ΔΗΜΟΚΡΙΤΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΡΑΚΗΣ
DEMOCRITUS UNIVERSITY OF THRACE

Gender Equality Annual Report 2024

Contents

Introduction

This report presents a comprehensive analysis of the state of gender equality at the Democritus University of Thrace (DUTH), with a specific focus on data from the 2023-2024 academic year. The primary objective of this study is to examine the gender composition across various categories within the institution, including the student body, academic and administrative staff, and governing bodies.

The report is structured to provide a detailed and nuanced understanding of gender representation at different levels. It begins by examining the gender distribution among students, breaking down the data by undergraduate and postgraduate levels. A specific focus is placed on analyzing gender patterns within different scientific areas and fields of study, such as STEM and non-STEM degrees.

Beyond the student population, the analysis extends to the faculty and administrative staff. The report investigates gender representation within the teaching and research staff, including an analysis of recruitment and career progression, such as promotions to higher academic positions. It also provides a detailed look at the gender composition of the administrative staff, both at the institutional and individual school levels.

Furthermore, the report highlights gender dynamics in research, including the distribution of Principal Investigators and the gender composition of various institutional committees. By presenting this multi-faceted data, the report aims to provide a clear picture of gender equality at DUTH, identifying areas of progress as well as persistent disparities that require attention.

METHODOLOGICAL NOTE

The data presented in this report is based on information collected from the academic year 2023-2024. The analysis uses a variety of metrics to provide a comprehensive picture of gender equality at the institution.

The report utilizes data that includes absolute values for men, women, and the total population across various categories, such as students, staff, and governing bodies. A key metric used throughout the report is the women-to-total ratio (W/T), which provides a clear measure of female representation in each group. In addition to the 2023-2024 academic year data, the report also incorporates a longitudinal analysis by including the percentage change in each category since the 2022-2023 academic year. This allows for the identification of trends and shifts in gender composition over time, such as the decline in total student enrollment and the slight increase in non-academic staff.

The report is structured to present this data through various figures and tables that provide both absolute numbers and percentages, facilitating a detailed breakdown of gender distribution across different groups, from undergraduate students to senior faculty and administrative staff. This methodological approach ensures that the findings are grounded in specific, quantifiable data points, providing a robust foundation for the conclusions drawn in the report.

Gender composition at Democritus University of Thrace

The gender composition at Democritus University of Thrace reveals a complex picture of both balanced representation and significant disparities, particularly in leadership and academic roles. The overall ratio of women to the total population across all categories is 0.49, which is close to an even distribution. However, this overall figure masks a more nuanced reality where certain fields and positions are heavily gender-segregated.

- Students: The total student body is relatively balanced, with 53% men and 47% women. This balance shifts considerably when examining different student cohorts and fields of study. The MSc student population shows a notable female majority, with 65% women and 35% men. Conversely, PhD students are nearly equally split, with 51% men and 49% women. Gender representation among undergraduate students is highly dependent on the scientific area. Fields like Primary Education (91% women) and Social Work (85% women) are overwhelmingly female-dominated. In stark contrast, technical fields such as Physics (84% men), Electrical and Computer Engineering (84% men), and Informatics (82% men) have a very high concentration of male students.
- Academic and Administrative Staff: A significant gender gap exists within the staff. The Teaching Staff is heavily male-dominated, with 68% men and only 32% women. This is a long-standing trend, although women's representation has seen a small, slow increase over the last decade. In contrast, the Non-Academic Staff is a clear female majority, with women constituting 66% of the workforce. This trend is sustained and has been stable for the past four years.
- Governing Bodies: The most significant gender disparity is found in the highest levels of institutional leadership. The Governing Bodies are overwhelmingly male, with men comprising 90% of the members and women making up a mere 10%. This indicates a substantial lack of gender diversity at the highest levels of institutional leadership. The Governing board has 9 men and 2 women, while the Senate is composed of 37 men and 3 women.

Overview

Based on the data and figures analyzed in the report, it is evident that a significant gender imbalance persists at Democritus University of Thrace, particularly in key areas of academic leadership and technical fields. While the overall gender distribution is close to balanced, with a women-to-total ratio of 0.49, this average figure obscures a considerable "leaky pipeline" effect, where female representation diminishes as one progresses up the academic and administrative ladder.

Women are well-represented at the student level, particularly in non-STEM postgraduate programs , and dominate non-academic staff roles. They also demonstrate a higher rate of on-time graduation in both STEM and non-STEM degrees. However, their presence is severely limited in senior faculty positions and governing bodies. The data shows a hierarchical pattern where women are a majority at the lecturer level but are significantly underrepresented in higher ranks, culminating in a striking imbalance at the Professor level (78.8% men, 21.2% women). Similarly, promotions to the highest academic ranks are overwhelmingly male-dominated, with 91% of promotions to Professor going to men. This report underscores the need for targeted policies to promote gender equality, especially in senior leadership, academic promotions, and traditionally male-dominated fields.

Tab. 1 – Gender distribution in different categories (Absolute values 2023-2024)

Category	2024				Change (%) since 2023-24
	Men (M)	Women (W)	Total (T)	Ratio (W/T)	
Students	18.770	16.612	35.382	0,47	**-13,1%**
of whom enrolled in the 1st year (first and single-cycle degree programmes)	1.684	2.288	3.972	0,58	
MSc Students	1.838	3.378	5.216	0,65	**-1,9%**
of whom enrolled in the 1st year	631	1.300	1.931	0,67	
PhD students	897	875	1.772	0,49	**-1,2%**
of whom enrolled in the 1st year	141	153	294	0,52	
Teaching Staff	495	237	732	0,32	**-4,8%**
Non-Academic Staff	103	204	307	0,66	**0,7%**
In a Manager Position	3	12	15	0,80	
Technical Staff & General Administration	100	192	292	0,66	
Governing bodies	46	5	51	0,10	
Governing board	9	2			
Senate	37	3			
Total	22.149	21.311	43.460	0,49	

Students

In the 2024 academic year, the total student body was 35,382, with 18,770 men and 16,612 women. The ratio of women to the total student population was 0.47, indicating a slight male majority. This represents a notable decline in total enrollment, with a -13.1% change since 2023. A more detailed look at first-year students enrolled in first and single-cycle degree programs reveals a different trend. There were 1,684 men and 2,288 women, totaling 3,972 new students. In this specific group, the women-to-total ratio was higher at 0.58, suggesting that women are more likely to enroll in the first year than men.

Looking at postgraduate students, the MSc student population was 5,216, comprising 1,838 men and 3,378 women. The women-to-total ratio was 0.65, demonstrating a clear female majority in this category. The overall number of MSc students has seen a slight

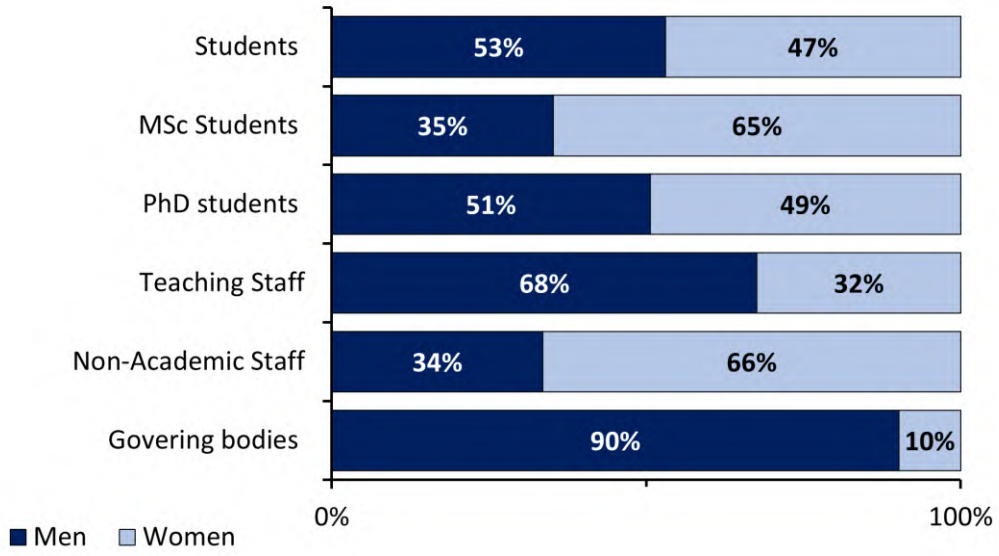
decrease of -1.9% since the previous year. For first-year MSc students, the gender disparity is even more pronounced, with 631 men and 1,300 women, resulting in a women-to-total ratio of 0.67. Similarly, among PhD students, there were 897 men and 875 women, with a total of 1,772 students. The women-to-total ratio was 0.49, showing a near-equal distribution between genders. The PhD student population has also experienced a minor decrease of -1.2% from the previous year. First-year PhD students numbered 294 in total, with 141 men and 153 women, and a women-to-total ratio of 0.52.

Staff and Governing Bodies

The analysis of staff composition shows distinct gender patterns. The Teaching Staff category had a total of 732 members, with 495 men and 237 women. This results in a low women-to-total ratio of 0.32, indicating a significant male dominance in teaching roles. The number of teaching staff has decreased by -4.8% since 2023. Conversely, in the Non-Academic Staff category, there were 103 men and 204 women, for a total of 307 staff members. The women-to-total ratio here was 0.66, a clear female majority. This category is the only one to show an increase from the previous year, with a 0.7% change. Within the non-academic staff, specifically in a Manager Position, the imbalance is even more pronounced: there were 3 men and 12 women, with a women-to-total ratio of 0.80. The Technical Staff and General Administration category reflects a similar trend to non-academic staff, with 100 men and 192 women, resulting in a women-to-total ratio of 0.66.

The total number of people in all categories combined was 43,460. The total number of men was 22,149, and the total number of women was 21,311. The overall women-to-total ratio across all categories was 0.49, which is close to an even distribution. However, this overall figure masks the significant gender disparities present within specific categories, particularly in teaching staff and governing bodies, where men are heavily overrepresented, and in non-academic staff and certain student groups, where women hold the majority.

Fig. 1 – Gender distribution in different categories (Percentage by gender 2024)



The overall student body shows a relatively balanced gender distribution, with 53% men and 47% women. However, this balance shifts considerably when examining specific student cohorts. Among MSc Students, there is a notable female majority, with 65% women and just 35% men. Conversely, the gender split among PhD students is nearly equal, with 51% men and 49% women, indicating a close to even representation at the doctoral level.

The gender distribution among staff is quite different. The Teaching Staff is heavily male-dominated, with 68% men and only 32% women. This contrasts sharply with the Non-Academic Staff, where women constitute the majority at 66%, while men make up 34%.

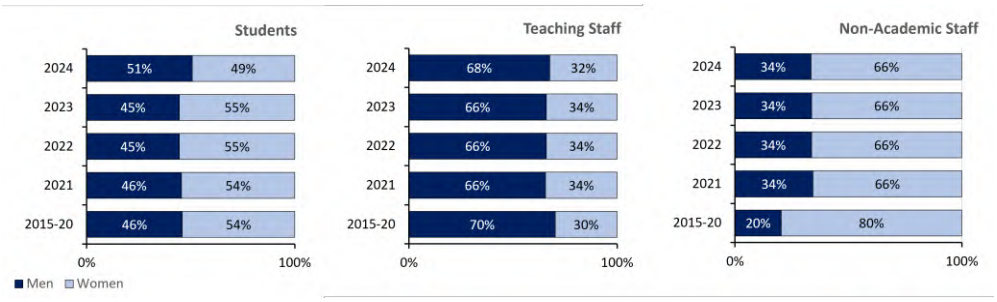
The most significant gender disparity is found in the Governing Bodies, where men are overwhelmingly overrepresented. The data shows that 90% of the members are men, with women making up a mere 10%. This indicates a substantial lack of gender diversity at the highest levels of institutional leadership.

