



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Gender and Trinity Staff: Trends in Populations, Recruitment and Progression

A report to the Board of Trinity College, April 2016

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1. Introduction

1.1 Objectives

The Board of Trinity College Dublin has requested a report on gender equality across all academic and administrative grades in the context of recruitment, retention and promotions.

The primary objective of the report is to determine the outcomes of staff recruitment and progression processes in Trinity and produce quantitative data, disaggregated by gender. A secondary objective of the report is to produce data that may assist in improving the parity of experience of female and male staff members, in accordance with the university's strategic commitments to gender equality in the Strategic Plan 2014-2019, and Athena SWAN Gender Action Plan.

The present report includes data on Academic, Research, Administrative, Library, Technical, and Support staff populations; consideration of staff recruitment, promotions and progression processes; and national and international benchmarking. The report represents an analysis of the impact of gender on a range of career paths in Trinity.

1.2 Categorisation

Throughout this document, staff numbers have been grouped into the gender categories “woman” and “man” or “female” and “male”. This is due to the fact that, at present, no staff member is recorded under any other gender label. It is recognised that binary gender categorisation may be insufficient to recognise all identities and expressions among staff, and the categories here should not be considered as an attempt to exclude any other identities. Historically, however, records have assumed binary gender categorisation as standard and this may be an issue to be considered in future.

Throughout this document, the professional, technical and support staff are referred to as “non-academic” staff. This is for purposes of brevity, and clarity when discussing the specific categories of “technical” and “support” staff (see **Section 4.1**), and is not intended to denigrate the wide range of professions undertaken in Trinity.

The academic grade titles employed in this report are “Assistant Professor”, “Associate Professor”, “Professor” and “Professor (Chair)”. The term “Professor” is used only in reference to the specific grade between Associate Professor and Professor (Chair), and is not used as a general term for academic staff.

1.3 Monitoring Data

Trinity has published annual Equality Data Monitoring Reports since 2007. However, there was no Equality Data Monitoring Report in 2009, and the data here presented reflect this.

Data presented in the report has been obtained from the relevant Equality Data Monitoring Report(s), unless stated otherwise.

The data in this report are collated with input from many stakeholders throughout Trinity and beyond, who all use diverse systems of data management. Every effort has been made to make appropriate data comparisons, and any possible issues are highlighted in the footnotes and commentaries throughout the report.

Unless stated otherwise, data relating to “staff” does not include casual workers.

1.4 Medical Academic Staff

Medical academic staff (e.g. Professor Consultants) are not included in this analysis as they do not follow the same career path or promotions processes as non-medical academic staff.

1.5 Acknowledgements

The author of this expanded report acknowledges the extensive work of Mr Luke Field, former Equality Officer, in authoring the original report on Gender Differences in Academic Careers in Trinity.

The majority of the data presented in this report were drawn from the Annual Equality Monitoring Reports 2007-2015. The work of former Equality Officers, Ms Karen Campos McCormack and Ms Michelle Garvey, and the respective Monitoring Advisory Groups, is acknowledged.

The assistance of staff in Human Resources, who provided substantial data for this report; and the permission of Ms Gwen Turner and Prof. Simon Wilson to use data and analyses prepared for the report on *Chance of Reaching Professor Level in Trinity* (see **Section 13: Bibliography**) is acknowledged.

The advice and guidance of Prof. Linda Hogan, Vice-Provost; Prof. Eileen Drew, Director of WiSER; Dr Catherine McCabe, Chair of the Equality Committee; and Mr Tony McMahon, Director of Diversity and Inclusion, in drafting this report is also acknowledged.

2. Key Findings

2.1 Populations

More than half (53%) of the Trinity workforce are female, a slight majority which has risen one percentage point since 2007 (**Section 3.1**). When this is disaggregated into academic and non-academic staff, we find that men predominate in academia and women predominate in other university roles. A similar gender breakdown has also been observed in other Irish universities (**Section 3.2**) and in the UK higher education sector (**Section 3.3**).

In Trinity, women are under-represented in technical (35% female), academic (44% female), and research (48% female) roles, while men are under-represented in administrative (24% male), library (38% male) and support (43% male) roles (**Section 4.1**). These gender proportions have remained largely static since 2007, and where any trend for change can be identified, it is gradual (**Section 4.2**).

The academic population is trending slowly towards gender parity, at an overall level (**Section 5.1**) and within each academic grade. For example, gender parity among Professors (Chairs) is expected to be achieved by 2098 at the current rate of change (**Section 5.4**). Within the academic staff population, female representation tends to decline with increasing seniority of grade, so that 49 per cent of Assistant Professors (Below the Bar) but only 17 per cent of Professors (Chairs) are female (**Section 5.2**). This is a phenomenon repeated across all seven Irish universities and in the higher education sector of the European Union, although it should be noted that Trinity has the most balanced gender representation of all Irish universities at the Professor grade (**Section 5.3**). Senior academic roles are also male-dominated and trending slowly towards gender parity. Two of three Faculty Deans, 63 per cent of Heads of School and 73 per cent of Fellows were male in 2015 (**Section 5.5**).

Research staff are consistently gender-balanced as an overall category (**Section 6.1**), although on closer analysis it appears that women have been under-represented to date

among Research Fellows, of which 47 per cent are now female (**Section 6.3**). In STEMM areas, only 46 per cent of research staff are female, whereas men are under-represented in non-STEMM areas at only 40 per cent of research staff (**Section 6.2**).

Administration is a highly female-dominated area, with 75 per cent female staff, which exhibits only a very slight trend towards gender parity (**Section 7.1**). Yet, like the academic category, female representation within the administrative category declines towards the more senior grades. Almost all (97%) of Executive Officers, but only one third (33%) of Senior Administrative 1 staff, are female (**Section 7.2**). The gender trends within different administrative grades are unclear (**Section 7.3**).

Two-thirds (66%) of Library staff are female, and there is no trend towards gender parity in this cohort as whole (**Section 8.1**) or within the various grades (**Section 8.3**). No clear pattern of disproportionate male representation in senior roles has been observed in the Library category (**Section 8.2**).

The male majority among technical staff has been very consistent, ranging between 63 and 66 per cent since 2007 (**Section 9.1**). The male majority does increase in the more senior technical grades, but inconsistently. Almost two-thirds (63%) of Technical Officers and 83 per cent of Senior Experimental Officers are male (**Section 9.2**).

The support category shows clear gender imbalances in specific areas, in accordance with traditional gender norms. The male-dominated support areas are Buildings and Grounds (92% male), Stores (86% male), and Security and Guards (86% male). The female-dominated support areas are Nursery (100% female), Housekeeping (86% female) and Catering (70% female) (**Section 10.1**). None of these areas show any trend towards gender parity (**Section 10.2**).

2.2 Recruitment

Currently, approximately twice as many men as women apply for academic positions. Female applicants are more likely to be shortlisted for interview and have higher success

rates in appointment, than male applicants. The average success rate for a female applicant to an academic position from 2007/08 to 2014/15 was 8.6 per cent, while a male applicant's average success rate was 4.0 per cent. The numbers of staff appointed to academic positions are well gender-balanced: on average, 33 women and 30 men have been recruited to academic positions each year since 2007/08 (**Section 11.1**).

Recruitment to Professor (Chair) level specifically is male-dominated at all stages, with 3 times as many male as female applicants, and roughly equal success rates between the genders. Only one departure¹ has occurred since 2010/11, for a male staff member (**Section 11.2**).

Women are 1.4 times more likely than men to apply for non-academic positions in Trinity. Female applicants generally, but inconsistently, have a higher success rate than male applicants in being shortlisted. There is a consistent trend that female applicants for non-academic positions are 1.4 times as likely to be appointed as male applicants and, on average, twice as many women as men have been appointed to non-academic roles each year since 2007/08 (**Section 11.3**).

The gender difference in success rates for applicants in the recruitment process is less pronounced in non-academic than in academic competitions (**Section 11.4**).

2.3 Progression²

Among Assistant Professor applicants for progression through the Merit Bar, a significant majority of those who have previously declined an invitation for review are female – 4 men and 16 women in 2014. The numbers of female and male applicants who had previously

¹ "Departure" refers to the appointment of an individual at a point above the highest point on the salary scale for Professor (Chair)

² Figures on Senior Academic Promotions in this section are subject to certain caveats which are outlined in Section 12.2 – it should also be noted that the numbers of staff involved are small, particularly at the Professor (Chair) level, and Senior Academic Promotions were only available in 2007, 2008, 2009, 2012 and 2014

declined review have fallen significantly, since 2009. Over the period 2009-2014, eligible male staff were more likely than eligible female staff to apply for review at the Merit Bar. Female application rates have steadily increased, from 27 per cent of the total in 2009 to 41 per cent in 2014. No gender difference has been identified in applicants' success rates. Men have more frequently achieved Accelerated Advancement within the Assistant Professor grade than their female colleagues – in 2006-2015, 22 women and 30 men achieved Accelerated Advancement (**Section 12.1**)³.

On average, applicants for promotion to Associate Professor have been 30 per cent female and 70 per cent male since 2007. There is no trend towards increasing numbers of female applicants, despite the increasing numbers of eligible female Assistant Professors (Above the Bar). Male application rates are consistently higher⁴, but there does not appear to be any difference in a female and a male applicant's chance of success, having applied for promotion to Associate Professor. Therefore greater numbers of men than women are promoted to the Associate Professor grade – 1.9 times as many throughout 2006-2015 (**Section 12.2: Promotion to Associate Professor**).

The number of female applicants for promotion to Professor has increased, from 8 in 2007 to 14 in 2014, while the number of male applicants has remained stable. The female application rate has therefore risen, from 14 per cent in 2007 to 24 per cent in 2014, and again the success rates of applicants do not display any consistent gender gap. There is no trend for change in the numbers of staff being promoted to the Professor grade, however, with 4 women and 10 men being promoted to this grade in 2006, and 3 women and 8 men in 2015 (**Section 12.2: Promotion to Professor**).

There has been a large increase in the number of applications by women for promotion to Professor (Chair), particularly between 2009 (1 female applicant) and 2012 (9 female

³ The low number of applicants and the introduction in 2012/13 of the policy that all eligible staff must apply for the Merit Bar, must both be borne in mind when reviewing the Merit Bar statistics.

⁴ Possible factors for low female application rates in some years in the Senior Academic Promotions process are described in Section 12.2.

applicants). Eligible female staff were less likely than eligible male staff to apply for promotion to Professor (Chair) in 2007, 2008 and 2009, and slightly more likely to apply in 2012 and 2014. The success rates for women and men are highly variable, given the small numbers applying at this level, and no gender difference is apparent. Equal numbers of women and men were promoted to Professor (Chair) in 2014 (2 women, 2 men) and in 2015 (1 woman, 1 man) (**Section 12.2: Promotion to Professor (Chair)**).

Thirteen academic staff applied for retention⁵ by promotion since 2010 – 9 men and 4 women. Figures indicate that application and success rates of female and male academic staff for retention by promotion may be approximately equal, but this analysis is inconclusive given the small numbers of staff involved (**Section 12.3**).

Of Fellows elected to Professorial Fellowship in 2006-2015, 77 per cent were male; 85 per cent of those elected to Honorary Fellowship were male; and 68 per cent of Junior Fellows were male. In 2015, women made up the majority of all those elected to Fellowship (7 women, 6 men) for the first time (**Section 12.4**).

Analysis of non-academic promotions is inconclusive due to the small number of competitions that have been held in recent years (2012 and 2014 only) and the lack of readily-available data on processes such as accelerated advancement for non-academic staff, which have not featured in previous Equality Office reports. The figures can be viewed in **Section 12.5**.

⁵ In exceptional circumstances such as the need to retain a member of staff, the Provost may convene the Senior Promotions Committee or the Personal Chairs Sub-Committee of the Senior Promotions Committee at any time throughout the year to consider a candidate. See Academic Promotion – Retention Procedures at https://www.tcd.ie/hr/assets/pdf/Retention_Policy.pdf.

2.4 Conclusions and Recommendations

The population data presented in the early chapters of this report depict a workforce in which gender imbalance exists. This reflects traditional gender norms and strong cultural influences. Indeed, Trinity's gender breakdown in total staff, academic staff and non-academic staff can be observed throughout the Irish and UK higher education sector. It is hoped, however, that Trinity will be a leader in promoting gender equality.

The data analysed suggest a trend towards increasing gender parity in most areas. This is to be welcomed, while also acknowledging that the trends towards gender parity are gradual. Ongoing vigilance and action must be continued to maintain and accelerate these positive trends.

It is encouraging to note that no evidence has been found of a gender difference in applicant success rates in any of the progression processes analysed. However, where low female application rates have been identified, in academic progression and promotions, qualitative research is recommended, to identify any negative factors. Trinity should also continue to monitor progression and promotions data closely, as equality in career progression is essential to the achievement of equal gender representation in the highest grades of academic, administrative and technical staff.

In recruitment, particularly for academic staff, Trinity is not attracting equal numbers of female and male applicants, and male success rates are consistently lower. This is an area in which further investigation is recommended to identify the causes of these gender imbalances.

Finally, the lack of availability of relevant data has prevented conclusive analysis in several sections, particularly those pertaining to non-academic staff. A review of data monitoring practices will be undertaken by the Equality Office in the light of the gaps highlighted in this report, to collect more and better-quality gender data pertaining to all staff to aid future analysis.

3. Total Staff

3.1 Gender Trends in Total Staff

Women have comprised the majority of Trinity staff since 2007. The proportion of women to men among the total staff increased in the years 2007-2013, during which time the number of female staff increased by 180 and the number of male staff decreased by 27⁶. In 2015, the gender representation among the total staff was 53 per cent female, 47 per cent male, which is very similar to the gender representation in 2007 (52% female, 48% male).

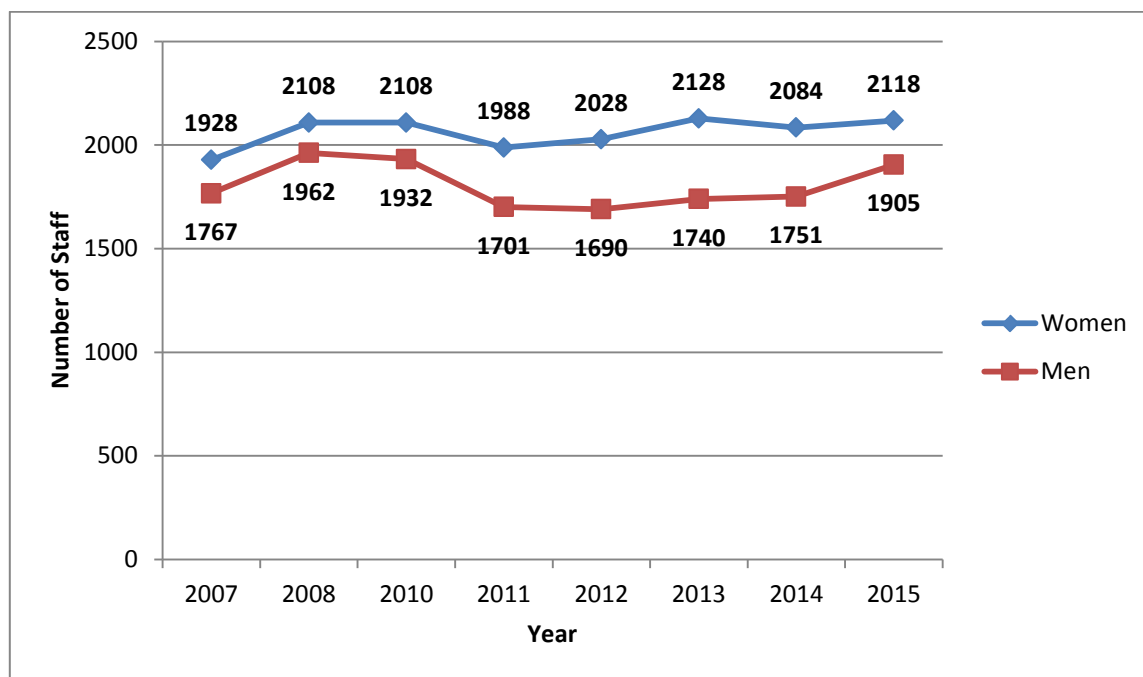


Figure 3.1 Gender Trends in Total Staff 2007-2015

⁶ These figures relate to the specific points at which data was gathered from the Core HR reporting system for the relevant Equality Data Monitoring Reports.

3.2 Total Staff: National Comparison⁷

Gender of Academic Staff in Trinity and Irish Universities

The gender representation in Trinity in 2012 corresponds broadly with the Irish universities' average gender representation for academic staff, although the proportion of female academic staff is slightly smaller in Trinity at 41 per cent of total academic staff, as compared with the Irish universities' average of 43 per cent.

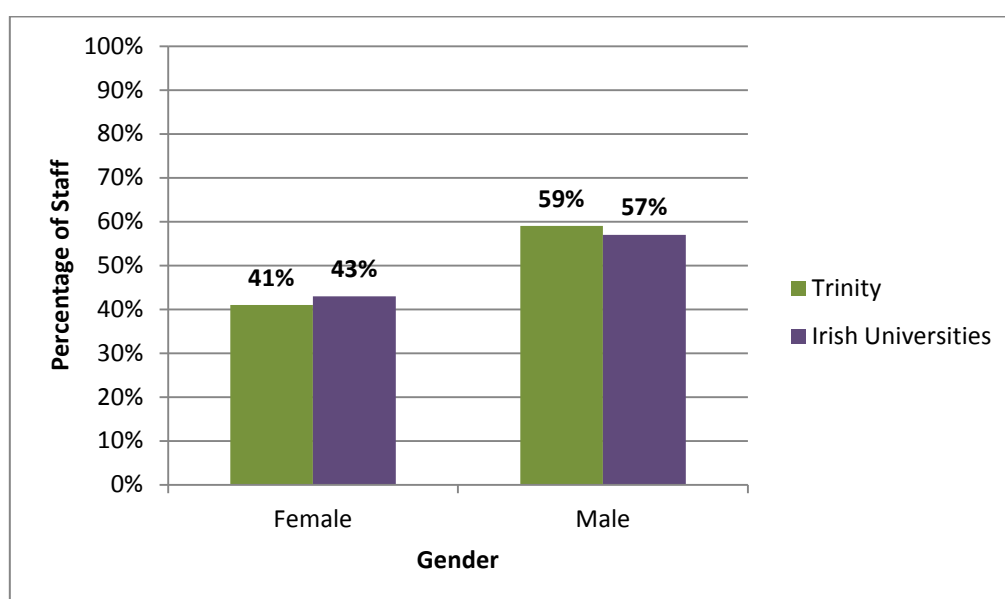


Figure 3.2 Gender of Academic Staff, Trinity and Irish Universities 2012

Gender of Non-academic Staff in Trinity and Irish Universities

The non-academic staff population in Trinity is slightly more gender-balanced than the non-academic staff population across the seven Irish universities, with men making up a greater proportion (42%) of non-academic staff in Trinity, than the Irish universities' average (35%).

⁷ Source for Irish Universities Data: Higher Education Key Facts and Figures 2011/12, HEA, <http://www.heai.ie/files/Keyfacts201112.pdf>. 2012 is the most recent year for which data on the gender representation of non-academic staff is available from the HEA.

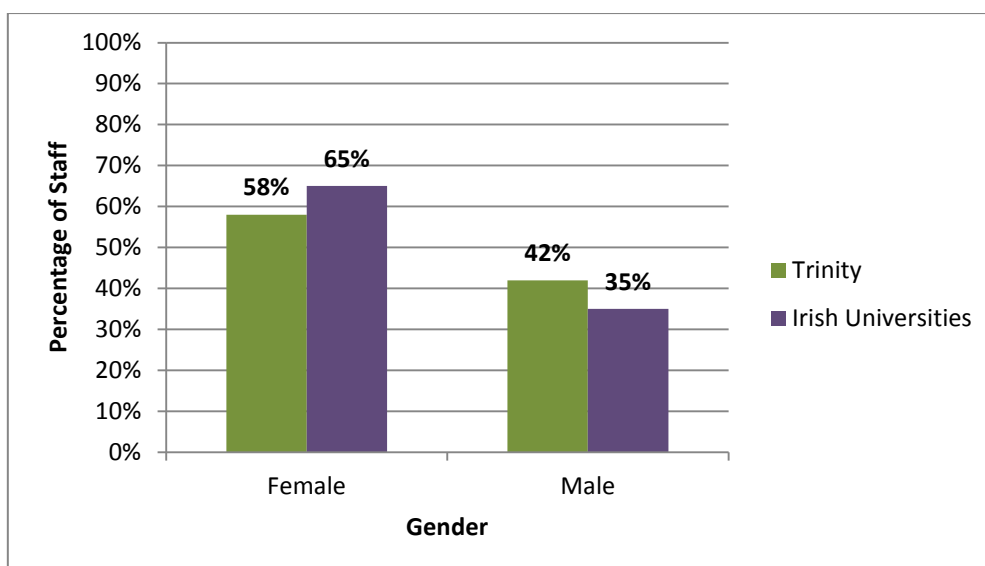


Figure 3.3 Gender of Non-academic Staff, Trinity and Irish Universities 2012

Men continue to be over-represented in academic positions and women continue to be over-represented in non-academic positions across the Irish university sector, including Trinity.

3.3 Total Staff: UK Comparison⁸

Academic Staff in Trinity and UK Higher Education Providers

Trinity roughly corresponds with the UK Higher Education Provider (HEP) average for gender representation among academic staff in 2014, with a 16 percentage point gap between female and male academic staff in Trinity, as compared to a 10 percentage point gap between female and male academic staff across UK HEPs. The majority of academic staff are men in both populations.

⁸ Source for UK Higher Education Providers Data: 'Table 1', Higher Education Statistics Agency, https://www.hesa.ac.uk/index.php?option=com_content&view=article&id=1898&Itemid=634. 2014 is the most recent year for which data on gender of staff is available.

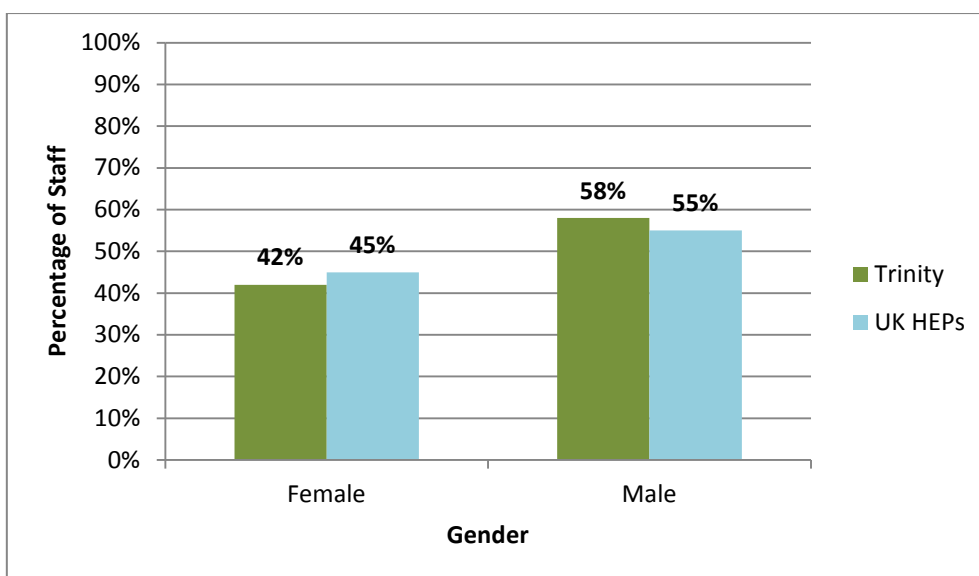


Figure 3.4 Gender of Academic Staff, Trinity and UK HEPs 2014

Non-academic Staff in Trinity and UK Higher Education Providers

Trinity is closer to equal representation of women and men among its non-academic staff than the UK HEP average; the gender gap in Trinity's non-academic staff population is 20 per cent, while the gender gap in the UK HEP non-academic staff population is 30 per cent. In both instances, the majority of non-academic staff are female.

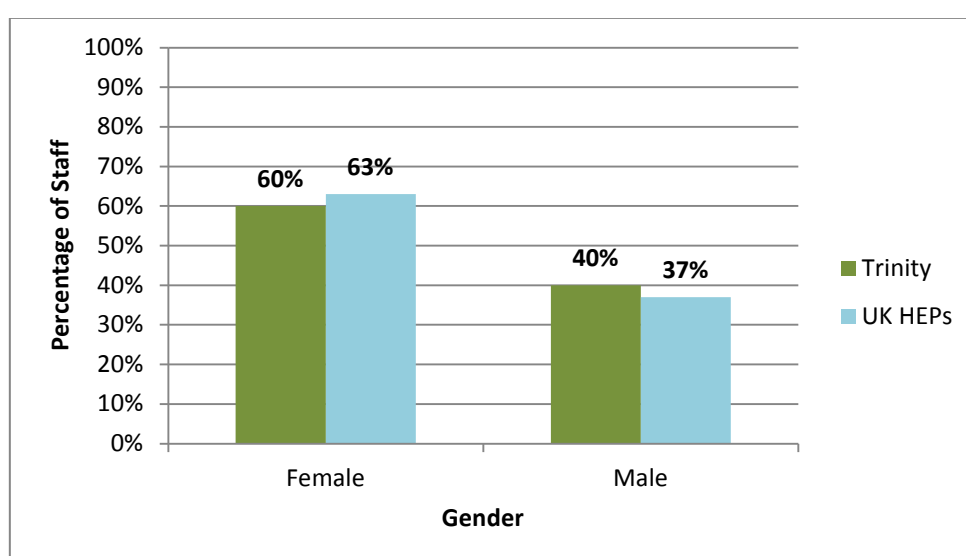


Figure 3.5 Gender of Non-academic Staff, Trinity and UK HEPs 2014

Total Staff in Trinity and UK Higher Education Providers

The gender proportions among the total staff in Trinity are almost identical to the gender proportions among the total UK Higher Education Provider Staff in 2014.

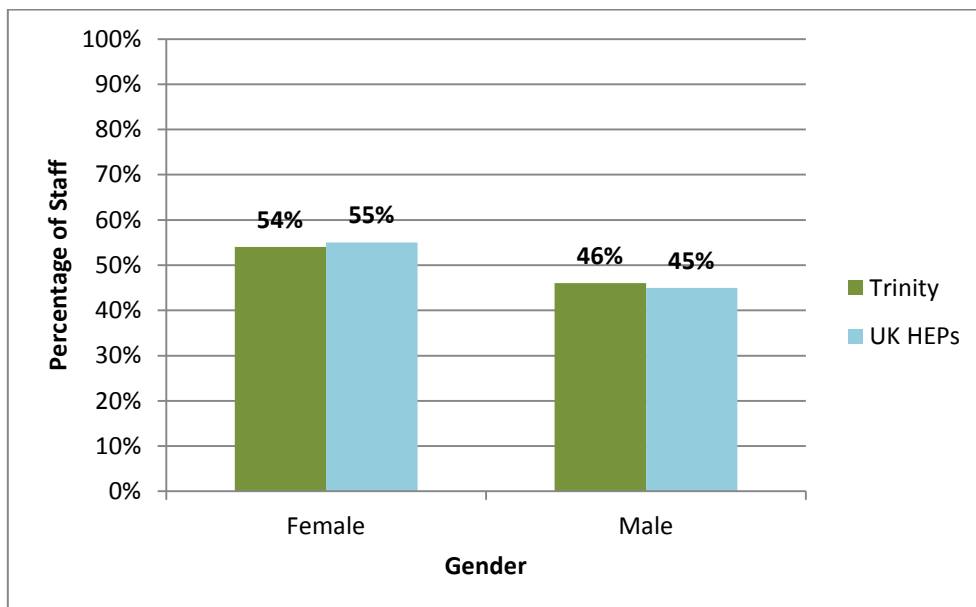


Figure 3.6 Gender of Total Staff, Trinity and UK HEPs 2014

4. Staff Categories⁹

Staff members have been disaggregated into six categories: Academic, Research, Administrative, Library, Technical, and Support. “Administrative” includes Executive, Executive Officer and Secretarial as well as the Administrative and Senior Administrative grades. “Support” comprises staff working in grounds, premises, stores, security, nursery, housekeeping and catering.

4.1 Staff Categories

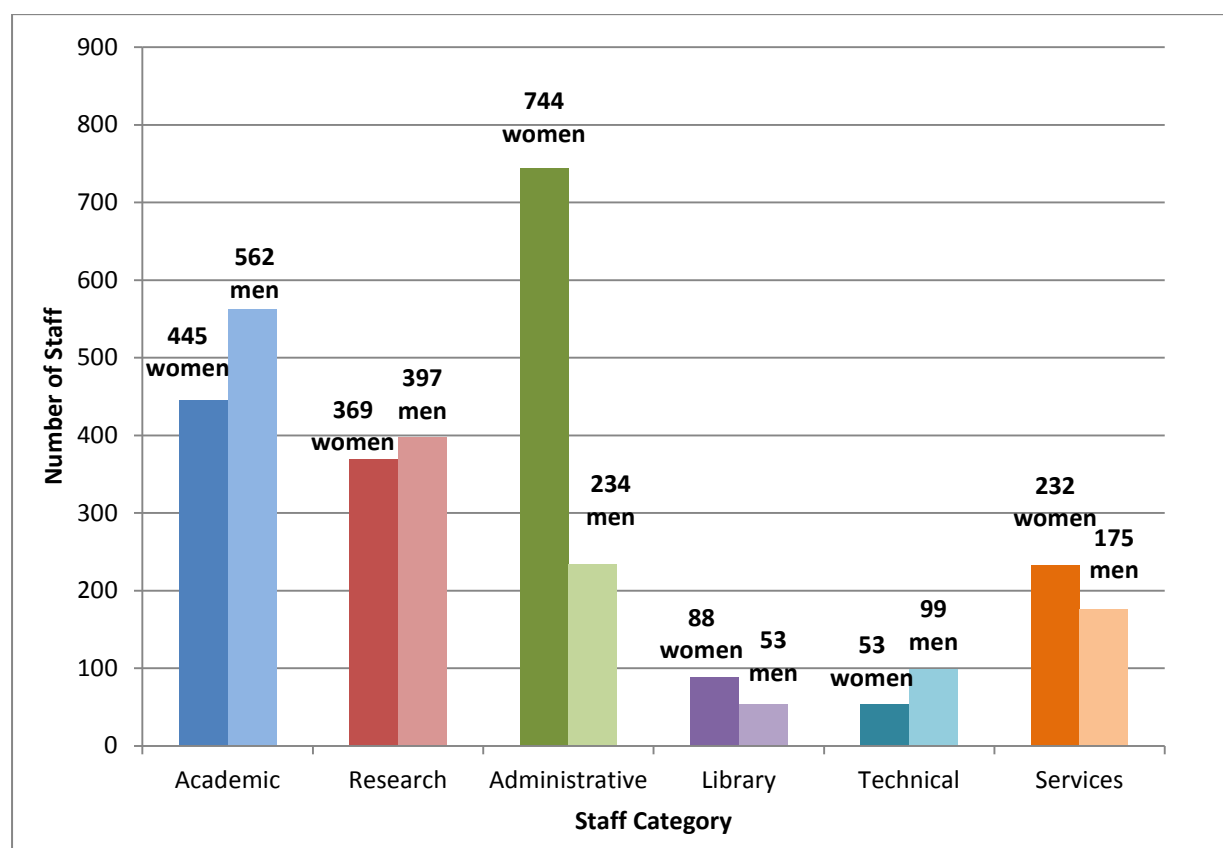


Figure 4.1 Number of Staff in All Categories according to Gender 2015

⁹ Data in Section 4 relating to 2015 have been obtained directly from Core HR reporting in December 2015, as the 2014/15 Equality Monitoring Report did not provide data on technical staff.

