Survey Analysis

On behalf of the School of Engineering

In support of an application for the Athena SWAN Charter

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

November 25, 2019

Survey Process

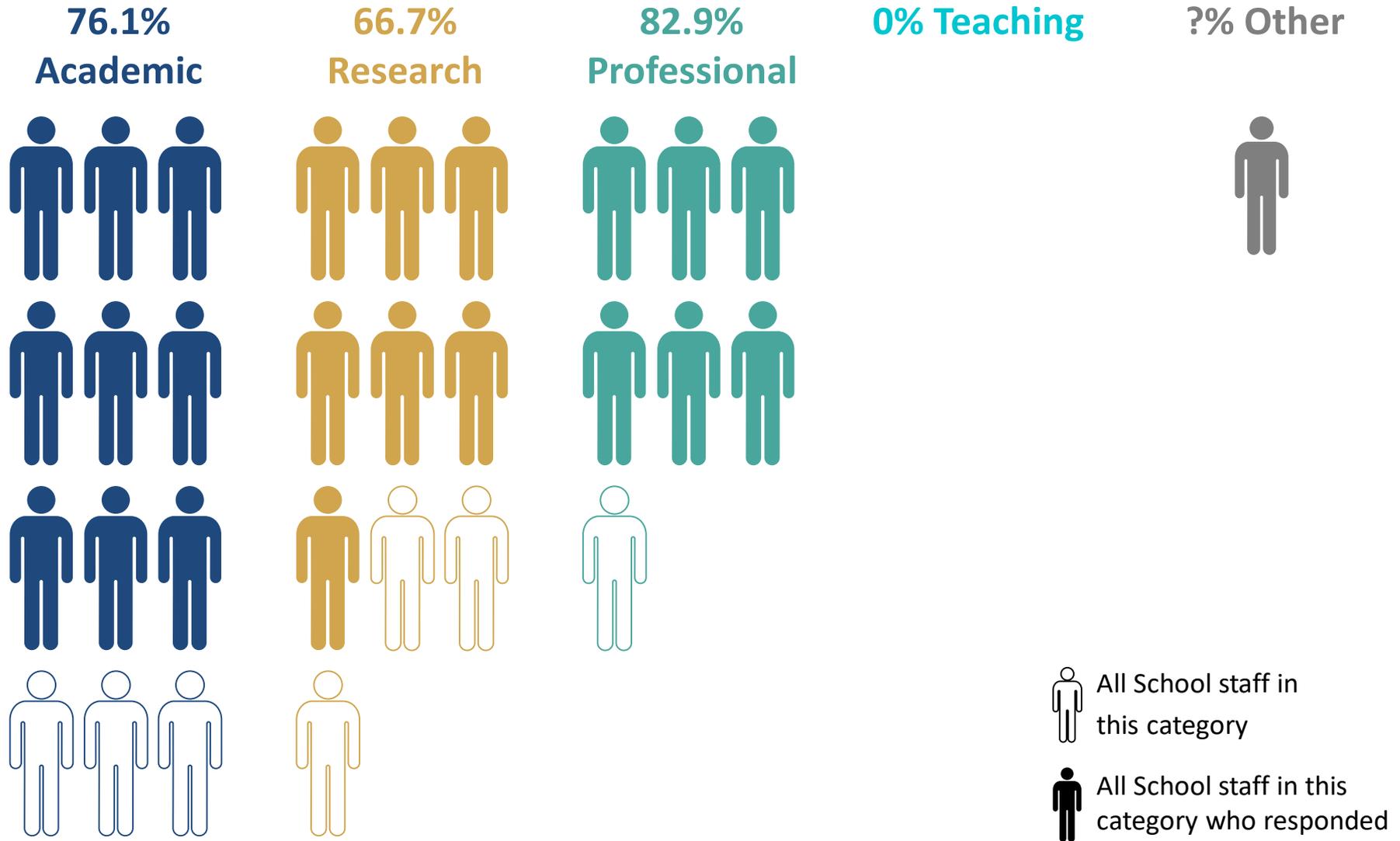|	
Sept/Oct 2019	Survey devised and agreed within the School of Engineering, TCD
25 Oct 2019	Email sent from Chair of SAT saying to expect survey
29 Oct 2019	Email sent from School Office to pre-empt the survey circulation
29 October 2019	Survey circulated by email by School of Engineering (183 on circulation list)
1 to 6 Nov 2019	3 reminder emails circulated to non-respondents
7 November 2019	Survey responses forwarded to Polwarth Strategy for analysis (total n=131, or 72% of those circulated)

Presentation Structure

1. Analysis of survey response
2. Workplace culture
3. Share of workload & responsibilities
4. Commitments outside of work
5. Leave
6. School HR policies
7. Career progression & gender
8. Bullying & harassment
9. Participation in relevant college initiatives

Analysis of Survey Response
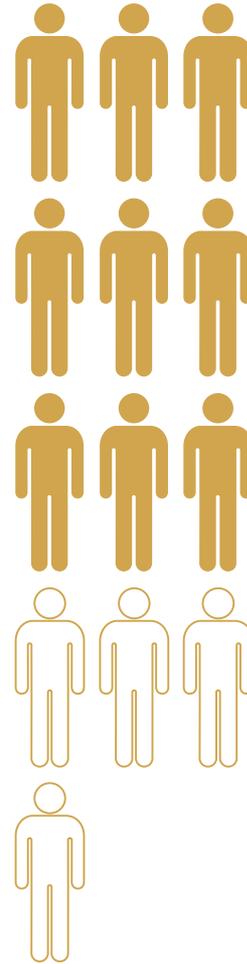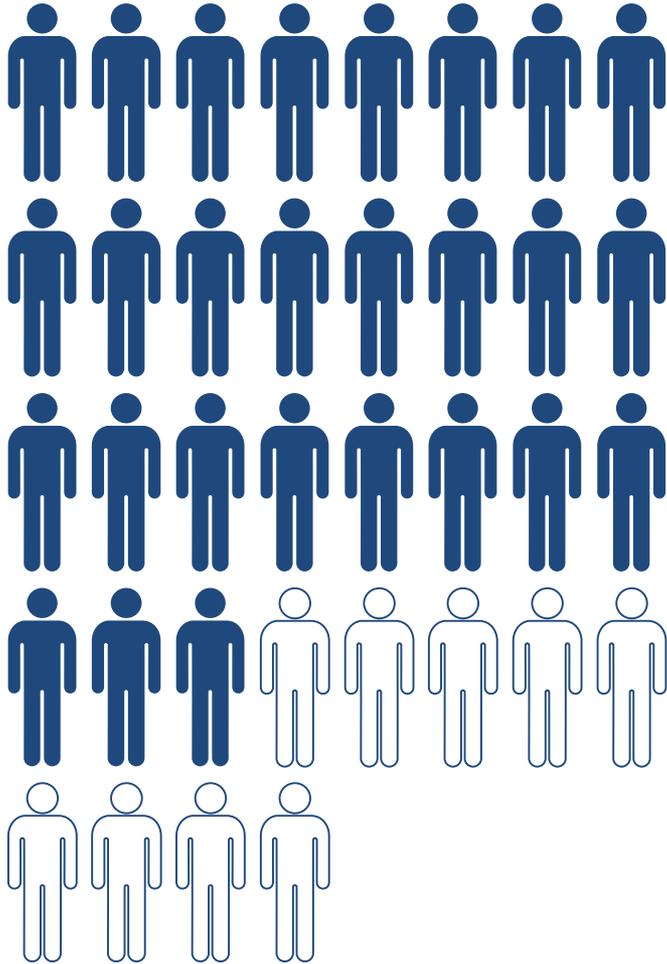
Response rate by grade (as % of School) (n=131)

76.1%
Academic

66.7%
Research

82.9%
Professional

0% Teaching

?% Other

All School staff in this category

All School staff in this category who responded

Response rate by gender (as % of School) (n=129)

75.6% Male

73.3% Female

Note: responses from participants identifying themselves as 'gender non-binary' have been excluded from this and subsequent gender-disaggregated analyses, for reasons of confidentiality.
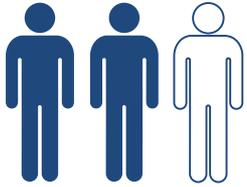
All School staff in this category

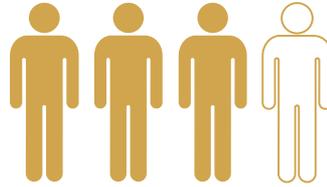All School staff in this category who responded

Response rate by gender/grade (as % of School) (n=128)
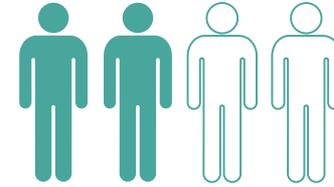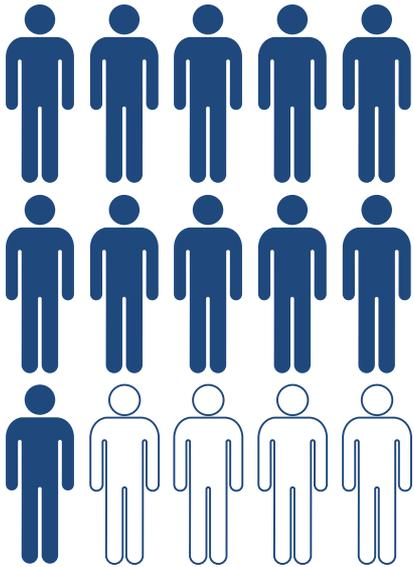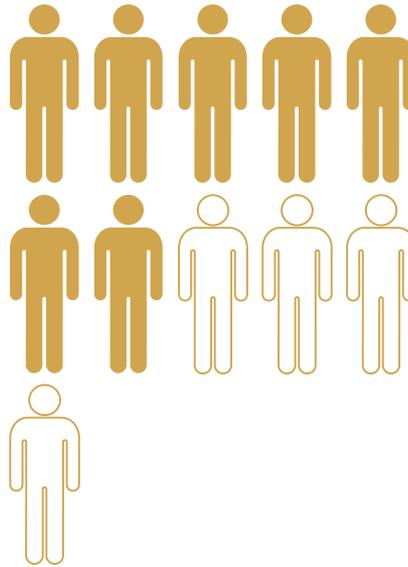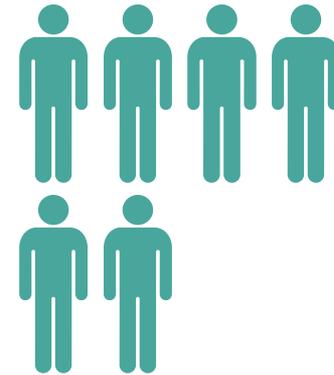
Characteristics of survey respondents (as % of total response)

Survey Response (by age) (n=131)

Under 30 years	11%
30 to 39 years	36%
40 to 49 years	24%
50 to 59 years	16%
Over 60 years	11%
Prefer not to say	3%
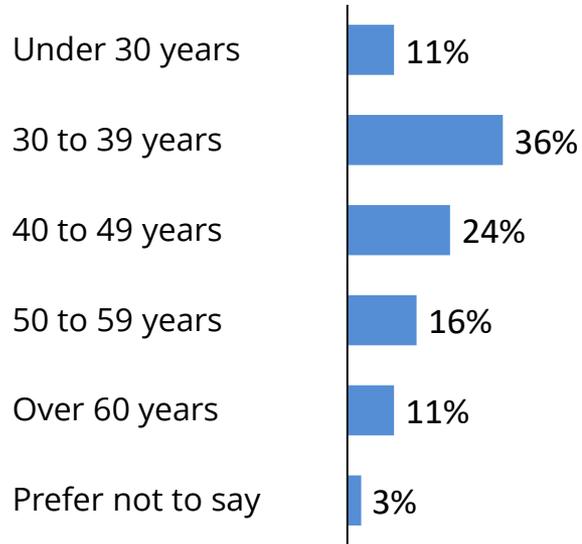
Survey Response (by contract type) (n=131)

Permanent	44%
Contract of indefinite duration	9%
Fixed term/specific purpose	38%
Tenure track	5%
Other	4%
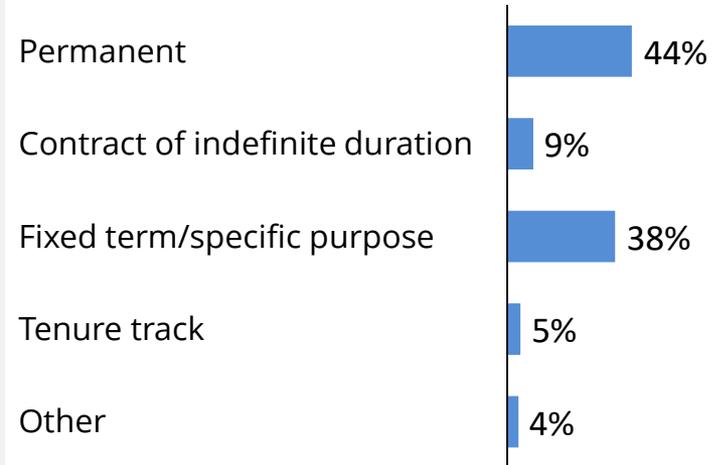
Survey Response (by time at grade) (n=131)

Less than 12 months	17%
1-5 years	53%
6 to 10 years	13%
10+ years	17%
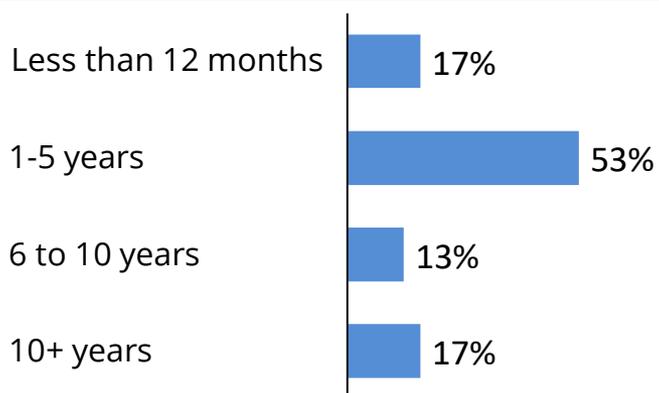
Survey Response (by FT/PT) (n=131)

Full time	92%
Part time	8%

Characteristics of survey respondents (as % of total response)

Legend: No (tan) | Yes (dark blue) | Not heard of (gray)

