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DEMOCRITUS UNIVERSITY OF THRACE

Gender Equality Annual Report 2022

Contents

Introduction

The Annual Report for 2022 serves as a pivotal document for the Democritus University of Thrace (DUTH), meticulously evaluating the institution's commitment to and progress in achieving gender equality within its academic and administrative structures. This report is a direct response to the global imperative for higher education institutions to actively address and rectify gender-based disparities, ensuring an equitable environment for all members of the university community. By providing a comprehensive, data-driven analysis, this document aims to establish a clear benchmark for the current state of gender representation at DUTH and to inform the development of future policies and initiatives.

The analysis presented here is grounded in a robust methodological framework, drawing on quantitative data from the 2022 academic year to examine gender composition across a wide range of categories. The scope of this report extends beyond simple demographics to include detailed breakdowns of student enrollment at undergraduate and postgraduate levels, the gender distribution of faculty and administrative staff, and the representation of women and men in research projects and top-level management. By dissecting these key areas, the report sheds light on the complex dynamics of gender composition, identifying where progress has been made and, more critically, where persistent inequalities and barriers remain. It provides a foundational, evidence-based overview necessary for guiding strategic planning and fostering a more inclusive and diverse academic culture at the university.

METHODOLOGICAL NOTE

This report is based on a comprehensive quantitative analysis of data from the Democritus University of Thrace for the 2022 academic year. The methodology is designed to provide a precise and transparent overview of gender composition across various institutional functions. The information was meticulously collected from a variety of internal university sources, encompassing detailed statistics on the student body, faculty, administrative staff, and research personnel. The core of the analysis involves the systematic examination of these data sets to produce a series of figures that visually represent the breakdown of gender composition by percentage within each academic school, professional category, and specific sub-category, such as academic rank, project budget, and management level. This approach ensures that all findings and conclusions are directly supported by institutional data and provides a robust foundation for identifying existing gender imbalances and informing targeted policy interventions.

Gender composition at Democritus University of Thrace

The analysis of gender composition at DUTH reveals complex and often contradictory trends across different groups. While women hold a numerical advantage in the student body, this representation diminishes significantly in higher academic, research, and leadership positions, where men remain overwhelmingly dominant.

In the student body, women make up the majority. Of the total student population of 25,605, women account for 14,350 (56%), while men account for 11,255 (44%). This trend is particularly evident among first-year students, where women represent 60% of the total enrollment. At the postgraduate level, women constitute 67% of students enrolled in MSc degree programs and 68% of new enrollees. Women also constitute 61.4% of PhD students with scholarships. This strong female presence is reflected in specific degree programs, where women are the majority in many non-STEM fields, such as Primary Education (90%), Social Work (84%), and Greek Philology (78%), as well as in some STEM fields like Architectural Engineering (71%). However, a significant gender gap exists in other STEM degrees, with women making up only a small fraction of students in fields like Civil Engineering and Law (0% women), and Electrical and Computer Engineering (2% women).

The trend of female majority is sharply reversed when examining Faculty Members. Overall, men make up 71% of the Faculty, while women account for only 29%. This disparity is particularly stark in higher-level positions, with men constituting 78% of Professors and 71% of Associate Professors. In contrast, women are better represented in lower academic ranks, making up 39% of Assistant Professors and 33% of Lecturers. The gender gap is also visible at the school level. The School of Physical Education Sport Science & Occupational Therapy is a notable exception, with an overwhelming male majority of 97% of its Faculty. Conversely, the School of Classics and Humanities is the only one with a near-equal gender split in faculty members (49% men, 51% women).

Gender disparities are also evident in Administrative and Other Teaching Staff. While the overall composition of "Other Teaching Staff" is relatively balanced with men at 51% and women at 49%, a deeper look reveals some significant differences. Women make up the majority in both Scientific and Technical Staff categories (58% women in both). However, men hold a majority in Teaching Staff (61%). The distribution across schools is also uneven, with women making up 75% of staff in the School of Classics and Humanities and 92% in the School of Law, while men dominate with 100% representation in both Health Sciences and Physical Education Sport Science & Occupational Therapy. In administrative staff roles, women hold a clear overall majority at 62.9%, with significant representation in the School of Social, Political and Economic Sciences (79% women), Classics and Humanities (83% women), and Education (86% women).

The analysis of research participation within SARF DUTH projects highlights a clear gender imbalance. Overall, men are the dominant gender among Principal Investigators (PIs),

accounting for 82% of this category. This disparity is stark across various project types, with men making up 81% of PIs in TLCC-DUTH projects and 97% in International projects. The gender gap is also most pronounced in schools with a high concentration of STEM fields. For example, men constitute 100% of PIs in the School of Management Science and Accounting, 97% in the School of Sciences, and 89% in the School of Engineering.

Finally, in top management positions, the data shows an extreme and consistent male dominance. The position of Rector is held by a man (100%), and the Senate is composed of 94% men. Men also account for the vast majority of Heads of Academic Departments (95%) and Deans of Schools (88%). The lowest representation of women in these top-level positions is among Research Committee deputy members (9% women).

Overview

Based on the data from the 2022 annual report, a clear and consistent pattern of gender representation emerges within the Democritus University of Thrace. While a positive trend is visible in the student body, where women outnumber men, this numerical advantage does not translate to equitable representation in academic and administrative leadership roles. The student population is predominantly female, especially at the postgraduate level, reflecting success in attracting women to higher education.

However, a significant "leaky pipeline" effect is evident as we move up the academic and professional hierarchy. Men hold a strong majority in all levels of faculty positions, from Lecturers to Professors. The gender gap widens dramatically in key areas of influence and authority, such as the top governing bodies of the university and leadership in research projects, where men are heavily overrepresented. While women hold a majority in administrative staff roles, this is not reflected in academic or research leadership positions, highlighting a systemic disparity.

In conclusion, the report demonstrates that DUTH has a strong foundation for gender equality in its student demographics. However, significant work remains to be done to address the profound gender imbalance in its faculty, research leadership, and institutional governance.

Tab. 1 – Gender distribution in different categories (Absolute values 2021-2022)

Category	2022				Change (%) since 2020-21
	Men (M)	Women (W)	Total (T)	Ratio (W/T)	
Students	11.255	14.350	25.605	0,56	**2,1%**
of whom enrolled in the 1st year (first and single-cycle degree programmes)	1.394	2.080	3.474	0,60	
MSc Students	1.245	2.488	3.733	0,67	**5,5%**
of whom enrolled in the 1st year	452	1.122	1.574	0,71	
PhD students	977	930	1.907	0,49	**2,5%**
of whom enrolled in the 1st year	110	121	231	0,52	
Teaching Staff	874	446	1.320	0,34	**5,5%**
Non-Academic Staff	110	210	320	0,66	**4,0%**
In a Manager Position	3	12	15	0,80	
Technical Staff & General Administration	107	198	305	0,65	
Governing bodies	46	5	51	0,10	
Governing board	9	2			
Senate	37	3			
Total	14.507	18.429	32.936	0,56	

Gender Distribution Analysis for the Academic Year 2021-2022

The gender distribution data for the academic year 2021-2022 reveals a notable female majority across the student body, with a significant disparity in the composition of teaching staff and governing bodies.

Student Population

Overall, the student population demonstrates a clear female majority, with women comprising 14,350 of the total 25,605 students, resulting in a women-to-total ratio of

0.56. This trend is more pronounced in specific sub-categories. For instance, among MSc students, the ratio of women to the total student population is 0.67, with 2,488 women out of 3,733 total students. Similarly, students enrolled in their first year of a Master's program show an even higher female representation, with a ratio of 0.71 (1,122 women out of 1,574). In contrast, PhD students present a near-equal gender balance, with a ratio of 0.49 (930 women out of 1,907), indicating a slight male majority.

Staff and Administrative Personnel

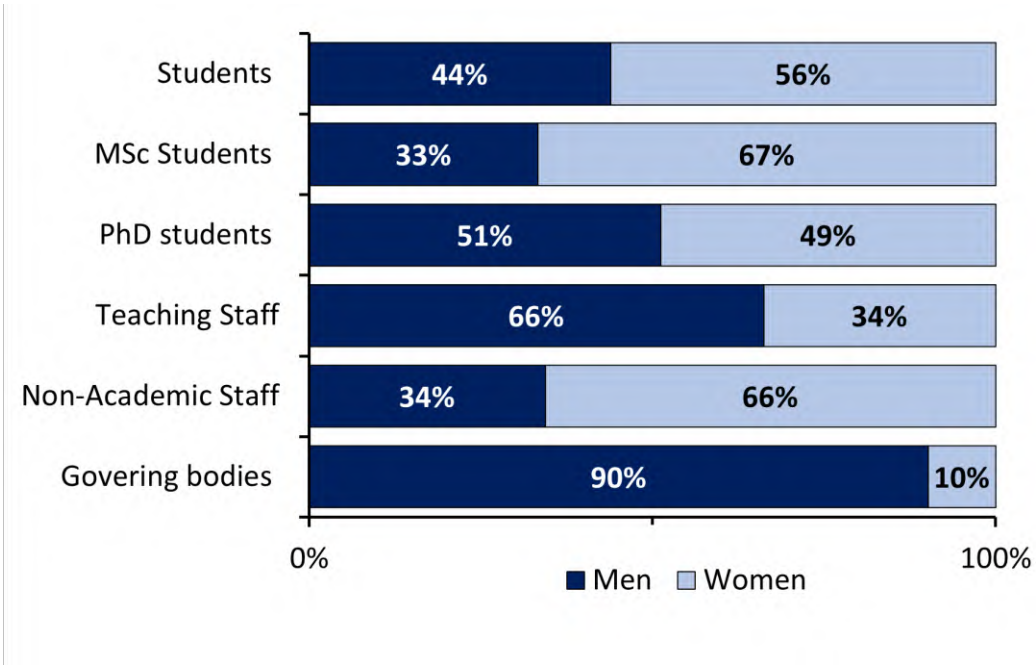
The gender distribution among the university's staff and administration presents a different picture. The non-academic staff is predominantly female, with 210 women out of 320 total staff, a ratio of 0.66. This female majority is even more pronounced in managerial positions, where women hold 12 of the 15 roles, achieving a high ratio of 0.80. In contrast, the teaching staff shows a significant gender imbalance, with men representing a strong majority. Out of the total 1,320 teaching staff members, 874 are men and only 446 are women, resulting in a women-to-total ratio of just 0.34.

