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Project acronym **TRIGGER**

Project title: **TRansforming Institutions by Gendering contents  
and Gaining Equality in Research**

**Seventh FRAMEWORK PROGRAMME**

**Specific programme ‘Capacity’**

**Work programme ‘Science in Society’**

**FP7-SCIENCE-IN-SOCIETY-2013-1**

Deliverable D. 4.11.

**Report of the final year statistical analysis of staff**

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<b>Dissemination Level</b>		
<b>PU</b>	Public	X
<b>PP</b>	Restricted to other programme participants (including the Commission Services)	
<b>RE</b>	Restricted to a group specified by the consortium (including the Commission Services)	
<b>CO</b>	Confidential, only for members of the consortium (including the Commission)	

For its last year, the action 4.1.1. “Annual statistical analyses to assess respective situations of women and men among staff and students” highlights the evolution of the previous results with the collaboration of the University Paris Diderot’s administration. This deliverable, articulated in two parts, allows an overview of the repartition by sex of the students and the staff from 2013 to 2016, as well as the different steps to get the required data and some perspectives of continuation.

## Introduction

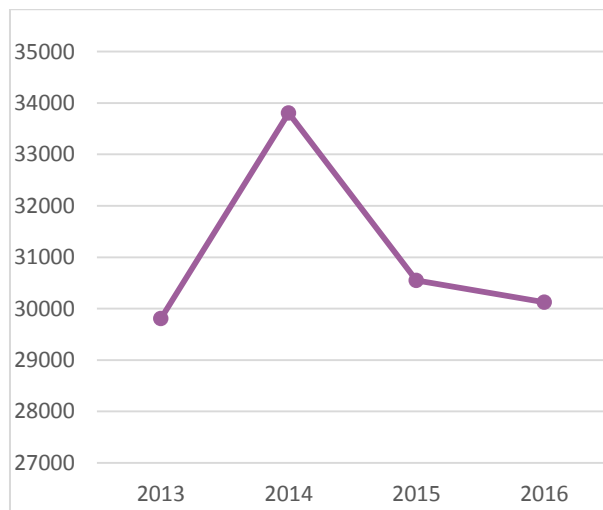
To establish statistics by sex for both students and staff at the UPD, two sources are available:

- the annual database of the registered persons at the University produced by the Office for students’ registration of UPD;
- the annual social report of the University produced by the Human Resources Department of the University Paris Diderot-Paris 7 which gives information about the total staff.

### I- Students

Despite the sharp increase of the population of the Paris Diderot University students in 2014 (graph I.1), the share of women among students did not change a lot : they still represent 62 % of them in the university. However this proportion continues to go up since 2013 (graph I.2).

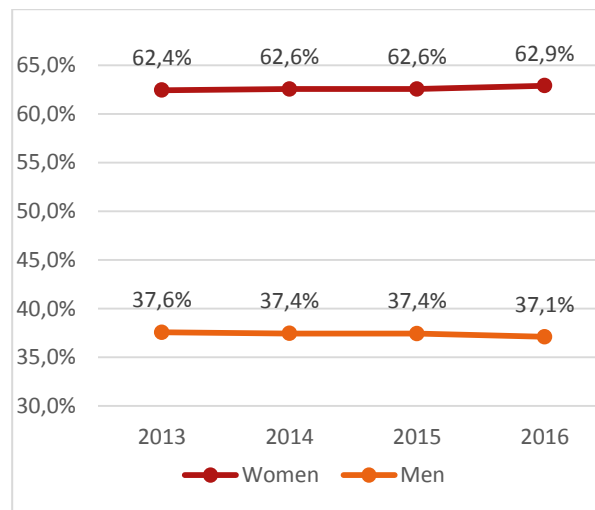
**Graph I.1 – Evolution of the students number between 2013 and 2016 at Paris-Diderot**



*Field:* all the students of the University Paris Diderot-Paris 7 between 2013 and 2016.  
2013: 29 807 students / 2014: 33 806 / 2015: 30 549 / 2016: 30 123

*Sources:* Office for students’ registration of the University Paris Diderot-Paris 7.

**Graph I.2 – Gender distribution of the students at Paris-Diderot between 2013 and 2016**

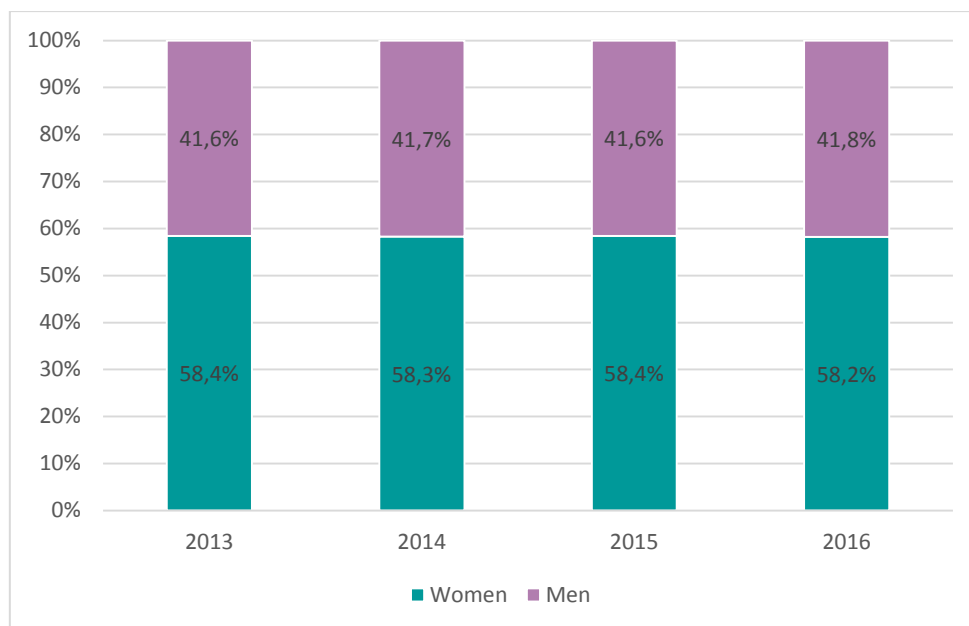


*Field:* all the students of the University Paris Diderot-Paris 7 between 2013 and 2016.

2013: 29 807 students / 2014: 33 806 / 2015: 30 549 / 2016: 30 123

*Sources:* Office for students’ registration of the University Paris Diderot-Paris 7.

**Graph I.3 – Gender distribution of the students in French universities between 2013 and 2016**



*Field:* all the students in French universities (metropolitan + overseas department) between 2013 and 2016.

