

Gender and Promotions Report

Equality Officer

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Executive Summary

The report identifies continuing gender imbalance in the proportion of women applying for Junior and Senior Promotions, bearing in mind the proportions in the eligible pool. Women academics made up 22% of applicants to Senior Promotions in 2008, and half as many eligible female academics applied for Senior Lecturer as their male counterparts. The inflexion point in women's career progression in College occurs at the Lecturer Bar: women make up 55% of Lecturers below bar but only 37% of applicants for promotion at the Bar (2008), the number of women lecturers above the Bar drops by 50%.

The overall situation of women in College is one of under-representation at senior and decision-making levels. This is apparent in the proportion of women in senior academic positions (13% Professors) Annual Officers and Senior Admin (25%), Heads of School (4 out of 22), Fellows (20%), Deans (0) etc.

The report seeks to identify the reasons for the low number of women applying for promotion and examines the barriers faced by women academics and the effect of gender stereotypes, working practices, work life balance, the scarcity of role models and career support programmes. Many of the issues raised have implications for male academic staff as well, such as the weighting of research in the promotions process. The report examines previous College reports on women's career advancement (Prof. B Wright, Prof. E Drew, and WiSER) and developments that have taken place.

The main findings from the consultation carried out with academic staff were:

- The perception that research was the main/only factor in the promotions process, and that the valuing of other aspects (teaching and contributions to College) did not reflect the official weighting.
- The discouraging effect the male-dominated environment has on female academic staff aspirations, participation in College and engagement with the promotions process.
- The scarcity of female role models and perception that women's contribution is not recognized. Perception that administrative and pastoral contributions to College are not valued.
- The need to improve the communication of promotion requirements.
- The need to provide staff with appropriate guidance and support in developing their career.
- The difficulty of combining family responsibilities and research/networking/participation in College life.
- The need to promote flexible working provisions in all departments; to facilitate women's return to work and recognize different career paths.
- Need to improve the Day Nursery childcare facilities to satisfy staff demand.
- The need for responsibility to be taken by relevant parties (HoS, Deans etc) in implementing recommendations from previous reports and promoting gender balance.
- Need for actions and targets. Actions taken by College to be better communicated to staff.
- Gender differences in staff's approach to careers and career progression.
- Exclusion from male networks.
- Perception that previous reports have not been followed by action.

The report considers examples of good practice from the Civil Service, mentoring programmes in other universities, women and leadership programmes, the Athena SWAN Charter for women in science, and EU gender mainstreaming policy; and makes the following recommendations.

Recommendations:

- Targets: the example of the Civil Service has shown the value of setting short and long-term targets, with appropriate responsibilities.
- Responsibility: responsibility for achieving gender balance in certain grades and fields (and promoting equality) needs to rest with the appropriate roles in College, such as Deans and Heads of School.
- Mainstreaming: Gender mainstreaming is advocated by the EU as an essential means to achieving gender equality. It would involve the preparation of gender impact assessments for key strategies/policies.
- Previous recommendations implemented: Recommendations included in previous reports to be reviewed, prioritised or set aside.
- Mentoring and career development: WiSER is currently piloting a mentoring programme for staff in FEMS. Mentoring should be appropriately resourced and extended to all staff, male and female, in all three faculties.
- Career development workshops: specific workshops on promotions and academic careers could be provided.
- Work Life Balance: the provision of spaces for staff children in the Day Nursery should be a priority item; College should consider extending paternity leave to 2 weeks; flexible work practices should be encouraged in all departments; the situation of PT staff in relation to promotion should be examined.
- Weighting/valuing in promotions: promotion procedures should be reviewed to ensure the outlined weightings are fully held to and implemented at promotion.
- Promotion procedures: Future promotion reviews should consider gender implications as a criteria in the review; the proportions of applicants by Faculty should be monitored; the clear communication of promotion requirements to academic staff should also be addressed;
- Annual reports to Board/Equality Committee/Council: Annual reports on gender statistics and promotions to be provided to appropriate bodies in College.

Introduction

The present document is a report examining the causes for the low numbers of women applying for promotion in certain grades in Senior Promotions. This exercise was undertaken by the Equality Officer at the Provost's request.

The data available from the Senior and Junior Promotions Committees indicate that women are not currently applying for promotion to the Lecturer Above Bar, Senior Lecturer, and Professor grades in a manner proportionate to the pool of eligible female candidates. Despite the review of promotion procedures in 2004, women only made up 22% of applicants to the Senior Promotions Committee in its most recent edition (2008); the proportion of women applying for promotion to Senior Lecturer in relation to the eligible pool was half of that of their male counterparts, for example.

The promotional data should be considered on several fronts:

- Equal opportunities - are female academic staff afforded equal opportunity to develop their career in College?;
- The under-utilisation of talent, and College's capacity to recruit and retain women of talent;
- The detrimental effect this gender imbalance may have on the organization at large (quality of research and teaching, sense of collegiality etc.);
- College's progress towards gender balance - a commitment under the Universities Act 1997.

The contextual situation of women in College is one of significant under-representation at senior academic and management levels and segregation in different academic disciplines (Annual Monitoring Report 2006-2007). Two figures illustrate this: currently only 3 of 24 Heads of School are female, and women make up 13 % of Professors. This percentage is slightly below EU and UK averages and does not reflect the overall involvement of women in College, where women make up 45 % of Lecturers and 47 % of research staff. The diverse effects of a male dominated environment at senior levels on women's career progression, including the scarcity of female role models and effects on workplace culture, have recently been highlighted by the Chief Executive of UUK. The EU Commission Roadmap for Equality has recently set a 25% target for women Professors and in top research positions to address this gender imbalance.

There have been several in-depth reports on women's career advancement in College, and I am very indebted to Prof. Barbara Wright's *Women Academics and Promotion* (2002) and Prof. Eileen Drew's *Best Practice Models for the Advancement of Women in Academe* (2002), research undertaken by WISER in 2005 and the Women Career's Progression Group, amongst others (see appendix for progress report). This report will examine developments since the previous reports and seek to identify the key barriers to women's career progression and promotion in College's present situation. In preparing this report the

Equality Officer has met relevant staff from the Staff Office and Senior Promotions Committee, several senior female academics, held a discussion group with participants from the Lecturer above Bar grades (representing the three faculties) and invited e-mail submissions on the topic from staff in that grade. The Staff Office has been of great assistance in facilitating appropriate data, and the Director of WiSER facilitated the discussion group session.

PROMOTIONS

Senior and Junior Promotions Data

The data from recent Senior Promotions (2006-2008) indicates that women are not applying for promotion in sufficient numbers (detailed tables are included in the appendix). Comparing the data from 2006, 2007 and 2008 it appears that the gender imbalance is related to the proportion of women applying for promotion (overall female candidates made up between 29% and 22% of applications) rather than in the success rate (the female average success rate being slightly higher than the male in all three editions). It has been noted that the quota system was changed in 2005 and promotions from 2006 and 2007 were still adjusting a back-log of applicants.

The most recent promotions, 2008, have been examined given the more detailed data available. The overall outcome for senior promotions were 31 male promotions and 7 female (18% of total) which, if we consider the current profile of staff in different academic grades, does not indicate a progression in terms of gender balance, but instead appears to compound these gender imbalances.

The result of last year's promotions to Senior Lecturer, for example, was that three women academics were promoted by comparison to 18 male academics; this is considerably lower than the average composition of the grade and eligible pool (34% female).

Table 1: Senior Promotions 2008

2008	Total No Applicants	Male	%	Female	%	Total Successful Applicants	succ rate	Male	m succ rate	Female
Personal Chairs*	9	9	100%	0	0%	5	56%	5	56%	0
Associate Professor	27*	18	67%	9	33%	12	44%	8	44%	4
Senior Lecturer	32	26	81%	6	19%	21	66%	18	69%	3
Total	68	53	78%	15	22%	38	56%	31	58%	7

* includes 1 approved under academic retention
 Includes one applicant who applied for SL and AP
 Includes 5 Visitor applications

Table 2: Academic Grades

Academic Grades						
Pos	Grade Description	Female	%	Male	%	Total
101	PROFESSOR	11	13	72	87	83
103	ASSOCIATE PROFESSOR	20	26	57	74	77
105	SENIOR LECTURER	56	34	107	66	163
109	LECTURER ABOVE BAR	66	33	136	67	202
108	LECTURER	122	55	98	45	220
110	LECTURER (50%)	0	0	2	100	2
181	ADJUNCT LECTURER (session teaching PT)	53	37	92	63	145
	Total:	328	37%	564	63%	892
	Report Nov 2007					

The case of promotion to Senior Lecturer, where the proportion of women applying for promotion is quite low (6 f to 26 m), has been examined as an example (see appendix 3 for details). This difference in the number of applications is perhaps not as stark as it appears when we take into account the eligible pool, but it is still significant. Half as many women as men who were eligible to apply (ie were in the Lecturer Above Bar grade) applied for promotion (9%) compared to 19% of their male counterparts in the same grade. The outcome is that in 2008 5% of eligible women academics progressed to Senior Lecturer by comparison to 13% in the case of their male colleagues, over double the rate of progression. The outcome was 3 female promotions by comparison to 18 male promotions.