Fig. 2 – Students, Teaching Staff and Non-Academic Staff (Percentage by gender 2015-2024)

Students

Over the last decade, the gender composition of the student body has remained relatively stable, with a slight shift in favor of men in the most recent year. From 2015 to 2023, the distribution was consistently in favor of women, with their representation hovering between 54% and 55%. For the period 2015-2020, women comprised 54% of the student

population, a trend that continued into 2021, 2022, and 2023 at 54% and 55%, respectively. However, in 2024, the balance shifted slightly, with the percentage of women dropping to 49% while men increased to 51%, resulting in a slight male majority for the first time in the recorded period.



Teaching Staff

The data for teaching staff shows a consistent male majority throughout the period, with a small but steady increase in the representation of women. From 2015-2020, men comprised 70% of the teaching staff, with women making up 30%. This gender gap began to narrow in subsequent years. In 2021, 2022, and 2023, the percentage of men decreased to 66% while women's representation grew to 34%. This trend of increasing female representation continued into 2024, where men accounted for 68% and women for 32%. While women are still significantly underrepresented, there has been a noticeable, albeit slow, improvement in gender balance within the teaching staff over the last ten years.

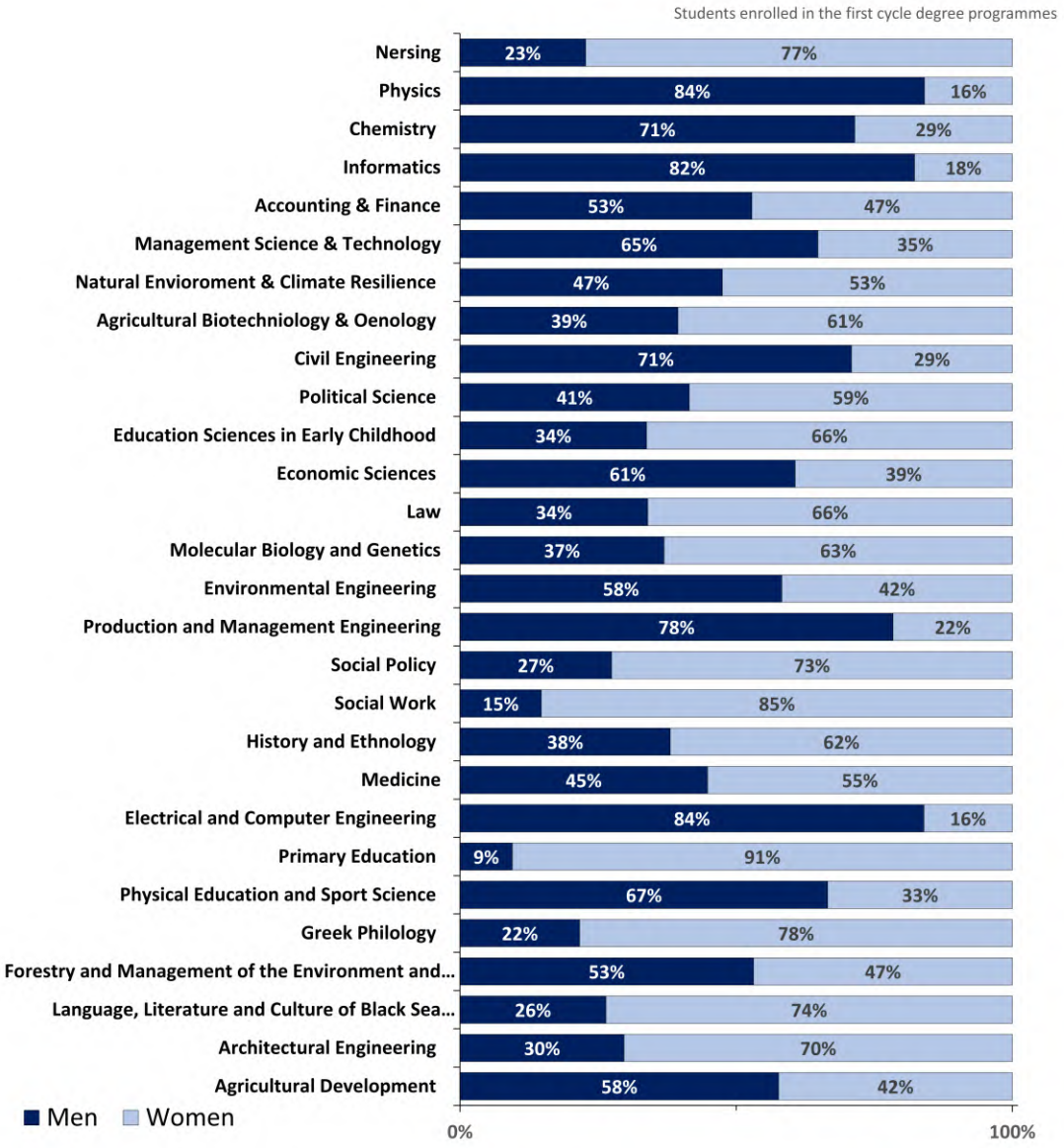
Non-Academic Staff

The gender distribution among non-academic staff presents a contrasting and highly stable trend, with a strong female majority. From the 2015-2020 period to the present, women have consistently represented the majority of non-academic staff. Specifically, for the years 2021, 2022, 2023, and 2024, the distribution has remained unchanged at 34% men and 66% women. This indicates a sustained dominance of women in these roles over the past four years. The most significant shift occurred between the 2015-2020 period and 2021, where women's representation dropped from 80% to 66%, a considerable change that has since stabilized.

1. Students

1.1. Undergraduate students

Fig. 3 – Students broken down by scientific area (faculty) (percentage by gender 2024)



Several fields show a very high percentage of female students, indicating a strong female preference for these areas of study. The most striking examples are:

- Primary Education: This program has the highest proportion of women, with 91% female students and only 9% male.

- Social Work: Similar to Primary Education, Social Work is overwhelmingly female, with 85% women and 15% men.
- Nursing: Women constitute 77% of students in this field, with men at 23%.
- Political Science, Social Policy, Law, Education Sciences in Early Childhood, and Language, Literature and Culture of the Black Sea: These fields also have a clear female majority, with women representing 59%, 73%, 66%, 66%, and 74%, respectively.

Conversely, a number of scientific and technical fields are overwhelmingly male-dominated, with women making up a very small percentage of the student body.

- Physics, Electrical and Computer Engineering: These two fields have the highest concentration of men, with 84% male students and only 16% female.
- Informatics, Production and Management Engineering, and Civil Engineering: Men make up a substantial majority in these programs, with 82%, 78%, and 71% respectively.
- Chemistry and Physical Education and Sport Science: These fields are also male-dominated, with men representing 71% and 67% of the students.
- Management Science & Technology, Environmental Engineering, and Agricultural Development: In these areas, men represent 65%, 58%, and 58% of the student population, respectively.

A few programs exhibit a more balanced gender distribution, though some still lean slightly toward one gender.

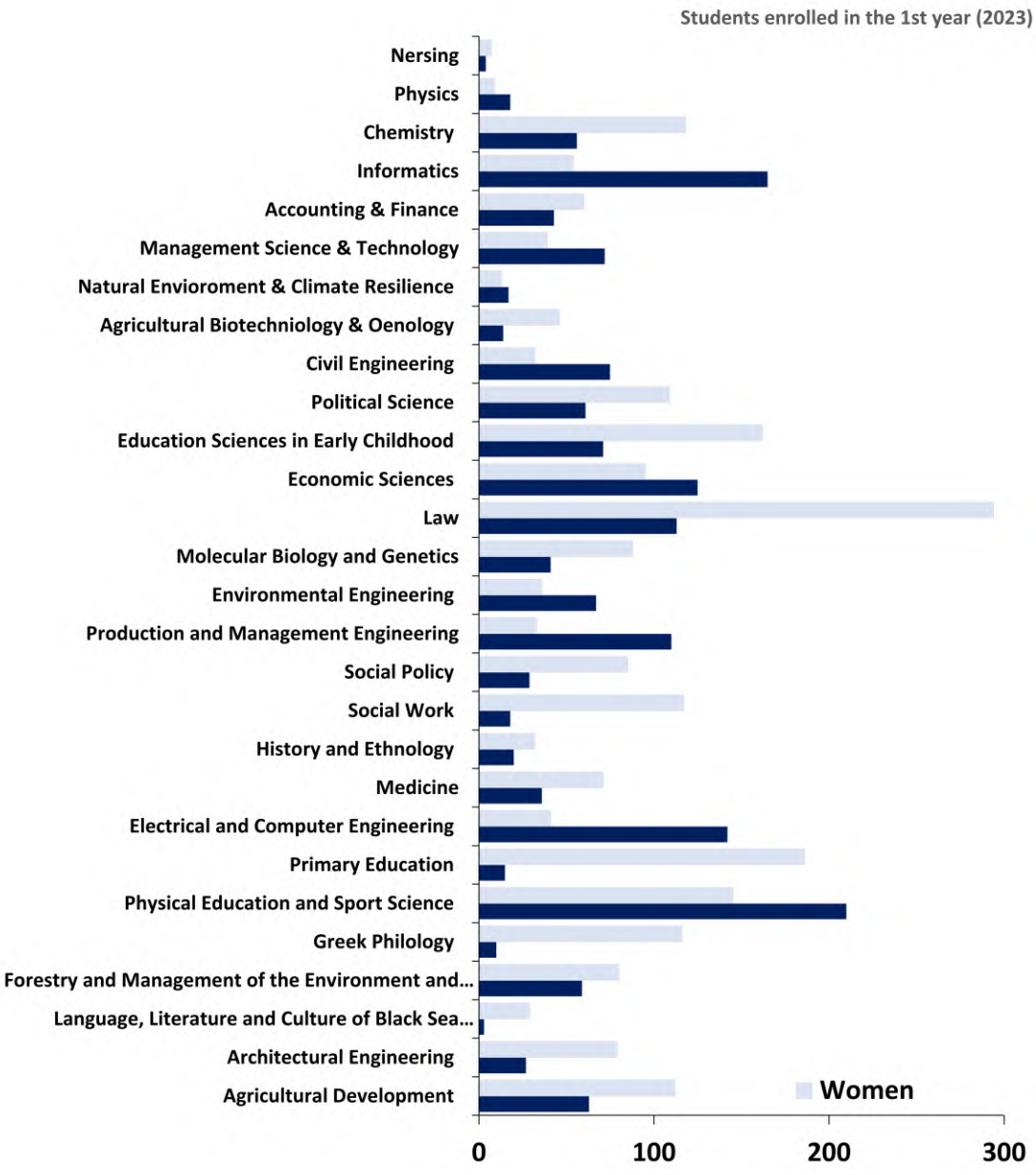
- Medicine: This field is relatively balanced, with women at 55% and men at 45%.
- Natural Environment & Climate Resilience: This program is very close to an even split, with 53% female students and 47% male.
- Accounting & Finance and Forestry and Management of the Environment: Both of these fields have a gender distribution of 53% male and 47% female.
- Agricultural Biotechnology & Oenology and History and Ethnology: In these programs, women make up 61% and 62% of the student body, respectively, indicating a moderate female majority.