*Sources:* Ministère de l'Éducation nationale, de l'Enseignement supérieur, de la Recherche et de l'Innovation, « L'état de l'Enseignement supérieur et de la Recherche en France » 2014, 2015, 2016 and 2017.

In contrast, the proportion of women in French universities is lower and tends to slightly decrease (graph I.3).

We define four categories of students at the University:

- neo-entrants: students who enrolled at Paris Diderot for the first time in the observed year but who obtained their baccalaureate (bac) before this same year. They may have been students elsewhere in former years. Students without the bac are not considered in this category.
- new students: students who enrolled for the first time in the observed year following a same-year bac.
- foreigners students other than French nationals whose secondary education took place outside France, implying they hold a diploma other than a baccalaureate.
- others: all the other students who did not fit in any of the previous categories, it means students who enrolled before the observed year.

**Table I.1 – Gender distribution according to the student categories between 2013 and 2016**

Student categories	2013		2014		2015		2016	
	Student numbers	Proportion of women, in %	Student numbers	Proportion of women, in %	Student numbers	Proportion of women, in %	Student numbers	Proportion of women, in %
Neo-entrant	5,883	61	6,836	61	6,614	60	6,551	61
New students	3,669	64	4,588	65	4,698	63	4,380	64
Foreigner	4,709	60	4,579	60	4,664	62	4,492	63
<b>Total</b>	<b>29,807</b>	<b>62</b>	<b>33,806</b>	<b>63</b>	<b>30,549</b>	<b>63</b>	<b>30,123</b>	<b>63</b>

*Field:* all the students of the University Paris Diderot-Paris 7 between 2013 and 2016.

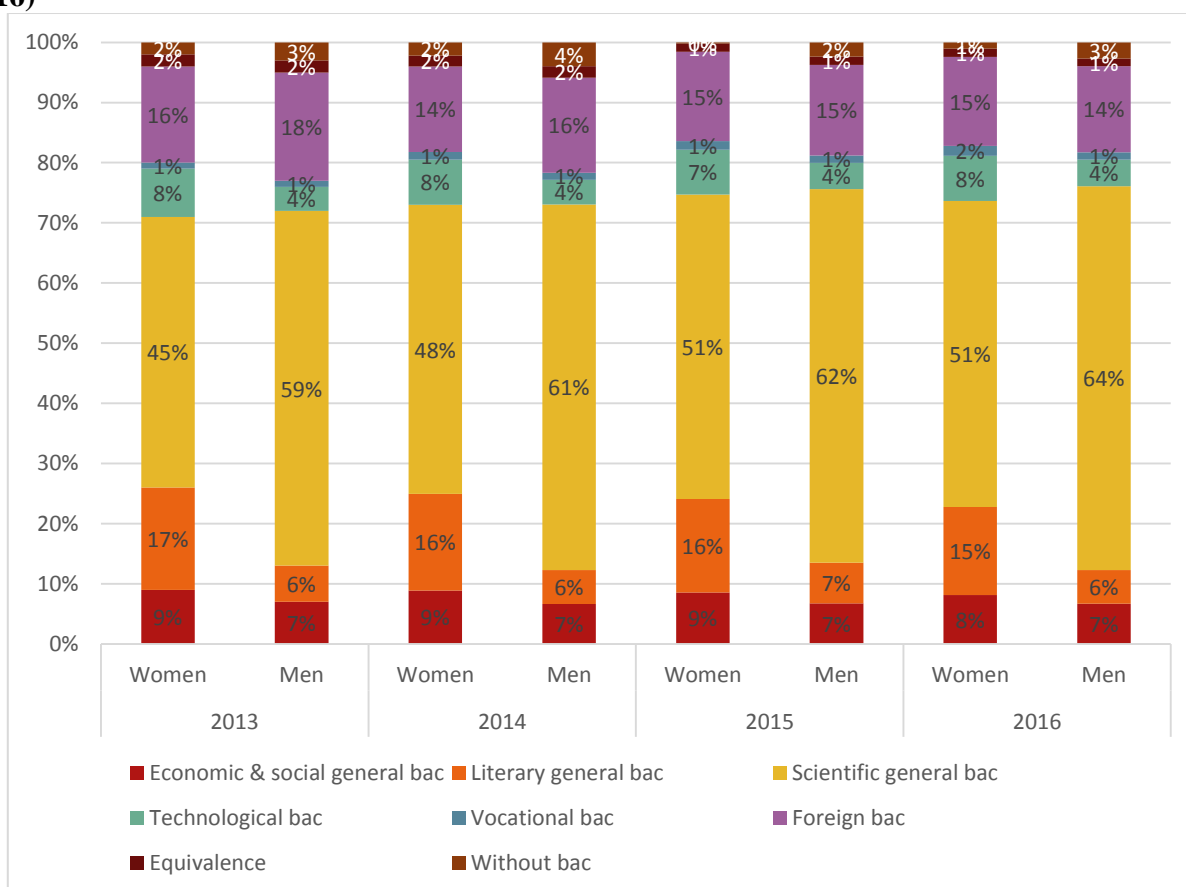
*2013:* 29 807 students / *2014:* 33 806 / *2015:* 30 549 / *2016:* 30 123

*Note:* as the category “others” brings together very different people, we decided not to analyze it to avoid any wrong reading.

*Sources:* Office for students’ registration of the University Paris Diderot-Paris 7.

According to the observed category, the proportion of women may change slightly but remains close to the average figure of 62 and then 63 % (table I.1). The largest proportion is found among new students (63 to 65 %) and the smallest one among foreigners (60 %) the first two years and then among Neo-entrant (60 to 61 %) the last ones. The foreigner proportion is the only one to increase steadily over the years.

