



THE UNIVERSITY OF DUBLIN

Trinity College

Access and Equality Policy

Approved by the Board of the College on 10 July 2002

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1 INTRODUCTION

This document constitutes the current Access and Equality Policy of Trinity College Dublin, published in conformity with the requirements of the Universities Act, 1997, the Employment Equality Act, 1998 and Equal Status Act, 2000.

The Access and Equality Policy of the College sets out a formal commitment by the College to treat with equal respect all those who apply to join the College, whether as staff or students, and all those who are members of the College, staff and students alike, without regard to gender, marital status, family status, sexual orientation, religious beliefs, age, disability, race and membership of the Traveller Community.

This policy is not merely a matter of the College meeting its basic legal requirements. The concept of equality is central to the ethos of the College where according equal respect to all members of its community and to all who wish to join arises naturally from a firm commitment to the academic values of openness, unprejudiced enquiry and fairness in treating ideas in the search for knowledge and truth. Quite simply, the College cannot pursue its academic objectives of knowledge and truth if it does not have the highest respect for the value and dignity of all those who wish to join the College or who are members of it. It is considered that an environment of equality is the most conducive to developing the full potential of students and staff.

Over time, this policy will evolve and develop to take account of changing circumstances both within and external to the College.

2 STATEMENT OF INTENT

Trinity College Dublin undertakes to develop policies, procedures and programmes of action aimed at achieving the foregoing objectives. The College is pledged to monitor and review the implementation of its policies, procedures and programmes with a view to ensuring the successful fulfilment of their objectives and so enhance the effectiveness of same.

The implementation of many of the policies outlined below will require human and financial resources and the College will endeavour at every opportunity to secure the funding necessary to achieve its objectives in this regard.

3 STRUCTURE OF DOCUMENT

This document outlines briefly the legal context of the access and equality policy (Section 4), the policies in place to ensure equality of access by those wishing to study at the College (Section 5), equality of opportunity for College staff (Section 6). The document then describes the programmes whereby College is implementing its Access and Equality policies (Section 7) and finally the document describes academic programmes addressing equality-related issues (Section 8). A series of Appendices provides details of the College's policies presented in the document.

4 LEGISLATIVE CONTEXT

The College takes note of its obligations regarding access and equality especially those set out in recent legislation. Three Acts refer directly to the obligations of universities.

4.1 *Universities Act, 1997*

Section 36 of the Universities Act, 1997 obliges the governing authority of a university to require its chief officer to prepare a statement of the policies of the university in respect of access to the university and to university education by economically or socially disadvantaged people, by people with a disability and by people from sections of society significantly under-represented in the student body. The statement must also describe university policies in respect of equality, including gender equality, in all activities of the university.

4.2 *Employment Equality Act, 1998*

Colleges and universities are bound by the terms of the Employment Equality Act, 1998 which prohibits discrimination in employment on nine different grounds: gender, marital or family status, sexual orientation, religious belief, age, disability, race or membership of the Traveller Community.

4.3 *Equal Status Act, 2000*

The Equal Status Act, 2000 prohibits discrimination on the same grounds as described in the Employment Equality Act, 1998, in four other contexts, namely: the disposal of goods and the provision of services, the disposal of premises and provision of accommodation, in education and by clubs.

5 STUDENT ACCESS

5.1 *General principles*

Trinity, with its long tradition of excellence in teaching and research, is strongly committed to ensuring that it offers the benefits of its university education to as many as possible. As part of its commitment to promoting scholarship, the cultural and social life of society and the realisation of national economic and social development, the College is pledged to promoting equality of access by people from all sections of society including those who are economically or socially disadvantaged, people who have a disability and people from sections of society significantly under-represented in the student body.

While the opportunities to acquire a university education have increased significantly for Irish students in recent years, the College will continue to ensure that all sectors of society are represented as fully as possible within the institution. The student admissions process, both undergraduate and postgraduate, will be conducted in an equitable manner in accordance with the procedures and will avoid unfair treatment of any individual or groups of individuals. Wherever possible the College will address the individual needs of applicants within the constraints of resources and equity for all.

The College will ensure that all students are treated fairly and will endeavour to ensure that where practicable they have an equal opportunity to develop their full potential.

5.2 *Access by socially or economically disadvantaged students*

Trinity College is committed to equality of access for sections of society significantly under-represented in the student body. To this end, the College will seek to eliminate barriers to participation, to redress imbalances in its recruitment, and to promote equality of opportunity.

The College pledges itself to ensure the fair treatment of all applicants and registered students so that each is afforded equal opportunity.

The College through the Centre for Educational Access and Community Development and its Trinity Access Programmes concentrates on increasing the participation rate in third level of those students whose limited conventional education and cultural/economic experiences have prevented them from attaining this goal.

As part of this programme the College will:

- create opportunities for access to third level education for young people and adults who experience economic, social or educational disadvantage
- engage in research and other activities designed to create and evaluate "best practice" models for promoting access to third level education.

It is recognised that mature students come from a variety of backgrounds, both socially and academically, and have differing needs and aspirations that will have an impact on their experience of university life. The College will continue to provide advice and support to mature students in College in order to ease their transition into college life by being sensitive to their needs and by ensuring that their experience is as rewarding and fulfilling as possible.

Trinity also has a pro-active and positive programme to support participation of international students in the College. Furthermore, within the Department of Education and Science guidelines, the College welcomes students from among the refugee and asylum seeking groups in Irish society.

See Appendix 1 for more details of the Trinity Access Programmes

5.3 Access for students with disabilities

Trinity College Dublin is committed to a policy of equal opportunity in education and to ensuring that students with a disability have as complete and equitable access to all facets of university life as can reasonably be provided. The College has appointed a Disability Service Coordinator to assist in implementing its policies in this area.

6 EMPLOYMENT

6.1 Equal Opportunities Policy

Trinity College Dublin is an equal opportunities employer and is committed to the introduction, development and monitoring of employment policies, procedures and practices which do not discriminate on grounds such as gender, marital status, family status, age, disability, race, religious belief, sexual orientation or membership of the Traveller

Community. Its Equal Opportunities Policy sets out the framework within which the College will work towards the elimination of unfair discrimination where such exists, redress imbalances, and continue to foster a genuine culture of equality.