The data indicates that while some fields are approaching gender parity, many traditional gender roles in academic and professional choices persist, particularly in highly technical fields and social-oriented professions.

Fig. 4 – Number of students enrolled in the 1st year broken down by the different undergraduate degree programmes (2024)

The total number of students varies dramatically across the different fields of study.

- Most Popular Programs: The programs with the highest overall student enrollment are Law (with approximately 410 students), Physical Education and Sport Science (around 380 students), and Economic Sciences (approximately 350 students). These fields attract a large portion of the total student body.
- Least Popular Programs: Conversely, some programs have very small first-year cohorts. The least enrolled programs are Nursing (labeled "Nersing," with only about 10 students), Language, Literature and Culture of Black Sea Studies (approximately 25 students), and Greek Philology (around 45 students).



A prominent feature of the data is the distinct gender disparity in many fields, highlighting traditional patterns in academic choices.

Women form a significant majority in programs related to humanities, education, and health sciences.

- Education Sciences in Early Childhood is almost exclusively female, with approximately 190 women and only about 10 men.
- Primary Education, Social Work, and Greek Philology also show a strong majority of female students.
- Law has the largest absolute number of female students (approximately 290), significantly outnumbering their male counterparts (around 120).
- Nursing appears to be entirely composed of female students, based on the chart.

Men are predominantly enrolled in the fields of engineering and technology.

- Informatics shows the most significant gender gap in favor of males, with roughly 190 men and only 50 women.
- Electrical and Computer Engineering, Production and Management Engineering, Physics, and Civil Engineering all have a substantial majority of male students.
- Physical Education and Sport Science, one of the most popular programs overall, also has a clear male majority.

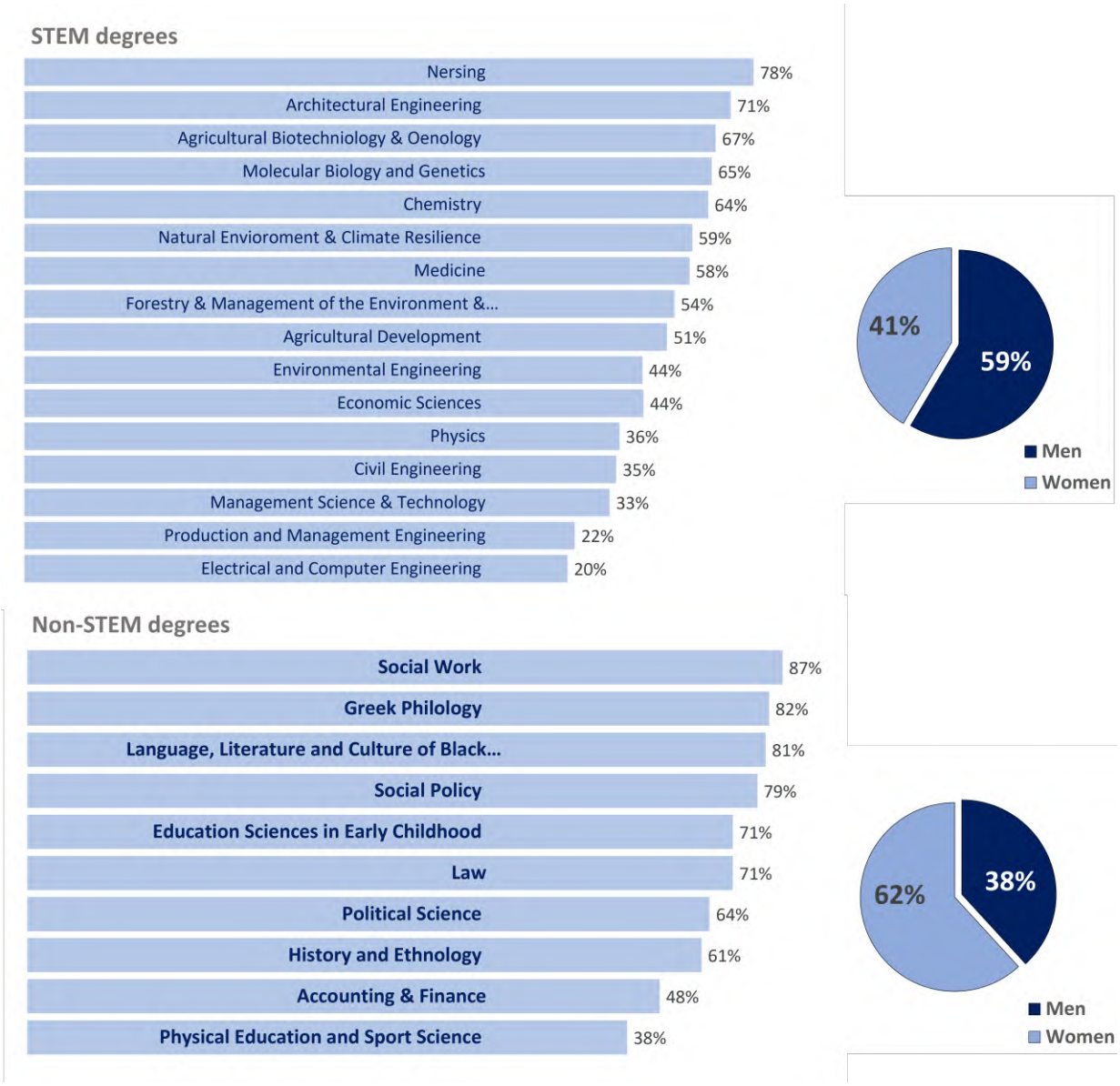
Several programs exhibit a relatively balanced distribution of male and female students.

- Economic Sciences, one of the largest departments, shows near-perfect gender parity.
- Other programs with a relatively even gender split include Medicine, Molecular Biology and Genetics, Chemistry, and Architectural Engineering.

In summary, the data from 2023 illustrates clear and traditional gender-based preferences in university program selection. While fields like economics and medicine show a healthy gender balance, there is a strong inclination for women to enter education, law, and social sciences, and for men to pursue engineering and computer science.

Fig. 5 – Percentage of women students broken down by STEM and non-STEM degree programmes (2024)

The data reveals a distinct gender divide between STEM (Science, Technology, Engineering, and Mathematics) and Non-STEM disciplines, with significant variations within each category. Overall, women constitute a minority in STEM programs (41%) but form a clear majority in Non-STEM programs (62%).



While men dominate the STEM category overall (59%), the detailed breakdown shows this is not uniform across all subjects. The field is split between life/environmental sciences, which attract more women, and engineering/physics, which remain heavily male-dominated.

- Female-Led STEM Fields: Women represent the majority in several science-focused programs, particularly those related to health and life sciences.
    - Nursing has the highest percentage of female students at 78%.
    - Other strong female-majority programs include Architectural Engineering (71%), Agricultural Biotechnology & Oenology (67%), Molecular Biology and Genetics (65%), and Chemistry (64%).

- Male-Dominated STEM Fields: The classic engineering, technology, and physics disciplines show the lowest representation of women.
    - Electrical and Computer Engineering has the starkest gender imbalance, with only 20% female students.
    - Other programs with a significant male majority are Production and Management Engineering (22%), Management Science & Technology (33%), and Civil Engineering (35%).

In contrast to STEM, the Non-STEM category is predominantly female, with women making up 62% of the student body. This trend holds true for most of the individual programs listed.

- Fields with Overwhelming Female Majorities: Social sciences, humanities, and education show the highest concentrations of women.
    - Social Work tops the list with 87% women.
    - This is followed closely by humanities programs like Greek Philology (82%) and Language, Literature and Culture of Black Sea... (81%).
    - Education Sciences in Early Childhood (71%) and Law (71%) also have very strong female majorities.
- Exceptions in Non-STEM: Not all Non-STEM fields are female-dominated.
    - Accounting & Finance is nearly gender-balanced, with 48% women.
    - Physical Education and Sport Science is the only listed Non-STEM program with a male majority, where women represent only 38% of the students.

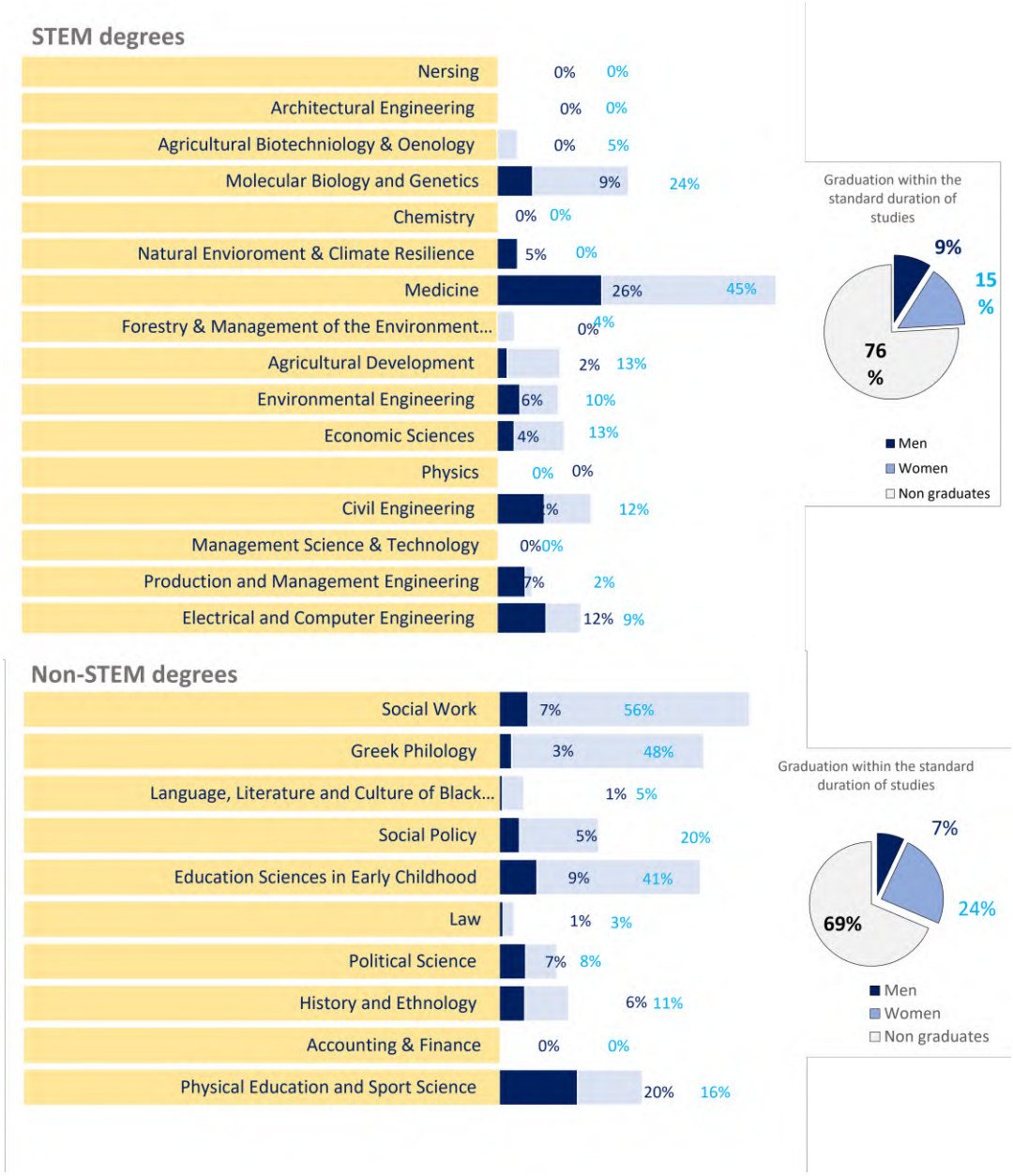
In summary, the analysis highlights persistent gender-based patterns in higher education. While women are making significant inroads into specific areas of STEM like life and health sciences, the engineering and technology sectors remain heavily male-dominated. Conversely, Non-STEM fields, especially those in social sciences, education, and humanities, are largely favored by female students.

