

Plan for Implementation
of the HEA's Recommendations
in its *National Review of Gender Equality
in Irish Higher Education Institutions*

HEA Review Implementation Plan Working Group

February 2017

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Executive Summary

In order to implement the HEA Review recommendations in an effective and efficient manner suitable to our particular context, Trinity will:

Leadership

- Ensure that the Provost election process is managed by gender-balanced committees and is gender-sensitive in its communications (Recommendation 1.1)
- Include 'demonstrable experience of leadership in advancing gender equality' in criteria and processes for appointments to senior leadership positions (Recommendations 1.2 – 1.4)
- Support Heads of Area to assess the equality impact of all operations in their area, through training and guidance tools (Recommendation 1.4)
- Consider the appointment of a Vice-President for Equality (Recommendation 1.5)

Governance and Management

- Promote and monitor gender balance targets for members and Chairs of all key decision-making bodies, at central governance and Faculty levels (Recommendations 1.6 – 1.7)
- Strengthen the role of the Equality Committee in promoting gender equality; maintain the Working Group as a gender equality sub-committee (Recommendation 1.8)

Organisational Culture

- Continue to support the institutional Athena SWAN self-assessment team as an independent forum effecting change; strengthen its links to Equality Committee (Recommendation 1.9)
- Establish a cross-institutional working group on family leave (Recommendation 1.10)

- Continue ongoing gender awareness measures, provide unconscious bias training for staff, and engage all staff in promoting gender equality (Recommendation 1.11)
- Embed consideration of the gender dimension into curriculum development and research, with guidance developed through the SAGE¹ project, and into departmental and institutional quality reviews, through the standard template (Recommendations 1.12 – 1.13)
- Provide compulsory unconscious bias training in the PME² induction (Recommendation 1.12)
- Review and implement workload allocation principles (Recommendation 1.14)
- Gender-disaggregate staff data in management reports as standard, monitor research funding by gender, and conduct a gender pay audit (Recommendation 1.15)

Recruitment and Promotion Practices

- Implement Sanders Review and conduct a review of recruitment (Recommendation 1.16)
- Analyse promotions data and model the effects of various quota options; implement a quota if the evidence shows it will have a significant positive impact (Recommendation 1.17)
- Adopt best practice from other universities to attract female candidates for Chair Professor appointments (Recommendation 1.18)
- Set targets for gender balance among professional staff (Recommendations 1.19 – 1.20)

Other Recommendations

- Collate all gender actions into a single Trinity Gender Action Plan (Recommendation 1.21)
- Increase support for Schools in applying for Athena SWAN (Recommendation 1.22)

¹ Systemic Action for Gender Equality

² Professional Masters in Education

Acknowledgements

This plan is proposed by the HEA Review Implementation Plan Working Group [“the Working Group”] of the Equality Committee, comprising:

- Prof Chris Morash (Vice-Provost/Chief Academic Officer – Chair)
- Mr Philip Coffey (HR Partner, ASD)
- Prof Eileen Drew (Director of WiSER)
- Ms Sheila Dunphy (Chair of Equality Committee)
- Ms Kate Malone (Director of HR)
- Mr Tony McMahon (Director of Diversity and Inclusion)
- Ms Aoife Crawford (Equality Officer - Secretary)

The group gratefully acknowledges the advice of Prof Jane Grimson and of all the Lead Stakeholders and Action Owners in drafting the HEA Review Implementation Plan [“the Implementation Plan”].

Introductory Comment

Trinity strategy and policy have contained explicit commitments to gender equality for many years, going beyond the minimum required to ensure legal compliance, and the university has taken action to implement those commitments. Encouragingly, internal reports have shown that progress is being made towards more equal representation of women and men³ in senior roles and in decision-making bodies, suggesting that Trinity’s current approach is going in the right direction – however, the same reports also make clear that imbalances remain, so more remains to be done.

The publication of the *HEA National Review of Gender Equality in Irish Higher Education Institutions* (“the HEA Review”) is a timely opportunity to reflect on the position of gender equality in Trinity; to adopt new initiatives for gender equality; and to strengthen the actions the university already takes.

³ Statistics on the representation of other genders are unfortunately not currently available

Background to the HEA Review

In 2014, the Equality Tribunal found that Dr Micheline Sheehy Skeffington had been discriminated against on the basis of her gender in an academic promotions round in NUI Galway. This finding prompted NUIG to establish a Gender Equality Taskforce⁴ (chaired by Prof Jane Grimson) which made a range of recommendations for gender equality in the university.

The Higher Education Authority (HEA) also commissioned an Expert Group to examine gender equality in Irish higher education institutions (HEIs), recognising that similar issues exist throughout the whole sector. They collected statistical data and policy documents from all HEIs, ran a national online survey with nearly 5,000 respondents, and conducted an international literature review, from all of which they concluded that gender inequality does exist in the Irish higher education sector.

Another key conclusion of the Expert Group was that radical action is required to effect change – without it, they found, progress is slow or non-existent. It is in this context, and inspired in part by the NUIG Taskforce report, that the HEA have published a set of recommendations for HEIs and other relevant bodies in their *National Review of Gender Equality in Irish Higher Education Institutions*.

Trinity Context

In common with other Irish universities, gender inequality is evident in Trinity. Just 22 per cent of Chair Professors and 27 per cent of Fellows are female. Career areas are clearly segregated with men over-represented in technical roles, grounds, and the EMS Faculty, while women are over-represented in administrative roles, housekeeping, and the HS Faculty (to name just a few examples). Even in the area of administration, which is 76 per cent female overall, the majority of staff at the highest grades are male⁵. Eligible female

⁴ See <https://www.nuigalway.ie/genderequality/genderequalitytaskforce/> for more information

⁵ All preceding statistics in this paragraph are taken from the *Annual Equality Monitoring Report 2015/16*, available at http://www.tcd.ie/equality/assets/docs/AEMR/AEMR_2015-16_Final.pdf. Current figures may be slightly different and will be reported on in the Annual Equality Monitoring Report 2016/17.

academic staff are less likely to apply for promotion than their male colleagues⁶, and male staff are significantly less likely to work part-time⁷.

Without dismissing the reality of gender inequality, however, it must be noted that Trinity's relative position is quite good. At the time of the HEA Review, it was the only Irish university in which the Board, Council and senior management team (EOG) had at least 40 per cent female / male members. Trinity is one of three universities in Ireland to hold an Athena SWAN institutional bronze award. The university has many staff dedicated to the achievement of gender equality and its work for gender equality goes beyond the scope of the HEA Review in many areas.

In short, while Trinity faces many challenges on the road to gender equality, it is well-placed to meet those challenges.

Scope and Approach

The Working Group's terms of reference, as agreed by the Working Group and the Equality Committee, are as follows:

1. To consider in detail the implementation of the HEA Review in Trinity, informed by the wide range of relevant expertise in the university.
2. To draft an implementation plan in response to the HEA Review's recommendations which will take into account Trinity's particular context, practices and strategic commitments, for consideration by Board.
3. To make recommendations within the plan regarding the priority order / timeline of actions and the delegation of responsibilities for implementation.

⁶ Crawford, Turner and Wilson, *Chance of Reaching Chair Professor Level in Trinity: Analysis of Gender Trends 2007-2014* (2016), available at <http://www.tcd.ie/equality/assets/docs/SpecificReports/Report%20-%20Chance%20of%20Reaching%20Chair%20Professor%20Level.pdf>

⁷ Equality Office, *Gender and Trinity Staff: Trends in Contract Types* (2016), available at http://www.tcd.ie/equality/assets/docs/SpecificReports/Contract_Types_Report_2016_FINAL.pdf

The Implementation Plan concerns the implementation of the HEA Review in Trinity. It aligns with existing gender equality plans⁸, policies⁹ and strategies¹⁰ in Trinity in doing so, but it is not intended to be a comprehensive gender action plan containing all of Trinity's actions for gender equality¹¹.

Some of the HEA's recommendations are new, and may require significant investment of staff and/or financial resources. Actions requiring significant resources are highlighted throughout the plan, and it is recommended that these be noted to the HEA.

