Department Application Ireland
Bronze and Silver Award

ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

> Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Bronze	Actual
Word limit	**10,500**	**10,496**
Recommended word count		
1.Letter of endorsement	500	595
2.Description of the department	500	423
3. Self-assessment process	1,000	1,015
4. Picture of the department	2,000	2,071
5. Supporting and advancing women's careers	6,000	6,024
6. Case studies	n/a	0
7. Further information	500	367

Name of institution	Trinity College Dublin
Department	School of Histories and Humanities
Focus of department	AHSSBL
Date of application	January 2021
Award Level	Bronze
Institution Athena SWAN award	Date: July 2015 Level: Bronze
Contact for application Must be based in the department	Dr Robert Armstrong Dr Catherine Lawless
Email	robert.armstrong@tcd.ie, lawlessc@tcd.ie
Telephone	00 353 1 896 1577
Departmental website	https://histories-humanities.tcd.ie/

Abbreviations

AHA	Ancient History and Archaeology (UG TSM programme)
AMHC	Ancient and Medieval History & Culture (UG degree programme)
AP	Action Point
AS	Athena SWAN
CAO	Central Applications Office
CGWS	Centre for Gender and Women's Studies
DEDI	Director of Equality, Diversity and Inclusion
DPTL	Director of Postgraduate Teaching and Learning
DR	Director of Research
DUTL	Director of Undergraduate Teaching and Learning
EDIC	Equality, Diversity and Inclusion Committee
ERC	European Research Council
FAHSS	Faculty of Arts, Humanities and Social Sciences
FT	Full-time
JF	Junior Fresh (UG year one)
JS	Junior Sophister (UG year three)
HAA	History of Art and Architecture
HoD	Head of Discipline (Classics, History, HAA)
HoS	Head of School
HPS	History and Political Science (UG degree course)
HR	Human Resources
IRC	Irish Research Council
NMS	New Minor Subject
PHCH	Public History and Cultural Heritage (MPhil course)
PGR	Postgraduate Research (student)
PGT	Postgraduate Taught (student)
PI	Principal Investigator
PT	Part-time
SAT	Self-Assessment Team
SF	Senior Fresh (UG year two)
SH	Single Honors (UG degree programme)
SHH	School of Histories and Humanities
SS	Senior Sophister (UG year four)
TA	Teaching Assistant
TCD	Trinity College Dublin
TCGEL	Trinity Centre for Gender Equality and Leadership
TEP	Trinity Education Project
TJH	Trinity Joint Honors (UG degree programme, first intake 2019, replacing TSM)
TLRH	Trinity Long Room Hub Arts and Humanities Research Institute
TSM	Two-Subject Moderatorship (UG degree programme, replaced by TJH)
UG	Undergraduate

Coláiste na Tríonóide, Baile Átha Cliath
Trinity College Dublin
Ollscoil Átha Cliath | The University of Dublin

Scoil na Staire agus na nDaonnachtaí
School of Histories and Humanities

January 20, 2021

Dear Dr Brownlee,

As Head of the School of Histories and Humanities in Trinity College Dublin, I am delighted to endorse our School's application for a Bronze-level Athena Swan award. This application process has rightly required us, as a School community, to reflect critically on how we can act to ensure that the Athena Swan principles of 'representation, progression and success for all' are placed at the heart of our School. I believe that our revised application and action plan demonstrate our careful, School wide engagement with the Athena Swan process; this has led to a greater awareness of what we do well, but - more importantly - to a shared understanding of our shortcomings, and a commitment to the development of practices which will promote a supportive and healthy ethos in the workplace.

Our application is the result of intensive work by the Self-Assessment Team (SAT) and of substantive dialogues both informally and in workshops within our School community, ranging from permanent academic staff through to our postgraduate students. Our two Athena Swan champions, Dr Robert Armstrong and Dr Catherine Lawless, guided the work of the SAT with grace and efficiency; together with other SAT members, they have played a key role not only in undertaking SAT tasks, such as collecting data and organising workshops, but also in advocating for Athena Swan and making it a regular topic of conversation, thus ensuring buy in and participation from all our colleagues in the School.

Our Athena Swan champions already sit on our School Executive committee, and Athena Swan will remain a standing item on both the Executive and Departmental committee agendas. We are currently reconfiguring the SAT into a School committee - alongside our committees for Research, Postgraduate Teaching and Learning, Undergraduate Teaching and Learning, and Global Affairs. The new Equality, Diversity and Inclusion Committee (EDIC) will take the lead in implementing the Action Plan and in advocating for its principles. We also look forward to continuing to work closely and productively with the College's recently-appointed Vice-Provost of Equality, Diversity and Inclusion and EDI team.

On a personal note, when I was about to take up the role of Head of School a colleague asked me what I hoped to achieve during my tenure. At the top of my

list was the desire to make our School a community where *everyone* is equally valued, supported and respected. I am confident that the process of making the Athena Swan application, together with our commitment to the implementation of the Action Plan, is taking us on the right path towards achieving that goal, while at the same time acknowledging that this still requires substantive and ongoing work.

A new challenge for all of us this year has been the pandemic. The stresses it has placed on our College community (staff and students) have laid bare the importance of collegiality and of a fair and supportive work environment. As I write, we continue to adjust our teaching and administrative needs to new challenges in the work-life balance (especially for those with caring roles for children and sick or elderly relatives). We have also striven to find small but significant ways of keeping connected when almost everything is online. For example, in History colleagues have started to use the 'Slack' app for informal communication, and in Classics there is a weekly Zoom slot for coffee and chat.

I affirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the School of Histories and Humanities, Trinity College Dublin.

Yours sincerely.

C.E. Morris

Andrew A David Associate Professor in Greek Archaeology and History

Department of Classics, School of Histories and Humanities

2. DESCRIPTION OF THE DEPARTMENT
Recommended word count: Bronze: 500 words | Silver: 500 words

The School of Histories and Humanities was established in 2005-6, and comprises three academic departments – Classics, History, History of Art and Architecture (HAA) – and the Centre for Gender and Women's Studies (CGWS), primarily housed in the Arts Building on the Trinity College campus.

Arts Building, Trinity College Dublin

Management of the School is by means of a School Executive, three School-level committees (research; undergraduate teaching and learning; postgraduate teaching and learning) and discipline-level Departmental Meetings. All of these meet at least monthly (the School Executive normally meets fortnightly) with provision for School Meetings of all staff as required. In 2018 the decision was taken to add the two Athena SWAN champions (one female,[1] one male) to the School Executive, giving a current membership of eight females and seven males (**Figure 2.1, Table 2.1**).

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[1] One of the two current champions, Dr Catherine Lawless, is Director of the CGWS, and so already a member of the School Executive.
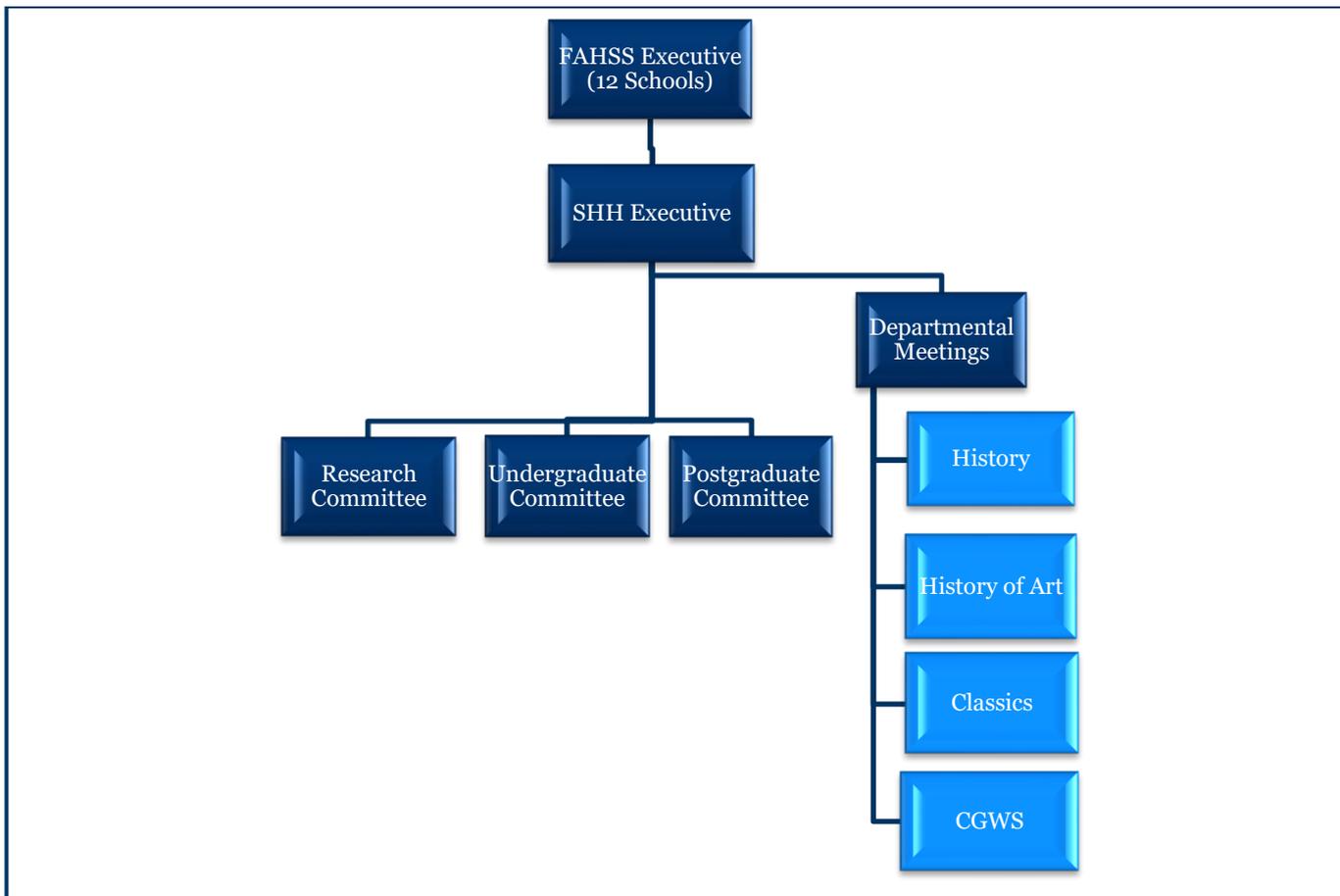
Figure 2.1: Management structure, School of Histories and Humanities

Post	Gender
Head of School	F
School Administrative Manager	F
Heads of Discipline: • Classics • History • HAA	F F F
Director of CGWS	F
Directors of • Undergraduate Teaching and Learning • Postgraduate Teaching and Learning • Research • Global Relations	M M M F
Subject Librarian	M
Staff Representatives (2)	1F, 1 M
Student Representatives (2)	1M[2]
Athena SWAN Champions	1F,[3] 1 M

Table 2.1: Composition of School Executive, SHH

[2] There is currently a vacancy for one of the student representative posts.
[3] The female champion is also Director of CGWS.

The School undergraduate and postgraduate courses are set out in Table 2.2.

Single honors (SH) courses (UG)	Trinity Joint Honors (TJH) courses (UG)	Interdisciplinary UG courses in which SHH is a major participant	New Minor Subjects (NMS)	MPhil courses
Ancient and Medieval History and Culture (AMHC)	Ancient History and Archaeology	European Studies	Ancient History and Archaeology[4]	Art + Ireland
Classics, Ancient History and Archaeology (CLAHA)	Classical Civilization	History and Political Science[5]	Classical Civilization[6]	Classics
Classics, Ancient History and Archaeology (CLAHA): Dual Degree Programme with Columbia University	Classical Languages		Classical Languages: Greek[7]	Early Modern History
History	History		Classical Languages: Latin[8]	Environmental History
History: Dual Degree Programme with Columbia University	History of Art and Architecture (HAA)		History	Gender and Women's Studies
History of Art and Architecture (HAA)			History of Art and Architecture (HAA)	International History
History of Art and Architecture (HAA): Dual Degree Programme with Columbia University				Medieval Studies[9]
				Modern Irish History
				Public History and Cultural Heritage (PHCH)

[4] To commence 2021-2.
[5] This integrated course, formerly administered by the History department, is being moved to become a component within the Joint Honors programme.
[6] To commence 2021-2.
[7] To commence 2021-2.
[8] To commence 2021-2.
[9] The School is a major contributor to this interdisciplinary course, which replaces the Medieval History MPhil taught until 2019, and which features in some of the data in this report.

Table 2.2: Undergraduate and taught postgraduate courses

New 'pathways' structures implemented in 2019 facilitate greatly increased student flexibility across undergraduate courses, including the introduction of Trinity Joint Honors (TJH), replacing previous Two-Subject Moderatorship (TSM) programmes, and allowing students to take up New Minor Subjects (NMS) from their second year. The implications of these changes for student numbers will not be apparent at least until the first cohort of students (2019-20) has completed their degree courses. This application therefore uses student data for 2016-19 to facilitate accurate tracking of trends. Undergraduates in 2018-19 numbered 473 female (59%) and 333 male (41%) students. In 2018-19 there were 59 female (64%) and 33 (36%) male students registered for MPhil courses with the School. The vibrant research community includes PhD and MLitt students registered with each of the component units of the School, numbering 48 female (54%) and 41 (46%) male students in 2018-19. Total numbers, and percentages, of staff and students by gender are given in table 2.3, with figure 2.2 providing a pipeline of gender and grade for staff.

		Female	Male	Total	%F	%M
Students	Undergraduate	473	333	806	59%	41%
	Postgraduate Taught	59	33	92	64%	36%
	Postgraduate Research	48	41	89	54%	46%
Academic & Research Staff	Academic Staff	26	21	47	55%	45%
	Research Staff	7	14	21	33%	67%
Professional & Support Staff (PSS)		9	1	10	90%	10%

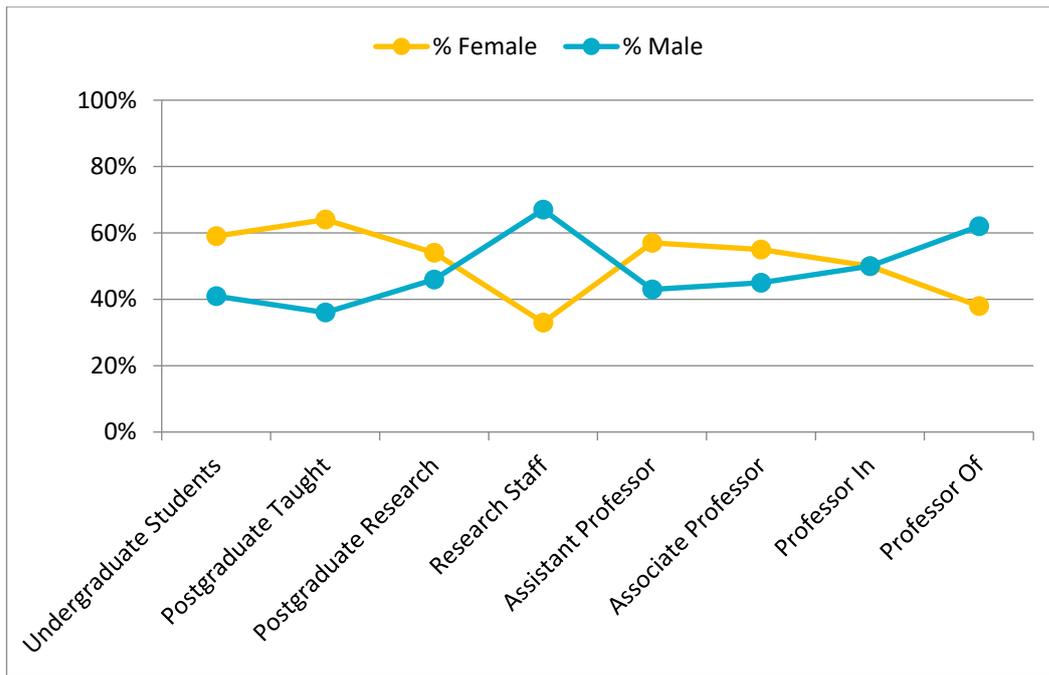*Table 2.3: School population by gender, 2018-19*

Figure 2.2: Academic pipeline by gender and grade, 2019

As well as investigating questions of gender and equality within its broader teaching programme, the School teaches a number of modules focusing specifically upon such issues. Current undergraduate modules include 'Gender, history and culture'; 'Gender and sexuality in the Greek and Roman World'; 'Gender and sexuality in early modern Europe'; 'Art, gender and the body in medieval Italy'. As well as the MPhil in Gender and Women's Studies, modules available to students on other MPhil courses include 'Gender, Art and Identity', 'Desire and the Body from Catullus to Seneca' and 'Changing Bodies, 1886-1953: the Unfixity of Sex and Gender'.

3. THE SELF-ASSESSMENT PROCESS
Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

(i)   a description of the self-assessment team

Following a decision by the School Executive to apply for an Athena SWAN Bronze Award, a Self-Assessment Team (SAT) was set up comprising staff of different ages and genders (8 female, 7 male), with a variety of family responsibilities, across the disciplinary units of the School, and including part-time and full-time, and academic and administrative, staff, at a range of career stages and grades. Robert Armstrong (History) and Catherine Lawless (CGWS) acted as co-Champions. Following a first application in November 2019, the SAT has built on feedback received to shape the current application. As discussed with AS during the feedback process, this application utilizes the 2016-19 data

presented in the first application as this remains the fullest and most current, due to the constraints on data collection as a result of Covid-19, and because significant changes in the structure of undergraduate courses introduced in FAHSS in 2019 makes longitudinal comparison much more appropriate for the period 2016-19.

SAT MEMBERSHIP			
NAME AND PHOTO	POSITION	DATE JOINED SCHOOL IN PRESENT ROLE	SAT RESPONSIBILITIES/ EXPERTISE
ROBERT ARMSTRONG	Associate Professor, Dept. of History.	2000	AS Champion; drafting of surveys and application.
DEBRA BIRCH	School Administrative Manager	2005	Data collection and processing; organization of meetings.
CIARAN BRADY	Professor of Early Modern History & Historiography, Dept. of History.	1982	Representative of professorial staff. Retired Sept. 2019.

 RUTH BRENNAN	Postdoctoral Fellow, Dept. of History (Environmental History).	2017	Postdoctoral perspective; liaison with external moderator. Contract completed Nov. 2020.
 PAT CARTY	School I.T. Coordinator	2005	Support staff perspective; I.T. support.
 PETER CHERRY	Associate Professor, Dept. of History of Art & Architecture	1990	Data collection.
 MARTINE CUYPERS	Assistant Professor, Dept. of Classics	2005	Data collection; drafting of application.

ELIZABETH FOLEY	Postgraduate Research Student, Dept. of Classics	2017	Postgraduate representative; lead role re PG survey.
DANIEL GEARY	Associate Professor, Dept. of History	2008	Data collection.
CAROLE HOLOHAN	Assistant Professor, Dept. of History	2015	Data collection; organization of workshops.
CATHERINE LAWLESS	Assistant Professor; Director of CGWS	2012	AS Champion; drafting of surveys and application.

|			
CHRISTINE MORRIS	Associate Professor, Dept. of Classics; Head of School	1994	Head of School; drafting of application.
HELEN MURRAY	Executive Officer, Dept. of History	2017	Representative of administrative and P/T staff. Moved to new post outside School Nov. 2019.
JACK SHEEHAN	Postgraduate Research Student, Dept. of History	2018	Postgraduate representative; lead role re PG survey.
PATRICK WALSH	Assistant Professor, Dept. of History	2018	Data collection and processing; drafting of application.

(ii)   an account of the self-assessment process

The SAT began to meet in February 2018, thereafter holding meetings at least once per month during term. The addition of the two Athena SWAN Champions to the School Executive, and inclusion of Athena SWAN issues as a standing item at Executive and Departmental meetings, ensured ongoing reportage and the opportunity for members of the School to add their perspectives. Participation in University- or Faculty-level workshops and discussions, notably those run through TCGEL, proved of great help in advancing thinking and generating understanding of best practices.

Recognizing the importance of raising awareness of the nature and significance of the Athena SWAN process, and the opportunities it could present for developing an improved working environment and greater equality for everyone working and studying within the School, of all gender identities, the SAT added an Athena SWAN webpage to the School website.
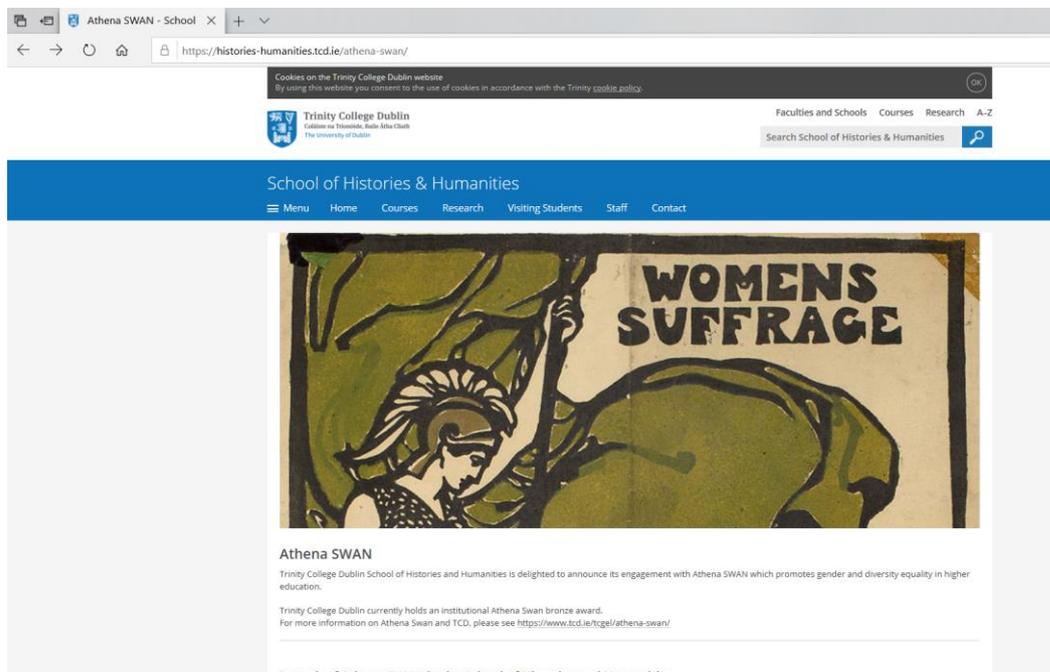
School Athena SWAN webpage

On 30 October 2018 the SAT arranged for Dr Carol Baxter, Assistant Secretary General at the Department of Justice and Equality, to deliver a presentation on 'Empowering women as leaders: the Athena Swan process and the National Strategy for Women and Girls', for School staff and students, with vibrant ensuing discussion.
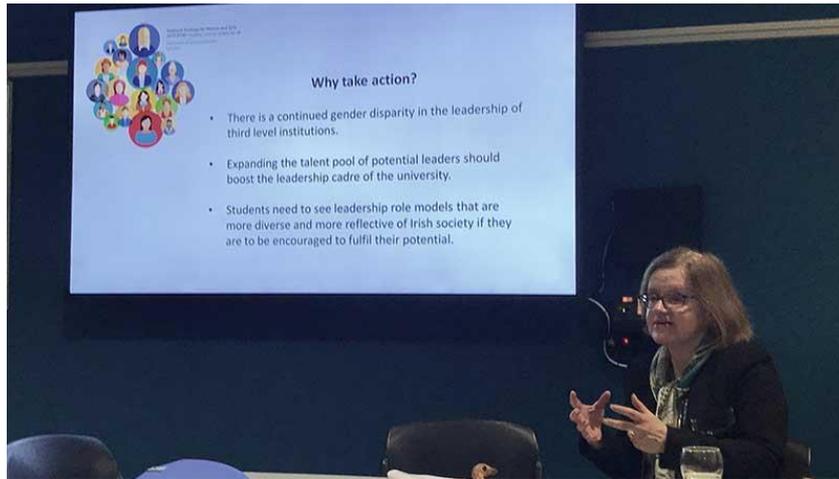
*Dr Carol Baxter speaking at the formal launch
of our Athena Swan process on 30 October, 2018*

Autumn 2018 also saw the launch of a tailored Staff Survey which addressed a full range of issues within the Athena SWAN remit. The survey secured a response rate of 56% from academic, administrative and postdoctoral staff. Of the respondents, 60% identified as female, 35% as male and none as non-binary, while 5% identified as Other, and one respondent chose not to self-identify in these terms.

In early 2019 a report was drafted providing a detailed breakdown of results, circulated to all staff eligible to participate in the survey. The SAT organized a series of workshops to allow for focused discussion of issues raised, and for staff input into the Action Plan. The first two of these, in May 2019, addressed the largest set of Survey questions, on issues of 'Organization and Culture'. Given the sensitive nature of some issues, it was decided that an external facilitator, Dr Marisa Ronan of Psynapse EU, be engaged to moderate these meetings. Ideas which emerged were then circulated to all relevant staff, who were invited to comment, and this formed the basis for a significant number of points in the Action Plan. Two further workshops, on Academic Transitions/Career Development and on Work-Life Balance, were held in September 2019, and again formed the basis for a number of points in the Action Plan.

