



ΔΗΜΟΚΡΙΤΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΡΑΚΗΣ | DEMOCRITUS UNIVERSITY OF THRACE

# Gender Equality Annual Report 2023

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## Introduction

This report provides a comprehensive analysis of gender equality within Democritus University of Thrace (DUTH) for the year 2023. The findings reveal a complex picture of gender distribution and representation across various sectors, including students, faculty members, and administrative staff. While women make up a majority of the overall population at 55%, this general statistic conceals significant disparities and a clear pattern of "vertical segregation".

The report's key findings highlight a notable contrast between student enrollment and staff representation. The student body is predominantly female, particularly at the undergraduate and master's levels. For example, women constitute 54% of all students, with an even more pronounced majority of 66% in master's programs. This is a reversal of the pattern seen in the teaching staff and governing bodies, which are heavily male-dominated. In fact, men hold a commanding 90% of the positions in the governing bodies.

Furthermore, the data points to clear gender-based segregation in academic fields. Men are concentrated in STEM fields like Electrical and Computer Engineering (85% male) and Civil Engineering (70% male), while women overwhelmingly dominate non-STEM fields such as Primary Education (91% female) and Social Work (85% female). This report serves to illuminate these imbalances and provide a data-driven foundation for developing targeted strategies to promote a more equitable environment within the institution.

## METHODOLOGICAL NOTE

The methodological approach for the "Gender Equality Annual Report 2023" for Democritus University of Thrace (DUTH) is quantitative and descriptive. The report draws on official institutional data from the academic year 2023 to analyze gender distribution across various categories of the university's population. The primary focus is on a data-driven overview of the gender composition of students, faculty members, and administrative staff. The report uses absolute values and percentages to present a detailed picture of gender ratios within the university. These data are then used to identify and analyze key trends, such as vertical segregation, where women's representation diminishes at higher levels of the academic and administrative hierarchy, and horizontal segregation, which is the clustering of men and women into specific academic disciplines. The report's analysis is supported by a series of tables and figures that visually represent the gender distribution across different fields of study, career levels, and project leadership roles. For example, data is presented for students by scientific area, and for faculty, by academic rank and school. The methodological note indicates that the report is a foundational tool for developing targeted strategies aimed at fostering a more equitable environment within the institution.

## Gender composition at Democritus University of Thrace

The Gender Equality Annual Report 2023 for Democritus University of Thrace shows that while the overall population of the institution has a notable majority of 18,223 women compared to 14,892 men, this trend is reversed in key areas. The student body is predominantly female, a pattern consistent across undergraduate, master's, and PhD levels, with women making up 54% of all students. This is most pronounced at the master's level, where women account for 66% of the students, and among first-year undergraduate students, where the ratio of women to the total is 0.60. Conversely, a significant gender imbalance is evident in the teaching staff and governing bodies. Men hold a disproportionately higher number of teaching positions, with a women-to-total ratio of a low 0.34. The disparity is most severe in the leadership and governing bodies, where men overwhelmingly dominate. The governing bodies collectively have only 5 women out of 51 members, resulting in a women-to-total ratio of 0.10. Similarly, the Senate is heavily male-dominated, with 37 men and only 3 women.

### Overview

Based on the data of "Gender Equality Annual Report 2023" for Democritus University of Thrace, the institution presents a significant gender paradox: while women constitute the majority of the student body, they are severely underrepresented in positions of power and authority. The report notes that 54% of the total student population is female, a trend that is particularly pronounced in master's programs and among first-year undergraduate students.

However, this demographic advantage does not translate to equal representation in leadership. The analysis reveals a clear pattern of "vertical segregation," as men dominate the teaching staff and hold an overwhelming majority of positions in the governing bodies, including the Senate and the Governing Council. The report also highlights "horizontal segregation," with a clear divide in academic fields, where men are concentrated in STEM disciplines while women are found more in non-STEM fields.

In conclusion, the report underscores the persistent gender disparities at Democritus University of Thrace, demonstrating that the high number of female students does not reflect true equality within the institution. The data indicates a clear need for targeted initiatives to address the underrepresentation of women in leadership roles and to promote a more balanced distribution of genders across all academic and administrative sectors.



**Tab. 1 – Gender distribution in different categories (Absolute values 2023-2023)**

Category	2023				Change (%) since 2021-22
	Men (M)	Women (W)	Total (T)	Ratio (W/T)	
<b>Students</b>	11.927	13.998	25.925	0,54	<b>-1,6%</b>
<i>of whom enrolled in the 1st year (first and single-cycle degree programmes)</i>	1.299	1.950	3.249	0,60	
<b>MSc Students</b>	1.464	2.886	4.350	0,66	<b>5,0%</b>
<i>of whom enrolled in the 1st year</i>	455	957	1.412	0,68	
<b>PhD students</b>	921	907	1.828	0,50	<b>4,3%</b>
<i>of whom enrolled in the 1st year</i>	102	116	218	0,53	
<b>Teaching Staff</b>	429	221	650	0,34	<b>6,2%</b>
<b>Non-Academic Staff</b>	105	206	311	0,66	<b>5,0%</b>
In a Manager Position	3	12	15	0,80	
Technical Staff & General Administration	102	194	296	0,66	
<b>Governing bodies</b>	46	5	51	0,10	
Governing board	9	2			
Senate	37	3			
<b>Total</b>	<b>14.892</b>	<b>18.223</b>	<b>33.115</b>	<b>0,55</b>	

Overall, the institution's population in 2023 was 33,115, with a notable majority of 18,223 women, compared to 14,892 men. This results in a women-to-total ratio of 0.55, indicating that women make up 55% of the total population.

#### Student body

The student population is predominantly female, a trend that is consistent across different academic levels. Out of 25,925 total students, 13,998 are women, yielding a ratio of 0.54. A closer look at different student categories reveals interesting patterns.

- Undergraduate Students: Women are the majority, particularly among those enrolled in the first year of single-cycle degree programs. Here, the ratio of women to the total is 0.60, meaning 60% of new undergraduate students are women.
- MSc Students: The gender gap is even more pronounced at the master's level. With a ratio of 0.66, two-thirds of all MSc students are women. The enrollment trend is particularly strong, as indicated by a 5.0% increase in the total student count since 2021-22, suggesting a growing interest in master's degrees, particularly among women.
- PhD Students: This is the only student category where the gender distribution is nearly balanced. Out of 1,828 PhD students, the men-to-women split is almost equal, with 921 men and 907 women. This results in a women-to-total ratio of 0.50. The number of new PhD students has seen a substantial increase of 4.3% since the previous period.

### Staff and Administration

The data for staff and administration roles shows a significant gender imbalance, which is a stark contrast to the student population trend.

- Teaching Staff: Men outnumber women by a considerable margin. With 429 men and only 221 women, the women-to-total ratio is a low 0.34. This suggests that men hold a disproportionately higher number of teaching positions. The teaching staff population has grown by 6.2% since 2021-22, and it would be interesting to analyze whether this growth is also male-dominated.
- Non-Academic Staff: The ratio shifts significantly in favor of women in non-academic roles. Of the 311 staff members in this category, 206 are women, resulting in a women-to-total ratio of 0.66. This suggests that administrative and support roles are largely filled by women. The number of non-academic staff has seen a 5.0% increase since the last period.

### Leadership and governance

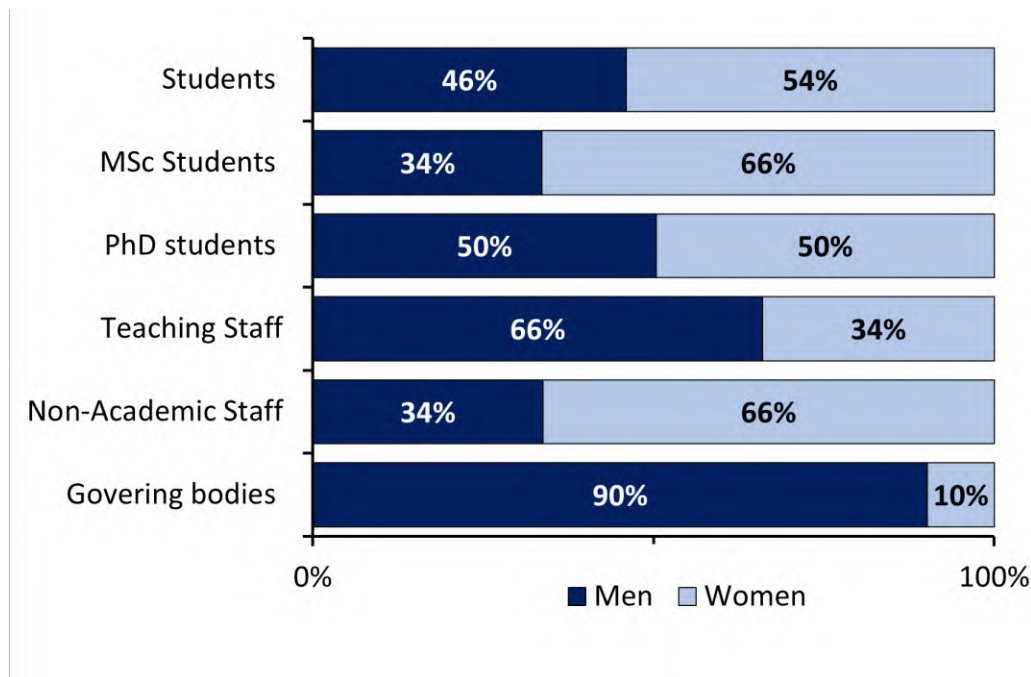
The most significant gender imbalance is evident in the leadership and governing bodies, where men overwhelmingly dominate.

- Governing bodies: Across all governing bodies, the gender ratio is extremely skewed. Of the 51 total members, only 5 are women, yielding a very low women-to-total ratio of 0.10.
- Governing board: The imbalance is even more acute at the top leadership level. The governing board is composed of 9 men and only 2 women, a ratio of 0.18.
- Senate: The disparity is most severe within the Senate, where men hold 37 seats while women hold only 3. The women-to-total ratio is a mere 0.08.

In conclusion, while the student body, especially at the undergraduate and master's levels, is female-dominated, this pattern is reversed in the teaching staff and severely so in the top governing bodies. The data highlights a vertical segregation where women are well-represented in lower-level categories but are significantly underrepresented in positions of power and authority.

**Fig. 1 – Gender distribution in different categories (Percentage by gender 2023)**

Based on the provided bar chart, a clear pattern of gender distribution emerges across different categories within the institution. The data shows a significant reversal in gender dominance between the student population and the staff and governing bodies.



