

## WOMEN ACADEMICS AND PROMOTION

In response to the Provost's request, this Report addresses the question of the status of academic women members of staff in College and, in particular, the difficulties which women encounter in relation to promotion.

The issue is complex in itself<sup>1</sup> and is rendered more difficult by limited data. Attention was already directed to this dearth of statistical evidence in the excellent *Report of the Committee on the Position of Women Academics in College* (1989), chaired by Professor Frances Ruane. Do women wait longer than men to apply for promotion? Or do they apply at the same age, but have a lower success rate? Is there a certain proportion of women who never apply at all, and is this different from the proportion of men who never apply? How many staff take maternity leave, at what age and for how many children? These are only some of the areas in relation to which the construction of more data is a priority. The overall situation is one which affects both male and female colleagues.

This Report was compiled between May and August 2002. Given end-of-year academic commitments and absences on vacation, it proved virtually impossible to have regular meetings of an Advisory Group, as such. However, one general meeting was held, on 11 June 2002, and I individually made contact with 26 colleagues<sup>2</sup>, drawn from all areas in College and from differing rungs on the promotional ladder. Furthermore, this

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<sup>1</sup> For a useful introduction, see the Report of the Committee on the Position of Women Academics in Third Level Education in Ireland, published in 1987 by the HEA, under the title *Women Academics in Ireland*. See also the *Dowling Report: Report by the Steering Committee for the Review of Academic Promotions Procedures*, University College, Dublin, 2001, Frances Ruane, 'Achieving Real Equality of Opportunity in an Academic Environment: Recent Experience at Trinity College, Dublin', a paper presented to the Forum on *Equality of Opportunity in Irish Third-Level Institutions*, University College, Cork, 14-15 September 1990 and Peter C. Humphreys, Eileen Drew and Candy Murphy, *Gender Equality in the Civil Service*, Dublin: IPA, 1999.

<sup>2</sup> Vice-Provost, Senior Lecturer, Academic Secretary, Prof. Ivana Bacik, Ms Maria Bolton, Ms Mary Coffey, Ms Jacqueline Colbert, Ms Catherine Costello, Dr Catherine Coxon, Ms Patricia Daly, Dr Linda Doyle, Dr Eileen Drew, Ms Anne FitzGerald, Dr Celia Holland, Ms Meriel Huggard, Ms Karen Roantree, Prof. Eithne McCabe, Dr Evelyn Mahon, Dr Darina Murray, Dr Eve Patten, Dr Amanda Piesse, Prof. Frances Ruane, Dr Krysia Rybaczuk, Ms Emma Stokes, Dr Maryann Valiulis, Mr Gerard Whyte.

Report, in draft form, was circulated, for comment, to all full-time permanent female academic members of staff, as well as to all female holders of contracts of 3-5 years and contracts of indefinite duration. To all those who assisted me<sup>3</sup>, in so many ways, I should like to pay tribute, especially to Ms Karen Roantree, who provided me with crucial statistical source-material. I should also like to thank Ms Maura Walsh, for her invaluable secretarial assistance. I have tried, in this Report, to reflect the broad consensus views of those whom I consulted. The defects, in what follows, are my own.

This Report comprises six Sections:

1. The Present Position
2. Potential Inequality of Access to Promotion
3. Under-Representation of Women in Senior Academic Positions
4. Family-Friendly Work Environment
5. Flexibility of Contracts
6. Fostering Academic Careers

## **1. The Present Position**

1.1 Table 1 shows the proportion of members of the academic staff as of November 2000 who were women, for each rank of the academic scale. Of the 65 Professors, only 3 were women at this point in time. This number has fluctuated slightly over the years, but women are clearly under-represented at the Professorial rank. The corresponding

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<sup>3</sup> Arising from the wider circulation, the following responded, with extremely helpful comments: Treasurer, Dr Ursula Bond, Ms Rosemary Byrne, Prof. Ruth Byrne, Ms Margaret Carroll, Dr Sylvia Draper, Dr Margret Fine-Davis, Ms Agnes Higgins, Dr Linda Hogan, Ms Ingrid Hook, Ms Juliette Hussey, Dr Lorraine Leeson, Prof. Corinna Lonergan, Ms Eilish McAuliffe, Dr Nicola McLelland, Dr Nicola Marples, Dr Paula Murphy, Dr Cormac O Cuilleánáin, Ms Carmel O'Loughlin, Dr Carol O'Sullivan, Ms Louise Power, Prof. Eda Sagarra, Prof. Antony Tatlow, Ms Fiona Wilson.

statistics for UCD are reported in Table 2, which shows the same general patterns. Although a slightly higher fraction of Professors are women in UCD than in TCD (11% versus 5%), this difference is not statistically significant.

