

## Trinity College Dublin

Board Meeting 6 November 2013

## Document for consideration under Section A

## Confidentiality status:

Board members only: \_\_\_\_\_ College circulation only:  Unrestricted: \_\_\_\_\_

Title:	Fellowship: Gender, Faculty and School Analysis Report to Board
Author:	Equality Committee (Fellowship Working Group)
Date:	October 2013
Purpose:	The report was compiled at the request of Board and examines data on current Fellows and applications for Fellowship from 2004/2005 to determine: <ul style="list-style-type: none"> <li>• The rates at which men and women are applying for Fellowship and succeeding;</li> <li>• The rates at which academics from the three Faculties are applying and succeeding;</li> <li>• The factors that may be contributing to any gender and/or School/Faculty imbalances; and</li> <li>• How any imbalances may be addressed.</li> </ul>
Link to Strategic Plan (if relevant)	
Previous consultation /consideration:	The report was compiled at the request of Board (Board meeting 27 February 2013) and was approved for submission by the Equality Committee on 21 October 2013 (Eqal/13-14/06).
Action required of Board:	To consider the findings and approve the recommendations contained in the report.

## **Fellowship: Gender, Faculty and School Analysis**

### **Report to Board**



Equality Committee

October 2013

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## **1. Introduction**

This report was compiled at the request of Board. It examines data on current Fellows and applications for Fellowship from 2004/05 to 2012/13 to determine:

- the rates at which men and women are applying for Fellowship and succeeding;
- the rates at which academics from the three faculties are applying and succeeding;
- the factors that may be contributing to any gender and/or school / faculty imbalances; and
- how any imbalances might be addressed.

The report analyses data on applications to Fellowship, the gender and discipline profile of current Fellows and information obtained through the INTEGER Baseline survey report (Drew, 2013) in which academic staff were surveyed to examine their career ambitions, experiences and perceptions of their working environment.

### **1.2. Background to the Report**

In February 2013, while approving nominations for Fellowship, Board members engaged in a discussion about the under-representation of Fellowship candidates in terms of gender and discipline. It was agreed that a report be requested from the Equality Committee to examine any imbalances among applicants for, and appointments to, Fellowship over the past number of years, and to outline how these might be addressed.

Trinity College Dublin was founded as a corporation consisting of the Provost, the Fellows and the Scholars. Fellows are privileged members of the College community, with a significant role in College governance (Fellowship is a requirement for holding College Officer positions). The Institution of Fellowship plays a central role in sustaining and nurturing College values and promoting a sense of collegiality across all areas of academic life. Election to Fellowship brings no financial rewards. Instead it is an honour, but most importantly it provides an important opportunity for more active and effective

involvement in College life. All eligible academic staff should be encouraged to apply for Fellowship. There are four types of Fellows<sup>1</sup>.

- **Junior Fellow:** Junior Fellowship is open to full-time Assistant Professors, Associate Professors and Professors who have been members of staff for more than three years. It is not open to research staff (e.g. Research Fellows or Research Assistants). External professorial appointees are normally nominated to Fellowship in the academic year following their appointment. This report primarily focuses on Junior Fellows.
- **Senior Fellow:** These are drawn from the Junior Fellows and represent the seven most senior among them.
- **Fellow Emeritus:** These are Fellows who have retired.
- **Honorary Fellow:** Honorary Fellows are persons of academic distinction who are of exceptional intellectual calibre, have a strong association with College, and will contribute to the life of College.

Election to Fellowship:

The Provost issues an email invitation to all eligible staff to invite applications for Fellowship in Michaelmas Term (It is also advertised on the College noticeboard and in Listings.) When submitting their application to the Provost's Office, applicants are required to provide a proposer's form in support of their application, completed and signed by a current Fellow. Only Heads of Schools may sign more than one proposer's form annually. Applications are then sent to the Central Fellowship Committee for shortlisting. All shortlisted applications are sent out to three external referees for assessment of merit. The Central Fellowship Committee then considers each assessment and shortlists these applicants before preparing recommendations for nomination to Fellowship and circulating these recommendations to all Fellows for assent. Fellowship requires the assent of at least three fifths of the Fellows. Fellowship is a rigorous merit-based process and it is not limited by a quota.

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<sup>1</sup> Pages 53 – 59 of the Statutes give an explanation of the different types of Fellows and the procedures for election to each. See:

<http://www.tcd.ie/registrar/assets/documents/statutes/StatutesPDF%5B1.4MB%5D.pdf>

Quality of academic performance is the core value of Fellowship. 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, as shown in particular by participation in the work of his or her Department or School and an effective record in teaching. Achievement in scholarship and research is assessed primarily through publications. Work expressed in a form other than publication is taken into account, provided that it can be made subject to scholarly analysis and independent assessment. A candidate's contribution to the development of his or her subject nationally is, where appropriate, also be taken into account.

### **Report Data**

Data on applications for Fellowship from 2004-05 to 2012-13 were supplied by the Provost's Office. There are no historical data relating to the discipline of applicants although Fellows (from the College Calendar 2012-13) were analysed according to School and Faculty and against data supplied by the Human Resources Office on the respective 'pools' of permanent full-time academics. The breakdown of staff by academic grades was obtained from the WiSER database.

## **2. Gender Balance in College**

### **2.1 Gender Composition in Academic Decision-making**

The contextual situation of women in College is one of significant under-representation at senior academic levels (Equality Monitoring Report 2012-2013) with a consequent loss of women's input into the governance and future development of College (Figure 1).

