

**Mind the Gap! Gender (In)Equality
in
Trinity College Dublin**



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Trinity Centre for Gender Equality and Leadership

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Executive Summary

There is striking improvement in the level of engagement of women, alongside men, in university governance and senior decision-making, with ratios close to 50:50 on Board and Council. There is also evidence of numerical improvements in female representation in higher grades, most notably at Professor (formerly Associate Professor) level, as disproportionately more men in professorial posts come to retirement age. Women now constitute 32 per cent of Junior Fellows and account for c. one-fifth of Chaired Professors. Hence a shift towards gender parity is discernible, though representation of women remains lower as Heads of School/Discipline and on Faculty Boards and other key College Committees.

As in the INTEGER 2012 survey, 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. Women are at least as ambitious as their male counterparts and more disaffected about not meeting their career aspirations. Many respondents, male and female, cited lack of transparency in how Junior/Senior Promotions are conducted and distrust with the declared criteria for scoring used by those committees. Despite claims that research (funding, publications/citations/H Index) is not the sole factor in determining promotion outcomes, many respondents feel aggrieved that their contributions to teaching, pastoral care, administration and discipline/society are not adequately take into account. The current system is viewed as 'punitive', 'humiliating' and unrelated to merit. These findings reinforce those noted in the 2012 INTEGER Survey and suggest that – not only has there been no improvement - the race for promotion is even more highly competitive:

“While I understand budget cuts are a real issue at TCD and across Ireland, lack of promotion opportunities is triggering low morale across the board and depressed researchers will not produce good research. If Trinity wants to remain one of the best universities in the world, it needs to find new ways to value its workforce.”

Allied to this is the perceived lack of recognition by the university through any non-monetary rewards.

The second most significant factor contributing to dissatisfaction among staff relates to workload allocation – often seen by respondents as unfair and inequitable. Acknowledging the external pressures on the university, respondents share the view that they are “*collectively trying to keep the ship afloat with far too few staff*”, thereby contributing to a general sense of malaise and low personal morale among academic staff. Aware that their research is critical to promotion, they feel hampered by excessive administrative overload contributing to their long working hours. This burden is exacerbated by the introduction of SITS and FIS (I-Expenses and I-Procurement). Staff in many Schools find themselves at the receiving end of demands/deadlines by the very administrative areas that are not taking responsibility for those systems.

Not surprisingly, work-life balance among staff is more aspirational than real and staff testify to high levels of commitment to students, research projects but also to the administrative tasks that encroach on their time. Hence, the workload travels home and abroad with a rising expectation of being accessible 24/7:

“I don't believe that the structures that apply in Trinity allow for children and a successful scientific academic career. It is understandable that you will have to work odd hours at times but this is not appreciated and time in lieu is negatively viewed. A scientific academic position is not compatible with a balanced home life”.

“Trinity is an amazing place to work but the pressures that some staff are under and the lack of any transparency about how posts are created makes early-stage career very tough”.

Respondents were critical of the lack of flexibility and options for reduced working time and sabbatical leave – the latter seen as available (or not) at the whim of their Head of School:

“I believe that working mothers will only achieve true equality at work when fathers are afforded the same flexibility and it becomes the NORM for them to use it. Until then, women will always be seen as less serious and committed in their roles”.

A further source of dissatisfaction voiced by research staff was that they are excluded from developing/taking over a teaching load/academic course by their Principal Investigator or Head of School. Some Schools are more amenable to engaging Post Docs (or even postgraduate students) in teaching courses. Early career researchers find that they have no (or a limited) research career paths within the university and very few developmental opportunities to enhance their prospects of employment elsewhere. The recommendation in the INTEGER Survey Reports 2012 for the establishment of a Post Doc Centre has been ignored.

Some respondents refer to reaching retirement and seem happy to exit. However, it was argued that, on gender grounds:

“the age limit to work, while [it] applies to both genders, particularly disadvantages women who are now approaching retirement, because they are more likely to have been affected by the limitations caused by the strictures or choices accompanying motherhood - withdrawal temporarily from workforce, late joining of workforce, or part-time working. Or who by virtue of being female had their careers stunted in some way, but are now enjoying a late improvement in the environment. The forced retirement at 65 comes far too early, before many reasonable aspirations can therefore be fulfilled. This is one of the most glaring and outrageous aspects of inequality, but extraordinarily it is studiously ignored.”

In general, as in the 2012 survey, female and male respondents hold similar views on the culture prevailing within their Schools. However, women are more likely to disagree that the culture is non-sexist and/or respectful. Allied to this was the diversity of open-ended comments, from women and men, describing the management style prevailing in their Schools. A regrettable number of staff referred to the lack of transparency and engagement of Heads of School in reaching consensus decision-making. While there were cited examples of participative and congenial management styles, many staff voiced high levels of concern with the way Schools were managed – across all Faculties.

The report concludes with a list of 18 recommendations for actions to address the issues identified in the analysis of the survey.

Summary of 2015 Survey Findings

The survey of academic and research staff conducted in March 2015 demonstrates strong similarities between the situation of men and women, along with some critical differences. Overall, the collection of both quantitative and qualitative data allowed for the identification of areas of satisfaction and also dissatisfaction, leading to constructive proposals for actions that might address problems identified. The first of the key differences identified relates to demographic profiles and grades of male and female respondents. Male staff are over-represented among staff aged 40 years and over and they are more likely to hold a higher academic grade. Women are over-represented among respondents who hold contract (non-permanent) posts.

The survey shows that women and men work long hours, well in excess of 40 hours in an average week. The majority of respondents work additional hours at weekends/evenings, citing the following reasons: excessive workloads - it being necessary to get the work done; to access equipment; to meet specific grant application deadlines/lectures; due to the nature of the research (e.g. experimental) process which cannot fit into a 9-5 schedule; to compensate for flexible working e.g. to drop/pick up children from school; and for career advancement.

Respondents devote the greatest proportion of their working time to research (44%), followed by teaching (contact hours and excluding preparation time) (28%), administration (25%) and other activities. Men and women want to allocate more time (over 50%) to research (writing proposals, supervision, conferences, publications) and to spend less time on administration (12%). They also agree that, in terms of promotion, they need to reduce their administrative burdens and reallocate this time to research. Excessive administration was attributed to: poor administrative support, excessive workloads; uneven teaching loads; contract restrictions; and the burden of additional roles e.g. as Director of Teaching/Research.

Small differences emerged in the levels of engagement by male and female staff in research activities, including publishing in peer-review journals and supervision of Master's students. Men tend to be slightly more active than women in applying for research funding and supervising Doctoral students. However these gender differences may be attributable to the gendered discipline mix whereby male academics are over represented in disciplines which require/attract: higher levels of funding support (national and international), hence funded postgraduates/postdocs, leading to higher levels of joint publications in multi-authored journals/online conference proceedings. In contrast, women are over-represented in disciplines that do not require/attract high levels of research funding support, postgraduates/postdocs and publication is more commonly in single authored books, book chapters, monographs and journal publications.

There are very few differences between women and men in terms of the factors that attracted them into an academic career - with research interest ranked as most important. Women ranked intellectual challenge and autonomy as the next most important influencing factors. Men ranked 'other' factors, then intellectual challenge, followed by salary. Women ranked flexible working higher than men. Overall the key factors influencing the choice of an academic career were: research interest, followed by the intellectual challenge and other factors such as love of teaching, commitments to students and contribution to society.

Only a minority of survey respondents (25% of women and 34% of men) believed that they have achieved their career ambitions, in terms of grade attainment, though significantly more men than women responded positively. When asked what had contributed to non-achievement, respondents pointed to early stage of their careers/lack of permanent posts; insufficient time for research needed for promotion due to administrative tasks; family commitments; the Employment Control Framework¹ constraints; and bias/lack of transparency.

Similar levels of interest were expressed by women and men in being a Head of School. However, proportionately more women than men aspire to holding posts of College Officer and Faculty Dean. More male respondents had already held the role of College Officer and fewer women had experience of being in senior management positions. Substantially more men (73%) had served on College Committees than women (58%) and fewer women had served on Departmental Management Boards, Faculty Boards, Research and Graduate Studies Committees. Respondents expressed a wide spectrum of views on whether Committee involvement had enhanced their careers, ranging from 'no impact' to: gained understanding of how College works and decisions/policies are made; access to contacts/networks; contribution to College (for promotion); opportunity for socialising outside their School.

A minority of respondents had applied for promotion with more men (48%) than women (39%) having applied. When asked what would *encourage* them to apply they responded: feeling that they would succeed; transparent and fair promotion criteria; enhanced salary; removal of the quota/promotion on merit; encouragement from Heads of School/Discipline and colleagues/peers; and a less time consuming process/form to complete. Asked about what would discourage respondents from applying for promotion prompted reference to similar issues: the lengthy process of form filling; past experience of failure and high probability/fear of rejection; lack of promotions available; lack transparency as to the actual promotion criteria; lack of support from colleagues/Head of School/Discipline; the perception that the promotion process is biased/unfair/requires patronage; and gender bias.

While the majority of both genders had not applied for Fellowship, significantly more men than women had applied and succeeded in becoming Fellows. When asked what had discouraged them from applying for Fellowship the following reasons were cited: not eligible (often due to contract restrictions); felt they would not be successful; too early in career; emphasis on research and publication; no support from colleagues and never heard of it/don't know the criteria i.e. thought a staff member had to be nominated rather than apply.

In terms of their career progression in College, respondents mentioned the following positive factors as contributing to their personal success: resilience/determination and hard work; mentoring/advice from senior colleagues; support from colleagues/collegiality; research focus and success in securing funding; availability of leave; and a positive work environment.

Work-Life Balance was defined in very diverse terms by women and men, ranging from being able to take time off for weekends/holidays; time to spend on other activities; access to flexible working; being able to spend time with their children; and not 'living to work'. While levels of satisfaction

¹ The Irish Government's Employment Control Framework for the Higher Education Sector 2011-2014 reduced the number of exchequer funded non research staff by 12%. It imposed further restrictions on the grade distribution between senior and junior grades.

with work-life balance are similar for men and women, marginally more men than women are dissatisfied or very dissatisfied with their personal work-life balance. Suggestions for improved work-life balance that emerged were: fewer administrative tasks by academics (e.g. SITS and FIS²) accompanied by better administrative supports; affordable childcare available in college; a fairer work load model/ distribution/acknowledgement by college of academic workload; more academic staff to replace retiring staff; meetings/lectures scheduled during core work hours (not after 5 pm); flexibility to work from home; part-time working, research/sabbatical leave and early retirement; permanency/job stability for contract academic/research staff; and teaching assistance.

The survey established that it is women, rather than men, who opt for flexible working arrangements, most notably through taking sabbaticals; working part-time; and taking unpaid leave. While 54 women had taken maternity leave, only 4 men had availed of paternity leave. When asked if they had experienced any difficulties in returning to work in College after such family related leave, more women (28) compared to men (6) had experienced difficulties. For six women, these difficulties related to teaching – no cover or doubling up before taking leave. In the worst cases, mothers returned to an increased teaching load and/or were allocated new courses. Three women found that they had been removed from projects or their research group; 3 were faced with space/resource problems, one having lost her desk for 3 months upon returning. Two women had to attend a job interview for a permanent post whilst on leave, which they found very stressful. Others emphasised feeling isolated/forgotten/overlooked or that it was difficult to catch up, particularly on their research, after 3 or more months on leave. Mothers felt that there were no proper supports in place, including childcare, to help get them back up to speed.

When asked about the prevailing working conditions/environment in their School or Department, the results indicate a strong degree of shared agreement between men and women about what they saw as positive and negative aspects of their working environment. For example, men and women respondents agreed with the statements that: they could put forward their opinions; there are many unwritten rules; and that their contribution to the School is valued. Some respondents, male and female, also agreed that they: felt unable to express their career choice preferences; were under scrutiny; did not 'fit in'; are reluctant to bring up issues. Staff also assented to the statements that: there are few opportunities to participate on committees and at meetings to discuss projects; they are not encouraged to apply for promotion; and they have limited access to role models.

Similar patterns of responses were noted concerning the prevailing culture in male respondents' Schools. There were only two criteria in which there were statistically significant differences between men's and women's responses in relation to: non-sexist and respectful – in both cases men agreed more strongly than women that these criteria applied in their Schools. Male respondents were in strongest disagreement with the following criteria: transparent followed by collaborative.

Elaborating on aspects of the management styles and practices prevailing in their Schools the open-ended responses captured a diverse range of positive and negative styles and practices that were present in all three Faculties.

The report sets out detailed actions in the form of 18 recommendations that arise from, or are reinforced by, the findings of the INTEGER 2015 survey.

² Student Information System (SITS) and Financial Information System (FIS)

Chapter 1 Introduction

Increasing the participation of women in research and innovation is vital for Ireland to be able to compete internationally. Research shows that in the global marketplace, Trinity College and Higher Education Institutions (HEIs) generally need to attract, retain, progress and provide the conditions for fullest development of: undergraduates, postgraduates, research, academic and support staff. Trinity College, University of Limerick and University College Cork are the only Irish universities to achieve institutional Athena SWAN awards in 2015³ and 2016⁴. These three universities had already embarked upon transformational change through gender action plans, supported by FP7 funding: INstitutional Transformation for Effecting Gender Equality in Research (INTEGER) in TCD and Female Empowerment in Science & Technology Academia (FESTA) in University of Limerick (UL) and Transforming Organisational Culture for Gender Equality in Research and Innovation (GENOVATE) in University College Cork.

Following the end of INTEGER in June 2015, the next phase for Trinity College involves a broadening of scope, in order to develop and advance University-wide objectives to improve gender equality. Globally, gender equality and excellence in higher education, are not confined to Science, Technology, Engineering, Mathematics and Medicine (STEMM) disciplines, as exemplified by the UK-based Gender Equality Charter⁵ that now extends to Arts, Humanities and Social Science disciplines alongside STEMM. While the primary focus will continue to be gender equality throughout the academic and research pipeline, the new Charter seeks to pursue this through the delivery of a culture and working environment which exemplifies good practice and promotes equality throughout the university. This necessitates a holistic response from Trinity College, addressing the organisation in its entirety.

The newly founded *Trinity Centre for Gender Equality and Leadership* (TCGEL) to replace WISER⁶, will support the University in delivering its key strategic objectives regarding gender equality in research, as set out in the Strategic Plan 2014-19⁷:

“Commitments to equality and diversity are values on which Trinity’s excellence relies. To this end we are committed to creating an inclusive, diverse and pluralist college community and a positive environment in which all can participate, and all are recognized fully for their contributions....

- *advancing a structural change process to incorporate gender-balanced representation at all stages and levels, thereby enhancing the quality of Trinity’s institutional decision-making*
- *acting as a national leader to promote the introduction of the Athena SWAN Charter to Ireland and pursuing institutional and school-level Athena SWAN Awards, thereby providing a proven framework through which our position on gender equality can be measured and improved.”*

This chapter provides the background context for the two surveys conducted for the FP7 INTEGER Project⁸ in 2012 and 2015. It sets out a summary of EU/national policy, followed by statistical data

³ <https://www.timeshighereducation.com/news/athena-swan-reaches-ireland>

⁴ <https://www.ucc.ie/en/about/uccnews/fullstory-666945-en.html>

⁵ <http://www.ecu.ac.uk/equality-charters/charter-marks-explained/athena-swan-and-gender-charter-mark/>

⁶ Centre for Women in Science and Engineering Research <https://www.tcd.ie/wiser/>

⁷ Trinity College, University of Dublin, *Strategic Plan 2014-19*, p72-73. <https://www.tcd.ie/strategy>

on gender equality in the tertiary sector. A summary of gender ratios in College is given in Chapter 2. The results of WiSER's 2015 Survey are presented in Chapters 3 to 7, alongside comparisons with results from the 2012 survey, as appropriate. Chapter 3 provides a demographic and employment profile of respondents. In Chapter 4, respondents' career milestones and achievements are covered. Chapter 5 concentrates on work/life balance while Chapter 6 sets out the perceptions of prevailing cultures across Schools. Perceptions of management styles and behaviours are presented in Chapter 7. The report's recommended gender equality plans, arising from the 2015 survey, are set out in Chapter 8.

EU Policy Context for Gender Equality

Equality between women and men is one of the European Union's founding values dating back to 1957 when the principle of equal pay for equal work became part of the Treaty of Rome. In accordance with the Treaty, the European Commission's *Strategic Engagement for Gender Equality 2016-19*⁹ was published in December 2015, and is a follow-up and extension of the Commission's *Strategy for Equality between Women and Men 2010-2015*¹⁰ that set out the framework for the Commission's future work towards improving gender equality. The EC's Strategic engagement also supports the implementation of the gender equality dimension in the Europe 2020 Strategy. Progress is reported annually and presented in a *Gender Equality Report*¹¹.

Whilst global feminisation of the third level student population is a striking feature of the last 30 years, women are not progressing in their academic and research careers at the same rate as men. Indeed, at leadership level, women account for only one-fifth of grade A professors (21%) and heads of institutions (20%) in the higher education sector across the EU. The EC's *SHE Figures 2015*¹² highlight the need for action to identify good practices to attract and promote more women in research and innovation.

The EC's *She Figures 2015* also note that a range of gender differences and inequalities persist in Research and Innovation. Women were once under-represented at doctoral level but by 2012 they comprised 47 per cent of PhD graduates in the EU (28). However, women accounted for just 28 per cent of PhD graduates in engineering, manufacturing and construction, and only 21 per cent of those graduating from computing, in that year. Amongst researchers specifically, the representation of women and men also remains uneven. In 2011, women accounted for only 33 per cent of researchers (EU-28) the same level as in 2009, indicating the continuing existence of a 'leaky pipeline'.

In response to these gender issues, the European Research Area (ERA) Survey¹³ outlined actions that research organisations can take, such as recruitment and promotion measures, targets to ensure

⁸ <http://www.integer-tools-for-action.eu/en>

⁹ European Commission (2016) Strategic Engagement for Gender Equality 2016-2019, EC, Brussels, http://ec.europa.eu/justice/genderequality/document/files/strategic_engagement_en.pdf

¹⁰ European Commission (2010) Strategy for Equality between Women and Men 2010-2015, EC, Brussels http://ec.europa.eu/justice/gender-equality/files/documents/strategy_equality_women_men_en.pdf

¹¹ European Commission (2016) Gender Equality Report 2015, EC, Brussels http://ec.europa.eu/justice/gender-equality/files/annual_reports/160307_factsheet_gender_equality_2015_final_en.pdf

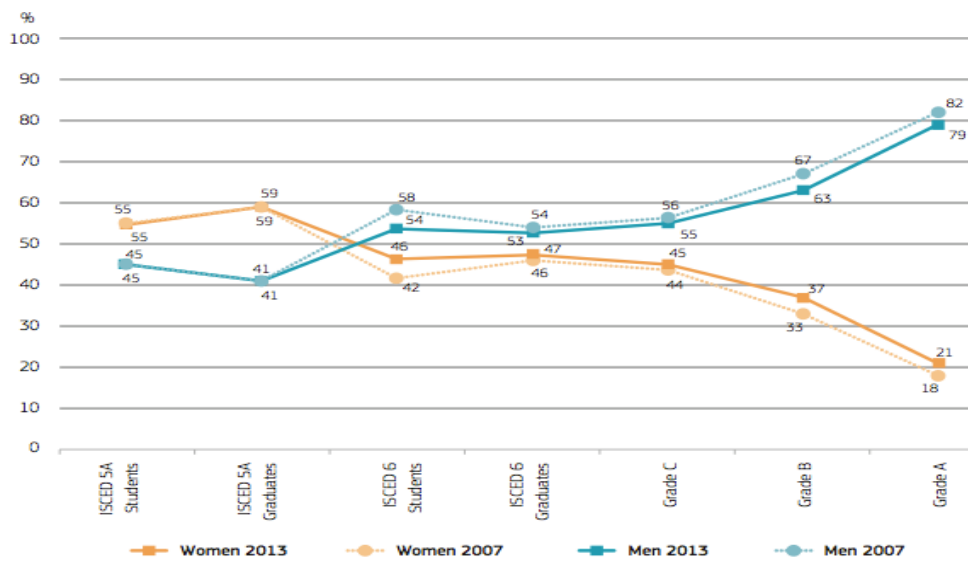
¹² European Commission, (2016), SHE Figures 2015, EC, Brussels https://ec.europa.eu/research/swafs/pdf/pub_gender_equality/she_figures_2015-final.pdf#view=fit&pagemode=none

¹³ European Commission, (2015), European Research Area Facts and Figures 2014, EC, Brussels http://ec.europa.eu/research/era/pdf/era_progress_report2014/era_facts&figures_2014.pdf

gender balance in recruitment committees, flexible career trajectories (e.g. schemes after career breaks), work–life balance measures and/or support for leadership development. According to the ERA survey conducted in 2014, around 36 per cent of research performing organisations (RPOs) had introduced gender equality plans in 2013.

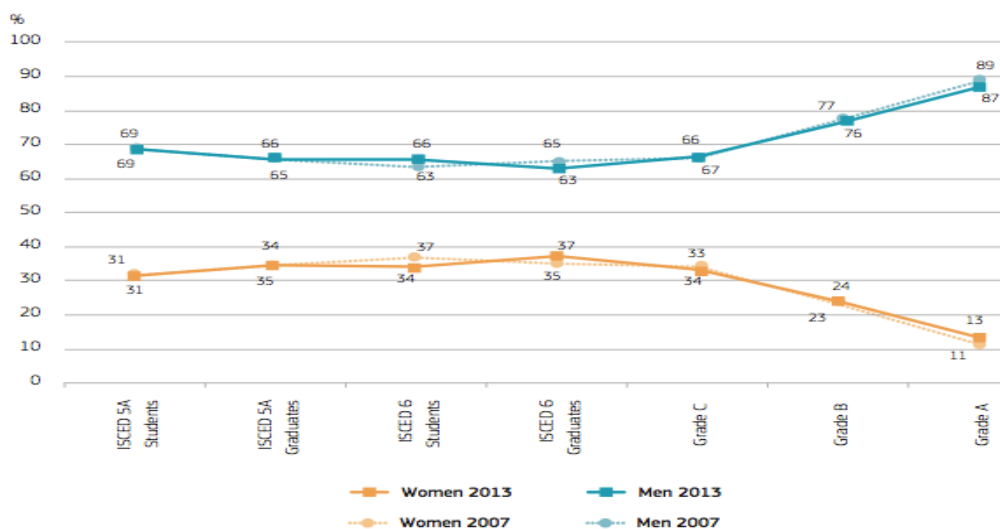
Striking gender inequalities persist in career advancement and participation in academic decision-making. Despite significant progress in their level of education relative to men in recent decades, women are increasingly under-represented as they move up the stages of an academic career (Figure 1.1).

Figure 1.1 Academic Careers of Women and Men, EU-28, 2007 – 2013¹⁴



These gender differences are even more acute among students/staff in Science and Engineering disciplines (Figure 1.2).

Figure 1.2 Academic Careers of Women and Men in Science and Engineering, EU-28, 2007 – 2013



¹⁴https://ec.europa.eu/research/swafs/pdf/pub_gender_equality/she_figures_2015-final.pdf#view=fit&pagemode=none

Internationally, the *leaky pipe* metaphor¹⁵ has been coined to represent the progressive decrease in the presence of women in academe at each career stage¹⁶. The underlying causes of this phenomenon suggest that contemporary academic careers, through various mechanisms, reward members of the male gender more than their female counterparts¹⁷. Policies for recruitment, retention, promotion and leadership of researchers in EU research bodies often affect the career progression of female researchers adversely. Moreover, when appointing skilled professionals to senior positions in national research and academic institutions, women are already disadvantaged because of their smaller numbers, thereby preventing them from participating more equitably in the highest levels of decision-making.

The WIRDEM report¹⁸ (2008) identified: nomination procedures, cultural barriers and funding limitations as hindering the progress of women in their academic careers and recommended far more targeted actions at the European level. European research and higher education institutions cannot afford to exclude potential innovators, yet national and local systems of recruitment, retention and appraisal of scientific achievements have been shown to not be gender neutral¹⁹.

Despite these recommendations gender-mainstreaming efforts have progressed very slowly. One of the priority areas for EU action in the Roadmap for Equality between women and men 2006-2010 is equal representation in decision-making, including a target of 25 per cent of leading positions in public sector research in member states to be held by women by 2010²⁰.

The European Commission report (2008) on *Benchmarking Policy Measures for Gender Equality in Science*²¹, drew upon statistical analyses of data to show that the cause of women's under-representation in science often relates to employer policies and/or strategies. Consequently, the solution has to address changing the culture and organisation of the STEM sector generally.

This need for institutional transformation, involving organisational and cultural change, within research bodies and universities, was first recognised outside Europe, most visibly in US initiatives. Since 2001, the US National Science Foundation's pioneer ADVANCE programme (ADVANCE: Increasing the Participation and Advancement of Women in Academic Science and

¹⁵ Angier, N. (1995) 'Why Science Loses Women in the Ranks'. The New York Times, May 14

¹⁶ UPGEM Report (2001), Understanding the Puzzles in the Gendered European Map brain drain in physics through the cultural looking glass, Cordis, EU.

http://cordis.europa.eu/search/index.cfm?fuseaction=lib.document&DOC_LANG_ID=EN&DOC_ID=129721401&q=

¹⁷ Badaloni, S.; Drake, C.A.; Gia, O.; Levirate, M.C.; Vidotto, F. (Eds). (2008) "Under-Representation of Women in Science and Technology". Cleup, Padova, Italy.

¹⁸ WIRDEM, (2008) "Mapping the Maze: Getting More Women to the Top in Research", European Commission, Brussels. http://ec.europa.eu/research/science-society/document_library/pdf_06/mapping-the-maze-getting-more-women-to-the-top-in-research_en.pdf

¹⁹ Wenneras, Christine; Wold, Agnes (1997): "Nepotism and sexism in peer-review". In: Nature 387, 341-343; Olson, Kristen (2002): "Who gets promoted? Gender differences in science and engineering academia": In: Journal of Women and Minorities in Science and Engineering 8(3&4), 347-362; European Commission (2009), The Gender Challenge in Research Funding, EUR 23721, Capacities/Science in Society, Unit L4-Scientific culture and gender issues

²⁰ European Commission (2005), Roadmap for Equality between women and men 2006-2010, <http://int.search.myway.com/search/GGmain.ihtml?p2=%5EBNH%5Exdm031%5ETTAB02%5Eie&ptb=40E0A109-C2C6-4090-8011-D8E90BDE96D9&n=782afa4f&ind=&tpr=hpsb&trs=wtt&cn=ie&ln=en&si=CN-X15yx3M4CFVAo0wodQOoICQ&brwsid=b7e1f6d4-7d3a-4fa8-a90f-1770932d00d5&searchfor=Roadmap%20for%20Equality%20between%20women%20and%20men%202006-2010%20&st=tab>

²¹ European Commission (2008), Benchmarking policy measures for gender equality in science, DG Research, EUR 23314, Capacities/Science in Society, Unit L4-Scientific culture and gender issues

Engineering Careers)²² has successfully encouraged major universities to change their policies and procedures for recruitment, retention, tenure and promotion, in order to improve the local gender climate and the situation of women faculty in STEM disciplines.

