Report to the Equality Committee

Trinity College Dublin

on

Best Practice Models for the Career Advancement

of

Women in Academe

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Section 1 Setting the Context

This study was commissioned by Trinity College[1] to identify 'best practice' in relation to the career progression of women in academic positions. It commenced in February 2002 and concluded with the submission of a report to the Equality Committee in October 2002.

Two major changes that have occurred in the last two decades within Universities in many industrialised countries have been (a) the emergence of Women's and Gender Studies as orthodox disciplines, along with Centres for Research and University Departments; and (b) the polices/programmes to rectify gender imbalance among academic staff.

Both of these events occurred in Trinity College and they were not unrelated. The holding of the Third International Interdisciplinary Congress in Women's Studies in Trinity College Dublin in July 1987 provided the catalyst for the formation of an Academic Women's Network and Seminar series in 1987/88 and the establishment of a Centre for Women's Studies (formally opened by President Mary Robinson) and launch of an M.Phil Programme in Women's Studies, in 1989.

In parallel with these groundbreaking events the Academic Women's Network sought improvements in relation to the then imbalance between female and male academic staff, particularly among Fellows and senior academic grades. To this end the Network formed an *ad hoc* Committee to draw up a submission on Fellowship, then currently under review by the College. This was followed by a proposal listing concerns among women academics in a range of areas and requesting that a College Committee be set up to examine the position of women in College. The proposal came from 49 women academics, many of whom were actively involved in the development of Women's Studies. The proposal was accepted and a Committee, chaired by Professor Frances Ruane, established in 1989. This led to the formation of the Equal Opportunities Committee, recently renamed the Equality Committee.

The purpose in setting out this chronology of events is to highlight the synergy and importance of the links between Women's Studies research and the development and refinement of Equal Opportunity/Equality related practice for College. This kind of connection was observable in many of the Universities that had made progress in relation to the careers of women in academic posts.

The purpose of this report is to examine whether universities in other countries have been able to raise the representation of women, particularly at professorial level, and, if so, to identify the measures used to promote best practice for the career progression of women in academe.

The author deliberating selected countries that were reputed to promote women in all areas of public life, including representation in parliamentary institutions, namely Denmark, Sweden, Norway and Finland. These countries are culturally and socially similar, being small and modernised welfare states. They are also rated globally as the most advanced societies in relation to gender equality.

The position of academic women in Australia was also examined for additional insights in a university system closer to the Irish/British one and because there are interesting parallels in the post-colonial legacy of Ireland/Australia.

The methodology used placed an emphasis on desk research, that is the collection of available statistics for the countries selected, a literature search for published material and finally the scheduling of study visits to universities in the Nordic Countries to interview key staff as well as meetings with personnel in other institutions such as Government Gender Equality Ministries/Offices. These meetings with key informants provided a rich source of additional, and often unpublished

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[1] The Staff Office allocated a budget of £2,000 (or 2,400 Euros) for this project. All additional costs were paid for from own research funds, including the cost of subsistence/local travel in the Nordic countries visited and all travel/accommodation/subsistence costs in travelling to/within Australia.

reports/policy material, as well as opportunities to attend and contribute to events such as Workshops on Diversity/Mentoring and to discuss a range of interventions that might be appropriate. The common characteristic of the people consulted/visited was their interest in Gender Equality/University Governance and/or statistical source (for list of informants/institutions visited see Appendix A).

1.1 Comparative Statistics on Women's Career Progression

1.1.1 Representation of Women in Trinity College

This Section examines the representation of women in Trinity College Dublin since the 1970s. Soon after the removal of the 'Marriage Bar', that had traditionally been see as the main impediment to women's labour force participation in Ireland, women constituted 5 per cent of University Professors, 7 per cent of Associate Professors, 3 per cent of Senior Lecturers and 12 per cent of Lecturers (including College Lecturers, Junior Lecturers) (Higher Education Authority, 1987). It was not until the 1980s that the issue of women's representation became a national issue and the subject of a rReport by the Higher Education Authority.

Trinity College proved to be no major exception to the national pattern in relation to women's under-representation, as the data for the mid and late 1980s show (Table 1).

Table 1 Female and Male Representation by Grade in Trinity College in 1980s

Grade	1984/85				1988/89			
	Men (No.)	Women (No.)	Men %	Women %	Men (No.)	Women (No.)	Men %	Women %
Professor	59	3	95%	5%	52	3	95%	5%
Associate Professor	35	2	95%	5%	40	1	98%	2%
Senior Lecturer	98	8	93%	7%	117	12	91%	9%
Lecturer	156	58	73%	27%	124	51	71%	29%
Total	348	71	83%	17%	333	67	83%	17%
Fellows	128	4	97%	3%	132	5	96%	4%

Source: Fennell and Mulcahy (1990)

Although there was no percentage change in female academic employment between 1984/85 and 1988/89, the actual number of female academic staff fell from 71 to 67, while women Fellows went from being 4 to 5 of the total in College. Compared with the national figures, Trinity College had proportionately more full Professors in 1984/85 (5%) than the national average (2%); the same percentage of Associate Professors (5%) and Senior Lecturers (7%) and a higher percentage of Lecturers (27%) compared with the national figure (16%). This backdrop of data for the 1970s and 1980s is important in interpreting the data currently available for 2001/2 that can be seen in Table 2.

Table 2 Female and Male Representation by Grade in Trinity College in 2000/01

Grade	Men %	Women %
Professor	95%	5%
Associate Professor	86%	14%
Senior Lecturer	78%	22%
Lecturer	61%	39%
Total		
Fellows	86%	14%

Source: Wright, 2002

The proportion of women has risen in all grades *except Professor* during the period 1988/89 to 2000/01. Women now comprise 39 per cent of all Lecturers, compared with 29 per cent in 1988/89; 22 per cent of Senior Lecturers compared with 9 per cent in 1988/89; and 14 per cent of Associate Professors compared with 2 per cent in 1988/89. Numerically this means that the *number* of women holding the grade Professor remains at 3 and among Associate Professors has risen from 1 to 8, an additional 7 appointments *over 12 years*.

This lack of numerical progress towards parity among academics is even more serious when taking into account the lower proportion of women aged 30 years or less holding permanent positions (1 in 14), compared with (7 out of 21) men (Wright, 2002).

1.1.2 Statistics for the Nordic Countries

Before concentrating on the representation of women in the university sector it is useful to examine the environment in which the universities operate, in terms of some key socio-political and economic indicators. Table 3 set these out for the Nordic countries (excluding Iceland) and Ireland.

Table 3 Key Indicators of Women's Representation 1998-2001

	Denmark	Finland	Norway	Sweden	Ireland
Women as % of Parliamentary representatives in 1999	37%	37%	36%	43%	12%
Female Employment Rate (25-54 years) 2000/1	80%	79%	81%	81%	64%
% of Female Population (25-64 years) with Secondary level 1998	76%	69%	n.a.	78%	54%

Sources: Nordic Council of Ministers (1999), Statistics Finland (2001), Eurostat (2002)

These indicators clearly demonstrate the high levels of representation of women in education, the labour market and political life that typifies the Nordic 'pattern', compared with Ireland.

Norway

In Norway[2] female students comprised 58 per cent of total university students newly admitted and 54 per cent of students enrolled in 1998. The rate of female participation varied according to discipline from 74 per cent (pharmacy) to 22 per cent for a five-year engineering programme and according to Faculty from 63 per cent in the social sciences, 51 per cent in medicine and 22 per cent in engineering.

Among graduates from the Norwegian universities, women accounted for 32 per cent of those with doctoral degrees in 1998, compared with 21 per cent in 1992. Table 4 provides a composite picture of women's representation in the university sector.

Table 4 Female and Male Representation by Grade in Norwegian Universities in 1998

Grade	Men %	Women %
Professor	88%	12%
Associate Professor	71%	29%
Assistant Professors (Senior Lecturer)	63%	37%
Lecturer (including teaching staff)	39%	61%
Total		

Source: Norwegian Social Science Data Services, 2002

[2] The Norwegian universities are located in Oslo, Bergen, Tromso and NTDU at Trondheim

Professors constitute 30 per cent of all academic staff in the four universities. Women now account for 12 per cent of academic professors, 29 per cent of Associate Professors and 27 per cent of Assistant Professors. There are proportionately more women than men employed as Lecturers/Teaching staff (61%).

Denmark

It is interesting to note that despite similarities across the Nordic countries, in terms of common gender equality indicators, this pattern masks major divergence in relation to women's representation in academic appointments. Denmark is seen as falling behind other Nordic countries in relation to academic advancement of women, particularly in Science and Technology.

By 1998 female students accounted for 48 per cent of university graduates, compared with 40 per cent in 1990 and 12 per cent in 1950. As in other countries women are unevenly distributed across faculties/disciplines. They comprised 65 per cent of graduates in the Humanities, 36 per cent of science graduates and only 28 per cent of technology graduates. In Computer Science, only 10 per cent of graduates were female (Henningsen and Højgaard, 2001). In 1997 women accounted for 38 per cent of Ph.D. students. Again this varied by faculty and field of research, ranging from 50 per cent in the Health Sciences to 23 per cent in Technology.

The research career system is a 5-step ladder in Denmark:

- Candidate
- PhD student
- Research Assistant/PostDoc/Assistant Professor
- Associate Professor
- Professor

The outcome of this protracted career progression is that very few scholars complete each step within the recommended time and the average age at which scholars acquire permanent tenured positions as Associate Professors is 40 years and the average recruiting age for full professors is 48 years.

It is argued that, without positive interventions targeted at women candidates, this prolonged career trajectory is likely to influence women's decisions to enter certain academic career paths e.g. in science, since their careers will coincide with child bearing and child rearing periods. Even in Denmark these "life stages where women still take longer leaves from careers than men" (Henningsen and Højgaard (2002).

Table 5 Female and Male Representation by Grade in Danish Universities in 1996

Grade	Men %	Women %
Professor	94%	6%
Associate Professor	82%	18%
Assistant Professors (Senior Lecturer)	73%	27%
Total	82%	18%

Source: Hanne Nexø Jenson, Det forkningspolitiske system, 1997

Henningsen and Højgaard (2002) show that even where a substantial pool of female Associate Professors existed (for example 25 per cent in the Health Faculty and 23 per cent in Agriculture) they were not promoted to full professorships in the same proportions. The percentage of women promoted during the recruitment period of 1995-97 was only 11 per cent in Health and 13 per cent in Agriculture.

These data reflect a similar level of representation of women as prevails in Ireland and Trinity College, and demonstrates that, without a positive commitment to intervention, current imbalances

between women and men in academic posts will prevail - as distinct from rectify themselves - over time.

Finland

Finland has a long tradition of valuing education for women, historically traceable to Catherine the Great, compared with many other European and even Nordic countries. As early as 1908, women comprised 21 per cent of all students at the University of Helsinki (then the only university in Finland), a level that Norway and Denmark did not achieve until over 25 years later (Husu, 2002). It is also worth noting here that Trinity College Dublin only began to admit women as undergraduate students in 1904, though this was considerably earlier than Cambridge University where women were excluded until 1946.

Not surprisingly the majority of university students has been female since the 1970s, and since the mid-1980s women have earned a majority of Masters level degrees. In 1997 women graduates constituted 56 per cent of postgraduates and 40 per cent of doctoral level graduates (Statistics Finland, 1999). In health related areas like medicine, dentistry, veterinary science, health care and pharmacy, but also in humanities and education, women now gain over half of the doctoral degrees awarded.

Relative to other countries, the strong position of women in Finnish universities can be seen in Table 6.

Table 6 The Proportion of Women Among Academic Staff in Finland 1983-2000

Grade	1983	1990	1995	1997	2000
Professors	6%	10%	12%	14%	20%
Associate Professors	12%	18%	21%	24%*	
Senior Assistants	18%	26%	28%	30%	37%
Lecturers	41%	44%	48%	55%	58%

Source: Adapted from Husu (2001) based on KOTA Database 2000 and Ministry of Education1998

As these data illustrate the female share of full professorships rose to 14 per cent by 1997, after which it further increased to 20 per cent due to the upgrading of all Associate Professors to full Professors.

Of current major concern in Finland is the shift from open competition to invited appointments to fill professorships. Husu (2001) shows that women's chances of being appointed are *much higher* (32% of appointments) *via open competitions* compared with (16% of appointments) by invitation. The new University Law (645/97) has tightened conditions under which the invitation procedure could be applied.

Sweden

In common with other countries such as Finland and the Netherlands, there is a strong connection between gender studies and equality between women and men in Sweden. As a result, gender equality has been on the political agenda since the 1970s and major progress has been achieved in the parliamentary representation by women, and in cabinet office. However, "the academic world has lagged behind" (Edgren, 1999).

Major progress has been achieved in the level of female students enrolled and graduating. In 1997/98 women accounted for 58 per cent of enrolled undergraduates and 60 per cent of graduates. However, female participation in higher education was already high even in the 1970s with women comprising 42 per cent of graduates. Women also comprised 44 per cent of new graduate admissions and 32 per cent of doctoral students in 1997/98. Table 7 sets out the level of representation by women in academic positions in Swedish universities.

Table 7 Female and Male Representation by Grade in Swedish Universities in 1993 and 1998

	1993		1998	
Grade	**Men %**	**Women %**	**Men %**	**Women %**
Professor	93%	7%	89%	11%
Associate Professor/Senior Lecturer	79%	21%	76%	24%
Junior Lecturer/Instructor	58%	42%	51%	49%

Source: Statistics Sweden (2000) and Swedish Secretariat for Gender Research (1999)

Table 7 shows that while parity has almost been reached at Junior Lecturer level, this was not replicated in higher level academic posts. However the proportion of women at professorial level in 1998 was 11 per cent, or more than double the proportion prevailing in Trinity College in 2002.

The low representation by women in 1993 was highlighted as demonstrating their very limited access to the most prestigious positions, that of full professor. This dilemma was expressed as:

> *"In the higher education sector men dominate at the top level. It is not acceptable that half the population should be so under-represented in a sector which is of such great importance for the social, cultural and economic development of the nation"* (Edgren, 1999: 37).

In response to concerns over women's under-representation in higher academic posts, all of the Nordic countries, with the exception of Denmark, have actively intervened to rectify existing imbalances. These initiatives will be dealt with in Section 2.

1.1.2 Statistics for Australia

While the review of the position of women in academic institutions has been examined on a country by country basis, Australia is covered in one sub-section. Partly this is due to the relative homogeneity in relation to the gender issue in the Australian university sector, but also because comparative inter-state analysis has already been conducted for the entire country/continent.

Despite its imagery as "wide open spaces, the 'bush', and a sun-baked countryside, peopled by horsemen and sheep-shearers" where women "were in the background, minding the home and children", there were a number of initiatives in the 19th century that granted Australian women political and educational rights, not necessarily enjoyed by their sisters in Europe. South Australia granted women the right to vote in 1893 and by 1908 all states had granted the franchise to women (Spoor and Lewis 1996:34).

