



Athena SWAN Bronze institution award renewal application – Ireland

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

Date of application: 30th November 2018

Contact for application: Professor Eileen Drew, Director, Trinity Centre for Gender Equality and Leadership (TCGEL)

Email: edrew@tcd.ie

Telephone: +35318963415



Glossary of Terms

AS Athena SWAN
AURORA Developing future leaders for higher education
CAO Chief Academic Officer
CAPSL Centre for Academic Practice and eLearning
COO Chief Operating Officer
ECF Employment Control Framework
FAHSS Faculty of Arts, Humanities and Social Sciences
FEMS Faculty of Engineering, Mathematics and Science
FHS Faculty of Health Sciences
FTE Full-time Equivalent
GAPs Gender Action Plans
GEIS Gender Equality Implementation Subcommittee
GLEN Gay and Lesbian Equality Network
GSU Graduate Students' Union
HEA Higher Education Authority
HEI Higher Education Institution
HR Human Resources
INTEGER INstitutional Transformation for Effecting Gender Equality in Research (FP7)
IOTI Institutes of Technology Ireland (now the Technological Higher Education Association THEA)
IRC Irish Research Council
IUA Irish University Association
JAPC Junior Academic Progressions Committee
LEAD Living Equality and Diversity eLearning Programme
QUB Queen's University Belfast
SAGE Systemic Action for Gender Equality (H2020)
SAT Self-Assessment Team
SFI Science Foundation Ireland
SAPC Senior Academic Promotions Committee
STEMM Science, Technology, Engineering, Mathematics and Medicine
SU Students' Union
TCD Trinity College Dublin
TBSI Trinity Biomedical Sciences Institute
TCGEL Trinity Centre for Gender Equality and Leadership
TR&I Trinity Research & Innovation
TRSA Trinity Research Staff Association
UL University of Limerick
UU University of Ulster
VP/CAO Vice Provost/Chief Academic Officer
WiSER (former) Centre for Women in Science and Engineering Research
WITS Women in Technology and Science

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1 Letter of endorsement from the head of the institution

Word count: 558

Dr Ruth Gilligan
Athena SWAN Charter
Advance HE
First Floor, Westminster Tower
3 Albert Embankment
London
SE1 7SP

21 November 2018

Dear Dr. Gilligan,

I am delighted to support the renewal of the University's Athena SWAN award which is now a key pillar of our University's Strategic Plan 2014-19 that seeks to: "Demonstrate Institutional Leadership - Equality, Diversity".

Since my appointment as Provost in 2011, I have sought to achieve excellence in all aspects of University governance. This has brought about near parity among College Officers. The governing bodies Board and Council are now gender balanced. I am also very proud of the fact that we have a fantastic female role model in our Chancellor, Dr. Mary Robinson, former President of Ireland.

My own field is Engineering, one in which the under-representation of women could not but be noticed, from my first days as an undergraduate. Influenced by this, when I became Vice Provost I championed our Centre for Women in Science and Engineering Research (WISER) established in 2005, the first of its kind in Ireland. More recently it has become apparent that the issues which are rife in STEMM fields are nonetheless not confined to those areas, and last year I launched the new Trinity Centre for Gender Equality and Leadership (TCGEL), which takes over from WISER and encompasses all disciplines, and the full University community. We have witnessed the positive impact and potential of institutional transformation for gender equality through successive EU projects (INTEGER and SAGE) run by WISER/TCGEL. Through TCGEL, TCD was honoured to host the 10th Gender Equality in Higher Education biennial conference in August 2018.

We still have work to do, clearly, and cannot wait for current imbalances to self-correct. It is time for strong action, and I recognize my own role in this. To address one of our persisting issues, lower numbers of women applying for academic posts in Trinity, I have insisted that single-gender shortlists will not be accepted but will require the process to be restarted, or must be personally justified to me.

Patrick Prendergast B.A. (Dubl.), B.A. (Dubl.), Ph.D. (Dubl.), Sc.D.
(Dubl.), C.Eng., FIEI, MRIA, FREng
Provost

Oifig an Phrofaist,
Coláiste na Tríonóide,
Baile Átha Cliath 2, Éire

Patrick Prendergast B.A. (Dubl.), B.A. (Dubl.), Ph.D. (Dubl.), Sc.D.
(Dubl.), C.Eng., FIEI, MRIA, FREng
Provost

Office of the Provost,
Trinity College,
Dublin 2, Ireland

T 353 (0)1 896 4362
F 353 (0)1 896 2303

provost@tcd.ie
www.tcd.ie/provost



Coláiste na Tríonóide, Baile Átha Cliath
Trinity College Dublin

Ollscoil Átha Cliath | The University of Dublin

Though our proportion of women Chair Professors has improved dramatically (now 31%), I remain troubled by the enduring imbalance. At my insistence, we are pioneering the use of Unconscious Bias Observers to oversee all Chair Professor recruitment. I personally attended the first Unconscious Bias workshop in the University, along with my own Executive Officers Group. Further workshops have been delivered to Fellows, Promotions Committees and Heads of School. TCGEL organized an unconscious bias 'Train the Trainer' programme for the entire Irish HE sector to build in-house capacity nationally.

The University's commitment to gender equality extends beyond binaries. Our GLEN award-winning Gender Identity and Gender Expression Policy brought us recognition as the Public Sector Employer of the Year for LGBT Equality in 2016. Since then, other Irish universities have followed our lead.

We have promoted the visibility of women's achievements through a range of measures: as recipients of Honorary Doctorates and Honorary Fellowship, recipients of which are close to 50% fe/male; and commissioning of portraits of women Fellows.

TCD further promotes gender equality through joining the League of European Research Universities (LERU) and its Gender Thematic Group. Our actions have also influenced public policy, not least through the HEA's Gender Equality Review (2016) and follow-up Taskforce report in 2018.

I am personally committed to supporting the extension of AS across the University, and am pleased that our timeline will see full SAT formation in all Faculties within the next two academic years.

Yours sincerely,

Patrick Prendergast
Provost

Patrick Prendergast B.A. (Dubl.), B.A.I. (Dubl.), Ph.D. (Dubl.), Sc.D.
(Dubl.), C.Eng., FIEI, MRIA, FREng
Provost

Oifig an Phrostaist,
Coláiste na Tríonóide,
Baile Átha Cliath 2, Éire

Patrick Prendergast B.A. (Dubl.), B.A.I. (Dubl.), Ph.D. (Dubl.), Sc.D.
(Dubl.), C.Eng., FIEI, MRIA, FREng
Provost

Office of the Provost,
Trinity College,
Dublin 2, Ireland

T 353 (0)1 896 4362
F 353 (0)1 896 2303

provost@tcd.ie
www.tcd.ie/provost

2 The self-assessment process

2.1 Description of the self-assessment team

This application is led by the Trinity Centre for Gender Equality and Leadership (TCGEL), supported by the Director of Diversity and Inclusion and Equality Officer. In 2017, TCGEL replaced and built upon the existing Centre for Women in Science and Engineering Research (WiSER) to deliver the University's strategic objectives to advance gender equality.

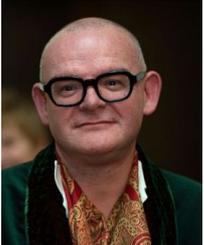
The current SAT evolved from the College's INTEGER Team, established in 2013 to implement the FP7 Project: INstitutional Transformation for Effecting Gender Equality in Research. It was modelled on good Athena SWAN (AS) practice observed during site visits to the University of Edinburgh and Queens University Belfast (QUB). Once Athena SWAN was extended to Ireland, Trinity applied successfully for institutional Bronze, alongside Bronze awards in the Schools of Chemistry, Physics and Natural Sciences in 2015. SAT membership has since enlarged to include AHSS Schools in addition to those in Health Sciences and FEMS (STEMM). A **2015 GAP** action to appoint a postgraduate representative was fulfilled in 2016.

The extended SAT is composed of a mix of high-level decision-makers and practitioners, academic and support staff, in preparation for the expanded charter criteria. Our postdoc representative's recently left the University and a replacement is being recruited currently. Most members have combined career with family commitments. A smaller number have specialist gender expertise. Convenors of School SATs are members, providing links between College/School SATs.

Table 1 Membership of University SAT

SAT Members	Role and Work/Life Balance experience
<p data-bbox="220 1279 432 1308">Prof Jane Grimson</p> 	<p data-bbox="515 1279 1399 1379">SAT Convenor. Chair of Gender Equality Task Force at NUI Galway. Took 5-year career break to raise 3 children. Pro-Chancellor. Member of AS writing group.</p>
<p data-bbox="197 1554 454 1583">Prof Damien Brennan</p> 	<p data-bbox="515 1554 1399 1615">Convenor of Health Sciences SAT, lectures at School of Nursing and Midwifery, his research is focused on the sociology of Care Provision.</p>
<p data-bbox="228 1794 427 1823">Prof Vinny Cahill</p> 	<p data-bbox="515 1794 1399 1895">Dean of Engineering, Mathematics & Science, responsible for promoting excellence in research/ teaching and fostering an inclusive community with equality of access for all.</p>

<p>Ms Shumane Cleary</p> 	<p>Finance Partner for Office of the Vice-Provost/Chief Academic Officer and Academic Services Division, and the mother of two young children.</p>
<p>Ms Clodagh Colleran</p> 	<p>Post entry Progression and Development Coordinator, Trinity Access Programmes (TAP), Clodagh is a member of the Travel Smarter Committee.</p>
<p>Mr Shane Collins</p> 	<p>Former President of the Graduate Students' Union (2016-17 and 2017-18, spanning much of the work covered in this submission.</p>
<p>Mr John Coman</p> 	<p>College Secretary. Oversees legal, compliance and governance matters, including Equality. Married to Geraldine, and active parent to two young adult children.</p>
<p>Ms Aoife Crawford</p> 	<p>Equality Officer. Promotes equality in Trinity through policy development, research, advice for staff and students, training, events and communications. Member of AS writing group.</p>
<p>Prof Sylvia Draper</p> 	<p>Chemistry SAT Convenor, RSC Irish representative, elected member on College Board, and first female head of School in Chemistry. Married with four children.</p>
<p>Prof Eileen Drew</p> 	<p>Former Professor in Computer Science & Statistics, and Fellows' representative on Board. Director of TCGEL. Coordinates H2020 Systemic Action for Gender Equality (SAGE) Project. Two grown-up children. Member of AS Writing Group.</p>

<p>Prof Celia Holland</p> 	<p>Convenor of the School of Natural Sciences SAT. Professor of Parasitology. Mother of two daughters.</p>
<p>Mrs Paula Kennedy Hogan</p> 	<p>Deputy Director of HR and a mother of two teenage daughters. She took a one-year career break for family reasons.</p>
<p>Prof Darryl Jones</p> 	<p>Dean of Faculty of Arts, Humanities and Social Science, and Professor in English. Married with one grown-up daughter.</p>
<p>Prof Lorraine Leeson</p> 	<p>Associate Dean of Research. Professor in Deaf Studies. Research interests: access, participation, language and gender. Patron of Irish Deaf Women's Network. Married.</p>
<p>Prof Mary McCarron</p> 	<p>First female Dean of Faculty of Health Sciences, Director of Trinity Centre for Excellence and Ageing and Intellectual Disability. Married with two children.</p>
<p>Mr Tony McMahon</p> 	<p>Director of Diversity and Inclusion. His wife has job shared for several years and they have three children. Member of AS Writing Group.</p>
<p>Prof Kathleen McTiernan</p> 	<p>Convenor of the School of Linguistic, Speech and Communication Sciences SAT, elected member on College Board. Married with two children.</p>

<p>Ms Claire Marshall</p> 	<p>Programme Manager for TCGEL and H2020 Systemic Action for Gender Equality (SAGE) Project. Member of AS Writing Group.</p>
<p>Prof Cliona O'Farrelly</p> 	<p>Convenor: School of Biochemistry & Immunology SAT, Professor of Comparative Immunology and first female Chair of Fellows; three children – worked 80% from 1989-2007.</p>
<p>Ms Geraldine Ruane</p> 	<p>Chief Operating Officer responsible for College Administration and Support Services. Chairs the Senior Administration Management Team.</p>
<p>Prof Aline Vidotto</p> 	<p>Assistant Professor in Astrophysics. Chairs the Physics Athena SWAN SAT. Dual-career family.</p>

2.2 Account of the self-assessment process

The SAT has continued to meet at least quarterly. Its focus has been on monitoring and driving implementation of the GAP, as well as strategizing for future priorities and targets. The majority of current SAT members have undergone unconscious bias training, and it is planned for the remainder (Action 1.4). Since early 2018, a writing group has met more frequently to work specifically on drafting the renewal application. Table 2 shows the existing School/Faculty SATs and awards held. A schedule has been prepared for all Schools to establish SATs and apply for AS awards.

Table 2 School/Faculty SATs - Status and Schedule

Faculty of Engineering, Mathematics and Science		
• School of Chemistry	Bronze Award 2015	Applying for Silver November 2018
• School of Natural Sciences	Bronze Award 2015	Applying for Silver November 2018
• School of Physics	Bronze Award 2015	Applying for Silver November 2018
• School of Biochemistry & Immunology	SAT formed 2017	Apply for first award April 2019
• School of Engineering	SAT formed November 2018	Apply for first award: November 2019
• School of Computer Science & Statistics	Champion appointed SAT formation underway	Apply for first award: April 2020
• School of Genetics & Microbiology	Champion appointed SAT formation underway	Apply for first award: April 2020
• School of Mathematics	Champion appointed SAT formation underway	Apply for first award: April 2020
Faculty of Health Sciences		
• School of Dentistry	Faculty SAT Formed	Applying for Bronze (Faculty): November 2018
• School of Medicine		
• School of Nursing & Midwifery		
• School of Pharmacy & Pharmaceutical Sciences		
Faculty of Arts, Humanities & Social Sciences		
• School of Histories & Humanities	SAT formed 2018	
• School of Linguistic, Speech and Communication Science	SAT formed 2018	
• School of Social Work & Social Policy	SAT formed 2018	
• School of Social Sciences & Philosophy	SAT formed 2018	
• School of Business	SAT to be formed: December 2018	
• School of Law	SAT to be formed: December 2018	
• School of Education	SAT to be formed: April 2019	
• School of Languages, Literatures & Cultural Studies	SAT to be formed: April 2019	
• School of Creative Arts	SAT to be formed: September 2019	
• School of English	SAT to be formed: September 2019	
• School of Psychology	SAT to be formed: December 2019	
• School of Religions, Theology & Peace Studies	SAT to be formed: December 2019	

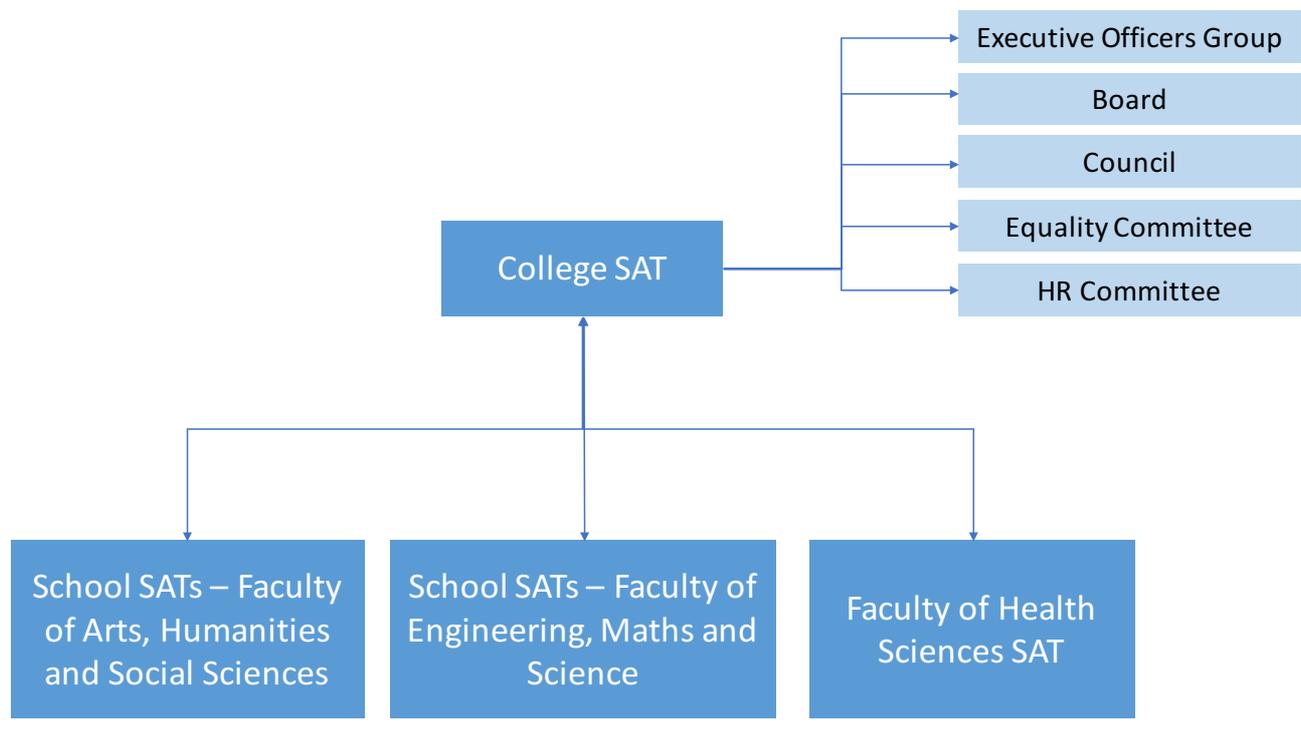
A survey¹ (March 2015) collected data on career ambitions, experiences and perceptions of the working environment. It was distributed online to 1,017 academic and 804 research staff. 223 staff responded (161 women and 62 men). The response rate of 12.3% compares favourably with that of 8% for the 2010 ASSET survey of STEMM departments in UK universities. The report informed the work of the University SAT, supplemented by findings of three Faculty-based Focus Groups in 2018, to determine actions to advance gender equality in TCD. These results fed into the Gender Action Plan 2018.

SAT actions are aligned with commitments in the University’s Strategic Plan² and the *HEA Review of Gender Equality in Irish Higher Education Institutions 2016*. Progress on the implementation of both the HEA Review and AS GAP was reported to Board in February/November 2018.

Internal and external collaboration has been a hallmark of all College/School SATs. TCD is a member of the Athena SWAN Ireland Committee and successfully sought funding from it to deliver an Unconscious Bias ‘Train the Trainer’ programme (May 2018) for all Irish HEIs to build capacity within institutions nationally. Other key linkages facilitate sharing good practice, including LERU’s Gender Thematic Group and a network of partners that were/are engaged in EU projects on structural change for gender equality.

Internally, the SAT engages with students through the Graduate and Undergraduate Students’ Unions and student media. School/Faculty SAT Convenors act as conduits, reporting to College and School SATs on institutional/School activities. They play a vital role in identifying key issues that need to be addressed at institutional level.

Figure 1 Internal Reporting Structure



¹ <https://www.tcd.ie/tcgel/assets/pdf/INTEGER%20TCGEL%20Report%202017%20FINAL.pdf>

² <https://www.tcd.ie/strategy/strategic-plan-201419.pdf>

TCGEL works with Faculty leadership to guide the establishment of School and Faculty SATs. An Athena SWAN awareness workshop was held in FAHSS, plus 3 Faculty Forums to promote Athena SWAN (December 2017, April, September 2018), with speakers from TCGEL and QUB, leading to the formation of four FAHSS School SATs. Phased applications are planned from FEMS (5 Schools) and AHSS (12 Schools) between 2019-22.

