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GENDER EQUALITY IN ENGINEERING
THROUGH COMMUNICATION AND COMMITMENT

(GEECCO)

WORK PACKAGE 5: Implementing GEPs: Focussing on Recruitment, Career Development of Female Researchers and Female Staff Members

CURRENT STATUS OF WOMEN CAREER DEVELOPMENT

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GEECCO – Gender Equality in Engineering through Communication and Commitment. In a Nutshell

Scientific and technological innovations are increasingly important in our knowledge-based economies. Today STEM (Science, Technology, Engineering, and Mathematics) is literally everywhere; it shapes our everyday experiences. With technologies we choose e.g. structures that influence over a very long time how people are going to work, communicate, travel, consume, and so forth. It is thus both a question of competitiveness and justice, to achieve gender equity within science and technology institutions, including policy and decision-making bodies.

GEECCO with its project lifetime from May 2017 to April 2021 aimed to establish tailor-made Gender Equality Plans (GEPs) in 4 European RPOs and to implement the gender dimension in 2 RFOs (funding schemes, programmes and review processes). All participating RPOs were located in the STEM (Science, Technology, Engineering, and Mathematics) field, where gender equality is still a serious problem and whose innovations are increasingly important in the knowledge-based economies.

GEECCO pursued the following objectives in order to enhance systemic institutional change towards gender equality in the STEM-field:

(i) Setting up change framework and a tailor-made GEP for each participating RPO;
(ii) Implementing gender criteria in the activities of RFOs;
(iii) Setting up a self-reflective learning environment in and between all RPOs und RFOs to participate from existing experiences and match them with their specific needs and circumstances.
(iv) Evaluate GEP implementation within the participating RPOs and RFOs with a quantitative evaluation using monitoring indicators and a qualitative monitoring to enhance and fine-tune implemented actions over the course of the project.

http://www.geecco-project.eu/

https://www.tuwien.at/tu-wien/organisation/zentrale-bereiche/genderkompetenz/gender-in-der-forschung/geecco-resultate

Further resources developed by the GEECCO-project consortium

All public deliverables, resources and additional material can be downloaded on this website:

https://www.tuwien.at/tu-wien/organisation/zentrale-bereiche/genderkompetenz/gender-in-der-forschung/geecco-resultate

Public deliverables (in order of the related work packages)

- Postorino, Maria Nadia; Marino, Concettina; Suraci, Federica; Enzenhofer, Bettina; Lusa, Amaia; Costa, Carme Martínez; Pulawska-Obiedowska, Sabina (2018): Gender Analysis of Decision-Making Processes and Bodies. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
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- Enzenhofer, Bettina; Lusa García, Amaia; Sarnè, Giuseppe; Żakowska, Lidia (2020): Overview on How to Increase Female Visibility. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
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- Ratzer, Brigitte; Burtscher, Sabrina; Lehmann, Tobias; Mort, Harrie; Pillinger, Anna (2020): Enhanced Gender Knowledge and New Content. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Ratzer, Brigitte; Enzenhofer, Bettina (2019): Integrating Gender Dimensions in the Content of Research and Innovation. An Exhibition. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
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- Dvořáčková, Jana; Navrátilová, Jolana; Nagl, Elisabeth; Lasinger, Donia (2020): Guideline for Jury Members, Reviewers and Research Funding Organizations' Employees. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Lasinger, Donia; Nagl, Elisabeth; Dvořáčková, Jana; Kraus, Marcel (2020): Overview and Assessment of Gender Criteria for Funding Programmes. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Kraus, Marcel; Dvořáčková, Jana; Lasinger, Donia (2021): List of Principles of Communication of Gender Criteria. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Mergaert, Lut; Allori, Agostina; Ratzer, Brigitte; Enzenhofer, Bettina; Lusa García, Amaia; Marino, Concettina; Zakowska, Lidia; Bryniarska, Zofia (2020): Tailor-made Gender Equality Plans (GEP version 3.0). GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Knoll, Bente (2021): Dos and Don'ts while Degendering the STEM Field. Learning Experiences of Four European Universities and Two European Research Funding Organisations. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Mergaert, Lut; Knoll, Bente; Renkin, Agnes (2021): Final Report on Supporting Activities. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Jorge, Irene (2021): Implementation of Dissemination Activities. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Jorge, Irene (2021): Engagement Activities. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Lipinsky, Anke; Schredl, Claudia: Final Evaluation Report. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).

Additional resources and literature reviews

- Knoll, Bente; Renkin, Agnes; Mergaert, Lut (2020): Additional resources (living document). GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Burtscher, Sabrina (2019): Literature Review: Gender Research in Human Computer Interaction. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Pillinger, Anna (2019): Literature Review: Gender and Robotics. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Mort, Harrie (2019): A Review of Energy and Gender Research in the Global North. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Lehmann, Tobias (2020): Literature Review: Gender and Mobility. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).

Explanatory videos (available on Youtube)

- Ratzer, Brigitte; Enzenhofer, Bettina (2019): Humans & Computers. Video produced under GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project). Available online at https://www.youtube.com/watch?v=vrWx91RdmGo, checked on 4/30/2021.
- Ratzer, Brigitte; Enzenhofer, Bettina (2019): Robots in our society. Video produced under GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project). Available online at https://www.youtube.com/watch?v=bfXr29VAuwU, checked on 4/30/2021.
- Ratzer, Brigitte; Enzenhofer, Bettina (2020): Energy for all. Video produced under GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project). Available online at https://www.youtube.com/watch?v=tIwrgsNVfW8, checked on 4/30/2021.
- Ratzer, Brigitte; Enzenhofer, Bettina (2021): Mobility for all. Video produced under GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project). Available online at https://www.youtube.com/watch?v=oMIfoI5-14M, checked on 4/30/2021.
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Evaluation and monitoring tutorials

Anke Lipinski and Claudia Schredl, both from GESIS, developed five online evaluation and monitoring tutorials.

1. GEECCO Data Monitoring Tool
2. GEECCO Infographic: Gender Equality Approaches and Their Impact on GEP Implementation
3. GEECCO Infographic: SMART Gender Equality Objectives
4. GEECCO Explainer Video: Gender Equality Plans in Technical Universities and the Use of Logic Models
5. GEECCO Log Journal

These tutorials can be downloaded on this website:

https://www.tuwien.at/tu-wien/organisation/zentrale-bereiche/genderkompetenz/gender-in-der-forschung/geecco-resultate

Document versions

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List of Abbreviations

- = not applicable
: = not available

F Female

M Male

T Total (sum of Female and Male)

F % share of women

M % share of men

F/M % ratio of Female to Male

M/F % ratio of Male to Female

FT/F % - the indicator compares the proportion of women researchers' temporary working contracts' calculated as a percentage of the respective total number of women

MT/M % - the indicator compares the proportion of men researchers' temporary working contracts' calculated as a percentage of the respective total number of men

Gender gap in temporary employment rates calculated as women's rate minus men's rate (i.e. FT/F% - MT/M%)

Absolute gender pay gap - counted as a difference between female and male salary

Gender pay gap – calculated as a rate of absolute gender pay gap to male salary

1 About this document

The main goal of this task and this document D5.1. is to identify and to build a research data base in order to be able to analyse the current status in terms of recruitment, retention and career development at all RPO. This task is being built since the starting workshop (held in WP3), as well as on the change framework, developed in WP3. The recruitment, retention and career development processes and their influencing factors has been identified and analysed in-depth specifically on each RPO. Special attention is directed on the existing career models and practices as well as on work-life balance measures the RPOs have.

Another focus is being drawn on harassment and violence situations and how they have been managed. The leading partner (PK) developed a tool to assess these elements based on a template. The analysis itself was carried out by each RPO. Based on the results of the analysis the GEP of this field will be updated in each RPO.

2 Current status of women career development – students' stage

2.1 Brief description of each RPOs structure and fields of study

2.1.1 The University *Mediterranea* of Reggio Calabria (UNIRC)

UNIRC is organized in six departments:

- Department of Law and Economics (DiGiEc)
- Department of Agricultural Sciences (Dipartimento di Agraria)
- Department of Architecture and Territory (DarTe)
- Department of Heritage-Architecture-Urbanism (PAU)
- Department of Civil, Energy, Environmental and Material Engineering (DICEAM)
- Department of Information Engineering, Infrastructures and Sustainable Energy (DIIES)

The Department is the structure of the University entitled to organize/plan and perform the research and teaching activities.

There are four scientific areas/ fields of study at UNIRC:

- Law
- Agricultural Sciences
- Architecture
- Engineering

They are related to the six departments according to the following scheme presented in the Table below.

Table 2.1. Departments and fields of study at UNIRC

Area/field of study	Department
Law	DiGiEc
Agricultural Sciences	Department of Agricultural Sciences
Architecture	DarTe
	PAU
Engineering	DICEAM
	DIIES

The levels of study and fields of study are listed below:

Table 2.2. Level of study and fields of study at UNIRC

Field of study	Level		
	BA	MSc	PhD
Agricultural science	x	x	x
Architecture	x	x	x
Law and Economics	x	x	x
Engineering	x	x	x

2.1.2 Technische Universität Wien (TU WIEN)

TU WIEN has eight faculties:

- Faculty of Architecture and Planning

- Faculty of Civil Engineering
- Faculty of Electrical Engineering and Information Technology
- Faculty of Informatics
- Faculty of Mechanical and Industrial Engineering
- Faculty of Mathematics and Geoinformation
- Faculty of Physics
- Faculty of Technical Chemistry

There are fifteen scientific areas/ fields of study at TU WIEN (table below).

Table 2.3. Level of study and fields of study at TU WIEN

Field of study	Level		
	BA	MSc	PhD
Architecture	x	x	x
Biomedical Engineering		x	
Business Informatics	x	x	x
Chemical and Process Engineering	x	x	x
Civil Engineering	x	x	x
Computer Sciences	x	x	x
Electrical Engineering	x	x	x
Materials Sciences		x	
Mechanical Engineering	x	x	x
Mechanical Engineering - Management	x	x	x
Surveying and Geoinformation	x	x	x
Technical Chemistry	x	x	x
Technical Mathematics	x	x	x
Technical Physics	x	x	x
Urban and Regional Planning	x	x	x

The fields of study are related to the eight faculties according to the scheme presented in the Table below.

Table 2.4. Relation of fields study to faculties at TU WIEN

Field of Study	Faculty
Architecture	Faculty of Architecture and Planning
Biomedical Engineering	Faculty of Mechanical and Industrial Engineering
Business Informatics	Faculty of Informatics
Chemical and Process Engineering	Faculty of Mechanical and Industrial Engineering
Civil Engineering	Faculty of Civil Engineering
Computer Sciences	Faculty of Informatics
Electrical Engineering	Faculty of Electrical Engineering and IT
Materials Sciences	Faculty of Mechanical and Industrial Engineering
Mechanical Engineering	Faculty of Mechanical and Industrial Engineering
Mechanical Engineering - Management	Faculty of Mechanical and Industrial Engineering
Surveying and Geoinformation	Faculty of Mathematics and Geoinformation
Technical Chemistry	Faculty of Technical Chemistry
Technical Mathematics	Faculty of Mathematics and Geoinformation
Technical Physics	Faculty of Physics
Urban and Regional Planning	Faculty of Architecture and Planning

2.1.3 Universitat Politècnica de Catalunya (UPC)

The UPC consists of twenty two schools and faculties:

- CFIS Centre de Formació Interdisciplinar Superior
- FME Facultat de Matemàtiques i Estadística
- ESEIAAT Escola Superior d'Enginyeries Industrial, Aeroespacial i Audiovisual de Terrassa
- ETSAB Escola Tècnica Superior d'Arquitectura de Barcelona
- ETSETB Escola Tècnica Superior d'Enginyeria de Telecomunicació de Barcelona
- ETSEIB Escola Tècnica Superior d'Enginyeria Industrial de Barcelona
- ETSECCPB Escola Tècnica Superior d'Enginyers de Camins, Canals i Ports de Barcelona
- FIB Facultat d'Informàtica de Barcelona
- FNB Facultat de Nàutica de Barcelona
- ETSAV Escola Tècnica Superior d'Arquitectura del Vallès
- EEBE Escola d'Enginyeria de Barcelona Est
- EETAC Escola d'Enginyeria de Telecomunicació i Aeroespacial de Castelldefels
- EPSEB Escola Politècnica Superior d'Edificació de Barcelona
- EPSEM Escola Politècnica Superior d'Enginyeria de Manresa
- EPSEVG Escola Politècnica Superior d'Enginyeria de Vilanova i la Geltrú
- FOOT Facultat d'Òptica i Optometria de Terrassa
- ESAB Escola Superior d'Agricultura de Barcelona

BA and MSc studies are classified in twelve scientific fields (Table 2.5), whilst PhD (and also) departments are classified in five fields (Table 2.6):

Table 2.5. Fields of study at BA and MSc studies at UPC

Field of study	Level	
	BA	MSc
Architecture, Urbanism and Building Construction	x	x
Applied Sciences	x	x
Health Sciences and Technology	x	x
Aerospace Engineering	x	x
Civil Engineering	x	x
Industrial Engineering	x	x
Informatics engineering	x	x
Biosystems and Agri-food Engineering	x	x
Telecommunications Engineering	x	x
Naval, Marine and Nautical Engineering	x	x
Teacher Training and Gender Studies		x
Business Management and Organisation		x
The Environment, Sustainability and Natural Resources		x

Table 2.6. Fields of study at PhD departments at UPC

Field of study	Level
	PhD
Architecture, Urbanism and Building Construction	x
Civil Engineering	x
Industrial Engineering	x
Information and Communications Technologies Engineering	x
Sciences	x

2.1.4 Cracow University of Technology (Politechnika Krakowska PK)

There are seven faculties at PK, as follows:

- Faculty of Architecture (WA),
- Faculty of Chemical Engineering and Technology (WIiTCh),
- Faculty of Civil Engineering (WIL),
- Faculty of Electrical and Computer Engineering (WIEiK),
- Faculty of Environmental Engineering (WIS),
- Faculty of Mechanical Engineering (WM),
- Faculty of Physics, Mathematics and Computer Science (WFMiI).

There are twenty seven scientific areas/ fields of study at PK:

- Applied Computer Science
- Architecture
- Architecture and Town Planning
- Architecture of Landscape
- Automation and robotics
- Biomedical Engineering
- Biotechnology
- Chemical Engineering and Process
- Chemical Technology
- Civil Engineering
- Computer Science
- Construction Chemicals
- Electrical Engineering
- Energetics
- Environmental Engineering
- Environmental Protection
- Industrial Design Engineering
- Management and Production Engineering
- Material Engineering
- Mathematics
- Mechanical Engineering
- Nanotechnology and Nanomaterials
- Production Engineering
- Security Engineering
- Spacial Economy
- Technical Physics
- Transport

The fields of study are related to the seven faculties according to the scheme presented in the Table below:

Table 2.7. Relation of fields study to faculties at TU WIEN at PK

Field of Study	Faculty
Applied Computer Science	Mechanical Engineering
Architecture	Architecture
Architecture and Town Planning	Architecture
Architecture of Landscape	Architecture

Field of Study	Faculty
Automation and robotics	Mechanical Engineering
Biomedical Engineering	Mechanical Engineering
Biotechnology	Chemical Engineering and Technology
Chemical Engineering and Process	Chemical Engineering and Technology
Chemical Technology	Chemical Engineering and Technology
Civil Engineering	Civil Engineering
	Environmental Engineering
Computer Science	Electrical and Computer Engineering
	Mechanical Engineering
	Physics, Mathematics and Computer Science
Construction Chemicals	Chemical Engineering and Technology
Electrical Engineering	Electrical and Computer Engineering
Energetics	Electrical and Computer Engineering
	Mechanical Engineering
Environmental Engineering	Environmental Engineering
Environmental Protection	Environmental Engineering
Industrial Design Engineering	Mechanical Engineering
Management and Production Engineering	Mechanical Engineering
Material Engineering	Mechanical Engineering
Mathematics	Physics, Mathematics and Computer Science
Mechanical Engineering	Mechanical Engineering
Nanotechnology and Nanomaterials	Chemical Engineering and Technology
	Physics, Mathematics and Computer Science
Production Engineering	Mechanical Engineering
Security Engineering	Mechanical Engineering
Spacial Economy	Civil Engineering
	Environmental Engineering
Technical Physics	Physics, Mathematics and Computer Science
Transport	Civil Engineering
	Mechanical Engineering

The levels of study and fields of study are presented in the Table below:

Table 2.8. Fields of study at BA and MSc and PhD courses at PK

Field of study	Level		
	BA	MSc	PhD
Applied Computer Science	x	x	
Architecture	x	x	
Architecture and Urban Planning	x	x	x
Architecture of Landscape	x	x	
Automation and robotics	x	x	
Biomedical Engineering	x		
Biotechnology	x	x	
Chemical and Process Engineering	x	x	
Chemical Engineering			x
Chemical Fields			
Chemical Technology	x	x	x
Civil Engineering	x	x	x
Computer Science	x	x	

Field of study	Level		
	BA	MSc	PhD
Construction chemicals	x		
Electrical Engineering	x	x	
Energetics	x	x	
Environmental Engineering	x	x	x
Environmental Protection	x		
Industrial Design Engineering	x		
Management and Production Engineering	x	x	
Material Engineering	x	x	x
Mathematics	x	x	
Mechanical Engineering	x	x	x
Mechanics			x
Nanotechnology and Nanomaterials	x		
Physics			x
Production Engineering	x	x	x
Security Engineering	x		
Spacial Economy	x	x	
Technical Physics	x	x	
Transport	x	x	x

2.2 Recruitment models at each RPOs

2.2.1 Bachelor Degree Studies

There are very similar procedures during recruitment at each RPO. The details are listed in the Table below.

Table 2.9. Recruitment procedures at bachelor degree studies at each RPO

Procedure stage	UNIRC	TU WIEN	UPC	PK
Type of admission procedure (on-line, personal)	Test admission: on line [see NOTE for clarification]	Online pre-registration (if the student has not been admitted at TU Wien before), after that personal admission procedure.	on-line	on-line admission, plus practical exam of artistic talents (hand drawing) only at the Faculty of Architecture (WA)
List of documents that are to be submitted by candidates applying for admission	Documents: • high school diploma, • identification documents (e.g., ID and/or fiscal code) [see NOTE for clarification]	Documents: • Sequence-number of the online pre-registration, • valid passport, • Austrian secondary-school leaving certificate or any other Austrian certificate	Certificates	Documents: • certificate of secondary education • or certificate of results at PK for former students of bachelor degree • identification document (photocopy)

Procedure stage	UNIRC	TU WIEN	UPC	PK
		testifying the right to study a certain subject at a university, • confirmation of the place at university (the latter only applies to bachelor degree programmes in informatics where university places are limited and university applicants have to write a motivational letter and - if the applicants outnumber the places at university - have to pass a test)		• application form for admission to studies • personal questionnaire • a certificate issued by a doctor (only for applying to fields of study at the Faculty of Chemical Engineering and Technology and Nonotechnology and Nanomaterials • proof of payment for the recruitment procedure
Criteria taken into account during recruitment procedure	High school final evaluation [see NOTE for clarification]	No other criteria besides checking the documents (or in case of bachelor degree programmes in informatics checking the motivational letter and - should the occasion arise - also the test results).	Previous studies marks (there is a common exam for all catalan students)	Secondary school final evaluation at mathematics and depending on faculty at selected subjects such as physics or computer science or chemistry or biology
Are there any specific points, rules that differentiate procedures dealing with women and men.	No specific criteria	No Since the acceptance test for bachelor degree programmes in informatics has only been implemented in	No	No specific criteria

Procedure stage	UNIRC	TU WIEN	UPC	PK
		2016, there are no results regarding gender effects up to now.		

UNIRC additional NOTES:

Students that want to study at the Mediterranea University attend an evaluation test - equal for all students at all Italian Universities - addressed to verify their level of knowledge and aptitude. They are ranked according to the score - accepted by all Italian Universities - achieved during the test. Students can attend the evaluation test at almost whichever University, as the test and the score are effective at national level. Tests are made on line and the score is automatically available at the end of the procedure. If the score is under a given limit, students applying for admission can be accepted in any case (according on the University rules) on condition that they attend some specific courses addressed to fill their gaps. Finally, some other Universities may adopt a maximum number of admitted students. In this case, students applying for admission are ranked based on the score they achieved and only the first n (according to the University rules) are accepted.

TU Wien additional notes:
This only applies for students with an Austrian secondary school leaving exam. The admission for students with a foreign secondary school leaving exam differs in some aspects.

PK additional notes:
The number of students recruited each year depends on the decision of the PK Senate, which states for each academic year number of places that is later accepted for financing by the Ministry of Science and Higher Education (MNiSW). Candidates for students have to gain the number of score points that give her/him the place on the ranking list. The score points are counted basing on grade at mathematics and depending on faculty at selected subjects such as physics or computer science or chemistry or biology. . At the Faculty of Architecture also the points form the practical entrance exam of hand drawing are taken into account, together with the points from abitur (mathematics, foreign language and one another selected subject).

2.2.2 Master of Science Degree Studies

The details of master science degree studies are listed in the Table below.

Table 2.10. Recruitment procedures at master science degree studies at each RPO

Procedure stage	UNIRC	TU WIEN	UPC	PK
Type of admission procedure (on-line, personal)	Personal (Students that want to study at the Mediterranea University for an MSc must have a BA in a similar scientific area and must comply with some specific criteria (e.g., number of	Online pre-registration (if the student has not been admit-ted at TU Wien before), after that personal admission procedure.	On-line	On-line

Procedure stage	UNIRC	TU WIEN	UPC	PK
	courses in given scientific fields). Apart from this, the Mediterranea University does not adopt any other specific restriction for admission).			
List of documents that are to be submitted by candidates applying for admission	Documents: • BA degree in similar scientific areas, • identification documents (e.g., ID and/or fiscal code)]	Documents: -In case of a consecutive study: • certificate of the successful completion of a relevant bachelor programme, • valid passport, • student identity card. In case of a master programme that does not correspond to the bachelor's degree the student has to: • file a petition beforehand and the study dean decides about the admission of the university applicant. In case of a bachelor's degree from another Austrian university the student has to: • file a petition beforehand (and send it to the admission office) - also containing the certificate of	Documents: • CV, • BA title, • BA marks certificate	Documents: • certificate of the successful completion of a relevant bachelor programme • identification document (photocopy) • application form for admission to studies • personal questionnaire • a certificate issued by a doctor (only for applying to fields of study at the Faculty of Chemical Engineering and Technology • proof of payment for the recruitment procedure

Procedure stage	UNIRC	TU WIEN	UPC	PK
		the bachelor's degree, • proof of the taken exams and their content, • copy of a valid passport. • For the personal admission also the notification of admission, the passport and the sequence-number of the online pre-registration are needed.		
Criteria taken into account during recruitment procedure	Minimum number of European University Credits (ECTS) in specific scientific areas	No other criteria besides checking the documents. In case of a bachelor's degree from another Austrian university the admission office will check the documents regarding completeness, verification and authenticity. After that, the study dean will check the documents regarding equivalence in terms of content.	The weight given to each element (CV, BA marks, type of BA..) depends on the regulation of each MSc. The Academic Commission of the MSc decides the admissions	Checking documents, Calculation of score points from test exam or, only for BA students graduated at the same field of study as MSc field of study (on the basis of the average grade obtained during the BA studies)
Are there any specific points, rules that differentiate procedures dealing with women and men	No specific criteria	No	No	No

TU Wien additional notes:

This only applies for students with an Austrian secondary school leaving exam. The admission for students with a foreign secondary school leaving exam differs in some aspects.

PK additional notes:

- Students entering MSc degree have to complete BA degree in the same or a similar scientific area. The Recruitment Commission assesses the scope of the candidate's program content (60% of the number of hours of subject-related fields of study) allowing her/him to obtain the effects of education appropriate for engineering studies. There are faculties (i.e. of Civil Engineering) where candidates who have completed technical studies other than transport or civil engineering are required to obtain a positive result of the test checking the effects of education organized by the Faculty. Students of Architecture and Architecture of Landscape have to prepare portfolio. The assessment of portfolio is also part of score.
- The competency test checking the effects of education is a one-choice test and takes the written form. It consists of fifty questions. The *R* recruitment rate for a candidate who answers correctly on *n* questions is: R=n/10.
- The decision on accepting the candidate depends on her/his position on the ranking list, drawn up on the basis of the average grade obtained during the BA studies, calculated in accordance with the regulations of the university issuing the diploma, position higher or equal to the number of places adopted by the Senate of PK.
- setting the minimum number of points entitling the candidate to a given field of study,

2.2.3 PhD Degree Studies

The details of recruitment procedure are listed in the Table below.

Table 2.11. Recruitment procedures at PhD degree studies at each RPO

Procedure stage	UNIRC	TU WIEN	UPC	PK
Type of admission procedure (on-line, personal)	Personal. Students that want to study at the Mediterranea University for a PhD must have an MSc degree. PhD positions are available by suitable calls - generally in September, each academic year. The number of open positions depend on the available budget, as PhD students do not pay to attend courses; on	Post mail, online pre-registration (if the student has not been admitted at TU Wien before), after that personal admission procedure.	on-line	personal

Procedure stage	UNIRC	TU WIEN	UPC	PK
	the contrary, they are paid (scholarship). However, not all PhD students receive such scholarship. According to national rules, some of the open positions are not subsidized and although students ranked for such positions do not pay to attend PhD courses and achieve their title, however they do not receive such scholarship.			
List of documents that are to be submitted by candidates applying for admission	Apart from Master degree, the documents depend on the specific call and the scientific field	• Application form, • document of completion of master/diploma degree, diploma supplement, • transcript of records, • index, • official description of the courses, • proof of special university entrance qualification (only for non-EU/EEA-citizens!), • passport copy, • abstract of the master/diploma theses, • curriculum vitae, confirmation of a supervisor, research proposal.	• CV, • motivation letter, • MSc certificates	• MSc certification • application form for admission to studies • personal questionnaire • CV • letter of motivation • document confirming knowledge of a foreign language • a written statement from an independent researcher expressing readiness for scientific care • identification document (photocopy) • certificate of a weighted average, by

Procedure stage	UNIRC	TU WIEN	UPC	PK
		For the enrolment at TU Wien in person: admission letter, sequence number (from the online-pre-registration), valid passport, valid residence permit.		means of ECTS credits, grades from the MSc course of study • Competency interview
Criteria taken into account during recruitment procedure	Admission depends on an exam (both written and oral tests) addressed to verify the knowledge and aptitude of candidates	The Admission Office is verifying the existence and authenticity of the application documents. Next step is to verify if the completed master/diploma programme is equivalent to the relevant master's programme at TU Wien. If the completed bachelor/diploma programme is not equivalent admission at TU Wien is not possible.	The weight given to each element (CV, MSc marks, type of MSc..) depends on the regulation of each PhD programme. The Academic Commission of the PhD programme decides the admissions	• Score equal to average grade from the MSc course of study • Score from competency interview
Are there any specific points, rules that differentiate procedures dealing with women and men	No specific criteria	no	No	No

TU Wien additional notes:

This only applies for students with an Austrian secondary school leaving exam. The admission for students with a foreign secondary school leaving exam differs in some aspects.

PK additional notes:

Competency interview consists of:

- presentation of the most important aspects of the master's thesis and the possibility of developing the subject or subject matter chosen in the field of science,
- previous scientific interests, which can be testified by: activity in Scientific Circles, participation in conferences, own publications,

- discussion of a selected significant scientific article, the subject of which refers to at least one of the disciplines: mechanics, construction or transport.

The rating from the interview will be the arithmetic average of the ratings on a scale of 2-5.
Students applying for the PhD study may apply for the scholarship, which is financed from the Ministerial grant.

2.3 Recruitment commissions (RC)

2.3.1 Bachelor Degree Studies

The University *Mediterranea* of Reggio Calabria (UNIRC)

There is no recruitment committee for admission. At the Universities where some restrictions exist on the maximum number of accepted students, these latter are ranked according to the score they achieved during the evaluation test. Tests are made on line and the score is automatically available at the end of the procedure. There is only a "supervision committee" – appointed by the Department Council, following turnover rules on voluntary basis among academic staff – which simply verifies the regularity of the procedure (e.g., no copying, no use of electronic devices to obtain information for the test, and so on).

Technische Universität Wien (TU WIEN)

At TU Wien there are no recruitment committees for admission.

Universitat Politècnica de Catalunya (UPC)

At UPC there are no recruitment committees.

Politechnika Krakowska (PK)

The commission is constituted at each Faculty separately. It consists of vice-Dean as a chairman, one researcher (permanently employed at PK) as a secretary and 3-7 researchers (permanently employed at PK) as members. There are no requirements relating to gender of all recruitment commission members. All commission members play mostly administrative roles. All questionable issues are settled by the vice-dean (Chairman of Recruitment commissions).

Tasks of recruitment committee.

- check candidates documentation,
- sends to all candidates administrative decision on their admission or rejection

2.3.2 MSc Degree Studies

The University *Mediterranea* of Reggio Calabria (UNIRC)

There is no admission recruitment committees for MSc courses enrolment. Students that want to study at the Mediterranea University for an MSc must have a BA in a similar scientific area and must comply with some specific criteria (e.g., number of courses in given scientific fields). Apart from this, the Mediterranea University does not adopt any other specific restriction for admission.

Technische Universität Wien (TU WIEN)

At TU Wien there are no recruitment committees for admission.

Universitat Politècnica de Catalunya (UPC)

Each MSc has an Academic Commission that decides the admissions. There are 73 MSc at UPC (2017) and there is no ready data of those Academic Commission.

Most MSc admit all candidates matching the profile of the MSc, except few that have a greater demand. For those, the criteria is mainly based on marks.

Politechnika Krakowska (PK)

The commission is constituted at each Faculty separately. It consists of vice-Dean as a chairman, one researcher (permanently employed at PK) as a secretary and 3-7 researchers (permanently employed at PK) as members. There are no requirements relating to gender of all recruitment commission members. All commission members play mostly administrative roles. All questionable issues are settled by the vice-dean (Chairman of Recruitment commissions).

Tasks of recruitment committee.

- check candidates documentation,
- organizes competence test, verify its results,
- sends to all candidates administrative decision on their admission or rejection

2.3.3 PhD Degree Studies

The University *Mediterranea* of Reggio Calabria (UNIRC)

Structure of recruitment committee – There are no pre-defined number/percentage of women and men.

Role of recruitment committee - Assess candidates and provide a final rank.

Tasks of recruitment committee:

- Evaluate candidates' documents,
- Verify candidates' aptitudes by written and oral tests,
- Evaluate and rank candidates on the basis of documents and tests,
- Provide minutes of all the steps followed during the evaluation procedure.

RC influence on the course of recruitment procedure: The committee defines criteria and assigns scores, which also consider qualitative aspects (e.g., capability to describe/defend the research project, new and original ideas, and so on).

Technische Universität Wien (TU WIEN)

At TU Wien there are no recruitment committees for admission.

Universitat Politècnica de Catalunya (UPC)

Each PhD programme has an Academic Commission that decides the admissions. There are 49 PhD programmes at UPC (2017) and there is no ready data of those Academic Commission.

Politechnika Krakowska (PK)

The commission is constituted at each Faculty separately. It consists of vice-Dean as a chairman, and directors of institutes. There are no requirements relating to gender of all recruitment commission members. All commission members assess candidates.

Tasks of recruitment committee.

- checking candidates documentation (timely submission and compliance with requirements) ,
- organizes competence interview,
- score points from interview and average grade from the course of study,
- sends to all candidates administrative decision on their admission or rejection.

The interview consists of two parts: issues related to the previous scientific and professional work (problems of the diploma thesis, documented scientific achievements, written opinion of a researcher), issues related to future scientific work motives for undertaking doctoral studies selected issues related to the subject of study (motives for undertaking doctoral studies, selected issues related to the field of study).

2.4 Recruitment and retention at BA courses

Number of students at RPOs from 2011 to 2016 at each RPO is presented in the Table below.

Table 2.12. Number of students at BA courses at each RPO from 2011 t0 2016

RPO	2011	2012	2013	2014	2015	2016
UNIRC						
Total of candidates who apply for BA courses (*)	:	:	:	:	:	:
Total of admitted candidates (**)	:	:	:	:	:	:
Total of entered (first year) students	:	:	:	:	:	:
Total of students	4 042	4 043	3 529	3 255	2 823	2 665
Total of graduated students	495	451	484	496	429	441
(*)No electronic database is available about this information. (**)This information is not available, also because failing the evaluation test (see 2.2.1) does not prevent from attending UNIRC courses (actually, no admission is needed). More in details, if the test score is under a given threshold, students applying for admission may be accepted on condition that they attend some specific courses addressed to fill their gaps (note that rules can change depending on the University)						
TU Wien						
Total of candidates who apply for BA courses	:	:	:	:	:	:
Total of admitted candidates	:	:	:	:	:	:
Total of entered (first year) students	5 730	5 762	5 119	4 971	5 344	5 155
Total of students	16 986	17 742	17 964	18 316	18 926	19 706
Total of graduated students	1 040	1 163	1 382	1 246	1 372	1 502
UPC						
Total of candidates who apply for BA courses	:	:	:	:	:	:
Total of admitted candidates	:	:	:	:	:	:
Total of entered (first year) students	4 917	4 732	4 626	4 443	5 114	4 764
Total of students	12 742	15 507	17 581	18 728	21 740	20 298

RPO	2011	2012	2013	2014	2015	2016
Total of graduated students	2 351	1 662	1 899	2 822	3 037	3 073
PK						
Total of candidates who apply for BA courses	11 751	13 403	10 986	9 663	8 734	8 519
Total of admitted candidates	3 956	4 009	3 676	3 133	3 082	3 145
Total of entered (first year) students	3 733	3 574	3 394	2 905	2 827	2 893
Total of students	11 412	11 436	11 505	10 875	10 138	9 519
Total of graduated students	1 448	1 664	2 024	2 252	2 276	2 194

2.4.1 Share of women of BA degree studies at UNIRC

Number of students and graduated students of BA courses at UNIRC from 2011 to 2016 is presented in the next two Figures below.

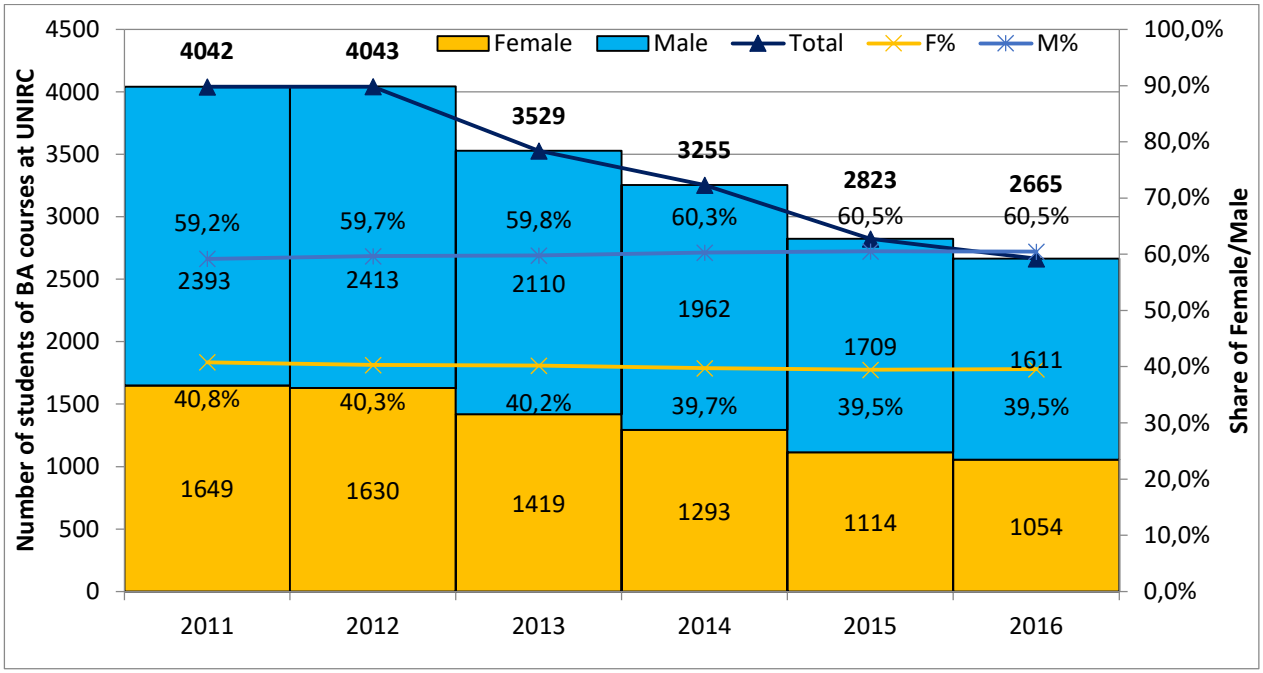


Figure 2.1. Number of students and proportion of female and male at BA courses at UNIRC

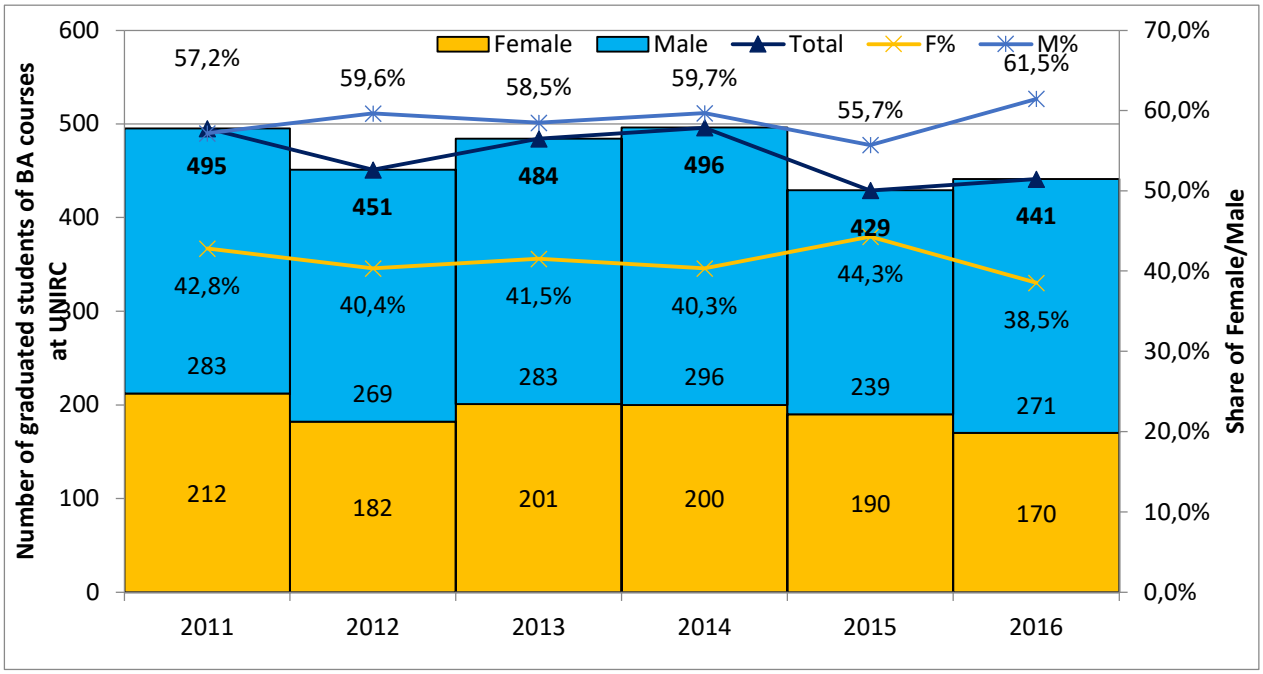


Figure 2.2. Number of graduated students and proportion of female and male at BA courses at UNIRC

Shares of student and graduate women at UNIRC BA courses are presented in the next 2 diagrams (by field of study).

As it can be seen, there are fields of study – such as Architecture and Law and Economics – where the share of girl students is higher (about 50% and more during the considered period), while they are lower (within the range 25-35 % during the considered period) at Engineering and Agriculture Sciences, which are closer to STEM fields. The average share of girl students at UNIRC is about 40 % during the considered period (data series Total in the figures below). Graduate women diagram shows a similar trend by field of study, although the percentages in this case are rather different and within larger ranges.

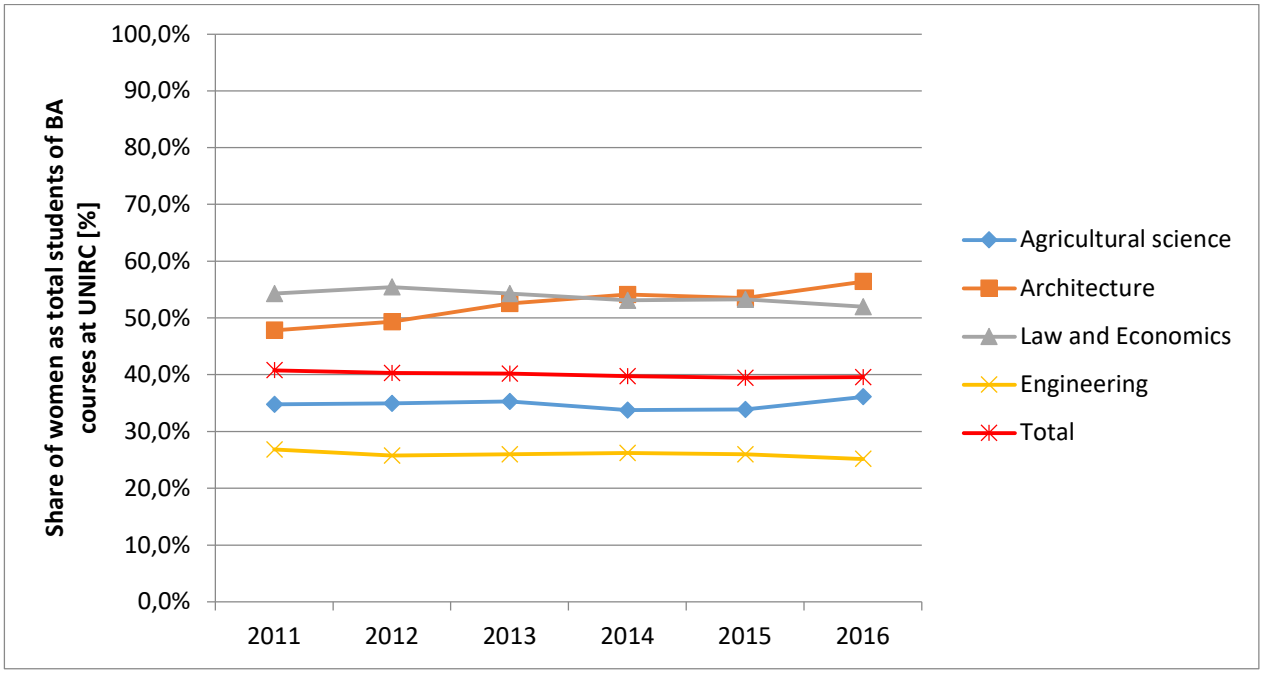


Figure 2.3. Share of women as total students of BA courses, by field of study at UNIRC

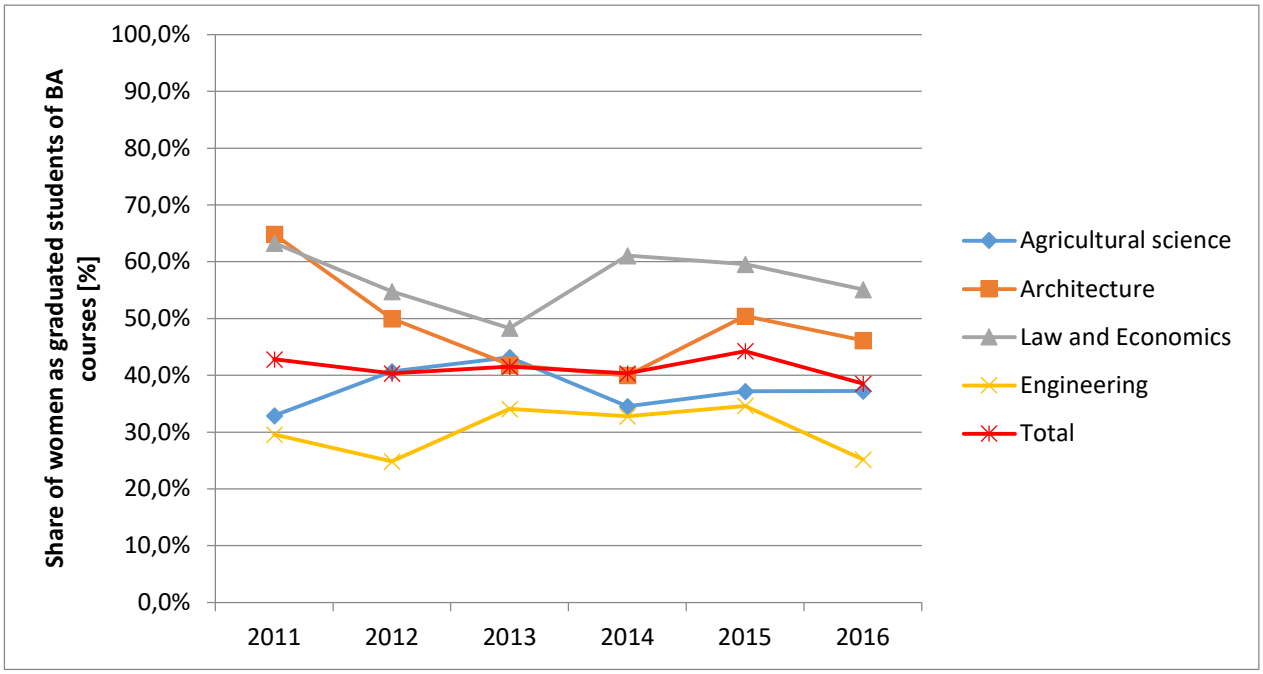


Figure 2.4. Share of women as graduated students of BA courses, by field of study at UNIRC

The diagram below compares the shares of student and graduated women at UNIRC.

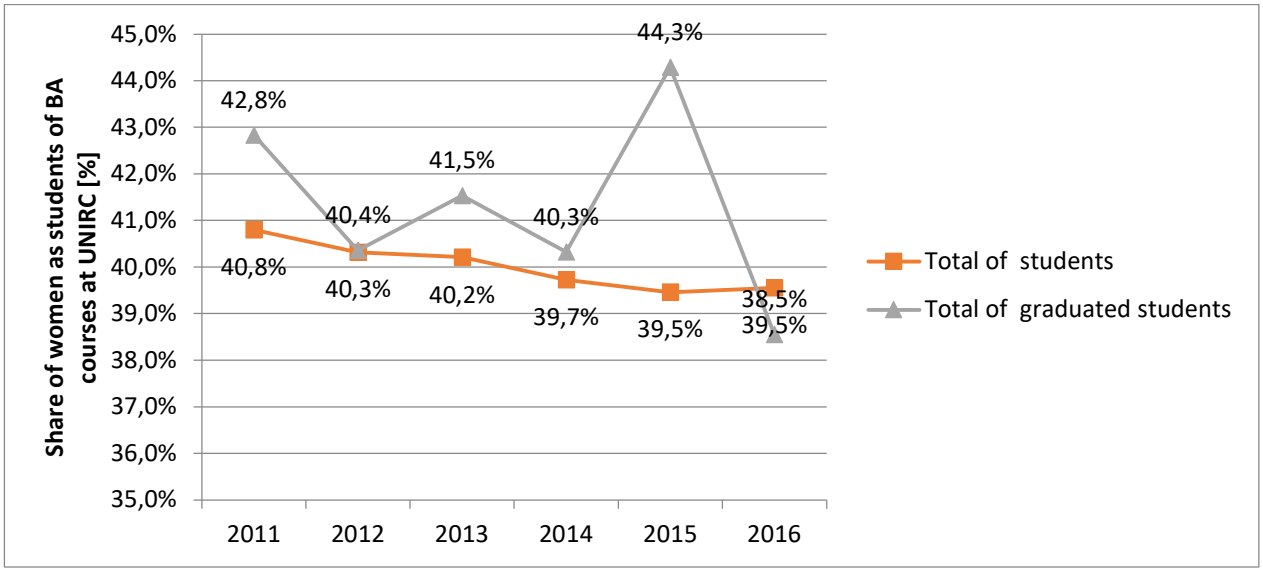


Figure 2.5. Comparison of share of women as total and graduated students of BA courses, by field of study at UNIRC

2.4.2 Share of women of BA degree studies at TU WIEN

Number of students and graduated students of BA courses at TU WIEN from 2011 to 2016 is presented in the next three figures below.

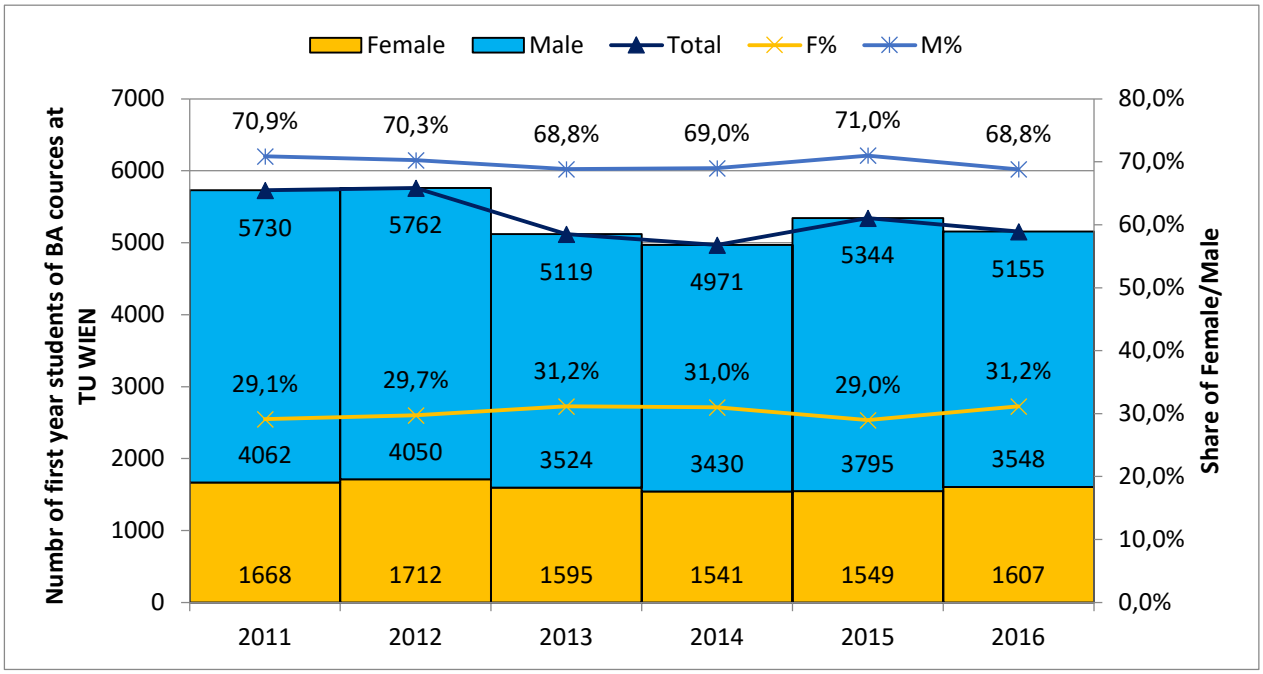


Figure 2.6. Number of first year students and proportion of female and male at BA courses at TU WIEN

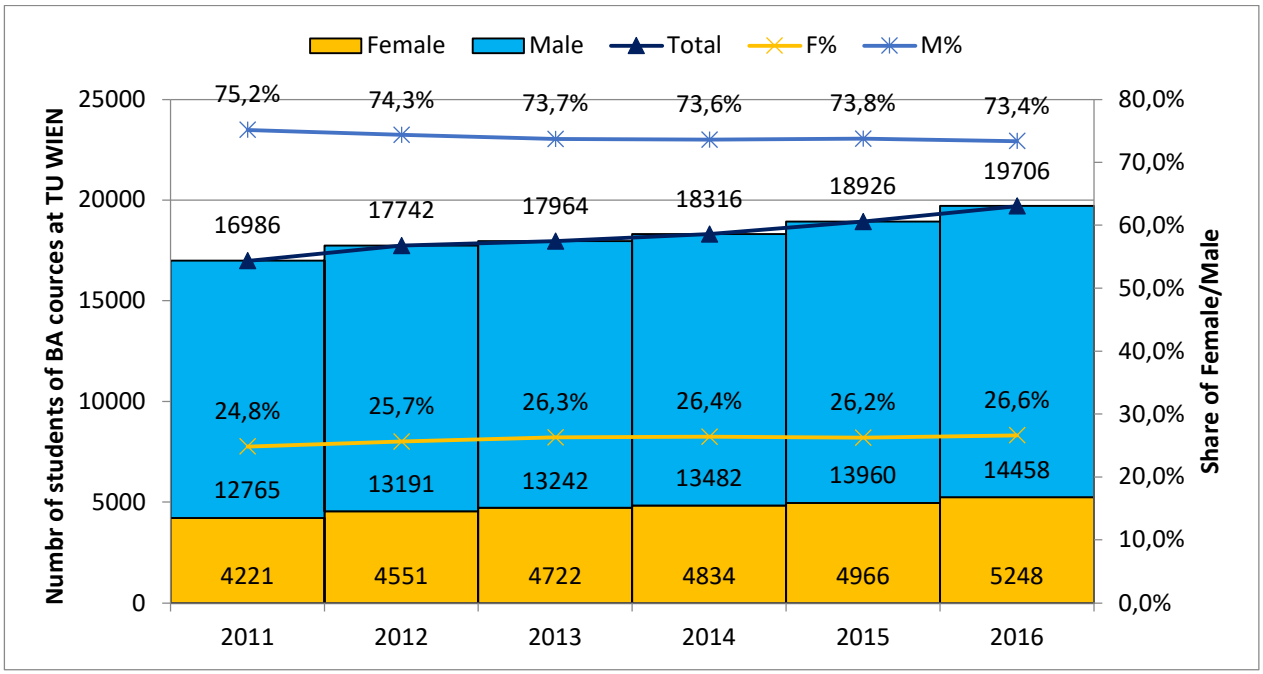


Figure 2.7. Number of students and proportion of female and male at BA courses at TU WIEN

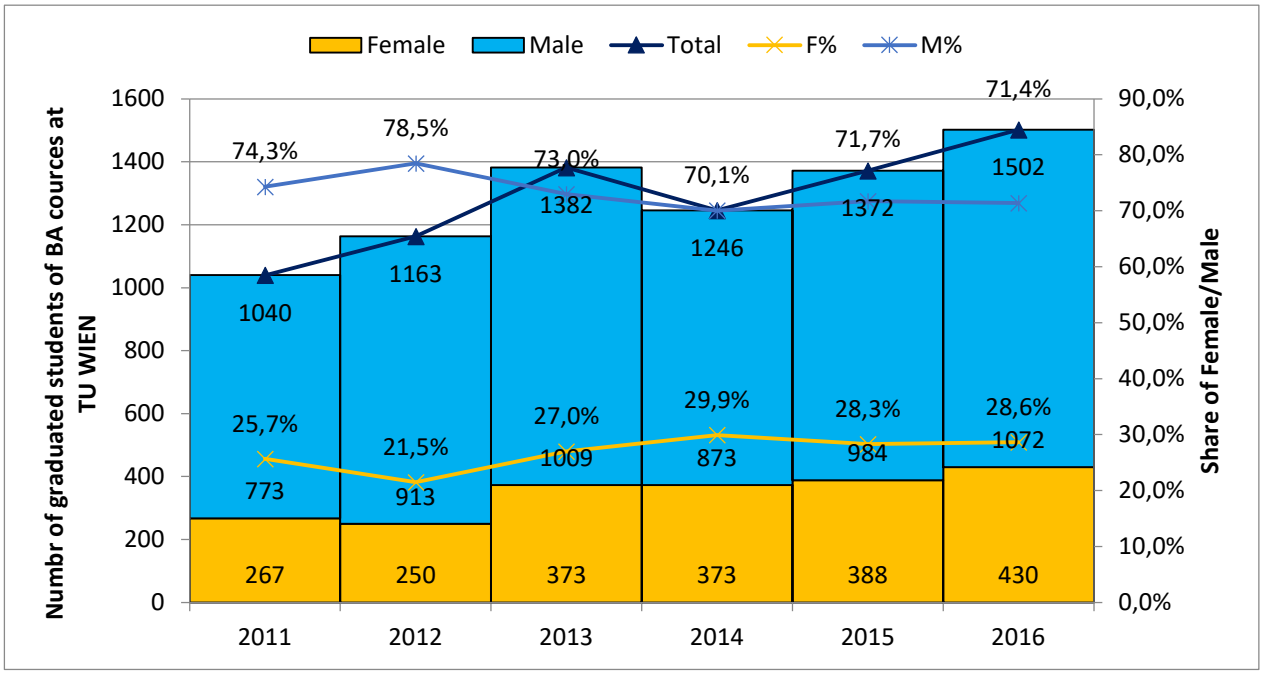


Figure 2.8. Number of graduated students and proportion of female and male at BA courses at TU WIEN

The share of women at BA courses at TU WIEN is presented below in the next 3 diagrams. The subsequent graphs concern the subsequent stages of studying (beginners-first year, next year study, graduating).

The division criterion is the field of study. The data series named “Total” represents the average share of female at the university.

It is very well documented that, on the one hand there are some fields of study such as Architecture or Urban and Regional Planning where the share of women is almost balanced (reaching up to 45-59% of all students) and on the other hand, there are fields of study such as Electrical Engineering and Mechanical Engineering with a particular low percentage of female students (9-15%).

The average share of female students (all or graduated) in BA courses at TUW is about 26-30% (data series Total in the figures below).

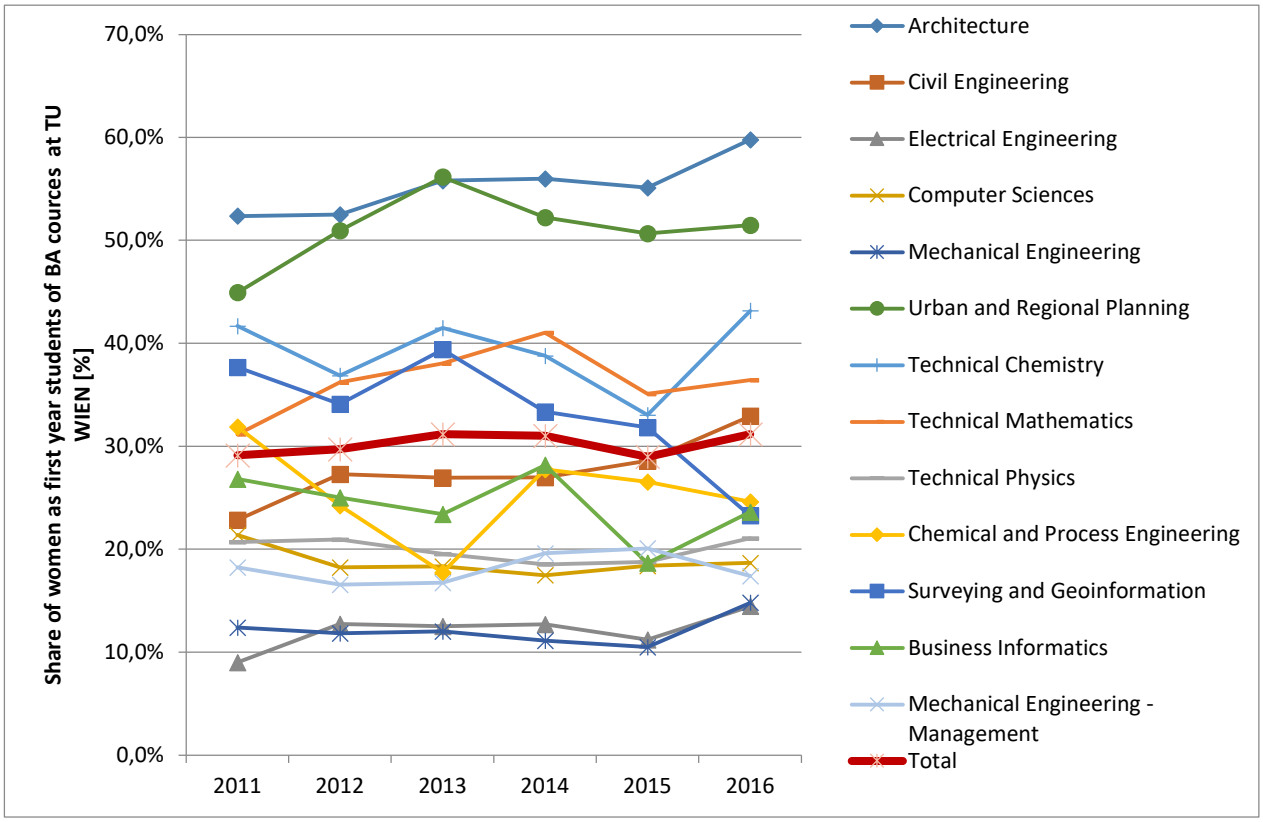


Figure 2.9. Share of women as first year students of BA courses, by field of study at TU WIEN

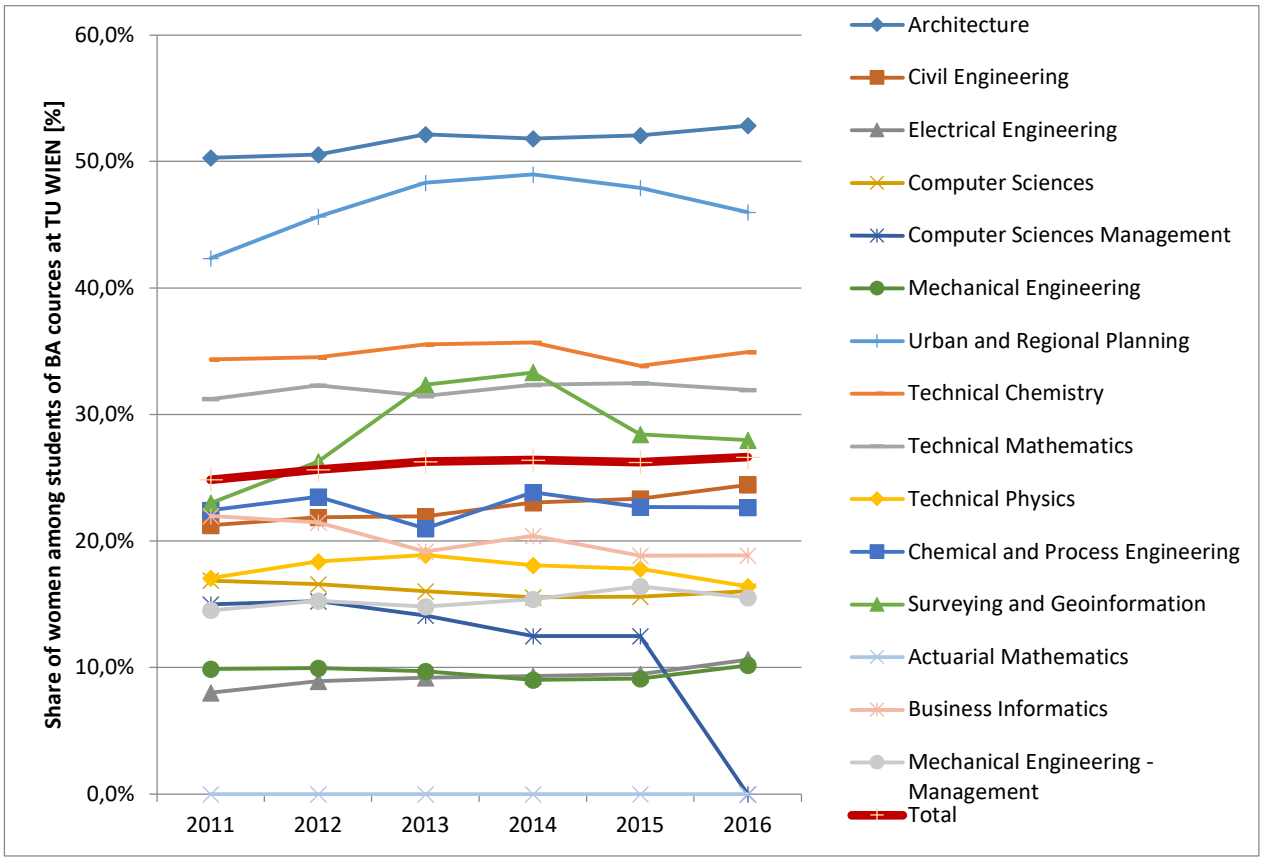


Figure 2.10. Share of women among students of BA courses, by field of study at TU WIEN

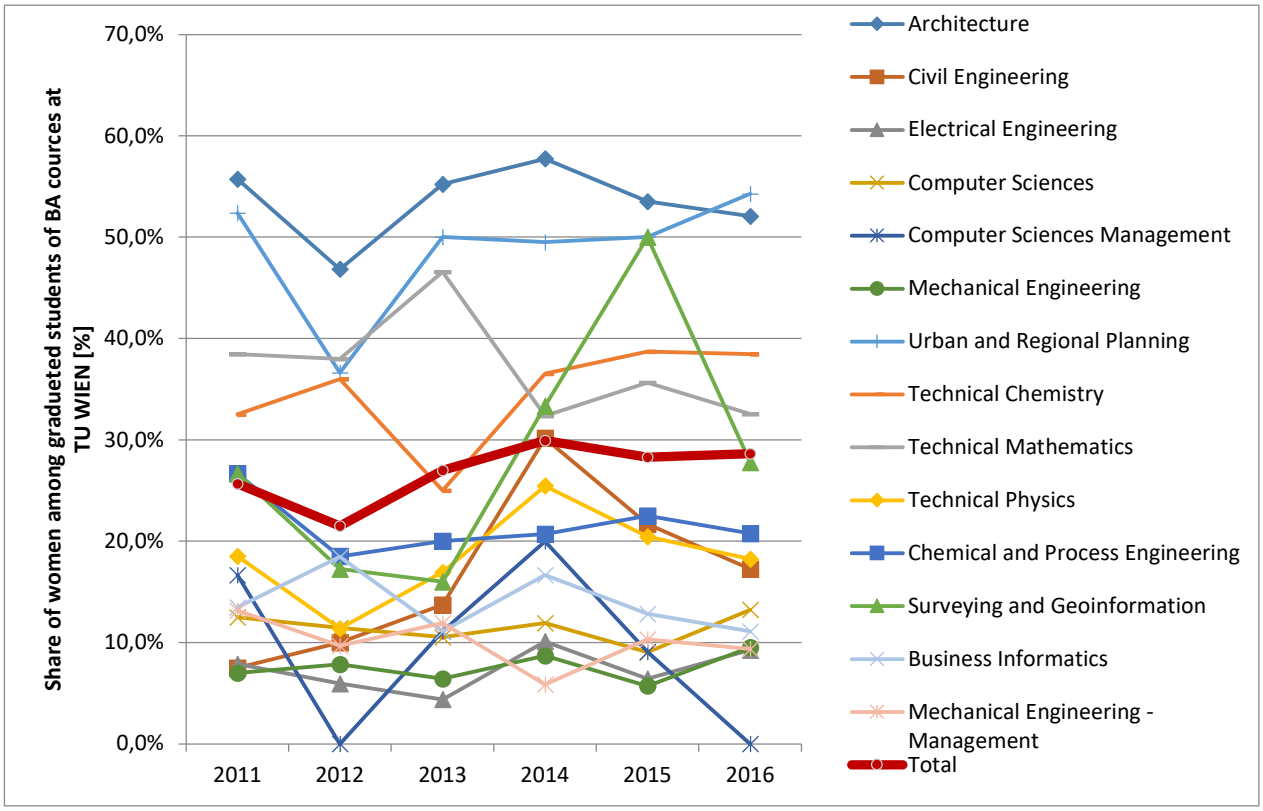


Figure 2.11. Share of women among graduated students of BA courses, by field of study at TU WIEN

A comparison of shares of women during three stages of studying is given in the diagram below.

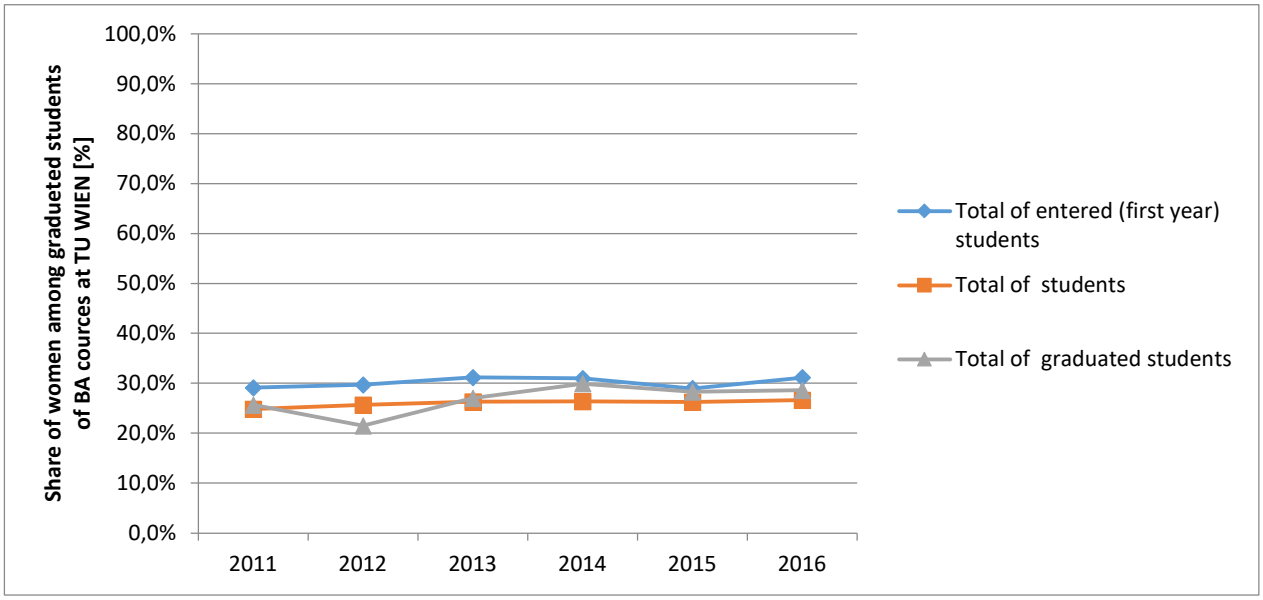


Figure 2.12. Comparison of share of women as first year, total and graduated students of BA courses at TU WIEN

2.4.3 Share of women of BA degree studies at UPC

Number of students and graduated students of BA courses at UNIRC from 2011 to 2016 is presented in the next three Figures below.

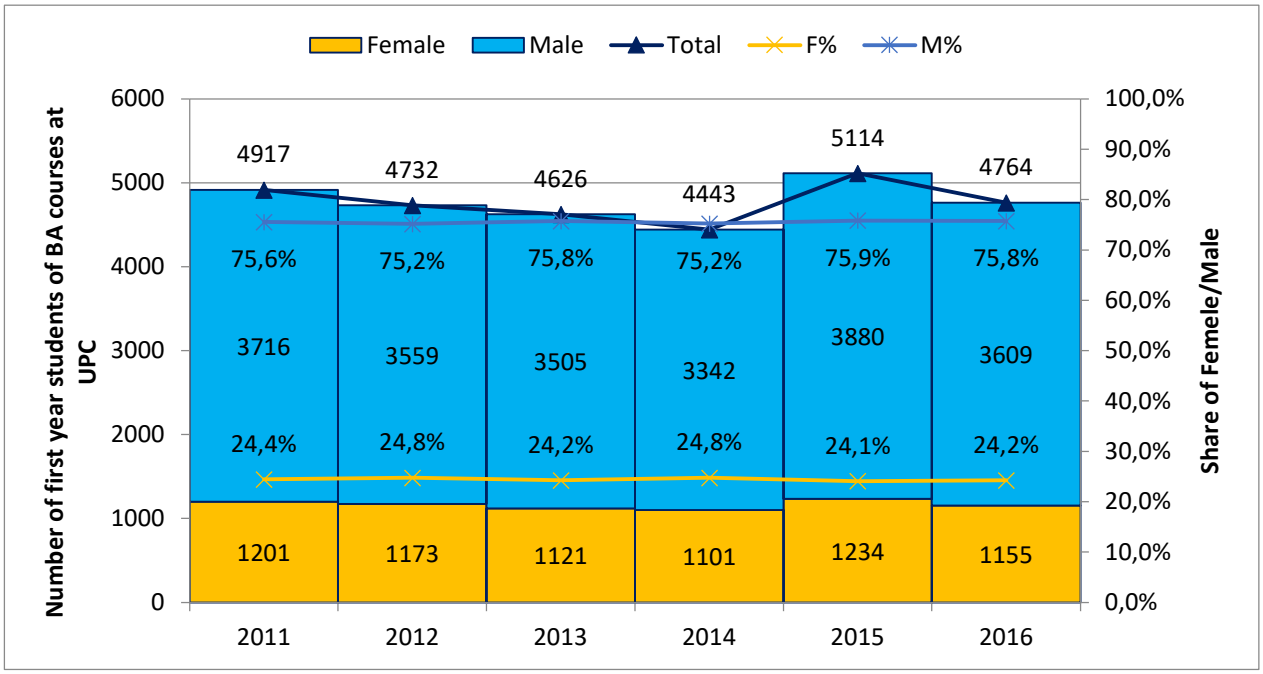


Figure 2.13. Number of first year students and proportion of female and male at BA courses at UPC

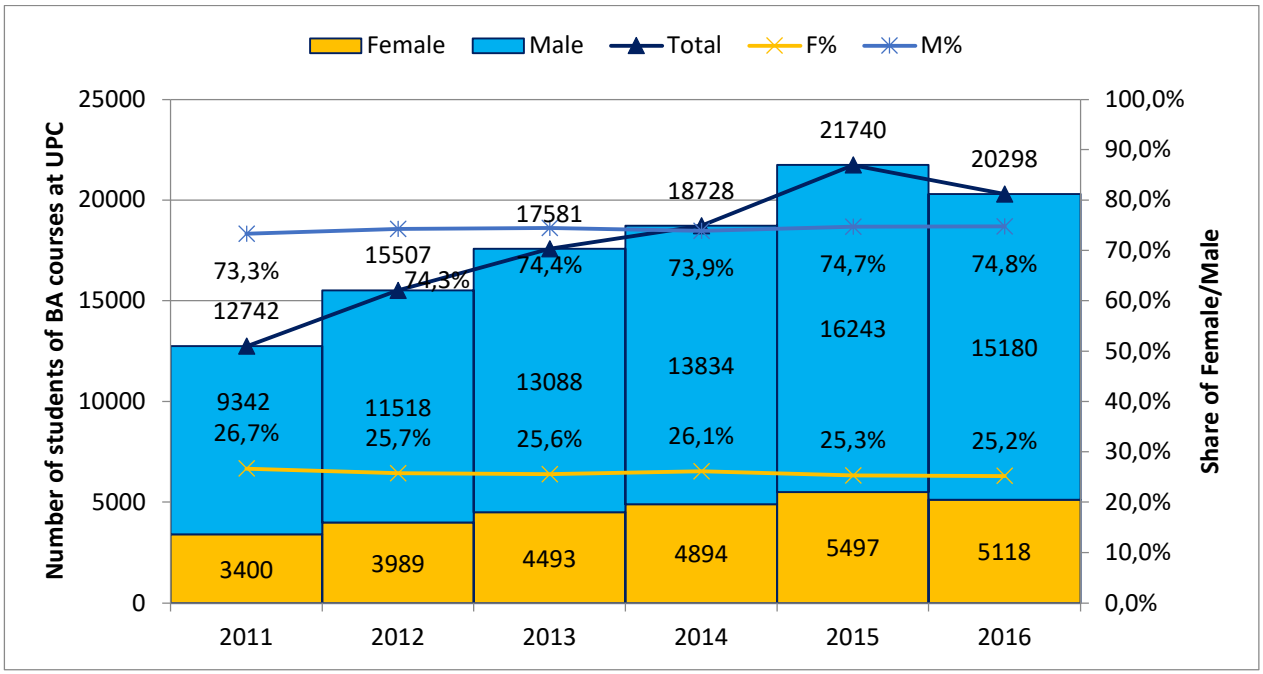


Figure 2.14. Number of students and proportion of female and male at BA courses at UPC

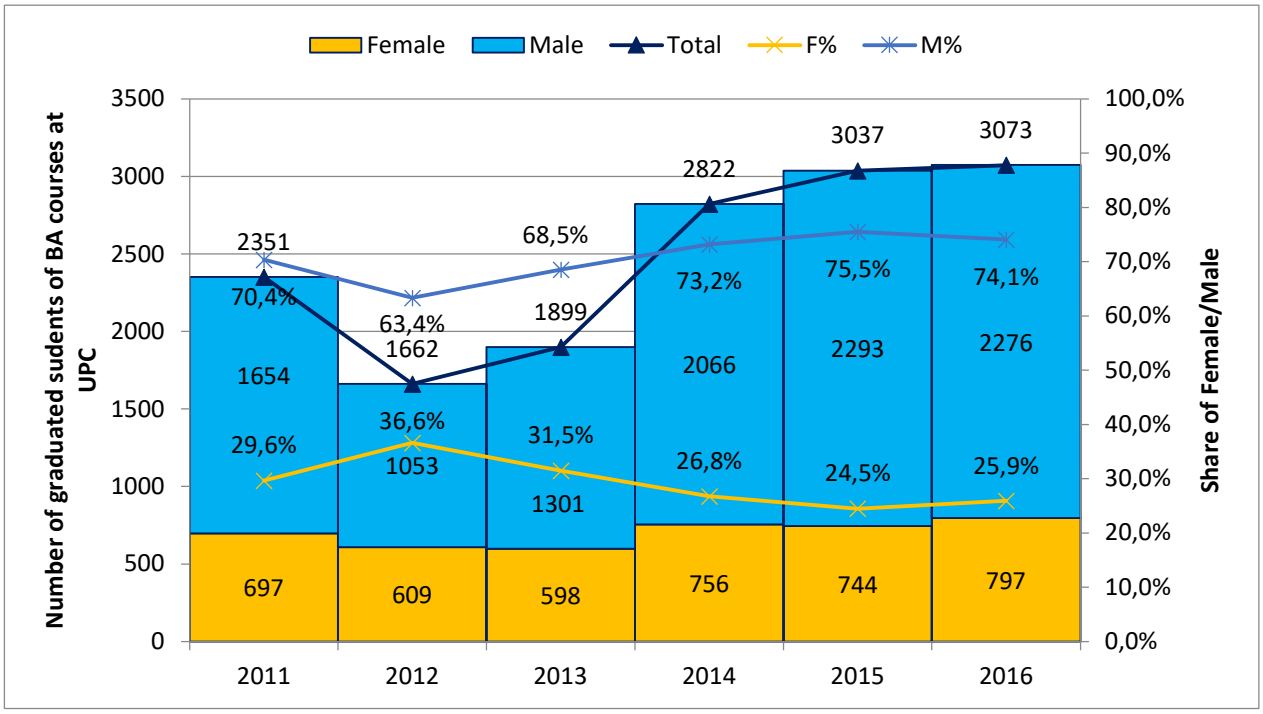


Figure 2.15. Number of graduated students and proportion of female and male at BA courses at UPC

The illustration of share of women at BA courses at UPC is presented below in the next 3 diagrams. The subsequent graphs concern the subsequent stages of studying (beginners-first year, next year study, graduating).

