



Universidad Autónoma
de Madrid

Pro Vice-Chancellor for
Institutional Relations, Social
Responsibility & Culture

5th DIAGNOSIS OF GENDER EQUALITY AT THE UAM

2016/2017 Academic

Year. The Trend from

2008/2009 to 2016/2017



Unidad
de Igualdad
de Género

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Presentation

The first main plan of action that was established in the 2nd Equality Plan drafted by the Universidad Autónoma de Madrid (UAM) and unanimously approved by the Governing Council on July 16th 2015 was the creation of a Gender Diagnosis. The aim of this diagnosis is to compile regularly updated statistical data and to delve further into the contents of previous diagnoses in order to gather as much information as possible about the situation of men and women at the UAM for comparative purposes. This diagnosis is the 5th one published to date. In all of them, the groups that make up the university community are statistically analysed by gender. The first was drawn up for the 2008/09 academic year, and the current one applies and extends the indicators that were used in it to the 2016/17 academic year. It also assesses these indicators for the period between both academic years.

The diagnosis is a necessary informative mechanism in drafting equality policies at the UAM. It offers an insight into the presence of enrolled female students and female graduates on the campus' different study programmes, into the female teaching staff in each of the different teaching categories, and into the female administrative and service staff in each employment group in relation to their male counterparts. It also includes data on the presence of women in the university's representative bodies and among the recipients of recognitions, distinctions and awards since this data has been available. In conjunction with the Evaluation of the 2nd Equality Plan, the information in this diagnosis plays a key role in the formulation of objectives and actions plans for the 3rd Equality Plan, which comes into effect in 2019.

As can be seen in the following pages, in comparison with the last 2014 report, there are some new aspects to this diagnosis. The groups of teaching staff are classified into new categories, not as a break-away from previous categories, but in order to clarify them. Likewise, a better insight is afforded of the gender-based distribution of students at the UAM's different faculties and centres, so that an overview can be gained of the presence of male and female students on each degree programme. This sheds light on the discrepancy in the degree programmes that are chosen by each sex, calling for action to be taken to achieve a better balance and to overcome conventional social roles and stereotypes.

This diagnosis is the outcome of teamwork by the Gender Equality Unit, attached to the Pro Vice-Chancellor's Office for Institutional Relations, Social Responsibility & Culture. The initial tables and figures and most of the written text were drawn up by M. Almudena Nobel (technical expert); different sections were written by Ignacio Tejero (technical expert), who also worked on the drafting; Rebeca Acín (technical expert) drafted the originals on the presence of students in the different degree programmes; and Gregorio Alonso (administrative officer) supervised the obtainment and processing of the data. The information was supplied by the UAM's different departments, institutes and centres and by the services at the Vice-Chancellor's building, although the main data is made up of statistics from the UAM's Office for Analyses and Planning. We would like to thank the staff from these services who have contributed to the publication of this report.

February 2019.

Margarita Alfaro Amieiro

Pro Vice-Chancellor for Institutional
Relations, Social Responsibility & Culture

Cristina García Sainz

Head of the Gender Equality Unit

Introduction

Since 2009, the Gender Equality Unit has conducted regular quantitative diagnoses of gender equality at Universidad Autónoma de Madrid.¹ This particular diagnosis is based on data for the 2016/17 academic year, although it also features information on the years immediately prior to it (the last diagnosis dealt with the 2011/12 and 2012/13 academic years), in addition to details of the ensuing trend since the first academic year that was analysed (2008/09).

The origin of this kind of analysis at Spain's state universities can be traced back to the publication of *Female Academics in Figures, 2007* by the Women & Science Unit, inspired by the series *She Figures* by the European Commission, which was followed by other periodic publications, such as *Female Scientists in Figures* or the *White Paper. The Situation of Women in Spanish Science*. All of them contained information on different aspects relating to the fields of education and research, broken down by sex, accompanied by graphs and other computer graphics as presentational tools. These studies highlight a reality that had already been surmised: the high degree of inequality between men and women in academic and scientific circles both in the past and present and, by extension, the existence of biased discriminatory practices, visible to a greater or lesser extent.

Combined with the compulsory requirements of current legislation,² this awareness has encouraged universities to conduct gender-based studies of their own situations. In this way, a starting point has been established on which to build. In the case of the UAM, mention must also be made of the importance that has been lent to this issue in the university's two equality plans approved to date. In both cases, the first linchpin is a diagnosis of the situation, and one specific goal of the plans is the need to regularly update this diagnosis and to extend and delve deeper into it.

¹With the exception of the *1st Diagnosis of gender equality at the UAM*, drawn up by the Gender Observatory which preceded the Gender Equality Unit.

²Since 1975, the UN has given high priority to analyses of data broken down by sex in order to gain a better understanding of the situation of women and to improve on it. In Spain, Article 20 of Act 3/2007 of March 22nd on the effective equality of men and women makes it compulsory for the public authorities to incorporate a gender perspective in their studies and statistics and for gender to be systematically included as a variable.

Universities are traditionally thought to be egalitarian places where gender biases, sex discrimination and other types of discrimination barely exist. However, through data, these analyses have shown that spaces for higher education are not egalitarian bubbles isolated from the realities of society today, but that they are built on the same androcentric paradigms that allow for the maintenance of typical phenomena in female employment, such as the "scissor effect", "glass ceiling", "sticky floor" or "horizontal and vertical segregation".

The conscious or subconscious reproduction of discriminatory practices in universities has important social repercussions, both for the population that works there and for the students, whose higher education and training are not solely limited to formal aspects. By making this information more easily visible through statistical data, current realities can be analysed with greater precision, different gender gaps can be detected, and the policies that must be implemented in universities to achieve greater levels of equality can be better defined.

Thus, the *5th Diagnosis of Gender Equality at the UAM* is a photo image of the current situation of gender equality at the university, accompanied by details of the trend over the past decade. Based on the data that was available when it was drafted, 2016/17 is the most recent academic year that is presented, although some comments are included referring to 2017/18 in anticipation of the next diagnosis.

Most of the data that it features was provided by the UAM's Office for Analyses and Planning (attached to the Pro Vice-Chancellor's Office for Strategies & Planning). However, information was also compiled from other sources, such as the Office for Internships & Employability (attached to the Pro Vice-Chancellor's Office for Students and Employability), the Registrar's Office, the different faculties and polytechnic school, the UAM's official gazettes (BOUAM), and the information available on the UAM's website and those of its centres.

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This report, which echoes the approach and the structure of the four previous diagnoses, is divided into five main sections. The first presents aspects relating to the university's governing bodies, including its university bodies and officers and its research institutes.

The second contains details of the UAM's Teaching and Research Staff (TRS) by centre and teaching category. Some adjustments have been made to the grouping of the sub-categories. The tenured non-civil-service TRS category basically includes lecturers, adjunct lecturers and tenured associate lecturers under the University Reform Act (URA). The untenured non-civil-service TRS category includes assistant lecturers, associate lecturers and associate health science lecturers, as well as temporary senior lecturers, temporary lecturers, teaching assistants and visiting lecturers. Finally, the category for research staff under contract includes FPI research assistants, FPU pre-doctoral fellows, Ramón y Cajal and Juan de la Cierva fellows, and staff with other types of research contracts. This section also analyses the presence of male and female chief investigators in research projects managed by both the Research Service and the Fundación de la Universidad Autónoma de Madrid (FUAM).

The third section contains information on the UAM's Administrative and Service Staff (ASS) by gender, work category, workplace, and age bracket. Like the previous diagnoses, it also includes breakdowns of data by professional group for both civil-service and non-civil-service ASS. One new innovation is the inclusion of technical research support staff.

The next section is related to the university's student body, and it contains data on both bachelor's degree programmes and postgraduate study programmes (in the second case, master's degrees, doctoral programmes and non-official degrees) at the UAM's own centres and those affiliated to the university. In relation to previous diagnoses, it also features breakdowns of data by bachelor's degree for each centre. This offers an insight into the feminization and masculinization of some degrees, reflecting the roles traditionally ascribed to men and women. This section also contains information on external and internal students taking part in mobility programmes and on the recipients of remunerated training and internship grants supervised by the UAM's Internships Office.

Lastly, the fifth part provides statistics on the ratio of men and women receiving *honoris causa* doctoral degrees or medals from the UAM, giving inaugural lectures at the beginning of academic years, and being singled out for extraordinary doctoral awards. To round off the diagnosis, the two final sections contain the conclusions and details of all consulted sources of information.

In summary, this *5th Diagnosis* aspires to be a useful tool for both the university community and for people outside the university who are keen to gain a better insight into it from a gender perspective. Through the information presented in it, a clearer view can be gained of certain trends, in addition to the headway that has been made over the last decade and, above all, areas at which specific policies should be targeted to ensure a more egalitarian university.

This diagnosis is also a guide and working document for the creation of the UAM's future 3rd Equality Plan, which will establish the steps to be taken by the university in matters relating to gender equality in forthcoming years.

1. Governing bodies

The UAM'S governing bodies—that is, its university bodies and university officers—are responsible for decision-making at the university. Outlined below is an analysis of the composition of these bodies and officers, taking into account gender as a variable. It provides a fixed image of the 2016/17 academic year and an insight into the trend that was followed over the course of nine academic years (2008/09 to 2016/17).

1.1 University bodies

Data is provided on the university bodies involved in the UAM's general administration (the Governance Team, Governing Council, Board of Trustees and Advisory Board) and those relating to the management of each of its centres (its faculties and Polytechnic School).

1.1.1 The Governance Team, Governing Council, Board of Trustees & Advisory Board

This sub-section contains an analysis of the Governance Team, Governing Council, Board of Trustees and Advisory Board.

Table 1.1

Governance Team, Governing Council, Board of Trustees & Advisory Board 2016/2017 academic year

	Women	Men	Total
Governance Team	6	7	13
Governing Council	21	35	56
Board of Trustees	5	14	19
Advisory Board	11	11	22
Total	43	67	110

The UAM's Governance Team is made up of the Vice-Chancellor, the Pro Vice-Chancellors, the Registrar and the General Manager. During the 2016/17 academic year, it had thirteen members, six of whom were women (46.2%) and seven of whom were men (53.8%).

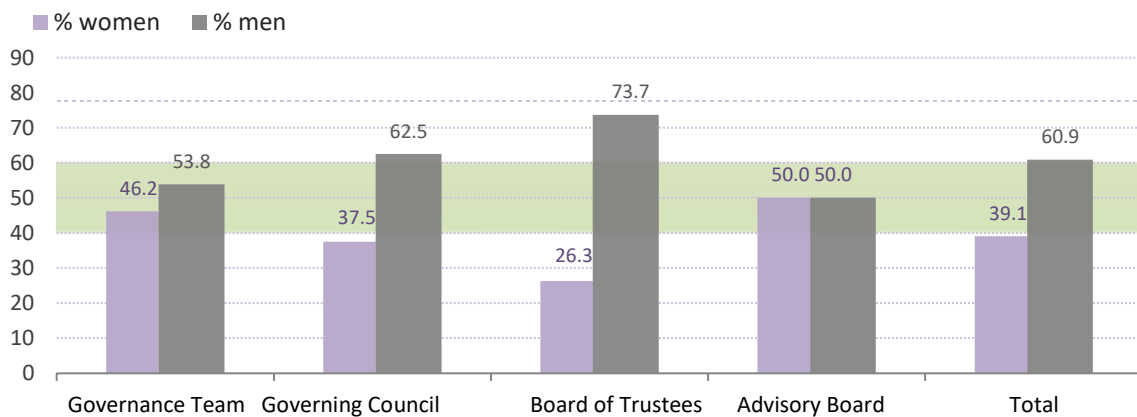
The Governing Council is "the University's ordinary governing body" (Art. 28.1 UAM Statutes). Made up of a total of 56 people, during the 2016/17 academic year its members consisted of 21 women (37.5%) and 35 men (62.5%).

The Board of Trustees "is the university body that allows society to participate in the governance and administration of the University through its different sectors" (Art. 25 UAM Statutes). It is made up of 19 people, five of whom were women and 14 of whom were men during the 2016/17 academic year. In percentages, this is equivalent to a ratio of 26.3% women to 73.7% men.

"The Advisory Board is the ordinary consultancy body for the Vice-Chancellor and the Governing Council in academic matters" (Art. 37.1 UAM Statutes). It comprises the Vice-Chancellor, the Registrar, and 20 members who do not form part of the UAM, chosen from among teaching and research staff of recognized repute. During the 2016/17 academic year, it was made up of 11 women and 11 men.

Figure 1.1

Presence of men and women in the Governance Team, Governing Council, Board of Trustees and Advisory Board. 2016/2017 academic year



Source: Own

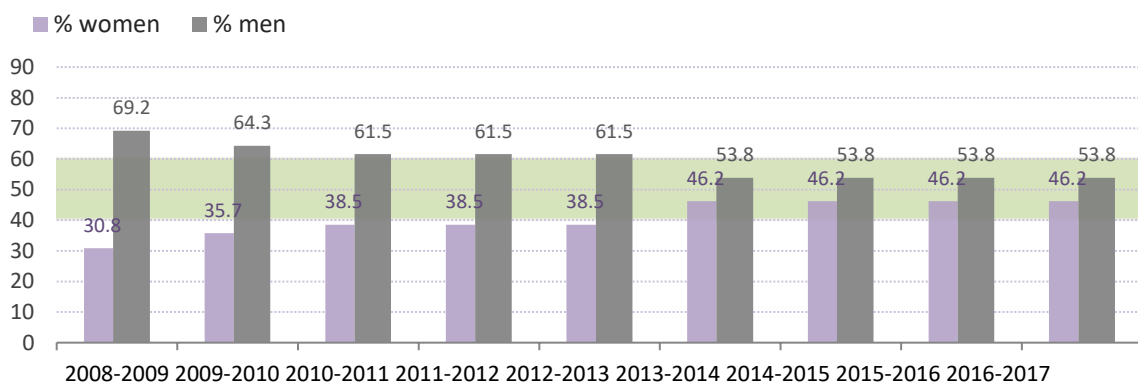
Over the nine academic years under analysis, the distribution of each of the four bodies' members followed a different trend in terms of their gender. In the Governance Team, a slight yet steady increase can be seen in the number of women, starting out with a percentage of 30.8% women in

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2008/09 and rising to a figure of 46.2% in 2016/17 (a difference of over 15 percentage points). During the 2017/18 academic year, following the elections for Vice-Chancellor in May 2017, the Governance Team was made up of 14 people, five of whom were women, which represents a share of 35.7%. As the following figure shows, the trend in female membership has never reached a level of 50% of the UAM's Governing Team.

Figure 1.2

Trend in the presence of men and women in the Governance Team 2008/09 - 2016/17 academic years



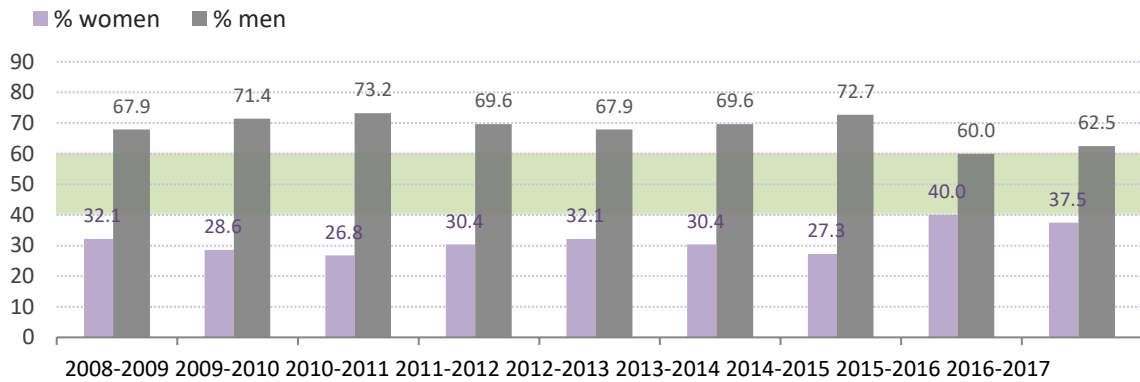
Source: Own

As mentioned earlier, during the 2016/17 academic year, the Governing Council was made up of 56 people, 21 of whom were women (37.5%). However, a look at the figures for 2017/18 shows a positive trend in female membership, with a percentage of 41.1% (23 female members out of a total of 56).

The number of women in the Governing Council stood at around 30% in most of the academic years under analysis.

Figure 1.3

**Trend in the presence of men and women in the Governing Council.
2008/09 - 2016/17 academic years**

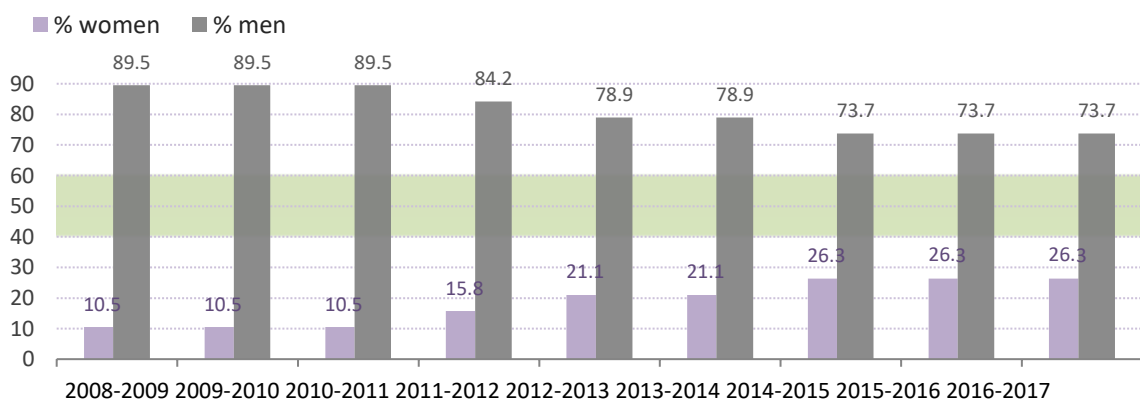


Source: Own

The Board of Trustees was made up of 19 people in 2016/17. The trend in this body shows a slight increase in the presence of women. After 2008/09, when women made up 10.5% of the total, their share rose to reach a figure of 26.3% between 2014/15 and 2016/17 (almost 16 percentage points). However, the data for 2017/18 reflects a downturn, with the share of female members dropping to 21.1%.

Figure 1.4

**Trend in the presence of men and women in the Board of Trustees.
2008/09 - 2016/17 academic years**



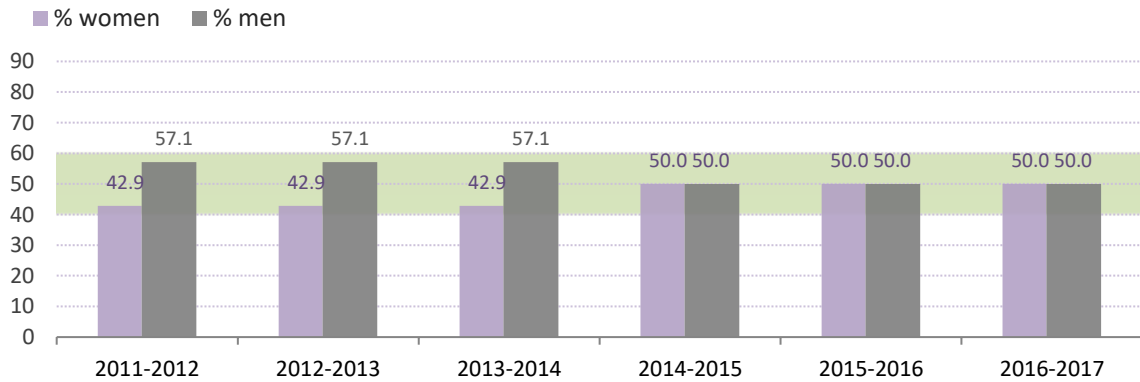
Source: Own

The distribution of the male and female members of the Advisory Board did not change much between the 2011/12 and 2016/17 academic years, with a fairly equal share

throughout the period. However, while between 2014/15 and 2016/17 there were equal numbers of men and women, in 2017/18, there was a slight drop in the number of women, falling to a share of 45.5%

Figure 1.5

**Trend in the presence of men and women in the Advisory Board
2011/12 - 2016/17 academic years**



Source: Own

1.1.2 The Senate

"The Senate of Universidad Autónoma de Madrid is the highest body in the representation and control of the university community and it is thus incumbent upon this body to supervise management of the University and to draw up general plans of action in different spheres of university life" (Art. 19 UAM Statutes).

It is made up of the Vice-Chancellor, the Registrar, the General Manager and representatives of the different groups that form the university community: the students, the Administrative and Service Staff (ASS) and the Teaching and Research Staff (TRS), with either permanent or temporary connections with the UAM.

During the 2016/17 academic year, the Senate was made up of 111 women and 171 men, making a total of 282 members. In other words, it had a share of 39.4% women and 60.6% men.

Table 1.2

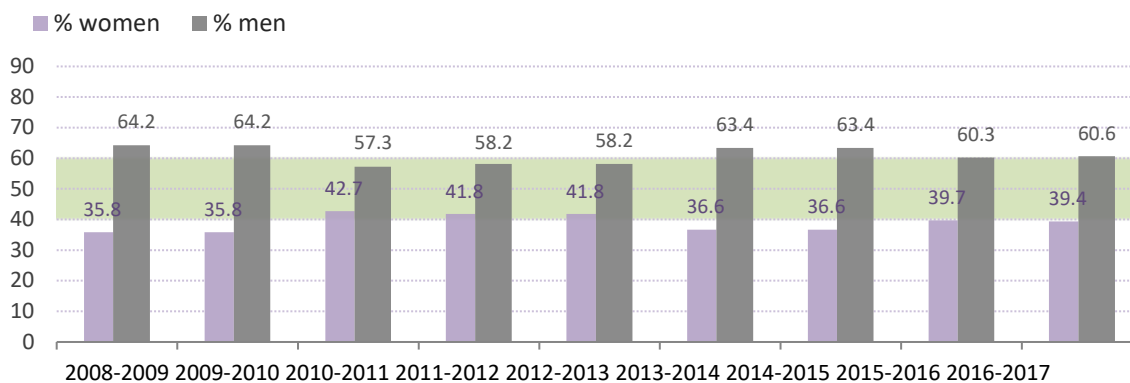
Trend in the presence of men and women in the University Senate. 2008/09 - 2016/17 academic years

	Women	Men	Total
2008-2009	107	192	299
2009-2010	108	194	302
2010-2011	126	169	295
2011-2012	127	177	304
2012-2013	127	177	304
2013-2014	108	187	295
2014-2015	108	187	295
2015-2016	112	170	282
2016-2017	111	171	282

Over the course of the academic years encompassed by this diagnosis (2008/09-2016/17), the representation of women in the different groups remained much the same. Nonetheless, the number of men gradually dropped in parallel with a decrease in the Senate's total number of members.

Figure 1.6

Trend in the presence of men and women in the University Senate. 2008/09 - 2016/17 academic years



Source: Own, based on data from the Registrar's Office

In the last academic year under study (2016/17), the Senate was made up of 282 people as follows: 180 (63.8%) Teaching and Research Staff (TRS), 12 (4.3%) Trainee Teaching and Research Staff (TTRS), 27 (9.7%) Administrative and Service Staff (ASS), and 63 (22.3%) students.

Table 1.3

Senate. 2016/17 academic year

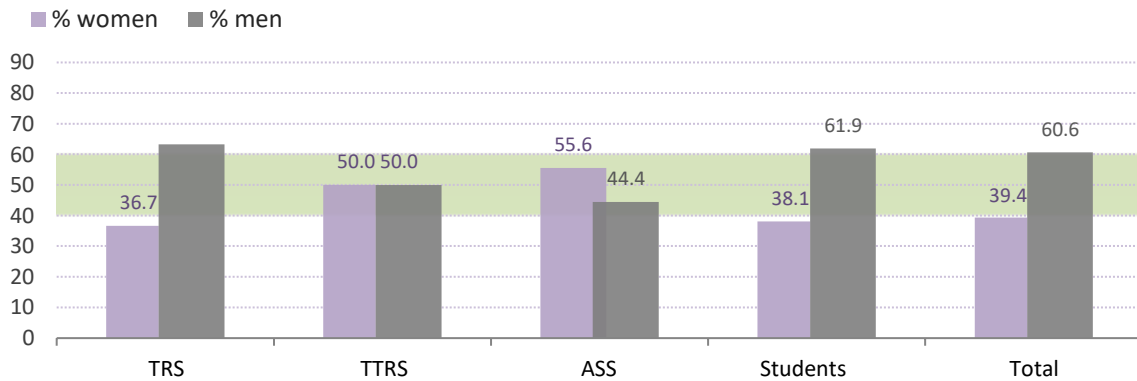
	Women	Men	Total
TRS	66	114	180
TTRS	6	6	12
ASS	15	12	27
Students	24	39	63
Total	111	171	282

Within the group of TRS, there were 66 women and 114 men. That is, females made up 36.7% of the TRS in the Senate. As for the students, there were 24 women and 39 men, with the female students representing 38.1% of the total. These two groups were the ones with the biggest imbalance between men and women, and both were outside the gender parity range. In contrast, the representatives of the TTRS and ASS groups in the

Senate did have a gender balance, with women representing 50% of the total in the first case and 55.6% in the second (15 women versus 12 men).

Figure 1.7

Presence of men and women in the Senate. 2016/17 academic year



Source: Own, based on data from the Registrar's Office

If this data for the Senate is compared with the percentage of women in each category of the university community during the 2016/17 academic year, the presence of women in the Senate can be seen to be lower than their presence in the whole of the UAM.

In the case of the UAM's Teaching and Research Staff, women accounted for 44% of this group (with this total encompassing all teaching categories, including trainee teaching staff), while in the Senate women from this group accounted for 37.5% (TRS and TTRS). That is, there was a difference of almost seven percentage points between the presence of female teaching and research staff at the UAM and their presence in the Senate.

If an analysis is made of the UAM's Administrative and Service Staff, women made up 55.6% of this group in the Senate, but they represented 60.6% of all the university community's ASS.

Lastly, it can be observed that while female students made up 38.1% of the students in the Senate, they accounted for 58.8% of the university's student body. Consequently, they were under-represented in the Senate, with a presence almost 21 percentage points below their share of the whole student community.

1.1.3 The management teams of the UAM's centres

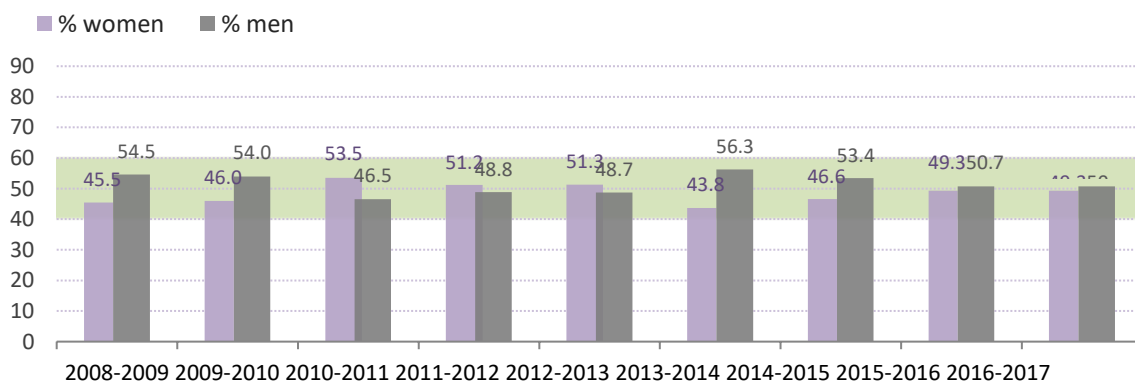
During the 2016/17 academic year, the different decanal teams of the UAM's faculties and the management team of the Polytechnic School were made up of a total of 73 people, 36 of whom were women (49.3%) and 37 of whom were men (50.7%).

The teams of each of the eight centres were not evenly distributed by sex, and neither was the total number of people in each team the same.

If this group is observed from 2008/09 to 2016/17, its distribution was always within the gender parity range (between 40 to 60%), although there were fewer women than men, with the exception of three academic years. A slight rise of almost six percentage points can be noted between the 2008/09 and 2013/14 academic years, when the figure rose from 45.5% to 51.3%. Nevertheless, in 2013/14 there was a sharp drop of 7.5 percentage points in relation to the previous academic year, followed, from then on, by a slight recovery through to 2016/17. In 2017/18, there was a drop of 2.1 percentage points compared with the previous academic year, with women accounting for 47.2% of the total group (34 women out of a total of 72 people).

Figure 1.8

Trend in the presence of men and women in the centres' management teams. 2008/09 - 2016/17 academic years



Source: Own

In 2016/17, out of the 73 people who made up the decanal and management teams of the faculties and Polytechnic school, 36 were women and 37 were men. In relative terms, this represents percentages of 49.3% and 50.7% respectively. Shown below is a breakdown of the figures for each centre.

Table 1.4

The centres' management teams. 2016/17 academic year

	Women	Men	Total
Polytechnic School	2	7	9
Faculty of Science	5	5	10
Faculty of Economics & Business Studies	4	5	9
Faculty of Law	7	2	9
Faculty of Philosophy & Arts	3	6	9
Faculty of Teacher Training & Education	5	4	9
Faculty of Medicine	4	5	9
Faculty of Psychology	6	3	9
Total	36	37	73

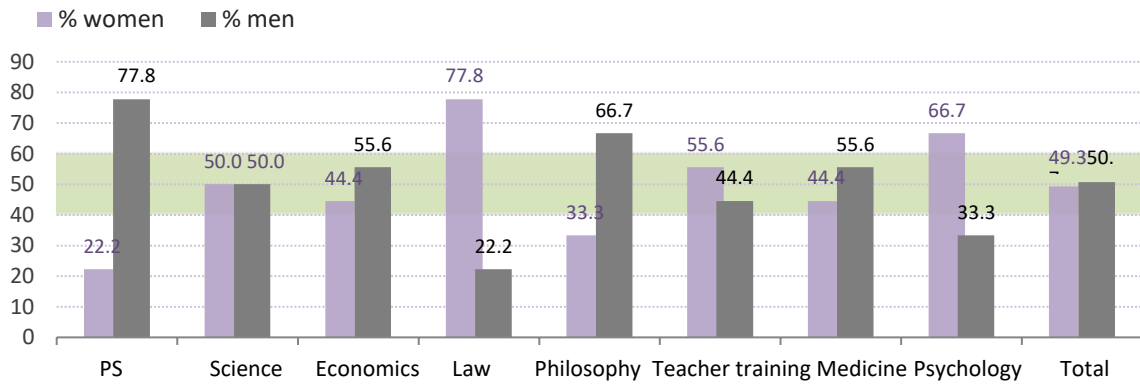
By gender, the composition of the management teams varied from centre to centre. There was a higher share of women in the decanal teams of the Faculties of Law (77.8%), Psychology (66.7%) and Teacher Training & Education (55.6%).

In 2016/17, there was a gender balance at the Faculty of Science, with the decanal team being made up of five women and five men. In both the Faculty of Medicine and the Faculty of Economics & Business Studies, women accounted for 44.4% of the team.

The presence of men and women in the management teams of the Faculty of Philosophy & Arts and the Polytechnic School were outside the gender parity range, because women made up less than 40% of the total. In the decanal team at the Faculty of Philosophy and Arts, there were three women out of a total of nine people, accounting for a share of 33.3%. The Polytechnic School's management team was made up of nine people, only two of whom were women, representing 22.2% of the total.

Figure 1.9

**Presence of men and women in the centres' management teams.
2016/17 academic year**



Source: Own

1.2 University officers

In this section, first an analysis is made of the Pro Vice-Chancellors' and Deans' Offices, the heads of UAM's centres, and delegated tasks, management roles and coordination work assigned by the Vice-Chancellor. Then, data is presented for the heads of department and the heads of the centres' university research institutes.

1.2.1 The Pro Vice-Chancellors' and Deans' Offices, the heads of the UAM'S centres, and management and coordination duties

According to the UAM's Statutes, "The Pro Vice-Chancellors' mission is to assist the Vice-Chancellor in governance of the university, coordinating and managing those activities assigned to them, and representing the Vice-Chancellor when delegated with this duty." (Art. 42.1 Statutes of the UAM). During the 2016/17 academic year, there were nine Pro Vice-Chancellors' Offices, four run by women (44.4%) and five by men (55.6%).

Table 1.5

University officers 2016/17 academic year

	Women	Men	Total
Pro Vice-Chancellors' Offices	4	5	9
Deans' Offices and heads of centres	2	6	8
Functions delegated by Vice-Chancellor, management and coordination duties	15	15	30
Total	21	26	47

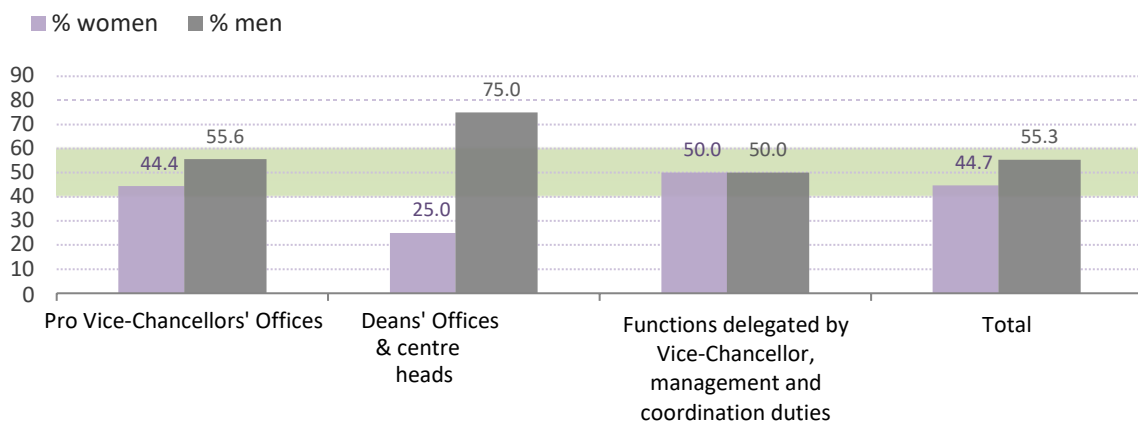
For their part, "the Deans or Heads are the leading authority of their corresponding centre and its maximum representative. As such, they manage and coordinate duties and activities carried out at the centre, they foster the coordination of teaching activities involving several departments and not corresponding to just one of them, they chair the centre's governing bodies and execute its agreements, and their authority also extends to all other matters not expressly assigned to another of the centre's bodies or officers by virtue of these Statutes." (Art. 45 UAM Statutes). During the 2016/17 academic year, two of the eight centres belonging to the UAM were headed by a woman, while the other six were run by men. In percentage terms, women headed 25% of the Deans' Offices.

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As for the third category under analysis, by virtue of Article 42.3 of the UAM Statutes, "The Vice-Chancellor may appoint Delegates from among all the members of the university community, as they see fit, to carry out specific functions, provided that these functions are not permanent structural ones and hence liable to be deemed a work post." This category encompasses three types of functions: duties delegated by the Vice-Chancellor, management tasks and coordination work. In 2016/17, there were 30 such functions. In conjunction, they were shared out equally between people of both sexes.

Figure 1.10

Presence of men and women among the UAM's University Officers 2016/17 academic year

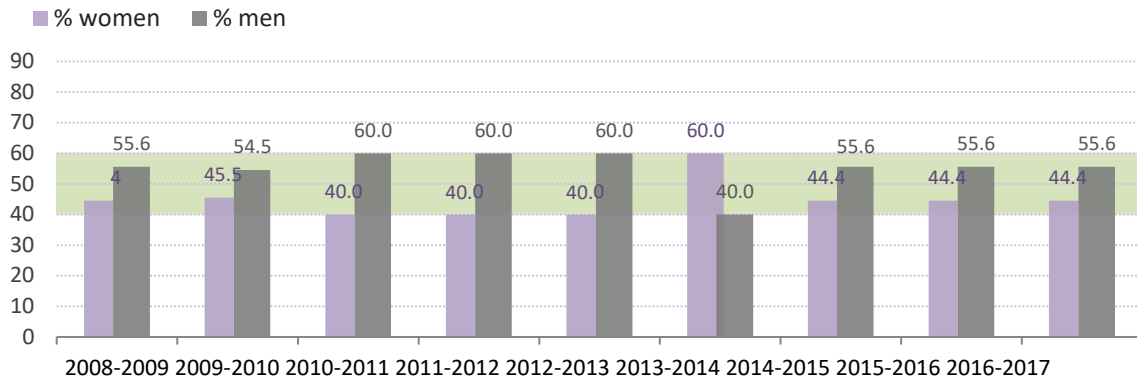


Source: Own

Over the nine academic years under study, the trend in the share of men and women carrying out these functions varied. There was no major change in the number of Pro Vice-Chancellors' Offices, ranging from nine to 11 in total. There were fewer female Pro Vice-Chancellors than men, although the figure was generally within the gender parity range, except for the 2013/14 academic year, when the number of female Pro Vice-Chancellors rose to six out of a total of ten. After the elections for the post of Vice-Chancellor in May 2017, five women and six men headed the Pro Vice-Chancellors' Offices. This represents a share of 45.4% and 54.5% respectively.

Figure 1.11

**Trend in the presence of male and female Pro Vice-Chancellors.
2008/09 - 2016/17 academic years**

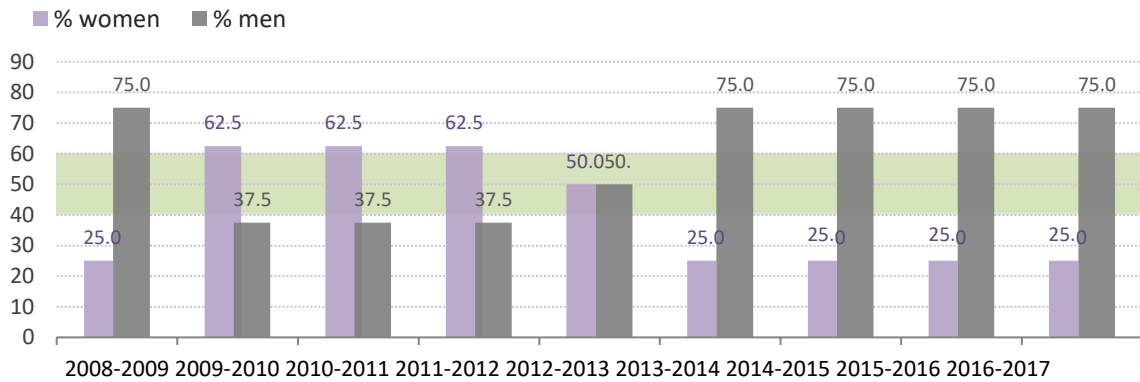


Source: Own

In the case of the Deans' Offices and the heads of centres, there was no change in the total number, since there are seven faculties at the UAM, which are headed by a dean, and a Polytechnic School, where the equivalent post is held by the director. However, from a gender perspective, the distribution of these posts varied. In the 2008/9 academic year, only two women held any of these posts (25%). Following elections at several faculties in 2009/10, there were five female deans during the three consecutive academic years (62.5%). In 2012/13, there was a gender balance, with four men and four women, while during the following four academic years, the number of female deans dropped once again to two (25%), returning to levels prior to 2009, outside the gender parity range. In 2017/18, there were three female deans, representing a percentage of 37.5%.