The College pledges itself to the development and implementation of a positive action programme which will seek to redress imbalances within College practices and procedures

where they exist, and will continue to promote equality of opportunity in all the College's activities.

The College will promote the equality of employment opportunities by ensuring that all employment practices are operated on the basis of the relevant qualifications, merits, abilities and potential of individuals and are free from any criteria which cannot be justified by the demands of the post.

See Appendix 2 for a copy of the Equal Opportunity Policy

6.2 Equal Opportunity and the selection of staff: principles in employment practices

It is the policy of the College that all applicants for employment at Trinity College are afforded equality of opportunity. The College is an equal opportunities employer and is committed to the legislation governing the equality of opportunity and to the development and implementation of fair recruitment policies, procedures and practices. Equal Employment Opportunity may be defined as an employment environment in which the merit principle operates. In short, it is an environment in which the best candidate is appointed to the post.

Merit recruitment and selection processes may be defined as being:

- Open - any person who feels that they meet the requirements of the post may apply
- Competitive - all applicants are assessed comparatively and against the specification for the post
- Performance-based - the sole criterion for choice is merit.

See Appendix 3 for a copy of 'Equal Employment Opportunity and the Selection of Staff: Principles in Employment Practice'

6.3 Employment of people with disabilities

The College has adopted a Code of Practice providing guidelines for College Departments as to how the College's Equal Employment Policy should be interpreted regarding people with disabilities who are currently on the staff of the College, or who may be applying for posts in College.

For the purposes of this Code of Practice a person with a disability will include any person with a disability of a physical, sensory, mental or intellectual nature who may face obstacles in accessing and participating equally in employment.

People with disabilities are entitled to apply for any position in the College for which they are qualified and to have their applications considered on the basis of their abilities, qualifications and suitability for the work in question.

The College is committed to doing all within its power to assist those who become disabled in the course of their employment in College to continue to carry-out their duties to their full potential.

See Appendix 4 for a copy of the Code of Practice applying to the Employment of People with Disabilities

7 IMPLEMENTATION

7.1 *Equality Committee*

The Equal Opportunities Committee was established in 1995 to advise and make recommendations to the Personnel Committee and Board on matters relating to the equality of treatment and opportunity for members of College staff and to oversee and monitor the implementation of College policy in this regard. The Committee is chaired by the Vice-Provost and meets once in each term. Membership of the Committee is representative of all staff categories in the College and includes the Students' Union Welfare Officer and a representative of the Graduate Students' Union.

Since its establishment in 1995 the Committee's remit has extended beyond matters relating to equality of employment opportunity for members of College staff to address equality issues in all domains of College life. This wider focus is consistent with the recent changes in legislation and is reflected in the inclusion, as members of the Committee, of student representatives, the Disability Service Coordinator and a representative of the College's Contact Persons supporting victims of sexual harassment and bullying.

In May 2001, in recognition of the extended remit of the Equal Opportunities Committee, the Board approved that the name of the committee be changed to the Equality Committee.

7.2 *Staff and Student Representation*

The interests of staff in College are represented by Trade Union and Staff Representative Groups with whom there is on-going consultation and discussion on policy development and implementation on employment and welfare issues. Students are represented by the Students' Union and the Graduate Students' Union and the Students' Welfare Officer. In addition, the Officer(s) for Students with Disabilities offer support to students with particular needs. The International Student Society is a forum where overseas students can meet and share experiences on life in Trinity.

7.3 *Preventing Sexual Harassment and Bullying*

Trinity College is committed to supporting the right of all members of the College community to work and study in an environment which is free from all forms of workplace bullying, including sexual and other forms of harassment. Such behaviour can create an intimidatory and hostile atmosphere and is completely unacceptable. It may damage the individual by jeopardising his/her position in College and be detrimental to his/her self-esteem and welfare. Such behaviour also undermines the College community as a whole.

This anti-harassment policy is underpinned by equality legislation, in particular the Employment Equality Act 1998. Breaches of the policy may constitute grounds for disciplinary action and, in serious offences, disciplinary action up to and including suspension or dismissal.

A network of contact persons has been appointed by Board to offer a confidential informal service to staff who feel they are being harassed. A formal process whereby allegations of harassment are addressed is also in place.

As part of a wider awareness and training initiative, the College has developed guidelines for Heads of Departments/Managers and Deans for dealing with both formal and informal complaints of harassment and bullying.

See Appendix 7 for a copy of the Policy and Procedures for dealing with Complaints of Bullying in the Workplace including Sexual Harassment and other forms of Harassment

7.4 Support for Students with Disabilities

In April 1999 the College nominated a member of the academic staff as Liaison Officer for Students with Disabilities and a full-time officer for the co-ordination of student disability services (Disability Service Coordinator) was appointed in June 2000. These two officers, in addition to developing support systems for the College's students with disabilities also worked with the academic community on the educational needs of students with disabilities.

College has developed a supplementary admission procedure for students with disabilities. The aim of this procedure is to encourage applications from students with disabilities and to make accommodations in admissions requirements which redress the disadvantage caused by disability while ensuring that applicants who are accepted have a realistic chance of success in their chosen field. It also allows the Disability Service to put supports in place in advance of entry to College.

Provision for students with disabilities takes a range of forms, from the programmatic — such as that for students who have difficulty with written language — to the individual. Most provision is individual and includes accommodation, IT support, assistive technology, readers, note-takers, additional tuition and special library facilities such as extra borrowing and photocopying privileges. Special facilities for examinations are managed by the Examinations Office.

7.5 Mature Students Officer

In the summer of 2000, the post of Mature Student Officer was established on a part-time basis. The aim of the post is to encourage the participation and achievement of mature students in Trinity College. In order to do so the four key focus areas of: recruitment, retention, completion and progression were identified. A range of services is being developed to facilitate each of these four areas including the following:

- Making the Application Process Easier by ensuring that the applicants have adequate information about the Courses on offer and are fully aware of the extent of the commitment involved in taking up undergraduate studies.
- Welcome Programmes are organised for prospective students in the weeks running up to the start of the academic year offering mathematics classes along with the other activities such as tours of the College and Library, meetings with Senior Freshmen students and Departmental Staff.
- A Drop in Advice Service provides an open door policy whereby students can drop in and seek advice and information on existing College services.
- A Pilot Academic Assistance programme has been established to determine the extent of the need for such a provision and how best this need could be met.

