Annual reporting on SDU's
local gender equality status and initiatives

Faculty of Humanities 2020

This template provides the structure for your committee's annual reporting on gender equality initiatives and status at your Faculty and Departments.

While your reporting should eventually cover all five sections A to E, you may not at this time be able to add elaborative information to all sections. Please provide as much information as you can. SDU's upcoming gender equality plan (2021-) will be structured along the same sections.

For your annual reporting on representation and recruitment, you can find some relevant data in the SDU Gender Statistics database. See appendix A on how to access the database and find data relevant to this report.

If you have any comments or suggestions to this template and its appendix, please contact GET.

Reporting structure and content

A. Follow-up on activities and plans from last year

The Covid-19 situation throughout 2020 affected the implementation of plans related to the promotion of gender equality, such as GET activities at departmental level. Nonetheless, there were several activities carried out.

- The HUM gender equality committee met 4 times, discussing issues related to LGBT+, gender bias in the curriculum, the activities of the Faculty's Feminist network, and the composition of the committee.
  - o The head of studies from Philosophy informed the committee of an initiative aimed at tackling gender bias in the teaching of philosophy subjects, such as the consideration of gender perspectives in the choice of reading materials.   It was intended to follow up on this with other degree programmes, but this was delayed given the covid-19 situation and the necessary focus on online pedagogy and didactics.
  - o The founders of the Feminist network Lecturer Emily Hogg and postdoc Ella Fegitz informed the committee of their activities, which consisted of online meetings discussing, for example, issues of feminist research, gendered pedagogy.
  - o The planned initiative to reconsider the composition of the gender committee to ensure greater engagement began at the end of 2020 with processes put in place to find new members. A new committee was formed at the beginning of 2021, still with VIP and TAP representation, including a new representative for Departmental secretaries and new members from all the Departments.

- As part of a planned cross-faculty knowledge-sharing initiative, Sharon Millar, the chair of the HUM gender equality committee participated in a meeting of the SUND gender equality committee in September 2020. Plans to invite TEK to visit HUM did not come to fruition.
- Sharon Millar met with Maria Dockweiler from GET to discuss identification of relevant gender-related research activities at the Faculty, as part of a GET mapping exercise (October 2020).
- Members of the HUM gender equality committee took part in the annual IGAB Master Class (October 2020)
- Sharon Millar, along with other members of the Central Gender Equality Committee, joined an initiative from SUND aimed at investigating, on a small-scale, gender dimensions of the work conditions of research staff during the Covid pandemic. An interview guide was prepared with the aim of conducting explorative interviews with researchers from across all Faculties in 2020/2021.
- Revelations about sexism and sexual harassment in academia at the end of 2020 (collection of narratives and signatures) led to several responses:
  - o In addition to awareness raising through circulation of the initial mail about the problem and discussions at departmental staff meetings, the Faculty addressed all complaints/information received about incidences that had occurred at the Faculty's departments over the years.
  - o The Departments adopted varying approaches: the Department of History set up a working group to draft a codex for an acceptable workplace tone, the Department of Cultural Sciences set up a working group to address issues of sexual harrassment, the Department of Design and Communication and the Department of Language and Communication discussed the issue at Departmental Council meetings and decided to wait for the

outcomes of the work of the central taskforce on how to deal with unwanted sexual attention before deciding on any specific initiatives.

B. Strategic analyses of the faculty's opportunities and challenges

The SWOT matrix

Strengths and success stories	Weaknesses
• Strong representation of women at Ph.D and junior lecturer/postdoc levels, suggesting thriving interest in research career among female graduates and postgraduates • Gender balance in managerial positions (50/50 among Heads of Department at the Faculty) • Increase of women among research/centre leaders • Collaboration with GET • Success of bottom-up initiatives, e.g. establishment of feminist network • Focus on inclusivity in general	• Leaking gender pipeline between junior and senior research positions • Possible waning interest in a research career among male graduates and postgraduates • Areas of research where one gender is strongly represented - both among applicants for positions and staff • Limited resources to carry out qualitative research at the Faculty to identify and explain problems and challenges and to follow up on initiatives and insights

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Opportunities	**T**hreats
• To work with inclusive culture and issues of intersectionality • Collaboration and knowledge sharing with other faculties to address challenges across SDU • Increased focus on Interdisciplinary projects with technical, medical and natural sciences opens up options for researchers from Humanities to take part, including those areas that attract female researchers	• Financial challenges which negatively affect capacity building: recruitment, career progression, sustainability of research milieus • Lack of interest among colleagues generally in relation to equality and diversity matters; low priority • The external funding and scope of Interdisciplinary projects is often given to areas that traditionally have more male researchers

C. Status for selected focal areas and objectives

A focal area is inclusive culture, where a relevant context is meetings and the dynamics of group relations across different job categories, gender, age etc. During 2020, it was not possible to work with this issue in any systematic way.

