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ΠΑΝΕΠΙΣΤΗΜΙΟ
ΘΡΑΚΗΣ

DEMOCRITUS
UNIVERSITY
OF THRACE

Gender Equality Annual Report 2021

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Introduction

The Annual Gender Equality Report 2021 of Democritus University of Thrace (DUTH) represents a systematic attempt to monitor, document, and assess the state of gender representation across the institution. Gender equality has long been recognized as a fundamental principle in higher education, not only as a matter of social justice but also as a driver of academic excellence, innovation, and institutional credibility. Universities function as key sites for knowledge production and social transformation, and therefore bear a responsibility to ensure equitable participation and fair treatment for all members of their community. Within this framework, the present report is intended to serve both as a record of current realities and as a tool for reflection, policy-making, and strategic planning.

The report covers a wide range of categories within the university population, including undergraduate and postgraduate students, doctoral candidates, faculty members, administrative and technical staff, as well as individuals in positions of leadership and governance. By presenting quantitative data alongside comparative perspectives from previous years, the analysis offers a nuanced picture of both areas of progress and persistent disparities. For example, while women have gradually come to represent a majority among students, particularly at the postgraduate level, their participation remains significantly lower in academic leadership roles and in decision-making bodies. These discrepancies highlight the existence of what is often referred to as the “leaky pipeline” in academia, whereby women’s strong entry into education does not necessarily translate into equal representation at higher levels of responsibility.

Another purpose of the report is to identify structural and cultural factors that shape gendered experiences within the university context. The analysis pays particular attention to differences across disciplines, where patterns of gender concentration continue to reflect broader societal norms and stereotypes. Engineering and technical fields, for instance, remain male-dominated, while education, social sciences, and health-related fields show a strong female majority. Such patterns indicate that while opportunities are formally open to all, underlying social expectations and institutional practices continue to influence academic choices and career trajectories.

By systematically documenting these dynamics, the report seeks to provide an evidence-based foundation for policies that aim to reduce inequalities, support underrepresented groups, and foster a more inclusive academic environment. The findings not only reflect the internal structure of DUTH but also contribute to broader national and European discussions on gender equality in higher education and research. In this sense, the Annual Gender Equality Report functions as both a diagnostic tool and a strategic resource, informing initiatives that aspire to close existing gaps and to strengthen DUTH’s commitment to equality, diversity, and inclusivity.

METHODOLOGICAL NOTE

The methodology adopted for the preparation of the Annual Gender Equality Report 2021 at Democritus University of Thrace (DUTH) is based on the systematic collection, processing, and interpretation of institutional data. The primary sources include official university records, administrative databases, and statistical reports that document the demographic and professional composition of the university community. This ensures that the findings presented in the report are grounded in reliable and verifiable information, offering a comprehensive and accurate representation of gender dynamics within the institution.

The analysis encompasses multiple categories of the university population, namely undergraduate and postgraduate students, doctoral candidates, teaching and research staff, non-academic personnel, and members of governing and decision-making bodies. By considering such a wide range of groups, the report provides a holistic picture of gender representation across the academic and administrative spectrum. The use of both absolute numbers and relative percentages allows for the identification of general patterns as well as more nuanced imbalances between men and women in specific roles.

The report also employs visual tools—tables, charts, and figures—that illustrate gender distribution in a clear and accessible manner. For example, differences in first-year student enrollment, faculty career progression, and the composition of governing bodies are presented not only in numerical form but also through visualizations that highlight the extent of balance or imbalance. These tools serve to enhance transparency, making the findings understandable for both academic stakeholders and the wider public.

Finally, it should be noted that the report does not merely describe numerical disparities but situates them within the broader context of institutional culture and structural dynamics. Gender equality in higher education cannot be understood in isolation from wider social, cultural, and professional factors that shape academic trajectories. Therefore, the methodological framework adopted here is both descriptive and interpretative: it quantifies representation while also pointing to the potential implications of observed patterns for equity, inclusivity, and institutional development.

Gender composition at Democritus University of Thrace

In 2021, the total population of Democritus University of Thrace (DUTH) reached 30,910 individuals, comprising students, faculty, administrative and technical staff, and members of governing bodies. Out of this total, 16,697 were women (54%) and 14,213 were men (46%), showing a slight but clear female majority at the institutional level.

The student body represents the largest share of the university's population, with 24,530 enrolled students, where women again hold a majority (54%). Female representation was particularly strong among Master's level students (63%), while men slightly outnumbered women among PhD candidates (52% men compared to 48% women). Among first-year enrollments, women were consistently more represented, indicating an upward trend in female participation across both undergraduate and postgraduate levels.

When examining university staff, contrasting patterns emerge. Women were the majority among non-academic staff (66%) and within technical and administrative services (65%), while they were a minority in teaching positions (34%). The imbalance becomes more pronounced in leadership structures: only 20% of managerial positions and 15% of seats in governing bodies were held by women in 2021.

Overview

The data highlights a mixed picture of gender equality at DUTH. On the one hand, women are steadily consolidating their presence in higher education, particularly among students and administrative staff. Their majority representation in Master's programs, as well as their higher proportion among first-year entrants, suggests that this trend will continue in future cohorts.

On the other hand, the findings reveal significant gender disparities in academic careers and governance. Teaching staff remains male-dominated, and women's participation drops sharply in decision-making bodies and leadership positions. This imbalance reflects broader structural and cultural challenges faced by women in academia, where strong initial participation does not always translate into equal representation at the highest levels of responsibility.

Overall, while the university demonstrates encouraging progress in terms of student gender equality, persistent gaps in faculty ranks and governance structures underscore the need for institutional strategies aimed at promoting women's career progression and leadership participation.

Table 1 provides a breakdown of the composition of DUTH’s population in 2021 by gender and category, covering students, staff, and governing bodies. The largest group is students, with over 24,000 enrolled, showing a slight female majority (54%). This gender balance is also reflected in MSc students, where women represent 63% of the total, while in PhD students men remain the majority (52%). Interestingly, the proportion of women is higher among students enrolled in the first year, both at undergraduate and postgraduate levels, suggesting a trend toward greater female participation in higher education in the coming years.

Among staff categories, women are more represented in non-academic positions (66%) than in teaching staff (34%). Leadership roles, however, remain largely male-dominated: only 20% of managerial positions are held by women, and within governing bodies, women represent just 15%. The low female representation in decision-making structures contrasts sharply with their majority presence among students, particularly in MSc programs. Overall, the table highlights progress in female participation in higher education, as well as persistent gender imbalances in academic leadership and governance.

Tab. 1 – Gender distribution in different categories (Absolute values 2020-2021)

Category	2021			
	Men (M)	Women (W)	Total (T)	Ratio (W/T)
Students	11.364	13.166	24.530	0,54
<i>(of whom enrolled in the 1st year (first and single cycle degree programmes)</i>	1.696	2.259	3.955	0,57
MSc Students	1.297	2.216	3.513	0,63
<i>(of whom enrolled in the 1st year (first and single cycle degree programmes)</i>	569	1.107	1.676	0,66
PhD students	947	874	1.821	0,48
<i>(of whom enrolled in the 1st year (first and single cycle degree programmes)</i>	99	49	148	0,33
Teaching Staff	423	218	641	0,34
Non-Academic Staff	110	210	320	0,66
In a Manager Position	3	12	15	0,80
Technical Staff & General Administration	107	198	305	0,65
Governing bodies	72	13	85	0,15
Governing board	9	2		
Senate	63	11		
Total	14.213	16.697	30.910	0,54

The figure presents the gender distribution across different roles within DUTH, showing both areas of balance and significant disparities (Fig. 1). Among students, women hold a slight majority overall (54%), with a particularly strong presence at the MSc level (63%). PhD studies are more balanced, though men are slightly ahead (52%). A similar male dominance appears among teaching staff, where two-thirds are men, while non-academic staff is largely composed of women (66%). These patterns suggest that gender representation varies depending on the academic or administrative role (Fig. 1).

The most pronounced imbalance is visible in the governing bodies, where men make up 85% compared to only 15% women (Fig. 1). This sharp underrepresentation of women in leadership positions contrasts with their strong participation in student and administrative categories. Overall, the data indicates that while women are well represented in many areas of DUTH, particularly among students and staff, this is not the case at the higher levels of academic authority and decision-making (Fig. 1).

Fig. 1 – Gender distribution in different categories (Percentage by gender 2021)

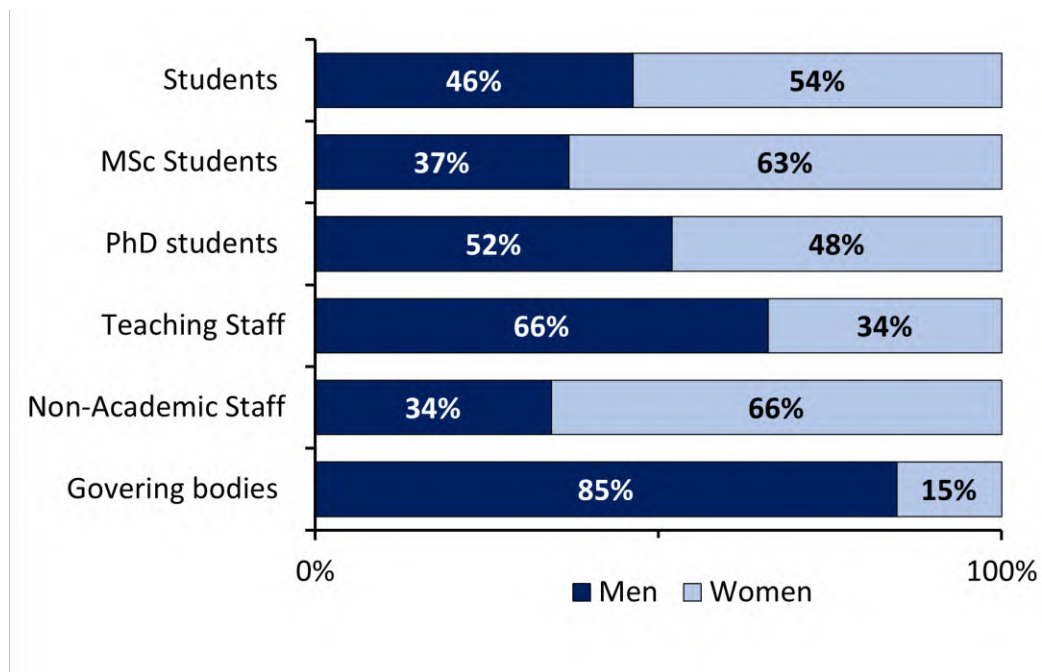
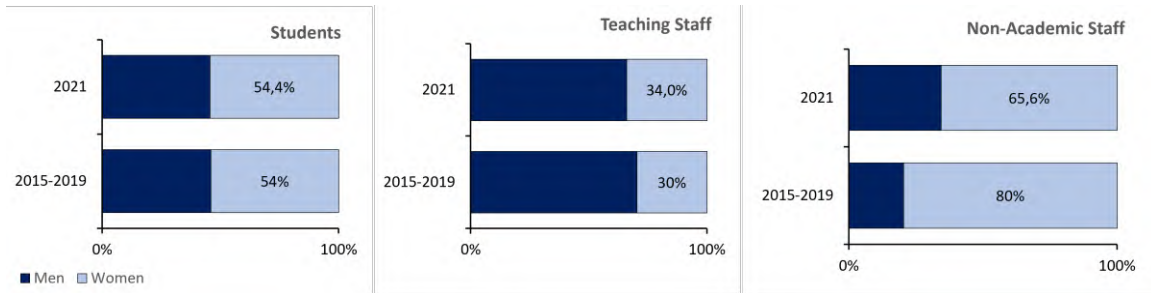


Figure 2 compares gender distribution between 2015–2019 and 2021 across students, teaching staff, and non-academic staff. Among students, the balance remains stable, with women representing just over half in both periods (around 54%). Teaching staff shows a slight increase in female representation, rising from 30% to 34%, although men continue to dominate (Fig. 2). In contrast, non-academic staff experienced the most significant shift: while women made up 80% in 2015–2019, their share declined to 65.6% in 2021, indicating a notable increase in male participation. Overall, the data suggests stability in student representation, modest progress toward balance among teaching staff, and a marked reduction in women’s predominance in non-academic roles (Fig. 2).