The academic institutions funded through the 5-year ADVANCE Institutional Transformation Awards, define and implement comprehensive customised action plans to address institutional structures and organisational barriers. This is undertaken through supports to women faculty's career development, leadership and empowerment initiatives, work-life balance and the engagement of institutions' academic governance at the highest level. Significant results have been achieved through the development of best practices, effective networking and dissemination strategies, and innovative assessment approaches²³.

Such efforts provide useful examples of successful practices, aimed at increasing the numbers of women in research and enhancing their participation in decision-making positions. These complement current European efforts. The EU FP7 INTEGER partnership developed close links with institutions and practitioners involved in the ADVANCE programme, and the knowledge and experience gained by them to inform the recommendations of this report.

The EC's *Structural Change in Research Institutions* (2012)²⁴ report argued that gender-aware management of universities and research organisations would have a positive impact on policies and practices in recruitment, promotion and retention of both women and men, thus ultimately benefiting the very quality of research. Furthermore the report stressed that progress in integrating gender in research and innovation requires firm and sustained top-level commitment. The recommendations for different constituent institutions, aimed at universities and scientific institutions sought: a gender dimension to be integrated into the undergraduate and postgraduate curricula; adoption of an Equality Plan with annual monitoring of the gender pay gap, staff statistics and senior committee membership; and a detailed list of good practices²⁵.

In 2012, the League of European Research Universities (LERU)²⁶ report *Women, research and universities: excellence without gender bias* issued recommendations for governments, funders of research, academic publishers and, most notably, universities to address gender deficits through embarking upon actions to promote and commit to gender equality; implement a Gender Strategy and/or Action Plan embedded in a broader equality; ensure funding for all gender equality activity; provide the right mix of gender-specific career development measures and gender-neutral work-life balance measures; ensure transparency, accountability and monitoring to ensure successful

²² NSF-ADVANCE web page: <http://www.nsf.gov/crssprgm/advance/>

²³ NSF-ADVANCE Awardees: <http://www.nsf.gov/crssprgm/advance/awards.jsp>; and NSF-ADVANCE Awardees common web portal: <http://www.portal.advance.vt.edu/>; ADVANCE Program Evaluation Toolkit: <http://www.cpst.org/diversity/toolkit2.pdf>

²⁴ European Commission (2012) *Structural Change in Research Institutions: Enhancing excellence, gender equality and efficiency in research and innovation*, EC, Brussels.

²⁵ genSET (2010), *Recommendations for Action on the Gender Dimension in Science*, genSET Consensus Seminar Report, Portia, London.

²⁶ Founded in 2002, the League of European Research Universities (LERU) is an association of 21 leading research-intensive universities that share the values of high-quality teaching within an environment of internationally competitive research

implementation and improvement where needed; and promote and support a gender dimension in research²⁷.

In the EC's publication of the SHE Figures 2015 (page 3)²⁸, the European Commissioner for Research, Innovation and Science, Carlos Moedas said:

"I want to encourage research organisations to be the agents of change, taking practical steps to eliminate any remaining bias which prevent or hinder women from entering, or fulfilling their potential in research careers.I am pleased to note that political support for gender equality in European research and innovation continues to find new momentum. In December 2015, the Council of the European Union invited Member States to set targets for gender balance among full professors and in research decision-making bodies. I am therefore hopeful that the next edition of our She Figures will show further, tangible progress as a result of that clear political signal. With the evidence before us, Europe's research and innovation community must continue to take practical steps to honour our gender equality commitments. Ultimately, we will only have the best research in Europe, when Europe provides the equal opportunities for its best researchers".

The UK based University and College Union (UCU)²⁹ began a project in 2011 looking at various aspects of the professoriate in UK higher education institutions (HEIs). It noted that while women's place in academia is firmly established, their representation at the highest levels – in the roles of Professors and Chairs – remains disappointingly low. The report shows that the proportion of women in UK HEIs applying for professorial posts is lower than the proportion of eligible non-professorial female staff in the pool. While four times as many men applied for promotion, their success rate was lower (12%) than that of women who applied (18%). The report also noted the persistence of a gender pay gap across UK HEIs, with an average 6.3 per cent (varying from 5% in Scotland to 8% in N. Ireland).

In a Stimulus Paper issued by the UK Leadership Foundation for Higher Education (2013)³⁰ Morley reiterated the finding that the dramatic increase in women third level students has not been matched by growth in the number of women in senior roles in universities. She outlined a range of initiatives to overcome the 'ivory basements', 'velvet ghettos' and 'glass cliffs' that describe the absence of women leaders among senior leadership positions within academe, with leadership as the essential ingredient in successful organisational transformation. Referring to the academic culture as being a 'carefree zone' (free of responsibilities for children and other family members) Morley stressed that women encounter prejudice through evaluations that compare them against the 'male norm'. Among the consequences that follow from this are the practices of 'cloning' by the dominant group (men), through appointing more persons like themselves, and avoidance of female appointments as perceived 'risks'. Universities are described as 'greedy organisations' that involve multiple and complex tasks for which leaders require 'an elastic self' to enable them to pursue

²⁷ League of European Research Universities (LERU) 2012, Women, Research and Universities: Excellence without Gender Bias, LERU, July, Leuven Belgium.

<http://epws.org/women-research-and-universities-excellence-without-gender-bias/>

²⁸ European Commission (2016) SHE Figures 2015, EC, Brussels

https://ec.europa.eu/research/swafs/pdf/pub_gender_equality/she_figures_2015-final.pdf#view=fit&pagemode=none

²⁹ University and College Union (2012), The Position of women and BME staff in Professorial Roles in UK HEIs, UCU, London.

³⁰ Morley, L. (2013) Women and Higher Education Leadership: Absences and Aspirations, Leadership Foundation for Higher Education, London

increasingly corporate goals, leading to stress, lack of work/life balance and non-sustainability. Morley pointed to initiatives that go beyond ‘fixing the women’ and ‘fixing the organisation’ to ‘fixing the knowledge’ in a broader societal context, advocating leadership programmes aimed at women; gender mainstreaming; affirmative action and targets; and mentoring.

The Irish Context for Gender Equality in Academe

In 2012 Ireland, UCC produced a report: *Through the Glass Ceiling: Career Progression Programme and Strategy for Female Academics and Researchers*³¹. The report includes the percentage of women in academic grades (sourced from unpublished Higher Education Authority data) in June 2012 in Irish universities: Professors - 18 per cent, Associate Professors - 27 per cent, Senior Lecturers - 34 per cent and College Lecturers - 49 per cent. According to the HEA’s *Higher Education Institutional Staff Profiles by Gender*³² (2016) there were only marginal, if any, improvements for the 3 year average 2013-15: Professors - 19 per cent, Associate Professors - 27 per cent, Senior Lecturers - 31 per cent and College Lecturers - 50 per cent.

The decision of the Employment Equality Tribunal in Dr. Micheline Sheehy Skeffington’s case sparked a response by NUI Galway to establish its Gender Equality Task Force in February 2015. The Task Force Report, entitled *Promoting Excellence through Gender Equality*³³ was published in May 2016. The Task Force found that the current climate in NUI Galway is not conducive to ensuring that all staff are supported to reach their full potential and that many women feel undervalued and ignored.

This Report challenges a number of the myths surrounding the under-representation of women in senior positions in universities. First, that women ‘leak’ from the career pipeline disproportionately compared to men at each career stage. Second, universities are meritocratic institutions committed to excellence with the inevitable conclusion that women do not reach the top because they are simply not as “excellent” as their male colleagues. The third myth to be challenged is that women are not progressing at the same rate as men having decided to opt out from the rigorous demands of an academic career. Each myth perpetuates the view that it is women and their attitudes and priorities that are the problem. Hence the need to “fix the women” – and not the system, its organisation and culture. The Task Force asserts that it is the highly competitive, male oriented, long-hours culture in academia, with its gendered view of what constitutes success and excellence, which is the problem and needs to change.

The Task Force report proposed recommendations under 4 headings:

- Leadership and governance (3 recommendations)
- Policies and procedures (11 recommendations)
- Capacity building and training (8 recommendations)
- Monitoring and implementation (2 recommendations).

³¹ University College Cork (2012), *Through the Glass Ceiling: Career Progression Programme and Strategy (CPPS) for Female Academics and Researchers*, [Institute for Social Science in the 21st Century](http://www.ucc.ie/en/iss21/Currentprojects/glassceiling/), UCC <http://www.ucc.ie/en/iss21/Currentprojects/glassceiling/>

³² Higher Education Authority, *Higher Education Institutional Staff Profiles by Gender* (2016) [https://www.google.ie/search?q=Higher+Education+Institutional+Staff+Profiles+by+Gender+\(2016\)&ie=utf-8&oe=utf-8&client=firefox-b&gws_rd=cr&ei=6jFxV4OCAonXa-3Pn8gH](https://www.google.ie/search?q=Higher+Education+Institutional+Staff+Profiles+by+Gender+(2016)&ie=utf-8&oe=utf-8&client=firefox-b&gws_rd=cr&ei=6jFxV4OCAonXa-3Pn8gH)

³³ <http://www.nuigalway.ie/media/nuigalwayie/content/files/aboutus/Final-Report-Gender-Equality-Task-Force-260516.pdf>

In June 2016, the Higher Education Authority (HEA) published the *National Review of Gender Equality in Irish Higher Education Institutions*³⁴ setting out objectives, recommendations, proposed timings and key performance indicators for all relevant stakeholders (Higher Education Institutions; the HEA; Research Funding and Related agencies; and other key higher education stakeholders). It also contains an in-depth analysis of the gender balance of higher education staff across all grades of employment, as well as management teams, academic councils and governing boards. The report reiterates the conclusion that the problem is not women themselves:

“but rather an inherent issue within the existing system, where career and assessment structures are not fit for purpose in retaining the best talent; both male and female. ‘Unconscious bias’ and the nature of the ‘organisation and culture’ are two elements which must be challenged or altered if HEIs are to perform at their best” (p. 16).

The HEA’s Expert Group aligned its recommendations with both the moral and the business case for gender equality in higher education to allow talented female staff members to progress on the career ladder, leading to positive results for the system as a whole.

There are 22 recommendations for HEIs relating to appointment of university heads, including demonstrated experience of advancing equality and appointment of a Vice President for Gender Equality in each institution, through a publically competitive process. Gender equality will be integrated into all processes and decisions (Deans, Heads of School etc.). A requirement that not less than 40 per cent of key decision-makers be male/female, including the chairs of those bodies. Further administrative structures for gender equality (a sub-committee and forum) will be established. Other recommendations for HEIs relate to staff supports for those who have caring responsibilities; measures to raise levels of gender awareness; the incorporation of a gender dimension into research; transparent workload allocation models; gender disaggregated data; gender-proofing of recruitment, selection and promotions procedures and practices; mandatory quotas for academic promotion (based on the flexible cascade model); a target of 40 per cent for women full professors by 2024; positive action for non-academic staff; and a reduction of gender stereotyping. Each HEI will produce a gender action plan with goals, actions and targets. They will be expected to achieve Athena SWAN Institutional Bronze awards within 3 years, (and Silver awards in 7 years).

The Report sets out 12 recommendations for the Higher Education Authority to enhance the performance of HEIs in promoting excellence through gender equality: provide a comprehensive database of HEI staff; the introduction of gender into multi-dimensional profiles of HEIs and inclusion of gender in the *Annual Statement of Governance and Internal Control* template. The HEA will initiate a review of compliance in gender equality and establish a national committee to support gender equality in HEIs, in partnership with the Irish Universities Association (IUA) and the Institutes of Technology Ireland (IoTI). A targeted funding stream will allow HEIs to compete for funding to support new initiatives to foster gender equality. Monitoring of progress towards addressing gender inequality in HEIs will be conducted tri-annually, and a report published. When appointing Visitors to HEIs, the HEA will include gender equality in their brief. The final recommendations for the HEA relate to the Athena SWAN Charter that will be established on a permanent basis with HEA funding,

³⁴http://www.heai.ie/sites/default/files/hea_review_of_gender_equality_in_irish_higher_education.pdf

extending to AHSS and all HEI staff. The UK Equality Challenge Unit³⁵, responsible for the Athena SWAN Charter, will draw upon their extensive knowledge of good practice examples of gender equality initiatives to work with the HEA and institutions in Ireland to benchmark promotion systems across Irish HEIs.

Irish research funding agencies will be charged with requiring applicants to demonstrate full consideration of any potential gender dimension in their funding proposals and gender balance (not less than 40% of either gender) on research teams and among PIs. To minimise gender bias on research funding outcomes, assessment panels and other key groups will ensure a balance of not less than 40 per cent of either gender, provide unconscious-bias training to panel members and, informed by gender-disaggregated statistics for gender balance among applicants, target gender initiatives. Research funding agencies will develop and implement gender strategies and action plans. Funding streams will be established to support research on gender equality and, within three years, research funding agencies will require HEIs to have attained an Athena SWAN Bronze institutional award to be eligible for funding. Within seven years HEIs will need to have attained an Athena SWAN silver institutional award.

Other recommendations relate to gender balance in key high level indicators e.g. academic and non-academic staff, HEI leadership and on governing structures. Further educational policies will include a gender dimension, gender proofing of policies and procedures, with the IUA playing a leading role. Similar requirements will extend to the Institutes of Technology, National Forum for the Enhancement of Teaching and Learning, Quality and Qualifications Ireland, the Royal Irish Academy, and the Union of Students in Ireland.

Gender Equality - Trinity College Dublin

Concern about gender imbalance within academia can be traced back to the 1980s in College. According to the Higher Education Authority, in 1987 women constituted 5 per cent of university Professors, 7 per cent of Associate Professors, 3 per cent of Senior Lecturers and 12 per cent of Lecturers (including College Lecturers and Junior Lecturers). Trinity College was no exception to the national pattern of female representation. According to Fennell and Mulcahy³⁶ (1990) in 1984/5 women comprised 5 per cent of Professors (3 women Professors); 5 per cent of Associate Professors (2 women Associate Professors); 7 per cent of Senior Lecturers (8 women senior lecturers); and 27 per cent of Lecturers (58 women Lecturers).

There were some improvements in these levels by 2000/1. Data in the Wright Report (2002)³⁷ showed that while female representation at Professorial level remained at 5 per cent, women Associate Professors rose to 14 per cent, women Senior Lecturers were 22 per cent and women Lecturers 39 per cent of the total. This was at a time when the student population of Trinity College was at least 50 per cent female. Hence there was a rise in the proportion of women at all grades *except that of Professor*.

³⁵ <http://www.ecu.ac.uk/news/gender-equality-in-irish-higher-education-institutions/>

³⁶ Fennell, C. and Mulcahy, M. (1991) Equality of Opportunity in Irish Third-Level Institutions, Proceedings of a Forum held in University College Cork in 1990, University College Cork.

³⁷ Wright, B. (2002) Women Academics and Promotion, Trinity College Dublin

An Academic Women's Network was established in Trinity College in 1989 to seek improvements in relation to the imbalance between female and male academic staff, particularly among Fellows and senior academic grades. To this end, the Academic Women's Network formed an *ad hoc* Committee to draw up a submission on Fellowship, then currently under review by College. This was followed by a proposal that listed concerns among women academics in a range of areas, requesting that a College Committee be set up to examine the position of women in College. Arising from this an Equal Opportunity Committee (now the College Equality Committee) was established in 1989. In its report to College in May 1991 the Committee noted that the:

*"outlook for equality in Trinity College depends crucially on two factors: (a) the willingness of the College to implement policies which will create an environment in which male and female academics operate de facto on equal terms and (b) the opportunity available to the College to employ and promote more female academics"*³⁸.

The Report on *Women Academics and Promotion* (Wright 2002) made 12 recommendations relating to the following improvements: the creation of a database on applications and recruitment; improvements in childcare arrangements; paid paternity leave; terms and conditions of part-time workers; audit of contract staff; Fellowship; sabbatical leave; mentoring; and an alleviation of the teaching loads for women returning from maternity leave in order to concentrate on their research.

Another report commissioned by the College required the examination of 'best practice' in relation to the career progression of women in academic positions (Drew 2002)³⁹. The purpose of this report was to examine whether universities in other countries (Denmark, Sweden, Norway, Finland and Australia) had been able to raise the representation of women, particularly at professorial level and, if so, to identify the measures used to promote best practice. The report contained twelve recommendations to address institutional action: leadership from the top; multiple measures; reshaping the academic cultural environment; earmarking of posts; setting targets; organisational reforms (including leadership development and mentoring programmes); gender mainstreaming; linkage with Gender Studies; work-life balance supports; networking; resource allocation; funding of gender research and use of role models.

The next study undertaken was for an SFI application⁴⁰ (2005) that led to the setting up of the Centre for Women in Science and Engineering Research (WiSER) in Trinity College. This study addressed the following themes: gender equality Indicators; impact assessment of initiatives to date; research profile of women in science and engineering; identification of barriers; staff development needs; and gender equality reporting.

³⁸ Committee on Equal Opportunities for Academics (1991) Report of the Committee on Equal Opportunities for Academics, Trinity College Dublin.

³⁹ Drew, E. (2002) Best Practice Models for the Career Advancement of Women in Academe, Report to the Equality Committee, Trinity College Dublin <https://www.tcd.ie/wiser/research-policy/wiser-research/2002%20Best%20Practice%20Models%20for%20Women%20in%20Academia,%20Dr.%20Eileen%20Drew.pdf>

⁴⁰ Institute Planning Grant Form (2005) WiSER, Trinity College Dublin. Details available at: <http://www.tcd.ie/wiser/about/who/index.php>

In 2007, College set up a Working Group on Career Advancement of Women Academics⁴¹. This report referred to the difficulties experienced by early career academic/research staff, whereby many were employed on contracts, some were engaged part-time and others were precluded from teaching. Among its recommendations, the Working Group sought the implementation of the actions contained in the earlier reports (Drew 2002; Wright 2002); monitoring of statistics on career progression of women; training courses to support career progression and management skills; exit Interviews; and monitoring of administrative workloads.

The *Gender and Promotions Interim Report*⁴² (2009) recommended the following interventions relating to: setting of targets; allocating responsibility for gender equality across College; gender mainstreaming; mentoring and career development; career development workshops on promotions and academic careers; work-life balance provisions and more Day Nursery places; paternity leave extended to 2 weeks; gender implications in promotions criteria; recommendations in previous reports be implemented, reviewed, prioritised or set aside; and annual monitoring of gender statistics.

WISER published the INTEGER Baseline Data Report⁴³ in 2013 that outlined the background to the FP7 INTEGER (INstitutional Transformation for Effecting Gender Equality in Research) Project. This sought to develop and implement Gender Action Plans for sustainable Transformational Change to improve the career progression of women scientific researchers in College, as set out in Figure 1.3.

⁴¹ Working Group (2007) Career Progression Report for the Equality Committee, Trinity College, Dublin, available at: [http://www.tcd.ie/wiser/research-](http://www.tcd.ie/wiser/research-policy/wiserresearch/2007%20Career%20progression%20report%20for%20Equality%20Committee.pdf)

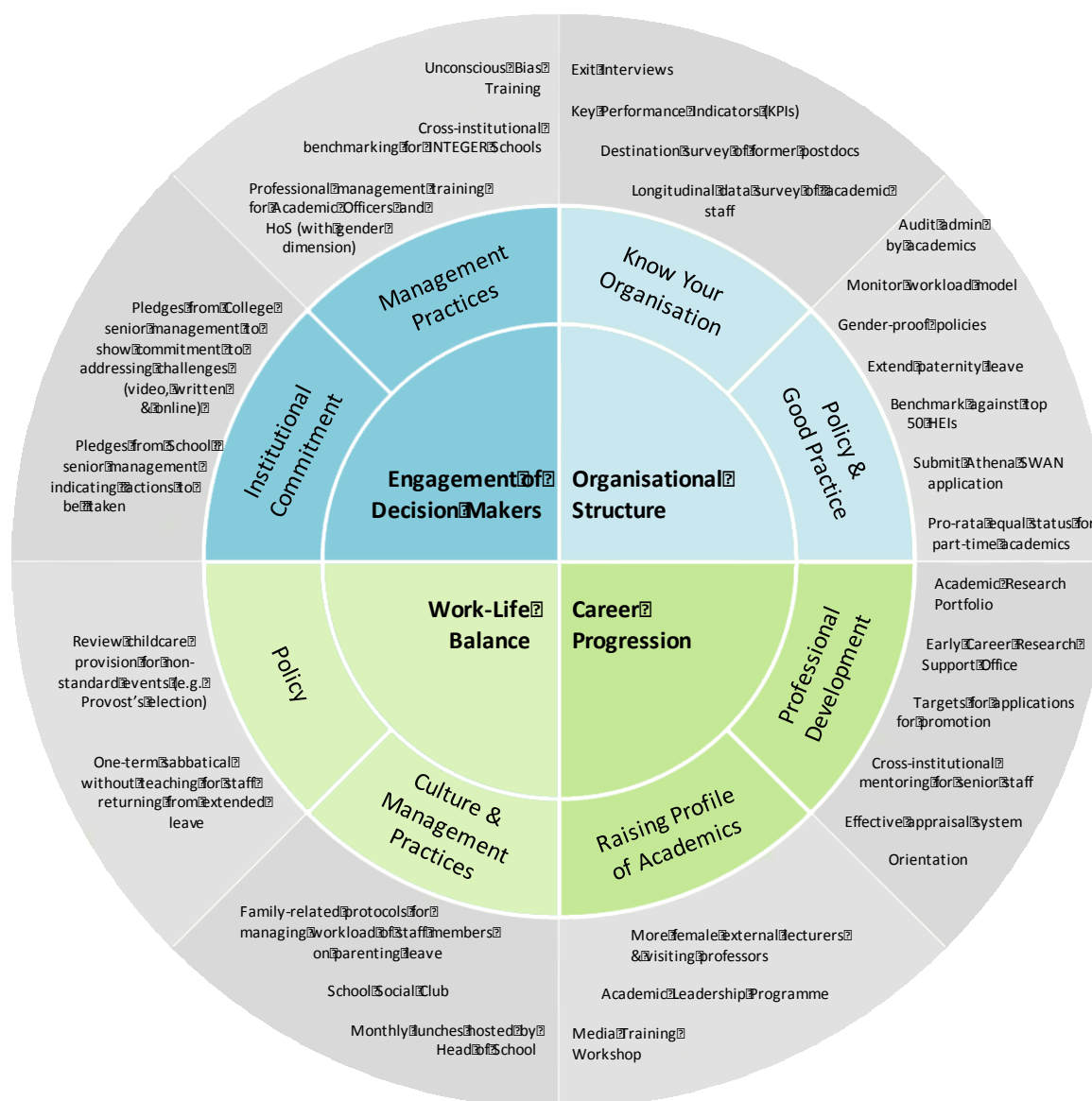
[policy/wiserresearch/2007%20Career%20progression%20report%20for%20Equality%20Committee.pdf](http://www.tcd.ie/wiser/research-policy/wiser-research/2009%20GenderPromotionsReport.pdf)

⁴² Equality Officer, (2009) Gender and Promotions Report, Trinity College, Dublin available at:

<http://www.tcd.ie/wiser/research-policy/wiser-research/2009%20GenderPromotionsReport.pdf>

⁴³<https://www.tcd.ie/wiser/assets/pdf/INTEGER%20Baseline%20Data%20Report-%20Amended%20Final%20WOC.pdf>

Figure 1.3 Transformational Gender Action Plan Framework



In order to advance the implementation of the Transformational Gender Action Plan Framework, a College-wide Team was established, followed by three School-based Teams in Natural Sciences, Chemistry and Physics. Since one of the major recommendations was to extend eligibility for Athena SWAN awards to Ireland, the Teams were composed of the gender, seniority and academic/professional staff mix expected of Athena SWAN Self-Assessment Teams. These entities became the drivers of the implementation of INTEGER recommendations, leading to the four successful Athena SWAN bronze awards⁴⁴ in December 2015⁴⁵.

Through WISER, Trinity College championed the extension of the Athena SWAN Charter (originally limited to UK HEIs) to Irish HEIs in April 2015. The Athena SWAN programme seeks to advance women’s careers in science, technology, engineering, mathematics and medicine (STEMM) in higher

⁴⁴ https://www.tcd.ie/news_events/articles/trinity-conferred-with-landmark-athena-swan-awards/6255#.V3Ji1q5cMgt

⁴⁵ <https://www.tcd.ie/wiser/news/>

education and research. The Athena SWAN Charter will expand to include arts, humanities, social science, business and law departments alongside the current science, technology, engineering, mathematics and medicine disciplines. The ECU will take the broader charter⁴⁶ knowledge and framework to work with the Higher Education Authority and Higher Education Institutions in Ireland.

⁴⁶ <http://www.ecu.ac.uk/equality-charters/charter-marks-explained/athena-swan-and-gender-charter-mark/>

Chapter 2 Gender Ratios for Academic Staff

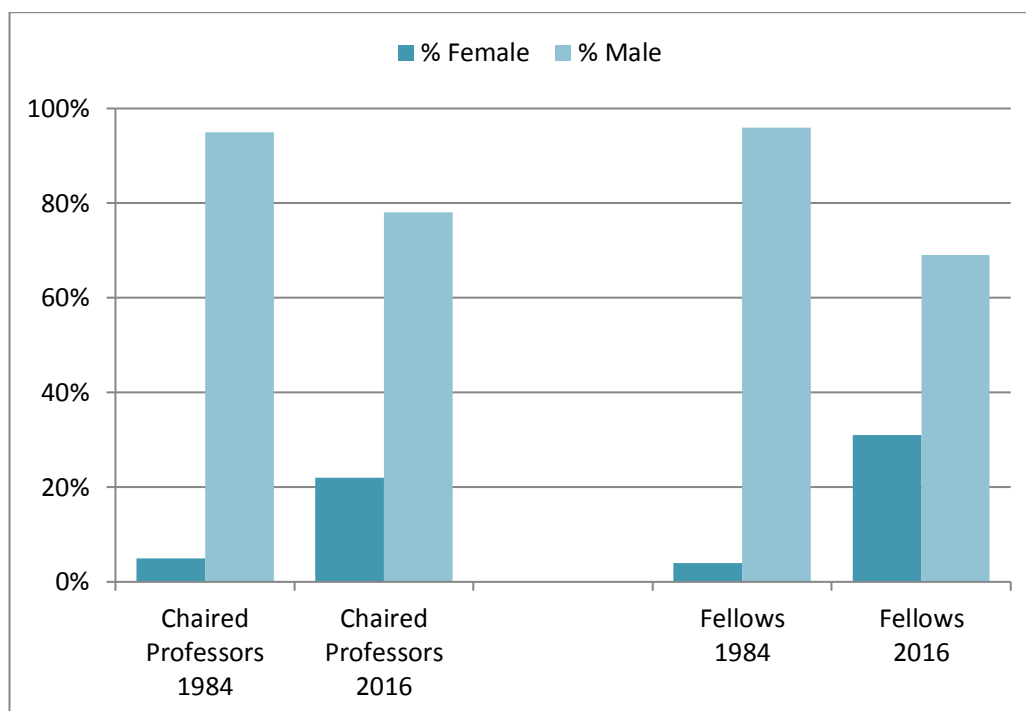
This Chapter provides an overview of female representation among College Officers, staff and students. The figures refer to the academic year 2015/16, unless otherwise specified.