There are notable differences in the number of applicants for promotion by Faculty, with Engineering, Mathematics and Science providing the greatest number of applicants to Senior Promotions (50%). Given the gender proportions of academic staff throughout the three faculties this has an impact on the gender proportions for promotion: women make up 17% of FEMS (see appendix for staff profile details). In the case of promotion to Senior Lecturer 17 out of 32 applicants were from FEMS. The predominance of Faculty applications needs to be considered in relation to the varying sizes of the Faculties (see Appendix for details, source Annual Monitoring Report). Gender stereotypes and other factors contributing to gender segregation in different academic disciplines are addressed in this report.

Despite the focus of this report being Senior Promotions, the inflexion point in women's academic progression in College occurs at the Lecturer Bar. Women make up a majority of Lecturers below the bar (55%) yet the proportion of women applying for promotion above the Bar, including accelerated advancement, was 37% in 2008. This proportion has remained unchanged in the junior promotions of 2006 and 2007. If we look at the staff proportions in the table above we see a 20% difference in the gender proportions from Lecturer Below Bar to Above Bar (55% f and 33% f). This is the equivalent of an over 50% decrease in the number of women, and a parallel increase in the number of male academic staff at this point in the scale.

For there to be a solid progress towards gender balance women need to be promoted and recruited proportionately. It appears that women are currently rising more slowly through the promotions path and that the promotion process is further compounding the gender imbalance currently in existence in these grades. This is a present issue rather than a historical issue.

Promotion Procedures

The Academic Promotions Review Working Party completed a review of existing criteria and procedures in 2004 with a view to: rewarding excellence; ensuring equality of access for all staff; an appropriate balance between contributions to teaching, research, administration and professional service. The Working party provided a template for applications and detailed the definitions for research, teaching, contribution to College and service to the community or discipline.

The report contained a number of recommendations, with the following outcomes:

- The quota system has been eliminated since 2005
- A template document for applications to promotion to each grade was provided;
- The peer review requirements were clarified;
- A weighting system for teaching, research, service to College and service to the community in each grade was specified.
- The promotion procedures are to be reviewed periodically.

Table 3: Weighting for Promotions

Grade	Research and scholarship	Teaching	Service to College	Service to Discipline/ Community
Confirmation in appointment	45%	45%	5%	5%
Merit Bar	40%	40%	10%	10%
Senior Lecturer	33%	33%	17%	17%
Associate Professor	45%	25%	15%	15%
Personal Chair	50%	25%	10%	15%

Teaching and research are to hold equal weighting up to Associate Professor, as we can see in the table above.

The Working Party made several other recommendations which remain to be implemented regarding:

- the introduction of a formal sabbatical leave policy;
- Faculties providing benchmarks for expected performance;
- the need for a review of promotion procedures for non-academic grades;
- the introduction of a mentoring system.

It is interesting to note the scope of this review in relation to how the promotions process was perceived by the staff consulted, in particular in relation to weighting issues (see consultation section).

CONTEXT

Situation of women in College

The Annual Equality Monitoring Report 2006-2007 provides an analysis of College staff by grade and School (see extracts in Appendix). Decision-making is an important area for the College to reflect its commitment to gender equality. The Annual Report indicates women are significantly under-represented in College senior positions and decision-making positions, with the consequent loss of women's input into the future development of the College. In 2006-2007 25 % of senior administrative and annual officer positions were occupied by women, and women made up 33 % of Board members and 21% of Council members.

The general profile of staff and students has been steadily evolving. Half the College staff is currently female, as is over 60% of the student undergraduate and postgraduate body.

There is a marked labour segregation in the distribution of staff by gender in different areas and types of employment in College, in particular in administrative and other support grades.

In relation to academic staff we see that in 2007 there were 4 female heads of School out of 22 (3 at present) and women made-up 20% of Fellows. The impact of re-structuring should also be noted, in particular the new senior administration structure of the 3 Deans, CAO and COO. The proportion of staff in each academic grade is detailed below, showing cross-discipline inequality. There has been progress in College since 2000-when there were only 5% female Professors (reports from 2007 and 2008 show no significant variation). The current proportion of Professors at 13% is still low and under the UK average (see appendix).

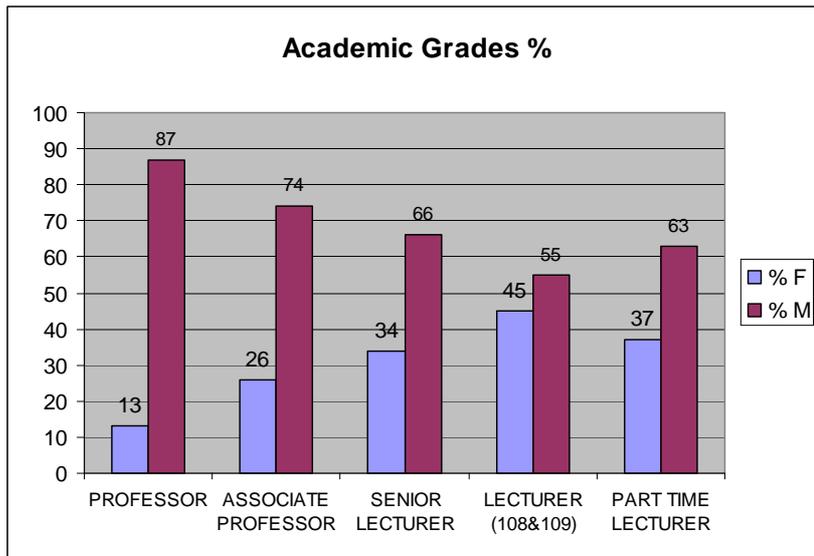
The profile of academic staff in each Faculty and School is also markedly gender-specific: the proportion of female academic staff is 56% in FHSC, 37% in FAHSS and 17% in FEMS, see Appendix for the detailed proportions of academic and research staff in each Faculty.

These apparent gender imbalances call for introducing gender impact assessments for key College policies and strategies.

Table 4: Senior academic comparative

Senior Academic Comparative 06-07	Female	F%	Male	M%	Total
Heads of School	4	18%	18	82%	22
Fellows	53	20%	217	80%	270
Deans	0	0%	5	100%	5

2006-2007



Data Source: Annual Monitoring Report, Nov 2007.

Recruitment

The recruitment figures for academic appointments in 2007/2008 (appendix 2) reflect generally that male academics are more likely to be recruited into permanent positions (27 male appointments by comparison to 10 female appointments) and female academics more likely to be recruited into temporary positions. The proportion of female and male appointments to Senior Lecturer (4 male appointments and 2 female appointments) does not provide any indication of progress towards greater gender balance.

External academic appointments to Chair positions were predominantly male in 2006-2008 (14 out of 15 appointments), as were promotional appointments to Chair in this period (19 male appointments out of 20), see appendix for details.

Gender stereotypes

The recent European Commission Report *Mapping the Maze: Getting More Women to the Top in Research* (2008) identifies cultural norms and stereotypes as important barriers to women's progression in academia and scientific research:

The image of science and scientists seems to be predominantly male, just as the image of power and decision-making tends to be a male picture (Mapping the Maze, p12).

This bias is manifested in the gender stereotypes associated with the different fields of specialization of male and female academics; and associates women academics with the 'softer' skills of teaching and men with the harder, more analytical skills of research and science. The importance of this perception was borne out in the consultation discussions held. An examination of the profile of academic staff in College reflects a gender-segregated labour division. In other words, gender plays an important, if unacknowledged, role in academic careers and research. The effects of gendered cultural expectations, image and language, on career expectations and choices,

research decisions and the valuing of academic achievement have to be taken into account as much as quantitative factors or work-life balance issues. The impact on career choices and aspirations is particularly important when it comes to promotions.

The research carried out amongst Science and Engineering staff by WiSER in 2005 (see appendix for details) reflects different career aspirations and perceptions by female and male academic staff. The WiSER centre was established to help retain and develop female researchers in SET and address these stereotypes. Gender stereotypes have been seen to affect not only Science areas, but perceptions around the value of different types of research and disciplines, and the appropriate profile of people in authority and senior positions.

WHY ARE SO FEW WOMEN APPLYING FOR PROMOTION?

Previous Reports

A more detailed progress report is contained in the appendix.

Barbara Wright and Eileen Drew identified many of the main issues affecting women's career advancement in academe, around workplace culture, traditionally male fields, work life balance and family-friendly practices. Many of the recommendations contained in Barbara Wright's report *Women Academics and Promotions* (2002) have been implemented. The availability of gender segregated data reports in relation to staff has improved with the work of the Equality Officer, the Staff Office data system and WiSER; the opening hours of the crèche have been extended; and the remittance procedures for maternity leave have been modified, amongst others. Many other recommendations, such as the introduction of a mentoring scheme, the extension of the Day nursery facilities (currently there is a long waiting list), the active encouragement of women to apply to Fellowship, or the introduction of a sabbatical policy remain to be fully developed.