Bearing in mind resource considerations, and the particularities of Trinity's structures and procedures, the approach of the Working Group has been to identify the most efficient way to implement each HEA recommendation while supporting its core objective and Trinity's commitment to gender equality. Where appropriate, gender equality actions will be mainstreamed into existing processes. This is in accordance with the Expert Group's stated expectation that "[...] the next step is the development of an implementation plan by each stakeholder group, using these recommendations to develop a tailored approach, specific to the particular stage that each organisation is at in addressing gender inequality."¹²

Gender Identity

Trinity is committed to equality for all genders¹³ and acknowledges the range of gender identities in addition to "female" and "male". While these are not explicitly addressed by the HEA Review, in the spirit of Trinity's broad definition of gender equality, the Working Group has ensured that this plan will facilitate the greater recognition and inclusion of non-

⁸ Including Trinity's institutional Athena SWAN Gender Action Plan (2015), available at <http://www.tcd.ie/diversity-inclusion/assets/pdfs/TCD%20Institutional%20Bronze%20Final.pdf>

⁹ Including the Equality Policy (revised 2016), available at <http://www.tcd.ie/equality/assets/docs/EqualityPolicyRevised2016.pdf>

¹⁰ Including the Strategic Plan 2014-2019 and the Diversity and Inclusion Strategy (2016), latter available at <http://www.tcd.ie/diversity-inclusion/assets/pdfs/strategyfordiversityandinclusion.pdf>

¹¹ Please see recommendation 1.21 for a discussion of the single Trinity Gender Action Plan

¹² Higher Education Authority, *HEA National Review of Gender Equality in Irish Higher Education Institutions* (2016) p11. Available at

http://www.heai.ie/sites/default/files/hea_review_of_gender_equality_in_irish_higher_education.pdf

¹³ As outlined in the *Gender Identity and Gender Expression Policy* (2014), available at http://www.tcd.ie/about/policies/assets/pdf/Gender%20Identity%20and%20Gender%20Expression%20Policy_FINAL.pdf

binary staff as well as addressing inequalities between women and men as traditionally defined.

Internal Oversight

Implementation of the HEA Review as a whole will be monitored by the Equality Committee, to whom the Working Group will report regularly. The Equality Committee will report bi-annually to Board on progress. It is acknowledged that the procedural detail of implementing certain actions may need to change in changing contexts - the lead stakeholders and action owners are entrusted, as the experts in their areas, to advise the Equality Committee of relevant developments.

Oversight by other bodies of their own particular gender action plans, policies and strategies will continue. For example, the institutional Athena SWAN Self-Assessment Team, established in 2013, will continue to monitor implementation of Trinity's Athena SWAN Gender Action Plan.

HEA Monitoring

The HEA has made a comprehensive plan for measuring and monitoring progress towards the achievement of gender equality by Irish HEIs.

- A theme on “promoting excellence through gender equality” will be integrated into the HEI compacts. This will encompass two sections, ‘organisational culture and structures’ and ‘supporting and advancing careers’. HEIs will be required to identify measures under both and the Review confirms that “[a]s part of the Strategic Dialogue process, HEIs will be at risk of funding being withheld, if they are not addressing gender inequality sufficiently”¹⁴. The Review also acknowledges “that the specific KPIs and targets set out in the compacts under each theme are a matter for discussion between the HEA and individual institutions during the strategic dialogue process”.

¹⁴ Higher Education Authority, *HEA National Review of Gender Equality in Irish Higher Education Institutions* (2016) p103. Available at http://www.heai.ie/sites/default/files/hea_review_of_gender_equality_in_irish_higher_education.pdf

- The HEA will review the HEIs' progress in implementing the Review's recommendations after the end of each three-year cycle of strategic dialogue – the Expert Group will be reconvened and the National Online Gender Equality Survey repeated.
- On an annual basis, HEIs will be required to submit gender-disaggregated staff and governance data.
- The HEA will expect to be updated on progress with Athena SWAN as developments occur.

Risk Analysis

There are certain risks inherent in any failure to implement the recommendations of the HEA Review. These include the following:

- 1 Non-compliance with the recommendations of the HEA Review would impact on Trinity's ability to promote excellence through gender equality as required in the HEI compacts, which would negatively impact on core funding.
- 2 Institutional non-compliance could also impact on Trinity researchers' ability to obtain external funding¹⁵. The SFI, IRC and HRB have confirmed that from 2019 they will require HEIs to have attained an Athena SWAN bronze institutional award to be eligible for funding, and will require silver (a very high standard) by 2023.
- 3 Damage to institutional reputation and to staff morale would be inevitable if Trinity were to lose its Athena SWAN bronze award (which must be renewed every four years) or lose a gender discrimination case.
- 4 Trinity aspires to lead among Irish universities, in gender equality as in other areas. As the HEA Review will be implemented by all HEIs in Ireland, commitment to its recommendations will assist Trinity in maintaining this leadership role.

¹⁵ Ibid, p91

Recommendations for Higher Education Institutions

Within this Implementation Plan, each of the HEA’s recommendations is dealt with in turn, and grouped as they are in the Review. Each recommendation has been formatted as follows:

1.0 The Gender Equality Objective¹⁶

HEA Recommendation	The action(s) that the HEA recommend to achieve the objective
Key Notes from the HEA Review	Further detail from the HEA Review that may clarify the rationale behind a recommendation, its expected outcomes, or how it should be implemented
Lead Stakeholder(s)	The senior leader(s) in Trinity with high-level responsibility for guiding implementation of the recommendation

Context: Any elements of Trinity’s policies, procedures, situation etc. that are relevant to this particular recommendation

Action	Owner	Timeline
1.0.1 A specific action that Trinity will take in order to implement the recommendation	The staff member with responsibility for implementing the action “on the ground” ¹⁷	The date by which the action should be implemented

Monitoring: Any specific ways in which implementation of this particular recommendation will be monitored, in addition to the general oversight by the Lead Stakeholder and the Equality Committee.

¹⁶ Each objective is numbered as it is numbered in the HEA Review, and the HEA Review page reference is provided in brackets

¹⁷ Action owners may delegate tasks within their area as appropriate

Leadership

1.1 To foster gender balance in the leadership of HEIs (p46)

HEA Recommendation	<p>“At the final selection step, in the appointment process for new presidents (or equivalent), in so far as possible, the final pool of candidates will comprise an equal number of women and men.</p> <p>If it has not been possible to achieve gender balance at the final selection step, the interview panel will account to the governing authority or equivalent for why this was not possible.”</p>
Key Notes from the HEA Review	<p>“Selection panels have been found to rank candidates who are in the minority [...] as less competent than members in the majority, unfairly disadvantaging them in a recruitment process.”</p>
Lead Stakeholder	Provost

Context: Trinity has a unique system for appointing Provosts, the stages of which are:

- Self-nomination
- Screening interview / approval of candidates with *prima facie* case for election¹⁸
- Election by university community
- Confirmation of appointment by Board¹⁹

The Registrar is Chair of the Election Steering Committee, and membership of all four committees formed to manage the election must be approved by Board.

¹⁸ The screening interview was introduced in the 2010/11 election

¹⁹ Further details of the appointment process and approval criteria can be found in the Statutes, ‘Process by which the Provost is chosen by the College’ (p54) and chapter on ‘Provost’, specifically points 4-10 (p46)

The democratic principle of this system precludes the enforcement of gender balance among the candidates for election. However, eligible candidates of all genders will be encouraged to put themselves forward for election to Provost, and fair procedures will be ensured, by the following actions:

Action	Owner	Timeline
1.1.1 Ensure there is no more than 60% representation of any one gender on the Election Steering Committee, Recommendation Committee, Interview Committee, or Appeals Committee ²⁰	Board	2019/20
1.1.2 Publish clear information on the election process, which specifically outlines the ways in which equal treatment on the ground of gender is ensured within the process	Registrar	2019/20
1.1.3 Ensure that any announcement or advertisement of the election is gender-sensitive, and explicitly encourages candidates of under-represented genders to apply	Registrar	2020/21
1.1.4 Provide compulsory face-to-face unconscious bias training for all Interview Committee members ²¹	Registrar	2020/21

Monitoring: The Provost election process is overseen by Board and any reporting to Board by the Registrar throughout the process will include reference to the gender aspect, as appropriate, including confirmation of completion of the above actions, and a report on the gender representation among candidates.

²⁰ Each of these Committees has 5 members; the Statutes already provide that the common provisions of the Chapter on Committees apply to these Committees, including the provision that “In appointing their membership, regard shall be had to (a) gender balance [...]”

²¹ **This will require financial resources**

1.2 To ensure HEI leaders foster a culture of gender equality in their HEI (p47)

HEA Recommendation	“In the appointment process for a new president [or equivalent], a requirement of appointment will be demonstrable experience of leadership in advancing gender equality.”
Key Notes from the HEA Review	“The achievement of gender equality needs to be led from the top, with the ultimate responsibility for its achievement sitting with the HEI president, or equivalent.”
Lead Stakeholder	Provost

Context: As noted in relation to Objective 1.1, candidates for Provost are not scored against criteria in a process managed by Human Resources [HR]. However, an Interview Committee ensures that candidates have a *prima facie* case for election according to the following criteria:

“Candidates for election shall possess

- (a) significant academic standing,
- (b) evidence of capacity for management and administration such as is required in an educational or equivalent institution, and
- (c) evidence of leadership skills and of the ability to represent the College externally.”²²

It is proposed that leadership in advancing gender equality be integrated into criterion (c) using Leadership Competencies, which are soon to be reviewed and operationalised by HR.