#### Student population

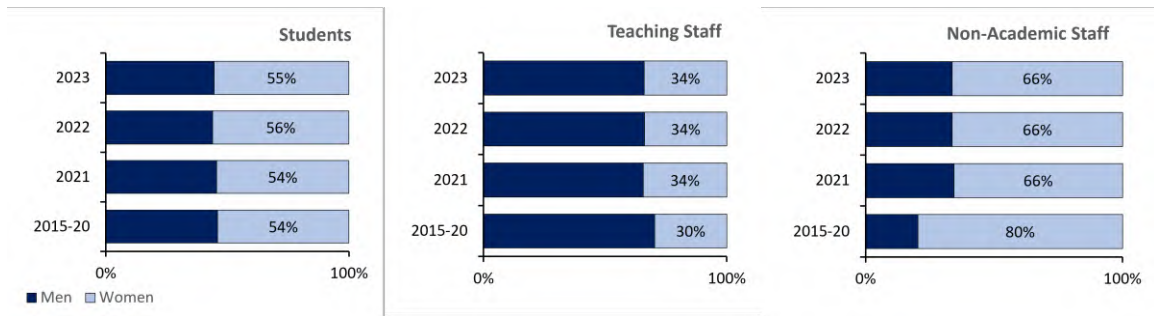
The student body is predominantly female. Women make up 54% of all students, while men account for 46%. This trend is even more pronounced at the master's level, where a significant majority of 66% are women, and only 34% are men. The only student category with a balanced gender distribution is the PhD program, where the split is an exact 50% for both men and women.

#### Staff and governance

The gender distribution flips when examining staff and leadership roles. The teaching staff is heavily male-dominated, with men representing 66% and women 34%. In contrast, the non-academic staff category shows a similar trend to the student body, with women comprising 66% of the workforce. The most extreme gender imbalance is found in the governing bodies, where 90% of the members are men and only 10% are women, highlighting a severe underrepresentation of women in leadership positions.

**Fig. 2 – Students, Teaching Staff and Non-Academic Staff (Percentage by gender 2015-2023)**

The following chart bars describe the gender distribution trends across three key groups—Students, Teaching Staff, and Non-Academic Staff—over several years, including a multi-year average for 2015-2020 and specific data for 2021, 2022, and 2023.



### Students

The student population has maintained a consistent female majority over the observed period. From 2015 to 2020, an average of 54% of students were women. This trend continued into 2021 with a 54% female student body. The proportion of women slightly increased to 56% in 2022 before stabilizing at 55% in 2023. Overall, the data indicates that women have consistently outnumbered men in the student body throughout the analyzed period.

### Teaching staff

The gender distribution among the teaching staff shows a persistent male dominance. In the 2015-2020 period, women comprised only 30% of the teaching staff. This percentage saw a slight increase to 34% in 2021 and has remained unchanged at 34% for both 2022 and 2023. The data suggests that despite a minor improvement from the 2015-2020 average, the teaching staff remains a male-dominated field, with women consistently representing less than half of the total.

### Non – academic staff

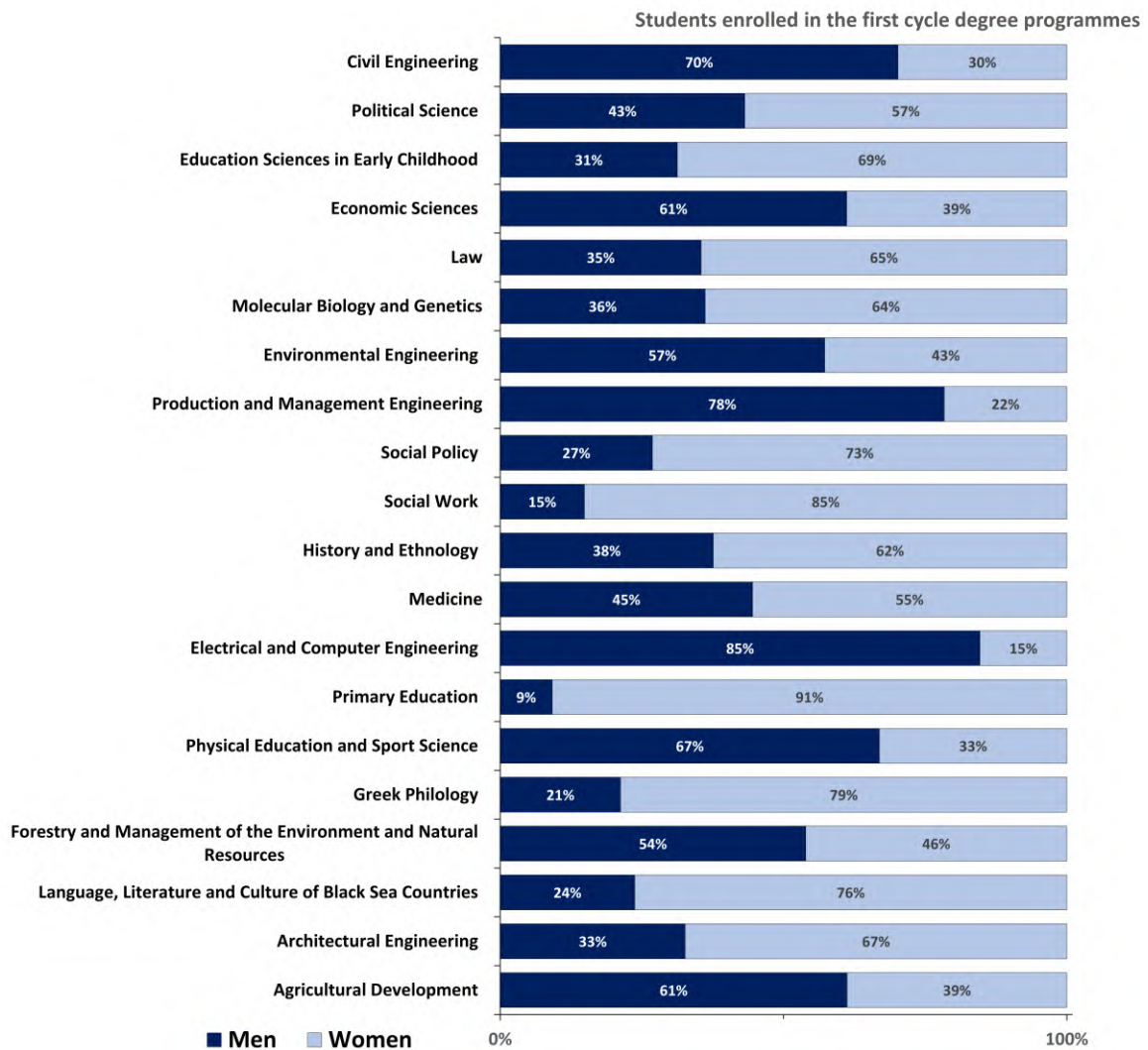
The most significant shift in gender distribution is visible in the non-academic staff category. From 2015 to 2020, an overwhelming 80% of the non-academic staff were women. This trend shifted dramatically in 2021, when the percentage of women dropped to 66%. This new proportion has remained stable for 2022 and 2023, holding at 66% each year. This suggests a notable decline in female representation in non-academic roles after 2020, though women still constitute a significant majority in this category.

# 1. Students

## 1.1. Undergraduate students

**Fig. 3 – Students broken down by scientific area (faculty) (percentage by gender 2023)**

This bar chart illustrates the gender distribution of students enrolled in first-cycle degree programs across various fields of study. The data reveals significant gender segregation, with some disciplines being heavily male-dominated while others are overwhelmingly female-dominated.



Several fields of study are highly male-dominated, with men comprising over 60% of the student body. The most significant imbalance is in Electrical and Computer Engineering, where men account for a staggering 85% of students, leaving women at just 15%. This is followed by Production and Management Engineering (78% men) and Civil Engineering (70% men). Other fields with a male majority include Physical Education and Sport Science (67% men), Economic Sciences and Agricultural Development (both 61% men), Environmental Engineering (57% men), and Forestry and Management of the Environment and Natural Resources (54% men).

Conversely, many fields show a strong female majority, with women making up over 60% of the student population. The most striking example is Primary Education, where 91% of students are women and only 9% are men. This is followed by Social Work, with 85% women, and Greek Philology, with 79% women. Other fields with a high female majority include Language, Literature and Culture of Black Sea Countries (76% women), Social Policy (73% women), Education Sciences in Early Childhood (69% women), Architectural Engineering (67% women), Law (65% women), Molecular Biology and Genetics (64% women), and History and Ethnology (62% women).

Only a few fields show a relatively balanced gender distribution. Political Science has a near-equal split with 57% women and 43% men. Medicine also shows a close balance, with 55% women and 45% men. These two fields stand out as being the most gender-neutral among the disciplines listed.

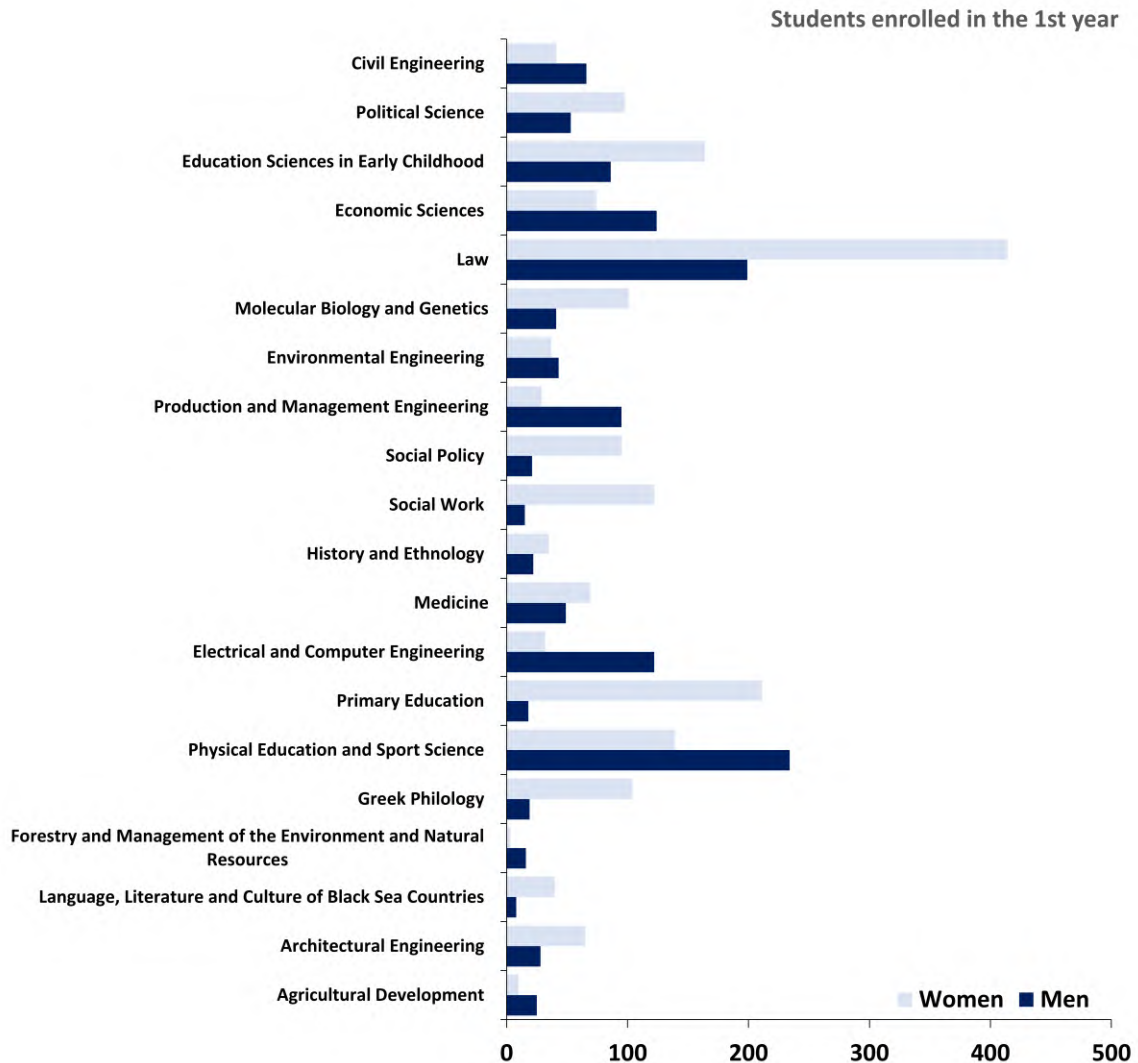
**Fig. 4 – Number of students enrolled in the 1st year broken down by the different undergraduate degree programmes (2023)**

This bar chart shows the gender distribution of first-year students across various degree programs, illustrating the total number of men and women in each field. The data highlights a pronounced gender divide in enrollment numbers across different disciplines, with some programs attracting a significantly higher number of students of one gender.