Govering Bodies

The most pronounced gender imbalance is found within the university's govering bodies. Here, men constitute the overwhelming majority, with a women-to-total ratio of only 0.10 (5 women out of 51 total members). This imbalance is evident in both the Govering Board (9 men to 2 women) and the Senate (37 men to 3 women), highlighting a critical area for targeted action to improve gender parity in leadership roles.

The data reflects a complex landscape of gender distribution within the university. While women are highly represented and even form the majority within the student body, especially at the undergraduate and master's levels, there remains a significant underrepresentation of women in the teaching staff and, most notably, in top leadership and governing roles. These findings suggest the need for strategic initiatives aimed at promoting gender equality in hiring and promotion practices for faculty and administration, with a particular focus on addressing the disparities observed in the teaching staff and governing bodies.

Fig. 1 – Gender distribution in different categories (Percentage by gender 2022)



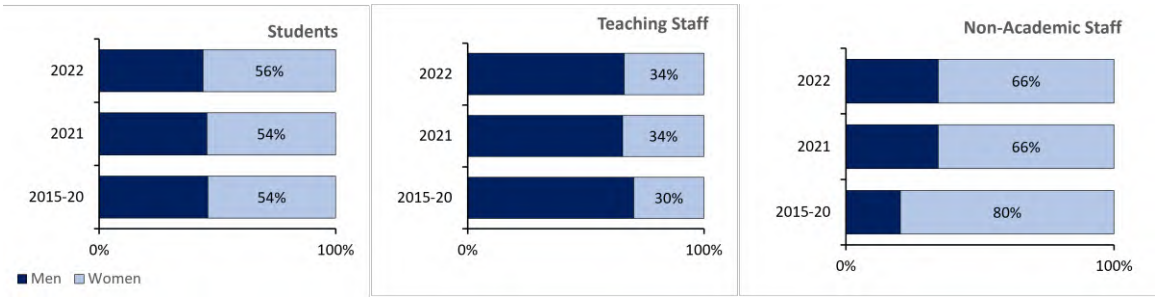
The gender distribution across the university community reveals both areas of progress and persistent structural inequalities. Among the general student population, women slightly outnumber men, representing 56% compared to 44%. This balance becomes even more favorable to women at the Master's level, where they account for 67% of MSc students, while men represent only 33%. At the doctoral level, the distribution is nearly equal, with men at 51% and women at 49%, reflecting one of the most balanced categories in the academic structure. These figures suggest that women are strongly represented at the entry and postgraduate levels of academic life.

However, this promising trend does not fully translate into academic career advancement. Within the teaching staff, men constitute 66% compared to only 34% women, indicating a significant gender imbalance. This disparity illustrates the challenges women face in progressing from postgraduate education into faculty positions, despite their strong presence in earlier stages of higher education. Conversely, in non-academic staff roles, the distribution is reversed: women hold 66% of positions, while men represent 34%. This points to a gendered division of labor within the institution, where women are concentrated in administrative and support roles, while men dominate academic and research careers.

The most striking imbalance is observed in the university's governing bodies, where men overwhelmingly dominate with 90% representation, leaving women with only 10%. This underrepresentation of women in decision-making structures highlights a critical gap in inclusivity and raises concerns about equality in institutional leadership.

Taken together, these findings illustrate a clear “leaky pipeline” effect: while women are highly represented at the student level, their presence diminishes significantly in positions of authority and influence. Although gender parity is nearly achieved at the PhD level, structural and institutional barriers continue to hinder women’s advancement into academic and leadership roles. This not only perpetuates existing gender hierarchies but also undermines efforts toward equitable governance.

Fig. 2 – Students, Teaching Staff and Non-Academic Staff (Percentage by gender 2015-2022)



An examination of gender distribution over time reveals both areas of stability and gradual change across students, teaching staff, and non-academic staff. Among the student population, women consistently outnumber men, accounting for 54% between 2015 and 2020, maintaining the same proportion in 2021, and slightly increasing to 56% in 2022. This indicates a steady, though modest, trend toward stronger female representation in higher education enrollment.

Within the teaching staff, women’s representation has shown incremental improvement. In the period 2015–2020, women constituted 30% of teaching staff, rising to 34% in both 2021 and 2022. While the increase is modest, it demonstrates some progress in closing the gender gap, though men still represent two-thirds of teaching positions. This persistence of imbalance highlights ongoing barriers to women’s advancement into academic careers and faculty roles.

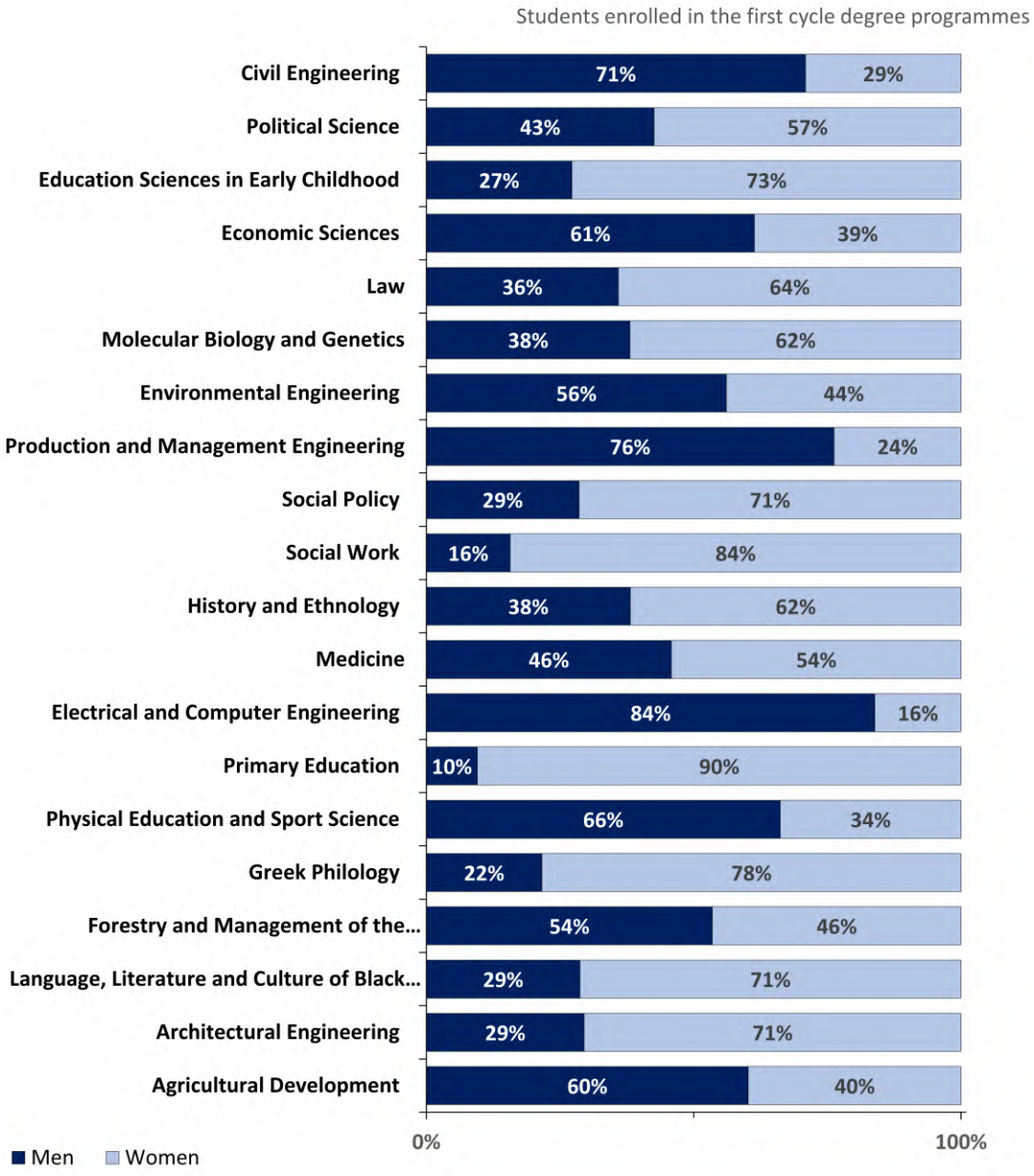
For non-academic staff, the data shows a different dynamic. Between 2015 and 2020, women made up a striking 80% of the non-academic workforce. This proportion decreased significantly in subsequent years, stabilizing at 66% in both 2021 and 2022. Although women continue to hold the majority of non-academic positions, the reduction suggests a trend toward a more balanced distribution, though the sector remains predominantly female.

Overall, these trends confirm a pattern in which women are well represented among students and non-academic staff but remain underrepresented among teaching staff, especially in comparison to their strong presence in the student body. The data reflects some progress toward gender balance but also underscores persistent structural inequalities that hinder women's progression into academic and leadership roles.

1. Students

1.1. Undergraduate students

Fig. 3 – Students broken down by scientific area (faculty) (percentage by gender 2022)



The distribution of students enrolled in first-cycle degree programmes demonstrates a clear gendered pattern across disciplines, revealing both male- and female-dominated fields of study. In traditionally male-oriented areas such as engineering, men constitute

the overwhelming majority. Civil Engineering is composed of 71% men and 29% women, while Production and Management Engineering shows an even larger disparity with 76% men and 24% women. Electrical and Computer Engineering displays the most pronounced imbalance, with 84% men compared to only 16% women. Physical Education and Sport Science (66% men, 34% women) and Agricultural Development (60% men, 40% women) also remain male-dominated, though with somewhat smaller gaps.