Overall, the gender mix among staff in Trinity College is 55 per cent female and 45 per cent male⁴⁷. Figure 2.1 charts the change since 1984 in the proportion of women occupying senior positions. The proportion of women Chaired Professors has risen from 5 per cent in 1984 to 22 per cent in 2016, almost matching the SHE Figures 2013 level of 21 per cent across the EU. However, as the Monitoring Group note:

“Given the small numbers involved, even single appointments or retirements can create a large percentage difference. this does not represent a large change in the absolute numbers of female Professors (Chairs)”.

Among Fellows, women’s representation rose from 4 per cent in 1984 to 32 per cent in 2016.

Figure 2.1 Percentage of Women and Men in Senior Academic Positions in 1984 and 2016












⁴⁷ Equality Office (2016) Report run from CORE HR on 19th May 2016,

2.1 Gender Ratios in Decision-making

Figure 2.2 provides the gender breakdown of individuals occupying senior and decision-making positions within College, showing gender parity among these office holders.

Figure 2.2 College Officers

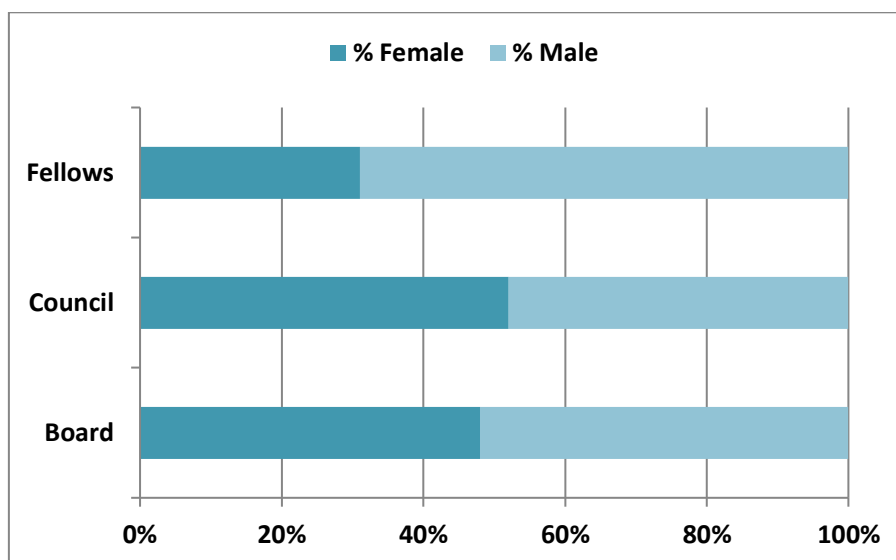
| | | |
|---|---|----------------------|
| Provost & President |  | Male: 1 Female: 0 |
| Vice Provost – CAO Vice-President for Global Relations |  | Male: 1 Female: 1 |
| Senior Lecturer |  | Male: 0 Female: 1 |
| Registrar |  | Male: 0 Female: 1 |
| Bursar |  | Male: 0 Female: 1 |
| Senior Tutor |  | Male: 1 Female: 0 |
| Dean of Graduate Studies |  | Male: 0 Female: 1 |
| Dean of Students |  | Male: 1 Female: 0 |
| Dean of Research & Vice President for Research |  | Male: 1 Female: 0 |

Source: College Calendar, 2015-16 updated from Board Minutes June 2016

The Board of Trinity College is the governing body responsible for managing the affairs of the College and is the body which ultimately approves all College policies and procedures. It is comprised of elected members, ex-officio members, student members and ‘in attendance’ members. According to the College Calendar 2016-17, male representation on Board is 52 per cent and female representation 48 per cent (Figure 2.3).

The University Council is the highest academic decision-making body in the University, and is responsible for the College's academic affairs, including curriculum development and academic appointments. Its decisions and nominations are forwarded to Board for confirmation. According to the College Calendar 2016-17, there were 16 men (48%) Council members and representatives and 17 women (52%) (Figure 2.3).

Figure 2.3 Academic Decision-Making 2015-16



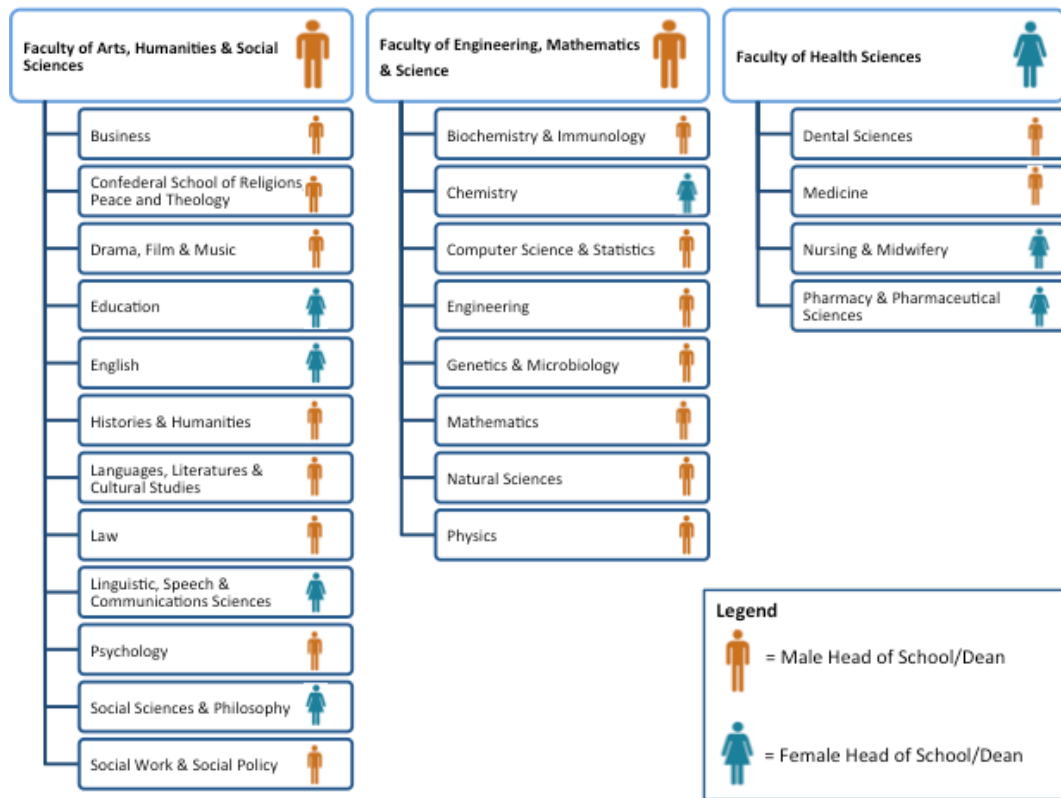
Junior Fellows of the College are members of academic staff who have been nominated, deemed to meet the criteria set out in the Statutes for this recognition, and elected by Fellows. Scholarship or research achievement of a high order is the primary qualification for Fellowship, coupled with evidence of the candidate's contribution to the academic life of the College and an effective record in teaching. There are certain privileges attached to being a Fellow. Women Fellows now comprise almost one-third of the total (32%) (Figure 2.3), compared with 68 per cent who are men, listed on the Fellows Electoral Register⁴⁸.

Despite the fact that the Chancellor (Mary Robinson) of the University is a woman, as are two out of six of the Pro-Chancellors, there are no women listed among the seven Senior Fellows who represent the longest serving Fellows in the College. Of the 47 Honorary Fellows appointed from outside the university, only 8 are women (17%).

Across the three Faculties of Arts/Humanities, Social Sciences; Engineering, Mathematics and Science; and Health Sciences there are 24 Schools. As of July 2016, one of the three Faculty Deans is female (33%), and 7 of 24 Heads of School are women (29%) (Figure 2.4).

⁴⁸ <https://www.tcd.ie/Secretary/assets/pdf/Electoral%20Registers%20Process%202016/Final%20-%20Fellows%20-%202011%20April%202016.pdf>

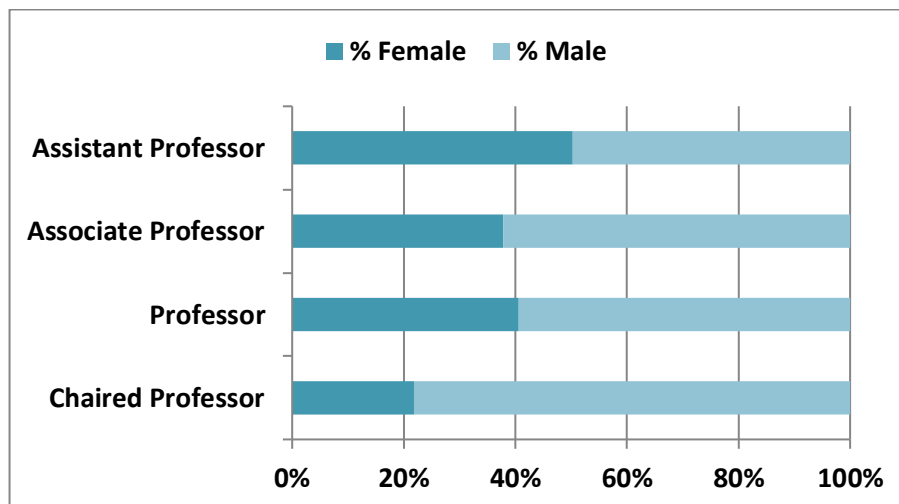
Figure 2.4 Gender Ratios for Faculty Deans and Heads of Schools



2.2 Academic Staff Ratios

College employs a total of 4,030 staff, of whom 1,017 are academics, 2,209 are library, technical, administrative, and support services staff, and 804 are research staff. Among academic staff employed by College in 2016, 42 per cent are female and 58 per cent male. The grade distribution of academic staff is set out in Figure 2.5.

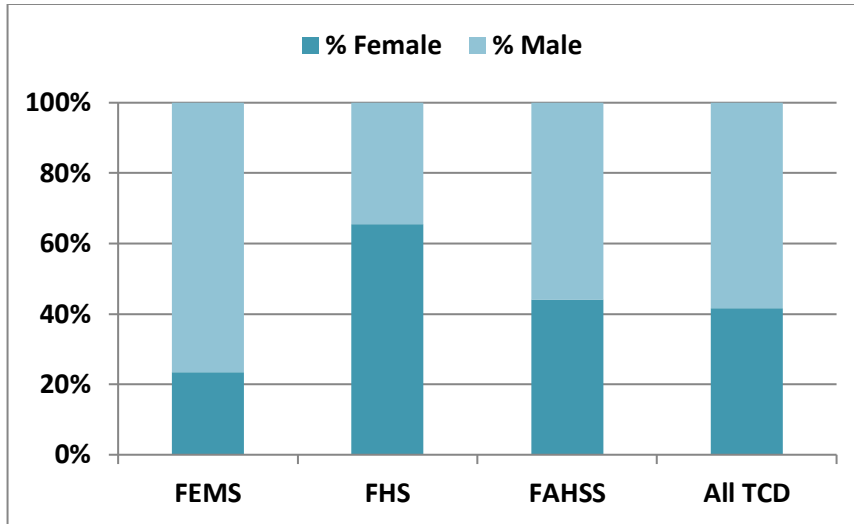
Figure 2.5 Percentage of Male and Female Academic Staff by Grade in College



Source: WiSER Database, Jan 2016

In the Faculty of Arts, Humanities and Social Sciences, women accounted for 44 per cent of academic staff, compared with 56 per cent who were men. However, within the Faculty of Engineering, Mathematics and Science (FEMS), women account for just 23 per cent of academic staff (Figure 2.6). In the Health Sciences, women comprise almost two-thirds of academic staff (65%).

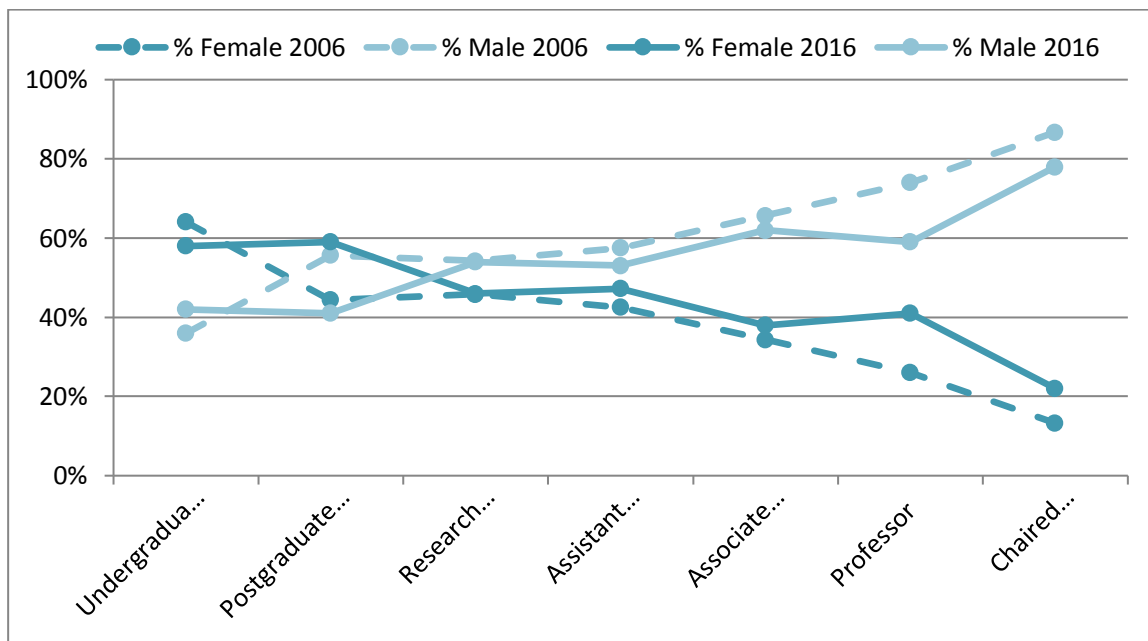
Figure 2.6 Percentage of Academic Staff by Faculty and Gender



Source: WiSER Database, Jan 2016

Figure 2.7 illustrates the academic pipeline since 2006 when WiSER was established. It shows that there has been a trend toward convergence between women and men over that decade, with least progress towards gender parity among chaired professors.

Figure 2.7 The Academic Pipeline 2006-2016



Source: WiSER Database, Jan 2016

Chapter 3 Profile and Workload of Respondents

This report draws upon the quantitative and qualitative data collected in March 2015 from across College, in which academic and research staff were surveyed to examine their career ambitions, experiences and perceptions of the working environment, as part of the INTEGER project activities. The questionnaire design was based on surveys conducted by the Athena Survey of Science, Engineering and Technology (ASSET) across UK universities and those conducted in the University of Michigan, US. The survey objectives were to determine the forms of intervention and target actions to promote transformational change to ensure gender equality. Wherever possible, the TCD survey results 2015 are used for comparison.

The survey questionnaire was designed and administered online using Survey Monkey as the data collection tool and the results were downloaded into EXCEL, SPSS and WORD files for analysis. The questions sought both closed (quantitative) and open-ended (qualitative) responses. The quantitative data were analysed using the Statistical Package for the Social Sciences (SPSS). This was complemented by content analysis of the open-ended responses.

Recipients (1,017 academic staff and 804 research staff) of the online survey were asked to complete all questions. However, for ethical reasons, recipients were informed that each question was optional and that they could withdraw from the survey at any time. Despite assurances that **all** information collected through the online survey would remain completely anonymous and not be traceable to any respondent, a substantial number of potential respondents exited from the survey when asked to state their School/Faculty within College.

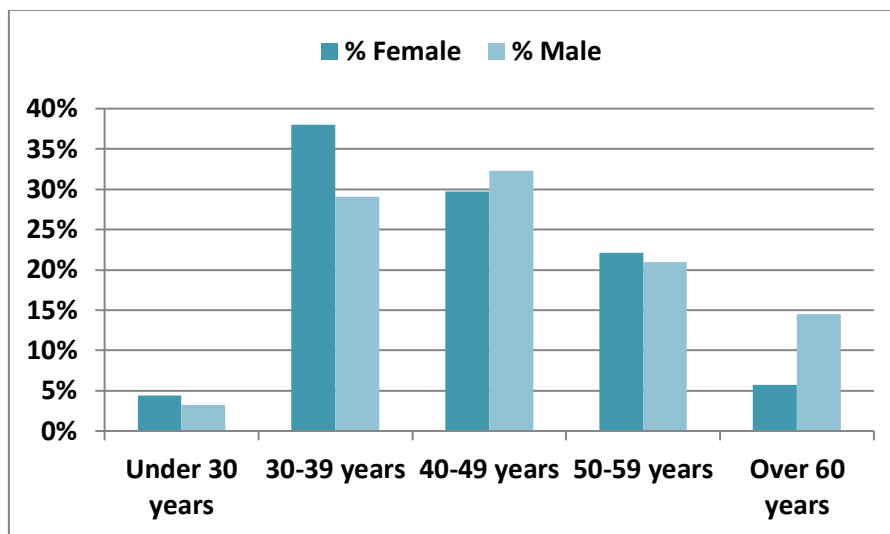
All responses were anonymised and access to the data was confined to the INTEGER team responsible for the survey analysis. In total there were 223 respondents who completed the survey, 161 women and 62 men. Hence the response rate was 12.3 per cent which compares favourably with that of 8 per cent for the 2010 ASSET survey conducted among all UK STEMM departments in UK universities.

Chapters 3 to 7 of this report are based on data collected from these respondents. This chapter sets out the demographic and employment/workload profile of respondents. Chapter 4 explores the career history of respondents as well as their aspirations. In Chapter 5 the respondents report on their experience, or otherwise, of work/life balance, relating to leave and working time/place arrangements. Chapter 6 captures the perceptions and views of respondents of their School/unit environment and culture. The prevailing management styles in each of the three Faculties are examined in Chapter 7.

3.1 Demographic Profile

There were no statistically significant differences in the age profile of fe/male respondents. However, a smaller proportion of the men (32%) were aged under 40 years compared with women (42%) – the comparable figures for the INTEGER 2012 survey were 34 per cent and 44 per cent respectively. Conversely, a greater proportion of the male respondents were aged over 50 years (36% compared with 34% in 2012) than female respondents (27% compared with 25% in 2012). Overall, women respondents continue to have a younger age profile than their male counterparts (Figure 3.1).

Figure 3.1 Age Profile of Survey Respondents according to Gender (n = 220)



More men (89%) than women (80%) have a partner or spouse, of the same or opposite sex. In the 2012 survey the gender gap was 87 per cent versus 77 per cent. Of the 179 respondents with a partner, a higher proportion of female respondents' (86% - 76% in 2012) partners were working full-time in the labour market compared with just under half of the male respondents' partners (46% - 52% in 2012). More than one-fifth of the men (29%) had a partner who was engaged in the labour market on a part-time basis, compared with only 5 per cent of the women surveyed. The comparable figures for 2012 were 23 per cent and 11 per cent. Less than 10 per cent (13% in 2012) of women surveyed had partners who were not currently engaged in the labour market, compared with one-quarter of the male staff (25%) in 2012 and 2016.

These gender differences pertaining to the labour market status of respondents' partners can significantly affect attitudes and behaviours in the workplace. The pattern in which more male respondents have a partner who is engaged full-time in home-based duties or is working part-time in the labour force means that they may be less aware of the problems involved in reconciling full-time employment with family/domestic work. Furthermore, in management terms, Deans, Principal Investigators (PIs) and Heads of School/Discipline who are not personally exposed to work/family conflict may have less tolerance and/or empathy for their research/academic staff whose careers may be interrupted and affected by family-based demands.

Among respondents with a partner, women (23%) were less likely than their male counterparts (33%) to have a partner also working in academia. These results differ from those in the 2012 Survey in which 32 per cent of women's partners worked in academe, compared with 30 per cent of men's partners. Of these, 11 per cent (16% in 2012) of female respondents, and 14 per cent (13% in 2012) of male respondents had a partner who was working in the same or a related discipline to their own.

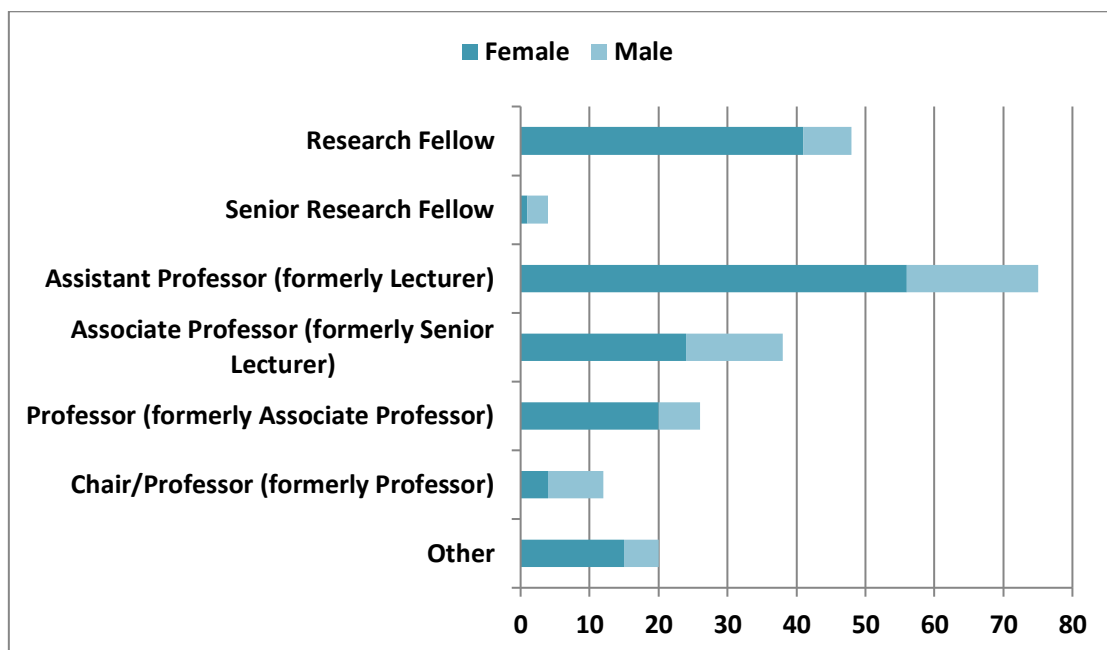
3.2 Employment Status of Academic Staff

There were statistically significant differences in the grades held by male and female respondents (chi square = .003⁴⁹). These support the evidence from the university's Annual Monitoring Reports. A

⁴⁹ All statistical tests referred to in this report are based on Pearson's chi square test.

higher percentage of men hold the post of Chair (formerly Professor) (13% - 16% in 2012) compared with women respondents (3% - 2% in 2012). This relationship is reversed among Professors (formerly Associate Professors) with 12 per cent of female and 10 per cent of male respondents. The comparable figure in 2012 was 7 per cent for both women and men. In accordance with the statistics in the annual monitoring report, there are lower proportions of women (15% - 18% in 2012) Associate Professors (formerly Senior Lecturer) compared with men (23% - 18% in 2012). A total of 35 per cent (39% - in 2012) of female respondents are Assistant Professors (formerly Lecturers) compared with 31 per cent (37% - in 2012) of the men. Female respondents are over represented among Research Fellows (26%) (Figure 3.2).

Figure 3.2 Number of Respondents according to Grade and Gender (n = 223)

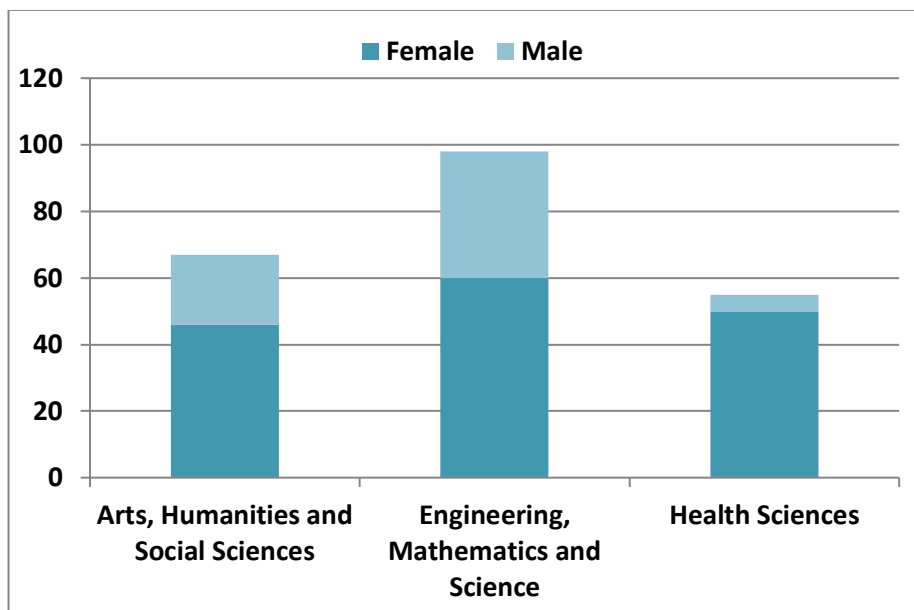


A smaller proportion of female respondents were appointed prior to 1990 (5% - 11% in 2012) compared with male respondents (18% - 25% in 2012). Conversely, a higher percentage of female respondents (76%) were appointed from 2000 onwards, compared with male respondents (67%). However, there were no significant differences in decades of appointment between women and men surveyed.

Proportionately more men (45% - 38% in 2012) were appointed aged 30 years or younger, compared with 37 per cent (29% in 2012) of their female counterparts. Similar proportions (19%) of male and female respondents were appointed aged 40 years or older.

While there were similar proportions of male and female respondents from the Faculty of Arts, Humanities & Social Sciences (30% of women and 33% of men), this is not the case in FEMS and Health Sciences where the percentage of female respondents is 38 per cent compared with 59 per cent of male respondents. In Health Sciences, the ratio is reversed with 32 per cent of female and 8% of male respondents. Figure 3.3 sets out the actual number of respondents, according to gender, in each faculty.

