



Trinity College Dublin – Athena SWAN Bronze Renewal

GENDER ACTION PLAN 2018

Name of institution: Trinity College Dublin, the University of Dublin

Date of application: 30th November 2018

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This Gender Action Plan accompanies the successful Bronze renewal application submitted by Trinity College Dublin in November 2018, and covers the period 2019-22. The full text of the application, which provides the rationale and context for the below actions, can be accessed here:

<https://www.tcd.ie/tcgel/assets/pdf/Trinity%20College%20Dublin%20Institutional%20Bronze%20Renewal%202018.pdf>

6 Action Plan – Trinity College Dublin

A smaller sub-set of actions, shaded in yellow, have been identified for prioritisation based on areas of greatest potential impact, greatest need, or the University's leadership role in addressing them.

Ref	Planned Action	Rationale	Action and/or achievements to date	Person Responsible	Timeframe	Success Measure
					(Start/end date)	
1 Self Assessment Team & Athena SWAN Planning						
1.1	Establish additional SATs in each School (FEMS/AHSS)	To ensure that Athena SWAN underpins the ethos and modus operandi in all FEMS/AHSS Schools and HS Faculty	11 SATs already exist encompassing 4/8 in FEMS; 4/4 in HS; and 3/12 in AHSS)	Deans of FEMS/AHSS	4 FEMS School SATs April 2019; 6 AHSS April 2019; further 6 AHSS Schools April 2020	Additional SATS established in: 4 FEMS Schools April 2019; all AHSS Schools April 2020
1.2	Submit School applications for Athena SWAN awards on a phased basis annually.	To ensure Athen SWAN is integrated throughout the University	A timetable has been drawn up, and Faculty Offices and TCGEL are collaborating to support School SATs	TCGEL	2019:Biochemistry & Immunology; 2020:Engineering, Histories, Linguistics 2021: Computer Science, Genetics, Maths, Social work; 2022: Law, Business	10 Schools with AS Bronze and 2 Schools with AS Silver awards by 2022
1.3	Establish an Athena SWAN Network linking all 3 Faculties of the University	To share learning, good practice and create a forum for mutual support between School SATs	Faculty of AHSS have held fora and run AS Workshops	Dir TCGEL	2019 - onwards	Host 3-4 events pa including talks/workshops/exchange of experience
1.4	Provide Unconscious Bias Training for all new SAT members	This has been made a requirement for membership in order to ensure members are briefed.	Director D&I has been trained to deliver Unconscious Bias Training and commenced delivery internally	Dir D&I	Min. 6 training courses per annum (2019-22)	All SAT members in 24 Schools trained

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1.5	Review University SAT membership and reporting relationships with Committees, Council/Board, in preparation for expanded AS process	In preparation for the expanded process and growing number of AS applicant Schools	The original SAT has been expanded since its formation to include representatives of new Schools as they establish SATs.	VP-CAO	Annually 2019-2023	Updated SAT membership and reporting structures
2 Staff Data						
2.1	Conduct second Gender Pay Gap Audit in 2020, or in accordance with any new statutory requirements	A gender pay gap was identified among academic staff in the University. The unadjusted gap is 9%, though when standardised to FTE it drops to 3%.	An Equal Pay Audit was conducted in 2018.	Dir D&I	2020	Gender Pay Gap is monitored to ensure within 5% (adjusted)
2.2	Establish a Working Group to address existing and future requirements for Athena SWAN data in preparation for the expanded process	Expanded remit beyond academic/research staff and into intersectionality	Existing data requirements virtually streamlined but much more will be required	Dir HR/Academic Registry (Student Data)	Working Group established first quarter 2019. Process in place by 2019/20	Embedded data-collection process established for annual reporting and dissemination to AS SATs.
3 Recruitment and Promotions						
3.1	(a) Conduct review and revision of recruitment processes to ensure gender equality is driven at every stage (b) Achieve female representation among Chair Professors of 35% by 2021 and 40% by 2024 (further supported by Action 3.3, Unconscious Bias Observers).	Target of 40% by 2024 set in Mind the Gap report and by Higher Education Authority	Target of 26% female Chair Professors set in 2015 GAP, which was met by 2018.	Dir HR	Review to commence and conclude in 2019. Progress towards target will be reviewed annually.	% of female Chair Professors is 35% or better by 2021 and 40% or better by 2024