Gender Action 1.1 Establish additional SATs in each School in FEMS and AHSS Faculties (as per Table 2)

Gender Action 1.2 Submit School applications for Athena SWAN awards on a phased basis annually

Given the rapidly-expanding number of SATs and spread of engagement with AS throughout the University, there is demand for an AS network of practitioners within TCD.

Gender Action 1.3 Establish an Athena SWAN Network linking Schools in all 3 Faculties of the University to share information, expertise and good practice.

2.3 Plans for the future of the SAT

The SAT will continue to meet at least quarterly to monitor GAP implementation. Day-to-day implementation and monitoring are overseen by TCGEL, working closely with the Diversity and Inclusion/Equality Offices. From 2019, the SAT will work with expanded AS criteria and prepare for a Silver application. This will involve a review of SAT membership to balance inclusive representation with efficiency.

The University community continues to be informed via a series of dissemination events with invited speakers from AS-awardee institutions. School SAT Convenors address all staff at Faculty Executive meetings. TCGEL has a proactive role in advising Schools about how to embark on and drive the process.

Figure 2 Athena SWAN Talk June 2017: Professor Rob de Bruin UCL (Co-hosted by FEMS and TCGEL, c.40 attendees)



Gender Action 1.4 Provide Unconscious Bias Training for all new SAT members

Gender Action 1.5 Review University SAT membership and reporting relationships with Committees, Council/Board, in preparation for expanded AS process.

Word count: 779 words

3 A picture of the institution and its composition

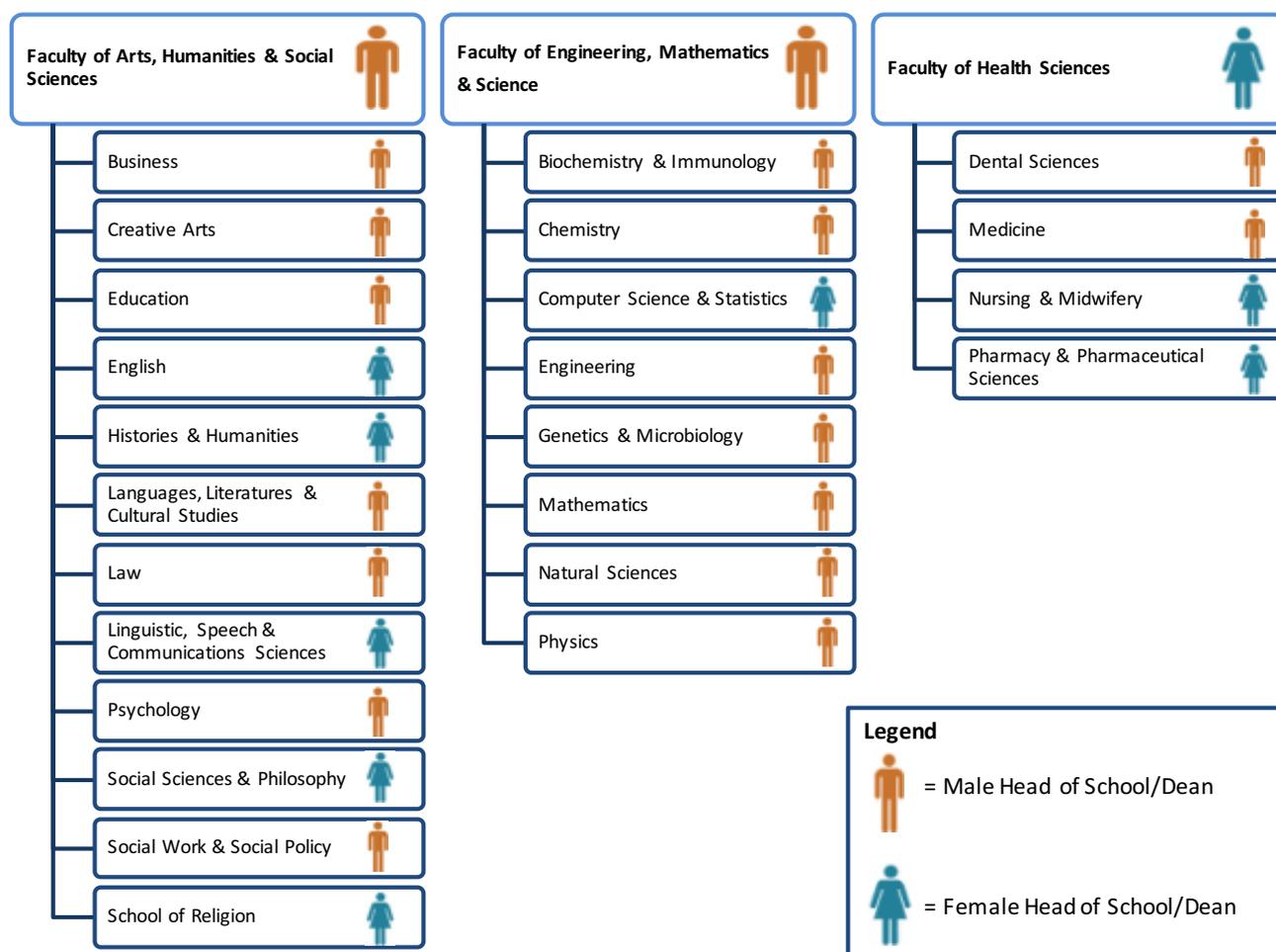
3.1 Brief description of the institution

Trinity College Dublin was established in 1592. Women were first admitted as undergraduates in 1904. In 2017/18, there were 18,081 students (58% female, 42% male) and 3,761 staff (excluding casual staff).

Table 3 Trinity College Dublin - Gender breakdown of staff/student population by category, 2018

	Female	Male	Total	% Female	% Male
Undergraduate Students	7,624	5,401	13,025	58%	42%
Postgraduate Students	3,022	1,972	4,994	61%	39%
Academic Staff	479	575	1,054	45%	55%
Administrative Staff	739	288	1,027	72%	28%
Research Staff	428	459	887	48%	52%
Technical Staff	50	94	144	35%	65%
Buildings & Services Staff	256	252	508	50%	50%
Library Staff	88	44	132	67%	33%
Other Academic Support Staff	6	3	9	67%	33%

Figure 3 Faculty & School Leadership - Gender Balance 2018



Teaching and research span Arts/Humanities, Social Science, Science, Engineering and Health fields across three Faculties and 24 Schools (12 STEM/50%). One of three (33%) Faculty Deans and 8 of 24 (33%) Heads of School are women.

Table 4 Number of Academic and Support Staff by School, 2018

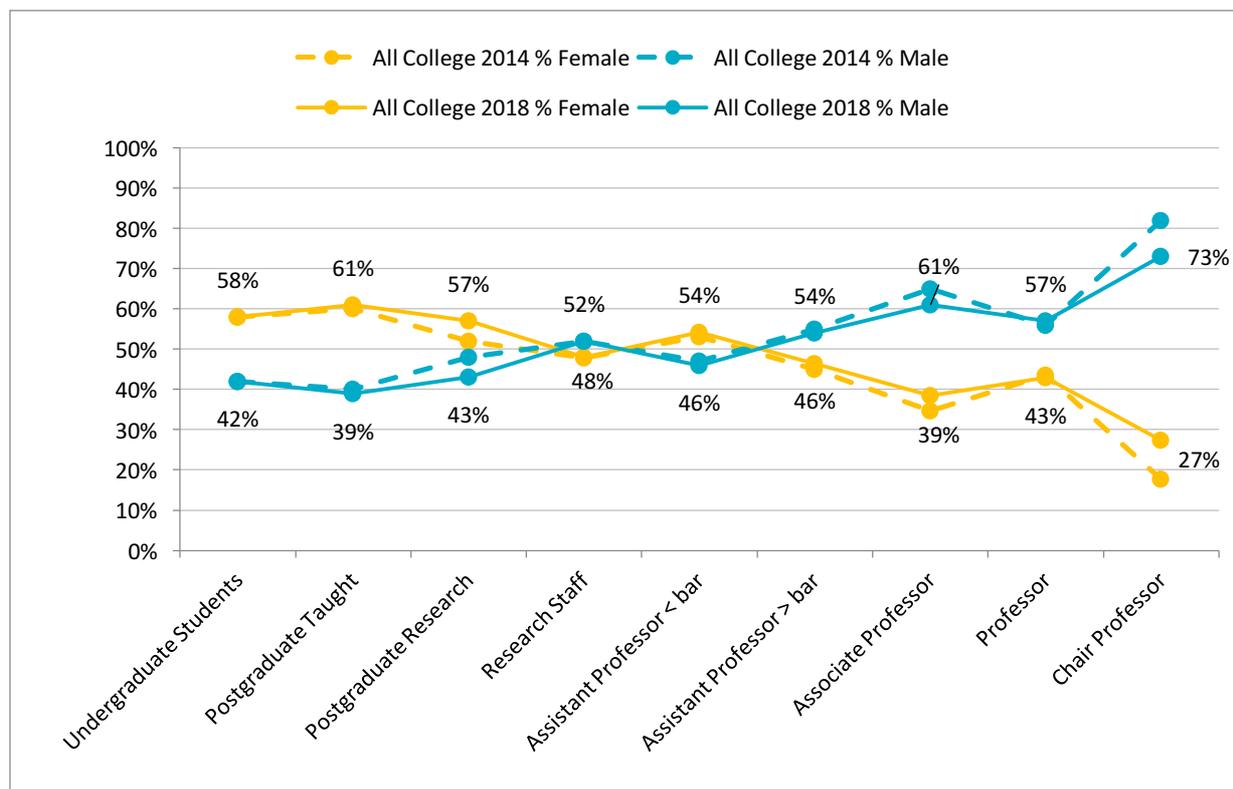
	Academic Staff		Research Staff		Support Staff		Total Staff
	Female	Male	Female	Male	Female	Male	
Faculty of Engineering, Mathematics & Science							
School of Biochemistry & Immunology	7	17	48	26	11	11	120
School of Chemistry	6	17	17	35	9	14	98
School of Computer Science & Statistics	22	60	15	55	32	23	207
School of Engineering	12	55	23	46	14	29	179
School of Genetics & Microbiology	6	16	23	19	10	6	80
School of Mathematics	5	19	3	7	3	0	37
School of Natural Sciences	15	30	22	15	23	9	114
School of Physics	3	26	5	37	16	11	98
	Academic Staff		Research Staff		Support Staff		Total Staff
	Female	Male	Female	Male	Female	Male	
Faculty of Health Sciences*							
School of Dental Science**	2	2	1	0	3	0	8
School of Medicine	109	77	135	58	68	22	469
School of Nursing & Midwifery	70	20	29	4	29	5	157
School of Pharmacy & Pharmaceutical Sciences	13	13	8	6	14	8	62
	Academic Staff		Research Staff		Support Staff		Total Staff
	Female	Male	Female	Male	Female	Male	
Faculty of Arts, Humanities & Social Sciences							
School of Business	18	24	1	1	28	7	79
School of Creative Arts	7	10	0	1	5	3	26
School of Education	12	15	1	1	12	2	43
School of English	12	14	1	1	5	0	33
School of Histories & Humanities	22	22	6	10	9	1	70
School of Languages, Literatures & Cultural Studies	27	21	3	0	19	2	72
School of Law	24	20	0	0	8	0	52
School of Linguistic, Speech and Communication Science	20	7	1	2	4	2	36
School of Psychology	16	18	16	13	12	5	80
School of Religions, Theology & Peace Studies	10	12	1	3	7	0	33
School of Social Sciences & Philosophy	23	42	4	6	11	1	88
School of Social Work & Social Policy	12	9	0	1	6	0	28
<p>* HS Faculty collaborates with a range of external stakeholders. Within linked hospitals, some clinical staff have a role in the education of FHS students. However, these are not TCD employees and therefore are not included in the staff data.</p> <p>**Additional School of Dental Science staff are employed by the Dublin Dental University Hospital academically affiliated to TCD.</p>							

3.2 Staff data

3.2.1 Proportion of all categories of academic staff by gender

Unless otherwise specified the source for all data is HR, as of 31st March for each year. The data refer to headcount numbers, and 'Academic staff' refers to academic grades only, not research staff.

Figure 4 Academic Pipeline by Gender and Grade – University Total (2014 & 2018)



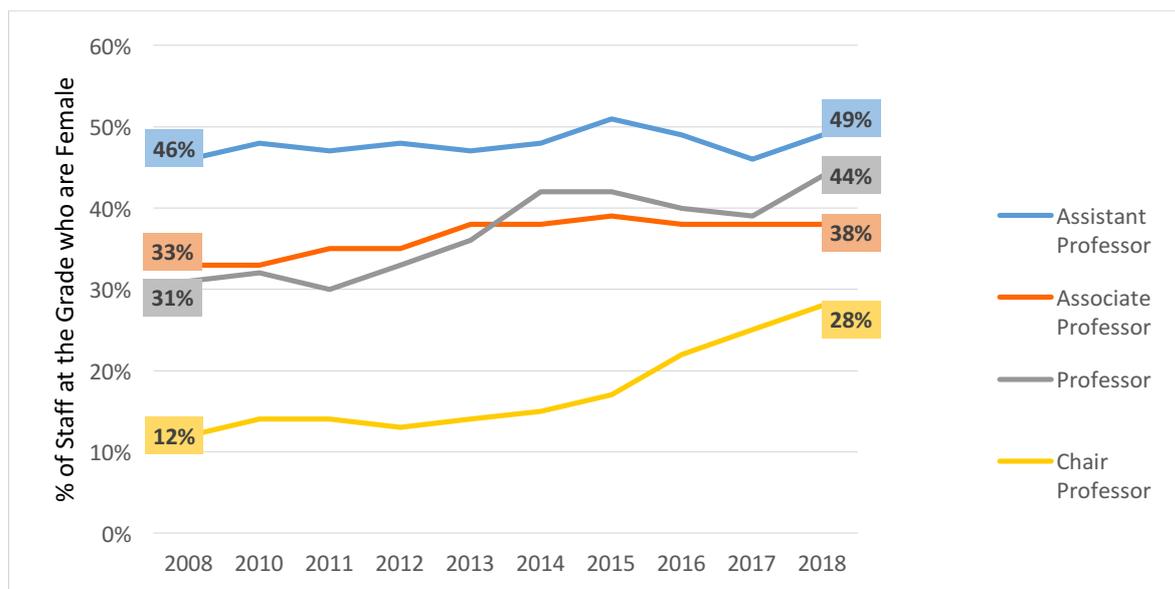
Since our original application (2015) there has been a convergence in the gender mix at all staff grades. Female representation at Associate Professor (35 – 39%) and Chair (18 – 27%) grades, indicate noticeable improvements and compare favourably with the HEA national university average of 34% at Associate Professor and 24% of Chair levels. The gender profile of the academic staff cohort is tracked monthly by HR and showed that, in November 2018, female Chair Professors had increased further to 31%. This reflects the impact of the **2015 GAP** action which set a target of 26% female Chair professors by 2018. In comparison with the 3-year averaged staffing figures across all Irish universities (Table 5), Trinity's representation of women is higher at all grades except Lecturer ('Assistant Professor' in Trinity's nomenclature).

Table 5 University Academic Staff (Core-funded) by Grade (3-year average, 2014-16)

Grade	No. Female (WTE)	% Female	No. Male (WTE)	% Male
Professor	104.9	21%	400.8	79%
Associate Professor	96.1	29%	233.7	71%
Senior Lecturer	322.9	36%	581.5	64%
Lecturer	1,235.3	51%	1,203.3	49%

Source: <http://hea.ie/2017/07/19/report-on-higher-education-institutional-staff-profiles-by-gender-published/>

Figure 5 Female Representation in Academic Grades, Ten-Year Trend



Source: Annual Equality Monitoring Report 2017-18

Taking a ten-year perspective, female representation has increased at every academic grade, and significantly so at the two more senior grades, i.e. Professor (31% → 44%) and Chair Professor (12% → 28%).

Whilst the STEMM pipeline mirrors that for the whole University, there is a wider gender divergence at the higher grades. Nonetheless, women Chair Professors in STEMM have increased substantially from 15% in 2014 to 26% in 2018, coinciding with a concerted programme of actions to promote gender equality since 2013.

Figure 6 Academic Pipeline by Gender and Grade, STEM 2018³

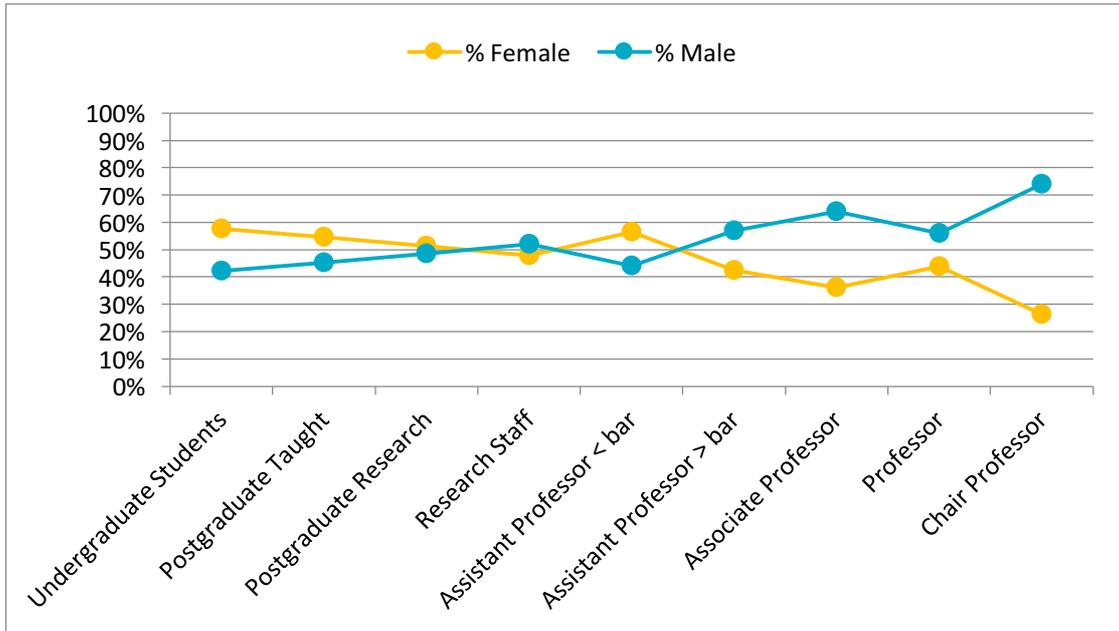
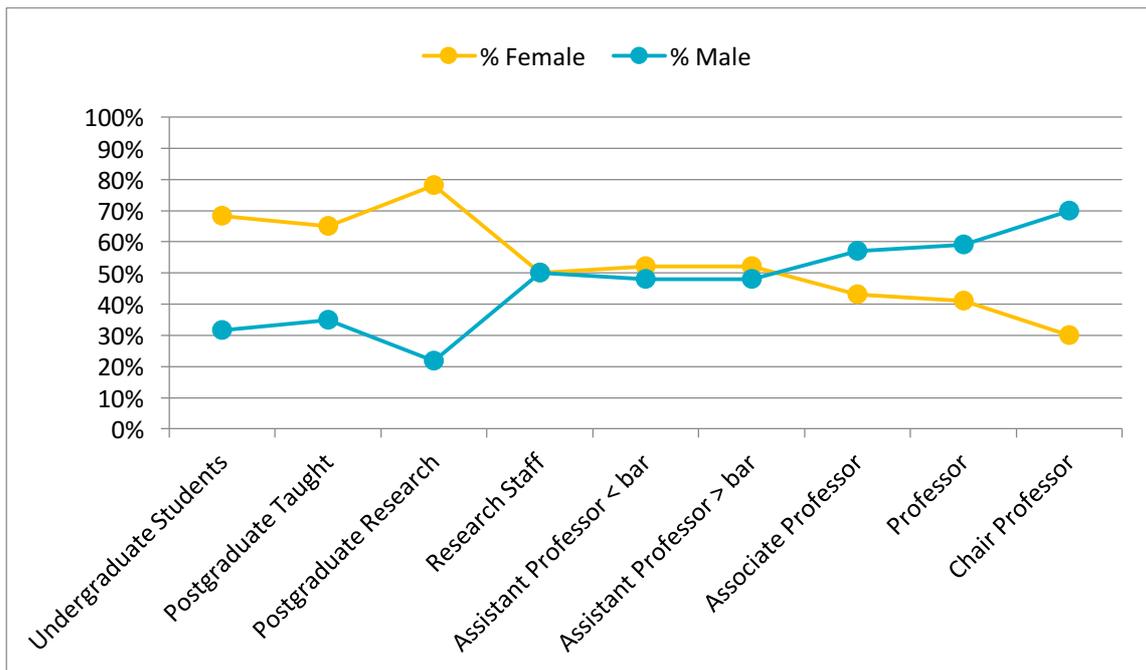


Figure 7 Academic Pipeline by Gender and Grade, Non-STEM 2018



³ To proceed beyond the Merit Bar an Assistant Professor must demonstrate good performance in both teaching and research and provide evidence of satisfactory performance of University administrative tasks.