Fig. 6 – Students graduate within the standard duration of STEM and non-STEM degree programmes (2024)

Across the board, graduating "on time" is the exception rather than the rule.

- STEM Degrees: The on-time graduation rate is even lower, with only 24% of students finishing within the standard duration, while 76% take longer. Again, women graduate on time at a higher rate (15%) than men (9%).
- Non-STEM Degrees: A total of 31% of students graduate within the standard timeframe. However, the vast majority, 69%, do not. Within the graduating group, women are far more likely to finish on time, making up 24% of the total student body compared to only 7% for men.

This overarching data indicates that female students in both STEM and Non-STEM fields are significantly more likely to complete their degrees within the prescribed timeframe than their male counterparts.



The challenge of on-time graduation is even more pronounced in STEM fields, with one notable exception.

- The Outlier: Medicine: The Medicine program stands apart with a very high on-time graduation rate. 45% of female students and 26% of male students in this program graduate within the standard duration, making it by far the most successful program in this regard.

- Programs with Zero On-Time Graduation: A significant finding is the number of core STEM fields that report a 0% on-time graduation rate for both genders. This can be attributed to the fact that most of these programmes are new establishments in the university. These include:
    - Nursing
    - Architectural Engineering
    - Chemistry
    - Physics
    - Management Science & Technology
- Other Low Performers: Most other engineering and science programs, such as Civil Engineering and Electrical and Computer Engineering, also show very low rates of on-time completion.

Graduation rates within Non-STEM programs vary dramatically, from very high to virtually non-existent.

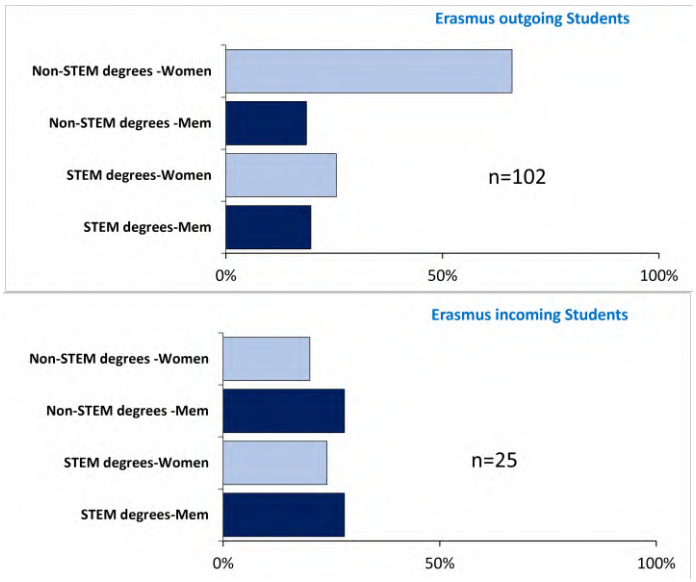
- High-Performing Programs: Fields related to social sciences and education show the highest rates of on-time completion, driven almost entirely by female students.
    - Social Work leads with an impressive on-time graduation rate, composed of 56% women and 7% men.
    - Greek Philology (48% women, 3% men) and Education Sciences in Early Childhood (41% women, 9% men) follow this trend.
- Low-Performing Programs: In stark contrast, several popular programs have extremely low on-time completion rates.
    - Accounting & Finance reports a 0% on-time graduation rate for both men and women.
    - Law also has a remarkably low rate, with only 3% of women and 1% of men graduating within the standard duration.

In conclusion, the data reveals that delayed graduation is a systemic issue across most academic disciplines. Women consistently outperform men in graduating on time.

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 (2024)

The data for Erasmus outgoing students, which totals 102 participants, shows that mobility is dominated by students from Non-STEM fields, and particularly by women. Women enrolled in Non-STEM degrees represent the single largest group, accounting for approximately 68% of all outgoing students. Their male counterparts from Non-STEM degrees make up a much smaller portion at around 25%. Students from STEM degrees are less likely to participate overall. Among them, women are slightly more represented at about 32%, while men from STEM fields constitute roughly 27% of the outgoing cohort.

This indicates a clear trend where the typical outgoing Erasmus student from this institution is a woman from a Non-STEM discipline.



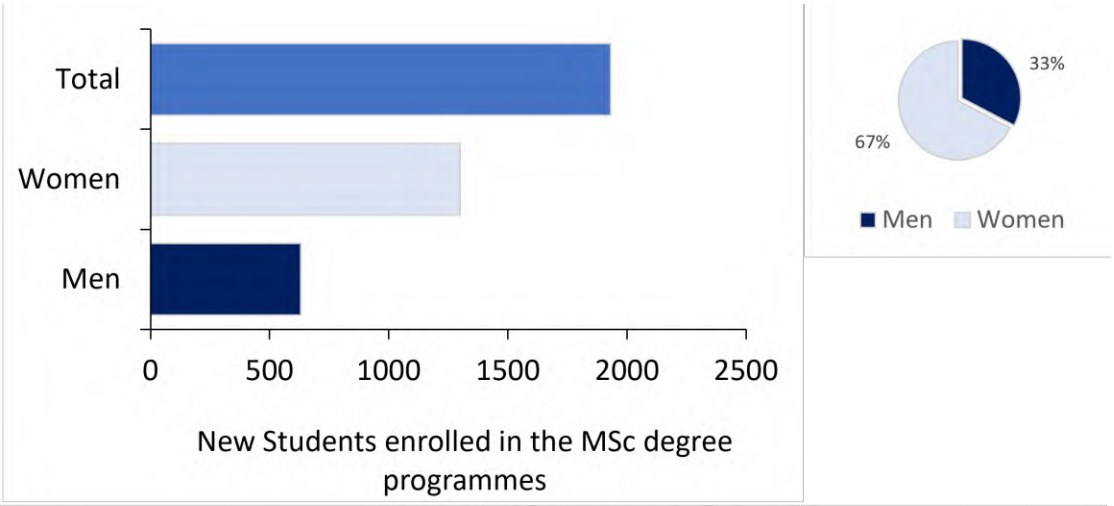
In stark contrast, the profile of the 25 Erasmus incoming students is far more balanced and shows a reversal of these trends. Among incoming students, there is no single dominant group. Participation is spread more evenly across all four categories. Men appear to participate at slightly higher rates than women in both categories. Men from STEM degrees and Non-STEM degrees each make up about 34% of the incoming students. Women from STEM degrees account for roughly 29%, while women from Non-STEM degrees represent the smallest group at approximately 26%.

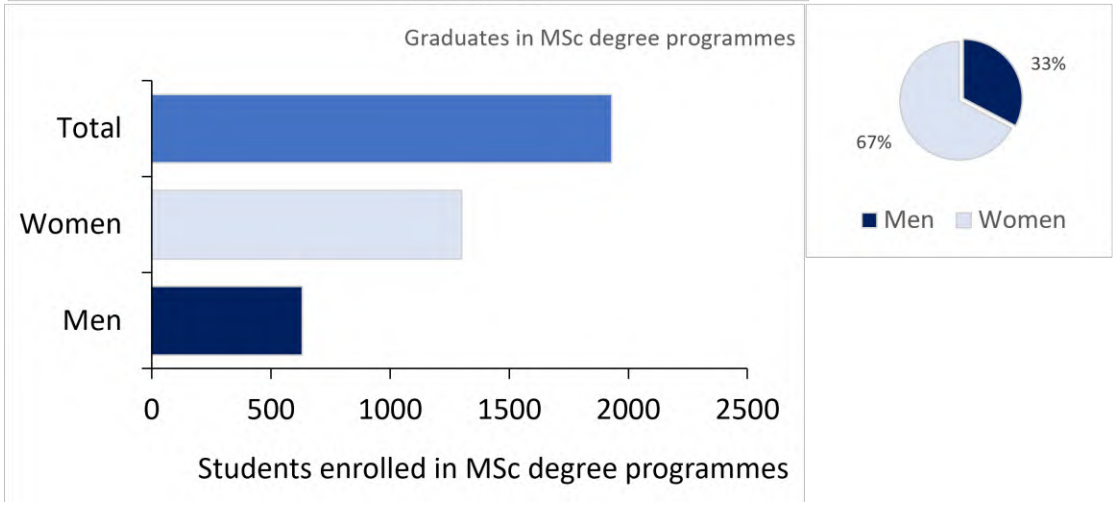
In summary, a significant disparity exists between the students this institution sends abroad and those it receives. The university's outgoing Erasmus cohort is large and overwhelmingly composed of female students from Non-STEM fields. Conversely, the smaller incoming cohort is more gender-balanced, with a slightly stronger representation of male students and a more even distribution between STEM and Non-STEM disciplines. This suggests that while the university's female-majority, Non-STEM student population is highly engaged in international mobility, the institution attracts a more diverse group of international students in return.

1.2. Postgraduate students

Fig. 8 – Gender of students enrolled in master's degree programmes (2024)

The analysis of new students enrolled in the MSc degree programs shows that women substantially outnumber men. Out of a total of approximately 1,900 new students, around 1,300 are women, compared to only about 600 men. This distribution is confirmed by the accompanying pie chart, which indicates that women constitute 67% of the new student body, while men account for the remaining 33%. This means that for every one man enrolling in these master's programs, there are two women.