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3.2	Ensure list of applicants to new appointments have gender balance aligned with the relevant discipline pool, and restart search if all of one gender	Recruitment of new Ussher Assistant Professor was 50:50 m:f during the first years of the scheme, but has dropped to 26% female. For these and all future academic appointments, action is needed to ensure greater imbalances are not created. With proper due diligence up front in terms of population pool, target advertising etc., we aim to attract broadest pool of candidates in terms of gender, merit etc. and shortlist on this basis.	This process has been trialled in appointments to date with senior committee chairs, whereby single-gender shortlists have been rejected, and will now be formalised as a process.	VP-CAO and Director of HR	2019 and annually	Shortlists reflect gender balance of candidate discipline pool, as monitored and reported on annually in Equality Monitoring Report
3.3	(a) Appoint unconscious bias observers for Chair Professor recruitment competitions (b) Review feedback from unconscious bias observers with a view to implementing measures to increase application rate by women at all grades.	An issue has been identified whereby the application rate for academic posts is lower among women than men.	An equal opportunities statement and EDI accreditation logos have been included in advertisements to encourage applications from under-represented groups. In addition to this, as part of the recruitment review, gender neutral wording will be used in all advertisements going forward.	Dir HR	(a) Unconscious bias observers will be used from start 2019 (b) Review and strategy for increased application by women developed Jan-Jun 2020)	Application rates within +/- 20% of the gender breakdown of the relevant eligible pool

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3.4	Implement a TCD researcher recruitment model in accordance with Open, Transparent and Merit-based (OTM-R) practice	Recruitment practices vary according to School/Faculty	Adoption of OTM-R approved	Dir HR/Recruitment /Faculty HR Partners (consulting with Pis and Heads of School)	Pilot in FEMS 2019; roll out across University 2020	Min. 80% of research staff recruitment in accordance with OTM-R
3.5	(a) All Schools to develop localized induction materials (b) Develop and run specialized induction for research staff (c) Follow-up evaluation survey to assess levels of satisfaction	In addition to the central supports provided, informal feedback suggests welcome/induction processes for new staff are enhanced by personalised induction to the local culture within a School/Discipline. Furthermore, contract research staff have specific needs that justify a specialised induction process for this cohort.	AS Schools have produced improved induction package(s) which can be extended to all Schools.	Learning & Organisational Development to design process, Heads of School responsible at local level, supported by Faculty HR Partners	(a) Phase 1: 2019. Phase 2: 2020-21 (b) 2019 (c) 2021	All staff avail of HR induction programme and have access to local orientation and welcome procedure. Min. 2 induction days for research staff run annually.
3.6	Liaise with Provost prior to any senior academic promotions call to update on current gender information and to ensure gender equality policies and aims are taken into account in setting the indicative number of available promotions	A new Senior Academic Promotions policy has been approved and its implementation needs to take any gender implications into account.	Applications for promotion make provision for candidates to specify time away from their career path for caring responsibilities, which disproportionately affect women.	Dir D&I	Annually	Promotions processes take into account gender balance/imbalance
3.7	Provide Unconscious Bias Awareness training for all members of Promotion Committees	To help ensure that promotion process is fair and transparent, and any biases can be dealt with	Such training was provided for all members in 2015, and committee Chairs in 2018.	VP-CAO	2019 and annually	All members of Promotions Committees are trained

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3.8	Hold annual information event to promote higher application rate by women for promotion to Associate Professor	When they apply women are as successful as men in promotion process but need to be encouraged. Fewer women than men apply for promotion to Associate Professor grade in particular.	TCGEL held workshop 'Demystifying the Promotion Process' to prepare staff for promotion	All HoS in conjunction with HR Department	Annually 2019 as required	Less than 20% gender difference in application rate for promotion
3.9	Ensure that overall gender balance (no more than 60% of any one gender) is maintained for members of recruitment and selection panels	While the gender breakdown of recruitment and selection panels has been addressed in recent years and improved accordingly, it needs to be continuously monitored as individual panels may vary.	Existing practice is that approval of panels is withheld if gender mix is not attained	Dir HR	2019-2022, monitored annually	A 40:60 overall gender ratio per academic year for academic selection panels. No single-gender panels approved
4 Career Development						
4.1	Implement an appraisal process for all academic staff	There had been no replacement of PMDS, the previous appraisal system	Tenure Track process for new Assistant Professors includes induction, feedback, mentoring and assessment against agreed goals/objectives.	Learning & Organisational Development to design process, Heads of School responsible at local level, supported by Faculty HR Partners	2020: FEMS; 2021 HS; 2022 AHSS	All academic staff will receive appraisal on an annual basis.