Do they have a research center affiliation? (n=131)
- 64.1% No
- 35.9% Yes

Have they taken the online 'LEAD' course in TCD? (n=131)
- 41.2% No
- 23.7% Yes
- 35.1% Not heard of
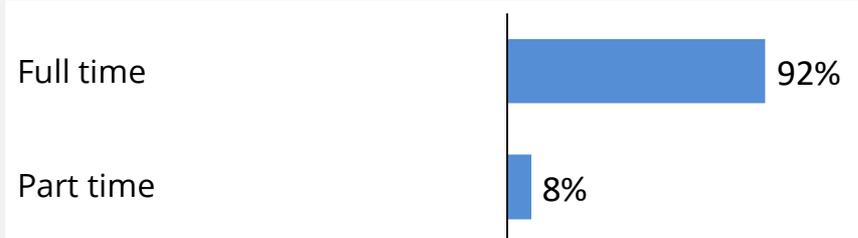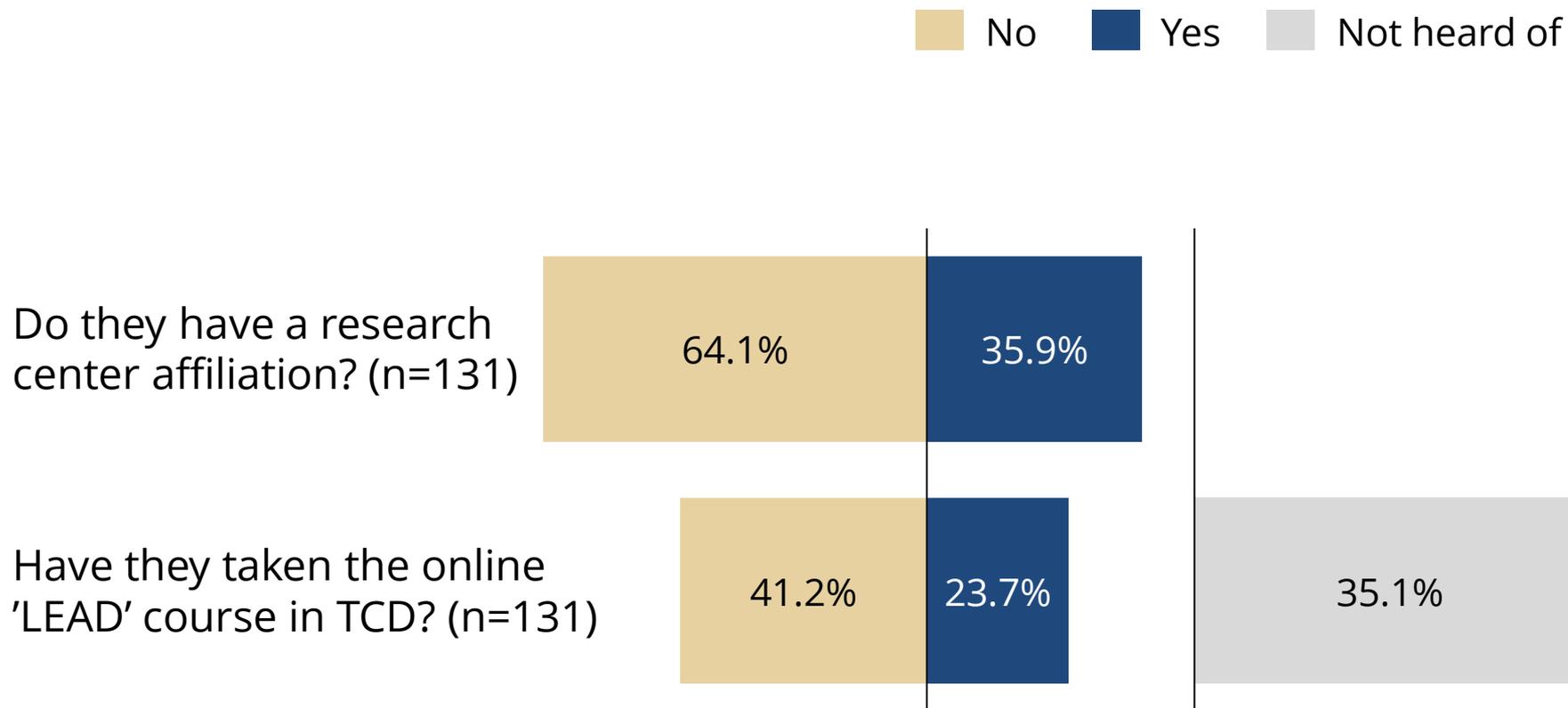
Topline Findings*

- Strong agreement that the School culture is friendly, collaborative & respectful **(slides 13-15)**

- Similar proportions of men & women (c. two thirds) are in agreement that the School supports diversity. However, they differ in their perceptions of the level to which: staff are treated equally regardless of gender; women & men are equally visible as role models; School culture is non-discriminatory, inclusive & non-sexist **(slides 12-15)**

- 18% of women felt their gender had impacted on their promotion prospects **(slide 37)**. However 70% of women, in comparison with 51% of men, were happy where they were at present with regard to their grade attainment **(slide 39)**

- Many staff disagreed that culture was 'non-stressful' **(slide 15)**

- Only very few (<3% of either men or women) were 'aware of' the named sexual harassment behaviours in the School, however 30% of women were aware of sexist remarks, teasing etc **(slides 45 to 50)**

- There was general dissatisfaction with workload, with some differences by grade & gender. Contributions in research appeared to be recognised above other areas **(slides 18 to 21)**

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* Relevant comments on this topic made elsewhere in the survey have also been included in this and subsequent slides, where relevant.

Workplace Culture

Perceptions of equality

Patterned bars indicate significantly different responses between groups.

■ Strongly disagree ■ Disagree ■ Neither Agree not disagree ■ Agree ■ Strongly agree

I feel that my School supports diversity: (n=129)*

	Disagree %		Agree %
Male	7%		66%
Female	3%		67%
Total	6%		66%

I feel that staff are treated equally within my School regardless of gender: (n=129)*

	Disagree %		Agree %
Male	6%		80%
Female	18%		58%
Total	9%		74%

Women and men and are equally visible as role models within the School of Engineering (n=129)**

	Disagree %		Agree %
Male	26%		56%
Female	55%		30%
Total	33%		50%

-100%   -50%   0%   50%   100%
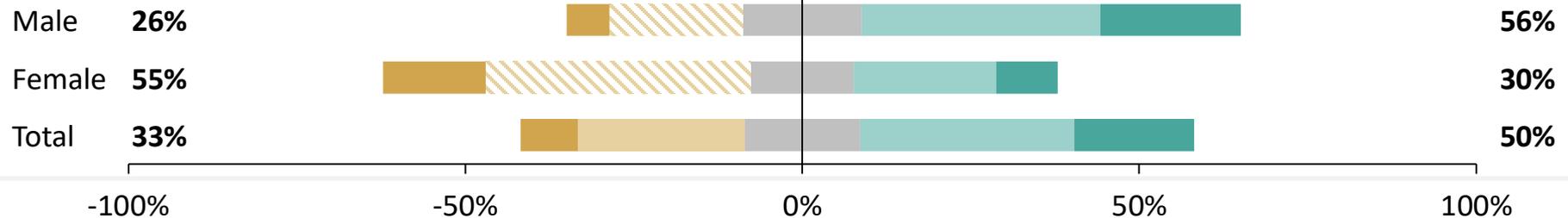
*The assumptions of the chi square test were not met for this analysis.

** There is a significant association between gender and the overall pattern of responses on this question (chi square test, (p<0.5))

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I feel I am treated unfavourably because of other "protected charcteristics" (e.g. sexual orientation, ethnicity etc)

I feel that I am treated unfavourably
(n=85)

Always	1.2%
Occasionally	1.2%
A few times	10.6%
Never	38.8%
Not applicable	48.2%

100%

I feel that others are treated unfavourably
(n=85)

Always	1.2%
Occasionally	5.9%
A few times	22.4%
Never	70.6%

100%
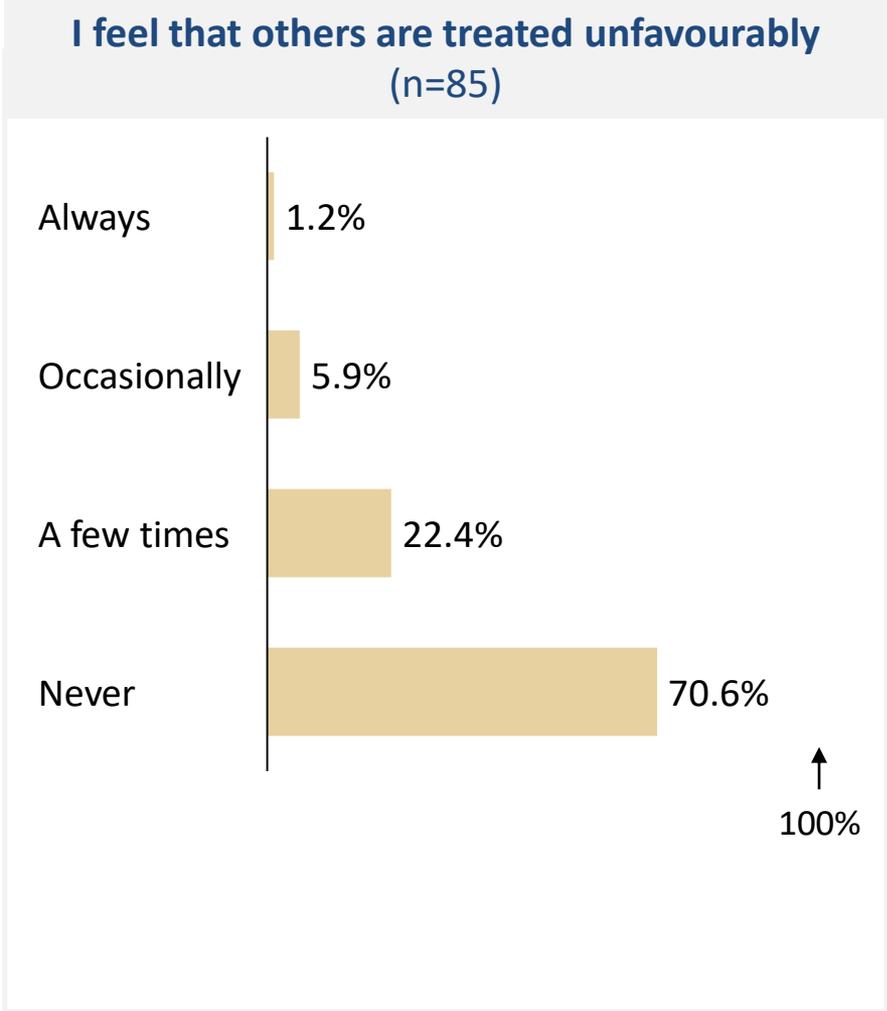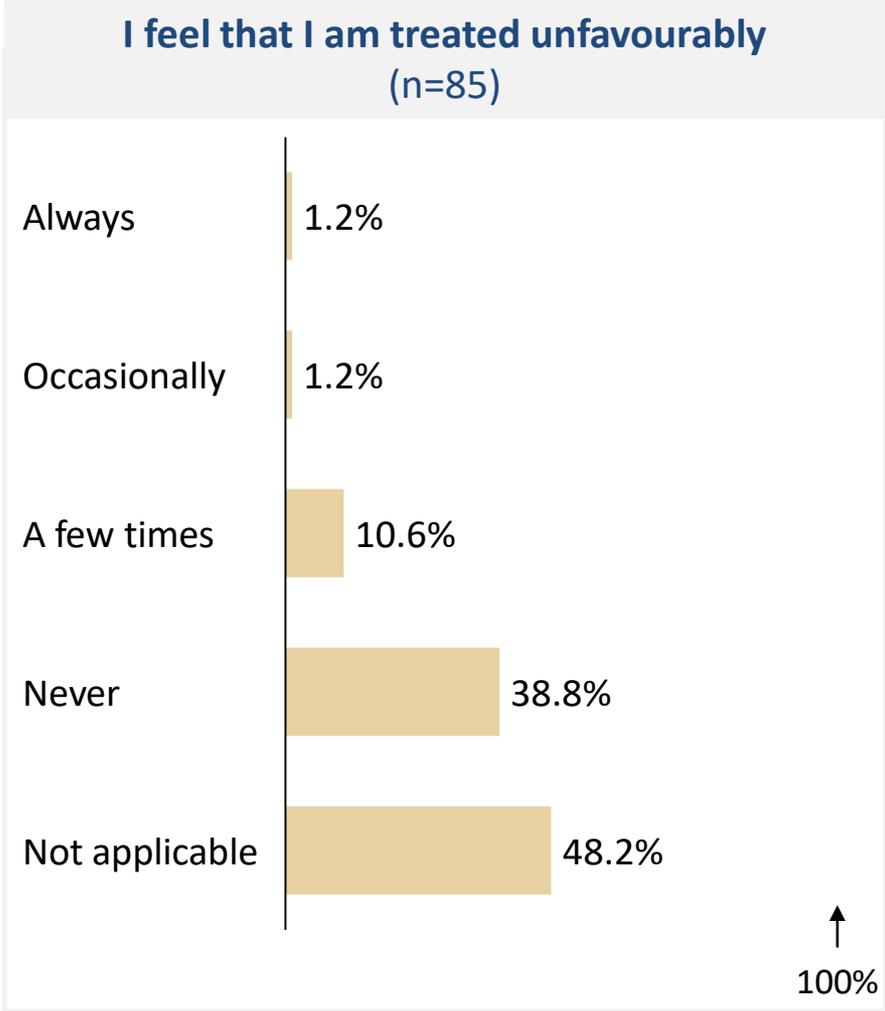
Perceptions of cultural characteristics (1/3) (n=128)

Patterned bars indicate significantly different responses between groups.

Legend: ■ Strongly disagree ■ Disagree ■ Neither Agree not disagree ■ Agree ■ Strongly agree

Friendly*

	Disagree		Agree
Male	6%		85%
Female	12%		82%
Total	8%		84%

Collaborative*

	Disagree		Agree
Male	11%		66%
Female	21%		64%
Total	13%		66%

Non-discriminatory*

	Disagree		Agree
Male	7%		86%
Female	9%		70%
Total	8%		82%

-100%   -50%   0%   50%   100%

* The assumptions of the chi square test were not met for this analysis, so any association between gender and the overall pattern of responses could not be tested.
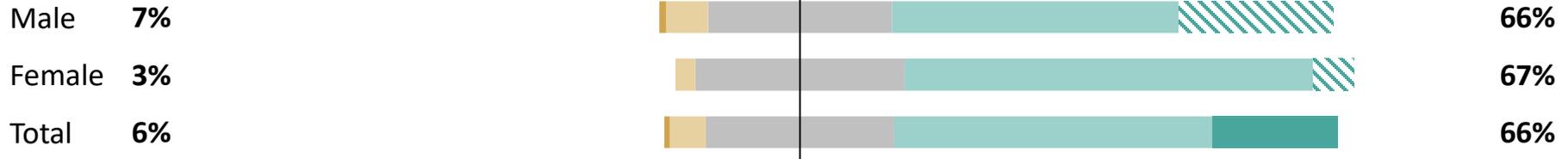
Perceptions of cultural characteristics (2/3) (n=128)

Patterned bars indicate significantly different responses between groups.

■ Strongly disagree ■ Disagree ■ Neither Agree not disagree ■ Agree ■ Strongly agree

Supportive

Male	17%	60%
Female	30%	64%
Total	20%	61%

Inclusive*

Male	8%	75%
Female	18%	64%
Total	11%	72%

Non Sexist**

Male	2%	83%
Female	24%	58%
Total	8%	77%

-100%   -50%   0%   50%   100%

* The assumptions of the chi square test were not met for this analysis, so any association between gender and the overall pattern of responses could not be tested.

** There is a significant association between gender and the overall pattern of responses on this question (chi square test, (p<0.5))
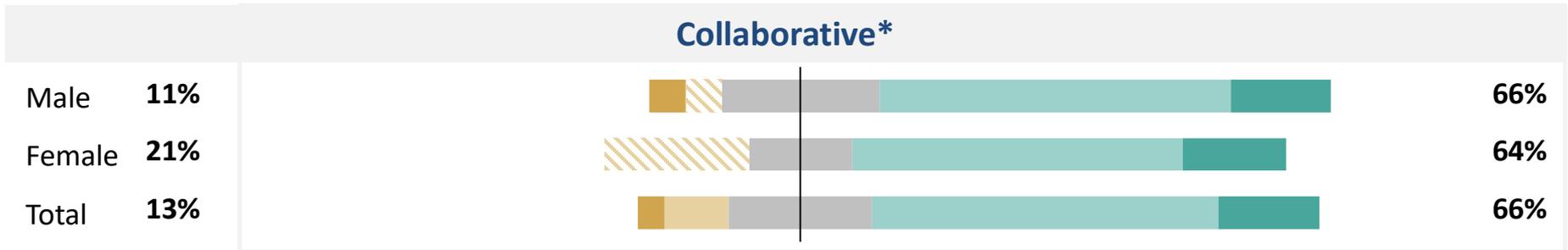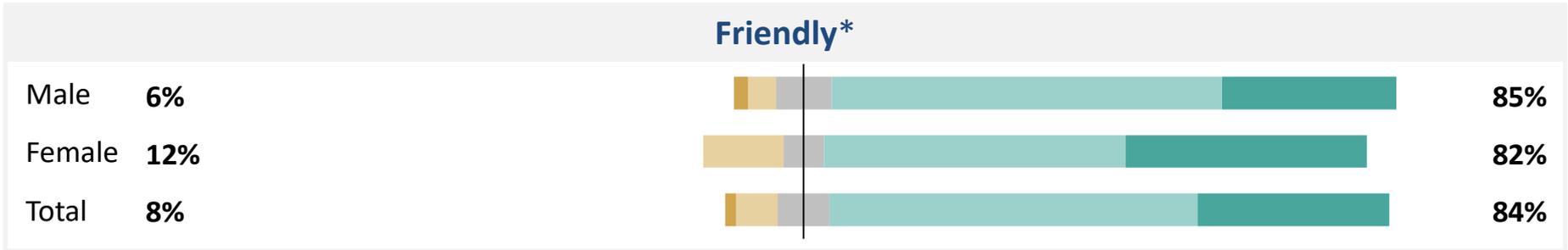
15

Perceptions of cultural characteristics (3/3) (n=128)

Patterned bars indicate significantly different responses between groups.