Despite limited opportunities for recruitment, the leaking pipeline is considered an important area. It is hoped to investigate specific initiatives and their effects in relation to career progression for younger researchers at Departmental level.

D. Status for key indicators

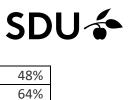### 1. Gender representation among academic staff

The current gender representation among academic staff is not yet balanced, (54% are men, 46% are women (see table 1.1). This is a very slight (1%) improvement from 2019. The pattern of variation across departments is similar to 2019: The Department of History has the lowest percentage of female staff (34%), followed by the Department for the Study of Culture (45%), Department of Language and Communication (55%), and Department of Design and Communication (56%). Across the Faculty, however, there is still a higher percentage of men in senior academic positions. This is in part due to historical reasons, and the age profile of senior positions, as well as some areas of research (e.g. History and Philosophy) having mainly male representation.

As shown in Table 1.1 below, the percentage of women drops from 65% at Ph.D. level to 40% and 37% at Associate Professor and Professor levels, respectively, whereas the percentage of men increases from 35% at Ph.D. level to 60% and 63% at Associate Professor and Professor levels, respectively. This is evidence of the well-acknowledged "leaking pipeline" for women from junior to senior levels, which appears to have remained more or less stable since 2019, although numbers are small at some of the junior levels

Table 1.1.: Gender representation among academic staff					
Faculty: _____Humanities_____					
YEAR: 2020					
Position	Number of men	Men %	Number of women	Women %	**Total**
Pro/Pro MSO	26	63%	15	37%	**41**
Associate Pro	90	60%	61	40%	**151**
Assistant Pro	11	52%	10	48%	**21**
Post.doc	12	36%	21	64%	**33**
PhD	13	35%	24	65%	**37**
Total i 2020	152	54%	131	46%	**283**

Table 1.2 illustrates the development (%) in gender representation between 2016, 2018 and 2020. Table 1.2.2 expands on this to include numbers and adds information for 2019 for ease of comparison with last year's report. There is no sustained pattern of decrease/increase within categories except for postdoc and to some extent PhD (increase in women). One change from 2019 is the lower percentage of women who are assistant professors - 48% in 2020 compared to 67% in 2019. This difference in percent represents a decrease of 4 women in this job category. The total number of assistant professors remains the same (21 in 2019 and 2020). A possible explanation for the decrease could lie in the increase of women hired in the associate professor category (see Table 3.1), where assistant professors at the Faculty could have been appointed as associate professors. Recruitment of assistant professors in 2020 had a slight imbalance; out of 9 appointments, 5 were men.

Table 1.2.: Development in gender representation among academic staff			
Faculty: _____Humanities_____			
YEAR: 2020			
Share of women in %	2016	2018	2020
Pro/Pro MSO	39%	38%	37%
Associate Pro	38%	41%	40%

		55%	61%	48%
Assistant Pro		55%	61%	48%
Post.doc		54%	56%	64%
PhDs		59%	57%	65%

Table 1.2.1 Development in gender representation among academic staff (with numbers)

Year	2016	2016	2018	2018	2019	2019	2020	2020
Position	No. and % women	Total number	No. and % of women	Total number	No. and % of women	Total number	No. and % of women	Total number
Professor	17 (39%)	44	16 (38%)	42	13 (32%)	41	15 (37%)	41
Associate Professor	55 (38 %)	145	61 (41%)	150	53 (38%)	141	61 (40%)	151
Assistant Professor	16 (55%)	29	14 (61%)	23	14 (67%)	21	10 (48%)	21
Post doc	14 (54%)	26	18 (56%)	32	17 (61%)	28	21 (64%)	33
Ph.D	34 (59%)	58	33 (57%)	58	31 (62%)	50	24 (65%)	37
Total	**135 (45%)**	**300**	**142 (47%)**	**304**	**128 (46%)**	**280**	**131(46%)**	**283**

2. Managerial positions

Table 2.1.: Gender representation in management positions			
Faculty: _Faculty of Humanities_____			
YEAR: 2020			
Level of management	Men (number and %)	Women (number and %)	Total
Executive Board (Dean)	1 (100%)	0 (0%)	1
Head of Department/Faculty	3(60%)	2(40%)	5
Middle manager	2 (33%)	4(67%)	6
Head of research unit (centre, research group)	26 (54%)	22 (46%)	48
Total	**32 (53%)**	**28 (47%)**	**60**

Overall, there is gender balance in non-research managerial positions, but women are more strongly represented in relation to middle managers. (Table 2.1). The Faculty has achieved an equal gender and national background balance across Heads of Department. For heads of research units, (understood as heads of centres or research groups) the picture is less balanced, with more men represented. This is a change from 2019, where there were more female heads of research unit (52%). There are two fewer heads of research units overall in 2020, 4 fewer women, but 2 more men. The Department for the Study of Culture and the Department of History have more men as heads of research units. Numbers, however, are small.