Fig. 2 – Students, Teaching Staff and Non-Academic Staff (Percentage by gender 2015-2021)



1. Students

1.1. Undergraduate students

Figure 3 illustrates gender distribution among students enrolled in first-cycle degree programmes, showing clear differences between disciplines. Engineering fields are heavily male-dominated, with Production and Management Engineering (77%), Civil Engineering (67%), and Electrical and Computer Engineering (84%) showing particularly high male representation. Similarly, Physical Education and Agricultural Development also lean strongly toward men. In contrast, several fields are female-dominated, including Primary Education (91% women), Social Work (84%), and Greek Philology (79%), highlighting strong gender concentration in traditionally “care” and humanities-related fields (Fig. 3).

Other disciplines present a more balanced distribution. Medicine (46% men, 54% women), Environmental Engineering (46% men, 54% women), and Political Science (44% men, 56% women) reflect near parity between the genders (Fig. 3). Law, Education Sciences in Early Childhood, and Social Policy are also female-majority fields, whereas Forestry and Management of the Environment shows a nearly even split. This variation across programmes underscores how gender representation in higher education remains strongly shaped by traditional gender roles and career pathways.

Overall, the data reveals persistent patterns of gender segregation across academic disciplines. Men are predominantly concentrated in engineering, technical, and agricultural fields, while women are overwhelmingly present in education, social sciences, and health-related disciplines. Although some programmes achieve relative gender balance, the broader picture suggests that structural and cultural factors continue to influence students’ academic choices along gendered lines.

Fig. 3 – Students broken down by scientific area (faculty) (percentage by gender 2021)

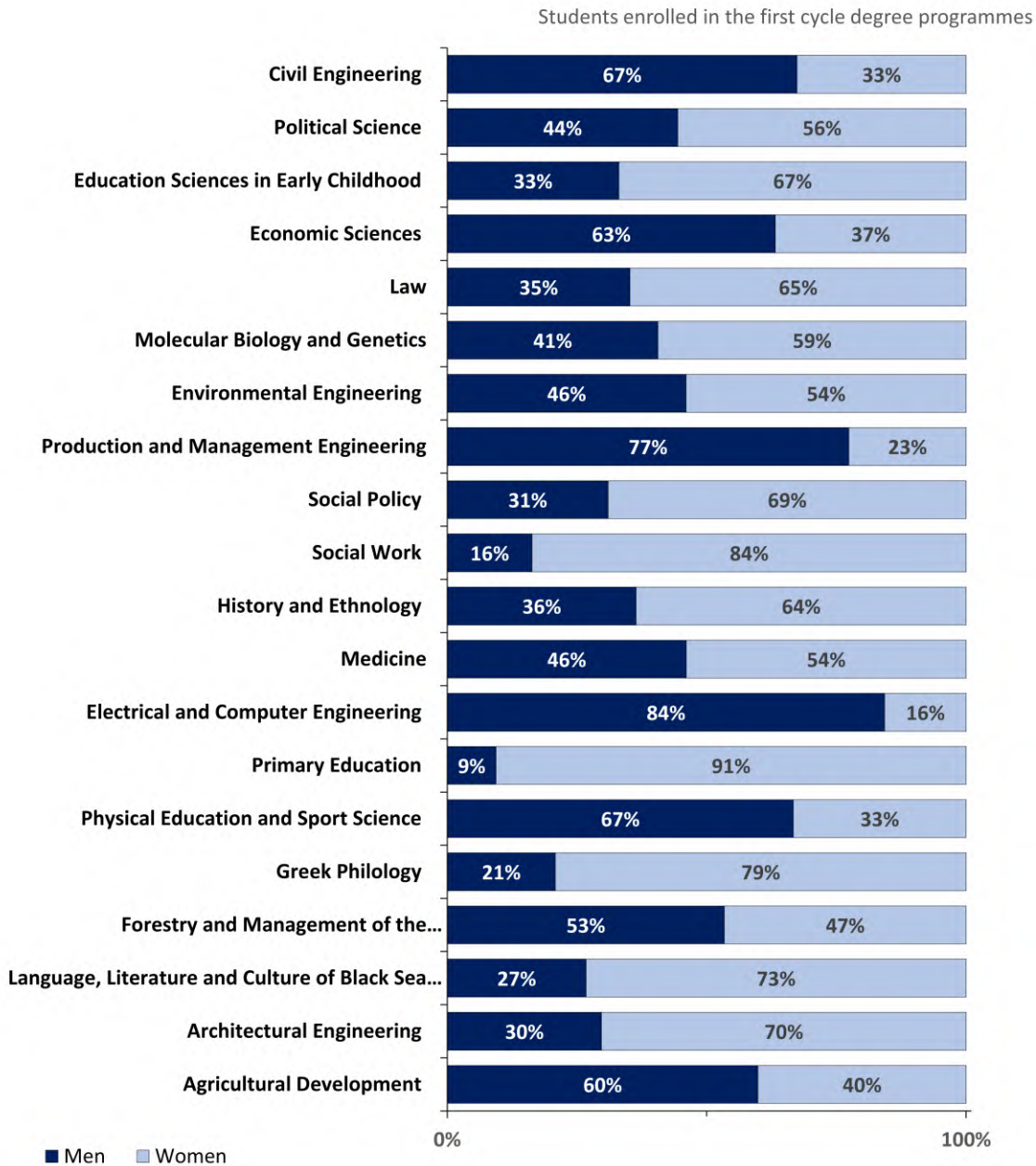


Figure 4 presents the number of students enrolled in the first year of undergraduate degree programmes in 2021, broken down by gender. Strong gender differences can be observed across disciplines. Men dominate in engineering and technical fields such as Electrical and Computer Engineering, Civil Engineering, and Production and Management Engineering, as well as in Physical Education and Agricultural Development (Fig. 4). In contrast, women are the majority in programmes related to education, care, and the humanities, including Primary Education, Social Work, Greek Philology, and Education Sciences in Early Childhood (Fig. 4).

Other fields show a more balanced gender distribution. Medicine, Political Science, Law, Economic Sciences, and Environmental Engineering reflect a near parity between men and women, with neither gender overwhelmingly dominant (Fig. 4). Overall, the data highlight persistent patterns of gender segregation in academic choices: while women tend to concentrate in social sciences, education, and health-related areas, men remain strongly represented in STEM and technical programmes.

Fig. 4 – Number of students enrolled in the 1st year broken down by the different undergraduate degree programmes (2021)