Access to university education for women was achieved before the granting of the vote. The first university was founded in 1850 and admitted male students only. By 1881 the University of Sydney agreed to "admit women to all university privileges and to place them in all respects as regards university matters on an equal footing with men" (Spoor and Lewis 1996:34). Following the example of University of Adelaide other Australian universities admitted women from their foundation. Hence this action is interpreted as following the British example for newly founded universities *rather than the Oxbridge model*.

By 1996, female students comprised 55 per cent of total undergraduates, though this proportion varied by course/field of study ranging from 70 per cent of students in Arts, Humanities and Social Sciences to 14 per cent in Engineering and Surveying.

At Masters degree level, women comprised 48 per cent of students and 41 per cent of doctoral students in 1996.

Table 8 shows the changes that have occurred in female representation among university academic staff since 1986.

Table 8 Female Representation by Grade in Australian Universities in 1986-2001

	1986	1991	1996	2001
Professor/Associate Professor	6%	10%	12%	17%
Senior Lecturer	12%	18%	24%	31%
Lecturer	30%	39%	42%	46%

Source: Gale and Goldflam (1996) and DEST 2002

Women now comprise almost half of current lecturer staff and they have progressed consistently in the higher grades, though the level at professorial rank (17%) is lower than the figure for Finland (20%). Further actions to improve these levels across all Australian universities will be covered in Section 2. In relation to statistics and monitoring of key indicators/ratios, it is noteworthy that the Australian Vice Chancellor's Committee (AVCC) has set out performance measures for the achievement of equity. One of these is the ratio of women academic staff at professorial level (full or Associate Professors) to all women academic staff. This rose from 41 per cent in 1997 to 46 per cent in 2001.

1.2 Factors Contributing to Women's Under-Representation

Müller (1999) identifies a number of major problems facing women today in the academic profession. The first of these relates to structural problems in the form of a highly gendered expectations of a male career path, taking little or no account of childbearing and rearing precisely when research and publications are vital to appointments and obtaining tenure. Work schedules, especially in the sciences have been identified as particularly onerous and incompatible with care provision. Hence "chairs were designed according to a traditional male construction with a caring spouse taken into account, as a discrete career helper, easing the load of housework demands" (Müller, 1999:52).

Another factor is the observation that misogyny in academia no longer takes overt forms but has become more subtle and sophisticated through a "modernisation of prejudices". Hence 19th century notions that women were not intellectually capable of undertaking scholarly work (since they lacked the capacity for logical, abstract and independent thinking) have been replaced by the myth that any sensible woman would reject a job as university professor in favour of a life choice that allows a better balance between family/home and employment (Müller, 1999).

Denial that there is *any* real problem posed by the under-representation of women is another problem. An interesting and pertinent example of this was voiced in 1982 by Trinity College Fellows R.B. McDowell and D. A. Webb in stating that:

> *"even the most ardent feminist can scarcely claim in 1980, that at least as far as formal regulations are concerned, women are at any disadvantage in College compared with men""* (Ruane, 1990: 101).

Yet, Ruane (1990) charted the "considerable reluctance at almost every stage, on the part of male academics in the College" to the admittance of women. She quotes A.A. Luce a Senior Fellow in the debate in 1964 arguing that:

> *"for a married woman domestic duties were apt to increase gradually but insidiously, until these were sufficient to prevent her from conscientiously carrying out the duties of a full-time post"* (Ruane, 1990:102).

Proponents of this 'denial' school of thought argue that it is societal constraints that hold women back (as exemplified by the highly gendered divisions of domestic labour) and that women *choose* to address these immutable constraints by adapting their careers. In contrast, women who have sought to further their careers in an academic setting point to the prejudices and strategies of exclusion operating against women (Müller, 1999).

The process of acculturation into a prevailing male culture within universities, is also seen as a problem for women. It is argued that while men's adaptation is seamless, for women there is a more complex process of being socialised towards multiple domestic, caring and labour market roles, which are often contradictory for women in integrating public and private worlds into their own identity. Conversely highly ambitious career-minded women may become disillusioned by the lack of prospects for them in academic life and leave for other, more promising, occupations (Müller, 1999).

The phenomenon of 'cloning' or homosocial mode of co-optation is another factor impeding the admission/advancement of women in academic careers. This is manifest in selection groups and committees - often exclusively male at professorial appointment level - the members of which seek to appoint their 'own kind' who will reproduce homosocial loyalty in social spheres often dubbed the *old boys' networks* (Burton, 1997). Hearn (2001:72) supports this view and he points to the fact that universities:

> *"remain incredibly hierarchical gendered institutions.....Many academic areas, especially in science and technology, remain almost exclusively male at the high, and particularly the professorial, levels".*

This phenomenon of male exclusivity often extends to sexist evaluation of work by female academics, whose output may be ignored, not cited or receives less credibility in academic circles. Such behaviour is documented by Wennerås and Wold (1998) in the apparently 'unbiased' levels of acceptance of scientific papers for reputable journals.

While *explicit* exclusion is no longer tenable within the university sector, it has been replaced by a less identifiable 'social closure' using indirect procedures to demarcate women within highly gender-segregated fields. Entire institutions, or Sections/Departments within them, may suffer the stigma of being 'feminised', which is often associated with 'devaluation' of the subject/discipline. Similar observations have been made in relation to politics i.e. it drops in status once a critical threshold has been passed in terms of female representation (Müller, 1999)

Another strong impediment to women's progress is the notion that women's under-representation and concentration at lower levels is a legacy of *past, rather than current*, practices namely the 'pipeline fallacy' (Allen and Castleman, 2001). The pipeline arguments is based on the notion that there is an unavoidable time lag between policy change and organisational change, hence as women are educated to ever higher levels in increasing numbers - it is only a matter of time before gender equality will be achieved. The advocates of this optimistic pipeline notion are often hostile to any interventions that would promote gender equality.

Other researchers have stressed the reality of the 'glass ceiling' (Finch, 1996) and additionally 'thresholds and hurdles' that characterise academic life and operate in tandem to impede women's progress (Moore, 1999). Thresholds are usually located at the point of recruitment and entry to an occupational ladder. Traditionally these would have been exclusion zones for women, most of which have been removed (e.g. in army, police force) by statute and in Trinity College with the appointment of the first woman to the academic staff in 1908. The 'glass ceiling' depicts the phenomenon of women's absence 'at the top' in business, government, academia and military institutions, despite progress to the middle ranks. Hurdles are those obstacles that appear later, randomly placed on the career track that operate mostly at middle level of the career trajectory. Moore's (1999:116) own research showed that the hurdles concept best captures the typical career trajectory of faculty women in which:

> *"with each consecutive rank the relative probability of women being promoted to the next, as compared with their male colleagues, declines, and this contributes to the 'glass ceiling' effect " that only a small minority of women reach the highest rank.....[they] simply run out of time before reaching the top of the academic hierarchy because they are relatively old when they attain Associate Professor rank"* (Moore, 1999: 122)

1.3 The Case for Intervention

Like many other organisations, universities have evolved in accordance with gendered patterns of hierarchy, occupational segregation and differential family responsibilities. These have been defined by, and reproduce, other social relations of age, class, disability and ethnicity. As the history of women's admittance and relative advancement in academe (see Section 1.1) shows there are some universal consequences:

> *"The universities - institutions which were supposed to be founded on the production of knowledge - did not in their inception have the 'self knowledge' to include over half the population - women - within their knowledge base. Women were simply excluded*[3]*. This historical legacy remains in many disciplinary areas in many countries, with strong disciplinary and departmental segregation by gender."* (Fogelberg, Hearn, Husu and Mankkinen, 1999:12)

Not surprisingly this has led to a situation in which women's contribution, to production and reproduction, has been diminished and devalued. The comparative analysis of experience in the Nordic countries and Australia shows that this situation *does not rectify itself into some form of parity* or equitable share of positions within the hierarchy. Rather the evidence points to a continuing need for interventions to address new, as well as continuing, disparities between women and men in academe.

It is increasingly recognised that universities themselves have shifted in response to technological, vocational and utilitarian challenges since the 1970s. This is manifest in the greater emphasis on productivity (measured by student throughput and research publications), staff/student rations and greater centralisation, accountability and surveillance. Hence the university environment is becoming more competitive and stressful, one that is even less 'family-friendly' or amenable to work/life balance than university life in previous decades.

Operating within this masculine environment, there has been an inevitable shift in focus away from seeing women as 'the problem' (fewer qualifications, lower aspirations, work/family conflicts) to recognising that the problem lies in university institutions themselves - in gendered structures and cultures. Yet the 'chilly climate' for women in academe still prevails and has been described more or less pessimistically as the 'malestream' or 'malestrom'. Gale's argument for intervention is that "universities will not achieve their full potential as top quality intellectual leaders until they attain true gender balance in staff and students at all levels" (1996:1). She referred to John Stuart Mill's assertion (still pertinent some 133 years later) that equality for women would result in "doubling the mass of mental faculties available to the higher service of humanity".

Universities still reflect their monastic origins (including Trinity College) and an unwillingness to accept women as contributors to intellectual thought. Their absence remains a serious deficit particularly in leading new ways of managing organisations (not just universities) to promotepositive social changes, for example in achieving excellence in teaching and research and promoting a model workplace environment of work/life balance.

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[3] In the case of Trinity College Dublin, while founded by Queen Elizabeth, women were excluded for 312 years.

As tertiary education becomes more 'feminised', there is an increasing need for suitable role models for female students (now more than half the student body), without which they may not aspire to research/academic careers or high level management positions:

> *"A woman student who seldom encounters a woman senior lecturer or professor is far less likely to regard a career in higher education as a viable option.....Socialisation mechanisms play an essential role in society, and education is, after all, our most common vehicle for socialisation"* (Blokduk-Hauwert and Hof, 1999:46)

The current message from Trinity College is that few women ever become professors - hence an academic career is *not appropriate* for them.

Another very simple reason for intervention to improve the upward mobility of women academic staff is that "women have as many rights as men to use their talents and follow their preferences" (Blokduk-Hauwert and Hof, 1999:46). This message needs to be actively and tangibly demonstrated in order to enhance the reputation of Trinity College as a good employer, committed to recruiting, retaining, developing and promoting women and men according to their merits, and not according to their gender.

The connection between excellence/quality and equality has been used to make the business case for intervention (Drew and Edgeman, 1999, Drew 2002). This connection has equal currency in academe:

> *"We must strive for excellence through equity. One cannot have one without the other. Excellence is undermined by discriminatory policies and practices that rob society of opportunities to draw from the widest pool of talent available to pursue intellectual activities"* (Ramphele, 1996:23).

Choosing from a larger pool (with women and men encouraged to apply/compete) means that appointments/promotions can be based on surveying the widest range of talent. There is a body of literature that documents the fact that women may be less willing than men to actively compete in promotion competitions (Humphreys, Drew and Murphy 1999; Gourley 1996) and, if unsuccessful, even less likely than men to reapply. There is no similar evidence that women do not want promotion at least as much as men do. Without mechanisms and guidance (e.g. to Departmental Heads) encouraging women to apply will not automatically happen - the process needs to be genuine and proactively managed.

In the absence of active intervention, progress for women in Trinity College will be slow and limited, for as Hornosty (1995:74) states:

> *"At a formal level, the university recognises the principles of equality, equity and diversity; however the shared values, beliefs, and behavioural norms which make up the university's culture continue to be shaped by men a significant number of whom do not consider women as equals or as having a legitimate claim to the academy".*

In recognition of the challenging environment in which universities now operate, the Australian Vice Chancellor's Committee (AVCC) recognise that:

> *"In the current climate of budget constraints and significantly increased and global nature of competition between institutions, the quality and relevance of academic programs and research activities, as well as the successful management of universities requires them to take advantage of the full breadth of abilities, skills and perspectives. By employing a diverse range of people including women at all levels, universities are able to anticipate and meet the needs of students (more than half of whom are women) and other clients"* (AVCC, 1999:2)

2. Models of Good Practice

2.1 Nordic Countries

2.1.1 Sweden

Equality for women and men in society/the family has been on the political agenda in Sweden since the 1970s, hence there have been a number of achievements: separate tax assessment; individualisation of social rights; parental leave and benefits; expansion of public childcare services; Equality Act for women and men at work.

There remains concern at the university level - where less progress has been made:

- The proportion of women diminishes as you progress up the staff pyramid;
- The proportion of women diminishes the higher the level of study;
- There is a clear division between male and female dominated fields of study in which those dominated by men usually lead to higher incomes (Edgren, 1999).

In 1992 the Swedish Minister of Education and Science established an Advisory Group to supply ideas and concrete proposals for increasing equality: men and women, researchers, university administrators and university equality officers. The Advisory Group continued up to 1998 by making recommendations on quality "To demand equal participation in universities is the same as to demand better quality in education and research..... (Edgren, 1999: 37)

Some of the initiatives arising from these recommendations were:

- the Act of Higher Education 1994 that stipulates - every university must promote equality in all their activities not only in education and research but in appointing staff at all levels and in the administration;

- A two-pronged approach adopted to address gender imbalance in staff pyramid:
  - New positions at strategic levels;
  - Transferring responsibility for improvement/action to the individual universities (Edgren, 1999).

In order to deal with the problem of "men always choosing men" or the *affirmative action on behalf of male job applicants*, active measures were needed, beyond ensuring gender balance on search committees and the selection of referees. This led to the creation of 31 Tham Professorships; postgraduate studentships; and Post Doctoral Fellowships for women. The 'Tham' professorships are full-time and permanent. The Ministry of Education and Science fund one third of the cost, while the Research Councils and the universities endowed with the positions contribute one-third each. For a list of the Tham professorships see Appendix B.

The meticulous and slow process of making these appointments is well documented in Jordansson's report from the Swedish Secretariat for Gender Research (1999). In that year 29 of the professorial positions had been filled, one of which was under review at the EU court of appeals in Luxembourg. Both the successful female candidate and the unsuccessful male candidate have appealed, seeing it as an opportunity to test whether affirmative action in professorships conflicts with EU legislation. Both women and men were among the applicants, though the objective was to appoint well qualified women. One of the newly created professors is a man; women filled the remainder of posts.

In addition, the Swedish parliament voted funds for female guest professors from abroad, primarily in the Natural Sciences and Technology to provide role models.

The stage two strategy was to introduce a system of gendered recruitment targets for the universities. The government sets a target[4] for each based on the gender distribution among their professors. Goals are set for 3 years and will be reviewed leading to revised budgets with the knowledge that "if a university does not fulfil its targets, some of its funds may be frozen", and these funds will only be available for the recruitment of the under-represented gender (Edgren 1999). The philosophy behind targets is to benefit women in teaching at all levels and in the long term, female students. The onus is now on the universities to comply by working out long-term strategies for recruitment and specific measures in relation to undergraduate and postgraduate programmes that can be monitored by government.