Action	Owner	Timeline
1.2.1 “Demonstrable experience of leadership in advancing gender equality” to be defined and included in Leadership Competencies	Director of HR	By end 2016/17

²² Statutes, p46

1.2.2 Leadership Competencies to be used by Interview Committee in assessing candidates' evidence of leadership skills	Chair of Interview Committee	2020/21
1.2.3 Prospective candidate cohorts to be informed well in advance of the election that they will be required to demonstrate experience of leadership in advancing gender equality	Registrar	2019/20

Monitoring: The Provost election process is overseen by Board and any reporting to Board by the Registrar throughout the process will include reference to the gender aspect, as appropriate.

1.3 To ensure HEI leaders foster a culture of gender equality in their HEI (p47)

HEA Recommendation	“In the appointment process for a new vice-president, a requirement of appointment will be demonstrable experience of leadership in advancing gender equality”
Key Notes from the HEA Review	The Review refers to “vice-presidents (or equivalent) who form the senior management team with the president”
Lead Stakeholders	Vice-Provost (academic roles), Chief Operating Officer (professional roles)

Context: The term “vice-president” in this recommendation is based on the role of vice-president in other Irish universities. The equivalent senior leaders in the Trinity context are members of the Executive Officers Group [EOG], as they form the senior management team with the Provost.

All members of EOG are *ex officio*. The College Officer members are appointed, and Faculty Deans’ candidacy for election is approved, by the Provost, while the professional members are appointed through recruitment competition managed by HR.

Action	Owner	Timeline
1.3.1 “Demonstrable experience of leadership in advancing gender equality” to be built into the essential appointment criteria for professional positions who are <i>ex officio</i> members of EOG, using the Leadership Competencies	Director of HR	From 2017/18
1.3.2 Be satisfied that “demonstrable experience of leadership in advancing gender equality” has been evidenced by College Officers who are <i>ex officio</i> members of EOG, and candidates for Faculty Dean, referring to the Leadership Competencies	Provost	From 2017/18

Monitoring: Any memo to Board from the Provost or Director of HR about these appointments must notify the Board that this gender equality criterion has been implemented.

1.4 To lead cultural and organisational change in their area of responsibility (p48)

HEA Recommendation	<p>“The [a] Deans and Heads of School / Department, [b] Divisional Directors and section / unit managers will be responsible for integrating gender equality in all processes and decisions made.</p> <p>Evidence of leadership in advancing gender equality will be taken into account in appointments to these management positions.”</p>
Key Notes from the HEA Review	<p>“[D]eans, divisional leaders, heads of department and section managers are very important in ensuring the institution achieves gender equality [...] Leading by example, leaders are personally accountable for the creation and maintenance of the culture of the organisation”</p>
Lead Stakeholders	<p>Vice-Provost and Faculty Deans (academic and research roles), Chief Operating Officer (professional roles)</p>

Context: In Trinity, academic leadership positions such as Faculty Dean, Head of School and Head of Department are nominated and elected by their colleagues (candidates for election to Faculty Dean are approved by the Provost). The relevant professional leadership positions are appointed through HR.

Action	Owner	Timeline
<p>1.4.1 “Demonstrable experience of leadership in advancing gender equality” to be built into the essential appointment criteria for senior professional positions such as divisional directors, using the Leadership Competencies</p>	<p>Director of HR</p>	<p>From next relevant appointment</p>
<p>1.4.2 Gender equality themes including unconscious bias to be mainstreamed into existing and future management training programmes for current / prospective managers</p>	<p>Director of HR</p>	<p>From 2017/18</p>

<p>1.4.3 A methodology and process to be developed to assess the diversity impacts of university operations; resulting toolkit to be provided to senior leaders for diversity-proofing operations in their area</p>	<p>Director of Diversity and Inclusion</p>	<p>By end 2016/17</p>
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Monitoring: Action owners to send memo to Equality Committee when the action has been implemented.

1.5 To achieve gender equality in each HEI (p49)

HEA Recommendation	<p>“Each HEI will, through a publicly-advertised competitive process, appoint a Vice-President for Equality who will be a full academic member of the executive management team and who will report directly to the president [or equivalent].”</p>
Key Notes from the HEA Review	<p>On pp49-50, the Expert Group detail the role of the Vice-President for Equality (“VPE”). Among other points, they note that the VPE will:</p> <ul style="list-style-type: none"> • be adequately resourced, with dedicated support staff • deal with all equality grounds including gender • drive implementation of the HEI’s Equality Policy²³ • work with existing gender equality initiatives in the HEI • review and rationalise existing equality infrastructures • lead the development of the HEI’s gender action plan (recommendation 1.21) and Athena SWAN applications²⁴ • chair boards dealing with gender equality grievances • have a gender-proofing oversight role in the selection process for presidents (or equivalent) <p>...and ombudsman role “with the power to terminate a competitive process” (p50) of appointment or promotion</p>
Lead Stakeholder	<p>Provost</p>

Context: Given the very significant resource, governance and operational implications of this recommendation, and the interest of Working Group members therein²⁵, a discussion of the key issues involved and possible options is provided here, rather than a set of actions. The course of action regarding such a senior appointment will ultimately be decided by the Provost.

As noted in relation to Objective 1.3, Trinity does not have a tradition of appointing vice-presidents, although it has two, namely the Vice-President for Global Relations and the Vice-

²³ This is currently the responsibility of the Equality Committee and Equality Officer

²⁴ Athena SWAN applications are currently managed by the institutional Self-Assessment Team

²⁵ Any change to current structures, whatever that might be, would impact all members of the group whose role promotes gender equality

President for Research. It should be noted that the term “vice-president” carries weight internationally and also in relation to Athena SWAN applications.

Trinity has an established equality / diversity infrastructure, including the following:

- Director of Diversity and Inclusion
- WiSER / TCGEL²⁶ (and its Director)
- Equality Committee (and the Equality Officer)

Given Trinity’s relatively good performance in the area of gender equality as described on p4, it can be argued that this structure has proven its efficacy, and need not be changed. Furthermore, restructuring could actually disrupt this good performance.

However, none of the key figures in Trinity’s equality / diversity infrastructure are members of EOG who report directly to the Provost, which the Working Group consider to be the key strength of a Vice-President for Equality. Another advantage of a Vice-President for Equality role would be the bringing together of equality / diversity initiatives under one clear leadership structure. The most direct route for reporting to senior leadership on gender equality currently is the Equality Committee, which reports to Board.

NUIG is the only university (so far) to have appointed a Vice-President for Equality and Diversity – their appointment criteria did not specify that the successful candidate must be an academic, although an academic (Prof Anne Scott) has been appointed. As noted in “Background to the HEA Review” (p6), NUIG has exceptional circumstances in relation to gender equality. It should further be noted that at the time of the successful gender discrimination case against them, it had no equality committee, head of diversity and inclusion, or gender research body.

²⁶ WiSER is the Centre for Women in Science and Engineering Research. WiSER is in the process of expanding its remit to promote gender equality more broadly and among all staff, becoming the Trinity Centre for Gender Equality and Leadership (TCGEL).

Options: In Trinity's case, there are three possible courses of action, broadly speaking:

1. Appoint a Vice-President for Equality as outlined in the HEA Review
2. Integrate the powers, status²⁷ and functions of a Vice-President for Equality into an existing role or group
3. Maintain existing roles and structures

In making this decision, a thorough analysis of existing roles and structures is recommended, to maximise their synergy and impact. The Working Group also note that whatever action is chosen, the success of any position promoting gender equality will depend on it having sufficient status and resources.

NB: The appointment of a Vice-President for Equality would affect Trinity's implementation of various other recommendations from the HEA Review, such as 1.9 which recommends that the Vice-President for Equality will Chair a gender equality forum in the university. The Working Group have proposed all actions on the basis of existing roles and structures, and will review as necessary in the event of a Vice-President for Equality appointment.

