





FOCUS I: GENDER EQUALITY IN RECRUITMENT, SELECTION AND PROMOTION PROCEDURES.



THE DISAPPEARING WOMEN IN ACADEMIA (UCC).

FROM PARITY AT LECTURESHIP LEVEL TO INCREASING GENDER GAPS.

WOMEN REPRESENT:

16% Professors;

25% Associate Professors; 33% Senior Lecturers; 50% Lecturers.

RESPONSE IN PROGRESS: PROPOSALS for (i) increasing transparency of, and (ii) integrating equality monitoring into, the recruitment, selection and promotion processes; and (iii) setting contextualised and appropriate gender targets.

FOCUS II:
DEVELOPING
POSITIVE
WORKING
ENVIRONMENTS
AND GENDERCOMPETENT
CULTURES.



Under-representation of women in UCC decisionmaking bodies and committees/councils.

WOMEN REPRESENT 24% OF UCC'S ACADEMIC COUNCIL.

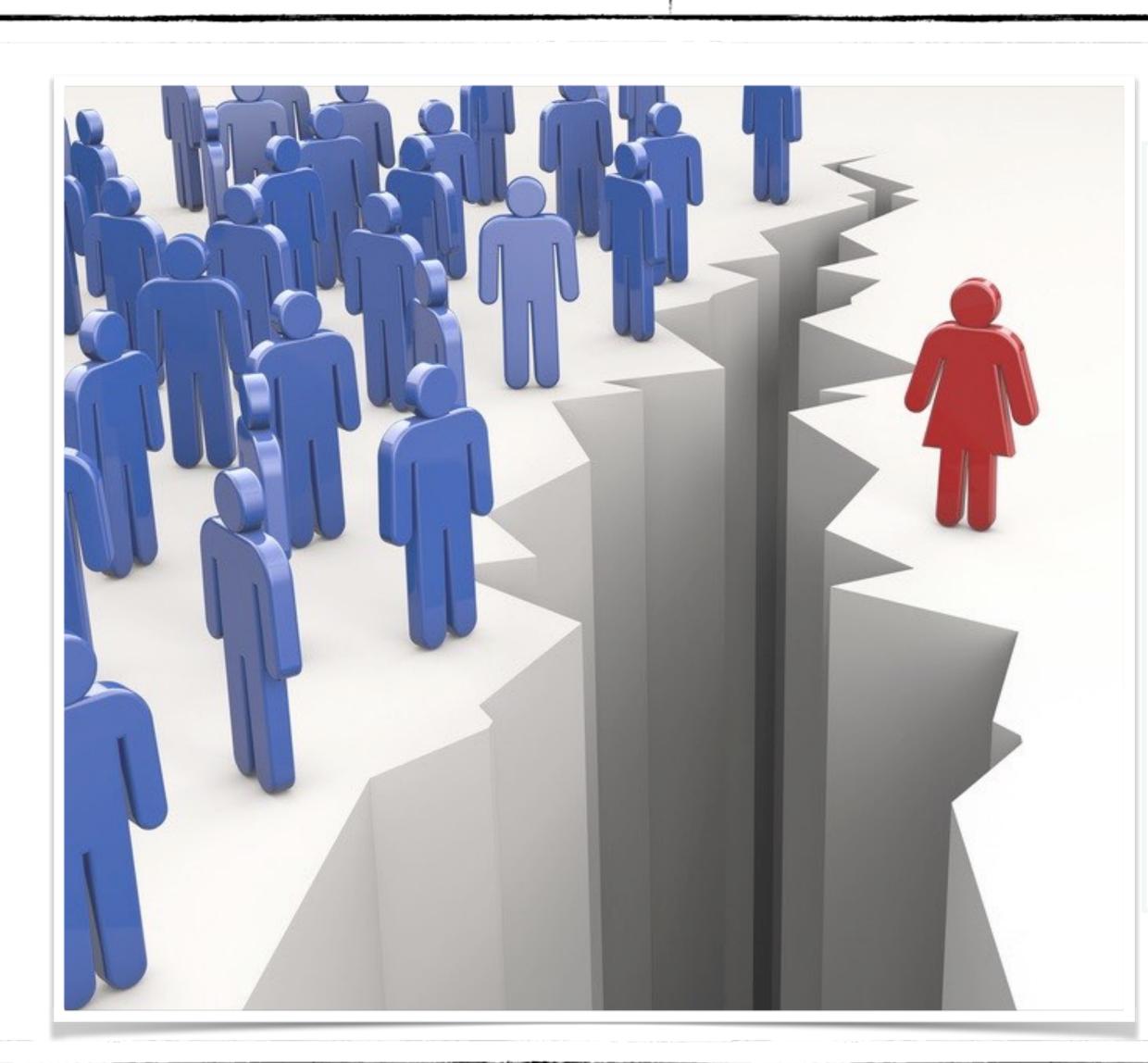
RESPONSE IN PROGRESS: RECOMMENDATIONS for (i) increasing the transparency and meritocracy of the process of Committee appointments, and (ii) achieving gender-balance in strategic decision-making bodies.



Preliminary research/inquiries indicate the need to develop
POSITIVE ACTIONS TO SUPPORT WOMEN BEFORE, DURING
AND AFTER MATERNITY LEAVE.

RESPONSE IN PROGRESS: IN-DEPTH QUALITATIVE
RESEARCH on female academics' and researchers'
experiences of maternity leave and GUIDELINES on the
management of maternity leave.

FOCUS III: GENDER
EQUALITY
COMPETENCE IN PEER
REVIEW, ASSESSMENT
AND INNOVATION
SYSTEMS.



UNCONSCIOUS BIAS IN THE ASSESSMENT OF RESEARCH EXCELLENCE.

FINDINGS OF INTERNATIONAL RESEARCH SHOW THE MOST COMMONLY USED INDICATORS OF RESEARCH EXCELLENCE FAVOUR MEN MORE THAN WOMEN.

RESPONSE IN PROGRESS: GUIDELINES on Gender Equality and Research Excellence.