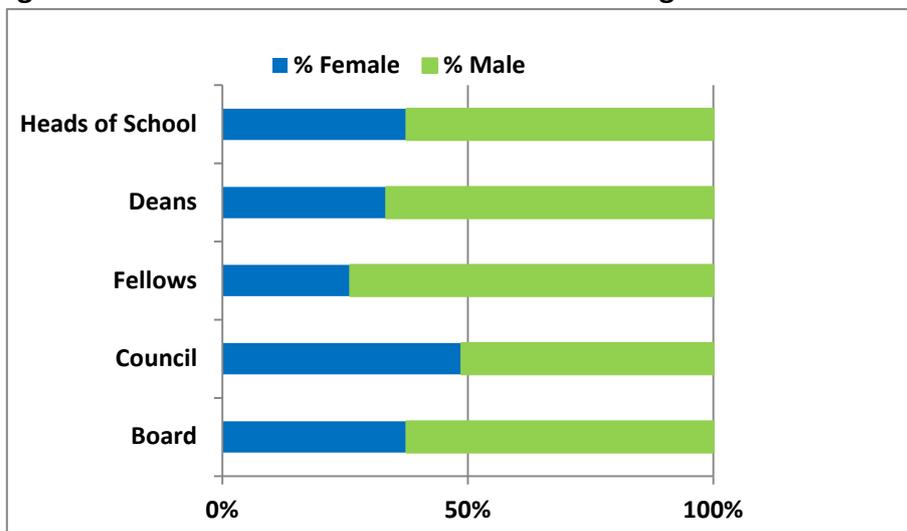
Decision-making at School and Faculty levels and representation on Board and Council are important in demonstrating commitment by College towards gender equality.

Gender-disaggregated data for decision-making and Fellowship are important in monitoring whether there is:

- equality of opportunity for all academic staff;
- the full utilisation of talent available;
- any detrimental impact on the organization, arising from imbalanced decision making;

- compliance in relation to the College’s Equality Policy and the Universities Act 1997.

**Figure 1 Gender in Academic Staff Decision Making**



**Table 1 - Gender in Academic Staff Decision Making**

	Female (no.)	% Female	Male (no.)	% Male	Total
<b>Board</b>	12	38%	20	63%	32
<b>Council</b>	19	49%	20	51%	39
<b>Fellows</b>	69	26%	194	74%	263
<b>Deans</b>	1	33%	2	67%	3
<b>Heads of School</b>	9	38%	15	63%	24
<b>Total</b>	110	30%	251	70%	361

Source: Equality Monitoring Report 2012-2013. Fellows figure updated to exclude honorary fellows and include those nominated to Fellowship in 2012-13 as per the Calendar and Provost’s Office.

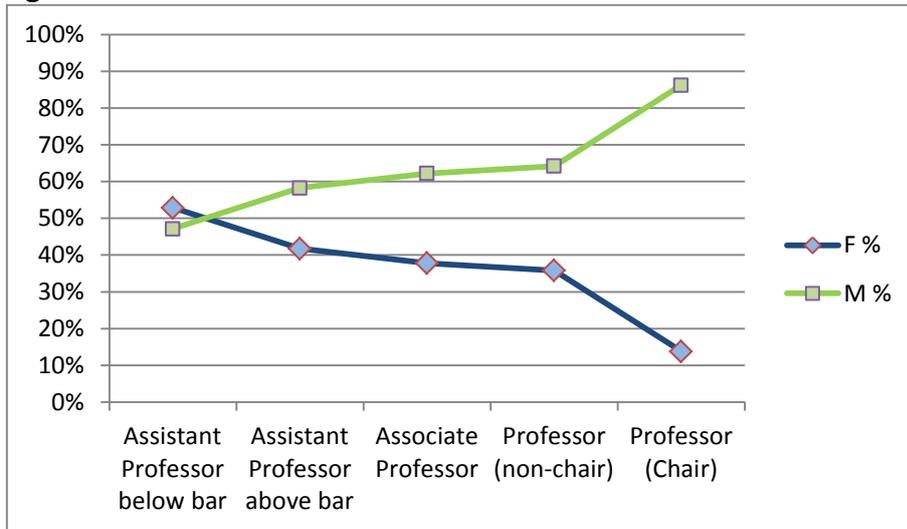
Figure 1 illustrates that the overall involvement of women in College, where women make up 42 per cent of academic staff (i.e. Assistant Professors, Associate Professors, and Professors) and 55 per cent of overall staff, is not matched by their representation in decision-making at School, Faculty and College levels.

## 2.2 Gender and Academic Grades

Among all academic staff employed by College, 42 per cent are female and 58 per cent male. Across all faculties, women are overrepresented at the lower academic grades while men are over represented at higher academic grades. Among Chaired Professors, women account for 14 per cent of the total (+1% since 2006-2007).

Figure 2 sets out current grade distribution across College according to gender.

**Figure 2 - Gender in Academic Grades across all faculties**



Core Report January 2013. Excludes part-time academic staff and medical academic staff on consultant and clinical contracts.

There have been several in-depth reports on women’s career advancement in College including:

- ‘Women Academics and Promotion’ (Wright 2002);
- ‘Best Practice Models for the Advancement of Women in Academe’ (Drew 2002);
- WiSER Report to SFI Institute Planning Grant (Roughneen 2005);
- Women’s Careers Progression Group Report (Drew, Finucane, Power, Torode 2007);
- ‘Gender and Promotions Report’ (Equality Office 2009);
- ‘Gender Analysis of Junior Promotions’ (Equality Office 2009); and
- ‘INTEGER Baseline Data Report’ (Drew, 2013).

These reports consistently document the under-representation of women in senior academic grades, with academic progression following a typical ‘scissors diagram’ with more women concentrated in lower grades and more men in higher grades.

