

ΕΕΙΣΟ

European University

INNOCORE GENDER EQUALITY PLAN

Annex to Deliverable 1.2

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EELISA innoCORE Partners

Number	Role	Name in original language	Name in English	Short name	Country
1	COO	Universidad Politécnica de Madrid	Technical University of Madrid	UPM	Spain
2	BEN	École Nationale des Ponts et Chaussées	National School of Civil Engineering	ENPC	France
3	BEN	Friedrich-Alexander-Universität Erlangen-Nürnberg	Friedrich-Alexander University Erlangen-Nürnberg	FAU	Germany
4	BEN	İstanbul Teknik Üniversitesi	Istanbul Technical University	ITU	Turkey
5	BEN	Scuola Normale Superiore	Higher Normal School	SNS	Italy
6	BEN	Scuola Superiore di Studi Universitari e di Perfezionamento Sant'Anna	Sant'Anna School of Advanced Studies	SSSA	Italy
7	BEN	Universitatea Politehnica din Bucuresti	Politehnica University of Bucharest	NUSTPB	Romania
8	BEN	Budapesti Műszaki és Gazdaságtudományi Egyetem	Budapest University of Technology and Economics	BME	Hungary
9	BEN	Université Paris Sciences et Lettres	Université PSL	PSL	France

Alliance members



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Executive summary

This document is prepared within work package WP1 – ‘Coordination, evaluation, communication and dissemination’, task 1.7, as an annex complementing and updating deliverable D1.2 ‘Gender Equality Plan’ of the project EELISA INNOVation and Common Research strategy (hereinafter referred to as EELISA innoCORE), co-funded by European Union’s Horizon 2020 research and innovation programme under grant agreement No 101035811.

When producing D1.2 ‘Gender Equality Plan’ (GEP), EELISA innoCORE has followed, as far as applicable, the methods and tools proposed by EIGE (European Institute for Gender Equality)¹ GEAR tool (Gender Equality in Academia and Research)². According to EIGE toolkit, a GEP can be broken up into four different steps or phases:

- 1) Analysis to collect sex-disaggregated data, assess processes and practices critically;
- 2) Planning to define objectives and targets;
- 3) Implementation of actions and entangle in outreach activities;
- 4) Monitoring to evaluate, adjust and improve future interventions.

This document complements and updates D1.2 ‘Gender Equality Plan’ (GEP), which was submitted on 30 November 2021. The annex addresses specifically phase 1) Analysis to collect sex-disaggregated data and it is meant to be a guide for step 4) Monitoring to evaluate, adjust and improve future interventions.

¹ <https://eige.europa.eu/>

² <https://eige.europa.eu/gender-mainstreaming/toolkits/gear>



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Glossary- Abbreviations and definitions

(alphabetic order)

Definitions for gender specific terms included below have been taken from EIGE's Glossary³.

Academic staff. For the sake of this document, this term includes personnel whose primary assignment is research or both research and instruction. Within the realm of this document, it refers particularly to staff included in any of the four grades used by 'She figures' report. The grades (A, B, C and D) reflect the typical career of a researcher until the highest rank where research is conducted (typically "Full professor"). See [Annex III – Categories considered by each partner for each academic staff grade](#).

CA. Consortium Agreement. The consortium agreement is a private agreement between the beneficiaries, to set out the rights and obligations amongst themselves. (It does NOT involve the European Commission/Agency.)

EELISA Community. The EELISA communities are mission-driven working groups that bring together students, teachers, and researchers from all partner universities with prestigious professionals, grassroots organizations, citizens, private companies, and public institutions to find innovative solutions to real-world challenges.

EELISA Cluster. EELISA Clusters are science-based working groups that will work on the scientific and technological solutions that may contribute to solve the societal challenges identified by EELISA Communities.

Equal opportunities of women and men. This concept indicates the absence of barriers to economic, political and social participation on ground of sex and gender and other characteristics. Such barriers are often indirect, difficult to discern and caused and maintained by structural phenomena and social representations that have proved particularly resistant to change.

EIGE. European Institute for Gender Equality is an autonomous body of the European Union, established to contribute to and strengthen the promotion of gender equality, including gender mainstreaming in all EU policies and the resulting national policies, and the fight against discrimination based on sex, as well as to raise EU citizens' awareness of gender equality.

GA. Grant Agreement. This is the grant contract concluded between the EU and the beneficiaries. It establishes the rights and obligations that govern the grant. It consists of a core text and annexes (for instance, fixing the project content and the project budget).

Gender balance. Gender balance is commonly used in reference to human resources and equal participation of women and men in all areas of work, projects or programmes. In a scenario of gender equality, women and men are expected to participate proportionally to their shares in the population.

GEP. Gender Equality Plan. In the specific context of research organisations and higher education institutions, the European Commission considers a Gender Equality Plan as a set of actions aimed at: 1. conducting impact assessment/audits of procedures and practices to

³ <https://eige.europa.eu/gender-mainstreaming/concepts-and-definitions>



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identify gender bias; 2. identifying and implementing innovative strategies to correct any bias; 3. setting targets and monitoring progress via indicators (1).

HEIs. Higher Education Institutions.

KPIs. Key Performance Indicators.

Sex disaggregated data. Sex-disaggregated statistics are data collected and tabulated separately for women and men. They allow for the measurement of differences between women and men on various social and economic dimensions and are one of the requirements in obtaining gender statistics.

STEM. Science, technology, engineering and mathematics.

Work-life balance. The term “work–life balance” refers not only to caring for dependent relatives, but also to “extracurricular” responsibilities or important life priorities. Work arrangements should be sufficiently flexible to enable workers of both sexes to undertake lifelong learning activities and further professional and personal development, not necessarily directly related to the worker’s job.



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1 Rationale and methodological approach

When producing the first version of the EELISA Gender Equality Plan (November 2021), EELISA partners agreed on setting a common list of KPIs and gathering these data at a later stage twice: in 2022 and a second time by the end of the project in 2024.

EELISA partners worked and agreed on the final list of KPIs until March 2022 (Please refer to [Annex I – List of Key Performance Indicators agreed in March 2022.](#)), and gathered sex-disaggregated data for the first time between June and October 2022. EELISA InnoCORE produced the first version of this report with sex-disaggregated data in November 2022. The report was submitted as an annex to D1.2 Gender Equality Plan. The second collection of data took place between October 2023 and February 2024.

Action plan as included in D1.2 Gender Equality Plan submitted on 30 November 2021:

Month	Action
M6 (November 2021)	D1.2 Initial assessment of gender equality state-of-play in our HEIs, agreement on preliminary list of KPIs, agreement on preliminary actions (planning).
M9 (February 2021)	Final agreement on list of KPIs.
M16 (September 2022)	Data collection by partners and update of GEP.
M36 (May 2024)	Update of data and update of Gender Equality Plan (monitoring).

For this second collection exercise, it is worth to be noted the following:

- In the first collection exercise, EELISA partners tried to collect data covering a 5-year period (2017 to 2022), in order to be able to assess progress regarding the participation of women in research and innovation. Not all partners were able to collect data for such a long period (detailed information on this regard in each of the sections). For the second collection exercise, partners were asked to try to complete data if possible. They were also asked to review data and make corrections if needed.
- The following statement from the first version of this report remains true **“The collection of the agreed sex-disaggregated data proved to be a more complex exercise than planned for some EELISA partners and some initially agreed KPIs had to be disregarded.** For the production of this document, EELISA kept those KPIs for which a minimum of five partners could provide sex-disaggregated data. Although there have been some corrections, again not all partners were able to provide data for all indicators and for all years covered. Despite the efforts made in this second collection, some KPIs had to be again disregarded.
- The indicators regarding innovation and participation in communication activities (science with & for society) were especially difficult to retrieve for some partners”. The report includes a new KPI, though, this is “Women among directors of research groups and laboratories”.



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- For the current version, it is to be noted that data for thesis defended correspond to the academic year 2021-2022. This is due to the fact that the collection of data started in October 2023 and, by that time, most partners did not have still data available for the year 2022-2023. Partners took the opportunity to review data retrieved last year and inserted corrections where necessary.



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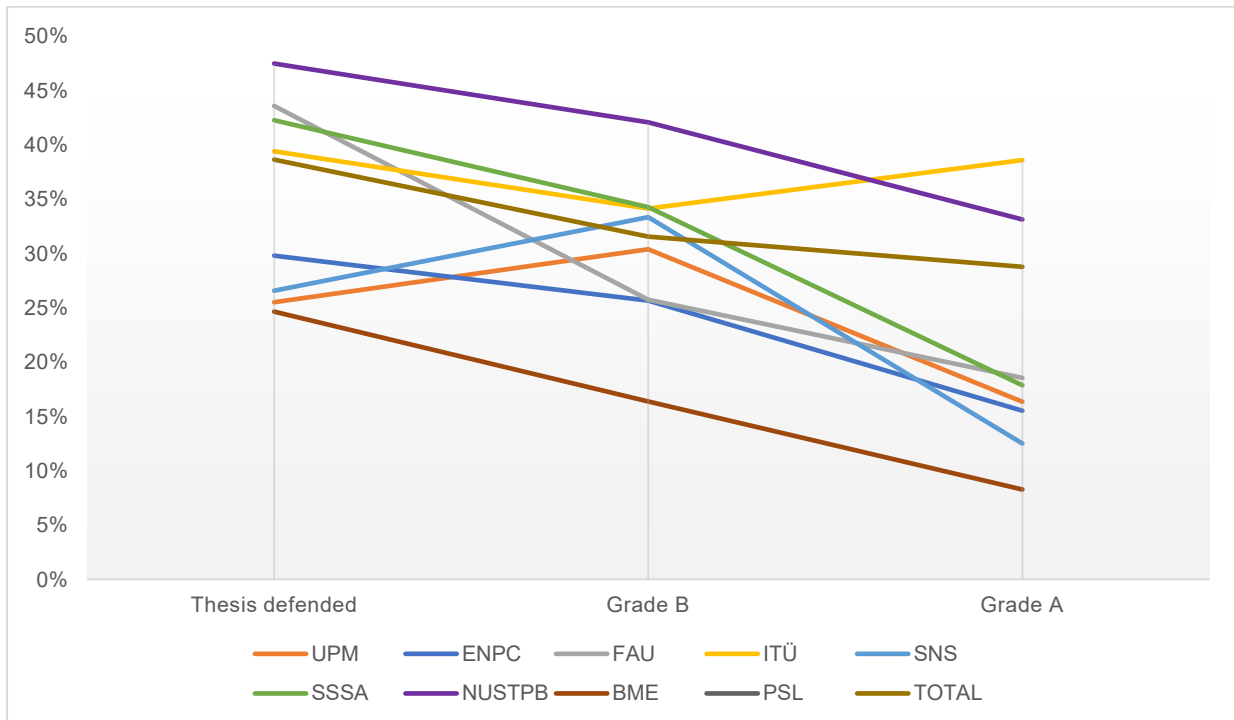
2 Key takeaways and conclusions

- EELISA Gender Equality Plan (D1.2) as well as this annex have been developed in the framework of EELISA InnoCORE project, which focuses on the R&I dimension of the Alliance. Therefore, data gathered focus on research and innovation: doctoral studies, academic staff, research and innovation outputs. For future updates, [EELISA team might consider extending the data gathered to other categories of staff and students \(bachelor's and master's students, administrative staff, even alumni\) and also analyse entrepreneurship](#), in order to have a complete picture of gender gaps at all levels and have a picture of EELISA demography.
- Regarding doctoral studies, with 17,540 students enrolled in doctoral programmes in the academic year 2022/2023 at EELISA level, **women represented 42% of doctoral students**, ranging between 26% at SNS to 46% at ITU.
- Regarding the proportion of women among doctoral graduates —number of students having completed and successfully defended their PhD thesis— the ratio of women ranged between 25% at UPM and BME to over 40% at various partners (FAU, SSSA, NUSTPB) in the academic year 2021/2022. Out of 2,330 graduates having obtained their PhD in one of the EELISA institutions in the year 2021-2022, **an average of 37% of doctoral graduates were women**.
- The proportion of women completing their PhD lies behind the EU-average, where the 2018 data showed that women represented 48.1% ('She figures') of doctoral graduates reaching almost gender parity in that year. EELISA average for 2018 was 39%. **This difference could lie on the fact that many EELISA partners are technical universities specialising in fields where women are still under-represented**.
- When looking at the proportion of PhD women graduates per broad field of study (data for the academic year 2021-2022, see Table 4), the highest proportion of women is to be found in the fields of Health and welfare (58%) and Arts and humanities (57%) and the lowest in Engineering, manufacturing and construction (29%) and Information & Communication Technologies (29%).
- **Data gathered show that women are in general underrepresented among the academic staff at EELISA level. According to the data provided by EELISA partners, academic and research workforce at EELISA amounted to 11,689 people in 2022, out of which 7,500 (64%) are men and 4,189 (36%) are women.** Baseline data are fundamental when assessing the proportion of women in the rest of indicators.
- **Gender gaps and gender balance vary significantly from one EELISA partner to another, ITU, NUSTPB and PSL being in general terms the partners with the smallest gender gap.** The difference between the proportion of women among the overall academic staff and Grade A staff (highest rank, usually professors) is also less pronounced in these three partners compared to the rest.



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- Data confirm the statement made in D1.1 and in the first version of this report “the higher one climbs on the career ladder, the higher the gender imbalance becomes”. The share of women among academic staff at EELISA-level declines as we advance to higher positions in the academic career, the ratio of women decreasing from the overall academic workforce or Grade C —where women represented an average of 38% in 2022— to the highest positions— **women represented 29% of EELISA Grade A academicians in 2022**. At European-level, the proportion of women declined from 46.6% in grade C positions to 26.2% in grade A in 2018 (‘She figures’).



- It is important to note that on average at EELISA-level **women occupy 27% of decision-making positions** (women in governing boards), in some institutions the figure going down to 18% (BME) and 20% (UPM). **As of 2022, just one EELISA institution, Scuola Superiore Sant’Anna (SSSA), is led by a woman, the heads of the rest being men.**
- Data gathered show that gender gaps persists in research and innovation outputs: **21% of coordinators of projects with industry and 31% of coordinators of Horizon Europe and Horizon 2020 projects are women; women account for 26% of EELISA inventors.** (It has to be noted that these averages must be taken carefully since they do not include data from all partners. More information in section 6).
- After the two data collection exercises performed, it can be considered that EELISA has complete and reliable data from almost all partners for the years 2021 and 2022. **The continuation of this exercise on a regular basis (maybe every two years) will make it possible for the Alliance to monitor changes in women representation and gender gaps.** EELISA InnoCORE coming to an end, it will be up to EELISA 2.0 teams to decide about the continuation of this process.