**Graph I.4 – Baccalaureate distribution according to the student sex, in % (between 2013 and 2016)**



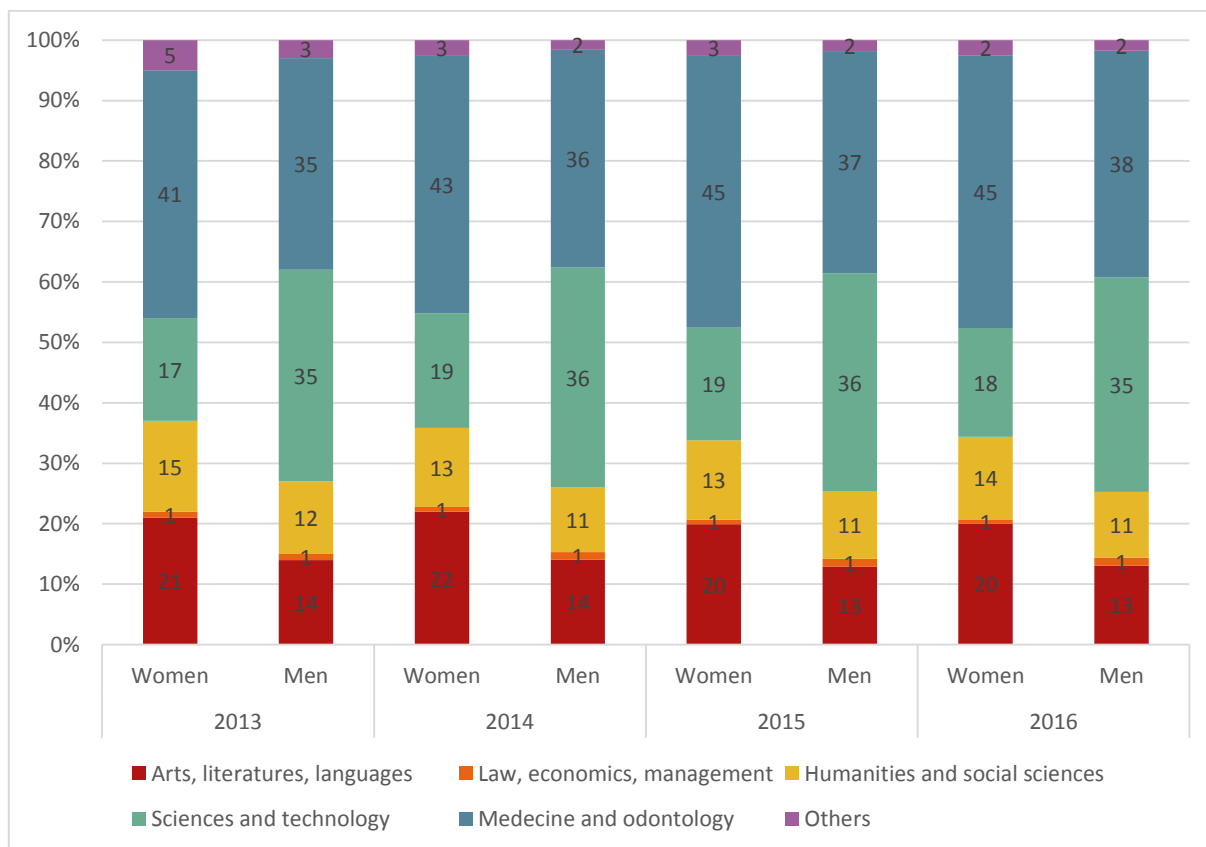
*Field:* all the students of the University Paris Diderot-Paris 7 between 2013 and 2016.

*2013:* 29 807 students / *2014:* 33 806 / *2015:* 30 549 / *2016:* 30 123

*Sources:* Office for students’ registration of the University Paris Diderot-Paris 7.

The bac in science is the most common for both sexes (graph I.4), although with a major discrepancy of 59 % of male students against 45 % of female students in 2013. Even if the proportion of people who came from a scientific bac is increasing every year, the gap between men and women stay the same: plus six points for women and five for men between 2013 and 2016 and still 13 points between them. The other major difference is with the bac in literature: 17 % of female students against only 6% of men in 2013. However the gap between them has gradually shrunk.

**Graph I.5 – Field distribution according to the student sex, in % (between 2013 and 2016)**



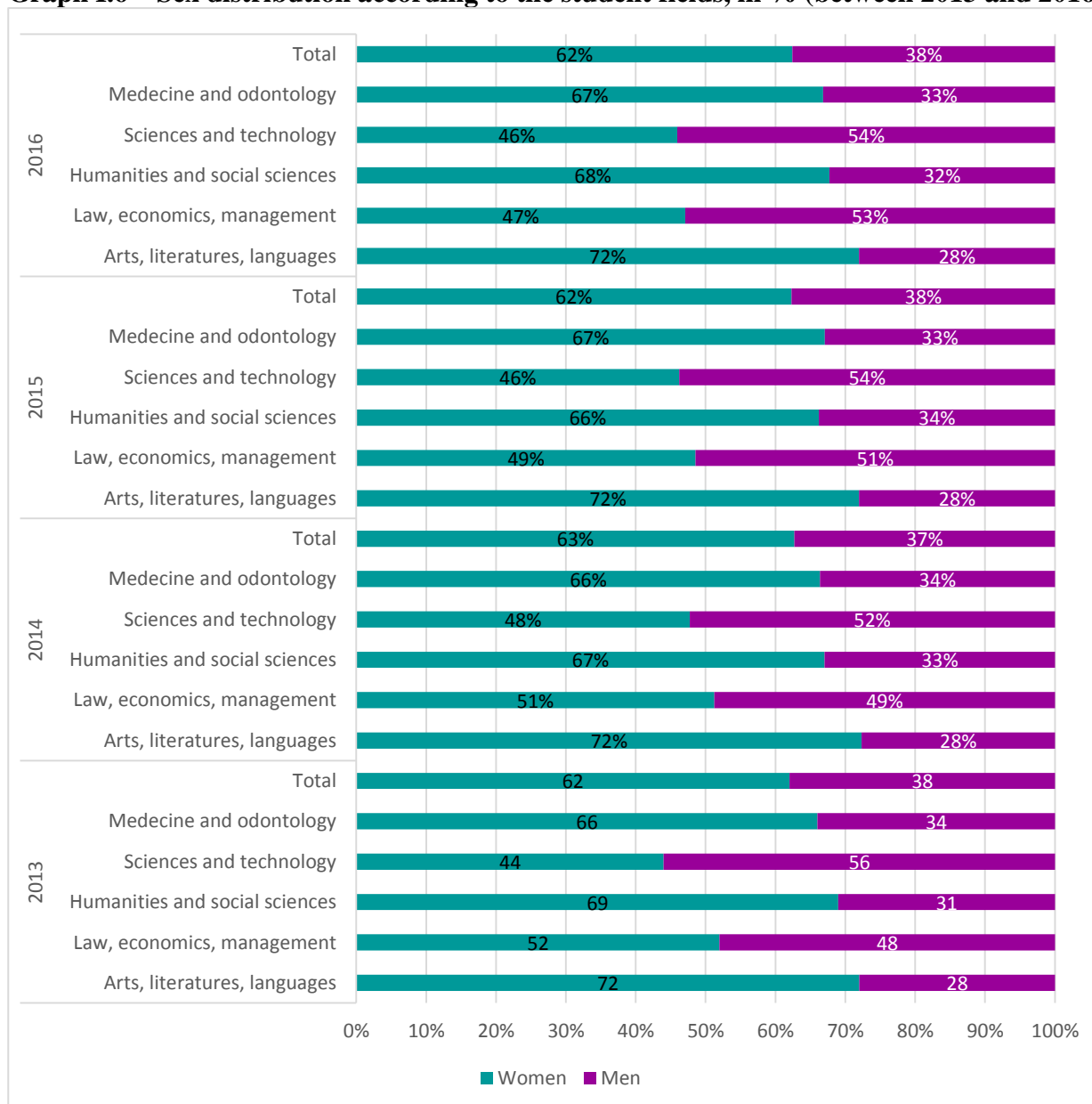
*Field: all the students of the University Paris Diderot-Paris 7 between 2013 and 2016.*