- A Childcare fund has been established with funding from the European Social Fund. Those students who are facing significant financial difficulties because of childcare can be supported from this fund
- Student Tracking will be carried out into the retention and completion rates of mature students.

7.6 *International Students*

Trinity has a programme to support the participation of international students in the College. The Office of International Student Affairs is responsible for the recruitment of international students into full degree undergraduate programmes, the recruitment of One-Year visiting students and the management of university exchange programmes, including the Socrates programme. While European and North American students comprise the main groups of visitors, the College's contacts are now increasing world-wide, extending to eastern Europe, Asia and Africa. During their period of study in the College, students are encouraged to integrate into the full range of activities in Trinity. Courses are those followed by EU students, and access to academic and leisure facilities are the same as for any other student.

7.7 *Staff Development*

The Staff Development Office co-ordinates and delivers professional and career development services for individuals, departments and the College. It aims to promote effective practices in teaching/learning and in leadership and in administrative management and to provide resources for development in teaching/learning.

Each year it conducts a range of induction programmes and courses in teaching development, supervisory and management development, personal effectiveness and safety, health and welfare. The Programme also assist departments in strategic planning, curriculum development and the development of Teaching Assistants and provides resources to assist individuals and Departments

Fee remission for courses in Trinity College is available for staff according to the terms and conditions of the programme.

7.8 *Health and Welfare for Staff*

Sick Leave scheme

All staff with a minimum of 13 weeks continuous employment with the College have entitlements to paid sick leave under the College's scheme.

Employee Assistance Programme

The Employee Assistance Programme (EAP) in College provides an absolutely confidential source of assistance to members of staff and their families who have personal problems. The programme is entirely voluntary. The types of problems on which consultation can be sought are wide-ranging and include: work, family, marital stress, bereavement, emotional problems, eating disorders, legal, financial, career problems, alcohol, drugs, gambling addictions. Qualified EAP counsellors are available to staff for consultation in absolute confidence.

Health Services

The Student Health Service (see Section 7.9) is also available to staff and an occupational health doctor is available for consultation by Staff members in the Student Health Service.

Alcoholism Programme

The College has an alcoholism programme which provides supportive facilities and referrals to enable staff to avail of suitable treatment. The programme is designed to assist staff in restoring them to functioning as reliable staff and to their other roles in life.

7.9 Student Support

Student Health Service

The mission of the Student Health Service is to provide health care services and out of hours cover for the College community; to provide health education within College and, in so doing, encourage healthier life styles and a safer working environment for both the staff and student body. The Student Health Service provides a service to students, staff and children of the Day Nursery, including medical consultations, psychiatric services, travel health and physiotherapy.

Student Counselling Service

The Student Counselling Service is a confidential service that is available free of charge to all registered Trinity College students. The service offers students support in coping with personal problems or concerns which may interfere with their academic progress. The service also runs a range of groups and lectures on issues such as stress management and improving study skills

Tutorial Service

Each undergraduate student is assigned a College Tutor, who is a member of the academic staff appointed to look after students in a general way. Tutors provide a confidential service to students in both personal and academic matters and Tutors are very often the first contact to whom a student turns in times of crisis. A Tutor's role can range from answering simple queries to signing forms certifying students as members of the College, to writing academic and character references as well as to providing details of examination marks and making representation to the College on the student's behalf.

Financial assistance

The Senior Tutor's office administers a number of financial assistance schemes to assist students who face unexpected financial difficulties.

Student Parent Group

The Senior Tutors' office organises a support group for students who are parents which meets once a week during the lecture term.

Day Nursery and Montessori School

Trinity College was the first employer in Ireland to open an on-site day nursery. The Nursery is open from 8 am to 5.15 pm Monday to Friday. This facility is available to the children of students and staff.

7.10 Work Practices and Supports

Job Sharing Scheme

Job Sharing is an arrangement whereby a full-time job may, if appropriate, be divided between two people. The basic intention is that job-sharers will have pro-rata rights, privileges and responsibilities with their full-time colleagues.

Part-time working

A number of positions in College are designated for part-time working. Generally these posts are arranged on the basis of a half-day every day, although other arrangements do exist.

Flexi-time

A number of Departments in College operate flexi-time systems. Flexi-time consists of core hours (when the staff member must be in the department) and flexi-hours, where staff can generally build up hours to take time off at a later stage.

Term Time Working

Term times operate between Mid-October to Mid-December, early-January to mid-March, and mid-April to June. Term time working is operated in a set number of areas in College and applies to specific posts only. This allows staff the opportunity to have time off during school holidays.

Teleworking Scheme

Teleworking is an arrangement whereby staff work partly in College and partly from home. Staff retain normal rights and benefits while on the scheme.

7.11 Leave Arrangements

Force Majeure /Emergency Leave (paid leave)

Force Majeure leave is paid emergency leave which may be granted to any member of staff, regardless of service, where for urgent family reasons (illness/injury) a staff member's immediate presence is indispensable. This leave consists of up to a maximum of three days.

See Appendix 5 for details.

Parental Leave (unpaid leave)

Parental Leave provides an opportunity for staff to take up to 14 weeks unpaid leave to care for each child, up to the time the child is 5 years old. Staff are encouraged to avail of this entitlement. All staff (male and female) with one year's continuous service with the College are eligible for the maximum leave entitlement. A reduced entitlement applies to staff with less than one year and more than three months' service. In certain circumstances consideration will be given to the breaking down of leave into smaller portions of time.

See Appendix 6 for details.

Adoptive Leave

Adoptive Leave is given to the female parent from the time a child is adopted.

Maternity Leave

Maternity Leave is granted to female staff members who qualify under the terms of the Maternity Protection of Employees Acts. Staff members may take a period of unpaid leave after the maternity leave.

Paternity Leave

Paternity Leave is granted solely to male staff on the birth of his child or on the adoption of a child.

Compassionate Leave

Compassionate Leave is given to staff at the discretion of the Head of Department on the death of an immediate relative. It consists of between one and three days paid leave.