Professor Drew's report *Best Practice Models for the Advancement of Women in Academe* (2002) examined best practice in international university settings such as the Nordic countries and Australia, where systems such as targets and quotas, or mentoring schemes, have been developed. The recommendations had larger implications for the higher education sector, but many of the College-specific recommendations have not been implemented: setting targets for senior positions, mentoring programmes, earmarking positions or gender mainstreaming.

Consultation

The Equality Officer held meetings with several senior members of academic staff, and relevant members of the Senior Promotions Committee and Staff Office in October- November 2008.

Given the lower number of applications to Senior Lecturer, Lecturers above Bar were consulted as a case-study group. An e-mail consultation was distributed to all Lecturers Above Bar (5 written submissions

received). A discussion group was organized with the assistance of the Director of WiSER (5 participants from AHSS, EMS and HSc, all in the Lecturer Above Bar category).

It must be noted that the staff consulted are a small sample of the full College community, and therefore cannot be taken to reflect the views of all female academic staff. However the majority of issues identified are coherent with previous reports carried out in College. In the light of extensive reports carried out in this area in College it was felt that this consultation would be sufficient to update previous findings.

Key issues identified

The following issues were identified in the consultation meetings, focus group and email responses (November 2008).

Commitment to gender equality

- Non-implementation of previous recommendations. Lip service.
- Responsibility for gender balance and promotions needs to be assumed by relevant College management: Board, Council, Deans, Heads of School. Action required.
- Information on promotions and gender statistics not currently widely circulated. College community not aware of issue or steps being taken to promote gender equality.

College values. Research vs teaching

- College not perceived to value teaching or other contributions to College community.
- Change of culture in College: from teaching focus to 4th level research focus, felt to affect women more negatively by participants.
- What College values was highlighted as a key issue for all staff– not just a gender issue.
- Loss of a sense of collegiality in College, re-structuring a factor: 'everyone out for themselves'.
- Perception that women's contribution to College is not recognized.

Promotions

- Quotas: perception that they are still in existence, even if not explicit. Deterrent to applying
- Weighting: official weighting seen as irrelevant; what matters are publications and research students.
- Pastoral and administrative contributions to College not valued.
- Lack of clarity on requirements - subjective non-quantifiable criteria.
- Lack of support/preparation for applying. Not knowing what is really required or if eligible for promotion.
- No recognition of maternity/other gaps. Linear career perception.
- Complexity/ burden of promotions process. Won't be undertaken unless sure of getting it.
- Evaluation of different types of research: applied research, conferences, national publications etc. not valued, only international research publications.

- Inequalities amongst schools- some Schools have a much higher admin and student ratio, making it harder for staff to carry out research.
- Not possible for Part Time staff to be promoted.
- Unnecessary paperwork.

Male dominated environment

- Scarcity of female role models.
- Negative role models- seeing women who contribute to College not being recognized (e.g. Senior Tutor, Head of Department etc).
- Impact on women's expectations and workplace culture. Women less likely to apply, might consider developing career in a different institution.
- Exclusion from male networks (not intentional).
- Non-recognition of women's academic work- devaluing of disciplines that are traditionally women dominated.
- Some departments not supportive of female staff, hostility of colleagues.
- Fellowship: Still seen as very male dominated. Requirement to be full-time might negatively affect women on PT contracts.
- Competitive environment, need to sell yourself.

Work Life Balance

- Time restrictions: family commitments affect female staff more. More difficult to network or get involved in other activities.
- Childcare: nursery insufficient with 200 children on waiting list.
- Women's careers have more gaps, expected to fit having children around teaching and terms, not to affect publications etc.
- Family child/elderly caring responsibilities as well teaching or admin restrict women's time for research.

Women and careers

- Women more likely to follow non-linear career paths, this not taken into account in promotions.
- Perception that women take on greater teaching, administrative and pastoral roles to the detriment of their research.
- Not all women interested in promotions- different conception of career path.
- Lack of mentors or support from Heads of discipline in some cases.

Attitudes

- Perception that women are more 'well rounded' and seek a broader experience of life, rather than competitive race.
- Women 'grateful' to be in academia, do not push for promotion.
- Women do not wish to stand out or be perceived as 'victims', distrust positive measures.
- Women find it harder to sell themselves. More collaborative approach to work.
- Women will not apply if they see no chance of being promoted- influenced by other women's experience.

Other

- Recruitment: gender imbalance is also a recruitment issue. Women entering in smaller numbers, at more junior level.
- Women felt to be in more precarious and lower grade contracts.
- Lack of resources provided in Department in some cases.
- Question of Part Time staff- could they apply and how would they be measured?

Discussion of findings

The discussions held highlight the importance of perceptions as well as practices. While the promotion procedure has formally been reviewed to weight teaching and other contributions to College and the community, it is not clear that this has effected change in practice; in any case it is a common perception amongst staff that the effective weighting of research and teaching has not changed. This was identified as a disincentive to women in applying for promotion. It was acknowledged that there were fewer objective criteria for evaluating teaching and other contributions.

Participants 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. It was suggested that protected research time would be beneficial.

Most participants noted that female academic staff took on greater administrative and teaching loads. It has not been possible to quantify teaching or admin loads in this report (the proportion of College Tutors reflects the academic staff overall composition closely), although this was a generally held perception. The differing teaching and administrative loads were also felt to be a cause of inequality amongst Schools, with some Schools bearing a much higher student and admin load. The distribution of teaching hours was felt to be unfair in some departments.

In relation to the promotion process it was noted that while research was overall the most valued factor, the evaluation of different types of research output was also controversial. It was felt that the research outputs of academics working on more practical research or research of national interest were less valued than more theoretical or internationally focussed research. In addition the output formats of research can vary across disciplines: publications, journals, books, conferences and other.

The discussions also addressed differing approaches to careers amongst women and men: both in relation to women having a more rounded approach to life, a less competitive approach to careers; and to women's sense of entitlement in academia ('grateful to be here') and aspirations within College. It was noted that promotion was not the only criteria for a fulfilling and successful career. It was also suggested that women perhaps were not being sufficiently 'strategic' in their careers.

The women participating in the discussion group all had non-linear career paths, with changes of field/direction and gaps due to illness or child caring. These non-linear trajectories would need to be recognised in the

promotions process and women be facilitated in continuing their career development while on a break and in re-entering academic activity upon return. The effect of these gaps was highlighted by one (male) respondent in the WISER study 'it appears we use their lost time to get ahead in the ladder' (see appendix).

Respondents corroborated the perception of a male-dominated environment 'College-wide I think that most decisions are made by men in senior positions' . One participant stated that she was considering whether her future could lie in Trinity, since she did not see great career opportunities for female academic staff. In addition to the absence of female role models (and there was consensus in the discussion group on this point) there were the negative role models of women who contributed to College not being recognized. 'If a woman like (X HoD) can't make fellowship; her contribution to College is not valued'. This was cited as a disincentive to applying for promotion.

The issue of career guidance and mentoring was raised in several discussions and by the focus group. It was felt that there was little career guidance and several participants admitted ignoring the procedures and their eligibility for promotion. In the absence of any formal guidance and preparation (mentoring or other) it was felt that informal networks and the support received from colleagues was crucial in learning how to get published, how to progress your career and when to apply. In this sense women's exclusion from traditional male networks was seen as particularly detrimental to women's career progression and promotion prospects.

Previous reports have highlighted the importance of a family-friendly work environment and the promotion of Work Life Balance. While many improvements have taken place, several participants still highlighted how difficult it was to achieve work life balance in the College environment ' I end up doing a lot of research in my spare time' 'in all the environments I have worked in –this is the one where work life balance is the most difficult to achieve'.

No participant suggested instances of direct discrimination, yet it was suggested that possible unconscious bias functioned in even generally positive environments in the appointment of staff to different roles of responsibility in the department. Some participants did remark on a lack of support from a Head of discipline or colleagues, while others did not feel this was an issue.

There were issues specific to the promotions process which acted as disincentive. The amount of paperwork was seen as a deterrent – particularly if women did not feel sure of the prospect of succeeding in the promotion. The experience of other women, the under-representation of women in senior positions in College, and the effect of 'negative' role models (eg of women not being recognised) emerged as important barriers.

Consultation: suggestions for improvement:

Staff consulted made some of the following suggestions to improve the promotion prospect of women in College:

- Mentoring (particularly for new/junior staff).
- Other career guidance/support.
- Implementation of previous report recommendations.
- Responsibility taken by relevant roles (HoS etc).
- Flexibility in accommodating parents around children's school holidays.
- Presentation on status of women, promotion statistics etc regularly to Board/ Faculty meetings.
- Fellowship – women encouraged to apply.
- Extended childcare facilities.
- Include gender equality as a factor in performance measures, strategic planning goals and objectives etc.
- Gender quota at all senior levels.
- Promoting flexible working options.
- Continuing development for those on leave of absence/maternity leave.
- Communication of promotion requirements and benchmarks. Particular guidance on promotion process.