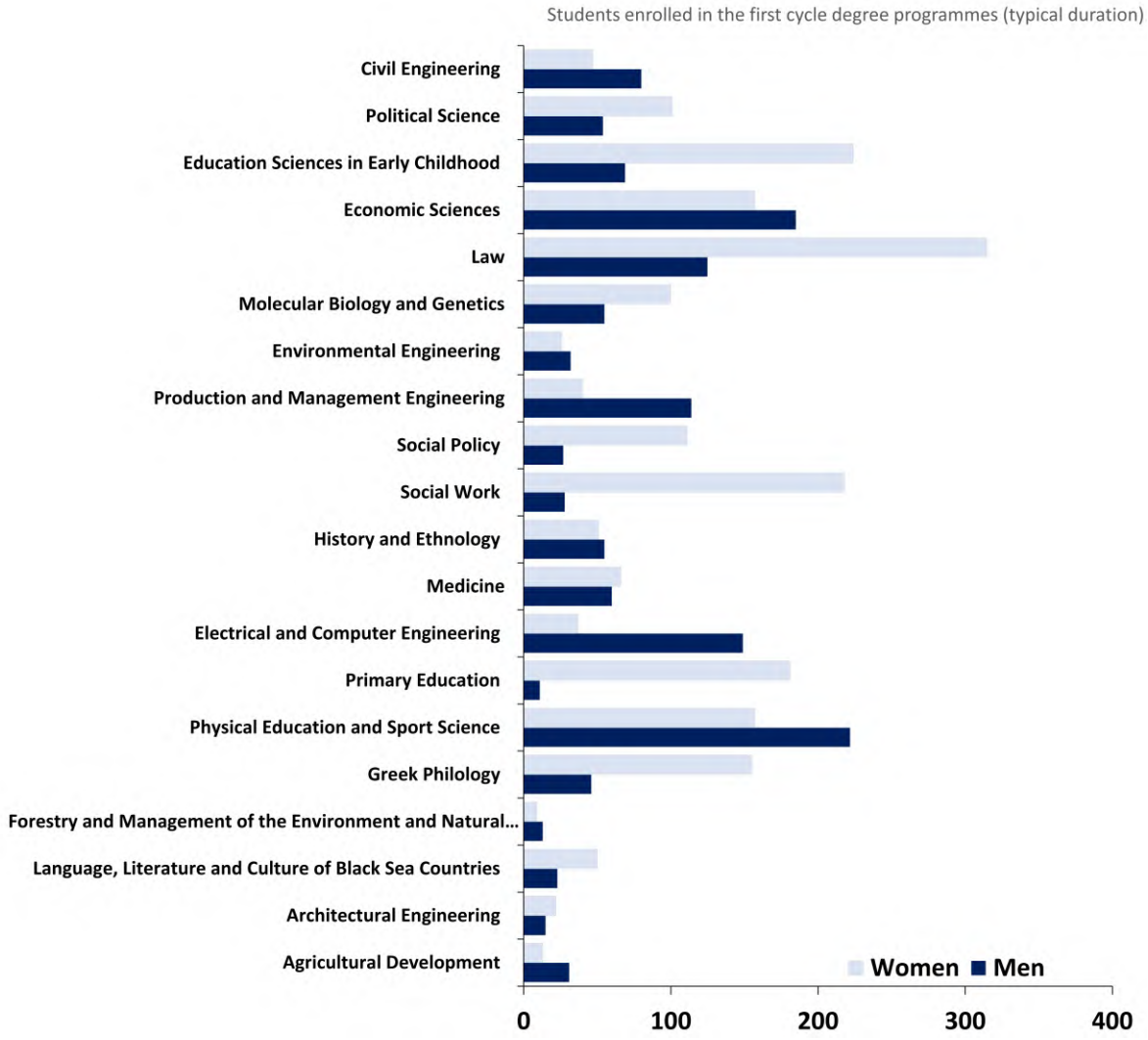
In contrast, women are significantly overrepresented in fields traditionally associated with care, education, and the humanities. Primary Education shows the most striking imbalance, with 90% women and just 10% men. Social Work (84% women, 16% men) and Greek Philology (78% women, 22% men) also reflect strong gender concentration in favor of women. Other areas with a substantial female majority include Education Sciences in Early Childhood (73% women, 27% men), Social Policy (71% women, 29% men), and disciplines such as Language, Literature and Culture of Black Sea Countries (71% women, 29% men), as well as Architectural Engineering (71% women, 29% men).

Some fields display a more balanced gender composition. Medicine is almost evenly distributed with 54% women and 46% men, while Law (64% women, 36% men), History and Ethnology (62% women, 38% men), and Molecular Biology and Genetics (62% women, 38% men) show moderate female majorities. Political Science (57% women, 43% men) and Environmental Engineering (44% women, 56% men) are also relatively balanced compared to the more polarized fields. Economic Sciences, however, still leans male with 61% men and 39% women.

Overall, the data illustrates a persistent gender segregation in higher education. Men continue to dominate engineering, technology, and applied sciences, while women are concentrated in education, social sciences, humanities, and health-related disciplines. These patterns reflect enduring cultural expectations and gendered career pathways, raising questions about the structural and societal factors that shape academic choices.

Fig. 4 – Number of students enrolled in the 1st year broken down by the different undergraduate degree programmes (2022)

The data reveals a significant gender segregation across the analyzed degree programs, with distinct patterns of enrollment for men and women. This distribution suggests that, rather than being a random occurrence, students are predominantly choosing fields that have been historically associated with their respective genders. This phenomenon is often referred to as gender stereotyping in academic and professional fields.



Men show a strong concentration in technical and engineering fields. Electrical and Computer Engineering stands out as the most male-dominated program, with enrollment numbers for men being substantially higher than for women. This trend is consistent with other fields like Civil Engineering and Production and Management Engineering. These findings indicate a persistent gender gap in Science, Technology, Engineering, and Mathematics (STEM) fields. Interestingly, Physical Education and Sport Science also exhibits a pronounced male majority, suggesting that gender stereotypes extend beyond purely technical disciplines into other areas like sports science.

Conversely, women are overwhelmingly represented in fields related to social sciences, education, and caring professions. The most striking examples are Social Work and Education Sciences in Early Childhood, where female enrollment dwarfs that of men. This concentration of women in these fields reflects societal expectations and norms that often associate women with nurturing, caregiving, and social roles. Other programs with

a significant female majority include Law and Primary Education, which have also historically been seen as female-friendly professions.

While most fields show a clear gender imbalance, a few exhibit a more equitable distribution. Economic Sciences shows a relatively even split between male and female students, indicating a more balanced interest in this field. Similarly, Medicine and History and Ethnology have enrollment numbers that are more proportional between the genders, suggesting a more equal representation. It's important to note, however, that even in these more balanced fields, slight disparities may still exist. The relative balance in these programs could be a positive indicator of progress in reducing gender-based academic segregation

Overall, the data demonstrates that significant gender disparities persist in first-cycle degree programs. The enrollment patterns reinforce traditional gender roles, with men gravitating toward engineering and technical sciences, and women toward social sciences and education. This segregation is a key indicator of gender inequality within the educational system, as it limits the diversity of perspectives in different fields and can perpetuate gender-based career segregation in the workforce.

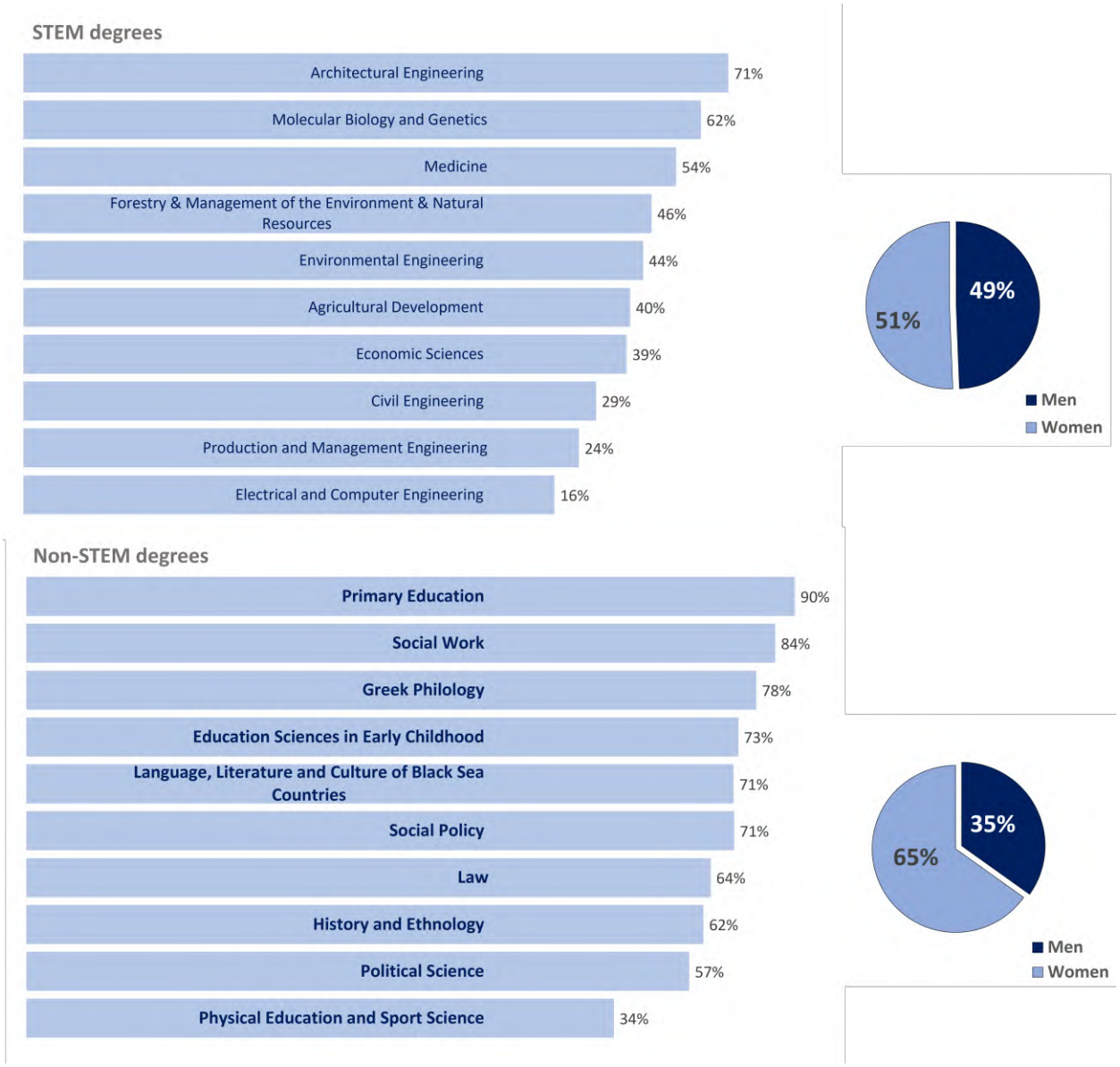
Fig. 5 – Percentage of women students broken down by STEM and non-STEM degree programmes (2022)

Analyzing the provided charts reveals a clear gender segregation in student enrollment across different degree programs, with significant variations between STEM and non-STEM fields, as well as a direct comparison of male and female student numbers.