Legend: Strongly disagree | Disagree | Neither Agree not disagree | Agree | Strongly agree

Diverse
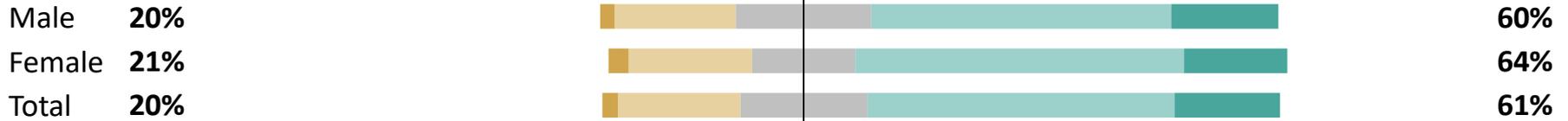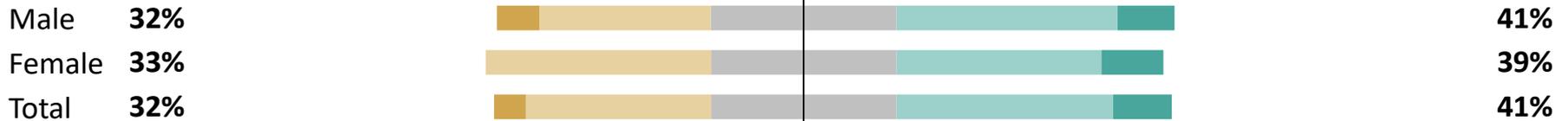
	Disagree		Agree
Male	20%		60%
Female	21%		64%
Total	20%		61%

Respectful*

	Disagree		Agree
Male	6%		87%
Female	9%		76%
Total	7%		84%

Transparent*

	Disagree		Agree
Male	32%		41%
Female	33%		39%
Total	32%		41%

Non-stressful

	Disagree		Agree
Male	37%		28%
Female	39%		30%
Total	38%		29%

Axis: -100% -50% 0% 50% 100%

* The assumptions of the chi square test were not met for this analysis, so any association between gender and the overall pattern of responses could not be tested.

Feedback on workplace culture (n=32[1.])

Respondents held diverse views on this subject. Some pointed to the localised nature of culture within the School, being positive or negative depending on the area. Some individuals felt strongly that diversity was not welcomed.

- *"We are a bit of a microcosm unto ourselves: the people make it a good space and place to be in. And I'd like to think this is reflective of the School as a whole, but don't have enough experience with other parts of the School."*

- *"The School lacks diversity and gender balance, which is not unusual in an Engineering School but more could be done to improve diversity during recruitment. "*

- *"The onus is on marginalised individuals to establish an environment in which they feel comfortable, rather than it already existing"*

1. Relevant comments on slide topics made elsewhere in the survey have also been included under the relevant headings.

Share of Workload & Responsibilities

Share of workload & responsibilities

Questions posed to Academic & Research staff only.

Do you feel you are given disproportionate responsibilities for any of the following?

(n=76 out of the relevant School population of 112 within these categories (67.9%) responded)

No	53%
Teaching	7%
Research	9%
Administrative	21%
Enabling, outreach etc	1%
In more than one area	10%
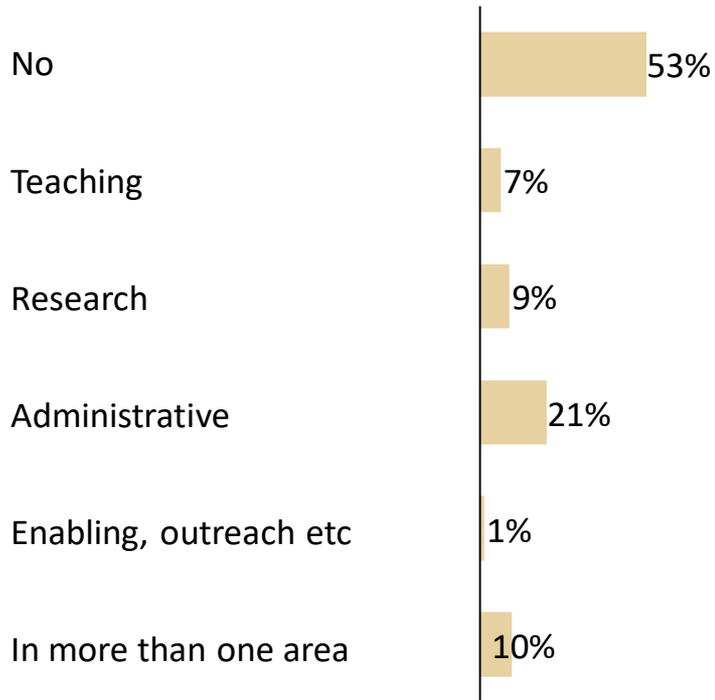
There was no difference either by gender or grade level on this measure. Staff were most likely to think that they were given a disproportionate amount of administrative responsibilities.

My School has a transparent and comprehensive workload allocation model**

(n=94 out of the relevant population of 112 within these categories (83.9%) responded)

Academic Staff ▮ **Research Staff** ▮

	Academic Staff	Research Staff
No	46.30%	12.50%
Yes	33.30%	35.00%
Unsure	20.40%	52.50%
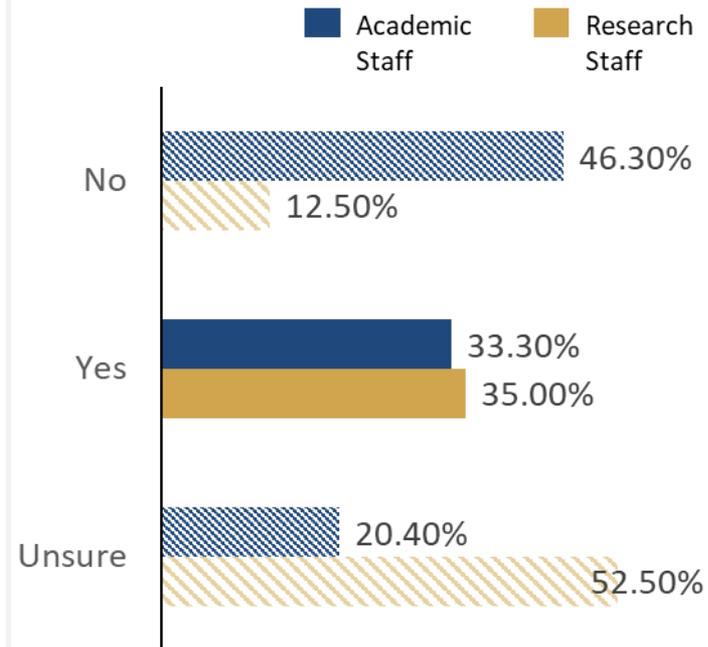
Academic staff were significantly more likely than their Research colleagues to disagree that the School's workload allocation model is transparent and comprehensive. Responses did not appear to differ by gender.

** There is a significant association between grade and the overall pattern of responses on this question (chi square test, (p<0.5))

I believe that my workload, as defined by management, is fair in comparison to my colleagues* (n=131)

Views differed significantly by grade but not gender. Research staff seem happier with the fairness of their workload, in comparison with their Academic and Professional colleagues.
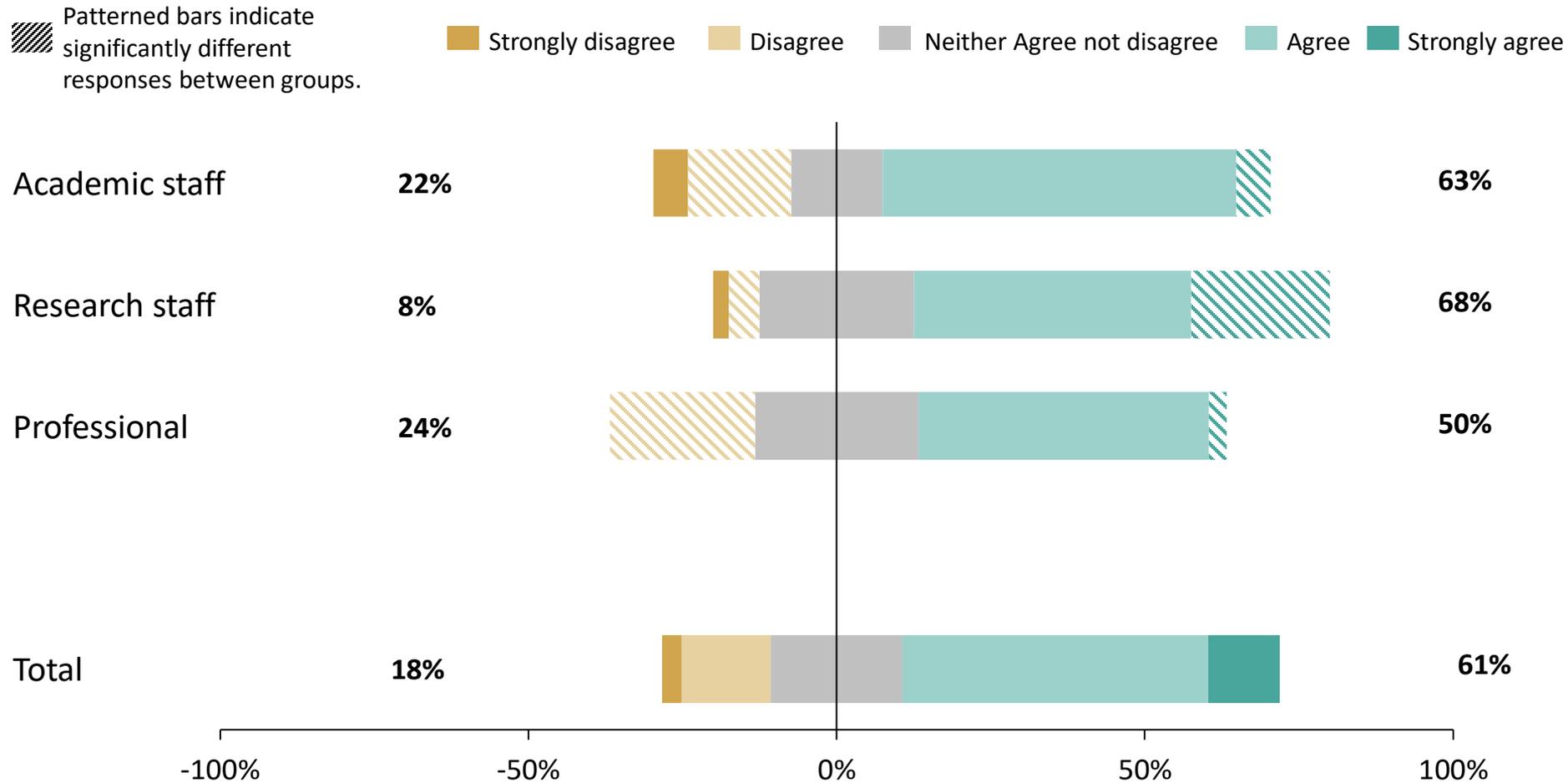
Patterned bars indicate significantly different responses between groups.

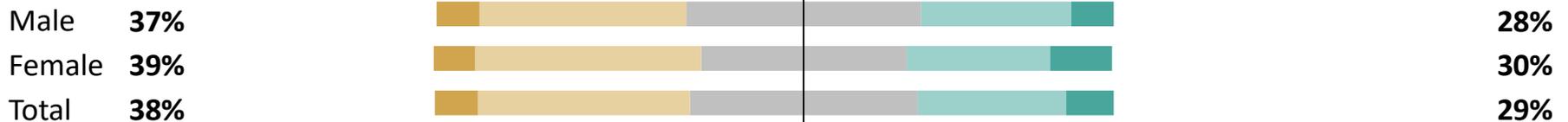Legend: Strongly disagree | Disagree | Neither Agree nor disagree | Agree | Strongly agree

Group	Disagree %	Agree %
Academic staff	22%	63%
Research staff	8%	68%
Professional	24%	50%
Total	18%	61%

* The assumptions of the chi square test were not met for this analysis, so any association between gender and the overall pattern of responses could not be tested.

Staff perceptions re. the level at which their contributions in various areas are recognised *(Research & Academic staff only)*

Staff were less likely to agree that their teaching or enabling contributions were recognised, than their research. There were no gender differences on this measure, & only very limited differences by grade.

Patterned bars indicate significantly different responses between groups.

Legend: Strongly disagree | Disagree | Neither Agree nor disagree | Agree | Strongly agree

Teaching (n=84) * — 18% ... 39%
Research (n=93) * — 15% ... 61%
Enabling/ Outreach/ Other (n=86)* — 23% ... 23%

Axis: -100% -50% 0% 50% 100%

* The assumptions of the chi square test were not met for this analysis, so any association between gender/grade and the overall pattern of responses could not be tested.

I am recognised for my contributions and achievements in administration *(Research & Academic staff only)* * (n=86)

(n=86 out of the relevant School population of 112 win these categories (76.8%) responded). Overall men were significantly more likely to disagree that their administration contributions were recognised in the School.

Legend: Strongly disagree | Disagree | Neither Agree not disagree | Agree | Strongly agree