Figure 1.12

Trend in the presence of men and women heading the Deans' Offices and centres. 2008/09 - 2016/17 academic years

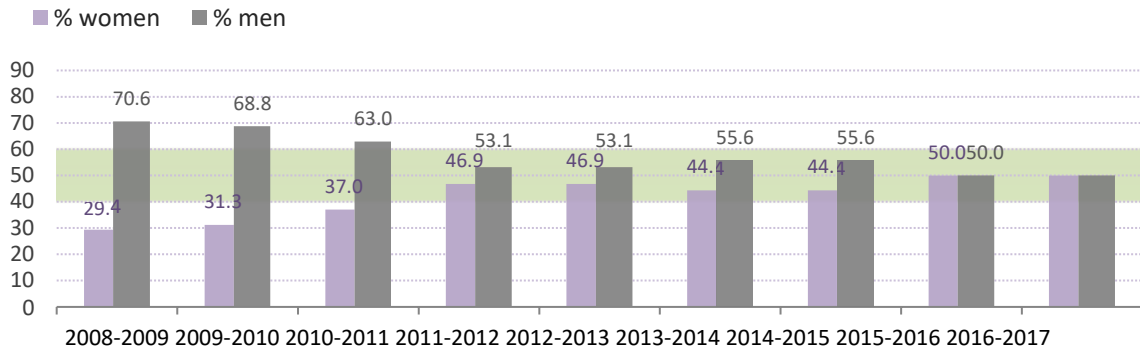


Source: Own

Lastly, if an analysis is made of duties delegated by the Vice-Chancellor, and assigned management functions and coordination work, a reduction can be seen in the gender gap, because although the number of men remained almost the same, the number of women rose, like the total number of these functions. Hence, women accounted for 29.4% of people with such functions in 2008/09 (five women out of a total of 17 people), with this figure rising to 50% in 2016/17 (15 women out of a total of 30). However, since the 2017/18 academic year, the gender gap has again grown. Following the elections for the post of Vice-Chancellor in May 2017, there was a reduction in the number of women in relation to those appointed by the previous Vice-Chancellor (dropping from 15 to eight), while the number of men rose from 15 to 16, so that women came to account for a share of 33.3%.

Figure 1.13

**Trend in the presence of men and women with duties delegated by the Vice-Chancellor or assigned management functions and coordination work
2008/09 - 2016/2017 academic years**



Source: Own

1.2.2 Heads of department

As reflected in the UAM Statutes, "Heads of department are in charge of the management and coordination of the department's activities, they represent it and chair the departmental committee (...)" (Art. 48.1) and "they are chosen (...) from among the university's tenured PhD lecturers" (Art. 48.2).

During the 2016/17 academic year, the UAM had 65 departments, two of which were inter-faculty departments. Each of the latter had a different head in the two faculties to which it was attached, leading to a total of 67 departmental heads. From a gender perspective, there were 22 female and 45 male heads, leading to a gender gap of over 34 percentage points and a female presence of 32.8%.

The centre with the most departments was the Faculty of Science with 16 (23.9% of all the UAM's departments), followed by the Faculty of Philosophy and Arts with 15 (22.4%), the Faculty of Medicine with 12 (17.9%) and the Faculty of Economics & Business Studies with 11 (16.4%). The remaining four centres had fewer than ten departments each.

Table 1.6

Heads of department 2016/17 academic year

	Women	Men	Total
Polytechnic School	1	1	2
Faculty of Science	2	14	16
Faculty of Economics & Business Studies	5	6	11
Faculty of Law	1	2	3
Faculty of Philosophy & Arts	6	9	15
Faculty of Teacher Training & Education	4	3	7
Faculty of Medicine	2	10	12
Faculty of Psychology	1	3	4
Total	22	45	67

The Faculty of Teacher Training & Education was the only one where there were more female heads than male ones. At this centre, there were seven departments, four of

which (57.1%) were headed by women. The two inter-faculty departments attached to this faculty—the Department of Music (also attached to the Faculty of Philosophy and Arts) and the Department of Developmental Psychology and Education (also attached to the Faculty of Psychology)—were both headed by men. Women made up 50.9% of the total teaching staff at this faculty (110 of 216). Since 47.3% of these women were in a position to become heads of department, this faculty had a higher percentage of female departmental heads, breaking away from the general trend for there to be fewer women in management posts.

The Polytechnic School had two departments, one headed by a woman and the other by a man. Female teaching staff at the Polytechnic School accounted for 14.6% of the total, with 12.3% who could potentially become heads of department, although the number of departments and teaching staff (137) are so low that the data must be taken with caution.

Female departmental heads at the Faculty of Economics & Business Studies accounted for 45.5% of the total departmental heads, with five women out of a total of 11 departments. The situation at this faculty was the opposite of the general trend, with women accounting for 38.7% of the total teaching staff (118 women out of a total of 305 people), 44.5% of whom could put their names forward to become a departmental head.

At the Faculty of Philosophy and Arts, there were 15 departments, one of which was an inter-faculty department, as mentioned earlier. Six of the said departments were headed by a woman, accounting for a share of 40% of the total. The female teaching staff at this faculty made up 48% of the TRS/TTRS (235 women out of a total of 409 people) and those who could potentially become departmental heads represented 45.8% of the total. In this case, a difference of almost six percentage points can be seen between the number of women able to become departmental heads and those who did indeed hold such posts.

The Faculty of Law had three departments, one of which was headed by a woman (33.3%). Women accounted for 46.8% of all the teaching staff at this centre, and 51.8% of these could opt to be a departmental head. This faculty's total teaching staff was made up of 237 people.

At the Faculty of Psychology, there were four departments, including one inter-faculty department, as mentioned above. Of the four departments, only one was headed by

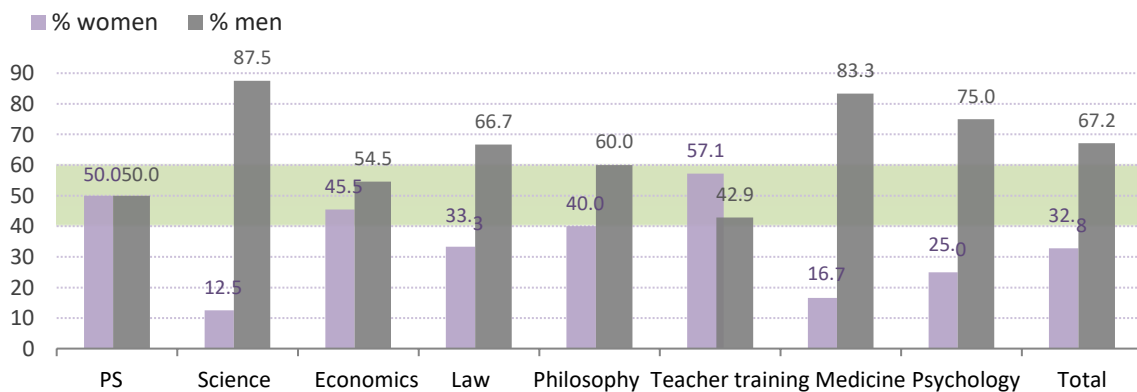
a woman (25%). From among the 191 people who made up the faculty's teaching staff, 50.8% were female and 48.7% of these could opt to be a departmental head.

Two of the 12 departments at the Faculty of Medicine were headed by women (16.7%). Out of all the TRS/TTRS attached to this centre (with 277 female teaching staff out of a total of 598 people), 46.3% were women who could potentially head a department. A clear drop (almost 20 percentage points) can be seen in the presence of female heads of department.

The Faculty of Science was the one with the most departments and the one with the biggest gender gap, with two female heads out of a total of 16 departments (12.5%). At this faculty, a drop can also be noted in the presence of women in management posts, with female teachers accounting for 42.8% of the total teaching staff, while the percentage of women who could opt to apply for the post of departmental head amounted to just 38.4%. In other words, there is a difference of almost 26 percentage points between the women who could potentially become a departmental head and those who really were.

Figure 1.14

Presence of male and female departmental heads. 2016/17 academic year

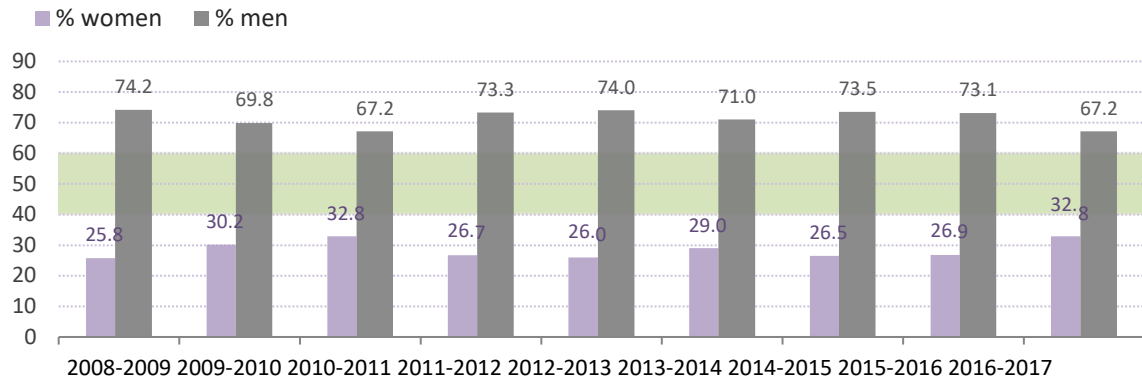


Source: Own

Over the nine academic years in question, gender parity was never achieved in the number of women at the head of the UAM's departments. 2017/18 was the first academic year in which women fell within the gender parity range, when they accounted for a share of 40% of the total. The trend is shown in the following figure.

Figure 1.15

Trend in male and female departmental heads. 2008/09 - 2016/17 academic years.



Source: Own

1.3 University research institutes

In accordance with the Statutes of the UAM, "the heads of the University Research Institutes manage and coordinate the activities of the corresponding centre, they represent it and chair the Institute Committee (...)" (Art. 49.1) and "they are elected by the University Institute Committee from among the doctors attached to the Institute (...)" (Art. 49.2).

During the 2016/17 academic year, equal numbers of men and women headed the University Institutes included in this diagnosis (12).

Table 1.7

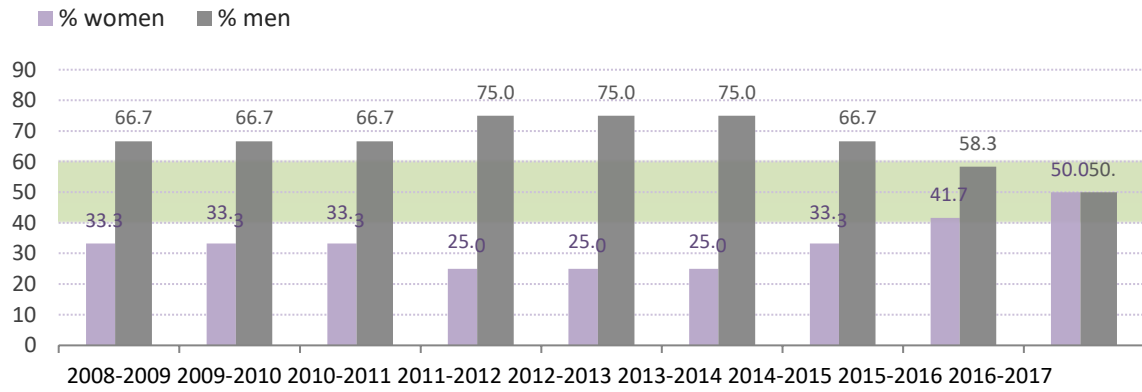
Heads of the University Research Institutes. 2016/17 academic year

	Women	Men	Total
University Institute of Molecular Biology.	0	1	1
The Centre for Eastern Asian Studies (CEAO according to its acronym in Spanish)	1	0	1
Nicolás Cabrera University Science Institute (INC according to its acronym in Spanish)	0	1	1
University Institute for Educational Science (IUCE according to its acronym in Spanish)	1	0	1
Institute for Forensic Science & Security (ICFS according to its acronym in Spanish)	0	1	1
Local Law Institute (IDL according to its Spanish acronym)	0	1	1
University Institute for Women's Studies (IUEM according to its acronym in Spanish)	1	0	1
"La Corte en Europa" University Institute (IULCE according to its acronym in Spanish)	0	1	1
University Institute for Research into Migration, Ethnicity, and Local Development (IMEDES according to its acronym in Spanish)	1	0	1
University Institute for Infant and Adolescent Needs and Rights (IUNDIA according to its acronym in Spanish)	1	0	1
L. R. Klein University Institute for Economic Prediction	0	1	1
Teófilo Hernando Foundation Institute for Drug R&D	1	0	1
Total	6	6	12

Over the nine academic years that are assessed, the heads of the university institutes included in this diagnosis were predominantly male. In the 2015/16 academic year, women came to hold 41.7% of these posts and, in 2016/17, parity was reached. In the 2017/28 academic year, the distribution remained the same as the previous year.

Figure 1.16

Trend in male and female heads of University Research Institutes. 2008/09 - 2016/17 academic years



Source: Own

2. Teaching & research staff

As contained in Article 65 of the UAM Statutes, "The university community at Universidad Autónoma de Madrid is made up of Teaching and Research Staff, students, and Administrative and Service Staff." In this second point of the diagnosis, an analysis is made of the distribution of the different categories of the UAM's Teaching and Research Staff (TRS) by gender, examining the breakdown for the 2016/17 academic year, the trend that each of the said categories followed between the 2008/09 and 2016/17 academic years, and the distribution during each of the eight years within the UAM and in participation in research projects.

2.1 Teaching & research staff

The section examines the distribution of men and women among the UAM's Teaching and Research Staff (TRS) at the university as a whole and at each of its centres during the 2016/17 academic year. Data is also given on the ratio of tenured civil-service teaching staff to professors.

2.1.1 Teaching staff by teaching category

During the 2016/17 academic year, a total of 3,083 people made up the UAM's Teaching and Research Staff (TRS) and Trainee Teaching and Research staff (TTRS). 1,357 of them were women, accounting for a share of 44%.

Table 2.1

Teaching staff by teaching category. 2016/2017 academic year

	Women	Men	Total
Professor	76	263	339
Total professors	76	263	339
Senior university lecturer	364	451	815
University school professor	2	0	2
Senior university school lecturer	4	11	15
Total tenured civil-service teaching posts	370	462	832
Lecturer	210	189	399
Adjunct lecturer	27	5	32
Tenured associate lecturer (under URA)	0	2	2
Total non-civil-service tenured posts	237	196	433
Temporary senior lecturer	12	7	19
Temporary lecturer	17	26	43
Assistant lecturer	67	86	153
Teaching assistant	33	41	74
Visiting lecturer	2	3	5
Associate health science lecturer	140	172	312
Associate lecturer	113	217	330
Total untenured non-civil-service posts	384	552	936
Ramón y Cajal fellow	26	25	51
Juan de la Cierva fellow	15	12	27
FPI researcher	143	99	242
FPU pre-doctoral fellow	39	36	75
Other researchers under contract	67	81	148
Total research staff under contract	290	253	543
Total	1357	1726	3083

Professorships made up 11% of the total teaching posts at the UAM. Of the 339 professorships in the 2016/17 academic year, 76 were held by women (22.4% of the total).

The group of tenured civil-service teaching staff, made up of senior university lecturers, university school professors, and senior university school lecturers, accounted for 27% of all the UAM's TRS/TTRS. In 2016/17, 842 people held one of these posts. Of this total, 44.5% were women (370 female teaching staff) and the remaining 55.5% were men (462 males). If each of these categories is separately analysed, it can be seen that there were 815 senior university lecturers

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(44.7% of whom were women and 55.3% men), two female university school professors and no male one, and 15 senior university school lecturers (26.7% women and 73.3% men).

Following on from these professorships and tenured civil-service teaching posts, the tenured non-civil-service teaching category (made up of 433 people) encompassed lecturers (399), adjunct lecturers (32), and tenured associate lecturers under the URA (2). In this category, from among the 433 total members of teaching staff, 237 were women (54.7%) and 196 were men (45.3%). Of the 399 lecturers, 210 were women (52.6%) and 189 were men (47.4%). Of the adjunct lecturers (32 in total), 84.4% were women (27) and 15.65% were men (5).

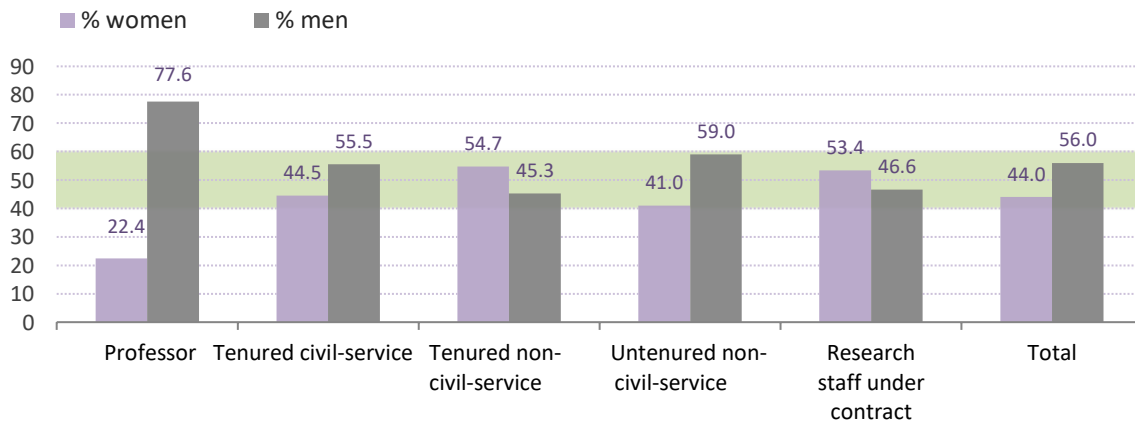
The untenured non-civil-service category comprised 936 members of teaching staff, accounting for 30.4% of all the teaching posts at the UAM. Of these, 41% were women (384) and 59% were men (552). Most of this group was made up of associate lecturers (including health science lecturers), comprising a total of 642 people. Women accounted for 39.4% of all the associate lecturers, with 44.9% of them working as associate health science lecturers and 34.2% as associate lecturers in other disciplines. As for the group of assistant lecturers and teaching assistants, including ones with PhDs, women represented 44% of the total. Of all the categories described in this section, there was only one with more women than men: the temporary senior lecturer category, where women accounted for 63.2% of a total of 19 people (12 women and 7 men).

The last category to be examined is research staff under contract, which made up 17.6% of the teaching staff at the UAM. This category includes grant-holder FPI research assistants and FPU pre-doctoral fellows, who also feature in the percentage of students enrolled on doctoral programmes. To benefit from a grant of this kind, it is necessary to be registered on a doctoral programme.

Of the 543 people in this category, 53.4% were women. With the exception of the group of other researchers under contract, where the ratio of women was slightly below that of the men (45.3% to 54.7%), in the other categories, women accounted for a higher share than the men. In all of them, their presence was within the gender parity range.

Figure 2.1

TRS/TTRS by category. 2016/17 academic year



Source: Own, based on data from the Office for Analyses and Planning

Shown below is a breakdown of the distribution of the members of each teaching category in relation to the UAM's total teaching staff.

Table 2.2

Presence of men and women by teaching category out of the total TRS/TTRS. 2016/17 academic year

	% women	% men	% Total
Professors	5.6	15.2	11.0
Tenured civil-service teaching staff	27.3	26.8	27.0
Tenured non-civil-service teaching staff	17.5	11.4	14.0
Untenured non-civil-service teaching staff	28.3	32.0	30.4
Research staff under contract	21.4	14.7	17.6
Total	100	100	100

Of all the female teaching staff at the UAM, only 5.6% were professors, while in the case of the male teaching staff, 15.2% held a professorship. Although professors only made up 11% of the total teaching staff at the university, the gender gap was worthy of note, together with the glass ceiling for female teaching staff aspiring to reach this top teaching job.

The distribution of male and female teaching staff in the biggest teaching categories was similar. That is, among untenured non-civil-service teaching staff, men accounted for 32% of all male teaching staff and women for 28.3% of all female teaching staff, with a

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similar share for tenured civil-service staff, standing at around 27%. In contrast, the third group with the highest share of men was the professor category, where they accounted for 15.2%, while the group with the highest share of women was the researcher under contract category, where they represented 21.4% of the total, reflecting men and women's different positions in the teaching hierarchy.

2.1.2 Teaching staff by centre

Female teachers accounted for 44% of the all UAM'S teaching staff during the 2016/17 academic year, although the distribution at each centre did not follow the same pattern.

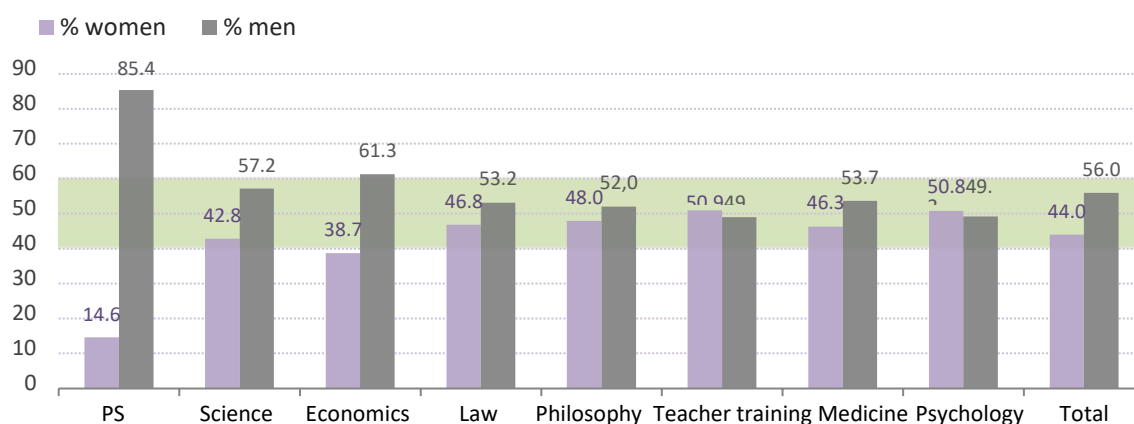
Table 2.3

Teaching staff by centre. 2016/17 academic year

	Women	Men	Total
Polytechnic School	20	117	137
Faculty of Science	389	520	909
Faculty of Economics & Business Studies	118	187	305
Faculty of Law	111	126	237
Faculty of Philosophy & Arts	235	255	490
Faculty of Teacher Training & Education	110	106	216
Faculty of Medicine	277	321	598
Faculty of Psychology	97	94	191
Total	1357	1726	3083

Except for the Faculty of Economics & Business Studies, where women accounted for 38.7% of its teaching staff, and the Polytechnic School, where they represented 14.6% of the total, the ratio of men to women was within the gender parity range. In general, there were fewer female members of teaching staff than males, except for the Faculty of Teacher Training & Education and the Faculty of Psychology, where women accounted for just over 50% of the total.

Figure 2.2

Teaching staff by centre. 2016/17 academic year

Source: Own, based on data from the Office for Analyses and Planning

When an analysis is made of the distribution of the teaching staff by centre in relation to the total figure for the UAM, the majority can be seen to belong to the Faculty of Science. The Faculties of Medicine and Philosophy and Arts accounted for 19.4% and 15.9% of the total respectively. The remaining 35% were divided up among the other centres, with shares of less than 10%. The Faculty of Psychology and the Polytechnic School were the centres with the fewest teaching staff.

Table 2.4

Presence of men and women in relation to the total TRS/TTRS. 2016/17 academic year

	% women	% men	% Total
Polytechnic School	1.5	6.8	4.4
Faculty of Science	28.7	30.1	29.5
Faculty of Economics & Business Studies	8.7	10.8	9.9
Faculty of Law	8.2	7.3	7.7
Faculty of Philosophy & Arts	17.3	14.8	15.9
Faculty of Teacher Training & Education	8.1	6.1	7.0
Faculty of Medicine	20.4	18.6	19.4
Faculty of Psychology	7.1	5.4	6.2
Total	100	100	100

2.1.3 Ratio of senior lecturers to professors

The calculation of this ratio shows the number of senior lecturers per professor, broken down by sex. When this data is interpreted, the situation can be seen to be an uneven one for the UAM as a whole. Whilst for men, there was a ratio of two male senior lecturers (1.8) to every male professor, there were five female senior lecturers (4.9) to every female professor.

The situation was particularly striking at the Faculty of Economics & Business Studies and the Faculty Psychology, where there were 9 and 8.5 female senior lecturers to every female professor respectively.

Special mention should be made of the Faculty of Teacher Training & Education, where there was a ratio of 14 male senior lecturers to every male professor. However, despite the fact that there were more female senior lecturers than male ones, there was no female professor. A similar situation can be seen at the Polytechnic School, where none of the seven professors was a woman. This could be accounted for by the few available posts as professor (two and seven, respectively) and by the relatively recent conversion of the former "Santa María" Teacher Training School into a faculty (2001) and the creation of the Polytechnic School (1997).

Table 2.5

Ratio of senior lecturers/professors. 2016/2017 academic year

	Women	Men
Polytechnic School		
Professors	0	7
Senior lecturers	5	30
Ratio of senior lecturers/professorships	0	4.3
Faculty of Science		
Professors	34	99
Senior lecturers	109	164
Ratio of senior lecturers/professorships	3.2	1.7
Faculty of Economics & Business Studies		
Professors	4	21
Senior lecturers	36	42
Ratio of senior lecturers/professorships	9	2
Faculty of Law		
Professors	7	31
Senior lecturers	47	35
Ratio of senior lecturers/professorships	6.7	1.1
Faculty of Philosophy & Arts		
Professors	16	42
Senior lecturers	85	87
Ratio of senior lecturers/professorships	5.3	2.1
Faculty of Teacher Training & Education		
Professors	0	2
Senior lecturers	30	28
Ratio of senior lecturers/professorships	0	14
Faculty of Medicine		
Professors	11	42
Senior lecturers	24	44
Ratio of senior lecturers/professorships	2.2	1
Faculty of Psychology		
Professors	4	19
Senior lecturers	34	32
Ratio of senior lecturers/professorships	8.5	1.7
Universidad Autónoma in general		
Professors	76	263
Senior lecturers	370	462
Ratio of senior lecturers/professorships	4.9	1.8

2.2 Trend by teaching category

In this section, the trend in the distribution of men and women in each category of Teaching and Research Staff will be analysed for the academic years covered by this diagnosis (2008/09 to 2016/17).

2.2.1 Professors

Over the nine academic years that are assessed, the total number of professors did not undergo any significant change.

Table 2.6

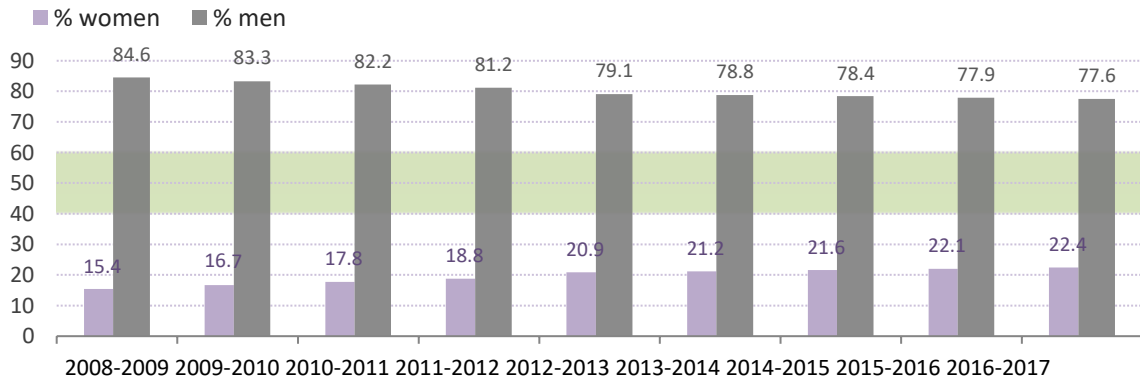
Trend in the presence of male and female professors 2008/09 - 2016/17 academic years

	Women	Men	Total
2008-2009	53	291	344
2009-2010	57	284	341
2010-2011	65	301	366
2011-2012	74	320	394
2012-2013	83	315	398
2013-2014	82	305	387
2014-2015	80	291	371
2015-2016	79	279	358
2016-2017	76	263	339

However, there was a change in the proportion of male and female professors, with the gender gap closing by six percentage points and a rise from a percentage of 15.4% female professors in 2008/9 to 22.4% in 2016/17.

Figure 2.3

Trend in the presence of male and female professors. 2008/09 - 2016/17 academic years



Source: Own, based on data from the Office for Analyses and Planning

2.2.2 Tenured civil-service teaching staff

During the nine academic years under analysis, the number of senior lecturers (including senior lecturers at the faculties, and university school professors and senior lecturers) dropped by almost 10%, leading to 90 fewer posts than the 2008/09 academic year. This decrease occurred in the three above teaching categories.

Table 2.7

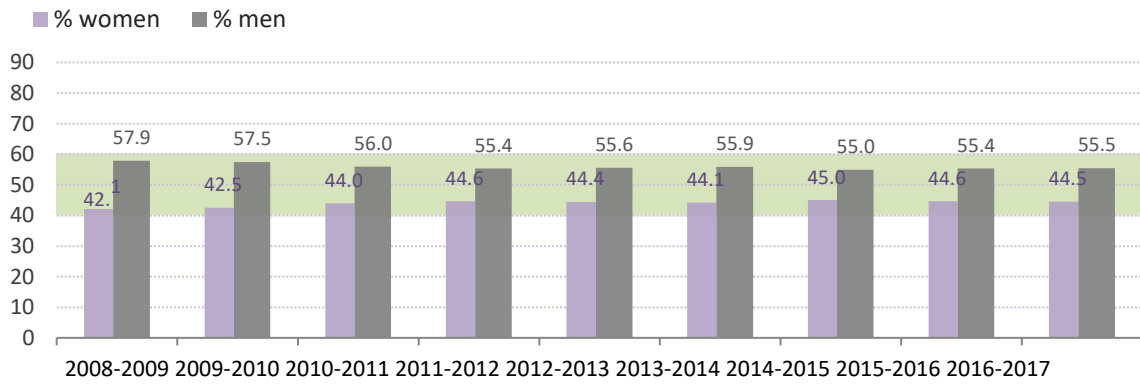
Trend in the presence of male and female senior lecturers. 2008/09 to 2016/17 academic years.

	Women	Men	Total
2008-2009	388	534	922
2009-2010	383	518	901
2010-2011	397	505	902
2011-2012	407	505	912
2012-2013	406	508	914
2013-2014	396	501	897
2014-2015	388	474	862
2015-2016	383	476	859
2016-2017	370	462	832

However, the ratio of male and female senior lecturers remained much the same, with women accounting for 42% to 45% across the period. Although there were 146 more male senior lecturers than female ones during the first academic year under analysis, with this figure dropping to 92 in 2016/17, over the nine academic years, an average of 107 more men were employed as senior lecturers than women.

Figure 2.4

Trend in the presence of male and female senior lecturers. 2008/09 - 2016/17 academic years



Source: Own, based on data from the Office for Analyses and Planning

2.2.3 Tenured non-civil-service teaching staff

The section on tenured non-civil-service teaching staff encompasses the following teaching categories: lecturer, adjunct lecturer, and tenured associate lecturer under the University Reform Act (URA). When the nine academic years are analysed, a drop can be observed during the first two, followed by different fluctuations in subsequent years. In the 2015/16 academic year, the figure from seven years back was regained.

Table 2.8

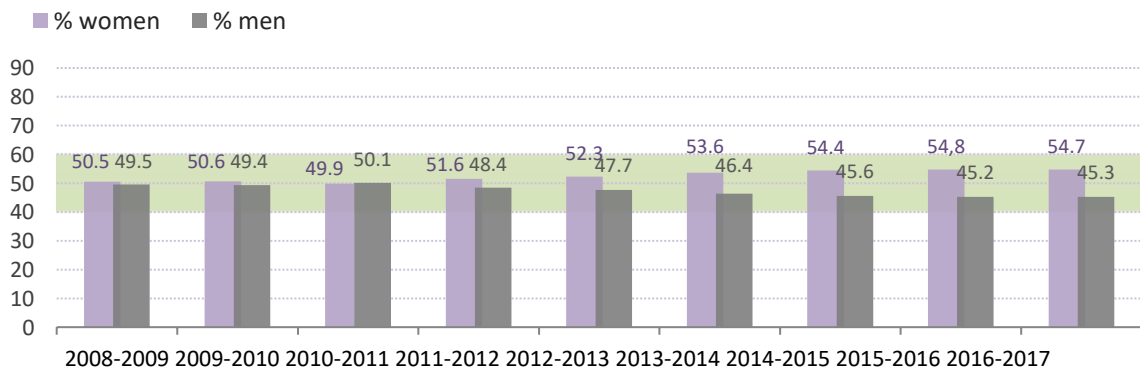
Trend in the presence of male and female tenured non-civil-service teaching staff. 2008/09 - 2016/17 academic years

	Women	Men	Total
2008-2009	204	200	404
2009-2010	201	196	397
2010-2011	182	183	365
2011-2012	196	184	380
2012-2013	190	173	363
2013-2014	214	185	399
2014-2015	216	181	397
2015-2016	224	185	409
2016-2017	237	196	433

The distribution by sex is within the gender parity range, with a 4.2% rise in the presence of women (from a share of 50.5% in the 2008/09 academic year to 54.7% in 2016/17).

Figure 2.5

Trend in the presence of male and female tenured non-civil-service teaching staff. 2008/09 - 2016/17 academic years



Source: Own, based on data from the Office for Analyses and Planning

2.2.4 Untenured non-civil-service teaching staff

The group of untenured non-civil-service teaching staff encompasses seven categories: temporary senior lecturers, temporary lecturers, assistant lecturers, teaching assistants, visiting lecturers, associate health science lecturers and associate lecturers. During the nine academic years under analysis, the total number of this group of teaching staff rose by 20.3% from 778 to 936 posts.

Table 2.9

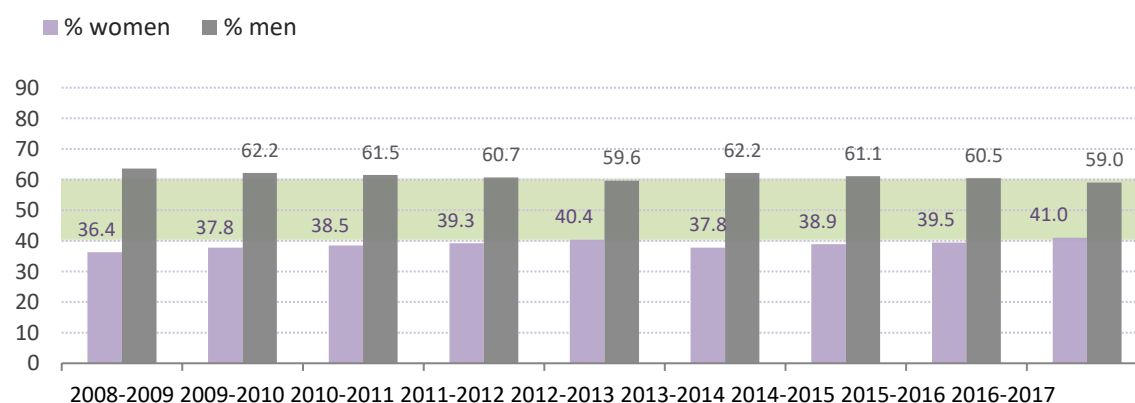
Trend in the presence of men and women in untenured non-civil-service teaching posts. 2008/09 - 2016/17 academic years

	Women	Men	Total
2008-2009	283	495	778
2009-2010	322	529	851
2010-2011	328	524	852
2011-2012	319	493	812
2012-2013	329	486	815
2013-2014	298	490	788
2014-2015	322	505	827
2015-2016	347	532	879
2016-2017	384	552	936

The ratio of women also rose, from a share of 36.4% in the 2008/09 academic year to 41% in 2016/17.

Figure 2.6

Trend in the presence of men and women in untenured non-civil-service teaching posts. 2008/09 - 2016/17 academic years



Source: Own, based on data from the Office for Analyses and Planning

2.2.5 Research staff under contract

This group includes the categories of Ramón y Cajal research fellows, Juan de la Cierva research fellows, grant-holder FPI research assistants and FPU pre-doctoral fellows, and other researchers under contract.

Table 2.10

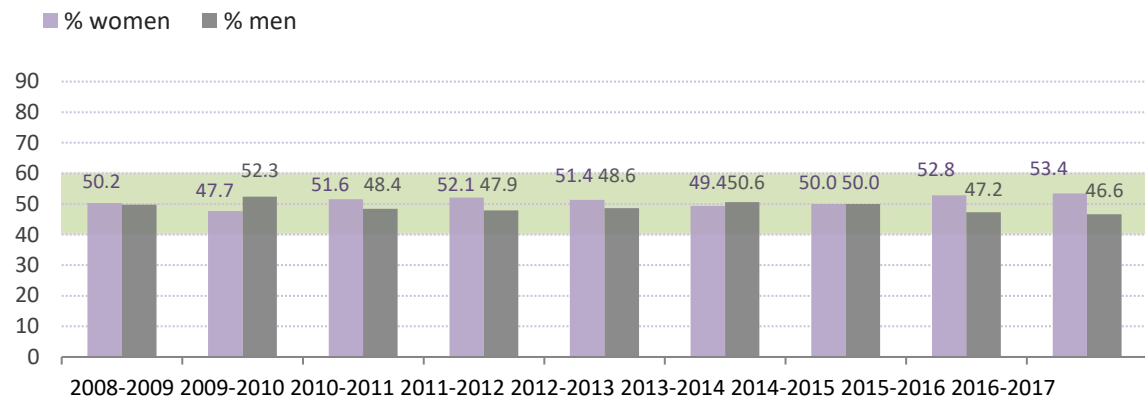
Trend in the presence of men and women among the research staff under contract. 2008/09 - 2016/17 academic years

	Women	Men	Total
2008-2009	317	314	631
2009-2010	184	202	386
2010-2011	227	213	440
2011-2012	226	208	434
2012-2013	186	176	362
2013-2014	158	162	320
2014-2015	194	194	388
2015-2016	284	254	538
2016-2017	290	253	543

During the academic years in question, the total number of posts included in this group underwent some changes, with a drop in relation to the 2008/09 academic year and a figure of 543 posts in 2016/17. Over this period, the ratio of men and women was within the gender parity range, with a slightly higher percentage of women in practically all the academic years under study. In 2016/17, women accounted for a share of 53.4% of the total.