In STEM degrees, women are a majority in several fields, including Architectural Engineering at 71%, Molecular Biology and Genetics at 62%, and Medicine at 54%. However, in other STEM fields, men make up the majority. For instance, women constitute only 29% of students in Civil Engineering and just 16% in Electrical and Computer Engineering, which is the lowest percentage of women among all STEM degrees shown. The overall gender balance in the analyzed STEM degrees is nearly equal, with women comprising 49% of the total enrollment, as indicated by the pie chart. This suggests that while there are fields where women have made significant inroads, a large gender gap persists in traditional male-dominated engineering disciplines.

The gender imbalance is even more pronounced in non-STEM degrees, where women are a significant majority in many fields. For example, women make up 90% of students in Primary Education and 84% in Social Work. Other fields with high female enrollment percentages include Greek Philology at 78%, Education Sciences in Early Childhood at 73%, and Law at 64%. Conversely, men are the majority in Physical Education and Sport Science, where women constitute only 34% of students. The overall gender distribution for non-STEM degrees shows a clear female majority, with women making up 65% of the total enrollment, as depicted in the corresponding pie chart. This strong concentration of

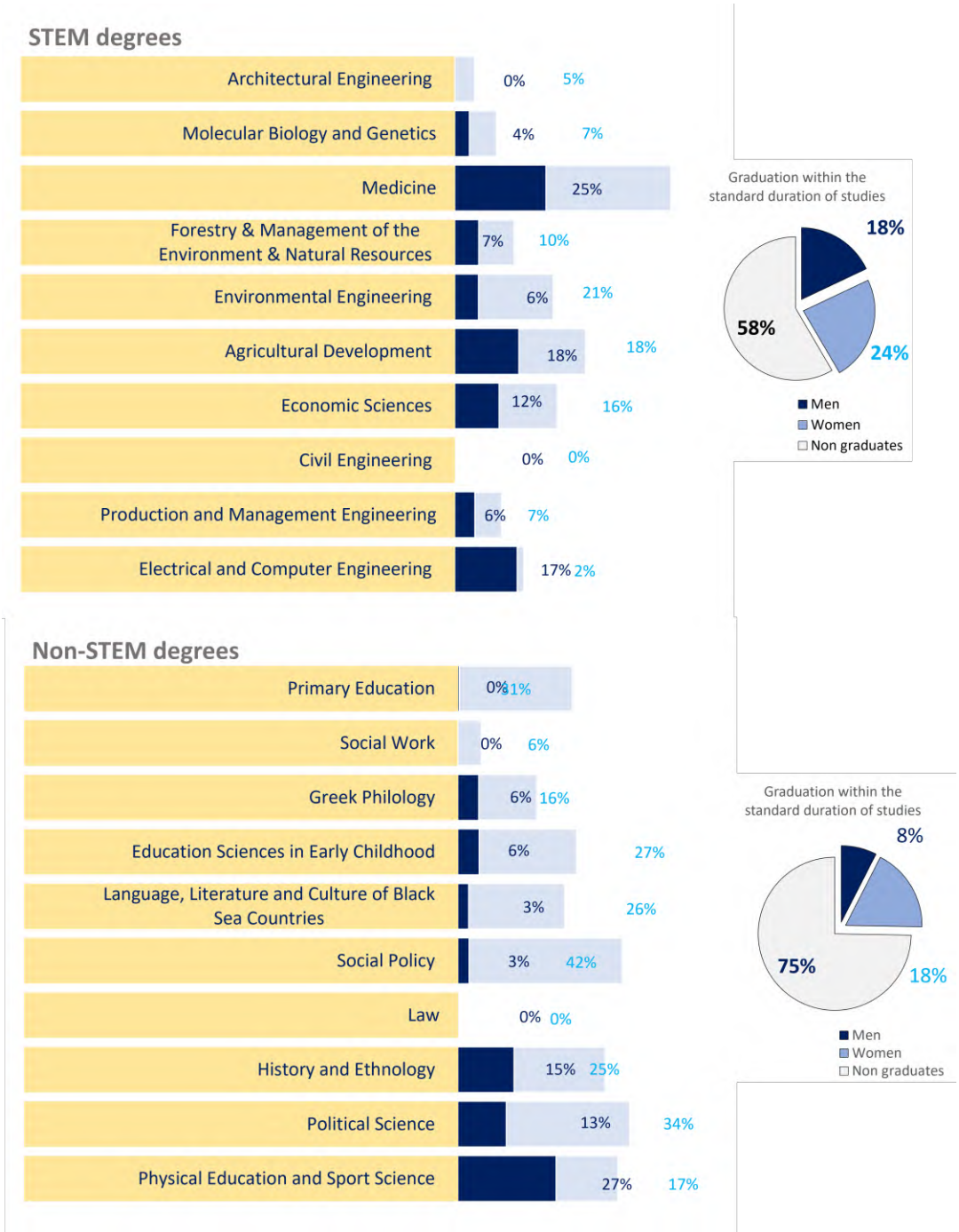
women in non-STEM fields, particularly in education and social sciences, points to a continuation of traditional gender roles in academic choices.



The combined data from both charts reinforces the observation that academic fields remain largely gender-segregated. While women have a near-equal representation in STEM fields as a whole, this is not uniform across all disciplines, with significant gaps still present in engineering. The non-STEM fields show an even more skewed distribution, with women forming a large majority, particularly in caring and educational professions. The numerical data from the bar chart, when combined with the percentages from the second image, provides a comprehensive picture of the gender disparities that exist in higher education.

Fig. 6 – Students graduate within the standard duration of STEM and non-STEM degree programmes (2022)

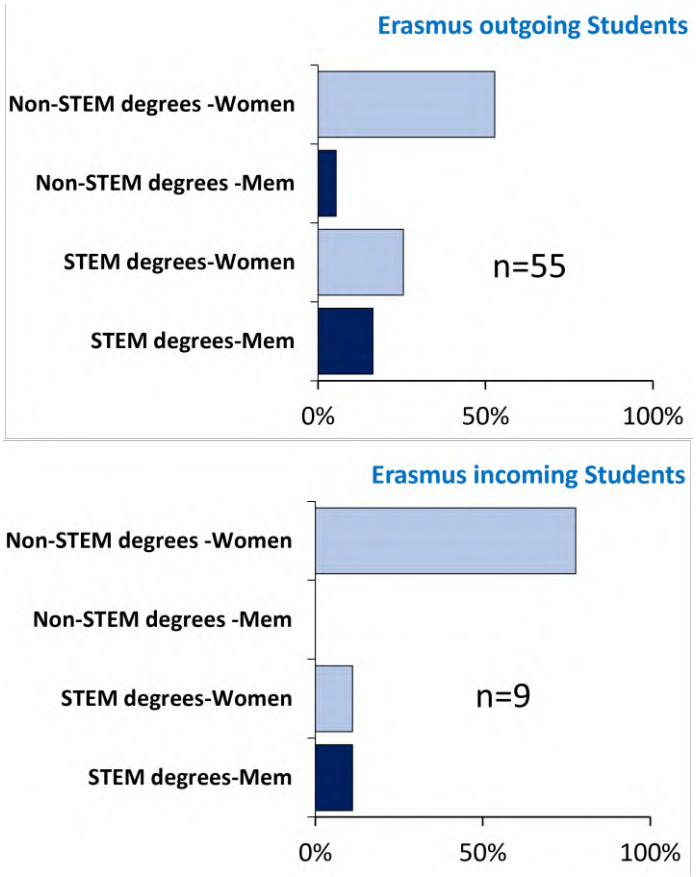
The data reveals a stark reality about degree completion: a significant portion of students in both STEM and non-STEM fields do not graduate on time. The overall graduation rates are quite low, with a staggering **58%** of STEM students and **75%** of non-STEM students being non-graduates. This suggests that the issue of timely completion is a major challenge across the board.



However, the charts also highlight a consistent and critical gender difference. In both categories, women have a higher timely graduation rate than men. For STEM degrees, 24% of women graduate on time, compared to only 18% of men. The disparity is even more pronounced in non-STEM degrees, where 18% of women graduate on time, but a mere 8% of men do. This indicates that despite potential differences in field choice, female students are generally more successful at completing their degrees within the expected timeframe.

When we break down the data by specific programs, the trends are further solidified. In non-STEM fields, the timely graduation rates for women are dramatically higher, with 42% of women in Social Policy graduating on time versus only 3% of men, and in Education Sciences in Early Childhood, the rate is 27% for women compared to 6% for men. The only two notable exceptions to this pattern are in Electrical and Computer Engineering, where men's timely graduation rate (17%) is significantly higher than women's (2%), and in Physical Education and Sport Science, where men's rate is 27% versus 17% for women.

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 (2022)



The chart shows the breakdown of students taking part in the Erasmus mobility project by gender and by STEM/non-STEM fields for both outgoing and incoming students. The data highlights a strong female majority in all categories.

Outgoing Students

Of the students going on Erasmus, 63% were women and 37% were men. This over-representation of women is consistent across both academic fields, with women making up 70% of outgoing students in non-STEM degrees and 51% in STEM degrees. This indicates that even in traditionally male-dominated fields like STEM, women are equally as likely, if not slightly more so, to take part in mobility programs.