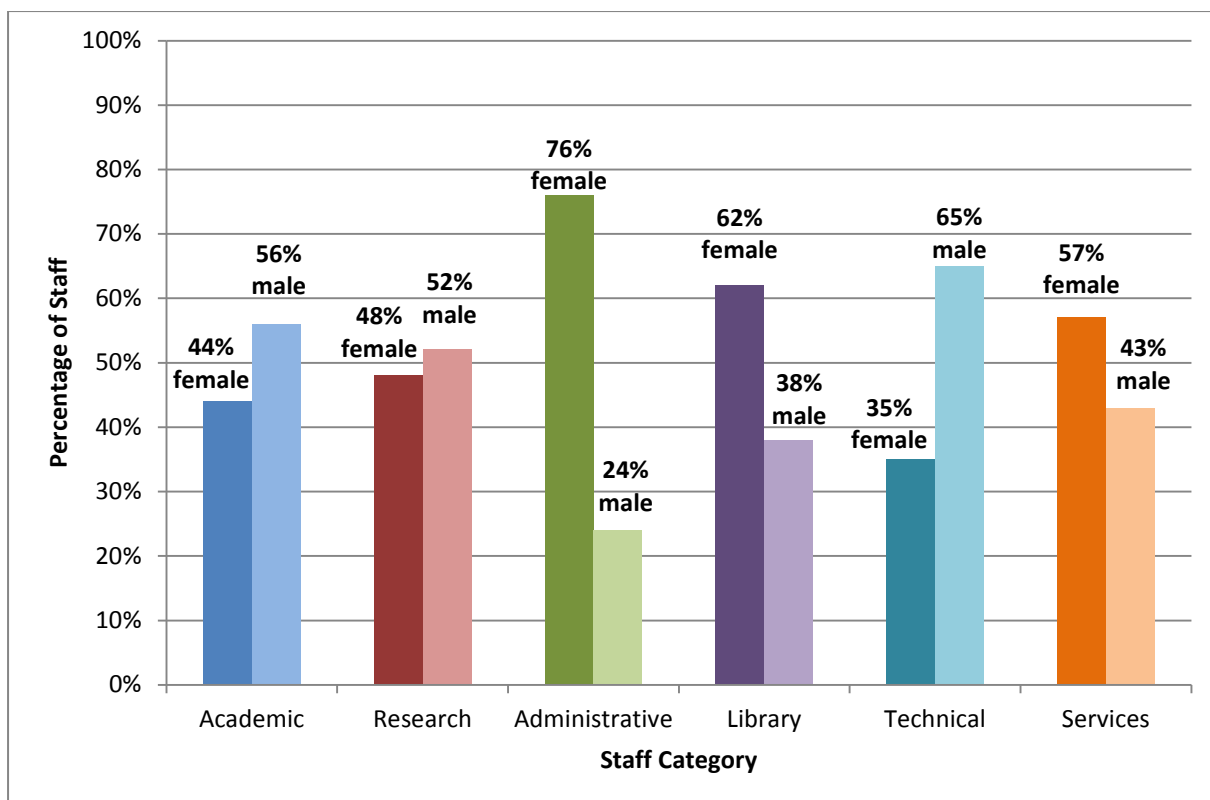


Figure 4.2 Gender Representation (%) in All Staff Categories 2015

Figures 4.1 and 4.2 show the number and the percentage representation of female and male staff across the six categories in 2015. According to this categorisation, men predominate in academic, technical and research roles while women predominate in administrative, library and support roles. However, striking gender imbalances exist within different areas of the support category, and these are examined in detail in **Section 10**.

The largest gender difference was within the administrative category in which over 3 times as many women as men were employed in 2015: this category contains the most staff overall after academia, which may partly explain why women comprise the majority of the total university staff. The most gender-balanced category was research, with 369 (48%) female and 397 (52%) male staff.

4.2 Gender Trends in Staff Categories

There have been no major changes in gender representation in any staff category (see Figure 4.3). Female representation in the Academic category slightly increased, but reduced to a similar extent in the Technical category.

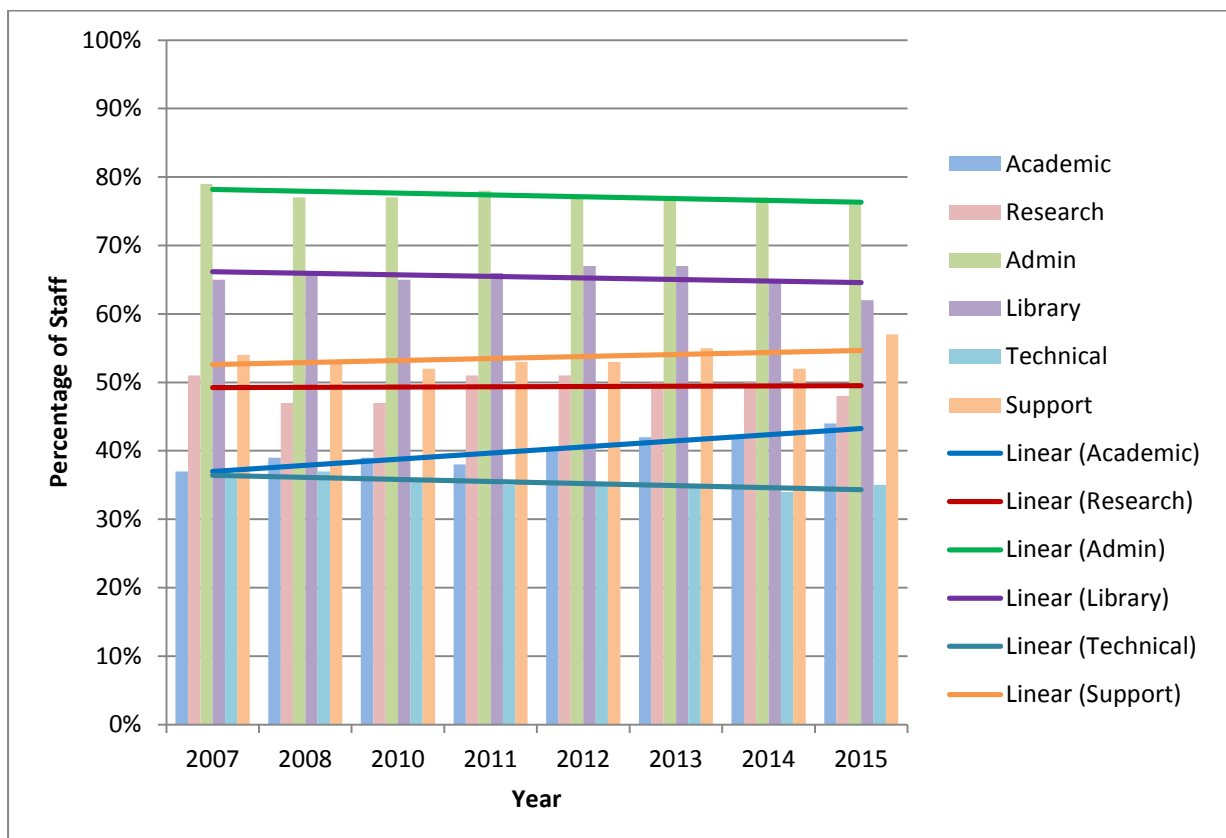


Figure 4.3 Female Representation (%) in each Staff Category 2007-2015

5. Academic Staff

5.1 Gender Representation among Academic Staff

Figures 5.1 and 5.2 show that men continue to hold the majority of academic roles in Trinity. The gender gap is gradually decreasing. In 2007, 37 per cent of academic staff were female, while in 2015 women constituted 44 per cent of the total. The number of male academic staff fell from 598 in 2007, to 562 in 2015 while the number of female academic staff rose significantly from 350 in 2007, to 445 in 2015.

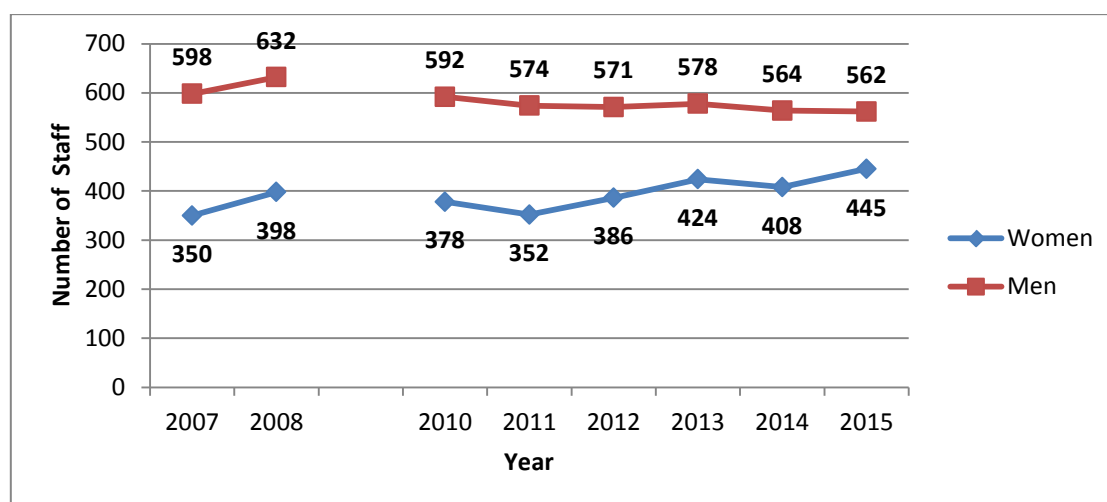


Figure 5.1 Gender Representation (Number) among Academic Staff 2007-2015

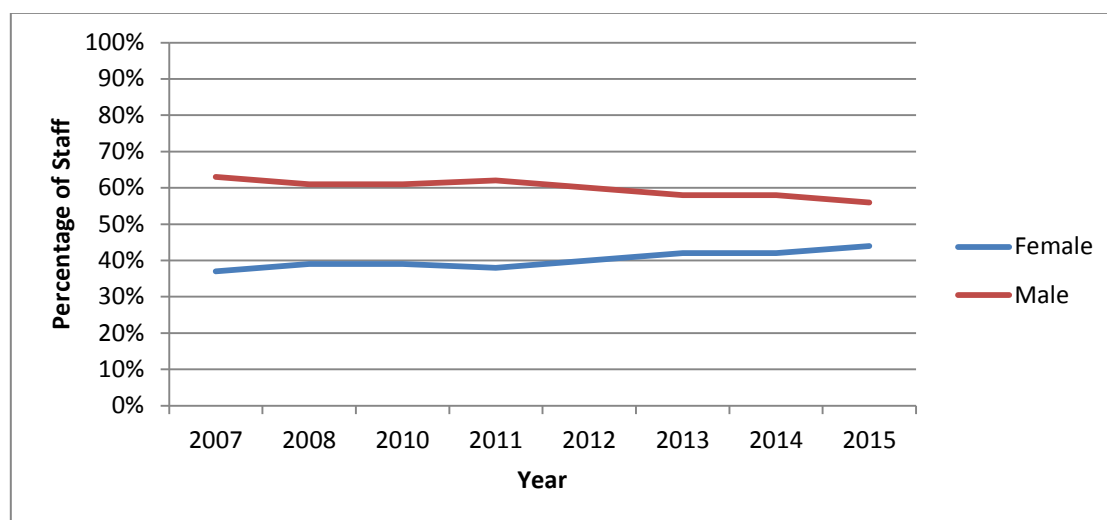


Figure 5.2 Gender Representation (%) among Academic Staff 2007-2015

5.2 Comparison of Academic Grades

In 2015, gender representation among Assistant Professors (below the Merit Bar) was nearly equal; there was a slight female majority among Assistant Professors (above the Merit Bar); and a significant male majority among all other academic staff. The gender gap is most pronounced among Professor (Chair) staff, of which 83% per cent were men in 2015. Figure 5.3 shows a strong (if slightly fluctuating) pattern of decreasing representation of women with increasing seniority of academic grade.

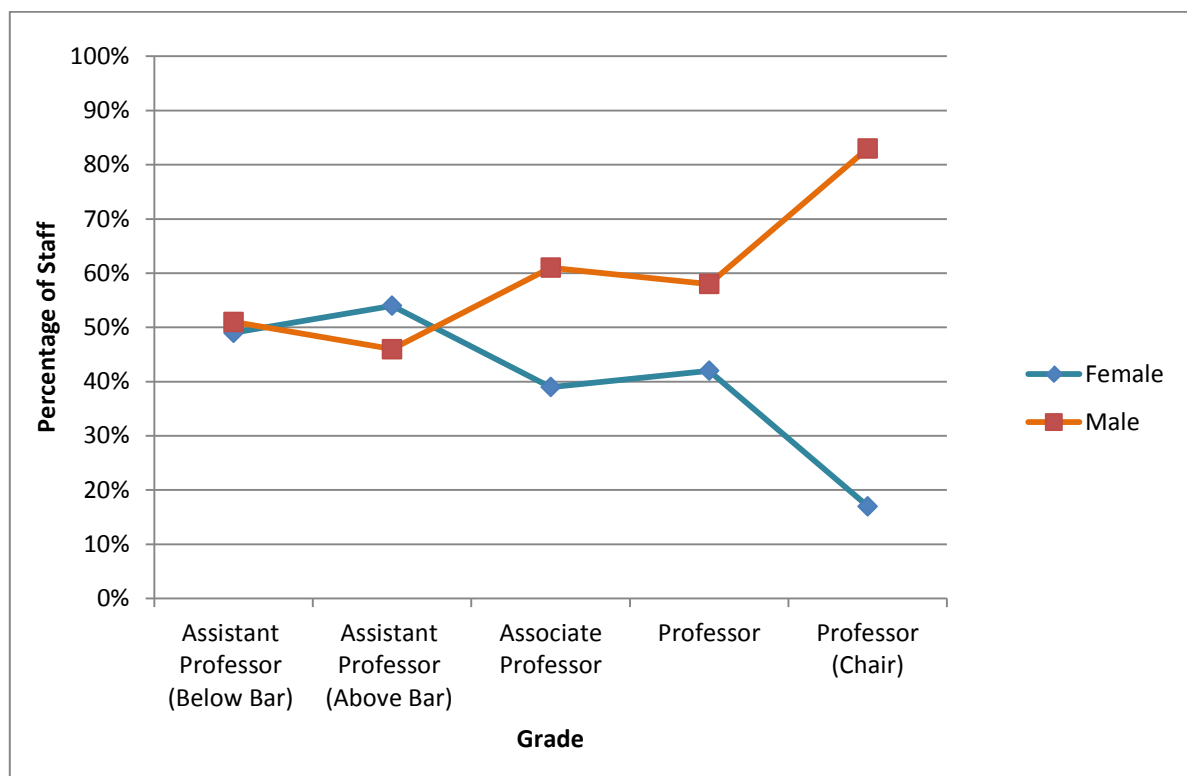


Figure 5.3 Gender Representation (%) among Academic Staff by Grade 2015

Research undertaken for Trinity's Institutional Athena SWAN Bronze Application (2014) indicates that the decrease of female representation begins earlier in the academic career path than at the Assistant Professor grade – see Figure 5.4 which shows that a significant majority of Trinity's undergraduate and of postgraduate taught students are female, but only a slight majority of postgraduate research students are female, and men are in the majority at all further stages of the academic pipeline.

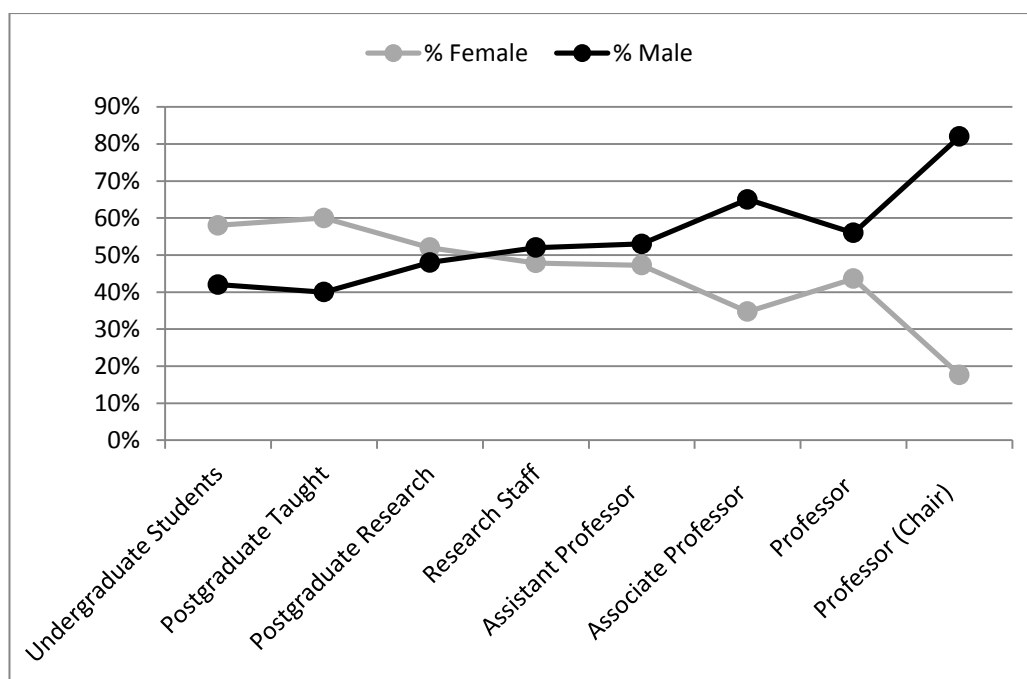


Figure 5.4 Academic Pipeline by Gender and Grade across all Faculties¹⁰

¹⁰ Source: Institutional Athena SWAN Bronze Application (2014) available at <https://www.tcd.ie/diversity-inclusion/assets/pdfs/TCD%20Institutional%20Bronze%20Final.pdf>

5.3 Academic Staff: National and European Comparison

	UCD		UCC		NUIG		NUIM	
	Male	Female	Male	Female	Male	Female	Male	Female
Professor (Chair)	81%	19%	84%	16%	86%	14%	77%	23%
Professor	72%	28%	76%	24%	90%	10%	83%	17%
Associate Professor	62%	38%	68%	32%	70%	30%	67%	33%
Assistant Professor	47%	53%	49%	51%	47%	53%	55%	45%
Academic Staff	70%	30%	73%	27%	79%	21%	72%	28%

	UL		DCU		All Universities		TCD	
	Male	Female	Male	Female	Male	Female	Male	Female
Professor (Chair)	69%	31%	83%	17%	81%	19%	84%	16%
Professor	83%	17%	74%	26%	74%	26%	56%	44%
Associate Professor	61%	39%	67%	33%	65%	35%	64%	36%
Assistant Professor	51%	49%	47%	53%	49%	51%	49%	51%
Academic Staff	67%	33%	72%	28%	71%	29%	68%	32%

Table 5.1 Gender Representation (%) among Academic Staff, Irish Universities 2014¹¹

It should be noted that the data in Table 5.1 are based on headcounts of core-funded staff only (whereas data presented in Equality Monitoring Reports, used elsewhere in this report, includes **all** staff), so percentages may differ from those presented elsewhere in this report.

Irish universities generally display a clear pattern of decreasing female representation with increasing seniority of academic role, with men in the majority at the 3 most senior of the 4 grades here presented. The Irish universities' average gender representation at the Assistant Professor grade is 49 per cent male to 51 per cent female, whereas the average gender representation at the Professor (Chair) grade is 81 per cent male to 19 per cent female. Even the smallest gender gap at the Professor (Chair) grade – 69 per cent male to 31 per cent female in UL – shows a significant gender imbalance.

¹¹ Source: 'Gender Staffing Information Dec 2013-2014' (2015), HEA, <http://www.hea.ie/en/statistics/gender-staffing-information>. DCU do not provide staff headcount information to the HEA and therefore their percentages are based on headcount estimation. Some titles have been edited to reflect Trinity's system of titles for academic staff.

Trinity is significantly more gender-balanced than the Irish universities' average at the Professor grade. The average female representation at this grade is 26 per cent, whereas the female representation in this grade at Trinity is 44 per cent. However, Trinity is less gender-balanced than the Irish universities' average at the Professor (Chair) grade, with 84 per cent male staff and 16 per cent female staff at this grade.

The most balanced gender representation among the universities at each academic grade has been highlighted orange. Trinity has the most balanced gender representation of all Irish universities at the Professor grade. UL has the most balanced gender representation among academic staff overall, and at two of the four specific grades.

The pattern of decreasing female representation with increasing seniority of academic role, also known as "vertical segregation" has been observed throughout the European Union higher education sector, as noted in the European Commission's *She Figures 2015*:

"The academic career of women remains markedly characterised by strong vertical segregation. In 2013, the proportion of women students (55%) and graduates (59%) at the first level of academic education [*undergraduate degree*] exceeded that of male students, but men outnumbered women at the highest level of education, with women making up 46% and 47% of [*postgraduate tertiary*] students and graduates, respectively. Furthermore, women represented only 45% of grade C academic staff, 37% of grade B and 21% of grade A."¹²

¹² Grade A is the most senior grade of academic staff in the She Figures analysis. Source: European Commission, 2016. *She Figures 2015*, p126 [Online] Available at: http://ec.europa.eu/research/swafs/pdf/pub_gender_equality/she_figures_2015-final.pdf#view=fit&pagemode=none

5.4 Analysis of Academic Staff by Grade

Assistant Professors¹³

Figures 5.5 and 5.6 show a clear trend towards increasing gender equality among Assistant Professors, above and below the Bar. As greater numbers of women move over the Bar, the female majority below the Bar lessens.

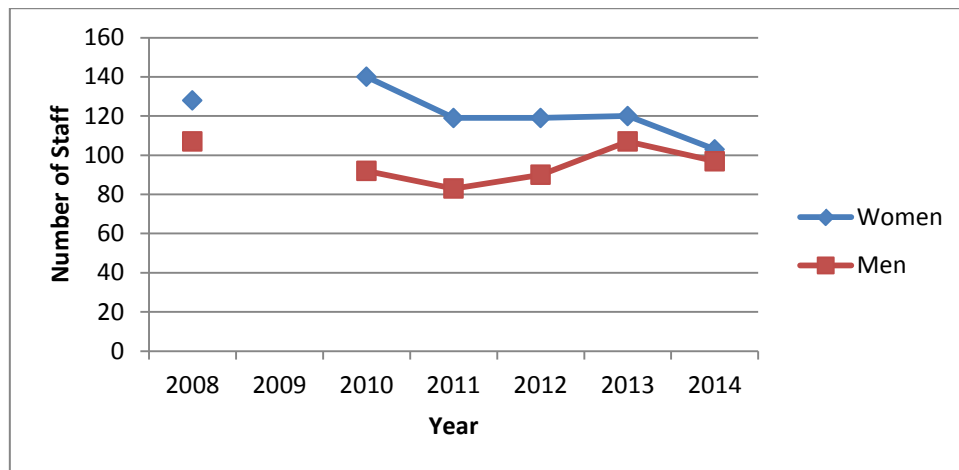


Figure 5.5 Gender Representation (Number) among Assistant Professors Below the Bar 2008-2014

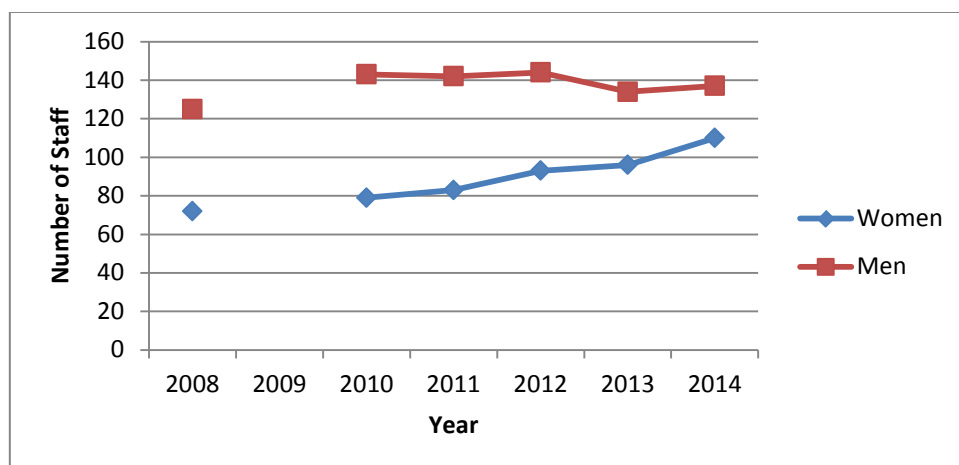


Figure 5.6 Gender Representation (Number) among Assistant Professors Above the Bar 2008-2014

¹³ Data in the Annual Equality Monitoring Report 2014/15, relating to 2015, has been excluded from this section on Assistant Professors, as it is not directly comparable to the data presented from previous years' Annual Equality Monitoring Reports.

Associate Professors

There is a gradual trend towards increasing gender equality among Associate Professors. Men have consistently been over-represented at this grade to date.

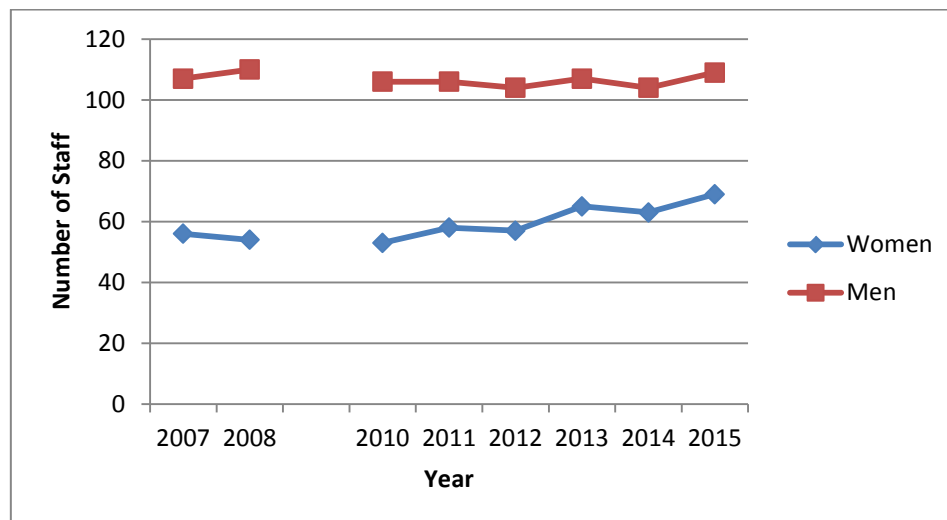


Figure 5.7 Gender Representation (Number) among Associate Professors 2007-2015

Professors

Figure 5.8 shows a clear trend towards increasing gender equality among Professors, a grade at which men have been in a significant majority to date.

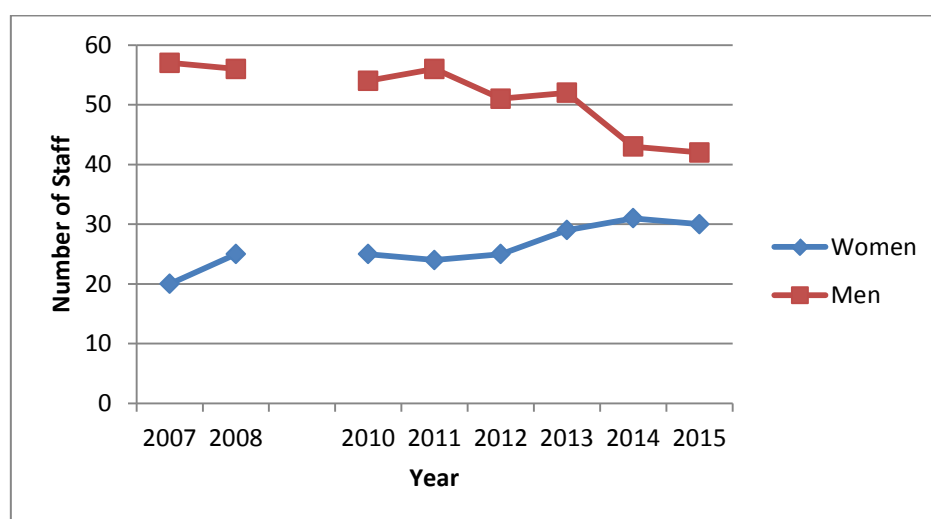


Figure 5.8 Gender Representation (Number) among Professors 2007-2015

Professors (Chairs)

The vast majority of staff at the Professor (Chair) grade are men, and there is only a slight emerging trend towards gender equality. This is the least gender-balanced academic grade - women have never held more than 17 per cent of Professor (Chair) positions in Trinity. At the current rate of increase of female representation (0.4 percentage points per year), gender equality among Professors (Chairs) would not be achieved for 83 years (by the year 2098).

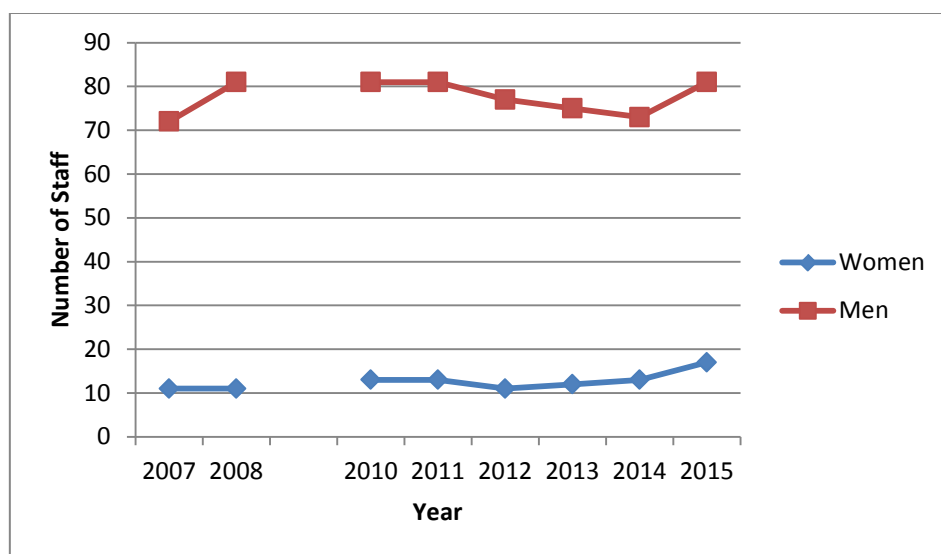


Figure 5.9 Gender Representation (Number) among Professors (Chairs) 2007-2015

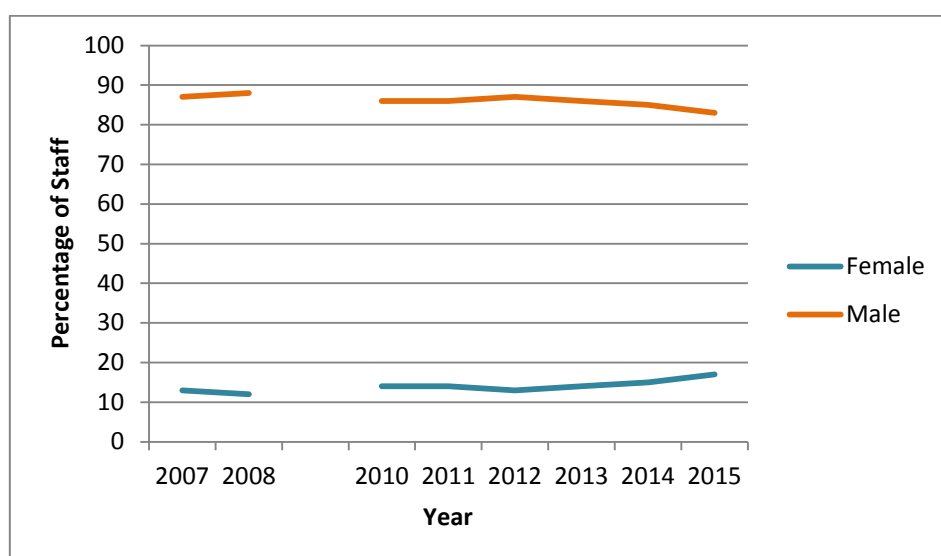


Figure 5.10 Gender Representation (%) among Professors (Chairs) 2007-2015

5.5 Senior Academic¹⁴ Roles

The roles of Faculty Dean, Head of School and Fellow are not “grades” but they are each significant career opportunities which bring high status to the successful candidate, as well as offering valuable experience which can assist in further career advancement.

