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## Central Evaluation Report for Trinity College Dublin

INstitutional Transformation for Effecting Gender  
Equality in Research

*Dr Anke Lipinsky, Dr Andrea Löther, Maria Schäfer*



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in Research



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## **CEWS-Project Reports**

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## PART I

### 1 Preface

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#### 1.1 INTEGER Context and Timeline

Trinity College Dublin (TCD) is striving to create and implement a sustainable gender equality strategy throughout the college and specifically in three pilot schools, Chemistry, Natural Sciences and Physics, and the Faculty of Engineering, Mathematics and Science (FEMS) with the help of financial assistance provided by the EU-project 'INstitutional Transformation for Effecting Gender Equality in Research' (INTEGER). The Dean of FEMS committed to INTEGER from the outset. This process includes the analysis of existing gender inequalities, the creation of bespoke Transformational Gender Action Plans (TGAP) for the college and the pilot schools, implementation of the proposed measures for change, and continued support for successful TGAP-measures up to two years after the project phase.

In order to operationalise the objective of creating transformational change INTEGER project partners first agreed upon a definition of "transformational change," later to be further adapted by the individual partners as needed for implementation. For Trinity College Dublin *transformational change is a strategic means by which all decisions made within institutions consider men and women research staff and how the decisions made may affect and impact each group*<sup>1</sup>. *Through operating transformational change, research institutions demonstrate significant gender awareness and competency to use gender as a resource to create new knowledge and stimulate innovation by modernising their organisational culture.*<sup>2</sup> In contrast to extant activities supporting TCD in its efforts to improve gender equality at the workplace, the TGAP and related actions are unique and specific in that they:

- offer voluntary activities to colleges and schools;
- come with time-limited funding;
- represent pilot activities designed to fit the institution;
- are externally monitored and assessed for results and effects.

Initial design of the TGAPs and implementation of priority measures began in 2011, directly following commencement of the INTEGER project; however, the project coordinator UKRC/ Bradford College had to leave the consortium in 2012 due to unforeseen circumstances. The process of terminating the role of UKRC/Bradford College and replacing it with a competent successor (i.e. CNRS) significantly affected the process of creating, informing and implementing the TGAPs of each of the partners.

This process affected TGAP implementation at Trinity College Dublin for a significant part of 2012. All partners still succeeded in prioritising certain themes throughout this period (03/2012-02/2013); i.e. in the case of TCD the themes 'organisational structure' and 'engagement of decision-makers'.

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<sup>1</sup> Cf. TCD Self-report (2014).

<sup>2</sup> Cf. <http://www.tcd.ie/wiser/integer/rationale-definition-objectives/>.

Table 1: INTEGER Timeline

<b><i>INTEGER Kick Off Meeting, Brussels</i></b>	04/2011
Professor Paul Walton of the University of York becomes INTEGER's first ambassador	07/2011
<b><i>First Partnership Group Meeting, Paris</i></b>	01/2012
Talk by Professor Paul Walton, Department of Chemistry, University of York	
<b><i>Second Exchange of Experience seminar, Talk by Alice Hogan, Dublin</i></b>	03/2013
<b><i>Second Partnership Group meeting, with Provost Patrick Pendergast, Professor Sergejus Rimovskis, Dean of the Faculty of Technology of the University of Siauliai, H�el�ene Naftalski, Chief of Cabinet of the President of CNRS</i></b>	03/2013
<b><i>Third Exchange of Experience seminar at the University of Siauliai</i></b>	05/2014
<b><i>Third Partnership Group meeting at the University of Siauliai</i></b>	05/2014

## 1.2 Purpose and Course of the External Evaluation

There is a threefold objective to evaluating the TGAPs designed and implemented by INTEGER partner institutions. The first is that an external evaluation will provide local programme coordinators with an independent view on the implementation process as support for programme steering and quality assurance with respect to the objectives, including sustainability of advancement in gender equality. The second objective of the external evaluation is to explore output, outcome and impact of each TGAP at the organisational and subordinate levels for the purpose of making effects of its activities tangible. To fulfil the third objective the evaluation methodology should supply project partners – and possibly higher education institutions that are interested in following the TGAP implementation model – with tools and guidance on how to use evaluation methodology for quality assurance of their own action plans to support legitimacy and in-house dialogue, as well as to measure institutional performance of the implementation of structural change plans to foster gender equality.

The evaluation design is oriented towards both the practical and the information needs of the intended users of the evaluation: the INTEGER programme coordinators at CNRS, ŠU and TCD and their local partners. It offers a combination of elements of formative and summative evaluation courses at different points throughout the implementation process. Methodology used for the evaluation is intended to assess the strengths and challenges of the overall TGAP implementation, while also providing substantiation to be utilised as the basis for further organisational learning. External evaluation by GESIS integrates three perspectives on the TGAP: It examines (1) the framework conditions for creating and implementing the TGAP; (2) the implementation process of the TGAP and (3) the impact created by the TGAP and its measures on site.<sup>3</sup> The evaluation report is based on various types of available evidence: a GESIS template for collecting HR statistics; the TCD TGAP, INTEGER baseline data report; the TCD self-report; individual and group interviews with TCD employees; site-visits to the schools and additional desk research. GESIS treats all empirical data in accordance with the highest standards of research ethics and good practice.<sup>4</sup>

<sup>3</sup> Cf. GESIS (2014), Evaluation Concept for Transformational Gender Action Plans (Deliverable 7.13).

<sup>4</sup> Cf. German Federal Data Protection Act at [http://www.gesetze-im-internet.de/englisch\\_bdsch/index.html](http://www.gesetze-im-internet.de/englisch_bdsch/index.html).



**Table 2: Course of the Evaluation**

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GESIS data monitoring template baseline	09/2011
TCD self-report available	25.2.2014
TCD self-report section 4.1	26.2.2014 (partially)
GESIS site-visit to TCD	5.-7.3.2014
TCD first de-briefing	7.3.2014
GESIS data monitoring TCD update 2013	30.4.2014
Presentation of preliminary findings	12.5.2014
Evaluation report completed	30.6.2014

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The GESIS evaluation of the TGAP implementation is in no way to be confused with the evaluation or quality assurance of the INTEGER project. These are two different, separate exercises, whereby the evaluation carried out by GESIS focuses on institutional transformation for the advancement of gender equality, and does not cover aspects of EU-project management.

## 2 Initial Situation

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Until 2008 Ireland was viewed as a “proactive” country in efforts striving towards gender equality in higher education.<sup>5</sup> Gender equality considerations disappeared from the political agenda during the subsequent financial crisis. Cutbacks in the public sector resulted in higher workloads put upon academic staff (increased ratio of number of students per academic), delayed recruitment for vacant (regular) positions and research personnel being primarily hired on temporary project/ contract basis. While the Irish public economy is in recovery, still the appointment principles at TCD have not changed. The design and implementation of the TGAP at TCD was influenced by several contextual factors; significantly, the Irish national situation developed appreciably in favour of gender equality between 2012 and 2014.

The Irish research sector presently receives broad political support for gender equality.<sup>6</sup> In addition, the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers, as well as the corresponding HRS4R-Logo have stimulated the modernisation of human resources management, specifically in Ireland and the UK.<sup>7</sup> The success of Charter and Code, as well as recent attention being paid to structural change initiatives fostering gender equality in research appears to be linked to the high ratio of mobile and international researchers at Irish universities. TCD is acutely aware of international and European networks and collaborations in these fields.

At TCD there are two organizational units for directly addressing gender inequalities at the college. The Equality Office has the mandate to promote equality for staff and students in all areas of college life, particularly with respect to the nine grounds of discrimination in equality legislation. It is also charged with supporting the college in achieving its objectives for diversity and inclusiveness.<sup>8</sup> TCD's equality policy<sup>9</sup> provides a framework for institutional activities in the areas of equality in employment, e.g. recruitment, selection, training, progression, retention and well-being, including gender. Responsibility for ensuring the implementation of TCD equality policies is mainstreamed to all positions of authority in the college. The equality office is comprised of one FTE staff member.

The second unit for addressing gender inequalities is the Centre for Women in Science and Engineering Research (WiSER),<sup>10</sup> based at the Faculty of Engineering, Mathematics and Sciences (FEMS). According to the self-report, “WiSER works to recruit, retain, return and advance women in academic science, engineering and technology (SET)”. During the evaluation period WiSER had two FTE staff, one of whom was seconded from the school of statistics. Situated at FEMS, a de-centralised level of the college, the role of WiSER is not restricted to creating an impact at FEMS. The TGAP includes activities at the central and senior management levels.

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<sup>5</sup> Cf. European Commission (2008), Benchmarking Policy Measures for Gender Equality in Science.

<sup>6</sup> E.g. in 2013 the Irish Research Council approved the Gender Strategy and Action Plan 2013–2020, Irish research institutions have participated in the two European “genderSTE” and ERA-net “Gender-Net” actions, three Irish universities have participated in EU projects to implement structural change to improve gender equality, and a national Network for Gender Equality in Academic and Research Careers was established.

<sup>7</sup> Cf. <http://ec.europa.eu/euraxess/index.cfm/rights/europeanCharter>.

<sup>8</sup> The Employment Equality Act 1998–2011 and Equal Status Act 2000–2012 protect all students, staff and service users of Trinity College from direct or indirect discrimination across nine grounds: gender, civil status, family status, sexual orientation, age, race and ethnicity, religion, disability or membership in the Traveler community. The Equality Officer is the designated secretary to the Equality Committee, to the Equality Fund and the monitoring advisory group.

<sup>9</sup> Cf. TCD Equality Policy, <http://www.tcd.ie/about/policies/equality-policy.php>.

<sup>10</sup> WiSER was established in November 2006 through funding by the Science Foundation Ireland – in the framework of the SFI Women in Science & Engineering Programme – and TCD.