The division criterion is the field of study. The data series named “Total” represents the average share of female at the university.

It is very well seen that there is one field of study: Health Sciences and Technology where the share of women is extremely high (and equals to 70-78 %) and on the other hand there are fields of study such as Informatics Engineering, Naval, Marine and Nautical Engineering very low (8-15 %).

The average share of women students BA courses at UPC is about 25-32 %.

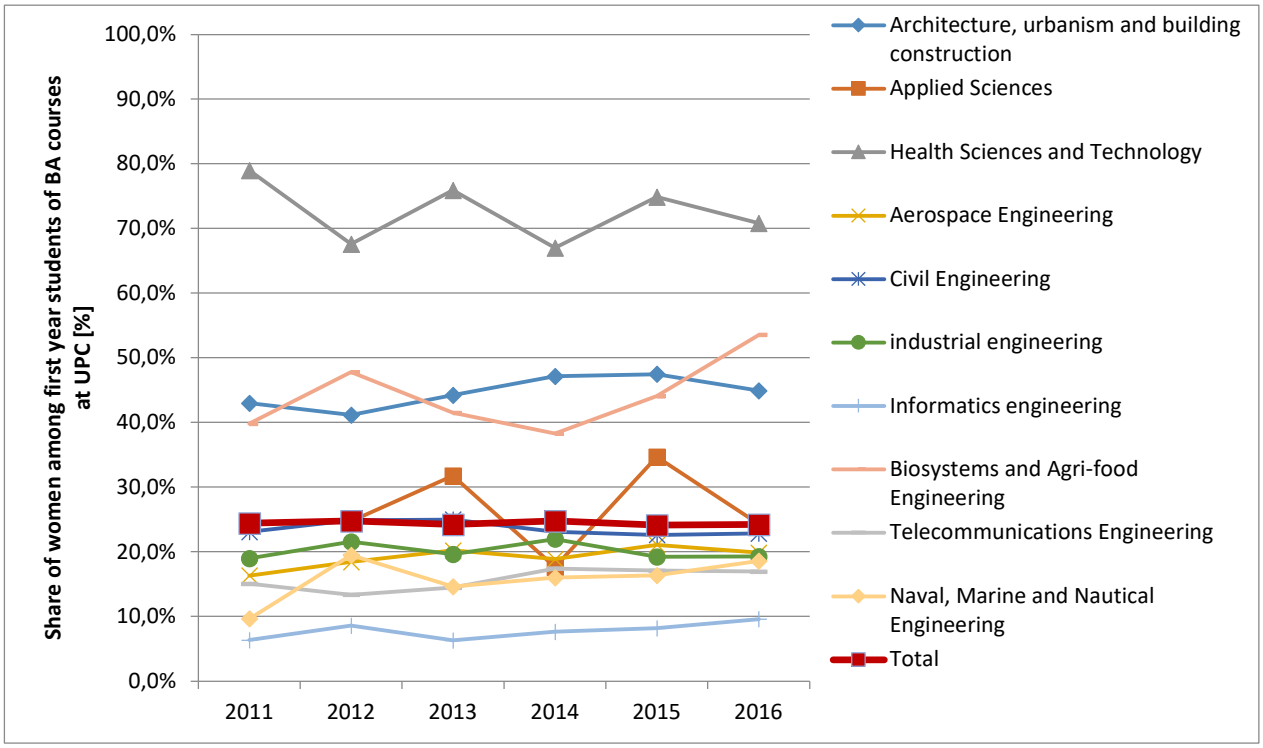


Figure 2.16. Share of women as first year students of BA courses, by field of study at UPC

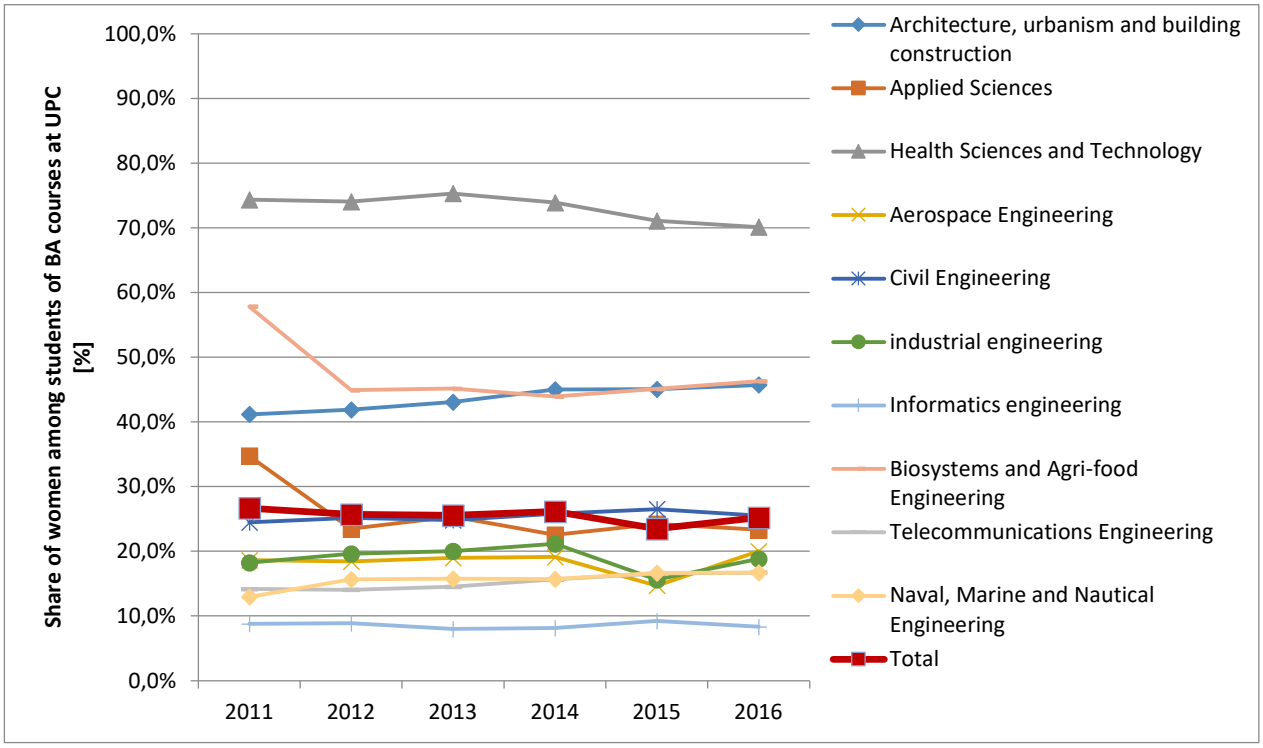


Figure 2.17. Share of women among students of BA courses, by field of study at UPC

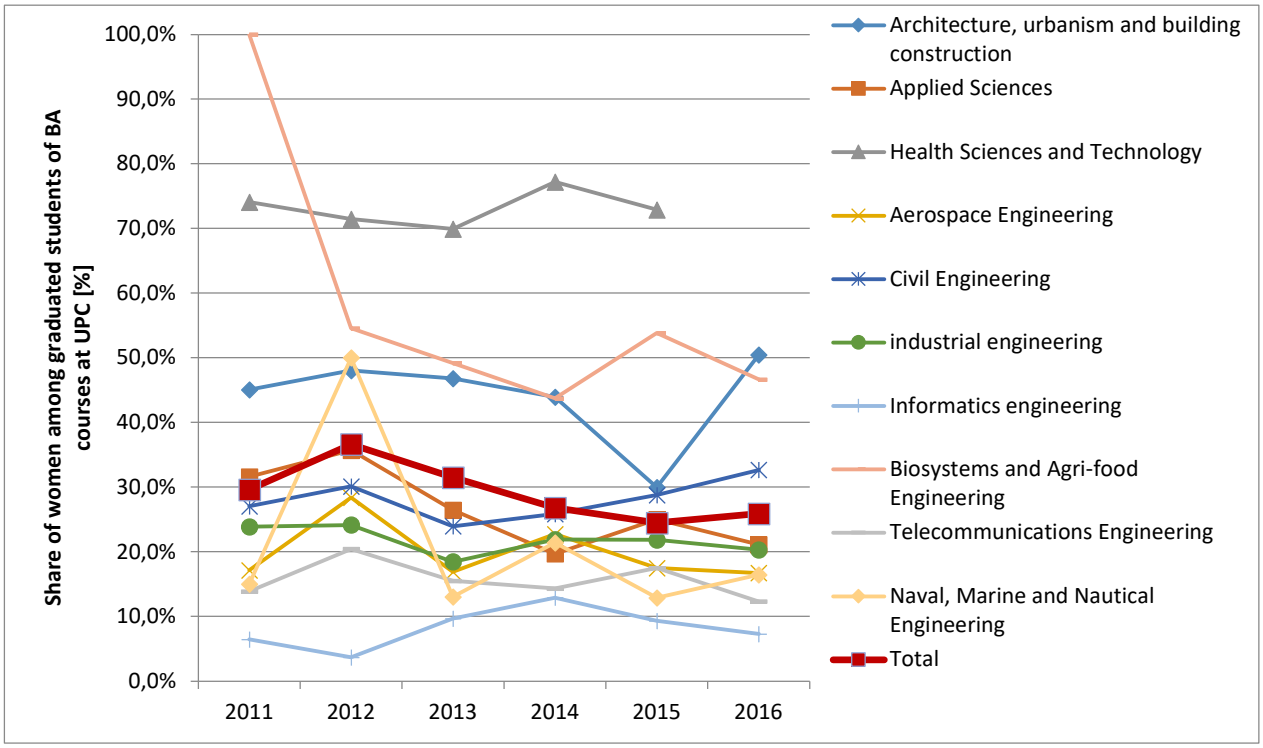


Figure 2.18. Share of women graduated students of BA courses, by field of study at UPC

The three diagrams below give the evidence of share of women in sequence stages of studying (beginners-first year, next year study, graduating) taking into account the division according to faculties and schools at UPC. Note that from 2015 ETSEIAT and EET were joined and renamed as ESEIAAT. Also, in 2015 EEBE was created from studies that were previously in ETSEIB and in another school.

The representation of women is extremely high at such faculties as Facultat d'Òptica i Optometria de Terrassa (FOOT) (68-78 %) and very low at faculties such as Facultat d'Informàtica de Barcelona (FIB) (6-10 %).

To analyse the diagram corresponding to the graduating it is necessary to take into account that there was a change in the structure of the studies and, hence, up to 2013 or 2014 there were not graduates from current BA studies.

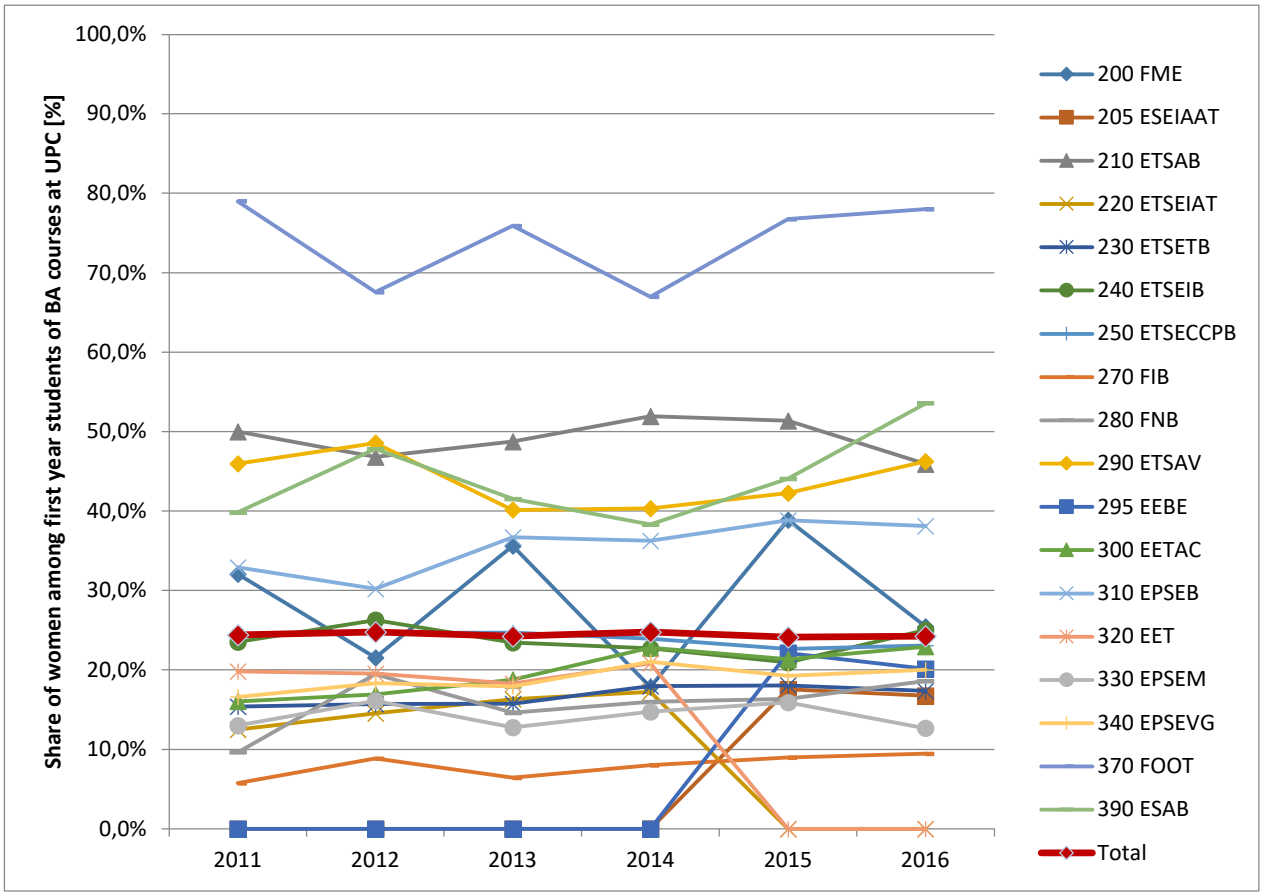


Figure 2.19. Share of women as first year students of BA courses, by school or faculty at UPC

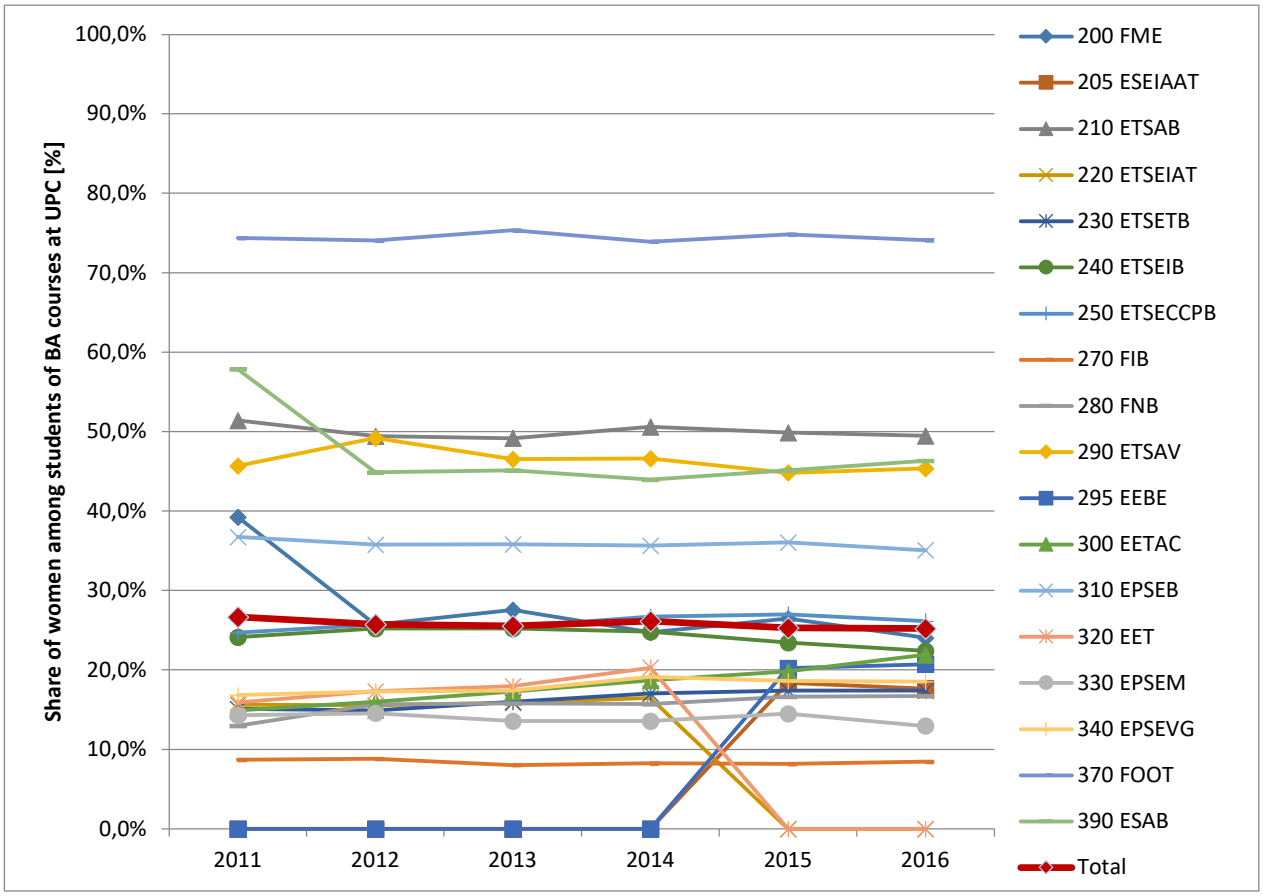


Figure 2.20. Share of women among students of BA courses, by school or faculty at UPC

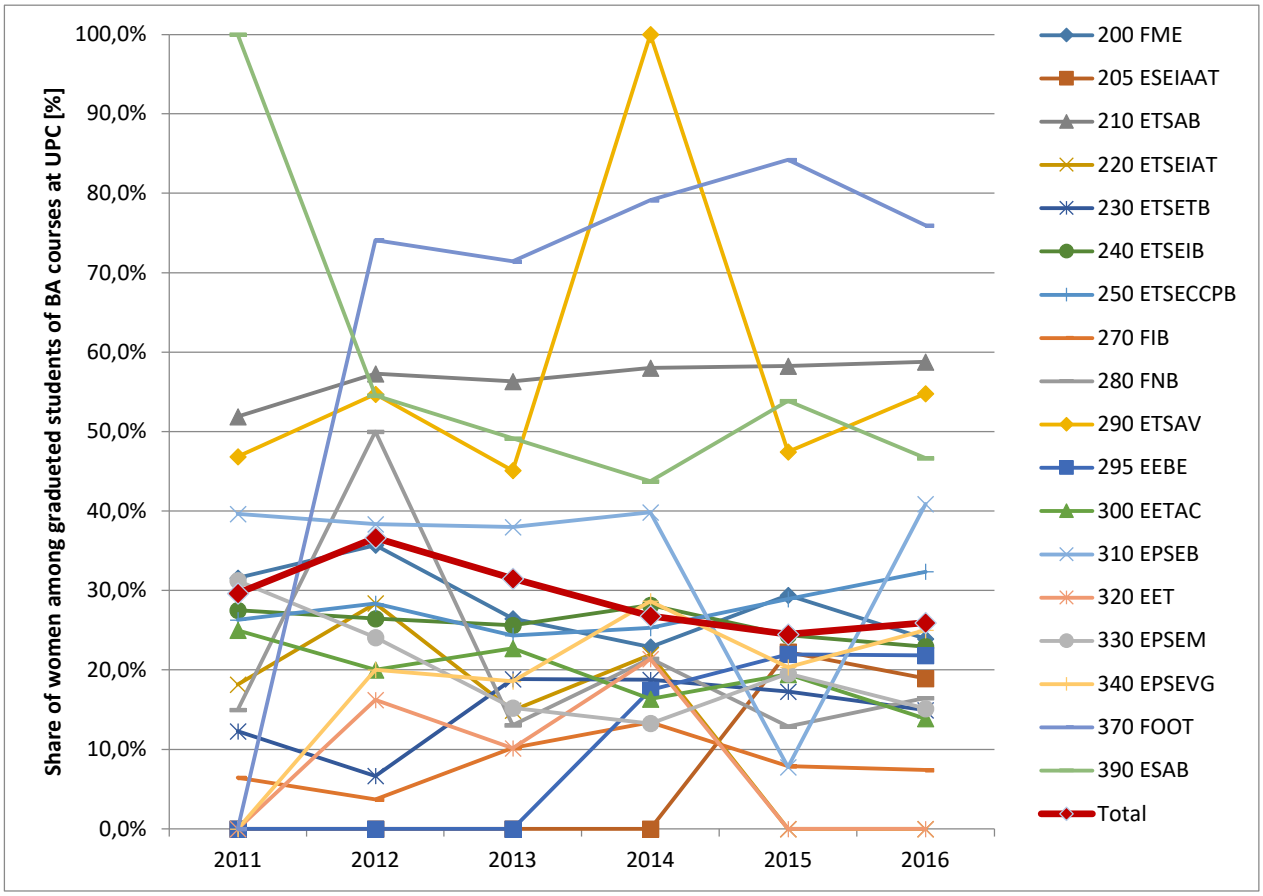


Figure 2.21. Share of women among graduated students of BA courses, by school or faculty at UPC

The comparison of shares of women as during three stages of education is given in diagram below.

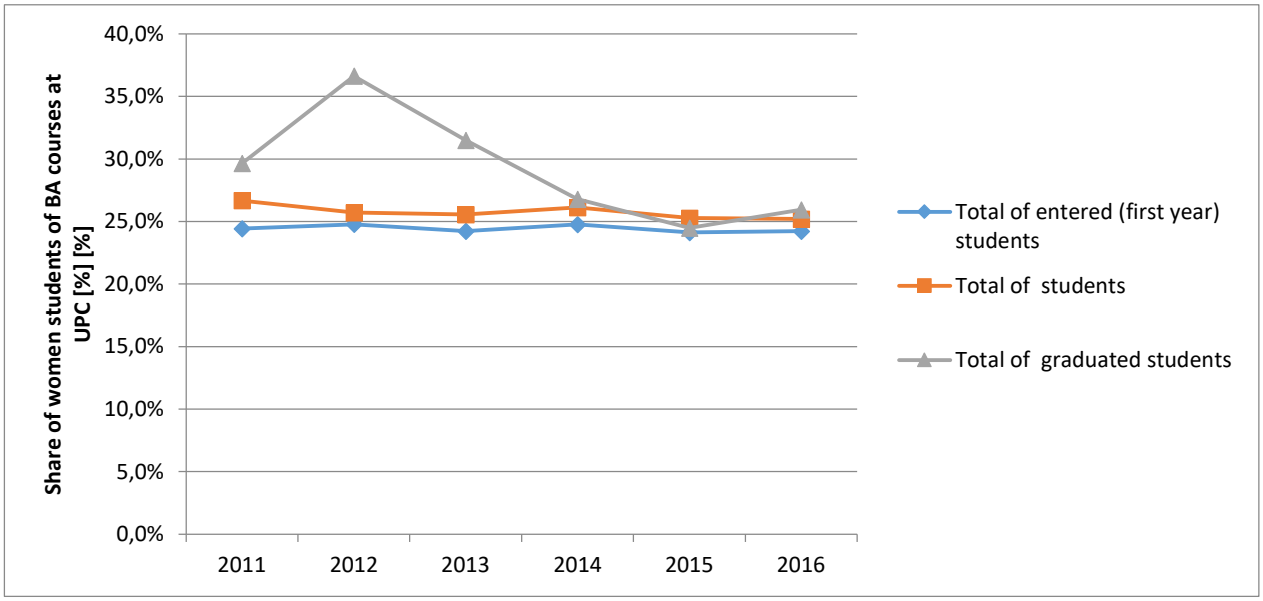


Figure 2.22. Comparison of share of women as first year, total and graduated students of BA courses at UPC

2.4.4 Share of women of BA degree studies at PK

Number of students and graduated students of BA courses at UNIRC from 2011 to 2016 is presented in the next five Figures below.

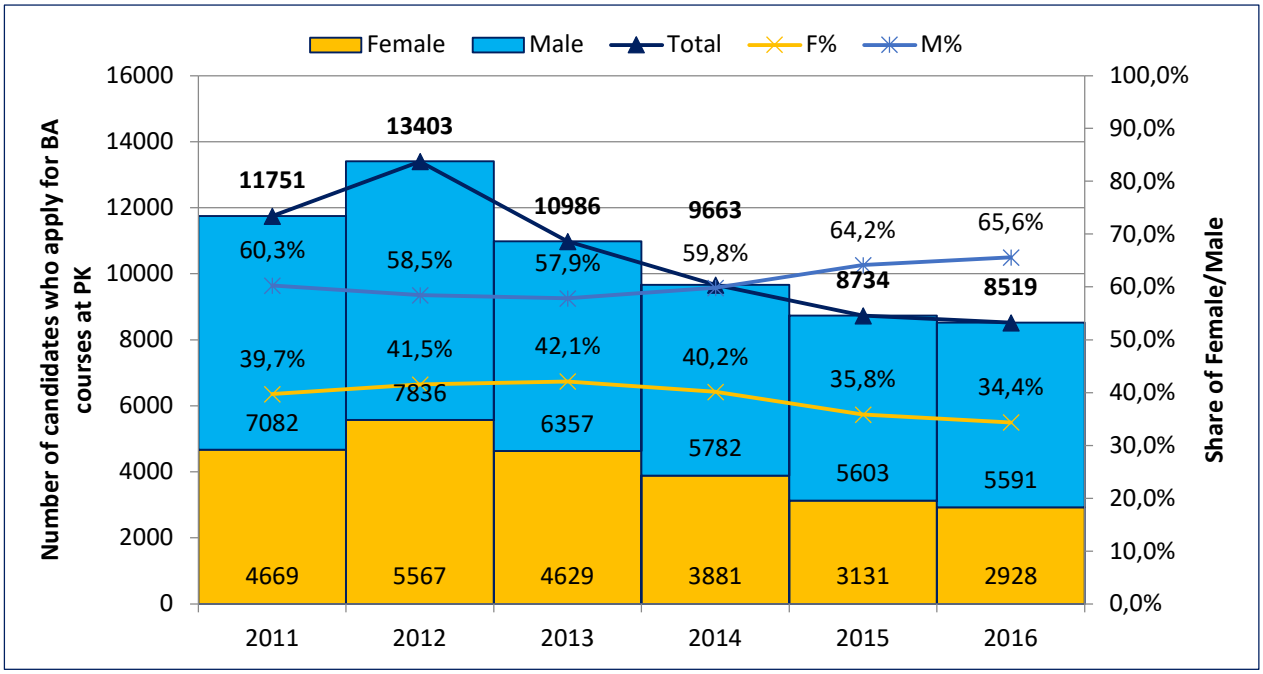


Figure 2.23. Number of candidates who apply for and proportion of female and male at BA courses at PK

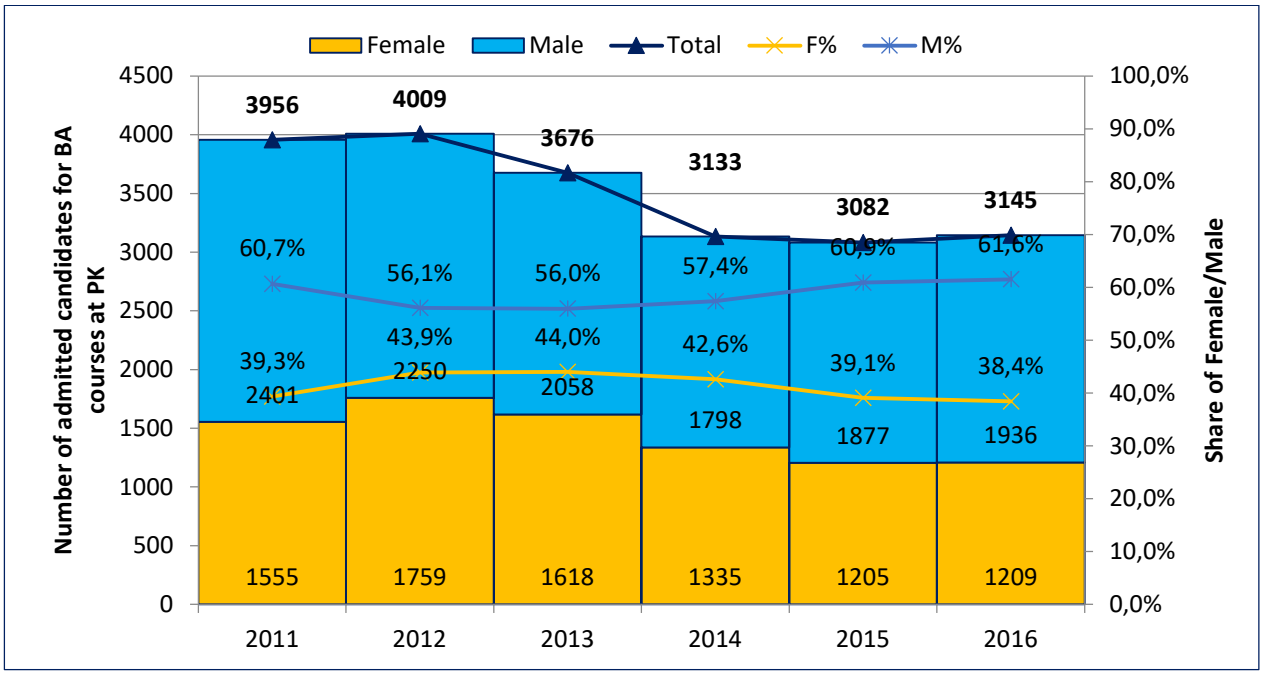


Figure 2.24. Number of admitted candidates and proportion of female and male at BA courses at PK

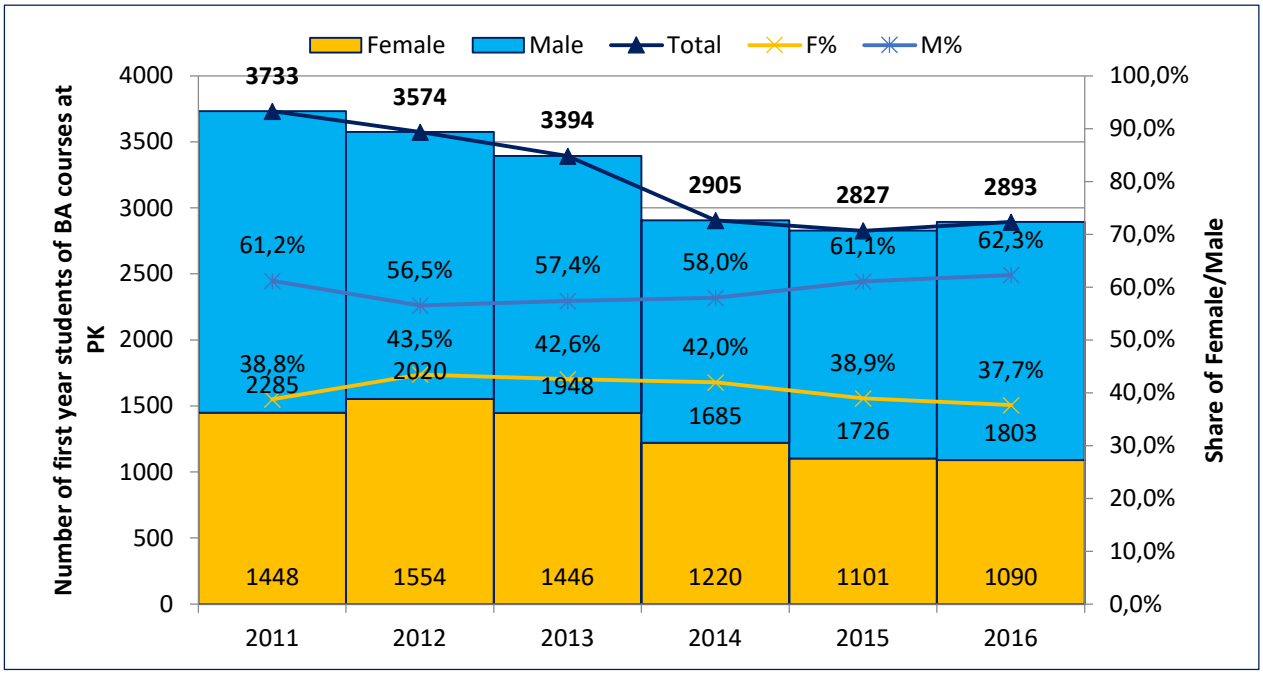


Figure 2.25. Number of first year students and proportion of female and male at BA courses at PK

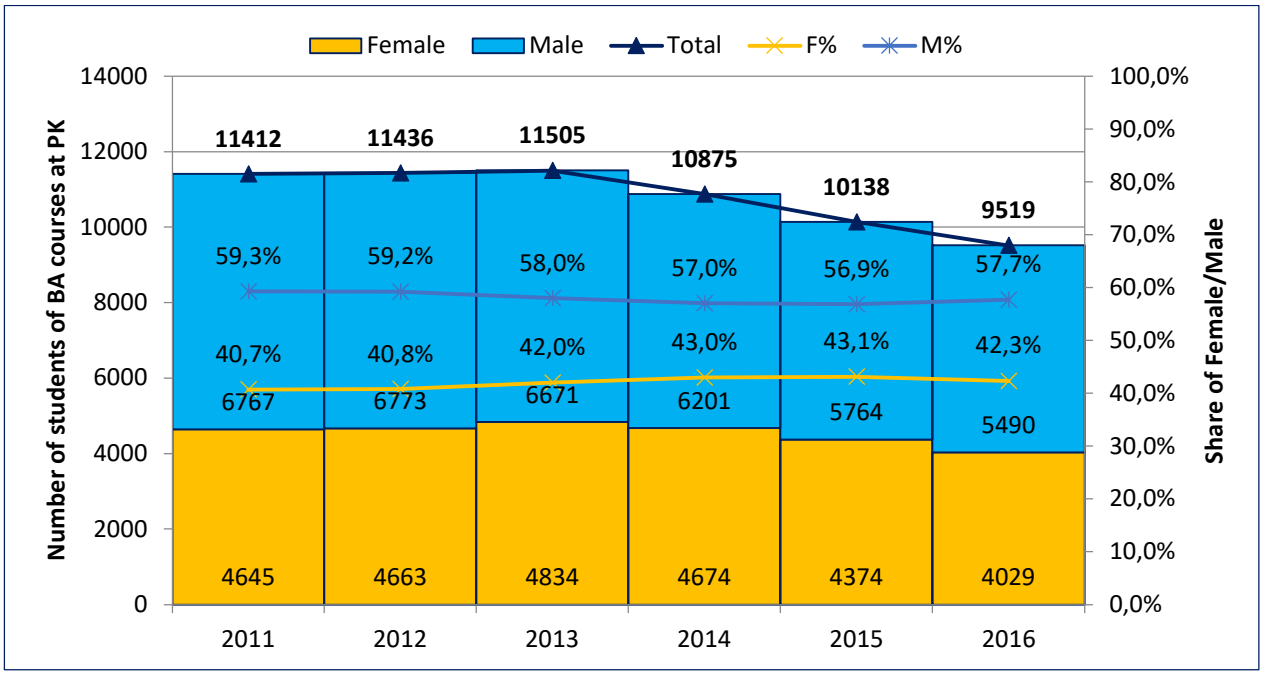


Figure 2.26. Number of students and proportion of female and male at BA courses at PK

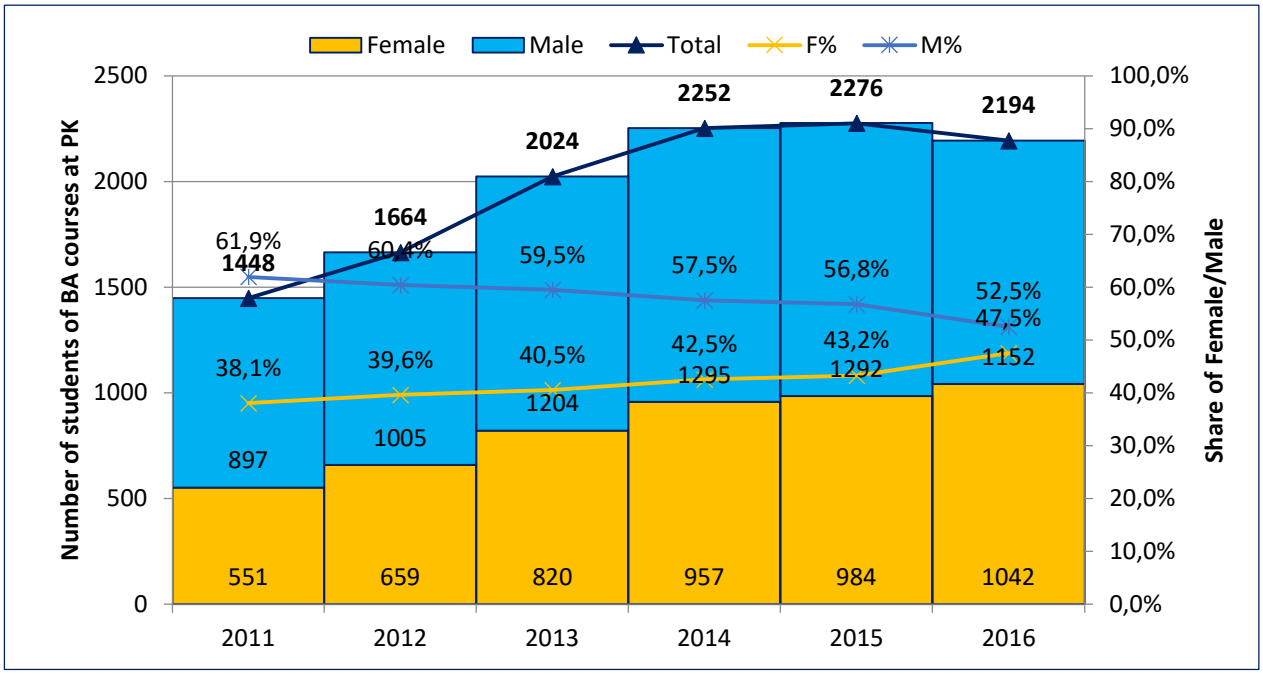


Figure 2.27. Number of graduated students and proportion of female and male at BA courses at PK

The illustration of share of women at BA courses at PK is presented below in the next 5 diagrams. The subsequent graphs concern the subsequent stages of recruitment (applying for study and candidates admittance) and studying (beginners-first year, next year study, graduating).

The division criterion is the field of study. The data series named “Total” represents the average share of female at the university.

It is very well seen that there are fields of study such as Architecture, Architecture of Landscape, Chemical Engineering and Process, Chemical Technology, Biomedical Engineering, Chemical Engineering and Process, Spatial Economy where the share of women is extremely high (and equals to 60-85 %) and on the other hand there are fields of study such as Electrical Engineering, Mechanical Engineering, Computer Science and Applied Computer Science relatively low (5-15 %). Civil Engineering has share of women about 35-40 %. The average share of women students BA courses at PK is about 38-43 %, and rises among women graduated to 40-48 %.

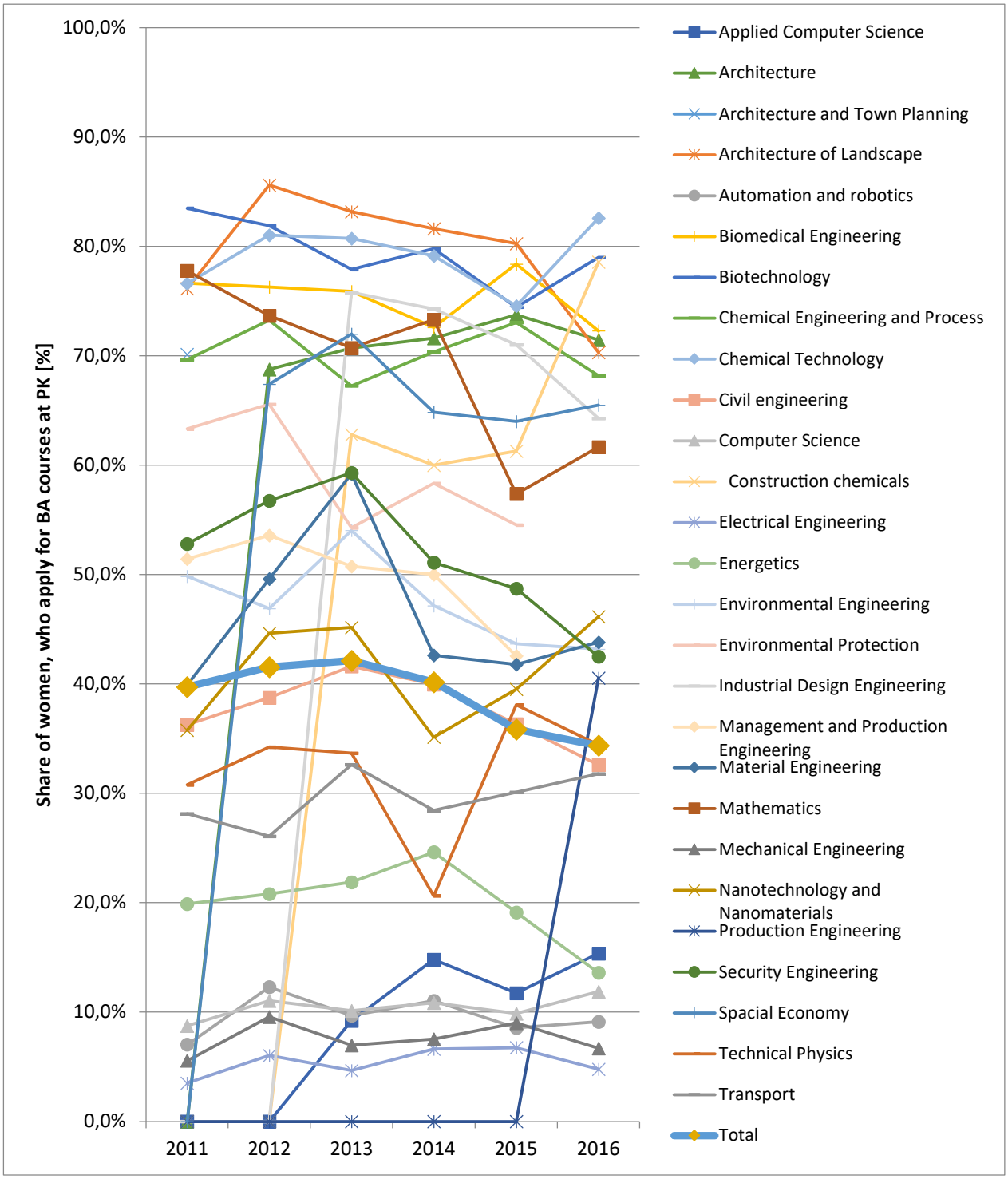


Figure 2.28. Share of women who apply for BA courses, by field of study at PK

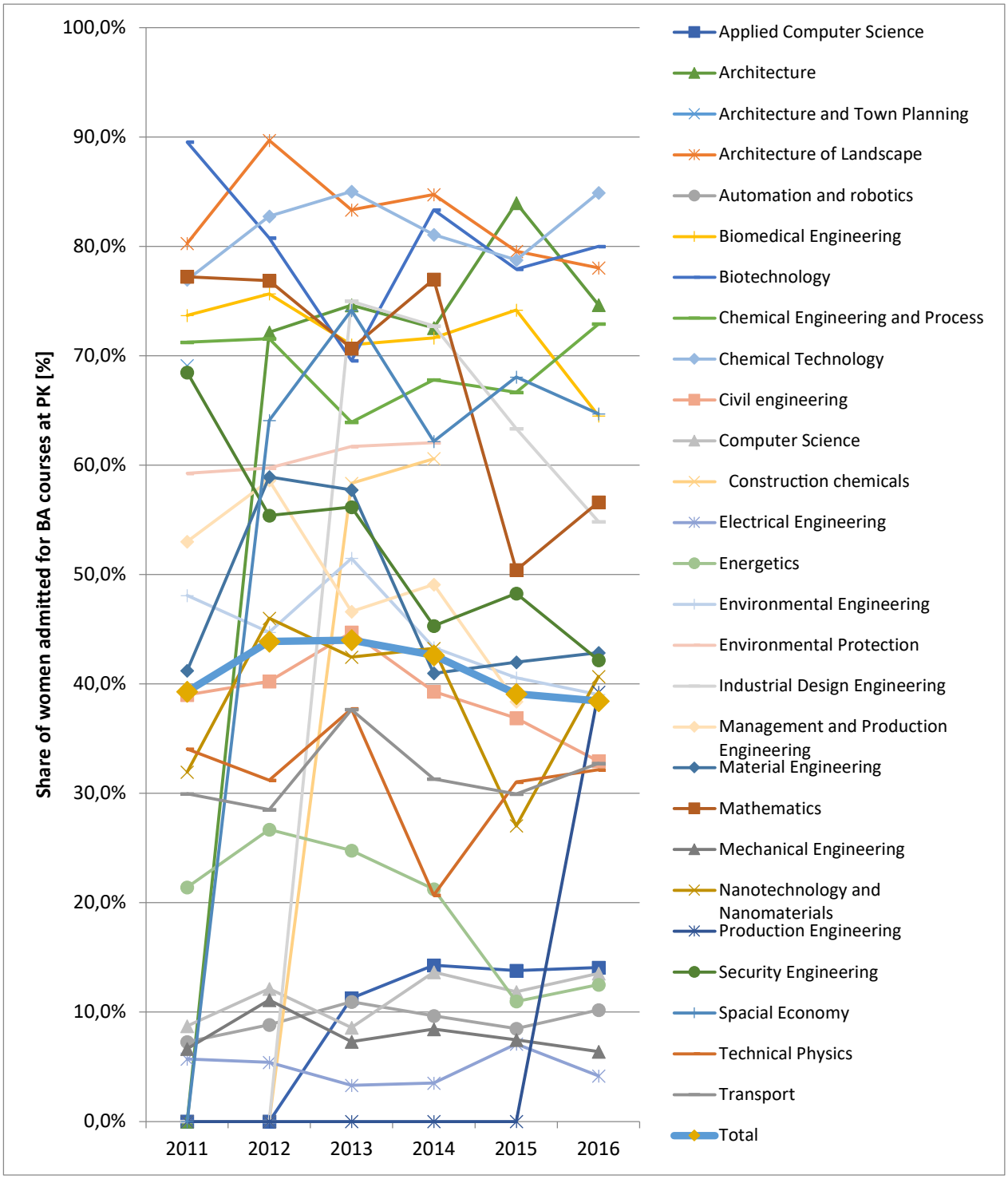


Figure 2.29. Share of women admitted for BA courses, by field of study at PK

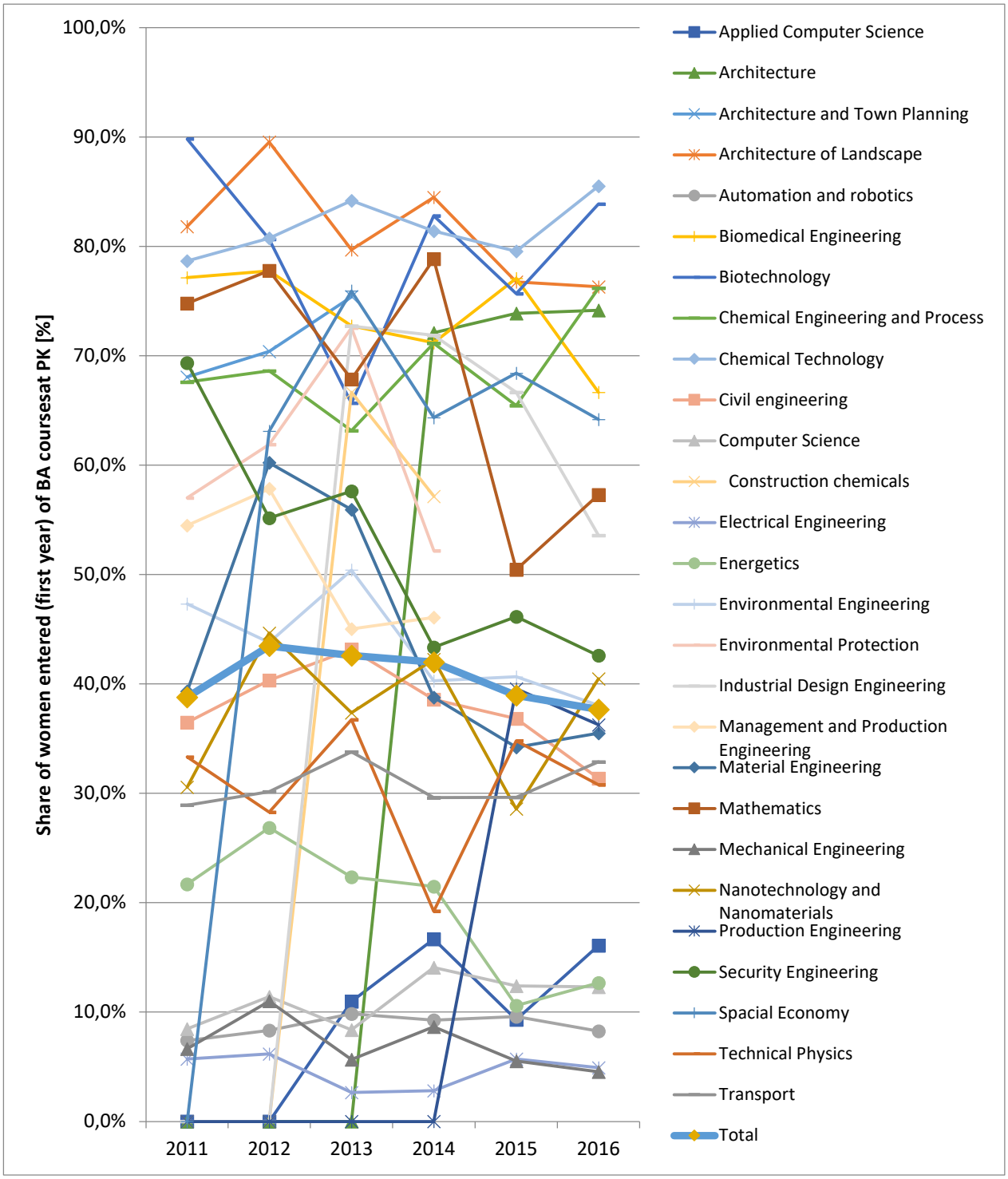


Figure 2.30. Share of women as first year students of BA courses, by field of study at PK

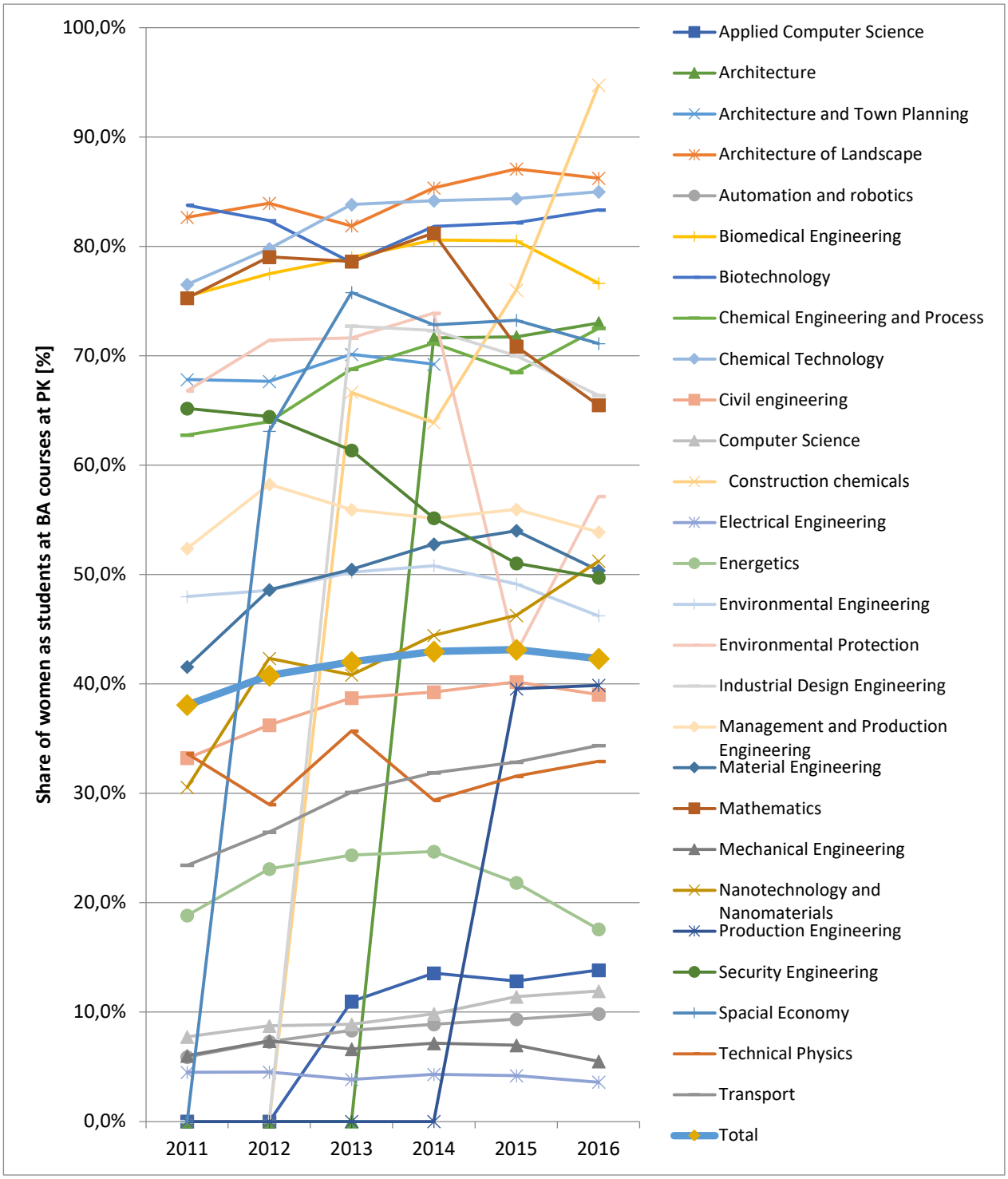


Figure 2.31. Share of women among students of BA courses, by field of study at PK

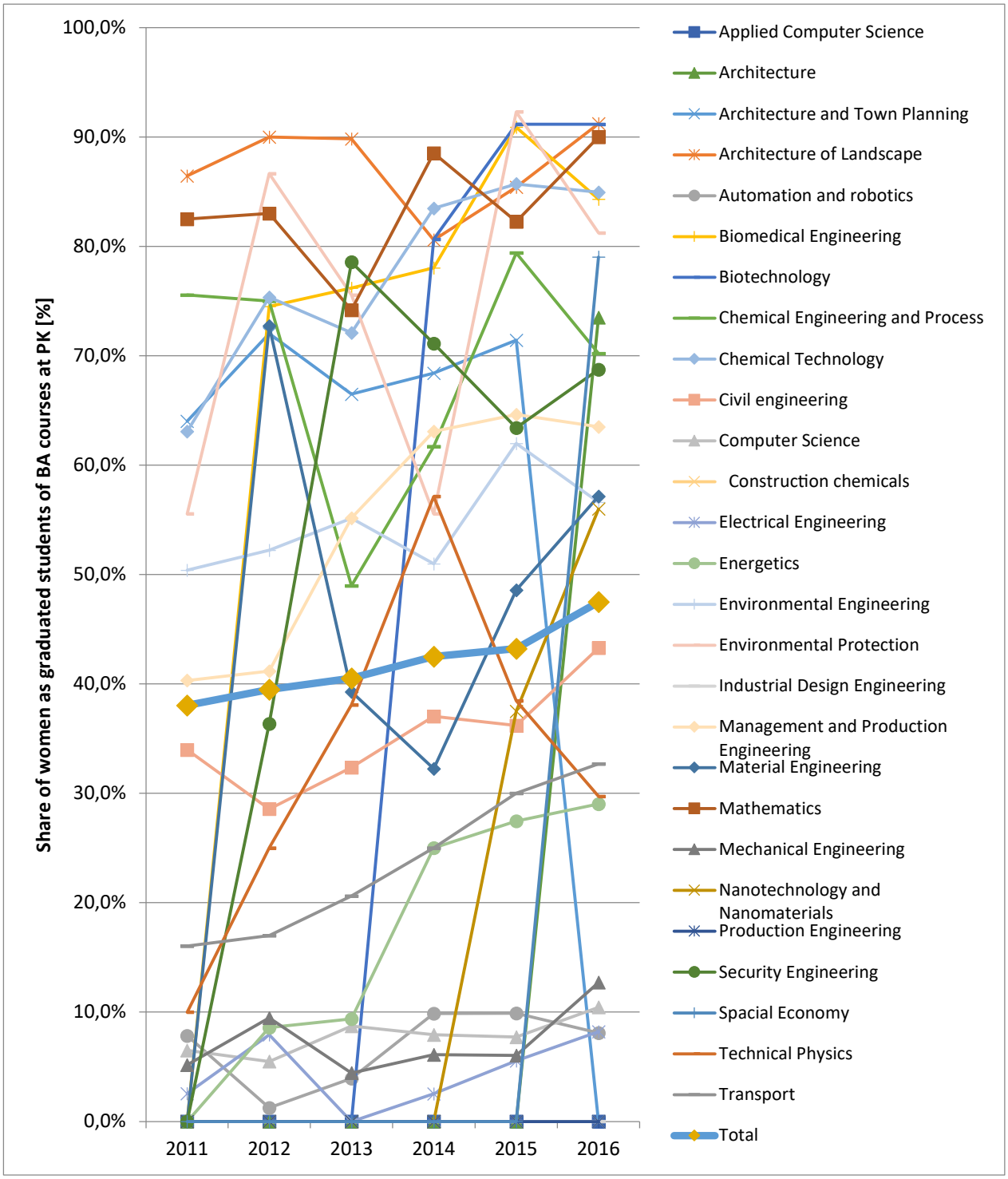


Figure 2.32. Share of women as graduated students of BA courses, by field of study at PK

The illustration of share of women at BA courses at PK is presented below in the next 5 diagrams. The subsequent graphs concern the subsequent stages of recruitment (applying for study and admittance) and studying (beginners-first year, next year study, graduating).

The five diagrams give the evidence of share of women in sequence stages of recruitment (applying for study and admittance) and study (beginners-first year, next year study, graduating) taking into account the division according to faculties at PK.

The representation of women is extremely high at such faculties as Faculty of Architecture (WA) and Faculty of Chemical Engineering and Technology (WIiTCh) (70-82 %) and very low at faculties such as Faculty of Electrical and Computer Engineering (WIEiK) (7-10 %).

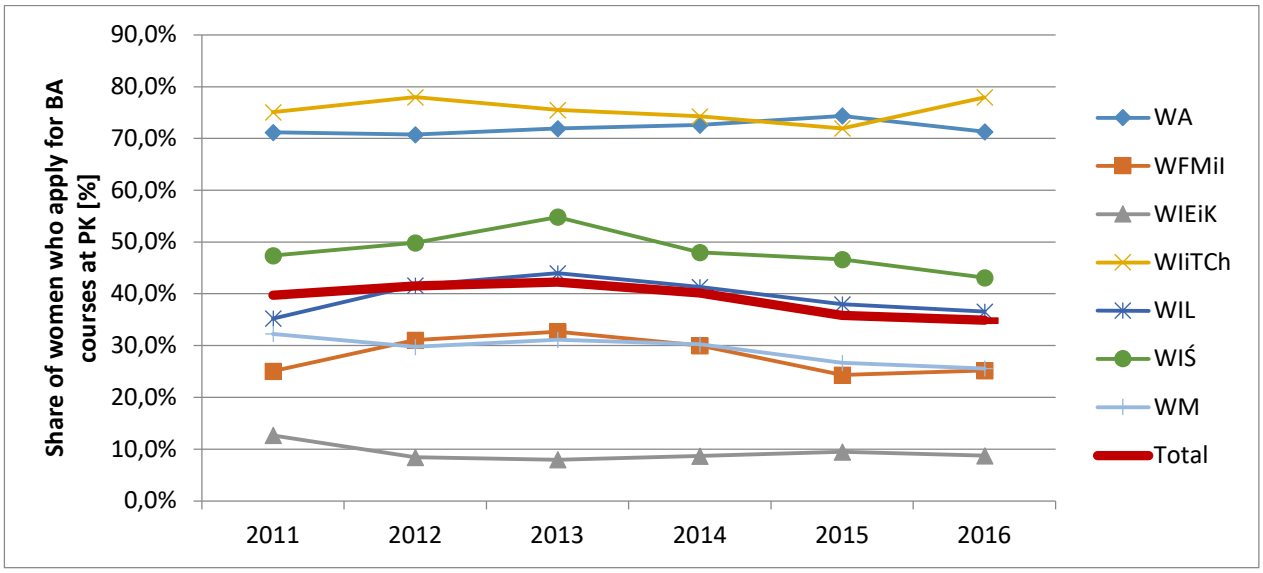


Figure 2.33. Share of women who apply for BA courses, by faculty at PK

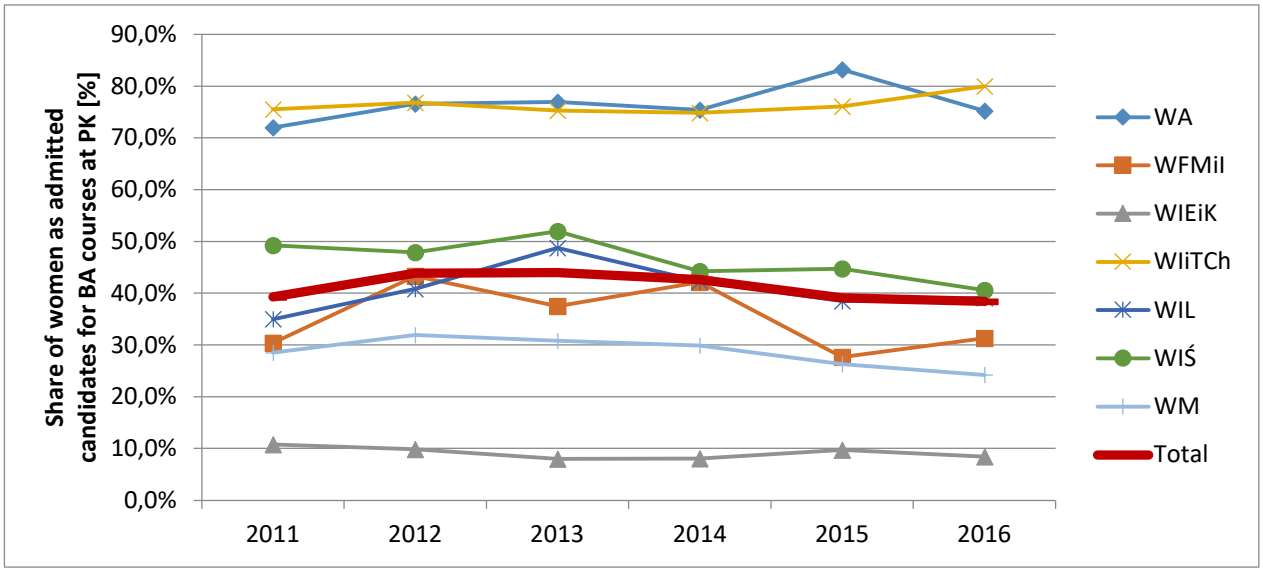


Figure 2.34. Share of women as admitted candidates for BA courses, by faculty at PK

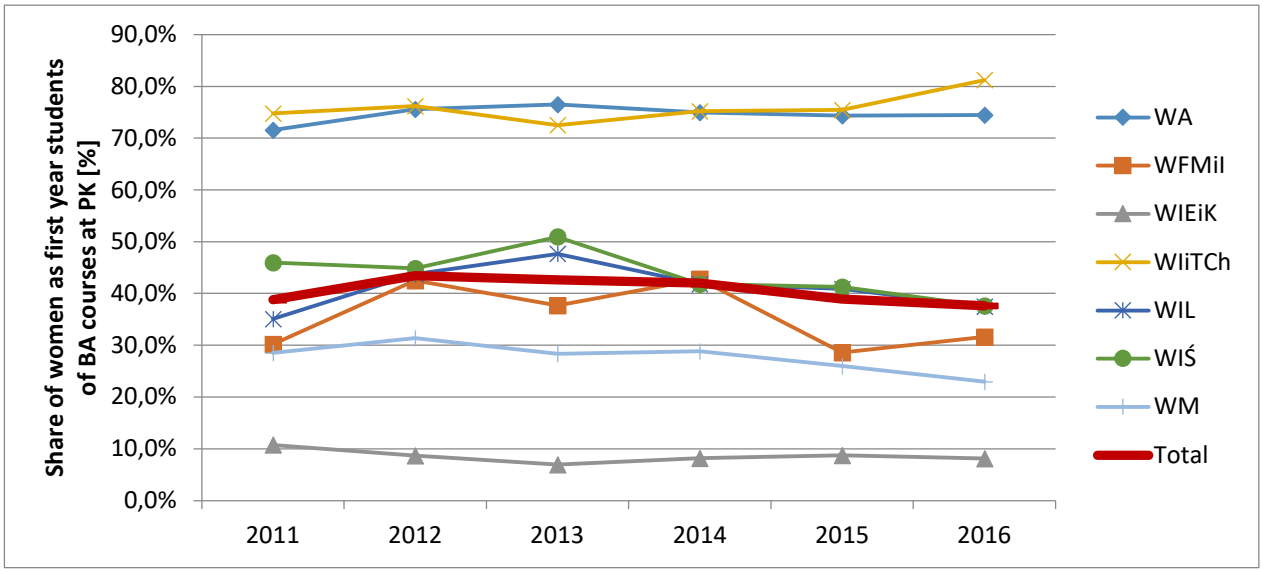


Figure 2.35. Share of women as admitted candidates for BA courses, by faculty at PK

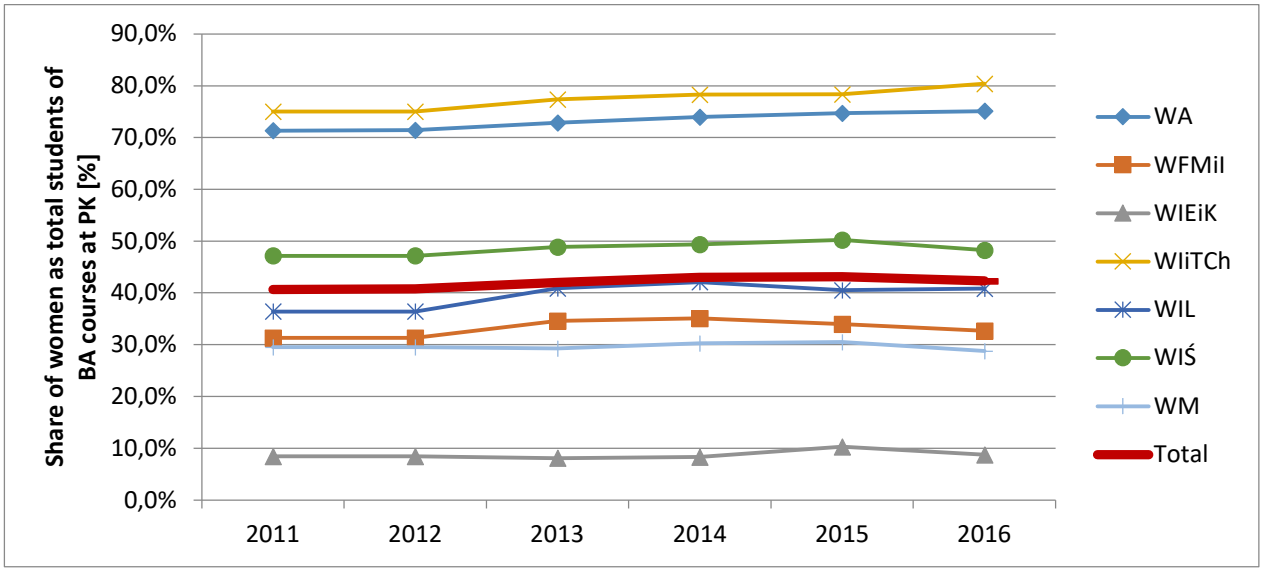


Figure 2.36. Share of women as students of BA courses, by faculty at PK

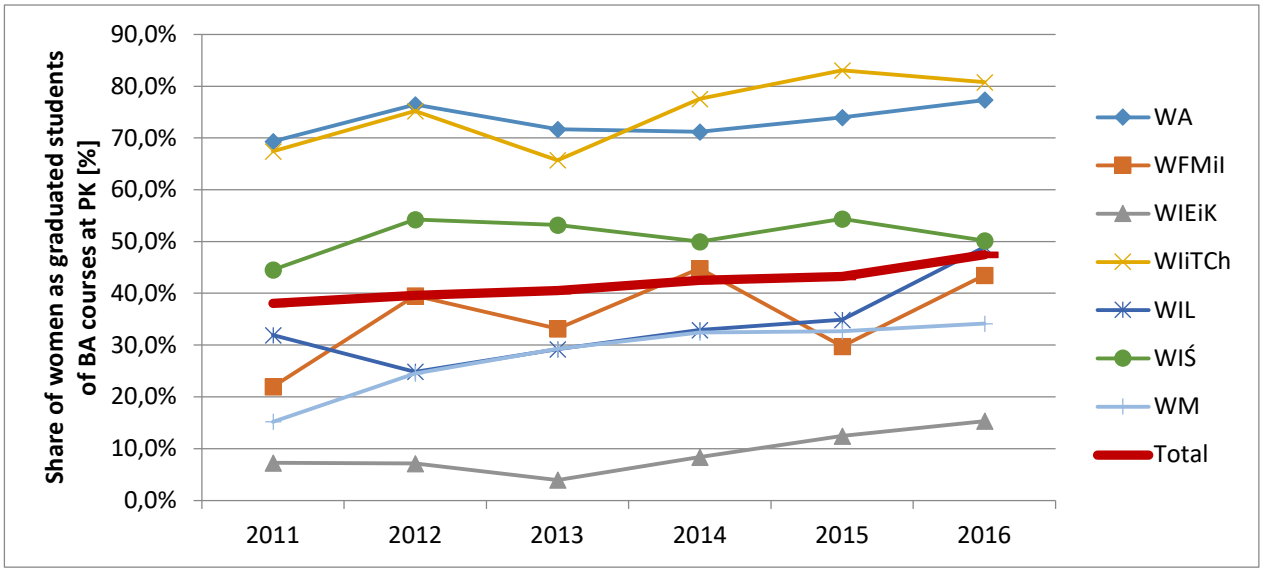


Figure 2.37. Share of women as graduated students of BA courses, by faculty at PK

A comparison of shares of women during all five stages of studying is given in diagram below.

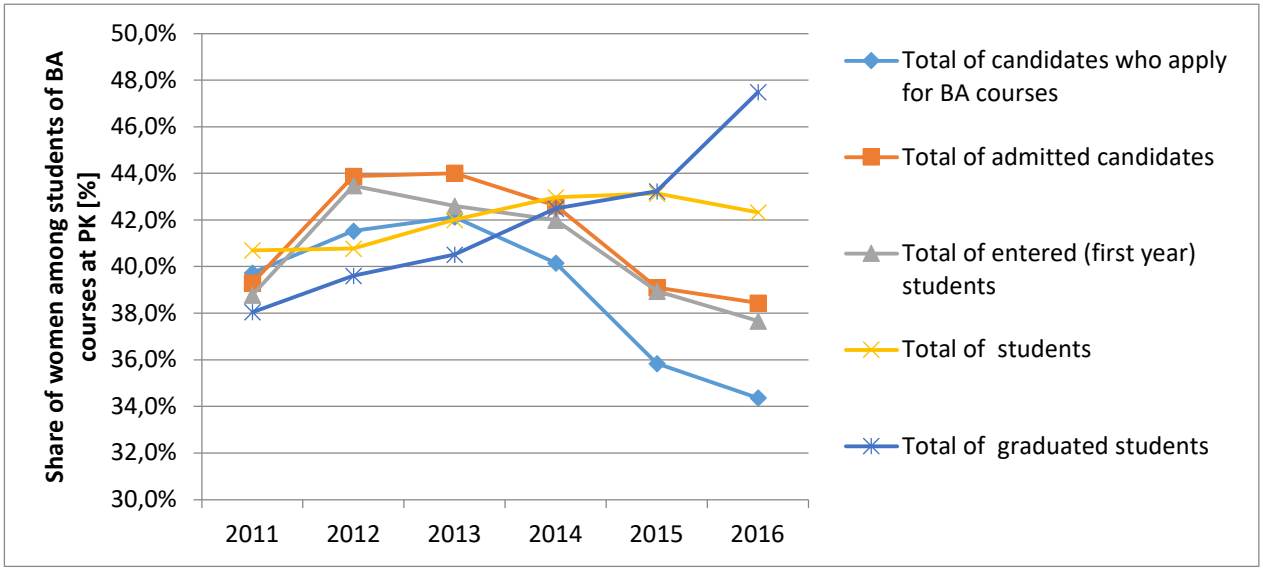


Figure 2.38. Comparison of share of women during all five stages of studying of BA courses at PK

It is worth stressing that share of women rises during subsequent stages of education process.

2.5 Recruitment and retention at MSc courses

Number of students at RPOs from 2011 to 2016 at each RPO is presented in the Table below.

Table 2.13. Number of students at MSc courses at each RPO from 2011 t0 2016

RPO	2011	2012	2013	2014	2015	2016
UNIRC						
Total of candidates who apply for MSC courses	:	:	:	:	:	:
Total of admitted candidates	:	:	:	:	:	:
Total of entered (first year) students	721	667	497	532	509	481
Total of students	4 933	4 980	4 508	4 215	3 807	3 412
Total of graduated students	634	648	601	602	604	550
TU Wien						
Total of candidates who apply for MSC courses	:	:	:	:	:	:
Total of admitted candidates	:	:	:	:	:	:
Total of entered (first year) students	1 890	2 100	2 039	2 074	2 276	2 371
Total of students	4 683	5 331	5 859	6 248	6 667	6 870
Total of graduated students	571	656	837	947	1 100	1 097
UPC						
Total of candidates who apply for MSC courses	:	:	:	:	:	:
Total of admitted candidates	:	:	:	:	:	:
Total of entered (first year) students	1 203	1 173	1 204	1 881	2 066	3 156
Total of students	2 509	2 410	2 370	2 945	3 654	4 604
Total of graduated students	926	886	841	946	1 223	1 555

RPO	2011	2012	2013	2014	2015	2016
PK						
Total of candidates who apply for MSC courses	1 796	2 137	2 507	2 562	2 838	2 417
Total of admitted candidates	1 580	1 764	1 937	1 843	2 077	2 051
Total of entered (first year) students	:	:	:	:	:	:
Total of students	1 596	1 970	2 168	2 033	1 985	1 861
Total of graduated students	1 612	1 640	1 282	1 544	1 508	1 476

2.5.1 Share of women of MSC degree studies at UNIRC

Number of students and graduated students of MSc courses at UNIRC from 2011 to 2016 is presented in the next two Figures below.