7.12 Breaks from Employment

Special Unpaid Leave for Career Breaks

A career break is special leave without pay for a period of not less than one year and not more than three years. A career break may be allowed for most purposes including further education, domestic responsibilities, starting a business or a stay abroad. All permanent full-time, job sharing and part time staff who have satisfactorily completed their probation are eligible to apply for special leave for a career break.

Special Leave of Absences

Special unpaid leave of absence can be given to staff in exceptional circumstances.

8 ACADEMIC PROGRAMMES

8.1 Children's Research Centre

The Children's Research Centre serves as a multidisciplinary university-based research centre, in the service of children in Ireland, particularly those who are disadvantaged, by contributing to higher standards in professional and research practice, scholarship and policy formation. To this end the Centre will harness the intellectual energy and international contacts of the university community and work in close collaboration with practitioners and policy makers.

The Centre was set up by Trinity College in 1995 as a joint initiative of the Department of Psychology and the Department of Social Studies and draws on the College's further expertise in the social, legal and health sciences. The Centre is committed to working in partnership with statutory, voluntary and community bodies concerned with children. It is also committed to forming partnerships with similar centres and bodies in other jurisdictions.

8.2 Anti-Bullying Research and Resource Centre

The Anti-Bullying Research and Resource Centre has been developed to help reduce the incidence of bullying behaviour both in schools and the workplace, through raising awareness, understanding and positive intervention. The ill-effects of bullying behaviour are highlighted through research and development, training and education and providing guidelines on good practice on preventing and countering the problem. The Centre also

provides in-service and staff development days for schools and the adult workplace as well as sponsoring conferences and workshops.

8.3 *Addiction Research Centre*

The Addiction Research Centre is a joint initiative of the Department of Social Studies and the School of Pharmacy. Its aim is to provide a source of competent, independent and critical research into the prevention and treatment of drug and alcohol problems. The Centre builds on the College's long-term involvement with complex drug and alcohol issues and reflects a commitment to analyse the policy implications of research findings as well as to study the policy process itself.

8.4 *Centre for Gender and Women's Studies*

The Centre for Gender and Women's Studies was established in Trinity College in July 1988. Its activities include teaching, research, publication, and public seminars and lectures. It

fosters links with the community through its extramural and community outreach courses, equal opportunity programmes and events such as the weekly public seminar series and evening events. The activities of the Centre have included the Women's Studies Summer the only summer school in Ireland dedicated exclusively to women; the co-ordination of the European Network for Women's Studies; and the editorship of the Irish Journal of Feminist Studies. Members of the Centre are recognised both nationally and internationally for their expertise on women's issues.

8.5 *Centre for Deaf Studies*

A Centre for Deaf Studies which will be launched at the beginning of Michaelmas Term 2001 will offer diploma courses in Irish Sign Language/English Interpreting and Irish Sign Language Teaching. The Centre will also offer diploma courses for professionals working at the interface between the deaf and hearing communities.

APPENDICES

APPENDIX 1 The Centre for Educational Access and Community Development - Trinity Access Programmes

Trinity College is strongly committed to ensuring a significant increase in participation at third level of those whose social, economic and educational experiences have prevented them from realising their full educational potential.

The college has already established a number of Trinity Access Programmes (commonly known as TAP), including a programme in second level schools, pre-university courses for young adults and mature students and a system of 'reserved places'.

The Centre for Educational Access and Community Development was established to co-ordinate and expand these various access initiatives which are now central to the College's mission.

The Foundation Course for Higher Education – Mature Students

Established in 1997, this one-year course prepares mature students (over twenty three years of age on 1 January of the year of application) for entry to undergraduate studies at Trinity College and other third level institutions. Up to twenty-five students are admitted each year. There are no standard educational entry requirements but evidence of a particular interest in education and strong motivation is essential.

The Foundation Course for Higher Education – Young Adults

Established in 1999, this year-long course is open to Leaving Certificate students from TAP affiliated schools and schools affiliated to other higher education access programmes. Applicants should have taken the Leaving Certificate examination in the year of application or up to two years prior to that. Minimum entry requirements are a pass leaving certificate with a C grade in one honours subject. Up to twenty-five students are admitted each year.

The Second Level Programme

This programme involves intensive work with eleven designated schools in the Dublin area. It is designed to increase the number of students who complete their second level studies and proceed to third level education. A variety of activities including a Summer School, an Introduction to University Programme, Educational Achievement Awards and Academic Workshops are arranged throughout the year.

Reserved Places

Trinity College provides seventy reserved places across six faculties to students from schools affiliated to higher education access programmes. The objective of this initiative is to ensure a significant increase in progression from second level of students whose educational experiences have prevented them from realising their full potential.

APPENDIX 2 EQUAL OPPORTUNITY POLICY

(The former Equal Opportunities Committee which was in place at the time this policy was adopted is referred to by its new title Equality Committee)

1. Introduction

- 1.1 Trinity College Dublin is an equal opportunities employer and is committed to the introduction and development of employment policies, procedures and practices which do not discriminate on grounds such as gender, marital status, family status, age, disability, race, religious belief, sexual orientation or membership of the travelling community.
- 1.2 The College pledges itself to the development of a positive action programme which will seek to redress imbalances within College practices and procedures where they exist, and will continue to promote equality of opportunity in all the College's activities.
- 1.3 This policy sets out the framework within which the College will work towards the elimination of unfair discrimination where such exists, redress imbalances, and continue to foster a genuine culture of equality.

2. Aims and Objectives of the Policy

- 2.1 The aim of the policy is to promote equality of employment opportunities by ensuring that all employment practices are operated on the basis of the relevant qualifications, merits, abilities and potential of individuals and are free from any criteria which cannot be justified by the demands of the post.
- 2.2 Specifically, the objectives of the policy are:
 - (a) to ensure that all employees of the College are recruited, selected, trained, given access to relevant work experience, promoted and otherwise treated on the basis of their relevant merits and abilities;
 - (b) to ensure that all job applicants are treated on the basis of their merits and abilities;
 - (c) to ensure that all staff of the College are aware of their responsibilities as Officers, managers, employees and representatives of the college under the provision of the relevant statutes and College policy;
 - (d) to ensure by monitoring and revising employment practices that these do not directly or indirectly discriminate against or result in the unfair treatment of any member of College staff;
 - (e) to promote a harmonious working environment based on mutual respect, which is free from sexual and other forms of harassment or bullying within which employees are encouraged to develop their full potential in the interests of the individual and the College;
 - (f) to identify the means by which these objectives can be achieved.