As in Finland/Ireland, there have been strong connections between gender equality and gender studies in Sweden. Professorships in Women's Studies were first created in the 1980s and have been supplemented by additional professors and postdoctoral fellowships and research studentships. "Gender research has made us all aware of gender issues in society, in culture and in economics" (Edgren, 1999).

Eliasson's (2000) study of mentoring for women in the University of Uppsala showed that the mentoring programme was part of a leadership development programme. In it 14 academic women were the protégés and all except 2 of the mentors were male, usually influential senior academics.The results of this evaluative research showed that the most important part of the experience for the protégés was to discover their own resources and that problems were to be found in the informal aspects of the university organisation. Through group, as well as individual, meetings and lectures/seminars, the protégés "learned more about what it is to be a woman in the University of Uppsala, a role about which many had not reflected, and they gained a sufficient number of new insights to pass on to younger women.

The study concluded that mentoring programmes should be open to all interested persons, to avoid unfairness; the potential benefits of mentoring take at least a few years; and that such programmes can be a useful career strategy for individual academic women. It also confirmed that career functions like the sharing of information, career strategising, job-related feedback and psychosocial support like confirmation, emotional support and personal feedback, that are more typical of peer relationships, can be part of the mentoring process (Eliasson, 2000).

2.1.2 Norway

Compared with 1945 when there was only one female member of government, by 1998 Norway had 9 women out 19 members of government. In the 1986 elections to parliament the first woman Prime Minister was elected and by 1993 all three candidates for Prime Minister were women. Increased representation in parliament and public life by women is now the norm in Norway, and according to the Gender Equality Ombudsman, this has been attributed to a considerable extent to the women's movement towards the end of the 1960s. With the rising participation of women in the labour market and education, the current concern is with gender segregation in both areas.

The Gender Equality Act 1979 was passed to prevent discrimination in employment and pay. The Act was extended to promote equal opportunities in education, work, cultural and professional development. The Gender Equality Ombud enforces the Act. In parallel with the requirement that there be 40% quotas on public boards, the law now extends to Corporate Boards 40% (public and private) State organisations, employers, trade unions etc., all of which are required by law to actively use targeting to promote gender equality.

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[4] The principle of goals/targets to support the progression of women in the Irish Civil Service has been adopted by the Irish Government and is being actively promoted, based on the research of Humphreys, Drew and Murphy, 1999.

According to the Gender Equality Ombudsman, quotas have been the most effective means of achieving an equal distribution of women and men in political bodies. Though initially viewed as controversial when introduced in the 1970s and early 1980s, it is now the practice for Norwegian parties to apply a quota system in nominations to elections and in government. The quota system is no longer controversial, nor is it as necessary since a high proportion of women politicians are considered as part of democracy. In practice the integration of women into the political arena has impacted significantly on social and welfare policies, environmental policy, childcare and the facilitation of work and family responsibilities.

Since 1987, parental leave has gradually been extended to 42 weeks with full pay or 52 weeks on an 80 per cent wage. There is a statutory entitlement to one year's maternity leave that can be shared by men. Fathers are now obliged to take a minimum of 4 weeks parental leave (the fathers quota). A new part-time system has been introduced for parents enabling them to take portions of paid leave in combination with part-time resumption of work. This allows parents to work shorter hours until their child is 2-3 years old, without loss of pay. The number of day-care facilities almost doubled in the 1980s. The Government is currently committed to providing full coverage, the costs of which are mainly covered by central government.

Increasing the number of women in academe has been an important political goal since 1970s in Norway. Affirmative action in appointments is now becoming part of university practice e.g. University of Oslo. If 2 candidates are equal, the appointing committee/board should favour the appointment of a woman (if under-represented). This is in accordance with rulings of the European Court in the Kalenke/Marshall cases and therefore does not conflict with merit principle. In seeking to meet its commitment to gender equality the University of Oslo's Strategic Plan set a target of 30% of all new professorships to be allocated to women. The outcome was that 12 women and 21 men were appointed (out of a total of 33) thereby illustrating that *the target was feasible and realistic*.

An extensive range of initiatives have been introduced in Norwegian universities:

- Strategic Plan for Gender Equality (all four Norwegian universities);
- www site for Gender Equality (all four Norwegian universities);
- Leadership through appointment of College Officers responsible for Gender Equality (all four Norwegian universities);
- Leadership meetings with Equality Officers (all four Norwegian universities);
- Professorships and recruitment positions created for women (all four Norwegian universities);
- Legislation for universities requiring them to put in place:
    - Equality Action Plans
    - Equality Committees
    - Equality Officers one in each Norwegian University – full-time;
- Targeted research money in Universities of Bergen/Trondheim;
- Fellowships to qualify for professorships to Assistant Professorships to assist them to be qualified, considered an efficient, cheap and effective mechanism in which Trondheim one-third became professors;
- Earmarked Post Doctoral appointments 20 new posts 'all for women' 3-4 year duration;
- Radical recruitment of women - Tromso called for 'head hunting';
- Mentoring for women in Fellowship and Assistant Professorship (Trondheim and Tromso); This was evaluated and found very successful. A new Mentor project has begun in *all four Norwegian universities*;
- Visiting Professorships to aid mobility and advancement;
- Compensation for time involved with Committee work (Bergen University);
- Measured goals for women in top posts (Universities of Oslo and Trondheim);
- Demand from Faculties of universities for statistics on:
    - Recruitment
    - Applicants
    - Recommended persons

- Recruited candidates.

These measures have had positive effects but the equality agenda is still ongoing and there is a tension between the need for integration and need for special offices for women. For example, the University of Oslo has 'earmarked' 3 Chaired Professorships (tenured positions) per year – 12 posts over 4 years. In a climate of economic pressures and cuts across faculties, 3 posts were created with 8 faculties competing for professorships on the basis of the following criteria:

1. There have to be less than 10% women in the department holding professorships;
2. In a discipline with growing demand;
3. Competent women who could apply.

There were many applicants as well as departments that argued for one of the professorships. In 2001 3 positions were filled in political science, music and law. Other eligible departments were: Palaentology, Informatics, Physics and Music.

In addition, the national Parliament decided in its 2001 budget to create 20 professorships, earmarked for women, across all 4 universities. Despite the predicted backlash response the new Norwegian Minister for Education has not capitulated and is still aiming for 3 professorships per year, in addition to initiatives by individual universities.

The Mentoring Project is just for women with Doctoral and Post Doctoral candidates as mentorees and commenced Spring 2002. The mentors are male/female professors NOT in same field and drawn across faculty. The University requested that Heads of Faculties should submit names. These nominees were vetted according to criteria/qualifications to produce a list of 20 Mentors 20 Mentorees. A psychologist and Lise Christensen (the full-time Equality Officer) interviewed them to eliminate, and find substitutes for, anyone who was not suitable.

2.1.3 Finland

There is a long tradition of women in education/universities and high female participation levels. As in Sweden and Norway, Finland offers social support systems in order to facilitate employment and parenting. These include high quality day care, which since 1996, is guaranteed by law for all children under school age, long maternity and parental leaves. The Equality Act 1986 was amended in 1995 to ensure 40% representation by women on all public bodies.

Even in a Nordic context, Finland has had a pioneering role in relation to women in academe, and in 1998 had the highest proportion of women among professors of the 15 European Union Members States (Husu, 1999). However, the experience of Finnish women academics supports the notion of cumulative disadvantage:

> *"the process of exclusion does not start after women obtain their doctorates but accumulates gradually during an academic career" (Husu, 1999: 27).*

Gender equality in Finnish academic life has been promoted since the early 1980s by the central educational and science policy authorities (Academy of Finland, Ministry of Education) and also by national gender equality authorities (Council for Equality between Women and Men and the Equality Ombud). Two parallel approaches have been adopted: measures to monitor and promote gender equality in academia and measures to promote Women's Studies and Gender Research (Husu, 1999).

The Academy of Finland, which is the key funding agency for research in universities and other institutions, allocated funding for Women's Studies research projects, national coordination and networking in the 1980s. In 1981 the Academy of Finland and the National Council for Equality between Women and Men created a full-time post of National Co-ordinator of Women's Studies, located in the secretariat of the Council. The post was initially funded by the Academy of Finland but

later became a permanent post in the Council for Equality Secretariat which moved from the Office of the Prime Minister to the Ministry of Social Affairs and Health).

The Ministry of Education set up a National Committee in 1982, followed by a Working Group in 1986, to monitor obstacles in female researchers' careers. The Committee consisted of high-profile female academics. In 1982, women's share of doctorates was 16 per cent and as professors 7 per cent. One of the key conclusions of this Committee was that "the double burden of women did not seem to be the worst obstacle, but *their weaker and unequal position in the scientific community*" (Husu, 1999).

Among the recommendations for action by this Committee, to have been fully, or partially, realised were:

- Women's representation should be increased in scientific decision making bodies and in allocating grants;
- Postgraduate guidance should be developed;
- Women's Studies should be promoted and included in the university curricula;
- Research on women should be funded;
- Costs of childcare should be taken into account in grants for study and research abroad;
- Parental leave should be compensated for by an equally long extension of the term in fixed time teaching and research posts;
- Improved childcare.

A survey of women's position in academe was conducted in 1997 by an Academy of Finland Working Group. This showed that while the proportion of women obtaining a doctorate had risen to 40 per cent of the total. Their representation among professors was 14 per cent. The Working Group's key conclusions were that women's advancement seemed to have stagnated at doctoral level and that advancement of women as professors had slowed down:

> *"The gatekeepers of academia were revealed to be predominantly men - only 13% of the members in the largest research foundations were women, and among the State Research Council referees and advisors only 17.5%"* (Husu, 1999)

Other structural changes supporting gender equality were enacted when the Equality Act was updated in 1987. The Act states that educational institutions need to ensure that instruction, research and instructional materials should promote gender equality. In 1995 this Act was further amended and a quota paragraph added to provide for a minimum percentage (40%) of both women and men in government committees, advisory boards and corresponding bodies, including National Research Councils. With the exception of the Research Council on Natural Sciences and Technology, women now comprise half the members of the Research Councils. The Equality Act 1995 also required employers (with more than 30 staff) to draw up measures to further equality between women and men in their annual personnel and training plan or action programme.

In reaction to the chronic under-resourcing of Women's Studies in the 1980s and 1990s, a National Action Plan Women's Studies 2000 was jointly launched by the Council for Equality and the National Association of Women's Studies in Finland. Between 1995-97, the Ministry of Education created 8 professorships in Women's Studies for a duration of five years. Additional professorships are currently under discussion by the Academy of Finland.

The Academy of Finland, a key funding agency for research in universities and other institutions, has supported a strong research focus in relation to gender equality. Since 1998 it has encouraged female researchers to apply for funding in the general call for applications, and has introduced some concrete measures to facilitate combining family and research in the form of:

- Extensions to Research Fellows for the duration of maternity, paternity and military or equivalent service
- Researcher training abroad, with higher grants for researchers with dependent children.

The Academy of Finland has also launched further measures to assist women through additional financial supports. Doctoral research is funded at the level of a full salary (over 4 years) along with social welfare entitlements. Female doctoral candidates are now 45 per cent of the total.

Despite these advances, only one quarter of Finnish women academics believe that women and men enjoy equal opportunities in working life, reflecting a more critical attitude by female staff, when compared with their male counterparts. Furthermore, the structure and culture of Finnish academia have been pinpointed as being persistently gendered. So while advances have been made and there is a greater awareness of gender inequalities, it is evident that far more needs to be undertaken to achieve gender balance.

Notably absent from this Section of the Report is any information on measures and interventions taken by agencies in Denmark. In fact just prior to the visit to Copenhagen in February 2002, there had been an announcement (by the conservative government elected in 2001) that the Videnscenter for Ligestilling (Danish National Research and Documentation Centre on Gender Equality) is to be closed down.

2.2 Australia

Nearly all the Australian universities were established by State Government Acts and continue to rely heavily on governments for support. In the 1950s and 1960s higher education received increased attention from the Federal Government that gradually took control of higher education in Australia. In the late 1960s and early 1970s attitudes towards women and work were changing and conditions to facilitate their career and advancement were starting to improve. By the 1970s the Government sought to bring Australia into line with United Nations Equality initiatives and agencies to address the needs of disadvantaged groups were established (Spoor and Lewis, 1996).

The federal government passed the Sex Discrimination Act in 1984, making it illegal to discriminate on the grounds of sex, marital status, pregnancy and family responsibility. This was followed by the Affirmative Action (Equal Opportunity for Women) Act of 1986. This required employers with more than 100 employees to develop an affirmative action plan and to report annually on this programme to the Affirmative Action Agency. Eight step Programmes were to be designed to eliminate discrimination and to promote equal opportunity, with special emphasis on recruitment and selection, promotion and transfer, training and development and conditions of employment.

In 1988 the Federal Government introduced major structural changes (known as the Dawkins Revolution) with the amalgamation of colleges and institutes of higher education with 19 universities, thereby creating a higher education sector of 36 universities. This led to an increase in the number and proportion of female staff and students in academia (since it included nursing and education). Also in 1988 the Federal Government published its National Agenda for Women setting out the national priorities for women in which education was identified as a key factor to the achievement of full and equal participation. Since 1991, all publicly funded higher education institutions have been required to develop equity plans (See University of Melbourne Appendix C). Funding allocations under the Higher Education Equity Program (HEEP) have been based on these equity plans. Since 1993 22 Australian universities have produced Equity Reviews or Reports (Burton, 1997).

The Equality Review documentation refers to a number of impediments to women's progression and retention:

- Cultural impediments;
- Women's lack of participation in higher level academic posts and decision-making;
- Staffing policies and practices - and the gaps between these;
- The research culture;
- Work-family incompatibilities;
- Lack of resources for Equal Employment Opportunity (EEO)
- Inadequate integration of EEO principles into university restructuring and strategic planning.

There are also wider issues facing women, and men, within the Australian tertiary education, most notably the shift towards casualisation of staff, restructuring and devolution that may have multiple and interacting impacts on staffing.

Against this, it should be noted that the first woman Australian Vice Chancellor was appointed to Macquarie University in 1987. By 1998 six out of 38 University Vice Chancellors were women (Bradley, 1999). In addition to the Affirmative Action Programmes referred to above, Women and Leadership Programmes have been developed (see Appendix D) for an example in Queensland University of Technology). These provide women with mentoring opportunities, workshops on a range of assistance such as writing research papers/funding proposals and placements at different levels and in different areas.