Figure 2.7

Trend in the presence of men and women among the research staff under contract. 2008/09 - 2016/17 academic years



Source: Own, based on data from the Office for Analyses and Planning

2.3 Centres

In this section, the gender-based distribution of the teaching staff at each of the UAM's teaching centres will be analysed for the 2016/17 academic year. A brief outline is also given of the trend over the nine academic years included in this diagnosis (2008/09 to 2016/17).³

2.3.1 Polytechnic School

During the 2016/17 academic year, the Polytechnic School had a teaching staff of 137 people, 20 of whom were women (14.6%) and 117 of whom were men (85.4%).

This total number rose over the nine years under study from 110 members of teaching staff in 2008/09 to 137 in 2016/17. The percentage of women over this period was below 20%.

³ For further details of the trend in the teaching staff by centre, see the website of the Office for Analyses and Planning (<http://www.uam.es/>).

Table 2.11

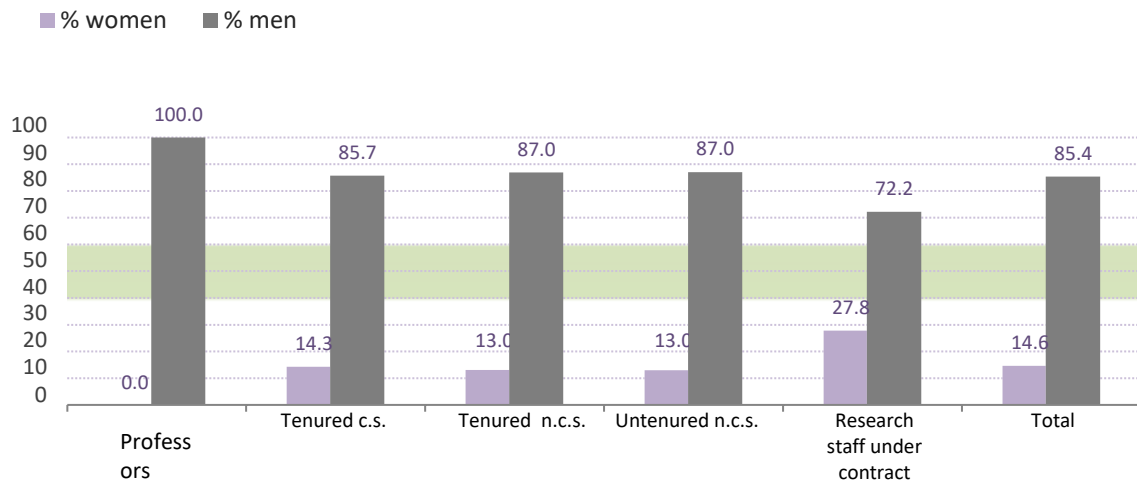
TRS/TTRS at the Polytechnic School. 2016/17 academic year

	Women	Men	Total
Professor	0	7	7
Total professors	0	7	7
Senior university lecturer	5	30	35
University school professor	0	0	0
Senior university school lecturer	0	0	0
Total tenured civil-service teaching posts	5	30	35
Lecturer	3	20	23
Adjunct lecturer	0	0	0
Tenured associate lecturer (under University Reform Act)	0	0	0
Total tenured non-civil-service teaching staff	3	20	23
Temporary senior lecturer	0	1	1
Temporary lecturer	0	5	5
Assistant lecturer	2	11	13
Teaching assistant	3	6	9
Visiting lecturer	0	0	0
Associate health science lecturer	0	0	0
Associate lecturer	2	24	26
Total untenured non-civil-service teaching staff	7	47	54
Ramón y Cajal fellow	0	0	0
Juan de la Cierva fellow	0	2	2
FPI researcher	4	5	9
FPU pre-doctoral fellow	0	4	4
Other researchers under contract	1	2	3
Total research staff under contract	5	13	18
Total	20	117	137

When an analysis is made of the different teaching categories, it must be noted that of the seven professors at the Polytechnic School, none was a woman. Women accounted for 14.3% of the tenured civil-service teaching posts. In relative terms, the presence of women in the tenured and untenured non-civil-service teaching staff groups was similar (13%), although in the former there were three female lecturers (out of a total of 23) and in the latter there were seven (out of total of 54). In relative terms, the highest ratio of women was among the research staff under contract (FPI researchers), where they accounted for 27.8%, although in absolute figures that amounted to five female researchers.

Figure 2.8

TRS/TTRS at the Polytechnic School. 2016/17 academic year



Source: Own, based on data from the Office for Analyses and Planning

2.3.2 Faculty of Science

During the 2016/17 academic year, the Faculty of Science had a teaching staff of 909 people. 42.8% of them were female (389 women) and the remaining 57.2% were male (520 men).

Over the nine academic years, although the total number of posts at the faculty did not undergo any major changes, there was an increase in the presence of female members of teaching staff, rising from 35.9% in the 2008/09 academic year to 42.8% in 2016/217.

Table 2.12

TRS/TTRS at the Faculty of Science. 2016/17 academic year

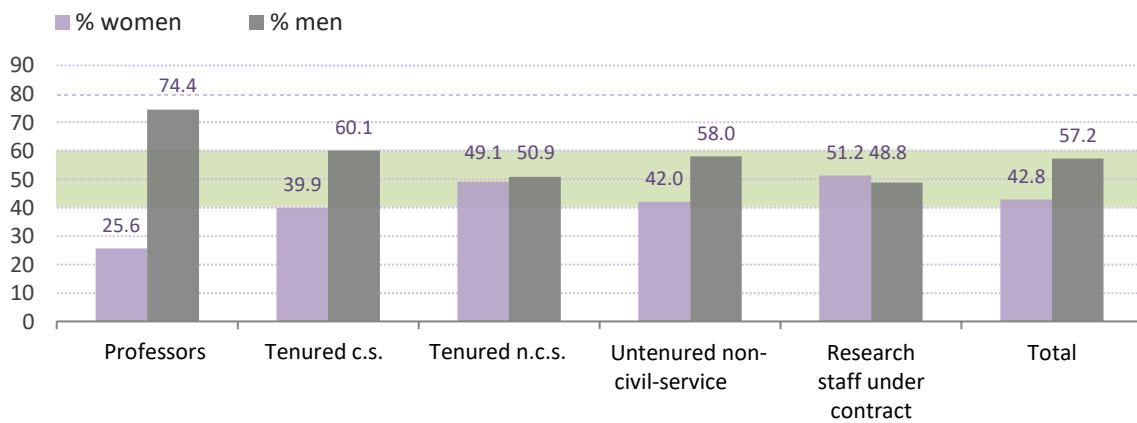
	Women	Men	Total
Professor	34	99	133
Total professors	34	99	133
Senior university lecturer	109	164	273
University school professor	0	0	0
Senior university school lecturer	0	0	0
Total tenured civil-service teaching posts	109	164	273
Lecturer	57	58	115
Adjunct lecturer	0	0	0
Tenured associate lecturer (under University Reform Act)	0	1	1
Total tenured non-civil-service teaching staff	57	59	116
Temporary senior lecturer	3	1	4
Temporary lecturer	3	6	9
Assistant lecturer	14	19	33
Teaching assistant	17	23	40
Visiting lecturer	0	1	1
Associate health science lecturer	0	0	0
Associate lecturer	5	8	13
Total untenured non-civil-service teaching staff	42	58	100
Ramón y Cajal fellow	22	18	40
Juan de la Cierva fellow	9	6	15
FPI researcher	62	46	108
FPU pre-doctoral fellow	14	11	25
Other researchers under contract	40	59	99
Total research staff under contract	147	140	287
Total	389	520	909

When an analysis is made of the different teaching categories, the growth in the number of female professors is worthy of mention. In the 2008/09 academic year, they represented 15% of the total, but in 2016/17 the percentage had risen to 25.6%.

As the graph shows, as the teaching categories descend, so the presence of women grows (with the exception of untenured non-civil-service teaching staff). As indicated above, women accounted for 25.6% of the professors, 39.9% of the tenured civil-service teaching staff, 49.1% of the tenured non-civil-service teaching staff and 51.2% of the research staff under contract.

Figure 2.9

TRS/TTRS at the Faculty of Science. 2016/17 academic year



Source: Own, based on data from the Office for Analyses and Planning

2.3.3 Faculty of Economics & Business Studies

During the 2016/17 academic year, the Faculty of Economics & Business Studies had a teaching staff of 305 people. Of this total, 118 were women, accounting for a share of 38.7%, while 187 (61.3%) were men.

The total number of teaching posts did not vary very much over the nine academic years. However, the ratio of women did change, with an increase of about five percentage points (from 33.6% in the 2008/09 academic year to 38.7% in 2016/17).

Table 2.13

TRS/TTRS at the Faculty of Economics & Business Studies. 2016/17 academic year

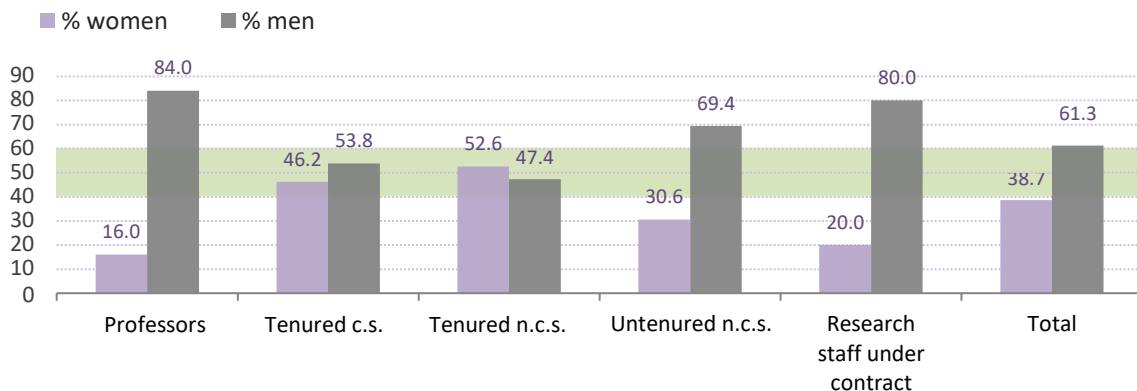
	Women	Men	Total
Professor	4	21	25
Total professors	4	21	25
Senior university lecturer	35	42	77
University school professor	1	0	1
Senior university school lecturer	0	0	0
Total tenured civil-service teaching posts	36	42	78
Lecturer	37	33	70
Adjunct lecturer	3	3	6
Tenured associate lecturer (under University Reform Act)	0	0	0
Total tenured non-civil-service teaching staff	40	36	76
Temporary senior lecturer	1	2	3
Temporary lecturer	5	4	9
Assistant lecturer	8	11	19
Teaching assistant	4	3	7
Visiting lecturer	0	1	1
Associate health science lecturer	0	0	0
Associate lecturer	19	63	82
Total untenured non-civil-service teaching staff	37	84	121
Ramón y Cajal fellow	0	0	0
Juan de la Cierva fellow	0	0	0
FPI researcher	1	4	5
FPU pre-doctoral fellow	0	0	0
Other researchers under contract	0	0	0
Total research staff under contract	1	4	5
Total	118	187	305

In the 2016/17 academic year, there was a total of 25 professors, four of whom were women (16%). The number of university professors at this faculty dropped from 38 in 2008/09 to the aforementioned 25. The number of female professors also fell from seven in 2008/09 to four in 2016/17.

Women accounted for 16% of the professorships, the lowest presence in all the teaching categories at this faculty. They represented 46.2% of the tenured civil-service teaching staff and 52.6% of its tenured non-civil-service teaching staff. Female teaching staff and researchers had a low presence among the group of untenured non-civil-service teaching posts and research staff under contract of 30.6% and 20% respectively, meaning that they were outside the gender parity range in these categories and within the professor category.

Figure 2.10

TRS/TTRS at the Faculty of Economics & Business Studies. 2016/17 academic year



Source: Own, based on data from the Office for Analyses and Planning

2.3.4 Faculty of Law

In the 2016/17 academic year, the Faculty of Law's teaching staff was made up of 237 people, 111 of whom were women (46.8%) and 126 of whom were men (53.2%).

This total figure and the ratio of men to women did not change substantially over the nine academic years.

Table 2.14

TRS/TTRS at the Faculty of Law. 2016/17 academic year

	Women	Men	Total
Professor	7	31	38
Total professors	7	31	38
Senior university lecturer	47	35	82
University school professor	0	0	0
Senior university school lecturer	0	0	0
Total tenured civil-service teaching posts	47	35	82
Lecturer	32	14	46
Adjunct lecturer	0	0	0
Tenured associate lecturer (under University Reform Act)	0	0	0
Total tenured non-civil-service teaching staff	32	14	46
Temporary senior lecturer	0	1	1
Temporary lecturer	0	0	0
Assistant lecturer	5	9	14
Teaching assistant	3	6	9
Visiting lecturer	0	0	0
Associate health science lecturer	0	0	0
Associate lecturer	7	18	25
Total untenured non-civil-service teaching staff	15	34	49
Ramón y Cajal fellow	0	0	0
Juan de la Cierva fellow	1	2	3
FPI researcher	8	7	15
FPU pre-doctoral fellow	1	2	3
Other researchers under contract	0	1	1
Total research staff under contract	10	12	22
Total	111	126	237

Of the 38 professors, seven were women, representing a percentage of 18.4%. It is worth mentioning that although the number of professors varied only very

slightly over the academic years under study, the presence of female professors grew year after year, from 8% in 2008/09 to 18.4% in 2016/17.

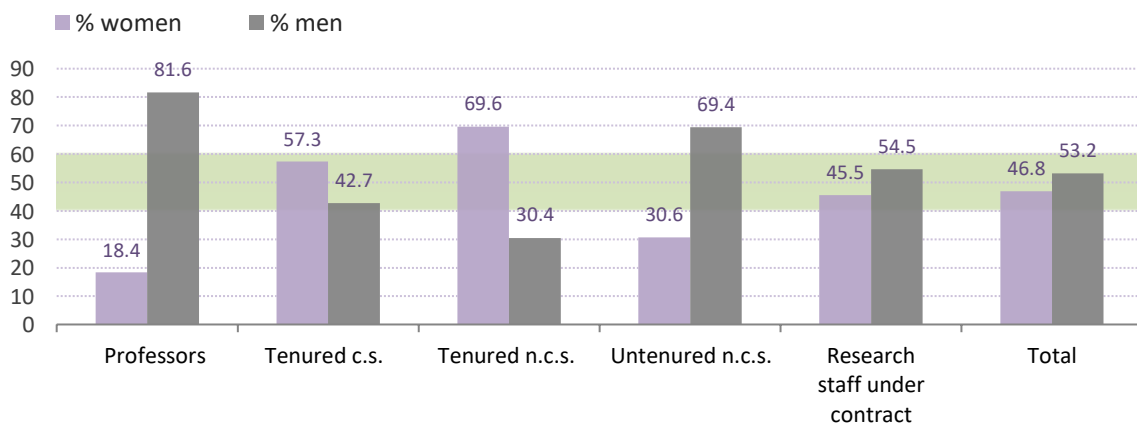
When the other teaching categories are observed, it should be noted that 57.3% of the senior university lecturers were women and 69.6% of the tenured non-civil-service teaching staff were also female.

In contrast, in the group of untenured non-civil-service teaching staff, mainly comprising associate lecturers followed by assistant lecturers, the ratio of women dropped to 30.6%.

Lastly, there was a more balanced ratio of men to women among the research staff under contract, with female researchers accounting for 45.5% of them, which is within the gender parity range.

Figure 2.11

TRS/TTRS at the Faculty of Law. 2016/17 academic year



Source: Own, based on data from the Office for Analyses and Planning

2.3.5 Faculty of Philosophy & Arts

During the 2016/17 academic year, the Faculty of Philosophy & Arts had a teaching staff of 490 people, 235 of whom were women (48%) and 255 of whom were men (52%).

This figure underwent slight variations, because in 2008/09, the faculty had a total teaching staff of 448 people, with the figure rising to 490 in 2016/17. The number of women remained more or less the same over the academic years under study, with a share of 47.5% in 2008/09 and 48% in 2016/17.

Table 2.15

TRS/TTRS at the Faculty of Philosophy & Arts. 2016/17 academic year

	Women	Men	Total
Professor	16	42	58
Total professors	16	42	58
Senior university lecturer	85	87	172
University school professor	0	0	0
Senior university school lecturer	0	0	0
Total tenured civil-service teaching posts	85	87	172
Lecturer	29	25	54
Adjunct lecturer	2	0	2
Tenured associate lecturer (under University Reform Act)	0	1	1
Total tenured non-civil-service teaching staff	31	26	57
Temporary senior lecturer	3	1	4
Temporary lecturer	3	9	12
Assistant lecturer	18	20	38
Teaching assistant	3	2	5
Visiting lecturer	2	1	3
Associate health science lecturer	0	0	0
Associate lecturer	22	28	50
Total untenured non-civil-service teaching staff	51	61	112
Ramón y Cajal fellow	2	1	3
Juan de la Cierva fellow	4	1	5
FPI researcher	31	19	50
FPU pre-doctoral fellow	6	11	17
Other researchers under contract	9	7	16
Total research staff under contract	52	39	91
Total	235	255	490

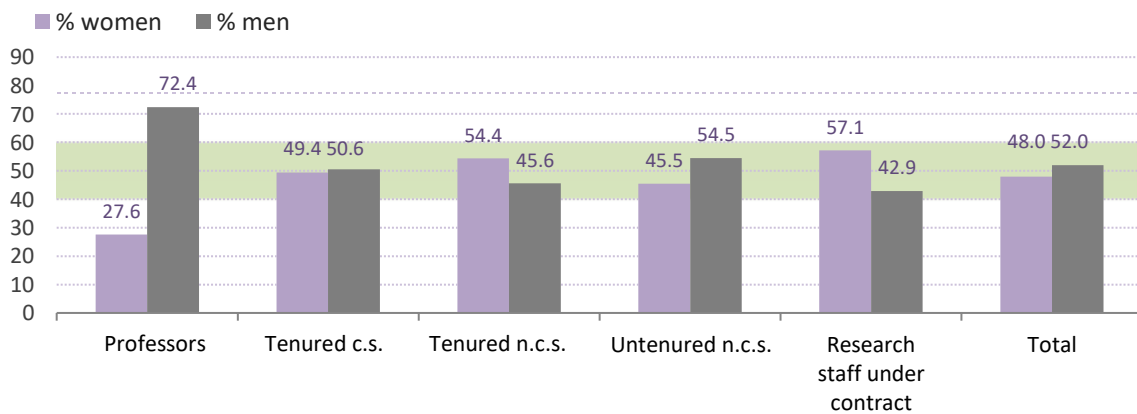
At this faculty, the highest teaching category—university professor—had the highest share of women of all the UAM's centres, accounting for 27.6% of the total. Despite this, the figure is still far from the gender parity range which the other teaching groups did fall into.

Among the tenured civil-service teaching staff, women accounted for 49.4% of the total, while in the case of tenured non-civil-service teaching staff, the percentage was 54.5%.

As for the untenured non-civil-service teaching staff, women represented 45.5% of the total, the lowest share, while they made up 57.1% of the research staff under contract.

Figure 2.12

TRS/TTRS at the Faculty of Philosophy & Arts. 2016/17 academic year



Source: Own, based on data from the Office for Analyses and Planning

2.3.6 Faculty of Teacher Training & Education

During the 2016/17 academic year, the Faculty of Teacher Training & Education had a teaching staff of 216 people. Of this total, 50.9% were women; that is 110 of the total. The remaining 106 were male, accounting for a share of 49.1%.

This total figure did not vary much over the nine academic years and neither did the ratio of male to female teaching staff.

Table 2.16

TRS/TTRS at the Faculty of Teacher Training & Education. 2016/17 academic year

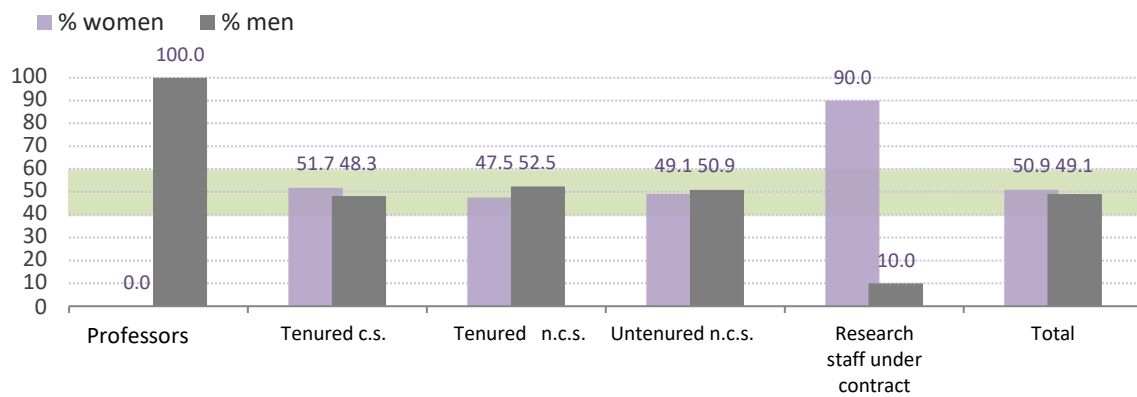
	Women	Men	Total
Professor	0	2	2
Total professors	0	2	2
Senior university lecturer	25	17	42
University school professor	1	0	1
Senior university school lecturer	4	11	15
Total tenured civil-service teaching posts	30	28	58
Lecturer	14	19	33
Adjunct lecturer	5	2	7
Tenured associate lecturer (under University Reform Act)	0	0	0
Total tenured non-civil-service teaching staff	19	21	40
Temporary senior lecturer	1	0	1
Temporary lecturer	4	1	5
Assistant lecturer	9	11	20
Teaching assistant	1	0	1
Visiting lecturer	0	0	0
Associate health science lecturer	0	0	0
Associate lecturer	37	42	79
Total untenured non-civil-service teaching staff	52	54	106
Ramón y Cajal fellow	0	0	0
Juan de la Cierva fellow	0	0	0
FPI researcher	6	1	7
FPU pre-doctoral fellow	3	0	3
Other researchers under contract	0	0	0
Total research staff under contract	9	1	10
Total	110	106	216

During the 2016/17 academic year, there were two professors, both men. The ratio of men to women in the tenured civil-service, tenured non-civil-service and untenured non-civil-service teaching groups was fairly balanced. Women accounted for 51.7% of the tenured civil-service teaching staff, 47.5% of the tenured non-civil-service teaching staff and 49.1% of the untenured non-civil-service teaching staff.

Lastly, the percentage of female researchers among the research staff under contract stands out (90%), although in absolute terms this only consisted of ten women.

Figure 2.13

TRS/TTRS at the Faculty of Teacher Training & Education. 2016/17 academic year



Source: Own, based on data from the Office for Analyses and Planning

2.3.7 Faculty of Medicine

During the 2016/17 academic year, the teaching staff at the Faculty of Medicine was made up of 277 women (46.3%) and 321 men (53.7%).

The total number of teaching staff went up over the academic years from 469 people in 2008/09 to 598 in 2016/17. The ratio of women also rose from 32% in 2008/09 to 46.3% in 2016/17.

Table 2.17

TRS/TTRS at the Faculty of Medicine. 2016/17 academic year

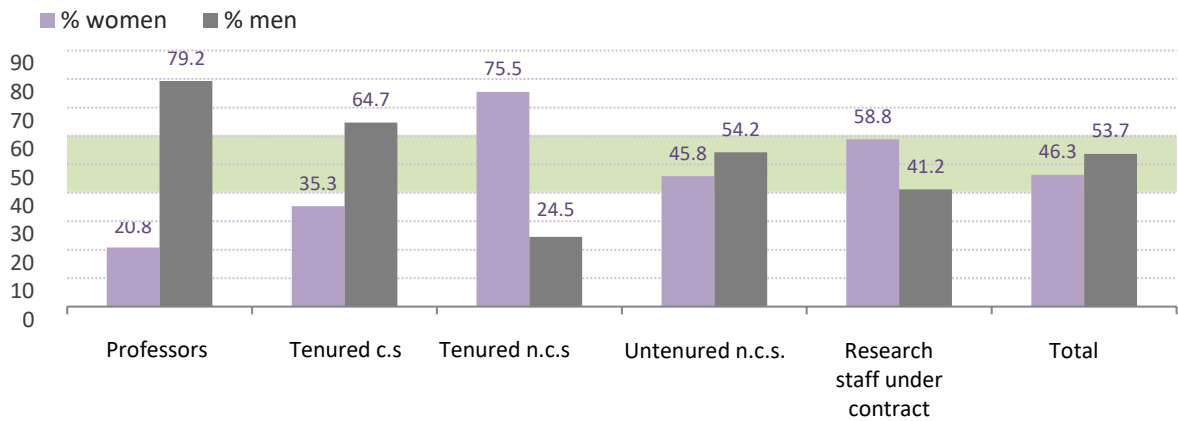
	Women	Men	Total
Professor	11	42	53
Total professors	11	42	53
Senior university lecturer	24	44	68
University school professor	0	0	0
Senior university school lecturer	0	0	0
Total tenured civil-service teaching posts	24	44	68
Lecturer	20	12	32
Adjunct lecturer	17	0	17
Tenured associate lecturer (under University Reform Act)	0	0	0
Total tenured non-civil-service teaching staff	37	12	49
Temporary senior lecturer	0	1	1
Temporary lecturer	1	0	1
Assistant lecturer	10	0	10
Teaching assistant	1	1	2
Visiting lecturer	0	0	0
Associate health science lecturer	140	170	310
Associate lecturer	13	23	36
Total untenured non-civil-service teaching staff	165	195	360
Ramón y Cajal fellow	2	4	6
Juan de la Cierva fellow	0	1	1
FPI researcher	17	6	23
FPU pre-doctoral fellow	9	6	15
Other researchers under contract	12	11	23
Total research staff under contract	40	28	68
Total	277	321	598

Of the 53 professors in 2016/17, 20.8% were women, with 11 female professors and 42 male ones. When an analysis is made of the distribution of the different teaching groups, 75.5% of the tenured non-civil-service teaching group were women. 20 of the lecturers in this group were female (62.5%), while the teaching category with the highest female presence (100%) was the post of adjunct lecturer (with 17 out of 17).

The untenured non-civil-service teaching group was made up of 45.8% women and, lastly, female researchers in the research staff under contract category accounted for 58.8% of the total.

Figure 2.14

TRS/TTRS at the Faculty of Medicine. 2016/17 academic year



Source: Own, based on data from the Office for Analyses and Planning

2.3.8 Faculty of Psychology

The Faculty of Psychology had 191 members of teaching staff during the 2016/17 academic year, 97 of whom were female, with a ratio of 50.8% women to 49.2% men.

Of the 23 professors during the 2016/17 academic year, four were women (17.4%). The total number of professors at this faculty rose by four between the 2008/09 and 2016/17 academic years, with the percentage of female professors rising from 15.8% to 17.4%.

Table 2.18

TRS/TTRS at the Faculty of Psychology. 2016/17 academic year

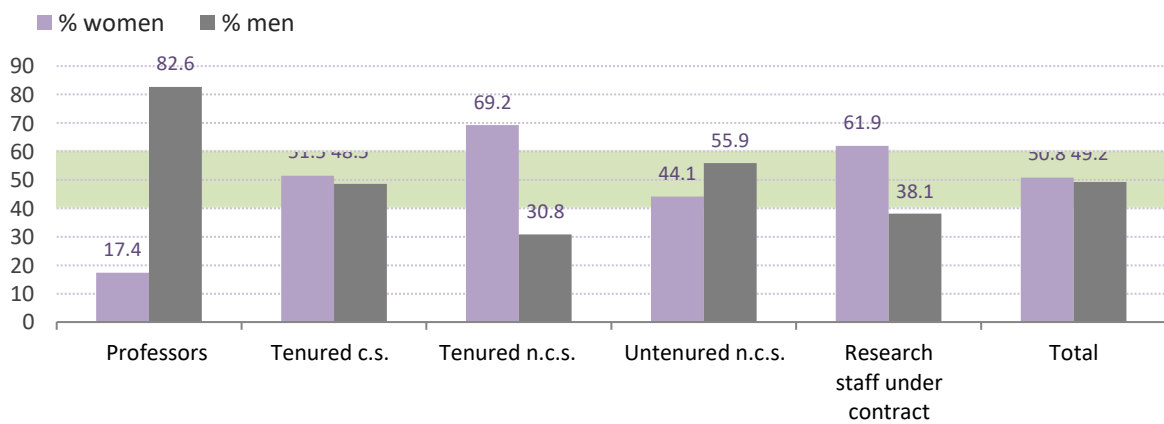
	Women	Men	Total
Professor	4	19	23
Total professors	4	19	23
Senior university lecturer	34	32	66
University school professor	0	0	0
Senior university school lecturer	0	0	0
Total tenured civil-service teaching posts	34	32	66
Lecturer	18	8	26
Adjunct lecturer	0	0	0
Tenured associate lecturer (under University Reform Act)	0	0	0
Total tenured non-civil-service teaching staff	18	8	26
Temporary senior lecturer	4	0	4
Temporary lecturer	1	1	2
Assistant lecturer	1	5	6
Teaching assistant	1	0	1
Visiting lecturer	0	0	0
Associate health science lecturer	0	2	2
Associate lecturer	8	11	19
Total untenured non-civil-service teaching staff	15	19	34
Ramón y Cajal fellow	0	2	2
Juan de la Cierva fellow	1	0	1
FPI researcher	14	11	25
FPU pre-doctoral fellow	6	2	8
Other researchers under contract	5	1	6
Total research staff under contract	26	16	42
Total	97	94	191

Female lecturers made up the majority of the tenured civil-service teaching group, where they were within the gender parity range (51.5%), although they featured most strongly in the tenured civil-service teaching group (69.2%).

Their presence was somewhat lower among the untenured non-civil-service teaching group (44.1%), but they accounted for a higher share of the researchers under contract, where they represented 61.9% of the total.

Figure 2.15

TRS/TTRS at the Faculty of Psychology. 2016/17 academic year



Source: Own, based on data from the Office for Analyses and Planning

2.4 Research projects

In this section, an analysis is made of projects managed by the UAM's Research Service and those processed by the Fundación de la Universidad Autónoma de Madrid (FUAM).

2.4.1 Research projects managed by the UAM's Research Service

During the 2016/17 academic year, 221 research projects were managed by the UAM's Research Service, 70 headed by women (31.7%) and 151 by men (68.3%). The funding allocated to these projects during the said academic year amounted to 28,608,125.74 euros.

Table 2.19

Trend in the presence of men and women among the CI⁴ of projects managed by the UAM's Research Service. 2008/09 - 2016/17 academic years

	Women	Men	Total
2008-2009	97	177	274
2009-2010	83	184	267
2010-2011	84	147	231
2011-2012	66	151	217
2012-2013	45	89	134
2013-2014	11	37	48
2014-2015	37	110	147
2015-2016	50	89	139
2016-2017	70	151	221

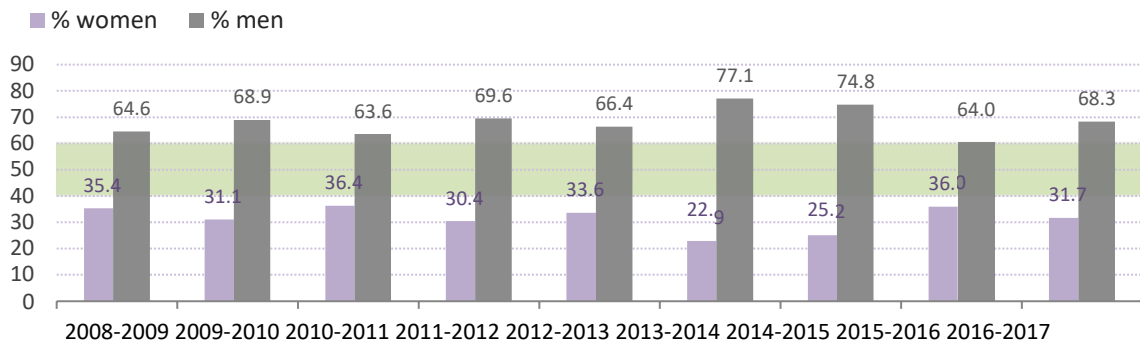
Between the 2008/09 and 2013/14 academic years, there was a sharp drop in the number of projects, accompanied by a reduction in the budget from 22,349,465.81 euros in 2008/09 to 8,620,350.56 euros in 2013/14. From the following academic year, there was a rise in both the number of projects and the amount allocated to them. Although the number of projects never came to equal the figure nine years earlier, a return was made to the amount of euros assigned as total funding for the projects.

⁴ CI is the acronym for Chief Investigator.

The academic year with the fewest female Chief Investigators (CI) was 2013/14 (22.9%), coinciding with the lowest budget. However, because there is no data on funding broken down by CI, it is impossible to know the amount allocated to the different projects depending on the sex of the person heading them.⁵

Figure 2.16

Trend in the presence of men and women among the CI of projects managed by the UAM's Research Service. 2008/09 - 2016/17 academic years



Source: Own, based on data from the Office for Analyses and Planning

When the gender-based distribution of the projects at each centre is observed for the 2016/17 academic year, the number of female CI did not surpass that of their male counterparts at any of them.

⁵ According to a report by the Gender Equality Unit for 2015, the number of projects headed by female members of the UAM's teaching staff accounted for 29.5% of the total, whilst the amount of funding represented 21.9% of the total. (Gender Equality Unit, 2015: *Presence of men and women in the UAM's research projects*. www.uam.es)

Table 2.20

CI of projects managed by the UAM's Research Service by centre. 2016/17 academic year

	Women	Men	Total
Polytechnic School	0	10	10
Faculty of Science	35	72	107
Faculty of Economics & Business Studies	1	8	9
Faculty of Law	7	8	15
Faculty of Philosophy & Arts	10	24	34
Faculty of Teacher Training & Education	1	1	2
Faculty of Medicine	8	19	27
Faculty of Psychology	8	9	17
Total	70	151	221

The best balance can be observed at the Faculty of Teacher Training & Education, which only had two research projects, each headed by a CI of a different sex.

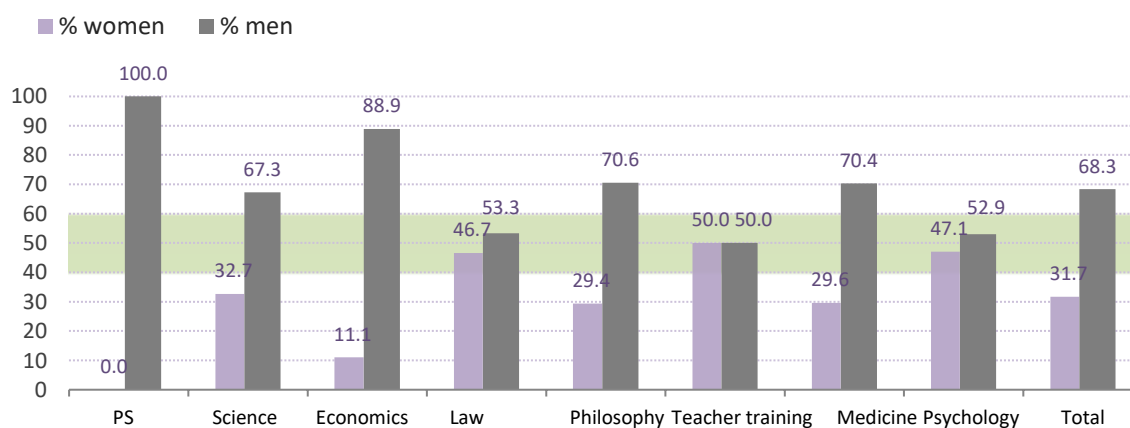
The CI in charge of projects run by the Faculty of Psychology and Faculty of Law were within the gender parity range, with female CI accounting for 47.1% of the total at the Faculty of Psychology and for 46.7% of the total at the Faculty of Law.

32.7% of the projects run by the Faculty of Science were headed by women, with a figure of 29.6% for the Faculty of Medicine and 29.4% for the Faculty of Philosophy & Arts.

At the Faculty of Economics & Business Studies, female CI accounted for 11.1% of the total, and at the Polytechnic School, where 10 projects were run, the absence of a female CI is particularly noticeable.

Figure 2.17

Presence of male and female CI of projects managed by the UAM's Research Service by centre. 2016/17 academic year



Source: Own, based on data from the Office for Analyses and Planning

As for the distribution of projects at the different centres during the 2016/17 academic year, the Faculty of Science stands out as having run 107 of the 221, accounting for a share of almost 50% of the total at the UAM. The faculty with the fewest projects was the Faculty of Teacher Training & Education with two, representing just 0.9% of the total.

Table 2.21

Presence of men and women among the total CI in charge of projects run by the UAM's Research Service. 2016/2017 academic year

	% women	% men	% Total
Polytechnic School	0.0	6.6	4.5
Faculty of Science	50.0	47.7	48.4
Faculty of Economics & Business Studies	1.4	5.3	4.1
Faculty of Law	10.0	5.3	6.8
Faculty of Philosophy & Arts	14.3	15.9	15.4
Faculty of Teacher Training & Education	1.4	0.7	0.9
Faculty of Medicine	11.4	12.6	12.2
Faculty of Psychology	11.4	6.0	7.7
Total	100	100	100

2.4.2 Research projects managed by the Fundación de la Universidad Autónoma de Madrid (FUAM)

435 research projects were managed by the Fundación de la Universidad Autónoma de Madrid (FUAM) during the 2016/17 academic year, with total funding of 9,439,692.41 euros. 18.6% of these projects (81 of them) were headed by women.

Table 2.22

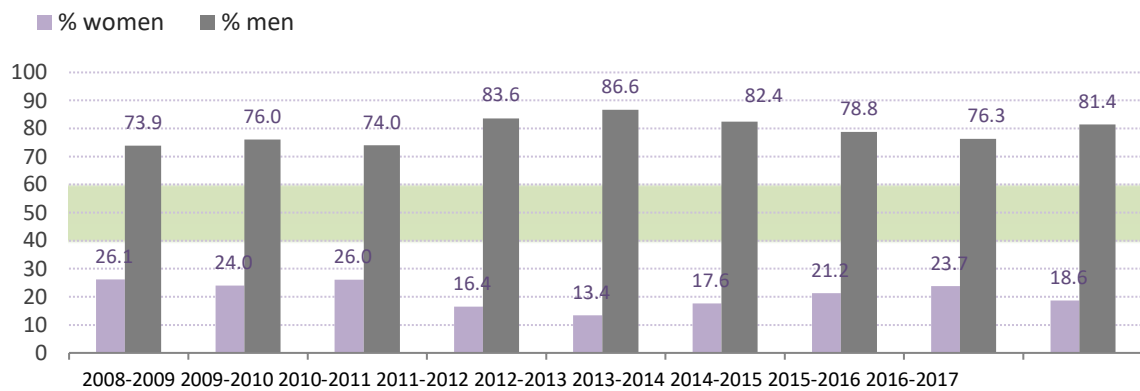
Trend in the presence of men and women among the CI of projects managed by the FUAM. 2008/09 - 2016/17 academic years

	Women	Men	Total
2008-2009	151	427	578
2009-2010	146	462	608
2010-2011	123	350	473
2011-2012	82	418	500
2012-2013	61	394	455
2013-2014	68	319	387
2014-2015	80	297	377
2015-2016	88	283	371
2016-2017	81	354	435

During the nine academic years under analysis, there was a drop in the number of projects, followed by an upturn in 2016/17. The allocated budget followed the same trend: the amount for the 2008/09 academic year was 17,572,683.08 euros, with this sum going down progressively to reach a figure of 6,997,621.93 euros in 2015/16. The amount granted subsequently for the 2016/17 academic year was 9,439,692.41 euros.