Table 1: Numbers of full-time academic staff at each rank and proportion who are women

|                     | Number | % Female |
|---------------------|--------|----------|
| Professor           | 65     | 5        |
| Associate Professor | 59     | 14       |
| Senior Lecturer     | 135    | 22       |
| Lecturer            | 302    | 39       |
| Other               | 184    | 36       |
| All Academic Staff  | 745    | 31       |
| Fellows             | 188    | 14       |

Source: Data for TCD as of November 2000 provided by the Staff Office. Data for the number of Fellows refer to the 2001-2002 *TCD Calendar*.

Table 2: Version of Table 1 for UCD

|                     | Number | % Female |
|---------------------|--------|----------|
| Professor           | 85     | 11       |
| Associate Professor | 71     | 11       |
| Statutory Lecturer  | 157    | 19       |
| College Lecturer    | 429    | 38       |
| Assistant Lecturer  | 69     | 54       |
| Other               | 88     | 48       |
| All Academic Staff  | 899    | 32       |

Source: Data as of December 2000 provided by UCD.

This, of course, represents decisions on recruitment and promotion made over a long period of time. We can also look at data representing more recent decisions.

1.2 Table 3 shows that the gender distribution of new recruits in the academic years 1998-99, 1999-2000 and 2000-01 is not substantially different from academic staff in College as a whole, viz. 43% of the non-permanent staff and 30% of the permanent staff were women.

Table 3: Appointments to academic positions in the 1998-99, 1999-2000 and 2000-01

|                              | Total | Women    |
|------------------------------|-------|----------|
| All Permanent Academic Staff | 90    | 27 (30%) |
| All Other Academic Staff     | 182   | 79 (43%) |

Source: Aggregated from Staff Office data. The 'All Permanent Academic Staff' category includes Permanent Lecturers, Associate Professors and Professors. The 'All Other Academic Staff' category includes contract posts and temporary lectureships. More disaggregated data were not available.

1.3 Table 4 shows the applications for promotion to Senior Lectureships and Associate Professorships in the academic years 1995-96 and 1996-97. The number of these applications that were approved is also shown. Although women make up 31% of the academic staff, there were about 4 times as many applications from men than from women for Senior Lectureships and 10 times as many applications from men than from women for Associate Professorships. However, the proportion of the applications which were successful was about the same for men as for women.

Table 4: The number of applications and the number of approvals for promotion to Senior Lectureships and Associate Professorships in 1995-96 and 1996-97

|                                        |       | Applications | Approvals |
|----------------------------------------|-------|--------------|-----------|
| Promotions to Senior Lectureship       | Men   | 38           | 6 (16%)   |
|                                        | Women | 11           | 2 (18%)   |
| Promotions to Associate Professorships | Men   | 40           | 7 (18%)   |
|                                        | Women | 4            | 1 (25%)   |

Source: Data provided by the Staff Office

1.4 Data available on the status of all Lecturers in College below the Merit Bar, as of 18 June 2002, relate to a sample of 214 individuals. The data give the gender, age and salary of each individual and indicate furthermore whether the position is a permanent full-time post or not. Table 5 shows the proportion of men and women in this data-set who held permanent positions. Results are also shown broken down by age cohort.

A slightly higher proportion of men held permanent positions over this period than was the case with women. The discrepancy is large in the category aged 30 or less, where 7 out of 21 men had permanent positions, but only 1 out of 14 women had a permanent position. This difference is statistically significant. The differences between the proportion holding permanent positions in the other age groups are not statistically significant.

Table 5: Proportion of men and women with permanent positions, among the 214 Lecturers below the Merit Bar

|            | Women (all positions) | Women with permanent positions | Men (all positions) | Men with permanent positions |
|------------|-----------------------|--------------------------------|---------------------|------------------------------|
| All ages   | 97                    | 36 (37%)                       | 117                 | 53 (45%)                     |
| 30 or less | 14                    | 1 (7%)                         | 21                  | 7 (33%)                      |
| 31-35      | 29                    | 14 (48%)                       | 40                  | 21 (53%)                     |
| 36-40      | 16                    | 7 (44%)                        | 15                  | 10 (67%)                     |
| Over 40    | 27                    | 13 (48%)                       | 25                  | 11 (44%)                     |

Source: Data provided by the Staff Office

Differences between the genders in respect of recent hiring and promotion decisions probably do not reflect direct discrimination. The differences might, for example, reflect the possibility that women may choose to take time from their careers to raise children. It is, then, important to try hard to facilitate academic staff in balancing career advancement and family life.