3. Responsibilities of the College as an Employer

- 3.1 It is recognised that responsibility for ensuring the provision of equality of opportunity rests primarily with the College as an employer.
- 3.2 The Board of the College is responsible for the management and control of all the affairs of the College, subject to the provisions of the Charter and the Statutes of the College. The Board has appointed an Equality Committee charged with responsibility for the development and monitoring of policies and practices in relation to equal opportunities.
- 3.3 The Personnel Committee is responsible to the Board for ensuring that all employment policies and practices of the College reflect both the provisions of the law and the College's policy in relation to equal opportunities. The Staff Office is responsible for the design, development, implementation and review of personnel policies and practices including the introduction of measures for the achievement of specific objectives in relation to equal opportunities. The Staff Secretary will ensure that statistics are provided, as required, to enable the effectiveness of the policy to be monitored.
- 3.4 All Faculty Deans, Heads of Department, Unit or Section Heads, and staff of the College who

- 3.5 have a responsibility for other staff, in a supervisory or management capacity, have a particular responsibility for promoting equality of opportunity and ensuring that the policy is effectively implemented.
- 3.5 The College makes the following commitments to ensure the effectiveness of the policy:
- (a) to consult with staff representatives, where appropriate and practicable, on issues relating to equal opportunities and to endeavour to get the involvement and commitment of the College community as a whole;
 - (b) to ensure that the policy is made known to all staff;
 - (c) to provide information, training and guidance for both College Officers and employees, as required, to enable them to understand and discharge their responsibilities in law and within College policy;
 - (d) to examine and regularly review employment procedures and practices to ensure that they continue to reflect and promote the College's policy on equal opportunities;
 - (e) to identify, develop and support measures to help disadvantaged groups and individuals to compete on an equal basis and to provide where appropriate, additional encouragement to obtain employment, education, personal development and promotion, and to make every effort to provide appropriate facilities;
 - (f) to ensure that staff or job applicants who feel they have been unfairly treated because of their gender, marital status, family status, age, disability, race, religious belief, sexual orientation or membership of the travelling community can have their complaints investigated by means of accessible, fair and speedy procedures.

4. Responsibilities of the Employees of the College

- 4.1 It is recognised that individual employees acting on behalf of the College have responsibilities in law and in regard to College's policy for assisting in the prevention of unfair discrimination.
- 4.2 In particular, individual employees:
- (a) are required to co-operate with any measures introduced by the College to promote equal opportunities;
 - (b) must not themselves, either directly or indirectly, discriminate against fellow employees or job applicants or harass or intimidate them in any way;

5. Employment Procedures

- 5.1 The College will pursue employment policies and practices which will promote equality of opportunity and redress imbalances which exist within the College. In addition, the College through the Personnel/Equality Committees will ensure that personnel practices, throughout the College, covering such areas as recruitment and selection, training and development, terms and conditions of employment of full-time and part-time staff, reflect the principles of the policy.

6. Monitoring

- 6.1 The College (through the Equality Committee) undertakes to monitor the policy at regular intervals and to provide the Personnel Committee and Board with annual reports.

7. Relevant Legislation

The Employment Equality Act, 1998

8. Approved by Board

5 July 2000

APPENDIX 3 EQUAL EMPLOYMENT OPPORTUNITY AND THE SELECTION OF STAFF: PRINCIPLES IN EMPLOYMENT PRACTICE

1. Introduction

It is the policy of the Board of Trinity College, Dublin, that all applicants for employment at Trinity College are afforded equality of opportunity. The College is an equal opportunities Employer and is committed to the legislation governing the equality of opportunity. Equal Employment Opportunity may be defined as an employment environment in which the merit principle operates. In short, it is an environment in which the best candidate is appointed to the post.

Merit recruitment and selection processes may be defined as being:

- Open - any person who feels that they meet the requirements of the post may apply
- Competitive - all applicants are assessed comparatively and against the specification for the post
- Performance-based - the sole criterion for choice is merit.

2. The Recruitment Process

The recruitment process must be documented in a manner both consistent and transparent, under the following headings:

- confidentiality
- determination of essential and desirable requirements for the post - qualifications, skills, experience and personal qualities
- advertising
- short-listing
- interviewing
- appointing

(a) Confidentiality

The College emphasises the necessity for observing strict confidence concerning the proceedings of the recruitment process, including all information received by members of Nominating Committees regarding candidates and all report made by a Nominating Committee to the Board of the College.

(b) Realistic Standards - The Job/Person Specification

The requirements of any post must be clearly and explicitly stated. The skills, aptitude and knowledge sought must be specifically related to the needs of the job. Statements of length and type of previous experience should be restricted to what is necessary for effective performance in the job. Educational and training requirements should not exceed the minimum requirements for satisfactory performance in the job. Criteria covering personal qualities and circumstances should be directly related to the job and be applied equally to all candidates.

(c) Advertising

All interested and suitably-qualified persons should have a reasonable opportunity to be aware of available job opportunities and the requirements of the available posts by way of accurate, non-discriminatory advertisements placed in appropriate media. Advertising may also be by means of circulation internal to the College. In either case it should be made plain that the College is an equal opportunities employer and that the advertised post is available to all.

(d) Opportunity to Apply

Any person interested in applying for an advertised post must have an adequate opportunity to make known their interest, and to receive proper consideration as a candidate for that post.

(e) Shortlisting

Short listed candidates must have at least the qualifications and experience specified in the advertisement and further particulars. The advertisement and particulars should only be as specific as is necessary or desirable to enable the job to be carried out effectively. The application of each candidate should be measured against the express criteria for the post.

(f) Absence of Discrimination

Applicants must not be discriminated against on the basis of

- gender
- marital status
- family status
- age
- disability
- race
- religious belief
- sexual orientation
- membership of travelling community

(g) Ranking on the Basis of Ability

Ranking of candidates must be carried out on the basis of a relative evaluation of their ability and fitness for the appointment and a selection process which gives effect to that ranking.