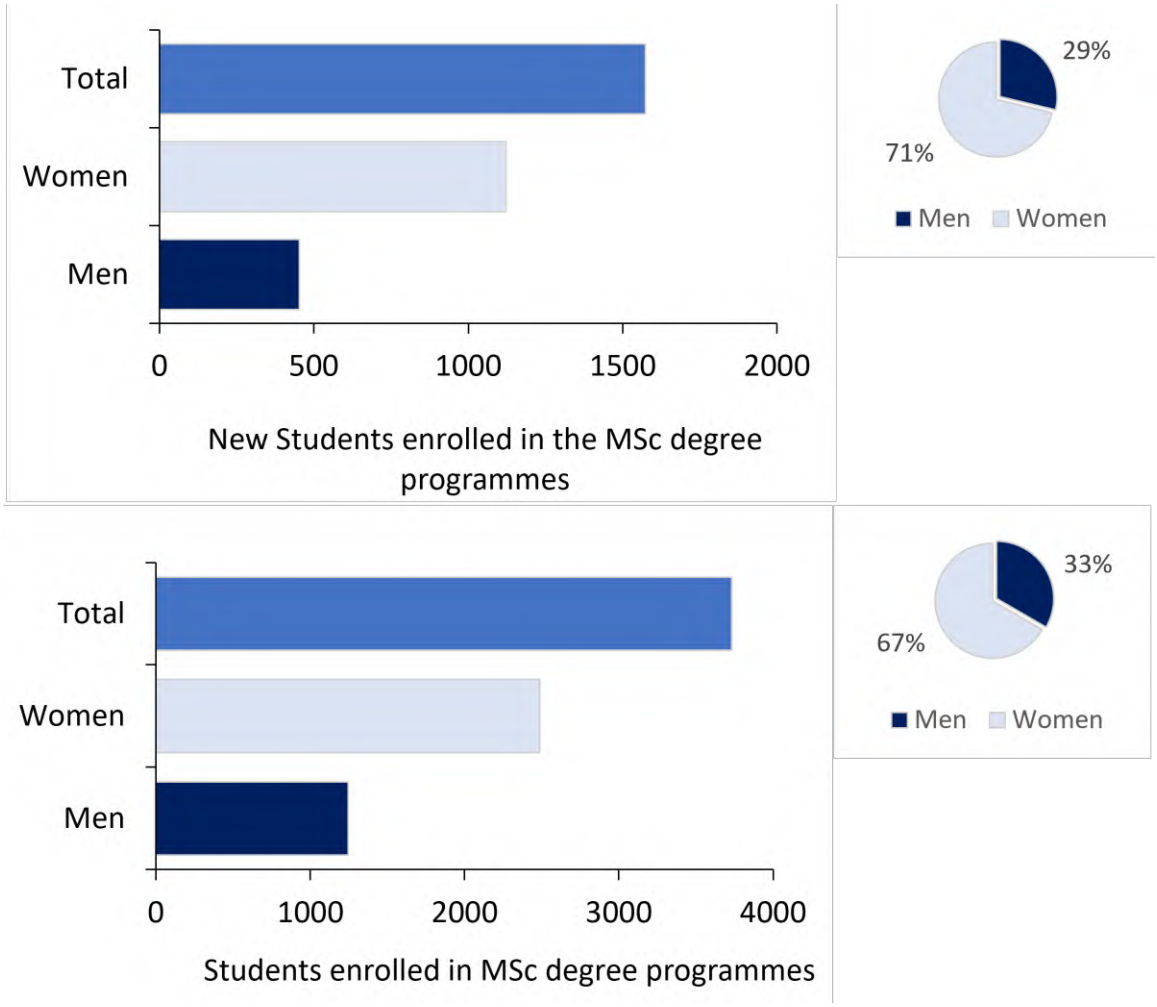
Incoming Students

The trend of female majority continues for students coming into the program. 62% of all incoming Erasmus students were women, compared to 38% who were men. The gender breakdown within academic fields for incoming students shows a similar pattern to outgoing students: women constitute 71% of non-STEM students and 52% of STEM students.

The data consistently demonstrates that women are more active participants in the Erasmus mobility project than men, both as outgoing and incoming students. This female dominance is particularly pronounced in non-STEM fields, where women are a significant majority. Even in STEM, where men are typically the majority in overall enrollment, the participation in the Erasmus program is notably more balanced, with a slight majority of women. The 2022 data shows a clear and consistent pattern of female-driven mobility in this project.

1.2. Postgraduate students

Fig. 8 – Gender of students enrolled in master's degree programmes (2022)



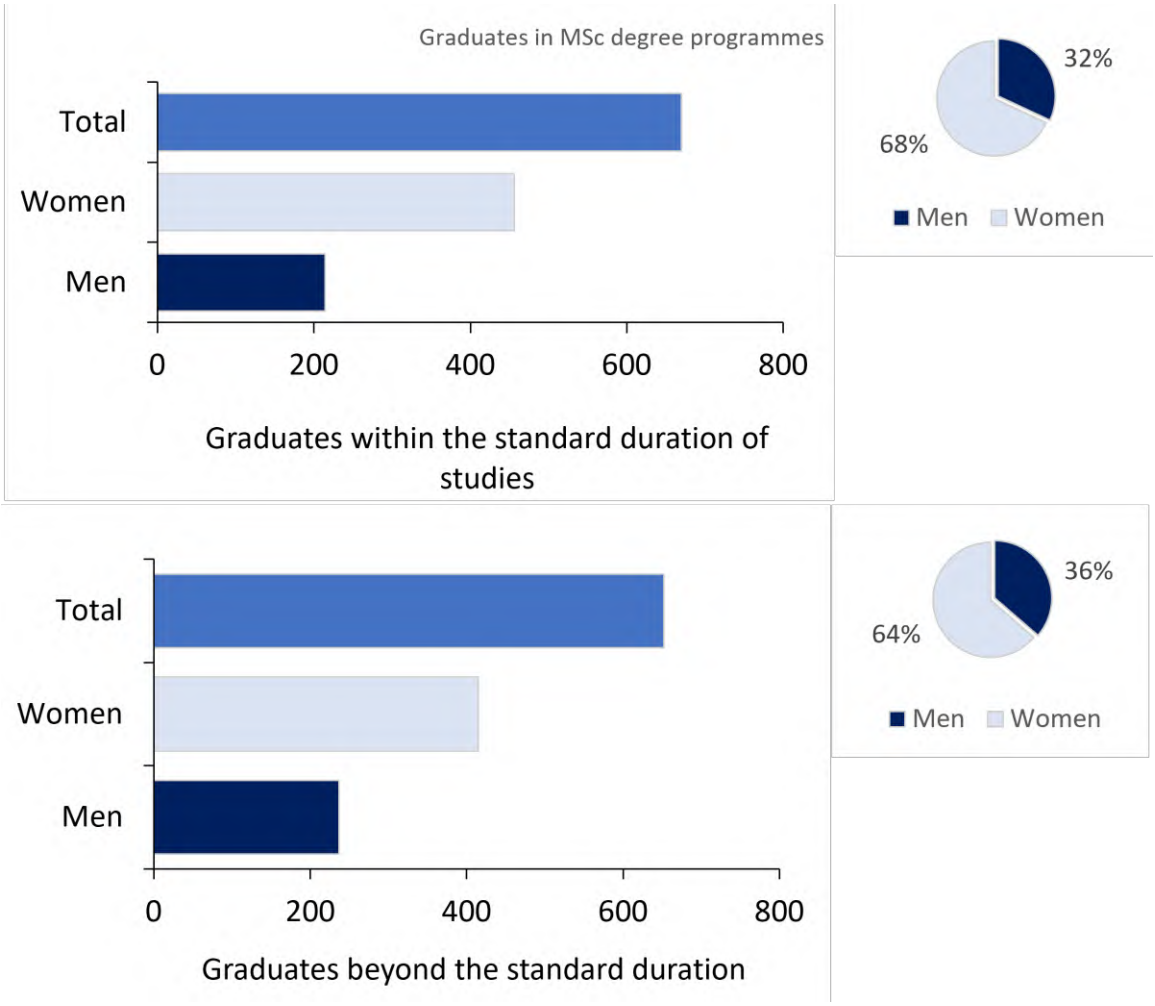
The chart presents two different views of student enrollment in MSc degree programs: one for "New Students" and one for the "Total" number of students. Both sections provide a breakdown by gender and show a clear and significant female majority.

In the first section, which analyzes New Students enrolled in MSc degree programmes, the total number of students is approximately 1,600. Of these, 71% are women, while only 29% are men. The bar chart visually confirms this, showing the number of new women students to be around 1,100, while new male students are less than 500.

The second section provides data on the Total number of students enrolled in MSc degree programmes. The total number of students is approximately 3,600. Again, women make up the majority, though with a slightly smaller gap than new students, at 67% compared to 33% for men. The bars show that there are approximately 2,400 women enrolled and around 1,200 men.

The data consistently demonstrates that women are the dominant demographic in MSc degree programs. Not only do they make up a clear majority of the total student body, but this trend is even more pronounced among newly enrolled students, suggesting that the gender gap is widening in favor of women at the Master's level. The pie charts and bar charts both provide a clear and consistent picture of a female-driven academic landscape at this level of education.

Fig. 9 – Gender of students enrolled in master's degree programmes who graduate within and beyond the standard duration of the MSc degree programmes (2022)



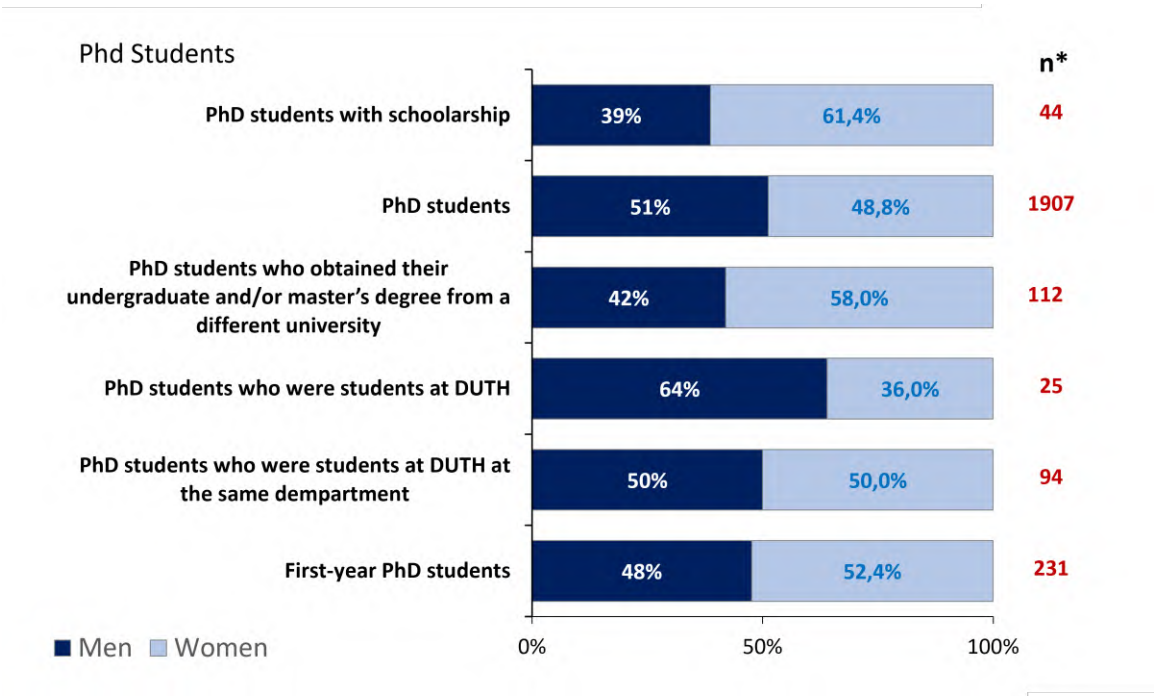
The chart shows the gender breakdown of students who have graduated from MSc degree programs, distinguishing between those who graduated within the standard duration of their studies and those who graduated beyond it. The data indicates that women are the majority in both categories.