The Staff Survey was used as a model for a Postgraduate Research Student Survey, in which the postgraduate representatives on the SAT took the lead role. This generated responses from twenty students, of whom 50% identified as female, 35% as male and 10% as non-binary.[10] The results were processed by the SAT in December 2020, for presentation to the School Executive and PG Teaching and Learning Committee.

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[10] One respondent chose not to answer the gender identification question.

Some members of SAT, Nov. 2019

Autumn of 2019 saw the SAT focus its energies on completing the Action Plan and Application. Since it was considered essential that the Action Plan reflect as fully as possible the aspirations of all staff, and secure buy-in across the School, it was circulated to staff in draft form, and discussed at departmental level. The full draft application was made available for comment and discussion through the School's password-protected Local webpage. Revisions were incorporated into the final versions approved by the School Executive.

Though the November 2019 application proved unsuccessful, the SAT was able to benefit from the feedback process organized by Athena SWAN, including a virtual surgery held in May 2020. The summer and autumn of 2020 saw members of the SAT respond to the recommendations of the AS panel, produce a new survey to gather additional data including perspectives on the impact of Covid-19 restrictions, and revise their application for re-submission in January 2021. The supplementary survey secured 29 responses, with 17 participants (61%) self-identifying as female, 9 as male (32%) and 2 as 'Other' (7%; none as non-binary).

Timeline of Athena Swan Activities	
28 November 2017	The School's Executive Committee agreed to begin the Athena Swan process
14 December 2017	Representatives from the School attended a half-day Faculty-organised Athena Swan Workshop with speakers from TCD and Queen's University Belfast.
30 January 2018	Meeting of the initial Athena Swan Steering Group
20 February 2018	First Meeting of the School's SAT
18 September 2018	Members of the SAT attended a Faculty-organised event on Organising a SAT and

	Maximising SAT Activity led by staff from TCGEL
30 October 2018	The School launched its Athena Swan initiative with a talk by Carol Baxter, Assistant Secretary General, Department of Justice and Equality entitled 'Empowering women as leaders: the Athena Swan process and the National Strategy for Women and Girls'.
2 November 2018	The SAT launched its Staff Survey
11 December 2018	Members of the SAT attended a Faculty-organised event on Data Collection and Analysis.
12 February 2019	Members of the SAT attended a Faculty-organised event on 'Writing a Smart Action Plan' led by the College's Director of Diversity and Inclusion
25 February 2019	Athena Swan Champions attended the launch of Trinity's Athena Swan Champions Network with a talk by Professor Karen McCloskey (QUB) about building a forum to support Athena Swan activities
3 April 2019	The SAT launched its Postgraduate Student Survey
9 April 2019	Circulation of summary of findings from Staff Survey to all staff entitled to participate.
15 & 17 April 2019	Focus Groups took place on the theme of Organisation and Culture led by an external facilitator
17 September 2019	Workshops held on the themes of Career Progression and Work-Life Balance
30 September 2019	Members of the SAT attended a workshop organised by TCGEL on Applying for an Athena Swan School Award led by Dr Victoria Brownlee
11 November 2019	The Draft Application and Action Plan were made available to all staff for discussion at Departmental meetings and /or for individual comment and feedback.
30 November 2019	Submission of AS application.
21 May 2020	Feedback surgery on 2019 submission with Tamara Szucs (Athena SWAN Programme Adviser) and Victoria Brownlee (Athena SWAN Programme Manager, Ireland).
October-November 2020	Electronic circulation to SAT of supplementary survey (approved) and of revised application drafts (for comment).

30 November 2020	Submission of revised application to University's Equality Office
17 December 2020	Supplementary Staff survey circulated to gather additional data.
21 January 2021	Findings of supplementary survey circulated to SAT ahead of circulation to staff eligible for participation.
25 January 2021	SAT approval of final draft of revised application.

(iii)   plans for the future of the self-assessment team

The School Executive approved the decision that the SAT would continue in being with an extended remit as the School's Equality, Diversity and Inclusion Committee (EDIC), to ensure that the Athena SWAN principles are embedded within School structures, policies and practices, and to maintain momentum in the implementation of the Action Plan. EDIC will be formally initiated in February 2021. EDIC will meet monthly, its meetings scheduled in the School Calendar, and will report to the School Executive through the Directors of Equality, Diversity and Inclusion (DEDI), posts concurrently held by one female and one male staff member. Within EDIC, such tasks as the revision, circulation and analysis of the staff survey, or the collection of categories of data enumerated in the Action Plan, will be equitably distributed to individuals or working groups. The DEDIs will be responsible for ensuring allocated tasks are completed, and for reporting results to the School Executive and other relevant bodies.

Athena SWAN / EDI issues will remain standing items on the agendas of Executive and Departmental meetings. EDIC will monitor its own membership to maintain, or enhance, representation of School members. AS Champion(s) /DEDIs will continue to take an active part in Faculty- and University-level Athena SWAN and Equality initiatives and networks. An enhanced profile would be given to Equality, Diversity and Inclusion issues through the development of a School webpage and Staff Handbook, which will provide School-specific and College-level information and updates.

ACTION POINTS

A1. Expand remit of SAT through its reconstitution as Equality, Diversity and Inclusion Committee (EDIC). To meet monthly during term.

A2. Appointment of School Directors for Equality, Diversity and Inclusion (DEDI), including a role as convenors of EDIC. To be a joint post, held concurrently by one female and one male member of staff.

A3. Ensure equality, diversity and inclusion issues are consistently addressed through School management structures
- EDIC representation at School Executive though DEDIs
- Athena SWAN/EDI issues as standing item at School Executive and Department meetings
- Annual progress review by EDIC based on Staff surveys and annual reports based on data collection.

A4. A biennial survey of gender equality issues and work environment within the School to shape policy and monitor changes.

A5. Ensure EDIC has membership reflective of the diversity of the School, in terms of gender, discipline, nature of post and terms of employment and ensure inclusion of students.

A6. Maintain a School Equality, Diversity and Inclusion (EDI) webpage.

A7. Produce a School Staff handbook to include profile of School/EDIC including roles and contacts; explanation of School governance and operations; School AS commitments; glossary of TCD terminology.

4. A PICTURE OF THE DEPARTMENT
Recommended word count: Bronze: 2000 words | Silver: 2000 words

4.1. Student data
If courses in the categories below do not exist, please enter n/a.

(i)   Numbers of men and women on access or foundation courses

N/A

Between 2016 and 2019 there were 1,409 female students enrolled as undergraduates within the School as against 971 male students. The percentage of female UG students stands at 59% across the three years (varying from 58% to 61%), a proportion close to those for female students studying Arts and Humanities in other Schools within TCD, or across Irish Universities (**Table 4.1**).

Year	% female UGs in Irish Universities (Arts & Humanities)[11]	% female UGs in TCD (Arts & Humanities)	% female UGs in SHH, 2017-18
2016-17	62%	63%	61%
2017-18	62%	62%	58%
2018-19	N/A[12]	59%	59%

Table 4.1: % of female students in full-time UG honors courses, 2016-19.

All undergraduates study full-time. Significantly higher percentages of female students are to be found on all TSM (Joint Honors) courses, than on Single Honors courses/ integrated multidisciplinary courses (**Table 4.2, Charts 4.1-4.2**) As with all other Irish universities, most undergraduates enter through the CAO system, which allocates places solely on the basis of examination results. The School has no direct part in undergraduate recruitment with the exception of direct entry Mature Students, limited to one or two per course, and to small numbers of students recruited through the dual-degree course with Columbia University, the Trinity Feasibility Study in Admissions and the Trinity Access Programme (TAP). The School does not have access to CAO data on gender-specific application or acceptance rates. It is thus unclear why particular gender recruitment patterns have emerged, ~~other~~ or whether they will persist following the emergence of new entry routes. However, we will monitor the data for the new UG degree pathways closely, and introduce actions around student recruitment/outreach if concerning gendered patterns are found.

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[11] 'Arts and Humanities' is the most appropriate category for comparison, given the HEA figures do not break down for disciplines like History of Art or Classics.

[12] All figures are from the Higher Education Authority, https://hea.ie/statistics-archive/. Figures for 2018-19 are not yet available from HEA.

	2016-17			2017-18			2018-19		
Course	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
Ancient and Medieval History & Culture	21	34	38%	26	34	43%	27	30	47%
Single Honors Classics	4	16	20%	13	16	45%	9	14	39%
Single Honors History	70	83	46%	66	85	44%	64	99	39%
History and Political Science	47	53	47%	47	54	47%	54	53	50%
TSM Ancient History & Archaeology	48	24	67%	43	24	64%	48	17	74%
TSM Classical Civilisation	69	15	82%	63	22	74%	58	29	67%
TSM Latin	6	2	75%	3	5	38%	9	5	64%
TSM Greek	2	2	50%	1	3	25%	2	4	33%
TSM History	85	49	63%	88	64	58%	85	62	58%
TSM History of Art & Architecture	118	25	83%	116	28	81%	117	20	85%
Total Registrations	470	303	61%	466	335	58%	473	333	59%
Table 4.2: Number of Registered Students on Undergraduate Courses broken down by Gender 2016-19									

Chart 4.1: Overall Undergraduate Registration 2016-19

Year	Male (FT)	Female (FT)
2016-17	303	470
2017-18	335	466
2018-19	333	473
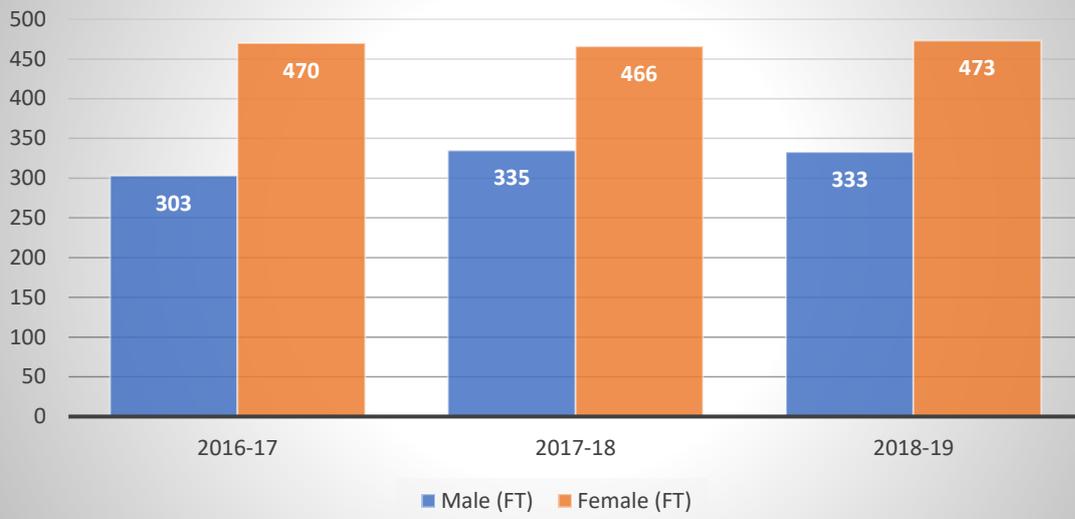
Chart 4.2: Comparison of Registered Students by Gender between Single Honor and TSM Courses 2016-19

Year	Male SH	Female SH	Male TSM	Female TSM
2016-17	186	142	117	328
2017-18	189	152	146	314
2018-19	196	154	137	319
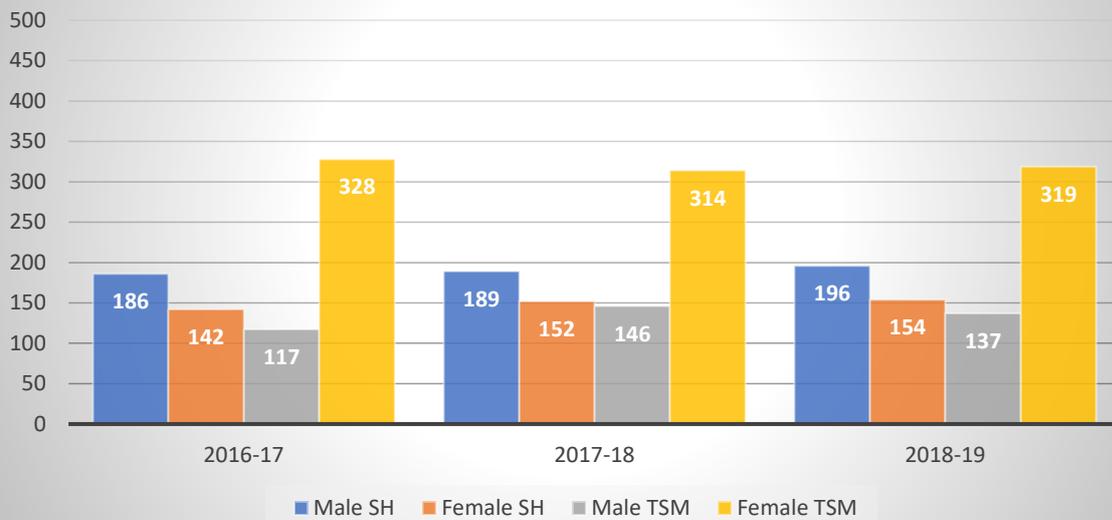
In evaluating UG results (**Tables 4.3-4.4, Figures 4.1-4.2**), the small numbers of students involved can render percentage calculations subject to extreme variation between years. Over the three years, women were awarded proportionately slightly more Firsts in single-honours courses then men, and men slightly more than women in TSM courses. While the variation is small enough not to warrant concern, ongoing collection and analysis of results data will be important, so as to identify any patterns or anomalies and this will fall under the Terms of Reference for EDIC.

	2016-17			2017-18			2018-19		
	F	M	% F	F	M	% F	F	M	% F
First Class Honors	4	8	33%	6	8	43%	10	7	59%
Second Class Honors (1st Division)	19	26	42%	27	31	47%	18	25	42%
Second Class Honors (2nd Division)	8	8	50%	2	6	25%	3	4	43%
Third Class Honors									
Ordinary Degree	0	1	0%						
TOTAL DEGREES AWARDED	31	43	42%	35	45	44%	31	36	46%
Table 4.3: Degree Attainment for Single Honors Courses 2016-19									
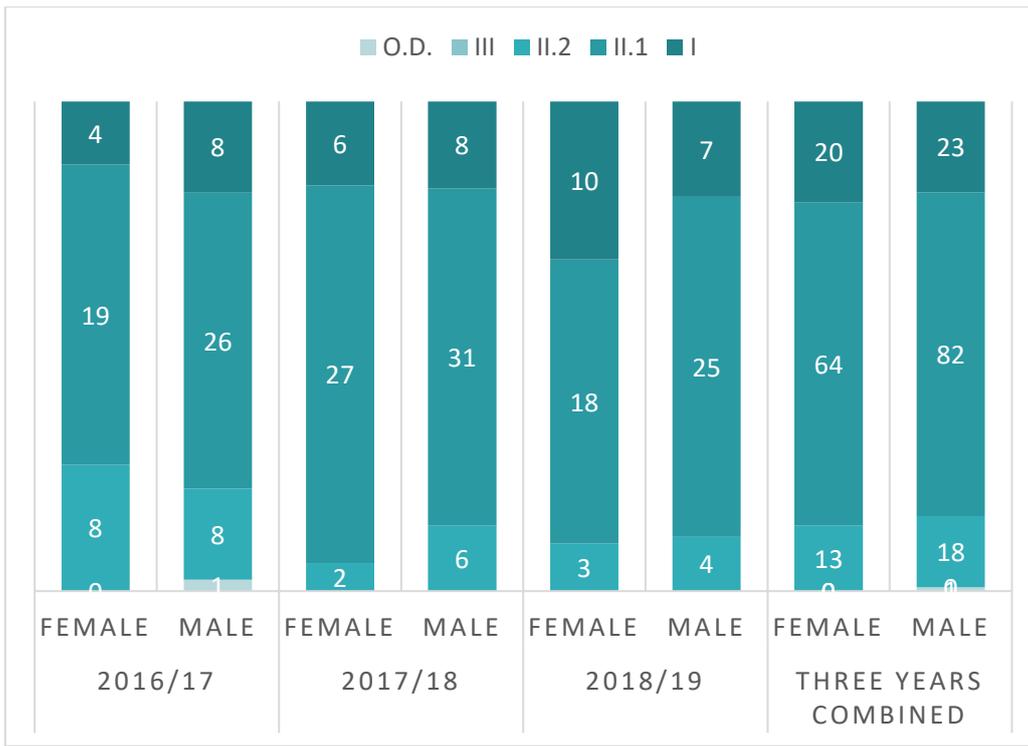
Figure 4.1: Degree Attainment for Single Honors Courses by gender 2016-19
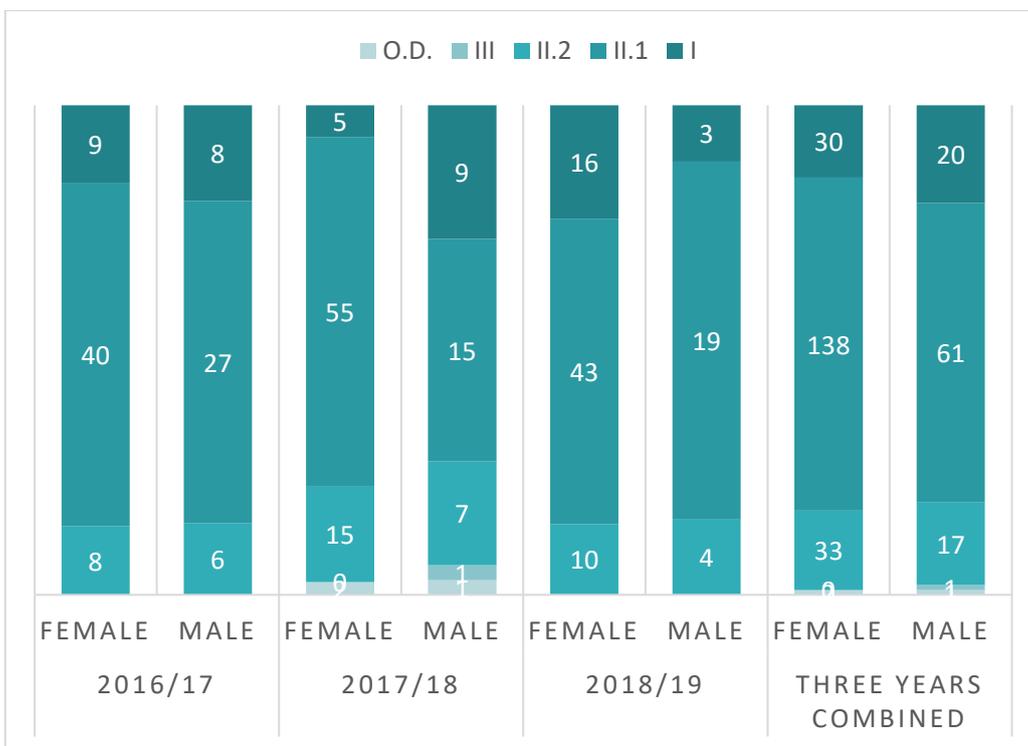
Figure 4.2: Degree Attainment for TSM Courses by gender 2016-19

	2016-17			2017-18			2018-19		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
First Class Honors	9	8	53%	5	9	36%	16	3	84%
Second Class Honors (1st Division)	40	27	60%	55	15	79%	43	19	69%
Second Class Honors (2nd Division)	8	6	57%	15	7	68%	10	4	71%
Third Class Honors				0	1	0%			
Ordinary Degree				2	1	67%			
TOTAL DEGREES AWARDED	57	41	58%	77	33	70%	69	26	73%

Table 4.4: Degree Attainment for TSM Courses 2016-19

(iii)   Numbers of men and women on postgraduate taught degrees

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

The School currently offers eight taught MPhil courses: one based in each of the Departments of Classics and HAA and in the CGWS; four in the Department of History; and one (PHCH) in the School as a whole (**Table 4.5)**.[13]

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[13] Of the eight programmes currently running, details for the MPhil in Environmental History have not been included, as first enrolments only took place in 2020-1. The MPhil in Medieval History, which ran until 2019, has been included in the calculations below, although this has now been superseded by an interdisciplinary MPhil in Medieval Studies, which the School hosts, and to which it is a major contributor.

Table 4.5: Number of Registered Students on MPhil Courses broken down by Gender 2016-19									
	2016-17			**2017-18**			**2018-19**		
MPhil Course	**Female**	**Male**	**% Female**	**Female**	**Male**	**% Female**	**Female**	**Male**	**% Female**
Classics (FT)	7	7	50%	1	3	25%	0	6	0%
Classics (PT)	0	0		0	0		0	1	0%
Medieval History (FT)	2	4	33%	10	3	77%	7	5	58%
Medieval History (PT)	0	2	0%	1	1	50%	1	0	100%
Early Modern History (FT)	3	5	38%	4	5	44%	3	1	75%
Early Modern History (PT)	1	2	33%	1	2	33%	1	1	50%
Modern Irish History (FT)	3	3	50%	3	4	43%	6	5	55%
Modern Irish History (PT)	2	0	100%	1	0	100%	0	1	0%
Public History & Cultural Heritage (FT)	14	1	93%	16	1	94%	12	4	75%
Public History & Cultural Heritage (PT)	0	0		0	0		0	1	0%
Art History (FT)	5	1	83%	3	1	75%	6	1	86%
Art History (PT)	6	4	60%	4	5	44%	4	1	80%
Gender & Women's Studies (FT)	11	1	92%	12	0	100%	4	1	80%
Gender & Women's Studies (PT)	1	0	100%	5	0	100%	3	0	100%
International History (FT)	0	0		0	0		12	4	75%
International History (PT)	0	0		0	0		0	1	0%
Total Registrations	55	30	65%	61	25	71%	59	33	64%

Percentages for recruitment of female students is higher than at UG level, at 67% of 263 students in 2016-19, with annual variation between 64% and 71% (**Chart 4.3**), and constitutes a higher percentage of total recruitment than among other Arts and Humanities courses in TCD or across Irish Universities as a whole (**Table 4.6**).

Chart 4.3: Overall MPhil Registration 2016-19

Year	Male (FT)	Female (FT)	Male (PT)	Female (PT)
2016-17	22	45	8	10
2017-18	17	49	8	12
2018-19	27	50	6	9
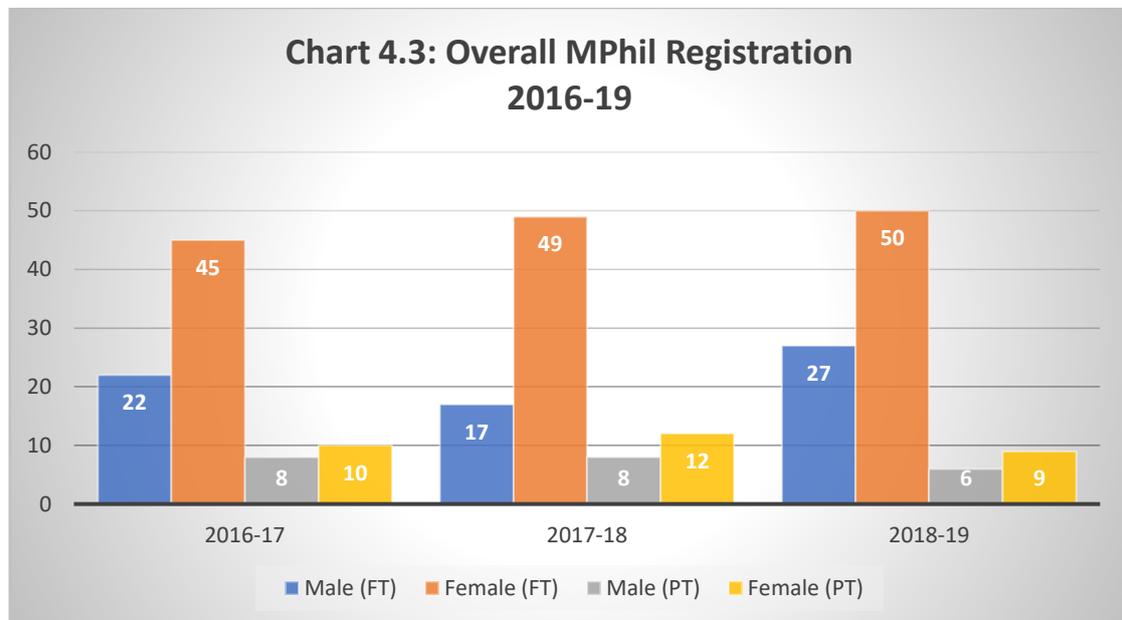
Table 4.6: % of female students in PGT courses, 2016-18[14]

Year	% female PGTs in Irish Universities (Arts & Humanities)	% female PGTs in TCD (Arts & Humanities)[15]	% female PGTs in SHH
2016-17	64%	64%	65%
2017-18	62%	62%	71%

The range of PGT options does not map directly onto UG study. There are very high percentages of female PGT students on two of the School's MPhil courses, those in Gender and Women's Studies, and Public History and Cultural Heritage, the latter being the course which has consistently recruited most students overall (**Table 4.5**). Both recruit particularly heavily from external sources and from disciplinary backgrounds other than those of the School, and tend to be

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[14] All figures are from the Higher Education Authority, https://hea.ie/statistics-archive/ where part-time and full-time figures have been combined. Figures for 2018-19 are not yet available from HEA

[15] 'Arts and Humanities' is the most appropriate category for comparison, given the HEA figures do not break down for disciplines like History of Art or Classics.

heavily female-dominated fields, which may explain their impact on the School's PGT gender breakdown.