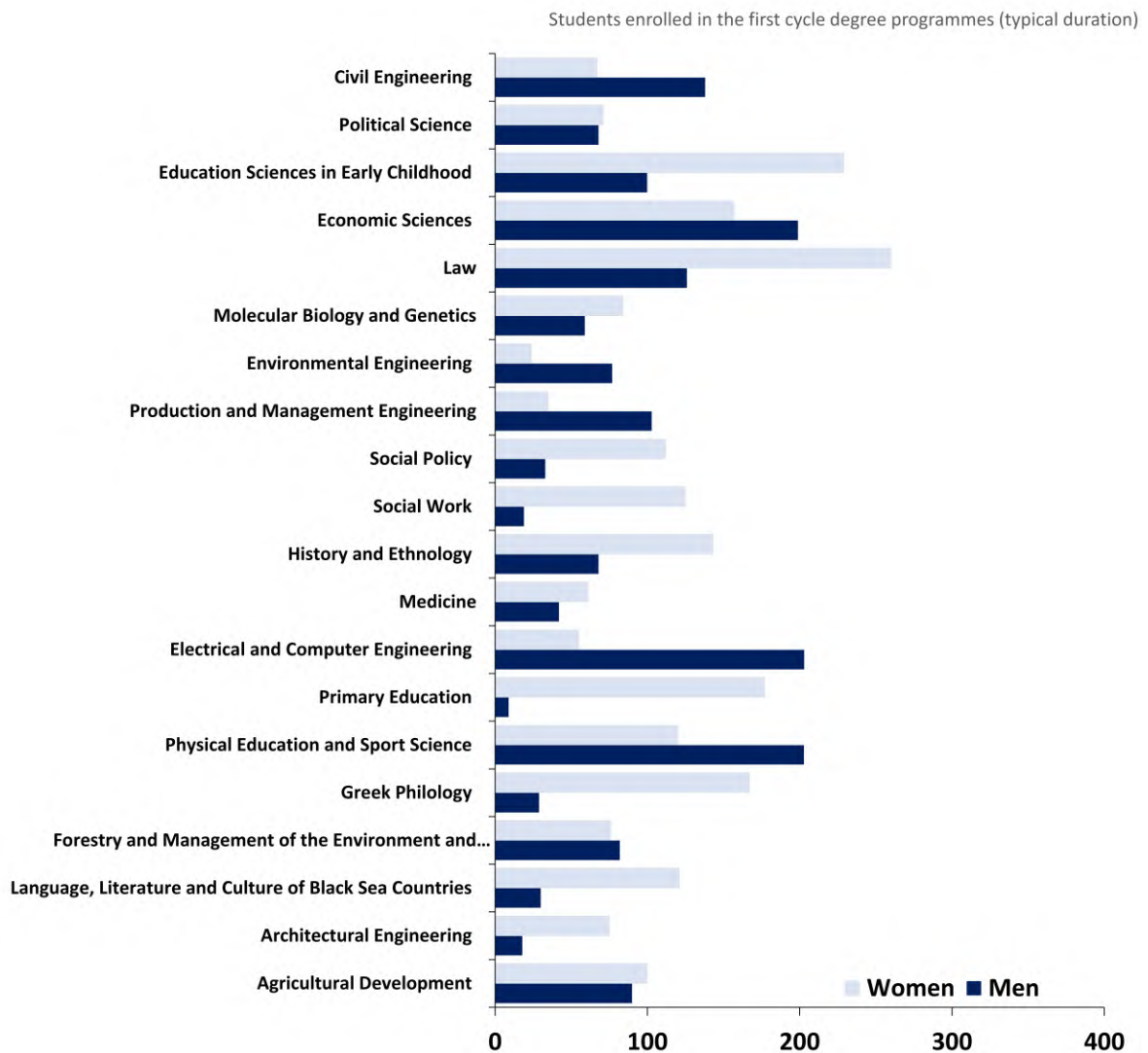
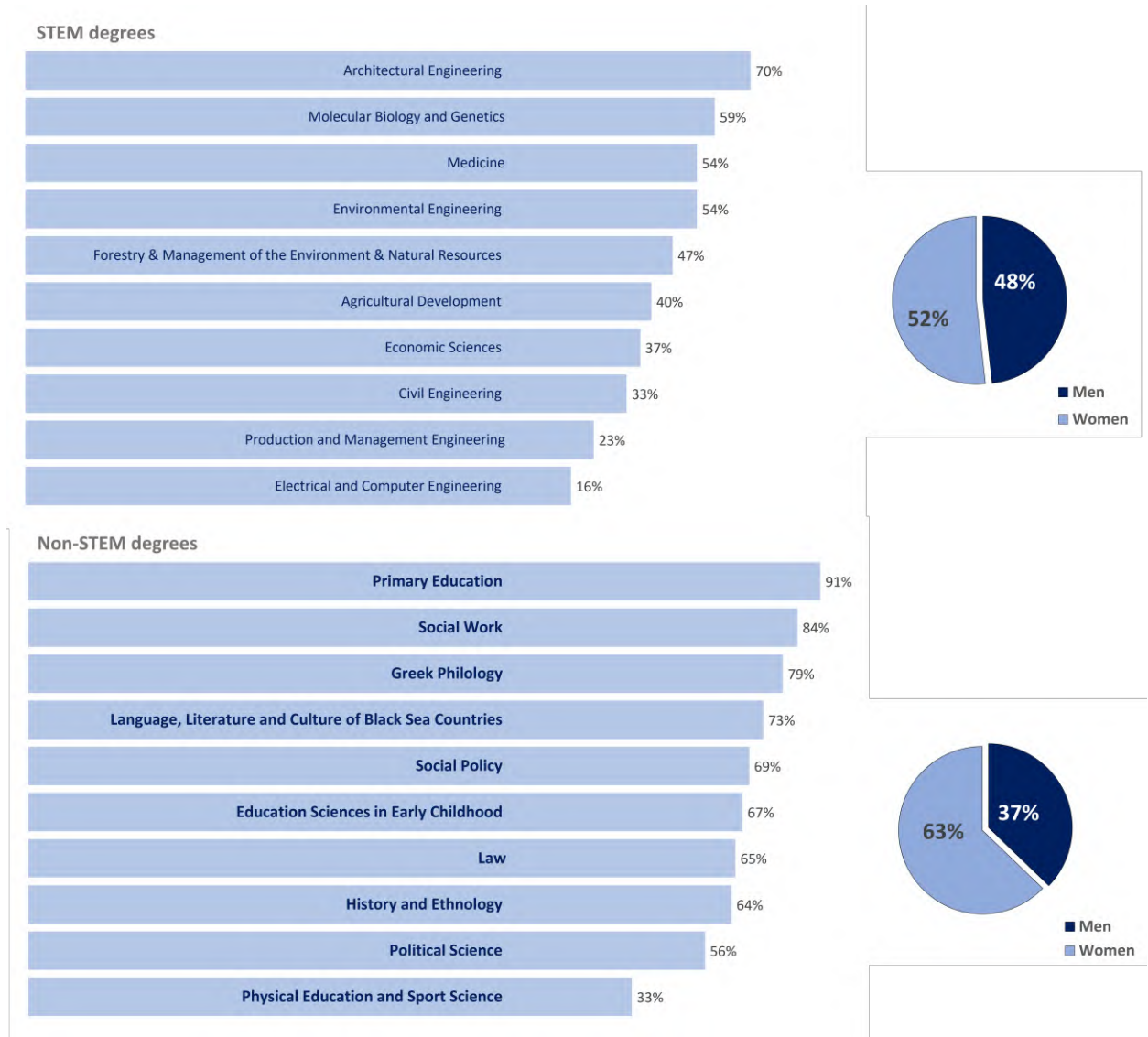


Fig. 5 – Percentage of women students broken down by STEM and non-STEM degree programmes (2021)

The bar chart offers a more granular view of gender distribution by field of study categorizing degrees into STEM and non – STEM. The two accompanying pie charts provide a visual summary, showing balanced split in STEM, including 48% men and 52% women, and a strong female majority in non – STEM (37% men and 63% women).



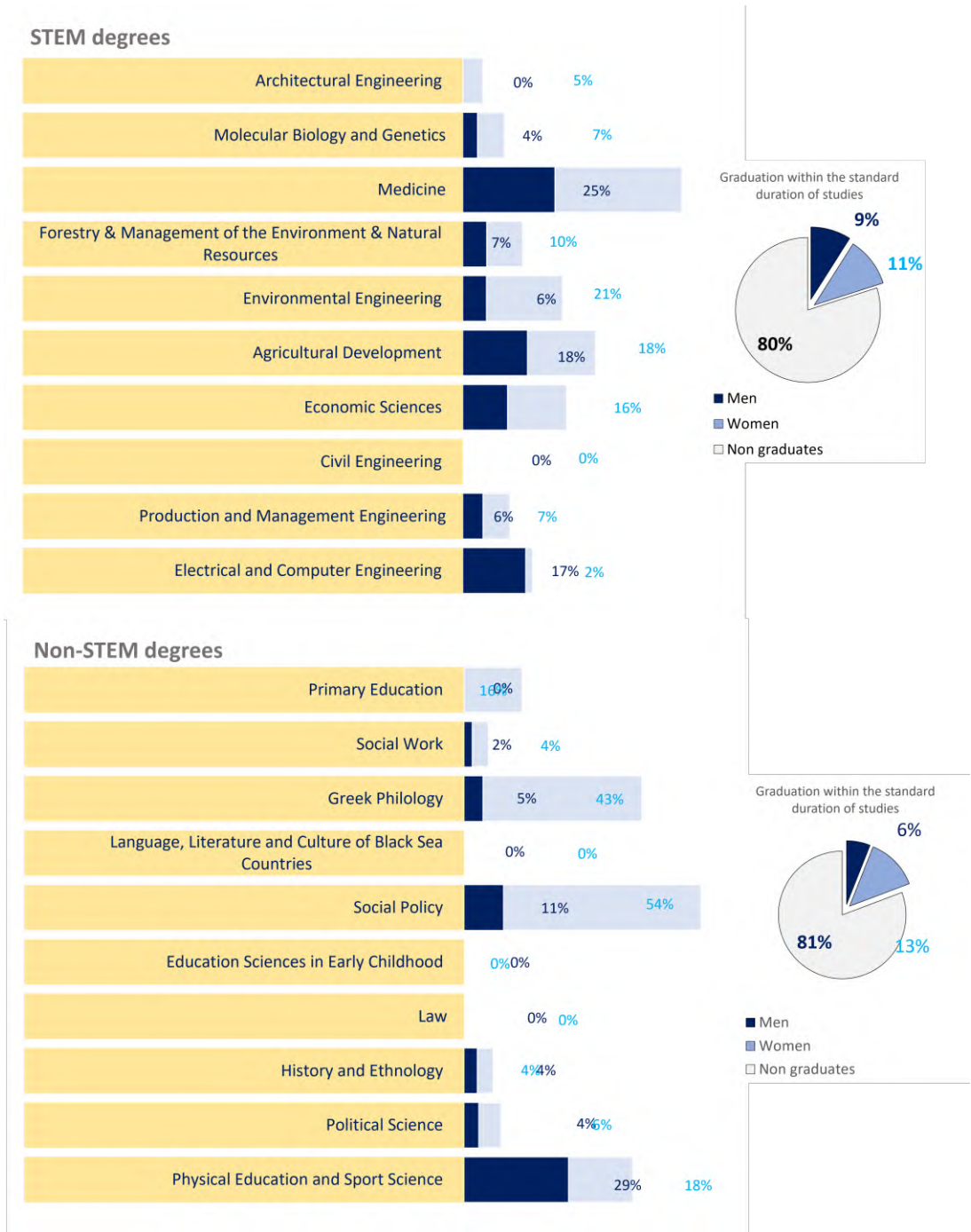
Within the STEM category, the distribution is far from uniform. Some fields are significantly male – dominated, most notably Electrical and Computer Engineering, where women constitute only 16% of students. This trend continues in Production and Management Engineering (23% women) and Civil Engineering (33% women). On the other hand, women hold a strong majority in other STEM fields, such as Architectural Engineering, where women students constitute 70% of the population, and Molecular Biology and Genetics with 59% women. Medicine and Environmental Engineering also show a female majority, with women making 54% of students in both programmes.

The female majority in non – STEM degrees is particularly pronounced. Primary Education has the highest female representation on the entire chart, with a remarkable 91% of students being women. Other field like Social Work (84% women) and Greek Philology (79% women) also show a significant female dominance. Even in traditionally more balanced fields, women are majority making up 65% of students in Law and 56% in Political Science. The only exception to this pattern is Physical Education and Sport Science, which is the sole non – STEM programme on the chart where men are the majority, with women accounting for 33% of the student body.

Based on the pie charts, the data clearly indicates a notable difference in gender distribution between degree categories. While STEM fields show a near – equal balance with a slight female majority (52% women), non – STEM degrees are overwhelmingly female – dominated, with women comprising 63% of the student population.

Fig. 6 – Students graduate within the standard duration of STEM and non-STEM degree programmes (2021)

The data reveals a notable difference in on – time graduation rates, with women showing more success than men. The pie charts indicate that the vast majority of students, 80% in STEM and 81% in non – STEM, do not complete their degrees within the standard duration of their studies. However, among those who do, women have higher on – time graduation rate. In STEM, 11% of women graduate on – time versus 9% of men, while in non – STEM, 13% of women graduate on time compared to only 6% of men.



While the overall on – time graduation rate in STEM is low, women show greater success, with significant differences across individual programmes. Medicine stands out with a relatively high on – time graduation rate for women being more than 25%, which is the highest rate for women in all STEM degrees show. Environmental Engineering has also high graduation rate for women (21%), supporting further the trend of women’s on – time graduation success. Similarly, Economic Sciences has a higher rate on – time graduation for women (18%).