For students who graduated within the standard duration of studies, women constitute 68% of the graduates, with men making up 32%. This is a significant disparity, highlighting that women are notably more successful at completing their master's degrees on time.

The trend of a female majority continues for graduates who finished beyond the standard duration of studies. In this group, women still represent 64% of the graduates, while men account for 36%. Although the gender gap is slightly smaller in this category, it still reinforces the overall pattern of female dominance in MSc program completion.

The data consistently demonstrates that women are the dominant demographic among both timely and delayed graduates in MSc degree programs, highlighting their strong performance and success at this level of education

Fig. 10 – Gender of students enrolled in PhD programmes (2022)



(n= Men + Women)*

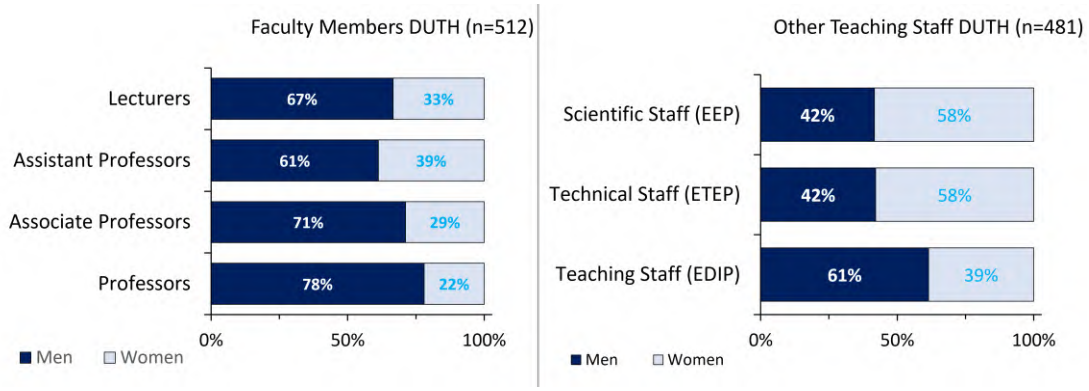
Based on the chart detailing PhD student demographics, the data reveals a complex picture of gender distribution across various subgroups. While the overall population of PhD students is nearly evenly split, with men making up 51% and women 48.8%, a closer

look at specific categories reveals notable differences. The most significant gender gap is seen among PhD students with scholarships, where women constitute a strong majority at 61.4%, compared to only 39% of men. This suggests that female PhD students are considerably more successful in securing this type of funding. Interestingly, the distribution among first-year PhD students shows a slight reversal of the overall trend, with women representing 52.4% and men 48%, potentially indicating a growing female presence in new cohorts. The data also highlights a fascinating contrast based on academic history: students who obtained their previous degrees from a different university are predominantly women (58%), while those who were previously students at DUTH show a male majority at 64%. However, among students who stayed within the same department at DUTH, the gender split is perfectly balanced at 50% for both men and women. These variations by subgroup demonstrate that while the overall population is balanced, distinct gender dynamics are at play within the different phases and categories of PhD studies.

2. Faculty members

2.1. Recruitment

Fig. 11 – Gender representation in Teaching & Research staff (2022)



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

The above bar charts give a detailed look into the gender representation among faculty members and other teaching staff at DUTH, and the data reveals a significant gender disparity that worsens at higher academic ranks.

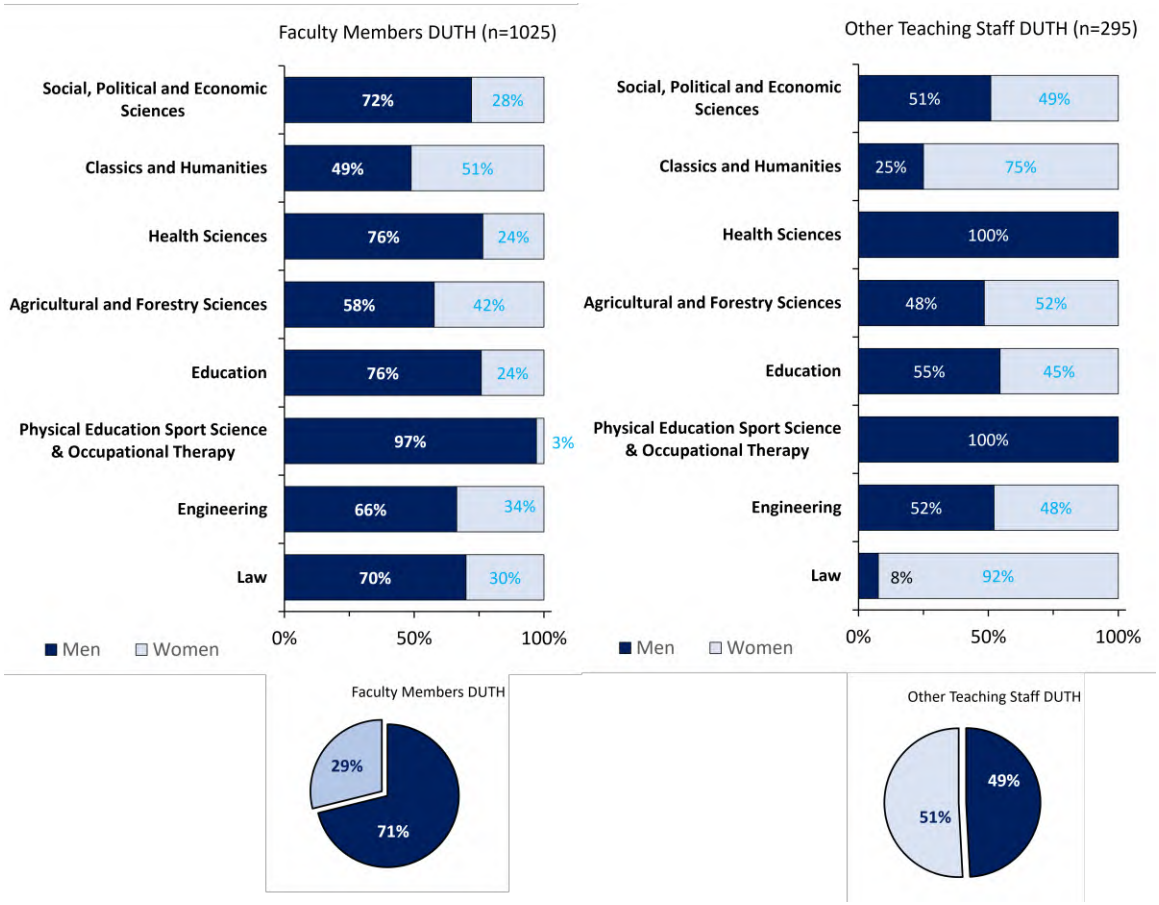
Faculty Members

The data shows a clear pattern of diminishing female representation as the academic rank increases. For Lecturers, women make up 33% of the total, while men constitute 67%, indicating a two-to-one male majority. The gap widens at the Assistant Professor level, where women's representation drops to 39%. This trend becomes even more pronounced at the Associate Professor level, with women accounting for just 29%. The most significant gender imbalance is observed at the top rank of Professors, where women represent only 22% of the faculty members, a substantial decline from the junior ranks and highlighting a notable "leaky pipeline" effect.

Other teaching staff

The gender distribution among other teaching staff categories presents a different picture, with women showing a stronger presence in these roles. For both Scientific Staff and Technical Staff, women make up 58% of the workforce, a notable majority. However, for Teaching Staff (EDIP), the trend reverses, with men making up a strong majority at 61%, while women account for 39%.

Fig. 12 – Gender representation in Teaching & Research staff broken down by schools (2022)



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

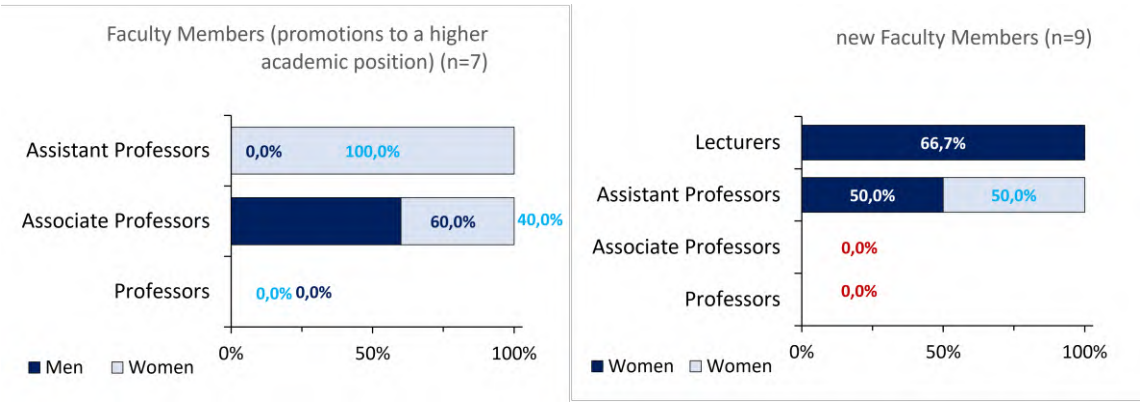
For Faculty Members (totaling 1025), there is an overwhelming male majority across most fields. Overall, men constitute 71% of faculty, while women account for only 29%. The most severe imbalances are in Physical Education Sport Science & Occupational Therapy, where men make up 97% of the faculty, and Health Sciences and Education, both with a 76% male majority. Even in traditionally female-dominated fields like Law, women represent only 30% of the faculty, and in Social, Political and Economic Sciences, they are at 28%. The School of Classics and Humanities is the only one with a near-equal gender split, with women at 51%.

In contrast, the data for Other Teaching Staff (totaling 295) shows a much more varied and often more balanced picture. Overall, the gender representation is nearly equal, with men at 51% and women at 49%. Some fields have a dramatic female majority, most notably Law, where women make up 92% of this staff category, and Classics and Humanities with 75% women. However, some fields show an extreme male majority, such as Health Sciences and Physical Education Sport Science & Occupational Therapy, both of which have 100% male staff in this category. Engineering also shows a close balance, with women making up 48% of this staff. This data highlights a stark difference in gender

distribution between faculty and other teaching roles, with women holding more balanced or majority positions in the latter while being significantly underrepresented in faculty positions.