In tracking progression between applications, offers and acceptances, account must be taken of the existence of multiple courses, each with a small cohort of students, which means that final percentages can be significantly altered by decisions made by, or effecting, one or two students (**Table 4.7, Chart 4.3**). Less variation by gender is apparent between applications, offers and acceptances for those courses with higher numbers of students, but EDIC will monitor patterns, to detect and address any possible persisting disparities. Female students made up 58% of part-time PGT students 2016-19, as against 67% of all PGT students.

MPhil Course	Female Applicants	Male Applicants	% Female Applicants	Female Offers	Male Offers	% Female Offers	Female Acceptances	Male Acceptances	% Female Acceptances
Classics (FT) 2016-17	13	8	62%	9	6	60%	6	4	60%
Classics (PT) 2016-17	0	0							
Classics (FT) 2017-18	3	7	30%	1	3	25%	0	3	0%
Classics (PT) 2017-18	1	1	50%	1	1	50%	1	1	50%
Classics (FT) 2018-19	1	11	8%	1	8	11%	1	8	11%
Classics (PT) 2018-19	0	1	0%	0	1	0%	0	1	0%
Medieval History (FT) 2016-17	7	8	47%	3	7	30%	2	5	29%
Medieval History (PT) 2016-17	0	2	0%	0	1	0%	0	1	0%
Medieval History (FT) 2017-18	16	3	84%	12	2	86%	10	1	91%
Medieval History (PT) 2017-18	2	0	100%	2	0	100%	1	0	100%
Medieval History (FT) 2018-19	11	8	58%	8	5	62%	7	5	58%
Medieval History (PT) 2018-19	0	0							
Early Modern History (FT) 2016-17	10	9	53%	3	7	30%	3	5	38%
Early Modern History (PT) 2016-17	1	3	25%	1	2	33%	1	2	33%
Early Modern History (FT) 2017-18	2	9	18%	2	5	29%	1	4	20%
Early Modern History (PT) 2017-18	0	0							
Early Modern History (FT) 2018-19	7	1	88%	4	1	80%	3	1	75%
Early Modern History (PT) 2018-19	1	1	50%	1	1	50%	1	1	50%
Modern Irish History (FT) 2016-17	6	3	67%	4	2	67%	4	2	67%
Modern Irish History (PT) 2016-17	2	0	100%	1	0	100%	1	0	100%
Modern Irish History (FT) 2017-18	6	10	38%	5	8	38%	3	5	38%

Table 4.7: Numbers of applications, and percentage of female applications, offers and acceptances on MPhil degrees in the School, 2016-19

Modern Irish History (PT) 2017-18	1	0	100%	1	0	100%	1	0	100%
Modern Irish History (FT) 2018-19	11	10	52%	7	4	64%	6	4	60%
Modern Irish History (PT) 2018-19	0	3	0%	0	3	0%	0	1	0%
Public History (FT) 2016-17	26	7	79%	18	2	90%	13	2	87%
Public History (PT) 2016-17	1	1	50%	1	0	100%	1	0	100%
Public History (FT) 2017-18	42	7	86%	19	3	86%	15	2	88%
Public History (PT) 2017-18	2	0	100%	0	0	0%			
Public History (FT) 2018-19	31	10	76%	12	4	75%	12	4	75%
Public History (PT) 2018-19	4	2	67%	1	1	50%	1	1	50%
Art History (FT) 2016-17	13	2	87%	8	1	89%	4	1	80%
Art History (PT) 2016-17	4	4	50%	3	4	43%	3	4	43%
Art History (FT) 2017-18	3	3	50%	2	1	67%	2	1	67%
Art History (PT) 2017-18	5	3	63%	2	1	67%	2	1	67%
Art History (FT) 2018-19	14	3	82%	7	1	88%	6	1	86%
Art History (PT) 2018-19	4	0	100%	2	0	100%	2	0	100%
Gender & Women's Studies (FT) 2016-17	22	1	96%	16	1	94%	13	1	93%
Gender & Women's Studies (PT) 2016-17	3	0	100%	2	0	100%	2	0	100%
Gender & Women's Studies (FT) 2017-18	19	1	95%	12	0	100%	11	0	100%
Gender & Women's Studies (PT) 2017-18	6	1	86%	4	0	100%	3	0	100%

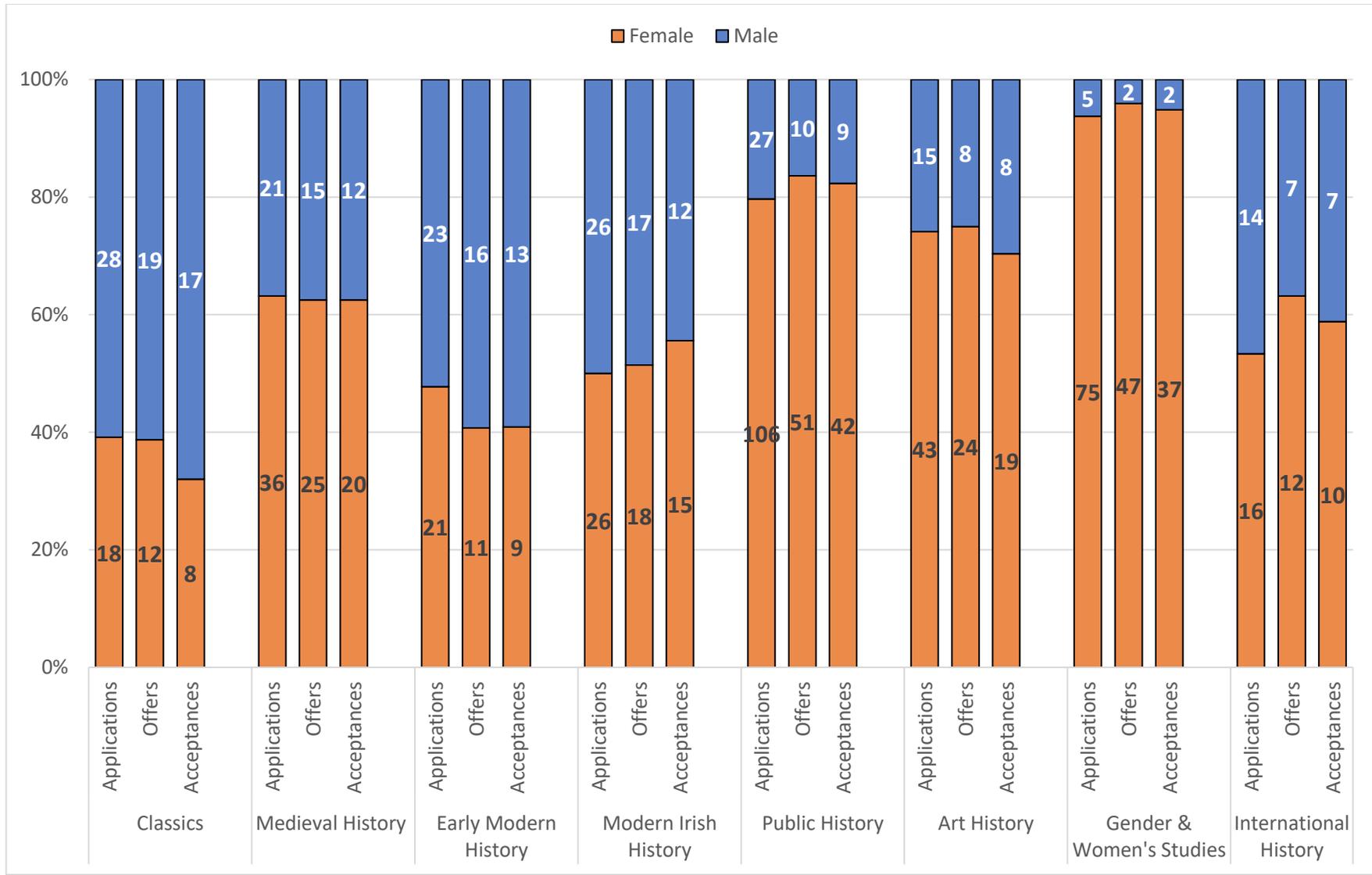|								
Gender & Women's Studies (FT) 2018-19	23	2	92%	11	1	92%	7	1	88%
Gender & Women's Studies (PT) 2018-19	2	0	100%	2	0	100%	1	0	100%
International History (FT) 2018-19	16	11	59%	12	5	71%	10	5	67%
International History (PT) 2018-19	0	3	0%	0	2	0%	0	2	0%

Chart 4.4: taught postgraduate recruitment by gender, 2016-19, FT/PT combined.

Completion rates for MPhil courses (**Charts 4.5-4.8**) reflect the larger intakes of female over male PGTs. To date, the university has not provided data which enables the tracking of individual student completion, though there is a commitment to make this available from 2021-2. The charts therefore do not provide a direct comparison with intakes. Individual students may take longer to complete (e.g. by transferring to part-time study), though the numbers who do so will be very small. Available data suggests no significant variation between admission and completion, but EDIC will monitor these more effectively once student-level data is available.

Chart 4.5: MPhil Graduates by Course and Gender 2016

Course	Male	Female
CLASSICS	7	4
EARLY MODERN HISTORY	4	8
GENDER & WOMEN'S STUDIES		4
IRISH ART HISTORY	2	5
MEDIEVAL HISTORY	3	4
MODERN IRISH HISTORY	4	3
PUBLIC HISTORY AND CULTURAL	0	12

Chart 4.6: MPhil Graduates by Course and Gender 2017

Course	Male	Female
CLASSICS	3	1
EARLY MODERN HISTORY	2	2
GENDER & WOMEN'S STUDIES		7
ART HISTORY		4
MEDIEVAL HISTORY	5	4
MODERN IRISH HISTORY	6	6
PUBLIC HISTORY AND CULTURAL	3	14

■ Male ■ Female
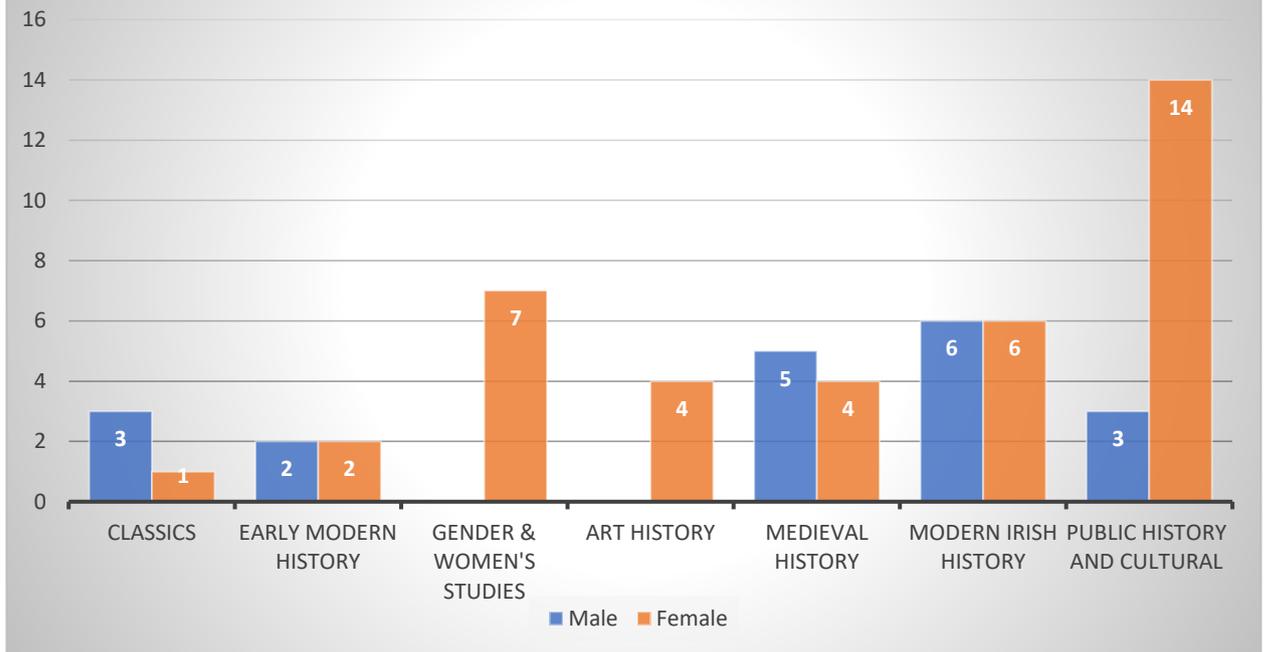
Chart 4.7: MPhil Graduates by Course and Gender 2018

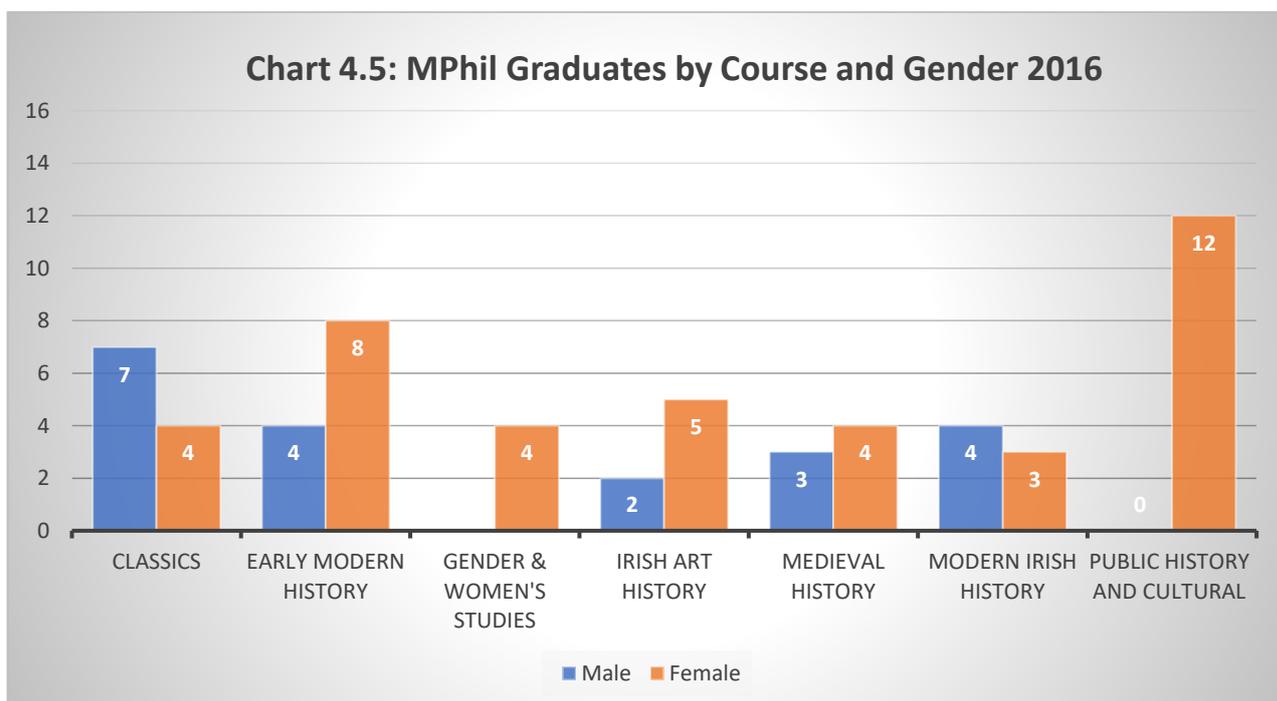| Course	Male	Female
CLASSICS	7	7
EARLY MODERN HISTORY	5	4
GENDER & WOMEN'S STUDIES		9
ART HISTORY	1	8
MEDIEVAL HISTORY	3	1
MODERN IRISH HISTORY	2	3
PUBLIC HISTORY AND CULTURAL	1	14

■ Male ■ Female

Chart 4.8: MPhil Graduates by Course and Gender 2016-18

Course	Male %	Female %
CLASSICS	58.6	41.4
EARLY MODERN HISTORY	44	56
GENDER & WOMEN'S STUDIES		100
IRISH ART HISTORY	28.6	71.4
ART HISTORY	7.7	92.3
MEDIEVAL HISTORY	55	45
MODERN IRISH HISTORY	50	50
PUBLIC HISTORY AND CULTURAL	9.1	90.9

(iv)   Numbers of men and women on postgraduate research degrees

Numbers of female to male post-graduate research students within the School (**Tables 4.9-10, Chart 4.9**) are close to even at 51% female:49% male across the three years 2016-19. However, there is very considerable variation between the recruitment figures for 2016-17, which returned very low percentages of female applications and acceptances (37%) as compared to figures for 2017-18 (65% acceptances) and 2018-19 (59%). Increases are apparent across all units of the School. It will be vital for the School to monitor such trends to see if they stabilize at such a level, which would be comparable to, or higher than, that for UG recruitment, or whether this is a short-term tendency. It is possible that recent recruitment, which has changed the gender profile of staff in some departments (notably History) may have impacted upon recruitment.

Table 4.8: % of female students in PGR courses, 2016-18[16]

Year	% female PGRs in Irish Universities (Arts & Humanities)	% female PGRs in TCD (Arts & Humanities)[17]	% female PGRs in SHH
2016-17	51%	53%	46%
2017-18	55%	59%	52%

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[16] All figures are from the Higher Education Authority, https://hea.ie/statistics-archive/ where part-time and full-time figures have been combined. Figures for 2018-19 are not yet available from HEA

[17] 'Arts and Humanities' is the most appropriate category for comparison, given the HEA figures do not break down for disciplines like History of Art or Classics.

Table 4.9: Number of Students Registered for Ph.D. degree broken down by Gender 2016-19									
	2016-17			**2017-18**			**2018-19**		
Ph.D.	**Female**	**Male**	**% Female**	**Female**	**Male**	**% Female**	**Female**	**Male**	**% Female**
Classics (FT)	5	6	45%	6	5	55%	6	7	46%
Classics (PT)	0	0		1	0	100%	1	0	100%
History (FT)	17	28	38%	23	30	43%	27	28	49%
History (PT)	3	2	60%	2	1	67%	1	1	50%
History of Art (FT)	10	4	71%	10	3	77%	9	4	69%
History of Art (PT)	1	1	50%	1	1	50%	1	1	50%
Gender & Women's Studies (FT/PT)	0	0		0	0		0	0	
Total	36	41	47%	43	40	52%	45	41	52%

Table 4.10: Number of Students Registered for M.Litt. Degrees broken down by Gender 2016-19									
	2016-17			**2017-18**			**2018-19**		
M.Litt.	**Female**	**Male**	**% Female**	**Female**	**Male**	**% Female**	**Female**	**Male**	**% Female**
Classics (FT)	1	0	100%	1	0	100%	2	0	100%
Classics (PT)	1	0	100%	1	0	100%	0	0	
History (FT)	0	3	0%	0	1	0%	1	0	100%
History (PT)	0	0		0	0		0	0	
History of Art (FT)	0	1	0%	0	0		0	0	
History of Art (PT)	0	0		0	0		0	0	
Gender & Women's Studies (FT/PT)	0	0		0	0		0	0	
Total	2	4	33%	2	1	66%	3	0	100%

Chart 4.17: Research students (PhD & MLitt), full-time and part-time, broken down by gender
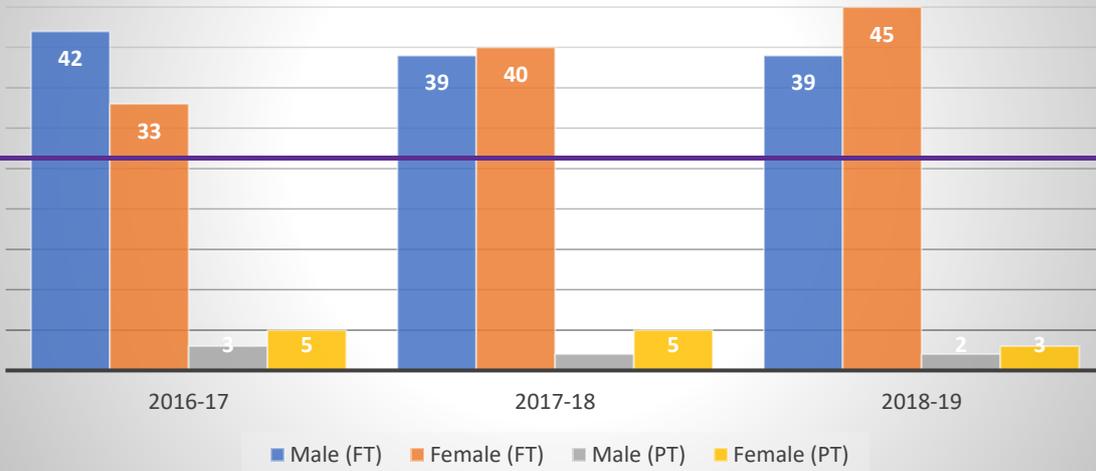
Year	Male (FT)	Female (FT)	Male (PT)	Female (PT)
2016-17	42	33	3	5
2017-18	39	40		5
2018-19	39	45	2	3

■ Male (FT)　■ Female (FT)　■ Male (PT)　■ Female (PT)

Chart 4.17: Research students (PhD & MLitt), full-time and part-time, broken down by gender

Year	Male (FT)	Female (FT)	Male (PT)	Female (PT)
2016-17	42	33	3	5
2017-18	39	40		5
2018-19	39	45	2	3

■ Male (FT)　■ Female (FT)　■ Male (PT)　■ Female (PT)

Chart 4.17: Research students (PhD & MLitt), full-time and part-time, broken down by gender

	2016-17	2017-18	2018-19
Male (FT)	42	39	39
Female (FT)	33	40	45
Male (PT)	3		2
Female (PT)	5	5	3

■ Male (FT) ■ Female (FT) ■ Male (PT) ■ Female (PT)

Chart 4.17: Research students (PhD & MLitt), full-time and part-time, broken down by gender

	2016-17	2017-18	2018-19
Male (FT)	42	39	39
Female (FT)	33	40	45
Male (PT)	3		2
Female (PT)	5	5	3

■ Male (FT) ■ Female (FT) ■ Male (PT) ■ Female (PT)
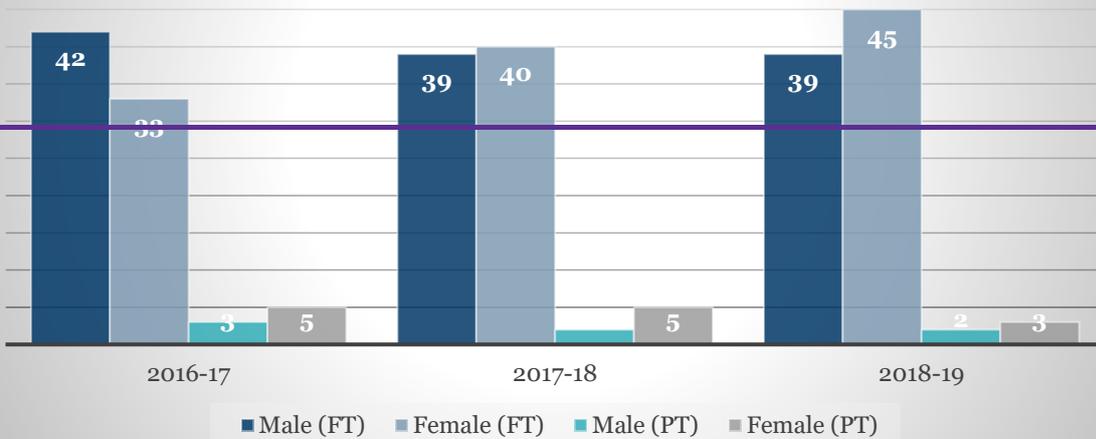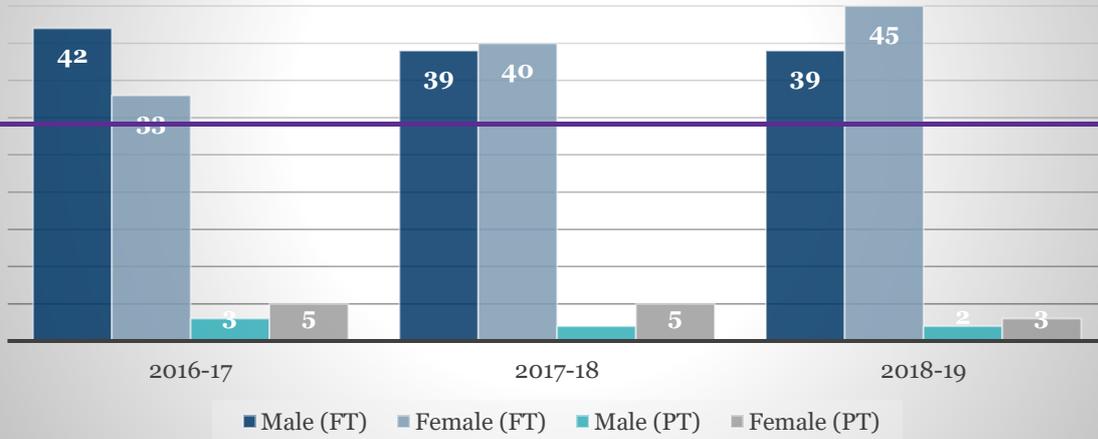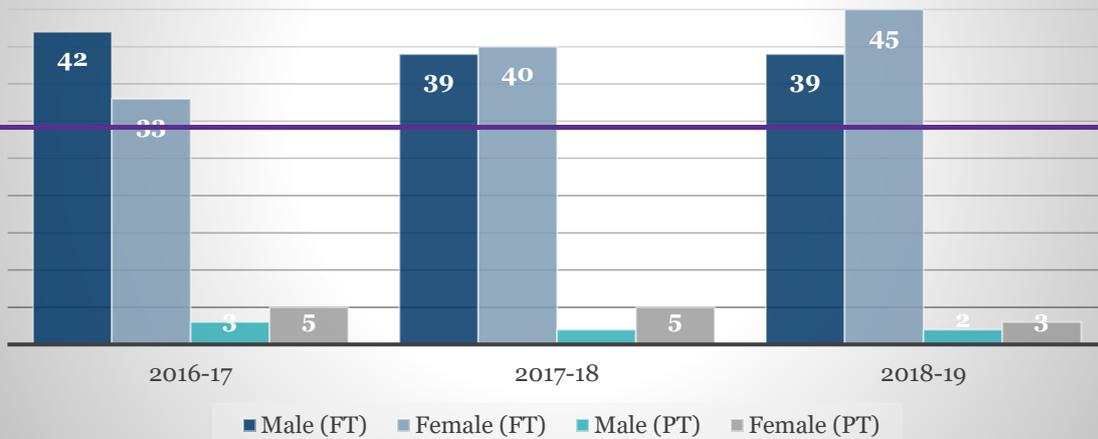
Chart 4.9: Research students (PhD & MLitt), full-time and part-time, broken down by gender