It is interesting to note that in the survey carried out amongst over 200 staff in FEMS in 2005 these were selected as the most important factors in the retention of women researchers in SET:

- Acceptance by senior academic staff of flexible Work Life Balance practices (F 93%, M76%)
- Development of professional and personal career plans (F 89%, M 80%)
- Senior female academic staff as role models (F 79%, M 65%)
- Mentoring programmes (F 77%, M 79%)
- Gender balance on all nominating committees (F 64%, M 24%).

(See appendix for details).

GOOD PRACTICE EXAMPLES

There are several examples of good practice in supporting women's career progression and development which are worth noting. For a more detailed discussion of examples of good practice in Nordic countries and Australia, please consult Prof. Eileen Drew's report *Best Practice Models for the Advancement of Women in Academe* (TCD, 2002).

Civil Service targets

The Civil Service carried out a study in 1999 on women's career advancement (*Gender Equality in the Civil Service, 1999*). It was identified that there had been little progress in women's career progression to senior grades in the Civil Service; the under-representation of women in the Assistant Principal grade was identified as a particular obstacle. The % of women in the AP grade had only increased by 1% from 23 to 24% in the period 1987 to 1997. In the light of this the Government introduced specific measures in 1999: a new Gender Equality Policy and

the introduction of strategic objectives and goals at departmental level. A specific goal of 1/3 of AP posts to be filled with women in 5 years was set. This measure has proved very successful, the *Civil Service Equality Initiatives Report 2006* indicates that the one third female representation at the AP grade has been reached across departments and offices and the Government has now introduced a new target for 27% female representation at Principal level. The targets were accompanied by specific measures and responsibilities at departmental level.

The use of targets for senior positions is also recommended by the EU Commission Report Mapping the Maze. At a European level there is currently a 25% target for women in senior scientific research and professorial positions.

Mentoring programmes

Mentoring has regularly been identified in College consultation as a positive measure to support staff, both male and female, in their careers. Mentoring schemes were originally developed in Norwegian and Australian universities. In many leading universities worldwide, mentoring has proven to be a highly effective tool in retaining and advancing women in academia. The Athena SWAN Charter for Women in Science conducted a review of good practice in departments and highlighted the value of mentoring for equipping women for their careers at an early stage (Athena SWAN Charter Introduction to Good Practice, 2006). Mentoring encourages more senior academics to provide advice and guidance to more junior colleagues on developing research ideas, seeking funding, teaching and administration. The mentor may also be able to provide assistance on work life balance issues or on College procedures. Mentoring requires careful planning and particular care in the preparation and matching of mentors and mentees. Examples of successful mentoring schemes include Queens University Belfast, and different forms of mentoring programmes are present in many UK universities.

University of Limerick has recently extended its pilot mentoring scheme to all staff – to administrative, technical and academic; male and female. Further information is available on www.ul.ie (Mentoring Booklet, FAQs, and application form). In addition UL provides training programmes in management and coaching.

Mentoring is currently being piloted by the WiSER Centre in the FEMS. The WiSER programme aims to: provide a means of professional and personal development and support; contribute to the enhancement of knowledge, skills and experience within science, engineering and technology; increase cross-discipline networking. More information on www.tcd.ie/wiser/mentoring

Mentoring is also recommended in the EU Commission Report Mapping the Maze.

Women and Leadership programme

University of Manchester has introduced a Women and Leadership Programme to address the under-representation of women at senior

levels. The aims of the programme are: to increase the number of women with the aspiration, skills and experience to fill senior management posts; creating a working environment where both men and women are comfortable; remove any identified organizational procedural barriers to the appointment of women in leadership roles. The project has been in place 2 years and provided seminars, a mentoring scheme and a preparation for leadership programme (for male and female staff). Professor Katharine Perera (Director) outlined some of the lessons learned: women academics did not wish for a gender specific leadership programme due to negative connotations, but welcomed an open programme; good data is required for management decisions; robust support from the highest levels of the organization is required – the President has undertaken to holding the Deans and head administrators responsible for gender balance progress in their areas-; some low-cost measures are very effective.

UCD has recently introduced Leadership Development Programme in partnership with Cranfield University.

Athena SWAN Charter for Women in Science

Has monitored data from 27 universities examining the supports for career development and institutional practices in place. It has identified areas of good practice in relation to mentoring, to establishing networks and to monitoring. In relation to mentoring it was noted that the programme required adequate resourcing and fit with organizational culture. In relation to appointments and promotion, 12 institutions encouraged/targeted women and/or under represented groups to apply for appointments. 7 institutions had targets for women's representation in the promotion process and 5 provided support to women considering promotion. The Royal Society includes recommendations on measures to benchmark promotions and demonstrate a commitment to increasing parity.

Gender Mainstreaming

There is extensive guidance available on gender mainstreaming and use of gender impact assessment from European Union sources. The Council of Europe defines it as 'the re-organization, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies at all levels and at all stages, by the actors normally involved in policy-making' (Gender Equality Unit, Department of Justice, Equality and Law Reform www.ndpgenderequality.ie) .

Gender impact assessments are a key tool in gender mainstreaming. Gender impact assessments consider the available data on men and women's situation in relation to a proposed policy or budget. Statistical and cultural data is considered. The possibilities for the policy to promote equality of opportunity for men and women are assessed, and the impact is considered positive (equality of opportunity is enhanced) or negative (there is no effect on gender equality, or there is a negative effect on gender equality). This model has recently been introduced by the Spanish government for new legislation and national and regional budgets.

RECOMMENDATIONS

In conclusion, for College to continue to advance in its pursuit of gender balance, and in order to ensure equal opportunities to its female academic staff, it is necessary to address the barriers identified in women's career progression. The recent promotion data would indicate a continuing gender inequality, despite the review of the promotion procedures. The consultation suggests the relative valuing of teaching, research and the contribution to College made by its staff to be an important issue for staff, as well as issues around workplace culture, role models and informal networks. It would be positive for College to reflect in detail on the gender impact of its key strategies and policies. In this sense there is a need to move from a gender neutral or 'gender blind' approach to a more active role in seeking opportunities to promote gender equality. The benefits of an active commitment, with targets and clear responsibilities, is apparent in the case of the Civil Service. Providing staff with appropriate career guidance and support, particularly in the form of mentoring, should be of great benefit to all staff. Some suggestions for future action are briefly outlined below:

Future action

Mainstreaming: Gender mainstreaming is advocated by the EU as an essential means to achieving gender equality. It would involve the preparation of gender impact assessments for key strategies/policies (by the staff usually involved in policy preparation). This would take into account the staff impacted by a particular policy, analyse available quantitative and qualitative data, assess opportunities for promoting equality and provide a positive or negative outcome. This would mean gender would be considered centrally at key planning stages.
Responsibility: Board, COO, CAO.

Targets: the example of the Civil Service has shown the value of setting short and long-term targets, with appropriate responsibilities. This is fully contemplated as a 'positive measure' in Irish Equality legislation.
Responsibility: Board, Deans, Heads of School.

Responsibility: responsibility for achieving gender balance in certain grades and fields (and promoting equality) needs to rest with the appropriate roles in College, such as Deans and Heads of School.
Responsibility: Board, Deans, Heads of School.

Previous recommendations implemented: Recommendations included in previous reports to be prioritised or set aside.
Responsibility: Board, Equality Committee.

Mentoring: WiSER is currently piloting a mentoring programme for staff in FEMS. Mentoring should be appropriately resourced and extended to all staff, male and female, in all three faculties.

Responsibility: Board, Staff Development, CAO.

Work Life Balance:

- the provision of spaces for staff children in the Day Nursery should be a priority item;
- College should consider extending paternity leave to 2 weeks;
- flexible work practices should be encouraged in all departments.

Responsibility: COO, Staff Office, Deans, Heads of School, Student Services Committee.

Weighting/valuing in promotions: promotion procedures should be reviewed to ensure the outlined weightings are fully held to and implemented at promotion. This should be adequately communicated to the College community.

Promotion procedures: Future promotion reviews should consider the implications of applicants' gender profile etc as a criteria in the review:

- considering opportunities for the promotion of equal opportunities and gender balance in all aspects of the promotion procedure: requirements, weighting etc.
- Ensuring simplicity and the appropriate communication of promotion requirements to academic staff should also be addressed.
- The situation of PT staff in relation to promotion should be examined.
- Particular attention should be paid to the Junior Promotions, since this has been identified as a significant turning point for women's career progression in College.
- The proportion of applicants by Faculty should be monitored.

Responsibility: Senior and Junior Promotions Committees.

Annual reports to Board/Equality Committee/Council: Annual reports on gender statistics and promotions to be provided to appropriate bodies in College and circulated in the College community.

Responsibility: Staff Office, Deans, Equality Officer.

Career development workshops: specific workshops and adequate guidance on promotions and academic careers could be provided.

Responsibility: Staff Development.

Contribution to College: consideration be given to the appropriate recognition of different contributions to College.

Responsibility: Board, CAO, Fellows, Promotions Committees.