### 3. Fellowship and Gender

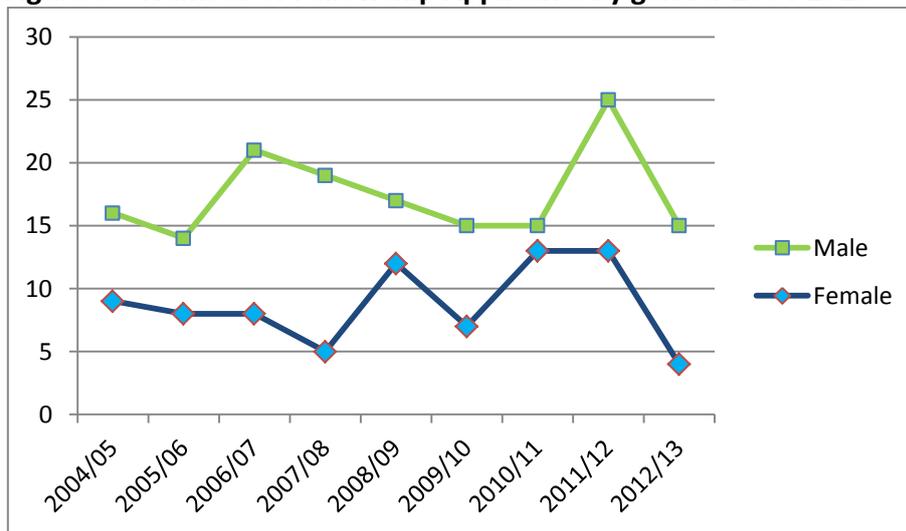
Fellowship data indicate that women are not being elected to Junior Fellowship in the same proportions as their male colleagues. Following the 2012-13 Fellowship election, women comprised only 26 per cent of Fellows. These figures do not reflect the overall

representation of women in College in which women make up 42 per cent of academic staff, and 40 per cent of full-time academic staff.

### 3.1. Applicants

Data from the Provost’s Office and through the Annual Data Monitoring Reports suggest that women are not applying for Junior Fellowship in accordance with their representation among the pool of eligible candidates<sup>2</sup>. Comparing the data since 2004-05 there is a consistent shortfall in the proportion of women applying for Fellowship, fluctuating between 21 and 46 per cent of all candidates, with an overall average of 33 per cent. This dropped to only 21 per cent of applicants in 2012-13.

**Figure 3 – Number of Fellowship Applicants by gender 2004-2013**



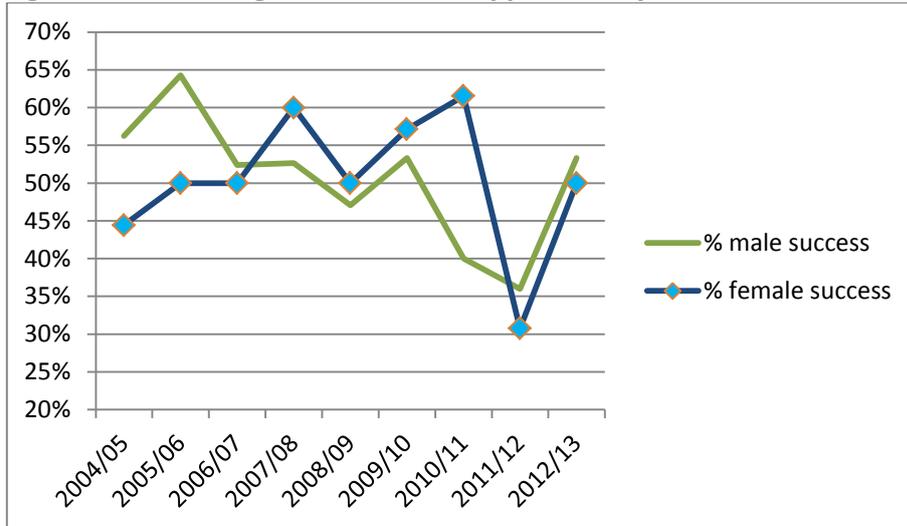
Source: Provost’s Office, July 2013

### 3.2. Success rates

The overall success rate among applicants since 2004-5 was 49.6 per cent and there are no significant differences between male and female success rates (49.7% and 49.4% respectively). Therefore the continuing imbalance is due to the existence of factors that inhibit women from applying for Junior Fellowship rather than the percentage who succeed.

<sup>2</sup> To be eligible for Fellowship one must be (1) full-time (2) on an academic grade and (3) employed for more than three years. Data regarding full time academic staff by gender and school were used when compiling this report. However, data regarding the length of time staff have been in position were not available.

**Figure 4 - Percentage of Successful Applicants by Gender**

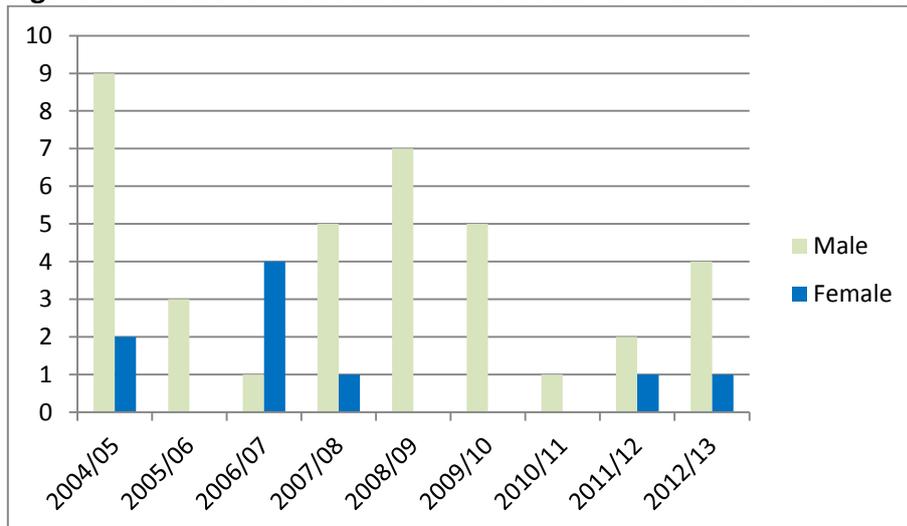


Source: Provost's Office, July 2013

Since 2004-5 women comprised 33 per cent of Junior Fellowship applicants and 33 per cent of those elected to Junior Fellowship.

The gender gap is even wider among external Professorial appointees nominated to Fellowship. Only 20 per cent have been female since 2004-05 (see figure 5). This reflects the imbalance in professorial appointments, of whom 14% (Chaired Professors) are currently female.

