

Reward, Recognition and Building Successful Careers for Professional Staff in Trinity College

February 2024



This report is intended to shine a light on the issues of career progression and recognition for professional staff in Trinity College. While the document gives an overview to how the situation evolved, the main purpose of the report is to look forward and build on the feedback and suggestions from the Citizens' Assemblies.

If approved the next step is to set up a project team to engage with staff, cost and prioritise suggestions and make recommendations for implementation. Board needs to be aware that approving this project will have financial implications.

1. Introduction to concept of reward, recognition and building successful careers

This report deals with reward, recognition and how to build a successful career in the professional services area in Trinity College. Throughout this document professional services staff is an inclusive term referring to a wide range of staff in the following broad categories; administration, technical, library, buildings and services including all operative staff. In investigating reward and recognition, we took a broad total-reward approach, recognising that there are many elements and many solutions to rewarding and recognising staff contributions and supporting them to build successful careers.

Citizens' Assemblies	The purpose of the Citizens' Assemblies was to listen to staff and facilitate collective collaboration on reward and recognition for professional staff.
400 participants	In Feb - March 2023, we took a design-led approach and involved over 400 colleagues from all areas within college in the discussion to gain a comprehensive perspective on reward and recognition for professional staff.
800 suggestions	Across 4 events, 800 suggestions were proposed on rewarding and recognising staff. These have been analysed and grouped into 5 themes and are set out in this report.
Reward and Recognition policy	In designing a reward and recognition policy, we have to balance the needs of the organisation with the career aspirations of our employees and also work within the limits of public sector pay policy. It is also important to understand that an organisation needs to reward and recognise the behaviours and outputs that it wants to achieve.

2. Understanding the environmental context in Trinity – the problem we are trying to solve

The concept of the Citizens' Assemblies was developed in response to a desire within the college community for a reward or promotion programme for professional staff. There were a number of factors that fed into a sense of unfairness and lack of recognition among staff for the job they do

Austerity effects 2009 - 2016	Public Sector austerity measures impacted staff pay and working conditions: reducing flexibility, increasing hours worked, eliminating many allowances, imposing temporary pay freezes and introducing strict guidelines on new entrants' salaries. People felt they were expected to deliver more work for less pay.
Austerity legacy	By 2022 many of the Financial Emergency Measures regarding pay and working hours had been restored, however many of the other measures such as rules in relation to allowances and new entrant salaries still stand.
Fixed Term directive	In 2015 Trinity College's management imposed a directive for fixed term contracts for new staff and internal appointments to higher grades within the professional services grades only. While this may have been motivated by a need to manage spending, it caused instability, unrest and a sense of unfairness and precarity across the university.
Unwinding the directive	Whilst this practice ceased and many contracts have now been regularised, the effect is still evident with 25% of administrative staff and 32% of senior managers on fixed term contracts causing instability, uncertainty and unnecessary work as these contracts end and new contracts need to be issued.

Ceasing of personal promotions in post	In 2016 Board and Management made a unilateral decision to cease the process of personal promotions in post for professional staff. There was one final round of this process in 2017. This decision left staff feeling undervalued and held in lower esteem than their academic colleagues.
Pandemic effects	The sudden implications of Covid-19 on Trinity resulted in staff quickly pivoting to new ways of working, allowing the University to continue to operate. Research conducted by HR and TBS found that while many had adapted to the new way of working from home, there was also evidence of isolation, loneliness and a need for connection, direction, and feedback from line managers.
Differing career paths for different staff categories	In a university setting, career advancement of academic staff is via personal promotion based on achievements in teaching, research and contribution to college/discipline. In some settings, financial limits or quotas are applied to promotional opportunities for academics. This is a standard approach across the university sector nationally and globally. The standard approach for advancement of professional services staff nationally and globally is not normally via personal promotion, but through open merit-based competition for vacant posts. Whilst there is a need to recognise staff performance, applying the academic promotion model does not fit with the university's organisational structure where the role determines the salary for the post, not the performance of the individual.
Lack of Recognition	Management development and internal communication has been poor, and there is no formal performance management system in place to ensure staff receive feedback on their performance and development in their careers. Since 2020, the world of work has changed as have employees' expectations, with wellbeing and flexibility high on people's agenda. Regular communication and engagement is critical to make people feel their efforts are valued and acknowledged.
Provost Election 2021	During the Provost's election campaign, comments were made by all candidates to review certain practices including personal promotions in post. This created a sense of expectation that the previous process could be revived.