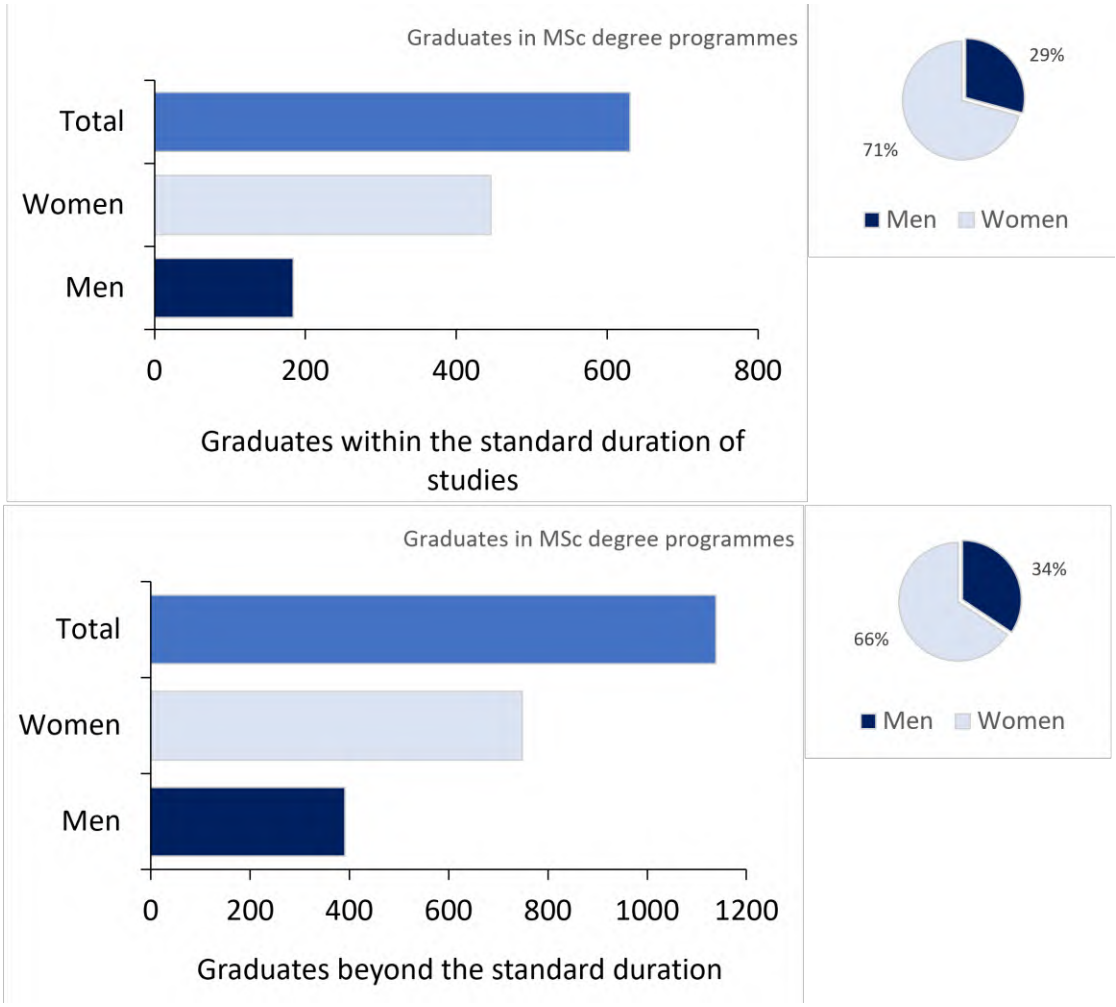


This same 2-to-1 ratio is mirrored perfectly in the data for graduates of the MSc degree programs. The number and proportion of female and male graduates are identical to those of the newly enrolled students. This consistency suggests that the gender imbalance

is established at the point of entry into the master's programs and is maintained throughout the course of study, indicating comparable progression and completion rates between men and women.

In conclusion, the data clearly demonstrates that the student population at the MSc level, from initial enrollment to final graduation, is predominantly female, making up two-thirds of the entire cohort.

Fig. 9 – Gender of students enrolled in master's degree programmes who graduate within and beyond the standard duration of the MSc degree programmes (2024)



The top chart shows the number of graduates who completed their MSc degree on time. The total number of graduates is approximately 620.

- Men: A smaller group, around 180 men, graduated within the standard duration.

- Women: The majority of graduates, roughly 440 women, completed their studies within the standard time.
- Gender Distribution: The pie chart for this group shows a clear gender imbalance. Women constitute 71% of the on-time graduates, while men make up only 29%.

This suggests that women are more likely than men to finish their MSc programs within the expected timeframe.

The bottom chart illustrates the number of graduates who took longer than the standard duration to complete their MSc degree. The total number of graduates in this category is approximately 1,100.

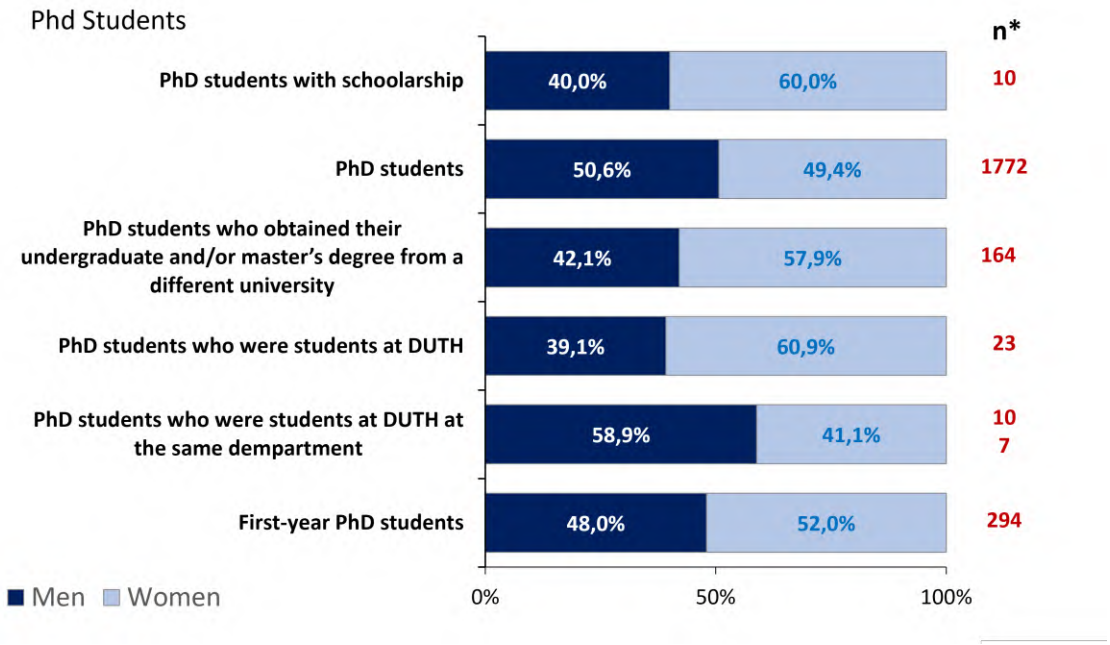
- Men: The number of men who graduated beyond the standard duration is roughly 360.
- Women: A larger number, approximately 740 women, also completed their studies beyond the standard time.
- Gender Distribution: The pie chart for this group shows a different gender split compared to the on-time graduates. Women account for 66% of those who graduated late, while men make up 34%.

This indicates that while a larger number of women still graduate beyond the standard duration, the proportion of men in this category is higher than it is for the on-time graduates.

A comparison of the two groups reveals some key insights. A much larger total number of students graduated beyond the standard duration (approximately 1,100) compared to those who graduated within it (around 620). While women consistently form the majority of graduates in both categories, their representation is notably higher among those who complete their studies on time (71%) versus those who finish late (66%). Conversely, the proportion of men is greater among the late graduates (34%) than among the on-time graduates (29%). This suggests that although men are a minority in both groups, they are disproportionately represented among those who take longer to complete their MSc degrees.

Fig. 10 – Gender of students enrolled in PhD programmes (2024)

The overall population of PhD students is nearly evenly split by gender. Out of 1772 students, 50.6% are men and 49.4% are women. This indicates a high level of gender balance in the PhD program as a whole.



(n= Men + Women)*

- First-year PhD students: The gender distribution for first-year students is slightly skewed toward women, with 52.0% being women and 48.0% being men out of a total of 294 students. This suggests that in recent cohorts, women are slightly more represented at the start of their PhD studies.
- PhD students with scholarship: Among the 10 students who have a scholarship, the gender ratio is the most imbalanced in favor of women. 60.0% of these students are women, while 40.0% are men. This could indicate a higher success rate for women in securing scholarships.
- PhD students who obtained their undergraduate and/or master's degree from a different university: This group comprises 164 students, and similar to the scholarship group, women are more represented. 57.9% of these students are women, compared to 42.1% men. This trend suggests that women are more likely to pursue their PhD at a different university than where they completed their prior degrees.
- PhD students who were students at DUTH: The gender distribution for students who previously attended DUTH is notable, particularly when broken down by department.
    - All students from DUTH: This group of 23 students has a majority of women, with 60.9% being women and 39.1% being men.
    - Students from DUTH at the same department: Interestingly, the trend reverses sharply for the smaller group of students (17 students, combining the 10 and 7) who stayed in the same department for their PhD. The data shows a significant shift towards a male majority, with 58.9% being men and only 41.1% being women. This is the only category shown where men

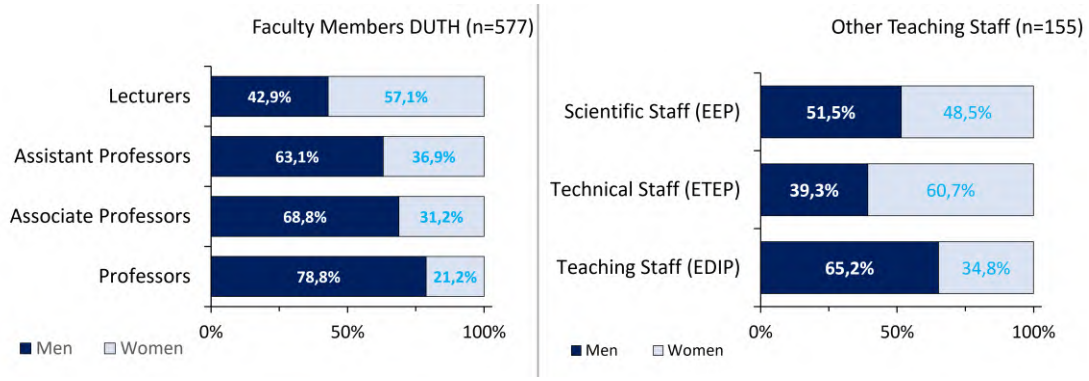
are the clear majority, suggesting that men who pursued prior studies at DUTH are more likely to remain in the same department for their PhD.

In summary, while the overall PhD student population is nearly balanced, a more detailed look at the subgroups reveals significant variations. Women are more likely to be scholarship recipients and students who have transferred from other universities. The most notable finding is the gender reversal for students who continue their studies at the same university and department, where men become the majority.

2. Faculty members

2.1. Recruitment

Fig. 11 – Gender representation in Teaching & Research staff (2024)



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

The gender representation among faculty members shows a clear trend: as academic rank increases, the proportion of women decreases significantly.

- Lecturers: This is the only faculty rank with a majority of women. Out of all lecturers, 57.1% are women, while 42.9% are men. This suggests a strong presence of women at the entry-level academic position.
- Assistant Professors: The gender ratio shifts notably at this rank. Men constitute the majority at 63.1%, while women make up 36.9%. This marks the point where the gender representation flips, with a significant drop in the percentage of women.
- Associate Professors: The gender gap widens further at this level. Men comprise a larger majority at 68.8%, and the proportion of women drops to just 31.2%.
- Professors: The highest academic rank exhibits the most pronounced gender imbalance. 78.8% of professors are men, and only 21.2% are women. This indicates a substantial underrepresentation of women in the most senior academic positions.

The gender representation among other teaching staff is mixed and varies by category.