However, other STEM fields present a different picture. Agricultural Development has an on – time graduation rate 18% for both men and women, showing a relative balance. In contrast, Electrical and Computer Engineering has a high on – time graduation rate for men (17%), but very low rate for women (2%), which reflects the male dominance of the field. Finally, certain fields have an extremely low on – time graduation rate for both genders, such as Architectural Engineering and Civil Engineering, where the on – time graduation rate is a reported 0% for both men and 5% for women.

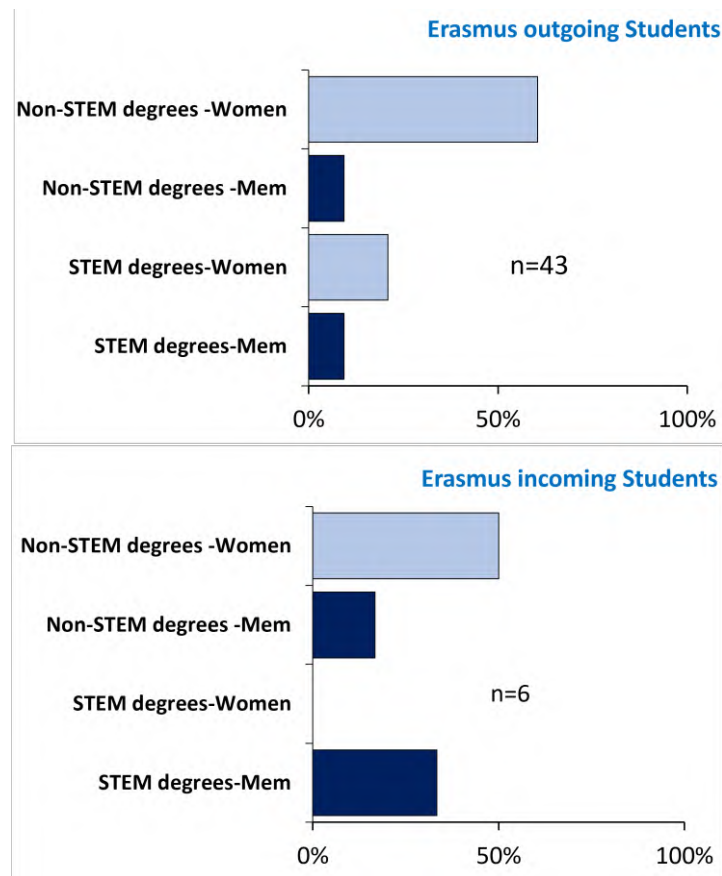
The overall on – time graduation rate in non – STEM fields are similarly low, but women show considerably more success than men. The bar chart reveals a more nuanced story. Physical Education and Sport Science has the highest overall on – time graduation rate on the entire chart, with men graduating at 29% and women at 18%, showing a considerable success rate for both genders. Social Policy shows a very high on – time graduation rate for women at 54%, while men have a much lower rate at 11%. Greek Philology presents a significant gender gap in on – time graduation, with women graduating at a high 43% compared to men at only 5%.

Conversely, some non – STEM fields show incredibly low or non – existent on -time graduation rates. Primary Education has a high rate for women at 10% and an almost non – existent rate for men at 0%. Social Work has a low rate for both genders (2% for men and 4% for women), while Education Sciences in Early Childhood and Language, Literature and Culture of Black Sea Countries and Law have 0% on – time graduation rate for both men and women. History and Ethnology also show exceptionally low rates for both genders (4%).

The overall trend shows women graduating within the standard duration of studies at a higher rate than men in both STEM and non – STEM fields, this success is not uniform across all disciplines.

Fig. 7 – Students taking part in the Erasmus mobility project broken down by gender and STEM / non-STEM degree programmes in outgoing and incoming students (2021)

These charts offer a comprehensive view of gender distribution within the student body, focusing on two key aspects: academic field of study and participation in international mobility programmes. The data illustrates a general trend of women outnumbering men in total enrollment, particularly within non – STEM fields and reveals how these gender demographics are reflected in and contrasted by the Erasmus student exchange program.



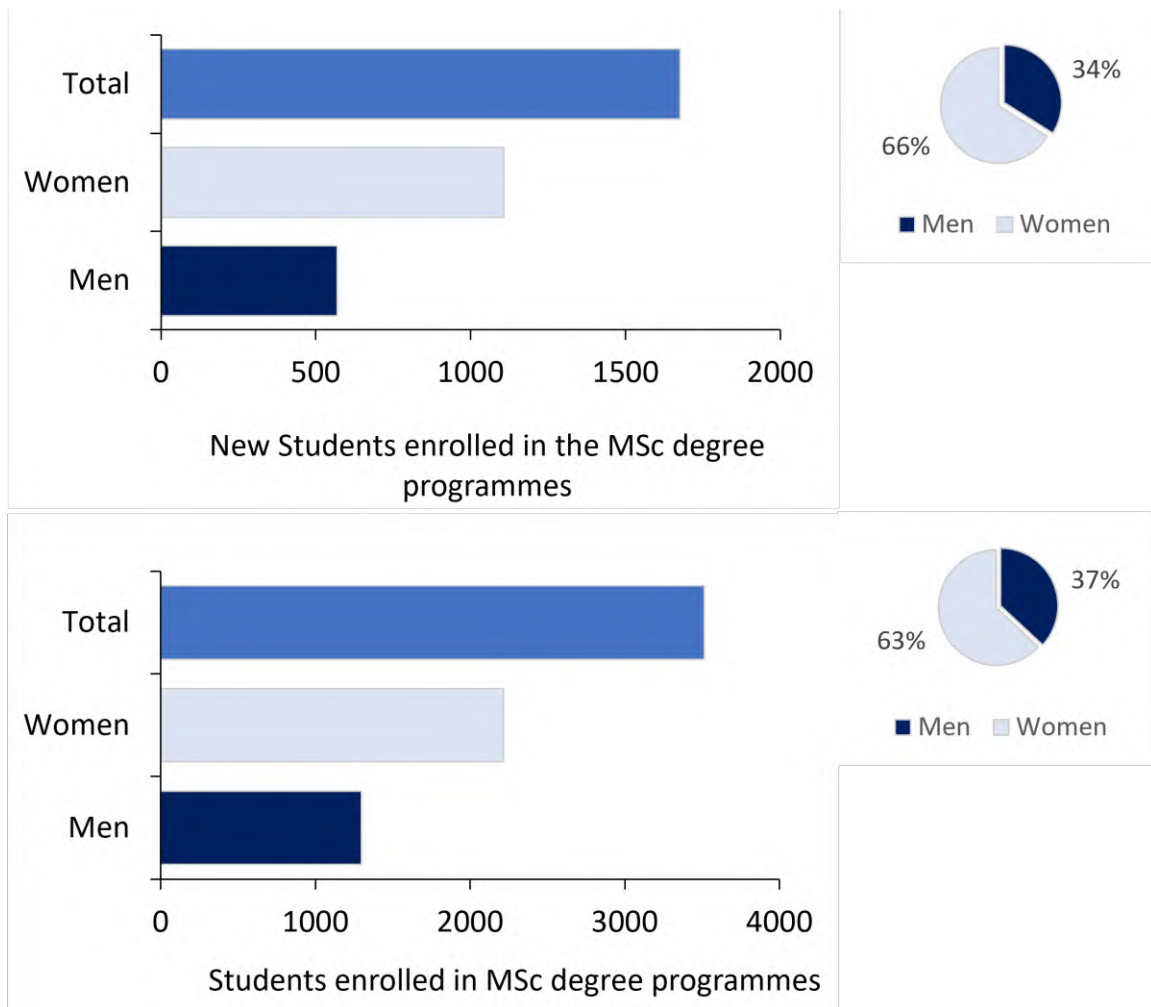
The top panel, with a total of 43 outgoing students, reveals a strong gender and degree field imbalance. Women, particularly those in non – STEM degrees, constitute the overwhelming majority of students who choose to study abroad. Their bar extends well beyond the 50% mark, visually dominating the chart. In contrast, women in STEM degrees represent a significantly smaller portion of outgoing students, with their bar being much shorter. Men’s participation is a small fraction of the total, with both non – STEM men and STEM men having short bars, suggesting their combined participation is a minor percentage of the total group. This indicates that women, especially those in humanities and social sciences, are the primary drivers of outgoing mobility.

The bottom panel, with a significantly smaller total of only 6 incoming students, presents a different demographic profile. While women from non – STEM degrees still represent a substantial portion of the group, their dominance is less pronounced than in the outgoing students. Men from STEM degrees have the largest bar in this group, indicating that they make up the single largest category of incoming students, a stark contrast to their minimal presence among outgoing students. Meanwhile, women in STEM degrees are not represented at all, as their bar is nonexistent. The participation of men in non – STEM degrees is also proportionally higher than their outgoing counterparts, though still a minor part of the total. Overall, the composition of incoming students is much more balanced between genders and heavily skewed toward STEM men.

1.2. Postgraduate students

Fig. 8 – Gender of students enrolled in master's degree programmes (2021)

The charts provided offer a comprehensive look at gender distribution among students at the postgraduate level, both in terms of total enrollment and specific fields of study. They highlight key trends in MSc degree programmes, distinguishing between new students and the overall student body, while also providing a granular view of how gender is represented across a range of STEM and non – STEM disciplines.



In the chart, focusing on new students enrolled in MSc programmes, a clear female majority is evident. The bar charts show a total number just over 1600, with the bar for women significantly

longer than the one for men. The pie chart quantifies this, revealing that women make up substantial 66% of new MSc students, while men account for only 34%. This trend of a female majority continues when looking at the total number of students enrolled in MSc programmes. When looking at the total population of all students enrolled in these programmes, the female majority remains, though it is slightly less pronounced. The bar for total students is, as expected, much longer, with a total count of over 3400 individuals. Women still make up a majority, represented by a robust 63%, while men account for 37%. The higher percentage of women in the new student cohort compared to the total student body is a key insight from the chart. This suggests a growing trend of female enrollment in MSc programmes, indicating that the percentage of women in the overall student population is likely to increase in the coming years as this newest cohort progresses through their studies.

Fig. 9 – Gender of students enrolled in master’s degree programmes who graduate within and beyond the standard duration of the MSc degree programmes (2021)

This chart provides specific data on graduates in master’s degree programmes. More specifically, it shows the gender distribution of those who graduate within and beyond the standard duration of their studies.

The top proportion of the chart, which focuses on students who completed their master’s degree on time, clearly shows a strong female majority. The total number of on – time graduate is around 650 people. The bar chart visually represents the difference in numbers, with the bar for women being significantly longer than the one for men. This is precisely quantified by the pie chart, which reveals that 69% of on – time graduates were women, while men constituted only 31%. This indicates that in master’s programmes, women are more than twice as likely to graduate within the standard timeframe compared to their male counterparts.

The bottom section of the chart examines graduates who took longer to complete master’s degree. The total number of graduates in this category is slightly smaller, at around 530 people. While women still make up the majority, their share is less pronounced than in the on – time group. The bar chart reflects this, showing a smaller gap between men and women. The pie chart quantifies this distribution, with women comprising 60% of late graduates and men account for 40%. This shows that even among students who take longer to complete their master’s degrees, women still form the majority.