The Australian Technology Network's Women's Executive Program (ATN WexDev) was developed by 5 universities, based on their similar backgrounds, learning and research cultures. The goals have been to increase women's representation in senior university positions and to strengthen collaborative effort between the 5 institutions to achieve working environments more inclusive of diversity. WexDev provides a network beyond individual institutions, shares resources and establishes a broader networking basis.

WexDev was initially designed for women at senior levels within the ATN. The first stage involved 125 women ranging from Deputy and pro-Vice Chancellors, Deans, to Heads of Departments and Administrative Units. For the second stage the Management Committee expanded the target group to provide developmental opportunities for women at middle and senior management, targeted at over 500 women from senior lecturer and Higher Education Worker Levels 8 and above (Chesterman, 1999).

There are 8 major elements to ATN WexDev:

1. Personal professional development activities, including needs analysis workshops, mentoring (see Appendix E);
2. Senior Executive Placements (one month projects in private or public sector organisation to enhance personal career development and industry/university linkages);
3. Seminars and Workshops relating to women and management or other relevant issues;
4. Inter-Institutional Visits (with opportunities to visit universities, exchange information, work collaboratively or present findings)
5. Networking (by visits, email discussions);
6. Inventory for Monitoring Organisational Gendering (IMOGEN) (developing a written instrument designed to identify gendered culture within organisations and transform it);
7. Graduate Certificate in Business (Managing for Diversity) (A postgraduate course in management designed by WexDev participants and offered by the 5 universities)
8. A Model of cross-institutional collaboration in the area of women's executive development.

A Colloquium of Women Senior Executives in Higher Education was formed in 1995 with support from all Vice Chancellors to:

- Improve the representation of women in policy and decision-making positions in higher education

- Provide an opportunity at the national level for networking, information exchange and sponsoring among women at senior levels
- Identify and monitor the responsibilities, expertise and representation of women working at senior levels
- Provide leadership and coordinated advice a the national level on significant issues
- Contribute to the AVCC's Register of Senior Women, updated annually and accessible electronically.

The Australian Vice-Chancellors Committee (AVCC) has drawn up an Action Plan 1999-2003 for women employed in Australian universities. The AVCC recognises "the continuing pattern of disadvantage characterising women's employment in universities.....There remains considerable under representation of women at senior levels .....and in traditionally male occupations and disciplines" (AVCC 1999).

The plan has three main elements to:

- Exert the Vac's leadership to promote the achievement of gender equity in Australia
- Develop strategies based on research for overcoming barriers to gender equity for university staff
- Refine the AVCC and university staff development services to target gender equity more effectively.

As can be seen in Appendix F, the AVCC has set quantitative targets, performance measures and ratios in order to monitor progress.

In addition to its first objective of seeking to achieve gender equity in higher education, the AVCC second strategic objective is to develop strategies based on research for overcoming barriers to gender equity for university staff. Under this objective, it supports research on employment histories and career paths to identify key factors associated with gender differences; a scoping study to identify career supports and the effectiveness for teaching and research; establishing current numbers of women and men (at doctoral, lower and higher academic posts) who will provide the pools of staff for future academic positions. Funding for this research is available from the AVCC.

The AVCC is committed to disseminating outcomes of this research through its subcommittees, organised workshops and staff development programmes. It is anticipated that the AVCC and individual institutions will devise effective policies and programmes based on the research that will overcome the barriers identified.

In parallel with the AVCC's supports, an Equal Opportunity Practitioners in Higher Education (EOPHEA) exists to strengthen existing equal opportunity and affirmative action programmes in higher education in Australia and New Zealand. Further information on its work is available at http:/www.eophea.anu.edu.au/vision.html

This review of historical and current interventions in Australia underlines the need for concerted action across universities using a range of measures aimed not only at addressing the numerical deficit posed by women's under representation, but in supporting and making resources available for the capacity building, networking and development that is required in tandem. The Australian experience also places a strong emphasis on quantifiable targets, ratios, monitoring and linking these with Federal Government funding. One further important feature of the Australian universities experience is that the advancement of academic women is not seen in isolation from the careers of administrative/non-academic female staff, all of whom share the same, often less than welcoming, working environment.

Section 3 Summary of Best Practice Models: Measures and Interventions

This Section draws upon the examples presented in Section 2. It sets out, in summary form, the attributes of a 'Best Practice' Model for the advancement of women in academe, based on Nordic/Australian experience, and their implications for implementation by Trinity College.

1. Leadership

There needs to be a person at the 'top' to support and leads others and willing to act as 'change champion' (e.g. Provost/Vice Chancellor, Minister Tham in Sweden) at:

a. Government/Ministerial level
b. CHUI (AVCC equivalent) level
c. University level

someone who is influential/respected (Drew, 1999, 2002; Drew and Edgeman 1999).

2. Range of Measures

There is no one 'quick fix' solution, rather a range of measures are needed involving: short/medium/long term interventions, at a national and institutional levels and these need to be developed, tested, evaluated continually under review.

3. Shaping the Political Environment

The political environment is important in promoting gender equality and this study shows that more egalitarian societies make it possible for a range of strata/organisations to produce role models in many spheres, including the university sector. However, universities can also influence and convince political representatives of the need to promote gender equality through their research output *and* example.

4. Earmarking of Posts at Women

It has to be remembered that this action is universal and has been the *prevalent practice* – for men – for decades/centuries through mechanisms such as headhunting, invitations and encouragement to apply. A culture of all-male committees only appointing men still exists and few, until recent years, have questioned this. The Swedish experience shows that 'exceptional' women got appointed while good/mediocre men did via the right 'connections'.

5. **Setting Targets** for:

As a means of addressing horizontal/vertical segregation by gender across disciplines involving the specific targeting e.g. women into non-traditional areas and vice versa in postgraduate student intake and staff appointments. These can be at a range of levels:

a. Chaired professorships
b. Associate Professorships
c. Research Funding

Targets have already been introduced to rectify gender imbalance in the Irish Civil Service, particularly at the middle and senior management levels (see Appendix G).

6. Organisational/Structural Reforms/Initiatives Targeted at achieving Gender Equality

At the institutional level there are a number of key initiatives that characterise 'good practice':

a. **Gender Equality is a Strategic Issue**
This needs to be reflected in all College activities (e.g. Strategic/Operational Plans with equality issues/statistics available) and in the development of Equality Training for University staff.

b. **Equality Officers**
These have been appointed in all countries except Denmark where there has been least progress. The Equal Opportunities Committee recommended that an Equality officer be appointed in Trinity College, in 1999.

c. **Equality Committee**
The most effective outcomes have been achieved where such committees have a proactive and monitoring role.

d. **Leadership/Developmental Programmes**
These are seen as playing a key role in university governance (see Appendix D for sample QUT Senior Management 360 degree assessment programme).

e. **Mentoring Programmes**
These have been developed and used in Norwegian and Australian universities. They need not be confined to one-to-one mentor/mentoree or even restricted to mentors within academe. However, they require careful planning to identify suitable fe/male mentor/mentorees with training provided (see Appendix E for sample programme).

6. Gender Mainstreaming

This concept is part of EU policy and has been accepted nationally. It requires that not less than 40 per cent of posts on All Committees and at ALL levels - it has been most proactively and successfully adopted in Finland and Norway.

7. Gender Equality Linkage with Development of Women's/Gender Studies

The development of Women's and Gender Studies has been a major catalyst in driving the campaign/programmes for gender equality, most notably in Sweden and Finland where funded professorships for women have been created and filled. There is also potential for the extension/expansion of Gender/Women's Studies into the university curriculum at undergraduate and postgraduate levels.

8. Family Friendly Working Arrangements/Work-Life Balance supports

This topic is currently under review at a national level under the terms of the Programme for Prosperity and Fairness (Drew et al. 2003). Family friendly supports have been effective in the Nordic countries to facilitate the career paths of parents by making available allowances/childcare for dependents and seed money for proposals and supports for family formation at doctoral/post doctoral level. Trinity College is currently listed as a 'Family Friendly' institution on the government's www site and has the potential to demonstrate its fullest commitment to achieving Work/Life Balance.

9. Networking

The establishment and maintenance of networks across discipline/institutions has proved to be useful in encouraging and facilitating women's careers in an academic environment. Examples are WexDev, and the Finnish national database gender information www.csc.fi/kota/nuts.html

10. Resources

Progress towards rectifying gender imbalance across the university sector and within Trinity College, cannot be achieved without adequate resources. These would need to be sought at national (Dept. of Education, HEA, Enterprise Ireland etc.) and within the universities/Trinity College. To support the measures (e.g. earmarked posts, doctoral candidates, research proposals) outlined in this document.

11. Funded Research on the Position of Women Academics in Ireland

Up to date research is required, using quantitative (survey) and qualitative (interviews, focus groups) methods, on wo/men in Irish universities to track career paths/progression and to validate, or otherwise, the findings of international studies.

12. Role Models

There is a critical need for positive role models among successful women academics, current and past in order to demonstrate that an academic career is not incompatible with family/life balance and thereby making successful women more visible within and outside the university.

13. Women in Trinity College Dublin 1904-2004

The centenary celebrations of Women in Trinity College Dublin 19904 - 2004 provide an ideal opportunity to launch a media campaign and announcement of measures to improve the gender balance within the College.

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Appendix A

List of Informants/Institutions Visited

Appendix A List of Informants/Institutions Visited

Meetings in Ireland with:

Professor Barbara Wright,
Trinity College,
Dublin

Professor Pat Barker, Registrar,
Business/Accounting
Dublin City University

Copenhagen, Denmark 6-10 February 2002

Professor Ruth Emerek,
Aalborg University,
Aalborg.

Vibeke Kold,
Ministry of Gender Equality,
Copenhagen.

Professor Lise Hojgaard,
Institute of Political Science,
Copenhagen University,
Copenhagen.

Dr. Inge Henningsen,
Statistics Department,
Copenhagen University,
Copenhagen.

Professor Karen Sjoerup, Director,
Danish National Research and Documentation Centre on Gender Equality ,
Copenhagen

Stockholm, Sweden 3-7 April 2002

Professor Mona Eliasson, Clinical Psychologist,
Centre for Women's Studies,
Uppsala University.

Professor Gunilla Bjerén, Director,
Centre for Women's Studies,
Stockholm University.

Anna Wilén,
Elwor Höglund Dávila,
Lena Johansson,
Pehr Sundström,
Statistics Sweden,
Stockholm.

Helsinki, Finland 24-28 April 2002

Emeritus Professor Elina Haavio-Manilla,
Sociology Department,
Helsinki University.

Dr. Liisa Savaren, Secretary General,
Academy of Finland,
Hannele Kurki Science Advisor,
Research Council for Culture and Society,
Academy of Finland,
Helsinki.

Professor Tuula Gordon,
University of Helsinki,
Helsinki.

Dr. Liise Husu,
Dept. of Sociology,
University of Helsinki.

Oslo, Norway 28-30 April 2002

Professor Mari Teigen,
Institute of Social Research,
Oslo.
Norway

Lise Christensen,
Equality Adviser,
Oslo University.

Dr. Mona Arsen-Asp,
Likestillings/Senteret,
Oslo.

Dr. Agnete Vabo,
Norwegian Institute for Studies in Research and Higher Education (NIFU),
Oslo,
Norway

Mona Arsen-Asp, Deputy Director,
Centre for Gender Equality,
Oslo.

Sydney, Australia 18-21 June and 28 June -3 July 2002

Professor Colleen Chesterman
WEX DEV
University of Technology,
Sydney

Lyn Nasir,
Lindy Walker
EEO Office,
Macquarie University,
Sydney

Melbourne, Australia 22-27 June 2002

Carolyn Allport, National President,
National Tertiary Education Industry Union (NTEU)
Melbourne

Andrea Brown,
Equal Employment Opportunity Coordinator,
Victoria University,
Melbourne

Brisbane, Australia 8-13 July 2002 (International Congress of Sociology)

Glenys Drew
Senior HR Officer
Senior Management Development Programme
Queensland University of Technology,
Brisbane

Equal Employment Opportunities Network Mentoring Presentation
Workshop on Performance Mentors 26 June 2002 Melbourne, VA, Australia

Equal Employment Opportunity Showcase Workshop "Which One of Us is Different?" The Benefits of Working in a Diverse Workplace, Macquarie University, Sydney, Australia

Presentation to:

Women in Leadership/WEX DEV Seminar, Queensland University of Technology, Brisbane

Additional on-line consultations with:

Professor Pat O'Connor,
Sociology Department, University of Limerick,
Ireland

Professor Anita Goransson,
History Department,
Gothenburg University,
Sweden

Margareta Hubinette, Head,

Study Counsellor's Office,
Uppsala University,
Sweden

Professor Arnlaug Leira,
Sociology Department,
Oslo University,
Norway

Ramdi Kgeldstad,
Statistics Norway,
Oslo,
Norway.

Professor Jenny Neale,
Deputy Pro Vice Chancellor/Deputy Dean,
Faculty of Humanities and Social Sciences,
Victoria University of Wellington,
New Zealand.

Professor Sylvia Rumball,
Massey University,
Palmerston North,
New Zealand.

Professor Judy MacGregor,
Head of Department,
Department of Communication and Journalism,
Victoria University of Wellington,
New Zealand.

Dr. Sarah Levin,
Equal Employment Opportunity Officer,
Macquarie University,
Sydney,
Australia

Professor Belinda Probert,
RMIT,
Melbourne,
Australia

Appendix B

Tham professorships in Swedish universities

Table 3. Placements according to subject for the underrepresented sex

University/college	Subject	Research Council
Stockholm University	Humanist Geography, esp. Regional Planning	HSFR
- " -	Political Science	HSFR
- " -	Biostatistics	NFR
- " -	Ecological Geography	SJFR
The Royal Inst. of Technology (KTH)	Organic Chemistry	NFR
- " -	Integrated Product Development	TFR
- " -	Human-Computer Interaction	TFR
Karolinska Inst. (KI)	Basal and Clinical Neuro-physiology	MFR
- " -	Physiology, esp. Integrative Physiology	MFR
Uppsala University	History of Philosophy	HSFR
- " -	Psychology, esp. Developmental Psychology	HSFR
- " -	International Gynecology and Obstetrics	MFR
- " -	Experimental Physics	NFR
- " -	Mathematics	NFR
Swedish University of Agricultural Sciences (SLU)	Plant Biochemistry	NFR
- " -	Horticultural Genetics and Breeding	SJFR
- " -	Water Management, in particular the behavior of fish	SJFR
- " -	Soil Ecology, esp. Carbon Regeneration	SJFR
Linköping University	Cardiology	MFR
- " -	Computer Science	TFR
Lund University	Research on Immigration, esp. religion, social values, and meetings of cultures	HSFR
- " -	Tumor Biology	MFR
- " -	Nuclear Physics	NFR
Göteborg University	Neurolinguistics	HSFR
- " -	Neurochemistry	MFR
- " -	Hydrospheric Science	NFR
- " -	Theoretical Chemistry	NFR
Chalmers Institute of Technology	Materials Technology Materials Engineering, esp. Electron Microscopy	TFR
Umeå University	History, esp. Social History	HSFR
- " -	Medical Chemistry	MFR
- " -	Radiobiology	MFR

Source: *Positions for the underrepresented sex in all Councils, professorships,* Report to the Ministry of Education and Science, March 1, 1997 (Dnr A 169/95, Doss nr E I a).

