

# **INTEGER**

## **Baseline Data Report**

### **Trinity College Dublin**

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# Chapter 1 Introduction

This chapter sets out the background context for the INTEGER Project, involving Trinity College Dublin (TCD), Ireland, CNRS Paris (CNRS), France, Siauliai University (SU), Lithuania and evaluators GESIS, Leibniz Institute, Germany. In order to progress the INTEGER objectives of institutional transformation for gender equality, it was necessary to draw up a baseline data report for each of the three implementing organisations (TCD, CNRS and SU). This report consists of: an outline of the INTEGER Project in the context of international/EU Gender and STEM<sup>1</sup> policy (Chapter 1); the Conclusions and Recommendations that form the INTEGER Transformational Gender Action Plan (T-GAP) Framework (Chapter 2); an outline of College equality and related policies (Chapter 3); summary secondary data for College, disaggregated by gender (Chapter 4); and the results of the INTEGER Survey conducted in Trinity College (Chapter 5).

## 1.1 Overview of the INTEGER Project

Increasing the participation of women in Science, Technology, Engineering and Mathematics (STEM) and promoting gender equality are required to strengthen the competitiveness of European research. A greater involvement of women in STEM research will contribute not only to an increased number of skilled researchers in our institutions, but will also add a different perspective to STEM research, promote diversity and lead to enhanced creativity and innovation.

### 1.1.1 What is INTEGER?

INTEGER (INstitutional Transformation for Effecting Gender Equality in Research) is an FP7-funded project which aims to develop and implement Gender Action Plans in research and higher education institutions to create sustainable Transformational Change that will improve the career progression of women scientific researchers.

Transformational Change is a strategic means by which all institutional decision-making considers the impact of decisions on men and women research staff. By embarking on transformational change, research institutions demonstrate a level of gender awareness and the competency to use gender as a resource in creating new knowledge and stimulating innovation through improving the organizational culture.

The institutions involved in the INTEGER project<sup>2</sup> are committed to improving the career progression of women STEM researchers through developing and implementing Transformational Gender Action Plans (T-GAPs). The T-GAPs will enable each institution to better use their resources, partnerships and research/academic staff to optimise their contribution to scientific excellence.

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<sup>1</sup> STEM – Science, Technology, Engineering and Mathematics

<sup>2</sup> Trinity College Dublin, Ireland; Centre National de la Recherche Scientifique (CNRS), France; Šiauliai University, Lithuania and GESIS, Leibniz Institute for the Social Sciences

### *1.1.2 Objectives of INTEGER*

The ultimate objective of the transformational change process is to work towards improved decision-making by incorporating gender and balanced representation of both women and men in each institution.

The process of transformational change requires awareness of the statistical base, periodic examination of institutional processes (such as recruitment, retention, promotion and evaluation), the willingness, at all levels, to engage in discussions that sustain the process of self-study and change, and a commitment to achieving the organizational goals within a supportive climate.

INTEGER will also design and disseminate material, based on lessons learned, in an effort to support other EU institutions that are aiming to promote structural transformation to enhance gender equality and research excellence. These actions will be undertaken initially in the Faculty of Engineering, Mathematics and Science, within the Schools of Chemistry and Natural Science (to which the School of Physics has been added) through School T-GAP Implementation Teams. A College wide T-Gap Implementation Team has also been established to mainstream actions and initiate College-wide interventions.

### *1.1.3 Expected Outcomes of INTEGER*

Expected outcomes from the INTEGER project for all participating institutions include:

- a) An increase in the number of women applying for:
  - i. research positions;
  - ii. promotion (at each grade level);
  - iii. top level funding; and
  - iv. decision-making positions.
- b) Raised awareness and cultural change through informing all relevant staff (e.g. HR and scientific decision-makers) about the causes of women's under-representation in STEM and offering solutions, through actions, to remedy these. Improvements will be sought in relation to work-life balance (e.g. parenting leave arrangements, timing of meetings).
- c) Enhanced profiles of the INTEGER institutions among the academic stakeholder community, providing role models for peer EU institutions.

## **1.2 The EU and International Policy Context for Gender Equality in STEM**

The global feminisation of the third level student population is one of the most striking aspects of the last 30 years. Yet women are not progressing in their scientific careers. At the leadership level, women account for only 20 per cent of grade A professors, 15.5 per cent of heads of institutions in the higher education sector and 10 across the EU thus indicating the need to take action and identify good practices in the sector to attract and promote women in research and innovation<sup>3</sup>.

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<sup>3</sup> European Commission, (2013), SHE Figures 2012, Gender in Research and Innovation Statistical Indicators, Research and Innovation, EC, Brussels

Figure 1.1 Academic Careers of Women and Men, EU-27, 2002 - 2010<sup>4</sup>

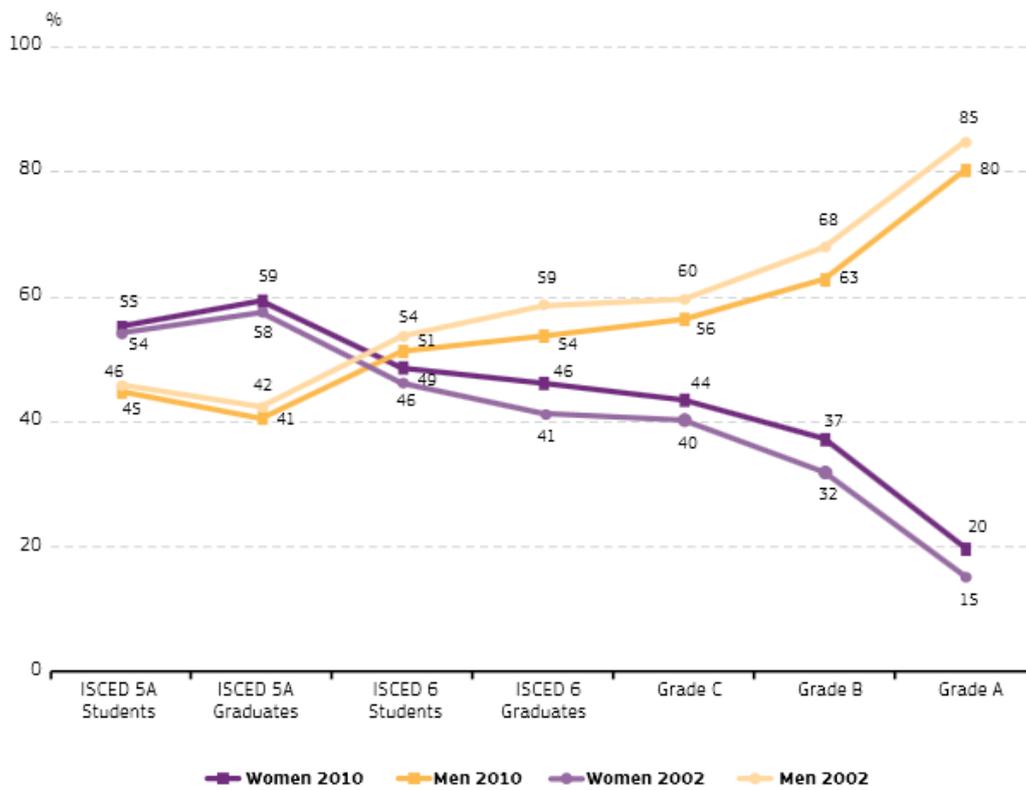
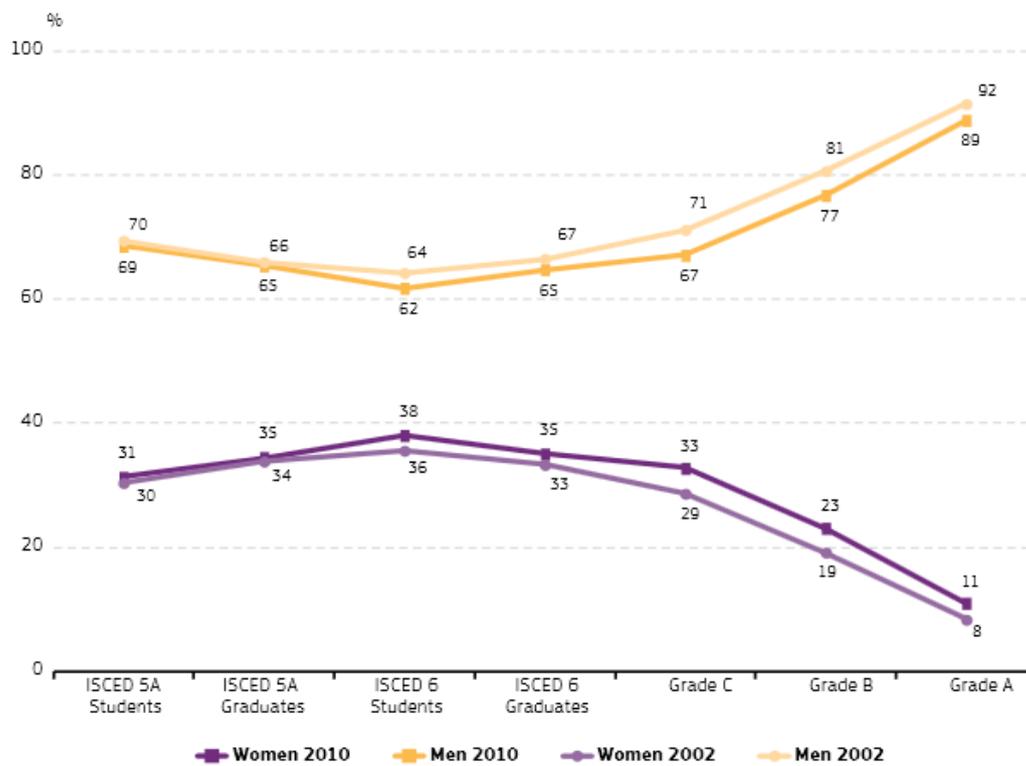


Figure 1.2 Academic Careers of Women and Men in Science and Engineering, EU-27, 2002 - 2010



<sup>4</sup> Ibid.

Internationally, the *leaky pipe* metaphor<sup>5</sup> has been coined to represent the progressive decrease in the presence of women in STEM at each career stage<sup>6</sup>. The underlying causes of this phenomenon have been studied extensively across the EU with the general conclusion that contemporary STEM careers, through various mechanisms, reward members of the male gender<sup>7</sup>. Policies for recruitment, retention, promotion and leadership of researchers in EU research bodies often affect the career progress of female researchers adversely. Moreover, when it comes to appointing skilled professionals to decision-making positions in national research and academic institutions, women are already at a disadvantage because of their smaller numbers, preventing them from participating more equitably in the highest echelons of STEM. However, even in the fields where female graduates and doctoral students are more numerous (such as social sciences, humanities, and biology), an under-representation of women in research decision-making positions exists, with fewer opportunities to reach full professorship.

The WIRDEM report<sup>8</sup> (2008) identified nomination procedures, cultural barriers and funding limitations as hindering the progress of women in their academic careers. This report reviewed Member States' policies and existing procedures for evaluating and promoting researchers to senior positions. It outlined examples of good practice at national and institutional levels and proposed recommendations for more targeted actions at the European level. European research and higher education institutions cannot afford to exclude potential innovators, yet national and local systems of recruitment, retention and appraisal of scientific achievements in use in European countries and research institutions and universities have been shown not to be gender neutral<sup>9</sup>.

Despite these recommendations gender-mainstreaming efforts have progressed very slowly. One of the priority areas for EU action in the Roadmap for Equality between women and men 2006-2010 is equal representation in decision-making, including a target of 25% of leading positions in public sector research in member states to be held by women by 2010<sup>7</sup>.

The European Commission report (2008) on Benchmarking Policy Measures for Gender Equality in Science<sup>10</sup>, drew upon statistical analyses of data to show that the cause of women's under-representation in science is often located on the demand side, derived from employer policies and/or strategies. Consequently, the solution has to address changing the culture and organisation of the STEM sector generally.

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<sup>5</sup> Angier, N. (1995) 'Why Science Loses Women in the Ranks'. The New York Times, May 14 [year?]

<sup>6</sup> UPGEM Report (2001), Understanding the Puzzles in the Gendered European Map brain drain in physics through the cultural looking glass, Cordis, EU.

[http://cordis.europa.eu/search/index.cfm?fuseaction=lib.document&DOC\\_LANG\\_ID=EN&DOC\\_ID=129721401&q=](http://cordis.europa.eu/search/index.cfm?fuseaction=lib.document&DOC_LANG_ID=EN&DOC_ID=129721401&q=)

<sup>7</sup> Badaloni, S.; Drace, C.A.; Gia, O.; Levorato, M.C.; Vidotto, F. (Eds). (2008) "Under-Representation of Women in Science and Technology". Cleup, Padova, Italy.

<sup>8</sup> WIRDEM, (2008) "Mapping the Maze: Getting More Women to the Top in Research", European Commission, Brussels. [http://ec.europa.eu/research/science-society/document\\_library/pdf\\_06/mapping-the-maze-getting-more-women-to-the-top-in-research\\_en.pdf](http://ec.europa.eu/research/science-society/document_library/pdf_06/mapping-the-maze-getting-more-women-to-the-top-in-research_en.pdf)

<sup>9</sup> Wenneras, Christine; Wold, Agnes (1997): "Nepotism and sexism in peer-review". In: Nature 387, 341-343; Olson, Kristen (2002): "Who gets promoted? Gender differences in science and engineering academia": In: Journal of Women and Minorities in Science and Engineering 8(3&4), 347-362; European Commission (2009), The Gender Challenge in Research Funding, EUR 23721, Capacities/Science in Society, Unit L4-Scientific culture and gender issues

<sup>10</sup> European Commission (2008), Benchmarking policy measures for gender equality in science, DG Research, EUR 23314, Capacities/Science in Society, Unit L4-Scientific culture and gender issues

This need for institutional transformation, involving organisational and cultural change, within research bodies and universities was first recognised outside Europe, most visibly in US initiatives. Since 2001, the US National Science Foundation's pioneer ADVANCE programme (ADVANCE: Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers)<sup>11</sup> has successfully encouraged major universities to change their policies and procedures for recruitment, retention, tenure and promotion, in order to improve the local gender climate and the situation of women faculty in STEM disciplines.

The academic institutions funded through the 5-year ADVANCE Institutional Transformation Awards, define and implement comprehensive customised action plans to address institutional structures and organisational barriers. This is undertaken through supports to women faculty's career development, leadership and empowerment initiatives, work-life balance and the engagement of institutions' academic governance at the highest level. Significant results have been achieved by many of the Institutional Transformation-grantee higher education institutions supported to date, with the development of best practices, effective networking and dissemination strategies, and innovative assessment approaches<sup>12</sup>.

Such efforts provide useful examples of successful practices, aimed at increasing the numbers of women in research and enhancing their participation in decision-making positions. These complement current European efforts. The INTEGER partnership has close links with institutions and practitioners involved in the ADVANCE programme, and the knowledge and experience gained by them is available to the INTEGER project organisations.

In its report on Structural Change in Research Institutions, the European Commission (2012)<sup>13</sup> argues that gender-aware management of universities and research organisations would have a positive impact on policies and practices in recruitment, promotion and retention of both women and men, thus ultimately benefiting the very quality of research. Furthermore the report stresses that progress in integrating gender in research and innovation requires firm and sustained top-level commitment. The recommendations for different constituent institutions, aimed at universities and scientific institutions, are as follows:

1. Ensure gender dimension is integrated into the undergraduate and postgraduate curricula, across the university (particularly in engineering and science – e.g. Stanford University);
2. Adopt an Equality Plan, and include audit results (gender disaggregated statistics) in annual reports. These should include gender pay gap, staff statistics and senior committee membership;
3. Sign up to and follow a set of good practices (e.g. genSET<sup>14</sup> recommendations):
  - a) Gender proofing of important policy documents
  - b) Conducting gender impact assessment of policies and practices

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<sup>11</sup> NSF-ADVANCE web page: <http://www.nsf.gov/crssprgm/advance/>

<sup>12</sup> NSF-ADVANCE Awardees : <http://www.nsf.gov/crssprgm/advance/awards.jsp> ; and NSF-ADVANCE Awardees common web portal: <http://www.portal.advance.vt.edu/>; ADVANCE Program Evaluation Toolkit: <http://www.cpst.org/diversity/toolkit2.pdf>

<sup>13</sup> European Commission (2012) Structural Change in Research Institutions: Enhancing excellence, gender equality and efficiency in research and innovation, EC, Brussels.

<sup>14</sup> genSET (2010), Recommendations for Action on the Gender Dimension in Science, genSET Consensus Seminar Report, Portia, London.

- c) Training staff on gender dimension in research and introducing regular staff assessment
- d) Mentoring, networking, and role models
- e) Code of Conduct for developing early researcher standards
- f) Establishing a gender equality unit (at a high institutional level); centre of expertise for women and science
- g) Ensuring gender balance in committees, and training men to understand the issue; leadership development in implementing gender awareness
- h) Work-life balance for both women and men
- i) Creating positive work environment: dignity for all, no harassment or bullying, ombudsman, training (e.g. compulsory online training on harassment at Stanford University)
- j) Implementing a fair and transparent workload balance; ensuring women are not allocated all the teaching, administrative work and pastoral care of students
- k) Ensuring fair recognition of work, fair signature, giving credit where credit is due
- l) Monitoring mobility and contract funding conditions
- m) Providing data and indicators, carrying out climate surveys in departments (diagnosis).

#### 4. Up-skilling – for career development and content of research.

The UK based University and College Union (UCU)<sup>15</sup> began a project in 2011 looking at various aspects of the professoriate in UK higher education institutions (HEIs). It noted that while women's place in academia is firmly established, their representation at the highest levels – in the roles of Professors and Chairs – remains disappointingly low. The report shows that the proportion of women in UK HEIs applying for professorial posts is lower than the proportion of eligible non-professorial female staff in the pool. While four times as many men applied for promotion, their success rate was lower (12%) than that of women who applied (18%). The report also noted the persistence of a gender pay gap across UK HEIs, with an average 6.3 per cent (varying from 5.1% in Scotland to 8.1% in N. Ireland).

Across the EU, the League of European Research Universities (2012)<sup>16</sup> has issued recommendations for Governments, Funders of Research, Academic Publishers and, most notably, Universities to address gender deficits through embarking upon the following actions:

- Commit at the top and throughout the institution to gender equality;
- Develop or implement a Gender Strategy and/or Action Plan with the support of all divisions and levels within the university. It can be embedded in a broader Equality Strategy and should be managed professionally, possibly through a dedicated structure such as a Gender Equality Office;
- Aim to ensure sufficient funding for all gender equality activity. Funding structures should enable long term planning of gender equality activity to achieve structural change;
- Select the right mix of gender-specific career development measures and gender-neutral work-life balance measures;
- Pay attention to transparency, accountability and monitoring to ensure successful implementation and improvement where needed;

<sup>15</sup> University and College Union (2012), The Position of women and BME staff in Professorial Roles in UK HEIs, UCU, London.

<sup>16</sup> Founded in 2002, the League of European Research Universities (LERU) is an association of 21 leading research-intensive universities that share the values of high-quality teaching within an environment of internationally competitive research.

- Promote and support a gender dimension in research, taking into account the specificities of particular research fields<sup>17</sup>.

In a Stimulus Paper issued by the Leadership Foundation for Higher Education (2013)<sup>18</sup> Morley reiterates the finding that the dramatic increase in women third level students has not been matched by growth in the number of women in senior roles in universities. Morley addresses her challenges to ‘structures of inequality’ aimed at the most influential actors – Chairs of Councils and governing bodies, executive search firms, leadership development and human resource professionals and researchers in Gender Equality. She outlines a range of initiatives to overcome the ‘ivory basements’, ‘velvet ghettos’ and ‘glass cliffs’ that describe the absence of women leaders among senior leadership positions within academe. Morley identifies leadership as the essential ingredient in successful organisational transformation and refers to the academic culture as being a ‘carefree zone’ (free of responsibilities for children and other family members) in which women encounter prejudice through evaluations that compare them against the male norm. Among the consequences that follow from this are the practices of ‘cloning’ by the dominant group (men), through appointing more persons like themselves, and avoidance of female appointments as perceived ‘risks’. Universities are described as ‘greedy organisations’ that involve multiple and complex tasks for which leaders require ‘an elastic self’ to enable them to pursue increasingly corporate goals. This leads to stress, lack of work/life balance and non-sustainability. Morley points to initiatives that go beyond ‘fixing the women’ and ‘fixing the organisation’ to ‘fixing the knowledge’ in a broader societal context. She advocates leadership programmes aimed at women; gender mainstreaming; affirmative action and targets; and mentoring.

In its publication of the SHE Figures 2012<sup>19</sup>, the European Commission highlighted that women represent only 33% of European researchers and 20% of full professors. The European Commissioner for Research, Innovation and Science said:

*“Despite some advances in recent years, women in research remain a minority, and a glass ceiling is in particular blocking women from top positions. This is a serious injustice and a scandalous waste of talent. The Commission is focused on fostering gender equality in our research programmes, and working to change a deeply-rooted institutional culture”.*

### 1.3 The Irish Context for Gender Equality in Academe

Within Ireland, the Through the Glass Ceiling project<sup>20</sup> produced a report on the Career Progression Programme and Strategy for Female Academics and Researchers. The report includes the percentage of women in academic grades (sourced from unpublished Higher Education Authority data) in June 2012 in Irish universities:

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<sup>17</sup> League of European Research Universities (LERU) 2012, Women, Research and Universities: Excellence without Gender Bias, LERU, July, Leuven Belgium.

<sup>18</sup> Morley, L. (2013) Women and Higher Education Leadership: Absences and Aspirations, Leadership Foundation for Higher Education, London

<sup>19</sup> [http://ec.europa.eu/research/science-society/document\\_library/pdf\\_06/she-figures-2012\\_en.pdf](http://ec.europa.eu/research/science-society/document_library/pdf_06/she-figures-2012_en.pdf)

<sup>20</sup> University College Cork (2012), Through the Glass Ceiling: Career Progression Programme and Strategy (CPPS) for Female Academics and Researchers, [Institute for Social Science in the 21st Century](http://www.ucc.ie/en/iss21/Currentprojects/glassceiling/), UCC

Professors: 18%  
Associate Professors: 27%  
Senior Lecturers: 34%  
College Lecturers: 49%

Arising from this project a collaborative network has formed to seek the implementation of its ten recommendations<sup>21</sup>:

1. Implement gender equality strategies to address continuing inequality in career outcomes for female academics and researchers in the Irish higher education sector.
2. Develop short-term positive action measures for senior post selection processes to achieve change.
3. Introduce gender balance policies for membership of key decision-making committees, boards and panels.
4. Collect, monitor and publish gender-disaggregated data on staff ratios, leave and recruitment, promotion and research funding processes at institutional and sectoral levels.
5. Develop systems to recognise good practice in gender equality in HEIs and include gender equality as a key performance indicator in the quality review process.
6. Develop innovative gender equality policies on recruitment and promotion.
7. Enhance gender-awareness within research funding processes.
8. Develop a programme of professional development activities to support the career progression of female academics and researchers.
9. Support all academic and research staff to achieve balance between work commitments and wider life activities without any adverse impact on career achievements and progression.
10. Encourage gender awareness to be incorporated into all aspects of the activities of HEIs, research agencies and governing organisation.

## 1.4 Gender Equality in Trinity College Dublin

Concern about gender imbalance within academia can be traced back to the 1980s in College. According to the Higher Education Authority, in 1987 women constituted 5 per cent of university Professors, 7 per cent of Associate Professors, 3 per cent of Senior Lecturers and 12 per cent of Lecturers (including College Lecturers and Junior Lecturers). Trinity College was no exception to the national pattern of female representation. According to Fennell and Mulcahy<sup>22</sup> (1990) in 1984/5 women comprised 5 per cent of Professors (3 women Professors); 5 per cent of Associate Professors (2 women Associate Professors); 7 per cent of Senior Lecturers (8 women senior lecturers); and 27 per cent of Lecturers (58 women Lecturers).

There were some improvements in these levels by 2000/1. Data in the Wright Report (2002)<sup>23</sup> showed that while female representation at Professorial level remained at 5 per cent, women Associate Professors rose to 14 per cent, women Senior Lecturers were 22 per cent and women Lecturers 39 per cent of the total. This was at a time when the student population of Trinity College

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<sup>21</sup> <http://www.ucc.ie/en/iss21/recentresearchprojects/glassceiling/policyrecommendations>

<sup>22</sup> Fennel, C. and Mulcahy, M. (1991) Equality of Opportunity in Irish Third-Level Institutions, Proceedings of a Forum held in University College Cork in 1990, University College Cork.

<sup>23</sup> Wright, B. (2002) Women Academics and Promotion, Trinity College Dublin

was at least 50 per cent female. Hence there was a rise in the proportion of women at all grades *except that of Professor*.

An Academic Women's Network was established in Trinity College in 1989 to seek improvements in relation to the imbalance between female and male academic staff, particularly among Fellows and senior academic grades. To this end, the Academic Women's Network formed an *ad hoc* Committee to draw up a submission on Fellowship, then currently under review by College. This was followed by a proposal listing concerns among women academics in a range of areas and requesting that a College Committee be set up to examine the position of women in college. Arising from this an Equal Opportunity Committee (now the College Equality Committee) was established in 1989. This Committee reported to College in May 1991. The report (p. 4) noted that the:

*"outlook for equality in Trinity College depends crucially on two factors: (a) the willingness of the College to implement policies which will create an environment in which male and female academics operate de facto on equal terms and (b) the opportunity available to the College to employ and promote more female academics"*<sup>24</sup>.

The Report on 'Women Academics and Promotion' (Wright 2002) made 12 recommendations including: the creation of a database on applications and recruitment; improvements in childcare arrangements; paid paternity leave; terms and conditions of part-time workers; audit of contract staff; Fellowship; sabbatical leave; mentoring; and an alleviation of the teaching loads for women returning from maternity leave in order to concentrate on their research.

Another report commissioned by the College required the examination of 'best practice' in relation to the career progression of women in academic positions (Drew 2002)<sup>25</sup>. The purpose of this report was to examine whether universities in other countries (Denmark, Sweden, Norway, Finland and Australia) had been able to raise the representation of women, particularly at professorial level and, if so, to identify the measures used to promote best practice. The report contained twelve recommendations based on established best practice models. These measures and interventions to address institutional action included: leadership from the top; multiple measures; reshaping the academic cultural environment; earmarking of posts; setting targets; organisational reforms (including leadership development and mentoring programmes); gender mainstreaming; linkage with Gender Studies; work-life balance supports; networking; resource allocation; funding of gender research and use of role models.

The next study undertaken was for an SFI application<sup>26</sup> (2005) that led to the setting up of the Centre for Women in Science and Engineering Research (WiSER) in Trinity College. This study addressed the following themes: gender equality Indicators; impact assessment of initiatives to date; research profile of women in science and engineering; identification of barriers; staff development needs; and gender equality reporting.

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<sup>24</sup> Committee on Equal Opportunities for Academics (1991) Report of the Committee on Equal Opportunities for Academics, Trinity College Dublin.

<sup>25</sup> Drew, E. (2002) Best Practice Models for the Career Advancement of Women in Academe, Report to the Equality Committee, Trinity College Dublin

<sup>26</sup> Institute Planning Grant Form (2005) WiSER, Trinity College Dublin. Details available at: <http://www.tcd.ie/wiser/about/who/index.php>

In 2007, College set up a Working Group on Career Advancement of Women Academics<sup>27</sup>. This report referred to the difficulties experienced by early career academic/research staff, whereby many were employed on contracts, some were engaged part-time and others were precluded from teaching. Among its recommendations the Working Group sought the implementation of the action in the earlier reports (Drew 2002; Wright 2002); monitoring of statistics on career progression of women; training courses to support career progression and management skills; exit interviews; monitoring of administrative workloads.

In 2009 the Gender and Promotions Interim Report<sup>28</sup> (2009) recommended the following interventions:

- Targets - the example of the Civil Service has shown the value of setting short and long-term targets, with appropriate responsibilities;
- Responsibility for achieving gender balance in certain grades and fields (and promoting equality) needs to rest with the appropriate roles in College, such as Deans and Heads of School;
- Gender Mainstreaming is advocated by the EU as an essential means to achieving gender equality. It would involve the preparation of gender impact assessments for key strategies/policies;
- Recommendations in previous reports be implemented, reviewed, prioritised or set aside;
- Mentoring and career development - WiSER is currently piloting a Mentoring Programme for staff in FEMS. Mentoring should be appropriately resourced and extended to all staff, male and female, in all three faculties;
- Career development workshops on promotions and academic careers could be provided;
- Work Life Balance be promoted through the provision of more spaces for staff children in the Day Nursery, College should consider extending paternity leave to 2 weeks, flexible work practices should be encouraged in all departments, the situation of part-time staff in relation to promotion should be examined;
- Weighting/valuing in promotions procedures should be reviewed to ensure the outlined weightings are fully adhered to and implemented;
- Promotion procedures should consider gender implications as criteria, the proportions of applicants by Faculty should be monitored and the clear communication of promotion requirements to academic staff should also be addressed;
- Annual reports to Board/Equality Committee/Council should include gender statistics on promotions to appropriate bodies in College.