Other: other measures such as invitations to women academics to apply for promotion or Fellowship might be considered.

Responsibility: CAO, Fellows.

Appendices

Appendix 1 Progress Report

Appendix 2 Situation of women in College (by Faculty, senior positions, academic grades, research staff, recruitment)

Appendix 3 Promotional data

Appendix 4 Consultation details

Sources

Appendix 1

Progress report regarding previous reports on women's career progression

The Career Progression Group presented a progress report to the Committee in March 2007 on the implementation of previous reports. This information has been summarized and updated (Nov 2008) below.

1. Professor Eileen Drew's Report *Best Practice Models for the Career Advancement of Women in Academe (2002)* examined best practice in international university settings such as the Nordic Countries and Australia, with a view to improving women's careers in College and the larger third level sector in Ireland. The report identifies the key barriers faced by women in academe to be related to covert forms of discrimination, such as the male construction of the academic career path, the denial that there is any problem with gender imbalance (attributing this exclusively to women's family choices or external factors) and the belief that any inequality is attributable to past rather than present practices.

The report recommends prioritising gender equality as a strategic issue to be reflected in all College activities, amongst other measures:

- Setting targets for senior academic positions and research funding. (Status: not implemented).
- Earmarking of positions for women academics. (Status: not implemented).
- Mentoring programmes, as developed in Norwegian and Australian universities. (Status: mentoring currently being piloted by WiSER in the Faculty of Science, Engineering and Mathematics).
- Appointment of an Equality Officer. (Status: implemented 2006).
- Gender mainstreaming, as developed by EU policy. (Status: not implemented).

2. Professor Barbara Wright's *Women Academics and Promotion (2002)*. Wright's report was carried out with consultation of 26 members of staff from different points on the promotional ladder examining the situation of women in College (2002), family friendly practices and the fostering of academic careers.

Recommendation 1: set up of database to monitor recruitment, retention and promotion. There should be annual reporting.

Status: Core HR has been in place since January 2001. Basic data on gender and age is available from Core from those dates. The Equality Officer has developed an Annual Equality Monitoring Report (2007), with the support of the Staff Office Business Analyst, which contains gender disaggregate reports on staff distribution in different grades and disciplines. Gender disaggregated promotional reports are being developed by the Staff Office (Senior Promotions reports in place). WiSER is developing a Gender Indicators Database which connects to Core and would allow for the tracking of retention and promotion on a longitudinal basis. Partially implemented.

Recommendation 2: Alleviation of the administrative burden borne by departments, releasing heads of departments for more effective teaching and research.

Status: Since that time there has been the restructuring programme and faculty administrative resources were augmented. The career progression group deemed this not relevant.

Recommendation 3: Crèche – increase the opening hours from 7am to 7pm; that the allocation of places at the College crèche between staff and students be reconsidered; that additional external locations for the crèche in St James and Trinity Hall be considered; that the College consider subsidizing other local crèche costs.

Status: A working Party on Childcare facilities was established. The crèche's opening hours were extended to 8am to 6pm during the academic year and 8-5.15 out of the academic year. There is currently a waiting list of 200 children, which makes the extension of the current facilities a priority matter. The Student Services Committee is overseeing the search for a new nursery facility. Partially implemented.

Recommendation 4: Staff Secretary to change procedures re remittance of maternity leave benefit and to issue a statement on provision of maternity leave. Staff Secretary to prepare a study whereby College might offer two weeks paternity leave.

Status: Maternity Procedures have been changed as follows: (1) staff now keep their state maternity benefit (which is capped at 280 euro) and their salaries are 'topped up' by the College for the remainder of their normal pay. The College continues to meet the salary of staff during Maternity Leave for the full period of the leave while other employers have capped the period of paid Maternity Leave at the pre-existing rate (2) replacements are always put in place where practicable and necessary – this is in almost all cases particularly given the extent of maternity leave now; (3) A special emergency fund was set up to which heads and administrators can make application to cover costs of replacements. A statement on maternity leave in an academic environment was put to PAC at the time of the above proposals. Implemented.

Paternity Leave: This item has not been progressed at College or IUA level.

Recommendation 5: Deans / Heads etc be more open to flexible arrangements involving unpaid Parental Leave, as appropriate in individual cases.

Status: The status of this action is unclear. The Equality Committee was provided with a report on the uptake of parental leave by the Staff Office. More men are taking parental leave generally, but not in academic areas. Managers' and Supervisors' training addresses this issue, although currently no mandatory training in place.

Recommendation 6: Day Nursery to include schools vacations and after school care in its remit.

Status: Awaiting response from the Day Nursery.

Recommendation 7: Terms and conditions of employment of part-time academics be the subject of a specific study.

Status: Since the report part-time and fixed-term legislation has been enacted. The entitlements and benefits of part-time workers and fixed-term workers have been reviewed by the Staff Office. The revision of the staff on casual payroll is still pending. Currently this is not being actively worked upon.

Recommendation 8: Staff Secretary to oversee a gender audit of contract academic staff, with annual reporting.

Status: a gender audit has not been implemented to date. Gender disaggregated reports on contract staff are included in the Annual Equality Monitoring Report. The College also applied for the Equality Review and Action Plan Scheme to the Equality Authority in 2007, but the scheme is not being implemented by the Equality Authority at present.

Recommendation 9: That women academics be actively encouraged to apply for Fellowship.

Status: This recommendation does not appear to have been taken-up by either the Central Fellowship Committee, or Heads of Schools.

Recommendation 10: that the Research Committee should finalize its policy on sabbaticals and that the Deans consider initiating a more uniform system of study leave throughout all disciplines in College.

Status: A study leave policy was implemented throughout the College. There is no policy on sabbaticals at present in the College. The matter was referred to the Personnel and Appointments committee which established a sub-group to consider the issue; there has been no further development of a sabbatical policy to date.

Recommendation 11 - It is recommended that every support be given to the implementation of a mentoring system in College, both in the context of the career plans of male and female staff and in the context of the Fellowship process.

Status: There is no mentoring system in College at present. WiSER is currently piloting a mentoring scheme for academic staff (both male and female) in the Faculty of Science, Engineering and Mathematics. This could be valuable to the larger College community if extended. Partially implemented.

Recommendation 12: the Dean of Research / Research Committee give consideration to the possibility of introducing a limited number of Maternity Fellowships enabling academic women members of staff to be relieved of all teaching and administrative duties in the academic year following the birth or adoption of a child, so as not to lose momentum in their research work.

Status: This proposal does not appear to have been furthered by the Research Committee. In present discussions it was felt that this should be a Parental Fellowship, for either mothers or fathers who have taken maternity or parental leave to benefit from.

WiSER Report to SFI (2005) Director Caroline Roughneen

The Centre for Women in Science and Engineering Research (WiSER) was established to address the under-representation of women researchers in science and engineering disciplines at Trinity College. This project is funded by SFI and College. The research carried out for the establishment of WiSER examined the situation of women in Science and Engineering and involved extensive consultation, focus group meetings and individual case studies.

The focus group discussion and meetings highlighted the following in relation to academic careers in science:

- Participants felt there was a lack of a defined career path in research.
- Gender was not perceived as an issue until child-bearing age.
- Temporary/contract based positions created insecurity; this was of more concern to female academics.
- The transition from Post-doc to Lecturer was particularly difficult; absence of guidance.

A survey was carried out amongst academic staff in Science and Engineering with a 21 % response rate (211 academics) on issues surrounding career development in College.

Key survey findings

Barriers to promotion:

- Unaware of promotion procedures. Lack of information.
- Emphasis on research production. Quantity vs quality. Research criteria not clear (how much?).
- Teaching not valued.
- Quota system seen as an important deterrent for applying to promotion (Note: the quota system is not in place now).
- Perception that promotions are already lined-up.
- Lack of transparency regarding benchmarks

Career aspirations

- Different career aspirations amongst male and female academics (male respondents more likely to aspire to professorial or associate professorial level).

Satisfaction with career

- Lack of stability/job security
- No option to specialise in research/ or teaching.

Male dominated environment

- Networking. 'Boys' network or simply closer links between male senior staff and male junior staff.
- Self-promotion culture
- Perception by male academic staff of women as wives.

Work-life balance

- The majority of women agreed that having children had a negative effect on their career.

Perceptions

- Some men felt they had advantage because of the male-dominated environment, some felt at a disadvantage because TCD was seen to promote gender balance. Only one female respondent felt at an advantage.

Most important factors in the retention of women researchers in SET:

- Acceptance by senior academic staff of flexible WLB (F 93%, M76%)
- Development of professional and personal career plans (F 89%, M 80%)
- Senior female academic staff as role models (F 79%, M 65%)
- Mentoring programmes (F 77%, M 79%)
- Gender balance on all nominating committees (F 64%, M 24%).