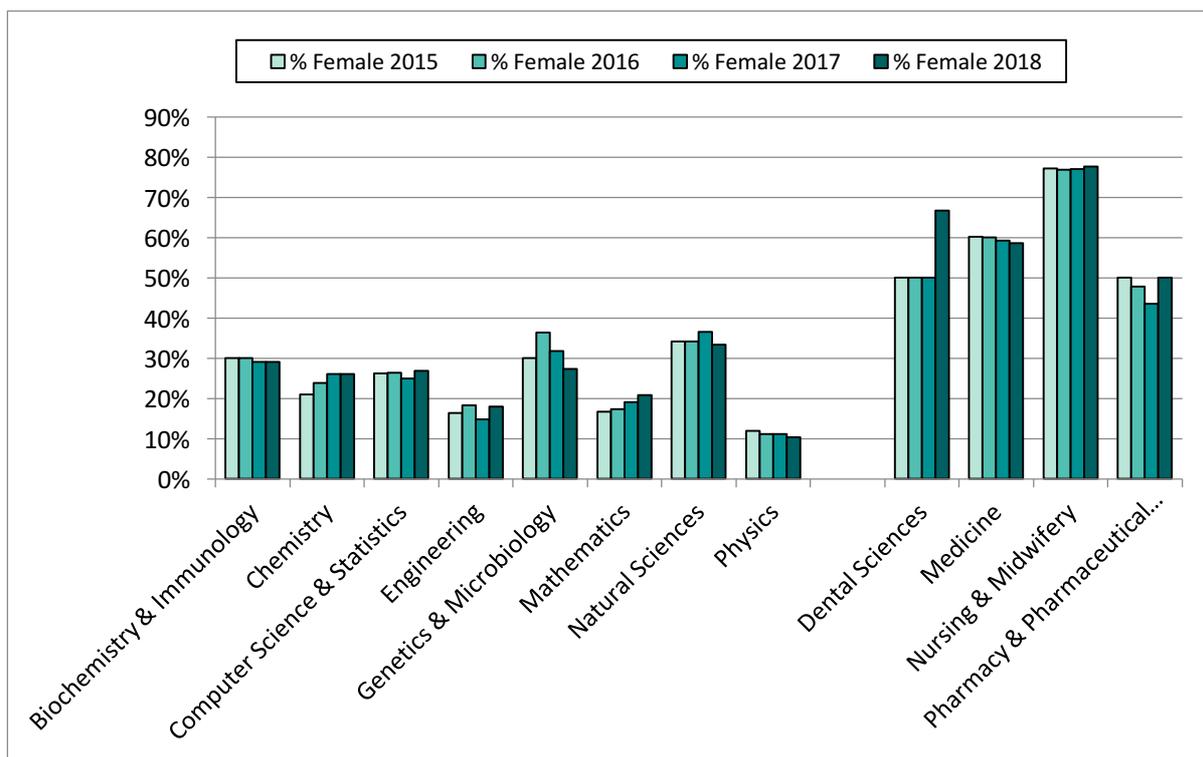
Table 6 Number and Percentage of Academic Staff by Gender and STEMM School

	2015			2016			2017			2018		
	Female	Male	% F									
University Total	416	544	43%	428	539	44%	440	548	45%	473	570	45%
STEMM Total	236	327	42%	238	325	42%	240	336	42%	259	351	42%
STEMM Faculties & Schools												
FEMS												
Biochemistry & Immunology	6	14	30%	6	14	30%	7	17	29%	7	17	29%
Chemistry	4	15	21%	5	16	24%	6	17	26%	6	17	26%
Computer Science & Statistics	25	70	26%	24	67	26%	22	66	25%	22	60	27%
Engineering	10	51	16%	11	49	18%	9	52	15%	12	55	18%
Genetics & Microbiology	6	14	30%	8	14	36%	7	15	32%	6	16	27%
Mathematics	4	20	17%	4	19	17%	4	17	19%	5	19	21%
Natural Sciences	14	27	34%	13	25	34%	15	26	37%	15	30	33%
Physics	3	22	12%	3	24	11%	3	24	11%	3	26	10%
Total FEMS	73	233	24%	74	228	25%	73	234	24%	76	240	24%
FHS												
Dental Sciences	1	1	50%	1	1	50%	1	1	50%	2	1	67%
Medicine	100	66	60%	101	67	60%	99	68	59%	109	77	59%
Nursing & Midwifery	51	15	77%	50	15	77%	57	17	77%	59	17	78%
Pharmacy & Pharmaceutical Sciences	11	11	50%	11	12	48%	10	13	43%	13	13	50%
Total FHS	163	93	64%	163	95	63%	167	99	63%	183	108	63%

The University's **overall** gender ratio has remained reasonably constant since 2015 (43% rising to 45% in 2018) and likewise in STEMM at 42%. Later figures show the representation of women **among senior grades** has improved significantly.

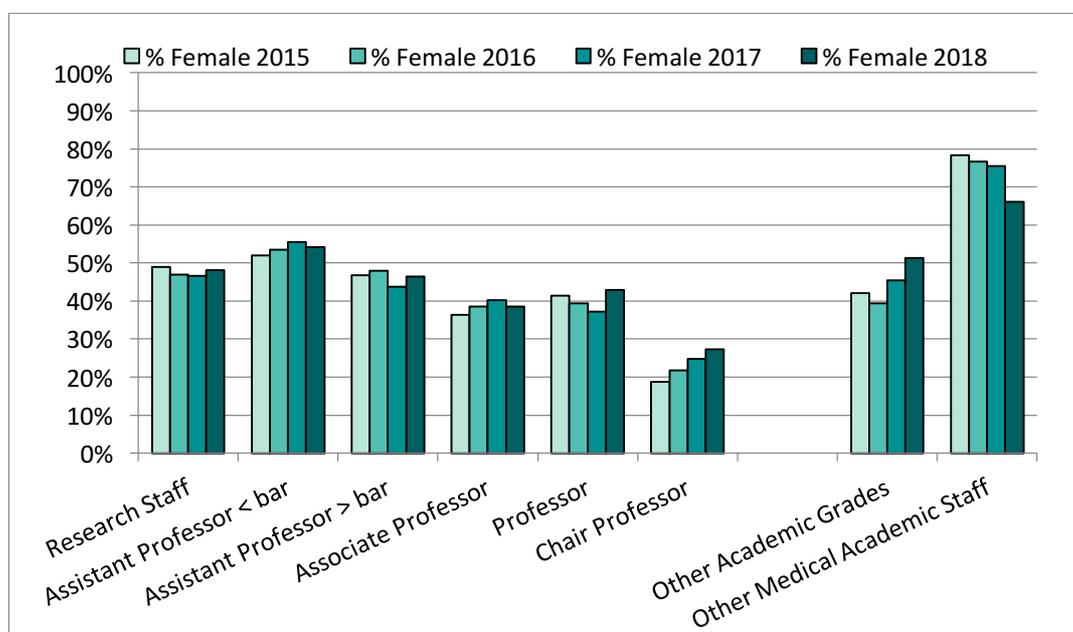
Within STEMM, there is considerable variance in female representation between Health Sciences (FHS), where women predominate (63%), and Engineering, Mathematics and Science (FEMS) where they form a minority (24%). In FEMS, women are between 1/4 and 1/3 of academic staff in 5 out of 8 Schools. Men are seriously over-represented in the Schools of Physics (90%) and Engineering (82%), reflecting a persistent and widespread gender imbalance in these disciplines. While there have been small fluctuations in the proportion of women academics in several Schools since 2015, these percentages are extremely small and not statistically significant. The largest changes were in the Schools of Chemistry and Mathematics, where female representation has increased from 21% to 26% and 17% to 21% respectively.

Figure 8 Percentage of Female Academic Staff, by STEMM School 2015-2018



Academic Staff by Grade

Figure 9 Percentage of Female Academic & Research Staff 2018, by Grade – All TCD



Across all faculties, gender parity for Researchers and Assistant Professors (at close to 50%) remained relatively constant from 2015-18. The percentage of women at full Chair Professor grade demonstrates progress and overtook the target of 26% set in our **2015 GAP**. In part, this reflects the reduction in male Chair Professors (from 87 in 2015 to 77 in 2018) but the number of female Chairs went from 20 to 29, an increase of 45% in 3 years.

Table 7 Number and Percentage of Academic and Research Staff by Grade and Gender 2015-18 University Total

	2015				2016				2017				2018			
	F	M	Total	% F	F	M	Total	% F	F	M	Total	% F	F	M	Total	% F
Research Staff	362	378	740	49%	347	392	739	47%	386	443	829	47%	416	450	866	48%
Assistant Prof < bar	102	94	196	52%	107	93	200	54%	112	90	202	55%	96	81	177	54%
Assistant Prof > bar	115	131	246	47%	115	125	240	48%	111	143	254	44%	138	159	297	46%
Associate Professor	64	112	176	36%	73	116	189	39%	84	125	209	40%	84	134	218	39%
Professor	31	44	75	41%	30	46	76	39%	29	49	78	37%	36	48	84	43%
Chair Professor	20	87	107	19%	22	79	101	22%	25	76	101	25%	29	77	106	27%
Other Grades	84	76	160	53%	81	80	161	50%	79	65	144	55%	90	71	161	56%
Total	778	922	1700	46%	775	931	1706	45%	826	991	1817	45%	889	1020	1909	47%

STEMM Disciplines

Figure 10 Percentage of Academic and Research Staff by Gender and Grade, STEMM 2015-18

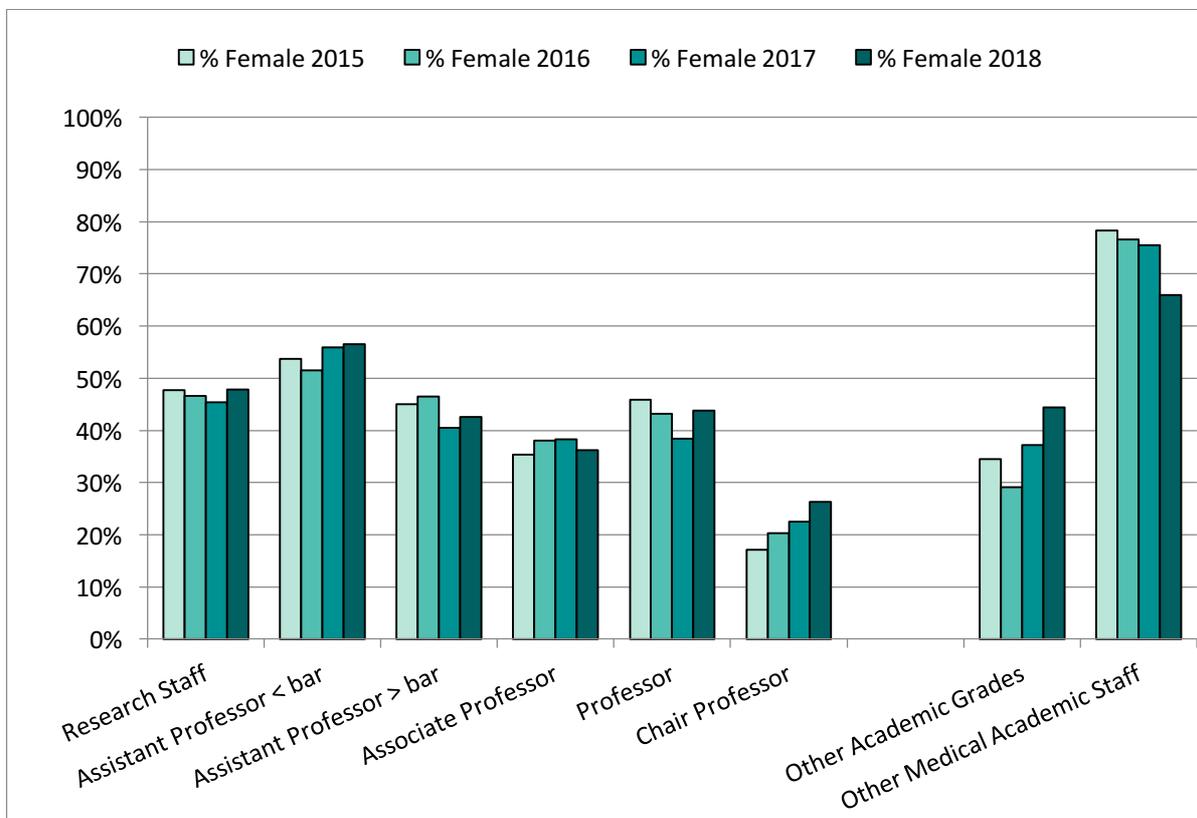


Table 8 Number and Percentage of Academic/ Research Staff by Gender and Grade STEM

	2015				2016				2017				2018			
	F	M	Total	% F	F	M	Total	% F	F	M	Total	% F	F	M	Total	% F
Research Staff	314	344	658	48%	309	354	663	47%	344	414	758	45%	375	409	784	48%
Assistant Prof < bar	50	43	93	54%	51	48	99	52%	52	41	93	56%	48	37	85	56%
Assistant Prof > bar	67	82	149	45%	66	76	142	46%	62	91	153	41%	74	100	174	43%
Associate Professor	41	75	116	35%	46	75	121	38%	51	82	133	38%	50	88	138	36%
Professor	22	26	48	46%	22	29	51	43%	20	32	52	38%	25	32	57	44%
Chair Professor	12	58	70	17%	14	55	69	20%	16	55	71	23%	20	56	76	26%
Other Grades	55	46	101	54%	50	45	95	53%	50	38	88	57%	53	42	95	56%
Total	561	674	1235	45%	558	682	1240	45%	595	753	1348	44%	645	764	1409	46%

STEMM Researchers and Assistant Professors are close to gender balanced. Female representation in STEM drops to 36% for Associate Professors (analysed further in Section 3.1.4) but women represent 44% of Professors. Women hold 26% of Chair Professors in STEM, a major increase since 2015 when the level was 17%. This compares well with the EU average of 13% women STEM professors⁴.

Gender Action 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).

Gender Action 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.

⁴ She Figures 2015, European Commission.

3.2.2 Leavers

Figure 11 Turnover Rate by Gender and Job Category 2015-2018, University Total

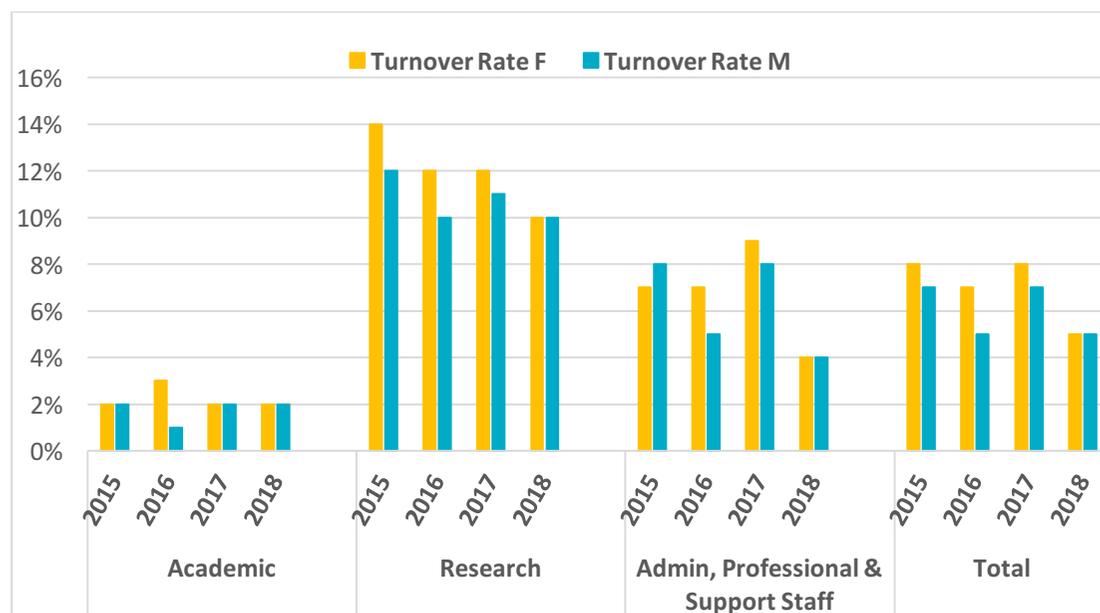


Table 9 Leavers by Gender and Job Category 2015-2018 University Total (Figures in brackets refer to total staff within this category)

	2015				2016				2017				2018			
	F	M	Turnover Rate		F	M	Turnover Rate		F	M	Turnover Rate		F	M	Turnover Rate	
			F	M			F	M			F	M			F	M
Academic	10 (422)	9 (549)	2%	2%	11 (434)	8 (546)	3%	1%	10 (446)	10 (555)	2%	2%	8 (479)	13 (575)	2%	2%
Research	51 (368)	47(388)	14%	12%	42 (353)	38 (400)	12%	10%	49 (396)	48 (453)	12%	11%	42 (428)	44 (459)	10%	10%
Admin, Professional & Support Staff	83 (1129)	48 (617)	7%	8%	82 (1099)	31 (624)	7%	5%	104 (1120)	55 (648)	9%	8%	50 (1139)	25 (681)	4%	4%
Total	144 (1919)	104 (1554)	8%	7%	135 (1886)	77 (1570)	7%	5%	163 (1962)	113 (1656)	8%	7%	100 (2046)	82 (1715)	5%	5%