Candidates who have been shortlisted for interview must be assessed independently by each member of the Nominating Committee and each member of the Nominating Committee must be given the opportunity to participate fully in the discussion which precedes the ranking process.

(h) Transparency of the Process

The College must be able to demonstrate that the selection processes used are valid and transparent to both applicants and to the College community.

(i) Training for Staff Involved in Recruitment & Selection

Training in the principles of merit-based equal opportunity selection techniques should be mandatory for all staff engaged in, or likely to be engaged in, the recruitment process.

(j) Note Special Needs of Applicants in Selection

The College will make every effort to ensure that the special needs of the job applicants with disability will be met as far as practicable during the selection process.

The employment of non-EU nationals is governed by Aliens legislation. Offers of employment to non-EU nationals must be made conditional upon the issuing of a Work Permit by the Department of Enterprise & Employment.

3. Approved by Board

5 July 2000

APPENDIX 4 CODE OF PRACTICE APPLYING TO THE EMPLOYMENT OF PEOPLE WITH DISABILITIES

(The former Equal Opportunities Committee which was in place at the time this policy was adopted is referred to by its new title Equality Committee)

1. Introduction

Trinity College Dublin is an equal opportunities employer and is committed to the introduction and development of employment policies, procedures and practices which do not discriminate on grounds such as gender, marital status, family status, sexual orientation, religion, age, disability, race, membership of travelling community.

The College pledges itself to the development of a positive action programme which will seek to redress imbalances within College practices and procedures where they exist, and will continue to promote equality of opportunity in all the College's activities.

The purpose of this Code of Practice is to provide a guideline for College Departments as to how the College's Equal Employment Policy should be interpreted regarding people with disabilities who are currently on the staff of the College, or who may be applying for posts in College.

2. Definition

For the purposes of this Code of Practice a person with a disability will include any person with a disability of a physical, sensory, mental or intellectual nature who may face obstacles in accessing and participating equally in employment. While it is recognised that some people with disabilities may require special assistance and/or equipment to realise their full potential, it is also recognised that many people with disabilities can work effectively without any additional help.

3. Recruitment and Selection

People with disabilities are entitled to apply for any position in the College for which they are qualified and to have their applications considered on the basis of their abilities, qualifications and suitability for the work in question.

The following guidelines will apply in relation to recruitment:

- (i) No unnecessary or irrelevant obstacle will be placed in the way of people with disabilities applying for posts in College. No candidate with a disability will be excluded from a competition by virtue of an inability to fulfill non essential functions of the position. In such an instance the candidate will be assessed on his/her ability to fulfill the essential functions of the position.
- (ii) The College will make all reasonable efforts to provide such specific facilities and equipment as are necessary to enable applicants with disabilities to participate in competitions for posts for which they would otherwise be suited.
- (iii) Nominating Committees will be trained in relation to this Code of Practice and the College's employment policy and will be advised of their responsibilities in regard to the implications of this Code of Practice in the selection of staff.
- (iv) Where a Nominating Committee forms a view that a candidate is unable, by virtue of a disability, to properly discharge the duties of a post, the candidate in question will be afforded an opportunity to respond to that opinion before a final decision is made.

4. Reception and Integration into the Workplace

Most people with disabilities can operate effectively without requiring modifications to their working environment. It is the policy of the College to ensure that, as far as is reasonably practicable, the working environment is such as to minimise the obstacles facing staff with disabilities.

It is recognised that people with disabilities may encounter greater difficulties than others in adjusting to a new workplace. Accordingly, particular attention is required when inducting staff with disabilities and when assessing their performance in the initial stages in employment.

Good communication is a key requirement in overcoming difficulties which may arise. It is recognised that the best source of information about disability and the problems arising therefrom is the staff member who has the disability.

The following guidelines will apply in relation to the reception of staff with disabilities and their integration into the workplace:

- (i) Where the College is aware that a new recruit has a disability, the situation will be discussed with the individual concerned, with a view to identifying any difficulties which they might encounter resulting from their disability, and any facilities which may be required to optimise their performance on the job.
- (ii) In deciding where the work station of a disabled member of staff should be located, regard should be had to any specific needs arising from their disability - for example, proximity to toilets, ramped entrances or access to facilities.
- (iii) The work environment of newly recruited staff with disabilities should be assessed in the initial stages of their employment with a view to identifying potential problems and appropriate remedial measures.

5. Accommodation and Equipment

It is the policy of the College to ensure as far as is reasonably practicable that the working environment is accessible to staff with disabilities.

The following guidelines will apply in relation to the accommodation and equipment made available to College staff with disabilities.

- (a) The College will, as a standard practice, take the requirements of people with disabilities into account in their assessment of buildings.
- (b) While it is recognised that major constraints exist due to the historic nature of many of the buildings on campus, when undertaking any significant structural alteration to or renovation of an existing building, the College will, insofar as it is reasonably practicable, include in the works such alterations as are necessary to bring the building concerned up to an acceptable standard of accessibility for people with disabilities.
- (c) Department Heads should consult staff members with disabilities about any equipment which might enhance their efficiency and effectiveness in performing their duties and adopt a positive approach to reasonable requests for such equipment.

6. Staff Development

Staff with disabilities should have the same opportunities as other staff to develop full and rewarding careers in College. The College will provide equal access to training and development opportunities for staff with disabilities so that they can further their skills and abilities, and fully contribute to College life. All training plans shall be checked to ensure equality of opportunity for staff with disabilities. Responsibility and accountability for this lies with the Staff Development Officer, and overall monitoring will be carried out by the Equality Committee.

The following guidelines will apply in relation to career development:

- (a) In assigning duties to staff with disabilities, care should be taken to ensure, to the greatest extent possible, that they are given the same opportunities as other staff to acquire the range of skills and experience necessary for their future career development.
- (b) Staff with disabilities should be offered the same access to training as all other staff, and measures should be taken to ensure that they are not inhibited from availing themselves of such opportunities for reasons of physical or sensory access to training centres, conference rooms, format of training materials, etc.

7. Safety and Evacuation Procedures

Staff with disabilities may have particular problems in regard to safety and evacuation procedures. For example, the evacuation of people with mobility problems raises particular difficulties where lifts cannot be used. People with hearing difficulties may require some arrangement to ensure that they are aware that the alarm has been raised. It is essential that such problems are identified and that appropriate alarm and evacuation arrangements are put in place.