Several fields show a clear majority of female students. Law has the highest number of female enrollments, with over 400 women compared to around 200 men. Primary Education also has a very high number of female students, with over 200 women and a very low number of men. Other fields with a high number of women enrolled include Social Work and Education Sciences in Early Childhood, both with a substantial female majority.

Conversely, some disciplines are overwhelmingly dominated by male students. Physical Education and Sport Science and Electrical and Computer Engineering both have a significantly higher number of men compared to women, with men's enrollment far

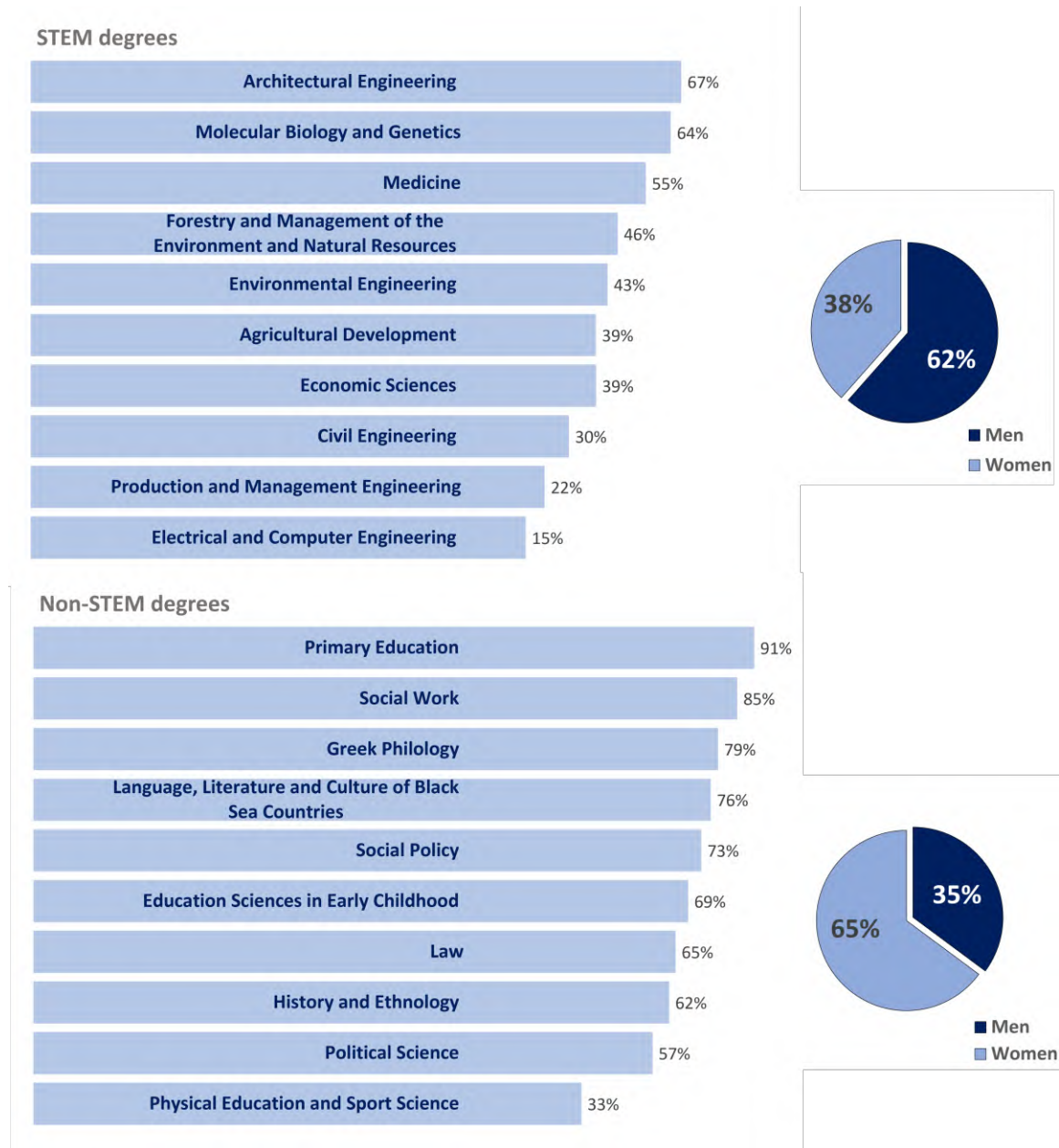
exceeding 100 in both cases. Other fields with a greater number of male students include Production and Management Engineering, Economic Sciences, and Civil Engineering.



Several fields have very low overall enrollment numbers for both genders. These include Forestry and Management of the Environment and Natural Resources, Language, Literature and Culture of Black Sea Countries, Agricultural Development, History and Ethnology, and Social Policy, with the total number of students in each of these programs being relatively small.

A few programs, such as Political Science and Medicine, show a more balanced distribution, though they still have a notable difference between the number of men and women. In these fields, the enrollment numbers for both genders are closer to each other compared to the more polarized fields.

**Fig. 5 – Percentage of women students broken down by STEM and non-STEM degree programmes (2023)**



The distribution in STEM fields is heavily male-dominated, with men making up the majority in most disciplines. The most extreme imbalances are in Electrical and Computer Engineering (85% men, 15% women), Production and Management Engineering (78%

men, 22% women), and Civil Engineering (70% men, 30% women). Other fields like Agricultural Development (61% men, 39% women) and Economic Sciences (61% men, 39% women) also have a majority of men.

A few STEM fields have a higher proportion of women, notably Architectural Engineering (67% women, 33% men) and Molecular Biology and Genetics (64% women, 36% men). Medicine is the most gender-balanced STEM field with a nearly equal split (55% women, 45% men). Overall, the STEM category is a male-dominated area with a total of 62% men and 38% women.

In contrast, non-STEM fields are overwhelmingly female-dominated. The most pronounced imbalances are in Primary Education (91% women) and Social Work (85% women). Other disciplines with a high percentage of women include Greek Philology (79% women), Language, Literature and Culture of Black Sea Countries (76% women), and Social Policy (73% women). Even in fields with a lower female majority like History and Ethnology (62% women) and Political Science (57% women), women still outnumber men. The only non-STEM field with a male majority is Physical Education and Sport Science (67% men). Overall, non-STEM fields show a strong female presence, with 65% women and 35% men.

The analysis clearly shows a vertical segregation in academic fields, with men favoring technical, engineering, and physical sciences, and women dominating education, humanities, and social sciences.

### **Fig. 6 – Students graduate within the standard duration of STEM and non-STEM degree programmes (2023)**

The charts display graduation rates within the standard duration of studies, broken down by gender for various STEM and non-STEM degree programs. The data also includes a visual representation of overall graduation percentages for each broad category.

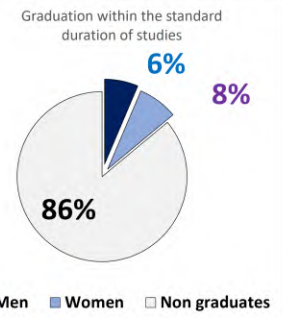
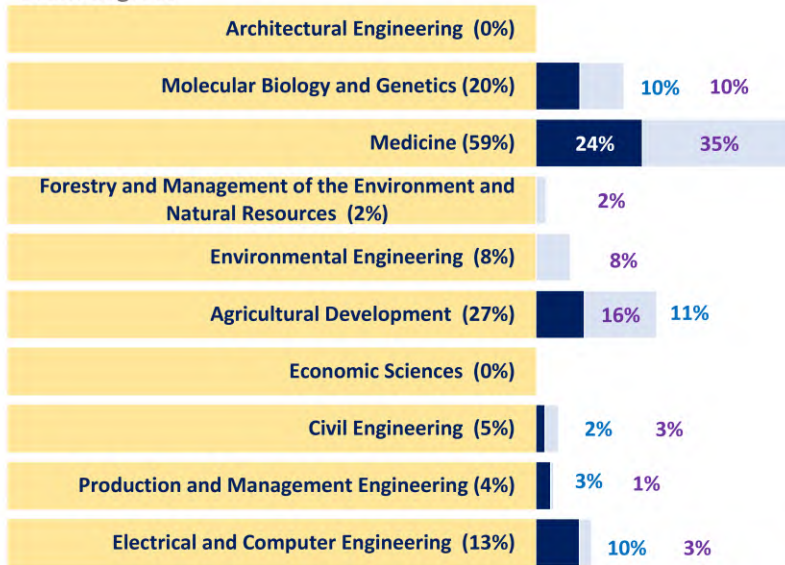
In the STEM category, the overall graduation rate within the standard duration of studies is low, with 86% of students not graduating on time. Only 6% of men and 8% of women complete their degrees within the expected timeframe. However, a deeper look at the individual disciplines reveals some nuances.

- **Positive Graduation Rates:** Medicine stands out with a relatively high on-time graduation rate, particularly among women. In this field, 35% of women and 24% of men graduate on time.
- **Low Graduation Rates:** Most other STEM fields have very low on-time graduation rates for both genders. For example, in Civil Engineering, Production and Management Engineering, Economic Sciences, and Electrical and Computer

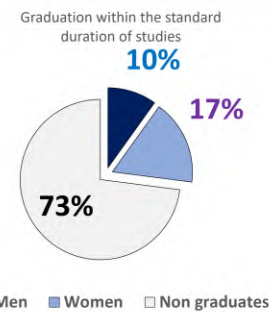
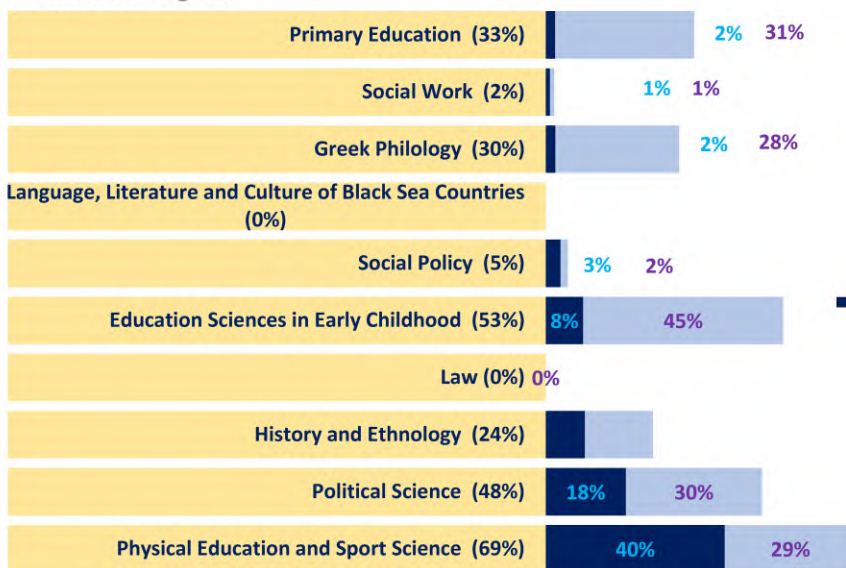
Engineering, on-time graduation rates for both men and women are in the single digits.