Faculty Deans

Since 2012, one of the Faculty Deans has been female, while the others have been male; between 2007 and 2012, all of the Faculty Deans were male.

Heads of School

Figure 5.11 shows that the majority of Heads of School are men. The number of female Heads of School more than doubled between 2007 and 2013 and they now represent 38 per cent of all Heads of School.

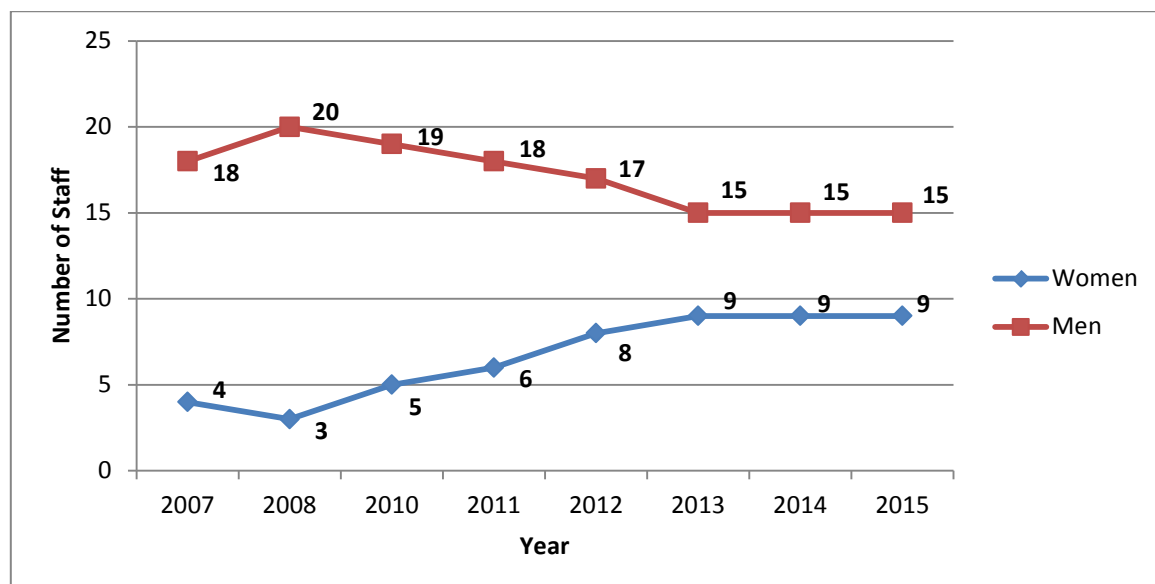


Figure 5.11 Gender Representation (Number) among Heads of School 2007-2015

¹⁴ The roles of Faculty Dean and Head of School involve administrative responsibilities but are included in Section 5 as they are available to academic staff only

Fellows¹⁵

The majority of Fellows are men. However, there is a consistent, albeit gradual, trend towards equal gender representation among Fellows, and the number of female Fellows has risen each year since 2010. Only one in five (20% of) Fellows were female in 2007, whereas more than one in four (28% of) Fellows are female in 2016. Despite the consistent trend, a significant gender gap remains. At the current rate of change (+0.8 percentage points per year), gender equality among the Fellows would be achieved around the year 2043.

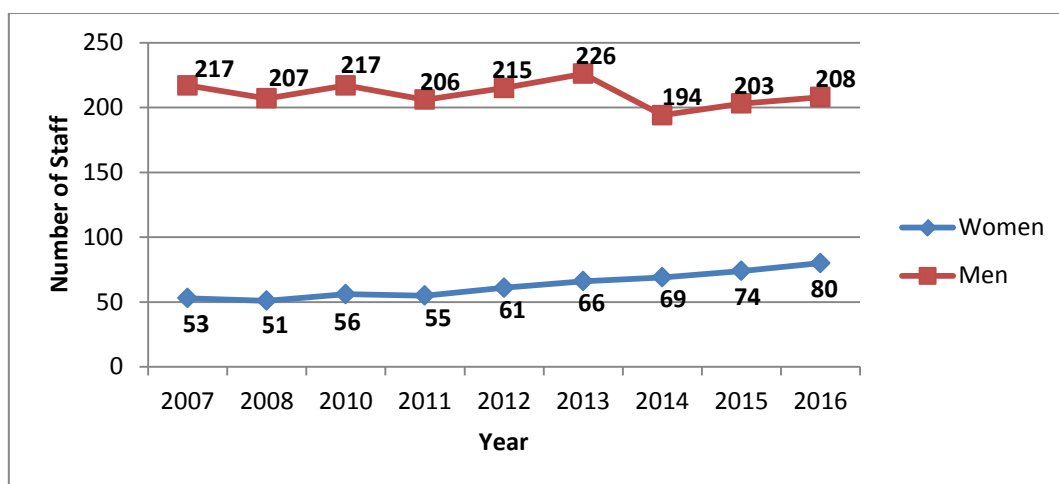


Figure 5.12 Gender Representation (Number) among All Fellows 2007-2016

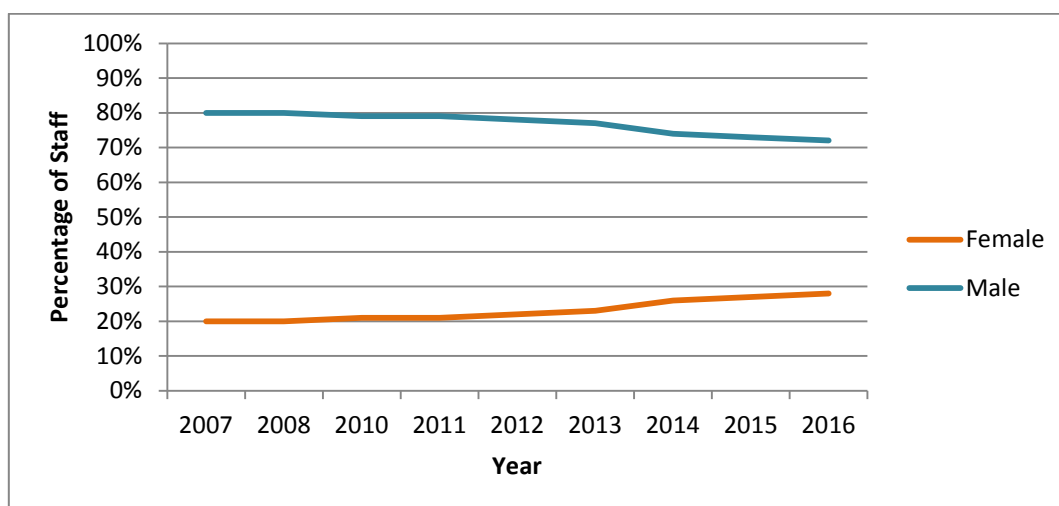


Figure 5.13 Gender Representation (%) among All Fellows 2007-2016

¹⁵ Data on Fellowship in 2015 and 2016 provided by the Secretary's Office. These figures include Junior Fellows, Professorial Fellows and Honorary Fellows.

6. Research Staff

6.1 Gender Representation among Research Staff

The research category shows a trend of continuing gender equality, with no greater gap than 47 per cent female – 53 per cent male in the years 2007-2015. There is less institutional oversight of the recruitment of research staff than any other staff category, since research staff are normally appointed directly by Principal Investigators. There could therefore be a higher risk of gender bias in these appointments and it is encouraging to observe that this is not borne out by the data.

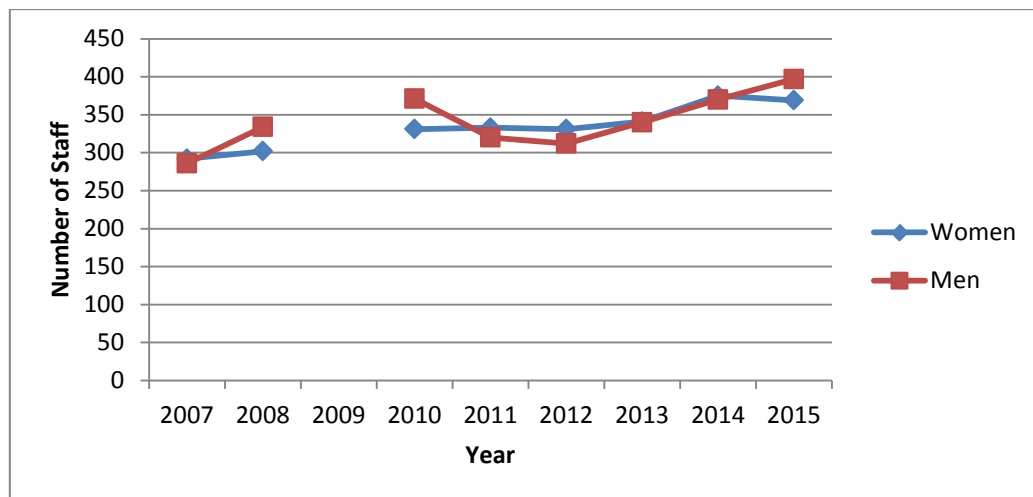


Figure 6.1 Gender Representation (Number) among Research Staff 2007-2015

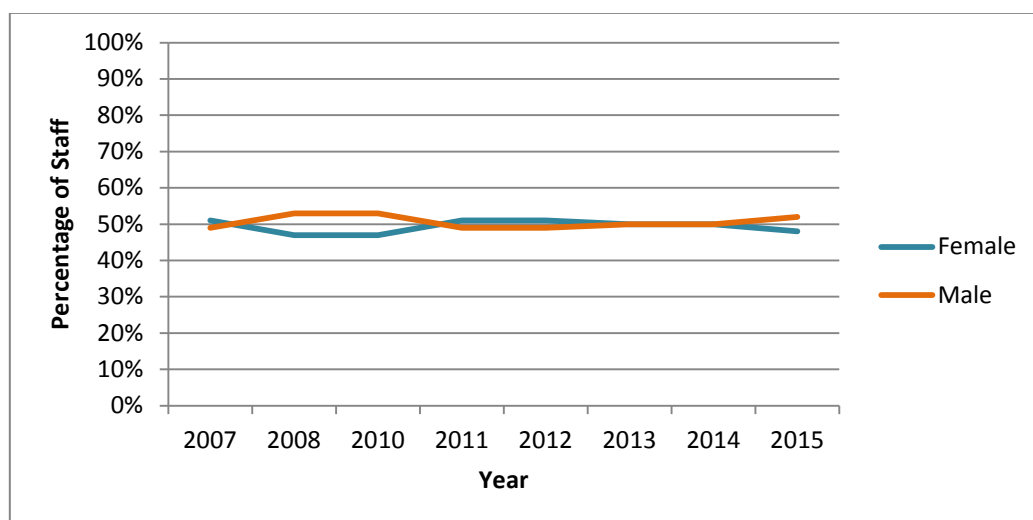


Figure 6.2 Gender Representation (%) among Research Staff 2007-2015

6.2 Research Staff: STEMM¹⁶ versus non-STEMM

A closer analysis of the gender representation of research staff shows that there are gender differences within both STEMM and non-STEMM areas. The majority of research staff in STEMM areas are male while the majority of research staff in other areas are female. Although the female majority in non-STEMM research areas is more pronounced, there are fewer research staff in those areas, leading to the nearly equal gender representation observed in the total research category.

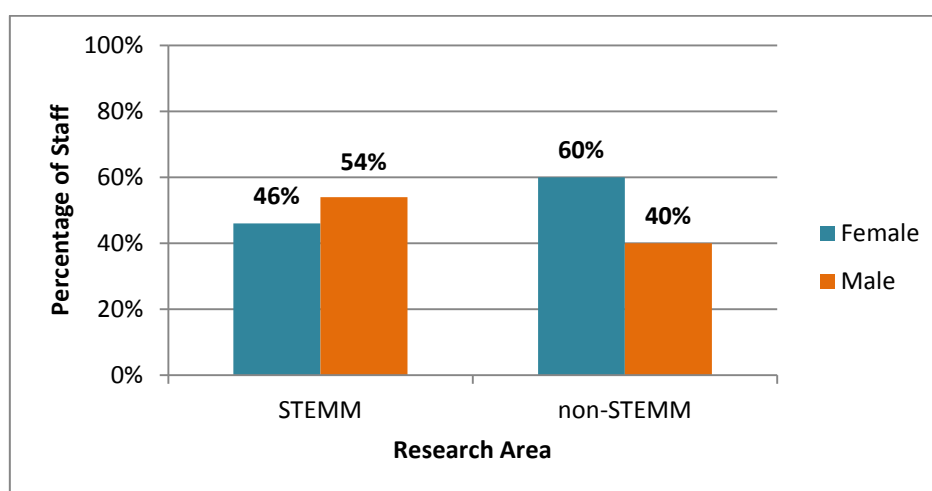


Figure 6.3 Gender Representation of Research Staff in STEMM and non-STEMM areas¹⁷

¹⁶ Science, Technology, Engineering, Mathematics and Medicine

¹⁷ Source of data: Drew et al., 2015. Athena SWAN Bronze institution award application – Ireland: Trinity College Dublin, p22. Available at <https://www.tcd.ie/diversity-inclusion/assets/pdfs/TCD%20Institutional%20Bronze%20Final.pdf>

6.3 Analysis of Research Staff by Grade

It should be noted that although Research Fellow is a more senior grade than Research Assistant, there is not an established “career ladder” from Research Assistant to Research Fellow.

Research Assistants

Between 2007 and 2015, the majority of Research Assistants were women. However, there is a strong trend since 2011 of increasing gender balance among Research Assistants, leading to approximate gender parity (49% female, 51% male) in 2015. This trend has occurred because numbers of male Research Assistants have increased at a much higher rate than the corresponding rise in numbers of female Research Assistants. There were 2.6 times as many male Research Assistants in 2015 as in 2007, whereas the numbers of female Research Assistants increased by only 1.5 times.

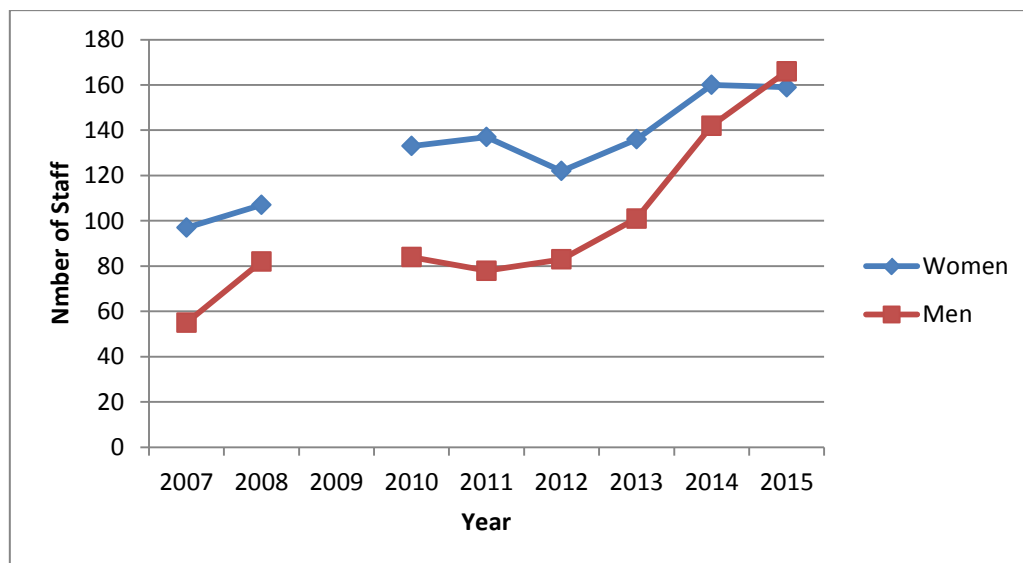


Figure 6.4 Gender Representation (Number) among Research Assistants 2007-2015

Research Fellows

From 2007-2015, the majority of Research Fellows were men. The gender gap among Research Fellows fluctuated in that period, from the biggest gap in 2010 (41% female, 59% male) to the smallest in 2014 (49% female, 51% male). A trend towards gender equality observed in 2010 – 2014 reversed in 2015. Future monitoring will ascertain if this reversal represents an anomaly or a more long-term trend.

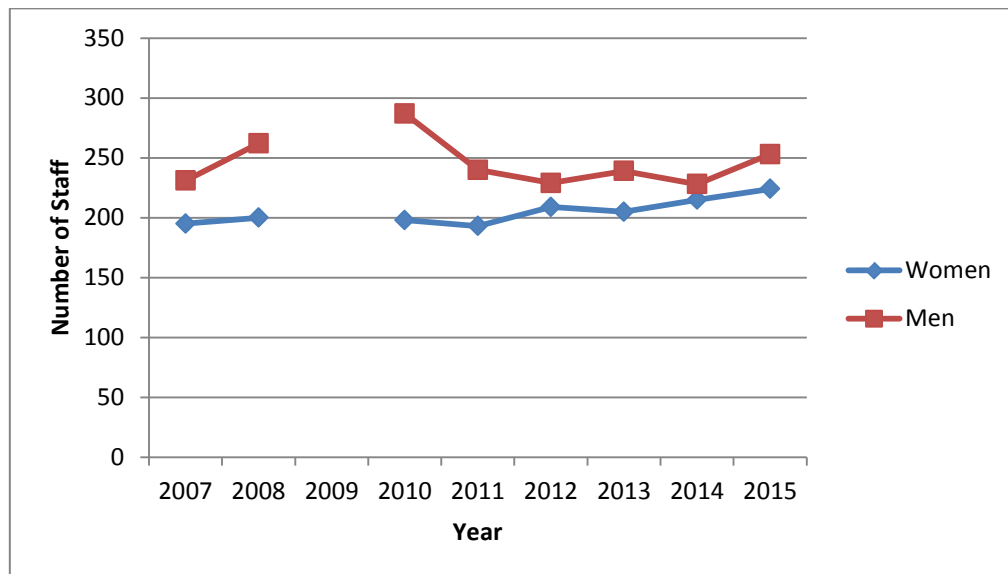


Figure 6.5 Gender Representation (Number) among Research Fellows 2007-2015

7. Administrative Staff

7.1 Gender Representation among Administrative Staff

Women have consistently held the majority of administrative posts in Trinity. The extent of this majority is decreasing very gradually - 79 per cent of administrative staff were female in 2007, and 75 per cent were female in 2015.

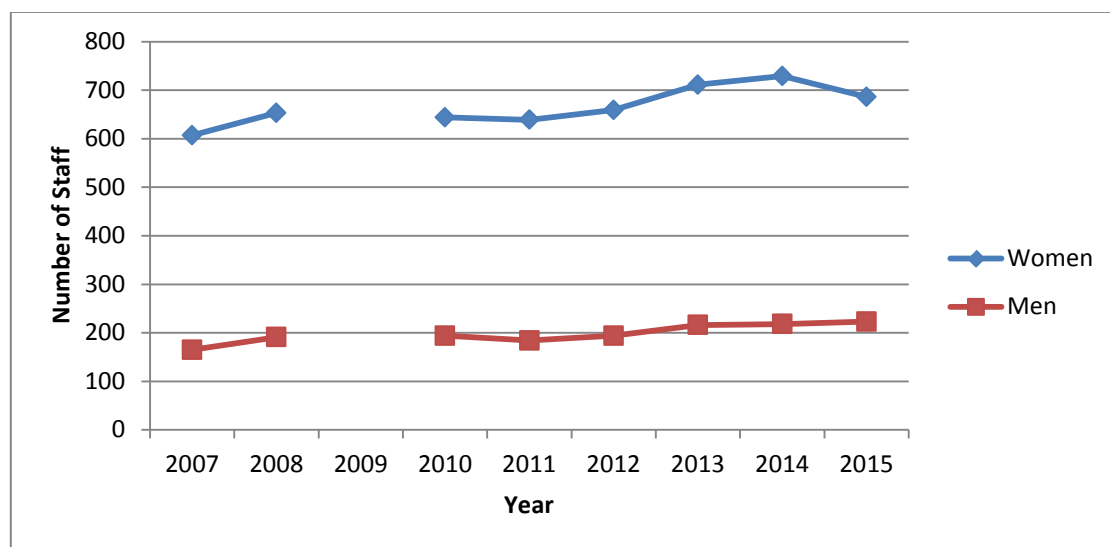


Figure 7.1 Gender Representation (Number) among Administrative Staff 2007-2015

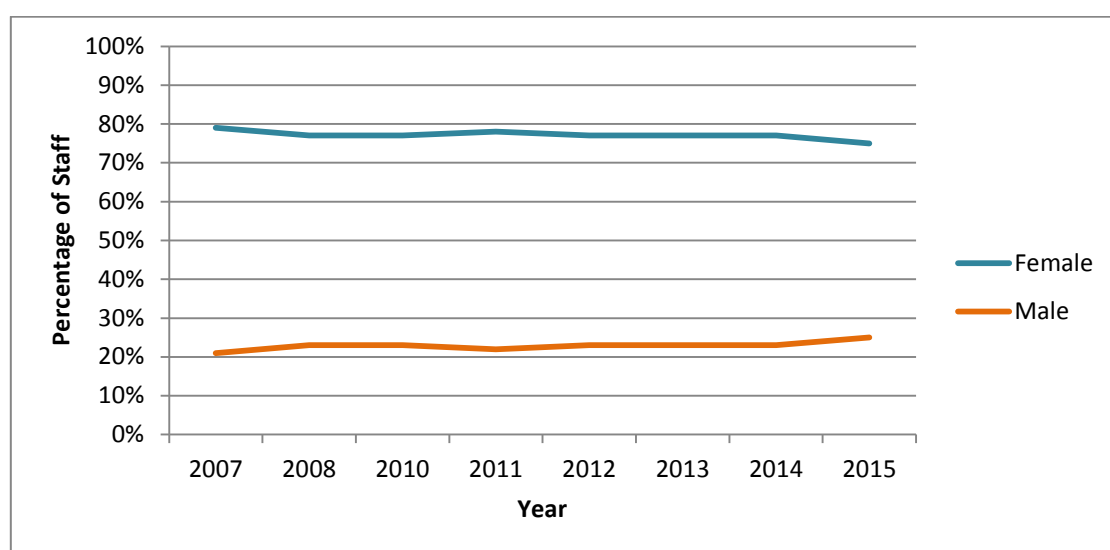


Figure 7.2 Gender Representation (%) among Administrative Staff 2007-2015

7.2 Comparison of Administrative Grades

The Secretarial grade (the grade directly beneath Executive Officer in terms of seniority) has been omitted from this comparison due to the low number of staff (7) at the grade. The Executive grade (a higher grade than Senior Administrative 1) is also excluded due to its low numbers (4 staff). The Executive grade comprises the Provost, Vice-Provost, Treasurer and Chief Operating Officer, and currently 50/50 gender balance exists within the grade.

Male representation increases with seniority of role¹⁸. The overwhelming majority (92 – 97%) of Executive Officers and Senior Executive Officers are women, a smaller but still significant majority (66 – 73%) of Administrative staff are women, while men are in the majority within the 2 highest of the 3 Senior Administrative grades – 75 per cent of Senior Administrative 2 staff, and 67 per cent of Senior Administrative 1 staff, are male.

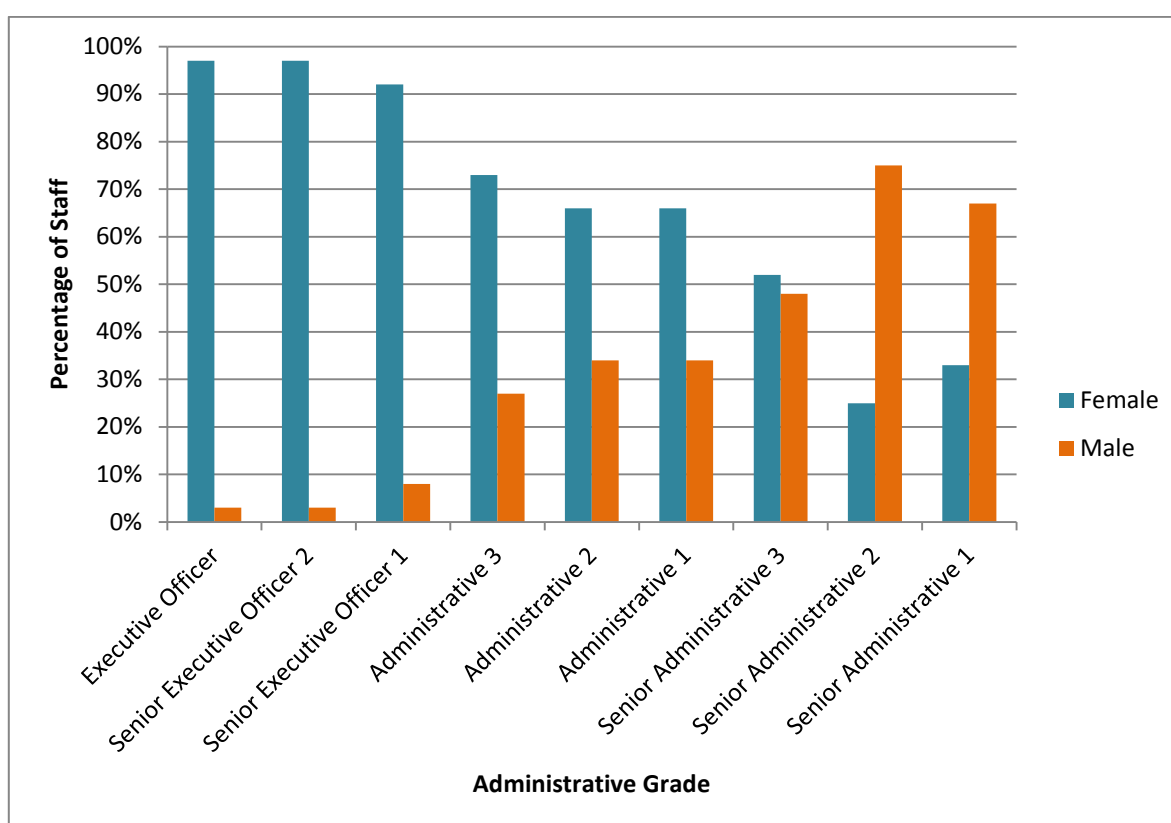


Figure 7.3 Gender Representation (%) among Administrative Staff by Grade 2015

¹⁸ Figure 7.3 displays administrative grades in ascending order of seniority. Senior Administrative 1 is the most senior grade presented in the figure.

7.3 Analysis of Administrative Staff by Grade

Senior Administrative (1-3) Staff

Men consistently constituted the majority of Senior Administrative staff 2007-2015. For the most part, the gender gap was unchanging in those years. However, between 2014 and 2015 the gender gap narrowed, which may or may not be indicative of an emerging trend.

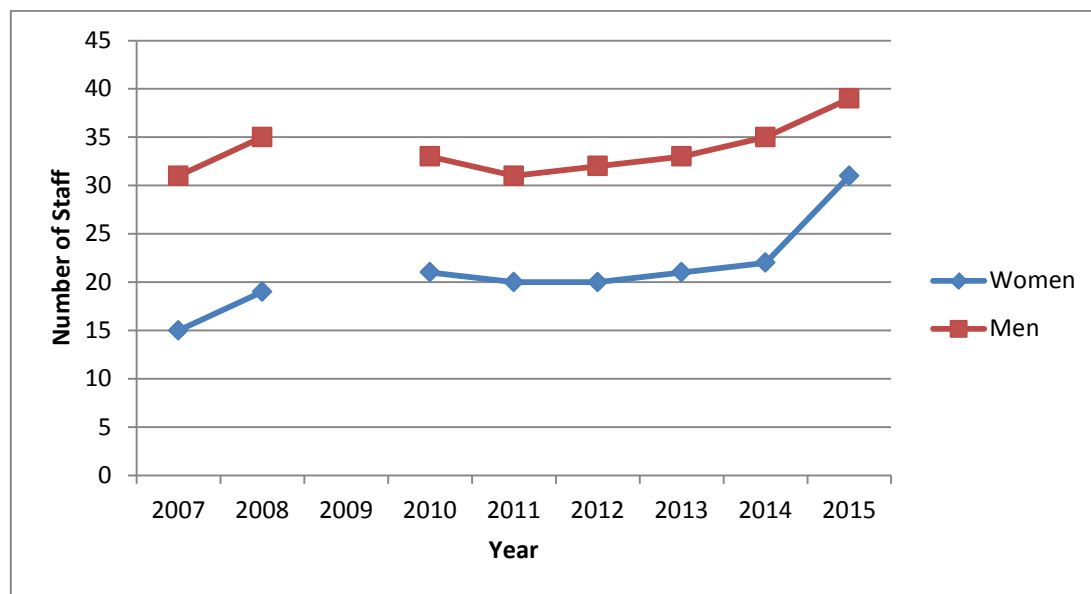


Figure 7.4 Gender Representation (Number) among Senior Administrative (1-3) Staff 2007-2015

Administrative (1-3) Staff¹⁹

Women were consistently in the majority among Administrative (1-3) staff between 2007 and 2015. The trend since 2010 is away from gender balance in this area, with women holding 64 per cent of administrative positions in 2010 and 69 per cent in 2015.

¹⁹ “Administrative 1”, “Administrative 2” and “Administrative 3” are the titles of specific grades within what has been named the “administrative” category in this report. The Administrative grades fall between the Executive Officer grades and the Senior Administrative grades in terms of seniority – please see Figure 7.4.