2.2. Career progression

Fig. 13 – Gender representation in the promoted faculty staff in a higher academic position and in new positions (2022)



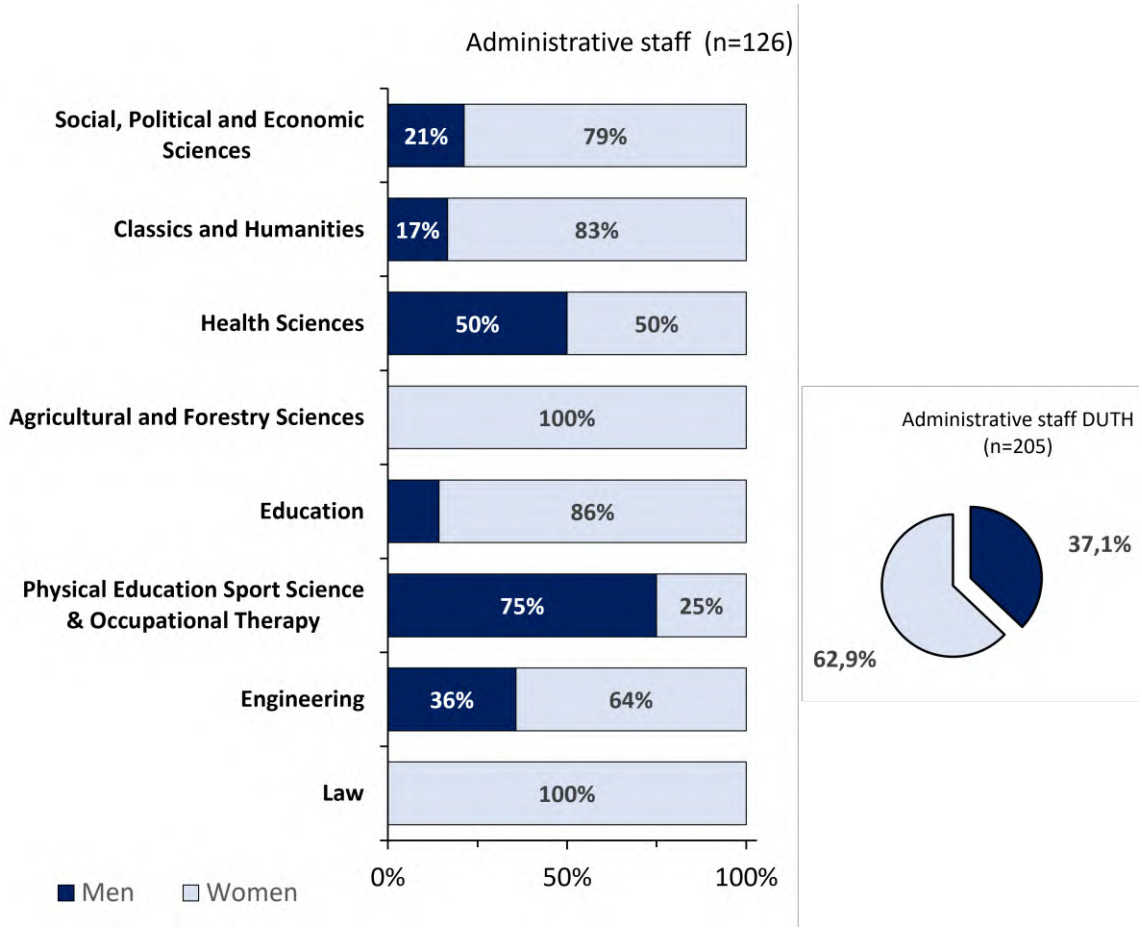
In promotions to a higher academic position (n=7), the gender distribution is not uniform. For promotions to Assistant Professor, women account for 100% of the promotions, while men have 0%. However, for promotions to Associate Professor, men make up the majority at 60%, with women at 40%. There were no promotions to the Professor rank in this sample.

For new faculty members (n=9), the gender representation is also varied. Men constitute a majority of the new Lecturers at 66.7%, with women at 33.3%. The gender distribution is perfectly balanced for new Assistant Professors, with a 50% split between men and women. There were no new hires for the Associate Professor or Professor ranks in this sample.

This data indicates that while women were promoted to the Assistant Professor rank at a very high rate in this specific sample, men were more likely to be hired as new Lecturers. The gender representation in promotions and new hires is not consistent, pointing to an uneven and complex recruitment landscape.

3. Administrative staff

Fig. 14 – Gender representation in the administrative staff broken down by schools and at the Institutional (DUTH) level (2022)



The data reveals a significant overall female majority in administrative staff, with women comprising 62.9% of the total staff at DUTH, while men make up 37.1%. This general trend of female dominance is further illustrated when looking at the breakdown by schools, although with some notable exceptions.

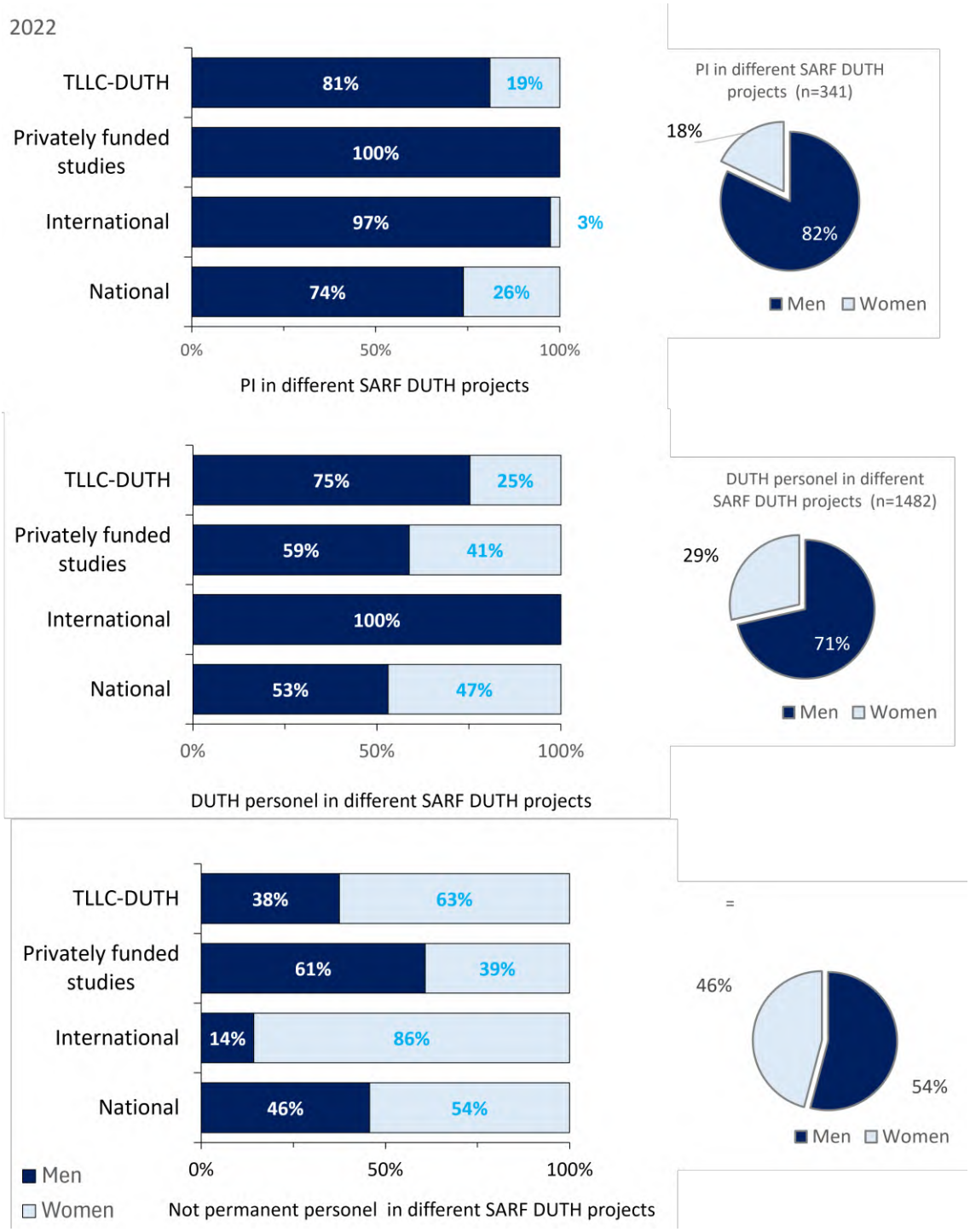
The Schools of Social, Political and Economic Sciences, Classics and Humanities, and Education have a strong female majority, with women representing 79%, 83%, and 86% of the administrative staff, respectively. In the Law school, women have a complete monopoly, making up 100% of the administrative staff. The School of Engineering also has a female majority, with women accounting for 64% of the administrative staff.

Conversely, some schools show either a gender balance or a male majority. The School of Health Sciences is perfectly balanced, with men and women each making up 50% of the administrative staff. The School of Agricultural and Forestry Sciences shows a male monopoly, with men making up 100% of the administrative staff. The most pronounced male majority is in the School of Physical Education Sport Science & Occupational Therapy, where men constitute 75% of the administrative staff.

In summary, while the overall trend for administrative staff is a clear female majority, there are distinct variations between schools. The data highlights a strong female presence in administrative roles across many fields, but with persistent male dominance in specific areas like agricultural and sports sciences.

4. Research

Figure 15 – Gender representation in staff participating in projects of SARF DUTH (2022).



TLLC: Training and Lifelong Learning Centre

The data reveals a significant and consistent gender disparity in staffing for projects managed by the Special Account for Research Funds (SARF) at DUTH. The charts break down participation by gender across three different personnel categories: Principal Investigators (PIs), DUTH Personnel, and Non-permanent Personnel.

For Principal Investigators (n=341), men are overwhelmingly the majority, accounting for 82% of all PIs, while women make up only 18%. This significant imbalance is evident across all types of projects, although with some variation. In projects funded by Privately funded studies and International sources, the male dominance is absolute, with men representing 100% of the PIs. In National projects, men still comprise 74% of PIs, and in TLLC-DUTH projects, they make up 81%.