*2013: 29 807 students / 2014: 33 806 / 2015: 30 549 / 2016: 30 123*

*Sources: Office for students' registration of the University Paris Diderot-Paris 7.*

“Medicine and odontology” is the dominant field of the University (graph I.5): almost four out of ten students are enrolled in this field, which ranks first among men and women. In the same way as the scientific bac, more and more proportion of students are in this field, but the gap between women and men is slightly increasing (one point in four years). Among the woman, a large proportion of them are in Medicine and Odontology and men seems less attracted by this field (45 % and 38 % in 2016). The gap is not as large as in the sciences and technology field: 18 points separate them in 2013 (and still 17 in 2016).

**Graph I.6 – Sex distribution according to the student fields, in % (between 2013 and 2016)**



*Field: all the students of the University Paris Diderot-Paris 7 between 2013 and 2016.*

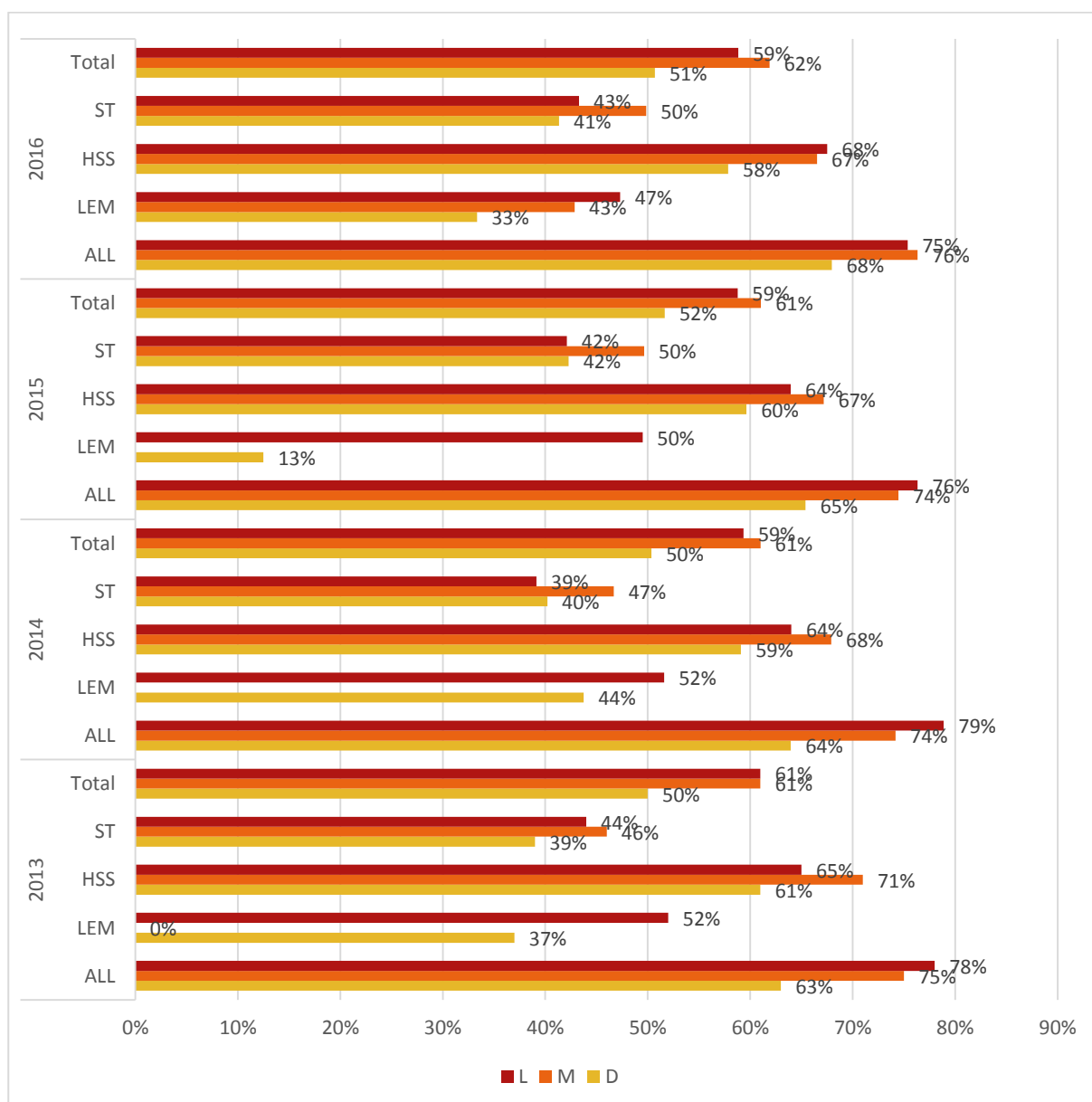
*2013: 29 807 students / 2014: 33 806 / 2015: 30 549 / 2016: 30 123*

*Note: as the category “others” brings together very different people, we do not analyze it to avoid any wrong reading.*

*Sources: Office for students’ registration Diderot-Paris 7.*

If we look at the gender distribution among each field (graph I.6), we can see that there are two study fields where the proportion of men is bigger than on average: “Sciences and technology” (ST) and “Law, economics, management” (LEM) with respectively 56 % and 48 % of men in 2013 and 53 % and 54 % in 2016. On the other hand the most feminized fields are “Arts, literature, languages” (ALL) and “Humanities and social sciences” (HSS) with respectively 72 % and 69 % of women when the average of the University is 62 % in 2013 and nearly exactly the same three years later.