Three pilot schools participate in the implementation of TGAP activities: the School of Chemistry, the School of Natural Sciences, and the School of Physics. There was no specific gender equality action plan at this level or at FEMS prior to the INTEGER TGAP. However, WiSER was already active with projects for girls and women in SET subjects at FEMS before.<sup>11</sup> Differences can be found among the three pilot schools in their number of staff, work climate, and scientific culture. The School of Physics is associated with the TGAP since February 2013 and participated in the external evaluation. The school's motivation to improve gender balance and the initial processes differ from the other schools and is not causally linked to INTEGER.<sup>12</sup>

TGAP actions and their implementation mesh with the existing legal and institutional policy framework of the college and FEMS pilot schools. While the TGAP is directed at academic staff of FEMS, the college's equality policy and equality contact persons at the college primarily target policies and provide assistance to TCD students. The strategies utilised by the Equality Officer and by WiSER have been synchronized at various levels. The Evaluation team therefore considers TCD's equality policy and the TGAP, which incorporates actions for three pilot schools at FEMS and also for the whole college, complementary. In addition, the TGAP also helps TCD to actively implement existing policies to the benefit of a broader spectrum of addressees.<sup>13</sup> Specific actions of the TGAP are designed to clarify causes of gender inequalities while there are other activities to stimulate networking and institutional learning. The TGAP follows a UK model of good practice: TCD utilizes the Athena SWAN Charter for women in science<sup>14</sup> as its model, driver and as a sustainability strategy to advance structural changes throughout the college to promote and further gender equality.

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<sup>11</sup> E.g. the TWIST project: <http://www.tcd.ie/wiser/twist/>.

<sup>12</sup> The School of Physics set up a "women in physics" and JUNO-committee in early 2012 and the School of Physics was awarded JUNO practitioner status in January 2014, cf. [http://www.iopireland.org/news/14/page\\_62361.html](http://www.iopireland.org/news/14/page_62361.html). The TCD equality officer is a member of the School of Physics JUNO committee; WiSER does not participate in this.

<sup>13</sup> E.g. the college is committed to non-discrimination (direct or indirect) in access and participation in education and employment, c.f. [http://www.tcd.ie/about/policies/equality-policy.php#\\_Toc283645383](http://www.tcd.ie/about/policies/equality-policy.php#_Toc283645383).

<sup>14</sup> Cf. <http://www.athenaswan.org.uk/>.

### 3 TGAP Objectives and Strategies

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The aim of the TCD Transformational Gender Action Plans is to achieve research excellence through gender equality and ensure the career progression of women researchers. This is in line with TCD's mission statement and official institutional policies, however, no specific objectives have been formulated at the school level.<sup>15</sup> These actions are based on the idea of institutional change to improve the representation of women in STEM fields, and foster cultural change in the schools themselves and throughout the university. Specifically, the TGAPs at the school and the institutional level comprise a series of interventions informed by international good practice and tailored to the needs identified in the baseline data collection survey and focus group interviews conducted within Trinity College during 2012.

As mentioned earlier, some TGAP activities aid in the implementation of existing TCD equality policies.<sup>16</sup> This is true for actions driving structural changes or offering direct support, such as the orientation package for new staff, and it is also valid in part for actions aimed at clarifying the reasons for gender inequalities and activities within the scope of "organisational structure". TCD's Equality Committee<sup>17</sup> is responsible for data collection and monitoring of equality policy, its mandate includes reviews and amendments to the policy (if necessary) every three years. According to its equality policy, TCD is committed to mainstream equality (more for reasons relating to inequality than gender), a strategy in line with the overall objective of INTEGER, and more specifically with TCD's transformational gender action plan. Actions and the overall TGAP approach foresee activities of and for both women and men to improve gender balance. This includes men as "beneficiaries" of specific actions, e.g. social activities. The promotion of diversity and understanding of gender as social interaction supports the TGAP focus on "research excellence through gender equality", which again fully conforms with the Athena SWAN objectives.

With regard to academic careers, TCD is committed to non-discrimination in its recruitment and selection processes, and recruits academic and research staff solely on the basis of merit.<sup>18</sup> The college committed to developing inclusive recruitment practices that acknowledge the diversity of applicants and candidates, and intends to do so in a transparent manner.<sup>19</sup> No definition of "merit" or "inclusiveness" is provided in the policies. Also noteworthy is that indicators of performance and their assigned weight in the recruitment process remain unclear; this appears to be a potentially important sphere of action. Key responsibility in these areas lies with the HR department, which has been involved in TGAP activities recently and become a strategic partner. The Faculty of Arts, Humanities and Social Sciences maintains the research centre for "Gender and Women Studies", but collaboration between the centre and WiSER in the context of designing the TGAP or with regard to issues of gender in research and curricula is not envisaged.

The mix of bottom-up and top-down initiatives appears adequate and fitting to the academic and institutional culture of the college, while also allowing for some flexibility in how the TGAP measures

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<sup>15</sup> Cf. TCD Self-report (2014).

<sup>16</sup> "Also the college will develop positive action measures to support particular groups who may be disadvantaged or under-represented in accessing education, employment or promotion where appropriate". Cf. <http://www.tcd.ie/cgws/>.

<sup>17</sup> The Board of the College has appointed an Equality Committee charged with responsibility for the development and monitoring of policies and practices in relation to equality. Cf. [http://www.tcd.ie/about/policies/equality-policy.php#\\_Toc283645383v](http://www.tcd.ie/about/policies/equality-policy.php#_Toc283645383v).

<sup>18</sup> Cf. TCD Equality Policy, <http://www.tcd.ie/about/policies/equality-policy.php>.

<sup>19</sup> Cf. *ibid*.

are handled. As a characteristic of the first year of implementing the TGAP, priorities were focused on the themes "engagement of decision-makers" and "organisational structure" as well as on 'quick-wins'. Consideration is also given to the feasibility at the school level in order to visualise the engagement of the implementation teams and demonstrate the efficiency of the TGAP, which is considered to be a successful and effective strategy. Data collection, validation and harmonisation of data were crucial at the beginning, albeit very time consuming. The evaluation team believes that a broad understanding at the top level as well as in the pilot schools of the benefits of gender equality, diversity, and the reflection on gender in research was initiated. Participation in the project was driven by the intrinsic valuation of inclusion and diversity in research of key players of TCD.

## PART II – Formative Evaluation

### 4 Operationalisation of the TGAP

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#### 4.1 Role and Position of the Coordinator

The Centre for Women in Science & Engineering Research (WiSER) coordinates INTEGER at TDC. INTEGER staff are located at WiSER, currently the INTEGER Programme Manager. The Executive Officer was scheduled to be replaced in March / April 2014. Eileen Drew, the PI of INTEGER, is the Director of WiSER.

In addition to management tasks for INTEGER, the coordinator fulfils the following tasks for the implementation of the TGAPs:

- Responsible for coordination, implementation and networking at college-level and beyond
- Provide external expertise through external benchmarks and site visits (peer mentoring)
- Administrative support for the college implementation team
- Administrative support (not as regards the School of Physics) and close consultation for school implementation teams

The implementation of the TGAP is driven partly by top-down structures, provided by the coordinator; however, it is also focused on implementation at the local level of schools. According to the INTEGER project, the Dean of FEMS takes official ownership for the TGAPs. Yet, some evidence points to the de facto ownership and the responsibility being delegated to and taken by WiSER. The coordinator WiSER has expanded its activities, through INTEGER, from women in STEM to the college level. The focus overlaps with activities of the Equality Officer and the Equality Committee.

## 4.2 Information Resources to Get the TGAP Started

**Table 3: TCD Timeline**

Data collection: INTEGER survey report (online survey)	03/2012
Site visits (Oxford Research and Policy consultants, focus group discussion)	06/2012
1st Data Monitoring available	08/2012
Outcome of the INTEGER Site Visits	10/2012
Launch of the TGAP Framework	12/2012
Dean of the Faculty of Engineering, Mathematics and Science, Prof Clive Williams, formally launched the Framework for Transformational Gender Action Plans (TGAPs) on Tuesday 18th December	
Establishment of the implementation teams	12/2012 - 01/2013
First meeting of the School Implementation teams, January 2013, assessment of the external site-visit by OXFORD, survey recommendations	01/2013
Presentation of the Baseline Data Report to CEO-Group	Mid 2013
Approval of the TGAP by College	06/2013
WiSER established a cross-institutional National Steering Group to explore possibilities to extend Athena Swan to Ireland.	10/11 2013
TCD hosted a meeting of the seven Irish Universities, together with IUA, HEA, SFI, IRC and two speakers from the Equality Challenge Unit which administers Athena SWAN	
WiSER arranged a briefing session on unconscious bias for the Executive Group, facilitated by Prof Paul Walton, York University, on 26 <sup>th</sup> November	11/2013

## 4.3 Implementation Teams

TCD established a clear structure for implementation of the TGAP consisting of a college implementation team and three local implementation teams at FEMS. The structure and the complexity of the implementation teams fit the structure of TCD. In December, 2012 the college implementation team began work and the local implementation teams at the School of Chemistry and the School of Natural Sciences started their work in January, 2013, while the School of Physics became officially involved in the project in February, 2013.

The college implementation team ensures the involvement of senior administrators, e.g. the Dean of Research, the College Secretary or the Director of Human Resources. It is chaired by the former Vice Provost and Dean of FEMS. To ensure the exchange with the local implementation teams, the three convenors of the school implementation teams are appointed. The Equality Officer is also a member of the college implementation team and ensures coherence with the TCD equality policy. Aside from the Equality Officers, members of the Equality Committee are not part of the college or school implementation teams. In total, the college implementation team is gender balanced (6 men/5 women).

The college implementation team has the following tasks:

- Implementing TGAPs at the institutional level
- Recommendation to college governance
- Forum for matters arising at the school teams

Working methods devised by the college implementation team (short meetings every 2-3 months, 4 meetings between December, 2012 and March, 2014) help to overcome time constraints and hesitation on the part of college governance in dealing with gender equality and issues related to an individual project. In compliance with these constraints the bias training of the Executive Officer Group (EOG) with Paul Walton was very short (perhaps even too short) and combined with the presentation of the INTEGER baseline report.

The School of Natural Sciences and the School of Chemistry have been involved in INTEGER from the beginning as chosen by the coordinator at TCD and the Dean of the Faculty. Initially, the School of Physics did not take part in the INTEGER project. The initiative to engage in gender equality arose from an external review in March, 2012: The reviewers suggested that more attention need be paid to gender equality in the School of Physics and they proposed that the school participate in the JUNO program. Through alignment to the INTEGER approach, the School of Physics became part of the INTEGER process. Because of this history, there are some unique aspects to the mode of working: The implementation team receives no administrative support, the coordinator does not participate in the meetings and there are fewer consultations. Above all, it is the JUNO<sup>20</sup> practitioner status and not the INTEGER TGAPs which provide the framework for the activities.