3. Understanding the Public Sector context - Limitations we must work within

In designing a reward and recognition programme, we are obliged to work within the boundaries of public sector pay scales and pay policies.

Publicly funded organisation,	Trinity must adhere to public sector pay policy and all our transactions including payments to staff are under scrutiny from the Government (appendix 2).
No performance-related pay	We have researched how other parts of the public sector reward their staff. Many initiatives on career development and recognition could be implemented in Trinity. We have explored the concept of performance-related pay with DFHERIS / DPER but were informed that this would not be sanctioned.

Promotions	We researched promotions processes in place in higher education. There could be a path to introduce promotion panels similar to other universities, subject to approval.
Career Development & Recognition	While the University has the constraints of the public sector pay directives, we also have an opportunity to reset how we interact and engage with our staff. It is important how we listen to them, reward them, support their careers, recognise their achievements, ensure clear communication and build trust and confidence in order to create a positive culture for them.

4. High level outcomes from Citizens Assembly

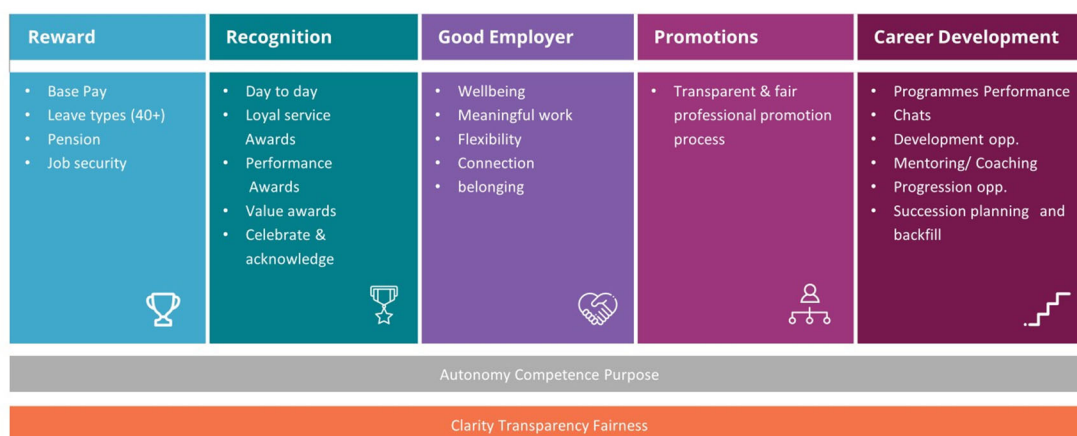
Large-scale collaboration	Our approach was to involve a wide group of staff and managers from all areas in a discussion to develop a reward and recognition programme.																
Expert contributors	An expert in the field of reward, recognition and the public sector, Professor Yseult Freeney from DCU was invited to address the group providing stimulus thinking for the subsequent discussions. Dr. Diane Tangney an expert in interdisciplinary collaboration facilitated a breakout task with the group designed to understand the issues from various angles and to crowd source potential ideas.																
Comprehensive contributions	Within each of the Assemblies, participants worked in small breakout groups to provide feedback and suggestions. All of the ideas captured are summarised in appendix 4. The emerging trends in the feedback can be categorised into five main areas.																
Collated into 5 themes	While each of the CA groups had different outputs, common themes emerged: <table border="1"> <thead> <tr> <th>Themes</th><th>No. of suggestions</th></tr> </thead> <tbody> <tr> <td>Career Development</td><td>292</td></tr> <tr> <td>Good Employer & Wellbeing</td><td>209</td></tr> <tr> <td>Reward</td><td>132</td></tr> <tr> <td>Recognition</td><td>71</td></tr> <tr> <td>Promotion</td><td>64</td></tr> <tr> <td>Other</td><td>31</td></tr> <tr> <td>Total</td><td>799</td></tr> </tbody> </table> Note these are the <u>number</u> of suggestions, not votes for one item over another.	Themes	No. of suggestions	Career Development	292	Good Employer & Wellbeing	209	Reward	132	Recognition	71	Promotion	64	Other	31	Total	799
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Clear, fair, transparent	In addition to suggestions provided, a key principle was highlighted that any new system or policy should be clear, fair, and transparent.																
Autonomy, Purpose, Competence	The concept of having autonomy in their jobs was noted by staff and having a sense of purpose in how they contribute to Trinity. Competence and performance in role were highly valued by both staff and managers. Many proposals centered on the concept of valuing performance in role.																