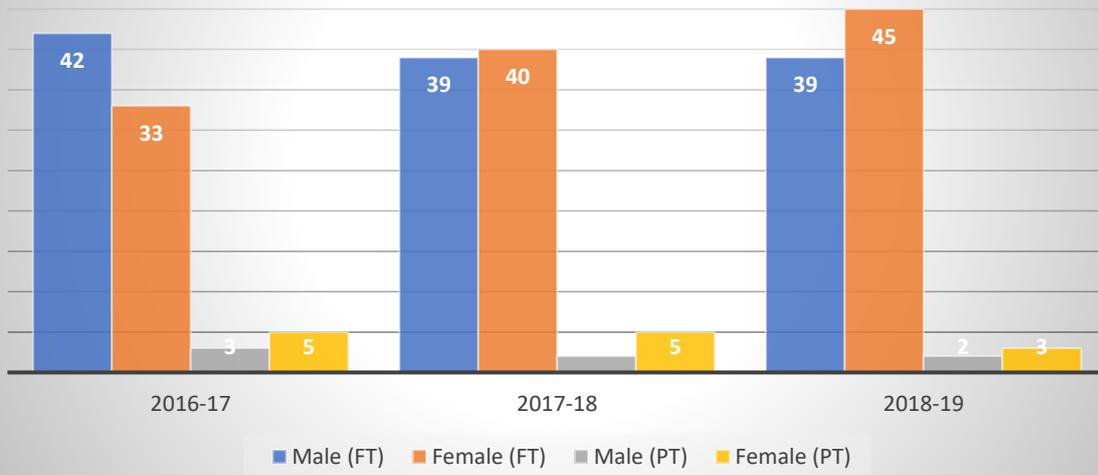| Year	Male (FT)	Female (FT)	Male (PT)	Female (PT)
2016-17	42	33	3	5
2017-18	39	40		5
2018-19	39	45	2	3

Table 4.11: Numbers of applications, and percentage of female applications, offers and acceptances for research degrees in the School, 2016-19									
Course	Female Applicants	Male Applicants	% Female Applicants	Female Offers	Male Offers	% Female Offers	Female Acceptances	Male Acceptances	% Female Acceptances
Ph.D. Classics (FT) 2016-17	3	3	50%	3	2	60%	2	1	67%
Ph.D. Classics (PT) 2016-17	0	0							
Ph.D. Classics (FT) 2017-18	5	4	56%	5	3	63%	4	2	67%
Ph.D. Classics (PT) 2017-18	0	0							
Ph.D. Classics (FT) 2018-19	3	3	50%	2	3	40%	2	2	50%
Ph.D. Classics (PT) 2018-19	0	0							
Ph.D. History (FT) 2016-17	8	21	28%	6	16	27%	5	13	28%
Ph.D. History (PT)2016-17	0	0							
Ph.D. History (FT) 2017-18	12	9	57%	10	8	56%	10	7	59%
Ph.D. History (PT) 2017-18	0	0							
Ph.D. History (FT) 2018-19	21	15	58%	14	8	64%	12	8	60%
Ph.D. History (PT) 2018-19	0	1	0%	0	1	0%	0	1	0%
History of Art (FT) 2016-17	1	2	33%	1	2	33%	1	1	50%
History of Art (PT) 2016-17	1	0	100%	1	0	100%	1	0	100%
History of Art (FT) 2017-18	2	0	100%	2	0	100%	2	0	100%
History of Art (PT) 2017-18	0	0							
History of Art (FT) 2018-19	2	0	100%	1	0	100%	1	0	100%
History of Art (PT) 2018-19	0	0							
Gender & Women's Studies (FT) 2016-17	2	0	100%	0	0	0%			
Gender & Women's Studies (PT) 2016-17	0	0							

Gender & Women's Studies (FT) 2017-18	0	0							
Gender & Women's Studies (PT) 2017-18	0	0							
Gender & Women's Studies (FT) 2018-19	0	0							
Gender & Women's Studies (PT) 2018-19	0	0							
M.Litt. Classics (FT) 2016-17	1	0	100%	1	0	100%	1	0	100%
M.Litt. Classics (FT) 2017-18	0	0							
M.Litt. Classics (FT) 2018-19	1	0	100%	1	0	100%	1	0	100%
M.Litt. History (FT) 2016-17	0	2	0%	0	2	0%	0	2	0%
M.Litt. History (FT 2017-18	2	0	100%	1	0	100%	1	0	100%
M.Litt. History (FT) 2018-19	0	0							
Total	64	58	52%	48	45	52%	43	37	54%

The School aims to maintain PGR recruitment at a level that reflects no more than a 10% variation in gender balance from that prevailing at UG and PGT levels. The initiation of leaver surveys for PGT students will clarify the extent to which entrants may have intended PGT study as a stage towards a PGR degree, and whether this may have changed over the course of their studies. It could also provide data to address the question of whether numbers of students in the Public History programme may consider their course in vocational terms, directed towards the heritage industries, and whether this may have implications for gendered recruitment to the programme. The School will ensure that information events concerning PGR study will include female and male staff and PGRs (**Action Point B9**).

> **Action B9**: ensure PGR recruitment within 10% of UG/PGT gender balance
> (i)   Ongoing monitoring of recruitment patterns at PGR level
> (ii) Survey of PGT leavers to indicate reasons for choice of course, intentions regarding further study or future careers.
> (iii) Information events concerning PGR study for UG/PGT students, to include female and male staff and PGRs
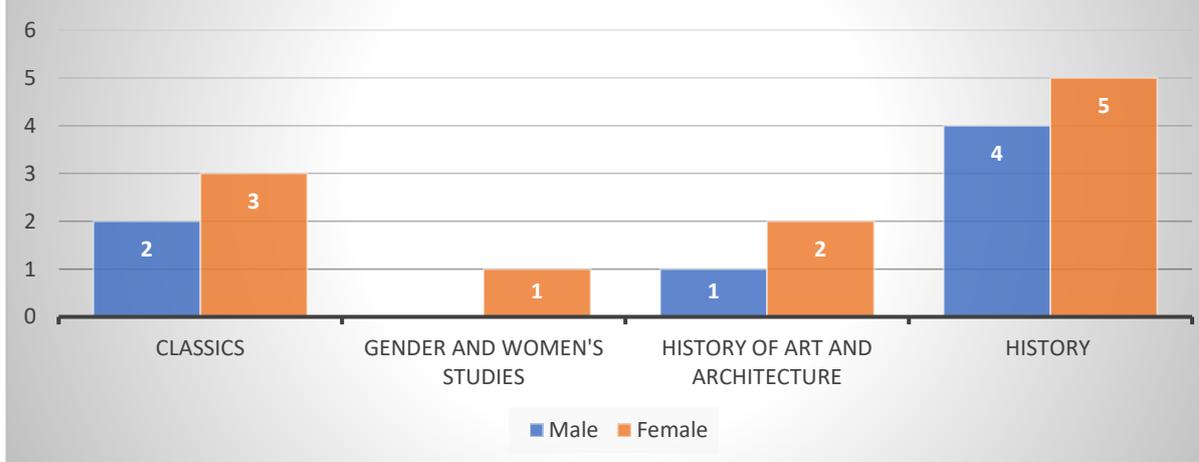
Less than half of PGR students are in receipt of funding awards: 38 (43%) of 89 PGR students in 2018-19, of whom 20 were male and 18 female. This equates to a lower proportion of all female (38%) than male (49%) students as in receipt of postgraduate funding. While almost all awards are made by external bodies such as IRC it is important to track whether such variations in awards constitute a recurrent pattern. Such data has not been systematically collected, but will fall under the remit of the new EDIC (**see Action Point B7**).
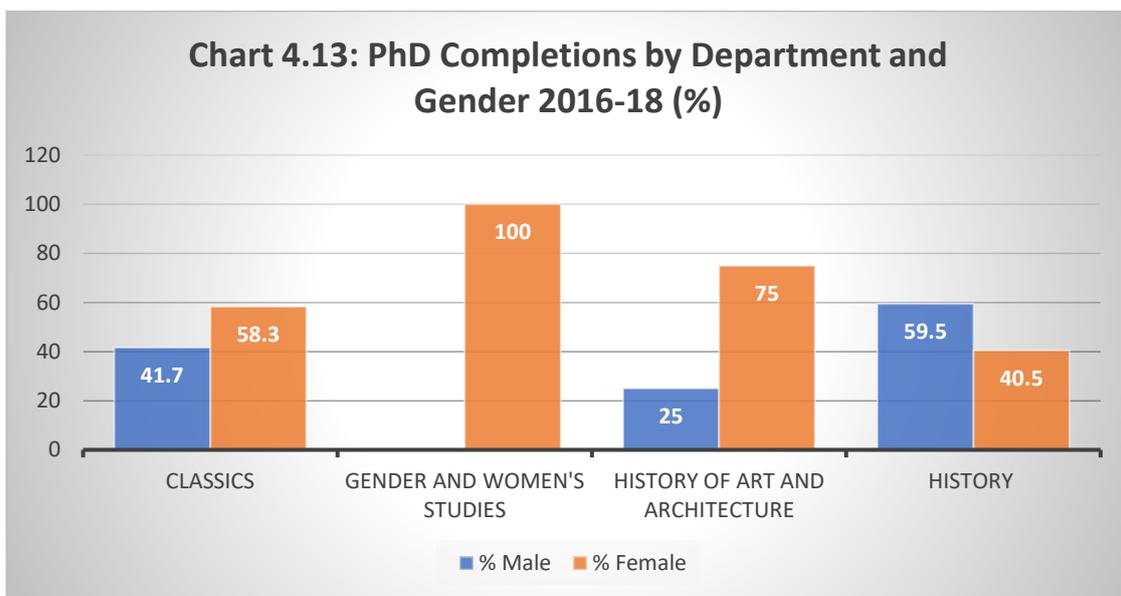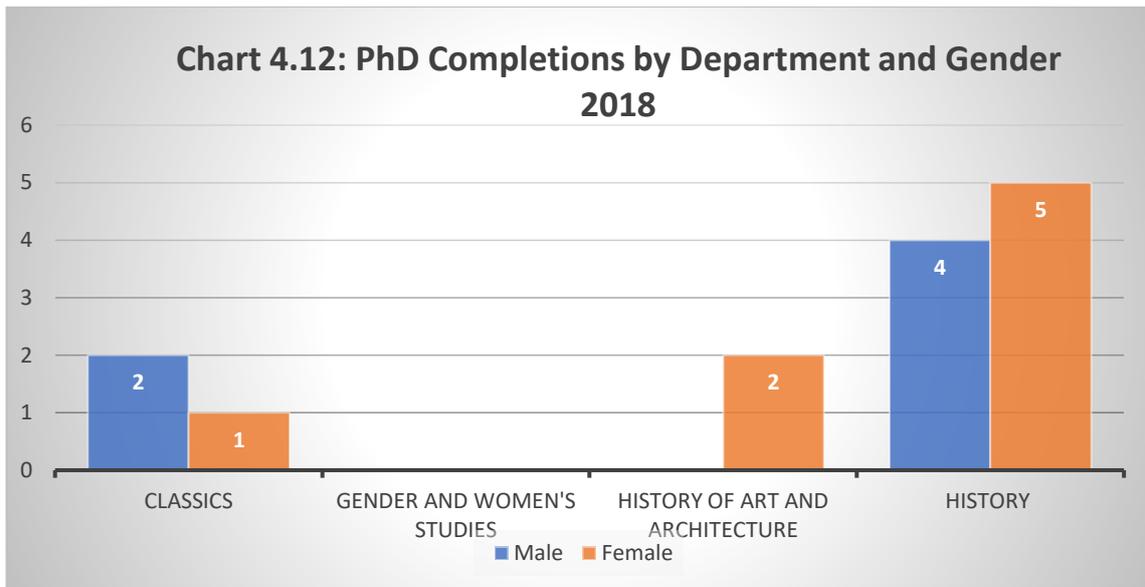
The female proportion of PGR completions increased over the years 2016-18 (**Charts 4.10-13**). Numbers completing at PGR level cannot be directly compared to numbers of students entering as PGRs four years earlier: not only will PT students pursue their research for longer periods, but FT students may be granted extensions in exceptional circumstances, or may experience interruptions to their studies. In 2018-19, for example, ten students were 'offbooks' for periods of six to twelve months, four female and six male. The School will continue to collect and collate completion data to ensure rates are comparable to those for PGR entry, subject to the ratio distortions imposed by tracking very small cohorts of students.

Chart 4.10: PhD Completions by Department and Gender 2016

Department	Male	Female
CLASSICS	1	3
GENDER AND WOMEN'S STUDIES		2
HISTORY OF ART AND ARCHITECTURE	1	2
HISTORY	14	5
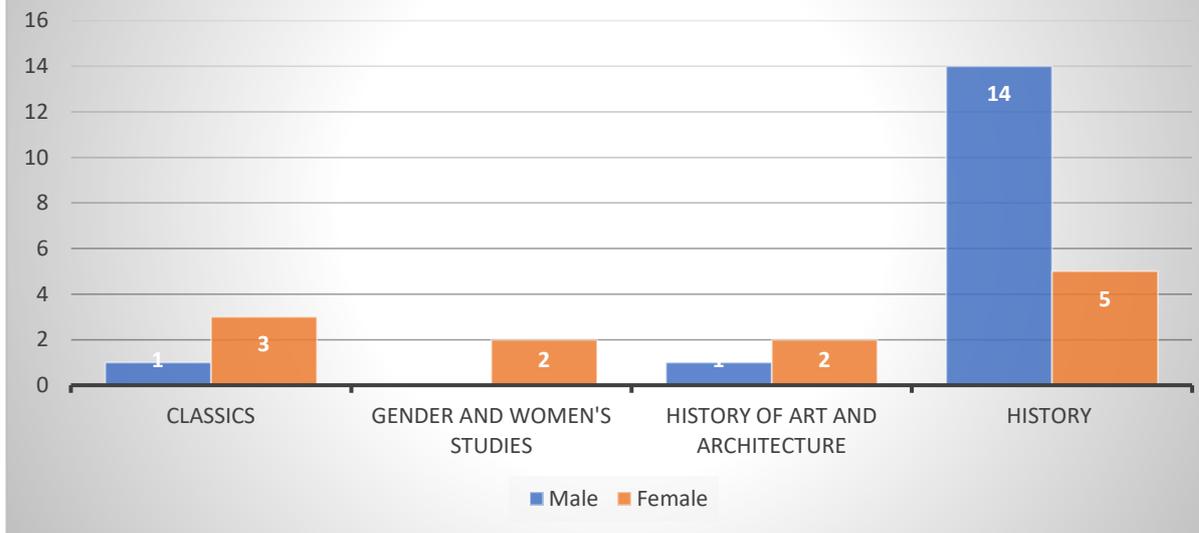
Chart 4.11: PhD Completions by Department and Gender 2017

Department	Male	Female
CLASSICS	2	3
GENDER AND WOMEN'S STUDIES		1
HISTORY OF ART AND ARCHITECTURE	1	2
HISTORY	4	5

Chart 4.12: PhD Completions by Department and Gender 2018

Department	Male	Female
CLASSICS	2	1
GENDER AND WOMEN'S STUDIES		
HISTORY OF ART AND ARCHITECTURE		2
HISTORY	4	5

■ Male ■ Female

Chart 4.13: PhD Completions by Department and Gender 2016-18 (%)

Department	% Male	% Female
CLASSICS	41.7	58.3
GENDER AND WOMEN'S STUDIES		100
HISTORY OF ART AND ARCHITECTURE	25	75
HISTORY	59.5	40.5

■ % Male ■ % Female

(v)   Progression pipeline between undergraduate and postgraduate student levels

As is readily apparent from **Charts 4.14-4.16**, there is a significant drop in the proportion of female students from PGT to PGR level. However, as indicated above, variations in the range of programmes between UG, PGT and PGR militates against direct comparison in terms of progression across these three stages of study. In this respect UG and PGR ratios are more directly comparable. There are higher application rates for women for PGR study in 2017 and 2018, resulting in an overall ratio closer to, if still lower than, the female proportion of UG students. Lower earlier figures for female PGR study may indicate a legacy

issue but only close monitoring of recruitment patterns will validate this suggestion, and needs to be undertaken alongside continued efforts to promote PGR study among both women and men (**Action Point B9**). This change in recruitment renders more stark the drop to a low percentage of female staff holding postdoctoral research posts (discussed in section 4.2(i)).
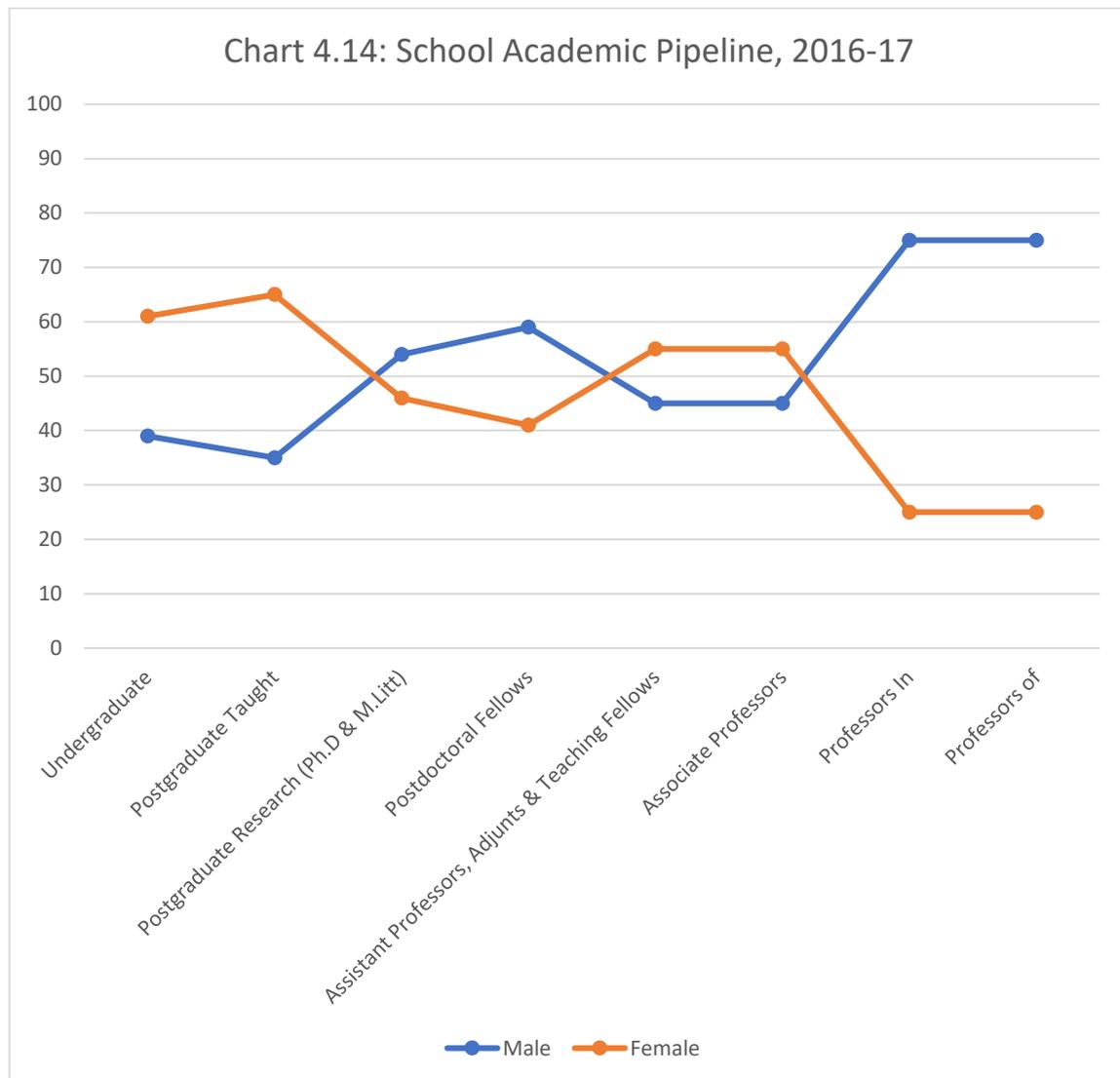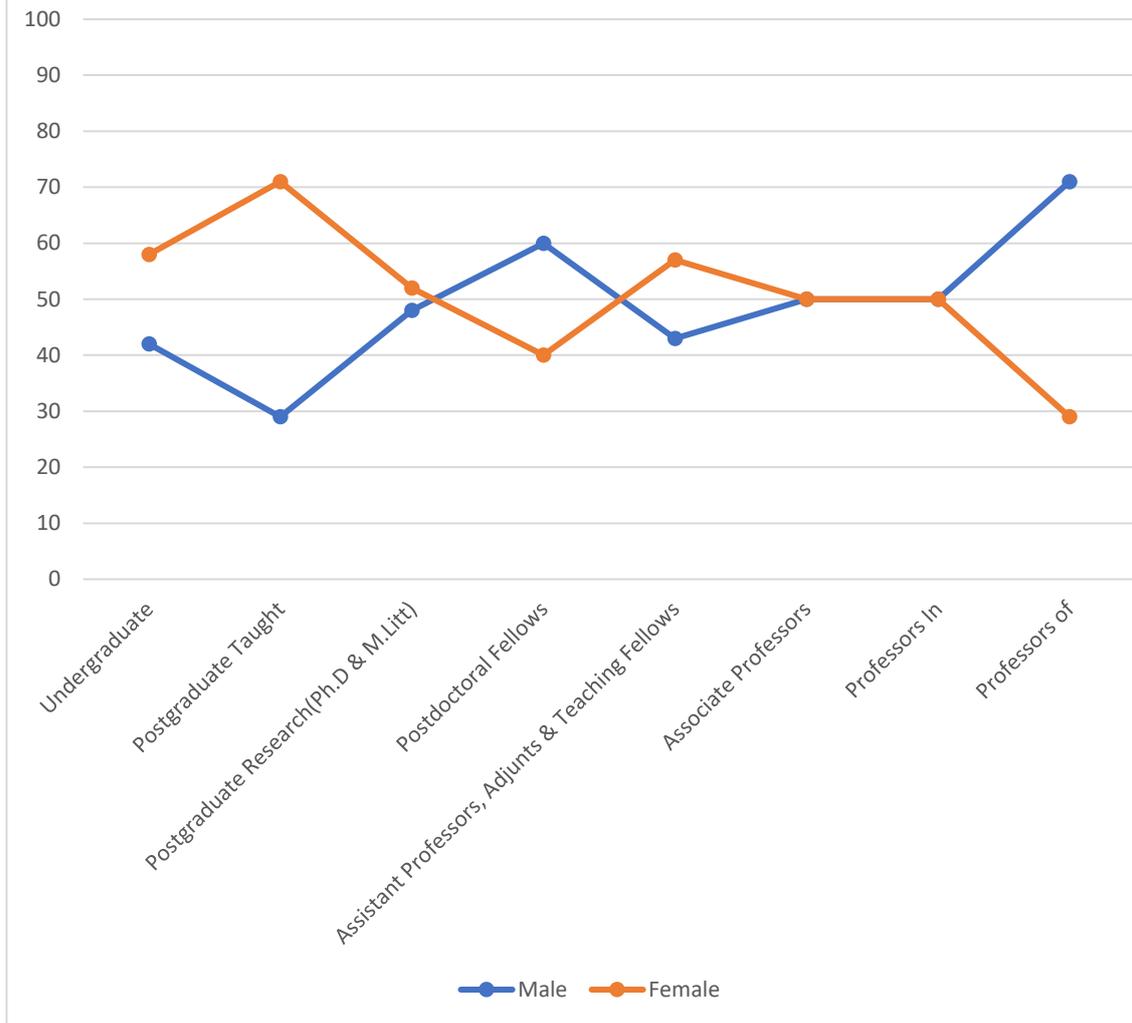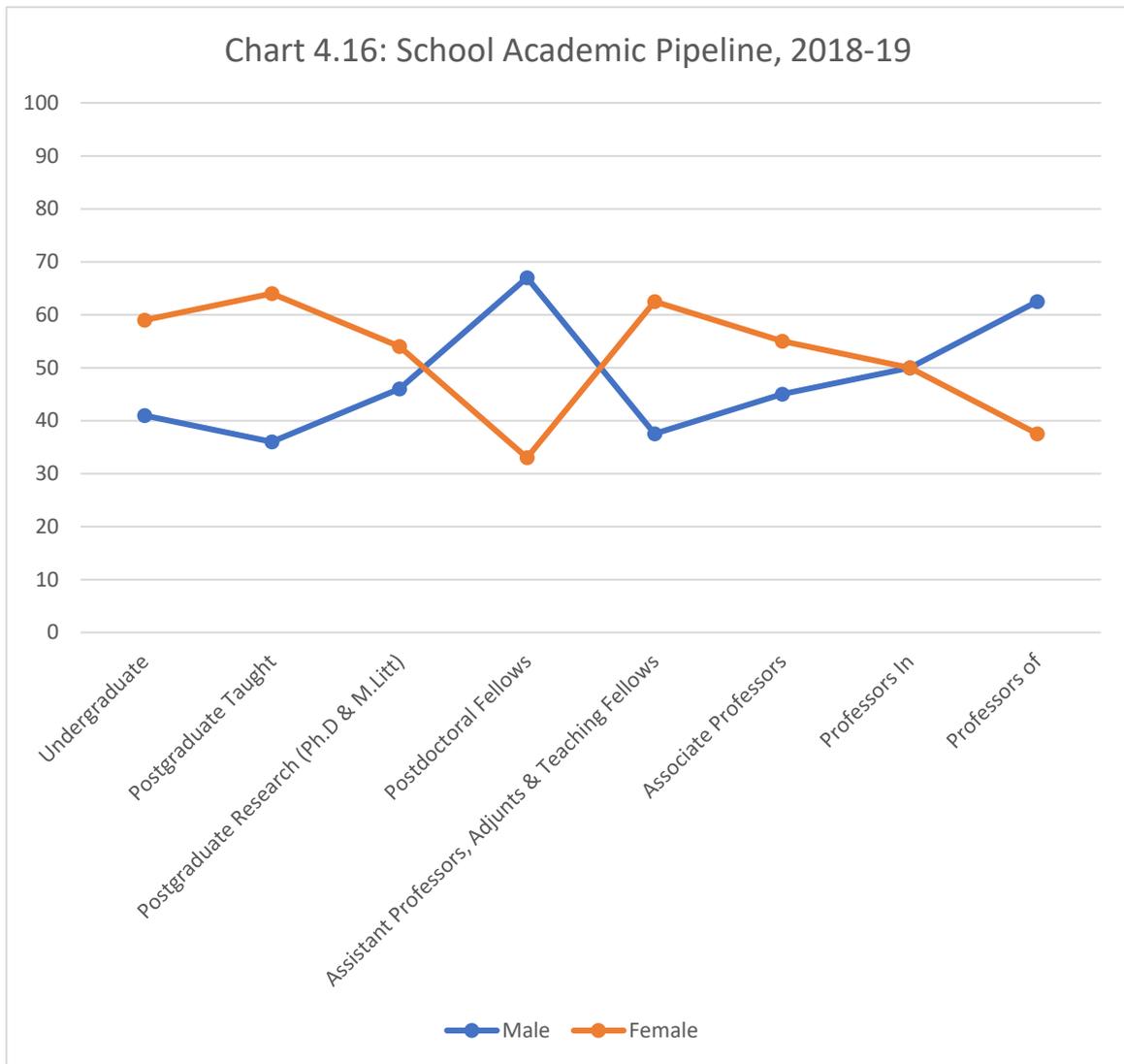
Chart 4.14: School Academic Pipeline, 2016-17