²⁷ Including membership of EOG (or similar direct connection to senior leadership)

Governance and Management

1.6 To ensure gender balance on all key decision-making bodies (p52)

HEA Recommendation	“Key decision-making bodies (concerned with resource allocation, appointments and promotions) in HEIs will consist of at least 40% women and at least 40% men.”
Key Notes from the HEA Review	“[G]ender quotas on decision-making bodies can potentially overburden the members of the under-represented sex who are eligible for selection. This potential obstacle can be relieved through the relaxing of essential selection criteria. Until such time as there are sufficient numbers of each gender in the senior positions from which these boards are filled, the requirement of a certain level of seniority in order to participate in management structures should be paused”
Lead Stakeholder	Vice-Provost

Context: Trinity’s key decision-making bodies are the following:

1. Board and Council, and their Principal, Academic and Compliance Committees
2. Management Groups (including EOG, Capital Review Group)
3. Selection Committees (in the recruitment process)
4. Junior Academic Progression, Senior Academic Promotion and Fellowship Committees

Trinity has already committed to gender balance on key decision-making bodies through the following:

- **Strategic Plan 2014-2019**, Section C8.2, specifically the commitment to “advancing a structural change process to incorporate gender-balanced representation at all stages and levels, thereby enhancing the quality of Trinity’s institutional decision-making”
- **Diversity and Inclusion Strategy**, Action B1: “Review regulations governing the composition of Board, Council (and committees), to strengthen gender balance in College Governance.”
- **Athena SWAN institutional Gender Action Plan**, Actions 5.2 and 5.3: target of 40% of either gender on all Committees (this target is also recommended in the WiSER 2016 Report, recommendation 8.14)
- **Statutes**, Chapter on Committees (p11) notes that “[i]n appointing their membership, regard shall be had to (a) gender balance [...]”

The Sanders Review of Senior Academic Promotions has also recommended that promotions committees be 40% of “either” gender²⁸. Some Principal, Academic and Compliance Committees, but not all, have gender targets (usually 30% of either gender) in their Terms of Reference, and Board has gender quotas for some constituencies, but this is very limited²⁹.

Many committee positions in Trinity are *ex officio* and/or elected, and the Sanders Review has recommended that applicants should not be assessed by individuals of a lower rank. Notwithstanding such challenges, the Working Group accept that the general principle of opening membership opportunities to less senior staff may be appropriate to apply in some circumstances³⁰. External members should also be considered where appropriate³¹.

²⁸ In the traditional binary concept of gender; the Working Group recommend that this is reframed as “no more than 60% of any one gender” in the implementation of the Sanders Review

²⁹ See Appendix for details of gender representation on Board, Council and their Principal, Compliance and Academic Committees

³⁰ It would not be appropriate, for example, for a staff member applying for promotion to be interviewed by someone of less senior standing than them (as noted in the Sanders Review of Senior Academic Promotions)

³¹ For example, this has been recommended for Senior Academic Promotions by Prof. Sanders

Action	Owner	Timeline
1.6.1 Review regulations regarding the composition of Board, Council and their Committees	Director of Diversity and Inclusion	By end 2016/17
1.6.2 Principal, Academic and Compliance Committees advised to include the following gender target in their Terms of Reference: “No more than 60% of members will be of any one gender”. Committees to be advised of the definition of “members”, which does not include observers or members in attendance.	Registrar	By end 2016/17
1.6.3 Promote consideration of gender balance in the establishment of Selection Committees and in the appointment of senior leaders within Schools and Departments (e.g. Head of School, Director of Research, etc.)	Faculty Deans	Ongoing
1.6.4 Provide anonymous lists of Selection Committee membership to the Equality Officer as Selection Committees are confirmed, with the gender of each member denoted by “F” (female), “M” (male) or “O” other.	Director of HR	Ongoing

Monitoring: Equality Officer to report on gender representation in key decision-making bodies through Annual Equality Monitoring Reports to Board. Committee Chairs to explain to Board why their Committee is not gender-balanced if their membership is more than 60% of one gender; similarly, Board and Council may request explanation where a Selection Committee is not gender-balanced.

1.7 To ensure gender balance [among the Chairs of] all key decision-making bodies (p52)

HEA Recommendation	“At least 40% of the chairs of key decision-making bodies (concerned with resource allocation, appointments and promotions) across the HEI will be of each gender in any given year. It is expected that over a three-year period the ratio would be 50:50 women and men chairs.”
Key Notes from the HEA Review	“The percentage of women who chair key decision-making boards is lower than the percentage of women who are ordinary members of such boards.”
Lead Stakeholder	Vice-Provost

Context: WiSER reports (2013 and 2016) indicate that female academic staff are less likely than their male counterparts to have Chaired Committees. A preliminary analysis of Chairs of key decision-making bodies in 2016/17 also shows that more Chairs are male (please see Appendix).

The gender of the Provost and other senior roles has particular influence on gender balance of Chairs overall, as many Chair positions in Trinity are *ex officio*³². With due regard to core principles of university governance, the following steps are recommended:

Action	Owner	Timeline
1.7.1 Consider gender balance in the appointment of Chairs of Principal, Academic and Compliance Committees from among the elected members of Board	Registrar	Ongoing

³² The Universities Act 1997 provides that the Provost **must** chair all committees that he/she is a member of

<p>1.7.2 Appoint a permanent Pro-Dean / Deputy Dean of another gender to the Dean of each Faculty, who may Chair Selection Committees on their behalf where required to achieve gender balance</p>	<p>Faculty Deans</p>	<p>From 2017/18</p>
<p>1.7.3 Maintain a list of staff who have taken Chairing training (which is already provided), from which Chairs can be selected where appropriate</p>	<p>Director of HR</p>	<p>By end of 2016/17</p>

Monitoring: Equality Officer to report on gender representation among Chairs of key decision-making bodies through Annual Equality Monitoring Reports to Board.

1.8 To provide strategic oversight of organisational processes and policies in relation to gender equality (p54)

HEA Recommendation	“A gender equality sub-committee of the governing authority/body should be established. The minutes of the sub-committee will be published within the HEI.”
Key Notes from the HEA Review	The Expert Group envisage that the committee would “provide the necessary strategic oversight” for attaining gender balance among staff and students, and would “focus on the gender-proofing of organisational processes, policies and strategic plans and securing resources for gender equality initiatives.”
Lead Stakeholder	Chair of Equality Committee

Context: It is suggested that the Equality Committee fulfils this role within Trinity. The Equality Committee is a Compliance Committee of Board and its minutes are published online. Gender equality (for both staff and students) is a key part of the remit of the Equality Committee.

The Equality Officer, who is Secretary to the Equality Committee, is a member of the institutional Athena SWAN Self-Assessment Team (SAT) and the Director of WiSER / TCGEL, who leads on institutional Athena SWAN applications, is a member of the Equality Committee.

Action A1 of the Diversity and Inclusion Strategy is to “[d]evelop Board paper for inclusion of Diversity proofing as a formal step in the development of policy through Principal Committees”. This will include gender-proofing.

Action	Owner	Timeline
1.8.1 Report regularly to Equality Committee on matters relating to Athena SWAN and WiSER / TCGEL	Director of WiSER / TCGEL	Ongoing

<p>1.8.2 Report regularly to the Athena SWAN SAT on relevant Equality Committee business, including implementation of the HEA Review</p>	<p>Equality Officer</p>	<p>Ongoing</p>
<p>1.8.3 Revise Equality Committee Terms of Reference to reflect its particular responsibilities with regard to the HEA Review and to formally embed the Working Group as a Gender Equality sub-committee</p>	<p>Equality Officer</p>	<p>By end 2016/17</p>
<p>1.8.4 Develop Board paper for inclusion of Diversity proofing as a formal step in the development of policy through Principal Committees</p>	<p>Director of Diversity and Inclusion</p>	<p>By end 2016/17</p>

Monitoring: Board to oversee Equality Committee business as normal

Organisational Culture

1.9 To support the mainstreaming of gender equality across the HEIs (p56)

HEA Recommendation	“Each HEI will establish an independent, academically-led gender equality forum, chaired by the Vice-President for Equality and comprising staff members drawn from across the university with sufficient influence and motivation to effect change.”
Key Notes from the HEA Review	“This forum will also include gender champions / change agents at department / faculty level, who will [...] implement the institutional gender action plan through departmental action plans [...] The forum will develop, embed, promote and enhance gender equality through stakeholder engagement [...]
Lead Stakeholder	Convenor of the institutional Athena SWAN Self-Assessment Team

Context: It is suggested that the institutional Athena SWAN Self-Assessment Team (SAT) fulfils this role in Trinity. Its Convenor is Prof Jane Grimson and it is a cross-institutional group not directly affiliated with any particular university office or committee. Its membership includes senior academic and professional leaders, as well as representatives of Disciplines and Schools who are either drafting or implementing departmental gender action plans within the Athena SWAN framework.

Given the HEA Review’s deliberate alignment with Athena SWAN goals, and Trinity’s own commitment to Athena SWAN in its Strategic Plan³³, it is appropriate to engage stakeholders and effect change for gender equality through the Athena SWAN structure.

