REPORT OF THE EXPERT GROUP

HEA National Review of Gender Equality in Irish Higher Education Institutions

JUNE 2016

"Diversity supports creativity and innovation, and higher education, particularly research, is ultimately a highly creative endeavour."

HUNT *ET AL, DIVERSITY MATTERS,* 2015

Foreword by the Chief Executive

Diversity is a key strength of Irish higher education. In recent decades our universities, institutes of technology, and colleges have been transformed – from predominantly national institutions catering primarily for school-leavers to internationally oriented institutions engaged with an increasingly diverse student body, of all ages and backgrounds. This diversification has enriched the Irish higher education community immeasurably, as well as making an important contribution to promoting the attainment of equality of opportunity. The social and economic benefits of equality and diversity are incontrovertible and higher education has a crucially important role to play in ensuring that the potential of everyone is realised.

Reflecting the requirement, enshrined in higher education legislation, for institutions to promote gender-balance among students and staff, and for the Higher Education Authority to promote the attainment of equality of opportunity, we commissioned this review. While the higher education institutions have, to varying degrees, sought to address gender inequality, the intractable under-representation of women among staff at senior levels clearly signals the need for new, even radical, approaches to tackling the issue.

Focusing on staff in Irish higher education, the Review has supported an in-depth analysis of the gender-balance of academic and non-academic staff across all grades of employment as well as institutions' management teams, academic councils and governing boards. Taking as its starting point the progress to date in advancing gender equality across the sector, and examining the reasons for continuing gender inequality, the Review has been forward-looking, adopting a 'quality enhancement' approach to building on the sector's achievements to date and on international 'best practice' to shape future policy and practice in Ireland.

The Expert Group has benefitted from strong interest and a high level of engagement with stakeholders from across the higher education sector and beyond. Continuing that engagement will be vital for the successful achievement of gender equality. This objective is primarily the responsibility of the institutions themselves and the report provides a comprehensive range of approaches for institutions to call on. For the HEA's part, we will vigorously promote the objective through the strategic dialogue process and related performance funding. The report provides an informed and considered basis for a collective, participatory, national approach to achieving gender equality in Irish higher education, and I would like to express my gratitude to the Expert Group, chaired by Máire Geoghegan-Quinn, for generously giving of their time and expertise throughout the process. The HEA looks forward to working in partnership with the sector and other stakeholders in developing an implementation plan to realise their vision.

Tom Boland,
CHIEF EXECUTIVE,
HIGHER EDUCATION AUTHORITY.

" It is here, in our universities, that we can begin to enact such transformative thinking as is necessary to create the foundations of a society that is more inclusive, participatory and equal. **"**
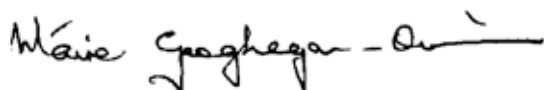
Preface by the Chair of the Expert Group

The advancement of equal opportunities for women and men in Ireland over the past half century has been transformational, and the success of women in higher education bears testimony to this. However, as this report highlights, significant gender inequality remains – both in higher education and across wider society – and this must be addressed, for equality, social and economic reasons. We must ensure that the high level of educational attainment of female students translates into proportional success in the labour market, inclusive of academia. This in itself represents a complex challenge to which this report aims to make a seminal contribution.

In the preparation of this report, the Expert Group engaged widely with stakeholders across the higher education sector, government, state agencies, trade unions, and women's interest groups. In addition, more than 4,800 people responded to the online survey we designed as an instrument for consulting with the Irish higher education community and the wider public on gender equality. We also benefitted from the guidance and expertise of international colleagues, who generously shared with us their knowledge and experience in this area. The quality of this engagement, and the passion and commitment to tackling gender inequality demonstrated by a wide range of stakeholders, has inspired us with great confidence that our recommendations will be fully embraced and that gender equality in Irish higher education will be achieved in the years ahead.

I would like to warmly thank all members of the Expert Group for their unfaltering commitment to, and enthusiastic participation in, this Review; for their invaluable advice; and for the time and energy they have devoted to shaping an equitable future for our rapidly evolving higher education sector.

Máire Geoghegan-Quinn,
CHAIR OF THE EXPERT GROUP.

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Why gender equality? Gender equality and diversity are central to the pursuit of excellence. It is well recognised that gender balance on executive boards is positively correlated with increased performance of organisations, and research publications from ethnically diverse research teams are more highly cited than those published by ethnically homogenous teams. The risks of stagnation associated with 'groupthink' mentalities are reduced by diversity and gender balance.[1]

As far back as 2001, the European Commission concluded that 'the under-representation of women threatens the goals of science in achieving excellence, as well as being wasteful and unjust'.[2]

Ireland's strategy for research and development, science and technology, *Innovation 2020*, highlights gender equality as a key issue to be addressed in order to deliver on the vision of becoming 'a global innovation leader'. It calls for action to 'address gender issues relating to career progression in research and innovation'.

Higher education institutions (HEIs) which allow gender inequality to exist cannot perform to their full potential.

Is there gender inequality? Gender inequality in higher education is an internationally observed issue. Women continue to be 'vastly under-represented in top positions within the higher education sector' as well as in 'top academic decision-making positions' across Europe.[3]

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1   See discussion p. 13-18.
2   European Commission (2000) *Science policies in the European Union*, p. vii.
3   European Commission (2015) *She Figures 2015: gender in research and innovation: statistics and indicators*

SINCE THE ESTABLISHMENT OF THE FIRST IRISH UNIVERSITY 424 YEARS AGO,
THERE HAS NEVER BEEN A FEMALE PRESIDENT

1592　　　　　　　　　　　　　　　　　　　　　　　　　**2016**

INSTITUTES OF TECHNOLOGY (IOT)

% OF FEMALE PRESIDENTS CURRENTLY **29%**

% OF FEMALE PRESIDENTS TO DATE **15%**

ACADEMIC STAFF

44 / 56
% TOTAL NUMBER OF STAFF

52 / 48
% ENTRY-LEVEL ACADEMIC GRADE POSITIONS

19 / 81
% ACADEMIC PROFESSOR POSITIONS

NON-ACADEMIC STAFF

62 / 38
& TOTAL NUMBER OF STAFF

72 / 28
% LOWEST PAID POSITIONS

28 / 72
% HIGHEST PAID POSITIONS
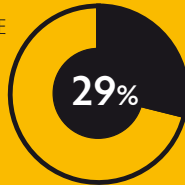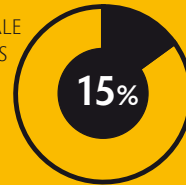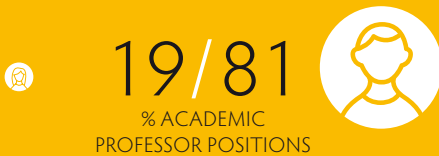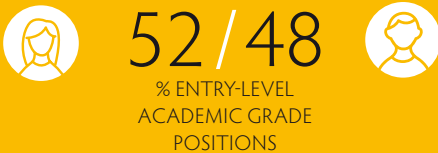
4,835
RESPONDENTS TO NATIONAL ONLINE SURVEY

64%　　**36%**

☑ THE MAJORITY BELIEVE THERE IS GENDER INEQUALITY IN IRISH HIGHER EDUCATION

THINK THERE IS GENDER INEQUALITY IN IRISH HIGHER EDUCATION
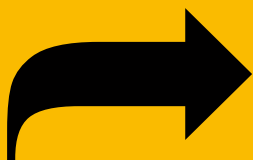
KEY AREAS FOR ATTENTION HIGHLIGHTED BY RESPONDENTS TO THE SURVEY WERE:

67%	Promotion/progression
61%	Gender balance on senior management teams at institutional level
60%	Overall culture
52%	Career development opportunities
51%	Transparent procedures/processes
51%	Senior management's leadership on gender equality
50%	Representation of men and women on key committees
50%	Childcare/carers' provision and supports

Why is there gender inequality? The reason why women are not to be found in the same proportion as men in the most senior positions is not because women are not talented or driven enough to fill these roles, it is because numerous factors within HEIs, conscious and unconscious, cultural and structural, mean that women face a number of barriers to progression, which are not experienced to the same degree by their male colleagues; systematic barriers in the organisation and culture within higher education institutions mean that talent alone is not always enough to guarantee success.[4]

Gender balance in top leadership positions will not be achieved in our lifetimes if we just wait for change to naturally occur.[5]

How can we change this? Having considered the literature and evidence from the consultation process, the Expert Group realised that the 'fix the women' approach (where women would change to fit the existing culture) usually adopted to try and solve gender inequality has not resulted in substantial change. Instead it is clear that organisation and culture must change in order that talented women, and others who do not automatically benefit from the status quo, are fully recognised and rewarded. Changing the organisational culture in this way will not hinder quality. A fair and transparent organisation will encourage women to have confidence that they will be recognised and assessed based on their true merit and excellence without unconscious bias,[6] and in turn encourage more women to stay in the career pipeline.

The extent of the organisational and cultural shift needed for Irish HEIs to realise gender equality has become clear to the Expert Group as they progressed through the consultation process. This change will require genuine long-term commitment and investment from managers at every level, in every sector, and across all academic disciplines. It is essential that all staff reflect on their own actions and perceptions, as it is possible to discriminate unconsciously, as well as consciously. The achievement of gender equality needs to be led from the top, with the ultimate responsibility for its achievement, sitting with the HEI President, or equivalent.

Development of recommendations: The Expert Group developed recommendations which they themselves would not have believed necessary at the beginning of this process. However, given the current situation and the international evidence which demonstrates that progression towards gender equality is not automatically linear or inevitable, ambitious and radical recommendations for all key stakeholders are essential. Without radical action, we cannot guarantee that Irish HEIs will ever be free of gender inequality.

With academic excellence at their heart, these recommendations are an antidote to mediocrity. They recognise that productivity cannot be maximised without full development of the workforce. They call for the prioritisation of resources and for the mobilisation of all stakeholders to address gender inequality.

The next step is for each stakeholder group to use these recommendations to develop a tailored implementation plan, specific to the particular stage that each organisation is at in addressing gender inequality. This plan will include a robust system of follow-up evaluation and performance monitoring linked to funding through the HEA's strategic dialogue process.

Ireland's size and its track record in effecting change on key policy initiatives means that it can make this vision a reality.

4　　See discussion pp. 14–18.
5　　McKinsey and Co. (2010) *Women Matter 2010*, p.5; C. Rice (2011) A slow thaw for women.
6　　For a discussion of unconscious-bias see pp. 16.

VISION

"By investing in gender equality, Irish higher education institutions will maximise their pursuit of excellence and successfully meet the many social, economic and cultural challenges of the future."

Vision

The national vision for higher education in Ireland is that it will 'successfully meet the many social, economic and cultural challenges that face us over the coming decades, and meet its key roles of teaching and learning, research, scholarship, and engagement with wider society'.[7] In order to do this, Irish higher education institutions (HEIs) need to attract, retain and progress the most talented people, regardless of gender.

Therefore, the vision for higher education in the future is that:

By investing in gender equality, Irish higher education institutions will maximise their pursuit of excellence and successfully meet the many social, economic and cultural challenges of the future.

The term 'gender equality' is widely used not only to refer to the equal rights of women and men as enshrined in law, but to denote their 'equal visibility, empowerment, responsibility and participation […] in all spheres of public and private life'.[8]

Ireland will have achieved gender equality in higher education when:

▶　　The most talented women and men are employed at all levels in Irish HEIs, in both academic and non-academic roles;

▶　　Representation on HEI governance and management structures is gender balanced;

▶　　There is gender balance among presidents (or equivalent) nationally;

▶　　There is no perceived gender inequality among staff members;

▶　　Irish HEIs have successfully achieved and retained gold institutional Athena SWAN awards.[9]

This report of the Expert Group of the *HEA National Review of Gender Equality in Irish Higher Education Institutions* (hereafter referred to as the *Gender Equality Review*) includes objectives, recommendations, proposed timing and key performance indicators, for each of the key stakeholders.

This report provides a comprehensive range of approaches for key stakeholders to call on, and therefore the next step is the development of an implementation plan by each stakeholder group, using these recommendations to develop a tailored approach, specific to the particular stage that each organisation is at in addressing gender inequality.

Ireland's size and its track record in effecting change on key policy initiatives means that it can make this vision a reality.

7　　Department of Education and Skills (2011) *National Strategy for Higher Education to 2030*

8　　Council of Europe,: Gender Equality Commission (2013) Gender equality strategy 2014–2017.

9　　See pp. 17.

RATIONALE

EXCELLENCE IN HIGHER EDUCATION THROUGH GENDER EQUALITY

Rationale: excellence in higher education through gender equality

Gender equality and diversity are central to the pursuit of excellence in higher education institutions. It is well recognised that gender balance on executive boards is positively correlated with increased performance of organisations,[10] and research publications from ethnically diverse research teams are more highly cited than those published by ethnically homogenous teams. The risks of stagnation associated with 'groupthink' mentalities are reduced by diversity and gender balance.[11] As far back as 2001, the European Commission concluded that 'the under-representation of women threatens the goals of science in achieving excellence, as well as being wasteful and unjust',[12] but little progress has been made since.

Given that 'diversity supports creativity and innovation, and higher education, particularly research, is ultimately a highly creative endeavour',[13] HEIs which allow gender inequality to exist cannot perform to their full potential.

A clear indication of the absence of gender equality in higher education is the under-representation of women at senior levels of HEIs and on key decision-making bodies. In Ireland in 2013–2015, 50% of the lecturer staff in Irish universities were women, only 19% of professors were women. Even though 62% of non-academic staff are women[14], 72% of the highest paid non-academic staff members are men, and 72% of the lowest paid non-academic staff are women.

As of March 2016, there were only four female presidents in fourteen IoTs (29%), one female president out of five in the Colleges (20%), and since the establishment of the first Irish university c. 424 years ago, there has never been a female President.

There are four possible reasons for this lack of gender equality at senior levels in higher education:

1.   Historically there were not enough women in the career pipeline;

2.   Those women in the pipeline are not ambitious enough in their careers to progress to the top of the career ladder;

3.   Progression is based on excellence and merit; therefore those women in the pipeline must not be good enough to progress to the top of the career ladder, or men are intrinsically better than women when it comes to careers in higher education and research;

4.   The structures for merit assessment, promotions and appointments used at various stages of the career ladder allow different treatment of women and men, resulting in a failure to retain and promote all of the best talent.

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10   R. M. Reinert et al. (2016) Does female management influence firm performance? evidence from Luxembourg banks. *Working Papers on Finance* 2015/1 (University of St Gallen, 2015): 1–26 (14, 1–2); T. Barta et al. (2012) Is there a payoff from top-team diversity?.*McKinsey Quarterly* April 2012; 'An equal gender representation can help to expose the innovation potential of teams' (Gratton et al. (2007) *Innovative potential: men and women in teams*; N. M. Carter and H. M. Wagner (2011), The bottom line: corporate performance and women's representation on boards (2004–2008) Catalyst, 2011.

11   Deloitte (2011) *Only skin deep? re-examining the business case for diversity.*

12   European Commission (2000) *Science policies in the European Union*, p. vii.

13   Hunt et al. (2015) *Diversity Matters.*

14   Whole-time equivalent.

POSSIBLE REASON 1: Historically there were not enough women in the career pipeline

It might be assumed that the numbers of men and women in the most senior positions will naturally reach equilibrium as gender-balanced graduating cohorts reach the age of promotion to senior grades; however the existing evidence does not support this.

> In Sweden, for example, from as far back as 1978, 68% of graduates were female and 32 years later, when these graduates might be at the pinnacle of their careers, only 17% of the positions on executive committees were occupied by women.[15] According to *She Figures 2015*, only 23.8% of Grade A [professor] in Sweden are filled by women.

When one examines certain humanities disciplines it is possible to see that solving the pipeline issue, or even 'over-supplying' the proportion of women, does not ensure that gender-equality is achieved in the top positions.

It has also been found that women are not promoted in proportion to their numbers at the lower grade, so solving the pipeline issue will not automatically lead to the achievement of gender equality at senior grades.[16]

Across Europe, *She Figures 2015* has observed that 'there were no large changes of the kind that would indicate a significant amount of progress towards rectifying the gender gap observed in the proportion of women in grade A [professor] positions' during the period 2010–2013.[17]

Gender balance in top leadership positions will not be achieved in our lifetimes if we just wait for change to naturally occur.[18]

POSSIBLE REASON 2: Those women in the pipeline are not ambitious enough in their careers to progress to the top of the career ladder.

In business, it has been observed that women are as ambitious as men to reach the top within their organisations, but they are significantly less confident than men that this would happen, with confidence being defined as the 'perception of one's chances of success **in the current environment**, rather than confidence in one's own qualification.'[19]

In higher education, a similar perception exists, illustrated by the reluctance of women to apply for senior management positions, even when asked to do so, if the status quo means that she will be in the minority on the shortlist as the 'token women'[20] Selection panels have been found to rank candidates who are in the minority (e.g. the only man in a group of women, or the only women in a group of men) as less competent than members in the majority, unfairly disadvantaging them in a recruitment process. [21] Gender balance among interviewees is a key factor in reducing bias, thereby helping to ensure that all candidates are judged on their actual talent and merit, which in turn strengthens confidence in the system.

Historically the environment in Ireland did not enable women in the public sector to progress in their careers as they had to leave their job when they got married, and it is only since 1973 that there has been no legal obligation to choose between family and career.[22] However, a cultural myth still remains that women are intrinsically less ambitious than men and that motherhood is incompatible with a challenging and successful career.

Research shows that career ambition is not, necessarily, biological but is rather a product of a number of environmental factors. The Royal Society of Chemistry[23] observed that a change can take place in the career ambition among female doctoral students, 'strongly suggesting that initially women are as likely as men to want to pursue an academic career, but become deterred from doing so during their Ph.D.'. The study found that women were 'more likely than men to rethink their decision to enter a research career over the course of Ph.D. study'.[24] Therefore, it may be that their confidence in the system, rather than confidence in themselves initiates a rethink of career goals.

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15   McKinsey and Co. (2010) *Women Matter 2010*, p.5.

16   J. Grimson (2014) Measuring research impact: not everything that can be counted counts and not everything that counts can be counted.

17   European Commission (2015) *She Figures 2015*, p.130.

18   C. Rice (2011) A slow thaw for women.

19   McKinsey and Co. (2010) *Women Matter 2010*, p 11.

20   B. Bagilhole and K. White (2008) Towards a gendered skills analysis of senior management positions in UK and Australian Universities. *Tertiary education and management* 14(1) p.3.

21   S.K. Johnson (2016) If there's only one woman in your candidate pool, there's statistically no chance she'll be hired. *Harvard Business Review*, 26 April 2016.

22   There was a marriage bar on employment for women in the public sector up until 1973, and the lack of maternity-leave provision meant that becoming a mother in many instances meant compulsory retirement in the private sector.

23   In the UK, women account for 48% of graduates, 30% of researchers, 12% of senior lecturers and 6% of professors (Staff Data 2006–07. Published by the Higher Education Statistics Agency. Referenced in Royal Society of Chemistry (2008) *Change of heart: career intentions and the chemistry Ph.D.*

24   Royal Society of Chemistry (2008), *Change of Heart*, 1, 6, 5; see also E. Drew (2014). INTEGER baseline data report, Trinity College Dublin; J.A. Lindholm (2004) Pathways to the professoriate: the role of the self, others, and environment in shaping career aspirations, *Journal of higher education* 75, 6, 603–635.

The belief that motherhood cannot be combined with a demanding scientific career has been termed an 'empirically untenable stereotype',[25] or a 'motherhood myth', and it is argued that the myth itself, rather than motherhood, may be the source of incompatibility in women's careers.[26] Decades of research on gender differences in academic publication productivity has not produced evidence to support this myth.[27]

Any difference in the level of ambition may not be the result of essential differences between the sexes, but rather the result of external factors.

POSSIBLE REASON 3: Progression is based on excellence and merit; therefore those women in the pipeline must not be good enough to progress to the top of the career ladder, or men are intrinsically better than women when it comes to careers in higher education and research.

Talent and creativity are not exclusive traits of either gender and the ability of women is not in question. It is the case that more women than men in OECD countries are expected to complete tertiary education during their lifetime.[28]

However, the mechanisms used to assess performance can be gendered, resulting in a disadvantage for women. For example, studies have found that when number of publications is used as a productivity metric, women can appear less productive than men, but when periods of leave are accounted for, female researchers are just as productive as male researchers.[29]

While meritocracy and the peer-review system have been used for centuries as the means of determining excellence among academics,[30] numerous studies have observed flaws and biases in these systems, whereby women are assessed less favourably than men. Additionally, female dominated areas of research can be deemed to require less 'brilliance' than male dominated areas, even within the same discipline.[31]

> For example, in a double-blind experiment where only the name on the CV was changed, science faculty from research-intensive universities 'rated male applicants as significantly more competent than the (identical) female applicant. These participants also selected a higher starting salary and offered more career mentoring to the male applicant'.[32] The research concluded that 'interventions addressing faculty gender bias might advance the goal of increasing the participation of women in science'.

There is evidence of differential treatment of women across many areas including salary, resources, space and career opportunities that in themselves do not represent major barriers, but collectively they may result in proportionally far fewer women becoming professors or senior managers, 'many molehills together become a large mountain'.[33]

There is no evidence to suggest that there is an intrinsic difference between the sexes in talent or ability to perform in higher education. The way in which merit and excellence are assessed may be disadvantageous to women.

25   Toren, N. (1991) The nexus between family and work roles of academic women in Israel: reality and representation. *Gender Roles* 24(11–12) 651–67

26   H. Etzkowitz, C. Kemelgor and B. Uzzi, (2000) *Athena unbound, the advancement of women in science and technology* (Cambridge: Cambridge University Press)

27   H. Prozesky (2008) A career-history analysis of gender-differences in publication productivity among South African academics. *Science Studies*, 21(2), 47-67.

28   See OECD, PISA 2012 Results.

29   Mairesse J. and M. Pezzoni (2015) Does gender affect scientific productivity?: a critical review of the empirical evidence and a panel data econometric analysis for French physicists. *Revue économique* 66(1) 65–113.

30   R. Spier (2002) The history of the peer-review process. *Trends in biotechnology* 20(8), 357–8.

31   E. J. Castilla, and S. Benard (2010) The paradox of meritocracy in organizations. *Administrative Science Quarterly* 55 543–576; Mitchneck B. et al. (2016) A recipe for change: creating a more inclusive academy. *Science*, 352, 6282; M.A Deiana, Research report: hidden costs of being a female academic; Leslie et. al (2015) Expectations of brilliance underlie gender distributions across academic disciplines, *Science* 347, 6219, 262–265; C. Wennerås and A. Wold (1997) Nepotism and Sexism in Peer-Review. *Nature* 387 341-343 (341); R. Van der Lee and N. Ellemers (2015) Gender contributes to personal research funding success in the Netherlands. *PNAS* 112(40), 12349–12353; L. Husu (2014) Research funding gap: her excellence dwarfed by his excellence; Ahlqvist, V. et al. (2013).*Observations on Gender Equality in a Selection of the Swedish Research Council's Evaluation Panels.* Stockholm: Vetenskapsrådet; Ahlqvist, V., et al. (2015) *A gender neutral process? A qualitative study of the evaluation of research grant applications 2014.* Swedish Research Council: Vetenskapsrådet; O'Connor and O'Hagan (2015) Excellence in university academic staff evaluation: a problematic reality? *Studies in Higher Education 1–15*; Nielsen, M. (2015) Limits to meritocracy? Gender in academic recruitment and promotion processes. *Science and Public Policy* 43(3) 386–99; M. van Den Brink and Y. Benschop (2012) Gender practices in the construction of academic excellence: Sheep with five legs. *Organisation* 19(4) 507–524.

32   C. A. Moss-Racusin et al. (2012). Science faculty's subtle gender biases favor male students. *Proceedings of the National Academy of Sciences* 109 (41) 16474–79;

33   Report by Prof Nancy Hopkins, MIT (1999); LERU (2012) Women, research and universities: excellence without gender bias; Valian, V. (1999) *Why So Slow?* Cambridge, MASS; MIT Press; Grimson et al. (2016) *Promoting excellence through gender: draft final report of the gender equality task force.*

POSSIBLE REASON 4: The structures for merit assessment, promotions, and appointments used at various stages of the career ladder allow different treatment of women and men, resulting in a failure to retain and promote all of the best talent.

Initiatives aimed at improving the gender balance among senior staff have historically targeted the three possible reasons above, trying to mould women to fit more successfully within the existing career system, e.g. aiming to get more women into the academic pipeline, encouraging career and leadership development and facilitating more networking to advance progression. The commitment behind such initiatives is not in doubt, but perhaps it is misplaced. These reflect a 'fix the women' approach, and have not solved the problem of women not reaching the top positions in HEIs.

Therefore, the problem may not be the 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.[34]

Unconscious bias

Everyone has unconscious biases, which have historically helped humans to navigate the world around them. Every day we each make thousands of unconscious assumptions and decisions. These allow us to save time.[35] Some of these biases are cultural and refer to gendered expectations about the intrinsic characteristics, behaviours and abilities of women and men. In moments of uncertainty, e.g. in assessing candidates for a job, it is possible to revert to 'fast thinking' and stereotypes, and to select a candidate who fits one's expectations of such a role holder.

Due to unconscious bias, researchers can also be blind to the need to consider whether gender should be incorporated into research content.[36]

> Negative effects on patient outcomes have been observed as a result of gendered expectations of breast cancer, anorexia, and osteoporosis which leaves male sufferers underdiagnosed and their treatment is delayed.[37]
>
> Crash test dummies have been used to increase car safety since 1949; however, due to the exclusive use of male body-type dummies, conventional seat belts do not fit pregnant women properly and could be a risk factor in a crash situation. Pregnant body-type dummies were not developed until the 1990s.[38]

When assessing excellence, and indeed in everyday interactions with colleagues, students and managers, it is essential to learn about and acknowledge one's own biases. It is then possible to engage 'slow thinking' and to adopt tools that allow one to reduce the impact of these biases.[39] Biases are malleable and subject to change, so it possible to alter or diminish negative biases through practice.

Organisation and culture

With an awareness of such human biases, and the aforementioned confidence in the current environment being key to the perception of one's chances of success, the Expert Group recommends that the organisations and cultures must be changed to incorporate balances against bias.

Instead of asking women to change to fit the culture of the organisation, that culture must change to become more open to recognising talented women, and others who do not automatically benefit from the status quo. Changing the organisational culture in this way will not hinder quality, but will instead allow the most talented people of both genders to be equally recognised and to progress up the career ladder. A fair and transparent organisation will encourage women to have confidence in the current environment to recognise and assess them based on their true merit and excellence without unconscious bias, and in turn encourage more women to stay in the career pipeline. [40]

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34   See note 31 above.
35   Daniel Kahneman won a Nobel Prize in economics in 2002 for his work in 'integrated insights from psychological research into economic science, especially concerning human judgment and decision-making under uncertainty', Daniel Kahneman - Facts". *Nobelprize.org*. Nobel Media AB 2014. Web. 12 May 2016. http://www.nobelprize.org/nobel_prizes/economic-sciences/laureates/2002/kahneman-facts.html This work was summarised in D. Kahneman (2011) *Thinking fast and slow*.
36   Schiebinger, L. et al. (eds.) (2011–2015) Gendered Innovations in science, health and medicine, engineering, and environment.
37   http://www.anad.org/get-information/males-eating-disorders/; http://ec.europa.eu/research/swafs/gendered-innovations/index_en.cfm?pg=home accessed 5 May 2016.
38   LERU (2015) Gendered research and innovation: integrating sex and gender analysis into the research process, advice paper no.15.
39   Kahneman (2011) *Thinking fast and slow* (London: Penguin Books)
40   McKinsey and Co. (2010) *Women Matter 2010*, p.11.

Having considered the literature and evidence from the consultation process, the Expert Group favour the fourth possible reason, and conclude that a series of systematic barriers have cumulatively impacted on the degree of gender equality in HEIs, meaning that talent alone is not always enough to ensure success.[41]

A number of European projects that Ireland participates in or has been a member of, have adopted this 'changing the organisation and culture' method rather than a 'fix the women' approach to progressing gender equality.[42] The Expert Group particularly endorses the Athena SWAN Charter in the U.K. (see appendix F), which has now been extended to Ireland, as a useful tool in assisting institutions in changing their organisational culture.

Athena SWAN Charter

Ideally the achievement of gender equality would be obvious through quantitative data analysis; however when seeking sustainable, large-scale cultural change, qualitative indicators are necessary in order to ensure that a culture of equality is being embedded.[43] Through the Athena SWAN Charter, the Equality Challenge Unit (ECU) aims to effect cultural and systemic change. It has provided a catalyst for affirmative action in respect of gender equality at institutional level in the U.K. by conferring awards on institutions to certify institutional commitment to addressing gender inequalities. The Athena SWAN Charter was originally focused on STEMM areas and academic staff, but from 2015 it was extended in the U.K. to include arts, humanities, social sciences, business and law, as well as professional and support staff.[44] It was also extended to recognise work undertaken to address gender equality more broadly, including measures to support trans staff and students.[45]

As the recent independent evaluation of the implementation of the Athena SWAN Charter in the UK demonstrated, there is considerable evidence that, with 129 institutions across the U.K. now holding awards, the scheme has had a positive impact on the career development and satisfaction of women working in STEMM, as well of its value as a driver for improving gender equality.[46]

In summary, there are two clear reasons why Ireland should commit wholeheartedly to the achievement of the vision of a higher education system which is free of gender inequality:

Moral reason: The objective of achieving gender equality in Irish higher education is an extension of the principles of equality and inclusion of wider society. Gender equality is, and should be, a goal and end in itself. Higher education institutions (HEIs) are principal agents of cultural change and thought leaders, educating the society and leaders of the future. Students' experiences in their HEI and the role models they see can have a profound impact on their future career choices and their perception of the world in which they live and work. It is essential that HEIs reflect the societies in which they exist. The moral necessity for organisations to reflect the ethnic and gender balance of the communities they serve has been increasingly recognised in politics and the arts.

The Canadian Prime Minister presented an ethnically diverse, and truly gender-balanced cabinet in 2015; a cabinet that 'looks like Canada'. When asked why he chose a gender balance of 50:50 he responded 'because it is 2015'.[47]

Recognising the benefit of gender equality, Directors UK recently (May 2016) published a study among UK film directors, stating 'it is incredibly important that film directors reflect the audience they serve', and highlighting that 'by diversifying the pool of directors we open film up to a greater range of perspectives and stories'.[48]

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41   Valian, V. (1999) *Why so slow?*; LERU (2012) Women, research and universities: excellence without gender bias; Grimson et al. (2016) *Promoting excellence.*
42   See FESTA, GenderNET, GENOVATE, INTEGER
43   See http://www.ecu.ac.uk/equality-charter-marks/athena-swan/.
44   See http://www.ecu.ac.uk/equality-charters/charter-marks-explained/athena-swan-and-gender-charter-mark/.
45   See http://www.ecu.ac.uk/equality-charters/athena-swan/about-athena-swan/
46   See http://www.ecu.ac.uk/publications/evaluating-athena-swan/.
47   http://ottawacitizen.com/news/national/heres-what-the-new-liberal-cabinet-looks-like
48   https://www.directors.uk.com/news/cut-out-of-the-picture

Business reason: Prospective students and staff now have an unprecedented range of education and workplace options to choose from, and Ireland has much to offer. However, in a crowded global marketplace Ireland needs to capitalise on its best asset, its people. By becoming highly attractive places to work and be educated in, Ireland's HEIs can attract, retain and progress the most talented people from around the world. Investing, on a fair and transparent basis, in the active development of a diverse talent pipeline will maximise the pursuit of academic excellence.[49] Higher education has undoubtedly played a pivotal role in the successes of this country, and by investing in gender equality, it will be possible for higher education to lead progressive change and to meet the challenges of the future.

> If women – who account for half the world's working-age population – do not achieve their full economic potential, the global economy will suffer. A 'full potential' scenario in which women participate in the economy identically to men would add up to US\$28 trillion, or 26%, to annual global GDP by 2025 compared with a business-as-usual scenario. This impact is roughly equivalent to the size of the combined Chinese and US economies today.[50]
>
> It is also estimated that companies with three or more women in senior management functions score higher in all dimensions of organisational effectiveness.[51]

In the case of higher education, both the moral and the business reasons are conveniently aligned, as granting the opportunity for talented female staff members to progress on the career ladder will inevitably lead to positive results for the system as a whole.

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49   Department of Education and Skills (2011) *National strategy for higher education to 2030*, p.10.

50   http://www.unwomen.org/en/what-we-do/economic-empowerment/facts-and-figures#sthash.iYhiJLmO.dpuf

51   Ibid.

APPROACH
TO THE REVIEW
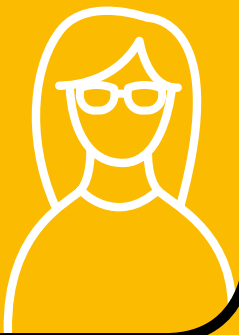
Approach to the review

The review process formally began in September 2015 with the development of the Terms of Reference and appointment of the Expert Group (see appendix J). The approach taken in conducting the review involved the following stages:

▶   Policy context research;

▶   Literature review of the international and national challenges and emerging solutions;

▶   Data collection to establish figures on the gender breakdown of HEI staff; identifying gaps in the data gathered; and analysis of the data available;

▶   Collection of HEI institutional equality policies, and where applicable, HEI Athena SWAN applications or institutional statements on their gender equality initiatives; [52]

▶   Wide consultation with stakeholders (see appendix D) involving face-to-face meetings with the Expert Group, written submissions from interest groups, and a public online survey; and analysis of the outcomes of the consultation process;

▶   Development of recommendations.

Each of these stages is described below.

Policy context research

The international and national policy and legislative contexts within which HEIs operate were analysed. See summary on pages 25-26.

Literature review

A literature review looked at the existing research on international and national challenges and emerging solutions in relation to gender inequality in both academia and business, the latter being of particular relevance to the administrative and support staff in HEIs. Appendix E presents a selection of measures to address gender inequality in higher education which have been distilled from the literature and from national and international gender equality research consortia. While some of these measures have been incorporated into the Expert Group's recommendations as a matter of priority for all institutions, the tables are presented to support the development of an institutional approach to addressing gender inequality.

Data collection and data analysis

Before developing recommendations, the Expert Group set out to determine the gender-breakdown of staff in the Irish HEIs that are in receipt of annual core-grant[53] funding from the HEA. This analysis included all grades of staff, in seven universities, five colleges and fourteen institutes of technology.

The HEIs return staff statistics to the HEA on a quarterly basis, and since 2012 details of academic staff by grade have been disaggregated by gender. For each sector (university, college and institute of technology) and for each HEI, a three-year average using December 2013, 2014 and 2015 staff data was calculated, in line with best practice.

To gain a more comprehensive picture of HEI staff, additional data broken down by gender was requested from the HEIs for September 2015 staff. For these new categories, only the September 2015 data is presented. This data will be collected annually as an element of the December staff return on an ongoing basis. The new categories, disaggregated by gender for the first time in 2015, included:

▶   Staff by category of post (academic core-funded staff, non-academic core-funded staff, research/specialist academic staff, research/specialist non-academic staff);

▶   Academic staff by discipline;

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52   Through the Athena SWAN Charter the UK's Equality Challenge Unit (ECU) has, since 2006, conferred awards on UK universities to certify institutional commitment to addressing gender inequalities in science, technology, engineering, medicine and mathematics, and to effecting cultural and systemic change to support gender equality. The Athena SWAN Charter was extended to Ireland on a three-year pilot-basis in 2014.

53   The core grant allocated to the universities, institutes of technology and other colleges by the HEA is voted by the Oireachtas under the OME C4 sub-head.

▶ *Academic staff by contract type,*

▶ *Non-academic staff by contract type,*

▶ *Non-academic staff by pay scale* (as of 31st September 2015).

The data in this report is presented as whole time equivalent (WTE), or Headcount where appropriate.

The HEA also enhanced its collection processes on data in relation to governance and management structures. Previously, the *Annual Statement of Governance and Internal Control* submitted to the HEA did not include data disaggregated by gender. Information on the gender breakdown of governing authority/body[54], academic council and executive management team was requested from the HEIs (as of 1 December 2015), and this will form a component of these statements in future.

All of this data is published in the *Higher Education Institution Staff Profiles by Gender* which can be found at link.

Institutional equality policies and initiatives

The HEIs were requested to send in their institutional equality policies, and where applicable, their applications to the Athena SWAN Charter. The HEIs who had not participated in Athena SWAN were invited to submit an overview and description of their institutional gender equality initiatives.

Stakeholder consultation

The Expert Group held a series of consultation meetings with a wide range of stakeholders including the presidents and senior representatives of the HEIs, Government departments, research funding agencies, European Commission-funded projects on gender equality in higher education, as well as representatives from the trade unions and USI (see appendix D for full list). In addition, several written submissions were received from interest groups.

FIGURE 1: Presidents of the Universities: Prof. Brian McCraith (DCU); Prof. Andrew J. Deeks (UCD); Ms Máire Geoghegan-Quinn (Chair of the Expert Group); Prof. Patrick Prendergast (TCD); Prof. Philip Nolan (MU).

FIGURE 2: Presidents of the Colleges: Prof. Fionnuala Waldron (Dean of Education, SPD); Mr Damien Downes (College Secretary/Registrar, NCAD); Prof. Pat O'Connor (Expert Group Member); Dr Ethna Regan (Head of School of Theology, Mater Dei Institute of Education); Mr Frank White (Director of Human Resources, MIC); Dr Andrew McGrady (Mater Dei Institute of Education); Ms Máire Geoghegan-Quinn (Chair of the Expert Group); Mr Ryan Shanks (Expert Group Member); Dr Helen Peterson (Expert Group Member); Prof. Daire Keogh (SPD); Prof. Paul Walton (Expert Group Member).

FIGURE 3: Presidents of the IoTs: Denis Cummins (DKIT); Prof. Brian Norton (DIT); Thomas Stone (ITTD); Dr Mary Meaney (ITB); Dr Oliver Murphy (ITTra); Máire Geoghegan-Quinn (Chair of the Expert Group); Dr Patricia Mulcahy (ITC); Dr Fergal Barry (GMIT).

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54   As of September 2015

National online survey

The Expert Group were keen to listen to the voices of the people 'on the ground' in Irish institutions, and to include their voices in the report. Therefore to facilitate wider consultation, the HEA conducted an online survey on gender equality in Irish higher education (see appendix B).

This survey was designed as an instrument to provide insight into the views and experiences of staff and stakeholders not met by the Expert Group. Advertisements publicising the survey were placed in *The Irish Times* and *The Irish Independent* on 19, 20 and 22 December 2015, and the survey link was sent to all presidents (or equivalent) for circulation among all staff members in their higher education institutions. The survey was launched on 18 December 2015 and was closed on 18 January 2016.

There was a strong response to the online survey, with over 4,800 respondents. Given the high response rate, it was necessary to tender for analysis of the survey data and Yellow Window[55] consultants carried out both qualitative and quantitative analysis including:

▶ Respondent profile by gender, institution, contract type, staff category and area of work;

▶ Perception of gender inequality at aggregate level by gender, contract type, staff category and area of work;

▶ Perception of gender inequality at HEI level, and satisfaction with their HEI's approach to addressing gender inequality;

▶ Summary of the critical areas for improvement grouped by:

- Supporting and advancing careers

- Organisational culture and structures

▶ Summary of the good practice examples grouped by:

- Supporting and advancing careers

- Organisational culture and structures

▶ Analysis of opinions on addressing the gender imbalance in Irish higher education;

▶ Analysis of the qualitative data collated through the open-ended questions included in the survey.

Development of recommendations

Extremely valuable suggestions were made to the Expert Group through the stakeholder consultation process and these were considered at length in developing the recommendations. The Expert Group also considered the policy context, available research, the current situation of staff in Irish HEIs, and how long it might take to reach gender equality at all grades if the current environment and rate of progress was maintained. However, given the international experience that a linear rate of progress is not a given[56] and that little progress has been made since the previous HEA report (2004), after careful consideration the Expert Group determined that disruptive policy intervention was needed, coupled with a robust system of follow-up evaluation and performance monitoring linked to funding through the HEA's strategic dialogue process.

While this report focuses on gender, the Expert Group recognises the imperative to promote equality in higher education across the nine grounds on which discrimination is unlawful in Ireland – gender, civil status, family status, age, race, religion, disability, sexual orientation and membership of the Traveller community. Changes that bring about inclusion for one group will have far-reaching benefits for everyone. It is also acknowledged that there are many issues that impact on gender equality in higher education that cannot be addressed from within the higher education sector itself. However, this report focuses on the things that we can do specifically in relation to gender equality in higher education.

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55   http://www.yellowwindow.com/en/home
56   See Possible Reason 1 above p. 14
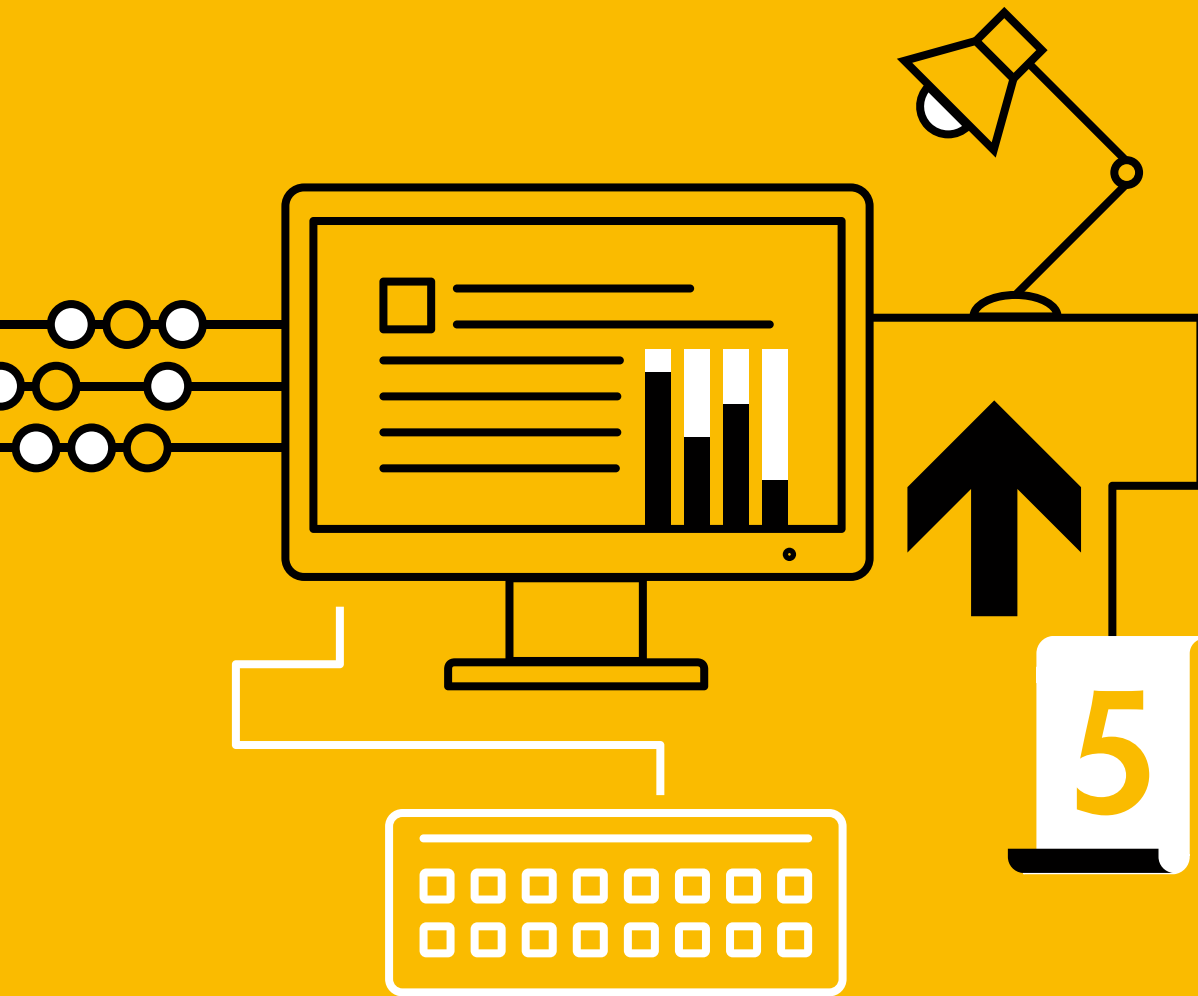
THE EXISTING SITUATION: DATA CONTEXT

The existing situation: data context

International rankings

In 2015, Ireland was ranked 5th in the Global Gender Gap Index,[57] compared to Germany (11th), the UK (18th), and the United States (28th). However as progress internationally on gender equality among staff in higher education institutions is extremely poor, international rankings should not be used as an indication of how gender-equal Ireland is, but rather as an indicator of relative performance.

Policy context

In Ireland, higher education institutions have a statutory responsibility to ensure that all students and staff are treated equally. This is enshrined in the *Employment Equality Acts 1998–2008*, the *Equality Act 2004*, the *Equal Status Acts 2000–2011*, the *Disability Act 2005*, and, most recently, in the *Irish Human Rights and Equality Commission Act, 2014*, which requires all public bodies to eliminate discrimination, to promote equality of opportunity, and to protect human rights.

Both universities and institutes of technology have a legislative responsibility to promote gender equality. The *Universities Act 1997*, requires institutions **'to promote gender balance and equality of opportunity among students and employees of the university'**, while the *Institutes of Technology Act 2006*, demands that **'in performing its functions a governing body, or, where appropriate, a committee shall … have regard to the attainment of gender balance and equality of opportunity among the students and staff of the college'**. Both sectors are also required to develop and implement equality policies which encompass gender equality.

The HEA has a legislative responsibility to promote equality in higher education. With the enactment of the *Higher Education Authority Act 1971*, under which the organisation was established on a statutory basis, the HEA was charged with the 'general function' of 'promoting the attainment of equality of opportunity in higher education'. Mandating the universities to prepare a statement of their policies in respect of 'equality, including gender equality', the *Universities Act 1997*, empowered the HEA to review these policies and their implementation – a legislative role extended to include the institutes of technology under the *Institutes of Technology Act 2006*.[58] Accordingly, the HEA's responsibilities for the promotion of the attainment of equality in higher education are all-encompassing: they pertain to staff and students and to the nine grounds on which discrimination is unlawful in Ireland – gender, civil status, family status, age, race, religion, disability, sexual orientation, and membership of the Traveller community.

The last review of higher education institutions' equality policies was conducted by the HEA in 2003 and resulted in the publication of the *Report of the High Level Group on University Equality Policies*, in April 2004.[59] Since 2012, the HEA has collected gender-disaggregated data on core-funded academic staff within the annual multi-dimensional institutional profiles – data-collection which will be developed further through the new staff database which the HEA is in the process of establishing.[60] The HEA has also negotiated the extension of the Athena SWAN Charter to Ireland in 2015, supporting HEIs to effect cultural and systemic change to foster gender equality and the progression of women in science, technology, engineering, medicine and mathematics (STEMM disciplines), soon to be extended out to all disciplines and to include non-academic staff.[61]

The Government of Ireland's commitment to gender equality is evidenced in the *National Women's Strategy 2007–2016*;[62] however this has not been reflected in some key national policies and strategies, notably the *Further Education and Training Strategy, 2014–2019*,[63] Ireland's *National Strategy for Higher Education to 2030*,[64] and *Enterprise 2025*,[65] which suggests that 'our ambition is that Ireland will be internationally renowned for its talent, for its highly skilled and adaptive people, equipped with higher order capabilities required in the 21st century workplace and for its openness to continuous learning'.

57   World Economic Forum (2015) *The Global Gender Gap Report 2015 (Ireland)*, p.8.
58   See sections 36 and 49 of the U*niversities Act 1997*, and section 22 of the *Institutes of Technology Act 2006*.
59   See Higher Education Authority (2004) *Report of the high level group on university equality policies*.
60   Higher Education Authority, (2015) *Higher education system performance: institutional and sectoral profiles 2012–13*.
61   http://www.ecu.ac.uk/equality-charter-marks/athena-swan/.
62   Government of Ireland (2007) *National Women's Strategy 2007–2016*.
63   Department of Education and Skills and SOLAS (2014)
64   Department of Education and Skills (2011)
65   Department of Jobs, Enterprise and Innovation (2015)

More recently, however the importance of gender equality has been a key feature of national policy and strategy, including the *Action Plan for Jobs, 2016*[66] which states 'greater female participation in the workforce has the potential to deliver significant social and gender equality benefits, while also helping to address the growing need for skills and talent'. *Ireland's National Skills Strategy 2025*[67] highlights the under representation of women in STEM and the need to address this if Ireland is to further develop as intended as a knowledge-intensive society and economy. Ireland's strategy for research and development, science and technology, '*Innovation 2020*', highlights gender equality as a key issue to be addressed in order to deliver on the vision of Ireland becoming 'a global innovation leader', reflecting an increasing awareness of the role that gender equality plays in delivering excellence in research and innovation. This recognition of the critical importance of gender-equality is in line with European initiatives.