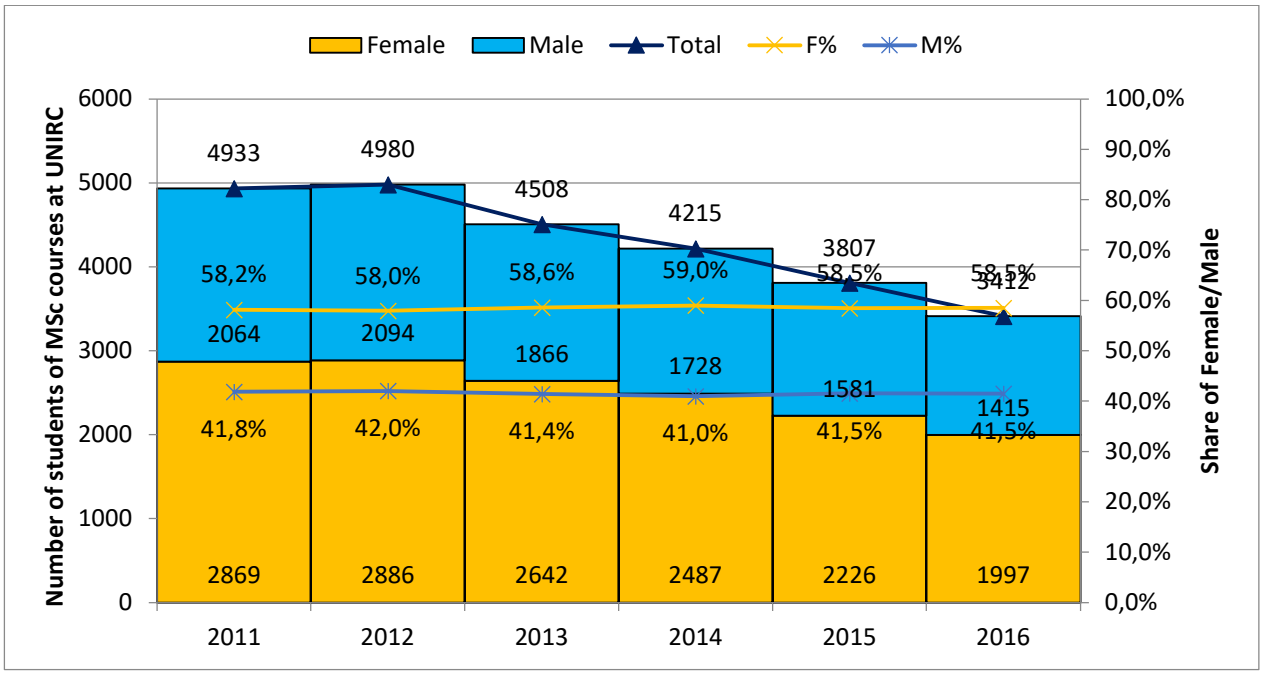


Figure 2.39. Number of students and proportion of female and male at MSc courses at UNIRC

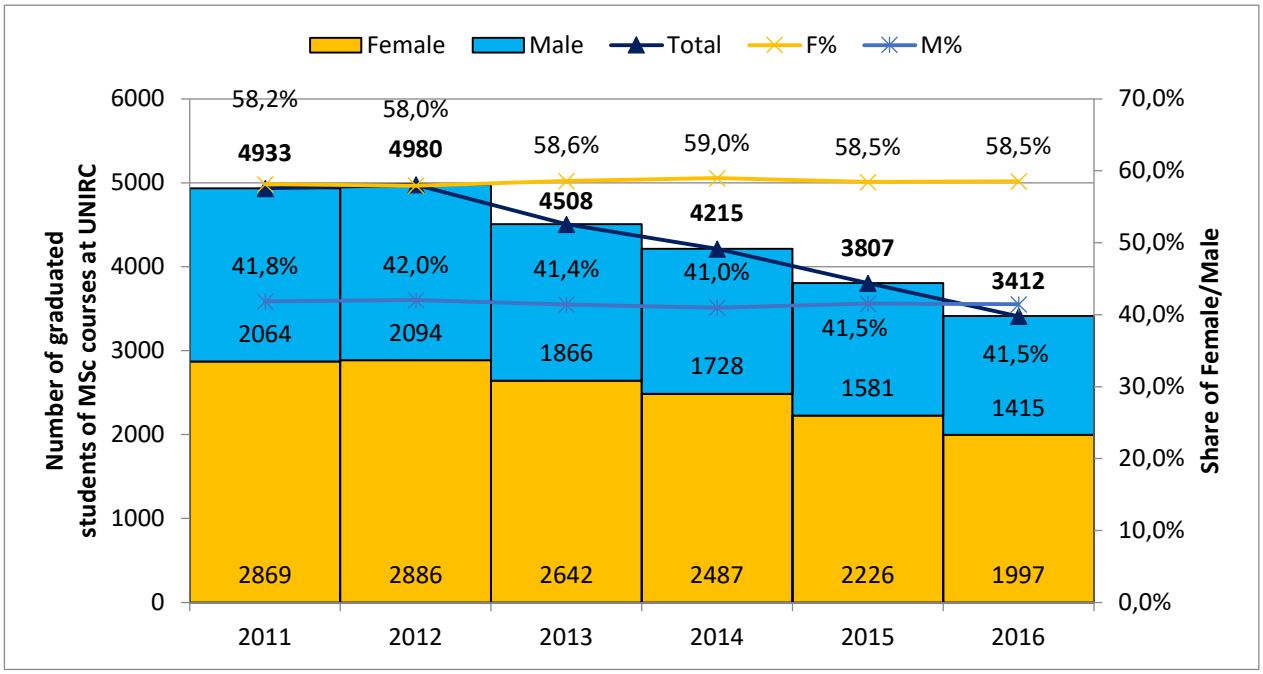


Figure 2.40. Number of graduated students and proportion of female and male at MSc courses at UNIRC

Shares of women at UNIRC MSc courses are presented in the next 3 diagrams (by field of study). As it can be seen, the share of women studying Law and Economics is extremely high (68-72 %) while the share of women at Engineering and Agricultural Science is rather low (21-37 %). The average share of MSc girl student at UNIRC is about 50-59 %.

The subsequent graphs concern the studying and graduating students.

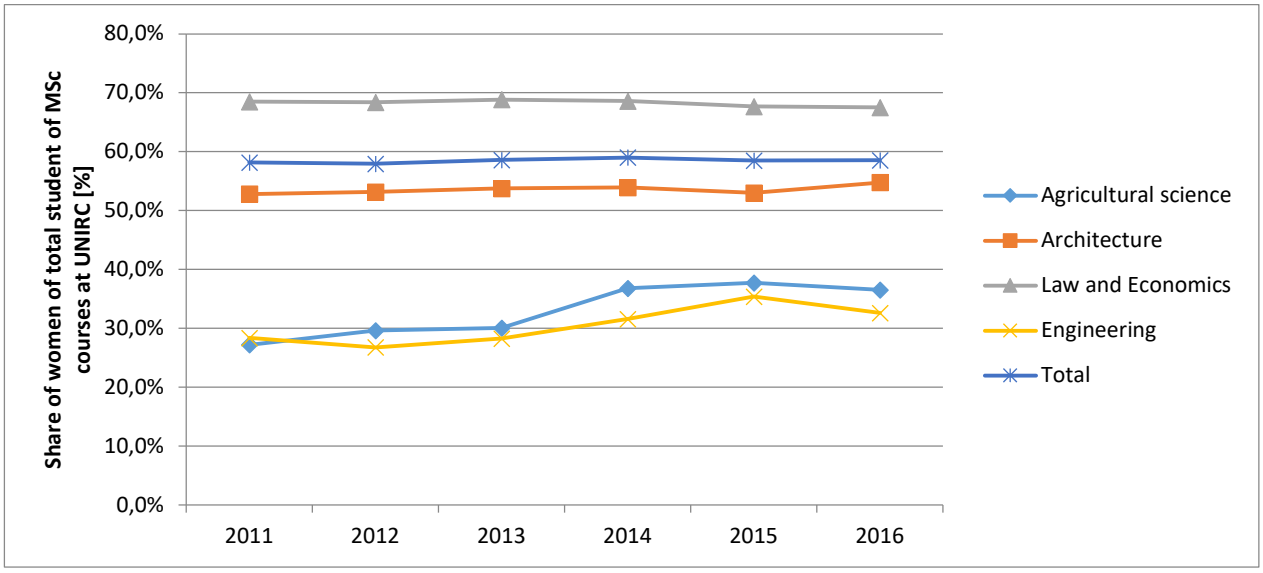


Figure 2.41. Share of women as students of MSc courses, by field of study at UNIRC

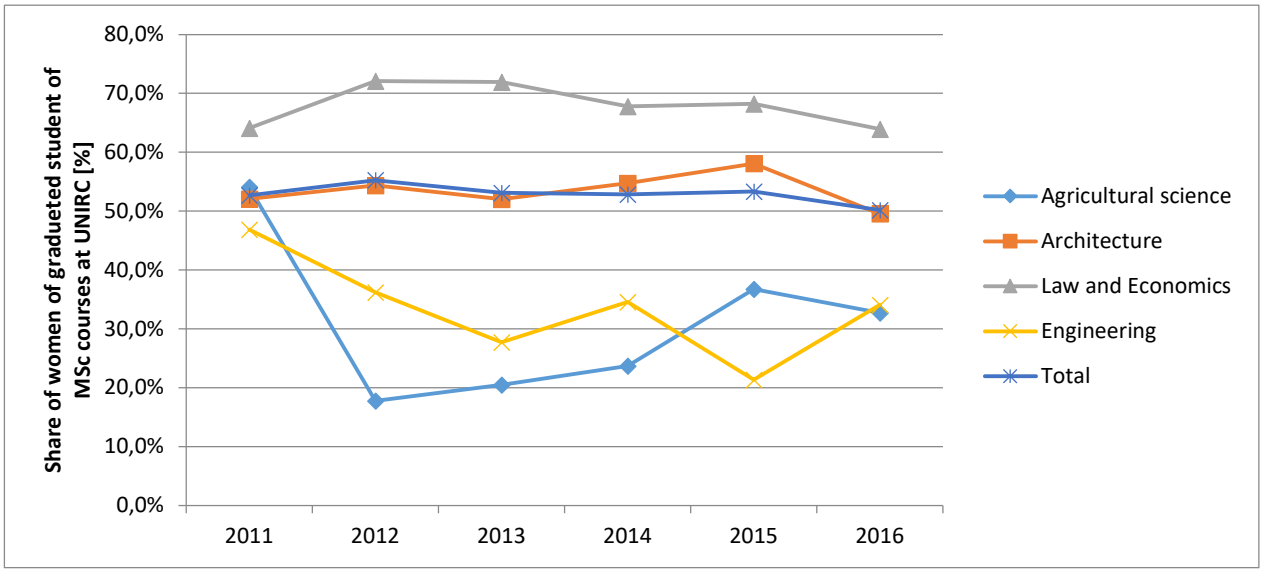


Figure 2.42. Share of women as graduated students of MSc courses, by field of study at UNIRC

The diagram below compares the shares of MSc student and graduated women at UNIRC.

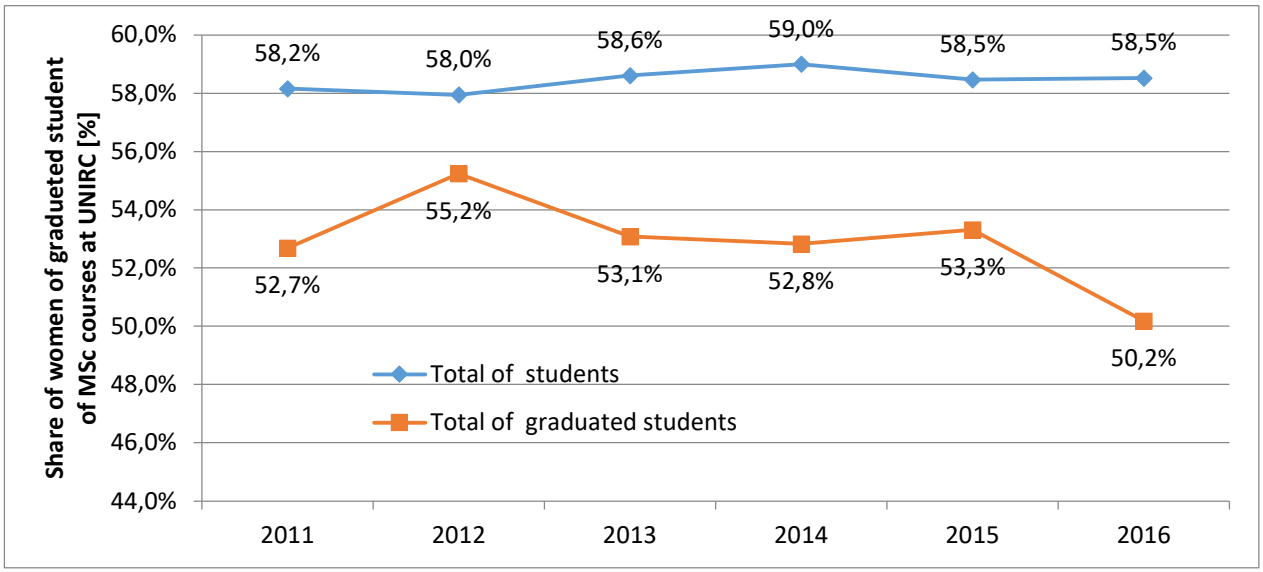


Figure 2.43. Comparison of share of women as total and graduated students of MSc courses, by field of study at UNIRC

2.5.2 Share of women of MSC degree studies at TU WIEN

Number of students and graduated students of MSc courses at TU WIEN from 2011 to 2016 are presented in the next three figures below.

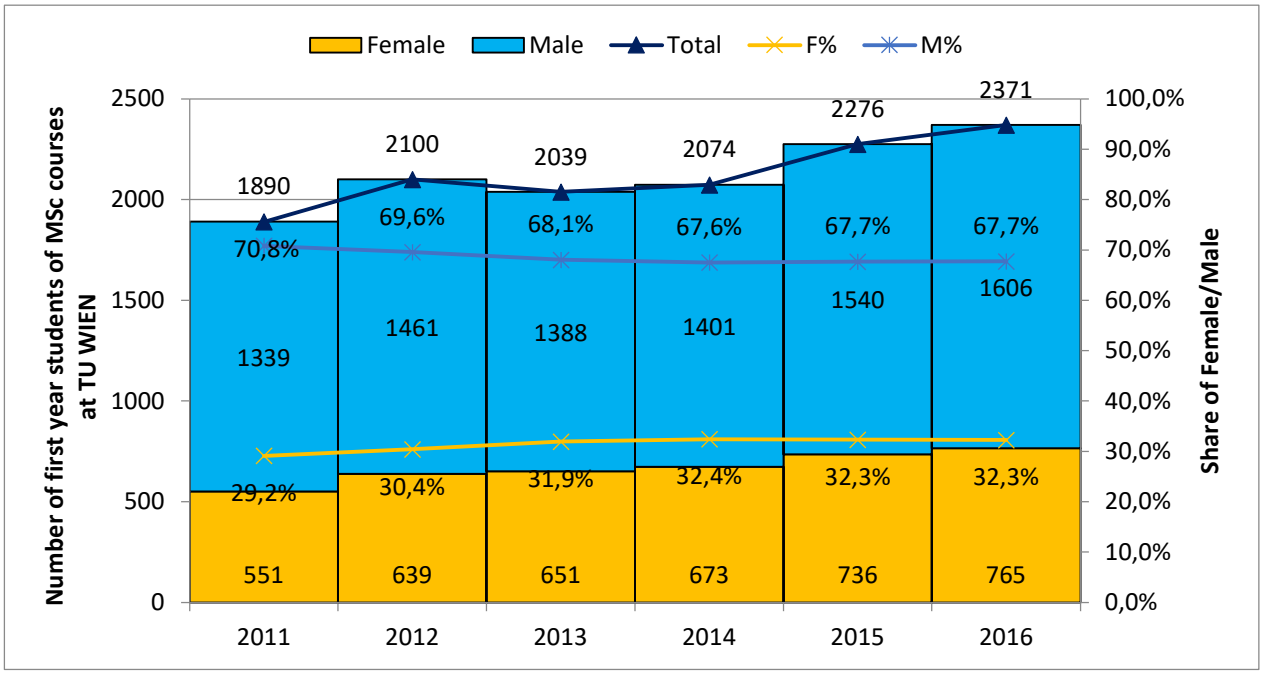


Figure 2.44. Number of first year students and proportion of female and male at MSc courses at TU WIEN

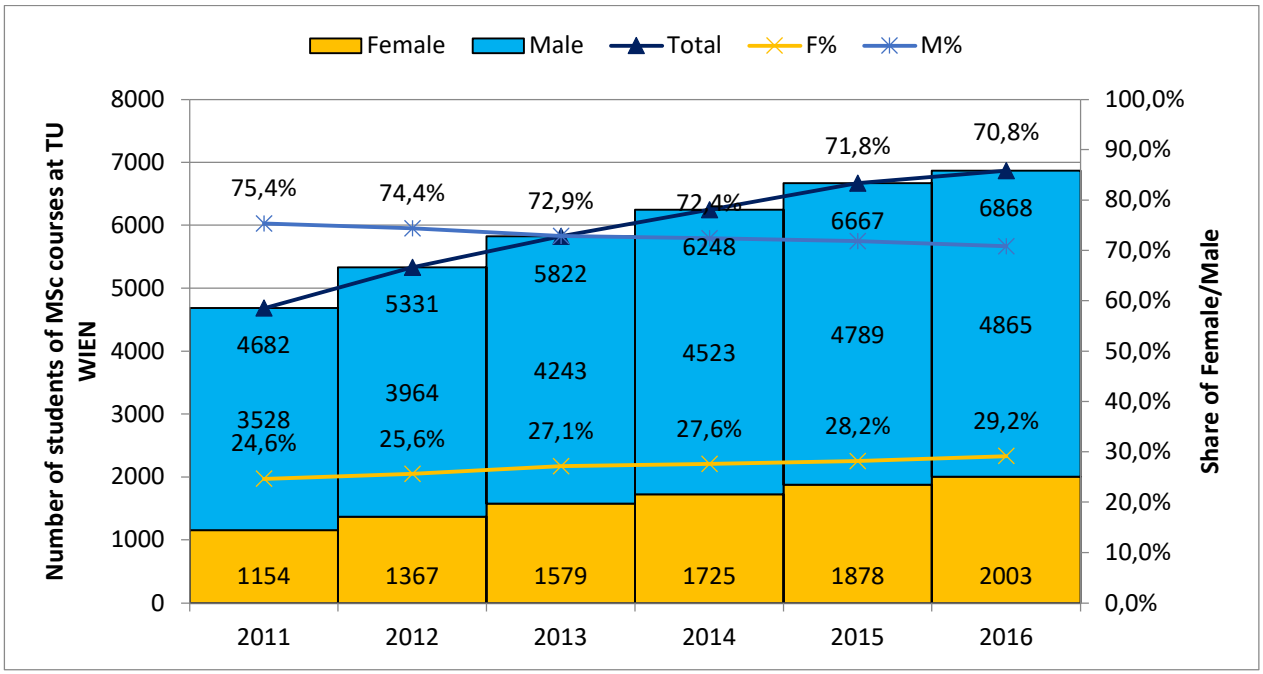


Figure 2.45. Number of students and proportion of female and male at MSc courses at TU WIEN

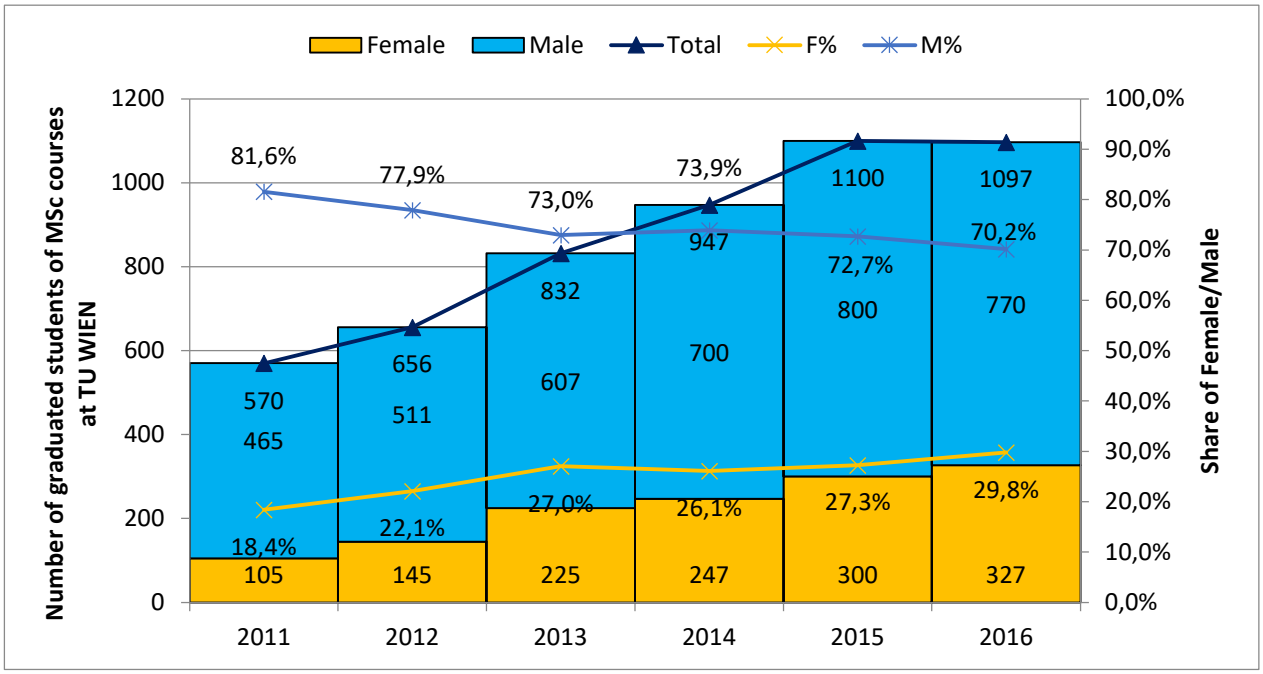


Figure 2.46. Number of graduated students and proportion of female and male at MSc courses at TU WIEN

The share of women at MSC courses at TU WIEN is presented below in the next 3 diagrams. The subsequent graphs concern the subsequent stages of studying (beginners-first year, next year study, graduating).

The division criterion is the field of study. The data series named “Total” represents the average share of female at the university.

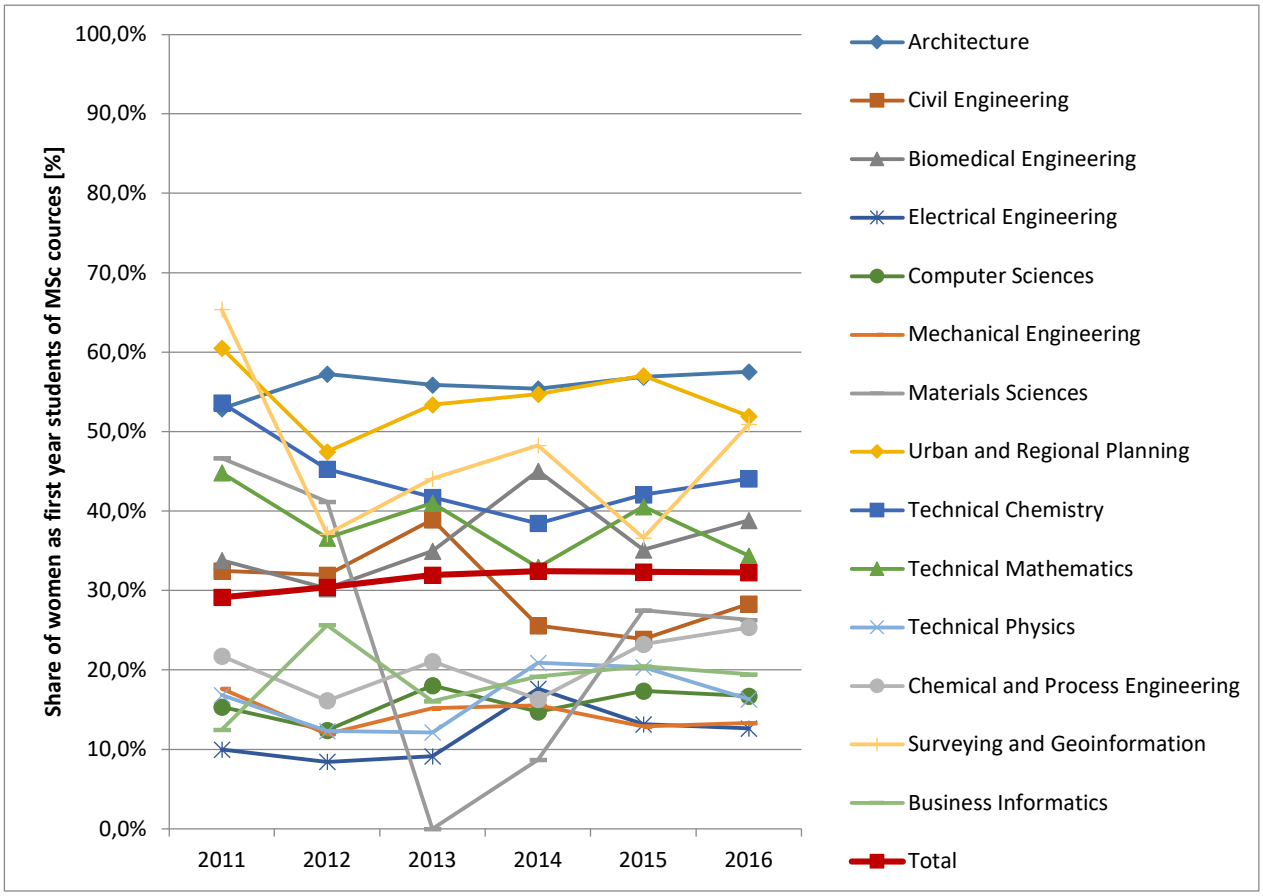


Figure 2.47. Share of women as first year students of MSc courses, by field of study at TU WIEN

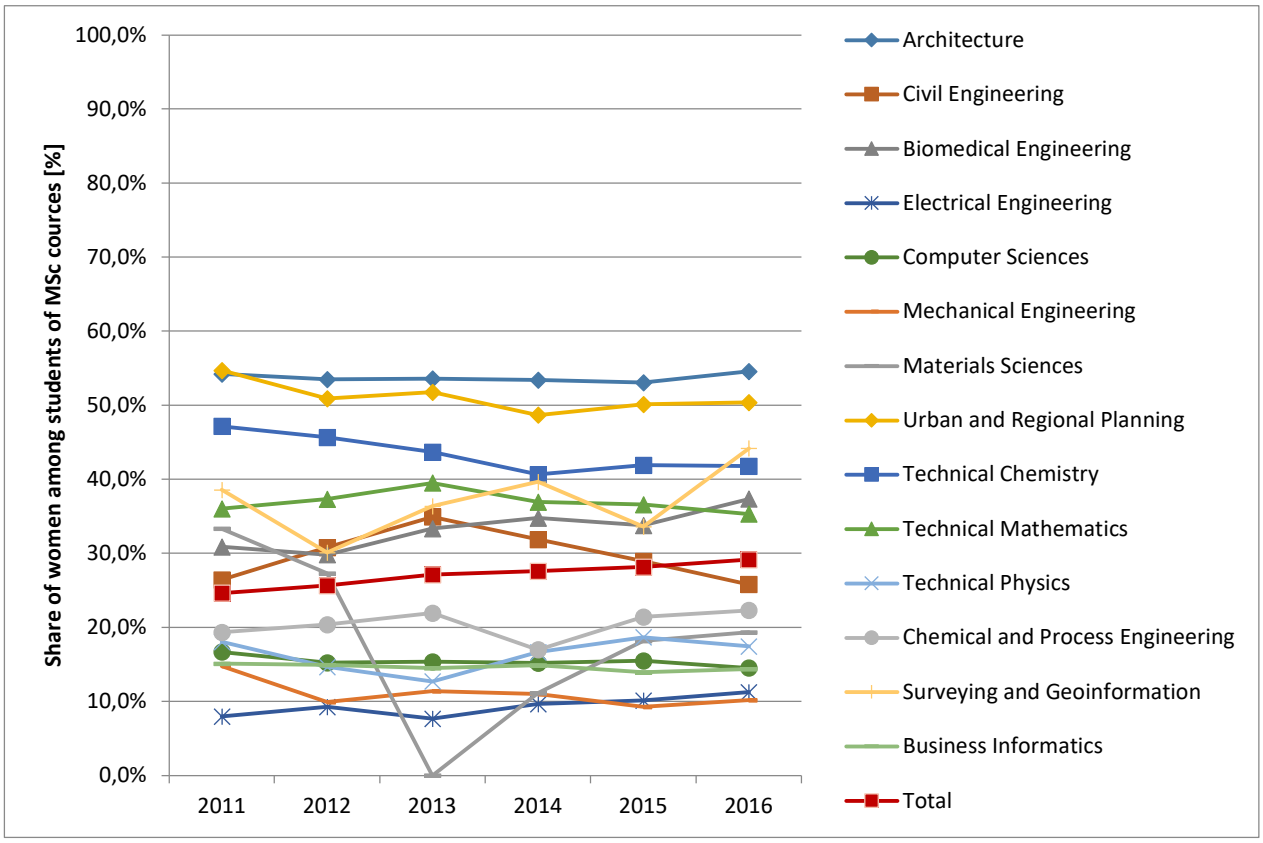


Figure 2.48. Share of women as students of MSc courses, by field of study at TU WIEN

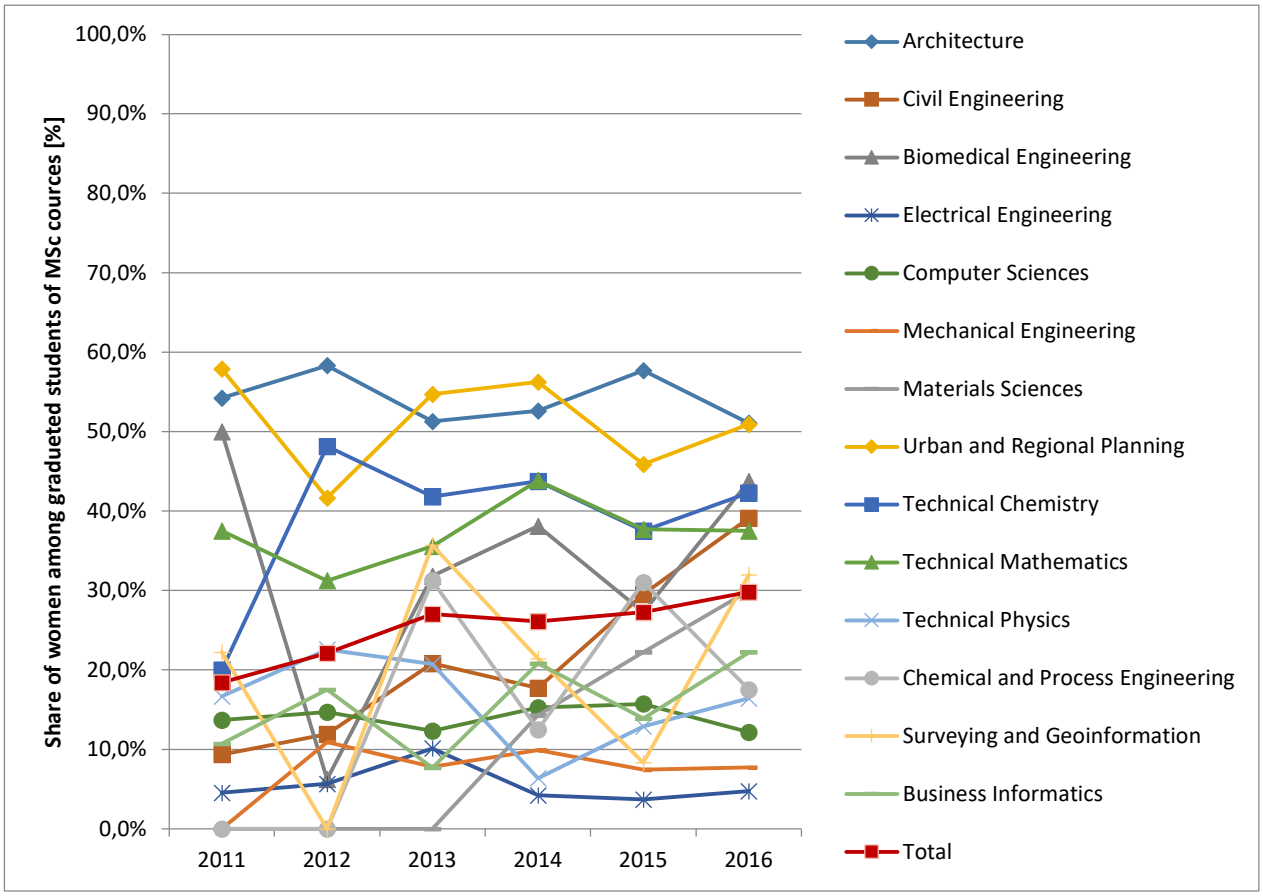


Figure 2.49. Share of women as graduated students of MSc courses, by field of study at TU WIEN

At TU Wien there are fields of study such as Architecture where the share of women as MSc graduated students is balanced or even higher as the share of men (from 51 to 58%) and whereas there are fields of study such as Electrical Engineering with a remarkably low share of women (4-11%). The average share of female students in MSc courses at TU WIEN is related to the stage of studying (beginners-first year, next year study, graduating) and rose within the last few years from 29 to 32%, 24 to 29% and 18 to 30% respectively.

A comparison of shares of women during all three stages of studying is given in the diagram below.

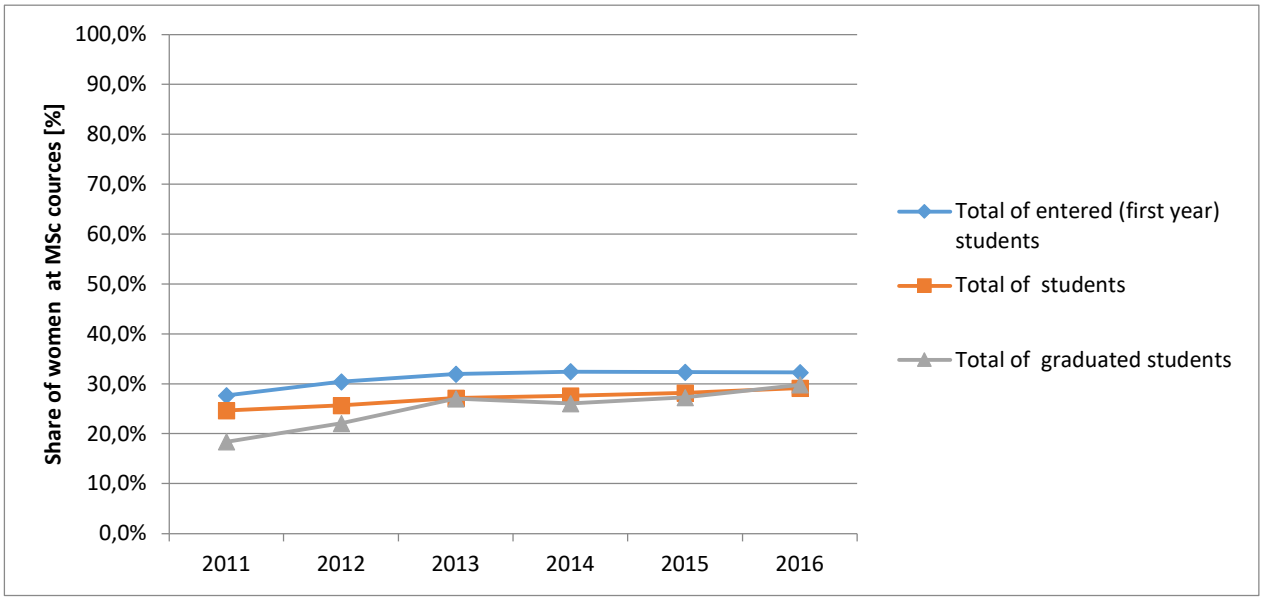


Figure 2.50. Comparison of share of women during three stages of studying of MSc courses at TU WIEN

2.5.3 Share of women of MSC degree studies at UPC

Number of students and graduated students of MSc courses at UPC from 2011 to 2016 are presented in the next three Figures below.

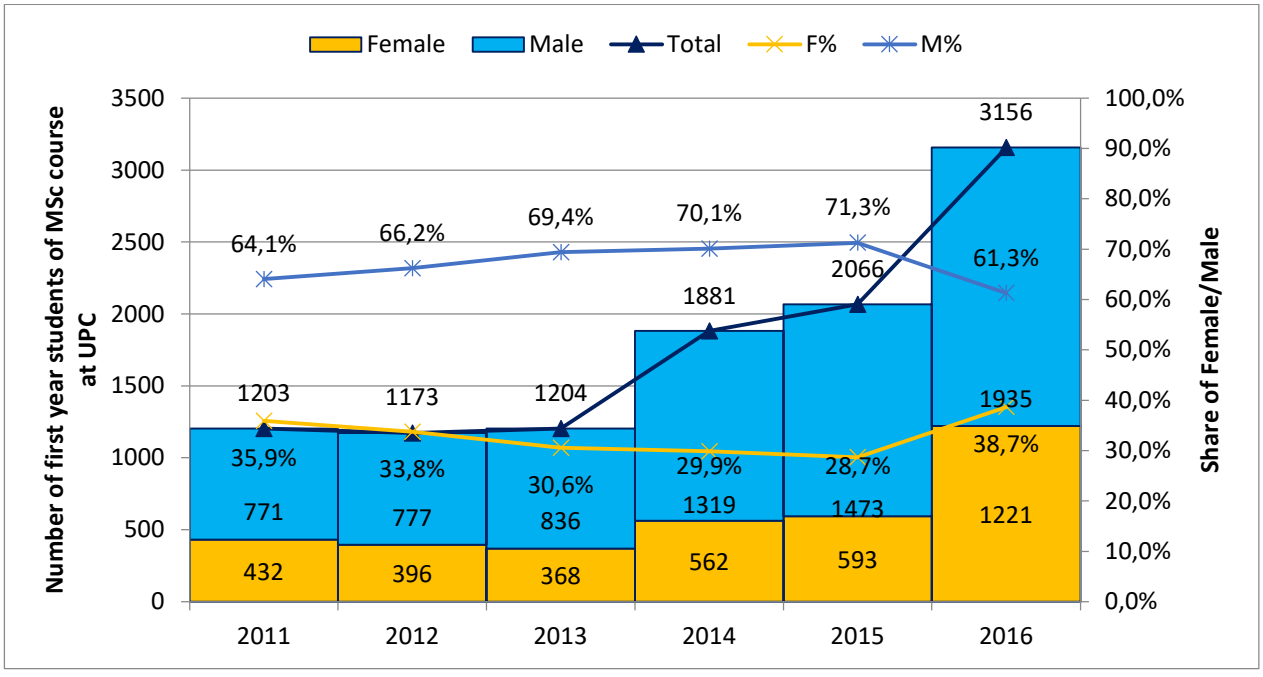


Figure 2.51. Number of first year students and proportion of female and male at MSc courses at UPC

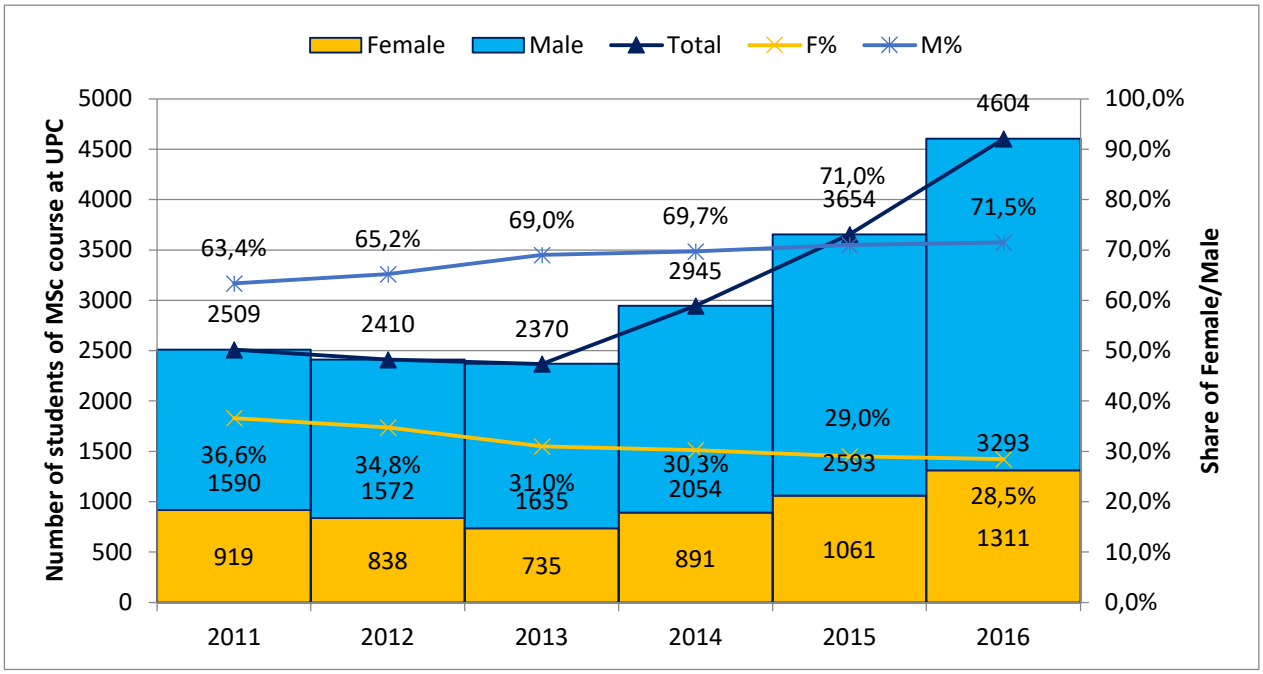


Figure 2.52. Number of students and proportion of female and male at MSc courses at UPC

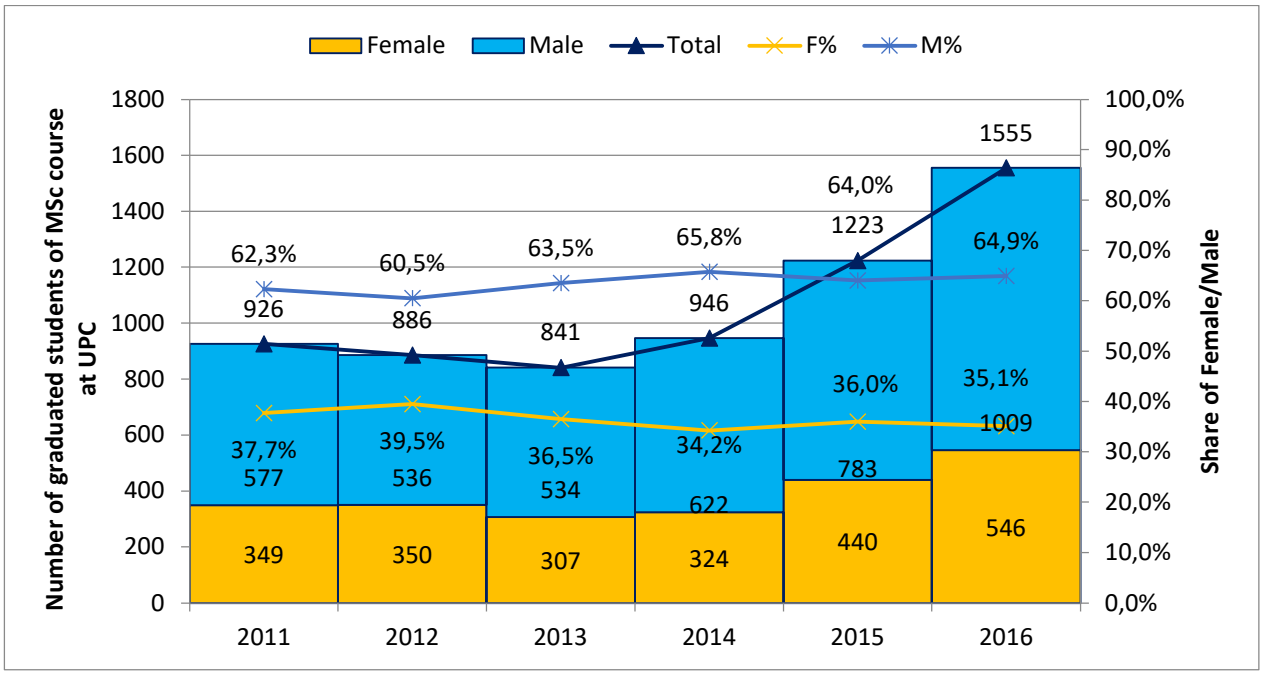


Figure 2.53. Number of graduated students and proportion of female and male at MSc courses at UPC

The illustration of share of women at MSC courses at UPC is presented below in the next 3 diagrams. The subsequent graphs concern the subsequent stages of studying (beginners-first year, next year study, graduating).

The division criterion is the field of study. The data series named “Total” represents the average share of female at the university.

It is very well seen that there are fields of study such as Health Sciences and Technology where the share of women is extremely high (61-88 %) and on the other hand there are fields of study such as

Telecommunications Engineering and Aerospace Engineering relatively low (6-28 %). The average share of women students MSC courses at UPC is about 38-43 %, and rises among women graduated to 29-40 %.

To avoid wrong interpretations it has to be taken into account that the current studies structure (BA and MSc) changed during the analysed horizon.

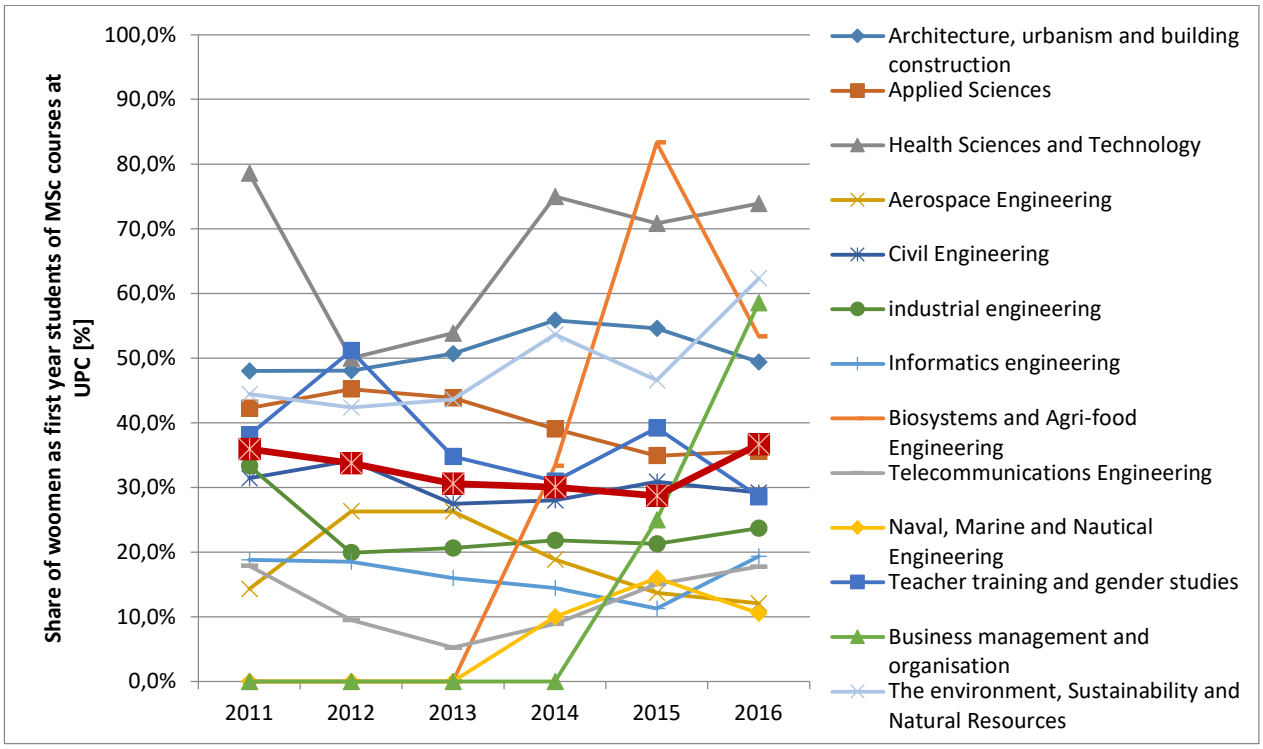


Figure 2.54. Share of women as first year students of MSc courses, by field of study at UPC

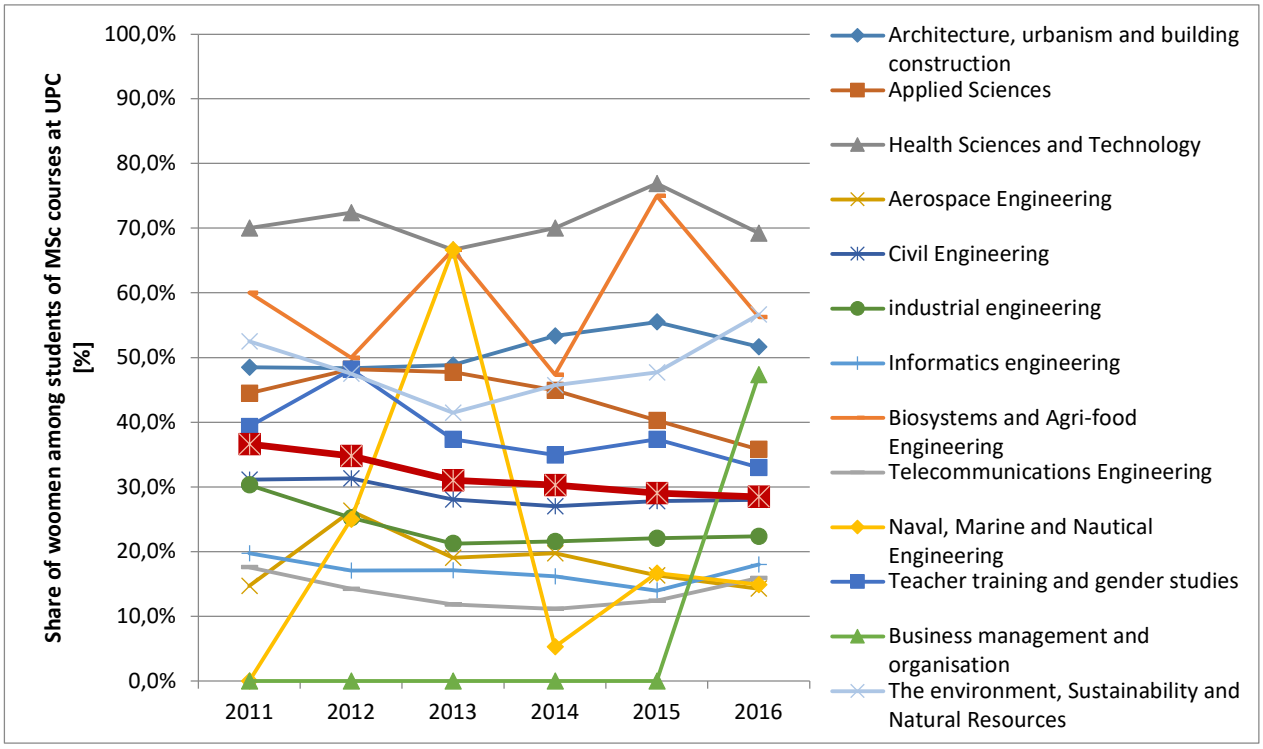


Figure 2.55. Share of women among students of MSc courses, by field of study at UPC

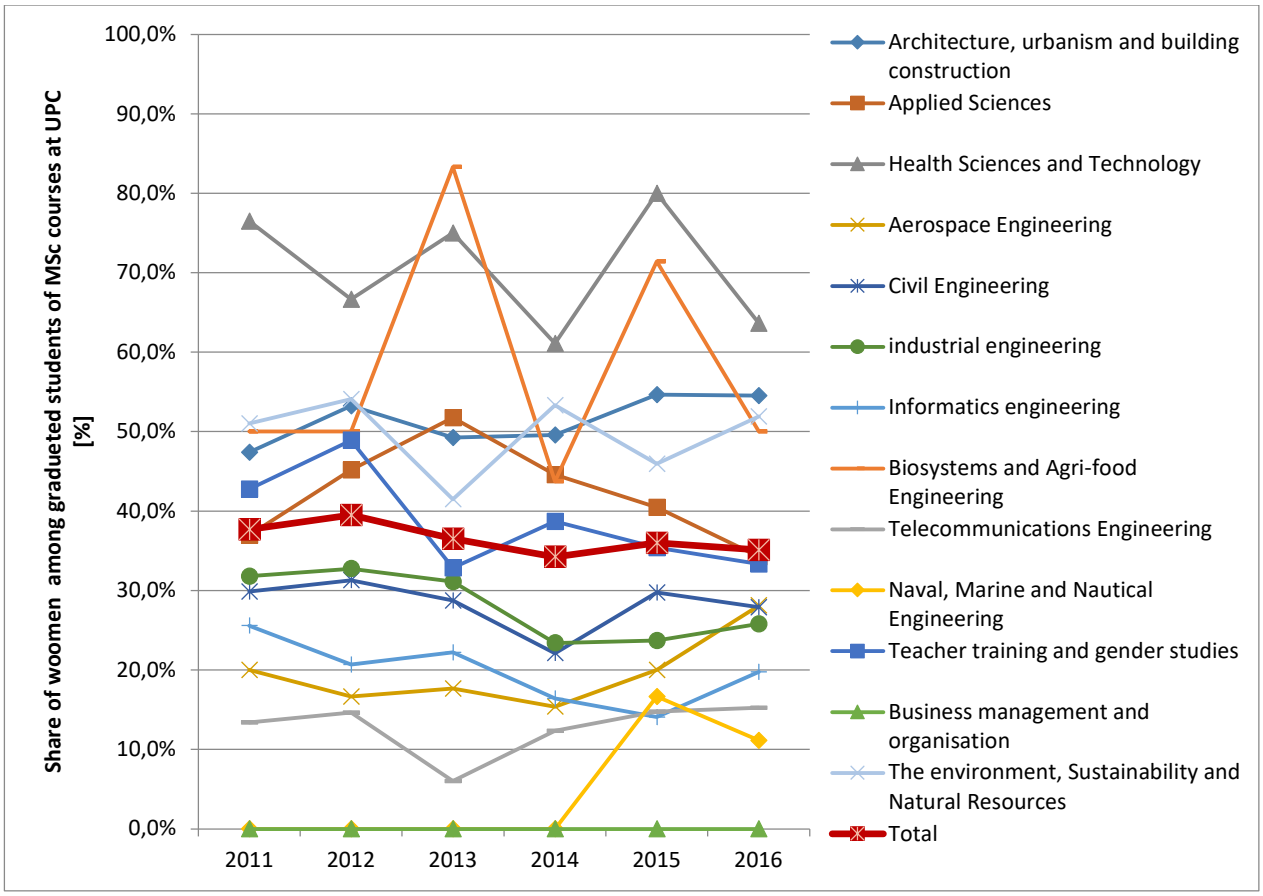


Figure 2.56. Share of women among graduated students of MSc courses, by field of study at UPC

The three diagrams give the evidence of share of women in sequence stages of studying (beginners-first year, next year study, graduating) taking into account the division according to faculties and schools at UPC. Note that from 2015 ETSEIAT and EET were joined and renamed as ESEIAAT. Also, in 2015 EEBE was created from studies that were previously in ETSEIB and in another school.

The representation of women is extremely high at such faculties as Facultat d'Òptica i Optometria de Terrassa (370 EUOOT) (50-79 %) and very low at faculties such as Escola Tècnica Superior d'Enginyeria de Telecomunicació de Barcelona (230 ETSETB) (8-18 %).

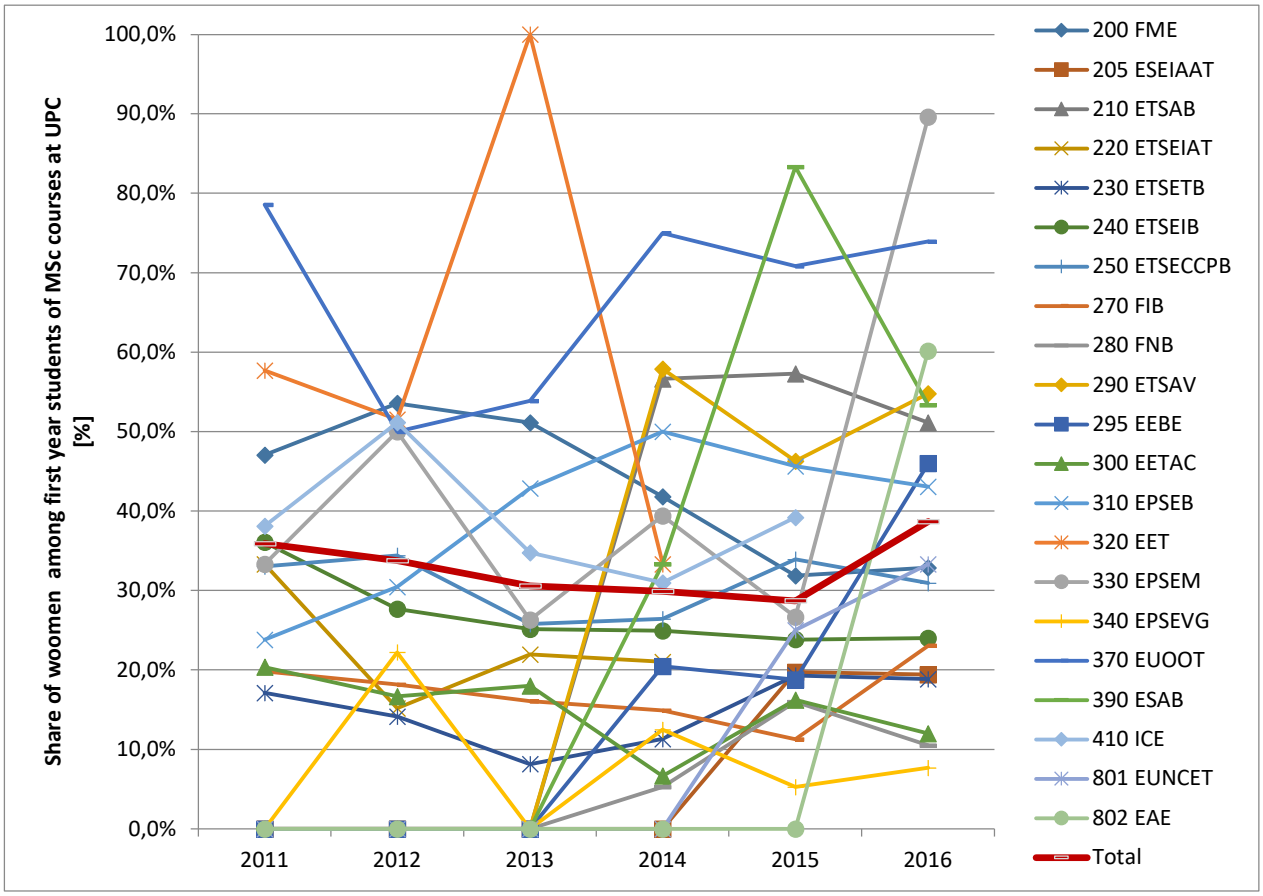


Figure 2.57. Share of women as first year students of MSc courses, by school or faculty at UPC

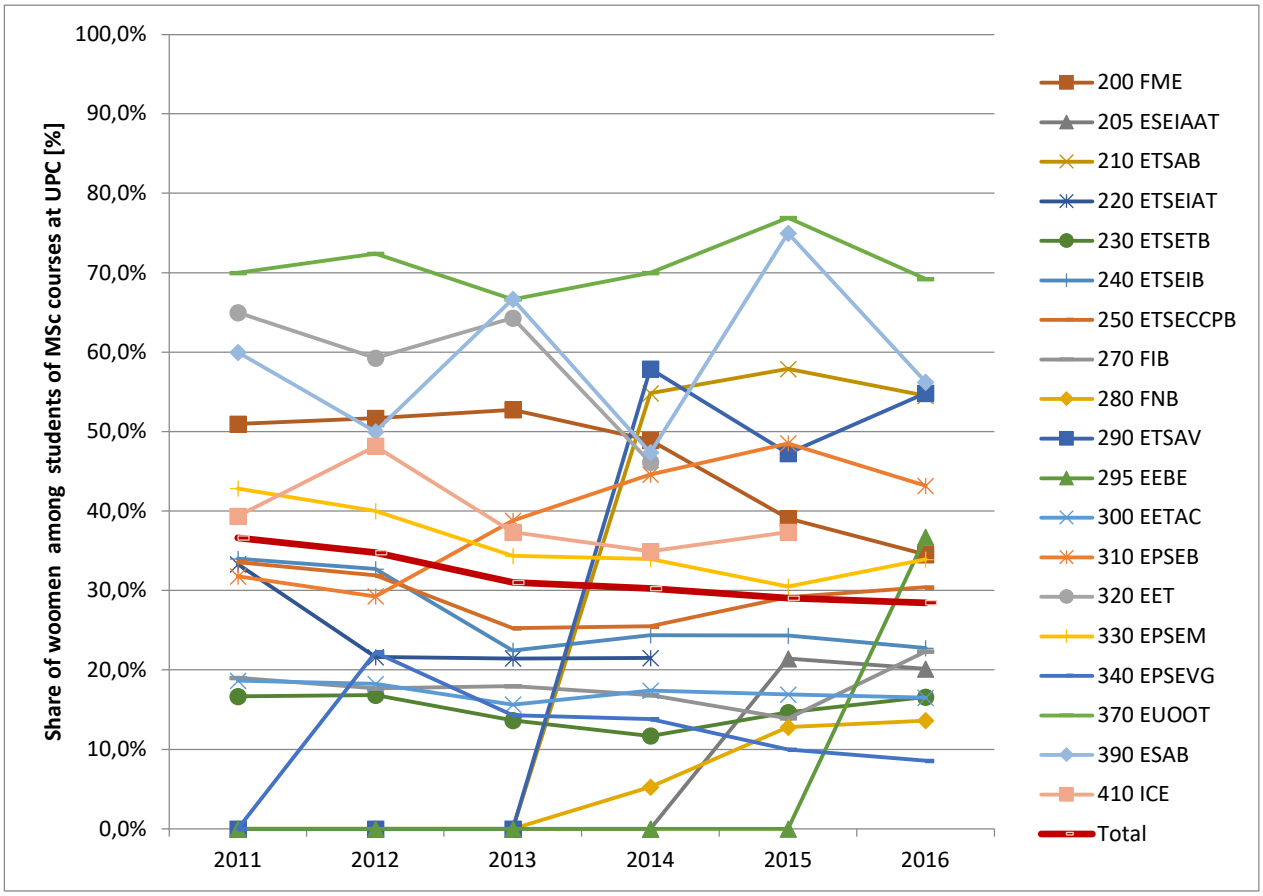


Figure 2.58. Share of women among students of MSc courses, by school or faculty at UPC

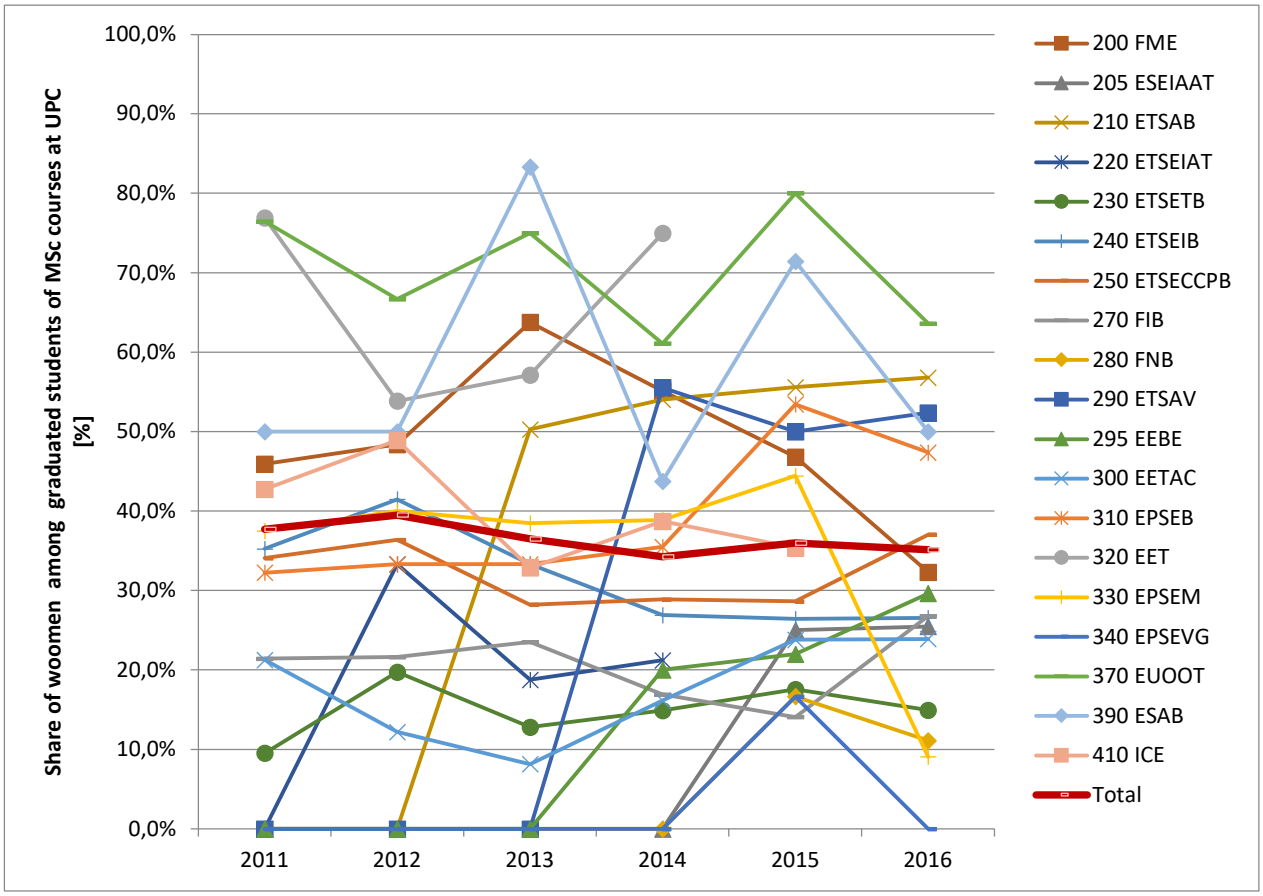


Figure 2.59. Share of women among graduated students of MSc courses, by school or faculty at UPC

A comparison of shares of women during all three stages of studying is given in diagram below.

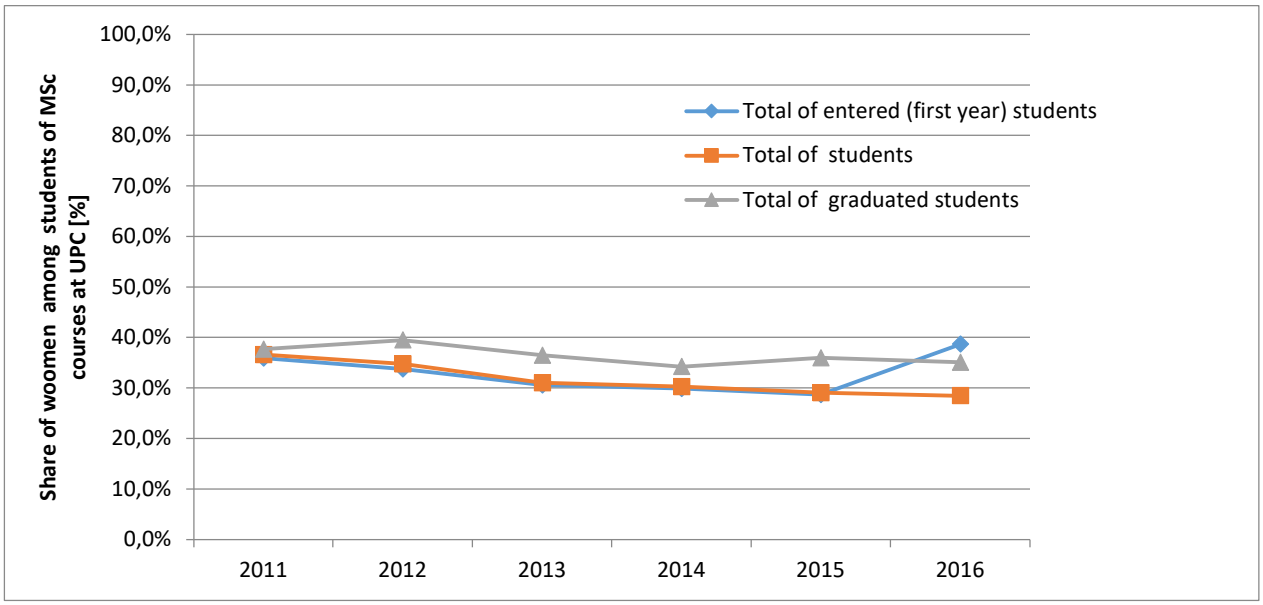


Figure 2.60. Comparison of share of women during three stages of studying of MSc courses at UPC

2.5.4 Share of women of MSC degree studies at PK

Number of students and graduated students of MSc courses at PK from 2011 to 2016 is presented in the next four Figures below.

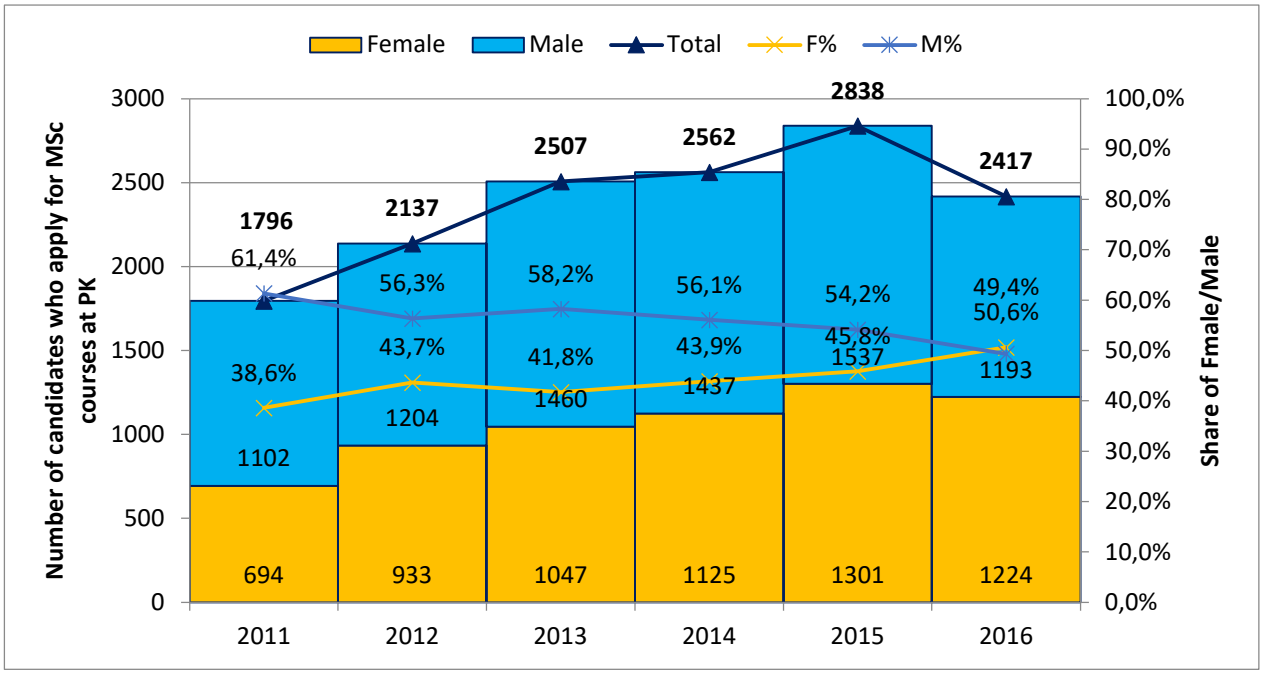


Figure 2.61. Number of candidates who apply for and proportion of female and male at MSc courses at PK

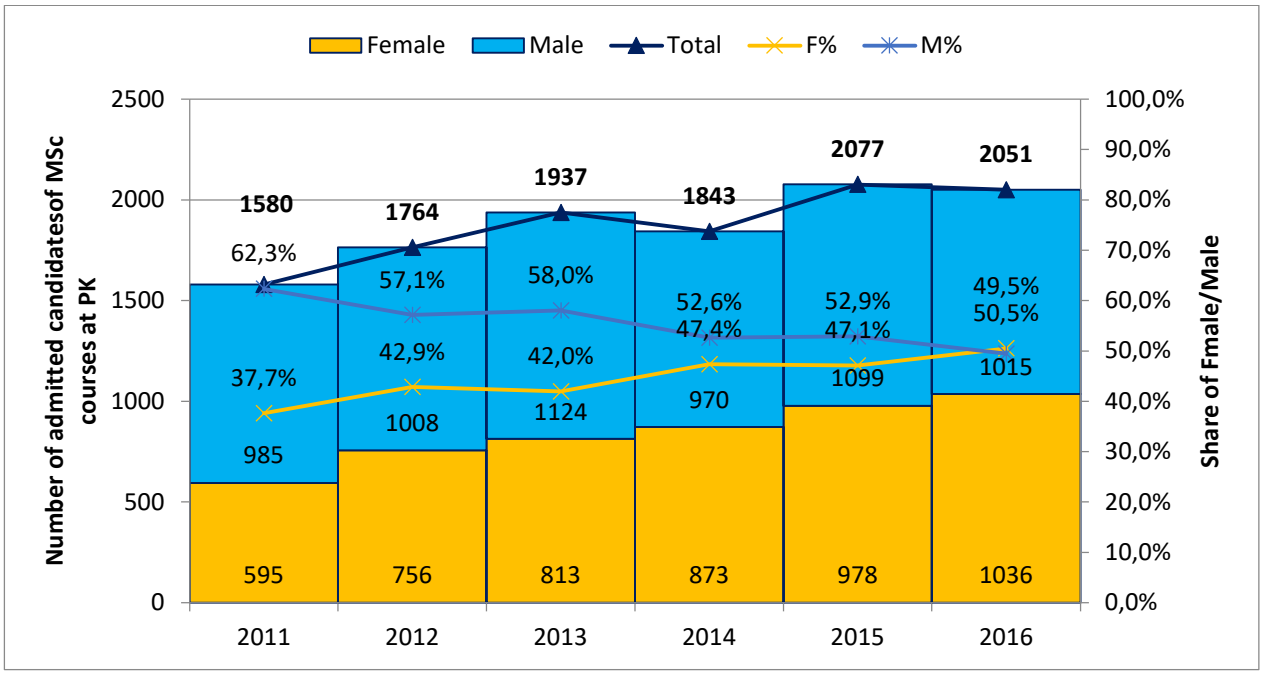


Figure 2.62. Number of admitted candidates and proportion of female and male at MSc courses at PK

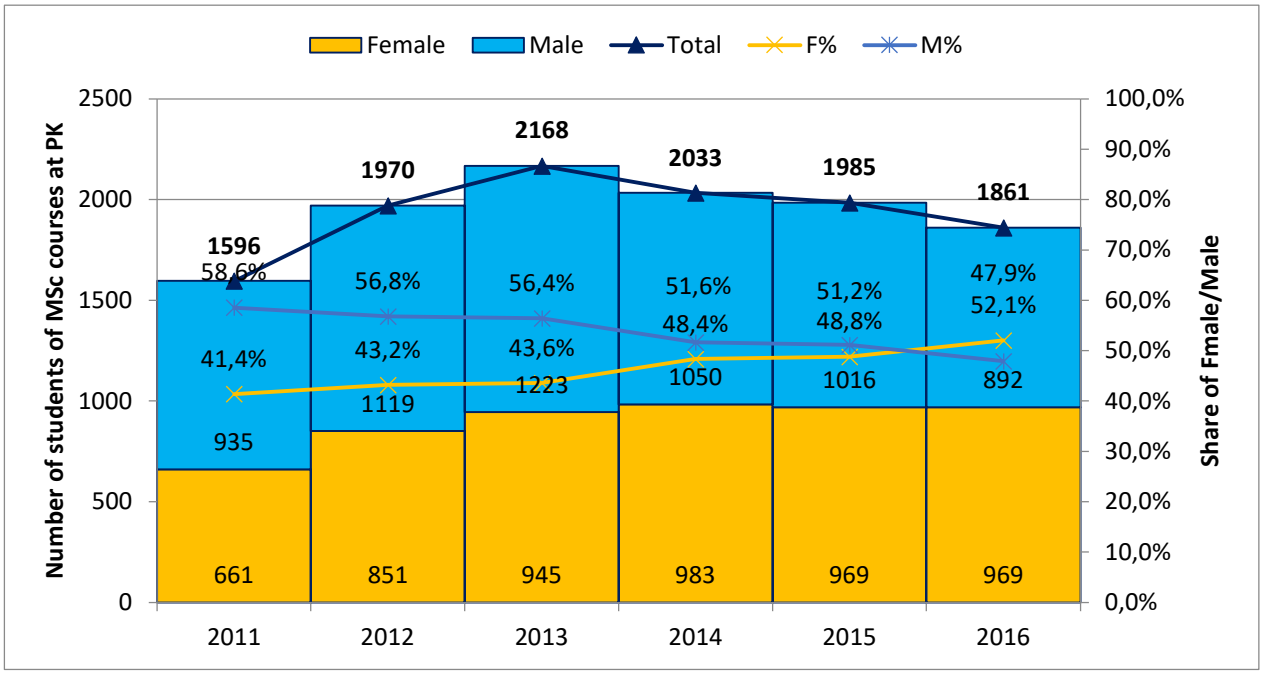


Figure 2.63. Number of students and proportion of female and male at MSc courses at PK

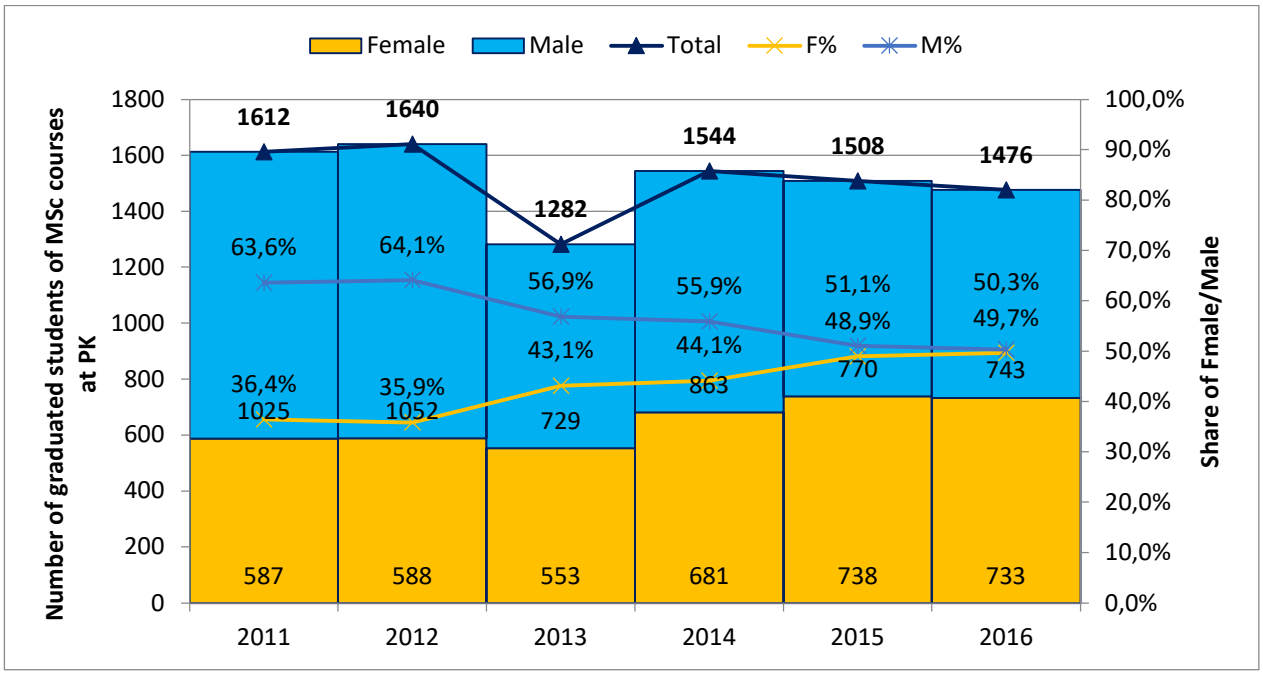


Figure 2.64. Number of graduated students and proportion of female and male at MSc courses at PK

The illustration of share of women at MSC courses at PK is presented below in the next four diagrams. The subsequent graphs concern the subsequent stages of recruitment (applying for study and candidates admittance) and studying (next year studying, graduating).