**Figure 5 - Gender and successful candidates for Professorial Fellowship 2004-2012**



Source: Provost's Office, March 2013

The results of the most recent Fellowship call in 2012 were examined (Table 2). The overall outcome was that there were 12 successful male applicants and 3 successful female applicants (20% of total). Considering the current profile of staff, this does not indicate any progression in terms of gender balance. Rather, it serves to compound the gender imbalance. The election to Junior Fellowship of two women, compared with eight men, does not reflect their representation in the eligible pool - 40 per cent of full-time academic staff are female.

**Table 2 - Number and Proportion of Successful Candidates for Fellowship 2012-13**

	Male	Female	% female	Total
<b>Junior Fellowship</b>	8	2	20%	10
<b>Professorial Fellowship</b>	4	1	20%	5

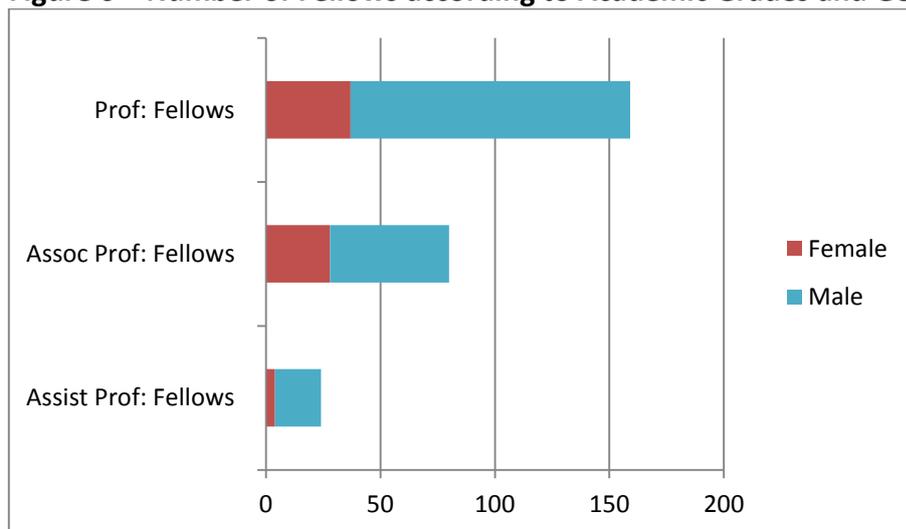
Source: Provost's Office, March 2013

For there to be solid progress towards gender balance, women need to be encouraged to apply for Fellowship in the same proportions as their male counterparts.

### 3.3. Gender and Academic Grades of Fellows

The breakdown of Fellows across academic grades by gender is illustrated in figure 6<sup>3</sup>. Male Fellows outnumber female Fellows at each grade.

**Figure 6 – Number of Fellows according to Academic Grades and Gender**



Source: Total Staff – WISER database, August 2013. Total Fellows - College Calendar 2012-13.

<sup>3</sup> The data available are based on the current grade of Fellows. There are no data for the grade at which current Fellows were elected.

When these numbers are compared to the overall academic population, they demonstrate that men at each grade are more likely to have been nominated to Fellowship than their female peers. This holds independently of the gender imbalance at different grades. Indeed, men at Assistant Professorial level are four times more likely than their female peers to be nominated to Fellowship (8% of men and 2% of women at this grade are Fellows). The difference is less pronounced at Associate Professorship level (49% of men and 44% of women at this grade are Fellows), but it persists all the way to the Professorial level (where 100% of men are Fellows and only 90% of women).

### **3.4. Honorary Fellows**

Honorary Fellows as listed within the 2012-13 College Calendar and elected in 2013 were examined to establish gender breakdown. Only four (9%) of the forty-six Honorary Fellows listed were female. Of these, two were former Presidents of Ireland. There is a need to apply the principles of gender balance to the nomination and election of Honorary Fellows.

## **4. Fellowship according to Faculty / School**

### **4.1. Fellowship according to Faculty**

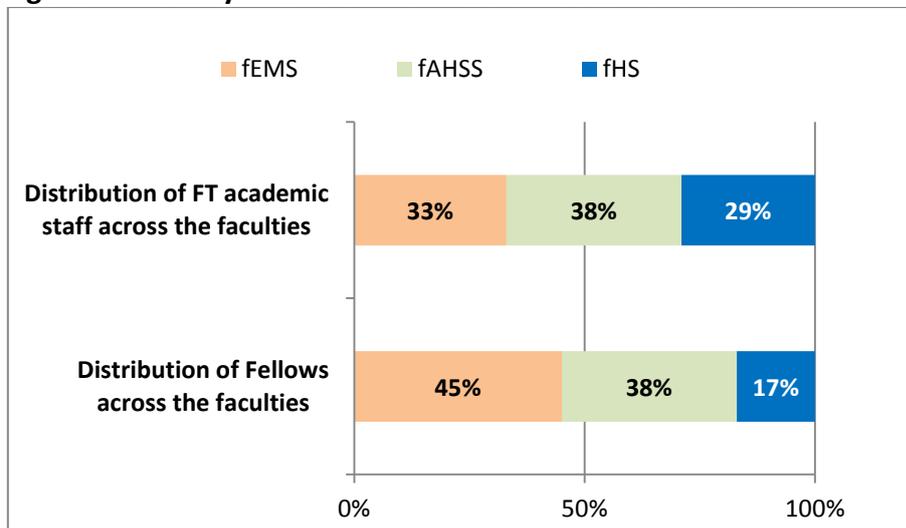
In addition to the variations in election to Fellowship by gender, there are significant differences in the proportion of Fellows across the three Faculties.

Figure 7 demonstrates the imbalances in Fellowship across the three Faculties where the Faculty of Health Sciences (fHS) constitutes 29 per cent of all full time academic staff but only 17 per cent of Fellows. In contrast, the Faculty of Engineering, Maths and Sciences (fEMS) comprises 45 per cent of Fellows, compared with 33 per cent of full time academic staff. The representation of Fellows drawn from the Faculty of Arts, Humanities and Social Sciences (fAHSS) reflects accurately their representation in the pool (38%).