- Gender Differences: While women in Medicine have a better graduation rate than men, men show a stronger performance in Electrical and Computer Engineering, with 10% graduating on time compared to 3% of women. In Agricultural Development, 16% of men graduate on time, while only 11% of women do.

### STEM degrees



### Non-STEM degrees



The overall graduation rate within the standard duration of studies is better in non-STEM fields compared to STEM, but it is still relatively low, with 73% of students not graduating on time. However, the on-time graduation rates are higher, with 10% of men and 17% of women graduating within the standard duration.

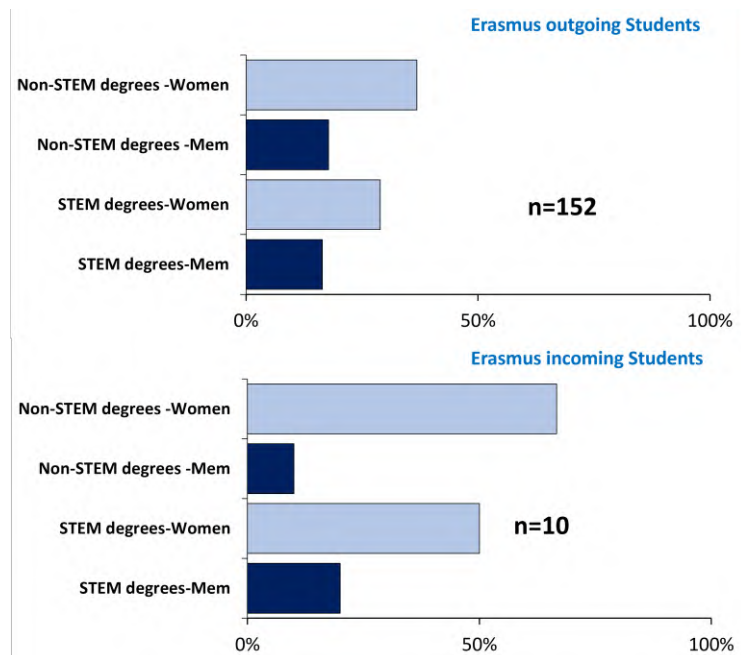
- **Positive Graduation Rates:** Physical Education and Sport Science has the highest on-time graduation rate, with 40% of men and 29% of women graduating within the standard timeframe. Other fields with notable on-time graduation rates include Education Sciences in Early Childhood (8% men, 45% women) and Political Science (18% men, 30% women).
- **Gender Differences:** Women consistently outperform men in on-time graduation rates across several non-STEM fields, particularly in Education Sciences in Early Childhood, Political Science, and Greek Philology. In Education Sciences in Early Childhood, the gap is particularly large, with 45% of women graduating on time compared to only 8% of men.
- **Low Graduation Rates:** Fields like Social Work, Language, Literature and Culture of Black Sea Countries, and Law have very low on-time graduation rates for both genders.

In summary, the data suggests that non-STEM fields generally have higher on-time graduation rates than STEM fields, and women are more likely to graduate on time in both categories, with a particularly strong performance in non-STEM fields. The vast majority of students, regardless of gender or field of study, do not complete their degrees within the standard duration.

**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 (2023)**

The first chart, titled "Erasmus outgoing Students," represents a total of 152 students. The data shows that women are more likely to participate in the Erasmus program than men, particularly in non-STEM fields.

- **Non-STEM Degrees:** Women from non-STEM fields have the highest participation, with a larger number of students going abroad compared to their male counterparts.
- **STEM Degrees:** Women from STEM fields also show a strong participation rate, outnumbering men from STEM degrees.
- **Overall Trend:** The chart indicates a clear trend where female students, both from STEM and non-STEM disciplines, are more active in seeking study abroad opportunities through the Erasmus program.



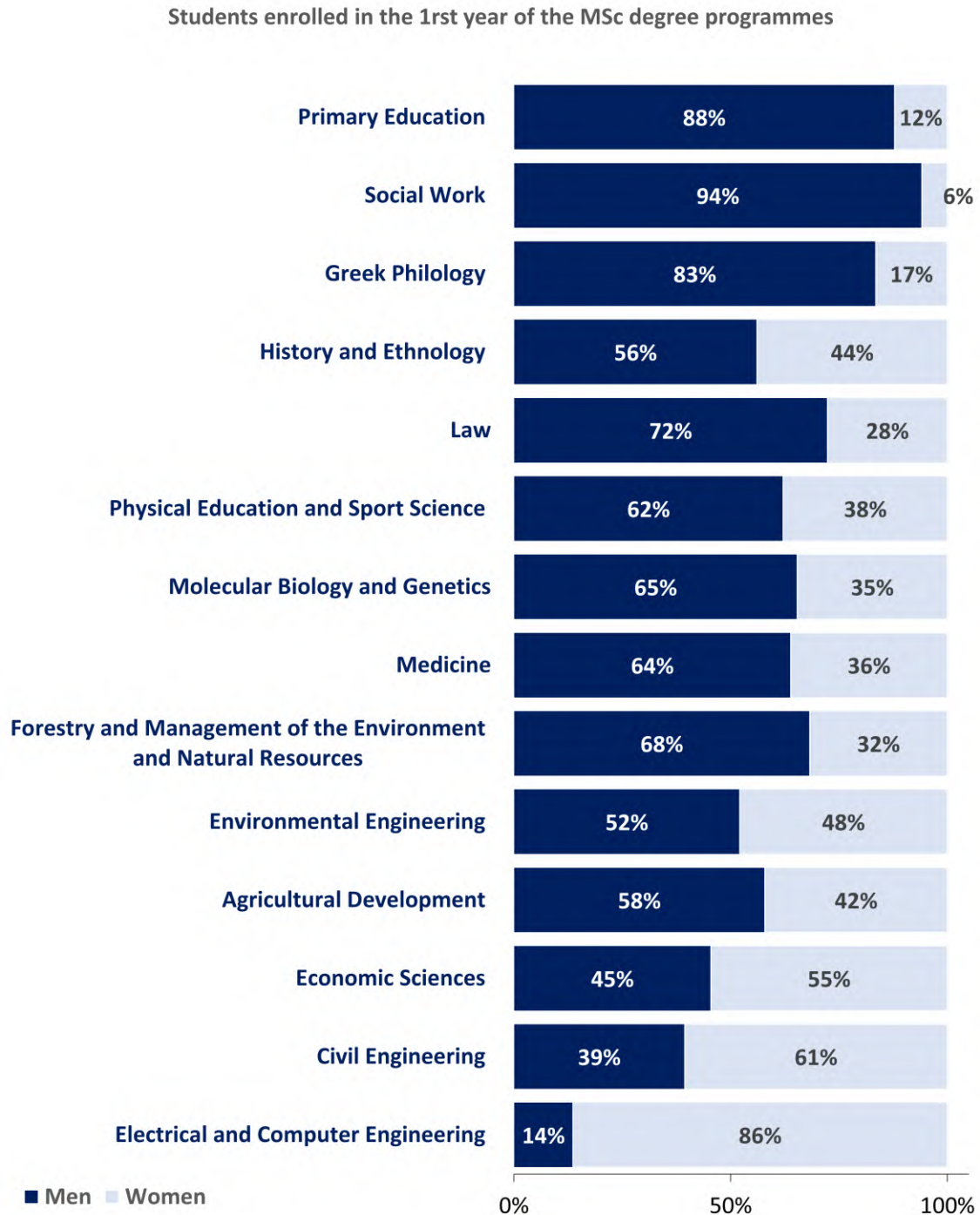
The second chart, titled "Erasmus incoming Students," represents a much smaller total of 10 students. Due to the small sample size, the data should be interpreted with caution. However, it still provides some insight into the gender and field preferences of students coming to the institution.

- Non-STEM Degrees: The number of incoming female students in non-STEM degrees is significantly higher than that of incoming male students.
- STEM Degrees: The number of incoming male students in STEM degrees is slightly higher than that of incoming female students.

Overall, the data for outgoing students suggests that women are more engaged in international mobility programs than men, a trend that holds true for both STEM and non-STEM fields. The data for incoming students, while based on a very small sample, hints at a similar pattern of female dominance in non-STEM fields but a slight male dominance in STEM fields.

## 1.2. Postgraduate students

**Fig. 8 – Gender of students enrolled in the 1st year broken down by the different master's degree programmes per faculty (2023)**



Several fields of study are overwhelmingly female-dominated at the master's level. The most pronounced imbalance is in Social Work, where a staggering 94% of students are women, and only 6% are men. Similarly, Primary Education has 88% women and 12% men. Other fields with a strong female majority include Greek Philology (83% women) and Law (72% women). These numbers show that women are highly concentrated in certain non-STEM and humanities disciplines at the graduate level.

Conversely, some fields are heavily male-dominated. The most significant gender imbalance in this direction is in Electrical and Computer Engineering, where a dramatic 86% of students are men, and only 14% are women. Men also make up a majority in Forestry and Management of the Environment and Natural Resources (68% men), Medicine (64% men), and Physical Education and Sport Science (62% men).

A few fields show a more balanced gender distribution. In Environmental Engineering, the ratio is nearly even, with 52% men and 48% women. Economic Sciences and Civil Engineering also have a somewhat balanced split, with women making up 55% and 61% of the students, respectively. This suggests that while most fields show a strong gender preference, some are more diverse in their enrollment.

**Fig. 9 – Percentage of women students enrolled in the master's degree programmes broken down by faculty and STEM and non-STEM degree programmes (2023)**

In STEM master's programs, women constitute a significant portion of the student body, although there is a considerable variation across disciplines. Overall, women make up 62% of the STEM student population at the master's level. The highest percentage of female enrollment is found in Molecular Biology and Genetics and Forestry and Management of the Environment and Natural Resources, both at 68%. Environmental Engineering is a close second with 62% women, while Medicine has 61% women.