The composition of the school implementation teams was modelled according to the Athena SWAN practice in Edinburgh University as to provide for: gender balance, grade balance, academic/technical and administrative representatives. The team members were identified and invited to participate by the head of each school. In total, 23 persons are involved in the three teams together. The composition of the implementation teams meets the Athena SWAN criteria.

On the school level, the implementation teams are chaired by full professors, senior staff also participates in the teams. The head of the School of Chemistry attends the meetings of the implementation team. In the School of Physics, the chair of the implementation team reports to the Executive Committee. These structures help to overcome resistance at the local level and have helped to ensure embedding of the project into the schools.

To cope with the time constraints and the high workload of the team members, the meetings take place at lunchtime and are kept short. The implementation team of the School of Natural Sciences met eight times between January, 2013 and February, 2014; the other teams meet regularly every second or third month.

Tasks of the local teams are as follows:

- Implementing TGAPs at the school level
- Identify a number of activities for initial focus
- Determine the approach of implementation in close consultation with INTEGER project staff

The teams assigned tasks to specific members, but issues in common are also discussed among all members. The members differ according to their degree of engagement, but a sufficient number of members are highly engaged. Interviews attested to the high motivation of the various implementation teams.

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<sup>20</sup> Cf. <http://www.iop.org/policy/diversity/initiatives/juno/>.



## 4.4 Public Relations and Internal Communication

Used on various occasions, the "wheel" is a clear and accessible communications tool for visualizing the TGAP which aids in comprehending both the logic and the activities of the TGAP. Public relations work by the implementation teams varies considerably: The implementation team at the School of Natural Sciences created a website about their INTEGER activities<sup>21</sup> linked to the homepage of the school via the button "Gender Equality". The website includes minutes of all team meetings and reports from the survey 2012 and the INTEGER baseline data report with links to blogs, videos, twitter, articles in research magazines, and videos. On the website of the School of Physics, there is also an article about INTEGER, as part of a larger section about women in physics. These articles only link to the INTEGER-website of WiSER; no specific information about the activities at the School of Physics is displayed here. Information about the activities is placed under the section "JUNO". On the website of the School of Chemistry, there is no reference to the school's involvement with INTEGER or other gender equality activities. The implementation team at the School of Natural Sciences developed a poster to present their activities and the implementation team at the School of Chemistry followed their lead.

Communications and the links between school implementation teams, college implementation teams and coordinators are ensured through the participation of the coordinator in the local teams and the convenors of the local teams in the college implementation team. Nevertheless, interviews revealed that local implementation teams feel cut off from the communication process. In the view of the local implementation teams, the college implementation team plays a crucial role in implementing the TGAPs, because it involves key actors of the college. But as the college team met less frequently than the local teams, issues were not always addressed in the college team meetings.

There is joint participation by the convenors in the college implementation team, however, aside from that there are no formal links between the local implementation teams. The implementation teams have described the ad hoc exchange of information and ideas between the local implementation teams at TCD as fruitful and useful. This exchange has facilitated local teams in adopting measures and ideas of other teams (e.g. poster about INTEGER activities). The implementation teams made it clear that they appreciated the discussions held during GESIS' site visit, and suggested a joint meeting of members of local implementation teams.

## 4.5 Implementation Process

### 4.5.1 Selection of Activities

The school teams set the specific priorities for their school based on the objectives and recommendations of the TGAPs. Strategies by selection of activities were:

- Whether the topic is within the competence of the schools;
- What could be done in a short time;
- Benefit expected for both women and men, and the school as a whole, not solely focusing on women.

Setting specific priorities obliges the school implementation teams to take ownership of the process leading to gender equality and this leads to good collaboration with the schools. Nevertheless, the priorities of the schools may not always fit the objectives of the TGAPs. In balancing between the

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<sup>21</sup> Cf. <http://naturalscience.tcd.ie/equality/>.

school and INTEGER key priorities, coordination was flexible in supporting activities which were initially not envisaged (e.g. the videos of women scientists) but were considered to be in line with the TGAP.

Activities have thus far aimed mainly at developing communities. Data collection in particular, a time consuming activity, is seen as a service for the school and the college, and achieving this goal created a common feeling of success. Importantly, this helped introduce the issue of "gender equality" into the schools in a positive way. Controversial themes like quota and gender bias in recruitment were avoided. Nevertheless, the implementation teams discussed career progression and recruitment but delegated this issue to the college level.

#### 4.5.2 Drivers

The implementation process itself leads to increasing the engagement of decision-makers and senior administrators for gender equality. A coordinator is responsible for seeking active support for key actors at the college and school levels. The involvement of senior administrators is realized through:

- Participation of senior administrators in the college implementation team;
- Building strategic partnerships with key players (Provost and Vice provost, Chief Operating Officer, Dean of Research, Director of Human Resources, Equality Officer, FEMS dean, Head of Schools);
- Involvement of the Executive Officer Group, mainly through bias training and the presentation of the INTEGER baseline report;
- Presentation and approval of INTEGER baseline report to decision making boards (College equality and research committee, EOG, HR Committee, Board).

This institutional support and internal cooperation help to support the INTEGER-activities.

Some examples:

- The vice-provost who has been interested in gender issues before and intensified her commitment to gender equality during the implementation process is a member of the Equality Committee and has established close cooperation with the equality officer.
- The College Secretary ensured that the INTEGER baseline report was tabled at the EOG.
- The dean of research and the Director of Human Resources supported the expansion of Athena SWAN to Ireland.
- The involvement of the Dean of Research was instrumental in getting agreement for initiatives at national level.

Support for the activities at TCD comes also through the funding of Athena SWAN from the Higher Education Authority and the approval of Irish Universities Association.

Further drivers include the INTEGER framework and institutional peer mentoring. Partnering in a project with CNRS as a highly esteemed research institution is of high symbolic value to a research focused university like TCD, even if the practical use of this exchange of experiences may be judged as relatively low. Similarly, inviting high level researchers as ambassadors for gender equality fits into the logic of TCD as a high level research institution. Site visits by the INTEGER coordinator at TCD to other universities abroad, as part of the institutional peer mentoring, leads to the transmission of good practices, the inviting of guest speakers and lays the groundwork for expanding Athena SWAN into Ireland.

Finally, the implementation of the TGAP profits from gender equality activities outside the project: The revision of the appointment process for fellows was initiated through the equality committee and its chair. At the school level, contacts of the chairs of the implementation teams to college administration and background experiences from leading positions in the college aided in the implementation process.

### 4.5.3 Resistances and Conflicts

The implementation of the TGAP is influenced by conflicts of interest between the schools and the HR-department, in particular, which materialised before and parallel to the INTEGER-project. Such difficulties make schools reluctant to change their recruitment procedures because they fear things will then take much longer.

Furthermore, TCD is – like many universities – very decentralised; schools and faculties are disconnected from one another. Some schools actually consist of different disciplines with different cultures. Thus, there is little coherence in process and cultures. These structures influence the implementation process, for example, because of different terminology and data sources, data collection becomes difficult and time consuming. The involvement of the Director of Human Resources and the Dean of Research in the college implementation team helped to overcome these difficulties. Most of this work was done by local team members in collaboration with WiSER.

Some interviewees reported encountering resistance against gender equality and specific instruments at the school level as well as difficulties in getting the staff engaged. Another important result is that while participating in the implementation team some people changed their views about gender equality. Involvement with the implementation teams has led to increasing gender competence. The fact, that TCD is involved in different changes and reforms at the same time is also seen as a challenge to the implementation of the TGAP.

### 4.5.4 Collaboration

The initiative to extend Athena SWAN to Ireland has, in addition to fostering collaboration within TCD, mainly intensified contacts and cooperation with other Irish universities as well as with stakeholders and research institutions, e.g. Science Foundation, HEA, Irish Research Council, and Irish Universities Association. In order to inform the TGAP, to work towards the Athena SWAN model and to stimulate institutional learning, the TGAP includes an international, institutional benchmarking exercise with selected research universities (EU and US) which provide further insights into institutional change processes. In contrast, the learning effects obtained through exchanges of experience between INTEGER partners that is institutionalized in the form of annual "Exchange of Experiences" workshops can be estimated as rather low, since INTEGER partners work in very different contexts.

## 4.6 Sustainability

The establishment of the local implementation teams itself is a definite success of the TGAP and is perceived as such by several actors. The teams provide for the implementation of gender equality activities at the school level, for the first time at TCD, whereas before, gender equality plans or reports had not led to change at the school level. Furthermore, the implementation teams have an impact on the sustainability of INTEGER, because the teams want to continue their work after the project.

During the interviews and site visit, which are part of the external evaluation, the evaluation team became convinced that following the Athena Swan Charter is a suitable strategy for TCD to foster sustainable and structural changes at the college. Athena Swan is well-accepted and recognised within TCD at all levels. This approach allows for short-term successes as much as for long-term planning.

## 5 TGAP Themes

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### 5.1 Introductory Remarks

This chapter presents the main results of the analysis of the outcomes and impacts of TCD's TGAPs. The methodological approach followed in this analysis is the logic chart model<sup>22</sup>. It aims at shedding light on causal relationships between outputs, outcomes and impacts of TGAP measures per theme at both the college and school levels. The analysis resorts to qualitative data collected through the interviews, group discussions and site visits conducted at TCD in March 2014, as well as a thorough analysis of the TGAPs at college and school level and supplementary documents.

TGAP measures implemented, such as products delivered, constitute the output. Outcome, in turn, refers to specific changes directly resulting from the output, for example, specific modifications of policies. Impact is defined as the wider effects on the target group(s) of the TGAP measures – in particular academic and research staff and decision-makers – that can be causally attributed to the implementation of the TGAP, for example the removal of barriers to the career progression of female scientists. Yet, the outcomes and especially the impacts of some measures, especially those aiming at sustainable institutional transformation, tend to materialise only in the medium term which means that they may not be measurable at this early stage of their implementation.