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- Regarding **changes identified between 2021 and 2022**, it is worth noting the following:
 - The **proportion of women among doctoral students seems to have risen**, from 40% in 2021/2022 to 42% in 2022/2023.
 - The proportion of women among the research and academic workforce amounts to 36% in 2022. In 2021, this percentage was 33%, but the change might be due to the corrections introduced in the data collected for 2022 (NUSTPB and PLS made some corrections).
 - The proportion of **women among Grade A academicians** (single highest grade at which research is normally conducted) **did not change and remains 29%**.
 - There have been **no major changes for the other indicators**.



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3 Doctoral studies

3.1 The pool of doctoral students and doctoral graduates

Students enrolled in doctoral programmes

With 17,540 students enrolled in doctoral programmes in the academic year 2022/2023 (Figure 1 and Table 1), women represented 42% of doctoral students at EELISA level, ranging between 26% at SNS to 46% at ITU.

Table 1: Students enrolled in doctoral programmes at EELISA institutions, gender ratio (men/women), in the academic year 2022-2023

	UPM	ENPC	FAU*	ITÜ	SNS	SSSA*	NUSTPB	BME	PSL	Total
Women (n)	719	59	2512	1583	34	142	947	241	1047	7284
Men (n)	1308	138	3228	1851	96	179	1438	520	1498	10256
Total	2027	197	5740	3434	130	321	2385	761	2545	17540
Women (%)	35	30	44	46	26	44	40	32	41	42
Men (%)	65	70	56	54	74	56	60	68	59	58

*Data provided for natural years and not academic years. Data of year 2022.

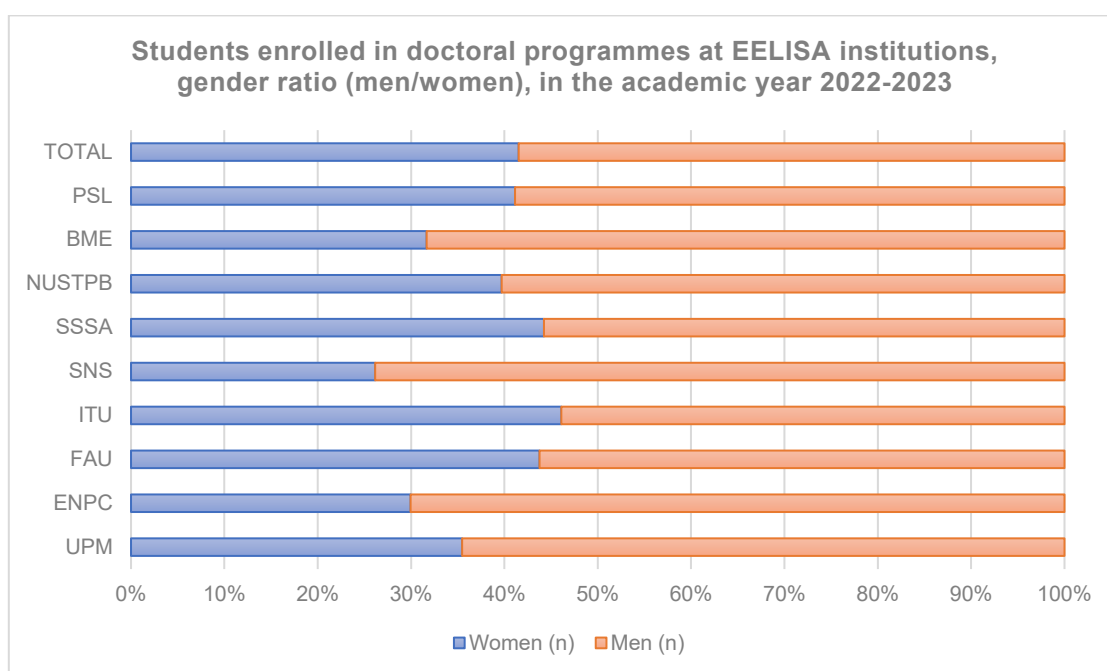


Figure 1: Students enrolled in doctoral programmes at EELISA institutions, gender ratio (men/women), in the academic year 2022-2023

Regarding changes over the last years, as Figure 2 and Table 2 show, there has been a slight increase in the proportion of women doing doctoral studies in the last six years, the ratio moving from 38% in 18/19 to 42% in 22/23. The proportion of women among doctoral students in the academic year 2021/2022 was 40% (6,728 female students over a total of 16,729).



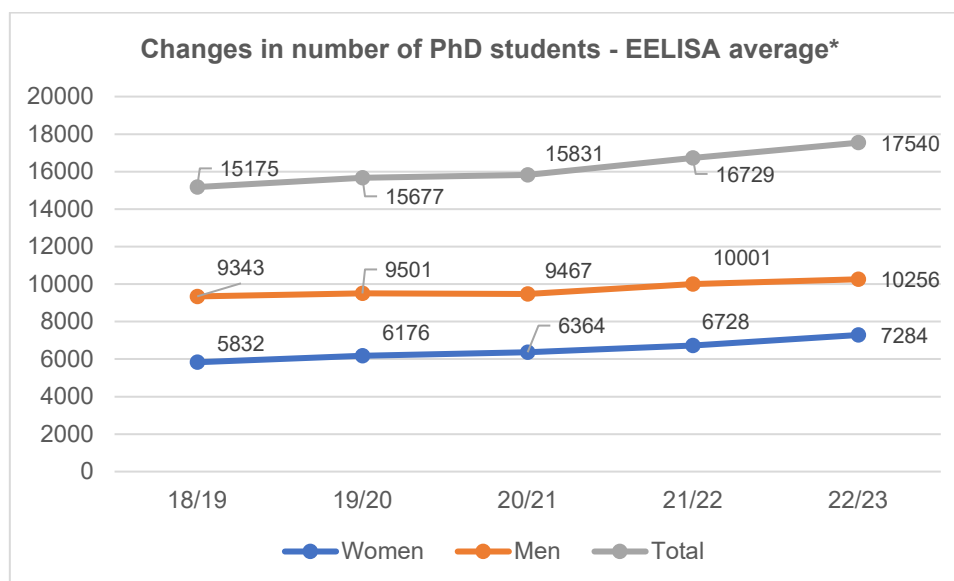
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Table 2: Changes in the number of students enrolled in doctoral programmes, EELISA average, gender ratio (men/women) over the last six academic years

	18/19*	19/20*	20/21*	21/22	22/23
Women (n)	5832	6176	6364	6728	7284
Men (n)	9343	9501	9467	10001	10256
Total	15175	15677	15831	16729	17540
Women (%)	38	39	40	40	42
Men (%)	62	61	60	60	58

*Data from academic years from 2020/2021 backwards do not include ENPC.

*Data for FAU and SSSA correspond to natural years.



*Data from academic years from 2020/2021 backwards do not include ENPC.

*Data for FAU and SSSA correspond to natural years.

Figure 2: Changes in number of PhD students in the last six academic years - EELISA average

Doctoral graduates - Number of students having completed and successfully defended their PhD thesis

Regarding the proportion of women among doctoral graduates —number of students having completed and successfully defended their PhD thesis— the ratio of women ranged between 25% at UPM and BME to over 40% at various partners (FAU, SSSA, NUSTPB) in the academic year 2021/2022 (see Table 3 and Figure 3).

Out of 2,330 graduates having obtained their PhD in one of the EELISA institutions in the year 2021-2022, an average of 37% were women. The average was not very different in previous academic years: 39% in 18/19, 41% in 19/20, and 38% in 20/21. However, this proportion lies behind the EU-average, where the 2018 data showed that women represented 48.1% ('She figures') of doctoral graduates reaching almost gender parity in that year.



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Table 3: Number of students having completed and successfully defended their PhD thesis, gender ratio (men/women), in the academic year 2021-2022

	UPM	ENPC	FAU*	ITÜ**	SNS	SSSA*	NUSTPB	BME	PSL	Total
Women (n)	64	14	359	91	17	30	75	34	216	900
Men (n)	187	33	465	140	47	41	83	104	330	1430
Total	251	47	824	231	64	71	158	138	546	2330
Women (%)	25	30	44	39	27	42	47	25	34	37
Men (%)	75	70	56	61	73	58	53	75	66	75

*Data provided for natural years and not academic years. Data of year 2022.

**Average of two semesters.

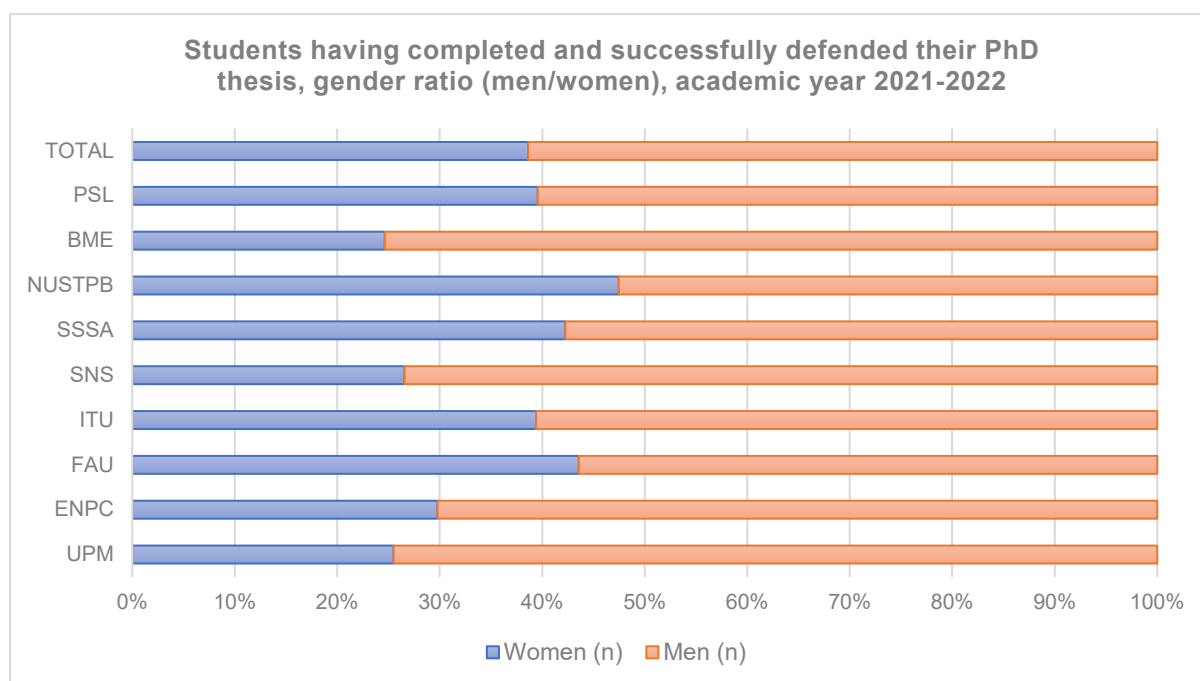


Figure 3: Students having completed and successfully defended their PhD thesis, gender ratio (men/women), academic year 2021-2022

Comparing the number of students enrolled in doctoral programmes and students having obtained their PhD thesis (see Table 3), the proportion of women slightly decreases in a couple of EELISA partners between students and graduates. It seems to have been a trend in the last years for some EELISA partners (UPM, BME, PSL), suggesting a drop out of women in their doctoral studies before obtaining their PhD title. This decrease — i.e. the drop-out from doctoral studies before PhD completion— has been recognised by UPM⁴ when analysing changes in the decade 2006-2016. However, this is not the case for all EELISA partners and in some cases, the proportion of women increases i.e. more women than men finish their PhD studies (ITU, FAU and SSSA).

⁴ Participation of women in doctorate, research, innovation, and management activities at Universidad Politécnica de Madrid: analysis of the decade 2006–2016



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Table 4: Proportion of women enrolled in PhD programmes vs. proportion of women having completed their PhD thesis in the last academic years.

	2021/2022		2020/2021		2019/2020		2018/2019		2017/2018	
	PhD Students	Thesis defended	PhD Students	Thesis defended	PhD Students	Thesis defended	PhD Students	Thesis defended	PhD Students	Thesis defended
UPM	34	25	33	25	33	31	31	26	31	31
ENPC	31	30	N/A	15%	N/A	N/A	N/A	N/A	N/A	N/A
FAU*	41	44	41	44	40	47	39	42	40	45
ITÜ	45	39	46	44	43	49	42	42	41	48
SNS	32	27	30	29	33	32	42	N/A	39	N/A
SSSA*	38	42	39	45	40	30	41	49	N/A	45
NUSTPB	39	47	39	38	38	47	37	39	36	38
BME	31	25	32	23	31	27	31	22	31	28
PSL	41	40	40	35	41	39	40	39	40	37
TOTAL	40	39	40	38	39	42	38	39	38	41

*Figures provided by SSSA and FAU correspond to natural years (2022, 2021, 2020, 2019, 2018)



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3.2 The gender gap among doctoral graduates across broad fields of study⁵

Following ‘She figures’ example. EELISA partners provided sex-disaggregated data of doctoral graduates per broad field of study according to the ISCED Fields of Education and Training 2013 (ISCED-F 2013): 1) Education; 2) Arts and Humanities; 3) Social Sciences. Journalism and Information; 4) Business, Administration and Law; 5) Natural sciences, Mathematic and Statistics (Biological and related sciences; Environment; Physical sciences; Mathematics and statistics); 6) Information and Communication Technologies; 7) Engineering, manufacturing and construction (Engineering and engineering trades, Manufacturing and processing, Architecture and construction); 8) Agriculture, Forestry, Fisheries and Veterinary; 9) Health and welfare; and 10) Services.

As Figure 4 shows, most EELISA partners being technical universities, logically enough, “Engineering, manufacturing and construction” is the field that concentrates the highest number of PhD graduates (36%), followed by Natural sciences, mathematics and statistics (22%) and Health and welfare (18%). Regarding the broad fields of study considered, it is important to note that **none of the EELISA partners offer PhD programmes in the field of education**, which at European level is the field where women continue to be over-represented. It also is worth pointing out that, although health and welfare represent 20% of doctoral graduates at EELISA level, this is due to the importance of this field for FAU.