Note: The source indicates the registration by the Research Councils. The dates are thus connected with the Councils and not with the government.

Appendix C

University of Melbourne Equal Opportunity for Women 2000-2005

A Continuing Commitment

Progress has been made, however historic and current barriers continue to affect women staff members at the University of Melbourne. On 1 April 1999 only 39% of academic positions and only 24% of senior academic positions Level C and above (Teaching and Research) were held by women. Between 1993 and 1999 there was minimal change in the proportion of senior decision-making positions held by women. The proportion of Dean positions held by women rose from 7% to 8%, women in Head of Department positions remained static at 13%, and women as Directors of Centres increased from 20% to 21%. There has been an increase in the number of professorial positions held by women, in April 1999, although only 16% (31) of all Professors were women.

While women on General Staff held the majority of positions (64%) they held half of senior positions (HEW 8 and above), and a lesser proportion of women held continuing positions (70% of women compared to 74% of men).

Women continue to be under-represented on University committees, particularly central decision-making committees. A survey of committee membership for the period December 1998 to February 1999 showed that for more than a quarter of the University committees surveyed less than 30% of the membership were women. Only 18% of Committee Chairpersons were women.

While generally more successful in their applications for academic promotion, women remain under-represented as applicants. It is also notable that women in lower level General Staff positions have a high rate of voluntary resignation from the University.

The Equal Employment Opportunity Plan for Women 2000-2005 is designed to move the University towards its goal of excellence as an international tertiary institution. It aims for best practice in equal employment opportunity for women by addressing barriers to women's inclusion and full participation in the University. The Plan acknowledges the importance of equal opportunity in successfully achieving the University's strategic directions.

It also recognises that success depends on universal adoption of goals and targets, and development of strategies at Faculty/Division and Department level. Responsibility for ensuring women's equal access to employment, promotion and freedom from discrimination in relation to working conditions lies with all members of the University community. The Plan recognises the specificity and diversity of local needs and contexts in relation to equal employment opportunity and supports the continuation and expansion of devolved strategic planning, monitoring and evaluation against the set priorities and targets.

Source: *University of Melbourne Employment Profile by Gender 1999 published by the Equal Opportunity Unit, May 1999*

Equal Employment Opportunity for Women 2000–2005

Outstanding Staff

The University of Melbourne as a preferred destination for outstanding women staff is ensured by addressing current and historic barriers to recruitment, promotion, career advancement, and retention of women

- *Recruitment*
- *Employment Conditions*
- *Career Planning & Development*
- *Promotion*

Professional Workplace

Barriers to women's professional development are addressed through programs, practices and policies that ensure access to all development opportunities, and targeted programs for women. Equal opportunity principles are incorporated into all development programs, work practices and management training

- *Access*
- *Policies & practices*
- *Targeted programs*

Excellent Rewards

Women are rewarded on merit, with barriers to the recognition and reward of women's achievement addressed

- *Recognition of excellence*
- *Promotion criteria*
- *Salaries*

Staff Commitment

Retention of women on University staff is increased and the contribution of women to University strategic direction is optimised

- *Inclusivity*
- *Retention*

Fairness and Equity

Demonstrated commitment to equity, fairness and diversity recognises the interaction between gender and cultural diversity in relation to employment

- *Policy & Procedures*
- *Diversity*

Accountability

Progress against equal opportunity plans monitored and evaluations of achievements incorporated into annual reporting at all levels

- *Accountability Systems*

Appendix D

Queensland University of Technology

Women in Leadership Programme

QUALITY LEADERSHIP PROFILE

Professor Dennis Gibson
Vice-Chancellor
QUT

Leadership and Management Development

Leadership in higher education is becoming increasingly complex, with senior managers facing issues such as globalisation, competition, and increasing student and community expectations. QUT is committed to the leadership development of its executive group, as evidenced in our Senior Management Development Program. This program takes an integrated approach to management training and leadership support for both academic and general senior staff managers.

A central part of the development suite is the 360 degree feedback instrument, the Quality Leadership Profile. The QLP is designed to assist senior managers to identify their leadership strengths and development needs.

The QLP provides ongoing feedback on leadership effectiveness to university managers, and enhances their ability to respond to current and future challenges. QUT has used the QLP successfully since 1994, and I commend the instrument to you and your organisation.

Dennis Gibson

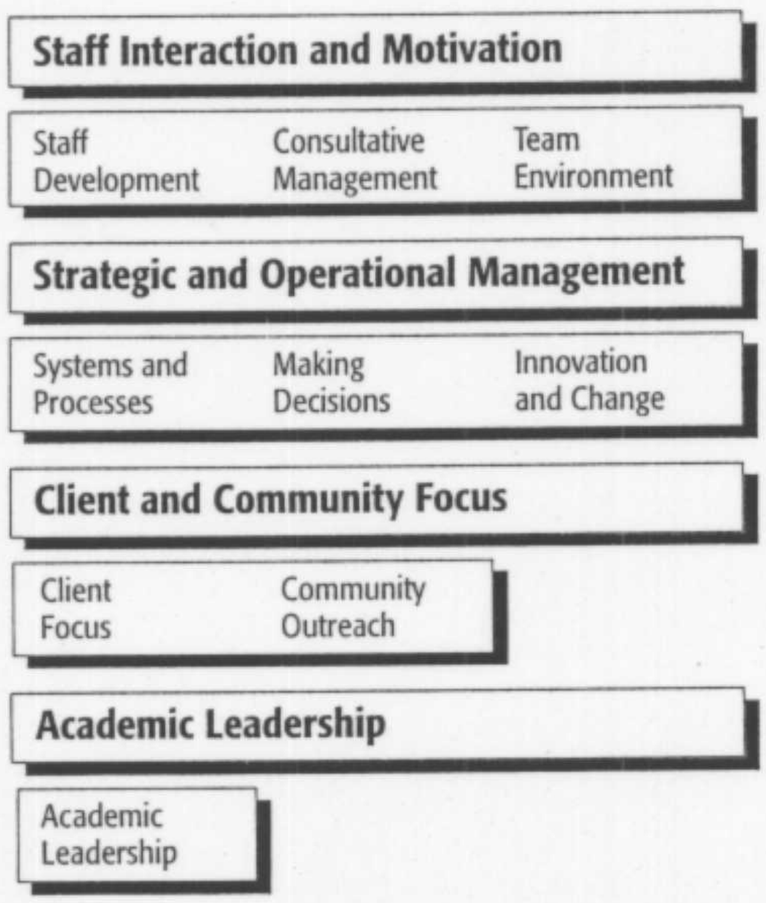
QLP Overview

The QLP is a 360 degree survey designed to provide managers of organisational units with developmental feedback on their leadership and management. The survey delivers a comprehensive picture of leadership practice sourced from a range of stakeholders, including staff, peers, supervisors and the managers themselves.

The QLP report provides a firm basis for individual leadership development

Features

- Developed specifically for universities
- Based on six years of research
- Rigorous item development process
- Statistically validated factor structure
- Institution specific and Australia wide norms
- Fully automated on-line administration, responding and reporting.



The QLP measures the leadership and management practices that result in high quality outcomes for organisational units. The results highlight areas of relative strength and weakness, and provide a pathway for managers to improve their leadership.

QLP Benefits

The QLP can be used for individual leadership development, and as a source of data for more strategic interventions such as organisational change, or large scale training programs. In all these applications the QLP provides the following benefits:

- Reliable and valid source of data on leadership and management practice
- Enhanced awareness of managerial responsibilities and performance
- Clear directions for managerial and leadership development
- Increased levels of staff involvement and input.

QLP System

Institutions using the QLP have access to:

- The QLP Internet System – a web based application that offers on-line survey initiation, data collection and reporting.
- The QLP Instrument Manual – a comprehensive description of the QLP covering effective use of the instrument.
- The QLP Feedback and Development Guide – a template for feeding back QLP data to managers and planning developmental activity on the basis of the results.
- The QLP Training Program – a training program covering the use of 360 degree feedback for individual and organisational development. This program is designed for current or potential QLP users who wish to enhance their skills in using the instrument.

QLP Users

The QLP is designed to be used by staff development professionals in tertiary settings. The QLP training program exists to assist staff developers in attaining proficiency with the instrument should such assistance be desired.

The QLP is applicable to middle and senior level managers. It has mostly been used with managers at head of department/section/school/centre or above. Versions of the survey exist for both academic and general staff managers.

For More Information

For more information about the QLP, contact:

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EEON MENTORING PRESENTATION

26th June 2002

8.30-9.15am

Session Overview

1. What is mentoring? Review and agree on definitions

2. Differences between informal and facilitated (formal) mentoring.

3. The difference between mentoring and coaching

4. Why so much interest in mentoring? Common purposes for mentoring programs

5. Types of mentoring programs and their benefits

6. Planning your mentoring program

7. Results from successful programs

8. Implementing a successful program – key factors to consider

Presented by Linda MacGregor
Managing Director
The Performance Mentors Pty Ltd.

(See attached Resume for details of mentoring experience)

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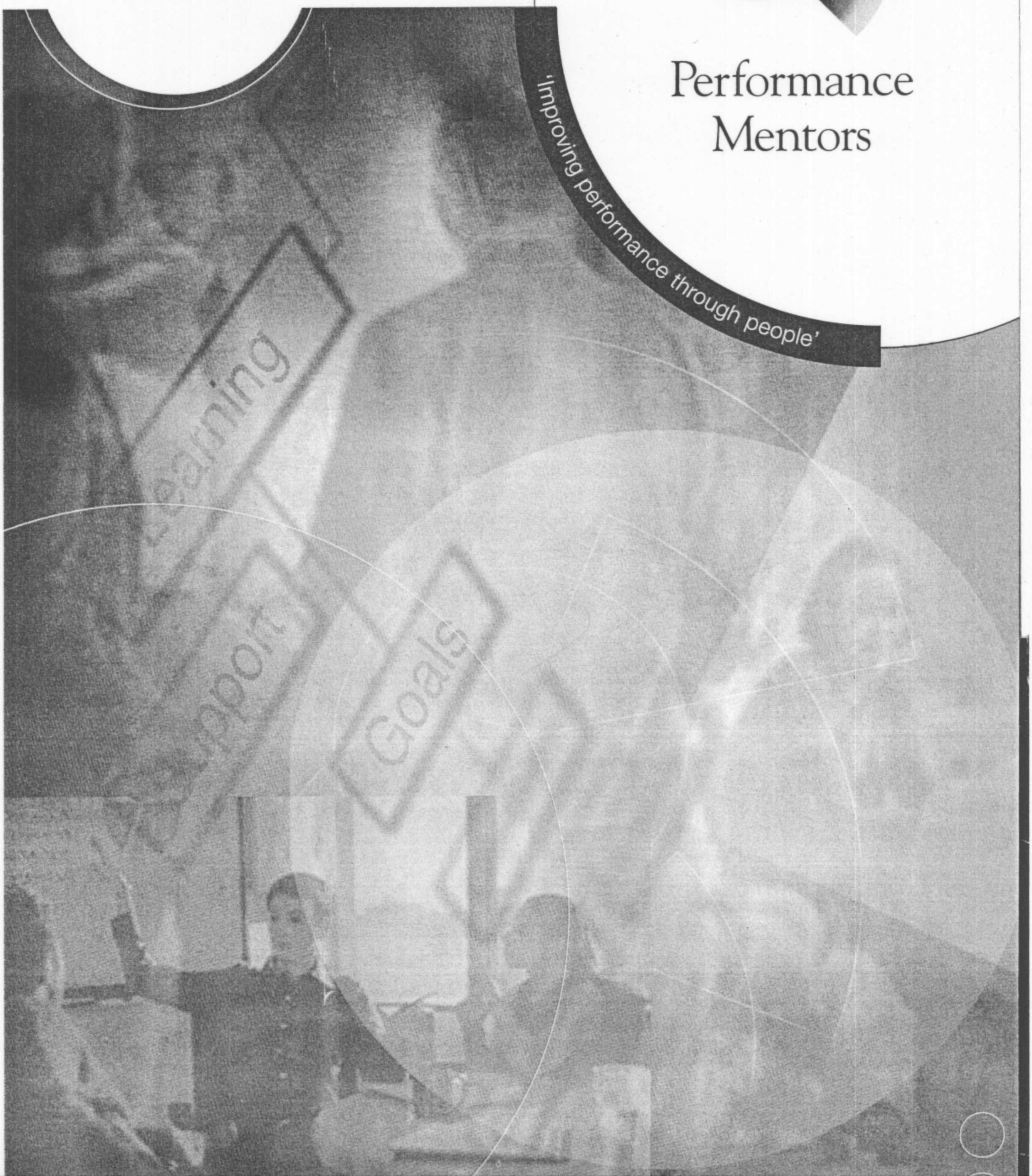
9/580 St Kilda Rd Melbourne VIC 3004

Appendix E

Mentoring Programme for Australian Universities and other Institutions

Performance
Mentors

'Improving performance through people'



Performance
Mentors

DEFINITIONS OF MENTORING

1. "Facilitated Mentoring is a deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed-upon goal of having the lesser skilled person grow and develop specific competencies."

   Margo Murray 'Beyond the Myths & Magic of Mentoring' 1993

2. "Mentoring refers to the process in which an individual has regular dialogue with, and receives advice from, a more experienced member of the organisation on a range of issues relating to the individual's job and career development."

   Gordon Anderson, 'Industrial & Commercial Training' Vol. 25 1993

3. "Off-line help by one person to another in making significant transitions in knowledge, work or thinking"

   Dr David Clutterbuck "The Global Perspective" (paper presented to the Australian Mentoring for Diversity Conference May 2001)

4. "Mentoring is the process by which one person assists another to grow and learn in a safe and understanding environment"

   'Bankstown Civic Services New Starters Mentoring Program' March2000

5. "Behind every successful person, there is one elementary truth: somewhere, somehow, someone cared about their growth and development. This person was their mentor."

   Dr Beverley Kaye 'Up is Not the Only Way' 1993

6. "Mentoring is a partnership between two people. It is a process of ongoing support and development which tackles issues and blockages identified by the mentoree."

Pearl Mentoring Program 1998

7. "Mentoring is a relationship, which gives people the opportunity to share their professional skills and experiences and to grow and develop in the process. Mentoring will take place outside a manager/subordinate relationship, in an environment of trust and support."