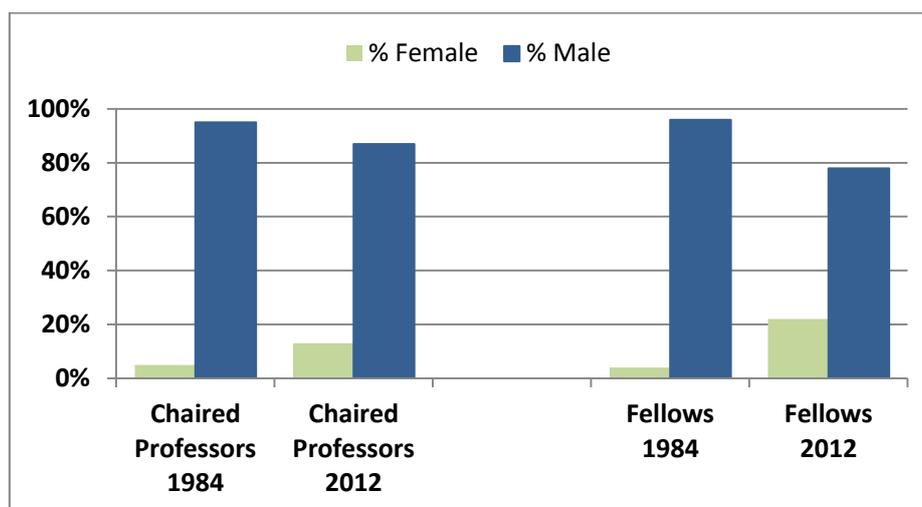
Figure 1.3.1 charts the changes over time in the proportion of women occupying senior positions by comparing the situation in the mid-1980s with that of today. The proportion of both Chaired Professors and Fellows who are women has risen during the intervening 28 years. However, according to this pace of change, it would take a further 128 years before parity is reached at Chaired Professor level.

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<sup>27</sup> Working Group (2007) Career Progression Report for the Equality Committee, Trinity College, Dublin, available at: <http://www.tcd.ie/wiser/research-policy/wiserresearch/2007%20Career%20progression%20report%20for%20Equality%20Committee.pdf>

<sup>28</sup> Equality Officer, (2009) Gender and Promotions Report, Trinity College, Dublin available at: <http://www.tcd.ie/wiser/research-policy/wiser-research/2009%20GenderPromotionsReport.pdf>

**Figure 1.3.1 % of Women and Men in Senior Academic Positions in 1984 and 2012**



The most recent data for Trinity College reinforces the findings from Ireland, the UK and other EU states. According to the Annual Equality Monitoring Report 2012<sup>29</sup> “there is a persistent gender imbalance in the number of women in senior academic and decision-making positions in College”. The analysis conducted shows no noticeable improvement since 2007. The number of women Professors remains within the band of 12-14 per cent, which is approximately two-thirds of the national average (18%). The Monitoring Report also notes the lack of consistent data available that support College’s academic activities namely, teaching assistants and research fellows drawn from postgraduate students and post-doctoral staff.

## 1.5 INTEGER Site Visit Reports

In June 2012, as part of the INTEGER baseline report activities leading to the formulation of Transformational Gender Action Plans, the UK base Oxford Research and Policy consultants were brought in to conduct site visits, through focus group discussions, within the Schools of Chemistry and Natural Science. The purpose of the Site Visits was to explore and assess (through discussions with different groups of staff, and PhD students) the working practices and culture of the Schools, in order to:

- Assess the effectiveness of practices, policies and procedures in the two Schools and their impact on staff at different career levels;
- Make suggestions for the content of School and College Gender Action Plans;
- Identify issues for the College to address within the INTEGER Project.

The methodology used was based on research conducted by the Royal Society of Chemistry, the Athena SWAN Project and the Institute of Physics. Previous work identified strong evidence to

<sup>29</sup> Equality Officer, Monitoring Advisory Group (2012), Annual Monitoring Report 2011-2012, Trinity College, Dublin, <http://www.tcd.ie/equality/assets/pdf/EQMONITREPORT1011.pdf>

support the view that actions to improve working practices, should, for the most part, be gender neutral and would benefit all staff and students both male and female.

The report produced from these site visits<sup>30</sup> contains a number of key recommendations (referred to by the authors as 'benchmarks') for action by the Schools of Chemistry and Natural Science and at College and/or Faculty level. The Oxford Group recommended the following actions:

- Gender-disaggregated data, on staff and students, to meet the decision-making, monitoring and resource allocation needs of Schools and College;
- Support for Early Careers Researchers including mentoring;
- Formalise the procedure for appointing postdocs;
- Review of appointment and promotion criteria, processes and information, including Fellowship;
- Monitoring of appointment and promotion outcomes;
- Introduction of a staff appraisal system;
- Provision of flexible working;
- Review of workload roles and responsibilities;
- Improved working environment;
- Promotion of collegiality within the Schools and across College;
- Increased female representation in decision-making (at School, Faculty and College levels);
- Rewards and recognition of high performance contributions to Schools, Faculty and College;
- Career development provision including induction, mentoring, training and networking;
- Ensure that role models of women and STEM, within and outside College, are given high visibility, in order to facilitate networking and sharing of good practices;
- Career breaks and research leave for returners having availed of family related leave;
- Mentoring programmes for academic staff, with training of mentors and mentees.

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<sup>30</sup> Oxford Research and Policy 2012 available at:  
<http://www.tcd.ie/wiser/integer/news-events/INTEGER%20Site%20Visit%20Report-TCD.pdf>

## Chapter 2 Conclusions and Recommendations

### 2.1 Female Representation in Trinity College

Concern about the lower representation of women academics within College can be traced back to the 1980s when it was noted that the percentage of women holding full (now Chaired) professorship was particularly low (5%). By 2012, the figure increased to just 13 per cent (a gain of 7% points in 25 years). While progress has been noted at other academic grades: Assistant Professor, Associate Professor and Professor (formerly Associate Professor) women continue to be under-represented among full professors (13%) and Fellows (22%) (Section 1.3; Section 4.2; and Section 5.2.

<b>Recommendation 2.1.1</b>	<b>Set targets for female representation in Trinity College</b>
Implementation	Targets should be set within College for proportions of women as Chaired Professors (26%); Fellows (33%); Professors and Associate Professors (40%) to be achieved by 2020.
INTEGER Theme	Career Progression
Context	The current under-representation of women as full professors is an EU-wide phenomenon <sup>31</sup> . However at 13%, the College-wide level is well below the EU average of 20% (GRADE A) and that of the UK (20%) <sup>32</sup> . In view of the EU Roadmap for Equality <sup>33</sup> that set a target of 25% for women in professorial and senior scientific positions, it is recommended that similar targets be set within College.
Owner(s)	Faculty Dean; Search Committee
Links to Report Section(s)	Section 1.3; Section 4.2; and Section 5.2

<b>Recommendation 2.1.2</b>	<b>Implement activities to raise the profile of women academics</b>
Implementation	Activities at School, Faculty and College levels should be introduced to raise the profile of women academics within and outside of College, through external visitors/speakers and examiners who can act as role models and ensure that the image of Trinity College is one that acknowledges the contributions of both genders. Technical and financial supports should be extended to the Schools of Chemistry, Natural Science and Physics to pilot such initiatives.
INTEGER Theme	Career Progression
Context	Women in STEM fields tend to be less visible than their male counterparts. Furthermore, there is a lack of diverse role models for young women and girls in these fields.
Owner(s)	Heads of School; Dean of Research
Links to Report Section(s)	Section 1.5

<sup>31</sup> European Commission, (2013), SHE Figures 2012, Gender in Research and Innovation Statistical Indicators, Research and Innovation, EC, Brussels

<sup>32</sup> Morley, P. (2013), Women and Higher Education Leadership: Absences and Aspirations, Stimulus Paper, Leadership Foundation for Higher Education, London.

<sup>33</sup> European Commission, (2006) Roadmap for Equality between Women and Men (2006-2010), EC, Brussels

<b>Recommendation 2.1.3</b>	<b>Academic Leadership Development Programme</b>
Implementation	In accordance with good practices in university governance, it is recommended that such a programme be initiated for mid-career academic staff who aspire to holding College Officerships or serving on Board and Council
INTEGER Theme	Career Progression
Context	Women are under-represented at senior levels in College, and among those in key decision-making positions, both in the administrative and academic spheres.
Owner(s)	Director of HR; Director of CAPSL
Links to Report Section(s)	Section 1.3; Section 4.1; Section 5.4.2

## 2.2 Promotions

There is clear evidence from the INTEGER survey (Chapter 5) that academic staff do not feel that they have achieved their career ambitions and that it is women rather than men who feel that they have not reached the grade to which they would aspire and expect to reach. There were a number of adverse factors identified by female staff including a feeling that their current (particularly administrative) workloads impeded them from achieving the rank/grade that colleagues in other institutions had achieved. Family commitments also featured, as did the dearth of permanent posts and promotional opportunities imposed by the Irish Government's Employment Control Framework. Women who were surveyed flagged the need to feel supported by their Heads of School and senior colleagues and to receive some assurance that they would succeed if they were eligible and sought promotion. Overall, there were high levels of dissatisfaction with the cumbersome degree of form-filling, lack of promotion opportunities and transparency in how decisions are made. There was a strong message that academic staff perceive the promotion process to be biased, unfair and/or requiring patronage (Section 1.4; Section 5.4).

This situation is paralleled and accentuated by application for Fellowship. According to the INTEGER survey respondents, fewer women than men had applied for Fellowship, in part due to the nature of their non-tenure contracts of employment or part-time status. However, there was also evidence that many academic staff were unfamiliar with the procedure for Fellowship application (Section 1.4; Section 5.4.5).

<b>Recommendation 2.2.1</b>	<b>Monitor the proportions of women who are applicants, shortlisted and successful in promotion and for Fellowship</b>
Implementation	Schools, Faculties and College each to monitor the above, in accordance with commitments set out in the College Equality Policy (Section 3.2). Findings should be reported to Board annually.
INTEGER Theme	Career Progression
Context	Fewer women than men in College apply for promotion and Fellowship.
Owner(s)	School & Faculty Administrators; Equality Officer; Director of HR.
Links to Report Section(s)	Section 1.5; Section 3.2

<b>Recommendation 2.2.2</b>	<b>Notify potential candidates for promotion of their eligibility</b>
Implementation	Faculty Offices should take responsibility for directly notifying potential candidates of their eligibility and inform them where they may access information and advice. The same should be done for Fellowship.
INTEGER Theme	Career Progression
Context	Fewer women than men in College apply for promotion and Fellowship. Current requirements and procedures around promotion are seen as opaque. The INTEGER survey demonstrated a need articulated by some women to be supported and encouraged by senior figures.
Owner(s)	Faculty Deans
Links to Report Section(s)	Section 3.2

<b>Recommendation 2.2.3</b>	<b>Review procedures for promotion and appointment to Fellowship and ensure criteria are clear and transparent</b>
Implementation	Clear and concise guidelines should be issued about the application process for both promotion and Fellowship. Application forms should be simplified and shortened. Members of the Fellowship and Junior and Senior Promotion Committees should be made aware of the disciplinary differences that exist which influence the number and type of publications and metrics relating to citations. They should also be required to attend training in ‘unconscious bias’ in addition to LEAD training already provided.
INTEGER Theme	Career Progression
Context	The requirement to complete a 40+ page form is not necessarily conducive to attracting the most meritorious candidates. Furthermore, for example, while it is normal for science, medical and engineering articles to have multiple authors, this would not be the case for arts, humanities or social sciences. Conversely, it would be much more common for academic staff in the latter group to publish books and book chapters which would be unusual in the science, medical and engineering disciplines. In some disciplines, online journal publications and conference proceedings (giving instant access to potential readers who may cite them) is, as yet, limited to certain disciplines. These discipline-specific publishing differences may correlate with levels of female representation and accentuate gendered patterns and volumes of publications. These differences should not count against promotion applicants.
Owner(s)	HR Committee; Central Fellowship Committee; Standing Committee of Fellows
Links to Report Section(s)	Section 1.5; Section 5.4

<b>Recommendation 2.2.4</b>	<b>Introduce and/or extend tailored Mentoring Programmes for academic staff in order to encourage those eligible to apply for Fellowship and promotion</b>
Implementation	Mentoring programmes should be employed to ensure that staff are encouraged to actively pursue their career ambitions and, where

	appropriate, prepare them for promotion. Different types of Mentoring are recommended to best meet the needs of academic staff. Among <b>early career researchers a group mentoring programme</b> of one mentor to several researchers is recommended, which would help them to feel engaged and valued and facilitate networking within and outside of College (e.g. with potential employers/collaborators). Following the success of the <b>WiSER Mentoring Programme for mid-career staff</b> , it is recommended that this be <b>extended</b> to ensure that all potential mentees are made aware of it and have the necessary information to access one-to-one mentors among a list of College Mentors. For advanced career academic staff, it is recommended that a <b>Pilot Cross-institutional Mentoring Programme for Women Academics</b> be established drawing upon mentors in Irish/UK universities, for female staff in the Schools of Chemistry, Natural Science and Physics.
INTEGER Theme	Career Progression
Context	Mentoring can be particularly valuable for women in STEM, and is seen as a good practice measure to retain and advance women in academia.
Owner(s)	Director of HR; Faculty Dean; Dean of Research; Director of WiSER
Links to Report Section(s)	Section 1.3; Section 1.4; Section 1.5; Section 5.4.5

## 2.3 Research Supports

The INTEGER survey showed that male academics were more likely than women to be actively publishing, defined as producing one or more peer reviewed journal or equivalent per annum. These gender differences were statistically significant. Male academic staff were more likely to have applied for external research funding than women staff. However these differences may be attributable to the over-representation of men in disciplines where research frequently requires funding support (labs, equipment, post docs, postgraduates) compared with the over-representation of women in contrasting disciplines where funding for research is less common or often unnecessary. Fewer women staff were supervising Doctoral or Masters students than their male counterparts. Since funding support can be of fundamental importance in attracting postgraduate students and post-doctoral researchers, there is a vicious circle effect through which male staff are over-represented in disciplines that attract higher levels of external funding (e.g. Physics, Chemistry, Genetics, Computer Science and Engineering). Applying for, and successfully obtaining, funding attracts postgraduate and postdoctoral applicants from those disciplines. This in turn contributes to higher levels of published articles, jointly authored by members of the research team, where the contribution of postgraduates and post-doctoral researchers is critical. In contrast, women staff are over-represented in disciplines such as Linguistics, Nursing, Social Work and Social Policy, Ecumenics and English which would not attract the same levels of external funding nor postgraduates/postdoctoral researchers. Furthermore, publications in these fields of research are more likely to reflect a smaller number of authors (or sole authorship) and in a wider range of publications – books/chapters, monographs as well as journals (Section 5.3).

A number of women staff who responded to the INTEGER survey mentioned the difficulty of remaining 'research active' when taking time out to have their children. This problem was not mentioned by male staff.

Both the INTEGER survey and the Trinity Research Staff Association (TRSA) Report<sup>34</sup> that preceded it pointed to the myriad problems faced by career researchers in Trinity College. While the TRSA report did not provide a gender breakdown, the INTEGER survey showed that a higher proportion of women respondents held contract posts, compared with male staff. INTEGER and TRSA survey respondents referred to the tenuous nature and diversity of their contracts. Some research contract employees are required to do teaching only while others were not allowed to teach or supervise students at all – depending on their discipline/PI. Apart from the major problem of job insecurity, research staff were concerned about their career prospects (or lack of them) (Section 5.2).

The INTEGER site visits noted that there is considerable variation in the way that Schools, and individual PIs, select postdocs. For example, consultations with postdocs in the School of Natural Sciences suggested that they would welcome more transparency in the hiring process. In the absence of any formal panel or even advertising of posts, successful postdocs were left feeling insecure about their abilities.

<b>Recommendation 2.3.1</b>	<b>Develop an Academic Research Portfolio</b>
Implementation	To assist staff in their professional development, career progression and promotion College should pilot and subsequently institutionalise an Academic Research Portfolio programme.
INTEGER Theme	Career Progression
Context	This is proposed in recognition of the fact that research is an important (if not <b>the</b> most important) single criterion for promotion. Despite this, disproportionate emphasis is placed on teaching through the requirement to submit a teaching portfolio, for which a course is already run by CAPSL. Such a programme would aid academics in developing a more structured plan for career advancement.
Owner(s)	Director of HR; Director of CAPSL
Links to Report Section(s)	Section 1.3; Section 5.4.4

<b>Recommendation 2.3.2</b>	<b>Develop an effective staff appraisal system</b>
Implementation	Develop and implement an effective appraisal system that focuses on what staff need to do to ready themselves for promotion and furthermore to ensure that all eligible staff are considered as to their readiness for promotion prior to each promotion round.
INTEGER Theme	Career Progression
Context	Should College embark upon an Athena SWAN application it will be necessary to ensure that an effective staff appraisal system is put in place.
Owner(s)	Heads of School
Links to Report Section(s)	Section 1.5; Section 5.4

<sup>34</sup> Trinity Research Staff Association, (2006) Contract Researchers in Trinity: A Frontline Perspective, Trinity College, Dublin <http://www.trsa.tcd.ie/sites/default/files/TRSAPositionPaper.pdf>

<b>Recommendation 2.3.3</b>	<b>Run WiSER Seminar on Funding Sources and Application Procedures</b>
Implementation	WiSER would invite funding agency staff from Science Foundation Ireland and the Irish Research Council to attend along with academic staff who are already grant holders of European Commission FP7, European Research Council and other EU funding agencies. This could be scheduled to allow time for staff who wish to avail to prepare draft before applications both in advance of and after the event, as preferred.
INTEGER Theme	Career Progression
Context	Academic staff may not be familiar with funding agencies and/or elements involved in a successful funding application. According to the INTEGER survey, a lower proportion of women academics had applied for external funding.
Owner(s)	Director of WiSER
Links to Report Section(s)	Section 5.3

<b>Recommendation 2.3.4</b>	<b>Establish an Early Career Research (ECR) Support Office</b>
Implementation	In order to help early-career researchers (Research Fellows and Postdocs) progress in their professional careers it is recommended that College set up a support office to facilitate the development and implementation of a Research Skills and Career Development Framework for the postdoctoral research population in College. The Office would also play a role in clarifying their expected contributions and providing guidelines regarding employment policy for ECRs, e.g. maternity leave provision.
INTEGER Theme	Career Progression
Context	TCD aims to be an inclusive research community which is strongly committed to fostering the next generation of world-class academics. The contribution of College's researchers is invaluable, whether they be early career researchers, or more established academics recognised as world-leaders in their field. However, there is currently no formal institutional support for ECRs, nor template for consistency of experience and skills development across research groups, disciplines, or Schools.
Owner(s)	Director of HR; Dean of Research.
Links to Report Section(s)	Section 1.5; and Trinity Research Staff Association

<b>Recommendation 2.3.5</b>	<b>Formalise process for hiring early-career researchers</b>
Implementation	Schools appointing postdocs should use a panel for short-listing and interviewing applicants.
INTEGER Theme	Career Progression
Context	This is in accordance with international good practice.
Owner(s)	Director of HR; Dean of Research.
Links to Report Section(s)	Section 1.5

## 2.4 Work-Life Balance Policy

From the survey of academic and research staff it is evident that the profiles of life partners differ between women and men. More men have partners who are not engaged in the labour market or work part-time, compared with women staff (48% of men and 24% of women). In itself, this can influence the demand for flexible working arrangements and work-life balance among staff and the attitudes of Heads of Discipline and Schools, whose personal domestic/partnership patterns may vary, on gender lines, from those of their staff. Parenting responsibilities were often ignored in timetabling of meetings and lectures and running non-standard College events (Section 5.5).

The survey demonstrated that women, rather than men, opted for forms of flexible working through sabbaticals, part-time working and unpaid leave and that more women wanted to avail of flexible working, particularly sabbaticals, career breaks and part-time working. The survey also showed that staff who switch from full-time to part-time status lose certain rights and privileges (for example Fellowship and Tutorship) (Section 5.5.5).

It is predominantly women who avail of family leave mainly through maternity leave. Some had experienced problems on returning to work in College. More information was sought on their rights before/after their break, along with flexible working options, ‘keeping in touch’ and being supported in continuing their research, publishing and/or funding applications. Only a small number of men had taken (paid) paternity leave and none had availed of (unpaid) parental leave (Section 5.5.5).

<b>Recommendation 2.4.1</b>	<b>Introduce one-term sabbatical for academics returning from long-term leave</b>
Implementation	Staff returning to College after availing of extended leave of at least 3 months (maternity, paternity and/or parental, adoptive, carer’s or long-term sick leave) should be allowed to take a one-term sabbatical (or pro rata time if availing of shorter leave) to concentrate on their research and ease their way back into a full academic workload. These adjustments should be reflected in the overarching workload model.
INTEGER Theme	Work-Life Balance
Context	Academics can be deemed research inactive if they have been out on family leaves. This has an impact on career advancement.
Owner(s)	Faculty Dean
Links to Report Section(s)	Section 1.4; Section 3.1

<b>Recommendation 2.4.2</b>	<b>Extend paid paternity leave to 10 days</b>
Implementation	This extension should be piloted and evaluated within the Schools of Chemistry, Natural Sciences and Physics.
INTEGER Theme	Work-Life Balance
Context	Uptake of paternity and parental leave by fathers is currently low within College. An increase in the paternity leave allocation would facilitate greater sharing of parenting responsibilities and provide greater recognition of the role of fathers.

Owner(s)	Faculty Dean
Links to Report Section(s)	Section 1.3; Section 3.1; Section 5.5.6

<b>Recommendation 2.4.3</b>	<b>Provide family-friendly supports for out-of-term &amp; weekend events</b>
Implementation	Childcare or Sports Department activities should be provided on a pilot basis for non-standard events such as the Provost’s election or ‘away days’.
INTEGER Theme	Work-Life Balance
Context	Childcare responsibilities can impact on working parents' abilities to attend College events outside of normal working hours, and can inhibit their ability to fully engage with the College community.
Owner(s)	Chief Operating Officer
Links to Report Section(s)	Section 3.1; Section 5.5.6

## 2.5 Workplace Culture

One of the findings of the INTEGER survey was that women staff were less likely than their male counterparts to believe that their colleagues always sought their opinions on research ideas and problems and were more likely to feel that they were under scrutiny by colleagues in their Schools. Though most survey respondents, male and female, reported positive aspects about the culture prevailing in their Schools, there were some characteristics that were **less evident** than others: transparency, inclusivity, collaboration and support. Significantly fewer women than men surveyed believed that the culture prevailing in their School was non-sexist or respectful. Similarly, male respondents felt more valued than their female counterparts, for their teaching, research, scholarship and/or creativity (Section 5.6.2).

Apart from salary and funding opportunities, there were relatively high levels of satisfaction with the academic working environment though female staff were less satisfied, than men, with the level of opportunities to collaborate with other faculty and non-faculty members of staff. (Section 5.6.2)

<b>Recommendation 2.5.1</b>	<b>Implement an orientation (induction) process for new academic and research staff</b>
Implementation	New staff should receive important information via a handbook (on web site) and should be appointed a ‘buddy’ to ensure that they can access follow up queries and start the process of integration. It is recommended that this be piloted in the Schools of Chemistry, Natural Sciences and Physics.
INTEGER Theme	Work-Life Balance
Context	The report of the Site Visits [see Chapter 1] conducted in the Schools of Chemistry and Natural Sciences pointed to the need to build a stronger sense of community within and across disciplines.
Owner(s)	Director of HR; Heads of School; Mentors
Links to Report Section(s)	Section 1.5; Section 5.6.3

<b>Recommendation 2.5.2</b>	<b>Set up School Social Clubs</b>
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Implementation	These should be piloted within the Schools of Chemistry, Natural Sciences and Physics. Club activities could include monthly lunches, (co-)hosted by the Schools/Faculty.
INTEGER Theme	Work-Life Balance
Context	The report of the Site Visits [see Chapter 1] conducted in the Schools of Chemistry and Natural Sciences pointed to the need to build a stronger sense of community within and across disciplines. Social Clubs could improve the levels of integration into School/Faculty culture.
Owner(s)	Heads of School
Links to Report Section(s)	Section 1.5; Section 5.6.3

## 2.6 Engagement of Decision-Makers

The INTEGER survey demonstrated that more women than men aspire to holding College posts as Dean and Head of School. Committee involvement has been very similar across College, reflecting a well-established attempt to promote gender balance in College. The exceptions were: Departmental (Discipline) Management/Faculty Boards, Heads of Schools, Library and Information, Research, Graduate Studies and Promotion and Review Committees on which men had a higher level of representation. Overall, slightly more male respondents had served on one or more College Committees and fewer women had chaired these compared with their male counterparts (Section 5.4.2 and 5.4.3).

<b>Recommendation 2.6.1</b>	<b>Monitor appointments to College committees and management posts by gender &amp; seek better gender balance</b>
Implementation	It is recommended that male:female representation on ALL boards, committees and management posts be carefully monitored and, where new appointments are made, these seek to have a better balance of female and male staff
INTEGER Theme	Engagement of Decision Makers
Context	Despite the additional time commitment required to serve on College Management Boards, as College Officers, Deans, Heads of School and on College Committees, women staff were keen to be involved and are unevenly (and under) represented in these realms of governance.
Owner(s)	Equality Officer; Vice Provost/Chief Academic Officer
Links to Report Section(s)	Section 4.1; Section 5.4

<b>Recommendation 2.6.2</b>	<b>Provide training for aspiring Heads of Discipline/School/Faculty Deans and College Officers</b>
Implementation	It is recommended that a suite of training programmes be designed and piloted in the Schools of Chemistry, Natural Science and Physics for serving on Committees (chairing meetings, time management, communication skills) and people-management skills, in which Equality training and unconscious bias would be an integral component.
INTEGER Theme	Engagement of Decision Makers
Context	Academic administrators take office with little or no administrative training in the area in which they are expected to perform -

	management. The three largest Schools in the College have over 700 staff working under the direction of the Heads of School, yet the heads of these areas do not routinely have any management training.
Owner(s)	Chief Operating Officer; Director of START
Links to Report Section(s)	Section 1.3; Section 1.5

<b>Recommendation 2.6.3</b>	<b>Commitment to gender equality to be demonstrated through pledges by the College Senior Management Team</b>
Implementation	Pledges to be published on the College website through all media (video, written). This commitment should be extended to INTEGER champions in the Schools within the Faculty of Engineering, Mathematics and Science
INTEGER Theme	Engagement of Decision Makers
Context	This is in line with best practice universities. Visible support from senior management for addressing the underrepresentation of women in STEM is vital for the success of implementing transformational change.
Owner(s)	Director of WiSER
Links to Report Section(s)	Section 1.3; 1.5

## 2.7 Workload Allocation

The survey of academic staff showed that male and female staff spend similar levels of time on: research, teaching, administration and on other activities (in that order). Asked about their desired time allocation, female and male staff would like to allocate more time to their research and less to other tasks, most notably administration that currently accounts for 22-23% of academic/researcher staff time. Staff surveyed also articulated the view that in order to get promoted, they **need to spend** less time on administration, teaching and other activities (e.g. pastoral care). When asked what prevented them from achieving their desired task allocation, staff referred to: unreasonable administrative burdens; poor administrative support; bureaucracy; a disjointed College structure; excessive workloads, staff shortages and lack of transparency in workload allocation (Section 5.3).

<b>Recommendation 2.7.1</b>	<b>Monitor workload models, and their consequences, to ensure gender equity</b>
Implementation	Workload models should be monitored and reported on in terms of gender.
INTEGER Theme	Organisational Structure
Context	There is a clearly demonstrated need to examine workload allocations across College to ensure that staff are allocated work in an equitable and transparent manner. In view of the current requirement for Schools to introduce workload models, these need to be evaluated along gender lines to ensure that work is allocated in a manner that facilitates a balance between research, teaching administration and other work, among all academic staff.
Owner(s)	Chief Operating Officer; Director of START
Links to Report Section(s)	Section 1.5; Section 5.3

## 2.8 Gender-proofing of College Policies

It has been agreed by the Equality Committee that: a member of the Equality Committee should attend the HR Committee as an Equality champion; HR should include a date for review of its policies; and that the Equality Committee be included in this review process.

<b>Recommendation 2.8.1</b>	<b>Gender-proof all College policies</b>
Implementation	It is recommended that the Equality Committee should gender-proof all College policies that have any potential gender implications. For example, the <b>possible differential impact</b> , between male and female staff, of the current <b>Retention Policy and Procedures</b> <sup>35</sup> and <b>Accelerated Advancement in the Lecturer Grade</b> <sup>36</sup> should be monitored.
INTEGER Theme	Organisational Structure
Context	This supports START Recommendation 27 - Consequence analysis relating to gender be performed on all existing and new policies e.g. recruitment, promotion, leave policies, research active definition.
Owner(s)	Chief Operating Officer; Director of START
Links to Report Section(s)	Section 1.3

## 2.9 Data Monitoring

<b>Recommendation 2.9.1</b>	<b>Produce Key Performance Indicators to include gender</b>
Implementation	The level of representation of women as College Officers, in senior professorial grades and as Fellows should be included in Key Performance Indicators for the College and be flagged on the College website. Female representation KPIs should be monitored annually.
INTEGER Theme	Organisational Structure
Context	Current KPIs have no gender component.
Owner(s)	Equality Officer; Vice Provost/Chief Academic Officer.
Links to Report Section(s)	Section 1.3

<b>Recommendation 2.9.2</b>	<b>Undertake longitudinal study of academic staff employed in Trinity College from 1972-2012</b>
Implementation	It is recommended that a study of all academic staff employed in College during the period stated above to track exits, promotion histories and research publications. This will require extending and completing an existing database that draws upon secondary data from the College Annual Calendars, and undertaking subsequent time-series analysis to examine gender differences in retention and career

<sup>35</sup> Available at: [http://www.tcd.ie/hr/assets/pdf/Retention\\_Policy.pdf](http://www.tcd.ie/hr/assets/pdf/Retention_Policy.pdf)

<sup>36</sup> Available at: <http://www.tcd.ie/hr/assets/pdf/meritbar.pdf>

	progression within College over a 40 year time span. The database could then become part of an annual monitoring system.
INTEGER Theme	Organisational Structure
Context	A 'leaky pipeline' phenomenon is evident across much of Europe and internationally whereby women are disproportionately more likely to exit from academic grades in universities and research institutions. The data gathered by this study would provide insight into the historical background development of this phenomenon in College.
Owner(s)	Director of WiSER
Links to Report Section(s)	Section 1.3

<b>Recommendation 2.9.3</b>	<b>Conduct exit interviews</b>
Implementation	All academic and research staff leaving College should be offered an exit interview, or form for completion, to ascertain whether their departure is due to push or pull factors and to establish their destination after working in Trinity College.
INTEGER Theme	Organisational Structure
Context	There is currently no formal practice of conducting exit interviews in College. Such interviews can play an important role in identifying systemic cultures and practices and their impact on employees. This should be piloted in the INTEGER Schools
Owner(s)	Heads of School with Director of HR
Links to Report Section(s)	Section 1.3

## 2.10 International Academic Community and Practice

<b>Recommendation 2.10.1</b>	<b>Benchmark against universities affiliated to the League of European Research Universities</b>
Implementation	In order to learn from and emulate good HR and Gender Equality Practice it is recommended that INTEGER Implementation Teams in the Schools of Chemistry, Natural Sciences and Physics benchmark against universities that are affiliated to the League of European Research Universities. This will allow College to replicate good practices observed to be effective in universities that include Oxford, Cambridge, Edinburgh, Imperial, UCL and other equality champions across the EU <sup>37</sup> .
INTEGER Theme	Organisational Structure
Context	Most of the leading universities in throughout the world are engaged at some level in addressing the continued underrepresentation of women in STEM. Benchmarking against LERU universities will provide a mechanism for identifying indicators of lasting change.
Owner(s)	Director of WiSER

<sup>37</sup> League of European Research Universities, (2012), Women, Research and Universities: Excellence without Gender Bias, LERU, Leuven.