Appendix 2 Situation of Women in College- context

***Note:** these reports include Research Fellows and Research Staff

Academic staff by Faculty

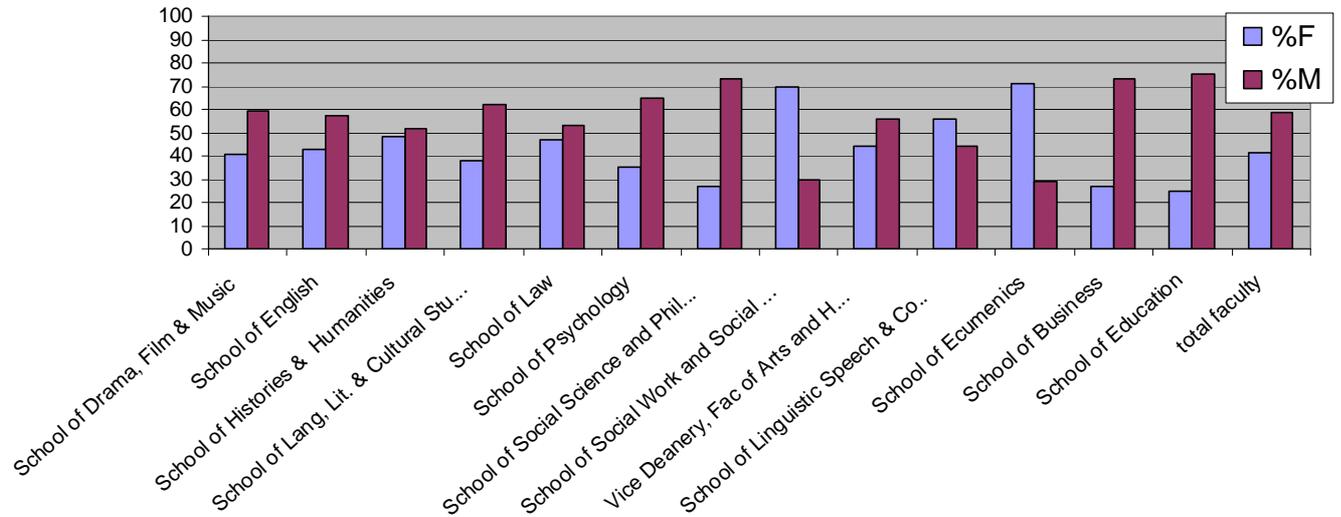
Faculty of Engineering, Mathematics and Science	Female	% F	Male	% M	Total
School of Biochemistry & Immunology	3	16	16	84	19
School of Chemistry	3	16	16	84	19
School of Computer Science & Statistics	22	22	78	78	100
School of Natural Sciences	7	17	34	83	41
School of Engineering	8	17	40	83	48
School of Mathematics	2	8	23	92	25
School of Physics	3	12	22	88	25
School of Genetics & Microbiology	3	13	20	87	23
total faculty	51	17	249	83	300*

Faculty of Health Sciences	F	%F	M	%M	Total
School of Medicine	68	48	75	52	143
School of Nursing & Midwifery	51	77	15	23	66
School of Pharmacy & Pharma. Sciences	7	39	11	61	18
School of Dental Sciences - not available	na	na	na	na	na
total faculty	126	56	101	44	227*

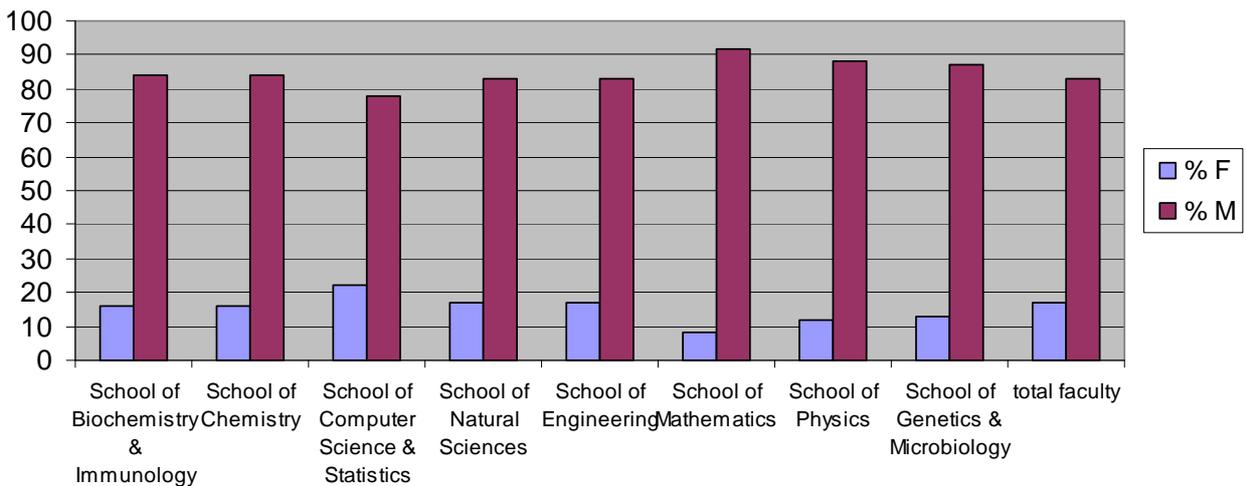
Faculty of Arts, Humanities and Social Sciences	Female	%F	Male	%M	Total
School of Drama, Film & Music	9	41	13	59	22
School of English	12	43	16	57	28
School of Histories & Humanities	21	48	23	52	44
School of Lang, Lit. & Cultural Studies	18	38	29	62	47
School of Law	17	47	19	53	36
School of Psychology	11	35	20	65	31
School of Social Science and Philosophy	16	27	43	73	59
School of Social Work and Social Policy	16	70	7	30	23
Vice Deanery, Fac of Arts and Humanities	4	44	5	56	9
School of Linguistic Speech & Comm Sci	19	56	15	44	34
School of Ecumenics	5	71	2	29	7
School of Business	7	27	19	73	26
School of Education	6	25	18	75	24
total faculty	161	41	229	59	390
Total academic staff:	338	37%	581	63%	919*

Report run October 2007

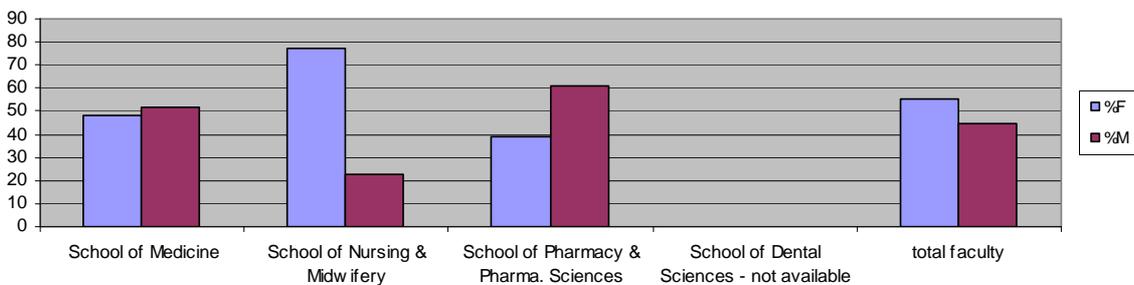
Faculty of Arts, Humanities and Social Sciences



Faculty of Engineering, Mathematics and Science



Faculty of Health Sciences



Senior Positions 2006-2007

Source: Annual Equality Monitoring Report

Senior Academic Comparative	Female	F%	Male	M%	Total
Heads of School	4	18%	18	82%	22
Fellows	53	20%	217	80%	270
Deans	0	0%	5	100%	5
Council 2006-2007	7	21%	27	79%	34
Board 2006-2007	7	33%	14	67%	21

2006-2007

Academic Grades

Pos	Grade Description	Female	%	Male	%	Total
101	PROFESSOR	11	13	72	87	83
103	ASSOCIATE PROFESSOR	20	26	57	74	77
105	SENIOR LECTURER	56	34	107	66	163
109	LECTURER ABOVE BAR	66	33	136	67	202
108	LECTURER	122	55	98	45	220
110	LECTURER (50%)	0	0	2	100	2
181	ADJUNCT LECTURER (sessional PT)	53	37	92	63	145
	Total:	328	37%	564	63%	892
	Report Nov 2007					
	Note: Lecturer and Lecturer above Bar combined	188	45%	234	55%	422

Senior Positions 2006-2007

	F	F %	M	M %	Total
Honorary Positions	3	43%	4	57%	7
Annual/Statutory Officers	3	18%	14	82%	17
Senior Administration	2	22%	7	78%	9
Total	8	24%	25	76%	33