A measure can be considered successful if it reaches its objective. To the extent that this is possible, the analysis differentiates between outcome and impact at college and school levels. Yet, the fact that the TGAP does not provide specific objectives neither for the school level nor for each theme, and that outcomes can often not be easily attributed to a single measure makes it difficult to assess if the activities have actually reached their objectives. A further challenge in the analysis is the different starting point for the School of Chemistry and the School of Natural Sciences, on the one hand, and the School of Physics, on the other hand, as the latter has only been officially involved in the INTEGER project since February, 2013.

A brief comparative overview of the outputs in quantitative terms is provided before presenting the results of the analysis of output, outcomes and impacts of the TGAP implementation within each INTEGER theme. As shown in table 4, the total number of TGAP measures and the percentage of implemented TGAP measures differ significantly between the four themes. The numbers of planned measures are considerably higher in the INTEGER themes 'Organisational structure' (especially in the sub-theme 'Know your organisation') and 'Career progression'. Yet, the percentage of TGAP measures that have already been (partly) implemented is highest in the theme 'Engagement of decision-makers'. One approach to actually grasping the priorities, and not only the quantitative dimension, could be to take the rating of measures into account. This was not possible for the analysis of TCD, because not all measures were rated in the self-report with respect to their relevance.

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<sup>22</sup> Cf. Balthasar, Andreas (2011), *Critical Friend Approach: Policy Evaluation between Methodological Soundness, Practical Relevance, and Transparency of the Evaluation Process*. In: *German Policy Studies* 7 (3), pp. 187–231; Wyatt Knowlton, Lisa; Phillips, Cynthia C. (2009), *The Logic Model Guidebook. Better Strategies for Great Results*. Los Angeles, California: Sage Publications.

Table 4: Output – TGAP Measures per Theme

INTEGER theme	Total number of TGAP measures	Percentage of implemented TGAP measures
Engagement of decision-makers	6	66.7%
Organisational structure	19	52.6%
Career progression	17	35.3%
Work-life balance	5	40.0%
<b>Total</b>	<b>47</b>	

## 5.2 Engagement of Decision-Makers

### 5.2.1 Analysis Tool: Logic Charts

#### *Output*

Regarding the output in quantitative terms, the theme 'Engagement of decision-makers' is the INTEGER theme within which the percentage of TGAP measures that have already been (partly) implemented is the highest: 66.7% of the planned TGAP measures have been (partly) implemented. However, the number of measures planned in this theme is relatively low with a total of six measures.

It should also be pointed out that in this area a number of promising measures have been implemented which were not part of the original TGAP. This is the case, for example, with the organisational peer mentoring through visits by distinguished academics like Prof Yvonne Galligan (Queens University Belfast, UK), Prof Nancy Hopkins (MIT, US) and Dr Stephen Moggach (Edinburgh University, UK) who gave lectures, presentations and briefings to decision-makers and (in some cases) to diverse groups of staff.<sup>23</sup> However, this measure had already been designed at an early stage of the project and was even included into the INTEGER DoW. Furthermore, the briefing sessions on the INTEGER Baseline Report by the INTEGER coordinator at TCD to the Executive Officer Group and to the HR Committee can be considered a significant contribution towards achieving an institutional commitment to a gender balance at TCD. Besides, the establishment and involvement of implementation teams in the pilot Schools and at College level that were modelled on good practice Athena SWAN teams can be considered a crucial output, though not a TGAP measure.

#### *Outcome*

Considerable outcomes can be observed within the sub-theme 'Institutional Commitment', yet these outcomes seem to result from a variety of singular, targeted activities that go beyond the measures listed in the original TGAP. Furthermore, the composition of the college implementation team and its working methods – short, thoroughly prepared lunchtime meetings – can be considered very useful for engaging key decision-makers (information obtained via interview). Attendance at the meetings is high.

Awareness of gender inequalities has seen an increase among several decision-makers at the college and the school level (information obtained via interviews). The fact that high-level academics from

<sup>23</sup> Cf. TCD Self-report (2014), p. 9.

other prestigious universities have shown their commitment to gender equality towards TDC decision-makers – in the case of the unconscious bias briefing provided by Prof. Paul Walton even to the whole Executive Officer Group – seems to have contributed to an increased awareness of gender inequalities and gender equality measures (information obtained via interviews). At least some TGAP measures seem to be known and, partly, accepted by a considerable number of decision-makers especially at college level, also by men.

Following the briefing session by the INTEGER coordinator of the Executive Officer Group on the INTEGER Baseline Report, the Executive Officer Group agreed that the INTEGER report represents "a key College policy document"<sup>24</sup>. This paved the way for the updated TGAP to be "presented to Board as setting out the guiding principles by which gender equality policy will be achieved over the next 18 months"<sup>25</sup>.

### ***Impact***

Several decision-makers at both levels seem to be aware of, and committed to the objectives of the INTEGER project with respect to improved career progression of female researchers at TCD and improved representation of women in STEM fields. What remains less clear, is if this also encompasses an understanding of a need for institutional transformation. The level of commitment of some key decision-makers seems to have fluctuated over time.

It seems that the commitment to institutional transformation towards gender equality in general, and an increased representation of women in STEM fields in particular, is most prevalent among female decision-makers, as well as among decision-makers who have been previously involved in gender equality-related and diversity-related activities (information obtained via interviews); yet, the number of actors is too small to make a thorough statement on this issue.

When taking into account actors who contribute to the process partly for reasons beyond an explicit commitment to institutional change (information obtained via interviews) the number of key decision-makers who got engaged in gender equality-related initiatives is then considerably higher. Such actors may support gender equality initiatives as long as their expected outcomes correspond with their professional interests. The benefits of these measures for various actors have successfully been communicated by the INTEGER coordinator at TCD. Some actors at the college level, though not demonstrating a commitment to the process as a whole, have been described as being very supportive of certain TGAP measures (information obtained via interview).

The fact that a variety of actors have been engaged in one way or another in the process can be considered a particular success and it may be viewed as evidence of an encompassing strategy rooted in a thorough analysis of actors, their scopes of action and their interests. This assumption is supported by the fact that the INTEGER coordinator and manager at TCD identified "strategic partnerships"<sup>26</sup> that could be established with key players at college level.

Whereas the awareness of the existence of gender imbalances and gender equality-related initiatives can be considered to have been increased within the management (information obtained in interviews), it is not clear if management practices have been modified and to what extent members of management actually tackle their own, personal unconscious biases. Evidence indicates that in the course of the project more decision-makers at TCD have taken initiatives on gender equality issues, and some of them became proactive upon working with WiSER (information obtained via interview).

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<sup>24</sup> Ibid., p. 10.

<sup>25</sup> Ibid., p. 17.

<sup>26</sup> Ibid., p. 9.

The positive impacts of the measures taken within this INTEGER theme can also be expected to have substantial relevance to the sustainability of the efforts taken within the project as a whole.

Table 5: Engagement of Decision-Makers - Logic Chart for College Level

OUTPUT	OUTCOME	IMPACT
<p><b>Number of (partly) implemented TGAP measures</b></p> <ul style="list-style-type: none"> <li>College level: 2</li> <li>Both levels (total): 4</li> </ul>	<p><b>Sub-theme 'Institutional Commitment'</b></p> <ul style="list-style-type: none"> <li>High visibility of the commitment of invited high-level academics from other prestigious universities</li> <li>Strategic partnerships of the INTEGER coordinator at TCD with a variety of actors</li> <li>Involvement of decision-makers through the College implementation team</li> </ul>	<p><b>Sub-theme 'Institutional Commitment'</b></p> <ul style="list-style-type: none"> <li>Increased awareness of gender imbalances and gender equality-related initiatives among decision-makers</li> <li>Awareness of and commitment to TGAP objectives as regards a higher representation of women in STEM shown by some key decision-makers</li> <li>Less clear if this also encompasses an understanding of a need for institutional transformation</li> <li>Engagement of decision-makers who contribute to the process for reasons beyond an explicit commitment to gender equality</li> </ul>
<p><b>Percentage of (partly) implemented TGAP measures / total number of TGAP measures</b></p> <ul style="list-style-type: none"> <li>College level: 66.7%</li> <li>Both levels (total): 66.7%</li> </ul>	<p><b>Sub-theme 'Management Practices'</b></p> <ul style="list-style-type: none"> <li>No outcome can yet be observed regarding a modification of management practices</li> </ul>	<p><b>Sub-theme 'Management Practices'</b></p> <ul style="list-style-type: none"> <li>No impact on management practices yet</li> <li>Not clear to what extent decision-makers tackle their unconscious biases</li> </ul>
<p><b>(Partly) Implemented TGAP measures</b></p> <ul style="list-style-type: none"> <li>Protocol for unconscious bias training</li> <li>Pledges from senior management</li> </ul>		
<p><b>Planned TGAP measures</b></p> <ul style="list-style-type: none"> <li>Support START Recommendation 20</li> </ul>		



Table 6: Engagement of Decision-Makers - Logic Chart for School Level

OUTPUT	OUTCOME	IMPACT
<p><b>Number of (partly) implemented TGAP measures</b></p> <ul style="list-style-type: none"> <li>School level: 2</li> <li>Both levels (total): 4</li> </ul>	<p><b>Sub-theme 'Institutional Commitment'</b></p> <ul style="list-style-type: none"> <li>High visibility of the commitment of invited high-level academics from other prestigious universities</li> <li>Strategic partnerships of the INTEGER coordinator at TCD with a variety of actors</li> <li>Involvement of decision-makers through the implementation teams</li> </ul>	<p><b>Sub-theme 'Institutional Commitment'</b></p> <ul style="list-style-type: none"> <li>Increased awareness of gender imbalances and gender equality-related initiatives among decision-makers</li> <li>Awareness of and commitment to TGAP objectives as regards a higher representation of women in STEM shown by some key decision-makers</li> <li>Less clear if this also encompasses an understanding of a need for institutional transformation</li> <li>Strategic partnerships established with the Heads of School in Chemistry, Natural Sciences and Physics</li> </ul>
<p><b>Percentage of (partly) implemented TGAP measures / total number of TGAP measures</b></p> <ul style="list-style-type: none"> <li>School level: 66.7%</li> <li>Both levels (total): 66.7%</li> </ul>	<p><b>Sub-theme 'Management Practices'</b></p> <ul style="list-style-type: none"> <li>No outcome can yet be observed regarding a modification of management practices</li> </ul>	<p><b>Sub-theme 'Management Practices'</b></p> <ul style="list-style-type: none"> <li>No impact on management practices yet</li> <li>Not clear to what extent decision-makers tackle their unconscious biases</li> </ul>
<p><b>(Partly) Implemented TGAP measures</b></p> <ul style="list-style-type: none"> <li>Cross-institutional benchmarking programme</li> <li>Pledge from senior management</li> </ul>		
<p><b>Planned TGAP measures</b></p> <ul style="list-style-type: none"> <li>Pilot unconscious bias training for Pls</li> </ul>		

## 5.2.2 Challenges and Issues to be Addressed

The major challenge to be addressed within this theme consists in achieving an actual modification of management practices through the TGAP measures. An important step in this context would be to ensure that the training on unconscious bias not only serves to increase awareness of gender imbalances at large and specifically in this context, but also results in decision-makers working on their own, personal unconscious biases. A further issue is to attain commitment among decision-makers not only to achieving improved representation of women in STEM but also commitment to the need for institutional transformation that this encompasses.