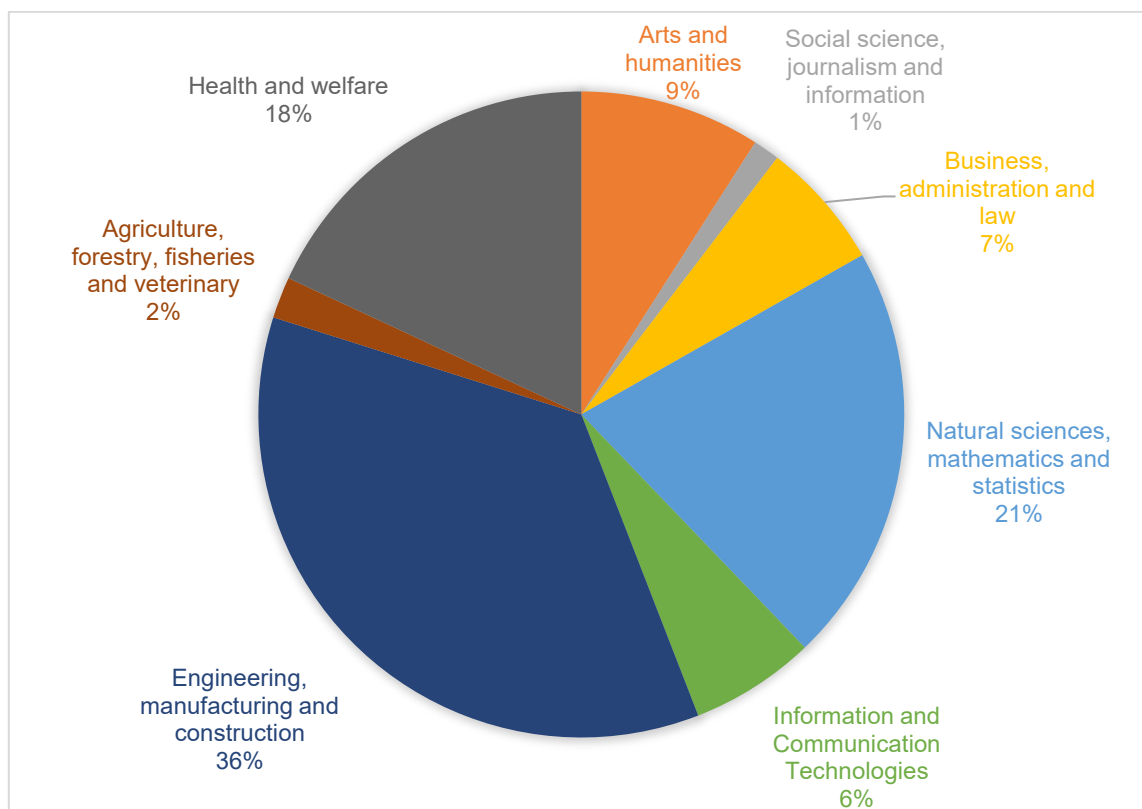


Figure 4: Distribution of PhD graduates per broad field of study, EELISA level, 2021/2022

⁵ BME could not provide that per broad field of study for the academic year 2021-2022. However, data for previous year do include BME. Data from 2019/2020 backwards do not include ENPC. SNS could not retrieve data disaggregated per area.



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When looking at the proportion of PhD women graduates per broad field of study (data for the academic year 2021-2022, see Table 4), **the highest proportion of women is to be found in the fields of Health and welfare (58%) and Arts and humanities (57%) and the lowest in Engineering, manufacturing and construction (29%) and Information & Communication Technologies (29%)**. This has been the trend in the last five years (see Table 5). The average proportion of women PhD graduates in ICT at EELISA-level ranged from 17% in the academic year 2018/2019 to 29% in 2021-2022. Regarding engineering, the proportion of women getting a PhD title in the field of Engineering, manufacturing and construction ranges from 31% in 2019/2020 to 26% in 2020/2021 or 2018/2019.

Table 5: Proportion (%) of women among doctoral graduates by broad field of study (2021-2022)

EELISA Partner	Education	Arts and humanities	Social science, journalism and information	Business, administration and law	Natural sciences, mathematics and statistics	Information & Communication Technologies	Engineering, manufacturing and construction	Agriculture, forestry, fisheries and veterinary	Health and welfare	Services
UPM	N/A	38	N/A	N/A	N/A	23	25	28	25	N/A
ENPC	N/A	N/A	N/A	N/A	20	25	36	N/A	N/A	N/A
FAU	N/A	72	N/A	38	35	N/A	16	N/A	58	N/A
ITU	N/A	33	0	N/A	55	50	39	N/A	N/A	N/A
SSSA	N/A	N/A	67	47	N/A	17	42	33	50	N/A
NUSTPB	N/A	N/A	N/A	N/A	72	35	40	N/A	N/A	N/A
PSL	N/A	53	52	45	37	38	22	N/A	N/A	N/A
TOTAL (%) women PhD graduates	N/A	57	54	42	40	29	29	30	58	N/A

N/A = not applicable. The partner does not offer PhD programmes in this field. This broad field of study is not applicable.

Table 6: Proportion (%) of women among doctoral graduates, by broad field of study, EELISA average, evolution in the last five years

TOTAL (%) women PhD graduates. EELISA average	Education	Arts and humanities	Social science, journalism and information	Business, administration and law	Natural sciences, mathematics and statistics	Information & Communication Technologies	Engineering, manufacturing and construction	Agriculture, forestry, fisheries and veterinary	Health and welfare	Services
2021/2022	N/A	57	54	42	40	29	29	30	58	N/A
2020/2021*	N/A	56	45	43	34	22	26	29	56	N/A
2019/2020**	N/A	54	34	34	43	17	31	48	64	N/A
2018/2019	N/A	55	49	49	41	19	27	45	60	N/A
2017/2018	N/A	49	61	61	38	25	29	45	38	N/A

*Data for 2020-2021 do not include SNS but do include data for BME.

**Data from 2019/2020 backwards do not include ENPC.



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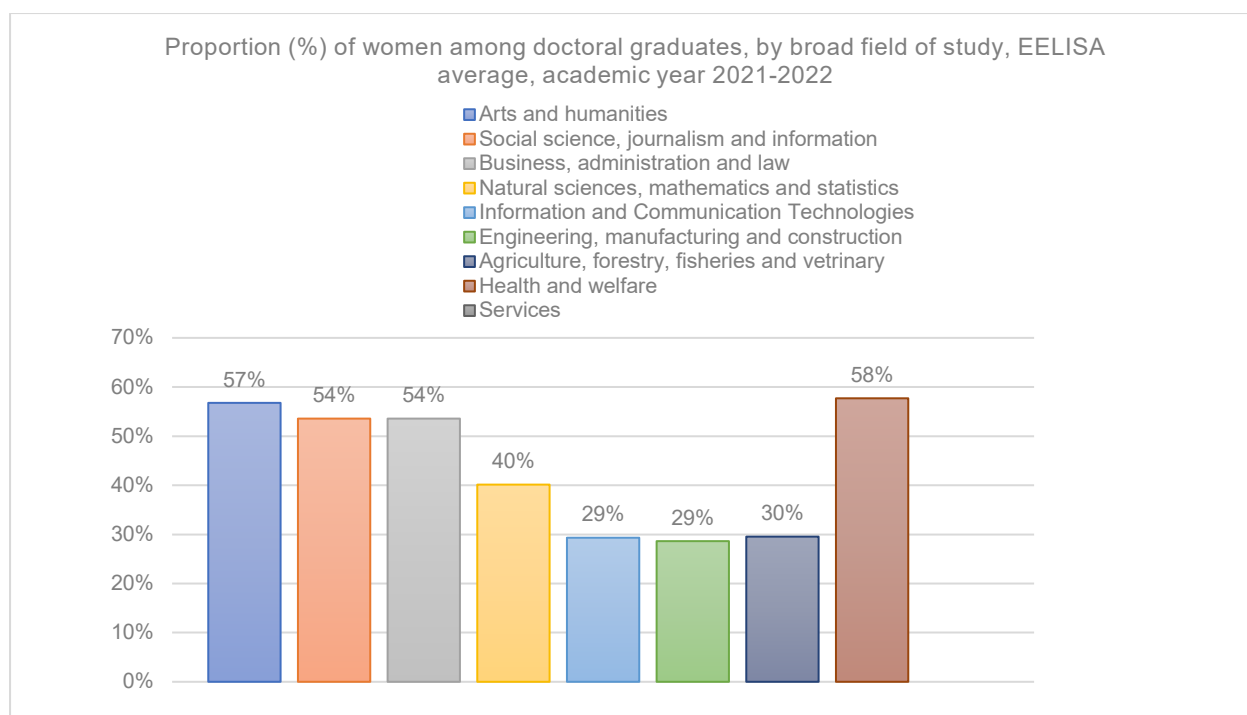


Figure 5: Proportion (%) of women among doctoral graduates, by broad field of study, EELISA average, academic year 2021-2022

When considering the total number of PhD women graduates at EELISA in 2021/2022, **the most popular broad field of study among women was Health & Welfare (26%)⁶**, followed by Engineering, manufacturing and construction (26%) and Natural sciences, mathematics and statistics (21%), while the most popular broad field of study for men doctoral graduates was Engineering, manufacturing and construction (43%). These findings correspond to the EU average where “results indicate that at European level, the most popular broad field of study for women Doctoral graduates was Health & Welfare (26.1%)” (it must be taken into account that ‘She figures’ data are from 2018).

Table 7: Proportion (%) of thesis defended by women and men over total number of thesis defended by women and men respectively per broad field of study (2021-2022)

EELISA Partner	Arts and humanities		Social science, journalism and information		Business, administration and law		Natural sciences, mathematics and statistics		Information & Communication Technologies		Engineering, manufacturing and construction		Agriculture, forestry, fisheries and veterinary		Health and welfare	
	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M
UPM	3	3	-	-	-	-	-	27	15	27	36	57	9	12	1	2
ENPC	-	-	-	-	-	-	3	9	1	9	10	55	-	-	-	-
FAU	41	3	-	-	26	9	41	-	-	-	34	38	-	-	217	34
ITU	4	6	0	1	-	-	18	1	1	1	69	81	-	-	-	-
SSSA	-	-	4	5	8	22	-	12	1	12	10	34	4	20	3	7
NUSTPB	-	-	-	-	-	-	28	13	6	13	41	73	-	-	-	-
PSL	61	16	11	3	23	8	89	7	15	7	17	18	-	-	-	-
TOTAL	13	7	2	1	7	6	21	21	5	7	26	43	2	2	26	13

⁶ Over the total number of women PhD graduates, 30% of them got a PhD in the field of “Health and Welfare”.



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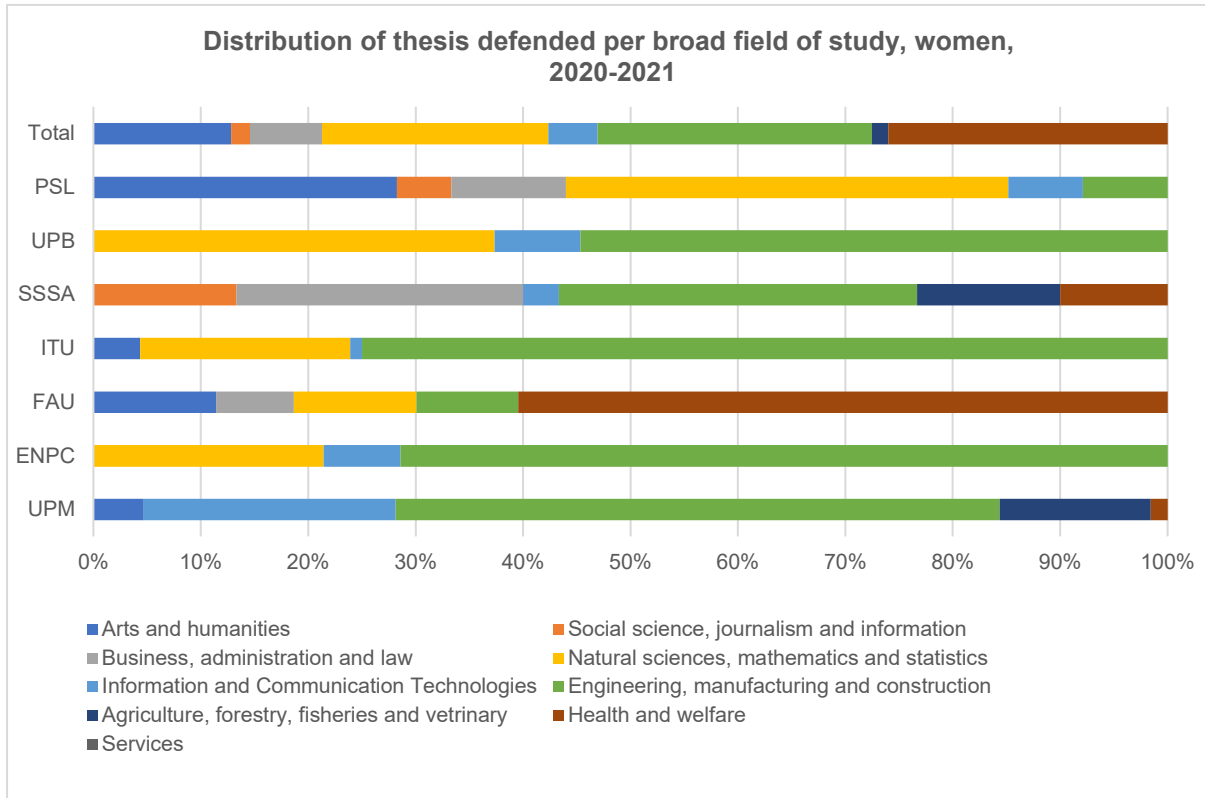


Figure 6: Distribution of thesis defended per broad field of study, women (2021-2022)

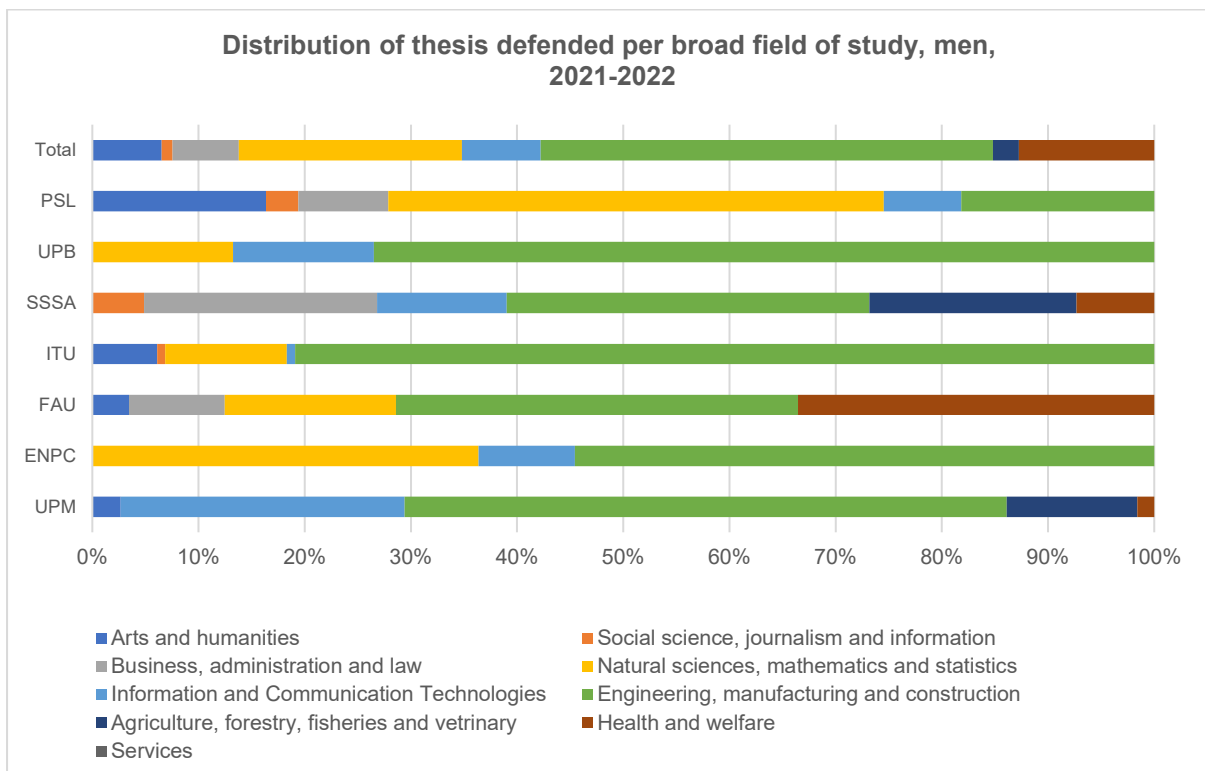


Figure 7: Distribution of thesis defended per broad field of study, men (2021-2022)



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3.3 Gender ratio among international PhD students

Gathering data on international PhD students gives EELISA an idea on the level of internationalisation of the Alliance and its partner HEIs. **International PhD students represented an average of 19% of the total number of students enrolled in PhD programmes in the year 2022-2023.** These figures did not change significantly in the last five years (see Table 8).