Figure 2.18

Trend in the presence of men and women among the CI of projects managed by the FUAM. 2008/09 - 2016/17 academic years



Source: Own, based on data from the Office for Analyses and Planning

If an analysis is made of the gender-based distribution of the Chief Investigators at each centre, the number of women can be seen to be lower than the number of men at all of them.

Table 2.23

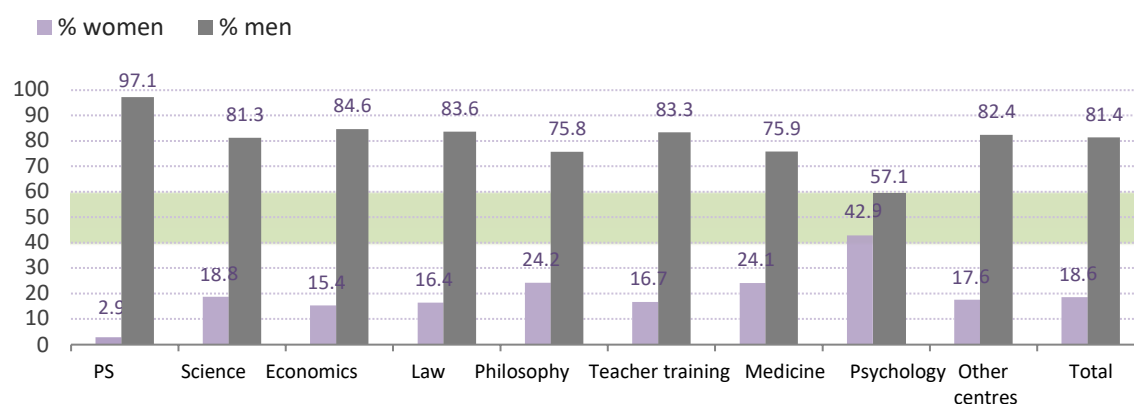
CI of projects managed by the FUAM by centre. 2016/17 academic year

	Women	Men	Total
Polytechnic School	1	34	35
Faculty of Science	30	130	160
Faculty of Economics & Business Studies	6	33	39
Faculty of Law	12	61	73
Faculty of Philosophy & Arts	8	25	33
Faculty of Teacher Training & Education	1	5	6
Faculty of Medicine	14	44	58
Faculty of Psychology	6	8	14
Other centres or UAM services	3	14	17
Total	81	354	435

The only centre where the ratio was within the gender parity range was the Faculty of Psychology, where female CI accounted for 42.9% of the total. At the other centres, women were under-represented in comparison with their male peers. The Polytechnic School stands out particularly, where 35 projects were run and just one was headed by a woman.

Figure 2.19

Trend in the presence of men and women among the CI of projects managed by the FUAM by centre. 2016/17 academic year



Source: Own, based on data from the Office for Analyses and Planning

When the distribution of the projects run by the different centres is analysed, the Faculty of Science and Faculty of Law stand out particularly, since they accounted for over half the research projects managed by the FUAM (36.8% Faculty of Science, 16.8% Faculty of Law). The Faculty of Medicine accounted for 13.3% of the total, while the other faculties had a share of less than 10%, with the Faculty of Teacher Training & Education running the fewest projects (1.4% of the total).

Table 2.24

Presence of men and women among all the CI in charge of projects managed by the FUAM. 2016/2017 academic year

	% women	% men	% Total
Polytechnic School	1.2	9.6	8.0
Faculty of Science	37.0	36.7	36.8
Faculty of Economics & Business Studies	7.4	9.3	9.0
Faculty of Law	14.8	17.2	16.8
Faculty of Philosophy & Arts	9.9	7.1	7.6
Faculty of Teacher Training & Education	1.2	1.4	1.4
Faculty of Medicine	17.3	12.4	13.3
Faculty of Psychology	7.4	2.3	3.2
Other centres or UAM services	3.7	4.0	3.9
Total	100	100	100

Lastly, mention must be made of the difference in the presence of female CI heading projects managed by the UAM's Research Service and projects managed by

the FUAM during the 2016/17 academic year. While the Research Service managed 221 projects, 31.7% of which were headed by women, the FUAM supervised 435, 18.6% of which were headed by women. There was a gender gap of 13.1 percentage points between the CI of both bodies.

2.5 Emeritus teaching staff

From the 2011/12 academic year to 2017/18, a total of 71 members of teaching staff were awarded Emeritus status. Of this total, only 11 were women; that is, 15.5% of all Emeritus teaching staff.

Table 2.25

Emeritus teaching staff 2011/12 - 2016/17 academic years

	Women	Men	Total
2011-2012 academic year	2	11	13
2012-2013 academic year	2	4	6
2013-2014 academic year	2	10	12
2014-2015 academic year	0	9	9
2015-2016 academic year	2	11	13
2016-2017 academic year	3	15	18
Total	11	60	71

3. Administrative & service staff (ASS)

In point three of this diagnosis, an analysis is made of the distribution of male and female staff among the university's Administrative & Service Staff (ASS) by employment category, work centre and age bracket.

3.1 ASS by employment category

During the 2016/17 academic year, the UAM's Administrative and Service Staff (ASS) was made up of 1,338 people, 811 of whom were women and 527 of whom were men. In percentages, this was tantamount to 60.6% and 39.4% respectively. The ASS is divided into three categories: civil servants, non-civil-service staff, and research support staff. In turn, the first two categories can be broken down into different professional groups.

Table 3.1

ASS by employment categories. 2016/2017 academic year

	Women	Men	Total
Civil-service staff	425	128	553
Non-civil-service staff	214	274	488
Technical research support staff	172	125	297
Total	811	527	1338

The civil servants who formed part of the UAM's ASS accounted for 41.3% of the total. They were made up of 425 women (76.9%) and 128 men (23.1%), coming to a total of 553 people. In this case, there was a big gender gap of 53.8 percentage points due to the higher proportion of women.

Non-civil-service ASS staff made up 36.5% of the total group at the UAM, with 488 people consisting of 214 women (43.9%) and 274 men (56.1%). In this case, the gender gap was reversed, although the difference was not so big as the former case and it was within the gender parity range, with a gap of 12.2 percentage points.

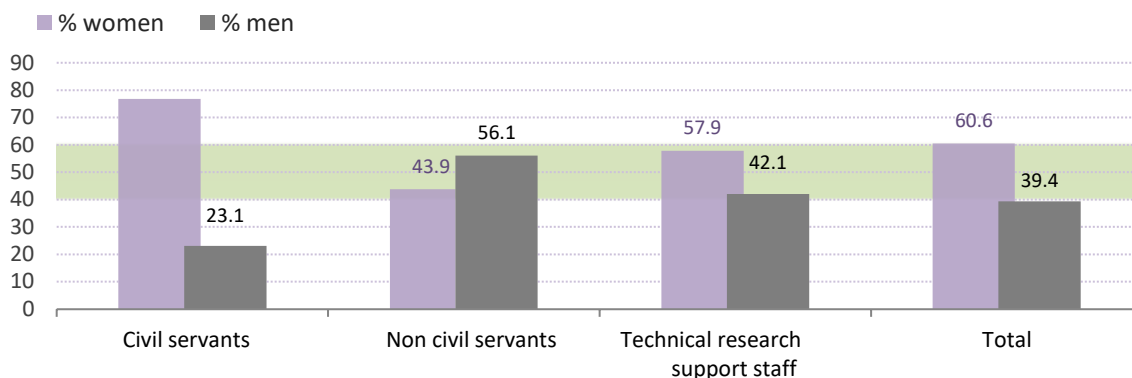
Research support staff accounted for 22.2% of all the UAM's ASS. This group was made up of 172 women (57.9%) and 125 men (42.1%). Within this group,

the 15.8 percentage point gender gap was slightly higher than the gap for non-civil-service ASS staff, although it was within the gender parity range.

It must be noted that of all the ASS' female staff, 52.4% were civil servants. In contrast, of all its male staff, 52% were non civil servants.

Figure 3.1

Trend in the presence of men and women in the ASS by employment category. 2016/17 academic year



Source: Own, based on data from the Office for Analyses and Planning

An analysis is made below of the distribution of the UAM's Administrative and Service Staff by professional sub-groups within the civil-service and non-civil-service categories.

There are widely differing categories of technical research support staff but they are not classified into different groups. Hence their distribution cannot be analysed from a gender perspective in further detail than the data for the whole group shown above.

3.1.1 Civil-service ASS

The civil-service staff in the ASS are divided into four groups: A1, A2, C1 and C2. Group B is not included because there was no one in it. The biggest group was C1, made up of 49% of all the civil-service staff, followed by group C2, which accounted for 27.5% of the total, and group A2, with a share of 15.7%. Group A1 comprised the remaining 7.8%.

Table 3.2

Civil-service ASS staff by professional group. 2016/17 academic year

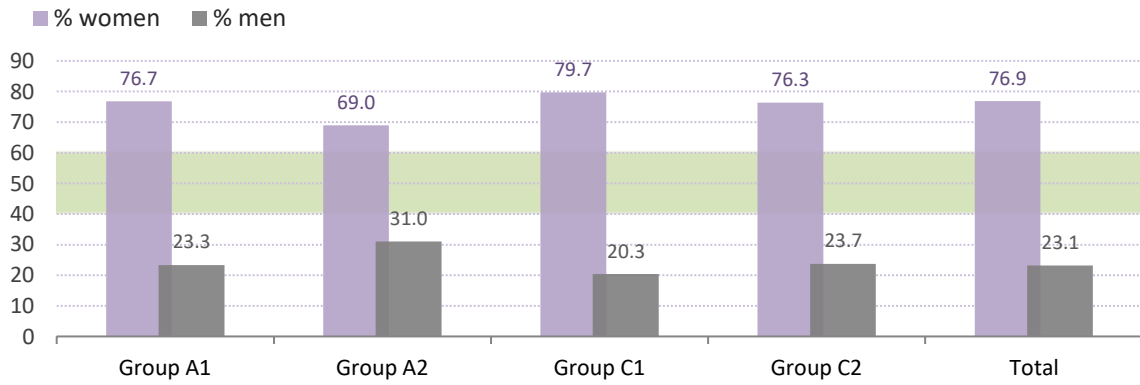
	Women	Men	Total
Group A1 civil-service staff	33	10	43
Group A2 civil-service staff	60	27	87
Group C1 civil-service staff	216	55	271
Group C2 civil-service staff	116	36	152
Total	425	128	553

The presence of women in all the groups was similar and far higher than that of the men. Group C1 had a female share of 79.7% (216 women and 55 men), group A1 had a female share of 76.7% (33 women and 10 men), group C2 was made up of 76.3% women (116 women and 36 men) and group A2 was under the 70% limit, with a percentage of 69% women (60 women and 27 men).

The above breakdown by gender shows that the whole civil-service category was a faithful reflection of its four sub-groups, with a ratio of 76.9% female staff to 23.1% male staff (425 women and 128 men).

Figure 3.2

Presence of men and women in the civil-service ASS category by professional group. 2016/17 academic year



Source: Own, based on data from the Office for Analyses and Planning

3.1.2 Non-civil-service ASS

The non-civil-service ASS category is made up of six groups: A, A1, B, C, D and Functional. C was the largest group, made up of 51.8% of the total. Groups A and B had similar percentages of staff (18.2% and 18.9% respectively) and group D had a 10% share. Group A and the Functional group made up 0.2% and 0.8% of the total respectively, due to the low numbers of people in them.

Table 3.3

Non-civil-service ASS staff by professional group. 2016/17 academic year

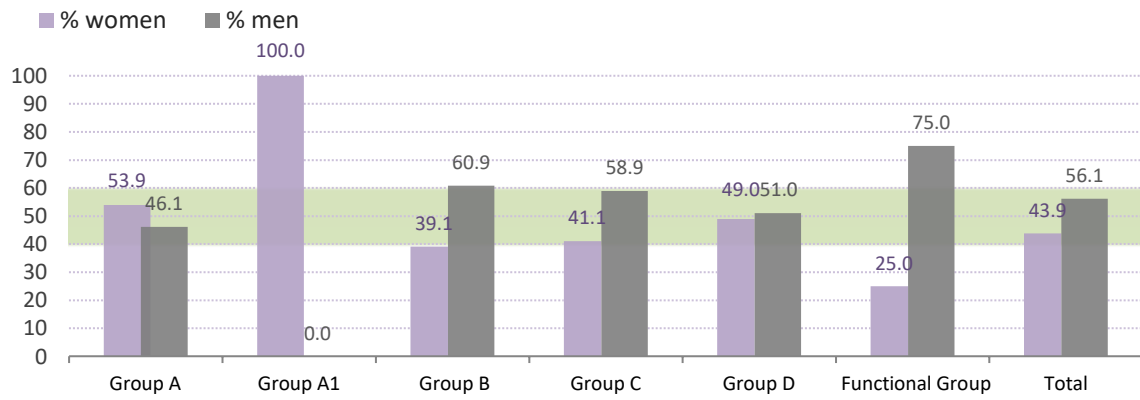
	Women	Men	Total
Group A non-civil-service staff	48	41	89
Group A1 non-civil-service staff	1	0	1
Group B non-civil-service staff	36	56	92
Group C non-civil-service staff	104	149	253
Group D non-civil-service staff	24	25	49
Functional group non-civil-service staff	1	3	4
Total	214	274	488

In all the groups in the non-civil-service category, there were fewer women than men, except for group A, made up of 48 women and 41 men (53.9% women and 46.1% men), and group A1, made up of one woman. Group B had a ratio of 39.1% women to 60.9% men, group C had 41.1% women to 58.9% men, and group D had 49% women to 51% men. The functional group had the fewest women (25%), with very low absolute figures of one woman to three men.

The non-civil-service ASS category was made up of 488 people, comprising 214 women (43.9%) and 274 men (56.1%).

Figure 3.3

Presence of women and men in the non-civil-service ASS category by professional group. 2016/17 academic year



Source: Own, based on data from the Office for Analyses and Planning

3.2 Trends

In this section, an analysis is made of the gender-related trend that each of the ASS categories followed between the 2011/12 and 2016/17 academic years, both in absolute figures and relative ones. It is important to note that the trend can only be analysed during the above six academic years, because technical research support staff were not separately taken into account in the UAM's statistics until 2011/12.

The total number of Administrative and Service Staff and the total figures by sex fluctuated over the six academic years. During this period, the number of staff rose from 1,263 people in the 2011/12 academic year to 1,338 in 2016/17; an increase of 75 people, 36 of whom were women.

This represents a total increase of 5.9%, with a 4.7% rise in women and 8% rise in men.

Table 3.4

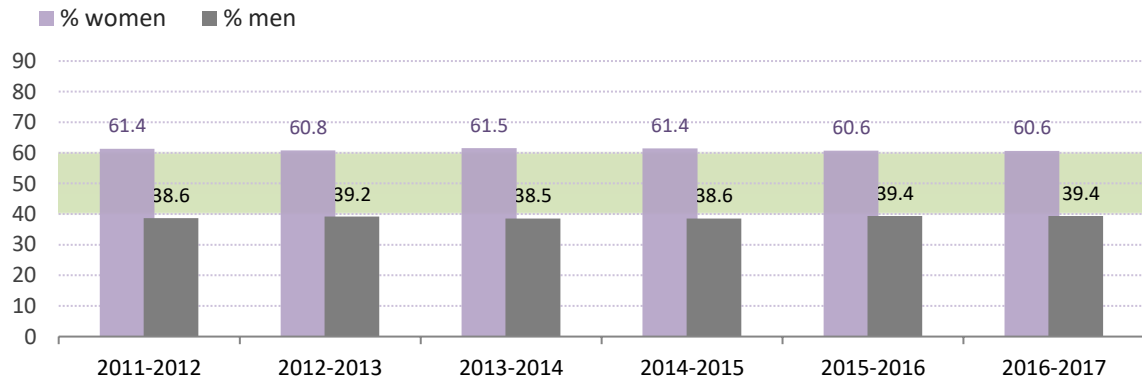
Trend in the presence of men and women in the UAM's Administrative and Service Staff. 2011/12 - 2016/17 academic years

	Women	Men	Total
2011-2012	775	488	1263
2012-2013	791	510	1301
2013-2014	794	497	1291
2014-2015	776	487	1263
2015-2016	812	527	1339
2016-2017	811	527	1338

From a gender perspective, the distribution of this group of staff varied, with a reduction in the gender gap of one and half points between the 2011/12 and 2016/17 academic years (from 22.8 points to 21.2), due to a drop in the number of female staff and a rise in male staff. During the 2016/17 academic year, the staff in this group was made up of 60.6% women and 39.4% men.

Figure 3.4

Trend in the presence of men and women in the UAM's Administrative and Service Staff. 2011/12 - 2016/17 academic years



Source: Own, based on data from the Office for Analyses and Planning

The trend will now be analysed in the case of the civil-service and non-civil-service ASS staff and technical research support staff.

3.2.1 Civil-service ASS

As with the total number of Administrative and Service Staff, the number of civil-service ASS fluctuated over the six academic years and there was also a 7.8% rise between the 2011/12 and 2016/17 academic years (from 513 to 553 people).

This same trend occurred in its male and female staff, with a 5.7% rise (from 402 to 425) in female staff and a 15.3% increase (from 111 to 128) in male workers.

Table 3.5

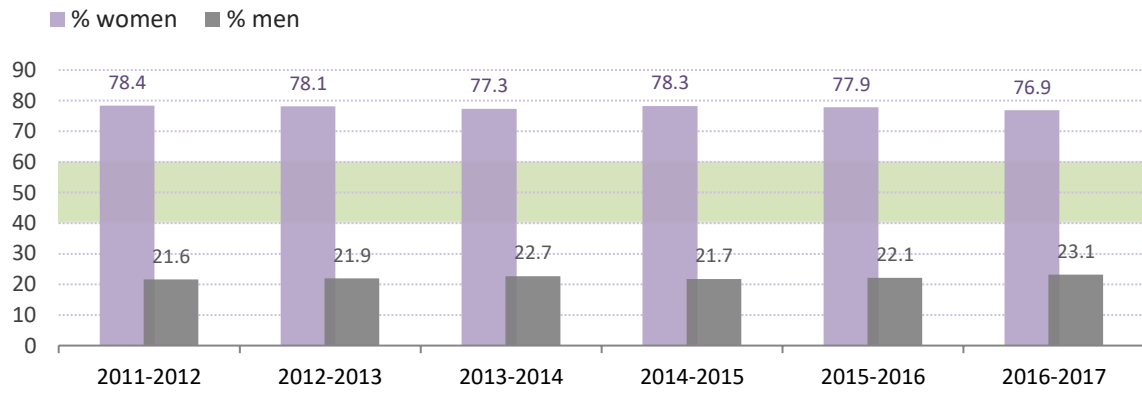
Trend in the presence of men and women in the civil-service ASS group. 2011/12 - 2016/17 academic years

	Women	Men	Total
2011-2012	402	111	513
2012-2013	396	111	507
2013-2014	392	115	507
2014-2015	414	115	529
2015-2016	429	122	551
2016-2017	425	128	553

From the breakdown of the civil-service ASS group by sex, women can be seen to have been strongly represented, although the reduction in the gender gap over the six academic years under assessment is worthy of note (bigger than the reduction for the whole ASS group), from 56.8 points in the 2011/12 academic year (78.4% women and 21.6% men) to 53.8 points in the 2016/17 academic year (76.9% women and 23.1% men). The gender gap therefore narrowed by three percentage points, double the figure when compared with the whole ASS group.

Figure 3.5

Trend in the presence of men and women in the civil-service ASS group. 2011/12 - 2016/17 academic years



Source: Own, based on data from the Office for Analyses and Planning

3.2.2 Non-civil-service ASS

The total number of non-civil-service ASS also saw fluctuations, although the figure was the same for the 2011/12 and 2016/17 academic years. However, the number of men and women underwent changes over the six academic years, with the number of female staff dropping by 4% and the number of male staff rising by 3.4%.

Table 3.6

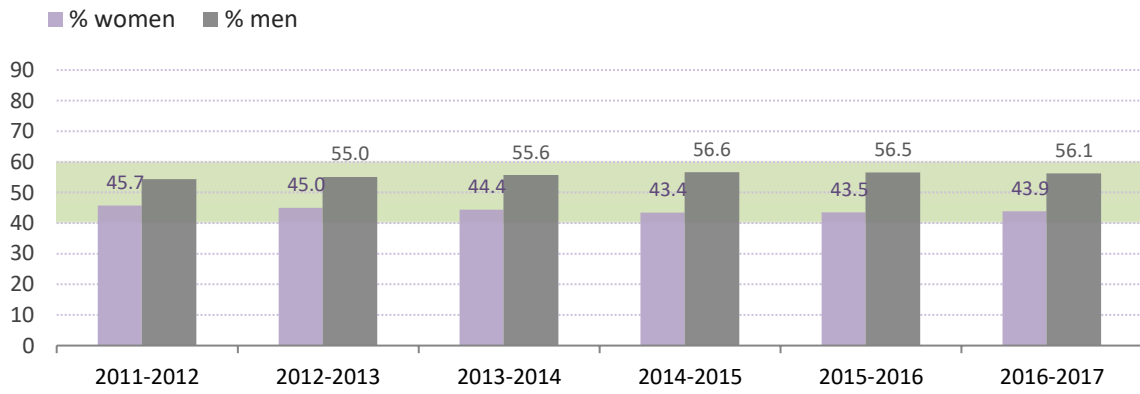
Trend in the presence of men and women in the non-civil-service ASS group. 2011/12 - 2016/17 academic years

	Women	Men	Total
2011-2012	223	265	488
2012-2013	215	263	478
2013-2014	213	267	480
2014-2015	205	267	472
2015-2016	211	274	485
2016-2017	214	274	488

The total number of non-civil-service ASS staff was not very different from the figure for the civil-service ASS group. Nonetheless, the distribution by gender was very different. The non-civil-service ASS group was within the gender parity range, with slightly fewer women than men. Because there was a drop in the number of women (and an increase in the number of men), the gender gap widened during the six academic years under analysis, passing from 8.6 percentage points in 2011/12 (45.7% women and 54.3% men) to 12.2 percentage points for 2016/17 (43.9% women and 56.1% men).

Figure 3.6

Trend in the presence of men and women in the non-civil-service ASS group. 2008/09-2016/17 academic year



Source: Own, based on data from the Office for Analyses and Planning

3.2.3 Technical research support staff

Although the number of technical research support staff underwent variations in both the total number and percentage of men and women, the figures grew over the six academic years under analysis. The total workforce rose by 13.4%, from 262 people in the 2011/12 academic year to 297 in 2016/17. The number of female workers rose by 14.7%, moving from 150 in 2011/12 to 172 in 2016/17. The number of male workers grew by 11.6%, with 112 male members of staff in 2011/12 and 125 in 2016/2017.

Table 3.7

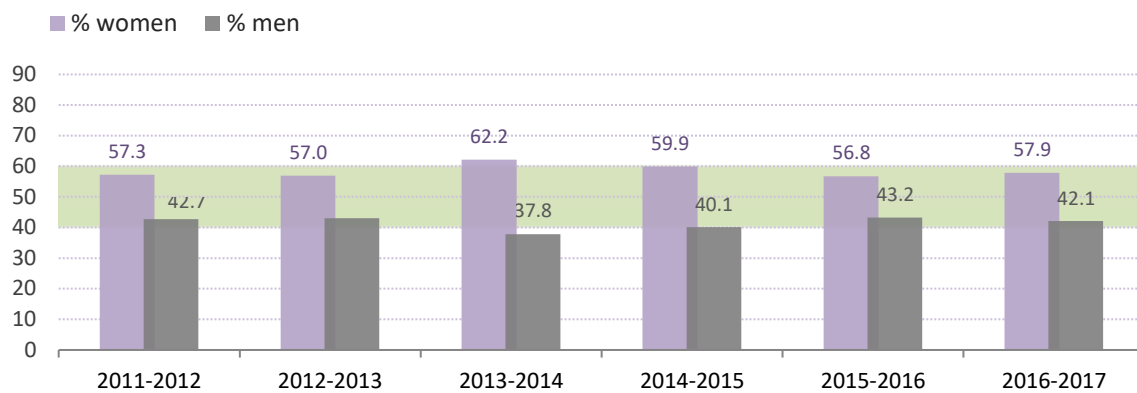
Trend in the presence of male and female technical research support staff. 2011/12 - 2016/17 academic years

	Women	Men	Total
2011-2012	150	112	262
2012-2013	180	136	316
2013-2014	189	115	304
2014-2015	157	105	262
2015-2016	172	131	303
2016-2017	172	125	297

There were more women than men in this group and, with the exception of the 2013/14 academic year, when women represented 62.2% of all the technical research support staff and men accounted for the remaining 37.8%, during the other academic years, the distribution by sex was within the gender parity range. Between the 2011/12 and 2016/17 academic years, there was a 1.2 percentage point increase in the gender gap, with a rise in the presence of women from 57.3% to 57.9% and a drop in their male counterparts from 42.7% to 42.1%.

Figure 3.7

Trend in the presence of male and female technical research support staff. 2011/12-2016/17 academic year



Source: Own, based on data from the Office for Analyses and Planning

To summarize this section on the distribution of Administrative and Service Staff, the growth in the number of civil-service SAS and technical research support staff should be highlighted, while the number of non-civil-service ASS remained stable. At the same time, the number of men and women rose in all the categories except for the non-civil-service ASS category, where there was a drop in the number of women. This means that the figures rose for the ASS category as a whole, albeit to a lesser extent when female workers are compared with their male peers.

As a result, for the ASS group as a whole, a drop in the percentage of women can be seen, although there was a reduction in the gender gap in the case of the civil-service ASS and technical research support groups and an increase in the gender gap in the case of the non-civil-service ASS group.

Within the technical research support group, the share of men and women remained stable over the six years under assessment.

3.3 ASS by workplace

During the 2016/17 academic year, the staff in the ASS category came to a total of 1,338 people. 62.9% of them—842 people—worked in the UAM's own centres (its faculties and Polytechnic School) and the remaining 37.1% worked for other UAM services, located in the Vice-Chancellor's building, Plaza Mayor building, the Humanities and Science Libraries, the Severo Ochoa Molecular Biology Centre, the Materials Microanalysis Centre, Juan Luis Vives Hall of Residence, Bárber Inhelder Infant School, the sports facilities, Pavilion D or the Postgraduate Study Centre, and Segainvex.⁶

An analysis will now be given of the distribution of ASS staff at the UAM's different centres and services, broken down into civil-service and non-civil-service staff and into technical research support staff.

3.3.1 Civil-service ASS

The UAM's civil-service ASS staff amounted to a total of 553 people in the 2016/2017 academic year. They were divided among its different work places as follows: 50.8% worked at its eight centres (281 people) and the remaining 49.2% worked for the UAM's different services (272 people).

From an analysis of the UAM's eight centres, 18.1% of this group worked at the Faculty of Science (51 people), followed by the Faculties of Law and Economics & Business Studies, each with 15.3% of the total (43 people at each faculty), the Faculty of Medicine with a share of 13.9% (39 people), the Faculty of Philosophy & Arts with 13.2% (37 people), the Faculty of Teacher Training & Education with 10% (28 people), the Faculty of Psychology with 7.8% (22) and the Polytechnic School with 6.4% (18).

As for the UAM's services, the biggest group of staff (71.7% or 195 people) worked in the Vice-Chancellor's building. The rest were divided among the Humanities and Science Libraries, which accounted for 11% of the total (30 people), Pavilion D or the Postgraduate Studies Centre, which had a share of 8.1% of the total (22 people), and the services in the Plaza Mayor building, where 7% worked (19 people). One female civil servant worked at the

⁶ One woman and two men from the technical research support staff were not attached to any service.

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Severo Ochoa Molecular Biology Centre, another at the sports centre, one male and one female civil servant worked in Pavilion A, and the same applied to Segainvex.

Table 3.8

Civil-service ASS staff by workplace. 2016/17 academic year

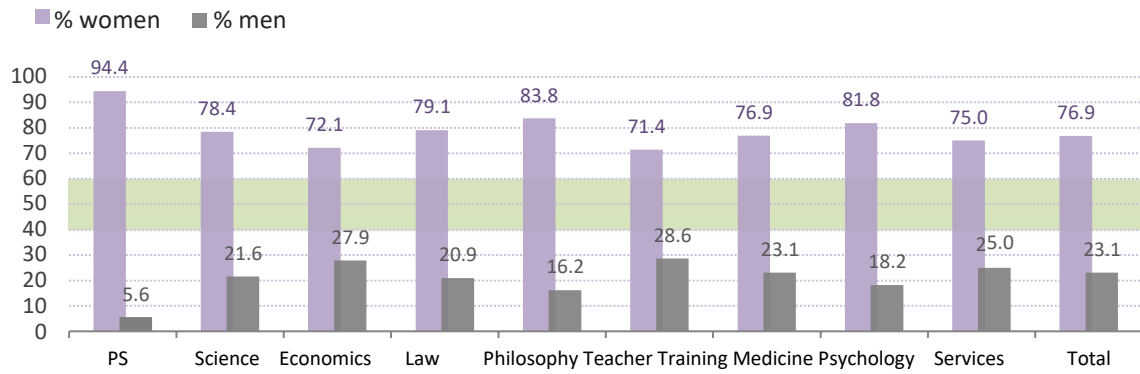
	Women	Men	Total
Polytechnic School	17	1	18
Faculty of Science	40	11	51
Faculty of Economics & Business Studies	31	12	43
Faculty of Law	34	9	43
Faculty of Philosophy & Arts	31	6	37
Faculty of Teacher Training & Education	20	8	28
Faculty of Medicine	30	9	39
Faculty of Psychology	18	4	22
UAM Services	204	68	272
Total	425	128	553

As indicated earlier, female civil servants made up 76.9% of all the UAM's civil-service ASS staff (that is, 425 women). Their distribution by centre was as follows: at the Polytechnic School, women comprised 94.4% of its civil-service ASS staff (17 women out of 18 people); at the Faculty of Philosophy & Arts and the Faculty of Psychology, they accounted for 83.8% and 81.8% respectively, and at the other faculties they represented between 70% and 80% of the total (Law 79.1%, Science 78.4%, Medicine 76.9%, Economics & Business Studies 72.1% and Teacher Training & Education 71.4%).

Women accounted for 75% of this group at the UAM's services. It must be noted that at the libraries, women made up 80% of the total, since there were 24 women out of 30 service staff. Of the 195 people in the Vice-Chancellor's building, 148 were women (75.9%). 73.7% of the service staff in Plaza Mayor building were female (14 women out of 19 people) and, in Pavilion D (the Postgraduate Studies Centre), there were 14 women out of a total of 22 people (63.6%).

Figure 3.8

Presence of men and women among the UAM's civil-service ASS staff by workplace. 2016/17 academic year



Source: Own, based on data from the Office for Analyses and Planning

3.3.2 Non-civil-service ASS

The 488 people who made up the UAM's non-civil-service ASS staff during the 2016/17 academic year were divided among its centres as follows: 58.8% worked in its eight centres (287 people) and the remaining 41.2% worked for the UAM's different services (201 people).

Among the UAM's eight centres, the Faculty of Science had the highest number of non-civil-service ASS, with a share of 38% of the total (109 people), followed by the Polytechnic School with 27.5% of the total (79 people). The Faculty of Medicine accounted for 15.3% of the total (44 people), while the remaining faculties all had fewer staff from this category: 17 people (5.9%) at the Faculty of Philosophy & Arts, ten at both the Faculties of Law and Economics & Business studies (3.5%), and nine at both the Faculties of Psychology and Teacher Training & Education (3.1%).

With regard to the UAM's different services, the Vice-Chancellor's building had the most non-civil-service ASS (76 people), accounting for 37.8% of the total. This was followed by Segainvex, with 35 people (17.4%), the different services at Plaza Mayor building, with 22 people (10.9%), and Bärber Inhelder Infant School, with 21 people (10.4%). There were 18 non-civil-service ASS staff (9%) at Pavilion A, 12 at Juan Luis Vives Hall of Residence (6%), six at the Science Library (3%), five at the sports centre (2.5%) and four at Pavilion D (2%). At the Severo Ochoa Molecular Biology Centre, there was one female member of staff from this group and, at the Materials Microanalysis Centre, there was one male member of staff.

Table 3.9

Non-civil-service ASS by workplace. 2016/17 academic year

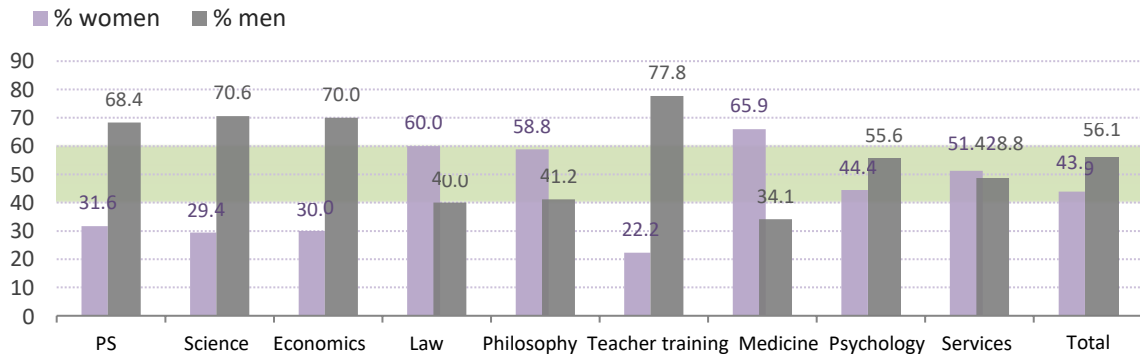
	Women	Men	Total
Polytechnic School	25	54	79
Faculty of Science	32	77	109
Faculty of Economics & Business Studies	3	7	10
Faculty of Law	6	4	10
Faculty of Philosophy & Arts	10	7	17
Faculty of Teacher Training & Education	2	7	9
Faculty of Medicine	29	15	44
Faculty of Psychology	4	5	9
UAM Services	103	98	201
Total	214	274	488

Of the 488 people who made up the UAM'S non-civil-service ASS during the 2016/17 academic year, 214 were women (43.9%), although they were not equally divided among the centres. There were more women than men at the Faculties of Medicine (65.9%), Law (60%) and Philosophy & Arts (58.8%). There were fewer women than men at the Faculty of Psychology (44.4%), the Polytechnic School (31.6%) and the Faculties of Economics & Business Studies (30%), Science (29.4%) and Teacher Training & Education (22.2%).

Women accounted for 51.2% of the workforce from this group at the UAM's services. However, there were big differences among the work places. At Bärber Inhelder Infant School, 20 out of the 21 staff from this group were women (95.2%) and 14 out of 18 were women at Pavilion A (77.8%). At the Vice-Chancellor's building, 46.1% of its non-civil-service ASS were women (35 out of 76), while at Segainvex they represented 14.3% (five out of a total of 35).

Figure 3.9

Presence of men and women in the UAM's non-civil-service ASS by workplace. 2016/17 academic year



Source: Own, based on data from the Office for Analyses and Planning

3.3.3 Technical research support staff

In the 2016/17 academic year, the UAM's technical research support staff was made up 297 people, 274 (92.3%) of whom worked at the eight UAM centres, while the remaining 7.7% were attached to its different services.

Among the university's eight centres, the one with the most staff from this group was the Faculty of Science, with 185 people (67.5%). It was followed by the Faculty of Medicine, with 47 (17.2%), and the Polytechnic School with 20 (7.3%). The remaining centres accounted for a very small number of staff from this group (fewer than ten).

Of the 23 people who worked for the UAM's services, 16 worked at the Vice-Chancellor's building, accounting for a percentage of 69.6%; three (13%) worked at the Materials Microanalysis Centre, and one (4.3%) at the Plaza Mayor building.⁷

Table 3.10

Technical research support staff by workplace. 2016/17 academic year.

	Women	Men	Total
Polytechnic School	5	15	20
Faculty of Science	100	85	185
Faculty of Economics & Business Studies	1	0	1
Faculty of Law	0	2	2
Faculty of Philosophy & Arts	8	1	9
Faculty of Teacher Training & Education	2	1	3
Faculty of Medicine	41	6	47
Faculty of Psychology	3	4	7
UAM Services	12	11	23
Total	172	125	297

Women accounted for 57.9% of the technical research support staff (172) and men for 42.1% (125).

The distribution of the staff by gender differed from one centre to another. At the Faculty of Philosophy and Arts, women made up 88.9% of the total (eight women out of nine people), while at the Faculty of Medicine, they comprised 87.2% (41 women out of a total of 47 people). At the Faculty of Science, there were 100 women (54.1%) and 85 men. Three

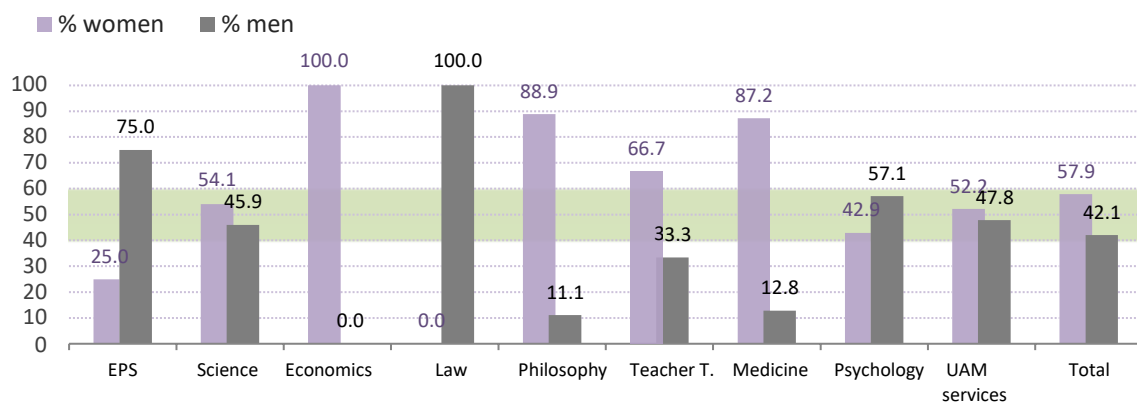
⁷Of this group of technical research support staff, one female worker and two male workers were not assigned to any centre or service.

women worked at the Faculty of Psychology out of a total of seven people (42.9%) and, at the Polytechnic School, there were five women out of a total of twenty people (25%). The percentages for the Faculties of Economics & Business Studies, Teacher Training & Education, and Law are not representative, because the absolute figures are extremely small (that is, one female worker at the Faculty of Economics, two female workers and one male worker at the Faculty of Teacher Training and two male workers at the Faculty of Law).