**Graph I.7 – Proportion of women according to the student fields and the academic degree for the LMD<sup>1</sup> students, in % (between 2013 and 2016)**



*Field: all the students of the University Paris Diderot-Paris 7 between 2013 and 2016.*

*2013: 29 807 students / 2014: 33 806 / 2015: 30 549 / 2016: 30 123*

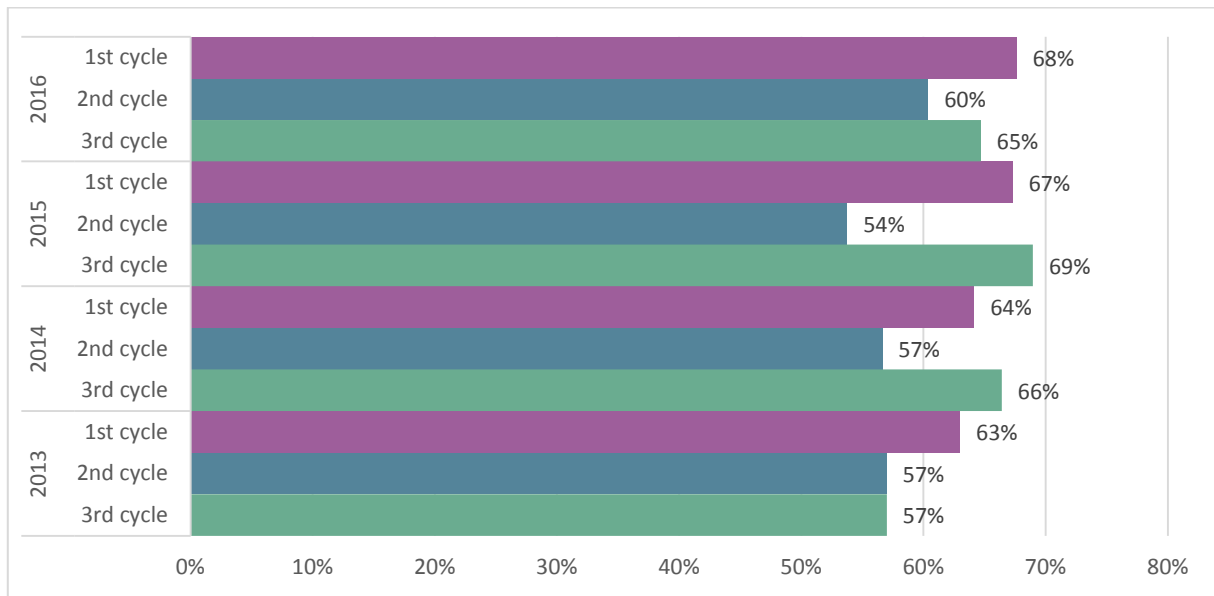
*Sources: Office for students' registration Diderot-Paris 7.*

Even if some fields are more or less feminized, one fact is verified in all instances: the higher the academic degree is, the fewer the women are (graph I.7). The gap is particularly clear between master's degree and doctorate: the average loss is slightly over 10 percentage points. This observation is also true for the most feminized field "Arts, literatures, languages": even if over three quarters of undergraduate ALL students are women, this share decreases by 15 percentage points in doctorate with 63 % of women in 2013 and 7 points in 2016.

This field is the only one that saws its gap as much decrease between 2013 and 2016. The other ones have stagnated.

<sup>1</sup> LMD is the acronym derived from Licence, Master, Doctorat in French, meaning Bachelor, Master, and Doctorate in English.

**Graph I.8 – Proportion of women according to the academic degree for the students in medicine and odontology, in % (between 2013 and 2016)**



*Field: all the students of the University Paris Diderot-Paris 7 between 2013 and 2016.*

*2013: 29 807 students / 2014: 33 806 / 2015: 30 549 / 2016: 30 123*

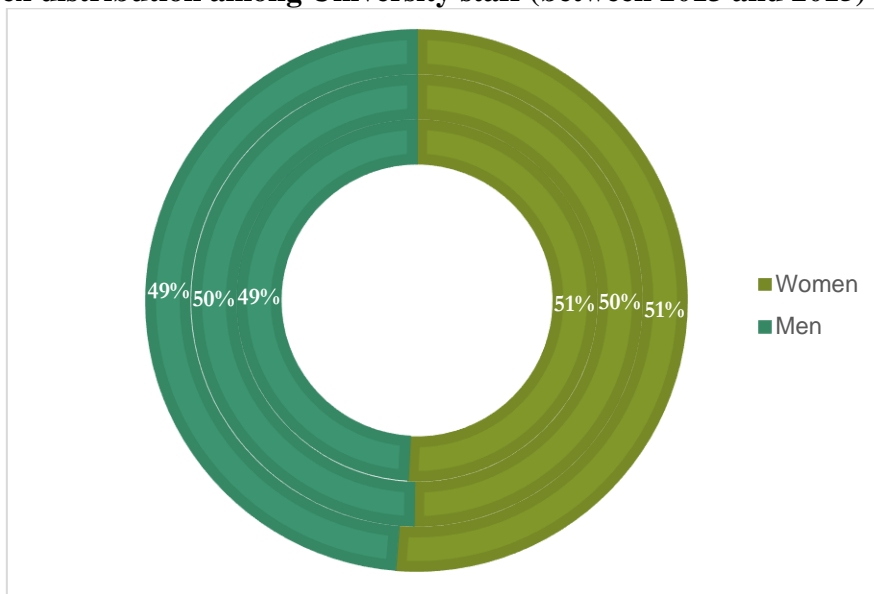
*Sources: Office for students' registration Diderot-Paris 7.*

Analyzing gender distribution evolution over the years is less easy for medical students. According to the kind of medical studies, the years of studies are not the same. For example nursing school lasts between one and three years when a specialized diploma can take up to five years. So it would not be interesting to analyze the evolution for such heterogeneous kinds of studies. We can only see the gender distribution for the general course in medicine and odontology which can be divided in three cycles (graph I.8). As once again the share of women dwindles when the years of studying increase in 2013. In 2016 the gap between the first and the third cycle is tinier (6 percentage points in 2013 and 3 in 2016).



## II – Researchers corps and administrative positions

**Graph II.1 – Sex distribution among University staff (between 2013 and 2015)**



*Field:* all the civil servants and fixed-term contract employees of the University Paris Diderot-Paris 7 between 2013 and 2015.

2013: 3 766 employees / 2014: 3 727 / 2015: 3 763

*Sources:* Human Resources Department of the University Paris Diderot-Paris 7.

Gender distribution among total University staff is almost equal: out of the 3,766 employees in 2013, 49 % are women and 51 % are men (table II.1). In 2014 the staff is equally man and woman but they're again more women in 2015. But gender inequalities appear if we look at the different professions in detail. To observe this we analyzed the difference in positions according to:

- staff categories: teachers and teachers-researchers, or administrative and technical staff;
- contracts: the ones for civil servants, or the ones for fixed-term contracts which are more unstable.