5. Five Key Theme emerged from the engagement

Employee rewards, recognition and frameworks to support successful careers are critical components of every successful organisation and help create a positive and thriving workplace culture.

An effective reward, recognition and career framework will have a variety of elements so that staff at every level and at every career stage can see how this approach could apply to them. While the findings fall into five main categories, best practice suggests a total reward approach.

Total Reward System



5.1. Rewards

About Rewards:

- Rewards are mostly tangible and have economic values.
- Rewards are usually managed at organisation level as part of a framework.
- Most rewards form part of the employee's benefits package e.g. salary, increment, pension.
- Discretionary rewards are linked with performance.



Various forms of reward: some in place, and some are suggestions from the Citizens' Assemblies:

- Salary with national pay increases
- Increments up to top of pay scale
- Pension
- Role grading if taking on higher level work on ongoing basis
- Tax free voucher (up to €1,000 per annum, under Small Benefit Exemption scheme)
- Increments paid on anniversary of joining
- Support to become member of professional body
- Education courses (fee support & fee remission)
- Subsidised access to gym
- Bike to Work scheme, including electric bikes
- Conference & travel budget for professional staff
- Health Check every 3 years
- Summer Series concert tickets
- Trinity ball tickets

- Achievement points – ‘bravo points’ for job well done – which translate into prizes e.g. T-card credit, or Trinity gift shop
- *Bonus
- *Double increments / accelerated advancement
- *Additional pay for long service

*these items would require sanction from HEA/DPER/DFHERIS

5.2 Recognition

About Recognition:

- Recognition is intangible and does not have financial value but has emotional value.
- Recognitions are experienced rather than consumed.
- Recognition can occur at any time, in many forms, within or outside a recognition framework



All recognition matters, from simple, day-to-day “thank-you” to a University awards programme. Simply having a recognition program is not enough. A culture of recognition is one in which gratitude, praise and appreciation are freely given, regularly received and reach all corners of the university. Where everyone feels empowered to take part in showing appreciation and commending achievements. If recognition is not perceived to be authentic, it can undermine the experience.

What makes recognition impactful is what it means to individuals — about themselves, their job, their teams or department/school — and the university.