At the European level,[68] there is strong commitment to making equality between women and men a reality and the European Research Area (ERA) reform agenda focuses on five key priorities, one of which is gender equality and gender mainstreaming in research.[69] *Ireland's European Research Area Roadmap* soon to be published, highlights the need for Irish research performing organisations to 'review and enhance their policies for gender equality in research and ensure their implementation'.[70] EU organisations, including the League of European Research Universities (LERU)[71] and Science Europe,[72] have signed up to delivering on the ERA reform agenda (July 2012) and are undertaking their own actions to achieve structural change through implementation of gender strategies or action plans. The EU2020 Strategy includes seven flagship initiatives, one of which focuses on new skills and jobs, and includes the aim to encourage gender equality.[73] With regard to research, the European Parliament and Council state that 'Horizon 2020 shall ensure the effective promotion of gender equality and the gender dimension in research and innovation content'.[74] In order that this is realised, gender balance in teams and the integration of the gender dimension in research content will play a part in funding decisions under Horizon 2020.[75] European-funded projects such as Gender-net (of which the IRC is a partner) contribute to the implementation of these policies.[76]

National online survey response

In the *national online surv*ey (see appendix B for full analysis) conducted for the purposes of this review, the majority of the 4,835 respondents thought that there was gender inequality in Irish higher education (56%), 22% thought there was no gender inequality and 23% were undecided.

> Respondents identified *'residual sexist attitudes rife throughout the system'*, *'ongoing sexist behaviour and attitudes'*, a pervasive *'macho misogynistic culture […] often masked by the success of a small number of very accomplished women'*, an *'embedded alpha-male culture'*, and *'the old boys' network'* as problematic.

There was a **difference between women and men in the perception of gender inequality in Irish higher education**, with the majority of female respondents (64%) indicating gender inequality was present, 22% undecided and only 14% who thought that there was no gender inequality. Whereas 38% of male respondents indicated that there was gender inequality in Irish higher education, 24% were undecided, and 37% thought that there was no gender inequality in Irish higher education.

There was no difference in the perception of gender inequality when respondents were analysed <u>by contract type</u>, and the majority of respondents in all <u>staff categories</u>, except 'technical staff' (where over half of the respondents were men), perceived there to be gender inequality in Irish higher education.

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66   Department of Jobs, Enterprise and Innovation (2016).
67   Department of Education and Skills (2016).
68   This commitment is wider than Europe as evidenced by OECE (2012) *Closing the gender equality gap, act now!*
69   http://ec.europa.eu/research/era/era_communication_en.htm.
70   Department of Jobs, Enterprise and Innovation, *Ireland's European Research Area Roadmap* (draft report, May 2016, p.26) (2012).
71   LERU (2012) Women, research and universities: excellence without gender bias.
72   http://www.scienceeurope.org/policy/working-groups.
73   http://europa.eu/legislation_summaries/employment_and_social_policy/eu2020/em0028_en.htm.
74   Article 15 of *EU Regulation 1291/2013 of the European Parliament and of the Council of 3 December 2013 establishing Horizon 2020*.
75   *Research Europe*, 18 July 2013, p.5; http://europa.eu/rapid/press-release_MEMO-13-1085_en.htm.
76   http://www.gender-net.eu/

When analysed <u>by area of work</u>, the majority of respondents in each area perceived there to be gender inequality in Irish higher education. However, less than half of the respondents in the areas of 'engineering, manufacturing and construction', 'hospitality, travel, tourism, transport and leisure' and 'information and communication technologies' thought that there was gender inequality.[77]

When asked if they were <u>satisfied with their HEI's approach to addressing gender inequality</u>, the reaction was mixed: overall 31% were 'somewhat dissatisfied' or 'very dissatisfied'; 30% were 'neither satisfied nor dissatisfied'; and 39% of respondents were 'very satisfied' or 'somewhat satisfied'.

However, women were more likely to indicate that they were 'somewhat dissatisfied' or 'very dissatisfied' with their institution's approach (39% of women) compared with only 19% of men who felt the same. The majority of men (52%) were 'very satisfied' or 'somewhat satisfied' with their institution's approach to address gender inequality, which is in keeping with the observation that overall fewer men than women thought that there was gender inequality in HEIs.

Supporting and advancing careers

From a list of 16 areas in regards 'supporting and advancing careers', the following 5 were highlighted by at least half of the respondents as of critical importance to addressing gender inequality in Irish higher education:

► Promotion/progression (67%);

► Flexible working (54%);

► Career development opportunities (52%);

► Transparent procedures/processes (51%);

► Childcare/carers' provision and supports (50%).

From a list of 16 areas, the following 4 were identified by at least one-third of respondents as examples of good practice in supporting gender equality in Irish higher education that they had experienced:

► Recruitment processes (38%);

► Advertisements for vacancies (36%);

► Composition of selection committees (32%);

► Flexible working (30%).

Organisational culture and structures

From a list of 26 areas 'in regards organisational culture and structures', 4 were highlighted by at least half of the sample as of critical importance to addressing gender inequality in Irish higher education:

► Gender balance on senior management teams at institutional level (61%);

► Overall culture (60%);

► Senior management's leadership on gender equality (51%);

► Representation of men and women on key committees (50%).

From a list of 26 areas, respondents identified examples of good practice that they had experienced and at least 20% of the respondents identified:

► Equal pay/starting salaries/increments (28%);

► Representation of men and women on key committees (25%);

► HR policies and procedures;

► Provision of maternity-leave cover;

► None.

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77   Only one respondent indicated 'security services, military and defence' as their area of work and so they are not included in the figure.

In comments made, respondents emphasised the imperative for the caring responsibilities of both men and women to be supported, and for greater regard to be shown for the work–life balance of staff in higher education institutions.

There was a mixed response when respondents were asked about the introduction of targets, positive discrimination, and temporary quotas to address gender inequality in Irish higher education. Overall the majority of women were in favour of introducing targets (44%) and temporary quotas (43%), but were divided on whether or not positive discrimination should be introduced (37% of women were for and 37% of women were against). In comparison, the majority of men were against targets (63%), positive discrimination (65%) and temporary quotas (64%).

Overall the majority of respondents indicated that the area of gender equality in Irish higher education is 'extremely' or 'very' important (75%), 21% indicated it was 'fairly' important, and only 5% indicated that it was 'not important'.

Quotes from the survey are used throughout the recommendations section of the report to highlight the need for meaningful change indicated by staff.

Leadership

In higher education, women continue to be 'vastly under-represented in top positions within the higher education sector' as well as in 'top academic decision-making positions' across Europe.[78] The latest *She Figures* indicate that across Europe, the proportion of heads of HEIs has risen from 15.5% to 20.1% during the period 2010 to 2013.[79] However, a number of countries have made considerable progress, in particular Sweden has progressed from a gender balance of 30% women to 50:50 representation of men and women among HEI leadership.

FIGURE 4: Evolution of the proportion (%) of female heads of institutions 2010 vs. 2014.[80]
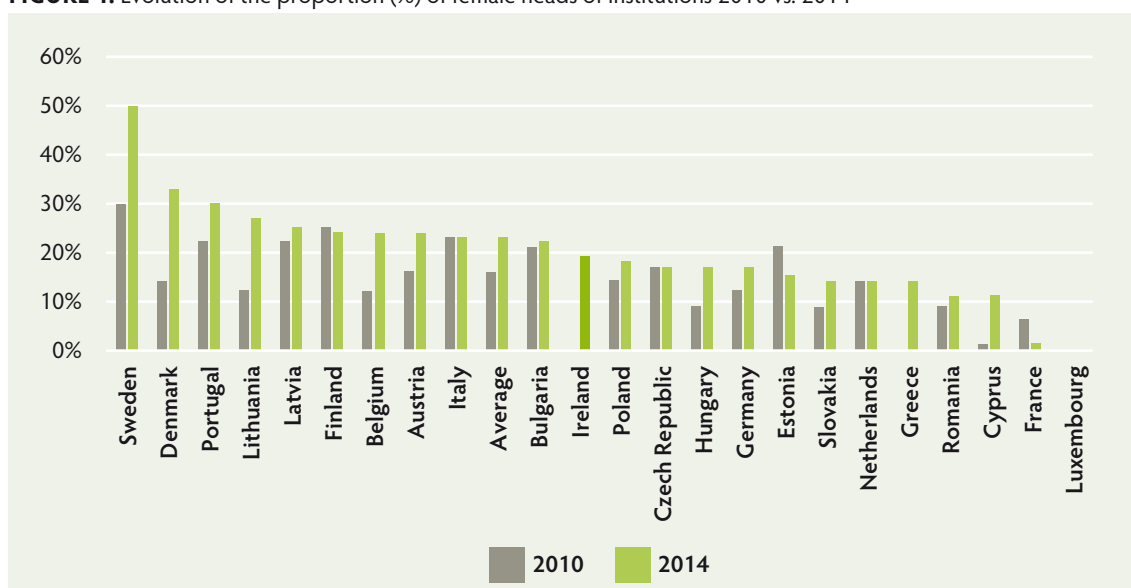
In Ireland, as of March 2016, only 19% of the heads of Irish HEIs were female. Currently there are four female presidents of out of fourteen IoTs (29%), one female president out of five in the colleges (20%), and there has never been a female university president.

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78   European Commission (2015) *She Figures 2015: gender in research and innovation: statistics and indicators.*

79   European Commission (2015) *She Figures 2015*, p.140.

80   European Commission, *She Figures 2015.* (When the population size is very small, the actual numerator and denominator are presented in parentheses next to the proportion in the chart to highlight results that are more prone to yearly fluctuations. Exception to the reference year: SE: 2008–2014; SK: 2011–2014: BE (French), BG, CY, CZ, NL, RO:2010–2013; FR: 2010-2012; RS: 2013: LU: 2010 Data not currently available: AL, BA, ES, FO, HR, MD, MK, MT, SI, TR, UK) Source: Women in Science database, DG Research and Innovation.

Governance and management structures

The European Institute for Gender Equality (EIGE) publishes a gender equality index ranking[81] to assess the impact of gender equality policies in the European Union and by member states over time. In 2012, Ireland scored below the EU-28 in terms of power, which includes both the political and economic participation of women.

In Ireland in 2015, 16% of the members of the lower house of the national parliament were female in comparison to an average of 29% across the 28 EU Member States – a measure on which Ireland was ranked 89th globally (jointly with North Korea and South Korea). This percentage has improved after the most recent election which utilised candidate quotas.

In 2014, the board members of the largest publicly listed companies across the EU-28 member states comprised only 20% women (on average) – and only 11% of company board members in Ireland.[82] According to *She Figures 2015*, women made up 28% of national level academic/research board members within the EU-28 in 2014. More than a quarter of the 29 countries for which data was available, had at least 40% female board members. The countries with the highest women board membership are Sweden (55 %), Luxembourg (53 %), Iceland (52 %), Finland (50 %) and the Netherlands (50 %).[83]

While older legislation for Irish HEIs doesn't stipulate specific gender targets, more recent legislation setting up state boards and committees in Ireland has contained provisions requiring appointments to meet specific gender targets or quotas. For example, the Education and Training Boards have an objective that at least 40% of the members elected are of each gender.[84]

An overview of the proportion of women on Irish higher education governance and management structures is presented below, and a summary of the data can be found in Appendix A and the full *Higher Education Institution Staff Profiles by Gender* is available as a separate publication (link here).

Governing authority/body

As of September 2015, five out of the seven universities had 40% or more women on their governing authority/body, ranging from 48% in TCD and MU down to 20% in UL, and a sector average of 39% women.

Four of the five colleges had 40% or more women on their governing authority/body, ranging from 43% in both Mater Dei and St Angela's down to 35% in MIC, and a sector average of 41% women.

Only eight of the fourteen IoTs had 40% or more women on their governing authority/body, ranging from 59% in DKIT, down to 37% in AIT, CIT and LYIT, and a sector average of 44% women.

Academic council

In December 2015, only one out of the seven universities had 40% or more women on their academic council, ranging from TCD with 53%, down to 20% in NUIG, and a sector average of 34% women.

Four out of the five colleges had 40% or more women on their academic council, ranging from 70% in St Angela's, down to 38% in MIC, and a sector average of 55% women.

Six of the 14 IoTs had 40% or more women on their Academic Council, ranging from 64% in IADT, to 30% in, both CIT and DIT, and a sector average of 40% women.

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81   European Institute of Gender Equality. *Gender equality index.*
82   European Commission (2015) Gender Equality – Business and finance: board members.
83   European Commission (2015) *She Figures 2015*, p.144.
84   *Education and Training Boards Act 2013*, Section 30; S.I. No. 271/2014 *Education and Training Boards Act 2013 (Local Authority Members) Regulations 2014.*

Executive Management Teams

In December 2015, only two of the seven universities had 40% or more women on their executive management team, ranging from 46% in TCD to 22% in UL, and a sector average of 32% women.

Only two out of five colleges had 40% or more women on their executive management team, ranging from 57% in St Angela's down to 14% in MIC, and a sector average of 32% women.

Only three out of fourteen IoTs had 40% or more women on their executive management team, with ITB the highest at 53% women, a sector average of 23%. Two IoTs had no women on their executive management teams (AIT and DIT).

University staff profile

The staff of universities, taken as a whole, is reasonably gender balanced. Marginally more whole-time equivalent (WTE) positions are filled by women than by men: 53% women and 47% men.[85]

When analysed by category of post, gender differences start to emerge. The highest proportion of WTE women employed in universities are in non-academic core-funded posts (41%), compared to the other categories of academic core-funded staff (24%), and research/specialist staff (academic19%, and non-academic 16%). In comparison, the highest proportion of men employed in universities are in academic core-funded posts (36%), compared to the other categories of non-academic core-funded staff[86] (26%), and research/specialist staff[87] (academic 27%, and non-academic 11%).

Academic staff

Pan-European data on gender equality by staff grade shows that the gap between female and male representation increases at each stage of the academic career ladder. Across Europe, 45 % of grade C academic staff were women in 2013, having increased their presence by 1 percentage point since 2007. However, only 21% of grade A staff were women; a 58 percentage point difference with men. *She Figures 2015* observed that 'although marginal progress has been made since 2007 (a 3 percentage point increase), the very large difference that persists suggests that much work remains to be done in order to reduce the gender gap at the highest levels of the academic career pathway.'[88]

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85   This is based on September 2015 staff data returns to the HEA.
86   This refers to administration/support staff.
87   Non-core grant funded research and specialist posts. These may include posts funded from both Exchequer and non-Exchequer resources.
88   European Commission (2015) *She Figures 2015*, p.128.

FIGURE 5: Proportion of women and men in a typical academic career, students and academic staff, EU-28, 2007–2013 (*She Figures 2015*)[89]
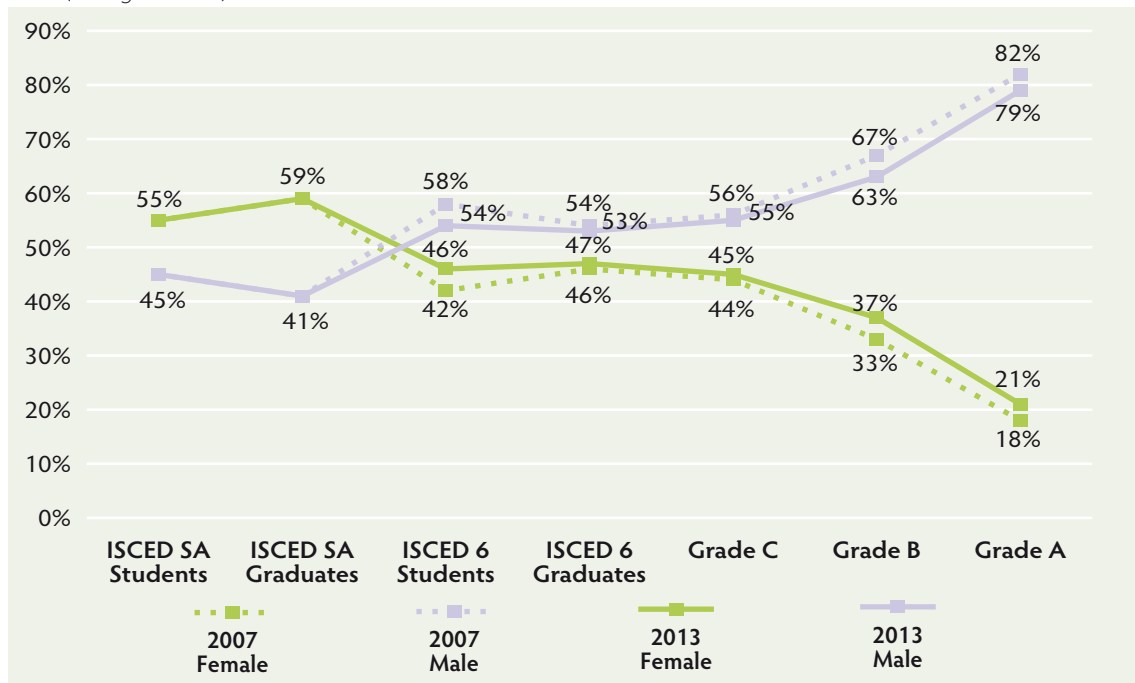
In Ireland, within the academic core-funded staff cohort in universities, women account for 43% and men 57% of the WTE positions. Undergraduate students, postgraduate students, and lecturer staff are gender balanced when assessed using a three year average (2013–2015), but there is a striking difference between the number of women and men in senior posts over the same time period. In particular, when analysed by staff grade, only 19% of professorships across the universities were filled by women compared to 81% which were filled by men (Figure 6).

FIGURE 6: Percentage male and percentage female senior academic and lecturer staff in all universities (three-year average 2013–2015)
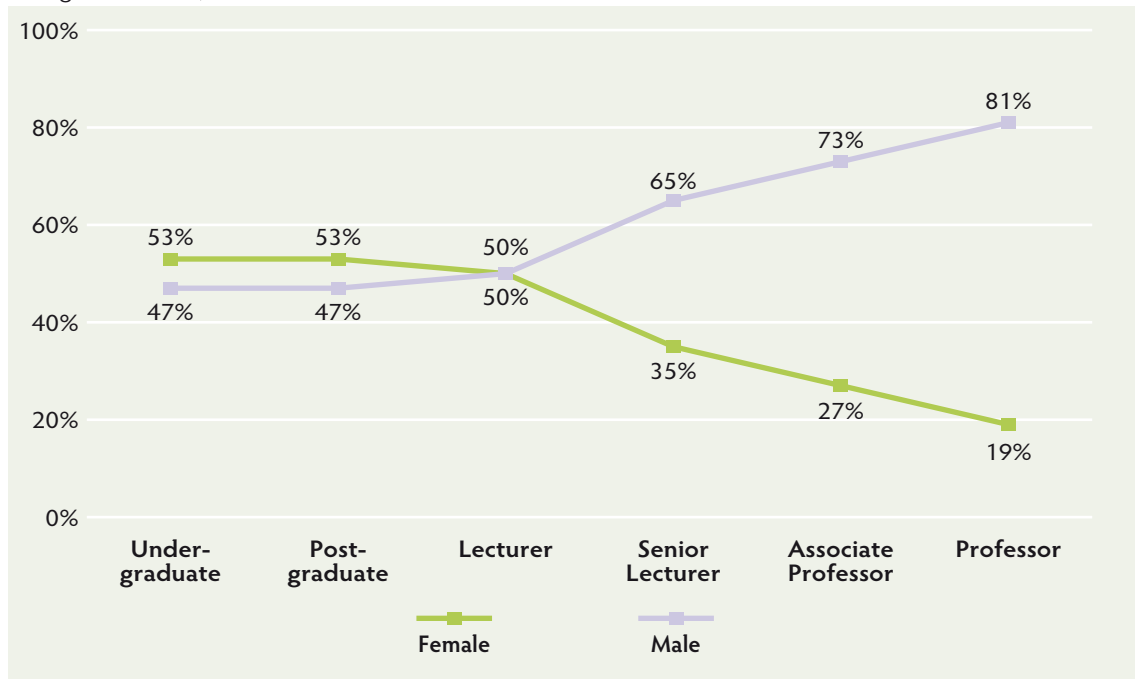
Notes: Reference years Eurostat data: 2007–2012; Reference years for Women in Science (WiS) data: 2007–2013; Exceptions to the reference years (WiS): AT: 2007-2011; BE (FR), LV, RO: 2010-2013; CY, PT: 2007–2012; DK, LU (Grade A and B, C not available): 2009-2013; ES, IE: 2008–2012; BE (FL), NL, FI: 2011–2013; PL, SK: 2012–2013; FR: 2012; HR: 2014; MT: 2015; EE: 2004 (*She Figures* 2012); LT: 2007 (*She Figures* 2012); UK: 2006 (*She Figures 2012*); Data unavailable for: (Eurostat) ISCED 5A Students: LU (2007); ISCED 5A Graduates: FR (2012), LU (2007); ISCED 6 Students: DE (2007), LU (2007); ISCED 6 Graduates: FR (2012), LU (2007). Source: Women in Science database, DG Research and Innovation and Eurostat Education Statistics (online data code: educ_grad5).

While some improvement has been made in the past 20 years, whereby the proportion of women at professor level has increased from 6% in 1998 (Figure 7) to 19% currently (Figure 6), progress is extremely slow. Gender balance (at least 40% of each gender) has only been achieved at lecturer level, where the proportion of women has increased from 33% (Figure 7) to 50% (Figure 6). There still remains a significant lack of gender balance at senior academic staff grades.

FIGURE 7: Percentage male and percentage female senior academic and lecturer staff in all universities (1997/1998 and 2003/4).
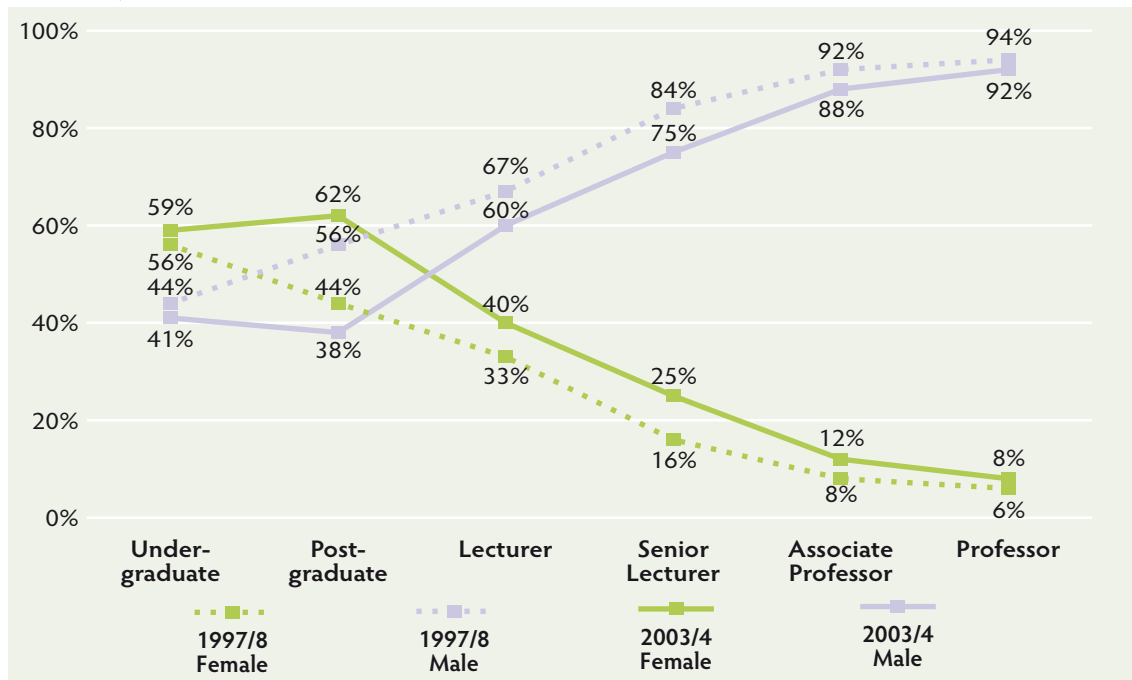
Source: Sé Sí: Gender in Irish Education (2007).[90]

The significant gender-imbalance in senior academic staff of Irish HEIs and the slow rate of progress over the last 20 years signals the need for proactive policy intervention in this area.

When analysed by discipline using STEMM and AHSSBL categorisation,[91] the majority of academic core-funded staff in the universities are in STEMM areas (53%) compared to AHSSBL areas (45%) or other areas (2%).[92] There is a lower proportion of women academic core-funded staff reported in STEMM areas than for men (40% female, 60% male), and AHSSBL areas are more gender balanced (47% female, 53% male).[93]

When analysed by contract type, the majority of both female and male academic core-funded staff are on full-time permanent contracts.

The seven Irish universities made their successful and unsuccessful institutional Athena SWAN applications available to the Expert Group, and while many institutions indicated an intention to begin measuring the gender pay gap in the coming years, a minority have already embarked on this work. This preliminary investigation suggests that, in line with the international situation and the experience of women and men in other sectors, there is a gender pay gap in favour of men among university academic staff.[94] More analysis would be needed across all institutions and categories of staff before clear conclusions could be drawn.[95]

> Women on full-time academic contracts in the U.K. are paid 11% less, on average, than their male colleagues. One university has implemented a once-off pay increase for female professors to quickly eradicate this pay gap.[96]

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90   Exception to the data set: 1997/8 Postgraduate data refers to1993 graduates. Graduate numbers refer to all third-level institutions.
91   STEMM: Science, Technology, Mathematics and Medicine; AHSSBL: Arts Humanities, Social Science, Business and Law.
92   'Other' includes any core funded posts which are not assigned to 'AHSSBL' or 'STEMM' faculties
93   University core-funded academic staff based on September 2015 staff data returns to the HEA.
94   World Bank Gender Data Portal <http://datatopics.worldbank.org/gender/key%20gender%20employment%20indicators>. See more at: <http://www.unwomen.org/en/what-we-do/economic-empowerment/facts-and-figures#notes>.
95   Irish Universities Institutional Bronze Athena SWAN award applications (2015).
96   J. Grove (2016) University of Essex hikes salaries for female professors to eliminate pay gap. *Times Higher Education*, 2 June 2016.

A preliminary analysis of applications and appointments by gender was conducted using the university Athena SWAN submissions. While some HEIs provided data on all competitions across all grades and sectors down to the department level (a minority included non-academic staff), others were unable to provide any data. However, from the considerable variation in success rates between women and men in some competitions, it is clear that institutions need to conduct quantitative analysis on applicants, shortlisting and appointments as a matter of urgency.

Non-academic staff[97]

While there is little international data on the numbers of women in senior non-academic posts in HEIs (when assessed by pay grade), a similar situation to the academic staff discussed above emerges.

In Ireland, within the non-academic core-funded[98] staff cohort in the universities, there are more women (64%) overall than men (36%). As of September 2015, when analysed by pay grade, only 31% of the most highly paid non-academic positions across the university sector were held by women, compared to 69% held by men. This is the case even though the majority of the posts below this grade were held by women.

FIGURE 8: All university core-funded non-Academic Staff by pay grade (September 2015) and gender (headcount)
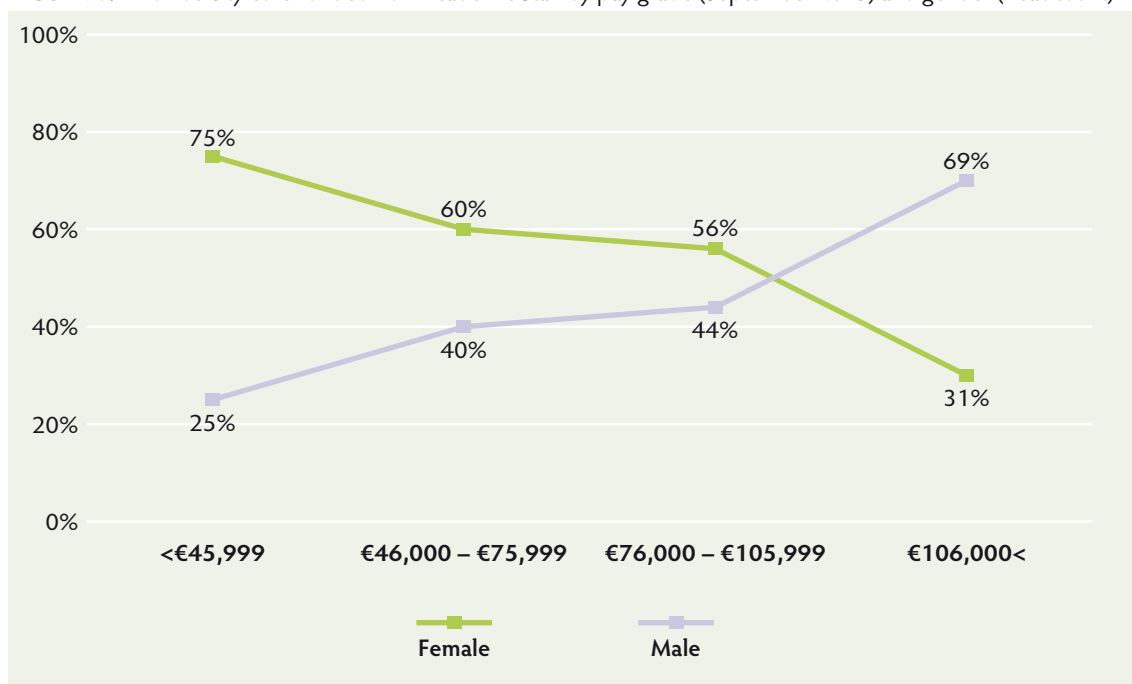
The significant gender imbalance in senior non-academic staff of Irish HEIs signals the need for proactive policy-intervention in this area.

When analysed by discipline, the majority of non-academic core-funded staff in the universities are classed as other[99] (64%), outside of the STEMM (25%) and AHSSBL (11%) categorisation.[100] There is a much higher proportion of female non-academic core-funded staff reported in all of these categories: STEMM (62% female, 38% male), AHSSBL (84% female, 16% male), and other (62% female, 38% male).[101]

When analysed by contract type, the highest proportion of female and male non-academic core-funded staff are on full-time permanent contracts.

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97   Non-academic staff refers to all staff in the institution who are not described as 'academic staff'. While it is recognised that this categorisation is quite general, and includes a huge variety of occupations, the Expert Group were not in a position to change staff categorisations at this stage. It is anticipated that the new HEA database will be more nuanced than heretofore in categorising staff.

98   Staff whose salaries are funded through the HEA core grant.

99   'Other' includes any core funded posts which are not assigned to 'AHSSBL' or 'STEMM' faculties.

100   STEMM: Science, Technology, Mathematics and Medicine; AHSSBL: Arts Humanities, Social Science, Business and Law.

101   University core-funded academic staff based on September 2015 staff data returns to the HEA.

College staff profile

The majority of the WTE positions in the college sector are filled by women (67% female, 33% male).[102]

When analysed by <u>category of post</u>, the majority of WTE women are employed in the Colleges as academic core-funded staff (50%), compared to the other categories of non-academic core-funded posts (47%), and research/specialist staff (academic, 1%, and non-academic 2%). This is the same for men employed in the colleges where most are in academic core-funded posts (56%), compared to the other categories of non-academic core-funded staff[103] (42%), and research/specialist staff[104] (academic, 1%, and non-academic 1%).

Academic staff

The academic core-funded WTE staff in the colleges are predominantly female (64% female, 36% men).

In the colleges, at all levels up to lecturer grade, women are in the majority as can be seen in Figure 9. At senior lecturer level and above, it is more gender balanced.

FIGURE 9: Percentage male and female undergraduate and postgraduate students, lecturer and senior academic staff in all colleges (three-year average 2013–2015)
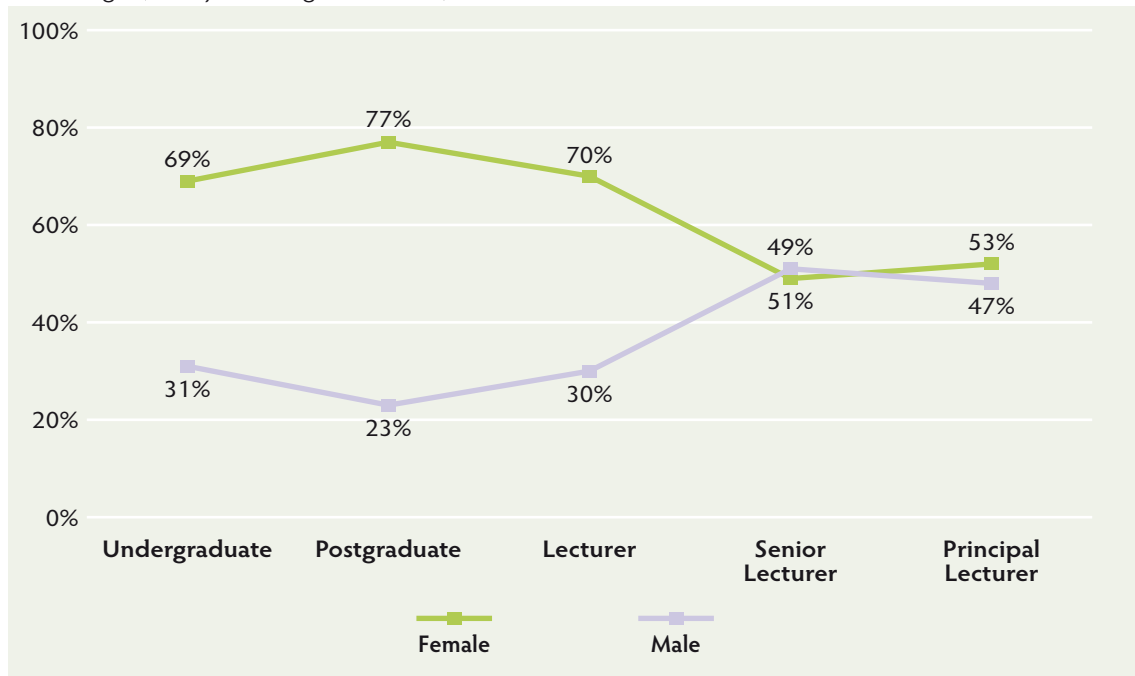
When analysed by <u>discipline</u>, core-funded academic staff in the colleges are mainly reported as AHSSBL (91%), with only 16 WTE staff reported in STEMM (4%) and only 9% of staff reported as Other. All of these categories, except Other have more women than men, in keeping with the overall gender profile of the colleges.

When analysed <u>by contract type</u>, the majority of female and male academic core-funded staff are on full-time permanent contracts.

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102   This is based on September 2015 staff data returns to the HEA.
103   This refers to administration/support staff.
104   Non-core grant funded research and specialist posts. These may include posts funded from both Exchequer and non-Exchequer resources.

Non-academic staff

Within the non-academic core-funded staff cohort in the colleges, there are more women (67%) overall than men (33%).

An analysis by pay grade revealed that although the majority of staff were women, there was a disparity in the roles that they held. The majority of the lower paid non-academic roles in the colleges were held by women, in contrast to the higher-paid non-academic roles which were filled by men.

FIGURE 10: All college core-funded non-academic staff by pay scale (September 2015) and gender (headcount)

When analysed by discipline, the majority of non-academic core-funded staff in the colleges are classed as Other[105] (83%), only 2% staff were reported as STEMM and 15% reported as AHSSBL.[106] The majority of non-academic staff were female in both AHSSBL (67% female, 33% male), and in the Other category (66% female, 34% male).[107]

Institute of technology staff profile

The staff in IoTs, taken as a whole, is reasonably gender balanced. Marginally more WTE positions are filled by men: 51% men and 49% women.[108]

When analysed by category of post, the majority of WTE women in the IoTs are employed as academic core-funded staff (47%), compared to the other categories of non-academic core-funded posts (41%), and research/specialist staff (academic, 6%, and non-academic 6%). This is the same for men employed in the IoTs where most are in academic core-funded posts (59%), compared to the other categories of non-academic core-funded staff[109] (29%), and research/specialist staff[110] (academic 7% and non-academic 5%).

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105   'Other' includes any core funded posts which are not assigned to 'AHSSBL' or 'STEMM' faculties.
106   STEMM: Science, Technology, Mathematics and Medicine; AHSSBL: Arts Humanities, Social Science, Business and Law.
107   University core-funded academic staff based on September 2015 staff data returns to the HEA.
108   This is based on September 2015 staff data returns to the HEA.
109   This refers to administration/support staff
110   Non-core grant funded research and specialist posts. These may include posts funded from both Exchequer and non-Exchequer resources.

Academic staff

Within the academic core-funded staff cohort in IoTs, women account for 44% and men 56% of the WTE positions.

Analysis by staff grade in the IoTs shows that there is a majority of men at the undergraduate and postgraduate levels while at assistant lecturer level it is relatively gender balanced (see Figure 11). However, at higher grades the number of women declines, with only 31% of the senior lecturer posts held by women, compared to 69% of the senior posts being held by men.

FIGURE 11: Percentage female and male undergraduate and postgraduate students, senior lecturer, lecturer and assistant lecturer staff in all institutes of technology (three-year average 2013–2015).
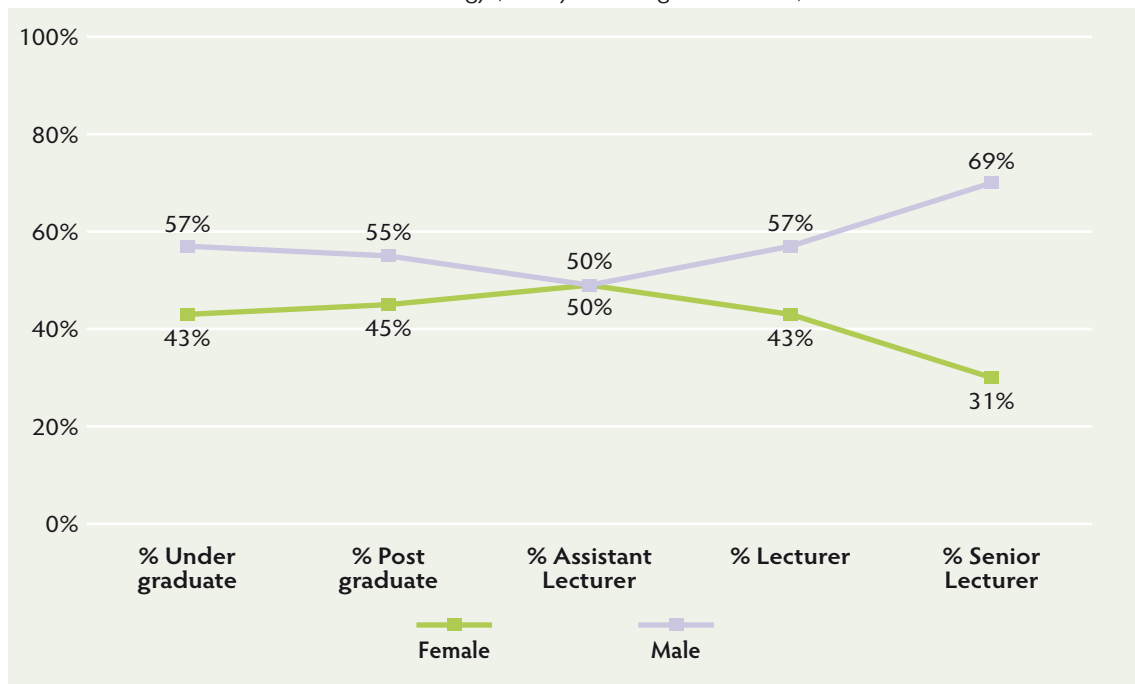
While some improvement has been made in the past 20 years, whereby the proportion of women at senior lecturer level has increased from 11% in 1998 to 30% currently (Figures 11 and 12), progress is slow. Gender balance (at least 40% of each gender) has only been achieved at assistant lecturer and lecturer level, where the proportion of women has increased from 41% to 49%, and 22% to 43% respectively (Figures 11 and 12). There still remains a significant lack of gender balance at senior lecturer level.

FIGURE 12: Percentage female and male senior lecturer, lecturer and assistant lecturer staff in all institutes of technology (1998/1999 and 2003/4).[111]
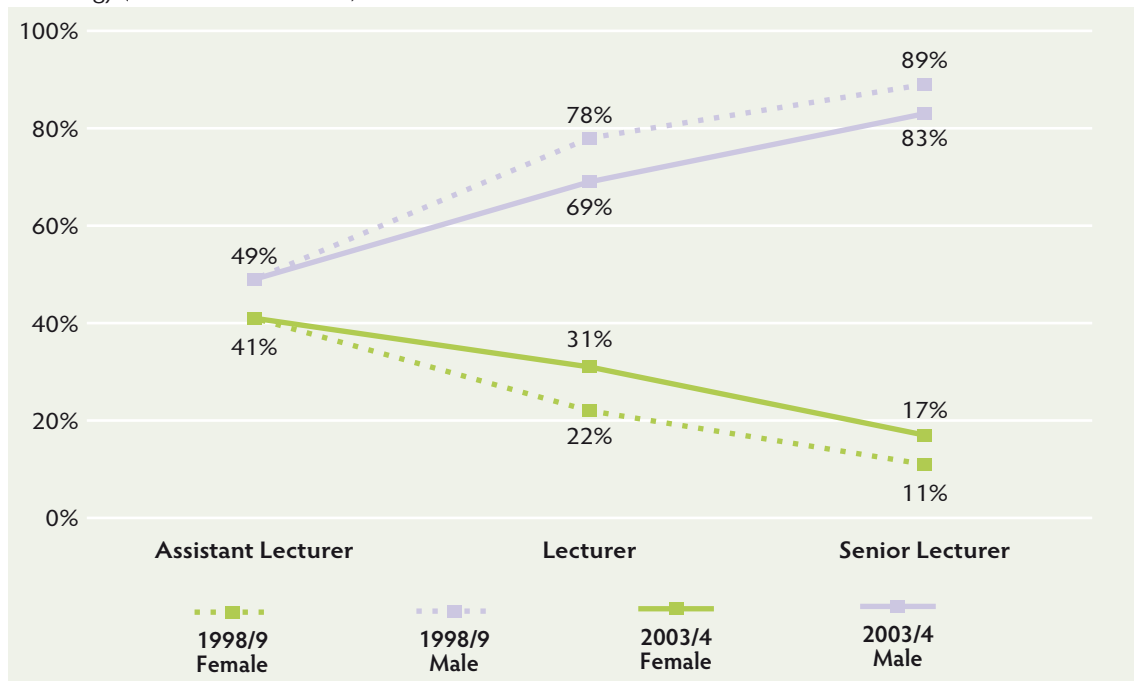
When analysed by discipline using STEMM and AHSSBL categorisation,[112] the majority of academic core-funded staff in the IoTs are in STEMM areas (54%) compared to AHSSBL areas (43%) or other areas (2%).[113] There is a lower proportion of women academic core-funded staff reported in STEMM areas (35% female, 65% male) whereas there are slightly more women in AHSSBL areas than men (54% female, 46% male).[114]

Non-academic staff

Within the non-academic core-funded staff cohort in the IoTs, there were slightly more women (58%) overall than men (42%).

At the lowest pay grades of non-academic staff, the majority of the posts are held by women (68% female, 32% male). However at the highest paid non-academic level, only 14% of the posts are held by women compared to 86% held by men..

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111   Senior Lecturer includes grades reported as: Senior Lecturer III, II, L1& L2 Struct, Senior LI Tch, Lecturer includes staff returned as Lecturer Grade, Lecturer II, and I.
       Source:O'Connor, M. (2007) *Sé Sí: Gender in Irish education.* The HEA did not collect data on IoT students In 2003/4.
112   STEMM: Science, Technology, Mathematics and Medicine; AHSSBL: Arts Humanities, Social Science, Business and Law.
113   A minority are returned as Other.
114   University core-funded academic staff based on September 2015 staff data returns to the HEA.

FIGURE 13: All institutes of technology core-funded non-academic staff by pay scale (September 2015) and gender (headcount)

When analysed by discipline, the majority of non-academic core-funded staff in the IoTs are classed as Other[115] (73%), outside of the STEMM (17%) and AHSSBL (10%) categorisation.[116] However, there is a much higher proportion of women non-academic core-funded staff reported in the AHSSBL (65% female, 35% male), and other (61% female, 39% male) categories, whereas there were more men in STEMM (44% female, 56% male).[117]

Research funding awardees

> **Contracted research positions in the university are typically taken up at an age when many women are planning to have a family or are in the middle of doing so. Myself and many of my female colleagues feel we cannot balance a low-waged, insecure research career path with private family plans. Jumping from research contract to research contract is also not compatible with maternity leave – I have witnessed the huge stress a pregnant colleague was under as she tried to work out with our HR department how much maternity provision she could access as a contracted researcher.**
>
> [Female, research, full time fixed term contract]

Research funding awards are essential for career progression and promotion at all levels o Female, research, full time fixed term contract f the career ladder, from Ph.D. to principal investigator/professor level, and across all disciplines.

In the EU, it has been observed that men tend to apply in greater numbers at principal investigator level, and men have a higher success rate in competitive funding calls when applications are not anonymised.[118] However, when anonymised, the difference in success rate is reduced.

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115   'Other' includes any core funded posts which are not assigned to 'AHSSBL' or 'STEMM' faculties.
116   STEMM: Science, Technology, Mathematics and Medicine; AHSSBL: Arts Humanities, Social Science, Business and Law.
117   University core-funded academic staff based on September 2015 staff data returns to the HEA.
118   Assessments related to the personal characteristics of the applicant have been found to be gender biased – Van der Lee, R. and N. Ellemers (2015) Gender contributes to personal research funding success in the Netherlands. *PNAS* 112(40) 12349–53 and European Commission (2015) *She Figures 2015*, p.173.

Data from the Irish Research Council on STEM postdoctoral schemes, shows that introducing gender-blind assessment for the 2014 and 2015 calls increased the percentage of awards given to women. When the assessment was not anonymised in 2013, women represented only 35% of awardees in comparison to 43% of the applicants. After the applications were anonymised, the number of women that received awards rose to 44% in 2014 and 45% in 2015.

FIGURE 14: Percentage of female STEM postdoctoral applicants and awardees in 2013 (prior to anonymised assessment) and after assessment was anonymised in 2014 and 2015.
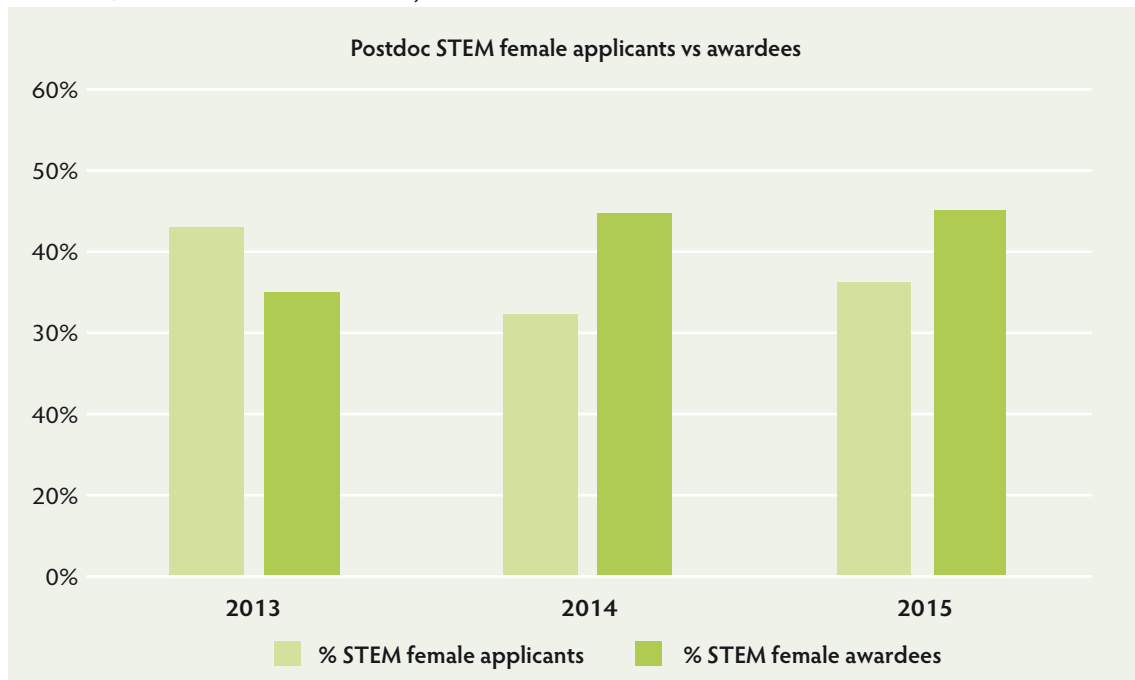
As part of this review, data was requested from all national funding agencies on the following:

▶ Female applicants vs awardees, for each funding initiative, over the last three years;

▶ Panel composition – percentage female, for each funding initiative, over the last three years;

▶ Gender related initiatives (i.e. targeted schemes, policies and procedures, inclusion of the gender dimension in research content).