Overall, this chart highlights that women are dominant force in master’s degree completions, whether they graduate on – time or after the standard duration. The data from this chart is particularly notable as it shows women succeeding in on – time completion at much higher rate than men, a trend that is consistent even among those who graduate late.

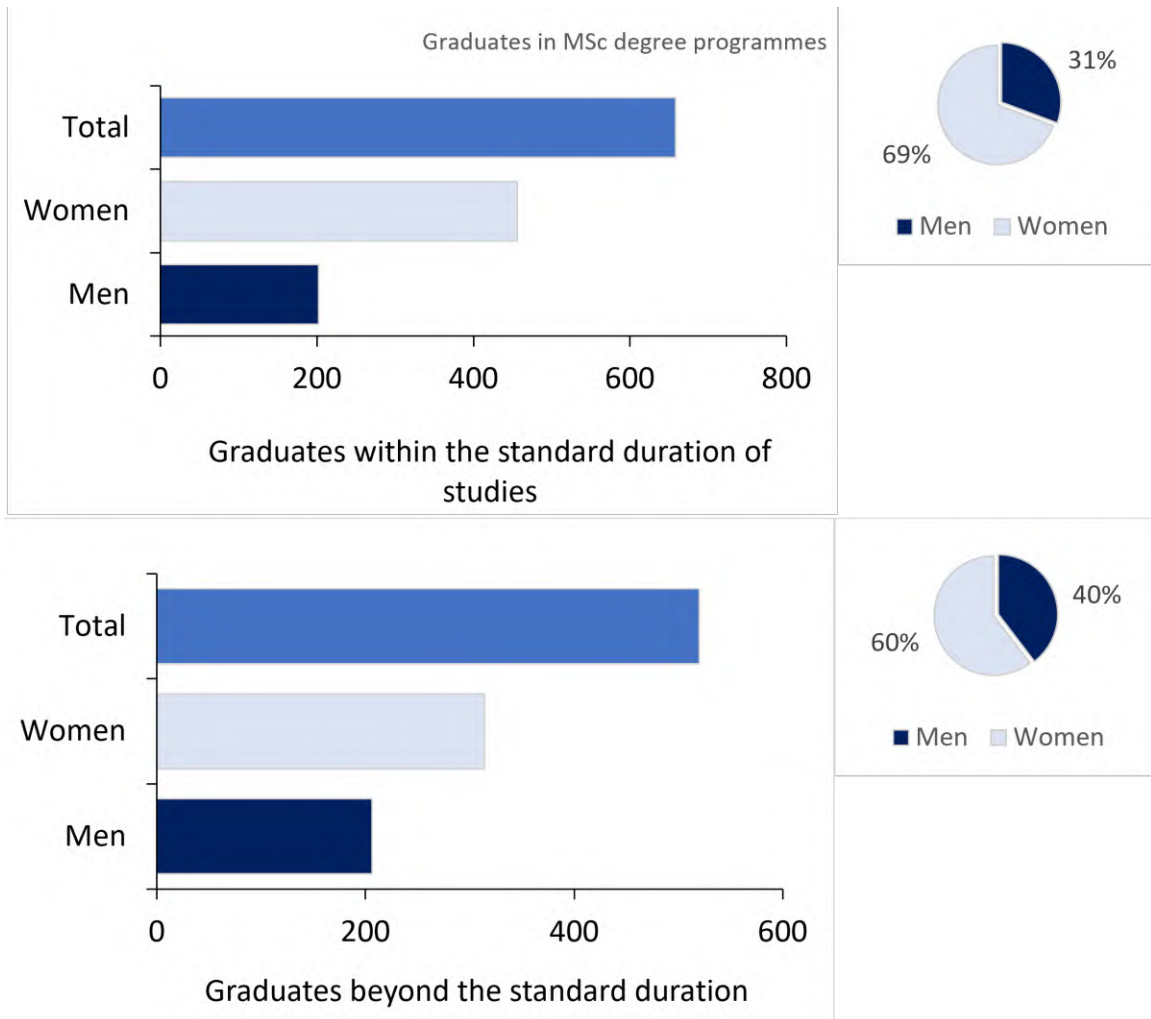
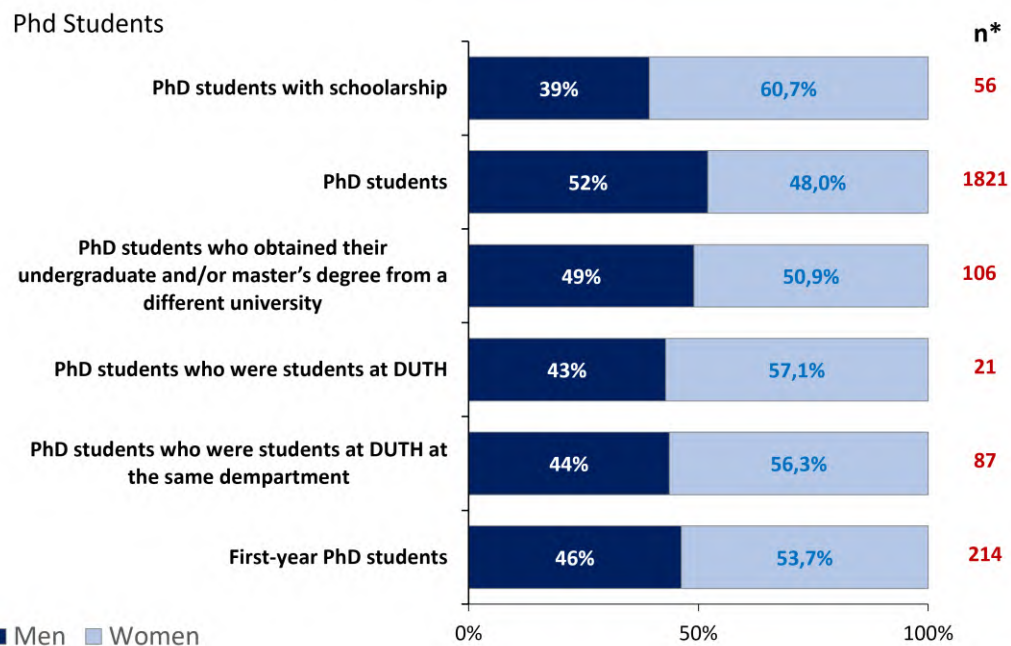


Fig. 10 – Gender of students enrolled in PhD programmes (2021)



(n* = Men + Women)

1. PhD Students with Scholarship

Among PhD students receiving scholarships, women represent a clear majority at 60.7%, compared to 39% for men. This significant difference may be attributed to several factors, such as women’s higher academic performance, greater proactivity in applying for financial aid, or institutional and national policies designed to promote female participation in research. It is also possible that women are more likely to seek scholarships due to financial considerations or long-term career planning. This trend suggests that funding opportunities are playing a critical role in supporting female researchers, potentially narrowing historic gender gaps in doctoral education. However, the lower percentage of men receiving scholarships could indicate a missed opportunity among male students to secure available funding.

2. Overall PhD Students

The overall enrollment of PhD students shows a relatively balanced gender distribution, with 52% men and 48% women among 1,821 students. While men maintain a slight majority, the difference is marginal, reflecting a broader societal shift toward greater gender equality in higher education. Historically, PhD programs were predominantly male-dominated, but recent efforts to promote diversity and inclusion appear to be working. This near-parity may also be influenced by increased female participation across various academic fields, improved access to funding, and growing societal acceptance of women pursuing advanced research careers. The balance is a positive indicator for the academic environment, as it fosters collaboration, innovation, and equitable opportunities for both genders.

3. PhD Students with Previous Degrees from a Different University

In the group of PhD students who obtained their undergraduate or master's degrees from a different university, women slightly outnumber men, accounting for 50.9% compared to 49%. This minor but notable difference suggests that women may be marginally more inclined toward academic mobility when pursuing doctoral studies. Several factors may explain this trend: women might seek better funding opportunities, specialized research programs, or supportive academic environments at other institutions. The nearly equal representation between men and women also highlights that doctoral education is becoming increasingly accessible and competitive across genders. Encouraging academic mobility benefits research quality by promoting diversity of thought and exposing students to varied institutional strengths.

4. PhD Students Previously at DUTH (All Departments)

Among students who completed previous studies at DUTH but not necessarily in the same department, women represent 57.1%, while men account for 43%. This indicates that women demonstrate greater loyalty to the university by choosing to continue their doctoral studies within the same institution. Such a trend may stem from positive experiences during earlier studies, access to supportive faculty networks, or favorable institutional policies that encourage women to pursue advanced research. The higher female retention rate also suggests that DUTH provides an environment where women feel academically supported and motivated to progress in their careers. From an institutional perspective, this could be leveraged as a strength to further enhance doctoral programs and attract top female talent.

5. PhD Students Previously at DUTH (Same Department)

For students who previously studied in the same department at DUTH, women again make up a majority at 56.3%, compared to 44% for men. This pattern indicates that female students are more likely to continue their academic journey within a familiar research environment. Possible explanations include stronger mentoring relationships, established research collaborations, and a sense of belonging within the department. Men, on the other hand, may be more inclined to explore opportunities elsewhere, either for career diversification or broader exposure. The high retention of female students within the same department highlights the importance of inclusive departmental cultures and strong academic support systems, which seem to encourage women to deepen their expertise without seeking external alternatives.

6. First-Year PhD Students

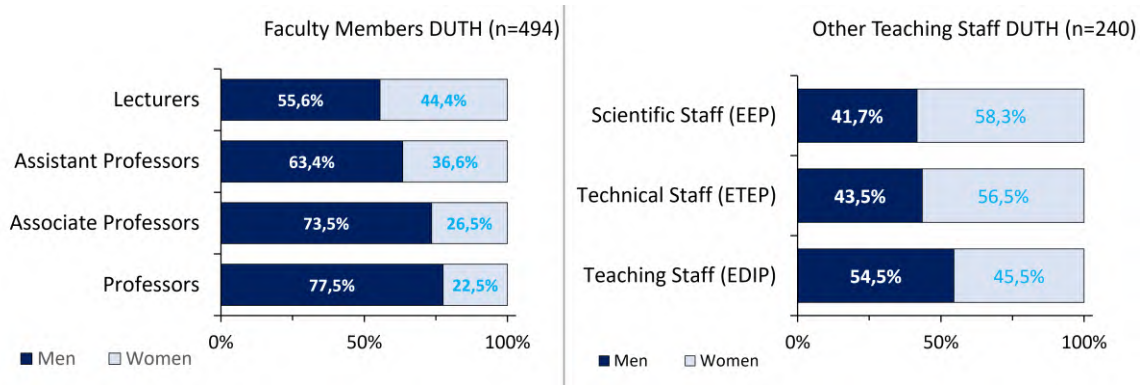
Among first-year PhD students, women hold a slight majority at 53.7%, compared to 46% for men. This shift indicates a generational change in doctoral education, where more women are pursuing advanced research degrees than before. Several factors contribute to this upward trend, including higher female success rates in undergraduate and master's programs, increased societal encouragement for women to pursue research, and broader outreach initiatives promoting female participation in STEM and academia. This growing representation suggests that future cohorts of PhD graduates may be female-dominated, especially if current trends in scholarships and retention persist. For universities, this development underscores the importance of adapting

policies and resources—such as mentorship, leadership programs, and family support systems—to better accommodate the evolving demographics of doctoral education.