A constant challenge for successful implementation of the TGAP is the fostering of extant strategic partnerships, and to potentially build up additional ones through a differentiated assessment of the specific interests of each relevant actor at TCD.

## 5.3 Organisational Structure

### 5.3.1 Analysis Tool: Logic Charts

#### *Output*

At TCD, 'Organisational structure' is the INTEGER theme with the highest number of planned TGAP measures and by the end of February, 2014, 52.6% of these measures had been (partly) implemented.

Within the first phase of the TGAP implementation, the focus was on the collection of sex-disaggregated data, which proved quite challenging. The quantitative data monitoring and the INTEGER survey produced valuable outputs complementary to the data collection activities listed in the TGAP.

Little progress has been made in the implementation of policy-related measures. The planned extension of the number of days of paternity leave was prevented by public sector constraints. Yet, there are plans to lobby for an extension at the national level. The implementation of several other key measures, e.g. the examination of workload models, has been obstructed by delays in the implementation of the START (Supports in Trinity Administrative Review and Transformation) initiative.<sup>27</sup> This is particularly unfortunate as the high workload and pressure on staff resulting from the high demands related to research output, teaching obligations and administrative tasks is a pressing issue for staff in various positions (information obtained via interviews).

With respect to the sub-theme 'Policy & Good Practice', the output related to Athena SWAN stands out. Whereas the institutional application for the Athena SWAN institutional Bronze Award forms part of the original TGAP, the actual activities of the INTEGER coordinator at TCD went beyond the scope of the TGAP, encompassing an initiative at the national level to extend the Athena SWAN Charter to Irish higher education institutions.

There was a successful initiative in the School of Natural Sciences to ensure the representation of post-docs on committees. Such measures that had not been included in the original TGAP can be considered as aimed at reforming the organizational structure.

#### *Outcome*

In spite of difficulties within the sub-theme 'Know Your Organization', significant progress has been made in collecting sex-disaggregated data (information obtained via interviews). Sex-disaggregated

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<sup>27</sup> Cf. *ibid.*

data was collected on different staff categories both at the college level and at the pilot Schools. Data on students was collected to some extent as well (such as in the School of Natural Sciences where data on third and fourth year students was collected) (information obtained via interview).

Challenges lay in actually getting the data and also in identifying and defining the categories of staff for which data would be collected, especially regarding post-docs and students. Decisions were taken at the college level and in the schools regarding the definition of the categories of staff on which data would be collected (information obtained via interview). Different data based on different definitions and stored in separate IT systems were matched. This was apparently a time-consuming effort (information obtained via interviews). The involvement of the HR Director in the college implementation team proved to be very instrumental in this regard (information obtained via interview).

Members of a local implementation team set up a scissors diagram for the School of Natural Sciences; the 'scissors' turned out to be less accentuated than expected (information obtained via interview). It is too early to see results from the exit surveys carried out with academic and research staff in the School of Chemistry (information obtained via interview).

As major activities planned for the sub-theme 'Policy & Good Practice' have not yet been implemented, partly due to factors external to the project, there is little outcome to be observed thus far with regard to this sub-theme. However representation of post-docs on committees in the School of Natural Sciences was successfully ensured.

The initiative to prepare an institutional application for an Athena SWAN award has already shown considerable outcomes. Athena SWAN served as a model already in the creation of the TGAP and its implementation structures, and the planned application for an Athena SWAN award counts on support from several key decision-makers at TCD (information obtained via interviews and in the TCD self-report from 2014). Furthermore, the negotiations with the Equality Challenge Unit and the establishment of the Athena SWAN National Forum, in which WISER played a key role, paved the way for the extension of the Athena SWAN Charter to Ireland. The benchmarking that took place already with Edinburgh University and Queen's University Belfast, building on experience with Athena SWAN, can be considered valuable in view of TCD's road to an institutional Athena SWAN application. Through visits to NSF ADVANCE award holding institutions the INTEGER coordinator at TCD gained further insights into the implementation of gender equality-related initiatives in higher education institutions that may underpin the planning of future activities at TCD.

### ***Impact***

A major impact from within this theme is the enhanced knowledge about the underrepresentation of female academic and research staff at TCD, in particular in the INTEGER pilot schools. On the one hand, significant progress has been made in the collection of sex-disaggregated data. While on the other hand, presentations by external experts can be expected to have increased, to a certain extent, the awareness and – possibly – the understanding of gender imbalances and biases among decision-makers and researchers who attended these presentations. Thus, the enhanced knowledge could serve both to improve the design of targeted measures and to facilitate their implementation.

The Athena SWAN initiative is expected to significantly contribute to the sustainability of gender equality-related efforts at TCD. No significant progress can be observed, however, regarding the institutionalization of policies and practices to improve, for example, the workplace culture and the distribution of tasks between researchers.

Table 7: Organisational Structure – Logic Chart for College Level

OUTPUT	OUTCOME	IMPACT
<p>Number of (partly) implemented TGAP measures</p> <ul style="list-style-type: none"> <li>College level: 5</li> <li>Both levels (total): 10</li> </ul>	<p>Sub-theme 'Know Your Organization'</p> <ul style="list-style-type: none"> <li>Significant progress in the collection of sex-disaggregated data</li> </ul>	<p>Sub-theme 'Know Your Organization'</p> <ul style="list-style-type: none"> <li>Enhanced knowledge about the underrepresentation of female academic and research staff in TCD, in particular in the INTEGER pilot Schools</li> </ul>
<p>Percentage of (partly) implemented TGAP measures / total number of TGAP measures</p> <ul style="list-style-type: none"> <li>College level: 50.0%</li> <li>Both levels (total): 52.6%</li> </ul>	<p>Sub-theme 'Policy &amp; Good Practice'</p> <ul style="list-style-type: none"> <li>Little outcome regarding policies and good practice</li> <li>Considerable outcomes of the Athena SWAN initiative in the design of the TGAP and its implementation structures, the involvement of TCD decision-makers in the process towards Athena SWAN and the necessary steps at national level</li> <li>Preparation for Athena SWAN through benchmarking</li> </ul>	<p>Sub-theme 'Policy &amp; Good Practice'</p> <ul style="list-style-type: none"> <li>No significant progress regarding the institutionalization of policies and practices</li> <li>Application for Athena SWAN Bronze award at institutional level in 2014 seems possible</li> <li>Extension of Athena SWAN to Ireland</li> <li>Collaboration among Irish HEIs engendered through the Athena SWAN National Forum</li> </ul>
<p>(Partly) Implemented TGAP measures</p> <ul style="list-style-type: none"> <li>Application for Athena SWAN institutional Bronze Award</li> <li>Pilot reporting on agreed indicators about academic staff</li> <li>Longitudinal data study on academic staff</li> <li>External collaborative benchmarking</li> <li>Guidelines for conducting exit interviews/ surveys</li> </ul>		
<p>Planned TGAP measures</p> <ul style="list-style-type: none"> <li>Recommendations to extend paternity leave to two weeks</li> <li>Support START recommendation 27</li> <li>Support START recommendation 10</li> <li>Support START recommendation 22</li> <li>Monitor work load model</li> </ul>		

Table 8: Organisational Structure – Logic Chart for School Level

OUTPUT	OUTCOME	IMPACT
<p><b>Number of (partly) implemented TGAP measures</b></p> <ul style="list-style-type: none"> <li>School level: 5</li> <li>Both levels (total): 10</li> </ul>	<p><b>Sub-theme 'Know Your Organization'</b></p> <ul style="list-style-type: none"> <li>Significant progress in the collection of sex-disaggregated data</li> </ul>	<p><b>Sub-theme 'Know Your Organization'</b></p> <ul style="list-style-type: none"> <li>Enhanced knowledge about the underrepresentation of female academic and research staff in TCD, in particular in the INTEGER pilot Schools</li> </ul>
<p><b>Percentage of (partly) implemented TGAP measures / total number of TGAP measures</b></p> <ul style="list-style-type: none"> <li>School level: 55.6%</li> <li>Both levels (total): 52.6%</li> </ul>	<p><b>Sub-theme 'Policy &amp; Good Practice'</b></p> <ul style="list-style-type: none"> <li>Little outcome regarding policies and good practice</li> <li>Considerable outcomes of the Athena SWAN initiative in the design of the TGAP and its implementation structures, the involvement of TCD decision-makers in the process towards Athena SWAN and the necessary steps at national level</li> <li>Preparation for Athena SWAN through benchmarking</li> <li>School of Natural Sciences: Post-docs represented on committees</li> </ul>	<p><b>Sub-theme 'Policy &amp; Good Practice'</b></p> <ul style="list-style-type: none"> <li>No significant progress regarding the institutionalization of policies and practices</li> <li>Application for Athena SWAN Bronze award at institutional level in 2014 seems possible</li> <li>Extension of Athena SWAN to Ireland</li> <li>Collaboration among Irish HEIs engendered through the Athena SWAN National Forum</li> </ul>
<p><b>(Partly) Implemented TGAP measures</b></p> <ul style="list-style-type: none"> <li>School application for Athena SWAN Bronze award</li> <li>Pilot reporting on agreed indicators &amp; set targets</li> <li>Pilot exit survey / interviews</li> <li>Consult staff about how they would prefer to receive information about the School</li> <li>Annual lab/ School retreat</li> </ul>		
<p><b>Planned TGAP measures</b></p> <ul style="list-style-type: none"> <li>Pilot extension of paternity leave to two weeks</li> <li>Destination survey of postdocs</li> <li>Adapt the College-wide workload model to the needs of the School</li> <li>Support of women to balance committee commitments and day jobs</li> </ul>		

### 5.3.2 Challenges and Issues to be Addressed

A persistent, major challenge within this theme is the fact that despite some progress in this area, definitions of staff categories have yet to be harmonized across the college. Data is presently collected by different bodies – following different methodologies. Within TCD, and even more so when taking into account the requirements of funding agencies, different definitions coexist, and terminology is often used interchangeably (information obtained via interviews). This is particularly the case regarding post-docs and students. Moreover, job descriptions are not centrally determined at TCD (information obtained via interview).