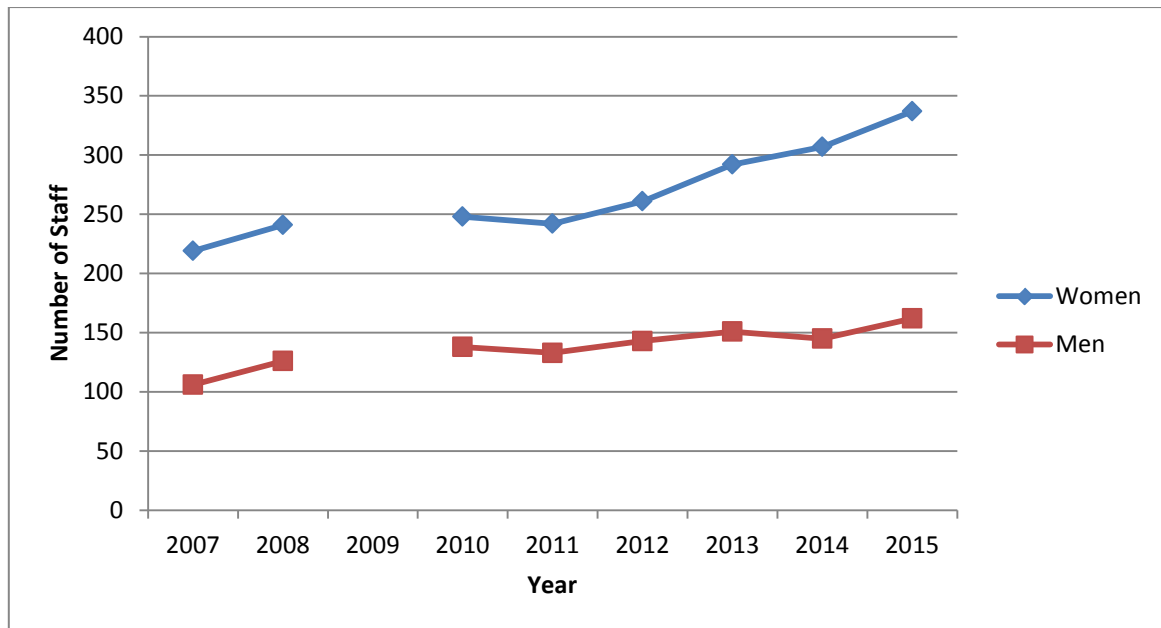


Figure 7.5 Gender Representation (Number) among Administrative (1-3) Staff 2007-2015

(Senior) Executive Officer and Secretarial Staff

The vast majority of Secretarial, Executive Officer and Senior Executive Officer roles are filled by women. No trend for change in the gender gap is apparent.

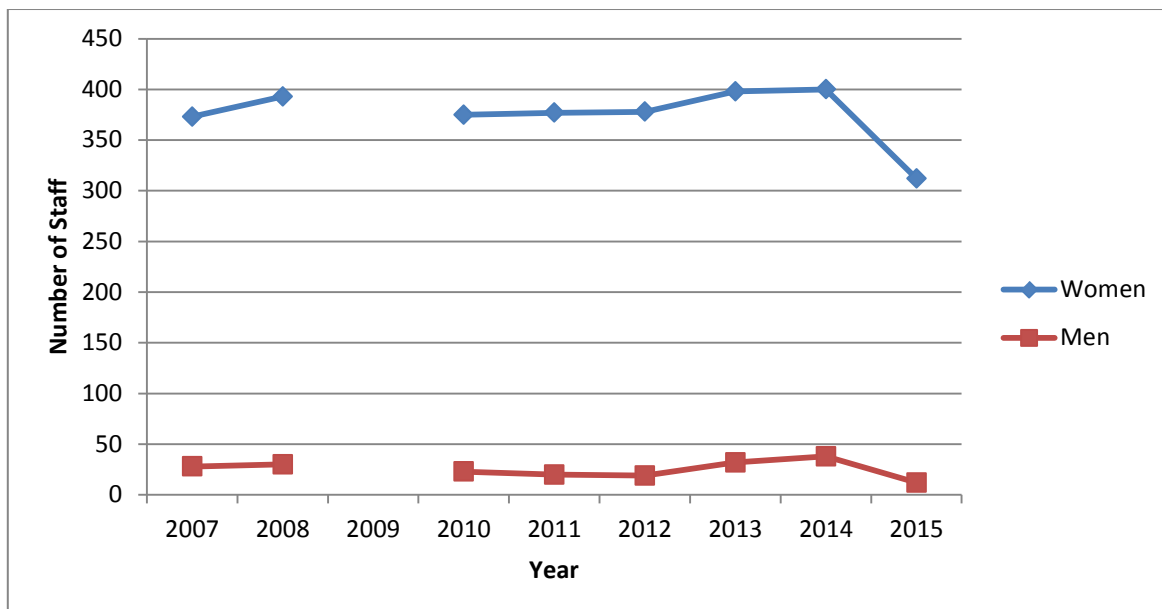


Figure 7.6 Gender Representation (Number) among (Senior) Executive Officer and Secretarial Staff 2007-2015

8. Library Staff

8.1 Gender Representation of Library Staff

Women are consistently over-represented among library staff, comprising 65 per cent – 67 per cent of library staff in 2007-2015.

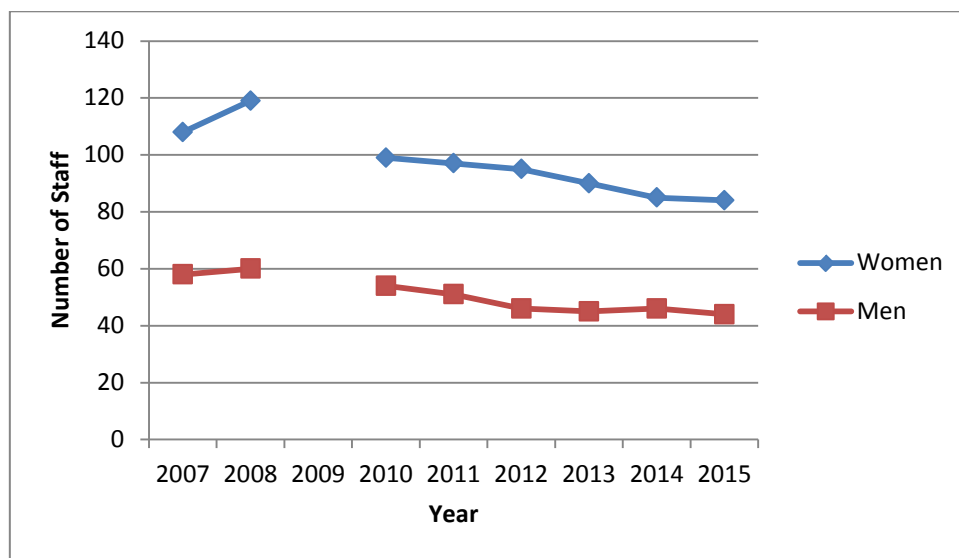


Figure 8.1 Gender Representation (Number) among Library Staff 2007-2015

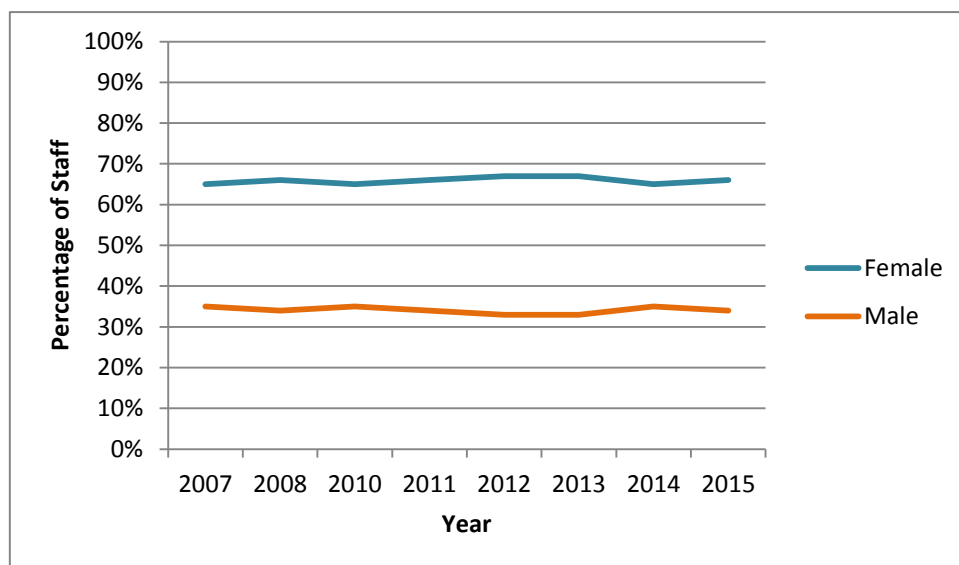


Figure 8.2 Gender Representation (%) among Library Staff 2007-2015

8.2 Comparison of Library Grades

Figure 8.3 shows the percentage of female and male staff at each library grade in 2015. The “Library Keeper” (4 staff members) and “Sub Librarian” (5 staff members) grades are excluded from this graph due to the very small numbers of staff at those grades. There are 2 women and 1 man at the Library Keeper grade (the most senior Library grade), and there are 4 women and 1 man at the Sub Librarian grade (the second most senior Library grade).

There is a predominance of female staff throughout the library grades. The extent of the female majority does not consistently increase or decrease with seniority of role²⁰.

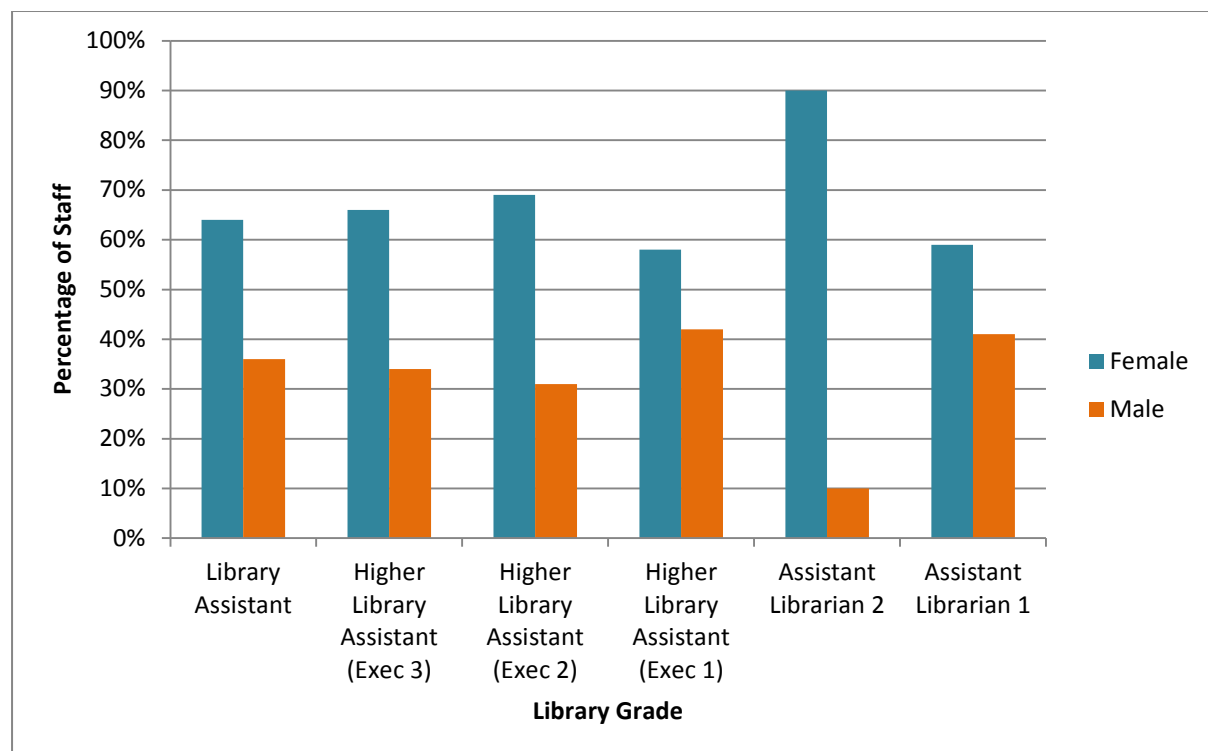


Figure 8.3 Gender Representation (%) among Library Staff by Grade 2015

²⁰ Figure 8.3 displays library staff grades in ascending order of seniority, with Assistant Librarian 1 being the most senior grade presented.

8.3 Analysis of Library Staff by Grade

Assistant Librarians (1-2)

Like Higher Library Assistants, the majority of Assistant Librarians have consistently been women in 2007-2015 and there is no indication of any trend in the gender gap.

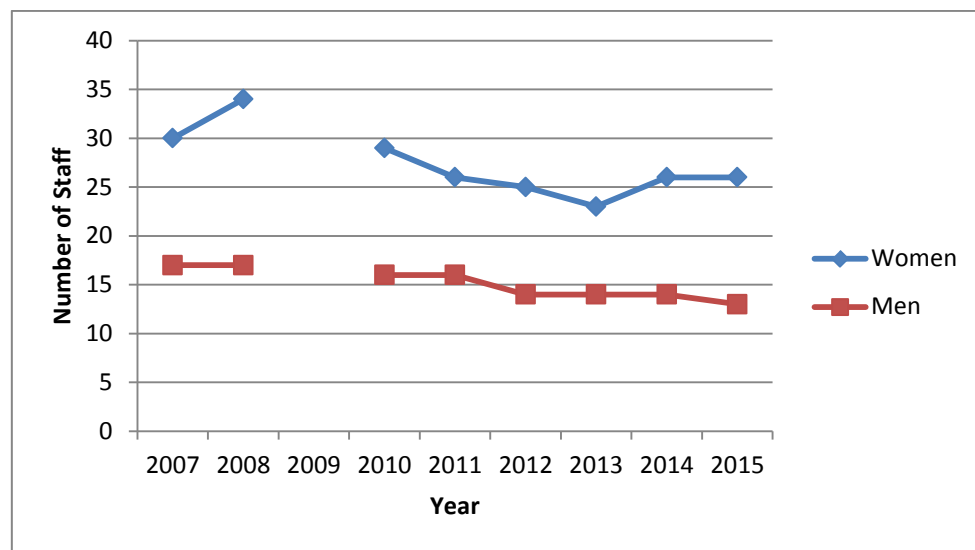


Figure 8.6 Gender Representation (Number) among Assistant Librarians (1-2) 2007-2015

Higher Library Assistants (1-3)

The majority of Higher Library Assistants are female, and there does not appear to be any significant change in the gender ratio since 2007.

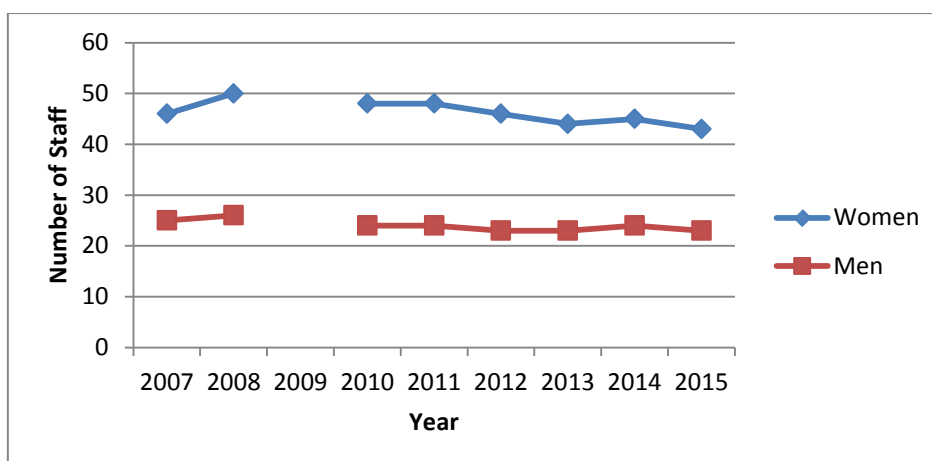


Figure 8.5 Gender Representation (Number) among Higher Library Assistants (1-3) 2007-2015

Library Assistants

The number of Library Assistants is relatively small, leading to significant variation in the gender percentages from year to year, and so no reliable trend can be identified. However, there appears to be a convergence towards gender balance among Library Assistants in 2014, which was due to a 50 per cent reduction in the numbers of female Library Assistants.

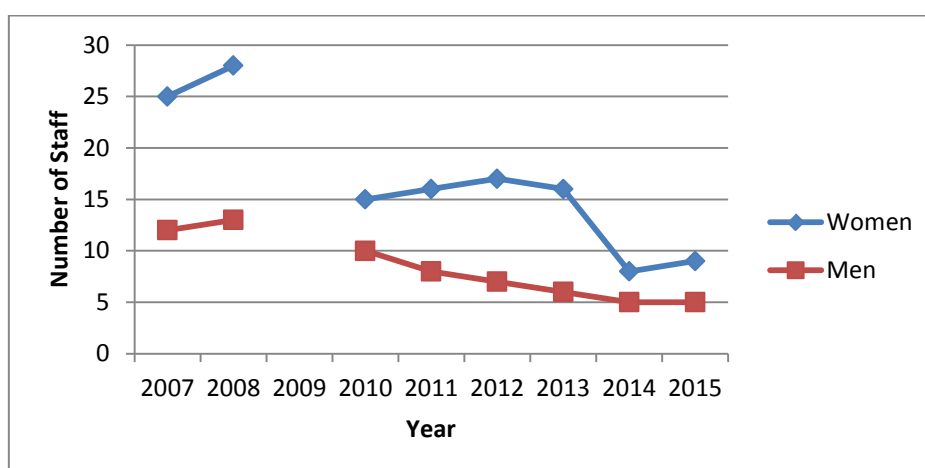


Figure 8.4 Gender Representation (Number) among Library Assistants 2007-2015

9. Technical Staff²¹

9.1 Gender Representation of Technical Staff

Men have consistently held the majority of technical posts since 2007, and there has been no alteration of the gender ratio.

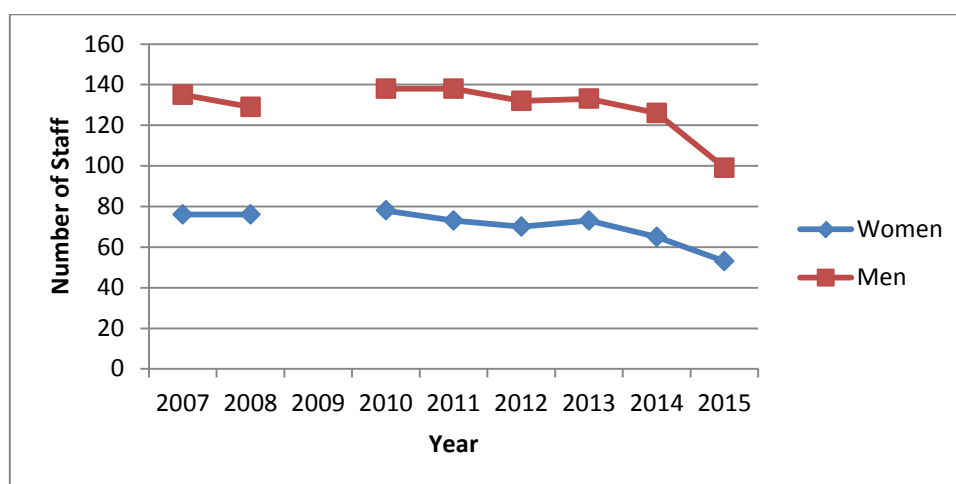


Figure 9.1 Gender Representation (Number) among Technical Staff 2007-2015

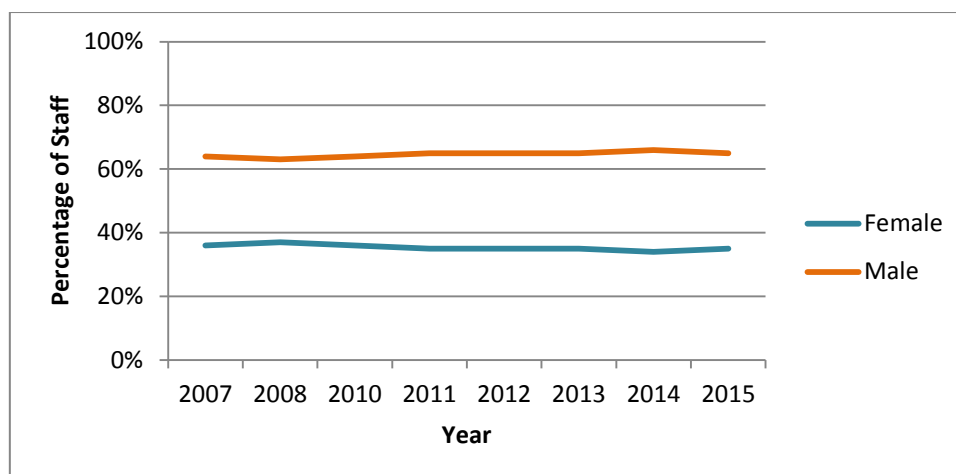


Figure 9.2 Gender Representation (%) among Technical Staff 2007-2015

²¹ Data in Section 9 relating to 2015 has been obtained directly from Core reporting in December 2015, as data on technical staff was not provided in the 2014/15 Annual Equality Monitoring Report

9.2 Analysis of Technical Staff by Grade

There is a predominance of male staff throughout all technical grades. The extent of the male majority generally increases with seniority of role, with some fluctuations in this pattern between individual grades. A significant gender imbalance (men predominating) exists at the three most senior grades, and 83 per cent of Senior Experimental Officers are male.

“Chief Technical Officer 1 Below Bar” (the grade between Chief Technical Officer 2 and Chief Technical Officer 1) has been omitted from this graph due to the low number of staff (3) at the grade.

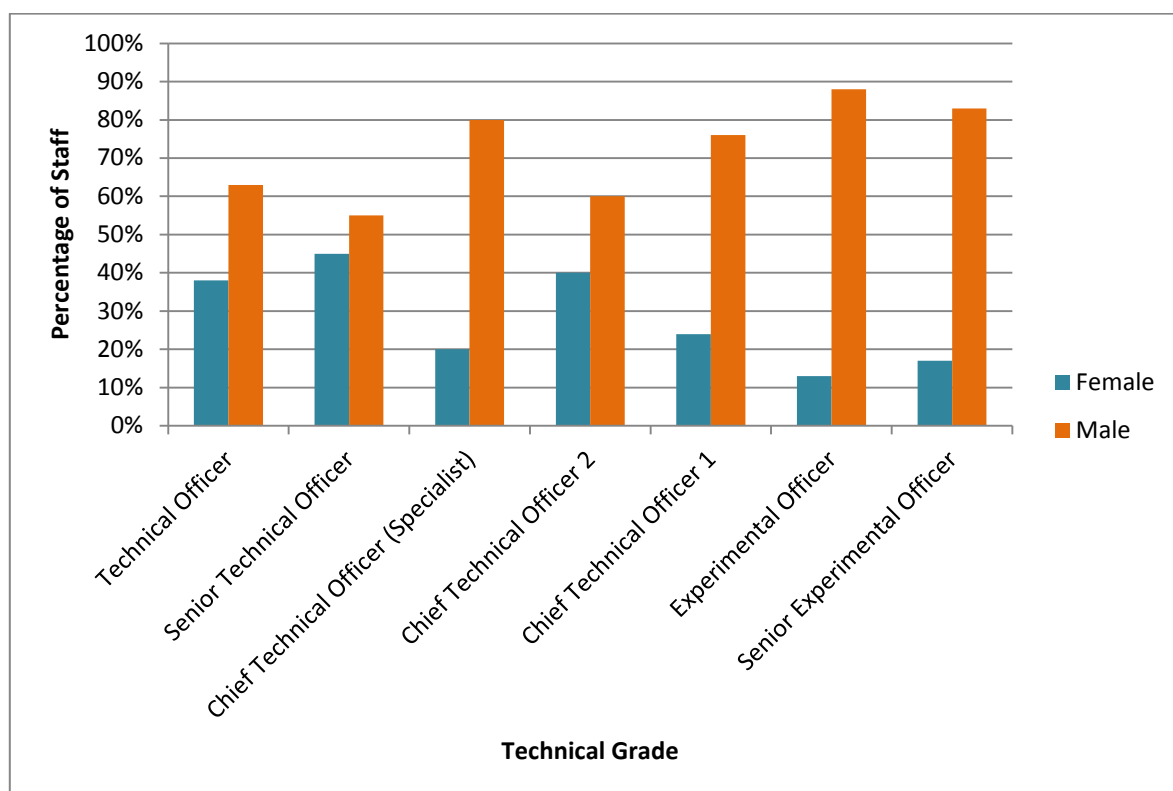


Figure 9.3 Gender Representation (%) among Technical Staff by Grade 2015

Data on gender within the various Technical grades has not been included in previous Equality Monitoring Reports and therefore an analysis of gender trends in the Technical grades cannot be provided here. Consideration will be given to including a detailed breakdown of Technical grades by gender in future Equality Monitoring Reports.

10. Support Staff

10.1 Comparison of Grades and Areas of Support Staff

	Women	Female (%)	Men	Male (%)
Groundsperson	1	8%	12	92%
Executive (1-3)	6	38%	10	63%
General Operative	0	0%	19	100%
Craft Chargehand	0	0%	5	100%
Craftperson	0	0%	14	100%
AEC-person	0	0%	16	100%
Buildings and Grounds Total	7	8%	76	92%
Storeperson	0	0%	1	100%
Senior Technical Stores	1	25%	3	75%
Technical Stores	0	0%	2	100%
Stores Total	1	14%	6	86%
Security Superintendent	0	0%	4	100%
Security 1	0	0%	24	100%
Security 2	0	0%	3	100%
Senior Library Guard	0	0%	1	100%
Library Guard	8	31%	18	69%
Security and Guards Total	8	14%	50	86%
Day Nursery Supervisor	1	100%	0	0%
Day Nursery Assistant	14	100%	0	0%
Nursery Total	15	100%	0	0%
Cleaning Supervisor	6	100%	0	0%
Housekeeping Assistant	160	85%	28	15%
Housekeeping Total	166	86%	28	14%
Head Chef	0	0%	1	100%
Chef 1	1	20%	4	80%
Chef 3	2	67%	1	33%
Senior Catering Assistant	1	25%	3	75%
Catering Assistant	31	86%	5	14%
Storeperson	0	0%	1	100%
Catering Total	35	70%	15	30%

Table 10.1 Gender Representation (Number and %) among Support Staff by Grade and Area 2015²²

²² Within each area in this table, grades are presented in descending order of seniority

Table 10.1 shows that very significant gender imbalances exist within specific areas of support staff. For example, there are 10 support staff grades (highlighted orange) where there are more than one staff member at the grade, who are either all female or all male. The divisions seen here follow traditional gender norms, with women predominating in the Nursery, Housekeeping and Catering, and men predominating in Buildings, Grounds, Stores, and Security. The number of staff working in the Library Shop has varied between 2 and 5 in the years 2007-2015, and has not been analysed by gender due to these small numbers.

Catering has the greater gender balance of the six main support areas, with 70 per cent female and 30 per cent male staff in 2015. Although men are in the minority in Catering overall, they make up a disproportionately high number of senior roles (Head Chef, Chef 1 and Senior Catering Assistant). However, it must be noted that the number of staff involved at each of these grades is low and this result is therefore likely to be of limited significance.

10.2 Analysis of Support Staff by Area

Support staff are analysed in this section by area, rather than by grade, due to the very low numbers employed in many of the specific Support grades.

It will be noted that none of the six areas analysed below shows any trend towards gender parity, and that the gender gap in every area (with the possible exception of Catering) is pronounced.

Buildings and Grounds Staff

Men consistently made up the vast majority of buildings and grounds staff in 2007-2015, suggesting no trend towards gender parity.

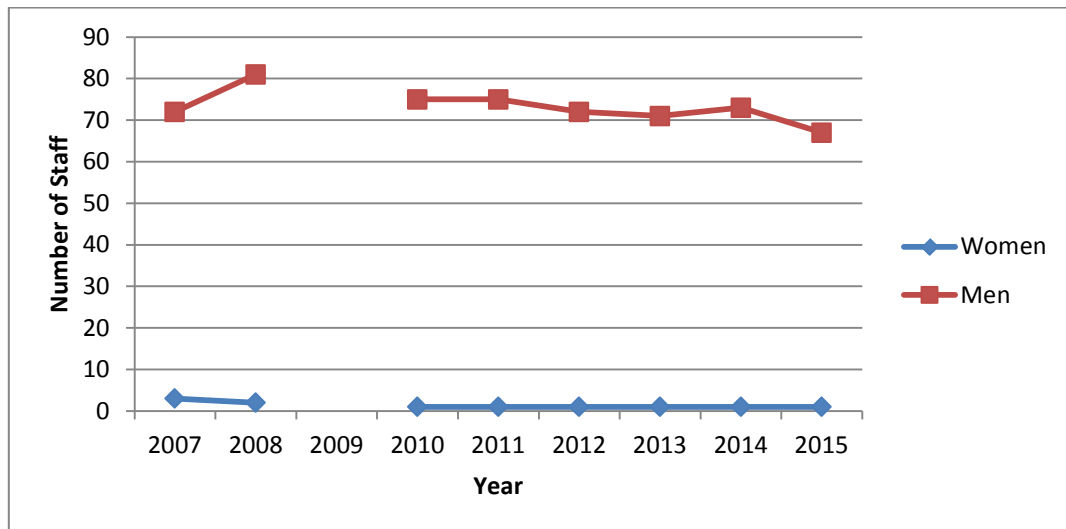


Figure 10.1 Gender Representation (Number) among Buildings and Grounds Staff 2007-2015

Stores Staff

Figure 10.2 shows that men consistently accounted for the majority of stores staff in 2007-2015, and there was no significant trend for change in gender representation.

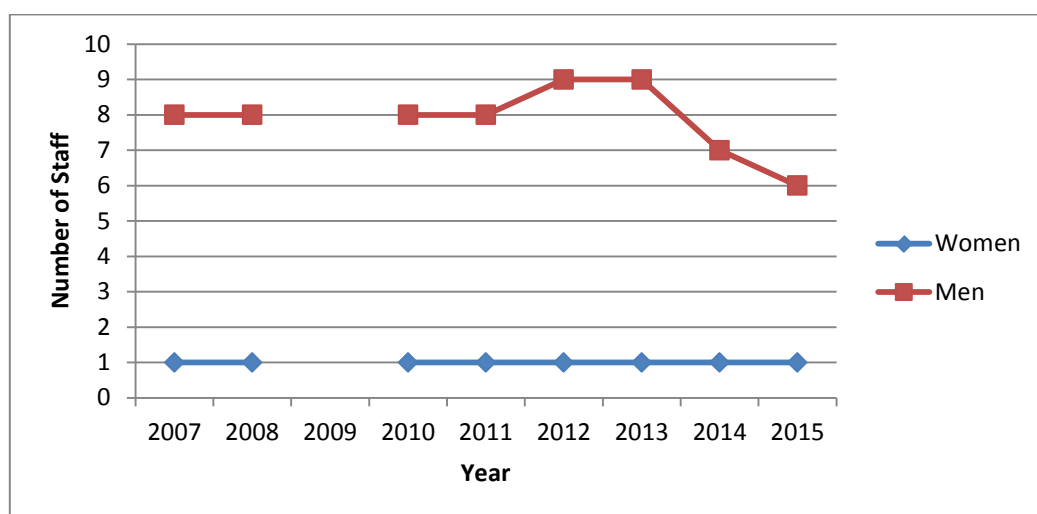


Figure 10.2 Gender Representation (Number) among Stores Staff 2007-2015

Security and Guard Staff

Men continue to comprise the majority of security and guard staff since 2007, and there is no trend towards a change in the gender ratio.