Links to Report Section(s)	Section 1.1
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<b>Recommendation 2.10.2</b>	<b>Apply for Athena SWAN Bronze Award</b>
Implementation	College should work towards submitting an application for an Athena SWAN Bronze Award once this scheme is opened up to non-UK universities.
INTEGER Theme	Organisational Structure
Context	Substantial importance is attached to gender equality by UK funding bodies, whereby being an Athena SWAN award holder (or equivalent) is a requirement for accessing grants. Similar requirements are likely to be extended and/or introduced in the EU and Ireland.
Owner(s)	Director of WISER; Equality Officer
Links to Report Section(s)	Section 1.1

## 2.11 Institutional Implementation of INTEGER

Figure 2.1 encapsulates the key recommendations that have been distilled from: US/EU gender and STEM policy formulations and compilations of good practice; the INTEGER survey conducted in March 2012 of academic/ research staff; and site visit focus group discussions with academic, technical/Administrative staff, post-docs and postgraduate students in the Schools of Chemistry and Natural Science. These recommendations represent a transformational Gender Action Plan (T-GAP) Framework, from which the Schools of Chemistry, Natural Science and Physics can operationalise the T-GAPs into follow-up and implementation.

Information on the composition/ membership of the College Teams responsible for driving the T-GAPs at School and College levels is available in Appendix A.

**Figure 2.1 Transformational Gender Action Plan Framework**



## Chapter 3 Gender Policy Equality Overview

### 3.1 Leave Policies

#### 3.1.1 Maternity Leave and Supports

Members of staff who qualify under the terms of the Maternity Protection of Employees Acts (1994 and 2004), the Unfair Dismissals Acts (1977 and 1993), the Protection of Employees (Part-time Work) Act 2001 and the Protection of Employees (Fixed-Term Work) Act 2003 can avail of Maternity Leave. College provides **26 weeks paid Maternity Leave**, and staff members may choose to take up to an additional **16 weeks of unpaid leave**.

Following paid Maternity Leave and/or additional unpaid Maternity Leave College staff are entitled to return to work in accordance with the terms of the Maternity Protection of Employees Acts, 1994 and 2004. It is College policy to permit the person to return to the same job that she held immediately before Maternity Leave, if practicable.

Staff are entitled to paid time off for ante-natal or post-natal care, including one complete set of ante-natal classes, without loss of pay. Prospective fathers have a once-off right to attend the last two ante-natal classes before the birth.

Breastfeeding mothers are accommodated (up to 26 weeks after giving birth), without loss of pay, to either breastfeeding break/s, where suitable facilities are provided, or a reduction of working hours. The one hour break may be split into shorter periods of time totalling one hour.

#### 3.1.2 Paternity Leave

Paternity Leave entitlement is **a maximum of 3 days paid leave** which is granted solely to a male staff member on the birth of his child or on the adoption of a child.

#### 3.1.3 Parental Leave

Parental leave is unpaid leave which is available to natural or adoptive parents, to enable them to care for a child under the age of eight in accordance with the terms and conditions of the Parental Leave Act, 1998. Parental Leave entitlements also extend to persons acting in *loco parentis* in respect of an eligible child. The **maximum entitlement is fourteen weeks** in any twelve-month period.

#### 3.1.4 Carer's Leave

Carer's Leave is unpaid temporary leave for the purpose of the provision of full-time care and attention to a person requiring it. The maximum duration is **104 weeks** for each Relevant Person, or 208 weeks in total per staff member.

## 3.2 Equality Policy

The Universities Act 1997 placed obligations on universities to promote equality, including gender balance. The Equality Policy sets out College's commitment to promoting equality in: employment, education and service provision and details how this policy is implemented.

The College aims to provide an inclusive environment which promotes equality and values diversity – and is committed to maintaining an environment of dignity and respect where all staff and students can develop their full potential. The concept of equality is central to the College's ethos of academic and service excellence.

The Equality Policy commits the College to:

- **monitoring promotional processes** regarding gender in order to ensure equality of opportunity in career progression in the University;
- **mainstreaming equality** in all of its planning processes and;
- **implementing equality and diversity training and awareness programmes.**

Trinity College Dublin is an equal opportunities employer and is committed to the continued development of employment policies, procedures and practices which do not discriminate on grounds such as gender, civil status, family status, ethnicity, age, disability, sexual orientation, religion or membership of the Travelling community.

For further details of the policies referred to in Section 3, see Appendices c and D.

## Chapter 4 Summary Gender Data

This Chapter provides an overview of female representation in College. Key gender indicators are displayed to demonstrate current levels of representation among College Officers, staff and students.

The figures refer to the academic year 2011/12 unless otherwise specified.

### 4.1 Senior Decision-Making Roles and Bodies

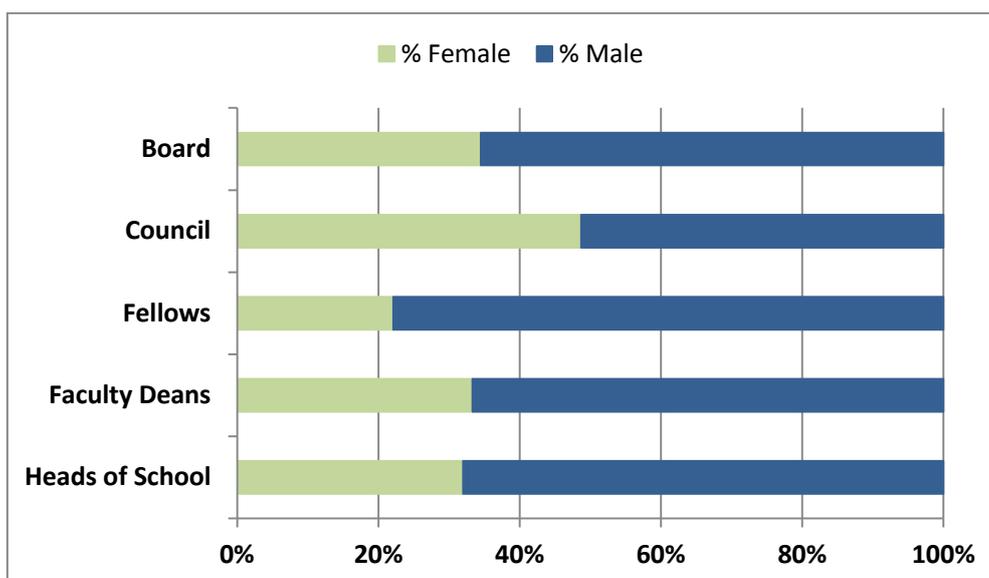
This sub-section provides the gender breakdown of individuals occupying senior and decision-making positions within College.

**Table 4.1.1 College Officers**

<b>Provost</b>		Male: 1 Female: 0
<b>Vice Provost</b>	 	Male: 0 Female: 2
<b>Senior Lecturer</b>		Male: 1 Female: 0
<b>Registrar</b>		Male: 0 Female: 1
<b>Bursar</b>		Male: 1 Female: 0
<b>Senior Tutor</b>		Male: 0 Female: 1
<b>Dean of Graduate Studies</b>		Male: 0 Female: 1
<b>Dean of Students</b>		Male: 0 Female: 1
<b>Dean of Research</b>		Male: 1 Female: 0

Source: College Calendar, 2012-13

**Figure 4.1.1 Academic Decision Making**



Source: Equality Monitoring Report, 2011-12

## Definitions

### *Board*

The Board of Trinity College is the governing body responsible for managing the affairs of the College and is the body which ultimately approves all College policies and procedures. The Board is comprised of elected members, ex-officio members, student members and in attendance members. Currently, two-thirds of representatives to Board are men and one-third women.

### *Council*

The University Council is the highest academic committee in the University, and is responsible for the College's academic affairs including curriculum development and academic appointments. Its decisions and nominations are forwarded to Board for confirmation. Female representation on Council is almost half (49%).

### *Fellows*

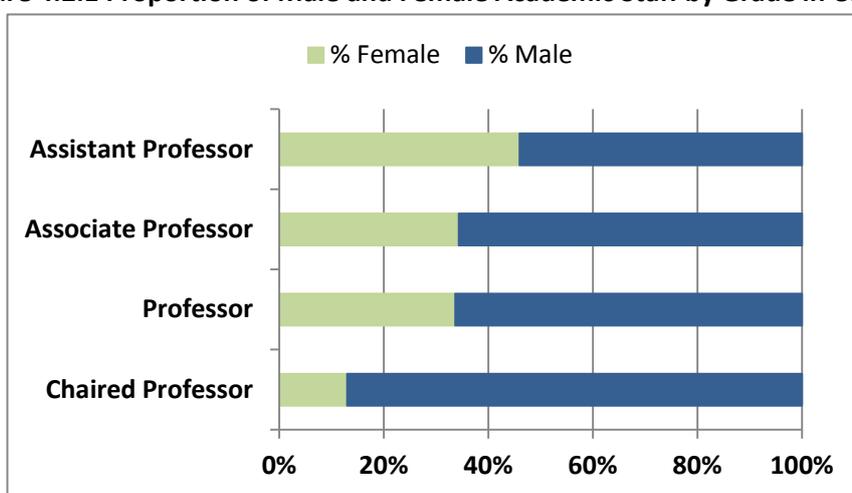
Fellows of the College are members of academic staff who have been nominated, deemed to meet the criteria set out in the Statutes for this recognition, and are elected. Scholarship or research achievement of a high order is the primary qualification for Fellowship, coupled with evidence of the candidate's contribution to the academic life of the College and an effective record in teaching. There are certain privileges attached with being a Fellow. Nearly four out of five Fellows are men (78%) compared with 22 per cent who are women.

## 4.2 Staff Ratios

College employs a total of 2,839 (Full-Time Equivalent/FTE) staff, of whom 778 are academic staff, 1,474 are library, technical, administrative, and support services staff, and 587 are research staff. The overall staff representation comprises of 55 per cent women and 45 per cent men.

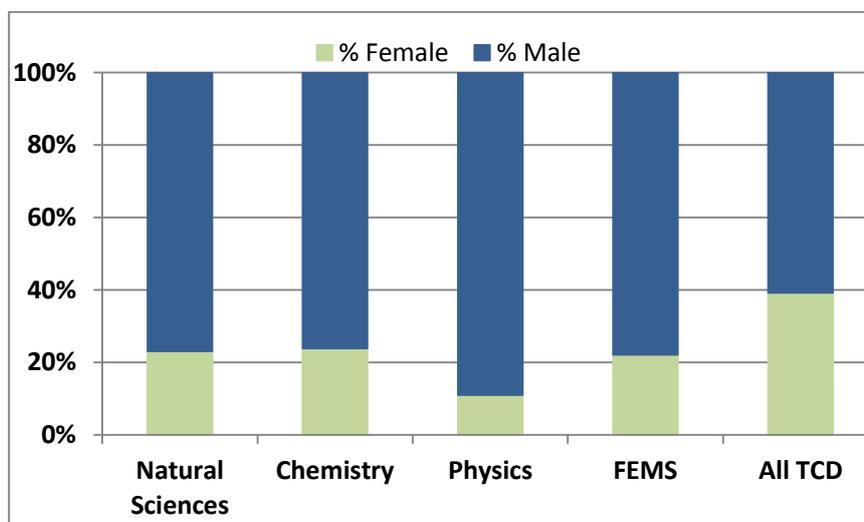
Among academic staff employed by College, 39 per cent are female and 61 per cent male (Figure 4.2.1). However, within the Faculty of Engineering, Mathematics and Science (FEMS), women account for just 22 per cent of academic staff (Figure 4.2.2). Across all faculties, women are over-represented at the lower academic grades while men are over represented at higher academic grades. Among Chaired Professors, women account for 13 per cent of the total. This figure remains unchanged since 2006/7.

**Figure 4.2.1 Proportion of Male and Female Academic Staff by Grade in College**



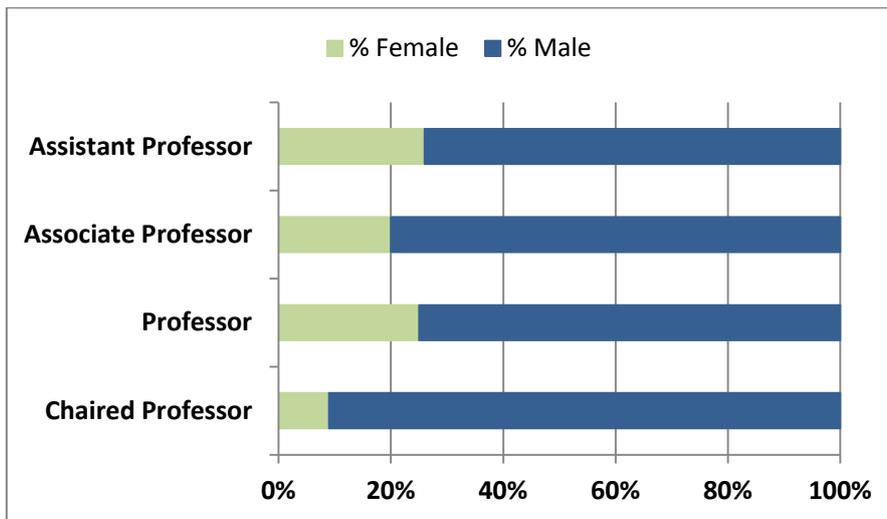
Sources: TCD Annual Equality Monitoring Report, 2011-12 and WiSER Database, Jan 2012.

**Figure 4.2.2 Proportion of Academic Staff by Gender in Schools of Natural Science, Chemistry, Physics, Faculty of Engineering, Mathematics and Science and College**



Sources: TCD Annual Equality Monitoring Report, 2011-12 and WiSER Database, Jan 2012.

**Figure 4.2.3 Proportion of Male and Female Academic Staff by Grade – Faculty of Engineering, Mathematics and Science**



Sources: TCD Annual Equality Monitoring Report, 2011-12 and WiSER Database, Jan 2012.

Figures 4.2.4 to 4.2.6 provide comparable gender breakdowns for academics at each grade level within the three INTEGER pilot Schools: Chemistry, Natural Sciences and Physics. While the total proportion of women academics within these Schools is broadly similar to that of the Faculty as a whole, there are some variations by grade.

**Figure 4.2.4 Proportion of Male and Female Academic Staff by Grade – School of Natural Sciences**

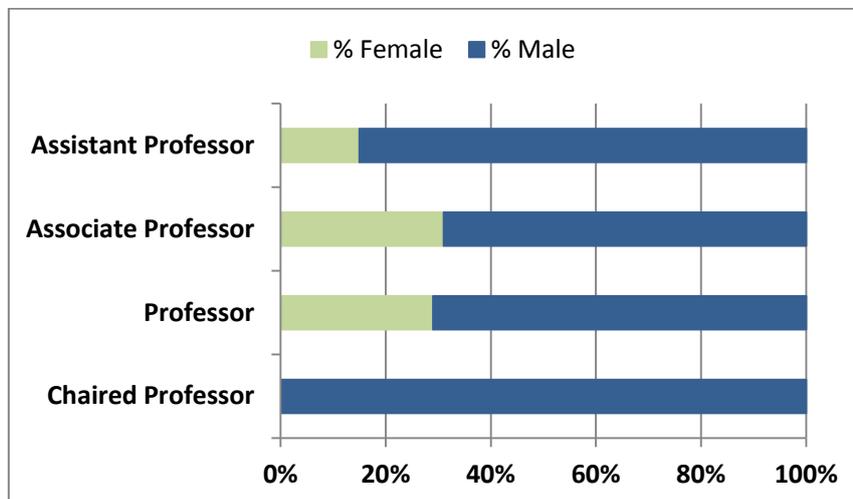


Figure 4.2.5 % of Male and Female Academic Staff by Grade – School of Chemistry

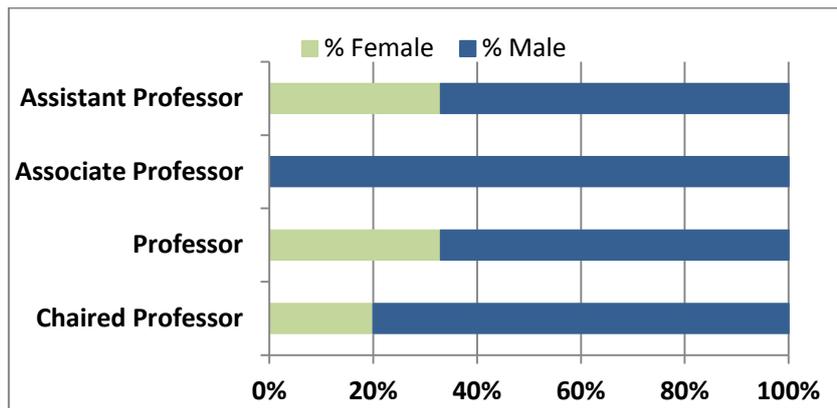


Figure 4.2.6 % of Male and Female Academic Staff by Grade - School of Physics

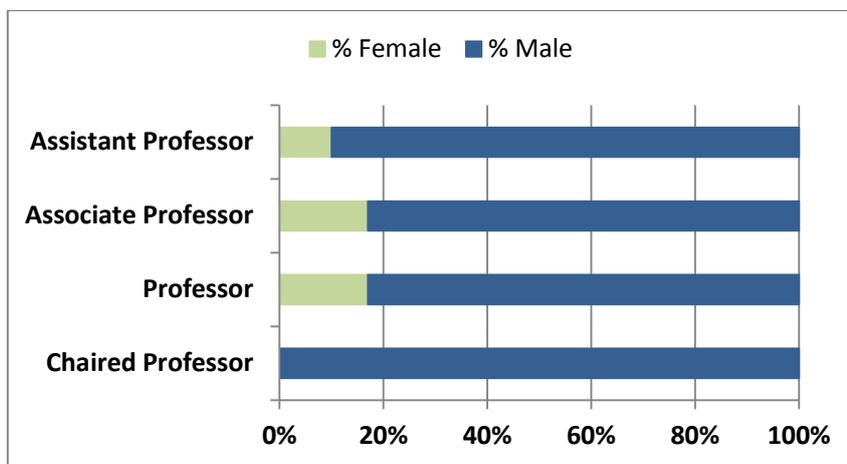
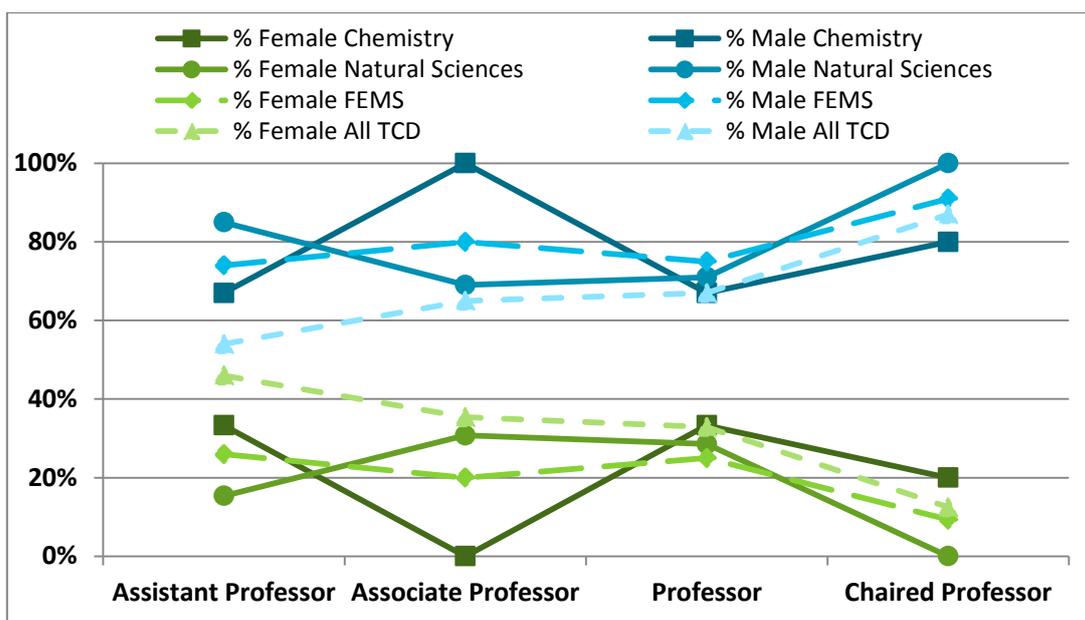


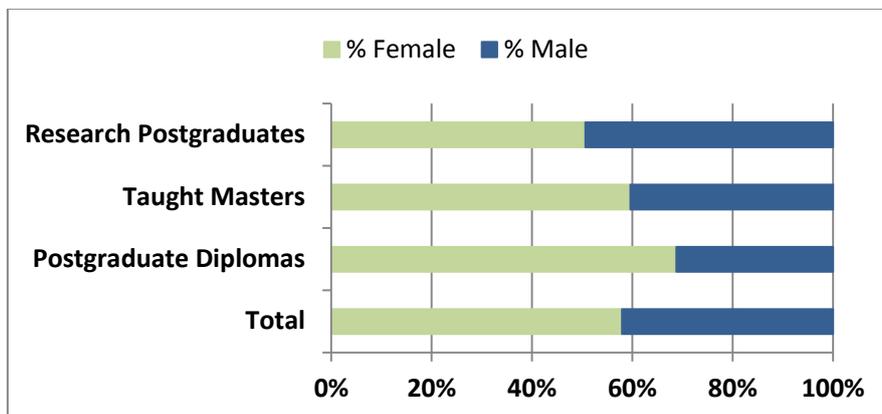
Figure 4.2.7 % of Male and Female Academics in Schools/Faculty



### 4.3 Student Ratios

In total, there were 16,747 registered students in 2010/11 and 59 per cent of the student population was female and 41 per cent male. In 2009/2010 61 per cent of students were female. Of the total student body, 11,844 students are undergraduates (71%), and 4,903 are postgraduates (29%).

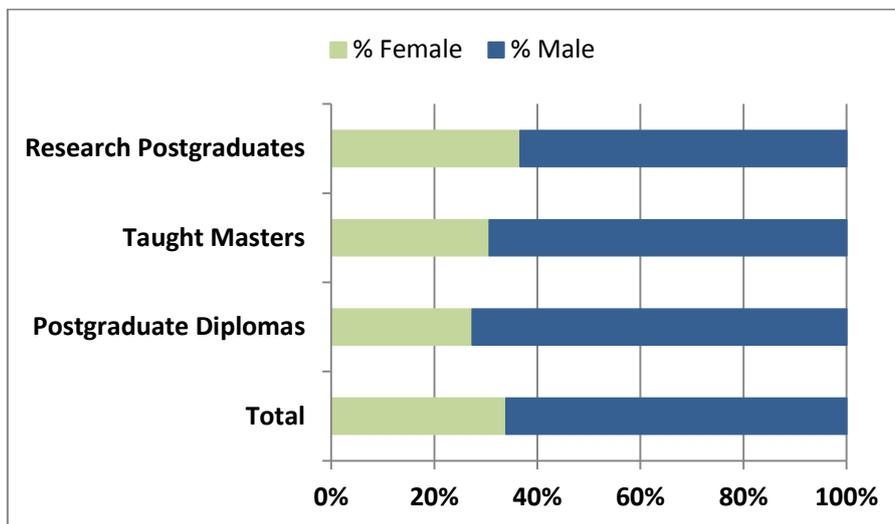
**Figure 4.3.1 Postgraduate Students by Gender for All College**



Source: Graduate Studies Annual Report 2009/10

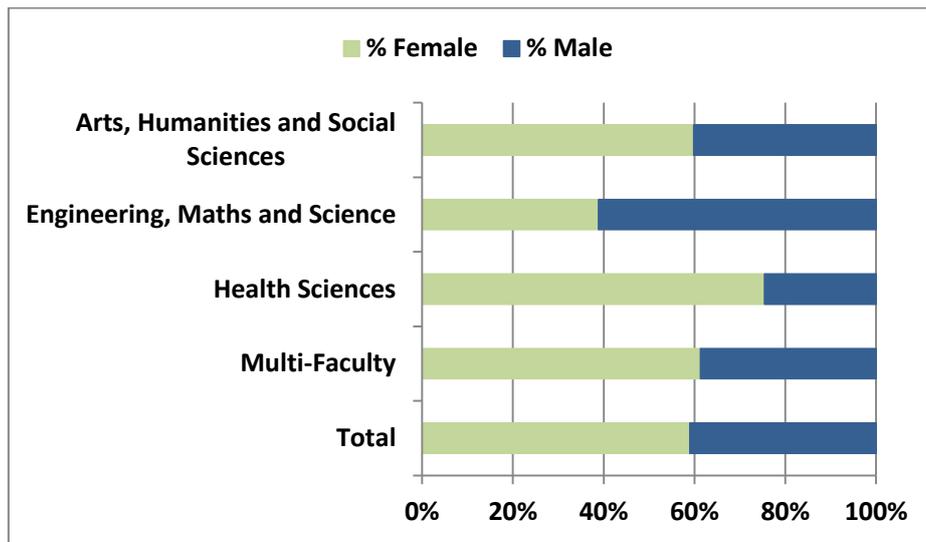
While female students are the majority among the overall student population, this varies across disciplines. The Faculty of Engineering, Mathematics and Science is the only one in College in which male students account for the majority of both undergraduate and postgraduate students.

**Figure 4.3.2 Postgraduate Students by Gender and Type - Faculty of Engineering, Mathematics and Science**



Source: Graduate Studies Annual Report 2009/10

Figure 4.3.3 Undergraduate Students by Faculty and Gender



Source: WiSER Database, January 2012

## Chapter 5     **INTEGER Survey Report**

This survey report is based on the quantitative and qualitative data collected in March 2012 from across College, in which academic staff were surveyed to examine their career ambitions, experiences and perceptions of the working environment, as part of the INTEGER project activities. The survey design was based on surveys conducted by the Athena Survey of Science, Engineering and Technology (ASSET) across UK universities (in 2003, 2006, and 2010). The survey objectives were to determine the forms of intervention and target actions to promote transformational change to ensure gender equality, within Trinity College in general, and the Faculty of Engineering, Mathematics and Science in particular.

The survey questionnaire was designed and administered online using Survey Monkey as the data collection tool and the results were downloaded into EXCEL, SPSS and WORD files for analysis. The questions were designed to elicit both closed (quantitative) and open-ended (qualitative) responses.

Academic staff recipients of the online survey were asked to complete all questions, while each question was optional. Recipients were informed that they could withdraw from the survey at any time. Despite assurances that all information collected through the online survey would remain completely anonymous and not be traceable to any respondent, a substantial number of potential respondents exited from the survey when asked to state their School/Faculty within College.

All responses were anonymised and access to the data was confined to the INTEGER team responsible for the survey analysis. In total 357 respondents completed some parts of the survey but when incomplete fields (such as gender) were noted and these cases eliminated the number of final respondents analysed was 241 (157 women and 84 men). The remainder of section 5 is based on data collected from these respondents. The quantitative data were analysed using Statistical Package for the Social Sciences (SPSS). This was complemented by content analysis of the open-ended responses.

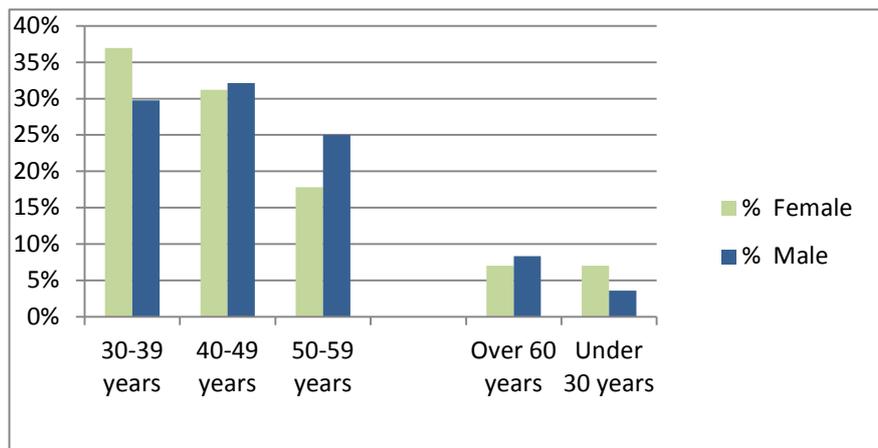
The survey included the following sections:

1. Demographic profile of respondents
2. Current Employment Status
3. Career History and Aspirations
4. Work-life Balance
5. Department/School or Research Unit Environment

### **5.1 Demographic Profile of Respondents**

There were no significant differences in the age profile of fe/male respondents. However, a smaller proportion of the men (30%) were aged 30-39 years compared with women (37%). Conversely, a greater proportion of the male respondents were aged over 50 years (34%) compared with the female respondents (25%). Overall, women respondents were younger (44% being under 40 years) compared with 34% of male respondents (Figure 5.1.1).