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4.2	Assess gender implications of student evaluations of teaching staff: (a) Review literature and good practice to identify an appropriate strategy to counter potential bias in student evaluations of teaching staff, and mitigate its potential impact on career progression. (b) Develop University-wide strategy to mitigate bias in teaching assessment processes.	Research suggests that unconscious bias on the part of students may adversely impact on female teaching staff and affect their career progression globally. Currently we have no research to determine whether or not this is an issue in Trinity.	Rollout of the new Trinity Education Project 2019/20 has involved a review of practices around teaching and evaluation which will support this.	CAPSL/HoS	(a) 2019 (b) 2020	If an issue is identified, a revised, gender-proofed student assessment system will be put in place across all faculties
4.3	Launch communication campaign about availability and benefits of existing University mentoring schemes, and increase mentoring particularly for Assistant Professors (as women in this cohort apply for promotions at a disproportionately lower rate).	Focus Groups showed that demand for mentoring is not being met, and that awareness of existing schemes is low.	From 2015-18, 99 academic staff participated in Mentoring programmes (as mentees)	Dir HR/Faculty HR partners	Campaign launched September 2019. Follow-up monitoring of uptake 3 months later.	20% increase in number of academic staff participating in mentoring schemes
4.4	Encourage more eligible women to apply for Fellowship, through continued organisation of annual TCGEL/Standing Committee of Fellows (SCF) event	Female representation (33%) among Fellows is still outside 40:60 ratio	TCGEL and the Standing Committee of Fellows have co-hosted previous events aimed at addressing this issue.	Chair of Fellows	Annually 2019-2022	Target of maximum 60% of any one gender reached by 2022.

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4.5	Address anomaly whereby Ussher Assistant Professors are not eligible to apply for Fellowship until 8 years after their appointment	This unintended anomaly originates in the call stating that applications can only be from tenured members of staff. Ussher Assistant Professors do not meet this criterion for 8 years due to the tenure track and probationary processes they are employed under.	A memo was drafted and sent to the Provost to highlight this issue, with recommendations to address it	Chair of Fellows/Board	2019-20	Eligibility for Ussher Assistant Professors is in line with other members of academic staff.
4.6	Establish dedicated career development support office for research staff	There are limited specific career supports available to this group, who represent a significant section of the University population.	A detailed proposal and plan has been prepared and is under review by HR and the Dean of Research, for inclusion in the University's Research Strategy	Dean of Research & Director of HR	Approved in 2019; established 2020.	A formal support office established and active within the University.
4.7	Extend Academic Mentoring Schemes to research staff following training of additional mentors and email alerts to research staff and PIs	No standalone mentoring schemes exist for research staff, equivalent to those for academic staff.	Mentoring is already a core part of the Professional Skills for Research Leaders Programme, available to research staff.	Head of Learning and Organisational Development	First half 2020.	50% of research staff receive mentoring (monitored by gender)
4.8	Collaborate with IUA partners and Royal College of Surgeons in Ireland (RCSI) to develop a new online equality and diversity training programme for Irish third-level staff. Model on successful examples from other universities, such as "DiversityNow" by Queen's University Belfast.	The existing online E&D programme, LEAD, is out of date and needs to be reviewed and replaced by a new programme.	Discussions have been held with university and HEI partners nationally about the need for this and possible approaches.	Equality Officer & Dir D&I	2019-20	New online E&D programme launched and active in TCD and nationally.

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4.9	Run a second Unconscious Bias Awareness 'Train the Trainer' course in 2019, with participants of another gender, invited from all Irish HEIs	There is growing demand for unconscious bias training for multiple cohorts within HEIs but until recently, capacity to provide this internally was limited.	First 'Train the Trainer' course run in May 2018, with 24 attendees from across Irish HEI sector	TCGEL	First half 2019	Increased institutional capacity to run Unconscious Bias training in Irish HEIs.
4.10	Sponsor min. 10 women staff on AURORA training	Demand for places outstrips supply	Fund at least 10 places annually	Dir HR; TCGEL	2019 then annually	AURORA participants provide evaluation
5 Flexible Working						
5.1	Evaluate the FEMS post-leave returner's scheme with a view to mainstreaming across all 3 Faculties	To cover release from teaching for up to 1 semester to support staff returning from extended leave, e.g. maternity, parental, sick leave etc.	A post-leave Returner's scheme was piloted in FEMS in 2014 (still in operation).	Dir HR/Faculty HR partners	2019-2020	Returner's Scheme operational for academic staff in all Faculties
5.2	Progress the development of further facilities for breastfeeding/expression in existing and new campus buildings	Demand for additional locations across campus has been identified.	Three facilities have been established. Guidelines have been adopted to extend supports/locations.	Dir D&I	2019	2 additional campus locations provide facilities for lactation/expression
5.3	(a) Establish Working Group on Family Leave & Flexible Working (b) Monitor take-up of Maternity, Paternity & Parental Leave, including maternity return rate and retention in post at 6-12 months	To promote Universite-wide adoption and uptake of flexible-working schemes and family leaves, and to rectify a data gap whereby no formal centralised data capture system exists for some leaves and for post-maternity retention	HR collect and issue data, on request, to School/University SATs	Director HR	2019-2020	(a) Financial plan developed to underpin University's Family Leave schemes (b) Annual data on uptake and post-maternity retention at School/University levels available from HR and reported annually