Male / Female line chart with categories: Undergraduate, Postgraduate Taught, Postgraduate Research (Ph.D & M.Litt), Postdoctoral Fellows, Assistant Professors, Adjuncts & Teaching Fellows, Associate Professors, Professors In, Professors of

Category	Male	Female
Undergraduate	39	61
Postgraduate Taught	35	65
Postgraduate Research (Ph.D & M.Litt)	54	46
Postdoctoral Fellows	59	41
Assistant Professors, Adjuncts & Teaching Fellows	45	55
Associate Professors	45	55
Professors In	75	25
Professors of	75	25

Chart 4.15: School Academic Pipeline, 2017-18

Male ●── Female ●──

Chart 4.16: School Academic Pipeline, 2018-19

4.2. Academic and research staff data

(i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Academic staff in the School have contracts which embrace both research and teaching. The exceptions are postdoctoral fellows, who do not have teaching requirements, though most undertake some teaching, and adjunct staff, who do not have formal research obligations. One Teaching Fellow was appointed in 2018.

Academic Department	Female	Male	% Female	% Male
Classics	6	2	75	25
Gender and Women's Studies	2	0	100	0
History	10	17	37	63

History of Art and Architecture	8	2	80	20
School of Histories and Humanities	26	21	55	45

Table 4.12: Academic Staff by Department and Gender, 2018-19

Academic Grade	**Female**	**Male**	**% Female**	**% Male**
Professor of	3	5	38	62
Professor In	2	2	50	50
Associate Professor	6	5	55	45
Assistant Professor (Full-time)	10	9	53	47
Assistant Professor (Part-time)	2	0	100	0
Adjunct Assistant Professor	2	0	100	0
Teaching Fellow	1	0	100	0
Total	26	21	55	45

Table 4.13: Academic Staff by Grade and Gender, 2018-19

Table 4.14: School Staffing Overall, 2016-19									
	2016-17			**2017-18**			**2018-19**		
	F	M	%F	F	M	%F	F	M	%F
Professor of	2	6	25%	2	5	29%	3	5	38%
Professor In	1	3	25%	2	2	50%	2	2	50%
Associate Professor	6	5	55%	5	5	50%	6	5	55%
Assistant Professor	4	5	44%	4	6	40%	5	6	45%
Assistant Professor (Part-time)	2	0	100%	2	0	100%	2	0	100%
Assistant Professor (Tenure Track, Specific Purpose, Fixed Term)	4	4	50%	5	4	56%	5	3	63%

Adjunct Assistant Professor	1	0	100%	2	0	100%	2	0	100%
Teaching Fellow	0	0	100%	0	0	100%	1	0	100%
Total	20	23	47%	22	22	50%	26	21	55%

Chart 4.17: Academic staff 2016-17

- Male Staff (Associate Professor, Professor In, Professor of)
- Female Staff (Associate Professor, Professor In, Professor of)
- Male Staff (Assistant Professor, Adjunct, Teaching Fellow)
- Female Staff (Assistant Professor, Adjunct, Teaching Fellow)

14, 32%
9, 21%
9, 21%
11, 26%
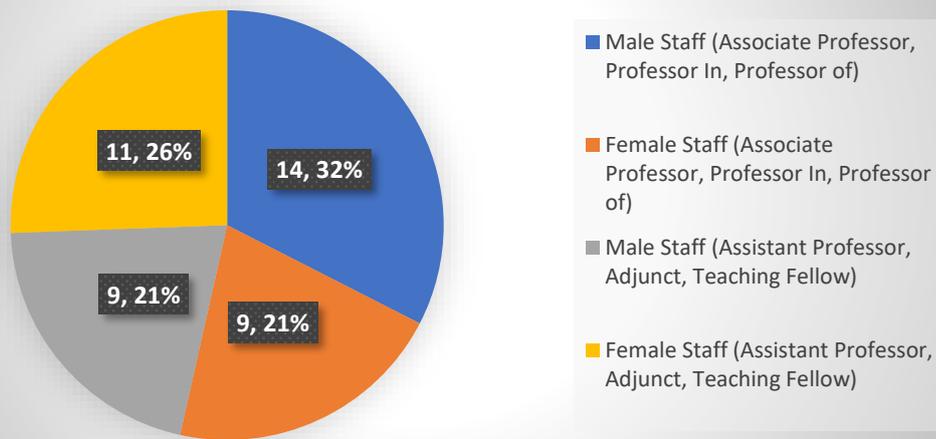
Chart 4.18: Academic staff 2017-18

- Male Staff (Associate Professor, Professor In, Professor of)
- Female Staff (Associate Professor, Professor In, Professor of)
- Male Staff (Assistant Professor, Adjunct, Teaching Fellow)
- Female Staff (Assistant Professor, Adjunct, Teaching Fellow)

12, 27%
9, 20%
10, 23%
13, 30%
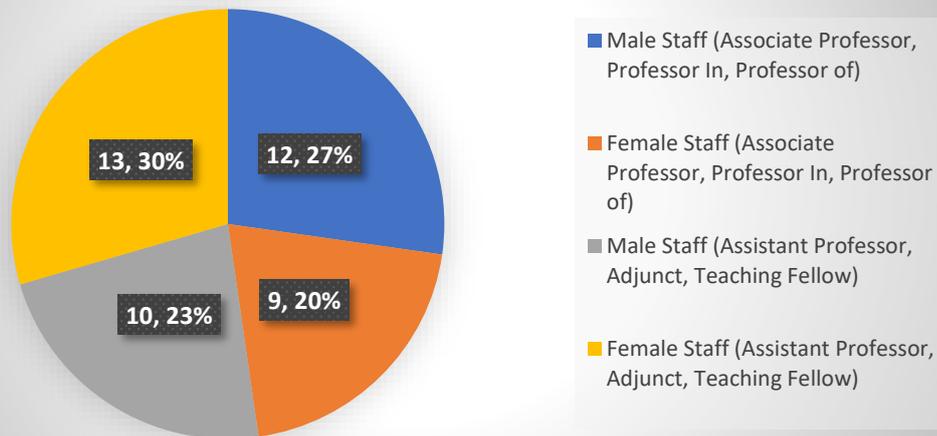
Chart 4.19: Academic staff 2018-19

Legend:
- Male Staff (Associate Professor, Professor In, Professor of) — 12, 26%
- Female Staff (Associate Professor, Professor In, Professor of) — 11, 23%
- Male Staff (Assistant Professor, Adjunct, Teaching Fellow) — 9, 19%
- Female Staff (Assistant Professor, Adjunct, Teaching Fellow) — 15, 32%
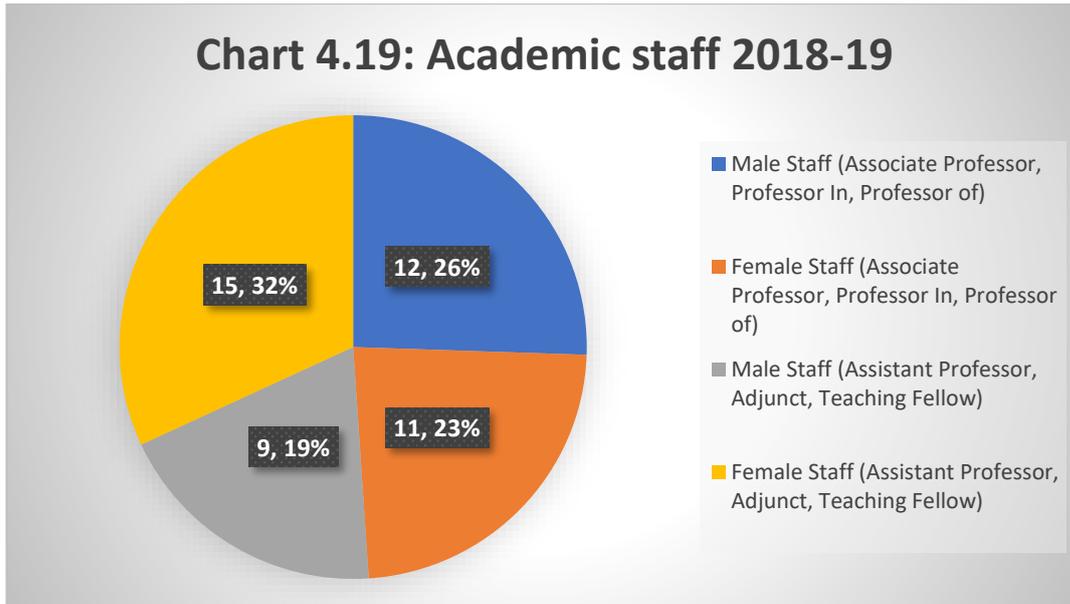
Overall numbers of female academic staff rose from 47% in 2016-17 to 55% in 2018-19 (**Table 4.14, Charts 4.17-4.19**). The relatively small size of the School means that even individual changes in staffing can significantly alter gender balances. Proportions of female staff within the School were higher than those for TCD or Irish Universities as a whole in 2018-19 at all grades (**Table 4.15**), and are within gender balance targets of 60:40 for all save the most senior grade ('Professor of'). However despite this overall relative parity, the divergence between the academic units within the School (**Table 4.12**) must be noted. We hope that our actions on recruitment (Section 5.1) will address remaining imbalances.

Grade	% female in Irish Universities, Dec. 2018[18]	% female in TCD, Dec. 2018	% female in SHH, March 2019
'Professor of'	26%	29%	38%
'Professor in'	35%	47%	50%
Associate Professor	40%	36%	55%
Assistant Professor	52%	49%	57%
Arts, Humanities, Social Sciences, Business and Law (all grades)[19]	50%	46%	55%

Table 4.15: % of female academic staff, 2018-19[20]

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[18] These figures relate to all disciplines: breakdowns by grade within disciplines/faculties are not currently available from Higher Education Authority (HEA), *Higher Educational Institutional Staff Profiles by Gender* (2018).

[19] This is the category used in HEA reports.

[20] Higher Education Authority, *Higher Education Institutional Staff Profiles by Gender* (July, 2018).

Two key pipeline issues emerge, especially noticeable in **Charts 4.14-4.16**. Firstly, it is striking that the female proportion of postdoctoral fellows and research assistants is significantly lower than among PGRs and lower than among academic staff,[21] in this matching wider tendencies within the Irish University sector (**Tables 4.16-18, Chart 4.20**).

	Female	Male	Total	% Female
2016-17	7	10	17	41%
2017-18	6	9	15	40%
2018-19	7	14	21	33%

Table 4.16: Number and percentage of female Research Assistants and Postdoctoral Fellows in the School over the last three years.

Chart 4.20: Postdoctoral Fellows / Research Assistants by appointment type (2016-19)

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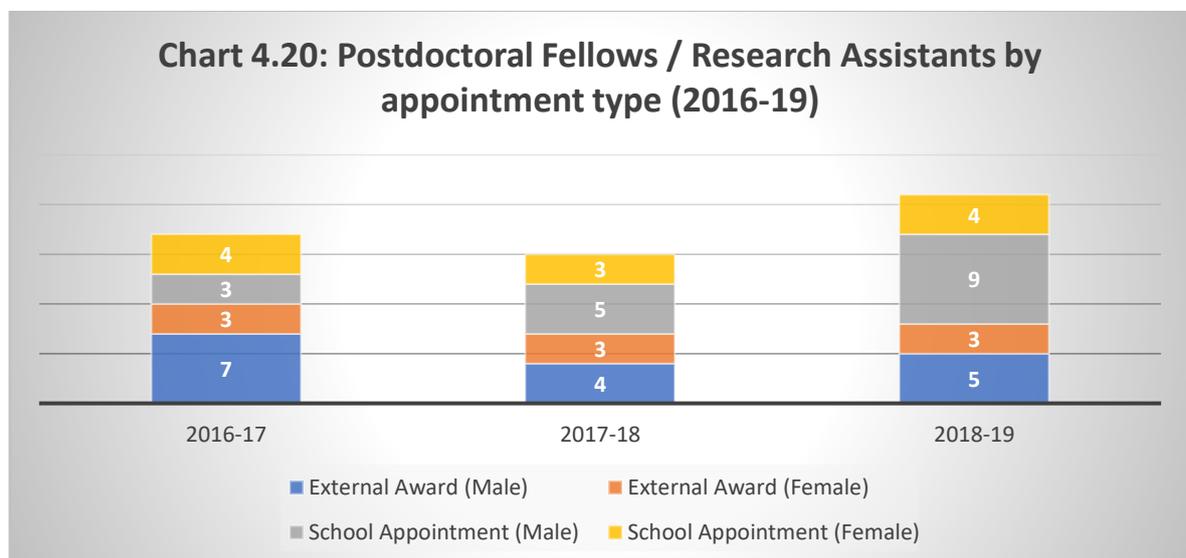
Department	Year	Female	Male	Total	% Female
Classics	2016-17	0	2	2	0%
Classics	2017-18	1	1	2	50%
Classics	2018-19	2	5	7	29%
History	2016-17	7	7	14	50%
History	2017-18	5	6	11	45%
History	2018-19	5	8	13	38%

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[21] By contrast, all adjunct lecturers/teaching fellows are female. Adjunct staff are recruited to teach specialist modules required by the School, or to cover temporary gaps in teaching, for example where staff hold senior administrative positions.

History of Art & Architecture	2016-17	0	1	1	0%
History of Art & Architecture	2017-18	0	2	2	0%
History of Art & Architecture	2018-19	0	1	1	0%
Gender & Women's Studies	2016-17	0	0	0	0
Gender & Women's Studies	2017-18	0	0	0	0
Gender & Women's Studies	2018-19	0	0	0	0

Table 4.17: Number and percentage of female Research Assistants and Postdoctoral Fellows broken down by Department over the last three years

This disparity is partly due to the higher numbers of males in receipt of awards from external bodies. In these cases the School does not allocate the award, and is committed to accommodate the recipient if it has preapproved her/his application; in 2018-19 SHH approved applications from twelve women (two successful) and sixteen men (two successful). IRC uses stringent gender-blind criteria in assessing applications. But men are also more likely to be recruited directly by the School as postdoctoral fellows and research assistants. The School will formulate and implement guidelines for recruitment of postdoctoral research fellows on School-run projects or supported by School funds, directly comparable to those used for recruitment of other staff (**see Action Point B3**).

Secondly, women are under-represented at the more senior grades, though this reduced since 2016. In 2018-19 men only outnumbered women at the most senior grade, established chair, and even here the divergence was less severe than in 2016-17 when only two women held established or personal chairs (one each in Classics and History) as against six men (one in Classics, five in History). By 2020-1 the balance will have moved from 38% to 50% female, with three women (one Classics, two History) and three men (one Classics, two History).[22] There is a historical dimension to the imbalance, particularly in History (86% male as recently as 2015), with many long-serving male academics at senior levels: eight men holding personal chairs have retired between 2015 and 2020 (seven in History). It is important to continue to encourage female staff to apply for promotion and for the School to put in place means to assist with the

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[22] This reflects three male retirements and one male appointment occurring since the end of academic year 2018-19.

promotion process, as well as to ensure recruitment is undertaken in a manner which maximizes applications across genders (**see Action Points B1, B10-11**).

> **SILVER APPLICATIONS ONLY**
> Where relevant, comment on the transition of technical staff to academic roles.

(ii)   Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

The School has no staff on zero-hours contracts. All research fellows, adjunct staff and teaching fellows are on specific-purpose contracts, linked to research Project funding or covering a specified gap in teaching.
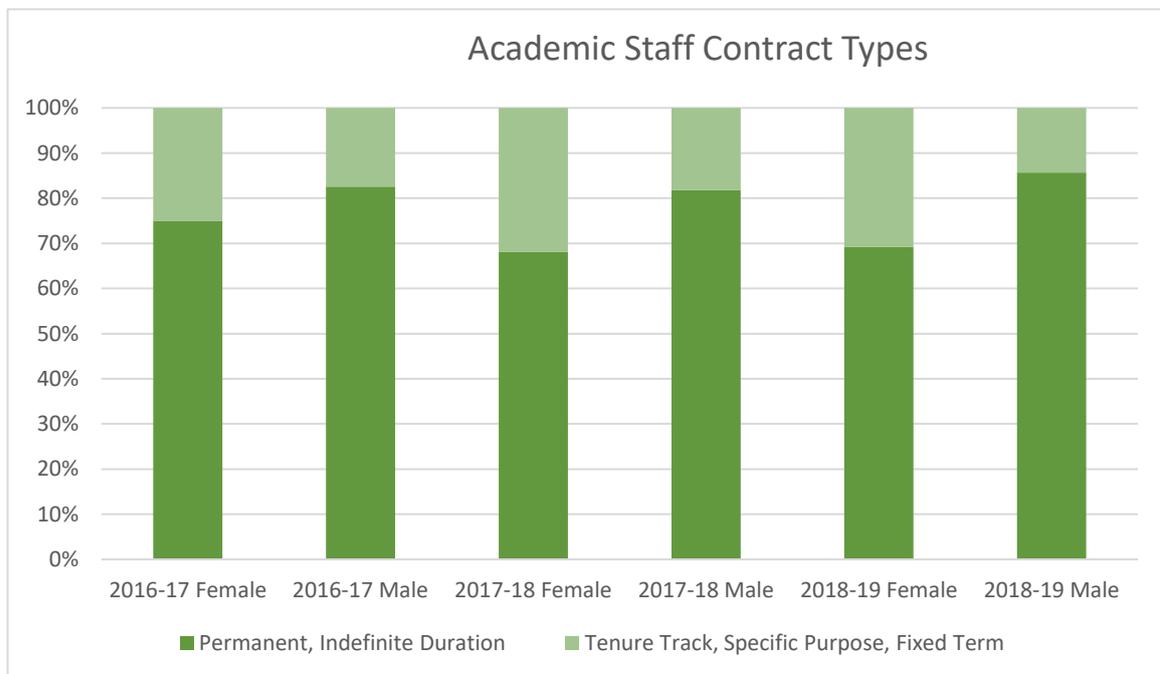
Chart 4.21: Academic Staff by Contract Type and Gender

Most academic staff are on permanent contracts/contract of indefinite duration (**Chart 4.21**). While there is some variation between female and male staff, it is important to note that College HR classification 'fixed-term' covers *both* Assistant Professors in possession of tenure-track contracts (an initial five-year contract but with a view to permanency), *and* staff holding contracts for specific purposes, usually to replace staff on research leave or currently redeployed, and generally of one or two years' duration. Changes in recruitment patterns over time mean that more female staff have been recruited under the quite-recently-introduced tenure-track system than under the older model, where greater

numbers of male staff had been recruited earlier, under the then-prevalent open-ended contracts.

(iii)   Academic leavers by grade and gender and full/part-time status

During the period 2016-19, seven members of academic staff left the School.

Academic Position	Numbers and reasons for departure (female)	Numbers and reasons for departure (male)
Professor		Retirement (2)
Associate Professor	Retirement (1)	
Assistant Professor	Position at another institution (1)	
Assistant Professor (fixed-term)		Position at another institution (2)
Adjunct Assistant Professor	Personal reasons (1)	

Table 4.19: academic staff departures 2016-19

The university is in the process of introducing a new exit survey (data here has been gathered informally) and with this in place EDIC will be able to monitor departures to ensure any gendered patterns are captured.

5.   SUPPORTING AND ADVANCING CAREERS
Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1.   Key career transition points: academic staff
(i)   Recruitment

For 2015-18 the School made nine academic appointments, six women and three men. Applicants were gender balanced overall (48% female, 52% male). However, eight of the nine posts attracted more male applicants, the exception being the Assistant Professorship in Gender and Women's Studies, which attracted close to one-third of all applications from women for posts within the School. However higher numbers of female than male applicants were shortlisted (61%) and appointed (67%) (**Table 5.1**).