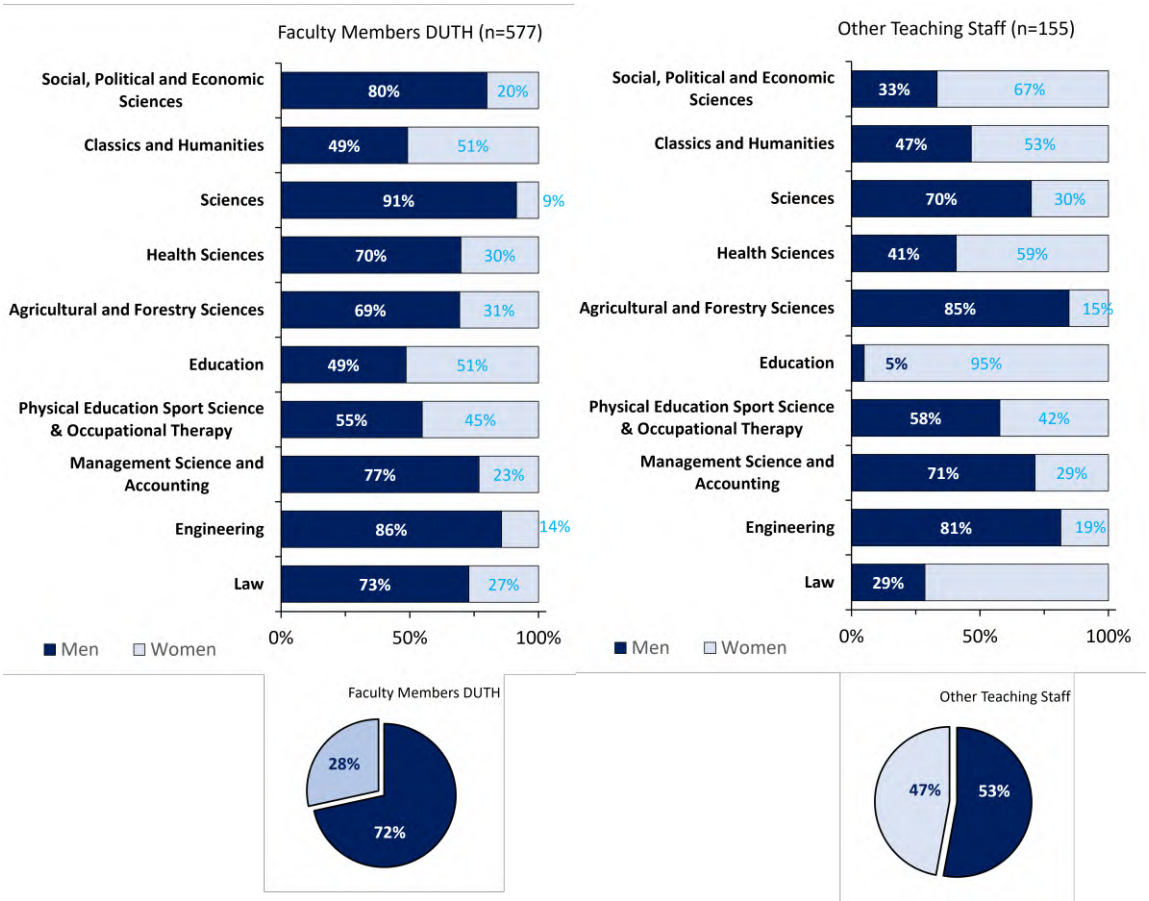
- Scientific Staff (EEP): The distribution is nearly balanced, with a slight majority of men. 51.5% are men, and 48.5% are women.
- Technical Staff (ETEP): This category shows a clear majority of women. 60.7% are women, while 39.3% are men. This is the only staff category presented where women outnumber men by a significant margin.

- Teaching Staff (EDIP): The gender ratio here is the most imbalanced, similar to the professor rank within the faculty. 65.2% of teaching staff are men, while 34.8% are women.

In summary, a clear hierarchical pattern of gender disparity exists within the faculty ranks, with women being well-represented at the lecturer level but progressively decreasing in proportion at each higher rank. This results in a significant underrepresentation of women at the professor level. Among other teaching staff, the gender distribution is mixed, with women dominating the technical roles, men dominating the teaching staff roles, and the scientific staff being nearly balanced. Overall, the data illustrates a considerable "leaky pipeline" effect for women in academia, particularly as they progress toward senior faculty positions.

Fig. 12 – Gender representation in Teaching & Research staff broken down by schools (2024)

On the chart below, tere is a clear gender disparity in the teaching and research staff at DUTH, with a higher overall representation of men in both faculty and other teaching positions. However, the exact breakdown varies significantly across different schools and staff categories.



Looking at the total population, men make up the majority of both Faculty Members (72%) and Other Teaching Staff (53%). Women are underrepresented overall, comprising only 28% of faculty and 47% of other teaching staff. This indicates that while women are closer to parity in the "other teaching staff" category, they are a significant minority in the more senior, research-focused faculty positions.

The gender gap is particularly pronounced in certain fields, especially in the Faculty Members category. In some schools, men hold a vast majority of positions, such as Engineering (86%), Sciences (91%), and Social, Political, and Economic Sciences (80%). This is in stark contrast to Classics and Humanities and Education, where the gender ratio for faculty members is almost balanced, with men and women each making up around half of the staff (49% men, 51% women and 49% men, 51% women respectively). Other schools like Management Science and Accounting (77% men), Law (73% men), Health Sciences (70% men), and Agricultural and Forestry Sciences (69% men) also show a significant male majority.

A different picture emerges for the Other Teaching Staff. Here, the gender balance is much more varied and, in some cases, reversed. Women are the clear majority in Education (95%) and Social, Political, and Economic Sciences (67%), and they also hold the majority of positions in Health Sciences (59%) and Classics and Humanities (53%). In contrast, men dominate the other categories, particularly in Agricultural and Forestry Sciences (85%), followed by Engineering (81%), Sciences (70%), Management Science and Accounting (71%), and Law (71%). The Physical Education Sport Science & Occupational Therapy school is the most balanced in this category, with a near-even split of 58% men and 42% women.

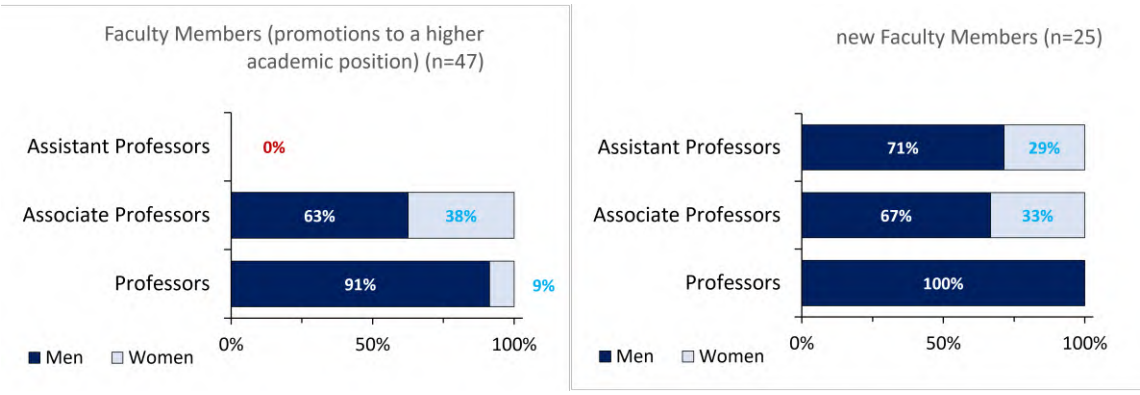
In summary, the data reveals a "leaky pipeline" effect, where women's representation is stronger at the "other teaching staff" level but diminishes significantly in senior faculty positions. This trend is particularly evident in STEM-related fields like Engineering and Sciences, which have the lowest representation of women in faculty roles, while the Humanities and Education fields show a more equitable distribution.

2.2. Career progression

Fig. 13 – Gender representation in the promoted faculty staff in a higher academic position and in new positions (2024)

The distribution reveals a strong gender imbalance in favor of men. At the Assistant Professor level, women represent 0% of those promoted, while all promotions went to men. At the Associate Professor level, men account for 63% of promotions, compared to 38% for women, showing a somewhat more balanced but still male-dominant distribution. At the highest level of Professor**,** the disparity becomes stark: 91% of promotions went to men, while only 9% went to women. This indicates that women are particularly underrepresented in promotions to the most senior academic ranks.

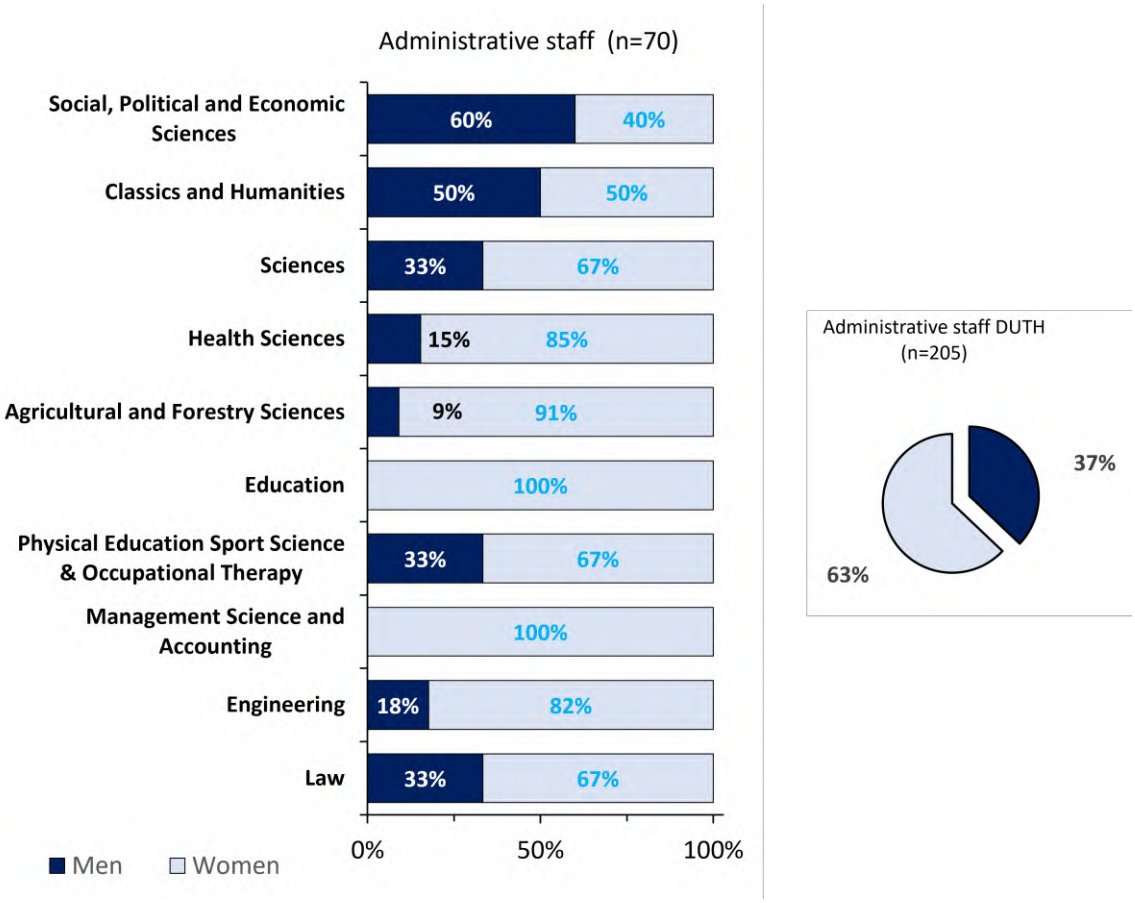
The recruitment of new faculty members shows a slightly more balanced pattern, though men still dominate. Among newly hired Assistant Professors, men make up 71%, while women represent 29%. At the Associate Professor level, the gender gap is narrower, with 67% men and 33% women**.** However, at the Professor level, the distribution is entirely male, with 100% of new hires being men and 0% women.