Not all research funding agencies were able to provide this data disaggregated by gender.[119]

Enterprise Ireland provides supports for both companies and researchers in Higher Education Institutes to develop new technologies and processes that will lead to job creation and increased exports. The average percentage of women receiving awards across 2013–2015 was fairly low, at just 15% for the Commercialisation Fund, 20% for Innovation Vouchers, and in 2015 women represented just 18% of the Innovation Partnership Projects funded. In 2015 only 18% of principal investigators funded by Enterprise Ireland were female.[120]

The Environmental Protection Agency is generating the knowledge and expertise needed to protect and manage Ireland's environment through their research and development programme. Of the 135 project based awards on-going in 2011, 34% were led by a female PI. On average 25% per cent of the evaluators were women in the period 2013 – 2015.

The Health Research Board supports the development of excellent clinical research, including applied biomedical research, population health and health services research within a coherent health research system. Nineteen different funding calls were run in the period 2013 – 2015. Not all funding calls were run annually. This was particularly true of the three year period 2013-2015 when the HRB conducted an organisational Strategic Review and introduced a new grant management software system. Overall, 61% of the awardees in these competitions were women. Fourteen of the twenty-nine (48%) assessment panels used by the Health Research Board in the period 2013 – 2015 achieved a gender balance of at least 40% of each gender.

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119 The research funding agencies that provided data include: Enterprise Ireland; the Health Research Board; the Irish Research Council; the Marine Institute; and Science Foundation Ireland.

120 Enterprise Ireland, submission to the HEA of 26 January 2016.

The Irish Research Council funds researchers across all career stages from postgraduate to PI level, and is the only funding agency to fund both STEM and AHSSBL researchers. Across 2013-2015: 60% of their AHSS postgraduate awards went to women, and 41% of their STEM postgraduate awards went to women; 47% of their AHSS postdoctoral awards and 44% of their STEM postdoctoral awards went to women; 55% of their Research Project Grants 2013 for established researchers, were awarded to women; while 50% Research for Policy and Society 2015 (senior PIs) awards went to female applicants. Thirteen of twenty-two (59%) assessment panels used by the IRC achieved a gender balance of at least 40% of both genders.

The Marine Institute manages competitive marine research funding programmes. Across 2013–2015, 49% of 106 applicants were women, and 49% of 81 awardees were women.[121] For this period overall, women represented 29% of the assessors used on the selection panels, but this ranged from 67% for the Networking and Travel Grants down to 18% for the Ship-Time Programme.

Science Foundation Ireland provides grants for researchers from around the world who wish to relocate to Ireland and those already based in Ireland, for outstanding investigators, for conferences and symposia, and for collaboration with industry. In 2014, the gender breakdown across all the SFI Research Centres (which were founded in 2013) was 33% female and 67% male. For individual categories of research staff, women represented 35% of Ph.D. students, 30% postdoctoral researchers, 17% funded investigators, 14% co-principal investigators and 14% award holders.[122] Across all programmes for 2014, 37% of team members were women, and 20% of award holders were women.

Some Irish research funding agencies are making considerable attempts to be at the forefront of supporting a gender-balanced research ecosystem. For example, the IRC (2013) and the HRB (2016) have developed gender action plans, targeting gender equality in research teams and across principal investigators, and requiring consideration of the gender dimension within research content. SFI has developed a number of funding initiatives directed specially at retaining talented female researchers within the career pipeline, and in its guidelines for applicants the Marine Institute explicitly encourages applications from female applicants.

The entire data set provided by these funding agencies is provided in Appendix C.

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121   Marine Institute submission to the HEA.
122   Science Foundation Ireland, *2014 Review of Agenda 2020.*

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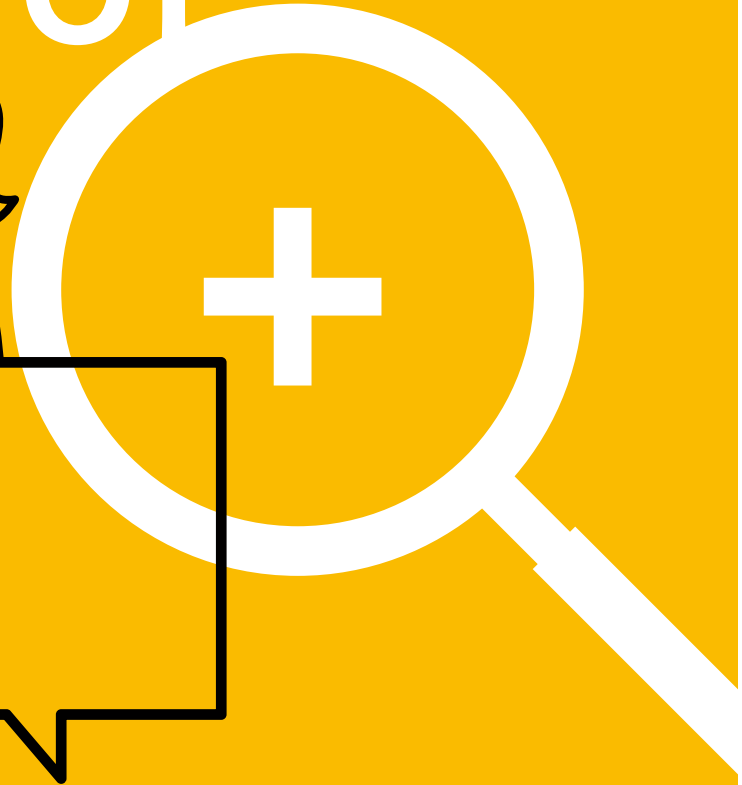
"The issue of equality for women, as students and academics, in Ireland's universities was a lively focus of public debate in Ireland over 100 years ago in the run up to the adoption of the Irish Universities Act 1908. Now, during the decade of centenaries, is an apt moment to take effective action to ensure that gender equality in Irish Higher Education becomes a reality without further delay.

RESPONDENT TO THE NATIONAL ONLINE SURVEY, 2016 (FEMALE, ACADEMIC, FULL-TIME PERMANENT/MULTI-ANNUAL)

Recommendations of the Expert Group

The recommendations are deliberately ambitious and radical. With academic excellence at their heart, they are an antidote to mediocrity. They recognise that productivity cannot be maximised without full development of the workforce. They call for the prioritisation of resources and for the mobilisation of all stakeholders to address gender inequality in relation to *organisational culture and structures*, as well as in the *support and advancement of careers*.

Gender inequality exists within the higher education sector in Ireland, not because of a lack of talent or ambition, but because systematic barriers in the organisation and culture of higher education institutions mean that talent alone is not always enough to guarantee success.[123]

It is acknowledged that the higher education sector has experienced financial pressure in the past number of years. As student numbers increase, and resources are squeezed, difficult financial decisions must be made in all higher education institutions in Ireland. Notwithstanding fiscal challenges, considerable investment must be made to ensure that gender equality is reached.

There is, necessarily, some overlap between these recommendations and those proposed by the Gender Equality Task Force established by National University of Ireland Galway. We welcome this as further evidence of the merits of both sets of recommendations. The recommendations listed below are necessarily more wide-ranging as they address all key stakeholders with responsibility for achieving gender equality in the Irish higher education system.

Recommendations have been developed for the following four key stakeholder groups:

1	2	3	4
Higher education institutions	**The Higher Education Authority**	**Research funding and related agencies**	**Other key higher education stakeholders**
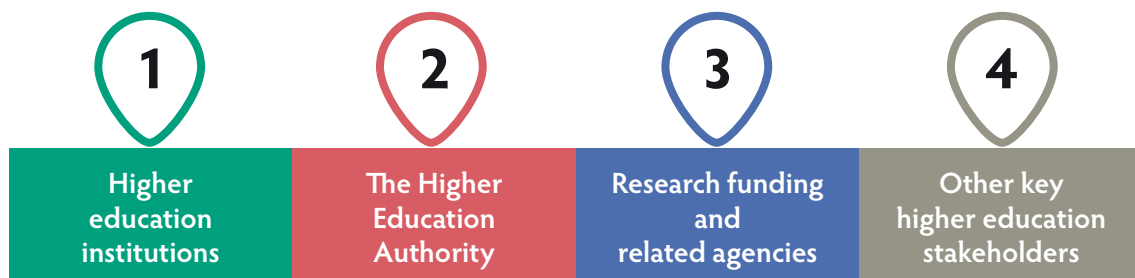
Each recommendation is broken down into:

▶ The **objectives** underpinning the recommendation;

▶ The **recommendation**;

▶ The **stakeholders** to whom responsibility for the implementation of the recommendation is principally assigned;

▶ The **time line** for the implementation of the recommendation and, where appropriate;

▶ The **key performance indicators** (KPIs) against which their implementation will be measured.

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123   See discussion above pp. 14-17

1 HIGHER EDUCATION INSTITUTIONS

There is a large body of work, both nationally and internationally, looking specifically at individual measures that HE institutions can use to address gender inequality [124] (see appendix E). Acknowledging the different stages that Irish HEIs are at in addressing gender equality, it would be expected that each institution would adopt a range of measures applicable to their HEI, in addition to the following highlighted recommendations. Gender inequality impacts on both academic and non-academic staff. The recommendations below will impact on all staff members in the institution, except where otherwise stated.[125]

124   Grimson et al (2016). *Promoting excellence through gender: draft final report of the gender equality task force.*
125   E.g. recommendation 1.19 refers only to non-academic staff.

Leadership

"

I believe the culture of the organisation, of which gender equality is one part, is shaped by the top of the organisation, and this is where remedial action needs to start.
[Female, Management (e.g. Head of Department; Head of School/Division; Dean or equivalent), full-time permanent/multi-annual]

The lack of transparency is appalling and the refusal of management to engage with these issues is very distressing.
[Female, Management (e.g. Head of Department; Head of School/Division; Dean or equivalent), full-time permanent/multi-annual]

Gender equality needs to be a strategic objective, not a HR add-on. Senior management buy in to its significance in terms of the performance of institutions is vital for any real change to take place. Stop trying to fix women – stop asking why women don't go for promotions; fix the organisation, what is wrong with the organisation that women don't want to be promoted within it.
[Female, Non-academic/support staff, Full-time permanent/multi-annual]

"

President or equivalent

In January 2016, a national campaign 'Moving the needle – advancing women leaders in higher education' was launched in the United States asking presidents of colleges, universities and related associations to commit to helping achieve the goal that by 2030, half of the US college and university chief executives will be women. One hundred and nine presidents and chancellors joined the campaign as inaugural signatories.[126]

Since the establishment of the first Irish University 424 years ago, there has never been a female President.

Currently 4 of the 14 (29%) Institutes of Technology (IoT) have a female President. Of the 54 IoT Presidents to date, 8 have been women (15%).

Leadership was identified as an essential area for action in order to address gender inequality in Irish HEIs, with more than half of respondents to the *National Online Survey* identifying 'gender balance on senior management teams at institutional level', 'overall culture', 'senior management's leadership on gender equality issues', and 'representation of women and men on key committees' as critical areas for improvement.[127]

126   American Council on Education (2016) *Moving the needle campaign.*
127   See appendix A

Gender inequality in the most powerful decision-making positions within higher education can have a disproportionately negative effect on the wider higher-education community, with a lack of role models acting as a potential deterrent to those embarking on their careers.[128]

> 'There are more CEOs of large US companies who are named David (4.5%) than there are CEOs who are women (4.1%) – and David isn't even the most common first name among CEOs. (That would be John, at 5.3%).'[129]

Higher education institution leadership has traditionally been dominated by men, and indeed it has been observed for British and Australian universities that 'senior leadership positions are heavily dominated by men from particular disciplines'.[130]

> Across Europe, the proportion of female heads of HEIs has risen from 15.5% to 20.1% during the period 2010 to 2013. While in 2010, Norway had the highest proportion at 31.8%, there are now five countries that have higher proportions, including Denmark, Iceland, Norway, Serbia, and Sweden. In particular, Sweden has progressed from a gender balance of 70:30 in favour of males to 50:50 representation of men and women among HEI leadership.[131]

Recruitment of leaders

> There are very few women in senior posts which makes it more difficult to encourage promising female candidates to go for roles that will put them in an environment where they may be the only female or in such a small cohort as to be perceived as 'token'. Equally, it is very difficult to glean the female employee's voice if their representation is so visibly low in the more senior roles.
>
> [Female, academic, full-time permanent/multi-annual]

Research has demonstrated that people have a bias in favour of preserving the status quo. Selection panels have been found to rank candidates who are in the minority (e.g. the only man in a group of women, or the only women in a group of men) as less competent than members in the majority, unfairly disadvantaging them in a recruitment process.[132] Gender balance among interviewees is a key factor in reducing bias, helping to ensure that all candidates are judged on their actual talent and merit.

> Sweden introduced the statutory requirement, as set out in the Swedish Higher Education Ordinance, that 'in the process of proposing a vice-chancellor, the board of governors shall as far as possible consider both female and male candidates' and 'shall account to the Swedish Government for the way in which the gender equality aspect has been taken into account'.[133] Women now account for 50% of the heads of HEIs in Sweden.[134]

While, given the length of the tenure[135] of presidents of Irish HEIs, achieving gender balance across the leadership of Irish HEIs will necessarily be a medium-term goal, in order to ensure that this occurs, the Expert Group recommends that, at the final selection step in the appointment process for new presidents (or equivalent), in so far as possible, the pool of candidates must comprise an equal number of women and men.

128   European Commission (2015) *She Figures 2015*, p.140.
129   S.K. Johnson (2016) If there's only one woman in your candidate pool, there's statistically no chance she'll be hired. *Harvard Business Review*, 26 April 2016.
130   B. Bagilhole and K. White (2008) Towards a gendered skills analysis of senior management positions in UK and Australian universities. *Tertiary education and management* 14(1) 1–12, p.1.
131   European Commission (2015) *She Figures 2015*, p.140.
132   S.K. Johnson (2016) If there's only one woman in your candidate pool, there's statistically no chance she'll be hired. *Harvard Business Review*, 26 April 2016.
133   Ministry of Education and Science in Sweden, Higher Education Ordinance (1993 with amendments up to 2002), 6, https://www.uhr.se/globalassets/_uhr.se/bedomning/diploma-supplement/hogskoleforordningen-oversattning-2003.pdf.
134   European Commission (2015) *She Figures 2015*, p.141.
135   Typically ten years.

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
1.1	To foster gender-balance in the leadership of HEIs.	At the final selection step, in the appointment process for new presidents (or equivalent), in so far as possible, the final pool of candidates will comprise an equal number of women and men. If it has not been possible to achieve gender balance at the final selection step, the interview panel will account to the governing authority or equivalent for why this was not possible.	HEIs	From 2016 (including competitions already under way)

Leading cultural change

The role of the leader is essential in any organisational change. Within the business context, it has been observed that 'organisational change efforts often falter because individuals overlook the need to make fundamental changes in themselves'.[136]

The achievement of gender equality needs to be led from the top, with the ultimate responsibility for its achievement sitting with the HEI president, or equivalent.[137] 'Leaders must understand the context and be accountable for diversity and inclusion.'[138]

Therefore, it is the Expert Group's expectation that all candidates for presidential appointments will have demonstrable experience of leadership in advancing gender equality, and that this will be included in the recruitment criteria and the framework for evaluating the performance of candidates.

Similar assessment criteria should be applied to vice-presidents (or equivalent) who form the senior management team with the president.

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
1.2	To ensure HEI leaders foster a culture of gender equality in their HEI.	In the appointment process for a new president, a requirement of appointment will be demonstrable experience of leadership in advancing gender equality.	HEIs	Effective immediately
1.3		In the appointment process for a new vice-president, a requirement of appointment will be demonstrable experience of leadership in advancing gender equality.	HEI presidents	Effective immediately

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136   N. Boaz and E. A. Fox, (2014) Change leader, change thyself. *McKinsey Quarterly,* March 2014.
137   Submission to the Expert Group from the National Women's Council of Ireland (NWCI).
138   Mitchneck, et al. (2016) A recipe for change: creating a more inclusive academy. *Science,* 352(6282) 148–9.

Deans and Heads of School/Department, Divisional Directors and Section/Unit Managers

> **Organisational culture, particularly in senior management is, in my opinion, the most important area to address for removing gender inequality from higher education organisations**
>
> [Female, technical staff, full-time permanent/multi-annual]

> **Higher management positions in higher education, such as head of department, dean of faculty and higher, are predominantly male.**
>
> [Female, academic, full-time permanent/multi-annual contract]

Gender equality in positions of power is deemed important for excellence in the political sphere, and indeed for the successful functioning of society. The United Nations' *Beijing Platform for Actions* (1995) states that:

> Equality in political decision-making performs a leverage function without which it is highly unlikely that a real integration of the equality dimension in government policy-making is feasible. … Without the active participation of women and the incorporation of women's perspective at all levels of decision-making, the goals of equality, development and peace cannot be achieved.[139]

'Every type of leader should be represented in change efforts … and in particular … leaders who can communicate in ways that faculty can hear.'[140] In this regard the deans, divisional leaders, heads of departments and section managers are very important in ensuring the institution achieves gender equality via the integration of gender equality in all processes and decisions made, as well as through the implementation of gender equality initiatives in their own areas of responsibility.

> **I have witnessed, at a meeting where a senior manager was explicitly stating his commitment to equality, that same manager single out a male professor who attracted funding and ignoring another female academic in the same room who had won a higher level of funding. Both had appeared on the list of successful funding opportunities, both were named but only the male (with the lower amount) was singled out and introduced to the group as a successful bidder. This is typical of the behaviour; there is generally a lack of respect for women and their achievements, unless the achievements are exceptional in the extreme, and even these can be quickly eclipsed by a lesser achievement by a man.**
>
> [Female, academic, full-time permanent/multi-annual]

> **Managers need to be shown how to question their own behaviour. I believe that much gender discrimination is done on a subconscious level.**
>
> [Female, academic, part-time permanent/multi-annual]

Leading by example, leaders are personally accountable for the creation and maintenance of the culture of the organisation, and it is recommended that their performance development reviews should include evidence of their leadership in advancing gender equality. This reflects best practice internationally in academic departments that are leaders in gender equality.[141]

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139   United Nations (1995) Fourth world conference on women: action for equality, development and peace. Beijing, China, September 1995.

140   Mitchneck, et al. (2016) A recipe for change: creating a more inclusive academy. *Science,* 352(6282) 148–9.

141   See e.g. Chemistry Department, York University, Athena SWAN Gold award holder.

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
1.4	To lead cultural and organisational change in their area of responsibility.	The deans and heads of school/department, divisional directors and section/unit managers will be responsible for integrating gender equality in all processes and decisions made. Evidence of leadership in advancing gender equality will be taken into account in appointments to these management positions.	HEIs	Effective immediately

Vice President for Equality

Whilst the vision for the future is that there will be no gender inequality in Irish HEIs, it is recognised that gender inequality is currently a critical barrier to maximising academic excellence and productivity. In order to advance this future vision, a specific academic agent of cultural and organisational change is needed in each HEI to help embed gender equality within all aspects of the work of the institution. This follows international best practice where institutions have appointed senior managers with responsibility for enhancing gender equality.

> KTH Royal Institute of Technology in Sweden have appointed a Vice President for Faculty Development and Gender Equality.[142]

> National University of Ireland Galway, has appointed a full-time Vice President for Equality and Diversity with an eight-year term of office, as recommended by the Gender Equality Task Force led by Prof. Jane Grimson.[143]

It is the expectation of the Expert Group that each institution will appoint a vice-president for equality through a publicly advertised competitive process. As an academic and full-time member of the executive management team who will report directly to the president, the role of the vice-president for equality will be adequately resourced by each HEI, with dedicated support staff. While it is acknowledged that gender is just one element of the wider brief of equality, focusing specifically on gender equality as a key deliverable, the vice-president for equality will:

▶ Have demonstrable experience of leadership in advancing gender equality;

▶ Drive implementation of the institution's equality policy;

▶ Ensure that the development of institutional policy and practice is informed by emerging research and best practice internationally and work with existing gender equality initiatives where they exist in the HEI;

▶ Review and rationalise existing equality infrastructures;

▶ Lead the development of an institutional gender action plan (see recommendation 1.21) and report annually on its implementation to the president who will bring it to the governing authority;

▶ Work with the president to identify key performance indicators against which the performance of the institution will be measured by the HEA (see recommendation 2.1);

▶ Establish and chair an academically-led gender equality forum, comprising academic and non-academic staff of the HEI with sufficient influence and motivation to effect change, including deans and heads of school/department, divisional directors and section/unit managers. This forum will also include gender champions/change agents at department/faculty level (see recommendation 1.9);

▶ Play a leadership role in ensuring that the gender dimension is integrated into undergraduate and postgraduate curricula and into research content;

▶ Lead the application for and maintenance of Athena SWAN certification (see recommendation 1.22);

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142   https://www.kth.se/en/om/organisation/kth-s-ledning-1.15618
143   Grimson et al. (2016) *Promoting excellence through gender equality: draft final report of the gender equality task force*

▶ Oversee the identification of formal and informal gender champions who will facilitate change in the organisational culture at department/section level;

▶ Have a gender-proofing oversight role in the selection process for the HEI's president or equivalent;

▶ Review HEI promotion criteria from a gender perspective;

▶ Have an ombudsman role in relation to appointments, promotions and other gender-related issues arising, with the power to terminate a competitive process;

▶ Act as chair on boards dealing with gender equality grievances;

▶ Represent the institution at the quarterly meetings of the national committee for gender equality to be convened by the HEA (see recommendation 2.6).

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
1.5	To achieve gender equality in each HEI.	Each HEI will, through a publicly advertised competitive process, appoint a vice-president for equality who will be a full academic member of the executive management team and who will report directly to the president.	HEIs	From 2017

Governance and Management

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We will only have gender equality if we have gender balance across all levels of decision making. At a senior level, selection panels and committees have gender representation at best (i.e. one woman on a panel of men). Universities are publicly funded institutions and should not be able to operate without panels and committees which reflect the Irish population. Senior appointments have been made without a single woman on the interview panel and this is totally unacceptable.

[Female, academic, full-time permanent/multi-annual]

I believe that strategic thinking and planning at management level have been adversely affected by the lack of women in the management.

[Male, full-time permanent/multi-annual, technical staff]

One major issue: management style is to view complainants as the real problem, to act as though they should 'tough it out' against them, in the belief that complainants will eventually fade into the gloom inhabited by 'negative-thinking' staff. Management has little understanding of the positive benefit of complaint, the necessity to promote change though constructive criticism, the obligation to listen to criticism. Management style is to ignore complainants as much as possible, to repress and even suppress legitimate complaints, causing extreme damage, to individuals and the university body. At the back of all of this lies a culture of disrespect. Staff who move abroad often comment on the greater respect shown them at third level there. Managerial culture at Third Level in Irish universities is in need of reform.

[Female, academic, full-time permanent/multi-annual]

I think the biggest issue is addressing the overall culture and I believe this needs to occur at the top levels of the institution. There needs to be diversification in the management structure in terms of gender. There also needs to be a change in perspective on the issue of gender discrimination.

[Male, Academic, Full-time permanent/multi-annual].

There is a lack of real awareness among senior male colleagues and management as to the factors that impact on women progressing in academia and breaking into the informal 'boys club'.

[Female, management [e.g. head of department; head of school/division; dean or equivalent], full-time permanent/multi-annual]

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Representation on key decision-making bodies

Research has indicated that gender diverse boards, committees and teams are better for decision-making.[144] In business, 'gender diversity is associated with increased sales revenue, more customers, and greater relative profits'.[145]

In recognition of the value of diverse boards, European countries have begun to legislate for gender equality at board level. In 2003, Norway passed into law a requirement that there be 40% representation of each gender on the board of publicly limited liability companies. Germany introduced a quota system for such company boards in 2015, to be implemented from 2016. In the UK and now Ireland, the 30% Club – a group of chairs, chief executive officers, and leaders of organisations – is committed to improving the gender balance across organisations through voluntary actions.[146] It is noted that a number of presidents of Irish HEIs have now signed up to the 30% club.

In the higher education context, it has been proved that it is possible to achieve gender equality among board members, with both Finland and the Netherlands having boards with 50% female and 50% male membership.[147]

She Figures 2015 noted that poor gender equality on higher education boards (and among chairs) with considerable decision-making power could have similarly negative effects as a lack of diversity at the level of institution head.[148] The percentage of women who chair key decision-making boards is lower than the percentage of women who are ordinary members of such boards.[149]

While the evidence supports the benefits of gender balanced boards to the decision-making process and to wider equality, gender quotas on decision-making bodies can potentially overburden the members of the under-represented sex who are eligible for selection. This potential obstacle can be relieved through the relaxing of the essential selection criteria. Until such time as there are sufficient numbers of each gender in the senior positions from which these boards are filled, the requirement of a certain level of seniority in order to participate in management structures should be paused, thus widening the pool of candidates from the under-represented gender.[150] The development and maintenance of a panel of women and men from which vacancies on committees will be filled might also be helpful in ensuring that those responsible for selecting committee members are aware of all eligible candidates.[151]

> Ireland's *National Women's Strategy*[152] contains specific actions aimed at increasing the number of women in decision making positions, including the requirement for nominating bodies to nominate both male and female representatives to State boards to enable Government/Ministers who appoint members to ensure gender balance on boards.

In line with the *National Women's Strategy*,[153] the Expert Group Expert Group recommends the promotion of gender balance (at least 40% women and 40% men) on: governing authorities/ boards, academic councils and senior executive management teams, and any other key decision-making bodies (i.e. concerned with resource allocation, appointments and promotions). To facilitate this, it will henceforth be a requirement that the candidates put forward by nominating bodies to the HEIs comprise an equal number of women and men (see recommendations 4.4 and 4.6).

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144   '… the presence of women in a group increases the problem-solving skills of the group as a whole' (Woolley et al. (2010) Evidence for a collective intelligence factor in the performance of human groups. *Science* 330(6004) 686–8); 'An equal gender representation can help to expose the innovation potential of teams' (Gratton et al. (2007) *Innovative potential: men and women in teams*; Carter, N.M. and H. M. Wagner (2011) The bottom line: corporate performance and women's representation on boards (2004–2008).

145   Herring, C. (2009) Does diversity pay?: Race, gender, and the business case for diversity. *American Sociological Review* 74 (April 2009) 208–24; Catalyst (2013) Why diversity matters.

146   See http://30percentclub.org/. The 30% Club is a UK initiative which was launched in Ireland in January 2015.

147   European Commission (2015) *She Figures 2015,* p.144.

148   European Commission (2015) *She Figures 2015,* p.144.

149   European Commission (2015) *She Figures 2015,* p.144.

150   van den Brink, M. et al. (2010) Transparency in academic recruitment: a problematic tool for gender equality? *Organization Studies* 31(11) 1459–83.

151   GENOVATE (2015), Proposed Action No. 6. Also similar to the Action 144 of Government of Ireland (2007) *National Women's Strategy 2007–2016*.

152   Government of Ireland (2007) *National Women's Strategy 2007–2016*.

153   Government of Ireland (2007) *National Women's Strategy 2007–2016*.

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
1.6	To ensure gender balance on all key decision-making bodies.	Key decision-making bodies (concerned with resource allocation, appointments and promotions) in HEIs will consist of at least 40% women and at least 40% men.	HEIs	From 2016
1.7		At least 40% of the chairs of key decision-making bodies (concerned with resource-allocation, appointments and promotions) across the HEI will be of each gender in any given year. It is expected that over a three-year period the ratio would be 50:50 women and men chairs.	HEIs	By 2018

Governing authority gender equality sub-committee

> **The recruitment process in the University needs to be more transparent and needs a major overhaul. There should be a governing authority committee to review all promotion board decisions before final selection. There is definitely a 'boys club' and cliques that enable you to get promoted.**
>
> [Male, non-academic/support staff, full-time permanent/multi-annual]

The *Institutes of Technology Act 2006* requires of governing bodies that they, or 'where appropriate, a committee shall … have regard to the attainment of gender balance and equality of opportunity among the students and staff of the college'. Also the Universities Act 1997 states that institutions should 'promote gender balance and equality of opportunity among students and employees of the university'.

To provide the necessary strategic oversight, it is recommended that a permanent sub-committee of the governing authority be established for gender equality, with a focus on the gender-proofing of organisational processes, policies and strategic plans and securing resources for gender-equality initiatives. This committee would focus primarily on gender-equality, for both staff and students, as other grounds for discrimination are usually discussed within the remit of 'Access'. The vice president for equality would be a member of this committee.[154] The minutes of the sub-committee should be made available to members of the HEI.

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
1.8	To provide strategic oversight of organisational processes and policies in relation to gender equality.	A gender equality sub-committee of the governing authority/body should be established. The minutes of the sub-committee will be published within the HEI.	HEIs	By 2017

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154   Both the *Universities Act 1997* and the *Institutes of Technology Act 2006* permit the establishment of committees 'consisting either wholly or partly of members of the governing body'.

Embedding Gender Equality in the Organisational Culture

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The culture in HE tends to be macho and misogynistic. There are a small number of very capable, high achieving women who hold senior positions within the HE organisation. This acts to effectively mask the misogyny and sexism which pervades all layers of the organisation.

[Male, management (e.g. head of department; head of school/division; dean or equivalent), full-time permanent/multi-annual]

Getting gender recognised as a real issue is part of the problem i.e. attitude. 'Gender' is often seen as an 'add-on' consideration. Something 'that has to be considered'. The attitude being rolling eyes and 'nod nod, wink wink'. Mostly male colleagues don't realise their own attitudes arguing for the best person for the job, failing to recognise that the structures and social inequalities that exist often do not permit the best female candidate to emerge: she can't just be excellent, she almost has to be exceptional to break through the glass ceiling. Unfortunately, successful women often do not necessarily assist younger females, taking the attitude that 'they had to do it the hard way, so why shouldn't others. While everybody wants the best person for the job, the result is nearly always to choose a man over a women despite female successes. Men just prefer to work with men (subconsciously) and that is a problem.

[Female, academic, full-time permanent/multi-annual]

Sexism/gender inequality is only a subset of the much larger and more insidious problem of structured inequality in the Irish university system. It is hierarchical in a way that is so old fashioned, it would be funny if I were not suffering as a victim of it. The political correctness and lip service paid to transparency in processes is actually just a mask for repressing the university's underclass, i.e., the supposedly fair and consistent procedures make it easier for the powerful insiders to keep getting what they want while making it harder for the underlings/newcomers to break into the system. It's like old mafia stuff with a polite face put on it. It's just laughable. From an international perspective, Irish academia looks like the stuff of rank amateurs.

[Female, academic, full-time permanent/multi-annual]

Gender inequality is endemic in the language and culture of higher educational establishments in Ireland. If you say the word 'professor' or 'director' to anyone they assume it is a 'he'.

[Female, research, full-time fixed-term contract]

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Academically-led gender equality forum

Senior members of staff across all areas of the institution must lead by example, if true cultural and organisational change is to take place.

Therefore it is recommended that each HEI will establish an academically-led gender equality forum, chaired by the vice-president for equality and comprising academic and non-academic staff of the institution with sufficient influence and motivation to effect change, including deans and heads of school/department, divisional directors and section/unit managers. This forum will also include gender champions/change agents at department/faculty level, who will support the mainstreaming of gender equality across the institution, helping to implement the institutional gender action plan through departmental gender action plans.

This forum will be independent of the human resources office of the institution, but it will work with existing equality infrastructures (such as equality units, directors and officers). Being mindful of the need for efficiencies, and the necessity to develop effective working structures, the vice-president for equality will review and rationalise existing equality infrastructures. It is critical that the forum has access to institutional data disaggregated by gender, so that evidence-based decisions can be made. The forum will develop, embed, promote and enhance gender equality through stakeholder-engagement.[155]

In Austria, it was made mandatory, through the 1990 Amendment to the University Organisation Act (Universitätsorganisationsgesetz) of 1975, that an equal opportunities working party would be established to tackle gender discrimination within universities, representing four main groups of university members: professors, other academic staff, administrative staff and students.[156]

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
1.9	To support the mainstreaming of gender equality across the HEIs.	Each HEI will establish an independent, academically-led gender equality forum, chaired by the vice-president for equality and comprising staff members drawn from across the HEI with sufficient influence and motivation to effect change.	HEIs	By 2017

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155   While acknowledging that there is little consensus about a definition of gender mainstreaming, McGauran has defined gender mainstreaming as 'incorporating a gender equality perspective into mainstream policies as these are developed, implemented and evaluated' – A. McGauran (2005), 'The Experience of Gender Mainstreaming the National Development Plan', *Administration: Journal of the Institute of Public Administration of Ireland* 53/2 (2005): 24–44 (24).

156   Wroblewski, A. and A. Leitner (2011) Equal opportunities policies at Austrian universities and their evaluation: development, results and limitations. *Brussels Economic Review* 54(2–3).

Family Leave Working Group

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I know issues of family commitment are statistically more an issue for women than men. However, as a man, and in particular as the father of a young child, I would stress that I very much feel the tension between both sets of obligations – family and professional – as well, in very tangible ways. I strongly feel that any time that I have to give to work over and above normal working hours, due to the size of the workload, is time I am stealing from my family, especially my daughter, and donating to my employer. I resent this deeply and fear for the consequences for my family, but the professional consequences of refusing to work beyond the normal working week (nights, weekends, truncated holidays) are, at best, no promotion or delayed promotion – which will also have concrete consequences for my family (I am on the lowest pay grade). So any solution to these issues in relation to women should also benefit those men who face the same pressures.

[Male, academic, full-time permanent/multi-annual]

For me as a parent of young children I feel the university and line management has discounted me for promotion because of family circumstances. I have support from line management regarding time off for sickness of children but only as they are in the same position; previous staff had little support or understanding from management. Sadly I have no examples of good practice. The lack of maternity leave back cover puts a burden of guilt on women as colleagues have to take on their work when we are on 'holidays'. I firmly believe that this is a factor at recruitment and women who are potentially going to be on maternity leave are discounted.

[Female, non-academic/support staff, full-time permanent/multi-annual]

Women seem to thrive in the early stage of their careers in academia and higher education. The inequity seems to arise when breaks are taken for maternity leave/child-rearing, and from that point on male colleagues progress faster. If men were forced to take paternity leave and take on more of the child-rearing activities then family-friendly policies would be implemented very quickly. If you're a man it is not deemed acceptable to leave early to pick up kids from school, and it's frowned upon if you can't make the 8.30am meeting because you have to drop the kids to school.

[Male, management (e.g. head of department, head of school/division; dean or equivalent), full-time permanent/ multi-annual]

"Every postdoc I know that got pregnant had to fight for her maternity leave... appalling."

[Male, academic, full-time fixed-term contract]

As someone on an hourly contract, most of the above is not available to me

[Female, hourly-paid, research and academic]

Social sciences and psychology tend to be female-dominated but still the higher level positions are occupied by men. Female upward mobility is restricted by the demands of a workplace that has been constructed over hundreds of years to cater to the need of men. This needs to change in order to suit and adapt to the needs of women. Women have much more demanding roles outside the workplace, and still take primary responsibility for family, household and caring roles.

[Female, non-academic/support staff, full-time permanent/multi-annual]

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A strong consensus emerged from the consultation process that there was a need for better work-life balance in HEIs. In particular, there was a focus on family leave and therefore it was deemed appropriate for this to be given particular attention in the recommendations. The comments received demonstrate that this is an area important to both women and men.

The Expert Group recommends that each HEI will establish a cross-institutional working group, including the Director of Finance, which will develop a funded structure of family-leave (inclusive of maternity, paternity, parental, adoptive, and carers' leave) and develop a 'Code of Practice on Managing Family Leave'.[157] This working group will report directly to the HEI senior management team, and the resulting recommendations will be adequately resourced.

> International examples of best practice can be seen in the Chemistry Department at York University, which renewed its Gold Athena SWAN in 2015. They go beyond the legal requirements in terms of paid family leave, paying the salary of researchers (including PhD students) on maternity leave, when this is not covered by their funding agency.[158]

> Swedish universities proactively support the reintegration into the workforce of staff who avail of parental leave – e.g. Uppsala University's 'Parental Policy', in accordance with which staff and postgraduate students who avail of such leave are offered a planning discussion with their manager or supervisor prior to and after their leave.[159]

The working group will support, among other things:

► The prioritisation of expenditure to ensure that replacement staff are provided to fully staff on maternity and paternity leave;

► Measures to address gaps in staffing due to family leave;

► Facilitating the uptake of paternity and parental leave;

► The introduction of negotiated plans to be agreed with each staff-member, HR and line-manager, including support for their reintegration on their return;[160]

► Training for line managers and heads of department/school regarding how career breaks are managed and discussed at local level;[161]

► The introduction of performance-evaluation systems which neutralise the impact of family leave and flexible working arrangements;[162]

► The introduction of job-sharing at senior levels;[163]

► The scheduling of all meetings so that they begin and end within core working hours (10am – 4pm) to facilitate those with caring responsibilities;[164]

► Planning towards and provision of accessible crèche facilities to meet the needs of all staff and students.

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
1.10	To enhance the provision of support for staff members with caring responsibilities.	Each HEI will establish a cross-institutional working group to develop a funded structure of family leave (inclusive of maternity, paternity, parental, adoptive, and carer's leave) and develop mandatory guidelines to underpin this.	HEIs	By 2017

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157   As per GENOVATE, Proposed Action No. 5.

158   P. Walton et al. (2015) Athena SWAN Gold department renewal application, Chemistry Department, University of York.

159   See: Uppsala University (2005) Parental policy, p.5.

160   McKinsey and Co. (2010) *Women Matter* 2010, p.9 recommended the introduction of 'programmes to smooth transitions before, during and after parental leaves'.

161   Karolinska Institutet (2013) *Not the chosen one*, p.71, p.73.

162   McKinsey and Co. (2010) *Women Matter* 2010, p.9.

163   Job sharing is possible up to Assistant Secretary Level in the Civil Service. Three day working weeks are permissible up to the number two level at large companies such as Accenture; see also Goodall, A. and M. Osterloh (2015) How to redress the gender imbalance. *Times Higher Education*, 14 May 2015.

164   This practice has already been implemented in some Irish HEIs.

Developing gender awareness among staff

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I attended a course in the university which educated me about unconscious bias. It opened my eyes to it and now I see it everywhere, even occasionally in myself. I think the people making decisions about recruitment, promotion and management should be educated on this subject so that they too can see it in themselves and perhaps take steps to correct it.

[Female, technical staff, full-time fixed-term contract]

In my experience the issue of gender discrimination is and has been studiously ignored. Good positive practice is not considered necessary since there exists an almost infallible belief in the essential objectivity of management.

[Male, academic, full-time permanent/multi-annual]

There is also a PR culture that publicly promotes males – I have been made to bring a male colleague on radio or TV with me when I was PI & the male was not even involved in my project but Communications insisted to add weight. In addition there were two very recent incidences where my considerable involvement in projects was ignored/undervalued while two male professors were highlighted.

[Female, research staff]

Different reactions to requests from men and women, different reactions from men and women when requested to do things (I think it is more 'okay' for men to say no), different perceptions of what is leadership when men and women are engaged in the same tasks/jobs.

[Female, academic, CID]

Women are systematically ignored for promotion, not included on senior committees and our current Head [of academic division] has said that he regards Athena SWAN as 'bullshit'. Because of this endemic bias I plan to leave this institution and Ireland.

[Female, academic, full-time permanent/multi-annual].

Departments and schools have no gender equality policies. Staff are afraid to speak out against sexist practices undertaken by senior male colleagues. Women are persistently under-represented at every level: research seminar presentations, appointments, structure and design of posts and targeted areas of specialisation (e.g. gender-specific research is not encouraged in our field). University senior management and government have only 'discovered' gender bias in Irish HE very recently. I want Irish universities to try to compete with the best universities in the world, but in the area of gender equality we are two to three decades behind.

[Male, academic, full-time fixed-term contract]

There is an overall cultural problem. I regularly hear sexist comments. The men making these comments would not consider them in this light – therefore it is very difficult to challenge them – especially if you are a junior member of staff.

[Female, academic, full-time permanent/multi-annual]

I worked for many years in the UK before returning to Ireland. I find the sexism in my university shocking. There is no transparency in allocation of work and sexist line management is openly tolerated by human resources. When I complained to HR that my line manager called me 'honey' in a strained interaction around workload, there was no surprise and no comment to the manager.

[Female, academic, full-time permanent/multi-annual]

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Irish higher education's best asset is its people. Effective talent management strategies are required to fully attract, develop, and retain the best talent, regardless of gender.

> At Accenture, senior managers, as part of their annual goal setting, are required to sponsor two people of diversity. The manager's success in this sponsorship process is measured by the promotion or other career progression of those they have sponsored.

Institutions can reap the benefits of a gender-aware workforce by taking best practice from business as examples. Key areas for focus include:

▶ The provision of face-to-face unconscious bias and gender equality awareness training measures for all staff;[165]

▶ Each senior manager will be required to sponsor the career development of two of the under-represented gender;[166]

▶ Managers will take responsibility for the active promotion of achievements by both women and men.

▶ The incorporation of evidence of advancing gender equality into staff members' performance reviews;[167]

▶ The provision of a gender-aware leadership induction programme for staff moving into leadership positions, which should constitute a minimum 40% of both genders as participants;[168]

▶ Establishing a HeforShe[169]/MARC[170] initiative, the goal of which is to engage men as agents for change, for the achievement of gender equality;

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
1.11	To increase gender awareness among staff.	The HEI will adopt measures aimed at actively developing gender awareness among all staff.	HEIs	From 2016

165   GENOVATE, Proposed Action No. 4

166   *Sponsors make opportunities for you, while mentors tell you how you need to change* – Universities Australia (2010) *Universities Australia strategy for women: 2011–2014*, 5.

167   McKinsey and Company (2010) *Women matter* 2010, p.9.

168   McKinsey and Company (2010) *Women matter* 2010, p.9. The need for this was also recognised by the NUIG Gender Equality Task Force.

169   http://www.heforshe.org/en President Michael D. Higgins is a champion of the UN HeforShe campaign.

170   MARC: Men advocating real change <http://onthemarc.org/home>.

Integrating the gender dimension into teaching, learning and quality assurance

"

Unconscious-bias training – this would be interesting to roll-out for students, as well as staff. It is interesting to note that students treat female staff differently to male staff. Students are much more vocal with their issues about programmes run by female staff than about programmes run by male staff. With both genders present, students are more likely to address a question to the male staff member instead of the female – too many examples to mention.

[Female, academic, full-time fixed-term contract]

Gender Equality is extremely important – not just for the present but to encourage our young women and men to view opportunities as equals and also to view both sexes as role models in the future. While some schools and departments hide behind high numbers of female admin staff vs. male academic staff – this should never be allowed! Furthermore, men are equally capable as women to administer.

[Female, research, full-time fixed-term contract]

Female academics are less often invited to be part of boards, to be key-note speakers or to make up conference panels, despite their expertise. Despite the fact that there are a high number of women teaching and researching within the subject area of Arts and Humanities, all-male panels and speakers still appear regularly at academic events in the Humanities. The evidence seems to suggest that female academics are more regularly passed over for promotion and, given my own experience, are treated less favourably than male colleagues when resources are in question.

[Female, academic, full-time fixed-term contract]

As a sector it is female dominated and it is difficult to encourage men working in the area as:
1) They don't tend to seek early years education as a third-level course.
2) If they do seek out EYE as a third-level course it is normally as a stepping stone to something else; as the wages are very poor with little or no recognition of the valuable work that the EYE provides to the child, the families, the communities and the role that EYE play in the early intervention which ultimately has a benefit for the child in primary education.
3) The EYE sector is seen as 'babysitting' or 'women's work' and if a male does try to go into that area judgments are cast e.g. 'I don't want him to change my child's nappy' or 'I don't want him left alone with my child' when that same discriminatory language would not be tolerated if it was said to a woman. In most cases I have heard this language from parents of the children, which is very disheartening.

[Female, management [e.g. head of department; head of school/division; dean or equivalent], full-time permanent/multi-annual]

Also I think the increasingly low status of teaching vis-a-vis research is becoming gendered with men 'fleeing' teaching when possible.

[Female, research, full-time fixed-term contract]

Masculine attitudes to intellectual pursuits dominate. Adversarial and oppositional modes are prized over those that promote collaboration and the fostering of a supportive environment. This has implications for teaching and what goes on in the classroom. Male and female students often have very different experiences.

[Female, Academic, Full-time permanent/multi-annual]

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Across Europe, there is not only vertical segregation,[171] but also horizontal segregation[172] between women and men, with women being over-represented in certain roles, often those associated with caring, while men are often over-represented in technology-based disciplines. The European Commission has observed that education plays a vital role in the socialisation of citizens into an expectation of certain roles as 'women's work' or 'men's work'. These 'attitudes can be reinforced, both consciously and unconsciously, by … teachers, text books … employers.'[173]

HEIs need to ensure that the symbolic links between gender and discipline (e.g. masculinity and technology, femininity and education) are challenged.[174] While the gendering of subjects may begin at previous levels of education, HEIs have a central role to play in changing societal perceptions of gendered professions.

> The Scottish Funding Council is implementing a Gender Action Plan to ensure that no subject area at third level will have 'an extreme gender imbalance (75:25)' by 2030. They expect this degendering of subject areas will give young people greater freedom in choosing their area of study and future career, thus reducing levels of youth unemployment.[175]

HEIs need to provide visible role models, particularly in areas where traditionally there has been an under-representation of one gender, e.g. women in engineering or philosophy and men in childcare or nursing, to combat horizontal segregation. Examples would include, but are not limited to:

▶   Ensuring that an equal number of women and men are on stage at all graduation ceremonies;

▶   Inviting an equal number of speakers of both sexes to research conferences and events, and ensure that panels are gender-balanced;[176]

▶   Ensuring that reading materials are not over-representative of one particular gender to safeguard against any assumption on the part of students that excellence in the field is primarily associated with either women or men.

HEIs have a responsibility to ensure that all their graduates are gender-aware; however, in particular they are responsible for educating teachers who greatly influence the society of the future. Therefore unconscious-bias training should be fully integrated into teacher education.

Departmental and institutional quality assurance reviews should acknowledge the importance of fully considering the gender dimension in the development of curricula, and teaching and learning practices, in the pursuit of quality.

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171   'Vertical segregation denotes the situation whereby opportunities for career progression for a particular gender within a company or sector are limited.' http://www.eurofound.europa.eu/

172   'Horizontal segregation in the workplace can be broadly defined as the concentration of men and women in different kinds of jobs. The European Commission (EC), in its 2009 report *Gender segregation in the labour market* states that horizontal segregation is understood as "the under-representation or over-representation of a given group in occupations or sectors not ordered by any criterion"'. http://www.eurofound.europa.eu/

173   European Commission (2015) (Advisory Committee on Equal Opportunities for Women and Men) *Opinion on how to overcome occupational segregation*, p.2.

174   GENOVATE, Excellence in Research and Innovation, 5.

175   Scottish Funding Council (2016). Gender action plan: interim report 22 Feb. 2016; P. Hanesworth (2016), *Whose job is it anyway? Analysis of the approaches to tackling gender imbalances at the subject level in Scotland's colleges and universities.*

176   *For gender equity at scholarly conferences*, see http://forgenderequityatconferences.blogspot.ie/; Bacon, L. (2015) The odds that a panel would 'randomly' be all men are astronomical. *The Atlantic*, 20 October 2015.

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
1.12	To embed the gender dimension in teaching and learning and quality review processes.	The gender dimension will be fully integrated into undergraduate and postgraduate curricula.	HEI	Ongoing
		Face-to-face, unconscious-bias training will be fully integrated into initial teacher education.		
		At department level, self-assessment (departmental reviews) will include consideration of the gender dimension.		
		HEIs will include consideration of the gender dimension in the institutional quality assurance report.		

Integrating the gender dimension into research content

While there are research projects in which gender[177] may not be relevant in terms of the research content (for example some fields of theoretical mathematics), it is well established that, where relevant, not integrating sex and gender analysis into the design, implementation, evaluation and dissemination of research can lead to poor results and missed opportunities.[178]

The gender dimension in research content needs to be fully considered at all possible stages, ranging from the preparation of work programmes to the evaluation and monitoring of research projects. Incorporating the gender dimension into curricula can highlight the importance of such research for students.[179]

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
1.13	To embed the gender dimension in research content.	Ensure that the gender dimension is integrated into all research content[180] and provide training and support for research staff on how to do this.	HEIs	Ongoing

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177   Note that in regards research content it is appropriate to distinguish between 'biological sex' and/or 'cultural gender'; however, in this report only the term gender is used.

178   See Schiebinger, L. et al. (eds.) (2011–2015) Gendered Innovations in science, health and medicine, engineering, and environment.See also discussion below in recommendations to research funding agencies.

179   https://www.heacademy.ac.uk/embedding-equality-and-diversity-curriculum

180   Schiebinger, L. et al. (eds.) (2011–2015) Gendered Innovations in science, health and medicine, engineering, and environment.