The situation regarding gender distribution among international PhD students at EELISA institutions mirrors the general average as Table 7 shows. Out of the 3,395 international students enrolled in PhD programmes in 2022-2023 in EELISA institutions, 43% were women and 57% were men. This ratio has not experienced any major changes in the last five years.

Table 8: International students enrolled in doctoral programmes at EELISA institutions. gender ratio (men/women), in the academic year 2022-2023

	UPM	ENPC	FAU*	ITÜ	SNS	SSSA	NUSTPB	BME**	PSL	Total
Women (n)	298	27	580	3	7	N/A	N/A	84	450	1449
Men (n)	410	61	713	1	14	N/A	N/A	171	576	1946
Total	708	88	1293	4	21	N/A	N/A	255	1026	3395
Women (%)	42	31	45	75	33	N/A	N/A	33	44	43
Men (%)	58	69	55	25	67	N/A	N/A	67	56	57

*Data provided for natural years and not academic years. Data of year 2022

** Average of two semesters

Table 9: International students enrolled in doctoral programmes, EELISA average, gender ratio (men/women), past 5 years

	22/23*	21/22**	20/21***	19/20	18/1900	17/18
Women (n)	1,449	1,289	1,294	1,200	1,118	827
Men (n)	1,946	1,831	1,837	1,849	1,722	1,134
Total	3,395	3,120	3,131	3,049	2,840	1,961
Women (%)	43	41	41	39	39	42
Men (%)	57	59	59	61	61	58

*Data for 22/23 do not include SSSA nor NUSTPB

**Data for 21/22 do not include ITU

***Data from 2019/2020 backwards do not include ENPC.



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3.4 Gender among PhD supervisors

The proportion of women among PhD supervisors drops in comparison to the ratios among PhD students and PhD graduates, women representing an average of 28% of EELISA PhD supervisors. The percentage ranges from 41% in SSSA and 40% at NUSTPB to 12% at BME or 17% at FAU. Since supervisors are more experienced and senior researchers, **this decrease basically reflects the overall representation of women in the higher academic ranks, as the following sections show.** The average proportion of women over the total academic staff at EELISA level was 36% in 2022.

Table 10: PhD supervisors for thesis defended, ration women and men, 2021-2022

	UPM	ENPC	FAU	ITÜ	SNS	SSSA	NUSTPB	BME	PSL	Total
Women (n)	63	8	142	90	21	22	157	10	325	838
Men (n)	162	29	682	141	47	52	237	74	749	2173
Total	225	37	824	231	68	74	394	84	1074	3011
Women (%)	28	22	17	39	31	30	40	12	30	28
Men (%)	72	78	83	61	69	70	60	88	70	72

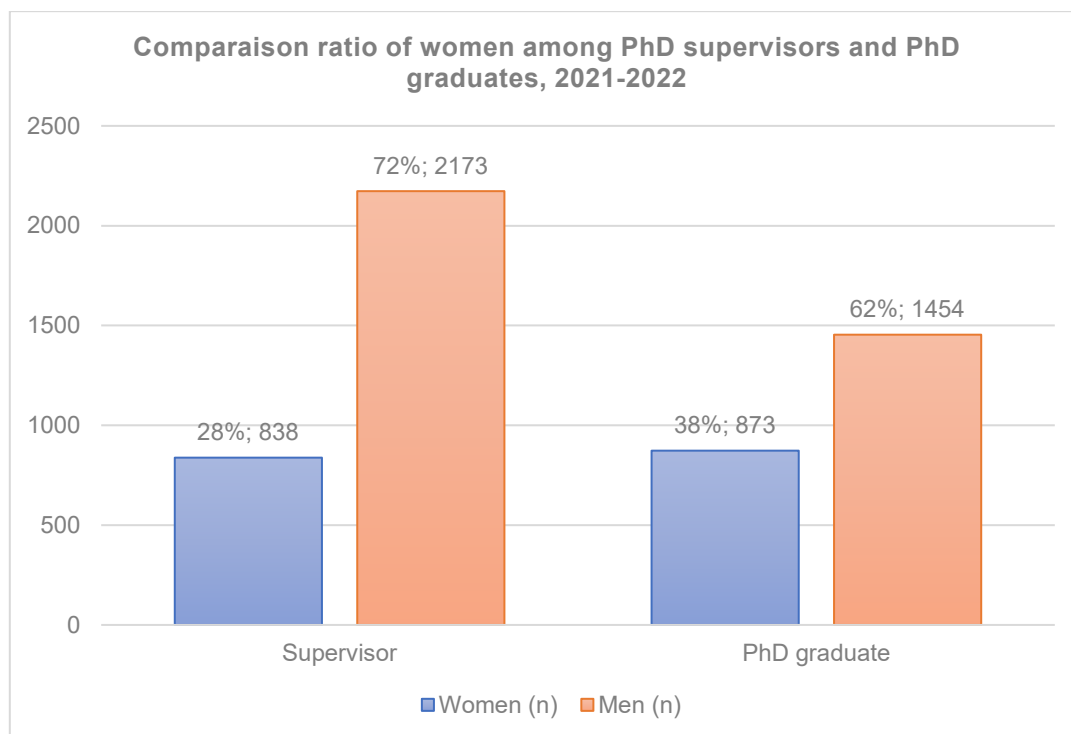


Figure 8: Comparison of the ratio of women among PhD supervisors and PhD graduates, 2021-2022

As Figure 8 shows, considering the proportion of women over the total academic staff (see sections below), women are under-represented as PhD supervisors at almost all EELISA partners.



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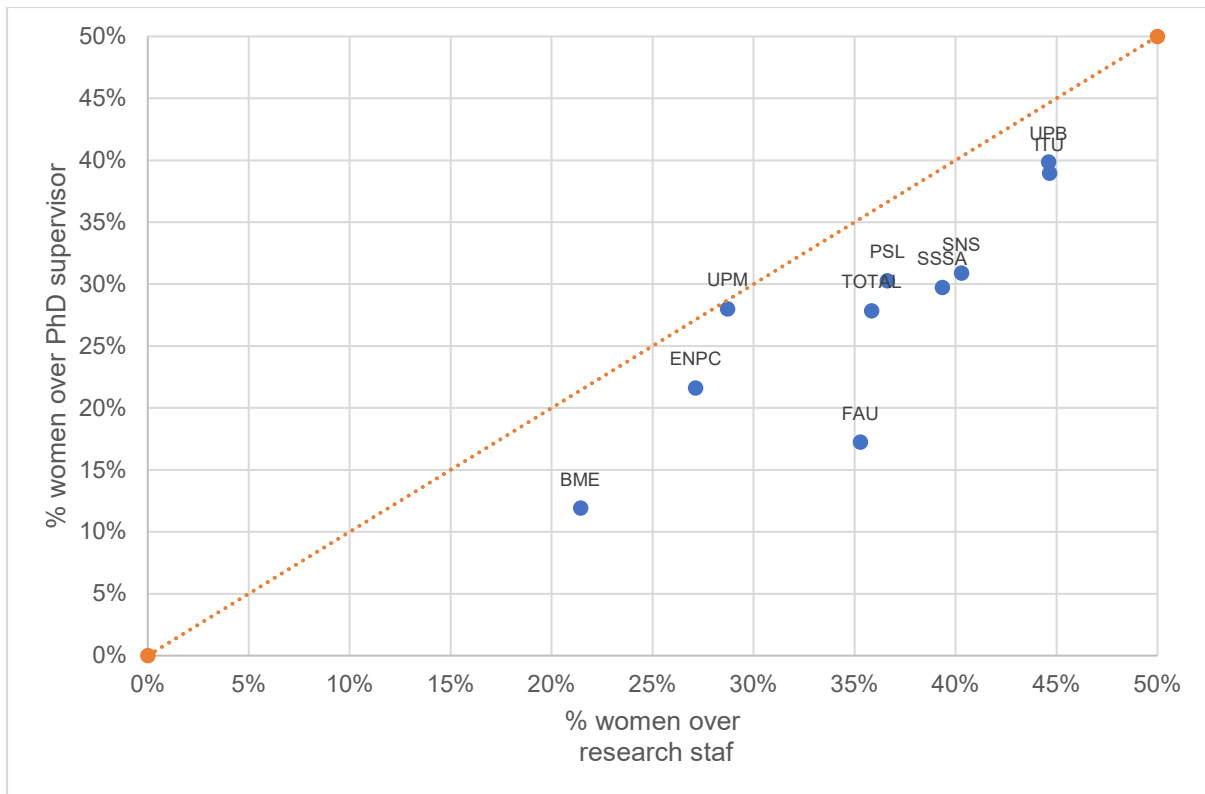


Figure 9: Proportion of women acting as PhD supervisor compared to women over total academic staff, 2021-2022



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4 Academic and research staff at EELISA

According to the data provided by EELISA partners, academic and research workforce at EELISA amounted to 11,689 people in 2022, out of which 7,500 (64%) were men and 4,189 (36%) were women (Figure 10). However, as Table 10 shows, gender ratio varies from one partner to the other, ITU and NUSTPB being the EELISA partners closest to gender balance (45% of women) and BME the partner that is most distant (21%).

These baseline data are fundamental when assessing the proportion of women among the different academic grades as well as their participation in research outputs and other activities. Indeed, ratios of women among certain grades and activities could be considered low; however, it is necessary not to lose sight to the fact that, overall, the presence of women among EELISA academic and research staff is far from gender balance at certain partners.

Table 11: Gender ratio of academic staff at EELISA partners, 2022

	UPM	ENPC	FAU	ITÜ	SNS	SSSA	NUSTPB	BME	PSL	Total
Women (n)	693	105	374	1250	83	179	612	288	605	4189
Men (n)	1721	282	686	1549	123	276	760	1056	1047	7500
Total	2414	387	1060	2799	206	455	1372	1344	1652	11689
Women (%)	29	27	35	45	40	39	45	21	37	36
Men (%)	71	73	65	55	60	61	55	79	63	64

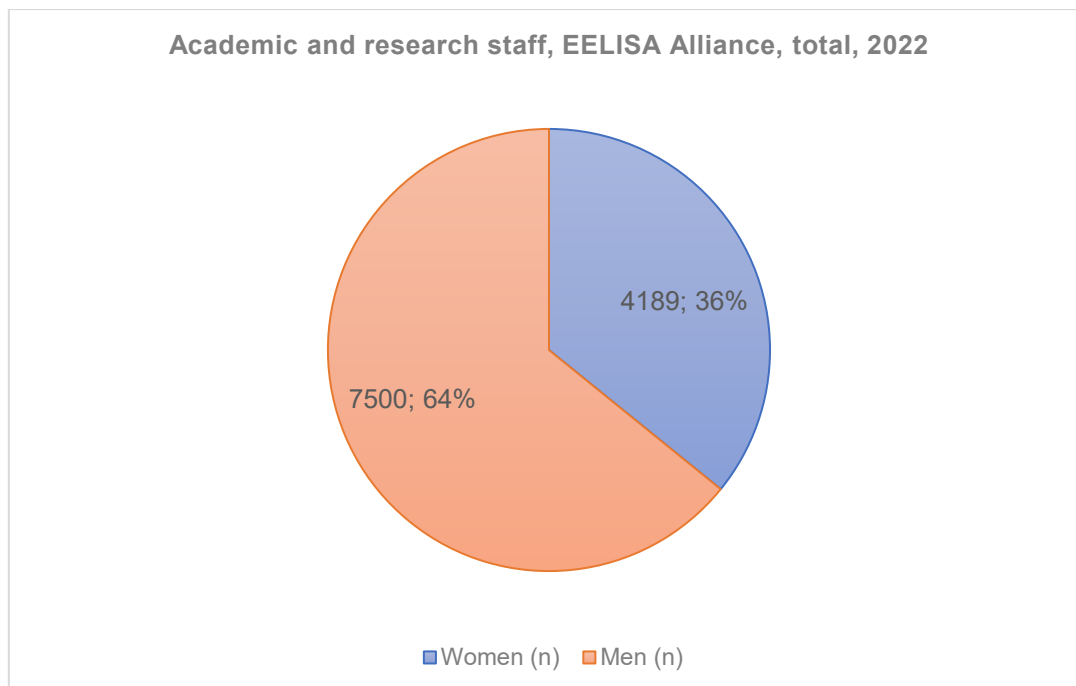


Figure 10: Academic and research staff, EELISA Alliance, 2022



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4.1 Career advancement and participation in decision-making

This section compares women’s and men’s representation in different grades of academic careers at EELISA and in particular at the highest positions at which research is conducted. For the sake of comparison, EELISA partners gathered data according to the academic staff grades used in ‘She Figures’ report. This is:

- Grade A: The single highest grade / post at which research is normally conducted within the institutional or corporate system.
- Grade B: All researchers working in positions that are not as senior as the top position (A) but definitely more senior than the newly qualified PhD holders (C) (i.e. below A and above C)
- Grade C: The first grade/post into which a newly qualified PhD graduate would normally be recruited within the institutional or corporate system
- Grade D: Either postgraduate students not yet holding a PhD degree who are engaged as researchers (on the payroll) or researchers working in posts that do not normally require a PhD

Annex II includes details about the categories considered by each partner.