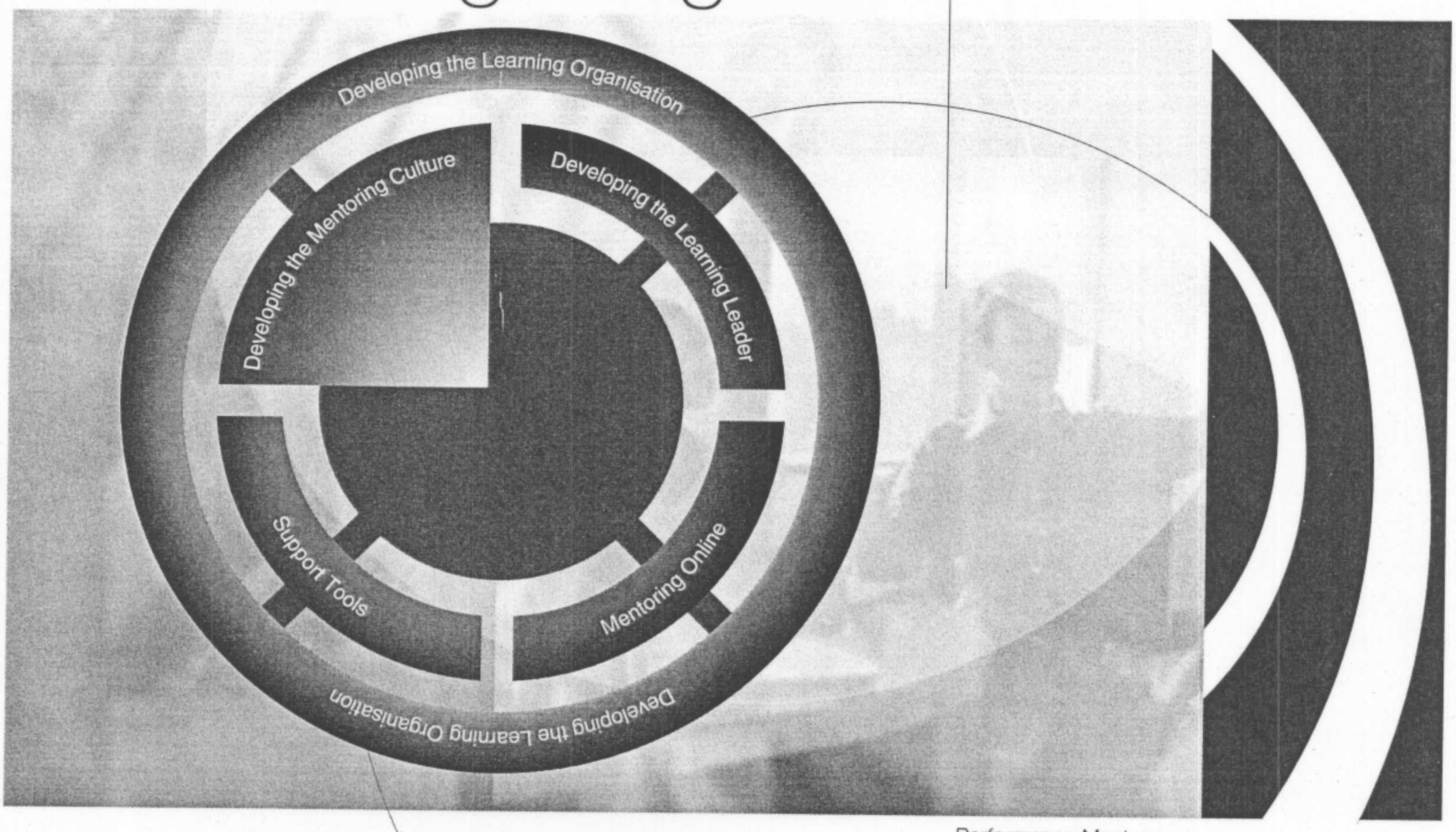
Qantas Mentoring Guidelines 2000

Custom designed
by Performance Mentors

Mentoring Programs

Performance Mentors
'Improving performance
through people'

Mentoring Programs



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Performance

Introduction

In the last eight years The Performance Mentors Pty. Ltd. has established a reputation as a leading Australian specialist in the areas of mentoring and coaching. These programs are not designed as 'stand alone' approaches, but as an integral part of the organisation's human resource strategies to **'improve performance through people.'**

We work closely with clients to clearly identify where mentoring and coaching can add the most value to business success and then develop customised programs and products to suit their special needs.

Programs can range from the traditional one-on-one approach to peer mentoring, group mentoring and 'open door' informal programs that are available to all staff. We use our national and overseas contacts to find the most up-to-date and appropriate resources to enable us to provide a quality service to our clients.

Mentoring for Recruitment and Retention

Program Overview	**Recruiting and retaining good staff is a costly and time-consuming exercise.** Linking an effective mentoring program to your recruitment and induction programs has been shown to: 1. Attract quality staff who are looking for extra development opportunities 2. Make staff feel welcomed and valued in the organisation 3. Ensure that they understand and adapt to the organisational culture 4. Increase productivity and work value 5. Provide an effective mechanism for identifying improvements to current processes and procedures.
Program Features	1. Closely linked with current recruitment and induction processes 2. Provides an effective one-on-one peer mentor for the first 3–6 months 3. Ensures that the roles of manager and mentor are clearly defined and supportive of each other 4. Carefully selects and prepares mentors for their roles to ensure maximum effectiveness 5. Establishes a balance between an informal approach and organisational needs and results.
Suitable for	Organisations that want to be known as an 'employer of choice' to attract and retain the best staff.
Duration	3–6 months then ongoing
Location	Australia wide
Investment	Negotiated according to level of customisation and participant numbers.

Mentoring for Career and Professional Development

Program Overview	
	How many of your staff are performing to their true potential? How many staff have mapped out a career path within your organisation? Using mentors to assist line managers in ensuring that key staff have the development opportunities and support that they need to learn and grow is a cost effective learning option. Mentors in this role also benefit by enhancing their management skills and learning more about other areas of the organisation.
Program Features	
	1. Linked to development needs identified through performance management and career planning systems 2. Matches the mentoree with a mentor from another business unit 3. Provides one-on-one personal support and coaching 4. Both parties are prepared for their roles through training 5. Monitoring and evaluation ensure measurable results.
Suitable for	
	Organisations that recognise the need to provide a range of ongoing development opportunities that maximise the potential and productivity of their staff.
Duration	
	6–12 months then ongoing
Location	
	Australia wide
Investment	
	Negotiated according to level of customisation and participant numbers.

Mentoring to Develop Effective Managers

Program Overview	
	It costs a great deal of time and money to develop really, effective managers. Careful selection and quality training courses are a start but having an established and respected role model/manager as a mentor can double the impact of these. The mentor shares his/her own knowledge and experience of leadership and management and encourages the manager in applying the theory from the training course into the workplace.
Program Features	
	1. Usually linked to a management development program or assessment of capabilities 2. Mentors carefully selected and prepared for their role 3. Line managers involved and supportive of the program 4. Individual learning plans established and monitored 5. Uses internal resources and is very cost effective.
Suitable for	
	Organisations that need to maximise the competence and confidence of managers at all levels in order to achieve business success.
Duration	
	6–12 months then ongoing
Location	
	Australia wide
Investment	
	Negotiated according to level of customisation and participant numbers.

Mentoring to Develop Future Leaders

Program Overview	
	What is the age profile of your leadership team? Do you have a clear and effective strategy to identify high potential staff and then prepare them as leaders of the future? Mentoring has proved to be a highly effective support strategy in the development of leaders at all levels of the organisation. Our programs provide clear objective strategies for identifying staff with leadership potential. They also provide a leadership development model that ensures that manager, mentor and executive team are all working together to ensure that the right people are in the right place at the right time!
Program Features	
	1. A clear, objective and open process for selection of potential leaders 2. Strong links to business goals and future strategic direction 3. Mentor and manager's role clearly identified and established as integral components of the whole program 4. A variety of learning and development experiences are provided to meet individual needs 5. Ongoing monitoring and assessment of development.
Suitable for	
	Organisations that see the value in developing their internal leadership capability.
Duration	
	6–12 months then ongoing
Location	
	Australia wide
Investment	
	Negotiated depending on the extent of the program and participant numbers.

Open Door Mentoring

Program Overview	
	This program is designed to open up mentoring to all employees and all levels of the organisation (instead of just specific target groups). It encourages and supports employees, at any level, who feel they would benefit from finding an appropriate mentoring/coaching partner and establishing an effective relationship.
Program Features	
	1. 'Just-in-time' and flexible delivery 2. User driven, thus reducing the time and cost of HR support 3. Designed to identify and meet individual learning needs 4. Online computer support provided to find and link up with an appropriate mentoring partner 5. Information and support documents ensure staff know how to set up and maintain an effective mentoring relationship 6. Program produces reports on numbers and progress.
Suitable for	
	Organisations that want to improve performance through developing their people and building a learning culture
Duration	
	6–12 months then ongoing
Location	
	Australia wide
Investment	
	Licence fee based on number of participants.

Appendix F

Australian Vice Chancellors' Committee

University Gender Equity Policy/Targets

equity plan 2001-2005

Equity Section

Queensland University of Technology

Contents

>> Context

Objective 1
Institutional commitment

Objective 2
Student diversity

Objective 3
Student inclusivity and support

Objective 4
Staff equity

Objective 5
Research & community service

Context of the Equity Plan

Equity means fairness and a fair go for all. At QUT, equity is defined in terms of the individual rights of staff and students and in terms of a broader goal regarding the pursuit of social justice. Treating people equitably does not mean treating them all the same. QUT strives to promote equality of outcomes for its staff and students by recognising that social disadvantage creates barriers to success, and that targeted attention to overcome these barriers is a necessary precursor to true equality.

QUT will positively support cultural and social diversity in its staff and student body, will provide an educational and work environment which promotes the principles of equity and social justice, and will ensure that QUT graduates possess a sense of community responsibility.

Priority strategic issues include dealing with poverty as a barrier to university study and increasing respect for cultural diversity within the University community.

Consequently this plan outlines major strategies and targets related to student poverty, and to promoting cultural diversity.

This plan also covers other staff and student issues, consistent with the requirements of DETYA and the Equal Opportunity for Women in the Workplace Agency.

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| equity plans | equity home | QUT home |
| equityenq@qut.edu.au |

This page last updated 21 January 2001

equity plan 2001-2005

Equity Section

Queensland University of Technology

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Objective 1
Institutional commitment

Objective 2
Student diversity

Objective 3
Student inclusivity and support

>> Objective 4
Staff equity

Table 2
Targets for women staff

Objective 5
Research & community service

Objective 4:
Staff equity

QUT will ensure a more culturally and socially diverse staff body by providing selection, promotion, career development and management processes which reflect principles of equity, and by providing affirmative action programs for staff in equity target groups.

Strategy 4.1

Attain percentages of employed staff from equity groups more comparable to community representation.

Target 4.1a

By 2004, fully implement an Aboriginal Employment Strategy.

Strategy 4.2

Provide staff policies and procedures which encompass principles of equity.

Target 4.2a

By 2002 increase the percentage of selection panel chairs who are trained to 90 per cent.

Target 4.2b

Implement equity-related recommendations arising from the Employee Opinion survey of 1999.

Strategy 4.3

Provide support programs and career development programs for staff in equity groups.

Target 4.3a

From 2001, continue the development of the women staff and NESB staff networks.

Strategy 4.4

Reduce the incidence of, and provide avenues of redress for, harassment and discrimination affecting staff and/or students.

Target 4.4a

By 2003, at least 50 per cent of managers will have been trained in prevention and handling of equity-related grievances.

Target 4.4b

Continue to increase the proportion of grievances resolved at the conciliation level.

Strategy 4.5

Measure and improve key indicators of progress for staff in equity groups.

Target 4.5a

By 2005 achieve the percentage targets for as per Table 2.

equity plan 2001-2005

Equity Section

Queensland University of Technology

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> Table 2
Targets for women staff
Objective 5
Research & community service

Table 2:
Targets for women staff

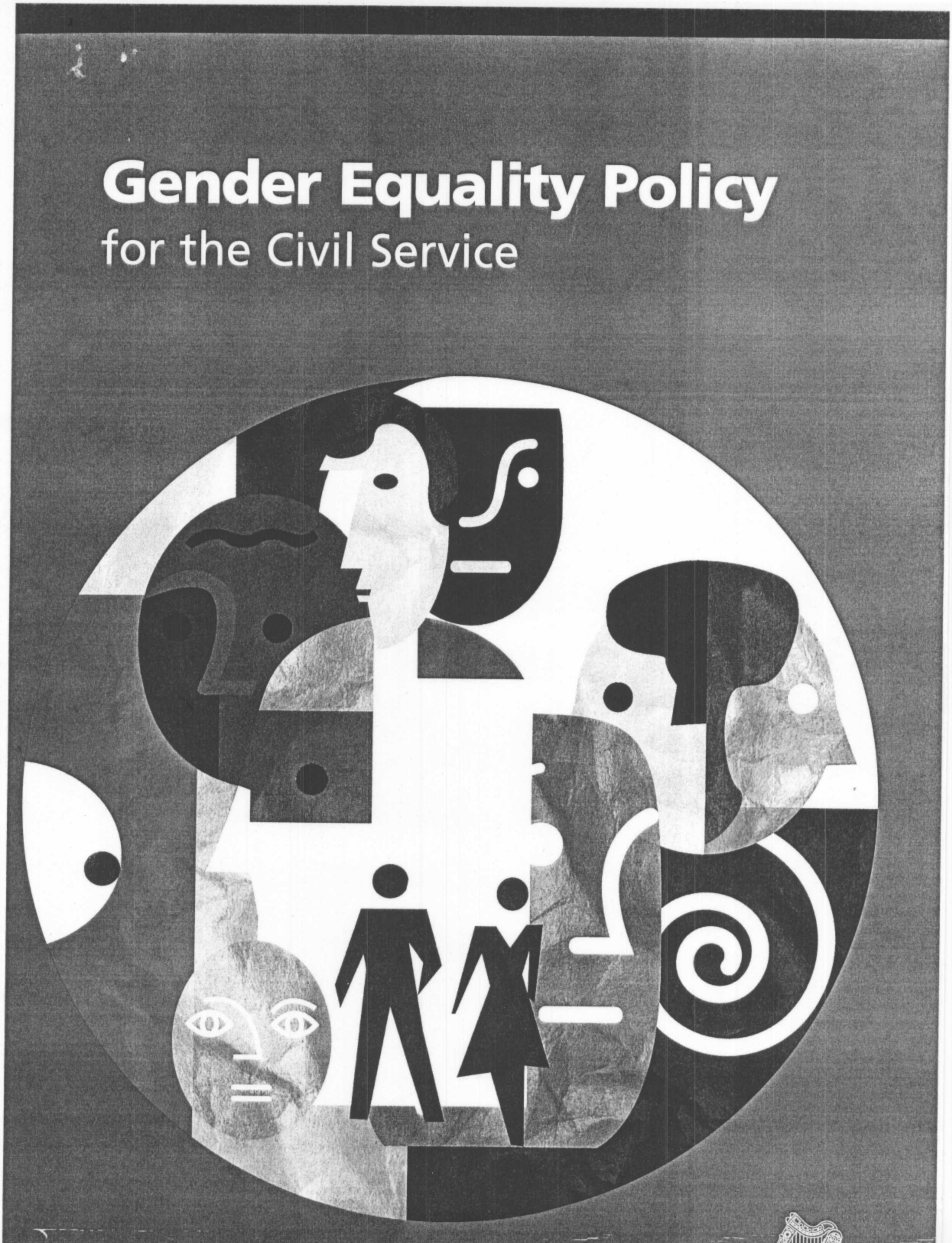
Category			1999 %	Target for 2005
1.	The proportion of women employed in senior academic positions (ie at academic level C and above)		24	33
	1a	Increase the proportion of advertised senior academic positions filled by women	43	50
	1b	Increase the proportion of applications for promotion on personal merit from women	42	50
	1c	Increase the ratio of female to male academic staff who are tenured at academic levels A and B	0.82	1.00
2.	The proportion of women employed in senior general staff positions (ie at levels 10 and above)		36	45
	2a	Maintain the proportion of advertised senior general staff positions filled by women at above 50%	53	>50
	2b	Increase the proportion of women employed in general staff middle management positions (ie at HEW levels 7 to 9)	47	50
3.	Improve academic women's access to career development opportunities by way of the following:			
	3a	Increase the proportion of applications for research grants from women	32	40
	3b	Increase the proportion of professional development programs (of more than 20 days) undertaken by women	39	50
	3c	Increase the proportion of higher duties or concurrent appointments undertaken by women	42	50
	3d	Increase the ratio of female to male academic staff with PhDs	0.66	0.75
	3e	Increase the proportion of academic selection panel members who are women	42	50
4.	Improve general staff women's access to career development opportunities by way of the following:			
	4a	Maintain the proportion of professional development programs undertaken by women at 50% or more	66	>50
	4b	Maintain the female proportion of those undertaking higher duties or concurrent appointments at above 50%	62	>50
	4c	Increase the proportion of general staff selection panels chaired by women	40	45
5.	The proportion of female members on centrally convened University decision-making committees		45	50