The division criterion is the field of study. The data series named “Total” represents the average share of female at the university.

It is very well seen that there are fields of study such as Architecture of Landscape, Chemical Technology and Mathematics where the share of women is extremely high (and equals to 73-92 %) and on the other hand there are fields of study such as Electrical Engineering, Mechanical Engineering, Computer Science and

Applied Computer Science relatively low (5-15 %). The average share of women students MSC courses at PK is about 37-52 %.

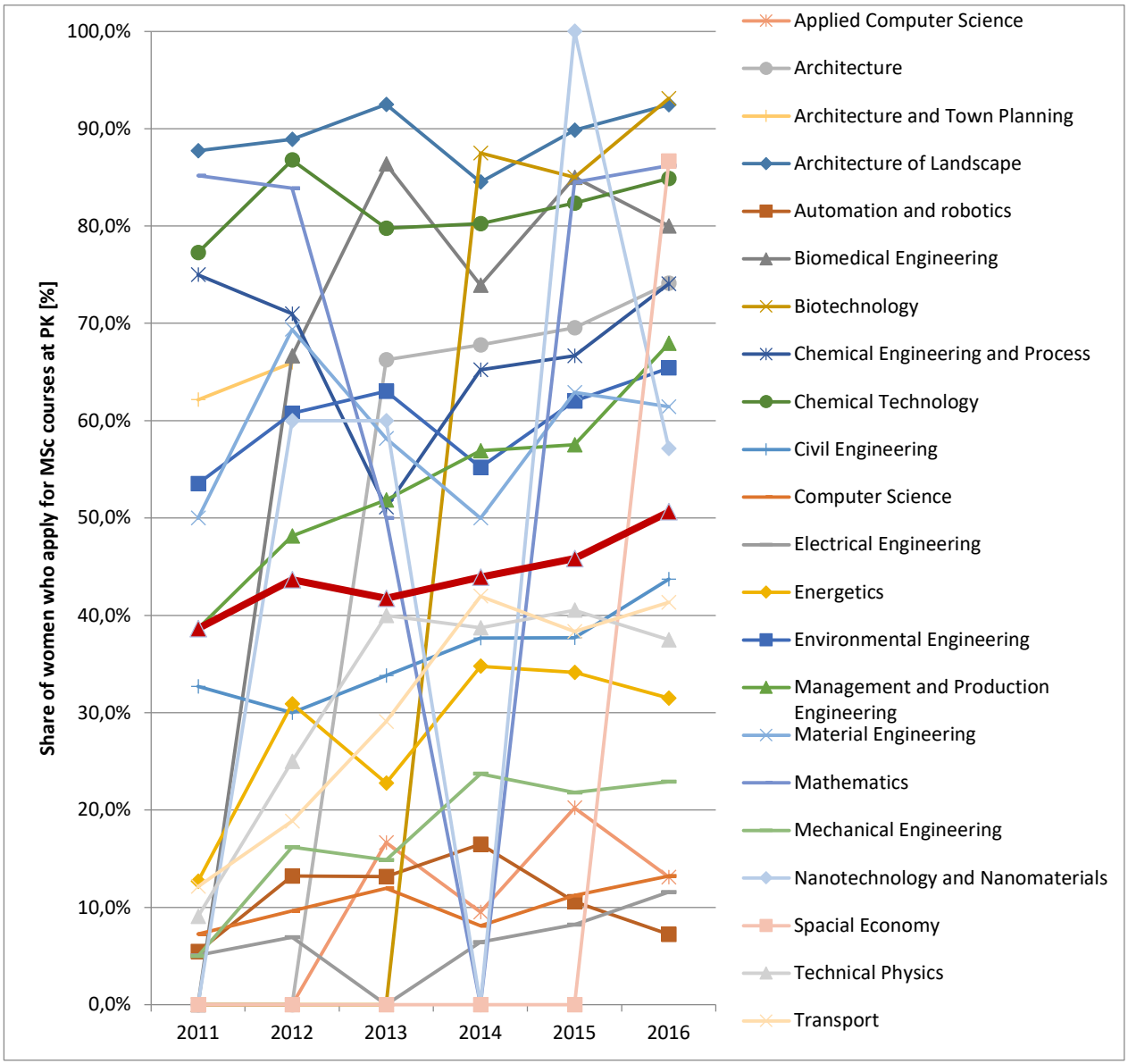


Figure 2.65. Share of women among candidates who apply for MSc courses, by fields of study at PK

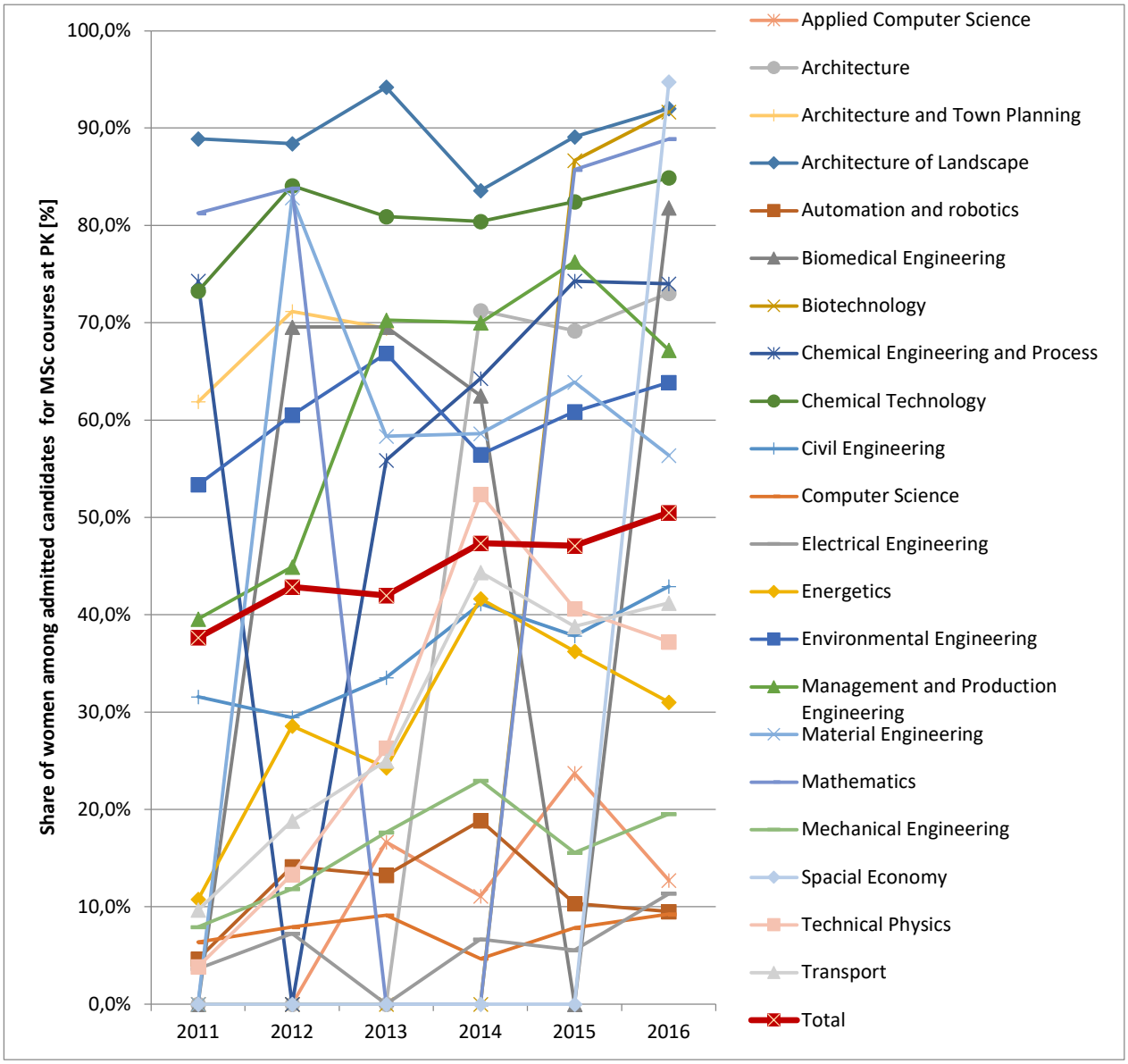


Figure 2.66. Share of women among admitted candidates for MSc courses, by fields of study at PK

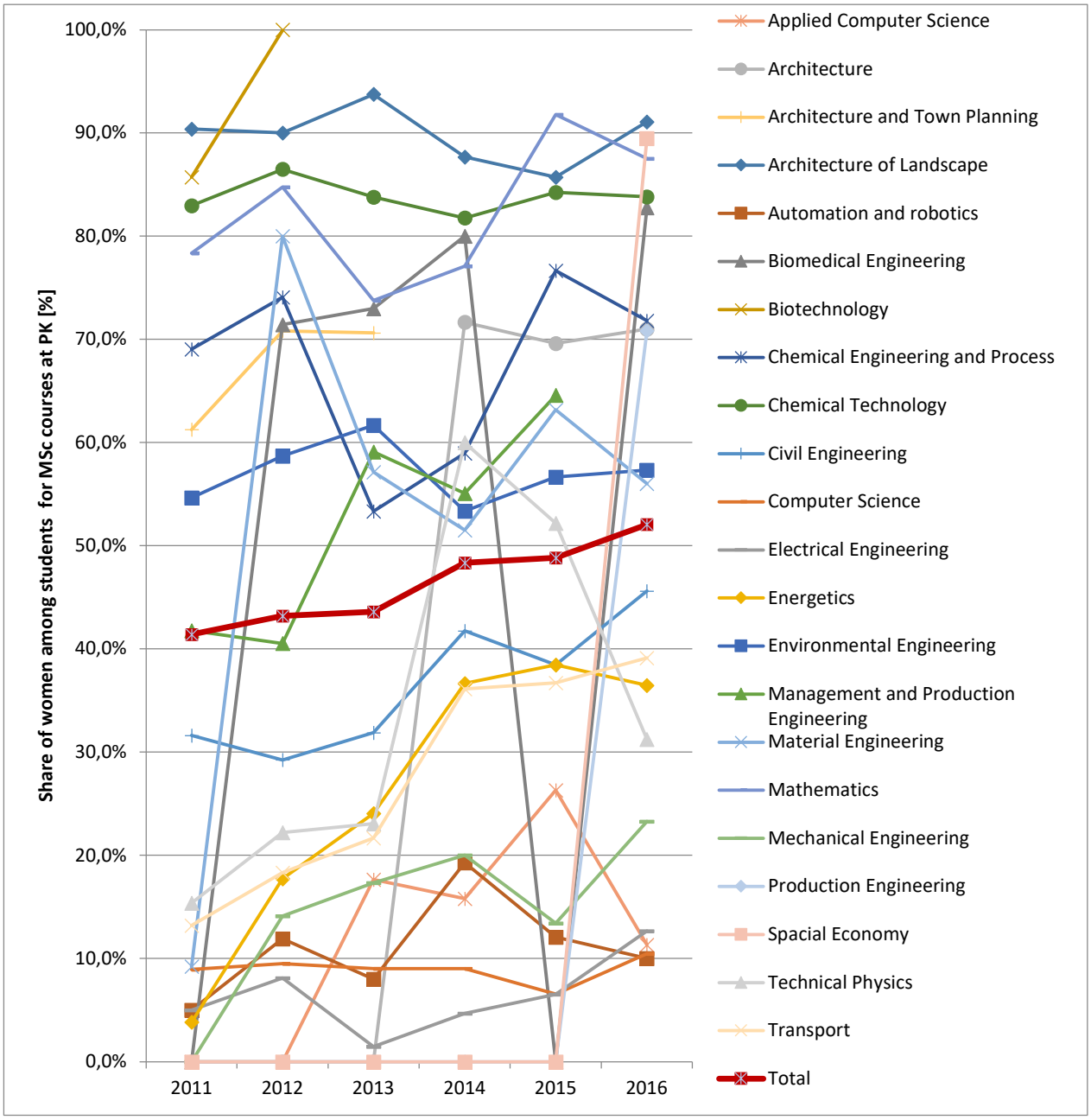


Figure 2.67. Share of women among students of MSc courses, by fields of study at PK

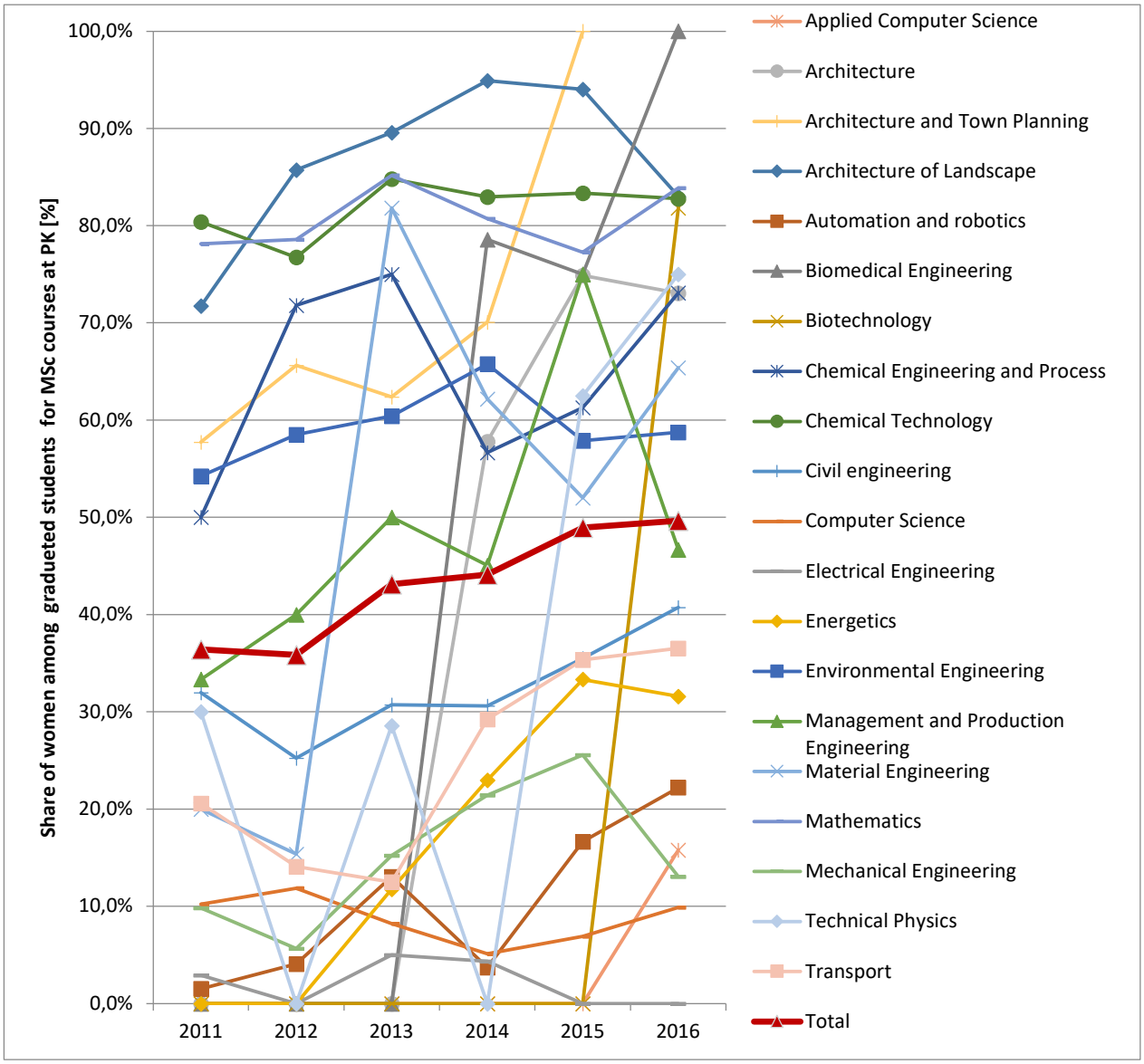


Figure 2.68. Share of women among graduated students of MSc courses, by fields of study at PK

The illustration of share of women at BA courses at PK is presented below in the next four diagrams. The subsequent graphs concern the subsequent stages of recruitment (applying for study and admittance) and studying (next year studying, graduating).

The four diagrams give the evidence of share of women in sequence stages of recruitment (applying for study and admittance) and study (beginners-first year, next year study, graduating) taking into account the division according to faculties at PK.

The representation of women is extremely high at such faculties as Faculty of Architecture (WA) and Faculty of Chemical Engineering and Technology (WIiTCh) (67-83 %) and very low at faculties such as Faculty of Electrical and Computer Engineering (WIEiK) (5-23 %).

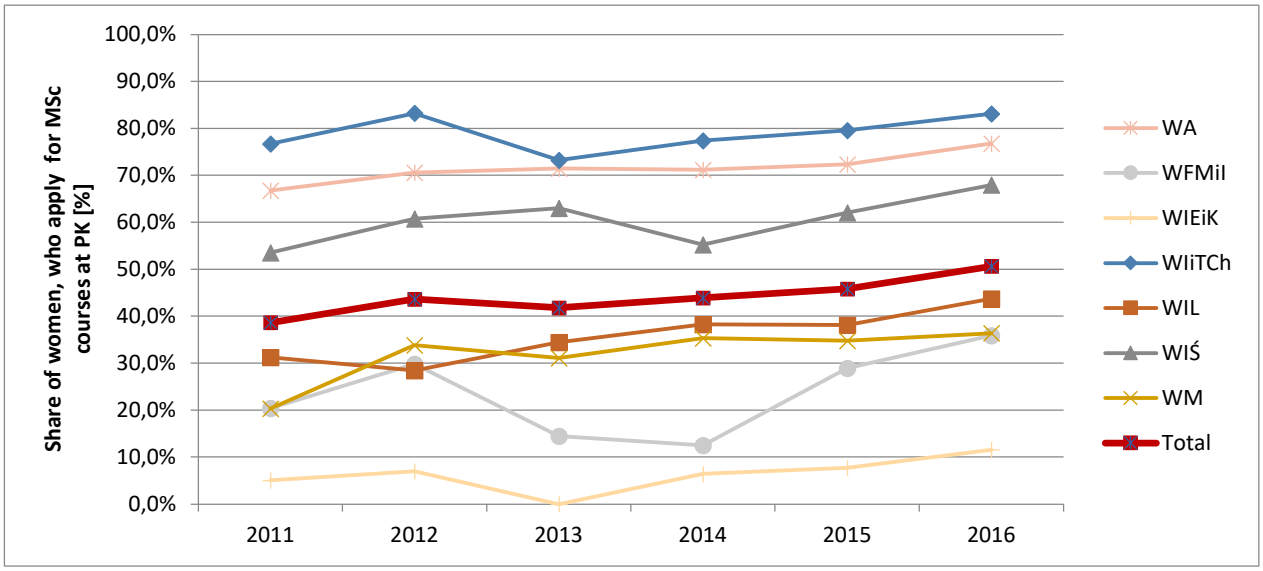


Figure 2.69. Share of women among candidates who apply for MSc courses, by faculties at PK

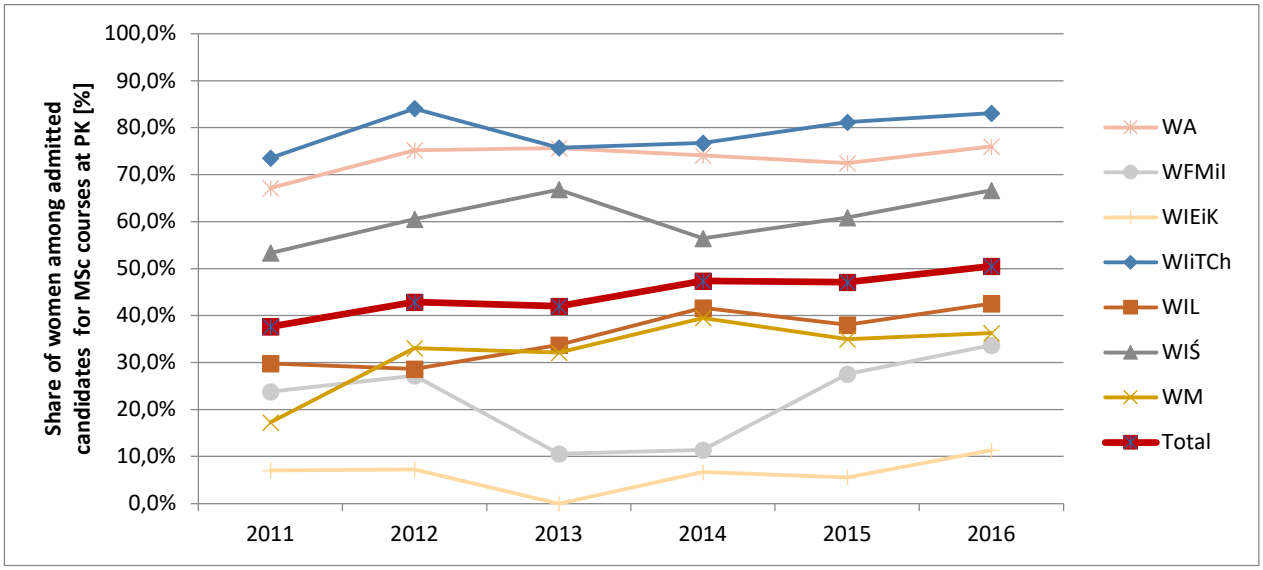


Figure 2.70. Share of women among admitted candidates for MSc courses, by faculties at PK

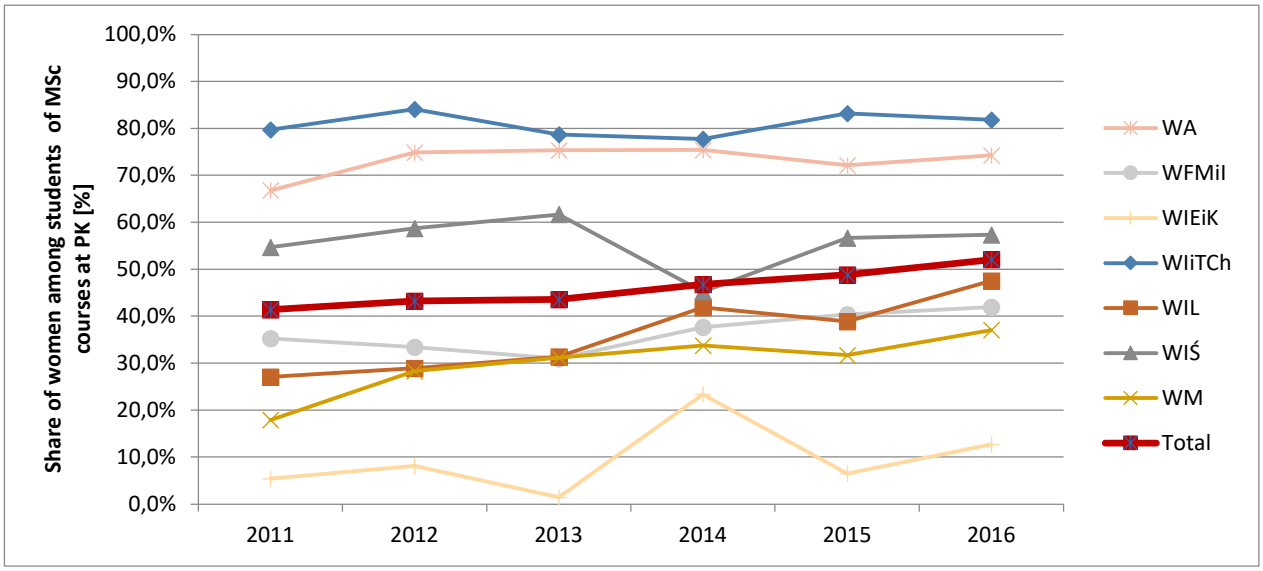


Figure 2.71. Share of women among students of MSc courses, by faculties at PK

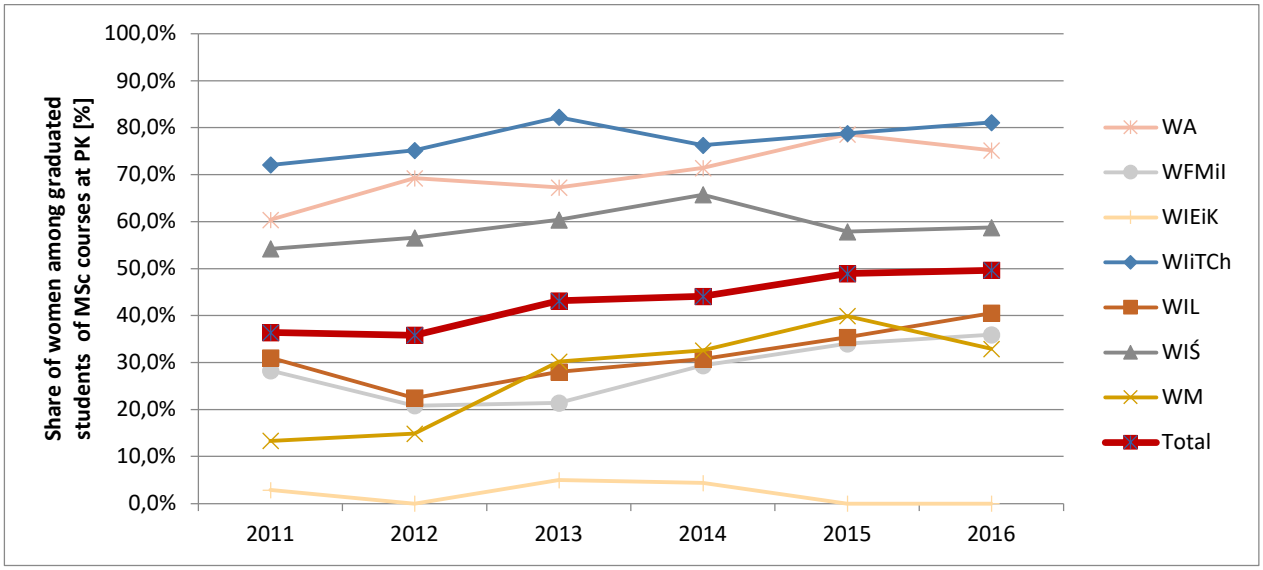


Figure 2.72. Share of women among graduated students of MSc courses, by faculties at PK

A comparison of shares of women during all four stages of studying is given in diagram below.

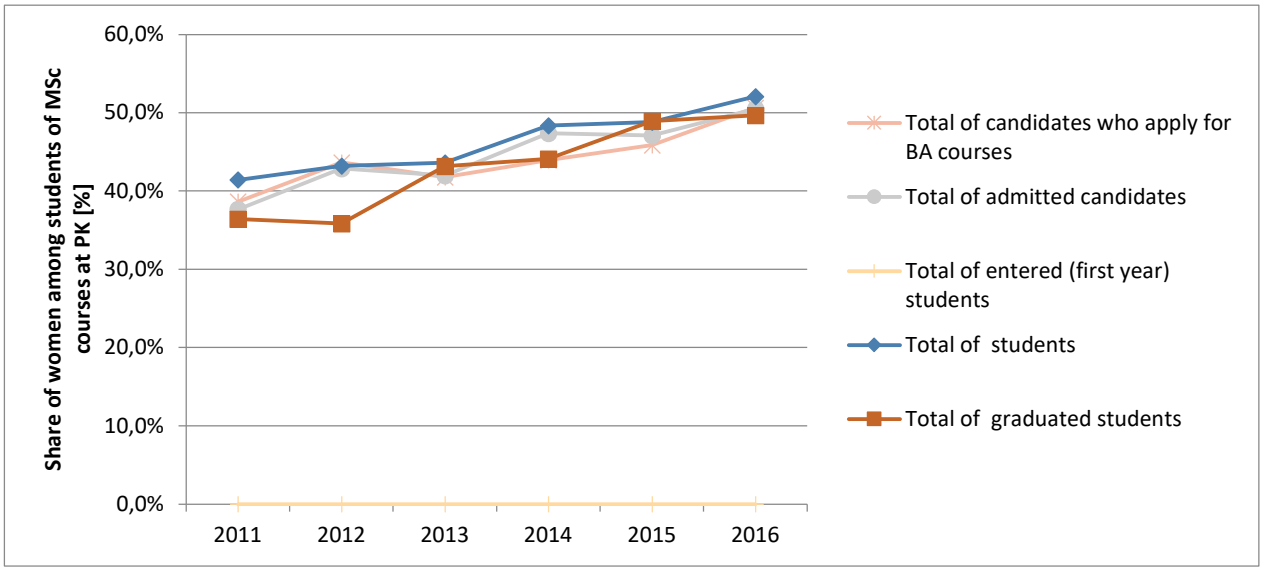


Figure 2.73. Comparison of share of women during four stages of studying of MSc courses at PK

The share of women during four stage of studying is high and rises from about 36 % in 2011 to about 52 % in 2016.

2.6 Recruitment and retention at PHD courses

Number of students at RPOs from 2011 to 2016 at each RPO is presented in the Table below.

Table 2.14. Number of students at PhD courses at each RPO from 2011 to 2016

RPO	2011	2012	2013	2014	2015	2016
UNIRC						
Total of candidates who apply for PHD courses	:	:	:	:	:	:
Total of admitted candidates	:	:	:	:	:	:
Total of entered (first year) students	46	40	42	35	40	48
Total of students	195	156	126	109	110	113
Total of graduated students	69	69	71	71	47	39
TU Wien						
Total of candidates who apply for PHD courses	:	:	:	:	:	:
Total of admitted candidates	:	:	:	:	:	:
Total of entered (first year) students	662	666	600	541	575	536
Total of students	2 645	2 493	2 485	2 474	2 519	2 457
Total of graduated students	277	272	272	260	273	314
UPC						
Total of candidates who apply for PHD courses	:	:	:	:	:	:
Total of admitted candidates	:	:	:	:	:	:
Total of entered (first year) students	498	448	413	468	700	536
Total of students	2 937	2 680	2 447	2 378	2 322	2 157
Total of graduated students	354	332	350	355	559	:
PK						

RPO	2011	2012	2013	2014	2015	2016
Total of candidates who apply for PHD courses	:	:	:	:	:	:
Total of admitted candidates	:	:	:	:	:	:
Total of entered (first year) students	:	:	:	:	:	:
Total of students	234	268	280	264	261	259
Total of graduated students	:	:	:	27	25	27

2.6.1 Share of women of PHD degree studies at UNIRC

Number of students and graduated students of PhD courses at UNIRC from 2011 to 2016 is presented in the next two Figures below.

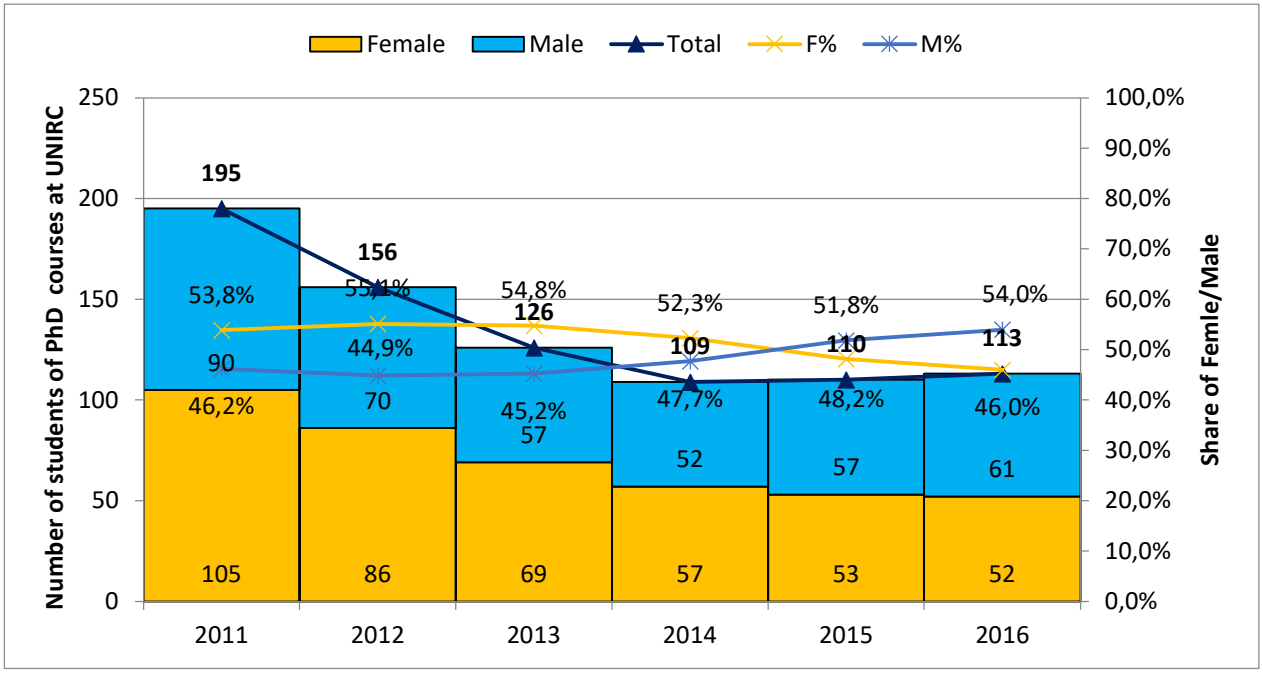


Figure 2.74. Number of students and proportion of female and male at PhD courses at UNIRC

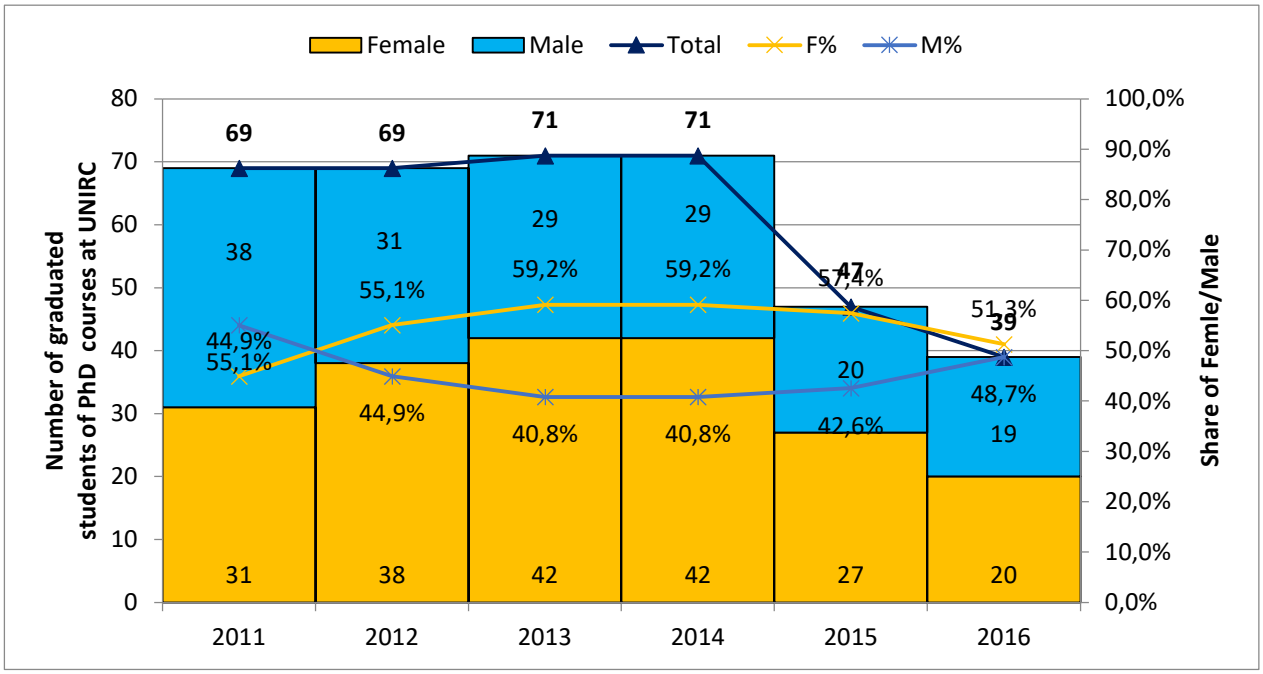


Figure 2.75. Number of graduated students and proportion of female and male at PhD courses at UNIRC

Shares of women – both studying and graduated – at PhD courses at UNIRC are presented in the next 2 diagrams (by field of study). The share of women is high in Law and Economics during their studies (ranging in the interval 50-70 %) and in Architecture among graduated students (ranging in the interval 50-65 %). The lowest share of women is observed in Engineering (27 % in 2016) and Agriculture (about 10% in 2016, while the value 0% in 2015 is not significant as at that year there were not PhD students in Agriculture at all, either M or F). The average share of women students PHD courses at UNIRC is ranging in the interval 44-59 % during the observed period.

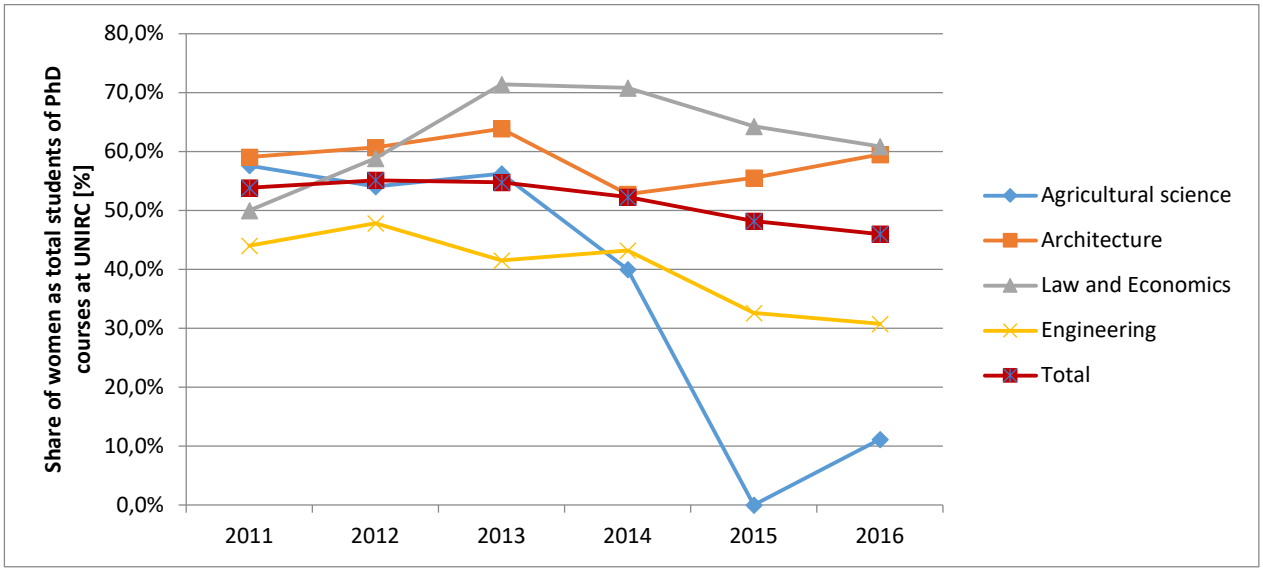


Figure 2.76. Share of women as students of PhD courses, by field of study at UNIRC

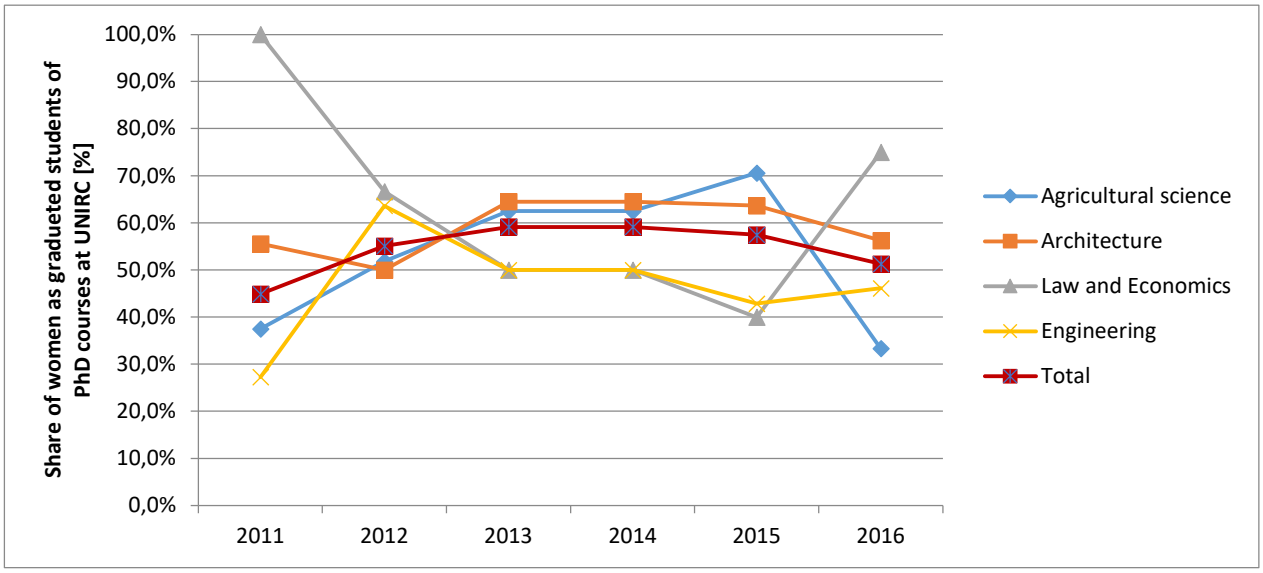


Figure 2.77. Share of women among graduated students of PhD courses, by field of study at UNIRC

The diagram below compares the shares of PhD student and graduated women at UNIRC.

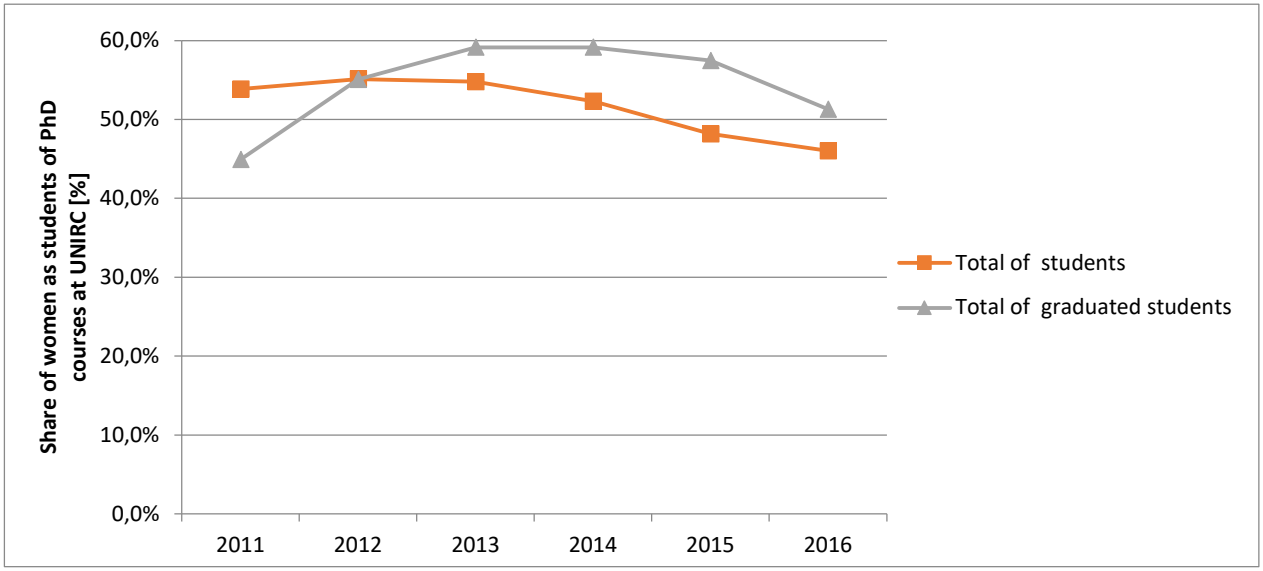


Figure 2.78. Comparison of share of women during two stages of studying of MSc courses at UNIRC

2.6.2 Share of women of PHD degree studies at TU WIEN

Number of students and graduated students of PhD courses at TU WIEN from 2011 to 2016 is presented in the next three Figures below.

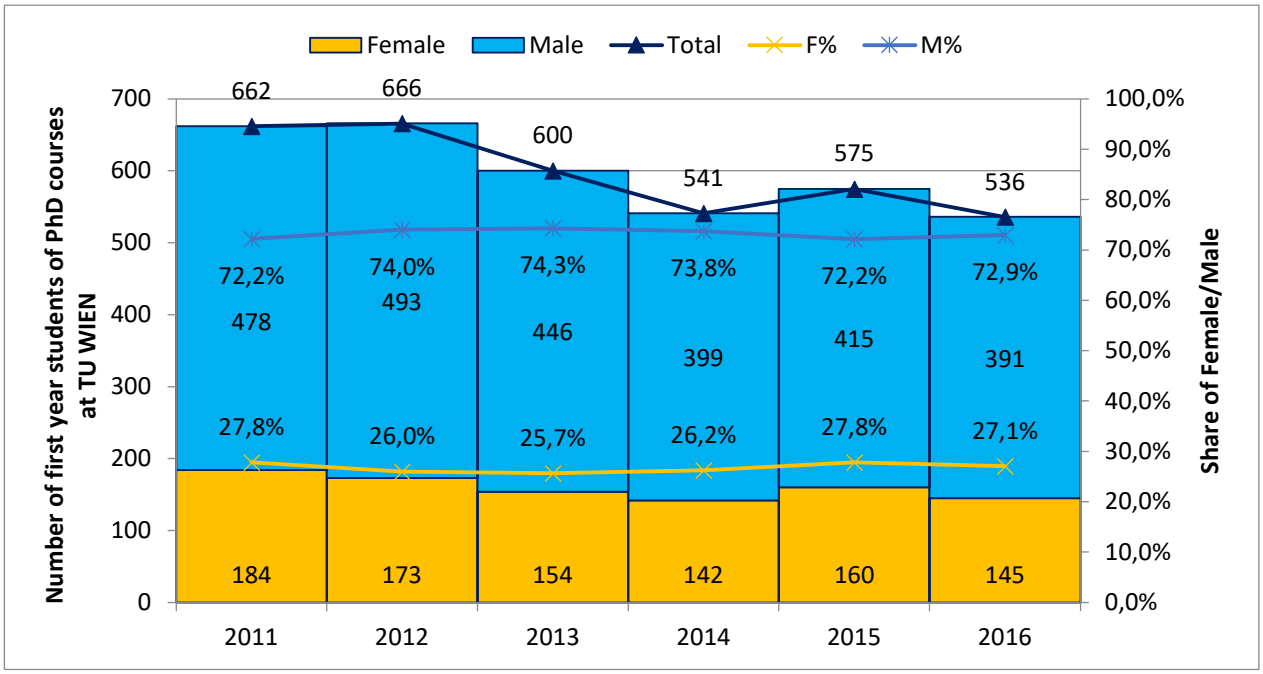


Figure 2.79. Number of first year students and proportion of female and male at PhD courses at TU WIEN

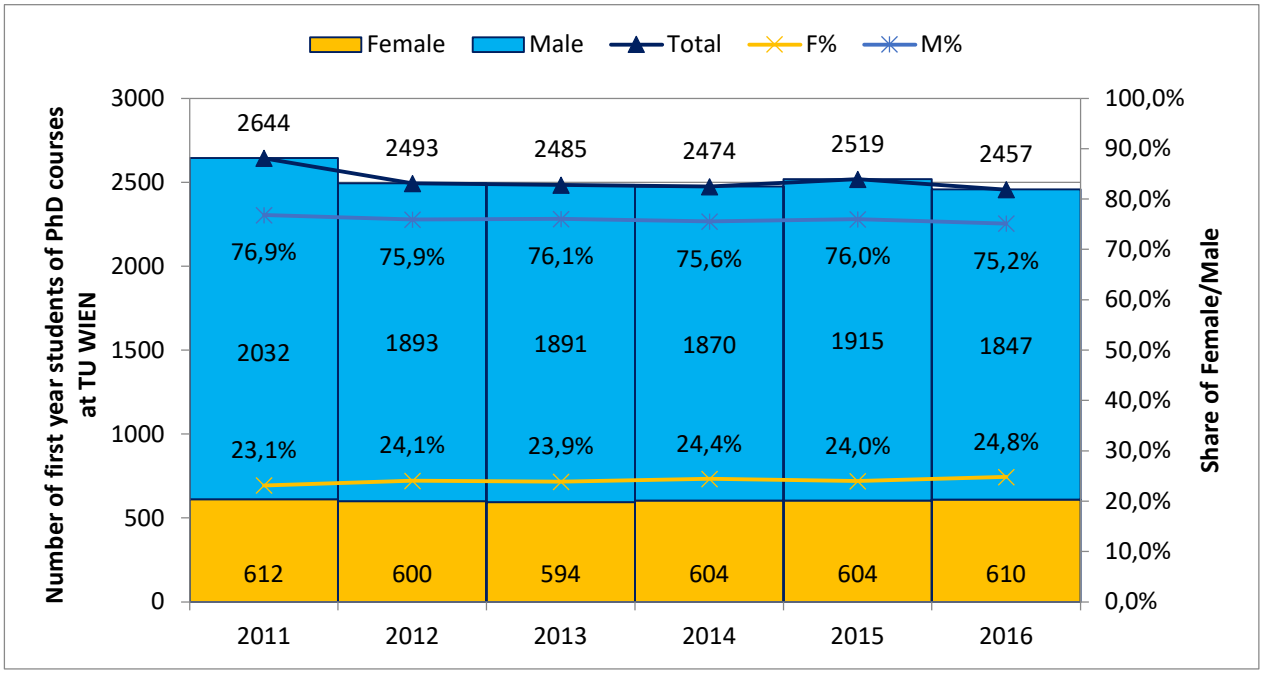


Figure 2.80. Number of students and proportion of female and male at PhD courses at TU WIEN

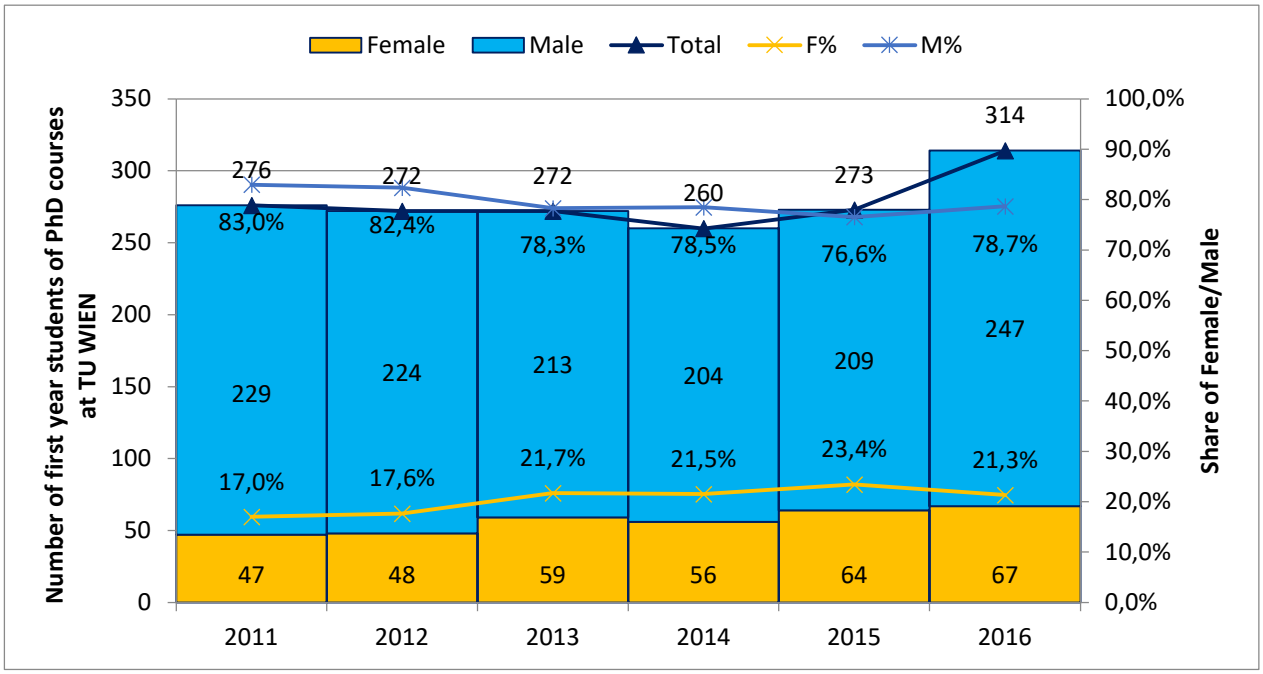


Figure 2.81. Number of graduated students and proportion of female and male at PhD courses at TU WIEN

The share of women at PHD courses at TU WIEN is presented below in the next 3 diagrams. The subsequent graphs concern the subsequent stages of studying (beginners-first year, next year study, graduating).

The division criterion is the faculty. The data series named “Total” represents the average share of female at the university.

The share of women taking PhD courses at the faculty of Architecture and Planning is balanced (2011 to 2016: from 49 to 54%, see figure 2.83) and very low at the faculty of Electrical Engineering and IT (2011 to 2016: 9-16%, see figure 2.83). The average share of female students in PHD courses at TU WIEN declines from 28 to 27% in the group of first year students, whereas it rose from 23 to 25% during the following studying periods and from 17 to 21% among graduated students (see figure 2.85).

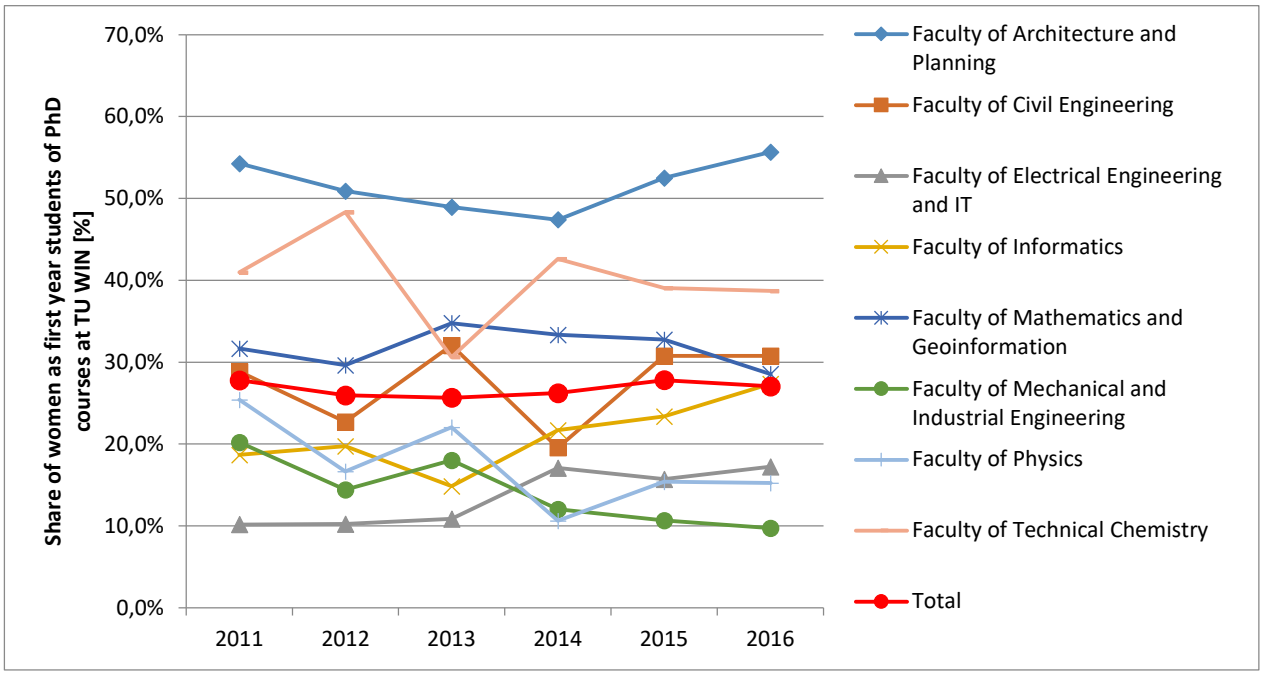


Figure 2.82. Share of women as first year students of PhD courses, by faculties at TU WIEN

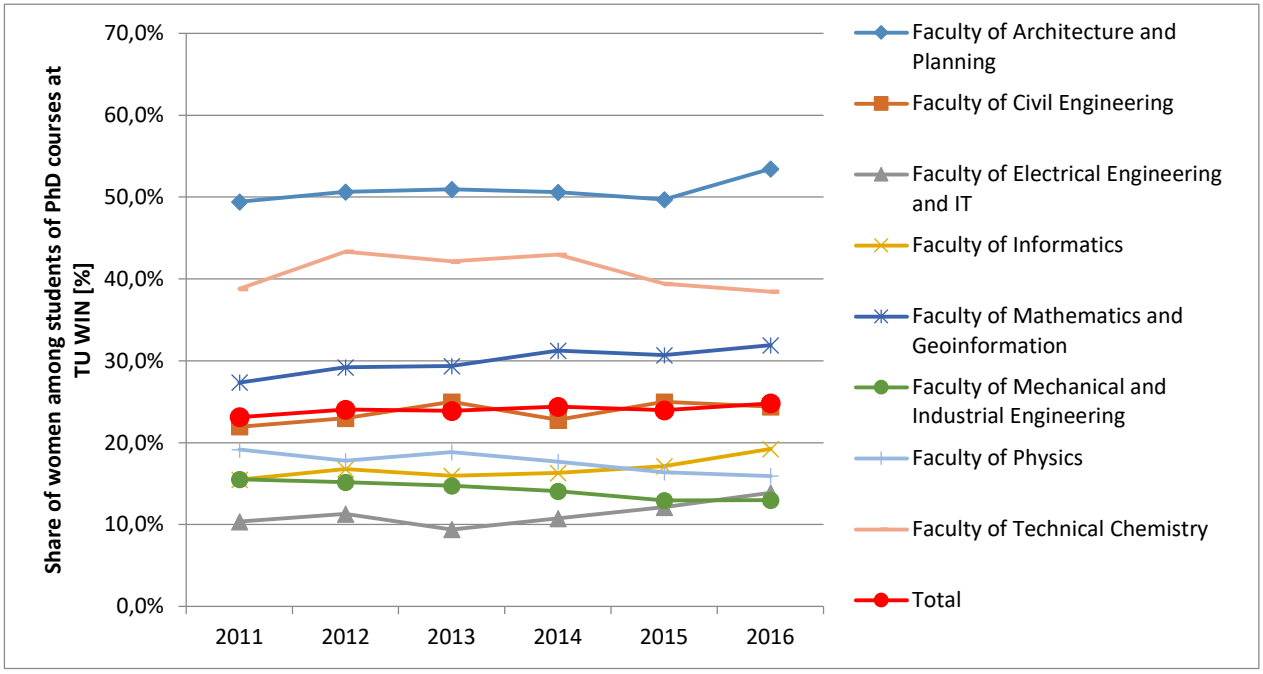


Figure 2.83. Share of women among students of PhD courses, by faculties at TU WIEN

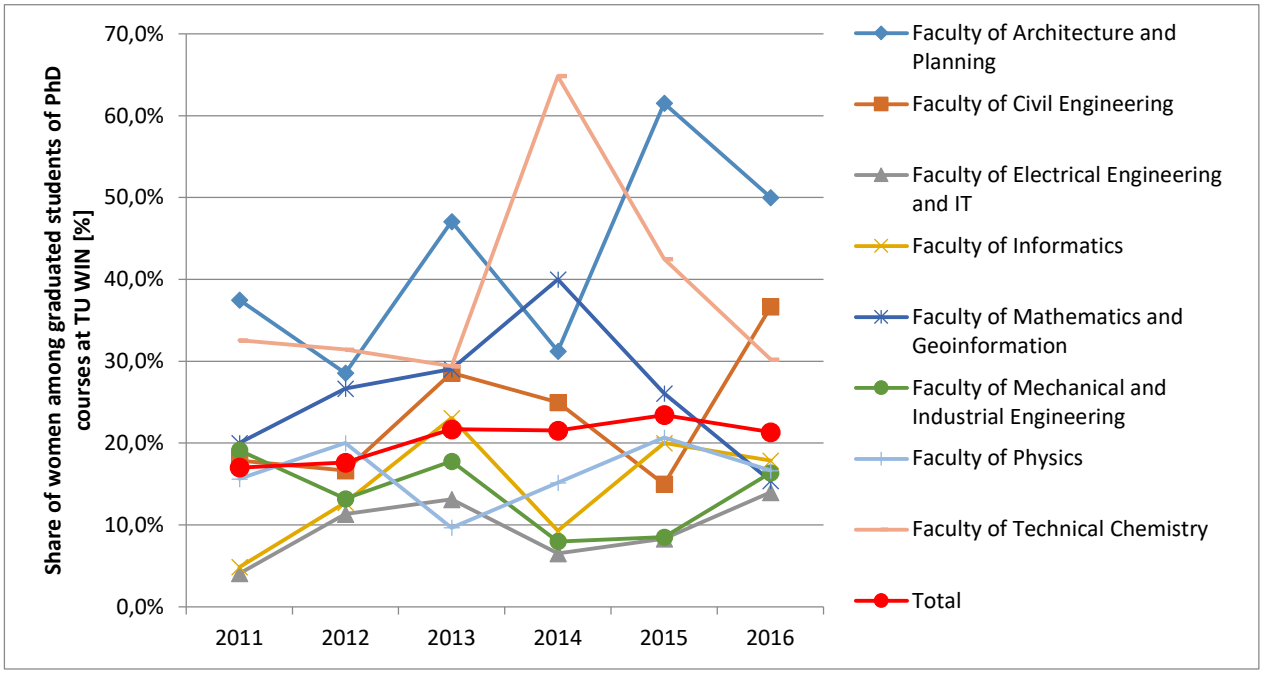


Figure 2.84. Share of women among graduated students of PhD courses, by faculties at TU WIEN

A comparison of the shares of women during all three stages of studying is given in the diagram below.

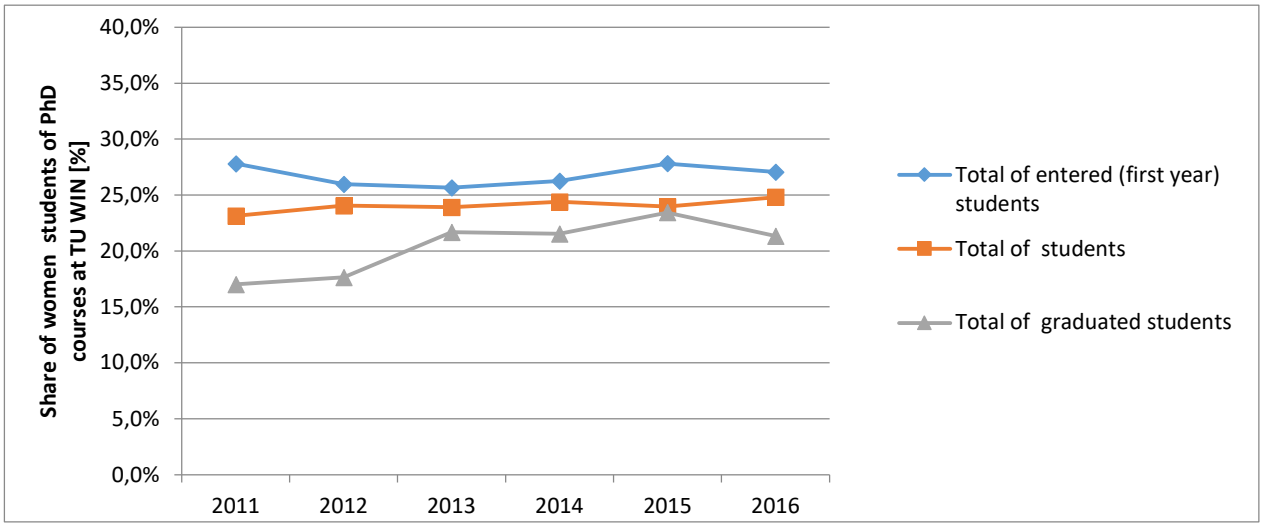


Figure 2.85. Comparison of share of women during three stages of studying of PhD courses at TU WIEN

2.6.3 Share of women of PHD degree studies at UPC

Number of students and graduated students of PhD courses at UPC from 2011 to 2016 is presented in the next three Figures below.

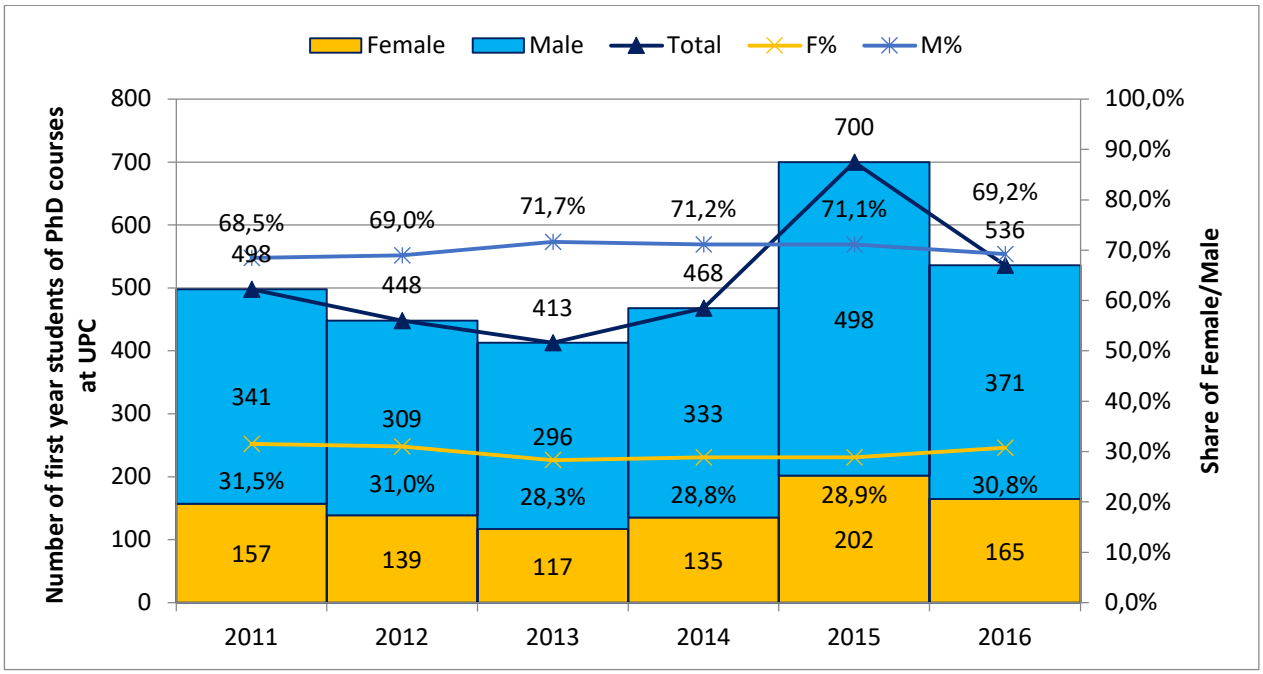


Figure 2.86. Number of first year students and proportion of female and male at PhD courses at UPC

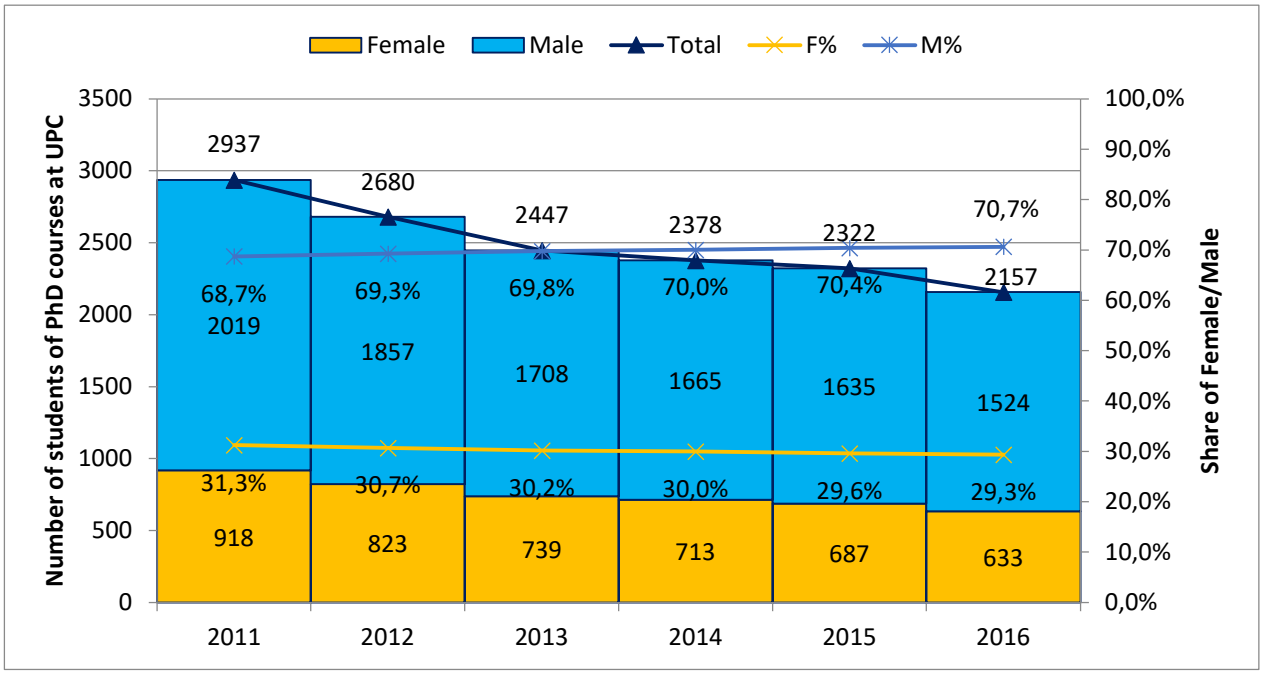


Figure 2.87. Number of students and proportion of female and male at PhD courses at UPC

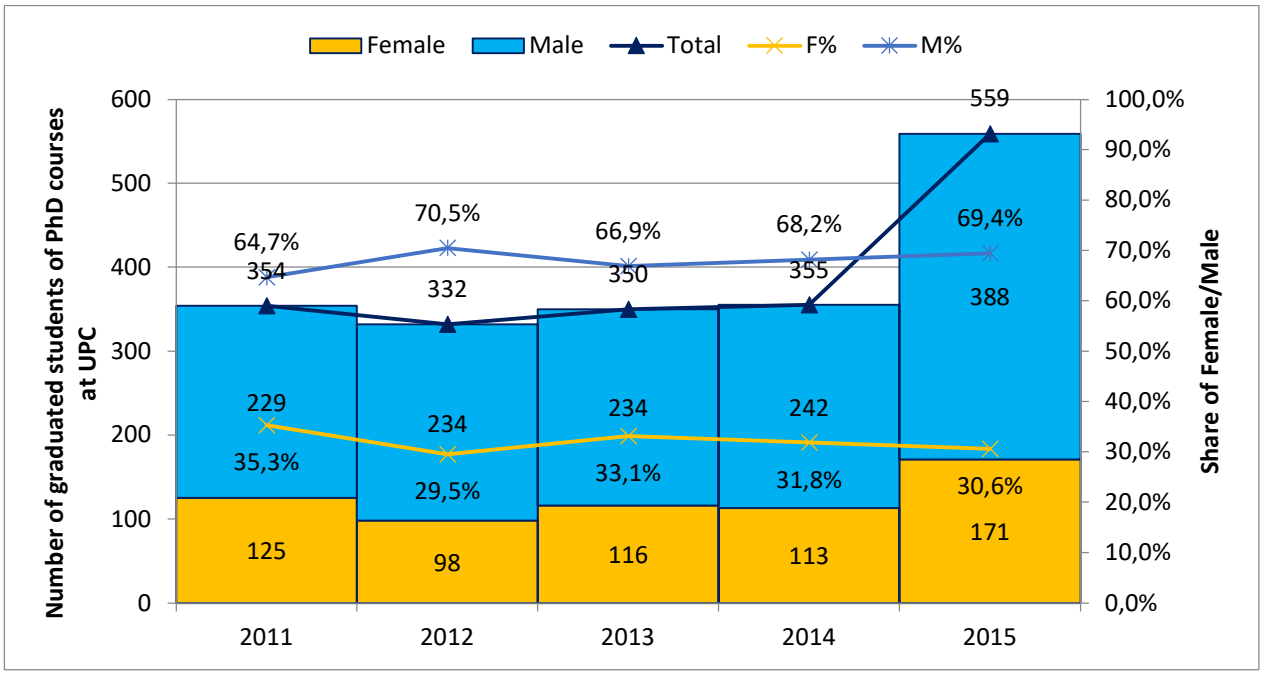


Figure 2.88. Number of graduated students and proportion of female and male at PhD courses at UPC

The illustration of share of women at PHD courses at UPC is presented below in the next three diagrams. The subsequent graphs concern the subsequent stages of studying (beginners-first year, next year study, graduating).

The division criterion is the field of study. The data series named “Total” represents the average share of female at the university.

The highest share of women study Architecture, Urbanism and Construction (41-45 %) and the lowest Information and Communication Technologies Engineering (15-18 %). The average share of women students PHD courses at UPC is about 25-33 %.