Data have only been systematically recorded on applicants and appointees to academic posts over the last 18 months. Henceforth, the systematic collection and dissemination of these data, in particular broken down by gender, age and discipline, must be a priority. This material should be made readily available to staff and should be presented, on a regular, annual basis, to the Equality Committee and the Personnel Committee.

#### **RECOMMENDATION 1:**

*It is recommended that the Staff Secretary Designate should oversee the establishment of a data-base on staff recruitment, retention and promotion, by gender, age and discipline, reporting to the Vice-Provost by the middle of Trinity Term 2003.*

*Such a data-base would include data on the number of applications and appointments for all College academic positions and promotions, including contract posts. The numbers would be broken down by gender, age and discipline.*

*Many of these data already exist and are indeed used in this paper. It is recommended that these be collected systematically in each academic year and then made available to staff, perhaps on the Web or in some other easily accessible manner.*

*More specifically, the data should be presented on a regular, annual basis, to the Equality Committee and the Personnel Committee.*

## **2. Potential Inequality of Access to Promotion**

2.1 An academic career is basically competitive. It is pyramidal in structure and is predicated primarily on achievement in research, though teaching and administration are increasingly being taken into account in policies of promotion. For such a system to work well, there needs, as far as possible, to be equality of opportunity at every stage. Potential inequalities in access to promotion have been excellently documented by Dr Jeffrey Kallen, in a paper on this subject submitted to the Academic Promotions Review Working Party (15 March 2002). These may be categorized in terms of (a) physical resources (i.e. office, laboratory, library, computer, photocopying resources); (b) research scholarship (i.e. research leave, research travel, research collaboration, research-friendly environment); (c) teaching (i.e. physical facilities, library support, teaching load, correcting load, proximity of courses taught to areas of specialization); (d) administrative (i.e. balance between opportunity to participate in Departmental and non-Departmental Committees and excessive inroads on daily workload). To these may be added other features, highlighted recently at the conference on *Fathers and Mothers: Dilemmas of the Work-Life Balance*, organized by Dr Margret Fine-Davis and held in College on 10 June 2002, notably the time taken to commute to and from work. Furthermore, if one is a colleague in a new discipline—or a discipline new to College—the difficulties are only further compounded. These problems are common to both men and women. Indeed, many of the recommendations in this Report are applicable to both sexes.

2.2 Such potential inequalities are also applicable to all ages. Those of 50+, who reflect past rather than current promotion procedures, may have had to grapple with environments not very supportive to them in their roles as parents or as carers of elderly relatives. Parents of toddlers or children of school-going years may be beset by all kinds of practical difficulties, from lack of play-school facilities to parking problems and traffic gridlock. Those new to parenthood need all the support they can get.

2.3 Nor are the difficulties exclusively family-related. University life, in the last decade, has become markedly more bureaucratic. In consequence, many routine administrative tasks fall on the shoulders of young academics—both male and female—frequently those who are in contract positions. In view of recent allocations in terms of Faculty administrative resources, it should be possible to devise structures, which would lift some of the administrative burdens from Departments, thus releasing Heads of Departments and other academics for more effective teaching and research. These roving ‘trouble-shooters’ have been appointed in some Faculties, but not in all, and it appears that this resource is not being fully utilized at the moment. It is not feasible for Departments to have access to such peripatetic administrative assistance other than as a shared resource, but more could be done to publicize this potential source of assistance.

#### **RECOMMENDATION 2:**

*It is recommended that Deans should consider how, in the light of recent allocations in terms of Faculty administrative resources, there could be some alleviation in the administrative burdens borne by Departments, thus releasing Heads of Departments and other academics for more effective teaching and research. In particular, the scheme of peripatetic administrative ‘trouble-shooters’ should be better publicized and availed of more widely.*



### **3. Under-Representation of Women in Senior Academic Positions**

3.1 In reporting that women are in more than half of Princeton's top academic jobs—little more than three decades after first admitting women as undergraduates—Karen Arenson, in an article, entitled 'More Women Taking Leadership Roles at Colleges', published in *The New York Times*, of 4 July 2002, remarks that, 'while women are becoming presidents of prestigious research universities like the University of Pennsylvania, Brown University and the University of Michigan, the appointment of women as department heads and deans has been spotty, experts say. And the proportion of women with full-time tenured positions is only 52%, compared with about 70% among men, nearly the same as 20 years ago.' 'A variety of reasons are given', continues Karen Arenson, 'ranging from outright discrimination by departments still dominated by men, to women's choosing to take time from their careers to raise children.' Across the US, women are entering the lowest faculty ranks in numbers almost equal to men—about 45% of assistant professors are women. But representation at the top remains low: only 20% of full professors are women. And, adds Karen Arenson, 'university officials often say they cannot find enough women with enough worthy publications and research to appoint more.' The statistics in College, outlined above, are markedly less favourable than these, but the parameters of the problem are the same.