**Table II.1 – Gender distribution according to the University staff categories (between 2013 and 2015)**

University staff categories	Type of contracts	2013		2014		2015	
		Paris-Diderot University (*)	All French higher education institutions (**)	Paris-Diderot University (*)	All French higher education institutions (***)	Paris-Diderot University (*)	All French higher education institutions (****)
		Proportion of women, in %					
Administrative & technical staff	Civil servant	61	63	60	63	60	63
	A	59	x	59	53	61	53
	B	63	x	63	64	63	64
	C	61	x	58	68	55	68
	Fixed-term contract	60	56	62	56	65	57

	Sub-total	61	63	60	62	61	63
Teacher & teacher-researchers	Civil servant	39	38	39	X	39	X
	Professor	27	x	27	22	28	23
	Assistant professor	48	x	48	44	48	44
	Secondary education teacher	52	x	51	44	48	45
	Fixed-term contract	49	35	54	X	54	x
	Sub-total	43	38	46	38	46	38
<b>Total</b>		49	48	51	48	51	49

*Field:* all the civil servants and fixed-term contract employees of the University Paris Diderot-Paris 7 between 2013 and 2015.

2013: 3 766 employees / 2014: 3 727 / 2015: 3 763

*Sources:*

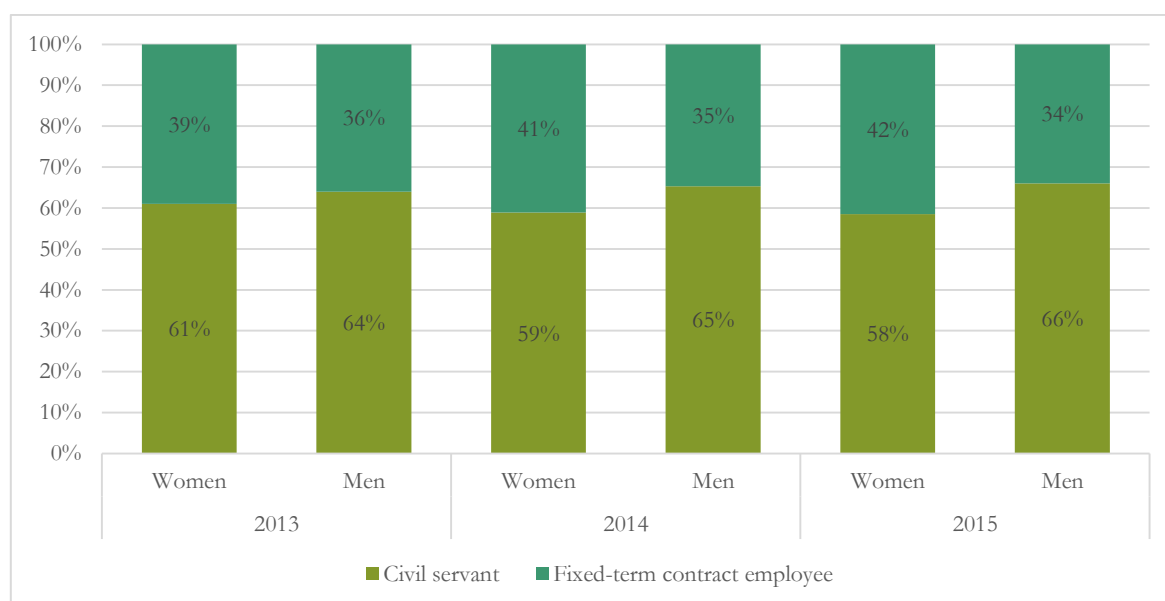
(\*) Human Resources Department of the University Paris Diderot-Paris 7

(\*\*) Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche, « Repères et références statistiques sur les enseignements, la formation et la recherche en 2013 » edited in 2014

(\*\*\*) État de l'Enseignement supérieur et de la Recherche en France - 49 indicateurs [en ligne]. KABLA-LANGLOIS Isabelle (dir.). Paris : Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche, 2015 (8e éd.)

(\*\*\*\*) État de l'Enseignement supérieur et de la Recherche en France - 50 indicateurs [en ligne]. KABLA-LANGLOIS Isabelle (dir.). Paris : Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche, 2016 (9e éd.)

## Graph II.2 – Type of contract distribution by sex, in % (between 2013 and 2015)



*Field:* all the civil servants and fixed-term contract employees of the University Paris Diderot-Paris 7 between 2013 and 2015.

2013: 3 766 employees / 2014: 3 727 / 2015: 3 763

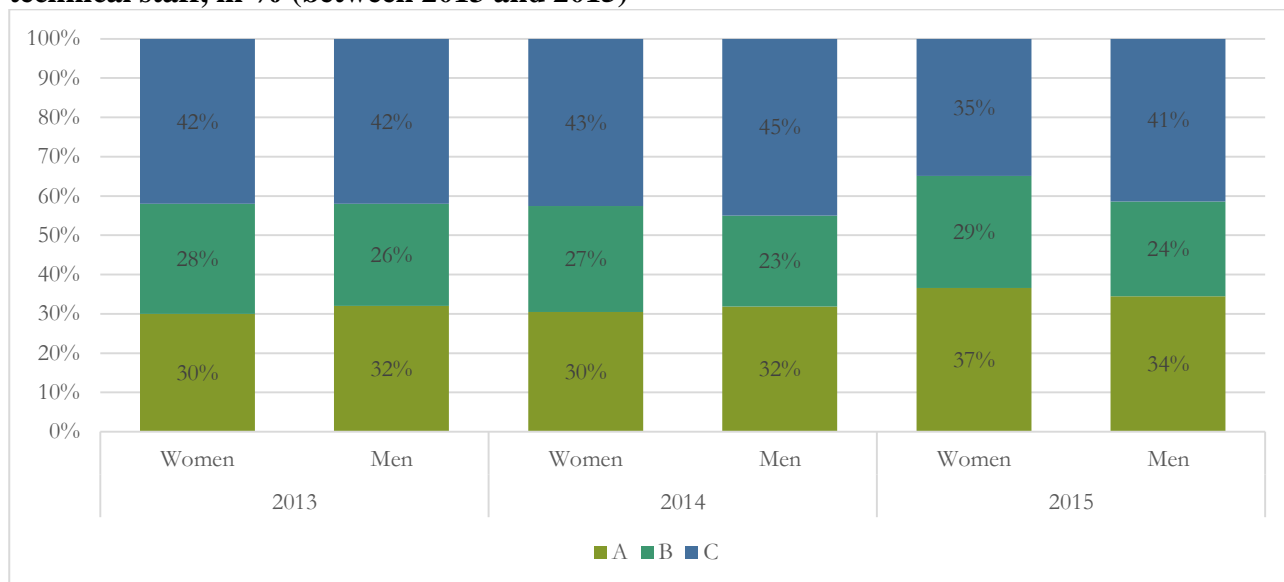
*Sources:* Human Resources Department of the University Paris Diderot-Paris 7.