4.1.1 Pattern of women and men’s representation in a typical academic career

As Figure 11 and Figure 12 show, **the share of women among academic staff at EELISA-level slightly declines as they advance to higher positions in the academic career, the ratio of women decreasing from grade D —where women represented an average of 46% of grade D academicians in 2022— to the highest positions —women represented 29% of Grade A academicians in 2022—**. Although years considered are not the same, EELISA-average seems to mirror the European average, where the proportion of women declined from 46.6% in grade C positions to 26.2% in grade A in 2018. The proportion of women (from PhD graduates to Grade A) declines in all EELISA partners except in ITU, where the ratio remains unchanged at 39%.

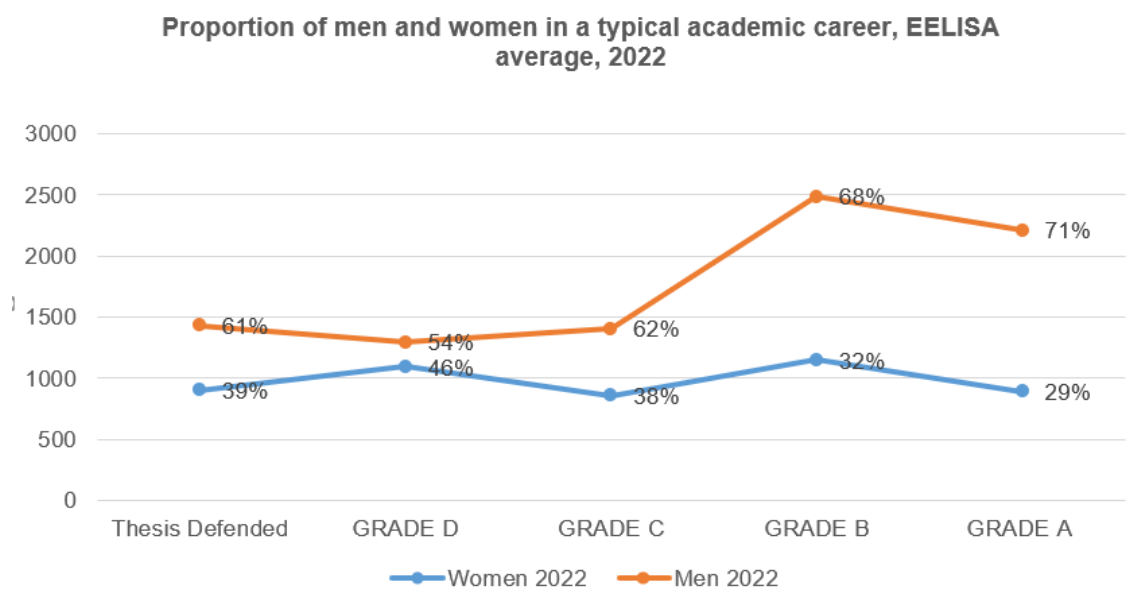


Figure 11: Proportion of men and women in a typical academic career, EELISA average, 2022



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Table 12: Gender ratio of academic and research staff at EELISA partners, 2022

	Grade A		Grade B		Grade C		Grade D		Thesis defended	
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
UPM	16	84	30	70	32	68	38	63	25	75
ENPC	16	84	26	74	26	74	31	69	30	70
FAU	19	81	26	74	28	72	70	30	44	56
ITÜ	39	61	34	66	39	61	51	49	39	61
SNS	13	88	33	67	48	52	N/A	N/A	27	73
SSSA	18	82	34	66	42	58	58	42	42	58
NUSTPB	33	67	42	58	51	49	44	56	47	53
BME	8	92	16	84	26	74	27	73	25	75
PSL	33	67	47	53	N/A	N/A	N/A	N/A	40	60
TOTAL	29	71	32	68	38	62	46	54	39	61

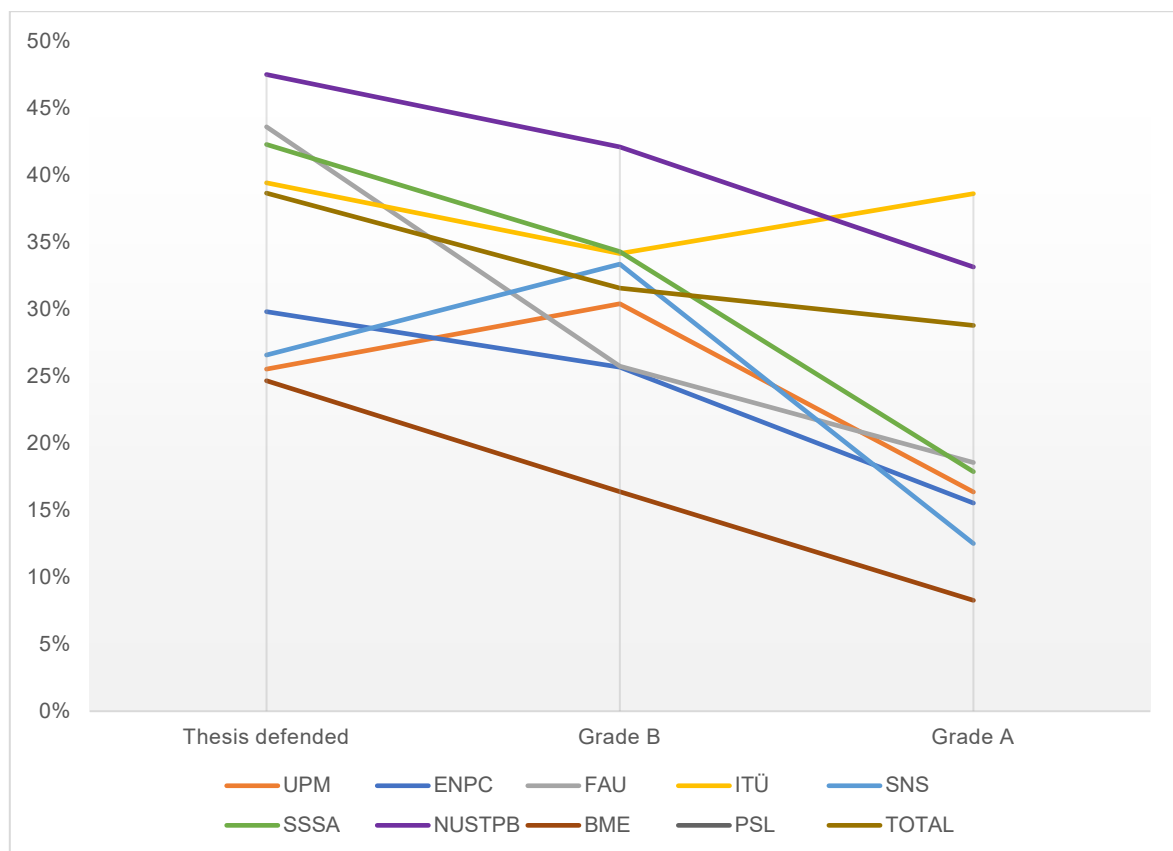


Figure 12: Proportion of women in the different stages of a typical academic career, 2022



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As already highlighted, when assessing the presence of women in the different grades and research outputs, it is important not to forget the percentage of women among the total academic staff. As indicated in section 4, women are in general underrepresented among the academic and research staff in EELISA (36%), therefore, naturally enough the percentage of women are low in the rest of categories.

Figure 12 and Figure 13 show the relation between the proportion of women in total research staff and women in grade A (Figure 13) and grade B (Figure 14). Whereas the percentage of women in grade B is better correlated to the total proportion of women among research staff, women are still underrepresented among the highest ranks of the academic staff. Differences between grade A and the overall academic staff are less pronounced in certain EELISA partners (ITU, PSL, NUSTPB), but very noticeable for most partners.

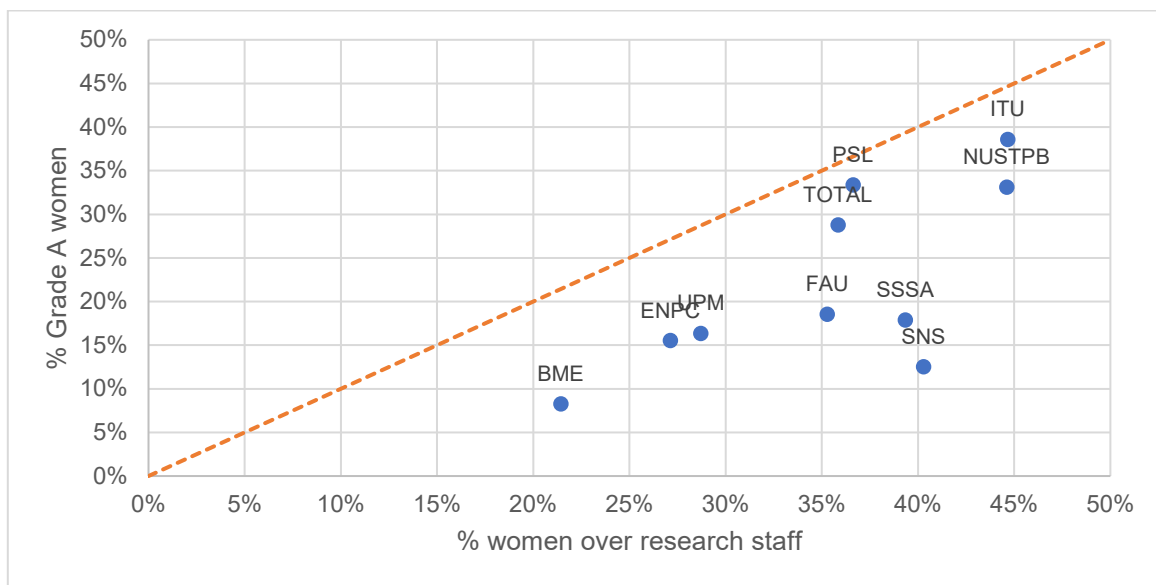


Figure 13: Proportion of women in Grade A staff compared to women over total academic staff, 2022



Figure 14: Proportion of women in Grade B staff compared to women over total academic staff, 2022



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4.1.2 Gender ratio among Grade A academic staff

As it is the case at European-level, **women remain under-represented in top academic positions at EELISA-level as well as at individual institutional level (grade A positions; equivalent to full professorships in most partners). In 2022, women represented just 29% of professors at EELISA-level, compared to 36% of the total academic staff (see Academic and research staff at EELISA), i.e. as Figure 13 above shows, women are under-represented when comparing the proportion of Grade A women with the overall proportion of women academicians.** None of the EELISA partners register gender balance at their top academic level, some EELISA HEIs registering a very significant under-representation of women. **In UPM, ENPC, FAU, SNS, SSSA and BME, the proportion is below 20%.** The partner who is closed to gender parity at its highest ranks is ITÜ where 39% of their grade A staff (professors) are women.

Table 13: Gender ratio among Grade A academic staff at EELISA partners, 2022

	UPM	ENPC	FAU	ITÜ	SNS	SSSA	NUSTPB	BME	PSL	Total
Women (n)	59	9	66	211	4	10	103	10	419	891
Men (n)	302	49	290	336	28	46	208	111	837	2207
Total	361	58	356	547	32	56	311	121	1256	3098
Women (%)	16	16	19	39	13	18	33	8	33	29
Men (%)	84	84	81	61	88	82	67	92	67	71

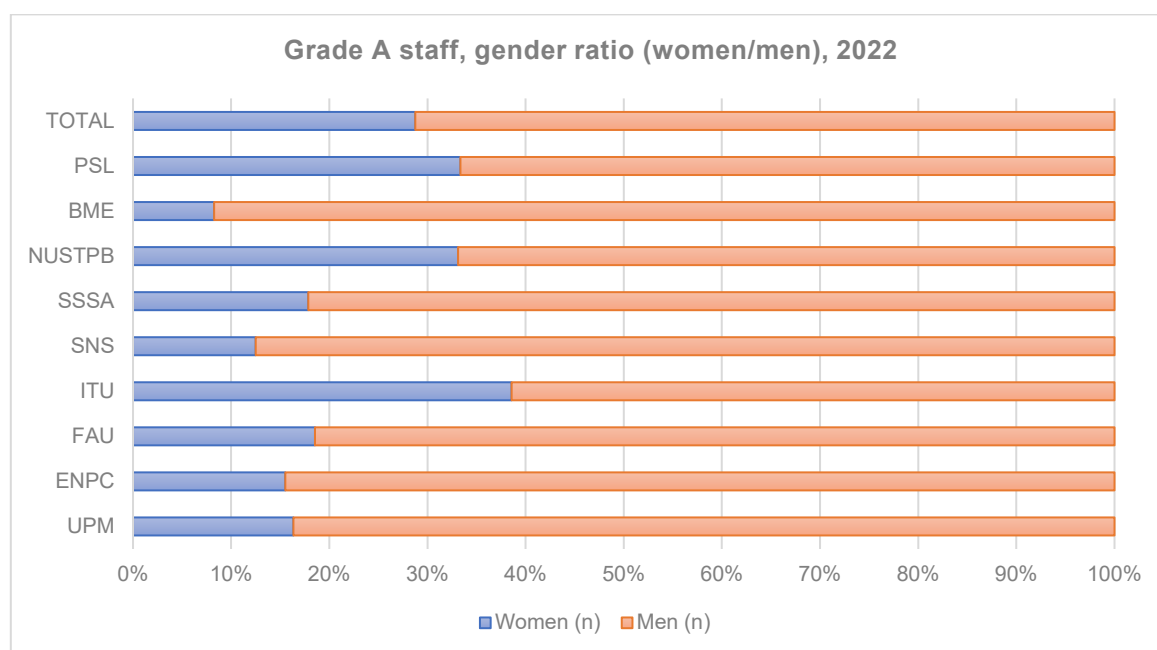


Figure 15: Proportion of women and men in Grade A staff, 2022

The average share of women among Grade A staff seem to have improved slightly in the last years, both at EELISA-level (going from 23% in 2019 to 29% in 2021 and 2022) as well as at each partner who provided data (see Figure 16 and Figure 15).