Table 5.1: Applications and Appointments of Academic Staff 2015-18

Post	Duration	Applications			Shortlisted			Gender of successful applicant
		F	M	%F	F	M	%F	
Professor (endowed chair) (History)	Permanent	10	14	42%	3	3	50%	F
Assistant Professor (History)	Five-year contract	4	10	29%	1	3	25%	M
Assistant Professor (History)	Five-year contract	8	13	38%	3	1	75%	F
Assistant Professor (History)	Five-year contract	8	9	47%	2	2	50%	M
Assistant Professor (History)	Three-year contract	21	23	48%	4	0	100%	F
Assistant Professor (Classics)	Ten-month contract	13	17	43%	2	2	50%	F
Assistant Professor (History)	Five-year contract	5	11	31%	2	2	50%	M
Assistant Professor (C.G.W.S.)	Five-year contract	39	5	87%	5	0	100%	F
Assistant Professor (Classics)	Five-year contract	18	34	35%	3	3	50%	F
TOTAL	ALL POSTS	126	136	48%	25	16	61%	6F (67%), 3M
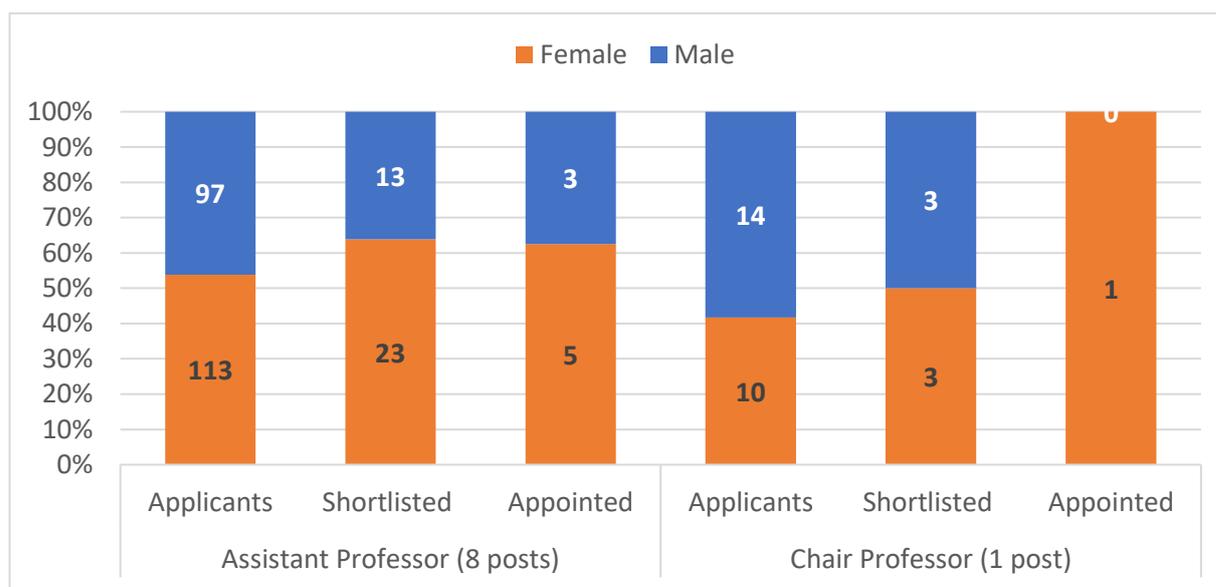
Chart 5.1: Academic recruitment by gender and grade, 3 years combined

The School is aware of the disparity between applications and outcomes, and is committed to both ongoing monitoring of recruitment data but more significantly to taking action to ensure no bias remains in our processes. To that end, we will ensure there are no single-gender shortlists for future appointments. We will continue to be fully compliant with College policy in ensuring gender-balanced representation on interview panels, and that all panellists have completed the LEAD (Living Equality and Diversity) eLearning program. The School will alert colleagues to the need to complete LEAD training. Advertising is carried out centrally and all advertisements carry statements regarding the University's commitment to equality of opportunities and diversity in recruitment and employment. The School aims to maintain a gender balance in overall applications in a 40%-60% band, with due attention to the available pools of candidates within individual disciplines. More especially the School is committed to ongoing reflection on application patterns and processes, paying careful attention to advertisements including job criteria, and cognizance of perceived gendered dimensions to subject specializations (**Action Points B1, B2**).

The School recognizes the importance of postdoctoral fellowships to career progression, and is concerned at female under-representation. It will continue to encourage and support applications for externally-funded fellowships from women and men and will formulate, publicize and implement clear and stringent appointment policies for School-funded postdoctoral fellows and research assistants. As a first step, EDIC will aim to determine the reasons for female underrepresentation, and to formulate appropriate responses, which may include a focus on supporting increased female applications to external bodies, or the encouragement of more direct applications for internally-managed posts.

ACTION POINTS
B1. Maintain gender balance in applications for academic posts (within 10% of 50:50 female/male split across a three-year period, and allowing for diversity towards individual posts):
(i)   Include University Athena accreditation and School commitment to equality and inclusivity in all applications; add School Athena accreditation if awarded.
(ii)   work in consultation with HR and in line with College policies to ensure advertisements are gender inclusive and avoid unconscious bias in job criteria and use of vocabulary, including in relation to areas of expertise.
(iii)   Measure balance of applications across three-year period to detect trends
(iv)   Ensure no single-gender shortlists.
B2. Alert all staff to the need to undergo LEAD training. 70% of staff to have undertaken LEAD training by end of a three-year period.
B3. Policy guidelines to be endorsed by the School for recruitment of postdoctoral fellows on School-led projects or projects supported by School funds.

(ii)   Induction

The University provides a three-day Induction Programme for all new staff and a targeted programme for Assistant Professors. School-level induction has generally proceeded informally if one or two new members of staff join in a given year, though where a larger number of staff have joined at once a fuller programme has been organized, including meetings with colleagues involved at all levels of teaching, and holding key administrative responsibilities. New academic staff are assigned a mentor by the HoS for informal support and to assist in familiarizing them with Departmental and School norms. Perhaps the most striking finding from the supplementary staff survey was the very high numbers of respondents who had not undertaken induction programmes, ranging from 81% for the Assistant Professorship Induction programme to 69% for School Induction, 64% for School mentorship and 48% for the College induction programme, with comments indicating that these programmes were not in place when respondents had begun their College careers. Most participants found processes helpful, especially at School level: 89% for School mentorship, 75% for School-level induction, 64% for the College induction programme. The exception was the Assistant Professorship Induction programme which only one of five respondents (20%) found helpful. Since gender disaggregation often indicated a single respondent who made a specific choice, it was decided to omit detailed disaggregation, but it was found that a

somewhat higher level of negative responses was recorded among respondents identifying as male or Other. The School will maintain and regularize its induction activities (**Action Point D10**).

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ACTION POINTS

D10   School-level induction for incoming academic staff to supplement University Induction.

i. All incoming academic staff to meet with HoS and relevant HoD to discuss their role, and to address any queries arising. To include meeting of all new staff with HoS /School Administrator midway through the first term to check on progress and raise concerns or queries.
ii. All incoming academic staff are allocated an appropriate mentor in SHH with guidelines agreed by School.
iii. Ensure all incoming assistant professors take part in the College Induction Programme and the Assistant Professor Development Programme.
iv. Welcome event each in academic year to welcome new staff including postdoctoral fellows.
v. Inclusion of relevant induction material in Staff Handbook.
vi. Annual consideration of whether a full School-level Induction programme is viable and useful given small numbers of incoming staff.

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(iii)   Promotion

Statistics for promotion applications 2014-18 (**Table 5.2**) indicate male colleagues were more than twice as likely to apply for promotion than female colleagues, but that female staff were more likely to be successful in their applications. The Staff Survey indicated that 27% of respondents gave a negative response when asked about their understanding of relevant processes and criteria: nine of the eleven who did so self-identified as female. 44% indicated that they did not consider the process 'fair'. This equated to 50% of all survey respondents who self-identified as female. While 50% of all respondents did not consider processes 'transparent' this rose to 58% among self-identified female staff.[23] Qualitative responses to a question as to what would encourage/discourage applications included: the need for fuller information concerning criteria or processes (four respondents); the benefits of

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[23] These figures indicate higher levels of dissatisfaction among female staff even when the greater overall response rate among female staff is taken into account. 60% of respondents self-identified as female.

encouragement or support from senior staff (3); perceptions of a lack of transparency or of clarity concerning unsuccessful applications (3).

Promotion Sought	Applications			Successful applicants			Success Rate		
	F	M	Total	F	M	Total	F	M	Total
'Professor in' to 'Professor of'	1	2	3	0	2	2	0%	100%	67%
Associate Professor to 'Professor in'	1	4	5	1	2	3	100%	50%	60%
Assistant Professor to Associate Professor	2	3	5	2	2	4	100%	67%	80%
TOTAL	4	9	13	3	6	4	75%	67%	69%

Table 5.2: Senior Academic Promotions 2014-18[24]

Following a freeze on all promotions in 2011-12, the University adopted a quota-based system for all academic promotions. Current procedures for all promotions above the rank of Assistant Professor, retains provision for indicative quotas for promotion at each grade, meaning that promotion is not solely based on meeting defined criteria. Alongside the fact that promotion policy has been modified several times in recent years, this creates uncertainty among staff. Under current structures the School does not have a direct input into the processing or determination of promotion applications, and feedback is delivered at Faculty, not School, level. It is possible that this may also contribute to a distancing of applicants from the process. The School does have scope to develop its role in informing and encouraging colleagues. Support for this came out strongly in workshop discussions, and it is incorporated into the Action Plan.

It is also a matter of concern to the School that College policy on promotion of Administrative Staff presupposes significant changes in job content, which effectively bars promotion for Administrative staff who wish to remain in their current posts, failing to recognize the added value of long-serving and experienced administrative staff to the running of the School. Here the School will lobby for changes at College level.

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[24] All applications for promotion were among full-time staff.

B10 Include links to information on promotions in EDI webpage and Staff Handbook.

B11 Encourage academic staff to pursue promotion opportunities, to increase female proportion of applicants for promotion over three-year period to within 10% of gender balance for respective grades.

(i) Discussion of promotion as part of review meetings with HoS for newly-appointed staff.

(ii) Promotion and career planning to be included in biennial research meetings.

(iii) Advice on career development and promotion as part of remit of School mentors.

(iv) Invite all staff to a meeting with HoS (or HoD) on career advancement.

B13 Lobby for revision of College policy which blocks in-post promotion of administrative staff.

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(i) Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

(ii) Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

5.3. Career development: academic staff

(i) Training

A wide variety of training opportunities are available for academic staff through various agencies and initiatives run by the College. The supplementary survey suggested that take-up of programmes varied significantly. 72% of respondents had undertaken LEAD training, an important result given that such training is a prerequisite for service on interview panels. Gendered participation was in line with the gender breakdown of respondents, and this was also true for teaching and learning courses provided by the Centre for Academic Practice and eLearning (CAPSL), attended by 75% of respondents, and workshops for College tutors (a pastoral role), attended by 62% of respondents. These are encouragingly high proportions, given that in the latter two cases, especially the tutor workshops, there are respondents for whom these forms of training are not applicable. 44% of respondents had undertaken HR training in Equality and Dignity and Respect policies: 73% of these were female. 38% had taken HR-run Professional Development programmes, of whom 50% were female. Only six colleagues (24%) had taken a HR-run Professional Skills programme, and only

three (13%) College-level early career mentoring; in both cases all those indicating participation were female. No respondents indicated participation in the Momentum programme (mentoring for established staff) or the Aurora Women in Leadership Programme, though one member of the School was recently approved to participate in the latter. Two colleagues had undertaken the Professional Special Purpose Certificate in Academic Practice.

Given that the principal finding of the survey was the very diverse take-up levels it is important to provide further information for colleagues, notably for programmes with an Equality dimension. Such programmes will be advertised through the School Athena SWAN/EDIC webpage. Whilst it is important to note gender differentials in uptake, the very small numbers involved in some programmes militates against drawing strong conclusions. However, it will be important to monitor gender profiles, and to increase male participation in training in Equality and Dignity and Respect policies.

ACTION POINTS

A10. Advertise College training schemes through EDI webpage, including schemes facilitated through TCGEL. Data concerning participation in Training to be collected by EDIC.

B2. Alert all staff to the need to undergo LEAD training: secure 70% uptake by 2022

D4. HoS and HoDs to undertake HR training in Equality and Dignity and Respect policies and management development training: 100% within year of appointment.

D5. HoS/DEDI to publicize availability of unconscious bias training and directly encourage colleagues to undertake such training: 50% of staff (including all School officers) by 2022.

(ii)   Appraisal/development review

The University does not mandate a universal appraisal scheme for academic staff, although one is under development. Recently-recruited Assistant Professors are, as of 2017, participants in the Assistant Professor Development Programme, which includes an ongoing review progress overseen by the HoS. In addition, academic staff also engage in biennial review meetings with the DR alongside the relevant HoD, relatively informal opportunities for staff to discuss their research activities and plans, and to receive non-directive feedback. SAT considered it valuable to include promotion and career planning within the

remit of these meetings. However, the supplementary survey indicated very mixed responses to the review meetings, split evenly between very/positive, neutral and very/negative experiences, and with only three of a total of twenty-one female participants indicating a very/positive experience. The School is currently reviewing the format, scope and purposes of the review meetings, to ensure a more positive experience for staff, and this will involve consideration of any expansion of their remit, gender balance and response to current concerns arising from Covid-19 restrictions.

Postdoctoral research fellows' appraisal is undertaken by their respective project PI(s), usually within the remit set by the sponsoring body; PIs also undertake probation reviews according to College guidelines. In both cases uptake is mandatory and universal.

(iii)   Support given to academic staff for career progression

The School operates a robust system of sabbatical leave for academic staff on contracts of three years' duration and above, ensuring one semester of research leave from every six semesters. All relevant staff have availed of this. All staff with contracts of not less than two years' duration have access to conference and research travel funding to the value of €700 p.a. The Grace Lawless Lee benefaction makes available additional research travel funds for staff, including postdoctoral fellows, and PGR students, attached to the History Department. All academic staff are eligible to apply for awards from the Arts and Social Sciences Benefactions Fund for assistance with conferences or research projects: between 2015 and 2019 four female and nine male staff applied, and all were successful.

Tenure-track staff participate in a series of reviews overseen by the HoS and concluding with two review panels; College policy requires that these panels have gender balance. Mentoring is available for incoming staff both from within the School and under University-wide schemes. The School Survey and follow-on workshops found support for actions re mentoring, appraisal and professional development, but it is not clear how far colleagues are aware of such College-wide schemes. As indicated in Section 5.2(i), the supplementary survey suggested few staff had participated in such programmes as Early Career Mentoring, Momentum (mentoring for more established staff) or the Aurora Women's Leadership Programme, though higher numbers had undertaken HR-run Professional Development or Professional Skills programmes or teaching courses run by CAPSL. Information on such initiatives should be flagged on the School's webpage to encourage uptake and data will be collected by EDIC to monitor success.

The Provost's Teaching Award initiative, inaugurated in 2001, has been important in raising the profile of teaching excellence: seven awards have been made to members of the School (five male, two female). While the process is initiated by nomination, nominees must choose whether to submit an application, and the School will move to encourage both nomination and application. At School level, the recent introduction of 'teach-meets', organized by the DUTL, provides a space for colleagues to informally discuss teaching innovation across disciplines, enhancing teaching development as well as a more participatory work environment. The School will continue these on a more regular basis (once per term).

Postdoctoral research fellows on contracts of two-years' duration are given the opportunity to design and teach a full undergraduate module, except where this conflicts with the terms of their contract. They are also encouraged to engage with teaching and learning training with CAPSL. Discussion in workshops and at the SAT drew attention to ways in which the profile of postdoctoral researchers and adjunct staff could be enhanced through greater prominence on School and Departmental webpages, including in the University's Research Support System (RSS). Access to conference and research travel funding would be of particular

ACTION POINTS

A11. Increase uptake of College mentoring schemes: details to be made available through EDI webpage, and in Staff Handbook; data re participation collected by EDIC.

B4. Introduce mentoring scheme for all adjunct staff, and optional additional mentoring for postdoctoral researchers.

B5. Increase research profile of postdoctoral researchers and adjunct staff through web presence within SHH website as per other academic staff, and by lobbying for presence in College Research Support System (RSS) as per other academic staff.

B6. Publicize funding for research travel and organizing conferences to all staff.

B12. Encourage colleagues to consider nomination of fellow staff for Provost's Teaching Awards, and nominees to engage with the Award process: increase numbers Awards, especially for under-represented female colleagues.

D12. School 'teach-meet' events once per term to develop teaching practices and participatory work environment.

importance to Adjunct staff, as would inclusion with the School mentoring scheme, which will be initiated for all Adjunct staff.

(iv)   Support given to students (at any level) for academic career progression

The College Careers Advisory Service provides a wide range of services for students at all levels; the College 'Alumni to Student' mentoring scheme is particularly valued by students. UG handbooks provide contact information. All undergraduates are assigned a College Tutor, who provides pastoral support across the student's undergraduate studies.

At PhD level all students incorporate professional development and research skills training into a structured PhD programme. Within the School, mandatory modules include Research Training modules in years one and two and the module 'Research Impact and Integrity in an Open Scholarship Era'. All incoming PGR students complete a Research and Professional Development plan, in association with their supervisors, evaluated annually. Annual reviews evaluate progress in research but also in wider professional and career development, drawing upon the expertise of a reader from within the School, as well as the DPTL and supervisor. The School runs postgraduate workshops on such topics as funding applications; publication; academic presentations; academic and non-academic career options. Staff and students have engaged with workshops hosted by TLRH, including on academic publication and writing for non-academic audiences. The School provides detailed feedback upon applications for IRC awards at postgraduate and postdoctoral level –by the DPTL and DR respectively – ahead of School approval of applications.

Postgraduate research students, in their second and subsequent years, have the opportunity to undertake work as Teaching Assistants (TAs) on Fresher modules; in 2018-19 this was undertaken by seven PGRs in Classics (five female), two in HAA (both female) and sixteen in History (seven female). The School will need to collect data as to the gender profile of applications for, and appointments as, TAs to ensure this is proportionate to the gender balance among PGR students (**Action B8**). TAs are expected to complete the School module 'Teaching and Learning Strategies in Histories and Humanities' and strongly encouraged to undertake additional training provided by CAPSL. Of twenty respondents to a 2019 survey of PGR students, only 30% indicated that there were currently involved in teaching, of whom 50% were male, 42% female, 8% non-binary. However, those students expressing themselves very/dissatisfied with their teaching allocation broke down as 50% were female, 25% male (with one non-binary student and one who omitted the gender question) which is not far out of

line with overall percentages. Only 30% of respondents considered that they were sufficiently instructed in how to teach before beginning their teaching, while nine (45%) did not,[25] and only 25% of respondents reckoned there was sufficient on-going support or mentoring for teaching assistants from departments, while 50% did not. On both these issues gender balance approximated that of respondents as a whole.

The School contributes to awards made under the College's Postgraduate Travel Reimbursement Fund, and manages a range of discipline-specific benefactions which provide directly for PGR student travel. It is important that the School garner data as to gendered patterns of applications and award of travel funding and to ensure awards are proportionate to the gender balance among PGR students. Students enrolled in the MPhil in Public History and Cultural Heritage undertake an internship in Hilary term, and participate in weekly practitioner workshops.

The School is committed to ensuring that outreach events for UG and PGT students, offering information about PG study and academic career paths, will draw upon both female and male members of staff and PGRs.

ACTION POINTS
B7. Publication of information concerning PGR awards, and collection of data on awards, including travel awards, by gender; ensure applications for travel awards are proportionate to the gender balance among PGR students; evaluate patterns in applications for external awards and formulate actions in response. B8. Recruitment of TAs to be proportionate to the gender balance among PGR students; ensure all PGR students are circulated with information concerning TA opportunities. B9. Promotion of PGR enrolment among UG / PGT students though information events; retention of female PGR enrolment at +/-10% levels for UG and PGT recruitment.

(v)   Support offered to those applying for research grant applications

As a participant School in the TLRH, SHH staff draw upon the expertise of a Research Programme Officer, who acts to assist academic staff in identifying appropriate research funding opportunities, and with application preparation (including assistance with financial planning, mock interviews). Applicants for

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[25] 25% of respondents did not answer this question.

postdoctoral awards, such as those run by IRC, may also draw upon TLRH, through information sessions and electronic circulation of information and updates, while the DR and HoS provide direct feedback on draft applications. Information from the College Research Office (**Table 5.3**) indicates that female staff were somewhat less likely than male colleagues to apply for grants, but had a similar success rate, and average grant award, to those of males.

Gender	No. of Applications	No. of Awards	Success Rate	Value of Awards Granted	Average value of Awards Granted
Female	171	45	26.3	7,179,953	159,554
Male	201	52	25.9	7,715,931	148,383

Table 5.3: grant application and success data for SHH, 2015-20 (as supplied by the College Research Office).

The supplementary survey gathered data on applications for smaller, internal awards. Fifteen applicants had applied to the Arts and Humanities Benefactions Fund, all successfully, and all applicants succeeded who had applied for funding from the Faculty Events Fund (7), the TLRH Research Incentive Scheme (10), the Grace Lawless Lee Fund for History (10) or other College funding (2). Though this is a high success rate, it must be set alongside the earlier Staff Survey, which indicated that a sizeable minority (37%) of respondents were dissatisfied with the level of funding for their research (two-thirds self-identified as female, as against 60% of all participants). Comments suggested some support for enhanced School involvement in the grant application process, suggesting the benefit of a standing information source on available grant options. The small numbers involved in the supplementary survey militates against gender disaggregation, but where Awards attracted larger number of applicants matched quite closely the gender balance of respondents (54% female, 33% male, 13% identified as Other/no identifier): successful awards from the Arts and Humanities Benefactions Fund were 47% female; for TLRB awards, 60% female.

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ACTION POINTS

A12. Details re grant schemes and TLRH assistance with applications to be made available through Staff Handbook.

A13. School to formulate measures to draw upon expertise of colleagues who have succeeded in applications in organizing activities to assist with the grant application process.

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5.4. Career development: professional and support staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

(vi) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake

5.5.   Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

(i)   Cover and support for maternity and adoption leave: before leave

The School follows College policy with regard to maternity/adoption leave. This provides for twenty-six weeks of paid maternity leave for qualifying staff (with the option of additional unpaid leave) and for twenty-four weeks of paid adoptive leave for qualifying adoptive mothers and sole male adopters. Leave is preceded by discussion with the HoS / HoD in order to ensure appropriate consideration is taken of work demands during pregnancy, and of medical appointments and ante-natal classes. This will be extended to discuss expectations upon return from leave. As only one member of staff took maternity leave within the period covered, we do not have qualitative data to draw on. However, it is hoped that the actions planned will improve supports at all stages of maternity leave ,and we will monitor feedback from any staff availing of them.

ACTION POINT

C2. Adoption of pre-leave planning for staff on maternity leave to include consultation with HoD ahead of period of leave as to expectations (including workload) upon return from leave.

(ii)   Cover and support for maternity and adoption leave: during leave

Colleagues on maternity leave are not expected to read or respond to emails, though circulars do include colleagues so that they may be kept up to date with developments. The School will initiate an agreed 'keep-in-touch' plan for each colleague taking maternity leave, balancing a respect for the integrity of the leave period with efforts towards the inclusion of the colleague in the ongoing life of the School and to facilitate the transition back to work. Maternity leave is included in the calculation of eligibility for future research leave so that

colleagues are not disadvantaged in progressing their research. Informally, colleagues will organize cards and gifts on the occasion of new births, and there are often visits with new-borns.

ACTION POINT

C3. Adoption of keep-in-touch policy for staff on maternity leave, to provide balance between inclusion of colleagues on leave and respect for the integrity of leave period, though an agreed approach as to extent of ongoing contact between a colleague on leave and her department, including by email.

(iii)   Cover and support for maternity and adoption leave: returning to work

Current arrangements for transitioning back to work are undertaken informally, through conversations with HoS and/or respective HoD regarding workload and other duties. The School Staff Survey found a plurality of colleagues considered that College did not make adequate provision for caring responsibilities (56%); this was particularly true of female colleagues, with fifteen of the twenty-three respondents who agreed with this statement self-identifying as female. Qualitative responses suggested that positive experiences were often related to the actions of individual managers and colleagues, though small numbers of respondents also identified such issues as the need for expanded College childcare facilities, the costs of childcare, or the desirability of more flexible arrangements, including reduced workload, for colleagues returning from maternity leave. Of the four respondents who commented on experiences of return from maternity leave, two indicated a generally positive experience of the return to work and two did not. The SAT determined that the School should develop a coherent policy around maternity leave, to indicate its commitment to the rights of mothers, and to facilitate colleagues in transitioning back to work in the early post-natal period. This will encompass a commitment to implement reduced teaching loads, subject to financial considerations, and the particular teaching needs of small departments. More especially, it will entail remission of any significant administrative roles for a period of one year after return to work (e.g. the holding of School-level Directorships, course director for MPhil courses or service as year head for UG courses).

ACTION POINT

35. Formulate a policy to reduce workload for staff returning from maternity leave. Implement a post-maternity leave policy during academic year 2020-1.

(iv)   Maternity return rate

Only one member of staff took maternity leave during the period 2016-19, and returned to the department at the end of the period of leave under the same contractual conditions.

> **SILVER APPLICATIONS ONLY**
> Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

(v)   Paternity, adoption, and parental leave uptake

Paternity leave became effective in Irish law in 2016. During the period 2016-19, four members of staff availed of paternity leave arrangements, one of parental leave, and none of adoption leave provisions. Inadequacies in the collection of data concerning leave are being addressed, and will now be routinely provided by HR.

ACTION POINT
C5. Draw upon data to be made available as of 2020-1 on maternity, parental, paternity leave in shaping School policy.

(vi)   Flexible working

A number of schemes are available in the University, which members of the School may access. The Shorter Working Year Scheme allows for unpaid leave for one or more continuous periods of not less than two and not more than thirteen weeks per year and is available to all staff who have completed their probation. College also operates teleworking and job-sharing schemes, as well as contracts for part-time work. No School staff are currently availing of these schemes, though five members of staff (two academic, three administrative; all female) are working on part-time contracts, while adjunct staff are recruited for specific teaching needs. The School Staff Survey indicated some interest among staff in availing of flexible working options. In all cases this was more apparent among self-identified female colleagues who constituted eight of the twelve

interests in career breaks, seven of twelve interested in unpaid leave, eight of eleven interested in part-time work (and two of four interested in job-sharing). Possibly the gap between expression of interest, and take-up of flexible working options could relate to levels of information regarding available options; certainly there was some indication during workshop discussions that colleagues would value School assistance in accessing information on flexible working opportunities.

Department-level discussions around the draft Action Plan produced the proposal that the School lobby the University to align reading week with School Half-Term breaks, which would greatly ease the difficulties of staff with school-age children (**Action Point C5**).

ACTION POINT
C1. Details of College and School policies family-related leave, career breaks, flexible working schemes to be made available via EDI webpage and Staff Handbook.   C5. Lobby College to align reading week with School half-term break.