3. Recruitments: new positions and gender representation among qualified applicants

Table 3.1 gives an overview of overall academic recruitment in 2020. There was an increase in recruitment in 2020: 37 new positions compared to 19 in 2019 and 26 in 2018. Overall, women make up 67.57% of new recruitments, an increase from 38% in 2019.   Numbers are small, but of particular interest is the job category of associate professor, where women account for 11 of the 14 new positions in total. This is a welcome development, although the category maintains a 60%/40% bias in favour of men.

Table 3.1.: New recruitments to academic positions			
Faculty: _____Humanities___			
YEAR: 2020			
	Women hired	Men hired	Total hired
Pro/Pro MSO	2	1	3
Associate Pro	11	3	14
Assistant Pro	4	5	9
Post.doc	8	3	11
Total	**25**	**12**	**37**

As for the recruitment process, Table 3.2 is an overview of positions where both men and women were among the qualified applicants.

Table 3.2.: Total recruitments and with both men and women among qualified applicants			
Faculty: _____			
YEAR: 2020			
	Total hired	Hired based on both men and women among qualified applicants	% of total hired based on both men and women among qualified applicants
Pro/Pro MSO	3	2	67%
Associate Pro	14	11	79%
Assistant Pro	9	7	78%
Post.doc	11	1	9%
Total	**37**	**21**	57%

Combining the data in Tables 3.1 and 3.2, the percentage of positions where both men and women are among the qualified applicants is given in Table 3.3. Tables 3.4.1. and 3.4.2 provide percentages of positions where there were only female and male applicants, respectively.

Table 3.3.: Recruitments of men/women with both men and women among qual. applicants			
Faculty: _____Humanities_____			
YEAR: 2020			
	Women hired based on both men and women among qual. applicants	Men hired based on both men and women among qual. applicants	Total, hired based on both men and women among qual. applicants
Pro/Pro MSO	2	0	2
Associate Pro	8	3	11
Assistant Pro	4	3	7
Post.doc	1	0	1
Total	**15**	**6**	**21**

Table 3.4.1.: Positions with only women among the qualified applicants		
Faculty: _____Humanities_____		
YEAR: 2020		
	Women hired	Out of total women hired (%)
Pro/Pro MSO	0	-
Associate Pro	3	27%
Assistant Pro	0	-
Post.doc	7	88%
Total	10	40%

Table 3.4.2.: Positions with only men among the qualified applicants		
Faculty: _____Humanities_____		
YEAR: 2020		
	Men hired	Out of total men hired (%)
Pro/Pro MSO	1	100%
Associate Pro	0	-
Assistant Pro	2	40%
Post.doc	3	100%
Total	6	50%

When we look at the data, we can see that the majority of positions, except for post docs, attract qualified applicants of both genders, although total numbers are small. Postdoc recruitment is primarily based on qualified applicants of one gender, mostly female (7 out of 11 positions). Only one postdoc position has male and female qualified applicants, and the successful candidate was female. This is a different pattern from 2019 where most postdoc positions had qualified male and female applicants. No associate professor position had only male qualified applicants, but 3 of the 8 women hired came from a pool of qualified applicants that were all female. No assistant professor position had only female qualified applicants, but 2 of the 7 assistant professors hired attracted only male qualified applicants. The gender biases may be related to the research areas of the positions, but this would require further qualitative investigation.

4. Number of qualified applicants

SDU requires a minimum of three qualified applicants in academic recruitments. Apart from one associate professor position, all externally advertised positions attracted 3 or more qualified applicants (Table 4.1). The Faculty strives to attract as many qualified applicants as possible through defining positions in broad terms to avoid too narrow a focus and through appropriate placement of advertisements (nationally and internationally). This practice seems to be successful and will be continued.

Table 4.1.: Positions advertised externally with 3 or more qualified applicants				
Faculty: _____Humanities_____				
YEAR: 2020				
	Total hired based on external advertisement	Total hired *with 3 or more* qualified applicants	Men hired based on 3+ qualified applicants	Women hired based on 3+ qualified applicants
Pro/Pro MSO	3	3	1	2
Associate Pro	13	12	3	9
Assistant Pro	9	9	5	4
Post.doc	3	3	1	2
Total	**28**	**27**	**10**	**17**

5. Assessment committee members

SDU requires recruitment processes to employ both men and women in assessment committees. Table 5.1. shows how many positions that involved an assessment committee of 2+ members were assessed by a committee consisting of men and women. It should be noted that postdoc positions financed through external funding are not necessarily advertised if a candidate is named in the funding application.