The data demonstrates that men are overrepresented both in promotions and new appointments, particularly at the highest academic rank. While women have some presence among newly hired faculty at the Assistant and Associate Professor levels, their representation disappears at the Professor level. Similarly, in promotions, women achieve some advancement to Associate Professor but remain significantly disadvantaged at the highest ranks. This pattern suggests systemic barriers affecting women's academic progression, both in terms of career advancement (promotions) and entry into senior positions (new hires)**.**

3. Administrative staff

Fig. 14 – Gender representation in the administrative staff broken down by schools and at the Institutional (DUTH) level (2024)



The distribution reveals clear gender disparities across disciplines. In Social, Political and Economic Sciences, men constitute the majority at 60%, compared to 40% women**.** Classics and Humanities shows an equal representation, with 50% men and 50% women, marking the only school with complete gender parity. In the Sciences, the balance shifts toward women, who represent 67%, while men account for 33%. A more striking female predominance is observed in the Health Sciences, where 85% are women and only 15% men, and in Agricultural and Forestry Sciences, where women dominate with 91% compared to 9% men.

In the Education and Management Science and Accounting schools, women are entirely overrepresented, comprising 100% of administrative staff, with no men employed. Physical Education, Sport Science & Occupational Therapy also leans heavily female, with 67% women versus 33% men. In Engineering, the gender gap is similarly wide, with 82%

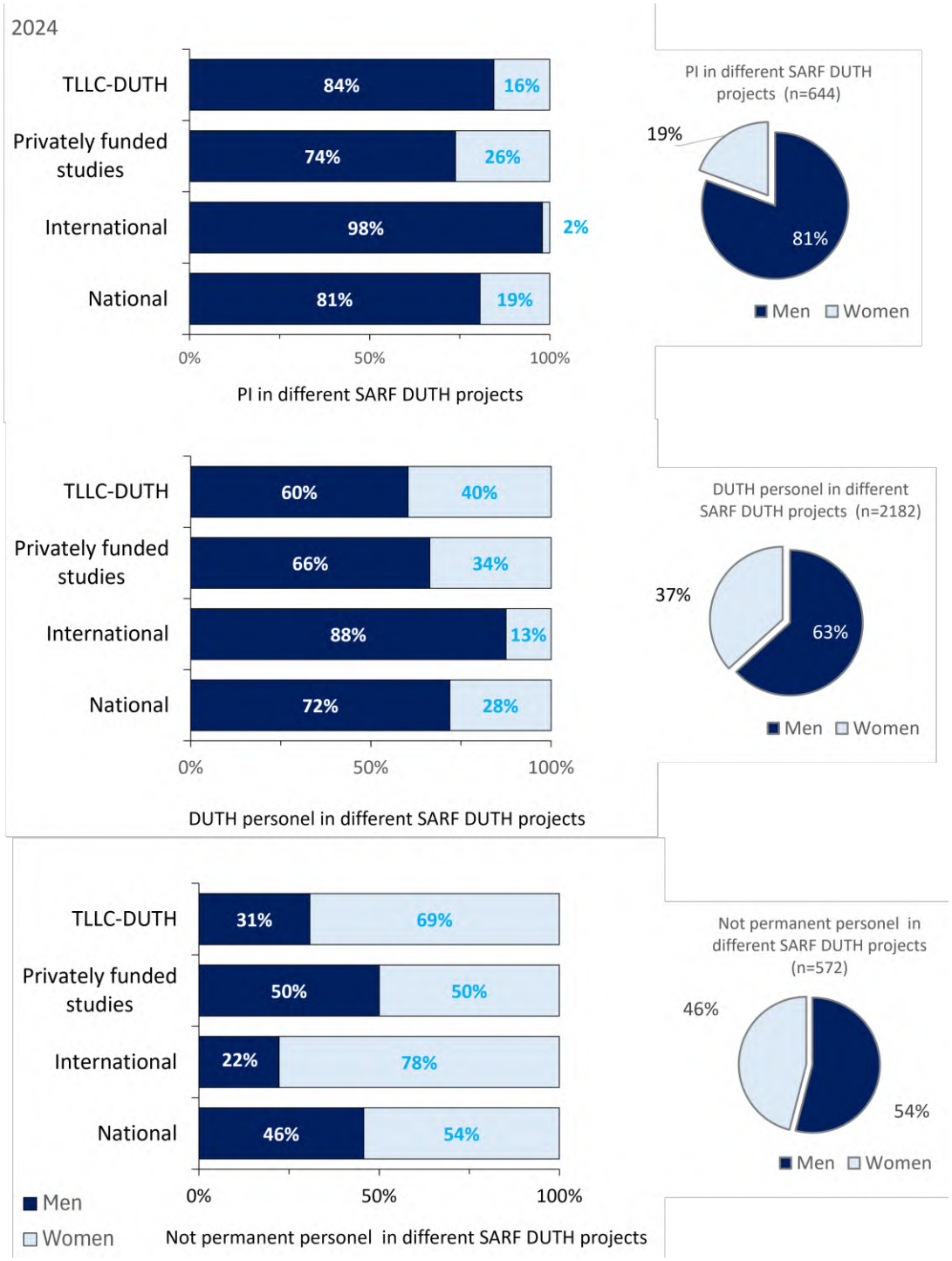
women and 18% men. Finally, the Law school demonstrates a more moderate imbalance, with 67% women and 33% men.

At the broader institutional level (n=205), women make up a clear majority of the administrative staff at 63**%**, while men represent only 37%. This indicates a systemic female predominance across the administrative workforce of the university, consistent with the majority-female trends observed in most individual schools.

The findings highlight that administrative staff positions across the institution are disproportionately occupied by women, with the imbalance being particularly stark in fields such as Education, Management Science and Accounting, Health Sciences, and Agricultural and Forestry Sciences, where female staff dominate overwhelmingly. Only Social, Political and Economic Sciences shows a male majority, while Classics and Humanities stands out as the only field with perfect gender parity. At the institutional level, the data confirms that women hold nearly two-thirds of administrative positions, demonstrating a clear gendered pattern in employment structures, where administrative roles are predominantly associated with female representation across most schools.

4. Research

Figure 15 – Gender representation in staff participating in projects of SARF DUTH (2024).



TLLC: Training and Lifelong Learning Centre

In 2024, gender representation across different categories of staff involved in SARF DUTH projects reveals significant disparities. Among Principal Investigators (PIs), men continue to dominate, representing 81% of the total, while women account for only 19%. This imbalance is particularly pronounced in international projects, where 98% of PIs are men and just 2% are women, highlighting the most severe gender gap. National projects show a similar trend, with 81% men and 19% women, whereas privately funded studies display a slightly more balanced distribution, with women occupying 26% of PI roles. Within TLLC-DUTH projects, 84% of PIs are men compared to 16% women.

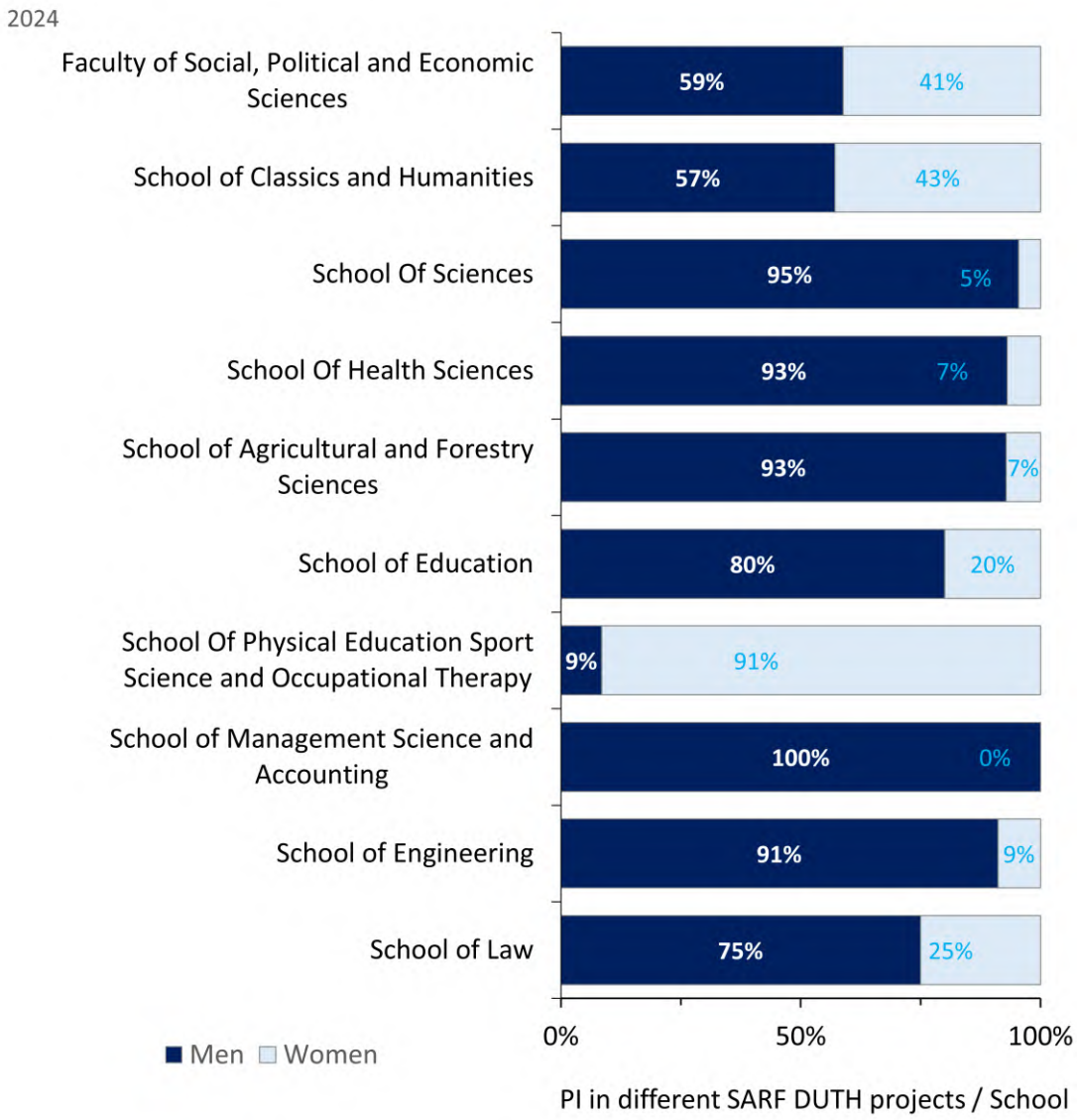
When examining DUTH personnel engaged in projects, men again form the majority with 63%, while women make up 37% of participants. The gender distribution varies depending on the funding source: international projects include 88% men and 13% women, national projects involve 72% men and 28% women, privately funded studies show 66% men and 34% women, and TLLC-DUTH projects present 60% men and 40% women. Although women remain underrepresented, their participation is relatively higher at the personnel level compared to PI roles.

In contrast, the category of non-permanent personnel reflects a more balanced gender distribution. Overall, 54% are men and 46% are women, suggesting a closing of the gender gap among temporary staff. In fact, in some cases women outnumber men: in international projects, women account for 78% of non-permanent personnel compared to 22% men, and in TLLC-DUTH projects women represent 69% against 31% men. National projects also show a near balance, with 54% women and 46% men, while privately funded studies are evenly split between men and women (50% each).

Taken together, these findings indicate that while women remain significantly underrepresented in leadership and permanent roles—particularly in high-prestige international projects—they are gaining ground in non-permanent positions. This trend suggests progress toward greater inclusion, though further efforts are required to ensure more equitable gender representation, especially in decision-making and leadership positions within SARF DUTH projects.