Figure 12 Turnover Rate by Gender and Job Category 2015-2018, STEMM Schools

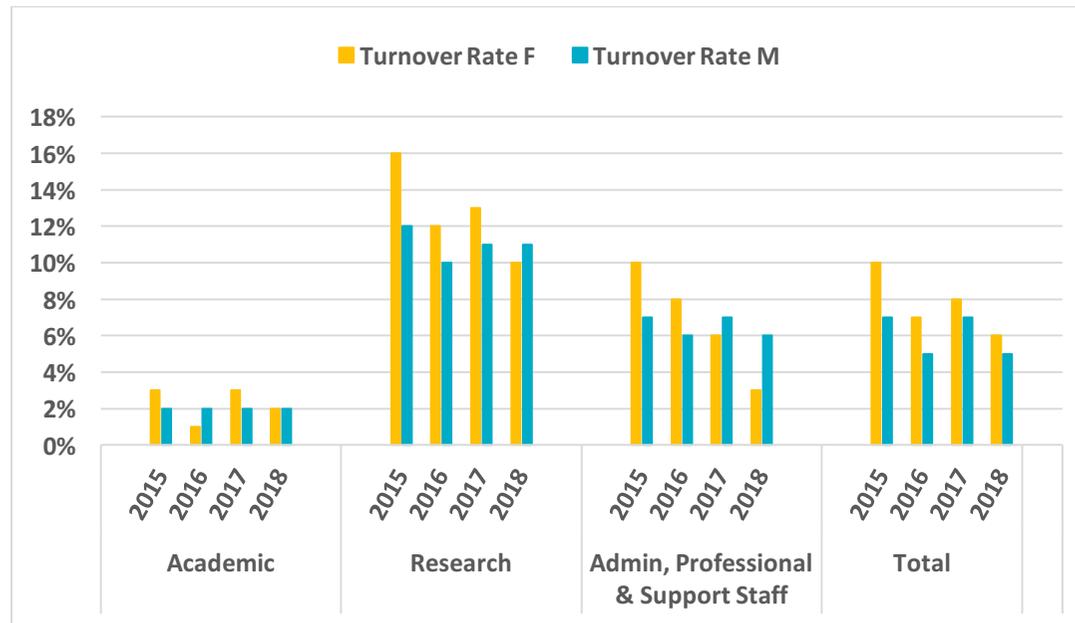


Table 10 Leavers by Gender and Job Category 2015-2018, STEMM Total (Figures in brackets refer to total staff within this category)

	2015				2016				2017				2018			
	F	M	Turnover Rate		F	M	Turnover Rate		F	M	Turnover Rate		F	M	Turnover Rate	
			F	M			F	M			F	M			F	M
Academic	7 (247)	5 (330)	3%	2%	2 (249)	6 (328)	1%	2%	7 (251)	6 (339)	3%	2%	6 (270)	7 (355)	2%	2%
Research	49 (314)	41 (344)	16%	12%	38 (309)	35 (354)	12%	10%	46 (344)	44 (414)	13%	11%	38 (375)	43 (409)	10%	11%
Admin, Professional & Support Staff	27 (278)	8 (146)	10%	5%	21 (272)	7 (153)	8%	5%	15 (275)	11 (161)	6%	7%	7 (277)	2 (166)	3%	1%
Total	83 (839)	54 (820)	10%	7%	61 (830)	48 (835)	7%	6%	68 (870)	61 (914)	8%	7%	51 (922)	52 (930)	6%	6%

With minor exceptions, mainly in 2015, turnover rates show no significant gender differences and were at parity in 2018. The turnover rate for academic staff is very low (1-3%). Though higher among research staff (both genders), this reflects the nature of this sector, whereby contracts tend to be for specific purposes. Loss of staff is mainly due to retirement and expiration of fixed-term research contracts. The exit survey conducted in Chemistry supports this claim with the exit of older, male staff.

3.2.2 Academic and Research Staff by Contract Type

The percentage of female academics on permanent contracts, though improving, is consistently lower than for men (41% in 2018). Disproportionately more women hold contracts of indefinite duration (CID)⁵. No staff are employed on zero-hours contracts.

Figure 13 Percentage of Academic staff by Gender and Contract Type 2015-18 - University Total

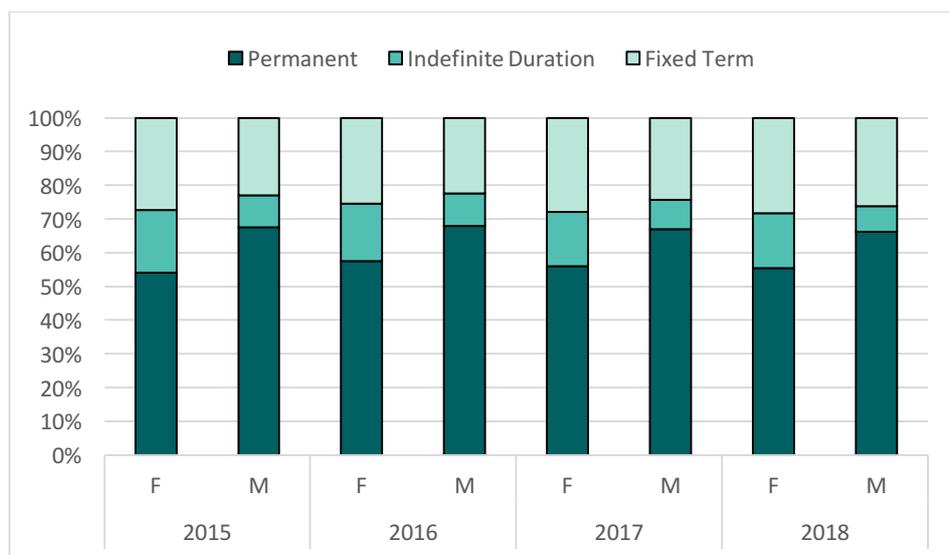


Table 11 Number and Percentage of Academic/Research Staff by Contract Type and Gender 2015-18 - University Total

	2015				2016				2017				2018			
	F	M	Total	% F	F	M	Total	% F	F	M	Total	% F	F	M	Total	% F
Research Staff																
Fixed Term	334	330	664	50%	320	348	668	48%	363	406	769	47%	354	395	749	47%
Indefinite	28	48	76	37%	27	44	71	38%	23	37	60	38%	62	54	116	53%
Permanent	0	0	0	n/a	0	0	0	n/a	0	0	0	n/a	0	1	1	0%
Academic																
Fixed Term	114	125	239	48%	109	121	230	47%	123	133	256	48%	134	149	283	47%
Indefinite	77	52	129	60%	73	52	125	58%	71	48	119	60%	77	44	121	64%
Permanent	225	367	592	38%	246	366	612	40%	246	367	613	40%	262	377	639	41%

⁵ Comparable to permanent status, but arises as a right accrued from fixed term service under the Fixed Term Workers Act (2003), rather than as status conferred on initial appointment.

Figure 14 Percentage of Academic staff by Gender and Contract Type 2015-2018 - STEMM Schools

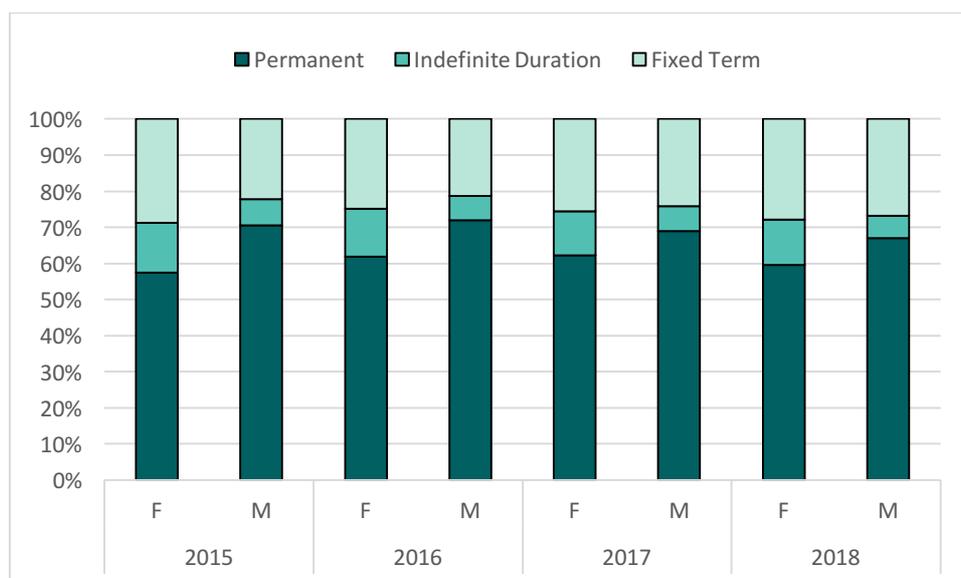


Table 12 Academic/Research Staff by Contract Type and Gender, 2015-18 - STEMM

	2015				2016				2017				2018			
	F	M	Total	% F	F	M	Total	% F	F	M	Total	% F	F	M	Total	% F
Research Staff																
Fixed Term	293	300	593	49%	287	314	601	48%	324	378	702	46%	324	361	685	47%
Indefinite	21	44	65	32%	22	40	62	35%	20	36	56	36%	51	48	99	52%
Permanent	0	0	0	n/a												
Academic																
Fixed Term	71	73	144	49%	62	70	132	47%	64	82	146	44%	75	95	170	44%
Indefinite	34	24	58	59%	33	22	55	60%	31	23	54	57%	34	22	56	61%
Permanent	142	233	375	38%	154	236	390	39%	156	234	390	40%	161	238	399	40%

Research staff on fixed-term contracts are approximately gender balanced, and there has been a sudden shift to parity among CIDs in 2018, a move which confers greater job security.

Among academics, more women (61%) than men (39%) hold CIDs. This small cohort of CID academics is fairly static with the same individuals reported each year with this status. New Assistant Professor appointments are engaged on a five-year fixed-term basis, with a multi-annual development plan. On successful completion of the plan, the final review typically confirms permanency in the post. CID usage for academic staff will consequently be eroded as employees move from fixed-term status to permanency upon successful review.

3.2.3 Equal Pay Audits/Reviews

The **2015 GAP** contained an action to conduct a gender pay audit. The Director of Diversity and Inclusion, with HR and the School of Social Sciences and Philosophy, led the audit. It is primarily based on a snapshot of the Trinity payroll data in July 2016, with a timeline analysis of academic staff recruited between 2004-2007, to track pay progression in the intervening period.

Men are overrepresented among higher earners, the most significant contributory factor to the gender pay gap. These findings are consistent with the analysis of the gender profile of academic staff by seniority.

Figure 15 Proportion of Full-time Academic Staff in each pay quartile in 2016

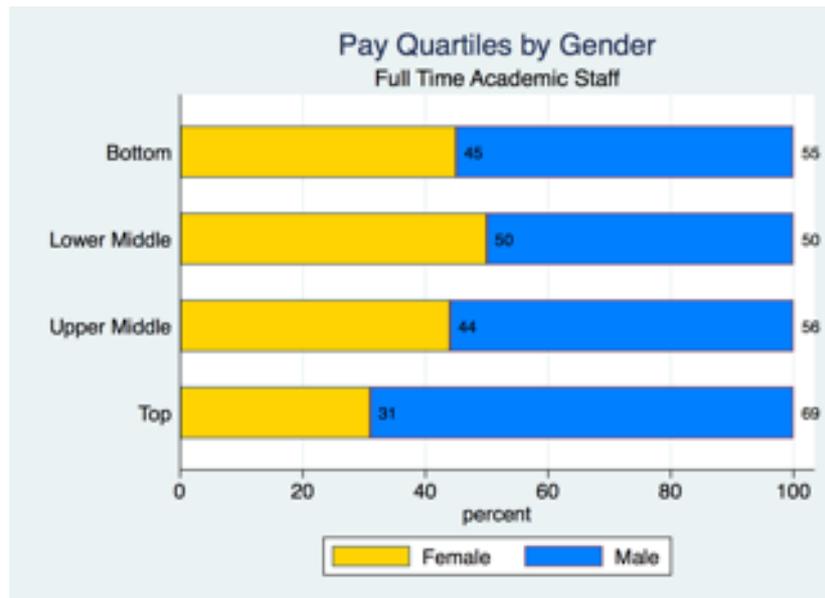
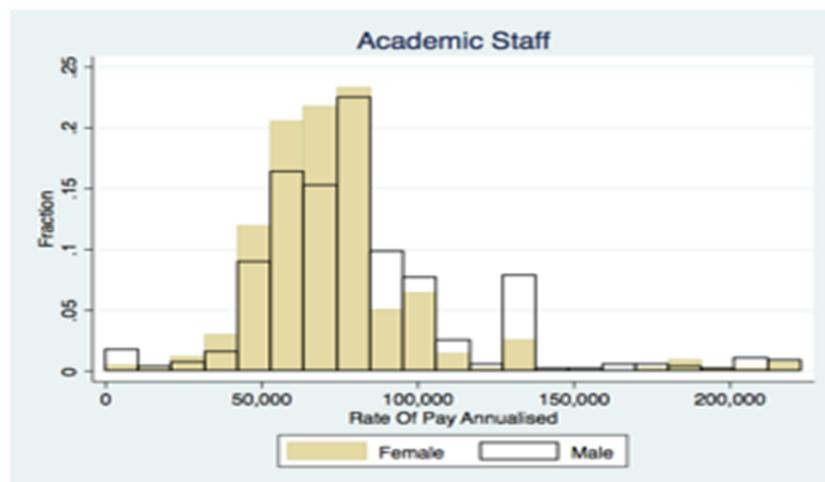


Figure 16 Gender and Pay – Academic Staff



Findings revealed a raw gender pay gap (based on the % difference between median pay of all male and female employees) of 7.99%. Confining the analysis to academic staff, the median pay gap drops to below 1%. This gap can be attributed to the fact that there are more men than women at senior grades. Table 11 shows comparative data for selected UK Universities.

Table 11 Gender Pay Gap in Trinity, in comparison with a sample of UK Universities University Pay Gap

University	Pay Gap
Durham University	29.3%
University of Essex	18.6%
University of Bath	17.9%

University of Cambridge	15.0%
London School of Economics	14.9%
University of Oxford	13.7%
Imperial College London	9.4%
Trinity College, University of Dublin	7.99% (3.0%)⁶

Source of UK Data: UK Government Equalities Office

The timeline analysis indicated that women and men start out at the same pay level, but within 2-3 years a gap emerges that does not narrow appreciably over time (Figure 17). This eliminates the possibility of any gender issue in the determination of starting pay as a cause of the gender pay gap. Work recently completed by HR found that a gender-based differential in ‘time to promotion’ for academic staff does not exist in Trinity. This issue will be re-examined in the University’s next gender pay audit.

Figure 17 Wage Progression by Gender



Gender Action 2.1 Conduct second Gender Pay Gap Audit in 2020, or earlier in accordance with pending new statutory requirements

Gender Action 2.2 Establish a Working Group to address future requirements for Athena SWAN data in preparation for the expanded process

Word count: 1228 words

⁶ Figure in parentheses refers to comparison of full time staff only, which reduces the sample size by about 20%. This pay gap is calculated using 2016 earnings data, whereas UK comparators are from March 2017 reporting.

4 Supporting and advancing women's careers

4.1 Key career transition points

4.1.1 Recruitment

Table 13 shows recruitment outcomes by stage, year, grade and gender from 2013-14 to 2016-17. By international standards, recruitment levels remain low – due to the government's Employment Control Framework (ECF) that severely curbed core-funded recruitment since 2008. Growth in academic posts has been made possible in recent years through external funding, including the programme of Ussher Assistant Professors recruitment. Half of the initial Ussher appointments were female. However, in 2016-17 only 26% of 38 appointees were women, due to the higher concentration of the posts created in STEMM Schools (26 of 38). Of these, only one of the 17 appointees in FEMS, and 4 of the 9 in FHS, were female. This imbalance must be addressed before further rounds of the programme are initiated. Action 2.2 will help ensure an improved gender balance is restored among Ussher appointments.

Data show that disproportionately more men apply for academic posts each year, and this difference is more pronounced in STEMM. Despite this, women's success rate, relative to their application rate, is double that of men at all grades (4% vs 2% overall), and even higher in STEMM (9% vs 4% for men), including Chair Professor appointments. This pattern suggests that appointment processes do not discriminate. However, targeted action is needed to raise female applications. The Provost has commissioned a pilot programme of unconscious bias observers for Chair Professor appointments. From 2019, trained observers will participate in the full process for the pilot competitions and will feed back to HR on the range of practices they have observed (Gender Action 3.3). This includes the advertising and search processes. Their feedback will be used to implement measures to increase the application rate by women and rectify imbalances.

Advertisements for management posts now contain "demonstrable leadership in advancing gender equality" among essential criteria.

Gender Action 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 rates by women at all grades.