Academic staff in fHS are over two times less likely to become Fellows as their colleagues in fEMS. In fEMS 47% of full-time academics are Fellows, in the Faculty of Arts Humanities

and Social Sciences (fAHSS) 34% of full-time staff are fellows while in fHS 19% of full-time staff are fellows.

**Figure 7 – Faculty Breakdown of Academic Staff and Fellows**



Sources: Human Resources (June 2013) and College Calendar 2012-13 and <http://www.tcd.ie/Secretary/FellowsScholars/fellowship/>

**Table 3 - Proportion of Full time staff who are Fellows per Faculty**

Faculty	Total full time academic staff in each faculty	Total fellows in each faculty	% of Full time staff who are Fellows
fAHSS	292	100	34%
fEMS	254	119	47%
fHS	228	44	19%
<b>Total College</b>	<b>777*</b>	<b>263</b>	<b>34%</b>

Source: Full time staff figures from Human Resources June 2013. Fellowship as per the Calendar. Newly elected Fellows as per <http://www.tcd.ie/Secretary/FellowsScholars/fellowship/>.

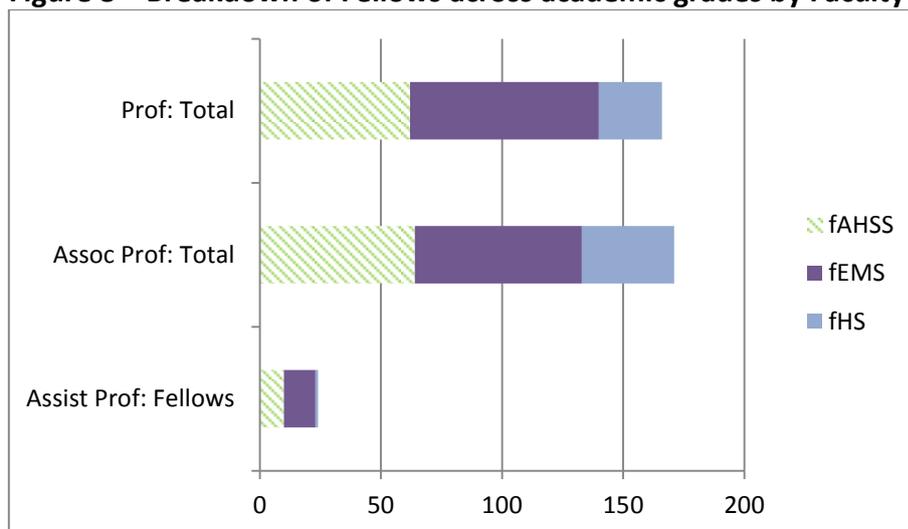
\* 3 members of full time academic staff have no school affiliation.

### Faculty and Academic Grades of Fellows

The breakdown of Fellows across academic grades by faculty is illustrated in figure 8.

When these numbers are compared to the overall academic population, they demonstrate that while the grade distributions across fAHSS and fEMS are similar, fewer Assistant and Associate Professors in fHS are Fellows. Staff in fHS are ten times less likely than their fEMS peers to be nominated to Fellowship at Assistant Professorial level (10% of fEMS, 5% of fAHSS and 1% of fHS at this grade are Fellows) and over two times less likely than their fEMS peers to be nominated to Fellowship at Associate Professorial level (54% of fEMS, 53% of fAHSS and 24% of fHS).

**Figure 8 – Breakdown of Fellows across academic grades by Faculty**



Source: Total Staff – WiSER Download, August 2013. Total Fellows - College Calendar 2012-13

## 4.2. Fellowship according to School

Overall, four of the five schools with the highest proportion of Fellows amongst their full time academic staff are in fEMS:

- Physics (70%)
- Genetics and Microbiology (70%)
- Biochemistry and Immunology (62%)
- Chemistry (60%)
- Law (55%)

Overall, two of the five schools with the lowest proportion of Fellows amongst their full time academic staff are from fHS, while three are from fAHSS.

- Business (24%)
- Medicine (20%)
- Religion, Ecumenics and Theology (17%)
- Education (13%)
- Nursing and Midwifery (3%)

Without historical data on the Faculty / School of applicants for Fellowship it is impossible to confirm whether academics from across College are applying proportionately for Fellowship.

## 5. Comparing Gender and Faculty / School

### 5.1. Relations between Gender and Faculty

Within each faculty there is a lower proportion of full-time female academic staff who are Fellows than male. However there are significant variations in the proportions across the three Faculties. In fEMS the proportions are almost equal (47% of full time males and 46% of full-time females) while in fHS full time male staff are more than two and a half times as likely to be elected to Fellowship as their female colleagues.

**Table 4 - Proportion of Full-time staff who are Fellows according to Faculty and Gender**

Faculty	Fellows (No.)	% of Full-time Male staff who are fellows	% of Full-time Female staff who are Fellows
fAHSS	99	41%	24%
fEMS	119	47%	46%
fHS	44	31%	12%
<b>Total College</b>	263*	42%	22%

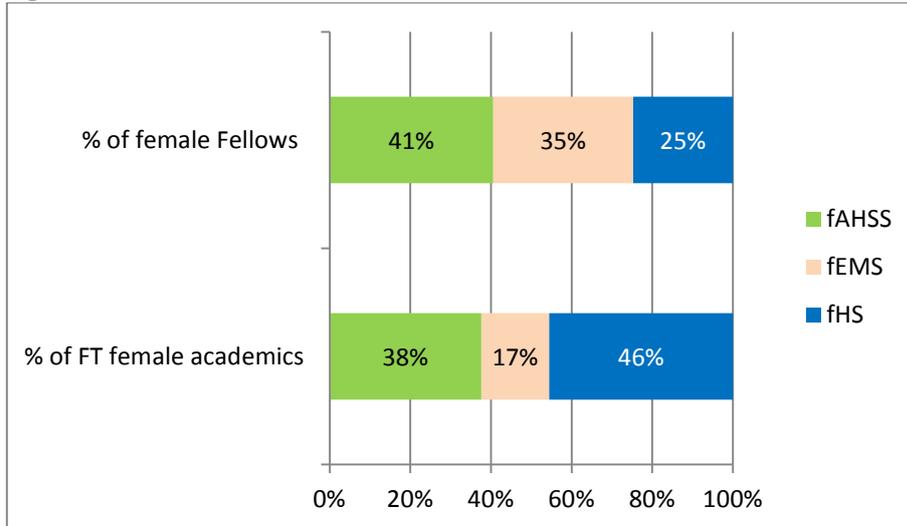
Source: Full time staff figures from Human Resources June 2013. Fellowship as per the Calendar. Newly elected Fellows as per <http://www.tcd.ie/Secretary/FellowsScholars/fellowship/>.