Workload allocation models

> **There is such a lack of respect for women in administration and predominately men are appointed to supervise or manage offices/divisions/projects. I have been asked by a line manager to ensure the office is clean for a new member of staff. That is not my role. Male members of staff were not asked to do likewise.**
>
> [Female, Non-academic/support staff, Full-time permanent/multi-annual]
>
> **Allocation of work. Assumption that women will carry most of the administrative burden, and that administrative tasks given to women are more pastoral, rather than strategic.**
>
> [Female, academic, full-time permanent/multi-annual]
>
> **To me, workload allocation is key – overall, all academics, regardless of gender, should be afforded the opportunity to spend significant time on research, taking into account that my younger colleagues and specifically female colleagues engage disproportionately in teaching, administration and pastoral care of students.**
>
> [Female, academic, full-time permanent/multi-annual]
>
> **In my experience, women often do unglamorous and invisible admin work that is not valued or rewarded. Managers need to be much more aware of this and ensure that workloads are not allocated in a way that perpetuates this sexist division of labour.**
>
> **Gender audits should be a routine exercise.**
>
> [Female, academic, part-time permanent/multi-annual]

The distribution of work can be gendered, with women (in both academic and non-academic roles) being tasked with more administrative, support and day-to-day tasks, while men may be allocated tasks deemed more valuable in terms of preparation for promotion.[181]

Internationally, a gender-aware workload model has been developed by Nottingham University in consultation with staff, which acknowledges that colleagues contribute to the overall workings of the university in many different ways. The model ensures 'equity and transparency in workload allocations'.[182]

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
1.14	To ensure transparent distribution of work.	Ensure HEI workload allocation models are transparent and monitored for gender bias on an annual basis. Evidence of this will be taken into account in the performance development reviews of managers/supervisors responsible for setting staff workloads.	HEIs	From 2016

181 V. Valian (2005) Beyond Gender Schemas: Improving the Advancement of Women in Academia. *Hypatia* 20 (3) 198–213; T. Carvalho and R. Santiago (2010) New challenges for women seeking an academic career: the hiring process in Portuguese HEIs. *Journal of Higher Education Policy and Management*, 32(3), 239–249.

182 University of Nottingham, Silver Institutional Athena SWAN award application (2012).

Enabling data-driven decision-making

All key decision-making bodies need access to relevant gender-disaggregated data in order to effectively incorporate gender awareness into their decision-making. Therefore, all data gathered on personnel should be disaggregated by gender.

Up-to-date information on staff is essential if progress towards gender-equality is to be measured. All institutions will need a considerable evidence base if they are to effectively visualise talent flow, identify areas for improvement, and apply successfully to Athena SWAN. Some Irish HEIs have begun to alter their databases and data collection to ensure that they monitor the gender pay gap, and other gender issues.

In particular key areas for focus include:

▶ All databases that include information on personnel should be disaggregated by gender;

▶ Gender-disaggregated data should be collected on applications, shortlists and appointments for all promotion and recruitment competitions;

▶ A gender-disaggregated database should be established on those applying for and receiving internal and external research grants and funding, academic prizes and scholarships;[183]

▶ Workforce planning for retirements with respect to gender;[184]

▶ Review and monitoring of the pay-gap between women and men at all grades;

▶ Where possible, qualitative data should be collected to supplement quantitative data, to highlight any gender specific issues (e.g. with regard to staff promotions, participation in career-development programmes, exit interviews etc.).[185]

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
1.15	To enable gender-disaggregated data-driven decision-making.	A comprehensive gender-disaggregated data collection system will be in place in every HEI.	HEIs	From 2016

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183   GENOVATE, 'Excellence in Research and Innovation', 4.

184   Wroblewski, A. and A. Leitner (2011) Equal opportunities policies at Austrian universities and their evaluation: development, results and limitations. *Brussels Economic Review* 54(2–3).

185   Karolinska Institutet, *Not the Chosen One*, 73.; WiSER, https://www.tcd.ie/wiser/action/dept-heads/index.php.

Recruitment and promotion practices

Gender-proofing procedures and practices.

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We are a small nation and all of the universities are small environments on a relative scale. Promoting and appointing and pre-empting positions and filling them with the favoured cultivated person is rife. Clear transparent policies are needed – external members on appointment committees is a joke. To assist in gender issues there needs to an informed central office/group to lay down regulations regarding appointments and promotions and to be represented on ALL appointment panels.

[Female, research, full-time fixed-term contract]

My experience is that the written rules, the formal policies etc. are fine – it is the underlying bias in the norms, values and the way decisions are made and preferment is exercised that is the problem.

[Female, academic, full-time permanent/multi-annual]

There is a lack of transparency in the decision-making processes of the university. Criteria for progression and promotion are vague and can easily be manipulated to produce the desired outcome. There is a tendency to appoint the same faces to committees as they are seen as people who will follow the outcomes that are desired by management.

[Male, academic, full-time permanent/multi-annual]

The advertisement of many positions in the university sector is ridiculous – most are already earmarked for certain people. It is a waste of external candidates' time, expensive interviewers' time, HR resources and public taxpayers' money.

[Female, non-academic/support staff, full-time fixed-term contract]

Training in gender equality is essential. Unconscious as well as conscious prejudices (women's and men's) work against women's recruitment and advancement, not simply stereotyping 'women's work' but also women as co-workers and bosses.

[Female, academic, full-time permanent/multi-annual]

Discrimination is indirect, but prevalent. Advancement is based on number of publications, collaborations etc. These are dependent on long hours and travel. This discriminates against parents (disproportionate impact on women). … Given that there are fewer women entering most fields of science to start with, this has a negative effect on the gender balance at faculty (particularly senior faculty) level.

[Female, research, full-time fixed-term contract]

[There is] discrimination against women in hiring for permanent jobs, when female candidates are deemed to be of an age where they will want to have children and take maternity leave.

[Female, academic, full-time permanent/multi-annual]

The traditional culture of Irish universities does not appear to appropriately value the potential and skills of women – this is the fundamental problem and it permeates the various processes and effectively undermines the careers of women. Irish power hierarchies have always been male-dominated and this works as a widespread bias (conscious or otherwise) against women gaining higher-grade senior posts – in extreme cases it can also work to routinely undermine women executives. In senior roles a massive culture change is required – today there are plenty of excellent, skilled and able women available for senior posts but recruitment statistics indicate that these skills are being lost to organisations.

[Female, management (e.g. head of department; head of school/division; dean or equivalent), full-time permanent/multi-annual]

"

Pre-existing subtle biases against women have been shown to affect the assessment of applications with a female name and the procedures for recruitment and promotion.[186] Issues regarding transparency in recruitment, promotion, and progress were highlighted as very important in the *National Online Survey*, with 67% of respondents identifying 'Promotion/ Progression' as an key area for improvement.

In this context it is recommended that HEIs should review (from a gender-equality perspective) the recruitment, selection, and promotion procedures they currently use, to ensure that such processes are gender-sensitive. This review should include the informal processes at departmental or section level prior to the commencement of the formal procedures for appointment and promotion.[187]

In particular key areas for focus include:

▶ Ensuring that in the drafting of the ad, gender neutral language is used;[188]

▶ Job-advertisements should be broad-based rather than narrowly focused to guard against potential gender-discrimination in appointment and promotion processes;[189]

▶ Transparent promotion and selection procedures benefit both genders, as they heighten trust. Candidates applying for promotion should be permitted to request the CVs of previously successful candidates at the same level, anonymised as appropriate;[190]

▶ A code of practice should be developed for degendering constructions of excellence in recruitment and promotion. Detailed, specific exemplars of what constitutes excellence in the criteria under review should be developed and provided to candidates in advance;[191]

▶ Assessment should focus on measurable outputs rather than personal characteristics;[192]

▶ With regard to measurable outputs for academic staff, an awareness of how each criterion can also be gendered needs to be recognised – for example, candidates should be asked to identify their top 3–5 publications/outputs, with no time limits;

▶ Compulsory face-to-face training in gender-aware interview techniques should be provided for members of appointment committees,[193] with membership of an appointment or promotion board conditional upon having completed the face-to-face unconscious-bias training;

▶ A report should be required on each recruitment process detailing the gender-balance of the appointment committee and pool of applicants (including those long-listed and short-listed), and the outcome of the competition in relation to gender (including offer-rates and acceptance-rates);[194]

▶ Introduce periodic gender audits of institutional policies and procedures regarding staffing and employment.[195]

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
1.16	To gender-proof recruitment, selection and promotion procedures and practices.	The recruitment, selection, and promotion procedures currently used, will be reviewed to ensure that they are gender-sensitive.	HEI	From 2016

186 C.A. Moss-Racusin et al. (2012). Science faculty's subtle gender biases favor male students. *Proceedings of the National Academy of Sciences* 109(41) 16474–79 2012; van den Brink et al. (2010) Transparency in academic recruitment: a problematic tool for gender equality? *Organization Studies* 31(11) 1459–83; Nielsen, M.W. 2015 'Limits to meritocracy?'

187 van den Brink, M.. et al. (2010) Transparency in academic recruitment, p.1478; GENOVATE, 'Excellence in Research'

188 D. Gaucher et al. (2011) Evidence that gendered wording in job advertisements exists and sustains gender inequality *Journal of Personality and Social Psychology* 101 (1), 109–128.

189 genSET, *Recommendations for Action*, 23.

190 At the Chemistry Department at York University, in the interest of transparency, they tabulate the achievements of previously successful cases and make these available to anyone interested in promotion.

191 LERU (2012) Women, research and universities: excellence without gender bias; GENOVATE, 'Proposed Action No. 7' https://www.ucc.ie/en/media/research/iss21/ BriefingNote.ProposedNo.7.Final.ecopy..pdf.); Grimson et al., *Promoting excellence*, p. 36.

192 R. van der Lee, and Ellemers, N. (2015) Gender contributes to personal research funding success. *PNAS* 112(40) 12349–53

193 GENOVATE, Excellence in Research and Innovation, 6.

194 GENOVATE, Excellence in Research and Innovation, 6.

195 FESTA (2015) *Expert Report: 4.1 Gendering decision making and communications processes.*

Promotion/recruitment quotas

Sample quotes from respondents against quotas

I believe gender equality already exists and my experience has always reflected that. Given I now work in a university but completed an undergraduate in engineering and a masters in business, I believe my own experience allows me to make this statement. I think the gender agenda is a concept that is being pushed and developed by female academics for female academics and is self-serving in its philosophy. I support mentoring, sponsorship programmes, networking etc., but every individual must take responsibility for his/her own career development, and the basic foundation for career progression is hard work and delivery not quotas etc. As a woman I want to get a job/role/ promotion because I am the best candidate and not because some quota requires that I do so – in fact I find that idea more insulting and demeaning than any potential gender inequality that I could experience.

[Female, management (e.g. head of department; head of school/division; dean or equivalent), full-time permanent/multi-annual]

I would prefer quotas on the number of interviewees for a role, not on the hire of the person. Make sure that the net has been cast wide and deep enough for suitable candidates from both genders. I would also like to see much better supports for fathers instead of greater supports for women.

[Female, non-academic/support staff, full-time fixed-term contract]

Gender quotas is a blunt force measure that will not help. Equal maternity and paternity leave and State-sponsored childcare and advertising /media free of gender stereotyping would be better long-term measures.

[Female, academic, full-time permanent/multi-annual]

Don't use quotas – change the culture – remove barriers – provide supports.

[Male, non-academic/support staff, full-time permanent/multi-annual]

There were and continue to be problems, but these are less to do with discrimination against women, but more cultures of patronage where individuals were appointed or promoted because they were the favourite of a manager/HOD. This patronage is as likely to benefit females as males depending on the circumstances.

[Female, Academic, Full-time permanent/multi-annual]

Apologies for not being able to give a more definitive answer on the quotas issue; it is certainly possible that temporary quotas may be helpful/necessary at the most senior levels, but I am concerned that what is really needed is a more profound cultural change than can be achieved via quotas by themselves, hence my hesitancy.

[Male, Academic, Full-time permanent/multi-annual]

Sample quotes from respondents for quotas

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Quotas are controversial, but unless you accept that men are cleverer than women we already have a tacit quota, or else how come so many men are in these senior jobs. It cannot be purely on ability!
[Female, research, full-time fixed-term contract]

Initially I didn't support positive discrimination but now feel it's the only way to counteract the negative discrimination and redress the balance. It's a very poor example to our students to have women under-represented and undervalued.
[Female, non-academic/support staff, full-time fixed-term contract]

Systems/practices were designed when the sector was male-dominated, making it hard for females to reach positions that really influence decision-making.

Female colleagues feel totally undervalued. The skills they bring to the table are not rated and the previous promotion rounds have favoured masculine skills etc. The initial round in my college promoted 50% of male applicants and 5% of female applicants … overall the gender imbalance at senior lecturer and professor level is shocking. This is either because all the women are not as professional or dedicated as their male colleagues or because the system is skewed against them. We are left in a position where the onus is on us to explain the imbalance, [but] surely the system (i.e. the institution) should have to explain it? There should be a programme of positively promoting these women once they make the benchmarks, [but] this is simply not happening despite much lip service (Athena Swan, Equality). Until there are identifiable gender goals, there will be no tangible progress.
[Female, academic, full-time fixed-term contract]

Quotas would be one excellent step towards evening up the playing field.
[Female, non-academic/support staff, full-time permanent/multi-annual]

The issue of quotas is particularly difficult to answer. I would hate to assume (or have it assumed by others) that I got a job or promotion on the basis of my gender, and yet something needs to be done to address the inherent and yet intangible inequalities that lead to under-representation of women in senior level posts.
[Female, academic, full-time permanent/multi-annual]

Gender quotas need to be introduced – it's not going to happen otherwise.
[Female, Non-academic/support staff, Full-time permanent/multi-annual]

Positive gender discrimination should be introduced across the board, in all areas. While it is radical, it would be the first time that a young woman could look forward and see an example of where her studies will bring her. It would also address, over time, any problems arising from indirect or hidden sexism among those making decisions regarding promotion.
[Female, Academic, Full-time permanent/multi-annual]

"

She Figures 2015 has observed that for Europe, in the period 2010–2013, 'there were no large changes of the kind that would indicate a significant amount of progress towards rectifying the gender gap observed in the proportion of women in grade A [professor] positions'.[196]

> In Sweden, for example, from as far back as 1978, 68% of graduates were female and thirty-two years later, when these graduates might be at the pinnacle of their careers, only 17% of the positions on executive committees were occupied by women.[197] According to *She Figures 2015*, only 23.8% of Grade A professors in Sweden are women.

The existing evidence does not support the assumption that the numbers of men and women in the most senior academic positions will naturally reach equilibrium as gender-balanced graduating cohorts reach the age of promotion to senior grades. Therefore, gender balance in top higher-education leadership positions will not be achieved in our lifetimes if we just wait for change to occur naturally.[198]

Radical measures are necessary if change is to occur.

Quotas are not about promoting unqualified people into positions for which they would otherwise be ineligible, but rather it is about ensuring that there are enough fully qualified people of both genders at each level. If in the appointment search process it is not possible to find enough fully qualified people of both genders to be shortlisted, then the search must go on.

A growing number of countries have used gender quotas to ensure that their representative parliaments move towards the UN recommendation of 50:50 representation.[199] Ireland has recently introduced candidate selection gender quotas. The number of women who ran in the general election 2016 was the highest in the history of the State, and the percentage of women elected to the 32nd Dáil increased to 22% (from 16% in the 31st Dáil[200]).

> Since 2012, universities and research institutes in Germany (a country with traditionally one of the poorest levels of gender equality at the level of full professor) have been obliged to implement a gender quota according to the cascade model. Five-year targets are published. In Sweden, the State sets targets are in relation to the hiring of full professors periods of three to four years. It is too early to determine the effect of the German initiative (because the deadline for implementation is 2017/18), but it has been suggested that the Swedish model has not been as effective as it might have been, because it is voluntary, and not linked to funding.[201]

There was a mixed reaction to the issue of gender quotas during the consultation process. In the *National Online Survey* a larger proportion of women were in favour of quotas (43% women; 20% men), which reflects that a larger proportion of female respondents than male respondents perceived the existence of gender inequality in Irish Higher Education Institutions (64% women; 38% men).

Some concern was expressed that gender quotas would compromise the meritocratic nature of higher education and research and hence compromise excellence. The opposite has been found to be the case in the political sphere. Even the strictest quota system, the 'zipper system' (where parties must propose alternative male and female candidates in order) has been found to increase the quality of candidates elected overall. Those who increased female representation the most also improved the calibre of male representatives by the greatest margin.[202] The introduction of gender quotas encourages highly qualified women to apply for top positions, while discouraging mediocre men.[203]

196   European Commission (2015) *She Figures 2015*, p.130.

197   McKinsey and Co. (2010) *Women matter 2010*, p.5.

198   See Potential Reason 1 in the rationale section above p. 14; McKinsey and Co. (2010) *Women matter*, p.5; C. Rice (2011) A slow thaw for women.

199   M. Caul (2001) Political parties and the adoption of candidate gender quotas: a cross-national analysis. *The Journal of Politics* 63(4) 1214–29.

200   Ireland was jointly ranked in 85th position (with North Korea and South Korea) in the Inter-Parliamentary Union rankings in 2015.

201   G. Wallon et al. (2015) *Exploring quotas in academia*, 8–9.

202   A. Baltrunaite et al. (2014) Gender quotas and the quality of politicians, *Journal of Public Economics*, 118, 62-64.; T. Besley et al. (2015) Gender quotas and the crisis of the mediocre man: theory and evidence from Sweden; C.A. Rice, 2 ways quotas for women raise quality.

203   O. Stark and W. Hyll (2014) Socially gainful gender quotas, *Journal of economic behaviour and organization* 105, 173–177.

> The idea of meritocracy is very much a part of mathematical culture – both that meritocracy is the desired state of our discipline and (more implicitly) that it is also the state of our discipline in practice. Unfortunately ... in practice we are not really that good at fairly evaluating people's success independent of cultural prejudices like gender (and ethnicity and age and affiliation…).
>
> When addressing an event organiser (or anyone) who on meritocratic grounds opposes paying attention to gender, the crucial step is to draw explicit attention to their underlying assumption: they are assuming that the current system is purely meritocratic in practice, and that efforts to introduce gender into the decision-making is necessarily an addition of unfairness. Helping someone learn by presenting them with the truth, after all, will never work if they already have a conflicting falsity in their minds.
>
> So I think it is important to assert explicitly that the current system, in practice, is flawed and systematically biased, and that efforts to introduce gender into the decision-making is actually a subtraction of unfairness – an effort to bring reality closer to the theoretical meritocracy we all desire.
>
> – Prof. Greg Martin, University of British Columbia[204]

If one accepts that excellence occurs equally in both women and men, and levels of educational attainment would suggest this, then it is clear that the current system does not facilitate all of the best people getting to the top of the career ladder. In fact, studies have demonstrated that current recruitment and promotion practices lead to excellence in women being ignored or undervalued.[205] This represents a considerable under-utilisation of talent by the institution. The lack of progress over a number of years within higher education institutions make the introduction of quotas necessary to ensure that gender inequality can be addressed.

Given the slow pace of progress under previous initiatives in Ireland, it is the Expert Group's recommendation that quotas as outlined below should be implemented across the sector, with the expectation that they will 'become irrelevant once the new culture and approach becomes fully embedded'. [206]

Academic staff

> We have to do something radical to put that [inequality] right as quickly and as fairly as possible. The cascade model, is, to my mind, fair – no particular woman is promoted just because she is female and the proportion of women promoted matches the proportion of women in the level from which they are being promoted. To assert that this is not fair is to assert that female academics deserve promotion less than men do.[207]

The most appropriate means of increasing the gender balance at senior academic grades (in addition to the other measures recommended in this report) is to introduce the flexible cascade model of gender quotas – i.e. **where the proportion of women and men to be recruited or promoted to a certain level is based on the proportion of each at the career level directly below.** These quotas are realistic and attainable.

The cascade quota may be applied to both promotion and external recruitment competitions, as it is based on the proportion of institutional staff of each gender at the career level directly below.

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204   Bacon, L. (2015) The odds that a panel would 'randomly' be all men are astronomical. *The Atlantic*, 20 October 2015.

205   See above discussion pp. 14-17, also Vernos, 2012; Donald, 2013; European Research Council, 2012; Maliniak, D. et al. (2013) The gender citation gap in international relations. *International Organization* 67(04) 889–922; West et al. (2013), The role of gender in scholarly authorship. PLoS ONE 8(7); Swedish Ministry of Science and Innovation, 2011; Wennerås, C., and A. Wold (1997) Nepotism and sexism in peer-review. *Nature* 387 341–3.

206   Grimson et al. (2016) *Promoting excellence through gender: draft final report of the gender equality task force*.

207   M. Sheehy Skeffington, letter to *The Irish Times* 26 April 2016.

If the cascade model is to effect change across all disciplines, it is essential that institutions and individual departments work to improve the gender balance among undergraduate and postgraduate students as necessary to facilitate gender balance at the academic career entry level point.[208]

It is for each HEI to determine how to implement the flexible cascade model within their institution, therefore the Expert Group considered that it could not recommend precise values for the targets beyond the key principle of consistency with the grade below. However, an example of an institution considering some of the issues which will need to be taken into account when implementing a flexible cascade model can be seen in the NUI Galway Gender Equality Taskforce Report.[209]

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
1.17	To drive change through the use of positive action interventions for academic staff.	Each HEI will introduce mandatory quotas for academic promotion, based on the flexible cascade model where the proportion of women and men to be promoted/recruited is based on the proportion of each gender at the grade immediately below.	HEIs	From 2016

Professor grade

In relation to the professor grade,[210] the Expert Group recognises that an additional measure is required in order to effect change within a reasonable time frame, since the flexible cascade model will impact the senior levels of staff last. Therefore, the Expert Group recommends that a minimum of at least 40% female and 40% male full professors, at the appropriate pay scale, be in place by 2024. The percentage of female professors increased nationally by two percentage points in the period 2014–2015. From a baseline of December 2015 figures, achieving this target would equate with a minimum per annum increase of three percentage points in the proportion of female professors. Some institutions may require a more significant rate of change depending on their individual baseline figures.

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
1.18	To drive change at professor level through the use of positive action interventions.	A minimum of 40% women and 40% men to be full professors, at the appropriate pay scale.	HEIs	Achieved by 2024

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208   Wallon, G., et al. (2015) *Exploring quotas in academia.* (Heidelberg, Germany: Embo)

209   Grimson, J., et al. *(2016) Promoting excellence through gender: draft final report of the gender equality task force.*

210   Full professor salary scale is €101,404 to €136,276. This applies to the Universities only.

Non-academic staff

> " Only 25% of executive management are female. On the other hand the majority of staff in administrative roles are female. This imbalance is not a good example for students and nor is it good as a public sector organisation.
>
> The admin unit I work in is all women as this line of work seems to be viewed as women's work. It would be better if there was a mix of men and women in admin and there's no reason why men can't do admin work. I think the job titles and departments need to be 'rebranded' to attract more men – e.g. replace admin officer with exams analyst .
>
> [Female, non-academic/support staff, full-time permanent/multi-annual]
>
> Lack of career opportunities – the majority of administrative posts are at the lower levels and the majority of these posts are held by women. The small number of senior administrative posts are overwhelming held by men – women hold the vast majority of administrative posts but the higher up you go the fewer women you will find. Also, I think the term 'support' and 'non-academic' should not be applied to administrative, technical and grounds staff – it constructs an hierarchical ordering where staff who are not employed as members of academic staff, are being defined as a negative as in 'non-academic' and their work is premised as not having its own integrity as in the use of the term 'support'.
>
> [Female, non-academic/support staff, full-time permanent/multi-annual] "

Overall more women than men fill core-funded, non-academic positions in Irish HEIs. However, there is a stark under-representation of women in the highest-paid positions (Universities, 31% women; Colleges, 0% women, IoTs, 14% women).[211] The lowest-paid positions are predominantly held by women (Universities, 75% women; Colleges, 79% women; IoTs, 68% women).[212] Therefore unlike the academic career pipeline, where there is gender equality at entry level, there is a twofold issue among non-academic staff in terms of vertical segregation.

The Expert Group recommends that in order to drive change at the highest-paid non-academic positions, a positive action intervention is required. Therefore the final of pool of shortlisted candidates must comprise a minimum 50% women and 50% men for all non-academic positions, where the salary scale reaches or exceeds €76,000.

Power in HEIs is heavily gendered, with men filling the higher-paid decision-making positions and women filling the majority of lower-paid positions. The existing situation for non-academic staff could be deemed to perpetuate an association of men with power and women with service and support.

> The Scottish Funding Agency has identified a societal problem where various disciplines are predominately associated with either female or male students, and in turn there are jobs which are culturally deemed to be 'women's jobs' while others are deemed 'men's jobs'.[213] Breaking this cycle is important for HEIs, as well as in the wider society.

The Expert Group acknowledges that cultural shifts take time. However, in line with the Scottish Funding Council's aim of redressing imbalance among students enrolled in various disciplines, the Expert Group recommends that, over time, gender balance across all levels of non-academic staff should be a target. This would give all employees the opportunity to be equally exposed to female and male colleagues, managers, and staff.[214] This would also provide a positive example for female and male students in deciding their own career interests.

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211   Employees paid (pro rata) <€45,999: universities 75% female, colleges, 79% female, IoTs 68% female. Employees paid (pro rata) >€106,000: universities, 69% male, colleges 100% male, IoTs 86% male (September 2015 data).

212   These does not include those positions such as catering and cleaning which may be outsourced by the institution.

213   Scottish Funding Council (2016). Gender action plan: interim report 22 Feb. 2016.

214   This is in line with the contact hypothesis (Allport, 1954, p.281) which suggests that 'Prejudice (unless deeply rooted in the character structure of the individual) may be reduced by equal status contact between majority and minority groups in the pursuit of common goals. The effect is greatly enhanced if this contact is sanctioned by institutional supports (i.e., by law, custom or local atmosphere), and provided it is of a sort that leads to the perception of common interests and common humanity between members of the two groups.' See also the 'jigsaw technique' – Aronson and Patnoe (1997).

It must be noted that there is relatively little international data on non-academic staff as a whole.[215] The Athena SWAN award criteria in the U.K. has been revised as of 2015 to require information on non-academic staff, and it is expected that this change will be extended to Ireland once the pilot phase of the programme is completed. The staff database to be developed in the HEA will include non-academic staff and provide more visibility of non-academic staff for the future.

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
1.19	To drive change through the use of positive action interventions for non-academic staff.	At the final selection step in the appointment process for non-academic positions where the salary-scale reaches or exceeds €76,000, in so far as is possible, the final pool of candidates must comprise an equal number of women and men. If it has not been possible to achieve gender balance at the final selection step, the interview panel must account to the Governing Authority or equivalent for why this was not possible.	HEIs	From 2016 (including competitions already underway)
1.20	Combat stereotyping of 'female' and 'male' roles and horizontal segregation among non-academic staff.	Overtime, achieve greater gender-balance at all career levels (pay grades) within the institution.	HEIs	From 2016

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215   C. Whitchurch has been concerned with third space professionals.: C. Whitchurch (2008) 'Shifting identities and blurring boundaries: The emergence of third space professionals in UK higher education', *Higher Education Quarterly* 62(4);377–96; also C. Whitchurch and G. Gordon (2010) 'Diversifying Academic and Professional Identities in Higher Education: Some Management Challenges *Tertiary Education and Management* 16 (2): 129–44.

Gender action plan

> " Again all or most of these are important – all measures are required and should be budgeted for. Equal opportunities costs money and a genuine commitment to this should be funded if it is to have a realistic hope of being successful. "
>
> [Male, management (e.g. head of department; head of school/division; dean or equivalent), full-time permanent/multi-annual]

To provide a roadmap for attainment of gender equality, each HEI will develop and implement a gender action plan (including specific goals, actions and targets applicable to each HEI, and including the measures outlined in this report, which will be integrated into the institution's strategic plan as well as into the institution's compacts with the HEA.[216]

> Universities in Norway are required by legislation to produce five-year gender action plans. They must also report regularly on measures and results, while in Sweden, this has been a requirement for twenty years.[217]

It is envisaged that the institutional gender action plan will be implemented through departmental/section/unit gender action plans. The Expert Group acknowledges that it is a requirement of all Athena SWAN applications to prepare a gender action plan. Each institution could thus use the same gender action plan for both the Athena SWAN process and the HEA compacts (once the Athena SWAN process is extended to all disciplines and staff).

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
1.21	To ensure a roadmap for attainment of gender equality is developed in each institution.	Each HEI will develop and implement a gender action plan[218] (including goals, actions and targets), which will be integrated into the institution's strategic plan and into the HEI's compacts with the HEA.	HEIs	From 2016

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216   Templates for institutional gender action plans are presented in *FESTA Toolkit WP3.2: towards raising organisational awareness.*

217   GENDER-NET (2015) *Analysis report: award schemes, gender equality and structural change*, p.47.

218   Drawing on recommendation 4.1 DES, and recommendation 2.1 HEA,

Requirement to apply for and achieve Athena SWAN award

It is the Expert Group's expectation that Irish HEIs will apply for an Athena SWAN institutional award within three years, securing public recognition for the advancement of gender equality in Irish higher education.

> The Athena SWAN Charter was originally focused on STEMM areas and academic staff, but from 2015 it was extended in the UK to include arts, humanities, social sciences, business and law, as well as professional and support staff. It was also extended to recognise work undertaken to address gender equality more broadly, including measures to support trans staff and students.[219]

The Expert Group's expectation is that the HEIs will aim to apply for and achieve an Athena SWAN institutional award under the expanded charter by 2019.

The restructuring of the IoT sector and the establishment of new Technological Universities (TUs) will involve considerable organisational change for a number of HEIs over the coming years. Taking this into account, the Expert Group expects that the newly established TUs will use this opportunity to gender-proof all their policies, procedures and data collection systems from the outset. It is the Expert Group's expectation that all TUs would apply for and achieve an Athena SWAN institutional award within three years of being formally established.

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
1.22	To support and recognise the embedding of gender equality across all aspects of the work of HEIs.	HEIs will apply for and achieve an Athena SWAN institutional award within three years.	HEIs	By 2019
		TUs will apply for and achieve an Athena SWAN institutional award within three years of being formally established.		

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219   See http://www.ecu.ac.uk/equality-charters/athena-swan/about-athena-swan/

2 HIGHER EDUCATION AUTHORITY
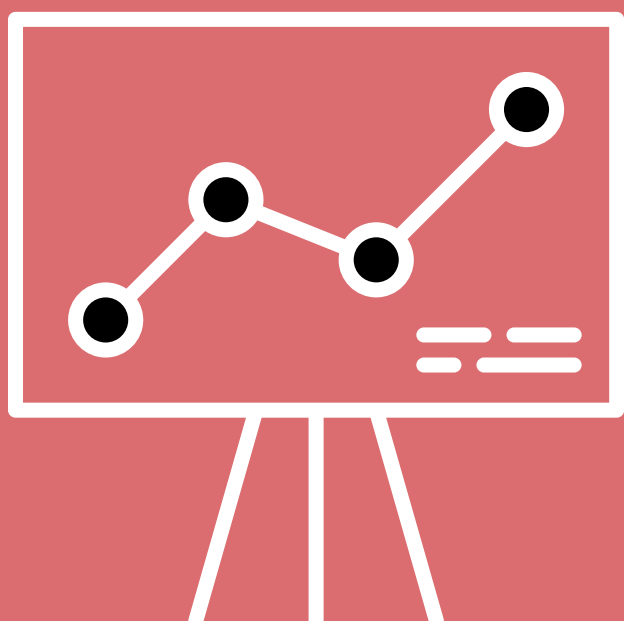
Strategic dialogue process

The strategic dialogue process is the primary mechanism through which the HEA manages the performance and strategic development of institutions. This is based on the advancement of the national priorities and key system objectives set out in the Department of Education and Skills' *Higher Education System Performance Framework*.

To enhance the performance management of HEIs' strategic development in addressing gender inequality, the Expert Group recommends that a new theme be included in the compacts specifically focusing on 'promoting excellence through gender equality'. It is acknowledged that the specific KPIs and targets set out in the compacts under each theme are a matter for discussion between the HEA and individual institutions during the strategic dialogue process. However, it is envisaged that it would be a requirement that specific KPIs and targets would be required under two headings '*organisational culture and structures*' and '*supporting and advancing careers*'. This is to highlight the need to address the organisation and culture changes needed and to minimise the potential for HEIs to focus only on selecting measures that 'fix the women'.

The theme of 'promoting excellence through gender equality' will be integrated into the HEA compacts in all future iterations of the process. Funding will therefore be linked to institutions' performance, and will be withheld if they fail to meet the agreed KPIs and targets as set out in their compact. This link between funding and performance was highlighted as important by the Gender Equality Task Force at National University of Ireland, Galway.[220]

> In Scotland, gender equality outcomes will be linked to Scottish universities' outcome agreements (negotiated agreements to set out what they will deliver in return for public funding – the equivalent of Irish institutional compacts with the HEA) from 2017.

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
2.1	To enhance the performance management of HEIs' strategic development in addressing gender inequality.	A theme on 'promoting excellence through gender equality' will be integrated into the HEI compacts.	HEA (in partnership with HEIs)	To be started in 2016
		This will encompass two sections, '*organisational culture and structures*' and '*supporting and advancing careers*', and HEIs will be required to identify measures under both.		

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220   Grimson et al. (2016) *Promoting excellence through gender: draft final report of the gender equality task force*, p.16.

Staff database and institutional profiles

All key decision-making bodies need access to relevant gender-disaggregated data in order to effectively incorporate gender awareness into their decision-making. Therefore, all data gathered on personnel should be disaggregated by gender.

Up-to-date information on staff is essential if progress towards gender equality is to be measured. All institutions will need a considerable evidence base if they are to effectively visualise talent flow, identify areas for improvement, and apply successfully to Athena SWAN. The development of a comprehensive staff database will provide a valuable evidence base on progress towards gender equality, to be used by the HEA and by individual institutions in measuring their own progress.

In addition, the multi-dimensional profiles of HEIs, published annually by the HEA, should be further developed to include additional data on gender equality among staff.

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
2.2	To provide a comprehensive evidence base upon which to monitor the progress of HEIs in addressing gender inequality.	The HEA will establish a comprehensive database of staff in HEIs.	HEA	Ongoing
2.3	To enhance the visibility of HEIs' progress in addressing gender inequality.	Gender will be introduced into the multi-dimensional profiles of HEIs, published annually by the HEA.	HEA	Annually

Data on governance and management structures

The HEA's oversight of the governance of higher education institutions provides an additional mechanism through which gender equality can be addressed. In addition to enhancing the monitoring of the implementation of institutions' equality policies through the Annual Statement of Governance and Internal Control, a review of equality (inclusive of gender equality) will be initiated as part of the HEA's new series of rolling reviews of compliance.

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
2.4	To improve data collection on the composition of HEI governance and management structures.	Explicit reference will be included in the *Annual Statement of Governance and Internal Control* template, with regard to the composition of HEIs' governance and management structures disaggregated by gender.	HEA	From 2016
2.5	To include gender equality in the rolling review process conducted by the HEA.	As a part of the existing rolling review process, the HEA will initiate a review of compliance in respect of equality (inclusive of gender equality).	HEA	From 2017

National committee for gender equality

The HEA will establish a national committee, chaired by the Chief Executive of the HEA and comprising the vice-presidents for equality of all HEIs, and also including the IUA and the IoTI. This committee will ensure the coordination of new institutional initiatives in the area, as well as providing a forum for sharing good practice and for developing leadership capacity. The group may decide to co-opt external experts from time to time, as appropriate, and will act as an external support to individual institutions.

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
2.6	To support a coordinated national approach to advancing gender equality in higher education.	A national committee to support gender equality in Irish higher education will be established.	HEA (in partnership with the IUA and IoTI)	From 2017

Targeted funding for implementation of gender initiatives

It is proposed that targeted funding should be provided to support new and innovative national initiatives to foster gender equality to help build momentum in this area and encourage Irish HEIs to become world leaders in this area. Unless other funding becomes available, it is envisaged that these initiatives would be financed through a top-slice of the block grant. It is noted that in the case of research the top-slice is 5%.

The proportion of female and male Principal Investigators in each HEI could be taken into account in the redistribution of the top-slice grant.

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
2.7	To galvanise HEIs to address gender inequality.	A targeted funding stream will be established to which HEIs will be able to apply on a competitive basis to support new initiatives to foster gender equality.	HEA	From 2017

Monitoring and review

The HEA is charged with oversight of the implementation of the Expert Group's recommendations. It is proposed that a review of progress would coincide with the end of the next three-year cycle of strategic dialogue, and on a tri-annual basis, thereafter (see 'Implementation plan – measuring and monitoring progress', page 100 for a more detailed breakdown of the monitoring and review process).

In Norway and Sweden, specific gender equality requirements were integrated into the Higher Education Acts, and this legislation provides opportunities for governments to sanction universities that do not fulfil institutional obligations to report gender equality issues on a regular basis.[221]

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
2.8	To provide oversight for the implementation of the recommendations of the Expert Group.	The progress made by the HEIs in addressing gender inequality via implementation of the recommendations of the Expert Group,will be reviewed tri-annually and a report published.	HEA	From 2019
2.9	To extend the power of visitors.	When the HEA has powers to appoint a visitor to HEIs, it should include gender equality in the visitor's brief.	HEA	As appropriate

221   Nielsen, M.W. (2014) Justification of gender equality in academia: comparing gender equality policies of six Scandinavian universities. *NORA – Nordic Journal of Feminist and Gender Research* 22(3) 187–203.

Athena SWAN: funding and support

Ensuring that HEIs are supported, recognised and rewarded in their endeavours to achieve the ambitious objectives outlined in this report is of vital importance and central to the role of the HEA in addressing gender inequality.

The extension of the Athena SWAN Charter to Ireland in 2015 has had a positive impact on HEIs' engagement with the challenge of addressing gender inequality among staff and accordingly the Expert Group calls for the Athena SWAN Charter to be established on a permanent basis in Ireland after the conclusion of the three-year pilot in 2017.

The Athena SWAN process provides the opportunity to benchmark the performance of HEIs in addressing gender equality and to share best practice. The ECU has previously conducted a 'system of promotion' review on UK HEIs and it is recommended that this be extended to Irish HEIs.

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
2.10	To incentivise and recognise HEIs' progress in advancing gender equality.	The HEA will establish the Athena SWAN Charter in Ireland on a permanent basis and extend it to cover the AHSS and all staff, under the extended charter.	HEA	From 2017
2.11	To support Irish HEIs to engage with and achieve Athena SWAN certification.	The HEA will continue to fund the national Athena SWAN Committee	HEA	Ongoing
2.12	To internationally benchmark the 'system of promotion' in Irish HEIs.	The HEA will work with the ECU to extend the 'system of promotion' review to Irish HEIs.	HEA/ECU	In 2018

3 IRISH RESEARCH FUNDING AGENCIES

"

Pay of researchers on maternity leave to be covered … currently the research project has to pay for the maternity leave out of its budget often leaving very limited resources to undertake the research. This currently represents a massive risk for the PI when hiring a female researcher.

[Male, research, full-time permanent/multi-annual]

Personally – I am a research fellow on a grant. I was specially told by my PI under no circumstances was I allowed to get pregnant during the lifetime of my grant .

[Female, research, full-time fixed term/contract]

A major problem faced by female academics is the interruptions to careers they necessarily experience as a result of having a family. This can result in reduced research output both directly due to working time lost and also indirectly due to potential depreciation of skills while away from work. In my own experience a woman with a better CV than a man gets hired/promoted in Irish universities. But how do you factor in the potential loss in output due to career breaks when comparing CVs across gender?

[Male, academic, full-time permanent/multi-annual]

[I] am strongly in favour of funded research on discrimination in Irish HEIs.

[Male, academic, full-time permanent/multi-annual]

"

There is a gender equality issue, internationally, in relation to the allocation of research funding. Discrimination on the grounds of gender has been documented in the evaluation of research applications.[222] Serious consequences have also arisen from a lack of consideration of the gender dimension in various fields of study.[223] The European Research Funding programme Horizon 2020 has attempted to address these two issues, with the European Parliament and Council stating that 'Horizon 2020 shall ensure the effective promotion of gender equality and the gender dimension in research and innovation content'.[224] The gender balance within teams and the integration of the gender dimension in research content play a part in funding decisions under Horizon 2020.[225]

222   Ahlqvist, V. et al. (2013) *Observations on gender equality in a selection of the Swedish Research Council's evaluation panels 2012.* (Swedish Research Council: Vetenskapsrådet); V. Ahlqvist, et al. (2015) *A gender neutral process? A qualitative study of the evaluation of research grant applications 2014.* (Swedish Research Council: Vetenskapsrådet); Wennerås, C., and A. Wold (1997) Nepotism and sexism in peer-review. *Nature* 387 341–3; Van der Lee, R. and N. Ellemers (2015) Gender contributes to personal research funding success in the Netherlands. *PNAS* 112(40) 12349–53.

223   LERU (2015) *Gendered research and innovation: integrating sex and gender analysis into the research process (advice paper no.15)*; Schiebinger et al. (eds) (2011–15) Gendered Innovations in science, health and medicine, engineering, and environment.

224   *EU Regulation 1291/2013 of the European Parliament and of the Council of 11 December 2013 establishing Horizon 2020,* Article 15.

225   *Research Europe*, 18 July 2013, 4; http://europa.eu/rapid/press-release_MEMO-13-1085_en.htm. European Commission (2013c) Horizon 2020 – the EU's new research and innovation programme [press release] 3 December 2013.

Gender dimension in research content

While there are research projects in which gender may not be relevant in terms of the research content (for example some fields of theoretical mathematics), it is well established that, where relevant, not integrating gender analysis into the design, implementation, evaluation and dissemination of the research can lead to poor results and missed opportunities.[226] The gender dimension in research content needs to be fully considered at all possible stages, ranging from the preparation of work programmes to the evaluation and monitoring of research projects. Serious consequences have arisen from a lack of consideration of the gender dimension in various fields of study.[227]

In addition to leading in this area internationally,[228] nationally, the Irish Research Council was the first funding agency to require applicants to indicate whether a potential gender dimension might be present or could arise in the course of their proposed research and, if so, to outline how gender analysis would be integrated in the design, implementation, evaluation, interpretation and dissemination of the results of the research proposal, and, if not, to outline why it was not relevant to the research proposal.[229] The Irish Research Council has also provided training workshops on incorporating the gender dimension into research content, for applicants for both IRC and Horizon 2020 grants.

The Expert Group recommends as a matter of urgency that all funding agencies require the gender dimension to be incorporated into research content as a requirement of funding.

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
3.1	To ensure scientific excellence, the stimulation of new knowledge leading to technological innovations, by integrating gender analysis into all phases of basic and applied research.	As a pre-requisite for funding, research funding agencies will require applicants to demonstrate that they have given full consideration to any potential gender dimension in their proposed research.	Research funding agencies	From 2017

226   Schiebinger, L. et al. (eds.) (2011–2015)

227   LERU Gendered research and innovation (2015); Schiebinger, L. et al. (eds.) (2011–2015) Gendered Innovations in science, health and medicine, engineering, and environment.

228   GENDER-NET (2016) Compendium of national initiatives on the integration of the gender dimension in research contents.

229   http://www.research.ie/sites/default/files/irish_research_council_gender_action_plan_2013_-2020.pdf

Gender equality among researchers – teams and principal investigators

According to *She Figures 2015*, men in the EU tend to have greater success in funding applications to national programmes. The national strategy for research, *Innovation 2020* (2015), recognises that 'Ireland has the opportunity to build its international reputation on gender equality through improved participation of women in research and innovation activities' and calls for action to 'address gender issues relating to career progression in research and innovation'.

> The Swedish Research Council is working to 'ensure that women and men have the same success rates and receive the same average grant amount'.[230]

> Research conducted by the UK Research Councils found that larger grants discriminate against women, as a longer track record is required for success. They have introduced a number of measures to improve the gender balance of awards. These include valuing additional activities, requiring unconscious-bias training for all assessment panels, as well as the requirement that all universities will be asked the question 'Are the number of female applicants to this research call equivalent to the proportion of women working in this area in your institution?', with the aim of achieving a minimum of 30% of applications from female researchers within STEMM disciplines, as this is roughly comparable to the percentage of women working in STEMM.[231]

> Science Foundation Ireland (SFI) aims to increase the number of female award-holders to 25% by 2020, from an average of 19% in the period 2008–2012.[232] To this end the agency has introduced a supplemental discretionary allowance to enable SFI-funded research teams to provide cover for a team member who goes on maternity or adoptive leave;[233] and in 2014 launched the SFI Advance Award Programme which aims 'to provide female postdoctoral researchers with an opportunity to remain in, or return to, high-quality research and in particular, to undertake further training that has substantial industry relevance' on a full-time or part-time basis.[234]

> Through the 'SFI Women in Science Early Career Initiative', the agency has incentivised the participation of women in the flagship SFI Starting Investigator Research Grant (SIRG) scheme by raising the maximum number of applications a research body can make from 5 to 12 on the condition that no more than 6 of the applications are from male applicants.[235] The SFI Investigator Career Advancement (ICA) criteria aim 'to support researchers returning to active academic research after a prolonged absence' by waiving the requirement for lead-authorship of ten international peer-reviewed articles for the SFI Investigators Programme 2015.[236]

Research funding agencies in Ireland have a role in supporting higher education institutions to address gender inequality in research careers by improving the recruitment and career paths of female researchers enhancing the working conditions of both women and men, and minimising the gender-funding gap.[237] Acknowledging that unconscious gender bias exists and taking steps to limit any effect on internal processes and procedures will help to deliver greater gender equality, and ensure that the best research is funded.

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230   Swedish Research Council (2014) Strategy for gender equality at the Swedish Research Council.
231   Hunter (2015) What can research funders do for researchers? [paper presented at Gender Summit 7, Berlin, 6 November 2015].
232   Science Foundation Ireland (2014) *2014 Review of Agenda 2020.* (Dublin: SFI), p.12.
233   SFI (2015) SFI maternity / adoptive policy. (Dublin: SFI).
234   SFI, SFI Advance Award Programme 2014.
235   SFI, Women in science early career initiative.
236   SFI, Flexible eligibility criteria for applicants to the SFI investigators programme. (Dublin: SFI).
237   Van der Lee, R. and N. Ellemers (2015) Gender contributes to personal research funding success in the Netherlands. *PNAS* 112(40) 12349–53; Husu, L. (2014) Research funding gap: her excellence dwarfed by his excellence; O'Connor P. and and A. Fauve-Chamoux (2015) European policies and research funding: a case study of gender inequality and lack of diversity in a Nordic research programme. *Policy and Politics* [published online 14 December 2015].

Research funding agencies should *inter alia*:

▶   Identify and remove the barriers that discriminate against women's advancement, up to and including at PI level;

▶   Extend the duration of research scholarships and fellowships to accommodate maternity and paternity leave for researchers;

▶   Introduce measures to facilitate female postdoctoral researchers' retention within, or return to, research through a targeted funding scheme;[238]

▶   Facilitate the international mobility of researchers with caring responsibilities through the provision of fully funded short-stay opportunities for researchers abroad.

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
3.2	To foster gender balance within research teams and PIs across the HEI.	Gender balance will be fostered within research teams, with the aim of ensuring that, at an institutional level, research teams and PIs are comprised of at least 40% women and 40% men.	Research-funding agencies	From 2017

Gender-proof processes

The internal and external processes used by research funding agencies to select awardees can be subject to gender bias. In order to minimise this, it is necessary to review and update the assessment and monitoring procedures used *inter alia*:

Assessment

▶   The review (from a gender-equality perspective) of the instructions and information provided to assessors during their recruitment;

▶   The clarification for assessors of what is to be assessed under the criterion of an 'applicant's merits and excellence';

▶   The appointment of 'unconscious-bias observers' to attend assessment panel meetings;[239]

▶   Gender-blind assessment, where possible (e.g. early career researchers).[240]

Monitoring

▶   Publish data on each funding call, disaggregated by gender;

▶   Stipulate that all conferences funded by the research funding agency should have a minimum requirement of 40% female and 40% male speakers;[241]

▶   Monitor the reasons why researchers discontinue their work.

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238   The SFI Advance Award Programme, launched by Science Foundation Ireland in 2014, provides an example of such a scheme, which aims 'to provide female postdoctoral researchers with an opportunity to remain in, or return to, high-quality research and in particular, to undertake further training that has substantial industry relevance' on a full-time or part-time basis. See Science Foundation Ireland, SFI Women in Science.

239   In Sweden independent experts have participated as observers in the assessment panel meetings of the Swedish Research Council since 2008, supporting the Council's monitoring of its evaluation processes from a gender-equality perspective.

240   This is already occurring in some funding calls — e.g. IRC Government of Ireland Postgraduate Scholarship and Postdoctoral Fellowship

241   Bacon, L. (2015) The odds that a panel would 'randomly' be all men are astronomical. *The Atlantic*, 20 October 2015 <http://www.theatlantic.com/business/archive/2015/10/the-odds-that-a-panel-would-randomly-be-all-men-are-astronomical/411505/>.

