



# **The Centre for Women in Science & Engineering Research**

Trinity College Dublin

**‘Tinkering, tailoring and transforming’ an academic  
organisation**

Caroline Roughneen, Director WiSER



*Structural Change in universities and research institutions means making them more gender aware, thereby modernising the organisational culture.*

Important implications for:

1. Equal opportunities
2. Full use of talent
3. The appeal of scientific careers
4. Quality of scientific research

**Implies systemic, integrated, long term approaches rather than piecemeal short term measures**



## **Essential Elements to Structural Change**

Knowing your institution

Securing top-level support

Generating effective management practices

### **What Trinity College did initially (2005)**

- Data collection
- Interviews
- Focus Groups
- Analysis of previous reports
- Internet survey



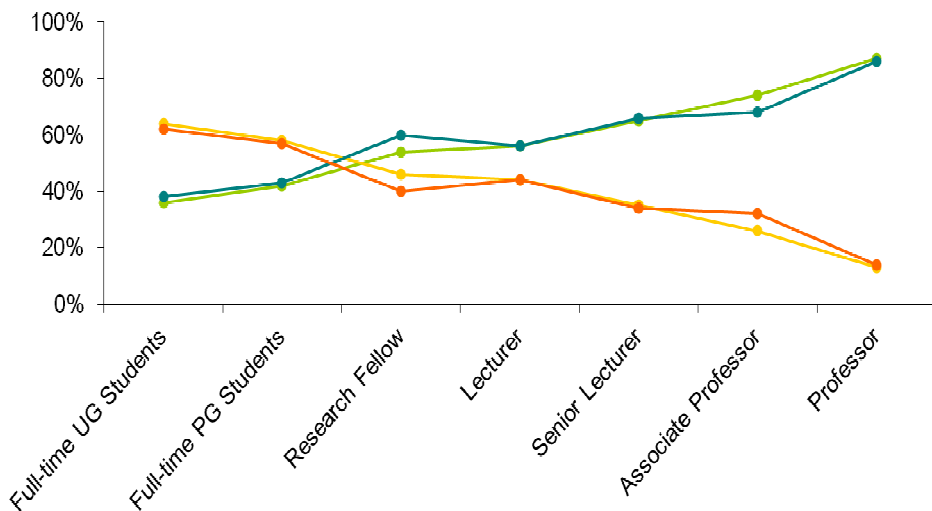
- Opaqueness in decision-making processes
- Institutional practices inhibiting career opportunities
- Employment policy and practices
- Unconscious bias in assessing excellence
- Wasted opportunities and cognitive errors in knowledge, technology & innovation



## All Disciplines

Percentage of Men and Women by Grade  
All Faculties, TCD

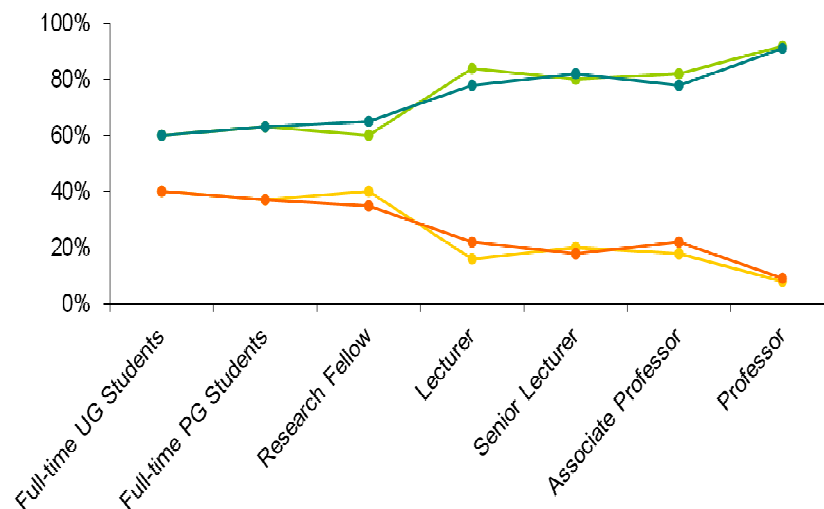
% Male 2007  
% Female 2007  
% Male 2010  
% Female 2010