Male	32%	28%
Female	10%	29%
Total	27%	28%

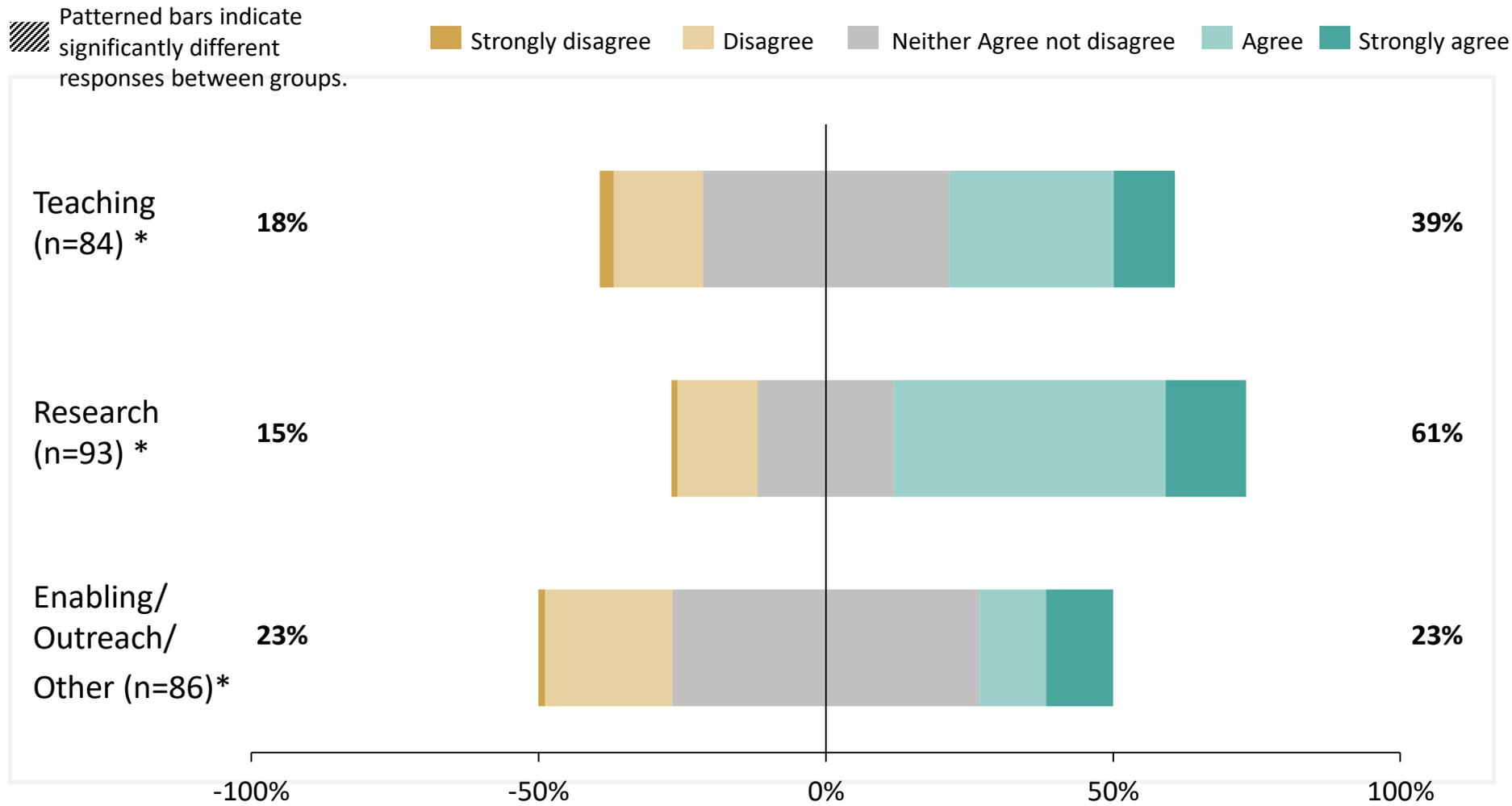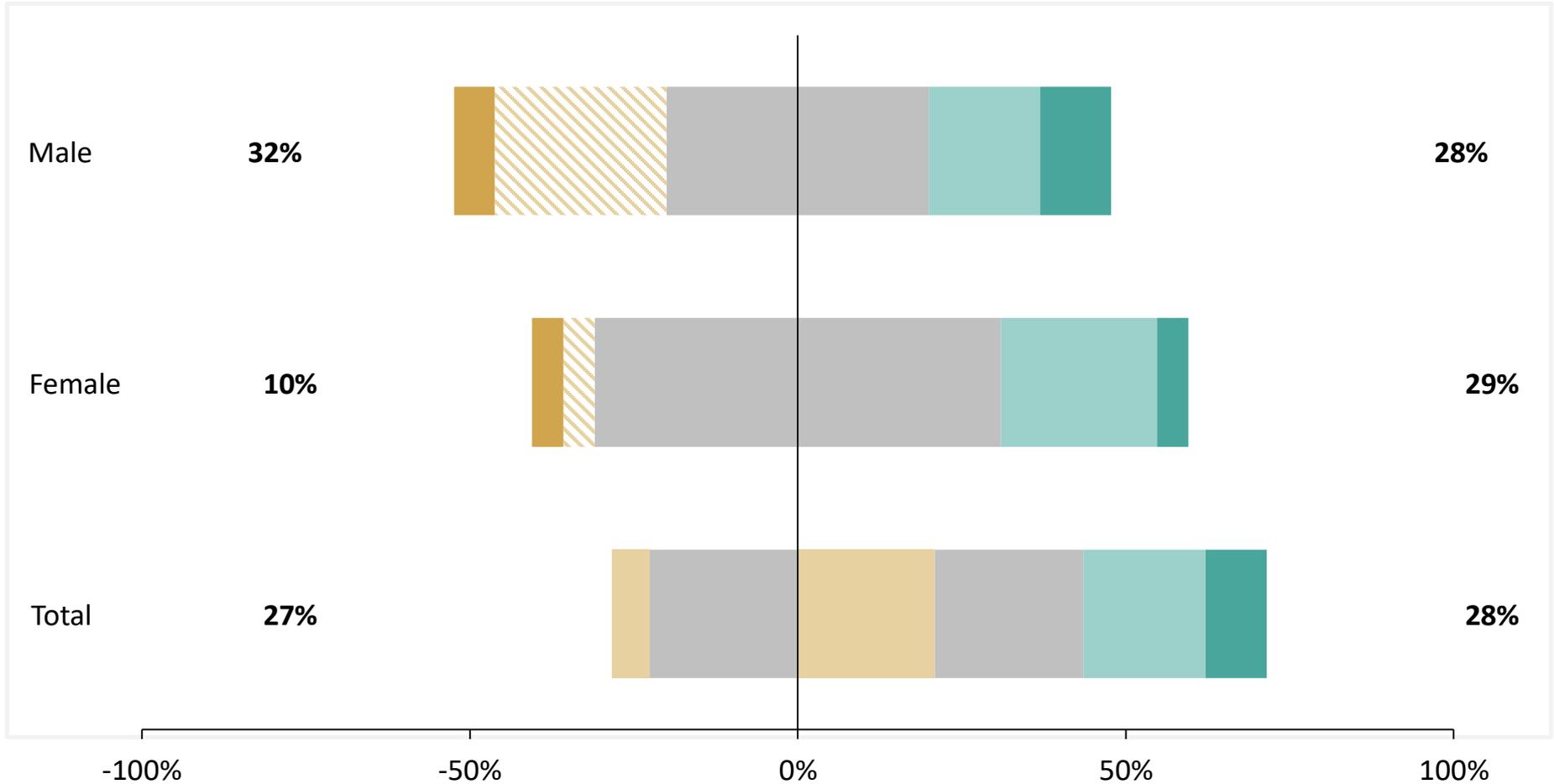*-100%   -50%   0%   50%   100%*

* The assumptions of the chi square test were not met for this analysis, so any association between gender and the overall pattern of responses could not be tested.

Feedback on workload & responsibilities (n=32)

Several respondents seemed to feel that their scope to pursue 'valuable' work was limited by their additional responsibilities – or conversely, that the areas they chose/had to prioritise, were not valued. Structures were identified as a contributing factor. Some, however, felt in control of their workload. Gender occasionally arose as an issue.

- *"I choose to be very busy research wise. Some things which I do is because I volunteer and so the fact that I work at least 50 hours a week could be my own fault!"*

- *"As an independent researcher, I set my own workload"*

- *"Administrative load continues to climb without enough regular School Admin staff to execute the tasks. "*

- *"The School has considerable issues with management and administration. Systems are unclear and administrative roles and responsibilities very unclear. "*

- *"I work in administration and it is very clear that male administration staff members will not be asked to do certain tasks that female members of staff will be. "*

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Commitments outside of work

There were no gender differences on the questions below.

Patterned bars indicate significantly different responses between groups.

How regularly do you work longer than your contracted hours* (n=123)

I never work additional hours   I sometimes work additional hours   I regularly work additional hours

Academic Staff	0%	80%
Research Staff	5%	54%
Professional	6%	30%
Total	5%	58%

Any work I do in excess of my contracted hours is recognised and appreciated by the School (those reporting they 'regularly' or 'sometimes' worked additional hours)* (n=117)

Strongly disagree   Disagree   Neither Agree not disagree   Agree   Strongly agree

Academic Staff	64%	12%
Research Staff	29%	29%
Professional	42%	29%
Total	48%	21%

-100%   -50%   0%   50%   100%

* The assumptions of the chi square test were not met for this analysis, so any association between the groups and the overall pattern of responses could not be tested.
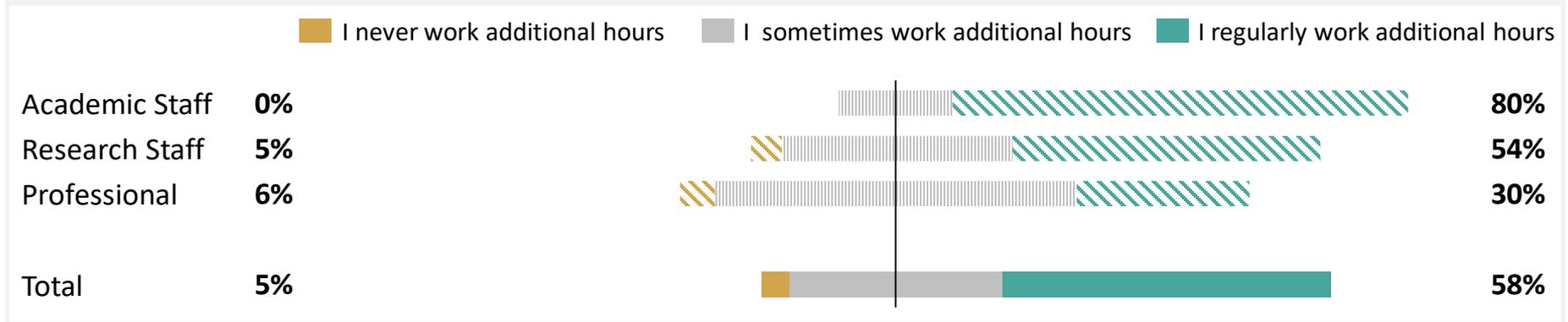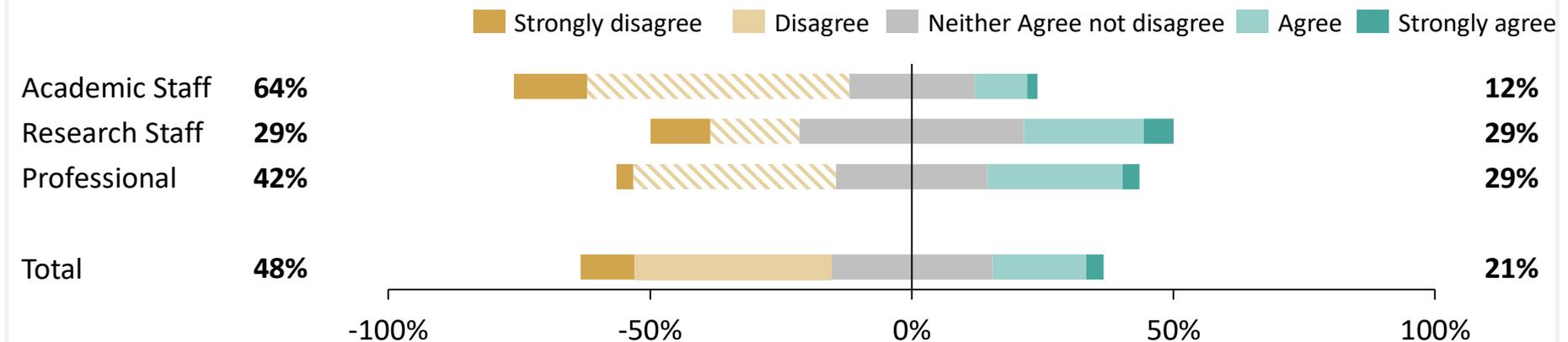
25

Work v. personal commitments (2/2)

There were no gender differences on the questions below.

Patterned bars indicate significantly different responses between groups.

Legend: Strongly disagree | Disagree | Neither Agree nor disagree | Agree | Strongly agree

I feel that I achieve an adequate balance between my work responsibilities and my home life* (n=131)

	Disagree	Agree
Academic Staff	37%	46%
Research Staff	25%	63%
Professional	21%	62%
Total	28%	55%

I feel that meetings are scheduled at a time that suits my working hours* (n=130)

	Disagree	Agree
Academic Staff	6%	87%
Research Staff	0%	93%
Professional	3%	70%
Total	3%	84%

Axis: -100% -50% 0% 50% 100%

* The assumptions of the chi square test were not met for this analysis, so any association between the groups and the overall pattern of responses could not be tested.

Do you have dependent children or caring responsibilities? * (n=131)

Research staff were less likely to have dependent children or caring responsibilities than their colleagues. There was no gender difference on this measure.

No ▮ **Yes** ▮

	No	Yes
Academic staff	-42.6%	57.4%
Research staff	-75.0%	25.0%
Professional	-44.1%	55.9%
Total	-52.7%	47.3%

* The assumptions of the chi square test were not met for this analysis, so any association between the groups and the overall pattern of responses could not be tested.
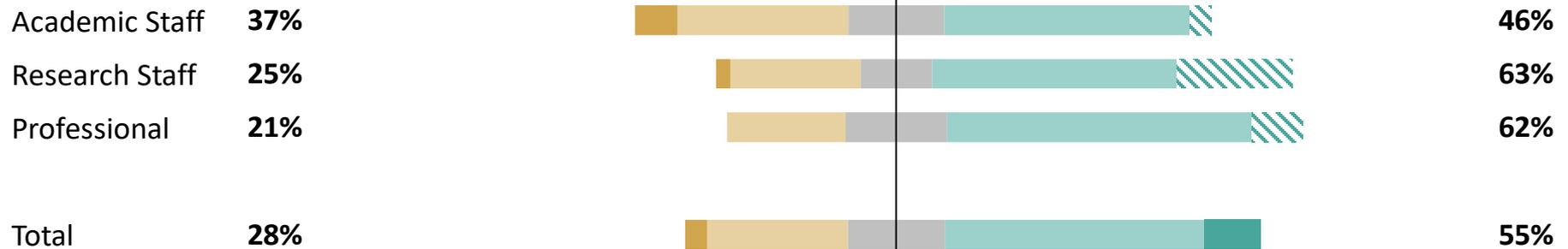
Number and type of dependents (n=62)
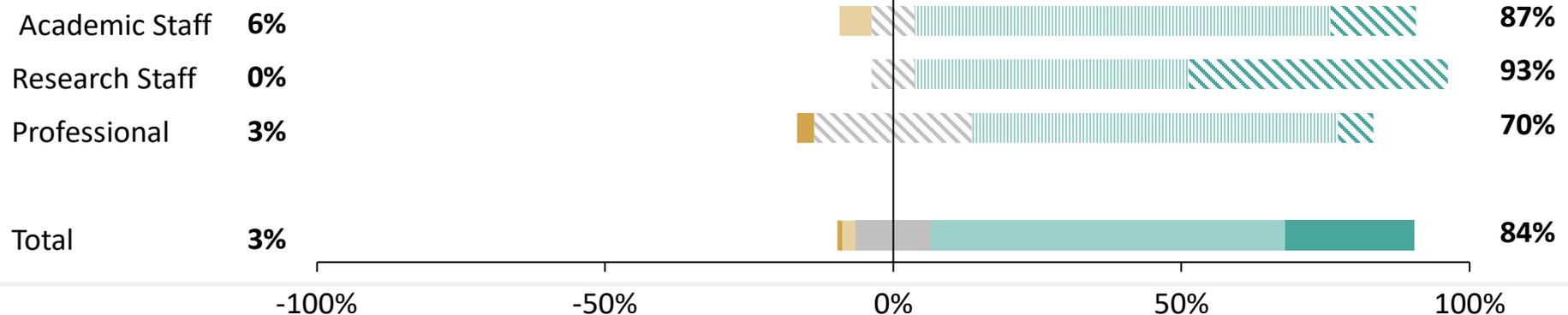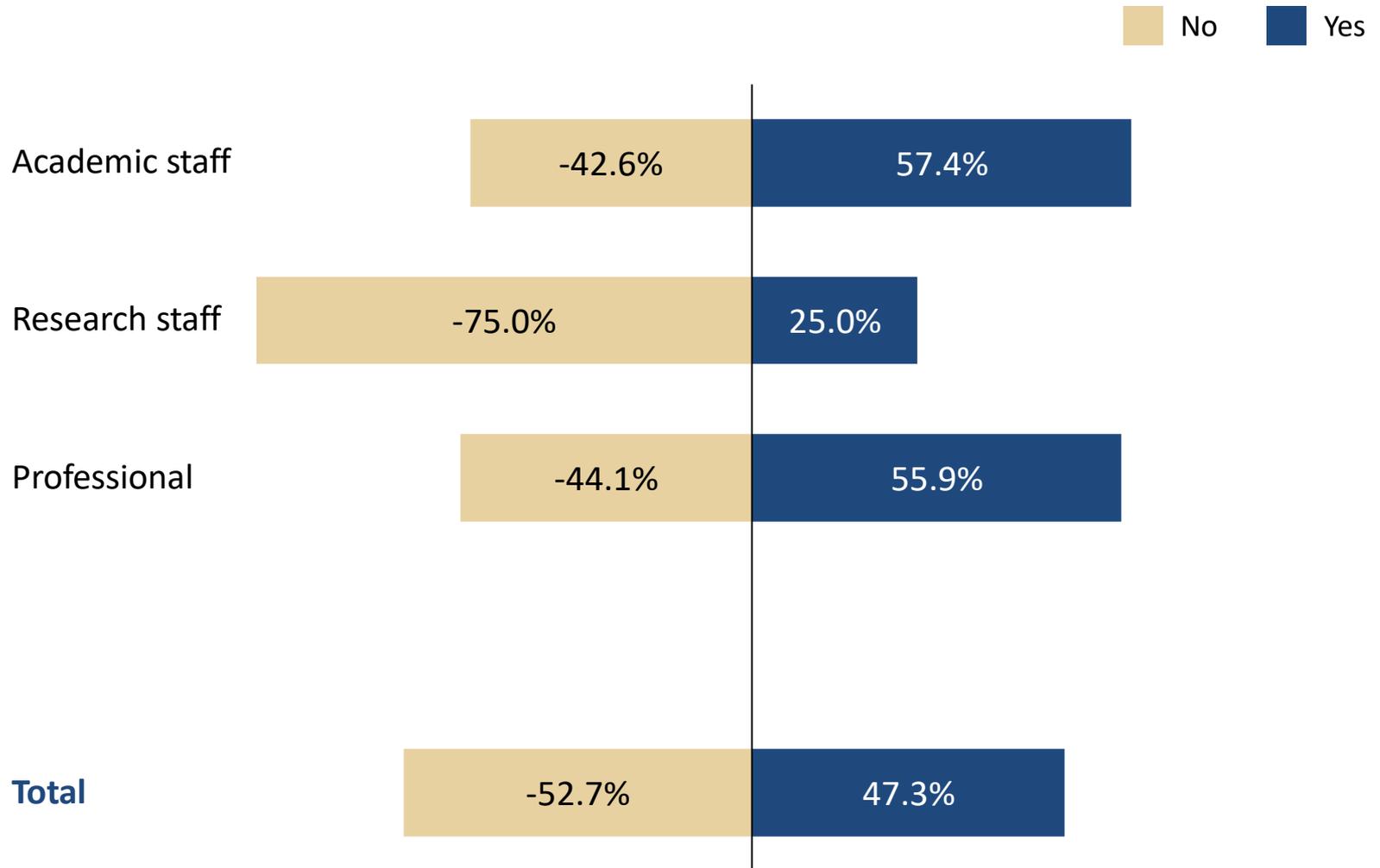
47.3% of respondents had a caring responsibility of some sort. Of these, over a third had at least one dependent child of between 5 and 10 years old.