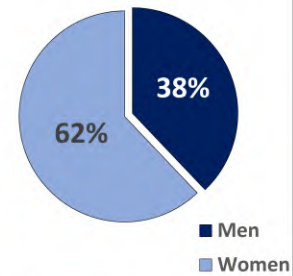
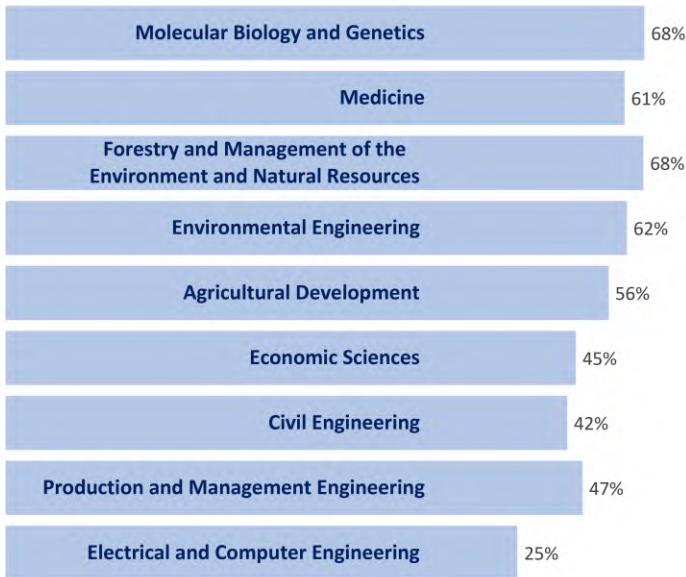
However, some STEM programs are heavily male-dominated. In Electrical and Computer Engineering, only 25% of the students are women. Other programs with a low female enrollment include Civil Engineering (42% women) and Production and Management Engineering (47% women).

The non-STEM master's programs are overwhelmingly female-dominated, with women making up 71% of the student population. The highest percentages are in Social Work (93% women) and Education Sciences in Early Childhood (91% women). Primary Education and Greek Philology also have a high female enrollment at 84% each. The percentage of women is also very high in Language, Literature and Culture of Black Sea

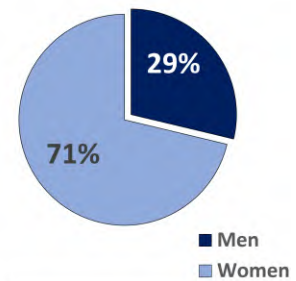
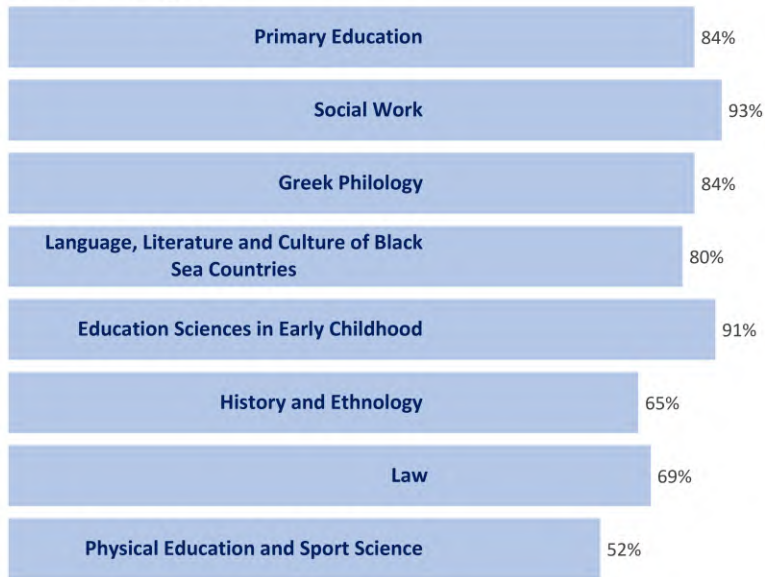
Countries (80% women) and Law (69% women). The only non-STEM program with a near-equal gender distribution is Physical Education and Sport Science, with 52% women.

In summary, the data clearly shows a gender-based concentration in master's programs, with women being the majority in most non-STEM fields, particularly in education and social work, while their representation in STEM fields is more varied but still a majority in most cases.

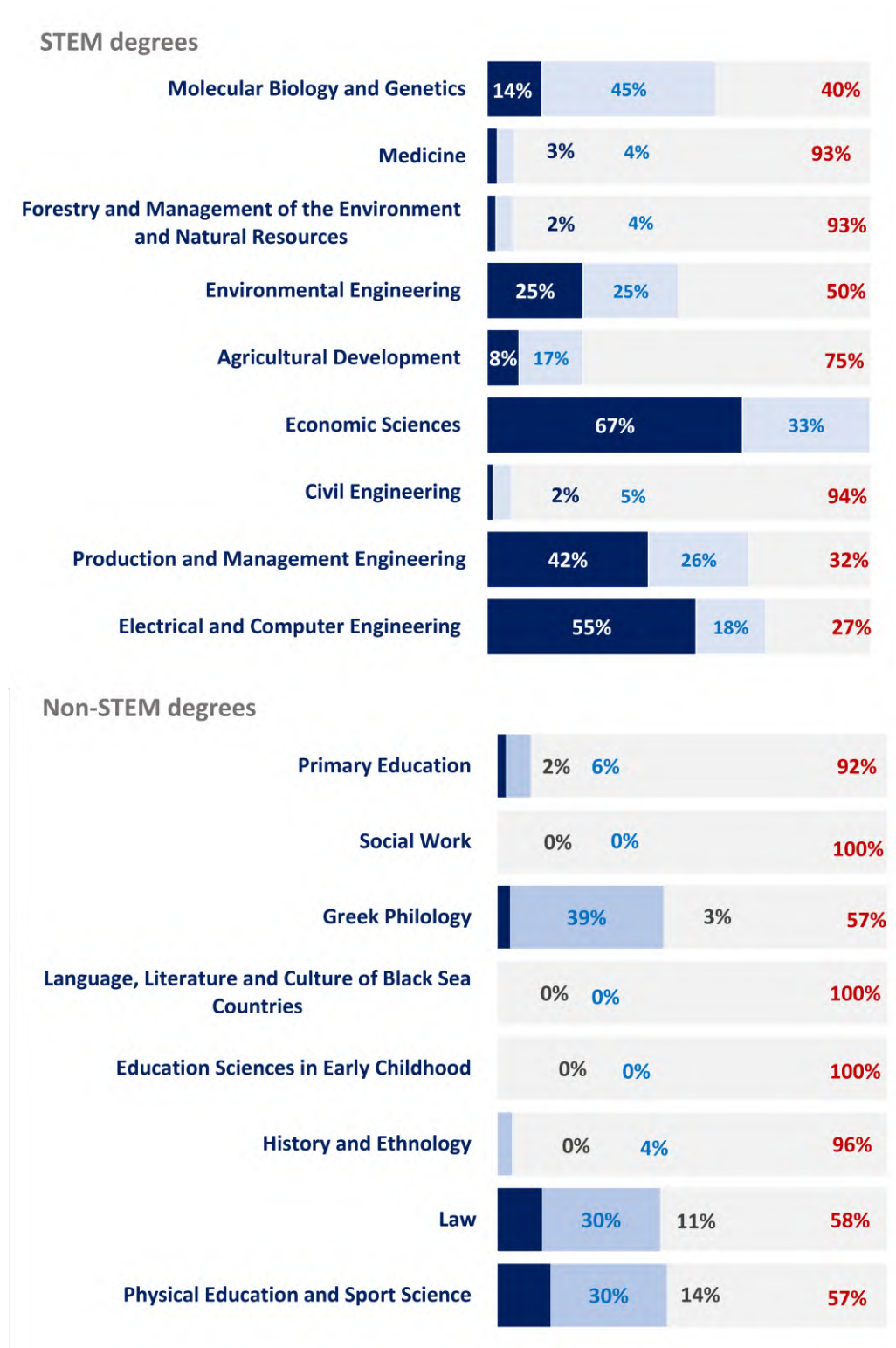
**STEM degrees**



**Non-STEM degrees**



**Fig. 10 – Students graduate within the standard duration of the master's degree STEM and non-STEM programmes (2023) (percentages in red denote students delayed in completing the programs)**



STEM programs are generally characterized by very low on-time graduation rates and a high percentage of delayed students. In Civil Engineering, only 2% of men and 5% of women graduate on time, and 94% of students are delayed. The situation is similar in Medicine, where only 3% of men and 4% of women graduate on time, and a staggering 93% are delayed. An alarming 100% of students are delayed in Environmental Engineering, Forestry and Management of the Environment and Natural Resources, and Economic Sciences.

The only fields that deviate from this negative trend are Electrical and Computer Engineering and Molecular Biology and Genetics, which show women outperforming men in on-time graduation. In Electrical and Computer Engineering, a remarkable 55% of women graduate on time, while only 18% of men do. Similarly, in Molecular Biology and Genetics, 45% of women graduate on time compared to 14% of men. Overall, the data highlights that on-time graduation in STEM master's programs is the exception rather than the norm, with a severe issue of delayed completion across the board.

The non-STEM master's programs exhibit a varied performance in on-time graduation. Several fields show no on-time graduates at all, with a 100% delay rate for both genders. These include Social Work, Education Sciences in Early Childhood, and Language, Literature and Culture of Black Sea Countries. In Primary Education, while a tiny 2% of men graduate on time, a slightly higher 6% of women do, leaving an overwhelming 92% of students delayed. A more positive trend is visible in a few fields: Greek Philology has a solid on-time graduation rate of 39% for men, though a very low 3% for women. Law shows a 30% on-time rate for men and 11% for women, while Physical Education and Sport Science has a 30% on-time rate for men and 14% for women.

**Fig. 11 – Percentage of women PhD students categorized by their academic backgrounds and scholarship status (2023)**

The total population of PhD students is 1,828. The gender distribution is nearly balanced, with men making up 50.4% and women 49.6%. This near-parity stands in contrast to the significant gender imbalances seen in other academic and staff categories within the institution.

A notable gender difference is observed among scholarship recipients. A majority of PhD students with scholarships are men (58.4%), while women account for 41.6% of this group. The total number of students with scholarships is 190.

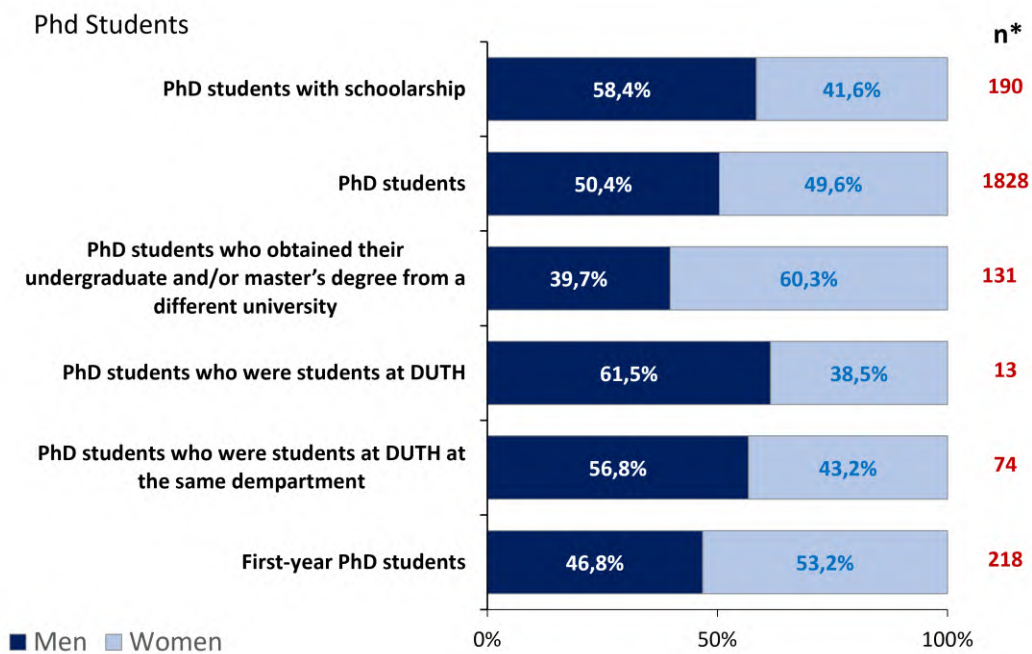
The data also reveals a trend related to students' prior academic institutions. Among PhD students who obtained their undergraduate or master's degree from a different university, there is a strong female majority, with women accounting for 60.3% of this

group, while men constitute 39.7%. This suggests that the institution is more successful at attracting female PhD candidates from outside.