Various forms of recognition: some in place, and some are suggestions from Citizens Assembly:

- Gift on retirement
- Faculty Awards for professional staff (FHS only)
- Weekly wrap spotlight on ad hoc events or achievements
- Acknowledgement and gratitude for job well done
- A culture of Feedback and Thank You on a regular basis
- Give good personal feedback
- Employee performance awards / rewarding excellence
- Award and gala event for long service and loyalty
- Celebrate milestones e.g. 10, 15, 10, 25 years’ service
- Recognition Events (e.g. Ball or BBQ)
- Budget for social activity for teams
- Appreciation (Showcase of expertise)
- Represent University at high profile events
- Enhanced job titles e.g. ‘senior’
- Access to Common Room for all
- Recognition points – a scheme for peer-to-peer recognition to publicly applaud colleagues for a job well done or collaborating on projects.
- Using LinkedIn to publicly praise achievements or collaborations
- *Paid Sabbatical leave for professional staff

*these items would require sanction from HEA/DPER/DFHERIS

5.3 Promotions

About Promotion

When the term *promotion* is used in organisations, it generally refers to movement on to a higher position or rank with more responsibility.

When the term *promotion* is used in Trinity College, it refers to a former process (Procedure 47) that allowed staff to apply for promotion in their current position. This process was personal promotion in post.



Context: Promotion in the Public Sector

Cessation of promotions in Trinity	In 2016/17, the Executive and Board of the University ceased the process of personal promotions. The majority of applicants were not promoted and the process was criticised by some applicants as lacking fairness, creating divisiveness and disappointment.
Introduction of Role Grading	In 2016/17, Board requested that job evaluation (role grading/job sizing) be examined for use in the university to recognise where roles had grown and developed over time. Following consultation, an approach was developed and agreed with the Unions on a policy and process for evaluating roles.
No performance related pay or promotion scheme	Within the Irish public sector promotion by competition is the norm. There are no schemes for performance-related pay. The traditional model of prescribed pay scales with annual increments prevails.
No discretion on pay	Trinity must follow public sector pay policy and has no discretion to amend pay-scales or award pay increases other than those sanctioned (see appendix 2).
Audit checks	If Trinity was to implement any pay-related scheme without approval, it would be picked up by the Comptroller and Auditor General. Failure to comply with the public sector pay guidelines could result in reduction of our grant, or a financial penalty.
Application for derogation	It is unlikely that Trinity College would get permission to re-introduce a promotion in post scheme.
Promotion Panels	Promotion practices within the public sector involve a call where staff may apply for promotion to the next grade. Those successful are placed on a panel in rank order. When a post arises at that grade, the person at the top of the panel is offered the role. If they do not accept, they are removed from the panel. The panel lasts 12-18 months.

Various forms of promotion: some in place, and some are suggestions from Citizens Assembly:

- Role Grading: where a post changes over time in line with operational requirements, the role can be reviewed. Role Grading reviews the post not the person.
- Competitions: where a vacancy arises, it is filled via competition.
- Internal advertisement for admin roles at AO2 or below to give existing staff exclusive access to promotional opportunities.
- Support to progress in your career e.g. 'Acting up' opportunities for projects or temporary positions within area
- Promotion via panel, similar to other universities
- *Personal promotion in post
- *Performance-related pay

*these items would require sanction from HEA/DPER/DFHERIS

5.4 Good Employer and Wellbeing

What does it mean to be a good employer....

- A good employer is one who provides a healthy and safe work environment where people can be themselves and enjoy work.
- Fairness and transparency prevail.
- Good employers let their employees know what's going on, engage with their staff and involve them in planning for the future.
- They ensure a culture of respect where all roles are valued.



Various forms of Wellbeing & Employer practices: some in place, and some are suggestions from Citizens Assembly:

Communication	• Benefits statements (a comprehensive annual personalised report outlining salary and value of benefits) • Feedback on job interviews • Institutional messages easily accessible to all
Fairness	• Foster culture of equality & fairness between academic and professional staff • Eliminate gender pay gap • Demonstrated EDI values and inclusivity initiatives
Flexibility	• Hybrid working policy • 4 day week or other part-time options • Flexibility for work life balance, family friendly life stage • Extend nursery opening hours • *4 day work week, with pay for 5 days. *this item would require sanction from HEA/DPER/DFHERIS
Job Security	• Permanent contract – stability and security • COID move to permanent contract • Job security within fixed term contracts – panels for roles with transferable skills • Professional retention policy
Leave	• Clarity on all types of leave available • Menopause leave • Mental health day i.e. last Friday of every month
Life skills	• Retirement planning at earlier stage • Advisory sessions on financial advice, wills, savings, planning for future
Succession Planning	• Invest and develop succession planning process • Mapping resources – eliminate cases of single point of failure • Replacement strategy for key roles – identify future leaders • Proper handover to replacement person (2-3 months)
Wellness	• Free Employee Assistance Programme • Wellness activities via Healthy Trinity • Support for community clubs & events – choir etc • Support charity events or time off for volunteering • Free mindfulness / yoga / general wellbeing programs • More opportunities for social gatherings • Investment in office environment • Team time to foster engagement and purpose

5.5 Career Development

The area with the most suggestions was Career Development. The most common suggestion was the need for **feedback and acknowledgement**.

Career development is crucial for staff as it provides opportunities for growth, skill enhancement, and professional advancement, fostering a sense of purpose and fulfilment. By investing in their employees' career journeys, organizations not only attract and retain top talent but also cultivate a skilled workforce capable of adapting to evolving demands and driving long-term success



Various forms of Career Development: some in place, and some are suggestions from Citizens Assembly:

Clear Career paths	• Clarity on career progression pathway across all grades • Educate staff on competency framework • Career Development planning for all • Competency Framework • Capability framework for staff in addition to competency framework
Education Support/Training	• Learning & Development Programmes (annual catalogue) • Ad-hoc management development initiatives • Ad-hoc performance management at local level • Continuous Professional Development • Conference attendance, sectoral network events • External courses paid for • Opportunity for co-funded courses • Time off for learning • Central training budget to ensure fairness • Clarity on what gets supported financially
Performance Management & setting clear objectives	• Performance Chats, Annual appraisals with manager, two-way conversations • Support development of Personal Development Plans • Clarity on roles & responsibilities for decision making (RACI) • Clear objectives and KPIs linked to career development opportunities
Develop competence of line manager	• Develop communication skills of managers for improved staff engagement • Coaching skills for managers • Ability to set clear goals and give feedback
Mentoring / Coaching	• Mentoring Programme • Training to be a mentor
Personal Development	• Opportunities for stretch assignments • Conference attendance to build skills, networks and capability • Exposure to projects to improve skills • Share deep rooted knowledge – impart knowledge to others
Secondment / Work Shadowing	• Erasmus – outward staff mobility • External mobility (Civil Service) • Rotation programme for staff at early-stage career to gain broad experience • Transfer window opportunities (indicate interest in short term assignments)

6. Summary and conclusions

Our proposal is that the University would adopt a multi-faceted reward and recognition programme including a career framework, designed to foster a culture of appreciation, motivation, excellence and opportunity within our university.