**Figure 5.1.1 Age Profile of Survey Respondents according to Gender (n = 241)**



More men (87%) than women (77%) have a partner (same or opposite sex) or spouse. Of the 187 respondents with a partner, a higher proportion of female respondents' (76%) partners were working full-time in the labour market compared with just over half of the male respondents (52%). More than one-fifth of the men (23%) had a partner who was engaged in the labour market on a part-time basis, compared with 11 per cent of the women surveyed. Only 13 per cent of the partners of women staff were not engaged in the labour market compared with one quarter of the male staff (25%).

There are important implications of the gender differences pertaining to the labour market status of respondents' partners. The prevailing pattern, common in many employment institutions, whereby more male respondents have a partner who is engaged full-time in home-based duties or is working part-time in the labour force mean that there may be less awareness of the problems involved in reconciling full-time employment with family/domestic work. Furthermore, in management terms, PIs and Heads of School/Discipline who are not exposed to work/family conflict may have less tolerance and/or empathy for their research/academic staff whose careers may be interrupted and affected by family-based demands.

Among respondents with a partner, women (32%) were marginally more likely than their male counterparts (30%) to have a partner also working in academia. Of these, 16 per cent of female respondents, and 13 per cent of male respondents had a partner who was working in the same or a related discipline to their own.

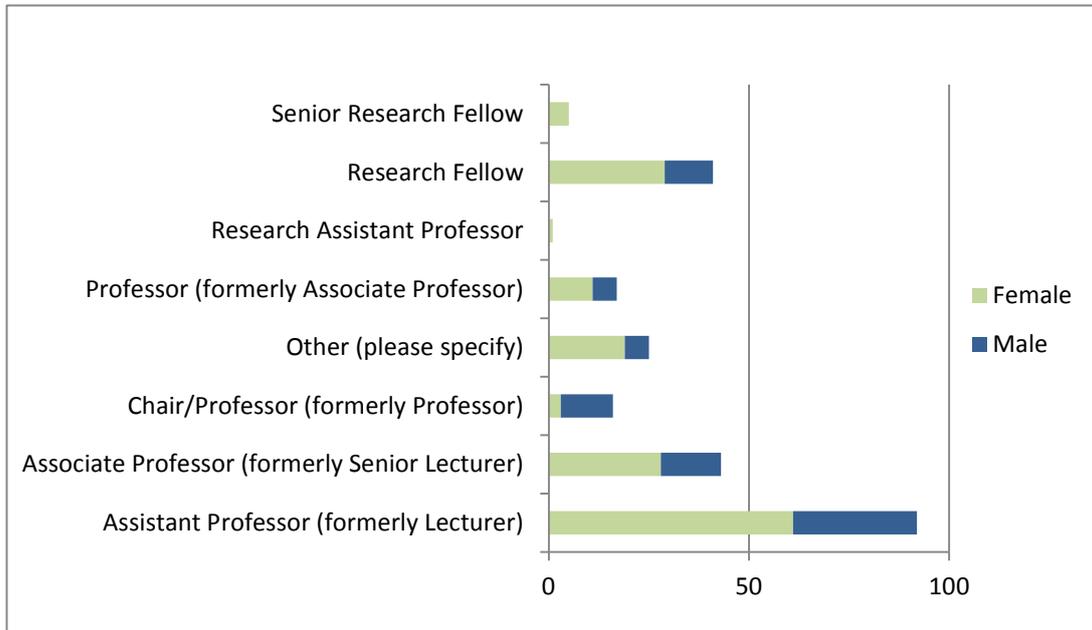
## 5.2 Current Employment Status of Academic Staff

There were statistically significant differences in the grades held by male and female respondents (chi square = .003<sup>38</sup>). These would also be evident from the Annual Monitoring Report (2012). A higher percentage of men held the post of Chair (formerly Professor) (16%) compared with women respondents (2%). Similar proportions of men and women held other academic professorial grades: 7 per cent of women and men held the post of Professor (formerly Associate Professor) and 18 per cent of male and female respondents were Associate Professors (formerly Senior Lecturers). A total

<sup>38</sup> All statistical tests referred to in this report are based on Pearson's chi square test.

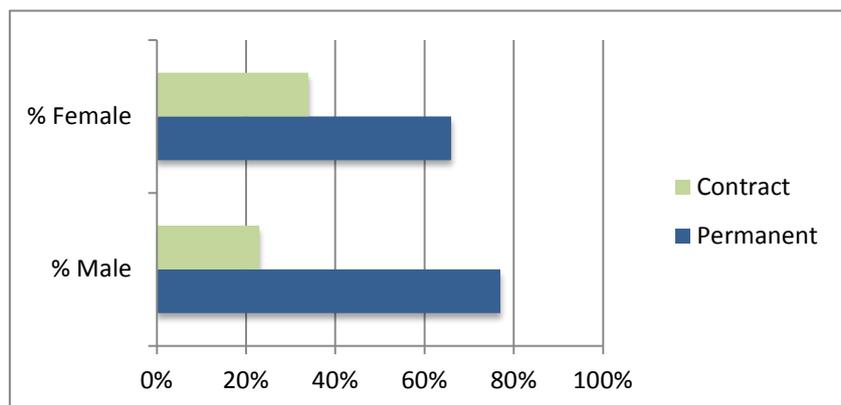
of 39 per cent of female respondents were Assistant Professors compared with 37 per cent of the men who responded. Female respondents were over represented among Research Fellows (18%), Senior Research Fellows (3%) and 'other' grades (13%) (Figure 5.2.1).

**Figure 5.2.1 Number of Respondents according to Grade and Gender (n = 240)**



Linked to grade are the gender differences in employment status, reflecting the higher proportion of women among contract academic staff (Figure 5.2.2). While more than three-quarters (77%) of male staff who responded were permanent staff, this applied to only two-thirds (66%) of female respondents. Hence, more than one-third (34%) of female respondents held contract posts compared to less than one-quarter (23%) of male respondents. This finding accords with the gender ratios of contract staff noted in the Wright report in 2002.

**Figure 5.2.2 Percentage of Staff with Permanent/Contract Posts according to Gender (n = 241)**



A smaller proportion of female respondents were appointed prior to 1990 (11%) compared with male respondents (25%). Most female respondents were appointed since 1990 and this includes 13 per cent who have been appointed since 2010. However, there were no significant differences in the appointment decades between women and men surveyed.

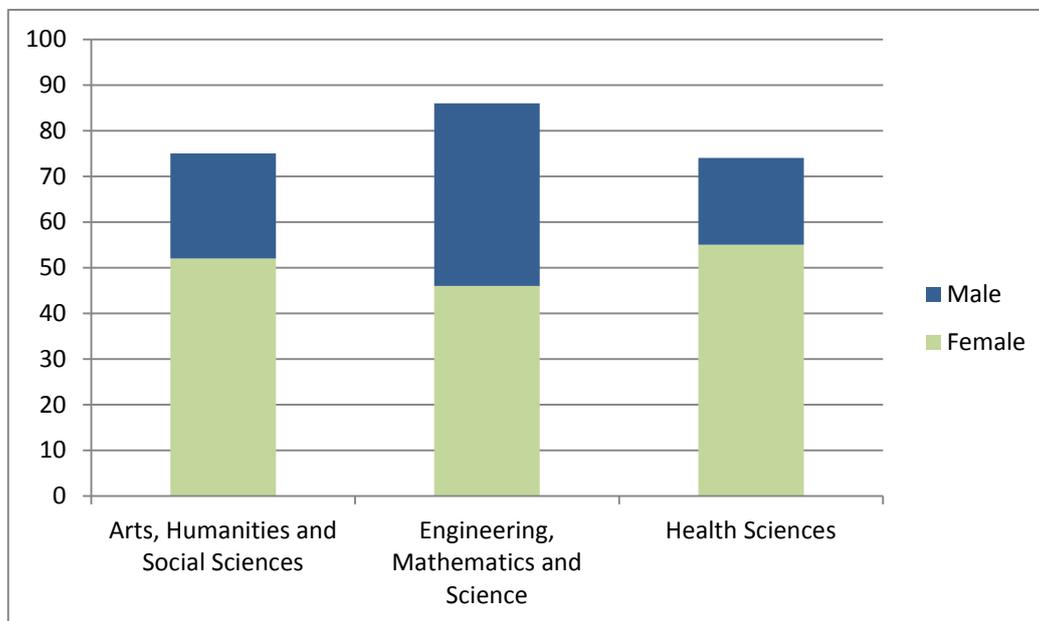
Proportionately more men (38%) were appointed aged 30 years or younger, compared with 29 per cent of their female counterparts. Women respondents were more likely to have been appointed at 40 years or older (29%) over compared with 22% of male respondents.

There were statistically significant differences in the faculty backgrounds of the 249 respondents (chi Sq.030) (Table 5.2.1). While there were similar proportions of male and female respondents from the Faculty of Arts, Humanities & Social Sciences (34% of women and 28% of men), this is not the case in FEMS and Health Sciences. The percentage of female respondents in FEMS is 30 per cent compared with 49 per cent of male respondents. In Health Sciences, the ratio is reversed with 36 per cent of female and 23% of male respondents (Figure 5.2.3).

**Table 5.2.1 Faculty Breakdown according to Gender**

Faculty	Women No.	Women %	Men No.	Men %	Total No.
Arts, Humanities & Social Sciences	52	34%	23	28%	85
Engineering, Mathematics and Science	46	30%	40	49%	86
Health Sciences	55	36%	19	23%	74
Total	153	100%	82	100%	235

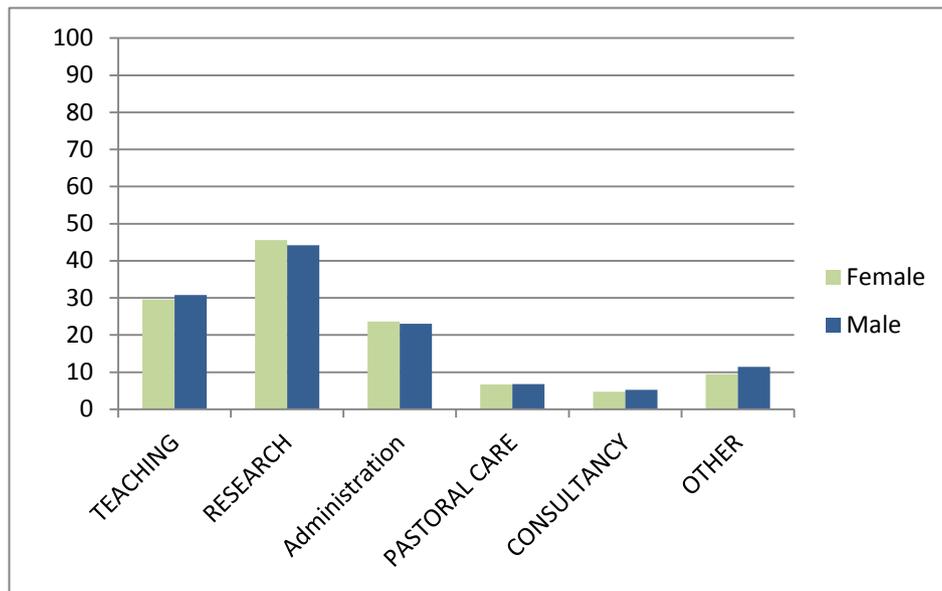
**Figure 5.2.3 Number of Respondents according to Faculty and Gender (n = 235)**



### 5.3 Time Allocation to Academic Tasks

The allocation of time to different aspects of academic work was very similar for men and women who responded. The largest percentage of time is expended on research, followed by teaching, administration, 'other' activities, pastoral care and consultancy (Figure 5.3.1).

**Figure 5.3.1 Percentage Time Allocation to Academic Activities by Women and Men**



Respondents were asked how much time they currently spend on specific academic activities and also how much time (in percentage terms) they would like to spend. While the differences are fairly consistent across genders, more men than women would like to allocate more time to research, and less to 'other' work and teaching. However there is a consistent and strong response from both women and men that they would like to have less administrative work to attend to.

When asked about amount of time actually spent on academic tasks and the perceived time allocation that would be required to get promotion, there is a consistent message from women and men that they should spend much less time on administration and more on research. There was also agreement that in order to get promoted there should be less time allocated to teaching and 'other' activities. Men were more emphatic than women surveyed that they would need to spend less time on administration and reallocate this to research time.

Survey respondents were asked what prevents them from allocating more time to their priority academic tasks and what would facilitate them to meet their desired allocation. The 186 responses relate to the following key structural problems: administrative burdens and poor administrative support, bureaucracy and a disjointed College structure; excessive workloads, sometimes related to staff shortages; lack of transparency in how work is allocated; uneven teaching loads; contract restrictions; the burden of additional roles as - College Officer, committee work, Head of Discipline/Director Teaching and Learning etc.

Indicative of the rising administrative burden is the criticism by a female Associate Professor<sup>39</sup>: *“Academic administration - it seems that year on year there is an increase in admin load. Due to the lack of a 'joined up system' a great deal of time is also spent chasing down other areas in College for follow up (e.g. IS services, Director of Buildings, etc.). This is SUCH a bad waste of my time and not "value for money" for anyone. Also - the Travel and Subs policy is ridiculously over-specified. Having highly paid academics explain why they went for dinner with someone they host as an External Examiner/ a visiting lecturer/ an EU project partner and provide evidence is ridiculous. This is why the EU projects we engage in have per diem rates after all...Sticking receipts on paper is NOT a good use of my time and does not do anything to bring forward the College's mission”.*

Referring to increasing workloads, two male Associate Professors commented: *“Not enough retired academic staff replaced to lighten administrative and teaching load. Need to replace vacant academic/administrative positions within School”* and *“It seems there is a constant change (restructuring, ARAM, modularisation, semesterisation, harmonisation, GeneSIS .....) in the University coupled with insufficient staff”.*

The nature of teaching allocations has also contributed to overload. As one female Assistant Professor commented: *“Teaching inevitably takes more time in the first few years as courses are being developed and lectures are being prepared. However, the courses allocated to me have changed from year to year, which means that preparation time is often lost or duplicated. It would be helpful if teaching was moved into blocks to facilitate a more effective use of time”.* Another female member of staff (grade not specified) stated that: *“Time in teaching (actual classes and preparation time) is taking so much of my time that research has to be carried out during my "free time”.*

There was inconsistency in relation to contract restrictions – in some instances appointees on temporary contracts were required only to teach *“I am on a part-time contract and the contract restricts me to lecturing”* (female Assistant Professor) while in another discipline this is not the case – *“The teaching structure in college is geared towards lecturers/professors. No serious teaching opportunities exist for postdocs in [names discipline] to actually improve our standing for future lectureships or professorships. Currently one can only hope to stand in for the professors but have no opportunity to have an independent course. The administration believes that lab courses or tutorials are good enough teaching opportunities for post docs, which is ridiculous from a European perspective, where such jobs are done by post and undergraduates”.* This view was echoed by a female Senior Research Fellow who said *“There should be provisions made within the system to permit researchers to teach and supervise but not as a favour to those who are employed as permanent staff within the college”.*

Holding a post as a College Officer was seen as eating into research time as was *“Being Director of Teaching and Learning (Undergraduate) is a big drain - bigger than expected when I took on the job”* (male Assistant professor).

Finally survey respondents were asked what percentage of their working time they would need to spend to achieve promotion. The results for both sexes are very similar with both indicating the same amount of time that should be given to teaching. Women believe that they need to spend

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<sup>39</sup> All grades referred to in the report are based on the updated academic titles: Assistant Professor, Associate Professor and Professor.

marginally less time on research, consultancy and pastoral care than male respondents. They indicated that they felt that they would need to spend marginally more time on administration than men.

Respondents were asked about their output and engagement in specific academic activities: publishing one or more peer-reviewed journal article (or equivalent) per annum; applying for external research funding (if required); supervising Masters' and Doctoral research students; and presenting/chairing sessions at conferences (Figure 5.3.2).

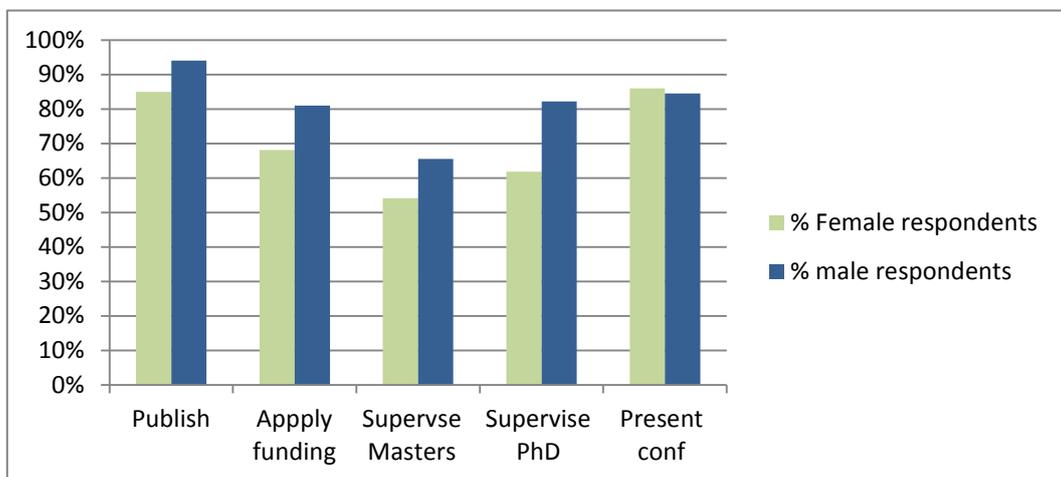
While the majority of respondents were actively publishing, male respondents (94%) were more likely than female respondents (85%) to produce one or more peer-reviewed journal article per annum. These gender differences were statistically significant (chi Sq .038).

Similarly, 76 per cent of respondents had applied for external research funding. However, proportionately more male respondents (84%) had applied for external funding compared with their female colleagues (72%). These differences were also statistically significant (Chi sq .047). However, this pattern may reflect the gender differences across disciplines, with an over representation of men in FEMS (where research funding may be critical to research effort and output) and the over representation of women in Arts/Humanities (in which research and publication would not be as dependent upon research funding). Likewise the pressure to publish annually in journal articles would be offset in Arts, Humanities and Social Science disciplines by publishing books and book chapters, for which the effort and lead time may be much greater that for conference proceedings and peer review journal publications.

Although not statistically significant, a higher percentage of male staff (71%) than female staff (61%) supervise Masters students. A similar pattern is discernible among male and female staff who are supervising PhD students (86% of men and 66% of women) and this is highly statistically significant (chi Sq .001). Again the ability to attract doctoral students may be higher, due to funding of specific projects, in FEMS disciplines where men are over-represented.

Figure 5.3.2 shows that there were very similar results between fe/male staff in relation to presenting papers and chairing sessions at academic conferences (89% of women and 87% of men).

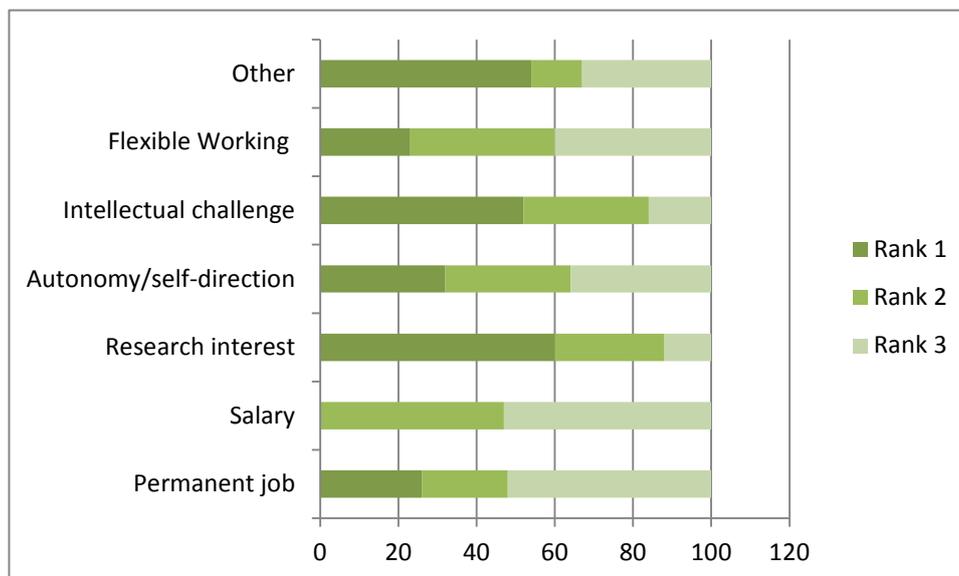
**Figure 5.3.2 Percentage Participation in Academic Activities according to Gender**



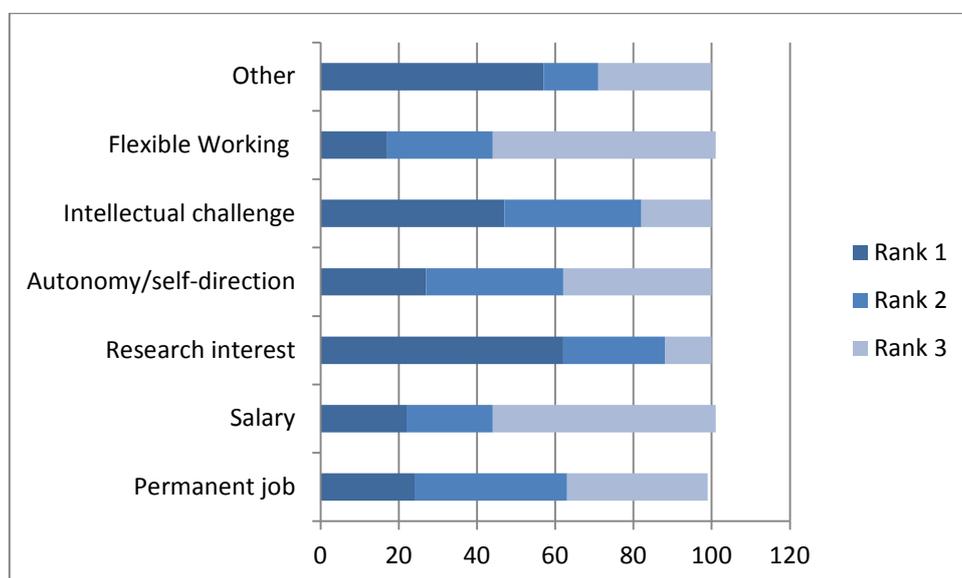
## 5.4 Career History and Aspirations

Survey respondents were asked about the factors that influenced their decision to enter academia. The responses similar for both sexes: interest in research; intellectual challenge and autonomy/self-direction (Figures 5.4.1a and 5.4.1b).

**Figure 5.4.1a Ranking (1, 2 and 3) of Factors Influencing Choice of Academic Career - WOMEN**



**Figure 5.4.1b Ranking (1, 2 and 3) of Factors Influencing Choice of Academic Career - MEN**



Figures 5.4.1a and 5.4.1b set out the rankings of factors that might have influenced them to choose a career in academia. There were no statistically significant differences in these rankings between men and women, with the exception of salary – for which no women respondents gave it a ranking of 1 (Chi Sq .002). Interest in their research was the primary motivator for men and women, followed by ‘other’ reasons and the intellectual challenge. Men ranked salary higher and flexible working arrangements lower than women but these differences were not statistically significant.

Other factors, mentioned by 42 respondents, related to a love of teaching; commitment to students and 'making a difference'; and no alternative employment commensurate with academic qualifications. These were typically expressed as *"Interest in teaching"* (female Associate Professor), *"I wanted to positively influence students"* (female Assistant Professor) and *"Opportunity to make a difference"* (female Associate Professor), *"No jobs available outside of academia at the moment for people with academic experience"* (female Research Fellow).

#### 5.4.1 Achievement of Career ambitions

A total of 66 staff (36 women and 30 men) stated that they had achieved their career ambitions, representing 23 per cent of women, and 36 per cent of men, who responded. The gender differences in career achievement were statistically significant (Chi Sq .039). Achievement was attributed to their 'hard work' and being focused on their research: *"Hard work, focusing on research - publishing and obtaining grants"* (female Assistant Professor). However this was tempered with a concern about their administrative overload: *"To a large extent. I've achieved it by working hard, thinking afresh and publishing, by taking an interest in students. But I know that I could have gone higher if I had not been absorbed in so much admin and other distractions that I'm not really equipped for and am not good at"* (male Associate Professor).

However, there were more respondents (173) who had *not* achieved academic career ambitions. This was attributed to a number of impediments: international research success not reflected in current grade attainment; insufficient time to apply for promotion with administration having got in the way; family commitments; lack of permanent posts/promotions; politics; and lack of access to 'inner networks'.

More women staff (77%) felt that they have not achieved their career ambitions, in terms of grade attainment, than men (64%). One female Assistant Professor illuminated her dissatisfaction in terms of career success as follows *"In view of my professional and academic status in Ireland and abroad, and in recognition of the work load and contribution that I make to School and College life in a number of areas, my grade level is considerably beneath that of colleagues working at a similar level in other institutions"* while a female Associate Professor articulated her view even more strongly *"I know that colleagues in other institutions internationally who have my level of output/ attainment have a higher ranking in terms of grade. This - coupled with unrealistic demands of workload - is increasingly combining to make me consider going elsewhere. In my field, that would mean going abroad. Not something I 'want' to do, but something that I feel may be necessary given the way things are here"*.

Another female Associate Professor also referred to the adverse consequences of their administrative workload *"My immediate ambition is to achieve Professorship (Associate Professorship in the old system). I cannot see that happening in the next 2-3 years if my administrative load continues as is. I simply don't have enough time to devote to research"*. A female Assistant Professor expressed a similar view *"Too much time wasted on secretarial work. I wanted to do far more research, but unnecessary administrative work is getting in the way"*.

Family commitments were also an important impediment to career success, as noted by a female Assistant Professor *"I should have spent more time on publishing and by now in my career I should be able to secure research funding, which I have as yet not been able to do. It feels that it isn't possible"*

*to put the hours in to do the research on top of the rest of the job when you have a family to consider” and by another female assistant professor in terms of “No, I would like to advance further, but with current family commitments I cannot commit to a PhD and without this or dedicated time to concentrate on trying to get published, I feel that I will continually be loaded with extra administration to free up those already at a higher level”.*

Both male and female non-tenured staff referred to the lack of permanent posts and promotional opportunities as contributing to their lack of career success: *“Lack of permanent posts available” (female Adjunct Lecturer) and “There have been no promotions for years!” (female Assistant Professor) and “I appear to have many responsibilities, but unfortunately my job security is quite poor, and there are unlikely to be any permanent vacancies to which I could apply for at least a year in my School. Because of the load of administration and non-research work, my research record is not as good as it could be, which could make promotion difficult” (male Research Fellow).*

Reference to inner networks came from a male Chair in the form of *“Closed shop over promotions - inner networks”* as well as from a male Professor who stated *“Tough competition, politics”*.

#### ***5.4.2 Holding Positions as College Officer, Deanship and Head of School***

Respondents were asked if they would like to hold a post as a College Officer and more women (33%) than male (29%) respondents answered positively. The gender difference was not quite statistically significant (Chi Sq .054). There were similar levels of interest by men and women in being a Faculty Dean, by 20 per cent of female and 17 per cent of male respondents. Interest in being Head of School was higher among the women who responded, 25 per cent of whom would be Faculty Dean, compared with 23 per cent of men.

Twelve respondents had already held senior positions in the management of College. A further 38 expected to attain Head of School roles, anticipating that it would be ‘their turn’, particularly with the freeze on recruitment and ‘thinning out’ in staffing levels. One female Assistant Professor stressed her ability to take on the role *“I would anticipate achieving one of these posts in the future, as I believe I am a capable and efficient individual”* while a male respondents (grade not stated) referred to his experience: *“Size of the School, as well as length of service and having managerial experience. Though it is a role I would not take on too willingly but feel that it is important to do nonetheless”*.

Male and female respondents referred to their reasons for wanting to attain positions of responsibility within College. These related to: making a contribution to College; advancing their career; and the challenge that the role would present. One male Associate Professor stated this in terms of *“College Officer/Head of School enable one to actively contribute to forwarding interests of School/College at meaningful level”* while a female Associate Professor noted *“I believe these positions give a great opportunity to encourage well-being amongst staff and a proper sense of collegiality as opposed to a sense of disaffection (prevalent over the last ten years). The importance of such a professional climate to encourage a high standard of research and teaching is not to be underestimated. Consultation with, and the ability to listen to, all members of a school/Faculty are key to promoting well-being in the workplace”*.

Female academic staff, at different grade levels, recognized the importance of such roles in furthering their careers *“For career advancement I would like to take on a College role, the other two*

*roles are not as rewarding career wise in my opinion and take one away from ones research"* (Professor) and *"I believe these roles would help you be promoted"* (Assistant Professor).

The challenge involved was referred to by male and female respondents: *"I like a challenge"* (male Chair) and *"Continuously seeking new challenges professional development/best use of my expertise within the organization"* (female Chair).

More male than female respondents had already held a College Officer position and fewer women have already held senior management positions (e.g. College Officer, Faculty Dean, Head of School) Women (17%) are more optimistic about achieving senior management positions compared with men (10%).