Figure 16 – Gender representation in staff participating in projects of SARF DUTH broken down by schools and at Institutional (DUTH) level(2024).

The chart presents the percentage breakdown of men and women serving as Principal Investigators (PIs) on various SARF DUTH projects by school in 2024. The data reveals significant disparities in gender representation among PIs across different academic schools.



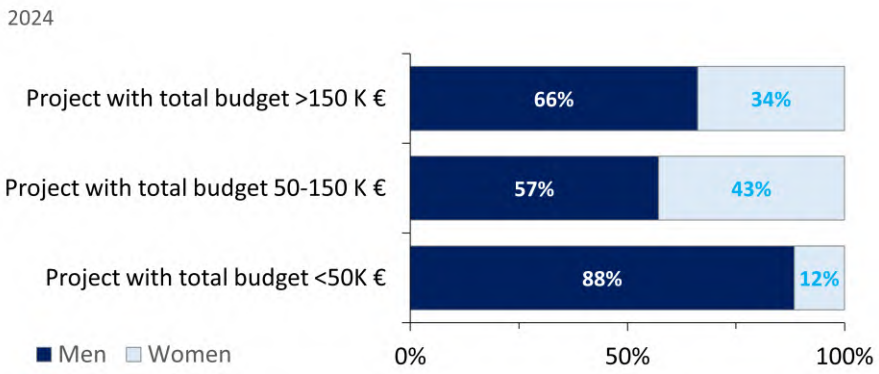
The School of Management Science and Accounting stands out with 100% of its PIs being men, with no women in the PI role. The School of Sciences, the School of Health Sciences, and the School of Agricultural and Forestry Sciences also show a substantial male majority, with men accounting for 95%, 93%, and 93% of PIs, respectively. The School of Engineering and the School of Law have slightly more balanced, though still male-dominated, distributions, with 91% and 75% of PIs being men.

In contrast, the School of Physical Education Sport Science and Occupational Therapy shows the most dramatic gender skew in favor of women, with women comprising 91% of PIs compared to just 9% of men. Other schools with a more balanced, but still male-dominated, PI distribution include the School of Education (80% men, 20% women), the Faculty of Social, Political, and Economic Sciences (59% men, 41% women), and the School of Classics and Humanities (57% men, 43% women).

Overall, the data illustrates a clear pattern of gender imbalance in PI roles, with most schools being heavily male-dominated. The School of Management Science and Accounting is the most extreme example of this trend, while the School of Physical Education Sport Science and Occupational Therapy is a notable outlier for its strong female representation.

Figure 17 – Gender representation as PI in projects of SARF DUTH broken down by total budget (2024).

The provided chart illustrates the gender distribution of Principal Investigators (PIs) on SARF DUTH projects in 2024, categorized by the total project budget. The data shows a notable correlation between project budget size and the gender composition of PIs.



For projects with a total budget less than 50K €, there is a significant gender disparity, with 88% of PIs being men and only 12% being women. This represents the highest male dominance among all budget categories.

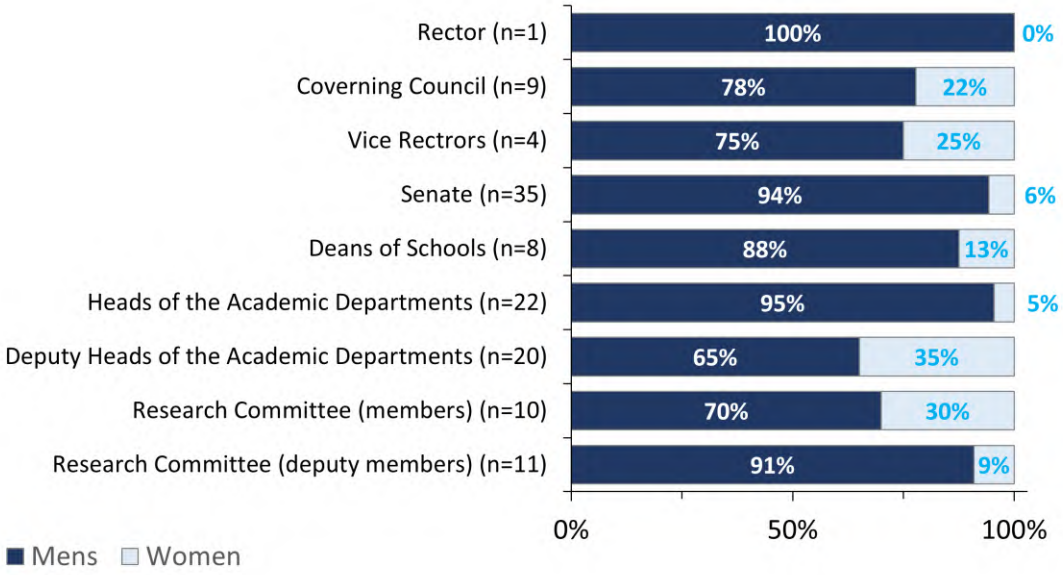
The gender balance improves as the project budget increases. For projects with a total budget between 50-150K €, the gap narrows considerably, with men comprising 57% and women 43% of the PIs.

For the largest projects, those with a total budget over 150K €, the proportion of female PIs decreases again, though not as severely as in the smallest budget category. In this group, men account for 66% of PIs, while women make up 34%.

In summary, while the smallest and largest budget projects are heavily male-dominated, the mid-range budget projects (50-150K €) show a significantly more balanced gender distribution among PIs.

5. Covering Bodies

Figure 18 – Gender composition in top management positions - total (percentage) per category (2024).



The most striking imbalances are found in the highest-level and more senior positions. The Rector position is 100% male, which, given that it is a single individual (n=1), represents a complete lack of female representation at the highest administrative level. Similarly, the Senate is heavily male-dominated, with 94% men and only 6% women. The Heads of Academic Departments also show a severe gender gap, with 95% of these roles held by men and only 5% by women.

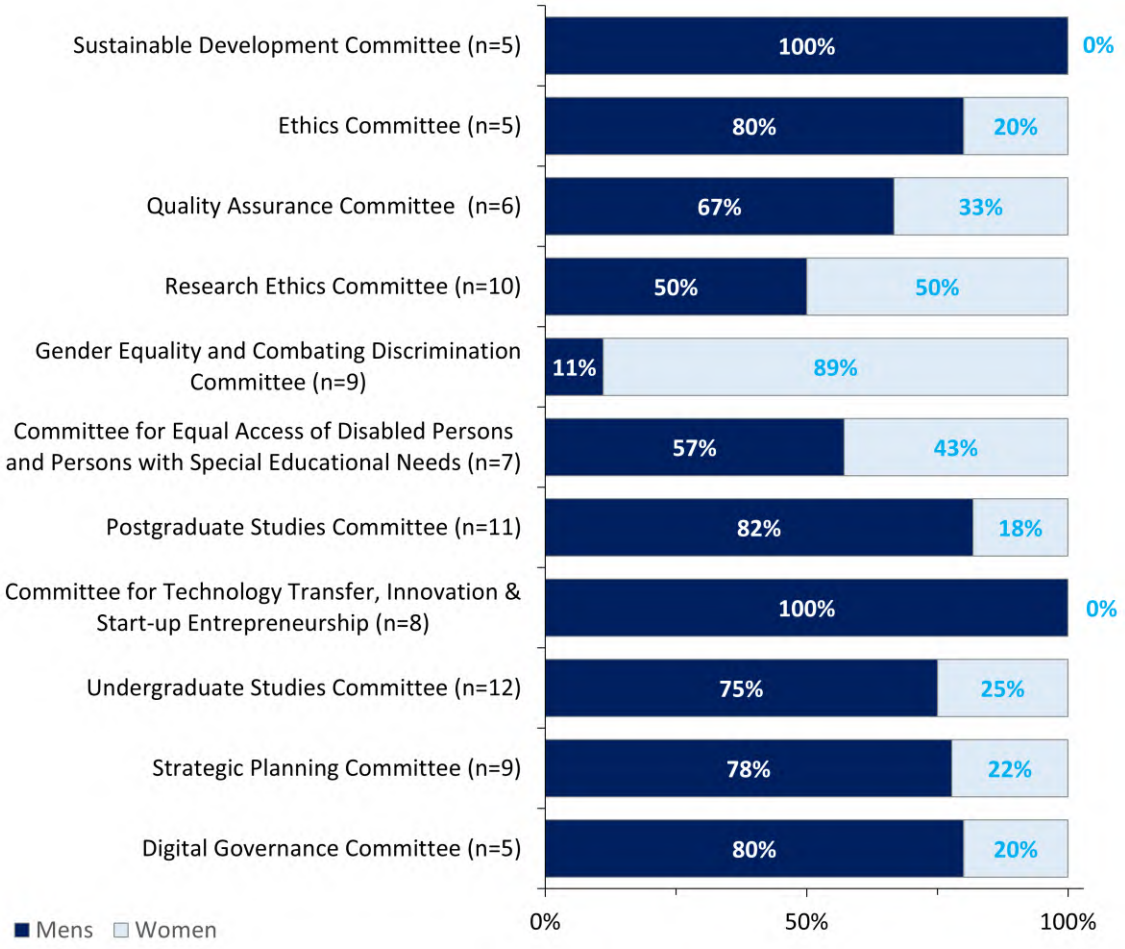
Other senior roles follow a similar trend. The Deans of Schools are 88% men and 13% women, while Vice Rectors are 75% men and 25% women. The Governing Council is comprised of 78% men and 22% women. Even within the Research Committee, the Deputy Members are overwhelmingly male at 91%, compared to 9% women, while the Members show a slightly better, but still imbalanced, distribution of 70% men and 30% women.

The only role with a relatively more balanced gender ratio is that of the Deputy Heads of the Academic Departments, where the gender distribution is 65% men and 35% women. This is the closest the data comes to gender parity.

In summary, the data clearly illustrates a pervasive and systemic gender imbalance, with men holding a disproportionately high percentage of leadership and administrative positions throughout the institution, particularly at the most senior levels.

Figure 19 – Gender composition of different institutional committees established at 2023- total (percentage) per category (2024).

Based on the figure showing the gender composition of different institutional committees, the data reveals significant variations in gender representation, with some committees being exclusively male while others are either balanced or female-dominated.



The Sustainable Development Committee (n=5) and the Committee for Technology Transfer, Innovation & Start-up Entrepreneurship (n=8) are both composed of 100% men and 0% women. This represents a complete absence of female members in these groups.

Committees with a heavy male majority include the Postgraduate Studies Committee (82% men, 18% women), the Digital Governance Committee (80% men, 20% women), the Ethics Committee (80% men, 20% women), and the Strategic Planning Committee (78% men, 22% women). The Undergraduate Studies Committee also shows a strong male dominance, with 75% men and 25% women.

In contrast, two committees stand out for their more equitable or female-led composition. The Research Ethics Committee (n=10) has a perfect 50% men and 50% women ratio, making it the most balanced committee. The Gender Equality and Combating Discrimination Committee (n=9) is overwhelmingly female-led, with 89% women and only 11% men.

Other committees show a more moderate male majority: the Quality Assurance Committee has 67% men and 33% women, and the Committee for Equal Access of Disabled Persons and Persons with Special Educational Needs has 57% men and 43% women, the latter being the closest to a balanced representation among the male-dominated committees.

Overall, the data indicates that gender diversity varies greatly by committee function, with women being completely absent from technology and sustainability-focused committees, reaching parity in research ethics, and leading the committee dedicated to gender equality.