Reward, Recognition and Career Framework Programme – Principles

Framework 	A structured way to show managers and staff the various options available to reward and recognise staff in each category. <table><tr><td>€</td><td>Reward</td><td>Tangible rewards with a financial value</td></tr><tr><td></td><td>Recognition</td><td>Mechanism to show acknowledgement and celebrate achievements</td></tr><tr><td></td><td>Promotion</td><td>Taking on a role at a higher level</td></tr><tr><td></td><td>Good Employer /Well-being</td><td>Providing job security, physical and psychological well-being</td></tr><tr><td></td><td>Career Development</td><td>Giving staff the tools they need to grow their careers and be the best they can be.</td></tr></table>	€	Reward	Tangible rewards with a financial value		Recognition	Mechanism to show acknowledgement and celebrate achievements		Promotion	Taking on a role at a higher level		Good Employer /Well-being	Providing job security, physical and psychological well-being		Career Development	Giving staff the tools they need to grow their careers and be the best they can be.
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	Career Development	Giving staff the tools they need to grow their careers and be the best they can be.														
Leadership Support 	Success requires commitment at leadership level to encourage and enable managers to reward and recognise staff; It requires a cultural shift towards genuine acknowledgement and development of staff as part of the rhythm and routine of the university.															
Communication and clarity 	Staff want to know what is available, when it is happening and how they can avail of it. Clarity was mentioned repeatedly throughout the process especially with regard to leave options, education support, development opportunities and more.															
Funding 	Many of the suggestions can be implemented provided funding is available. Local initiatives could be funded locally; Organisation-level items will require central funding to be set aside in the university budgeting process.															
Multi-faceted 	Each of these items suggested in this report can be considered on its own merit. A combination of items can be selected to provide something for everyone: for staff at every stage on their career journey and every level of career aspiration.															
Transparent Criteria 	We must establish clear and transparent criteria for recognising exceptional performance. Once agreed, these criteria would be communicated to all employees, ensuring fairness and equal opportunities for acknowledgment.															
Multiple Recognition Channels 	A multi-channel approach allowing recognition to flow from various sources. Managers, peers, and students can nominate employees for commendable contributions, ensuring a university-wide perspective acknowledging achievements															
Frequent Celebration 	We believe in real-time recognition, celebrating achievements promptly and regularly. This creates a positive and motivating environment, encouraging continuous excellence.															
Phased approach 	If agreed in principle, a project team will be set up to evaluating, cost and prioritise the various suggestions and develop an implementation plan. This plan will then be considered by the People and Culture Committee and if approved will be recommended to Board.															

Appendix 1

What are other public sector / civil service organisations doing:

(i) Meeting with Public Appointment Services ref 'Promotions' July 2023.

All promotions are achieved via a recruitment process. There are three types of recruitment process:

1. **Internal:** Can only move within a given department
 2. **Interdepartmental:** Can move between departments via this type of competition.
 3. **Open Competition** (includes externals): Can move within a given department, move between departments or enter a department from the external market via Open Competition
- To qualify to enter the recruitment process, one has to have two years' experience at current grade. The exception to this is Open Competition, which you can enter with less than two years' experience.
 - If people are successful via any given recruitment process, they are placed on a panel and are called from that panel when there is an opening – i.e., the process is demand-led and promotion occurs on movement to another 'bigger' role.
 - Movement between departments is seen as desirable and highly sought after.
 - .
 - The internal and interdepartmental recruitment processes are linked to the Performance Management System (PMDS) and you cannot enter the recruitment process unless you are returned as 'Satisfactory' via the PMDS.
 - Increments are linked to the same 'Satisfactory' grading. Tends to be a very high return of satisfactory reports.

(ii) Meeting with representative from Department of Public Expenditure NDP delivery & Reform (DPENDPR)

What DPENDPR offer:

1) Career Development

- ✓ Performance Management:

PM is monitored and mandatory in DPNDPR. Line managers perform it with their incumbents 3 times per year. Objectives are set in January, reviewed in a mid-year review and closed out at year end.

Mentoring & coaching:

- ✓ Only offered to those at senior leadership grades. Mentors are sourced from an external specialist company (EL could not remember name).
- ✗ Those in non-Senior Management positions are not offered mentorship. They have on occasion requested a mentor and this has occasionally been entertained on a case-by-case basis depending on the reason for the request and potential benefit of the arrangement.

L&OD opportunities:

- ✓ DPNDPR offer a Civil Service-learning library where staff can engage in mini courses as and when required. Similar to what we do in TCD, emails are regularly sent out with a list of available mini courses and staff sign up when they wish.
- ✓ There are fixed annual education programmes in DPNDPR such as the "Certificate in public expenditure and financial management" this would be similar to a professional qualification (not HETAC). Any staff member in DPNDPR can sign up and it is fully funded.
- ✓ Educational assistance is offered where the course is directly related to your current job. IE: paid CIPD course for HR staff. But if you leave within 2 years of graduation you must pay the cost of the course back to DPNDPR.