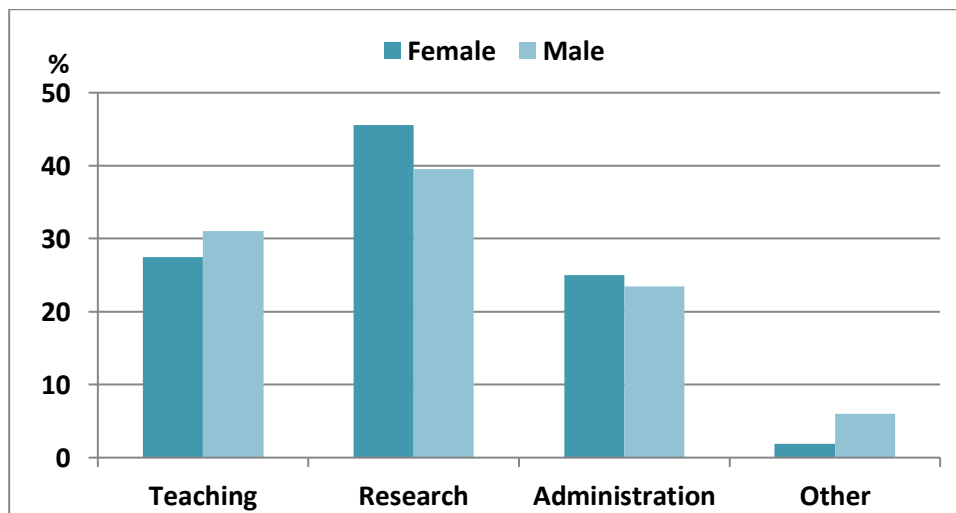
Figure 3.3 Number of Respondents according to Faculty and Gender (n = 220)



3.3 Workload Allocation of Academic Tasks

The allocation of time to different aspects of academic work was not dissimilar for men and women with women spending nearly half their time on research (46%) compared with men (40%) while men spend nearly one-third of their time teaching (31%) compared with women (28%) (Figure 3.4).

Figure 3.4 Percentage Time Allocation to Academic Activities by Women and Men (n = 220)



Academic administration accounts for almost one-quarter of men’s and women’s academic time.

In addition to the percentage of **time spent** on specific academic activities, respondents were asked what percentage of their time they would **like to spend** on each. The differences between actual and desired time allocations are fairly consistent across the genders. Both women and men would like to spend more of their working time on research (women 55% and men 51%); about the same

percentage of time on teaching (27% for women and 30% for men) and less than half of their current time allocation to administration (women 12% and men 11%).

When asked about the perceived time allocation that would be required to get promotion, there is a consistent message from women and men that they **should spend** much less time on administration and more on research. There was also agreement that in order to get promoted there should be less time allocated to teaching and 'other' activities.

Survey respondents were asked what prevents them from allocating more time to their priority academic tasks and what would facilitate meeting their desired allocation. The 163 responses (122 from women and 41 from men) relate to the following key structural problems for academic staff: the burden of administration and poor administrative support, bureaucratic systems and excessive workloads. Typical of the responses from female staff were:

"There is a lot of academic admin that could be done by non-academic staff. This includes teaching surveys, admin associated with jobs such as Director of UG T&L, PG T&L. In addition some of the changes to college systems, in particular FIS has generated a huge amount of admin for researchers with accounts to manage";

"...academics having to spend their precious summer research time to make SITS work and let students know which supplementals to sit show how much of essential services are offloaded to Depts. and Schools. In the UK, the same systems are being served by administrative staff. IExpenses takes far more time than previous reimbursements, and the copies have to be sent in both scanned and in the original. The flood of emails to sift through and delete is increasing since the same event is sent around by several offices";

"Administrative pressures on academics are increasing, and despite the relatively large number of support staff, academics are still requested to perform most of the administration associated with their own teaching and research. Greater administrative support is required in order to allow academics to focus on teaching and research";

"I spend my weekends and evenings doing research work that should be given time during the normal working week, but which is constantly pushed down on my agenda given internal demands from School. What could facilitate is a realistic level of expectation about what can be done in a working week, a return to greater levels of administrative support from secretaries and administrators instead of requiring research active academics to take care of these matters. Also, there is scope for rewarding Schools who support their active researchers - if there is an incentive to support research, then there will be a change in behaviour. Until that happens, we are expected to be all things to all people. This is not how you support people toward the stated College goals of ERC grants/Horizon 2020 achievements!"

"overly bureaucratic reporting systems";

"It's hard to say as every new system introduced by college FIS, for example, just seems to take up more time. there are ongoing reports required for everything, and we have undergone several major syllabus reviews in the last few years".

In contrast, research staff were frustrated by the impediments to having any teaching allocation:

"Teaching is not permitted to research staff";

"I am not able to lecture on undergrad courses as a postdoc/research fellow";

"Zero opportunities [a] Senior lecturer in charge has decimated the course teaching hours so as to

prevent any Research Fellows from infringing on his authority”.

Similar views were expressed by academic male staff:

“what prevents me from spending the time I want on important matters is twofold: too much administration, and not enough recognition for the wide range of work that a conscientious academic does. What would facilitate me is a range of administrative and computer systems that makes it easier, not harder, to do my job; coupled with proper recognition in the normal promotions process for the wide range of work-profiles presented by academics”;

“The increasing administrative burden on academics - I note that we have far fewer academic, secretarial and technical support staff than institutions of comparable repute elsewhere”;

“Increased burden of new administrative processes and academic leadership role within department despite little support from college, increasing teaching workload due to increasing student numbers and in our department no increase in staff numbers.... and all are required to meet academic teaching, practical supervision and assessment demands 9-5pm and then expected to produce research”.

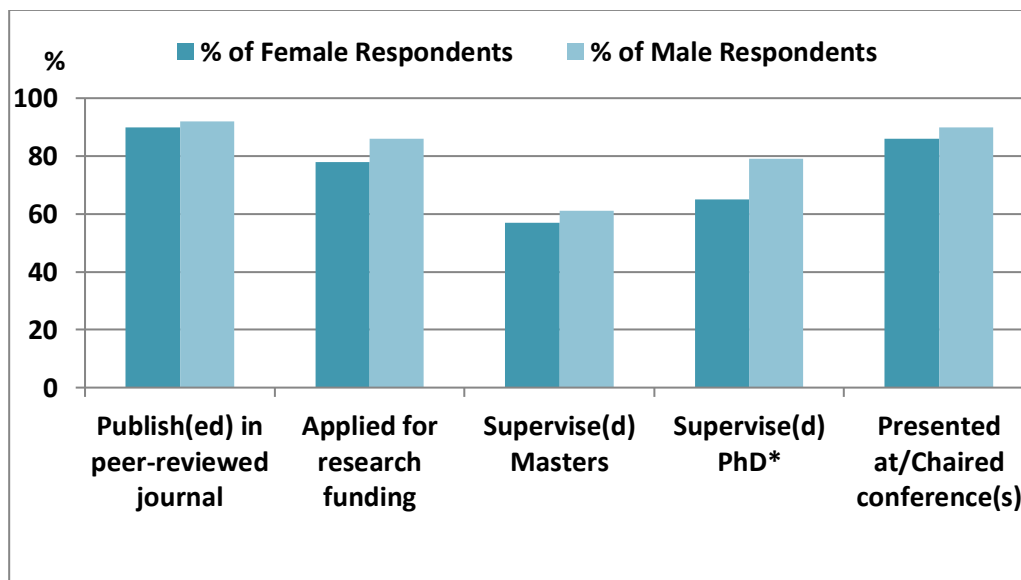
Frustrations with the information systems in place were also expressed by male staff:

“The poverty, awkwardness and general difficulty of almost all of the MIS systems in College and the lack of adequate administrative and technical support”;

“Less administration and college systems that work. FIS and SITS do not”.

Respondents were asked about their engagement in specific academic activities: publishing one or more peer-reviewed journal article (or equivalent) per annum; applying for external research funding (if required); supervising Masters’ and Doctoral research students; and presenting/chairing sessions at conferences (Figure 3.5).

Figure 3.5 Engagement in Specific Academic Activities by Women and Men



* Denotes statistically significant gender difference

The majority (91%) of respondents are actively publishing (male respondents 92% and female respondents 90%) through producing one or more peer-reviewed journal article (or equivalent) per

annum. Similarly, 80 per cent of respondents had applied for external research funding. However, slightly more male respondents (86%) had applied for external funding compared with their female colleagues (78%). These differences were not statistically significant and may reflect the gender differences across disciplines, with an over representation of men in FEMS (where research funding may be critical to research effort and output) and the over representation of women in Arts/Humanities/Social Sciences (in which research and publication would not be as dependent upon research funding). Likewise the pressure to publish annually in journal articles would be offset in Arts, Humanities and Social Science disciplines by publishing books and book chapters, for which the effort and lead time may be much greater than for conference proceedings and peer review journal publications.

A marginally higher percentage of male staff (61%) than female staff (57%) supervise Masters students. A more gender differentiated pattern is discernible among male and female staff who are supervising PhD students (79% of men and 65% of women) and this difference is statistically significant (chi Sq.041). Alongside research funding, the ability to attract doctoral students may be higher in FEMS disciplines where men are over-represented. Figure 3.5 shows that there were very similar results between fe/male staff in relation to presenting papers and chairing sessions at academic conferences (86% of women and 90% of men).

Overall the survey results in this chapter point to a lack of improvement (since the 2012 INTEGER survey was conducted) in accessing administrative supports, frustration with the Student Information System (SITS) and the Financial Information System (FIS) that have further contributed to work overload and falling morale. There is a clear message: academic staff need adequate administrative support and non-academic (notably School/Departmental) administrators must take responsibility for their role and interaction with College Information Systems.

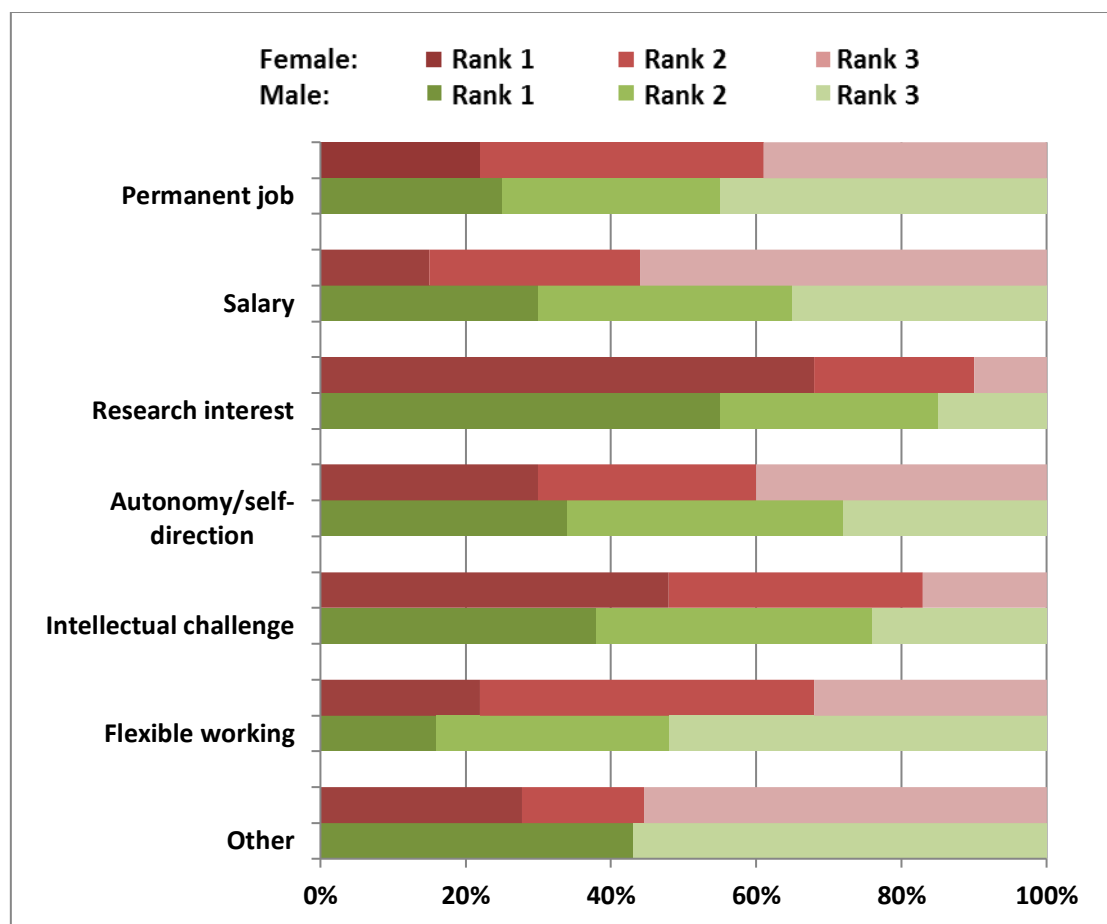
Chapter 4 Career Progression

This chapter explores the rationale behind respondents' decisions to enter an academic/research career. It then examines whether they feel that they have achieved their career ambitions and if there are gender differences in their aspirations towards holding College decision-making roles.

4.1 Motivational Factors for Academic Careers

Survey respondents were asked about the factors that influenced their decision to enter academia. Interest in their research was the primary motivator for men and women, followed by 'other' reasons and the intellectual challenge. Men ranked salary higher and flexible working arrangements lower than women but these differences were not statistically significant (Figure 4.1).

Figure 4.1 Rankings of Factors Influencing Choice of Academic Career by Gender



A higher percentage of men cited 'other' as a major factor. These factors, mentioned by 25 respondents, related to a love of/desire to teach (18 respondents); professional/discipline opportunities (5 respondents); commitment to students and society; being in a good university and intellectual environment. The open-ended responses were typically expressed as a "desire to teach", "education of students and society" and "developing an evidence based professional discipline to better serve the public and "encouraged by others to do so". These rankings are very similar to those noted in the 2012 INTEGER survey results.

4.2 Achievement of Career ambitions

A total of 61 staff (40 women and 21 men) stated that they had achieved their career ambitions, representing 25 per cent of women, and 34 per cent of men, who responded. The gender differences in career achievement were not statistically significant. Those who had achieved their career ambitions attributed this to their 'hard work' and being focused on their research: *"I have exceeded my ambitions"* (man); *"I have achieved all that is possible given the time constraints involved in trying to achieve a work life balance"* (woman). One woman referred to the specific landmark events contributing to her achievements as: setting up a 'research group', attracting students and funding, publishing academic papers in Q1 journals and applying for promotion. In contrast, another woman referred to her *"slow career trajectory"* (which eventually paid off), which she attributed to being appointed as a junior academic, family commitments and research challenges which eventually *"led to positive career developments and recognition mid-career"*. Other respondents echoed the statement that there was *"room for further advancement"*.

In contrast, the respondents who felt that they had not attained their career potential cited diverse reasons. The first category related to their early stage career status (junior stage/not yet permanent/fixed term contract): *"early days"* (man); *"I have only recently been confirmed in post at junior lecturer level which is completely at odds to my international reputation"* (woman). One woman expressed this: *"I was hired, very young and inexperienced, I was given a massive burden of administration tasks....I am [now] succeeding in this by working every waking hour..."* (woman); *"I do not hold a permanent post"* (man).

One woman felt that she was held back *"due to the lack of opportunities in the Humanities and the hegemony of the STEM fields"*. Another woman claimed that she had dedicated *"too much time to teaching, pastoral care and administration and that is not what you get promoted for..."*. This comment was not an isolated case.

Family status was noted as impeding women's careers in particular: *"Stifled by male dominated authority environment....Currently pregnant – [a] senior lecturer told me it was to the detriment of my career..."* (woman). *"As a working mother, it is very difficult to compete at research with colleagues that have more time available"* (woman); *"have 3 children under 8 and it is VERY difficult to consolidate and build a research career when you keep losing momentum"* (woman); *"I am currently only able to work part-time due to family commitments"* (woman); *"I lost my way a bit on the research side when my children were small. I could have done with some mentoring about 10 years ago"* (woman). Related to family was the comment that: *"Part-time work is not considered 'serious' enough for more senior positions"* (woman).

A substantial number of respondents referred to the current constraints in relation to the promotion system, e.g. the government's Employment Control Framework (ECF): *"a bit protracted due to College and ECF conditions"* (man); *"Promotion is very slow in Trinity"* (woman); *"promotion was always too little, too late and given grudgingly"* (man); *"Promotion is skewed toward research...Good teaching is not rewarded...Administration is not spread around evenly..."* (man); *"Every promotion round (including Fellowship) has been a challenge that would almost deter you from applying – very discouraging. It is now even harder with the existence of quotas + the higher you go the harder it gets. I feel I am applying in the wrong decade"* (woman); *"Fundamentally government rules about*

quotas... I was told I was 'promotable' but that there are 'more promotable' people ahead of me in the queue" (man).

Some respondents referred to bias and lack of transparency: *"Goal posts kept moving"* (woman); *"I suspect ageism and sexism may also play a part"* (woman); *"In what I perceive to be a more equitable system, I would have been promoted further up the system..."* (man); *"Favouritism is a massive issue in academia..."* (woman); *"Unfair treatment from men"* (woman); *"to get ahead in College you have to know the 'right' people at the top"* (man).

Both male and female non-tenured staff referred to the lack of permanent posts and promotional opportunities as contributing to their lack of career success: *"I'm still a contract worker. Because of this I'm not eligible for a mortgage or even a credit card..."* (woman); *"although I have advanced a lot, I still do not find job stability or a defined career path forward"* (woman); *"Because I have been employed on a fixed term contract – I am not entitled to promotion..."* (woman).

These open-ended responses were also reflected in the 2012 INTEGER Survey. They suggest that there has been no significant improvement between 2012-2015.

4.3 Aspirations to College Officer, Deanship and Head of School

Respondents were asked if they would like to hold a post as a College Officer and more women (32% - 33% in 2012) than male (24% - 29% in 2012) respondents answered positively, while 3 per cent of the women and 7 per cent of the men had already held such positions. Gender differences were not statistically significant. While there were similar levels of interest by men and women in being a Head of School, by 34 per cent of female and male respondents, interest in being Faculty Dean, was higher among the women who responded, 27 per cent (20% in 2012) of women, compared with 16 per cent (17% in 2012) of men. These gender differences were statistically significant (Chi Sq. 0.029).

Unlike College Officers which one respondent noted *"are appointed by the Provost"*, a number of respondents expect to attain Head of School roles, anticipating that it would be 'their turn', particularly with the freeze on recruitment and 'thinning out' in staffing levels: *"if I remain for a further 20 years, it seems likely that at some point seniority would push me in that direction (at least Head of School)"* (man); *"I expect at some point I will be asked to be Head of School, a moment I dread..."* (woman). In contrast, others said: *"I think I have the ability to contribute very well"* (woman); *"I will be asked to be Head of School at some point in the (near) future"* (man); *"I've been advised that I am a potential Head of School by several colleagues. The question is whether I would actually want to do the job"* (woman).

More male (13%) than female (7%) respondents had already held a senior management positions (e.g. College Officer, Faculty Dean, Head of School). Women (16%) are marginally less optimistic about achieving these positions compared with men (19%).

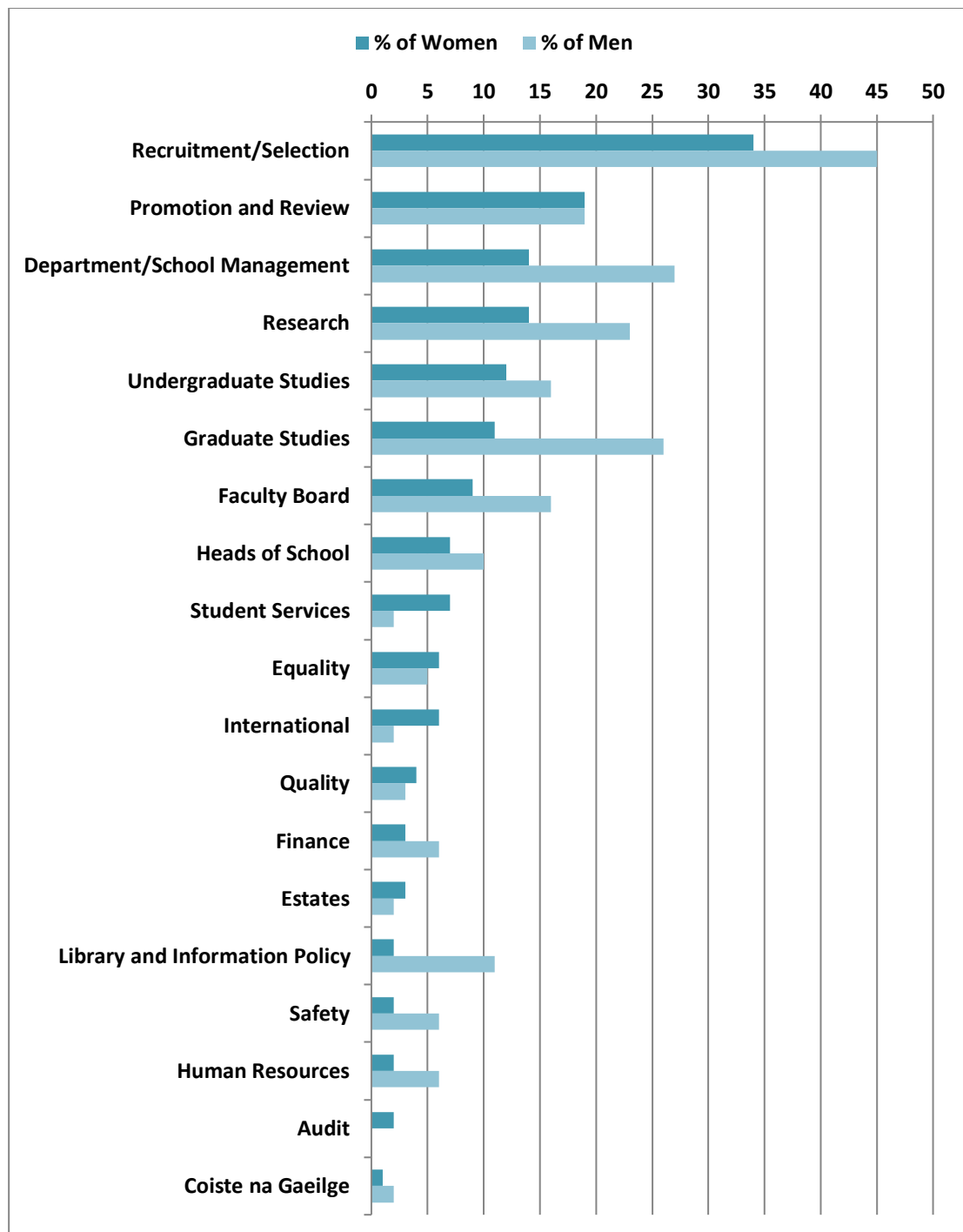
Among respondents who were not interested in serving in senior management positions, the main reasons were: close to retirement; lacking tenure; unable to work full-time; not senior enough; no reward; no interest in management or in administrative type of work; lack of managerial skills; or that it would distract from research/teaching. Two particularly caustic comments pointed to the undesirable nature of such posts: *"I do not view these positions as achievements: I view them as*

ways of propping up a system that is not fit for purpose” (man); “I don’t see it as something to ‘achieve’, but to ‘suffer’...” (man).

4.4 Appointment to College Committees

More men (73% - 54% in 2012) have served, as a member, on one or more College Committees compared with women (58% - 50% in 2012). Fewer women (11%) have chaired such Committees than their male (24%) counterparts. The gender differences in membership and Chairing College Committees are statistically significant (Chi Sq. 0.041 and 0.009).

Figure 4.2 Involvement with College Committees according to Gender



There were similar levels of involvement by women and men on Promotions and Review Committees (Figure 4.2). However, there were substantial gender differences in the levels of involvement on Graduate Studies, Departmental/School Management, Research, Library and Information Policy and Recruitment and Selection Committees, with gaps of more than 9 per cent. Most other Committees (with the exception of Equality, Promotion and Review, Student Services, Estates, Audit and International Committees) had slightly higher levels of representation by male staff (Figure 4.2).

Asked if Committee involvement had enhanced their careers, respondents volunteered a range of responses: no discernible effect (23 female and 12 male respondents); gained understanding of how college works/college decisions/policies are made (17 female and 10 male respondents); contacts/networks (15 female and 3 male respondents); contribution to college (e.g. for promotion) (10 female and 2 male respondents); provided an opportunity to socialise outside their discipline (7 female and 2 male respondents), enhanced skills by chairing and demonstrating leadership/understanding of processes (2 female and 2 male respondents); and raised personal profile (2 female respondents). It was pointed out that this engagement in Committee work can be time-consuming to the detriment of time spent on research – which is perceived to be the major criterion for promotion. These responses are similar to those in the 2012 INTEGER survey.

4.5 Promotion

Respondents were asked if they had applied for academic promotion (excluding the merit bar) within Trinity College. Among the survey respondents, 62 women (39%) and 30 men (48%) have applied for academic promotion. On average, the men who had sought to be promoted applied 2.8 times while the women had applied 2.4 times. There were no statistically significant differences and the lower number of attempts at promotion by women may reflect the younger age profile of those respondents. Among applicants for promotion 24 per cent of the women had been unsuccessful, compared with 18 per cent of the men.

Staff surveyed were asked to state what would **encourage** them to apply for promotion. In relative order of importance, the key themes are: feeling that I would succeed (19 women and 8 men); transparent and fair promotion criteria (13 women and 3 men); enhanced salary/recognition/seniority (8 women and 6 men); removal of the quota/promotion on merit (9 women and 3 men); encouragement from Heads of School/Discipline and colleagues/peers (8 women and 1 man); and less time consuming process/form to complete (4 women and 2 men).

Respondents referred to the need to stand a *“sporting chance”* and *“expectation of success”*. This was linked to the call for clearer criteria/benchmarks: *“Clear benchmarks/criteria for each grade as UCD have”*. There was strong support for *“promotion on merit”* for those who fulfilled the necessary criteria, appropriate at each grade. The implicit demand for more promotions was summed up in: *“If there are 30 people applying for 3 posts, those are long odds”*. More positively, a respondent commented *“Success is encouraging and also it fosters a sense of responsibility for the university as a whole”*.

More transparency in promotion procedures and criteria was sought by male and female respondents through a *“level playing field”* with *“some clarity about achievements required”* and *“clear guidance on what is needed to build a competitive application”*. Many respondents sought

more explicit and fairer/equitable recognition for **all** academic work, not just research publications and funding which are perceived to be the main criteria.

Information currently available was seen to be lacking, as was adequate feedback. One respondent concluded, more positively, that *“WiSER seminars make it more attractive in that information and encouragement is given, and also you are prepared for rejection”*.

Asked about what would **discourage** respondents from applying for promotion prompted reference to issues already noted: lengthy process of form filling; past experience of failure and high probability/fear of rejection; lack of promotions available; lack of transparency as to the actual promotion criteria; no support from colleagues/Head of School/Discipline; perception that the promotion process is biased/unfair/requires patronage, including gender bias. Typical of these responses are:

*“I have seen the process in action and written a great many reviews for individuals the majority of whom I would have thought should be promoted. I think they felt the **process** was ruthless, adversarial and a blow to their confidence rather than reaffirming belief in one’s potential. The justifications for not promoting someone seem very weak and one suspects a **quota system** is in operation in reality. The process is clouded with anger, upset and disappointment”;*

*“A sense that there was **little chance** of it being successful”;*

*“I would **not risk the humiliation** of being turned down again. The **criteria** seem to keep changing. Older academics are not valued”;*

*“**Quotas**. Applying for promotion is for most applicants an exercise in **self-flagellation** - lots of effort for negative returns”;*

*“Rumours that the process is **not merit based**, but other factors appear to control it (**money** available, **unreliable metrics** such as **H-index** being used”;*

*“The **decision making process**; only a certain type of people and researchers get promoted. This situation has been exacerbated with the new promotions system where people are **filtered at the faculty level**. This creates great **inequality** as all the people applying for the same promotion are treated differently since they are being judged by different groups of people who **interpret the ‘rules’ differently**. Everyone applying for a promotion should be judged by the same cohort of people”.*

There were no discernible differences between women’s and men’s open-ended responses and all the factors listed echo and reinforce those that emerged from the 2012 INTEGER survey.