Legend: ■ 0 ■ 1 ▢ 2 or more

Category	0	1	2 or more
Dependent children younger than 5	71	19.4	9.7
Dependent child between 5 and 10 years old	66.1	14.5	19.3
Dependent child between 10 and 15 years old	82.3	11.3	6.5
Dependent child between 15 and 18 years old	90.3	8.1	1.6
Caring for a disabled child	98.4	1.6	
Eldercare	79	11.3	9.7
Caring for a sick relative	93.5	4.8	1.6
Other	96.8		3.2
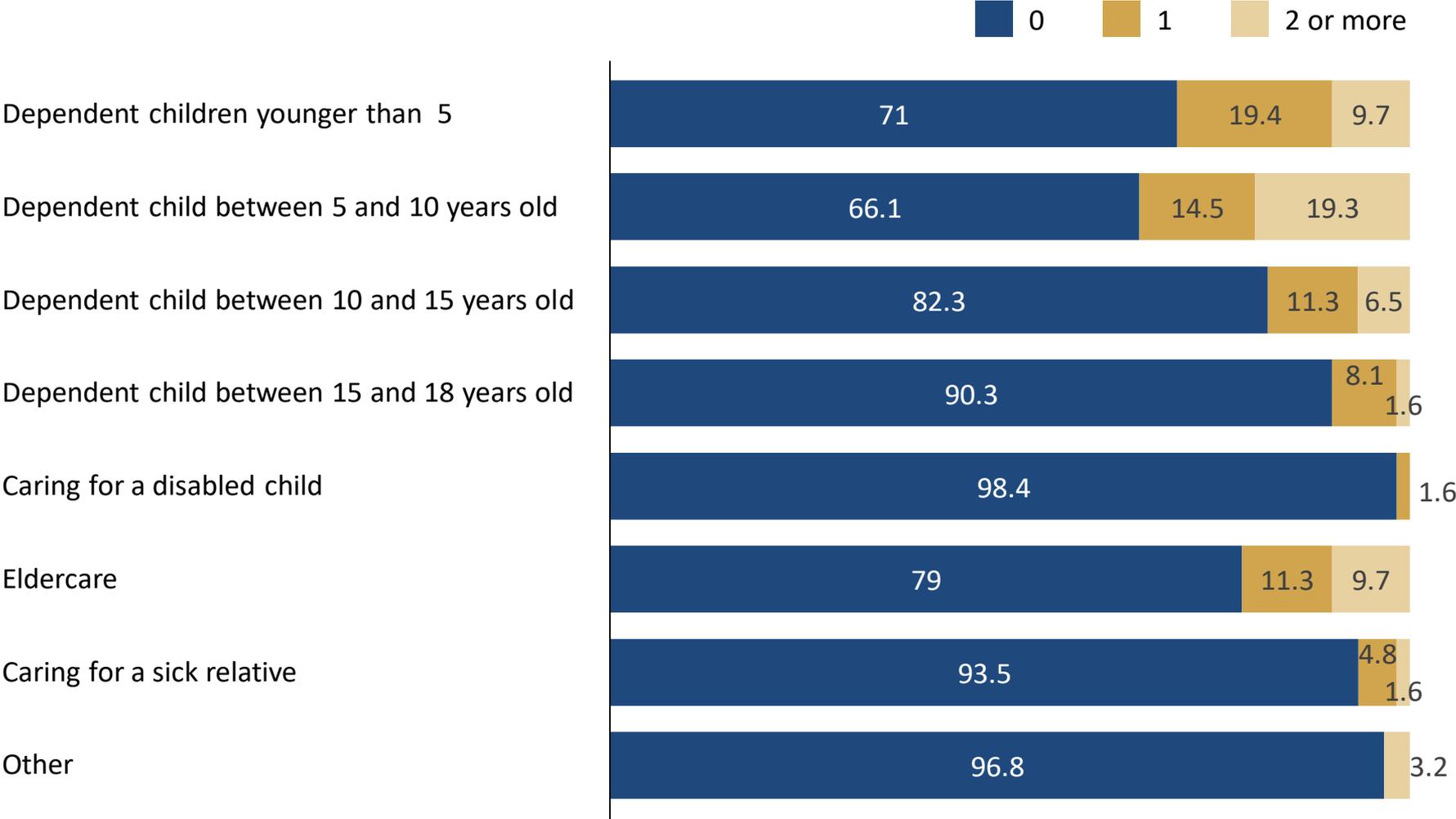
Managing work & personal commitments (all who responded that they had caring responsibilities) (n=62)

Approximately half of all respondents had paid for care, and a similar proportion had been prevented from traveling off-campus for meetings or conferences, due to their caring commitments. Almost a third relied on family or friends for unpaid care. There were no gender differences on these questions.

Legend: No (tan) | Yes (dark blue)

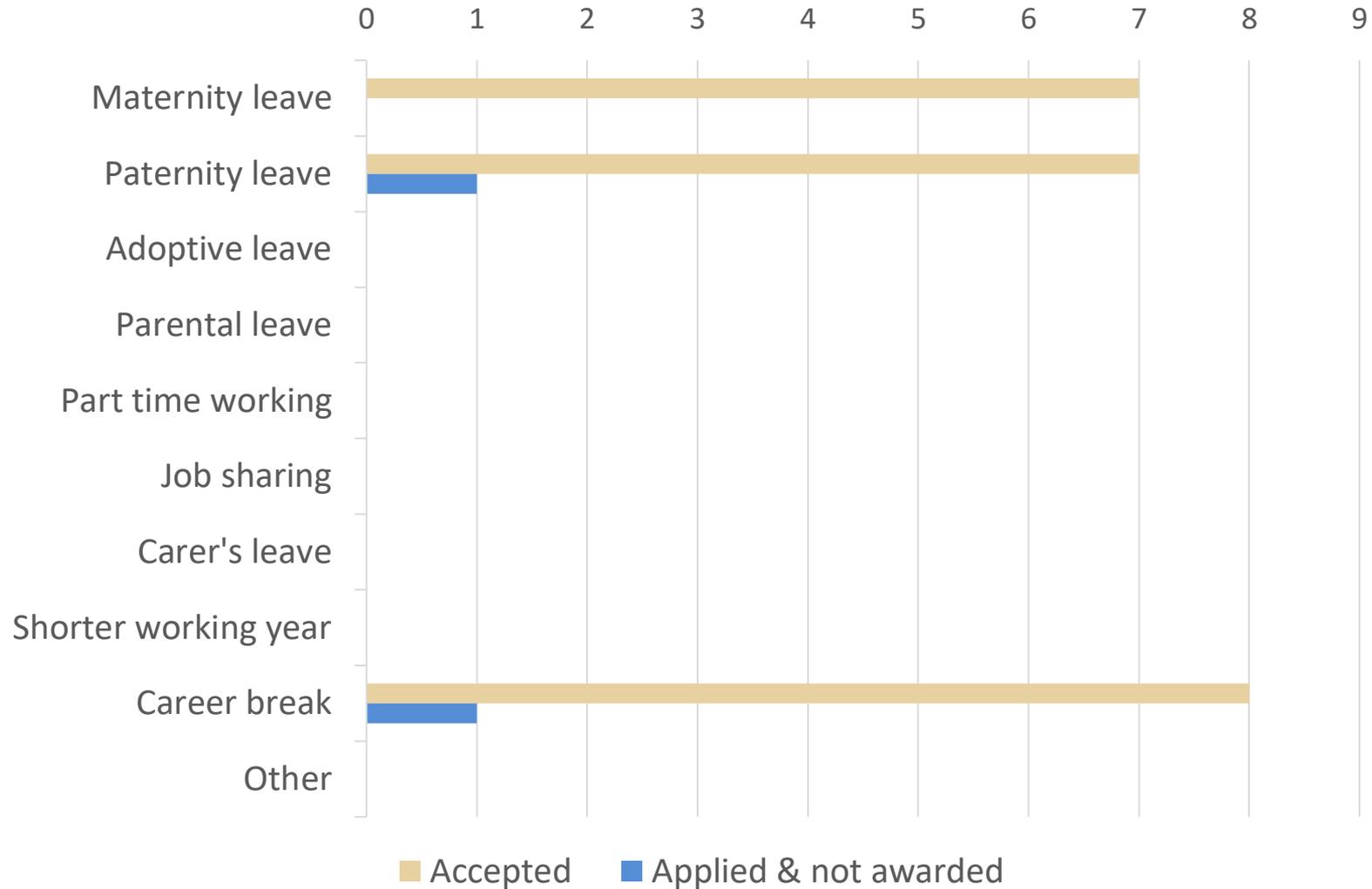| Question	No	Yes
Have you had to pay for care in order to participate in work/outreach/social activities associated with work? (n=61)	51.6%	48.4%
Have caring duties prevented you from traveling and participating in conferences/meetings off-campus or outside Dublin? (n=62)	55.7%	44.3%
Do you rely on family members/friends for unpaid care? (n=61)	63.9%	32.8%
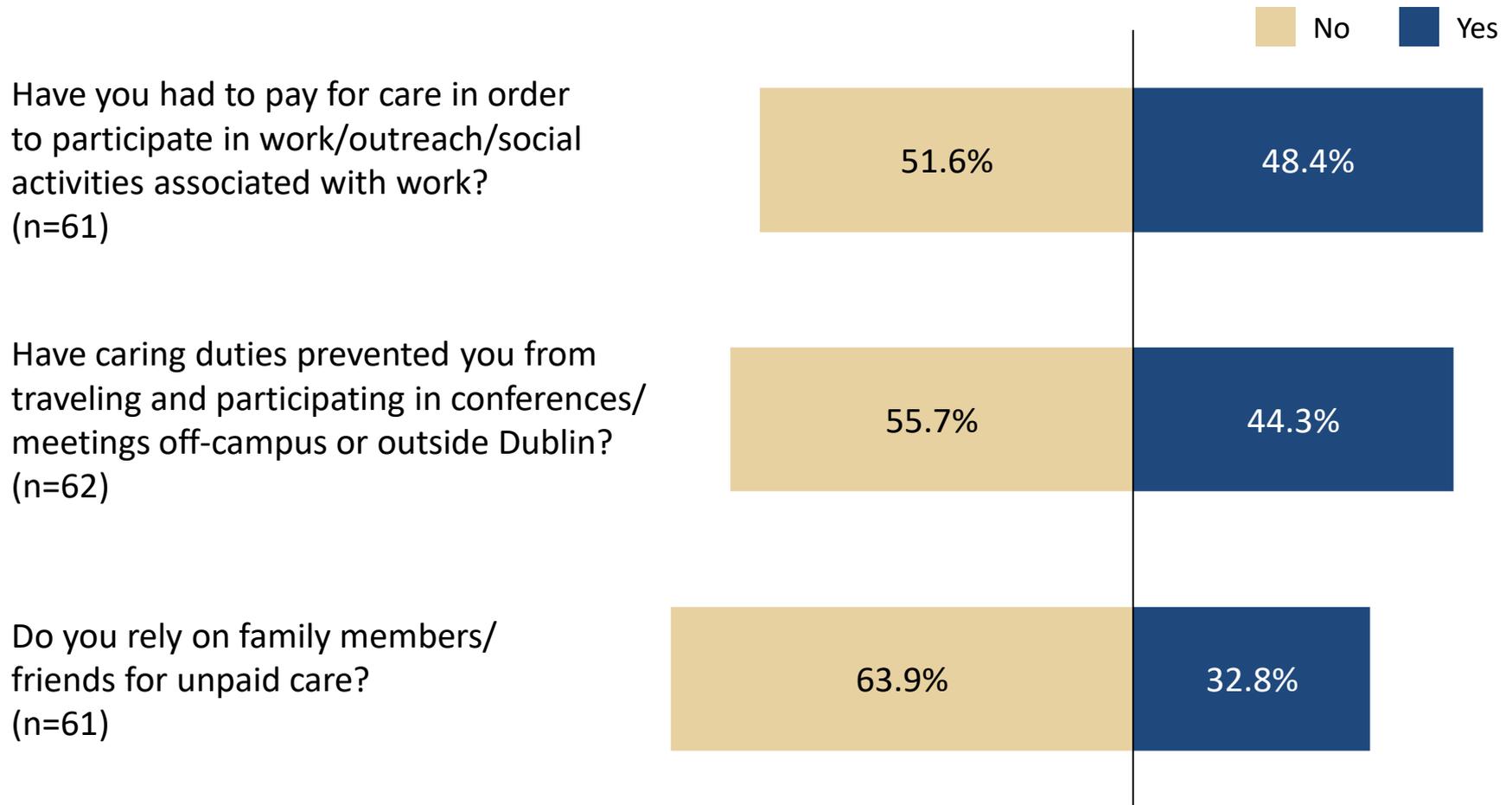
On work-life balance (n=9)

Those who responded qualitatively on this issue seemed to feel that working additional hours was the 'norm'. Several respondents pointed out that this was an issue for both genders. There was evidence of personal commitments having prevented some respondents from pursuing work objectives.

- *"Academia is not a neat 9-5 job for anyone, and as such interferes with family life. Historically the academic world has been dominated by men, mostly with a partner who didn't work . . .. I challenge anyone as an academic today, where there are two partners working, to say that this is only an issue for women."*

- *"The academic way of working and getting ahead is not compatible with family life. That is a fact whether you are male or female. "*

- *"The organisation of and payment for extra care is overlooked. The time period being often multiples of 24hrs can be difficult to accommodate for families and carers"*

- *"I have received no extra support for having a young child (as a) single mother. I did not take (X) role due to time-constraints and inability to work outside hours."*

Types of Leave

Types of leave taken by respondents while working in the School of Engineering (n=23)

Legend: Accepted (tan), Applied & not awarded (blue)

Type of leave	Accepted	Applied & not awarded
Maternity leave	7	
Paternity leave	7	1
Adoptive leave		
Parental leave		
Part time working		
Job sharing		
Carer's leave		
Shorter working year		
Career break	8	1
Other		

Feedback on maternity/paternity/adoptive leave*

1. 47 individuals stated that they were eligible for the leave above, of whom 14 stated that they had applied & been accepted
2. Most recipients did not feel that they had experienced obstacles in applying for this leave, although some felt they had
3. Based on their experience, however, only a third agreed that they worked in a 'family friendly' School, with over half neither agreeing nor disagreeing
4. Of the 7 people responding, 4 said they had carried out work while on leave (only a very few felt under pressure to do so, however)
5. In almost all cases, posts were not filled during the leave period
6. Almost all said they 'neither agreed nor disagreed' with whether they felt supported during the period of leave, & all either didn't comment, or disagreed that special arrangements were put in place on their return
7. All those responding said they 'neither agreed nor disagreed' or disagreed that the leave had had a negative impact on their career progression in the School

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• Note the very low and patchy response to these questions mean the findings should be treated with some caution. Not all respondents answered every question.

Feedback on 'career break'* (n=8)

1. All those responding & who had applied for a career break disagreed that they had met any obstacles in applying

2. Most agreed, based on their experience, that they worked in a 'family friendly' School

3. Most had carried out work on their break, but only in a very small number of cases had they felt pressured to do so

4. Posts were filled or partly filled in all participant cases

5. There were diverging views as to whether they had felt supported while on a career break, & also as to whether special arrangements were put in place on their return to facilitate re-engagement

6. Almost all disagreed that taking a career break had negatively affected their career progression within the School

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- Note the very low and patchy response to these questions mean the findings should be treated with some caution. Not all respondents answered every question.

