions between the entry-level criteria and 'top performance/excellence' criteria for academic positions.
- Be aware of the possible feminization/ masculinization of different roles.

- Increase awareness of the 'myth of the genius' and knowledge on collective performance strategies and management tools.
- Reflect on how a mixture of talents can constitute CBS's 'blue ocean'.

3. Recruitment and Promotion: Actions and Policy Recommendations

- Increasing women's presence as scouters and in DIR may result in a material and symbolic impact.
- Increase the visibility of women junior/middle career academics (e.g. nudging them to be speakers at conferences, serve in committees or be the contact to industry relationships).
- Address the tenure track issue/dilemma.
- Identify and map out situations where CBS can promote counter-stereotypical images of underrepresented groups (e.g. the HoD or Dean should not be synonymous with being male, in the same way that secretary should not be synonymous with being female).

4. Work-Life Balance: Actions and Policy Recommendations

- Challenge the implicit gender bias/prejudice in relation to maternity (see strategies applied to diminish prejudice and negative stereotyping in Devine, Forscher, Austin, & Cox, 2012).
- Promote a positive vision of maternity AND paternity in relation to academic careers
- Increase visibility of multiple/diverse career paths, role models and academics who thrive in and outside of work (biographies).
- Introduce flexible career paths after maternity leaves to help boost research production.
- Increase the diversity of imaging based on the working environment (website, marketing).
- Research and consider implementing strategic dual career recruitment policies across departments to provide more opportunities for international women academics.

5. Unconscious Bias: Action and Policy Recommendations

- Research shows that to counteract prejudice positive role models matter and quality of contact appears to be more important than quantity of contact, so permanent employment is not the only option available, CBS could also:
  - ◇ Increase the number of female visiting lecturers
  - ◇ Increase the number of female 'adjunct' professors
  - ◇ Invite more prominent female speakers
  - ◇ Develop an international mentoring program with women who can be seen as role models
- Explore reverse or reciprocal mentoring schemes where senior staff are mentored by talented minorities to increase mutual understanding and learning of the challenges of academic careers for out-groups.
- Include unconscious/implicit bias as one of the topics of professional development among academic leaders.

6. Dos and Don'ts: Action and Policy Recommendations

- Begin where there is the strongest consensus:
  - ◇ Maintain and improve mentoring schemes
  - ◇ Explore the possibility to fund a prestigious visiting professorship position targeted at women
  - ◇ Insist on making women academics' achievements visible by finding and nominating candidates for awards, honorary doctorates and similar.
- Proactively look at the possibility of increasing diversity among the management at CBS (both at the level of DIR and HoDs).

GENDER AND ACADEMIC LEADERSHIP PRACTICES AT CBS

AT CBS

Copenhagen Business School, Denmark