4.6 Election to Fellowship

The survey asked if respondents had ever applied for Fellowship. Men (52% - 40% in 2012) were more likely to have applied for Fellowship than women staff (34% - 25% in 2012). This gender difference is statistically significant (Chi Sq. 0.041) and the gender disparity carried through to the respondents who had been successful in becoming Fellows: 28 per cent of the women and 45 per cent of the men (Chi Sq. 0.034).

Respondents were asked what might have discouraged them from applying for Fellowship. Among the responses, the following reasons were mentioned: not eligible (often due to contract

restrictions); felt they would not be successful; too early in career; emphasis on research and publication; no support from colleagues and never heard of it/don't know the criteria i.e. thought a staff member had to be nominated rather than apply. It is evident that the wording "*Candidates must be proposed by a Fellow of the College*" is a barrier to attracting eligible applicants, as is the "election" process.

4.7 Supports for/Barriers to Career Progression

The final questions in the survey section on career progression asked respondents what had helped or impeded their career progression in Trinity College. The responses about supportive factors fell into five main themes: resilience/determination and hard work; mentoring/advice from senior colleagues; support from colleagues/collegiality; research focus and being successful.

Indicative of the comments from female and male respondents supporting career progression are:

*"My own **hard work**, support from a couple of **mentors** & personal willingness to undertake administrative positions to some extent but overall successful acquisition of **research grants**";*

*"**Networking with women**. Exchanging information about promotion procedures. Have **informal 'mentoring' by women** to provide **feedback** on my applications and encouraging me to re-apply for promotion/Fellowship";*

*"**Colleagues** - encouraging me to take time to research; helping me navigate the college structures and ethos";*

*"Experiencing the **WiSER programme**, having a good **network** of contacts in Trinity and internationally to inspire me";*

*"Learning the ropes from other academics. I have engaged in both a **WiSER and TCD mentor programme** as mentee. Learning to say no. Achieving serenity about the things I cannot change and getting on with what I can do!";*

*"A collegiate atmosphere and freedom to develop and follow my **own research agenda** and an infrastructure (physical) built up over time that is strong and truly world class";*

*"**Supportive (and instructive) Head of Discipline**";*

*"Getting on an **early research trajectory**";*

*"Having an **excellent mentor** and extremely friendly and **supportive colleagues**";*

*"I had a **mentor** (I signed up for this voluntarily), which was really useful for getting a perspective from a more experienced staff member outside of my immediate area; also I worked very hard to build a **strong research record** despite some of the obstacles encountered as I know that this is ultimately what seems to matter".*

Survey respondents were also asked what had impeded their careers in Trinity College. The open-ended responses highlighted: excessive administrative load and dissatisfaction with e.g. SITS; lack of

job/promotion opportunities among research staff; no career path; lack of support from managers/HoS and peers; family demands and child care issues; lack of funding for research; heavy teaching workloads with limited recognition; contracts; not enough time for research; lack of transparency in promotion criteria; sexism; and age issues.

Typical responses of factors impeding men's and women's career progression are:

*"Lack of support in terms of postdoctoral career advice and planning help There's a real need for **postdoc** support that simply isn't being met by the college";*

*"Lack of support for research: **unavailability of research leave** in my area, limitations on funding for conference travel and resources. Changes ...[that] over-value the importance of **research funding** (only rarely applicable in my area) and publication in journals which appear in **bibliometric measures**";*

*"Lack of mentoring in relation to strategic **management of a career structure**.....my willingness to take on **academic administrative responsibilities** (under considerable pressure) has now brought me to a place where I am unlikely to be promoted further and has therefore disadvantaged me";*

*"Administration (in particular the computer systems such as **SITS** which absorb huge amounts of time needlessly (e.g. no bulk upload function for recommendations for students). The **lack of support around maternity** - it is not a sabbatical";*

*"Patchy encouragement to seek promotion - and **unsatisfactory feedback** when unsuccessful Very **heavy teaching load** much of the time (so less time for research, which is the only real benchmark for promotion - whatever the paperwork says!) Unreasonable and time wasting demands to do **admin tasks**";*

*"Teaching **180+ hours per academic year** and not leaving myself time to develop further my own research";*

*"The **enormous administrative workload** if one does anything outside core academic duties and focus on personal research. The ridiculously **low age limit to ones working life**. Women now approaching retirement have often had their development postponed by **maternal responsibilities**. Having lived through a conservative environment that impeded progress, there is now **little flexibility to enable women** at the height of their powers to continue to **contribute**..... While some staff, due to their time of entry, may work on beyond 65, perhaps up to 69, this is not available to all staff equally".*

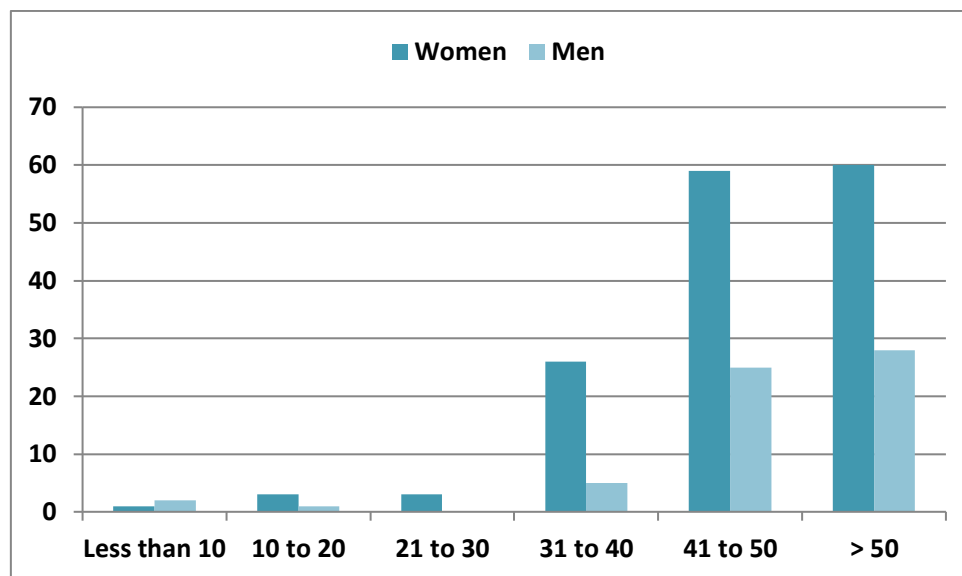
These findings reinforce those covered in other survey sections highlighting low morale, lack of trust in the system and criticisms of work overload, particularly in relation to administration. Sexism, implicit and explicit, is also evident, particularly in its intersection with ageism.

Chapter 5 Work Life Balance

5.1 Weekly Working Hours

On average, 40 per cent of female and 46 per cent of male respondents work in excess of 50 hours⁵⁰ per week. The gender difference was not statistically significant. The comparable levels captured in the 2012 survey were 37 per cent of women and 51 per cent of men, suggesting that men may be finding ways to minimise excessive hours while women are working longer hours. Figure 5.1 sets out the actual working hours worked by respondents.

Figure 5.1 Weekly Working Hours of Men and Women (n = 213)



When asked if they tend to work weekends/evenings, in addition to normal working hours, the vast majority of respondents (87% of men and 86% of women) stated that they do so. If respondents worked weekends/evenings, in addition to normal working hours, they were asked about the reasons. These related to: excessive workloads - it being necessary to get the work done; to access equipment; to meet specific grant application deadlines/lectures; due to the nature of the research (e.g. experimental) process which cannot fit into a 9-5 schedule; to compensate for flexible working e.g. to drop/pick up children from school; and for career advancement.

Respondents elaborated on these as follows:

“Nature of academic research life in a globalized world”;

“Impossible to keep up with workload, emails++++; exam marking; CA marking; And the only time to write papers, or even consider writing grants; reading PhDs (any committee work and my editor work are of course at weekends, prep to give a keynote, or chair, organising conferences, but I chose to do those)”;

⁵⁰ Under the EU’s Working Time Directive ([2003/88/EC](http://ec.europa.eu/social/main.jsp?catId=706&langId=en&intPagelD=205)), each Member State must ensure that every worker is entitled to a limit to weekly working time, which must not exceed 48 hours on average, including any overtime.

"The nature of job is that there are constant deadlines to be met, either for grant applications, conference submissions/presentations, paper submissions, project reports, exam papers, article and grant reviews for external bodies etc. Given the teaching and admin requirements these deadlines cannot always be met within the remaining working day hours";

"I travel a lot for work which tends to be outside of normal work hours (early starts, overnight stays, weekends, evening events). There are several events per month outside of normal work hours (e.g. student sessions, talks, fieldwork, meetings)";

"Work load and lack of time management skills. Also it is hard in an academic job to go 'off the clock'. You are constantly thinking or reading around your topic of interest";

"Because I do not have 'normal' working hours; this concept is alien to my discipline which is a very competitive one. When my competitors slow down, then I can do so too";

"Experimental research is rarely a 9 - 5 job, and often experiments run over into after-work hours, or other things need to be done, etc. so work extends into the evening. Sometimes equipment or instruments in the lab need to be switched on or turned down etc. etc. over the weekend";

"Grant applications and attempting to publish to further my own career so I am willing to put in the time outside it";

"The number of academic professorship positions is very small. Only a handful of research fellows will be able to get a professorship therefore I cannot have a work life balance if I hope to progress in my career".

Even staff on part-time contracts feel the pressure to work excessively long hours:

"It is expected that you fulfil duties on a project. It may be accepted that you work P/T (and are paid accordingly), but you are still expected to do the same amount of work as if you were working full time. If you do not do this (i.e. put in 55-60 hours a week although you are only paid for 30) you will be seen as slacking. I do not have a permanent position and thus, my contract depends on me being able to deliver the 55-60 hours, otherwise it will not be renewed".

In contrast, the ability and freedom to 'juggle' with working hours and place of work is perceived as a positive feature of academic work:

"I exploit the flexibility of my hours to allow me pick up my kids from school. I make up those hours in the evening. I need to work additional hours, particularly during term to keep up. I have a research team and a high teaching load. There are not enough hours in the day!";

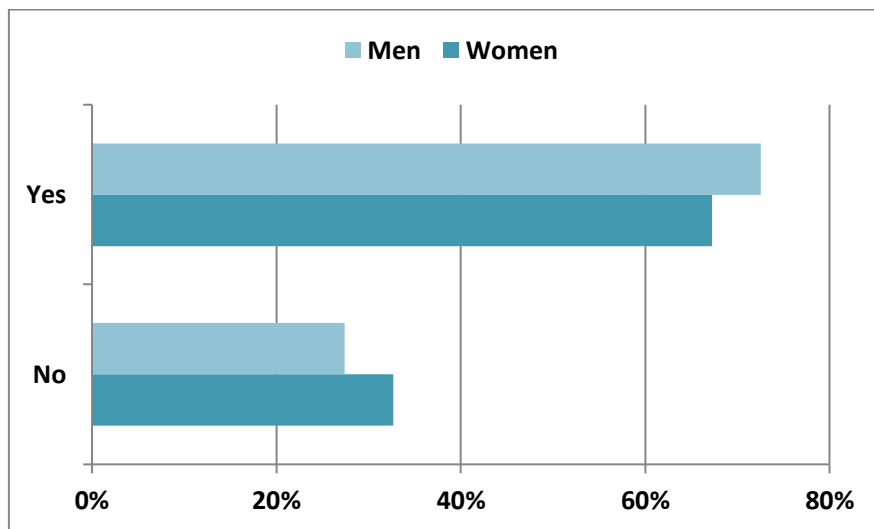
"Occasionally, I work longer hours, outside of normal working time. Usually, it is due to individual projects such as conferences, publications that are due and I cannot find time for them during the working day. At other times personal/family commitments may take me away from the office during working hours, but the flexibility of the job allows me to work evenings/weekends to make up lost time";

"Sometimes to catch up after getting in to work a little late or leaving a little early to collect children from childcare. Also simply to get the work done in the timeframe required... this is especially true of grant applications, papers, marking, and lecture preparation".

5.2 Off-Campus Working

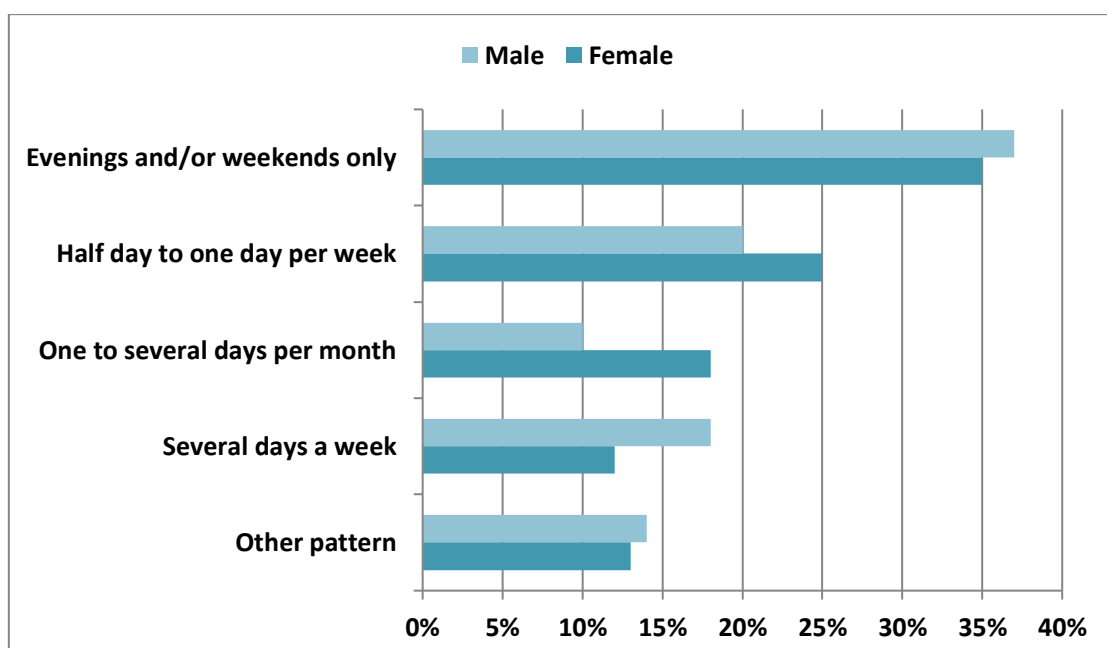
Respondents were asked if they regularly work from home and the majority of men and women respondents do so, though the level was higher among male respondents (73%) compared with female respondents (67%) (Figure 5.2). The level is also below that noted in the 2012 survey when 81 per cent of men and 74 per cent of women worked regularly from home.

Figure 5.2 Percentage of Staff who Regularly Work from Home according to Gender (n = 221)



Respondents were asked if they work weekends/evenings **in addition to normal working hours**. Identical percentages of women and men (87-88%) responded in the affirmative. One-third of the women who responded and 37 per cent of the men regularly work evenings and/or weekends (Figure 5.3).

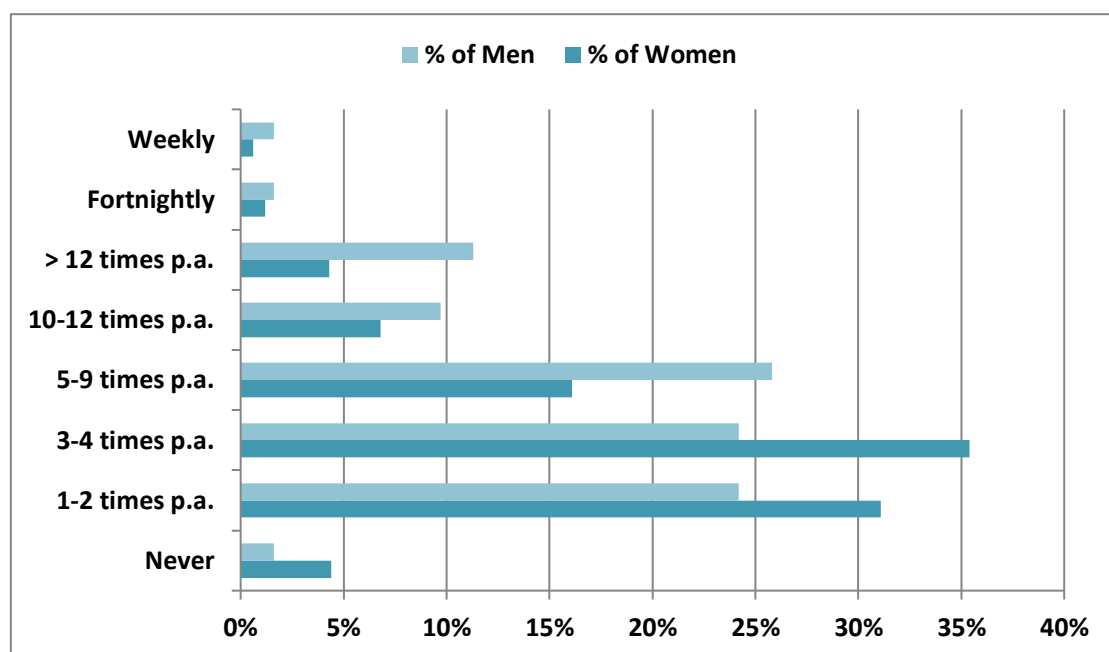
Figure 5.3 Percentage of Respondents according to Patterns of Regular Working from Home and Gender (n = 169)



One-fifth of the men (20%) and a quarter of the women (25%) worked a half or full day from home with 12 per cent of women and 18 per cent of men working several days a week from home.

Asked how frequently they travel for work purposes (e.g. meetings/seminars/conferences) involving an overnight stay or longer, two-thirds of the women (66%) stated that this happens less than 5 times per year, compared with almost half of the men (48%). Male respondents travel more often in connection with their work, 24 per cent of them doing so 10 or more times per year, compared with 13 per cent of women (Figure 5.4). This pattern was also noted in the 2012 survey in which men were found to travel more often than women in connection with their work. As with other gender differences, this may reflect the discipline requirements e.g. funded research projects being more common in FEMS.

Figure 5.4 Frequency of Travel Commitments - Percentage of Women and Men



5.3 Work-Life Balance

The survey asked respondents to state their understanding of work-life balance. This elicited 173 replies that ranged across the very specific e.g. working 9-5, weekends off, 40-45 hours per week; a compromise between professional and personal life; a situation where both professional and personal life are uncompromised by each other; an unrealistic dream/idea; to a broader absence of unhealthy stress.

Idealistic definitions stressed: *“A balance between work and personal life so that the two elements are mutually enhancing”* (woman); *“A seamless integration of work and personal lives, where one is not undermined by the other - a holistic approach to your life”* (man).

Typical of the responses that referred to **specific hours** were: *“A clear distinction between private life and work. Whenever possible limiting the work hours to the contractually set hours”* (man). Some respondents referred to the range of activities that need to be factored into Work/Life balance:

“Being able to live life outside of work without feeling guilty about it. Living life outside work should include: Time to sleep, eat (I'm not joking), exercise, spend time with family/friends (generally some daily time with partner and/or children), to be able to take most weekends off, or most of the weekend off work (i.e. disconnected from work, not called/answering emails), and to be able to go on holidays (again, disconnected from work)” (woman).

Other respondents stressed the **excessive hours** that they typically work:

“The ability to organise work not only within a working time idea of a maximum 48 hour work week, but the ability to have flexibility in the deployment of time so as to participate in life activities and events which belong to one's life outside the institution” (man);

“to be able to meet the justifiable demands of my family, and to have time for not College-related pursuits, which is difficult with a 60 hour working week, and with HoS and HoS administrative functions, 80 hours for ca. 3 years” (woman);

“More work less life I currently work during term time in excess of 10 hours a day some weeks I regularly work between 3-5 hours on Saturday and Sundays during term time I believe on some days this contravenes European Working Hours directives” (man).

Some respondents stressed the **need for flexibility**:

“ability to find time within a defined working week to attend to personal matters. Being able to leave work at work without pressure from line managers to take time from personal time to fulfil work related tasks. Flexible working arrangements” (woman);

“Flexible working conditions including work place and working hours. Flexible deadlines and reasonable amount of work. Minimal commitments and work presence/requirements outside working hours. Secure annual leaves” (woman).

Other respondents placed more emphasis on **family** in finding a balance:

“Getting to spend quality time with my kids and still maintain a successful academic career” (woman);

“Being able to spend a reasonable and socio-familially acceptable amount of time on each” (man);

“Getting to spend time with my children and not feeling swamped or extremely stressed by work” (woman);

“Hard to judge, I think it depends on your personal situation. I find it becomes more important if you have family and young kids. It is extremely hard though to keep a high international research profile and a good work-life balance” (man).

One woman referred to the **cultural differences** that underpin our perceptions of WLB:

“In the Mediterranean (where I conduct field work) people say that they work in order to be able to live. They joke that in NW Europe people live to work. There is some truth in this, and clearly the Mediterranean perception is the more healthy one (both physically and mentally). So, for me a good balance is being able to enjoy family and friends, have time for relaxation/interests as well as do my job (all aspects) really well and with a sense of achievement and satisfaction”.

There were numerous cynical responses that placed emphasis on the **risks of not finding WLB** and the conflicting demands on academics:

“In a career with no natural ‘end’ to a working day, and one that is not really project based, it can be easy to neglect personal life, health and fitness, and relationships with people outside of our bubble. I have worked hard at stepping away from work as much as I can over the past years, and think it really important that we do that. Most academics are driven workaholics, most of us need to recognise that life is more important than work” (man);

“Honestly time to see the children/ husband, make the dinner, do the homework and clean the house. A few hours where you could be empty-headed would be refreshing. I love my work in College and in clinical practice. I also love my home and family. You can't have everything I have no expectations of hobbies or book clubs but a little time for physical activity would be nice” (woman);

“Like the lost city of Atlantis - just a myth but that doesn't stop people from looking for it” (woman).

More positively:

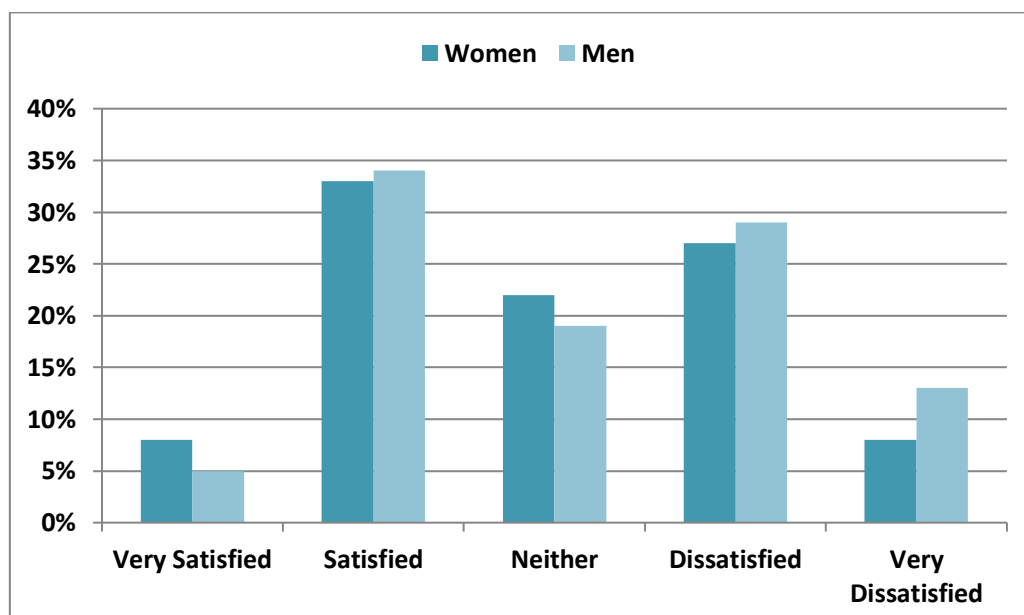
“I believe that a balance struck between personal life and work life — denominated mostly in hours or in available head-space — is key to happiness in general and has implications for all measures of work success and talent retention at TCD” (woman);

“working to live, rather than living to work. Ensuring there is time in one's life to fulfil one's physical, social, cultural and emotional needs” (woman).

Survey respondents were asked how satisfied they were with their current balance between their professional and personal life (Figure 5.5). Levels of satisfaction (satisfied/very satisfied) were not dissimilar for male (39%) and female respondents (42%). However, marginally more men (42%) than women (36%) were dissatisfied or very dissatisfied with their work-life balance. These levels were similar to those noted in the 2012 survey, hence suggesting no discernible improvement.

Figure 5.5 Percentage Levels of Satisfaction with Professional/Personal Life Balance by Gender

(n = 220)



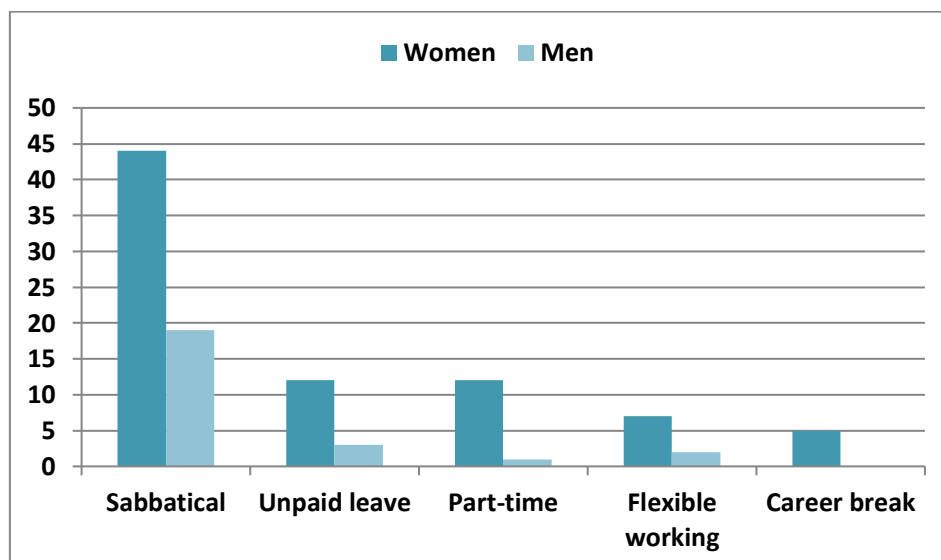
If relevant, respondents were asked what would help them to achieve a better balance between their professional and personal life. The 131 open-ended responses were extremely diverse. Overall many sought less work, though some acknowledged that this might require being 'able to say no' and self-discipline. Suggestions that emerged were (roughly in order of frequency): fewer administrative tasks by academics (e.g./ SITS and FIS) accompanied by better administrative supports; affordable childcare available in college; a fairer workload model; more academic staff to replace retiring staff; meetings/lectures scheduled during core work hours (not after 5 pm); flexibility to work from home; part-time working, research/sabbatical leave and early retirement; permanency/job stability for contract academic/research staff; and teaching assistance.