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
3.3	To minimise the effect of bias on research funding outcomes, and to ensure that women and men have similar success rates in funding calls.	All assessment panels, advisory groups, management boards, key committees, workshops, and focus-groups will comprise at least 40% of each gender.	Research-funding agencies	By 2017
3.4		All agencies will provide face-to-face unconscious-bias training for assessment panel members.	Research-funding agencies	By 2017
3.5		Targeted gender initiatives will be developed, informed by annual gender-disaggregated statistics and the monitoring and analysis of the gender-balance of applicants and awardees.	Research-funding agencies	From 2016

Gender Action Plan

The Irish Research Council published a *Gender Strategy and Action Plan 2013–2020,* which aims to maximise Ireland's collective research-intelligence by supporting gender equality in researcher careers, by encouraging researchers to integrate gender analysis into their work, and by gender-proofing the policies and procedures of the Council itself.[242]

The Health Research Board has just published a similar action plan.[243]

The Expert Group recommends that all research funding agencies should develop and implement a gender strategy and action plan which, along with the integration of the gender dimension into research content (see recommendation 4.1), will support greater equality among research teams, PIs, and funding award holders (see recommendation 3.2) and outline a systematic review process for internal policies and assessment and monitoring procedures (see recommendation 3.3-3.5).

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
3.6	To foster gender equality in the research arena.	Research funding agencies will develop and implement gender strategies and action plans.	Research funding agencies	By 2017

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242   Irish Research Council (2013) *Gender Strategy and Action Plan 2013–2020: Ensuring excellence and maximising creativity and innovation in Irish research.*
243   Health Research Board (2016) HRB gender policy.

Funding for gender equality research

It is envisaged that research funding agencies would facilitate funding of research on gender equality, as appropriate to each agency's remit.

Funding for research on gender equality has become an established feature in Horizon 2020 where, in addition to having gender as a cross-cutting theme, the 'Science with and for Society' programme specifically funds initiatives which support the gender equality strategy.[244]

NordForsk, a collaboration between funding agencies in Denmark, Finland, Iceland, Norway and Sweden, also has a specific funding call to encourage research into solutions to gender inequality.[245]

The Irish Research Council has committed funding to participate in a European-wide gender research and capacity-building initiative under H2020 'Science with and for society' programme.[246]

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
3.7	To improve the evidence-base for addressing gender inequality.	Funding streams will be established to support research on gender equality.	Research-funding agencies	From 2017

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244   https://ec.europa.eu/programmes/horizon2020/en/h2020-section/promoting-gender-equality-research-and-innovation.
245   Nordforsk (2016) Research funding call: solving the gender paradox.
246   https://ec.europa.eu/programmes/horizon2020/en/h2020-section/science-and-society

Athena Swan award as requirement for research funding

> The National Institute for Health Research in the UK indicated that only medical schools with an Athena SWAN Silver award will be eligible to apply for future funding.[247]

It is recommended that research funding agencies will require HEIs to have attained an Athena SWAN bronze institutional award within three years (and TUs within three years of being formally established) to be eligible for funding, thereby incentivising institutions to mainstream gender equality across all areas of their work, while also ensuring an inclusive and equitable working environment for funded researchers.

Given the vision that 'there will be no gender inequality in Irish HEIs', it is further expected that HEIs will continue to advance in addressing gender inequality. On this basis, it is recommended that research funding agencies will require HEIs to have achieved an Athena SWAN silver institutional award within seven years (TUs within seven years of being formally established) to be eligible for funding.

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
3.8	To support HEIs to mainstream gender equality, improving the environment within which research is undertaken.	Within three years research-funding agencies will require HEIs to have attained an Athena SWAN Bronze Institutional award to be eligible for funding.	Research-funding agencies	2019–2021
		Within seven years research-funding agencies will require HEIs to have attained an Athena SWAN silver institutional award to be eligible for funding.		

247　Davies, S.C. (2011) [letter sent by Chief Medical Officer and Chief Scientific Adviser, UK] 29 July 2011.

4 OTHER STAKEHOLDERS
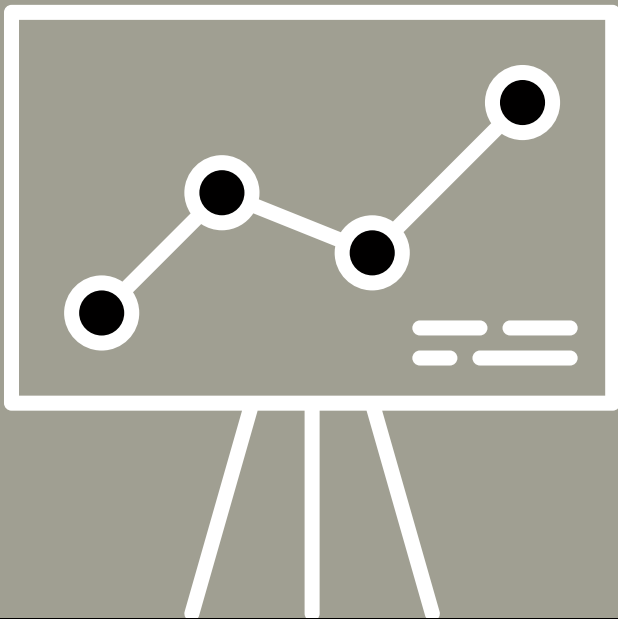
Department of Education and Skills

Higher Education System Performance Framework

The Department of Education and Skills (DES) has a leading role in addressing gender inequality in higher education. In particular, the *Higher Education System Performance Framework*, published every three years by the DES, sets out the national priorities and key system objectives to be advanced by HEIs collectively. A new iteration of the *Framework* for the period 2017–2019 provides a timely opportunity for the inclusion of gender equality as a priority.

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
4.1	To enhance the performance management of HEIs' strategic development in addressing gender inequality.	Gender equality will be identified as a national priority and key system objective in the *Higher Education System Performance Framework 2017–2019*.	DES/HEA	From 2016 **High level indicators:** Presidents, or equivalent by gender. Gender-balance (minimum 40% of each gender) on governing authority/body, academic council, and executive management. Gender balance of Academic staff at each grade. Gender balance of professor grades (universities only). Gender balance of senior non-academic staff. Number of institutions who have successfully achieved and retained Athena SWAN awards. Level of perceived gender inequality amongst staff members. *International Benchmarks*: HEI leadership, governance and management structures, and: SHE figures of Grade A staff.

Management positions in Institutes of Technology

During the consultation process, one of the barriers specifically raised in the institutes of technology (IoT) sector in relation to achieving gender balance at senior level was the current system whereby the heads of departments and schools are appointed on a permanent basis.

While we recognise that the stability of having a permanent Head of Department/School has its merits, the current under-representation of women in these roles can be better addressed in the IoTs with the replacement of the permanent tenure of heads of department with a system in which these positions are filled on a rotational basis, with appropriate supports (as currently exists in the universities).

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
4.2	To facilitate change in the gender balance of heads of department in IoTs.	In the Institute of Technology sector, the position of head of department and head of school will, henceforth, be filled on a rotational basis.	DES	For all new appointments from 2016

Higher Education Policy

The Expert Group noted with regret the absence of references to gender or gender equality in the *National Strategy for Higher Education to 2030*. However, with the new iteration of the *Performance Framework* the DES has an opportunity to address the importance of gender equality in sustaining 'excellence across a wide range of disciplines'.[248] The Expert Group recommends that the DES, should ensure that all new educational policies are gender-aware, with particular reference to higher education.

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
4.3	To combat gender inequality and gender stereotyping across the education system.	The DES will ensure that all new educational policies and reports include the gender dimension and are gender-aware.	DES	From 2016

The composition of boards and committees

The Minister has responsibility for making appointments to governing authorities (or equivalent). S/he should therefore act in accordance with objective 14 of the *National Women's Strategy*, and the Government's target of representation, to ensure that there is at least '40% of each gender on each State board'.[249]

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
4.4	To ensure gender balance in the membership of key decision-making bodies	The Minister will take whatever steps are necessary to ensure that all key boards and committees, should have a minimum 40% of both female and male members.[250]	DES	By 2018
4.5		All new legislation establishing boards and committees should contain provisions requiring appointments to have a minimum 40% of both female and male members.	DES	From 2016

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248   Department of Education and Skills (2011) *National strategy for higher education to 2030*, p.12.

249   Government of Ireland (2007) *National Women's Strategy 2007–2016*, p.95, p.96.

250   In line with action 142 of Government of Ireland (2007) *National Women's Strategy 2007–2016*.

Other nominating bodies to governing authorities (or equivalent)

Governing authorities (or equivalent) include members nominated by local authorities and other nominating bodies. [251] It is necessary for these bodies to propose 50% female and 50% male candidates for membership of governing authorities in order to ensure the creation of gender-balanced boards.

It is acknowledged that legislation demands that some external members, namely mayors, are automatically members of the governing authority (or equivalent) in some institutions. However, these small numbers of automatic members will not impact on the overall gender balance provided that the recommendation below is observed.

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
4.6	To ensure gender balance in the membership of key decision-making bodies.	All nominating bodies will nominate 50% female and 50% male representatives to facilitate the Minister and institutions in appointing governing authorities (or equivalent) with a minimum 40% of both female and male members.[252]	Nominating bodies	From 2016

Department of Jobs, Enterprise and Innovation

There are six areas of focus for the European Research Area (ERA), known at the ERA Priorities. Priority 4 is about gender equality and gender mainstreaming in research.

The Department of Jobs, Enterprise and Innovation (DJEI) has oversight of Ireland's activities in pursuit of the ERA Priorities and ensures Ireland's active participation at European level in ERA-related advisory groups. In the development of Ireland's national research strategy for the period 2015-2020 (*Innovation 2020)*, account was taken of the ERA priorities; and consequently, actions in furtherance of these are embedded across *Innovation 2020*. Extensive stakeholder consultation was engaged in the development of *Innovation 2020*.

In line with a decision at the Competitiveness Council (Research Ministers) in May, 2015, each Member State of the EU was required to produce by mid-2016 a national ERA Roadmap stating what actions they will take to further the ERA Priorities and ensure implementation of the ERA, to which political commitment has been given.

Ireland recently completed its national ERA Roadmap which sets out the specific actions which will be undertaken in furtherance of the ERA Priorities in Ireland. Concerning Priority 4, the (draft) ERA Roadmap sets out what is being done already to further this objective and commits to implementing relevant recommendations from the HEA's *National Review of Gender Equality in Higher Education*.

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251   City and county councils, National University of Ireland, Trustees of St Patrick's College Maynooth, DCU Educational Trust, University of Limerick Foundation, Irish Congress of Trade Unions, Education and Training Board.

252   In line with action 143 of Government of Ireland (2007) *National Women's Strategy.*

Following publication of this *National Review*, DJEI will work with key stakeholders to ensure activation of policies in research performing organisations that will implement relevant recommendations of this *Review* to ensure that active monitoring measures are put in place.

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
4.7	To advance Ireland's progress in addressing ERA Priority 4 – 'Gender quality and gender mainstreaming in research'.	DJEI will work with key stakeholders to activate policies in RPOs that will implement the recommendations of the HEA's *National Review of Gender Equality*.	DJEI (working with HEA, DES and research funding organisations)	2016 –2020

Department of Justice and Equality

The Department of Justice and Equality (DJE) is already active in advancing gender equality in society at large and has a role to play in ensuring that this is achieved in the higher education sector. Accordingly, the Expert Group calls for the recommendations of this report to be reflected in Ireland's new *National Women's Strategy*.

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
4.8	To mainstream the recommendations of the Expert Group within national policy.	The recommendations of the Expert Group will be reflected in the new *National Women's Strategy*.	DJE	From 2017

Institutes of Technology Ireland (IoTI)

Institutes of Technology Ireland is the representative body for 13 of Ireland's Institutes of Technology.[253] As such, it has a duty to show leadership in promoting gender equality in the IoT sector and to work with institutions to develop their strategies and policies in relation to this important area.

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
4.9	To enhance gender equality in the IoT sector.	IoTI will demonstrate leadership in promoting gender equality in IoTs. All policies and procedures of IoTI will be gender-proofed. IoTI will assist member institutions in completing their recommendations.	IoTI	From 2016

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253   This recommendation will remain relevant for any successor of IoTI.

Irish Universities Association (IUA)

The Irish Universities Association is the representative body for Ireland's seven universities. Through consultation and collaborative projects, it develops strategy and policy to advance third and fourth level education and research. Its aim is to ensure the maximisation of the universities' contribution to Ireland's social, cultural and economic well-being. As such, the IUA has a duty to show leadership in the promotion of gender equality in the university sector, and to work with institutions to develop their strategies and policies in relation to this important area.

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
4.10	To enhance gender equality in the universities.	IUA will demonstrate leadership in promoting gender equality in universities. All policies and procedures of IUA will be gender-proofed. IUA will assist member institutions in completing their recommendations.	IUA	From 2016

National Forum for the Enhancement of Teaching and Learning

The National Forum for the Enhancement of Teaching and Learning (NFTL),[254] established in 2012, is a key, system-level infrastructure for supporting the enhancement of teaching and learning within Irish HEIs, in line with the recommendations of the *National Strategy for Higher Education to 2030*. The NFTL works in partnership with HEIs to advance national priorities for teaching and learning across the sector, and also acts as an advisory body to the HEA.

One of the key functions of the NFTL is to facilitate and promote a professional development framework for the enhancement of teaching and learning, which aims to 'empower staff to create, discover and engage in meaningful personal and professional development'. This is a key mechanism through which an increased awareness of gender equality and unconscious bias could be developed in staff who teach in higher education.

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
4.11	To enhance gender-awareness through the professional development of staff who teach in higher education.	The NFTL's guidelines for teaching and learning enhancement (inclusive of professional development) will raise awareness of gender equality issues and minimise the effect of unconscious bias among staff who teach in higher education.	NFTL	From 2016

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254   See http://www.teachingandlearning.ie/.

The NFTL makes awards for excellence in teaching and learning, through two separate schemes – the National Teaching Experts awards, assessed by an international team of experts, and the Teaching Hero Awards (in partnership with the Union of Students in Ireland), where teachers are nominated by their students. The NFTL should ensure gender balance on assessment panels for the National Teaching Experts Awards, comprising at least 40% of each gender, and the provision of face-to-face unconscious-bias training for assessment panel members. The instructions and information provided to assessors during their recruitment should take steps to reduce the impact of gender biases and have regard to the degendering of criteria of an 'applicant's merits and excellence'. The appointment of 'unconscious-bias observers' to attend assessment panel meetings would also be of value here.[255] The NFTL should produce annual gender-disaggregated statistics, and monitor and analyse the gender balance of applicants and awardees.

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
4.12	To gender-proof the assessment of teaching excellence.	All assessment panels should be comprised of a minimum 40% women and 40% men. All members of assessment panels should receive unconscious-bias training	NFTL	From 2016
4.13	To equally recognise teaching excellence in both genders.	National Teaching Experts awards should be gender balanced, with awards over three years shared evenly between male and female academics.	NFTL	From 2017

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255   In Sweden independent experts have participated as observers in the assessment panel meetings of the Swedish Research Council since 2008, supporting the Council's monitoring of its evaluation processes from a gender-equality perspective.

Quality and Qualifications Ireland

Quality and Qualifications Ireland (QQI) is the statutory quality assurance body for higher and further education and training; it is also an awarding body and responsible for maintaining the National Framework of Qualifications (NFQ). In its external quality assurance role, its responsibility is to review institutions and make recommendations for their further development. In doing so, it engages peer reviewers with national and international experience who ultimately seek to establish the effectiveness of the institution's quality assurance procedures, in the interest of learners. Institutions follow up on the recommendations arising from reviews and engage with QQI on an annual and periodic basis.

A recommendation through the consultation process was that, in establishing and promoting frameworks for the enhancement of quality assurance, QQI should highlight the benefit of implementing measures to improve gender equality, which would benefit all students and staff and help increase overall academic quality.

The Expert Group recommends that QQI gender-proof all policies and procedures. Review panels should be gender-balanced, with a minimum 40% women and 40% men.

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
4.14	To support the attainment of gender equality in higher education through quality assurance policies and processes.	All policies and procedures of QQI to be gender-proofed.	QQI	From 2016
		Review panels will be gender-balanced with a minimum 40% women and 40% men.		
		QQI will ensure that all new QA guidelines are gender-aware.		

Royal Irish Academy

The Royal Irish Academy (RIA) is Ireland's leading body of experts in the sciences and humanities. The Academy was founded in 1785. It champions research and identifies and recognises Ireland's world-class researchers.

Academy membership is by election only and considered the highest academic honour in Ireland. The Academy currently has 497 Members: 18% women and 82% men. Membership is by nomination of existing members. The current breakdown on the RIA Council is 37% female. The day-to-day business of the Academy is delegated to the Executive Committee which is currently 44% women.

Between 2011 and 2016 33% of new members were female. The current Chief Executive Officer of the Academy is the second female CEO and was appointed in 2013. In 2014, the first female President of the Academy was elected.

The RIA Gold Medals were established in 2005 as an accolade to recognise 'inspirational figures – the stars of the knowledge economy – in order to celebrate the achievements of higher education in Ireland and to inspire future generations'. A focus of the RIA is to increase the number of nominations for outstanding females.

In its *2013–2018 Strategic Plan*, the Academy committed to review their processes and structures in order to promote greater diversity within the membership, paying particular attention to various issues including gender, academic discipline representation and the identification of excellence in research and scholarship outside the higher education system. To this end the Expert Group acknowledges the role of the Academy Council Diversity Committee to identify imbalances in key areas of the Academy including membership and awards.

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
4.15	To gender-proof the assessment of excellence.	All policies and procedures of RIA to be gender-proofed.	RIA	By 2017
4.16	Gender balance on membership	Members of assessment panels will receive unconscious-bias training ahead of assessment meetings.	RIA	From 2017
		There will be a target that the final candidates for election to membership of the RIA will be comprised of minimum 40% female and 40% male candidates.		2018-2021
4.17	To recognise excellence in both genders.	The Academy should work towards gender balance in the number of gold medal nominations assessed over three-year periods.	RIA	From 2020

Union of Students in Ireland

The Union of Students in Ireland (USI) represents the students of 27 HEIs in the Republic of Ireland, as well as 10 in Northern Ireland (in partnership with the British National Union of Students). The president of USI sits on the board of the HEA and USI is represented on the board of the National Forum for Teaching and Learning.

Six (12%) of the 48 presidents of USI since its foundation in 1959 have been women. In most recent years, there has been perfect gender balance at presidential level, with two women and two men holding the position in the period 2013–2016.[256] The ordinary presidential term of office is one year, though office holders may be re-elected for a further term.

The wider undergraduate student population is comprised of 50% women and 50% men, and at postgraduate level there are slightly more women (54%) than men (46%).[257] However, most of the country's student unions' sabbatical officers tend to be young, white and male. This is even the case in institutions where the student population is predominantly female. In the academic year 2015/16, 8 (30%) of the 27 member student unions had a female president. This figure was an increase on previous years.

Efforts are being made to improve participation rates.

Women for Elections, in partnership with USI and pilot HEIs, has developed the INFORM programme with the aim of increasing gender equality among student leadership. The project was first introduced in 2013/14, and was expanded to a total of six HEIs in 2014/15. The project aims to:

▶ Raise awareness about opportunities for young women to participate in decision-making at university;

▶ Create an environment that encourages and supports young women to contest leadership positions;

▶ Support young female leaders in realising their leadership ambitions at their HEI;

▶ Provide a platform for young women to develop and imagine their future leadership potential.[258]

	OBJECTIVE	RECOMMENDATION	LEAD STAKEHOLDER	TIMELINE/KPIS
4.18	Gender balance among student representatives.	Develop policies and procedures to ensure gender balance among elected student representatives	USI	From 2017
4.19	Gender-proof notions of excellence in teaching.	Develop gender-aware practices and processes for assessing excellence in the Teaching Hero awards.[259]	USI	From 2018

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256   The most recently elected president will take office in July 2016.
257   This is a three-year average (2013–2015; source: HEA data).
258   http://www.womenforelection.ie/our-programmes/third-level-program [accessed 19 February 2016].
259   The Expert Group acknowledge that nominations in 2014 were gender-balanced.

IMPLEMENTATION PLAN MEASURING AND MONITORING PROGRESS
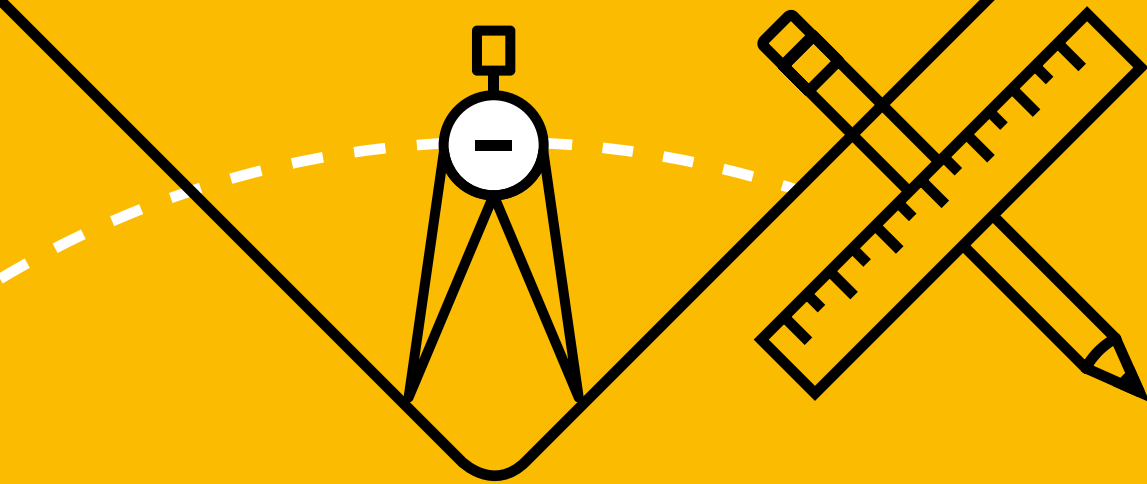
" It is positive that the HEA is carrying out this survey, but vital that the HEA follows up with implementation and monitoring of affirmative measures to address gender inequality in Irish higher education – it has to be about real change and not just window-dressing.

RESPONDENT TO THE NATIONAL ONLINE SURVEY, 2016

(FEMALE, NON-ACADEMIC/SUPPORT, FULL-TIME, PERMANENT/MULTI-ANNUAL)

Implementation Plan – measuring and monitoring progress

The Expert Group's recommendations provide an informed and considered basis for a collective, participatory, national approach to attaining gender equality in Irish higher education, but the achievement of true gender equality in Irish HEIs requires systematic positive action from all stakeholders.

It is expected that the HEA will liaise with the DES, the HEIs, research funding agencies and other key stakeholders to develop a detailed implementation plan. This plan will include a robust system of follow up evaluation and performance monitoring linked to funding through the HEA's strategic dialogue process.[260]

A robust system of measuring and monitoring would include:

▶ An annual review of HEI progress on gender equality, including:

- Submission to the HEA, and annual publication, of institutional 'staff data returns' and 'governance and management structures' by gender;

- Updates on the status of Irish HEIs application to and success in Athena SWAN;

- Regular meetings of the national committee of HEI vice-presidents for equality.

▶ The Strategic Dialogue process, including:

- Development of a Key System Objective for gender equality in the Higher Education System Performance Framework, including high level indicators and monitoring indicators;

- The development of agreed targets and indicators of success for inclusion in the HEI compacts with the HEA.

▶ Full review at the end of three years:

- As part of the Strategic Dialogue process, HEIs will be at risk of funding being withheld, if they are not addressing gender inequality sufficiently;

- Review of HEI Athena SWAN status;

- Research-funding agencies to consider linking Athena SWAN status to funding;

- Reconvening the Expert Group to assess progress;

- National Online Gender Equality Survey repeated;

- Publication of review results;

▶ Full review every three years thereafter.

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260   The higher education Performance Funding provides incentives for HEIs to improve overall performance in accordance with their own strategies and is allocated based on performance against agreed targets and indicators of success as proposed by the HEIs.

APPENDIX A:
SUMMARY OF GOVERNANCE & MANAGEMENT STRUCTURES DATA

Appendix A: Summary of governance & management structures data

[Source: Higher Education Institution Staff Profiles By Gender http://www.hea.ie/en/publications/2016]

A.1 Higher Educational Institutional Staff Profiles by Gender

TABLE 1: University Governing Authority/Body by Gender

UNIVERSITY GOVERNING AUTHORITY/BODY BY GENDER				
HEI	FEMALE	MALE	TOTAL	% FEMALE
Maynooth University	14	15	29	48%
Trinity College Dublin	13	14	27	48%
Dublin City University	13	17	30	43%
National University of Ireland, Galway	17	23	40	43%
University College Cork	16	23	39	41%
University College Dublin	12	28	40	30%
University of Limerick	3	12	15	20%

TABLE 2: Colleges Governing Authority/Body by Gender

COLLEGES GOVERNING AUTHORITY/BODY BY GENDER				
HEI	FEMALE	MALE	TOTAL	% FEMALE
Mater Dei Institute of Education	6	8	14	43%
St Angela's College, Sligo	6	8	14	43%
National College of Art & Design	5	7	12	42%
St Patrick's College, Drumcondra	10	15	25	40%
Mary Immaculate College	7	13	20	35%

TABLE 3: IoTs Governing Authority/Body by Gender

IOT GOVERNING AUTHORITY/BODY BY GENDER				
HEI	FEMALE	MALE	TOTAL	% FEMALE
Dundalk Institute of Technology	10	7	17	59%
Institute of Technology, Carlow	11	8	19	58%
Institute of Technology, Blanchardstown	10	9	19	53%
Dún Laoghaire Institute of Art, Design and Technology	8	9	17	47%
Dublin Institute of Technology	9	11	20	45%
Institute of Technology Tralee	8	10	18	44%
Institute of Technology, Sligo	8	11	19	42%
Waterford Institute of Technology	8	12	20	40%
Galway-Mayo Institute of Technology	7	11	18	39%
Limerick Institute of Technology	7	11	18	39%
Institute of Technology, Tallaght	7	11	18	39%
Athlone Institute of Technology	7	12	19	37%
Cork Institute of Technology	7	12	19	37%
Letterkenny Institute of Technology	7	12	19	37%

A.2 Academic Council

TABLE 4: University Academic Council by Gender

UNIVERSITY ACADEMIC COUNCIL BY GENDER				
HEI	FEMALE	MALE	TOTAL	% FEMALE
Trinity College Dublin	17	15	32	53%
University of Limerick	20	33	53	38%
Maynooth University	26	46	72	36%
Dublin City University	35	66	101	35%
University College Dublin	107	237	344	31%
University College Cork	55	150	205	27%
National University of Ireland, Galway	32	128	160	20%

TABLE 5: Colleges Academic Council by Gender

COLLEGES ACADEMIC COUNCIL BY GENDER				
HEI	FEMALE	MALE	TOTAL	% FEMALE
St Angela's College, Sligo	7	3	10	70%
St Patrick's College, Drumcondra	85	40	125	68%
National College of Art & Design	12	10	22	55%
Mater Dei Institute of Education	19	22	41	46%
Mary Immaculate College	15	24	39	38%

TABLE 6: IoTs Academic Council by Gender

IOT ACADEMIC COUNCIL BY GENDER				
HEI	FEMALE	MALE	TOTAL	% FEMALE
Dún Laoghaire Institute of Art, Design and Technology	9	5	14	64%
Institute of Technology, Carlow	20	23	43	47%
Waterford Institute of Technology	17	21	38	45%
Letterkenny Institute of Technology	17	22	39	44%
Dundalk Institute of Technology	22	30	52	42%
Limerick Institute of Technology	15	21	36	42%
Athlone Institute of Technology	11	18	29	38%
Institute of Technology, Sligo	16	27	43	37%
Institute of Technology, Blanchardstown	11	19	30	37%
Galway-Mayo Institute of Technology	16	29	45	36%
Institute of Technology Tralee	12	22	34	35%
Institute of Technology, Tallaght	10	20	30	33%
Dublin Institute of Technology	27	62	89	30%
Cork Institute of Technology	31	72	103	30%

A.3 Executive Management

TABLE 7: University Executive Management by Gender

UNIVERSITY EXECUTIVE MANAGEMENT BY GENDER				
HEI	FEMALE	MALE	TOTAL	% FEMALE
Trinity College Dublin	6	7	13	46%
Dublin City University	10	13	23	43%
University College Dublin	4	8	12	33%
Maynooth University	3	8	11	27%
University College Cork	3	9	12	25%
National University of Ireland, Galway	2	6	8	25%
University of Limerick	2	7	9	22%

TABLE 8: Colleges Executive Management by Gender

COLLEGES EXECUTIVE MANAGEMENT BY GENDER				
HEI	FEMALE	MALE	TOTAL	% FEMALE
St Angela's College, Sligo	4	3	7	57%
National College of Art & Design	4	6	10	40%
Mater Dei Institute of Education	1	3	4	25%
St Patrick's College, Drumcondra	2	7	9	22%
Mary Immaculate College	1	6	7	14%

TABLE 9: IoTs Executive Management by Gender

IOT EXECUTIVE MANAGEMENT BY GENDER				
HEI	FEMALE	MALE	TOTAL	% FEMALE
Institute of Technology, Blanchardstown	9	8	17	53%
Dundalk Institute of Technology	4	4	8	50%
Dún Laoghaire Institute of Art, Design and Technology	2	3	5	40%
Institute of Technology, Carlow	3	6	9	33%
Limerick Institute of Technology	3	6	9	33%
Institute of Technology, Tallaght	2	5	7	29%
Galway-Mayo Institute of Technology	2	6	8	25%
Institute of Technology Tralee	1	6	7	14%
Cork Institute of Technology	1	7	8	13%
Letterkenny Institute of Technology	1	7	8	13%
Institute of Technology, Sligo	1	7	8	13%
Waterford Institute of Technology	1	9	10	10%
Athlone Institute of Technology	0	9	9	0%
Dublin Institute of Technology	0	10	10	0%

APPENDIX B:
NATIONAL ONLINE SURVEY

Appendix B: National online survey

HEA National Review of Gender Equality in Irish Higher Education Institutions:

Analysis of the national online survey data

In order to support public stakeholder-engagement, a national online survey on gender equality in Irish higher education was conducted as part of this review of gender equality The survey was designed as an instrument to gain insight into the views of staff and of the wider public on gender equality in the Irish higher education sector. Advertisements publicising the survey were placed in *The Irish Times* and *The Irish Independent* on 19, 20 and 22 December, and a web-link to the survey was circulated to all staff in all HEA-funded higher education institutions (HEIs) by their presidents. The survey was launched on 18 December 2015 and it closed on 18 January 2016. The survey questions are included at the conclusion of the analysis.

B.1 Respondent profile

Response rate

In the 2013/14 academic-year, there were 23,176 staff in HEA-funded HEIs. The survey received 4,835 responses and 89.7% of these respondents (4,337) indicated that they were, or had been, affiliated to an HEI. The response rate to individual questions varied and so this is indicated throughout this analysis along with the relevant question numbers.

By gender

Of the 4,835 respondents, 68% were female (3,271) and 32% were male (1,564), as illustrated in Figure 1A below. However in answer to the question about the gender with which respondents identify (to which there were 4,816 responses), 67.4% (3,246) of respondents indicated that they identify as female, 32.1% (1,547) indicated that they identify as male, and 0.5% (23) indicated that they identify with an Other gender, as shown in Figure 1B. The results of the survey are presented by all three categories of gender-identification but, given the small sample-size of the 'other' category, caution should be used when interpreting the results pertaining to this demographic.

FIGURE 1A: Legal sex of survey respondents

FIGURE 1B: Gender-identity of survey respondents

What is your legal sex? (Q1)

32%
68%

● Female ● Male

Base: 4,835

With what gender do you identify? (Q2)

0.5%
32.1%
67.4%

● Female ● Male ● Other

Base: 4,816
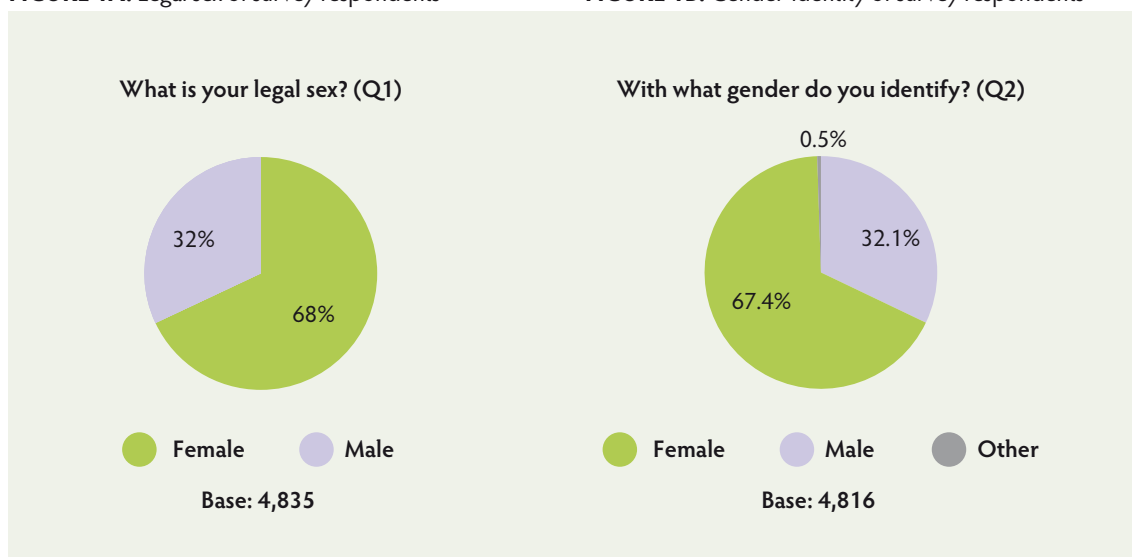
By higher education institution

The greatest proportion of survey respondents were from the university sector (60%), followed by those from the institutes of technology (33%) and colleges (6%) and then by a small number from other institutions (1%), as illustrated in Figure 2 below.

FIGURE 2: Sectoral affiliation of respondents

Higher education institution in respect of which you are completing this survey (Q6)

6% 1%

33%

60%

● Universities   ● Institutes of Technology   ● Colleges   ● Other

Base: 4,165
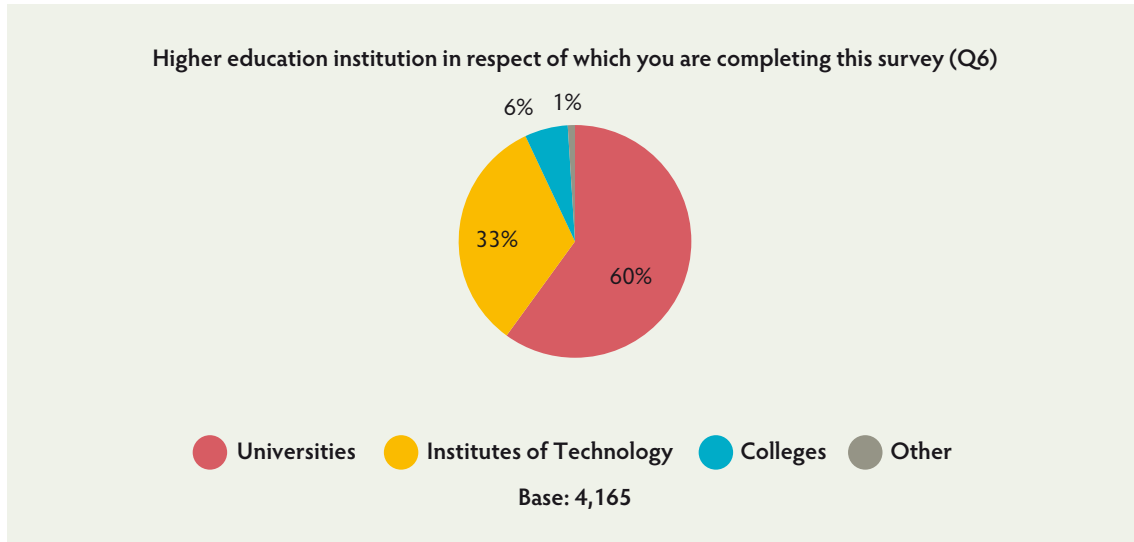
The institutional affiliation of the respondents is listed in Table 1. The HEIs have been listed from largest to smallest number of respondents to the survey. The total staffing of each institution is also shown.

TABLE 1: The institutional affiliation of respondents relative to the total staffing of each institution.[261]

PLEASE SELECT THE HIGHER EDUCATION INSTITUTION IN RESPECT OF WHICH YOU ARE COMPLETING THIS SURVEY (Q6)				
HIGHER EDUCATION INSTITUTION	PERCENTAGE OF TOTAL RESPONSES TO Q6	NO. OF RESPONDENTS TO Q6	TOTAL STAFF NUMBERS (2013/14)	RESPONDENTS AS % OF TOTAL STAFF NUMBERS
Trinity College Dublin	11.8%	500	2,844	18%
National University of Ireland, Galway	11.5%	489	1,937	25%
University College Dublin	7.5%	317	3,045	10%
University College Cork	8.5%	361	2,401	15%
University of Limerick	8.4%	356	1,403	25%
Maynooth University	5.8%	245	848	29%
Dublin City University	5.8%	244	1,220	20%
Dublin Institute of Technology	4.5%	191	1,762	11%
Cork Institute of Technology	4.0%	170	974	17%
Galway–Mayo Institute of Technology	3.8%	163	647	25%
Athlone Institute of Technology	3.2%	135	520	26%
Limerick Institute of Technology	2.9%	125	606	21%
Dundalk Institute of Technology	2.9%	122	499	24%
Institute of Technology, Carlow	2.8%	119	383	31%
Waterford Institute of Technology	2.5%	105	904	12%
Institute of Technology, Tallaght	1.9%	82	353	23%
Mary Immaculate College	1.7%	70	257	27%
Other (please specify)	1.8%	75	N/A	N/A
Dún Laoghaire Institute of Art, Design and Technology	1.6%	66	203	33%
St Patrick's College, Drumcondra	1.4%	60	212	28%
Institute of Technology, Tralee	1.2%	49	324	15%
Institute of Technology, Sligo	1.0%	44	450	10%
Letterkenny Institute of Technology	1.0%	44	341	13%
National College of Art and Design	0.8%	33	136	24%
Other	0.8%	33	N/A	N/A
St Angela's College	0.5%	22	102	22%
Mater Dei Institute of Education	0.3%	14	42	33%
Institute of Technology, Blanchardstown	0.1%	6	231	3%
TOTAL	**100%**	**4,240**	**22,641**	

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261 Respondents to Q6 could indicate that they are or were affiliated to an 'other' institution (selecting 'other') or could specify the institution to which they are or were affiliated (by selecting 'other' (please specify). The total staff numbers for the sector shown in Table 1 (22,641) do not include the staff of RCSI (535).

By contractual basis of employment

The majority of respondents indicated that they were employed full-time (86%), with 68% of respondents employed on a permanent or multi-annual basis and 19% on a fixed-term contract, as illustrated in Table 2.

TABLE 2: Number and percentage of respondents by contractual basis of employment (Q8) and gender (Q2)

	MALE		FEMALE		OTHER		TOTAL	
	N°	%	N°	%	N°	%	N°	%
Full-time permanent/ multi-annual	1011	75%	1754	64%	12	75%	2777	68%
Part-time permanent/ multi-annual	33	2%	152	6%	0	0%	185	5%
Full-time fixed-term contract	215	16%	541	20%	3	19%	759	19%
Part-time fixed-term contract	33	2%	150	5%	0	0%	183	4%
Hourly paid	26	2%	61	2%	0	0%	87	2%
Other (please specify)	25	2%	83	3%	1	6%	109	3%
Total	**1343**	**100%**	**2741**	**100%**	**16**	**100%**	**4100**	**100%**

By staff-category

Half of the respondents classified themselves as 'academic' staff (50%), while 27% identified as 'non-academic/support', 9% identified as 'researchers', and 7% indicated that they work in 'Management (e.g. Heads of Department, Head of School/ Division, Dean or equivalent), 5% identified themselves as technical staff, and 2% categorised themselves as 'other'. As shown in Table 3, the majority of respondents in each category were female, with the exception of the 'technical staff' category.

TABLE 3: Number and percentage of respondents by staff category (Q9) and gender (Q2)

	MALE		FEMALE		OTHER		TOTAL	
	N°	%	N°	%	N°	%	N°	%
Academic	764	57%	1,277	47%	9	56%	2,050	50%
Non-academic/ support staff	189	14%	895	33%	3	19%	1,087	27%
Research	112	8%	258	9%	1	6%	371	9%
Management (e.g. Head of Department; Head of School/Division; Dean or equivalent)	135	10%	151	6%	1	6%	287	7%
Technical staff	127	9%	95	3%	0	0%	222	5%
Other (please specify)	14	1%	55	2%	2	13%	71	2%
None	1	0%	7	0%	0	0%	8	0%
Retired	1	0%	3	0%	0	0%	4	0%
Total	**1,343**	**100%**	**2,741**	**100%**	**16**	**100%**	**4,100**	**100%**

By area of work

4,017 respondents indicated the area in which they worked. Of these, 22% indicated that they were employed within 'administration and support services'.

Of the respondents who indicated that they work within a disciplinary area, the greatest number were aligned to the 'arts and humanities' (14%), followed by the 'natural sciences, mathematics and statistics' (11%) and education (11%) as shown in Figure 3.

FIGURE 3: Respondents' area of work

In which area do / did you work? (Q11)
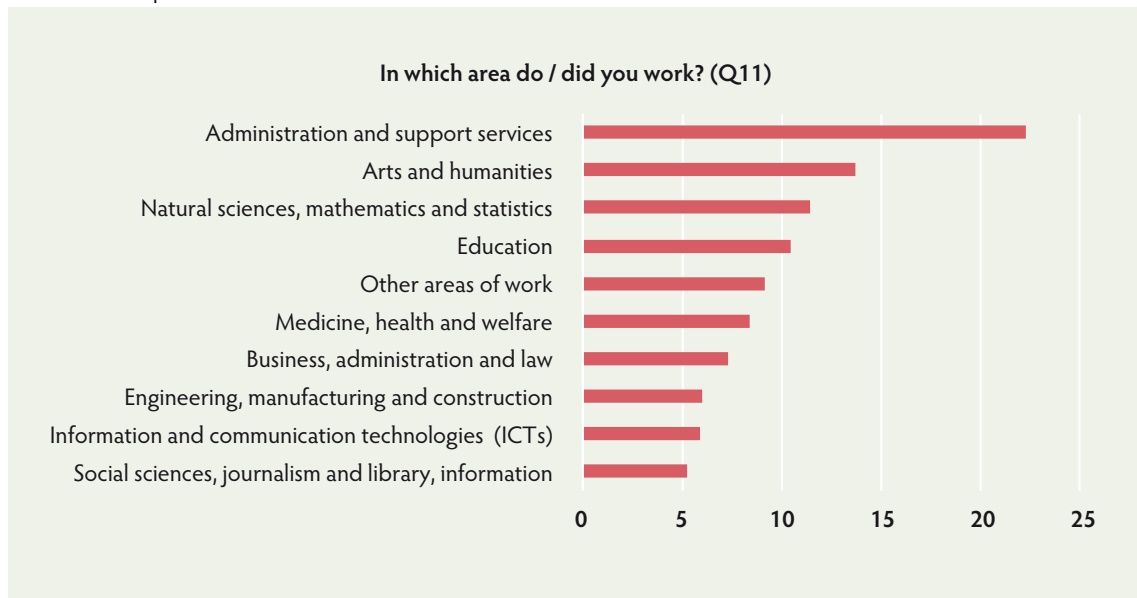
B.2 Survey findings

Perceptions of gender inequality in Irish higher education

The majority of respondents indicated that they thought that there was gender inequality in Irish higher education (56%).

FIGURE 4: Perception of gender inequality in Irish higher education

Do you think that there is gender inequality in Irish Higher Education? (Q3)

yes undecided no

Base: 4,608
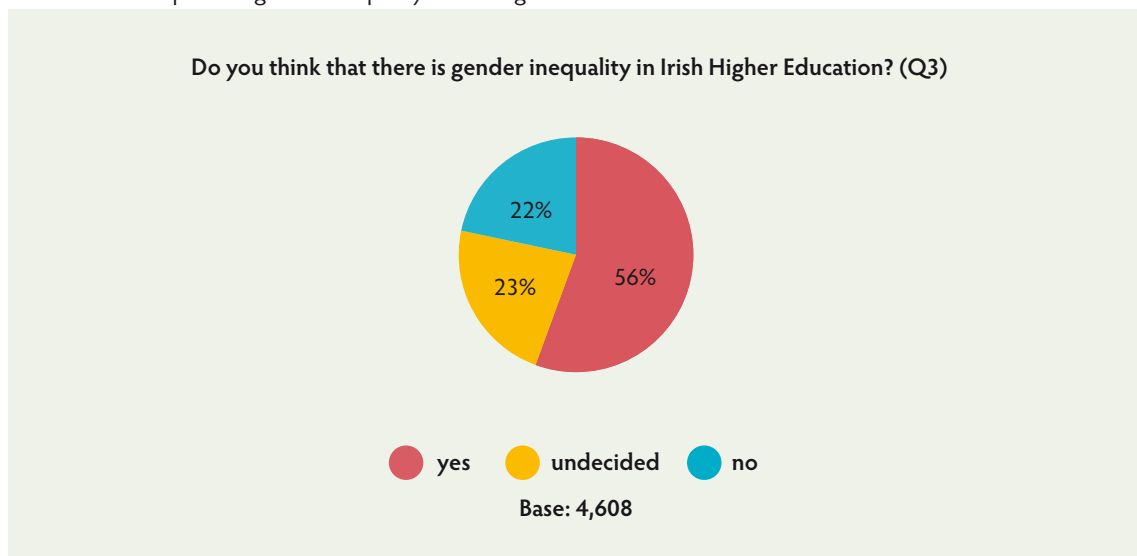
By gender

The majority of female respondents (64%) thought there was gender inequality in Irish higher education, with 22% undecided and a minority of 14% who thought that there was no gender inequality. Of male respondents, 38% indicated that there was gender inequality in Irish higher education, 24% were undecided, and 37% thought that there was no gender inequality in Irish higher education. The majority of those who identify as an 'other' gender indicated that gender inequality was present (59.1%).

FIGURE 5: Perceptions of gender inequality in Irish higher education, by gender

Do you think that there is gender inequality in Irish Higher Education? (Q3)

	yes	undecided	no
%	64%	22%	14%
%	38%	24%	37%
%	59%	18%	23%

Base: 4,595

By contract

When the responses to Q3 (Do you think that there is gender inequality in Irish higher education?) were analysed by contractual basis, there was no evidence of significant variation in perceptions of gender inequality. Across all contract categories, the majority of respondents perceived there to be gender inequality.

By staff category

As Figure 6 shows, the majority of staff in all categories, except technical staff, perceived gender inequality in Irish higher education.[262] Only four respondents categorised themselves as 'retired', and only eight as 'none' which means that the percentages shown for these categories are based on very small numbers and should be interpreted with caution.

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262   Of note is that the majority of the respondents in the 'technical staff' category were male (57%, Table 3).

FIGURE 6: Perceptions of gender inequality in Irish higher education by staff-category

Do you think that there is gender inequality in Irish Higher Education (Q3) by staff category (Q11)

Staff category	yes	undecided	no
None	75%	13%	13%
Other (please specify)	63%	25%	11%
Academic	62%	18%	20%
Research	55%	25%	20%
Non-academic/support staff	55%	27%	19%
Management (e.g. Head of Department; Head of School /	55%	16%	29%
Technical staff	32%	29%	40%
Retired	25%	50%	25%

Base: 4,108
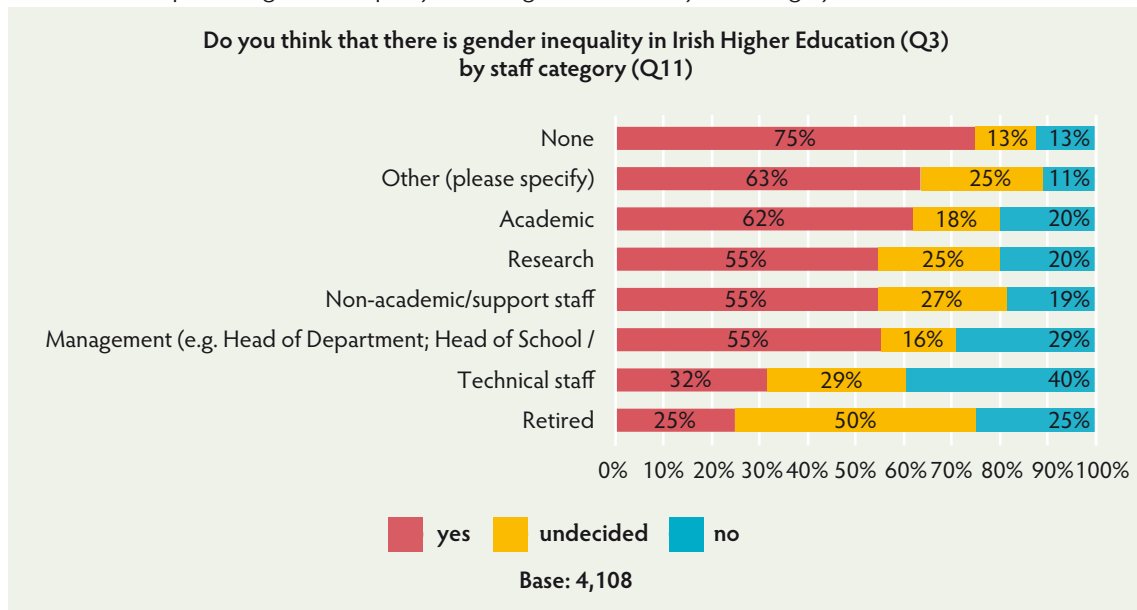
By area of work

As illustrated in Figure 7, respondents in most disciplines perceived gender inequality in Irish higher education. [263] However, less than half of the respondents in the areas of 'engineering, manufacturing and construction', 'hospitality, travel, tourism, transport and leisure' and 'information and communication technologies' thought that there was gender inequality and therefore were more divided in their views.[264]

FIGURE 7: Perceptions of gender inequality in Irish higher education by discipline

Do you think that there is gender inequality in Irish Higher Education (Q3) by area of work (Q11)

Area of work	yes	undecided	no
Social sciences, journalism and library, information and	73%	20%	
Arts and humanities	71%	13%	16%
Medicine, health and welfare	63%	21%	15%
Business, administration and law	61%	16%	23%
Natural sciences, mathematics and statistics	57%	21%	22%
Education	56%	22%	23%
Agriculture, forestry, fisheries and veterinary	54%	29%	17%
Engineering, manufacturing and construction	48%	22%	30%
Hospitality, travel, tourism, transport and leisure	38%	29%	33%
Information and communication technologies (ICTs)	37%	29%	33%

Base: 2,830

By institution

While the response-rate varied greatly across the HEIs, the majority of respondents from most HEIs reported that gender inequality is an issue in Irish higher education.