Table 13 Academic Recruitment Details by Gender (Headcount) 2013/14 – 2016/17

Year	Grade	Applicants				Shortlisted				Appointed				Success Rate	
		Female		Male		Female		Male		Female		Male		Female	Male
		#	%	#	%	#	%	#	%	#	%	#	%		
2013-14	University Overall														
	Chair Professor	29	27%	79	73%	8	30%	19	70%	4	50%	4	50%	14%	5%
	Professor	15	26%	43	74%	4	50%	4	50%	1	50%	1	50%	7%	2%
	Associate Professor	0	0%	42	100%	0	0%	3	100%		0%	1	100%	-	2%
	Assistant Professor	232	30%	533	70%	55	45%	67	55%	15	50%	15	50%	6%	3%
	STEMM														
	Chair Professor	10	24%	31	76%	4	33%	8	67%	3	75%	1	25%	30%	3%
	Professor	7	21%	27	79%	2	50%	2	50%	1	100%		0%	14%	0%
	Associate Professor	0	0%	42	100%	0	0%	3	100%		0%	1	100%	-	2%
Assistant Professor	50	19%	218	81%	13	25%	38	75%	4	33%	8	67%	8%	4%	
2014-15	University Overall														
	Chair Professor	28	15%	159	85%	3	13%	20	87%	1	14%	6	86%	4%	4%
	Associate Professor	137	28%	346	72%	8	38%	13	62%	2	29%	5	71%	1%	1%
	Assistant Professor	297	35%	543	65%	95	54%	80	46%	28	67%	14	33%	9%	3%
	STEMM														
	Chair Professor	7	8%	86	92%	2	12%	15	88%		0%	5	100%	0%	6%
	Associate Professor	7	27%	19	73%	3	43%	4	57%	1	33%	2	67%	14%	11%
Assistant Professor	98	29%	244	71%	38	56%	30	44%	10	67%	5	33%	10%	2%	
2015-16	University Overall														
	Chair Professor	15	33%	31	67%	4	40%	6	60%	1	33%	2	67%	7%	6%
	Professor	6	100%	0	0%	3	100%	0	0%	1	100%	0	0%	17%	0%
	Associate Professor	168	37%	290	63%	28	51%	27	49%	6	67%	3	33%	4%	1%
	Assistant Professor	918	32%	1973	68%	121	36%	219	64%	30	40%	45	60%	3%	2%
STEMM															

	Chair Professor	3	17%	15	83%	2	40%	3	60%	1	50%	1	50%	33%	7%	
	Professor	6	100%	0	0%	3	100%	0	0%	1	100%	0	0%	17%	0%	
	Associate Professor	5	83%	1	17%	5	83%	1	17%	3	100%	0	0%	60%	0%	
	Assistant Professor	217	27%	580	73%	48	32%	102	68%	16	40%	24	60%	7%	4%	
2016-17	University Overall															
	Chair Professor	34	43%	46	57%	8	47%	9	53%	3	60%	2	40%	9%	4%	
	Professor	7	29%	17	71%	3	43%	4	57%	1	50%	1	50%	14%	6%	
	Associate Professor	42	53%	37	47%	9	53%	8	47%	4	67%	2	33%	10%	5%	
	Assistant Professor	685	31%	1546	69%	74	36%	130	64%	27	48%	29	52%	4%	2%	
	STEMM															
	Chair Professor	4	31%	9	69%	4	67%	2	33%	2	100%	0	0%	50%	0%	
	Professor	7	20%	17	49%	3	43%	4	57%	1	50%	1	50%	14%	6%	
	Associate Professor	10	56%	8	44%	3	60%	2	40%	2	100%	0	0%	20%	0%	
	Assistant Professor	225	29%	549	71%	52	39%	82	61%	18	46%	21	54%	8%	4%	

Figure 18 Academic Recruitment Stages by Gender - University Total

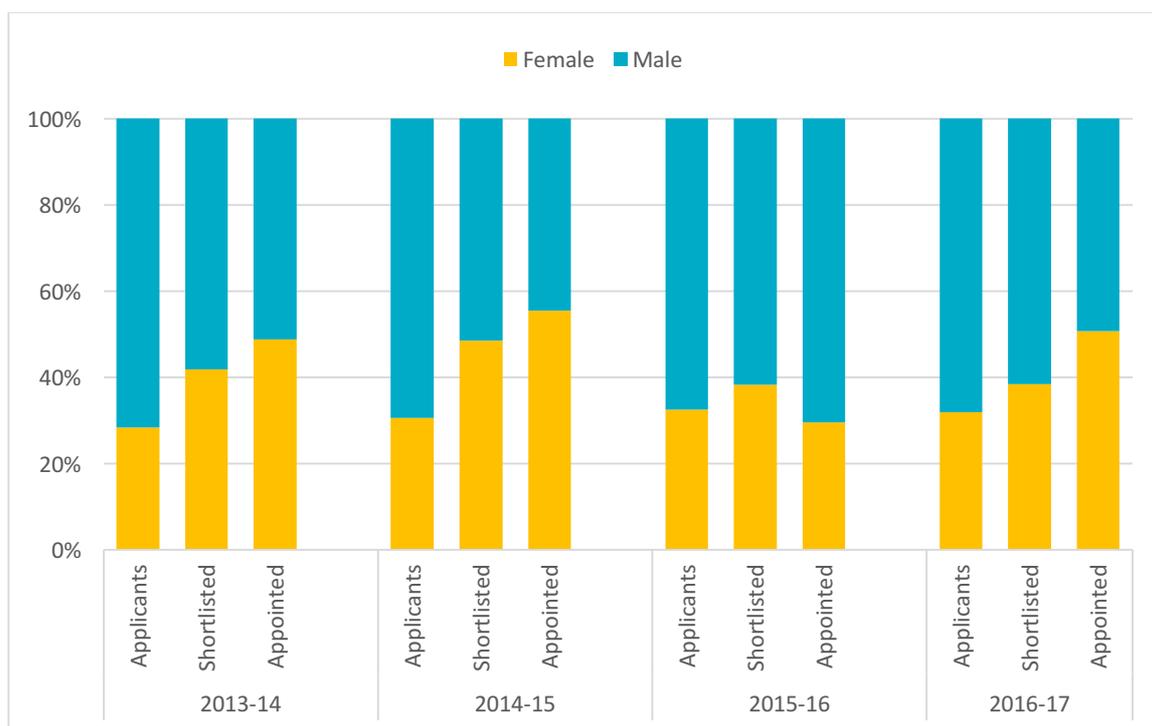
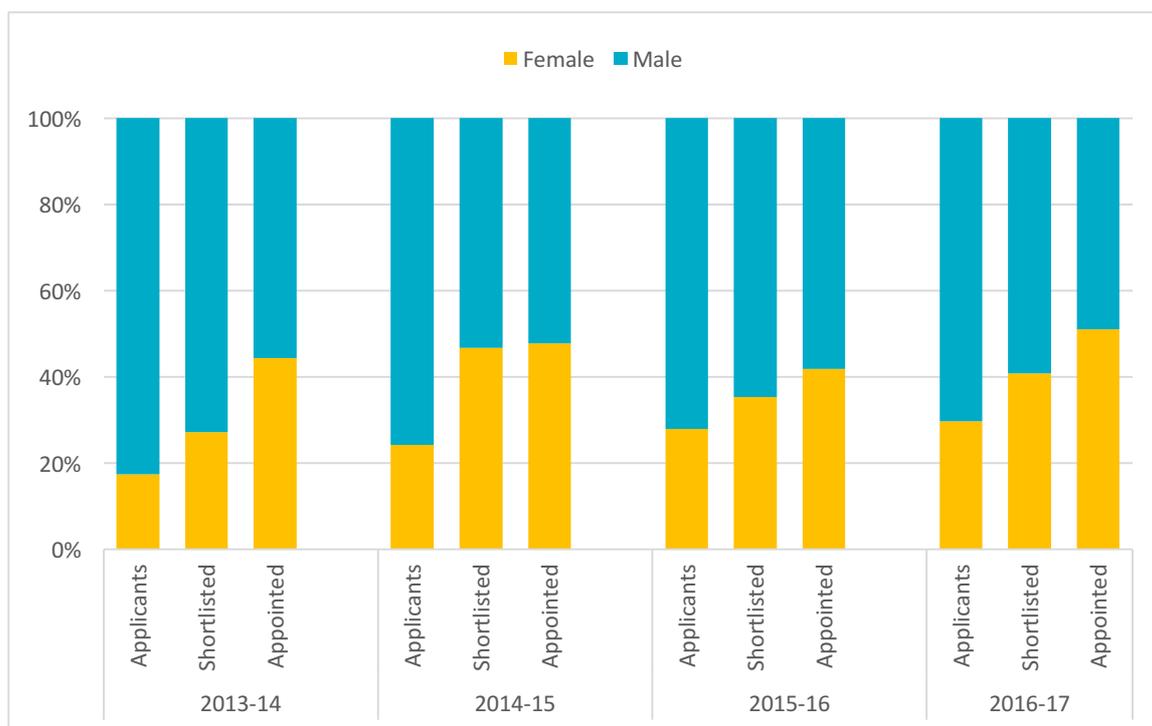


Figure 19 Academic Recruitment Stages by Gender - STEMM



The University's Equality Policy (2016), details principles concerning advertising, interviews, and general recruitment and selection. It requires gender balance (minimum 60:40) on recruitment panels. Average female representation on University-wide recruitment panels was 46% in 2017.

Recruitment advertisements include an equal opportunities statement and EDI accreditation logos (including Athena SWAN). Arising from a current recruitment review, gender-neutral wording will be used in all future advertisements. All members of selection committees are required to undertake LEAD (Living Equality and Diversity) Training⁷.

However, recruitment of research staff (Research Assistants/Fellows) is devolved to PIs without central HR oversight. While this accelerates the process of appointment, it does not ensure that the procedures are transparent, fair and/or competitive. Trinity has participated in a sectoral project to incorporate recommendations of the European Research Area working group on Open, Transparent and Merit-based Recruitment (OTM-R)⁸. Pending approval by the relevant Government Departments and Agencies, HR has increased its support for researcher recruitment and established a Working Group on the issue.

Gender Action 3.4 Ensure that research staff appointments are monitored and in accordance with Open, Transparent and Merit-based (OTM-R) practice

4.1.2 Staff Induction

The **2015 GAP** action to improve staff induction resulted in a redevelopment of practices. New staff are invited to induction days by HR (c. 9 per annum), which include a welcome by the Provost and a talk on Equality and Diversity. Academic induction lasts three days. In addition, the three Schools holding AS awards developed localized introductory handbooks for new staff, with tailored information ranging from ‘Where to find...’ to ‘Who’s who in the School’ and ‘Who to ask ‘x’’, etc. To support and streamline this local integration, HR developed an induction checklist for Heads of Department to use with all new appointees. As part of this checklist, new staff are assigned a peer who becomes their ‘go-to’ person to welcome and support them.

Additionally, a training module for managers on “Induction and Probation/Performance” was launched and covers core values and expectations, development of new staff, objective setting and feedback. In 2018, 41 managers completed this module.

It is recognized that contract research staff have different needs and career progression expectations than other categories of staff, and require specialized induction.

Gender Action 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

⁷ <https://www.tcd.ie/equality/projects/LEAD.php>

⁸ Open, Transparent and Merit based Recruitment is one of the pillars of the European Charter for Researchers & the Code of Conduct for their Recruitment (the “Charter and Code”).

4.1.3 Personal Development Review

A Tenure Track process applies to new academics recruited at Assistant Professor grade. During their tenure period, Assistant Professors receive regular feedback from their Heads of School; are assigned a trained mentor; and are invited to take part in the Assistant Professor Development Programme. In years 1-4, all Assistant Professors are assessed in the areas of teaching, research and contribution/scholarly activity based on performance against goals and objectives agreed with their Head of School. The University piloted an online appraisal process for this cohort. In 2019, this appraisal process will be implemented for all academic staff.

Gender Action 4.1 Implement an appraisal process for all academic staff

There is growing evidence⁹ that unconscious bias affects student evaluation of teaching staff. Internationally, women receive lower scores on teaching evaluations than men, which could indirectly and adversely affect their career progression. A review of literature and good practice will be conducted to identify an appropriate strategy to counter this potential bias and mitigate its potential impact on career progression.

Gender Action 4.2 (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.

4.1.4 Promotion

Academic promotions are managed by the Senior Academic Promotions Committee (SAPC) and the Junior Academic Progressions Committee (JAPC). The JAPC deals principally with Assistant Professor progression across the merit bar. HR notifies all academic staff once a promotion call is approved by Board, and a dedicated webpage publishes the timeline, procedures, criteria, scoring methodologies, committee membership (approved by Board) and guidance on the application process for candidates. Special circumstances (personal or professional), including career breaks, are considered through completion of an optional online form by the applicant (a result of **2015 GAP** action).

Table 14 Weightings for Promotion Criteria according to Grade

Grade	Research & Scholarship	Teaching	Service to College	Service to Discipline/Community
Confirmation in	45%	45%	5%	5%

⁹ Friederike Mengel, Jan Sauermann, Ulf Zölitz; Gender Bias in Teaching Evaluations, *Journal of the European Economic Association*, jvx057, <https://doi.org/10.1093/jeea/jvx057>

appointment				
Merit Bar Assistant Professor	40%	40%	10%	10%
Associate Professor	33%	33%	17%	17%
Professor	45%	25%	15%	15%
Chair Professor	50%	25%	10%	15%

Resulting from a request from the Board, Prof Jeremy Sanders, University of Cambridge, was enlisted to conduct a review of academic promotion and recruitment processes in 2016. His report included recommendations to address gender inequality, such as gender quotas for promotions committees, and expressed support for others included in our **2015 GAP** (e.g. allowances made in promotions review for time-out for caring/maternity/etc. leave).

Responding to the review, a new Senior Academic Promotions Policy was approved in December 2017, according to which the indicative number of available promotions each year (informed by financial resourcing issues) must be determined “*with due concern for implementing the University’s gender equality policies*”. The policy also specifies that:

- applicants to Associate Professor may re-allocate 5% of the weighting to another category of their choice;
- all grades must reach a specified “threshold score” in every category (and cannot rely solely on research).

Gender Action 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 quota for promotions

Gender Action 3.7 Provide Unconscious Bias Awareness training for all members of Promotions Committees

Academic Promotions – University Overall

Given the legacy of national ECF constraints, promotions have been relatively few. For Professor - 35 promotions over 4 years and Chair Professor - 14 promotions over 4 years, Hence the application/success rates must be viewed with caution, given the small numbers involved.

Success rates were higher for women than men, though their application rate varies across the grades. The relatively low proportion of women applying to Associate Professor grade suggests an issue that needs to be addressed, despite their slightly higher success rate (Gender Action 3.8). A notable finding is the increased proportion of women applicants to Chair Professor (a majority in 2017, despite accounting for a lower proportion of the eligible pool). This can at least partly be attributed to efforts by TCGEL and the SAT to encourage more women to apply (e.g. promotions workshops), and in the delivery of Unconscious Bias training to promotions committees, which may have contributed to this significant outcome.

Table 15 Promotion to Grade Chair Professor 2014-18

Chair Professor - Promotions to Grade											
	Eligible Cohort			Applicant			Application Rate		Successful		
	Femal e	Male	% Femal e	Female	Male	% Femal e	Femal e	Male	Femal e	Male	% Femal e
2014	37	54	41%	9	11	45%	24%	20%	2	2	50%
2015	33	51	39%	5	7	42%	15%	14%	1	1	50%
2016	30	46	39%	5	5	50%	17%	11%	2	2	50%
2017	30	44	41%	9	4	69%	30%	9%	2	2	50%
4 year total	130	195	40%	28	27	51%	22%	14%	7	7	50%

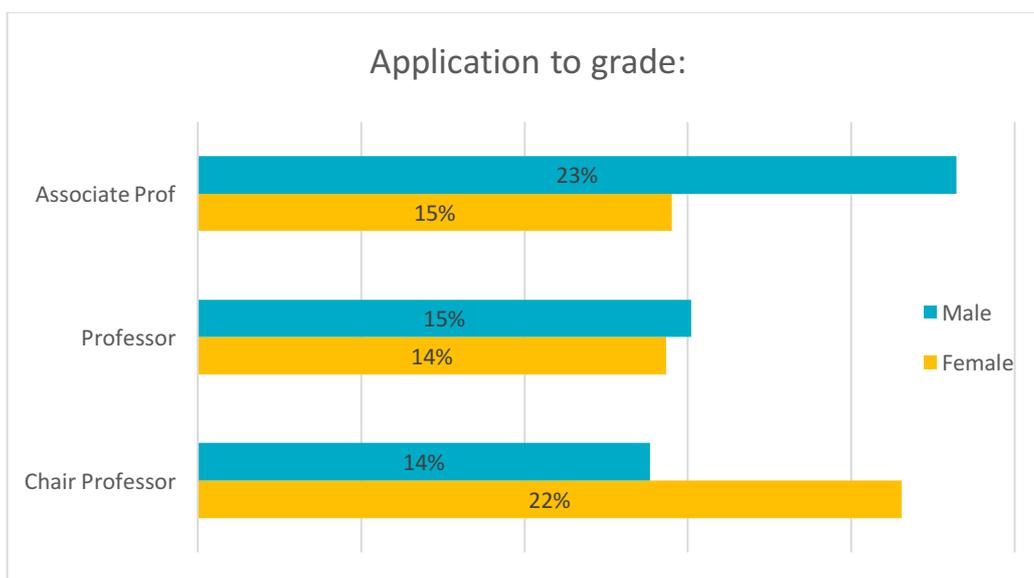
Table 16 Promotion to Grade Professor 2014-18

Professor - Promotions to Grade											
	Eligible Cohort			Applicant			Application Rate		Successful		
	Femal e	Male	% Femal e	Female	Male	% Femal e	Femal e	Male	Femal e	Male	% Femal e
2014	74	118	39%	14	19	42%	19%	16%	2	5	29%
2015	72	119	38%	8	19	30%	11%	16%	3	6	33%
2016	78	124	39%	10	16	38%	13%	13%	4	6	40%
2017	76	116	40%	11	18	38%	14%	16%	5	4	56%
4 year total	300	477	39%	43	72	37%	14%	15%	14	21	40%

Table 17 Promotion to Grade Associate Professor 2014-18

Associate Professor - Promotions to Grade											
	Eligible Cohort			Applicant			Application Rate		Successful		
	Femal e	Male	% Femal e	Female	Male	% Femal e	Femal e	Male	Femal e	Male	% Femal e
2014	102	124	45%	20	40	33%	20%	32%	6	15	29%
2015	102	118	46%	17	32	35%	17%	27%	9	11	45%
2016	114	142	45%	18	30	38%	16%	21%	12	13	48%
2017	137	163	46%	11	25	31%	8%	15%	6	16	27%
4 year total	455	547	45%	66	127	34%	15%	23%	33	55	38%

Figure 19 Application rate for promotion, by gender – All TCD, 4 year average



Gender and Success Rate – University Overall

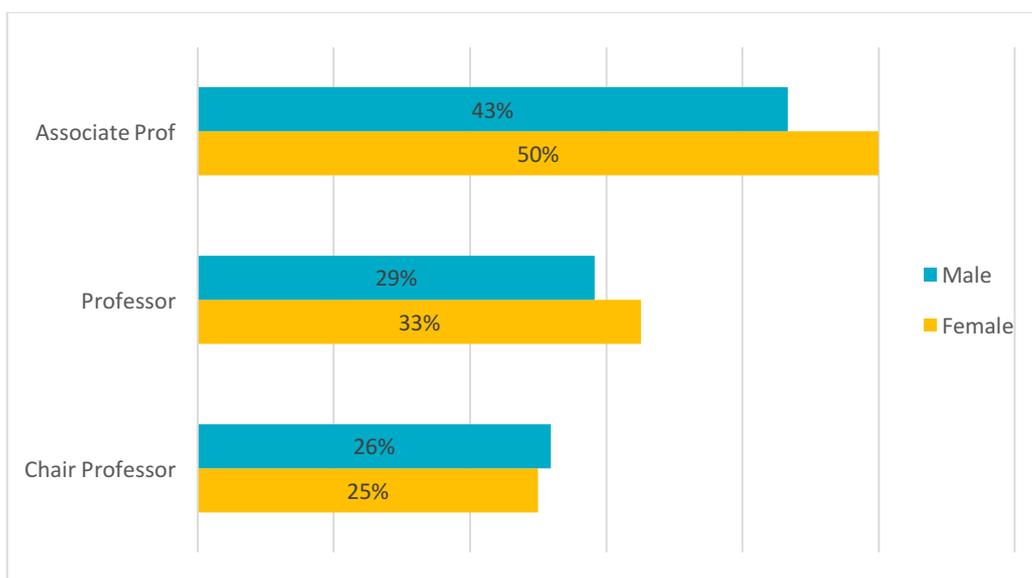
Table 18 Success rate of those who applied for promotion, by gender - University total

	Associate Professor		Professor		Chair Professor	
	Female	Male	Female	Male	Female	Male
2014	30%	38%	14%	26%	22%	18%
2015	53%	34%	38%	32%	20%	14%
2016	67%	43%	40%	38%	40%	40%
2017	55%	64%	45%	22%	22%	50%
4 year total	50%	43%	33%	29%	25%	26%

Table 19 Success rate when measured according to eligible pool, by gender - University total

	Associate Professor		Professor		Chair Professor	
	Female	Male	Female	Male	Female	Male
2014	6%	12%	3%	4%	5%	4%
2015	9%	9%	4%	5%	3%	2%
2016	11%	9%	5%	5%	7%	4%
2017	4%	10%	7%	3%	7%	5%
4 year total	7%	10%	5%	4%	5%	4%

Figure 20 Promotion success rate by gender - All TCD, 4 year average



Academic Promotions – STEMM Only

Findings in STEMM are similar to the University overall. Again, the outlier is applications to Associate Professor grade, in which women are disproportionately under-represented.