The women working for the UAM's services accounted for a share of 52.2% (12 women of a total of 23 people), while at the Vice-Chancellor's building, women made up 62.5% (ten out of a total of 16). The distribution for the remaining services was as follows: one female worker and two male workers at the Materials Microanalysis Centre, one male worker at the Plaza Mayor building, and one female worker and two male workers not assigned to any centre.

Figure 3.10

Presence of men and women among the technical research support staff by workplace. 2016/17 academic year.



Source: Own, according to data from the Office for Analyses and Planning

3.4 ASS by age bracket

The age distribution of the UAM's civil-service and non-civil-service ASS, with 1,041 members of staff in the 2016/17 academic year, stands out for the number of people in the 50-59 age bracket, as 44.8% of the workforce fell within this range.⁸

3.4.1 Civil-service ASS

Nearly half the civil-service ASS (45.9%) was in the 50-59 age bracket, 26.4% were aged between 40 and 49, and 12.7% were in the 30-39 age range. Less than 1% (0.7%) was below the age of 30 and 14.3% were aged 60 or above.

Table 3.11

Civil-service ASS by age bracket. 2016/17 academic year.

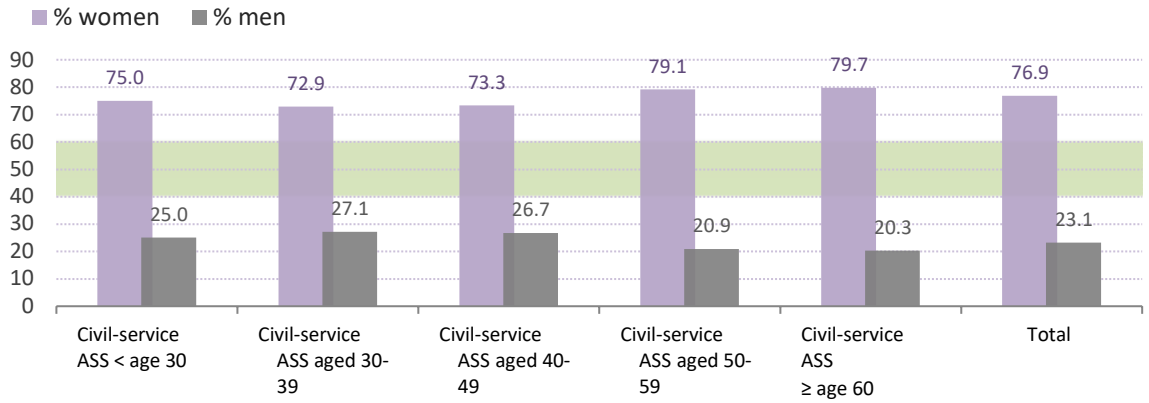
	Women	Men	Total
Civil-service staff < age 30	3	1	4
Civil-service staff aged 30-39	51	19	70
Civil-service staff aged 40-49	107	39	146
Civil-service staff aged 50-59	201	53	254
Civil-service staff ≥ age 60	63	16	79
Total	425	128	553

In all the age brackets, the ratio of women was similar to the ratio for the civil-service ASS category in general (76.9%). The highest share of women was in the group aged 60 or more (79.7%), followed by women aged between 50 and 59 (79.1%). Women between the ages of 40 and 49 came to a total of 73.3%, and the age bracket with the lowest share of women in relation to men was the 30 to 39 age range (72.9%).

⁸ The figures for technical research support staff are not broken down by age, and so this analysis could not be made.

Figure 3.11

**Presence of men and women among civil-service ASS by age bracket.
2016/17 academic year.**



Source: Own, according to data from the Office for Analyses and Planning

3.4.2 Non-civil-service ASS

Workers aged between 50 and 59 made up 43.4% of the non-civil-service Administrative and Service Staff, those aged from 40 to 49 represented 28.3%, and 12.7% were within the 30 to 39 age group. Staff under the age of 30 represented 1.6% of the total (eight) and 13.9% were aged 60 or over.

Table 3.12

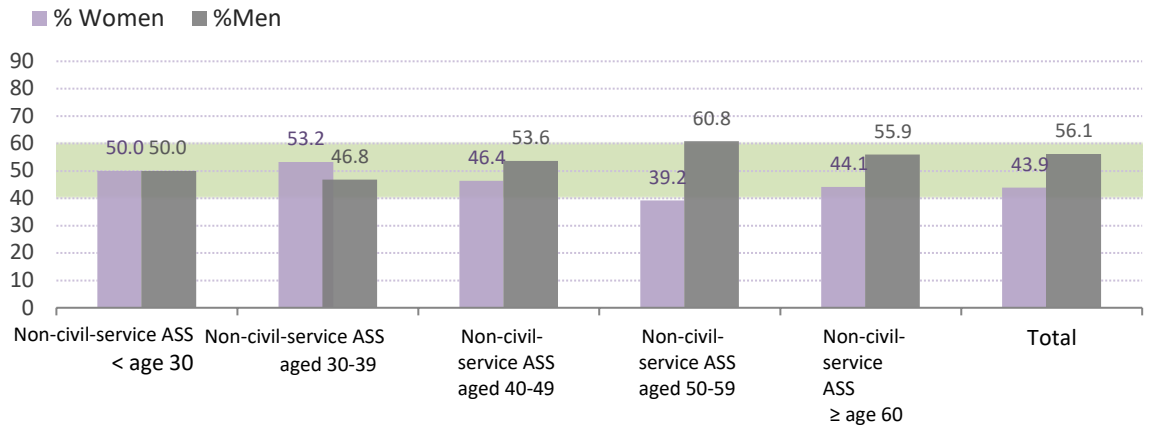
Non-civil-service ASS by age bracket. 2016/17 academic year.

	Women	Men	Total
Non-civil-service < age 30	4	4	8
Non-civil-service aged 30-39	33	29	62
Non-civil-service aged 40-49	64	74	138
Non-civil-service aged 50-59	83	129	212
Non-civil-service ≥ age 60	30	38	68
Total	214	274	488

From a gender perspective, the non-civil-service ASS category was made up of 43.9% women and 56.1% men. However, this makeup was not echoed in all the age groups. Women aged 60 or over comprised 44.1% of their age bracket; the ratio of women aged 50-59 was slightly below the gender parity range, standing at 39.2%; women aged 40 to 49 made up 46.4% of their age bracket; there were more women than men aged 30 to 39 (53.2% women), and there was a gender balance among staff below the age of 30 (50%).

Figure 3.12

Presence of men and women among non-civil-service ASS by age bracket. 2016/17 academic year.



Source: Own, according to data from the Office for Analyses and Planning

4. Students

This fourth point of the diagnosis provides figures on the university's students, divided into those taking bachelor's degrees, master's degrees, PhDs and non-official qualifications, as well as information on the participation of students of both sexes in mobility programmes, training scholarships and remunerated internships.

31,975 students were enrolled at the UAM during the 2016/17 academic year, 18,584 of whom were women (58.1%) and 13,391 of whom were men (41.9%). 60.1% of the students enrolled on bachelor's degree courses were women, as they numbered 13,979 out of a total of 23,260 bachelor's degree students.⁹ 3,055 students were enrolled on master's degrees, 1,849 of whom were women (60.5%). As for PhDs, female students accounted for a smaller share of 42.7% of the total (1,744 women out of 4,086 students). The students enrolled on courses for non-official qualifications were made up of 1,012 women (64.3%) and 562 men (35.7%).

4.1 Bachelor's degree students

4.1.1 Students enrolled at UAM centres

In the 2016/17 academic year, 21,254 students were enrolled on bachelor's degree courses at the UAM's different centres. Women students represented 58.5% of this total and men made up the remaining 41.5%.

⁹ During the 2016/17 academic year, five students completed the final year of a 'licenciatura' (the 5-year first degree taught at Spanish universities before the introduction of the Bologna system): one studying Physics, another Law & Business Management and Administration, two Telecommunications Engineering, and one Medicine.

Table 4.1

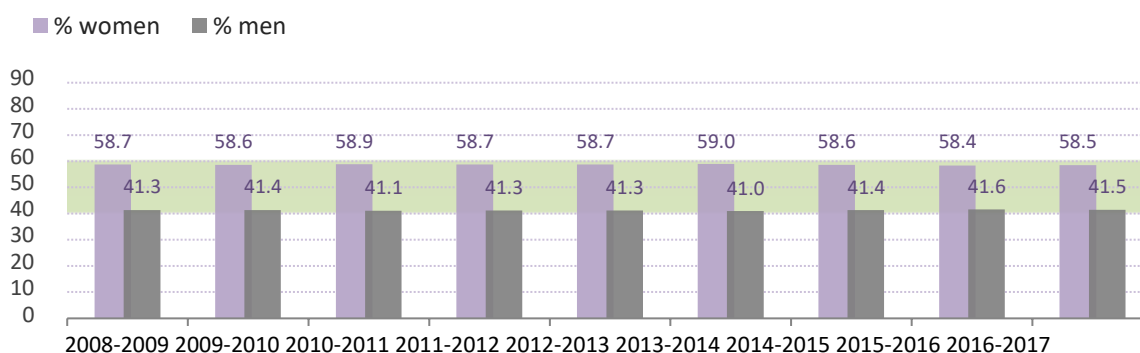
Trend in the presence of men and women among the students enrolled on bachelor's degrees and 'licenciatura' degrees at UAM centres. 2008/09 - 2016/17 academic years.

	Women	Men	Total
2008-2009	14255	10037	24292
2009-2010	13742	9719	23461
2010-2011	13538	9441	22979
2011-2012	13448	9463	22911
2012-2013	13308	9357	22665
2013-2014	11625	8071	19696
2014-2015	12142	8572	20714
2015-2016	12379	8824	21203
2016-2017	12442	8812	21254

This total number was subject to slight variations over the nine years, with a decrease of 3,038 students between the 2008/09 and 2016/17 academic years. The largest drop was recorded in the 2013/14 academic year (2,969 students less in comparison with the previous year, 4,596 in comparison with 2008/09). A recovery began the following academic year, continuing through to 2016/17. The enrolment data for 2017/18 shows a reduction of 224 students with regard to the previous academic year. All in all, in spite of the increase in later years, over the previous decade, the UAM lost just over 3,000 students.

Figure 4.1

Trend in the presence of men and women among the students enrolled on bachelor's degrees and 'licenciatura' degrees at UAM centres. 2008/09 - 2016/17 academic years.



Source: Own, according to data from the Office for Analyses and Planning

In spite of the downturn in the number of students, the distribution of male and female students remained within the gender parity parameters, with a greater presence of women throughout the period (58.5% in the 2016/17 academic year). There were very few changes in the trend over the years.

Table 4.2

Students enrolled on bachelor's degrees at UAM centres. 2016/17 academic year.

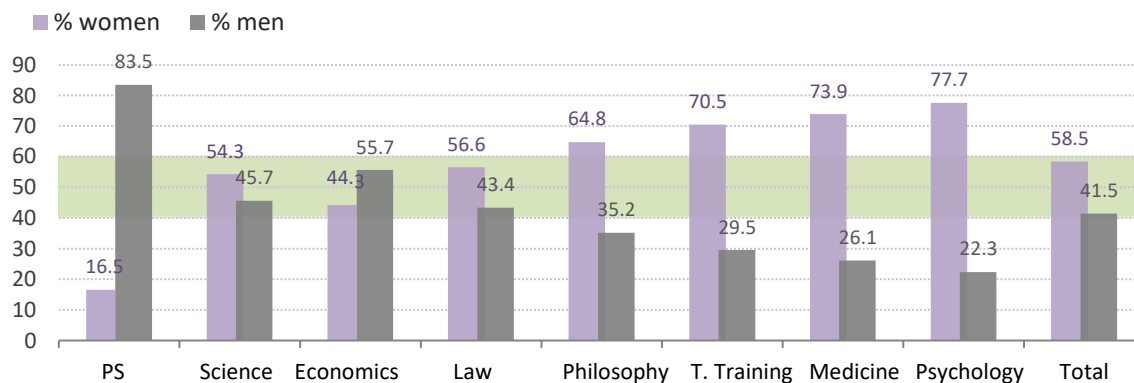
	Women	Men	Total
Polytechnic School	195	985	1,180
Faculty of Science	2,247	1,889	4,136
Faculty of Economics & Business Studies	1,282	1,611	2,893
Faculty of Law	1,818	1,392	3,210
Faculty of Philosophy & Arts	2,432	1,321	3,753
Faculty of Teacher Training & Education	1,723	721	2,444
Faculty of Medicine	1,584	559	2,143
Faculty of Psychology	1,161	334	1,495
Total	12,442	8,812	21,254

When the ratio of men and women is analysed at each centre or faculty¹⁰ during the 2016/17 academic year, the Polytechnic School can be seen to be the only one where women students were outside the gender parity range, with 16.5% female students to 83.5% male ones. The percentage of female students was above parity at the Faculties of Philosophy & Arts (64.8%), Teacher Training & Education (70.5%), Medicine (73.9%) and Psychology (77.7%). The centres with a balanced share of male and female students were the Faculties of Science, Law, and Economics & Business Studies, with the latter having fewer female students than male ones, along with the Polytechnic School, although the percentage of female students at the Faculty of Economics (44.3%) was within the gender parity range.

¹⁰ The figures include students enrolled on different teaching programmes for the same degree.

Figure 4.2

Presence of men and women among the students enrolled at UAM centres. 2016/17 academic year.



Source: Own, according to data from the Office for Analyses and Planning

The Faculty of Science was the centre with the highest percentage of bachelor's degree students, accounting for nearly 20% of the university's student body. It was closely followed by the Faculty of Philosophy and Arts, with a percentage of 17.7%, and then, with figures of between 10% and 15%, the Faculties of Law (15.1%), Economics & Business Studies (13.6%), Education and Teacher Training (11.5%) and Medicine (10.1%). The centres with fewer than 10% were the Faculties of Psychology (7%) and the Polytechnic School, which accounted for 5.6% of the student body.

Table 4.3

Presence of men and women among the total students enrolled on bachelor's degrees and 'licenciatura' degrees at UAM centres. 2016/17 academic year.

	% Women	% Men	% Total
Polytechnic School	1.6	11.2	5.6
Faculty of Science	18.1	21.4	19.5
Faculty of Economics & Business Studies	10.3	18.3	13.6
Faculty of Law	14.6	15.8	15.1
Faculty of Philosophy & Arts	19.5	15.0	17.7
Faculty of Teacher Training & Education	13.8	8.2	11.5
Faculty of Medicine	12.7	6.3	10.1
Faculty of Psychology	9.3	3.8	7.0
Total	100	100	100

The Polytechnic School accounted for 5.6% of the UAM's bachelor's degree students. However, its female students made up just 1.6% of all the female undergraduates at the UAM, while its male students comprised 11.2% of the male total. In the case of the Faculty of Economics & Business Studies, its students represented 13.6% of all the UAM's undergraduate students, with its male students comprising 18.3% of all male undergraduates at the UAM, and its female students representing 10.3 % of the university's female undergraduate student body.

4.1.1.1 Polytechnic School

1,180 students were enrolled at the Polytechnic school during the 2016/17 academic year. The general distribution of the centre's students by gender was well outside the parity range, with women representing 16.5% of its students and men the remaining 83.5%. It was the centre with the largest comparative ratio of men in the university.

Table 4.4

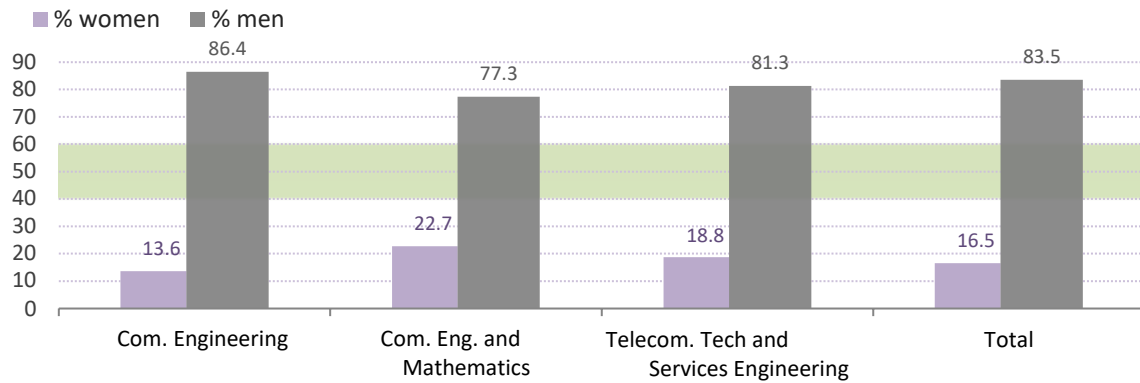
Students enrolled on bachelor's degrees at the Polytechnic School. 2016/17 academic year.

	Women	Men	Total
Degree in Computer Engineering	90	572	662
Degree in Computer Engineering & Mathematics	45	153	198
Degree in Telecommunications Technologies & Services Engineering	60	260	320
Total	195	985	1,180

From an analysis by degree course, no significant changes in relation to the general percentages can be seen. The Bachelor's Degree in Computer Engineering had the lowest number of female students (13.6% of the total), followed by Telecommunications Technologies & Services Engineering, which accounted for 18.8%, and Computer Engineering & Mathematics, with a figure of 22.7%.

Figure 4.3

Presence of men and women among the students enrolled on bachelor's degree courses at the Polytechnic School. 2016/17 academic year.



Source: Own, according to data from the Office for Analyses and Planning

As for the trend in relation to previous academic years, a progressive reduction can be seen in the number of women students on the Telecommunications Technologies & Services Engineering degree (from 24% in the 2013/14 academic year to 18.8% in 2016/2017) and on the Computer Engineering degree (from 15.3% in the 2013/14 academic year to 13.6% in 2016/17), while in the case of the Computer Engineering & Mathematics degree, the number of female students remained stable.¹¹

4.1.1.2 Faculty of Science

4,136 students were enrolled at the Faculty of Science during the 2016/17 academic year. The general distribution by gender shows that this centre was within the parity range, with women representing 54.3% of the students and men 45.7%. However, when a breakdown by degree course is made, significant differences can be observed in the share of men and women.

¹¹ Data relating to the trend at all the UAM's centres can be requested from the Office for Analyses and Planning.

Table 4.5

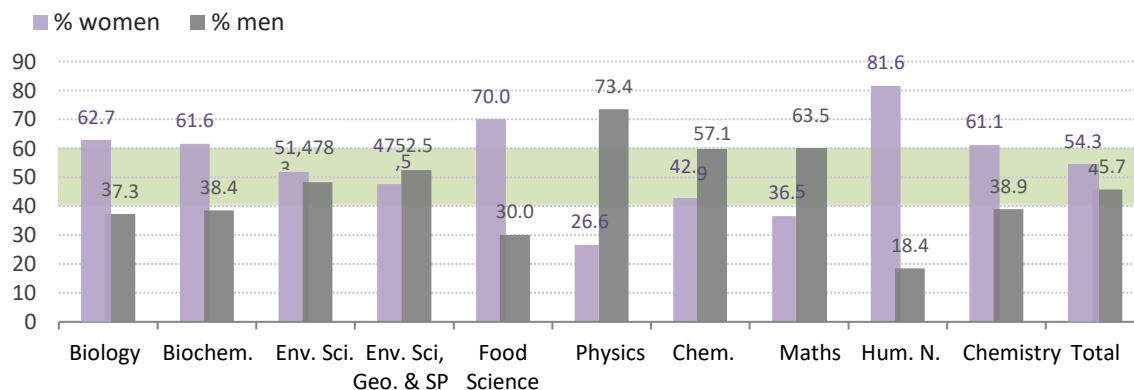
Students enrolled on bachelor's degrees at the Faculty of Science. 2016/17 academic year.

	Women	Men	Total
Degree in Biology	675	401	1,076
Degree in Biochemistry	189	118	307
Degree in Environmental Science	285	266	551
Degree in Environmental Science, Geography & Spatial Planning	29	32	61
Degree in Food Science	175	75	250
Degree in Physics	138	381	519
Degree in Chemical Engineering (2016)	135	180	315
Degree in Mathematics	110	191	301
Degree in Human Nutrition & Dietetics	195	44	239
Degree in Chemistry	316	201	517
Total	2,247	1,889	4,136

The Physics and Mathematics degrees were the only ones in which the number of female students was outside the gender parity range, with a share of 26.6% female students studying physics and a percentage of 36.5% in the case of mathematics. In contrast, there were five degree courses where the number of female students was above the gender parity range: Biology (62.7%), Biochemistry (61.6%), Food Science (70%), Human Nutrition & Dietetics (81.6%) and Chemistry (61.1%). These subjects are all associated with food and care, which are traditionally seen to be “female” tasks, showing that sexist stereotypes still influence the choice of studies. The rest of the degree courses were fairly well-balanced, as the number of male and female students stood at between 40% and 60%.

Figure 4.4

Presence of men and women among the students enrolled on bachelor's degree courses at the Faculty of Science. 2016/17 academic year.



Source: Own, according to data from the Office for Analyses and Planning

Taking into account the trend for previous academic years, it is important to note that the presence of female physics students increased from 23.8% in the 2013/14 academic year to 26.6% in 2016/2017. The ratio of women also increased on degree courses that were already commonly chosen by them, albeit following differing trends: in Biology, the gap between male and female students grew by one and a half percentage points, from a female share of 61.2% in the 2013/14 academic year to 62.7% in 2016/2017. In Food Science and Human Nutrition & Dietetics, the gap decreased over the academic years under analysis, although in the last year under study, the number of female students once again rose in comparison with their male peers in the case of both degrees.

4.1.1.3 Faculty of Economics & Business Studies

During the 2016/17 academic year, 2,893 students were enrolled at the Faculty of Economics & Business Studies. The general distribution by gender for the centre was within the parity range, with women representing 44.3% of the students and men the remaining 55.7%. However, more significant differences can be observed when a breakdown by degree course is made.

Table 4.6

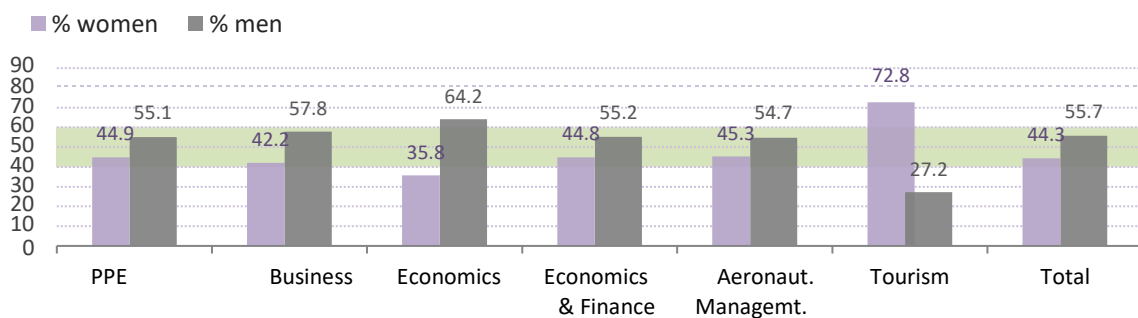
Students enrolled on bachelor's degrees at the Faculty of Economics & Business Studies. 2016/17 academic year.

Qualification	Women	Men	Total
Joint degree (UPF/UAM/UC3M) in Philosophy, Politics & Economics	35	43	78
Degree in Business Administration & Management	458	628	1,086
Degree in Economics	313	561	874
Degree in Economics & Finance	113	139	252
Degree in Aeronautical Management	125	151	276
Degree in Tourism	238	89	327
Total	1,282	1,611	2,893

Women students studying for a tourism degree accounted for 72.8% of the total, while, at the other end of the spectrum, women represented only 35.8% of the students studying for an Economics degree. The other degree courses were within the gender parity range, although there were more men than women in all cases.

Figure 4.5

Presence of men and women among the students enrolled on bachelor's degree courses at the Faculty of Economics & Business Studies. 2016/17 academic year.



Source: Own, according to data from the Office for Analyses and Planning

There were no major variations in the distribution of men and women over the ten academic years included in this diagnosis: 46.6% of the students were women and 55.9% were men in the 2008/09 academic year, while, in 2016/2017, 44.3% were women and 55.7% were men.

4.1.1.4 Faculty of Law

In the 2016/17 academic year, 3,210 students were enrolled at the Faculty of Law, 56.6% of whom were women and 43.4% of whom were men.

Table 4.7

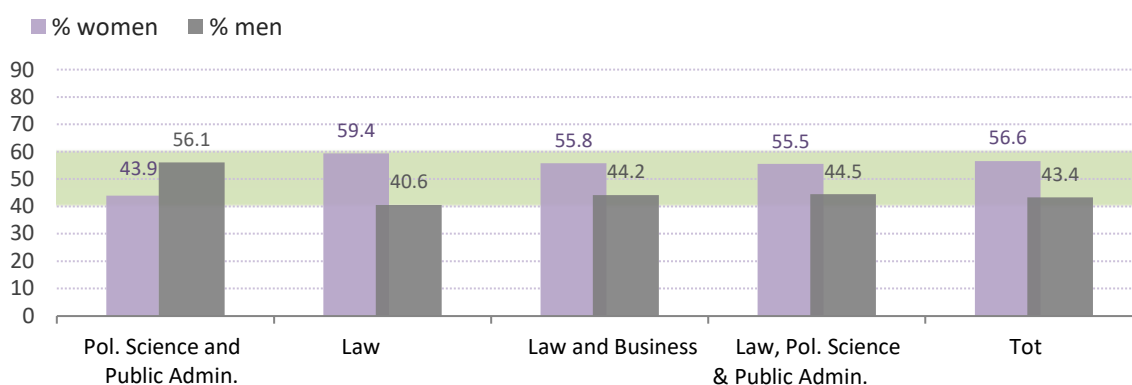
Students enrolled on bachelor’s degrees at the Faculty of Law. 2016/17 academic year.

	Women	Men	Total
Degree in Political Science & Public Administration	94	120	214
Degree in Law	897	613	1,510
Degree in Law and Business Administration & Management	494	392	886
Degree in Law with Political Science & Public Administration	333	267	600
Total	1,818	1,392	3,210

In all of these degree courses, there was a certain balance. There were more women than men in all cases, except for Political Science & Public Administration, where the percentage of female students amounted to 43.9%.

Figure 4.6

Presence of men and women among the students enrolled on bachelor’s degrees at the Faculty of Law. 2016/17 academic year.



Source: Own, according to data from the Office for Analyses and Planning

Over the academic years under analysis, the presence of female students at the Faculty of Law stood at between 56% and 57%. If each degree course is observed, the situation is similar to that of the 2016/17 academic year, within the gender parity range at all times. Female students represented just over 50% of the total students, except for the Political Science & Public Administration degree, where the percentage was lower.

4.1.1.5 Faculty of Philosophy and Arts

The Faculty of Philosophy and Arts had 3,753 students in the 2016/17 academic year, with women representing 64.8% of the total students and men accounting for 35.2%.

When the share of male and female students on the different degree courses is examined, the huge disparity stands out. The ratio was only within the gender parity range in the case of two degrees: Music History & Musicology (48.4%) and the double degree in Philosophy & History with Musicology & Music Technology (47.8%). A percentage of female students above the gender parity range was found in the majority of the degree courses. That is, in the Modern Languages, Culture & Communication degree, women represented 84.9% of the enrolled students; in the Translating and Interpreting degree, women accounted for 82.1%; and in the History of Art with Ancient Studies & Ancient Languages double degree, they accounted for 80.4%. Several degrees were within the 70% to 80% range: English Studies (76.6%); Hispanic Studies: Spanish Language and Literature (71%); History of Art (70.8%); and International Studies (70.2%). Four degrees had a 60% to 70% share of female students: Asian & African Studies: Arabic, Chinese and Japanese (69.3%); Music History, Musicology & Music Technology (68.4%); Ancient Studies & Ancient Languages (67.6%); and Social & Cultural Anthropology (65.7%). Finally, three degrees were below the gender parity range: Philosophy (37.6%); History (34%); and Geography & Spatial Planning (29.1%). As can be seen, the total share of male and female students at the Faculty did not reflect the diverse situations of the degree courses given there.

Table 4.8

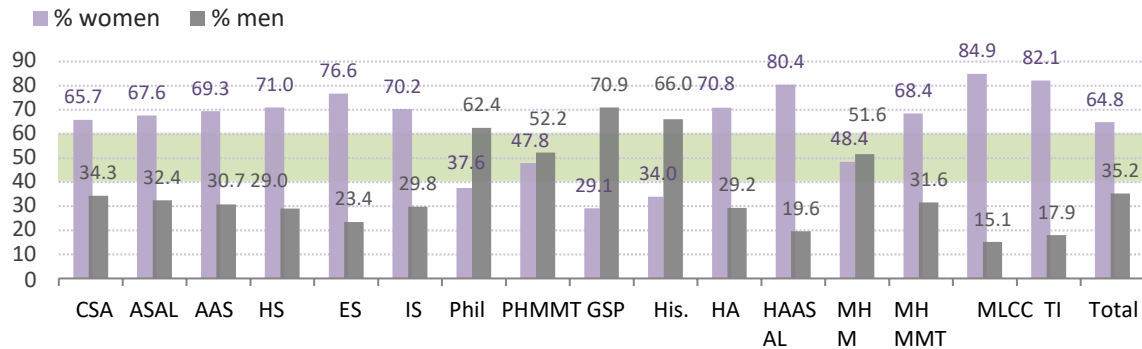
Students enrolled on bachelor's degrees at the Faculty of Philosophy and Arts. 2016/17 academic year.

	Women	Men	Total
Degree in Social & Cultural Anthropology	140	73	213
Degree in Ancient Studies & Ancient Languages	73	35	108
Degree in Asian & African Studies: Arabic, Chinese and Japanese	262	116	378
Degree in Hispanic Studies: Spanish Language and Literature	174	71	245
Degree in English Studies	321	98	419
Degree in International Studies	144	61	205
Degree in Philosophy	77	128	205
Double degree in Philosophy & History with Musicology & Music Technology	11	12	23
Degree in Geography & Spatial Planning	41	100	141
Degree in History	161	313	474
Degree in History of Art	235	97	332
Double degree in History of Art with Ancient Studies & Ancient Languages	41	10	51
Degree in Music History & Musicology	59	63	122
Degree in Music History, Musicology & Music Technology	26	12	38
Degree in Modern Languages, Culture & Communication	342	61	403
Degree in Translation & Interpreting	325	71	396
Total	2,432	1,321	3,753

In conjunction, the presence of female students at the Faculty of Philosophy and Arts stood at around 65% during the final years of the period under analysis. When the different degree courses are examined, the situation for the 2016/17 academic year is similar to that of previous years.

Figure 4.

Presence of men and women among the students enrolled on bachelor’s degrees at the Faculty of Philosophy and Arts. 2016/17 academic year.



Source: Own, according to data from the Office for Analyses and Planning

4.1.1.6 Faculty of Teacher Training & Education

The Faculty of Teacher Training & Education, which had 2,444 students during the 2016/17 academic year, is also one of the faculties where the presence of female students was above the gender parity range, with 70.5% female students to 29.5% male students. The highest percentages of female students could be found on the bachelor’s degrees associated with pre-school and primary education (Pre-School Education: 93.2%, Primary Education: 65.1%, Pre-School & Primary Education: 94.3%), while on the Bachelor's Degree in Exercise & Sport Science only 24.8% of the students were women.

Table 4.9

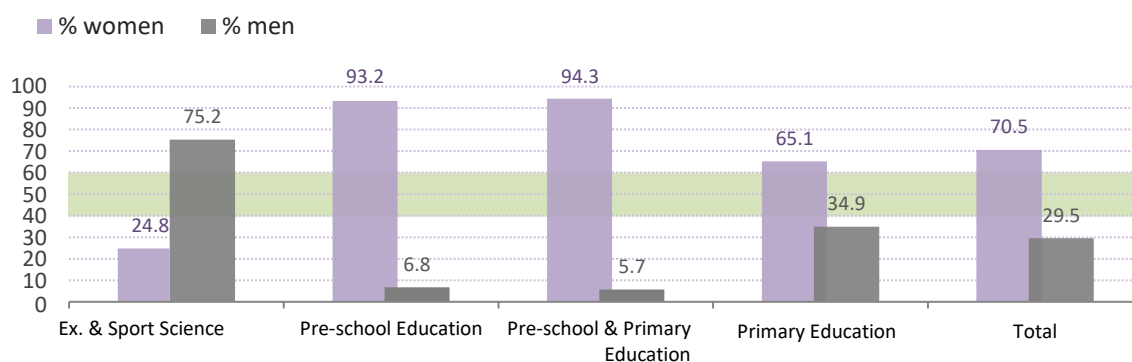
Students enrolled on bachelor’s degrees at the Faculty of Teacher Training & Education. 2016/17 academic year.

Degree	Women	Men	Total
Degree in Exercise & Sport Science	82	249	331
Degree in Pre-school Education	812	59	871
Degree in Pre-school & Primary Education	66	4	70
Degree in Primary Education	763	409	1,172
Total	1,723	721	2,444

Over the nine years under study, the figures remained similar to those of the 2016/17 academic year, both for the faculty totals and for each of the degree courses.

Figure 4.8

Presence of men and women among the students enrolled on bachelor's degrees at the Faculty of Teacher Training & Education. 2016/17 academic year.



Source: Own, according to data from the Office for Analyses and Planning

4.1.1.7 Faculty of Medicine

The Faculty of Medicine had a total of 2,143 students during the 2016/17 academic year. Women represented 73.9% of all the enrolled students, with this share rising to 86.2% for the Degree in Nursing and 68.3% in the case of the Degree in Medicine.

Table 4.10

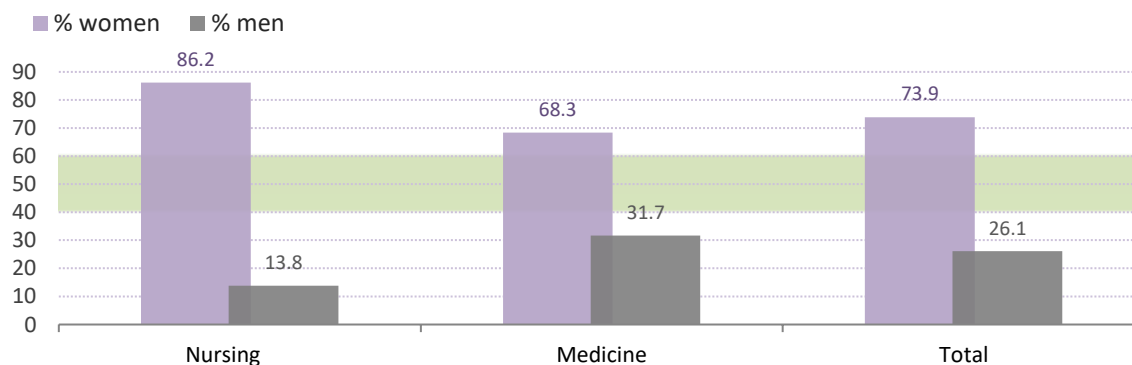
Students enrolled on bachelor's degrees at the Faculty of Medicine. 2016/17 academic year.

Degree	Women	Men	Total
Nursing	576	92	668
Medicine	1,008	467	1,475
Total	1,584	559	2,143

As occurred at the Faculty of Teacher Training & Education, from a gender perspective, the figures and distribution of the students remained similar to those of 2016/2017 for the nine academic years under analysis, both for the Faculty totals and for each of the degree courses.

Figure 4.9

Presence of men and women among the students enrolled on bachelor's degrees at the Faculty of Medicine. 2016/17 academic year.



Source: Own, according to data from the Office for Analyses and Planning

4.1.1.8 Faculty of Psychology

The Faculty of Psychology had 1,495 students. It was the centre with the highest percentage of female students: 77.7% of the total. Only one degree was taught at this faculty (a Psychology degree) and, as a result, the percentage of students on this degree was the same as that of the total for the faculty.

Table 4.11

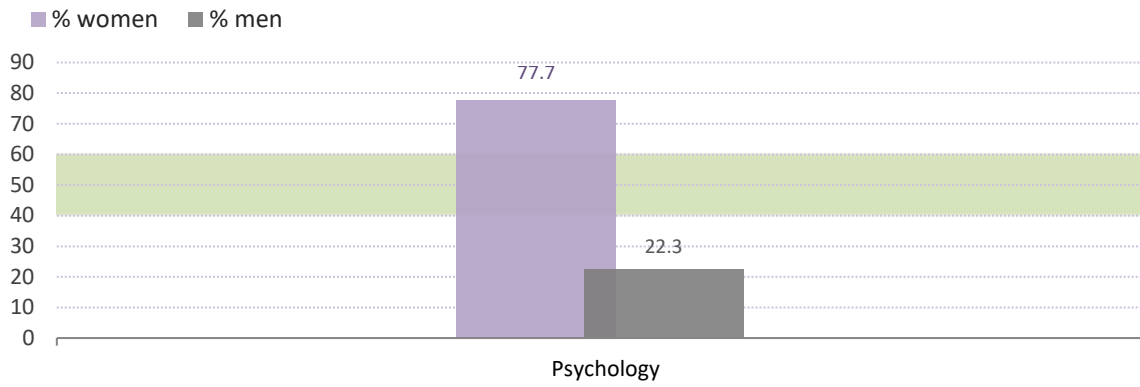
Students enrolled on the bachelor's degree at the Faculty of Psychology. 2016/2017 academic year.

	Women	Men	Total
	1,161	334	1,495
Total	1,161	334	1,495

From 2013/14, a slight upward trend can be observed in the number of female students, starting at 77% in the aforementioned academic year and reaching a figure of nearly 80% in 2016/17.

Figure 4.10

Presence of men and women among the students enrolled on the bachelor's degree at the Faculty of Psychology. 2016/2017 Academic year.



Source: Own, according to data from the Office for Analyses and Planning

4.1.2 Students enrolled at affiliated centres

In conjunction, the UAM's affiliated centres had a total of 1,999 degree students during the 2016/17 academic year; of this total, 1,531 were women (76.6%).

Over the nine years under assessment, the number of students enrolled at the UAM's affiliated centres fell by 1,449, a drop of 42%.

Between the 2008/09 and 2011/12 academic years, the students enrolled at these centres fell by more than half (55.9%), although the number increased slightly but steadily thereafter, rising from 1,522 students in 2011/12 to 1,999 in the 2016/17 academic year (an increase of 31.3%).

Table 4.12

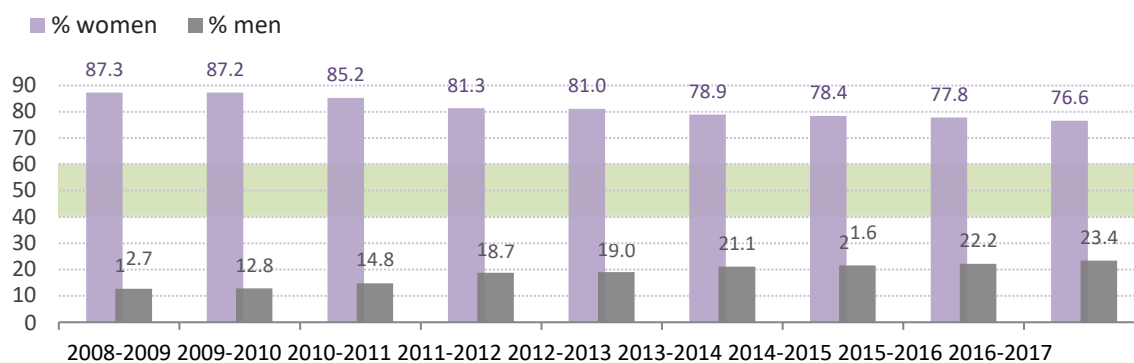
Trend in the presence of men and women among the students enrolled on bachelor's degrees at affiliated centres. 2008/09-2016/17 academic years.