2) Promotions

- ✓ DPNDPR have annual promotions calls linked to recruitment opportunities. Applicants must have at least “met expectations” in their most recent performance review and must have been in DPENDPR for a minimum of 2 years.

How it works:

- 1) Announcement goes out calling for applicants at X grade to apply for opportunities at Y grade.
IE: All executive Officers are invited to apply for a promotional call for positions at Administrative Officer grade.
- 2) All qualifying applicants are invited to interview. There is a benchmark pass grade and certain criteria measured at the interview.
- 3) All candidates who scored above the benchmark are ranked on a panel from 1 – 30 (let’s say 30 people scored sufficiently at interview)
- 4) As recruitment opportunities arise during the following year candidates from the promotional panel are offered to be directly appointed to the recruitment roles. IE: candidate 1 on the panel is offered to be directly assigned to the first recruitment competition that crops up for a role at Administrative Officer grade. Then candidate 2 on the panel list gets offered the next role etc etc.
- 5) The higher salary is paid out when you have started in the new role (no backdates)

Candidates can refuse the roles they are offered but then they are off the panel and must apply again the next year.

The panel is valid until the next call. If you were at the end of the panel and no job came up, you have to apply again next time.

EL said highly specialised more senior roles (qualified accountants) might have more difficulty in this process as they cannot just accept a higher-level role not in their area.

- ✗ There is no promotion in post
- ✗ There is no role grading

3) Reward and Recognition

- ✗ No public acknowledgement of good performance (provost award type systems etc)
- ✗ No bonuses
- ✗ No Vouchers or small benefits exemptions
- ✗ No team days (days out for high performing teams)
- ✗ No bravo awards (applause points on IT system)
- ✗ No additional paid time off for performance
- ✓ They have additional annual leave days for long service
- ✓ As an informal award they have brought high performers on necessary working trips. Example: DPENDPR work closely with the EU and often have to travel abroad for meetings. High performers have on occasion been invited to attend these trips by means of a learning exercise in their field and reward.

4) Good Employer

- ✗ No additional paid time off for good work
- ✗ They do not take part in “Good places to work”
- ✓ There are opportunities for secondment which are advertised and open to application – they are not a reward.
- ✓ They have blended working
- ✓ EL can recall receiving “wellness packs” on a perhaps 2 occasions (bottle of water, note pad, socks etc)
- ✓ They are occasional wellness info sessions which would be offered through the L&OD learning suite (like us in TCD)

Other information:

- National Shared Services Office (NSSO) do recognition awards (voucher) for good performance.
- FAS do tangible long service awards (fancy pen for 10 years’ service, crystal vase for 25 years’ service)
- DPENDPR are considering the prospect of once off paid time off award
- The Office of Government Procurement engage in the “Good Places to work” regime