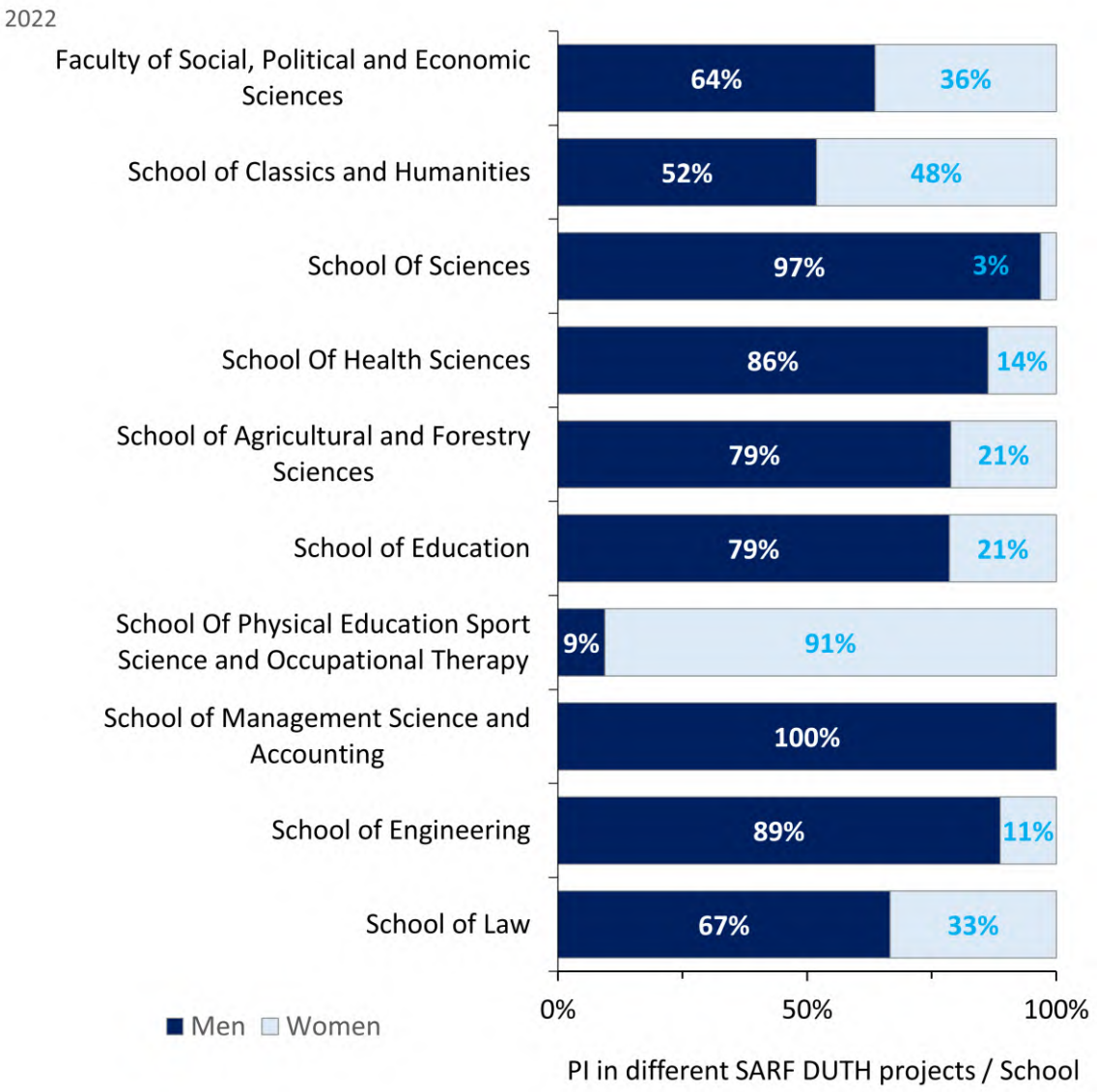
The gender gap is slightly less pronounced but still a clear male majority for the DUTH Personnel in these projects (n=1482). Men account for 71% of the total personnel, while women represent 29%. The same pattern of male dominance is seen across project types: International projects have a 100% male staff, TLLC-DUTH projects are 75% male, National projects are 53% male, and Privately funded studies are 59% male.

A different pattern emerges for Non-permanent Personnel in SARF projects. While men still hold a slight majority overall at 54%, women represent a substantial 46%. The breakdown by project type shows a more mixed picture. In TLLC-DUTH projects, women are a strong majority at 63%, and in National projects, they are also the majority at 54%. In contrast, men are the clear majority in Privately funded studies (61% men) and International projects, where women account for a mere 14%.

In summary, the data consistently shows that men hold a significant majority in the high-level roles of Principal Investigators for research projects. The male majority continues for general DUTH personnel but is less pronounced. The gender representation is most balanced among non-permanent personnel, with women even holding a majority in certain types of projects, highlighting a potential entry point for women into research roles.

Figure 16 – Gender representation in staff participating in projects of SARF DUTH broken down by schools and at Institutional (DUTH) level(2022).

The data reveals a significant and widespread **gender imbalance** in the high-level role of Principal Investigator across almost all schools. Men are the dominant force in leading research projects, with the overall picture showing a clear male majority.



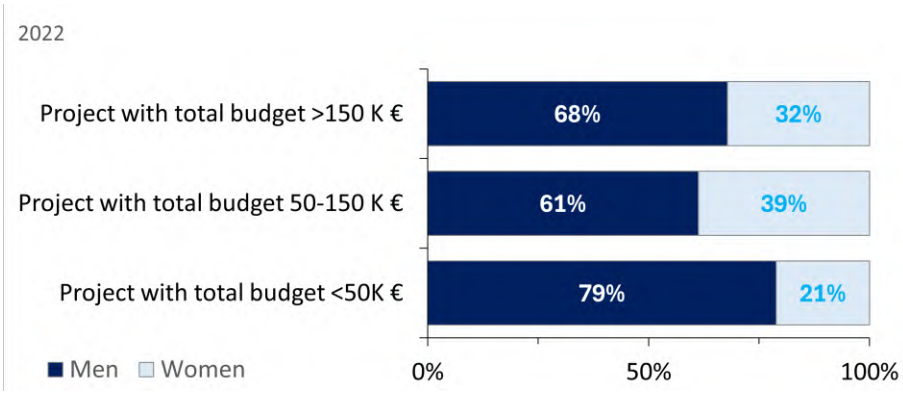
The most extreme gender gaps in favor of men are found in the School of Management Science and Accounting, where men make up 100% of the PIs, and the School of Sciences, with a commanding 97% male representation. Engineering is also overwhelmingly male-dominated, with men accounting for 89% of PIs in the School of Engineering. Significant male majorities are also present in the School of Health Sciences (86% men), the School of Agricultural and Forestry Sciences (79% men), and the School of Education (79% men).

The trend of male dominance is also seen in other fields, though less severely, such as the School of Social, Political and Economic Sciences (64% men) and the School of Law (67% men). The only school with a near-equal gender balance is the School of Classics and Humanities, with men at 52% and women at 48%.

The one notable exception to this pattern is the School of Physical Education Sport Science and Occupational Therapy, which shows a complete reversal of the trend. In this school, women are the overwhelming majority, making up 91% of the PIs, while men account for a mere 9%.

In summary, the data from this chart clearly demonstrates a persistent and widespread gender disparity in research leadership roles, with men being the dominant force in almost all academic schools. The one exception does not change the overall picture of male control over research leadership.

Figure 17 – Gender representation as PI in projects of SARF DUTH broken down by total budget (2022).



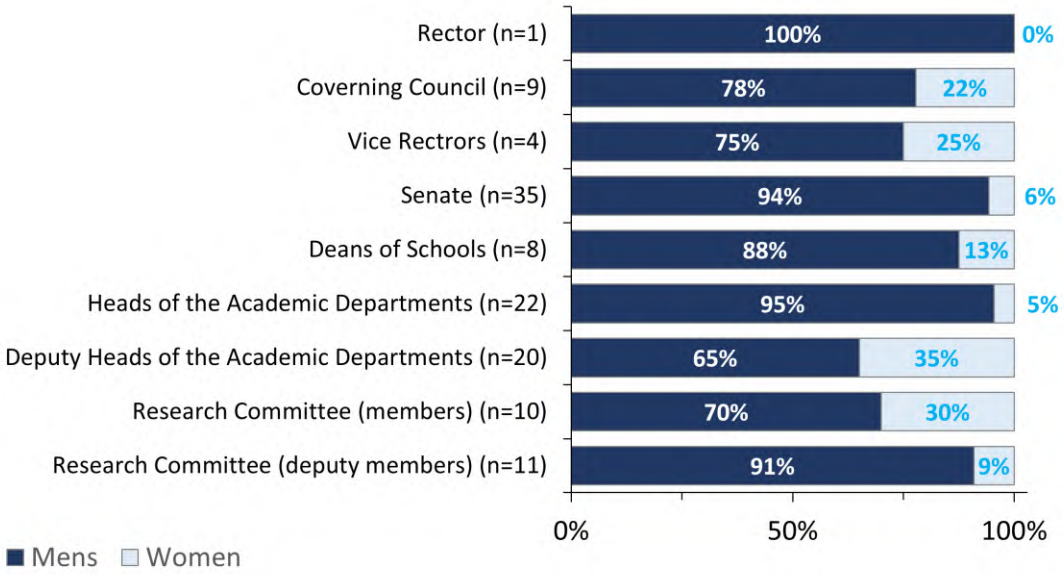
The data reveals a consistent male majority, with the gender gap being most pronounced in projects with lower budgets.

In projects with a total budget of less than 50K €, men are an overwhelming majority at 79%, while women account for only 21%. The gender representation becomes more balanced as the project budget increases. For projects with a total budget between 50-150K €, the male majority is less severe, with men making up 61% and women at 39%. This trend continues in the largest projects, with a total budget of more than 150K €, where men are 68% and women are 32%.

In summary, the data clearly shows that men are the dominant gender in the role of Principal Investigator across all budget categories. The gender gap is widest in smaller projects and narrows as the project budget grows.

5. Govering Bodies

Figure 18 – Gender composition in top management positions - total (percentage) per category (2022).



The data reveals a significant male dominance in virtually all top management positions. Men are overwhelmingly represented in these leadership roles, with the gender gap being extremely wide across the board.

The most extreme imbalance is seen in the position of Rector, which is held by a man at 100%. Men also account for the vast majority of positions in the Senate (94%), as Heads of the Academic Departments (95%), and as Research Committee deputy members (91%). The male majority is also very high among Deans of Schools (88%), the Governing Council (78%), and Vice Rectors (75%).

While the disparity is still significant, it is slightly less pronounced for Research Committee members (70% male) and Deputy Heads of the Academic Departments (65% male). Even in these roles, men hold a commanding majority.

In summary, the figure clearly and consistently demonstrates a severe gender imbalance in top management positions at DUTH, with men holding a strong, and in some cases complete, majority in all leadership categories.