A number of respondents seek less emailing/electronic administration "*death by email*" and were critical of those who wore their 'overworked' 24/7 image as a "*badge of honour*". What most sought was summed up by one respondent in "*Recognition and celebration at college level of a diversity of achievements. Reward for teamwork, collegiality and quality. One measure of success should be longevity of achievement*".

5.4 Flexible Work Options

Respondents were asked to list any flexible working arrangements that they might have availed of during their academic career within Trinity College (Figure 5.6). The summary results show that it was women rather than men who had opted for such arrangements, including sabbaticals (by 44 women and 19 men); working part-time (12 women and 1 man); and unpaid leave (12 women and 3 men). Seven women respondents and two men had availed of flexible working. The number who took a career break was also small (5 women). This highly gendered pattern of take-up of flexible working was also evident in the 2012 survey.

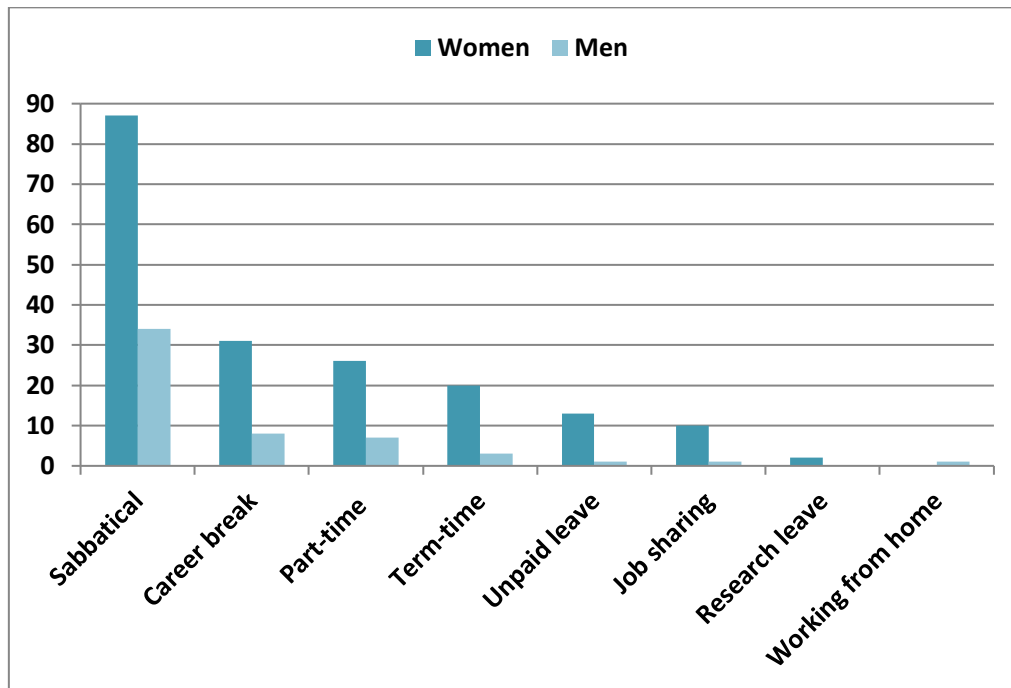
Figure 5.6 Number of Fe/Male Respondents who availed of Flexible Working Arrangements



When asked if they would *like to avail* of any of flexible working arrangements in their academic career, more female than male respondents answered in the affirmative (Figure 5.7). Numerically more women (87) than men (34) would like to take a sabbatical - the most popular option for both genders, followed by: career break (31 women and 8 men); part-time working (26 women and 7

men); term-time working (20 women and 3 men); unpaid leave (13 women and 1 man); job-sharing (10 women and 1 man); research leave (2 women) and working from home (1 man). Again, this preference for flexible working was more pronounced among female respondents in both the 2012 and 2015 surveys.

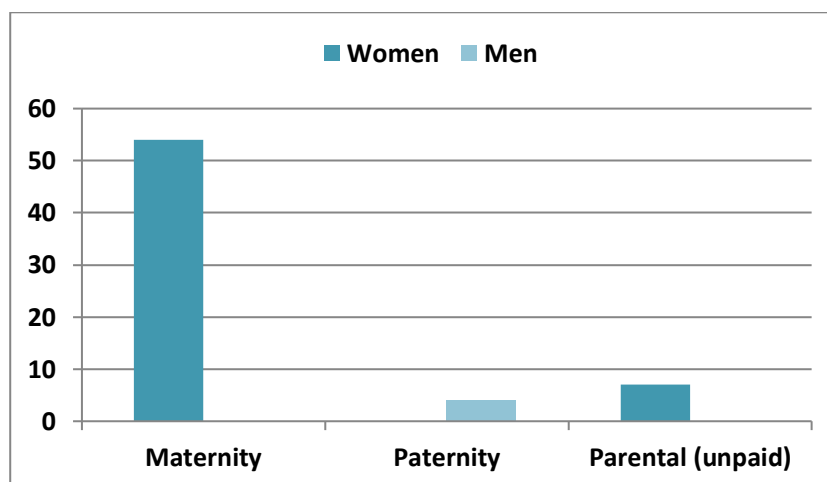
Figure 5.7 Numbers of Men and Women who would like to avail of Flexible Working Arrangements



5.5 Family Related Leave

Respondents were asked if they had taken any family related leave while working in Trinity College. Fifty-eight women had taken some form of leave, compared with 4 men. Fifty-four women had availed of maternity leave (mainly for their first or second child – 46 of the total). Only 4 men had taken paternity leave (Figure 5.8). In addition, seven women had taken unpaid parental leave. No men had done so. These results replicate the pattern evident from the 2012 survey.

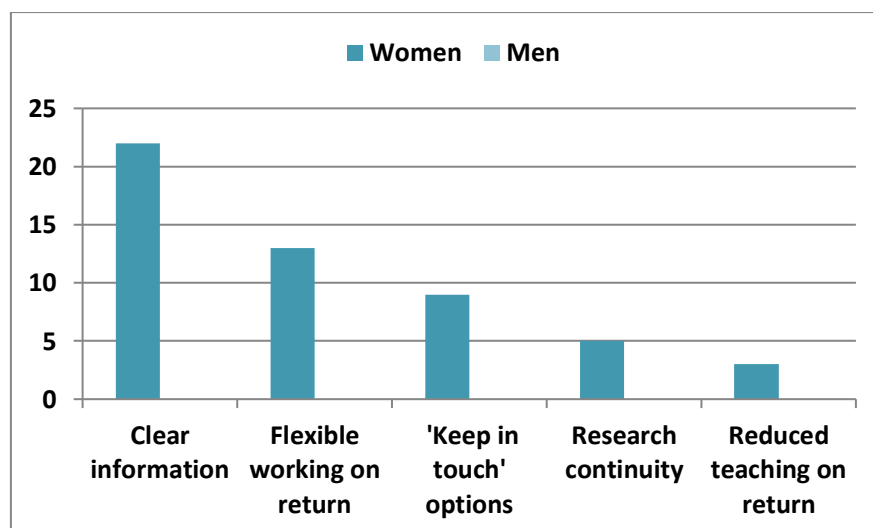
Figure 5.8 Number of Incidents of Family Related Leaves according to Gender



When asked if they had experienced any difficulties in returning to work in Trinity College after such family related leave, more women (28) compared to men (6) had experienced difficulties. For six women these difficulties related to teaching – no cover or doubling up before taking leave. In the worst cases women returned to an increased teaching load and/or were allocated new courses. Three women found that they had been removed from projects or their research group; 3 were faced with space/resources problems, one having lost her desk for 3 months upon returning. Two women had to attend a job interview, during their maternity leave which they found very stressful. Others emphasised feeling isolated/forgotten/overlooked or that it was difficult to catch up after 3 or more months on leave, particularly on their research. They felt that there were no proper supports, particularly in relation to childcare, in place to help get them back up to speed. Fathers had availed of only a few days leave (e.g. paternity) and found they were exhausted and had problems adjusting when “*being back to the grind*”.

Respondents were asked about what supports, if any, were available to them, from College, during and after their family related leave. In virtually all instances, it was women who had been offered/opted for these supports: clear information about their rights and responsibilities during or prior to the break (22 women); flexible working options after the break (13 women); ‘keep in touch’ opportunities during the break (9 women); continuation of research, publication and/or funding applications during the break (5 women); and reduced teaching load or service responsibilities (to allow them focus on research, publications and/or funding applications) after the break (3 women) (Figure 5.9).

Figure 5.9 Supports Available following Family Related Leave



Respondents who availed of family related leave were asked about their experience(s) in returning to work in Trinity College. In total, 24 women and 4 men had experienced difficulties, compared with 31 women and 15 men who had not experienced any difficulties when returning to work in College.

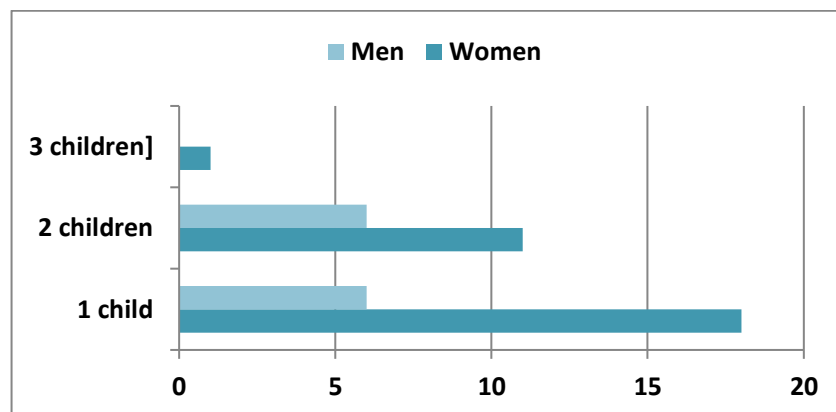
Asked to comment on what support would be helpful when taking family related leave there were 53 responses, mainly from women, relating to: temporary reduction in teaching (12 respondents); flexible working options and core hours e.g. no 9 am lectures or meetings at 4 pm for parents of young children) (9 respondents); focus on research (5 respondents); information provided clearly on current college policy and supports (3 respondents); keeping in touch options (3 respondents);

understanding from Head of School/HR and colleagues (2 respondents); being able to access parental leave without feeling guilty (2 respondents); and dedicated HR contact person whom they could meet with (2 respondents). Other suggestions from individual respondents were: college based childcare; guidelines for leave and guidance for the transition back; no penalty in promotion rounds for having availed; and mentoring. The problems identified, and the supports sought, in this survey are very similar to those that arose in the 2012 survey, clustering around: teaching load (reduction/cover), childcare (availability) and flexible working arrangements.

5.6 Caring Responsibilities for Dependent Children and/or Adults

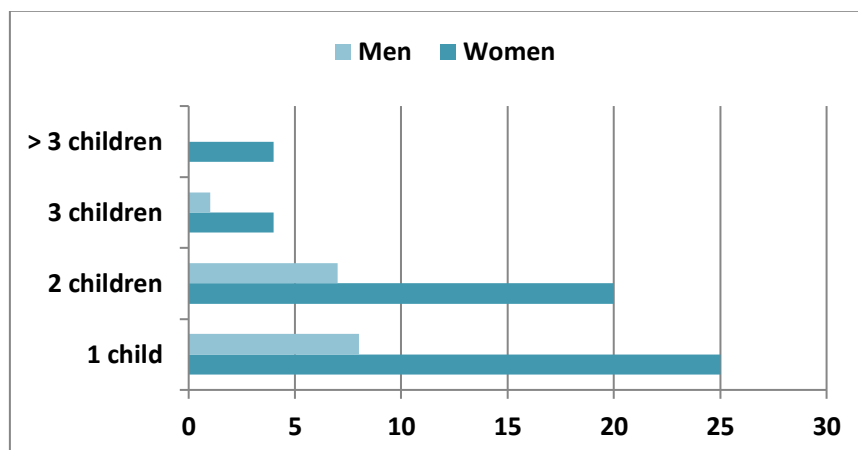
A substantial percentage of respondents, both male (31) and female (94), have caring responsibilities for dependent children and/or adults (58% of female and 50% male respondents). The comparable figures for 2012 were lower (47% for women and 49% for men). Respondents were asked how many dependent children and/or adults they care for. Thirty women respondents and twelve male respondents had 61 children at home, aged under 6 years, between them (Figure 5.10).

Figure 5.10 Number of Dependent Children under 6 years according to Parent’s Gender



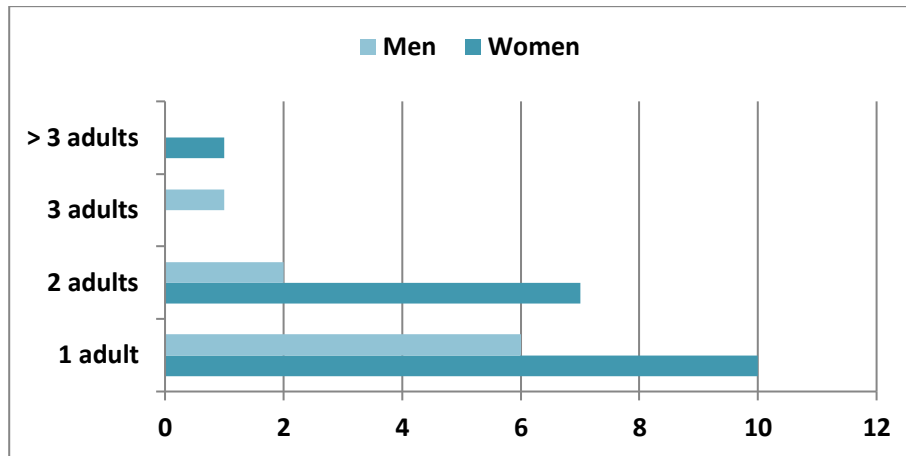
A total of 69 respondents (53 female and 16 male) were responsible for children aged between 6 and 18 years (Figure 5.11).

Figure 5.11 Number of Dependent Children aged 6-18 years according to Parent’s Gender



In addition, respondents were asked about their caring responsibilities for young adult dependents living at home and the results are shown in Figure 5.12. Most commonly this involved one young adult and the most common carers were women respondents (18 out of 27).

Figure 5.12 Number of Young Adult Dependents living at home according to Parent's Gender



Information was sought about caring for other (non-resident) adults (e.g. partner, parent) and this was the case for 30 women and 4 men who responded.

Overall this chapter demonstrates the desire for, yet lack of full access to, work-life balance among the survey respondents. Where they have availed of reduced hour options, or family related leave, it is clear that caring responsibilities, and the associated work-life adjustments, are highly gendered. Furthermore, there is a serious lack of institutional support from the university that goes beyond compliance with statutory provisions for maternity, (and now paternity), parental and carer's leave.

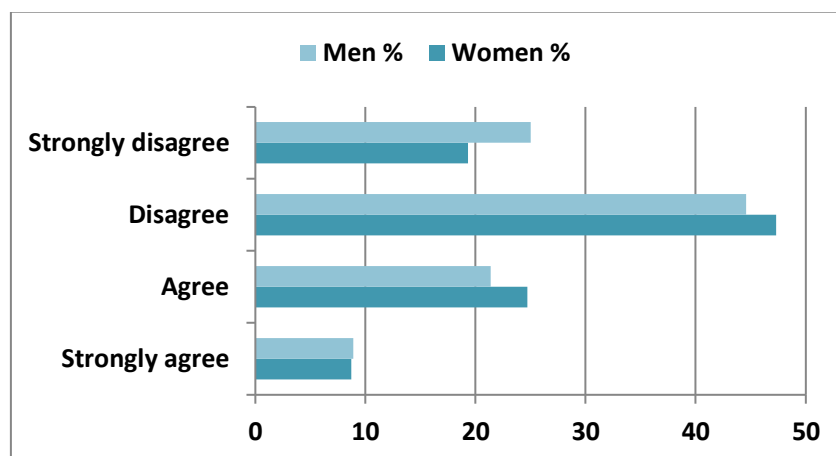
Chapter 6 Culture and Working Environment

In order to gauge the academic environment at School level within College, respondents were asked to indicate their level of agreement with a series of statements concerning conditions in their School/Department or Research Unit. The results demonstrate a strong degree of shared agreement between men and women about what they saw as positive and negative aspects of their working environment. For example, men and women respondents agreed with the statements that: they could put forward their opinions; there are many unwritten rules; and that their contribution to the School is valued. Some respondents, male and female, also agreed that they were unable to express their career choice preferences, felt under scrutiny, did not 'fit in', and/or are reluctant to bring up issues. Staff also assented to the statements that: there are few opportunities to participate on committees and at meetings to discuss projects; they are not encouraged to apply for promotion; and that they have limited access to role models.

6.1 Perceptions of School Working Environment

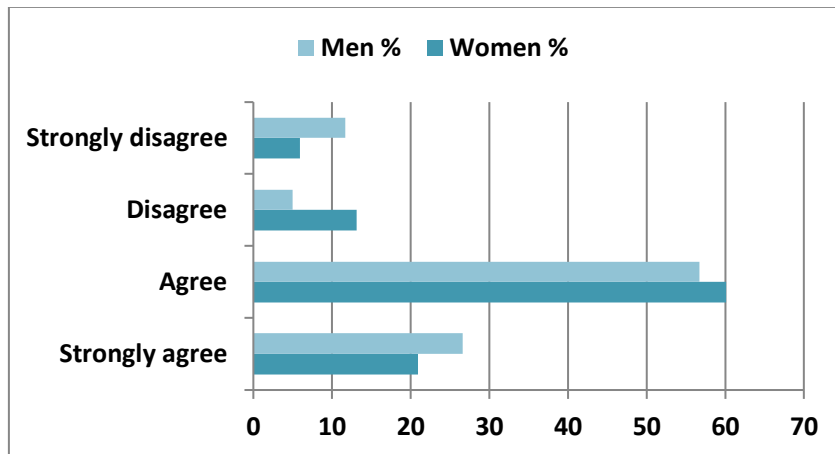
A majority of respondents (139) either disagreed or disagreed strongly with the statement that they felt constantly under scrutiny by colleagues in their Schools. Slightly more women (33%) than men (30%) agreed or agreed strongly that they constantly feel under scrutiny, though these gender differences were not statistically significant (Figure 6.1).

Figure 6.1 'I constantly feel under scrutiny by my colleagues in my School' (n = 221)



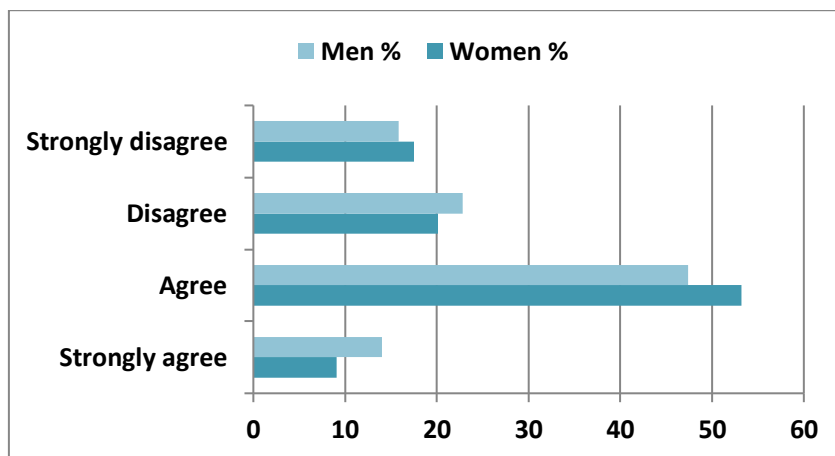
There was a strong consensus, from women and men who responded, agreeing with the statement that they are able to put forward their opinions, with 82 per cent agreeing or agreeing strongly. Slightly fewer women (6%) than men (12%) strongly disagreed (Figure 6.2).

Figure 6.2 'I feel able to put forward my opinions' (n = 221)



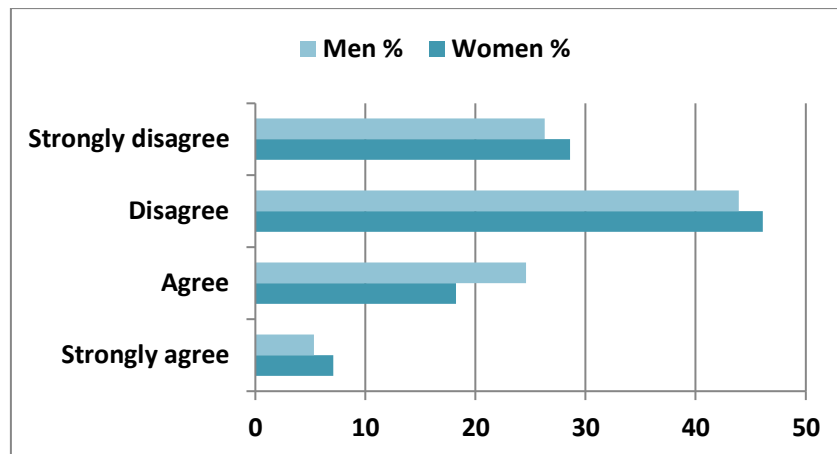
There was general agreement with the statement that respondents' contributions are valued by their Schools. Women (9%) were less likely than men (14%) to agree strongly with the statement. The majority (62%) of both sexes agree/strongly agree (Figure 6.3).

Figure 6.3 'I feel that my contribution to the School is valued' (n = 221)



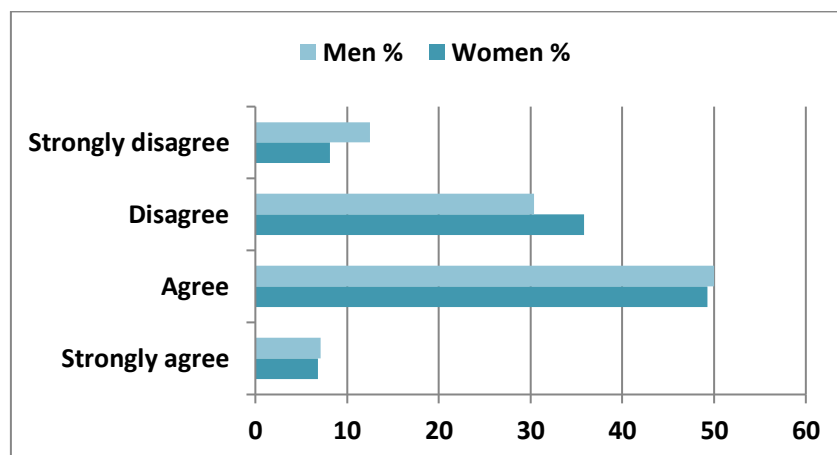
The majority of both sexes either disagreed or strongly disagreed with the statement that they feel unable to express their preferences in relation to their research interests and career choices (Figure 6.4). More men (30%) than women (25%) agreed/agreed strongly with the statement.

Figure 6.4 'I do not feel able to express my preferences in relation to my research interests and career choices' (n = 222)



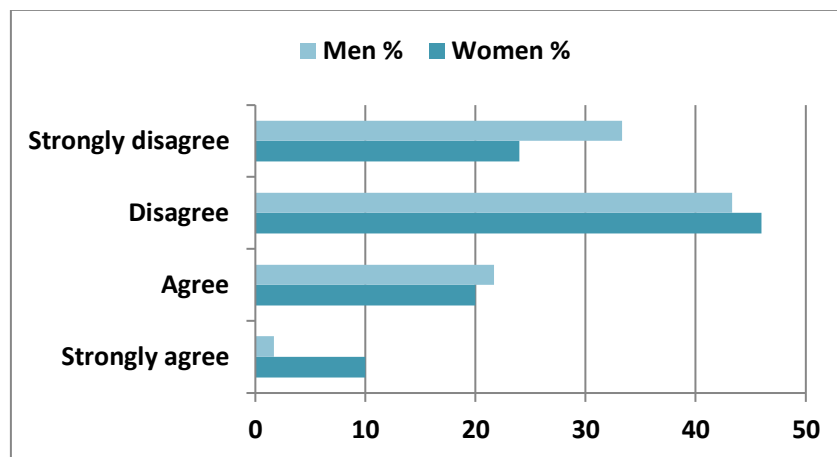
There was general agreement from respondents (56% agreed or agreed strongly) that colleagues always seek their opinions on research ideas and problems (Figure 6.5) Marginally more men (13%) disagreed strongly, compared with women (8%).

Figure 6.5 'My colleagues always seek my opinions on research ideas and problems' (n = 222)



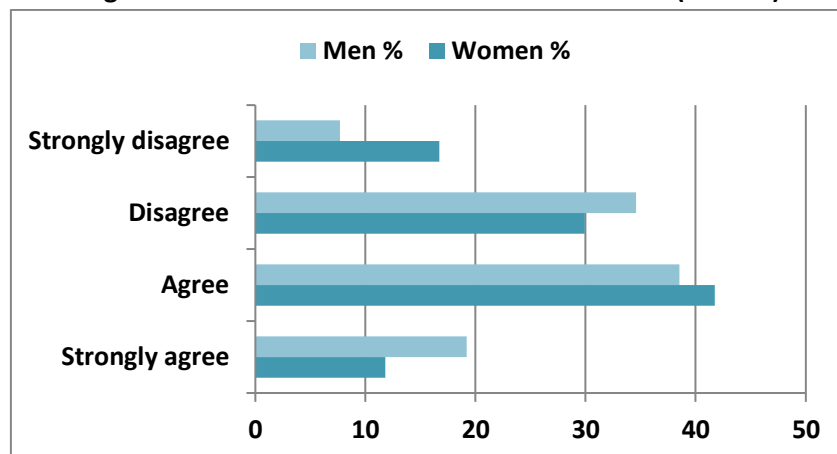
There was virtual unanimity from male and female respondents concerning the statement that they do not 'fit in' easily within their Schools (Figure 6.6). The majority of both sexes either disagree/strongly disagree, 70 per cent of female and 77 per cent of male respondents. While one-third of men (33%) disagreed strongly, this was the case for less than a quarter of the women who responded.

Figure 6.6 'I feel that I do not "fit in" easily within my School' (n = 219)



While almost a half of all respondents (42% men and 39% women) agreed that they have access to suitable role models, a further 19 per cent of men, compared with 12 per cent of women, agreed strongly that this was the case (Figure 6.7). A substantial minority of 47 per cent of female respondents and 42 per cent of male respondents disagreed or strongly disagreed that they had such role models.