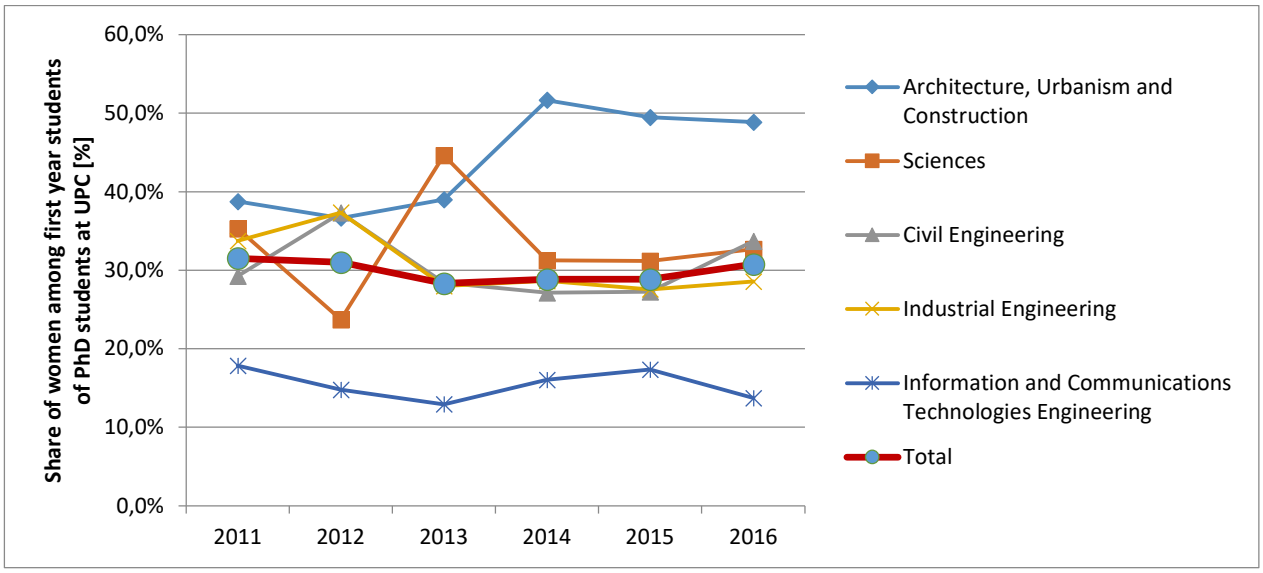


Figure 2.89. Share of women among first year students of PhD courses, by fields of study at UPC

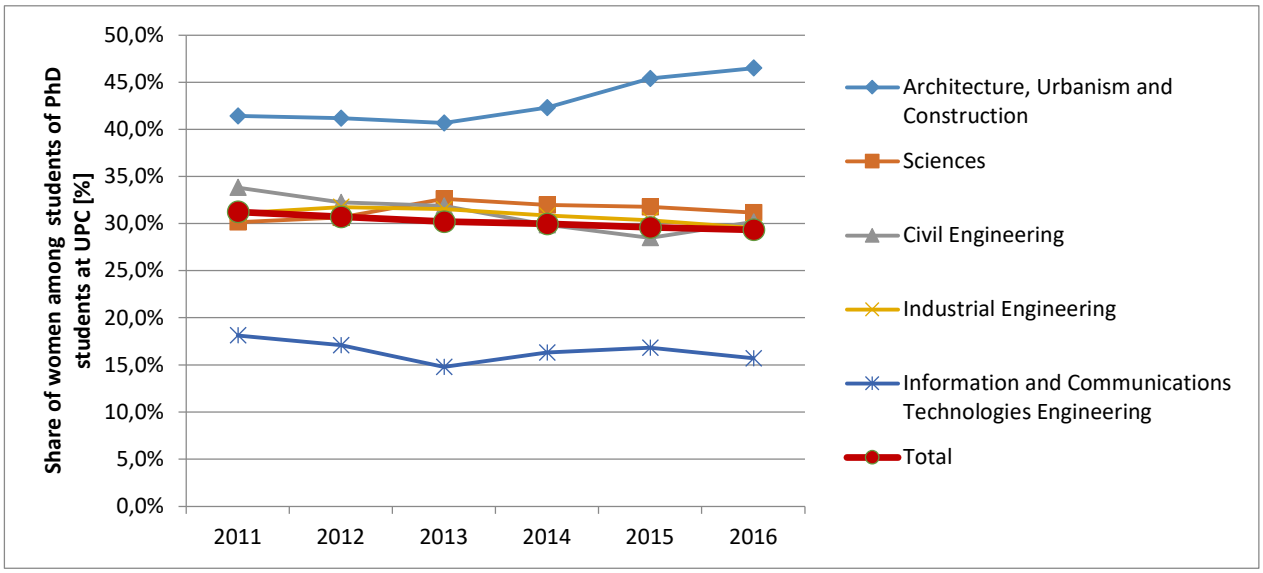


Figure 2.90. Share of women among students of PhD courses, by fields of study at UPC

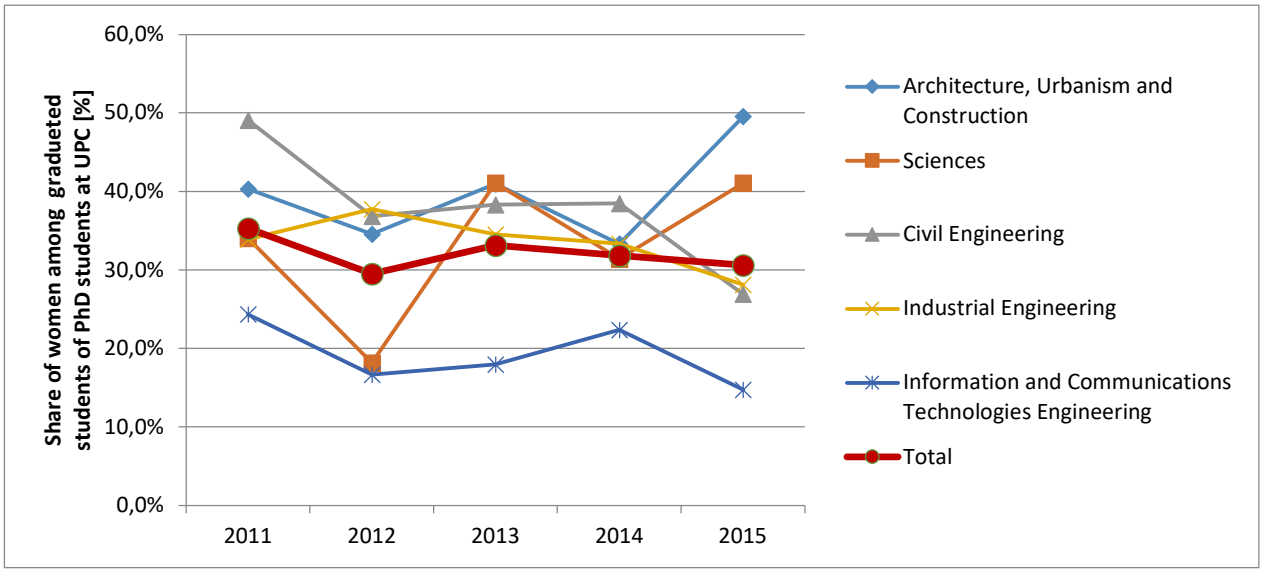


Figure 2.91. Share of women among graduated students of PhD courses, by fields of study at UPC

The comparison of shares of women as during all four stages of studying is given in diagram below.

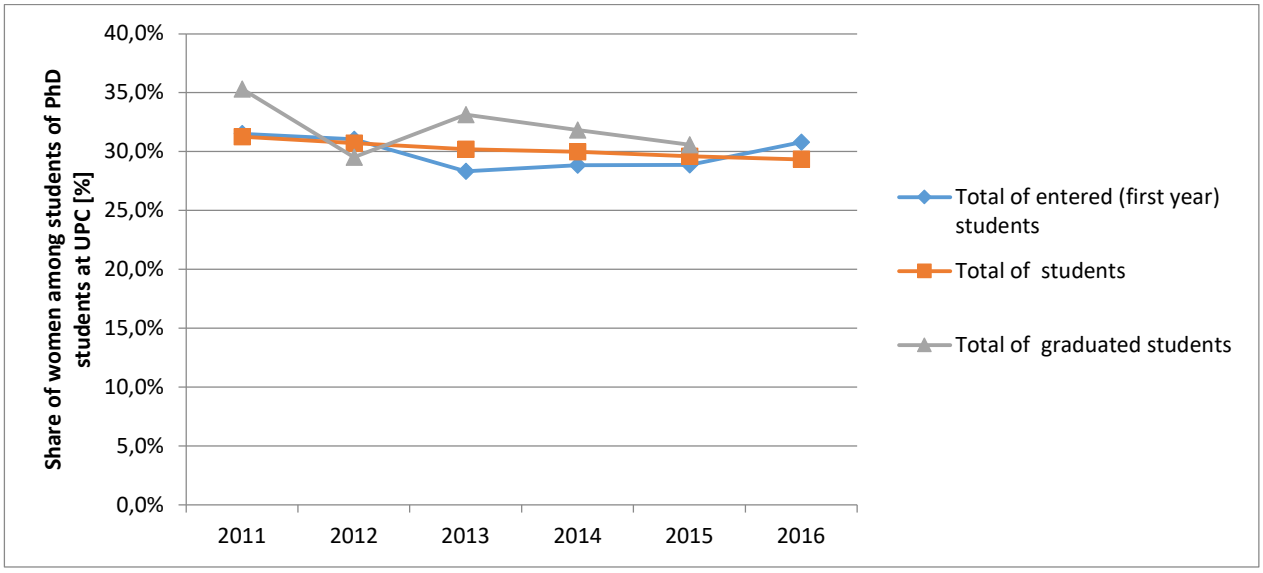


Figure 2.92. Comparison of share of women during three stages of studying of PhD courses at UPC

2.6.4 Share of women of PHD degree studies at PK

Number of students and graduated students of BA courses at UNIRC from 2011 to 2016 is presented in the next four Figures below.

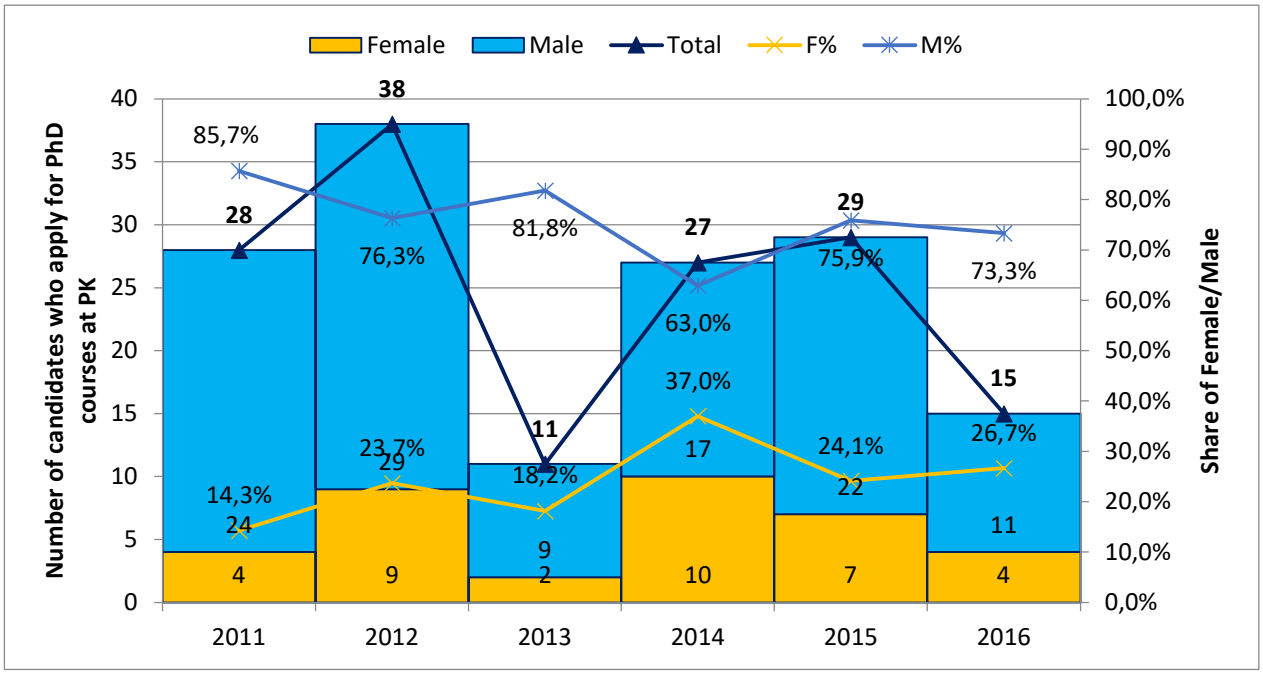


Figure 2.93. Number of candidates who apply for and proportion of female and male at PhD courses at PK

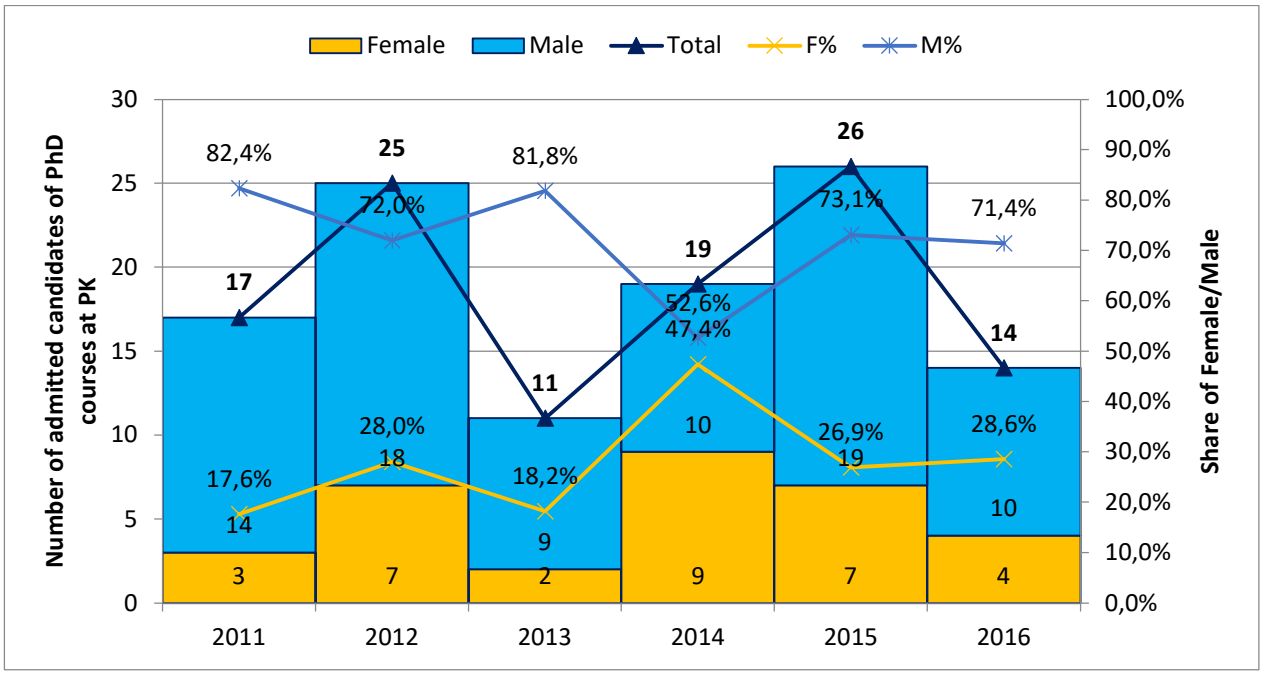


Figure 2.94. Number of admitted candidates and proportion of female and male at PhD courses at PK

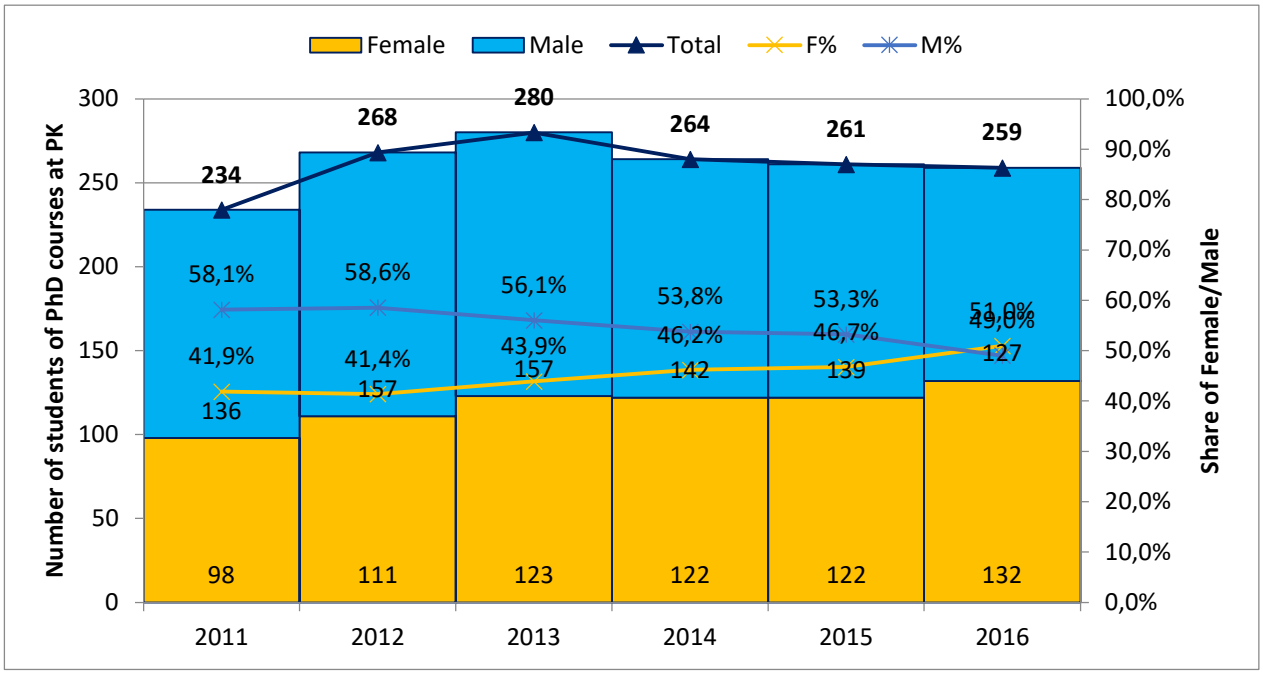


Figure 2.95. Number of students and proportion of female and male at PhD courses at PK

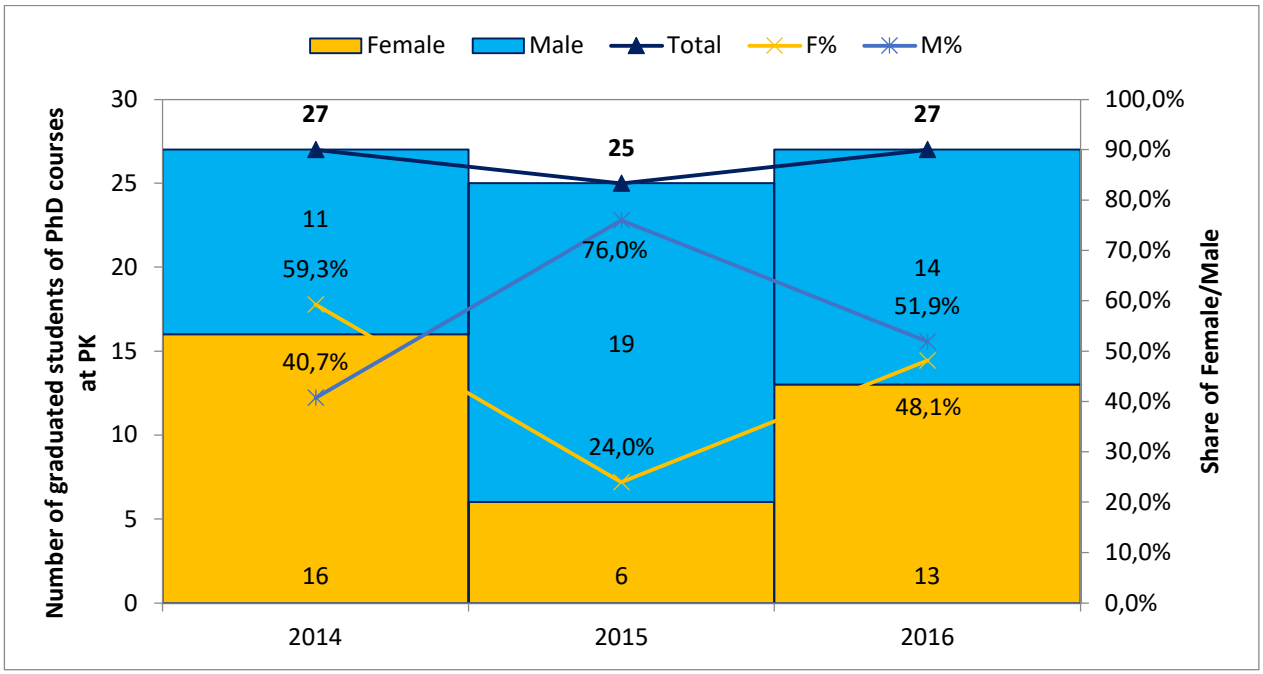


Figure 2.96. Number of graduated students and proportion of female and male at PhD course at PK

The illustration of share of women at PHD courses at PK is presented below in the next two diagrams. The subsequent graphs concern the subsequent stages of studying and graduating.

The division criterion is the field of study. The data series named “Total” represents the average share of female at the university.

Share of women is consequently (in the period 2011-2016) high among women studying fields of study such as Chemical Technology and Environmental Engineering and is equal about 60-70 %.The share is rising sharply in case of women studying Material Engineering from 20 % in 2011 to 88 % in 2016. On the other hand there

are fields of study such as Mechanics, Transport, Mechanical Engineering where share of women is relatively low (below 40 % %). Civil Engineering has share of women about 35-40 %. The average share of women students PHD courses at PK is about 38-43 %, and rises among women graduated to 40-48 %.

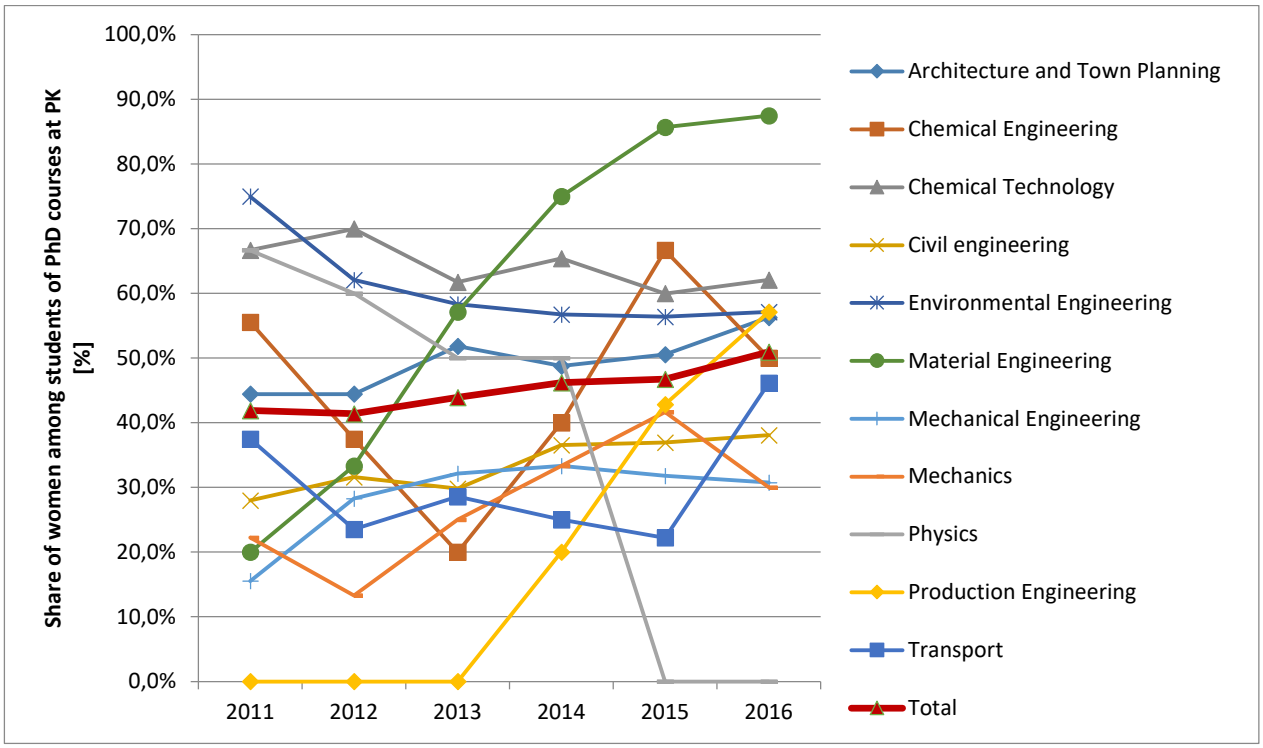


Figure 2.97. Share of women among students of PhD courses, by fields of study at PK

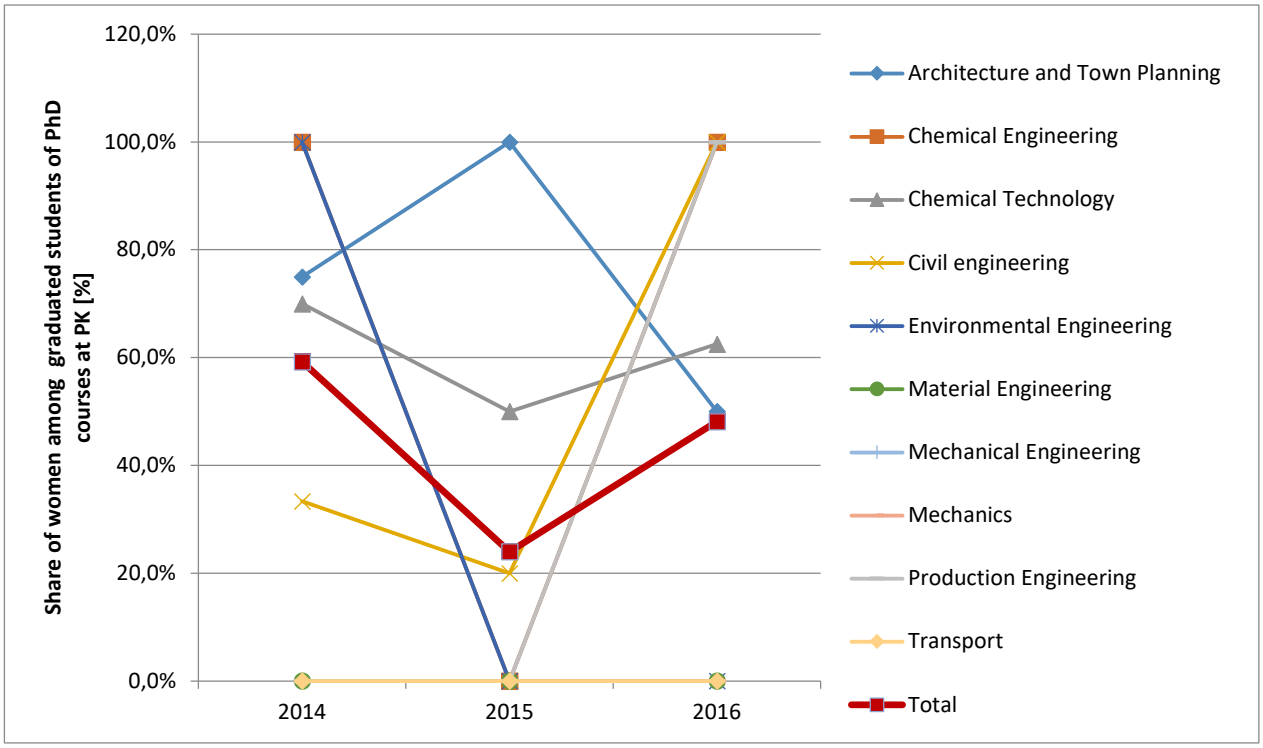


Figure 2.98. Share of women among graduated students of PhD courses, by fields of study at PK

The division criterion is the faculty. The data series named “Total” represents the average share of female at the university.

The illustration of share of women at PhD courses at PK taking into account division into faculties is presented below in the next two diagrams. The graphs concern the subsequent stages studying and graduating.

The representation of women is extremely high at such faculties as Faculty of Chemical Engineering and Technology (WIiTCh) (61-65 %) and Faculty of Environmental Engineering (WIS) (57-75 %) and very low at Faculty of Civil Engineering (WIL) (29-40 %).

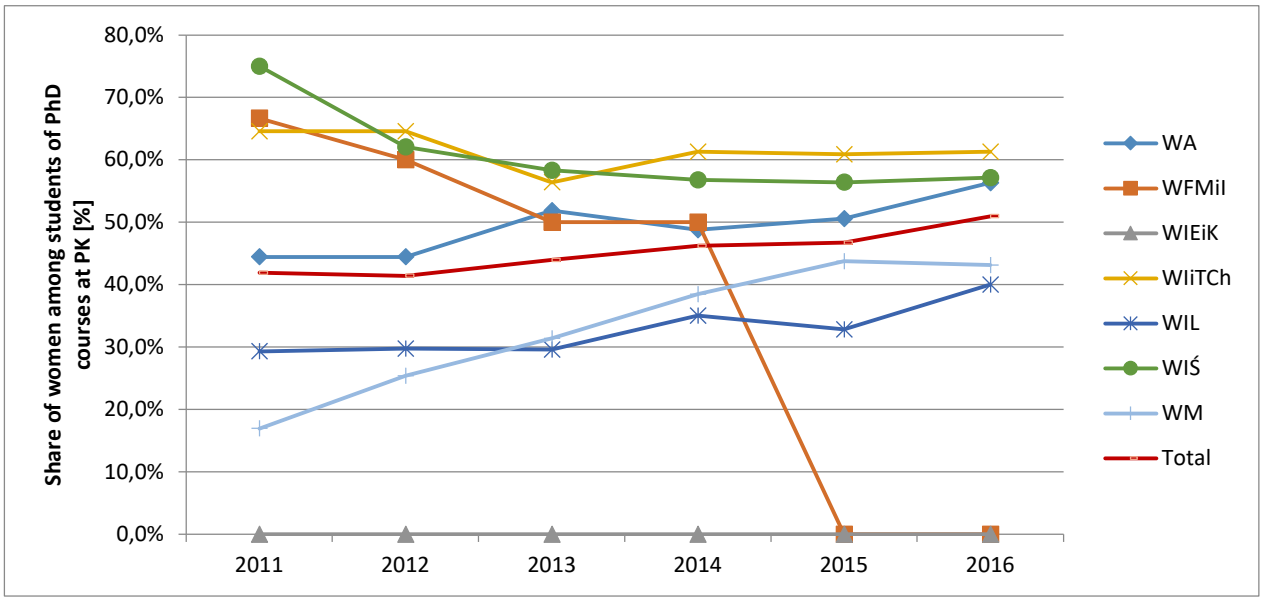


Figure 2.99. Share of women among students of PhD courses, by faculties at PK

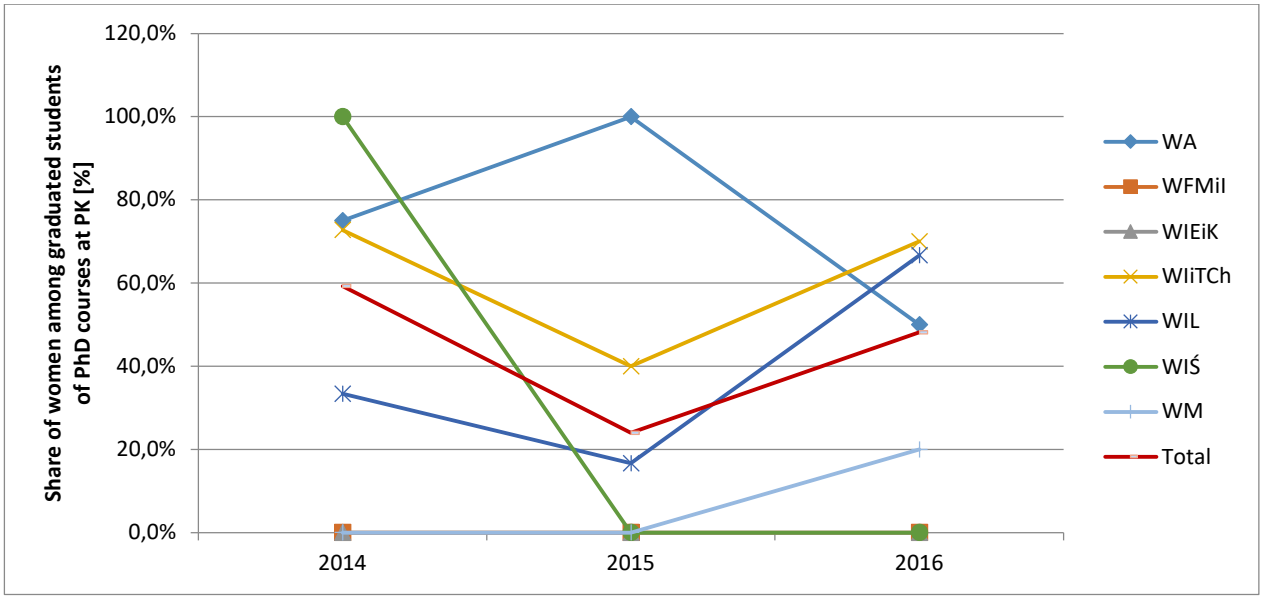


Figure 2.100. Share of women among graduated students of PhD courses, by faculties at PK

The comparison of shares of women as during all four stages of studying is given in diagram below.

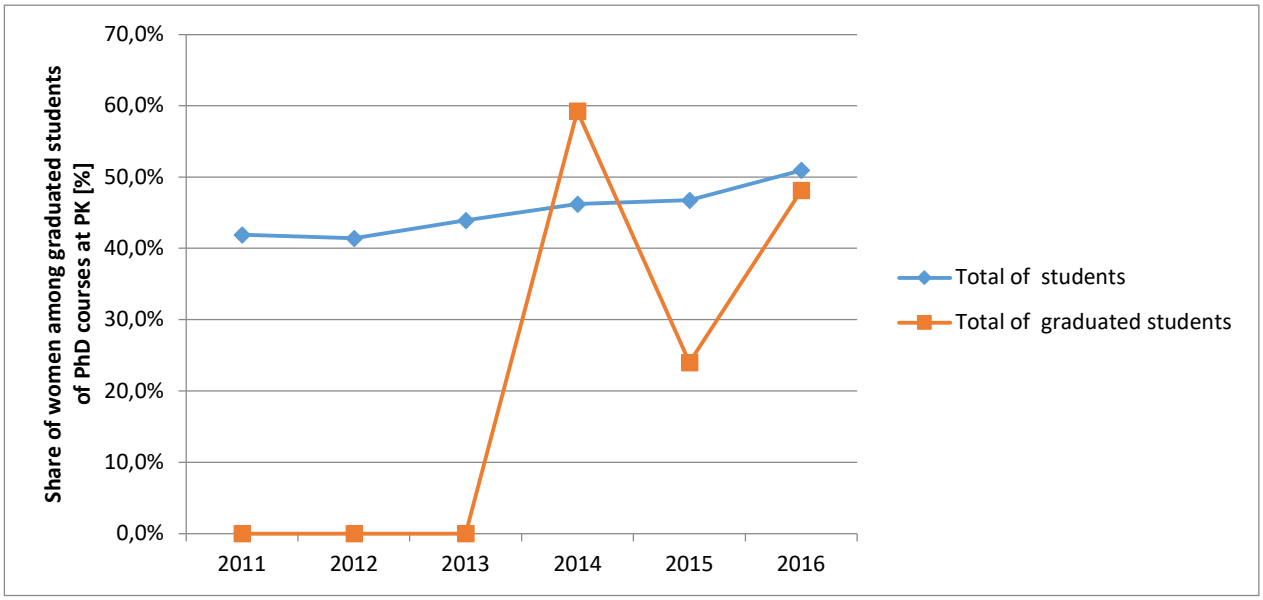


Figure 2.101. Comparison of share of women during all five stages of studying of MSc courses at TU WIEN

2.7 Recruitment and retention during studying process progress

The next four graphs show the process of changing share of women and share of men during studying process from the stage of BA students through the BA graduation and next stage of MSc students through the MSc graduation to PhD students and graduation PhD at UNIRC, TU WIEN, UPC and PK, respectively in the period from 2011 to 2016.

The graph below concerns the situation at UNIRC.

The share of women at BA stage of education is about 40 % and it rises sharply to about 57 % at the MSc studying stage. Share of women who become graduated depends on the year. In 2012, 55 % of MSc graduated students were women and in 2016 the share of women decreased to 50 %. At PhD studying courses, the share of women is higher than the share of men.

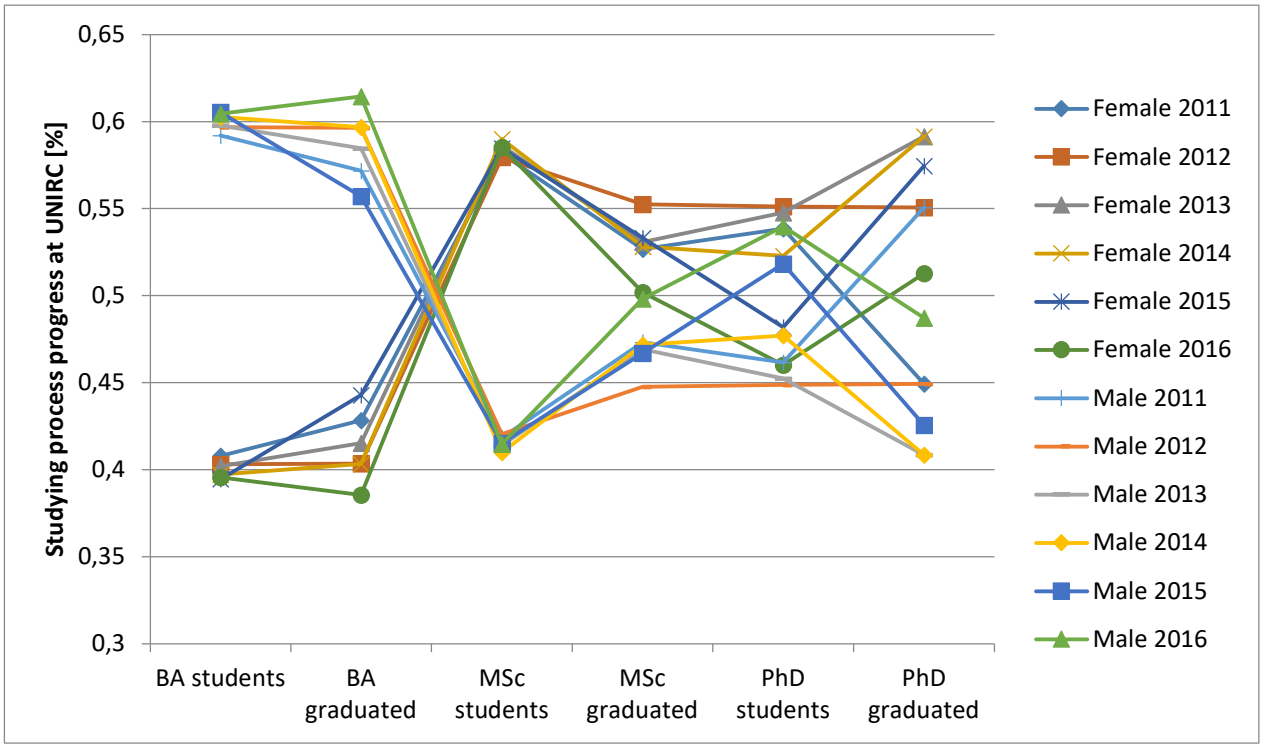


Figure 2.102. Studying process progress from BA to PhD level at UNIRC

The graph below concerns the situation at TU WIEN.

The share of women at TU WIEN, regardless of the stage of studying (BA, MSc, PhD), is much lower than the share of men and it does not exceed 40%. This share is the highest at the beginning of MSc courses and declines to 23% at PhD studying and graduating.

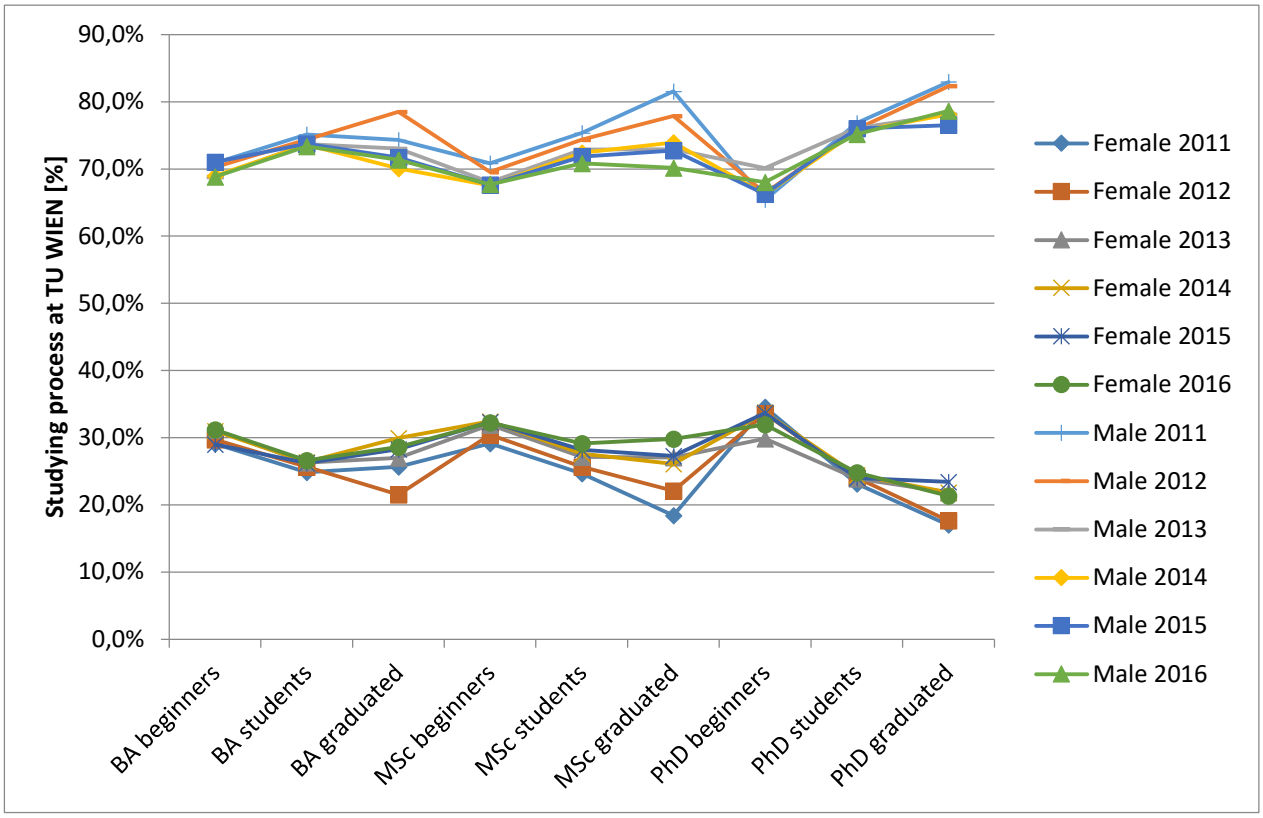


Figure 2.103. Studying process progress from BA to PhD level at TU WIEN

The graph below concerns the situation at UPC.

The share of women at UPC, regardless of the stage of studying (BA, MSc, PhD), is much lower than the share of men and it does not exceed 40 %. At the stage od MSc studying degree the share of women rises from about 33 % (among beginner students) to about 38 % (among graduated students).

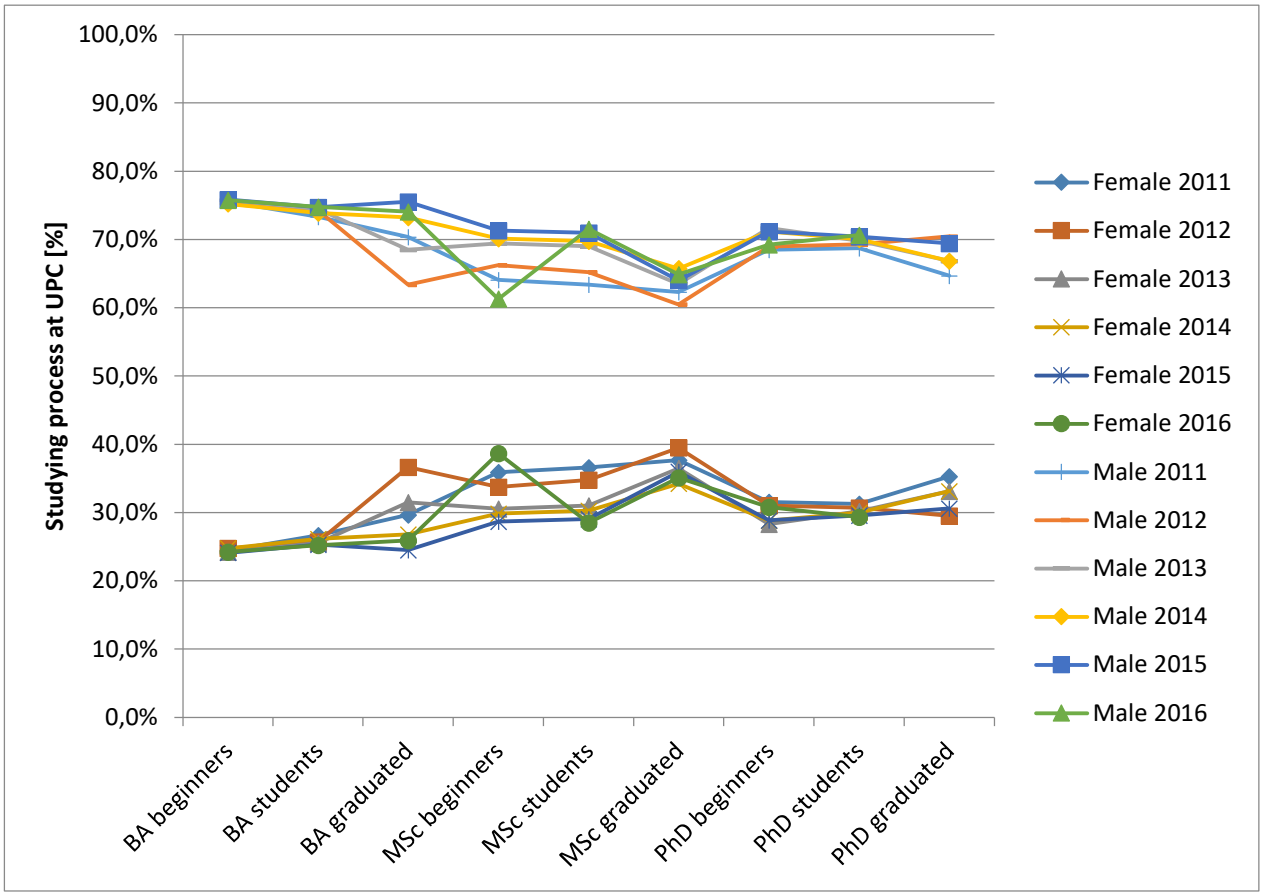


Figure 2.104. Studying process progress from BA to PhD level at UPC

The graph below concerns the situation at PK.

The share of women at PK is the lowest at BA stage. It is about 37-47 %. From 2013 the share of women at MSc courses rises up to 40-52 %. At the PhD stage, it remains at the same level 42-52 %. From 2014 the share of women at MSc level and PhD level rise rapidly and is even higher than the share of men.

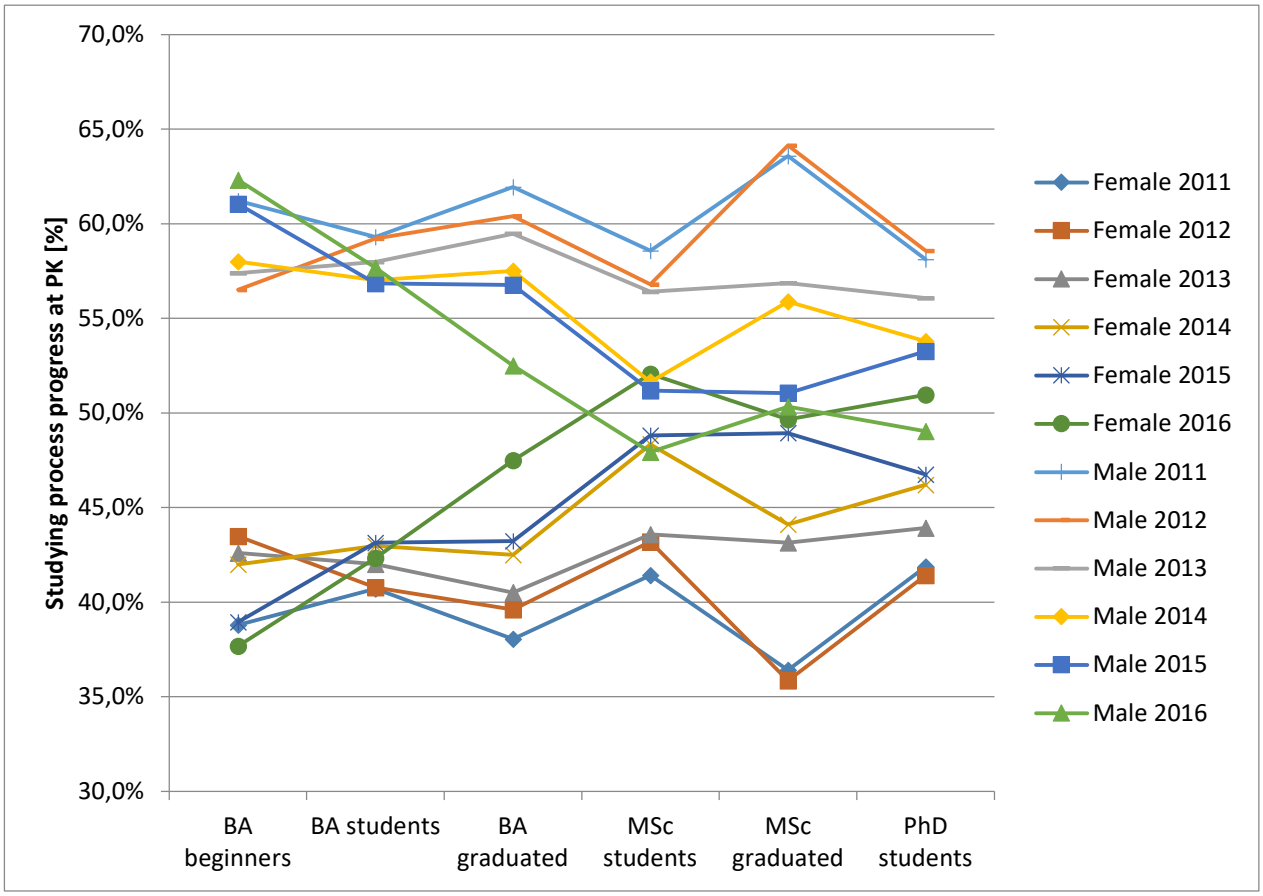


Figure 2.105. Studying process progress from BA to PhD level at PK

3 Current status of women career development – academic staff/researchers' stage

3.1 Introduction to description of researcher staff positions

Following the researcher staff positions defined by the Frascati Manual (OECD, 2002), the notations Grade A, Grade B, Grade C and Grade B for researcher positions have been used.

The description of the Grades is presented in the table below according to SHE FIGURES 2015.

Table 3.1. Description of the Grade A, B, C and D according to SHE FIGURES 2015

Grade	ABCD-grade name	Description of staff positions
A	professor	Should include all researchers working in positions which are the top positions (A) more senior than (B)
B	associate professor	Should include 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;
C	assistant professor	The first grade/post into which a newly qualified PhD graduate would normally be recruited within the institutional or corporate system
D	other teaching staff	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.

Transcription of ABCD Grades notation to regulations at each RPO is presented in the Table below.

Table 3.2. Transcription of ABCD Grades notation to regulations at each RPO

Grade	Austria	Italy	Spain	Poland
A	Professor_innen	Full professor	Full Professor (tenured, civil servant) Professor (tenured, non civil servant) Emeritus	Full Professor (Profesor zwyczajny)
B	Laufbahnstellen, Dozent_innen	Associate Professors	Associate Professor (tenured, civil servant) CEU (Catedrático de Escuela Universitaria, equivalent to Associate Professor; to be extinguished) Associate Professor (tenured, non civil servant) Visitor	Prof.PK University professor, Visiting Professor, (profesor nadzwyczajny) Habilitated PHD
C	Senior Scientist PostDoc, Assistent_innen, Projektass. PostDoc Staff-Scientist	Researcher	TEU (Titular de Escuela Universitaria; tenured, civil servant, PhD not required, less than Associate Professor; to be extinguished) Assistant Professor (non-tenured) Instructor (tenured, non civil servant, PhD not required, similar to TEU, to be extinguished)	PhD Adjunct (adiunkt)

Grade	Austria	Italy	Spain	Poland
D	PreDoc Kollegiat_innen Projektass. PreDoc Projektass. Senior Lecturer (exkluded: Lehrbeauftragte u. Studienassistentinnen)	Temporary Researcher Fellow	Teaching Assistant (non-tenured) Part time instructor (non-tenured)	MSc Assistant, Lecturer, Senior Lecturer (Asystent, wykładowca, starszy wykładowca)

3.2 Brief description of each RPOs recruitment model at employee enrolment

3.2.1 The University Mediterranea of Reggio Calabria (UNIRC)

Grade A – Full professor*

Type of admission procedure (on-line, personal, other)

online

Frequency of employee recruitment / competition announcement for this position

No standard frequency. Frequency is very variable as it depends on national Laws and available budget - both at national and local levels,

*L*ist of documents that are to be submitted by candidates applying for admission

Admission is here intended as "qualification" according to the Italian National Qualification System. There is a two-step procedure (which is the same for associate and full professor positions):

1. First step (“National Academic Qualification”, ASN): candidates to (associate and) full professor positions submit an application in some given time-windows – as defined by the Ministry of High Education. The procedure is managed at national level. Candidates are evaluated by National Committees (there are as many Committees as the number of macro-areas – established by a Ministry Decree – which includes one or more “scientific disciplinary sectors”, ssd). Candidates may submit (on line) their application for one or more macro-areas, according to their profile. Committees evaluate candidates on the basis of some established criteria (again, defined at Ministry level by a national Law) and may add some other (sub-)criteria, which have to be published before the evaluation procedure starts. Candidates thinking they are not matching all the criteria may decide to withdraw their application by a given deadline. At the end of the national evaluation process – which is not a comparative one – successful candidates obtain a qualification for the role and the ssd where they submitted the application (i.e., qualified for full/associate professor in the given ssd). They keep such qualification for a pre-fixed number of years (currently 6). Unsuccessful candidates cannot present a new application for at least one year. Currently, the available time-windows are fixed about each three-four months, for a whole period of two years. The current process will last until April 2018 (the Committees are in charge for the same period).
2. Second step (recruitment at University): qualified people may submit applications – at each Italian University, as the qualification is at national level – for the role of associate/full professor at a given University where specific calls are published. The number of calls (for role and ssd) depends on several criteria (mainly available budget, but also ratio between students and professors, curricula evaluation procedures, number of courses and so on). Each University adopts its own rules

concerning call modalities, Committee selection and criteria, although they must comply with general national rules (mainly Law 240/2010). Candidates are ranked according to the scores/judgments given by the Committee. The final choice for the recruitment, according to internal rules, is made by the University (the first one, the best one who fit some specific criteria, other)

Documents presented for getting the qualification may be different from the ones required by each University for open full professor positions. In this case, each University adopts its own rules concerning call modalities and criteria, although they must comply with general national rules (mainly Law 240/2010).

Current list of documents that, apart from personal data, should be presented for qualification:

- current academic position (if any);
- scientific publications (the maximum number depends on macro-areas and ssd) congruent with research topics in the given ssd;
- certification of participation to/organization of conferences dealing with topics in the given ssd;
- coordination of/participation to research groups;
- responsibility of scientific researches funded by private/public qualified institutions;
- responsibility of scientific research projects at both national and international levels, funded under a comparative evaluation procedure
- component of/responsible for editorial boards of recognized importance in the given ssd;
- participation to PhD evaluation Committees (within PhD courses officially recognized by the Ministry of High Education);
- teaching activities within PhD courses officially recognized by the Ministry of High Education
- formal assignment of teaching activities at foreign qualified Institutions;
- awards and prizes obtained for research activities, included membership to academic associations relevant for the specific ssd;
- spin-off activities and patents;
- specific professional experiences characterized by research activities congruent with the ssd for which the application is presented.

Stages, rules – description: Not applicable

Criteria taken into account during recruitment procedure

Criteria, defined for the qualification procedure, are:

- congruence of the scientific publications with the ssd for which the candidate has submitted the application
- specific contribution of the candidate to co-authored publications
- quality of the research activities, at both national and international levels, based on originality, methodological accuracy, innovative features
- importance of the journals/editors where the candidate published research results, mainly based on the transparency of the review/evaluation procedures
- number and features of the scientific publications presented for the evaluation procedure and temporal continuity of the scientific production
- relevance of the publication within the given macro-area and ssd

  - consistency with the threshold values of three indicators established by national DM 120/2016 (number of publications on journals indexed by Scopus/Web of Science; number of citations, as reported by data bases in Scopus/Web of Science; Hirsch index, as computed by using Scopus and Web of Science databases). The threshold values are published by the Ministry of High Education and are different for each macro-area.
- Criteria defined for the second step (recruitment at the University) are generally a subset (or in some cases the whole set) of the above criteria. They depend on internal rules. For UNIRC, currently they are:
  - quality of the research activities, at both national and international levels, based on originality, methodological accuracy, innovative features
  - congruence of the scientific research activities with the ssd for which the candidate has submitted the application and congruence with the profile specified in the call
  - the specific contribution of the candidate to co-authored publications
  - importance of the journals/editors where the candidate published research results, mainly based on the transparency of the review/evaluation procedures.

Are there any specific points, rules that differentiate procedures dealing with women and men

NO.

Grade B - Associate Professor

Type of admission procedure (on-line, personal, other)

On-line.

Frequency of employee recruitment / competition announcement for position of

No standard frequency. Frequency is very variable as it depends on national Laws and available budget - both at national and local levels

List of documents that are to be submitted by candidates applying for admission

The admission, intended as "qualification" according to the Italian National Qualification System, follows the same two-step procedure as the one already described for full professor (see above).

Documents presented for qualification may be different from the ones required by each University for open full professor positions. In this case, each University adopts its own rules concerning call modalities and criteria, although they must comply with general national rules (mainly Law 240/2010).

Current list of documents that, apart from personal data, should be presented for qualification:

- current academic position (if any);
- scientific publications (the maximum number depends on macro-areas and ssd, see also *) congruent with research topics in the given ssd;
- certification of participation to/organization of conferences dealing with topics in the given ssd;
- coordination of/participation to research groups;
- responsibility of scientific researches funded by private/public qualified institutions;
- responsibility of scientific research projects at both national and international levels, funded under a comparative evaluation procedure
- component of/responsible for editorial boards of recognized importance in the given ssd;

- participation to PhD evaluation Committees (within PhD courses officially recognized by the Ministry of High Education);
- teaching activities within PhD courses officially recognized by the Ministry of High Education
- formal assignment of teaching activities at foreign qualified Institutions
- awards and prizes obtained for research activities, included membership to academic associations relevant for the specific ssd;
- spin-off activities and patents
- specific professional experiences characterized by research activities congruent with the ssd for which the application is presented.

Stages, rules – description

Not applicable.

Criteria taken into account during recruitment procedure

Criteria, defined for the qualification procedure, are:

- congruence of the scientific publications with the ssd for which the candidate has submitted the application
- the specific contribution of the candidate to co-authored publications
- quality of the research activities, at both national and international levels, based on originality, methodological accuracy, innovative features
- importance of the journals/editors where the candidate published research results, mainly based on the transparency of the review/evaluation procedures
- number and features of the scientific publications presented for the evaluation procedure and temporal continuity of the scientific production
- relevance of the publication within the given macro-area and ssd
- consistency with the threshold values of three indicators established by national DM 120/2016 (number of publications on journals indexed by Scopus/Web of Science; number of citations, as reported by data bases in Scopus/Web of Science; Hirsch index, as computed by using Scopus and Web of Science databases). The threshold values are published by the Ministry of High Education and are different for each macro-area.

Criteria defined for the second step (recruitment at the University) are generally a subset (or in some cases the whole set) of the above criteria. They depend on internal rules. For UNIRC they are:

- quality of the research activities, at both national and international levels, based on originality, methodological accuracy, innovative features
- congruence of the scientific research activities with the ssd for which the candidate has submitted the application and congruence with the profile specified in the call
- the specific contribution of the candidate to co-authored publications
- importance of the journals/editors where the candidate published research results, mainly based on the transparency of the review/evaluation procedures.

Are there any specific points, rules that differentiate procedures dealing with women and men

NO.

Grade C – Research fellow (such role is better known as "temporary researcher", according to the national Law 240/2010, which reorganizes the Italian University system. Temporary researcher positions can be kept for 6 years at the maximum).

Type of admission procedure (on-line, personal, other)

On-line/personal.

Frequency of employee recruitment / competition announcement for position

No standard frequency. Frequency is very variable as it depends on available budget at University levels

List of documents that are to be submitted by candidates applying for admission

There is no a standard list, as for each call and each ssd the Committee can define specific documents. However, general ones include scientific publications, PhD degree.

Stages, rules – description

Not applicable.

Criteria taken into account during recruitment procedure

There is no a standard list, as for each call and each ssd the Committee can define specific criteria. However, general ones include degree mark, congruence of scientific activities with the ssd for which the candidate is competing, number and quality of scientific publications, PhD degree.

Are there any specific points, rules that differentiate procedures dealing with women and men

NO.

Grade D – Other Teaching Staff

Type of admission procedure (on-line, personal, other)

No teaching roles, only some research activities (generally for a time period of one year) may be assigned to candidates applying for specific calls

Frequency of employee recruitment / competition announcement for position

Any specific frequency. Calls depend on budget and research needs.

List of documents that are to be submitted by candidates applying for admission

There is no a standard list, as for each call and each ssd the Committee can define specific documents. However, general ones could include mark degree, PhD degree.

Stages, rules – description

Not applicable.

Criteria taken into account during recruitment procedure

There is no a standard list, as for each call and each ssd the Committee can define specific criteria.

Are there any specific points, rules that differentiate procedures dealing with women and men

NO.

3.2.2 Technische Universität Wien *TU WIEN*

Grade A - Professor

Type of admission procedure (on-line, personal, other)

Online or post mail. If the appointment committee decides to invite an applicant: personal.

Frequency of employee recruitment / for position

Universities Act 2002: The subject allocation of a chair to be filled on a permanent basis or for longer than three years shall be specified by the development plan. All positions shall be advertised by the rectorate in Austria and abroad.

List of documents that are to be submitted by candidates applying for admission

Depending on the particular dean's office that demand different documents, but probably a curriculum vitae, publication list and certificates are required.

Stages, rules – description

Appointment procedure:

- job announcement
- application for the job
- appointment committee
- candidate lecture & interview
- shortlist of three candidates
- appointment negotiations of the rector (together with the responsible dean).

Criteria taken into account during recruitment procedure

The requirements of the job announcement have to be met by the applicant. The shortlist of three candidates is based on the application, evaluations, candidate lecture and interviews.

Are there any specific points, rules that differentiate procedures dealing with women and men.

Yes. According to the Career Advancement Plan for Women at TU Wien preference will be given to women when equally qualified.

Grade B - Associate Professor

Type of admission procedure (on-line, personal, other)

Online or post mail.

Frequency of employee recruitment / competition announcement for position

The number of associated professors is regulated by the development plan.

List of documents that are to be submitted by candidates applying for admission

- description of scientific research performance
- description of experience and activities regarding teaching and supervising junior scientists
- proof of attracting third-party funding
- concept regarding future plans in research and teaching and contribution to the scientific profile of the faculty/university.

Stages, rules – description

Procedure:

- job announcement
- application
- selection process and inception (an advisory board is responsible for executing the selection process and drawing up a shortlist with three candidates while considering statements of professors of the relevant field; the dean passes the shortlist on to the rector; the rector decides)
- qualification agreement

- assistant professor
- evaluation if qualification agreement targets are met
- associate professor.

Criteria taken into account during recruitment procedure

A relevant PhD is mandatory for applicants. The scientific potential is assessed on the basis of the scientific reputation and international visibility (considering the scientific age) and contains the criteria scientific publications, relevant teaching experience, national and international research cooperation, practical experience with attracting third-party funding, scientific work outside TU Wien.

Are there any specific points, rules that differentiate procedures dealing with women and men

Yes. According to the Career Advancement Plan for Women at TU Wien preference will be given to women when equally qualified.

Grade C – Assistant Professor - PostDoc (Univ.Ass.)

Type of admission procedure (on-line, personal, other)

Online or post mail, personal.

Frequency of employee recruitment / competition announcement for position

If a faculty/dean has enough budget to hire a postdoc, they can announce the job.

List of documents that are to be submitted by candidates applying for admission

Depending on the particular dean's office that demands different documents.

Stages, rules – description

The job of a PostDoc has to be announced officially, even if the applicant has been an assistant before. The duration of a position as PostDoc must not exceed 6 years and it's not allowed to extend this period. The head of institute nominates the prospective postdoc, the dean approves.

Criteria taken into account during recruitment procedure

A relevant PhD is mandatory for applicants.

Are there any specific points, rules that differentiate procedures dealing with women and men

Yes. According to the Career Advancement Plan for Women at TU Wien preference will be given to women when equally qualified.

Grade C – Assistant Professor - Senior Scientist

Type of admission procedure (on-line, personal, other)

Online or post mail, personal.

Frequency of employee recruitment / competition announcement for position

The job of a Senior Scientist has to be announced officially. The dean and the vice rector for human resources and gender have to approve the position.

List of documents that are to be submitted by candidates applying for admission

Standard documents such as: Curriculum Vitae, certificates, references.

Stages, rules – description

The head of institute nominates the prospective senior scientist, the dean approves.

Criteria taken into account during recruitment procedure

A relevant PhD is mandatory for applicants.

Are there any specific points, rules that differentiate procedures dealing with women and men

Yes. According to the Career Advancement Plan for Women at TU Wien preference will be given to women when equally qualified.

Grade D – Other teaching staff - PraeDoc (Univ.Ass)

Type of admission procedure (on-line, personal, other)

Online or post mail, personal.

Frequency of employee recruitment / competition announcement for position

If a faculty/dean has enough budget to hire a praedoc and the vice rector for human resources and gender approves, they can announce the job.

List of documents that are to be submitted by candidates applying for admission

master's degree

Stages, rules – description

Praedocs get limited contracts that must not exceed 4 years. The head of institute nominates the prospective praedoc, the dean approves.

Criteria taken into account during recruitment procedure

A master is mandatory for applicants.

Are there any specific points, rules that differentiate procedures dealing with women and men

Yes. According to the Career Advancement Plan for Women at TU Wien preference will be given to women when equally qualified.

Grade D – Other teaching staff - Kollegiat_innen

Type of admission procedure (on-line, personal, other)

Online or post mail, personal.

Frequency of employee recruitment / competition announcement for position

Every year the vice rector for academic affairs announces 1-2 doctoral colleges.

List of documents that are to be submitted by candidates applying for admission

master's degree.

Stages, rules – description

Kollegiat_innen get limited contracts that must not exceed 3 years.

Criteria taken into account during recruitment procedure

A master is mandatory for applicants.

Are there any specific points, rules that differentiate procedures dealing with women and men

Yes. The percentage of women has to be 50% while the number of students must be between 7 and 10. If there are 5 male and only 2 female students, 3 places to study would not be filled.

3.2.3 Universitat Politècnica de Catalunya UPC

UPC recruitment processes regulations: http://www.upc.edu/sdp/ca/concursos-personal-docent-i-investigador/legislacio-de-referencia

Grade A - Full Professor

Before final selection processes, the university applies a promotional plan to decide at which departments and with which specific profile the position will be announced. People from UPC, belonging to grade B and with an habilitation for full professor (grade A), can apply for this promotional selection. Even though anyone with the habilitation can apply to the selection process, the promotional competition is even more important than the final process, because the positions match the profile of the people that win this promotional competition.

Type of admission procedure (on-line, personal, other)

Personal competition.

Frequency of employee recruitment / competition announcement for position

About 15-20 positions every year (depending on the budget) since 2016. No recruitments from 2012 to 2016.

List of documents that are to be submitted by candidates applying for admission

For promotional plan: Complete CV. For recruitment process: Complete CV + teaching and research project.

Stages, rules – description

Promotional plan: Each candidate is evaluated (objective criteria from the CV + evaluation from the Staff Recruitment and Evaluation Committee + evaluation of the school and department of the candidate) and the first ones are selected. For the recruitment process there are oral presentations of the CV and the teaching and research project. All oral presentations include questions by the recruitment committee.

Criteria taken into account during recruitment procedure

Each recruitment commission prioritizes the criteria but the general regulation of the recruitment procedures includes the criteria to take into account.

Are there any specific points, rules that differentiate procedures dealing with women and men

YES. In the promotional plan of 2017 a coefficient of 1.15 multiplied the quantitative evaluation of women candidates. According to the regulation, this will be like this until balance in grade A is reached.

Grade B - Associate Professor

There are two types of competitions for the Grade B positions, the ones that come from the stabilization plan (UPC researchers from Grade C that have an habilitation for Grade B can apply for it) and the ones for external researchers.

Type of admission procedure (on-line, personal, other)

Personal competition.

Frequency of employee recruitment / competition announcement for position

About 50 positions (depending on the budget).

List of documents that are to be submitted by candidates applying for admission

For stabilization plan: Complete CV. For recruitment process: Complete CV + teaching and research project.

Stages, rules – description

Stabilization plan: Each candidate is evaluated (objective criteria from the CV + evaluation from the Staff Recruitment and Evaluation Committee + evaluation of the school and department of the

candidate) and if they pass the process, a Grade B position is created in their department and with a profile that matches their profile (depending on the budget they may have to wait but the spot will be created). For the recruitment process (at which anyone with the habilitation for Grade B can apply) there are oral presentations of the CV and the teaching and research project and also the candidates must do a lesson. All oral presentations include questions by the recruitment committee.

Criteria taken into account during recruitment procedure

Each recruitment commission prioritizes the criteria but the general regulation of the recruitment procedures includes the criteria to take into account.

Are there any specific points, rules that differentiate procedures dealing with women and men

NO.

Grade C – Assistant Professor

Type of admission procedure (on-line, personal, other)

On-line + Personal competition.

Frequency of employee recruitment / competition announcement for position

About 15-20 positions every year (depending on the budget).

List of documents that are to be submitted by candidates applying for admission

Complete CV + work plan.

Stages, rules – description

There are two phases: the first one evaluates the CV and work plan, is eliminatory and can be done on-line. The second phase is an oral presentation of the CV and the work plan and a lesson, chosen by the candidate. All oral presentations include questions by the recruitment committee.

Criteria taken into account during recruitment procedure

Each recruitment commission prioritizes the criteria but the general regulation of the recruitment procedures includes the criteria to take into account.

Are there any specific points, rules that differentiate procedures dealing with women and men

NO.

Grade D – Other teaching staff

Type of admission procedure (on-line, personal, other)

Personal competition.

Frequency of employee recruitment / competition announcement for position

Only part time instructors (not researchers) are employed now. No pre-doc teaching staff.

List of documents that are to be submitted by candidates applying for admission

For Pre-doc assistants: Complete CV and work plan. For part time teachers, CV and relation between the CV and the characteristics of the position.

Stages, rules – description

Pre-doc assistants: Oral presentation of the CV and workplan. Before the oral presentation, each member of the recruitment commission writes an evaluation report. Part time teachers: there is a first eliminatory phase in which candidates are evaluated (without the candidate) and for those who pass this phase, there is an interview with the candidate.

Criteria taken into account during recruitment procedure

Each recruitment commission prioritizes the criteria but the general regulation of the recruitment procedures includes the criteria to take into account.

Are there any specific points, rules that differentiate procedures dealing with women and men

NO.

3.2.4 Politechnika Krakowska (PK)

Grade A – Full Professor (*profesor zwyczajny*)

Type of admission procedure (on-line, personal, other)

Personal

Frequency of employee recruitment / competition announcement for position

No standard frequency. At the request of the head of the unit (faculty/institute/department), but when there is a didactic charge for such a person in the unit.

List of documents that are to be submitted by candidates applying for admission

Usually curriculum vitae, publication list and certificates are required.

Stages, rules – description

Appointment procedure:

- job announcement
- application for the job
- appointment committee
- candidate lecture & interview
- appointment negotiations of the rector (together with the responsible dean).

Criteria taken into account during recruitment procedure

1) state title of professor,
2) an outstanding position in the field of science,
3) significant achievements in research staff educating and managing of research teams,
4) didactic achievements.

Are there any specific points, rules that differentiate procedures dealing with women and men

No.

Grade B - Associate Professor (*Prof. PK, prof. wizytujący*)

Type of admission procedure (on-line, personal, other)

Competition announcement for the position or in some cases, promotion after obtaining the doctoral habilitated title (for researches previously employed at position of assistant professor named adjunct).

Frequency of employee recruitment / competition announcement for position

No standard frequency. At the request of the head of the unit (faculty/institute/department), but when there is a didactic charge for such a person in the unit or according to research plan that required special or specific knowledge or experiences.

List of documents that are to be submitted by candidates applying for admission

Usually curriculum vitae, publication list and certificates are required.

Stages, rules – description

Procedure:

- job announcement
- application
- selection process and inception (an advisory board is responsible for executing the selection process and drawing up a shortlist with three candidates while considering statements of professors of the relevant field; the dean passes the shortlist on to the rector; the rector decides).

Criteria taken into account during recruitment procedure

1) state title of professor or the scientific degree of doctor habilitated,
2) a significant scientific output,
3) achievements in staff educating or managing of research teams, or outstanding achievements in designing.

Are there any specific points, rules that differentiate procedures dealing with women and men

No.

Grade C – Assistant Professor (*Adiunkt*)

Type of admission procedure (on-line, personal, other)

Competition announcement (on-line and poster announcement) for the position or promotion after obtaining the doctoral title (for researches previously employed at position of other teaching staff named assistant).

Frequency of employee recruitment / competition announcement for position

Unspecified - at the request of the head of the unit (faculty/institute/department), but when there is a didactic charge for such a person in the unit.

List of documents that are to be submitted by candidates applying for admission

Usually curriculum vitae, publication list and certificates are required.

Stages, rules – description

The maximum time at a position as *Adiunkt* must not exceed 8 years and in some cases it can be prolonged. His/her contract is signed for an indefinite period (with a rotation clause). In the time not longer than 8 year, she/he is obliged to complete her /his habilitation thesis and to be awarded degrees of doctor habilitated.

Criteria taken into account during recruitment procedure

1) the scientific degree of doctor,
2) completed pedagogical training,
3) appropriate professional achievements or professional practice (applies to technical disciplines),
4) proven knowledge of a foreign language knowledge.

Are there any specific points, rules that differentiate procedures dealing with women and men

No.

Grade D – Other teaching staff (*Asystent*)

Type of admission procedure (on-line, personal, other)

Competition announcement for the position.

Frequency of employee recruitment / competition announcement for position

Unspecified - at the request of the head of the unit (faculty/institute/department), but when there is a didactic charge for such a person in the unit.

List of documents that are to be submitted by candidates applying for admission

Usually curriculum vitae, publication list and certificates are required.

Stages, rules – description

The maximum time at a position as Asystent must not exceed 8 years and in some cases it can be prolonged, maximum 1 year. His/her contract is signed for an indefinite period (with a rotation clause). In the time not longer than 8 year, she/he is obliged to complete her /his PhD thesis and to be awarded degrees of doctor.

Criteria taken into account during recruitment procedure

1) the scientific degree of MSc or equivalent,
2)obtained a high average grade during studies,
3) completed pedagogical training or supplement it in the first year of employment,
4) proven knowledge of a foreign language.

Are there any specific points, rules that differentiate procedures dealing with women and men

No.

3.3 Recruitment committee (RC)

3.3.1 The University Mediterranea of Reggio Calabria (UNIRC)

Structure of recruitment committee – Grade A and Grade B

Step 1 of the recruitment process (ASN qualification): the components are selected by random extraction – without quotas for male/female components – from a national list of high-qualified scientists matching pre-defined criteria defined by the Ministry of High Education

Step 2 of the recruitment process (recruitment at University): each University defines its own criteria to select the component of the evaluation Committee: At UNIRC, the Evaluation Committee is appointed by the Rector, the Academic Senate having agreed, and it is made by three full professors – two of them must be external components. At least two of the components must belong to the same ssd for which the recruitment call has been prepared. External components are randomly chosen within national lists of high-qualified scientists, matching the same criteria as the ASN Committee components.

Structure of recruitment committee – Grade C and Grade D

The components of the Evaluation Committee generally are chosen at Department level, among available people in the ssd congruent with the call requirements.

Role of RC

Provide a rank of candidates based on University rules and features/requirements of the call.

Tasks of RC

1 Evaluate candidates' documents (publications, titles, roles covered during their worklife, past positions, and so on)
2 Evaluate and rank candidates on the basis of documents and according to some agreed criteria
3 provide the evaluation results to the Department/University
4 Provide minutes of all the steps followed during the evaluation procedure

RC influence on the course of recruitment procedure

The final rank could depend also on qualitative indicators, where the Evaluation Committee has some degree of freedom.

3.3.2 Technische Universität Wien (*TU WIEN)*

At TU Wien there are only recruitment committees regarding Grade A & Grade B staff positions.

Description for Grade A

Structure of recruitment committee (appointment committee, Berufungskommission)

In 2016 the share of women in appointment committees was 31,1%, the share of men 68,90% - there is a 50% mandatory quota in place but due to a lack of women female professors and women mid-level faculty this quota is not met.

Role of RC

Draw up a shortlist of the three most suitable candidates.

Tasks of RC

1 The appointment committee shall check whether the applications received meet the criteria stipulated in the advertisement. Applications which clearly do not meet these criteria shall be eliminated. The remaining applications shall be forwarded to the assessors who shall assess the aptitude of the applicants for the advertised post of a professor.

2 The appointment committee draws up a shortlist of candidates that shall be invited for a candidate lecture and an interview (on the basis of the reports and opinions received).

3 The appointment committee shall draw up a shortlist of the three most suitable candidates for the advertised chair on the basis of the reports and opinions received, giving reasons for its decision. (The rector shall select a candidate from the shortlist.)

RC influence on the course of recruitment procedure

Big influence, but not the final decision.

Description for Grade B

Structure of recruitment committee (advisory board in the recruiting process of Laufbahnstellen)

No numbers available. The advisory board shall be gender balanced by law (50% quota).