In contrast, the gender balance shifts dramatically among students who have a prior academic history at the same university. For PhD students who were students at DUTH, men are the clear majority at 61.5%, compared to 38.5% for women. This disparity is even more pronounced for the small subset of PhD students who were students at DUTH at the same department, where the distribution is 56.8% men and 43.2% women.

Among first-year PhD students, the gender balance is slightly in favor of women, with a distribution of 53.2% women and 46.8% men. This suggests that the incoming cohort of PhD students is slightly more diverse and female-leaning compared to the overall PhD population, which is closer to a 50/50 split.

The analysis of PhD students reveals a near-perfect gender balance in the overall population, with men and women each making up around half. However, this equilibrium shifts significantly when examining specific categories. Men are disproportionately represented among scholarship recipients and in the group of PhD students who previously studied at the same university. Conversely, women are the clear majority among first-year PhD students and those who obtained their previous degrees from a different university, suggesting the institution is particularly effective at attracting and retaining female talent from external sources.



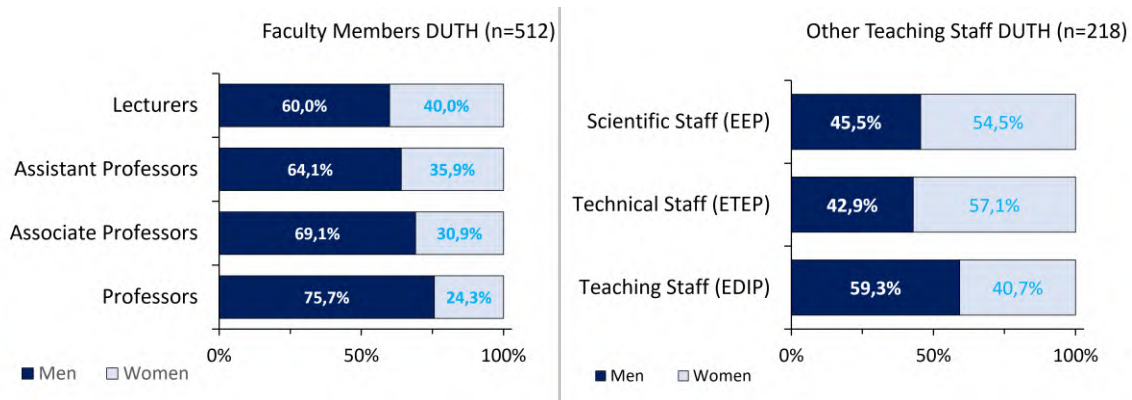
(n\* = Men + Women)



## 2. Faculty members

### 2.1. Recruitment

**Fig. 12 – Gender representation in Teaching & Research staff (2023)**



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

The data for Faculty Members (totaling n=512) shows a clear and consistent pattern of vertical segregation, with men holding a progressively larger share of positions at each advancing rank.

- At the Lecturer level, the gender distribution is relatively balanced, with men making up 60% and women 40%.
- The gender gap widens significantly at the Assistant Professor rank, where men constitute 64.1% and women 35.9%.
- The trend continues with Associate Professors, where men hold 69.1% of the positions, while women's representation drops to just 30.9%.
- The highest academic rank, Professors, shows the most severe gender disparity, with men making up a commanding 75.7% of the total and women holding only 24.3% of the positions.

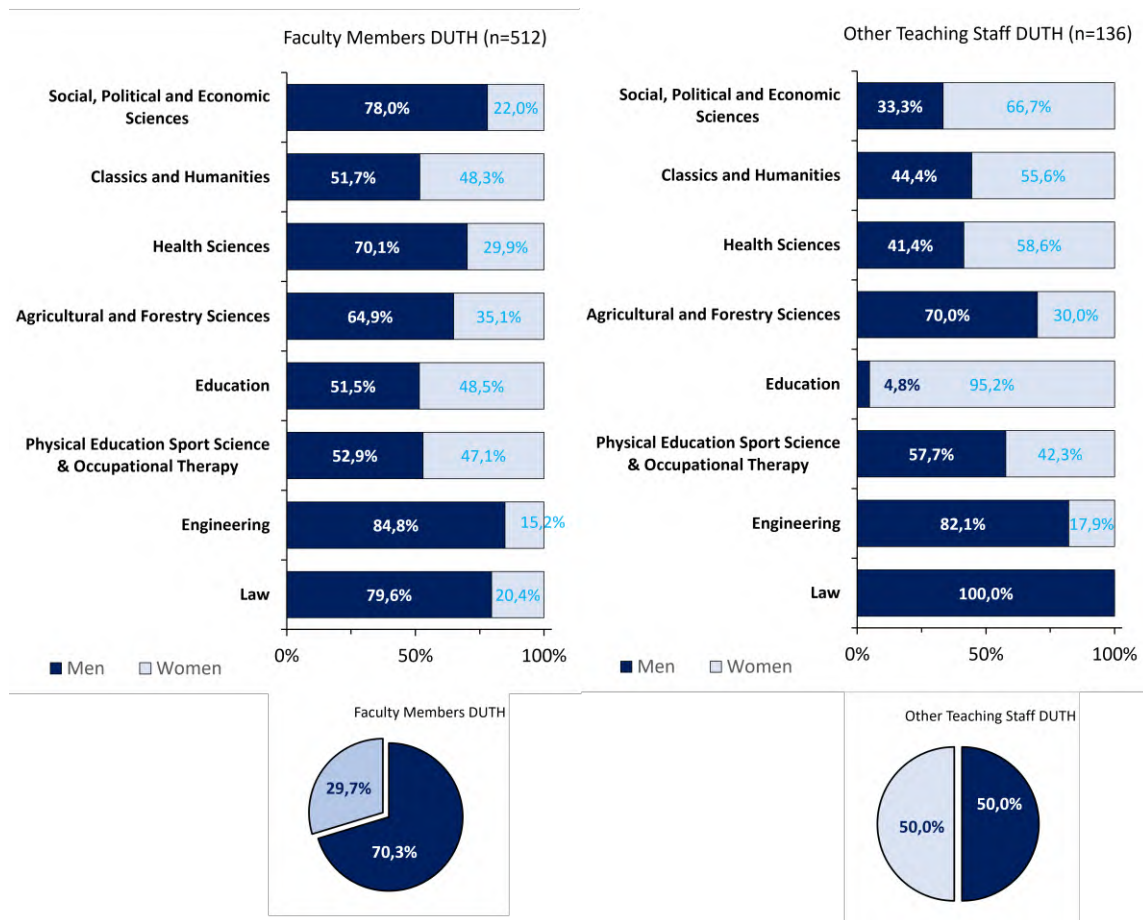
The second chart, which analyzes other teaching staff (n=218), shows a different and more varied pattern of gender distribution.

- In the Scientific Staff (EEP) category, women are the majority, holding 54.5% of the positions, compared to 45.5% for men.
- The gender balance is even more skewed in favor of women in the Technical Staff (ETEP) category, where women constitute 57.1% and men 42.9%.
- However, the trend reverses in the Teaching Staff (EDIP) category, where men are the majority with 59.3% representation, while women hold 40.7% of the positions.

The data demonstrates a severe and worsening gender imbalance within the traditional academic hierarchy of DUTH's faculty members, where women's representation decreases dramatically at higher ranks. Conversely, in other teaching staff categories, the distribution is more varied, with women holding the majority in scientific and technical roles but a minority in teaching roles. The most striking finding is the glass ceiling effect clearly visible in the progression from Lecturer to Professor, where women's representation is nearly halved.

**Fig. 13 – Gender representation in Teaching & Research staff broken down by schools (2023)**

The gender distribution among faculty members shows a consistent pattern of male dominance, with men holding 70.3% of positions overall, compared to 29.7% for women. This disparity is particularly pronounced when looking at specific schools and fields of study.



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

- Engineering is the most male-dominated school, with men making up 84.8% of the faculty and women only 15.2%.
- Social, Political, and Economic Sciences and Law also have a strong male majority, with men at 78.0% and 79.6% respectively.
- Health Sciences and Agricultural and Forestry Sciences have a significant male majority, with 70.1% and 64.9% men respectively.
- The only school with a relatively balanced gender representation is Education, with 51.5% men and 48.5% women.
- Classics and Humanities is the most balanced field, with a near-equal split of 51.7% men and 48.3% women.

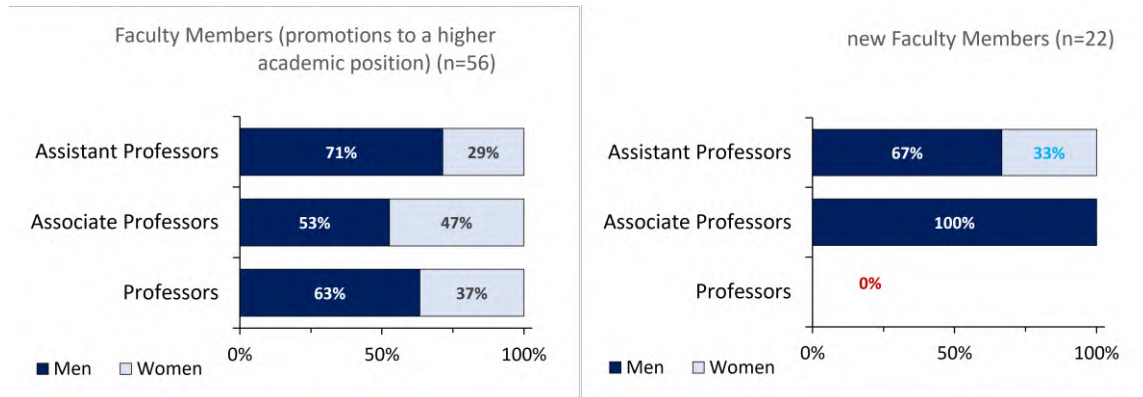
The gender distribution for other teaching staff shows a more varied pattern, with women being the majority in several key fields. Overall, the gender split is balanced, with men making up 50% and women 50%.