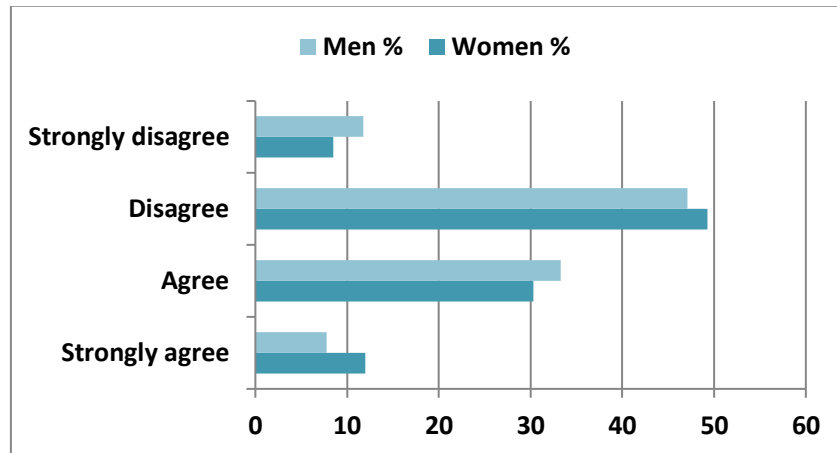
Figure 6.7 'I have access to suitable role models' (n = 221)



The majority of women and men disagree or strongly disagree that they have to work harder than their colleagues (59% of men and 58% of women) to be perceived as legitimate scholars (Figure 6.8). The balance of men (41%) and women (42%) agreed or agreed strongly that they did have to work harder.

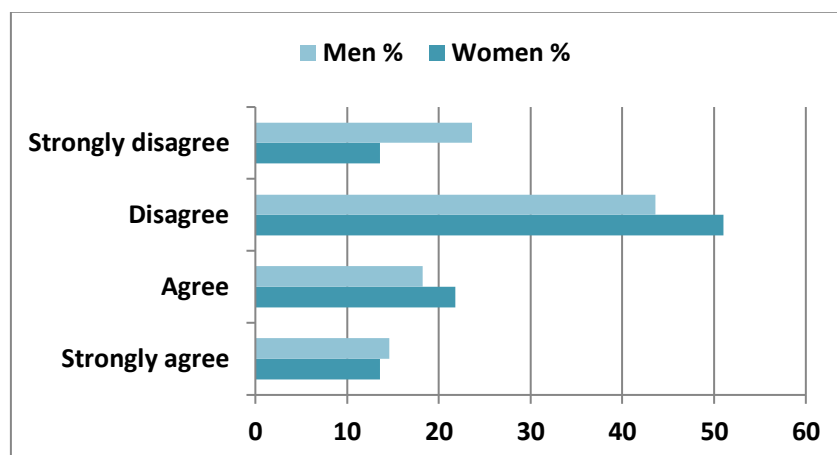
Figure 6.8 'I work harder than my colleagues do, in order to be perceived as a legitimate scholar'

(n = 222)



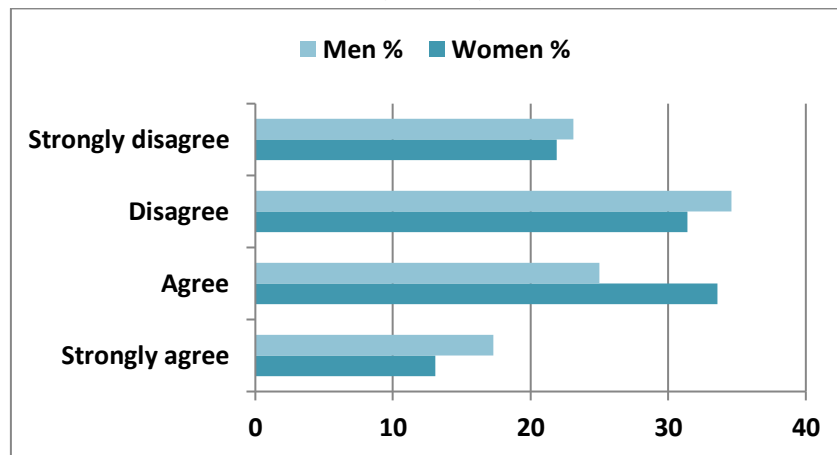
There were slight gender differences in the responses by male and female staff to the statement that they feel they seldom have the opportunity to participate in important committees, meetings and/or projects (Figure 6.9). More than one-fifth of the women respondents (22%) agreed and a further 14 per cent strongly agreed compared with 18 per cent of men who agreed and 15 per cent who agreed strongly.

Figure 6.9 'I seldom have the opportunity to participate in important committees/meetings/projects' (n = 219)



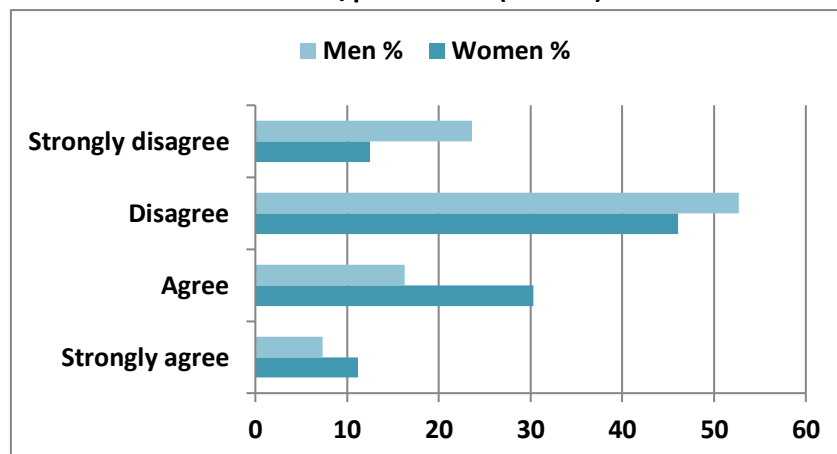
The negative responses to the statement concerning encouragement from senior colleagues to apply for promotion are not dissimilar for both sexes (Figure 6.10). A total of 53 per cent of women respondents and 58 per cent of men respondents disagreed or strongly disagreed with the statement. More men (17%) than women (13%) strongly agreed that they received such encouragement.

Figure 6.10 'I have received encouragement from senior colleagues to apply for a promotion'
(n = 201)



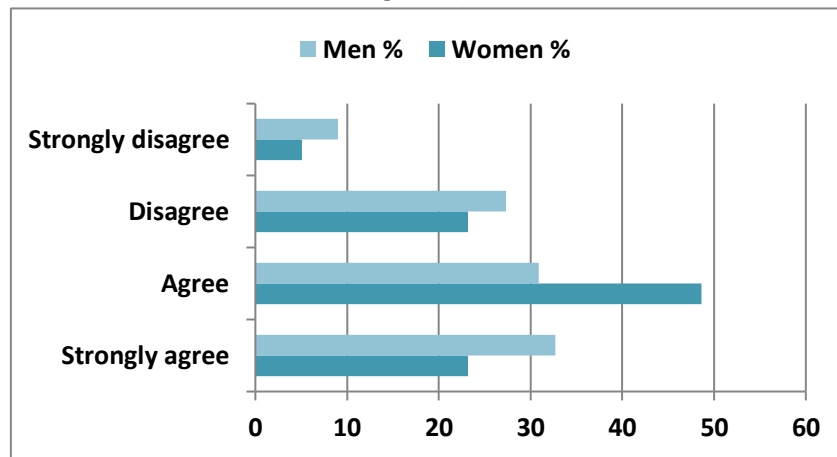
There are major gender differences in the responses to the statement that they would be reluctant to raise issues of concern for fear of it affecting their careers and/or promotion prospects. Marginally more women respondents strongly agreed (11%) compared with men (7%) but nearly one-third of women (30%) agree compared with only 16 per cent of men (Figure 6.11). More than three-quarters of men (76%) disagreed/disagreed strongly; this was true for only 59 per cent of women respondents.

Figure 6.11 'I am reluctant to bring up issues that concern me for fear that it will affect my career/promotion' (n = 202)



Nearly three-quarters of female of respondents (72%) agreed or agreed strongly that there are many unwritten rules concerning interaction with colleagues compared with less than two-thirds (64%) of men (Figure 6.12). Only a small minority (9% of men and 9% of women) strongly disagreed.

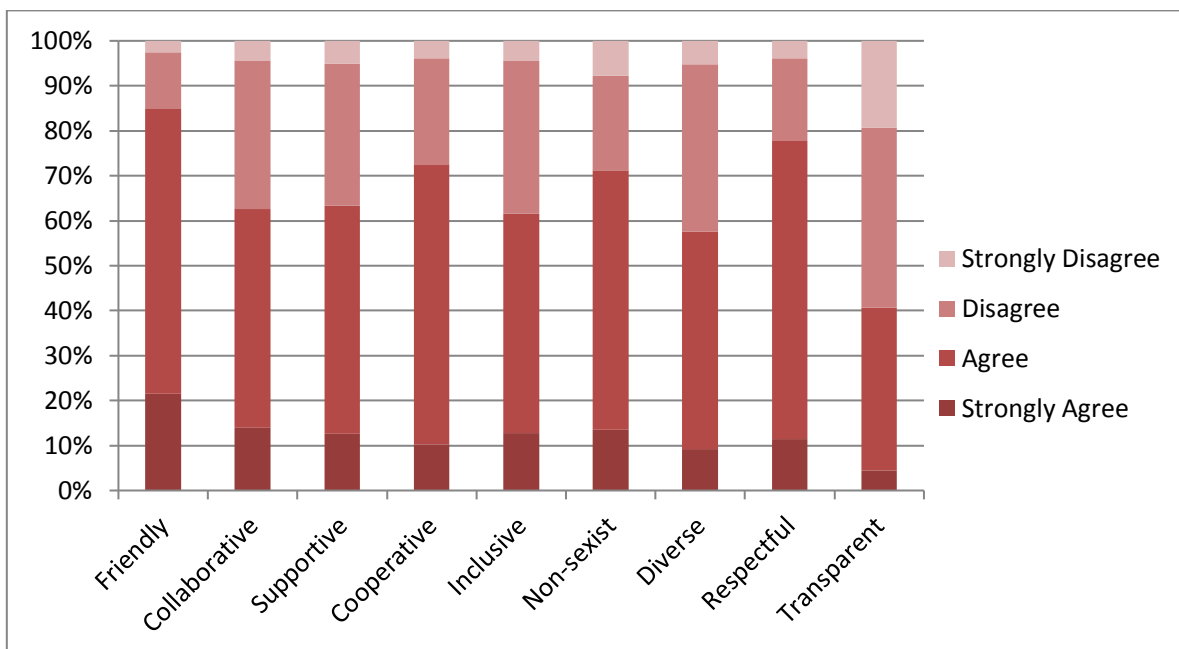
Figure 6.12 ‘There are many unwritten rules concerning how one is expected to interact with colleagues’ (n = 193)



6.2 Perceptions of Culture in Schools

Respondents were asked to rate the culture of their Schools against a number of criteria: Friendly; Collaborative; Supportive; Cooperative; Inclusive; Non-sexist; Diverse; Respectful; and Transparent. The results are shown in Figure 6.13a (female respondents) and Figure 6.13b (male respondents).

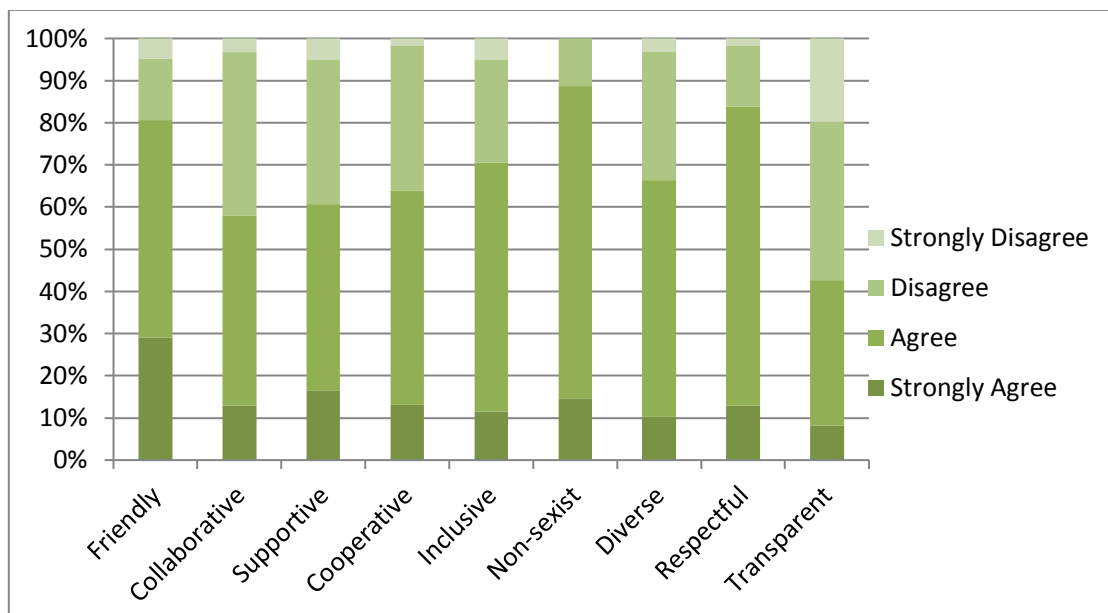
Figure 6.13a Percentage Rating of School Culture by Women Respondents (n = 155-158)



In response to the criteria that might, or might not, describe the culture in female respondents' Schools, there was greatest agreement that the culture was friendly (with 85% of women agreeing or agreeing strongly). This is followed by respectful (78% strongly/agree), co-operative (73% strongly/agree), non-sexist (71% strongly/agree), collaborative and supportive (63% strongly/agreed) and inclusive (62% agreed or agreed strongly).

Levels of disagreement were highest among women for: transparent (58 per cent of women disagreed or disagreed strongly), followed by diverse (42% disagreed/strongly disagreed).

Figure 6.13b Percentage Rating of School Culture by Male Respondents (n = 60-62)



Similar patterns of responses were noted concerning the prevailing culture in male respondents' Schools. There were only two criteria in which there were statistically significant differences between men's and women's responses in relation to: non-sexist and respectful – in both cases men agreed more strongly than women that these criteria applied in their Schools. Almost nine out of ten male respondents (89%) agreed that the culture was non-sexist, compared with 71% of women (Chi Sq. 0.025) and respectful (84% of men agreed or agreed strongly, compared with 78% of women).

Male respondents were in strongest disagreement with the following criteria: transparent for which 57 per cent of men disagreed or disagreed strongly, followed by collaborative (42% disagreed/disagreed strongly).

6.3 Levels of Satisfaction with Working Environment

Men and women were asked how satisfied they were with a number of key dimensions of their working environment: opportunities to collaborate; degree of social interaction; levels of research funding; their current salary; ability to attract students; sense of being valued for teaching; and sense of being valued for research/scholarship. A summary of the responses, according to gender, are presented in Figure 6.14.

Opportunities to collaborate with other (non) faculty members (n = 217)

Overall there were higher levels of satisfaction on the part of male respondents (10% very satisfied and 66% satisfied) than female respondents (12% very satisfied and 53% satisfied). More women are very/dissatisfied (35%) compared with their male counterparts (25%).

Degree of social interaction with members of School (n = 218)

More women are satisfied (54%) or very satisfied (8%) with the social interaction involving members of their School, compared with men (48% satisfied and 8% very satisfied). Only 6 per cent of respondents were very dissatisfied with the level of social interaction.

Levels of funding for Research or creative efforts (n = 218)

Both female (68%) and male (69%) respondents were dissatisfied/very dissatisfied with the levels of funding available for their research or creative efforts.

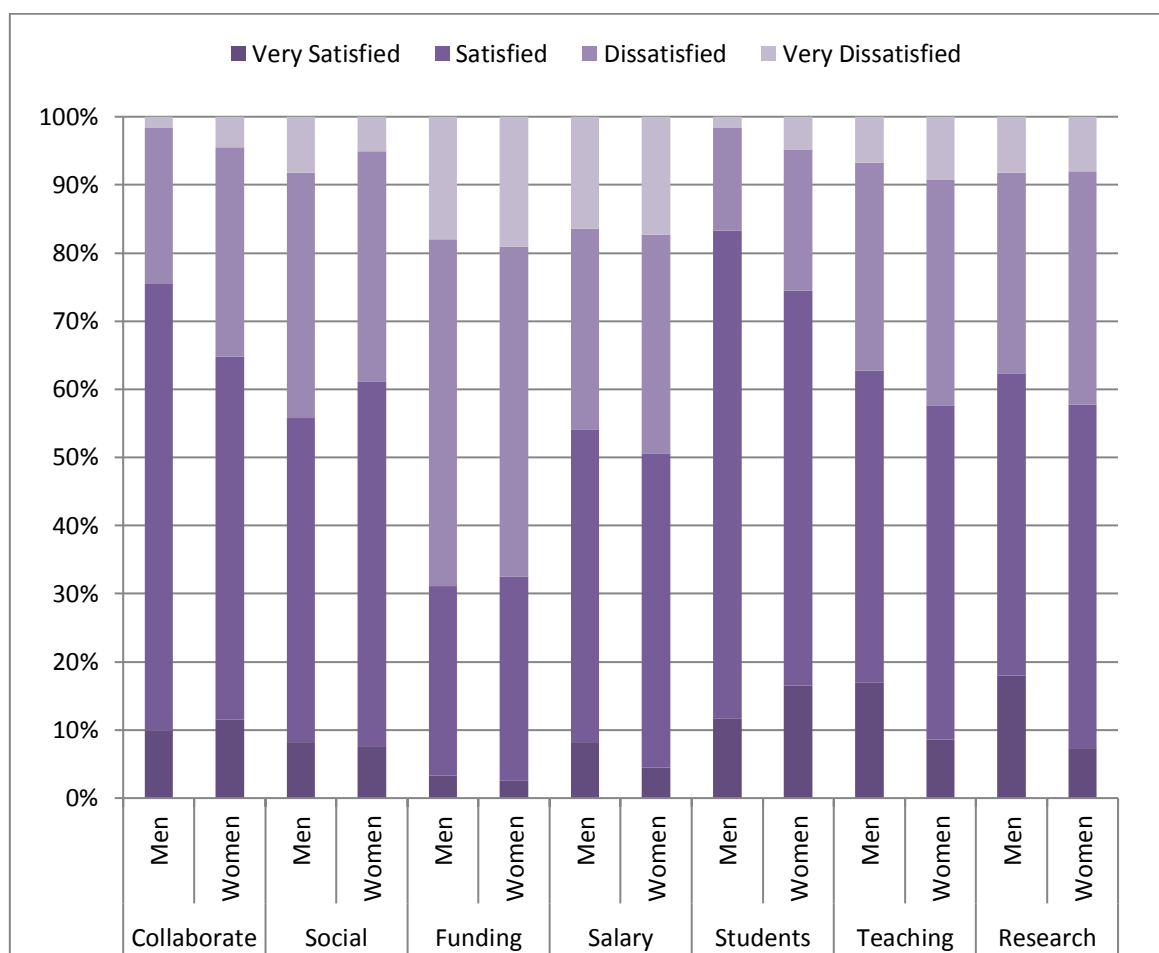
Current salary in comparison with the salaries of colleagues (n = 217)

More men (8%) than women (5%) were very satisfied with their salary in comparison with the salaries of colleagues. A further 46% of women and men were dissatisfied. Similar levels of strong dissatisfaction were expressed by men (16%) than women (17%).

Ability to attract students to work with (n = 205)

There were higher levels of satisfaction by men (72%) than women (58%) for their ability to attract students with whom to work. Only 12 per cent of male respondents were very satisfied, compared with 17 per cent of female respondents.

Figure 6.14 Satisfaction with Working Environment



Sense of being valued for Teaching by members of my School (n = 210)

There were relatively high levels of satisfaction with respondents' sense of being valued by their School for their teaching. Men's levels were higher in terms of very satisfied (17%) compared with women (9%). Similar levels of satisfaction were evident for women (49%) and men (46%).

Sense of being valued for Research, scholarship, or creativity by members of School (n = 230)

There were differences in the responses between women and men to this statement. Male respondents were more likely to be very satisfied (18%) with their sense of being valued by members of their School for their research, scholarship or creative contributions, compared with female respondents (7%). Conversely, more women were satisfied (50%) than men (44%).

Chapter 7 Behaviours, Styles and Practices

Given the importance of School management in contributing to prevailing cultures and practices, respondents were asked to elaborate on aspects of the management styles and practices in their Schools. This elicited many open-ended responses that have been clustered according to Faculty, to illustrate the consensus or diversity of comments received. For reasons of confidentiality, none of the Schools are named and only the gender of respondents (not grade) is provided.

7.1 Management Styles and Practices in the FEMS Schools

In total there were 32 open-ended responses from female staff, and 22 from male staff, setting out their descriptions of the prevailing style and practices in their Schools within the **Faculty of Engineering, Mathematics and Science**:

Women

The responses from women ranged from very positive to highly negative and are listed according to recurrent themes that emerged:

Transparency, or the lack of it, was noted by female staff in FEMS:

“Degree of transparency is variable -. Most key decisions are made and supports are provided at discipline rather than School level”, “I am often quite confused about how things work (or are supposed to work), and am unsure where to find the answers”, “Becoming more transparent and more collaborative”, “Not very transparent Somewhat dependent on the personal style of the Head of School”, “Very open, but not transparent because none of us can even see the funds in FIS so no way we can know what’s going on”.

Other women reported **sexist behaviour**:

“School is highly competitive so the ‘lads’ jostle and rise in the ranks”, “very male dominated environment, sexist jokes and commentary common”.

Allied to this is the perceived **reluctance to facilitate flexibility**:

“Management do not encourage promotion, flexible working arrangements or inclusion”, “... there is no significant effort to embrace flexible working practices”

A **lack of communication**, particularly across disciplines, was noted:

“poor communication across disciplines leading to tension and competition between disciplines rather than cooperation”, “Lack of equality in opportunity across the disciplines - with some favoured over others for staffing irrespective of teaching loads”.

Poor management style was referred to:

“poor management”; “Crisis management without the management!!”, “I see a lack of proper decision making - too much consultations in laborious meetings and not enough actual action”, “Micromanagement, lack of trust/delegation, not transparent”, “Not very strategic”, “Still not very professional, effective”.

Centralised decision-making:

"I think that decision making is very centralised but that is also codified into College policies", "The current HoS [...] does not consult with staff before decisions are made about the future of the school".

Concern was expressed about the **misuse of junior staff**:

"staff are picking up the slack e.g. with extremely high lecturing load and carrying out admin jobs well beyond their pay grade. This means that there are a group of junior academic staff who have little hope of career progression within College", "poor appreciation of the efforts of junior academic staff - poor support for them".

Some noted the lack of administrative support and how non-academic research staff are not appreciated.

These criticisms are countered by: *"I am lucky to work in my Department", "I am surrounded by special people that are very kind and work very hard" and "the centre I work in is fabulous and amazing and diverse and great and therefore I am able to achieve anything I want".*

Men

Some male respondents in FEMS observed the **positive**:

"Grand", "efficient and always pleasant", "provides reasonable autonomy with clear goals and directions and considerable support and encouragements", "Open and transparent", "Friendly and warm" and "The school conforms fully to College requirements in this regard (i.e. governance: executive committee, management boards, directorships, specific committees, student reps, technical and admin staff reps etc.). In addition it is open, transparent, friendly, respectful, inclusive, non-sexist, cooperative, supportive and diverse", "Excellent Head of School. Generally good".

These were contradicted by **negative** observations:

"No obvious management style other than committee meeting. Dissemination is not optimal. The level of management within the non-academic staff is poor", "I feel the school is poorly managed not least because the management structures are inadequate for the job and (partly as a consequence) the role of HoS is an impossible one. As our school is [...], these problems are particularly visible".

7.2 Management Styles and Practices in the Health Sciences Schools

In total there were 24 open-ended responses from female staff, and 5 from male staff, setting out their descriptions of the prevailing style and practices in their Schools with the Faculty of **Health Sciences**.

Women

Responses ranged from highly **positive**:

"Management is open and inclusive. My School is very large, but as a Head of Discipline I have more access to management structures than many others", "collaborative and open", "new Head of School who seems to be more encouraging and who is willing to listen to junior staff", "Within my lab/group I get a lot of support and have a wonderful mentor"; "Management is fair, open and responsive", "inclusive, relaxed attitude making voicing opinions and suggestions welcome", "well managed and

generally very co-operative, but quite male dominated” and “the prevailing philosophy is one of collegiality and mutual support”.

In contrast, other female staff noted more **negative** practices:

“Paternalistic, male dominated, hierarchical, competitive”, “No performance review of staff in over 20 years. Promotion depends on how active HOD is within the management of the school”, “the management styles in the Faculty also inhibits opportunities for progression. Processes regarding promotion within the faculty are not transparent”.

Men

On the **positive** side:

“Under funded and under pressure, they are doing their best but working under similar constraints to my own to which I am obviously sympathetic”, “The management provides reasonable autonomy with clear goals and directions and considerable support and encouragements”

towards mixed:

“Light touch management - lack of overall direction/structure - limited communication - feeling that the college is running down the institute - low morale”.

7.3 Management Styles and Practices in the AHSS Schools

In total there were 31 open-ended responses from female staff, and 17 from male staff, setting out their descriptions of the prevailing style and practices in their Schools within the Faculty of **Arts, Humanities and Social Sciences**.

Women

Positive contributions about management in the faculty ranged from:

“Open but the funding context makes all good practices difficult”, “Benign leadership of an array of floating islands”, “Open, collaborative, consensual”, “Overall good”, “Collaborative, democratic, balanced”, “Ethos is generally democratic and collaborative”, “increasingly top-down”, “Positive”, “Transparent” may too strong, since Depts./Schools can be no more transparent than College is”, “Strategic and forward thinking but open and fair”, “It is an excellent School, one of the best I have seen in my working life”, and “Generally supportive management style in my school”.

In contrast, many female staff stressed the **negative** styles in terms of:

“Non transparent. No respect for established practice: rules are easily dismissed”, “Primarily command and control”, “Hands-off and contradictory at times”.

There were mixed views expressed about **administrative support**:

“Overall the School is well run and there is a good working atmosphere. The superb work of the admin staff (AO and EOs) is an important ingredient in this”; “Our School Executive is new and the people on the committee are good, but very over-burdened. The number one issue I'd say needs addressing is transparency in terms of what is happening in our School and why”.

Gender was noted by women respondents:

“The School adheres to the management structures laid down by College. However, there is a marked imbalance of gender at more senior positions within the school”, “There is a good gender balance” versus “Blatant gender bias”.

The issue of **inclusion/isolation** was raised by one woman:

“It is not really very social and it makes difficult the inclusion. No introduction of new staff or students ever, so it’s difficult to know the people you have around to work with. I definitely think it is a consequence of not having a social space room for staff”.

Men

On the **positive** side male staff said:

“The management style is inclusive, respectful and very transparent, “Open, and friendly, but everyone is overworked and ‘getting by’”, “Transparent; friendly; respectful”, “Inclusive and not overly centralised; practically all decisions are dealt with at School level giving all members a chance to weigh in”, “Excellent overall”, “Most of the people at higher levels – heads of school and departments are open, seek to be transparent, and to operate by a fair balance between consensus and direction”, “my interactions with the current head of school have been professional and supportive” and “overall fine”.

More **negatively** they commented:

“More ad hoc than explicit”, “Management seems driven from crisis-to-crisis and largely focused on maintaining the status quo rather than innovating. There is a strong sense of emergency driving most decisions. Transparency is poor. Workloads are extremely unequal”.