³³ Specifically, commitment to “acting as a national leader to promote the introduction of the Athena SWAN Charter to Ireland and pursuing institutional and school-level Athena SWAN Awards, thereby providing a

The Athena SWAN SAT will communicate with the Equality Committee as described under Objective 1.8.

Action	Owner	Timeline
Please see Objective 1.8, Actions 1.8.1 and 1.8.2		

Monitoring: The SAT is independent but will report regularly to the Equality Committee through the Director of WiSER / TCGEL, to ensure that Board is kept informed of progress with Athena SWAN.

proven framework through which our position on gender equality can be measured and improved” (Strategic Plan 2014-2019, Section C8.2, p73)

1.10 To enhance the provision of support for staff members with caring responsibilities (p58)

HEA Recommendation	“Each HEI will establish a cross-institutional working group to develop a funded structure of family leave (inclusive of maternity, paternity, parental, adoptive and carer’s leave) and develop mandatory guidelines to underpin this.”
Key Notes from the HEA Review	<p>Priority areas for the working group are detailed on p58. These include:</p> <ul style="list-style-type: none"> • Ensuring replacement staff to cover maternity (etc.) leave³⁴ • Facilitating uptake of paternity / parental leave • Supporting staff on their return from leave • Training managers in managing career breaks • Introducing job-sharing at senior levels • Scheduling meetings within core working hours (10am-4pm) • Provision of crèche facilities for staff and students³⁵
Lead Stakeholder	Director of HR

Context: The relevant HR policies are:

- [Leave of Absence Policy - Academic Staff](#)
- [Special Leaves of Absence](#)
- [Maternity Leave](#)
- [Parental Leave](#)
- [Adoptive Leave](#)
- [Carer's Leave](#)
- [Paternity Leave](#)

Action	Owner	Timeline
1.10.1 Working group of HR Committee to be established to address the areas listed by the HEA. Membership will include the	Director of HR	By end 2017

³⁴ This has significant resource implications

³⁵ This has significant resource implications

<p>Chief Financial Officer and union representation.</p> <p>The group will also consider extending the FEMS teaching buy-out scheme to other Faculties³⁶ and examine flexible working arrangements for senior professional staff.</p>		
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Monitoring: Director of HR to report to HR Committee and Equality Committee on progress.

³⁶ The EMS Faculty have piloted a policy of “teaching buy-out” for academic staff for 6 months on their return from long-term (e.g. maternity) leave, allowing them to catch up on research.

1.11 To increase gender awareness among staff (p60)

HEA Recommendation	“The HEI will adopt measures aimed at actively developing gender awareness among all staff.”
Key Notes from the HEA Review	<p>“Key areas for focus” are outlined on p60:</p> <ul style="list-style-type: none"> i. Unconscious bias and gender awareness training for all staff³⁷ ii. Each senior manager to sponsor the career development of two of the under-represented gender³⁸ iii. Managers to actively promote the achievements of women and men iv. Evidence of advancing gender equality to be incorporated into staff performance reviews v. Gender-aware leadership induction programme vi. HeForShe / MARC initiative³⁹
Lead Stakeholders	Director of HR

Context: A wide range of measures aimed at actively developing gender awareness among staff are already ongoing in Trinity, through the university’s engagement with the Athena SWAN programme and sectoral (e.g. IUA) initiatives, through gender research projects such as SAGE⁴⁰, through its staff dedicated to equality, diversity and inclusion, and so on. Such gender awareness initiatives⁴¹ will continue and grow as resources permit.

Some of the “key areas for focus” in this recommendation will be addressed in a different way that is suitable to the Trinity context. Mentoring programmes for academic and professional staff have been successfully established and will continue to be offered to staff of all genders (re: focus area ii.) Trinity does not have a university-wide staff performance review system into which gender equality can be incorporated (re: focus area iv.)

³⁷ **This has significant resource implications**

³⁸ This acknowledges that men will be under-represented in some senior managers’ areas

³⁹ **This has significant resource implications**

⁴⁰ Systemic Action for Gender Equality, an EU H2020 project. The SAGE Co-ordinator is Prof Eileen Drew.

⁴¹ For example, WiSER has pioneered unconscious bias training in Trinity through a series of events (2013-2016) targeted at members of the EMS Faculty, EOG, Fellows, and the Junior Progression and Senior Promotion Committees

Action	Owner	Timeline
1.11.1 Integrate gender awareness into existing training for leadership / management (re: focus areas iii. and v.)	Director of HR	From 2017/18
1.11.2 Provide unconscious bias training to Heads of School	Director of WiSER / TCGEL	By end 2017
1.11.2 Provide unconscious bias training to all staff, subject to resources (re: focus area i.)	Director of HR	From 2017/18
1.11.3 Establish a HeforShe/MARC initiative, which will further engage senior male leadership in promoting gender equality ⁴² (re: focus area vi.)	Director of Diversity and Inclusion	By end 2016/17

Monitoring: General oversight by Equality Committee. Quantitative data such as the number of staff attending unconscious bias training will be included in Annual Equality Monitoring Reports.

⁴² The ongoing engagement of senior male leaders in Trinity with the promotion of gender equality, such as by active participation in the Athena SWAN institutional Self-Assessment Team, is acknowledged

1.12 To embed the gender dimension in teaching and learning and quality review processes (p62)⁴³

HEA Recommendation	(a) “The gender dimension will be fully integrated into undergraduate and postgraduate curricula”
Key Notes from the HEA Review	<p>“Examples would include, but are not limited to:</p> <ul style="list-style-type: none"> • Ensuring that an equal number of women and men are on stage at all graduation ceremonies; • Inviting an equal number of speakers of both sexes to research conferences and events, and ensure [sic] that panels are gender-balanced; • Ensuring that reading materials are not over-representative of one particular gender [...]
Lead Stakeholder	Academic Secretary

Context: This recommendation is not prescriptive and staff are entrusted to balance the consideration of gender with other considerations such as the educational merit of materials and guest speakers, and the principle of academic freedom. Staff are simply requested to bear the gender dimension in mind when making curriculum-related decisions, and to provide balanced representation as far as is reasonably possible.

Guidance will be provided to curriculum developers, and it may be appropriate to mainstream this guidance within the Trinity Education Project. Schools may also consider introducing gender modules, as appropriate to their discipline(s).

The first example given by the HEA, regarding gender balance in graduation ceremonies, does not apply to Trinity where only a very few *ex officio* figures are on stage at Commencements.

⁴³ The four elements of this recommendation have been dealt with separately as (a) – (d) for ease of reference

Action	Owner	Timeline
1.12.1 Detail of the appropriate process for achieving “full integration” of the gender dimension into undergraduate and postgraduate curricula to be developed in the context of the SAGE project. This to include the publication of university-wide guiding principles for curriculum developers	Co-ordinator of SAGE, with Director of the Centre for Gender and Women’s Studies	By beginning of 2017/18 academic year
1.12.2 Key leader to be identified to communicate the “gender dimension” message	Vice-Provost	By end 2016/17

Monitoring: Co-ordinator of SAGE to inform Equality Committee on completion of the principles

HEA Recommendation	(b) “Face-to-face, unconscious bias training will be fully integrated into initial teacher education.”
Key Notes from the HEA Review	HEIs “are responsible for educating teachers who greatly influence the society of the future”.
Lead Stakeholder	Academic Secretary

Context: Trinity provides initial teacher education for second-level teachers only, through the Professional Masters in Education (PME). PME students take a comprehensive induction programme at the beginning of their two-year course.

Action	Owner	Timeline
1.12.3 Compulsory unconscious bias training to be provided to incoming PME students annually within their induction programme	Head of School of Education	From 2017/18

Monitoring: Head of School of Education to confirm to Equality Committee via memo when this recommendation has been integrated.

HEA Recommendation	(c) "At department level, self-assessment (departmental reviews) will include consideration of the gender dimension." (d) "HEIs will include consideration of the gender dimension in the institutional quality assurance report."
Key Notes from the HEA Review	"Departmental and institutional quality assurance reviews should acknowledge the importance of fully considering the gender dimension in the development of curricula, and teaching and learning practices, in the pursuit of quality"
Lead Stakeholder	Academic Secretary

Context: Each School/Department undertakes a quality review every 7 years, on a rolling basis. The review comprises a self-assessment which is confidential to the School/Department, and a report from the external assessors (based on the self-assessment), which is published by the Quality Office.