- Education stands out with an overwhelming female majority, with women accounting for 95.2% of the staff and men only 4.8%. This is a stark contrast to the faculty member distribution in the same field.
- Social, Political, and Economic Sciences also has a strong female majority, with women at 66.7%.
- Health Sciences has a female majority of 58.6%, and Classics and Humanities is similarly dominated by women at 55.6%.
- In contrast, Engineering and Law are heavily male-dominated, with men making up 82.1% and 100% of the staff, respectively. Agricultural and Forestry Sciences and Physical Education Sport Science & Occupational Therapy also have a male majority.

The analysis reveals a distinct pattern of gender-based segregation within the university's teaching and research staff. While women are a significant minority in all traditional faculty member roles, they achieve a majority in several categories of other teaching staff, particularly in education, social sciences, and health sciences. This suggests a "leaky pipeline" effect, where women are present in lower-level academic and support roles but struggle to advance to higher faculty positions, especially in male-dominated fields like engineering and law.

## 2.2. Career progression

**Fig. 14 – Gender representation in the promoted faculty staff in a higher academic position and in new positions (2023)**



The data on faculty promotions to a higher academic position reveals that men are significantly more likely to be promoted than women.

- Assistant Professors: Men received 71% of the promotions to this rank, while women received 29%.
- Associate Professors: The gender gap narrows slightly at this level, with men receiving 53% of the promotions and women receiving 47%.
- Professors: The disparity widens again for promotions to the highest academic rank, with men accounting for 63% of the promotions and women for 37%.

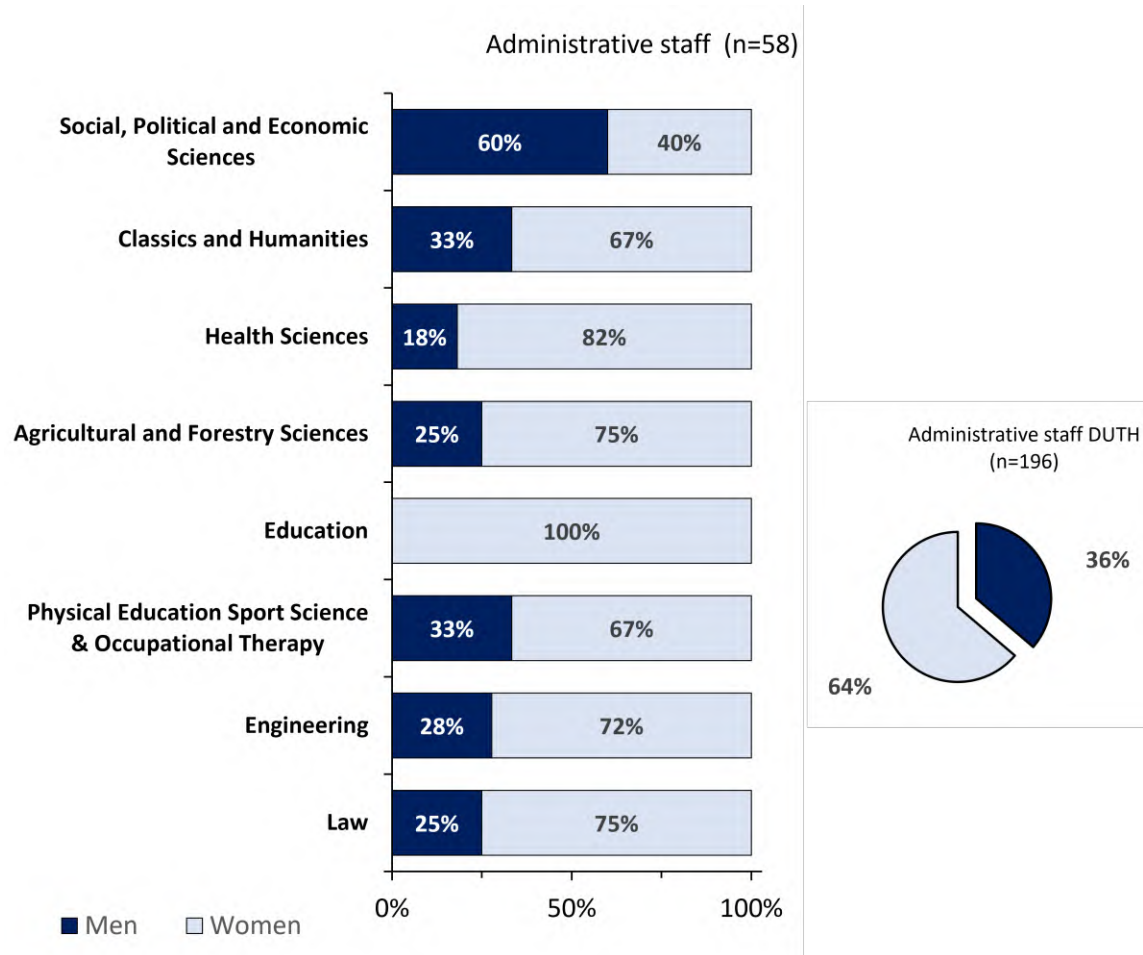
The data for newly appointed faculty members shows a distinct pattern, with men dominating the Assistant Professor and Associate Professor ranks.

- Assistant Professors: Men make up 67% of new Assistant Professors, while women account for 33%.
- Associate Professors: The data shows a complete lack of gender diversity at this level, with 100% of new Associate Professors being men.
- Professors: No new Professors were appointed in the observed period.

The data demonstrates a clear and consistent gender gap in both faculty promotions and new appointments. Men are significantly more likely to be promoted to higher academic ranks and are the majority of new faculty members. The 100% male representation among new Associate Professors is a particularly striking finding, suggesting a major barrier to entry for women at that rank. These trends collectively reinforce the existence of a "glass ceiling" within the academic hierarchy, limiting women's progression to senior faculty positions.

### 3. Administrative staff

**Fig. 16 – Gender representation in the administrative staff broken down by schools and at Institutional (DUTH) level (2023)**



The overall gender distribution for administrative staff is heavily skewed towards women, who make up 64% of the total, while men account for 36%. This trend of female dominance is consistent across most schools, with some fields showing a particularly high concentration of women.

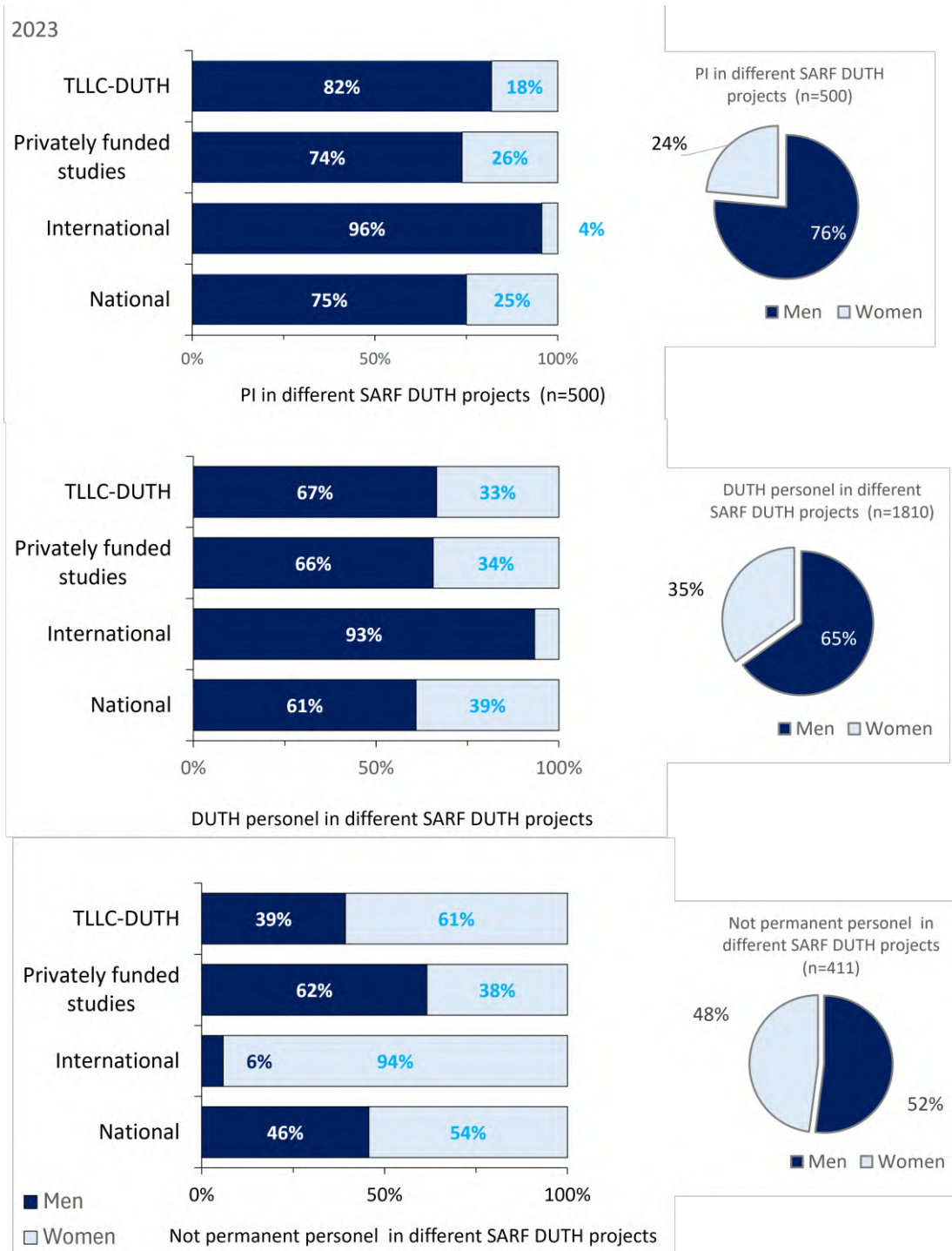
- The School of Education has a striking gender distribution, with 100% of its administrative staff being women.

- Health Sciences also shows a very high female majority, with women comprising 82% of the administrative staff and men just 18%.
- Agricultural and Forestry Sciences and Law have a strong female presence, with women making up 75% of the administrative staff in both schools.
- Classics and Humanities and Physical Education Sport Science & Occupational Therapy both show a significant female majority, with 67% women in each.
- Engineering also has a majority of women in administrative roles, at 72%.
- The only school with a male majority in administrative positions is Social, Political and Economic Sciences, where men account for 60% of the staff.

The data demonstrates that administrative roles within the university are predominantly held by women, a trend that is consistent across all schools except for Social, Political and Economic Sciences. This finding stands in stark contrast to the severe male dominance observed in faculty member and leadership positions, suggesting a clear gender-based division of labor within the institution, where women are concentrated in supportive and administrative roles.

## 4. Research

**Figure 17 – Gender representation in staff participating in projects of SARF DUTH (2023).**



TLLC: Training and Lifelong Learning Centre

The data indicates a clear male majority across all categories of personnel involved in DUTH's Special Account for Research Funds (SARF) projects in 2023.