Among respondents who were not interested in serving in senior management positions, the main reasons were: no reward; no interest in administrative type of work; or that it would distract from research/teaching. One female Associate Professor expressed this as *"All are huge piles of administration with no thanks, lots of blame and antagonism from everyone else, and very little opportunity actually to bring about what you would wish to achieve"* while a male Associate Professor claimed that *"These are largely thankless jobs that are best fulfilled by staff who have already reached the level of professor, and so can afford to do them"*.

Referring to the additional administrative load one female Research Fellow stated: *"They are terrible jobs, all administration. I'd rather be a PI of a lab in a senior academic position"* while a male Assistant Professor noted that *"All these would increase already onerous administrative duties"*.

Two female Associate Professors claimed that: *"These roles take a lot of time, they are not intellectually or personally interesting or satisfying to me, and they take time away from the work that I am passionate about"* or that *"Research would be further eroded and promotion less likely"*.

Other female respondents would not be averse but believed that the timing was not right now: *"yes eventually to all three in theory but at the moment I would feel that it would be detrimental to my research and I primarily see my role as a competitive researcher as my core purpose. Other parts of my job are also important and I enjoy and want to contribute but if I fail at research I will feel I have failed all around"* (Associate Professor) and *"at this very early stage of my career, it is too early for me to consider these positions, but I would not rule it out in the future; at the moment I am more interested in developing my teaching and research, than to climb the hierarchy within college"* (Assistant Professor).

Other respondents were not clear about what would be involved or whether they were ready: *"I am torn between the ability to effect change through a position of power, and the taking of responsibility within a system that I don't fully yet understand and sometimes do not enjoy"* (male Assistant Professor) and *"I don't know much about the first two positions and what they entail so cannot really comment. I would be willing to be Head of School in the future"* (female Assistant Professor), implying that in the future they would like to be involved in a senior management capacity.

Others would be willing to serve, out of a sense of duty, and only if asked: *"my interest is based on a personal ethic of service to the academic profession. I would not seek any of these positions but if asked I would be willing to take them on. My first duty of service is to the School and I expect that I might be asked to take this on at some point in my career"* (male Assistant Professor) and *"While I*

*am highly ambitious in terms of my own teaching and (in particular) my research, I would be reluctant to take on any more administrative responsibilities than I absolutely have to, and in addition, academic politics does not particularly interest me. I would consider standing as head of school in the future, however, as I feel that it would be my duty as a member of the department to put myself forward, if appropriate”* (female Assistant Professor).

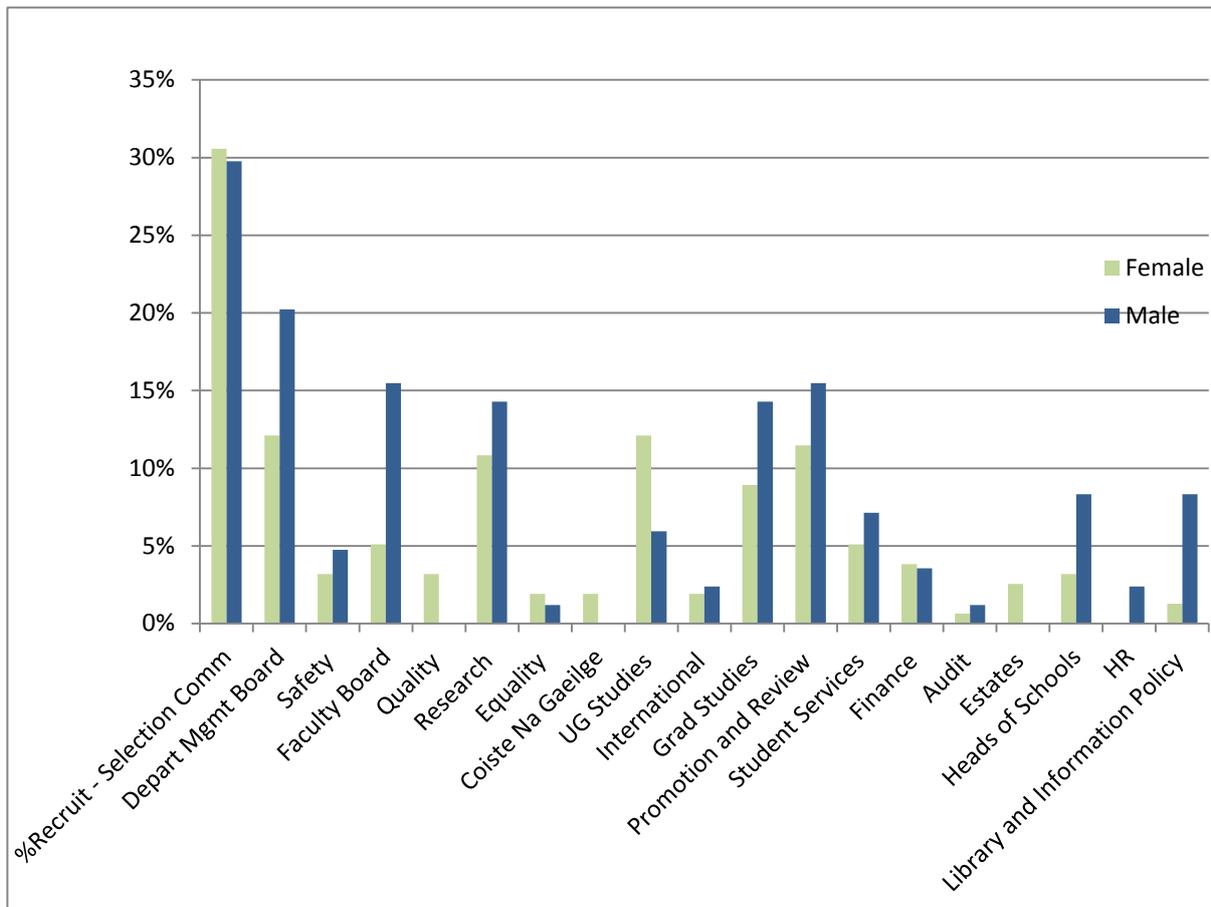
Respondents who indicated that they would not be interested in senior management roles cited a range of reasons: not eligible (14 respondents); not interested (14 respondents); don't meet criteria (5 respondents); appointment criteria are unclear (5 respondents); or that they were too old. Eligibility/criteria related to status, grade and contract while one response from a female respondent (grade not stated) claimed that *“Many positions of College officers are not advertised and are filled in a rather mysterious way. I am not sufficiently advanced to aspire to become Faculty Dean or Head of School any time soon”*. Another female Associate Professor reiterated this: *“The appointments I have seen appear 'political' and not based on merit in terms of teaching, research and leadership skills”*.

#### **5.4.3 Appointment to College Committees**

Slightly more men (54%) have served on one or more College Committee compared with women (50%) and fewer women have chaired such Committees than their male counterparts.

There were similar levels of involvement in recruitment and selection committees by men and women. However on most other Committees (with the exception of Quality, UG studies and Estate Committees), male staff were more likely to have served on all the other College Committees, particularly Departmental Management Boards, Faculty Boards, Promotions and Review, Research and Graduate Studies Committees (Figure 5.4.2).

**Figure 5.4.2 Involvement with College Committees according to Gender**



Asked if Committee involvement had enhanced their careers, respondents volunteered a range of responses: no effect (28 respondents); gained understanding on how college works/college decisions/policies are made (25 respondents); contacts/networks (17 respondents); contribution to college (6 respondents); raised personal profile (2 respondents); and helped contract renewal (2 respondents).

#### 5.4.4 Promotion

Respondents were asked if they had applied for academic promotion (excluding the merit bar) within Trinity College. Among the survey respondents, 46 women and 32 men have applied for academic promotion.

Staff surveyed were asked what would encourage them to apply for promotion, to which there were 158 responses. Specifically these related to: feeling that I would succeed (22 respondents); transparent and fair promotion criteria (20 respondents); enhanced salary (14 respondents); formal recognition from college, respect of peers and colleagues (11 respondents); eligibility to apply (7 respondents); permanency (7 respondents); less time consuming process (6 respondents); more posts available (6 respondents).

Two women Associate Professors articulated the need to feel that they could succeed as “A sense that the application would be successful; the process is daunting enough without the prospect that it

*will not succeed” and “a chance I would be successful. Less negativity from HOS etc. about how few posts there are and how it will likely be allocated to another school”.*

More transparency in promotion procedures and criteria were sought by male and female Assistant Professors: *“More transparency regarding the procedure & criteria: More weighting given to teaching & service to community. Appears to be some disparity across Schools in award of promotions” and “An open, transparent system with clearly defined benchmarks. If you fulfil the published criteria, you get the promotion”.*

With reference to the related time issue in the promotion process, one female Associate Professor sought *“Encouragement from head of department and colleagues. Also a less time-consuming application process”.*

Asked about what would discourage respondents from applying for promotion prompted reference to similar issues: lengthy process e.g. form filling (25 respondents); likelihood/fear of rejection (20 respondents); lack of promotions available (13 respondents); lack transparency as to the actual promotion criteria (12 respondents); lack of support from colleagues/HoS (10 respondents); perception that the promotion process is biased/unfair/requires patronage, including one reference to gender bias (9 respondents); ineligibility due to grade point/merit bar (7 respondents); increased administration in more senior role (6 respondents); past experience of failure (2 respondents).

Fear of rejection stemmed from various sources. One female Assistant Professor expressed *“The fear that as a member of a busy professional School, with lots of students and PGR students, my publication record will not stand up to the same level of scrutiny as that of colleagues from other disciplines, where there is a culture of co-publishing with one’s students, which is not yet established in our School”.*

#### **5.4.5 Fellowship**

The survey asked if respondents had ever applied for Fellowship. The majority of both sexes had not applied. However men (40%) were more likely to have applied for Fellowship than women staff (25%). This gender difference is statistically significant (Chi Sq .021). There were no significant differences in the number of times that women and men applied for Fellowship among applicants.

Respondents were asked what might have discouraged them from applying for Fellowship. Among the 107 responses, the following reasons were mentioned: not eligible (often due to contract restrictions); felt they would not be successful; too early in career; never heard of it/don’t know the criteria (particularly within the School of Medicine); thought a staff member ‘had to be nominated’ rather than apply; too busy; and no support from colleagues.

The final question in the survey section on career progression asked respondents what had helped their career progression in Trinity College. The responses fell into five main themes: mentoring/advice from senior colleagues; support from colleagues; research focus and excellence; getting funding; autonomy of research; and attracting good students.

Both female and male staff referred to the importance of the College Mentoring Scheme (piloted by WISER). One female Assistant Professor expressed this as *“supportive mentors within the School and*

*via the staff mentoring scheme saying 'yes' to everything" while a male Assistant Professor stated "Access to helpful senior colleagues who I consider friends and whose advice I value greatly. The mentorship scheme has also been very useful to me".*

Applying themselves to excelling in academic terms was mentioned by a male Associate Professor as *"Excellent teaching, College Service and excellent Scholarship/publication record"* and a female Professor in terms of *"Working, publishing my research, supervising PhD students"*. Others stressed *"Obtaining research funding and establishing my research programme"* (male Assistance Professor) and *"An environment that encourages research, that offers considerable flexibility and individual autonomy. Great students, both undergraduate and postgraduate! (We tend to take the quality of TCD's students for granted, unless we spend time elsewhere)"* (male Associate Professor).

Individual respondents also referred to: experience in another University; contacts; awards received; professional development support/courses in College; a positive role model; balancing demands of research, teaching and administration; saying yes to everything; serving on Board; and taking a sabbatical to re-energise.

Survey respondents were also asked what had impeded their careers in Trinity College. The 190 responses ranged as follows: excessive administrative load (18 respondents); lack of job/promotion opportunities (10 respondents); no career path (10 respondents, mostly Research Fellows); child care issues (8 respondents); lack funding/current economy (8 respondents); teaching commitments often mentioned as going unrecognised (8 respondents); temporary/ part time contract (7 respondents); not enough time for research (5 respondents); promotion restriction due to merit bar or point on scale (4 respondents); lack transparency promotion criteria (4 respondents); age issues (4 respondents).

Typical of the excessive administrative workload was the comment by a female Assistant Professor *"I have consistently been asked by Heads of School to undertake major roles of admin responsibility, which has savagely eaten into my time for research. No one has taken an interest in my career progression to date, apart from the current Head of School..... To encourage me to focus on my career, [HoS] still insists that I sit on every School committee imaginable and contribute to change and its management at all levels. I have drawn.... attention to the contradiction here (how can I get time to publish if I am consistently engaged in endless admin?), but [HoS] insists that [individual] relies on me to help steer things through for the sake of the development of the School. Such has been my lot since I joined TCD almost [no.] years ago"*. A female Associate Professor noted *"Time pressures at work; the fact that so much research time is taken up with administering research grants and research personnel; lack of administrative experience at College level?"* as having impeded her career.

For Research Fellows a typical problem was expressed in terms of *"Lack of career path for Research Fellows. Being tied to a particular FP7 project for my own funding"* (male). Similarly a female Research Fellow referred to the *"temporary contract, wouldn't know where to start with career progression; work remotely from college therefore feel disconnected from college"*.

Family demands were raised by a female Associate Professor *"the fact that I have to do my work at work as I have a family at home (I had [no.] children during my academic career) and it has been*

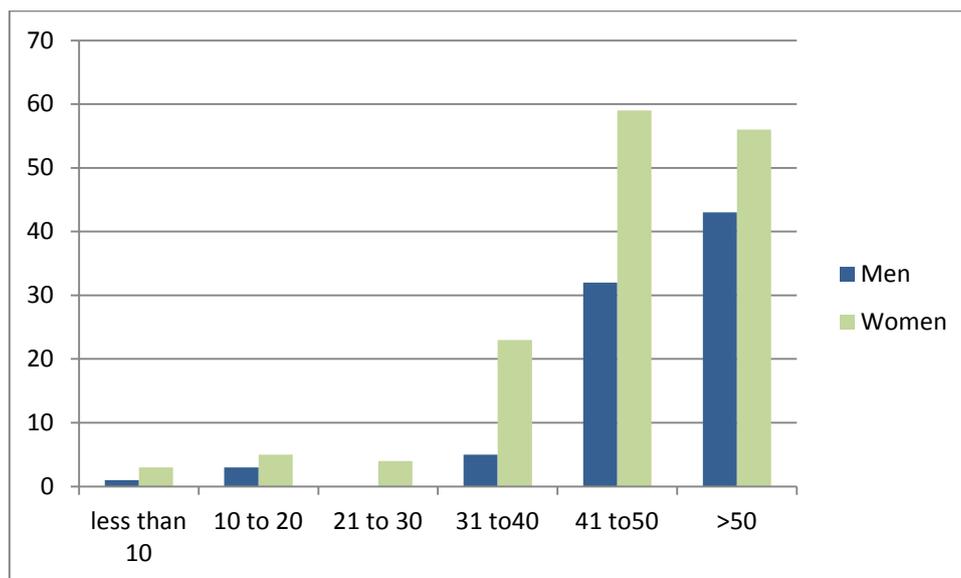
difficult to blend these lives. Trinity sometimes assumes that work can spill over based on a male oriented perception of work". Personal issues and circumstances were raised by another female member of staff (grade not specified) "I believe that my problems arise from my age at the point when I finished the Ph.D. and the assumption that because I was married, I really did not need to be considered for a permanent post. I do not think these things would make a difference now, but they did when it was important to me" and reinforced by a female Associate Professor "Lack of talent management in College. Being a woman. Not playing the game- i.e. not working the system. (This was deliberate) Bad research facilities. Inadequate funding for networking abroad (I made up for this myself)".

## 5.5 Work-life Balance

### 5.5.1 Weekly Working Hours

On average, the majority of men and a substantial minority of women work in excess of 50 hours<sup>40</sup> per week (37% of women and 51% of men) (Figure 5.5.1).

**Figure 5.5.1 Weekly Working Hours of Men and Women (n = 234)**



When asked if they tend to work weekends/evenings, in addition to normal working hours, the vast majority of respondents (75 men and 142 women) stated that they did so. If respondents worked weekends/evenings, in addition to normal working hours, they were asked about the reasons for doing so. These related to: essential to meet job requirements of teaching, research and administration; to avoid the interruptions that occur during 'normal' hours'; scholarly devotion/like to keep going once started; and to meet specific deadlines/lectures etc. scheduled.

<sup>40</sup> Under the EU's Working Time Directive ([2003/88/EC](http://ec.europa.eu/social/main.jsp?catId=706&langId=en&intPagelD=205)), each Member State must ensure that every worker is entitled to a limit to weekly working time, which must not exceed 48 hours on average, including any overtime.

<http://ec.europa.eu/social/main.jsp?catId=706&langId=en&intPagelD=205>

In terms of meeting the demands of the job this is expressed as “It would be impossible to meet my job requirements and meet all the additional criteria for job progression (i.e. excellence in research) without doing this” (female Assistant Professor) and “pressure of the position means that I cannot complete all my work without working weekends and evenings” (female Associate Professor) and “Because of the nature of my current responsibilities as well as the lack of support from other members of staff who are not willing to share responsibilities. There is a lot of additional administration duties which I can only get completed after working hours” (male Assistant Professor).

Conducting work outside ‘office hours’ was essential: “I find that I am often most productive in these periods as not distracted by emails or others around” (male Assistant Professor), “The quiet and space required to think and write are often only available in the evenings when meetings are over and students/staff are not around” (female Research Fellow) and “In the evening you are not interrupted and can accomplish tasks, get the job finished!” (female Associate Professor).

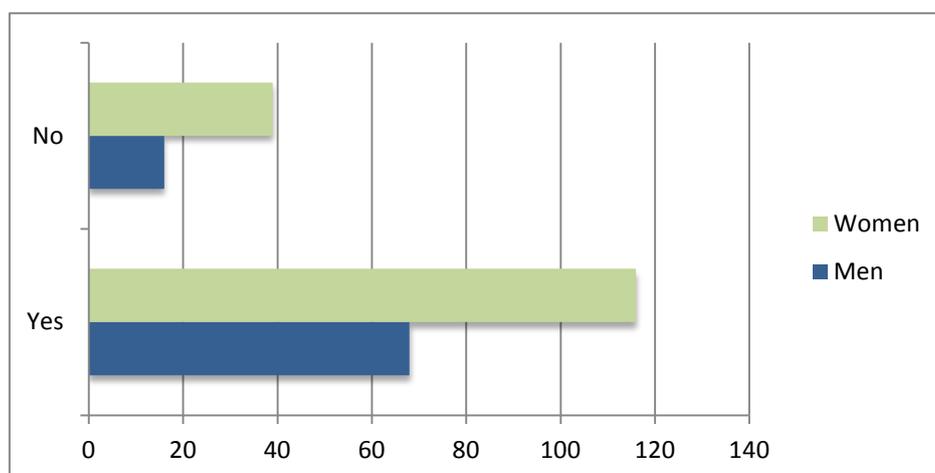
Working extra hours for scholarly devotion was expressed by a female Associate Professor as “Because I am a scholar. A scholar cannot switch off from his/her subject as an administrator can” and “I like to have complete flexibility as to when I work. Sometimes once I get started I like to keep going” (female grade unstated), and “Passion for subject and commitment to quality work and student experience” (male Assistant Professor).

Meeting specific deadlines was also referred to: “Not all the time. Sometimes there are activities that require extra work e.g. grant review, exam grading etc. that need to be done in a short time frame” (female Associate Professor), “If deadlines require it” (female Research Fellow) and “Only if there is an imminent deadline or backlog of work that needs to be done” (male Assistant Professor).

### 5.5.2 Working from Home

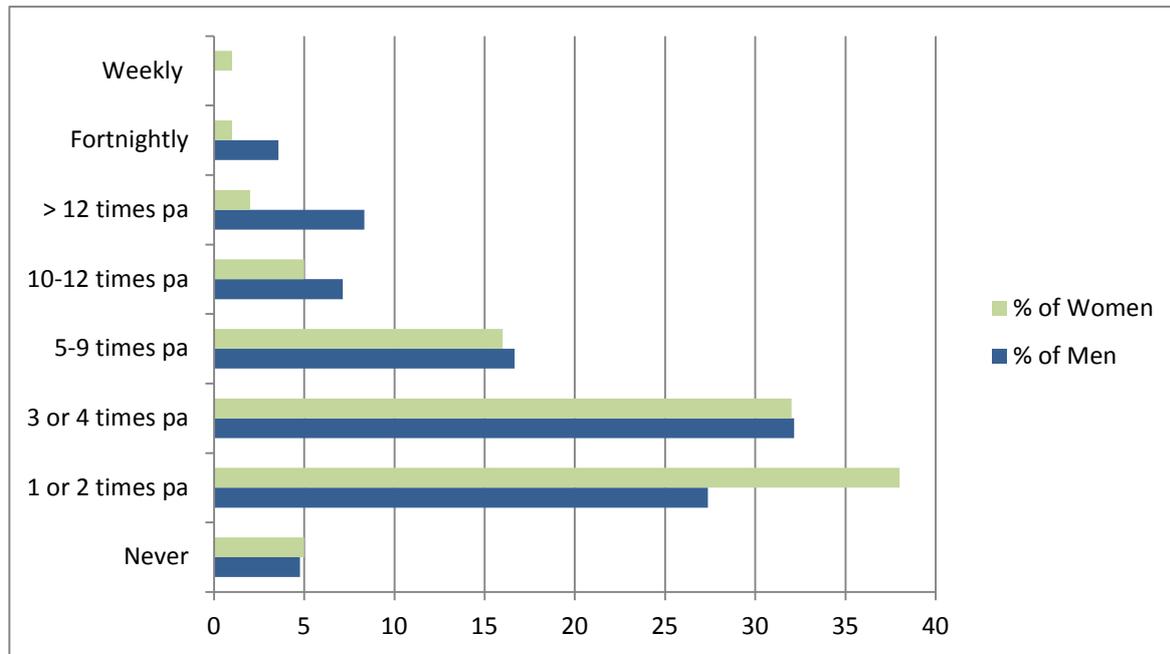
Respondents were asked if they regularly work from home. The majority of men and women respondents do so, though the level was higher among male respondents (81%) compared with female respondents (74%) Figure 5.5.2

**Figure 5.5.2 Number of Staff who Regularly Work from Home according to Gender (n = 239)**



Asked how frequently they travel for work purposes (e.g. meetings/seminars/conferences) involving an overnight stay or longer, most women stated that this happens 1-2 times per year. For men, it was more commonly 3-4 times per year. Men travel more often in connection with their work, 68 per cent of them doing so 3 or more times per year, compared with 57 per cent of women (Figure 5.5.3).

**Figure 5.5.3 Frequency of Travel Commitments - Percentage of Women and Men**



### 5.5.3 Defining Work-Life Balance

The survey asked respondents to state their understanding of work-life balance. This elicited 194 replies that ranged across the very specific e.g. weekends off, 40-45 hours per week; a compromise between professional and personal life; a situation where both professional and personal life are uncompromised by each other; an unrealistic dream/idea; to a broader absence of unhealthy stress.

Typical of the responses that referred to specific hours was that of a male Professor *“Being able to do the job effectively while staying within a 40-45 hour week most of the time. Being able to leave the job behind and have some energy left for leisure pursuits, family etc. after work”*.

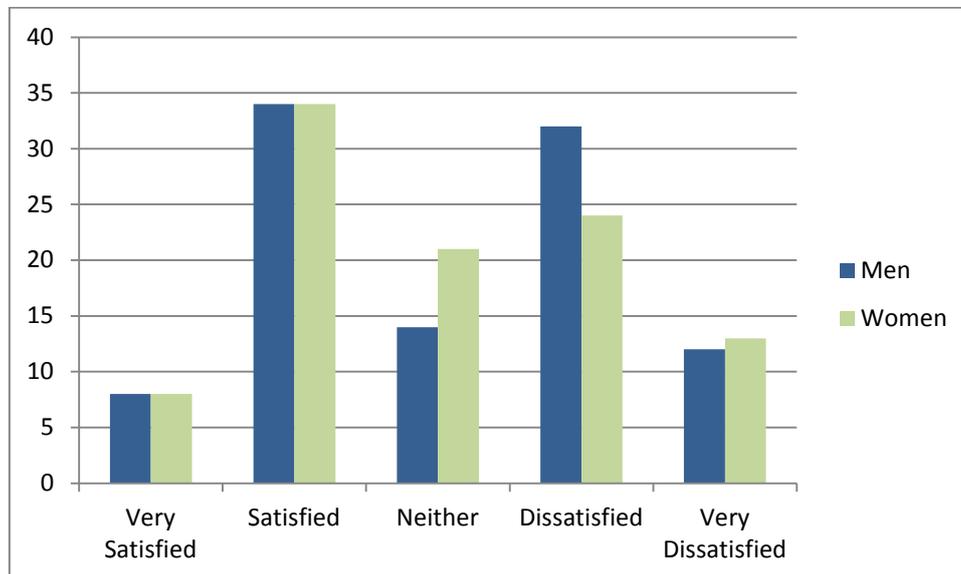
The balancing between professional and personal life was iterated by a female Assistant Professor as *“Prioritising as to what you have to let go of, and when to let go. Review and refocus as demands of either fluctuate over time. Balance is up to me”*. A positive example of this came from a female staff member (grade not specified) as *“being able to manage a healthy and fulfilling working career and a personal lifestyle without compromising either and without stress”*. More cynically, a female Assistant Professor noted *“A bit of a pipe-dream! At this level there isn't one”*.

For one male Assistant Professor work-life balance meant *“that appropriate time and energy is available for the significant relationships of life, personal and professional in the absence of unhealthy stress”*.

### 5.5.4 Personal Satisfaction with Own Work-Life Balance

Survey respondents were asked how satisfied they were with their current balance between their professional and personal life (Figure 5.5.4).

**Figure 5.5.4 Percentage Levels of Satisfaction with Professional/Personal Life Balance by Gender**



Levels of satisfaction were similar for male and female respondents (42%). However, marginally more men (44%) than women (37%) were dissatisfied or very dissatisfied with their work-life balance.

If relevant, respondents were asked what would help them to achieve a better balance between their professional and personal life. The 144 responses were extremely diverse. Suggestions that emerged were (roughly in order of frequency): the introduction of a work load model/fair distribution/acknowledgement by college of academic workload; less pressure/demands from work; fewer administrative tasks being required by academics; affordable childcare available in college; more academic staff e.g., retiring staff replaced; more admin/support staff to relieve administrative burden on academics; meetings etc. scheduled during core work hours; better pay (more of an issue for Research Fellows) also was made in relation to affording help with domestic tasks; flexibility to work from home/adjust hours as needed; part-time work option (real one, not still working >40 hours per week); mentoring and career guidance provided by College; clear promotion criteria from College; permanency/job stability; being able to take parental leave/ holidays; teaching assistants; and automatic benchmarked promotion.

Typical of references to an excessive workload was the comment by a male Assistant Professor seeking *"A proper staff work load model in effective operation. I don't mind my own load as long as it is to the benefit of College, and that all my colleagues are pulling in the same direction. That doesn't happen"* and female staff member (grade not stated) *"Less working... because I am currently working more than 70 hours per week and I work all weekends and holidays... every day!! I need to take it a little bit easy but working pressure [prohibits this]"*.

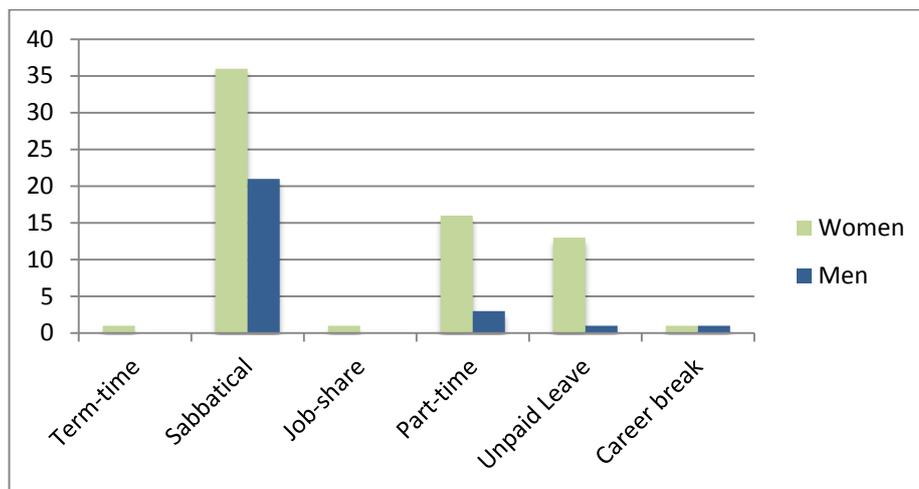
Affordability of childcare was an issue to one female Assistant Professor: *"I have [no.] small children, so childcare is the most important thing. The [no.] children are in the crèche in TCD and that is*

unsustainable financially and [...] in the TCD crèche [regulations] are extremely strict, more so than in other crèche that I know of”.

### 5.5.5 Availed of Flexible Work Options

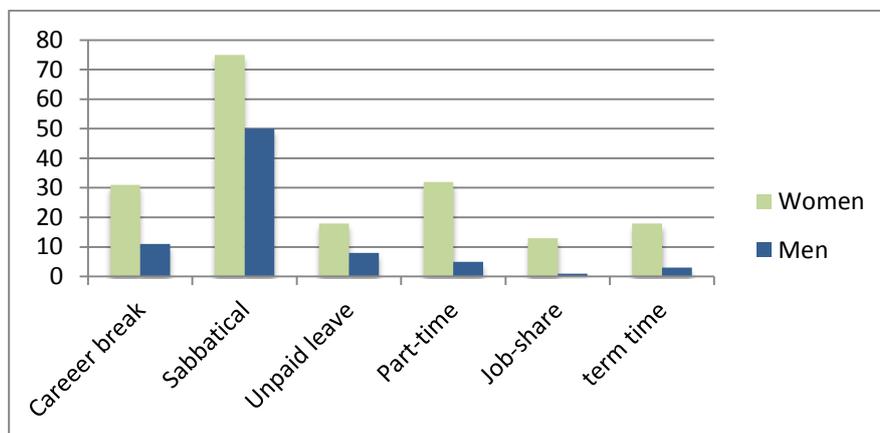
Respondents were asked to list any flexible working arrangements that they might have availed of during their academic career within Trinity College (Figure 5.5.5). The summary results show that it was women rather than men who had opted for such arrangements, most notably taking sabbaticals (by 36 women and 21 men); working part-time (16 women and 3 men); and unpaid leave (13 women and 1 man). A smaller number of women had availed of term-time working (1) and job-sharing (1) while the number who took a career break was also small (1 woman and 1 man).