## Science & Engineering

Percentage of Men & Women by Grade  
Faculty of Engineering, Maths & Science  
Trinity College Dublin

% Male 2007  
% Female 2007  
% Male 2010  
% Female 2010



**Women and men students and academics in typical TCD academic careers  
2007-2010**



# Know your Institution: Trinity College Dublin





- Awarded **SFI Institutional Development Award**
- Launched in November 2006
- Objectives
  - To promote and increase the visibility of women in science & engineering research in TCD and Ireland
  - To raise awareness of the differing career obstacles male and female researchers face at all stages in their careers in Science & Engineering
  - Monitor and report annually on the position of men and women researchers in SET disciplines
  - Stimulate institutional and cultural change in order to create a more gender-balanced, and ultimately a more productive environment



# Models of Equality Opportunities



- **LEGISLATION** Establishes **formal equality** between the sexes with a focus on **legislation, rules and procedures** in order to ensure that men and women are treated equally. Aims to **remove discrimination** which would lead to unequal treatment.
- **POSITIVE ACTION** Recognises that **differences exist** between women and men, which are due to a complex range of **cultural, historical and socio-economic** reasons and have led to unequal choices of and access to careers. Attempts to ensure a “level-playing field” in the competition for jobs, promotions & career-advancement
- **GENDER MAINSTREAMING** Acknowledges that **existing structures** and institutions are **not gender-neutral** but **favour one sex**, usually men, often in invisible ways. Embraces the differences between men and women as **bringing added value** to the academic environment.

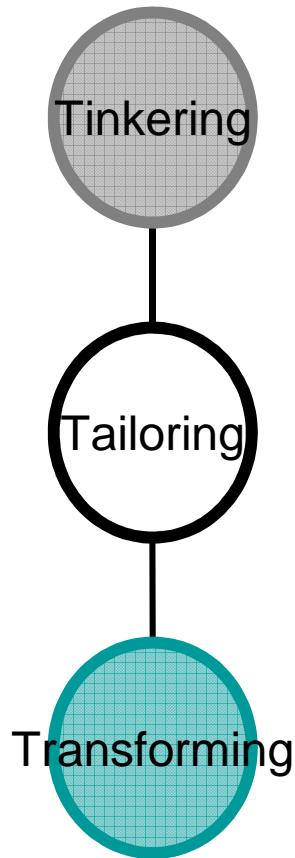




- Removing unconscious bias from institutional practices
- Promoting Excellence through Diversity
- Improving Research by integrating a gender perspective
- Modernising Human Resource Management & the working environment



# Elements of WiSER



- Employment Equality Act (2004)
- Workplace Equality Act (2004)
- Equal Status Act (2000/2004)
- University Act 1997
- Trinity Policies
- Springboard, personal & professional development programme
- Mentoring programme
- Career development workshops
- Academic writing groups
- Resource and information provider
- Postdoctoral awards
- **FP7 INTEGER Project**
- Gender disaggregated statistics, reporting annually
- Audit of good practice in University Schools
- Gender awareness training
- Policy & procedure review in context of gender