A further challenge related to the organisational structure is the fact that the TGAP does not currently envisage any formal quality management of gender equality-related measures, but quality control is supposed to be ensured through peer assessment (information obtained via interview and in the TCD self-report from 2014). Yet, the extent to which academic peers who are most probably not familiar with respective methodologies and who tend to face high workloads are actually able to carry out such quality control can be questioned.

Moreover, despite the common strategy of structural change of INTEGER and the efforts towards obtaining the 'HR Excellence in Research' acknowledgement, the workload of implementing these two initiatives at the same time makes it challenging for the HR department to simultaneously manage both initiatives which are not backed by dedicated resources (information obtained via interview).

## 5.4 Career Progression

### 5.4.1 Analysis Tool: Logic Charts

#### *Output*

Most of the 17 measures planned for the theme 'Career progression', especially those at the school level, have not yet been (completely) implemented. This theme has the lowest implementation rate.

However, within this theme, the school implementation teams have, in fact, implemented a high number of measures that do not form part of the original TGAP. All three pilot schools took initiatives to increase the percentage of female speakers in the framework of their seminar series. In order to increase the visibility of female scientists, in the School of Natural Sciences video profiles of nine female scientists at different levels were produced and disseminated, and a 'Soapbox Science Day' was organized in April, 2014. The School of Chemistry held a 'Women in Chemistry Day', and at the School of Physics the School's website was modified as to give more visibility to female students (information obtained via interview).

#### *Outcome*

As most of the TGAP measures planned for this theme have not yet been implemented, their outcome is very limited.

However, the presentations by visiting speakers such as Nancy Hopkins, Teresa Rees, Jocelyn Bell Burnell and Liz Elvidge (so far) which (according to the INTEGER team at TCD) "have been well attended and generated considerable discussion/debate"<sup>28</sup> are expected to increase the visibility of female researchers. At the same time, these interventions can be seen as contributing to the engagement of decision-makers.

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<sup>28</sup> Ibid., p. 23.

Furthermore, the percentage of female speakers in the framework of the seminar series significantly increased in all pilot schools, even if to a different extent though (information obtained via interview).

Initiatives like the video profiles of female scientists at the School of Natural Sciences and the 'Women in Chemistry Day' of the School of Chemistry can be expected to have raised the profile of female academics as well. Yet, the reach of these activities is not clear and the real visibility has yet to be comprehensively measured (information obtained via interview).

### ***Impact***

The few measures that have been (partly) implemented do not have visible impacts yet on the reduction of barriers to women pursuing a career in academia and in college management. These include the unequal distribution of work and difficulties in returning from leaves. Similarly, support offered to female academics for their career development has not been significantly increased.

Overall, access to leading positions in academia and management has not been significantly facilitated for women. At the School of Natural Sciences, the first ever female Chair of Zoology was appointed in February, 2014; yet, it remains unclear if there is a causal relationship between the INTEGER project and the selection of the Chair. Nonetheless, the visibility of female researchers at TCD can be assumed to have – at least slightly – increased, especially in the pilot schools.

Table 9: Career Progression – Logic Chart for College Level

OUTPUT	OUTCOME	IMPACT
<p>Number of (partly) implemented TGAP measures</p> <ul style="list-style-type: none"> <li>College level: 4</li> <li>Both levels (total): 6</li> </ul>	<p>Sub-theme 'Professional Development'</p> <ul style="list-style-type: none"> <li>No visible outcome to date</li> </ul>	<p>Sub-theme 'Professional Development'</p> <ul style="list-style-type: none"> <li>No impact to date on the reduction of barriers for women pursuing a career in academia and in College management</li> </ul>
<p>Percentage of (partly) implemented TGAP measures / total number of TGAP measures</p> <ul style="list-style-type: none"> <li>College level: 44.4%</li> <li>Both levels (total): 35.3%</li> </ul>	<p>Sub-theme 'Raising Profile of Academics'</p> <ul style="list-style-type: none"> <li>Visibility of the presentations of visiting female scientists</li> </ul>	<p>Sub-theme 'Raising Profile of Academics'</p> <ul style="list-style-type: none"> <li>(Slightly) increased visibility of female researchers and academics at TCD</li> </ul>
<p><b>(Partly) Implemented TGAP measures</b></p> <ul style="list-style-type: none"> <li>Future Academic Leaders Programme</li> <li>Partnerships with HEI's to develop cross-institutional mentoring programme</li> <li>Guidelines to academics on female external lecturers and visiting professors</li> <li>Guidelines for School orientation for new staff</li> </ul>		
<p><b>Planned TGAP measures</b></p> <ul style="list-style-type: none"> <li>Early Career Research Support Office</li> <li>Pro-rata equal status for part-time academics</li> <li>Academic research portfolio</li> <li>Targets for applications for promotion</li> <li>Targets for applications to Chair; head hunting</li> </ul>		



Table 10: Career Progression – Logic Chart for School Level

OUTPUT	OUTCOME	IMPACT
<p>Number of (partly) implemented TGAP measures</p> <ul style="list-style-type: none"> <li>School level: 2</li> <li>Both levels (total): 6</li> </ul>	<p>Sub-theme 'Professional Development'</p> <ul style="list-style-type: none"> <li>No visible outcome to date</li> </ul>	<p>Sub-theme 'Professional Development'</p> <ul style="list-style-type: none"> <li>No impact to date on the reduction of barriers for women pursuing a career in academia and in College management</li> </ul>
<p>Percentage of (partly) implemented TGAP measures / total number of TGAP measures</p> <ul style="list-style-type: none"> <li>School level: 25.0%</li> <li>Both levels (total): 35.3%</li> </ul>	<p>Sub-theme 'Raising Profile of Academics'</p> <ul style="list-style-type: none"> <li>Percentage of female speakers in the framework of seminar series significantly increased in all pilot Schools</li> <li>Visibility of female scientists within dedicated events (School of Chemistry, School of Natural Sciences) and video clips (School of Natural Sciences)</li> </ul>	<p>Sub-theme 'Raising Profile of Academics'</p> <ul style="list-style-type: none"> <li>Increased visibility of female researchers and academics in the three pilot Schools, especially in the seminar series</li> </ul>
<p>(Partly) Implemented TGAP measures</p> <ul style="list-style-type: none"> <li>Targets of invited female speakers and external examiners</li> <li>Guidelines modelled on the Researcher Development Framework</li> </ul>		
<p>Planned TGAP measures</p> <ul style="list-style-type: none"> <li>Management training for Heads of School</li> <li>Effective appraisal system</li> <li>Annual Media/ Building on-line profile workshop (<i>pilot already run</i>); invitation to join the TCD database</li> <li>Timetabled orientation programme for new staff</li> <li>Targets of applications to Chair; head hunting</li> <li>Targets for proportionate applications to promotions; determine action if target not met</li> </ul>		

#### 5.4.2 Challenges and Issues to be Addressed

Alignment of several TGAP measures with the START process produced a significant challenge. This alignment constitutes a promising strategy to integrate and possibly even mainstream gender equality issues, especially the career advancement of female academics, into broader administrative developments at the college level. Yet, unfortunately, due to this alignment, the delays faced by the START initiative hindered implementation of crucial TGAP activities, as described above.

Moreover, current promotion procedures and recruitment-caps have impeded the implementation of key TGAP measures in this area, namely the setting of targets for applications for promotion. The initiative to establish an Early Career Researcher Support/Development Office at TCD was obstructed as well because the envisaged HEA funding stream was cancelled. However there is a plan to submit a redrafted proposal to SFI.

Furthermore, whereas the TGAP contains measures aimed at supporting staff in the development of their career, especially early career researchers, it does not address gender imbalances and gender biases in recruitment. This lack of action seems to originate from the very low number of available positions, especially as regards professorship, resulting from the severe economic constraints faced by most of the college. Yet, recruitment-related initiatives, as well as other measures aiming at an improved career progression of female academics, can be considered a process that pays off not just in the short-run. Decision-makers currently lack the respective training, for example for avoiding gender bias in job advertisements (information obtained via interview), and active recruitment of women is not systematically pursued. Even in times of little recruitment, initiatives regarding a modification of policies and practices can prove fruitful.

### 5.5 Work-Life Balance

#### 5.5.1 Analysis Tool: Logic Charts

##### *Output*

The survey data showed that work-life balance, especially the high workload, are of great concern to staff in the INTEGER pilot schools. Yet, the theme 'work-life balance' seems to be the theme that received the least attention with regard to the design of TGAP measures.

While no policy-related measures have been implemented yet, several activities have been carried out within the sub-theme 'Culture & Management Practices'.

Key measures to facilitate the reconciling of work and family life or care responsibilities – like the introduction of a sabbatical term post family or caring leave, and the extension of paternity leave (in the original TGAP listed within the theme 'Organisational structure') – have not yet been implemented. In several cases implementation was prevented or delayed due to reasons external to the project.

Overall, the planned measures at the college level focus on the needs of parents, whereas several measures at the school level – both TGAP measures and additional measures developed by the school implementation teams – tackle the working culture and the climate as well. In all pilot schools handbooks providing orientation for new staff were developed or at least initiated. In the School of Physics, a post-doc forum was established in order to overcome the isolation of post-docs (information obtained via interview).

***Outcome***

No policy-related outcomes can be observed yet under the theme 'Work-life balance'. Actually, it would be expected that the measures addressing the work climate in the schools should have delivered some outcomes, but due to a lack of data, no evidence on this can be given.