Role of RC

Draw up a shortlist of the three most suitable candidates.

Tasks of RC

1 executing the selection process

2 drawing up a shortlist of the three most suitable candidates (the rector shall select a candidate)

RC influence on the course of recruitment procedure

Big influence, but not the final decision.

3.3.3 Universitat Politècnica de Catalunya (UPC)

Each recruitment process has a different committee. Global data provided.

Also, there is the Teaching and Research Staff Recruitment and Assessment Committee, which is involved in the evaluation of the candidates for the stabilization and the promotional plans.

Structure of the Teaching and Research Staff Recruitment and Assessment Committee in 2017: 3 women and 8 men.

Structure of recruitment committee – Average number of woman and man, respectively.

For Grade A – in 2015/2016 – 1,35 and 8,55

in 2017 3 and 8

For Grade B – 2015/2016 - 1,76 and 8,24

For Grade C – 2015/2016 - 1,25 5,91

For Grade D – 2015/2016 – no data are available.

Role of RC

Unknown.

Tasks of RC

1 Define criteria
2 Evaluate candidates
3 Select candidates

RC influence on the course of recruitment procedure

High. The final decision depends on the RC.

3.3.4 Politechnika Krakowska (PK)

Grade A

Structure of recruitment committee

As the recruitment committee (for each level of researcher position) consists of high position decision-making bodies/persons the share of men is close to 100 %.

Table 3.3. Structure of recruitment committee for Grade A at PK

Year	Number of recruitment procedures	Share of women	Share of men
2011	:	:	:
2012	0		
2013	1	0.0%	100.0%
2014	1	0.0%	100.0%
2015	0	0	0
2016	0	0	0

There were only two persons employed at the position of professor according to competition procedure in the period from 2011 to 2016.

Role of RC

Advisory to the Rector final decision.

Tasks of RC

Assessment of completion of documents, selection of candidates, discussion and presenting a short list to Rector.

RC influence on the course of recruitment procedure

Significant, but not the final decision.

Grade B

Structure of recruitment committee

As the recruitment committee (for each level of researcher position) consists of high position decision-making bodies/persons the share of men is close to 100 %.

Table 3.4. Structure of recruitment committee for Grade B at PK

Year	Number of recruitment procedures	Share of women	Share of men
2011	:	:	:
2012	5	18.2%	81.8%
2013	0		
2014	1	0.0%	100.0%
2015	1	0.0%	100.0%
2016	2	10.0%	90.0%

The table above shows data on recruitment committees according to competition procedure in the period from 2011 to 2016 (other employed at this Grade were nominated)

Role of RC

Draw up a shortlist of the three most suitable candidates.

Tasks of RC

1 executing the selection process

2 drawing up a shortlist of the three most suitable candidates (the rector shall select a candidate)

RC influence on the course of recruitment procedure

Significant influence, but not the final decision.

Grade C

Structure of recruitment committee

Structure of recruitment committee for Grade C in the period from 2012 to 2016 is presented in the table below.

Table 3.5. Structure of recruitment committee for Grade C at PK

Year	Number of recruitment procedures	Share of women	Share of men
2011	:	:	:
2012	11	16.1%	83.9%
2013	8	5.6%	94.4%
2014	12	16.9%	83.1%
2015	3	0.0%	100.0%
2016	3	4.8%	95.2%:

The table above shows data on recruitment committees according to competition procedure in the period from 2011 to 2016 (other employed at this Grade were nominated)

Role of RC

Advisory to the Dean and Rector.

Tasks of RC

Selection of the best candidates according to competition requirements.

RC influence on the course of recruitment procedure

Significant influence, but not the final decision.

Grade D

Structure of recruitment committee

Structure of recruitment committee for Grade D in the period from 2012 to 2016 is presented in the table below.

Table 3.6. Structure of recruitment committee for Grade D at PK

Year	Number of recruitment procedures	Share of women	Share of men
2011	:	:	:
2012	15	16.1%	83.9%
2013	11	5.6%	94.4%
2014	21	13.8%	82.2%
2015	16	13.8%	86.2%
2016	10	8.0%	92.0%

The table above shows data on recruitment committees according to competition procedure in the period from 2011 to 2016 (other employed at this Grade were nominated).

Role of RC

Advisory to the Dean and Rector.

Tasks of RC

Selection of the best candidates according to competition requirements.

RC influence on the course of recruitment procedure

Significant influence, but not the final decision.

3.4 Recruitment of researcher staff in division to field of study/faculty- Grade A

3.4.1 The University *Mediterranea* of Reggio Calabria (UNIRC)

The recruitment process follows the two-step procedure described at section 3.2.1. The first step is managed at Ministry level, and then data concerning the number of applicants to each position are not available to Universities, apart from the published official data concerning qualified people. However, such data are made publicly available only for a given time period. As for the second step, currently there are no digital databases at UNIRC concerning the number of applicants and admitted candidates to the evaluation procedure.

3.4.2 Technische Universität Wien (*TU WIEN)*

Number of candidates who apply for a Grade A position and number of admitted candidates at TU WIEN form 2011 to 2016 are presented in the Table below.

Table 3.7. Number of candidates who apply for a Grade A position and number of admitted candidates at TU WIEN

Year	Number of RP	Total of candidates who apply for a Grade A position			Total of admitted candidates		
		Number	F %	M %	Number	F %	M %
2011		54	18.5%	81.5%	3	0.0%	100.0%
2012		128	10.9%	89.1%	5	0.0%	100.0%
2013		76	10.5%	89.5%	4	25.0%	75.0%
2014	:	129	15.5%	84.5%	6	16.7%	83.3%
2015	:	117	10.3%	89.7%	3	0.0%	100.0%
2016	:	298	12.8%	87.2%	10	10.0%	90.0%

3.4.3 Universitat Politècnica de Catalunya (UPC)

Data concerning number of recruitment procedures, number of candidates who apply for Grade A position and number of admitted candidates in 2016 are presented in Table below.

Table 3.8. Number of candidates who apply for a Grade A position and number of admitted candidates at UPC in 2016

	Year 2016					
	No RP	F	M	T	F %	M %
Total of candidates who apply for Grade A position	20	3	23	26	11.5%	88.5%
Total of admitted candidates	20	2	18	20	10.0%	90.0%

Below we give the data of the promotional plans, by field of knowledge.

Table 3.9. Data of the promotional plans, by field of knowledge at UPC in the period 2016-2017

Promo-tional plan	Field of knowledge	No promo-tional people	candidates			winners		
			T	F %	M %	T	F %	M %
2016	Information and Communications Technologies Engineering	4	21	9.5%	90.5%	4	25.0%	75.0%
	Industrial Engineering	5	27	22.2%	77.8%	5	0.0%	100.0%
	Civil, Geological and Environmental Engineering	3	11	18.2%	81.8%	3	0.0%	100.0%
	Science and Biotechnology Sciences	5	15	20.0%	80.0%	5	0.0%	100.0%
	Architecture, Urbanism and Construction	3	4	50.0%	50.0%	3	33.3%	66.7%
2017	Information and Communications Technologies Engineering	4	26	7.7%	92.3%	4	25.0%	75.0%
	Industrial Engineering	4	30	20.0%	80.0%	4	25.0%	75.0%
	Civil, Geological and Environmental Engineering	2	12	33.3%	66.7%	2	50.0%	50.0%
	Science and Biotechnology Sciences	3	17	41.2%	58.8%	3	66.7%	33.3%
	Architecture, Urbanism and Construction	2	4	0.0%	100.0 %	2	0.0%	100.0%

3.4.4 Politechnika Krakowska (PK)

The number of recruitment procedures (RP) is really small, so the data are not divided into Faculties (Table below). Division into fields of study is not available.

Table 3.10. Number of candidates who apply for a Grade A position and number of admitted candidates at PK

Year	Number of RP	Total of candidates who apply for a Grade A position			Total of admitted candidates		
		Number	F %	M %	Number	F %	M %
2011	:	:	:	:	:	:	:
2012	1	1	0.0%	100.0%	1	0.0%	100.0%
2013	0	0			0		
2014	0	0			0		
2015	0	0			0		
2016	0	0			0		

3.5 Recruitment of researcher staff in division to field of study/faculty- Grade B

3.5.1 The University *Mediterranea* of Reggio Calabria (UNIRC)

The recruitment process follows the two-step procedure described at section 3.2.1. The first step is managed at Ministry level, and then data concerning the number of applicants to each position are not available to Universities, apart from the published official data concerning qualified people. However, such data are made publicly available only for a given time period. As for the second step, currently there are no digital databases at UNIRC concerning the number of applicants and admitted candidates to the evaluation procedure.

3.5.2 Technische Universität Wien (TU WIEN)

No data available[1].

3.5.3 Universitat Politècnica de Catalunya (UPC)

Data concerning number of recruitment procedures, number of candidates who apply for Grade B position and number of admitted candidates in 2016 are presented in Table below.

Table 3.11. Number of candidates who apply for a Grade B position and number of admitted candidates at UPC in 2016

Parameter	Year 2016					
	No RP	F	M	T	F %	M %
Total of candidates who apply for Grade B position	50	18	57	75	24.0%	76.0%
Total of admitted candidates	50	14	36	50	28.0%	72.0%

[1] This kind of data is not collected at TU Wien.

3.5.4 Politechnika Krakowska (PK)

The number of recruitment procedures (RP) is really small, so the data are not divided into Faculties. Division into fields of study is not available.

Table 3.12. Number of candidates who apply for a Grade B position and number of admitted candidates at PK in 2016

Year	Number of RP	Total of candidates who apply for a Grade B position			Total of admitted candidates		
		Number	F %	M %	Number	F %	M %
2011	:	:	:	:	:	:	:
2012	5	13	23.1%	76.9%	5	40.0%	60.0%
2013	0	0			0		
2014	1	1	0.0%	100.0%	1	0.0%	100.0%
2015	0	0			0		
2016	2	2	0.0%	100.0%	2	0.0%	100.0%

3.6 Recruitment of researcher staff in division to field of study/faculty- Grade C

3.6.1 The University *Mediterranea* of Reggio Calabria (UNIRC)

Currently there are no digital databases at UNIRC concerning the number of applicants and admitted candidates to the evaluation procedure.

3.6.2 Technische Universität Wien (TU WIEN)

No data available[2].

3.6.3 Universitat Politècnica de Catalunya (UPC)

Data concerning number of recruitment procedures, number of candidates who apply for Grade C position and number of admitted candidates in 2016 are presented in Table below.

Table 3.13. Number of candidates who apply for a Grade C position and number of admitted candidates at UPC in 2016

Parameter	2016					
	No RP	F	M	T	F %	M %
Total of candidates who apply for Grade C position	14	14	78	92	15.2%	84.8%
Total of admitted candidates	14	2	12	14	14.3%	85.7%

[2] This kind of data is not collected at TU Wien.

3.6.4 Politechnika Krakowska (PK)

The number of recruitment procedures (RP) is really small, so the data are not divided into Faculties. Division into fields of study is not available.

Table 3.14. Number of candidates who apply for a Grade C position and number of admitted candidates at PK

Year	Number of RP	Total of candidates who apply for a Grade C position			Total of admitted candidates		
		Number	F %	M %	Number	F %	M %
2011	:	:	:	:	:	:	:
2012	11	42	38.1%	61.9%	11	36.4%	63.6%
2013	8	16	31.3%	68.8%	8	50.0%	50.0%
2014	12	21	47.6%	52.4%	13	50.0%	50.0%
2015	4	6	50.0%	50.0%	4	50.0%	50.0%
2016	4	8	50.0%	50.0%	4	75.0	25.0%

3.7 Recruitment of researcher staff in division to field of study/faculty- Grade D

3.7.1 The University *Mediterranea* of Reggio Calabria (UNIRC)

No data available.

3.7.2 Technische Universität Wien (TU WIEN)

No data available[3].

3.7.3 Universitat Politècnica de Catalunya (UPC)

No data available

(only part time instructors are hired nowadays, no assistants).

3.7.4 Politechnika Krakowska (PK)

The number of recruitment procedures (RP) is really small, so the data are not divided into Faculties. Division into fields of study is not available.

Table 3.15. Number of candidates who apply for a Grade D position and number of admitted candidates at PK in 2016

Year	Number of RP	Total of candidates who apply for a Grade D position			Total of admitted candidates		
		Number	F %	M %	Number	F %	M %
2011	:	:	:	:	:	:	:
2012	16	46	67.4%	32.6%	16	50.0%	50.0%

[3] This kind of data is not collected at TU Wien.

Year	Number of RP	Total of candidates who apply for a Grade D position			Total of admitted candidates		
		Number	F %	M %	Number	F %	M %
2013	12	19	31.6%	68.4%	11	36.4%	63.6%
2014	20	38	36.8%	63.2%	21	47.6%	52.4%
2015	15	27	29.6%	70.4%	16	31.3%	68.7%
2016	10	10	30.0%	70.0%	10	30.0%	70.0%

4 Labour Market

4.1 Introduction to description of personnel at Labour Market

Research & development (R&D) personnel are defined throughout according to the OECD's international definition, encompassing three categories of occupations: researchers, technicians and equivalent staff, and other supporting staff (OECD, 2002).

Description of R&D personnel according to SHE FIGURES 2015 is presented in the Table below.

Table 4.1. Description of R&D personnel (source: SHE FIGURES 2015)

R&D personnel	Description
Researchers	Researchers are professionals engaged in the conception or creation of new knowledge, products, processes, methods and systems and also in the management of the projects concerned
Technicians and equivalent staff	Technicians and equivalent staff are persons whose main tasks require technical knowledge and experience in one or more fields of engineering, physical and life sciences or social sciences and humanities. They participate in R&D by performing scientific and technical tasks involving the application of concepts and operational methods, normally under the supervision of researchers. Equivalent staff perform the corresponding R&D tasks under the supervision of researchers in the social sciences and humanities
Other supporting staff	Other supporting staff includes skilled and unskilled craftsmen, secretarial and clerical staff participating in R&D projects or directly associated with such projects

Description of age division (source: SHE FIGURES 2015)

- less than 35
- 35-44
- 45-54
- more than 55.

According to SHE FIGURES 2015, part‑time employment' covers respondents who self‑reported any of these three statuses: 'part‑time: more than 50 %', 'part‑time: 50 %', 'part‑time: less than 50 %'.
'Precarious employment' includes:

- Researchers who indicated they have a fixed‑term contract of one year or less;
- Researchers who indicated they have no contract (99);
- Researchers who indicated they have an 'other' type of contract (often associated with student status), unless they stated explicitly that they had a contract of indefinite duration.

4.2 Distribution of R&D personnel by sex and type of contract

4.2.1 The University *Mediterranea* of Reggio Calabria (UNIRC)

In Italy, all the work positions based on a fixed-term contract may be considered "precarious". Therefore, from this point of view, temporary researches who have a fixed-term contract (three years, with a possible extension for further two years), are precarious. In this context, "temporary" could mean "precarious".

Distribution of R&D personnel by sex and type of contract at UNIRC in 2016 is presented in the Table below.

Table 4.2. Distribution of R&D personnel by sex and type of contract at UNIRC in 2016

Faculty	Type of contract											
	Permanent			Temporary			Precarious			Total		
	T	F %	M %	T	F %	M %	T	F %	M %	F %	M %	F
Total of R&D personnel												
Total of Researchers	252	30.6%	69.4%	13	38.5%	61.5%	0			265	30.9%	69.1%
Total of Technicians and equivalent staff	190	53.7%	46.3%	0			0			190	53.7%	46.3%
Total of Other supporting staff	0			0			0			0		
Total	**442**	**40.5%**	**59.5%**	**13**	**38.5%**	**61.5%**	**0**			**455**	**40.4%**	**59.6%**

The graph below presents the division of UNIRC personnel into Researchers, Technicians and equivalent staff and Other supporting staff, 2016

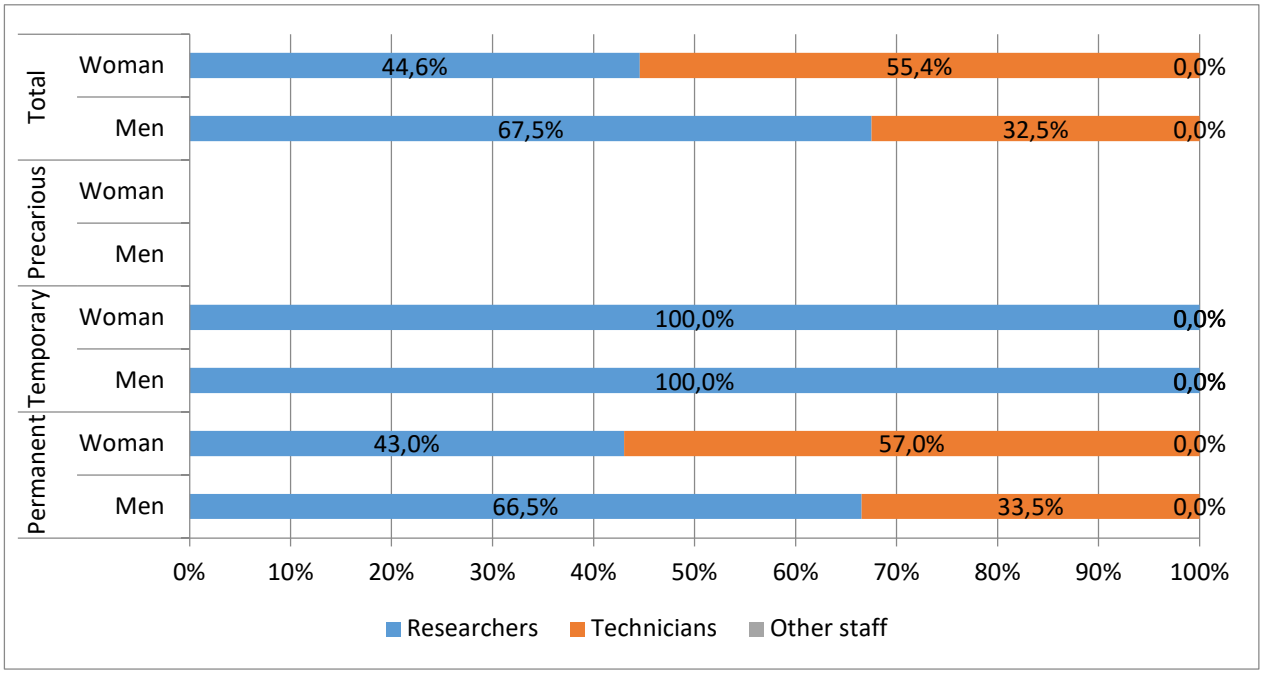


Figure 4.1. Distribution of R&D personnel by sex and type of contract at UNIRC in 2016

The administrative and technical positions are ranked according to the grade structure reported in the table below.

Table 4.3. Description of administrative and technical positions at UNIRC

Grade	Description
B	Lowest category - lowest education level required (Italian compulsory school level)
C	Middle category - upper secondary school diploma required
D	High category - Bachelor/Master degree required
EP	Upper category- master degree+high professional qualification required

Distribution of Administrative and Technical staff by category, sex and type of contract at UNIRC in 2016 is presented in the table below.

Table 4.4. Distribution of Administrative and Technical staff by category, sex and type of contract at UNIRC in 2016

Category	Type of contract - permanent				
	F	M	T	F %	M %
B	9	6	15	60.0%	40.0%
C	55	42	97	56.7%	43.3%
D	32	32	64	50.0%	50.0%
EP	6	8	14	42.9%	57.1%
Total	102	88	190	53.7%	46.3%

4.2.2 Technische Universität Wien (TU WIEN)

No data available[4].

4.2.3 Universitat Politècnica de Catalunya (UPC)

Distribution of R&D personnel by sex and type of contract at UPC in 2016 is presented in the Table below. There are no data of personnel at precarious employment.

Table 4.5. Distribution of R&D personnel by sex and type of contract at UPC in 2016

Faculty	Type of contract											
	Permanent			Temporary			Precarious			Total		
	T	F %	M %	T	F %	M %	T	F %	M %	F %	M %	F %
Total of Researchers												
410 ICE	0			0			:			0		
460 INTE	1	0.0%	100.0%	0			:			1	0.0%	100.0%
701 AC	77	19.5%	80.5%	0			:			77	19.5%	80.5%

[4] This data cannot be provided since „technicians and equivalent staff“ and „other supporting staff“ are no distinct categories at TU Wien.

Faculty	Type of contract											
	Permanent			Temporary			Precarious			Total		
	T	F %	M %	T	F %	M %	T	F %	M %	F %	M %	F %
702 CMEM	30	33.3%	66.7%	2	50.0%	50.0%	:			32	34.4%	65.6%
705 CA II	19	31.6%	68.4%	0			:			19	31.6%	68.4%
707 ESAII	55	14.5%	85.5%	0			:			55	14.5%	85.5%
709 EE	54	1.9%	98.1%	1	0.0%	100.0%	:			55	1.8%	98.2%
710 EEL	112	7.1%	92.9%	0			:			112	7.1%	92.9%
712 EM	38	26.3%	73.7%	3	33.3%	66.7%	:			41	26.8%	73.2%
713 EQ	79	39.2%	60.8%	0			:			79	39.2%	60.8%
714 ETP	13	46.2%	53.8%	1	100.0%	0.0%	:			14	50.0%	50.0%
715 EIO	34	38.2%	61.8%	0			:			34	38.2%	61.8%
717 EGE	31	12.9%	87.1%	0			:			31	12.9%	87.1%
718 EGA I	21	19.0%	81.0%	1	0.0%	100.0%	:			22	18.2%	81.8%
719 EGA II	10	20.0%	80.0%	0			:			10	20.0%	80.0%
721 FEN	1	0.0%	100.0%	0			:			1	0.0%	100.0%
723 CS	94	29.8%	70.2%	0			:			94	29.8%	70.2%
724 MMT	21	14.3%	85.7%	1	0.0%	100.0%	:			22	13.6%	86.4%
729 MF	21	9.5%	90.5%	1	0.0%	100.0%	:			22	9.1%	90.9%
731 OO	42	59.5%	40.5%	0			:			42	59.5%	40.5%
732 OE	50	30.0%	70.0%	2	50.0%	50.0%	:			52	30.8%	69.2%
735 PA	29	20.7%	79.3%	3	33.3%	66.7%	:			32	21.9%	78.1%
737 RMEE	17	23.5%	76.5%	0			:			17	23.5%	76.5%
739 TSC	111	16.2%	83.8%	0			:			111	16.2%	83.8%
740 UOT	21	9.5%	90.5%	1	0.0%	100.0%	:			22	9.1%	90.9%
742 CEN	16	6.3%	93.8%	0			:			16	6.3%	93.8%
743 MA IV	1	0.0%	100.0%	0			:			1	0.0%	100.0%
744 ENTEL	50	18.0%	82.0%	0			:			50	18.0%	82.0%
745 EAB	44	38.6%	61.4%	0			:			44	38.6%	61.4%
747 ESSI	18	38.9%	61.1%	0			:			18	38.9%	61.1%
748 FIS	122	25.4%	74.6%	5	20.0%	80.0%	:			127	25.2%	74.8%
749 MAT	176	33.0%	67.0%	1	100.0%	0.0%	:			177	33.3%	66.7%
750 EMIT	39	41.0%	59.0%	0			:			39	41.0%	59.0%
751 DECA	126	19.8%	80.2%	6	0.0%	100.0%	:			132	18.9%	81.1%
753 TA	38	18.4%	81.6%	3	33.3%	66.7%	:			41	19.5%	80.5%
756 THATC	22	36.4%	63.6%	0			:			22	36.4%	63.6%

Faculty	Type of contract											
	Permanent			Temporary			Precarious			Total		
	T	F %	M %	T	F %	M %	T	F %	M %	F %	M %	F %
758 EPC	16	31.3%	68.8%	1	0.0%	100.0%	:			17	29.4%	70.6%
Total	**1649**	**24.6%**	**75.4%**	**32**	**25.0%**	**75.0%**	**:**			**1681**	**24.6%**	**75.4%**
Total of Technicians and equivalent staff												
420 INTEXTER	3	100.0%	0.0%	2	100.0%	0.0%	:			5	100.0%	0.0%
440 IOC	1	0.0%	100.0%	2	0.0%	100.0%	:			3	0.0%	100.0%
460 INTE	6	50.0%	50.0%	8	50.0%	50.0%	:			14	50.0%	50.0%
470 CRNE	0			1	100.0%	0.0%	:			1	100.0%	0.0%
701 AC	7	0.0%	100.0%	35	5.7%	94.3%	:			42	4.8%	95.2%
702 CMEM	4	25.0%	75.0%	18	55.6%	44.4%	:			22	50.0%	50.0%
703 CA	0			2	0.0%	100.0%	:			2	0.0%	100.0%
704 CA1	0			6	66.7%	33.3%	:			6	66.7%	33.3%
705 CA2	5	60.0%	40.0%	12	50.0%	50.0%	:			17	52.9%	47.1%
707 ESAII	3	0.0%	100.0%	20	30.0%	70.0%	:			23	26.1%	73.9%
708 ETCG	6	33.3%	66.7%	17	47.1%	52.9%	:			23	43.5%	56.5%
709 EE	2	0.0%	100.0%	7	0.0%	100.0%	:			9	0.0%	100.0%
710 EEL	3	0.0%	100.0%	20	25.0%	75.0%	:			23	21.7%	78.3%
711 EHMA	3	100.0%	0.0%	12	41.7%	58.3%	:			15	53.3%	46.7%
712 EM	2	0.0%	100.0%	3	0.0%	100.0%	:			5	0.0%	100.0%
713 EQ	9	66.7%	33.3%	25	72.0%	28.0%	:			34	70.6%	29.4%
714 ETP	0			2	50.0%	50.0%	:			2	50.0%	50.0%
715 EIO	0			4	50.0%	50.0%	:			4	50.0%	50.0%
717 EGE	0			2	50.0%	50.0%	:			2	50.0%	50.0%
718 EGA1	0			1	0.0%	100.0%	:			1	0.0%	100.0%
720 FA	2	0.0%	100.0%	8	75.0%	25.0%	:			10	60.0%	40.0%
721 FEN	6	0.0%	100.0%	25	36.0%	64.0%	:			31	29.0%	71.0%
722 ITT	0			2	50.0%	50.0%	:			2	50.0%	50.0%
723 CS	4	0.0%	100.0%	9	11.1%	88.9%	:			13	7.7%	92.3%
724 MMT	4	0.0%	100.0%	6	0.0%	100.0%	:			10	0.0%	100.0%
725 MA1	6	16.7%	83.3%	5	60.0%	40.0%	:			11	36.4%	63.6%
726 MA2	1	0.0%	100.0%	2	0.0%	100.0%	:			3	0.0%	100.0%
727 MA3	0			7	42.9%	57.1%	:			7	42.9%	57.1%
729 MF	0			2	0.0%	100.0%	:			2	0.0%	100.0%
731 OO	0			6	16.7%	83.3%	:			6	16.7%	83.3%

Faculty	Type of contract											
	Permanent			Temporary			Precarious			Total		
	T	F %	M %	T	F %	M %	T	F %	M %	F %	M %	F %
732 OE	1	100.0%	0.0%	0			:			1	100.0%	0.0%
735 PA	0			4	50.0%	50.0%	:			4	50.0%	50.0%
736 PE	2	50.0%	50.0%	2	0.0%	100.0%	:			4	25.0%	75.0%
737 RMEE	2	0.0%	100.0%	6	50.0%	50.0%	:			8	37.5%	62.5%
739 TSC	8	37.5%	62.5%	30	23.3%	76.7%	:			38	26.3%	73.7%
740 UOT	1	0.0%	100.0%	5	40.0%	60.0%	:			6	33.3%	66.7%
741 EMRN	0			4	50.0%	50.0%	:			4	50.0%	50.0%
742 CEN	1	100.0%	0.0%	0			:			1	100.0%	0.0%
743 MA4	2	0.0%	100.0%	5	0.0%	100.0%	:			7	0.0%	100.0%
744 ENTEL	1	0.0%	100.0%	4	0.0%	100.0%	:			5	0.0%	100.0%
745 EAB	0			1	0.0%	100.0%	:			1	0.0%	100.0%
746 DIPSE	0			1	0.0%	100.0%	:			1	0.0%	100.0%
747 ESSI	0			8	12.5%	87.5%	:			8	12.5%	87.5%
915 IRI	0			5	20.0%	80.0%	:			5	20.0%	80.0%
Total	**95**	**29.5%**	**70.5%**	**346**	**33.8%**	**66.2%**	**:**			**441**	**32.9%**	**67.1%**
Total of Other supporting staff												
420 INTEXTER	0			0			:			4	50.0%	50.0%
440 IOC	0			0			:			4	25.0%	75.0%
460 INTE	0			0			:			5	40.0%	60.0%
470 CRCEMB	0			0			:			4	50.0%	50.0%
480 IS.UPC	0			0			:			4	50.0%	50.0%
701 AC	0			0			:			35	14.3%	85.7%
702 CMEM	0			0			:			6	50.0%	50.0%
704 CA I	0			0			:			1	100.0%	0.0%
705 CA II	0			0			:			2	0.0%	100.0%
707 ESAII	0			0			:			14	7.1%	92.9%
709 EE	0			0			:			6	0.0%	100.0%
710 EEL	0			0			:			26	11.5%	88.5%
712 EM	0			0			:			4	0.0%	100.0%
713 EQ	0			0			:			18	38.9%	61.1%
714 ETP	0			0			:			2	50.0%	50.0%
715 EIO	0			0			:			7	57.1%	42.9%
723 CS	0			0			:			21	14.3%	85.7%

Faculty	Type of contract											
	Permanent			Temporary			Precarious			Total		
	T	F %	M %	T	F %	M %	T	F %	M %	F %	M %	F %
724 MMT	0			0			:			5	0.0%	100.0%
729 MF	0			0			:			1	0.0%	100.0%
731 OO	0			0			:			1	0.0%	100.0%
735 PA	0			0			:			1	100.0%	0.0%
737 RMEE	0			0			:			2	0.0%	100.0%
739 TSC	0			0			:			41	22.0%	78.0%
740 UOT	0			0			:			2	50.0%	50.0%
742 CEN	0			0			:			1	0.0%	100.0%
744 ENTEL	0			0			:			3	0.0%	100.0%
745 EAB	0			0			:			10	40.0%	60.0%
747 ESSI	0			0			:			11	27.3%	72.7%
748 FIS	0			0			:			17	29.4%	70.6%
749 MAT	0			0			:			4	50.0%	50.0%
750 EMIT	0			0			:			12	33.3%	66.7%
751 DECA	0			0			:			46	43.5%	56.5%
753 TA	0			0			:			9	22.2%	77.8%
756 THATC	0			0			:			1	100.0%	0.0%
758 EPC	0			0			:			1	0.0%	100.0%
915 IRI	0			0			:			10	20.0%	80.0%
Total	0			0			:			341	26.7%	73.3%
Total of R&D personnel												
Total of Researchers	252	30.6%	69.4%	13	38.5%	61.5%	:			265	30.9%	69.1%
Total of Technicians and equivalent staff	190	53.7%	46.3%	0			:			190	53.7%	46.3%
Total of Other supporting staff	0			0			:			0		
Total	**442**	**40.5%**	**59.5%**	**13**	**38.5%**	**61.5%**	**:**			**455**	**40.4%**	**59.6%**

The graph below presents the division of UPC personnel into Researchers, Technicians and equivalent staff and Other supporting staff in 2016.

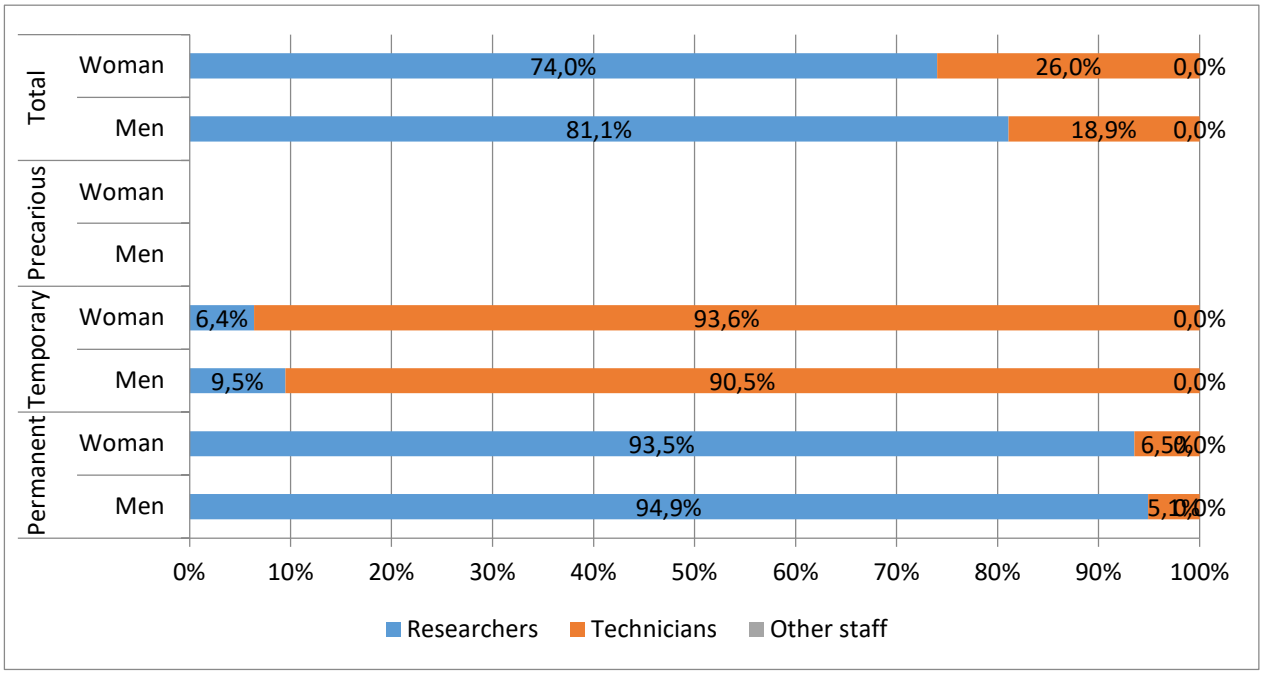


Figure 4.2. Distribution of R&D personnel by sex and type of contract at UPC in 2016

The proportions of women and men working at UPC and in division to type of contract are nearly equal.

4.2.4 Politechnika Krakowska (PK)

Distribution of R&D personnel by faculty, sex and type of contract at PK in 2016 is presented in the Table below. There are no evidence of personnel at precarious employment.

Table 4.6. Distribution of R&D personnel by faculty, sex and type of contract at PK in 2016

Faculty	Type of contract											
	Permanent			Temporary			Precarious			Total		
	T	F %	M %	T	F %	M %	T	F %	M %	F %	M %	F
Total of Researchers												
L&Sport	69	71,0%	29,0%	10	90,0%	10,0%	:			79	73,4%	26,6%
WA	128	41,4%	58,6%	73	53,4%	46,6%	:			201	45,8%	54,2%
WFMiI	81	30,9%	69,1%	54	31,5%	68,5%	:			135	31,1%	68,9%
WIEiK	30	6,7%	93,3%	36	8,3%	91,7%	:			66	7,6%	92,4%
WIiTCh	72	51,4%	48,6%	38	47,4%	52,6%	:			110	50,0%	50,0%
WIL	122	33,6%	66,4%	94	29,8%	70,2%	:			216	31,9%	68,1%
WIŚ	74	43,2%	56,8%	33	30,3%	69,7%	:			107	39,3%	60,7%
WM	185	14,1%	85,9%	89	32,6%	67,4%	:			274	20,1%	79,9%
Total	**761**	**34,8%**	**65,2%**	**427**	**35,8%**	**64,2%**	**:**			**1188**	**35,2%**	**64,8%**
Technicians and equivalent staff												
L&Sport	2	50,0%	50,0%	0			:			2	50,0%	50,0%
WA	1	0,0%	100,0%	1	0,0%	100,0%	:			2	0,0%	100,0%
WFMiI	2	50,0%	50,0%	1	0,0%	100,0%	:			3	33,3%	66,7%

Faculty	Type of contract											
	Permanent			Temporary			Precarious			Total		
	T	F %	M %	T	F %	M %	T	F %	M %	F %	M %	F
WIEiK	7	28,6%	71,4%	1	0,0%	100,0%	:			8	25,0%	75,0%
WIiTCh	3	0,0%	100,0%	2	50,0%	50,0%	:			5	20,0%	80,0%
WIL	22	22,7%	77,3%	3	0,0%	100,0%	:			25	20,0%	80,0%
WIŚ	11	45,5%	54,5%	0			:			11	45,5%	54,5%
WM	15	6,7%	93,3%	2	0,0%	100,0%	:			17	5,9%	94,1%
RPO	64	79,7%	20,3%	2	100,0%	0,0%	:			66	80,3%	19,7%
Total	**127**	**52,0%**	**48,0%**	**12**	**25,0%**	**75,0%**	**:**			**139**	**49,6%**	**50,4%**
Other supporting staff												
L&Sport	17	64,7%	35,3%	8	75,0%	25,0%	:			25	68,0%	32,0%
WA	26	84,6%	15,4%	7	57,1%	42,9%	:			33	78,8%	21,2%
WFMiI	29	75,9%	24,1%	9	88,9%	11,1%	:			38	78,9%	21,1%
WIEiK	21	76,2%	23,8%	2	50,0%	50,0%	:			23	73,9%	26,1%
WIiTCh	26	76,9%	23,1%	11	63,6%	36,4%	:			37	73,0%	27,0%
WIL	65	73,8%	26,2%	20	50,0%	50,0%	:			85	68,2%	31,8%
WIŚ	38	78,9%	21,1%	0			:			38	78,9%	21,1%
WM	55	69,1%	30,9%	15	60,0%	40,0%	:			70	67,1%	32,9%
RPO	372	68,5%	31,5%	62	74,2%	25,8%	:			434	69,4%	30,6%
Total	**649**	**71,2%**	**28,8%**	**134**	**67,9%**	**32,1%**	**:**			**783**	**70,6%**	**29,4%**
R&D Personnel at all Faculties at PK												
Total of Researchers	761	34,8%	65,2%	427	35,8%	64,2%	:			1188	35,2%	64,8%
Total of Technicians and equivalent staff	127	52,0%	48,0%	12	25,0%	75,0%	:			139	49,6%	50,4%
Total of Other supporting staff	649	71,2%	28,8%	134	67,9%	32,1%	:			783	70,6%	29,4%
Total	**1537**	**51,6%**	**48,4%**	**573**	**43,1%**	**56,9%**	**:**			**2110**	**49,3%**	**50,7%**

The graph below presents the division of PK personnel into Researchers, Technicians and equivalent staff and Other supporting staff, 2016.

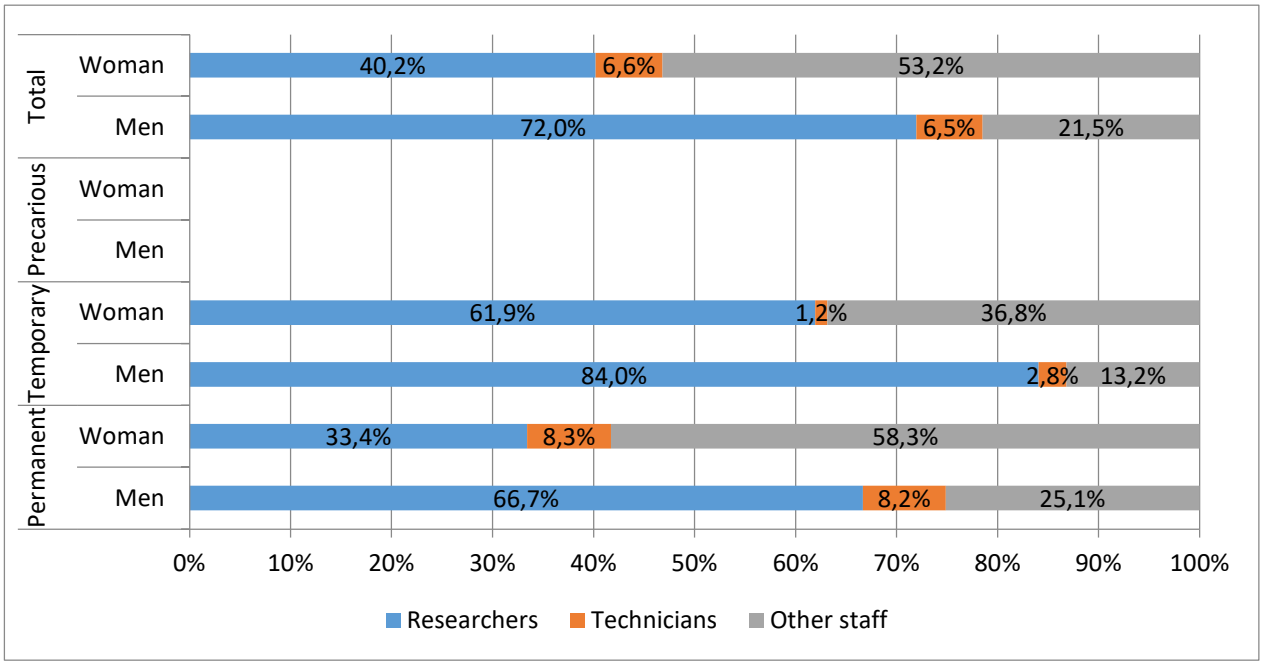


Figure 4.3. Distribution of R&D personnel by sex and type of contract at PK in 2016

Among researchers the proportion of men working at permanents contract (66.7) is nearly twice as much as share of women (33.4 %). Proportion of men among R&D is about 72.0 % and proportion of women is only about 40.2 %.

4.3 Distribution of researchers by sex, age group and staff position

4.3.1 The University *Mediterranea* of Reggio Calabria (UNIRC)

In Italy, Grade D corresponds to a temporary researcher fellow. The only data referring to this position is at UNIRC level and is reported in the following table.

The temporary researcher position corresponds to a grade C, because it usually requires a PhD and has the same appointment as the researcher with permanent contract. In other words, "temporary researcher" is a researcher with a fixed term contract.

Number of researchers by field of study and sex and age at UNIRC in 2016 is presented in the Table below.

Table 4.7. Distribution of researchers by faculty, sex and age at UNIRC in 2016

Field of study	Total		Female				Male			
	F	M	<35	35-44	45-55	>55	<35	35-44	45-55	>55
Grade A										
Agricultural science	0	12	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Architecture	7	7	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	14.3%	85.7%
Law and Economics	1	5	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Engineering	1	14	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	35.7%	64.3%

Field of study	Total		Female				Male			
	F	M	<35	35-44	45-55	>55	<35	35-44	45-55	>55
Total	**9**	**38**	**0.0%**	**0.0%**	**11.1%**	**88.9%**	0.0%	0.0%	15.8%	84.2%
Grade B										
Agricultural science	9	18	0.0%	0.0%	22.2%	77.8%	0.0%	5.6%	50.0%	44.4%
Architecture	7	20	0.0%	0.0%	57.1%	42.9%	0.0%	0.0%	35.0%	65.0%
Law and Economics	2	8	0.0%	50.0%	50.0%	0.0%	0.0%	62.5%	37.5%	0.0%
Engineering	7	16	0.0%	0.0%	71.4%	28.6%	0.0%	6.3%	81.3%	12.5%
Total	**25**	**62**	**0.0%**	**4.0%**	**48.0%**	**48.0%**	**0.0%**	11.3%	51.6%	37.1%
Grade C										
Agricultural science	8	22	0.0%	50.0%	25.0%	25.0%	0.0%	27.3%	50.0%	22.7%
Architecture	19	21	0.0%	15.8%	47.4%	36.8%	0.0%	9.5%	61.9%	28.6%
Law and Economics	8	7	0.0%	87.5%	12.5%	0.0%	0.0%	85.7%	14.3%	0.0%
Engineering	11	25	9.1%	45.5%	45.5%	0.0%	12.0%	44.0%	20.0%	24.0%
Total	**46**	**75**	2.2%	41.3%	37.0%	**19.6**	4.0%	33.3%	40.0%	22.7%
UNIRC - Staff position										
Grade A	9	38	0.0%	0.0%	11.1%	88.9%	0.0%	0.0%	15.8%	84.2%
Grade B	25	62	0.0%	4.0%	48.0%	48.0%	0.0%	11.3%	51.6%	37.1%
Grade C	46	75	2.2%	41.3%	37.0%	19.6	4.0%	33.3%	40.0%	22.7%
Grade D										
Total	**80**	**175**	1.3%	25.0%	37.5%	36.3%	1.7%	18.3%	38.9%	41.1%

Distribution of researchers at UNIRC, by sex, age group and staff position, for the year 2016 is presented in the graph below.

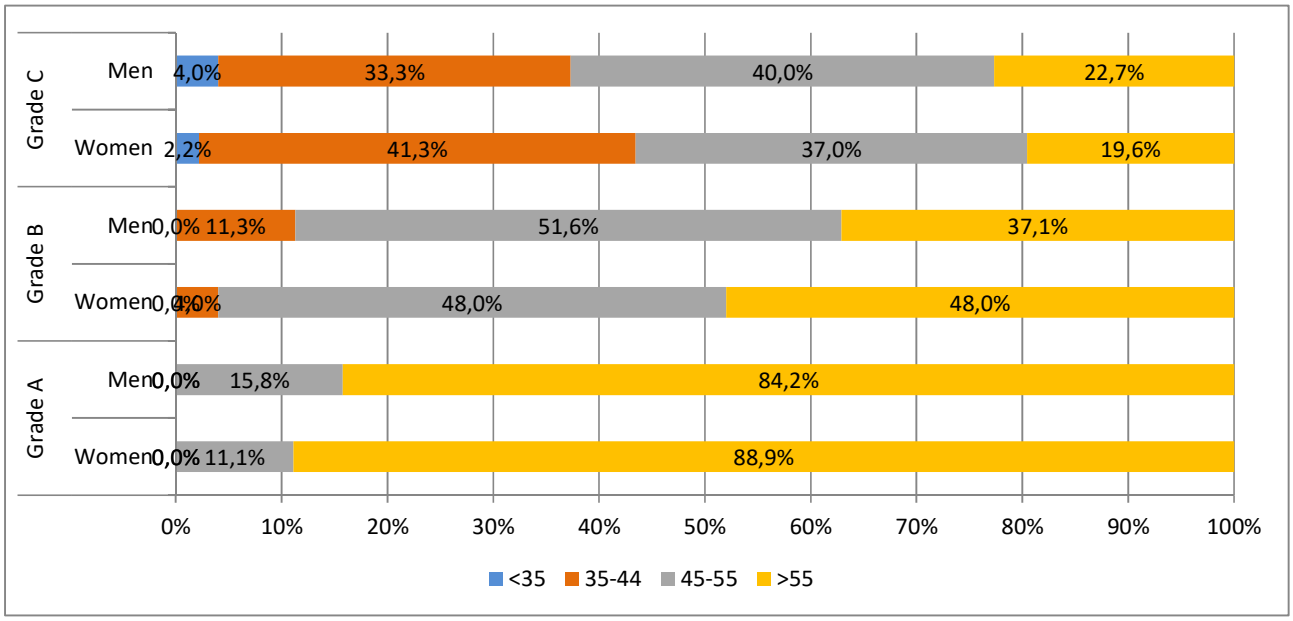


Figure 4.4. Distribution of researchers at UNIRC, by sex, age group and staff position in 2016

4.3.2 Technische Universität Wien (TU WIEN)

Number of researchers by faculty and sex and age at TU WIEN in 2016 is presented in the table below.

Table 4.8. Distribution of researchers by faculty, sex and age at TU WIEN in 2016

Faculty	Total of		Female				Male			
	Female	Male	<35	35-44	45-55	>55	<35	35-44	45-55	>55
Grade A										
Faculty of Architecture and Planning	5	19	0.0%	20.0%	60.0%	20.0%	0.0%	0.0%	31.6%	68.4%
Faculty of Civil Engineering	0	15	0.0%	0.0%	0.0%	0.0%	0.0%	6.7%	46.7%	46.7%
Faculty of Technical Chemistry	0	13	0.0%	0.0%	0.0%	0.0%	0.0%	7.7%	53.8%	38.5%
Faculty of Electrical Engineering and IT	1	19	0.0%	0.0%	100.0%	0.0%	0.0%	21.1%	36.8%	42.1%
Faculty of Informatics	6	14	0.0%	33.3%	33.3%	33.3%	0.0%	0.0%	35.7%	64.3%
Faculty of Mechanical and Industrial Engineering	1	20	0.0%	0.0%	100.0%	0.0%	0.0%	20.0%	55.0%	25.0%
Faculty of Mathematics and Geoinformation	2	19	0.0%	0.0%	100.0%	0.0%	0.0%	26.3%	57.9%	15.8%
Faculty of Physics	2	13	0.0%	0.0%	100.0%	0.0%	0.0%	15.4%	53.8%	30.8%
other	0	3					0.0%	33.3%	33.3%	33.3%
Total	**17**	**135**	**0.0%**	**17.6%**	**64.7%**	**17.6%**	**0.0%**	**13.3%**	**45.9%**	**40.7%**
Grade B										
Faculty of Architecture and Planning	7	19	0.0%	14.3%	42.9%	42.9%	0.0%	10.5%	57.9%	31.6%
Faculty of Civil Engineering	3	15	0.0%	33.3%	66.7%	0.0%	6.7%	20.0%	33.3%	40.0%
Faculty of Technical Chemistry	8	26	0.0%	37.5%	50.0%	12.5%	0.0%	11.5%	46.2%	42.3%
Faculty of Electrical Engineering and IT	1	28	0.0%	0.0%	100.0%	0.0%	0.0%	25.0%	42.9%	32.1%
Faculty of Informatics	5	34	0.0%	20.0%	40.0%	40.0%	2.9%	23.5%	52.9%	20.6%
Faculty of Mechanical and Industrial Engineering	2	35	0.0%	0.0%	100.0%	0.0%	0.0%	14.3%	51.4%	34.3%
Faculty of Mathematics and Geoinformation	2	37	0.0%	50.0%	50.0%	0.0%	2.7%	18.9%	35.1%	43.2%
Faculty of Physics	2	31	0.0%	0.0%	100.0%	0.0%	0.0%	19.4%	25.8%	54.8%
other	0	3	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	0.0%
Total	**30**	**228**	**0.0%**	**23.3%**	**56.7%**	**20.0%**	**1.3%**	**18.9%**	**43.0%**	**36.8%**

Faculty	Total of		Female				Male			
	Female	Male	<35	35-44	45-55	>55	<35	35-44	45-55	>55
Grade C										
Faculty of Architecture and Planning	29	40	10.3%	44.8%	31.0%	13.8%	10.0%	22.5%	52.5%	15.0%
Faculty of Civil Engineering	8	40	25.0%	62.5%	12.5%	0.0%	20.0%	32.5%	27.5%	20.0%
Faculty of Technical Chemistry	19	58	36.8%	42.1%	15.8%	5.3%	39.7%	25.9%	22.4%	12.1%
Faculty of Electrical Engineering and IT	9	87	11.1%	55.6%	33.3%	0.0%	36.8%	35.6%	18.4%	9.2%
Faculty of Informatics	20	79	30.0%	40.0%	30.0%	0.0%	50.6%	39.2%	5.1%	5.1%
Faculty of Mechanical and Industrial Engineering	6	38	33.3%	50.0%	16.7%	0.0%	28.9%	31.6%	26.3%	13.2%
Faculty of Mathematics and Geoinformation	15	55	60.0%	33.3%	0.0%	6.7%	43.6%	30.9%	14.5%	10.9%
Faculty of Physics	17	88	52.9%	23.5%	17.6%	5.9%	46.6%	31.8%	13.6%	8.0%
other	7	11	0.0%	71.4%	14.3%	14.3%	27.3%	27.3%	9.1%	36.4%
Total	**130**	**496**	**30.0%**	**43.1%**	**20.8%**	**6.2%**	**37.5%**	**32.1%**	**19.4%**	**11.1%**
Grade D										
Faculty of Architecture and Planning	42	45	59.5%	31.0%	9.5%	0.0%	53.3%	35.6%	11.1%	0.0%
Faculty of Civil Engineering	41	83	78.0%	14.6%	7.3%	0.0%	83.1%	14.5%	2.4%	0.0%
Faculty of Technical Chemistry	46	114	95.7%	2.2%	2.2%	0.0%	91.2%	7.0%	1.8%	0.0%
Faculty of Electrical Engineering and IT	32	174	93.8%	6.3%	0.0%	0.0%	91.4%	7.5%	0.6%	0.6%
Faculty of Informatics	35	150	85.7%	11.4%	2.9%	0.0%	84.0%	10.0%	4.7%	1.3%
Faculty of Mechanical and Industrial Engineering	27	170	85.2%	14.8%	0.0%	0.0%	85.9%	10.6%	2.4%	1.2%
Faculty of Mathematics and Geoinformation	29	82	93.1%	6.9%	0.0%	0.0%	85.4%	13.4%	1.2%	0.0%
Faculty of Physics	18	95	100.0%	0.0%	0.0%	0.0%	96.8%	3.2%	0.0%	0.0%
other	22	41	90.9%	9.1%	0.0%	0.0%	90.2%	9.8%	0.0%	0.0%
Total	**292**	**954**	**85.3%**	**11.6%**	**3.1%**	**0.0%**	**86.7%**	**10.5%**	**2.3%**	**0.5%**
TU WIEN - Staff position										
Grade A	17	135	0.0%	17.6%	64.7%	17.6%	0.0%	13.3%	45.9%	40.7%
Grade B	30	228	0.0%	23.3%	56.7%	20.0%	1.3%	18.9%	43.0%	36.8%
Grade C	130	496	30.0%	43.1%	20.8%	6.2%	37.5%	32.1%	19.4%	11.1%

Faculty	Total of		Female				Male			
	Female	Male	<35	35-44	45-55	>55	<35	35-44	45-55	>55
Grade D	292	954	85.3%	11.6%	3.1%	0.0%	86.7%	10.5%	2.3%	0.5%
Total	**469**	**1813**	**61.4%**	**21.3%**	**13.6%**	**3.6%**	**56.0%**	**17.7%**	**15.3%**	**11.0%**

Distribution of researchers at TU WIEN by sex and age group in 2016 is presented in the graph below.

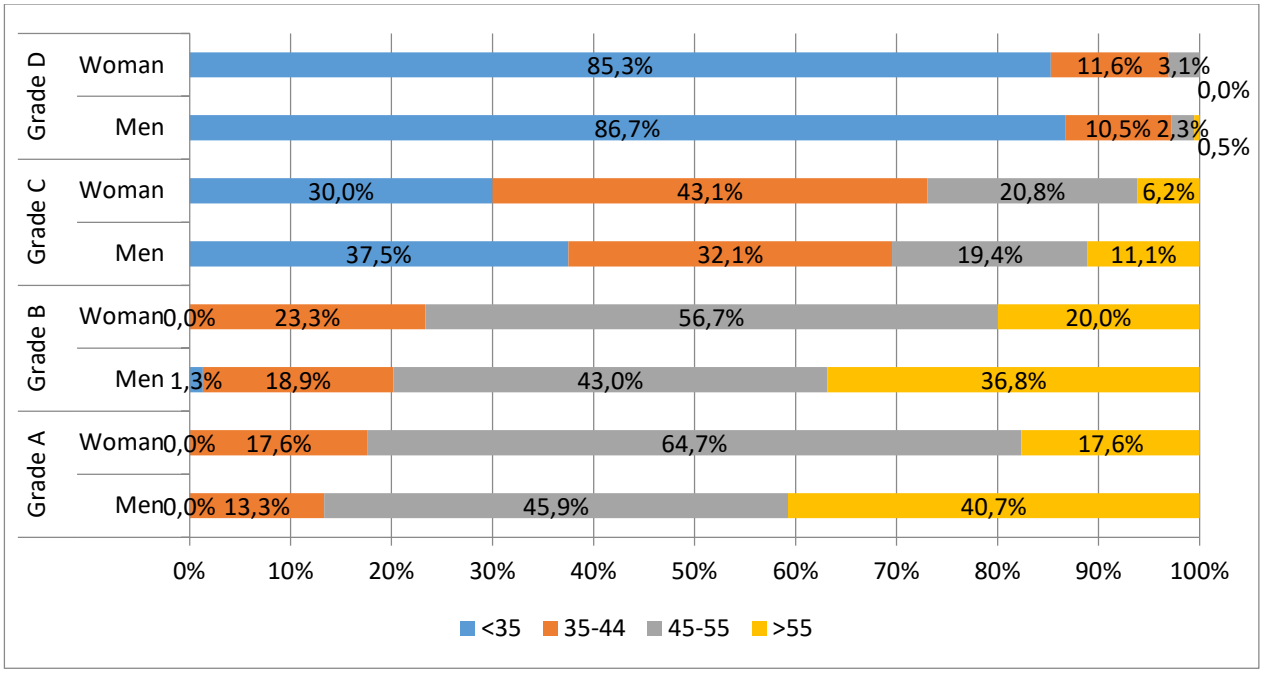


Figure 4.5. Distribution of researchers at TU WIEN, by sex, age group and staff position in 2016

4.3.3 Universitat Politècnica de Catalunya (UPC)

Number of researchers by faculty and sex and age at UPC in 2016 is presented in the Table below.

Table 4.9. Distribution of researchers by faculty, sex and age at UPC in 2016

Faculty	Total		Female				Male			
	F	Male	<35	35-44	45-55	>55	<35	35-44	45-55	>55
Grade A										
Architecture, Urbanism and Construction	2	25	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
Sciences	6	38	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%	21.1%	78.9%
Civil Engineering	2	43	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	23.3%	76.7%
Industrial Engineering	6	46	0.0%	0.0%	16.7%	83.3%	0.0%	0.0%	21.7%	78.3%
Information and Communications Technologies Engineering	5	72	0.0%	0.0%	20.0%	80.0%	0.0%	0.0%	44.4%	55.6%
Total	**21**	**224**	**0.0%**	**0.0%**	**23.8%**	**76.2%**	**0.0%**	**0.0%**	**26.8%**	**73.2%**
Grade B										
Architecture, Urbanism and Construction	19	57	0.0%	10.5%	36.8%	52.6%	0.0%	5.3%	17.5%	77.2%

Faculty	Total		Female				Male			
	F	Male	<35	35-44	45-55	>55	<35	35-44	45-55	>55
Sciences	98	189	0.0%	19.4%	49.0%	31.6%	0.0%	15.9%	50.3%	33.9%
Civil Engineering	21	57	0.0%	42.9%	28.6%	28.6%	1.8%	31.6%	47.4%	19.3%
Industrial Engineering	87	227	0.0%	29.9%	39.1%	31.0%	0.9%	18.1%	45.4%	35.7%
Information and Communications Technologies Engineering	64	255	0.0%	26.6%	65.6%	7.8%	0.4%	25.5%	60.4%	13.7%
Total	**289**	**785**	**0.0%**	**25.3%**	**47.4%**	**27.3%**	**0.5%**	**20.0%**	**49.6%**	**29.9%**
Grade C										
Architecture, Urbanism and Construction	16	49	0.0%	25.0%	25.0%	50.0%	2.0%	12.2%	16.3%	69.4%
Sciences	25	24	0.0%	8.0%	64.0%	28.0%	0.0%	12.5%	50.0%	37.5%
Civil Engineering	6	20	0.0%	16.7%	66.7%	16.7%	15.0%	20.0%	45.0%	20.0%
Industrial Engineering	40	114	2.5%	15.0%	42.5%	40.0%	5.3%	10.5%	40.4%	43.9%
Information and Communications Technologies Engineering	16	50	0.0%	18.8%	62.5%	18.8%	0.0%	20.0%	64.0%	16.0%
Total	**103**	**257**	**1.0%**	**15.5%**	**49.5%**	**34.0%**	**3.9%**	**13.6%**	**41.6%**	**40.9%**
Grade D										
Architecture, Urbanism and Construction	87	179	8.0%	48.3%	36.8%	6.9%	8.9%	39.1%	28.5%	23.5%
Sciences	23	59	30.4%	56.5%	13.0%	0.0%	33.9%	50.8%	11.9%	3.4%
Civil Engineering	15	107	13.3%	66.7%	20.0%	0.0%	16.8%	39.3%	29.0%	15.0%
Industrial Engineering	110	357	31.8%	36.4%	26.4%	5.5%	24.9%	33.6%	27.2%	14.3%
Information and Communications Technologies Engineering	8	22	0.0%	25.0%	75.0%	0.0%	18.2%	50.0%	22.7%	9.1%
Total	**243**	**724**	**21.0%**	**44.0%**	**30.0%**	**4.9%**	**20.3%**	**37.7%**	**26.4%**	**15.6%**
UPC - Staff position										
Grade A	21	224	0.0%	0.0%	23.8%	76.2%	0.0%	0.0%	26.8%	73.2%
Grade B	289	785	0.0%	25.3%	47.4%	27.3%	0.5%	20.0%	49.6%	29.9%
Grade C	103	257	1.0%	15.5%	49.5%	34.0%	3.9%	13.6%	41.6%	40.9%
Grade D	243	724	21.0%	44.0%	30.0%	4.9%	20.3%	37.7%	26.4%	15.6%
Total	**656**	**1990**	**7.9%**	**29.9%**	**40.5%**	**21.6%**	**8.1%**	**23.4%**	**37.5%**	**31.0%**

Distribution of researchers at UPC, by sex, age group and staff position, 2016 is presented in the graph below.

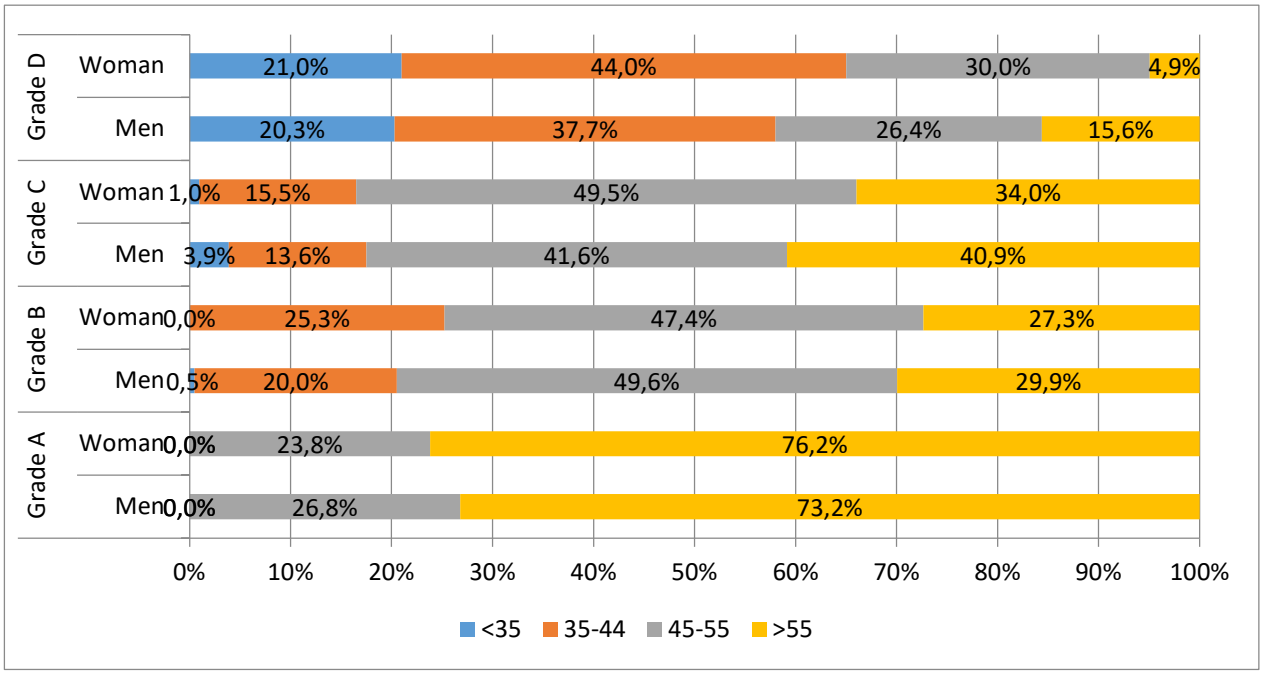


Figure 4.6. Distribution of researchers at UPC, by sex, age group and staff position in 2016

4.3.4 Politechnika Krakowska (PK)

Number of researchers by faculty and sex and age at PK in 2016 is presented in the Table below.

Table 4.10. Distribution of researchers by faculty, sex and age at PK in 2016

Faculty	Total		Female				Male			
	Female	Male	<35	35-44	45-55	>55	<35	35-44	45-55	>55
Grade A										
L&Sport	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
WA	7	12	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
WFMiI	0	11	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	9.1%	90.9%
WIEiK	0	8	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	12.5%	87.5%
WIiTCh	0	6	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
WIL	1	15	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
WIŚ	2	5	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
WM	1	21	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
Total	**11**	**78**	**0.0%**	**0.0%**	**0.0%**	**100.0%**	**0.0%**	**0.0%**	**2.6%**	**97.4%**
Grade B										
L&Sport	1	0	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
WA	20	18	0.0%	15.0%	30.0%	55.0%	0.0%	5.6%	27.8%	66.7%
WFMiI	7	20	0.0%	28.6%	42.9%	28.6%	0.0%	0.0%	30.0%	70.0%
WIEiK	4	17	0.0%	75.0%	0.0%	25.0%	5.9%	23.5%	41.2%	29.4%
WIiTCh	0	10	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	20.0%	80.0%
WIL	8	14	0.0%	25.0%	25.0%	50.0%	0.0%	21.4%	28.6%	50.0%
WIŚ	5	12	0.0%	0.0%	20.0%	80.0%	0.0%	16.7%	16.7%	66.7%
WM	3	43	0.0%	0.0%	66.7%	33.3%	2.3%	11.6%	20.9%	65.1%
Total	**48**	**134**	**0.0%**	**20.8%**	**31.3%**	**47.9%**	**1.5%**	**11.2%**	**26.1%**	**61.2%**

Faculty	Total		Female				Male			
	Female	Male	<35	35-44	45-55	>55	<35	35-44	45-55	>55
Grade C										
L&Sport	3	5	33.3%	33.3%	0.0%	33.3%	6.7%	6.7%	0.0%	6.7%
WA	46	51	10.9%	39.1%	23.9%	26.1%	2.0%	25.5%	35.3%	37.3%
WFMiI	29	44	17.2%	20.7%	24.1%	37.9%	13.6%	29.5%	34.1%	22.7%
WIEiK	44	28	52.3%	31.8%	9.1%	6.8%	46.4%	25.0%	10.7%	17.9%
WIiTCh	2	27	0.0%	50.0%	0.0%	50.0%	3.7%	37.0%	29.6%	29.6%
WIL	33	84	9.1%	48.5%	27.3%	15.2%	9.5%	46.4%	31.0%	13.1%
WIŚ	24	43	0.0%	33.3%	54.2%	12.5%	0.0%	18.6%	44.2%	37.2%
WM	28	117	25.0%	64.3%	3.6%	7.1%	17.9%	34.2%	18.8%	29.1%
Total	**209**	**399**	**21.1%**	**39.2%**	**21.5%**	**18.2%**	**12.5%**	**32.8%**	**27.8%**	**26.8%**
Grade D										
L&Sport	54	16	13.0%	38.9%	33.3%	14.8%	0.8%	2.4%	2.1%	0.9%
WA	19	28	52.6%	36.8%	5.3%	5.3%	39.3%	46.4%	3.6%	10.7%
WFMiI	6	18	66.7%	16.7%	0.0%	16.7%	88.9%	0.0%	5.6%	5.6%
WIEiK	7	2	71.4%	14.3%	14.3%	0.0%	100.0%	0.0%	0.0%	0.0%
WIiTCh	3	18	100.0%	0.0%	0.0%	0.0%	88.9%	11.1%	0.0%	0.0%
WIL	27	34	59.3%	25.9%	0.0%	14.8%	79.4%	8.8%	0.0%	11.8%
WIŚ	11	5	72.7%	9.1%	9.1%	9.1%	60.0%	0.0%	0.0%	40.0%
WM	23	38	82.6%	8.7%	0.0%	8.7%	76.3%	10.5%	2.6%	10.5%
Total	**150**	**159**	**48.0%**	**26.7%**	**14.0%**	**11.3%**	**67.9%**	**17.6%**	**3.8%**	**10.7%**
PK - Staff position										
Grade A	11	78	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	2.6%	97.4%
Grade B	48	134	0.0%	20.8%	31.3%	47.9%	1.5%	11.2%	26.1%	61.2%
Grade C	209	399	21.1%	39.2%	21.5%	18.2%	12.5%	32.8%	27.8%	26.8%
Grade D	150	159	48.0%	26.7%	14.0%	11.3%	67.9%	17.6%	3.8%	10.7%
Total	**418**	**770**	**27.8%**	**31.6%**	**19.4%**	**21.3%**	**20.8%**	**22.6%**	**20.0%**	**36.6%**

Distribution of researchers at PK, by sex and age group, 2016 is presented in the graph below.

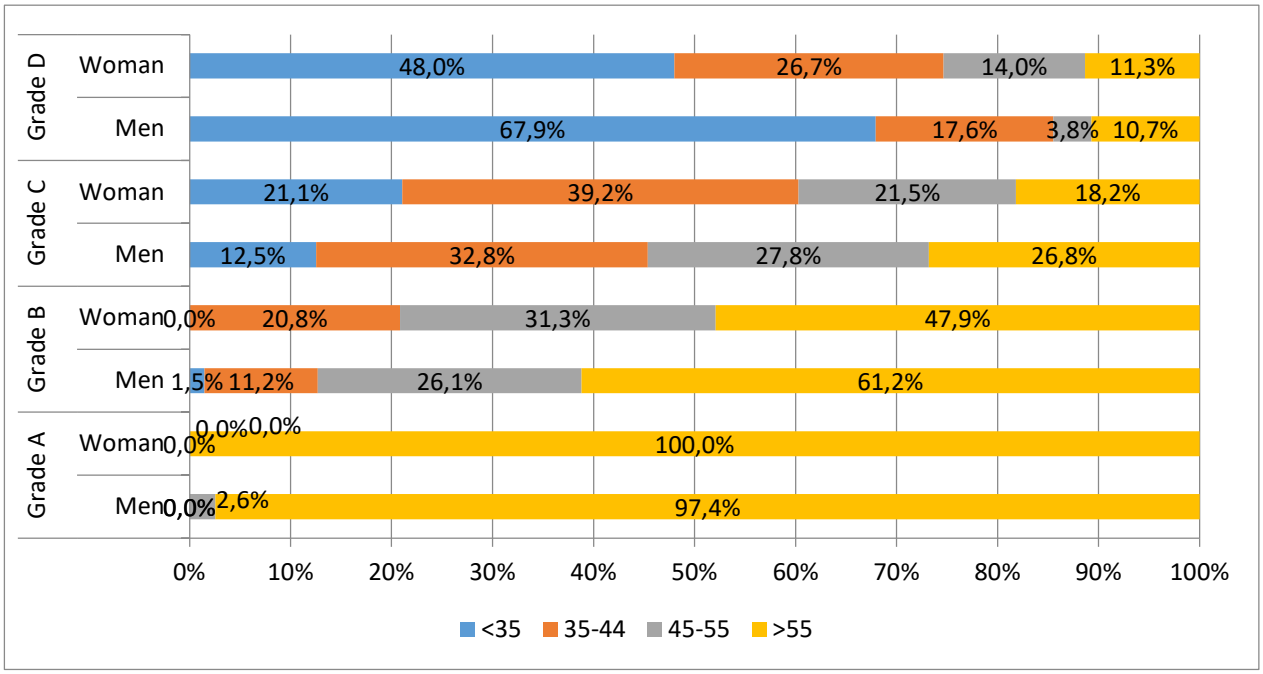


Figure 4.7. Distribution of researchers at UNIRC, by sex, age group and staff position in 2016

5 Working conditions

5.1 Brief description of working conditions

In this elaboration the working conditions will be described by:

- Structure of working contracts (permanent / temporary / precarious=arrangement for less than 1 year), by staff position,
- Distribution of researchers by sex and mobility patterns,
- Remuneration of research staff,
- Work-life balance measures.

Description of international mobility patterns according to SHE FIGURES 2015 is presented in the Table below.

Table 5.1. Description of international mobility patterns (source: SHE FIGURES 2015)

Mobility	description
International mobility during PhD	applies to researchers who have moved abroad for at least three months during their PhD to a country other than the one where they completed (or will obtain) their PhD. In She Figures 2015, the derived indicator is based on a direct question in the MORE2 Survey (Q42 in the 2012 questionnaire
International mobility in the post-PhD career stages	applies to researchers who have worked abroad for more than three months at least once in the last 10 years, since obtaining their highest educational qualification (PhD or other). In She Figures 2015, the derived indicator is based on a direct question in the MORE2 Survey of Higher Education Institutions (Q47 in the 2012 questionnaire).

5.2 Structure of working contracts (permanent / temporary / precarious=arrangement for less than 1 year), by staff position

Researchers at universities usually work at three types of working contract:

- permanent,
- temporary
- precarious=arrangement for less than 1 year.

The structure of working contract by sex and staff positions shows the differences between women and men. To describe this more precisely the following indicators have been applied:

- FT/F % - the indicator comparing the proportion of women researchers‘ in temporary working contracts’ calculated as a percentage of the respective total number of women,
- MT/M % - the indicator comparing the proportion of men researchers’ in temporary working contracts’ calculated as a percentage of the respective total number of men,
- **Gender gap in temporary employment rates** calculated as women’s rate minus men’s rate (i.e. FT/F% - MT/M%).

In Italy all the work positions based on a fixed-term contract are considered precarious. Therefore, from this point of view, temporary researches, who have a fixed-term contract (three years, with a possible extension for further two years), may be considered precarious.

5.2.1 The University *Mediterranea* of Reggio Calabria (UNIRC)

Distribution of researchers by staff position, type of contract, sex at UNIRC in 2016 is presented in the Table below.

Table 5.2. Distribution of researchers by staff position, type of contract, sex at UNIRC in 2016

Field of study	Type of contract								
	Permanent			Temporary			Total		
	T	F %	M %	T	F %	M %	T	F %	M %
Grade A									
Agricultural science	12	0.0%	100.0%	0			12	0.0%	100.0%
Architecture	14	50.0%	50.0%	0			14	50.0%	50.0%
Law and Economics	6	16.7	86.3%	0			6	16.7%	86.3%
Engineering	15	6.7%	93.3%	0			15	6.7%	93.3%
Total	**47**	**19.1**	**80.9%**	**0**			**47**	**19.1%**	**80.9%**
Grade B									
Agricultural science	27	33.3%	66.7%	0			27	33.3%	66.7%
Architecture	27	25.9%	74.1%	0			27	25.9%	74.1%
Law and Economics	10	20.0%	80.0%	0			10	20.0%	80.0%
Engineering	23	30.4%	69.6%	0			23	30.4%	69.6%
Total	**87**	**28.7%**	**71.3%**	**0**			87	28.7%	71.3%
Grade C									
Agricultural science	24	20.8%	79.2%	6	50.0%	50.0%	30	26.7%	73.3%
Architecture	40	47.5%	51.5%	0			41	47.5%	52.5%
Law and Economics	15	53.3%	46.7%	0			16	53.3%	46.7%
Engineering	29	31.0%	69.0%	7	28.6%	71.4%	37	30.6%	69.4%
Total	**108**	**38.0%**	**62.0%**	**13**	**38.5%**	**61.5%**	**124**	**38.0%**	**62.0%**
Grade D									
Agricultural science	0			0			0		
Architecture	0			0			0		
Law and Economics	0			0			0		
Engineering	0			0			0		
Total	**58**			**58**	**44.8%**	**55.2%**	**0**		
Researchers at UNIRC									
Grade A	47	19.1%	80.9%	0			47	19.1%	80.9%
Grade B	87	27.8%	71.3%	0			87	28.7%	71.3%
Grade C	108	38.7%	61.3%	13	38.5%	61.5%	121	38.7%	61.3%

Field of study	Type of contract								
	Permanent			Temporary			Total		
	T	F %	M %	T	F %	M %	T	F %	M %
Grade D				58	44.8%	55.2%	58	44.8%	55.2%
Total	**252**	**31.0%**	**69.0%**	**71**	**43.7%**	**56.3%**	**313**	**33.9%**	**66.1%**

Distribution of researchers at UNIRC, by staff position, sex and type of contract, 2016 is presented in the graph below.