Appendix G

Gender Equality Policy for the Irish Civil Service:

Appendix on Affirmative Action

Gender Equality Policy
for the Civil Service



Making Gender Equality Happen

Guidance on Affirmative Action in Gender Equality

1 Introduction

1.1 The Gender Equality Policy and strategic objectives form part of the integrated Human Resource Management (HRM) Policy for the Civil Service and apply to all staff, including professional and technical grades. Setting strategic objectives and equality goals are key elements for achieving gender equality in the Civil Service. They will provide an effective means of focusing action and of measuring progress towards achieving gender equality.

1.2 Affirmative action in the main HRM policy areas will be aimed at addressing the under-representation of women and overcoming obstacles to career progression, and at realising the full potential of civil servants, regardless of their gender. Goals will be challenging, yet realistic. The merit principle in relation to recruitment and promotion will be fully respected.

1.3 This document, *Making Gender Equality Happen*, is a guide to best practice in affirmative action for Departments seeking to address gender imbalance and is designed to assist in achieving the policy objectives set out in *Gender Equality Policy for the Civil Service*. The document *Monitoring Gender Equality* sets out the structure of accountability and responsibility for the delivery of gender equality objectives and initiatives in the Civil Service.

2 Setting Strategic Objectives

2.1 On the basis of the evidence presented in the report *Gender Equality in the Civil Service*[1], it is clear that the Civil Service's commitment to gender equality has not of itself been sufficient to ensure gender balance, especially in senior management grades.

2.2 The report identified the under-representation of women in the Assistant Principal grade as a particular bottleneck to the advancement of women to senior management levels within the Civil Service. It highlighted that the percentage of women in the Assistant Principal grade increased by only 1%, from 23% to 24%, in the period 1987 to 1997. In the same ten year period, the percentage of women in the Principal Officer grade increased from 5% to 12%. In June 2000 the percentages of women in the Assistant Principal and Principal Officer grades increased to 26.6% and 16%, respectively, but are still unacceptably low.

[1]. *Humphreys P., Drew E., Murphy C., Gender Equality in the Civil Service, Institute of Public Administration, 1999*

2.3 A more focused and dynamic approach is needed to achieve gender equality and to ensure that it is sustained in the long term. A mechanism is also required to provide a stimulus for a programme of measures to achieve the policy objectives in gender equality, together with a means both of measuring the effectiveness of such initiatives and of comparing with other organisations addressing similar issues. The setting of strategic objectives and equality goals is such a mechanism.

2.4 The Government decision of July 1999, which was taken in the light of the report, requires Departments to set strategic objectives in their Strategy Statements for gender equality for all staff, as part of the integrated HRM policy. Departments are also required to set equality goals for promotion grades where women are under-represented. In particular, goals are required for the eventual achievement of a gender balance in senior management and senior professional and technical grades. These goals must be set over a time frame which is both realistic and demanding, given the base from which the Department is progressing and having regard to the policies and actions necessary to achieve them.

2.5 Under the Government decision, the equality goals apply in particular to Assistant Principal and Principal Officer grades, including equivalent senior professional, technical and departmental grades.

2.6 While the 1999 Government decision requires Departments to set equality goals for a more balanced representation of women in all senior management grades, including senior professional and technical grades, a further Government decision in June 2000 set an equality goal for the Civil Service of one third of Assistant Principal posts to be filled by women within five years. This overall equality goal is not a ceiling. Where Departments have achieved or are close to achieving the 33% goal, the Government requires those Departments to set goals which allow for greater progress to be made towards the achievement of gender equality.

3 Supporting Strategic Objectives

Affirmative action initiatives

3.1 In order to underpin the strategic objectives and equality goals, Departments are required to draw up a series of specific measures to be implemented during the period of the Strategy Statement. These supporting measures will consist of affirmative action initiatives in the main HRM policy areas:

- recruitment
- placement and mobility
- training and staff development
- promotion
- work and family issues
- language in publications
- harassment, sexual harassment and bullying.

Guidelines on best practice for affirmative action under each of these policy areas are set out in the remainder of this document.

3.2 Departments should note that the Employment Equality Act, 1998 permits measures to be taken to promote equal opportunity, in particular by removing existing inequalities which affect women's opportunities in the areas of access to employment, vocational training and promotion, and working conditions.[2] Examples of the consequences of existing inequalities in the Civil Service are:

- under-representation of women in certain grades and areas
- low participation rates by women in certain competitions.

3.3 It will be necessary to ensure that the initiatives taken will do everything possible to achieve the objectives and goals. Implementing affirmative action initiatives, evaluating the outcome of these initiatives and measuring progress towards achieving the stated strategic objectives and goals will be an on-going process. Departments may find that, as they assess their progress towards their objectives over the period covered by the Strategy Statement, there may be a need to undertake more detailed examinations of particular areas and policies within their organisations.

Data requirements to support the development of strategic objectives and equality goals

3.4 Factual information will be needed to assist in setting strategic objectives and equality goals. The data required will depend on the particular circumstances in each Department.

[2]. *Section 24, Employment Equality Act, 1998: "The provisions of this Act are without prejudice to measures to promote equal opportunity for men and women, in particular by removing existing inequalities which affect women's opportunities in the areas of access to employment, vocational training and promotion, and working conditions."*

3.5 In order to set equality goals for senior management grades, including senior professional and technical grades and, in particular, the goals for Assistant Principal grades, Departments will need to establish and evaluate basic data, such as:

- numbers of men and women in each grade
- staff participating in promotional competitions and obtaining promotions in the context of the gender profile within the Department
- potential flows within Departments, that is, the probable movement of staff at each grade, from HEO level and upward, as a result of vacancies arising through retirement and promotion over the next 3 or 5 years.

3.6 As initiatives in the HRM policy areas are implemented, more detailed information and research may be required, such as:

- distribution of men and women across divisions
- staff participation in training and staff development initiatives
- take-up of family-friendly working initiatives and the impact this may have on career progress
- reasons why staff who are eligible for promotion do not apply.

3.7 Increased participation by women in promotion processes will have a significant role in achieving gender equality in all grades where women are under-represented. As this is a key factor, Departments will need to develop a body of information on promotions in order to assess progress towards achieving the gender equality strategic objectives. Such information could include:

- an analysis of participation rates in promotion competitions and reasons for the under-participation of any group
- an analysis of the experience of women in relation to the selection process.

This type of information will be particularly important in relation to senior management grades, including senior professional and technical grades.

3.8 Examples of Strategic Objectives and Equality Goals and an extract from a Department's Strategy Statement are in the Appendix.

4 Recruitment

4.1 The Civil Service Commission recruits the majority of staff for Departments. Local recruitment is the means of entry into the Civil Service of a small, but not insignificant, number of temporary staff. Departments undertaking local recruitment need to ensure that their recruitment policies, procedures and practices are in line with the Gender Equality Policy. As employers, Departments also have an obligation to ensure that procedures and practices used in the recruitment of their staff, whether carried out by them or on their behalf, are in compliance with the Employment Equality Act, 1998.

4.2 Departments must ensure that there is no discrimination on the grounds of gender in the recruitment of staff. In order to ensure best practice is being followed, Departments may need to implement measures, such as:

- the provision of training in good recruitment and selection techniques to staff involved in these processes
- testing and interview practice with special emphasis being placed on ensuring that all those involved in all aspects of recruitment are sufficiently aware of, and sensitive to, gender issues
- the collection of relevant information, in a systematic and appropriate manner, at the initial stages of a recruitment process and monitoring through the subsequent stages, to ensure that gender equality policies are properly implemented; this information would include: the job description and selection criteria for the grade or post; a record of the marking scheme and appropriate notes of interviews and final selection decisions
- regular monitoring of screenings, tests and interviews to ensure that they are being conducted in accordance with the Gender Equality Policy.

4.3 Recruitment models based on those in use by the Civil Service Commission provide a sound basis for individual departmental policies and also reflect the benefit of the ongoing research by the Commission into best practice recruitment models.

4.4 The composition of interview boards has been identified as a key factor in studies on gender equality issues. Given this fact, it is highly desirable that an effective overall gender balance, and not just a mix of gender, is achieved on recruitment boards. In practice this means that Departments should aim for a balance between men and women over the totality of interview boards. Where there are a number of boards, for example, some boards might have a majority of women to ensure gender balance in the overall selection process.

4.5 The Civil Service Commission will continue to examine all aspects of the recruitment and promotion systems for which they are responsible to ensure that they are in line with the Gender Equality Policy.

5 Placement and Mobility

5.1 Varied work experience is an important component of staff development policies. Well developed placement and mobility policies enable staff to obtain a range of job experience which will develop their abilities and help them to compete effectively for promotional opportunities.

5.2 Best practice suggests that each Department should have a formal, open and transparent policy on placement and mobility which ensures that gender bias does not influence the assignment of staff within a Department. Formal policies should allow provision to be made for specific measures to be taken, within a defined timeframe, to achieve a gender balance in areas where a significant imbalance exists. Such formal policies should form part of the integrated HRM strategy for the organisation.

5.3 Best practice in strategic placement and mobility policies aims to achieve a systematic and objectively based approach to the allocation of staff to posts. Such policies should, within the context of the business objectives of Departments, reflect the skills and competencies of individuals and make a definite contribution to their professional development.

5.4 The current distribution of male and female staff by division, areas of work, geographical location and other appropriate organisational level, may indicate whether gender stereotyped attitudes influenced posting decisions in the past. It is particularly important that women are afforded the full range of job opportunities appropriate to their skills and competencies and are not confined to what might have been considered previously as suitable postings, to the exclusion of opportunities in core functional and policy making areas of Departments. It is also important that staff availing of family-friendly working arrangements, such as Worksharing, are afforded a wide range of job opportunities.

5.5 As an initial step, a policy on placement and mobility which relates placement (in whole or in part) to the skills and competencies of the individual should be developed on the basis of information gained from the implementation of the Performance Management and Development System.

6 Training, Education and Personal Development

6.1 The development of training initiatives to support gender equality objectives is integral to the effective achievement of these objectives and to overcoming barriers which currently inhibit the progression of women in their careers as civil servants.

Raising awareness of Gender Equality issues

6.2 Training is essential for:

- creating an awareness of the issues and benefits of the Gender Equality Policy
- promoting changes in attitude and challenging assumptions based on gender
- encouraging all staff to support and implement the policy
- ensuring that the Gender Equality Policy is integrated into all HRM policies and procedures.

6.3 Raising awareness of the issues and, especially, the benefits of gender equality policies among all staff is critical to the successful implementation of these policies. Departments should consider training in awareness raising for all staff and, in particular, for management grades.

Roles of the Human Resource Unit, management and staff

6.4 The successful implementation of equal opportunities policies will require assistance, advice and support from the Human Resource (HR) Unit for staff and managers alike. Priority should be given to the general improvement of HRM skills and to encouraging the acquisition of professional qualifications by staff in the HR Unit, in order to ensure an effective and efficient response to the demands for these services.

6.5 While the HR Unit will provide support in implementing gender equality policies, specific equality training should be considered for managers and supervisory staff, as they have the lead role in the implementation of these policies.

6.6 Responsibility for career and personal development rests jointly with individuals and their managers. The Performance Management and Development System, which supports the career and personal aspirations of civil servants, provides a structured approach for:

- identifying the individual skills and competencies required
- addressing these requirements through training and other appropriate means.

Management should also ensure that all staff are informed of and encouraged to pursue other career and personal development opportunities which may be available and for which they may be eligible.

Training programmes

6.7 All service-wide and departmental training courses should be examined to ensure that they are gender 'mainstreamed', that is, that the gender equality aspect of HRM issues are considered in the development and implementation of all training courses.

6.8 Training to support specific initiatives should be undertaken, for example, training on non-discriminatory assessment techniques for persons involved in recruitment and promotion processes.

6.9 Training may take a variety of different forms, such as: on-the-job and off-the-job training, mentoring systems, formal or informal coaching and further education.