3.2 A study by Kerry E. Tilbrook shows that problem is a world-wide one. In 'An Exploration of the Current Under-Representation of Senior Women Managers in Australian Universities'<sup>4</sup>, Kerry Tilbrook observes that the Australian, New Zealand and UK University sectors lag significantly behind their US counterparts: 'During 1996 in the USA, 16% of chief executive officer positions in the US colleges and universities were held by women [...]. A decade ago, the US proportion was 10% and 20 years ago it was 3%, which is the equivalent of the UK today. Australia's current proportion of women vice-chancellors (12.5%) is only slightly higher than the USA a decade ago.' The study

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<sup>4</sup> *Women in Management Review*, Vol. 13, No. 8, pp. 291-98.

goes on to observe that, despite this small improvement in the most senior echelons of Universities, there has only been a small change over the last decade in academic women's participation levels in senior ranks (Senior Lecturer and above). A 1997 survey conducted by the Australian Department of Employment, Education and Training and Youth Affairs is reported as finding that, 'during 1996 the majority of men (72%) were in tenured academic positions, and in stark contrast, only 28% of women had academic tenure.' In the Australian University sector, women are 'still clustered in the less prestigious, relatively insecure and lower paid academic and administrative areas.'

3.3 Given that such a small proportion of women make it to full professorship, and given also that academic promotion is primarily predicated on research and publication, there must be a concern that there may be an imbalance of opportunities between men and women at the crucial stage in the establishment of their research profiles, namely in the age group of the thirties. Initial graduate studies (where women are well represented) lead to involvement in research projects, some of which can move at a dizzy pace: in certain areas, a year's absence from active research can be fatal. In many of the science disciplines, there is the further need to write Grant Applications to secure the funding for equipment and the financing of the next generation of graduate students: experience has shown that such Grant Applications have little chance of success if the principal applicant is on a career break. In short, the competition at the cutting edge of research is such that, in many disciplines, to lose out at this particular phase can be irreversible. Yet, this is the very time in a woman's life when she is most likely to have or to adopt children. There is a strong case for giving support to women at this crucial point in their careers.

#### **4. Family-Friendly Work Environment**

4.1 In general terms, College needs to develop a more family-friendly work environment, for both men and women.

## 4.2 Childcare Facilities.

College was in the avant-garde, when it established the first University crèche in Ireland, focusing primarily on the needs of student mothers. Others have overtaken us since. Our present facilities are hopelessly inadequate to serve the requirements of current women academics. The opening hours are too short. The present policy of prioritizing students over staff leads to a consequential under-utilization of the College crèche in the summer vacation, when most students leave the campus. Indeed, it would seem appropriate to reconsider the way in which places at the College crèche are allocated between staff and students: perhaps a fixed number of places could be allocated to staff.

A further problem arises with regard to parking in College, when dropping children off at the crèche. It should be possible to dedicate a limited number of places in the car park close to the crèche until, say, 9:00 a.m., to facilitate staff. Because of car-parking exigencies, colleagues often have to start at times which mean an inhumanly extended day for the children as well the parents.

There would appear to be a growing demand for further crèches, both on the St James' Hospital site and at Trinity Hall, where the Acting Warden, Ms Carmel O'Sullivan, has declared herself to be well disposed towards such a development.