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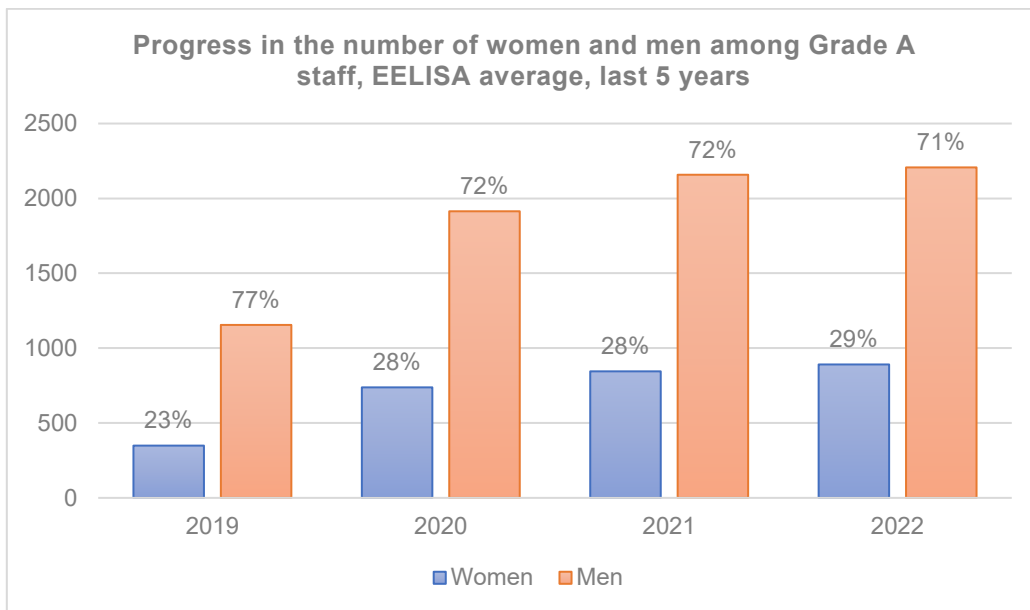


Figure 16: Progress in the number of women and men among Grade A staff. EELISA average
Data for 2020 do not include NUSTPB. Data for 2019 do not include NUSTPB nor PSL

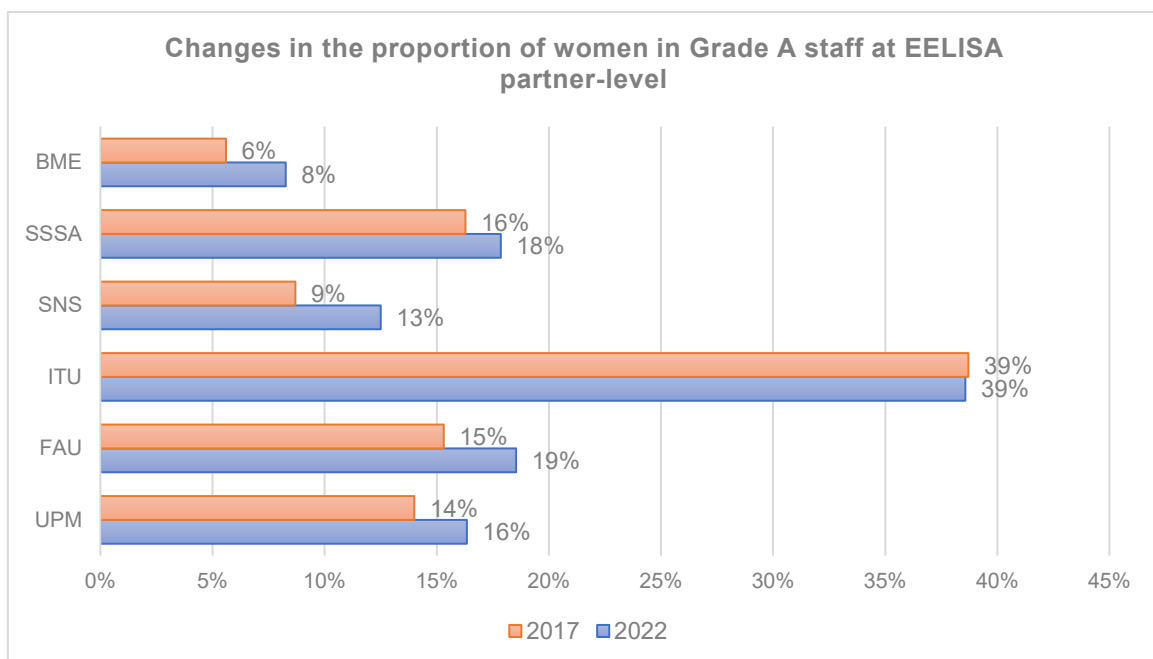


Figure 17: Progress in the number of women and men among Grade A staff, EELISA average



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4.1.3 Women among Grade A academic staff by main field of R&D, 2022

EELISA partners gathered sex-disaggregated data for their grade A staff by main field of R&D. As in the case of doctoral studies, EELISA partners are using the classification used in ‘She figures’ report for the sake of comparison. Data in this section must be taken carefully since not all partners were able to provide data (BME and FAU were not able to provide data). Moreover, many EELISA partners being technical universities, some fields of R&D are not applicable.

The highest proportion of women by main field of R&D is to be found in the field medical science, where almost half of the grade A staff were women, followed by social sciences (41%) and humanities (37%). See Table 14.

Table 14: Proportion (%) of women among Grade A staff, by main field of R&D, 2022

EELISA Partner	Natural Sciences	Engineering and technology	Medical sciences	Agricultural sciences	Social sciences	Humanities	Multidisciplinary
UPM	-	14	-	27	25	-	-
ENPC	50	6	-	-	20	-	-
FAU	-	-	-	-	-	-	-
ITU	46	37	-	-	13	35	32
SNS	6	N/A	N/A	-	25	18	-
SSSA	-	22	13	-	17	-	-
NUSTPB	52	25		-	100	-	-
BME	-	-	-	-	-	-	-
PSL	30	26	67	-	39	38	-
TOTAL (%) women	34	26	48	27	41	37	32

When analysing the proportion of women and men among grade A staff across fields of R&D (see Figure 18 and Figure 19), **half of the total Grade A men (48%) in EELISA belong to the Engineering and technology field, whereas the proportion of total Grade A women belonging to this field drops to 38%**. Figure 18 and Figure 19 show the distribution of Grade A women and men across fields of R&D in 2022.



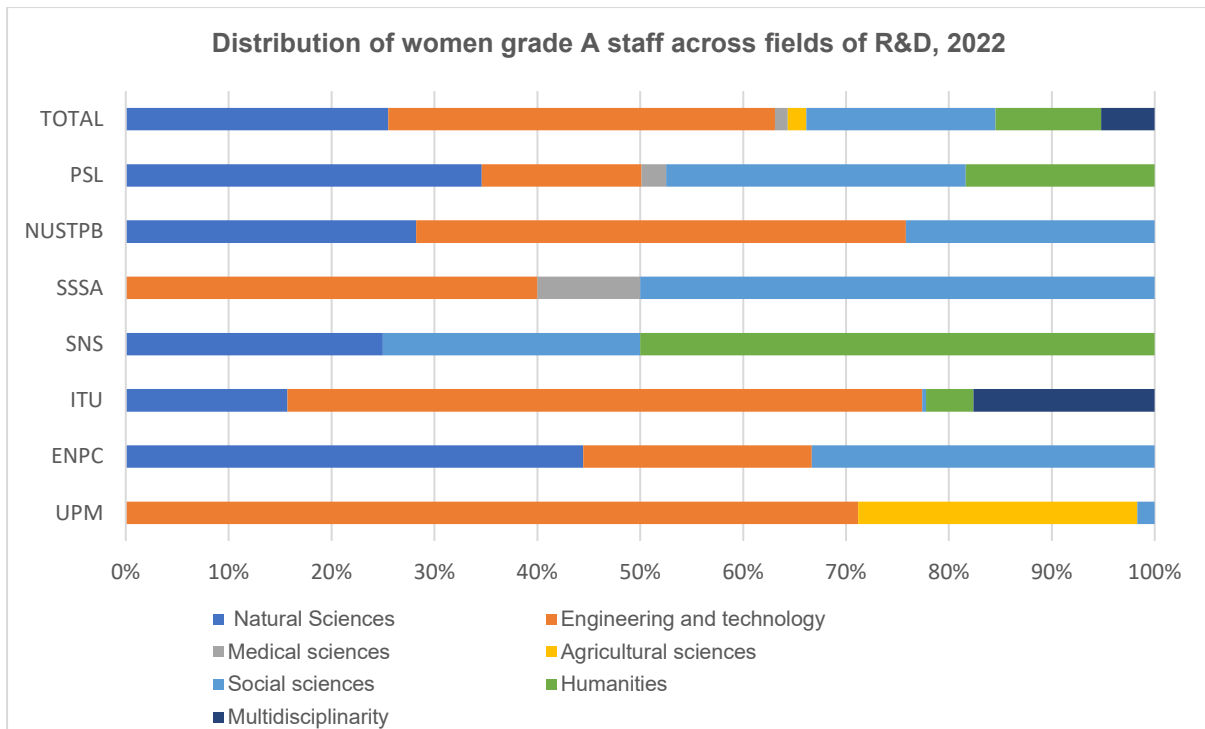


Figure 18: Distribution of women grade A staff across fields of R&D, 2022

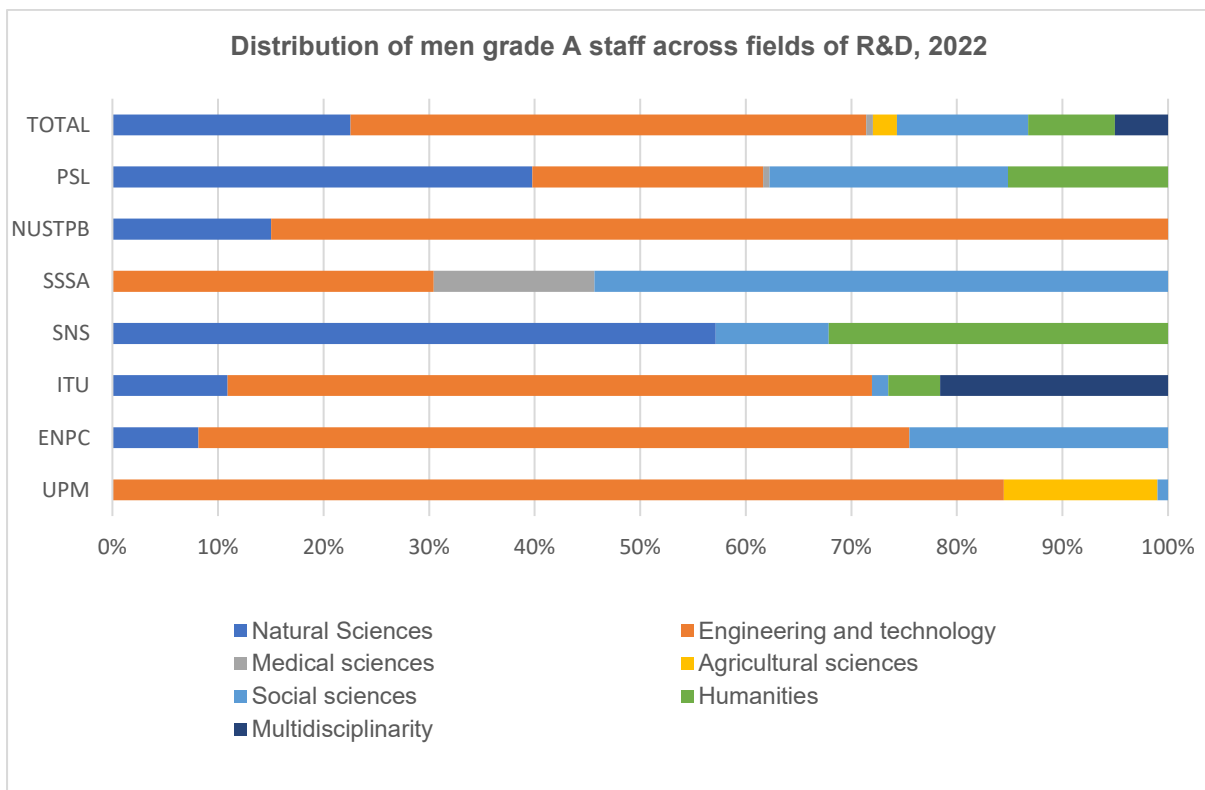


Figure 19: Distribution of men grade A staff across fields of R&D, 2022



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5 Women in leading positions

5.1 Women’s participation in governing boards

Figure 20 shows the presence of women in the top decision-making boards at EELISA partners (e.g. *Consejo de Gobierno. Administration Council*). Women occupy only 27% of decision-making positions, in some institutions the figure going down to 18% (BME) and 20% (UPM). As Figure 20 shows, when looking at the corresponding percentage of women among academic staff (36% overall, see Academic and research staff at EELISA), it could be concluded that **women are still underrepresented in top-level positions**.