The information and orientation provided in the handbooks is expected to be useful to new employees and may possibly help them to get in contact with other staff. Attendance at the first meeting of the post-doc forum in the School of Physics – 30 post-docs participated – was relatively high (information obtained via interview). Overall, the social activities seem to meet some of the identified needs that result from the isolation experienced by researchers and academics, especially post-docs, in some schools.

***Impact***

To date, policies and practices to facilitate reconciling work with family life/care responsibilities at TCD originating in the TGAP have not been institutionalized. However, the various social activities can be expected to have – at least small – positive impacts on the work climate, contributing a little to overcoming the isolation of researchers, the extent of which strongly differs between the schools. Exchanges between staff, which are stimulated by social activities, and in particular by the post-doc forum in physics, may also facilitate the formation of interest representation of certain groups of staff, and may thus – in the medium and long-term – even lead to a modification of management practices and policies.

Table 11: Work-Life Balance – Logic Chart for College Level

OUTPUT	OUTCOME	IMPACT
<p>Number of (partly) implemented TGAP measures</p> <ul style="list-style-type: none"> <li>College level: 1</li> <li>Both levels (total): 2</li> </ul>	<p>Sub-theme 'Culture &amp; Management Practices'</p> <ul style="list-style-type: none"> <li>No outcome to date</li> </ul>	<p>Sub-theme 'Culture &amp; Management Practices'</p> <ul style="list-style-type: none"> <li>No visible impact to date</li> </ul>
<p>Percentage of (partly) implemented TGAP measures / total number of TGAP measures</p> <ul style="list-style-type: none"> <li>College level: 50.0%</li> <li>Both levels (total): 40.0%</li> </ul>	<p>Sub-theme 'Policy'</p> <ul style="list-style-type: none"> <li>No outcome to date</li> </ul>	<p>Sub-theme 'Policy'</p> <ul style="list-style-type: none"> <li>No further institutionalization of policies and practices to facilitate the reconciliation of work and family life/care responsibilities</li> </ul>
<p>(Partly) Implemented TGAP measures</p> <ul style="list-style-type: none"> <li>Review childcare provision for non-standard events</li> </ul>		
<p>Planned TGAP measures</p> <ul style="list-style-type: none"> <li>One-term sabbatical without teaching commitments for staff returning from extended leave</li> </ul>		

Table 12: Work-Life Balance – Logic Chart for School Level

OUTPUT	OUTCOME	IMPACT
<p><b>Number of (partly) implemented TGAP measures</b></p> <ul style="list-style-type: none"> <li>School level: 1</li> <li>Both levels (total): 2</li> </ul>	<p><b>Sub-theme 'Culture &amp; Management Practices'</b></p> <ul style="list-style-type: none"> <li>Social activities meet interest of at least some staff</li> <li>School of Physics: High interest in the post-doc forum</li> </ul>	<p><b>Sub-theme 'Culture &amp; Management Practices'</b></p> <ul style="list-style-type: none"> <li>Potentially positive impacts of social activities on the work climate, contributing a little to overcoming the isolation of researchers where existent</li> </ul>
<p><b>Percentage of (partly) implemented TGAP measures / total number of TGAP measures</b></p> <ul style="list-style-type: none"> <li>School level: 33.3%</li> <li>Both levels (total): 40.0%</li> </ul>	<p><b>Sub-theme 'Policy'</b></p> <ul style="list-style-type: none"> <li>No outcome to date</li> </ul>	<p><b>Sub-theme 'Policy'</b></p> <ul style="list-style-type: none"> <li>No further institutionalization of policies and practices to facilitate the reconciliation of work and family life/care responsibilities</li> </ul>
<p><b>(Partly) Implemented TGAP measures</b></p> <ul style="list-style-type: none"> <li>Set up School Social Club</li> </ul>		
<p><b>Planned TGAP measures</b></p> <ul style="list-style-type: none"> <li>Family-related protocols for managing workload of staff on parenting leave</li> <li>Monthly informal lunches hosted by Heads of School</li> </ul>		

### 5.5.2 Challenges and Issues to be Addressed

The implementation of key measures in this area was prevented or delayed for reasons external to the project (obstacles to the extension of paternity leave due to constraints imposed across the public sector, and administrative delays in the introduction of a sabbatical term post family/care leave). Alternative strategies may need to be developed in order to reach the objectives of the measures confronted with such obstacles.

Overall, more efforts could be dedicated to the topic of work-life balance especially at the college level. However, the fact that reconciling work and family life does not seem to have been of primary concern in the design and implementation of the TGAP may offer evidence of some understanding of gender equality that contrasts with dominant discourses on gender equality policies for example in Germany where the main focus of gender equality initiatives tends to be placed on child and dependent care-related measures. Still, at TCD there is a challenge to widening the focus of activities within this theme to tackle various aspects of the working cultures so strongly interlinked with global academic cultures, and to prevent an exclusive focus on parents and carers, or on post-docs.

## PART III

### 6 Looking at Statistical Outcomes

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The baseline data refer to the academic year 2011-12 and the statistical data for the evaluation to the academic year 2013-14. Reporting dates for staff data in 2013-14 are August and September, 2013. The period of two years is thus too short to estimate the quantitative impact of the TGAP when also taking into consideration that the implementation started mainly in the beginning of 2013. Furthermore, data for the control group, TCD's School for Computer Science and Statistics (SCSS) are not as detailed, and are missing for the baseline year; detailed data on PhD-graduates is missing. Thus, the summative evaluation will be restricted to analysing some patterns and challenges which can be derived from the data.

As for academic staff, the percentage of women does not change during the observed period, neither at TCD as a whole, nor at the Faculty of Engineering, Mathematics and Sciences (FEMS). In the School of Natural Sciences, the percentage and the number of women increased over the period 2011-12 to 2013-14 (23.1% to 27.5%, 2010: 21.1%), whereas in the School of Chemistry the percentage and the number decreases (23.8% - 20.0%, 2010: 26.1%). Because of the restrictions mentioned above, neither of these changes can be attributed to the implementation of the TGAP. On the faculty level, the situation of research fellows and assistants is striking: Although their total number increased from 2011-12 to 2013-14, the percentage and the number of women decreased (43.8% to 35.9%).

By looking at the vertical segregation, the crucial point is the step from professor to chaired professor, this goes for TCD as a whole, FEMS and both pilot schools. Neither the School of Natural Sciences nor the School of Chemistry had any woman in a chaired professor position in 2013-14. In 2011-12 there was one women chaired professor out of 5 in the School of Chemistry. When assessing these data, the small number of chaired professors has to be taken into account. In the Faculty and in TCD the percentage of women chaired professors is also notably low, at 12% and 14%, respectively. The control group demonstrates that gender equality is possible at this staff level: 3 out of 7 chaired professors in the Faculty for Computer Science and Statistics are women. In TCD, the percentage of women chaired professors is below the average of all Irish universities (19%). European wide, 20% of the professors in an equivalent position are women.<sup>29</sup> Thus, TCD lags behind the average of Irish and European universities.

Below the level of chaired professors no pattern of a decreasing percentage of women with every qualification step can be observed at both schools and FEMS. Nevertheless, the percentage of women as assistant or associate professors is below their participation as PhD graduates.

Women are much more often employed on a temporary basis than men. 33% of the women in the School of Natural Sciences are permanent or on an indefinite duration, as opposed to 71% of the men. In the School of Chemistry this is true for 19% of women and 43% of men. At faculty level, this gender gap is less pronounced (37% of women and 49% of men). Part-time work is not very frequent (there is no part-time staff at the School of Chemistry), but women work more often part-time than men. One quarter of the female academic staff at the School of Natural Sciences is part-time, but no man has a part-time contract. At faculty level, about 10% of the women and 3% of the men work part-time.

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<sup>29</sup> Cf. European Commission (2012), *She Figures 2012*, Tab. 3.1.

The gender gap in the forms of employment and the recruitment of research fellows and assistants should be considered when implementing career progression activities. Crucial points for career progression are the step from PhD to assistant and associate professors, and the step from professor to chaired professor.



## 7 A Case of Good Practice

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The initiative of the INTEGER coordinator at TCD and her team to strive for Athena SWAN awards constitutes a strategy of particular relevance for the implementation of gender equality-related measures at TCD in several respects: The application for the Athena SWAN Bronze Award at institutional level – planned for 2014 – and the subsequent applications sought by schools serve as a comprehensive sustainability strategy beyond the INTEGER project. On the one hand, the applications require the institutionalisation of an implementation structure that has already proven highly instrumental in the INTEGER TGAP implementation; the implementation teams that were already modelled on good practice Athena SWAN teams are planned to evolve into Athena SWAN teams. On the other hand, the aspiration to receive an Athena SWAN award can be expected to provide incentives for further progress in particular with respect to the career progression of women in STEM. In addition to the role of Athena SWAN as a road to sustainability, the award scheme – through benchmarking with Athena SWAN institutions as models – has also provided substantial guidance in the design of the TGAP and its implementation structures at TCD since the beginning of the INTEGER project.

The successful commitment of the INTEGER coordinator at TCD to a joint initiative of all Irish universities striving towards the extension of Athena SWAN to Ireland played a crucial role in its success which can be considered an enormously relevant side effect of the TGAP. The collaboration among Irish higher education institutions engendered through the Athena SWAN National Forum is expected to pave the ground for peer-institutional support, as well as for some 'healthy competition' in progress towards gender equality.

There are some challenges still to be addressed on the road towards successful application for the Athena SWAN awards at both the college and local levels. First, there is a huge gap in the status quo between the INTEGER pilot schools and other TCD schools. The catch-up process in the schools and faculties not involved in the INTEGER project can be expected to be time- and effort-consuming, and will probably encounter resistance. Collecting the necessary data in the INTEGER pilot schools has proven to be a real challenge which now must be taken up by other actors as well in order to pave the way for the Athena SWAN applications. Moreover, efforts need to be made regarding the engagement of additional decision-makers and staff in order to successfully involve them in the implementation process. The introduction of incentives to participate in the implementation teams, such as a partial relief from other duties, could be instrumental. Furthermore, the role of WiSER in the process may have to be re-assessed. WiSER, at present the key driver behind gender equality measures in STEM and the Athena SWAN initiative, may consider a re-shaping of its mandate; currently limited to science, engineering and technology. Alternatively, responsibilities could be redistributed across existing gender equality agents at TCD, and the responsibility of coordinating the process could be attributed to existing bodies or to structures still to be created.