### **RECOMMENDATION 3:** *It is recommended:*

- (a) that the College crèche should open from 7:00 a.m. to 7:00 p.m.;*
- (b) that, until 9:00 a.m. every weekday, a limited number of places, in the car park close to the crèche, should be allocated to staff dropping children off;*
- (c) that the allocation of places at the College crèche between staff and students be reconsidered, with perhaps a fixed number of places being allocated to staff;*
- (d) that the Working Party on Childcare Facilities be asked to reflect on the feasibility of establishing further College crèches on the St James' Hospital and Trinity Hall sites and to report back to the Vice-Provost by the end of Hilary Term 2003;*
- (e) that, where local crèches can be found with spare capacity, College should subsidize the cost of such a crèche place, if it exceeds the cost of a College place (which is implicitly subsidized by the free use of capital) for a given level of quality of service.*

*All of the above recommendations would, of course, apply to both fathers and mothers amongst our staff.*

#### **4.3 Maternity and Paternity Leave**

The State does not confer any rights to payment during Maternity Leave. College has a policy of granting 18 weeks' Maternity Leave with full pay (plus a further 8 consecutive weeks unpaid) to full-time pensionable staff. Staff granted Maternity Leave must claim from the Department of Social, Community & Family Affairs and remit to College such Social Welfare Maternity Benefit (if any) as they are entitled to receive, which sum of money could be seen as a contribution to their replacement costs. This arrangement goes beyond the minimum statutory requirement and is generally seen to be generous: most companies only pay part or no salary.

This facility is, however, not uniformly understood by all Heads of Department throughout College, with the result that, as the system is currently operated, examining duties are, in some cases, not included and women sometimes try to complete their course of teaching before taking their Maternity Leave. This is contrary to the legislation, which makes it clear that no woman is expected to work during her Maternity Leave. It is undesirable—though perhaps not entirely unexpected—for backlogs to accumulate at the end of this period.

Significantly, since the employee is not expected to work during her Maternity Leave, she is not expected to research then either. In those Departments where there are regular arrangements for sabbaticals, Maternity Leave should not impact on the roster for study leave. If the Maternity Leave and the sabbatical coincide, the roster for study leave should be altered so as to make them sequential instead.

Currently, there is no State entitlement to Paternity Leave, either paid or unpaid. College makes provision for a maximum entitlement of 3 days' paid leave, taken at the time of the birth of a child or up to 4 weeks after the birth or placement of a child following the adoption process. In the Bank of Ireland, employees receive 1 week of paid paternity leave, which can be taken up to 4 weeks after the birth or homecoming of a child; the leave also applies in the case of adoption.

**RECOMMENDATION 4:** *It is recommended:*

*(a) that the Staff Secretary Designate put in place procedures to facilitate the claiming and remittance of State-funded Maternity Leave;*

*(b) that the Staff-Secretary Designate prepare a detailed statement on the provision of Maternity Leave in an academic environment (i.e. taking into account the various components: research, teaching, examining and administration)—this statement to be widely publicized;*

*(c) that the Staff Secretary Designate prepare a study on the possibility whereby College might offer 2 weeks' paid Paternity Leave.*

**4.4 Parental Leave**

Heads of Departments are not always sensitized to the need for flexibility in the handling of requests for Parental Leave. This under-publicized provision allows for a period of up to 14 weeks' unpaid leave, which may be taken by both parents before the child's fifth birthday. A colleague may choose to take this leave *en bloc* or on the basis of working one day less per week (or otherwise calculated reduced hours) over the appropriate period. A similar arrangement is in place in the Bank of Ireland, where, however, an employee who has availed of statutory parental leave is entitled to unpaid leave of up to 12 months, including the statutory period, for children up to the age of 8.

Since this leave is unpaid, the replacement salary is drawn out of the salary foregone and is therefore no cost to College. Deans and Heads of Departments need to be more open to flexible arrangements involving unpaid parental leave, as appropriate in individual cases.

**RECOMMENDATION 5:**

*It is recommended that Deans and Heads of Departments be more open to flexible arrangements involving unpaid Parental Leave, as appropriate in individual cases.*

#### 4.5 **After-School Care**

In the view of many women, the problem of school vacation and after-school care for children at primary school can prove just as daunting as pre-school care. Sports-based summer camps, of the type organized by DCU, were thought to form a good model, together with activities-based sessions coinciding with the mid-term school breaks. Given the relative absence of students over the summer vacation (see 4.2 above), the availability of the College crèche in the summer months should be advertised more widely. Indeed, it has been suggested that an activity room might be made available for 4-7 year-olds, with some kind of marked out space on one of the playing fields (also under-utilized in the summer). Again, given the relative absence of students over the summer vacation, it would seem reasonable to infer that the College sports facilities are under-utilized during this period. It would be helpful if the Chairperson of the Working Party on Childcare Facilities were to liaise with the Director of Sports and Recreation to see if some of this seasonal spare capacity could be used to cater for activities for 4-7 year-olds.