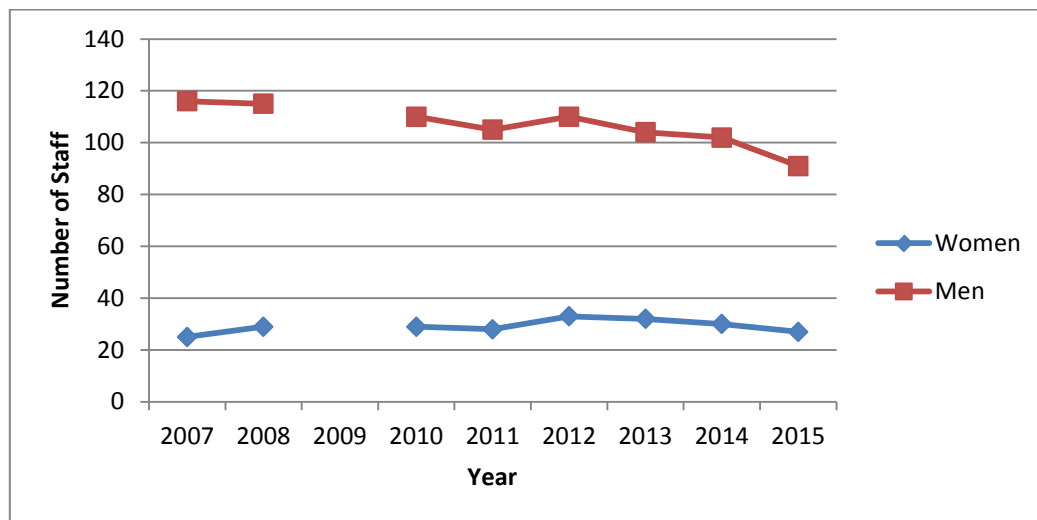


Figure 10.3 Gender Representation (Number) in Security and Guard Staff 2007-2015

Nursery Staff

The Day Nursery is the most gender-imbalanced area of Support Staff, at 100 per cent female staff since 2007 – although Nursery staff numbers are low, the consistency of this female over-representation is significant.

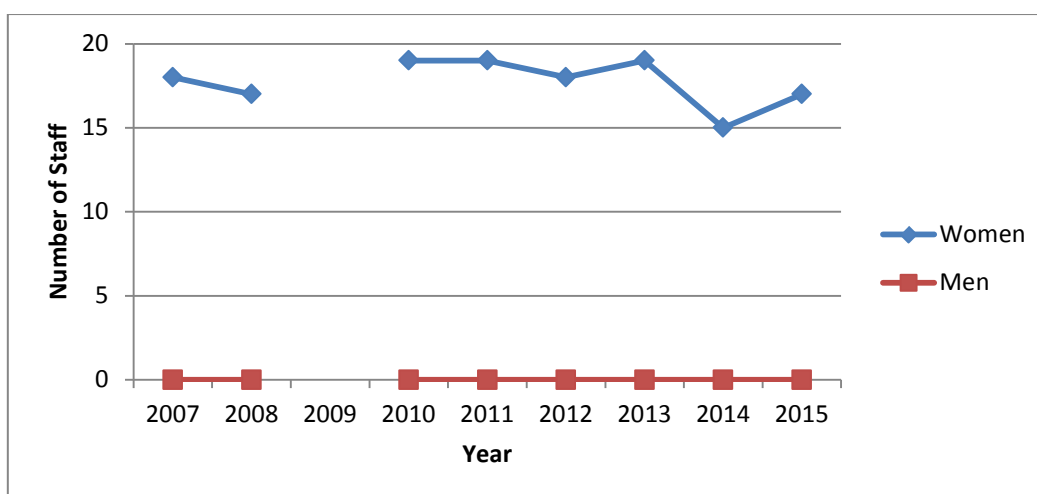


Figure 10.4 Gender Representation (Number) among Nursery Staff 2007-2015

Housekeeping Staff

Figure 10.5 shows that women consistently made up the vast majority of housekeeping staff in 2007-2015, with no trend for change in the gender representation.

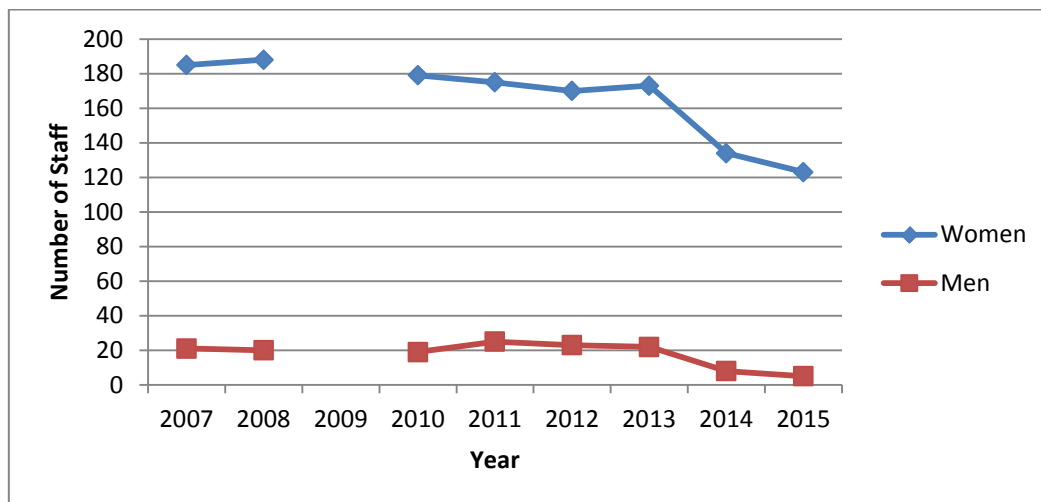


Figure 10.5 Gender Representation (Number) in Housekeeping Staff 2007-2015

Catering Staff

According to Figure 10.6, women account for the majority of catering staff in 2007-2015, with no trend for change. There is a greater gender balance in the catering area than in any of the other five Support areas.

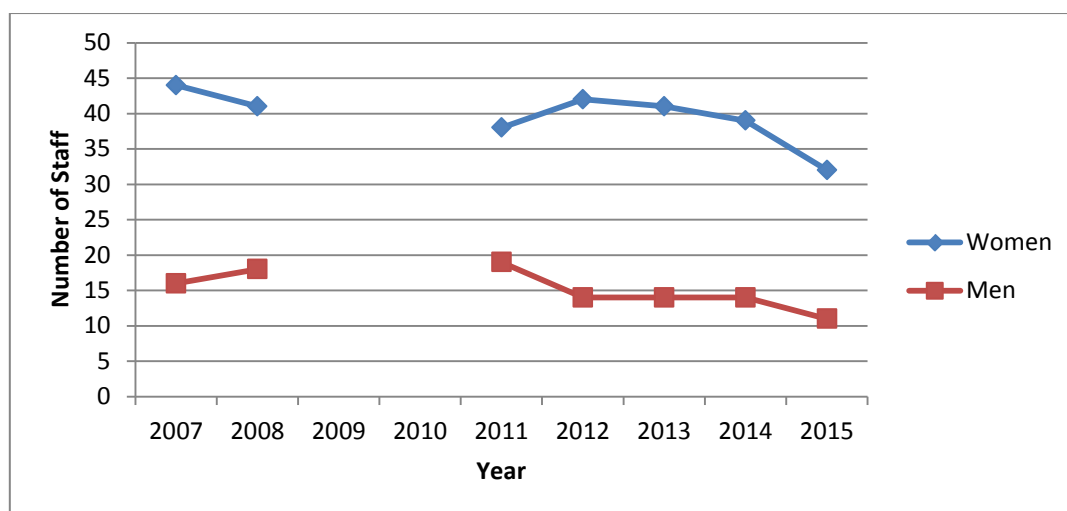


Figure 10.6 Gender Representation (Number) among Catering Staff 2007-2015

11. Recruitment

The recruitment data presented in **Section 11** include both internally- and externally-advertised vacancies. The year boundaries refer to academic years from 1 October to 30 September, e.g. “2007-2008” refers to the period 1 October 2007 – 30 September 2008²³.

11.1 Academic Recruitment

Number of Academic Applicants

Men account for a much higher proportion of applicants for recruitment to academic positions in Trinity than women. The average number of women who applied for academic roles in Trinity between 2007/08 and 2014/15 was 389 per year; the annual average number of male applicants was 789, or 2.02 times as many male applicants. Figure 11.1 shows that the predominance of men among academic recruitment applicants is consistent and that numbers of both female and male applicants are rising at similar rates. Given that 52 per cent of postgraduate research students in Trinity are female²⁴, it is reasonable to expect that the pool of eligible candidates for any academic position in Trinity should be approximately gender-balanced. A “stretch factor” may be in effect:

“It has been shown that there are major differences in how men and women value their abilities and achievements – exemplified by the ‘stretch factor’. Where a job specifies 10 desirable requirements – men will apply if they hold 3 or 4 of them, while women would feel uncomfortable applying without at least 8 [...]”²⁵

²³ The source for all data in Section 11 is Human Resources. Data for 2009-2010 are not included in the figures in this section as they were obtained from the CoreHR database and are therefore not comparable with the data from other years, which were obtained from Recruitment department records.

²⁴ Source: Drew et al., 2015. Athena SWAN Bronze institution award application – Ireland: Trinity College Dublin, p21 Available at <https://www.tcd.ie/diversity-inclusion/assets/pdfs/TCD%20Institutional%20Bronze%20Final.pdf>

²⁵ Source: Drew, 2015. *Mitigating the Fallout of Women in the Workplace: Dynamics of the First Executive Role, and What Employers Can Do*, Report to SRI Executive, p3. Available on request.

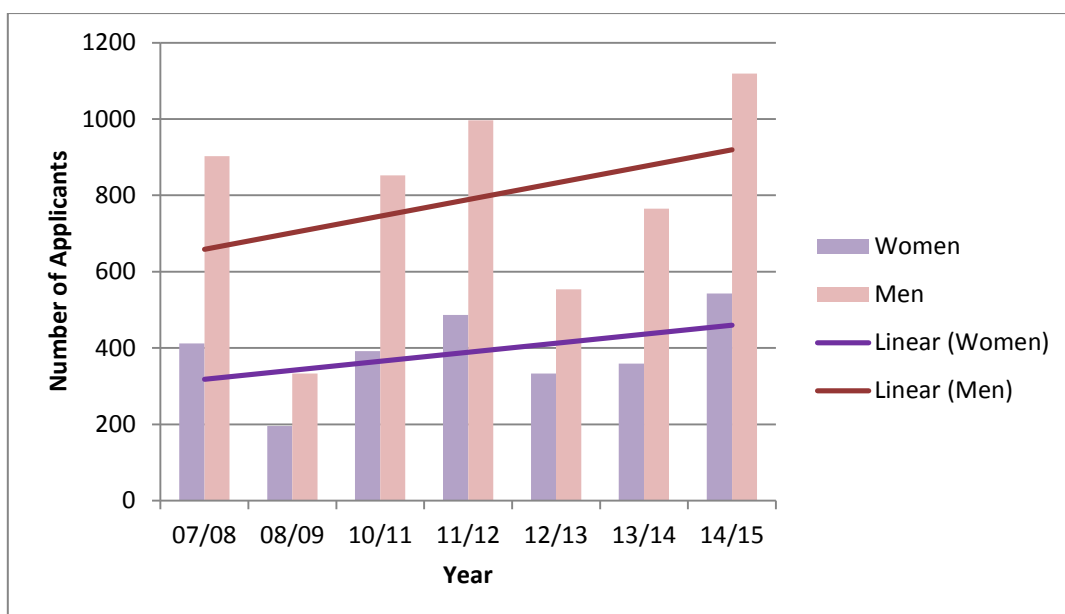


Figure 11.1 Gender Representation (Number) among Applicants to Academic Posts 2007/08-2014/15

Academic Shortlisting Rate

Women applying for academic posts have been consistently more likely than men to be shortlisted for interview – more than twice as likely in 2014/15, in which year the female rate of being shortlisted was 25 per cent and the male rate was 12 per cent. The smallest percentage difference in shortlisting rates between the genders was 3 per cent in 2010/11.

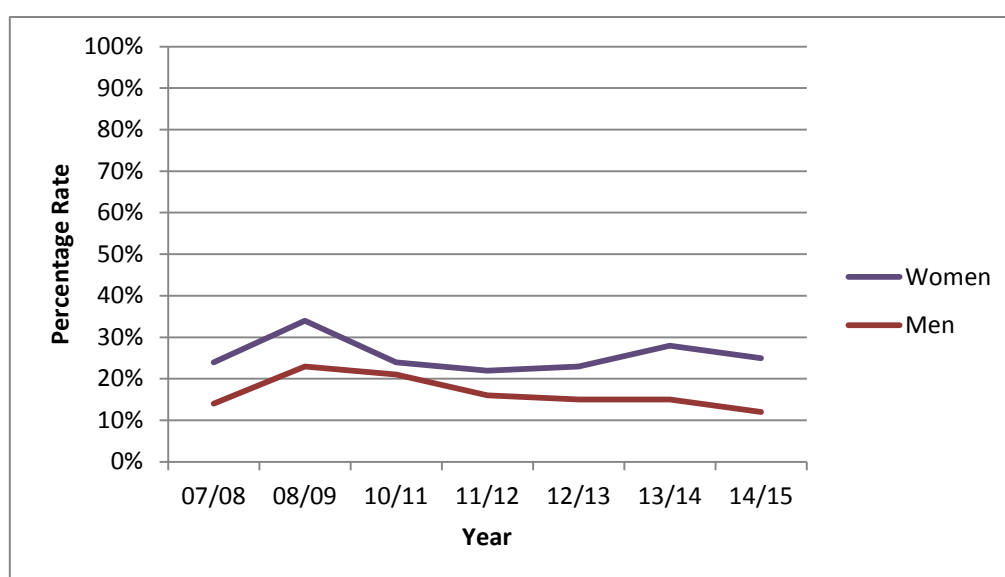


Figure 11.2 Academic Recruitment Shortlisting Rates (%) by Gender 2007/08-2014/15

Academic Success Rate

Success rates of female applicants for recruitment to academic posts are consistently higher than the success rates of their male counterparts. The average female applicant success rate over 2007/08 – 2014/15 is 8.6 per cent, while the average male applicant success rate is less than half as high at 4.0 per cent. Even in the year in which the smallest gender difference in success rates has been observed – 2010/11 – female applicants were 1.6 times more likely to succeed.

There is a negative correlation between the number of male applicants and the male success rate, i.e. there are approximately twice as many male applicants to academic roles, and male applicants are about half as likely to succeed.

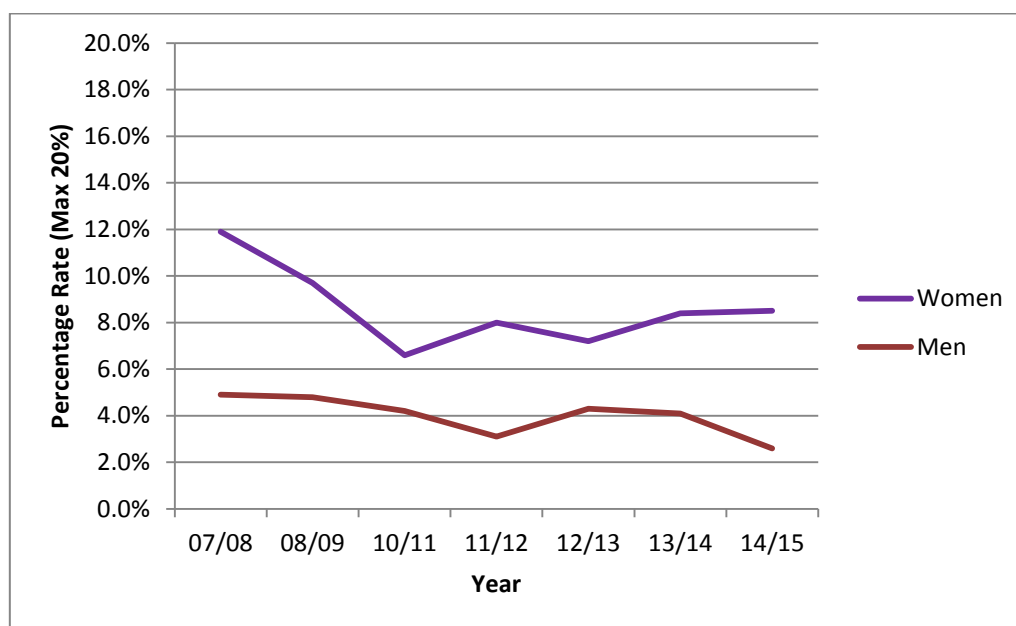


Figure 11.3 Academic Recruitment Success Rates (%) of Applicants by Gender 2007/08-2014/15

Academic Appointments

The numbers of academic staff who have been recruited in 2007-2015 are well gender-balanced overall. The predominance of women among appointees in 2014/15 does not fit with the previous trend and may be an anomaly. On average, including the 2014/15 figures, 33 women and 30 men have been recruited to academic posts each year.

Current trends suggest that increasingly more women, and fewer men, are being recruited, but given the unusual nature of the 2014/15 figures, identification of this trend is tentative until future years can be analysed.

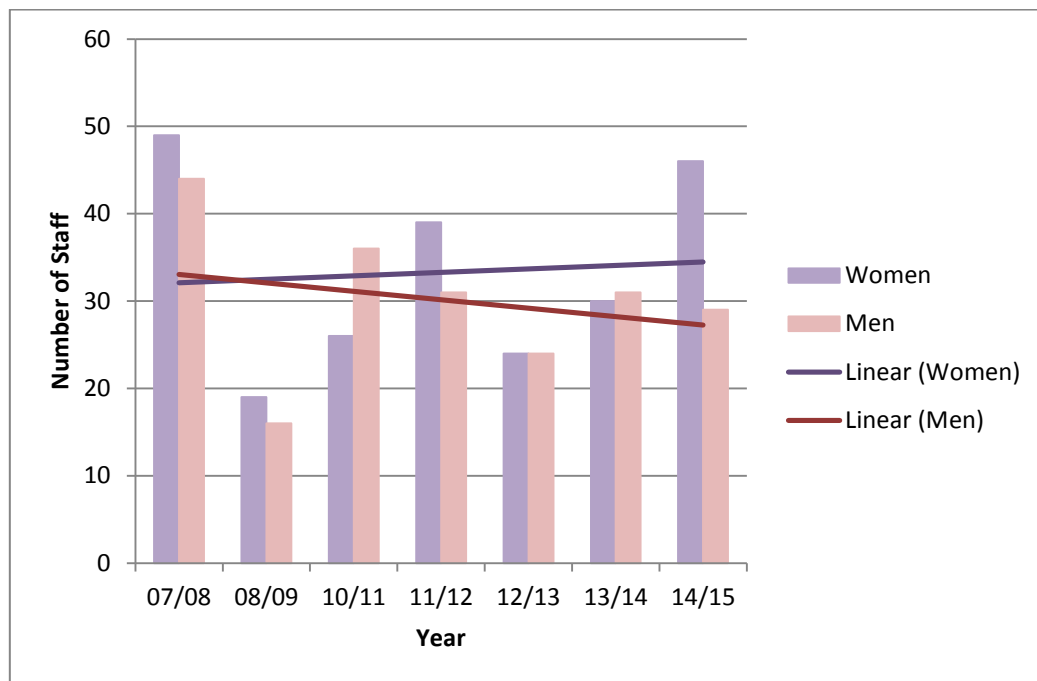


Figure 11.4 Gender Representation (Number) among Academic Staff Appointed 2007/08-2014/15

11.2 Recruitment to Professor (Chair)²⁶

Recruitment to Professor (Chair)

The total figures for five years (2010/11 to 2014/15) are analysed here, as a comparison of years to identify trends is of limited use given the very small numbers applying and being appointed to Professor (Chair) positions, and the varying lengths of time that the competitions can last. Data for each individual year can be found in the **Appendix** (Table 14.17).

		Applicants	Shortlisted Applicants	Shortlisting Rate	Recruited Applicants	Recruitment Rate
2010/11 - 2014/15	Women	90	19	19/90	7	7/90
	Female (%)	25%	24%	21%	29%	8%
	Men	277	60	60/277	17	17/277
	Male (%)	75%	76%	22%	71%	6%

Table 11.1 Gender Representation (Number, % and Rates) in Recruitment to Professor (Chair)

2010/11 – 2014/15

Success Rates

Women have been slightly more successful in being recruited to Professor (Chair) positions, with an 8 per cent recruitment rate, compared with 6 per cent for male applicants. Men have been marginally more successful in being shortlisted for interview with male applicants having a 22 per cent shortlisting rate, while the female shortlisting rate is 21 per cent. Overall, given the small numbers shortlisted and recruited, these are highly similar rates.

²⁶ Recruitment competitions for this grade can take several months to complete. Each appointment to Professor (Chair) is recorded in the year in which the successful candidate commenced in the role.

Gender Representation among Professor (Chair) Appointments

Men significantly outnumber women at every stage of the Professor (Chair) recruitment process. There were exactly 3 times as many male applicants as female applicants for the competitions completed in 2010/11 – 2014/15, and the gender representation remains highly consistent throughout each stage of the selection process. The low representation of women among newly-recruited Professors (Chairs) seems therefore to begin at the application stage.

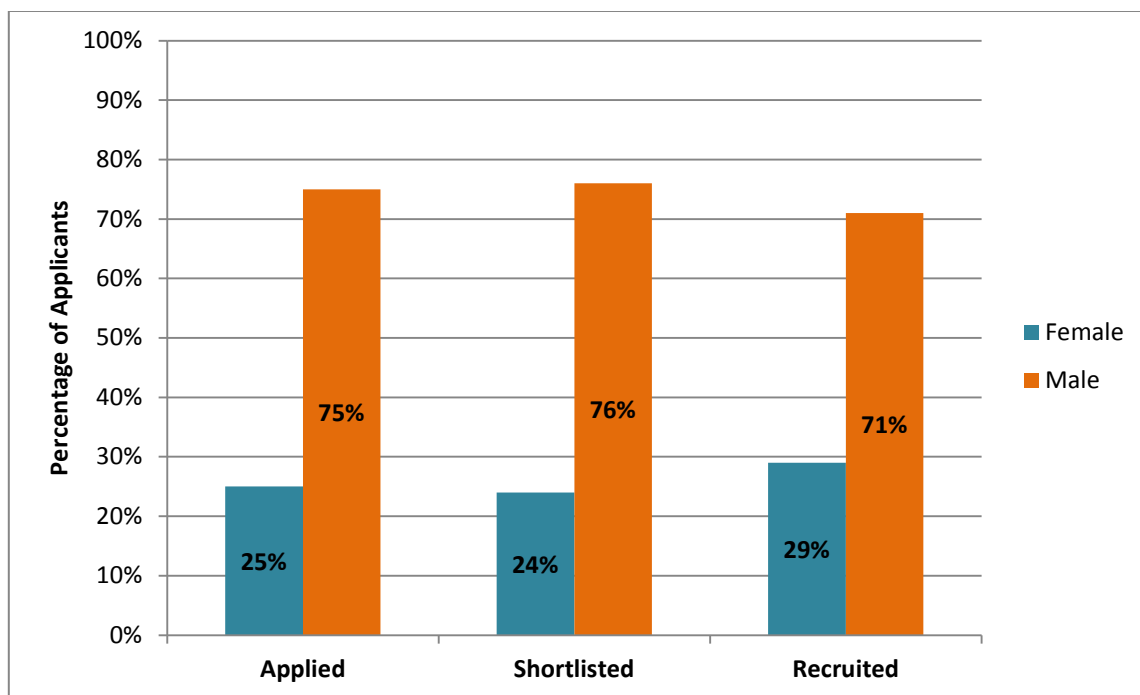


Figure 11.5 Gender Representation (%) among Professor (Chair) Appointments, 2010/11 – 2014/15

Departures

A “departure” refers to the appointment of an individual at a point above the highest point on the salary scale for Professor (Chair). This is only allowable in exceptional circumstances, and just one such departure occurred between 2010/11 and 2014/15. The appointee was male.

11.3 Non-academic Recruitment²⁷

Numbers of Non-academic Applicants

The majority of applicants for recruitment to non-academic posts were female in all the years being analysed, except in 2012/13 which saw a slight majority of men among applicants²⁸. On average, 1975 women and 1408 men applied each year, or 1.4 times as many women as men. This likely relates to the facts that administration is the largest of the non-academic staff categories (see **Section 4.1**), and it has a consistent female majority.

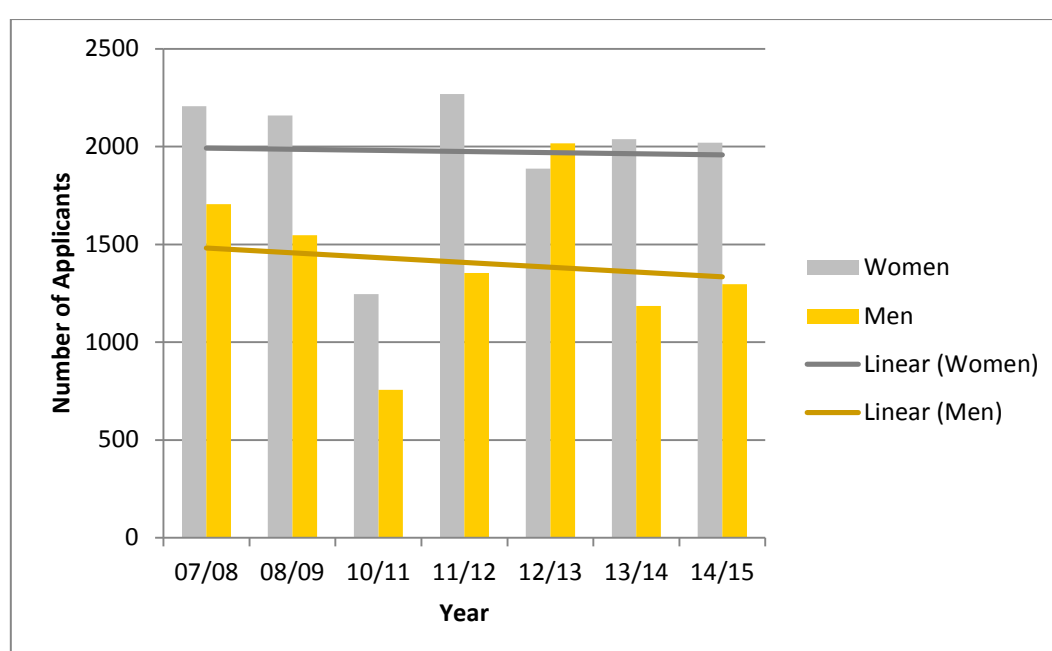


Figure 11.6 Gender Representation (Number) among Applicants for Non-academic Posts 2007/08-2014/15

Non-academic Shortlisting Rate

Women have often been shortlisted at a higher rate than men for non-academic posts, although this trend is not very consistent.

²⁷ Research staff are generally recruited directly by the Principal Investigator, and therefore recruitment data for this cohort are not routinely collected or monitored by Human Resources.

²⁸ The 2012/13 figure has been double-checked against original Recruitment department records.

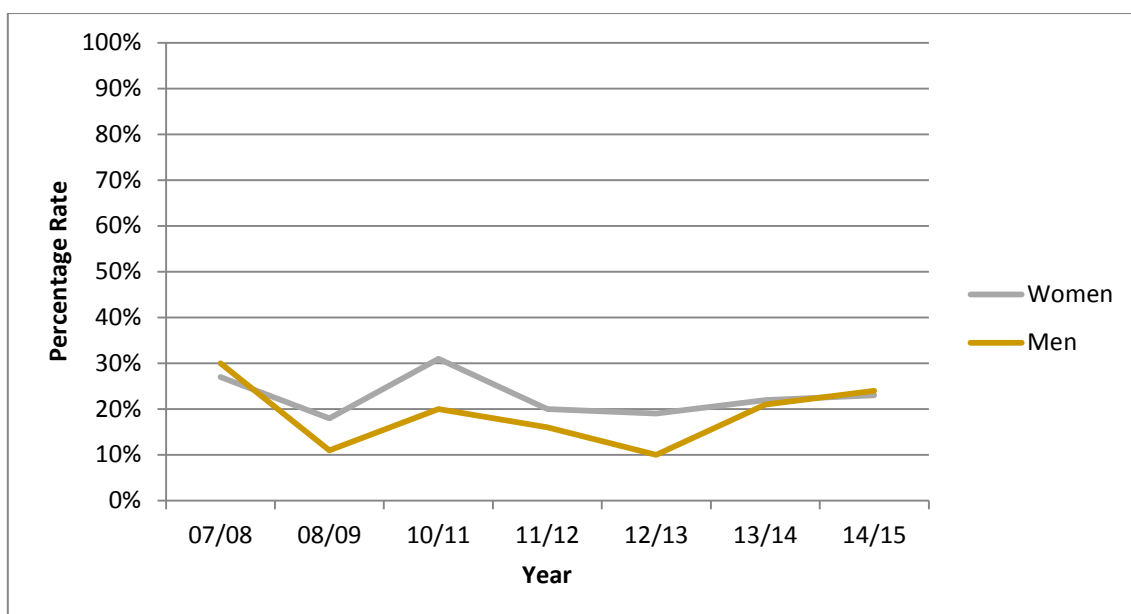


Figure 11.7 Non-academic Recruitment Shortlisting Rates (%) by Gender 2007/08-2014/15

Non-academic Success Rate

Female applicants have higher success rates in non-academic recruitment and in all years, the proportional difference between the genders is remarkably consistent, at an average of 6.7 per cent for women and 4.8 per cent for men. The female average success rate is 1.4 times higher than for men.

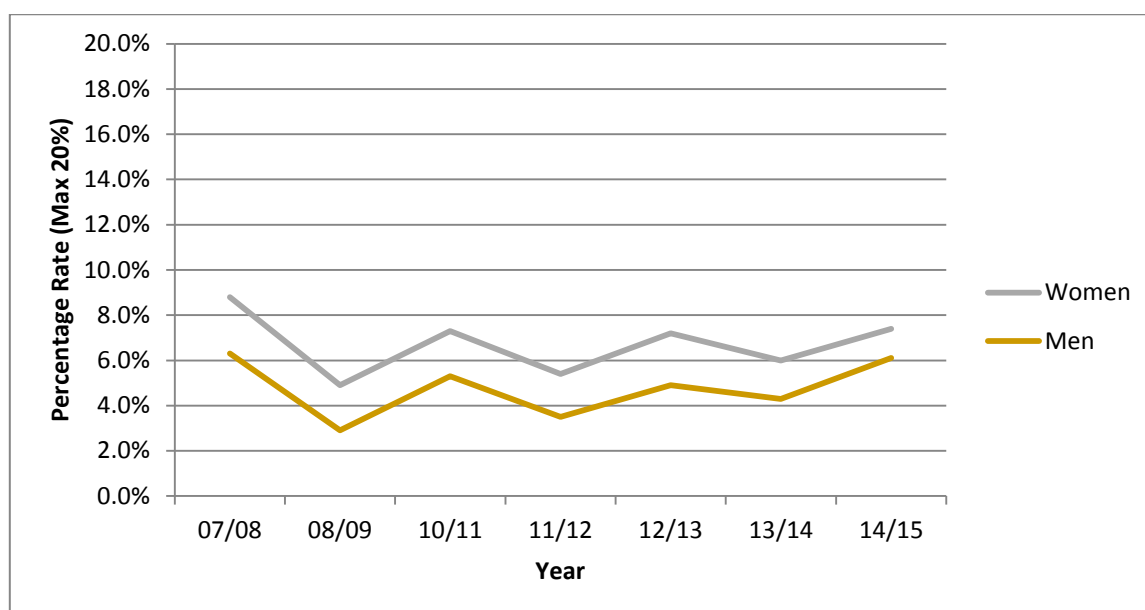


Figure 11.8 Non-academic Success Rates (%) of Applicants by Gender 2007/08-2014/15

Non-academic Appointments

Significantly more women than men have been recruited to non-academic positions in Trinity since 2007 - twice as many (132 women and 67 men) per year on average. This inevitably contributes to the female majority in the overall staff (see **Section 3.1**).