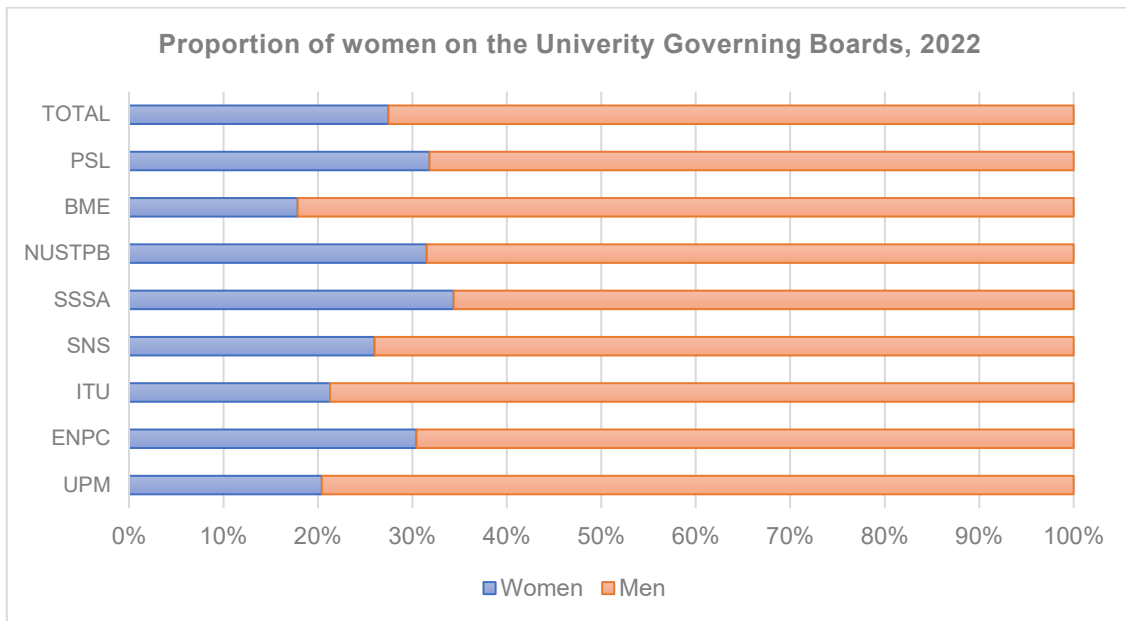


Figure 20: Proportion of women on the governing boards of EELISA partners, 2022

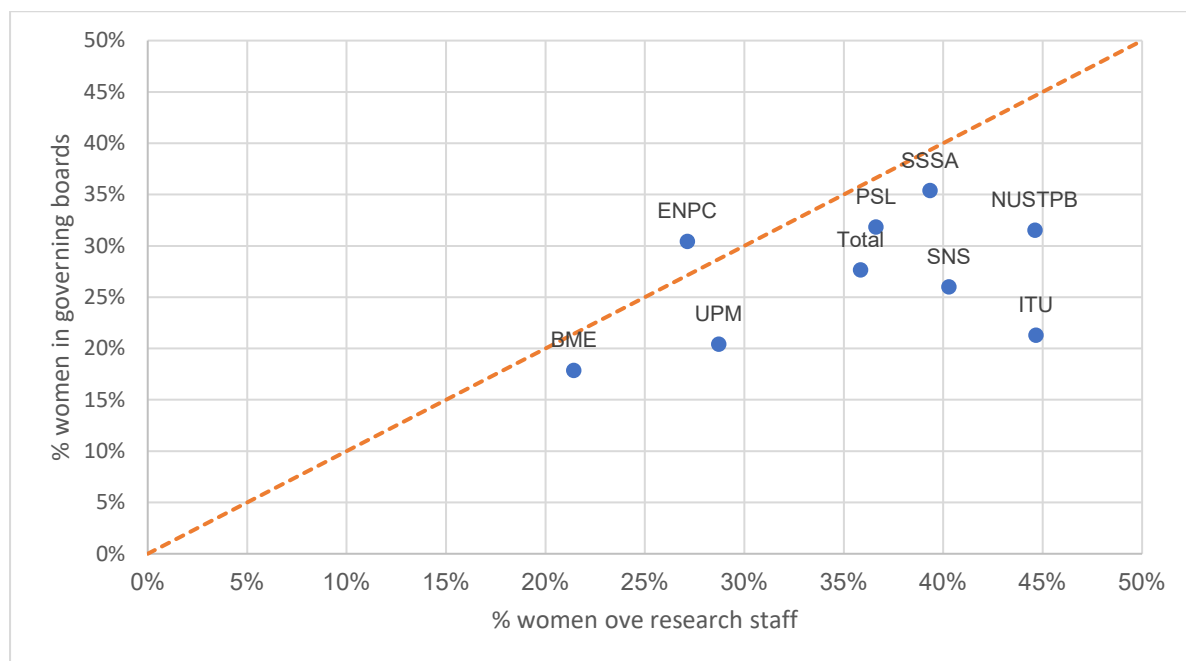


Figure 21: Proportion of women on the governing boards of EELISA partners compared to proportion of women over overall academic and research staff, 2022



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As of 2022, just one EELISA institution, Scuola Superiore Sant'Anna (SSSA), is led by a woman, the heads of the rest being men.

	Rector / Chancellor
UPM	Guillermo Cisneros (he)
ENPC	Benoît de RUFFRAY (he)
FAU	Prof. Joachim Hornegger (he)
ITU	Prof. Dr. İsmail Koyuncu (he)
SNS	Luigi Ambrosio (he)
SSSA	Sabina Nuti (she)
NUSTPB	MIHNEA COSTOIU
BME	Tibor Czigány (he)
PSL	Alain FUCHS (he)

5.2 Women among directors of research groups and laboratories

At EELISA level, in 2022 women represented on average 29% of the directors of research structures (research groups, laboratories, departments and research centres). Similar to the other data regarding research and innovation output and leadership, this figure lies behind the overall proportion of women among research staff (36%), suggesting that women are underrepresented as research leaders.

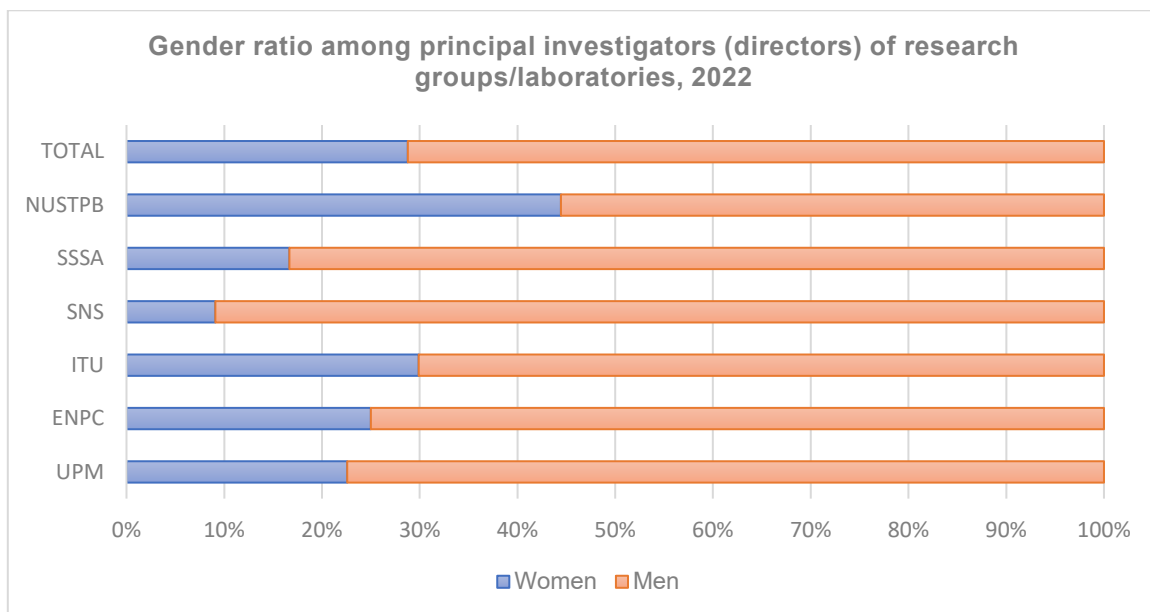


Figure 22: Gender ratio among principal investigators (directors) of research groups/laboratories, 2022



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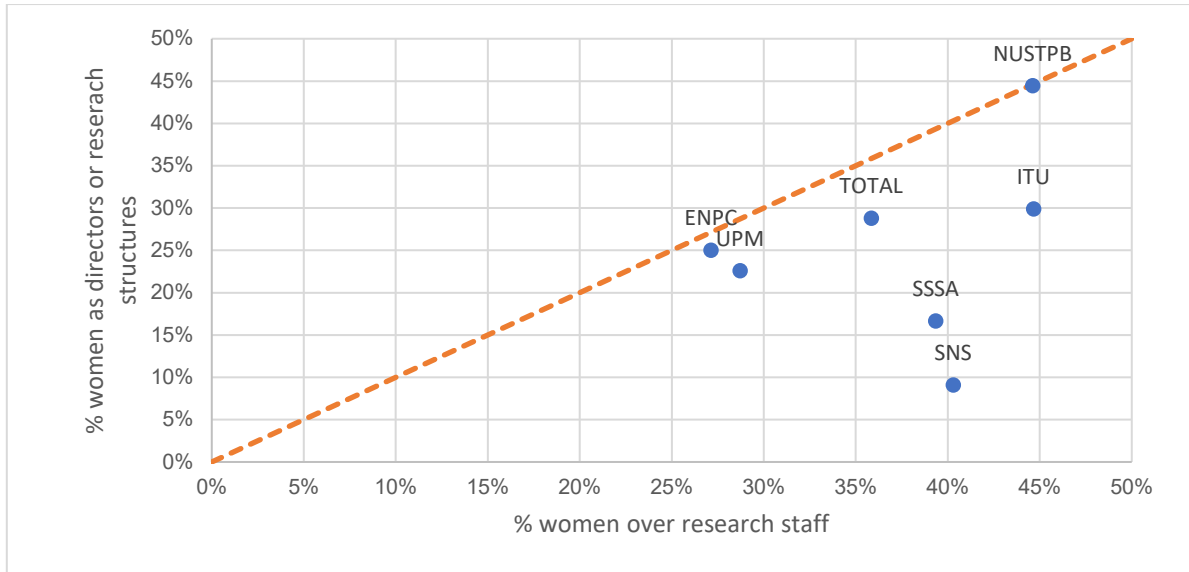


Figure 23: Proportion of women as directors of research structures in EELISA partners compared to proportion of women over overall academic and research staff, 2022



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6 Research and innovation output

Following ‘She figures’ example, EELISA analysed the presence of women in the research and innovation output, gathering data regarding the presence of women as coordinators of research projects and their presence as inventors in patents and authors.

Data gathered show that gender gaps persists in research and innovation outputs: 21% of coordinators of projects with industry and 31% of coordinators of Horizon Europe and Horizon 2020 projects are women; women account for 26% of EELISA inventors.

As previous chapters show, on average, women are under-represented in the higher ranks of the academic career, which could explain their low shares as inventors and coordinators of projects. However, it is worth noting that all ratios drop in comparison to averages above. We would like to recall that women represent 29% of Grade A staff and 36% over the total number of academic and research staff.

6.1 Women as leaders for research projects

EELISA partners analysed the presence of women among research projects coordinators for (1) projects funded under Horizon 2020 and Horizon Europe, (2) projects funded under national schemes and (3) projects funded by industry.

It is worth noting that, according to the figures gathered for 2021 (see Figure 22, averages considering data from UPM, ENPC, FAU, ITU, SNS, SSSA and NUSTPB), **women seem to be less likely to coordinate projects with industry and European projects than national projects: 21% of coordinators of projects with industry and 31% of coordinators of Horizon Europe and Horizon 2020 projects were women in 2022, while the proportion slightly increases to 33% when it comes to projects funded under national schemes.**

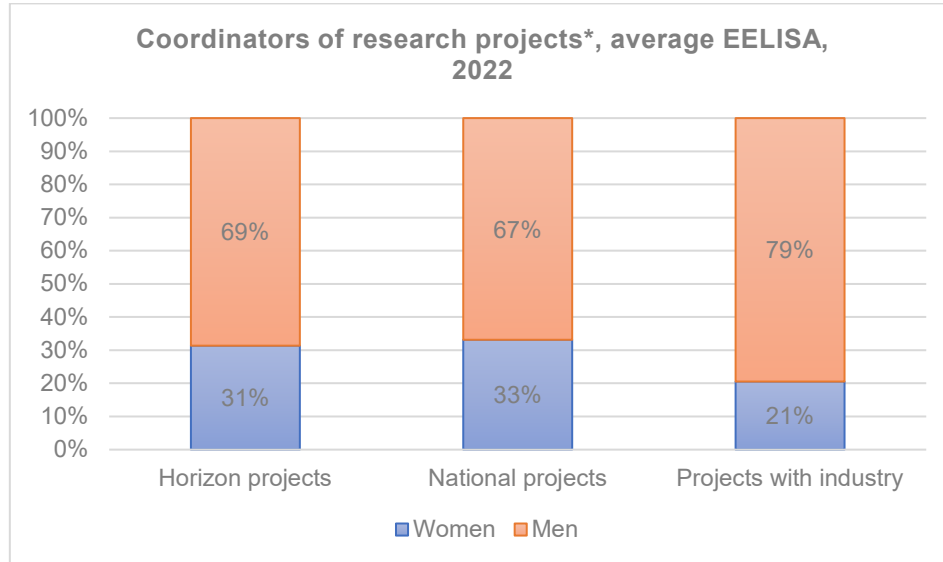


Figure 24: Coordinators of research projects, proportion of men and women among coordinators, 2022
 *Figures correspond to data from UPM, ENPC, FAU, ITU, SNS, SSSA and NUSTPB, i.e. BME and PSL could not provide data. Projects from industry do not include data for SNS.



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6.2 Women as inventors

EELISA also analysed the participation of women in patents, calculating the gender ratio of inventors (men/women) over total number of inventors. **According 2022 data, women represented 26% of EELISA inventors**, which reveals that they are under-represented both with regards the corresponding average of women among the total academic staff (36%) and Grade A staff (29%). The participation of women as inventors is low, being under the averages of the overall ratio of women academicians.

Table 15: Participation in patents (inventors), ratio of inventors, gender ratio (men/women) over total number of inventors, 2022

	UPM	ENPC	FAU	ITÜ	SNS	SSSA	NUSTPB	BME	PSL	Total
Women (n)	24	0	N/A	55	15	61	17	3	N/A	175
Men (n)	84	15	N/A	114	64	185	31	11	N/A	504
Total	108	15	N/A	169	79	246	48	14	N/A	679
Women (%)	22	0	N/A	33	19	25	35	21	N/A	26
Men (%)	78	100	N/A	67	81	75	65	79	N/A	74

*Figures correspond to data from UPM, ENPC, ITU, SNS, SSSA, NUSTPB and BME, i.e. FAU and PSL could not provide data.

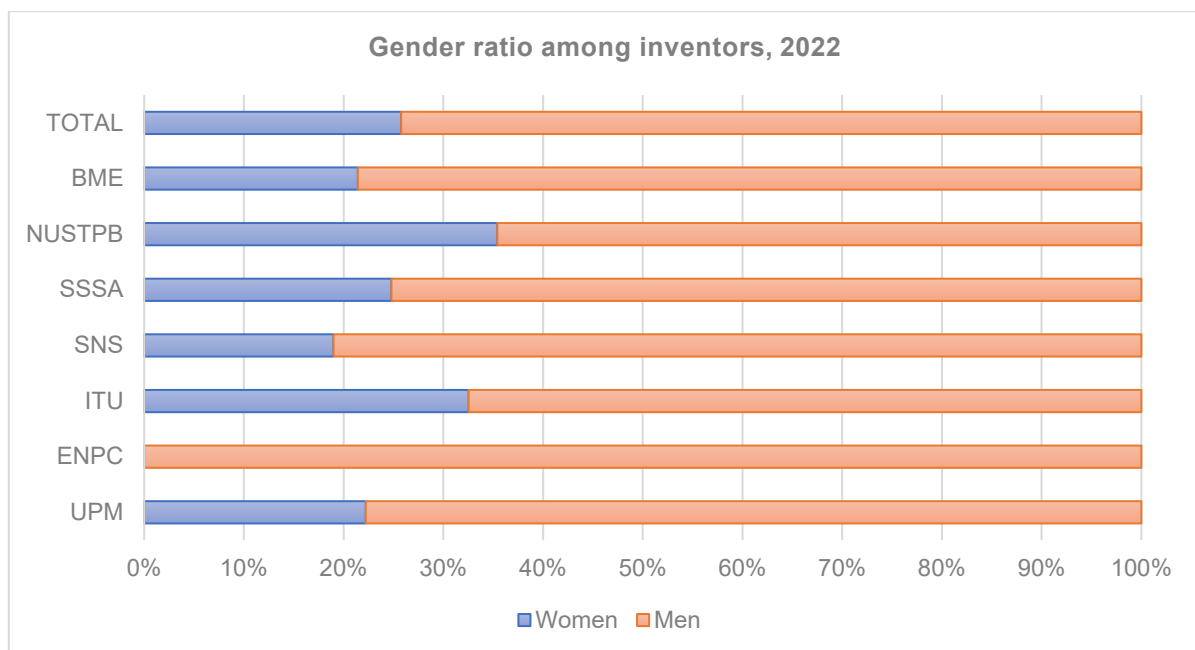


Figure 25: Gender ratio among inventors, 2022

*Figures correspond to data from UPM, ENPC, ITU, SNS, SSSA, NUSTPB and BME, i.e. FAU and PSL could not provide data.