Civil servants are a majority in Paris-Diderot (graph II.2) with a share of 63 % among University staff. Men are more often civil servants than women (respectively 64 % and 61 %).

The number of woman civil servant in the C category has decreased significantly (61 % of woman in 2013 and only 55 % in 2016). As the percentage of women professor and assistant professor stagnate, the one for the secondary education teacher is decreasing and for fixed-term contract is

increasing. The fixed-term contracts for the administrative and technical staff are also increasing. Even if women are mostly civil servants (61 % in 2013 to 58 % in 2015) among the administrative and technical staff, this proportion is decreasing while the men are increasing theirs: 2 percentage points in two years (graphic II.2). This is reflecting the increasing precariousness of women.

**Graph II.3 – Category distribution by sex for the civil servants of the administrative and technical staff, in % (between 2013 and 2015)**



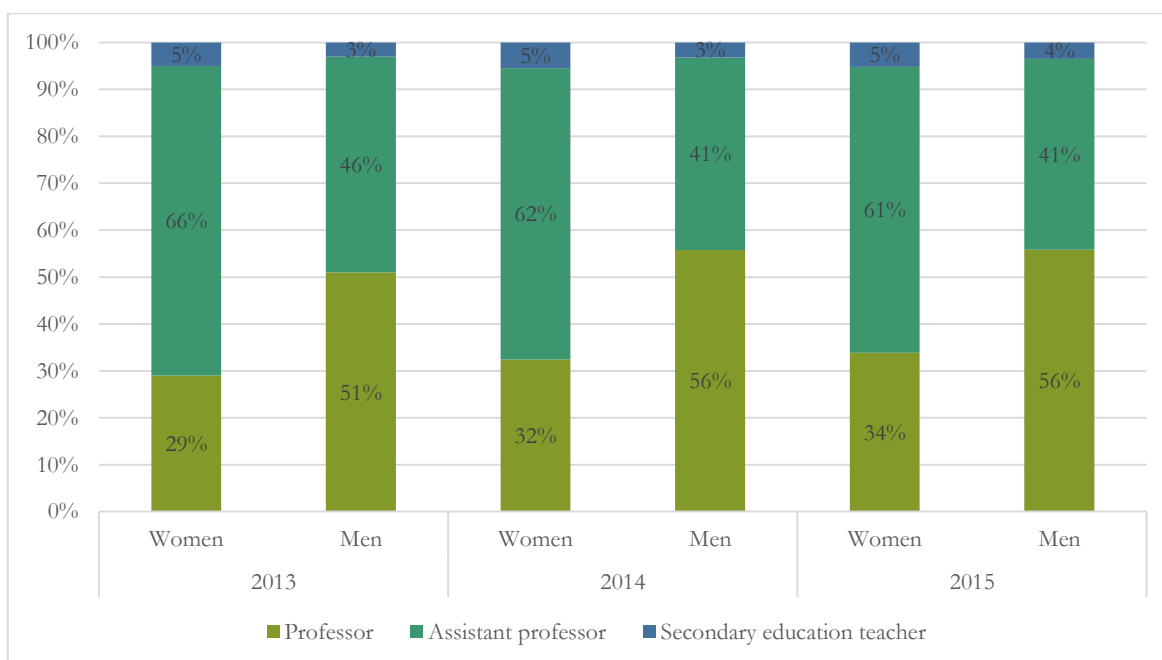
*Field:* all the civil servants and fixed-term contract employees of the University Paris Diderot-Paris 7 between 2013 and 2015.

2013: 3 766 employees / 2014: 3 727 / 2015: 3 763

*Sources:* Human Resources Department of the University Paris Diderot-Paris 7.

Three main categories make up this sub-population: A (the highest in hierarchy and salary scales), B and C (the lowest). For both sexes the proportion of C is equal in 2013 (42 %), but it is different for the other categories (Graph II.3). They were a little bit more A category among men (by 2 percentage points) and slightly lower for the B category among women (by 2 percentage points). But, in two years the proportion of women in the C category has decreased by 7 percentage points and gain in the other two uppers categories (30 % to 37 % for the A category). The proportion of men is however slightly the same.

**Graph II.4 – Category distribution by sex for the civil servants who are teachers and teachers-researchers, in % (between 2013 and 2015)**



*Field:* all the civil servants and fixed-term contract employees of the University Paris Diderot-Paris 7 between 2013 and 2015.

2013: 3 766 employees / 2014: 3 727 / 2015: 3 763

*Sources:* Human Resources Department of the University Paris Diderot-Paris 7.

Among civil servants teachers and teachers-researchers, women are affected by a double discrimination (graph II.4). Here, three other categories make up this staff: full professors (the highest in the hierarchy and salary scales), assistant professors and secondary education teachers. We have already seen that women are a minority in this sub-population (table II.1). Furthermore they do not have access to the university's top jobs: only 29 % of them are professors when more than half of the men are concerned (51 %) in 2013. Fortunately, those numbers are slightly changing over the years: plus 5 percentage points between 2013 and 2015 among women. But, this situation is not a gender situation improvement: men have also benefited the same 5 percentage points.

**Table II.5 – Category distribution by sex, fields and sub-fields for the civil servants who are teachers and teachers-researchers, in % (2015)**

			Total	Proportion of women, in %	Proportion of men, in %
Droit économie et Gestion	Grp1	Droit privé et sciences criminelles	1	0%	100%
		Droit public	2	0%	100%
	Grp2	Sciences économiques	13	38%	62%
Lettres et Sciences Humaines	Grp3	Sciences du langage	16	56%	44%
		Langues et littératures anciennes	2	50%	50%
		Langues et littératures françaises	29	59%	41%
		Littératures comparées	4	75%	25%
		Langues et littératures anglaises et anglo-saxonnes	78	56%	44%
		Langues et littératures germaniques et scandinaves	4	50%	50%
		Langues et littératures slaves	1	100%	0%
		Langues et littératures romanes	6	83%	17%
	Langues et littératures arabes, chinoises, japonaises, hébraïque, d'autres domaines linguistiques	32	41%	59%	
Grp4	Psychologie, psychologie clinique, psychologie sociale	34	47%	53%	