**Figure 5.5.5 Number of Fe/Male Respondents who availed of Flexible Working Arrangements**



When asked if they would *like to avail* of any of flexible working arrangements in their academic career, more female than male respondents answered in the affirmative (Figure 5.5.6). Numerically more women (75) than men (50) would like to take a sabbatical - the most popular option for both sexes, followed by: career break (31 women and 11 men); part-time working (32 women and 5 men); unpaid leave (18 women and 8 men); term-time working (18 women and 3 men); and job-sharing (13 women and 1 man).

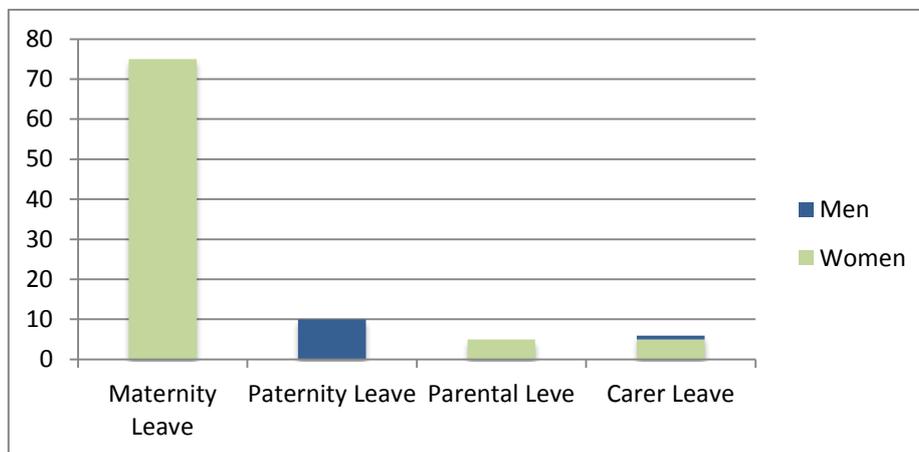
**Figure 5.5.6 Numbers of Men and Women who would like to avail of Flexible Working Arrangements**



### 5.5.6 Family Related Leave

Respondents were asked if they had taken any family related leave while working in Trinity College. Forty-three women had taken maternity leave compared with only 6 men who had taken paternity leave (Figure 5.5.7).

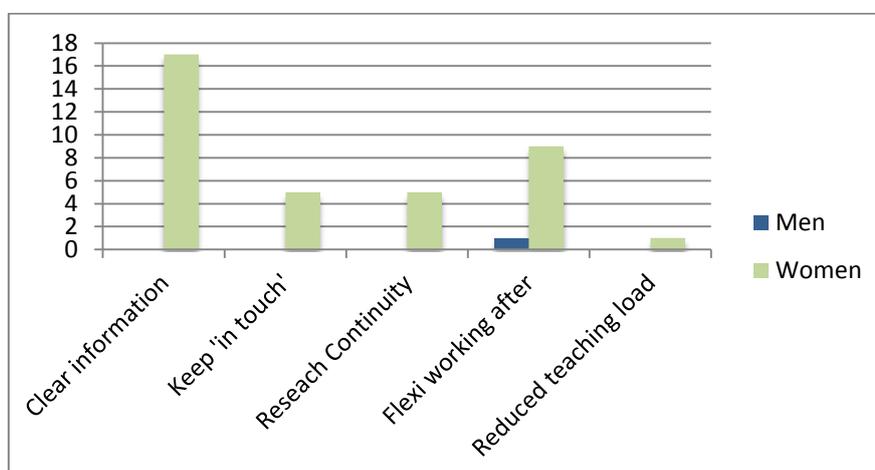
**Figure 5.5.7 Number of Incidents of Family Related Leaves according to Gender**



The majority of these women (38) had taken leave only once or twice. In addition, four women had taken unpaid parental leave. No men had done so. When asked if they had experienced any difficulties in returning to work in Trinity College after such family related leave, more women (24) compared to men (4) had experienced difficulties.

Respondents were asked about what supports, if any, were available to them, from College, during and after their family related leave. In virtually all instances, it was women who had been offered/opted for these supports: clear information about their rights and responsibilities during or prior to the break (17 women); flexible working options after the break (9 women, 1 man); ‘keep in touch’ opportunities during the break (5 women); continuation of research, publication and/or funding applications during the break (5 women); and reduced teaching load or service responsibilities (to allow them focus on research, publications and/or funding applications) after the break (1 woman) (Figure 5.5.8).

**Figure 5.5.8 Supports Available following Family Related Leave**



Respondents who availed of family related leave were asked about their experience(s) in returning to work in Trinity College. In total, 24 women and 4 men had experienced difficulties, compared with 31 women and 15 men who had not experienced any difficulties when returning to work in College.

There were 32 responses to the request for elaboration about the nature of the difficulties that they had faced that highlighted the following: no cover/ineffective cover was provided, work built up, no support or allowances made on return (9 respondents); lost projects/effective demotion/by-passed for interesting responsibilities/viewed as research inactive (6 respondents); WLB issues/exhaustion (3 respondents); no opportunity to go part-time (1 respondent); no crèche space (1 respondent); and difficulty administration of maternity leave (1 respondent). One respondent volunteered how useful it would have been to have a reprieve from lecturing for 6 months after return to allow catch up. Many women commented that they still worked during their maternity leave and that this was completely unrecognised by college.

In relation to no effective cover during maternity leave, a female Associate Professor testified that *"The person who took over my role while I was away simply didn't deal with any significant issues that arose so I came back to a deep drawer full of paperwork/issues that had been languishing for an entire term!"* while another female Professor stated *"After the experience of my 1st child I decided with all subsequent children to work 1/2 days per week in College. There is no attempt to provide replacement for your research or administrative duties - lectures are covered during maternity but administration, tutoring and exam-related activities (setting and marking) are not. I was constantly on call - 'when will you be in next?' was the mantra".*

In the context of lost projects/demotion, one female Associate Professor stated that *"My timetable was radically reshaped so that my specialist courses were removed. As a result, I only taught [named] classes (effectively a demotion) and the marking load for this was huge (6 x 20 scripts a week). The explanation was that the Head of Department had 'forgotten about me' as I was on leave".*

Asked to comment on what support would be helpful when taking family related leave there were 52 responses relating to: temporary reduction in teaching (11 respondents); clear college policy and provisions on how to pass on admin work, teaching and how to fund cover staff (7 respondents); information provided clearly on current college policy regarding leave (5 respondents); understanding from colleagues (4 respondents); keeping in touch options (3 respondents); reduced service responsibilities on return (2 respondents); overlap time on both ends with cover staff (2 respondents); provisions for continued research related work while on leave with time back in lieu on return (2 respondents). Other suggestions from individual respondents were: flexible working options; college based childcare; and protected time for research on both sides of leave. Conversely it has to be recognized that, as expressed by a single childless person, they were constantly being burdened with the work of those on family/maternity leave.

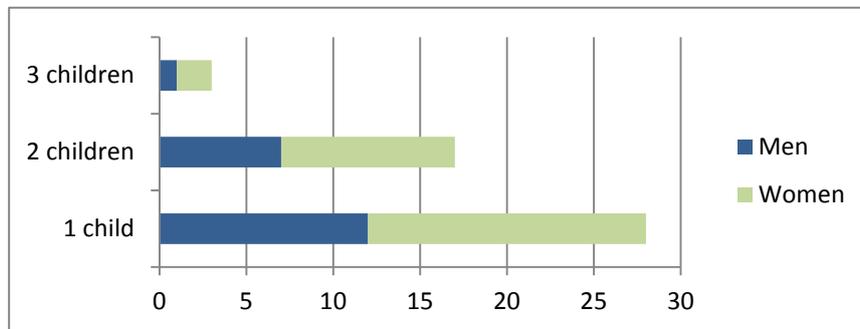
In relation to a temporary reduction in teaching load a female Associate Professor stated: *"the items listed [in the questionnaire] would be useful. Reduced teaching to allow focus on research on return would certainly be useful from a promotion perspective (although this should not be the case if promotion was truly based on both)".* A female Assistant Professor noted that *"provision of reduced teaching or service responsibilities to allow me to focus on publications and research after break and provision for continuation of research / publication while on leave and take time back in lieu on return".*

Commenting on the absence of a College-wide provision one woman Associate Professor wanted “A college-wide policy detailing how the person going on leave should pass on administration, teaching, etc. Funding for actual replacement people”. Attitudinal support was also sought by a female Assistant Professor “Less of an attitude amongst senior male colleagues that when a woman takes a leave of absence she is 'letting the team down' versus when a man does it he is never spoken about in a disparaging way”.

### 5.5.7 Caring Responsibilities for Dependent Children and/or Adults

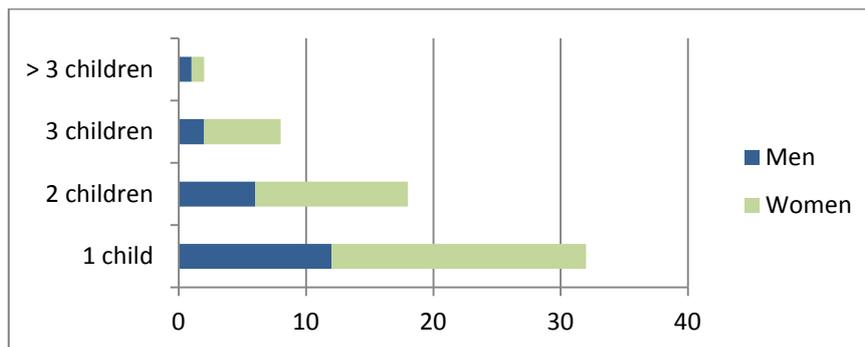
A substantial percentage of respondents, both male and female, have caring responsibilities (47% female, 49% male). Respondents were asked how many dependent children and/or adults they care for. Twenty-eight women respondents and 20 male respondents had 71 children at home aged, under 6 years, between them (Figure 5.5.9).

**Figure 5.5.9 Number of Dependent Children under 6 years according to Gender**



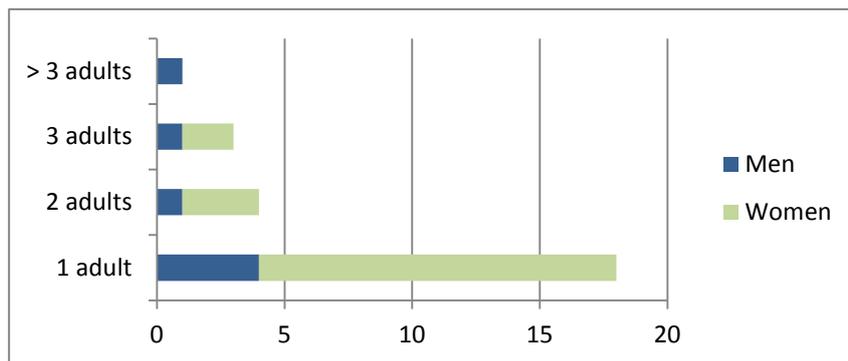
A total of 60 respondents (39 female and 21 male) were responsible for a further 98 children aged between 6 and 18 years (Figure 5.5.10).

**Figure 5.5.10 Number of Dependent Children aged 6-18 years according to Gender**



In addition respondents were asked about their caring responsibilities for young adult dependents living at home and the results are shown in Figure 5.5.11. Most commonly this involved one young adult and the most common carers were women respondents (19 out of 26). Information was sought about caring for other adult dependents and this was the case for 15 women and 8 men who responded.

**Figure 5.5.11 Number of Young Adult Dependents according to Gender**



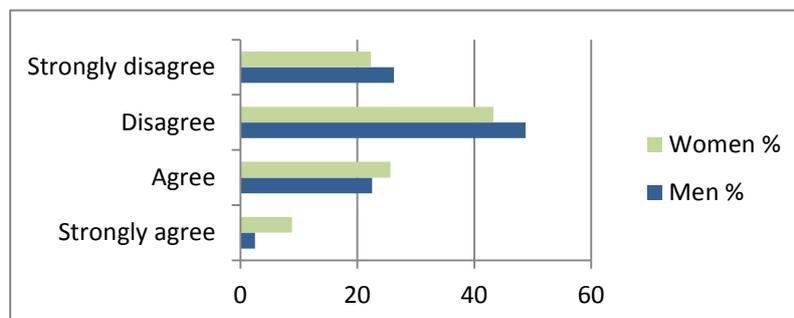
## 5.6 Department/School or Research Unit Environment

In order to gauge the academic environment at School level within College, respondents were asked to indicate their level of agreement with a series of statements concerning conditions in their School/Department or Research Unit. The results indicate a strong degree of shared agreement between men and women about what they saw as positive and negative aspects of their working environment. For example, men and women respondents agreed with the statements that: they could put forward their opinions; there are many unwritten rules; and that their contribution to the School is valued. Some respondents, male and female, also agreed that they: felt unable to express their career choice preferences; were under scrutiny; did not 'fit in'; are reluctant to bring up issues. Staff also assented to the statements that: there are few opportunities to participate on Committees and at meetings to discuss projects; they are not encouraged to apply for promotion; and they have limited access to role models.

### 5.6.1 Perception of School Environment

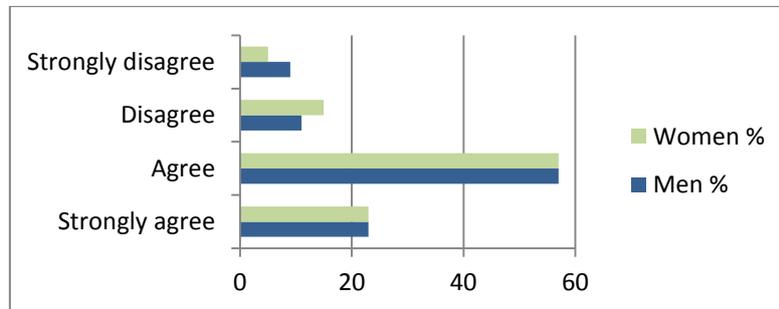
A majority of respondents either disagreed or disagreed strongly with the statement that they felt constantly under scrutiny by colleagues in their Schools. However, more women (35%) than men (26%) agreed or agreed strongly that they constantly feel under scrutiny, though these gender differences were not statistically significant (Figure 5.6.1).

**Figure 5.6.1 'I constantly feel under scrutiny by my colleagues in my School' (n = 228)**



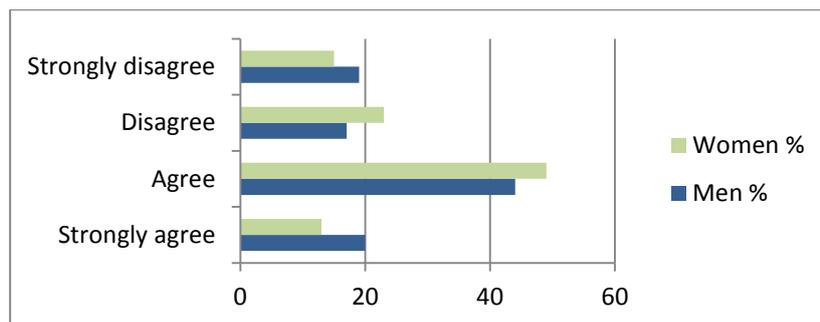
There was a strong consensus, from both sexes, agreeing with the statement that they were able to put forward their opinions, with 80 per cent agreeing or agreeing strongly. Slightly fewer women (5%) than men (9%) strongly disagreed (Figure 5.6.2).

**Figure 5.6.2 'I feel able to put forward my opinions' (n = 237)**



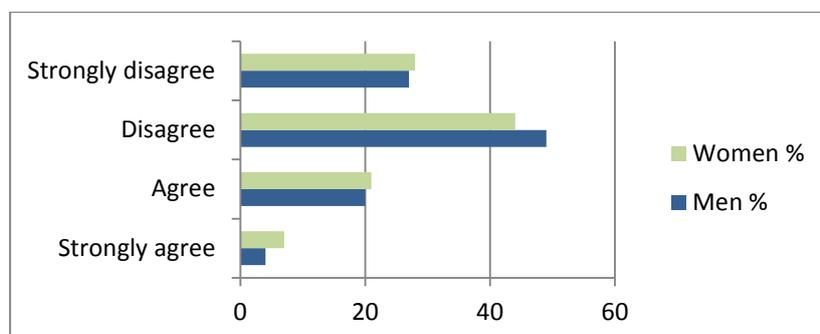
There was general agreement with the statement that respondents' contributions are valued by their Schools. Women were marginally less likely than men to agree strongly or disagree strongly with the statement. The majority of both sexes agree/strongly agree (Figure 5.6.3).

**Figure 5.6.3 'I feel that my contribution to the School is valued' (n = 227)**



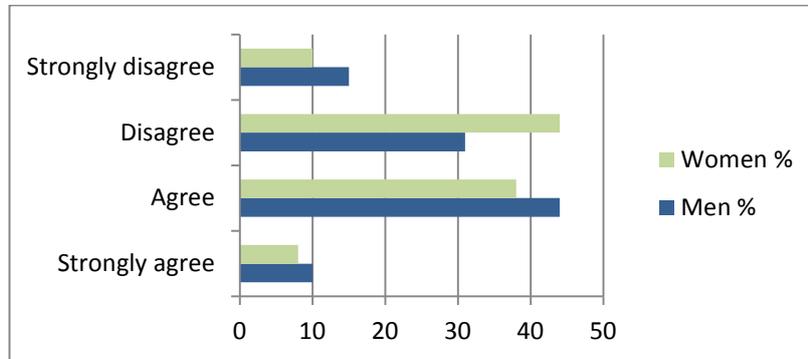
The majority of both sexes either disagreed or strongly disagreed with the statement that they feel unable to express their preferences in relation to their research interests and career choices (Figure 5.6.4). Similar proportions of men (20%) and women (21%) agreed with the statement, though a larger minority of women (7%) than men (4%) strongly disagreed.

**Figure 5.6.4 'I do not feel able to express my preferences in relation to my research interests and career choices' (n = 220)**



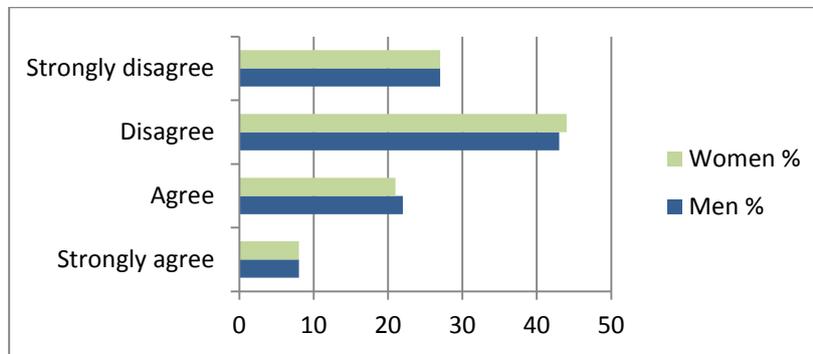
There was more agreement from male respondents (54% agreed or agreed strongly) that colleagues always seek their opinions on research ideas and problems compared with women respondents, only 46 per cent of whom agreed or agreed strongly. Women’s views are less strongly held than men’s (Figure 5.6.5).

**Figure 5.6.5 ‘My colleagues always seek my opinions on research ideas and problems’ (n = 224)**



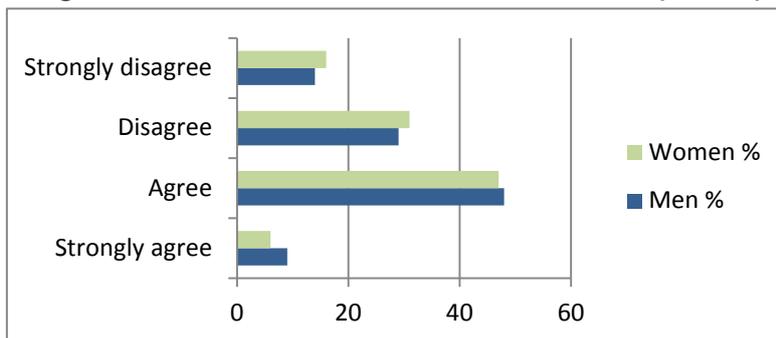
There was virtual unanimity from male and female respondents concerning the statement that they do not ‘fit in’ easily within their Schools (Figure 5.6.6). The majority of both sexes either disagree/strongly disagree, 71 per cent of female respondents, 70 per cent of male. Conversely, nearly 30 per cent of men and women who responded agreed (21-22%) or agreed strongly (8%) that they felt that they do not ‘fit in’ within their Schools.

**Figure 5.6.6 ‘I feel that I do not “fit in” easily within my School’ (n = 221)**



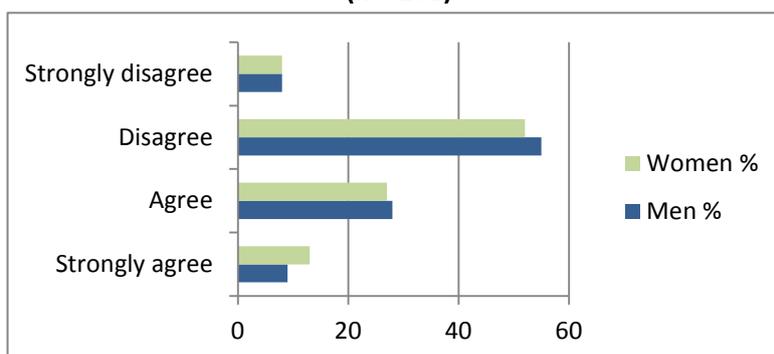
While almost a half of all respondents (48% men and 47% women) agreed that they have access to suitable role models, a further 9 per cent of men compared with 6 per cent of women agreed strongly that this was the case (Figure 5.6.7). A substantial minority of 47 per cent of female respondents and 43 per cent of male respondents disagreed or strongly disagreed that they had such role models.

**Figure 5.6.7 'I have access to suitable role models' (n = 213)**



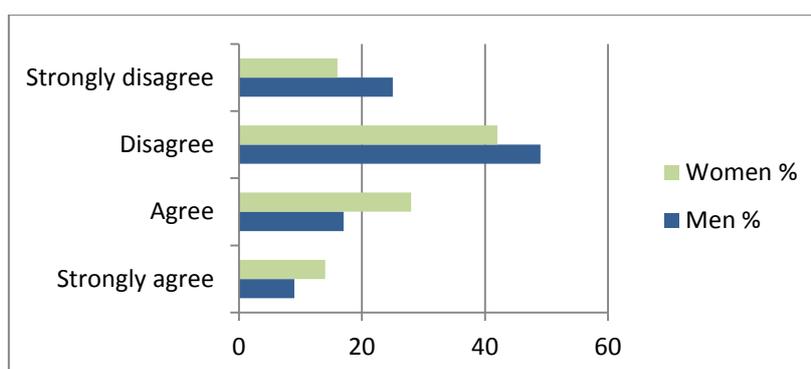
The majority of women and men disagree (55% of men and 52% of women) or strongly disagree (8%) that they have to work harder than their colleagues to be perceived as legitimate scholars (Figure 5.6.8). The balance of men (37%) and women (40%) agreed or agreed strongly that they did have to work harder.

**Figure 5.6.8 'I work harder than my colleagues do, in order to be perceived as a legitimate scholar' (n = 201)**



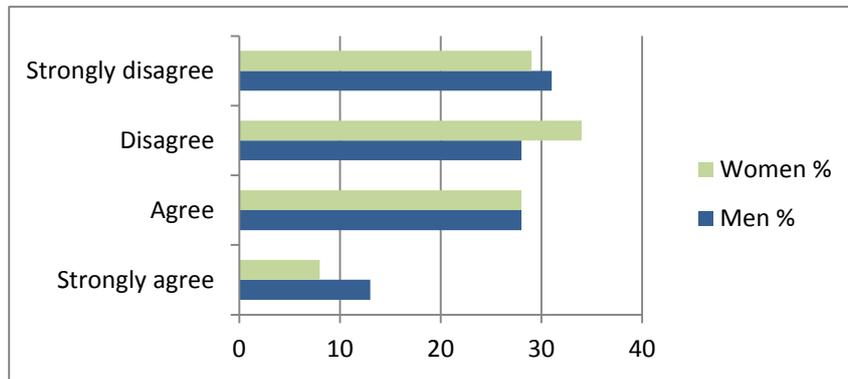
There were statistically significant differences in the responses by male and female staff to the statement that they feel they seldom have the opportunity to participate in important committees, meetings and/or projects (Figure 5.6.9). More than a quarter of the women respondents (28%) agreed and a further 14 per cent strongly agreed compared with 17 per cent of men who agreed and 9 per cent who agreed strongly.

**Figure 5.6.9 'I seldom have the opportunity to participate in important committees/meetings/projects' (n = 225)**



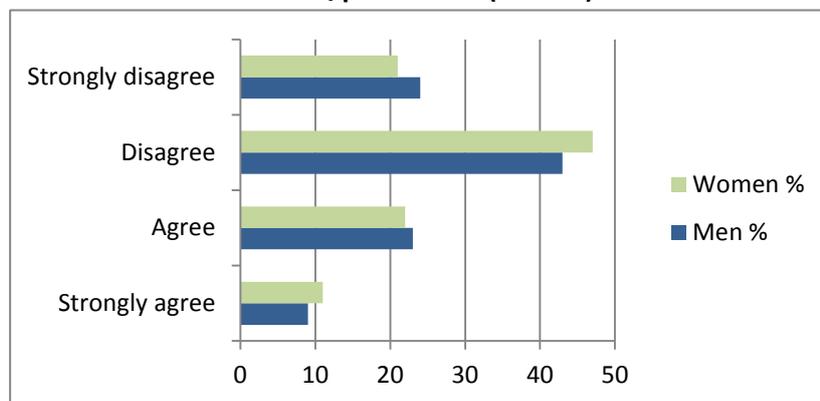
The negative responses to the statement concerning encouragement from senior colleagues to apply for promotion are similar for both sexes (Figure 5.6.10). A total of 63 per cent of women respondents and 59 per cent of men respondents disagreed or strongly disagreed with the statement. Slightly more men (13%) than women (8%) strongly agreed that they received such encouragement.

**Figure 5.6.10 'I have received encouragement from senior colleagues to apply for a promotion' (n = 201)**



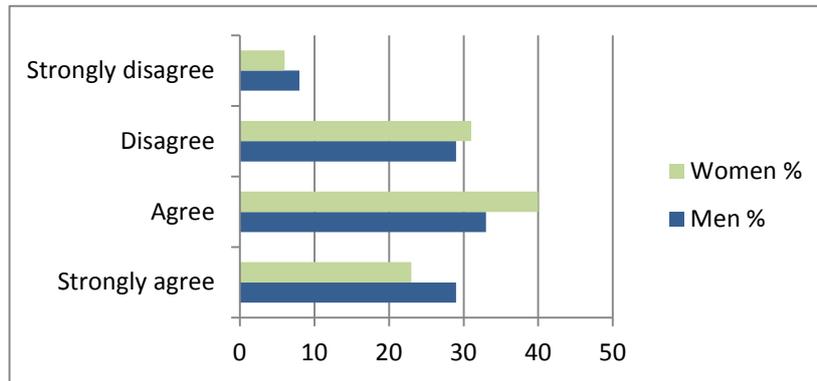
The majority of female and male respondents either disagree (43% women and 47% of men) or disagree strongly disagree (24% and 21%) with the statement that they would be reluctant to raise issues of concern for fear of it affecting their careers and/or promotion prospects. Slightly more women respondents strongly agreed (11%) compared with men (9%) (Figure 5.6.11).

**Figure 5.6.11 'I am reluctant to bring up issues that concern me for fear that it will affect my career/promotion' (n = 218)**



The majority of respondents (62% of men and 63% of women) agreed or agreed strongly that there are many unwritten rules concerning interaction with colleagues (Figure 5.6.12). About half of both sexes agree/strongly agree, 59% females, 54% males. Only a small minority (8% of men and 6% of women) strongly disagreed.