#### **RECOMMENDATION 6:**

*It is recommended that the Working Party on Childcare Facilities be invited to include school vacations and after-school care in their brief, focusing in particular on the under-utilization of crèche and sports facilities in College over the summer months and liaising, for this purpose, with the Director of Sports and Recreation. The Working Party on Childcare Facilities should be asked to report on these questions by the end of Hilary Term 2003.*

### **5. Flexibility of Contracts**

5.1 It was agreed that thought should be given to having greater flexibility of contracts than is currently the case in College. There is already precedent for colleagues in Professional Schools, such as Law, to intercalate, into their College career, practice at

the Bar or in the EU. Where this experience can also enhance the research publications of the colleague in question, the advantages are obvious. Where this is not the case, however, it was felt that account should be taken of this intercalation in any evaluation of career performance for the purposes of promotion. There is precedent for this ‘stop-the-clock’ procedure in many flexible contracts in the US and these examples should be analysed.

## 5.2 Part-time workers

The Part-Time Workers’ Act, which came into operation on 20 December 2001, confers on part-time workers the same rights, on a *pro-rata* basis, as those enjoyed by their full-time colleagues. The Department of Enterprise, Trade and Employment has issued an explanatory booklet on the implementation of the Act ([http://www.entemp.ie/erir.empl\\_rights.htm](http://www.entemp.ie/erir.empl_rights.htm)). However, this is, as yet, relatively uncharted territory, as far as academic careers are concerned. Though this area is beyond the parameters of the present Report, it is certainly one which deserves to be researched in depth and which could, indeed, relate to the careers of both men and women. In general terms, if problems pertaining to the promotion of full-time staff are resolved—at least in part—it would seem logical to infer that the fortunes of part-time workers would rise in tandem.

### **RECOMMENDATION 7:**

*It is recommended that the terms and conditions of employment of part-time academics be the subject of a specific study.*

## 5.3 Contract Workers

The Unit Cost Exercise necessitates the employment of academic staff on a variety of different contracts. This area, too, is beyond the parameters of the present Report. It should, however, be noted that, in the age bracket 30 or less, a disproportionately high number of women figure among these contract members of staff (see Table 5) and that

they are frequently called upon to assume teaching loads and academic tasks incommensurate with untenured status. It would be important to establish if this phenomenon is discipline-specific and related, for example, to the relative paucity of Post-Doctoral Fellowships in some areas. The flexibility afforded to the academic community by having contract staff needs to be set against the dangers of potential inequities in relation to these individual academics.

**RECOMMENDATION 8:**

*It is recommended that the Staff Secretary Designate oversee a gender audit in relation to contract-holders in academic posts in College, reporting to the Vice-Provost by the end of Hilary Term 2003. Here again, there should be systematic annual reporting to the Equality and Personnel Committees.*

**6. Fostering Academic Careers**

**6.1 Fellowship**

Although there was rough parity between male and female students elected to Scholarship on Trinity Monday, 2002, the male/female ratio among Fellows elected on that same day was 13/0. There was only one female applicant for Fellowship in this year.

The disparity between men and women in Fellowship (see Table 1) testifies to the need for colleagues, male and female, and in particular Heads of Departments, to urge promising young women academics to factor Fellowship in to their career plans.

Fellowship constitutes an early recognition of academic potential and achievement and, as such, provides valuable encouragement for promising young scholars. Mentoring (see 6.3 below) could also be linked to the annual Fellowship process.



**RECOMMENDATION 9:**

*It is recommended that women academics be actively encouraged to apply for Fellowship.*

**6.2 Sabbaticals**

At all stages of an academic career, it is crucially important to be able to devote significant periods of time exclusively to research, as indeed to have a dedicated ‘research day’ in the working week. Study leaves should be factored into the work schedules of all academics, whether as year-long sabbaticals (where the cost of replacement teaching is deducted from the gross income of the academic in question) or as more frequently taken term-length sabbaticals (where the colleague on leave is partially replaced by other colleagues, on a roster basis, and compensates for the loss of specialized teaching in the balance of the academic year). Many Departments in College, especially in the sciences and in the professional disciplines, make no provision for sabbaticals. Current practice is widely divergent in College at the present time: in 2002-03, the Department of Modern History will have four colleagues absent on a year’s study leave and a fifth on a one-term study leave, whereas other Departments make no provision for even a term’s study leave. College-wide, these are serious inequities, affecting men and women alike.