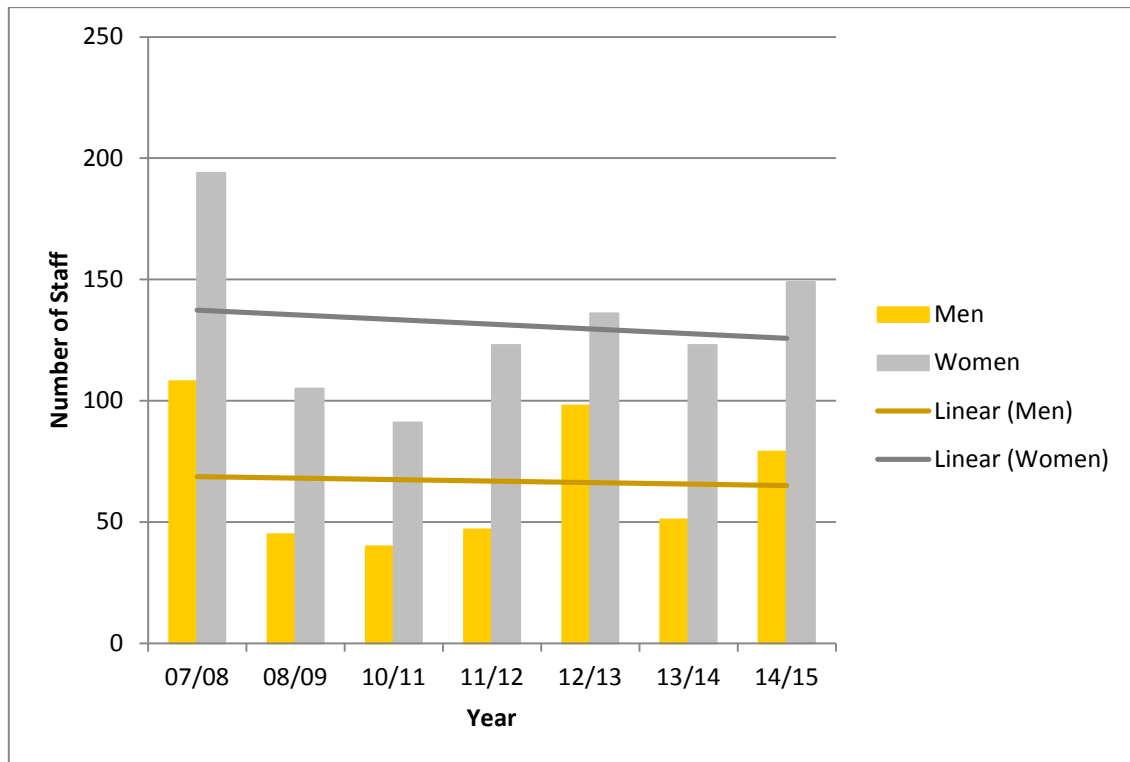


Figure 11.9 Gender Representation (Number) in Non-academic Staff Appointed 2007/08-2014/15

11.4 Academic and Non-academic Recruitment Success Rates

Female applicants to Trinity recruitment competitions, whether for academic or non-academic positions, have higher success rates than male applicants. The highest recruitment success rate in all years but one (2010/11) existed among women applying for academic posts. The lowest success rate in all years but one (2008/09) existed among men applying for academic posts. Figure 11.10 shows that the gender gap in success rates is less pronounced in non-academic than in academic recruitment.

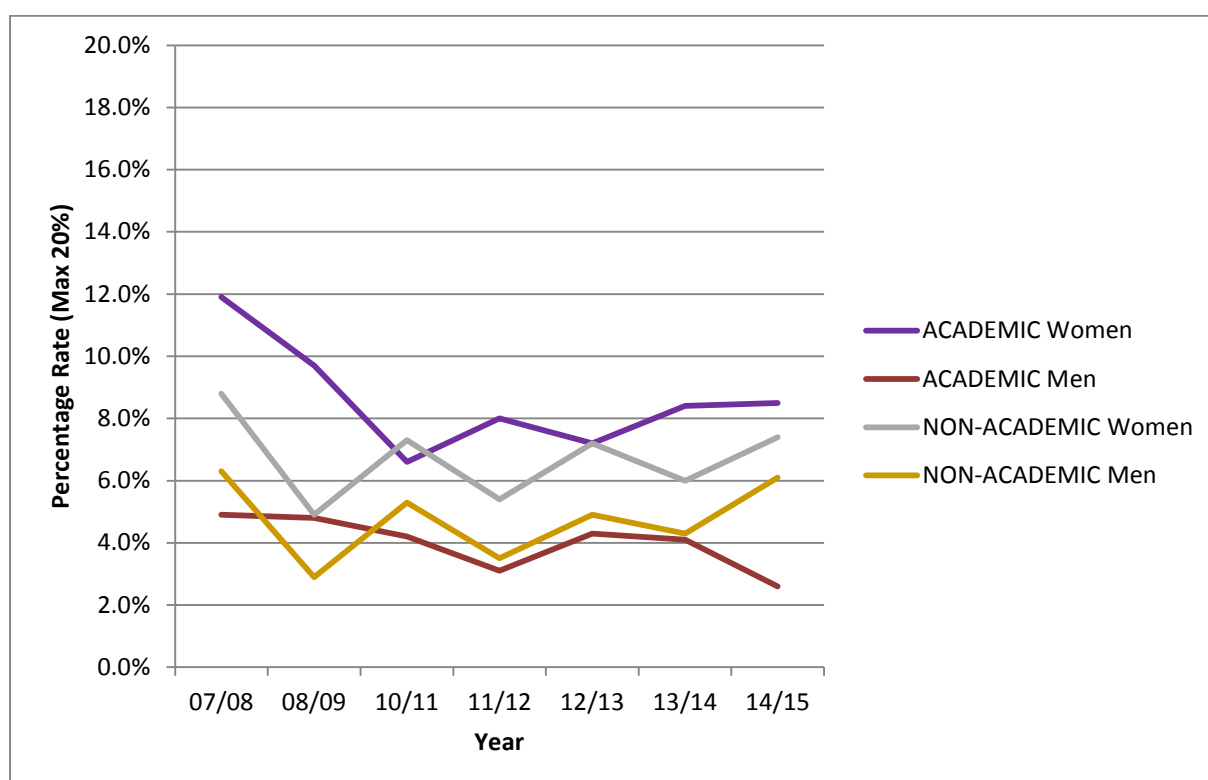


Figure 11.10 Academic and Non-academic Recruitment Success Rates (%) of Applicants by Gender
2007/08-2014/15²⁹

²⁹ The vertical axis of this graph has been set at 20%, not 100%, to allow comparison between trends

12. Progression

12.1 Junior Academic Progression (Merit Bar)³⁰

Merit Bar Process

Each year, Assistant Professors reaching the Merit Bar are informed by the Secretary to the Junior Academic Progression Committee of the relevant procedures, and they are required to apply for progression through the Merit Bar. Previously, the eligible staff were invited but not required to apply. In June 2012 the Board affirmed that review at the Merit Bar was mandatory and if an Assistant Professor deferred from the 2013 review they would be required to present for review not later than the review to be conducted in the academic year 2014/15. This should be borne in mind when considering the data below.

Breakdown of Merit Bar Applicants

Figure 12.1 shows no consistent gender trend in the numbers of Assistant Professors applying for progression through the Merit Bar when first eligible to do so (“First eligibility”) or in the numbers of Assistant Professors applying who have previously applied to the Merit Bar, but not progressed (“Held at Bar”).

However, there is a significant gender difference among the applicants who had not previously applied to progress through the Merit Bar, despite having been eligible to do so (“Declined review”). The vast majority of these applicants are women. Four men and sixteen women – four times more women than men - were in the “declined review” cohort of applicants to the Merit Bar in 2014. This does not correspond with the gender representation among Assistant Professors (Below the Bar), which was 52 per cent female in

³⁰ Data on Merit Bar progression in 2009 and 2010 have been obtained from Human Resources, as data on Merit Bar progression were not included in annual Equality Data Monitoring Reports until 2011.

2014. It seems therefore that female Assistant Professors who are eligible to progress through the Merit Bar are less likely to apply than their male equivalents.

The numbers of female and male applicants to the Merit Bar who had previously declined review fell between 2009 and 2014, particularly among women since 2012. This number should fall to zero in 2015/16 due to the mandatory application policy outlined earlier in **Section 12.1**.

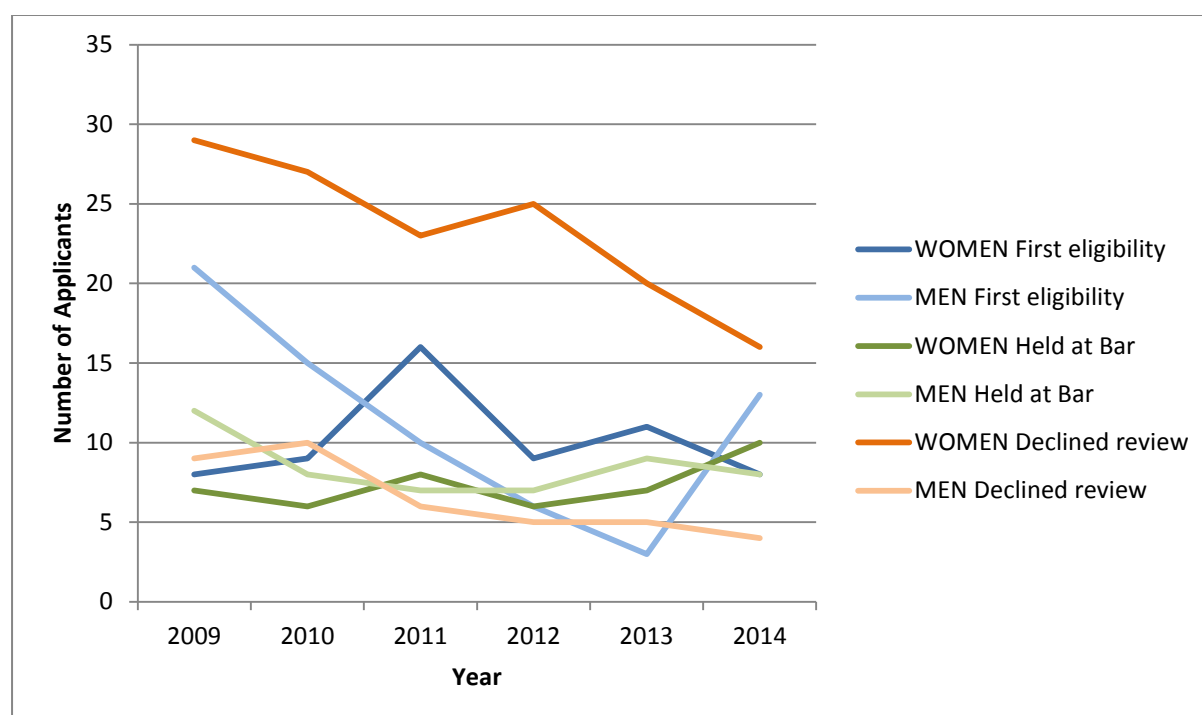


Figure 12.1 Eligible Applicants for Progression through the Merit Bar 2009-2014

Application Rates

The small numbers of applicants (particularly male applicants in 2012 and 2013, of which there were fewer than 10) means that the application rates shown in Figure 12.2 should be treated with caution. It seems that eligible women are applying at a steadily increasing rate for progression through the Merit Bar, with a slight decline in 2014. However, eligible men were more likely than eligible women to apply, in every year except 2012.

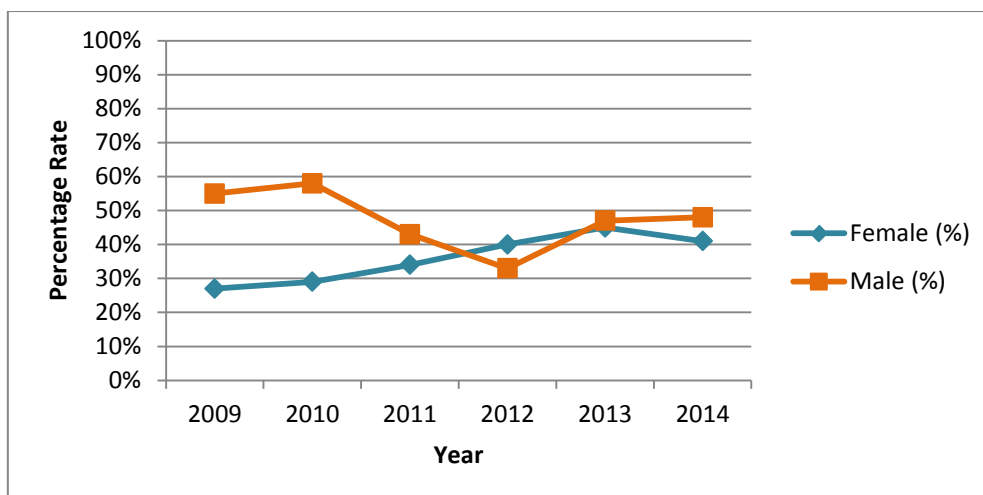


Figure 12.2 Application Rates (%) to the Merit Bar 2009-2014

Success Rates

It should be noted that in Figure 12.3 the number of successful applicants is small (between 4 and 22 across 2006-2014). On average, the success rates are almost equal between women and men. Success rates are generally very high, although overall success rates fell sharply in 2013 - most likely because that was the first Merit Bar process in which the mandatory application policy outlined in **Section 12.1** was in place.

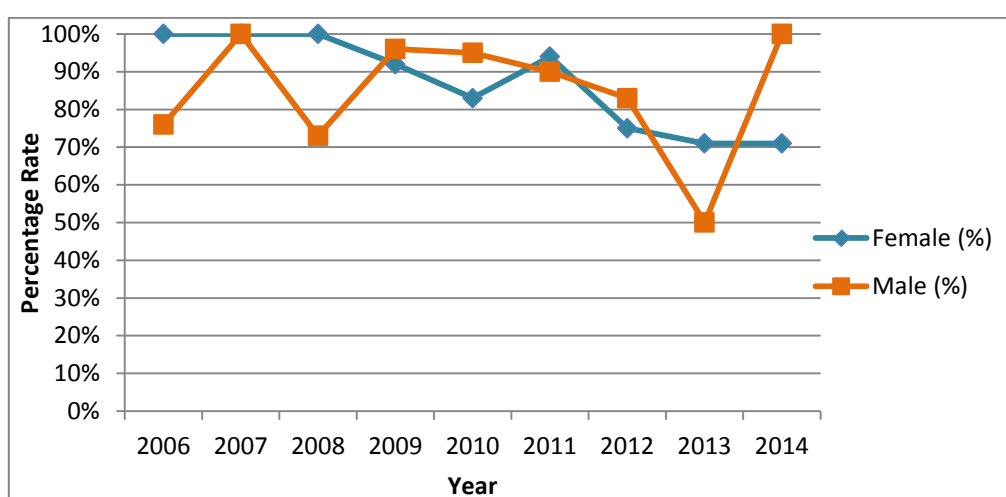


Figure 12.3 Success Rates (%) of Applicants to the Merit Bar, 2006³¹-2014, by gender

³¹ Data on 2006-2008 has not been included in the Merit Bar analysis up until this point as the available data does not include numbers of eligible staff

Accelerated Advancement Process³²

The Junior Academic Progression Committee reviews recommendations for accelerated advancement received in respect of Assistant Professors who: have attained the 10th point of the Assistant Professor scale; have completed not less than two years' service in the grade; have been confirmed in appointment; and are seeking accelerated advancement beyond the Merit Bar.

Accelerated Advancement: Gender Representation

Over the nine years for which data are presented in Figure 12.4, the majority of staff achieving Accelerated Advancement were male in five years, while in in one year only the majority were female. Men more frequently benefited from the process in 2006-2015, in which period 22 women and 30 men achieved Accelerated Advancement within the Assistant Professor grade. No more than 7 Assistant Professors have achieved Accelerated Advancement in any one year, therefore any gender trends identified here are inconclusive.

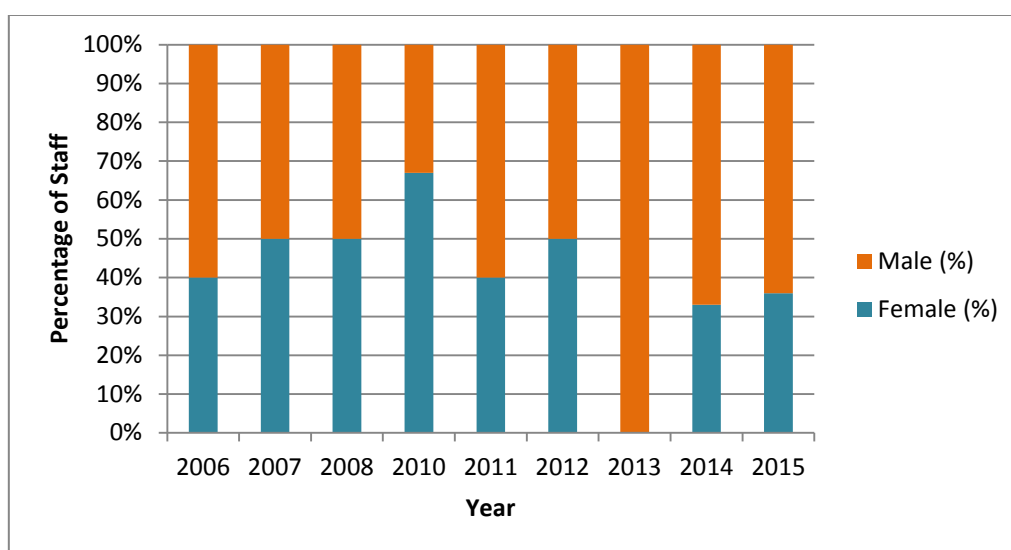


Figure 12.4 Gender Representation (%) in Assistant Professors achieving Accelerated Advancement 2006-2015

³² Accelerated Advancement is also available to staff in the Associate Professor grade and a range of non-academic grades. Data on accelerated advancement for Assistant Professors only is available at this time. Data on Accelerated Advancement for Assistant Professors is not currently included in annual Equality Data Monitoring Reports; the source for all data on Accelerated Advancement is Human Resources.

12.2 Senior Academic Promotions

Notes on Data and Calculations

The sources of all data presented in **Section 12.2** are Human Resources and the 2016 report, *Chance of Reaching Professor Level in Trinity: Analysis of Gender Trends 2007-2014*³³. Data are not provided for the years 2010 and 2011 as there were no senior academic promotions in those years.

While any academic staff member above the Merit Bar may strictly apply for promotion to any academic grade above the Merit Bar (for example, an Associate Professor may apply for promotion to the Professor (Chair) grade), this does not generally occur. Therefore the “probability of applying” for promotion to any one grade is calculated by dividing the number of female / male applicants by the number of female / male staff employed at the grade immediately below.

Senior Academic Promotions Process

It is university policy that, wherever possible, due consideration is made to ensure both gender and Faculty balance on the Senior Academic Promotions Committee. Applications for promotion to Professor or Associate Professor must first be assessed and recommended by the relevant Faculty Committee. Applications for promotion to Professor (Chair) are assessed by the Personal Chairs sub-committee of the Senior Academic Promotions Committee.

³³ Crawford, Turner and Wilson, 2016. *Chance of Reaching Chair Professor Level in Trinity: an Analysis of Gender Trends 2007-2014*. Available at <http://www.tcd.ie/equality/assets/pdf/Report%20-%20Chance%20of%20Reaching%20Chair%20Professor%20Level.pdf>. That report contains further detail on the statistical significance of patterns observed.

Grade applied for	Criteria Weighting			
	Research and Scholarship	Teaching	Service to College	Engagement with Discipline / Society
Associate Professor	33%	33%	17%	17%
Professor	45%	25%	15%	15%
Professor (Chair)	50%	25%	10%	15%

Table 12.1 Criteria Weighting for Senior Academic Promotions 2015³⁴

Table 12.1 shows that as the promotion grade rises in seniority, the percentage weighting of the “research and scholarship” criterion increases significantly (33% for Associate Professor versus 50% for Professor (Chair)), while the weighting of both “teaching” and “service to College” decrease by 5 per cent and 7 per cent respectively.

The criteria weighting for Senior Academic Promotions may have gendered implications. In 2009, when the *Gender and Promotions Report* was published by the Equality Office, the criteria weightings were as above³⁵. That report noted female academics’ concerns regarding the weighting of research versus other criteria, as follows:

“It is a common perception among staff that the effective weighting of research and teaching has not changed. This was identified as a disincentive to women in applying for promotion. [...] Participants [in a discussion group] drew attention to the need to recognise women’s different social role; in particular how parenting and other caring responsibilities restricted women’s available time for research. [...] Most participants noted that female academic staff took on greater administrative and teaching loads [...and...] the distribution of teaching hours”³⁶

³⁴ Source: Review Procedures for Academic Staff for Promotion to Senior Academic Grades, December 2015

³⁵ Equality Office, 2009a. *Gender and Promotions Report*, p8. Available at: <http://www.tcd.ie/equality/assets/pdf/gender-promotions.pdf>.

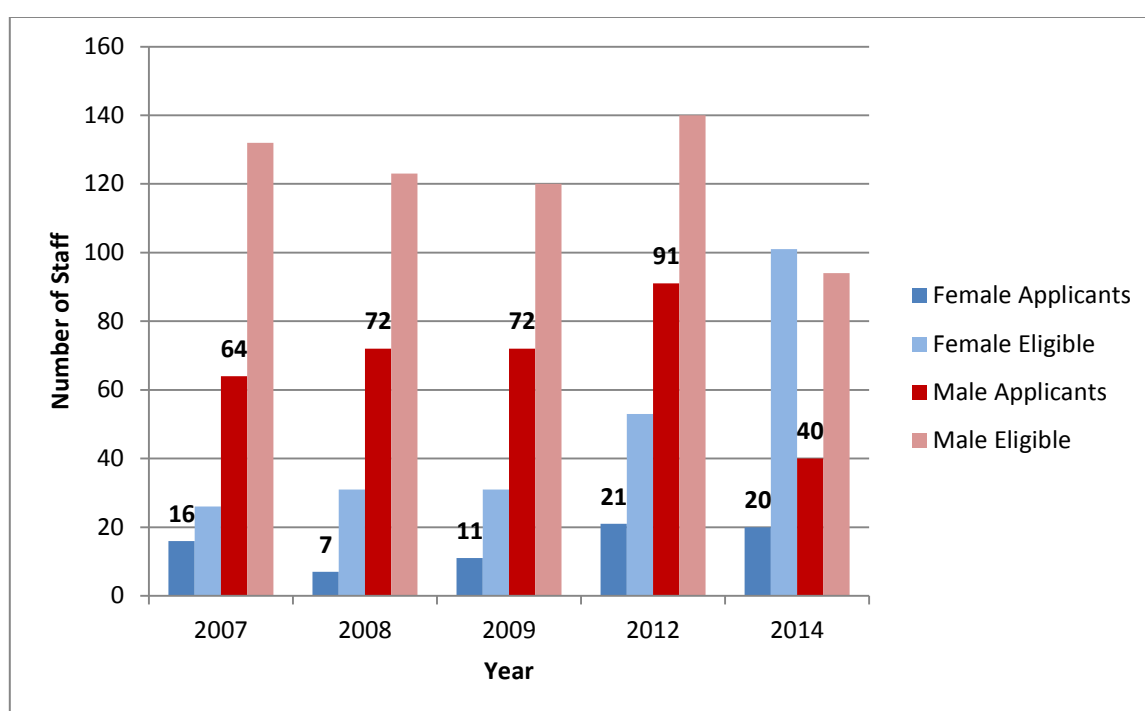
³⁶ Equality Office, 2009a. *Gender and Promotions Report*, p14. Available at: <http://www.tcd.ie/equality/assets/pdf/gender-promotions.pdf>.

Promotion to Associate Professor

Number of Applicants

The majority of applications for promotion to Associate Professor have been from men every year 2006-2015 – the highest male majority was in 2008 when 10.3 times more men than women applied. The percentage of applications by women for promotion to Associate Professor grade, compared with applications by men, has remained relatively stable around an average of 30 per cent from female and 70 per cent from male applicants.

There is no trend towards increasing numbers of female applicants for promotion to Associate Professor, even though there are increasing numbers of female staff in the Assistant Professor (Above the Bar) cohort (see **Section 5.4**). The decline in the number of male applicants from 91 in 2012 to 40 in 2014 does not correspond with the previous trend, which was a steady rise in the number of male applicants.



**Figure 12.5 Gender Representation (Number) in Applicants for Promotion to Associate Professor
2007-2014**

Application Rates

Figure 12.6 indicates that from 2008 to 2014, male Assistant Professors were consistently more likely than female Assistant Professors to apply for promotion to Associate Professor. In 2008, 2012 and 2014 there was a significant difference in rates of women and men applying, with men more likely to apply than women. The gender gap in the rates of female and male Assistant Professors applying for promotion to Associate Professor remains unchanged.

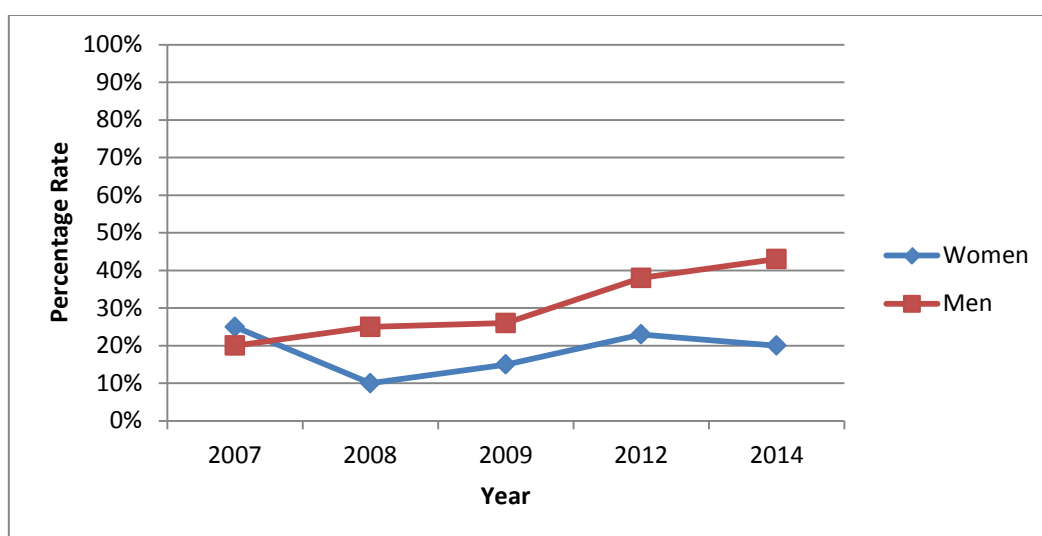


Figure 12.6 Application Rates (%) for Promotion to Associate Professor 2007-2014

Success Rates

The average success rate for female applicants for promotion to Associate Professor across 2006-2015 was 57 per cent while the average male success rate was 46 per cent. However, the low numbers of applicants for Associate Professor positions, particularly by women in 2008 (7 women), means that the success rates for both genders varies considerably year to year. Hence the average success rates should not be considered conclusive. Figure 12.7 does not indicate any significant difference in the success rates of female and male Assistant Professors in being promoted to the Associate Professor grade, once they have applied.

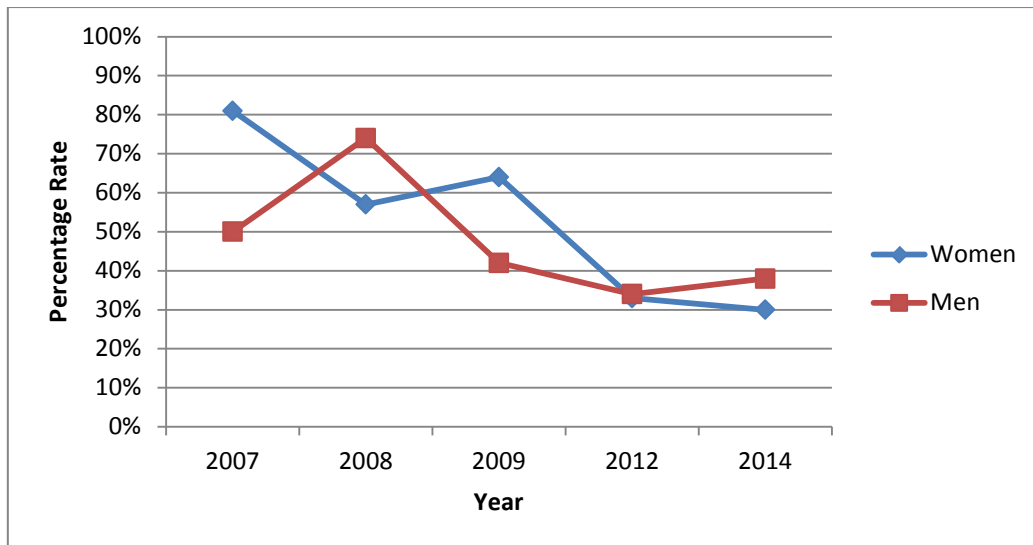


Figure 12.7 Success Rates (%) of Applicants for Promotion to Assistant Professor 2007-2014

Numbers Promoted

In total, 61 women and 114 men were promoted to the Associate Professor grade in 2006-2015, which is 1.9 times as many men as women. This imbalance contributes to the over-representation of men at Associate Professor level (see **Section 5.4**). The data suggest that a low rate of application for promotion by eligible female staff is a key factor in the low numbers of women being successfully promoted to Associate Professor.

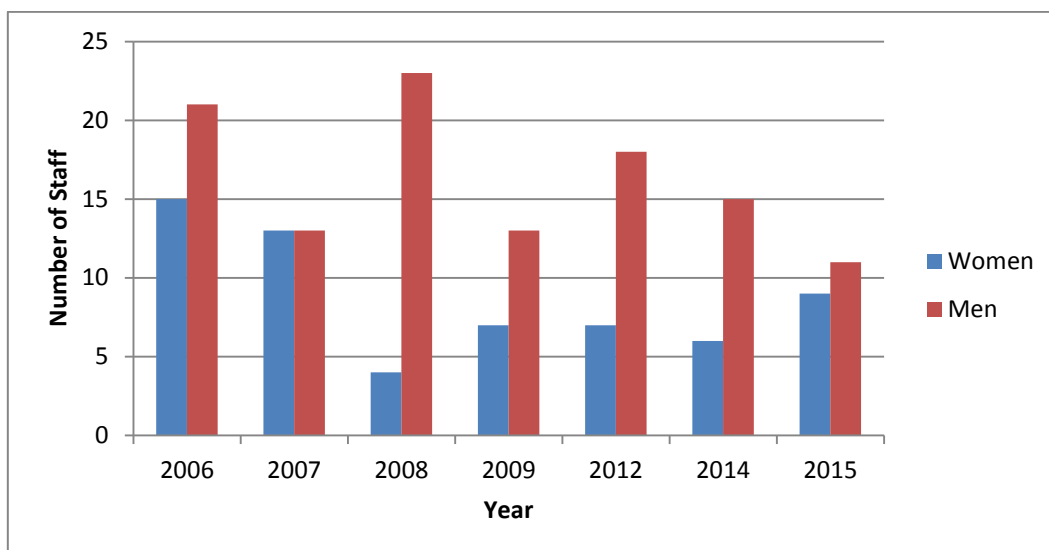


Figure 12.8 Gender Representation (Number) in Staff Promoted to Associate Professor 2006-2015

Promotion to Professor

Number of Applicants

The number of male staff eligible for promotion to Professor has dropped slightly while the number of eligible female staff has risen – this corresponds with the Associate Professor population trends identified in **Section 5.4**. At the same time, the number of men applying for promotion to Professor has remained quite stable, while the number of women applying rose significantly in 2012, and remained high (relatively speaking) in 2014. The majority of applicants for promotion to Professor are still male, but the gap may be closing.