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263 Only one respondent indicated 'security services, military and defence' as their area of work and so they are not included in the figure.

264 Of note is that the majority of respondents in the areas of 'engineering, manufacturing and construction', and 'information and communication technologies' 'technical staff' category were male. There was only a small number of respondents from the area of 'hospitality, travel, tourism, transport and leisure' but the majority of these were women.

Figure 8 shows the percentage response from the institutions in which more than one hundred staff members responded to Q3 (Do you think that there is gender inequality in Irish higher education?). These institutions are ranked from the highest to the lowest percentage of respondents who indicated that there is gender inequality in Irish higher education.

FIGURE 8: Perceptions of gender inequality in Irish higher education by institution (in which more than the 100 staff members responded to Q3)

Do you think that there is a gender inequality issue in Irish Higher Education? (Q3) by HEI

Institution	yes	undecided	no
National University of Ireland, Galway	72%	16%	12%
University College Cork	71%	15%	14%
University College Dublin	70%	16%	15%
Dublin City University	64%	18%	18%
Trinity College Dublin	60%	24%	17%
Maynooth University	58%	23%	19%
Dublin Institute of Technology	56%	19%	26%
Athlone Institute of Technology	56%	17%	27%
University of Limerick	51%	24%	25%
Cork Institute of Technology	49%	20%	31%
Waterford Institute of Technology	49%	20%	31%
Galway-Mayo Institute of Technology	43%	31%	26%
Dundalk Institute of Technology	43%	26%	30%
Limerick Institute of Technology	37%	27%	36%
Institute of Technology, Carlow	28%	33%	40%

Figure 9 shows the percentage response from the institutions in which less than one hundred staff members responded to Q3 (Do you think that there is gender inequality in Irish higher education?). These institutions are ranked from the highest to the lowest percentage of respondents who indicated that there is gender inequality in Irish higher education. Given the small number of respondents from these institutions, these results should be interpreted with caution.

FIGURE 9: Perceptions of gender inequality in Irish higher education by institution (detailing the 12 institutions from which there were fewer than 100 respondents to Q3)

Do you think that there is a gender inequality issue in Irish Higher Education? (Q3) by HEI

Institution	yes	undecided	no
Institute of Technology, Blanchardstown	67%	33%	0%
St. Patrick's College, Drumcondra	62%	28%	10%
National College of Art and Design	61%	33%	6%
Other	61%	36%	3%
St. Angela's College	55%	18%	27%
Mary Immaculate College	54%	27%	19%
Institute of Art, Design and Technology, Dun Laoghaire	45%	27%	27%
Institute of Technology, Tallaght	44%	21%	35%
Institute of Technology, Sligo	43%	23%	34%
Mater Dei Institute of Education	43%	36%	21%
Letterkenny Institute of Technology	41%	27%	32%
Institute of Technology, Tralee	31%	29%	41%

Base: 4,595

Perceived causes of gender inequality

Of those respondents who answered yes to Q3 (Do you think that there is gender inequality in Irish higher education?), 91% elected to elaborate on their answer, indicating the areas which they think are the most problematic in this regard.

▶   The majority of these respondents identified promotion and career progression, and the dominance of men (and under-representation of women) in middle and senior management positions as the most problematic.

▶   Respondents identified aspects of the organisational culture such as 'residual sexist attitudes rife throughout the system', 'on-going sexist behaviour and attitudes', a pervasive 'macho misogynistic culture […] often masked by the success of a small number of very accomplished women', an 'embedded alpha-male culture', and 'the old boys' network' as problematic.

▶   The challenges of combining an academic career with caring responsibilities were highlighted, with the acknowledgement that 'expectations that senior staff members should work above and beyond recommended hours without having childcare or other caring responsibilities' militate against the progression of women. Respondents referred to 'a sense of taboo around wanting to have a family and go on maternity leave' and to this being 'usually only possible by sacrificing [one's] career'. One respondent observed that 'the demands on academic staff are outrageous, with encroachment on weekends and nights [...] de rigueur', and that such demands are 'anti-family', and women are disproportionately affected by these demands.

Perceived gender-discrimination against men

A small number of male respondents (approximately 30 men; less than 1% of the total sample, but of whom almost one-third came from the IoTs), indicated that they have observed gender discrimination against men. For example, against men in areas of work that are traditionally female dominated.

Satisfaction with the approach taken by the Irish higher education institution to address gender inequality

Figure 10 shows respondents' satisfaction with their institution's approach to addressing gender inequality. Overall 39% were 'very satisfied' or 'somewhat satisfied'; 30% were 'neither satisfied nor dissatisfied'; and 31% were 'somewhat dissatisfied' or 'very dissatisfied'.

FIGURE 10: Respondents' satisfaction with their institution's approach to addressing gender inequality

How satisfied are/were you with your higher education institution's approach to addressing gender inequality? (Q7)

- Very satisfied: 16%
- Somewhat satisfied: 23%
- Neither satisfied nor dissatisfied: 30%
- Somewhat dissatisfied: 17%
- Very dissatisfied: 14%

Base: 4,165
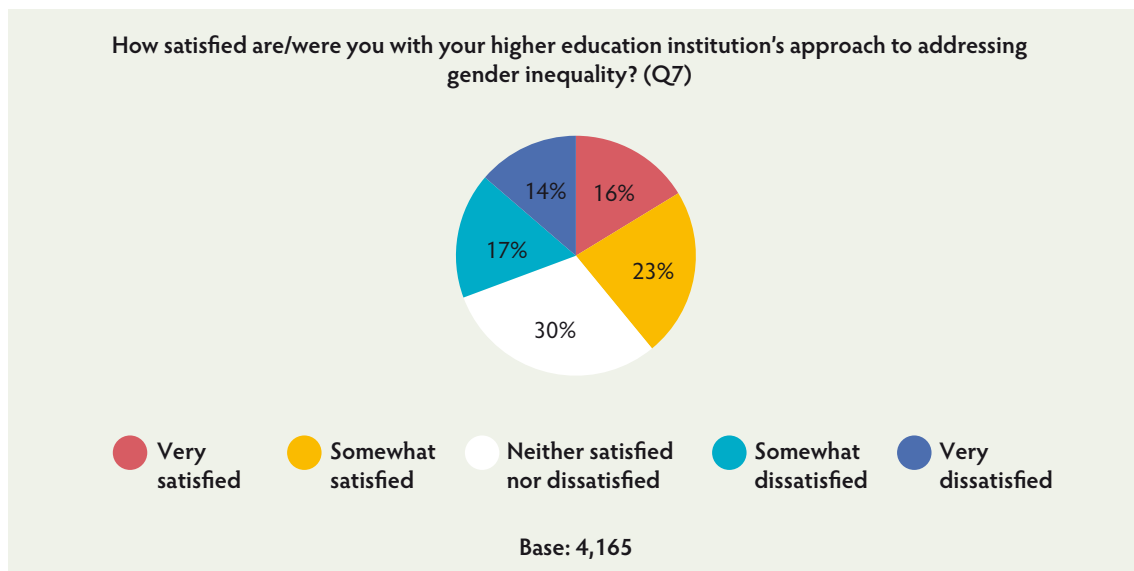
By gender

There is a considerable gender difference in the level of satisfaction with the approach taken by the respondents' HEIs in addressing gender inequality. As shown in Figure 11, 37% of women indicated that they were 'somewhat dissatisfied' or 'very dissatisfied' with their institution's approach, in comparison with only 19% of men who felt the same. The majority of men (52%) were 'very satisfied' or 'somewhat satisfied' with their institution's approach to addressing gender inequality, which is in keeping with the observation that overall fewer men than women thought that there was gender inequality in HEIs.

FIGURE 11: Gender breakdown of respondents' satisfaction with their institution's approach to addressing gender inequality

How satisfied are/were you with your higher education institution's approach to addressing gender inequality (Q7) by gender

	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied
Female	11%	22%	31%	20%	17%
Male	28%	24%	30%	11%	8%
Other	19%	19%	25%	13%	25%

Base: 4,157
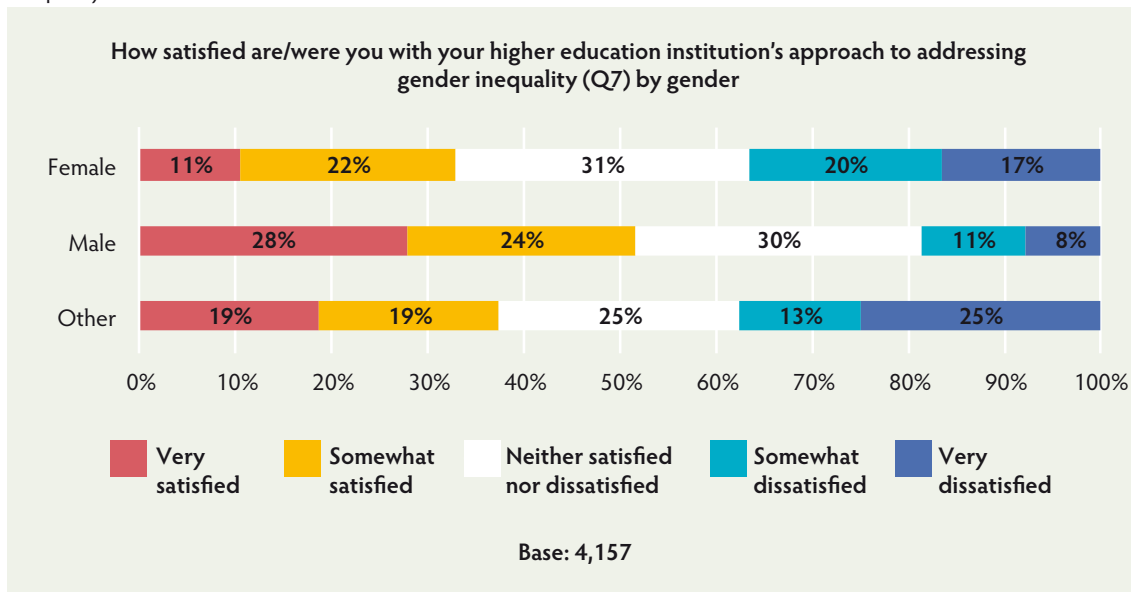
Critical areas for improvement

Questions 13–16 of the survey gave respondents an opportunity to detail the areas which they perceive to represent the greatest challenge in addressing gender inequality in Irish higher education, and to highlight examples of good practice that they had encountered. Lists of options were presented to respondents, from which they could pick any number.

Supporting and advancing careers

The critical areas for improvement in 'supporting and advancing careers' are listed in Table 4 below, ranked from highest to lowest according to the number of times they were selected across all respondents. Table 4 also indicates the number of respondents of each gender who selected each area for improvement, and indicates the percentage this represents of the total number of male, female and other respondents.

TABLE 4: Areas for improvement in 'supporting and advancing careers' identified by respondents as of critical importance to addressing gender inequality

| ANSWER OPTIONS | CRITICAL AREAS FOR IMPROVEMENT: SUPPORTING AND ADVANCING CAREERS. PLEASE INDICATE THE AREAS WHICH YOU THINK ARE OF CRITICAL IMPORTANCE IN ADDRESSING GENDER INEQUALITY IN IRISH HIGHER EDUCATION (Q13) BY GENDER (Q2) | | | | | | | | |
| | MALE RESPONDENTS: 1227 | | FEMALE RESPONDENTS: 2599 | | 'OTHER' RESPONDENTS: 15 | | ALL RESPONDENTS: 3841 | | |
	NO. OF TIMES SELECTED	AS A % OF THE MALE RESPONDENTS	NO. OF TIMES SELECTED	AS A % OF FEMALE RESPONDENTS	NO. OF TIMES SELECTED	AS A % OF 'OTHER ' RESPONDENTS	NO. OF TIMES SELECTED	AS A % OF ALL RESPONDENTS	% DIFF F-M
Promotion/progression	598	49%	1,962	75%	6	40%	2,566	67%	27%
Flexible working	561	46%	1,489	57%	7	47%	2,057	54%	12%
Career development opportunities	424	35%	1,569	60%	4	27%	1,997	52%	26%
Transparent procedures/processes	485	40%	1,460	56%	4	27%	1,949	51%	17%
Childcare/carers' provision and supports	587	48%	1,317	51%	7	47%	1,911	50%	3%
Number of senior posts available	447	36%	1,407	54%	6	40%	1,860	48%	18%
Recruitment process	487	40%	1,162	45%	4	27%	1,653	43%	5%
Criteria used in promotion/progression	363	30%	1,284	49%	4	27%	1,651	43%	20%
Composition of selection committees	408	33%	1,222	47%	3	20%	1,633	43%	14%
Career breaks/ sabbaticals	383	31%	979	38%	6	40%	1,368	36%	6%
Mentoring schemes	281	23%	982	38%	2	13%	1,265	33%	15%
Easily accessible information about maternity leave/ entitlements	268	22%	689	27%	3	20%	960	25%	5%
Formal networking opportunities	131	11%	712	27%	3	20%	846	22%	17%
Staff induction	171	14%	475	18%	2	13%	648	17%	4%
Advertisements for vacancies	159	13%	384	15%	2	13%	545	14%	2%
Sponsorship programmes/ relationships	72	6%	311	12%	2	13%	385	10%	6%
None	129	11%	59	2%	2	13%	190	5%	-8%
Other (please specify)	59	5%	82	3%	4	27%	145	4%	-2%

▶ From the list of 16 areas (as presented in Table 4 above), the following five were highlighted by at least half of the respondents as of critical importance to addressing gender inequality in Irish higher education:

- Promotion/progression (67%);
- Flexible working (54%);
- Career development opportunities (52%);
- Transparent procedures/processes (51%);
- Childcare/carers' provision and supports (50%).

▶ A comparison of the responses of women and men to the question shows that:

- On average women identified seven areas of critical importance to addressing gender inequality, whereas on average men identified only five areas;
- No single area was selected by more than half of the male respondents, but six areas were selected by more than half of the female respondents. (In addition to the top five listed above, the 'number of senior posts available' was also selected);
- At least 20% more female than male respondents identified the following factors as of critical importance:
  – Promotion/progression;
  – Career development opportunities;
  – Criteria used in promotion/progression.
- Between 10–19% more female than male respondents identified the following factors as of critical importance:
  – The number of senior posts available;
  – Transparent procedures/processes;
  – Formal networking opportunities;
  – Mentoring schemes;
  – Composition of selection committees.
- A small number of respondents, 5% of the total respondents (11% male, 2% female, 13% other), selected 'none' indicating that they thought that there were no areas for improvement;
- 'Other' issues raised as being of critical importance to addressing gender inequality included the lack of paternity leave and recognition of paternity.

> **There is no mention here of paternity leave. The concept of 'gender inequality' works both ways. I feel this survey is very narrow its composition and has already presupposed that gender inequality refers only to discrimination against women. This is not the case. I am a male single parent of two children. Gender should have nothing to do with any of this. There is as much inequality within gender groupings as there are between them. I am furious with the preordained emphasis of this survey**
>
> [Male, Management (e.g. head of department; head of school/division; dean or equivalent), part-time fixed-term contract].

Organisational culture and structures

The critical areas for improvement in 'organisational culture and structures' are listed in Table 5 below, ranked from highest to lowest according to the number of times they were selected across all respondents. Table 5 also indicates the number of respondents of each gender who selected each area for improvement, and indicates the percentage this represents of the total number of male, female and other respondents.

TABLE 5: Areas for improvement pertaining to 'organisational culture and structures' identified by respondents as of critical importance to addressing gender inequality

ANSWER OPTIONS	MALE RESPONDENTS: 1,227		FEMALE RESPONDENTS: 2,599		'OTHER' RESPONDENTS: 15		ALL RESPONDENTS: 3,841		
	NO. OF TIMES SELECTED	AS A % OF MALE RESPONDENTS	NO. OF TIMES SELECTED	AS A % OF FEMALE RESPONDENTS	NO. OF TIMES SELECTED	AS A % OF 'OTHER' RESPONDENTS	NO. OF TIMES SELECTED	AS A % OF ALL RESPONDENTS	% DIFF F–M
Gender balance on senior management teams at institutional level	477	39%	1,846	71%	7	47%	2,330	61%	32%
Overall culture	613	50%	1,704	66%	5	33%	2,322	60%	16%
Senior management's leadership on gender equality	451	37%	1,511	58%	4	27%	1,966	51%	21%
Representation of men and women on key committees	403	33%	1,502	58%	3	20%	1,908	50%	25%
Gender profile of heads of school/faculty/department	367	30%	1,524	59%	6	40%	1,897	49%	29%
Elimination of a 'boys' club'	306	25%	1,459	56%	4	27%	1,769	46%	31%
Gender stereotyping	385	31%	1,203	46%	6	40%	1,594	41%	15%
Commitment of line-managers to gender equality	321	26%	1,111	43%	6	40%	1,438	37%	17%
Visibility of women	226	18%	1,110	43%	4	27%	1,340	35%	24%
Equal pay/starting salaries/increments	278	23%	1,058	41%	5	33%	1,341	35%	18%
Availability of women as role models	246	20%	1,025	39%	3	20%	1,274	33%	19%
Facilitative attitudes to maternity leave	307	25%	873	34%	4	27%	1,184	31%	9%
Provision of maternity leave cover	324	26%	830	32%	3	20%	1,157	30%	6%
Workload allocation	227	19%	918	35%	7	47%	1,152	30%	17%

CRITICAL AREAS FOR IMPROVEMENT: ORGANISATIONAL CULTURE AND STRUCTURES. PLEASE INDICATE THE AREAS WHICH YOU THINK ARE OF CRITICAL IMPORTANCE IN ADDRESSING GENDER INEQUALITY IN IRISH HIGHER EDUCATION (Q14) BY GENDER (Q2).								
ANSWER OPTIONS	**MALE RESPONDENTS: 1,227**		**FEMALE RESPONDENTS: 2,599**		**'OTHER' RESPONDENTS: 15**		**ALL RESPONDENTS: 3,841**	
	NO. OF TIMES SELECTED	**AS A % OF MALE RESPONDENTS**	**NO. OF TIMES SELECTED**	**AS A % OF FEMALE RESPONDENTS**	**NO. OF TIMES SELECTED**	**AS A % OF 'OTHER' RESPONDENTS**	**NO. OF TIMES SELECTED**	**AS A % OF ALL RESPONDENTS**	**% DIFF F–M**
Challenging sexist comments or innuendoes	243	20%	850	33%	4	27%	1,097	29%	13%
Naming discriminatory practices	225	18%	737	28%	6	40%	968	25%	10%
HR policies and procedures	221	18%	721	28%	1	7%	943	25%	10%
Gender 'champions' at every level	155	13%	760	29%	3	20%	918	24%	17%
Timing of meetings and social gatherings	177	14%	724	28%	4	27%	905	24%	13%
Inclusion of gender in international ranking schemas	149	12%	697	27%	4	27%	850	22%	15%
Gender staffing targets	158	13%	662	25%	3	20%	823	21%	13%
Inclusion of gender as a key performance indicator	110	9%	564	22%	3	20%	677	18%	13%
Autonomous structures promoting gender equality	122	10%	547	21%	3	20%	672	17%	11%
Gender staffing quotas	97	8%	486	19%	1	7%	584	15%	11%
Gender expertise in the teaching curriculum	88	7%	432	17%	3	20%	523	14%	9%
Research projects on gender	98	8%	395	15%	3	20%	496	13%	7%
None	146	12%	71	3%	3	20%	220	6%	-9%
Other (please specify)	59	5%	49	2%	5	33%	113	3%	-3%

▶ From the list of 26 areas (as presented in Table 5 above), four were highlighted by at least half of the sample as of critical importance to addressing gender inequality in Irish higher education:

  • Gender balance on senior management teams at institutional level (61%);

  • Overall culture (61%);

  • Senior management's leadership on gender equality (51%);

  • Representation of men and women on key committees (50%).

▶ A comparison of the responses of women and men to the question shows that:

  • On average women identified 10 areas as of critical importance to addressing gender inequality whereas, on average, male respondents identified only six areas;

  • Only one area ('overall culture') was selected by half the male respondents as of critical importance, whereas six areas were selected by more than half of the female respondents. (In addition to the top four listed above, 'gender profile of heads of school/faculty/department' and 'elimination of a "boys' club"' were also selected);

  • At least 20% more female than male respondents identified the following factors as of critical importance:

    – Gender balance on senior management teams at institutional level;

    – Elimination of a "boys' club";

    – Gender profile of heads of school/faculty/department;

    – Representation of men and women on key committees;

    – Visibility of women;

    – Senior management's leadership on gender equality.

  • Between 10–19% more female than male respondents identified the following factors as of critical importance:

    – Availability of women as role models;

    – Equal pay/starting salaries/increments;

    – Commitment of line-managers to gender equality;

    – Workload allocation;

    – Gender 'champions' at every level;

    – Overall culture;

    – Gender stereotyping;

    – Inclusion of gender in international ranking schemas;

    – Timing of meetings and social gatherings;

    – Inclusion of gender as a key performance indicator;

    – Gender staffing targets;

    – Autonomous structures promoting gender equality;

    – Gender staffing quotas;

    – HR policies and procedures;

    – Naming discriminatory practices.

  • A small number of respondents, 6% of the total respondents (12% male, 3% female, 20% other), selected 'none' indicating that they thought that there were no areas for improvement;

In the additional comments made, respondents emphasised the imperative for the caring responsibilities of both men and women to be supported, and for greater regard to be shown for the work–life balance of staff in higher education institutions.

Examples of good practice

Supporting and advancing careers

The areas in which good practice in supporting gender equality has been experienced by respondents in relation to 'supporting and advancing careers' are listed in Table 6 below, ranked from highest to lowest according to the number of times they were selected across all respondents. Table 6 also shows the number of respondents of each gender who selected each area as an example of good practice, and indicates the percentage this represents of the total number of male, female and other respondents.

TABLE 6: Areas in which good practice has been experienced by respondents in relation to 'supporting and advancing careers'

EXAMPLES OF GOOD PRACTICE IN 'SUPPORTING AND ADVANCING CAREERS'. PLEASE INDICATE THE AREAS IN WHICH YOU HAVE EXPERIENCED GOOD PRACTICE IN SUPPORTING GENDER EQUALITY IN IRISH HIGHER EDUCATION (Q15) BY GENDER (Q2).									
ANSWER OPTIONS	MALE RESPONDENTS: 1154		FEMALE RESPONDENTS: 2462		'OTHER' RESPONDENTS: 12		ALL RESPONDENTS: 3628		
	NO. OF TIMES SELECTED	AS A % OF MALE RESPONDENTS	NO. OF TIMES SELECTED	AS A % OF FEMALE RESPONDENTS	NO. OF TIMES SELECTED	AS A % OF 'OTHER' RESPONDENTS	NO. OF TIMES SELECTED	AS A % OF ALL RESPONDENTS	% DIFF F–M
Recruitment process	509	44%	875	36%	5	42%	1389	38%	-9%
Advertisements for vacancies	444	38%	847	34%	4	33%	1295	36%	-4%
Composition of selection committees	466	40%	690	28%	2	17%	1158	32%	-12%
Flexible working	359	31%	739	30%	3	25%	1101	30%	-1%
Easily accessible information about maternity leave/ entitlements	293	25%	651	26%	2	17%	946	26%	1%
Career breaks/ sabbaticals	290	25%	459	19%	2	17%	751	21%	-6%
None	205	18%	456	19%	2	17%	663	18%	1%
Staff induction	241	21%	386	16%	1	8%	628	17%	-5%
Career development opportunities	228	20%	391	16%	1	8%	620	17%	-4%
Transparent procedures/processes	256	22%	291	12%	2	17%	549	15%	-10%
Promotion/progression	281	24%	266	11%	2	17%	549	15%	-14%
Mentoring schemes	182	16%	340	14%	2	17%	524	14%	-2%
Childcare/carers' provision and supports	192	17%	262	11%	1	8%	455	13%	-6%
Formal networking opportunities	157	14%	274	11%	1	8%	432	12%	-2%
Criteria used in promotion/progression	183	16%	164	7%	2	17%	349	10%	-9%
Number of senior posts available	150	13%	147	6%	2	17%	299	8%	-7%
Sponsorship programmes/ relationships	79	7%	86	3%	2	17%	167	5%	-3%
Other (please specify below)	40	3%	52	2%	5	42%	97	3%	-1%

▶ From a list of 16 areas, the following four were identified by at least one-third of respondents as examples of good practice in supporting gender equality in Irish higher education, that they had experienced:

- Recruitment processes (38%);

- Advertisements for vacancies (36%);

- Composition of selection committees (32%);

- Flexible working (30%).

▶ A comparison of the responses of women and men to the question shows that:

- On average women selected only three areas as examples of good practice whereas, on average, men selected four areas;

- For all areas, more men than women identified that they had experienced good practice in relation to gender equality;

- At least 10% more male than female respondents identified the following areas of good practice:

  – Promotion/progression;

  – Composition of selection committees;

  – Transparent procedures/processes.

- Eighteen percent of the total respondents (19% women, 18% men, 17% other) indicated that they have not experienced gender equality good practice in any area;

- 'Other' areas of good practice that were identified included the Athena Swan initiative, Juno, and institutional projects such as FESTA, WISER etc.

Organisational culture and structures

The areas in which gender equality good practice has been experienced by respondents in relation to 'organisational culture and structures' are listed in Table 7 below, according to the number of times they were selected across all respondents, from highest to lowest. Table 7 also shows the number of respondents of each gender who selected each area as an example of good practice, and indicates the percentage this represents of the total number of male, female and other respondents.

TABLE 7: Areas in which good practice has been experienced by respondents in relation to 'organisational culture and structures'

EXAMPLES OF GOOD PRACTICE IN 'ORGANISATIONAL CULTURE AND STRUCTURE'. PLEASE INDICATE THE AREAS IN WHICH YOU HAVE EXPERIENCED GOOD PRACTICE IN SUPPORTING GENDER EQUALITY IN IRISH HIGHER EDUCATION (Q16) BY GENDER (Q2).								
ANSWER OPTIONS	MALE RESPONDENTS: 1154		FEMALE RESPONDENTS: 2462		'OTHER' RESPONDENTS: 12		ALL RESPONDENTS: 3628		
	NO. OF TIMES SELECTED	AS A % OF MALE RESPONDENTS	NO. OF TIMES SELECTED	AS A % OF FEMALE RESPONDENTS	NO. OF TIMES SELECTED	AS A % OF 'OTHER' RESPONDENTS	NO. OF TIMES SELECTED	AS A % OF ALL RESPONDENTS	% DIFF F–M
Equal pay/starting salaries/ increments	357	31%	654	27%	2	17%	1013	28%	-4%
Representation of men and women on key committees	384	33%	507	21%	1	8%	892	25%	-13%
HR policies and procedures	308	27%	523	21%	3	25%	834	23%	-5%
Provision of maternity-leave cover	243	21%	585	24%	1	8%	829	23%	3%
None	204	18%	522	21%	4	33%	730	20%	4%
Gender profile of heads of school/faculty/department	282	24%	406	16%	2	17%	690	19%	-8%
Facilitative attitudes to maternity leave	198	17%	461	19%	1	8%	660	18%	2%
Overall culture	325	28%	312	13%	2	17%	639	18%	-15%
Visibility of women	272	24%	363	15%	1	8%	636	18%	-9%
Commitment of line-manager to gender equality	228	20%	365	15%	1	8%	594	16%	-5%
Availability of women as role models	191	17%	371	15%	2	17%	564	16%	-1%
Inclusive culture	234	20%	311	13%	2	17%	547	15%	-8%
Gender balance on senior management teams at institutional level	224	19%	246	10%	1	8%	471	13%	-9%
Senior management's leadership on gender equality	213	18%	248	10%	1	8%	462	13%	-8%
Timing of meetings and social gatherings	159	14%	298	12%	3	25%	460	13%	-2%
Workload allocation	188	16%	226	9%	2	17%	416	11%	-7%
Challenging sexist comments or innuendoes	135	12%	190	8%	1	8%	326	9%	-4%
Challenging gender stereotypes	152	13%	152	6%	1	8%	305	8%	-7%
Research projects on gender	95	8%	196	8%	1	8%	292	8%	0%
Ending discriminatory practices	124	11%	141	6%	1	8%	266	7%	-5%
Gender expertise in the teaching curriculum	77	7%	130	5%	1	8%	208	6%	-1%

| EXAMPLES OF GOOD PRACTICE IN 'ORGANISATIONAL CULTURE AND STRUCTURE'. PLEASE INDICATE THE AREAS IN WHICH YOU HAVE EXPERIENCED GOOD PRACTICE IN SUPPORTING GENDER EQUALITY IN IRISH HIGHER EDUCATION (Q16) BY GENDER (Q2).									
ANSWER OPTIONS	MALE RESPONDENTS: 1154		FEMALE RESPONDENTS: 2462		'OTHER' RESPONDENTS: 12		ALL RESPONDENTS: 3628		
	NO. OF TIMES SELECTED	AS A % OF MALE RESPONDENTS	NO. OF TIMES SELECTED	AS A % OF FEMALE RESPONDENTS	NO. OF TIMES SELECTED	AS A % OF 'OTHER' RESPONDENTS	NO. OF TIMES SELECTED	AS A % OF ALL RESPONDENTS	% DIFF F–M
Gender 'champions' at every level	57	5%	56	2%	1	8%	114	3%	-3%
Autonomous structures promoting gender equality	47	4%	50	2%	1	8%	98	3%	-2%
Other (please specify below)	38	3%	54	2%	3	25%	95	3%	-1%
Gender staffing targets	45	4%	49	2%	1	8%	95	3%	-2%
Inclusion of gender as a key performance indicator	35	3%	41	2%	1	8%	77	2%	-1%
Gender staffing quotas	32	3%	42	2%	1	8%	75	2%	-1%
Inclusion of gender in international ranking schemas	31	3%	39	2%	1	8%	71	2%	-1%

▶ From a list of 26 areas, respondents identified examples of good practice that they had experienced and at least 20% of the respondents identified:

- Equal pay/starting salaries/increments (28%);

- Representation of men and women on key committees (25%);

- HR policies and procedures;

- Provision of maternity-leave cover;

- None.

▶ A comparison of the responses of women and men to the question shows that:

- On average men selected four areas as examples of good practice whereas, on average, female respondents identified only three areas;

- For the majority of areas, more men than women identified that they had experienced good practice in relation to gender equality, with the exception of two areas 'provision of maternity-leave cover' and 'facilitative attitudes to maternity leave'.

- At least 10% more male than female respondents identified the following areas of good practice:

  – Overall culture;

  – Representation of men and women on key committees.

- Twenty-one percent of women and 33% of 'other' respondents did not select any of the 26 items as examples of good practice, compared with 18% of men.

Addressing the gender imbalance in Irish higher education

Introduction of targets to address gender inequality in Irish higher education

Respondents were asked whether they think that targets (for the number of male and female staff) should be introduced to address gender inequality in Irish higher education. Across the sample, there was a mixed reaction in relation to this, with 36% of respondents expressing support for targets, 23% indicating that they were undecided, and 41% indicating that they should not be introduced. (Figure 12).
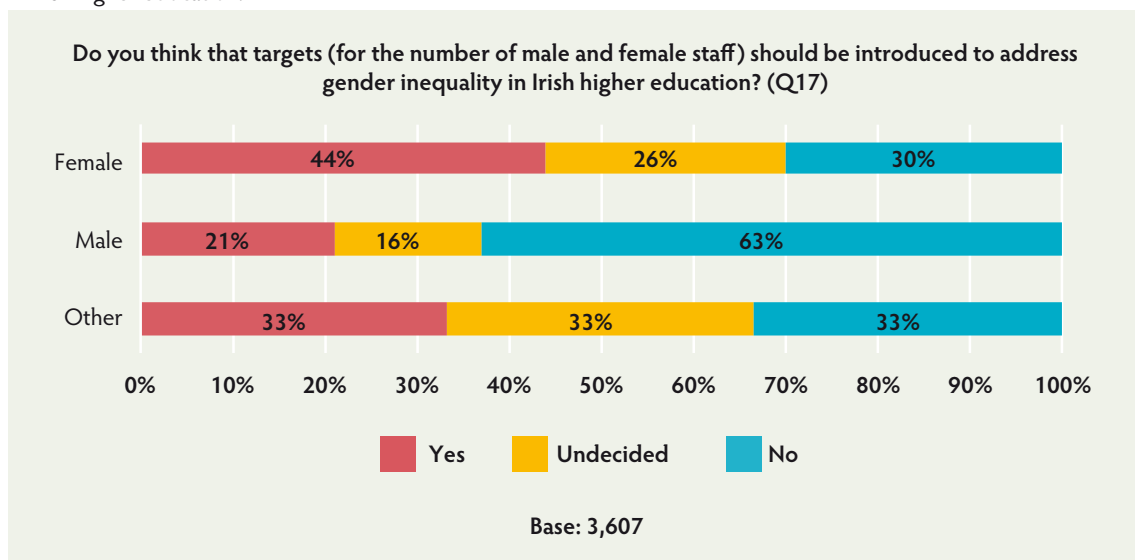
FIGURE 12: Respondents' opinion on the introduction of targets to address gender inequality

Do you think that targets (for the number of male and female staff) should be introduced to address gender inequality in Irish higher education?

41%   36%

23%

● yes   ● undecided   ● no

Base: 3,616
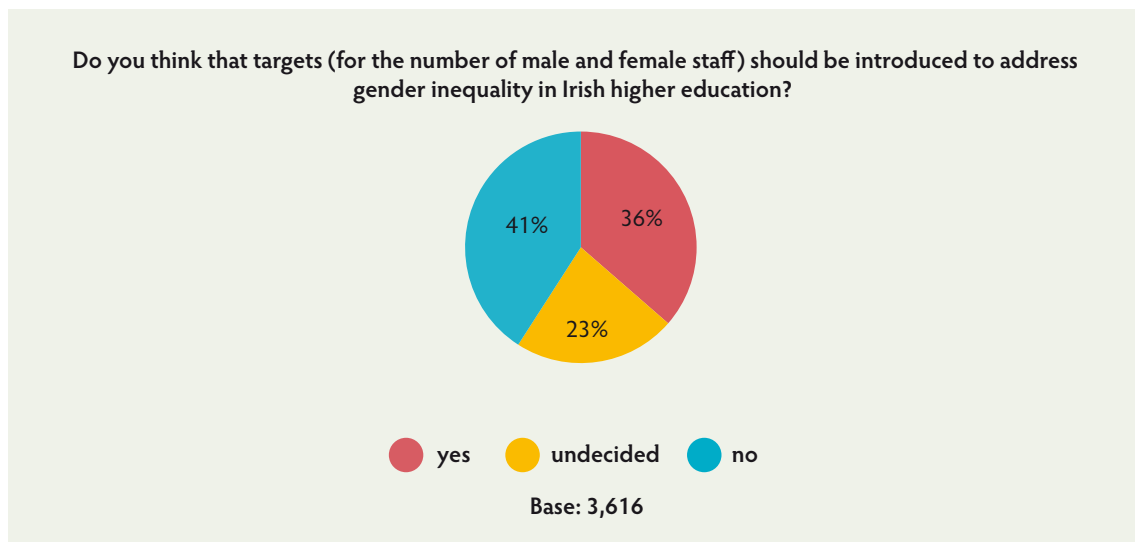
By gender

Support for the introduction of targets varied by gender as shown in Figure 13. The majority of male respondents indicated their opposition to targets (63%), with only 21% expressing support for them. In comparison, the highest proportion of women expressed support for the introduction of targets (44% of female respondents), with 30% opposing them. These findings reflect the fact that 64% of the female respondents, compared to just 38% of male respondents, perceived there to be gender inequality in Irish higher education.
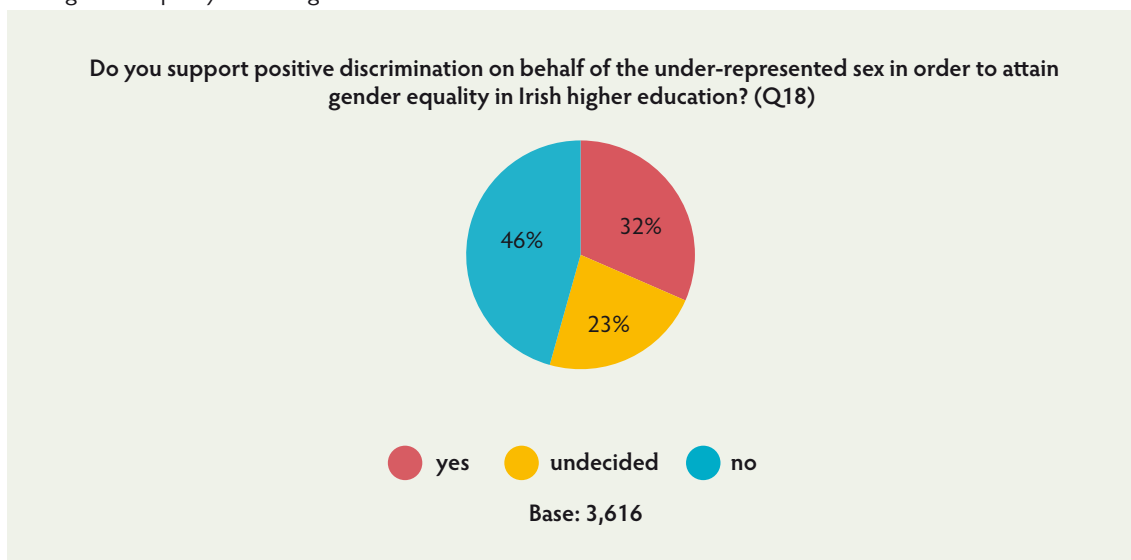
FIGURE 13: Gender breakdown of respondents' opinion on the introduction of targets to address gender inequality in Irish higher education.

Do you think that targets (for the number of male and female staff) should be introduced to address gender inequality in Irish higher education? (Q17)

Female	44%		26%		30%
Male	21%	16%		63%	
Other	33%		33%		33%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Yes   ■ Undecided   ■ No

Base: 3,607

Positive discrimination on behalf of the under-represented sex to address gender inequality in Irish higher education

Respondents were asked whether they support positive discrimination on behalf of the under-represented sex in order to attain gender equality in Irish higher education. Thirty-two percent indicated their support for positive discrimination, while 23% of the respondents indicated that they were undecided about the measure, and 46% of the respondents were opposed it.

FIGURE 14: Respondents' support for positive discrimination on behalf of the under-represented sex in order to attain gender equality in Irish higher education.

Do you support positive discrimination on behalf of the under-represented sex in order to attain gender equality in Irish higher education? (Q18)

● yes ● undecided ● no

Base: 3,616

By gender

As shown in Figure 15, an equal proportion of female respondents indicated that they were in favour of, and against the introduction of positive discrimination, with 26% indicating that they were undecided. A majority of male respondents indicated their opposition to positive discrimination (65%).

FIGURE 15: Gender breakdown of respondents' support for positive discrimination on behalf of the under-represented sex in order to attain gender equality in Irish higher education.

Do you support positive discrimination on behalf of the under-represented sex in order to attain gender equality in Irish higher education? (Q18) by gender

■ Yes ■ Undecided ■ No
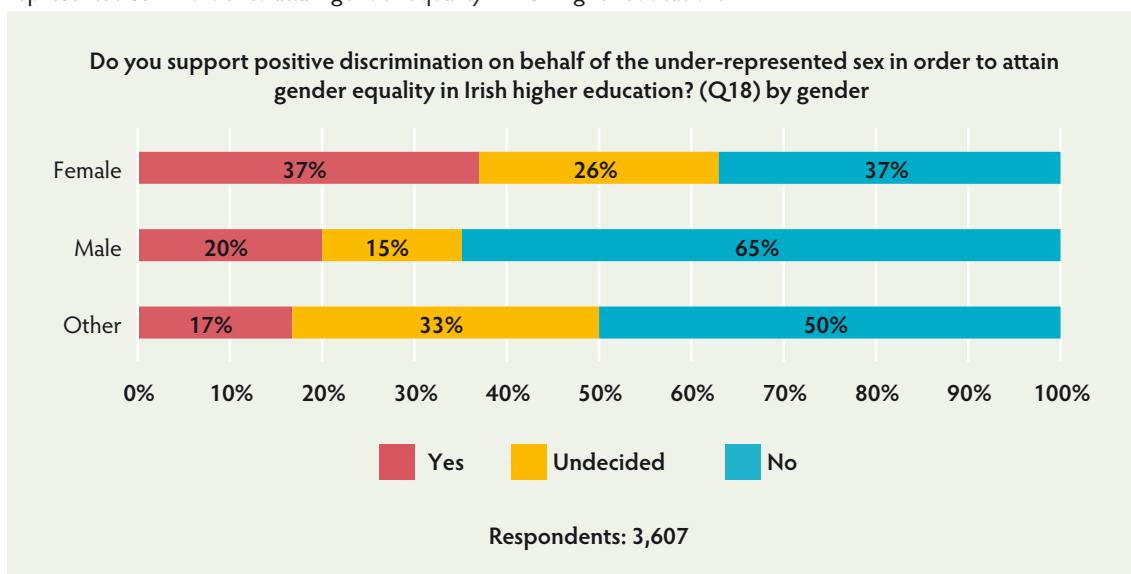
Respondents: 3,607

Temporary quotas

As shown in Figure 16, 40% of respondents indicated their opposition to the introduction of temporary quotas (for the number of male and female staff) to address gender inequality in Irish higher education, with 36% indicating their support for such a measure and 24% undecided.[265]

FIGURE 16: Respondent support for the introduction of temporary quotas (for the number of male and female staff) to address gender inequality in Irish higher education.

Are you in favour of the introduction of temporary quotas (for the number of male and female staff) to address gender inequality in Irish Higher Education? (Q19)

- 36% yes
- 24% undecided
- 40% no

Base: 3,616
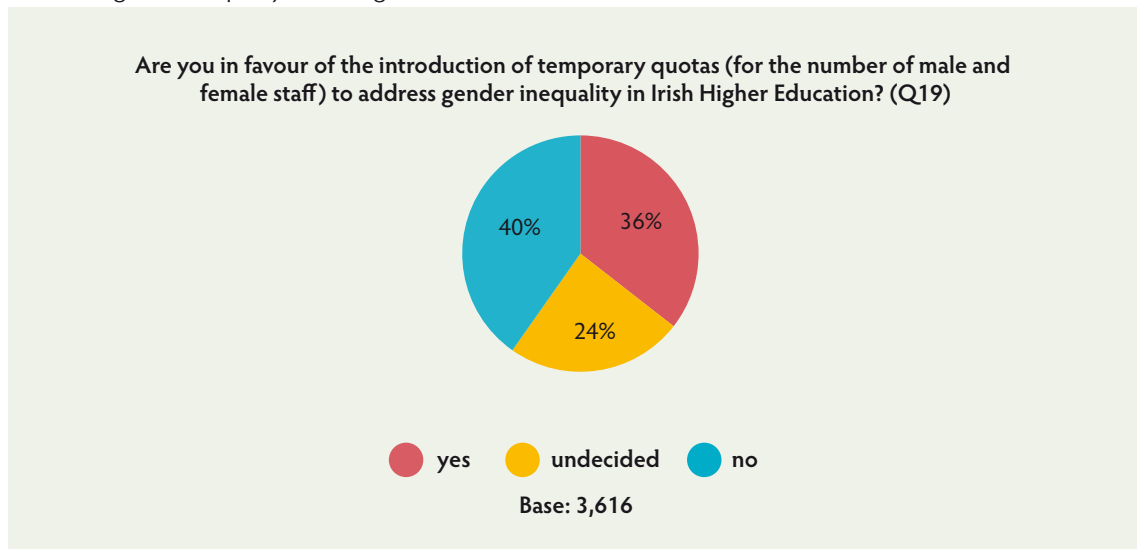
By gender

While the majority of male respondents (64%) declared themselves to be against the introduction of temporary quotas, only 29% of women did so (Figure 17). Furthermore, female respondents indicated that they view quotas as only slightly less acceptable than targets, with 43% of respondents indicating their approval of quotas (Figure 17) in comparison to the 44% that had indicated their approval of targets (Figure 13).

FIGURE 17: Respondents' support for the introduction of temporary quotas (for the number of male and female staff) to address gender inequality in Irish higher education by gender

Are you in favour of the introduction of temporary quotas (for the number of male and female staff) to address gender inequality in Irish higher education? (Q19)

|	Yes	Undecided	No
Female	43%	28%	29%
Male	20%	17%	64%
Other	25%	25%	50%

Respondents: 3,607

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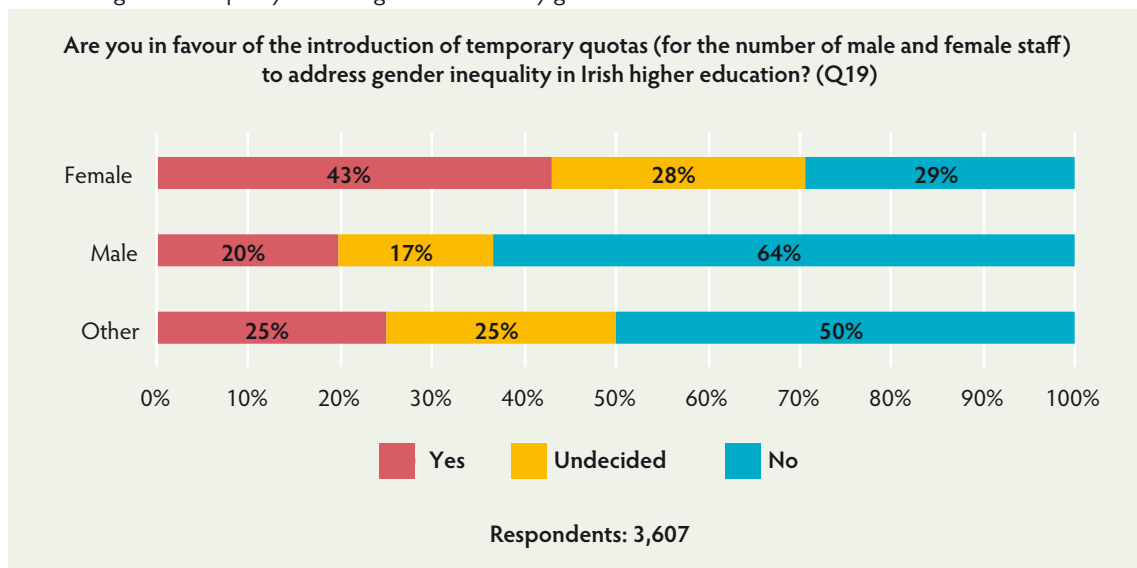
265   At the end of the survey some respondents indicated that, while they were opposed to the introduction of temporary quotas, they would favour the introduction of permanent quotas.