**RECOMMENDATION 10:**

*It is recommended that the Research Committee should finalize its policy on sabbaticals and that the Deans consider initiating a more uniform system of study leave throughout all disciplines in College.*

**6.3 Mentoring**

Mentoring is coming to be seen as increasingly important for both male and female junior academics, helping them to think strategically about research and career issues. In her paper, ‘Mentoring in the Academic Environment’ (submitted to the

Working Party on the Review of Academic Promotion, 2002), Dr Celia Holland shows that mentoring can take a variety of forms, many of which have been developed in the US. Basically, it involves a relationship between a more senior academic (a ‘mentor’) and a junior academic (a ‘mentee’). This is a one-to-one relationship outside the hierarchical structure of the University (the mentor should not, for example, be the mentee’s Head of Department). The mentor may or may not be drawn from the mentee’s Department. Either party should be free to end the mentoring relationship, with no attribution of fault, if it is not working. There should be regular meetings between mentor and mentee, leading to networking as well as to constructive and positive feedback.

Dr Maryann Valiulis indicated that the Centre for Gender and Women’s Studies could help to facilitate the introduction of a mentoring scheme in College.

Under the HEA Training of Trainers Programme, 2002-03, the Staff Development Office has submitted proposals for a mentoring system to be introduced in College. However, although the HEA has indicated informal approval of the scheme, funding has yet to be secured.

More specifically, in the College context, mentoring might be linked to Fellowship, with perhaps 10/12 Fellows being identified (of whom 5/6 would be women): those considering applying for Fellowship could be invited to approach these Fellows for advice and guidance; the nominated 10/12 Fellows could also be active in encouraging applications from young ‘stars’.

#### **RECOMMENDATION 11:**

*It is recommended that every support be given to the implementation of a mentoring system in College, both in the context of the career plans of male and female staff and in the context of the Fellowship process.*

#### **6.4 Maternity Fellowships**

A bold and imaginative step which might be considered would be to initiate a scheme, analogous to that of the Berkeley Fellowships, whereby, in the academic year following the birth or adoption of a child, an academic woman member of staff could be

relieved of all teaching and administrative duties, so as not to lose momentum in her research work. Such Fellowships might be designated the ‘Constantia Maxwell Fellowships’, to commemorate the name of the first woman Professor in College.

Two difficulties could arise here: one legal and the other financial.

The Employment Equality Act 1998 might have made it difficult to limit the proposed scheme to women. However, Article 24 (1) of this Act clearly states: ‘The provisions of this Act are without prejudice to measures to promote equal opportunity for men and women, in particular by removing existing inequalities which affect women’s opportunities in the areas of access to employment, vocational training and promotion, and working conditions.’ In relation to this provision<sup>5</sup>, it may be argued that an imbalance needs to be redressed for new mothers, in terms of seeking to compensate for reduced opportunities for research and publications.

The approximate cost of replacing the teaching and administrative responsibilities for 9 months, inclusive of PRSI, for a Lecturer on the 10th point of the scale is Euro 32,000. While the costs to College of such a scheme are significant, providing a fixed and small number of Maternity Fellowships may not be prohibitively expensive. Demand for Maternity Fellowships may be high, but fixing the number of Fellowships caps the cost to College. If this is not financially practical at the current time, it might be possible to begin by earmarking one or two of the current Berkeley Fellowships for women in the academic year following the birth or adoption of a child. It would seem appropriate for such a scheme to be administered by the Dean of Research and the Research Committee.

No system of Maternity Fellowships, or other possible new family-friendly initiatives, was available to women of earlier generations. While this raises issues of inter-generational inequality, this is true of any initiative that could be introduced to support the academic advancement of women and that cannot be applied to previous generations.

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<sup>5</sup> In the same vein, Article 26 (1) of the Employment Equality Act 1998 states: ‘Nothing in this Act shall make it unlawful for an employer to arrange for or provide treatment which confers benefits on women in connection with pregnancy and maternity (including breast-feeding) or adoption.’

Many younger women perceive the balance between an academic career and family life to be too excruciatingly difficult and are opting out, in some cases, before even reaching this stage. This might go some way towards explaining why academic women are not putting themselves forward, as they should, for distinctions and promotions of all kinds. The measures discussed above may help to avoid wastage of research talent among women at a crucial stage in their lives.