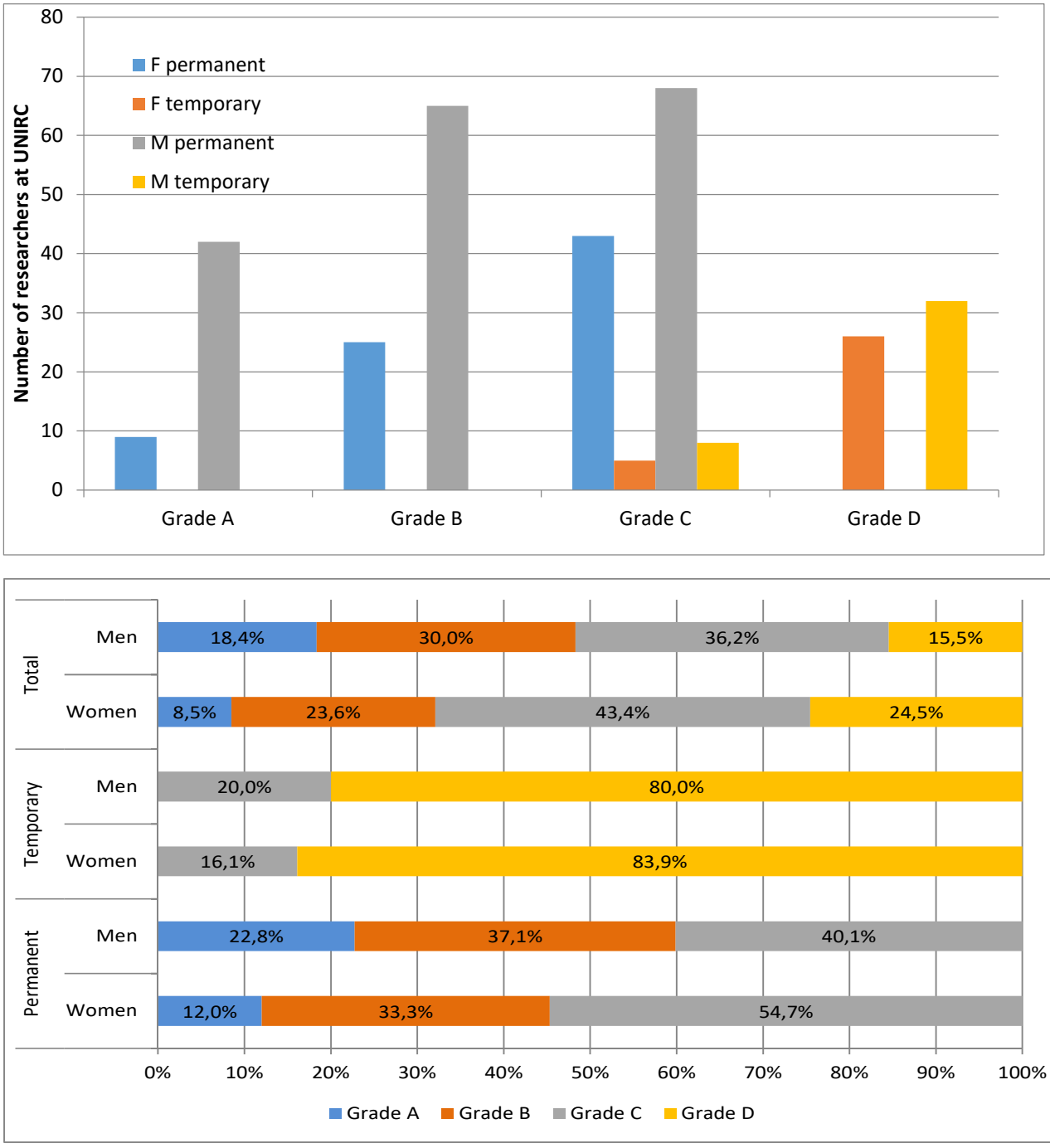


Figure 5.1. Distribution of researchers at UNIRC, by sex, age group and type of contract in 2016

Table 5.3. Gender gap in temporary employment rates among researchers by staff position and sex at UNIRC in 2016

Faculty	Indicator				Gender gap in temporary employment rates
	FP/F %	FT/F %	MP/M %	MT/M %	
Grade A					
Agricultural science	-!	-	100.0%	0.0%	-
Architecture	100.0%	0.0%	100.0%	0.0%	0.0%
Law and Economics	100.0%	0.0%	100.0%	0.0%	0.0%
Engineering	100.0%	0.0%	100.0%	0.0%	0.0%
Total	100.0%	0.0%	100.0%	0.0%	0.0%
Grade B					
Agricultural science	100.0%	0.0%	100.0%	0.0%	0.0%
Architecture	100.0%	0.0%	100.0%	0.0%	0.0%
Law and Economics	100.0%	0.0%	100.0%	0.0%	0.0%
Engineering	100.0%	0.0%	100.0%	0.0%	0.0%
Total	100.0%	0.0%	100.0%	0.0%	0.0%
Grade C					
Agricultural science	62.5%	37.5%	86.4%	13.6%	23.9%
Architecture	100.0%	0.0%	100.0%	0.0%	0.0%
Law and Economics	100.0%	0.0%	100.0%	0.0%	0.0%
Engineering	83.3%	16.7%	80.0%	20.0%	-3.3%
Total	89.6%	10.4%	89.5%	10.5%	-0.1%
Grade D					
Agricultural science	-	-	-	-	-
Architecture	-	-	-	-	-
Law and Economics	-	-	-	-	-
Engineering	-	-	-	-	-
Total	**-**	**-**	**-**	**-**	**-**
Researchers at UNIRC					
Grade A	100.0%	0.0%	100.0%	0.0%	0.0%
Grade B	100.0%	0.0%	100.0%	0.0%	0.0%
Grade C	89.6%	10.4%	89.5%	10.5%	-0.1%
Grade D	0.0%	100.0%	0.0%	100.0%	0.0%
Total	71.3%	28.7%	81.4%	18.6%	10.1%

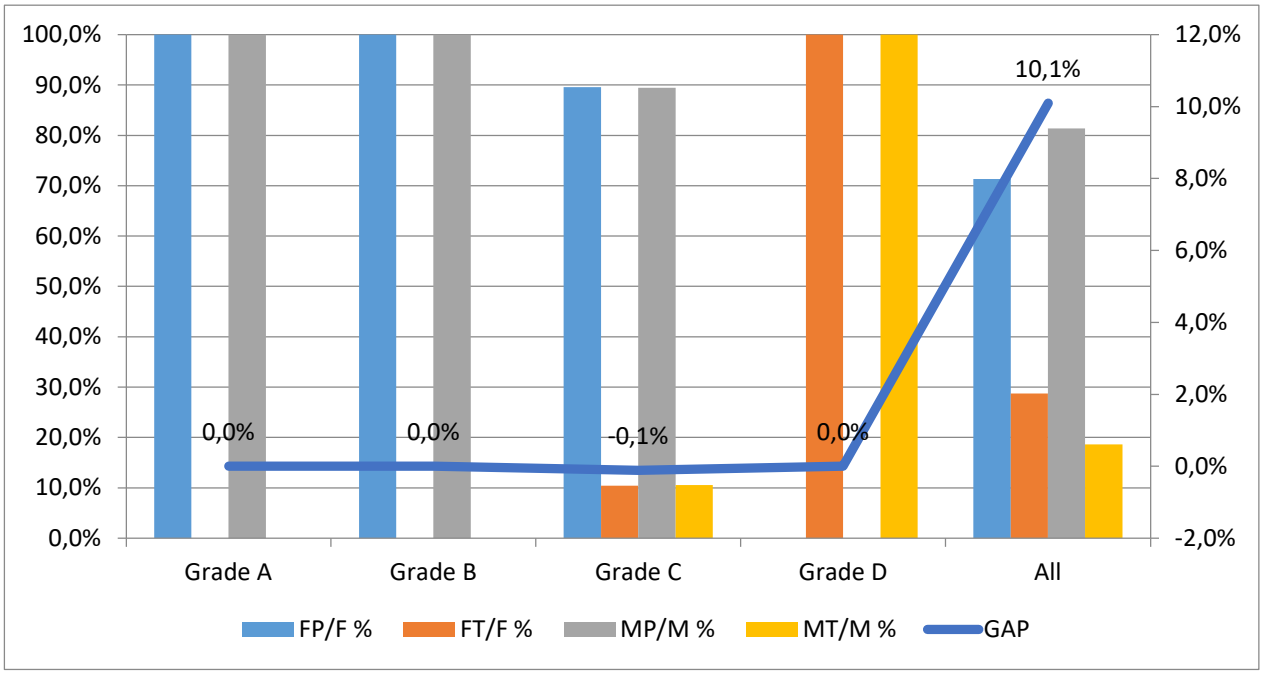


Figure 5.2. Gender gap in temporary employment rates among researchers by staff position and sex at UNIRC in 2016

At UNIRC all researchers at Grade A and B work at permanent contracts. The rate of women and men researchers working at temporary contracts is rather low and the same for women and men (gender gap I s equal -0.1 % in favour of women), The gender gap in temporary employment calculated for all researchers, without division into grades of staff position Is equal 10.1 % and it shows that more women than men are working at temporary contracts.

5.2.2 Technische Universität Wien (TU WIEN)

Distribution of researchers by staff position, type of contract, sex at TU WIEN in 2016 is presented in the Table below.

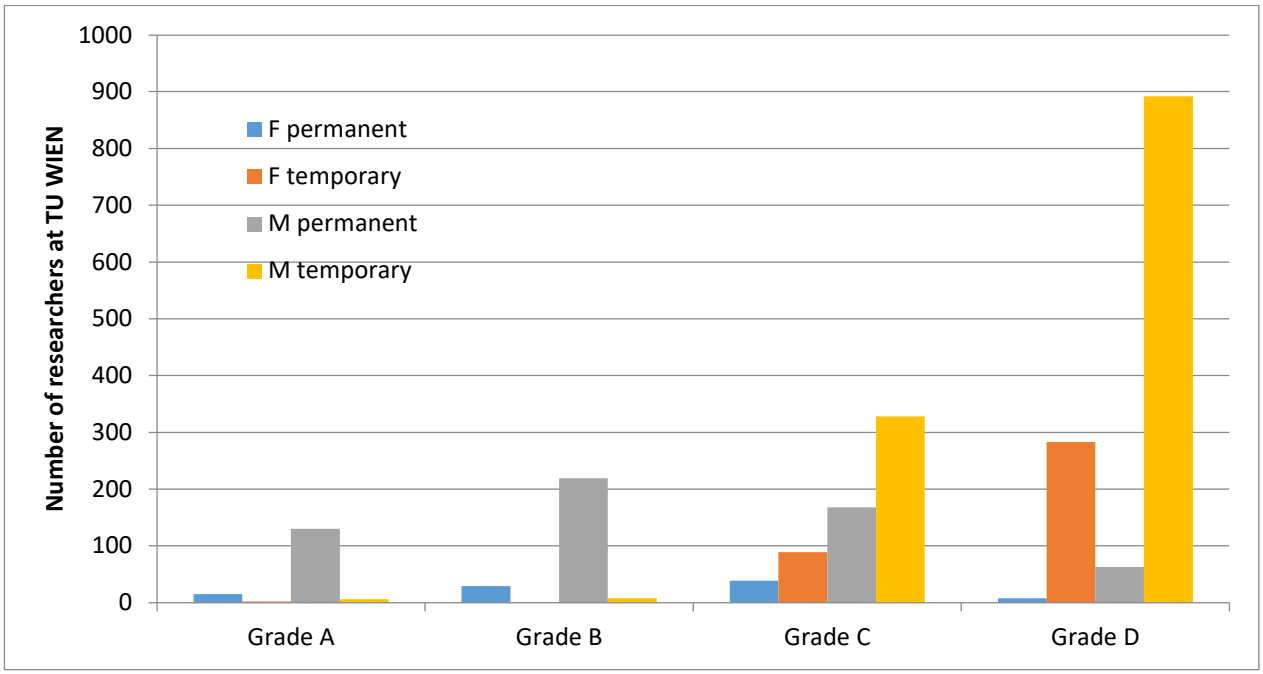
Table 5.4. Distribution of researchers by staff position, type of contract, sex at TU WIEN in 2016

Faculty	Type of contract								
	Permanent			Temporary			Total		
	T	F %	M %	T	F %	M %	T	F %	M %
Grade A									
Faculty of Architecture and Planning	23	21.7%	78.3%	1	0.0%	100.0%	24	20.8%	79.2%
Faculty of Civil Engineering	14	0.0%	100.0%	1	0.0%	100.0%	15	0.0%	100.0%
Faculty of Technical Chemistry	12	0.0%	100.0%	2	0.0%	100.0%	14	0.0%	100.0%
Faculty of Electrical Engineering and IT	20	5.0%	95.0%	0			20	5.0%	95.0%
Faculty of Informatics	18	22.2%	77.8%	2	100.0%	0.0%	20	30.0%	70.0%
Faculty of Mechanical and Industrial Engineering	20	5.0%	95.0%	1	0.0%	100.0%	21	4.8%	95.2%
Faculty of Mathematics and Geoinformation	21	9.5%	90.5%	0			21	9.5%	90.5%

Faculty	Type of contract								
	Permanent			Temporary			Total		
	T	F %	M %	T	F %	M %	T	F %	M %
Faculty of Physics	15	13.3%	86.7%	0			15	13.3%	86.7%
other	2	0.0%	100.0%	1	0.0%	100.0%	3	0.0%	100.0%
Total	**145**	**10.3%**	**89.7%**	**8**	**25.0%**	**75.0%**	**153**	**11.1%**	**88.9%**
Grade B									
Faculty of Architecture and Planning	26	26.9%	73.1%	0			26	26.9%	73.1%
Faculty of Civil Engineering	18	16.7%	83.3%	0			18	16.7%	83.3%
Faculty of Technical Chemistry	33	24.2%	75.8%	1	0.0%	100.0%	34	23.5%	76.5%
Faculty of Electrical Engineering and IT	27	3.7%	96.3%	2	0.0%	100.0%	29	3.4%	96.6%
Faculty of Informatics	36	11.1%	88.9%	3	33.3%	66.7%	39	12.8%	87.2%
Faculty of Mechanical and Industrial Engineering	36	5.6%	94.4%	1	0.0%	100.0%	37	5.4%	94.6%
Faculty of Mathematics and Geoinformation	38	5.3%	94.7%	1	0.0%	100.0%	39	5.1%	94.9%
Faculty of Physics	31	6.5%	93.5%	1	0.0%	100.0%	32	6.3%	93.8%
other	3	0.0%	100.0%	0			3	0.0%	100.0%
Total	**248**	**11.7%**	**88.3%**	**9**	**11.1%**	**88.9%**	**257**	**11.7%**	**88.3%**
Grade C									
Faculty of Architecture and Planning	42	35.7%	64.3%	27	51.9%	48.1%	69	42.0%	58.0%
Faculty of Civil Engineering	26	11.5%	88.5%	22	22.7%	77.3%	48	16.7%	83.3%
Faculty of Technical Chemistry	28	17.9%	82.1%	48	27.1%	72.9%	76	23.7%	76.3%
Faculty of Electrical Engineering and IT	31	9.7%	90.3%	64	9.4%	90.6%	95	9.5%	90.5%
Faculty of Informatics	19	26.3%	73.7%	80	18.8%	81.3%	99	20.2%	79.8%
Faculty of Mechanical and Industrial Engineering	18	11.1%	88.9%	26	15.4%	84.6%	44	13.6%	86.4%
Faculty of Mathematics and Geoinformation	10	0.0%	100.0%	59	23.7%	76.3%	69	20.3%	79.7%
Faculty of Physics	22	9.1%	90.9%	84	17.9%	82.1%	106	16.0%	84.0%
other	11	36.4%	63.6%	7	42.9%	57.1%	18	38.9%	61.1%
Total	**207**	**18.8%**	**81.2%**	**417**	**21.3%**	**78.7%**	**624**	**20.5%**	**79.5%**
Grade D									
Faculty of Architecture and Planning	7	57.1%	42.9%	80	47.5%	52.5%	87	48.3%	51.7%
Faculty of Civil Engineering	7	14.3%	85.7%	119	34.5%	65.5%	126	33.3%	66.7%
Faculty of Technical Chemistry	7	0.0%	100.0%	153	30.1%	69.9%	160	28.8%	71.3%
Faculty of Electrical Engineering and IT	8	0.0%	100.0%	198	16.2%	83.8%	206	15.5%	84.5%
Faculty of Informatics	12	8.3%	91.7%	172	19.8%	80.2%	184	19.0%	81.0%
Faculty of Mechanical and Industrial Engineering	12	0.0%	100.0%	184	14.1%	85.9%	196	13.3%	86.7%
Faculty of Mathematics and Geoinformation	9	22.2%	77.8%	101	25.7%	74.3%	110	25.5%	74.5%

Faculty	Type of contract								
	Permanent			Temporary			Total		
	T	F %	M %	T	F %	M %	T	F %	M %
Faculty of Physics	7	0.0%	100.0%	106	17.0%	83.0%	113	15.9%	84.1%
other	2	0.0%	100.0%	62	35.5%	64.5%	64	34.4%	65.6%
Total	**71**	**11.3%**	**88.7%**	**1175**	**24.1%**	**75.9%**	**1246**	**23.4%**	**76.6%**
Researcher at TU WIEN									
Grade A	145	10.3%	89.7%	8	25.0%	75.0%	153	11.1%	88.9%
Grade B	248	11.7%	88.3%	9	11.1%	88.9%	257	11.7%	88.3%
Grade C	207	18.8%	81.2%	417	21.3%	78.7%	624	20.5%	79.5%
Grade D	71	11.3%	88.7%	1175	24.1%	75.9%	1246	23.4%	76.6%
Total	**671**	**13.6%**	**86.4%**	**1609**	**23.3%**	**76.7%**	**2280**	**20.4%**	**79.6%**

Distribution of researchers at TU WIEN by staff position, sex and type of contract in 2016 is presented in the graph below.



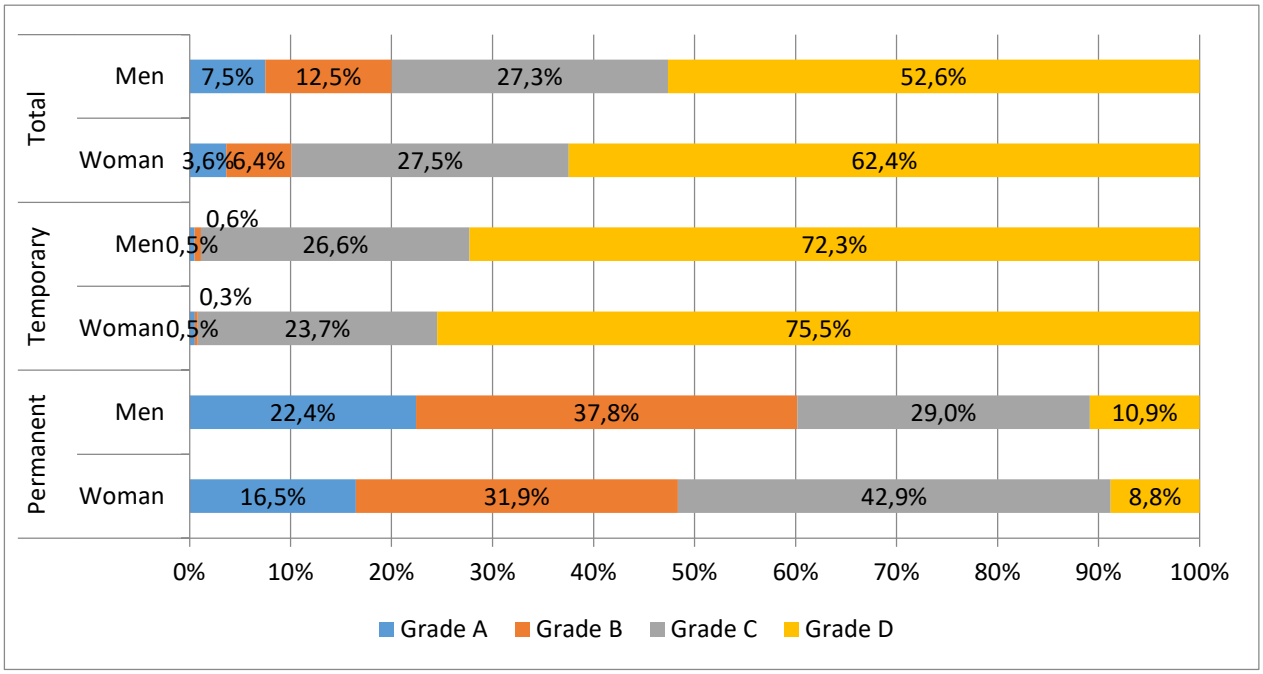


Figure 5.3. Distribution of researchers at TU WIEN, by sex, age group and type of contract in 2016

Table 5.5. Gender gap in temporary employment rates among researchers by staff position and sex at TU WIEN in 2016

Faculty	Indicator				Gender gap in temporary employment rates
	FP/F %	FT/F %	MP/M %	MT/M %	
Grade A					
Faculty of Architecture and Planning	100.0%	0.0%	94.7%	5.3%	-5.3%
Faculty of Civil Engineering	-	-	93.3%	6.7%	-
Faculty of Technical Chemistry	-	-	85.7%	14.3%	-
Faculty of Electrical Engineering and IT	100.0%	0.0%	100.0%	0.0%	0.0%
Faculty of Informatics	66.7%	33.3%	100.0%	0.0%	33.3%
Faculty of Mechanical and Industrial Engineering	100.0%	0.0%	95.0%	5.0%	-5.0%
Faculty of Mathematics and Geoinformation	100.0%	0.0%	100.0%	0.0%	0.0%
Faculty of Physics	100.0%	0.0%	100.0%	0.0%	0.0%
other	-	-	66.7%	33.3%	-
Total	**88.2%**	**11.8%**	**95.6%**	**4.4%**	**7.4%**
Grade B					
Faculty of Architecture and Planning	100.0%	0.0%	100.0%	0.0%	0.0%
Faculty of Civil Engineering	100.0%	0.0%	100.0%	0.0%	0.0%
Faculty of Technical Chemistry	100.0%	0.0%	96.2%	3.8%	-3.8%
Faculty of Electrical Engineering and IT	100.0%	0.0%	92.9%	7.1%	-7.1%
Faculty of Informatics	80.0%	20.0%	94.1%	5.9%	14.1%
Faculty of Mechanical and Industrial Engineering	100.0%	0.0%	97.1%	2.9%	-2.9%
Faculty of Mathematics and Geoinformation	100.0%	0.0%	97.3%	2.7%	-2.7%

Faculty	Indicator				Gender gap in temporary employment rates
	FP/F %	FT/F %	MP/M %	MT/M %	
Faculty of Physics	100.0%	0.0%	96.7%	3.3%	-3.3%
other	-	-	100.0%	0.0%	-
Total	**96.7%**	**3.3%**	**96.5%**	**3.5%**	**-0.2%**
Grade C					
Faculty of Architecture and Planning	51.7%	48.3%	67.5%	32.5%	15.8%
Faculty of Civil Engineering	37.5%	62.5%	57.5%	42.5%	20.0%
Faculty of Technical Chemistry	27.8%	72.2%	39.7%	60.3%	11.9%
Faculty of Electrical Engineering and IT	33.3%	66.7%	32.6%	67.4%	-0.8%
Faculty of Informatics	25.0%	75.0%	17.7%	82.3%	-7.3%
Faculty of Mechanical and Industrial Engineering	33.3%	66.7%	42.1%	57.9%	8.8%
Faculty of Mathematics and Geoinformation	0.0%	100.0%	18.2%	81.8%	18.2%
Faculty of Physics	11.8%	88.2%	22.5%	77.5%	10.7%
other	57.1%	42.9%	63.6%	36.4%	6.5%
Total	**30.5%**	**69.5%**	**33.9%**	**66.1%**	**3.4%**
Grade D					
Faculty of Architecture and Planning	9.5%	90.5%	6.7%	93.3%	-2.9%
Faculty of Civil Engineering	2.4%	97.6%	7.1%	92.9%	4.8%
Faculty of Technical Chemistry	0.0%	100.0%	6.1%	93.9%	6.1%
Faculty of Electrical Engineering and IT	0.0%	100.0%	4.6%	95.4%	4.6%
Faculty of Informatics	2.9%	97.1%	7.4%	92.6%	4.5%
Faculty of Mechanical and Industrial Engineering	0.0%	100.0%	7.1%	92.9%	7.1%
Faculty of Mathematics and Geoinformation	7.1%	92.9%	8.5%	91.5%	1.4%
Faculty of Physics	0.0%	100.0%	7.4%	92.6%	7.4%
other	0.0%	100.0%	4.8%	95.2%	4.8%
Total	**2.7%**	**97.3%**	**6.6%**	**93.4%**	**3.8%**
Researchers at TU WIEN					
Grade A	88.2%	11.8%	95.6%	4.4%	7.4%
Grade B	96.7%	3.3%	96.5%	3.5%	-0.2%
Grade C	30.5%	69.5%	33.9%	66.1%	3.4%
Grade D	2.7%	97.3%	6.6%	93.4%	3.8%
Total	**19.5%**	**80.5%**	**32.0%**	**68.0%**	**12.4%**

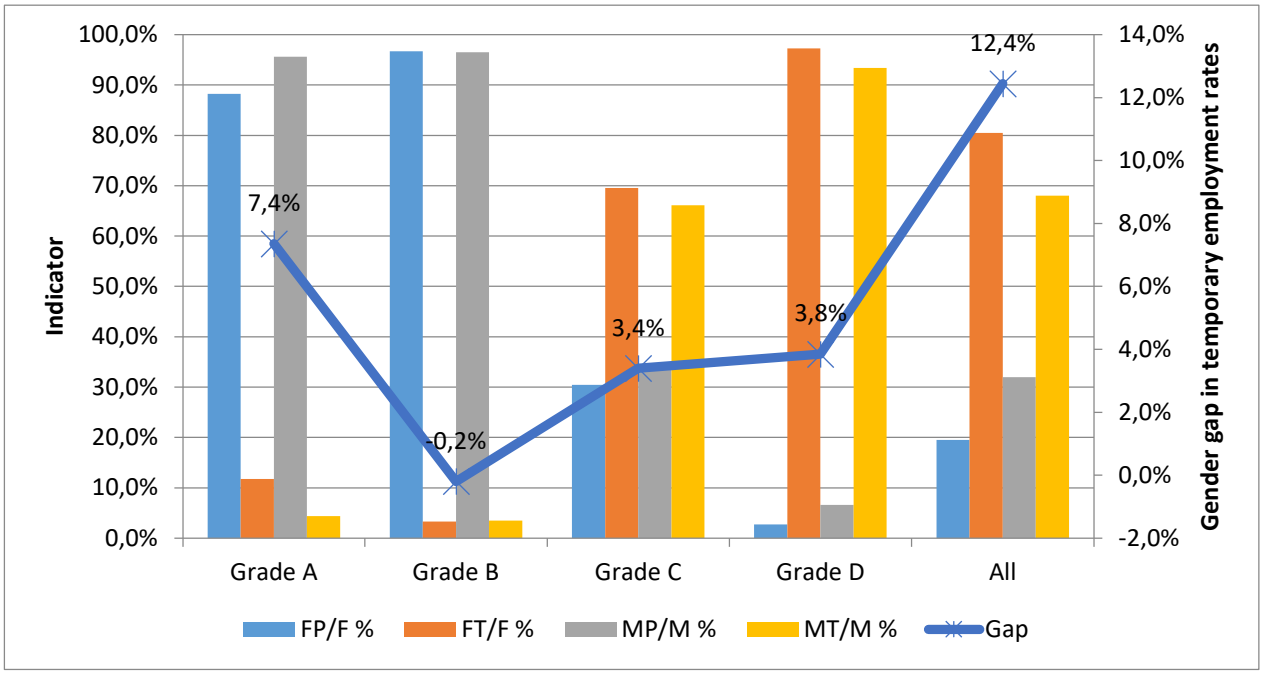


Figure 5.4. Gender gap in temporary employment rates among researchers by staff position and sex at TU WIEN in 2016

Women researchers are more likely than men to be working at temporary contracts. The gender gap in temporary employment is the highest at Grade A (7.4%), and it is at nearly the same level at Grade C and D – 3.4 and 3.8% respectively. However it is in favour of women at Grade B and equals -0.2 %.

5.2.3 Universitat Politècnica de Catalunya (UPC)

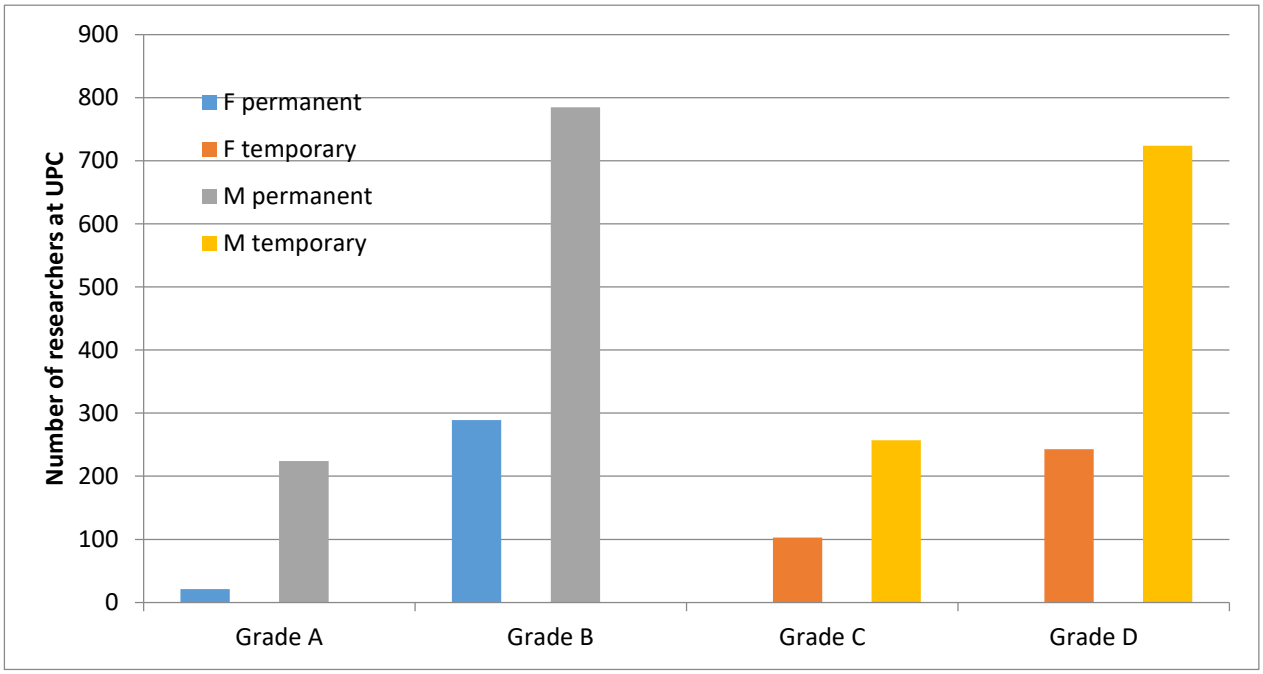
Distribution of researchers by staff position, type of contract, sex at UPC in 2016 is presented in the Table below.

By default, Grade A and Grade B are permanent and Grade C and Grade D are temporary (except few from Grade D and that correspond to a category to be extinguished).

Table 5.6. Distribution of researchers by staff position, type of contract, sex at UPC in 2016

Faculty	Type of contract								
	Permanent			Temporary			Total		
	T	F %	M %	T	F %	M %	T	F %	M %
Grade A	245	8,6%	91,4%	0			245	8,6%	91,4%
Grade B	1074	26,9%	73,1%	0			1074	26,9%	73,1%
Grade C	0			360	28,6%	71,4%	360	28,6%	71,4%
Grade D	0			967	25,1%	74,9%	967	25,1%	74,9%
Total	**1319**	**23,5%**	**76,5%**	**1327**	**26,1%**	**73,9%**	**2646**	**24,8%**	**75,2%**

Distribution of researchers at UPC, by staff position, sex and type of contract, 2016 is presented in the graph below.



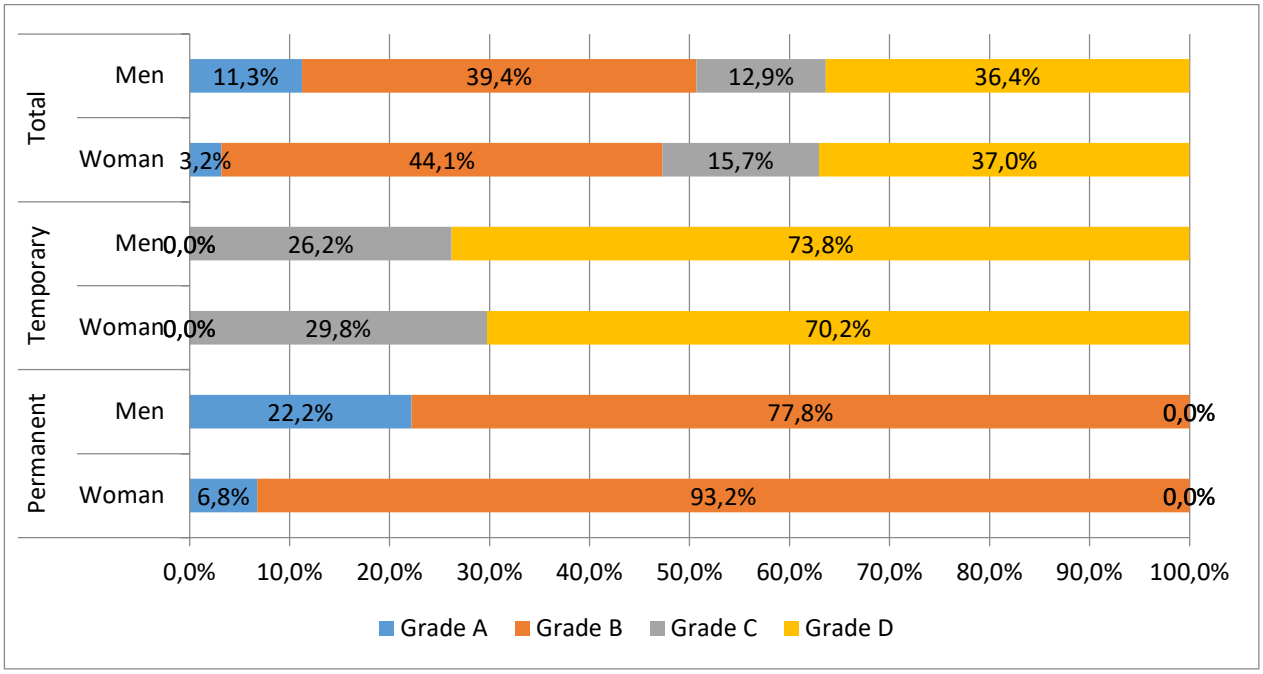


Figure 5.5. Distribution of researchers at UPC, by sex, staff position and type of contract in 2016

Table 5.7. Gender gap in temporary employment rates among researchers by staff position and sex at UPC in 2016

Faculty	Indicator				Gender gap in temporary employment rates
	FP/F %	FT/F %	MP/M %	MT/M %	
Researchers at UPC					
Grade A	100.0%	0.0%	100.0%	0.0%	0.0%
Grade	100.0%	0.0%	100.0%	0.0%	0.0%
Grade C	0.0%	100.0%	0.0%	100.0%	0.0%
Grade D	0.0%	100.0%	0.0%	100.0%	0.0%
Total	47.3%	52.7%	50.7%	49.3%	3.4%

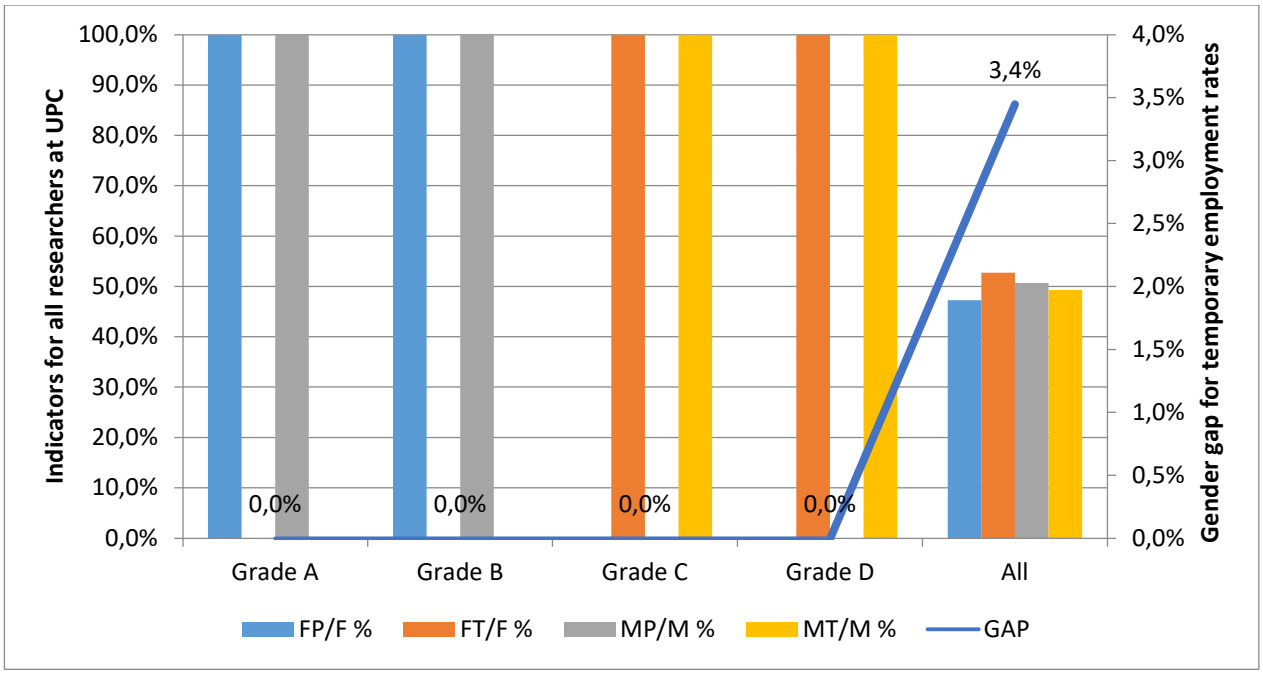


Figure 5.6. Gender gap in temporary employment rates among researchers by staff position and sex at UPC in 2016

At UPC all researchers at Grade A and B are used to work at permanent contracts and at Grade C and D at temporary contracts, it is possible to calculate the gender gap in temporary employment for all researchers, without division into grades of staff position. This time the gap is equal 3.4 % and it shows that more women than men are working at temporary contracts.

5.2.4 Politechnika Krakowska (PK)

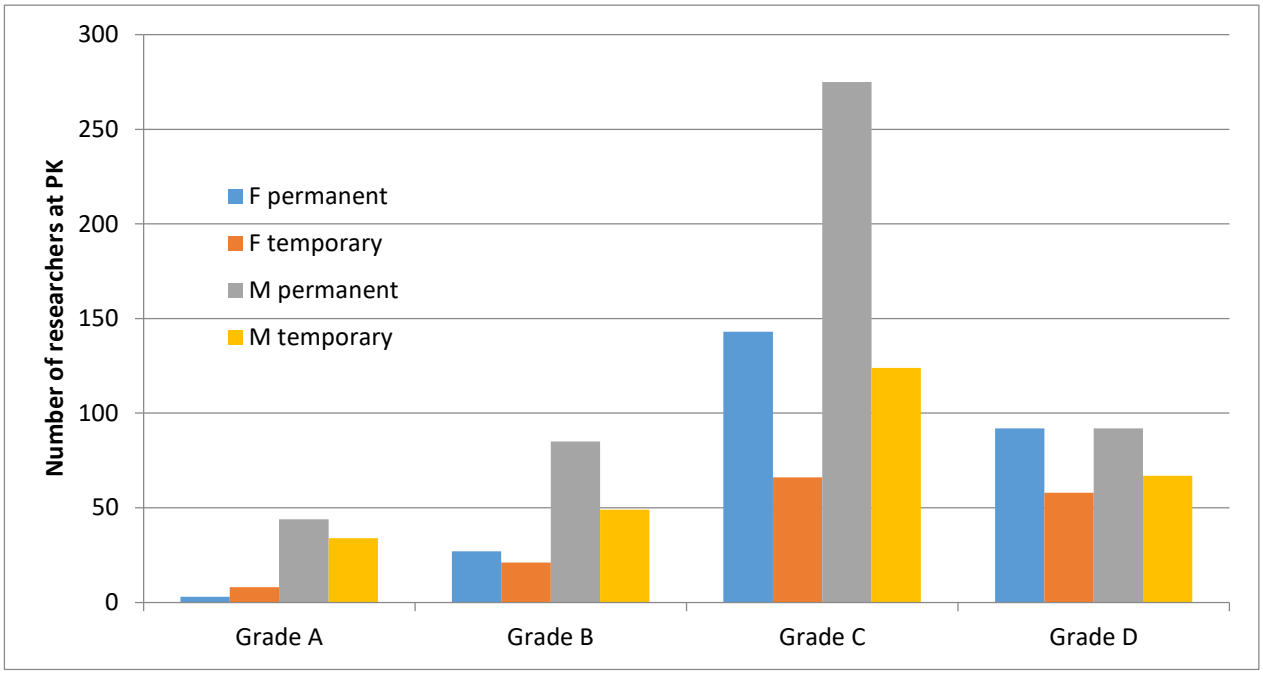
Distribution of researchers by staff position, type of contract, sex at PK in 2016 is presented in the Table below.

Table 5.8. Distribution of researchers by staff position, type of contract, sex at PK in 2016

Faculty	Type of contract								
	Permanent			Temporary			Total		
	T	F %	M %	T	F %	M %	T	F %	M %
Grade A									
L&Sport	0			0			0		
WA	4	25.0%	75.0%	15	40.0%	60.0%	19	36.8%	63.2%
WFMiI	9	0.0%	100.0%	2	0.0%	100.0%	11	0.0%	100.0%
WIEiK	1	0.0%	100.0%	5	0.0%	100.0%	6	0.0%	100.0%
WIiTCh	5	0.0%	100.0%	3	0.0%	100.0%	8	0.0%	100.0%
WIL	12	8.3%	91.7%	4	0.0%	100.0%	16	6.3%	93.8%
WIŚ	4	25.0%	75.0%	3	33.3%	66.7%	7	28.6%	71.4%
WM	12	0.0%	100.0%	10	10.0%	90.0%	22	4.5%	95.5%
Total	**47**	**6.4%**	**93.6%**	**42**	**19.0%**	**81.0%**	**89**	**12.4%**	**87.6%**
Grade B									

Faculty	Type of contract								
	Permanent			Temporary			Total		
	T	F %	M %	T	F %	M %	T	F %	M %
L&Sport	1	100.0%	0.0%	0			1	100.0%	0.0%
WA	23	43.5%	56.5%	15	66.7%	33.3%	38	52.6%	47.4%
WFMiI	18	22.2%	77.8%	9	33.3%	66.7%	27	25.9%	74.1%
WIEiK	4	0.0%	100.0%	6	0.0%	100.0%	10	0.0%	100.0%
WIiTCh	13	23.1%	76.9%	8	12.5%	87.5%	21	19.0%	81.0%
WIL	11	27.3%	72.7%	11	45.5%	54.5%	22	36.4%	63.6%
WIŚ	12	33.3%	66.7%	5	20.0%	80.0%	17	29.4%	70.6%
WM	30	6.7%	93.3%	16	6.3%	93.8%	46	6.5%	93.5%
Total	**112**	**24.1%**	**75.9%**	**70**	**30.0%**	**70.0%**	**182**	**26.4%**	**73.6%**
Grade C									
L&Sport	6	16.7%	83.3%	2	100.0%	0.0%	8	37.5%	62.5%
WA	69	44.9%	55.1%	28	53.6%	46.4%	97	47.4%	52.6%
WFMiI	47	40.4%	59.6%	26	38.5%	61.5%	73	39.7%	60.3%
WIEiK	21	4.8%	95.2%	8	12.5%	87.5%	29	6.9%	93.1%
WIiTCh	53	62.3%	37.7%	19	57.9%	42.1%	72	61.1%	38.9%
WIL	70	34.3%	65.7%	47	19.1%	80.9%	117	28.2%	71.8%
WIŚ	46	39.1%	60.9%	21	28.6%	71.4%	67	35.8%	64.2%
WM	106	15.1%	84.9%	39	30.8%	69.2%	145	19.3%	80.7%
Total	**418**	**34.2%**	**65.8%**	**190**	**34.7%**	**65.3%**	**608**	**34.4%**	**65.6%**
Grade D									
L&Sport	62	75.8%	24.2%	8	87.5%	12.5%	70	77.1%	22.9%
WA	32	34.4%	65.6%	15	53.3%	46.7%	47	40.4%	59.6%
WFMiI	7	28.6%	71.4%	17	23.5%	76.5%	24	25.0%	75.0%
WIEiK	4	25.0%	75.0%	17	11.8%	88.2%	21	14.3%	85.7%
WIiTCh	1	100.0%	0.0%	8	75.0%	25.0%	9	77.8%	22.2%
WIL	29	44.8%	55.2%	32	43.8%	56.3%	61	44.3%	55.7%
WIŚ	12	75.0%	25.0%	4	50.0%	50.0%	16	68.8%	31.3%
WM	37	21.6%	78.4%	24	62.5%	37.5%	61	37.7%	62.3%
Total	**184**	**50.0%**	**50.0%**	**125**	**46.4%**	**53.6%**	**309**	**48.5%**	**51.5%**
Researchers at PK									
Grade A	47	6.4%	93.6%	42	19.0%	81.0%	89	12.4%	87.6%
Grade B	112	24.1%	75.9%	70	30.0%	70.0%	182	26.4%	73.6%
Grade C	418	34.2%	65.8%	190	34.7%	65.3%	608	34.4%	65.6%
Grade D	184	50.0%	50.0%	125	46.4%	53.6%	309	48.5%	51.5%
Total	**761**	**34.8%**	**65.2%**	**427**	**35.8%**	**64.2%**	**1188**	**35.2%**	**64.8%**

Distribution of researchers at PK, by staff position, sex and type of contract, 2016 is presented in the graph below.



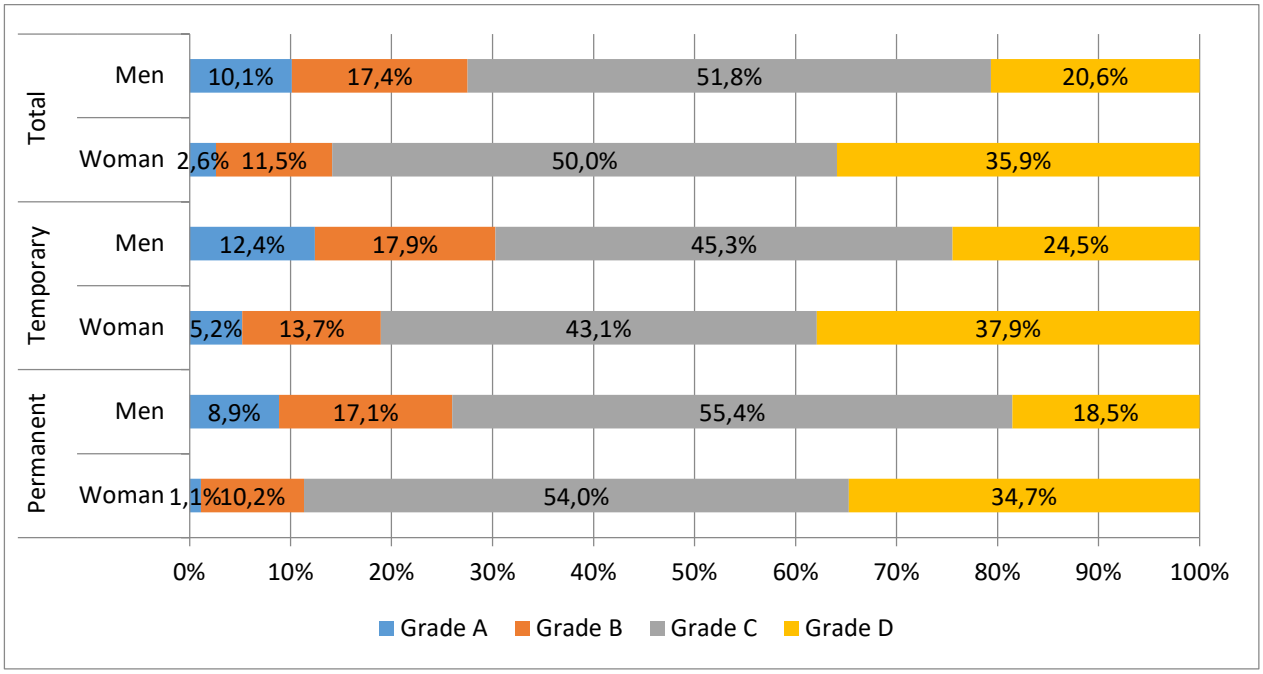


Figure 5.7. Distribution of researchers at PK, by sex, staff position and type of contract in 2016

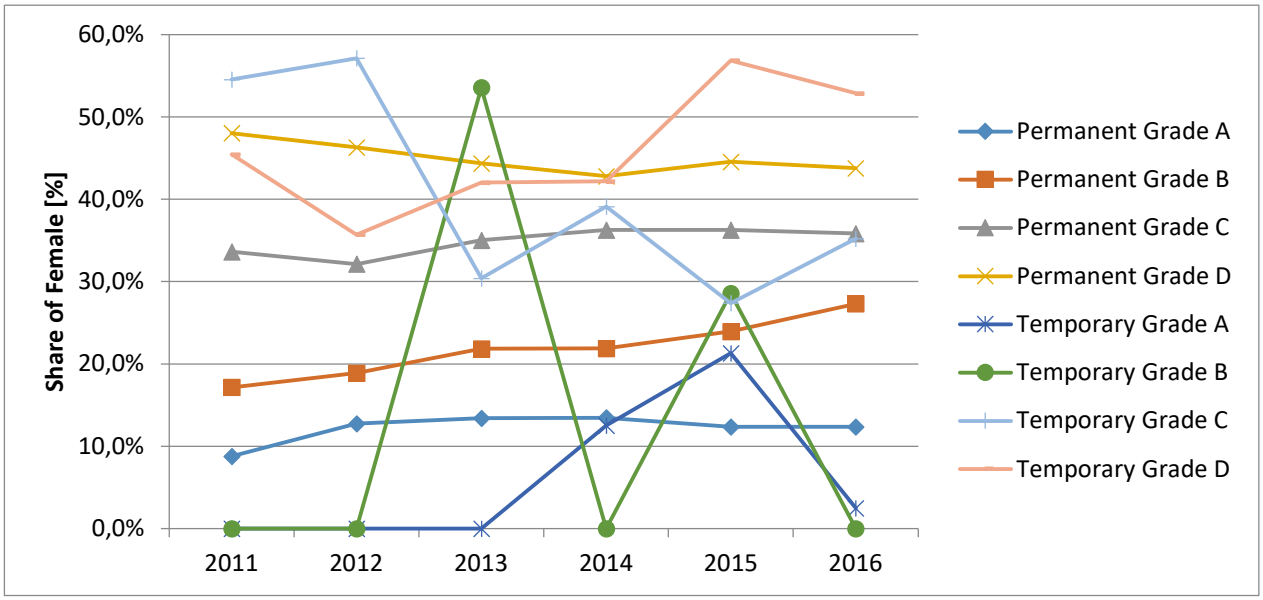


Figure 5.4a. Changes of share of Female at PK, by type of contract in the period 2011-2016

Table 5.9. Gender gap in temporary employment rates among researchers by staff position and sex at PK in 2016

Faculty	Indicator				Gender gap in temporary employment rates
	FP/F %	FT/F %	MP/M %	MT/M %	
Grade A					
WA	14.3%	85.7%	25.0%	75.0%	10.7%
WFMiI	-	-	81.8%	18.2%	-
WIEiK	-	-	16.7%	83.3%	-
WIiTCh	-	-	62.5%	37.5%	-
WIL	100.0%	0.0%	73.3%	26.7%	-26.7%
WIŚ	50.0%	50.0%	60.0%	40.0%	10.0%
WM	0.0%	100.0%	57.1%	42.9%	57.1%
Total	**27.3%**	**72.7%**	**56.4%**	**43.6%**	**29.1%**
Grade B					
WA	50.0%	50.0%	72.2%	27.8%	22.2%
WFMiI	57.1%	42.9%	70.0%	30.0%	12.9%
WIEiK	-	-	40.0%	60.0%	-
WIiTCh	75.0%	25.0%	58.8%	41.2%	-16.2%
WIL	37.5%	62.5%	57.1%	42.9%	19.6%
WIŚ	80.0%	20.0%	66.7%	33.3%	-13.3%
\WFMiI	66.7%	33.3%	65.1%	34.9%	-1.6%
Total	**56.3%**	**43.8%**	**63.4%**	**36.6%**	**7.2%**
Grade C					
WA	67.4%	32.6%	74.5%	25.5%	7.1%
WFMiI	65.5%	34.5%	63.6%	36.4%	-1.9%
WIEiK	50.0%	50.0%	74.1%	25.9%	24.1%
WIiTCh	75.0%	25.0%	71.4%	28.6%	-3.6%
WIL	72.7%	27.3%	54.8%	45.2%	-18.0%
WIŚ	75.0%	25.0%	65.1%	34.9%	-9.9%
WM	57.1%	42.9%	76.9%	23.1%	19.8%

Faculty	Indicator				Gender gap in temporary employment rates
	FP/F %	FT/F %	MP/M %	MT/M %	
Total	**68.4%**	**31.6%**	**68.9%**	**31.1%**	**0.5%**
Grade D					
WA	57.9%	42.1%	75.0%	25.0%	17.1%
WFMiI	33.3%	66.7%	27.8%	72.2%	-5.6%
WIEiK	33.3%	66.7%	16.7%	83.3%	-16.7%
WIiTCh	14.3%	85.7%	0.0%	100.0%	-14.3%
WIL	48.1%	51.9%	47.1%	52.9%	-1.1%
WIŚ	81.8%	18.2%	60.0%	40.0%	-21.8%
WM	34.8%	65.2%	76.3%	23.7%	41.5%
Total	**61.3%**	**38.7%**	**57.9%**	**42.1%**	**-3.5%**
Researchers at PK					
Grade A	27.3%	72.7%	56.4%	43.6%	29.1%
Grade B	56.3%	43.8%	63.4%	36.6%	7.2%
Grade C	68.4%	31.6%	68.9%	31.1%	0.5%
Grade D	61.3%	38.7%	57.9%	42.1%	-3.5%
Total	**63.4%**	**36.6%**	**64.4%**	**35.6%**	**1.0%**

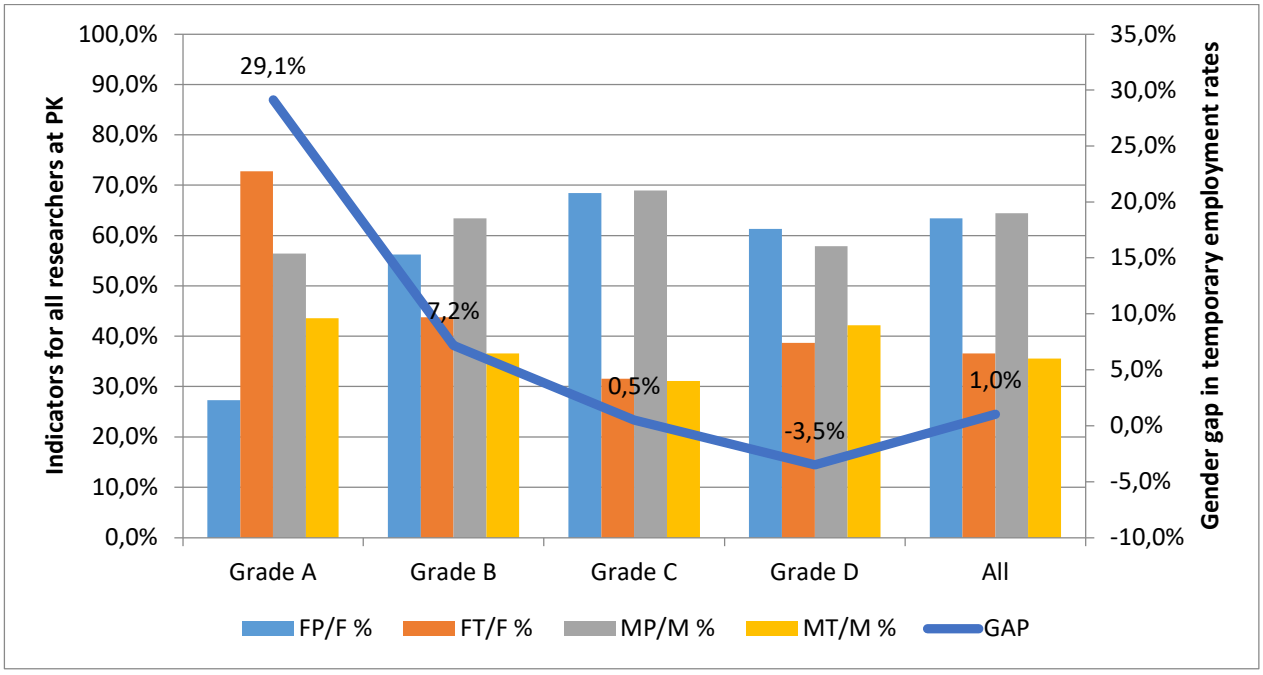


Figure 5.8. Gender gap in temporary employment rates among researchers by staff position and sex at PK in 2016

The value of gender gap in temporary employment highly at PK depends on staff position. It is the highest for women working at Grade A and it amounts more than 29 %. The lowest the grade od staff position is the smallest the gender gap is as well and at the grade D more men are working at temporary contracts (gender gap equals -3.5 %).

5.3 Distribution of researchers by sex and mobility patterns

5.3.1 The University *Mediterranea* of Reggio Calabria (UNIRC)

Data are not available.

5.3.2 Technische Universität Wien (TU WIEN)

No data available[5].

5.3.3 Universitat Politècnica de Catalunya (UPC)

No data available.

5.3.4 Politechnika Krakowska (PK)

No data available.

5.4 Remuneration of research staff

It is observed that women earn less than men. Absolute gender pay gap (GPG) is counted as a difference between female and male salary. GPS is often expressed in percentage as a rate of absolute gender pay gap to male salary.

The unadjusted GPG represents the difference between the average gross hourly earnings of paid men employees and of paid women employees, expressed as a percentage of the average gross hourly earnings of paid men employees. This indicator has been defined as unadjusted (e.g. not adjusted according to differences in individual characteristics or other observable characteristics that may explain part of the earnings difference)[6].

The gender pay gap widens with age[7]. It is extremely unusual for women to earn more on average than men (i.e. a negative gender pay gap), although there are a few exceptions in particular age groups. In scientific R&D, these exceptions exist only in the younger two age categories (<35 and 35–44).

In this elaboration the remuneration is considered as an annual salary for full-time contract. Two indexes has been chosen to compare female and male salaries. The first one is counted as a rate of female salary to male salary, the second one refers male salary to female salary.

5.4.1 The University *Mediterranea* of Reggio Calabria (UNIRC)

Currently, there is no a unique database at University level and some offices (as the one dealing with salaries) have their own database. In this specific case, it was not possible to obtain explicit data, as they are in a particular format and not easily transferable for other data processing. However, salaries are established at

[5] This kind of data is not collected at TU Wien.
[6] She in figures 2015 p. 110.
[7] She in figures 2015 p. 113.

national level for each position, than in principle there is no difference between women and men remuneration for the same role.

5.4.2 Technische Universität Wien (TU WIEN)

Statistical indexes for remuneration share of research staff by staff position and sex in 2016 at TU WIEN are presented in the table below.

Table 5.10. Statistical indexes for remuneration share of research staff by staff position and sex at TU WIEN in 2016

Staff position	Comparison of annual salary indexes							
	Minimum		Maximum		Average		Median	
	F/M %	M/F %	F/M %	M/F %	F/M %	M/F %	F/M %	M/F %
Grade A	100.2%	99.8%	49.6%	201.6%	90.6%	110.4%	93.0%	107.5%
Grade B	99.7%	100.3%	37.8%	264.2%	88.0%	113.6%	86.5%	115.6%
Grade C	41.8%	239.1%	83.3%	120.1%	97.3%	102.8%	98.6%	101.5%
Grade D	109.0%	91.7%	107.1%	93.3%	101.4%	98.6%	99.2%	100.8%
Total	**89.6%**	**111.7%**	**58.9%**	**169.7%**	**92.6%**	**108.0%**	**92.7%**	**107.9%**

At TU WIEN female salaries are lower than male salaries at each stage of staff position. Taking into account median measure the smallest pay gap is observed among researchers at Grade D (0.8 %) and the biggest at Grade C, when women earn 13,5 % less than men researchers (figure below).

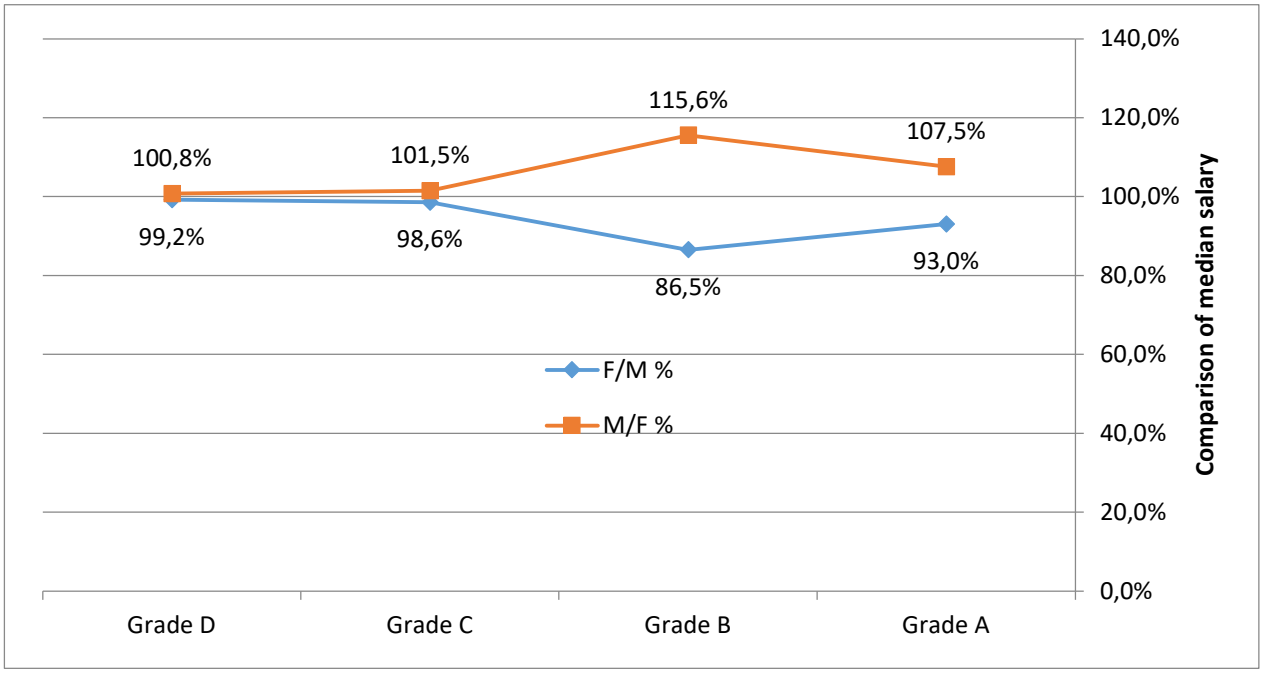


Figure 5.9. Comparison of median annual salary by sex, and staff position at TU WIEN in 2016

The comparison of statistical measures for remuneration of research staff by age and sex in 2016 at TU WIEN are presented in the table below.

Table 5.11. Statistical indexes for remuneration share of research staff by age and sex at TU WIEN in 2016

Age	Comparison of annual salary indexes							
	Minimum		Maximum		Average		Median	
	F/M %	M/F %	F/M %	M/F %	F/M %	M/F %	F/M %	M/F %
less than 35	89.2%	112.1%	84.7%	118.1%	96.7%	103.4%	92.5%	108.1%
35-44	57.1%	175.1%	90.0%	111.1%	97.4%	102.7%	94.1%	106.2%
45-55	134.9%	74.1%	42.1%	237.7%	83.6%	119.7%	78.7%	127.1%
more than 55	144.8%	69.1%	61.8%	161.7%	100.4%	99.6%	100.2%	99.8%
Total	**107.8%**	**92.8%**	**65.3%**	**153.2%**	**94.3%**	**106.1%**	**91.3%**	**109.5%**

Comparing median salaries of women and men by age it is worth noticing that the gap between female salaries by age is wider than gap between their salaries by staff position. The biggest pay gap is observed among researchers aged 45-55 (21.3 %) and the smallest aged more then 55, when women earn 0.2 % more than men researchers (figure below).

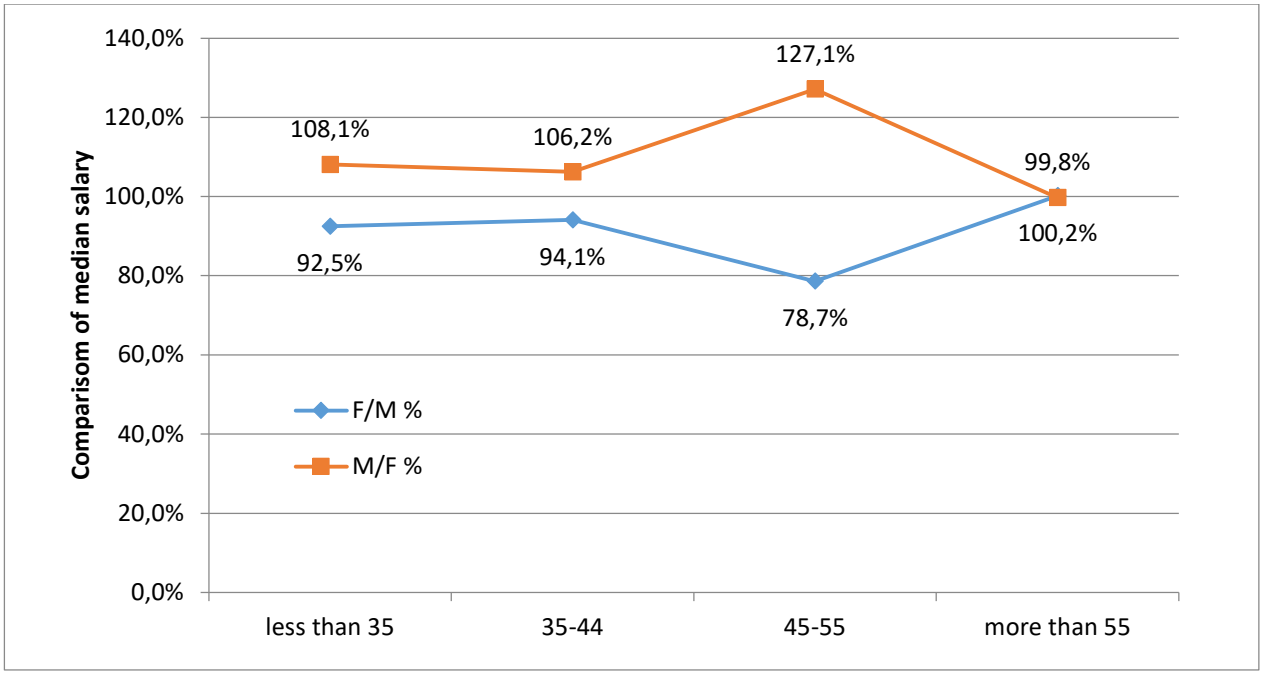


Figure 5.10. Comparison of median annual salary by sex and age group at TU WIEN in 2016

5.4.3 Universitat Politècnica de Catalunya (UPC)

Statistical indexes for remuneration share of research staff by staff position and sex in 2016 at UPC are presented in the Table below.

Table 5.12. Statistical indexes for remuneration share of research staff by staff position and sex at UPC in 2016

Staff position	Comparison of annual salary indexes							
	Minimum		Maximum		Average		Median	
	F/M %	M/F %	F/M %	M/F %	F/M %	M/F %	F/M %	M/F %
Grade A	331.3%	30.2%	54.7%	183.0%	91.3%	109.5%	94.0%	106.3%
Grade B	118.4%	84.5%	77.8%	128.6%	96.3%	103.9%	98.5%	101.5%
Grade C	122.9%	81.4%	77.9%	128.3%	100.6%	99.4%	100.8%	99.2%
Grade D	69.3%	144.3%	67.8%	147.6%	82.5%	121.3%	99.3%	100.8%
Total	**93.1%**	**107.4%**	**54.7%**	**183.0%**	**89.5%**	**111.7%**	**94.0%**	**106.3%**

At UPC female salaries are not significantly lower than male salaries. Taking into account median measure the smallest pay gap is observed among researchers at Grade D (0.7 %) and the biggest at Grade A, when women earn 6,0 % less than men researchers (Figure below). Median value of female salary at Grade C is even higher than male salary (0.8 %).

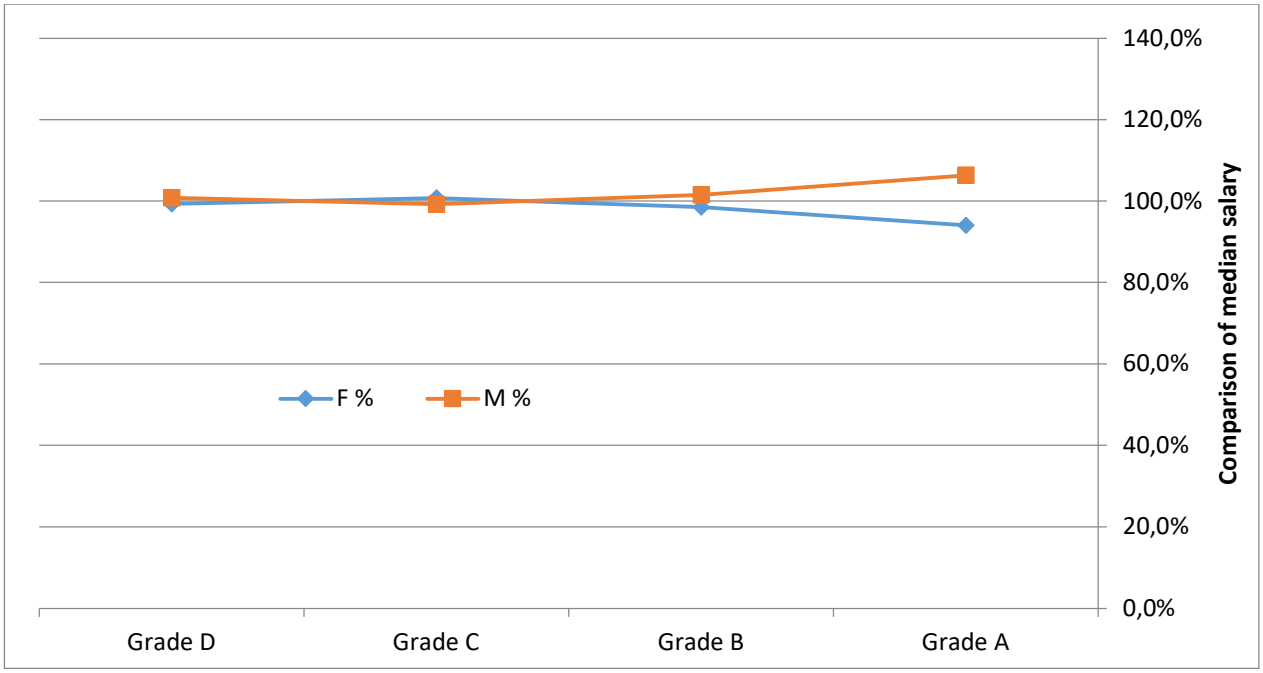


Figure 5.11. Comparison of median annual salary by sex and staff position at UPC in 2016

The comparison of statistical measures for remuneration of research staff by age and sex in 2016 at UPC are presented in the Table below.

Table 5.13. Statistical indexes for remuneration share of research staff by age and sex at UPC in 2016

Age	Comparison of annual salary indexes							
	Minimum		Maximum		Average		Median	
	F/M %	M/F %	F/M %	M/F %	F/M %	M/F %	F/M %	M/F %
less than 35	152.9%	65.4%	66.6%	150.1%	107.9%	92.7%	121.6%	82.2%
35-44	69.3%	144.3%	99.4%	100.6%	93.0%	107.6%	95.1%	105.2%
45-55	125.2%	79.9%	70.9%	141.1%	91.9%	108.9%	95.4%	104.8%
more than 55	137.6%	72.7%	51.4%	194.5%	88.7%	112.7%	96.8%	103.3%
Total	**93.1%**	**107.4%**	**54.7%**	**183.0%**	**89.5%**	**111.7%**	**94.0%**	**106.3%**

Comparing median salaries of women and men by age it is worth noticing that young female researchers earn more than male researches. The pay gap is 21.6%. But if female researcher are older than 35 they earn less than male researchers and the gap amounts from 4.7 % (aged 35-44) to 2.5 % (aged more than 55) (Figure below).

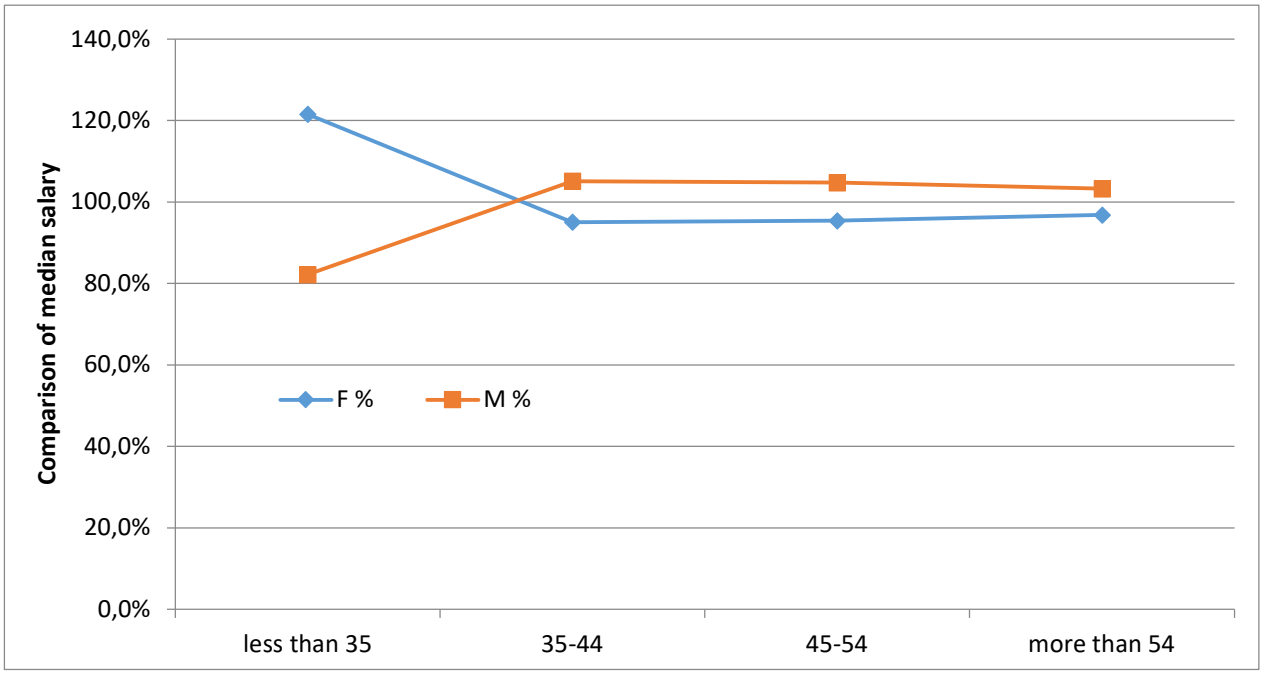


Figure 5.12. Comparison of median annual salary by sex and age group at UPC in 2016

5.4.4 Politechnika Krakowska (PK)

Statistical indexes for remuneration share of research staff by staff position and sex in 2016 at PK are presented in the Table below.

Table 5.14. Statistical indexes for remuneration share of research staff by staff position and sex at PK in 2016

Staff position	Comparison of annual salary indexes							
	Minimum		Maximum		Average		Median	
	F/M %	M/F %	F/M %	M/F %	F/M %	M/F %	F/M %	M/F %
Grade A	143.1%	69.9%	74.8%	133.7%	98.0%	102.1%	100.1%	99.9%
Grade B	87.7%	114.1%	67.0%	149.2%	93.5%	107.0%	96.3%	103.9%
Grade C	107.2%	93.3%	115.3%	86.7%	94.3%	106.1%	95.0%	105.3%
Grade D	96.0%	104.2%	115.0%	87.0%	108.4%	92.3%	106.4%	94.0%
Total	**96.0%**	**104.2%**	**74.8%**	**133.7%**	**83.3%**	**120.1%**	**86.9%**	**115.1%**

At PK the median value of female salaries are lower than median value of male salaries for women at Grade B and Grade C of staff position. Women earn less than men on about 3.7 and 5.0 % respectively. The median measures of annual salary are nearly the same for Grade D (if fact women earn more them men on 0.1 %). Women at Grade A earn more than men on about 6.0 % (Figure below).