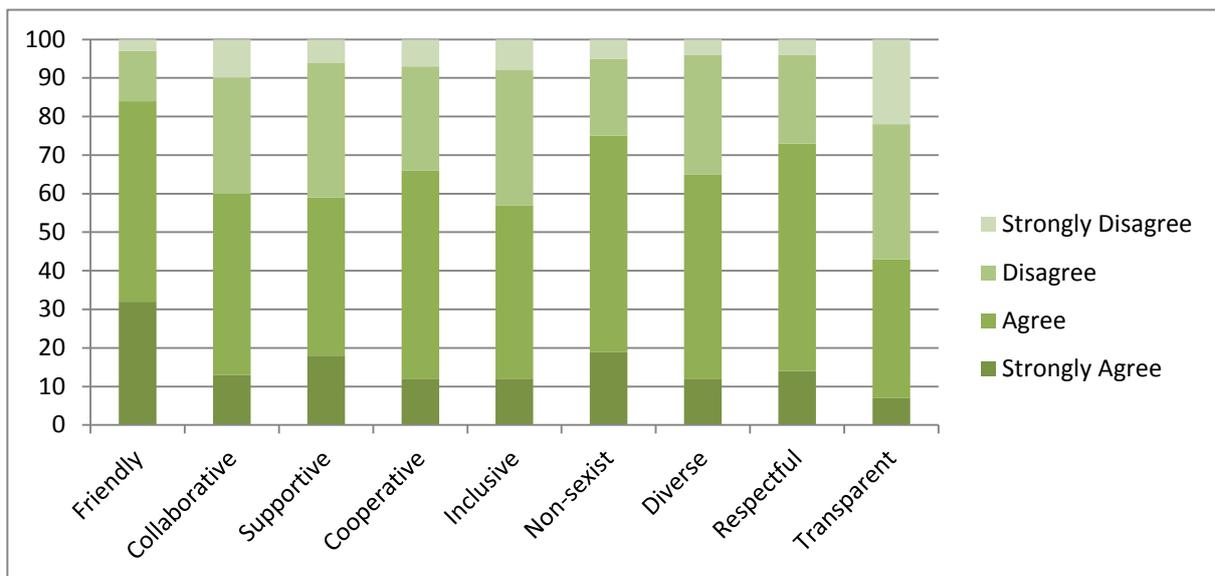
**Figure 5.6.12 ‘There are many unwritten rules concerning how one is expected to interact with colleagues’ (n = 218)**



### 5.6.2 Culture of Schools

Respondents were asked to rate the culture of their School against a number of criteria: Friendly; Collaborative; Supportive; Cooperative; Inclusive; Non-sexist; Diverse; Respectful; and Transparent. The results are shown in Figure 5.6.13a (female respondents) and Figure 5.6.13b (male respondents).

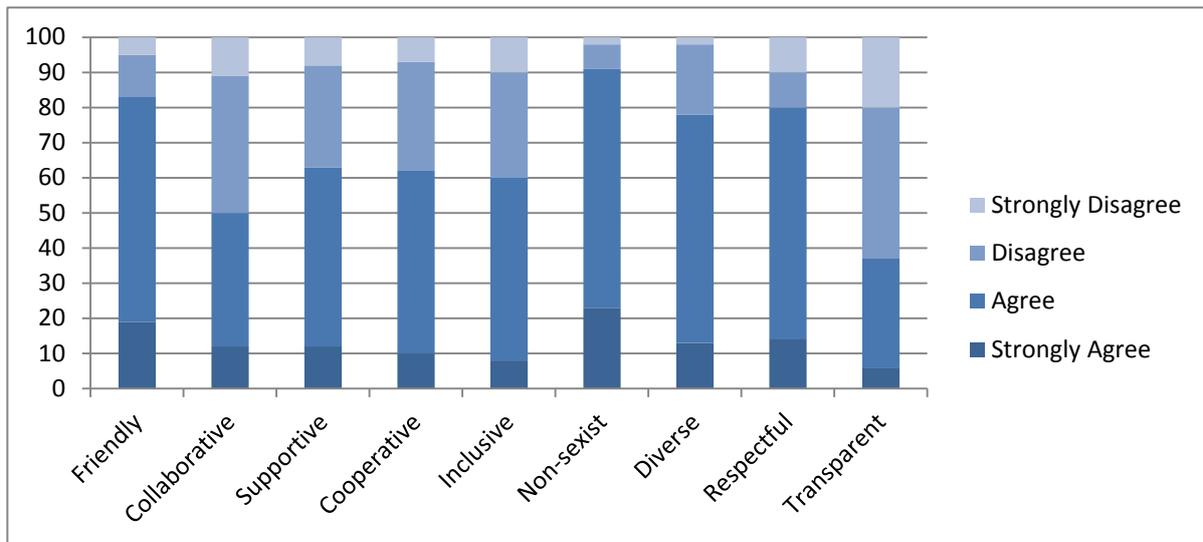
**Figure 5.6.13a Percentage Rating of School Culture by Women Respondents (n = 151-154)**



In response to the criteria that might, or might not, describe the culture in female respondents' Schools, there was greatest agreement that the culture was friendly (with only 16% of women disagreeing or disagreeing strongly). This is followed by non-sexist (25% strongly/disagree), respectful (27% strongly/disagree), co-operative (34% strongly/disagree) and diverse (35% strongly/disagree).

There was more disagreement with the following criteria: transparent for which only 43 per cent of women agreed or agreed strongly, followed by inclusive (57% agreed or agreed strongly), supportive (59% agreed or agreed strongly) and collaborative (60% agreed or agreed strongly).

**Figure 5.6.13b Percentage Rating of School Culture by Male Respondents (n = 82-84)**



Similar patterns of responses were noted concerning the prevailing culture in male respondents' Schools. There were only two criteria in which there were statistically significant differences between men's and women's responses in relation to: non-sexist and respectful – in both cases men agreed more strongly than women that these criteria applied in their Schools. Male respondents agreed that the culture was non-sexist (only 9% of male respondents disagreed or disagreed strongly with this), friendly (17% of men disagreed or disagreed strongly). This is followed by respectful (20% strongly/disagreed), diverse (22% strongly/disagree), supportive (37% strongly/disagreed), cooperative (38% strongly/disagree) and diverse (35% strongly/disagree).

Male respondents were in strongest disagreement with the following criteria: transparent for which only 37 per cent of men agreed or agreed strongly, followed by collaborative (50% agreed/ agreed strongly).

### 5.6.3 Levels of Satisfaction with Working Environment

Men and women were asked how satisfied they were with a number of key dimensions of their working environment: opportunities to collaborate; degree of social interaction; levels of research funding; their current salary; ability to attract students; sense of being valued for teaching; and sense of being valued for research/scholarship. A summary of the responses, according to gender, are presented in Figure 5.6.14.

#### *Opportunities to collaborate with other (non) faculty members (n = 234)*

Overall there were higher levels of satisfaction on the part of male respondents (19% very satisfied and 57% satisfied) than female respondents (11% very satisfied and 54% satisfied). More women are very/dissatisfied (35%) compared with their male counterparts (24%).

#### *Degree of social interaction with members of School (n = 236)*

More women are satisfied (54%) or very satisfied (10%) with the social interaction involving members of their School, compared with men (43% satisfied and 11% very satisfied). Only 6 per cent of respondents were very dissatisfied with the level of social interaction.

*Levels of funding for Research or creative efforts (n = 236)*

Both female (46%) and male (43%) respondents were dissatisfied with the levels of funding available for their research or creative efforts. A further 18 per cent of women and 24 per cent of men were very dissatisfied.

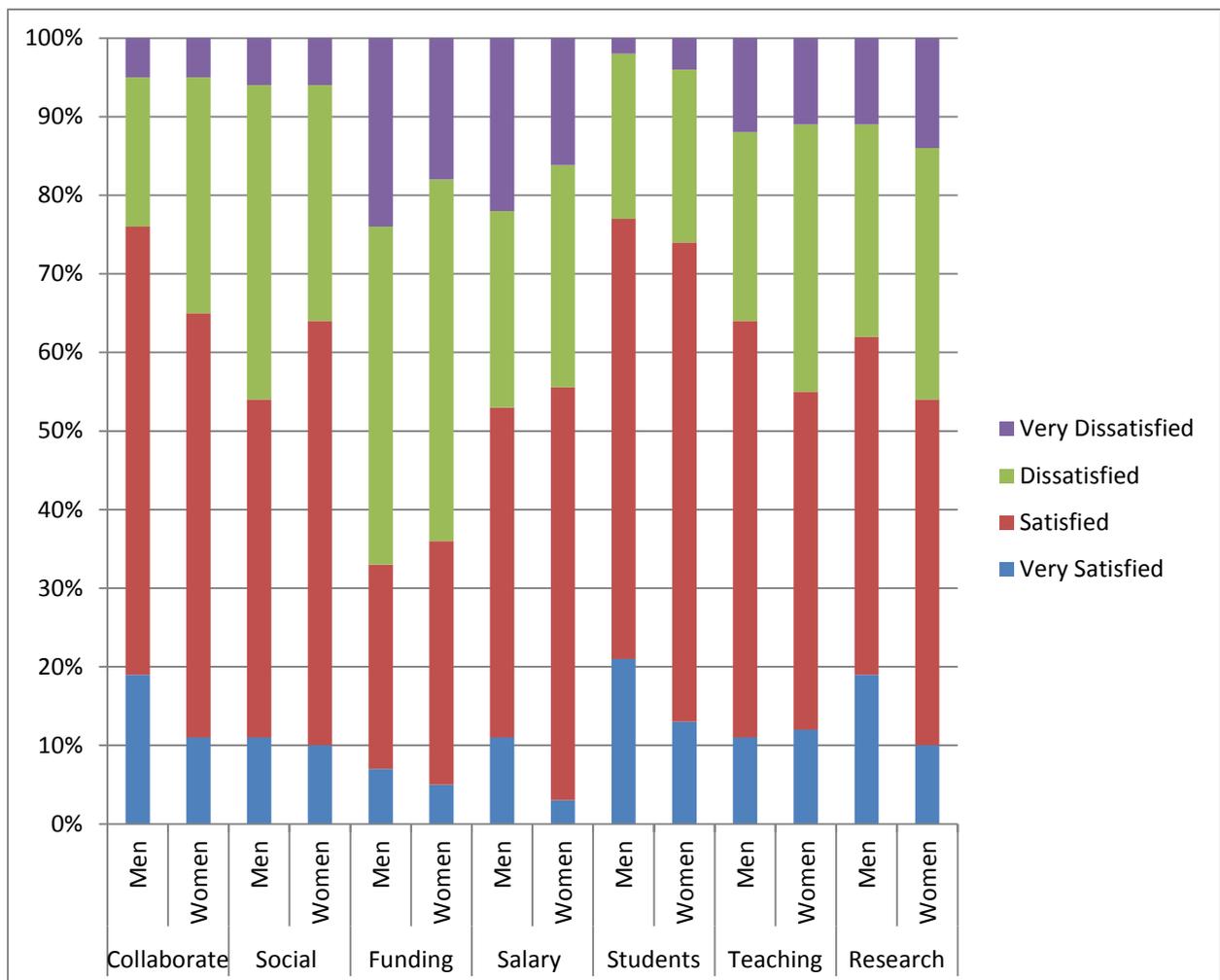
*Current salary in comparison with the salaries of colleagues (n = 235)*

More men (11%) than women (3%) were very satisfied with their salary in comparison with the salaries of colleagues. Paradoxically, more men (22%) than women (16%) were very dissatisfied with their salary.

*Ability to attract students to work with (n = 226)*

There were high levels of satisfaction by both men and women with their ability to attract students with whom to work. Twenty-one per cent of male respondents were very satisfied, compared with 13 per cent of female respondents. A further 56 per cent of men and 61 per cent of women were satisfied.

**Figure 5.6.14 Satisfaction with Working Environment**



*Sense of being valued for Teaching by members of my School (n = 221)*

There were relatively high levels of satisfaction with respondents' sense of being valued by their School for their teaching. Men's levels were higher in terms of satisfied (53%) and very satisfied (11%) compared with women's (44% satisfied and 12% very satisfied).

*Sense of being valued for Research, scholarship, or creativity by members of School (n = 230)*

Male respondents were more likely to be very satisfied (20%) with their sense of being valued by members of their School for their research, scholarship or creative contributions, compared with female respondents (10%). Similar results were evident for satisfied (44% of women and 43% of men). Slightly more women (14%) were very dissatisfied compared with men (11%).

## **5.7 Management Styles and Practices**

Given the importance of management practices in contributing to the prevailing cultures and practices pertaining within the Schools in College, respondents were asked to elaborate on aspects of the management styles and practices in their Schools. The open-ended responses have been clustered according to Faculty of Engineering, Mathematics and Science (FEMS) School, to illustrate the consensus or diversity of comments received. For reasons of confidentiality, none of the Schools are named and only the gender of respondents (not grade) is provided.

### ***Comments on Management Styles and Practices in the FEMS Schools***

#### **School A**

*"Complete lack of communication and transparency. Different levels of responsibility for all - if you are perceived as being efficient/conscientious then you are burdened with more admin/responsibility. No work load model -so teaching/research/admin loads are not evenly distributed or recognized. Very little support for new academics - thrown in the deep end - very little advice/support/mentoring. No clearly defined progression - no targets/no progress review"* (female)

*"Non-existent"* (male)

*"Authoritarian. Non-transparent. Lack of respect for junior members"* (male)

*"opaque school run by select members of staff for select members of staff"* (male)

*"Management is not transparent, although having been on School Executive I can appreciate why sometimes this is so. Information flow from Executive to staff is poor and is not presented in a timely manner"* (male)

*"Secretive"* (female)

*"there is no clear management style, no feedback, no rewarding systems based on output/ research performance"* (female)

*"Style - I hear about everything after it has been done. Practices - no idea, as they are completely hidden"* (male)

*"As laissez-faire as possible"* (female)

*"School members are very active individually, but there are no opportunities for discussions at a school level. There is little transparency and important decisions are often taken without school wide*

*consultation. There are no school meetings and no effective way of knowing who has made what decisions and what will be the implications to the school. Unfortunately, that has generated a general lack of trust and, although the intentions of management might be good, I believe current praxis disenfranchises staff members and does not allow for careful evaluation of decisions that ultimately impact all school members.” (female)*

*“From a postdoctoral point of view: lack of post doc culture: we do not play any role in school life. We are excluded from everything. E.g. we cannot teach, attend/provide courses, meet speakers that come for conferences, asked for our opinion on how to improve things around the labs (I am just comparing with what I saw as a PhD student in other institutions) -no support in developing our careers further from our duty labs” (female)*

## **School B**

*“My school is like a 'boys club' decisions are made according to favours owed or personal friendships. There is no transparency in terms of decisions or rationale for the same & College's procedures are not followed. People in office act according to what they think or influence by others rather than being objective and applying college procedures. I feel very vulnerable working in such an environment and have been subjected to extremely inappropriate behaviour by senior academics in the school” (female)*

*“To me it seems very hands-off with disciplines and research groups operating quite autonomously (perhaps too much so, in that it is not always clear what others in the School are working on)” (male)*

*“Discourages collaborative efforts across faculties - teaching and potential PhD candidates .... Previous Head of School avoided all possible contact with me (and others). No sense of recognition for my efforts. Just bad management” (female)*

*“The main management practice is mostly benign neglect. Good academics need to be left alone to do their job, and the School is mostly good at that. The style works less well with academics who struggle, and who might benefit from some direction” (male)*

*“supportive and fair” (female)*

*“would rather not - have not been impressed with competence” (female)*

*“senior mgmt .... plan in conjunction with course directors and heads of discipline - we work up the committee structure to school executive for decisions - then ratified at school committee meetings. Emphasis on consensus - a tendency to avoid controversial decisions” (male)*

*“New school head is increasing the sense of community and also the level of transparency” (male)*

*“Previously lacking in transparency, very hands off in terms of career encouragement and advice. More financial transparency under new regime” (female)*

## **School C**

*“very high level management, with little or no knowledge of research and expertise of the individual, which often leads to repeated work by different members of the faculty and higher than necessary cost expenses to carry out this research” (female)*

*"...The management style in my Discipline is one of bullying and disrespect. It is one of limited ambition and imagination and it is totally unbearable. I have two new colleagues who already feel this way and are also now disconnected from the discipline and hence the school ...."* (female)

*"facilitating and positive"* (male)

*"The management attempts to inform everyone of what is going on any include people in decision making"* (female)

#### **School D**

*"It is informal and 'minimalist'. The objectives are to maximise research and research-based teaching, and the encouraging of all staff and students to develop their own interests. Meetings are as few as possible. Responsibilities are delegated as much as possible"* (male)

*"Mainly consensual, mainly transparent but with some secrecy"* (male)

*"as a research fellow, I'm not sure I know too much about this. Heads of department and school are very approachable, however"* (female)

*"Things just happen! No communication"* (male)

#### **School E**

*"The School is has a very supportive environment and, in my opinion, is managed in a very diplomatic manner. There is a feeling that the people bringing in the most funding get preferentially accommodated within the school, but I think this is a fair system"* (female)

*"Recently had a change of HOS. I did not find the outgoing HOS inclusive or supportive in terms of research. The new HOS is more supportive of working mothers which is a great improvement"* (female)

*"Most management decisions are made by the school executive, with little input from other members of the school"* (male)

#### **School F**

*"The current Head of School is very positive and supportive and creates a sense that important values are being taken care of and that we have a voice that will be considered respectfully. The School is very varied which creates difficulties in really integrating activities across the School but great strides have been made"* (female)

*"the school is not the issue - has little apparent autonomy to do anything - all important issues"*(female)

*"Am separated from management since, as a research fellow, I am not treated equally with other teaching staff"* (female)

*“Present management is quite good and supportive” (female)*

*“I have no idea since I am not part of the management and have no link to any of the committees” (female)*

*“I don’t think there is a style. There would be one if there was a strategy. There is no strategy” (male)*

*“Wonderful currently. Open and discursive on all aspects, with great respect for each other's opinions” (female)*

*“Collaboration etc. hampered by physical constraints .....different levels of buy-in to School idea; too many committees obscure management structures and lines of communication” (male)*

*“.....Management style I have experienced seems to be very formal. I do not understand the structures. Always a lot of paperwork and different groups of administration” (female)*

*“They do extend invitations to committee meetings etc. They do make an effort to create a school community. The School is very diverse and as .... I don’t really fit into a discipline which is a problem I think. As a research fellow I’m not considered a staff member....” (female)*

*“They are too complicated...We have a two tier structure in which strategy is attempted to be played out at a School level, but each step of the way it is dogged by partisan demands for the disciplines. We still have 'departmental' staff meetings with heads of discipline being line managers for staff, rather than removing this extra level of administration...[I] am very grateful to my colleagues who continue to take on these difficult management roles” (male)*

*“Management style and practices have varied hugely with different heads of school, from unsupportive to ..... For many interactions, the key issue is how things operate within the discipline rather than at school level” (female)*

## **School G**

*“Non existent” (male)*

*“very good” (female)*

*“The School ..... is a very nice place to work. All staff are very cooperative and Head of School is very accessible. Since the implementation of the School Executive the decision making process is less transparent to the body of academic staff and this is leading people to be less interested in the School as a whole and more interested in their own activities.....which could lead to a perception of unfairness in terms of allocation of service duties, teaching and recognition of research. The Head of School is undoubtedly aware of these issues and trying to maintain the highly co-operative environment amongst academics that has been the culture of ..... since I first joined the School” (female).*

## **5.8 Key Survey Findings**

The INTEGER survey of academic and research staff conducted in June 2012 highlighted some strong similarities between the situation of men and women, along with some critical differences. Overall,

the collection of both quantitative and qualitative data allowed for the identification of areas of satisfaction and also dissatisfaction, leading to constructive proposals for actions that might address problems identified. The first of the key differences identified relates to demographic profiles and grades of male and female respondents. Male staff academics are older than their female counterparts and more likely to hold a higher academic grade. Women are over-represented among respondents who held contract (non-permanent) posts.

An unequivocal finding from the survey shows that women and men work long hours, well in excess of 40 hours in an average week. The majority of respondents work weekends/evenings, in addition to normal working hours, citing the following reasons: essential to meet job requirements of teaching, research and administration; to avoid the interruptions that occur during 'normal' hours'; scholarly devotion/like to keep going once started; and to meet specific deadlines/lectures etc. scheduled. Academic respondents also regularly worked from home.

Academic members of staff devote the greatest proportion of their working time to research, followed by teaching, administration and other activities. While a higher proportion of men want to allocate more time to research than women, there was a consistent agreement from both genders that they wish to spend less time on administration. They also agree that, in terms of promotion, they need to reduce their administrative burdens and reallocate this time to research. Excessive administration was attributed to: poor administrative support, bureaucracy; a disjointed College structure; excessive workloads, sometimes related to staff shortages; lack of transparency in how work is allocated; uneven teaching loads; contract restrictions; and the burden of additional roles (e.g. College Officer, Directors of Teaching/Research).

Small differences emerged in the levels of engagement by male and female staff in research activities. Men tend to be more actively involved in publishing, are more successful in securing research funding and also contribute more to supervising Masters and Doctoral students, than women. However these gender differences may be attributable to the gendered discipline mix whereby male academics are over represented in disciplines which require/attract: higher levels of funding support (national and international), hence funded postgraduates/postdocs, leading to higher levels of joint publications in multi-authored journals/online conference proceedings. In contrast, women are over-represented in disciplines that do not require/attract high levels of research funding support, postgraduates/postdocs and publication is more commonly in single authored books, book chapters, monographs and journal publications.

There are very few differences between women and men in terms of the factors that attracted them into an academic career apart from the ranking of salary - which no women respondents ranked number one. Men ranked salary higher than women, while women ranked flexible working higher than men. Overall the key factors influencing the choice of an academic career were: research interest, followed by the intellectual challenge and other factors such as love of teaching, commitments to students and 'making a difference'.

A minority of survey respondents believed that they have achieved their career ambitions, in terms of grade attainment, though significantly more men than women responded positively. When asked what had contributed to non-achievement, respondents pointed to grade deflation (compared with their counterparts in other universities); insufficient time to apply for promotion, with

administration having 'got in the way'; family commitments; lack of permanent posts/promotions; politics; and lack of access to 'inner networks'.

Proportionately more women than men aspire to holding posts of College Officer, Head of School and Faculty Dean. The reasons cited were: to make a contribution to College; to advance their career; and for the challenge that the role would present. However at the time of the survey, more male respondents had already held the role of College Officer and fewer women had experience of being in senior management positions. Marginally more men had served on College Committees than women and fewer women had served on Departmental Management Boards, Faculty Boards, Promotions and Review, Research and Graduate Studies Committees. Respondents expressed a wide spectrum of views on whether Committee involvement had enhanced their careers, ranging from 'no effect' to gained understanding on how college works and college decisions/policies are made; access to contacts/networks; contribution to college; raised their personal profile; and helped contract renewal.

A relatively small number of respondents had applied for promotion. When asked what would *encourage* them to apply they responded: feeling that they would succeed; transparent and fair promotion criteria; enhanced salary; formal recognition from college, respect of peers and colleagues; eligibility to apply; permanency; less time consuming process; and more promotional opportunities. Asked about what would *discourage* respondents from applying for promotion prompted reference to similar issues: lengthy process e.g. form filling; likelihood/fear of rejection; few promotions available; lack of transparency concerning promotion criteria; lack of support from colleagues/HoS; perception that the promotion process is biased/unfair/requires patronage; ineligibility due to grade point/merit bar; increased administration required in more senior role; and past experience of failure.

While the majority of both sexes had not applied for Fellowship, significantly more men than women had applied. When asked what had discouraged them from applying for Fellowship the following reasons were cited: not eligible (often due to contract restrictions); felt they would not be successful; too early in career; never heard of it/don't know the criteria (particularly within the School of Medicine); thought a staff member 'had to be nominated' rather than apply; too busy; and no support from colleagues.

In terms of their career progression in College, respondents mentioned the following positive factors: mentoring/advice from senior colleagues; support from colleagues; research focus and excellence; getting funding; autonomy of research; and attracting good students.

Work-Life Balance was defined in very diverse terms by women and men, ranging from having weekends off, working 40-45 hours per week; a compromise between professional and personal life; a situation where both professional and personal life are uncompromised by each other; an unrealistic dream/idea; to a broader absence of unhealthy stress. While levels of satisfaction with work-life balance are similar for men and women, marginally more men than women are dissatisfied or very dissatisfied with their personal work-life balance. A large number of suggestions were proposed to help them achieve a better balance (roughly in order of frequency): the introduction of a work load model/fair distribution/acknowledgement by college of academic workload; less pressure/demands from work; fewer administrative tasks being required of academics; affordable childcare available in college; more academic staff e.g., retiring staff replaced; more admin/support

staff to relieve administrative burden on academics; meetings etc. scheduled during core work hours; better pay; flexibility to work from home/adjust hours as needed; part-time work option; mentoring and career guidance provided by College; clear promotion criteria from College; permanency/job stability; being able to take parental leave/holidays; engagement of teaching assistants; and automatic benchmarked promotion.

The survey established that it is women rather than men who opt for flexible working arrangements, most notably through taking sabbaticals; working part-time; and taking unpaid leave. A smaller number of women had availed of term-time working and job-sharing while the number who took a career break was also small. While 43 women had taken maternity leave, only 6 men had availed of paternity leave. When asked about any difficulties they had experienced upon returning to College after such leave, they mentioned: no cover/ineffective cover was provided, work built up, no support or allowances made on return; lost projects/effective demotion/by-passed for interesting responsibilities/viewed as research inactive; WLB issues/exhaustion; no opportunity to go part-time; no crèche space; and difficulty in the administration of maternity leave. One respondent volunteered how useful it would have been to have a reprieve from lecturing for 6 months after return, to allow 'catch up'. Many women commented that they had worked during their maternity leave and that this was completely unrecognised by college. Nearly half of respondents (men and women) had responsibility for dependent children and/or adults.

When asked about the prevailing working conditions/environment in their School or Department, the results indicate a strong degree of shared agreement between men and women about what they saw as the positive and negative aspects. For example, men and women respondents agreed with the statements that: they could put forward their opinions; there are many unwritten rules; that their contribution to the School is valued. However some respondents, male and female, also agreed that they: felt unable to express their career choice preferences; felt under scrutiny; did not 'fit in'; and are reluctant to bring up issues. Staff also assented to the statements that: there are few opportunities to participate on Committees and at meetings to discuss projects; they are not encouraged to apply for promotion; and they have limited access to role models.

Respondents were asked to rate the culture of their School against a number of criteria. There was strongest agreement that the culture is friendly, followed by non-sexist, respectful, co-operative and diverse. There is more disagreement with the following criteria: transparent, followed by inclusive, supportive and collaborative. There were only two criteria that produced statistically significant differences between men's and women's responses: non-sexism and respect. In both cases, men agree more strongly than women that these criteria apply in their Schools.

# Appendix A Site Visit Focus Groups

## Summary

Qualitative data were collected in June 2012, by independent consultants, from the Schools of Chemistry and Natural Sciences, using checklists and discussion sessions with the Heads of School and small groups of staff. Recommendations for action [benchmarks] were developed for both Schools based on the information in the checklists and from the discussions. Appendix A sets out the general findings from both Schools and the recommended actions at College and/or Faculty level. The actions proposed are gender neutral since the evidence is that what is key for the recruitment, retention and progression of women in academic careers is high quality support for all staff. Clearly improved support will benefit men as well as women, but evidence suggests that, for example, proactive approaches to recruitment and promotion are effective in increasing the proportions of women who apply and are successful.

Although the atmospheres in the two Schools visited differed from one another, when the data collected from the checklists and discussion groups were considered objectively, there were many common issues to be tackled, a number of which derived from College processes and procedures.

### ***Key areas for action by the College are:***

#### **Data**

The College should work with Schools to ensure that data provided by the College meets Schools' needs and also that the College and WiSER provide guidance as to the analyses those Schools should undertake (Benchmark 1).

#### **Support for Early Careers Researchers**

The College needs to support Schools in improving their approach to the support of early career researchers (ECRs), both post docs and academic staff, by understanding better the needs of ECRs for induction (Benchmark 16) and more general development (Benchmark 17), including the need for mentoring (Benchmark 19).

#### **Appointment and promotion**

College should require Schools to use panel interviews for post doc appointments (Benchmark 11).

The College should support Schools in monitoring the proportions of women who apply for and are shortlisted for posts, and are appointed (Benchmark 12).

The College should review the promotion criteria to ensure that they are clear and transparent, and the requirement to compete a 40+ page form with a view to streamline the information required to be provided by candidates (Benchmark 11).

It is important for the College to support Schools in providing improving support for the early career researchers (Benchmark 17), and College should consider adopting a version of the UK's Concordat to Support the Career Development of Researchers (Benchmark 8).

#### **Appraisal**

It is important to prepare staff, and encourage them to apply for promotion. In the absence of a College-wide appraisal scheme, the College needs Schools to regularly review the career

development of their academic and post doc staff (Benchmark 18). School reviews should cover staff members' preparation and readiness for promotion.

### **Support for flexible working and career breaks**

The College needs to improve its support for flexible working. Training should be provided to line managers in the management of flexible working. College also needs to allow easier transition between full-time and part-time working, and the reverse. College also needs to review its approach to staff taking career breaks, including maternity leave, and the support given to staff returning from breaks (Benchmarks 24, 25 and 26).

## **List of Actions Recommended**

### **Benchmark 1: Staff data**

- 1a College to ensure that the Equality Monitoring Report meets the needs of Schools and supports the INTEGER action plans.
- 1b College to review its staff data and statistics and to make recommendations to its Schools and Faculties on what data they expect them to collect, to use (for example in their action plans) and to provide to College.
- 1c College Equality Committee to continue to decide what staff data should be provided to Schools and Faculties (for example gender disaggregated data on representation on College and Faculty committees).
- 1d WiSER to make clear to College, FEMS and its Schools what data comparisons they should make, internal and external.

### **Benchmark 2: Student data**

See actions for Benchmark 1.

### **Benchmark 3: Survey data**

- 3a School and Faculty Data from the INTEGER survey should be used as a basis for the College INTEGER action plan.
- 3b College to run a staff survey towards the end of the INTEGER project.
- 3c College to run the Good Practice Checklist (at School and College levels) towards the end of INTEGER to measure change. This exercise could include other Schools for comparison. The results to be shared with the School INTEGER implementation teams.

### **Benchmark 4: Management systems**

- 4a College to make sure that its guidance, on the roles of Head of School and Head of Discipline, is clear and that their respective roles are clearly differentiated.
- 4b College to clarify its expectations on the rotation of School roles and responsibilities.
- 4c The administrative staff role in pastoral care to be formally recognised as part of their role, and appropriate training to be provided.

### **Benchmark 5: Resource allocations**

- 5a College to review the administration requirements it places on Schools in relation to their size and their administrative and financial resources.
- 5b College to review, and where necessary rebalance, the funding allocations between Schools and Disciplines.

#### **Benchmark 6: Workload roles and responsibilities**

- 6 College to survey staff after the first year of the workload allocation system, to ensure that the system is workable, simple, clear and that staff perceive it to be transparent and fair, and to act on the feedback.