Valuing gender equality

The majority of respondents indicated that the area of gender equality in Irish higher education is 'extremely' or 'very' important (75%). Twenty-one per cent indicated that it is 'fairly' important and only 5% indicated that it is 'not important'.
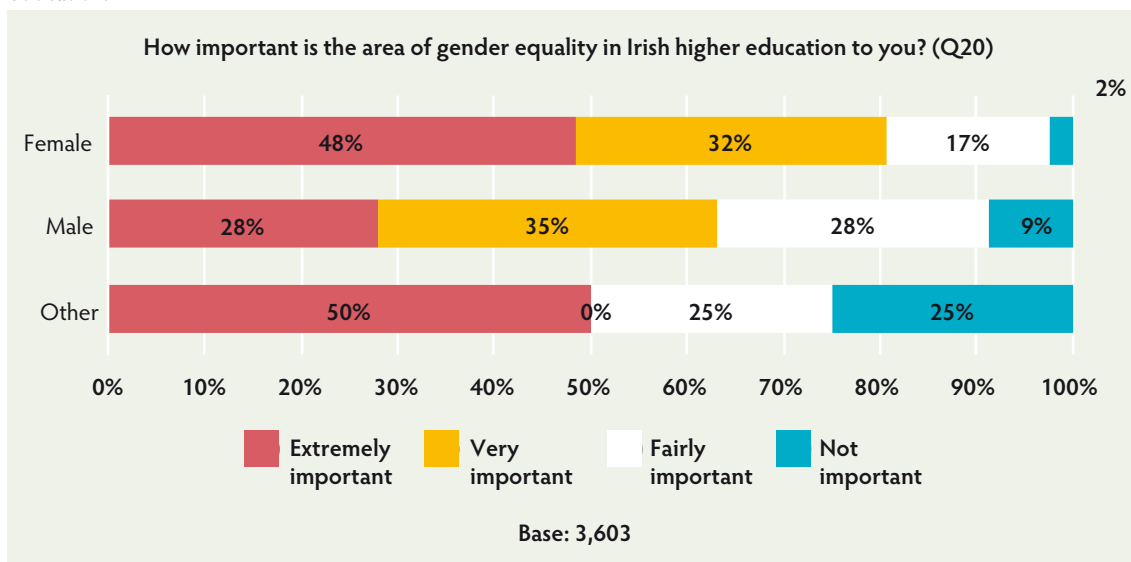
FIGURE 18: Respondents' opinion on the importance of gender inequality in Irish higher education

How important is the area of gender equality in Irish higher education to you? (Q20)

- Extremely important
- Very important
- Fairly important
- Not important

Base: 3,611
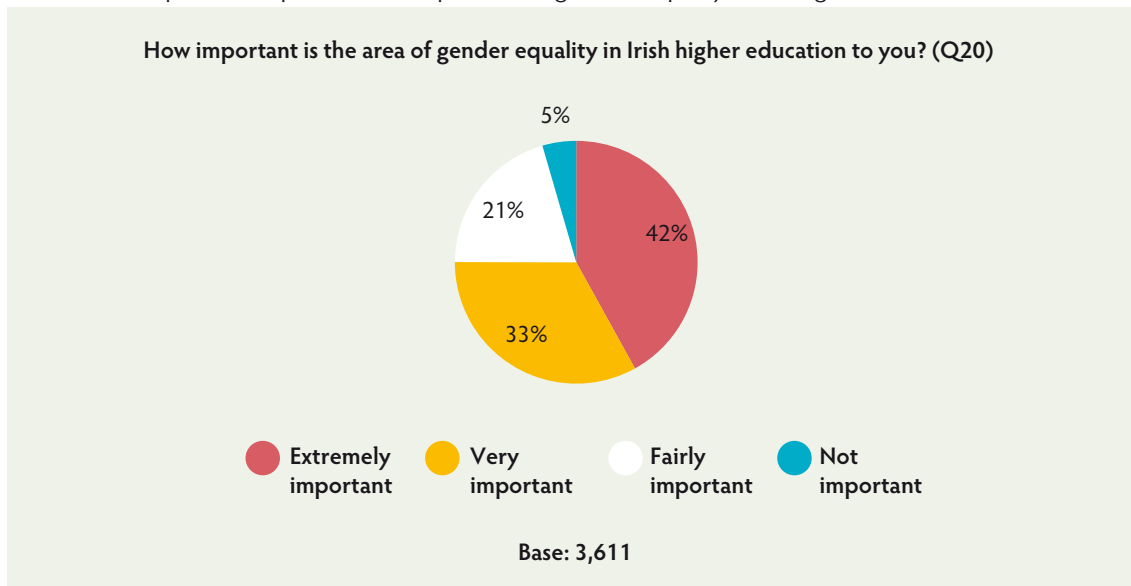
By gender

As shown in Figure 19, 80% of female respondents indicated that gender equality in Irish higher education is 'extremely' (48%) or 'very' important (32%). Sixty-three percent of male respondents indicated that gender equality in Irish higher education is 'extremely' (28%) or 'very' important (35%) to them.

FIGURE 19: Gender breakdown of respondents' opinion on the importance of gender equality in Irish higher education.

How important is the area of gender equality in Irish higher education to you? (Q20)

- Extremely important
- Very important
- Fairly important
- Not important

Base: 3,603

Additional findings

Other forms of discrimination

A number of respondents also highlighted the importance of tackling discrimination on grounds other than gender, such as disability, age, race and grade of employment.

> **Men and women should be treated equally. I don't feel there is a lot of gender discrimination in my institution but I do feel there are 'grade' discrimination issues and that there is academic-versus-administration/support-staff discrimination**
>
> [Female, non-academic/support staff, full-time fixed-term contract].

> **There are other forms of discrimination occurring. Gender inequality is merely a reflection of a deeper issues in the management structure. Decision-making seems to be based more on politics rather than merit. (This applies to promotions but also to the workload of members of staff, with the perception (and reality) of favouritism among staff. Effectively, the work-place does not value its staff and decision-making is not based on merit**
>
> [Male, academic, full-time permanent/multi-annual].

Sexual harassment and sexism

Some respondents highlighted the urgent need to tackle sexual harassment in Irish higher education, calling for stronger leadership to address this problem and recommending the introduction of more formal procedures to deal with instances of such harassment when it occurs.

> **Bullying and sexual harassment are key issues in gender discrimination and are frequently "silent" issues in the discourse surrounding gender equality**
>
> [Female, academic, full-time permanent/multi-annual].

> **Complaints from female lecturers relating to sexual harassment committed by a male senior member of academic staff being ignore and women and female students being bullied into withdrawing complaints.**
>
> [Female, academic, full-time fixed-term contract]

> **Suggestions from male professors that sexual favours may further someone's career or that refusal may damage it towards postgrad students and junior staff causing excessive grade discrimination, social undermining and black listing from the field. Subject to groping and sexual harassment by male professors. Jealousy by other women of your unwanted attention. Ostracism by the university for both the work performance sabotage, social undermining and for attempting to address the issue with the academic secretariat. Male professors after setting up sexual harassment use it in their favour to black list students or staff, in order to take their work.**
>
> [Female, not currently employed in an institution]

> **I experience sexual innuendo and sexist comments on a regular basis, and some female colleagues and I have mentioned it to senior management but it's just laughed off. It feels like if you want to get inside the "boys' club", you are expected to take a degree of what's perceived as harmless banter but which in many cases is very blatant sexual harassment**
>
> [Female, non-academic/support staff, full-time fixed-term contract].

B.3 National Online Survey Questions

Review of Gender Equality in Irish Higher Education Institutions

Introduction

The Higher Education Authority (HEA) has initiated a Review of Gender Equality in Irish Higher Education Institutions, which is being conducted by a five-member, independent Expert Group chaired by the former European Commissioner and Government Minister, Máire Geoghegan-Quinn.

The Review is focusing on staff, supporting an in-depth analysis of the gender-balance across all grades of staff (including administrative and support staff). The Review is being undertaken in close partnership with the higher education sector and in consultation with all stakeholders. Accordingly, we would welcome your participation in this survey to gain insight into your view of gender equality for staff in Irish higher education. **Completion of the survey will take approximately 5 minutes.**

The survey results will be collated to provide an overall picture of gender equality across the Irish higher education sector. Your input is critically important and is much appreciated. If you have any questions about, or difficulty completing, this survey please email gender@hea.ie.

Data protection and confidentiality

Survey responses are anonymous.

All data collected through this survey will be held securely and destroyed as soon as it is no longer required for the purpose of this Review, which we anticipate will be no later than 30th June 2016. The data will not be used for any other purpose. Access to the data will be confined to a small group within the HEA Executive, who will be responsible for its subsequent analysis, and to the HEA Expert Group which is conducting the Review.

The HEA Expert Group regrets that it is not in a position to personally meet with any individuals who provide a submission or to address personal grievances. Respondents are requested not to submit any details of grievances which are the subject of legal proceedings.

Personal details

* What is your legal sex?

☐　Male

☐　Female

With what gender do you identify?

☐　Male

☐　Female

☐　Other

Gender inequality in Irish higher education

* Do you think that there is gender inequality in Irish higher education?

☐　Yes

☐　No

☐　Undecided

If you answered 'yes' to the preceding question, please indicate the area which, in your view, is the most problematic in terms of gender inequality in Irish higher education.

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Institutional affiliation

* Are you, or have you been, affiliated to an Irish higher education institution?

☐　Yes

☐　No

Higher education institution

* Please select the higher education institution in respect of which you are completing this survey.

<Inserted here is a drop-down menu including all of the universities, institutes of technology, Mary Immaculate College, St Patrick's College Drumcondra, St Angela's College, Mater Dei Institute of Education, the National College of Art and Design and 'Other'>

Other (please specify)

☐

* How satisfied are/were you with your higher education institution's approach to addressing gender inequality?

☐ Very satisfied

☐ Somewhat satisfied

☐ Neither satisfied nor dissatisfied

☐ Somewhat dissatisfied

☐ Very dissatisfied

Employment status

* On what contractual basis are/were you employed in this institution?

☐ Full-time permanent/multi-annual

☐ Part-time permanent/multi-annual

☐ Full-time fixed-term contract

☐ Part-time fixed-term contract

☐ Hourly paid

☐ Other (please specify)

* What staff category do you come under? (Last position if retired)

☐ Academic

☐ Research

☐ Non-academic/support staff

☐ Technical staff

☐ Management (e.g. Head of Department; Head of School/Division; Dean or equivalent)

☐ Retired

☐ None

☐ Other (please specify)

Follow-up retirement questions

* When did you retire?

☐   Within the last year

☐   Within the last 5 years

☐   5–10 years ago

☐   More than 10 years ago

Areas of work/disciplinary area

* In which area do/did you work?

<Inserted here is a drop-down menu including:

Education

Arts and humanities

Social sciences, journalism and library, information and archival studies

Business, administration and law

Natural sciences, mathematics and statistics

Information and communication technologies (ICTs)

Engineering, manufacturing and construction

Agriculture, forestry, fisheries and veterinary

Medicine, health and welfare

Domestic, hair and beauty services

Hospitality, travel, tourism, transport and leisure services and sports

Security services, military and defence

Administration and support services

Technical support

Other (please specify)

[text box]

* Are there specific problems related to gender equality in your area of work/discipline?

☐   Yes

☐   No

☐   Undecided

If you wish, please elaborate on your response.

[text box]

Addressing gender inequality in Irish higher education

The remainder of the survey will provide you with an opportunity to detail the areas which, in your view, represent a particular challenge in relation to gender inequality in Irish higher education, and then to highlight examples of good practice which you have encountered.

*Critical areas for improvement

Please indicate from the list below the areas which you think are of critical importance in addressing gender inequality in Irish higher education.

Please tick as many boxes as you wish.

A: Supporting and advancing careers

☐ Recruitment process

☐ Advertisements for vacancies

☐ Composition of selection committees

☐ Staff induction

☐ Promotion/progression

☐ Transparent procedures/processes

☐ Number of senior posts available

☐ Career development opportunities

☐ Formal networking opportunities

☐ Criteria used in promotion/progression

☐ Mentoring schemes

☐ Sponsorship programmes/relationships

☐ Flexible working

☐ Easily accessible information about maternity leave/ entitlements

☐ Career breaks/sabbaticals

☐ Childcare/carers' provision and supports

☐ None

☐ Other (please specify below)

If you wish, please elaborate on any of the responses selected above.

* Critical areas for improvement

Please indicate from the list below the areas which you think are of critical importance in addressing gender inequality in Irish higher education.

Please tick as many boxes as you wish.

B. Organisational culture and structures

☐   Overall culture

☐   Gender profile of heads of school/faculty/department

☐   Gender balance on senior management teams at institutional level

☐   Representation of men and women on key committees

☐   Senior management's leadership on gender equality

☐   Commitment of line-managers to gender equality

☐   Workload allocation

☐   Gender stereotyping

☐   Timing of meetings and social gatherings

☐   Availability of women as role models

☐   Elimination of a "boys' club"

☐   HR policies and procedures

☐   Naming discriminatory practices

☐   Visibility of women

☐   Equal pay/starting salaries/increments

☐   Challenging sexist comments or innuendoes

☐   Provision of maternity-leave cover

☐   Facilitative attitudes to maternity leave

☐   Research projects on gender

☐   Gender expertise in the teaching curriculum

☐   Gender 'champions' at every level

☐   Inclusion of gender as a key performance indicator

☐   Autonomous structures promoting gender equality

☐   Gender staffing targets

☐   Gender staffing quotas

☐   Inclusion of gender in international ranking schemas

☐   None

☐   Other (please specify below)

If you wish, please elaborate on any of the responses selected above.

Supporting gender equality in Irish higher education

*Examples of good practice

Please indicate from the list below any areas in which you have experienced good practice in supporting gender equality in Irish higher education.

Please tick as many boxes as you wish.

A: Supporting and advancing careers

☐ Recruitment process

☐ Advertisements for vacancies

☐ Composition of selection committees

☐ Staff induction

☐ Promotion/progression

☐ Transparent procedures/ processes

☐ Number of senior posts available

☐ Career development opportunities

☐ Formal networking opportunities

☐ Criteria used in promotion/progression

☐ Mentoring schemes

☐ Sponsorship programmes/relationships

☐ Flexible working

☐ Easily accessible information about maternity leave/ entitlements

☐ Career breaks/sabbaticals

☐ Childcare/carers' provision and supports

☐ None

☐ Other (please specify below)

If you wish, please elaborate on any of the responses selected above.

*Examples of good practice:

Please indicate from the list below any areas in which you have experienced good practice in supporting gender equality in Irish higher education.

Please tick as many boxes as you wish.

B. Organisational culture and structure

☐ Overall culture

☐ Gender profile of heads of school/faculty/department

☐ Gender balance on senior management teams at institutional level

☐ Representation of men and women on key committees

☐ Senior management's leadership on gender equality

☐ Commitment of line-manager to gender equality

☐ Workload allocation

☐ Challenging gender stereotypes

☐ Timing of meetings and social gatherings

☐ Availability of women as role models

☐ Inclusive culture

☐ HR policies and procedures

☐ Ending discriminatory practices

☐ Visibility of women

☐ Equal pay/starting salaries/increments

☐ Challenging sexist comments or innuendoes

☐ Provision of maternity leave cover

☐ Facilitative attitudes to maternity leave

☐ Research projects on gender

☐ Gender expertise in the teaching curriculum

☐ 'Champions' at every level

☐ Inclusion of gender as a key performance indicator

☐ Autonomous structures promoting gender equality

☐ Gender staffing targets

☐ Gender staffing quotas

☐ Inclusion of gender in international ranking schemas

☐ None

☐ Other (please specify below)

If you wish, please elaborate on any of the responses selected above.

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Addressing the gender imbalance in Irish higher education

*Do you think that targets (for the number of male and female staff) should be introduced to address gender inequality in Irish higher education?

☐   Yes

☐   No

☐   Undecided

*Do you support positive discrimination on behalf of the under-represented sex in order to attain gender equality in Irish higher education?

☐   Yes

☐   No

☐   Undecided

*Are you in favour of the introduction of temporary quotas (for the number of male and female staff) to address gender inequality in Irish higher education?

☐   Yes

☐   No

☐   Undecided

Valuing gender equality

* How important is the area of gender equality in Irish higher education to you?

☐   Extremely important

☐   Very Important

☐   Fairly important

☐   Not important

Further comments

Please make any further comments here.

End of survey

Thank you for completing this survey.

APPENDIX C:
RESEARCH FUNDING AGENCY DATA

Appendix C: Data from research funding agencies

As part of this review, the executive requested data from all national funding agencies on:

▶   Female applicants vs awardees, for each funding initiative, over the last three years;

▶   Panel composition – percentage female, for each funding initiative, over the last three years;

▶   Gender related initiatives (i.e. targeted schemes, policies and procedures, inclusion of the gender dimension in research content).

C.1 Enterprise Ireland

Female applicants vs awardees, for each funding initiative, over the last three years

COMMERCIALISATION FUND AWARDEES	FEMALE	MALE	GRAND TOTAL
2013-15 Average	24	134	158
	15%	85%	100%

INNOVATION VOUCHERS AWARDEES	FEMALE	MALE	GRAND TOTAL
2013-15 Average	83	327	410
	20%	80%	100%

2015 INNOVATION PARTNERSHIP PROJECTS FUNDED		MALE	FEMALE
38 Projects	One Male Principal Investigator Only	38	0
6 Projects	Two Male Principal Investigators	12	0
1 Projects	Three Male Principal Investigators	3	0
10 Projects	One Female Principal Investigator Only	0	10
2 Projects	One Male and One Female Principal Investigator	2	2
57 Projects	Totals	55 (82%)	12 (18%)

Panel composition – percentage female, for each funding initiative, over the last three years.

No data

Gender related initiatives (i.e. targeted schemes, policies and procedures, inclusion of the gender dimension in research content).

No data

C.2 Environmental Protection Agency

Female Applicants vs Awardees, for each funding initiative, over the last 3 years.

Of the 135 project based awards on-going in 2011, 34% were led by a female PI.

Details of the EPA's funding calls can be found at http://www.epa.ie/researchandeducation/research/epafunding/

PANEL COMPOSITION - % FEMALE, FOR EACH FUNDING INITIATIVE, OVER THE LAST 3 YEARS.										
		EVALUATORS			NATIONAL OVERVIEW			BOARD		
		FEMALE	MALE	PROPORTION FEMALE	FEMALE	MALE	PROPORTION FEMALE	FEMALE	MALE	PROPORTION FEMALE
	water				4	4	50%			
2013	sustainability				0	4	0%			
	all combined	**16**	**50**	**24%**	**4**	**8**	**33%**			
2014	water	7	29	19%	4	6	40%	2	4	33%
	sustainability	12	34	26%	4	5	44%			
	climate	9	30	23%						
	all combined	**28**	**93**	**23%**	**8**	**11**	**42%**	**2**	**4**	**33%**
2015	water	11	17	39%	4	7	36%	2	4	33%
	sustainability	14	40	26%	5	9	36%			
	climate	9	37	20%						
	all combined	**34**	**94**	**27%**	**9**	**16**	**36%**	**2**	**4**	**33%**
Average		**26**	**79**	**25%**	**7**	**12**	**38%**	**2**	**4**	**33%**

Gender related initiatives (i.e. targeted schemes, policies and procedures, inclusion of the gender dimension in research content).

No data

C.3 Health Research Board

Female Applicants vs Awardees, for each funding initiative, over the last 3 years.

HRB FUNDING CALL	VALUE OF AWARD	2013 APPLICATIONS	2013 SUCCESSES	2013 % APPLICATIONS FEMALE	2013 % AWARDEE FEMALE	2014 APPLICATIONS	2014 SUCCESSES	2014 % APPLICATIONS FEMALE	2014 % AWARDEE FEMALE	2015 APPLICATIONS	2015 SUCCESSES	2015 % APPLICATIONS FEMALE	2015 % AWARDEE FEMALE
Cancer Prevention Fellowship Programme	€300k	All - 6 Male - 4 Female - 2	All - 1 Male - 0 Female - 1	33.33%	100.00%	All - 5 Male - 2 Female - 3	All - 1 Male - 0 Female - 1	60.00%	100.00%	All - 6 Male - 2 Female - 4	All - 1 Male - 1 Female - 0	66.67%	0.00%
Cochrane Fellowships	€60k	All - 19 Male - 0 Female - 19	All - 8 Male - 0 Female - 8	100.00%	100.00%	All - 16 Male - 1 Female - 15	All - 7 Male - 0 Female - 7	93.75%	100.00%	All - 16 Male - 1 Female - 15	All - 6 Male - 0 Female - 6	93.75%	100.00%
Clinical Trials Networks	€2.5m					All - 9 Male - 6 Female - 3	All - 4 Male - 4 Female - 0	33.00%	0.00%				
Clinical Trial Networks Pre Proposal	€10k					All - 19 Male - 15 Female - 4	All - 10 Male - 6 Female - 4	21.05%	40.00%				
Applied Research Projects in Dementia	€330k									All - 13 Male - 7 Female - 6	All - 5 Male - 2 Female - 3	46.15%	60.00%
Research Training Fellowship for Healthcare Professionals	€260k	All - 58 Male - 27 Female - 31	All - 14 Male - 7 Female - 7	53.45%	50.00%	All - 47 Male - 15 Female - 32	All - 8 Male - 4 Female - 4	68.09%	50.00%	All - 48 Male - 11 Female - 37	All - 8 Male - 0 Female - 8	77.08%	100.00%
Health Research Awards - Definitive Interventions	€800k					All - 21 Male - 14 Female - 7	All - 4 Male - 3 Female - 1	33.33%	25.00%	All - 17 Male - 11 Female - 6	All - 3 Male - 2 Female - 1	35.30%	33.33%

HRB FUNDING CALL	VALUE OF AWARD	2013 APPLICATIONS	2013 SUCCESSES	2013 % APPLICATIONS FEMALE	2013 % AWARDEE FEMALE	2014 APPLICATIONS	2014 SUCCESSES	2014 % APPLICATIONS FEMALE	2014 % AWARDEE FEMALE	2015 APPLICATIONS	2015 SUCCESSES	2015 % APPLICATIONS FEMALE	2015 % AWARDEE FEMALE
Health Research Awards - Health Services Research	€330k	All - 28, Male - 11, Female - 17	All - 4, Male - 2, Female - 2	60.71%	50.00%	All - 24, Male - 12, Female - 12	All - 4, Male - 2, Female - 2	50.00%	50.00%	All - 32, Male - 18, Female - 14	All - 6, Male - 3, Female - 3	43.75%	50.00%
Health Research Awards - Patient Oriented Research	€330k	All - 154, Male - 100, Female - 54	All - 32, Male - 20, Female - 12	35.06%	37.50%	All - 129, Male - 83, Female - 46	All - 24, Male - 16, Female - 8	35.66%	33.33%	All - 139, Male - 81, Female - 58	All - 23, Male - 14, Female - 9	40.73%	39.13%
Health Research Awards - Population Health Research	€330k	All - 27, Male - 8, Female - 19	All - 6, Male - 1, Female - 5	70.37%	83.33%	All - 25, Male - 12, Female - 13	All - 4, Male - 2, Female - 2	52.00%	50.00%	All - 30, Male - 19, Female - 11	All - 6, Male - 2, Female - 4	36.67%	66.67%
Interdisciplinary Capacity Enhancement Awards	€690k									All - 26, Male - 11, Female - 15	All - 3, Male - 1, Female - 2	57.69%	66.67%
Knowledge Exchange and Dissemination Scheme	€60k									All - 65, Male - 34, Female - 31	All - 47, Male - 24, Female - 23	47.69%	48.94%
Medical Education Research Grant	€330k					All - 15, Male - 8, Female - 7	All - 2, Male - 0, Female - 2	46.67%	100.00%				
Medical Research Charities Group	€330k	All - 17, Male - 8, Female - 9	All - 9, Male - 4, Female - 5	52.94%	55.55%	All - 10, Male - 7, Female - 3	All - 8, Male - 6, Female - 2	30.00%	25.00%				
National SpR/SR Academic Fellowship Programme	€250k	All - 12, Male - 8, Female - 4	All - 2, Male - 0, Female - 2	33.33%	100.00%	All - 18, Male - 10, Female - 8	All - 2, Male - 0, Female - 2	44.44%	100.00%				
Cancer Nursing Research Project Development Grant	€20k					All - 5, Male - 1, Female - 4	All - 1, Male - 0, Female - 1	80.00%	100.00%	All - 7, Male - 2, Female - 5	All - 2, Male - 0, Female - 2	71.43%	100.00%

HRB FUNDING CALL	VALUE OF AWARD	2013				2014				2015			
		APPLICATIONS	SUCCESSES	% APPLICATIONS FEMALE	% AWARDEE FEMALE	APPLICATIONS	SUCCESSES	% APPLICATIONS FEMALE	% AWARDEE FEMALE	APPLICATIONS	SUCCESSES	% APPLICATIONS FEMALE	% AWARDEE FEMALE
Research Collaborative in Quality and Patient Safety	€250k	All - 2 Male - 1 Female - 1	All - 2 Male - 1 Female - 1	50.00%	50.00%	All - 3 Male - 2 Female - 1	All - 2 Male - 1 Female - 1	33.33%	50.00%	All - 5 Male - 3 Female - 2	All - 2 Male - 1 Female - 1	40.00%	50.00%
Research Leaders	€1.2m	All - 19 Male - 8 Female - 11	All - 6 Male - 4 Female - 2	57.89%	33.33%					All - 13 Male - 6 Female - 7	All - 4 Male - 1 Female - 3	53.85%	75.00%
Summer Student Scholarship	€2k	All - 145 Male - 58 Female - 87	All - 53 Male - 21 Female - 32	60.00%	60.38%	All - 116 Male - 46 Female - 70	All -57 Male - 25 Female - 32	60.34%	56.14%	All - 205 Male - 97 Female - 108	All - 89 Male - 47 Female - 42	52.68%	47.19%

Note:

a Not all HRB funding schemes run annually. This is particularly true of the three year period 2013-2015 when the HRB conducted an organisational Strategic Review and introduced a new grant management software system.

b Applications related to renewal funding, or invited applications have not been included in the analysis.

HRB made the following observations regarding applicants and awardees:

▶ Research applications and awards in population health sciences and health services research were reasonably well balanced by gender; however women are under-represented in patient oriented research;

▶ In certain schemes, notably those targeted at junior and mid-level health professionals, men were under-represented;

▶ Women were under-represented in leadership roles and at senior levels in HRB awards.

Panel composition - % female, for each funding initiative, over the last 3 years. [1,2,3]

	2013		2014		2015	
FUNDING DECISION PANEL NAME	PANELS	% FEMALE	PANELS	% FEMALE	PANELS	% FEMALE
Applied Research Projects in Dementia					All - 7 Male - 3 Female - 4	57.10%
Cancer Nursing Research Project Development Grant			All - 3 Male - 1 Female - 2	66.70%	All - 4 Male - 1 Female - 3	75.00%
Clinical Trials Networks			All - 7 Male - 5 Female - 2	28.60%		
Clinical Trials Networks - Pre-proposal			All - 7 Male - 6 Female - 1	14.30%		
Health Research Awards - Definitive Interventions			All - 9 Male - 5 Female - 4	44.40%	All - 9 Male - 5 Female - 4	44.40%
Health Research Awards - Health Services Research	All - 9 Male - 4 Female - 5	55.60%	All - 5 Male - 2 Female - 3	60.00%	All - 9 Male - 4 Female - 5	50.00%
Health Research Awards - Patient Oriented Research	All - 13 Male - 12 Female - 1	7.70%	All - 12 Male - 10 Female - 2	16.70%	All -10 Male - 9 Female - 1	10.00%
Health Research Awards - Population Health Research	All - 9 Male - 4 Female - 5	55.60%	All - 9 Male - 4 Female - 5	55.60%	All - 7 Male - 2 Female - 5	71.40%
Interdisciplinary Capacity Enhancement					All - 8 Male - 4 Female - 4	50.00%
Irish Clinical Trials Research Network			All - 4 Male - 2 Female - 2	50.00%		
Medical Research Charities Group	All - 10 Male - 6 Female - 4	40.00%	All - 8 Male - 5 Female - 3	37.50%		
National SpR/SR Academic Fellowship Programme [4]	All - 4 Male - 4 Female - 0	0.00%	All - 5 Male - 5 Female - 0	0.00%		
Research Collaborative in Quality and Patient Safety [5]			All - 11 Male - 9 Female - 2	18.20%	All - 6 Male - 1 Female - 5	83.30%

FUNDING DECISION PANEL NAME	2013		2014		2015	
	PANELS	% FEMALE	PANELS	% FEMALE	PANELS	% FEMALE
Research Leaders Awards	All - 11 Male - 7 Female - 4	36.40%			All - 9 Male - 4 Female - 5	55.60%
Research Training Fellowship for Healthcare Professionals	All - 8 Male - 6 Female - 2	25.00%	All - 7 Male - 4 Female - 3	42.90%	All - 7 Male - 3 Female - 4	57.10%

Notes:

1. The following Panels **did not consider primary funding decisions** (i.e. Panels focused on interim reviews, secondary funding or invited application) and have not been included in the analysis: All Ireland Cooperative Oncology Research Group 2015 (renewal), Clinical Research Facility Cork 2014 (interim review), Clinical Research Facility Galway 2013 (interim review), Dublin Centre for Clinical Research Network 2013 (interim review), HRB Centre for Diet and Health 2013(Phase 2) HRB Centre for Primary Care Research 2014 (Phase 2), Perinatal Ireland/ Centre for Advanced Medical Imaging (IMA) 2013 (interim review), Structured Population and Health-services Research Education 2013 (Phase 2) and Trials and Methodology Research Network 2014.

2. The following **internal Panels** (i.e. either for supplementary funding or organisational strategy purposes) and have not been included in the analysis: HRB Medical Research Charities Group 2013 (scheme review), HRB Strategic Review 2014, Knowledge Exchange and Dissemination Scheme 2015 (supplementary), and Summer Student Scholarships 2013, 2014, 2015. (minor)

3. The following Funding Panels were not convened by the HRB and have not been included in the analysis: EU Joint Programming Initiatives co-funded calls, US-Ireland Research Awards, Wellcome Trust/ HRB/ SFI Partnership Agreement, Cancer Prevention Fellowship Programme, and All-Ireland Cochrane Training Fellowships.

4. NSAFP Interview Panel members

5. Final RCQPS Peer Review Panels for prioritised projects

6. Not all Panels run annually.

7. Panel numbers include Panel members and Panel Chair.

HRB made the following observations regarding panel composition:

▶   Although the membership of panels was generally well balanced, the Chairs were almost exclusively men

Gender related initiatives (i.e. targeted schemes, policies and procedures, inclusion of the gender dimension in research content).

From 1 June 2016, the HRB has a new policy in place to support gender equality in HRB funding programmes and practices.

The policy commits HRB to assuming a greater national responsibility for promoting gender equality in health research, and achieving equality between men and women in terms of access to funding and participation in decision-making. There are two main strands to gender considerations as reflected in their policy:

▶   Equitable and fair treatment of both genders in assessing applications for funding

▶   Ensuring that the design and conduct of research takes into account gender influences and issues

Some key actions central to implementation of the gender policy:

▶   Balance the membership of all HRB evaluation panels i.e. peer-review and interim review panels, so as to reach a minimum target of 40% of each gender represented.

▶   Include the gender of research leader (PI) as a final ranking factor to prioritise proposals with the same scores.

▶   Review current HRB assessment documents and processes to include explicit references to gender.

▶   Acknowledging that unconscious gender bias may exist, HRB will take steps to limit any effect on internal processes and procedures to deliver a level playing field for all applicants.

▶   Where relevant, HRB will require integration of sex/gender analysis into the design, implementation, evaluation and dissemination of the research.

▶   Implement training measures for HRB staff to enhance competence within the HRB on gender equality and the integration of sex/gender analysis in research content.

▶   Provide additional guidance for HRB Panel members, HRB peer–reviewers and HRB researchers on gender issues.

▶   Monitor and analyse the patterns of HRB awards to better assess trends and inform the development of targeted gender initiatives where relevant.

▶   Publish annual HRB gender statistics.

▶   By collaborating with national and international organisations, HRB will utilise lessons learned and implement international best practice for gender equality and gender mainstreaming in health research.

The full text of the HRB Gender Policy is available here. See http://www.hrb.ie/research-strategy-funding/policies-guidelines-and-grant-conditions/policies-and-position-statements/gender-policy/

The HRB Policy on the Payment of Social Benefits – that includes policy on payment of maternity benefits is available here. See http://www.hrb.ie/research-strategy-funding/grant-holder-information/grant-related-policies/payment-of-social-benefits/

C.4 Irish Research Council

Female applicants vs awardees, for each funding initiative, over the last three years

Government of Ireland Postgraduate Award 2013-5

GENDER	2013 APPLICATIONS EVALUATED		2013 APPLICATIONS FUNDED	
AHSS	**Number**	**%**	**Number**	**%**
Female	335	57.0	80	63.0
Male	253	43.0	47	37.0
Total	588	100	127	100
STEM	**Number**	**%**	**Number**	**%**
Female	227	43.2	58	48.3
Male	299	56.8	62	51.7
Total	526	100	120	100
Total	**Number**	**%**	**Number**	**%**
Female	562	50.45%	138	55.87%
Male	552	49.55%	109	44.13%
Total	1114	100	247	100

GENDER	2014 APPLICATIONS EVALUATED		2014 APPLICATIONS FUNDED	
AHSS	**Number**	**%**	**Number**	**%**
Female	282	55.8	63	54.3
Male	223	44.2	53	45.7
Total	505	100	116	100
STEM	**Number**	**%**	**Number**	**%**
Female	237	43.6	39	34.5
Male	307	56.4	74	65.5
Total	544	100	113	100
Total	**Number**	**%**	**Number**	**%**
Female	519	49.48%	102	46.58%
Male	530	50.52%	117	53.42%
Total	1049	100	219	100

GENDER	2015 APPLICATIONS EVALUATED		2015 APPLICATIONS FUNDED	
AHSS	**Number**	**%**	**Number**	**%**
Female	329	57.3	67	63.2
Male	245	42.7	39	36.8
Total	574	100	106	100
STEM	**Number**	**%**	**Number**	**%**
Female	273	44.0	43	40.2
Male	347	56.0	64	59.6
Total	620	100	107	100
Total	**Number**	**%**	**Number**	**%**
Female	602	50.42	110	51.64%
Male	592	49.58	103	48.36%
Total	1194	100	213	100

Three year average 2013-15

GENDER	APPLICATIONS EVALUATED		APPLICATIONS FUNDED	
AHSS	**Number**	**%**	**Number**	**%**
Female	315	57	70	60
Male	240	43	46	40
Total	556	100	116	100
STEM	**Number**	**%**	**Number**	**%**
Female	246	44	46	41
Male	318	56	67	59
Total	563	100	113	100
Total	**Number**	**%**	**Number**	**%**
Female	561	50.1	116	51.3
Male	558	49.9	110	48.7
Total	1119	100	226	100

Government of Ireland Postdoctoral Award three year data 2013-5

2013

AWARDEES			APPLICANTS		
	MALE	**FEMALE**		**MALE**	**FEMALE**
STEM	13	7	**STEM**	92	69
AHSS	16	14	**AHSS**	102	119
TOTAL	29	21	**TOTAL**	194	188
%	58.0	42.0	**%**	50.8	49.2

2014

	AWARDEES			APPLICANTS	
	MALE	FEMALE		MALE	FEMALE
STEM	20	16	**STEM**	117	56
AHSS	17	16	**AHSS**	99	125
TOTAL	37	32	**TOTAL**	216	181
%	53.6	46.4	**%**	54.4	45.6

2015

	AWARDEES			APPLICANTS	
	MALE	FEMALE		MALE	FEMALE
STEM	22	18	**STEM**	166	94
AHSS	21	19	**AHSS**	122	151
TOTAL	43	37	**TOTAL**	288	245
%	53.8	46.3	**%**	54.0	46.0

Government of Ireland Postdoctoral Award

Three-year average, 2013 – 5

	AWARDEES		APPLICANTS	
	MALE	FEMALE	MALE	FEMALE
STEM	18	14	125	73
AHSS	18	16	108	132
TOTAL	36	30	233	205
%	54%	46%	53%	47%

Research project grants 2013-2015

GENDER	2013 APPLICATIONS EVALUATED		2013 APPLICATIONS FUNDED	
Starter Grant	**Number**	**%**	**Number**	**%**
Female	31	56.4	11	69.0
Male	24	43.6	5	31.0
Total	55	100	16	100
Advanced Grant	**Number**	**%**	**Number**	**%**
Female	53	52.5	3	60.0
Male	48	47.5	2	40.0
Total	101	100	5	100
IDR Grant	**Number**	**%**	**Number**	**%**
Female	8	66.7	1	33.3
Male	4	33.3	2	66.7
Total	12	100	3	100

GENDER	2013 APPLICATIONS EVALUATED		2013 APPLICATIONS FUNDED	
DSP Strand	**Number**	**%**	**Number**	**%**
Female	1	33.3	1	100.0
Male	2	66.7	0	0.0
Total	3	100	1	100
HSE CPP Strand	**Number**	**%**	**Number**	**%**
Female	0	0.0	0	0.0
Male	1	100.0	1	100.0
Total	1	100	1	100
SFI-HEA Strand	**Number**	**%**	**Number**	**%**
Female	0	0.0	0	0.0
Male	3	100.0	3	100.0
Total	3	100	3	100
Total	**Number**	**%**	**Number**	**%**
Female	93	53.14	16	55.00
Male	82	46.86	13	45.00
Total	175	100.00	29	100.00

GENDER	2015 APPLICATIONS EVALUATED		2015 APPLICATIONS FUNDED	
Starter Grant	**Number**	**%**	**Number**	**%**
Female	40	59.7	8	40.0
Male	27	40.3	12	60.0
Total	67	100	20	100
IDR Grant	**Number**	**%**	**Number**	**%**
Female	24	64.9	4	66.7
Male	13	35.1	2	33.3
Total	37	100	6	100
Total	**Number**	**%**	**Number**	**%**
Female	64	61.54	12	46.15
Male	40	38.46	14	53.85
Total	104	100	26	100

Research for Policy and Society - new programme 2015)

GENDER	APPLICATIONS EVALUATED		APPLICATIONS FUNDED	
Gender total	NUMBER	%	NUMBER	%
Female	11	52.38	3	50.00
Male	10	47.62	3	50.00
Total	21	100.00	6	100.00

Panel composition – percentage female, for each funding initiative, over the last three years

Government of Ireland postgraduate award

2013 ASSESSMENT BOARD INCLUDING CHAIR				
GENDER	NUMBER STEM	% STEM	NUMBER AHSS	% AHSS
Female	11	50.00	6	30.00
Male	11	50.00	14	70.00
Total	22	100.00	20	100.00

2014 ASSESSMENT BOARD INCLUDING CHAIR				
GENDER	NUMBER STEM	% STEM	NUMBER AHSS	% AHSS
Female	10	47.62	7	31.82
Male	11	52.38	15	68.18
Total	21	100.00	22	100.00

2015 ASSESSMENT BOARD INCLUDING CHAIR				
GENDER	NUMBER STEM	% STEM	NUMBER AHSS	% AHSS
Female	9	47.37	5	25.00
Male	10	52.63	15	75.00
Total	19	100.00	20	100

Government of Ireland Postgraduate Award three-year average assessment panel composition 2013–5.

2015 ASSESSMENT BOARD INCLUDING CHAIR				
GENDER	NUMBER STEM	% STEM	NUMBER AHSS	% AHSS
Female	10	48	6	29
Male	11	52	15	71
Total	21	100	21	100

Chair AHSS 2013 M; 2014, 2015, F, Chair STEM 2013 F; 2015, 2016, M

Government of Ireland Postdoctoral Award assessment panel composition – percentage female, 2013-15

INNER PANEL	MALE	FEMALE
STEM	19	15
AHSS	24	15
Total	43	30
%	58.9%	41.1%

CHAIR	MALE	FEMALE
STEM	6	2
AHSS	2	1
Total	8	3
%	72.7%	27.3%

INNER PANEL	MALE	FEMALE
STEM	11	10
AHSS	13	10
Total	24	20
%	54.5	45.5

OUTER PANEL	MALE	FEMALE
STEM	25	10
AHSS	18	14
Total	43	24
%	64.2	35.8

CHAIR	MALE	FEMALE
STEM		1
AHSS	1	
Total	1	1

INNER PANEL	MALE	FEMALE
STEM	10	8
AHSS	11	7
Total	21	15
%	58.3	41.7

OUTER PANEL	MALE	FEMALE
STEM	29	15
AHSS	22	18
Total	51	33
%	60.7	39.3

CHAIR	MALE	FEMALE
STEM	1	
AHSS	1	
Total	2	0

INNER PANEL	MALE	FEMALE
STEM	13	11
AHSS	16	11
Total	15	12
%	56%	44%

OUTER PANEL	MALE	FEMALE
STEM	27	13
AHSS	20	16
Total	47	29
%	62%	38%

CHAIR	MALE	FEMALE
STEM	2	1
AHSS	1	0
Total	4	1
%	73%	27%

RPG and New Horizons assessment panel composition – % female, 2013-15

2013 Assessment Board including Chair

GENDER	NUMBER	%
Female	4	36.4
Male	7	63.6
Total	11	100

Chair: male

2015 Assessment Board Including Chair

GENDER	NUMBER	%
Female	8	44.4
Male	10	55.6
Total	18	100

Chair: female

Gender related initiatives (i.e. targeted schemes, policies and procedures, inclusion of the gender dimension in research content)

The Irish research council have been a leader in ensuring gender equality among researchers, as well as consideration of implications of the sex/gender dimension in research. Importantly, the IRC funds both AHSS and STEM researchers, at all career stages.

They were first in Ireland to develop a *Gender Strategy Action Plan 2013–2015.*

The *Action Plan* states:

'Due to under-representation by gender, Ireland, like other countries, is currently underutilising a significant population of highly talented researchers who could be vital assets in maximising collective research intelligence and optimising creativity and innovation potential. Studies have demonstrated that collective intelligence increases when there is a balance with neither women nor men in the majority. There is also a gender dimension to the definition of research projects. While there are research projects in which sex and/or gender may not be relevant in terms of the research content, it is well established that, where relevant, not integrating sex and gender analysis into the design, implementation, evaluation and dissemination of the research can lead to poor results and missed opportunities. The Irish Research Council Gender Strategy and Action Plan address these two main issues in regard to gender in research. The strategy and action plan include both sexes, and aims to provide equal outcomes to both men and women so that Ireland can attract and retain the most talented, creative and innovative researchers thereby maximising its collective research intelligence. The Council will also only fund excellent research, and excellent research fully considers whether a potential sex and/or gender dimension is relevant to the research content and fully integrates sex/gender analysis where relevant, thereby ensuring maximum impact, societal benefit and optimising innovation in Irish research. There has already been much work focusing on these issues internationally, with the European context of most relevance to Ireland. The Irish Research Council will be informed by international best practice and seek to contribute to advancing international best practice in this regard.'

The IRC Gender Strategy objectives include:

The Council will encourage and implement initiatives which promote equality between women and men at all stages of the researcher career.

The Council will ensure that researchers have fully considered whether their research contains a sex and/or gender dimension and, if so, that they have fully integrated it into the research content.

Full details of the *IRC Gender Strategy Action Plan 2013–2020* are available at http://www.research.ie/aboutus/irc-gender-strategy-action-plan-2013-2020.

C.5 Marine Institute

Female applicants vs awardees, for each funding initiative, over the last three years

MARINE INSTITUTE – RESEARCH FUNDING	2013			2013			2014			2014			2015			2015		
	APPLICANTS			AWARDEES			APPLICANTS			AWARDEES			APPLICANTS			AWARDEES		
DESCRIPTION OF COMPETITIVE CALL	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
Networking & Travel Grants	27	25	52	21	20	41	35	35	70	21	25	46	47	44	91	37	33	70
Cullen Fellowships (Masters/PhD)	0	0	0	0	0	0	3	4	7	2	2	4	5	6	11	4	5	9
Ship-Time Programme	11	20	31	8	15	23	15	12	27	14	11	25	14	16	30	12	14	26
Totals	38	45	83	29	35	64	53	51	104	37	38	75	66	66	132	53	52	105

Notes

1) The Cullen Fellowship Programme only commenced in 2014.

2) The full evaluator panel from 2013–2015 is comprised of 48 external evaluators (national and international) plus four internal evaluators. Evaluators review two/three proposals on average.

3) The Ship-Time Programme provides access to the national research vessels for research and training.

	AVERAGE 2013-2015			AVERAGE 2013-2015		
	APPLICANTS			AWARDEES		
DESCRIPTION OF COMPETITIVE CALL	FEMALE	MALE	TOTAL	FEMALE	MALE	TOTAL
Networking & Travel Grants	36	35	71	26	26	52
Cullen Fellowships (Masters/PhD)*	4	5	9	3	4	7
Ship-Time Programme	13	16	29	11	13	25
Totals	52	54	106	40	42	81

* The Cullen Fellowship commenced in 2014, therefore a two-year average was calculated

Panel composition – percentage female, for each funding initiative, over the last three years

MARINE INSTITUTE – RESEARCH FUNDING	2013				2014				2015			
	EVALUATOR PANEL COMPOSITION				EVALUATOR PANEL COMPOSITION				EVALUATOR PANEL COMPOSITION			
DESCRIPTION OF COMPETITIVE CALL	FEMALE	MALE	TOTAL	% FEMALE	FEMALE	MALE	TOTAL	% FEMALE	FEMALE	MALE	TOTAL	% FEMALE
Networking & Travel Grants	2	1	3	67%	2	1	3	67%	2	1	3	67%
Cullen Fellowships (Masters/PhD)	0	0	0	N/A	4	7	11	36%	6	11	17	35%
Ship-Time Programme	3	13	16	19%	3	11	14	21%	2	13	15	13%
Totals	5	14	19	26%	9	19	28	32%	10	25	35	29%

	AVERAGE 2013-2015			
	EVALUATOR PANEL COMPOSITION			
DESCRIPTION OF COMPETITIVE CALL	FEMALE	MALE	TOTAL	% FEMALE
Networking & Travel Grants	2	1	3	67%
Cullen Fellowships (Masters/PhD)*	5	9	14	36%
Ship-Time Programme	3	12	15	18%
Totals	8	19	27	29%

* The Cullen Fellowship commenced in 2014, therefore a two year average was calculated

Gender related initiatives (i.e. targeted schemes, policies and procedures, inclusion of the gender dimension in research content)

The Marine Institute has an *Access and Equality Policy* which includes a number of measures to ensure gender equality including; explicitly encourage applications from female applicants in guidelines for applicants, aiming to achieve a gender balance in the composition of our expert evaluation panels, and providing equality training for all interview panels.

C.6 SFI

Female applicants vs awardees, for each funding initiative, over the last three years

SFI provided a gender breakdown of staff in research centres founded in 2013 (2014 data).

Summary across all research centres founded in 2013 (2014 data)

CENTRES		
Female	556	33%
Male	1134	67%
Total	1690	

Breakdown of researchers for all research centres founded in 2013 (2014 data)

	FEMALE	MALE
Postgraduate (PhD) Students	35%	65%
Postdoctoral Researchers	30%	70%
Funded Investigators	17%	83%
Co-Principal Investigators	14%	86%
Award Holders*	14%	86%

*Only one-award holder per centre counted

Panel composition – percentage female, for each funding initiative, over the last three years

No data

Gender related initiatives (i.e. targeted schemes, policies and procedures, inclusion of the gender dimension in research content)

Full details of SFIs targeted gender equality initiatives are available at http://www.sfi.ie/funding/sfi-women-in-science/

These include:

▶   Maternity allowance[266] (available since 2014)

'It is hoped that by making this allowance available, awards made under SFI funding schemes do not preclude or unintentionally discourage the hiring of female researchers and that researchers feel supported during caregiving times, and in particular, after the birth of a child which can be a critical time in a woman's career.'

▶   SFI Advance Award Programme[267] (2014)

Targeted exclusively towards women, applications were accepted from those individuals who had taken career breaks for care giving reasons and wished to return to research as well as from those who were seeking to upskill through increased mentorship. Successful applicants were funded to undertake industry-facing research projects and were paired with both an academic and an industrial mentor. These awards are due to finish towards the end of 2016.

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266   http://www.sfi.ie/funding/grant-policies/sfi-maternity/adoptive-policy.html
267   http://www.sfi.ie/funding/funding-calls/closed-calls/sfi-advance-award-programme-2014.html

▶ SFI Starting Investigator Grant (SIRG)[268] (2015)

Previously, applications to the SIRG programme were capped at five applications per research body, with no reference to gender balance. In 2015, the cap was raised to twelve provided no more than 6 of the applications made per research body were from male applicants. The rationale behind this action was that female application to the programme have been steady at around 25% for a number of years, and this is not representative of the 50% of STEM PhD graduates in Ireland who we know are women. The deadline for this call will occur towards the end of November and we are anticipating a higher proportion of female applicants as a result.

▶ Review criteria for our Investigators Programme[269] (€2.5M over five years)

Stipulation that reviewers consider career breaks and periods of part-time work undertaken by the applicant when assessing their productivity over a time frame.

▶ Investigator Career Advancement (ICA)

Aims to support researchers returning to active academic research after a prolonged absence. Successful ICA applicants are also permitted to request funding for teaching buyout so as to further support them in their return to research.