Table 20 Promotion to Chair Professor - STEMM Schools

	Eligible Cohort			Applicant			Application Rate		Successful		
	Female	Male	% Female	Female	Male	% Female	Female	Male	Female	Male	% Female
2014	26	31	46%	8	8	50%	31%	26%	2	2	50%
2015	24	30	44%	5	5	50%	21%	17%	1	0	100%
2016	20	29	41%	2	2	50%	10%	7%	1	1	50%
2017	20	28	42%	8	2	80%	40%	7%	2	1	67%
4 year total	90	118	43%	23	17	58%	26%	14%	6	4	60%

Table 21 Promotion to Professor - STEMM Schools

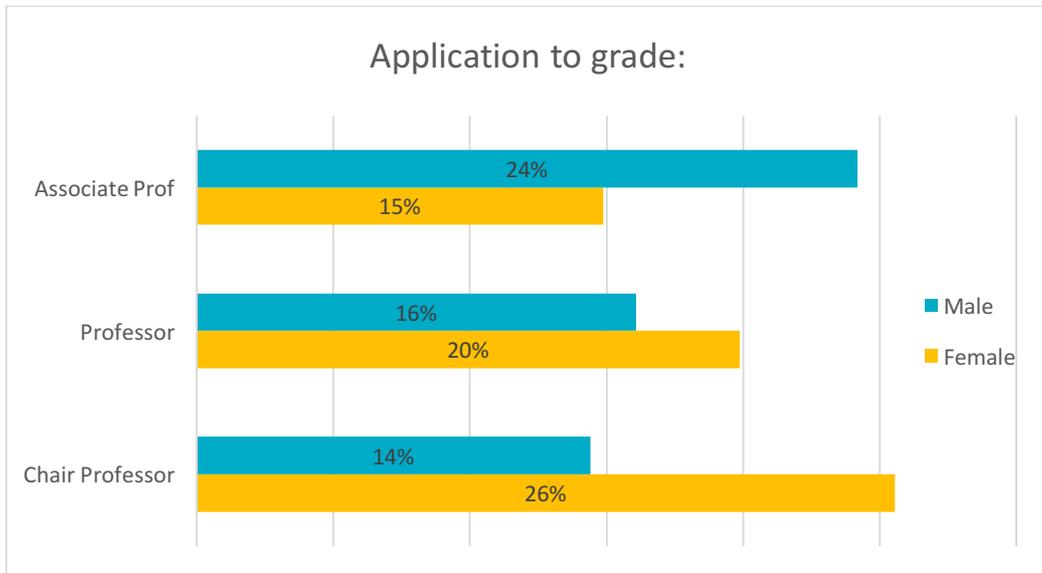
	Eligible Cohort			Applicant			Application Rate		Successful		
	Female	Male	% Female	Female	Male	% Female	Female	Male	Female	Male	% Female
2014	44	78	36%	11	13	46%	25%	17%	1	3	25%
2015	41	78	34%	7	14	33%	17%	18%	3	4	43%
2016	44	80	35%	8	10	44%	18%	13%	3	3	50%
2017	42	75	36%	8	13	38%	19%	17%	3	3	50%

4 year total	171	311	35%	34	50	40%	20%	16%	10	13	43%
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Table 22 Promotion to Associate Professor in STEMM Schools

	Eligible Cohort			Applicant			Application Rate		Successful		
	Female	Male	% Female	Female	Male	% Female	Female	Male	Female	Male	% Female
2014	61	77	44%	13	25	34%	21%	32%	3	10	23%
2015	60	73	45%	10	21	32%	17%	29%	6	7	46%
2016	65	88	42%	9	20	31%	14%	23%	5	9	36%
2017	76	101	43%	7	16	30%	9%	16%	4	9	31%
4 year total	262	339	44%	39	82	32%	15%	24%	18	35	34%

Figure 21 Application rate for promotion, by gender – STEMM, 4 year average



Gender and Success Rate – STEMM

Table 23 Success rate of those who applied for promotion, by gender - STEMM

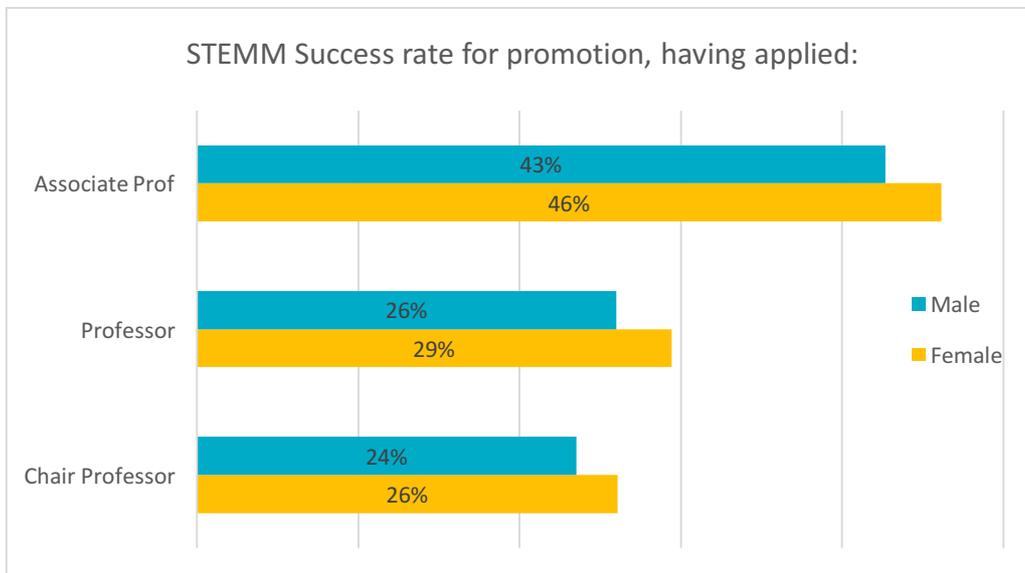
	Associate Professor		Professor		Chair Professor	
	Female	Male	Female	Male	Female	Male
2014	23%	40%	9%	23%	25%	25%
2015	60%	33%	43%	29%	20%	0%
2016	56%	45%	38%	30%	50%	50%
2017	57%	56%	38%	23%	25%	50%

4 year total	46%	43%	29%	26%	26%	24%
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Table 24 Success rate when measured according to eligible pool, by gender - STEMM

	Associate Professor		Professor		Chair Professor	
	Female	Male	Female	Male	Female	Male
2014	5%	13%	2%	4%	8%	6%
2015	10%	10%	7%	5%	4%	0%
2016	8%	10%	7%	4%	5%	3%
2017	5%	9%	7%	4%	10%	4%
4 year total	7%	10%	6%	4%	7%	3%

Figure 22 Promotion success rate by gender - STEMM, 4 year average



Given the lower application, albeit higher success, rates for women academic staff, women need to be encouraged (by Heads of Discipline, Heads of School and Faculty Deans) to apply for promotion once eligible, particularly those at Assistant Professor grade. This would require notifications/reminders prior to promotion calls and mentoring for eligible staff. However, it must be recognised that the currently **low number of promotions is a key inhibitor to women (and men) applying.**

Gender Action 3.8 Hold annual information event to promote higher application rate by women for promotion to Associate Professor

For unsuccessful applicants, feedback is given to outline the conclusions of the Committee, and every candidate is offered an individual feedback meeting with the Faculty Dean/Vice Provost (as applicable) and HR representatives. A slight majority of applicants avail of these feedback

opportunities (40/78 applicants, and 8/13 applicants to Chair in 2017). As an AS action in some Schools, successfully promoted academics share their applications with prospective applicants.

The University’s first mentoring scheme was launched by WISER in 2009, for women in STEMM. Its success led to mainstreaming and the University now runs 5 mentoring programmes for different constituent groups. 162 staff were mentored between 2015- 2018 (57% female). A further 36 women were mentored as part of their attendance on the AURORA Leadership Programme since 2015.

Gender Action 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).

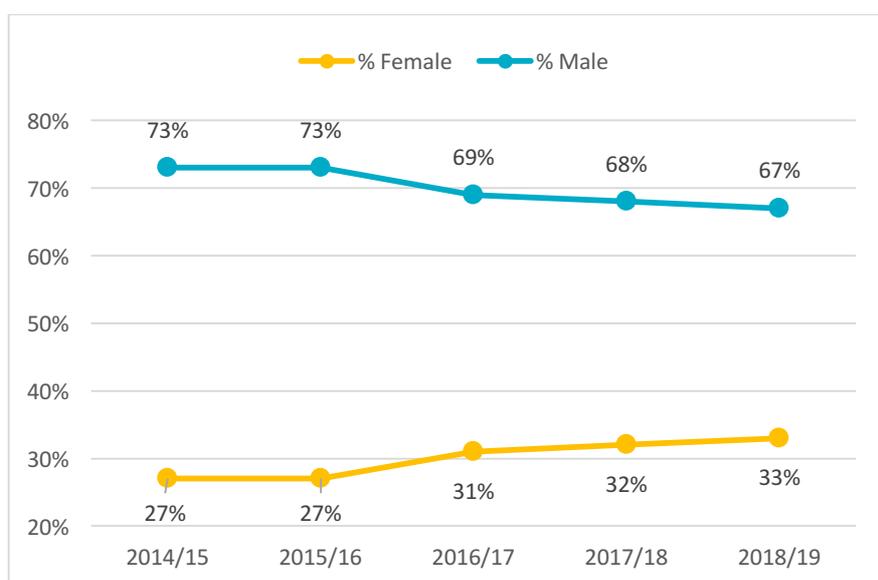
According to the TCGEL Report (2017): *“career advancement remains a thorny issue across the university and at virtually all grades, leading to dissatisfaction with the existing procedures and frustration/anger with the ‘quota’ system.”*

The new promotions policy aims to address some of these concerns, with greater flexibility for applicants to choose which area (e.g. teaching, service) they wish to emphasise, and removes the possibility of research being over-emphasised.

A separate honour, independent from promotion, is election to Fellowship. Academics with 3-years’ service can apply for Fellowship, a prestigious recognition of academic achievement. Through action from **2015 GAP** eligibility was extended to part-time staff.

To address the lower application rate by women staff, information sessions are organised (annually since 2015, as a **2015 GAP** action), by TCGEL and the Standing Committee of Fellows. The proportion of women has increased slowly but steadily since these events were begun. By 2018, women accounted for 86 out of 263 Fellows (33%).

Figure 23 Trend in gender breakdown among Fellows



Gender Action 4.4 Encourage more eligible women to apply for Fellowship, through continued organisation of annual TCGEL/Standing Committee of Fellows (SCF) event

Gender Action 4.5 Address anomaly whereby Ussher Assistant Professors are not eligible to apply for Fellowship until 8 years after their appointment

4.1.5 Selection committees

University policies require that: (a) selection committees must include men and women (minimum of 40% either gender) and reflect the diversity of the University's staff; (b) LEAD (online E&D) training for members is mandatory; and (c) all members must comply with the Equality Policy. HR aim to avoid 'committee overload' of women by ensuring that selection committees are kept to a reasonable size and using external assessors. Committee overload was not flagged as a problem by women academics/researchers in the TCGEL Report (2017).

Gender Action 3.9 Ensure that overall gender balance (no more than 60% of any one gender) is maintained for members of recruitment and selection panels

4.2 Career development

4.2.1 Support given to postdoctoral researchers for academic career progression

In 2015, TR&I and HR launched the Epigeum Professional Skills for Research Leaders programme. This online course helps early-career researchers develop leadership, management and engagement skills. 31 researchers took part in the pilot (18 female).

TCGEL collaborates with a research-student/staff-led committee to deliver monthly seminars for female research students and research staff covering topics such as science communication, media training and mentoring, along with networking opportunities. The events have consistently reached capacity (approx. 50-60 attendees).

Figure 24 Advertising material for 'Women Should be Both Seen and Heard' Seminar Series for researchers

The TCGEL survey indicated that early-career researchers find they have no (or limited) research career paths within the university and few developmental opportunities to enhance their prospects of employment elsewhere. Targeted support and mentoring for postdoctoral researchers was identified as a gap by the SATs, reinforced by survey and Focus Group findings:

“I definitely think if you’re working in research, and you don’t hold an academic post, there’s no framework there for progression” (woman, FHS); “I think that mentorship thing could be really important...” “I could do with a mentor, to know how to move on, where to move on, just to take an interest...” 2 women: FAHSS)

Gender Action 4.6	Establish dedicated career development support office for research staff
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Gender Action 4.7	Extend Academic Mentoring Schemes to Research staff, following training of additional mentors and communication to research staff and PIs
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4.2.2 Training

Staff development training is provided by HR and the Centre for Academic Practice and eLearning (CAPSL) who run regular courses. Exit interviews with outgoing Heads of School identified ‘managing people’ as the most challenging aspect of the role, and the **2015 GAP** contained an action to launch training for Heads of School, to include a component on Unconscious Bias. Accordingly, separate programmes for current Heads of School and aspiring academic leaders commenced in 2015/16. These programmes covered knowledge/skills enhancement that incorporated equality/diversity and unconscious bias components. Additional Unconscious Bias training for Heads of Schools was held by TCGEL in 2017.

“Communicating your Research with Impact”, a media training course for 21 female STEM academics/researchers, was run in April 2015 by Screenhouse, UK. Demand far exceeded places

available, indicating that more such training is sought. The Communications Office runs at least two media training courses annually. In 2017, there were 41 staff participants (23 female).

All staff are strongly encouraged to undertake LEAD Equality and Diversity Training (mandatory for recruitment/selection committees). By August 2018, 607 women and 526 men nationally had completed LEAD. Trinity staff accounted for 54% of respondents to the final evaluation, of 7 Irish universities, showing that Trinity is leading within the sector. Feedback suggests that LEAD (launched in 2012) is now in need of updating.

Gender Action 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 modelled on successful examples from other universities, such as “DiversityNow” by Queen’s University Belfast.

The University runs a Leadership Development Initiative (completed by all members of the Executive Officers Group: 6 women/8 men), in which leadership in gender equality is set as a core competence.

Table 25 Provision of Unconscious Bias Training

Target	Provider	Year
Junior/Senior Promotions Committees	Pearn Kandola	2017
Heads of School & University SAT members	Professor Paul Walton, York University	2017
Executive Officers Group / Chairs of recruitment panels / Chairs of Promotions Committees	Pearn Kandola	2018
Internal training: School/Faculty SATs	Director of Diversity & Inclusion	2018

On behalf of the Athena SWAN Ireland Committee, Trinity College Dublin commissioned an Unconscious Bias **Train the Trainer** programme for the Irish HE sector, delivered by Shire Professional Chartered Psychologists, 15-17th May 2018. The Director of Diversity and Inclusion, Trinity’s internal trainer, commenced a programme of Departmental SATs training in June 2018.

Figure 25 Unconscious Bias Train the Trainer course May 2018



Gender Action 4.9 Run a second Unconscious Bias Awareness 'Train the Trainer' course in 2019, with participants of another gender, from all Irish HEIs

The University has funded leadership training for c. 10 women via the AURORA Leadership Programme, **annually** since 2014. All participants are allocated a trained mentor. Feedback has been very positive, with several attendees commenting that they have taken on new leadership opportunities (representation on Board and Council, Chair/membership of Committees) as a result. Continued participation in AURORA is planned, subject to the results of a planned evaluation of its impact.

Gender Action 4.10 Sponsor women staff on AURORA training programme

4.3 Flexible working and managing career breaks

4.3.1 Cover and support for maternity and adoption leave

The State provides maternity leave of 26 weeks (paid) and an additional 16 weeks (unpaid) as a statutory entitlement. Adoptive parents are entitled to 24 weeks paid leave. The University's maternity leave scheme is open to all staff categories who have completed 26-weeks continuous employment, irrespective of contract type, topped up (from the minimal state entitlement) so that mothers receive their full pay for the duration of paid maternity leave. Central University funding covers all staff to be replaced while on maternity leave.

Arising from the **2015 GAP**, a pilot was introduced in FEMS to facilitate academic staff returning from maternity/adoptive, parental, carer's and long-term sick leaves (of c. 6 months). The Faculty covers the cost of teaching buy-out for one semester, to enable staff to get their research career back on track.

Gender Action 5.1 Evaluate the FEMS post-leave returner's scheme with a view to mainstreaming across all 3 Faculties

The **2015 GAP** identified a gap whereby no on-campus facilities existed for nursing mothers. As a result, University guidelines were formalised in 2016 to ensure supports are available to nursing mothers including: breastfeeding/expressing breaks in excess of the legal minimum requirement; rooms on campus (3 established currently, plus 2 more in immediate planning); facilities in the design specification for major new capital projects; and a support group run by a qualified breastfeeding adviser. University correspondence about maternity leave now includes details of these supports. Trinity hosted a photography exhibition as part of the Milky Way Project in October 2016, which included an exhibit taken in the University's iconic Long Room.

Gender Action 5.2 Progress the development of further facilities for breastfeeding/expression in existing and new campus buildings

Figure 26 Milky Way Project Promotional Image



4.3.2 Maternity return rate

Despite minor fluctuations, uptake of maternity leave has remained reasonably consistent (Table 26). Most instances of maternity leave occur at Research Fellow and Assistant Professor grades, which is consistent with what would be expected, given the age profile of women in these grades. STEMM Schools account for a majority of those taking maternity leave (66-73%), reflecting their share of the overall academic and research staff population (Table 27).

Table 26 Number of Academic & Research Staff taking Maternity Leave, by Grade, 2015-18

University Total			
	2015-16	2016-17	2017-18
Chair Professor	0	0	0
Professor	0	0	0
Associate Professor	3	5	0
Assistant Professor	16	18	13
Research Fellow	14	13	23
Research Assistant	1	2	3
Total	34	38	39

Table 27 Number of Academic & Research Staff taking Maternity Leave, by Grade, 2015-18 (STEMM)

STEMM Schools			
	2015-16	2016-17	2017-18
Chair Professor	0	0	0
Professor	0	0	0
Associate Professor	0	3	0
Assistant Professor	8	10	8
Research Fellow	14	13	15
Research Assistant	1	2	3
Total	23	28	26

Reliable data on return rates from maternity leave were unavailable due to the existing manual staff record systems used for HR purposes. However, anecdotal evidence strongly suggests that among academic women the return rate is virtually 100%. This data deficit needs to be addressed.

Gender Action 5.3 (a) Establish Working Group on Family Leaves & Flexible Working
 (b) Monitor take-up of Maternity, Paternity & Parental Leave, including maternity return rate and retention in post at 6-12 months

4.3.3 Paternity, adoption and parental leave uptake

Fathers are legally entitled to 10 days paid Paternity Leave. Only 3 officially recorded instances of paternity leave were noted, of which two were academic/research staff (one Assistant Professor and one Research Fellow), all in 2016/17 and FEMS staff. Through focus group discussions, it appears that men informally take some time off for the births of their children, accommodated flexibly by Heads of School. Since fathers (2 weeks leave) are legally required to follow the same bureaucratic procedures as mothers (26 weeks) this, in itself, may deter them from availing formally.