2. Faculty members

2.1. Recruitment

Fig. 11 – Gender representation in Teaching & Research staff (2021)



Other Teaching Staff: Teaching Staff (EDIP), Technical Staff (ETEP), Scientific Staff (EEP)

1. Lecturers

Among lecturers at DUTH, men constitute 55.6%, while women represent 44.4%. This shows a moderate gender gap but still reflects a relatively balanced representation compared to higher academic ranks. The smaller disparity could indicate that entry-level academic positions are more accessible to women, possibly due to inclusive hiring policies, early-career support programs, or higher numbers of female postgraduates entering academia. However, this balance tends to decrease as we move to higher ranks, suggesting potential barriers to academic advancement for women.

2. Assistant Professors

For assistant professors, the gender gap widens, with men accounting for 63.4% compared to 36.6% women. This indicates that fewer women progress from lecturer roles to assistant professor positions, despite relatively equal representation at entry levels. Possible reasons may include limited mentorship opportunities, disproportionate family or caregiving responsibilities, or systemic biases in academic promotions. Addressing these factors through structured career development pathways and targeted training programs could help narrow this gap.

3. Associate Professors

At the associate professor level, the gender disparity becomes more pronounced, with men representing 73.5% and women only 26.5%. This sharp drop suggests significant structural and cultural challenges that hinder women from advancing in academia. These challenges may include higher competition for promotions, lack of sponsorship in academic networks, and biases favoring male candidates. Such patterns are consistent with the “leaky pipeline” phenomenon, where women gradually exit the academic pathway as rank increases. Institutional initiatives such as

mentorship programs, leadership training, and work-life balance support could improve women's representation in senior academic roles.

4. Professors

The disparity peaks at the professor level, where 77.5% are men and only 22.5% are women. This reflects a glass ceiling effect in academia, where women's career progression slows significantly at the highest ranks. Despite gains in early-stage positions, women remain underrepresented in top leadership roles, which can perpetuate cycles of male dominance in research funding, departmental leadership, and policy influence. To counteract this imbalance, universities need to actively promote diversity policies that facilitate women's career advancement through mentorship, grant opportunities, and transparent promotion criteria.

5. Scientific Staff (EEP)

In contrast to faculty roles, scientific staff positions demonstrate a reverse trend, with women forming the majority (58.3%) compared to 41.7% men. These roles often involve research support rather than leadership, which may explain the higher female representation. Women may prefer or be steered toward these positions due to greater job stability, lower competition, or fewer administrative burdens compared to professorial tracks. While this is positive in terms of women's engagement in research, institutions should ensure that female talent is also represented in decision-making roles.

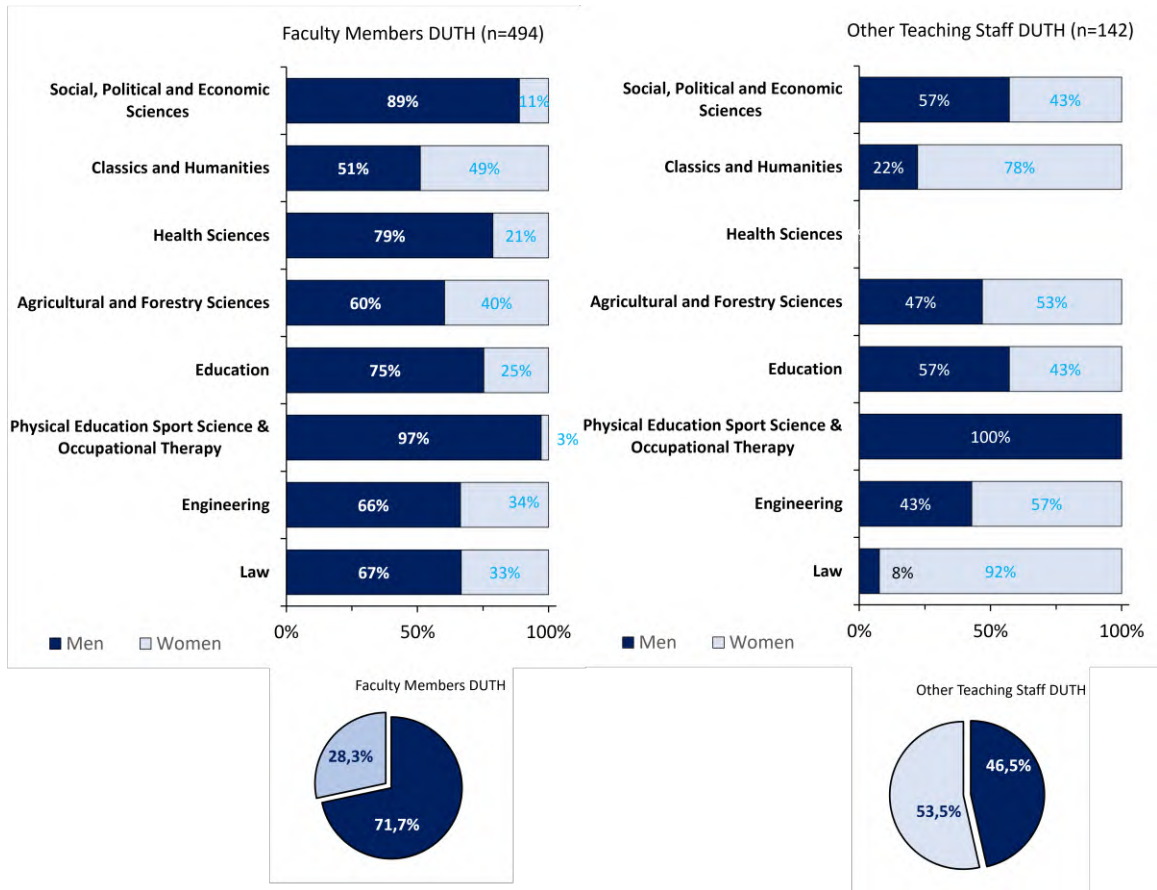
6. Technical Staff (ETEP)

Within technical staff roles, women make up 56.5% compared to 43.5% men, continuing the trend of female predominance in support-oriented positions. This may be linked to perceived job security, fewer research pressures, or traditional gendered expectations associated with technical assistance. However, the concentration of women in non-academic roles highlights the need for career mobility mechanisms to encourage transitions from technical positions into research or academic tracks.

7. Teaching Staff (EDIP)

For other teaching staff, men are slightly more represented at 54.5%, compared to 45.5% women. This relatively balanced ratio shows that women participate significantly in non-faculty teaching roles, though men still hold a slight edge. These roles could provide a feeder pathway into academic careers if institutions implement professional development frameworks aimed at enabling teaching staff to pursue higher academic qualifications and secure promotions.

Fig. 12 – Gender representation in Teaching & Research staff broken down by schools (2021)



Other Teaching Staff: Teaching Staff (EDIP), Technical Staff (ETEP), Scientific Staff (EEP)

Faculty Members DUTH (n=494)

In the Faculty Members category, the data reveals a clear male dominance across most schools. The School of Social, Political and Economic Sciences demonstrates one of the most significant disparities, with 89% men and only 11% women, indicating a substantial gender imbalance in academic leadership or professorship roles. The Classics and Humanities faculty is nearly gender-balanced, with 51% men and 49% women, standing out as an exception among the schools and suggesting more inclusive hiring or advancement practices. In Health Sciences, the male dominance continues, with 79% men and 21% women, despite the field’s general female-majority trend globally, indicating potential barriers to female advancement in academia. The Agricultural and Forestry Sciences faculty shows a moderate gap, with 60% men and 40% women, reflecting some gender inclusivity but still skewed towards men. In Education, 75% of faculty are men, and 25% are women, which is contrary to global norms where education is typically a female-dominated field. The Physical Education, Sport Science & Occupational Therapy school shows the most extreme imbalance, with 97% men and only 3% women, reinforcing traditional gender stereotypes in sports-related academic roles. In Engineering, 66% of faculty are men and 34% are

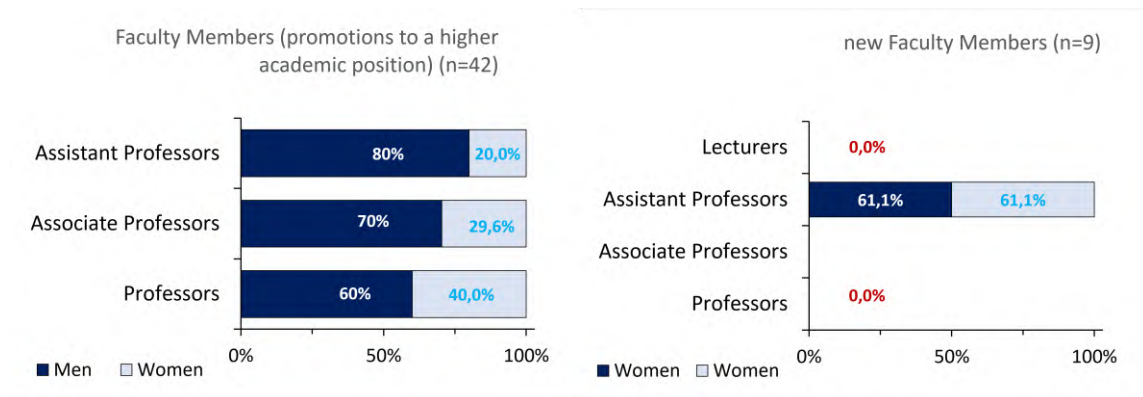
women, a significant gap but slightly better than global averages for engineering academia. Lastly, Law is also male-dominated with 67% men and 33% women, showing the need for more gender equity efforts. Overall, 71.7% of faculty members are men, and only 28.3% are women, pointing to a university-wide issue of gender disparity in academic faculty positions.