#### **Benchmark 7: Workplace environment**

- 7 WiSER to access data from the INTEGER survey as a basis for Faculty discussion and the INTEGER School Implementation Teams to explore and make suggestions on improving the workplace environment. Based on the results, the College to formulate actions and communicate to Schools any actions that need implementing at School level.

#### **Benchmark 8: Collegiality**

- 8a WiSER to access data from the INTEGER survey as a basis for Faculty discussion/focus groups to explore and make suggestions on developing a strong sense of community.
- 8b Based on the results, the College to make clear to Schools what it expects of them in developing and maintaining both a feeling of community and good standards of behaviours towards colleagues and students.
- 8c College to establish points of contact to oversee post doc development and to act as an arbiter on cases of conflict between PIs and post docs.
- 8d College to adapt and adopt its own version of the UK Concordat to Support the Career Development of Researchers (see <http://www.vitae.ac.uk/policy-practice/505181/Concordat-to-Support-the-Career-Development-of-Researchers.html>).

#### **Benchmark 9: Individual contributions valued**

- 9 WiSER to access data from the INTEGER survey as a basis for Faculty discussion/focus groups to explore and make suggestions on ways to recognise and 'reward' individuals' contributions to their School. Based on the results, the College to make clear to Schools what it expects of them. (Individuals' contributions can be recognised in a number of ways, for example: emails from the HoS to staff informing them of individual staff members who have won grants, been promoted, won prizes, etc.; highlighting of achievements on School and College websites and publications; School and College prizes for teaching, research, general high performance in their job.)

#### **Benchmark 10: Decision Making**

- 10a College to monitor the uptake of training.
- 10b College to Review the requirement in FEMS for two women members of the selection panels as this practice places a significant burden on more senior female staff (possibilities to consider – that one of the women would be a lay member, that if there was only one women member she would chair the panel, or that one of the two women present could be an HR representative).

- 10c College to ensure that arrangements are in place to "look after" candidates during the selection process.

**Benchmark 11: Appointment and promotion criteria, processes and information provided**

- 11a College to introduce panel interviews for the appointment of post docs.
- 11b College to clarify the promotion process for all staff groups (including information available to staff and Schools) and the criteria. It is not clear whether the problem was one of reality or perception: in either case it needs to be addressed.
- 11c College to confirm, to HoS and HoD, the system for short term appointments and arrangements for staff on short term contracts to 'become' permanent staff, and to ensure that staff on short term contracts were aware of the arrangements. College also to consider whether it was necessary for staff on fixed term contracts to go through a full competitive selection process to gain a permanent position.
- 11d College to review the need for a 40+ page application form for academic promotions with a view to streamline the information required to be provided by candidates.

**Benchmark 12: Monitor Appointments and promotions**

- 12 College to ensure that there is gender monitoring of applicants/short listed candidates and appointments made.

**Benchmark 13: Encourage candidates**

- 13 College to review its promotion processes and specifically:
- Ask schools to undertake a review of all staff at the beginning of each promotion round and invite staff who are ready for promotion to apply thereby eliminating the reliance on self-nomination that effectively 'discriminates' against women;
  - Offer open information and advice sessions for potential promotion candidates.

**Benchmark 14: Support promotion candidates**

- 14a College to offer training on preparing promotion cases.
- 14b College to specify what it expects of Schools and senior staff, for example the school identifying potential candidates and senior staff providing active encouragement, support and/or coaching.

**Benchmark 15: Feedback and follow up for promotion candidates**

- 15a College to offer training on how to give positive feedback.
- 15b College to consider the respective roles of the School and the Dean in providing positive feedback to candidates.

**Benchmark 16: Development needs and take up**

- 16a College to identify good practice in the provision of independent careers advice and guidance across FEMS Schools and disseminate that information to Schools.
- 16b College to provide regular induction programmes for new academic and research staff and to monitor take up.

- 16c College to make clear to Faculties and Schools its expectation on comprehensive local induction programmes.
- 16d College to make sure that opportunities for administrative staff to move within College to expand their experience are actively promoted, for example by an internal jobs page on the web.
- 16e College/Faculty to introduce Faculty meetings for administrative and technical staff to encourage networking and sharing good practice.

**Benchmark 17: Early Career Researchers' (ECR) development**

- 17 College to review the utility and uptake of training and development courses by ECRs, in particular the provision of transferable skills training.

**Benchmark 18: Appraisal**

- 18 College to ensure that at College, Faculty and School level it has arrangements (in the absence of appraisal) for the regular review of the career development of academics and post docs.

**Benchmark 19: Mentoring**

- 19 College to provide training and support networks for mentors and mentees.

**Benchmark 20: Networks and role models**

- 20a College to set up on a year's pilot basis one or more of the following at Faculty or College level (a judgement needs to be made as to the number of potential members and whether Faculty level networks will be sustainable):

- A women's network of academic staff;

- A network of PhD students (male and female).

- 20b College to ask or suggest to each network one or two of the issues identified and ask them to undertake a Faculty review to identify good practice and to make recommendations for changes to be adopted (at College, Faculty and/or School level).

**Benchmark 21: Internal and external activities**

- 21a College to monitor and report on the gender balance of the Schools' nominations to the Fellowship and the awards of Fellowships, against the gender balance of the 'pool' from which potential candidates are drawn. If problems are identified, College to ensure that Schools are taking corrective action.
- 21b Female College Fellows to be encouraged to recognise their status as role models, and to actively encourage women to consider becoming Fellows.
- 21c College to request the Fellowship to change its regulations to allow part time staff to become College Fellows.

**Benchmark 22: Approaches to flexible working**

- 22a College to review the uptake of both formal and informal flexible working and, depending on the outcome, to review the information, practical advice and guidance on flexibility it provides for Schools.
- 22b College to provide training for managers in managing flexible working, and in encouraging flexibility (to develop a culture in which managers are aware of the individual needs of their

staff and themselves take advantage of opportunities to work flexibly, and in which staff that do work less than full-time hours are not thought of as inferior by their colleagues).

22c College to provide and publicise the availability of the advice, information and expertise on managing flexibility which Schools need.

22d College to change its 'regulations' to allow staff to move between full-time and part-time working more easily.

### **Benchmark 23: Take up of flexibility**

See actions for Benchmark 22.

### **Benchmark 24: Flexibility built into arrangements**

See actions for Benchmark 22.

### **Benchmark 25: A supportive approach to career breaks**

25 College to make sure that Schools are aware of what is expected of them, of what support and advice College can provide.

### **Benchmark 26: Career breaks-before and during**

See actions for Benchmark 25.

### **Benchmark 27: Career breaks - on and after return**

27a College to review the information, practical advice and guidance on career breaks, and on returning, that it provides for Schools and staff.

27b College to ask WiSER to provide case studies on women and men in STEM who have successfully continued their academic careers after a career break.

27c College to allow staff working part-time following a career break to return to full-time working in the future.

### **Benchmark 28: Leadership and engagement**

28 Establish a Schools' INTEGER champions network to enable sharing and dissemination of good practice.

### **Benchmark 29: Accountability for women's career progression and good working practices**

29a The College INTEGER Implementation Team to agree the College T-GAP and receive regular reports on progress.

29b Membership of the College INTEGER Implementation Team to include senior male and female Trinity Fellows.

### **Benchmark 30: Resources for "Women in Science" Good Practice Programmes**

30 College to agree an INTEGER resource strategy, to include:

A budget to meet the needs of the College and School INTEGER T-GAPs;

The expertise and administrative support needed by the Faculty and Schools, for the duration of the project;

The training needs of individuals in the Schools who are responsible for delivering the plan.

## Appendix B INTEGER Implementation Teams

### B.1 College Implementation Team

**Convenor:** Prof Jane Grimson

Dean of Faculty of Engineering, Maths & Science	Prof Clive Williams
School of Chemistry INTEGER Convenor	Prof John Boland
School of Natural Sciences INTEGER Convenor	Prof John Parnell
School of Physics JUNO Convenor	Prof Louise Bradley
College Secretary	Mr John Coman
Dean of Research	Prof Vinny Cahill
Director of Human Resources	Mr Tony McMahon
Equality Officer	Ms Michelle Garvey
TRSA Representative	Dr Sarah Harney
Chief Operating Officer, START	Ms Darina Kneafsey
WiSER Director (Secretary)	Prof Eileen Drew

### B.2 School Implementation Team – Chemistry

**Convenor:** Professor John Boland

**Members:**

Sinead Boyce	School Administrator
Paula Colavita	Assistant Professor
Stephen Connon	Professor
Richard Doyle	Research Fellow
Thorfinnur Gunnlaugsson	Professor
Aidan McDonald	Assistant Professor
Teresa McDonnell	Chief Technical Officer
Isabel Rozas	Professor
Eileen Drew	WiSER Director
Claire Marshall (Secretary)	WiSER Programme Manager

### **B.3 School Implementation Team – Natural Sciences**

**Convenor:** Professor John Parnell

**Members:**

David Bourke	Research Fellow
Mary Bourke	Assistant Professor
Natalie Cooper	Assistant Professor
Catherine Coxon	Associate Professor
Frances Leogue	Executive Officer
Shane Kevin McGuinness	Postgraduate Research Student
Eileen Drew	WiSER Director
Claire Marshall (Secretary)	WiSER Programme Manager

### **B.4 School Implementation Team – Physics**

**Convenor:** Professor Louise Bradley

**Members:**

Shane Bergin	Assistant Professor
Una Dowling	Senior Administrator
Graham Harper	Assistant Professor
James Lunney	Professor & Head of School
Eithne McCabe	Professor
Cormac McGuinness	Assistant Professor
Eileen Drew	WiSER Director
Claire Marshall (Secretary)	WiSER Programme Manager

## Appendix C Leave Policies

### C.1 Maternity Leave

#### General

All members of staff who qualify under the terms of the Maternity Protection of Employees Acts (1994 and 2004), the Unfair Dismissals Acts (1977 and 1993), the Protection of Employees (Part-time Work) Act 2001 and the Protection of Employees (Fixed-Term Work) Act 2003, will be granted Maternity Leave. College provides 26 weeks paid Maternity Leave, and staff members may choose to take up to an additional 16 weeks of unpaid leave.

#### Paid Maternity Leave

Legislation governing Maternity Leave does not confer any rights to payment during Maternity Leave. However, the Board of the College has approved the following regulations, which deal with the question of payment during maternity leave for staff employed in a full-time pensionable capacity. The College may grant paid Maternity Leave to persons who are not in full-time pensionable posts if the College considers that, having regard to all the circumstances of the case, the granting of such leave is reasonable. Full-time and part-time pensionable staff may be granted **26** consecutive weeks pro rata Maternity Leave with pay, and will continue to receive net pay at the rate payable prior to the commencement of the Maternity Leave, based on existing tax credits.

The maternity leave must commence not later than 2 weeks before the expected date of confinement and end not earlier than 4 weeks after the expected date of confinement.

(ii) The staff member must notify her Head of School/Discipline/Area, in writing, as soon as reasonably practicable, but not later than 4 weeks before the commencement of Maternity Leave, of her intention to take Maternity Leave. she is obliged to supply the School/Discipline/Area with a medical certificate confirming the pregnancy and specifying the expected date of confinement.

(iii) Staff granted Maternity Leave must claim such State Maternity Benefit as they are entitled to receive. Payment of State Maternity Benefit will be made direct to staff who meet the qualifying conditions, and the amount of benefit receivable will be deducted from the monthly/ weekly salary payment at source. Eligible staff who are not entitled to State benefit will not as a result lose entitlement to full pay during Maternity Leave. Applications for State Maternity Benefit must be submitted **at least six weeks before the date on which the Maternity Leave is to commence.**

#### Additional Unpaid Leave

A member of staff may, if she chooses, take up to **16** consecutive weeks additional Maternity Leave (**unpaid**) immediately after her maternity leave provided that the Head of School/Discipline/Area, and Human Resources are notified of this intention, in writing, not later than **four weeks** before the date on which the Maternity Leave is due to terminate. **On returning to work, after a period of unpaid maternity leave, the staff member should ensure that she has the Application for maternity leave credits form signed and stamped by Human Resources which will enable the Department of Social Protection to maintain her PRSI records up to date.**

Absences from work due to additional Maternity Leave (unpaid) will count for employment rights, such as seniority and annual leave. This does not include remuneration or pension benefits.

Variations on period of maternity leave

**Late confinement:** Where the date of confinement occurs so late in the Maternity Leave that less than the statutory four weeks of post-natal Maternity Leave remain, then the leave will be extended to the statutory period of four weeks.

**Early confinement:** Where the date of confinement occurs before Maternity Leave has commenced then the date of the confinement will be considered the first day of twenty six weeks Maternity Leave and the Maternity Leave regulations will be satisfied if the Head of School/Discipline/Area and Human Resources are informed up to fourteen days following the date of confinement. Where the date of confinement occurs earlier than expected, but after the Maternity Leave has commenced, then there will be no change in the period of leave.

**Hospitalization of Child:** Subject to the Colleges agreement, if your baby is in hospital and you have been getting Maternity Benefit for at least 14 weeks (including at least 4 weeks since your baby was born) you may postpone payment of your remaining 12 weeks of benefit for up to 6 months. To postpone payment of your Maternity Benefit you need to apply in writing to the Maternity Benefit Section in the Department of Social Protection. When your baby is discharged from hospital you must notify the Maternity Benefit Section in writing and payment of your remaining 12 weeks Maternity Benefit will continue within seven days.

**Additional Maternity Leave and Illness:** Subject to agreement by the College, a staff member has the right to terminate unpaid additional Maternity Leave in the event of her becoming ill. The request and acceptance must be made in writing.

#### Annual Leave

A staff member may apply in writing to her School/Discipline/Area Head for permission to take annual leave entitlement due immediately prior to or following the period of Maternity Leave or Additional Maternity Leave. Legislation governing Maternity Leave requires that any period of unpaid leave must be discharged immediately following the period of paid Maternity Leave.

#### Right to return to work

Following paid Maternity Leave or additional unpaid Maternity Leave, the staff member shall be entitled to return to work with the College in accordance with the terms of the Maternity Protection of Employees Acts, 1994 and 2004. It is College policy to permit the person to return to the same job as she held immediately before Maternity Leave, if at all practicable. The right to return to work is conditional on the staff member having carried out the requisite written notification procedures at all appropriate stages. In addition to the conditions specified above, she must confirm to her Head of School/Discipline/Area, in writing, her intention to return to work. This written confirmation must be given **four weeks** prior to the intended date of return.

### Effects of Maternity leave

Where a staff member is on probation, the period of probation will stand suspended for the duration of the Maternity Leave and any period of Additional Maternity Leave. Maternity Leave and Additional Maternity Leave are not considered part of any other absence, including sick leave or annual leave. The period of Maternity Leave is considered continuous with the period of employment preceding the Leave. Public holidays (**but not College holidays**) occurring during Maternity Leave will be offered as extra days' leave.

### Pre-natal and Post-natal care

A member of staff is entitled to paid time off for ante-natal or post-natal care. Evidence of appointment or attendance at an ante or post-natal clinic may be required. Expectant mothers are entitled to attend one complete set of ante-natal classes (other than the last three classes) without loss of pay. Prospective fathers have a once-off right to attend the last two ante-natal classes before the birth. This is subject to the staff member giving at least two weeks' notice before the first class or class concerned and appropriate documentation giving the dates and times of the classes.

### Breastfeeding

Breastfeeding mothers will be accommodated (for up to 26 weeks after giving birth), without loss of pay, to either breastfeeding break/s, where suitable facilities are provided, or a reduction of working hours. The one hour break may be split into shorter periods of time totalling one hour.

During Maternity Leave employees who satisfy the contribution conditions will be entitled to payments under the Maternity Benefit Scheme, administered by the Department of Social Protection.

## **C.2 Paternity Leave**

Paternity Leave entitlement is 3 days paid leave which is granted solely to a male staff member on the birth of his child or on the adoption of a child.

### Eligibility

All male staff employed in College is entitled to apply for Paternity Leave. The person must be the natural or adoptive parent of the child.

### Entitlement

**The maximum entitlement is 3 days paid leave.** For job-sharing and part time staff this is applied on a pro-rata basis. The leave must be taken at the time of birth or up to four weeks after the birth or placement of the child following the adoption process.

### Pay and Other Matters

- (i) Paternity Leave is paid leave.
- (ii) Staff on Paternity Leave retain all rights during the period of Leave.

### Procedure

- (i) Application for Paternity Leave should be made in consultation with the Head of School/Unit/Area.
- (ii) Application must be made to the Staff Relations Section, Staff Office (on the form below) as soon as practicable and where possible in advance of the proposed first date of leave.
- (iii) A copy of the birth certificate / adoption certificate should be provided to the Staff Office with the application or as soon as possible thereafter.
- (iv) A letter confirming the granting of leave will be issued by the Staff Office to the staff member and their Head of School/Unit/Area.

## **C.3 Parental Leave**

Parental leave entitlement is unpaid leave which is granted for those who are natural or adoptive parents, to enable them to care for a child in accordance with the terms and conditions of the Parental Leave Act, 1998. Parental Leave entitlements also extend to persons acting in *loco parentis* in respect of an eligible child.

### Eligibility

- (i) Staff must have at least one year's continuous service with the College, before being eligible to take parental leave. However, where a child is approaching the age threshold and the employee has more than three months but less than one year's service, s/he shall be entitled to pro-rata parental leave. In such case, the employee will be entitled to one week's parental leave for every month of continuous employment.
- (ii) Leave must be taken by the time the child is eight years old.
- (iii) In the case of a child with a disability – the maximum age of the child for leave purposes is 16 years – provided a domiciliary care allowance is payable or would be payable – further details available from the Health Boards.
- (iv) Parental Leave is available for each parent and is non-transferable. However, in the case where both parents are employed by the College, subject to agreement of the College, parental leave may be transferred from one parent to the other. This will be assessed on a case by case basis.

### Entitlement

- (i) Maximum entitlement consists of fourteen of the Staff member's normal working weeks. This entitlement is based on the number of days or hours worked in the fourteen weeks immediately prior to the commencement of leave. Part-time staff are entitled to parental leave on a pro rata basis.
- (ii) Parental Leave consists of a continuous period of leave. Consideration may be given to the granting of this leave in a combination of shorter periods of time. The detailed arrangements of alternative leave patterns must have the agreement of the Head of School/Unit/Area and the Staff Office.

- (iii) Only one 14 week period of leave may be taken in any twelve month period.

Exceptional cases will be considered for consecutive leave.

#### Return to Work and Postponement of Leave

- (i) Staff must return to work on the date set out in the Confirmation Document.
- (ii) Postponement of leave by a Staff member is subject to agreement by the Head of School/Unit/Area and the Staff Office.

#### Pay and Other Matters

- (i) Parental Leave is unpaid leave.
- (ii) Staff taking Parental Leave retain all rights except those relating to remuneration.
- (iii) Staff retain their normal rights to public holidays during any period of parental leave. This shall be added to the period of parental leave.
- (iv) Staff accrue annual holidays during the period of parental leave.
- (v) Probationary periods, training and apprenticeships will be extended by the period of the parental leave.
- (vi) Staff should make provisions for continued payments to V.H.I and other schemes.
- (vii) Staff should make pension arrangements with Staff Relations.
- (viii) The Minister for Social and Family Affairs has introduced regulations to ensure preservation of social insurance records for employees who avail of parental leave. In such circumstances, employees should contact the Department of Social, Community and Family Affairs.

#### Procedure

- (i) Application for Parental leave should be made in consultation with the Head of School/Unit/Area.
- (ii) Application must be made to the Staff Office at least six weeks in advance of the proposed first date of leave on the appropriate form below. Applications should include the birth certificate /adoption certificate of the child.
- (iii) All arrangements must take into consideration both the College's and the Department's needs. College has the right to postpone the Parental Leave for any period subject to normal restrictions under the Act.
- (iv) A Confirmation Document will be drawn up by the Staff Office and must be signed and returned.

## **C.4 Carer's Leave**

Carer's Leave is unpaid leave, which provides for the temporary absence from employment of employees for the purpose of the provision of full-time care and attention to a person requiring it. A Deciding Officer of the Department for Social, Community and Family Affairs will be responsible for ascertaining the validity of a 'Relevant Person'.

### Eligibility

- (i) All staff that are employed in College and have been employed for a minimum period of 12 months continuous employment.
- (ii) The staff member must be providing full-time care and attention for a Relevant Person as authorised by the Deciding Officer.
- (iii) The staff member may apply for a second set of leave, if the second Relevant Person resides with the first Relevant Person.
- (iv) The staff member must not be on a period of carers leave if applying for a third set of leave.
- (v) A decision from a Deciding Officer specifying the Carer and the Relevant Person must be provided to the College.
- (vi) Staff must not be engaged in employment during the period of leave with the exception of those incidences specified in the Act.

### Entitlement

- (i) Leave may not exceed 104 weeks for each Relevant Person.
- (ii) The total amount of Carer's Leave cannot exceed 208 weeks.
- (iii) Leave can be taken as a continuous period of 104 weeks for each Relevant Person.
- (iv) Consideration may be given to a number of shorter periods of leave. This will be at the discretion of the Head of School/Unit/Area and the College. When taking leave in blocks, a minimum period of 6 weeks must have elapsed before a second period can be granted.
- (v) A minimum period of 6 months must have elapsed before an individual can take more leave in respect of a different Relevant Person.
- (vi) Two people cannot care for the same person at the same time.
- (vii) Application for a second set of leave may be made whilst on the first set of leave, if the second Relevant Person resides with the first Relevant Person. This leave will commence on the date of the decision from the Department for Social Community and Family Affairs and shall not exceed 104 weeks e.g. leave periods may overlap.

### Return to Work and Postponement of Leave

- (i) Written notification of any changes must be submitted to the Head of School/Unit/Area as soon as is practicable.
- (ii) Staff must return to work on the date set out in the Confirmation Document.
- (iii) Postponement of leave by a staff member is subject to agreement by the Head of School/Unit/Area and the Staff Office.

(iv) Staff should return to work 6 weeks following the death of the Relevant Person (unless the leave already terminates during that period).

(v) Staff must, not less than four weeks before the date of the termination of the leave, give notice in writing of their intention to return to work.

(vi) If staff cease to satisfy the criteria for Carer's Leave (as laid down in the Carer's Leave Act 2001) and wish to return to work earlier than anticipated, they will be required to provide their Head of School/Unit/Area with 6 weeks' notice in writing of their intention to return to work.

## Appendix D Equality Policy

The purpose of this policy is to outline Trinity College Dublin's commitment to promoting equality in all aspects of the College's activity: employment, education and service provision; and to detail how this policy will be implemented.

The College aims to provide an inclusive environment which promotes equality and values diversity – and is committed to maintaining an environment of dignity and respect where all staff and students can develop their full potential. The concept of equality is central to the College's ethos of academic and service excellence.

Trinity College Dublin is an equal opportunities employer and is committed to the continued development of employment policies, procedures and practices which do not discriminate on grounds such as gender, civil status, family status, ethnicity, age, disability, sexual orientation, religion or membership of the Travelling community.

This policy outlines the actions the College will take to identify and remove any barriers to accessing and participating in College as a student or staff member or service user.

### Legislation

This policy is developed in the context of the Employment Equality Acts 1998-2010 and Equal Status Acts 2000-2010 which prohibit direct and indirect discrimination, sexual harassment, harassment and victimisation in relation to nine equality grounds: gender, family status, civil status, sexual orientation, age, disability, religion, ethnicity and membership of the Traveller community.

The Employment Equality Acts prohibit discrimination in employment – including recruitment, promotion, pay and other conditions of employment. The Equal Status Acts prohibit discrimination in access to and provision of services, accommodation and educational establishments.

The Universities Act 1997 places obligations on universities to promote equality, including gender balance, and access.

This policy reflects the College's commitment to meet its obligations under these Acts.

### Statement of Commitment

The College:

- Is committed to non-discrimination (direct or indirect) in access and participation in education and employment in relation to any of the nine equality grounds: gender, family status, civil status, sexual orientation, age, disability, religion, ethnicity and membership of the Traveller community.
- Seeks to ensure that services provided are free from discrimination and harassment.
- Supports an inclusive environment of dignity and respect where all staff and students can develop their full potential. Will not tolerate harassment or bullying of staff, students or other members of the College community. [All members are protected by the College Dignity and Respect Policy, failure to comply can result in disciplinary action].

- Is committed to a programme which will seek to identify barriers to equality and full participation and imbalances within College practices where they exist, and take action to redress these.

### Mainstreaming

College seeks to mainstream equality in its planning processes so as to ensure an equality perspective comprehending the nine protected equality groups is incorporated into all College activities and policies.

The implementation of this policy will mean taking into account the impact of strategic plans and other business, academic or development strategies on staff, students and services users from across the nine equality grounds as part of the usual decision-making process. Guidance on equality mainstreaming and proofing can be sought from the Equality Officer.

### Equality in employment (staff)

This section outlines how the College's commitments to equality, non-discrimination and equal access and participation apply to the College's employment practices and procedures. The policy affects all areas of employment practice including recruitment and selection, training and development, progression, pay, employment conditions and retention.

Recruitment and selection In relation to recruitment and selection the College will:

- Not discriminate directly or indirectly against any applicant or candidate to employment in relation to any of the nine equality grounds.
- Select candidates on the basis of Merit – ensuring the candidate with the talent, skills, competencies and experience most suited to the post is selected.
- Identify and remove any unnecessary barriers that might impede the application or selection of an eligible candidate, across all nine equality grounds. Ensure the application process is open to any eligible candidate who wishes to apply.
- Develop inclusive recruitment practices that acknowledge the diversity of applicants and candidates to College.
- Provide a flexible service and facilitate communication between applicants and Recruitment staff in order to facilitate the recruitment process for all. Provide materials in accessible or alternative formats as per the Accessible information policy.
- Seek information on the diversity profile of employment applicants to ensure College is attracting a representative sample of people from different backgrounds. Seek feedback and consult with applicants or other interest groups to ensure quality of service.
- All Recruitment staff will receive training in the implementation of this policy.
- Ensure transparency of recruitment procedures.

### Advertising

Provide a job specification that specifies essential and desirable requirements, skills, knowledge, experience and competencies for the position.

Ensure the job descriptions and advertisements do not directly or indirectly exclude any potential applicant or include any unnecessary requirements that would unfairly exclude an applicant in relation to any of the nine equality grounds.

Direct recruitment to ensure that advertisements reach candidates across all nine equality grounds (by advertising in a variety of media for example).

#### Interviews

- Provide training in equality and diversity (as well as recruitment skills) to all members who participate on interview panels.
- Committed to an agreed and objective system of rating candidates (by experience, skill, qualifications etc. as relevant).
- Any medical test required will be assessed in relation to the specific duties of the job. Employees who disclose a disability will be provided with reasonable accommodation as outlined in the Code of Practice.

Particular responsibility for the implementation of these actions lies with the Staff Office and Recruitment section.

#### Training and development

College will:

- Seek to ensure that programmes provided are inclusive and accommodate the diversity of staff.
- Mainstream equality issues in training programmes where relevant

#### Progression

College will:

- Ensure all staff enjoy equal access to progression and promotional opportunities regardless of any of the nine equality grounds.
- Monitor promotional processes regarding gender (and other equality criteria where appropriate) in order to ensure equality of opportunity in career progression in College.
- Remove any identified barriers to progression for particular groups of staff under the nine grounds and where appropriate implement measures to redress imbalances.

#### Retention and wellbeing

- Seek to retain and develop talent in College's diverse staff from across all nine equality grounds.
- Provide equal access to work life balance policies and benefits as appropriate.
- Provide access to the College's Employee Assistance Programme as widely as possible.
- Provide regular information to staff on benefits and entitlements through the Staff Office web page.

- Ensure that College's Dignity and Respect Policy is upheld through awareness-raising.
- Throughout all industrial relations matters (grievances, disciplinary matters etc.) consideration will be given to accommodating diversity across the nine equality grounds.

### Implementation-Responsibility

The Board of the College is responsible for the management and control of the affairs of the College, subject to the provisions of the Statutes and Charter. The Board has appointed an Equality Committee charged with responsibility for the development and monitoring of policies and practices in relation to equality.

Each area that provides a service, academic, student service or other type of service, has the responsibility to ensure the service provided upholds the commitments outlined in this policy.

Deans, Heads of School and Discipline, Line Managers, Supervisors and others in positions of authority should seek to ensure that the equality policy is upheld in respect of staff, students, service users and other members of the College community.

All staff play a role in implementing this policy. All students, service users and others conducting business with the organization should cooperate with the implementation of this policy. Business contracts will reflect this requirement.

The Equality Committee is responsible for reviewing the implementation of this policy regularly and for any amendments to the policy [the policy will be reviewed at least every three years].

### Equality infrastructure

The Equality Committee will support the implementation of this policy. The Equality Committee is a Principal Committee of Board with staff and student representation.

The Equality Officer has an advisory role to the Equality Committee and will support College in implementing this policy, liaising with relevant departments and services and providing advice to staff and students on the contents of this policy.

### Equality and Diversity awareness

College will implement equality and diversity training and awareness programmes in order to ensure the implementation throughout College of this Equality policy with regard to employment and service delivery. Equality and diversity will be mainstreamed in training programmes relevant to employment, teaching or service user service. The Staff Office and Equality Committee have a particular responsibility with regard to these commitments.

### Monitoring and review

College will actively seek feedback on the implementation of this policy from staff, students and service users.

The implementation of the policy will be reviewed on a regular basis by the Equality Committee and the policy updated on foot of this review or other legal developments, at least every three years.

Each service, administrative and academic area will include a report on the implementation of this policy in their Annual Report and will facilitate the Equality Committee with the relevant information in order to monitor implementation.

The Equality Committee will report on the overall implementation of this policy in its Annual Report.