- Principal Investigators (PI) in Different SARF DUTH Projects (n=500): This category shows the most significant gender disparity. Men make up a dominant 76% of all principal investigators, while women account for only 24%. This highlights a substantial underrepresentation of women in leadership roles for research projects. The pie chart visually reinforces this finding.
- DUTH Personnel in Different SARF DUTH Projects (n=1810): When considering all DUTH personnel involved in these projects, the gender gap narrows slightly, but men still constitute a clear majority. The distribution is 65% men and 35% women. This indicates that while women are more present in the general research workforce than in leadership roles, men still hold the majority of positions overall.
- Non-Permanent Personnel in Different SARF DUTH Projects (n=411): This category, which likely includes researchers, collaborators, and other temporary staff, presents a different pattern. The gender distribution is nearly balanced, with a slight male majority. Men account for 52% of this group, and women for 48%. This suggests that women have a much stronger presence in non-permanent research roles compared to leadership positions.

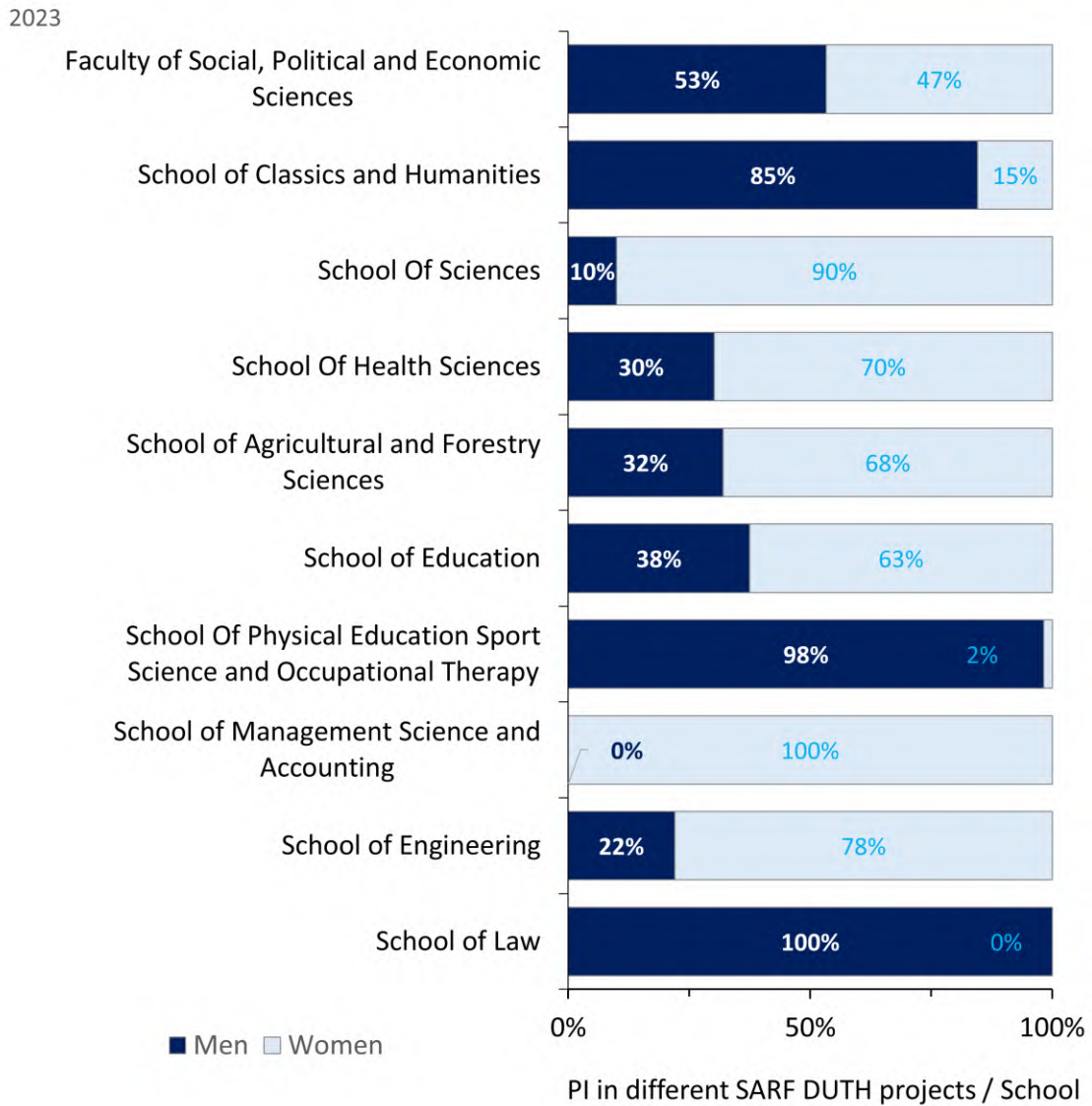
In conclusion, the data for 2023 SARF projects at DUTH demonstrates a significant "glass ceiling" effect for women in research. While women are nearly equally represented in non-permanent research roles, their proportion drops dramatically when it comes to the overall research staff and, most notably, in leadership positions as principal investigators. This trend suggests that while women are actively involved in research, they face considerable barriers to advancing to senior and leadership roles.

**Figure 18 – Gender representation in staff participating in projects of SARF DUTH broken down by schools and at Institutional (DUTH) level(2023).**

The data for Principal Investigators in different schools reveals a severe gender imbalance, with men consistently holding the vast majority of leadership positions in most fields.

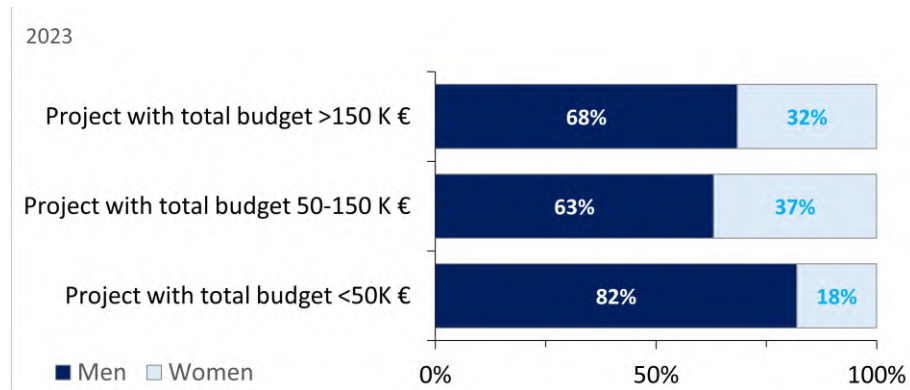
- The School of Law has the most extreme disparity, with 100% of its PIs being men and 0% being women.
- The School of Physical Education, Sport Science, and Occupational Therapy also has a negligible female representation, with women accounting for just 2% of PIs, while men make up 98%.
- Other schools with a strong male majority include Engineering (78% men), Social, Political, and Economic Sciences (53% men), and Agricultural and Forestry Sciences (68% men).

- The School of Sciences is a notable exception, with a commanding female majority of 90% of PIs. Similarly, the School of Health Sciences has a very high proportion of women PIs (70%), as does the School of Management Science and Accounting, with 100% women PIs. The School of Education also has a female majority of 63%.



In conclusion, the data demonstrates that the gender distribution of principal investigators in SARF projects at DUTH is highly segregated by school. While women are severely underrepresented in leadership roles in traditionally male-dominated fields like Law and Engineering, they hold a significant majority in the Sciences, Health, and Education. This suggests that the "glass ceiling" effect is not universal but is particularly pronounced in certain disciplines.

**Figure 19 – Gender representation as PI in projects of SARF DUTH broken down by total budget (2023).**



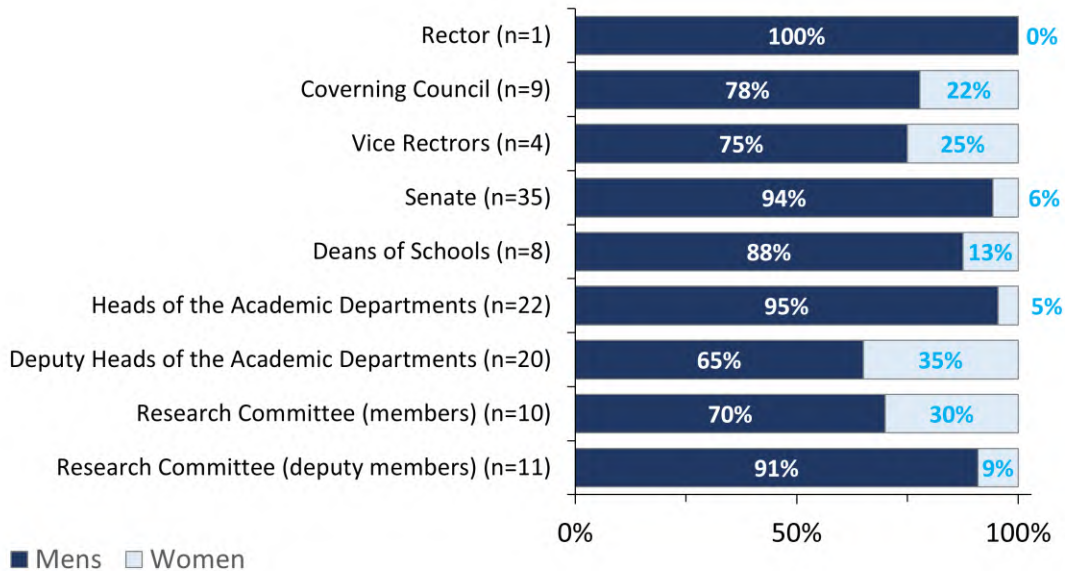
The data shows a clear pattern of male dominance in leading research projects, a trend that is particularly pronounced in projects with smaller budgets.

- Projects with total budget <50K €: This category shows the most significant gender disparity. A staggering 82% of the PIs for these smaller-budget projects are men, with women accounting for only 18%.
- Projects with total budget 50-150K €: The gender gap narrows somewhat in this mid-range budget category. Men lead 63% of these projects, while women's representation increases to 37%.
- Projects with total budget >150K €: The highest budget category shows the most balanced gender distribution, though men still constitute the majority. Men lead 68% of these large-scale projects, while women account for 32%.

the data demonstrates that men are the overwhelming majority of principal investigators in DUTH's research projects, with their representation being particularly high in projects with smaller budgets. While women's participation as PIs increases with the project budget, a significant gender gap persists, suggesting that women face greater barriers to leading research projects, especially those with limited funding.

## 5. Covering Bodies

**Figure 20 – Gender composition in top management positions - total (percentage) per category (2023).**



The gender composition in top management positions shows a clear disparity, with men significantly outnumbering women in most roles. The data reveals that the Rector position is held exclusively by men, with 100% male representation (n=1). Similarly, high-level bodies like the Senate and Heads of the Academic Departments are overwhelmingly male-dominated, at 94% (n=35) and 95% (n=22) male, respectively, leaving women with only 6% and 5% representation in these key areas. The Research Committee (deputy members) also has a high male percentage at 91% (n=11), with women making up just 9%. While the overall trend is one of male dominance, the representation of women is highest among the Deputy Heads of the Academic Departments, where women constitute 35% of the total (n=20). Other positions show a more balanced, but still male-skewed, composition: the Governing Council is 78% men and 22% women (n=9), and Vice Rectors are 75% men and 25% women (n=4). The Deans of Schools are 88% men and 13% women (n=8), and the Research Committee (members) consists of 70% men and 30% women (n=10).