## 8 Overall Impression

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Overall, TCD both profits from, and stimulates a momentum at the national level which brings gender equality back onto the political agenda of actors in the research sector. INTEGER and other European initiatives, e.g. the EU Charter for researchers and other EU projects interlink at TCD and result in a positive perception of INTEGER and the TGAP from key administration staff and science decision-makers at TCD. This, in addition to targeted communication activities by the local TGAP coordinator, produces solid engagement and support of gatekeepers in college and beyond. In return, TGAP objectives support the overarching objectives of the college, match with other EU policies and fit very well to the approach of structural change. Specific TGAP measures activate existing college policies, while others complement them through extension to other target populations, or generate new knowledge about existing gender inequalities. While the TGAP is motivated explicitly by supporting the careers of women scientists, we encountered the benefits of "inclusion" and "diversity" being additional drivers for staff to engage with the TGAP actions. Internal and external advocacy work for gender equality and the TGAP has been very successfully implemented and is indicative of the level of expertise of the local coordinator, i.e. WiSER and the importance of accessibility to high-level decision-making bodies within the organisation.

The implementation of the TGAP at TCD benefits from a good mix of key staff (as regards the status in academic hierarchy) at both levels: the college implementation team members and the school implementation teams. Activities in the schools, specifically in Chemistry and the Natural Sciences and at the college level are deeply interwoven. Specific measures are attuned to each other. However, for the period under evaluation, activities at the college level have received greater attention and visibility.

The evaluation team considers the establishment of the implementation teams, who ensure the commitment to the TGAP as a success in itself. Implementation of the TGAPs in the schools and in the college was handled by a mix of bottom-up and top-down initiatives, as appropriate. This flexibility seems adequate to the work climate at TCD which, to some extent, relies on informal relations and trust among staff. Information provided by TCD (cf. self-report) on measures and the impact at the level of the three schools, chemistry, natural sciences and physics lacks detail, and specifically physics seems to run autonomously to some extent.

The mandates of the Equality office (centralised) and WiSER (FEMS, de-centralised) are precisely defined. Both units collaborate at various levels, however some spheres of action seem to overlap somewhat. The relationship of the two units, as well as other units and departments, would possibly need to be defined more specifically with regard to the intended application of the college to the Athena SWAN Charter, i.e. the institutional bronze award.

An overall objective for the TGAP has been elaborated, but specific objectives for each topic or each school still lack precision. Thus, assessing outcomes and impacts of school level activities, in terms of the achievement of objectives, is rather challenging.

Ownership for the actions and the TGAP is taken at the top-level of the university, the coordinating unit WiSER and the college and school teams alike. The implementation teams of the School of Chemistry and the School of Natural Sciences set priorities on things that can be feasibly implemented and in particular on 'quick wins', i.e. actions which relatively easily generate tangible change. Overall, many measures which could have produced more tangible outcomes (changes in policy or practice) resulting in an impact on targeted groups (employees) are being scheduled for implementation in 2014/2015 – the final period of the project funding.

Through various coordinated activities, such as collecting and validating data as evidence upon which to base the TGAP, institutional benchmarking, gender balance of invited seminar speakers, or guest lectures, good communication strategy etc.,

- broad understanding of benefits of gender equality, diversity, gender in research was initiated;
- knowledge about the underrepresentation of female academic and research staff has been enhanced;
- the visibility of female scientists has been increased;
- an informal network of engaged supporters was created inside and outside TCD; and
- new strategic alliances with units not interested in gender equality were built within TCD.

Still, the core objective with regard to improving women's career progression in STEM and in the college has not yet led to significant results in terms of quantitative or qualitative improvements<sup>30</sup> – institutionalisation processes towards achieving the objective are still to come.<sup>31</sup> The Athena SWAN Charter serves TCD as model, driver and strategy for advancing gender equality. In addition, the School of Physics has already successfully achieved JUNO practitioner status. Athena SWAN is a suitable and recognised model for organising career support and modernisation of human resources management in the UK, which is now being transferred to Ireland. The Athena SWAN initiative is a promising sustainability strategy for the TGAP in all schools and the college. TCD envisages applying for the Athena SWAN "Institutional Bronze Award" in the near future.<sup>32</sup> Thus, continuation of the network and the implementation teams created through INTEGER seems both feasible and an effective way to achieve the core objective in the longer term. All activities relating to the Athena SWAN application process and the benchmarking are partly implemented already (some measures pending), other initiatives especially those relating to work-life balance and career progression, which would have reached out to the envisaged target group in higher number, had not been implemented until the evaluation in March 2014. Some other challenges will arise during effectively implementing this process, e.g. issues concerning job terminology and job titles across the college which still need to be solved (specifically regarding post-docs). Considering the difficult issue of sustainability of transformational gender action plans, and acknowledging that institutional transformation is impossible to be archived to the full extent within a project period of 3.5-4.0 years only, anchoring the TGAP processes in parallel to other existing transformation models, i.e. Athena SWAN could not have been smarter and gives TCD's TGAPs a long-term value.

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<sup>30</sup> Cf. TCD TGAP (2012) and TCD Self-report (2014), p.5 ("improve the career progression of women scientific researchers and contribute to gender equality").

<sup>31</sup> This may be due to several contextual, administrative and other reasons. No significant quantitative results can be found, not least due to the fact that the timeframe for action and for the evaluation of results 2011-2014 is too short to produce significant outcome. For details on achievements and challenges please see chapter five of this report.

<sup>32</sup> The Institutional Bronze Award is a precondition to any school's Silver Award.

## 9 Recommendations

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On the basis of the aforementioned evidence, the evaluation team would like to suggest the following points to TCD for consideration in the process of implementing the second phase of the INTEGER TGAP and for the period beyond the timeframe of the project. The sequence of recommendations should not be interpreted as priority ranking.

GESIS evaluation team would like to suggest:

### *TGAP*

1. **To define objectives for TGAP measures at each level and for each theme, and to attach objectives and lines of activities to specific timeframes**

Trinity College's TGAP aims to achieve research excellence through gender equality and ensuring the career progression of women researchers. This is in line with TCD's mission statement and official institutional policies. The TGAP does not provide specific objectives, not for the school level nor for each theme. The definition of such objectives and the timeframe for their accomplishment would facilitate targeted action and make it easier to assess – in terms of quality management – whether measures can be considered effective or if further adjustment is required. Assessment of achievements and regular monitoring of change processes towards reaching more specific objectives would provide, for example, professional quality management, evidence for adjustments to the implementation strategy, evidence for the need for actions with regard to TCD's strategic overall objectives.

### *Implementation*

2. **To organize regular meetings of all school implementation teams**

Up to now, the communication between school implementation teams is mainly organised through the convenors and the college implementation team. Regular meetings of all school implementation teams may foster the direct exchange of experience and ideas. This opens up a window of opportunity to involve other faculties into sharing of experiences. By this, the teams may overcome resistance, increase their competence on gender equality and introduce new ideas into their schools. The implementation of the measures and design of additional measures could be improved by increasing the exchange of information and experience.

### *Data Collection*

3. **To harmonise the collection of – sex-disaggregated – data on human resources across the college**

Despite some progress, definitions of staff categories have not yet been harmonized across the college. At present, data is collected by different bodies following different methodologies. Different definitions coexist, and terminology is often used interchangeably, in particular regarding post-docs and students. The availability of sex-disaggregated data on human resources – for example on staff, pay and applications – across the college would inform the design of targeted, evidence-based measures and would facilitate communication on the need for action. Necessary steps are to (further) harmonise definitions of staff categories and to introduce these into the centralized, TCD-wide database on human resources, and to clearly assign responsibilities for collecting the data.

### *Career Progression*

**4. To put a stronger focus on the implementation of measures relating to career progression beyond the visibility of female scientists**

Although the equality and transparency of recruitment, retention and progression of women is the central objective of WiSER and INTEGER, most of the measures related to career progression have not yet been implemented, in part due to obstacles external to the INTEGER project. Whereas visibility of female scientists has increased slightly, in particular in the pilot schools, further efforts are needed to meet the TGAPs' core objective, also in view of the way ahead towards Athena SWAN. Even in times of low recruitment figures, initiatives regarding a modification of recruitment policies and practices can prove fruitful, especially in the medium term.

### *Sustainability*

**5. To shift the focus from engaging decision-makers to a modification and institutionalisation of management practices**

In contrast to the significant achievements with respect to the engagement of decision-makers, little progress is to be observed regarding a modification of management practices, e.g. regarding promotion and recruitment, and the extent to which decision-makers tackle their own, personal unconscious biases remains unclear. Yet, the institutionalisation of practices in policy documents could contribute to the sustainability of the TGAP efforts. The network of engaged decision-makers and staff involved in the TGAP implementation that was created in the first phase of the project can prove highly instrumental in this regard.

**6. To ensure sustainability of the implementation teams after the project**

The evaluation team is convinced that following the Athena Swan Charter is a suitable strategy for TCD in efforts to foster sustainable and structural changes in the college. Athena SWAN is well-accepted and recognised at all levels. This approach allows for long-term planning as much as for short-term successes. Establishment of the local implementation teams itself is a success of the TGAP. There is a plan for the implementation teams already modelled on good practice Athena SWAN teams to evolve into Athena SWAN teams. TCD and the faculty should ensure this transformation by providing a mandate to this structure.

**7. To examine forms of formal quality management regarding gender equality measures**

The TGAP does not envisage any formal quality management of gender equality-related measures, but quality control should be ensured through peer assessment. Yet, the extent to which academic peers who are most probably not familiar with respective methodologies and who tend to face high workloads are actually able to carry out such quality control can be questioned. A solution to this issue should give consideration to the envisaged extension to other faculties.

**8. To define actors and their responsibilities with regard to the road to Athena SWAN**

Considering the difficult issue of sustainability of successful activities, and acknowledging that institutional transformation is unlikely to be achieved to the fullest extent within a project period of 3.5–4.0 years, anchoring activities in other existing transformation models, i.e. Athena SWAN, could not have been smarter and provides TCD's TGAP with long-term value. So far WiSER has been the key driver behind the Athena SWAN initiative. As its mandate is currently limited to science, engineering and technology, TCD may consider re-shaping it. Alternatively, responsibilities could be redistributed between existing gender equality parties at TCD.