Table 5.1.: Positions with both men and women in the assessment committee				
Faculty: _____Humanities_____				
YEAR: 2020				
	Women hired	Men hired	Total hired with both men and women in committee	Out of the total hired (%)
Pro/Pro MSO	2	1	3	100% (3)
Associate Pro	10	3	13	100% (13)
Assistant Pro	3	5	8	89% (9)
Post.doc	2	1	3	75% (4)
Total	**17**	**10**	**27**	**95%**

The majority of the Faculty's assessment committees consist of men and women. The Faculty of Humanities aims to have both genders represented in assessment committees and the Head of Department is always asked to clarify the reason(s) when this is not the case. The reasons usually given are that the research field and specializations are very narrow and that researchers often decline the invitation due to lack of time, meaning that through necessity the aim at times becomes finding a suitable committee member regardless of gender who has the time to commit to the work.   There has been an increase from 2019 (84% to 95%) in the percentage of assessment committees with both male and female members.

E. Action plan – short and long term

General considerations

We plan to

1. address issues of inclusiveness in the workplace and the classroom. Areas in focus will be
    a. Group dynamics in meetings
        i. Awareness raising about how meetings can exclude others, strategies to enhance inclusiveness and to deal with dilemmas of group dynamics
    b. Gender dimensions in teaching
        i. Choice of topics, reading materials, didactics
2. address the challenge of engagement with gender and diversity issues and how to encourage greater interest in these issues in the Faculty. We will continue to support and collaborate with bottom-up initiatives, such as the feminist network previously mentioned, and encourage students to focus on these issues in projects, dissertations.
3. further develop knowledge sharing with the Gender Equality committees from other faculties, in particular to identify common problems (such as the leaking pipeline) that could benefit from cross-Faculty discussions and solutions
4. collate gender and diversity dimensions in research that can feed into teaching activities, new research projects, GET objectives

Short-term plans (2021)

- Complete process of forming new HUM gender equality committee and update and translate into English terms of reference for the committee: Dean, heads of Department, Departmental Councils, members of HUM gender equality committee
- Cross-faculty visit from TEK to HUM gender equality committee, involves chairs and members of Faculty gender equality committees
- Better integration of gender and diversity matters across other Faculty and departmental committees where relevant: Involves Dean, Heads of Department, Faculty council, Departmental councils
- Seminar on workplace culture and sexism

Long-term plans (2022-2023)

- Work with group dynamics; in collaboration with GET, identify groups from different organisational levels and contexts for activities in relation to inclusive meeting practices and strategies (offline and online) and inclusive language: involves GET, HUM Gender Equality Committee, Dean, Heads of Department and other units
- Workshop on gender mainstreaming in relation to job advertisements
- Communication strategy to increase visibility of HUM Gender Equality Committee as well as gender and diversity issues/initiatives at the Faculty: Involves HUM Gender Equality Committee, colleagues responsible for communication at faculty and departmental levels
- Systemize practices in relation to career progression for younger researchers: Involves Heads of Department, PhD School, supervisors, project leaders

- Continue cross-Faculty knowledge-sharing, possibly a shared meeting of all the university gender equality committees, with an aim to identify common problems that could be addressed together rather than in isolation: involves SDU local gender equality committees, Central Gender Equality Committee
- Facilitate dissemination of relevant research areas in relation to diversity and equality that have been identified with a view to encouraging possible networking within and across faculties regarding future research or teaching activities: involves HUM Gender Equality Committee, local faculty Gender Equality Committees
- Raise awareness re gender and diversity dimensions in teaching (e.g. reading materials, evaluations): involves members of Gender Equality Committee, Heads of Studies, teachers, SDUUP

F. Overview of workflow of reporting process

When	What	Who	Where	Comments
May 18th	Initial meeting to divide tasks in reporting	Committee chair Sharon Millar and Secretary Caroline Zoffmann Jessen	Online, confidential	Deadline early July for final draft
May the 31th	Data extraction from Gender Statistics for report	Secretary Caroline Zoffmann Jessen	Online, confidential	
June 7th	Data extraction from summaries of committee meetings in 2020	Committee chair Sharon Millar and Secretary Caroline Zoffmann Jessen	Online, confidential	
June 24th	Write-up of version 1	Committee chair Sharon Millar and Secretary Caroline Zoffmann Jessen	Online, confidential	
July 2th	Circulation of version for commenting	All committee members and Dean	Online on sharepoint, confidential	Deadline July 26th for comments
August 2nd	Review of comments and write up	Committee chair Sharon Millar and Secretary Caroline Zoffmann Jessen	Online, confidential	
August 9th	Report finished, sent off	Sent to GET, sent to Heads of Department and Dean	Online	