(vii)   Transition from part-time back to full-time work after career breaks

The University operates a career break policy for staff on open-ended contracts or on fixed-term contracts subject to the completion of probation. Career breaks may be sought for a period of one to three years, and upon return staff are re-assigned to their home departments. The School has not had experience of colleagues returning from career breaks in recent years nor of colleagues seeking to transition from part-time to full-time work. The School will, however, commit to publicizing options for flexible working practices and career breaks, and to putting in place a consultation process for colleagues seeking to avail of such options.

5.6.   Organisation and culture
(i)   Culture

Academic engagement with questions of gender, in terms of both teaching and research, is deeply embedded within the School. CGWS, founded in 1988 as the

Centre for Women's Studies, epitomizes this commitment, but modules, dissertations and publications addressing questions of gender are present across the disciplines represented in the School.

However, it was only with the decision to apply for Athena SWAN accreditation and to form a SAT in 2018 that the School moved to directly evaluate its professed commitment to providing an inclusive and gender-equal work environment. The Staff Survey provided some evidence of positive evaluations of School/Departmental culture, though close reading suggested that negative evaluations were more common among female staff, across a range of issues;[26] there were also worrying indications of negative experiences, notably of intimidating behaviour (see further below 5.6 (ii)).

Issue addressed[27]	Proportion of negative responses	Female respondents as proportion of negative responses
Staff treated on their merits regardless of gender	28% disagreed	64%
Academic unit as a space to put forward opinions	17% disagreed	71%
Academic unit as a space where one's own contribution was not valued.	24% agreed	70%
Academic unit as a space where one is reluctant to raise issues.	27% agreed	64%
Academic unit undertakes fair and transparent decision-making	32.5% disagreed	54%

Table 5.4: selected results from Staff Survey on School/Departmental culture.

Individual comments reiterated and added depth (including specific personal examples) to the concerns expressed. A clustering of comments concerned the conduct of meetings, with a number of respondents including comments to the

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[26] This is so even taking into account the differential response rates, with more females than males responding to the invitation to complete the survey: 60% of respondents self-identified as female.

[27] In each instance, the individual respondent offers a perspective on what s/he considers their 'primary' academic unit; most respondents had indicated that this was their respective department, rather than the wider School.

effect that not all colleagues were afforded equal speaking time, or equal hearing; that they themselves felt impeded in expressing opinions because of possible negative reactions; or that female colleagues were less likely to secure a fair hearing. While the majority of respondents, including the majority of female-identifying respondents, did not indicate negatively on these questions, this constituted a significant and troubling level of negative experiences and perceptions, which the School is determined to address.

A report giving a detailed analysis of survey findings was circulated to those eligible to participate. (This was drafted to take full account of the need to preserve participants' anonymity.) SAT organized two workshops/focus groups to directly address work-culture issues and facilitate extended discussion. Attendance at workshops was split by grade,[28] and an external moderator was employed, given the potentially sensitive nature of discussions. As agreed in advance no record was kept of attendance, nor minutes kept, for these reasons. What emerged clearly was the need for the cultivation of an inclusive culture within the School and its component departments, and a more rigorous and directed response by the School to questions of appropriate interpersonal conduct and the conduct of meetings. Whilst a deliberate decision was taken not to minute discussions of the focus groups, a summary of ideas raised were circulated amongst all staff, and formed the basis of discussion by SAT.

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[28] Focus Group One for Assistant Professors/Lecturers; Administrative Staff at Executive Officer grade; Adjunct Academic Staff; Postdoctoral Fellows. Focus Group Two for academic staff at Associate Professor grade or above, and Administrative staff at Administrative Officer grade. These were comparably-sized constituencies.

The process of consultation and discussion outlined above has resulted in a sequence of pledges by the School to develop a culture more compatible with the aspirations of the Athena SWAN charter, notably that benefits accrue from harnessing the talents and potential of all in the academic community. Notably this will involve the production of an agreed code of conduct, as indicated in the Action Plan. It was also determined that an updated staff survey would be conducted annually in 2021 and 2022 to measure improvements. The target set would be a reduction of negative results by 20% over a three-year period, which was considered to be a realizable goal.

ACTION POINTS
A9. School meeting to be held in March 2021 to raise issues arising from the Staff survey. Further School Meetings, at least once per academic year, to address EDI issues and be updated on ongoing survey results and evidence of dis/improvements.
D1. Production of agreed guidelines / code of conduct, approved by School Executive, endorsed by departmental meetings. This charter to be disseminated though inclusion in Staff Handbook and EDI webpage. This will be specific to the School but harmonized with College Dignity and Respect policy. College policies on Dignity and Respect, and avenues for addressing concerns in this area to be publicized through EDI webpage and School Handbook.
D2. Terms of reference of EDIC to include role as contact point for concerns regarding dignity and respect or School culture, and role in facilitating staff engagement with HR or pastoral services, as well as ensuring availability of information on College policies and Dignity and Respect Contact persons.

(ii)   HR policies

The School is fully committed to the implementation of the University's Equality Policy and Dignity and Respect policy, including mechanisms to be followed in grievance procedures. Whilst responsibility for the implementation of Dignity and Respect policies resides with all members of the School, specific responsibilities accrue to College HR and to those in leadership roles locally, notably the HoS and HoDs. The School is assigned an HR partner to ensure the School is updated and compliant with policies. While HoSs have HR mandatory training, this does not extend to HoDs, and this should be required for all incoming HoDs. Unconscious bias training has recently been developed by

College, and colleagues will be encouraged to participate, with a minimum uptake of 50% by 2023.

As indicated above (Section 1.4 (i)), evidence emerged from the Staff Survey and subsequent focus groups of concerns among staff which the School considered to require the implementation of additional measures, above all action to ensure all colleagues are fully aware of College policies, that EDIC provides a vehicle for concerns to be raised, and the locally-devised clarificatory code of conduct be produced.

| ACTION POINTS |
|---|
| D3. Inclusion of questions regarding dignity and respect, negative experiences (inappropriate behaviour, bullying, sexual harassment) in annual Staff Survey. Findings to be circulated via School Meeting, and to School Executive.

D4. Training in Equality and Dignity and Respect policies and College management training be required from all incoming HoS and HoDs.

D5. HoS/DEDIs to publicize availability of unconscious bias training and directly encourage colleagues to undertake such training, to secure year-on-year increase to minim of 50% of staff (including all School officers) by 2022. |

(iii)   Representation of men and women on committees

The principal executive unit for the School is the School Executive, with three standing committees reporting to the School Executive, each chaired by a Director nominated by the Head of School. Most committee members hold membership by virtue of their other responsibilities: for example, all Directors of MPhil courses are members of the Postgraduate Teaching & Learning Committee, while all Heads of Discipline sit on all of the School committees. Other members are nominated by the HoS in consultation with the Committee Chair, while the Executive has elected staff and student representatives. Over the years 2016-19 all committees attained a gender balance in line with staff ratios, save the Postgraduate Teaching & Learning Committee (PGTLC) (**Table 5.3, Chart 5.1**).

Table 5.3: School Committee Membership 2016-19

Committees	Year	Female	Male	Total	% Female
School Executive	2016-17	6	9	15	40%
School Executive	2017-18	7	8	15	47%
School Executive	2018-19	7	8	15	47%
Research	2016-17	9	9	18	50%
Research	2017-18	9	9	18	50%
Research	2018-19	8	8	16	50%
Postgraduate Teaching & Learning	2016-17	8	8	16	50%
Postgraduate Teaching & Learning	2017-18	11	6	17	65%
Postgraduate Teaching & Learning	2018-19	11	5	16	69%
Undergraduate Teaching & Learning	2016-17	5	6	11	45%
Undergraduate Teaching & Learning	2017-18	6	6	12	50%
Undergraduate Teaching & Learning	2018-19	6	6	12	50%
All School Committees[29]	2016-17	28	32	60	47%
All School Committees	2017-18	33	29	62	53%
All School Committees	2018-19	32	27	59	54%
All School Committees	2016-19	93	88	181	51%

Chart 5.1: % of females on School Committees
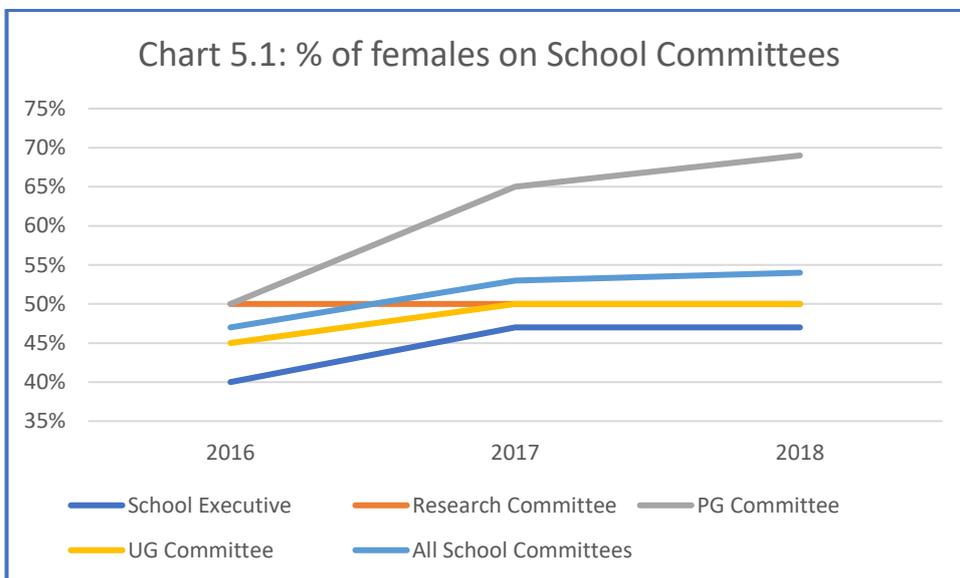
The School must strive to ensure both that:

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[29] Rows labelled 'All School Committees' indicate total memberships, not total of individuals who hold membership, since it is routine for office-holders to hold memberships of multiple committees simultaneously.

(i)   women and men are provided with adequate opportunities and encouragement to serve on the School Executive and School committees and

(ii)   that the burdens of committee service and not unduly placed upon either female or male members of staff.

The School will ensure gender balance in Committee membership will show no more than 10% divergence from balances within the School as a whole. EDIC will include monitoring of membership within its remit.

ACTION POINT
A8. Gender balance on Committees within 10% divergence from overall Staff balance. EDIC to monitor composition of School committees and include within annual report to Executive. Executive and HoS to consider School committee composition on an annual basis and to address inequities in membership.

(iv)   Participation on influential external committees

There is at present no method in place for the collection of such data at School level. Participation in external committees may be part of the remit of some posts such as DUTL or DPTL. In other cases, it may arise through nomination from outside the School e.g. by the Faculty Dean, or through election. The School staff survey indicated that seven respondents had served as College or Faculty Officers (four male to three female) and that seventeen had served on College committees (ten female to seven male). In light of this, it will be a priority for the School to collect data concerning external participation across College, and to use the experiences of staff who have so served to encourage other colleagues' awareness of, and interest in undertaking, such roles.

ACTION POINT
D13. Rise in participation on College-level committees and gender balance within 10% of current overall staff balance. Collection data and publicize through EDI website. Identify any gender imbalances and with action to redress any gender imbalances which may become visible.

(v)   Workload model

The School has operated formal workload models for several years. With slight variations between departments, these detail teaching commitments, supervision responsibilities and major administrative responsibilities. In each case the aim is to ensure not exact equality, for instance in terms of classroom hours, but equitable balance within acceptable bands, taking into account particular teaching requirement and adjustments year-to-year. In addition, there has been a consistent policy across the academic departments of phased movement towards a full teaching load for new colleagues, to be attained in the third year of service. This is to take account of the extra demands imposed in the design of new modules as well as the other challenges associated with a new post. Workload is not in itself used as part of any appraisal process or as a criteria for promotion, though obviously the activities included are themselves issues for evaluation in both instances.

In responses to the School Staff Survey, colleagues attested, in strong terms, to a perception that their home unit (respective Department or the wider School) valued the work they undertook (**Table 5.5**).

Area of individual's work	Value by home unit[30]	Valued by wider university
Teaching	98%	77%
Research	95%	98%
Administration	75%	49%
Pastoral	62%	55%

Table 5.5: results from Staff Survey on value set upon individual work.

70% of respondents expressed themselves satisfied with their own workload allocation; of the 23% who expressed dissatisfaction, ten of twelve self-identified as female. A significantly lower proportion of respondents – only 44% - considered their unit to possess a 'fair and transparent' workload model; of the 39% who disagreed, nine of sixteen self-identified as female. Further

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[30] In each instance, the individual respondent offers a perspective on what s/he considers their 'primary' academic unit; most respondents had indicated that this was their respective department, rather than the wider School.

elaboration on this latter point, both in the survey and in workshops, suggested that the principal concern was with issues of transparency – in some departments staff had access only to their own workload allocation. Discussion both in workshops and at SAT did not suggest a wish to access precise ('microscopic') detail on colleagues' workloads, but did indicate that visibility through an indicative listing of modules taught, numbers of PGR students supervised and major administrative responsibilities would not only answer concerns around transparency, but also facilitate the monitoring of workload allocation for gender bias. Concern was expressed about inequities in the allocation of administrative roles. These issues (administrative demands, lack of transparency) as well as concern at changes in allocation during the course of an academic year (two respondents) were also raised by colleagues who expressed dissatisfaction with their own workload.

Focus group discussions also gave much attention to the need for an agreed policy regarding staff obligations in replying to emails, though opinions differed as to whether this was best addressed by limiting the hours during which responses to emails could be expected (e.g. regular office hours) or addressing expectations around the timeframe for reasonable reply.

ACTION POINTS

D6. Development of a workload model suitable for circulation containing basic data re modules taught, supervision and administrative roles. Publication of workload model in this form through closed server within School.

D7. Avoid gendered allocation of workload through annual EDIC review of workload patterns, in consultation with HoS/HoDs in terms of School/Departmental commitments; remediable actions on any gender imbalances detected.

D8. Ensure adequate account is taken of pastoral roles undertaken and ensure gender balance in pastoral work, by including pastoral responsibilities (e.g. College tutor) in workload model.

D9. Publication of an agreed School email policy e.g. around times when emails may expect to be answered or appropriate turn-around times. Publication of policy in Staff Handbook, all Student Handbooks and on School and Department websites.

(vi)   Timing of departmental meetings and social gatherings

At School level, all Executive and Committee meetings are scheduled in 1-2pm slots. A Calendar of all such meetings is circulated at the start of the academic year. Within departments, arrangements vary as to the regularity, duration and timing of meetings. The School Staff Survey found that 61% of respondents agreed with the statement that 'School/Departmental activities are held at times which make it convenient for me to attend' but 34% disagreed; of these, 50% self-identified as female. Extremely strong support was given for the view that 'School/Departmental meetings should be scheduled between 10am and 4pm', with 85% of respondents in agreement. However comments appended, and discussion at workshops and in SAT indicated that especial concern was expressed over meetings and events which ran after 5.30 or even 6pm (eleven respondents to the survey drew attention to this in their comments). The School is aware of the difficulty of meeting a target of scheduling all meetings between 10am and 4pm whilst ensuring attendance is not compromised through teaching commitments. Recent University decisions to centralize most teaching timetabling has further removed the flexibility which Schools would have had to timetable in such a way as to make space available for departmental meetings. History department experiments with lunchtime department meetings revealed that this precluded some staff from attending due to teaching commitments. There is also an awareness the number of meetings will necessarily multiply as the duration is reduced. The School is committed to a policy of holding Executive and School committee meetings at 1-2 pm. Some departments have continued to schedule some lunchtime meetings, rotating days to minimize individual colleagues' absences, and departments have committed to concluding afternoon meetings by 5pm.

School social events include Christmas parties and lunches served alongside School Meetings. In 2018-19 the History Department initiated a weekly coffee morning to which all staff (including postdoctoral and adjunct staff) are invited. For the 2019-20 academic year a range of choices for the timing of this event were offered to colleagues through Doodle Polling.

ACTION POINTS

C6. Maintain policy of School Executive and Committee meetings at 1-2 p.m. Ensure Departmental meetings end by 5 p.m.

D11. School Executive to plan for School social events, at least once per year, in consultation with staff as to family-friendly timing.

Three areas where the visibility of role models are particularly apparent are in the appointment of external examiners, in the choice of speakers for research seminars, and in publicity materials, including websites.

External examiners	Total number	% Female
Undergraduate	38	42%
MPhil	22	68%

Table 5.6: external examiners appointed to the School 2016-20

Of external examiners for the School (**Table 5.6**), a relative balance for undergraduate courses stands against preponderance of female external examiners at MPhil level. The School will commit to a gender balance among external examiners, with the proportion from either gender not exceeding 60% at any time. Where an individual unit draws upon the expertise of more than one external examiner, all efforts should be made to ensure that these are not all of one gender. MPhil courses should strive to rotate between female and male external examiners.

42 women (40%) and 63 men were invited as speakers at research seminars in 2018-19. All seminar organizers will be reminded of the need to promote gender balance in invitations, and EDIC will include data on speakers in their annual reports, to ensure all seminars maintain at least a 40% representation from each gender.

The School has a limited role in the creation of publicity materials: the undergraduate prospectus is developed at College level, whilst printed publicity for MPhil courses rarely features images of individuals from the School. This is also true of the School and Departmental websites https://histories-humanities.tcd.ie/ outside of individual staff pages, and occasional news items. Departments have, however, striven to ensure both female and male students feature in students testimonial videos – for an example from History see https://www.tcd.ie/history/international/testimonials.php

A14. Secure a gender-balanced representation of external examiners for undergraduate and postgraduate courses, with an overall balance of no more than 60% female or male at any time.

A15. Promote gender balance in invitations to research seminars and invited lectures, especially lecture series; ensure balance is within 10% of 50:50 female: male balance.

A16. School-produced publicity materials (printed and electronic) to feature female and male staff and students.

(viii) Outreach activities

Much of the outreach work from the School is undertaken on an *ad hoc* basis, including involvement by Heads of School/Departments (female and male) in international recruitment events and more sustained engagement with building international contacts by individual staff members, including through College ventures with Chinese and U.S. institutions (involving female and male staff respectively). More ongoing is staff involvement in the College's annual Open Day, and in smaller recruitment events such as Postgraduate Open Days or the Higher Options event held annually in Dublin, bringing together higher and further education providers. While participation in College Open Day is expected of all available academic staff, participation in recruitment activities is not monitored. Department will commit to compiling spreadsheets of activity annually, with action taken to redress any gender imbalances in participation.

Outreach can be more broadly understood to encompass activities such as the participation in evening classes for external students, or in summer schools, or public outreach through broadcasting and other public media. Evening courses routinely draw upon the teaching of a broad base of academic staff (up to all full-time academic staff within a department, not currently on research leave, family leave or secondment). Summer Schools and other out-of-term teaching may draw more particularly upon individual staff, though significant commitments are included in workload allocation models. Without ongoing data collection, the School has been unable to measure the range of participation. The School will undertake an audit cycle on participation, which would enable the School to identify minimal expectations and ensure gender equity.

D14. Audit cycle on participation including Open Days, Careers events, visits to schools, overseas initiatives, evening lectures, summer schools: gather data; formulate recommendations; take action to redress any identified gender imbalances; ensure future data collection to measure outcomes.

D15. Minimal expectations to be put in place for outreach activity and actions taken to address any gender imbalances uncovered by Outreach audit.

SILVER APPLICATIONS ONLY

6.   CASE STUDIES: IMPACT ON INDIVIDUALS
Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

7.   FURTHER INFORMATION
Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application.

The School's supplementary staff survey of Dec. 2020 addressed the negative impact of Covid-19 restrictions. This particularly the case with research, where 71% of respondents recorded a very/severe impact, but was also true in terms of workplace social experience (66%), pastoral care (48%) teaching (43%), examining and assessment (29%), administration (28%), meetings and committees (21%) and dissertation supervision (18%). Even the lowest of these scores is indicative of the difficulties colleagues have faced. The gender breakdown for those reporting severe or very severe impact were comparable to the overall gender balance for respondents, except for those activities where only a very small number reported such impacts.

Comments reinforced these findings, particularly regarding research, while a number of respondents indicated the increase in pastoral duties, or the greater time demands of online teaching. On meetings, the view that opportunities for important discussions were more limited can be contrasted with the opinion that meetings had become more efficient online or that it would be helpful to access these online in future, but a number of colleagues noted as a loss their usual informal, ongoing interaction with colleagues. Two colleagues indicated an increase in caring responsibilities, while two welcomed increased family time linked to a reduced commute.

As many as 93% of respondents reported a very/positive response by their home unit towards students though this fell to 28% in evaluating the central College-level response to students. Asked to evaluate the response of their home unit towards staff, 78% indicated a very/positive response, but the College response towards staff only secured 17% very/positive results. Where statistically significant numbers of colleagues recorded very/negative responses, these tended to be close to the overall gender breakdown for the survey. The School has attempted to sustain close communications with staff and students, areas where comments indicated that respondents found fault with the wider university. Individual departments have sought to address social contact concerns, whether through weekly social meetings for staff (Classics) or the use of a social app (History).

8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

No.	Planned Action/Objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
A. Embed Athena SWAN principles within the School						
A1	Establish a committee to give direction to the promotion of Equality, Diversity and Inclusion within the School. (For role of co-Directors see Action Point D2 below.)	Ensure Athena SWAN and wider Equality, Diversity and Inclusion principles are embedded within School policies and practices.	Expand remit of SAT through its reconstitution as Equality, Diversity and Inclusion Committee (EDIC). (To continue to function as SAT for future Athena SWAN applications.) Determine parameters for EDIC activity through production of Terms of Reference to be approved by School Executive. Regular meetings of EDIC	Feb.2021 February 2021 February 2021 onwards	School Executive HoS, SAT, School Executive DEDIs	Establishment of EDIC by Feb. 2021 Terms of reference to be produced appropriate for standing body with ongoing responsibility for equality, diversity and inclusion issues, including: to collect and collate data; to raise profile and circulate information; to report and to raise issues. EDIC to meet monthly from semester two of 2020-1
A2	Appointment of School Directors for Equality, Diversity and Inclusion (DEDIs), including role as convenors of SAT. To be joint post held by one	Ensure ongoing leadership on all Equality, Diversity and Inclusion issues, and to include membership of School Executive; maintain gender-	Appointment of DEDIs by HoS with approval of School Executive, for three-year term of office. Post to be given status akin to that of DR, DUTL or DPTL	January 2021	HoS, School Executive	Appointment of DEDIs and presence at Executive.

	female and one male member of staff.	balanced leadership roles.				
A3	Ensure gender equality, diversity and inclusion issues are consistently addressed through School management structures.	To ensure ongoing momentum in pursuing issues arising from the Athena SWAN application process and Action Plan To ensure School structures embody commitment to the pursuit of gender equality and to enhancing the work environment for all members of the School	EDIC representation at School Executive though DEDIs.	In place for SAT; to be applied to EDIC Feb. 2021	HoS, School Executive	EDI issues retained as standing item for School Executive and Department meetings. Regular reports from EDIC from academic year 2020-1.
			Athena SWAN/EDI issues as standing item at School Executive and Department meetings	In place	HoS, HoDs	
			Biennial progress review report by EDIC based on Staff surveys and annual reports based on data collection.	Autumn 2021 and thereafter.	EDIC via DEDIs[31]	
			Lobby College/Faculty for greater support in data collection to ensure sustainability of Athena SWAN process. Raise concerns about collection of data in binary terms.	Immediate	HoS, DEDIs	
A4	Ongoing surveys	Monitor	(i) Revision of 2018-19 staff	Nov. 2021	EDIC via DEDIs	Staff survey conducted on

[31] Where this phrase is used, it indicates that tasks will be allocated among the members of the EDIC, in an equitable manner, with the DEDIs responsible for ensuring completion, and for reporting to the School Executive.

	of gender equality issues and work environment within the School to shape policy and monitor changes	improvements in work environment, ensure that best practice is upheld in the School and identify ongoing or emergent concerns among staff. Do so while ensuring concerns raised by some staff around issues of anonymity and confidentiality	survey to bolster confidence in anonymity and confidentiality, and to include questions relating to implementation of Action Plan. (ii) Conduct biennial staff survey drawing on the template used in 2018-19 (iii) Information to be circulated among School Staff indicating changes over time (iv) Conduct survey among postgraduate students and circulate results	Dec. 2021, Dec. 2023 Mar. 2022, Mar. 2024 Results to be presented second semester 2022	EDIC via DEDIs EDIC via DEDIs EDIC via DEDIs, DPTL	a biennial basis (spring semester), and findings circulated (succeeding autumn semester). Survey among postgraduate students conducted and results circulated by semester two of 2021-2. Staff and postgraduate survey results will indicate increasing satisfaction and diminution of concerns with work environment
A5	Ensure EDIC has membership reflective of the diversity of the School, in terms of gender, discipline, nature of post and terms of employment and ensure inclusion of students.	Embed the present diversity of membership and facilitate participation by members of the School	(i) Gender balance in EDIC membership included in EDIC Terms of Reference (ii) EDIC to include academic and administrative staff and postgraduate representation	Feb 2021 March 2021 March 2021	DEDIs, School Executive DEDIs DEDIs	Current criteria for composition of SAT to be reflected in composition of EDIC in terms of gender, discipline, nature of post and terms of employment and student representation: to be monitored by DEDIs on ongoing basis.