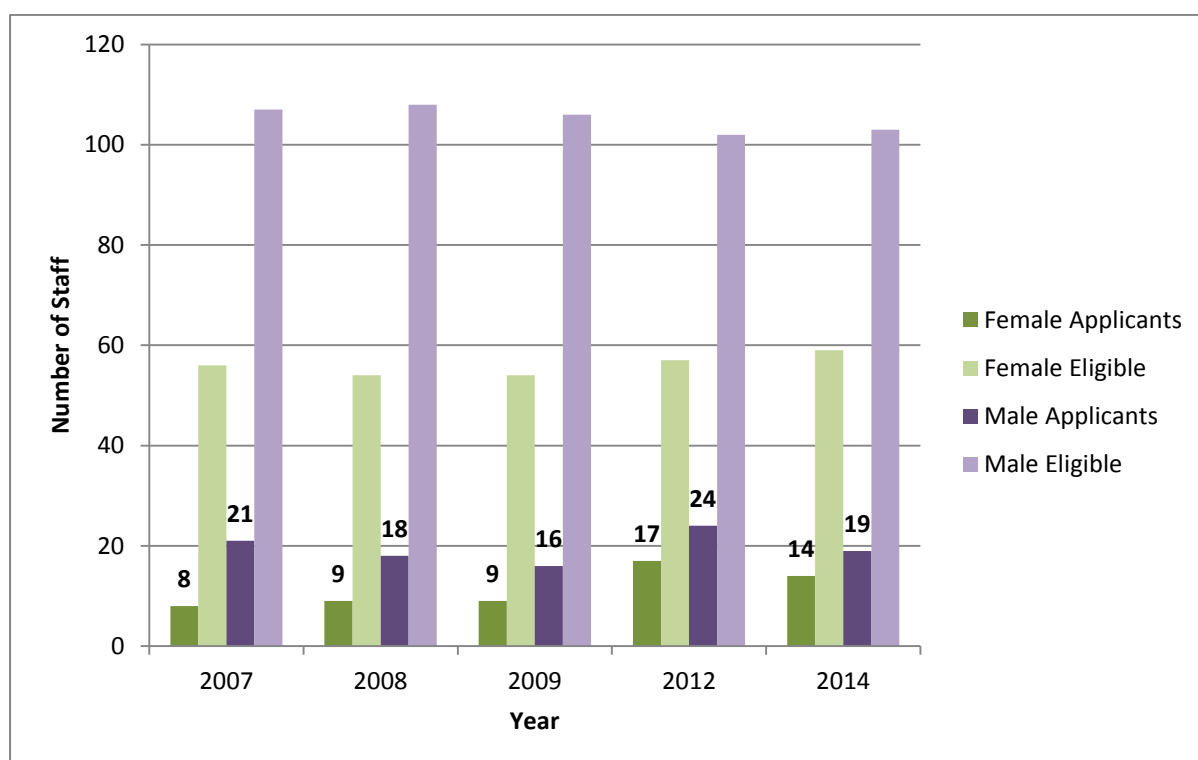


Figure 12.9 Gender Representation (Number) in Applicants for Promotion to Professor 2007-2014

Application Rate

Figure 12.10 shows that from 2007-2014, there was a slight upward trend in the percentage rate of applications by women for promotion to the Professor grade, while the male application rate remained quite consistent. Female Associate Professors have been somewhat more likely than male Associate Professors to apply since 2009.

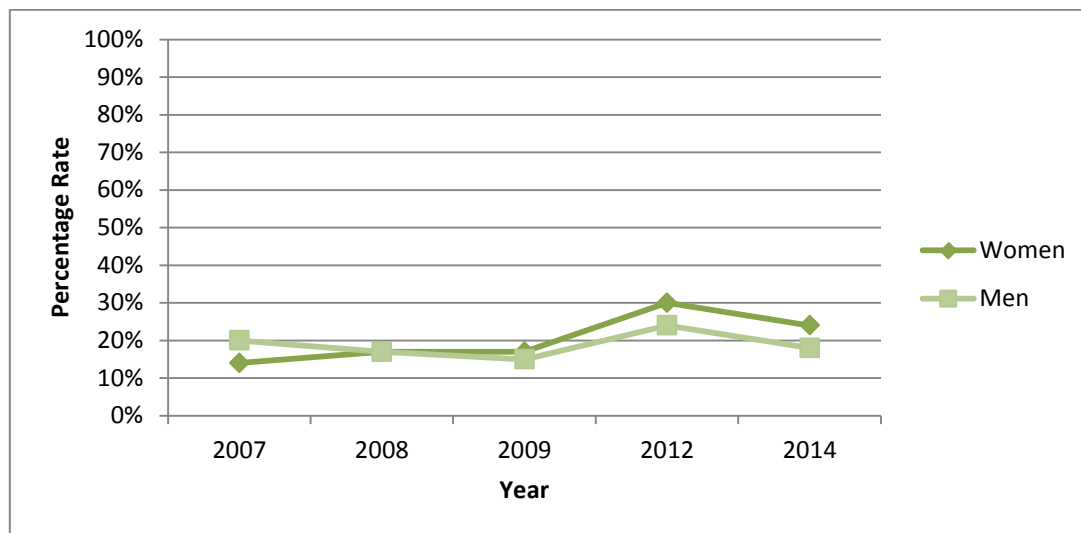


Figure 12.10 Application Rates (%) for Promotion to Professor 2007-2014

Success Rate

The low numbers of applicants for Professor positions, particularly by women in 2006-2009, means that the success rates for both genders can vary greatly year to year, and so no gender trend or pattern can be identified from the current data.

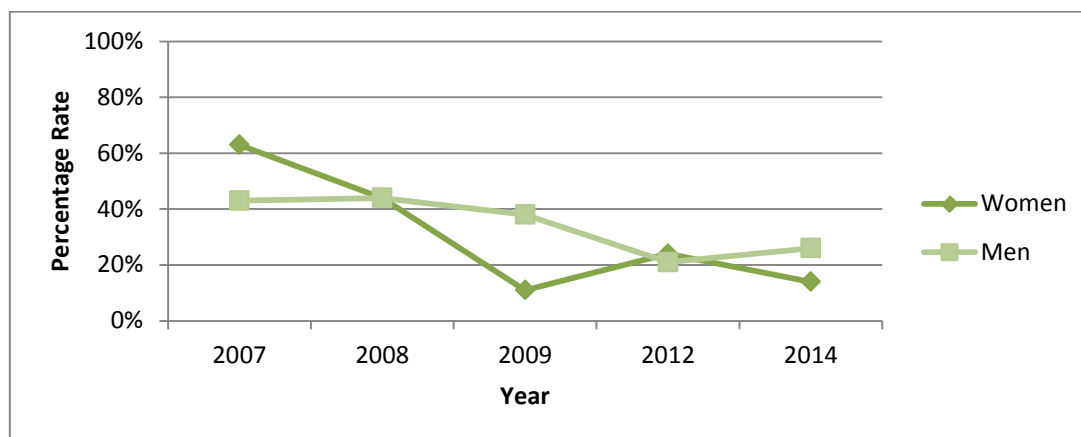


Figure 12.11 Success Rates (%) of Applicants for Promotion to Professor 2007-2014

Numbers Promoted

The number of staff promoted to Professor each year is very small (14 or fewer), so no conclusive trends can be identified. However, it can be observed that every year between 2006-2015 the majority of staff achieving this promotion were male. Neither the application rate nor the success rate has been identified as having a significant gender difference: therefore the male majority in those successfully promoted is most likely due to the over-representation of men among the Associate Professor pool (see **Section 5.4**).

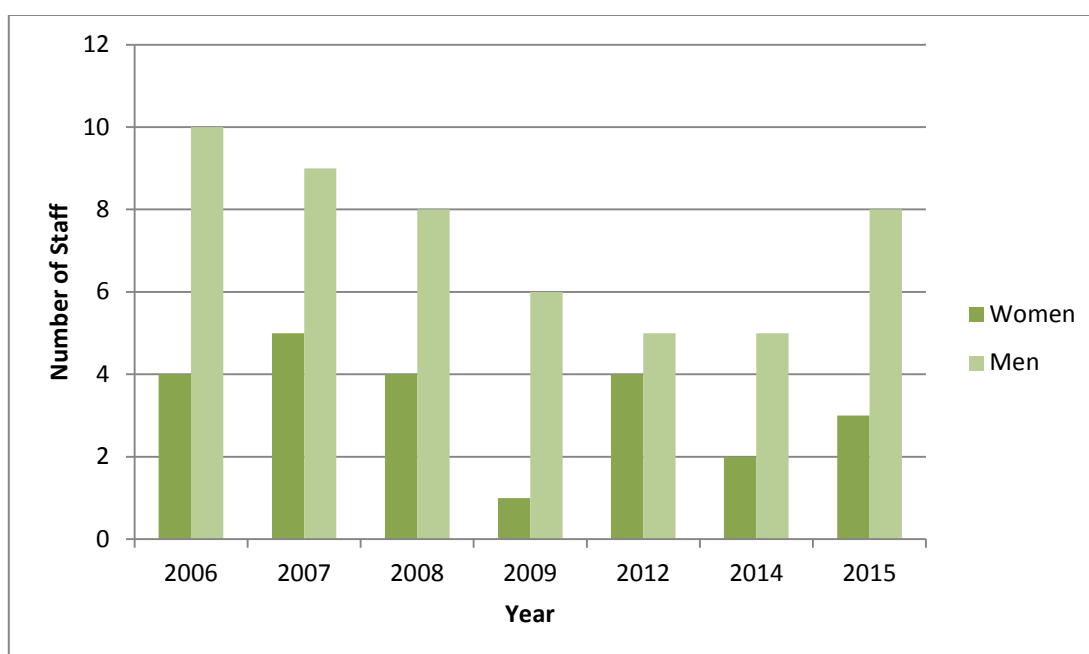


Figure 12.12 Gender Representation (Number) in Staff Promoted to Professor 2006-2015

Promotion to Professor (Chair)³⁷

Number of Applicants

Men comprise the majority of applicants for promotion to Professor (Chair). The number of male applicants for promotion to Professor (Chair) rose in 2012 but returned to previous levels in 2014. The number of female applicants rose significantly in 2012 (from 1 to 9) and remained at that higher number in 2014. The eligible cohort is increasingly gender-balanced.

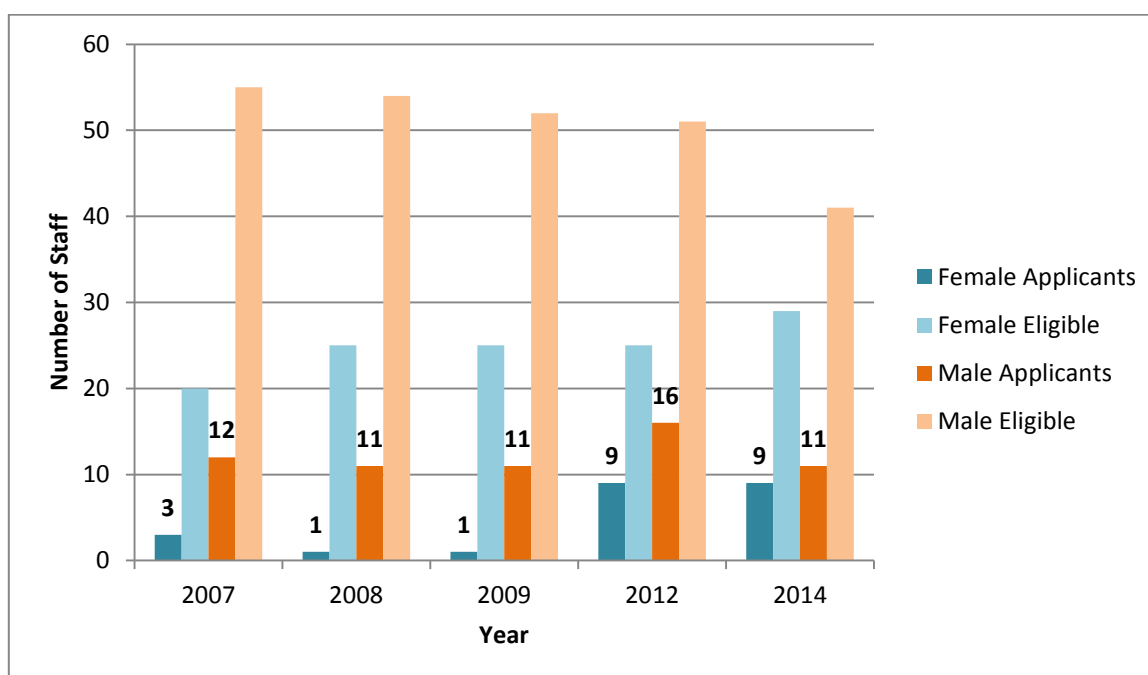


Figure 12.13 Gender Representation (Number) in Applicants for Promotion to Professor (Chair) 2007-2014

Application Rate

From 2007 to 2009, male Professors were more likely than female Professors to apply for promotion to Professor (Chair) level. In 2008 this difference was statistically significant. However, in 2012-2014 female Professors were more likely than male Professors to apply for promotion to Professor (Chair), and the probabilities were closer to equal.

³⁷ Numbers involved at this level are very small, so all conclusions should be considered preliminary, and ongoing monitoring will be needed in order to identify reliable trends

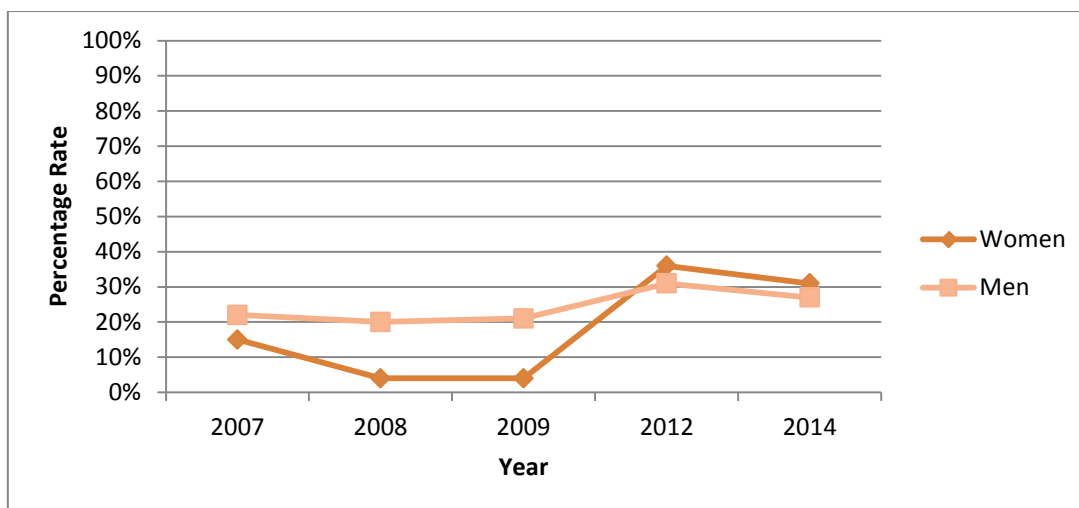


Figure 12.14 Application Rates (%) for Promotion to Professor (Chair) 2007-2014

Success Rate

The low number of applicants for Professor (Chair) positions, particularly by women in 2007 (3), 2008 (1) and 2009 (1), means that the success rates for both genders vary greatly year to year. The average success rate 2007-2014 is 47 per cent for female applicants and 44 per cent for male applicants, although this figure is also unreliable due to the small numbers.

For all of the years for which we have sufficient data (i.e. 2012 and 2014, in which there were higher numbers of female applicants than in previous years), there is no significant difference between female and male applicants' chances of being promoted to Professor (Chair).

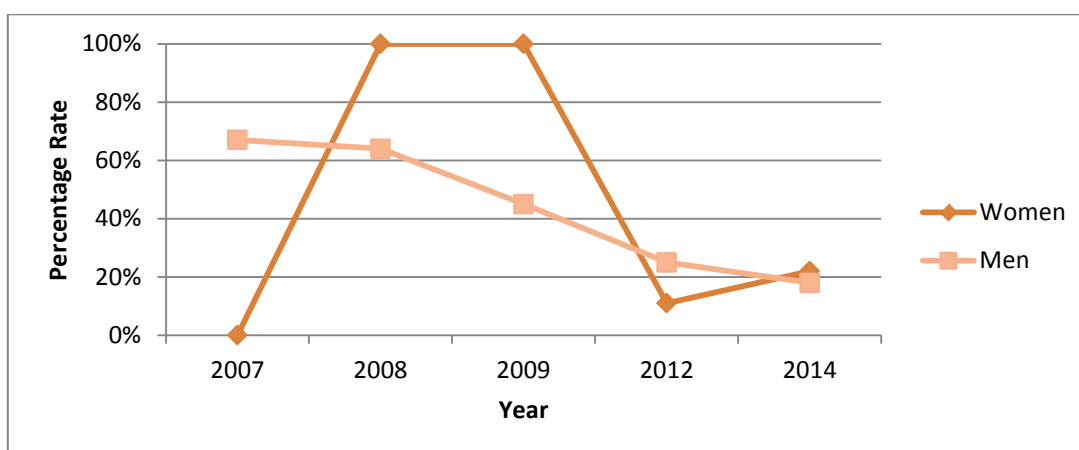


Figure 12.15 Success Rate (%) of Applicants for Promotion to Professor (Chair) 2007-2014

Numbers Promoted

Each year that Senior Academic Promotions were held in 2006-2012, a significant majority of staff achieving promotion to Professor (Chair) level were male. No more than 2 women have been promoted to Professor (Chair) in any year since 2006. There seems to be a trend of steadily decreasing numbers of men being promoted to Professor (Chair), and static numbers of women, leading towards equal numbers of women and men being promoted to Professor (Chair) in 2014 (2 women, 2 men) and 2015 (1 woman, 1 man).

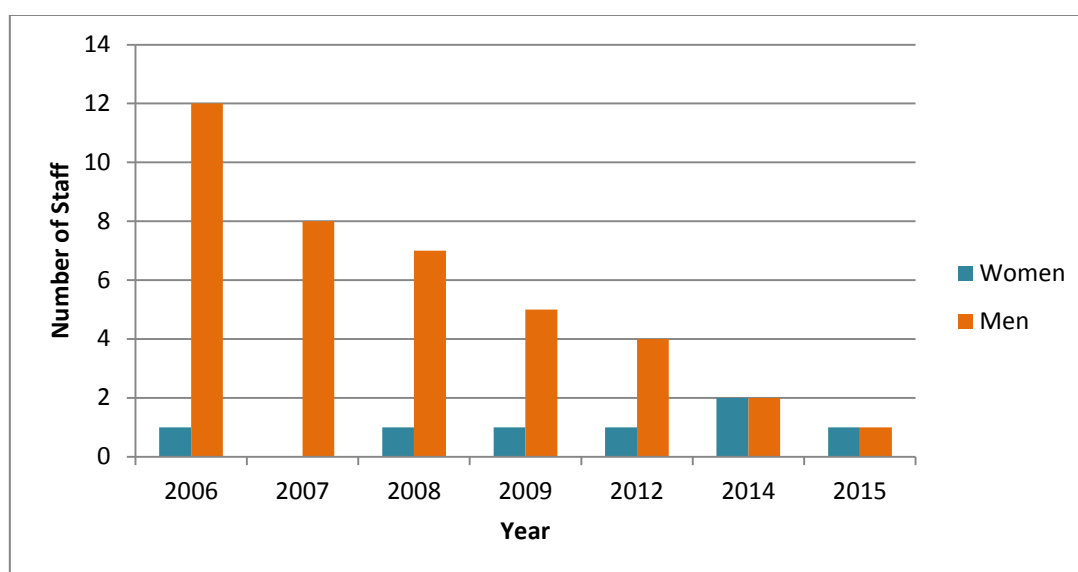


Figure 12.14 Numbers of staff promoted to Professor (Chair) 2006-2015

Low Female Application Rates

It has been noted in **Section 12.2** that certain grades in the Senior Academic Promotions process have low female application rates relative to their male counterparts. This is a key factor in the low female representation in higher academic grades (see **Section 5**).

A recent survey undertaken by WiSER in 2015, as part of the conclusion of the EU FP7 INTEGER project, uncovered reasons why female academics may be less likely to apply for promotion. In response to a question in the survey, “What would discourage you from

applying for promotion?³⁸ female respondents (104) and male respondents (45) commonly cited:

1. Lack of sufficient opportunities due to the quota and a perceived “queue” of staff waiting for promotion;
2. Low chance of success as weighed up against the high administrative workload and time involved in making an application;
3. Confusion and lack of transparency around the process itself;
4. Perception that promotion criteria are not applied as stated - particularly that criteria other than research are not valued.

Female respondents stressed the following more often than male respondents:

5. Lack of appropriate support from more senior staff and / or line managers
6. Contract insecurity and part-time work

Only female respondents mentioned two additional factors:

7. Negative experience of having made a previous unsuccessful application;
8. Feeling that workload would increase unmanageably following promotion.

If this is borne out by the WiSER survey analysis, it may be that factors 5-8 will be the most influential in terms of addressing the gender imbalance in application rates for some senior academic promotions.

³⁸ Question 20 in the survey. Raw survey data provided by WiSER; full analysis is yet to be published.

12.3 Academic Retention by Promotion³⁹

Retention Process

In exceptional circumstances such as the need to retain a member of staff, the Provost may convene the Senior Promotions Committee or the Personal Chairs Sub-Committee of the Senior Promotions Committee at any time throughout the year to consider a candidate. In the case of candidates to be considered for promotion to Associate Professor, Professor or Personal Chair outside the annual process, the procedure employed annually will apply⁴⁰.

Thirteen academic staff applied for retention by promotion between 2010 and 2014. The majority of these (10/13 or 77%) were successful in being promoted to the next higher grade. Of the 3 unsuccessful applications, one was subsequently successful in being promoted in the annual Senior Academic Promotions process⁴¹.

	Applicants		Successful		Unsuccessful		Success Rate	
	Female	Male	Female	Male	Female	Male	Female	Male
2010	0	1	0	1	0	0	N/A	100%
2011	1	2	1	2	0	0	100%	100%
2012	0	1	0	1	0	0	N/A	100%
2013	2	3	2	1	0	2	100%	33%
2014	1	2	0	2	1	0	50%	100%
Overall	4	9	3	7	1	2		
Overall (%)	31%	69%	30%	70%	33%	67%	75%	78%

Table 12.2 Gender Representation (Number and %) in Retention by Promotion, 2010-2014

³⁹ The source of all data in Section 12.3 is Human Resources, and also Crawford, Turner and Wilson, 2016. *Chance of Reaching Chair Professor Level in Trinity: an Analysis of Gender Trends 2007-2014*. Available at <http://www.tcd.ie/equality/assets/pdf/Report%20-%20Chance%20of%20Reaching%20Chair%20Professor%20Level.pdf>.

⁴⁰ See Academic Promotion – Retention Procedures at https://www.tcd.ie/hr/assets/pdf/Retention_Policy.pdf.

⁴¹ This individual is therefore counted in the senior academic promotions data in Section 12.2.

Table 12.2 shows that more male (9) than female (4) academic staff applied for retention by promotion in 2010-2014. The gender gap in applicants for retention, 31 per cent female to 69 per cent male, is similar to the gender gap among the senior academic staff⁴² population (which varied between 27% and 33% female in 2010-2014). This suggests that female and male academic staff applied in the same proportion as their representation in their pre-promotion grade. Similar success rates were evident for female (75%) and male (78%) applicants.

Grade reached on promotion	Women	Female (%)	% Female in that grade	Men	Male (%)	% Male in that grade
Professor (Chair)	0	0%	14%	5	100%	86%
Professor (Non-chair)	2	100%	35%	0	0%	65%
Associate Professor	1	33%	36%	2	67%	64%

Table 12.3 Gender Representation (Number and %) in Retention by Promotion, 2010-2014, by Grade

Table 12.3 shows the grade reached on promotion by all 10 of the successful applicants for retention by promotion, 2010-2014. All of those successfully promoted to Professor (Chair) were male, and all of those successfully promoted to Professor were female. Of those promoted to Associate Professor Level, 33 per cent were female and 67 per cent were male.

Given the small numbers involved, it is not surprising that these percentages do not consistently align with the gender percentages of staff populations at each grade (average over the years 2010-2014). However, the percentages of female and male staff promoted to Professor (Chair) level and to Associate Professor level are similar to the percentages of female and male staff at those grades. This suggests that Trinity's retention process neither increases nor decreases a female academic's chance of reaching Professor (Chair) level.

⁴² "Senior academic staff" refers to Associate Professors, Professors and Professors (Chairs)

The small numbers applying for retention by promotion make it difficult to detect any differences between the genders of the probability of making a successful application. The retention process should be monitored on an ongoing basis to build up a larger data set upon which more reliable conclusions can be based. There may be a potential gender issue in the fact that no female academic staff member has yet brought a successful case for retention by promotion to Professor (Chair), for example.

12.4 Election to Fellowship

Until 1988, Lecturers who were elected to Fellowship automatically proceeded to the Senior Lecturer (now “Associate Professor”) pay scale and did not need to apply for that promotion⁴³. Fellowship is no longer a promotion *per se*, but it can be seen as part of the academic career path in Trinity. The numbers elected to Fellowship each year are very small but the availability of data for the full 10-year period of 2006-2015 does provide some useful indicators.

Professorial, Honorary and Junior Fellowship

Figure 12.15 shows that, on average, men represent a significant majority of all three types of Fellows elected in 2006-2015. The gender gap is most pronounced among those elected to Honorary Fellowship (85% male, 15% female on average across 2006-2015), which is also the smallest group of Fellows. In 2015, one woman and one man were elected to Honorary Fellowship.

⁴³ Source: Drew et al., 2015. Athena SWAN Bronze institution award application – Ireland: Trinity College Dublin, p21 Available at <https://www.tcd.ie/diversity-inclusion/assets/pdfs/TCD%20Institutional%20Bronze%20Final.pdf>

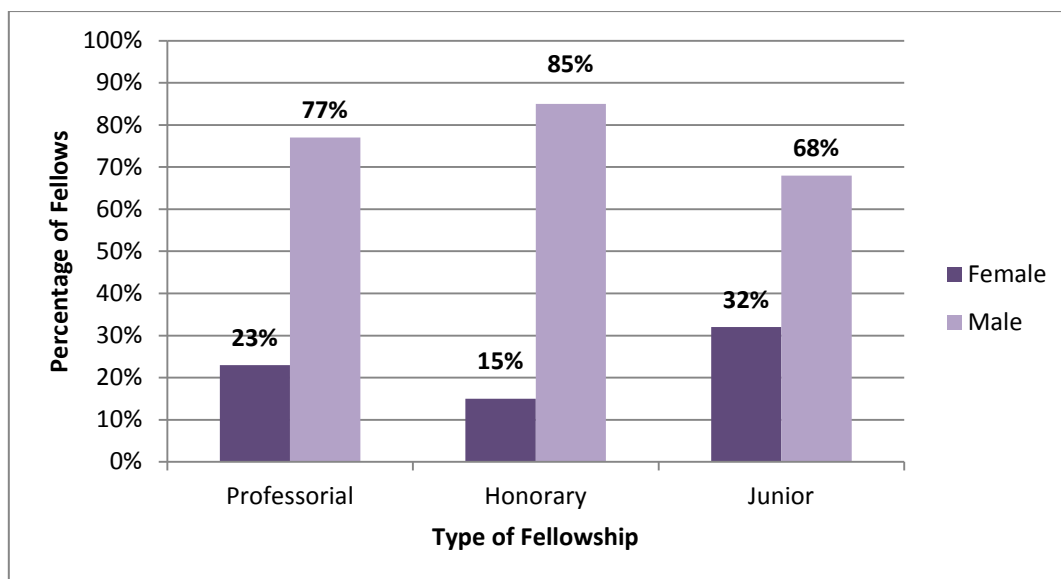


Figure 12.15 Gender Representation (%) in Fellows Elected 2006-2015 by Type of Fellowship

Total Elected to Fellowship

Figure 12.16 shows a slight trend towards gender equality among those elected to Fellowship. The majority of those elected to Fellowship throughout 2006-2014 were men. In 2015, for the first time in the history of the University, women made up the majority of those elected to Fellowship (7 women, 6 men).

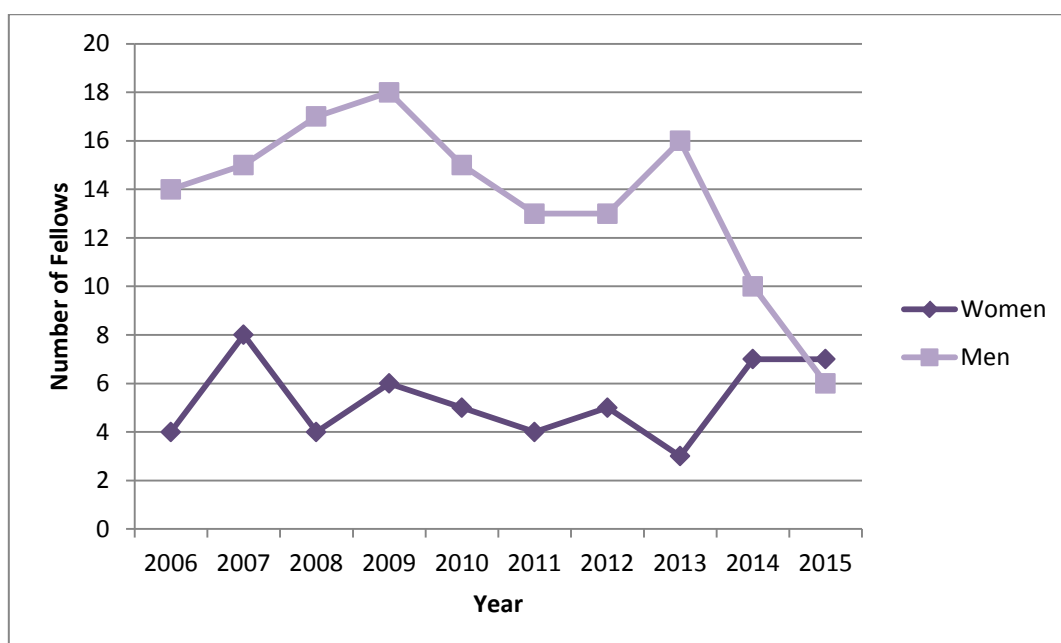


Figure 12.16 Gender Representation (Number) in Total Fellows Elected to Fellowship 2006-2015

Initiatives on Fellowship

The Athena SWAN Institutional Bronze Application for Trinity (2014) addressed the issue of low female representation among the Fellows. The application refers to the report of the Fellowship Working Group to Board⁴⁴, which specifically investigated the low number of female Fellows. A key finding of this investigation was that women who applied for Fellowship were equally likely to be awarded Fellowship, as men. However, to date, significantly fewer eligible women have applied.