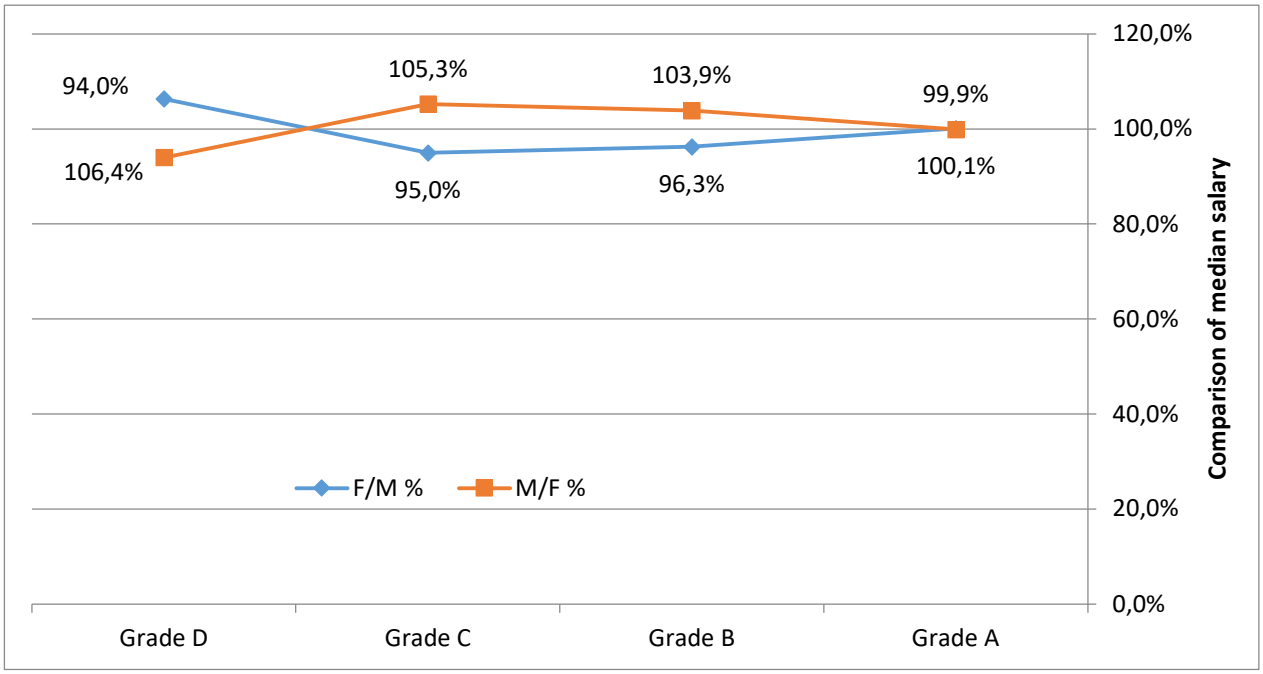


Figure 5.13. Comparison of median annual salary by sex and staff position at PK in 2016

The comparison of statistical measures for remuneration of research staff by age and sex in 2016 at PK are presented in the Table below.

Table 5.15. Statistical indexes for remuneration share of research staff by age and sex at PK in 2016

Age	Comparison of annual salary indexes							
	Minimum		Maximum		Average		Median	
	F/M %	M/F %	F/M %	M/F %	F/M %	M/F %	F/M %	M/F %
less than 35	96.0%	104.2%	137.6%	72.7%	99.0%	101.0%	97.6%	102.5%
35-44	102.0%	98.1%	74.3%	134.7%	91.7%	109.1%	92.6%	108.0%
45-55	79.5%	125.8%	85.9%	116.4%	90.8%	110.1%	96.7%	103.4%
more than 55	106.4%	94.0%	74.8%	133.7%	87.6%	114.2%	90.8%	110.1%
Total	**96.0%**	**104.2%**	**74.8%**	**133.7%**	**83.3%**	**120.1%**	**85.0%**	**117.6%**

Comparing median salaries of women and men by age it is worth noticing that there are the gaps between female salaries by age at each age period. The biggest pay gap is observed among researchers aged 35-45 (7.4 %) and aged more then 55, when women earn 9.2 % less than men researchers (Figure below).

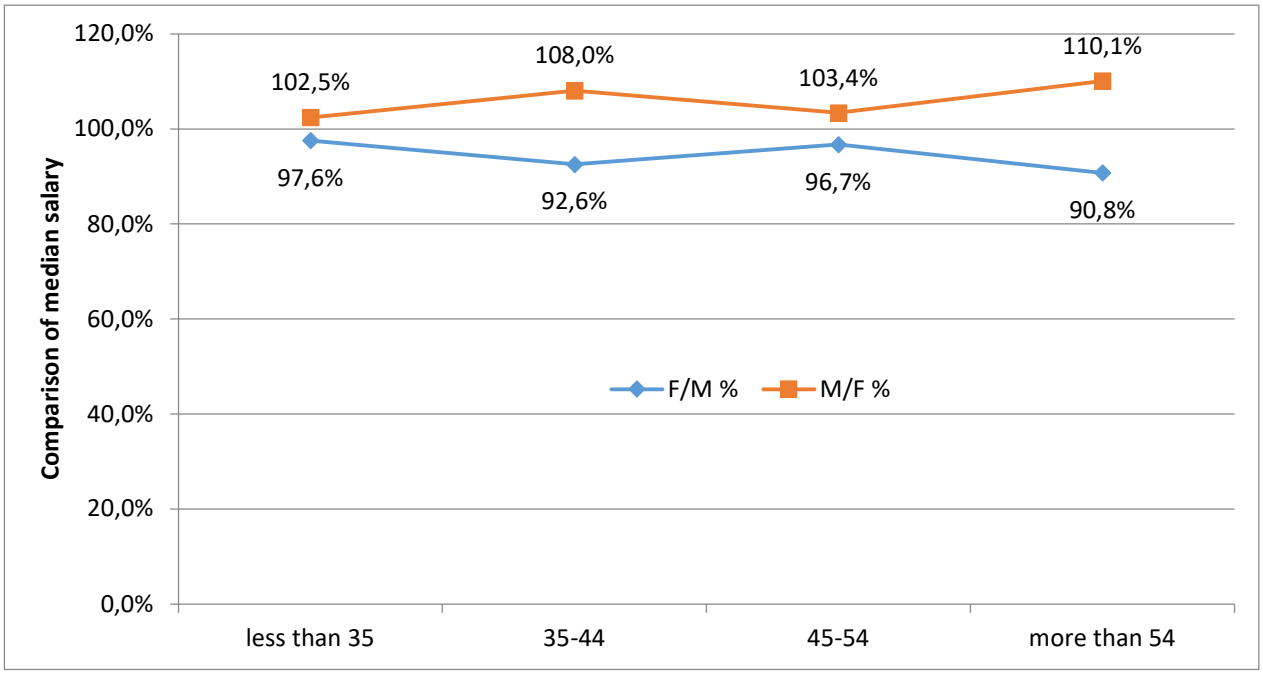


Figure 5.14. Comparison of median annual salary by sex and age group at PK in 2016

5.5 Work-life balance

The most common work-life balance measures adopted by RPOs are as follows:

- parental leaves to support taking care of children,
- flexible working arrangements,
- adaption of flexible career trajectory.

5.5.1 The University *Mediterranea* of Reggio Calabria (UNIRC)

The work-life balance measures adopted at UNIRC are presented in the next three Tables.

Parental leave - regulated by national Laws (D.Lgs. 26/03/2001, n. 151 Artt. 32-38, D.Lgs. 18/07/2011, n. 119 Artt. 3 e 4).

Table 5.16. Description parental leaves system for taking care of children at UNIRC

No	Type of leave	Length	Description	Advantages	Disadvantages
1	Maternity: compulsory	5 months	2 months before the expected date of birth; 3 months after the date of birth of the baby. The before period can be extended in case of serious problems during the pregnancy	80% of perceived salary (private sectors), full salary perceived (public sector)	
	Maternity: discretionary (when both the mother and the father use such	6 months-11 months	the mother can use it until the baby is 6 years old, or until the baby is 12 years old	the mother can stay more with the children	only 30% of the salary is received (until 6 years old) or

No	Type of leave	Length	Description	Advantages	Disadvantages
	discretionary period, the whole period - both father and mother - cannot be greater than 10 months (11th in some cases)				any salary (until 12 years old)
2	Paternity: compulsory	3 months	available to father only if for some reason the mother cannot take care of the child or the mother decide to renounce to the leave	the father can stay with the child	
	Paternity: discretionary (when both the mother and the father use such discretionary period, the whole period - both father and mother - cannot be greater than 10 months (11th in some cases)	6 months-11 months	the father can use it until the baby is 6 years old, or until the baby is 12 years old	the father can stay more with the children	only 30% of the salary is received (until 6 years old) or any salary (until 12 years old)
3	Childcare care	2 daily permissions (1 hour each one, both separated or continuously), fully paid. If the working day is made by only 6 hours, only 1 hour is admitted	For the mother, only for the first year after the birth of the child. If the mother does not use such permission (she does not work, she does not want to use it, she has died), the father can use such permission	the mother/father can take care of the child.	work is not assured continuously at the workplace and this can create indirect bias

Table 5.17. Description flexible working arrangements at UNIRC

No	Type of arrangements	Description	Advantages	Disadvantages
1	flexitime	starting/closing time can be slightly modified and agreed with the employer	:	:
2	fixed term contract (as regulated by national Laws (art. 6,7,36 d.lgs. 165/2001))	temporary work contracts for a pre-fixed time period	:	:

Table 5.18. Description flexible career trajectory at UNIRC

No	Type of flexible career trajectory	Description	Advantages	Disadvantages
1	returning schemes after career breaks	None		
2	provisions for career interruptions	None		
3	networking opportunities	None		
4	provisions on dual careers	None		

5.5.2 Technische Universität Wien (TU WIEN)

The work-life balance measures adopted at TU WIEN are presented in the next three tables.

Table 5.19. Description parental leaves system for taking care of children at TU WIEN

No	Type of leave	Length	Description	Advantages	Disadvantages
1	Childcare	until the children start school	There is a kindergarten and a toddlers' group for the TU employees' children aged 1 to 6 resp. 18 months to 3 1/2 years.	improves compatibility of family and career	
2	Parental leave	2 years max	Mother and father of a child can take parental leave for 2 years max (minimum 2 months), they can also share parental leave but must take it after one another. (national regulation)	improves gender equality	not paid very well often fathers don't take parental leave in Austria
3	Early parental leave for fathers and same sex parents (Frühkarenzurlaub für Väter und gleichgeschlechtliche Paare)	4 weeks max	Employees (for whom the public service law and the wage agreement for employees at universities apply) who are sharing their household with their partner and their child can take early parental leave (unpaid).	raises involvement of fathers/partners	financial losses
4	Bonus for family time (Familienzeitbonus)	28 days min, 31 days max	Fathers who want to spend time with their family after their child was born can take family time, i.e. take a break from work (in consultation with their employer). Same sex parents are qualified for taking family time, too.	raises involvement of fathers/partners	
5	Part time work for parents (Elternteilzeit)	2 months min; until the child has completed their 7th year	Reducing the former working time or changing the scheduled working time.	improves compatibility of family and career	financial losses
6	Childcare at conferences (Kongress mit Kind)	for children aged 1 to 10 years	If required, TU Wien offers childcare during conferences.	improves compatibility of family and career	
7	Care leave (Pflegekarenz)	1 month min, 3 months max	Taking an unpaid break from work in order to care for relatives.	improves compatibility of family and career	financial losses

No	Type of leave	Length	Description	Advantages	Disadvantages
8	Part time work for relatives with care duties (Pflegeteilzeit)	1 month min, 3 months max	Reducing the scheduled working time in order to care for relatives (aliquot reduced salary).	improves compatibility of family and career	financial losses
9	Care leave and company agreement on extended care leave (Pflegefreistellung und Betriebsvereinbarung erweiterte Pflegefreistellung)	1 week max	Taking a break from work in order to care for relatives, even if they are not living in the same household.	improves compatibility of family and career	:

Table 5.20. Description flexible working arrangements at TU WIEN

No	Type of arrangements	Description	Advantages	Disadvantages
1	Flexitime (company agreeement)	Non-academic university staff at TU Wien is allowed to choose the start and end of each working day while considering the obligation to be in the office in the core hours.	improves compatibility of family and career	:
2	Telework (guideline of the vice rector for human resources and gender)	Employees at TU Wien are allowed to work at home max. 50% of their working time if the vice rector for human resources and gender (after having spoken to the direct supervisor) agrees to the request. There is no entitlement to telework.	improves compatibility of family and career	increases work load (working while looking after children)
3	Part time work	Employees at TU Wien are allowed to work part time.	improves compatibility of family and career	financial losses

Table 5.21. Description flexible career trajectory at TU WIEN

No	Type of flexible career trajectory	Description	Advantages	Disadvantages
1	Returning scheme for project assistants (guideline of the vice rector for human resources and gender)	Regulations that make it easier for scientific project assistants to come back after maternal leave.	improves compatibility of family and career	:

No	Type of flexible career trajectory	Description	Advantages	Disadvantages
2	Part time work after a long-lasting disease (Wiedereingliederungsteilzeit)	TU Wien promotes the employee's comeback after a long-lasting disease in the form of part time work while reintegrating.	makes it easier to come back to work after a long-lasting disease	financial losses
3	Provisions on dual careers	TU Wien offers various support services to the partners of professors appointed to TU Vienna, individually tailored to their needs.	improves compatibility of family and career	:

Table 5.22. Parental leave at TU Wien 2014-2016

Sex	Start	End	Days	Men	Average
Male	2014	2014	1485	31	47.9
		2015	420	5	84.0
	2015	2015	1455	32	45.5
		2016	139	2	69.5
		2017	411	1	411.0
	2016	2016	1076	21	51.2
Male Result			**4986**	**92**	**54.2**

Sex	Start	End	Days	Women	Average
Female	2014	2014	2584	37	69.8
		2015	5739	44	130.4
		2016	1179	3	393.0
	2015	2015	2986	43	69.4
		2016	6014	37	162.5
		2017	1488	4	372.0
	2016	2016	2028	23	88.2
		2017	1304	5	260.8
Female Result			**23322**	**196**	**119.0**

5.5.3 Universitat Politècnica de Catalunya (UPC)

The work-life balance measures adopted at UPC are presented in the next three Tables.

Table 5.23. Description parental leaves system for taking care of children at UPC

No	Type of leave	Length
1	Maternity	16 weeks, plus 2 weeks for each additional baby in case of multiple birth/adoption
2	Paternity	4 weeks
3	Childcare care	Up to 3 years, without salary

No	Type of leave	Length
4	Breastfeeding	1 hour/day until the baby has 12 months or 4 complete weeks. This is for each baby (8 if twins, 12 if three…)
5	Working time reduction for kids up to 6 years old	Reduction of 33.3% of working hours with a reduction of 20% of salary or reduction of 50% of working hours with a reduction of 40% of salary
6	Working time reduction for kids between 6 and 12 years old	Reduction of working hours with a proportional reduction of the salary

Table 5.24. Description flexible working arrangements at UPC

No	Type of arrangements	Description
1	Flexible hours	This is not an arrangement, but researchers can organize most of their working hours. The fixed hours are those for lectures

Table 5.25. Description flexible career trajectory at UPC

No	Type of flexible career trajectory	Description
1	returning schemes after career breaks	Not implemented but there is a proposal under study, to allow 6 months without lectures after maternity
2	provisions for career interruptions	:
3	networking opportunities	:
4	provisions on dual careers	:

5.5.4 Politechnika Krakowska (PK)

The work-life balance measures adopted at PK are presented in the next three Tables.

Table 5.26. Description parental leaves system for taking care of children at PK

No	Type of leave	Length	Description	Advantages	Disadvantages
1	Maternity	20 weeks-in the case of the birth of one child at birth; 31 weeks and more, in the case of the birth of two or more children at one birth.	Directly after birth		
2	Paternity	Two weeks	To complete the 2 years the child		
3	Parental leave	32 weeks-in the case of the birth of one child at one birth, 34 weeks, in the case of the birth of two or more children in one birth	16 weeks directly after maternity leave, and 16 weeks up until the end of the calendar year in which the child turns 6 years old		
4	Childcare care	2 days	A mother raising at least one child up to 14 years old is entitled to a day off		

No	Type of leave	Length	Description	Advantages	Disadvantages
			from work for 2 days, with the right to remuneration.		

Table 5.27. Description flexible working arrangements at PK

No	Type of arrangements	Description
1	Flexible hours	Researchers have some but not total freedom to plan their weekly work plan
	Working hours for parents	Stuff has to be available from early mornings till late evenings. When having teaching hours, no possibility for holidays, leaves or children care.
2	Breastfeeding pause	An employee who is breastfeeding is entitled to two half-hour or one hour work-time breaks per week.
3	Employment overtime	An employee who are pregnant or raising a child under 4 years of age may not exceed 8 hours per day. It is not possible to employ overtime, night time, intermittent working hours, or outside the permanent workplace without his consent.
4.	Unlimited working hours for research and teaching stuff positions, with the only institutional rules that 25 hours per week researches must be in their workplace.	The minimum of teaching hours (pensum), are stated for each level of stuff, it is possible to work more hours up to 50% of the pensum, but then if more than the worker has to agree in written. Research work is often done at home and on evening and weekends, without financial compensation.

Table 5.28. Description flexible career trajectory at PK

No	Type of flexible career trajectory	Description
1	returning schemes after career breaks	Not implemented but there is a proposal under study, to allow 6 months without lectures after maternity
2	provisions for career interruptions	
3	networking opportunities	
4	provisions on dual careers	

6 Career development

6.1 Brief description of career development model at each RPO

6.1.1 The University *Mediterranea* of Reggio Calabria (UNIRC)

Academic degree - Professor

Steps

All qualified people can apply for such role according to the two-step procedure described in section 3.2.1. If they satisfy all the required criteria, included the one of the University call, they will get the position.

Criteria

Criteria, defined for the first step (ASN qualification procedure), are:

- congruence of the scientific publications with the ssd for which the candidate has submitted the application
- the specific contribution of the candidate to co-authored publications
- quality of the research activities, at both national and international levels, based on originality, methodological accuracy, innovative features
- importance of the journals/editors where the candidate published research results, mainly based on the transparency of the review/evaluation procedures
- number and features of the scientific publications presented for the evaluation procedure and temporal continuity of the scientific production
- relevance of the publication within the given macro-area and ssd
- consistency with the threshold values of three indicators established by national DM 120/2016 (number of publications on journals indexed by Scopus/Web of Science; number of citations, as reported by data bases in Scopus/Web of Science; Hirsch index, as computed by using Scopus and Web of Science databases). The threshold values are published by the Ministry of High Education and are different for each macro-area.

Criteria defined for the second step (recruitment at the University) are generally a subset (or maybe the whole set) of the above criteria. They depend on internal rules. For UNIRC they are:

- quality of the research activities, at both national and international levels, based on originality, methodological accuracy, innovative features
- congruence of the scientific research activities with the ssd for which the candidate has submitted the application and congruence with the profile specified in the call
- the specific contribution of the candidate to co-authored publications
- importance of the journals/editors where the candidate published research results, mainly based on the transparency of the review/evaluation procedures.

Academic degree - Post-PhD

Steps

Regulated by art. 29 of the national Law 240/2010. Candidates get the position after a public selection (evaluation of documents and oral exam), according to University calls. They cannot apply for more than 6 years.

Criteria

Criteria are defined according to the specific call. Generally, they could include mark degree, PhD degree, research aptitudes, general profile matching the required call.

Academic degree - PhD

Steps

Regulated by art. 19 of the national Law 240/2010. Candidates get the position after a public selection (evaluation of documents and oral exam), according to some specific University calls at the beginning of each academic year.

Criteria

Criteria are defined according to the specific call. Generally, they could include mark degree, research aptitudes, other titles.

6.1.2 Technische Universität Wien (TU WIEN)

Academic degree - Professor

Steps

- application for the professorship
- candidate lecture & interview
- appointment negotiations

Criteria

The requirements of the job announcement have to be met by the applicant. The shortlist of three candidates is based on the application, evaluations, candidate lecture and interviews

Length of time

depending on the duration of the appointment procedure

Academic degree - Post-PhD (Habilitationsverfahren)

Steps

- habilitation dissertation
- application for license to teach
- defensio

Criteria

The award of a license to teach shall be conditional on evidence of outstanding scientific or artistic qualification as well as repeated teaching at recognized post-secondary educational institutions as evidence of the didactic abilities of the applicant

Length of time

depending on the duration of writing a habilitation dissertation and on the duration of the habilitation procedure

Academic degree - PhD

Steps

- admission to a doctoral programme at TU Wien
- thesis agreement

- in addition to the dissertation, the current standardised programme for doctoral students stipulates that a total of 180 ECTS of modules (162 ECTS of which are the dissertation) must be completed
- the doctoral programme is assessed in the viva voce, a general examination by a committee involving defence of the dissertation by the candidate

Criteria

No other criteria than the above-mentioned steps

Length of time

The doctoral programme usually lasts six semesters.

6.1.3 Universitat Politècnica de Catalunya (UPC)

Academic degree - Grade A (Full professor, tenured, civil or non civil servant)

Previous category

Grade B (associate professor, tenured, civil or non-civil servant)

Requirements

Habilitation for Grade A

Length of time

permanent

Process

For the job position there is a public competition. Only those who have the habilitation from an external agent can apply.

Before creating the Full professor positions, the university makes an internal competition among those of Grade B with the habilitation and a certain number are selected according to academic criteria. The positions are created in the departments to which those selected candidates belong. In this prior competition, there is a gender coefficient (now, a 1.15) that multiplies the final evaluation of female candidates. No gender mainstreaming in the criteria that are used for competition.

Academic degree – Grade B (associate professor, tenured, civil or non-civil servant)

Previous category

Grade C (assistant professor, holding a PhD)

Requirements

Habilitation for Grade B

Length of time

Permanent.

Process

For the job position there is a public competition. Only those who have the habilitation from an external agent can apply.

Some Associate professor positions are created to make internal Grade C researchers permanent and others to get external researchers.

For promoting internal researchers, the university applies a process with requirements harder than those of the external agency to decide the Grade C researchers that will have the opportunity of applying for a Grade B position. If a Grade C researcher passes this process (each year the total number

is limited by the budget), then a Grade B position is created in his/her department. No gender mainstreaming and no gender actions in this process.

Academic degree – Grade C (assistant professor, holding a PhD)

Previous category

Grade D (teaching assistant) or external researchers (last years this is the way because the university does not hire teaching assistants any more).

Requirements

Habilitation for Grade C.

Length of time

Temporary (4 years) + one year for each child given birth/adopted during the contract.

Process

Public competition. No gender mainstreaming nor gender actions. Few positions each year depending on the situation of the departments (positions are assigned to departments according to a procedure that takes into account many things like number of permanent researchers, forecasted retirements, etc.) and the university annual budget.

Academic degree – Grade D (teaching assistant)

Previous category

Master graduates.

Requirements

Master degree

Length of time

Temporary (4 years) + one year for each child given birth/adopted during the contract

Process

Public competitions. No gender mainstreaming nor gender actions. The last years the university has stopped hiring Grade D (teaching assistant) researchers.

6.1.4 Politechnika Krakowska (PK)

Academic degree - Grade A (Full professor, tenured)

Previous category

Grade B (associate professor)

Requirements

Completed of state professor procedure according to National Law Dz.U. 2003 Nr 65 poz. 595 art 15-16, which is proceeded in the CKK (Central Qualification Commission) and:

1) an outstanding position in the field of science,
2) significant achievements in research staff educating and managing of research teams,
3) didactic achievements.

Length of time

Depending on the duration of the qualification procedure.

Process

For the job position there is a public competition. Only those who have title of state professor can apply.

The positions are created in the departments to which those selected candidates belong.

Academic degree – Grade B (associate professor, tenured)

Previous category

Grade C (assistant professor, holding a habilitation scientific degree or title of state professor).

Requirements

Completed habilitation procedure according to National Law Dz.U. 2003 Nr 65 poz. 595 art. 16 and:
1) significant scientific output,
2) achievements in staff educating or managing of research teams, or outstanding achievements in designing.

Length of time

Depending on the duration of the appointment procedure. Person who is employed for the first time, after her/his habilitation procedure, can gain her/his appointment for not longer than 5 years. To be employed for the next period she/he has to promote at least one doctor.

Process

Candidate apply to the department – faculty which open the competition procedure. The positions are created in the departments to which those selected candidates belong.

Academic degree – Grade C (adjunct)

Previous category

Grade D (assistant) or external.

Requirements

Completed doctoral procedure according to National Law Dz.U. 2003 Nr 65 poz. 595 art 12-15 and

1) completed pedagogical training,
2) appropriate professional achievements or professional practice (applies to technical disciplines),
3) proven knowledge of a foreign language knowledge.

Length of time

Temporary (8 years) + one year for each child given birth/adopted during the contract.

Process

Candidate apply to the department – faculty which open the competition procedure. The positions are created in the departments to which those selected candidates belong.

Academic degree – Grade D (assistant)

Previous category

Master graduates.

Requirements

Master degree and:
1)obtained a high average grade during studies,
2) completed pedagogical training or supplement it in the first year of employment,

3) proven knowledge of a foreign language.

Length of time

Temporary (1 year) + temporary (7 years) +1 year

Process

Public competition.

6.2 Career development at all RPOs

6.2.1 The University *Mediterranea* of Reggio Calabria (UNIRC)

Participation of women and men at subsequent career levels at UNIRC in 2016 is presented in the Figure below.

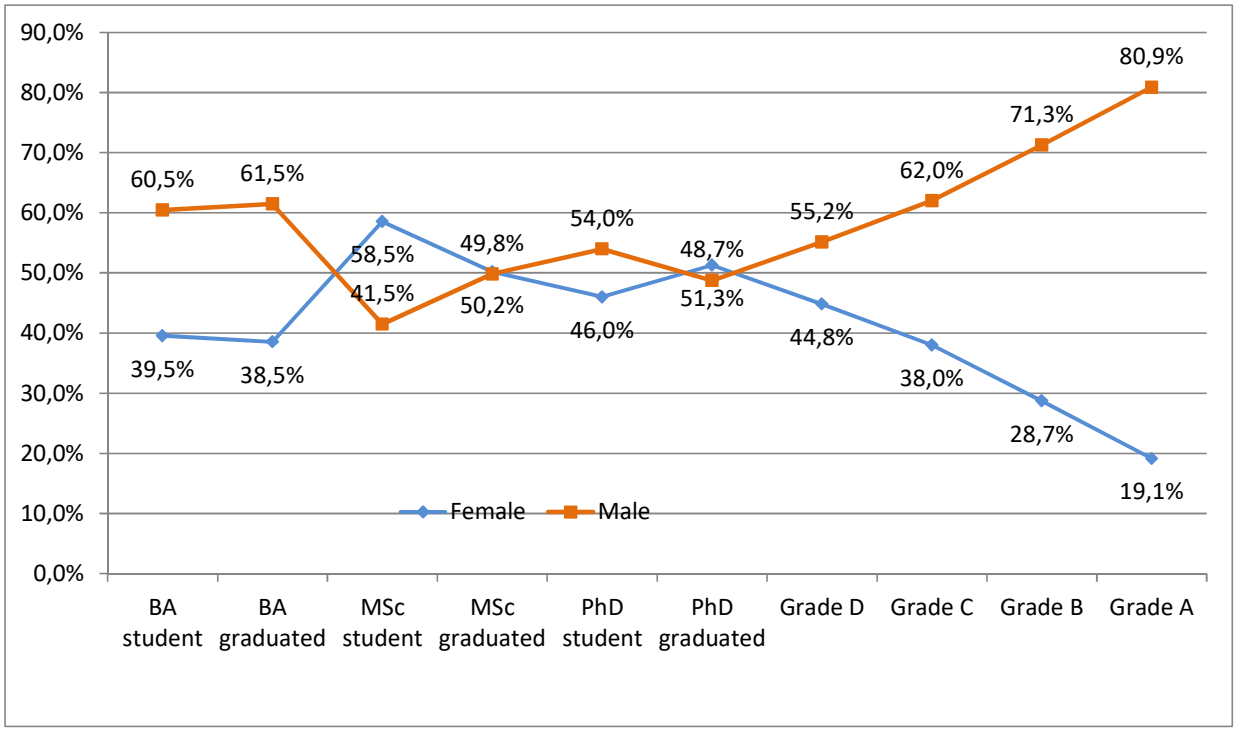


Figure 6.1. Participation of women and men at subsequent career levels at UNIRC in 2016

Participation of women at subsequent career levels at UNIRC is relatively high, but it is worth remember that some fields of study carried at university are not as much engineering but rather represent human sciences (so as Law). Although, it is worth noticing that share of women at MSc and PhD levels is equal or even higher than share of men. Share of women as young researchers (Grade D) is only of 10 percentage points lower than share of men, but at every next staff position it tends to be smaller and smaller and equals more than 19 % at Grade A. This rate, 19 % of women researchers employed at Grade A, is the highest among all RPOs participating in GEECCO project.

6.2.2 Technische Universität Wien (TU WIEN)

Participation of women and men at subsequent career levels at TU WIEN in 2016 is presented in the figure below.

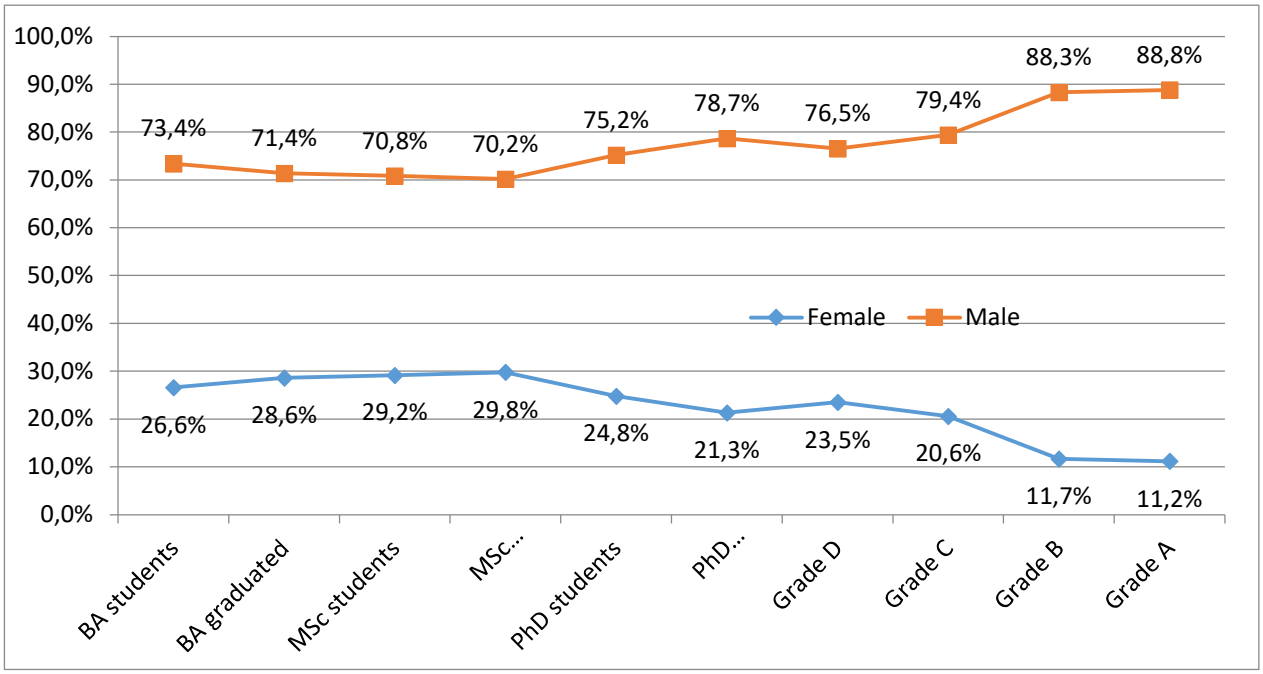


Figure 6.2. Participation of women and men at subsequent career levels at TU WIEN in 2016

The participation of women as BA and MSc students at TU WIEN courses rises from 26.6 to 29.8%, respectively. Later, at PhD courses their participation as graduated students decreases to 21.3%. Share of women as researchers employed at staff position of Grade D is 23.5%, but from this stage it gets lower and lower to about 20.6% at position of Grade C and 11.7 and 11.2% at position of Grade B and Grade A, respectively.

6.2.3 Universitat Politècnica de Catalunya (UPC)

Participation of women and men at subsequent career levels at UPC in 2016 is presented in the Figure below.

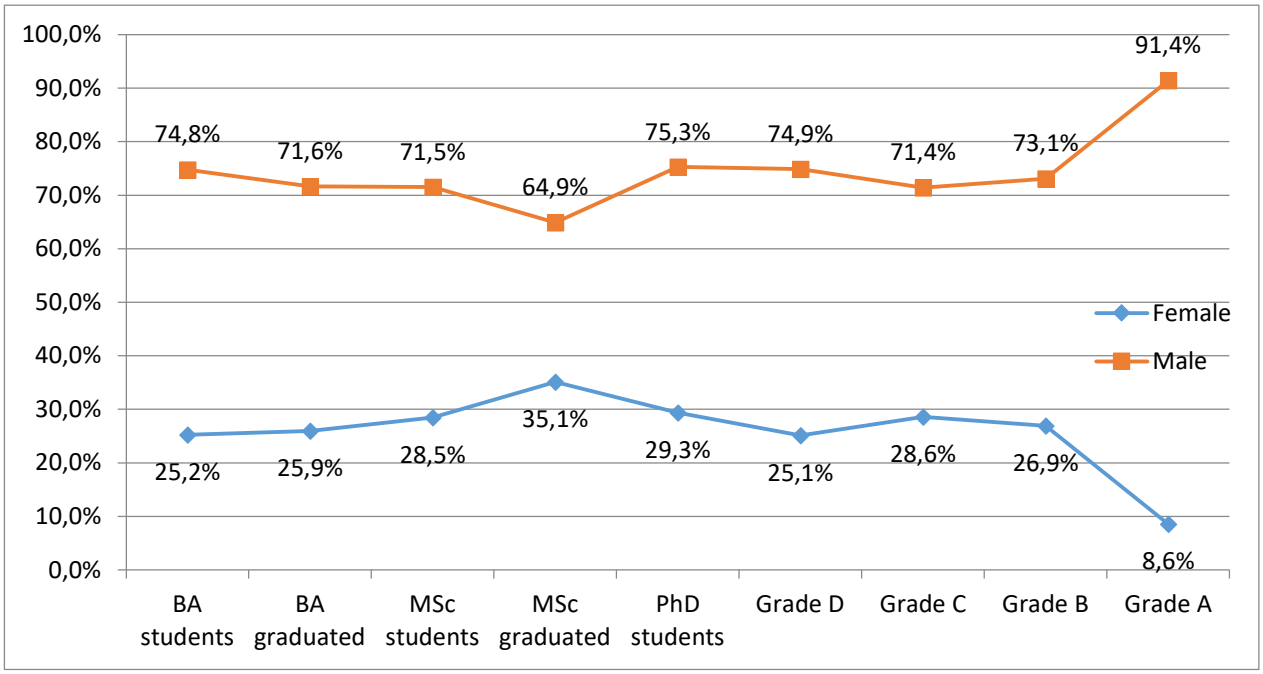


Figure 6.3. Participation of women and men at subsequent career levels at UPC in 2016

Participation of women at various levels of career from BA student through MSc student and PhD student to researcher position of Grade D, Grade C and even Grade B is very balanced and it belongs to bracket from 25.1 to 35.1 %. On the on hand it is worth noticing, how this share of women is consistent and invariable, but on the other hand it consists of only one fourth of participation of men. The share of female at staff position od Grade A is very small and it equals to 8.6 %.%.

6.2.4 Politechnika Krakowska (PK)

Participation of women and men at subsequent career levels at PK in 2016 is presented in the Figure below.

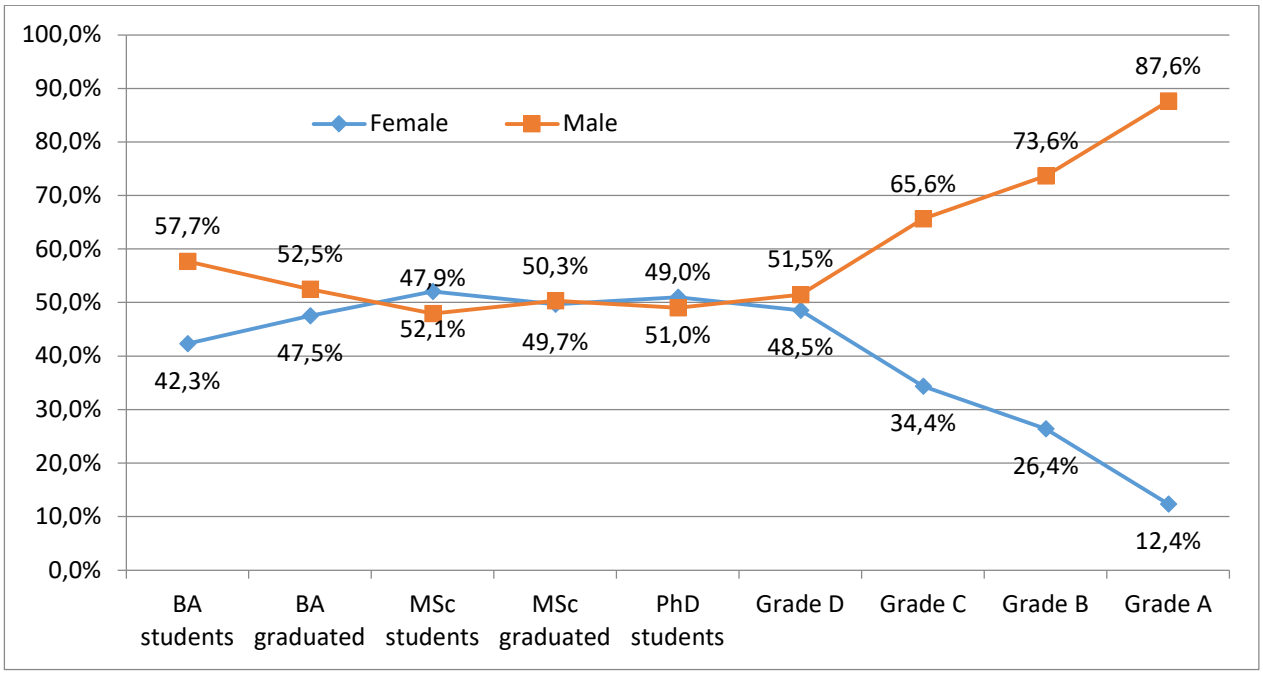


Figure 6.4. Participation of women and men at subsequent career levels at PK in 2016

The participation of women as students and young researchers at PK is nearly equal to participation of men. At every next step of their career the their share gets lower and lower. The share of women working as full professors makes up only one seventh of the share of men professors.

6.3 Distribution of Scientific degree awarded, by sex

6.3.1 The University *Mediterranea* of Reggio Calabria (UNIRC)

Data are not available.

6.3.2 Technische Universität Wien (TU WIEN)

Distribution of scientific degrees awarded, total number and share of women at TU WIEN from 2011 to 2016 is presented in the table below.

Table 6.1. Distribution of scientific degrees awarded, total number and share of women at TU WIEN[8]

Faculty	2011		2012		2013		2014		2015		2016	
	T	F %	T	F %	T	F %	T	F %	T	F %	T	F %
Titles of professor												
Faculty of Architecture and Planning	2	50.0%	1	0.0%	0		3	33.3%	1	0.0%	1	100.0%
Faculty of Civil Engineering	1	0.0%	0		1	0.0%	0		0		2	0.0%
Faculty of Technical Chemistry	0		0		1	0.0%	1	0.0%	1	0.0%	5	0.0%
Faculty of Electrical Engineering and IT	1	0.0%	0		1	100.0%	1	0.0%	0		2	0.0%
Faculty of Informatics	1	0.0%	2	50.0%	0		0		3	33.3%	3	66.7%
Faculty of Mechanical and Industrial Engineering	2	0.0%	2	0.0%	1	0.0%	1	0.0%	1	0.0%	1	0.0%
Faculty of Mathematics and Geoinformation	0		2	0.0%	3	0.0%	0		1	0.0%	2	50.0%
Faculty of Physics	3	0.0%	0		0		1	0.0%	2	0.0%	0	
Vice Rector for Research and Innovation	0		0		0		0		0		1	0.0%
Total	**10**	**10.0%**	**7**	**14.3%**	**7**	**14.3%**	**7**	**14.3%**	**9**	**11.1%**	**17**	**23.5%**
Degrees of doctor habilitated												
Faculty of Architecture and Planning	4	25.0%	1	0.0%	1	0.0%	6	16.7%	3	0.0%	6	33.3%
Faculty of Civil Engineering	1	0.0%	1	0.0%	3	33.3%	2	0.0%	2	0.0%	4	25.0%
Faculty of Electrical	3	0.0%	1	0.0%	4	25.0%	4	0.0%	2	0.0%	5	20.0%

[8] Please note that these numbers for professors also include professorships by § 99 (4).

Faculty	2011		2012		2013		2014		2015		2016	
	T	F %	T	F %	T	F %	T	F %	T	F %	T	F %
Engineering and IT												
Faculty of Informatics	4	25.0%	6	50.0%	6	16.7%	4	0.0%	7	14.3%	6	33.3%
Faculty of Mechanical and Industrial Engineering	3	0.0%	5	0.0%	4	0.0%	2	0.0%	1	0.0%	3	0.0%
Faculty of Mathematics and Geoinformation	4	0.0%	3	0.0%	6	0.0%	2	0.0%	3	33.3%	9	0.0%
Faculty of Physics	4	0.0%	2	0.0%	2	0.0%	3	0.0%	3	0.0%	3	33.3%
Faculty of Technical Chemistry	2	50.0%	5	40.0%	11	36.4%	2	50.0%	6	33.3%	6	0.0%
other	1	0.0%	0		0		0		0		0	
Total	**26**	**11.5%**	**24**	**20.8%**	**37**	**18.9%**	**25**	**8.0%**	**27**	**14.8%**	**42**	**16.7%**
Scientific degrees												
Titles of professor	10	10.0%	7	14.3%	7	14.3%	7	14.3%	9	11.1%	17	23.5%
Degrees of doctor habilitated	26	11.5%	24	20.8%	37	18.9%	25	8.0%	27	14.8%	42	16.7%
Degrees of doctor	277	17.3%	272	17.6%	272	21.7%	260	21.5%	273	23.4%	314	21.3%
Total	**313**	**16.6%**	**303**	**17.8%**	**316**	**21.2%**	**292**	**20.2%**	**309**	**22.3%**	**373**	**20.9%**

Distribution of scientific degrees awarded, share of women and men at TU WIEN is presented in the figure below.

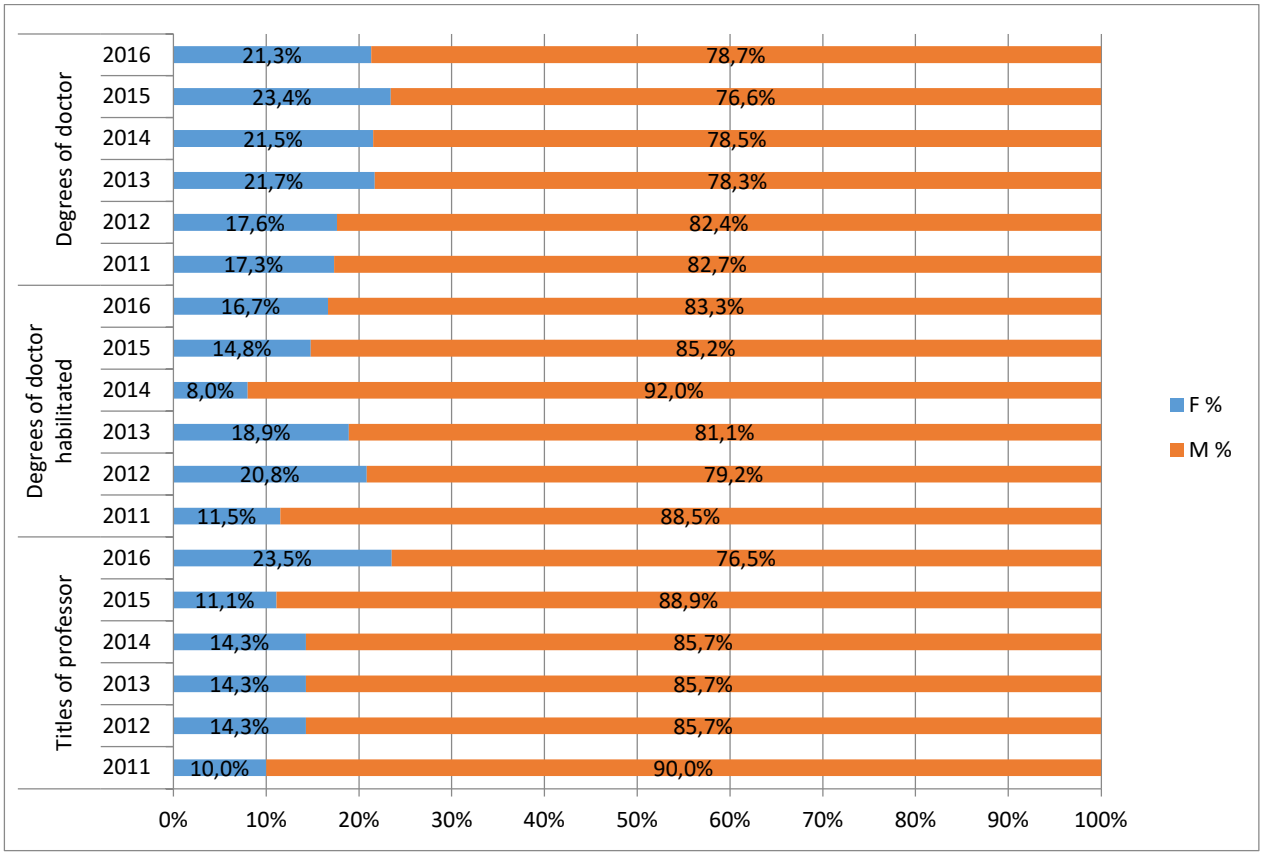


Figure 6.5. Distribution of scientific degrees awarded, share of women and men at TU WIEN

6.3.3 Universitat Politècnica de Catalunya (UPC)

Data are not available.

6.3.4 Politechnika Krakowska (PK)

Distribution of scientific degrees awarded, total number and share of women at PK from 2011 to 2016 is presented in the Table below.

Table 6.2. Distribution of scientific degrees awarded, total number and share of women at PK

Faculty	2011		2012		2013		2014		2015		2016	
	T	F %	T	F %	T	F %	T	F %	T	F %	T	F %
Titles of professor												
WA	2	50.0%	0		1	100.0%	1	100.0%	0		1	0.0%
WFMiI	0		0		0		2	0.0%	0		0	
WIEiK	0		0		0		0		0		0	
WIiTCh	0		1	0.0%	0		0		0		1	0.0%
WIL	0		0		2	0.0%	2	50.0%	4	0.0%	0	
WIŚ	1	0.0%	1	0.0%	0		0		0		0	
WM	1	100.0%	1	0.0%	2	0.0%	3	0.0%	0		0	
Total	**4**	**50.0%**	**3**	**0.0%**	**5**	**20.0%**	**8**	**25.0%**	**4**	**0.0%**	**2**	**0.0%**
Degrees of doctor habilitated												
WA	2	50.0%	5	80.0%	11	54.5%	10	40.0%	6	16.7%	10	60.0%
WFMiI	1	0.0%	3	33.3%	0		0		0		0	
WIEiK	1	0.0%	1	0.0%	0		0		0		0	
WIiTCh	0		2	0.0%	3	33.3%	4	25.0%	2	100.0%	2	50.0%
WIL	0		1	100.0%	3	33.3%	1	0.0%	1	100.0%	3	33.3%
WIŚ	1	100.0%	0		3	33.3%	1	100.0%	1	100.0%	2	0.0%
WM	2	50.0%	4	0.0%	6	0.0%	9	22.2%	3	0.0%	7	0.0%
Total	**7**	**42.9%**	**16**	**37.5%**	**26**	**34.6%**	**25**	**32.0%**	**13**	**38.5%**	**24**	**33.3%**
Degrees of doctor												
WA	:	:	:	:	16	37.5%	15	46.7%	11	45.5%	12	58.3%
WFMiI	:	:	:	:	0		0		0		0	
WIEiK	:	:	:	:	0		1	0.0%	1	0.0%	2	0.0%
WIiTCh	:	:	:	:	11	36.4%	13	69.2%	14	50.0%	12	75.0%
WIL	:	:	:	:	7	14.3%	6	50.0%	8	37.5%	5	60.0%
WIŚ	:	:	:	:	2	100.0%	4	100.0%	1	0.0%	2	0.0%
WM	:	:	:	:	9	33.3%	15	0.0%	12	8.3%	12	16.7%
Total	:	:	:	:	**45**	**35.6%**	**54**	**42.6%**	**47**	**34.0%**	**45**	**46.7%**
Scientific degrees												
Titles of professor	4	50.0%	3	0.0%	5	20.0%	8	25.0%	4	0.0%	2	0.0%
Degrees of doctor habilitated	7	42.9%	16	37.5%	26	34.6%	25	32.0%	13	38.5%	24	33.3%

Faculty	2011		2012		2013		2014		2015		2016	
	T	F %	T	F %	T	F %	T	F %	T	F %	T	F %
Degrees of doctor	:	:	:	:	45	35.6%	54	42.6%	47	34.0%	45	46.7%
Total	**11**	**45.5%**	**19**	**31.6%**	**76**	**34.2%**	**87**	**37.9%**	**64**	**32.8%**	**71**	**40.8%**

Distribution of scientific degrees awarded, share of women and men at PK is presented at the Figure below.

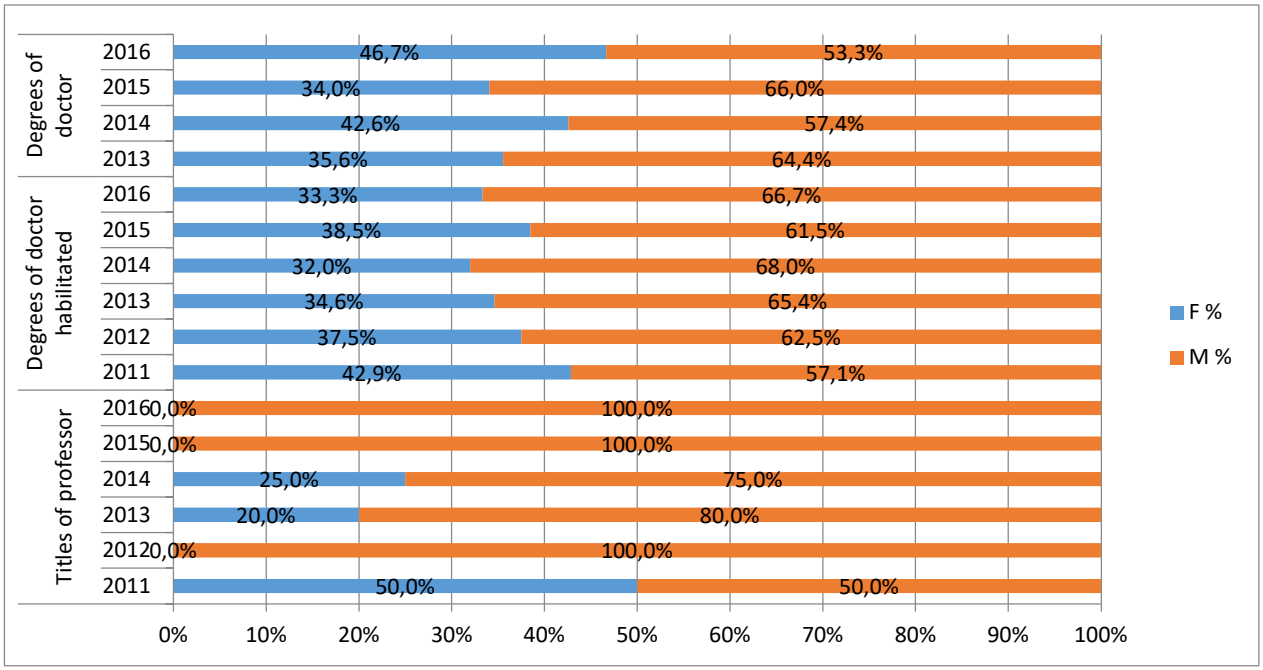


Figure 6.6. Distribution of scientific degrees awarded, share of women and men at PK

6.4 Passage of time since the moment of opening doctor habilitated / PhD course, by sex

6.4.1 The University *Mediterranea* of Reggio Calabria (UNIRC)

Data are not available.

6.4.2 Technische Universität Wien (TU WIEN)

Period of time since beginning a PhD study, total and share of women at TU WIEN from 2011 to 2016 is presented in the table and the figure below.

Table 6.3. Period of time since beginning a PhD study, total and share of women at TU WIEN

Passage of time	2011		2012		2013		2014		2015		2016	
	T	F %	T	F %	T	F %	T	F %	T	F %	T	F %
<= 2 years	1637	27.9%	1463	26.2%	1379	25.9%	1322	25.9%	1297	26.1%	1239	27.4%
> 2 and <= 4	770	20.4%	971	24.7%	708	26.7%	712	26.0%	676	25.3%	611	24.1%
> 4 and <=6	232	17.7%	93	15.1%	328	22.6%	441	23.6%	333	27.0%	307	29.0%
> 6 and <= 8	103	20.4%	124	12.1%	120	15.8%	53	18.9%	192	21.9%	250	22.8%
> 8 and <= 10	25	32.0%	41	39.0%	63	17.5%	87	14.9%	88	14.8%	41	19.5%

Passage of time	2011		2012		2013		2014		2015		2016	
	T	F %	T	F %	T	F %	T	F %	T	F %	T	F %
> 10	85	11.8%	73	12.3%	74	18.9%	87	20.7%	103	17.5%	123	16.3%
Total	**2852**	**24.3%**	**2765**	**24.5%**	**2672**	**24.9%**	**2702**	**24.9%**	**2689**	**25.0%**	**2571**	**25.7%**

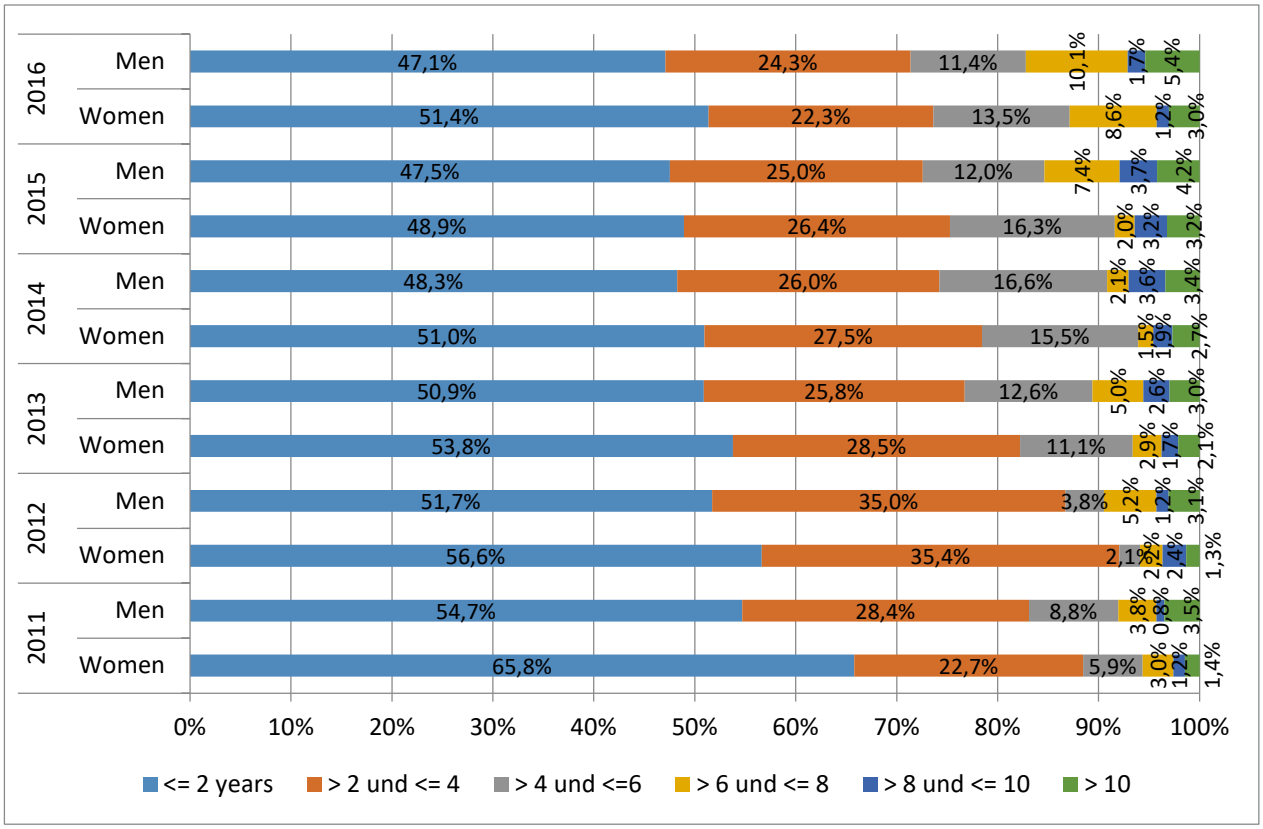


Figure 6.7. Period of time since beginning a PhD study, total and share of women at TU WIEN

6.4.3 Universitat Politècnica de Catalunya (UPC)

Data are not available.

6.4.4 Politechnika Krakowska (PK)

Data are not available.

7 Harassment and violence situations

7.1 Problem description

The definitions and categorisations of work-related violence differ between institutions and researchers. Their authors among others Martino[9] has stated: "Physical and psychological violence often overlap in practice, making any attempt to categorise different forms of violence very difficult."

Despite the many definitions, those used for workplace violence have some common features. Work-related violence includes all situations related to work and, in addition to physical violence, includes threatening and psychological violence, and involves a challenge to employees' health and well-being. In most of the definitions the word violence or workplace violence is used of situations where the aggressor is a third party, for example a customer, client, patient, or pupil. Some definitions separate external and internal workplace violence. The same applies for harassment. Although the definitions used by researchers, experts and institutions about workplace harassment (bullying, mobbing) differ from each other in some points, most of them share some common features. Accordingly harassment involves: repeated negative, aggressive or hostile acts; a possible variety of negative or hostile acts; and the victim having difficulty in defending him/herself[10].

Every member of a university community should be able to study and/or work in an environment that is safe and free of sexual violence. This type of violence is as a result of, and contributes to, the perpetuation of gender inequality[11].

7.2 Problem data evidence in RPOs

7.2.1 The University *Mediterranea* of Reggio Calabria (UNIRC)

Several talks within UNIRC had been undertaken to verify if there are such data on sexual violence/harassment. Unfortunately, there are no any formal data concerning such situations. Although, maybe, there could have been a few events (mainly in the form of mobbing at workplace), however there are no formal evidence that can be used to show and statistically evaluate this problem.

It has been planned a survey, which will start in the next days. A questionnaire, concerning several aspects of violence and harassment will be delivered to all the academic staff and students. Some data will be available not earlier than in February-March, however.

For now, there are no data concerning such topics in hand. Furthermore, there is no a specific office dealing with violence/harassment. Recently, there is the support of a psychologist at UNIRC, however her role is mainly to "support" people (mainly students) for situations where well-being is not assured, not necessarily for violence/harassment. Unfortunately, it seems that there are no specific harassment events reported to the psychologist.

[9] Di Martino, V., 2003, Relationship between work stress and workplace violence in the health sector, Geneva, ILO, ICN, WHO, PSI (http://www.icn.ch/SewWorkplace/WPV_HS_StressViolence %20.pdf).
[10] Mielczarek. M.: Workplace Violence and Harassment: a European Picture. European Agency for Safety and Health at Work EU-OSHA. ISSN 1830-5946. pp. 16-26. https://osha.europa.eu/en/tools-and-publications/publications/reports/violence-harassment-TERO09010ENC
[11] Sexual Harassment and Violence in the University Context. Report from the Task Force on Policies and Procedures Pertaining to Sexual Harassment and Violence (GT-PHS). October 14, 2016, pp. 12-13. https://www.bci-qc.ca/wp-content/uploads/2017/04/Rapport-GT-PHS_V-ang-April-2017.pdf

7.2.2 Technische Universität Wien (TU WIEN)

The harassment and/or violence situation at TU WIEN is characterised in two tables below. They describe situations observed in current practice.

Table 7.1. Characteristics of harassment and/or violence situation at TU WIEN

No	Please name situations that characterize harassment or violence situations (i.e. dirty jokes)	Is that situation observed only towards women	Is that situation observed only towards men	Who was offender (colleague from workplace, person in hierarchical dependency)
1	There are some cases of sexual harassment, but all of them are treated strictly confidential because of the victim's wishes.	yes	no	

Table 7.2. Characteristics of harassment and/or violence situation evidence at TU WIEN

No	Department/ board / Commission to collect evidence and solve problems	Problem is well known but it is not officially undertaken, reported and resolved
1	Committee on Equal Treatment	
2	Office for Gender Competence	
3	Employee organization for non-academic staff	
4	Employee organization for academic staff	
5	For students: Union of students at TU Wien	

Yearly meeting with the rectorate to report on harassment.

7.2.3 Universitat Politècnica de Catalunya (UPC)

Regarding sexual harassment, there are protocols to activate when such situation has been met. But up to now the protocol has never been activated so, "officially", none sexual harassment situation has been reported.

To identify the problem and to learn the facts the survey with the question "have you been victim or witness of any sexual harassment situation?" has been done. As expected, filling out anonymous questionnaire about 40 people answered "YES".

7.2.4 Politechnika Krakowska (PK)

The harassment and/or violence situation at PK is characterised in two tables below. They describe situations observed in current practice.

Table 7.3. Characteristics of harassment and/or violence situation at PK

No	Please name situations that characterize harassment or violence situations (i.e. dirty jokes)	Is that situation observed only towards women	Is that situation observed only towards men	Who was offender (colleague from workplace, person in hierarchical dependency)
1	There are many cases of mostly sexual harassment and personal mobbing well known and invoked in private conversations. All of them are treated strictly confidential.	yes	no	• colleague from workplace, • person in hierarchical dependency • academic staff towards students

Table 7.4. Characteristics of harassment and/or violence situation evidence at PK

No	Department/ board / Commission to collect evidence and solve problems	Problem is well known but it is not officially undertaken, reported and resolved
1	Ethics committee	

8 Conclusions

8.1 From UNIRC

UNIRC recruitment development:

The summarized recruitment process at UNIRC (similar for all Italian Universities) is depicted below.

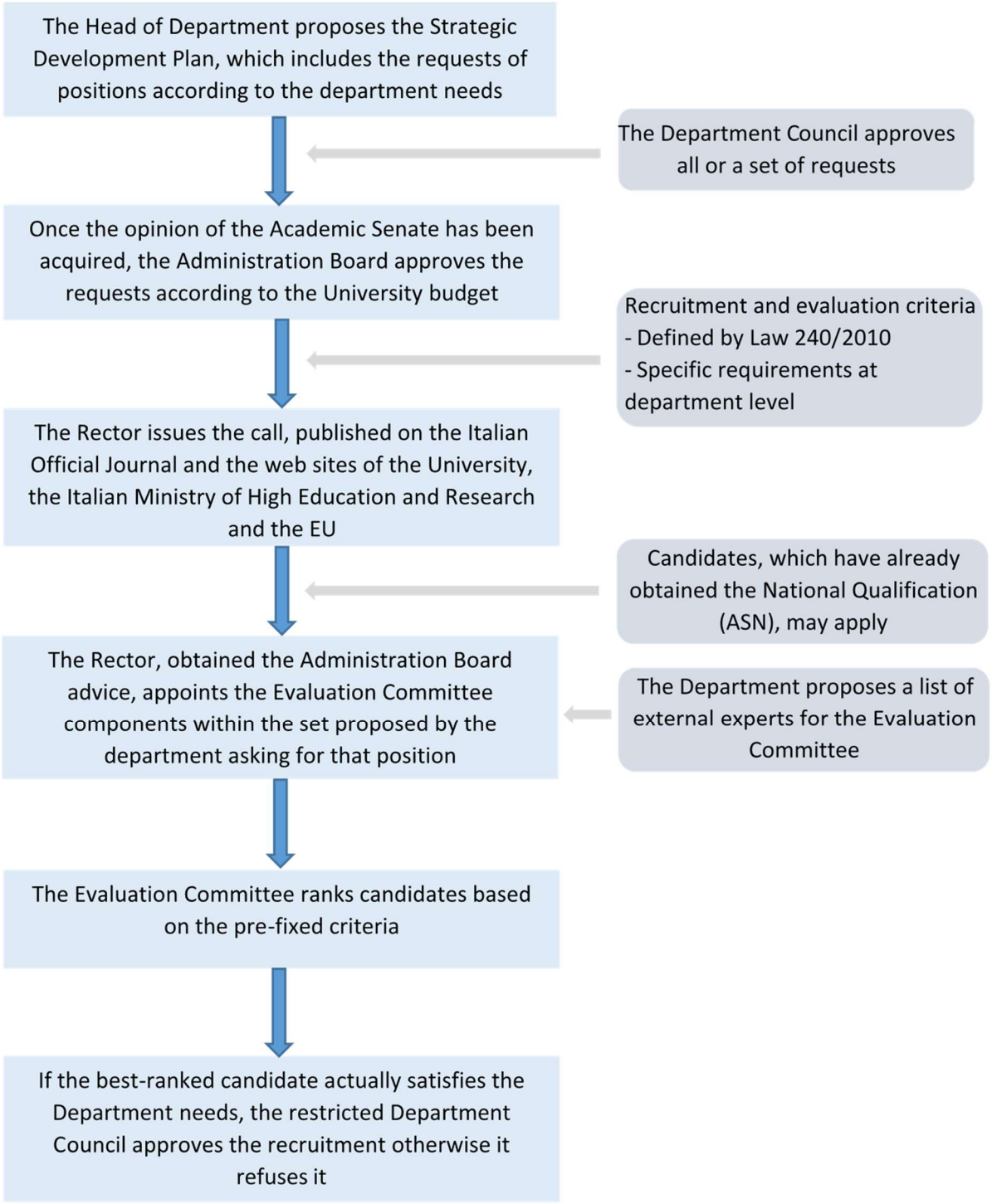


Figure 8.1. Recruitment process at UNIRC

Strength:

- The recruitment procedures are established by national Laws and must comply with some criteria, which are the same across Universities. Particularly, the recruitment procedure for all the academic roles follows a two-step process – national qualification and application after call publication.
- The national qualification (ASN) is not a comparative procedure and, in principle, each person satisfying the pre-fixed criteria may obtain the qualification, which is compulsory to apply for the role when a specific call is published.
- Committees responsible for the evaluation process during the first step (ASN) are randomly extracted within the set of admissible full professors, and then in principle there is not any bias against (female) candidates.
- The criteria defined in the call by each University must comply with national indications, as reported in Law 240/2010, although some others may be added according to the University exigencies.
- National laws concerning parental leaves, flexible working time and facilitation for relative cares may help women during their career development.
- The number of female PhD students at UNIRC, which might be considered the first step to start the academic career, are rather high, if compared to the percentage of female students and graduates.

Weaknesses

- At the stage of requesting new positions, barriers could be created, which in particular could penalize female (e.g., while some female fulfil criteria for an upgraded position, their situation can be ignored by the department and no requests are made for the position justified by other “priorities” and “needs” for the department).
- Committees in charge for the first/second step may include some other criteria – other than the one defined by Law – which could introduce bias against some candidates (e.g., parental leave and/or relative cares may prevent women from publishing regularly along the years, then they could not satisfy “regular production” criteria when explicitly introduced by the Committee).
- Women are often excluded from networking and informal procedures, which give them less visibility in academic events and make more difficult to show their “scientific excellence” – often used as one of the criteria for recruitment procedures.
- Head and Council of the Department play a key role in the selection and proposal of Evaluation Committee members. They may have a tendency to select male external experts from consolidated, male-dominated networks, often justified by the lack of female in high-level positions and related networks.
- Male-dominated Evaluation Committees may have a tendency to underestimate female candidates because of gender stereotypes.
- In the last years, there was a significant cut of budgetary resources for all the Italian Universities, which prevented them to publish calls for new recruitment procedures – included UNIRC. In addition, Universities must publish calls according to some national criteria and in any case no more than a prefixed threshold linked to the fulfilment of the relative percentage among full and associate professors. At UNIRC, the number of possible calls publishable in the next years is very small and as ASN qualified men are more than ASN qualified female, in the next years probably there will not be significant changes in the female career development.
- The current recruitment process cannot be considered a kind of “promotion”, because each step – from the very early step of PhD to full professor – is independent and even qualified people could never obtain such position if several University criteria – other than the budgetary one – are not completely satisfied.

Main findings

Woman career path at UNIRC is not different from other Italian and European Universities, characterized by few women in high role positions. Some other reasons other than the ones already stated in the "weaknesses" section are linked to cultural stereotypes – which affect not only men but also women who underestimate themselves – and to the lack of a good network among academic staff females at UNIRC.

It is worthwhile to note that the scarcity of females in decision-making figures and bodies (from Head of Department to University level Councils) represents an additional barrier during the recruitment process, because the chairperson on the decision-making process may strengthen or eliminate biases.

8.2 From TU WIEN

In October 2004 TU Wien's Career Advancement Plan for Women entered into force. Every two years it is adapted according to current developments. Additionally, TU Wien's Equal Opportunities Plan entered into force in March 2017. Every three years it is adapted to current developments. In addition, the Austrian national law (Universities Act 2002) foresees a quota of 50% in all collegial bodies. Since these crucial achievements for realizing gender equality have already been implemented at TU Wien, TU Wien presents their main findings and fields of action rather than analysing strengths/weaknesses:

Main findings

- The shares of female students continue to languish (in each field of study at different levels). Also, the drop-out-rate is higher in females than in males. It would be interesting to monitor these figures over a longer time period in order to obtain more details. From other studies we have learned that the drop-out-rates are the highest within the first two semesters of studying, which also implies that the basic population of students is different after these first two semesters. Regarding PhD students, the moment of drop out seems to take place at a later time; it is worth taking a detailed look at the figures of graduates.
- Although women apply for Grade A positions, most of the time men are hired. It will be fruitful to take a closer look at recruitment procedures in other countries in order to learn from them and raise the number of female admitted candidates.
- Regarding the recruitment of staff for Grade B, C and D positions, there is no data available. Especially regarding Grade B positions, it would be interesting to know the number of applications. We will suggest that the number of applications to be monitored and analysed at TU Wien.
- Women are at a disadvantage compared to men when it comes to research positions – this holds true even for temporary positions, which women get at a later time than their male colleagues, as the figures for Grade C positions show. While it is important to explore the reason behind this gender/age difference, we believe it will be found in starting a family which usually leads to a career setback for women in Austria. Regarding Grade A and B positions, the shown differences in age and gender can be explained by the "old system" of recruiting – hardly any women were hired for Grade A or B positions for a long time.
- At TU Wien Grade A and B positions are mostly permanent, while Grade C and D positions are mostly temporary. Nevertheless, men are hired for permanent Grade C and especially Grade D positions more often than women.

- There is a big gender pay gap in Grade A and B positions while there is none in Grade C and D positions. The latter can be explained by the wage agreement, which is implemented in Grade C and D positions. There is certain room for negotiation in Grade A positions which can be explaining the existing gender pay gap in this category. For the gender pay gap in Grade B positions the effects of gender and age go hand in hand: At TU Wien there are more older men than women in this category who earn more money simply because of the fact that they have been working for a longer period than their female colleagues.
- The leaky pipeline at TU Wien shows two crucial points: students are lost on the passage from Master to PhD studies and also in the career paths from Grade C to Grade B positions, i.e., from temporary junior to permanent senior positions. These stages should be the priority fields of action for TU Wien.
- The share of women receiving scientific awards is small.
- TU Wien offers many opportunities regarding work-life-balance.

8.3 From UPC

Strength:

- There exist national and Catalan Laws on equality: Organic Law 3/2007 of 22 March on effective equality between women and men of Spain and Law 17/2015 of 21 July on effective equality between women and men of Catalonia, respectively.
- UPC is committed with Gender Equality: it has a Gender Equality Plan (the current one is the 3rd), an institutional structure working on gender equality (the Equality Unit, the Equality Commission and the Gender Equality Network) and a protocol for harassment situations that may exist both between members of the staff and between students.
- UPC is working on a project for increasing the number of female students in ICT. After reaching a % of female students in the Barcelona Informatics' Faculty below the 6%, this situation has been improving year by year (about a 1% each year) and now the 11% of new students in that faculty are female.
- The recruitment procedures are established by national and Catalan Laws and must comply with some criteria, which are the same across Universities. Particularly, the recruitment procedure for all the academic roles follows a two-step process: external accreditation (Spanish or Catalan agency) and application after call publication. The accreditation is not a competitive procedure so, in principle, each person satisfying the pre-fixed criteria may obtain it.
- The university regulations stablish that recruitment committees should be, whenever possible, gender balanced (according to the law, a 60%-40% is accepted).
- The general criteria and the process for recruitment/promotion is stablished by the university regulations (even though each recruitment committee can add or prioritize them as they consider).
- The regulation for the promotion plans (for grade A positions) include a positive action to increase women's evaluation by multiplying it by a coefficient (that, nowadays, is 1.15). This promotion plan is a process that the university follows before deciding the calls for grade A positions.
- There is a working group, in the framework of the 3rd GEP, that is proposing measures to improve the academic career of women. As an example, the university is going to include a period of 6 months without teaching hours to allow women returning to research after a maternity leave.
- Research staff has the possibility of organizing most of their working time (except for teaching hours and meetings).

Weaknesses:

- The number of female students in some fields is very low and it has not significantly improved in the last two decades. UPC has been working on female recruitment for several years designing and developing different programmes but the impact on the number of female students in some fields is still too low.
- The number of female researchers is low and decreases dramatically for the higher category (grade A).
- Even though the external accreditation processes and criteria are quite objective, it is not guaranteed that does not exist gender bias in the external accreditation (which is compulsory for categories belonging to grades C, B and A).
- There is no control on the composition of the recruitment committees so, in practice, most of those committees are not gender balanced. Only in some cases the lack of gender balance can be explained by the fact that there are still fields in which is difficult to find enough women that could be members of those committees (often justified by the lack of female in high-level positions).
- The director of the Department and his/her team play a key role in the selection and proposal of recruitment committee members. They may have a tendency to select male external experts from consolidated, male-dominated networks, often justified by the lack of female in high-level positions and related networks (and most department directors are men).
- The decision body (CSAPDIU) in charge of evaluating the staff that applies for the promotion plans (for grade A positions) and the stabilization plans (for grade B positions) is not gender balanced (there is only one woman) and its members do not receive any training on gender bias.
- Members of recruitment/evaluation committees for different positions are neither trained nor informed about gender bias questions. Male-dominated committees may have a tendency to underestimate female candidates because of gender stereotypes.
- There is no guarantee that the criteria that are used in the evaluation of candidates are not gender biased and that does not have a negative impact on women (indirect discrimination). For example, giving too much weight to research compared to teaching may leave women in a disadvantage position (because generally women dedicate more hours than men to teaching activities –including meetings with students- and, hence, they have less time for research).
- There is no guarantee that no gender bias exist in the evaluation of research proposals by National or Catalan RFOs. This may affect the CV of female researchers and affect their career.
- Women are often excluded from networking and informal procedures, which give them less visibility in academic events and make more difficult to show their “scientific excellence” – often used as one of the criteria for recruitment procedures.
- In the last years, there was a significant cut of budgetary resources for all the Spanish and Catalan Universities (and the situation of UPC regarding their finances was already bad), which prevented them to publish calls for new recruitment procedures. At UPC, the number of possible calls publishable in the next years is small (and the average age of the research staff is already high) so in the next years probably there will not be significant changes in the female career development. This is causing also an older staff so stereotypes might be more difficult to be changed (often younger people are more open mind).

Main findings

8.4 From PK

Strength:

- The national law, Polish Constitution, and the lover level state acts (Ministerial Directives) ensure equality of all the people. This is a good background for gender equality.
- Although, there is gender balance amongst PhD graduates in the field of Natural Sciences in Poland (share of women is equal even 55.3 %), in Engineering and Technology women made up from 28.3% in 2011 to 33.4% of graduates in 2016. Nearly the same tendency is observed at PK, but the share of women is higher and it rises successively from 35.6% in 2013 to 46.7% in 2016.
- Men are more than two times as likely to choose Electrical Engineering, Energetics, Mechanical Engineering, whereas women are twice as likely to pursue an Architecture, Chemical Technology and Production Engineering as their fields of study.
- The proportion of female researchers working at grade D position exceeds 48,5%, but later their share is successively lower and equals 34.4% at grade C position, 26.4% at grade B position and 12.4% at grade A position.
- The share of women working as researchers amounts 35.2 % at PK, whereas the proportion of all women R&D personnel working as 'other supporting staff' exceeds to 70.6%.
- Women young researchers (Grade D) are more likely than men to be working at permanent contracts (61.3 % of women researchers and 57.9 % men researchers working at permanent contracts). That means that gender gap in temporary employment is in favour women and it amounts -3.5 %.
- Despite positive growth in the number of women conducting research they are still under-represented.
- Whereby women researchers, compared to men, are more concentrated in the youngest age groups, but the opposite is observed in the oldest age groups.

Weaknesses

- Despite the fact that equity is a precondition in polish national law and directives, the stereotypes of engineering profession as a male one is still strong in the nation. The current gender gap is observed in numbers of women on highest levels of academic carrier specially.
- Despite the observed and noticeable progress, the under‑representation of women continues to be a problem in some fields of study so as Computer Science, Automation and Robotics and Mechanical Engineering.
- Women remain severely under‑represented within the sub‑field of Computing although they are very active at Mathematics and Physics and Biomedical Engineering.
- Women advanced researchers (Grade A) are more likely than men to be working at temporary contracts (72.7 % of women researchers and 43.6 % men researchers working at temporary contracts), although the gender gap in temporary employment rates (women's rate minus men's rate=7.2 %) at Grade B is much lower.
- In 2010, women's average gross hourly earnings (EU-28) were 16.6 % lower than those of men in the entire economy, and 17.9 % lower than those of men in scientific research & development (R&D). this is still valid at PK among researchers, but it is a hidden discrimination, not documented in written decision. Men.

Main findings

Young generation seems to be more active, dynamic and open-minded. They believe in their power, talent and capabilities. Both women and men aim to learn and gain high level of knowledge. They (female and men) equally often choose fields of study in engineering and technology, and they do not putting attention on stereotypes. Only later, at the stage of advanced researchers women lose their chances and opportunities focusing not only on their research and career but on care responsibilities in their families as well. At this stage, the stereotypes are so strong that women stand behind in the shadow of men and they do not have enough strength to fight successively for their career progress, well-being and family responsibilities.