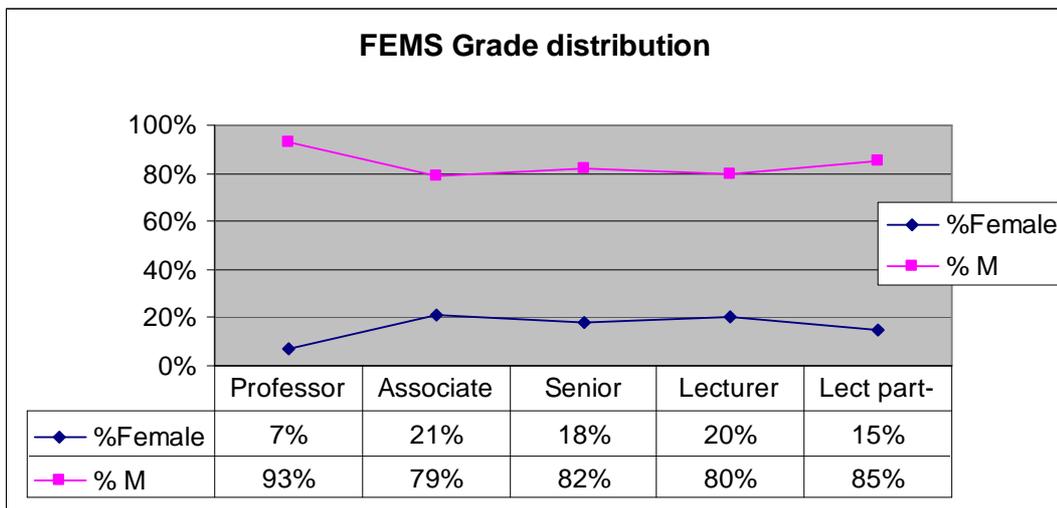
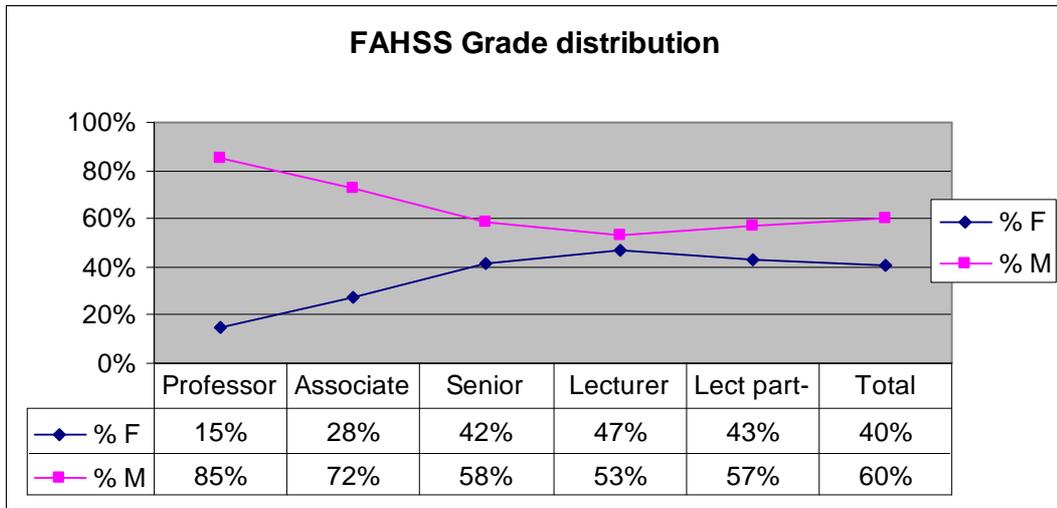
National UK HESA averages

There is no gender disaggregated data available to compare Trinity's performance with that of other Irish universities. There is data available from the UK, provided centrally by the HESA. The HESA national average breakdown was as follows (2007/2008 data):

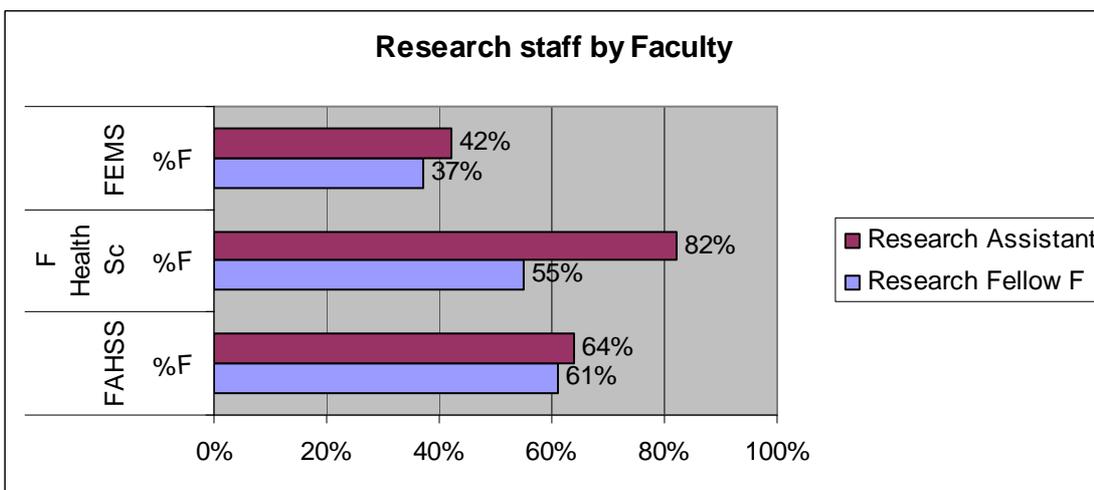
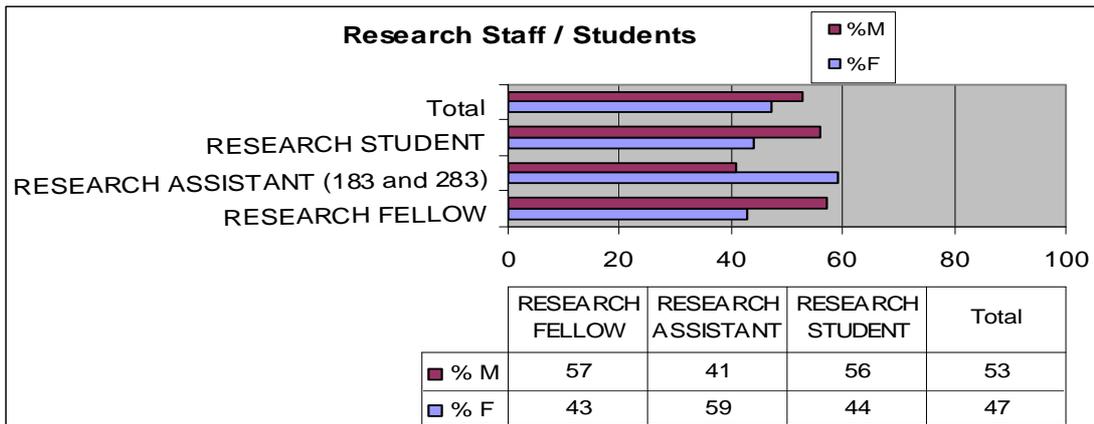
Distribution of grades by Gender (National UK university average) HESA		
	% F	% M
Professor	18.7%	82.5%
Senior Lecturers and Researchers	38.6%	61.4%
Lecturer	47.9%	58.1%

HESA Press release, 30 March 2009

Academic Grades by Faculty



Research Staff



Research Fellows by Faculty Jan-09	Male	Female	Total	%Female
No Faculty associated ()	32	24	56	43
ARTS, HUMANITIES & SOCIAL SCIENCE (F01)	25	40	65	62
ENGINEERING, MATHEMATICS & SCIENCE (F02)	162	97	259	37
HEALTH SCIENCES (F03)	49	60	109	55
Report Total:	268	221	489	
Research Assistants by Faculty				
	Male	Female	Total	%Female
No Faculty associated ()	13	15	28	54
ARTS, HUMANITIES & SOCIAL SCIENCE (F01)	9	16	25	64
ENGINEERING, MATHEMATICS & SCIENCE (F02)	57	42	99	42
HEALTH SCIENCES (F03)	8	38	46	83
Report Total:	87	111	198	

Recruitment figures

Table C1: Appointments by Faculty, 2007/08

Gender	Permanent Lect*		C of Indefinite Duration*		Contract Lecturers*		Temporary Lecturers*		Lecturers/ Registrars*		Professorial AP and Prof**		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
ARTS, HUMANITIES & SOCIAL SCIENCES	13	5	0	3	2	2	7	11			1		23	21
ENGINEERING, MATHEMATICS & SCIENCE	8	2	0	0	2	1	10	4	0	0	6		26	7
HEALTH SCIENCES	6	3	0	0	8	5	2	8	4	2	1	3	21	21
IRISH SCHOOL OF ECUMENICS								1					0	1
TOTAL	27	10	0	3	12	8	19	24	4	2	8	3	70	50

*The above categories refer to Lecturer and Senior Lecturer grades together

**Professorial refers to AP and Prof

Senior Lecturers 07-08

6 new recruits: 4 male 2 female

3 perm male: 1 perm female

Clinical Senior Lecturer: 1 male 3 year contract - 1 female 5 year contract.