Flexible working

1. Of the 37 respondents, 67.6% said that they would avail of flexible working, if it were available. 2.7% specifically said that they would not (n=37)

2. 60.3% said that they 'strongly agreed', 'agreed' or 'somewhat agreed' that they were 'fully aware' of TCD's policy on flexible working arrangements (note that there was no 'neither agree nor disagree' option for this question) (n=131)

3. 84.0% indicated that they had not requested a flexible working arrangement, while 9.9% said that they had (n=131)

4. Of the small number who indicated that they had applied, the vast majority had been approved. Only a very small % (<10%) had had their application turned down

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Sabbatical leave

1. Of the 94 respondents to the question, 23.4% indicated that they had taken sabbatical leave within the School (n=94)

2. 32.3% of respondents said that they 'agreed' or 'strongly agreed' with the statement that 'the School's sabbatical leave process is open to all Academics' (n=93)

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- Note the very low and patchy response to these questions mean the findings should be treated with some caution. Not all respondents answered every question.

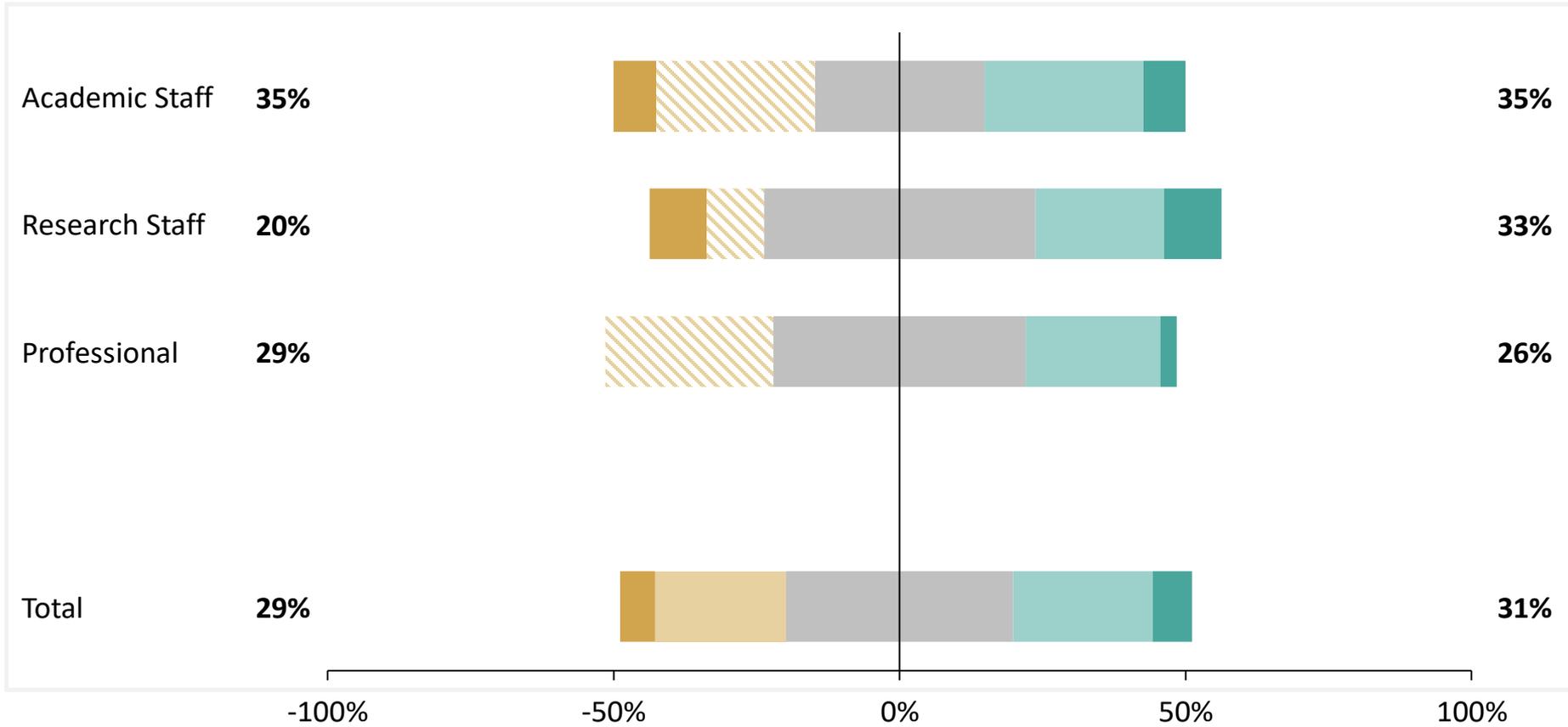36

Awareness of HR policies

I am kept informed by my School about gender equality matters that affect me * (n=131)

A varied response, with research staff significantly less likely than their colleagues to disagree that the School informs them on gender equality matters. There was no gender difference on this measure.

* The assumptions of the chi square test were not met for this analysis (for grade), so any association between the groups and the overall pattern of responses could not be tested.

# I am fully aware of TCD's policy on flexible working arrangements *
(n=131)

There was a varied response, with a somewhat higher proportion of staff, on average, indicating that they disagreed rather than agreed with the statement. Academic and Professional staff were more likely to disagree with the statement than Research staff. There was no gender difference on this question.

Patterned bars indicate significantly different responses between groups.

Legend: Strongly disagree | Disagree | Neither Agree not disagree | Agree | Strongly agree

	Disagree	Agree
Academic Staff	37%	28%
Research Staff	30%	35%
Professional	44%	21%
Total	37%	27%

Axis: -100% -50% 0% 50% 100%
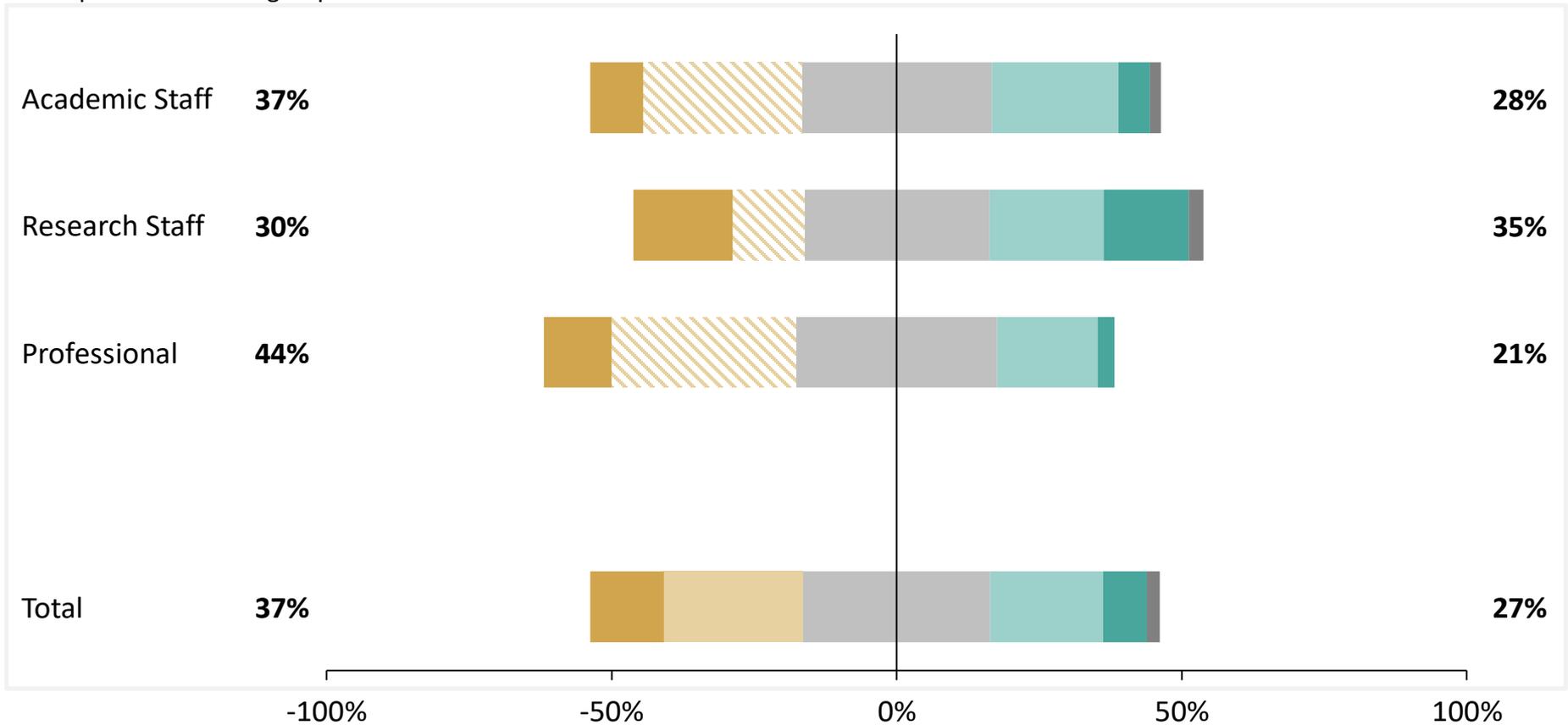
* The assumptions of the chi square test were not met for this analysis (for grade), so any association between the groups and the overall pattern of responses could not be tested.

Career progression & gender

Perceptions of career progression (1/3)

Patterned bars indicate significantly different responses between groups.
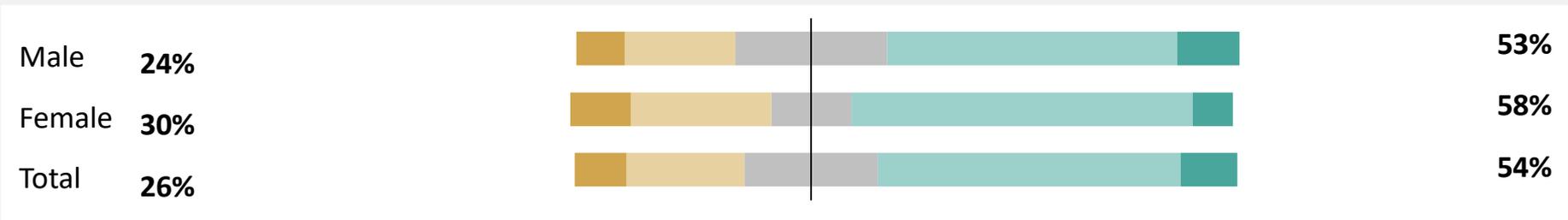
■ Strongly disagree ■ Disagree ■ Neither Agree nor disagree ■ Agree ■ Strongly agree

I understand the promotion process and criteria in TCD relevant to my career path (n=129)

Male	**24%**		**53%**
Female	**30%**		**58%**
Total	**26%**		**54%**

The School takes positive action to encourage women to apply for senior positions in areas where they are under-represented (n=129) *

Male	**12%**		**31%**
Female	**42%**		**12%**
Total	**19%**		**26%**

My gender has had an impact on my promotion prospects (n=129)*

Male	**49%**		**7%**
Female	**27%**		**18%**
Total	**43%**		**10%**

-100%   -50%   0%   50%   100%

* The assumptions of the chi square test were not met for this analysis (for grade), so any association between the groups and the overall pattern of responses could not be tested.

41

Perceptions of career progression (2/3)

Patterned bars indicate significantly different responses between groups.

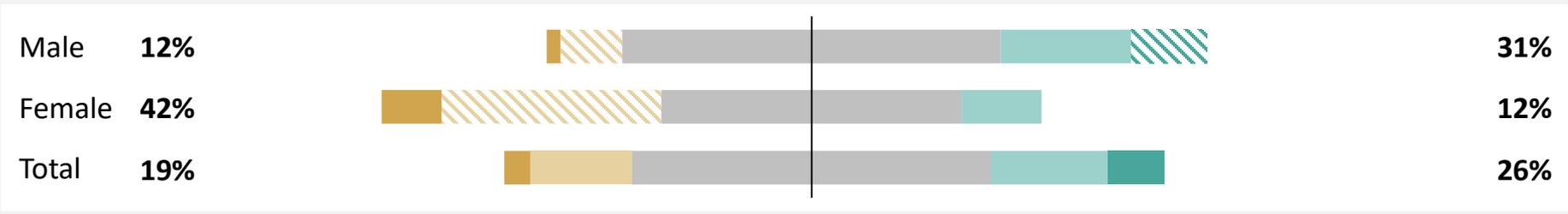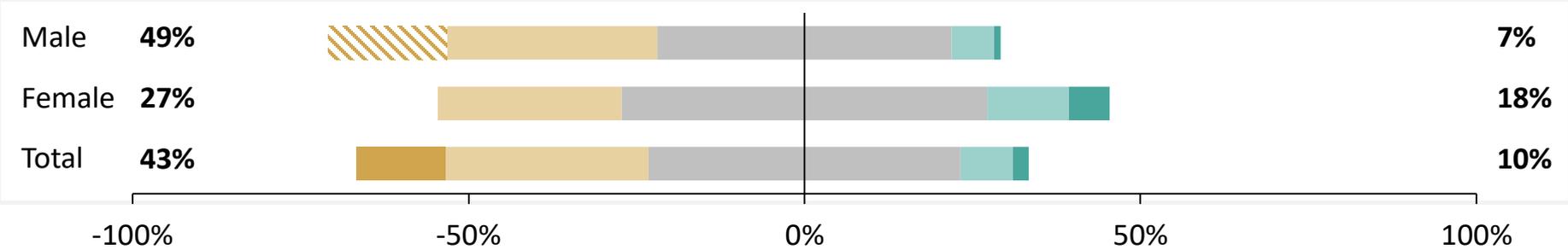■ Strongly disagree ■ Disagree ■ Neither Agree not disagree ■ Agree ■ Strongly agree

Staff who work on part-time/flexible contracts/arrangements are offered the same career development opportunities as those who work full-time/are on permanent contracts (n=120) *

Male	25%	11%
Female	26%	13%
Total	25%	12%

I feel that periods of leave and career breaks are taken into account in the promotion process (n=129) *