Both parents are entitled to unpaid parental leave of up to 18 weeks per child (up to age 8). Uptake is heavily gendered, and for 3 of the 4 academic years depicted, women took 100% of that leave.

Figure 27 Uptake of Parental Leave by Gender, 2015-18 (University Total)

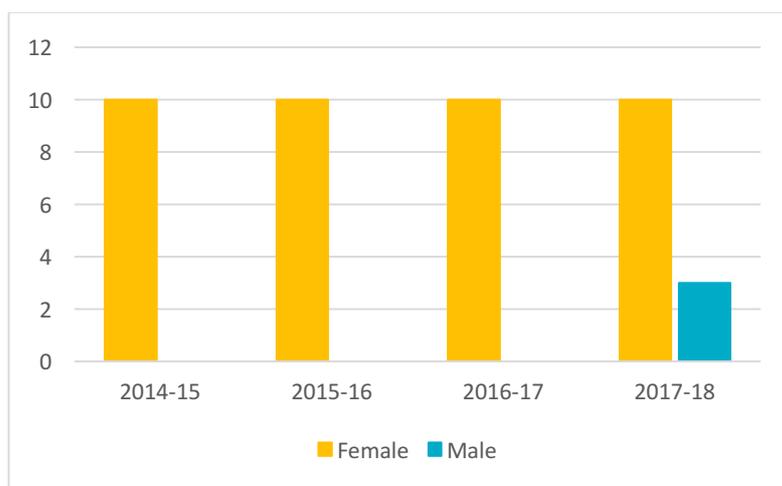
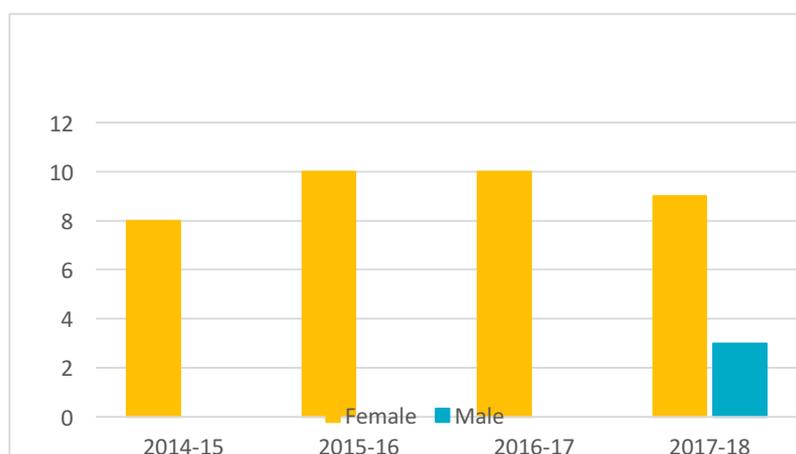


Figure 28 Uptake of Parental Leave by Gender, 2015-18 (STEMM)



A grade breakdown of those availing of parental leave is provided below. Unsurprisingly, the uptake is clustered among the early career grades and absent for Professors and Chair Professors. As with maternity leave, this reflects the age profile of staff in these grades.

Table 28 Number of Academic & Research Staff taking Parental Leave, by Grade and Gender, 2015-18

University Total								
	2014-15		2015-16		2016-17		2017-18	
	Female	Male	Female	Male	Female	Male	Female	Male
Chair Professor	0	0	0	0	0	0	0	0
Professor	0	0	0	0	0	0	0	0
Associate Professor	1	0	1	0	1	0	1	0
Assistant Professor > bar	1	0	3	0	6	0	3	0
Assistant Professor < bar	0	0	0	0	0	0	0	0
Research Fellow	6	0	3	0	1	0	3	3
Research Assistant	2	0	3	0	2	0	3	0

Total	10	0	10	0	10	0	10	3
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Table 29 Number of Academic & Research Staff taking Parental Leave, by Grade and Gender, 2015-18 (STEMM)

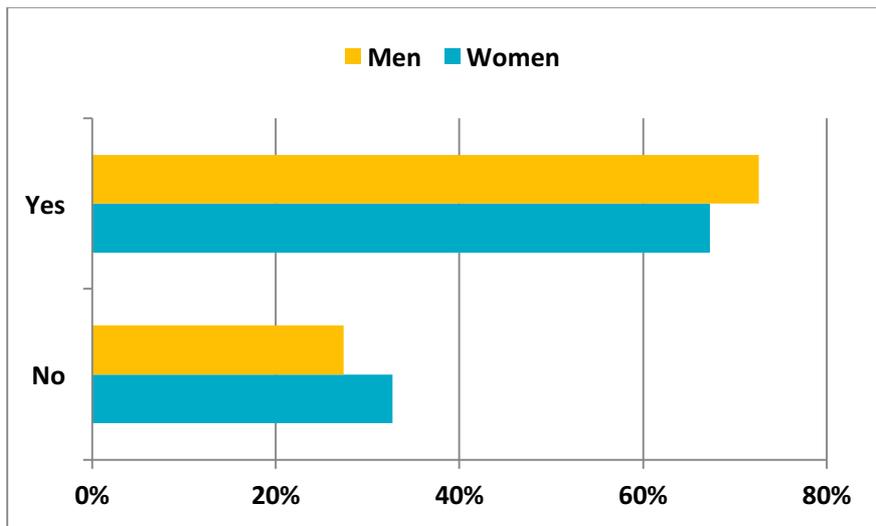
STEMM Schools								
	2014-15		2015-16		2016-17		2017-18	
	Female	Male	Female	Male	Female	Male	Female	Male
Chair Professor	0	0	0	0	0	0	0	0
Professor	0	0	0	0	0	0	0	0
Associate Professor	1	0	1	0	1	0	1	0
Assistant Professor > bar	1	0	3	0	6	0	3	0
Assistant Professor < bar	0	0	0	0	0	0	0	0
Research Fellow	4	0	3	0	1	0	2	3
Research Assistant	2	0	3	0	2	0	3	0
Total	8	0	10	0	10	0	9	3

4.3.4 Flexible working

The University operates formal and informal systems of flexible working. Academic staff do not have prescribed contractual weekly working hours, and the academic contract of employment addresses work location and working hours obligations as follows: *“as are reasonably necessary for the proper performance of your duties and responsibilities”*. In practice, academic survey respondents demonstrated that they need to have flexible arrangements: *“Nature of academic research life in a globalized world”* often outside of office hours, due to deadlines and *“Experimental research is rarely a 9 - 5 job”*. Parents surveyed in 2017, testified: *“I exploit the flexibility of my hours to allow me pick up my kids from school”* and *“personal/family commitments may take me away from the office during working hours, but the flexibility of the job allows me to work evenings/weekends to make up lost time”*.¹⁰

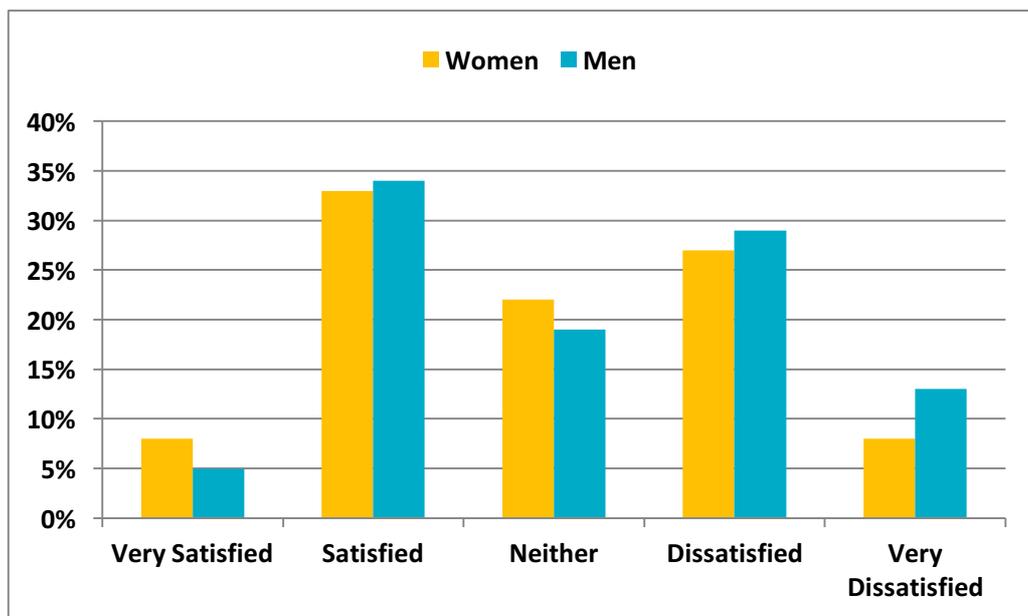
¹⁰ <https://www.tcd.ie/tcgel/assets/pdf/INTEGER%20TCGEL%20Report%202017%20FINAL.pdf>

Figure 29 Percentage of Academic/Research Staff who Regularly Work from Home, by Gender (n = 221)



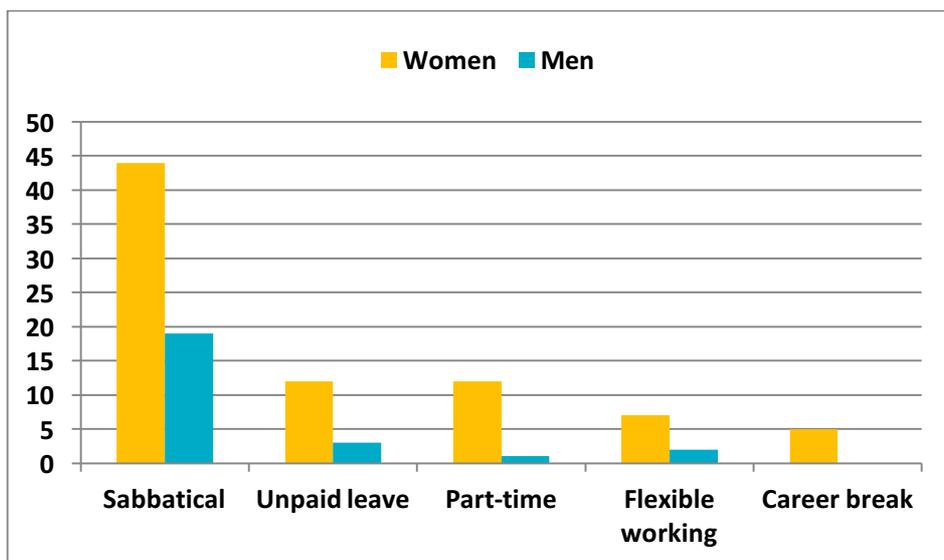
Source: *Mind the Gap Report 2017*

Figure 30 Levels of Satisfaction with Professional/Personal Life Balance by Gender (n = 220)



Source: *Mind the Gap Report 2017*

Figure 31 Number of Academic/Research Respondents who availed of Flexible Working Arrangements, by Gender



Source: *Mind the Gap Report 2017*

The flexitime scheme that exists for some administrative and support staff provides for flexible attendance patterns outside of core hours. For all staff, Trinity also operates a Shorter Working Year scheme and reduced working hours arrangements. Only one academic (male) availed of the former scheme in the last three years.

In the past, a problem arose for staff who moved from full-time to part-time work, in that they lost the right to promotion and to vote in Provost elections, but this has been reversed. By the end of 2018, part-time staff were eligible for Fellowship and Tutorship, a result of the **2015 GAP** action to address this. A dedicated webpage on the HR website was created for flexible working/work-life balance under the “Staff Wellbeing”¹¹ heading. Stronger promotion of the schemes available could increase uptake (Action 5.3).

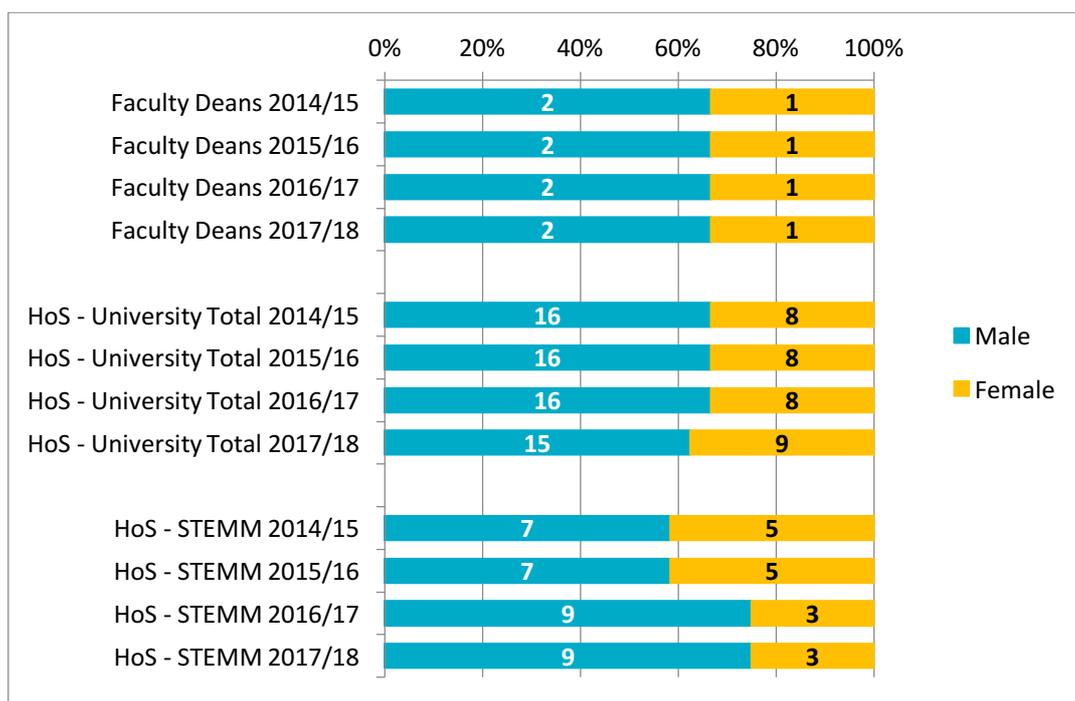
4.4 Organisation and Culture

4.4.1 Proportion of Heads of School/Faculty/Department by gender

Appointment to Deanship and Headship of Schools/Discipline is normally by nomination within each Faculty. Where there is more than one candidate Deans/HoS are elected, in accordance with prescribed University regulations.

¹¹ <https://www.tcd.ie/hr/staff-wellbeing/work-life-balance.php>

Figure 28 Gender Breakdown of Faculty Deans and Heads of School 2014-18



Note: The numbers overlaid on the bars refer to actual headcount numbers

The proportion of women as Heads of School and Faculty Deans is 33%, a figure which has remained constant over the last six years. In STEMM Schools, the proportion of women is lower (25% in STEMM and 13% in FEMS Schools).

Gender Action 6.1 Nominees of all genders sought for elections of Deans and Heads of School

Gender Action 6.2 Appoint an Associate Dean of another gender in each Faculty (3)

4.4.2 Gender balance on the senior management team at institution level

Table 28 Executive Officers by Gender 2018

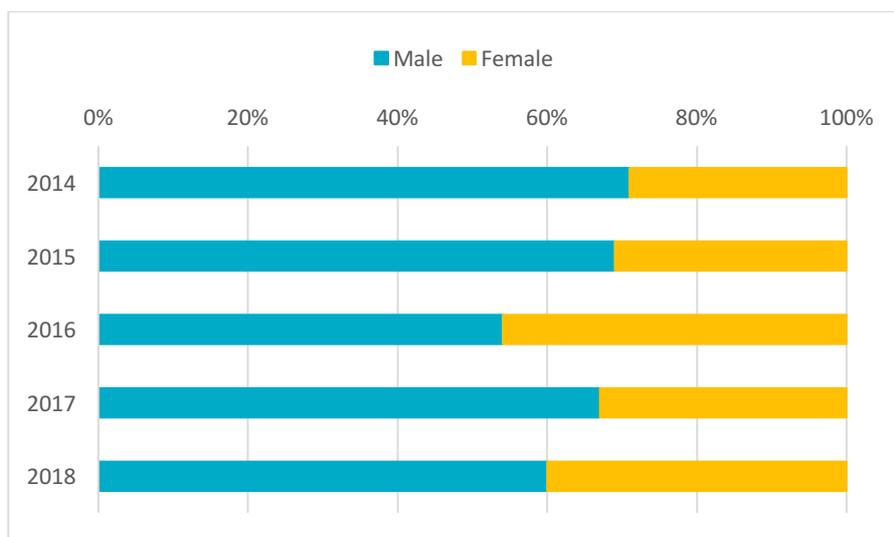
Provost & President	
Vice-Provost & Chief Academic Officer & Deputy President	
Chief Financial Officer	
Chief Operating Officer	

Dean of Arts, Humanities & Social Sciences	
Dean of Engineering, Mathematics and Science	
Dean of Health Sciences	
Dean and Vice-President for Research	
Head of School of Medicine	
Vice President for Global Relations	
Bursar & Director of Strategic Innovation	
Secretary to the College	
Director of Public Affairs and Communications	
Director of Human Resources	
Chief Innovation and Enterprise Officer	

Source: <https://www.tcd.ie/provost/trinity-structure/>

The gender mix of Executive Officers, who are appointed either *ex officio* or by invitation from the Provost, is 9 men and 6 women. There has been a general, though non-linear, trend toward improved gender balance in recent years.

Figure 32 Gender breakdown of Executive Officers' Group, 2014-18



Source: Annual Equality Monitoring Report, 2017-18

4.4.3 Representation of men and women on Committees

Table 30 Representation on Committees and University Board/Council 2018

	No. F	% Female	No. M	% Male	Total
Board	13	48%	14	52%	27
Council	17	52%	16	48%	33
Principal Committees of Board					
Audit	2	33%	4	67%	6
Estates Policy	7	44%	9	56%	16
Finance	3	27%	8	73%	11
HR	11	79%	3	21%	14
Library & Information Policy	8	50%	8	50%	16
Academic Committees of Council					
Undergraduate Studies	16	47%	18	53%	34
Graduate Studies	15	34%	29	66%	44
International Committee	7	44%	9	56%	16
Research	18	53%	16	47%	34
Student Life	9	39%	14	61%	23
Compliance Committees					
Coiste na Gaeilge	6	40%	9	60%	15
Equality	9	60%	6	40%	15
Quality	11	55%	9	45%	20
Safety	7	37%	12	63%	19

Most key committees have achieved the target of a minimum of 40% of either gender. It is important to note that Board, which is the ultimate authority of the University and responsible for governance, is almost perfectly gender balanced, comprising 13 women and 14 men.