Appointments to Professorial Chairs:

Appointments to Professor 2006-2008:	T	m	f
External appointments	15	14	1
Promotional appointments	20	19	1
Total	35	33	2

Source Secretary's Office and Staff Office

Appendix 3

Promotional data - Tables

- 1 Senior Promotions 2008
- 2 Applicants to Senior Promotions 08 by Faculty
- 3 Senior Promotions 2007-2006
- 4 Junior Promotions 2008
- 5 Junior Promotions 2007-2006
- 6 Case study: promotion to Senior Lecturer 2008

Senior Promotions 2008 overview

2008	Total No Applicants	Male	%	Female	%	Total Successful Applicants	succ rate	Male	m succ rate	Female	f succ rate
Personal Chairs	9	9	100%	0	0%	5	56%	5	56%	0	0%
Associate Professor	27	18	67%	9	33%	12	44%	8	44%	4	44%
Senior Lecturer	32	26	81%	6	19%	21	66%	18	69%	3	50%
Total	68	53	78%	15	22%	38	56%	31	58%	7	47%

+ includes 1 approved under academic retention
 Includes one applicant who applied for SL and AP,
 includes one visitor application.

Note: Clinical senior promotions have been excluded, since these are sessional teaching positions.

Senior Promotions 2007 and 2006

2007	Total No Applicants	Male	% of all app	Female	% of all app	Total Successful Applicants	succ rate	Male	M succ rate	Female	F succ rate
Personal Chairs	13	11	85%	2	15%	7	54%	7		0	
Associate Professor	29	21	72%	8	28%	14	48%	9		5*	
Senior Lecturer	36	23	64%	13	36%	20	56%	10		10	
Total	78	55	71%	23	29%	41	53%	26	47%	15	65%

* includes 3 approved under academic retention (2 male, 1 female)

includes 1 approved under academic retention

2006	Total No Applicants	Male	% of all app	Female	% of all app	Total Successful Applicants	overall success rate	Male	success rate	Female	success rate
Personal Chairs	14	12	86%	2	14%	8		7		1	
Associate Professor	20	16	80%	4	20%	14		10		4	
Senior Lecturer	42	28	67%	14	33%	29		15		14	
Senior Lecture (ex-quota)	2	0	0%	2	100%	1		0		1	
Total	78	56	72%	22	28%	52	67%	32	57.1 %	20	90.9%

Senior Promotions 2008 applicants by Faculty

Faculty of Arts and Humanities

F01

Applying For Position	Title	Female	%	Male	%	Total
101	PROFESSOR	0		2		2
101	PROFESSOR	0		2		2
103	ASSOCIATE PROFESSOR	1		1		2
103	ASSOCIATE PROFESSOR	4		1		5
103	ASSOCIATE PROFESSOR	0		1		1
105	SENIOR LECTURER	1		4		5
105	SENIOR LECTURER	1		2		3
Total		7	35%	13	65%	20

Faculty of Health Sciences

F03

Applying for Pos	Title	Female	%	Male	%	Total
102	PROFESSOR CONSULTANT	0		2		2
103	ASSOCIATE PROFESSOR	0		1		1
103	ASSOCIATE PROFESSOR	0		1		1
103	ASSOCIATE PROFESSOR	1		0		1
105	SENIOR LECTURER	0		1		1
105	SENIOR LECTURER	2		4		6
106	SENIOR LECTURER CONSULTANT	1		3		4
Total		4	25%	12	75%	16

Note: does not include 5 visitor applications.

21

includes 9 clinical promotions

Faculty of Science, Engineering and Mathematics

F02

Applying for Pos	Title	Female	%	Male	%	Total
101	PROFESSOR	0		3		3
101	PROFESSOR	0		2		2
103	ASSOCIATE PROFESSOR	2		5		7
103	ASSOCIATE PROFESSOR	1		5		6
105	SENIOR LECTURER	2		12		14
105	SENIOR LECTURER	0		2		2
Total		5	15%	29	85%	34
Note: 1 academic retention not included						35

Junior Promotions 2008

2008 JPRO	Total No Applicants	Male	%	Female	%	Total Successful Applicants	succ rate	Male	m succ rate	Female	f succ rate
Lecturer Above Bar	17	11	65%	6	35%	14	82%	8	57.0%	6	100.0%
Accl adv	2	1	100%	1	100%	2	100%	1	100.0%	1	100.0%
Total	19	12	63%	7	37%	16	84%	9	75.0%	7	100.0%

2008 JPRO by Faculty

Lec above merit bar	Total No Applicants	Male	%	Female	%	Total Successful Applicants	succ rate	Male	m succ rate	Female	f succ rate
Fac AHSS	6	4	67%	2	33%	5	83%	3		2	
Fac EMS	2	2	100%	0	0%	2	100%	2		0	
Fac HSc	9	5	56%	4	44%	7	78%	3		4	
TOTAL	17	11	65%	6	35%	14	82%	8	72.7%	6	100.0%
Accelerated adv											
AHSS	1	0	0%	1	100%	1	100%	0		1	
EMS	1	1	100%	0	0%	1	100%	1		0	
HSc	0	0	0%	0	0%	0	0%	0		0	
Total	2	1	100%	1	100%	2	100%	1	100.0%	1	100.0%
TOTAL	19	12	63%	7	37%	16	84%	9		7	

Junior Promotions 2007-2006

2007 JPRO	Total No Applicants	Male	%	Female	%	Total Successful Applicants	succ rate	Male	m succ rate	Female	f succ rate
Lecturer Above Bar	21	11	52%	10	48%	21	100%	11	100.0%	10	100.0%
Accl adv	7	4	57%	3	43%	4	57%	2	50.0%	2	66.7%
Total	28	15	54%	13	46%	25	89%	13	86.7%	12	92.3%

Case study: Promotion to Senior Lecturer 2008

2008	Total No Applicants	Male	%	Female	%	Total Succ Applicants	suc c rate	M	m suc c rate	F	f succ rate
Senior Lecturer	32	26	81%	6	19%	21	66%	18	69%	3	50%

Eligible Pool

Academic Staff Profile Nov 2007		F	%	M	%	
109	LECTURER ABOVE BAR	66	33	136	67	202

Promotion to SL 2008 in relation to eligible pool

SL promotion 2008				
F	N	%		F
Lecturer Above Bar (eligible pool)	66	33%	of staff in grade	
Applied for promotion to SL	6	9%	of f in grade applied	19% of applicants
Successful	3	5%	of f in grade promoted	50% success rate
M	N	%		M
Lecturer Above Bar (eligible pool)	136	67%	of staff in grade	M
Applied promotion to SL	26	19%	of m in grade applied	81% of applicants
Successful	18	13%	of m in grade promoted	69% success rate

Appendix 4

Consultation with relevant academics, Staff Office and members of promotions committee (7).

Focus group with 5 participants in the Lecturer Above Bar grade from the 3 Faculties. 5 email submissions from this category received.

Discussion Group outline

Discussion Group Tuesday 4 November

Facilitator: Karen Campos McCormack. Notes: Caroline Roughneen Director of WiSER.

Participants from

Nursing and Midwifery HSc

Pharmacy HSc

School of Social Work and Social Policy, AHSS

Electrical Engineering EMS

French AHSS

Drama AHSS

Purpose

This review is undertaken at the Provost's request to examine the reasons why a low proportion of female academics are applying for promotion in certain grades.

Objective: identify barriers women face for career advancement, and possible solutions to address this.

Outline:

Questions

- 1 What is your experience of the promotion process in College? (most recent promotion)
2. Is TCD a supportive environment for you to develop your career?
3. Describe the workplace culture in your department/school
4. Is there strong female participation and leadership in your department? In College?
5. Is there any other issue which might be a barrier for women applying for promotion?

www.tcd.ie/equality

E-mail sent to staff in the Lecturer Above Bar grade:

Dear colleague,

At the request of the Provost, the Equality Office is undertaking a gender and promotions review with the purpose of examining the reasons for the proportionately low numbers of women applying for promotion in certain grades.

Discussion Group Participation sought

We are currently contacting all lecturers in the 'Lecturer Above the Bar' grades in relation to this review. You are invited to

participate in a discussion group taking place at from 12.30-2pm, on Tuesday 4th November at the Large Conference Room, O'Reilly Institute. To register your interest and for further details, please contact the Equality Officer. Please note that the number of participants in this group is limited and we will seek to have representation from all 3 Faculties.

Comments & Suggestions sought

You may also submit comments and suggestions on this topic by e-mail; submissions from female and male academic staff in these grades are welcome.

We would appreciate your opinion on the following questions:

Career

1 Do you consider the promotional procedures to be fair, clear and transparent?

2 What factors are important to you in relation to career advancement?

3 Do you have any suggestions as to how College might further support your career development?

Workplace Culture

4 Do you feel the workplace culture in College/your School is inclusive and supportive of both male and female staff?

5 In what ways are work life balance and flexible working supported by College/your School?

6 Do you think there is strong female leadership in College/your School?

Barriers

7 What do you think are the principal barriers women face in relation to academic career advancement?

8 Do you have any suggestions as to how College might address these barriers?

Thank you for your participation.

The College is committed to equality of opportunity for all its staff and students, as is outlined in its Access and Equality Policy and Equal Opportunities Policy, for information about equality initiatives please visit www.tcd.ie/equality

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Sources

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