Action	Owner	Timeline
1.12.4 Develop KPIs for reporting on the gender dimension at School/Department level, and draft self-assessment questions accordingly ⁴⁴ . These questions to elicit both gender-disaggregated data and qualitative reflection	Director of Diversity and Inclusion	By end 2016/17
1.12.5 Embed gender equality questions within the self-assessment template used in School/Department quality reviews	Quality Officer	From 2017/18

⁴⁴ This relates to Action A3 in the Diversity and Inclusion Strategy, "[e]mbed diversity-proofing / impact assessment in College operations"

<p>1.12.6 Where possible, align Quality Reviews with School Athena SWAN applications to minimise duplication and to encourage Schools to apply for Athena SWAN</p>	<p>Quality Officer and Convenor of the Athena SWAN SAT</p>	<p>From 2017/18</p>
<p>1.12.7 Consider the gender dimension in Trinity’s institutional quality assurance report in accordance with Quality and Qualifications Ireland’s (QQI) requirements</p>	<p>Quality Officer</p>	<p>For 2020/21 report (work will begin in 2018)</p>

Monitoring: Quality Committee to monitor implementation on an ongoing basis; Equality Committee to review gender-related outcomes in the published reports

1.13 To embed the gender dimension in research content (p63)

HEA Recommendation	“Ensure that the gender dimension is integrated into all research content and provide training and support for research staff on how to do this.”
Key Notes from the HEA Review	“While there are research projects in which gender may not be relevant in terms of the research content (for example in some fields of theoretical mathematics), it is well established that, where relevant, not integrating sex and gender analysis into the design, implementation, evaluation and dissemination of research can lead to poor results and missed opportunities”
Lead Stakeholder	Dean of Research

Context: The Irish Research Council already requires consideration of the gender dimension in all research proposals, and other funding bodies are likely to follow. The Graduate Students’ Union and a student-led “Gender Research Forum” are offering support for research students in this area in 2016/17, but there is no central university support for researchers or their supervisors in integrating the gender dimension into research content.

As with Objective 1.12(a) above, this recommendation is not intended to interfere with academic freedom. Not all research will involve gender; however, it is important to consider the possibility of a gender dimension in a research project at the outset. Again, the SAGE project will be key in supporting staff with guidance materials and information events.

Action	Owner	Timeline
1.13.1 Detail of the appropriate process for integrating the gender dimension into research to be developed in the context of the SAGE project. This to include the distribution of a written guide to all research staff / students and their managers / PIs / supervisors	Dean of Research and Co-ordinator of SAGE	From 2017/18

1.13.2 Regular information sessions for research staff and students, and their managers / PIs / supervisors	Dean of Research and Co-ordinator of SAGE	From 2017/18
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Monitoring: Co-ordinator of SAGE project to monitor on an ongoing basis, and inform the Equality Committee of progress

1.14 To ensure transparent distribution of work (p64)

HEA Recommendation	<p>“Ensure HEI workload allocation models are transparent and monitored for gender bias on an annual basis.</p> <p>Evidence of this will be taken into account in the performance development reviews of managers / supervisors responsible for setting staff workloads.”</p>
Key Notes from the HEA Review	<p>“The distribution of work can be gendered, with women (in both academic and non-academic roles) being tasked with more administrative, support and day-to-day tasks, while men may be allocated tasks deemed more valuable in terms of promotion.”</p>
Lead Stakeholders	Director of HR and Faculty Deans

Context: A set of common workload allocation principles has been agreed in Trinity (circa 2012/13) but the extent to which these are put into practice is not monitored. The common principles provide a consistent framework while allowing for flexibility between disciplines.

The WiSER 2016 Report recommends monitoring workload models, and their consequences, to ensure gender equality, and this is a priority area within the Diversity and Inclusion Strategy, Action A3 to “[e]mbed diversity proofing/impact assessment in College operations”.

As previously mentioned, Trinity does not have a performance development review system, so the latter half of this recommendation does not apply.

Action	Owner	Timeline
1.14.1 Review existing workload allocation principles to ensure they avoid gender bias, with input from key academic staff	Director of Diversity and Inclusion	By end 2016/17
1.14.2 Communicate the principles to all relevant managers and publish them on the HR website	Director of HR	By end 2016/17

<p>1.14.3 Schools to continue to develop their own models, which are consistent with the university-level principles and subject to approval by their Faculty Dean</p>	<p>Faculty Deans</p>	<p>From 2017/18</p>
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Monitoring: Director of HR to monitor on an ongoing basis with any apparent gender issues flagged to Equality Committee

1.15 To enable gender-disaggregated data-driven decision-making (p65)

HEA Recommendation	“A comprehensive gender-disaggregated data collection system will be in place in every HEI.” ⁴⁵
Key Notes from the HEA Review	<p>“[A]ll data gathered on personnel should be disaggregated by gender”. Key areas for focus include:</p> <ul style="list-style-type: none"> • Staff databases • Promotion and recruitment (including applicants, shortlists and appointments) • Internal and external research grants / funding, and academic prizes / scholarships (applicants and successful) • Workforce planning for retirements • Pay gap (all grades) • Qualitative data on specific issues arising
Lead Stakeholders	Director of HR and Dean of Research

Context: Equality Monitoring Reports are published on an annual basis, collating the wide (but not comprehensive) range of gender-disaggregated data already available in Trinity. The Equality Committee, WiSER and Director of Diversity and Inclusion also report on specific issues arising.

Unfortunately, no gender identities other than “female” or “male” are currently recorded for staff or students. It should also be noted that collection, collation and analysis of data takes significant staff resources. However, extensive gender-disaggregated data are required for Athena SWAN applications (at institutional and at School level) as well as for Trinity’s internal diversity monitoring⁴⁶.

⁴⁵ **This has significant staff resource implications**

⁴⁶ The Diversity & Inclusion Strategy contains an action (B3) to ensure that “[d]ata [is] reviewed and communicated to decision makers, to provide timely, comprehensive and meaningful diversity data as standard management information.”

Action	Owner	Timeline
1.15.1 Include gender-disaggregated data in standard management reports	Director of HR	From 2017/18
1.15.2 Agree method and resources required for reporting on research grants / funding by gender in future Equality Monitoring Reports – and implement reporting accordingly	Dean of Research and Equality Officer	By end 2016/17
1.15.3 Complete gender pay audit	Director of Diversity and Inclusion	By end 2016/17

Monitoring: All pertinent gender-disaggregated data to be published in Annual Equality Monitoring Reports.

Recruitment and Promotion Practices

1.16 To gender-proof recruitment, selection and promotion procedures and practices (p67)

HEA Recommendation	“The recruitment, selection and promotion procedures currently used, will be reviewed to ensure that they are gender-sensitive.”
Key Notes from the HEA Review	<p>“This review should include the informal processes at departmental or section level prior to the commencement of the formal procedures for appointment and promotion”. Key areas for focus, outlined on p67, include:</p> <ul style="list-style-type: none"> • Advertisements (to be broad-based, gender-neutral) • Transparency (e.g. providing anonymised CVs of previously successful candidates) • Examples of “excellence” • Assessment of measurable outputs (without time limits) • Face-to-face unconscious bias training for selection panels • Gender report on each recruitment process (gender balance of selection panel, pool of applicants, etc.) • Periodic gender audits of HR policies and procedures
Lead Stakeholder	Director of HR

Context: Prof Sanders’ recent review of promotions took Trinity’s gender equality objectives into account and made relevant recommendations regarding interviews; external panel members; special circumstances; mentoring; and so on. WiSER reports⁴⁷ and the

⁴⁷ See for example WiSER Report 2016 recommendations 8.6 ‘Develop an Academic Research Portfolio’ and 8.7 ‘Develop an effective staff appraisal system’

institutional Athena SWAN GAP⁴⁸ have also made recommendations for a gender-fair promotions system.

Trinity has the additional role of Fellow which has been male-dominated to date. Actions by WISER / TCGEL to promote gender equality in Fellowship, which Prof Sanders identified as key, will be continued.

Somewhat less attention has been paid to gender in recruitment, and recent Equality Office reports have recommended further qualitative study of apparent trends, including a low success rate for male applicants. Following a Diversity Workshop for HR in June 2016, a group in HR has begun to look at recruitment issues such as the gendered nature of job descriptions and advertising.