Other Teaching Staff DUTH (n=142)

In contrast to the faculty members, the Other Teaching Staff category displays a more balanced and in some cases female-dominated gender distribution. In the School of Social, Political and Economic Sciences, 57% are men and 43% are women, indicating a more equitable gender distribution in non-faculty roles. The Classics and Humanities staff is predominantly female, with 78% women and only 22% men, suggesting that women are more represented in support or teaching-assistant roles within this field. In Health Sciences, all staff members in this category are women (100%), reflecting an extreme gender imbalance, though in favor of women this time, which may correlate with women’s higher representation in clinical or laboratory support roles. Agricultural and Forestry Sciences shows an almost equal split with 47% men and 53% women, indicating a commendable balance. In Education, the gender distribution is 57% men and 43% women, which, while still male-dominated, is more balanced than in the faculty category. However, in Physical Education, Sport Science & Occupational Therapy, the imbalance is reversed from Health Sciences: 100% of other teaching staff are men, highlighting a complete lack of gender diversity in this area. Interestingly, Engineering has more women (57%) than men (43%) in these roles, a reversal of the faculty data and a sign that women may be entering technical or support roles even in traditionally male-dominated fields. The Law school has the most skewed gender ratio in this category, with 92% women and only 8% men, indicating that women heavily occupy support roles in legal education. Overall, 53.5% of the other teaching staff are women, and 46.5% are men, showing a more balanced – and in some cases female-majority – distribution in support or adjunct academic roles compared to the main faculty.

2.2. Career progression

Fig. 13 – Gender representation in the promoted faculty staff in a higher academic position and in new positions (2021)



Faculty Promotions to Higher Academic Positions (n=42)

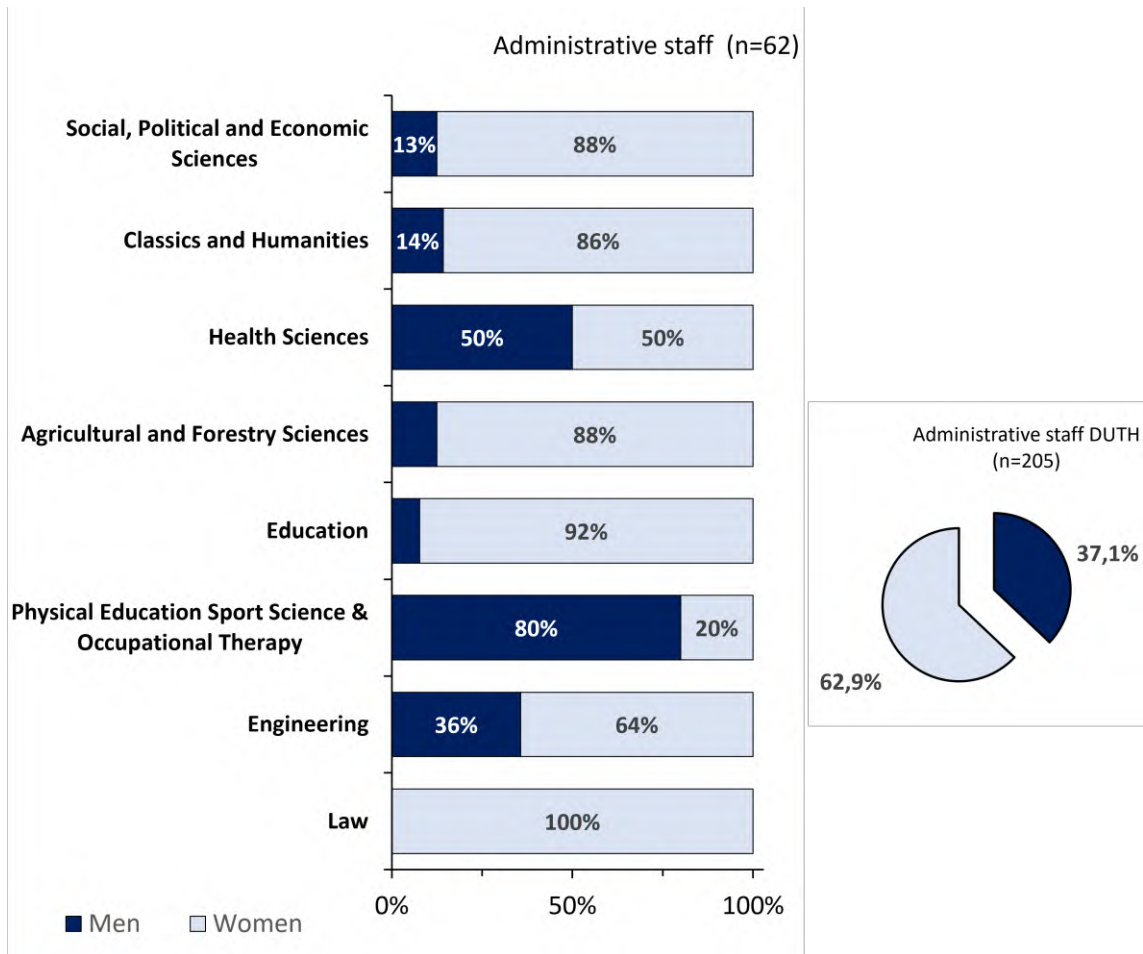
The data on faculty promotions shows a clear trend of male dominance across all levels of academic advancement, though the gender gap narrows slightly at higher ranks. Among those promoted from Assistant to Associate Professor, 80% were men and only 20% were women, indicating that women face significant barriers in early academic career progression. For promotions from Associate to Full Professor, 70% were men and 29.6% were women, which, while still showing disparity, is a modest improvement. Interestingly, at the highest promotion level (to Professors), the proportion of women increased further, with 40% of promotions going to women, compared to 60% for men. This upward trend in female representation at higher ranks could suggest that once women surpass the initial barriers in academia, they are more likely to advance. However, it may also reflect the fact that fewer women are entering the academic ladder at the lower levels, thus skewing the smaller pool of women who remain and persist in the system. The data points to a need for support and mentoring programs aimed at early- to mid-career female academics to ensure more equitable promotion opportunities.

New Faculty Members (n=9)

When examining newly appointed faculty members, the gender representation appears more balanced, although the data set is small (n=9). For new Assistant Professor appointments, the gender split is 61.1% men and 61.1% women, which suggests that both men and women are entering this academic level in equal numbers — though the dual 61.1% figure likely reflects rounding in a small sample. Notably, there were no women or men appointed as Lecturers, Associate Professors, or Professors in 2021, indicating either a hiring freeze at these ranks or a very selective recruitment process focused solely on entry-level academic roles. While the balanced recruitment at the Assistant Professor level is encouraging, it contrasts with the male-dominated promotion data, implying that gender disparities may develop later in academic careers. Sustained gender equity at the entry level will only be meaningful if women are supported to progress into higher academic positions over time.

3. Administrative staff

Fig. 14 – Gender representation in the administrative staff broken down by schools and at the Institutional (DUTH) level (2021)



The figure titled "**Gender representation in the administrative staff broken down by schools and at the Institutional (DUTH) level (2021)**" provides a detailed overview of gender distribution among administrative staff members at Democritus University of Thrace (DUTH), categorized by school. The total number of administrative staff considered is 62, with a larger institutional overview based on 205 individuals. The visual data reveals important insights into the gender dynamics across various academic units, highlighting fields that either reinforce or challenge traditional gender roles.

Starting with the School of Social, Political and Economic Sciences, we observe a significant gender imbalance, where only 13% of administrative staff are men while 88% are women. This pattern suggests a strong female presence in administrative roles in disciplines traditionally aligned with

the social sciences, possibly reflecting broader social trends of higher female participation in these areas. A similar trend is seen in the School of Classics and Humanities, where men represent just 14% of administrative staff compared to 86% women, reinforcing the observation that administrative roles in humanities-oriented faculties are predominantly filled by women.

In stark contrast, the School of Health Sciences demonstrates complete gender parity, with 50% men and 50% women making up the administrative staff. This balance is notable and may reflect a more deliberate effort within the health sciences to maintain equitable gender representation in administrative roles, or it may stem from a generally balanced gender representation in the health professions.

The School of Agricultural and Forestry Sciences also shows a strong female dominance in administrative roles, with 88% women and only 12% men. This pattern may again be attributed to the administrative workforce composition rather than the academic field itself, which typically sees more balanced or even male-dominant representation among academic and technical staff.

An even more skewed gender distribution is seen in the School of Education, where 92% of the administrative staff are women, and only 8% are men. This reflects a traditional association of women with educational and nurturing roles, extending from teaching into administrative support roles within education faculties.

The School of Physical Education, Sport Science & Occupational Therapy diverges from the trend with a male-dominant staff composition: 80% men and only 20% women. This is the most male-dominated field among the schools surveyed and aligns with stereotypical gender norms associated with sports and physical education, which have historically favored male participation and employment.

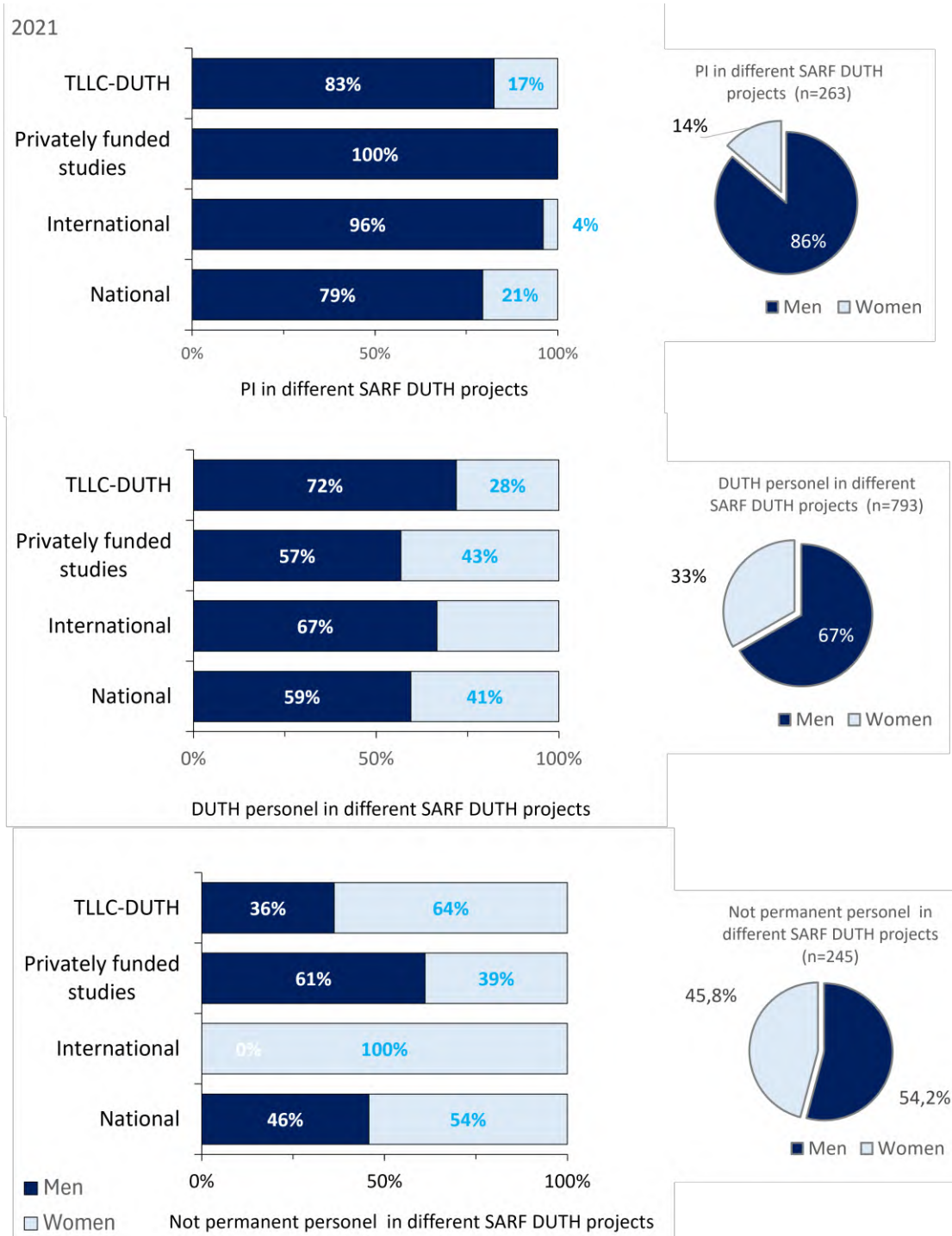
The School of Engineering also shows male dominance, but to a lesser extent: 36% men and 64% women. While women still outnumber men, the gender gap is narrower compared to other schools. Engineering is traditionally male-dominated in academic staff, so the relatively higher female representation in administrative roles might suggest a divide between academic and support positions within the faculty.