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268   http://www.sfi.ie/sfi-starting-investigator-research-grant-(sirg)-programme-2015.html
269   http://www.sfi.ie/funding/funding-calls/closed-calls/sfi-investigators-programme-2015.html

APPENDIX D: STAKEHOLDER-CONSULTATION

Appendix D: Stakeholder-consultation

Below is a list of the stakeholders with whom the Expert Group met or from whom submissions were received.

Higher education institutions

Athlone Institute of Technology

Carlow Institute of Technology

Cork Institute of Technology

Dublin City University

Dublin Institute of Technology

Dundalk Institute of Technology

Galway–Mayo Institute of Technology

Institute of Art, Design and Technology, Dún Laoghaire

Institute of Technology, Blanchardstown

Institute of Technology, Sligo

Institute of Technology, Tallaght

Institute of Technology, Tralee

Letterkenny Institute of Technology

Limerick Institute of Technology

Mary Immaculate College

Mater Dei Institute of Education

Maynooth University

National College of Art and Design

National University of Ireland, Galway

St Angela's College, Sligo

St Patrick's College, Drumcondra

Trinity College Dublin

University College Cork

University College Dublin

University of Limerick

Waterford Institute of Technology

Government departments

Department of Education and Skills

Department of Jobs, Enterprise and Innovation

Department of Justice and Equality

Funding agencies

Enterprise Ireland

Health Research Board

Irish Research Council

Marine Institute

Science Foundation Ireland

Unions

Irish Federation of University Teachers

Services Industrial Professional and Technical Union

Teachers Union of Ireland

Union of Students in Ireland

Unite

European project consortia and groups

Female Empowerment in Science and Technology Academia (FESTA)

GENDER-NET

Transforming Organisational Culture for Gender Equality in Research and Innovation (GENOVATE)

Helsinki Group on Gender in Research and Innovation

Institutional Transformation for Effecting Gender Equality in Research (INTEGER)

Science Europe

Other stakeholders

Equality Challenge Unit

Irish Universities Association

Institutes of Technology Ireland

National Forum for Teaching and Learning

National Women's Council of Ireland

NUI Galway Gender Equality Task Force

Royal Irish Academy

The 30% Club

Women in Technology and Science

APPENDIX E: MEASURES TO ADDRESS GENDER INEQUALITY

Appendix E: Measures to address gender inequality

RECRUITMENT, APPOINTMENT AND PROMOTION POLICIES AND PROCEDURES	
Recruitment	Actively encourage women to apply for promotion and other opportunities for advancement. (WiSER, https://www.tcd.ie/wiser/action/dept-heads/index.php.)
	Enhance the monitoring of recruitment-objectives pertaining to professorial appointments. (Delegationen för Jämställdhet i Högskolan, *Svart på Vitt*, 16.)
	Proactively address gender-equality issues arising in staff-recruitment and in human resources strategy ensuring that, where possible, recruitment is undertaken through open competitions. (Delegationen för Jämställdhet i Högskolan, *Svart på Vitt*, 18.)
	Develop specific strategies to attract women to apply for scientific positions, for example by actively encouraging (rather than merely passively accepting) applications, and re-advertise positions if there are no women in the applicant-pool. (genSET, *Recommendations for Action*, 23.)
	Ensure gender-balance on appointment committees. (GENOVATE, 'Excellence in Research and Innovation', 5.)
	Avoid homo-social reproduction by searching for candidates outside well-established networks. (GENOVATE, 'Excellence in Research and Innovation', 5.)
	Provide training for members of appointment committees in gender-aware interview techniques. (GENOVATE, 'Excellence in Research and Innovation', 6.)
	Render visible and gender-assure the informal aspects of recruitment and promotion processes, such as those that occur at departmental level prior to the commencement of the formal process. (GENOVATE, 'Excellence in Research and Innovation', 6.)
	Require external recruitment agencies to identify candidates of both genders or to explain why this is not possible. (GENOVATE, 'Excellence in Research and Innovation', 6.)
Quotas	Utilise gender-quotas in hiring, promoting or developing women. (McKinsey, *Women Matter*, 9.)
	Ensure that there is at least one female candidate in each promotion-pool (McKinsey, *Women Matter*, 9), and re-advertise the position if this is not achieved. (genderSTE, *Structural Change*, 44.)
	Implement gender-specific hiring goals and programmes. (McKinsey, *Women Matter*, 9.)
	Introduce recruitment goals for gender equality together with follow-up measures. (genSET, *Advancing Excellence*, 12–14.)
	Ministries and universities should set targets for increasing the share of female researchers. (Danish Ministry, *Recommendations from the Taskforce*, 5.)
Appointment and promotional criteria	Ensure that information about the criteria for advancement is communicated transparently and explicitly to all staff. (WiSER, https://www.tcd.ie/wiser/action/dept-heads/index.php.)
	Ensure that job-advertisements are formulated so that they encourage women to apply, for example by being broad-based rather than narrowly focused. (genSET, *Recommendations for Action*, 23.)
	Ensure that the criteria for recruitment are objective and transparent. (genSET, *Recommendations for Action*, 23.)
	Re-define assessment procedures to focus on the quality rather than the quantity of individuals' publications and research-output and apply these procedures consistently across individual, departmental, and other levels of assessment. (This might entail requiring researchers to select the most important articles that they have produced in a set number of years, rather than listing all publications.) Ensure that this qualitative assessment also avoids gender-bias. (genSET, *Recommendations for Action*, 20.)

	Recognise the way in which some selection criteria are statistically more likely to exclude women than men and adapt them accordingly. For example, the assessment of research-output should be relative to opportunity, acknowledging the negative impact on productivity of part-time working or leave of absence. (Doherty and Manfredi, 'Improving Women's Representation', 153.)
	Establish open, fair promotional procedures and use transparent selection criteria, consistent evidence and gender-balanced panels. (Doherty and Manfredi, 'Improving Women's Representation', 153.)
	Assess the quality rather than the quantity of research. (genderSTE, *Structural Change*, 32.)
Monitoring	Monitor and report on appointment and promotion processes within departments with regard to gender. (WiSER, https://www.tcd.ie/wiser/action/dept-heads/index.php.)
	Conduct equality monitoring and remain vigilant about the operation of HR policies and procedures. (Doherty and Manfredi, 'Improving Women's Representation, 153.)
	Collate and monitor performance-indicators on hiring, retaining, promoting and developing women. (McKinsey, *Women Matter*, 9.)
	Examine and monitor how hiring takes place at universities, considering, for example, whether teaching is evaluated. (genSET, Advancing Excellence, 13.)
	Require the production of a gender report on each recruitment process undertaken detailing the gender balance of the appointment panel and of applicants, and the outcome of the competition *vis-à-vis* gender and diversity. (GENOVATE, 'Excellence in Research and Innovation', 6.)
	Conduct an initial gender-audit of university policies and procedures regarding staffing and employment under the guidance of an appointed gender equality advisor/an equality officer. This initial audit, and subsequent periodic audits (the timeline for which should be established), should be comprehensive, critical and constructive and should:
	▶ Investigate all policies and procedures from a gender-equality perspective;
	▶ Identify good practice in promoting gender equality;
	▶ Uncover gender inequalities in policies and procedures;
	▶ Develop actions to redress gender inequalities with designated implementers and periodic monitoring mechanisms.
	(GENOVATE, 'Proposed Action No. 2', https://www.ucc.ie/en/media/research/iss21/BriefingNote.ProposedAction.No.2.Final.ecopy..pdf.)
	Integrate gender-equality monitoring into university recruitment, selection and promotion procedures. (GENOVATE, 'Proposed Action No. 3', https://www.ucc.ie/en/media/research/iss21/BriefingNote.ProposedActionNo.3.Final.ecopy..pdf.)
	Break down application data by gender and grade. The data should also include the long- and short-listed candidates, and offer and acceptance rates. (Equality Challenge Unit, *ECU's Athena SWAN Charter Awards Handbook*, 48.)

STAFF-MANAGEMENT POLICY AND PRACTICE	
Policies and procedures	Ensure that criteria and policies relating to sabbatical leave and career breaks are transparent and made available to all staff. (WiSER, https://www.tcd.ie/wiser/action/dept-heads/index.php.)
	Review and revise policies and procedures specifically affecting working conditions that differentially impact men and women in scientific institutions, ensuring positive benefits for personal and professional development for both men and women. These should encompass:
	▶ Implementing maternity and paternity leave policies at the institutional level;
	▶ Procedures for dual-career couples that specifically target increasing mobility of researchers by supporting partners in finding suitable employment in the same region (taking care to avoid nepotism);
	▶ Institutional strategies for careers developed later in life (e.g. maintaining contact with individuals taking career breaks; providing grant opportunities for individuals at critical career/life moments and returners); and
	▶ Awareness regarding salary negotiation tactics (through, for instance, targeted workshops and training for women).
	(genSET, *Recommendations for Action*, 13–25.)
	Adopt an 'Equality Plan', and include audit results (gender-disaggregated statistics) in annual reports. These should include data on the gender pay-gap, staff statistics and senior committee membership. (genderSTE, *Structural Change*, 45.)
	Remove the obstacles faced by women, in particular at major points of career development and progression, including the transition from a Ph.D. into a sustainable academic career. (Equality Challenge Unit, *ECU's Athena SWAN Charter Awards Handbook*, 8.)
	Develop a code of conduct (on gender equality and equal opportunities) for staff. (Karolinska Institutet, *Not the Chosen One*, 73.)
	Introduce career-counselling for staff. (Delegationen för Jämställdhet i Högskolan, *Svart på Vitt*, 18.)
Family-friendly practices	Maintain an open attitude to requests from women and men for flexible working arrangements. (WiSER, https://www.tcd.ie/wiser/action/dept-heads/index.php.)
	Establish family-friendly employment practices (e.g. good maternity, paternity and parental leave, career breaks, subsidised nursery and holiday plan scheme), flexible work arrangements at all levels and sensitivity in organising times of meetings, workshops, etc. (Doherty and Manfredi, 'Improving Women's Representation, 153.)
	Introduce programmes to smooth transitions before, during, and after parental leaves. (McKinsey, *Women Matter*, 9.)
	Provide options for flexible working conditions (e.g., part-time programmes) and locations (e.g., telecommuting). (McKinsey, *Women Matter*, 9.)
	Support programmes and facilities to help reconcile work and family life (e.g. childcare, spouse relocation). (McKinsey, *Women Matter*, 9.)
	Provide family-friendly financial opportunities to carry out research abroad. (Danish Ministry, Recommendations from the Taskforce, 5.)
	Monitor the maternity return-rate among staff on fixed-term and longer contracts, as well as uptake of paternity, adoptive and parental leave (Equality Challenge Unit, *ECU's Athena SWAN Charter Awards Handbook*, 52.)

	Establish a cross-university working-group on maternity/family leave to develop a 'Code of Practice on Managing Maternity and Family Leave' to include:
	▶ Measures to address gaps in staffing due to maternity leave;
	▶ A standardised and comprehensive approach to the organisation and management of maternity leave within the university and its research institutes;
	▶ An enhanced holistic approach to maternity leave including planning for maternity leave, agreed contract arrangements during leave and provisions for return to work post-leave;
	▶ Information and direction on how maternity leave should be taken into account in promotion and progression processes;
	▶ Training for line-managers and heads of department/school regarding how maternity leave is managed and discussed at local level;
	▶ A triangulated procedure for managing leave that involves all three parties – staff member, HR and line-manager – to facilitate coherence between institutional and local policy and practice.
	(GENOVATE, 'Proposed Action No. 5', https://www.ucc.ie/en/media/research/iss21/BriefingNote.ProposedActionNo.5.Final.ecopy..pdf.)
	Provide a range of flexible working options and support the transition from part-time to full-time work. (Equality Challenge Unit, *ECU's Athena SWAN Charter Awards Handbook*, 52–53.)
Performance management	Provide persons with disproportionate committee and administrative duties with additional support-staff or reduced teaching assignments to ensure that their research does not suffer. (genSET, *Recommendations for Action*, 13–25.)
	Include gender-diversity indicators in executives' performance-reviews. (McKinsey, *Women Matter*, 9.)
	Introduce performance-evaluation systems that neutralise the impact of parental leave and flexible-working arrangements. (McKinsey, *Women Matter*, 9.)

TRAINING AND AWARENESS-RAISING	
	Train decision-makers in gender awareness. (FESTA *Expert Report*, 77.)
	Improve the quality of institutional leadership by creating awareness, understanding, and appreciation of different management styles. This can be achieved through training, self-reflection, and various feedback mechanisms. Diversity training, specifically, is essential in this process. (genSET, *Recommendations for Action*, 13–25.)
	Provide training in gender equality and in professional academic skills for both key gatekeepers and for young researchers. (genSET, *Advancing Excellence*, 13.)
	Organise workshops, conferences and other events and activities devoted to gender equality, thereby raising awareness of gender issues among staff in academic institutions. (genSET, *Advancing Excellence*, 13.)
	Offer training to men to raise awareness of gender inequality. (genderSTE, *Structural Change*, 45.)
	Run workshops and other interventions to raise women's awareness of gendered differences in career-advancement (e.g. mentoring, planning, networking, focus) so that they can plan the next stage of their careers/life. (Doherty and Manfredi, 'Improving Women's Representation', 153.)
	Ensure that the gender-dimension is integrated into undergraduate and postgraduate curricula, across the university (particularly in engineering and science) (genderSTE, *Structural Change*, 44.)
	Provide skill-building programmes aimed specifically at women. (McKinsey, *Women Matter*, 9.)
	Provide training for all personnel in leadership positions on their obligations in respect of equal opportunities; provide information to all staff and students on their rights and obligations in this area; provide mandatory workshops for all students and staff on gender equality and equal opportunities; provide courses on ensuring inclusion in meetings. (Karolinska Institutet, *Not the Chosen One*, 71, 73.)

	Require all staff to undertake periodic gender-equality training and integrate gender equality (for example, training on unconscious bias) into existing mandatory training programmes. Ensure that gender-equality training is subject to periodic monitoring from the perspective of quality, accessibility and participation. (GENOVATE, 'Proposed Action No. 4', https://www.ucc.ie/en/media/research/iss21/BriefingNote.ProposedActionNo.4.Final.ecopy..pdf)
RESEARCH	
Gender-proofing research	Leaders should champion the gender-dimension within knowledge-making and promote the incorporation of methods of sex- and gender-analysis into basic and applied research. (genSET, *Recommendations for Action*, 13–25.)
	Collate examples of how incorporating sex- and gender-analysis into research promotes research-excellence. Such examples should be inventoried by European institutions, such as the directorates-general, and made available to institutional 'change agents' (e.g. deans, provosts, opinion-makers, department heads). (genSET, *Recommendations for Action*, 13–25.)
	Train researchers and managers in using methods of sex- and gender-analysis, which should also be integrated into all basic and applied science curricula. (genSET, *Recommendations for Action*, 13–25.)
	In all assessments – paper selection for journals, appointments and promotions of individuals, grant reviews, etc. – the use and knowledge of methods for sex- and gender-analysis in research must be an explicit topic for consideration. Granting agencies, journal editors, policy-makers at all levels, leaders of scientific institutions, and agencies responsible for curricula accreditation, should be among those responsible for incorporating these methods into their assessment procedures. (genSET, *Recommendations for Action*, 13–25.)
	Integrate gender-mainstreaming into the research-context and gather examples of 'best practice' from within institutions. (genSET, *Advancing Excellence*, 12–14.)
	Integrate the gender-dimension into the research and innovation content in strategies, programmes and projects, and follow through at all stages of the research-cycle. (European Commission, Vademecum on Gender Equality in Horizon 2020, 7.)
	Ensure the systematic integration of gender- and sex-analysis in all proposals. (genderSTE, *Structural Change*, 43.)
	Integrate a gender-perspective and equal opportunities-perspective into training for supervisors and induction for doctoral students. (Karolinska Institutet, *Not the Chosen One*, 73.)
Fostering equality and diversity	Research teams should be gender-diverse. Institutions should promote gender diversity of research teams through a variety of incentives (e.g. quality recognition and allocation of resources) and through transparency in hiring. (genSET, *Recommendations for Action*, 13–25.)
	More research activities, oriented specifically to gender and science issues in an academic environment, are needed to build a solid knowledge base for developing strong arguments demonstrating that 'equality leads to quality' in science. This includes gathering positive evidence that gender equality leads to quality. (genSET, *Advancing Excellence*, 12–14.)
	Each expert assessment panel should have target-membership of at least 40% of the under-represented sex in the field. (European Commission, Vademecum on gender equality in Horizon 2020, 1.)
	Ensure that researcher-mobility measures incorporate the gender-dimension (e.g. taking into account dual careers and work–life balance issues). (genderSTE, *Structural Change*, 43.)
	Support the international mobility of female researchers by integrating periods abroad into career plans and providing opportunities to split these periods into multiple shorter periods. (Danish Ministry, *Recommendations from the Taskforce*, 41–42.)
	Provide guidelines, examples of good and bad practice, tutorials, online training, and a certification process for evaluators and referees. (genderSTE, *Structural Change*, 44–45.)

Make decision-making transparent and ensure that assessment criteria are publicly available and actually implemented, with data published online. (genderSTE, *Structural Change*, 44.)
Provide briefings to all evaluation panels on the evidence of bias occurring in the assessment and selection of people and work. (genderSTE, *Structural Change*, 43.)
Create departmental structures, management systems, and cultures which are open, inclusive and transparent and which enable and support all researchers (male and female) to advance their careers. Avoid 'rapid strategic reorganization' and consider the effects of decision-making on men and women. (GENOVATE, 'Excellence in Research and Innovation', 4.)
Emphasise the 'added value' of gender-awareness for research and support the adoption of new perspectives and research models. (GENOVATE, 'Excellence in Research and Innovation', 4.)
Ensure that both genders are represented among those evaluating research. (GENOVATE, 'Excellence in Research and Innovation', 4.)
Ensure that the evaluation criteria for research assessment are transparent, that the evaluation is undertaken in accordance with the criteria, and that feedback is given to applicants. (GENOVATE, 'Excellence in Research and Innovation', 4.)
Create gender-disaggregated database of those receiving internal and external research grants and funding, academic prizes, and scholarships, and collect, analyse and publish data on the gender of applicants within internal application processes. (GENOVATE, 'Excellence in Research and Innovation', 4.)
Create gender-awareness in innovation support-systems, such as technology-transfer offices and campaigns. GENOVATE, 'Excellence in Research and Innovation', 5.)
Establish an institutional 'Code of Practice on Gender Equality and Research Excellence'. (GENOVATE, 'Proposed Action No. 7', https://www.ucc.ie/en/media/research/iss21/BriefingNote. ProposedNo.7.Final.ecopy..pdf.)
Integrate gender-equality monitoring into university innovation systems and centres. (GENOVATE, 'Proposed Action No. 8, https://www.ucc.ie/en/media/research/iss21/BriefingNote. ProposedActionNo.8.Final.ecopy..pdf.)
Establish an equal opportunities network for doctoral and postdoctoral researchers to support knowledge-exchange, networking and opinion-forming. (Karolinska Institutet, *Not the Chosen One*, 71.)
Change the image of 'the gendered traditional ideal researcher' who 'should be prepared [to] give up every aspect of an ordinary life to become a successful researcher'. This might entail evaluating how researchers are profiled; ensuring that meetings are events are held at a time that suits parents; encouraging men to take parental leave; providing 'seed grants' for those who have been research-inactive for a period; and facilitating short-stay international mobility for researchers. (Karolinska Institutet, *Not the Chosen One*, 72, 75.)
Monitor and explore why research students discontinue their studies. (Karolinska Institutet, *Not the Chosen One*, 73.)
Review the process of allocating funds for research from a gender-equality perspective. (Delegationen för Jämställdhet i Högskolan, *Svart på Vitt*, 16.)
Study the gender-balance of success-rates for research grants and collate gender-disaggregated statistics on all research funding. (Karolinska Institutet, *Not the Chosen One*, 74.)
Ensure transparency and clarity in the recruitment of researchers and in the evaluation of research proposals by holding open competitions for posts, standardising application forms (which should enable analysis of applications from a gender-perspective), and evaluating recruitment and nomination procedures. (Karolinska Institutet, *Not the Chosen One*, 75.)
Provide panels and selection committees with guidelines on addressing gender inequality and aim to ensure that the awards made are gender-balanced overall. (Karolinska Institutet, *Not the Chosen One*, 75.)
Develop mentorship programmes and promote female researchers as role models. (Karolinska Institutet, *Not the Chosen One*, 74.)

	Ensure that research funding is publicly advertised (and not merely targeted at undergraduates); ensure that there is no age-limit for the recruitment of postdoctoral researchers; improve the economic stability of employment for researchers, extending postdoctoral positions to at a minimum of 3 years' duration; and assist in the development of alternative career-paths for researchers, for example through supporting the development of administrative and pedagogical skills during researchers' doctoral studies. (Karolinska Institutet, *Not the Chosen One*, 74–75.)
	To minimise the negative impact of the influence of informal structures and unstated assessment criteria on research-evaluation processes, research funders should:
	▶ Strive for diversity in the recruitment of evaluation panels;
	▶ Develop procedures for the use of pre-determined seating arrangements to promote a good discussion climate in evaluation meetings;
	▶ Draw up explicit guidelines for the structure of evaluation meetings;
	▶ Clarify the roles and responsibilities of the chair and produce instructions for how the meeting should be conducted;
	▶ Review from a gender-equality perspective the instructions and information provided to the reviewers during their recruitment;
	▶ Introduce mandatory training on gender equality for all reviewers;
	▶ Revise the instructions for reviewers from a gender-equality perspective;
	▶ Review the instructions and procedures for screening meetings from a gender-equality perspective;
	▶ Clarify what is to be assessed under the criterion of an 'applicants merits' and ensure that reviewers understand this;
	▶ Clarify if and when independence should be assessed and create a clear definition of what this covers;
	▶ Develop guidelines for the use and calibration of the assessment grading-scale;
	▶ Consider various active measures during evaluation meetings to ensure that the gender-equality perspective is taken into account;
	▶ Discuss the pros and cons of testing anonymised applications for the form of grant for young researchers;
	▶ Discuss the possibility, if relevant to the form of grant, of instructing reviewers that it is the research that should be at the core of the evaluation, and furthermore that the merits of the applicant should match the application, not stand above its scientific excellence.
	(Swedish Research Council, *A Gender Neutral Process?,* 21–26).
Defining quality	Discuss the definition of excellence and consider whether this is based on a 'male model'. (genSET, *Advancing Excellence*, 12–14.)
	Recognise the growing importance of journals as a site for deciding excellence and ensure that there is transparency in appointing journal editors and board members. (genSET, *Advancing Excellence*, 12–14.)
	Apply for research grants to conduct research into the causes and consequences of horizontal and vertical gender-segregation in science. Such research might explore how the feminisation of a discipline can influence its perceived quality and status within academic world. (genSET, *Advancing Excellence*, 12–14.)
	Engage those involved in recruitment in discussions and activities in order to challenge gendered conceptions of excellence in science, meritocracy, the ideal researcher and work–life balance. (GENOVATE, 'Excellence in Research and Innovation', 5.)
	Involve members and stakeholders of innovation systems in discussions and activities in order to challenge gendered conceptions of innovation. (GENOVATE, 'Excellence in Research and Innovation', 5.)

EMPOWERING WOMEN	
Increasing women's visibility	Share good practices, such as making female role models visible and available. (FESTA, *Expert Report*, 77.)
	Assign responsibilities to women which are visible, prestigious, and/or central to current issues in the institution. (WiSER, https://www.tcd.ie/wiser/action/dept-heads/index.php.)
	Ensure that women and men have the same opportunities and encouragement to participate in public activities, such as giving public talks, participating in conferences, and media or other events. (WiSER, https://www.tcd.ie/wiser/action/dept-heads/index.php.)
	Make the gender situation visible. (FESTA, *Expert Report*, 77.)
	Increase the visibility of women within scientific institutions, the public relations activities of which should be gender-proofed to ensure the appropriate representation of women while avoiding tokenism. This could be achieved by including women in all promotional campaigns for scientific careers; by leaders nominating women for prizes; and by recognising women's achievements appropriately. Deciding what to highlight should be informed by gender-disaggregated data as well as by information on resource-allocation by gender. (genSET, *Recommendations for Action*, 13–25.)
	Increase the recognition of the contributions of women to the productivity and advancement of Australia's universities (FASTS recommends a stronger business-case linking diversity and innovation). (Universities Australia, *Strategy for Women*, 5.)
	Showcase senior executive women via media profiling at strategic points throughout the course of the plan. (Universities Australia, *Strategy for Women*, 5.)
	Ensure gender equality in the organisation of events and monitor the gender-balance of speakers and chairpersons. (Equality Challenge Unit, *ECU's Athena SWAN Charter Awards Handbook*, 55.)
	Name buildings after female researchers; apply a gender-perspective to the creation of a 'wall of fame' on which researchers are profiled; increase the gender-balance of images and art-work on display in institutions, in publications, and on the internet. (Karolinska Institutet, *Not the Chosen One*, 72.)
	Universities, research councils and foundations should recommend qualified women for posts and awards. (Danish Ministry, Recommendations from the Taskforce, 5.)
	Avoid referring to 'women researchers', 'women entrepreneurs', and 'women innovators' in order to avoid presenting women as in need of special support-systems or treatment. Likewise avoid the introduction of programmes designed specifically for female researchers and entrepreneurs. (GENOVATE, 'Excellence in Research and Innovation', 5.)
	Challenge symbolic links between masculinity and technology. (GENOVATE, 'Excellence in Research and Innovation', 5.)
Mentoring and networking	Programmes to encourage female networking and role models. (McKinsey, *Women Matter*, 9.)
	Encouragement or mandates for senior executives to mentor junior women. (McKinsey, *Women Matter*, 9.)
	Identify women in middle management and mentor them as the future senior leaders in higher education. (Universities Australia, *Strategy for Women*, 5.)
	Make room for female role models to show young researchers that it is possible to be a woman and a professor or manager. (Danish Ministry, Recommendations from the Taskforce, 40.)
	Provide mentoring, coaching and shadowing opportunities for students and staff to support their career-development. (Equality Challenge Unit, *ECU's Athena SWAN Charter Awards Handbook*, 50.)

Leadership and management	Encourage women's participation in management positions. (FESTA, *Expert Report*, 77.)
	Train women in leadership and decision-making. (FESTA, *Expert Report*, 77.)
	Improve representation of women in higher education at all levels to more strongly reflect representation in society, including indigenous women. (Universities Australia, *Strategy for Women*, 5.)
	Increase the proportion of women in senior leadership positions particularly at the vice-chancellor level, and including deans, directors and senior managers and in a wider range of portfolios and discipline groupings. (Universities Australia, *Strategy for Women*, 5.)

SUPPORTING STRUCTURAL AND CULTURAL CHANGE	
Effecting cultural change	Face barriers and confront resistance, for example, disinterested leaders and colleagues; lack of sex-disaggregated data for decision-making bodies; gaps in knowledge about good leadership; lack of motivation in some women in science. (genSET, *Advancing Excellence*, 12–14.)
	Engage in debate about the gendered nature of leadership style. Decide to adopt and encourage an enabling form of transformational leadership. Promote this through management development interventions. (Doherty and Manfredi, 'Improving Women's Representation', 153.)
	Explicit targets to improve gender balance and action plans to reach them must be included in the overarching gender strategy of scientific institutions. The progress must subsequently be regularly monitored and be made public. (genSET, *Recommendations for Action*, 13–25.)
	Gender issues must be an integral part of internal and external evaluation of institutions. Policies at all levels must require this inclusion. This should begin with a critical review of gender mainstreaming processes within each institution, identifying current successes and failures. A member of the leadership team should be responsible for gender-related issues, such as following up on the gender action strategy for the institution. (genSET, *Recommendations for Action*, 13–25.)
	Encourage universities to continue to take responsibility for ensuring equitable work practices and to incorporate equity strategies and targets in their strategic planning, with unambiguous leadership by the vice-chancellors. (Universities Australia, *Strategy for Women*, 5.)
	Develop networks that prioritise gender equality for future science leaders. (genSET, *Advancing Excellence*, 12–14.)
	Introduce a system of having an independent (gender) observer at committees to eliminate potential bias in decision-making. (FESTA, *Expert Report*, 77.)
	Recommend changes to internal structures, i.e. equality committees independent of Human Resources, with top level support. (FESTA, *Expert Report*, 77.)
	Educate political leaders, academics in decision-making positions (for example, rectors, deans, heads of departments, lab leaders), and gatekeepers (members of scientific councils, academic senates) on the importance of gender equality and its relationship to research quality. (genSET, *Advancing Excellence*, 12–14.)
	Universities should have equality strategies and action plans with targets and plans for follow-up. (Danish Ministry, Recommendations from the Taskforce, 4.)
	Address 'gender-related educational choices' by focusing on the content and structure of programmes of study and on the broader functioning of higher education institutions, and by supporting staff-development in teaching. (Delegationen för Jämställdhet i Högskolan, *Svart på Vitt*, 18.)
	Ensure that student-representatives are given the opportunity to observe and influence work in the area of gender equality. (Delegationen för Jämställdhet i Högskolan, *Svart på Vitt*, 18.)

	Integrate gender equality into strategic planning processes and outcomes, and establish gender equality as a key performance indicator. (GENOVATE, 'Proposed Action No. 1', https://www.ucc.ie/en/media/research/iss21/BriefingNote.ProposedAction1.Final.ecopy..pdf.)
	Develop and implement guidelines for integrating a gender-equality perspective into all decision-making processes and employ a researcher with expertise in gender equality to support this. (Karolinska Institutet, *Not the Chosen One*, 70–71.)
	Raise the status of equal opportunities by appointing an equal opportunities ombudsman at departmental level, and by giving special attention to equal opportunities within surveys on the work-environment. (Karolinska Institutet, *Not the Chosen One*, 71.)
	Ensure the transparency of all processes – pertaining to recruitment, resource-allocation and work-allocation. (Karolinska Institutet, *Not the Chosen One*, 71.)
Improving female representation	Ensure gender balance on all key committees. (FESTA, *Expert Report*, 77.)
	Make committee membership more transparent. (FESTA, *Expert Report*, 77.)
	Implement the following recommendations (and establish a reporting mechanism to review their implementation) in order to promote gender-balance on strategic university decision-making committees:
	▶ Encourage gender-balance (60:40) on all strategic decision-making committees;
	▶ Develop and maintain a list of women and men, irrespective of grade, with relevant qualifications and experience, who are available to join strategic decision-making bodies.
	(GENOVATE, 'Proposed Action No. 6', https://www.ucc.ie/en/media/research/iss21/BriefingNote.ProposedAction6.Final.ecopy..pdf.
	Ensure the gender-balance of evaluation and recruitment committees. (Danish Ministry, Recommendations from the Taskforce, 5.)
	Gender-balancing efforts should be made in all committees, with priority given to key decision-making committees, and on management teams. Panels for the selection of grants and applicants should be gender-diverse. (genSET, *Recommendations for Action*, 13–25.)
	Ensure that women are well-represented in decision-making bodies, on evaluation panels, and among panel chairpersons. (genSET, *Advancing Excellence*, 12–14.)
	Ensure transparency in the criteria for appointment to committees and bodies, and set time-limits on the membership of committees thereby allowing new blood to circulate and promoting gender-balanced committees. (genderSTE, *Structural Change*, 44.)
Transparency	Implement a system of regular meetings between management and staff for information-exchange. (FESTA, *Expert Report*, 77.)
	Circulate minutes of meetings. (FESTA, *Expert Report*, 77.)
Accountability and monitoring	Implement a system of gender-auditing across the organisation. (FESTA, *Expert Report*, 77.)
	Create accountability measures. (FESTA, *Expert Report*, 77.)
	Monitor the progress of gender-diversity programmes. (McKinsey, *Women Matter*, 9.)
	Monitor progress in addressing gender inequality through the following measures:
	▶ Gender-ratios for all academic levels by discipline;
	▶ Gender-ratios for senior administrative roles, by portfolio;
	▶ Promotions at all levels;
	▶ Gender-ratios in enrolment and completion of Ph.D.s and breakdown by discipline;
	▶ Participation in career-development programmes including sabbatical leave.
	(Universities Australia, *Strategy for Women*, 5.)

	Test the effectiveness of interventions at critical points in women's careers. (Universities Australia, *Strategy for Women*, 5.)
	Develop monitoring systems and establish gender equality plans and mid-term and long-term goals for women's representation. (genSET, *Advancing Excellence*, 12–14.)
	Establish a database for the collation of sex-disaggregated statistics and monitor gender-equality measures. (genSET, *Advancing Excellence*, 12–14.)
	Develop indicators and metrics to enable the monitoring and evaluation of the advancement of equal opportunities. (Karolinska Institutet, *Not the Chosen One*, 70.)
	Monitor (leadership) positions, prizes, resources and key processes (such as recruitment and promotion) from a gender perspective. (genSET, *Advancing Excellence*, 12–14.)
Supporting gender equality at national and supranational level	Set requirements for all funding-programmes in relation to gender-equality plans with clear targets and implementation of gender-audits. (genderSTE, *Structural Change*, 43.)
	Gender-proof European and national policies. (genderSTE, *Structural Change*, 43.)
	Create an advisory position on women and gender within the government. (genderSTE, *Structural Change*, 43.)
	Establish an award for well-performing institutions e.g. Athena SWAN. (genderSTE, *Structural Change*, 44.)
	Establish an award for best research which integrates gender-analysis into frontier research. (genderSTE, *Structural Change*, 44.)
	Enact legislation requiring: ▶ Integration of gender-dimension into university curricula; ▶ Integration of sex- and gender-analysis into publicly funded research programmes, at all stages of research; ▶ Universities and science institutions to adopt gender-equality plans, create gender equality units, develop programmes to suppress bias and barriers to women's careers in science; ▶ Public funding bodies to develop research programmes on women and gender; ▶ Provisions for ensuring compliance with existing and new legislation. (genderSTE, *Structural Change*, 44.)
	Create organisational structures on gender and science at the highest possible government level, with good resource of personnel, expertise and funding. (genderSTE, *Structural Change*, 44.)
	Create a dedicated programme to finance actions on women, gender and science. (genderSTE, *Structural Change*, 44.)
	Ensure that all measures dealing with mobility within countries and in Europe properly consider gender-differences. (genderSTE, *Structural Change*, 44.)
	Carry out gender impact-assessments, including audits of procedures and practices, to identify potential gender-bias and support mechanisms to eradicate this. (genderSTE, *Structural Change*, 44.)
	Integrate gender equality into the framework for quality assessment. (Delegationen för Jämställdhet i Högskolan, *Svart på Vitt*, 16.)
	Introduce a gender-equality bonus to reward higher education institutions in which gender equality is deemed to be good or to have improved. (Delegationen för Jämställdhet i Högskolan, *Svart på Vitt*, 16.)

	Evaluate, promote and stimulate the strengthening of gender equality in higher education through the provision of information, advice and support; through the development of proposals for the allocation of a gender-equality bonus; through the provision of funding for 'needs-driven and practice-based' research in gender equality; and through the allocation of funding to higher education institutions 'for structure-changing gender equality work'. (Delegationen för Jämställdhet i Högskolan, *Svart på Vitt*, 17.)
	Require research-funding agencies to take account of gender equality in the allocation of funds. (Delegationen för Jämställdhet i Högskolan, *Svart på Vitt*, 16.)
	Review the descriptions of qualifications in the legislation on higher education from a gender-equality perspective. (Delegationen för Jämställdhet i Högskolan, *Svart på Vitt*, 16.)
	Set national targets for professorships to raise the proportion of women professors to above the EU average by 2020. (Nordic Council of Ministers, *The Nordic Region*, 59.)
	Instigate a requirement for all public research-funding organisations to introduce a clear, consistent system for reporting on the progress made in improving the gender-balance in academia which will provide national-level data. (Nordic Council of Ministers, *The Nordic Region*, 59.)
	Monitor the percentage of female research fellows, female principal investigators, women in advisory groups, expert groups, evaluation groups and panels, and of projects with a gender-dimension within the project-design. (European Commission, 'Vademecum on Gender Equality in Horizon 2020', 4.)

APPENDIX F: ATHENA SWAN CHARTER PRINCIPLES

Appendix F: Athena SWAN Charter Principles

Source: http://www.ecu.ac.uk/equality-charters/athena-swan/about-athena-swan/

The Athena SWAN Charter is based on ten key principles. By being part of Athena SWAN, institutions are committing to a progressive charter, adopting these principles within their policies, practices, action plans and culture.

1.   We acknowledge that academia cannot reach its full potential unless it can benefit from the talents of all.

2.   We commit to advancing gender equality in academia, in particular, addressing the loss of women across the career pipeline and the absence of women from senior academic, professional and support roles.

3.   We commit to addressing unequal gender representation across academic disciplines and professional and support functions. In this we recognise disciplinary differences including:

- The relative under-representation of women in senior roles in arts, humanities, social sciences, business and law (AHSSBL)

- The particularly high loss rate of women in science, technology, engineering, mathematics and medicine (STEMM)

4.   We commit to tackling the gender pay gap.

5.   We commit to removing the obstacles faced by women, in particular, at major points of career development and progression including the transition from Ph.D. into a sustainable academic career.

6.   We commit to addressing the negative consequences of using short-term contracts for the retention and progression of staff in academia, particularly women.

7.   We commit to tackling the discriminatory treatment often experienced by trans people.

8.   We acknowledge that advancing gender equality demands commitment and action from all levels of the organisation and in particular active leadership from those in senior roles.

9.   We commit to making and mainstreaming sustainable structural and cultural changes to advance gender equality, recognising that initiatives and actions that support individuals alone will not sufficiently advance equality.

10.   All individuals have identities shaped by several different factors. We commit to considering the intersection of gender and other factors wherever possible.

APPENDIX G:
ABBREVIATIONS AND ACRONYMS

Appendix G: Abbreviations and acronyms

AHSSBL	Arts, humanities, social sciences, business and law
AIT	Athlone Institute of Technology
CIT	Cork Institute of Technology
DCU	Dublin City University
DES	Department of Education and Skills
DG	Directorate-General
DIT	Dublin Institute of Technology
DJE	Department of Justice, Equality and Law Reform
DJEI	Department of Jobs, Enterprise and Innovation
DKIT	Dundalk Institute of Technology
ECU	Equality Challenge Unit
EIGE	European Institute for Gender Equality
ERA	European Research Area
ESRI	Economic and Social Research Institute
EU	European Union
EYE	Early years' education
FASTS	Federation of Australian Scientific and Technological Societies
FESTA	Female Empowerment in Science and Technology Academia
FP7	Seventh Framework Programme
GDP	Gross domestic product
GEC	Gender Equality Commission
GENOVATE	Transforming Organisational Culture for Gender Equality in Research and Innovation
GMIT	Galway–Mayo Institute of Technology
HE	Higher education
HEA	Higher Education Authority
HEI	Higher education institution
HoD	Head of department
HR	Human resources
HRB	Health Research Board
IADT	Institute of Art, Design and Technology, Dún Laoghaire
INTEGER	Institutional Transformation for Effecting Gender Equality in Research
IoT	Institute of technology
IoTI	Institutes of Technology Ireland
IRC	Irish Research Council
ITC	Institute of Technology, Carlow
ITS	Institute of Technology, Sligo
ITTD	Institute of Technology, Tallaght
ITTra	Institute of Technology, Tralee
ISCED	International Standard Classification of Education
ITB	Institute of Technology, Blanchardstown

IUA	Irish Universities Association
KPI	Key performance indicator
LERU	League of European Research Universities
LIT	Limerick Institute of Technology
LYIT	Letterkenny Institute of Technology
MARC	Men Advocating Real Change
MIC	Mary Immaculate College
MU	Maynooth University
NATO	North Atlantic Treaty Organisation
NCAD	National College of Art and Design
NFTL	National Forum for the Enhancement of Teaching and Learning
NUIG	National University of Ireland, Galway
NWCI	National Women's Council of Ireland
OECD	Organisation for Economic Cooperation and Development
PI	Principal investigator
QQI	Quality and Qualifications Ireland
R&D	Research and development
RIA	Royal Irish Academy
RPO	Research performing organisation
RSC	Royal Society of Chemistry
SFI	Science Foundation Ireland
SPD	St Patrick's College, Drumcondra
STEM	Science, technology, engineering and mathematics
STEMM	Science, technology, engineering, mathematics and medicine
TCD	Trinity College Dublin
TD	Teachta Dála
TU	Technological university
UCC	University College Cork
UCD	University College Dublin
UCL	University College London
UK	United Kingdom of Great Britain and Northern Ireland
UL	University of Limerick
UN	United Nations
US	United States of America
USI	Union of Students in Ireland
VP	Vice-president
WiS	Women in Science
WiSER	Centre for Women in Science and Engineering Research
WIT	Waterford Institute of Technology
WTE	Whole-time equivalent
WHEM	Women in Higher Education Management Network

APPENDIX H:
REFERENCES

Appendix H: References

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APPENDIX I: TERMS OF REFERENCE

Appendix I: Terms of reference

The Expert Group will undertake a review of gender equality in higher education institutions having regard to:

▶ The relevant statutory obligations placed on higher education institutions including:

  • *Employment Equality Acts1998–2008*

  • *Equal Status Acts 2000–2001*

  • *Equality Act 2004*

  • *Irish Human Rights and Equality Commission Act 2014.*

▶ The obligations placed on the universities and institutes of technology to prepare and implement equality policies which encompass gender equality;

▶ The completed self-evaluation questionnaires submitted by higher education institutions on how gender equality is supported through their equality policies and their implementation.

▶ Other submissions and inputs received.

▶ Meetings with stakeholders and with the institutional advisory committees.

The Expert Group will report to the HEA on its conclusions and, specifically, will:

▶ Report on the advancement of gender equality through the preparation and implementation of higher education institutions' equality policies, having regard to national and international 'best practice' in this area;

▶ Make recommendations as to how, in the view of the team, higher education institutions might enhance their equality policies and their implementation to support gender equality;

▶ Make recommendations on how the HEA, the Department of Education and Skills, and other relevant state or non-state bodies might optimally support higher education institutions to enhance gender equality.

APPENDIX J:
MEMBERSHIP OF THE EXPERT GROUP

Appendix J: Membership of the Expert Group

Ms Máire Geoghegan-Quinn, Chair

Máire Geoghegan-Quinn served as the European Commissioner for Research, Innovation and Science from 2010 2014. As Commissioner she established the 'Innovation Union' initiative; progressed the European Research Area; negotiated (with the European Parliament and the Council of Ministers) and delivered the largest ever research framework programme, Horizon 2020, with a 30% budget increase (€80 billion in total for research and innovation) at a time when almost all other budgets were cut; and oversaw two successful innovation conventions in Brussels. She had political responsibility for two directorates general – the DG for Research and Innovation and the Joint Research Council.

Máire previously served as a Fianna Fáil TD for the Galway West constituency (1975–1997); Minister of State for Consumer Affairs (1977 1979); Minister for the Gaeltacht (1979–1981), becoming the first female Cabinet Minister since the foundation of the Irish State; Minister of State for Education (1982); Minister for European Affairs (1987–1991), co-ordinating Ireland's Presidency of the Council of the European Union in 1990; Minister for Tourism, Transport and Communications (1992); and Minister for Justice (1993–1994), serving as a member of the Ministerial team that negotiated the Downing Street Declaration. From 1969 to 1975 Máire was a primary-school teacher.

Máire has been awarded a Degree of Doctor of Laws (*honoris causa*) from the National University of Ireland, Galway (June 2014); a degree of Doctor of Science (honoris causa) from University College Dublin (December 2015); the Légion d'honneur (September 2014); and the Transatlantic Leadership Award (European Institute Washington DC, October 2014). She is a Member of the European Joint Research Centre (JRC) Alumni Network (October 2014) and an Honorary Fellow of the Royal College of Physicians of Ireland (October 2014).

Professor Pat O' Connor

Pat O'Connor is Professor of Sociology and Social Policy at the University of Limerick. Her primary research interest is gender, and her recent research has focused on the gendering of management and higher education and, more broadly, on the gendering of organisations, leadership, excellence and careers. She is the author of a monograph, *Management and Gender in Higher Education* (Manchester University Press, 2014) as well as of numerous peer-reviewed articles in this area including, for example: 'Excellence in university academic staff evaluation: a problematic reality?' co-authored with Clare O'Hagan, in *Studies in Higher Education* (2015); 'Good Jobs – but Places for Women?' *Gender and Education Special Issue;* with Teresa Carvalho, and Kate White (2014) 'The Experiences of Senior Positional Leaders in Australian, Irish and Portuguese Universities: Universal or Contingent?' *Higher Education Research and Development: Special Issue on Leadership*, 'Constructing or Rejecting the Notion of the Other in University Managements: The Cases of Ireland and Sweden', co-authored with Anita Goransson in *Educational Management and Leadership* (2015); and co-authored with Antoinette Faux-Chamoux 'European Policies and Research Funding: A Case Study of Gender Inequality and Lack of Diversity in a Nordic Research Programme' in *Policy and Politics* (2015). She is currently working, with Kate White on an edited book on *Gendered Success in Higher Education: Global Perspectives* for Palgrave Macmillan.

Professor O'Connor was the first woman to be appointed at full professorial level in the University of Limerick in 1997, and the first female faculty dean in the University. She is a member of the Women in Higher Education Management (WHEM) Network, and is actively involved in the European Commission-funded project, 200 Female Empowerment in Science and Technology in Academia (FESTA) a seven-country, cross-national research-project. She has served as an Evaluator for the European Science Foundation, for Nordic Spaces, and for the Australian Science Foundation; and chaired the International Research Panel for the awarding of Linnaeus funding.

Professor O'Connor holds a B.Soc.Sc. (first class honours) and an M.Soc.Sc. (first class honours) from UCD and a Ph.D. from the University of London. Prior to being appointed by the University of Limerick, she held positions in the ESRI, Royal Holloway (University of London), the UK's National Institute for Social Work, and Waterford Institute of Technology. She has been a visiting professor at the Institute of Education (UCL), the University of Aveiro, GEXcel Linkoping, Deakin University, and the University of Melbourne.

Dr Helen Peterson

Helen Peterson is an Associate Professor in Sociology at Uppsala University and a Senior Lecturer in Work Science at the Department of Sociology and Work Science at the University of Gothenburg, Sweden. Her research focuses gender equality in higher education, with a special emphasis on senior academic management and women in STEM. Having participated in both national and international projects, her expertise encompasses evaluation of equality policies and programmes in Swedish, European and American academia. Currently, she is a member of the Executive Committee of *GenderTime*, an EU funded FP7 project targeting gender inequalities in European research institutions by implementing gender equality action plans. Her responsibilities in this cross-national project include the development of a monitoring system for the participating research institutions. In addition to this, she is conducting a project investigating the increase of women senior managers in Swedish higher education institutions, funded by the Swedish Research Council for Health, Working Life and Welfare. She is the Vice-Director of the international network WHEM (Women in Higher Education Management). She has published extensively on the subject in international peer-reviewed journals and contributed to international book publications. Between 2013 and 2015 she was a visiting scholar at the Steinhardt Institute for Higher Education Policy, New York University.

Mr Ryan Shanks

Ryan Shanks is Head of Strategy Practice at Accenture Ireland, delivering technology-enabled strategy and transformation initiatives that position Accenture s clients to take advantage of the latest business opportunities.

Ryan has over 17 years experience of successfully delivering large-scale, complex change and transformation programmes across multiple industry sectors including consumer goods, retail, resources, technology and the public sector. He has particular expertise in the areas of operating model-design, human resources, and talent and change management. Ryan has global experience having worked for a number of years in Chicago, Stockholm and Dublin and having worked on major projects across North America, Europe and Asia. He has worked with leading multinationals and large domestic firms. Prior to his current role Ryan led the development of Accenture Ireland's Talent and Organisation practice.

Ryan holds a Master's in International Studies from Uppsala University in Sweden and a Bachelor's degree in Communications and Political Science from DePaul University in Chicago, Illinois.

Professor Paul Walton

Paul Walton obtained his Ph.D. degree in 1990, followed by two years as a NATO postdoctoral fellow at the University of California, Berkeley, working with Ken Raymond.

He joined the department of chemistry at York in 1993 as a lecturer, becoming full professor in 1999. Between 2004 and 2010 he was chair of department when it became the first ever Athena SWAN gold award winner.

He is recipient of the Royal Society of Chemistry's Higher Education Teaching Award and the RSC's 2016 Joseph Chatt Award for outstanding multidisciplinary research. He has also been editor of *Dalton Transactions* (2004–2008), chair of Heads of Chemistry (UK), chair of the Royal Society of Chemistry's Diversity Committee and is one of the RSC's 175 Faces of Chemistry. He is a strong advocate of gender equality and lectures widely on the subject.

HEA Secretariat

Dr Gemma Irvine, Dr Maeve O' Riordan, Dr Abigail Chantler, Dr Miriam Liston, Mr Mark Kirwan and Mr Muiris O Connor (to 30th October 2015).

Yellow Window Consultants

The Expert Group would also very much like to thank Yellow Window consultants for their help with analysing the national online survey data.

Survey Respondents

The Expert Group wishes to sincerely thank all of the respondents to the survey for taking the time to share their views.