\*includes one with no School affiliation

As can be seen from the figures below, for female academics, faculty origin has a strong correlation with their likelihood of election to Fellowship, while this is not the case for their male colleagues.

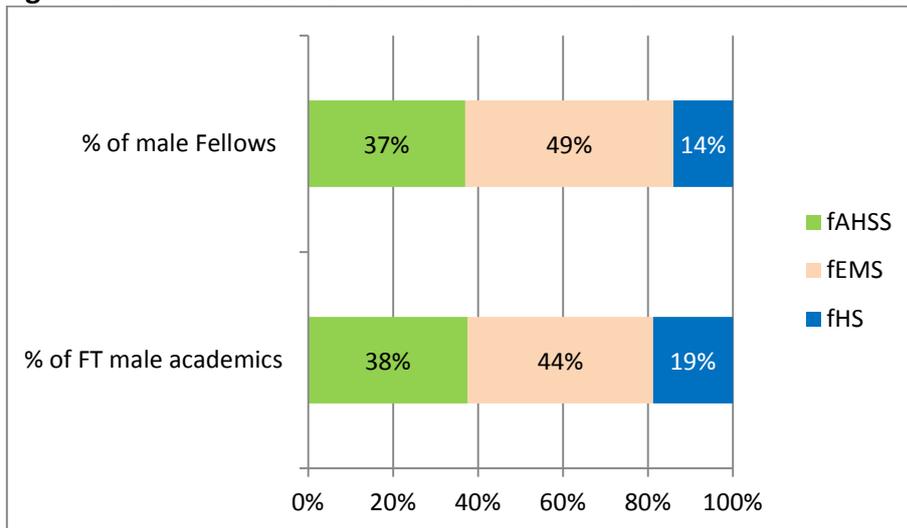
Though women are underrepresented in fEMS, they are more likely than their female colleagues in fAHSS and fHS to be elected as Fellows. While 17 per cent of all full time female academics work in this faculty, 35 per cent of female Fellows come from this faculty (figure 9). Women working in fHS are less likely to be elected to Fellowship. While 46 per cent of full time female academics work in this faculty, only 25 per cent of female Fellows come from this faculty. Such large variations are not observed amongst the pool of full time male academic staff (figure 10).

**Figure 9 – Distribution of Full-time Female Academics and Fellows across faculties**



Source: Full time staff figures from Human Resources June 2013. Fellowship as per the Calendar. Newly elected Fellows as per <http://www.tcd.ie/Secretary/FellowsScholars/fellowship/>

**Figure 10 – Distribution of Full-time Male Academics and Fellows across Faculties**



Source: Full time staff figures from Human Resources June 2013. Fellowship as per the Calendar. Newly elected Fellows as per <http://www.tcd.ie/Secretary/FellowsScholars/fellowship/>

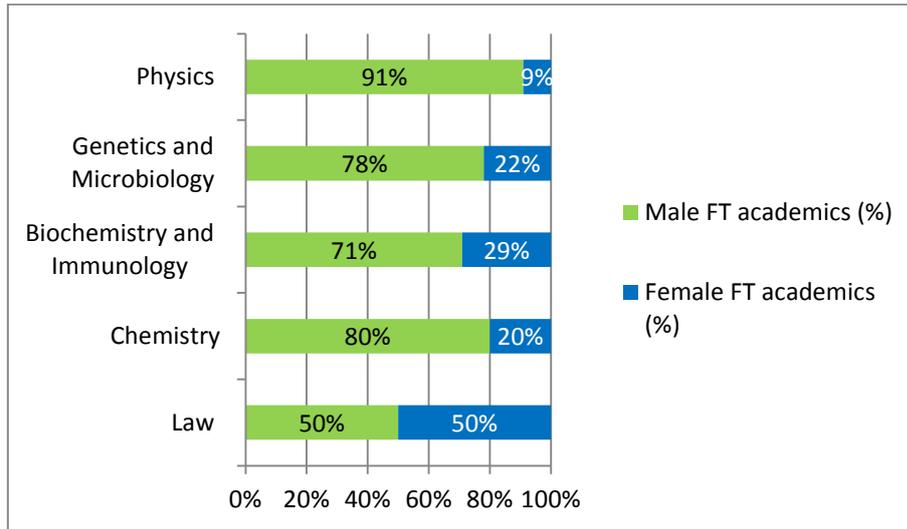
## 5.2 Relations between Gender and School

It is noteworthy that many of the schools where Fellows are underrepresented are female-dominated schools while the reverse is true for the schools with over representation. Only 20% of full time academic staff within fEMS are female while 62% of full time academic staff within fHS are female.