Finally, the School of Law reports an exclusively female administrative staff, with 100% women and 0% men. This complete absence of men in administrative roles could be coincidental due to a small sample size or may reflect a broader institutional or cultural trend within the law faculty.

The pie chart representing administrative staff at the institutional level (DUTH) shows a 62.9% majority of women compared to 37.1% men, further supporting the observation that administrative roles across the university are predominantly held by women. This gender imbalance across most schools raises questions about gendered labor divisions, institutional hiring practices, and cultural perceptions surrounding administrative roles in academia. While some fields reflect efforts toward gender equity (e.g., Health Sciences), most show a strong skew—primarily in favor of women—indicating the persistence of traditional gendered roles in administrative sectors within higher education.

4. Research

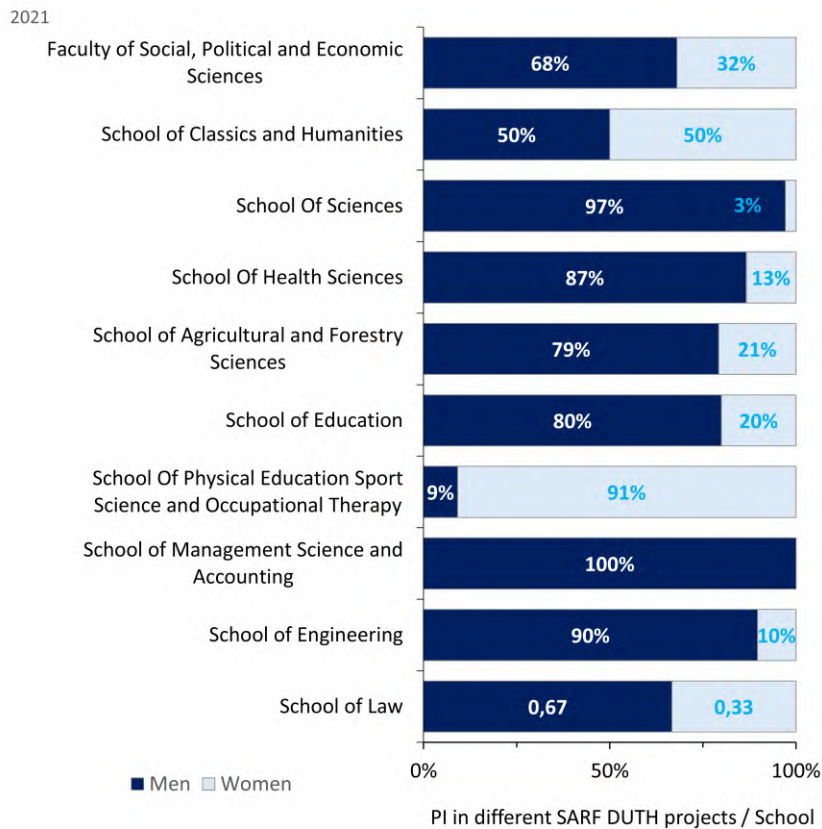
Figure 15 – Gender representation in staff participating in projects of SARF DUTH (2021).



TLLC: Training and Lifelong Learning Centre

Women representation in staff participating in projects that are handled by the Special Account for Research Funds (SARF) of DUTH is quite low, as female staff members account for only 17% in TLLC DUTH Projects, 0% in Private funded studies, 4% in International Projects and 21% in National Projects. According to data, 86% of male staff members participate in SARF projects of DUTH, as the percentage of female staff is only 14%. Regarding DUTH personnel in different SARF projects, 28% of the participants are women and 72% are men the category of TLLC DUTH Projects. In Private funded studies 43% of DUTH personnel are female and 57% are male. In International Projects, 33% of DUTH personnel are female and 67% are male and in National Projects 41% of DUTH personnel are female and 59% are male. According to data, 67% personnel in different SARF projects are male and 33% are female. Finally, in the category of non-permanent DUTH personnel in different SARF projects, 64% of the participants are women in TLLC DUTH Projects, 39% in Private funded studies, 100% in International Projects and 54% in National Projects. In total, 54,2% in the category of non-permanent DUTH personnel in different SARF projects are male and 45,8% are female.

Figure 16 – Gender representation in staff participating in projects of SARF DUTH broken down by schools and at Institutional (DUTH) level(2021).



Considering gender representation of staff participating in different projects of SARF DUTH (Fig. 16), women are underrepresented in most fields and levels, except for Humanities, as 50 % of the participants are women and School of Physical Education, Sports Science and Occupational Therapy as 91% of the participants are women. In the other fields, the percentage of women representation ranges from 10% in School of Engineering, 33% in Law School, 32% in Social, Political and Economic Sciences, 20% in Education studies fields, 21% in School of Agriculture and Forestry Science, 13% in the School of Health Science, 3% in School of Science and 0% in the School of Management Science and Accounting. However, the percentage of men representation ranges from 90% in School of Engineering, 67% in Law School, 68% in Social, Political and Economic Sciences, 80% in Education studies fields, 79% in School of Agriculture and Forestry Science, 87% in the School of Health Science, 97% in School of Science and 100% in the School of Management Science and Accounting.

Figure 17 – Gender representation as PI in projects of SARF DUTH broken down by total budget (2021).

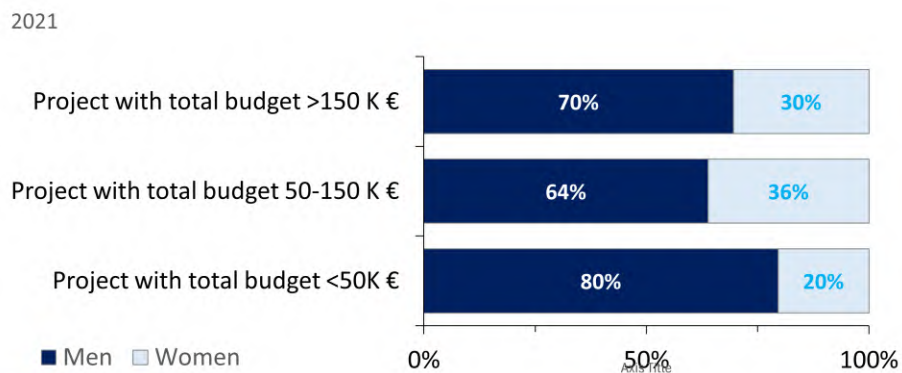
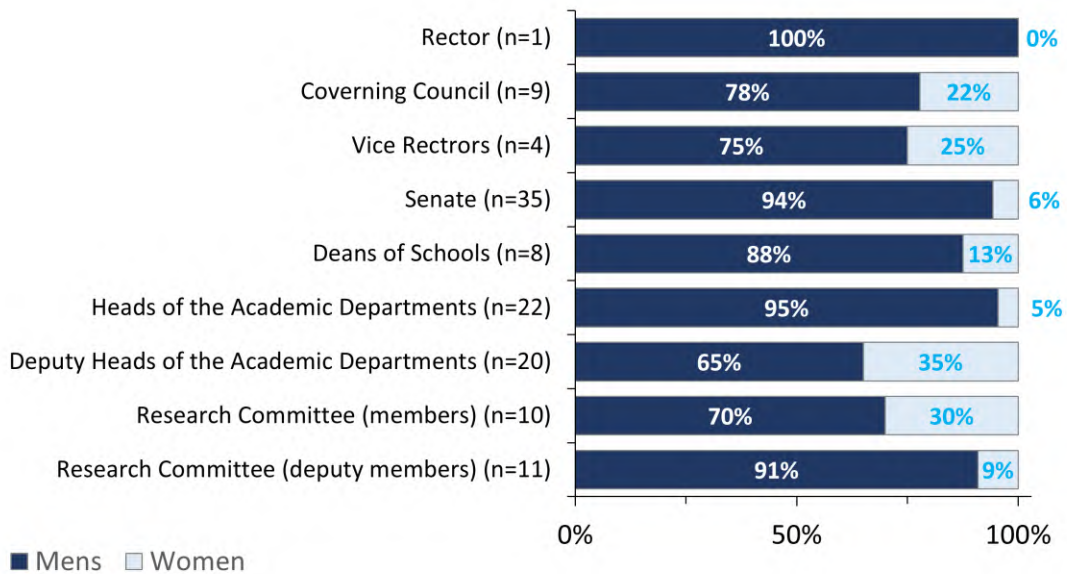


Figure 17 shows the percentage (%) of gender representation in projects of SARF DUTH broken down by total budget in 2021. In general, women’s representation is low. According to data, 70% of male faculty members are engaged to projects with total budget more than 150K €, 64% to projects with total budget 50-100K € and 80% to projects with total budget less than 50K €. Only 20% of female faculty members are engaged to projects with total budget less than 50K €, 30% of female faculty members to projects with total budget more than 150K € and 36% of female faculty members to projects with total budget 50-100K €.

5. Covering Bodies

Figure 18 – Gender composition in top management positions - total (percentage) per category (2021).



The current picture of the gender representation in DUTH’s decision making positions and top management is illustrated in Figure 18. In general, women’s participation is low in decision making positions. In top management positions, the percentage of women is again low, reaching 0% in Rector’ position, 25% in Vice-Rectors’ positions and 22% in the Governing Council. The rest of the top management positions are male-dominated as 94% of the Senate Members, 88% of the Deans positions and 95% of the Departmental Heads are occupied by men. In Deputy Heads of the Academic Departments 65% are male and 35% are female. 70% of the members of the Research Committee are male and 30% are female. Concerning the Deputy Members of the Research Committee, 91% of the members are male and only 9% are female.