Appendix 2

Public Sector Pay Policy

Fact Sheet

Legislation / Policy	Detail	What this means
Financial Emergency Measures in the Public Interest (No. 2) Act 2009, Section 5 (irishstatutebook.ie)	“no person or body responsible for paying the remuneration of such a public servant is entitled to pay remuneration to the public servant of an amount greater than the amount so determined”	Trinity does not have discretion to pay employees at rates of pay outside agreed public sector approved pay scales
Circular letter 08/2019 Public Sector Pay and Pensions Division in DPER	“Government policy continues to be that starting pay on recruitment from open competition for all posts within the public service should be at the minimum of the relevant salary scale and should not be subject to negotiation [Duffy letter 23 Dec 2010].”	The circular reiterated that organisations do not have discretion to step outside public sector pay policy with regard to starting pay, as per initial directive in Jan 2010.
Circular letter 09/2021 Public Sector Pay and Pensions Division in DPER	“the Minister for Public Expenditure and Reform to convey the following instructions to Departments / Offices with regard to the application of adjustments to civil service pay in accordance with the Public Service Pay and Pensions Act 2017.”	This circular gave sanction to the university to apply pay restoration (reversal of FEMPI). Trinity does not have the authority to amend pay without express permission.
Universities Act 1997 https://www.irishstatutebook.ie/eli/1997/act/24/enacted/en/html	“(a) the efficient use of its available resources, the requirements of accountability for the use of moneys provided to it by the Oireachtas and the policy relating to pay and conditions in the Public Service as determined from time to time by the Government, Subject to subsection (5), there shall be paid by a university to the employees of that university, such remuneration, fees, allowances and expenses as may be approved from time to time by the Minister with the consent of the Minister for Finance. (5) (a) A university may depart from levels of remuneration, fees, allowances and expenses approved under subsection (4) where the governing authority is satisfied that it is necessary to meet the objects of the university, but may do so only in accordance with a framework which shall be agreed between the universities and An tÚdarás”	Salaries, allowances and expenses may be paid to employees only where they are agreed with DoES/DFHERIS/HEA/DPER
Grant Allocation letter 2017 HEA to Trinity College	“Universities were advised in July 2012 of the approach agreed by the HEA for dealing with the unauthorised payments and allowances identified by the C&AG arising from its Special Report No 75 'Irish Universities- Resource Management and Performance”	Non-compliance with public sector pay policy may result in penalties to the university's recurrent grant funding
Audit	C&AG annual audit reviews all pay variances including those arising from academic promotion, increments, national pay agreements, allowances and overtime	Any pay increases arising from promotion would require sanction from DFHERIS/ DPER

Appendix 3

Promotions for Professional Staff

Fact Sheet

Stats for last promotions round (2017) 	315 applications	Outcomes: 12 progressions (4%) 43 accelerated advancement (13%) 97 promotions (31%) 163 not promoted (52%)
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Cost of 2017 promotions round €	Projected additional cost over 10 year period €9.4m	Projected Additional cost Per annum €944,000 (as at 2018 salary levels)
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Other Universities 	UCD: Job Sizing for Professional Staff up to AO1 grade and 4 year eligibility period. Policy sanctioned by Dept of Education & Skills after waiting period. https://www.ucd.ie/hr/promotionsgrading/jobsizing/ No process for personal promotions	DCU: Promotion via competition for Professional Staff, with some competitions confined to those at the grade immediately below. Link no longer available
	UCC: Following a Labour Court ruling in 2014, promotions reinstated with quota https://www.ucc.ie/en/hr/promotions/adminpromo/ Successful applicants may be assigned to any role at the grade.	Uni of Galway: Job Sizing for professional staff for limited grades & 4 year eligibility period. Grading of Posts - University of Galway No process for personal promotions
	Maynooth Uni New process for promotions for professional staff, for junior grades. https://www.maynoothuniversity.ie/human-resources/administrative-promotions	Uni of Limerick Job Sizing for Professional Staff up to AO1 grade and 4 year eligibility period. Professional staff promotion via competition. https://www.ul.ie/media/36488/download?inline

Appendix 4: Summary list of suggestions from Citizens' Assemblies

Theme & suggestion	No. of times	Total
Career Development		
Education Support/Training	67	
Performance Management/Clear Objectives	62	292
Personal Development	57	37%
Mentoring/Coaching	55	
Secondment/Work Shadow	36	
Develop Competency of Managers	15	
Good Employer & Wellbeing		
Leave	55	
Flexibility	47	
Wellness	29	
Succession Planning	20	209
Communications	15	26%
Fairness/Transparency	13	
Job Security/Permanency	12	
Retention	11	
Title	5	
More Resources	2	
Reward		
Subsidies	72	
Voucher	33	132
Bonus	16	17%
Fee Remission	11	
Recognition		
Recognition (Non-Monetary)	52	71
Long Service Recognition	19	9%
Promotion		
Promotion/Pay	64	64
Other		
Other	31	31
		4%
Grand Total	799	799