	Women	Men	Total
2008-2009	3,009	439	3,448
2009-2010	2,494	365	2,859
2010-2011	1,937	337	2,274
2011-2012	1,237	285	1,522
2012-2013	1,477	346	1,823
2013-2014	1,536	411	1,947
2014-2015	1,500	414	1,914
2015-2016	1,506	429	1,935
2016-2017	1,531	469	1,999

Over the nine academic years under analysis, the gender gap gradually narrowed. Between 2008/09 and 2016/17, the distance closed by just over ten percentage points, although it was still far outside the gender parity range, with women accounting for 76.6% of the students in the 2016/17 academic year.

Figure 4.11

Trend in the presence of men and women among the students enrolled on bachelor's degrees at affiliated centres. 2008/09-2016/17 academic years.



Source: Own, according to data from the Office for Analyses and Planning

When an analysis is made of the distribution of bachelor's degree students by centres during the 2016/17 academic year, a high concentration can be observed at La Salle University Centre (64.1%). Enrolment at the other centres was lower, with the Red Cross University School of Nursing accounting for 16.7%, the Fundación Jiménez Díaz University School of Nursing 15.9%, and the ONCE University School of Physiotherapy 3.4%.

Table 4.13

Students enrolled on bachelor's degrees at affiliated centres. 2016/17 academic year.

Centre	Degree	Women	Men	Total
Fundación Jiménez Díaz Uni. School of Nursing	Degree in Nursing	278	39	317
Red Cross Uni. School of Nursing	Degree in Nursing	285	48	333
ONCE University School of Physiotherapy	Degree in Physiotherapy	32	36	68
La Salle University Centre	Pre-School Education	261	20	281
	Primary Education	198	70	268
	Social Education	69	19	88
	Social Work	61	21	82
	Occupational Therapy	164	21	185
	Physiotherapy	183	194	377
Total La Salle University Centre		936	345	1,281
Total		1,531	468	1,999

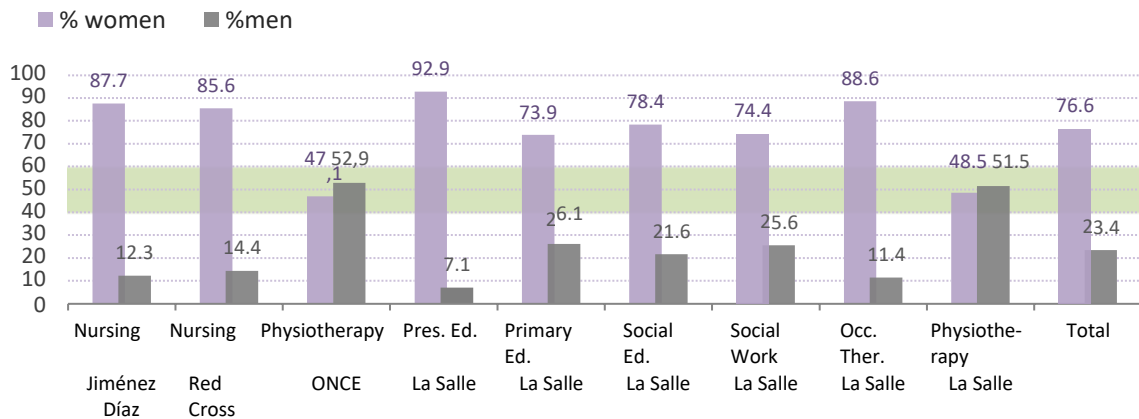
It should be noted that the ratio of female students was not below the gender parity range on any of the degree courses given at centres affiliated to the UAM.

The distribution by gender is very uneven, with the presence of women at the Fundación Jiménez Díaz, Red Cross and La Salle centres being well above the gender parity range (87.7%, 85.6% and 73.1%, respectively). In contrast, only 47.1% of the students enrolled at the ONCE centre were women.

Big differences can also be seen when the degree courses given at La Salle are analysed: more than 90% of the students on the Pre-School Education degree course were women; female students accounted for 88.6% of the total in the case of Occupational Therapy; and the share of female students on the Social Education, Social Work and Primary Education degrees amounted to nearly 80%. The opposite was true of Physiotherapy, where women made up 48.5% of the students.

Figure 4.12

Presence of men and women among the students enrolled on bachelor's degrees at affiliated centres. 2016/17 academic year.



Source: Own, according to data from the Office for Analyses and Planning

4.1.3 Graduates from UAM centres

3,904 students graduated from the UAM's centres in the 2016/2017 academic year. Of this total, 61.9% were women (2,417 students) and 38.1% were men (1,487).

The total number of graduates fluctuated over the ten academic years under study. There was a peak in the 2012/13 academic year, when 4,378 students graduated, but from then on, the number dropped through to 2016/17 in keeping with the trend in the enrolment figures.

Table 4.14

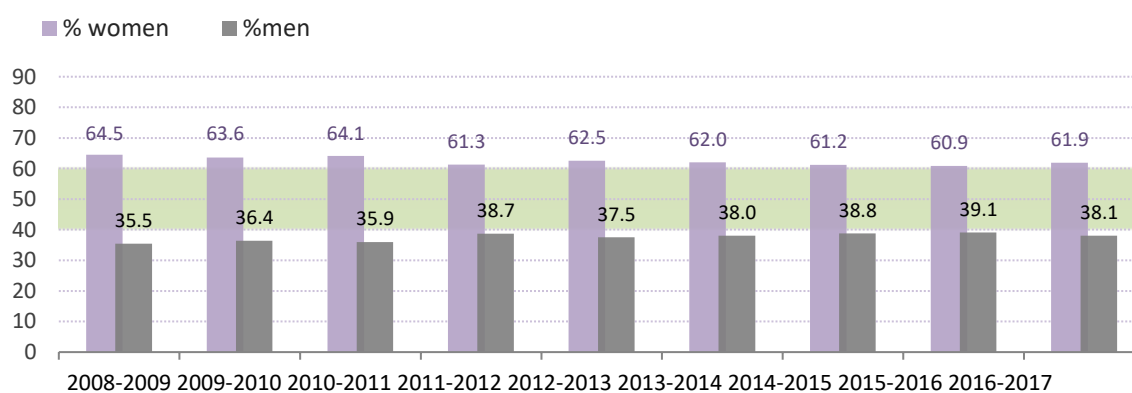
Trend in the presence of men and women among graduates from the UAM's centres. 2008/09-2016/17 academic years.

	Women	Men	Total
2008-2009	2,485	1,366	3,851
2009-2010	2,451	1,401	3,852
2010-2011	2,629	1,474	4,103
2011-2012	2,360	1,488	3,848
2012-2013	2,737	1,641	4,378
2013-2014	2,662	1,632	4,294
2014-2015	2,532	1,607	4,139
2015-2016	2,381	1,531	3,912
2016-2017	2,417	1,487	3,904

Throughout the period under analysis, the number of female graduates was slightly above the gender parity range, fluctuating between 60.9% and 64.5%. This ratio is higher than the share of enrolled female students, which did not exceed 59% in any of the ten academic years.

Figure 4.13

Presence of men and women among graduates from the UAM's centres. 2008/09-2016/17 academic year.



Source: Own, according to data from the Office for Analyses and Planning

The figures for graduate students were related to the percentage of students enrolled at the faculties and on bachelor's degrees. For instance, during the last academic year under analysis, 2016/17, the Faculty of Psychology had the largest number of female graduates, 79.6%, in contrast with the Polytechnic School, where women comprised just 20.1% of its graduates. (This was the only centre where the number of female graduates was below the gender parity range).

Table 4.15

Graduates from the UAM's centres. 2016/17 academic year

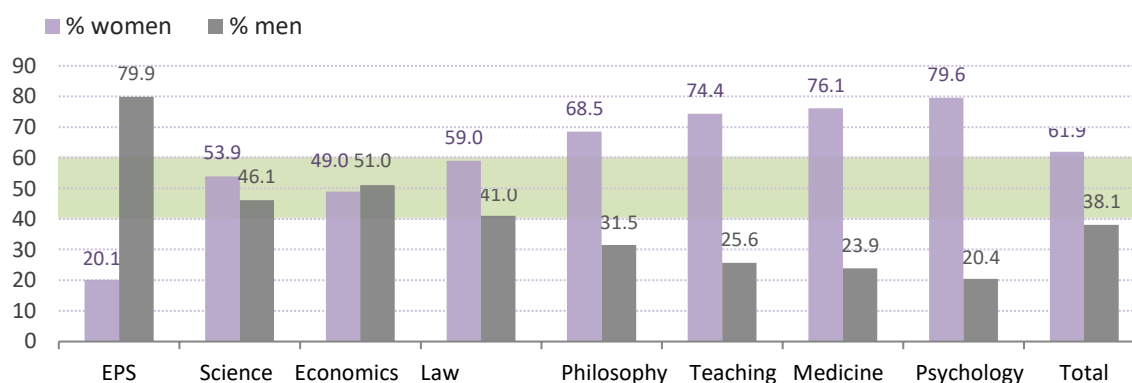
	Women	Men	Total
Polytechnic School	31	123	154
Faculty of Science	395	338	733
Faculty of Economics & Business Studies	290	302	592
Faculty of Law	338	235	573
Faculty of Philosophy & Arts	426	196	622
Faculty of Teacher Training & Education	409	141	550
Faculty of Medicine	290	91	381
Faculty of Psychology	238	61	299
Total	2,417	1,487	3,904

At three faculties, the ratio of female graduates was above the gender parity range: Medicine (76.1%), Teacher Training & Education (74.4%) and Philosophy & Arts (68.5%).

The share of female graduates obtaining degrees from the Faculties of Law (59%), Science (53.9%) and Economics & Business Studies (49%) was within the gender parity range.

Figure 4.14

Presence of men and women among graduates from the UAM's centres. 2016/17 academic year.



Source: Own, according to data from the Office for Analyses and Planning

Of all the UAM'S centres, the one with the highest percentage of graduates from bachelor's degree courses was the Faculty of Science, with 18.8% of the total students. It was followed by the Faculties of Philosophy & Arts, with 15.9%; Economics & Business Studies (15.2%); Law (14.7%) and Teacher Training & Education (14.1%). The faculties with percentages of less than 10% were the Faculties of Medicine (9.8%), Psychology (7.7%) and finally, the Polytechnic School, with a share of 3.9% of all the UAM's graduates in 2016/17.

Table 4.16

Presence of men and women among the total graduates from UAM centres. 2016/17 academic year.

	% Women	% Men	% Total
Polytechnic School	1.3	8.3	3.9
Faculty of Science	16.3	22.7	18.8
Faculty of Economics & Business Studies	12.0	20.3	15.2
Faculty of Law	14.0	15.8	14.7
Faculty of Philosophy & Arts	17.6	13.2	15.9
Faculty of Teacher Training & Education	16.9	9.5	14.1
Faculty of Medicine	12.0	6.1	9.8
Faculty of Psychology	9.8	4.1	7.7
Total	100	100	100

4.1.3.1. Polytechnic School

A total of 154 students graduated from the Polytechnic School in the 2016/17 academic year, 20.1% of whom were women and 79.9% of whom were men.

Table 4.17

Graduates from the Polytechnic School. 2016/17 academic year.

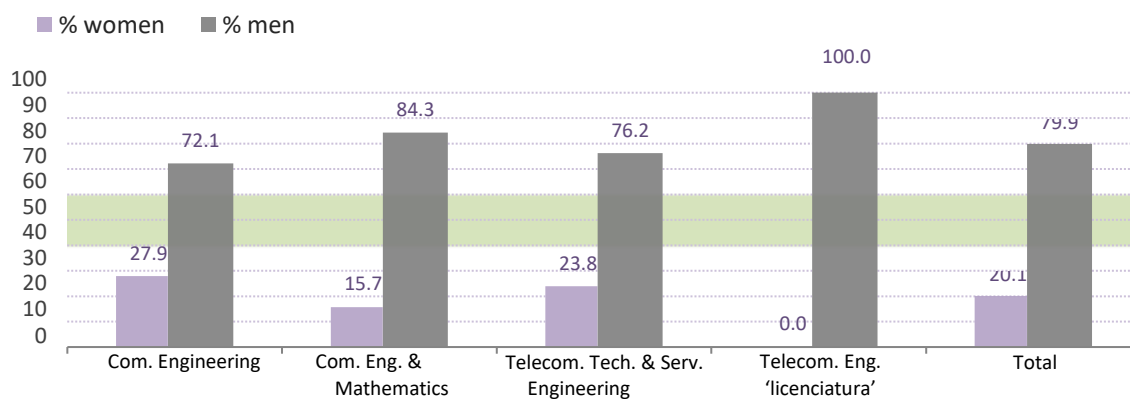
	Women	Men	Total
Degree in Telecommunications Technologies & Services Engineering	12	31	43
Degree in Computer Engineering	14	75	89
Degree in Computer Engineering & Mathematics	5	16	21
Degree in Telecommunications Engineering	0	1	1
Total	31	123	154

As well as the students who graduated from the three bachelor's degrees given at the Polytechnic School, in the 2016/17 academic year, one student obtained a Telecommunications Engineering degree ('licenciatura'), a five-year degree that was phased out from this centre following the Bologna Process.

Female graduates from the Bachelor's Degree in Telecommunications Technologies & Engineering accounted for nearly 30% of the total, while in the case of the Computer Engineering degree, they represented less than 16%. On the Bachelor's Degree in Computer Engineering & Mathematics, women accounted for 23.8% of the graduates.

Figure 4.15

Presence of men and women among graduates from the Polytechnic School. 2016/17 academic year



Source: Own, according to data from the Office for Analyses and Planning

4.1.3.2 Faculty of Science

733 students graduated from the Faculty of Science in the 2016/17 academic year. Women represented 53.9% of this share (395 students). This percentage is within the gender parity range. Nonetheless, this situation was not true of all of the degree courses taught at this faculty.

Table 4.18

Graduates from the Faculty of Science. 2016/17 academic year.

	Women	Men	Total
Degree in Biology	122	94	216
Degree in Biochemistry*	48	27	75
Degree in Environmental Science**	51	43	94
Degree in Food Science	33	13	46
Degree in Physics***	25	70	95
Degree in Chemical Engineering	14	30	44
Degree in Mathematics	15	29	44
Degree in Human Nutrition & Dietetics	32	9	41
Degree in Chemistry	55	23	78
Total	395	338	733

*Includes 3 students from the 'licenciatura' in Biochemistry.

** Includes 3 students from the 'licenciatura' in Environmental Science.

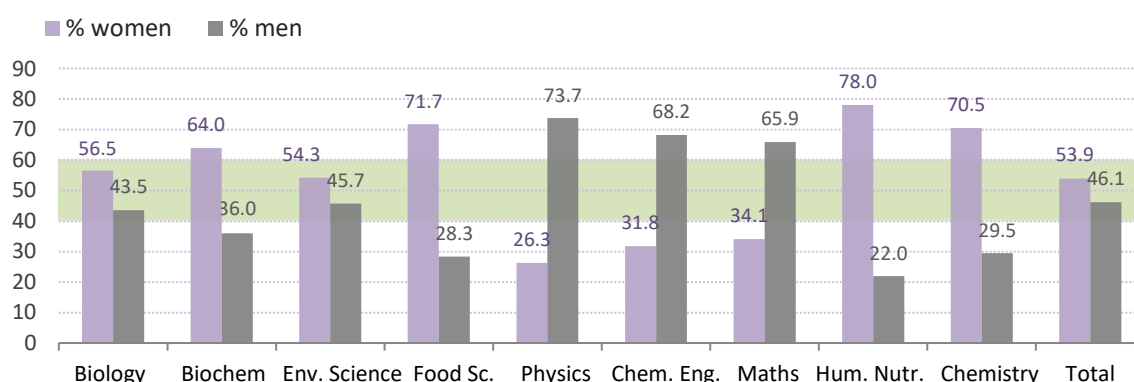
*** Includes 3 students from the 'licenciatura' in Physics.

There were more female graduates than male ones in the case of Human Nutrition & Dietetics (78%), Food Science (71.7%), Chemistry (70.5%) and Biochemistry (64%). There was a balanced ratio for the Biology (56.5%) and Environmental Science (54.3%) degrees, while the ones with the lowest ratio of female graduates were Mathematics (34.1%), Chemical Engineering (31.8%) and Physics (26.3%).

It is important to note the considerable gap between the number of women graduating in Human Nutrition & Dietetics (78%), with the highest ratio, and in Physics (26.3%), with the lowest.

Figure 4.16

Presence of men and women among graduates at the Faculty of Science. 2016/17 academic year



Source: Own, according to data from the Office for Analyses and Planning

4.1.3.3 Faculty of Economics & Business Studies

In the 2016/17 academic year, 592 students graduated from the Faculty of Economics & Business Studies, 290 of whom were women, representing 49% of the total.

Table 4.19

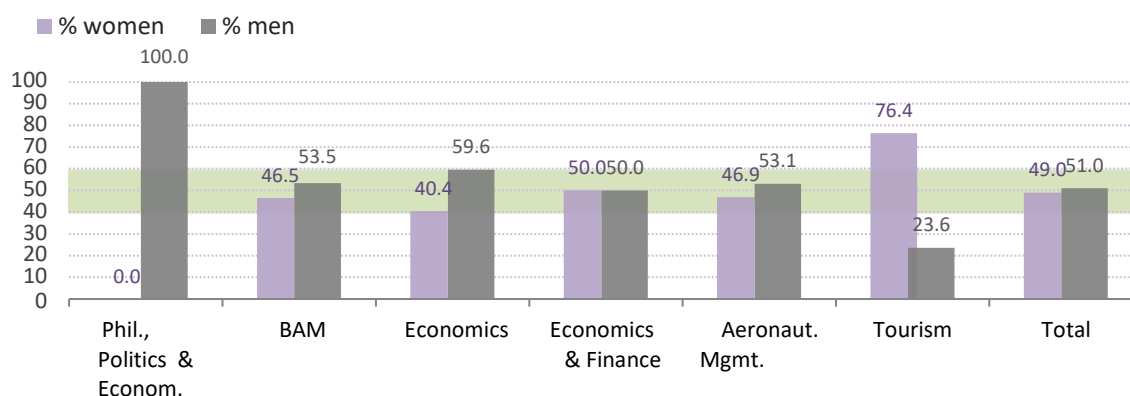
Graduates from the Faculty of Economics & Business Studies. 2016/17 academic year.

	Women	Men	Total
Joint degree (UPF/UAM/UC3M) in Philosophy, Politics & Economics	0	1	1
Degree in Business Administration & Management	107	123	230
Degree in Economics	59	87	146
Degree in Economics & Finance	31	31	62
Degree in Aeronautical Management	38	43	81
Degree in Tourism	55	17	72
Total	290	302	592

For most of the degrees, the number of female graduates was lower than that of their male peers, although the percentage of women was always above 40%. Nevertheless, one notable exception is the Tourism degree, where 76.4% of the graduates were women.

The joint degree in Philosophy, Politics & Economics, given at Universitat Pompeu Fabra, Universidad Autónoma de Madrid and Universidad Carlos III de Madrid, was introduced in 2013/14. Only one student in this year group attached to the UAM completed this degree in the 2016/17 academic year.

Figure 4.17

Presence of men and women among graduates from the Faculty of Economics & Business Studies. 2016/17 academic year.

Source: Own, according to data from the Office for Analyses and Planning

4.1.3.4 Faculty of Law

A total of 573 students graduated from the Faculty of Law in the 2016/17 academic year, 59% of whom were women as opposed to 41% men.

Table 4.20

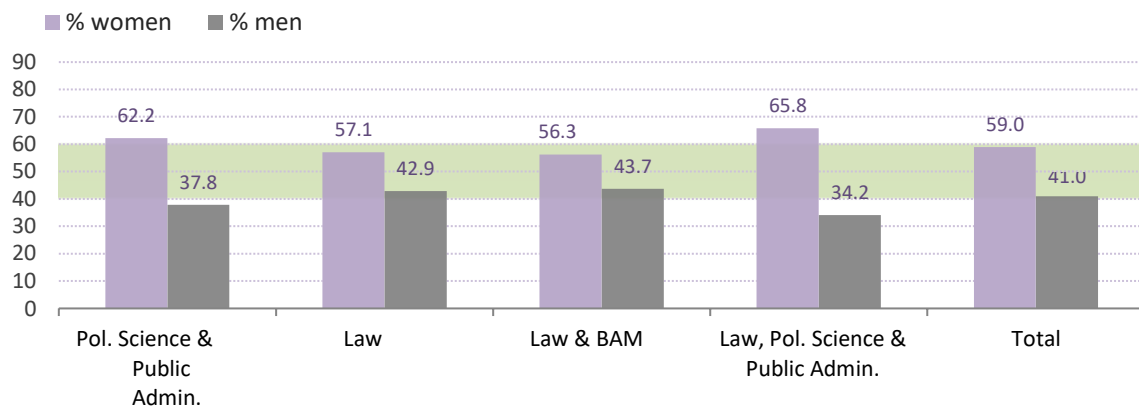
Graduates from the Faculty of Law. 2016/17 academic year.

	Women	Men	Total
Degree in Political Science & Public Administration	23	14	37
Degree in Law	153	115	268
Degree in Law and Business Administration & Management	85	66	151
Degree in Law with Political Science & Public Administration	77	40	117
Total	338	235	573

The distribution for the different bachelor’s degrees was similar to the overall distribution, although it is important to note that, in the Double Degree in Law with Political Science & Public Administration, the percentage of female graduates was over 65% while for the Political Science & Public Administration degree, the figure was 62.2%.

Figure 4.18

Presence of men and women among graduates from the Faculty of Law. 2016/17 academic year.



Source: Own, according to data from the Office for Analyses and Planning

4.1.3.5 Faculty of Philosophy and Arts

622 students graduated from the Faculty of Philosophy and Arts in the 2016/17 academic year, with women representing 68.5% of the total (426 students).

Table 4.21

Graduates from the Faculty of Philosophy and Arts. 2016/17 academic year.

	Women	Men	Total
Degree in Social & Cultural Anthropology	20	9	29
Degree in Ancient Studies & Ancient Languages	10	5	15
Degree in Asian & African Studies: Arabic, Chinese and Japanese	47	20	67
Degree in Hispanic Studies: Spanish Language and Literature	29	8	37
Degree in English Studies	55	15	70
Degree in Philosophy*	6	12	18
Degree in Geography & Spatial Planning	7	14	21
Degree in History*	27	54	81
Degree in History of Art	51	20	71
Degree in Music History & Musicology	19	17	36
Degree in Modern Languages, Culture & Communication	70	11	81
Degree in Translation & Interpreting	85	11	96
Total	426	196	622

*Includes one female student from the 'licenciatura' in Philosophy.

**Includes one male student from the 'licenciatura' in History.

This percentage is not representative of graduates from the different degree courses given at this Faculty.

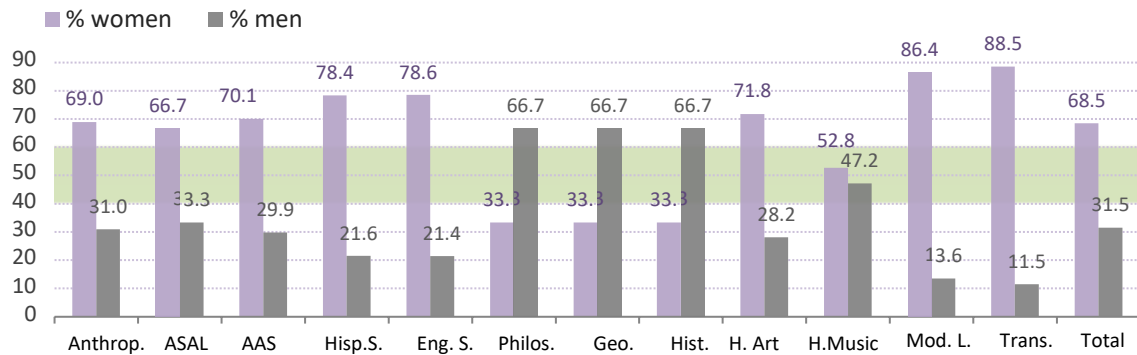
If the ratio of female graduates from the degrees is ranked from highest to lowest, female graduates from eight of the twelve degrees available at this faculty accounted for more than 60% of the total for each degree course: Translation & Interpreting (88.5%), Modern Languages, Culture & Communication (86.4%), English Studies (78.6%), Hispanic Studies: Spanish Language and Literature (78.4%), History of Art (71.8%), Asian & African Studies: Arabic, Chinese and Japanese (70.1%), Social & Cultural Anthropology (69%) and Ancient Studies & Ancient Languages (66.7%).

The number of female graduates was within the gender parity range in the case of the Music History & Musicology degree (52.8%).

As for the History, Philosophy, and Geography & Spatial Planning degrees, female graduates comprised 33.3% of the total.

Figure 4.19

Presence of men and women among graduates from the Faculty of Philosophy and Arts. 2016/17 academic year.



Source: Own, according to data from the Office for Analyses and Planning

4.1.3.6 Faculty of Teacher Training & Education

In the 2016/17 academic year, 550 students graduated from the Faculty of Teacher Training & Education. Of this total, 409 were women, with a share of 74.4%.

Table 4.22

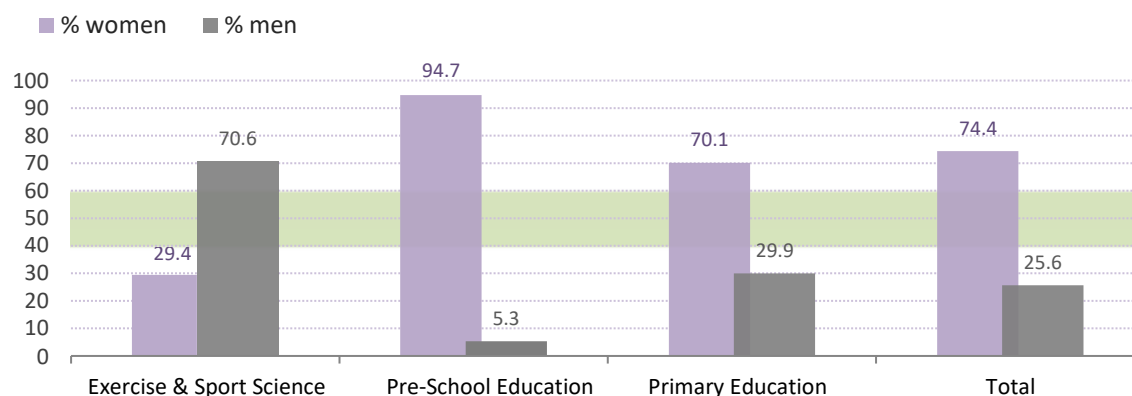
Graduates from the Faculty of Teacher Training & Education. 2016/17 academic year.

	Women	Hombres	Total
Degree in Exercise & Sport Science	20	48	68
Degree in Pre-School Education	197	11	208
Degree in Primary Education	192	82	274
Total	409	141	550

However, the share of female graduates differed depending on the degree course under analysis. Only 29.4% of the graduates from the Exercise & Sport Science degree were women, while they accounted for 94.7% in the case of Pre-School Education. In Primary Education, women made up 70.1% of the graduates.

Figure 4.20

Presence of men and women among graduates from the Faculty of Teacher Training & Education. 2016/17 academic year.



Source: Own, according to data from the Office for Analyses and Planning

4.1.3.7 Faculty of Medicine

A total of 381 students graduated from the Faculty of Medicine in the 2016/17 academic year, 76.1% of whom were women (290 students).

Table 4.23

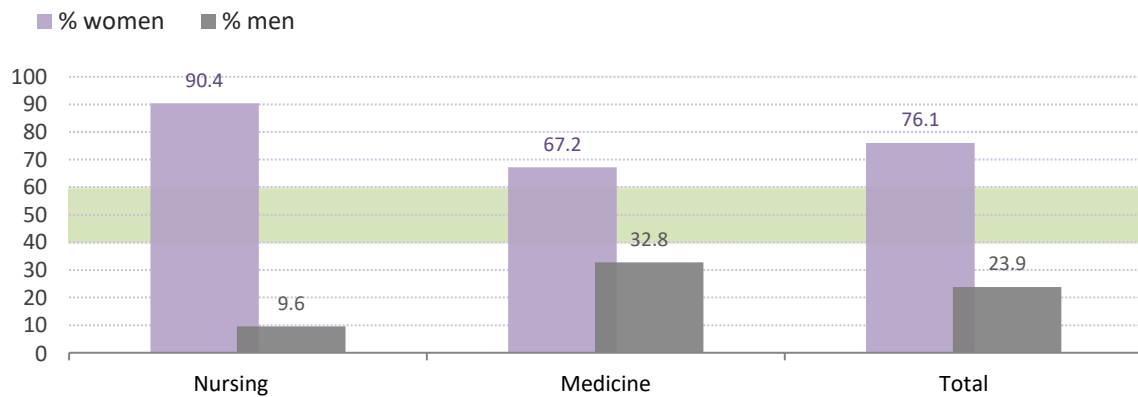
Graduates from the Faculty of Medicine. 2016/17 academic year.

	Women	Men	Total
Degree in Nursing	132	14	146
Degree in Medicine*	158	77	235
Total	290	91	381

When a separate analysis is made of each degree taught at this Faculty, it can be seen that 132 women graduated in Nursing out of a total of 146 students, representing a share of 90.4%, while female graduates in Medicine accounted for 67.2% of the total (158 women out of 235 students).

Figure 4.21

Presence of men and women among graduates from the Faculty of Medicine. 2016/17 academic year.



Source: Own, according to data from the Office for Analyses and Planning

4.1.3.8 Faculty of Psychology

299 students graduated from the Faculty of Psychology in the 2016/17 academic year, 238 of whom were women (79.6%).

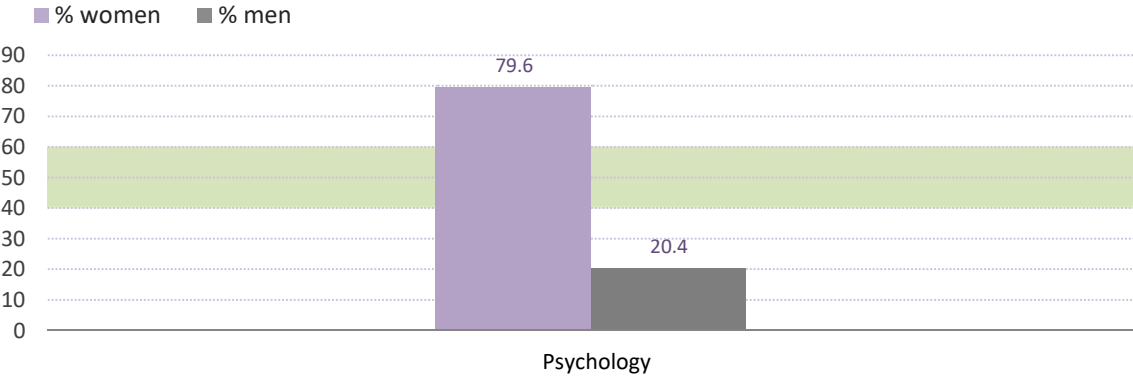
Table 4.24

Graduates from the Faculty of Psychology. 2016/17 academic year.

	Women	Men	Total
Degree in Psychology	238	61	299
Total	238	61	299

Figure 4.22

Presence of men and women among graduates from the Faculty of Psychology. 2016/17 academic year.



Source: Own, according to data from the Office for Analyses and Planning

4.1.4 Graduates from affiliated centres

In the 2016/17 academic year, 411 students graduated from centres affiliated to the UAM. Of this total, 315 were women (76.6% of the total).

La Salle University Centre accounted for 65.2% of the students who graduated from affiliated centres in the 2016/17 academic year; the Jiménez Díaz University School of Nursing made up 16.1%; the Red Cross University School of Nursing had a share of 15.6%; and the ONCE University School of Physiotherapy comprised the remaining 3.2%.

Over the nine academic years under analysis, the number of students who graduated from affiliated centres varied considerably, dropping by 61.6% between the 2008/09 and 2016/17 academic years. A reduction of 80% occurred between 2008/09 and 2012/13, when the number of graduates fell from 1,070 to 213. The following year, the number more than doubled (473 in the 2013/14 academic year), while over the subsequent three academic years, the figure decreased slightly to 411 in 2016/17.

Table 4.25

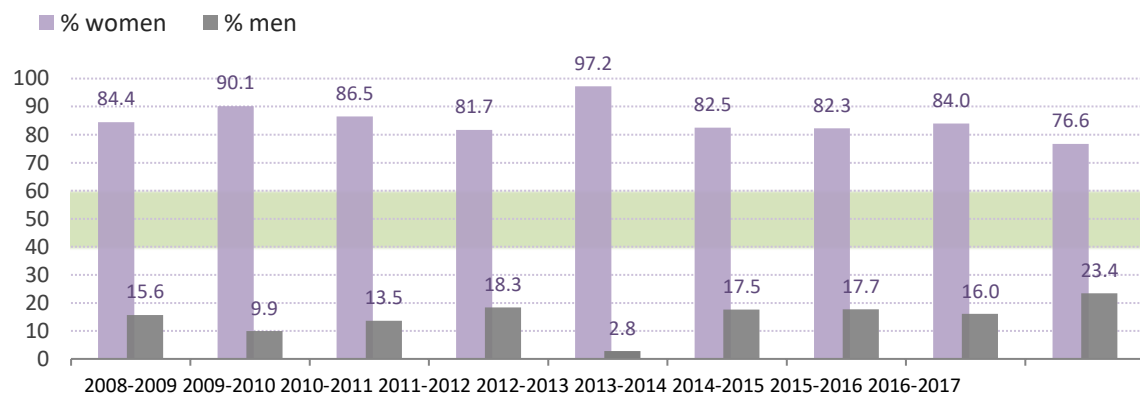
Trend in the presence of men and women among graduates from affiliated centres. 2008/09 - 2016/17 academic years.

	Women	Men	Total
2008-2009	903	167	1,070
2009-2010	921	101	1,022
2010-2011	671	105	776
2011-2012	214	48	262
2012-2013	207	6	213
2013-2014	390	83	473
2014-2015	381	82	463
2015-2016	356	68	424
2016-2017	315	96	411

The ratio of women who graduated from affiliated centres also varied over the academic years under analysis, although the gap in relation to the number of male graduates was always very large. In the 2016/17 academic year, women made up 76.6% of all the graduates.

Figure 4.23

Trend in the presence of men and women among graduates from affiliated centres. 2008/09 - 2016/17 academic years.



Source: Own, according to data from the Office for Analyses and Planning

In 2016/17, the number of female graduates was higher than their male counterparts for all the degree courses except for Physiotherapy, given by La Salle University Centre, where there was an equal number of 31 female and 31 male graduates. For most of the degrees, there was a very big gender gap in the number of graduates.

Table 4.26

Graduates from affiliated centres. 2016/17 academic year.

Centre	Degree	Women	Men	Total
Red Cross Uni. School of Nursing	Degree in Nursing	50	14	64
Fundación Jiménez Díaz Uni. School of Nursing	Degree in Nursing	55	11	66
ONCE University School of Physiotherapy	Degree in Physiotherapy	7	6	13
	Degree in Pre-School Education	68	3	71
	Degree in Primary Education	55	22	77
La Salle University Centre	Degree in Social Education	8	5	13
	Degree in Social Work	12	4	16
	Degree in Occupational Therapy	29	0	29
	Degree in Physiotherapy	31	31	62
Total La Salle University Centre		203	65	268
Total		315	96	411

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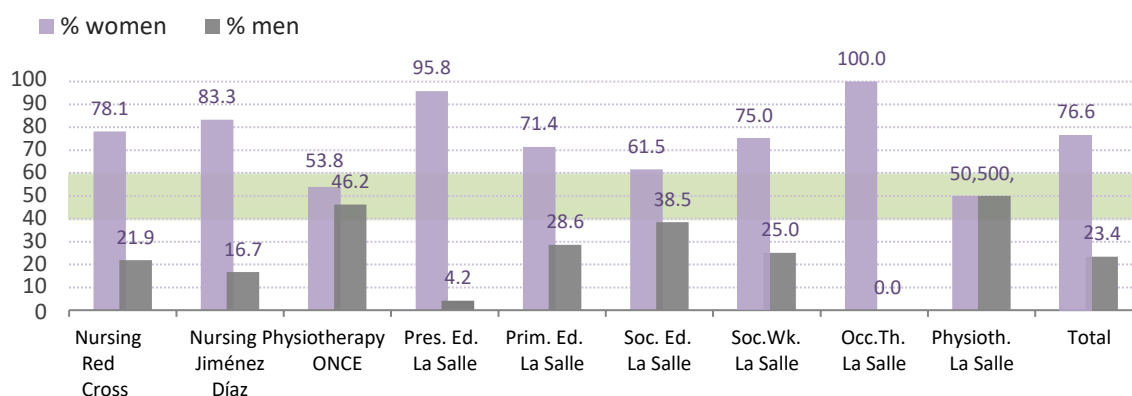
On two of the bachelor's degrees, the percentage of female graduates came to over 90%: the Degree in Occupational Therapy, where women represented 100% of the graduates, since no men graduated that year, and the Degree in Pre-School Education, where women represented 95.8% of the graduates.

For most of the degrees, there was a percentage of over 70%, as follows: Nursing at F. Jiménez Díaz (83.3%), Nursing at the Red Cross (78.1%), Social Work (75%) and Primary Education at La Salle University Centre (71.4%).

The distribution by gender was more balanced in the case of Social Education (61.5%) and Physiotherapy at the ONCE centre (53.8%).

Figure 4.24

Presence of men and women among graduates from affiliated centres. 2016/17 academic year.



Source: Own, according to data from the Office for Analyses and Planning

4.2 Master's degree students

4.2.1 Students enrolled at UAM centres

In the 2016/17 academic year, 2,931 people enrolled on master's degree courses at UAM centres. Female students represented 60.2% of the total (1,765 women), while male students accounted for the remaining 39.8% (1,166).