Male	14%	15%
Female	6%	33%
Total	12%	19%

-100%   -50%   0%   50%   100%

* The assumptions of the chi square test were not met for this analysis (for grade), so any association between the groups and the overall pattern of responses could not be tested.
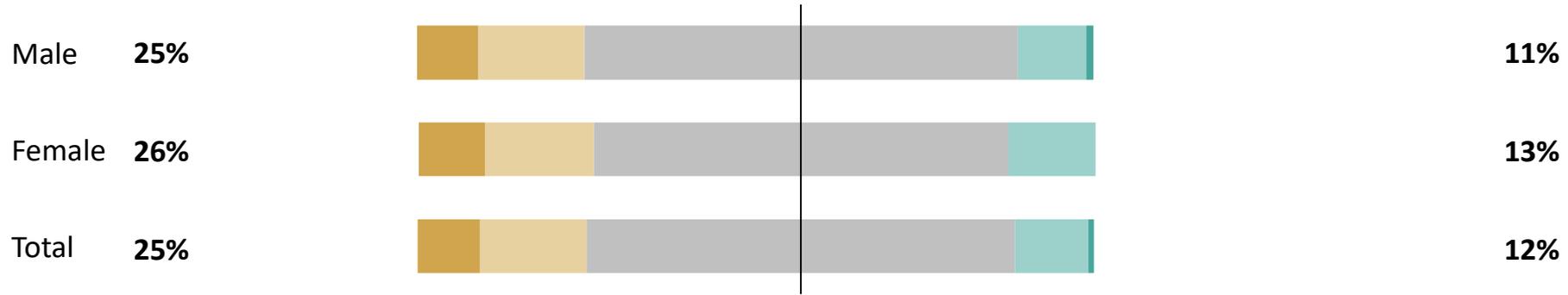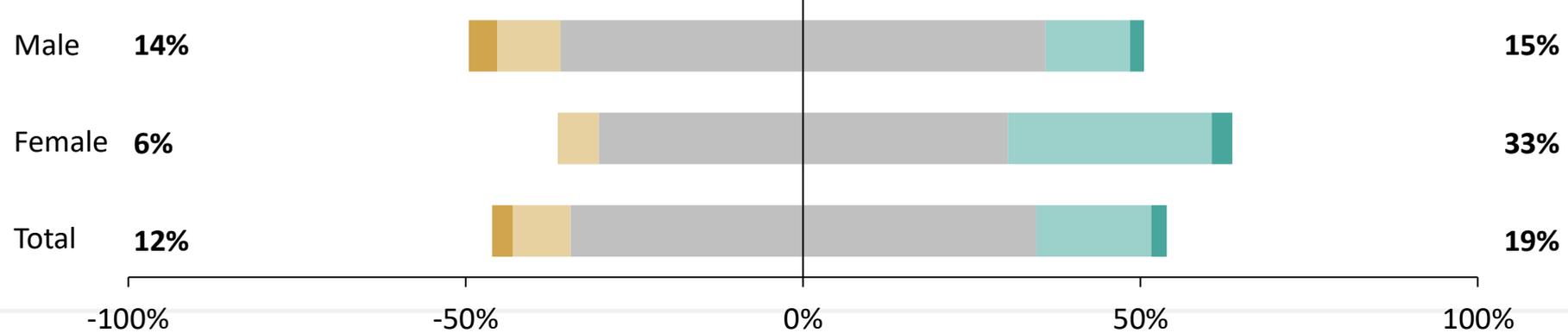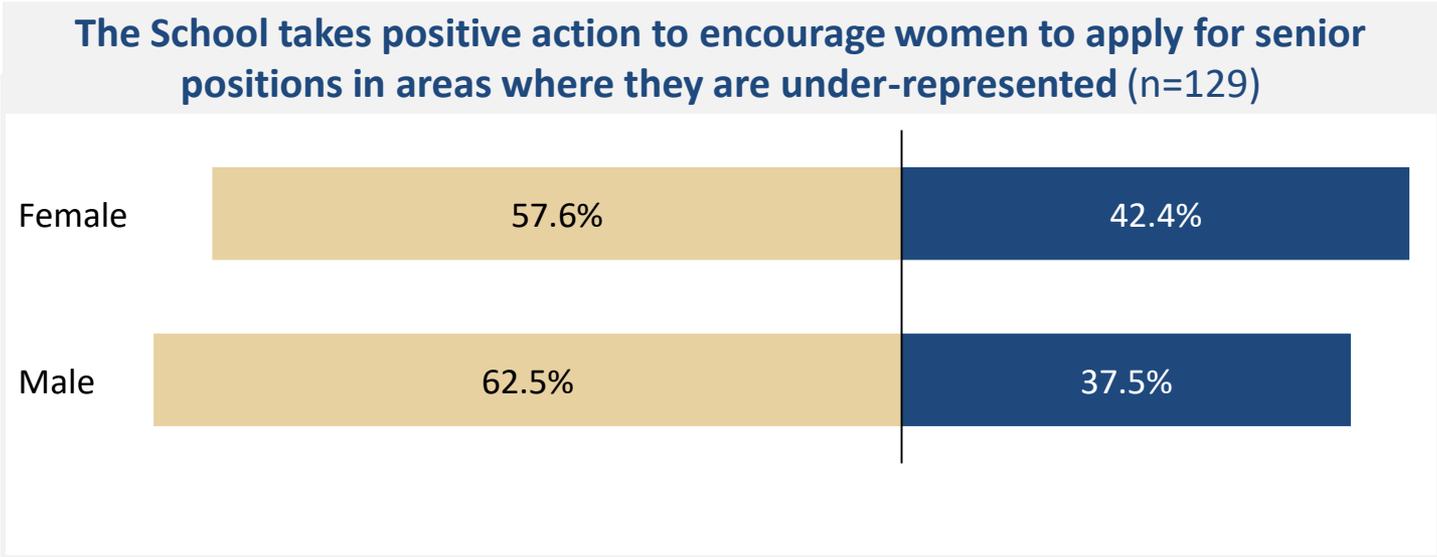
Perceptions of career progression (3/3)

No **Yes**

I am happy where I am at present, in terms of my grade attainment **
(n=129)

	No	Yes
Female	30.3%	69.7%
Male	49.0%	51.0%

The School takes positive action to encourage women to apply for senior positions in areas where they are under-represented (n=129)

	No	Yes
Female	57.6%	42.4%
Male	62.5%	37.5%

** There is a significant association between gender and the overall pattern of responses on this question (Fisher's exact test, (p<0.5))

Equality of treatment with respect to: (1/2)

Patterned bars indicate significantly different responses between groups.

No Gender difference **Gender has slight impact** **Gender has significant impact**

Promotion (n=129) **

Male	71%	7%
Female	42%	18%
Total	64%	10%

Salary (n=129) *

Male	81%	7%
Female	61%	15%
Total	76%	9%

Career opportunities (n=129) *

Male	66%	8%
Female	49%	18%
Total	61%	11%

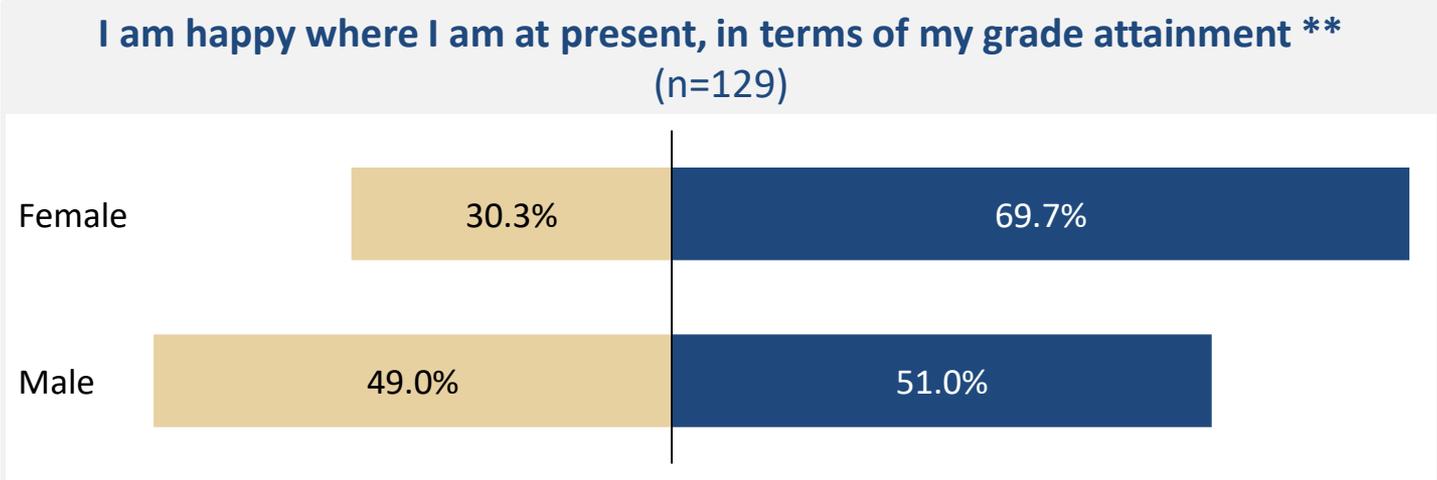* The assumptions of the chi square test were not met for this analysis, so any association between the groups and the overall pattern of responses could not be tested. .
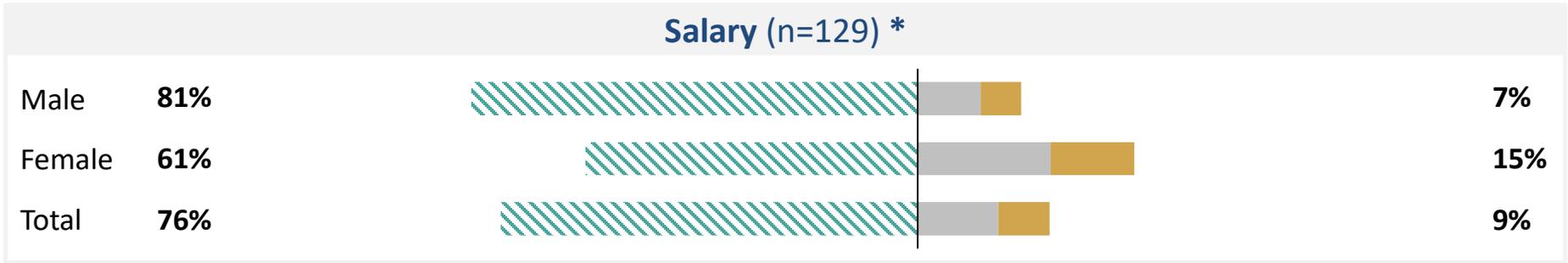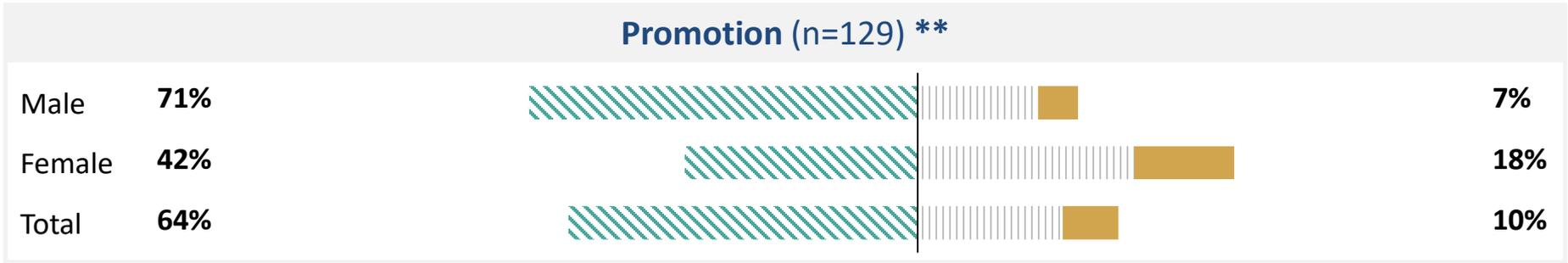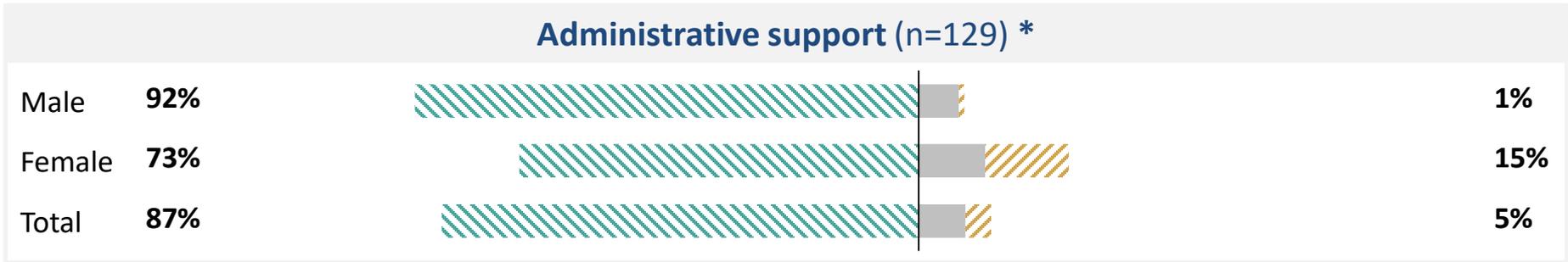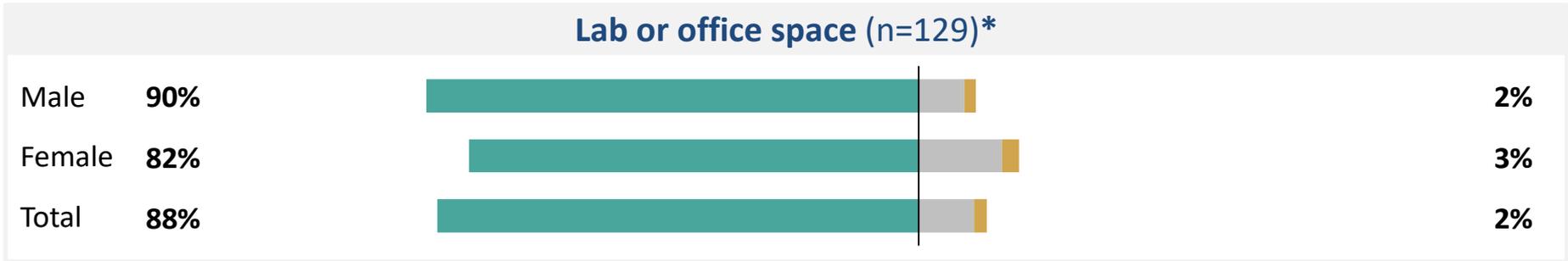
** There is a significant association between gender and the overall pattern of responses on this question (Fisher's exact test, (p<0.5))

Equality of treatment with respect to: (2/2)

Patterned bars indicate significantly different responses between groups.

🟨 Gender has significant impact   ⬜ Gender has slight impact   🟩 No gender difference

Access to funding (n=129)

Male	79%	4%
Female	61%	9%
Total	74%	5%

Lab or office space (n=129)*

Male	90%	2%
Female	82%	3%
Total	88%	2%

Administrative support (n=129) *

Male	92%	1%
Female	73%	15%
Total	87%	5%

* The assumptions of the chi square test were not met for this analysis (for grade), so any association between the groups and the overall pattern of responses could not be tested.
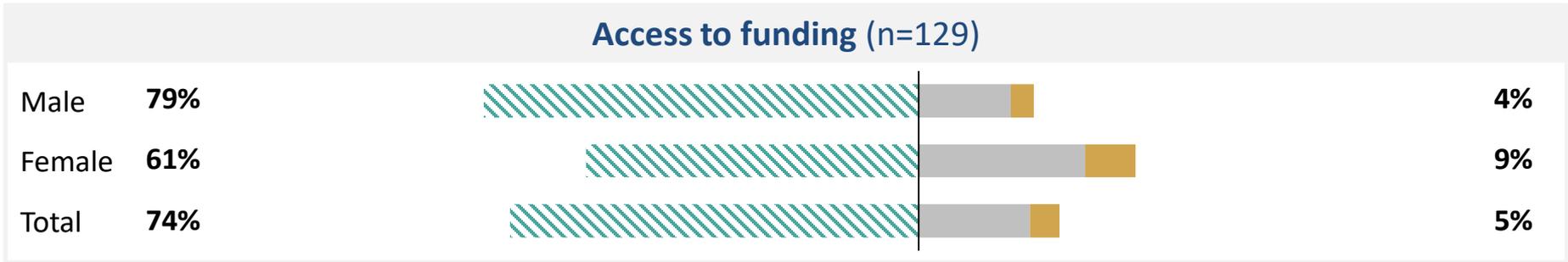
Fellowship

1. 54 individuals responded to this question, of whom one third had successfully applied for Fellowship. Over half (55.6%) had not applied for Fellowship.

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- Note the very low and patchy response to these questions mean the findings should be treated with some caution. Not all respondents answered every question.

Feedback on career progression (n=40) (1/2)

This was one of the survey themes on which there was most qualitative comment. Respondents highlighted particular contract types (e.g. part time) or grades where they felt there were fewer opportunities to progress, in comparison with others. Once again, the finger was pointed by some at School structures. The impact of personal circumstances on progression was also highlighted.

- *"Certain grades feel that there is no career path for them"*

- *"I feel powerless to make any changes to my . . . position. I don't know how to access information. . . .. I want to contribute and to develop my role in Trinity but I feel I have no knowledge of structures and my situation as a very low paid, part time (member of staff) is unimportant"*

- *"I would argue that the distinction between permanent staff, and those on part-time, fixed-term contracts is a hugely significant issue in TCD"*

- *"A successful academic career is all about maintaining momentum and career breaks such as maternity hugely impact that. My impression is that, if anyone has some unfavourable circumstances at home, they have to work harder than their colleagues without such predicament for promotion and career opportunities "*

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Feedback on career progression (n=40) (2/2)

The impact of gender was noted, but opinions differed:

- *"I have witnessed discussions among senior male academics stating that the reason there are not more female assistant profs. in Engineering is that no good female candidates apply and that if they do that one of male candidates is better. They seem oblivious to any bias on their part."*

- *"Where I have ticked "gender has a slight impact" this is because it seems that there is positive discrimination now in favour of females"*

The views on the Fellowship process were diverse:

- *"it seemed to be a fair and transparent process"/"it has got to be the ultimate in lack of transparency!"*

- Those who commented on why they hadn't applied seemed to feel that they were currently ineligible – but saw it as a goal they were working towards

There were frequent pleas for better information in general about progression:

- *"As a junior faculty member . . . I would like to know more about the promotion process and more defined targets."*
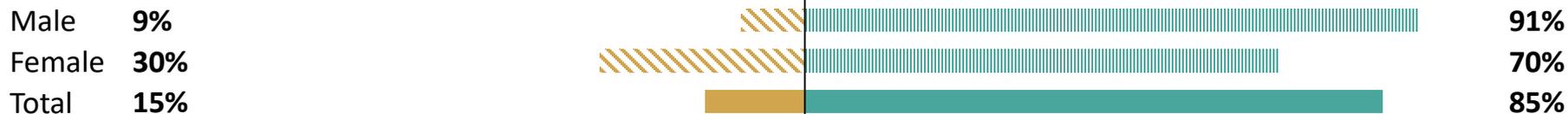
Bullying & harassment

Staff perceptions of bullying and harassment: 'Are you aware of any of the following behaviours?' (1/2)

Patterned bars indicate significantly different responses between groups.