Action	Owner	Timeline
1.16.1 Implement Prof Sanders' recommendations for the senior academic promotions process, in light of the HEA Review, Athena SWAN GAP and internal reports on promotions	Vice-Provost (Chair of Sanders Review implementation group)	In accordance with Sanders Review implementation group timelines
1.16.2 Apply the principles of the Sanders Review to the Junior Academic Progression (Merit Bar) process	Director of HR	By end 2017
1.16.3 Gather and analyse statistical data to identify any data gaps and any ongoing gender issues in recruitment	Equality Officer	Publish in 2016/17 Equality Monitoring Report (and annually)
1.16.4 Review recruitment / selection procedures in a similar format to the recent promotions review, with regard to principles of open, transparent and merit-based recruitment and the target of 40% female representation at Chair Professor level by 2024 (Recommendation 1.18) and	Director of HR / External academic lead	By end 2017/18

⁴⁸ Actions 3.4 - 3.6 deal with promotions, specifically the need to take account of breaks in careers (3.4), perception that the system is not transparent (3.5) and that it only rewards research (3.6)

<p>including qualitative research into statistical trends and a consideration of the possible introduction of quotas (Recommendation 1.17).⁴⁹</p> <p>Three key areas for focus should be: externally-advertised Chair Professor positions (given targets for female representation at this level); horizontal segregation between professional roles (Recommendation 1.20); and research appointments (which are generally made directly by PIs and therefore lack institutional oversight)</p>		
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Monitoring: Director of HR to present results of recruitment review to Board

⁴⁹ This has significant resource implications

1.17 To drive change through the use of positive interventions for academic staff (p70)

HEA Recommendation	“Each HEI will introduce mandatory quotas for academic promotion, based on the flexible cascade model where the proportion of women and men to be promoted / recruited is based on the proportion of each gender at the grade immediately below.” ⁵⁰
Key Notes from the HEA Review	“Quotas are not about promoting unqualified people into positions for which they would otherwise be ineligible, but rather it is about ensuring that there are enough fully qualified people of both genders at each level. If in the appointment search process it is not possible to find enough fully qualified people of both genders to be shortlisted, the search must go on.” It is noted that the cascade quota may be applied to both promotion and external recruitment competitions ⁵¹ . The expectation is that quotas will become irrelevant once a culture of gender equality is embedded.
Lead Stakeholder	Vice-Provost

Context: The gender representation at each academic grade in Trinity was as follows in 2015/16:

Grade	Female (%)	Male (%)
Chair Professor	22	78
Professor	40	60
Associate Professor	38	62
Assistant Professor	51	49

⁵⁰ Details of how a flexible cascade model has been implemented in NUIG can be found in *Promoting Excellence through Gender Equality: Report of the Gender Equality Taskforce* (NUIG), Appendix 8 (p81) on ‘Implementation of the flexible cascade model for quotas for promotion’

⁵¹ The latter will be considered in the recruitment review outlined in Objective 1.16, in accordance with the principles established here

A recent Trinity report has identified low female application rates for promotion from Assistant Professor to Associate Professor, but not lower success rates at any grade⁵².

Trinity does not currently operate any quotas in senior academic promotions.

Action	Owner	Timeline
1.17.1 Test a range of quota models on raw data from previous promotions rounds, to assess what impact different models might have.	Director of Diversity and Inclusion	By end 2016/17
1.17.2 Devise a promotions quota strategy based on the impact of test quota models, the findings of previous internal reports on promotions, the Sanders Review and current gender representation at each academic grade. The decision should also be informed by best practice in other high-ranked universities and by legal advice	Vice-Provost (Chair of Sanders Review implementation group)	In accordance with Sanders Review implementation group timelines
1.17.3 If a quota system is to be introduced, communicate the system widely, ensuring transparency and clear explanation of the rationale behind it. ⁵³	Director of HR (ongoing) and Provost (initial statement)	For the next promotions round after the decision
1.17.4 Quota system to be reviewed if context changes; a quota may be introduced or removed as appropriate, according to the promotions data	Equality Officer to notify Vice-Provost of any changes	As matters arise

Monitoring: Promotion and recruitment at all grades will be monitored on an ongoing basis and findings published in Annual Equality Monitoring Reports.

⁵² see Crawford, Turner and Wilson, *Chance of Reaching Chair Professor Level in Trinity: Analysis of Gender Trends 2007-2014* (2016). Available at: <http://www.tcd.ie/equality/assets/docs/SpecificReports/Report%20-%20Chance%20of%20Reaching%20Chair%20Professor%20Level.pdf>

⁵³ The HEA found in their literature review that when women know there are gender quotas in a promotions round, they are more likely to apply

1.18 To drive change at professor level through the use of positive action interventions (p72)

HEA Recommendation	“A minimum of 40% women and 40% men to be full professors, at the appropriate pay scale.” ⁵⁴
Key Notes from the HEA Review	“In relation to the professor grade, the Expert Group recognises that an additional measure is required in order to effect change within a reasonable time frame, since the flexible cascade model will impact the senior levels of staff last.”
Lead Stakeholder	Vice-Provost

Context: The WiSER Report 2016 also recommends this target, as well as a 45% target for representation of women and men among Fellows, Professors and Associate Professors. Chair Professors in Trinity were 22% female, 78% male in 2015/16. Internal reports show that female representation at Chair Professor level has increased, from 13% in 2012 to 22% in 2016⁵⁵.

Current good practice in Trinity will be continued, such as information events on the promotions application process (initially run by WiSER but in future by HR), inclusive statements of equal opportunity in job advertisements, and various actions identified under previous recommendations within this plan.

Action	Owner	Timeline
1.18.1 Align with best practice in other universities as part of the recruitment review (Recommendation 1.16). This might include: <ul style="list-style-type: none"> gender targets for long lists / shortlists 	Director of HR	The HEA have set the deadline of 2024 for achieving this target

⁵⁴ This target will be framed internally as “no more than 60% representation of any one gender at the Chair Professor grade”

⁵⁵ The source of all statistics in this paragraph is the *Annual Equality Monitoring Report 2015/16*. Please note that small numbers at Chair Professor level mean that % representation can vary significantly, e.g. when a female Chair Professor retires.

<ul style="list-style-type: none"> • dual appointments • relocation packages • statements encouraging applications from under-represented genders • search committees supported in attracting under-represented candidates • search committees to report on actions taken to attract under-represented candidates 		
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Monitoring: Board to review gender representation at all academic grades through the Annual Equality Monitoring Report

1.19 To drive change through the use of positive action interventions for non-academic staff (p73)

HEA Recommendation	<p>“At the final selection step in the appointment process for non-academic⁵⁶ positions where the salary scale reaches or exceeds €76,000, in so far as possible, the final pool of candidates must comprise an equal number of women and men⁵⁷.</p> <p>If it has not been possible to achieve gender balance at the final selection step, the interview panel must account to the Governing Authority or equivalent for why this was not possible.”</p>
Key Notes from the HEA Review	<p>“Power in HEIs is heavily gendered, with men filling the higher-paid decision-making positions and women filling the majority of lower-paid positions.”</p>
Lead Stakeholders	<p>Chief Operating Officer and Director of HR</p>

Context: In Trinity, the grades that are relevant to this recommendation are Library Keeper, Sub Librarian, Administrative 1, and Senior Administrative 1-3. Appointments to these grades are particularly important as there have been no Library and Administrative promotion rounds in recent years, but internal candidates may be promoted in effect by being appointed to a higher grade. Their gender breakdown in 2015/16⁵⁸ was:

Grade	Female (%)	Male (%)
Senior Admin 1	47	53
Senior Admin 2	33	67
Senior Admin 3	55	45
Admin 1	69	31
Sub Librarian / Library Keeper	71	29

⁵⁶ These will be referred to as “professional positions” in internal documents

⁵⁷ Candidates of other gender identity are also welcome

⁵⁸ Source: *Annual Equality Monitoring Report 2015/16*

Administrative roles show the same vertical segregation pattern as academic, despite the female predominance in administration overall⁵⁹. However, all Library grades are female-dominated to a similar degree (around 60-70% female).

Decisions on shortlisting must be merit-based, so gender balance must be achieved through attracting under-represented candidates to the applicant pool. A key issue is ensuring that Trinity staff are given the opportunity to develop their skills and knowledge to the point at which they can become competitive for senior appointments. The extension of the mentoring programme to professional staff is welcome in this respect. The Aurora leadership development programme for women is open to administrative as well as academic staff, and a selection of Trinity staff are sponsored annually by WiSER.

Action	Owner	Timeline
1.19.1 Gather and analyse data to identify any ongoing gender issues in recruitment to these particular grades, including shortlisting	Equality Officer	Publish in 2016/17 Equality Monitoring Report (and annually)
1.19.2 Set gender balance objectives for these grades, in relation to the Diversity and Inclusion Strategy ⁶⁰ .	Director of Diversity and Inclusion	By end 2016/17
1.19.3 Implement any best practice actions developed for Recommendation 1.18 in relation to these senior professional appointments	See Recommendation 1.18	

Monitoring: Director of HR to report to HR Committee on the gender balance of final candidate pools for these positions; also to report to Board where gender balance was not achieved

⁵⁹ i.e. There are proportionally fewer women in senior than junior grades (*Gender and Trinity Staff report*, p37)

⁶⁰ Action B2: "Building on the WiSER action plan for female participation in senior academic posts, conduct a baselining exercise for administrative grades to set gender balance targets in senior administrative grades."