Chapter 8 Recommendations for Gender Actions

The recommendations in this Chapter arise from, or are reinforced by, the findings of the INTEGER 2015 Survey. Where appropriate, links are provided to the Athena SWAN Gender Action Plan, SAGE Project themes and HEA Report targets⁵¹.

8.1 Female Representation in Trinity College

Concern about the lower representation of women academics within College can be traced back to the 1980s when it was noted that the percentage of women holding full (now Chaired) professorship was particularly low (5%). By 2016, the figure increased to 22 per cent. While progress has been noted at other academic grades: Assistant Professor, Associate Professor and Professor (formerly Associate Professor), women continue to be under-represented among full professors (22%) and Fellows (32%).

| Recommendation 8.1 | Set targets for female representation in Trinity College |
|---------------------------|---|
| Implementation | Targets should be set within College for proportions of women as Chaired Professors (40%); Fellows (45%); Professors and Associate Professors (45%) to be achieved by 2024. |
| SAGE Theme | Career Progression |
| Context | The current under-representation of women as full professors is an EU-wide phenomenon. The EU Roadmap for Equality ⁵² set a target of 25% by 2010 for women in professorial and senior scientific positions. |
| Owner(s) | Faculty Deans; Search Committees; Junior and Senior Promotion Committees |
| Links to Athena SWAN | Sections 2.1 and 3.7 and aligned to HEA Targets (for Chaired Professors) |

| Recommendation 8.2 | Activities to raise the profile of women academics |
|---------------------------|--|
| Implementation | Activities at School, Faculty and College levels to raise the profile of women academics within and outside of College, should be continued and extended through external visitors/speakers, appointees to Honorary Doctorate/Fellowship, Pro-Chancellorship and as external examiners, to act as role models to ensure that the image of Trinity College is one that acknowledges the contributions of all genders. |
| SAGE Theme | Institutional Governance |

⁵¹ http://www.hea.ie/sites/default/files/hea_review_of_gender_equality_in_irish_higher_education.pdf

⁵² European Commission, (2006) Roadmap for Equality between Women and Men (2006-2010), EC, Brussels

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| Context | Women across all academic fields tend to be less visible than their male counterparts and there is a lack of diverse role models for young women and girls entering universities. |
| Owner(s) | Heads of School; Dean of Research; Faculty Deans; WiSER (TCGEL) |
| Link to Athena SWAN | Section 5.7 |

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| Recommendation 8.3 | Academic Leadership Development |
| Implementation | In accordance with good practices in university governance, it is recommended that sponsorship of academic and professional women staff on the AURORA Leadership Development Programme for mid-career staff be continued and extended. |
| SAGE Theme | Career Progression |
| Context | Women are under-represented at senior levels in College, and among those in key decision-making positions, both in the administrative and academic spheres. |
| Owner(s) | Director of HR; Director of CAPSL; Faculty Deans; WiSER (TCGEL) |
| Link to Athena SWAN | Section 3.10 |

8.2 Promotion

There is clear evidence from Chapter 4 that academic staff do not feel that they have achieved their career ambitions and that it is women, rather than men, who feel that they have not reached the grade to which they would aspire to and expect to reach. There were a number of adverse factors identified by female staff, including a feeling that their current (particularly administrative) workloads impeded them from achieving the rank/grade that colleagues in other institutions had achieved. Family commitments also featured, as did the dearth of permanent posts and promotional opportunities imposed by the Government's Employment Control Framework. Women who were surveyed flagged the need to feel supported by their Heads of School and senior colleagues and to receive some assurance that they would succeed if they were eligible and sought promotion. Overall, there were high levels of dissatisfaction with the cumbersome degree of form-filling, allied to lack of promotion opportunities and transparency in how decisions are made. There was a strong message that academic staff perceive the promotion process to be biased, unfair and/or requiring patronage. To address this WiSER held a '*Demystifying the promotion process*' session in 2015 with contributors who had been on Junior/Senior Promotion Committees.

This situation is paralleled and accentuated by application for Fellowship. According to survey respondents, fewer women than men apply for Fellowship, in part due to the nature of their non-

tenure contracts of employment or part-time status. However, there was also evidence that many academic staff are still unfamiliar with the procedure for Fellowship application. To rectify this, the WiSER Office ran the third annual information session *'Everything you wanted to know about Fellowship but were afraid to ask'* in June 2016, to encourage under-represented groups, according to gender and discipline, to apply for Fellowship. Additionally, Unconscious Bias Awareness sessions were held by WiSER for Fellows and Junior and Senior Promotions Committee members.

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| Recommendation 8.4 | Run annual promotion information sessions to raise awareness of criteria and weightings |
| Implementation | Despite the issue of guidelines about the applications for both promotion and Fellowship, the process is perceived to be daunting and cumbersome. Further information sessions should be scheduled to allow lead time before Fellowship and promotion application deadlines. Attendance at unconscious bias sessions, in addition to LEAD training, should be extended for incoming Promotion Committee members. |
| SAGE Theme | Career Progression |
| Context | There are discipline-specific publishing differences that may correlate with levels of female representation and accentuate gendered patterns and outputs in publications. These differences should not count against promotion applicants in disciplines where, for instance, their H Index would not be comparable with sciences/medicine. |
| Owner(s) | HR Committee; Central Fellowship Committee; Standing Committee of Fellows; Junior and Senior Promotion Committees; WiSER (TCGEL) |
| Links to Athena SWAN | Section 3.5; Section 3.6; Section 3.7 |

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| Recommendation 8.5 | Extend tailored Mentoring Programmes for academic and professional staff |
| Implementation | One-to-one mentoring programmes, established under Momentum, Early Career and AURORA, should be continued and extended. Among early career researchers a group mentoring programme of one mentor to several researchers is recommended, which would help them to feel engaged and valued and facilitate networking within and outside of College (e.g. with potential employers/collaborators). |
| SAGE Theme | Career Progression |
| Context | Formal mentoring can be particularly valuable for women and is seen as a good practice measure to retain and advance them in academia. |

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| Owner(s) | Directors of HR and Diversity and Inclusion; Faculty Deans; Dean of Research; WiSER (TCGEL) |
| Links to Athena SWAN | Section 3.9 |

8.3 Research Supports

The survey showed that male academics were slightly more likely than women to be actively publishing, defined as producing one or more peer reviewed journal or equivalent per annum, although these gender differences were not statistically significant. Male academic staff were more likely to have applied for external research funding than women staff. However these differences may be attributable to the over-representation of men in disciplines where research frequently requires funding support (labs, equipment, post docs, postgraduates) compared with the over-representation of women in contrasting disciplines where funding for research is less common or often unnecessary. Fewer women staff were supervising Doctoral or Masters students than their male counterparts. Since funding support can be of fundamental importance in attracting postgraduate students and post-doctoral researchers, there is a vicious circle effect through which male staff are over-represented in disciplines that attract higher levels of external funding (e.g. Physics, Chemistry, Genetics, Computer Science and Engineering). Applying for, and successfully obtaining, funding attracts postgraduate and postdoctoral applicants from those disciplines. This in turn contributes to higher levels of published articles, jointly authored by members of the research team, where the contribution of postgraduates and post-doctoral researchers is critical. In contrast, women staff are over-represented in disciplines such as Linguistics, Nursing, Social Work and Social Policy, Ecumenics and English which would not attract the same levels of external funding nor postgraduates/postdoctoral researchers. Furthermore, publications in these fields of research are more likely to reflect a smaller number of authors (or sole authorship) and in a wider range of publications – books/chapters, monographs as well as journals (Section 5.3).

A number of women staff who responded to the survey mentioned the difficulty of remaining ‘research active’ when taking time out to have their children. This problem was not mentioned by male staff.

Surveys for INTEGER and the Trinity Research Staff Association (TRSA) Report⁵³ highlight the myriad problems faced by career researchers. The Equality Monitoring Report shows that a higher proportion of women respondents held contract posts, compared with male staff and survey respondents referred to the tenuous nature and diversity of their contracts. Some research contract employees are required to do teaching only while others were not allowed to teach or supervise students at all – depending on their discipline/PI. Apart from the major problem of job insecurity, research staff were concerned about their career prospects (or lack of them).

Consultations with postdocs suggested that they would welcome more transparency in the hiring process. In the absence of any formal panel or even advertising of posts, or probationary review, even successful postdocs were left feeling insecure about their abilities.

⁵³ Trinity Research Staff Association, (2006) Contract Researchers in Trinity: A Frontline Perspective, Trinity College, Dublin <http://www.trsa.tcd.ie/sites/default/files/TRSAPositionPaper.pdf>

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| Recommendation 8.6 | Develop an Academic Research Portfolio |
| Implementation | To assist staff in their professional development, career progression and promotion, College should pilot and subsequently institutionalise an Academic Research Portfolio programme. |
| SAGE Theme | Career Progression |
| Context | This is proposed in recognition of the fact that research is an important (if not the most important) single criterion for promotion. Despite this, disproportionate emphasis is placed on teaching through the requirement to submit a teaching portfolio, for which a course is already run by CAPSL. A similar research programme would aid academics in developing a more structured plan for career advancement. |
| Owner(s) | Director of HR; Director of CAPSL; Research Office |
| Links to Athena SWAN | Section 3.6 |

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| Recommendation 8.7 | Develop an effective staff appraisal system |
| Implementation | An effective appraisal system should be developed and implemented to focus on what staff need to do in preparation for promotion. |
| SAGE Theme | Career Progression |
| Context | An effective staff appraisal system is expected under the Athena SWAN review process. |
| Owner(s) | Heads of School, WiSER (TCGEL) |
| Links to Athena SWAN | Section 3.3 |

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| Recommendation 8.8 | Run WiSER (TCGEL) Seminar on Funding Sources and Application Procedures |
| Implementation | WiSER ran a very successful 'Accessing the Glittering Prizes' event with ERC panellists and successful ERC grant holders. A similar event with Science Foundation Ireland and the Irish Research Council should be run. This could be scheduled to allow time for staff who wish to avail to prepare draft before applications both in advance of, and after, the event. |

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| SAGE Theme | Career Progression |
| Context | Academic staff may not be familiar with funding agencies and/or elements involved in a successful funding application. According to the survey, a lower proportion of women academics had applied for external funding. |
| Owner(s) | Director of WiSER (TCGEL) |
| Links | Section 3 HEA Report of the Expert Group HEA National Review in Irish HEIs |

The LERU Model Code of Practice for Research Employment⁵⁴ states that researchers will be supported so that their experience in the university contributes positively to their career and professional development; be equipped with the knowledge and skills to navigate the highly competitive international research environment as well as alternative career opportunities in their professional field; have access to individual careers advice throughout their time at the university, and will be offered well-targeted development support appropriate to their career stage; and receive adequate notice, support and information about further career possibilities when their contract comes to an end.

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| Recommendation 8.9 | Establish an Early Career Research (ECR) Support Office |
| Implementation | In order to help early-career researchers (Research Fellows and Postdocs) progress in their professional careers it is recommended that College set up a support office to facilitate the development and implementation of a Research Skills and Career Development Framework for the postdoctoral research population in College. The Office would also play a role in clarifying their expected contributions and providing guidelines regarding employment policy for ECRs, e.g. maternity leave provision. Provision should be made to facilitate Research staff in acquiring teachings skills/experience. |
| SAGE Theme | Career Progression |
| Context | TCD aims to be an inclusive research community which is strongly committed to fostering the next generation of world-class academics. The contribution of College's researchers is invaluable, whether they be early career researchers, or more established academics recognised as world-leaders in their field. However, there is currently no formal institutional support for ECRs. |

⁵⁴ http://www.leru.org/files/publications/Code_of_practice_final.pdf

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| Owner(s) | Directors of HR, Diversity and Inclusion; Dean of Research, U-Lead |
| Links to Athena SWAN | Section 3.8 |

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| Recommendation 8.10 | Formalise process for hiring early-career researchers |
| Implementation | Schools appointing postdocs should use a panel for short-listing and interviewing applicants. |
| SAGE Theme | Career Progression |
| Context | This is in accordance with international good practice. The LERU Model Code of Practice is designed to complement and support the specific requirements of the European Charter for Researchers and the European Code of Conduct for the Recruitment of Researchers. For College to achieve the HRS4R logo it must commit to open, transparent and merit-based recruitment (OTMR). |
| Owner(s) | Directors of HR, Diversity and Inclusion; Dean of Research, Faculty Deans, HoS. |
| Links to Athena SWAN | Section 3. |

8.4 Work-Life Balance

From the 2012 and 2015 surveys of staff, it is evident that the profiles of life partners differ between women and men. More men have partners who are not engaged in the labour market or work part-time, compared with women staff. In itself, this can influence the demand for flexible working arrangements and work-life balance among staff and the attitudes of Heads of Discipline and Schools towards those whose personal domestic/partnership patterns may vary, on gender lines. Parenting responsibilities are often ignored in timetabling of meetings and lectures and running non-standard College events.

The survey demonstrates that it is women, rather than men, who opt for forms of flexible working through sabbaticals, part-time working and unpaid leave and that more women want to avail of flexible working, particularly sabbaticals, career breaks and part-time working. The survey also shows that staff who switch from full-time to part-time status lose certain rights and privileges (for example eligibility for Fellowship).

It is predominantly women who avail of family leave mainly through maternity leave. Some experienced problems on returning to work in College. More information was sought on their rights before/after their break, along with flexible working options, 'keeping in touch' and being supported in continuing their research, publishing and/or funding applications. Only a small number of men had taken (paid) paternity leave and none had availed of (unpaid) parental leave.

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| Recommendation 8.11 | Extend one-term sabbatical for academics returning from long-term leave |
| Implementation | FEMS staff returning to College after availing of extended leave of at least 3 months (maternity, paternity and/or parental, adoptive, carer's or long-term sick leave) are allowed to take a one-term sabbatical to concentrate on their research to ease their way back into a full academic workload. This scheme should be extended to all three faculties. |
| SAGE Theme | Work-Life Balance |
| Context | Academics can be deemed research inactive if they have been out on family leaves. This has an impact on career advancement. |
| Owner(s) | Faculty Deans |
| Links to Athena SWAN | Section 4.1 |

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| Recommendation 8.12 | Introduction of Core Hours (10.00-4.00) |
| Implementation | Pilot in at least one School in each Faculty, evaluate and extend across College |
| SAGE Theme | Work-Life Balance |
| Context | In order to facilitate staff with caring responsibilities, meetings/seminars and social events should be held, wherever possible, within core hours. This is in accordance with international good practice and is expected under the Athena SWAN review process. |
| Owner(s) | HR; WiSER (TCGEL); Faculty Deans; HoS |

8.5 Workplace Culture

Though most survey respondents, male and female, reported positive aspects about the culture prevailing in their Schools, there were some characteristics that were **less evident** than others: transparency and diversity. Significantly fewer women than men believed that the culture prevailing in their School was non-sexist or respectful.

Apart from salary and funding opportunities, there were relatively high levels of satisfaction with the academic working environment though female staff are less satisfied, than men, with the level of opportunities to collaborate with other faculty and non-faculty members of staff.

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| Recommendation 8.13 | Implement an orientation (induction) process for new academic and research staff |
| Implementation | New staff should receive important information via a handbook (on web site) and should be appointed a mentor to ensure that they can access follow up queries and start the process of integration. |
| SAGE Theme | Work-Life Balance |
| Context | The survey pointed to the need to build a stronger sense of community within and across disciplines in College. |
| Owner(s) | Director of HR; Heads of School; Mentors |
| Links to Athena SWAN | Section 3.2 |

8.6 Engagement of Decision-makers

The 2012 and 2015 surveys demonstrated that despite more women than men aspiring to holding College posts as Dean and Head of School, women continue to be under-represented. Committee involvement has promoted better gender balance in College with the exceptions were: Departmental (Discipline) Management/Faculty Boards, Heads of Schools, Library and Information, Research, Senior Promotions on which female representation is less than 40 per cent. Overall, slightly more male respondents had served on one or more College Committees and fewer women had chaired these compared with their male counterparts.

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| Recommendation 8.14 | Gender Balance on College Committees and senior management posts |
| Implementation | It is recommended that male:female representation on ALL boards, committees and management posts be carefully monitored and, where new appointments are made, these seek to have a better balance of female and male staff to match the government targets of not less than 40% representation by either gender. Where possible, more women should be appointed to Chair such Committees. |
| SAGE Theme | Institutional Governance |
| Context | Despite the additional time commitment required to serve on College Management Boards, as College Officers, Deans, Heads of School and on College Committees, women staff were keen to be involved and are unevenly (and under) represented in these realms of governance. |
| Owner(s) | Directors of HR, Diversity and Inclusion; Equality Officer; Vice Provost/Chief Academic Officer |

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| Links to Athena SWAN | Section 5.2 |
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| Recommendation 8.15 | Provide training for aspiring Heads of Discipline/School/Faculty Deans and College Officers |
| Implementation | It is recommended that training programmes be introduced, with emphasis on people-management skills, in which gender equality training and unconscious bias would be an integral component. |
| SAGE Theme | Institutional Governance |
| Context | Academic administrators take office with little or no administrative training in the area in which they are expected to perform - management. The training for Heads of School introduced in 2016 should be augmented and extended on an annual basis |
| Owner(s) | Chief Operating Officer; IUA |
| Links to Athena SWAN | Section 3.11 |

8.7 Workload Allocation

The survey of academic staff shows that male and female staff spend similar levels of time on: research, teaching, administration and on other activities (in that order). Asked about their desired time allocation, female and male staff would like to allocate more time to their research and less to other tasks, most notably administration that currently accounts for 25% of academic/researcher staff time. Staff also articulated the view that in order to get promoted, they **need to spend** less time on administration, teaching and other activities (e.g. pastoral care). When asked what prevented them from achieving their desired task allocation, staff referred to: administrative burdens; poor administrative support; staff shortages and lack of transparency in workload allocation.

The survey demonstrated that staff involvement with gender equality initiatives was highly contingent upon this work being recognised by College. Nearly three-quarters of respondents (71% women and 76% men) supported the proposal that membership of Athena SWAN Self Assessment Teams should count toward their workload allocation.

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| Recommendation 8.16 | Monitor workload models, and their consequences, to ensure gender equality |
| Implementation | Workload models should be monitored and reported on in terms of gender. |
| SAGE Theme | Institutional Governance |

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| Context | There is a clearly demonstrated need to examine workload allocations in Schools across College to ensure that staff are allocated work in an equitable and transparent manner that facilitates a balance between research, teaching administration and other work, among female and male academic staff. Engagement as Athena SWAN Self Assessment Team members and Convenors should be counted into School Workload models. |
| Owner(s) | Chief Operating Officer; CAO; HoS |
| Links to Athena SWAN | Section 5.4 |

8.8 Data Monitoring

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| Recommendation 8.17 | Introduce Gender to Key Performance Indicators |
| Implementation | The level of representation of women as College Officers, in senior professorial grades and as Fellows should be included in Key Performance Indicators for the College and be flagged on the College website. Female representation KPIs should be monitored annually. |
| SAGE Theme | Institutional Governance |
| Context | Current KPIs have no gender component. |
| Owner(s) | Equality Officer; Vice Provost/Chief Academic Officer; HEA. |

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| Recommendation 8.18 | Conduct exit interviews/survey |
| Implementation | All academic and research staff leaving College should be offered an exit interview, or form for completion, to ascertain whether their departure is due to push or pull factors and to establish their destination after working in Trinity College. |
| SAGE Theme | Institutional Governance |
| Context | There is currently no formal practice of conducting exit interviews in College. Such interviews can play an important role in identifying systemic cultures and practices and their impact on employees. |
| Owner(s) | Heads of School with Director of HR |
| Links to Athena SWAN | Section 2.3 |

8.9 Systemic Action for Gender Equality (SAGE)

The European Commission (EC) and the Council of the European Union have voiced strong commitment to gender equality in "Equality between Women and Men"; the EC's Strategy for equality between women and men 2010-2015. Acknowledging that this aspiration has yet to be realised, there is growing recognition of the structural barriers that impede women's progress, namely: unequal pay, absence of work/life balance, the persistence of harassment and discrimination, and lack of women in decision making. Thus, the Horizon 2020 research funding call incorporated a call for proposals addressing gender inequalities in higher education and research.

Following the successful completion and implementation of the INTEGER Project, WISER sought to continue and disseminate the results through Horizon 2020 Science with and for Society via the SAGE (Systemic Action for Gender Equality). The SAGE (Systemic Action for Gender Equality) consortium responded to this invitation with a proposal to introduce and develop gender-sensitive organisational cultures and practices in their respective universities, thus effecting a sustainable and systemic structural change in how these institutions function. SAGE partners will provide a showcase for European universities and research institutes through developing a holistic and integrated system for gender equality encompassing all necessary steps and actions: Toolkit; Charter of Principles for Gender Equality; and Template for self-assessment. The ultimate objective of the three-year project is to work towards improved decision-making and enhanced research capacity by:

- incorporating gender-sensitive practices, processes and procedures in research, and;
- developing balanced representation of both women and men in institutional decision-making.

Through the design and implementation of Gender Equality Plans (GEPs), SAGE partner institutions will uncover, assess, and address the barriers to equal participation of women and men in research and decision making. The composition of the consortium will allow for transfer of learning, thus increasing the efficacy of Gender Equality Plans and their capacity to deliver greater gender balance and gender awareness in research and decision making.

The 3 macro objectives of SAGE are to set measurable targets:

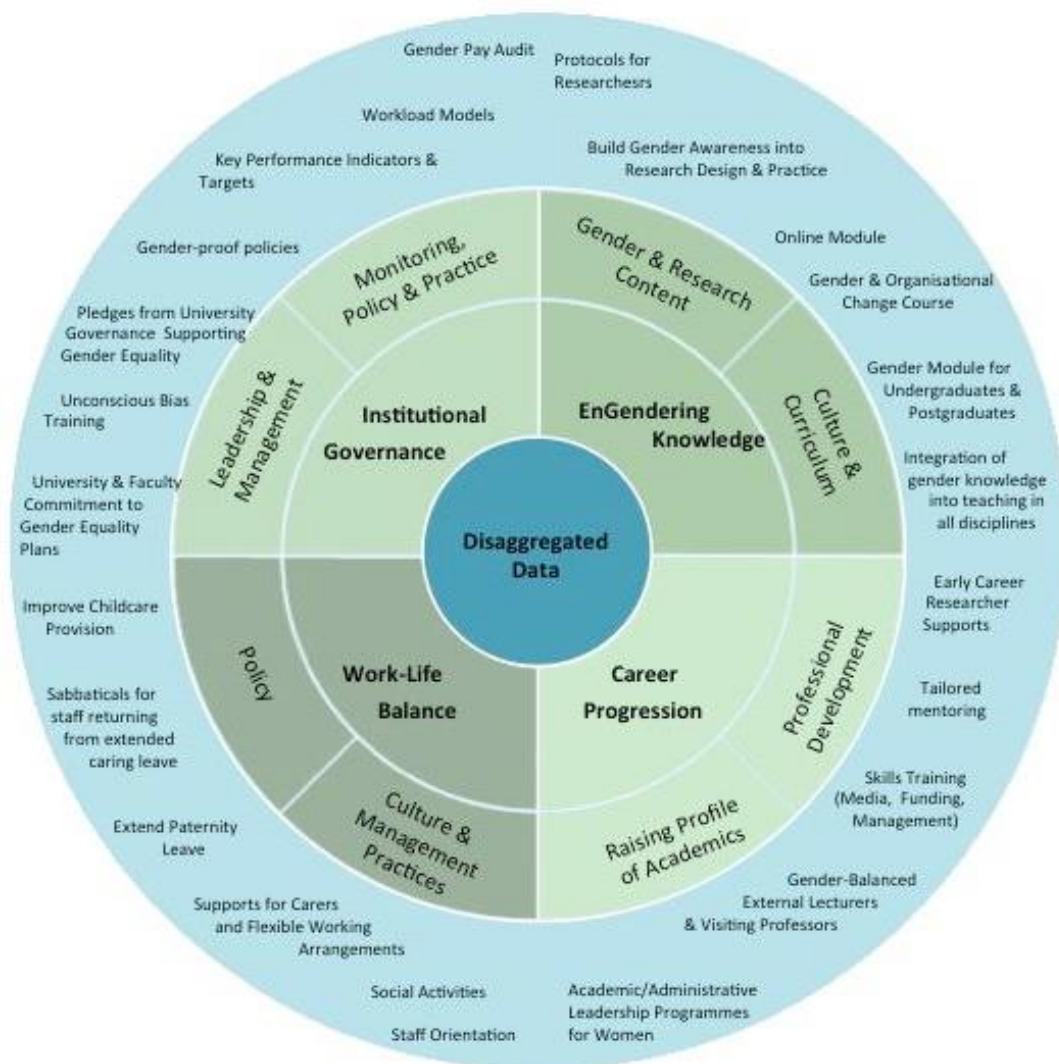
1. To remove barriers to the recruitment, retention and career progression of female researchers. Gender audits of baseline data and policies, procedures and practices will be conducted in each implementing partner institution to identify barriers and draw up effective GEPs to address those barriers. The GEPs will emphasise the systemic action to be undertaken; allocate responsibility; specify realisable timelines to be met; and set concrete targets for measuring progress.

2. To address gender imbalances in decision-making processes. SAGE GEPs will contribute directly to a reduction in gender imbalances in decision-making by: engaging research leaders and key senior management figures; implementing interventions to improve institutional decision making; and increasing the numbers of women actively involved in these processes at all levels. Gender audits will indicate the composition of all governing bodies/committees, appointment procedures leading to ambitious targets for balanced representation on all decision-making entities.

3. To strengthen the gender dimension in research programmes. SAGE will ensure that the gender dimension is incorporated into research programmes, by addressing the gendered content, culture and language within partner institutions. SAGE Partners will draw upon comparative analysis and best practices to diffuse the learning into and beyond partner institutions. SAGE has built connections with the EC/Stanford Gendered Innovations project (recommended as a reference point for this call by the European Commission) through the participation of its director, Prof Londa Schiebinger, on the SAGE Advisory Board.

A robust and well-trying self-assessment component will be used to monitor progress of SAGE actions and GEP implementation. This process will draw upon good practices including the Equality Challenge Unit's Athena SWAN Award, in which the coordinator (TCD) and evaluator (QUB) are engaged. Continuous evaluation will ensure that quality improvement is conducted throughout the lifespan of the project; that actions are measured against appropriate targets; and the evaluation will enable identification of successful measures and results.

Figure 8.1 Systemic Action for Gender Equality (SAGE) Wheel



At the end of this project, the SAGE consortium will have devised, refined and tested a replicable model for gender equality in European Union higher education and research performing institutions. The SAGE GEP toolkit, coupled with specially-designed measurement tools the SAGE Wheel Model (Figure 8.1) for Gender Equality Plans, and a SAGE Charter of Principles for Gender Equality, will be available for adoption and use by universities and research organisations across Europe to advance gender balance in European research. In addition, the partners in the consortium will constitute a repository of expertise that is available to the European Union's higher education and research sectors.