# Transforming our Institution through INTEGER

## **Aim**

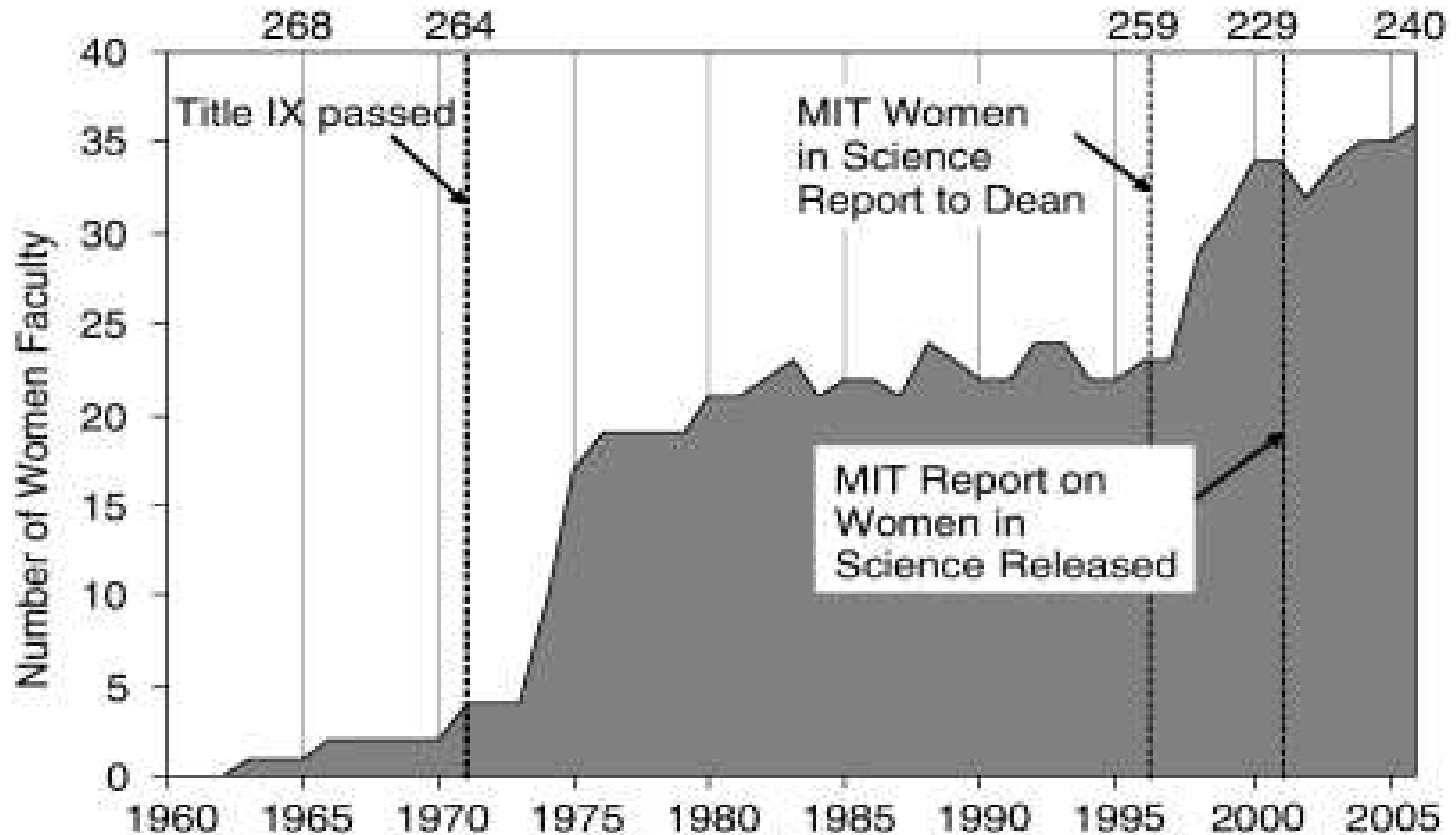
Create **SUSTAINABLE CHANGES** in institutions to  
**IMPROVE** the career progression of **WOMEN**  
scientific researchers

## **How**

Develop and implement **GENDER ACTION PLANS** in  
TCD, CNRS, and SU



Themes	Areas of Analysis across the themes
1. Engagement of Decision Makers	<ul style="list-style-type: none"> <li>• Collecting gender data and including targets for improvement</li> <li>• Recruitment, promotion and retention policies, processes and procedures</li> <li>• Developing 'future leaders' pipeline</li> <li>• Updated management approaches, appraisals and policy development</li> <li>• Research assessments, including research active profiles</li> <li>• Workplace culture to include working styles, environment, language and behaviour</li> <li>• Returning schemes after career breaks</li> <li>• Dual career couples</li> </ul>
2. Organisational Structures	
3. Career Progression, development and support	
4. Work Life Balance	



**Number of Women faculty in the School of Science (1963-2006) at the  
Massachusetts Institute of Technology (Hopkins 2006)**



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