			(iii) EDIC to include at least one part-time or adjunct staff member	March 2021	DEDIs	Staff Survey to show satisfaction with work of EDIC: 60% by 2023.
			(iv) All academic units to be represented on EDIC	Feb. 2021	HoS	
			(v) DEDI to be joint post held by one female and one male member of staff, for a term of three years.	Dec. 2021	EDIC via DEDIs	
			(vi) Add question to Staff Survey to measure satisfaction with work of EDIC.			
A6	Develop a School Equality, Diversity and Inclusion (EDI) webpage.	Provision of information on College policies and of School actions concerning Athena SWAN principles.	Equality, Diversity and Inclusion webpage within School website.	Ongoing	DEDIs, School IT Coordinator	School Gender Equality, Diversity and Inclusion webpage is in place and will be kept up to date. Staff survey indicates increased awareness of College policies and School actions. Target of 70% awareness.
A7	Produce a School Staff Handbook	Provision of School-specific information to promote participa-tion and inclusion	School handbook to include profile of School/EDIC including roles and contacts; explanation of School governance and operations;	September 2021; updated annually.	HoS, DEDIs, in consultation with HoDs, School Executive	Staff handbook produced and updated annually. Handbook distributed to all staff annually, and to new staff on arrival.

			School AS commitments; glossary of TCD terminology			
		Inclusion of commitments concerning Athena SWAN issues				
A8	Ensure all School committees maintain a gender balance no more than 10% divergence from that of the School staff as a whole	Ensure adequate opportunities for participation in School decision-making by both women and men. Ensure that the burdens associated with committee membership are not unduly placed upon women or men within the School.	EDIC to monitor composition of School committees and include in annual report to Executive. Consider School committee composition on an annual basis and take action to eliminate gender imbalance if detected. Commitment to balance be publicized via Gender Equality webpage (A7) and Staff Handbook (A8)	Annual from 2020-1 Annual from 2020-1 Sept. 2021	DEDIs DEDIs, HoS DEDIs, School IT Coordinator	Gender balance on all School committees within 10% of gender balance among School staff as a whole.
A9	School meeting for discussion of issues raised by staff survey and AS application process, as part of schedule of meetings to engage with questions of wide concern within	To address matters of concern raised in the School Staff Survey in a forum which is open in membership, and to demonstrate commitment to communication and transparency within the School	(i) School meeting to be held in semester 2 of 2020-1 to discuss issues arising from the Staff survey and AS process (ii) School Meetings devoted to AS/EDI matters at least once per academic year, including updates on ongoing survey results and discussion of	March 2021 Academic year 2021-2 onwards	HoS HoS	School Meeting to take place on at least an annual basis. Improvement in satisfaction levels on issues of communication and transparency as indicated in Staff Survey: 20% improvement by

	the School.		dis/improvements.			2021 was considered to be a realizable target.
A10	Enhance availability of information on participation in College training programmes	Staff Survey showed demand for Training which can enhance professional and personal development training, while supplementary survey showed variable participation levels in different programmes.	Advertise College training schemes through EDI webpage, including schemes facilitated through TCGEL Collect data concerning participation in training as part of School survey	Nov. 2021 Dec. 2021	DEDIs, School IT Coordinator EDIC via DEDIs	Provision of information on College training schemes via webpage. Survey questions to ascertain uptake of training.
A11	Increase awareness of College mentoring schemes for career development.[32]	Staff Survey showed interest in access to mentoring as aid into support career development and developing staff potential, while supplementary survey showed limited uptake in such programmes.	Make details of College mentoring schemes available through EDI webpage and in School Handbook Collect data concerning participation in Mentoring schemes as part of School survey.	Sept. 2021 March 2021	DEDIs, School IT Coordinator EDIC via DEDIs	Provision of information on College training schemes via webpage and handbook. Survey questions to ascertain uptake of College mentoring scheme.
A12	Communication of	Maximize uptake	Make details re grant	Sept. 2021	DR, DEDIs,	Staff survey shows

[32] Note: this College scheme exists in addition to the School-level mentoring mention in Action Plan D10 (ii)

	information regarding grant applications	of grant applications among staff. Survey indicated this as an area where School input would be valued.	schemes and TLRH assistance for grant applicants available in Staff Handbook.		School IT Coordinator	increased awareness of opportunities and support to apply for grants. Aim for at least 10% increase in awareness scores.
A13	Develop a supportive environment within the School in relation to grant applications.	Grant awards an important part of career progression. Survey indicated this as an area where School input would be valued.	School Executive to formulate and implement measures to assist with grant applications, by drawing upon the expertise of colleagues who have succeeded in applications.	Semester two, 2021-2	DR, School Executive	Formulation and implementation of measures to support colleagues with grant applications. 70% of staff to report satisfaction with supports available, in 2023 survey.
A14	Secure a gender-balanced representation of external examiners for undergraduate and postgraduate programmes.	Ensure a gender equitable representation in high-visibility positions, and to embed commitment to gender-balanced evaluation at UG and PGT levels.	Make Executive and Departments aware of gender profile of external examiners and strive for balance in appointments, subject only to ensuring appropriate expertise. Monitor profile of UG/PGT external examiners and include within annual report to Executive.	Feb. 2021 November 2021, and annually	HoS, HoDs EDIC via DEDIs .	Gender balance in appointment of external examiners within and across programmes over a three-year period 2019-22, to within 10% of 50:50 female: male balance. To be achieved through appointment of mixed panels of examiners and/or through rotation, and evidenced through EDIC reports.

A15	Promote gender balance in invitations to research seminars and invited lectures including lecture series.	Promote visibility of scholars of all genders across the disciplines present within the School	Alert seminar directors and HoDs of the need to give attention to gender balance in inviting speakers to research seminars. Ongoing collection of data concerning gender of invitees to inform actions.	Feb. 2021 Annual	HoS; convenors of research seminars; HoDs. DEDIs	Maintain balance in invitations to research seminars and guest lectures over three academic years 2020-3, to within 10% of 50:50 female: male balance.
A16	Balanced gender representation (students and staff) in publicity materials.	Visibility of women and men in teaching and learning roles at all levels.	Audit all publicity materials used by School, including student testimonials. Balanced gender representation in all printed and online publicity materials for courses in the School. Ensure balanced gender representation in online student testimonials.	Completed by Jan. 2022 at latest, thereafter annual. Balance to be achieved across three year period 2020-23.	EDIC via DEDIs EDIC via DEDIs	Publicity materials, printed and electronic, including student testimonials, to feature female and male staff and students by end of three-year period 2020-3.
B. Gender Equality and transitions in student and academic progression						
B1	Ensure recruitment to academic posts is progressed in manner which maximizes applications and appointments	Reduce disparities in applications between numbers of female and male applicants. Most advertised posts 2016-19 showed higher male	(i) Include University Athena SWAN accreditation on all job advertisements. Ensure inclusion of School commitment to equality and inclusivity in all applications and add School Athena SWAN	Immediate.	HoS	Maintain gender balance in applications for academic posts within 10% of 50:50 split as measured over three-year period 2020-3 (and allowing for diversity in balance of applications

	across genders.	application rates.	accreditation if awarded			for individual posts).
			(ii) Work in consultation with HR and in line with College policies to ensure that our recruitment advertisements are gender inclusive and avoid unconscious bias in the job criteria and use of vocabulary, including in relation to areas of expertise.	Immediate.	HoS, DEDIs	All advertisements will include commitments to gender equality and ensure consideration of gendered specializations.
			(iii) Measure balance of applications across three-year period to detect trends, and identify possible reasons for any imbalances, and steps which may be taken in response.		EDIC via DEDIs	
			(iv) Ensure no single-gender shortlists for academic appointments.	Immediate		
B2	Alert all staff to the importance of undertaking LEAD training.	Increase the pool from which recruitment panels may be chosen; reduce reliance upon individuals whilst maintaining	Staff to undertake LEAD training, to increase the pool of potential interviewers.	Immediate.	HoS, HoDs	70% of staff to have undertaken LEAD training by end of academic year 2022-3.

			gender-balanced panels.			
B3	Develop clear policy regarding recruitment of postdoctoral research fellows on School-run projects or supported by School funds	Low number of female postdoctoral research fellows.	Closer investigation of postdoctoral recruitment to more clearly identify where disparities arise e.g. application levels for external awards, variations in success rates for external awards or in appointments made at School level. Targeted policy guidelines to be developed and endorsed by School especially regarding recruitment of postdoctoral research fellows on School-run projects or supported by School funds. These likely to include: • No single-gender recruitment or interview panels. • No single-gender shortlists, save in cases where exceptional specialist expertise is	April 2021	EDIC via DEDIs DEDIs, HoS	Production of fuller data around postdoc recruitment and pipeline implications. Formulation and Implementation of guidelines for recruitment of postdoctoral research fellow in academic year 2021-2, with aim of increasing proportion of female research PDs to 40%.[33]

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[33] The relatively low target figure was chosen because (i) most postdoctoral posts are as a result of external awards, which the School cannot influence, beyond endorsing an initial application (here the School has a balanced record in gender terms) and (ii) because of low overall numbers of such posts, meaning that each individual award can heavily influence percentages.

			required and candidate pools are small (and to confirmed with DEDIs)

Maintain data on recruitment of postdoctoral fellows | | EDIC via DEDIs | |
| **B4** | Introduce mentoring scheme for adjunct staff, and make available for postdoctoral researchers. | Increase academic profile and career development for adjunct staff.

Importance of ongoing career development for postdocs as stage in academic career. | Mentors to be allocated to adjunct staff; postdoctoral fellows to have option of additional mentoring (distinct from PI / line manager) upon request to HoS. | September 2021 | HoS, HoDs | 100% of adjunct staff to be allocated School mentors. Scheme to be made available to postdoctoral research staff. |
| **B5** | Increase visibility of research done by postdoctoral researchers and adjunct staff. | Important in facilitating academic career progression for postdocs and adjunct staff.

Adjunct staff are predominantly female. | All postdoctoral fellows and adjunct staff to have web presence within School website as per other academic staff.

Lobby College to ensure Postdoctoral fellows and adjunct staff to have presence in College Research Support System (RSS) as per other academic staff | Academic year 2021-2 onwards

Feb. 2021. | DEDIs; School IT coordinator

HoS | All postdoctoral fellows and adjunct staff to have web presence within School website from semester one of 2021-2. |
| **B6** | Publicize funding for research travel and organizing | Importance of research profile for future career | Information on funding opportunities (including Faculty, School or TLRH | Semester one, 2021-2 | DR, School IT Coordinator | Information on funding opportunities (including research travel and |

	conferences to all categories of staff.	development staff at all levels and of all contract types	schemes) to be included Staff Handbook			conference organization) present in Staff Handbook and updated. Maintain gender balance in applications and awards.
B7	Encourage applications for external PGR awards; collect data concerning gendered access to PGR awards, including internal travel awards.	Determine if lower numbers of female PGRs holding external funding awards in 2018-19, is a recurrent pattern. Ensure equal access to funds for PGR research travel.	Publication of information concerning external funding for PGR study. Collect data on applications for, and awards of, internal PGR funding, including travel funding to ensure gender balance.	Ongoing Semester one of 2021-2 onwards.	DPTL EDIC via DEDIs	Applications for internal travel awards to be proportionate to numbers of female: male PGR students. School Postgraduate Teaching and Learning Committee to evaluate any gendered patterns in applications for external funding and formulate actions in response.
B8	Recruitment of Teaching Assistants to be proportionate to gender balance among PGR students.	Importance of TA role for career development.	Ensure all PGR students circulated with information regarding TA positions on an annual basis. Collect qualitative data on uptake of TA role, for report to Postgraduate Teaching and Learning Committee.	Summer 2021 and annually November 2021	HoDs EDIC via DEDIs	Recruitment of Teaching Assistants to be proportionate to gender balance among PGR students over three years 2020-3. Data on uptake of TA role to inform decisions-making by Postgraduate Teaching and Learning Committee.
B9	Ensure PGR	Proportion of	• Ongoing monitoring of	Nov. 2021,	DEDIs, DPTL	Retention of female PGR

	recruitment within 10% of UG/PGT gender balance	female students lower at PGR than at UG and PGT levels, especially with regard to pre-2017 recruitment.	recruitment patterns at PGR level • Survey of PGT leavers to indicate reasons for choice of course, intentions regarding further study or future careers. • Information events concerning PGR study for UG/PGT students, to include female and male staff and PGRs	annual thereafter.		enrolments at levels comparable to those for UG/PGT courses (+/-10%) across three-year period 2019-22.
B10	Increase understanding of promotion procedures.	Staff survey indicated a perceived lack of information concerning about promotion processes, more especially among female staff.	Provide comprehensive information on promotions in EDI webpage and Staff Handbook.	Semester one, 2021-2	DEDIs; School IT coordinator	Increase by 10% in responses indicating understanding of processes evidenced in School survey
B11	Encourage academic staff to pursue promotion opportunities and work to redress perceptions of a lack of transparency and support surrounding	Indications from the staff survey of negative perceptions surrounding the promotion process, more especially from female staff, likely to discourage applications;	(i) Discussion of promotion as part of review meetings with HoS for recently-appointed staff (ii) Promotion and career planning to be included in biennial research meetings with HoD/DR, subject to review of the process by School	September 2021	HoS HoD/DR HoS	Increase in proportion of female applicants for promotion at all levels over three-year period 2020-3, to within 10% of gender balance for respective grades.

	promotion applications.	expressions of support for measures to encourage applications.	Executive. (iii)Advice re career development (including promotion) as part of remit of School mentors (iv) Invite all staff to meeting with HoS (or HoD) on career advancement		HoS	
B12	Recognition of Provost's Teaching Award in raising teaching profile	Reflect value attached to teaching within School (as reflected in staff survey) and recognition of teaching as promotion criterion	Encourage colleagues to consider nomination of fellow staff for Awards Encourage nominees to engage with the Award process and to submit portfolios, applications	Academic year 2021-2	HoS, DUTL	Increase in applications for Provost's Teaching Award, especially among under-represented female staff, over three-year period 2020-3.
B13	Lobby for revision of College policy which blocks in-post promotion of administrative staff	College policy does not allow for promotion of administrative staff unless with significant changes in duties. This has negative effects on recruitment and retention and job satisfaction.	Opportunities to be taken to lobby College to reverse this policy	Ongoing	HoS, School Officers	Recorded incidences where issues raised, and ongoing report of developments to School Executive

C. Promotion of family-friendly work policies

C1	Enhance access to information about College/School policies re family-related leave, career breaks, flexible working schemes.	Survey indicated interest in taking leave or available of alternative working practices. Workshops indicated School engagement in publicizing options would be valued.	Details of College and School policies family-related leave, career breaks, flexible working schemes to be made available via GEDI webpage and Staff Handbook. Staff survey to include questions as to awareness of such policies.	Semester one, 2021-2. Feb. 2021.	DEDIs; School IT Coordinator EDIC via DEDIs	Information on family-related leave, career breaks, flexible working schemes to be found in Handbook and Webpage. Staff Survey to indicate awareness of policies among 70% of respondents.
C2	Adoption of pre-leave planning for staff on maternity leave.	To facilitate the transition back to work for colleagues on maternity leave.	Institute consultation with HoD ahead of period of leave as to expectations (including workload) upon return from leave.	Sept. 2021	HoDs	All staff embarking on maternity leave attend one-to-one meeting with HoD. 80% satisfaction reported in 2023 survey among those who participate.
C3	Adoption of keep-in-touch policy for staff on maternity leave	To provide balance between inclusion of colleagues on leave and respect for the integrity of leave period.	Agreed approach as to the extent of contact between a colleague on leave and her department including by email.	April 2021, for academic year 2021-2	HoS	Initiation of a policy of 'keep-in-touch' contacts for colleagues on maternity leave, during the academic year 2021-2. 80% satisfaction reported in 2023 survey among those who participate.
C4	Formulate a policy to reduce	Focus groups indicated the value	Formulation of a policy which aids transition back to work	April 2021	EDIC via DEDIs	Implementation of a post-maternity leave policy

	workload for staff returning from maternity leave.	of reduced workload, but alternative options were raised; these would need to be canvassed and considered in light of overall School commitments.	for colleagues returning from maternity leave whilst addressing overall School commitments. To be drafted by EDIC, and presented to School Executive.			during academic year 2021-2, and satisfaction to be monitored thereafter.
C5	Lobby College for actions to facilitate family-friendly work practices through semester design, and to take cognizance of data on family-related leave available from University as of 2020-1.	Failure to take account of family responsibilities in design of semester structure, especially failure to align school half-term break with College reading week. Lack of College-level data on family-related leave.	Lobby College to align reading week with School Half-Term breaks. Draw upon data to be made available as of 2020-1 on maternity, parental, paternity leave.	Ongoing	HoS, School Officers HoS, DEDIs	Updates to School policy in light of data review. Evidence of lobby efforts re term dates.
C6	Prioritize holding of meetings between 10 a.m. and 5 p.m.	Facilitate attendance by staff with family commitments	Maintain policy of School Executive and Committee meetings at 1-2 p.m. Ensure Departmental meetings end by 5 p.m.	Semester two, 2020-1.	HoS, HoDs, School Executive	Maintenance of School meeting times at 1-2 p.m. More inclusive policy re departmental meetings in place by end of academic year 2020-1.

D. Promotion of appropriate and positive work environment and work-life balance

D1	Devise an agreed School-level set of guidelines/code of conduct for interpersonal relations and conduct of meetings.	Level of negative experiences and perceptions among staff with regard to dignity and respect issues, and School cultural norms evidenced through Staff Survey and focus groups.	Production of agreed guidelines / code of conduct, approved by School Executive, endorsed by departmental meetings. This charter to be disseminated though inclusion in Staff Handbook and EDI webpage. This will be specific to the School but harmonized with College Dignity and Respect policy. College policies on Dignity and Respect, and avenues for addressing concerns in this area to be publicized through GEDI webpage and School Handbook	November 2021 Semester one, 2021-2	EDIC via DEDIs; School Executive; HoDs DEDIs; School IT Coordinator	Production of agreed Code of Conduct. Reduction in recorded negative experiences by 20% as measured by staff surveys across three years 2020-3.
D2	EDIC to provide a vehicle to address issues of dignity and respect and concerns relating to School culture. EDIC to ensure availability of information on	To address concerns raised through staff survey and focus groups about lack of information concerning dignity and respect policies and need for means to	Terms of reference of EDIC and DEDI to include role as contact points for concerns regarding Dignity and Respect issues at School level, or concerns regarding School Culture, and role in facilitating staff engagement with HR or pastoral support.	Feb. 2021	HoS, School Executive,	EDIC and DEDI established with terms of reference extending to dignity and respect issues and concerns relating to School culture. Publication of information concerning

	College policies and redress procedures	discuss concerns outside of formal grievance procedures.	Publication of information concerning College dignity and respect policies, including availability of confidential Dignity and Respect Contact persons.	Semester one, 2021-2	DEDIs; School IT Co-ordinator	College dignity and respect policies.
D3	Monitor staff perceptions with regard to issues of dignity and respect and School norms.	Address concerns raised concerning dignity and respect issues and cultural norms within School	Inclusion of questions regarding dignity and respect, negative experiences (inappropriate behaviour, bullying, sexual harassment) in annual Staff Survey Findings to be circulated via School Meeting, and to School Executive	Ongoing	EDIC DEDIs	Reduction in recorded negative experiences by 20% as measured by staff surveys across three years 2020-3.
D4	Training in HR and management issues to be required for incoming HoS and HoDs.	Extend awareness of College policies re Equality and Dignity and Respect, and enhance for professionalism in management.	Require HoS and HoDs to avail of opportunities to take HR training in Equality and Dignity and Respect policies HoS and HoD to avail of management development training provided by College.	Academic year 2021-2	HoS, HoDs	100% of HoDs to take up training in first year of appointment, from 2021-2
D5	Uptake of College unconscious bias training.	Address unconscious biases which may impact decision-making, including recruitment, assessment or	HoS/DEDIs/HoDs to publicize availability of unconscious bias training and directly encourage colleagues to undertake such training.	Academic year 2021-2	HoS, DEDIs, HoDs	Year-on-year increase in number of staff who have undertaken Unconscious Bias training, as evidenced through question added to School Survey; target of 50% of

		feedback, for students or staff.				staff (including all School officers) by 2022-3.
D6	Publication of workload allocation	Significant concern expressed in Staff Survey and Focus Groups concerning transparency of workload allocation	Development of a workload model suitable for circulation containing basic data re modules taught, supervision and administrative roles Publication of workload model in this form through closed server within School	May 2021 Sept. 2021	HoS, HoDs HoS, School IT Coordinator	Availability of basic workload information 10% increase in recorded satisfaction with workload transparency as measured in staff survey
D7	Avoid gendered allocation of workload including undue allocation of pastoral roles to female staff	Ensure equitable allocation of roles as well as overall workload, in gender terms	Monitoring of overall workload patterns by DEDIs and EDIC, in consultation with HoS/HoDs in terms of School/Departmental commitments.	Annual from semester one, 2021-2	EDIC via DEDIs, HoS, HoDs	Report to School Executive as to whether workload allocation disproportionally impacts women or men, to enable remedial action on any gender imbalances detected.
D8	Inclusion of pastoral responsibilities in workload model, especially role as College tutor.	Ensure adequate account is taken of pastoral roles and to ensure gender balance.	Monitoring of pastoral roles as allocated in workload, especially that of College Tutor Report to School Executive on patterns detected	Annual from semester one, 2021-2	EDIC via DEDIs	Posts carrying pastoral duties (e.g. College Tutor) to be included in workload.
D9	Implementation of School email policy	Staff survey and focus groups indicated concerns over intrusion of email into family	Agreed School email policy to be formulated and implemented e.g. around times when emails may expect to be answered or	April 2021	HoS	Publication of agreed email policy in all Handbooks for academic year 2021-2 as well as on websites

		and personal time, but also diversity of preferred options to redress concerns.	appropriate turn-around times. Publication of policy in Staff Handbook, all Student Handbooks and on School and Department websites.	Semester one, 2021-2	HoDs; School IT Coordinator	10% reduction in dissatisfaction with demands arising from email as recorded in Staff Survey.
D10	School-level induction for incoming academic staff to supplement University Induction	Fuller and more speedy integration of incoming staff	(i) All incoming academic staff to meet with HoS and relevant HoD to discuss their role, and to address any queries arising. To include meeting of all new staff with HoS/School Administrator midway through the first term to check on progress and raise concerns or queries	Semester one, 2021-2	HoS; HoDs	Establishment of School-level Induction procedures (i)-(v) Annual consideration of Induction programme (vi) before commencement of academic year 2020-1, dependent in incoming staff numbers.
			(ii) All incoming academic staff are allocated an appropriate mentor in the School (in addition to support offered by the HoD) with guidelines agreed by School.		HoS	
			(iii)Ensure all incoming assistant professors are aware of, and take part in, the College Induction Programme and the		HoS	

		Assistant Professor Development Programme		HoS	
		(iv) Welcome event each in academic year to welcome new staff including postdoctoral fellows.		HoS	
		(v) Inclusion of relevant induction material in Staff Handbook.	September 2021	HoS	
		(vi) Consideration of whether a full School-level Induction programme is viable and useful given small numbers of incoming staff.	May 2021 and annually	HoS	
D11	Promotion of School social events	Develop more inclusive School culture	School Executive to plan for School social events, in consultation with staff to ensure family-friendly timing. These may be supplemented with Department-level events.	Academic year 2020-1	School Executive	Hold at least one School social event (following consultation) in each academic year from 2020-1 for all staff (academic, administrative, research).
D12	Hold regular School 'teach-meet' events to discuss teaching experiences and innovations in	Staff Survey indicated interest in professional development. 'Teach-meets' offer informal	School 'teach-meet' events once per term, with suggestions to be submitted by staff.	Ongoing.	DUTL	Regular 'teach-meets' held once per semester from 2020-1 onwards.

	semi-formal setting.	opportunity both for career development and for more participatory work environment.				
D13	Promote participation in College-level committees	Promote gender balance in service on College-level committees. Indications from Staff Survey of interest in undertaking such roles.	Collect and publish data regarding service on College-level committees or in College office (this data is not readily available) through Gender Equality webpage. Identify any gender imbalances and formulate and enact remedial measures.	Oct. 2021	EDIC via DEDIs; School IT Coordinator	Rise in participation in College committees over three-year period 2020-1, and gender balance within 10% of current staff balance. Participation to be recorded and updated.
D14	Undertake audit cycle on participation in outreach activities	Ensure outreach activities are fairly apportioned by gender; lack of formal recording of outreach activities within School.	Audit cycle on participation including Open Days, Careers events, visits to schools, overseas initiatives, evening lectures, summer schools: gather data; formulate recommendations; take action to redress any identified gender imbalances; ensure future data collection to measure outcomes	Feb.-March 2022	EDIC via DEDIs	Collection of data on outreach activities, and action to redress identified gender imbalances. Ongoing collection of data by gender.
D15	Define and implement	Ensure outreach activities are fairly	Clarify expectations around outreach activity e.g.	Feb.-March 2022	HoS; DEDIs; School	Put in place a policy regarding minimal

minimum goals for outreach activity	apportioned by gender	expectations about participation in Open Days for staff not currently on leave. Agreed policy at School level		Executive	expectations for outreach duties and recognition of same, informed by data collected, and equitable in gender terms.