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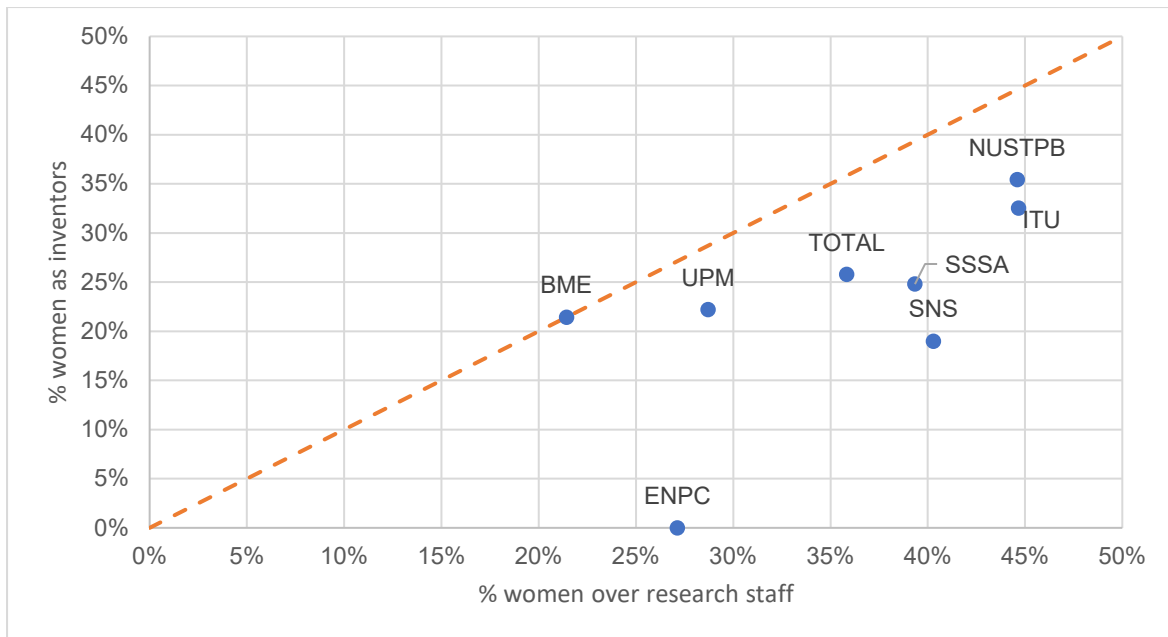


Figure 26: Proportion of women as inventors in EELISA partners compared to proportion of women over overall academic and research staff, 2022

6.3 Gender in authorship of research publications

Lastly, regarding scientific publications, **women academicians from EELISA partners appeared as authors in an average of 33% of publications of EELISA partners in 2022.** Out of the around 23,481 publications (figures regarding publication do not include data from PSL nor ENPC), women appeared as authors in 7,718 of them. The average number of articles where at least one author is a woman did not change significantly in the last five years (2016 to 2021), being around 30% to 34%.



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7 Annexes

Annex I – List of Key Performance Indicators agreed in March 2022

List of Key Performance Indicators

<p>Doctoral Studies. <i>Academic career typically starts with a PhD completion, thus the analysis by gender of PhD enrolment and PhD thesis defence may be a good indicator of the future participation of women in research and innovation activities. In theory, the more women awarded with a PhD degree, the more women that could apply for a permanent position in academia (personal docente e investigador, PDI, lecturing and research staff). That means the gender gap would disappear when sufficient women will attain their PhD degrees with respect to male PhD graduates, if other causes of gender imbalance would not be present.</i></p>	
KPI 1.1	<p>PhD Students registration - PhD Enrolment <i>Students enrolled in doctoral programmes at your institution, gender ratio (men/women), per academic year.</i></p>
KPI 1.2	<p>PhD Thesis Defended <i>Number of students having completed and successfully defended their PhD thesis, gender ratio (men/women), per academic year.</i></p>
KPI 1.3	<p>PhD Student's registration (enrolment) (international) <i>International students enrolled in doctoral programmes at your institution, gender ratio (men/women), per academic year.</i></p>
KPI 1.4	<p>PhD Supervisors <i>PhD thesis supervisor, gender ratio (men/women). Hypothesis for further analysis: UPM PhD supervision data indicated that female PhD students were mostly matched with a male PhD advisor. Some studies suggested that this circumstance could contribute to a higher women's scientific careers drop-out rate after completing the doctorate.</i></p>
<p>Postdoc Researchers & Research Staff <i>According to She figures / Frascati manual</i></p>	
KPI 2.1	<p>Lecturing and research staff, gender ratio (men/women), total, per year. Sum of 2.1.1, 2.1.2, 2.1.3, 2.1.4</p>
KPI 2.1.1	<p>GRADE A - The single highest grade / post at which research is normally conducted within the institutional or corporate system. Example: "Full professor".</p>
KPI 2.1.2	<p>GRADE B - All researchers working in positions which are not as senior as the top position (A) but definitely more senior than the newly qualified PhD holders (C); i.e., below A and above C- Researchers working in positions not as senior as top position (A) but more senior than newly qualified doctoral graduates. Examples: "Associate professor" or "senior researcher".</p>
KPI 2.1.3	<p>GRADE C - The first grade/post into which a newly qualified PhD graduate would normally be recruited within the institutional or corporate system</p>
KPI 2.1.4	<p>GRADE D - Either postgraduate students not yet holding a PhD degree who are engaged as researchers (on the payroll) or researchers working in posts that do not normally require a PhD.</p>
KPI 2.1.5	<p>Postdoctoral researchers hired under MSCA (MSCA IF/postdoctoral and Cofund)</p>
<p>Research Activities. <i>The aim is to evaluate women leadership, women leading research projects granted under both international and national research calls, as well as projects funded by the private sector and, leadership of research groups.</i></p>	
KPI 3.1	<p>European Research Projects, members of the project, gender ratio (men/women), active awarded projects funded H2020 & Horizon Europe.</p>



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	<i>This indicator will be limited to H2020 & Horizon Europe, no other programmes will be taken into account.</i>
KPI 3.2	European Research Projects, coordinators of the project, gender ratio (men/women), active awarded projects funded H2020 & Horizon Europe <i>This indicator will be limited to H2020 & Horizon Europe, no other programmes will be taken into account.</i>
KPI 3.3	National research projects granted (National Plan for Scientific and Technical Research and Innovation), members of the project, gender ratio (men/women) <i>When collecting the data each partner should specify the funding programmes they are taking into account.</i>
KPI 3.4	National research projects granted (National Plan for Scientific and Technical Research and Innovation), coordinators of the project, gender ratio (men/women) <i>When collecting the data each partner should specify the funding programmes they are taking into account.</i>
KPI 3.5	Projects with industry, projects led by women, gender ratio (men/women) <i>We refer to a category of projects called art. 83 in Spain, meaning agreements and contracts with the business sector, projects funded by companies: contracts where universities provide a research service to a company against payment (Consulting and Technical Assistance, Technological Support, R&I projects). When collecting the data each partner should specify the funding programmes they are taking into account</i>
KPI 3.6	Principal investigators (directors) of research groups/laboratories, gender ratio (men/women)
Innovation	
KPI 4.1	Innovation - Participation in patents (inventors) <i>Participation in patents, ratio of inventors, gender ratio (men/women) over total number of inventors. E.g. 40 patents requested in year X involving 100 inventors, out of which 55 men and 45 women</i>
KPI 4.2	Innovation - Participation in software registration/licenses (inventors) <i>Participation in software registration/licenses (inventors), gender ratio (men/women). E.g. 40 patents requested in year X involving 100 inventors, out of which 55 men and 45 women</i>
KPI 4.3	Participation in University-Industry Chairs <i>Participation in University-Industry Chairs, total participation of women/men in the chair team, gender ratio (men/women)</i> <i>Industry-University Chairs (I-U Chairs) are strategic and long term partnership between companies/institutions and the University in order to carry out education, research or knowledge transfer activities in an area of common interest. In contrast with the category above "projects with industry", University-Industry Chairs are more comprehensive and longer-term structures, comprising also education.</i> <i>The indicator includes all participants in the chair, not only the chair holder but all the involved staff (administrative and research staff).</i>
Science with & for Society	
KPI 5.1	Participation of women in European Researcher's Night <i>Participation of staff as speakers, organisers, panellists in European Researcher's Night, gender ratio (men/women). This indicator refers to active participation of staff as speakers, organisers, panellists in event, not to attendants.</i>
KPI 5.2	Participation of women in national / regional science week / research days <i>Participation of staff in national / regional science week / research days, gender ratio (men/women). This indicator refers to active participation of staff as speakers, organisers, panellists in event, not to attendants.</i>



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KPI 5.3	Number of activities on or linked with gender balance organised by the institution / Actions on gender balance
Publications in Scientific Journals	
KPI 6	Number of articles where at least one author is a women over total number of articles, per year
Women in governing bodies of the institution	
KPI 7	Presence of women in governing bodies, governing council members.

As the report ‘She figures’ repeatedly shows and as some partners point out, there are still important differences in gender representation according to research fields, women still being underrepresented in ICTs and engineering. In order to draw a picture on this matter, **EELISA innCORE partners will classify certain KPIs per fields of study and field of research**, using the ‘She figures’ report classification:

Doctoral Studies – Broad fields of study KPI 1.2 Thesis defended	Postdoc Researchers & Research Staff – Fields of research KPI 2.1 Lecturing and research staff KPI 2.1.1 GRADE A
<ul style="list-style-type: none"> 1) Education 2) Arts and humanities 3) Social sciences, journalism and information 4) Business, administration and law 5) Natural sciences, mathematics and statistics: <ul style="list-style-type: none"> 5.1) Biological and related sciences, 5.2) Environment 5.3) Physical sciences 5.4) Mathematics and statistics 6) Information and Communication Technologies 7) Engineering, manufacturing and construction: <ul style="list-style-type: none"> 7.1) Engineering and engineering trades 7.2) Manufacturing and processing 7.3) Architecture and construction 8) Agriculture, forestry, fisheries and veterinary 9) Health and welfare 10) Services 	<ul style="list-style-type: none"> 1) Natural Sciences 2) Engineering and technology 3) Medical sciences 4) Agricultural sciences 5) Social sciences 6) Humanities 7) Multidisciplinary



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Annex II – Categories considered by each partner for each academic staff grade

	UPM (Spain)	ENPC / PSL (France)	FAU (Germany)	ITU (Turkey)	SNS/SSSA (Italy)	NUSTPB
GRADE A - The single highest grade / post at which research is normally conducted within the institutional or corporate system. Example: "Full professor".	Catedrático	Directeur de recherche (DR1 et DR2). IGPEF / ICPEF. Titres de professeur de l'Ecole des Ponts	Professors: W3/C4	FULL PROFESSORS (permanent employment)	FULL PROFESSORS (permanent employment)	Full professor
GRADE B - All researchers working in positions which are not as senior as the top position (A) but definitely more senior than the newly qualified PhD holders (C); i.e.. below A and above C- Researchers working in positions not as senior as top position (A) but more senior than newly qualified doctoral graduates. Examples: "Associate professor" or "senior researcher".	Profesorado Titular de Universidad. Catedrático de Escuela Universitaria y Contratado Doctor. además del personal con contrato del Programa Ramón y Cajal (RyC)	Chargés de recherche. IPEF. Maître de conférence. Titres de professeur-adjoint de l'Ecole des Ponts	C3. C2 auf Dauer. C2 auf Zeit. W2. Juniorprofessuren W1. Gastprofessuren (hauptberuflich). Hochschuldozenten. Universitätsdozenten. Oberassistenten. Oberingenieure. wissenschaftliche und künstlerische Mitarbeiter (höchster Abschluss: Habilitation)	ASSOCIATE PROFESSORS (permanent employment)	ASSOCIATE PROFESSORS (permanent employment - lower level)	Associate professor
GRADE C - The first grade/post into which a newly qualified PhD graduate would normally be recruited within the institutional or corporate system	Profesorado Ayudante Doctor. personal con contrato del Programa Juan de la Cierva (JdC). investigadores/es visitantes y otro personal investigador postdoctoral.	Post-docs. ingénieurs de recherche	Hochschulassistenten. wissenschaftliche und künstlerische Assistenten. Akademische (Ober)Räte auf Zeit. wissenschaftliche und künstlerische Mitarbeiter (höchster Abschluss: Promotion). Lehrkräfte für besondere Aufgaben	Researcher with Ph.D	ACADEMIC RESEARCHERS (permanent employment and fixed-term employment)	Lecturer



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			(höchster Abschluss: Promotion oder Habilitation)			
<p>GRADE D - Either postgraduate students not yet holding a PhD (ISCED 8) degree who are engaged as researchers (on the payroll) or researchers working in posts that do not normally require a PhD.</p>	<p>Profesorado Ayudante y Personal Investigador en Formación (PIF) con contrato de convocatorias competitivas (FPI, FPU y otras predoctorales)</p>	<p>Doctorants. ingénieurs d'études</p>	<p>wissenschaftliche und künstlerische Mitarbeiter (höchster Abschluss: Master/Diplom oder Äquivalent). Lehrkräfte für besondere Aufgaben (höchster Abschluss: Master/Diplom oder Äquivalent)</p>	<p>Research Asistant progressing his/her Ph.D education</p>	<p>FELLOWSHIP RESEARCHERS</p>	<p>Early stage researchers</p>



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