Table 4.27

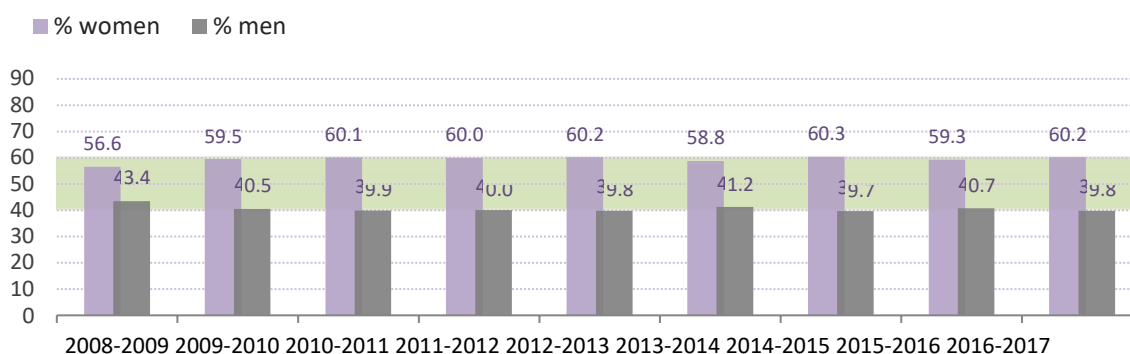
Trend in the presence of men and women among students enrolled on master's degree courses at UAM centres. 2008/09-2016/17 academic years.

	Women	Men	Total
2008-2009	709	544	1,253
2009-2010	1,066	727	1,793
2010-2011	1,517	1,007	2,524
2011-2012	1,434	956	2,390
2012-2013	1,214	803	2,017
2013-2014	1,311	919	2,230
2014-2015	1,505	989	2,494
2015-2016	1,659	1,139	2,798
2016-2017	1,765	1,166	2,931

Over the nine academic years under analysis, while the number of students enrolled on master's degrees at UAM centres increased by 133.9% (from 1,253 to 2,931 people), the proportion of female to male students remained within the gender parity range, with the exception of some years when the number of women exceeded the said range by a few decimal points.

Figure 4.25

**Trend in the presence of men and women among students enrolled on master's degrees at UAM centres.
2008/09-2016/17 academic years.**



Source: Own, according to data from the Office for Analyses and Planning

The centre with the highest percentage of students enrolled on master's degrees was the Faculty of Teacher Training & Education, with a figure of 20.5%, followed by the Faculty of Science, with 20%. The faculties with a percentage of over 10% were the Faculties of Philosophy & Arts (16.5%), Law (12.2%) and Psychology (10.2%). Those with a lower percentage were the Faculties of Economics & Business Studies (9.7%), Medicine (5.9%) and, in last place, the Polytechnic School (5%).

This data is similar to the distribution of undergraduates, with the exception of some faculties, such as the Faculty of Economics & Business Studies, where undergraduate students accounted for 13.6% of the total at the UAM, although the percentage of students on master's degrees was 9.7%. The same occurred with the Faculty of Medicine, which accounted for 10.1% of bachelor's degree students, but only 5.9% of master's degree students. The opposite was true of the Faculty of Teacher Training & Education, which accounted for 11.5% of all students of bachelor's degrees but 20.5% of all students of master's degrees. The same applied to the Faculty of Psychology, where 7% of all the UAM's undergraduates and 10.2% of all the university's master's degree students studied.

There were also variations in the ratio of women on bachelor's and master's degrees. The Polytechnic School accounted for 1.6% of the UAM's female undergraduates, with a higher figure of 2.8% in the case of master's degrees. The same occurred at the Faculty of Teacher Training & Education: 13.8% of the UAM's female undergraduates studied at this faculty, but in the case of master's degree courses, the percentage rose to 21%. A similar situation can be seen at the Faculty of Psychology, which accounted for 9.3% of the UAM's

undergraduate students and 13.5% of its master's degree students. The opposite occurred at the Faculties of Science (18.1% bachelor's and 16.5% master's degrees), Economics & Business Studies (10.3% bachelor's and 8.6% master's degrees) and Medicine (12.7% bachelor's and 6.3% master's degrees).

Table 4.28

Presence of men and women out of the total students enrolled on master's degrees at UAM centres. 2016/17 academic year.

	% Women	% Men	% Total
Polytechnic School	2.8	8.4	5.0
Faculty of Science	16.5	25.3	20.0
Faculty of Economics & Business Studies	8.6	11.4	9.7
Faculty of Law	13.2	10.6	12.2
Faculty of Philosophy & Arts	18.1	14.1	16.5
Faculty of Teacher Training & Education	21.0	19.8	20.5
Faculty of Medicine	6.3	5.3	5.9
Faculty of Psychology	13.5	5.1	10.2
Total	100	100	100

Although the distribution by gender of students enrolled on master's degrees at UAM centres in the 2016/17 academic year was almost within the parity range (60.2% of women and 39.8% of men), big differences can be seen among the eight centres when they are individually analysed.

Table 4.29

Students enrolled on master's degrees at UAM centres. 2016/17 academic year.

Centre	Women	Men	Total
Polytechnic School	49	98	147
Faculty of Science	291	295	586
Faculty of Economics & Business Studies	152	133	285
Faculty of Law	233	124	357
Faculty of Philosophy & Arts	319	164	483
Faculty of Teacher Training & Education	370	231	601
Faculty of Medicine	112	62	174
Faculty of Psychology	239	59	298
TOTAL UAM	1,765	1,166	2,931

The Faculty of Psychology had 298 master's students, 59 of whom were men and 239 of whom were women (80.2% women). This was a higher percentage of female students than those enrolled on bachelor's degrees, which stood at 77.7%.

At four faculties, there was a female share of between 60% and 70%, at the Faculties of Philosophy & Arts, Law, Medicine, and Teacher Training & Education.

At the Faculty of Philosophy and Arts, 319 of a total of 483 students on master's degree courses were women (66%) and 164 were men (34%). This percentage of female students is slightly higher than that of women enrolled on bachelor's degree courses, which stood at 64.8%.

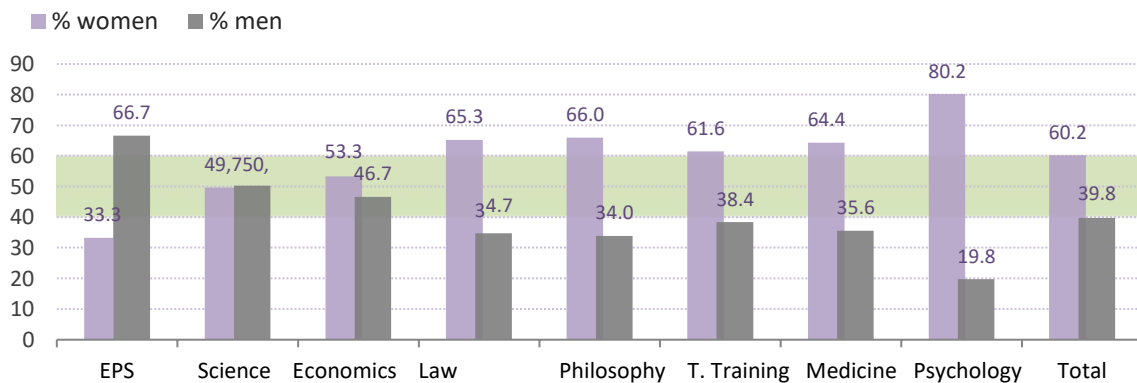
At the Faculty of Law, women represented 65.3% of the total students enrolled on master's degree courses. Male students (124 in total) represented 34.7%. The ratio of female students on these courses was higher than the ratio of female students on bachelor's degrees, where women made up 56.6% of all the students.

The Faculty of Medicine had 174 master's degree students. Of this total figure, women represented 64.4% (112) and men 35.6% (62). On its bachelor's degrees, however, women accounted for 73.9%.

The situation of the Faculty of Teacher Training & Education was very similar to that of the Faculty of Medicine: women comprised 61.6% of the master's degree students and men 38.4%; that is, 370 women to 231 men. This percentage of female master's degree students was lower than the percentage of female students on bachelor's degree courses, where women accounted for 70.5% of the total students.

Figure 4.26

Presence of men and women among the students enrolled on master's degrees at UAM centres. 2016/17 academic year.



Source: Own, according to data from the Office for Analyses and Planning

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The Faculty of Economics & Business Studies had a balanced ratio of male and female students, with slightly more women (152) than men (133). In percentage terms, 53.3% were women and 46.7% were men. The percentage of female students enrolled on master's degrees was higher than the percentage of women enrolled on bachelor's degrees, which stood at 44.3%.

The distribution of male and female students at the Faculty of Science was also within the gender parity range, although there were fewer women than men. A total of 586 students studied master's degrees at this faculty, with 291 female students (49.7%) and 295 male ones (50.3%). A reduction can be noted in comparison with the number of women studying for a bachelor's degree (54.3%).

Finally, the Polytechnic School is the only centre where female master's degree students were below the gender parity range: 33.3% out of a total of 147 students (49 women). If this is compared with the percentage of female students enrolled on bachelor's degrees, the figure is considerably higher, since in the 2016/17 academic year women comprised 16.5% of the total undergraduate students at the school.

4.2.2 Students enrolled at affiliated centres

During the 2016/17 academic year, 124 students were enrolled on master's degree courses at centres affiliated to the UAM, with 84 women (67.7%) and 40 men (32.3%).

These students were divided almost equally between two centres, the ONCE University School of Physiotherapy and La Salle University Centre. At the former, women comprised 68.3% of a total of 60 students, with 41 female and 19 male students. At the latter, 67.2% of the 64 students were women, with 43 female students and 21 males.

Table 4.30

Students enrolled on master's degrees at affiliated centres. 2016/17 academic year.

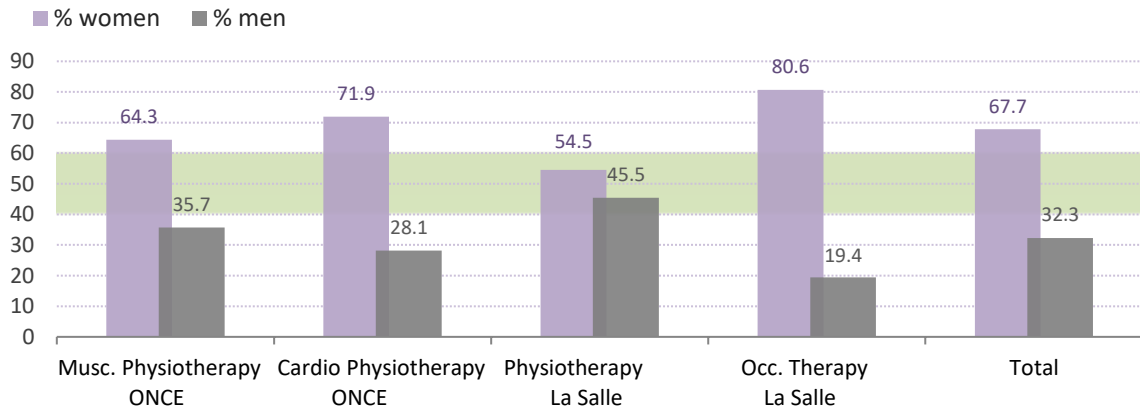
Centre		Women	Men	Total
ONCE University School of Physiotherapy	Master's Degree in Musculoskeletal Physiotherapy	18	10	28
	Master's Degree in Cardiorespiratory Physiotherapy	23	9	32
Total ONCE Univ. School of Physiotherapy		41	19	60
La Salle University Centre	Master's Degree in Physiotherapy	18	15	33
	Master's Degree in Occupational Therapy	25	6	31
Total La Salle University Centre		43	21	64
Total		84	40	124

Two master's degrees are taught at both centres, with a higher number of female students than their male peers, although there was a considerable variation from one centre to the other. There was a big gender gap in the case of the Master's Degree in Occupational Therapy at La Salle University Centre, with over 80% female students (80.6%). The gap was narrower for the master's degrees offered by the ONCE University School of Physiotherapy: women accounted for 71.9% of the students on the Master's Degree in Cardiorespiratory Physiotherapy, whereas they accounted for 64.3% of the students on the Master's Degree in Musculoskeletal Physiotherapy. Finally, in the case of the Master's Degree in Physiotherapy at La Salle University Centre, the distribution by gender was within the parity range (54.5%

female students to 45.5% male students).

Figure 4.27

Presence of men and women among students enrolled on master's degrees at affiliated centres. 2016/17 academic year.



Source: Own, according to data from the Office for Analyses and Planning

4.2.3 Master's degree graduates from UAM centres

1,866 students graduated from master's degrees at UAM centres during the 2016/17 academic year, made up of 1,139 women (61%) and 727 men (39%).

Over the nine academic years under analysis, there was an increase in the number of master's degree courses on offer. However, it should be noted that the number of enrolments grew by 134%, while the number of courses increased by 263%.

Table 4.31

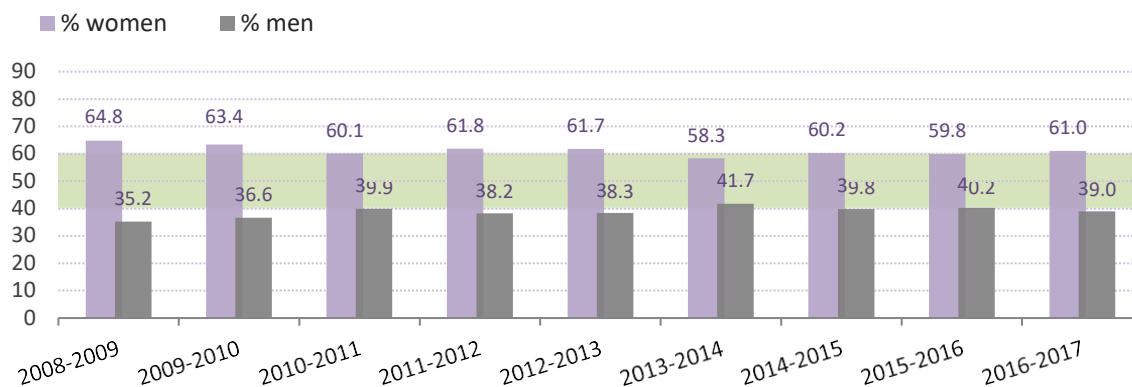
Trend in the presence of men and women among graduates from master's degrees run by UAM centres. 2008/09-2016/17 academic years.

	Women	Men	Total
2008-2009	333	181	514
2009-2010	478	276	754
2010-2011	525	348	873
2011-2012	897	554	1,451
2012-2013	801	497	1,298
2013-2014	746	534	1,280
2014-2015	904	597	1,501
2015-2016	1,021	685	1,706
2016-2017	1,139	727	1,866

By gender, the ratio of male and female master's degree graduates remained stable over the nine years, with more women than men, albeit always close to the gender parity range. In the 2016/17 academic year, the number of female master's degree graduates (1,139) accounted for 61% of the total number.

Figure 4.28

Trend in the presence of men and women among graduates from master's degrees run by UAM centres. 2008/09 - 2016/17 academic years.



Source: Own, according to data from the Office for Analyses and Planning

The UAM centre with the highest percentage of graduates from master's degrees was the Faculty of Teacher Training & Education, with 25.8% of the total. It was followed by the Faculty of Science (24.1%), the Faculty of Philosophy & Arts (15.3%) and the Faculty of Law (10.5%). The centres with a percentage of less than 10% were the Faculties of Economics & Business Studies (8.1%), Psychology (6.9%), Medicine (6.5%), and finally, the Polytechnic School (2.8%).

Table 4.32

Presence of men and women among all graduates from master's degrees run by UAM centres. 2016/17 academic years.

	% Women	% Men	% Total
Polytechnic School	1.8	4.5	2.8
Faculty of Science	19.5	31.4	24.1
Faculty of Economics & Business Studies	7.6	8.8	8.1
Faculty of Law	11.1	9.5	10.5
Faculty of Philosophy & Arts	16.3	13.6	15.3
Faculty of Teacher Training & Education	27.1	23.8	25.8
Faculty of Medicine	7.3	5.2	6.5
Faculty of Psychology	9.3	3.2	6.9
Total	100	100	100

At the Faculty of Psychology, women represented 82.2% of the graduates from master's degrees, with a figure of 106 women to 23 men.

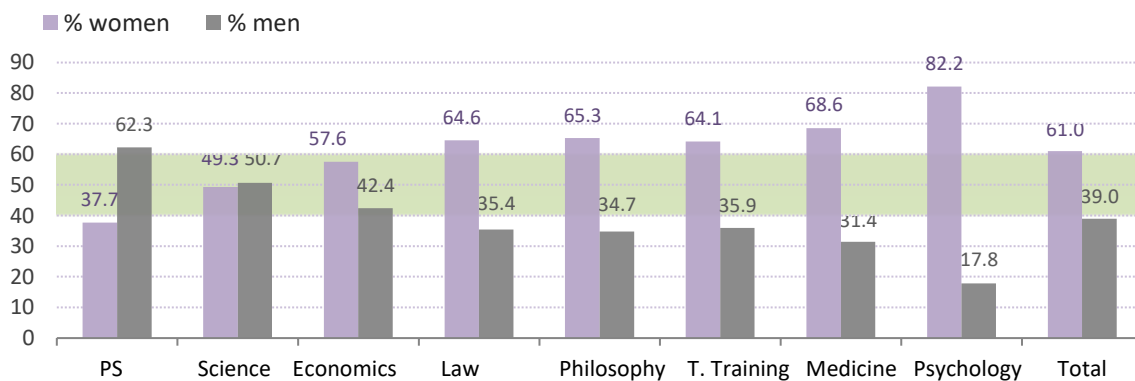
There were 83 female master's degree graduates from the Faculty of Medicine out of a total of 121 students (68.6%), and 186 out of 285 at the Faculty of Philosophy & Arts (65.3%). At the Faculty of Law, women comprised 64.6% of the total (126 female master's degree graduates out of a total of 195), while 309 women out of a total of 482 master's degree students graduated from the Faculty of Teacher Training & Education (64.1%).

The two faculties where the distribution of male-to-female graduates from master's degrees was within the gender parity range were the Faculty of Economics & Business Studies, with a female share of 57.6% (87 women out of a total of 151 students), and the Faculty of Science, with 49.3% (222 women out of a total of 450 students).

Finally, 20 women out of a total of 53 students obtained master's degrees from the Polytechnic School in the 2016/17 academic year, representing a share of 37.7%.

Figure 4.29

Presence of men and women among graduates of master's degrees run by UAM centres. 2016/17 academic year.



Source: Own, according to data from the Office for Analyses and Planning

4.2.4 Master's degree graduates from affiliated centres

During the 2016/17¹² academic year, 98 students graduated from master's degrees run by centres affiliated to the UAM. This figure can be broken down into 64 women (65.3%) and 34 men (34.7%).

These graduates were divided equally between two centres, the ONCE University School of Physiotherapy and La Salle University Centre. At the former, women comprised 63.3% of a total of 49 graduates (31 female and 18 male graduates), while at the latter, there were 33 male and 16 female graduates, with women representing 67.3% of the total number of 49 master's degree graduates

Table 4.33

Graduates from master's degrees run by affiliated centres. 2016/17 academic year.

Centre		Women	Men	Total
ONCE University School of Physiotherapy	Master's Degree in Musculoskeletal Physiotherapy	12	9	21
	Master's Degree in Cardiorespiratory Physiotherapy	19	9	28
Total ONCE University School of Physiotherapy		31	18	49
La Salle University Centre	Master's Degree in Musculoskeletal Physiotherapy	16	13	29
	Master's Degree in Evidence-Based Occupational Therapy	17	3	20
Total La Salle University Centre		33	16	49
Total		64	34	98

The master's degree from which the highest number of women graduated was Evidence-Based Occupational Therapy, taught at La Salle University Centre. On this degree, its female graduates accounted for 85% of the total, with 17 women out of a total of 20 students.

In the case of the Master's Degree in Cardiorespiratory Physiotherapy, taught at the ONCE University School of Physiotherapy, women represented 67.9% of the total number of

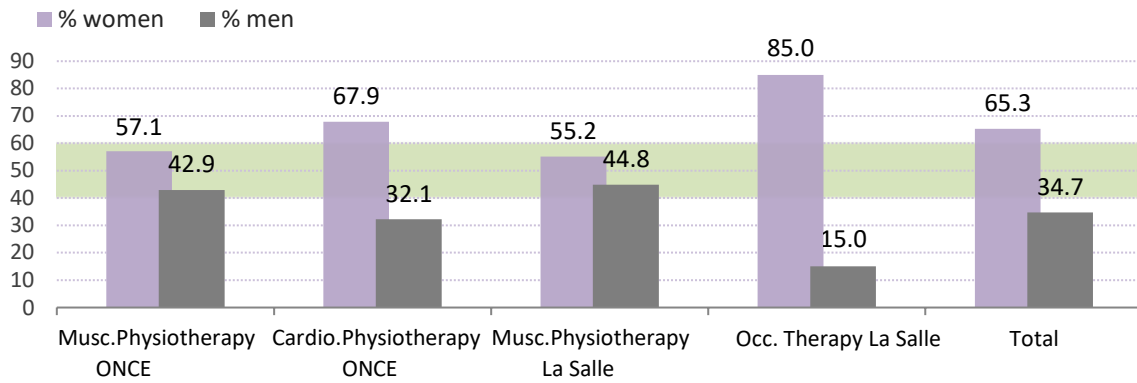
¹² On the date of this report, students enrolled in 2017/18 had not yet graduated.

graduates, with 19 women and 9 men (28 graduates in total).

On the Master’s Degree in Musculoskeletal Physiotherapy, taught at both centres, the distribution of the graduates by gender was within the parity range. 12 women and nine men graduated from the ONCE University School of Physiotherapy, with a percentage of 57.1% women and 42.9% men. At La Salle University Centre, female graduates represented 55.2% of the total (16 women), compared to 44.8% male graduates (13 men).

Figure 4.30

Presence of men and women among graduates of master’s degrees run by affiliated centres. 2016/17 academic year.



Source: Own, according to data from the Office for Analyses and Planning

4.3 Doctoral degrees

4.3.1 Enrolled students

In the 2016/2017¹³ academic year, 4,086 people enrolled on PhD courses.¹⁴ Women represented 42.7% of the total number (1,744 female students) and men made up the remaining 57.3% (2,324 male students).

Over the nine academic years under analysis, enrolments on PhD courses underwent varying fluctuating trends.

Table 4.34

Trend in the presence of men and women among students enrolled on PhD courses. 2008/09 - 2017/18 academic years.

	Women	Men	Total
2008-2009	2,014	1,319	3,333
2009-2010	1,430	907	2,337
2010-2011	1,183	842	2,025
2011-2012	2,401	1,716	4,117
2012-2013	2,169	1,602	3,771
2013-2014	2,066	1,617	3,683
2014-2015	2,265	1,778	4,043
2015-2016	1,686	2,132	3,818
2016-2017	1,744	2,342	4,086

The highest enrolment figure was for the 2011/12 academic year, with 4,117 PhD students. This was followed by a downward trend, with something of a recovery in 2014/15 and in the last academic year under analysis (2016/17). Even so, over the nine academic years, the volume of PhD students increased by 22.6%.

This data contrasts with the number of enrolled female students, which decreased by 13.4% between 2008/09 and 2016/17.

¹³ Insufficient enrolment data for 2017/18 is available.

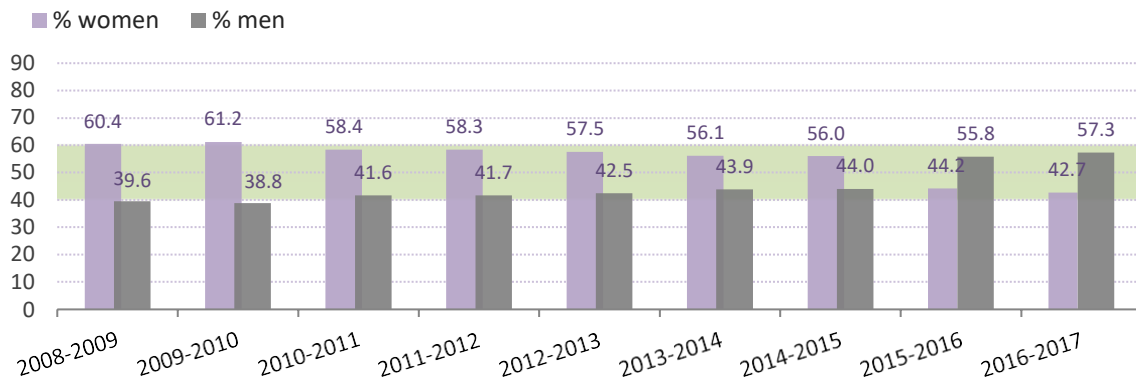
¹⁴ No PhDs are studied at affiliated centres.

In relative figures, the share of women enrolled on doctoral programmes fell to under 50% during the last two academic years. This was the first time that the number of women enrolled on these courses was lower than the number of men.

In the 2016/17 academic year, women represented 58.5% of all undergraduates and 60.2% of all master’s degree students. In the case of PhDs, the percentage of women enrolled on doctoral programmes was 42.7%.

Figure 4.31

Trend in the presence of men and women among the students enrolled on PhD courses. 2008/09-2016/17 academic years.



Source: Own, according to data from the Office for Analyses and Planning

The Doctoral School ran most of the programmes (96.1%), with a total enrolment figure of 3,925 students. The distribution of the students by gender reflects the breakdown given above, with female students comprising 41.8% of the total, as opposed to 58.2% male students (1,639 women and 2,286 men).

Table 4.35

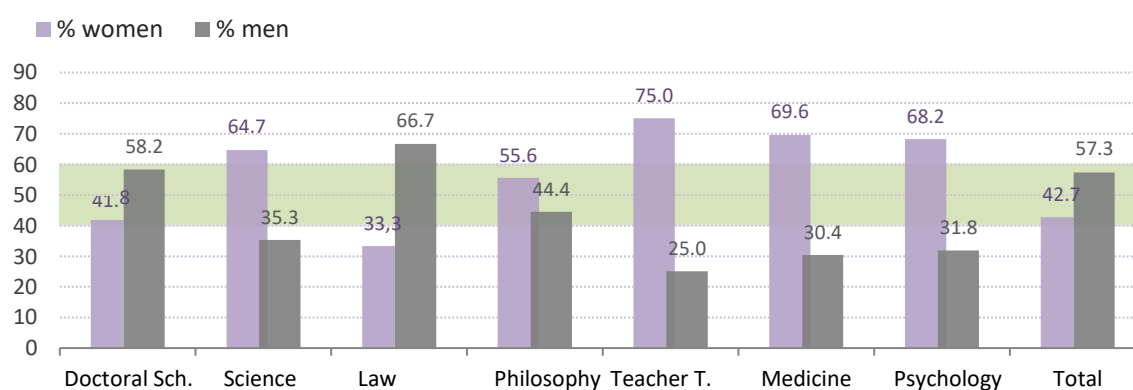
Students enrolled on PhD courses. 2016-17 academic year

Centre	Women	Men	Total
Doctoral School	1,639	2,286	3,925
Faculty of Science	11	6	17
Faculty of Law	1	2	3
Faculty of Philosophy & Arts	20	16	36
Faculty of Teacher Training & Education	3	1	4
Faculty of Medicine	55	24	79
Faculty of Psychology	15	7	22
Total	1,744	2,342	4,086

Others centres that ran their own programmes had a high percentage of female doctoral students. This is the case of the Faculties of Teacher Training & Education (75%), Medicine (69.6%) Psychology (68.2%) and Science (64.7%).

The Faculty of Philosophy & Arts, where 36 people were studying for a PhD, had a balanced ratio, with a slightly higher number of female students than male students (55.6%), whereas there was a lower ratio of female doctoral students at the Faculty of Law (33.3%).

Figure 4.32

Presence of men and women among students enrolled on PhD courses. 2016/17 academic year

Source: Own, according to data from the Office for Analyses and Planning

4.3.2 Doctoral graduates

During the 2016/17¹⁵ academic year, 613 people were awarded doctoral degrees. Women represented 54.8% of the total (336 students) and men 45.2% (277).¹⁶

A drop can be seen in the ratio of female graduates as the level of the degree rises. In the case of bachelor's degrees, during the 2016/17 academic year, 61.9% of the total students who graduated from the UAM were women. At a master's degree level, the ratio of female graduates was lower, accounting for 61% of the total that year. Lastly, in the case of doctoral degrees, the percentage was even lower, with female PhD graduates in 2016/17 accounting for a share of 54.8%.

Table 4.36

Trend in the presence of men and women among PhD graduates. 2008/09-2016/17 academic years.

	Women	Men	Total
2008-2009	224	186	410
2009-2010	243	205	448
2010-2011	266	247	513
2011-2012	242	197	439
2012-2013	307	263	570
2013-2014	309	248	557
2014-2015	290	213	503
2015-2016	360	242	602
2016-2017	336	277	613

In the period under analysis (2008/09 – 2016/17), the number of these that were read increased by 14%.

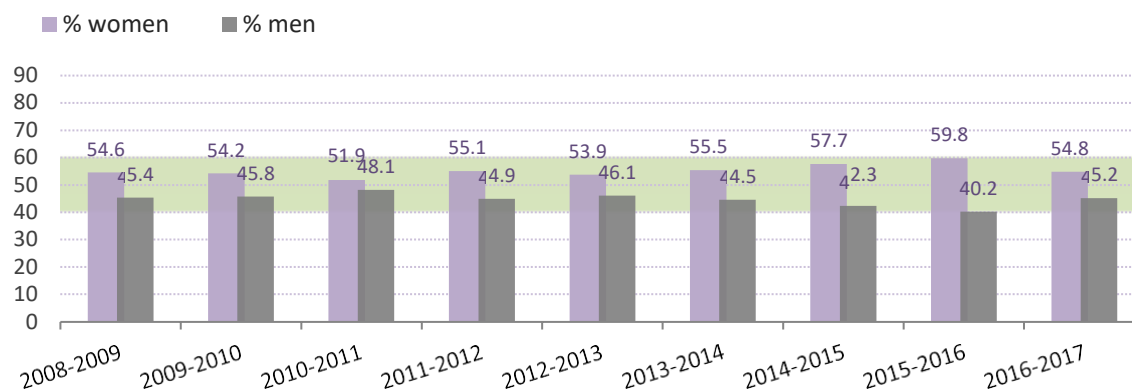
One important aspect to highlight is the fact that, across all the academic years under study, the number of female PhD graduates was always over 50%. In the 2016/17 academic year, 54.8% of the doctoral graduates were female.

¹⁵ No students had yet graduated in 2017/18 on the completion date of this report.

¹⁶ No PhDs are studied at affiliated centres.

Figure 4.33

**Trend in the presence of men and women among PhD graduates.
2008/09 - 2016/17 academic years.**



Source: Own, according to data from the Office for Analyses and Planning

In the 2016/17 academic year, the Faculty of Science had the most doctoral students of all the UAM's centres, with a share of 37%. It was closely followed by the Faculty of Medicine, with 27.4%, and the Faculty of Philosophy and Arts, with 17.3%. The first two accounted for 64.4% of the total, and all three represented 81.7% of the total. The remaining percentage was fairly evenly distributed among the other centres.

Table 4.37

Presence of men and women among all PhD graduates. 2016/17 academic year.

	% Women	% Men	% Total
Polytechnic School	0.3	2.5	1.3
Faculty of Science	33.3	41.5	37.0
Faculty of Economics & Business Science	2.1	4.7	3.3
Faculty of Law	3.3	4.0	3.6
Faculty of Philosophy & Arts	17.3	17.3	17.3
Faculty of Teacher Training & Education	6.5	3.2	5.1
Faculty of Medicine	31.3	22.7	27.4
Faculty of Psychology	6.0	4.0	5.1
Total	100	100	100

While the ratio of male and female doctoral students at the UAM was well balanced and within the gender parity range, with slightly more female PhD graduates than men, the

different centres did not reflect the same situation.

Table 4.38

PhD graduates. 2016/17 academic year.

	Women	Men	Total
Polytechnic School	1	7	8
Faculty of Science	112	115	227
Faculty of Economics & Business Science	7	13	20
Faculty of Law	11	11	22
Faculty of Philosophy & Arts	58	48	106
Faculty of Teacher Training & Education	22	9	31
Faculty of Medicine	105	63	168
Faculty of Psychology	20	11	31
Total	336	277	613

At the Faculty of Science, 112 women were awarded doctorates out of a total of 227 students; that is 49.3% of the total.

The next faculty with the highest number of doctoral students, the Faculty of Medicine, was above the gender parity range, with a percentage of 62.5% female doctors (105 out of a total of 168).

54.7% of the doctoral students awarded a PhD at the Faculty of Philosophy & Arts were female (58 women and 48 men).

71% of the students who read their theses at the Faculty of Teacher Training & Education were women (22).

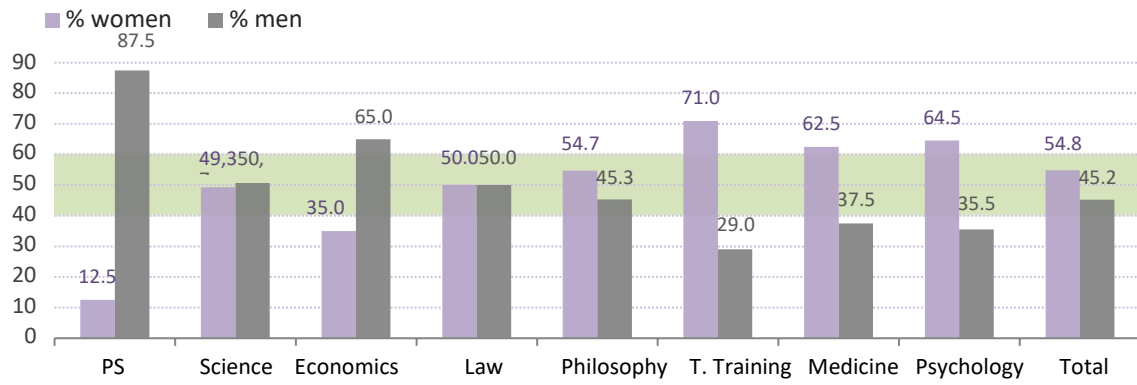
At the Faculty of Psychology, 20 female students out of a total of 31 students were awarded a doctoral degree (a share of 64.5%).

At the Faculty of Law, 11 women and 11 men defended their theses.

Finally, the number of female PhD graduates was lower than that of their male peers at the Faculty of Economics & Business Science (49.3%) and at the Polytechnic School (12.5%).

Figure 4.34

Presence of men and women among PhD graduates. 2016/17 academic years.



Source: Own, according to data from the Office for Analyses and Planning

4.4 Non-official qualifications

In the 2016/17 academic year,¹⁷ there were 1,574 people enrolled on courses for non-official qualifications at the UAM, at both the UAM's own centres and affiliated ones. Of these, 1,012 were women, representing 64.3% of the total.

Over this period, the number of students on non-official courses decreased by 21%. The drop in the number of enrolments was particularly notable in the case of male students, with a decrease of 36.6%, while the number of female students fell by 8.4%.

Table 4.39

Trend in the presence of women and men among students enrolled on non-official courses. 2008/09-2016/17 academic years.

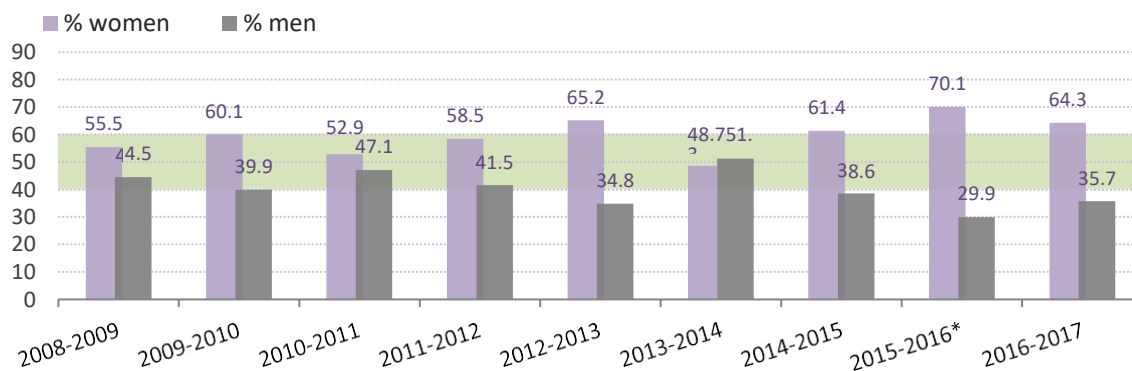
	Women	Men	Total
2008-2009	1,105	887	1,992
2009-2010	1,145	761	1,906
2010-2011	793	706	1,499
2011-2012	928	659	1,587
2012-2013	918	490	1,408
2013-2014	977	1,028	2,005
2014-2015	1,314	825	2,139
2015-2016*	1,940	828	2,768
2016-2017	1,012	562	1,574

One exception to this trend occurred in the 2015/16 academic year, when the “Expert in Pre-School Education” distance learning course was given. This course was taught for just one year, and 984 people took part in it, 95.1% of whom were women (936 female students).

¹⁷No available published data for the 2017/18 academic year.

Figure 4.35

Trend in the presence of men and women among students enrolled on non-official courses. 2008/09 - 2016/17 academic years.



Source: Own, according to data from the Office for Analyses and Planning

The distribution of the students enrolled at the different centres was as follows: two faculties accounted for 43.3% of the total number of students, the Faculties of Psychology (21.9%) and Philosophy and Arts (21.4%); 20.2% were enrolled on courses not affiliated to any centre; and the rest were divided among the remaining centres, in particular the Faculties of Medicine and Law, which accounted for 14.1% and 10.8% of the students, respectively.

Table 4.40

Presence of men and women among the total students enrolled on non-official courses. 2016/17 academic year.

	% Women	% Men	% Total
Polytechnic School	0.9	5.0	2.4
Faculty of Science	3.3	4.8	3.8
Faculty of Economics & Business Studies	0.9	1.4	1.1
Faculty of Law	10.8	10.9	10.8
Faculty of Philosophy & Arts	20.7	22.8	21.4
Faculty of Teacher Training & Education	1.6	2.5	1.9
Faculty of Medicine	16.3	10.1	14.1
Faculty of Psychology	25.5	15.3	21.9
La Salle	3.6	0.5	2.5
Other courses (no assigned centre)	16.6	26.7	20.2
Total	100	100	100

While the total students on these courses were made up of 64.3% women and 35.7% men, the same pattern was not followed at the different centres.

Table 4.41

Students enrolled on non-official courses. 2016/17 academic year.

	Women	Men	Total
Polytechnic School	9	28	37
Faculty of Science	33	27	60
Faculty of Economics & Business Studies	9	8	17
Faculty of Law	109	61	170
Faculty of Philosophy & Arts	209	128	337
Faculty of Teacher Training & Education	16	14	30
Faculty of Medicine	165	57	222
Faculty of Psychology	258	86	344
La Salle University Centre	36	3	39
Other courses (no assigned centre)	168	150	318
Total	1,012	562	1,574

La Salle University Centre stands out particularly, with 92.3% female students; that is, 36 women out of a total of 39 students.