The following guidelines will apply in relation to safety and evacuation procedures:

- (a) Anyone with a disability who may need particular assistance in the event of an evacuation should make this fact known to the departmental safety officer.
- (b) Departmental safety officers who identify staff in their areas as having problems in this respect shall, in consultation with the people concerned, devise means by which those problems can best be overcome.
- (c) Staff with disabilities should never be excluded from evacuation drills; rather it should be a priority concern of safety officers to ensure that any particular arrangement which may be required for the evacuation of such staff are fully tested and used at each drill.
- (d) The College Safety Officer will have special regard to the health and safety of disabled College staff.

8. Monitoring and Implementing this Code

All College staff have a role in ensuring that the provisions of this Code are adhered to. Specific responsibility in this regard attaches to Department Heads and Staff Office administrators.

The implementation of this Code will be monitored by the Equality Committee.

9. Approved by Board

5 July 2000

APPENDIX 5 FORCE MAJEUERE LEAVE

1. Purpose

To define College policy on Force Majeure Leave and to define the implementation of this Leave under the Parental Leave Act 1998.

2. Scope

Force Majeure Leave is paid leave which is granted to Staff where "for urgent family reasons, owing to an injury to or the illness of [an immediate relative - see below], the immediate presence of the employee at the place where the person is, whether at his or her home or elsewhere, is indispensable." (Parental Leave Act, 1998)

3. Eligibility

All Staff employed in College are entitled to apply for Force Majeure Leave under the Parental Leave Act 1998. Those cases which fall under the definition as described above will be eligible for Force Majeure Leave. "Immediate relative" includes parent, grandparent, brother, sister, spouse or a person with whom the Staff member is living as husband or wife, child / adoptive child, or a person to whom the Staff member is in loco parentis.

4. Entitlement

Force Majeure leave is paid leave and consists of one or more days. Any College holiday for which a staff member is being paid, but is not working (i.e. on Force Majeure leave), shall be deemed to have been discharged. The maximum leave available is three days in any twelve consecutive months or five days in any period of thirty-six consecutive months. If a Staff member is absent from work for part of a day for reasons of Force Majeure, this leave will be considered as one full day's leave.

5. Procedure

Application for Force Majeure leave should be made by, and have the support of, the Head of Department. Application must be made to the Staff Office as soon as is reasonably practicable on the prescribed form available from the Staff Office. A written response shall be issued to the Head of Department.

6. Relevant Legislation

Parental Leave Act, 1998

7. Approved by Board

5 July 2000

APPENDIX 6 PARENTAL LEAVE

1 Purpose

To define College policy on Parental Leave and to define the implementation of Leave under the Parental Leave Act 1998.

2 Scope

Parental Leave entitlement is unpaid leave which is granted solely for the purpose of caring for the named child. It is available to all parents subject to restrictions as set out in the Act.

2.1 Eligibility

- I. All Staff employed in College are entitled to apply for parental leave under the Parental Leave Act 1998. Staff must be in continuous employment within the College for a minimum period of three months prior to the commencement of any leave entitlement.
- II. Parental Leave entitlement is available for each child born or adopted after 3rd December 1993. Special provisions may apply in certain cases where a child is the subject of an adoption order. Leave must be taken by the time the child is five years old, except in the case of those children born between 3rd December 1993 and 2nd June 1996, in which case all proposed leave must be taken by 31st December 2001.
- III. Parental Leave is available for each parent and is non-transferable.
- IV. The person must be the natural or adoptive parent of the child.

2.2 Entitlement

- I. Maximum entitlement is available for eligible Staff who have one year's continuous service within the College.
- II. Reduced entitlements will apply to other eligible Staff.
- III. Maximum entitlement consists of fourteen of the Staff member's normal working weeks. This entitlement is based on the number of days or hours worked in the fourteen weeks immediately prior to the commencement of leave. This is applied on a pro-rata basis to all Staff.
- IV. Parental Leave consists of a continuous period of leave.
- V. Consideration may be given to the taking of this leave in a combination of shorter periods of time. The detailed arrangements of alternative leave patterns must have the agreement of the Head of Department and the Staff Office.
- VI. Only one 14 week period of leave may be taken in any twelve month period. Exceptional cases will be considered for consecutive leave.

2.3 Return to work and postponement of leave

- I. Staff must return to work on the date set out in the Confirmation Document.
- II. Postponement of leave by a Staff member is subject to agreement by the Head of Department and the Staff Office.

2.4 Pay and related matters

- I. Parental Leave is unpaid leave.
- II. Staff taking Parental Leave retain all rights except those relating to remuneration.
- III. Staff retain their normal rights to public holidays during any period of parental leave. This shall be added to the period of parental leave.
- IV. Staff accrue annual holidays during the period of parental leave.
- V. Probationary periods, training and apprenticeships will be extended by the period of the parental leave.
- VI. Staff should make provisions for continued payments to V.H.I. and other schemes.

3 Procedure

- I. Application for Parental leave should be made in consultation with the Head of Department and the Personnel Officer, Staff Relations Section, Staff Office.
- II. Application must be made to the Staff Office at least six weeks in advance of the proposed first date of leave on the appropriate form available from the Staff Office. Applications should include the birth certificate / adoption certificate of the child.
- III. All arrangements must take into consideration both the College's and the Department's needs. College has the right to postpone the Parental Leave for any period subject to normal restrictions under the Act.
- IV. A Confirmation Document will be drawn up by the Staff Office and must be signed and returned.

4 Relevant legislation

Parental Leave Act, 1998

5 Approved by Board

5 July 2000

APPENDIX 7 POLICY AND PROCEDURES FOR DEALING WITH COMPLAINTS OF BULLYING IN THE WORKPLACE INCLUDING SEXUAL HARASSMENT AND OTHER FORMS OF HARASSMENT

1. Purpose

To set out Trinity College's policy in regard to bullying in the workplace including sexual harassment and other forms of harassment.

2. Policy Statement

2.1 These guidelines aim to provide guidance towards creating such a work environment, and a framework for dealing effectively with complaints of workplace bullying, including sexual harassment and other forms of harassment when they arise.