1.20 Combat stereotyping of ‘female’ and ‘male’ roles and horizontal segregation among non-academic staff (p73)

HEA Recommendation	“Over time, achieve greater gender balance at all career levels (pay grades) within the institution.”
Key Notes from the HEA Review	“The Athena SWAN award criteria in the UK has [sic] been revised as of 2015 to require information on non-academic staff, and it is expected that this change will be extended to Ireland once the pilot phase of the programme is completed.”
Lead Stakeholders	Chief Operating Officer and Director of HR

Context: The 2016 *Gender and Trinity Staff* report noted the lack of detailed data on professional and research staff as compared with academic staff, which must be tackled in order to monitor progress with this objective.

Annual Equality Monitoring Reports have consistently shown horizontal segregation in Trinity along the following lines⁶¹:

Area	Female (%)	Male (%)
Technical	35	65
Academic	45	55
Research	47	53
Support	57.5	42.5
Library	75.5	23.5
Admin	76	24

It should be noted that specific support areas are highly gender-imbalanced – for example, nursery staff are 100% female, while grounds staff are 92% male.

⁶¹ Source: *Annual Equality Monitoring Report 2015/16*

Action	Owner	Timeline
1.20.1 Set targets for gender representation at all professional and research grades	Director of Diversity and Inclusion	By end 2016/17
1.20.2 In the recruitment review (Recommendation 1.16) consider this as a core issue.	Director of HR / external review lead	By end 2017/18
1.20.3 Disseminate communications guidelines to combat career stereotyping. For example, local websites should feature a mix of genders in photos of staff ⁶²	Director of Communications and Public Affairs	By end 2016/17
1.20.4 Prioritise the most gender-imbalanced professional areas for the Diversity Training programme in 2016/17	Director of Diversity and Inclusion	By end 2016/17

Monitoring: Board to review gender representation in all non-academic grades and areas in Annual Equality Monitoring Reports; more detailed analysis of admin and support categories to be provided in future reports, as their broad categories mask significant internal gender imbalances

⁶² While continuing to use genuine Trinity images (as opposed to stock images that may appear tokenistic)

Other Recommendations

1.21 To ensure a roadmap for attainment of gender equality is developed in each institution (p75)

HEA Recommendation	“Each HEI will develop and implement a gender action plan (including goals, actions and targets), which will be integrated into the institution’s strategic plan and into the HEI’s compacts with the HEA.”
Key Notes from the HEA Review	The plan will “includ[e] the measures outlined in this report” and it is noted that “[e]ach institution could [...] use the same gender action plan for both the Athena SWAN process and the HEA compacts (once the Athena SWAN process is extended to all disciplines and staff)”
Lead Stakeholder	Vice-Provost

Context: This HEA Review Implementation Plan is not a comprehensive gender action plan incorporating all of Trinity’s actions for gender equality, although care has been taken to ensure that this plan is complementary to those other actions.

Action	Owner	Timeline
1.21.1 A single Trinity Gender Action Plan to be developed which incorporates all gender actions arising from the HEA Review, Athena SWAN, WiSER Report 2016, Diversity and Inclusion Strategy and the Strategic Plan, denoting the source of each action and containing approximate costings and prioritised timelines	Equality Officer (as Secretary of the Working Group)	By end 2016/17

<p>1.21.2 The single gender action plan to be integrated into the HEA compacts and promoted in the Strategic Plan⁶³</p>	<p>Vice-Provost</p>	<p>As HEA compact / Strategic Plan is renewed</p>
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Monitoring: The Trinity Gender Action Plan will be reviewed by Board in the first instance; its implementation will then be monitored by two external bodies, namely the HEA (regarding the HEA Review elements) and the Equality Challenge Unit (who manage Athena SWAN).

⁶³ The Trinity Gender Action Plan will be too large for all of its actions to be specified in the Strategic Plan

1.22 To support and recognize the embedding of gender equality across all aspects of the work of HEIs (p76)

HEA Recommendation	“HEIs will apply for and achieve an Athena SWAN institutional award within three years.”
Key Notes from the HEA Review	All HEIs must achieve an Athena SWAN award under the expanded charter
Lead Stakeholder	Vice-Provost

Context: Athena SWAN is a positive programme which rewards departments and institutions for their efforts and achievements in the field of gender equality. It is the framework through which many of Trinity’s gender equality actions are, and should be, driven.

Trinity is one of three Irish universities to have earned a bronze Athena SWAN institutional award. Three Schools (Chemistry, Natural Sciences and Physics) have also achieved Athena SWAN bronze. The university must renew its bronze award and/or apply for silver in 2019. From 2023, Irish research funding bodies will require an institution to have the silver Athena SWAN institutional award in order for their researchers are to be eligible for funding.

Standards for the silver award are very high. Under current rules, to be considered for a silver institutional award, half of Trinity’s STEMM Schools (6 out of 12) must hold Athena SWAN awards, including at least one School silver award holder. Hence there is a strong case for additional resources to assist Schools in applying.

Action	Owner	Timeline
1.22.1 Support Schools to apply for Athena SWAN awards: target of three new STEMM Schools earning bronze including at least one current bronze award holder to achieve silver.	Convenor of institutional Athena SWAN SAT and Director of WiSER / TCGEL	By end 2017/18

1.22.2 Provide a central staff resource with particular expertise in collecting relevant data for applications, to be available to Schools as required ⁶⁴	Decision for Chief Operating Officer	By end 2016/17
1.22.3 Apply for renewal of bronze institutional award	Convenor of institutional Athena SWAN SAT and Director of WiSER / TCGEL	By end 2019
1.22.4 Apply for a silver institutional award	Convenor of institutional Athena SWAN SAT and Director of WiSER / TCGEL	By end 2022

Monitoring: The HEA has requested updates on progress with Athena SWAN: the Convenor of the Athena SWAN SAT will report to them on developments such as submission of applications and application success rates.

⁶⁴ This has significant resource implications

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Appendix: Key decision-making bodies in Trinity

The key decision-making bodies with responsibility for resource allocation, appointments and promotions within the Trinity context are:

- Board and Council
- Principal, Academic and Compliance Committees of Board and Council
- Management Groups (such as Executive Officers Group, Capital Review Group)
- Selection Committees (in recruitment competitions)
- Junior Academic Progression, Senior Academic Promotion and Fellowship Committees

The gender representation on Board, Council and EOG is published in Annual Equality Monitoring Reports and has been within the 40:60 female:male ratio in recent years.

The figures on p65 show the gender representation on Principal, Academic and Compliance Committees in 2015/16⁶⁵. They suggest that there is gender balance throughout the committees, which have 47% male and 52% female membership overall (1% unknown); but individual committees differ.

The table overleaf shows the gender of the Chair of each of a range of decision-making bodies in 2016/17. This is not a comprehensive list but is indicative of how *ex officio* Chair roles can contribute to gender imbalance under the current system – for example, when the Provost is male, there will most likely be a male majority among Chairs, and similarly a female Provost will probably lead to a female majority.

⁶⁵ This exercise was undertaken for the first time in preparation for the 2015/16 Equality Monitoring Report. The figures were not published in the Report as the data collection system was not yet established and therefore they were not sufficiently accurate or internally consistent for presentation to Board. They should therefore be taken as indicative, rather than definitive, of the gender breakdown.

Decision-making body	Chair	Gender
Board	Provost	M
Council	Provost	M
Audit Committee	External member of Audit Committee	F
Estates Policy Committee	Board member	F
Finance Committee	Provost	M
Human Resources Committee	Board member	M
Library and Information Policy Committee	Board member	F
Graduate Studies Committee	Dean of Graduate Studies	M
International Committee	Vice-President for Global Relations	F
Research Committee	Dean of Research	M
Student Life Committee	Dean of Students	M
Undergraduate Studies Committee	Senior Lecturer	F
Coiste na Gaeilge	Board member	M
Equality Committee	Board member	F
Quality Committee	Vice-Provost	M
Safety Committee	Chief Operating Officer	F
Senior Academic Promotions Committee	Provost	M
Junior Academic Progression Committee	Vice-Provost	M
Administrative and Library Staff Review Committee	Prof A Higgins	F
Library Staff Review Committee	Vice-Provost	M
Secretarial and Executive Officer Staff Review Committee	Prof J Saeed	M
Technical Staff Review Committee	Prof J Lunney	M
Executive Officers' Group	Provost	M
Capital Review Group	Bursar	F
TOTAL		15M, 9F

Gender Representation on Principal, Academic & Compliance Committees 2015/16