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6 Organisation and Culture						
6.1	Nominees of all genders sought for elections of Deans and Heads of Schools	HoS are currently outside 1:2 range	Deans are within 1:2 gender ratio	Provost (in calls for Deans) & Deans (in calls for Heads of School)	2019 and annually	Appointments within 1:2 gender ratio
6.2	Appoint an Associate Dean of another gender in each Faculty	To ensure gender balance in this key leadership position.	Associate Dean of another gender already exists in AHSS Faculty.	VP-CAO	2019 and annually	Associate Deans appointed, of a different gender to elected Deans, in each Faculty
6.3	Provide training in Unconscious Bias for Chairs of University Committees	Committees are key decision-making entities and it is important that they are informed about unconscious bias.	Chairs and members of Promotions Committees have already been trained. Director D&I is trained to deliver Unconscious Bias Training.	Registrar	2019-2022, with frequency determined by turnover of Chairs	100% of Chairs of Committees trained
6.4	Appointees to College Committees will undertake the online LEAD (or replacement, when updated) training	To promote awareness of equality and diversity issues among Committee membership	LEAD training is already mandatory for participation in recruitment/selection panels.	Registrar. Equality Office to monitor outcomes	Ongoing. New appointees will be required to take LEAD when joining committees.	All new appointees will have undertaken LEAD training (or replacement) to be monitored annually.
6.5	Review existing models and formulate/implement flexible Workload Model across College to include fairness and transparency	To ensure consistency and transparency in workload allocation	Workload models have been implemented in Schools but the actual practice and means of implementation varies.	VP-CAO	2019: Conduct review; 2020 Approve new fair and transparent model, adaptable for use in 3 Faculties; 2021: FEMS; 2022: HS and AHSS	Transparent Workload Models in operation in all Schools

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6.6	Ensure that new Workload Model provides allocation for work on Athena SWAN SAT	Not all Schools with SAT take account of AS contributions as part of Admin allocation	This was recommended in TCGEL 'Mind the Gap' Report (2017), which was approved by Board.	VP-CAO	2019-2020	Agreed workload allocation to apply across all Faculties for SAT membership/Convenors
6.7	Implement 'meeting hours' policy across all three faculties, and monitor same.	To align with needs of those who have family/other commitments	The adoption of meeting hours (10.00-16.00) policy by Board Nov 2019	Faculty Deans & Equality Officer	2019-onwards	100% of meetings of the specified committees will take place within hours 10.00-16.00
6.8	Faculty programme of social events to be held during family-friendly hours	Limited opportunities for social events involving family members on campus	A variety of social events are organised by the Faculties and Schools.	Faculty Deans School Administrators	2019-onwards	One event (at least) per semester
6.9	Develop protocol to seek gender balance among invited speakers to public lectures across the University	Gender balance sought across disciplines/Faculties	Some individual Schools, e.g. Chemistry, have already addressed this and set and achieved gender targets for invited speakers.	TCGEL/Communications Office/Heads of School	2019-onwards	All Heads of School actively engaged in seeking 60:40 ratio for invited speakers
6.10	Assess the level of unmet demand for Day Nursery places and develop a viable case for expansion of capacity in response.	There is evidence of growing and unmet demand for places in Day Nursery	Capacity utilisation and unmet demand is tracked and reviewed monthly.	Dir D&I./ Director of Student Services	2020	Identification and commissioning of additional space for the Day Nursery
6.11	Conduct Equality Impact Assessment of existing and newly-developed HR policies	To ensure EDI, including gender, implications are identified and can be addressed.	Diversity proofing pilot with HR/Equality Committees	Equality Officer & Dir D&I	2018/19: junior academic progression; 2019: recruitment & promotion; 2020: WLB; 2021: Dignity & Respect; 2022: Staff Appraisal & Induction	Any issues identified are addressed as part of the equality impact-proofing process

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6.12	Set up a Working Group (with representatives from across the University community) to develop and oversee a campaign of communication and awareness of dignity and respect in the University, including bullying and sexual harassment	Proactively work to eliminate bullying and harassment	Extend Contact Person List and policy under review	Director HR	First half 2019.	Surveys 2019 and 2022 show reduced incidence of bullying and harassment
6 Other						
6.1	Hold annual event(s) with partner Irish/UK institutions to promote Athena SWAN	Annual events drawing upon AS institutions held in TCD	Build upon speakers to new Institutions/contributors	Dir TCGEL	2019- onwards, annually	At least one large-scale annual Athena SWAN event in at Faculty/University level.