6.10 One measure which Departments may consider useful in addressing existing inequalities is single sex training, such as: training designed to encourage participation in promotion processes; training in numerical analysis for posts in planning and policy development areas and in I.T. areas. Such measures are consistent with the Employment Equality Act, 1998.[3]

Access to training

6.11 Departments must ensure that there is equality of opportunity in access to training. Departments should review eligibility criteria for training and development courses to ensure that they are not discriminatory. In particular, Departments may need to examine the operation of the refund of fees scheme and the selection criteria used in the allocation of refunds. Measures may need to be taken to identify and eliminate other barriers to access to training, such as those experienced by staff in decentralised locations and staff who are availing of family-friendly working arrangements.

[3]. *Section 24, Employment Equality Act, 1998*

6.12 The nature and uptake of training should be monitored to examine whether gender assumptions are adversely influencing decisions with regard both to the types of training being provided and to the participation by staff. It may also be necessary to establish whether these decisions are being made by the staff themselves or by their managers.

Monitoring training

6.13 In order to monitor training it will be necessary to maintain data on matters such as:

- nature of training provided
- participation by gender and grade, division and geographical location
- uptake of the refund of fees scheme, by gender, division and type of course.

6.14 Departments will also need data on training to assist in:

- evaluating the effectiveness of specific training initiatives, such as raising awareness of equality issues and increasing participation rates in promotion processes
- measuring progress towards achieving gender equality objectives.

7 Promotion

7.1 Promotion systems have developed over the years and continue to respond to the changing needs of the service, reflecting best practice as it evolves[4] and the need for increasing transparency. Interdepartmental promotions are conducted by the Civil Service Commission up to the Principal Officer grade. The Top Level Appointments Committee oversees promotion to Assistant Secretary and Secretary General grades.

7.2 Increased participation by women in internal and interdepartmental competitions will have a significant role in achieving gender equality at senior management levels. As the majority of promotions in the service are through internal departmental promotion processes, Departments should ensure that these processes reflect best practice in equality of opportunity.

4. 'Best practice' changes over time; the following are examples of such changes: balancing the written and oral parts of competitions, the use of structured interviews, making sure that the content of the written paper is relevant, better record keeping, identifying job competencies and providing structured feedback to staff.

7.3 **The fundamental principle underpinning any promotion process based on equality of opportunity is that all promotions, whether by competition or other agreed methods, are based on merit[5].**

7.4 Best practice to ensure promotion systems are free of gender bias also requires:

- transparency at all stages of the process, from assessment of suitability for promotion through to publication of information on participation rates and outcomes
- the use of a formal system of assessment for promotion, which ensures that such assessments are not influenced by gender stereotyped assumptions
- assessment of suitability for promotion to be based on the ability to fulfil the criteria for the grade or post[6]
- criteria for all promotions to be based on the essential requirements of the grade or post, competencies to be described in easily understood language, and this information to be generally available to staff
- other features of the process, such as job descriptions and marking schemes, to be open and transparent so that they do not favour one gender over the other, whether inadvertently or otherwise.

7.5 Departments are required to set goals for the participation of women in promotion processes and actively to seek their increased participation, in pursuit of the achievement of the strategic objective of increased representation of women at senior management levels. These goals should take into account the distribution of male and female staff at different grades and general participation rates in promotion competitions.

7.6 Managers and supervisors will have the lead role in informing staff and encouraging them to compete in promotion competitions for which they are eligible. They will also be in a position to address any experience or performance barriers to promotion which are identified through, for example:

- performance assessment
- formal assessment for promotion

5. See "Equality Legislation" in the Background to the Gender Equality Policy.
6. General criteria would normally be drawn up in respect of grades, such as: HEO, AP; certain posts may have particular criteria, for example: training posts, press officer.

- feedback from staff participating in promotion processes
- feedback from staff who do not participate in promotion processes.

Managers and supervisors will be supported by the Human Resource Unit in this role.

7.7 A formal system of assessment for promotion already exists in respect of certain grades and could be developed for all grades.

7.8 The recommendations made in section 4 on good practice in Recruitment, apply equally to promotion processes. These recommendations apply to all promotion processes, whether by competitive or other methods, and to all stages of these processes.

7.9 It is important that people involved in promotion processes are aware of their obligations under equality legislation and of the practical implications of these obligations, such as the importance of maintaining proper records. Training and monitoring may be needed to ensure that assessment and promotion decisions are made in a non-discriminatory manner and that they are not influenced by assumptions about issues such as future career intentions, mobility, family responsibilities, atypical working patterns, career breaks and possible length of future service.

7.10 Departments should encourage and facilitate the development of organised mentoring systems, as part of their integrated HRM policy, as a useful tool in assisting staff to pursue promotional opportunities. Mentoring could be especially useful for staff who are unfamiliar with formal promotion procedures and practices.

7.11 Where changes in promotion processes take place, the changes should be supported through training for managers and staff.

8 Balancing Work and Family Responsibilities

8.1 In implementing the Gender Equality Policy, Departments must pay particular attention to creating and maintaining a family-friendly working environment that allows all staff to balance work and family responsibilities.

8.2 Staff with family responsibilities are likely to have greater difficulties regarding attendance arrangements than other staff. It is clear from research on gender equality in the Civil Service that, traditionally, the pressures of family responsibilities have fallen very largely on women and,

as a result, have restricted women's opportunities for promotion. A policy to promote equality of opportunity must recognise the particular difficulties faced by female staff as a result of family responsibilities. Many women choose not to pursue their careers to the full because of difficulties in reconciling family and work commitments.[7] For the Civil Service, this represents a serious loss of return on human resource investment, particularly given the years of experience gained by most of these women. Such a loss raises major efficiency as well as equality issues and is a problem which needs to be seriously addressed.

8.3 It must be stressed that the introduction of family-friendly arrangements is of major advantage to management as well as to staff. Research in many organisations has shown that, where employees at all levels can balance the demands of work and family life, increased productivity and efficiency will be the result. There is also likely to be a reduction in sick leave and absenteeism. In a tightening labour market, the creation of a family-friendly working environment provides a definite advantage for organisations in recruiting and retaining staff. Further development of family-friendly working arrangements throughout Departments will bring these and other benefits to the Civil Service.

8.4 Significant progress has already been made by the Civil Service in creating a family-friendly working environment in Departments. A number of schemes have been set up, including Worksharing, Termtime, career breaks, paternity and special leave. In addition, the availability of flexible working hours for most grades has also helped staff at those grades to balance work with personal needs and responsibilities. The Government announcement in Budget 2001 of substantial funding for a civil service childcare initiative will also help staff with families. The schemes operating in the Civil Service are in addition to statutory rights under maternity protection, adoptive and parental leave legislation.

8.5 Further progress depends on the working culture within Departments being changed. Departments must support the development of an environment in which flexible arrangements are seen as part of the normal patterns of work. Allowing staff to work flexibly requires that management itself be flexible in organising its own work and that of staff. In this context, the 'long-hours culture' also needs to be addressed. Management should make certain that such extra attendance only occurs where strictly necessary. For their part, staff must also recognise that flexible working arrangements have to be subject to the principle that the services provided by Departments to the Government and the public cannot be adversely affected. It will be essential for staff to take responsibility for their jobs and for the delivery of service goals.

[7]. *Table 4.27, 'Gender Equality in the Civil Service': Humphreys et al*

8.6 In order to support the development of a family-friendly working environment throughout Departments, while maintaining quality of service, management should:

- ensure that staff at all levels are fully aware of the family-friendly schemes and the opportunities for flexible working
- examine how their Department could operate flexible working arrangements for all staff to a greater extent than at present
- give positive consideration to individual requests from all staff who may need more flexible attendance patterns, as is already being done by a number of Departments
- consider other steps to encourage equality and career advancement; for example, management should, as far as possible, allow individual staff members to continue family-friendly working patterns on promotion.

8.7 Research has identified negative staff and management attitudes to people who work flexible patterns. The research identified a view held by some people that, by working to a flexible pattern, staff are showing a lack of commitment to the job, even though there is no evidence to support this view. Research has also shown that particularly strong criticism may be directed at people in higher grades who participate in these schemes. These critical views can often be held by other staff as well as by management. This type of criticism can lead to discrimination in work and promotion opportunities for staff who work a flexible pattern. As more women than men may participate in family-friendly schemes, this discrimination could well undermine Departments' efforts to achieve greater gender equality. Active promotion by management of the flexible working arrangements which are in place, together with acknowledgement of the benefits to the organisation of these arrangements, will do much to counteract these negative attitudes.

8.8 Departments should also be aware of their obligations under the Organisation of Working Time Act, 1997, in particular, in respect of maximum weekly working hours. Section 15 of the Act states that an employer shall not permit an employee to work more than an average of 48 hours in a week (averaged over a 4 month period).

8.9 Departments should note that the Employment Equality Act, 1998 prohibits discrimination on the ground of family status.[8]

[8]. The Employment Equality Act, 1998 outlaws discrimination on nine grounds: gender, marital status, family status, sexual orientation, religious belief, age, disability, race and membership of the Traveller community.

9 Language in Publications

9.1 The use of non-discriminatory language in all documents, for both internal and external use, is essential, as language plays an important role in conditioning attitudes. The term document in this context includes display materials and photographs, as well as material in electronic form.

9.2 Words which have no gender, e.g. "person" and "applicant" and/or language which specifically refers to both genders, for example "he or she", should be used as far as possible.

10 Inappropriate Behaviour, including Harassment, Sexual Harassment and Bullying

10.1 The Civil Service is committed to the development and maintenance of a positive working environment where colleagues and clients are treated with respect and dignity. In maintaining this positive environment, there is an onus on all staff to ensure that their behaviour in the workplace is appropriate to the business environment and that they are polite and courteous in all their dealings with colleagues and clients.

10.2 Where offices are staffed mostly by one gender it is particularly important that steps are taken to prevent the development of an atmosphere which may be difficult for staff of the other gender to work in. If such a situation is allowed to develop, it could hinder the implementation of gender equality initiatives and could also lead to problems of bullying or harassment.

10.3 Every employee has a right to carry out her or his duties free from any form of harassment, sexual harassment or bullying. Harassment, sexual harassment and bullying are unacceptable forms of behaviour, and are in many instances illegal. Such behaviour is in breach of civil service policy. It harms professional working relationships, undermines morale and damages efficiency in the workplace.

10.4 The document *A Positive Working Environment* sets out the Civil Service policy in this area and explains the types of behaviour that constitute harassment, sexual harassment and bullying. It sets out the steps that can be taken by staff in making a complaint of harassment, sexual harassment or bullying and the procedures that should be followed in investigating a complaint. It also outlines the provisions of the Employment Equality Act, 1998 in relation to the statutory offences of harassment and sexual harassment.

10.5 Managers must ensure that all members of staff are aware of these guidelines. Staff should be assured that all complaints will be dealt with promptly and sympathetically, with due regard to the sensitivities of the complainant and the rights of the person against whom the complaint has been made.

10.6 Staff should be made aware that spoken words, gestures or the production, display or circulation of material which is unwelcome and which could reasonably be regarded as offensive, humiliating or intimidating may constitute harassment[9] under the terms of the Employment Equality Act, 1998 and may, therefore, carry certain legal consequences.

10.7 Departments should ensure that their policy on the use of communications systems, particularly e-mail and the Internet, specifically prohibits the dissemination of inappropriate and potentially offensive material. Such policies should provide for monitoring of the use of potentially offensive material, and where required, for specific disciplinary action in relation to the dissemination of such material.

10.8 Managers and supervisors are obliged to uphold these guidelines as an integral part of their responsibilities. They must take all reasonable steps to prevent harassment, sexual harassment or bullying in their areas, take seriously any complaints which are made to them, take appropriate action where incidents occur in their areas and apply the procedures set out in the guidelines: *A Positive Working Environment*.

10.9 In implementing the policy, Heads of Departments and Offices are also obliged to notify Personnel Officers of their specific duties arising from these guidelines in relation to the fair and thorough investigation of any complaints which may be referred to them and to ensure that appropriate training initiatives are developed to counteract harassment, sexual harassment and bullying.

[9]. Sections 23 and 32 of the Employment Equality Act, 1998 refer to sexual harassment and harassment, respectively.

Appendix

Examples of Strategic Objectives

To implement a best practice gender equality strategy through:

- raising awareness of gender equality issues and benefits, by targeted training, especially at management grades
- a more balanced distribution of men and women across the organisation, by developing and implementing a formal placement and mobility policy
- improving levels of participation by women in competitions at all grades, by targeted training and development programmes
- open and transparent recruitment and selection processes, by training staff involved in these processes
- recognising that staff need to achieve a balance between work and other responsibilities, by focusing on outputs achieved and by taking action to address the 'long hours' culture.

Examples of Equality Goals

Department A

- to increase female representation in the Higher Executive Officer grade from 36% to 42% within 3 years
- to increase female representation in the Assistant Principal grade from 27% to 33% within 5 years
- to increase female representation in the Principal Officer grade from 15% to 20% within 3 years.

Department B

- to increase female representation in the Higher Executive Officer grade from 42% to 47% within 3 years
- to increase female representation in the (AP equivalent) Departmental Grade from 32% to 36% within 3 years
- to increase female representation in the Principal Officer grade from 20% to 24% within 4 years.

Department C

- to increase female representation in a (HEO equivalent) Professional grade from 40% to 45% within 3 years
- to increase female representation in the (AP equivalent) Departmental grade from 20% to 23% within 3 years
- to increase female representation in the Principal Officer grade from 10% to 14% within 5 years.

These examples are for illustrative purposes only.

Extract from Statement of Strategy 2001-2003 Department of Enterprise, Trade and Employment

Objective 5 (iv)

To develop and implement a best practice equality strategy in the Department.

Equality legislation prohibits discrimination in the work place on nine distinct grounds: gender, marital status, family status, sexual orientation, religious belief, age, disability, race, and membership of the Traveller community. The Department is fully committed to these principles in its dealings with customers and staff. In furtherance of this commitment the Department will, where necessary, pursue non-discriminatory affirmative actions in pursuit of equality over the period of the Strategy Statement.

In pursuit of equality the Department will:

- Through a cross-divisional Equality Working Group under the Partnership Committee, prepare a comprehensive Equality Statement for the Department
- Endeavour to achieve, through the actions indicated, improved ratios of male/female posts in the following key grades in the Department:

  Principal Officer
  From 10% to 15% in three years and 20% in five years

  Assistant Principal
  From 26% to 31% in three years and 35% in five years

  - address low female participation in competitions for promotion through targeted training and development programmes
  - adopt clear criteria for all internal promotion interviews and provide training for interviewers
  - embed a culture where recognition is based on outputs achieved and which supports family-friendly working practices and working hours
  - encourage equality in career advancement by facilitating, where possible, continuance of individual atypical working patterns on promotion.
- Promote a culture which ensures that all employees work in an environment free from incidents of harassment and bullying, supported by adequate investigative and disciplinary procedures.
- Enhance practical supports, environmental or otherwise, which facilitate the full participation of employees with disabilities in all areas of working and social life of the Department, in areas of recruitment, promotion, training and mobility.