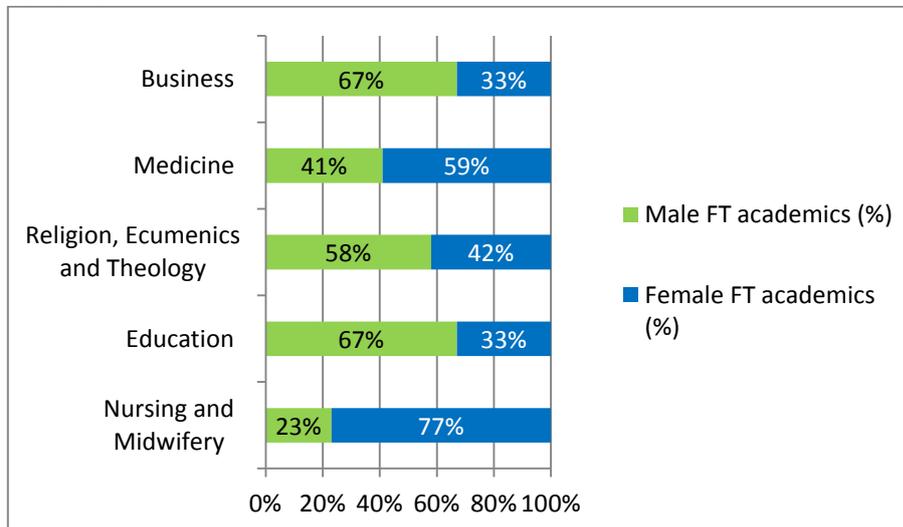
Considering the gender breakdown of full time academic staff within the five schools with the highest proportion of Fellows, four of the five are predominantly male. The full time

academic staff within the five schools with the lowest proportion of Fellows are either predominantly female or relatively gender balanced. See 4.2. for a list schools with the most / least amount of Fellows.

**Figure 11 - Gender Breakdown of FT Academics in Schools with Highest Proportion of Fellows**



**Figure 12 – Gender Breakdown of FT Academics in Schools with Lowest Proportion of Fellows**



Source: Full time staff figures from Human Resources June 2013. Fellowship as per the Calendar. Newly elected Fellows as per <http://www.tcd.ie/Secretary/FellowsScholars/fellowship/>

## 6. INTEGER Survey Results

While quantitative data analysis offers insight into trends in application and election to Fellowship further qualitative analysis is needed to identify and address the reasons for the

low application rates from women and the under-representation from some discipline areas in order to propose recommendations. In March 2012, as part of the INTEGER<sup>4</sup> project activities, academic staff in College were surveyed to examine their career ambitions, experiences and perceptions of the working environment. This survey included questions on Fellowship.

The survey objectives sought to determine the forms of intervention and target actions to promote transformational change to ensure gender equality. The survey questionnaire was designed and administered online. The questions were designed to elicit both closed (quantitative) and open-ended (qualitative) responses. 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 survey asked if respondents had ever applied for Fellowship. A minority of respondents of both sexes had applied (40% of men had applied for Fellowship compared with 25% of women). Respondents were asked what might have discouraged them from applying for Fellowship. Among the responses, the following were frequently offered as reasons:

- Respondents had “never heard of it / don’t know criteria .... thought a staff member ‘had to be nominated’ rather than apply”. (Lack of clarity regarding criteria was particularly noticeable within the School of Medicine);
- Respondents felt that their research output was not strong enough and that research output was the primary criteria used when reviewing applications;
- Respondents were “not eligible (often due to contract restrictions)”, for example part-time work;

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<sup>4</sup> INTEGER (Institutional Transformation for Effecting Gender Equality in Research) is an EU FP7-funded project in which TCD is a partner. It aims to develop and implement Gender Action Plans to create sustainable Transformational Change that will improve the career progression of women scientific researchers. INTEGER is working with three schools and school implementation teams have been established. A College Institution Implementation Team has also been established to consider the lessons learnt from School implementation and how this can be transferred to the institution as a whole.  
<http://www.tcd.ie/wiser/integer>.

- Respondents “felt they would not be successful”.

Survey respondents were also asked what they believed had impeded their careers in College to date. Responses included the following:

- **Non-Research work-load:** respondents cited “excessive administrative load (18 respondents)”, “not enough time for research (5 respondents)”, and the perception that “teaching commitments often ...going unrecognised” (8 respondents);
- **Lack of clear progression pathways and opportunities:** respondents reported having “no clear career path (10 respondents, mostly Research Fellows)”, or a lack of opportunities through employment on “temporary/ part time contract (7 respondents)”;
- **Work-life balance:** e.g. “child care issues (8 respondents)”;
- **Lack of Clarity of Procedures:** respondents felt that there was a “lack transparency promotion criteria (4 respondents)”<sup>5</sup>.

For more information and quotes see the INTEGER Baseline Report (Drew 2013).

## 6.1. Further discussion of key Issues arising within the INTEGER Survey

### Lack of Clarity of Procedures

The INTEGER Baseline Report (2013) noted that fewer women than men in College apply for Fellowship and that current requirements and procedures around Fellowship are perceived as opaque. When questioned regarding their reasons for not having previously applied for Fellowship in the INTEGER Baseline report, a number of respondents reported that they either were not at all familiar with the Fellowship application process, or they had thought that they needed to be nominated and could not choose to apply.

This issue may be compounded in disciplines with a lower proportion of Fellows (e.g. Nursing and Midwifery, 3%) where there is less opportunity to learn about the procedures for election to Fellowship from colleagues who have experienced the process.

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<sup>5</sup> The lack of transparency in promotion criteria was cited by a further 12 respondents as something that would discourage them seeking promotion (Drew, 2013,p.46)

### **Mentoring/advice from senior colleagues**

Formal mentoring programmes can help ensure that academic staff have access to role models who can advise them and guide their career progression. The INTEGER Baseline survey Report articulated a need for support and encouragement from senior figures and noted that both male and female staff had referred to the importance of mentoring. The need for mentoring has been highlighted in previous reports regarding gender equality in College. Following the success of the WiSER Mentoring Programme, two mentoring programmes were established within Human Resources (The Early Career Mentoring Programme and Momentum Programme for mid-career staff).

However, there is scope to further mainstream and extend mentoring programmes to reach and encourage more staff to engage with College career progression paths. The INTEGER Baseline Report Survey noted that many academics are unfamiliar with College career progression paths, and / or feel unsupported by Colleagues.

### **Eligibility Criteria**

According to the INTEGER Baseline Report survey, “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” (Drew, 2013, p.11). Fellowship applicants are required to be full-time Assistant Professors, Associate Professors and Professors who have been members of staff for more than three years. This can adversely affect women who are more likely to work part-time.