To address this issue, two information sessions were held jointly by WiSER and the Standing Committee of Fellows, in 2014 and 2015. In 2015 for the first time, more female than male Fellows were elected: Junior Fellow - 4 women, 3 men; Professorial Fellow – 2 women, 2 men; Honorary Fellow – 1 woman, 1 man. This brings female representation among Fellows to 30 per cent⁴⁵, and also brings Trinity closer to reaching its target of 35 per cent for female representation among Fellows by 2018 as set in its Athena SWAN Gender Action Plan⁴⁶.

⁴⁴ Equality Office, 2013. *Fellowship: Gender, Faculty and School Analysis*. [Online] Available at: <http://www.tcd.ie/equality/assets/docs/Fellowship%20Eq%20Cttee%20Report.pdf>

⁴⁵ Drew et al., 2015. Athena SWAN Bronze institution award application – Ireland: Trinity College Dublin, p43
Available at <https://www.tcd.ie/diversity-inclusion/assets/pdfs/TCD%20Institutional%20Bronze%20Final.pdf>

⁴⁶ Drew et al., 2015. Athena SWAN Bronze institution award application – Ireland: Trinity College Dublin, p62
Available at <https://www.tcd.ie/diversity-inclusion/assets/pdfs/TCD%20Institutional%20Bronze%20Final.pdf>

12.5 Non-academic Promotions

Data on non-academic promotions has been included in annual Equality Monitoring Reports since 2008, and this will be continued where possible. However, there were no non-academic promotions in 2009, 2010, 2011 or 2013, meaning that data in this area is unfortunately too limited to identify trends at present.

In the tables below, the gender proportions among the total staff population in each promotion area has been taken as a broad indicator of how many female and male staff in the area were likely to be eligible for promotion at that time. This is not a precise measure of the number of eligible staff and therefore conclusions drawn from that figure should be regarded with caution.

Administrative and Library Promotions

Table 12.4 suggests that women may have been more likely than men to apply for promotion in the Administrative and Library promotions process in 2012 and 2014, in which a greater percentage of applicants for promotion were female than the percentage female representation among the total Administrative and Library staff at that time. It also appears that men who applied for promotion in the Administrative and Librarian promotions process were more likely to be successful in both 2012 (62% male success rate versus 38% for women) and 2014 (63% male success rate versus 50% female success rate).

		Women	Female (%)	Men	Male (%)
2012	Admin and Library population	376	63%	221	37%
	Total applied	67	68%	31	32%
	Total successful	26	57%	20	43%
	Success rate	26/67	38%	20/31	62%
2014	Admin and Library population	414	65%	226	35%
	Total applied	62	79%	16	21%
	Total successful	31	76%	10	24%
	Success rate	31/62	50%	10/16	63%

Table 12.4 Gender Representation in Administrative and Library Promotions 2012 and 2014⁴⁷

⁴⁷ These data include Accelerated Advancement and Progression figures, which are not recorded separately

Executive Officer and Secretarial Promotions

Table 12.5 suggests that women and men were approximately equally likely to apply for promotion in the Administrative and Librarian promotions process in 2014 - 91 per cent of total staff were female, and 90 per cent of applicants for promotion were female. Men who applied for promotion in the Administrative and Librarian promotions process in 2014 were slightly more likely to be successful - 54 per cent of male applicants, compared with 44 per cent of female applicants, were successful.

		Women	Female (%)	Men	Male (%)
2014	EO & Secretarial population	400	91%	38	9%
	Total applied	117	90%	13	10%
	Total successful	52	88%	7	12%
	Success rate	52/117	44%	7/13	54%

Table 12.5 Gender Representation in Executive Officer and Secretarial Promotions 2014

Technical Promotions

Table 12.6 suggests that women may have been slightly more likely than men to apply for promotion in the Technical promotions process in 2012 - 35 per cent of total staff were female, whereas 43 per cent of applicants for promotion were female. Since very small numbers (8 staff) were successful in the 2012 Technical promotions, the success rate percentages presented in Table 12.6 should be viewed with particular caution.

		Women	Female (%)	Men	Male (%)
2012	Technical population	70	35%	132	65%
	Total applied	10	43%	13	57%
	Total successful	4	50%	4	50%
	Success rate	4/10	40%	4/13	31%

Table 12.6 Gender Representation (Number and %) in Technical Promotions 2014⁴⁸

⁴⁸ These data include Progression figures, which are not recorded separately

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14. Appendix – Data Tables

Total Staff

			20-29	30-39	40-49	50-59	60+	No Record	Overall
2007	Women		268	607	418	307	150	178	1928
	Female (%)		57%	56%	52%	50%	40%	50%	52%
	Men		203	477	383	303	223	178	1767
	Male (%)		43%	44%	48%	50%	60%	50%	48%
2008	Women		270	623	411	312	164	328	2108
	Female (%)		59%	55%	51%	52%	36%	54%	52%
	Men		187	515	396	293	289	282	1962
	Male (%)		41%	45%	49%	48%	64%	46%	48%
2010	Women		270	623	411	312	164	328	2108
	Female (%)		59%	55%	51%	52%	39%	54%	52%
	Men		187	515	396	293	259	282	1932
	Male (%)		41%	45%	49%	48%	61%	46%	48%
2011	Women		194	624	441	332	148	249	1988
	Female (%)		58%	56%	54%	53%	45%	54%	54%
	Men		140	485	379	298	183	216	1701
	Male (%)		42%	44%	46%	47%	55%	46%	46%
2012	Women		187	651	445	356	152	237	2028
	Female (%)		56%	60%	54%	54%	45%	51%	55%
	Men		148	442	383	303	183	231	1690
	Male (%)		44%	40%	46%	46%	55%	49%	45%
		<20 ⁴⁹	20-30	31-40	41-50	51-60	61+	No Record	Overall
2013	Women	17	287	670	488	378	137	151	2128
	Female (%)	52%	56%	58%	55%	54%	46%	53%	55%
	Men	16	228	490	396	319	159	132	1740
	Male (%)	48%	44%	42%	45%	46%	54%	47%	45%
2014	Women	14	294	715	514	398	149		2084
	Female (%)	47%	53%	59%	53%	52%	47%		54%
	Men	16	256	490	457	363	169		1751
	Male (%)	53%	47%	41%	47%	48%	53%		46%
2015	Women	1	231	668	518	408	137		2118
	Female (%)	100%	51%	59%	55%	56%	46%		53%
	Men	0	225	463	428	317	158		1905
	Male (%)	0%	49%	41%	45%	44%	54%		47%

Table 14.1 Gender Representation (Number and %) in Total Staff by Age 2007-2015

⁴⁹ Addition of the “under 20” category in 2013 may account for percentage differences in female representation in the 20-29 / 20-30 category.

Total Staff: Irish Universities Comparison

	Academic Staff		Non-academic Staff	
	Female (%)	Male (%)	Female (%)	Male (%)
Trinity	41%	59%	58%	42%
Irish Universities Average	43%	57%	65%	35%

Table 14.2 Gender Representation (%) in Academic and Non-academic Staff, Trinity and Irish Universities 2012⁵⁰

Total Staff: UK Higher Education Provider Comparison

	Academic Staff		Non-academic Staff		Total Staff	
	Female (%)	Male (%)	Female (%)	Male (%)	Female (%)	Male (%)
Trinity	42%	58%	60%	40%	54%	46%
Average in UK HEPs	45%	55%	63%	37%	54%	46%

Table 14.3 Gender Representation (%) in Academic, Non-academic and Total Staff in Trinity and UK HEPs 2014⁵¹

⁵⁰ Source for Irish Universities Data: Higher Education Key Facts and Figures 2011/12, HEA.

<http://www.heai.ie/files/Keyfacts201112.pdf> . 2012 is the most recent year for which data on the gender representation of non-academic staff is available from the HEA.

⁵¹ Source for UK Higher Education Providers Data: 'Table 1', Higher Education Statistics Agency,

https://www.hesa.ac.uk/index.php?option=com_content&view=article&id=1898&Itemid=634)

2014 is the most recent year for which data on gender of staff is available from the UK HESA (Higher Education Statistics Agency). It should also be noted that the UK statistics relate to all Higher Education Providers (HEPs) and are not limited to universities.

Staff Categories

		Academic	Research	Admin	Library	Technical	Support
2007	Female (%)	37%	51%	79%	65%	36%	54%
	Male (%)	63%	49%	21%	35%	64%	46%
2008	Female (%)	39%	47%	77%	66%	37%	53%
	Male (%)	61%	53%	23%	34%	63%	47%
2010	Female (%)	39%	47%	77%	65%	36%	52%
	Male (%)	61%	53%	23%	35%	64%	48%
2011	Female (%)	38%	51%	78%	66%	35%	53%
	Male (%)	62%	49%	22%	34%	65%	47%
2012	Female (%)	40%	51%	77%	67%	35%	53%
	Male (%)	60%	49%	23%	33%	65%	47%
2013	Female (%)	42%	50%	77%	67%	35%	55%
	Male (%)	58%	50%	23%	33%	65%	45%
2014	Female (%)	42%	50%	77%	65%	34%	52%
	Male (%)	58%	50%	23%	35%	66%	48%
2015	Female (%)	44%	48%	76%	62%	35%	57%
	Male (%)	56%	52%	24%	38%	65%	43%

Table 14.4 Gender Representation (%) in Total Staff by Category 2007-2015

		Academic	Research	Admin	Library	Technical	Support
2007	Women	350	292	607	108	76	276
	Men	598	286	165	58	135	233
2008	Women	398	302	653	119	76	279
	Men	632	334	191	60	129	245
2010	Women	378	331	644	99	78	230
	Men	592	371	194	54	138	215
2011	Women	352	333	639	97	73	262
	Men	574	320	184	51	138	235
2012	Women	386	331	659	95	70	266
	Men	571	312	194	46	132	232
2013	Women	424	341	711	90	73	269
	Men	578	340	216	45	133	224
2014	Women	408	375	729	85	65	220
	Men	564	370	218	46	126	207
2015	Women	445	369	744	88	53	232
	Men	562	397	234	53	99	175

Table 14.5 Gender Representation (Number) in Total Staff by Category 2007-2015

Academic Staff

		Assistant Professor (Below Bar)	Assistant Professor (Above Bar)	Associate Professor	Professor	Professor (Chair)
2007	Female (%)			34%	26%	13%
	Male (%)			66%	74%	87%
2008	Female (%)	54%	37%	33%	31%	12%
	Male (%)	46%	63%	67%	69%	88%
2010	Female (%)	60%	36%	33%	32%	14%
	Male (%)	40%	64%	67%	68%	86%
2011	Female (%)	59%	37%	35%	30%	14%
	Male (%)	41%	63%	65%	70%	86%
2012	Female (%)	57%	39%	35%	33%	13%
	Male (%)	43%	61%	65%	67%	87%
2013	Female (%)	53%	42%	38%	36%	14%
	Male (%)	47%	58%	62%	64%	86%
2014	Female (%)	44%	52%	38%	42%	15%
	Male (%)	56%	48%	62%	58%	85%
2015	Female (%)	49%	54%	39%	42%	17%
	Male (%)	51%	46%	61%	58%	83%

Table 14.6 Gender Representation (%) in Academic Grades 2007-2015⁵²

⁵² The data for Assistant Professors in the 2007 Equality Data Monitoring Report do not distinguish between Above and Below the Bar, and as such 2007 data have been excluded from this table.

Fellows

	Women	Female (%)	Men	Male (%)
2007	53	20%	217	80%
2008	51	20%	207	80%
2010	56	21%	217	79%
2011	55	21%	206	79%
2012	61	22%	215	78%
2013	66	23%	226	77%
2014	69	26%	194	74%
2015	74	27%	203	73%
2016 ⁵³	80	28%	208	72%

Table 14.7 Gender Representation (Number and %) in Fellows 2007-2016

⁵³ The 2016 row of data refers to appointments made in 2015 that will be reported on in the Annual Equality Monitoring Report 2015-2016. The 2016 data were provided by the Secretary's Office.

Research Staff

		Research Assistant	Research Fellow
2007	Women	97	195
	Female (%)	64%	46%
	Men	55	231
	Male (%)	36%	54%
2008	Women	107	200
	Female (%)	57%	43%
	Men	82	262
	Male (%)	43%	57%
2010	Women	133	198
	Female (%)	61%	41%
	Men	84	287
	Male (%)	39%	59%
2011	Women	137	193
	Female (%)	64%	45%
	Men	78	240
	Male (%)	36%	55%
2012	Women	122	209
	Female (%)	60%	48%
	Men	83	229
	Male (%)	40%	52%
2013	Women	136	205
	Female (%)	57%	46%
	Men	101	239
	Male (%)	43%	54%
2014	Women	160	215
	Female (%)	53%	49%
	Men	142	228
	Male (%)	47%	51%
2015	Women	159	224
	Female (%)	49%	47%
	Men	166	253
	Male (%)	51%	53%

Table 14.8 Gender Representation (Number and %) in Research Staff 2007-2015

Administrative Staff

		Senior Administrative (1-3)	Administrative (1-3)	(Senior) Executive Officer & Secretarial
2007	Women	15	219	373
	Female (%)	33%	67%	93%
	Men	31	106	28
	Male (%)	67%	33%	7%
2008	Women	19	241	393
	Female (%)	35%	66%	93%
	Men	35	126	30
	Male (%)	65%	34%	7%
2010	Women	21	248	375
	Female (%)	39%	64%	94%
	Men	33	138	23
	Male (%)	61%	36%	6%
2011	Women	20	242	377
	Female (%)	39%	65%	95%
	Men	31	133	20
	Male (%)	61%	35%	5%
2012	Women	20	261	378
	Female (%)	38%	65%	95%
	Men	32	143	19
	Male (%)	62%	35%	5%
2013	Women	21	292	398
	Female (%)	39%	66%	93%
	Men	33	151	32
	Male (%)	61%	34%	7%
2014	Women	22	307	400
	Female (%)	39%	68%	91%
	Men	35	145	38
	Male (%)	61%	32%	9%
2015	Women	31	337	318
	Female (%)	44%	68%	94%
	Men	39	162	22
	Male (%)	56%	32%	6%

Table 14.9 Gender Representation (Number and %) in Administrative Staff 2007-2015

Administrative Staff Breakdown 2015

	Women	Female (%)	Men	Male (%)
Executive Officer	239	97%	7	3%
Senior Executive Officer 2	56	97%	2	3%
Senior Executive Officer 1	12	92%	1	8%
Administrative 3	83	73%	30	27%
Administrative 2	121	66%	63	34%
Administrative 1	133	66%	69	34%
Senior Administrative 3	4	97%	8	3%
Senior Administrative 2	3	97%	9	3%
Senior Administrative 1	24	92%	22	8%

Table 14.10 Gender Representation (Number and %) in Administrative Grades 2015

Library Staff

		Library Assistant	Higher Library Assistant	Assistant Librarian
2007	Women	25	46	30
	Female (%)	68%	65%	64%
	Men	12	25	17
	Male (%)	32%	35%	36%
2008	Women	28	50	34
	Female (%)	68%	66%	67%
	Men	13	26	17
	Male (%)	32%	34%	33%
2010	Women	15	48	29
	Female (%)	60%	67%	64%
	Men	10	24	16
	Male (%)	40%	33%	36%
2011	Women	16	48	26
	Female (%)	67%	67%	62%
	Men	8	24	16
	Male (%)	33%	33%	38%
2012	Women	17	46	25
	Female (%)	71%	67%	64%
	Men	7	23	14
	Male (%)	29%	33%	36%
2013	Women	16	44	23
	Female (%)	73%	66%	62%
	Men	6	23	14
	Male (%)	27%	34%	38%
2014	Women	8	45	26
	Female (%)	62%	65%	65%
	Men	5	24	14
	Male (%)	38%	35%	35%
2015	Women	9	43	26
	Female (%)	64%	65%	67%
	Men	5	23	13
	Male (%)	36%	35%	33%

Table 14.11 Gender Representation (Number and %) in Library Staff 2007-2015

Library Staff Breakdown 2015

	Women	Female (%)	Men	Male (%)
Library Assistant	9	64%	5	36%
Library Assistant Total	9	64%	5	36%
Higher Library Assistant (Exec 3)	25	66%	13	34%
Higher Library Assistant (Exec 2)	11	69%	5	31%
Higher Library Assistant (Exec 1)	7	58%	5	42%
Higher Library Assistant Total	43	65%	23	35%
Assistant Librarian 2	9	90%	1	10%
Assistant Librarian 1	17	59%	12	41%
Assistant Librarian Total	26	67%	13	33%

Table 14.12 Gender Representation (Number and %) in Library Grades 2015

Technical Staff Breakdown 2015

	Women	Female (%)	Men	Male (%)
Technical Officer	9	38%	15	63%
Senior Technical Officer	22	45%	27	55%
Chief Technical Officer (Specialist)	4	20%	16	80%
Chief Technical Officer 2	4	40%	6	60%
Chief Technical Officer 1 Below Bar	1	33%	2	67%
Chief Technical Officer 1	4	24%	13	76%
Experimental Officer	1	13%	7	88%
Senior Experimental Officer	2	17%	10	83%

Table 14.13 Gender Representation (Number and %) in Technical Grades 2015

Support Staff

		Buildings and Grounds	Security and Guards	Stores	Nursery	Catering	House- keeping
2007	Women	3	25	1	18	44	185
	Female (%)	4%	18%	11%	100%	73%	90%
	Men	72	116	8	0	16	21
	Male (%)	96%	82%	89%	0%	27%	10%
2008	Women	2	29	1	17	41	188
	Female (%)	2%	20%	11%	100%	69%	90%
	Men	81	115	8	0	18	20
	Male (%)	98%	80%	89%	0%	31%	10%
2010	Women	1	29	1	19	* ⁵⁴	179
	Female (%)	1%	21%	11%	100%		90%
	Men	75	110	8	0	*	19
	Male (%)	99%	79%	89%	0%		10%
2011	Women	1	28	1	19	38	175
	Female (%)	1%	21%	11%	100%	67%	88%
	Men	75	105	8	0	19	25
	Male (%)	99%	79%	89%	0%	33%	13%
2012	Women	1	33	1	18	42	170
	Female (%)	1%	23%	10%	100%	75%	88%
	Men	72	110	9	0	14	23
	Male (%)	99%	77%	90%	0%	25%	12%
2013	Women	1	32	1	19	41	173
	Female (%)	1%	24%	10%	100%	75%	89%
	Men	71	104	9	0	14	22
	Male (%)	99%	76%	90%	0%	25%	11%
2014	Women	1	30	1	15	39	134
	Female (%)	1%	23%	13%	100%	74%	94%
	Men	73	102	7	0	14	8
	Male (%)	99%	77%	88%	0%	26%	6%
2015	Women	1	27	1	17	32	123
	Female (%)	1%	23%	14%	100%	74%	96%
	Men	67	91	6	0	11	5
	Male (%)	99%	77%	86%	0%	26%	4%

Table 14.14 Gender Representation (Number and %) in Support Staff 2007-2015

⁵⁴ Data on the gender of catering staff were not included in the 2010 Equality Monitoring Report

Academic Recruitment

		Applicants	Shortlisted Applicants	Shortlisting Rate	Successful Applicants	Success Rate
2007 - 2008	Women	412	98	98/412	49	49/412
	Female (%)	31%	43%	24%	53%	11.9%
	Men	903	129	129/903	44	44/903
	Male (%)	69%	57%	14%	47%	4.9%
2008 - 2009	Women	196	66	66/196	19	19/196
	Female (%)	37%	46%	34%	54%	9.7%
	Men	333	78	78/333	16	16/333
	Male (%)	63%	54%	23%	46%	4.8%
2009 - 2010	Women	141			6	6/141
	Female (%)	12%			14%	4.3%
	Men	206			3	3/206
	Male (%)	18%			7%	1.5%
	unknown	789			34	34/789
	unknown (%)	69%			79%	4.3%
2010 - 2011	Women	392	95	95/392	26	26/392
	Female (%)	32%	35%	24%	42%	6.6%
	Men	852	179	179/852	36	36/852
	Male (%)	68%	65%	21%	58%	4.2%
2011 - 2012	Women	487	107	107/487	39	39/487
	Female (%)	33%	40%	22%	56%	8.0%
	Men	997	161	161/997	31	31/997
	Male (%)	67%	60%	16%	44%	3.1%
2012 - 2013	Women	333	75	75/333	24	24/333
	Female (%)	38%	47%	23%	50%	7.2%
	Men	554	84	84/554	24	24/554
	Male (%)	62%	53%	15%	50%	4.3%
2013 - 2014	Women	359	102	102/359	30	30/359
	Female (%)	32%	47%	28%	49%	8.4%
	Men	765	115	115/765	31	31/765
	Male (%)	68%	53%	15%	51%	4.1%
2014 - 2015	Women	543	137	137/543	46	46/543
	Female (%)	33%	50%	25%	61%	8.5%
	Men	1119	137	137/1119	29	29/1119
	Male (%)	67%	50%	12%	39%	2.6%

Table 14.15 Gender Representation (Number and %) in Academic Recruitment 2007-2015

Non-academic Recruitment

		Applicants	Shortlisted Applicants	Shortlisting Rate	Successful Applicants	Success Rate
2007 - 2008	Women	2206	602	602/2206	194	194/2206
	Female (%)	56%	54%	27%	64%	8.8%
	Men	1705	519	519/1705	108	108/1705
	Male (%)	44%	46%	30%	36%	6.3%
2008 - 2009	Women	2159	382	382/2159	105	105/2159
	Female (%)	58%	68%	18%	70%	4.9%
	Men	1547	177	177/1547	45	45/1547
	Male (%)	42%	32%	11%	30%	2.9%
2009 - 2010	Women	662			13	13/662
	Female (%)	30%			20%	2.0%
	Men	274			4	4/274
	Male (%)	12%			6%	1.5%
	unknown	1307			47	47/1307
	unknown (%)	58%			73%	3.6%
2010 - 2011	Women	1246	385	385/1246	91	91/1246
	Female (%)	62%	72%	31%	69%	7.3%
	Men	756	148	148/756	40	40/756
	Male (%)	38%	28%	20%	31%	5.3%
2011 - 2012	Women	2269	445	445/2269	123	123/2269
	Female (%)	63%	68%	20%	72%	5.4%
	Men	1353	214	214/1353	47	47/1353
	Male (%)	37%	32%	16%	28%	3.5%
2012 - 2013	Women	1888	355	355/1888	98	98/1888
	Female (%)	48%	63%	19%	42%	5.2%
	Men	2017	205	205/2017	136	136/2016
	Male (%)	52%	37%	10%	58%	6.7%
2013 - 2014	Women	2038	455	455/2038	123	123/2038
	Female (%)	63%	65%	22%	71%	6.0%
	Men	1185	245	245/1185	51	51/1185
	Male (%)	37%	35%	21%	29%	4.3%
2014 - 2015	Women	2019	456	456/2019	149	149/2019
	Female (%)	61%	59%	23%	65%	7.4%
	Men	1297	312	312/1297	79	79/1297
	Male (%)	39%	41%	24%	35%	6.1%

Table 14.16 Gender Representation (Number and %) in Non-academic Recruitment 2007-2015

Recruitment to Professor (Chair)

		Applicants	Shortlisted Applicants	Shortlisting Rate	Successful Applicants	Success Rate
2010-2011	Women	12	4	4/12	1	1/12
	Female (%)	28%	24%	33%	14%	8%
	Men	31	13	13/31	6	6/31
	Male (%)	72%	76%	42%	86%	19%
2011-2012	Women	0	0	0/0	0	0/0
	Female (%)	0	0	0%	0%	0%
	Men	1	1	1/1	1	1/1
	Male (%)	1	1	100%	100%	100%
2012-2013	Women	5	4	4/5	2	2/5
	Female (%)	63%	80%	80%	100%	40%
	Men	3	1	1/3	0	0/3
	Male (%)	38%	20%	33%	0%	0%
2013-2014	Women	43	8	8/43	3	3/43
	Female (%)	28%	22%	19%	33%	7%
	Men	113	29	29/113	6	6/113
	Male (%)	72%	78%	26%	67%	5%
2014-2015	Women	30	3	3/30	1	1/30
	Female (%)	19%	16%	10%	20%	3%
	Men	129	16	16/129	4	4/129
	Male (%)	81%	84%	12%	80%	3%
5-year averages / totals	Women	90	19	19/90	7	7/90
	Female (%)	25%	24%	21%	29%	8%
	Men	277	60	60/277	17	17/277
	Male (%)	75%	76%	22%	71%	6%

Table 14.17 Gender Representation (Number and %) in Recruitment to Professor (Chair) 2007-2015

Merit Bar

		First Eligibility	Held at Bar	Declined Review	Total Eligible	Total Applied	% Applied (of Eligible)	Successful	Success Rate
2006	Female					6		6	100%
	Male					21		16	76%
2007	Female					10		10	100%
	Male					11		11	100%
2008	Female					6		6	100%
	Male					11		8	73%
2009	Female	8	7	29	44	12	27%	11	92%
	Male	21	12	9	42	23	55%	22	96%
2010	Female	9	6	27	42	12	29%	10	83%
	Male	15	8	10	33	19	58%	18	95%
2011	Female	16	8	23	47	16	34%	15	94%
	Male	10	7	6	23	10	43%	9	90%
2012	Female	9	6	25	40	16	40%	12	75%
	Male	6	7	5	18	6	33%	5	83%
2013	Female	11	7	20	38	17	45%	12	71%
	Male	3	9	5	17	8	47%	4	50%
2014	Female	8	10	16	34	14	41%	10	71%
	Male	13	8	4	25	12	48%	12	100%

Table 14.18 Gender Representation (Number and Rates) in Merit Bar process 2007-2015⁵⁵

⁵⁵ Details of applicants to the Merit Bar 2006-2008 are not available

Promotion to Associate Professor

		2006	2007	2008	2009	2012	2014	2015	Total / Average
Female	No. of Eligible	x	64	72	72	91	101	x	400
	% of Total Eligible	x	33%	37%	38%	39%	52%	x	40%
Male	No. of Eligible	x	132	123	120	140	94	x	609
	% of Total Eligible	x	67%	63%	63%	61%	48%	x	60%
Female	No. of Applicants	15	16	7	11	21	20	17	107
	% of Total Applicants	31%	38%	18%	26%	28%	33%	35%	30%
Male	No. of Applicants	34	26	31	31	53	40	32	247
	% of Total Applicants	69%	62%	82%	74%	72%	67%	65%	70%
Female	Application Rate	x	25%	10%	15%	23%	20%	x	27%
Male	Application Rate	x	20%	25%	26%	38%	43%	x	41%
Female	No. Successful	15	13	4	7	7	6	9	61
	% of Total Successful	42%	50%	15%	35%	28%	29%	45%	35%
Male	No. Successful	21	13	23	13	18	15	11	114
	% of Total Successful	58%	50%	85%	65%	72%	71%	55%	65%
Female	Success Rate	100%	81%	57%	64%	33%	30%	53%	57%
Male	Success Rate	62%	50%	74%	42%	34%	38%	34%	46%

Table 14.19 Gender Representation (Number, % and Rates) in Promotion to Associate Professor

2006-2015⁵⁶

⁵⁶ Data is not currently available on the number of eligible staff in 2006 and 2015

Promotion to Professor

		2006	2007	2008	2009	2012	2014	2015	Total / Average
Female	No. of Eligible	x	56	54	54	57	59	x	280
	% of Total Eligible	x	34%	33%	34%	36%	36%	x	35%
Male	No. of Eligible	x	107	108	106	102	103	x	526
	% of Total Eligible	x	66%	67%	66%	64%	64%	x	65%
Female	No. of Applicants	4	8	9	9	17	14	8	69
	% of Total Applicants	20%	28%	33%	36%	41%	42%	30%	34%
Male	No. of Applicants	16	21	18	16	24	19	19	133
	% of Total Applicants	80%	72%	67%	64%	59%	58%	70%	66%
Female	Application Rate	x	14%	17%	17%	30%	24%	x	20%
Male	Application Rate	x	20%	17%	15%	24%	18%	x	19%
Female	No. Successful	4	5	4	1	4	2	3	23
	% of Total Successful	29%	36%	33%	14%	44%	29%	27%	31%
Male	No. Successful	10	9	8	6	5	5	8	51
	% of Total Successful	71%	64%	67%	86%	56%	71%	73%	69%
Female	Success Rate	100%	63%	44%	11%	24%	14%	38%	33%
Male	Success Rate	63%	43%	44%	38%	21%	26%	42%	38%

Table 14.20 Gender Representation (Number, % and Rates) in Promotion to Professor 2006-2015⁵⁷

⁵⁷ Data is not currently available on the number of eligible staff in 2006 and 2015

Promotion to Professor (Chair)

		2006	2007	2008	2009	2012	2014	2015	Total / Average
Female	No. of Eligible	x	20	25	25	25	29	x	124
	% of Total Eligible	x	27%	32%	32%	33%	59%	x	50%
Male	No. of Eligible	x	55	54	52	51	41	x	124
	% of Total Eligible	x	73%	68%	68%	67%	41%	x	50%
Female	No. of Applicants	3	3	1	1	9	9	5	31
	% of Total Applicants	14%	20%	8%	8%	36%	45%	42%	26%
Male	No. of Applicants	18	12	11	11	16	11	7	86
	% of Total Applicants	86%	80%	92%	92%	64%	55%	58%	74%
Female	Application Rate	x	15%	4%	4%	36%	31%	x	18%
Male	Application Rate	x	22%	20%	21%	31%	27%	x	24%
Female	No. Successful	1	0	1	1	1	2	1	7
	% of Total Successful	8%	0%	13%	17%	20%	50%	50%	15%
Male	No. Successful	12	8	7	5	4	2	1	39
	% of Total Successful	92%	100%	88%	83%	80%	50%	50%	85%
Female	Success Rate	33%	0%	100%	100%	11%	22%	20%	23%
Male	Success Rate	67%	67%	64%	45%	25%	18%	14%	45%

Table 14.21 Gender Representation (Number, % and Rates) in Promotion to Professor (Chair)

2006-2015⁵⁸

⁵⁸ Data is not currently available on the number of eligible staff in 2006 and 2015

Election to Fellowship

		2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	Total
Professorial Fellows	Women	0	4	1	0	0	0	1	1	0	2	9
	Female (%)	0%	80%	17%	0%	0%	0%	33%	20%	N/A	50%	23%
	Men	3	1	5	7	5	1	2	4	0	2	30
	Male (%)	100%	20%	83%	100%	100%	100%	67%	80%	N/A	50%	77%
Honorary Fellows	Women	0	0	0	0	1	0	0	0	2	1	4
	Female (%)	0%	0%	0%	0%	33%	0%	0%	0%	67%	50%	15%
	Men	2	3	2	3	2	4	2	2	1	1	22
	Male (%)	100%	100%	100%	100%	67%	100%	100%	100%	33%	50%	85%
New Fellows	Women	4	4	3	6	4	4	4	2	5	4	40
	Female (%)	31%	27%	23%	43%	33%	33%	31%	17%	36%	57%	32%
	Men	9	11	10	8	8	8	9	10	9	3	85
	Male (%)	69%	73%	77%	57%	67%	67%	69%	83%	64%	43%	68%
Total Fellows	Women	4	8	4	6	5	4	5	3	7	7	53
	Female (%)	22%	35%	19%	25%	25%	24%	28%	16%	41%	54%	28%
	Men	14	15	17	18	15	13	13	16	10	6	137
	Male (%)	78%	65%	81%	75%	75%	76%	72%	84%	59%	46%	72%

Table 14.22 Gender Representation (Number and %) in Fellowship Elections 2006-2015⁵⁹

⁵⁹ The source for data relating to Fellowship elections in 2015 is the Secretary's Office