Over 60% of the students were women at the Faculties of Psychology (75%), Medicine (74%), Law (64.1%) and Philosophy & Arts (62%)

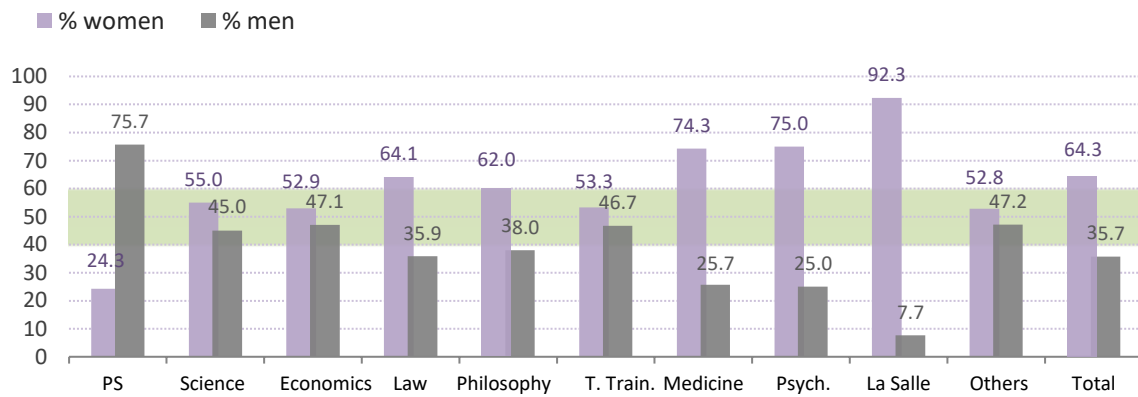
The distribution was within the gender parity range at the Faculties of Science (55% women), Teacher Training & Education (53.3%), Economics & Business Studies (52.9%) and on the courses not assigned to any of the centres (52.8%).

At the Polytechnic School, women accounted for 24.3% of all students.

During the 2016/2017 academic year, the ratio of men and women on non-official courses at the UAM's different centres followed a similar pattern to the gender distribution for bachelor's degree courses, with the exception of the Polytechnic School, where women accounted for a greater share than they did on bachelor's degrees (24.3% as opposed to 17.2%) and the Faculty of Teacher Training & Education, where the percentage of women was lower than on bachelor's degrees (53.3% as opposed to 70.9%).

Figure 4.36

Presence of men and women among students enrolled on non-official courses. 2016/17 academic year.



Source: Own, according to data from the Office for Analyses and Planning

The PUMA (University Programme for Seniors) and CITIUS (Company Internship Programme for University Graduates) programmes are not considered to be non-official qualifications, and so they were not included in this analysis. The last published data for these programmes is for the 2015/16 academic year. 464 students were enrolled on PUMA, 285 of whom were women (61.4%). 440 people were enrolled on the CITIUS programme, but no data by gender is available.

4.5 Mobility

During the 2016/17 academic year, 3,173 students took part in mobility programmes. This includes students from the UAM who were studying at other universities and students from other universities who came to the UAM, taking into account the UAM's own centres and its affiliated ones. Of this total, 2,058 were women, accounting for a share of 64.9%.

At the UAM's centres, women accounted for 64.4% of the total, while at affiliated centres, they comprised 85.5%. This is due to the fact that most bachelor's degree courses at affiliated centres are feminized, as reflected by their incoming and outgoing mobility students.

Incoming and outgoing mobility students at the UAM's own centres comprised 97.6% of the total number of students taking part in mobility programmes. Affiliated centres accounted for the remaining 2.4%.

Female mobility students associated with the UAM's own centres made up 96.8% of all female students taking part in these programmes. The remaining 3.2% were attached to affiliated centres.

Clear differences can be seen in the number of incoming and outgoing students. There was a larger intake of students from other universities (1,807), contrasting with 1,366 outgoing students from the UAM.

Incoming students to the UAM¹⁸ (1,807 students) were divided between the UAM's own centres (98.1%) and its affiliated ones (1.9%). Of this total figure of 1,807 students from other universities, 82.4% were women (1,173) and 17.6% were men (634).

¹⁸ Incoming students to the UAM, distributed as per their assigned centre.

Table 4.42

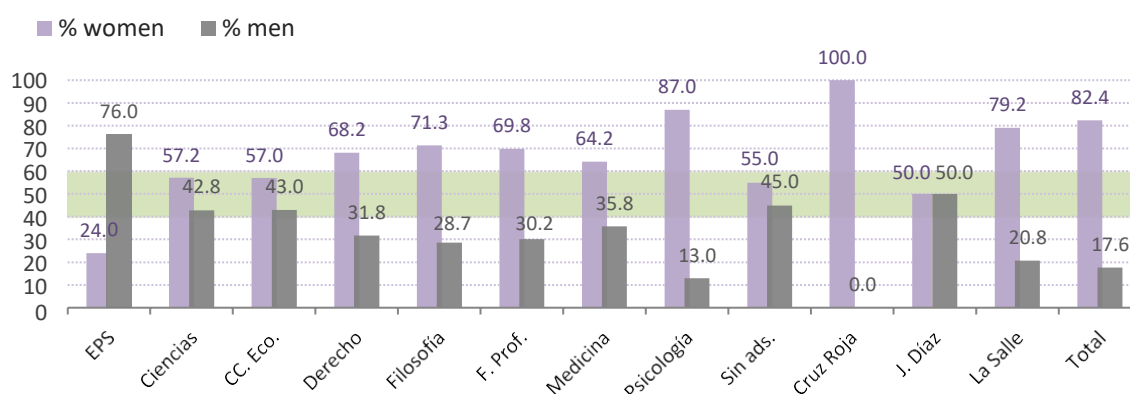
**Incoming students participating in mobility programmes by centre.
2016/17 academic year.**

Centre	Women	Men	Total
Polytechnic School	6	19	25
Faculty of Science	127	95	222
Faculty of Economics & Business Studies	166	125	291
Faculty of Law	176	82	258
Faculty of Philosophy & Arts	321	129	450
Faculty of Teacher Training & Education	37	16	53
Faculty of Medicine	102	57	159
Faculty of Psychology	100	15	115
Not assigned to any centre	110	90	200
Total UAM centres	1,145	628	1,773
Red Cross University School of Nursing	8	0	8
Fundación Jiménez Díaz University School of Nursing	1	1	2
La Salle University Centre	19	5	24
Total affiliated centres	28	6	34
Total	1,173	634	1,807

55% of all the students assigned to a UAM centre were female (1,145 women and 628 men), while at affiliated centres, 79.2% of the students were female and 20.8% were male (28 women and 6 men).

Figure 4.37

Incoming students participating in mobility programmes by centre. 2016/17 academic year.



Source: Own, according to data from the Office for Analyses and Planning

1,366 students from the UAM took part in mobility programmes,¹⁹ either from the UAM's own centres (96.9%) or its affiliated ones (3.1%). Of this total figure, 88.1% were women (885) and 11.9% were men (481).

Table 4.43

Students from the UAM participating in mobility programmes by centre. 2016/17 academic year.

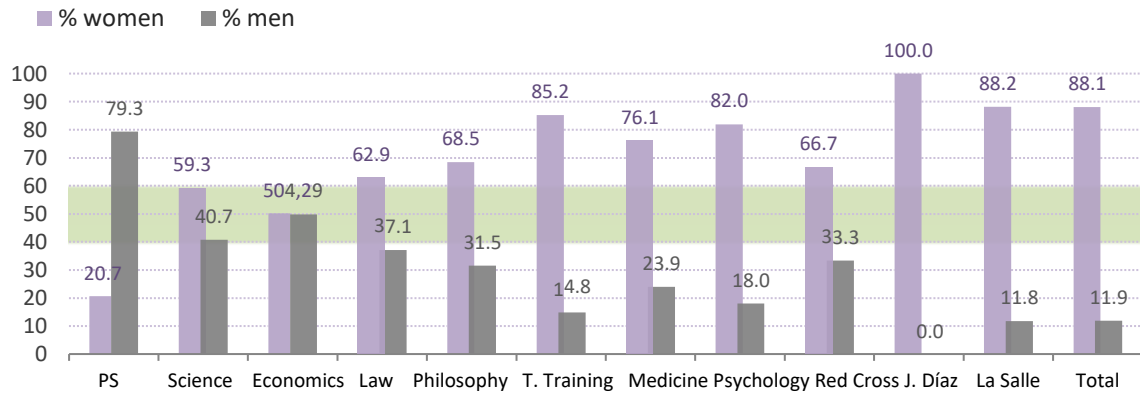
Centre	Women	Men	Total
Polytechnic School	6	23	29
Faculty of Science	128	88	216
Faculty of Economics & Business Studies	121	120	241
Faculty of Law	156	92	248
Faculty of Philosophy & Arts	211	97	308
Faculty of Teacher Training & Education	46	8	54
Faculty of Medicine	89	28	117
Faculty of Psychology	91	20	111
Total UAM centres	848	476	1,324
Red Cross University School of Nursing	2	1	3
Fundación Jiménez Díaz University School of Nursing	5	0	5
La Salle University Centre	30	4	34
Total affiliated centres	37	5	42
Total	885	481	1,366

82% of the students enrolled at UAM centres who travelled to study at other universities were female and 18% were male (848 women and 476 men), while at affiliated centres, the percentage of female students was 88.2%, as opposed to 11.8% male students (37 women and 5 men).

¹⁹ Students from the UAM who spent this academic year at a different university, distributed according to the UAM centre where they were enrolled.

Figure 4.38

Students from the UAM participating in mobility programmes by centre. 2016/17 academic year.



Source: Own, according to data from the Office for Analyses and Planning

The mobility programme with the highest percentage of students was the Erasmus programme, both in terms of incoming students (45.8%) and outgoing ones (61.9%).

4.6 Training grants from the Internship Office (IEO)

In the 2016/17 academic year, 578 training grants were processed by the Internship & Employability Office (IEO). Of these, 377 were awarded to women (65.2%) and 201 to men (34.8%).

From the table below, it can be seen that the number of grants for the 2007/08 and 2016/17 academic years was the same, 578. However, there were some fluctuations in the academic years in between: after a big drop through to 2012/13, when the number of grants fell to 395, a gradual recovery began until a figure of 578 was reached in the 2016/17 academic year.

Table 4.44

Training grants from the IEO. 2007/08-2016/17 academic years.

	Women	Men	Total
2007-2008	334	244	578
2008-2009	305	251	556
2009-2010	286	223	509
2010-2011	313	223	536
2011-2012	275	185	460
2012-2013	240	155	395
2013-2014	269	155	424
2014-2015	363	211	574
2015-2016	388	216	604
2016-2017	377	201	578

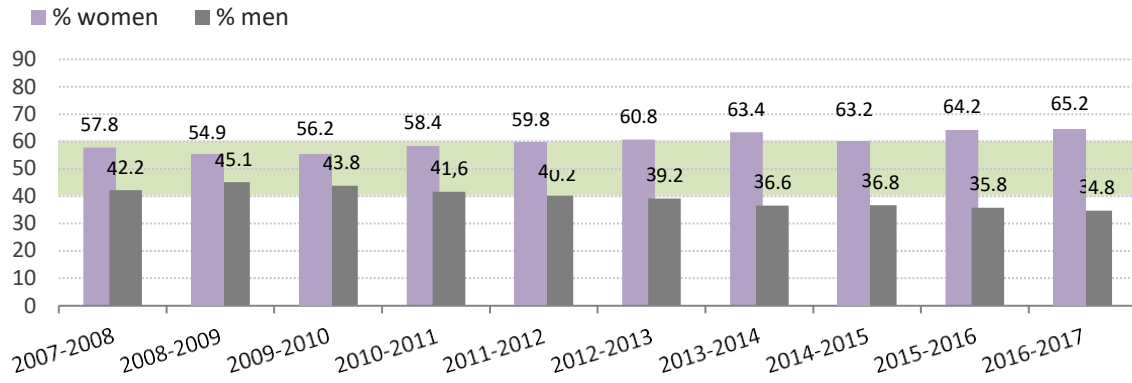
From a gender perspective, during the period under analysis, there was an increase in the ratio of grants given to female students, since in 2007/08 women accounted for a share of 57.8% and, in 2016/17, this share rose to 65.2%.

The percentage of women who were awarded one of these training grants by the IEO during the 2016/17 academic year (65.2%) was slightly higher than the ratio of female students enrolled at the UAM in 2016/2017 (58.5%).

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Figure 4.39

Trend in the presence of men and women among students awarded a training grant by the IEO. 2008/09-2016/17 academic years.



Source: Own, according to data from the Internship Office

4.7 Remunerated internships

These training internships are managed by both the IEO and the Internship Offices of the UAM's different centres.

During the 2016/17 academic year, a total of 1,381 remunerated internships were processed at the UAM, 47.9% of which were carried out by female students (661) and 52.1% by men (720). At the faculties and the Polytechnic School, a total of 786 remunerated internships were organized. Of these, 357 were carried out by female students (45.4%) and 429 by male students (54.6%). The IEO processed 595, 304 of which (51.1%) were taken up by female students and 291 (48.9%) by male students.

Between the 2013/14 and 2016/17 academic years, there was an increase in the total number of internships, rising from 842 to 1,381, a growth of 64%. The number processed by the centres rose from 209 to 786, an increase of 276%. The internships that were managed by the IEO decreased by 6%, dropping from 633 in the 2013/14 academic year to 595 in 2016/17, although there was an upturn, with a figure of 743, in the 2014/15 academic year.

Table 4.45

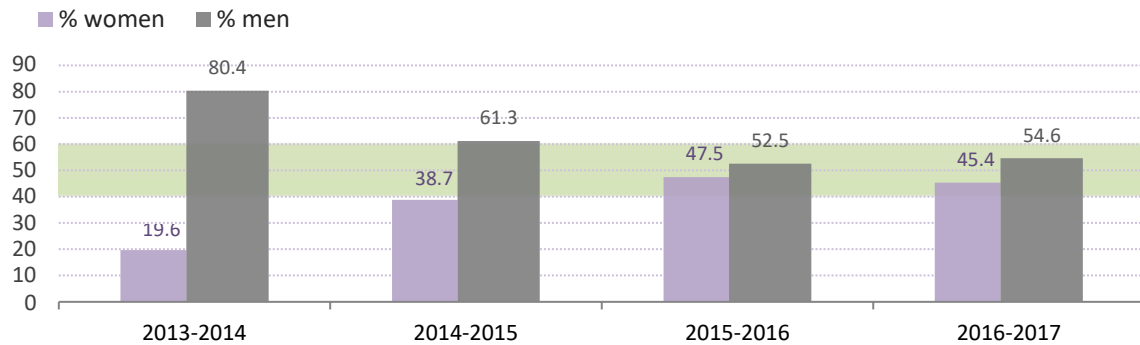
Remunerated internships. 2012/13-2016/17 academic years.

	Centres		IEO		Total	
	Women	Men	Women	Men	Women	Men
2013-2014	41	168	355	278	396	446
2014-2015	191	302	453	290	644	592
2015-2016	310	343	384	309	694	652
2016-2017	357	429	304	291	661	720

There was an almost 52 percentage point reduction in the gender gap in **grants** processed by the UAM's own centres, because in 2013/14 women accounted for a share of less than 20% of them but, in 2016/17, the percentage rose to 45.4%.

Figure 4.40

Trend in the presence of men and women in remunerated internships processed by UAM centres. 2013/14-2016/17 academic years.

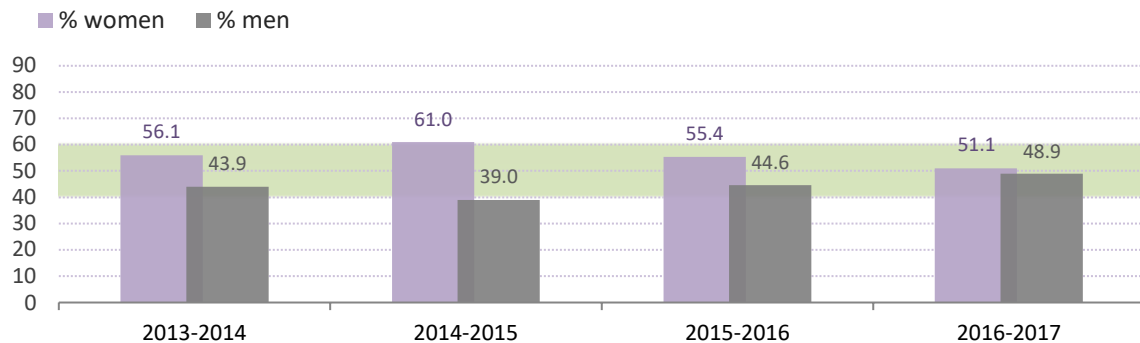


Source: Own, according to data from the Internship Office

A similar proportion of male and female students carried out internships processed by the IEO, with a higher number of women for all the academic years under analysis.

Figure 4.41

Trend in the presence of men and women in remunerated internships processed by the IEO. 2013/14-2016/17 academic years.

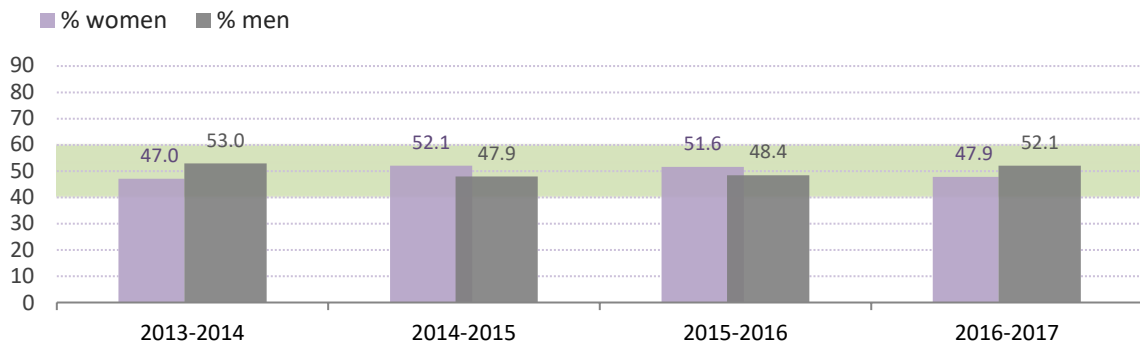


Source: Own, according to data from the Internship Office

When an analysis is made of the ratio of male and female students for all the UAM's remunerated internships, the distribution was within the gender parity range. An increase in the presence of women can be noted between the 2013/14 and 2014/15 academic years (from 47% to 52.1%), with a subsequent drop to 47.9% in 2016/17.

Figure 4.42

**Trend in the presence of men and women in remunerated internships processed by the UAM.
2013/14-2016/17 academic years.**



Source: Own, according to data from the Internship Office

5. Other data of interest

This point contains information of interest that is not covered in any of the previous points.

5.1 *Honoris Causa* doctoral awards

Since the foundation of the UAM in 1968, 92 people have received *Honoris Causa* doctoral awards, six of whom were women (6.5%).

From the data compiled between 1973 and 2009, the year in which the UAM's Gender Equality Unit was created, 83 people can be seen to have been awarded *Honoris Causa* doctorates: four women (4.8%) and 79 men (95.2%). The four women received their awards in 1990, 1998, 2001 and 2008. Nine awards were granted between 2010 and 2018, two to women in 2016 and 2017 (22.2%) and seven to men (77.8%).

Table 5.1

Honoris Causa Doctorates. 1973/2018

	Women	Men	Total
1973-2009	4	79	83
2010-2015	0	1	1
2016-2017	2	4	6
2018	0	2	2
Total	6	86	92

5.2 Medals awarded by the UAM

Over a period of 46 years, 71 medals were awarded by the UAM. With the exception of three medals awarded to companies, 68 were given to individuals. Only four of these were awarded to women (5.8%). It should be highlighted that, over the last decade, no medal has been awarded to a woman, but five men have been singled out to receive one.

Table 5.2

Medals awarded by the UAM. 1972/2018

	Women	Men	Companies	Total
1972-2008	4	59	3	66
2009-2018	0	5	0	5
Total	4	64	3	71

5.3 Inaugural lecture at the start of the academic year

There were 46 inaugural lectures between the 1972/73 and 2017/18 academic years. Eight of them were given by women (17.4%).

In the period between the 1972/73 and 2010/11 academic years, a total of 39 inaugural lectures were given, three by female lecturers (7.7% of the total). From the following academic year through to 2017/18, five female lecturers gave an inaugural lecture (71.4%).

Table 5.3

Inaugural lectures at the start of the academic year. 1972/18

	Women	Men	Total
Academic years 1972/1973-2010/2011	3	36	39
Academic year 2011/2012	1	0	1
Academic year 2012/2013	1	0	1
Academic year 2012/2013	0	0	0
Academic year 2013/2014	0	1	1
Academic year 2014/2015	1	0	1
Academic year 2015/2016	0	1	1
Academic year 2016/2017	1	0	1
Academic year 2017/2018	1	0	1
Total	8	38	46

5.4 Extraordinary PhD awards

From the available data on extraordinary PhD awards over the 18-year period between the 1998/99 and 2015/16 academic years, 614 of these awards were granted, 305 to women (49.7%) and 309 to men (50.3%). This gender balance was maintained throughout all the academic years under analysis, with a female ratio of less than 50%, except for the years between 1998 and 2011 (51.5%) and in the 2015/16 academic year (51.4%).

Table 5.4

Trend in the presence of men and women receiving extraordinary PhD awards. 1998/99-2015/16 academic years.

	Women	Men	Total
Academic years 1998-2011	219	206	425
Academic year 2011-2012	15	20	35
Academic year 2012-2013	13	21	34
Academic year 2013-2014	19	22	41
Academic year 2014-2015	20	22	42
Academic year 2015-2016	19	18	37
Total	305	309	614

It should be noted that the awards in the table above correspond to the year when the thesis was presented and not the year when the award was made. The data for 2013/14 onwards may vary depending on the award schedule for PhD courses at each centre.

When an analysis is made of the distribution of the awards at each faculty by gender, it does not coincide with the general pattern for the university. The Faculty of Philosophy & Arts has the highest female share, with female students accounting for 60% of the recipients of this award. The percentage is within the gender parity range for the Faculties of Law (56.3%), Economics & Business Science (55.3%), Medicine (54.6%) and Science (47.4%). 33.3% of all the recipients of this award at the Faculty of Psychology were women, with a percentage of 28.6% for the Faculty of Teacher Training & Education. The ratio for women at the Polytechnic School was lower, 7.7%.

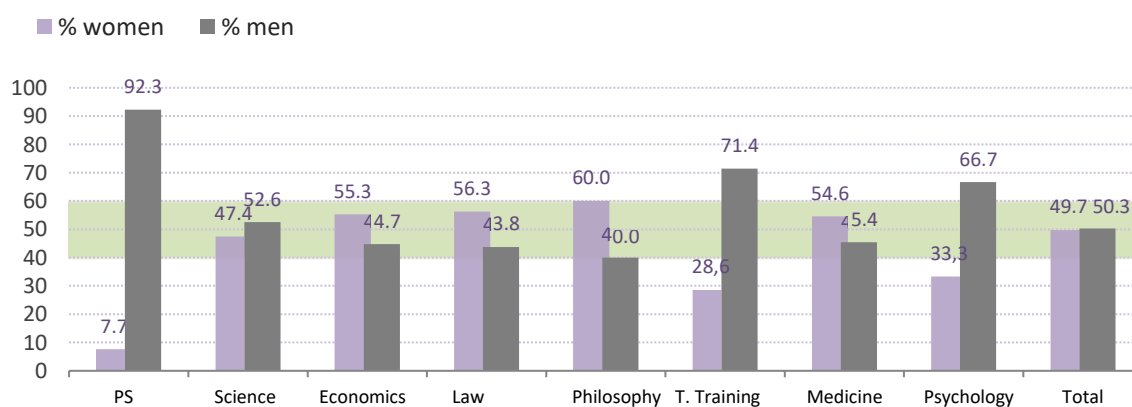
Table 5.5

Extraordinary PhD awards. 1998/99-2015/16 academic years.

	Women	Men	Total
Polytechnic School	1	12	13
Faculty of Science	156	173	329
Faculty of Economics & Business Science	21	17	38
Faculty of Law	18	14	32
Faculty of Philosophy & Arts	27	18	45
Faculty of Teacher Training & Education	2	5	7
Faculty of Medicine	77	64	141
Faculty of Psychology*	3	6	9
Total	305	309	614

It should be noted that at two centres with a high proportion of female students, the Faculties of Psychology and Teacher Training & Education, the majority of the PhD awards were given to men (66.7% and 71.4%, respectively).

Figure 5.1

Presence of men and women receiving extraordinary PhD awards. 1998/99-2015/16 academic years.

Source: Own, according to data from the Office for Analyses and Planning

When the distribution of the awards over the period is analysed by centre, the largest number of awards correspond to the Faculties of Science, with 329 (53.6% of the total), and Medicine, with 141 (23% of the total).

6. Conclusions

In the 2016/27 academic year, the UAM's university community was made up of 36,404 people. The majority were students, accounting for 87.8% of the total. They were followed by the teaching staff, who comprised 8.5% of the total, and ASS, who represented the remaining 3.7%.

Over the nine academic years included in this diagnosis, generally speaking, a slight reduction can be seen in some gender gaps in different areas (in connection with the students, administrative staff or teaching staff). However, as has been observed, big differences still persist at the highest academic levels and, in gender terms, there is still a disparity in the choice of bachelor's degree that is studied.

One of the areas with a lower ratio of women to men is the UAM's group of **representative and decision-making bodies**, although there are clear differences in each case.

For example, according to the data in this diagnosis, the Governing Council does not have a balanced ratio of men and women²⁰—in the 2016/17 academic year, its female members accounted for 37.5% of the total—and, in general, it has not had a balanced makeup since this type of diagnosis first began to be conducted at the UAM. The Board of Trustees, the body that allows for the participation of society in the UAM, is even more unequal, with a considerable gender gap. Although there has been an improvement, with a female share that rose from 10.5% in the 2008/09 academic year to 26.3% in 2016/17, there is still far to go to achieve a gender balance. A female presence within the gender parity range has not become an established norm in the case of the Senate either. If the trend for the period is observed, for some years there was a female share of just above 40% although this situation was not repeated after the 2013/14 academic year. Although some tentative progress was indeed made for three academic years, it failed to become an established pattern during the last five years.

²⁰ According to the first Additional Provision of Spanish Act 3/2007 of March 22nd on the effective equality of men and women, a balanced composition is understood to mean “the presence of men and women in such a way that, within the whole group, people of one sex do not exceed sixty percent or fall below forty percent.”

In contrast, over the years under analysis, the different Governance Teams moved from having a large imbalance in their makeup—with women systematically accounting for less than 40% of the total—to a balanced composition within the gender parity range. However, an advance look at the data for 2017/18 shows a return to previous figures, with a percentage of 35.7%. It is also significant that the UAM has only had one female Vice-Chancellor over the 50 years of its history, and that there have been no female candidates for this post in electoral processes.

As for the Advisory Board, it has had a balanced ratio of men and women since at least the year 2011. More specifically, between 2014 and 2017, it had an equal makeup, although in the last of these academic years, the ratio of women fell to 45.5%. When the management teams at the centres are quantified, balanced ratios can also be seen. Indeed, in some academic years, there were slightly more women than men, although the figure is lower in the case of posts held by one single person, such as centre or department heads.

With regard to the UAM's **Teaching and Research Staff**, women represented 44% of the total in the 2016/2017 academic year. However, this percentage varied depending on teaching or research category. There were more women than men in the early stages of teaching, with women accounting for 53.4% of the research staff under contract, but in latter stages, there was generally a downward trend in the presence of women, albeit with some fluctuations. Thus, women accounted for 41% of the untenured non-civil-service teaching category, 54.7% of the tenured non-civil-service teaching category and 44.5% of tenured civil-service posts.

In spite of the above figures, the widest gender gap is in professorships. In the 2016/2017 academic year, female professors accounted for 22.4% of the total, while 77.6% of the posts were held by men. There was a ratio of 4.9 female senior lecturers to each female professor and 1.8 male senior lecturers to each male professor. In combination with

other data, this suggests that there are barriers to a more or less subtle extent. This represents a glass ceiling, preventing equal access by female lecturers to the highest teaching category.

When the distribution of the teaching staff by centre was analysed, from a gender perspective, the only centres that did not show a balanced makeup were the Polytechnic School (with female lecturers accounting for just 14.6%) and, to a lesser degree, the Faculty of Economics (where female lecturers represented 38.7% of the total). As we will see, this correlates to the enrolled students at these centres. The remaining centres had a balance of between 40% and 60%, and there were only two faculties—Psychology and Teacher Training & Education—where the number of women was slightly higher than the number of men among the teaching staff.

The imbalance in gender was also evident in research projects managed by both the Research Service and the Fundación de la Universidad Autónoma de Madrid. Women were only the Chief Investigators of 31.7% and 18.6% of these projects, respectively. Hence, research projects are still mainly headed by men, with ensuing repercussions on teaching and research careers.

The data for the **Administrative and Service Staff** shows a higher proportion of women to men, with a figure of 60.6% in the 2016/17 academic year. These figures are only very slightly outside the gender parity range.

When the number of men and women in each category is observed, clear differences can be seen. Firstly, female civil-service staff represented 76.9% of the total in 2016/17, compared with 78.4% in the 2012/13 academic year. Thus, the ratio of women within this group declined. Secondly, a drop also occurred in the percentage of female workers in the non-civil-service ASS category, falling from 45% to 43.9%. There were fewer women in this last category than the civil-service ASS group, since the non-civil-service category includes maintenance staff, who are mostly men. Finally, the figures for the UAM's technical research support staff were also within the gender parity range, with women representing 57.9% of the total.

Over the nine academic years under study, a reduction can be seen in the presence of women in the whole ASS group, moving steadily closer to a balanced composition in terms of gender.

As for the **students**, in the 2016/17 academic year, a total of 31,975 students enrolled at the UAM, 18,584 of whom were women and 13,391 of whom were men. In percentage terms, female students accounted for 58.1% of the total, whether enrolled on bachelor's degrees, master's degrees, non-official courses or PhD courses. This figure reflects the overall trend for the previous decade, with the percentage of female students fluctuating between 58% and 59%.

In terms of the different degrees, in the last academic year that was analysed, 60.1% of the students enrolled on a bachelor's degree were women, with a corresponding percentage of 60.5% for master's degrees, 64.3% for non-official courses and 42.7% for PhDs. At the highest degree level, the distribution by gender is reversed, with women becoming a minority. This was the case from the 2015/16 academic year on, when the trend for previous years was reversed, with the number of male PhD students increasing and the number of female PhD students dropping significantly. In spite of this, on completion of these doctoral studies, the results are quite different: in the 2016/17 academic year, 54.8% of the students who defended their doctoral thesis were women, even though more men were enrolled on this type of post-graduate degree programme.

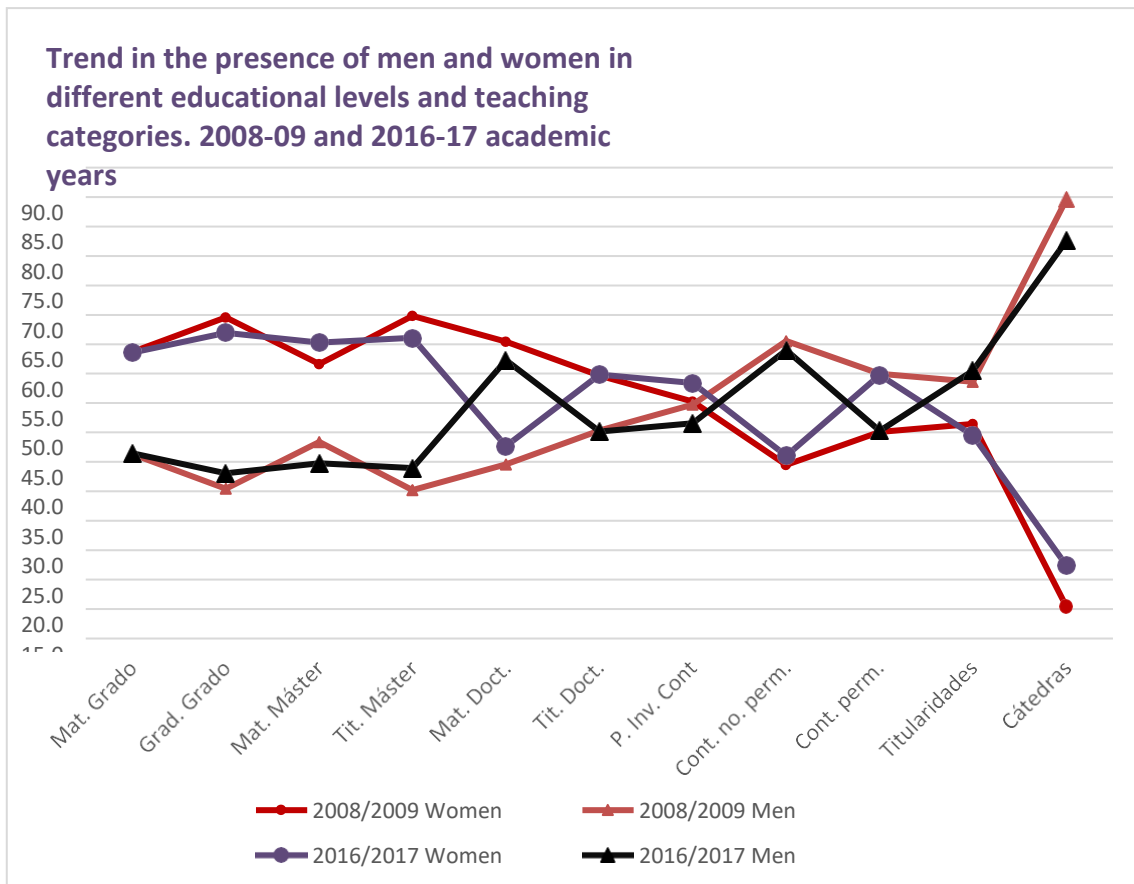
When the distribution of students enrolled on bachelor's degrees at the UAM's centres is analysed, the only centres where the majority of students were not women were the Polytechnic School and the Faculty of Economics & Business Science. While the figures for the latter meet the legal criterion for a balanced makeup (with 44.5% female students), the Polytechnic School had the largest gender gap detected among students at the UAM (only 16.5% of its students were women). In addition to the Polytechnic School, the Faculties of Psychology, Medicine, Teacher Training & Education, and Philosophy & Arts were also outside the gender parity range, but in the reverse sense, with over 60% female students. This data highlights the feminization and masculinization of certain degree courses in an academic and educational reflection of the social roles assigned to the sexes.

This effect can also be noted in the quantitative breakdown of students by degree course, a new innovation in this diagnosis, as mentioned earlier. The data shows, for example, that at the Faculty of Science, there was a significantly higher number of female students on bachelor's degree courses such as Food Science or Human Nutrition, whilst the opposite was true of other degrees, like Physics or Mathematics. Meanwhile, at the Faculty of Teacher Training & Education, an overwhelming majority of women were enrolled on the Bachelor's Degree in Pre-School Education (more than 90% of the total), whereas the opposite occurred in the case of the Bachelor's Degree in Exercise & Sport Science. Something similar also applied to the Bachelor's Degree in Nursing, a profession historically associated with women, where 86.2% of the students enrolled on it and 90.4% of all graduates from the degree were women. Thus, it appears that, even today, the choice of degree course—and hence future professional prospects—are often determined by socially accepted gender stereotypes, leading students to opt for certain degrees depending on their sex.

If a timeline is traced representative of an academic career from enrolment on an initial university degree through to the achievement of a professorship, right at the top of the university teaching hierarchy, the existence of certain visible or less visible factors can be determined that hinder women from reaching the upper echelons. There are more female students than male students enrolled on bachelor's degree courses, more women who complete these degrees, more women who enrol on official master's degree courses (which currently lead on to a PhD degree) and more women who finish them. In the next phase, enrolment on PhD programmes, there are fewer female students than male ones, but even so more women complete a PhD. Among the research staff under contract—a category that includes male and female PhD students with a FPI and FPU fellowship, which are mainly awarded on the basis of a person's academic record and are often a gateway to a teaching career, and male and female post-doctoral *Ramón y Cajal* and *Juan de la Cierva* research fellows—, there are still more women than men. However, the presence of women among staff with an untenured non-civil-service post (associate lecturers, associate health science

lecturers, assistant lecturers, teaching assistants, temporary lecturers, temporary senior lecturers and visiting lecturers) drops significantly. A downward trend begins, only broken in the case of tenured non-civil-service posts (mainly temporary lecturers), where women account for just over 54% of the total, and it continues for tenured civil-service posts and professorships. In the tenured civil-service category, women represent less than 45% of the total, while in the case of professorships, they hold only 22.4% of the posts.

Figure 6.1



Thus, the line that is traced is scissor shaped, showing that female students—who start out as a majority and maintain this position—ultimately become a minority when the highest research and teaching echelons are reached. The graph not only includes data for graduate students but also for students enrolled on bachelor's, master's and PhD degrees.

From a comparison of the 2008/09 academic year (the first when a gender-based diagnosis of the UAM was made) and 2016/17, a very similar pattern can be seen, albeit with slight differences. For example, there was a considerable increase in the number of women with tenured non-civil-service posts and in the share of female lecturers and researchers in all the categories over the period.

Lastly, this diagnosis includes a section with **other data of interest**. What stands out is the very low percentage of women who received recognitions, distinctions and awards from the UAM. From the data on the *honoris causa* doctoral awards that were given, over a period of 45 years (1972/73-2017/18), only six female lecturers were singled out (6.5% of the total). The medals that were awarded follow a similar trend, as only 5.8% of the recipients were women (four women out of a total of 71 medals). Only eight women out of a total 46 people gave an inaugural lecture (17.4%) and Emeritus status was conferred on 11 women out of a total of 71 members of teaching staff (15.5%).

As for the student community, from the data on the number of extraordinary PhD awards granted during the 1998/99 and 2015/16 academic years, 49.7% of the recipients were women, and female students accounted for 65.2% of the people receiving training grants in 2016/2017. However, in the last academic year under analysis, the percentage of female students taking up a remunerated internship was just 47.9%.

In short, the indicators of the ratio of men and women at the UAM show a positive trend, but it can clearly be improved on. The gender gaps are gradually narrowing, but at a fairly slow pace in the university's representative bodies and upper echelons of the academic hierarchy. The number of women among the university's lecturers, students and ASS is not echoed among its university officers, centre or departmental heads, or in the bodies like the Board of Trustees, the Governing Council or the University Senate. This data is an incentive to continue striving to alter the trends and inertias that maintain current power relations and to introduce mechanisms to help bring about change, transforming the UAM into a

trailblazing university with a reputation for excellence in the field of gender equality and in other spheres.

7. Data sources

The data in this report was compiled by the UAM's different data-producing departments, services and bodies. The main source was the Office for Analyses and Planning (OAP), attached to the Pro Vice-Chancellor's Office for Strategies & Planning.

The sources and documents used are listed below:

- UAM. Official Gazette of the Universidad Autónoma de Madrid (BOUAM).
- UAM. Centres and faculties.
- UAM. Registrar's Office.
- UAM. Pro Vice-Chancellor's Office for Strategies & Planning. Office for Analyses and Planning.
- UAM. Pro Vice-Chancellor's Office for Students and Employability (OPE).