### **Research focus**

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. The INTEGER report noted that there are significant disciplinary differences influencing the number and type of publications and metrics relating to citations. 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. A lack of understanding of these discipline specific differences may impact the perception of applications from individuals in different disciplines and could count against Fellowship applicants.

Responses to the open ended question regarding reasons for not applying for Fellowship in the INTEGER survey indicate that staff are discouraged from applying due to perceptions of the quantity of research output necessary for successful election. In keeping with Fellowship's commitment to the recognition of the highest academic quality, recommendations for election to Fellowship should be based on a qualitative review rather than on quantitative output.

## **7. Issues Impacting Career Advancement as discussed in Previous Reports**

By fostering collegiality and a sense of community the assurance of equality provides a vital service in maintaining the values of a leading international university. Wright (2002), Drew (2002) and previous Equality Office reports (January 2009, October 2009, April 2010) identified many of the main issues affecting equal engagement and career advancement, around workplace culture, work life balance and family-friendly practices. Many of the recommendations contained in these reports have been implemented. For example, the availability of gender segregated data reports in relation to staff has improved with the work of the Equality Officer, the Human Resources data system and WiSER; a mentoring programme has been embedded into the work of Human Resources; and College is taking responsibility for gender mainstreaming through the INTEGER project. Many other recommendations, such as the extension of the Day nursery facilities (currently there is a long waiting list), the active encouragement of women to apply to Fellowship, or the introduction of a sabbatical policy remain underdeveloped.

The following issues were identified in the Equality Office consultations and surveys carried out for previous College reports (TCD, January, 2009; TCD, April 2010):

- **Perception of College Priorities:** there is a perception that important contributions to College, such as administrative, pastoral, and teaching loads, are often not recognised or valued, and that publications are all that matters when seeking to progress one's career. Contribution to College cannot be measured solely by quantitative reviews of research output.
- **Commitment to Gender Equality:** needs to be explicit and better communicated to staff. Responsibility for gender balance must be assumed by the whole College community.
- **Clarity of Application / Election Procedures:** for promotion / progression was cited as necessary along with the need for greater support when preparing applications.
- **Work Life Balance:** staff, particularly female staff, often have caring and parenting responsibilities that require flexible working conditions. Maternity leave can also impact research output.
- **Scarcity of Female Role Models:** can impact on female applications for progression.

## 8. Summary of Findings

### Gender:

- Women are not applying for Fellowship in the same proportions as men and their eligible pool.
- There is no appreciable difference in the success rates of men and women applying for Fellowship (49%).
- The under-representation of women at higher grade is not the sole cause of the low level of female Fellows: indeed, within the same grade, women are consistently less likely to be a Fellow.

### Discipline / Faculty:

- Staff in fHS are under-represented amongst the Fellows while staff from fEMS are overrepresented – this still holds when the different grade distribution across faculties is compensated for.
- Staff in fEMS are more than twice as likely to have been elected to Fellowship as their colleagues in fHS.

- Without historical data on discipline of applicants it is unclear whether differences in the proportions elected to Fellowship across disciplines are due to application rates or success rates.

**Comparing Gender and Faculty / Discipline:**

- Many of the disciplines where Fellows are underrepresented are female-dominated disciplines while the reverse is true for the disciplines with over representation.
- The proportion of women elected to Fellowship varies significantly across Faculties.
- There is little difference in the proportion of females and males in fEMS elected to Fellowship.

**INTEGER Survey Report**

- A number of respondents reported that they were not familiar with the Fellowship application process or thought they needed to be nominated.
- Mentoring and advice from senior Colleagues is a valuable and positive impact on career progression.
- Fewer women apply for Fellowship, partly due to non-tenure contracts and part-time status.
- There are significant disciplinary differences influencing the number and type of publications and metrics relating to citations.

## 9. Recommendations

1. Annual monitoring and reporting (by gender and faculty) on the numbers of academic staff:
  - Eligible to apply for Fellowship;
  - Applying for Fellowship;
  - Elected to Fellowship.
2. Carry out further qualitative research/consultation to identify and address the reasons for the:
  - Low application rate for Fellowship from women and the fluctuations in the proportion of women elected to Fellowship across Faculties;
  - Low election rate for Fellowship in certain disciplines, particularly in the School of Nursing and Midwifery and the Faculty of Health Sciences.
3. Draft and issue clear and concise guidelines to all eligible academic staff regarding the application and the election process for Fellowship.
4. Hold annual staff information sessions on the application process for Fellowship.
5. Mainstream and extend mentoring programmes for academic staff in order to encourage those eligible to apply for Fellowship.
6. As role models, female Fellows should encourage other females to apply for Fellowship.
7. Fellows from under-represented schools should encourage colleagues to apply for Fellowship.
8. The Central Fellowship Committee should give priority to the demonstration of academic work of high quality rather than quantity of output.
9. To ensure that Fellowship will continue to contribute to the life and governance of the College, the Central Fellowship Committee should, in accordance with the terms of reference for election to Fellowship, give due consideration to evidence of a candidate's contribution to the academic life of the College, as shown in particular by participation in the work of his or her School Discipline and an effective record in teaching.
10. Consider extending participation in Fellowship to appropriate categories of staff who work part-time.

11. Ensure that members of the Central Fellowship Committee are aware of the disciplinary differences that exist which influence the number and type of publications and metrics relating to citations.
12. Provide a briefing seminar on unconscious bias for all persons involved in the Fellowship election processes as part of the equality and diversity awareness programme under the College Equality Policy.
13. Allow the Central Fellowship Committee to grant permission, where appropriate, for a Fellow to nominate more than one Colleague since the current prohibition can adversely affect staff in Schools where Fellows are under-represented.
14. Apply the principles of gender balance to nomination and election to Honorary Fellowship.

## **10. Membership of Fellowship Working Group**

Prof. Mélanie Bouroche (Equality Committee Chair)

Prof. Ciarán Brady (Representative from the Fellows)

Prof. Anna Chahoud (IFUT Representative and Fellow)

Prof. Eileen Drew (Representative from the Fellows and Director of WiSER)

Ms Michelle Garvey (Equality Officer)

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