Gender Action 6.3	Provide training in Unconscious Bias for Chairs of University Committees
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Gender Action 6.4	Appointees to College Committees will undertake the online LEAD (or replacement, when updated) training
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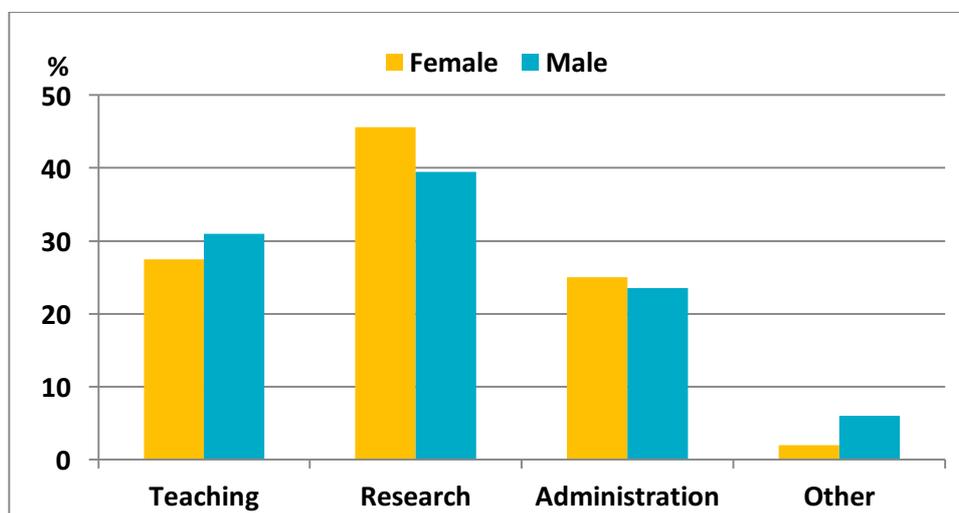
4.4.4 Workload model

All Schools must have a Workload Model that conforms to certain core principles (reviewed in 2018), though the detail may be tailored by Faculty. Academic workloads consist of 3 elements: teaching and learning, research, and contribution/scholarly activity. It is the responsibility of the Head of School to make allocations of workload units on an objective basis.

Recognising that even within grades there are differences in the portfolio of activities in which staff are engaged, the model permits Schools to allow workload to be compensated between activities.

Pastoral, administrative and outreach responsibilities are incorporated within the model under the contribution/scholarly activity category, and these are evaluated within promotion criteria under the Service headings. Among surveyed staff there was no significant gender difference in time spent on the main work categories.

Figure 33 Percentage Time Allocation to Academic Activities, by Gender (n = 220)



Source: *Mind the Gap Report 2017*

Workload allocation emerged as a source of dissatisfaction, often seen as unfair and inequitable. Acknowledging the external pressures on the University, survey respondents share the view expressed as: “collectively trying to keep the ship afloat with far too few staff”. The survey showed that all staff would like to allocate more time to research and less to other tasks, particularly administration. Respondents felt that, to get promoted, they need to spend less time on administration and more on research. The qualitative results indicated that female academics felt that the burden of administration, bureaucratic systems and excessive workloads impeded them from achieving the rank/grade that colleagues in other institutions had achieved.

Gender Action 6.5 Review existing models and formulate/implement flexible Workload Model across College to include fairness and transparency

Gender Action 6.6 Ensure that new Workload Model includes work on Athena SWAN SAT

4.4.5 Timing of institution meetings and social gatherings

Trinity operates core hours of business for University offices of 9.00-5.30 pm Monday to Thursday (5pm on Fridays). Individual attendance can be managed through locally-agreed flexible working arrangements. There is no comparable system for academic attendance, other than standard contractual arrangements, but a great deal of informal flexibility is employed. To allow flexibility for those with caring responsibilities, a Meeting Hours Policy (10.00-16.00) was approved by Board in November 2018, resulting from a **2015 GAP** action. Meetings of College Board/Council and Committees already fall within these hours.

Gender Action 6.7 Implement 'meeting hours' policy across all three faculties, and monitor same

While it has not been possible to restrict lecture times in the same way due to timetabling demands, individual Schools accommodate individual staff needs and outside responsibilities where possible. Social activities are predominately organized on a Faculty or School basis, and include regular coffee mornings, lunchtime social run/walk groups, etc.

Gender Action 6.8 Faculty programme of social events to be held during family-friendly hours

4.4.6 Visibility of women as role models

There has been strong commitment to gender balance in the Provost's appointments to University Officership (see University Officer/Senior Executive Tables) and in seeking nominations to Pro Chancellors, Fellows, and Honorary degrees. TCGEL runs a series of public lectures and seminars with notable female guest speakers.

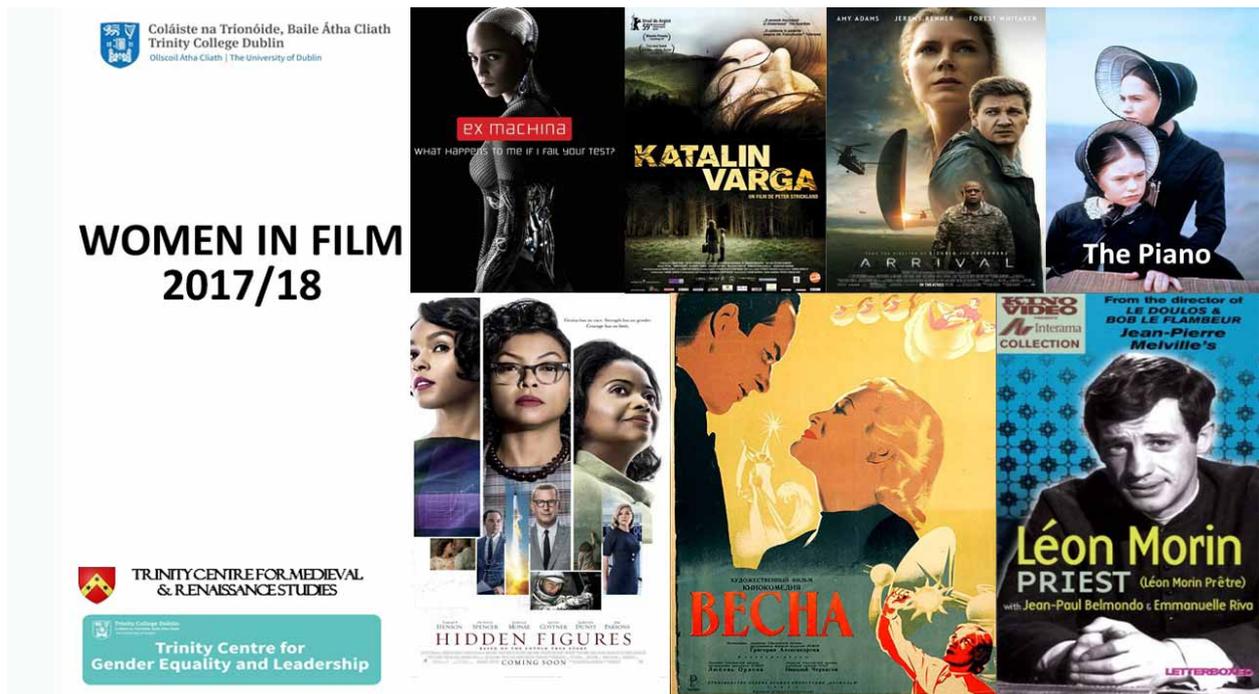
Figure 34 Selected TCGEL Public Lecture Series Events



(Clockwise from top left: audience at Dr Catherine Vidal Lecture 2017; Dame Professor Ann Dowling delivers public lecture, 2016; Provost and speakers at Dame Professor Ann Dowling's lecture; Dr Catherine Vidal delivers public lecture, 2017)

TCGEL, in collaboration with the Department of French, holds a weekly 'Women in Film' series since October 2014 (Figure 35).

Figure 35 Women and Film Lecture Series 2017/18



For International Women's Day 2016 TCGEL produced a video to capture and celebrate the voices of women who had been appointed to the academic staff of the University in the 1960s onwards entitled 'All Changed, changed utterly...'¹².

¹² <https://www.youtube.com/watch?v=S8MXCFi0S0w>

Figure 36 Screenshots from 'All Changed, Changed Utterly...' film



International Women's Week is a week-long festival of events held annually around International Women's Day¹³.

Figure 37 Launch of International Women's Week 2016



¹³ <http://www.tcd.ie/equality/projects/international-womens-week/schedule/>

The Strategic Plan contains an extremely well balanced visual representation of female and male students, reflecting diversity in terms of gender and ethnicity. Similarly, the Provost's Annual Review¹⁴ features equal ratios of Research Case Studies (6 women and 6 men) and New Professor interviews (2 men and 2 women).

The University portrait collection has historically consisted almost exclusively of former male Provosts and Fellows. To counter this, the current Provost called for portraits of eligible women to be hung in the Board Room. During 2015-2018, 70% of active portrait commissions were of female academics (whereas in the 1990s just 3 portraits of women were commissioned). Women have been 54% of sitters (6 of 11) over the past decade. Existing portraits of women have been moved to more prominent display locations. To mark the end of Dr. Mary Robinson's term as Chancellor of the University in 2019, a portrait has been commissioned to hang in the Dining Hall.

Gender Action 6.9 Develop protocol to seek gender balance among invited speakers for public lectures across the University

4.4.7 Childcare

The Day Nursery, established in 1969, caters for children of students and staff. There are only 52 full-time places which do not meet the current and growing demand.

Gender Action 6.10 Assess the level of unmet demand for Day Nursery places and develop a viable case for expansion of capacity in response.

Through Trinity Sport, the University now provides a range of children's activities on campus¹⁵, including summer, mid-term and Easter Camps; sports lessons; birthday parties; school tours and family swimming sessions.

4.4.8 Culture

In August 2018, TCGEL hosted the international **Gender Equality in Higher Education** biennial conference, attended by 360 participants from 4 continents.¹⁶

¹⁴ <http://www.tcd.ie/provost/review/2018/annualreview.pdf>

¹⁵ <https://www.tcd.ie/Sport/children/info/>

¹⁶ <https://www.tcd.ie/tcgel/news/index.php>

Figure 38 GEHE 2018 Conference Reception in the Long Room Hub (with University Chancellor and Provost)



The University supports grassroots equality, diversity and inclusion initiatives by staff and students with small grants from the Equality Fund¹⁷ which allocates €10,000 annually on a competitive basis. Some examples include:

- Series on *Women Scholars at Risk* (2015/16)
- *Trinity Returners Event* – interactive seminar and workshop (2015/16)
- *Women who Wow* – outreach and mentoring support for female student entrepreneurs (2016/17)
- *Hysteria: Women in Comedy* workshops for aspiring female (student) stand-ups (2016/17)
- *Trinity Women's Review* (2017/18).

¹⁷ <http://www.tcd.ie/equality/projects/equality-fund/>

Figure 39 Trinity Returners' Event 2016



Figure 40 Hysteria: Women in Comedy 2017



Figure 41 Editorial team at launch of Trinity Women's Review 2018



Figure 42 Women who Wow Workshop 2016/17



The Equality Champions Awards for Clubs and Societies were established in 2016, in response to the importance of club and society activity for students' inclusion in university life. The Awards are held annually and the 2018 winners included: a **Women in Leadership Conference** by the Student Managed Fund; and outreach to female asylum seekers by the Gender Equality Society.

Figure 43 Equality Champions 2018



Commencing in 2016, the Students' Union has organised sexual consent workshops for new undergraduates using a format whereby a trained staff member and student co-facilitate. 636 students attended four workshops in 2017, c. 91% of the eligible target group.

4.4.9 Outreach activities

The Trinity Walton Club (TWC) plays a leading national role in nurturing youth (12-18 years) interest in STEM. Over 1,200 teenagers have taken part in the first 4 years, and 48% have been female. The educator cohort is gender balanced, promoting visibility of females in STEM and creating a network of role models for the next generation.

Figure 44 Trinity Walton Club Event



Another Trinity initiative, Bridge21, runs educational workshops for transition-year students (aged c. 16 years). Workshops cover topics from digital media to language learning and from physics and biology to computer science. In 2017/18, over 800 students took part in these programmes (61% female). A sub-programme, CodePlus, seeks to address gender imbalances in computer science, offering week-long coding workshops for girls and school talks from female computer engineers and professionals. By end 2018, c. 1,000 girls will have attended workshops and an additional 1,000 will have had a talk from a female volunteer speaker.

Figure 45 Bridge21 Activities



4.4.10 HR policies

The Equality Officer and Equality Committee oversee equality matters relating to the nine grounds for discrimination under national legislation; and monitor implementation of relevant policies, as well as reporting annually to Board.

The University Strategic Plan¹⁸ provides specifically for the promotion of the Equality, Dignity and Respect, and, Gender Identity and Gender Expression policies. The Gender Identity and Gender Expression Policy was formally launched in 2015 and received a Special Recognition Award from GLEN (Gay and Lesbian Equality Network).

In 2016, HR undertook a review of their policies, and the Director of D&I participated in the review where policies had a potential EDI dimension. Common issues identified and addressed as part of this review related to specific policy provisions and/or the language (e.g. gender-neutral) of the policy.

Gender Action 6.11 Conduct Equality Audit & Review of existing and newly-developed HR policies

Gender Action 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

Word count: 4472 words

¹⁸ <https://www.tcd.ie/strategy/>

5 Any other comments

Engaging with Athena SWAN has ensured that the gains from INTEGER (FP7) have become an embedded and sustainable reality within the University. This has been extended since 2016 when TCGEL became coordinators of the €2.2million Horizon 2020 project, **SAGE: Systemic Action for Gender Equality**, which is implementing and testing interventions to advance gender equality in seven universities across Europe.

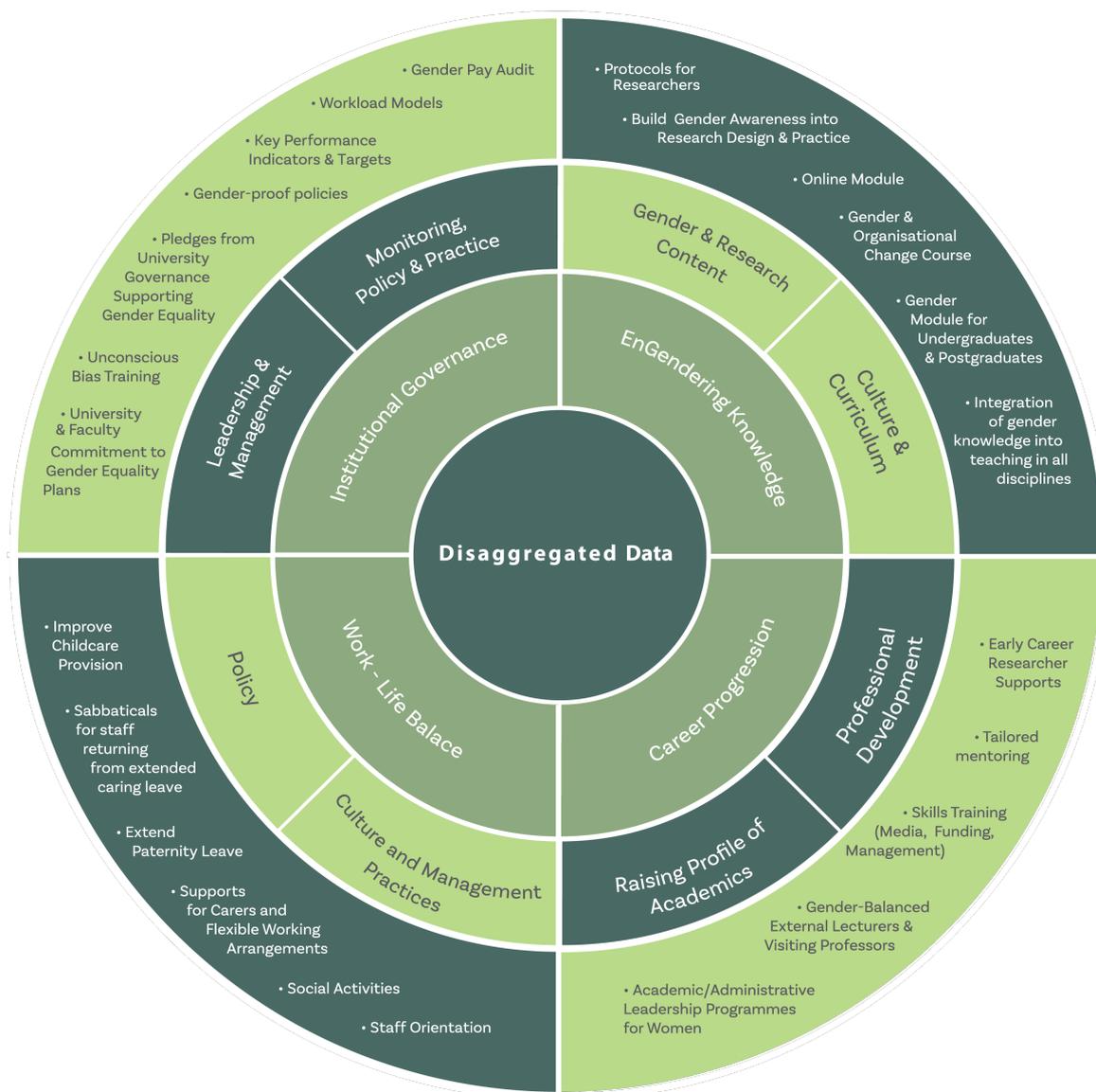
Figure 46 SAGE Partnership Meetings



SAGE has provided an invaluable opportunity to disseminate the benefits and importance of institutional engagement with gender equality, and to spread the impact of our experience in Trinity more widely, to a cross-European audience. A SAGE Charter of Principles for Gender Equality¹⁹ has been drafted by the consortium and will be launched in 2019, for dissemination and endorsement by HEIs across Europe.

¹⁹ <https://www.tcd.ie/tcgel/assets/pdf/sage-charter.pdf>

Figure 47 SAGE Wheel Model for Gender Equality



In this application, we have demonstrated our commitment to institutional change based on self-assessment, and to collaboration with partners including the Athena SWAN Ireland National Committee, LERU, SAGE participants and the European Conference on Gender Equality in Higher Education. We are also engaging rigorously with national initiatives by the HEA and Gender Equality Taskforce for Higher Education. At the launch of the Taskforce report²⁰ on 12 November 2018, the Minister for Higher Education highlighted Trinity as the leader among Irish universities for achieving

²⁰ <http://hea.ie/assets/uploads/2018/11/Gender-Equality-Taskforce-Action-Plan-2018-2020.pdf>

the fastest growth in female representation at Chair Professor level since 2015. This shows the university's commitment to real change as a matter of urgency. We look forward to continuing to drive gender equality forward, both internally and in partnership with sectoral, national and international colleagues.

Gender Action 6.1	Hold annual event(s) with partner Irish/UK institutions to promote Athena SWAN
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Word count: 252 (Total word count: 7,289)

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

Ref	Planned Action	Rationale	Action and/or achievements to date	Person Responsible	Timeframe	Success Measure
					(Start/end date)	
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

Ref	Planned Action	Rationale	Action and/or achievements to date	Person Responsible	Timeframe	Success Measure
					(Start/end date)	
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

Ref	Planned Action	Rationale	Action and/or achievements to date	Person Responsible	Timeframe	Success Measure
					(Start/end date)	
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

Ref	Planned Action	Rationale	Action and/or achievements to date	Person Responsible	Timeframe	Success Measure
					(Start/end date)	
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.

Ref	Planned Action	Rationale	Action and/or achievements to date	Person Responsible	Timeframe	Success Measure
					(Start/end date)	
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.

Ref	Planned Action	Rationale	Action and/or achievements to date	Person Responsible	Timeframe	Success Measure
					(Start/end date)	
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.

Ref	Planned Action	Rationale	Action and/or achievements to date	Person Responsible	Timeframe	Success Measure
					(Start/end date)	
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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					(Start/end date)	
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

Ref	Planned Action	Rationale	Action and/or achievements to date	Person Responsible	Timeframe	Success Measure
					(Start/end date)	
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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					(Start/end date)	
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.