**RECOMMENDATION 12:**

*It is recommended that the Dean of Research and the Research Committee give consideration to the possibility of introducing a limited number of Maternity ('Constantia Maxwell') Fellowships, analogous to the Berkeley Fellowships, enabling academic women members of staff to be relieved of all teaching and administrative duties in the academic year following the birth or adoption of a child, so as not to lose momentum in their research work. If this is not financially practical at the current time, it might be possible to begin by earmarking one or two of the current Berkeley Fellowships for this purpose.*

## SUMMARY OF RECOMMENDATIONS

### **RECOMMENDATION 1:**

*It is recommended that the Staff Secretary Designate should oversee the establishment of a data-base on staff recruitment, retention and promotion, by gender, age and discipline, reporting to the Vice-Provost by the middle of Trinity Term 2003.*

*Such a data-base would include data on the number of applications and appointments for all College academic positions and promotions, including contract posts. The numbers would be broken down by gender, age and discipline.*

*Many of these data already exist and are indeed used in this paper. It is recommended that these be collected systematically in each academic year and then made available to staff, perhaps on the Web or in some other easily accessible manner.*

*More specifically, the data should be presented on a regular, annual basis, to the Equality Committee and the Personnel Committee.*

### **RECOMMENDATION 2:**

*It is recommended that Deans should consider how, in the light of recent allocations in terms of Faculty administrative resources, there could be some alleviation in the administrative burdens borne by Departments, thus releasing Heads of Departments and other academics for more effective teaching and research. In particular, the scheme of peripatetic administrative 'trouble-shooters' should be better publicized and availed of more widely.*

### **RECOMMENDATION 3:** *It is recommended:*

- (a) that the College crèche should open from 7:00 a.m. to 7:00 p.m.;*
- (b) that, until 9:00 a.m. every weekday, a limited number of places, in the car park close to the crèche, should be allocated to staff dropping children off;*
- (c) that the allocation of places at the College crèche between staff and students be reconsidered, with perhaps a fixed number of places being allocated to staff;*

*(d) that the Working Party on Childcare Facilities be asked to reflect on the feasibility of establishing further College crèches on the St James' Hospital and Trinity Hall sites and to report back to the Vice-Provost by the end of Hilary Term 2003;*

*(e) that, where local crèches can be found with spare capacity, College should subsidize the cost of such a crèche place, if it exceeds the cost of a College place (which is implicitly subsidized by the free use of capital) for a given level of quality of service.*

*All of the above recommendations would, of course, apply to both fathers and mothers amongst our staff.*

**RECOMMENDATION 4:** *It is recommended:*

*(a) that the Staff Secretary Designate put in place procedures to facilitate the claiming and remittance of State-funded Maternity Leave;*

*(b) that the Staff-Secretary Designate prepare a detailed statement on the provision of Maternity Leave in an academic environment (i.e. taking into account the various components: research, teaching, examining and administration)—this statement to be widely publicized;*

*(c) that the Staff Secretary Designate prepare a study on the possibility whereby College might offer 2 weeks' paid Paternity Leave.*

**RECOMMENDATION 5:**

*It is recommended that Deans and Heads of Departments be more open to flexible arrangements involving unpaid Parental Leave, as appropriate in individual cases.*

**RECOMMENDATION 6:**

*It is recommended that the Working Party on Childcare Facilities be invited to include school vacations and after-school care in their brief, focusing in particular on the under-utilization of crèche and sports facilities in College over the summer months and liaising, for this purpose, with the Director of Sports and Recreation. The Working Party on Childcare Facilities should be asked to report on these questions by the end of Hilary Term 2003.*

**RECOMMENDATION 7:**

*It is recommended that the terms and conditions of employment of part-time academics be the subject of a specific study.*

**RECOMMENDATION 8:**

*It is recommended that the Staff Secretary Designate oversee a gender audit in relation to contract-holders in academic posts in College, reporting to the Vice-Provost by the end of Hilary Term 2003. Here again, there should be systematic annual reporting to the Equality and Personnel Committees.*

**RECOMMENDATION 9:**

*It is recommended that women academics be actively encouraged to apply for Fellowship.*

**RECOMMENDATION 10:**

*It is recommended that the Research Committee should finalize its policy on sabbaticals and that the Deans consider initiating a more uniform system of study leave throughout all disciplines in College.*

**RECOMMENDATION 11:**

*It is recommended that every support be given to the implementation of a mentoring system in College, both in the context of the career plans of male and female staff and in the context of the Fellowship process.*

**RECOMMENDATION 12:**

*It is recommended that the Dean of Research and the Research Committee give consideration to the possibility of introducing a limited number of Maternity ('Constantia Maxwell') Fellowships, analogous to the Berkeley Fellowships, enabling academic women members of staff to be relieved of all teaching and administrative duties in the academic year following the birth or adoption of a child, so as not to lose momentum in their research work. If this is not financially practical at the current time, it might be*

*possible to begin by earmarking one or two of the current Berkeley Fellowships for this purpose.*

Barbara Wright,  
9 September 2002.