2.2 Trinity College is committed to supporting the right of all members of the College community to work and study in an environment which is free from all forms of workplace bullying, including sexual harassment and other forms of harassment. Such behaviour can create an intimidatory, hostile atmosphere and is unacceptable. It can damage an individual's welfare and can also undermine the College community.

This anti-harassment policy is underpinned by equality legislation, in particular the Employment Equality Act 1998. Breaches of the policy may constitute grounds for disciplinary action and, in serious offences, disciplinary action up to and including suspension or dismissal.

3. Definitions

3.1 Definition of Bullying

Bullying is unwanted and unwelcome behaviour which is persistent and repeated, is offensive or threatening to the recipient or which leaves the recipient isolated or vulnerable.

While an isolated incident of aggressive behaviour - clearly unacceptable - does not in itself constitute bullying, if the impact of the incident subsequently serves to intimidate on an on-going basis, then such an incident could be regarded as bullying.

Bullying can take many forms, from open aggression, threats, and shouting to subtle comments or exclusion. It can be verbal, physical or psychological. It is destructive and may have serious consequences.

The impact of the behaviour on the recipient will be taken into consideration when dealing with cases of bullying.

It should be noted that the issuing of reasonable work related instructions would not be construed as bullying.

3.1 (a) Examples of Bullying:

Verbal: personal insults, demeaning remarks, humiliation in front of others, nicknames, ridicule, persistent picking on a person 'as a joke', threats

Non-verbal or indirect: exclusion, hostile attitude, spreading malicious rumours

Abuse of power: excessive criticism, withholding essential information

Physical: aggressive behaviour, physical intimidation, unwelcome physical contact up to and including assault

3.2 Definition of Sexual Harassment

Sexual harassment is any act or conduct by a perpetrator which is unwelcome to the recipient and could reasonably be seen as sexually offensive, humiliating or intimidating to the recipient.

The unwanted nature of sexual harassment distinguishes it from flirtatious or sexual behaviour which is entered into freely and mutually. It is the damaging impact of the unwanted behaviour on the recipient, not the intention of the perpetrator, which counts. The impact of sexual harassment is taken into account when cases of sexual harassment are investigated.

3.2(a) Examples of Sexual Harassment:

Verbal: unwelcome sexual advances, suggestive jokes and innuendo, requests for sexual favours, threats ·

Non-verbal or indirect: sexually suggestive pictures or written material, leering or gestures; spreading rumours about a person's sexual behaviour or orientation

Electronic: sexually suggestive messages or images transmitted by computer

Physical: unwelcome physical contact, up to and including assault

Definition of other forms of Harassment

Any act or conduct by a perpetrator is considered to be harassment if it is unwelcome to the recipient and could reasonably be seen as offensive, humiliating or intimidating to the recipient, in relation to one or more of the following characteristics of the recipient : gender; marital or family status; sexual orientation; religion; age; disability; race (including national or ethnic origins); membership of the Traveller Community.

Such behaviour can take many forms, similar to those of sexual harassment or bullying. It should be noted that such behaviour may be destructive and is unacceptable.

4. Responsibility

- 4.1 All members of the College community share the responsibility for ensuring an environment that is free from any form of bullying or harassment.
- 4.2 Department Heads, Deans, Managers and Supervisors in College have a specific responsibility to support and implement this anti-bullying and harassment policy, to provide a reasonable work and study environment, and to ensure that appropriate codes of behaviour are maintained in the workplace.
- 4.3 Individual members of College also have a responsibility to help to ensure that unacceptable behaviour does not continue unchecked or unreported. Individual responsibility includes awareness of one's own behaviour and its potential effects on others. Those who are concerned about incidents of bullying, sexual harassment, or other forms of harassment, e.g. as colleagues, friends, witnesses, or as people against whom an allegation has been made, should feel free to seek confidential help and advice from the sources of help listed below.
- 4.4 There is a concomitant obligation on the College authorities to ensure that managers and supervisors are provided with the necessary information to enable them to do so.

5. Reporting an incident

5.1 Experience in College suggests that it is preferable for a person who feels that she / he is being bullied or harassed to use one or all of the following steps. A person may prefer to proceed directly to the formal process.

5.2 Informal Process

- Get support: Talk to someone you trust.
- Make it clear to the perpetrator that the behaviour is unwelcome and unacceptable and ask them to stop. If this is not possible, approach one of the sources of help.
- Keep a record of incidents as they occur: what happened, dates, times, places, witnesses (if any), your response and the impact on you.
- Discuss the matter with one of the Contact Persons. They are appointed by the Board to help to resolve such cases. They offer a confidential, informal service and act only with your agreement. They:
 - Listen, provide support
 - Help you to solve the problem
 - May mediate informally on your behalf with the alleged perpetrator
 - Advise about other sources of help
 - Inform you about formal complaints procedures and provide personal support during any formal complaint procedures

5.3 Formal Process

If you wish to proceed to a formal complaint, the person to approach depends on the position of the alleged perpetrator:

- Academic Staff
 - Head of Department or Faculty Dean or Senior Dean
- Non-Academic Staff
 - Member Head of Department and/or the Staff Office
- Student
 - Head of Department or Faculty Dean or Junior Dean

A formal complaint involves providing a written statement.

Staff members are entitled to have a representative present at any meeting regarding a complaint.

6. Investigation

Every formal complaint is investigated and the outcome communicated to all parties. Where appropriate, the College will process the matter through the relevant stages of the disciplinary procedures.

7. Sources of Help

In addition to the College's Contact Persons the following help may be accessed by staff and students:

For Staff:

- Heads of Department
- Line Managers
- Staff Office
- Staff Representatives
- Occupational Health Service
- College Chaplains
- Student Health Service
- Employee Assistance Programme
- Website Address: <http://www.tcd.ie/Secretary/Policies/harass.html>
- Leaflet entitled Preventing Sexual Harassment and Bullying

For Students:

- Students' Union Welfare Officer
- Graduate Students' Union Welfare Officer
- College Tutors
- Student Counselling Service
- College Chaplains
- Student Health Service
- Website Address: <http://www.tcd.ie/Secretary/Policies/harass.html>
- Leaflet entitled Preventing Sexual Harassment and Bullying

8. Approved by Board

29 November 2000