Yes No

Sexual/sexist teasing, jokes, remarks or questions (n=129) **

	Yes	No
Male	9%	91%
Female	30%	70%
Total	15%	85%

Pressure for dating (n=129)

	Yes	No
Male	2%	98%
Female	0%	100%
Total	2%	98%

Sexual/sexist letters, phone calls, emails (n=129)

	Yes	No
Male	1%	99%
Female	3%	97%
Total	2%	98%

Leaning over, cornering or unwanted physical contact (n=129)

	Yes	No
Male	1%	99%
Female	3%	97%
Total	2%	98%
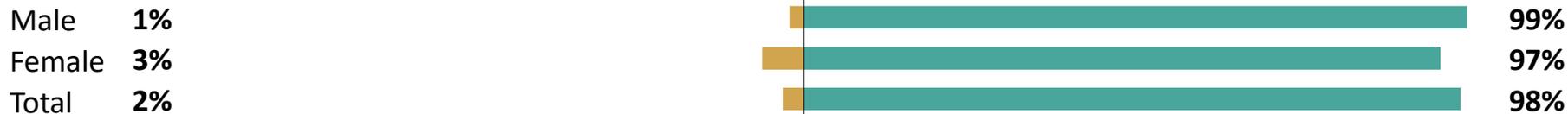
-100%   -50%   0%   50%   100%

** There is a significant association between gender and the overall pattern of responses on this question (Fisher's exact test, (p<0.5))

Staff perceptions of bullying and harassment: 'Are you aware of any of the following behaviours?' (2/2)

■ Yes ■ No
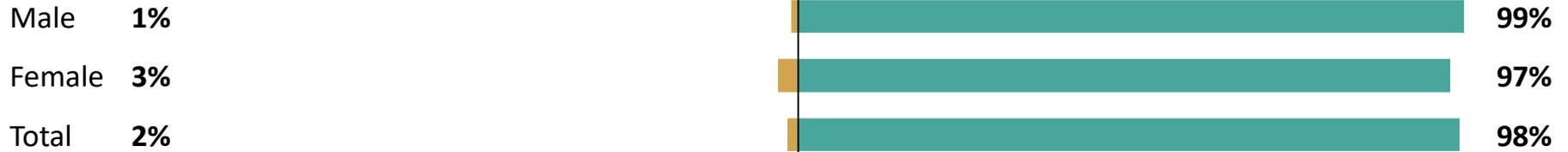
Pressure for sexual favours (n=129)

	Yes	No
Male	1%	99%
Female	3%	97%
Total	2%	98%

Stalking (n=129)

	Yes	No
Male	1%	99%
Female	3%	97%
Total	2%	98%
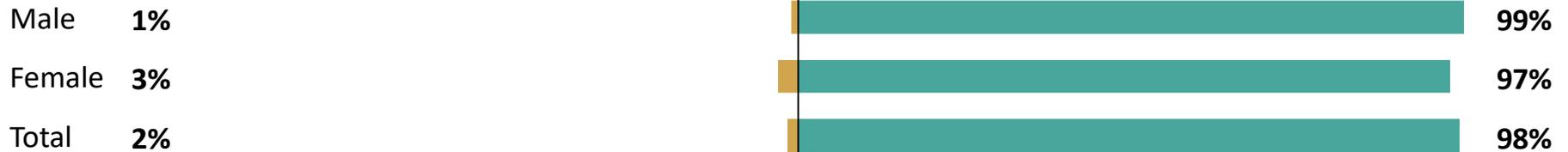
Physical/sexual assault (n=129)

	Yes	No
Male	1%	99%
Female	3%	97%
Total	2%	98%
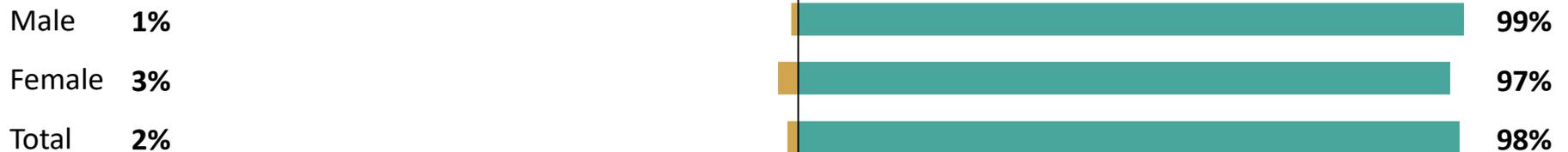
'If you experienced any of these behaviours, did you seek advice/support from any of the following in College?'

.

■ Yes ■ No

School colleague (within engineering) (n=50)

		Yes	No
Male	9%		91%
Female	12%		88%
Total	10%		90%

Other TCD colleague (n=50)

		Yes	No
Male	12%		88%
Female	6%		94%
Total	10%		90%

HR staff (n=51)

		Yes	No
Male	12%		88%
Female	0%		100%
Total	8%		92%
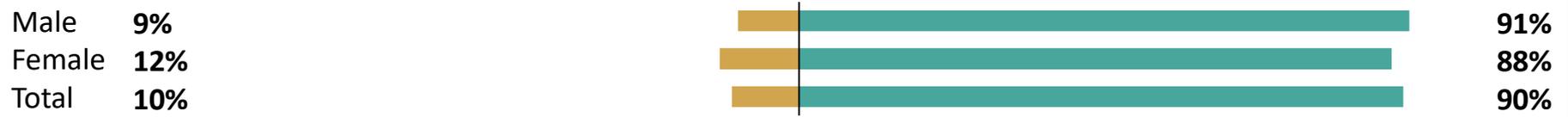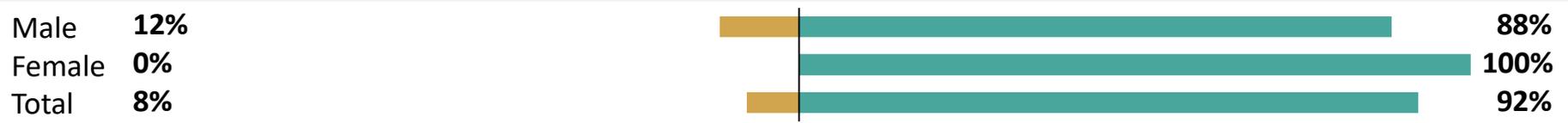
Union representative (n=50)

		Yes	No
Male	6%		94%
Female	0%		100%
Total	4%		96%

-100%   -50%   0%   50%   100%

'I am confident that the School would deal effectively with any complaints about sexual harassment, bullying or offensive behaviour'

Patterned bars indicate significantly different responses between groups.

Legend: Strongly disagree | Disagree | Neither Agree nor disagree | Agree | Strongly agree

By Gender* (n=129)

	Disagree %	Agree %
Male	13%	71%
Female	15%	36%
Total	13%	62%

By Grade* (n=131)

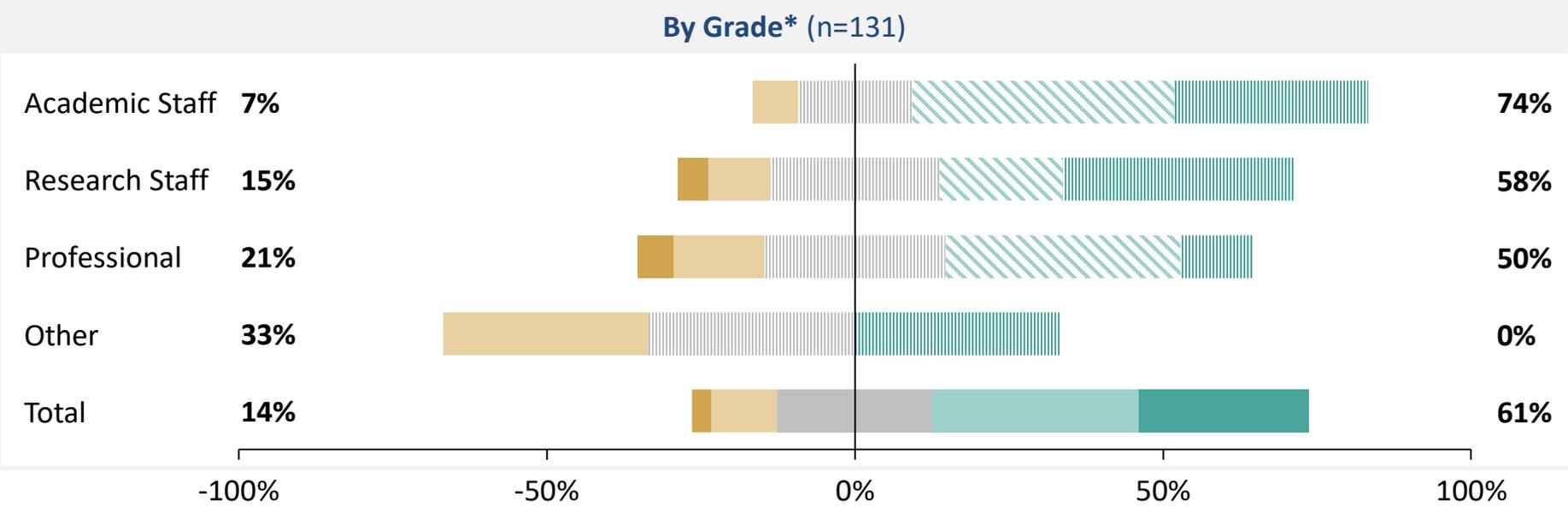|	Disagree %	Agree %
Academic Staff	7%	74%
Research Staff	15%	58%
Professional	21%	50%
Other	33%	0%
Total	14%	61%

Axis: -100% -50% 0% 50% 100%

* The assumptions of the chi square test were not met for this analysis (for grade), so any association between the groups and the overall pattern of responses could not be tested.

53
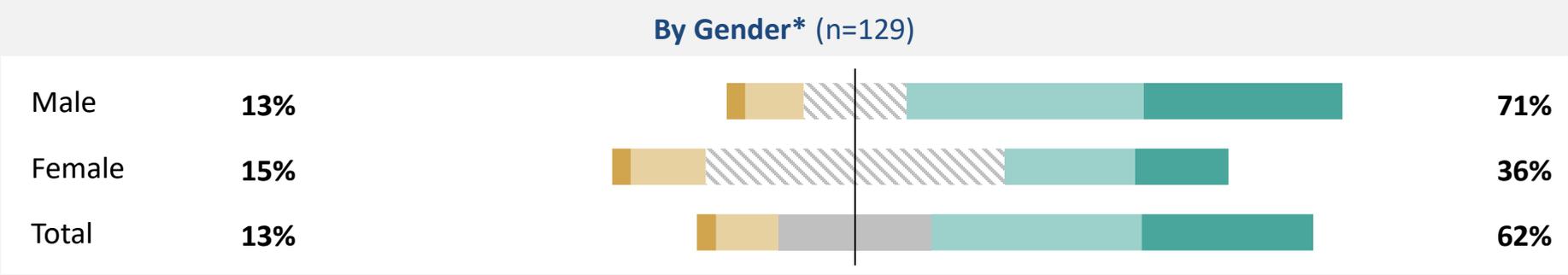
Feedback on bullying & harassment (n=13)

Respondents felt that the survey questions did not sufficiently address bullying or distinguish between harassment & bullying. There were few comments on harassment, but several comments regarding bullying:

- *"I've experienced a (mildly) sexist joke in a meeting where it appeared to be taken with good humour (and with senior staff around). It would be hard to know the benefit (vs potential animosity) of reporting something like this. "*

- *"Previous questions don't distinguish well between bullying & sexual harassment. There has been plenty of the former in my experience."*

- *"I have been bullied but HR did not care less"*

- *"Why no questions on bullying?"*

Participation in relevant college initiatives

Participation in relevant college initiatives and programmes

Legend: ☐ Aware of ■ Participated in ☐ Not aware of

Initiative	Aware of	Participated in	Not aware of
Distinguished Speaker (n=120)	31.7%	5.0%	63.3%
Lectures (n=120)	38.3%	9.2%	52.5%
ERC Funding Seminar (n=119)	31.1%	8.4%	60.5%
Aurora Leadership (n=117)	21.4%	1.7%	76.9%
Mentoring Support (n=121)	34.7%	10.7%	54.5%
Post Doc Career Clinic (n=118)	27.1%	0.8%	72.0%
Women in Faculty Lunch (n=120)	20.8%	2.5%	76.7%
Fellowship Information Seminar (n=118)	20.3%	4.2%	75.4%
Demystifying Promotion Seminar (n=118)	13.6%	1.7%	84.7%
Unconscious Bias Training (n=119)	20.2%	9.2%	70.6%
Post-caring Leave Sabbatical (n=115)	7.0%	0.9%	92.2%
Other (n=14)	21.4%	14.3%	64.3%

General feedback

General feedback

- Several respondents noted that the TCD context affected many of the themes of the survey, & weren't entirely within the School's control. Conversely, others pointed to the importance of local cultures, particularly within a School perceived to be somewhat dispersed:

  "(In my area) we are a bit of a microcosm unto ourselves; the people make it a good space and place to be in. From where I sit, colleagues are supportive; we trust and push each other to work hard, and we enjoy each other's company " /"I believe colleagues have different experiences according to their unit."/ "I believe the question of culture is further reaching than just within the School".

- Some felt that the current position compared favourably with the past:

  "In the distant past, there may have been infrequent and mild sexual references (jokes) amongst male staff but never now, not in recent times." / "Whilst I have witnessed blatant gender discrimination in the past . . . . .I feel that now my progression prospects are not impacted by my gender. That is a positive."

- Individuals can make things difficult, & structures don't seem to be able to mitigate against interpersonal or local issues:

  "I don't think my boss would be open to this flexibility"

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Feedback on gender-related issues (1/2)

- There was some positive feedback for the School of Engineering:

  "I believe that the TCD School of Engineering has a fair, balanced approach to its staff, with no obvious gender imbalances. "

  "I have met with sexist behaviour (in my work environment) outside Trinity College but not ever College"

- But many felt that there was still work to be done:

  "Is the School diverse? Yes in that it has people from many countries and backgrounds, no in terms of gender." / "The School lacks diversity and gender balance, which is not unusual in an Engineering School but more could be done to improve diversity during recruitment. "

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Feedback on gender-related issues (2/2)

- Many pointed out that the themes of the survey were issues for both men and women

  "I think it is family caring responsibilities, rather than gender, that have an impact on career progression and promotion."

- Some felt that it also men who were being unfairly discriminated against:

  "Why is there not a Men in Engineering and Men's Studies, etc group also? I think there are interesting men's issues too which are completely ignored. An acknowledgement and celebration of gender similarities and difference is important."

  "Females have preference in all opportunities and access to funding"/"Most funding is gender agnostic but some is reserved for female researchers only. "

Reflections on the self-assessment process

Reflections on the self-assessment process

1. Some felt that the focus of the survey was too specific to gender, & didn't address in sufficient depth the concerns of other potentially marginalised groups eg LGBTQ

   – "Diversity should be looked into (and valued) much more broadly than gender equality. Gender is a critical aspect of diversity, but so are ethnicity, sexual orientation, economic background, etc."

   – "The questions in the above section are lacking with respect to race, disability, and LGBTQIA+ identities"

2. Some felt that questions were rather personal, and could lead to individuals being identified

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Reflections on the Athena SWAN process

- *"I welcome efforts to engage with Athena SWAN across College at one level. In other ways, I am worried that getting a badge somehow lets the School or College away without a far more in-depth conversation about the work culture in our College. I suspect there will be a certain "well that's the gender issue addressed, let's move on" sentiment"*

- *"The biggest problem is that many in senior leadership roles don't think there is a problem. They view Athena SWAN as a exercise to be suffered through so that they can get their research funding."*

- *"If you accept that women, despite being well represented at an Undergrad and PhD level are walking away from academic careers, it's too easy to link this to having babies and related issues. This isn't going to get fixed with gender balanced committees and coffee mornings!"*

- *"It will be really useful to bring some practices and learning from other schools in TCD where there is better balance between the sexes."*

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