		Philosophie	9	33%	67%
		Architecture (ses théories et ses pratiques), arts appliqués, arts plastiques, arts du spectacle, épistémologie des enseignements artistiques, esthétique, musicologie, musique, sciences de l'art	12	50%	50%
		Sociologie, démographie	23	57%	43%
		Ethnologie, préhistoire, anthropologie biologique	2	50%	50%
		Histoire, civilisations, archéologie et art des mondes anciens et médiévaux	8	50%	50%
		Histoire et civilisations : histoire des mondes modernes, histoire du monde contemporain ; de l'art ; de la musique	16	69%	31%
		Géographie physique, humaine, économique et régionale	27	56%	44%
		Aménagement de l'espace, urbanisme	3	0%	100%
Sciences	Grp5	Mathématiques	73	14%	86%
		Mathématiques appliquées et applications des mathématiques	43	26%	74%
		Informatique	44	30%	70%
	Grp6	Milieux denses et matériaux	58	22%	78%
		Constituants élémentaires	33	24%	76%
		Milieux dilués et optique	7	14%	86%
	Grp7	Chimie théorique, physique, analytique	33	30%	70%
		Chimie organique, minérale, industrielle	23	30%	70%
		Chimie des matériaux	4	100%	0%
	Grp8	Astronomie, astrophysique	28	18%	82%
		Structure et évolution de la terre et des autres planètes	30	30%	70%
	Grp9	Mécanique, génie mécanique, génie civil	6	0%	100%
		Energétique, génie des procédés	4	50%	50%
		Génie électrique, électronique, photonique et systèmes	3	67%	33%
	Grp10	Biochimie et biologie moléculaire	40	55%	45%
		Biologie cellulaire	71	56%	44%
		Physiologie	30	77%	23%
		Biologie des populations et écologie	6	67%	33%
		Biologie des organismes	9	56%	44%
		Neurosciences	6	67%	33%
Grp11	Sciences de l'information et de la communication	3	33%	67%	
	Epistémologie, histoire des sciences et des techniques	1	0%	100%	
Médecine et odontologie	Grp12	Morphologie et morphogenèse	25	64%	36%
		Biophysique et imagerie Médecine	26	31%	69%
		Biochimie, biologie cellulaire et moléculaire, physiologie et nutrition	35	51%	49%
		Microbiologie, maladies transmissibles et hygiène	31	45%	55%
		Santé publique, environnement et société	11	55%	45%
		Cancérologie, génétique, hématologie, immunologie	44	43%	57%
		Anesthésiologie, réanimation, médecine d'urgence, pharmacologie et thérapeutique	37	24%	76%
		Pathologie nerveuse et musculaire, pathologie mentale, handicap et rééducation	17	24%	76%
		Pathologie ostéo-articulaire, dermatologie et chirurgie plastique	19	26%	74%
		Pathologie cardiorespiratoire et vasculaire	28	11%	89%
		Maladies des appareils digestif et urinaire	31	13%	87%
		Médecine interne, gériatrie, chirurgie générale et	18	33%	67%

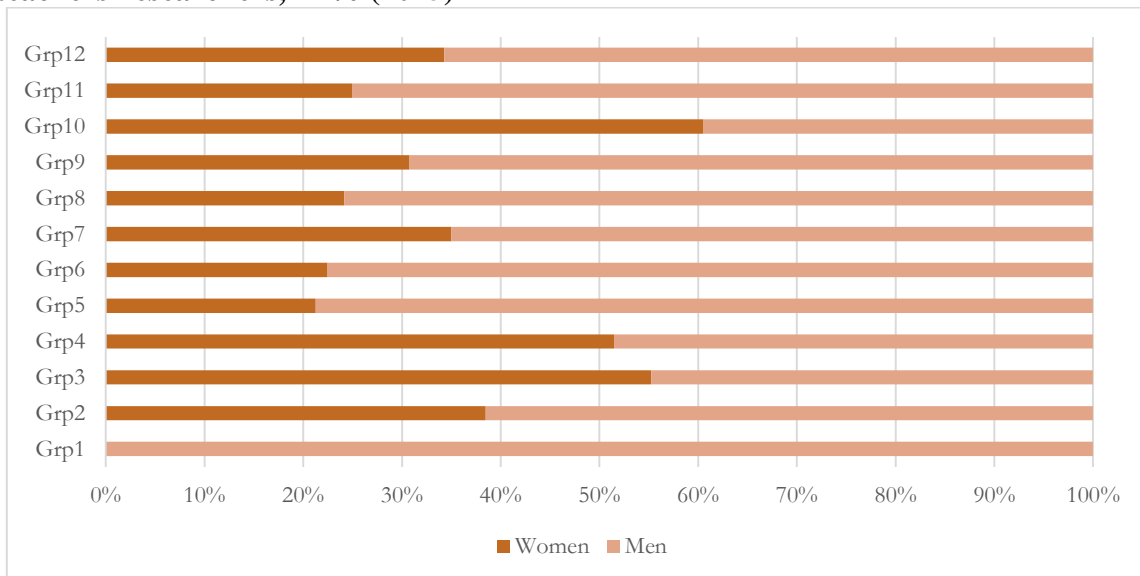
	médecine générale			
	Développement et pathologie de l'enfant, gynécologie-obstétrique, endocrinologie et reproduction	37	22%	78%
	Pathologie de la tête et du cou	7	29%	71%
	Développement, croissance et prévention	8	63%	38%
	Sciences biologiques, médecine et chirurgie buccales	19	47%	53%
	Sciences physiques et physiologiques endodontique	24	29%	71%

*Sources: Human Resources Department of the University Paris Diderot-Paris 7.*

*Field: all the 1 294 teachers and teachers-researchers of UPD.*

If we look closely to the different categories of sub-fields for the civil servant teachers and teachers-researchers, we can see that some fields are still masculinized: in Science if women make up the majority in Biology men predominate in almost all the other sub-fields. To compare, men represents 61 % and more in 28 sub-fields when women only represent 50 % and more in 21 sub-fields (Table II.5).

**Graph II.6 – Category distribution by sex and fields for the civil servants who are teachers and teachers-researchers, in % (2015)**



*Sources: Human Resources Department of the University Paris Diderot-Paris 7.*

*Field: all the 1 294 teachers and teachers-researchers of UPD.*

Those sub-fields presented in groups allow us to see how women are in a minority in almost all the fields and the highest grades (Graph II.6). They are more than 50 % in two groups: 3, 4 and 10. If we look closely, the Group10 is the Biology field and have in each sub-field more than 55 % of women. Part from that, women represent less than 40 % in the other groups.

## Conclusion

Thanks to the discussions with the different services of the UPD, we have now access to up-dated data throughout the years. These enabled us to realize this present deliverable.

In order to achieve deeper analysis of some points, it would be relevant to have additional information on the staff, such as the laboratory distribution by gender.

The data collected through this action will be essential for us to promote change in organizational culture and behavior.