

ANNUAL EQUALITY MONITORING REPORT

2010-2011



Equality Officer

Monitoring Advisory Group

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Sources

Staff Office Reports (CORE database/WiSER database).
Senior Lecturer's Annual Report 2009/2010
Student Records
Recruitment Monitoring reports (Equality Office)
Trinity Access Programmes
College Disability Service
Inclusive Curriculum Project TIC
Gender and Promotions Report
HEA statistics 2009-2010
ECU Equality in Higher Education report 2010
Secretary's Office
College Calendar 2010-2011

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Summary

Interpretation of the data

Some of the key findings in this report are outlined below. The report constitutes a snapshot of the diversity profile and distribution of staff and students in College as of 2010-2011 based on available data. Reports have been completed for the Equality Committee since 2006-2007. While the HEA compiles sectoral reports on student profile there is currently no consistent sectoral comparative data in relation to staff.

Staff

Gender profile

The issue of gender imbalance and barriers to women's career progression in academe have been highlighted by international research. In College there have been several reports examining women's career progression prepared for the Equality Committee, most recently a gender analysis of progression at the Lecturer Merit Bar.

- In 2010-2011 there is a persistent gender imbalance in the number of women in senior academic and decision-making positions in College (Table 2.3.a and 2.3c) including Annual Officers, Senior administration, Deans, Heads of School and Fellows. While the Employment Control Framework has an impact on the recruitment and promotion of staff in College, there are other areas not limited by the moratorium which show little change, such as the proportion of women Fellows (currently 21%).
- The gender balance at Board and Council has greatly improved in 2010-2011 compared to previous years, with a 40% female representation at Board and 45% at Council. There were Board elections in 2010 and there is a certain amount of fluctuation depending on student and other elected representation.
- The new comparative analysis of academic grades from 2007 to 2011 indicates there has been no noticeable variation in the overall proportion of women and men by academic grade in this period, with women more represented at the lecturer grade and under-represented at the most senior grades (table 2.4.a3). The employment control framework has restricted any promotions since 2009.
- In the case of Research staff, the proportions of Research Fellows and Research Assistants are more balanced across Faculties than is the case with Lecturer staff. Research is the only area where recruitment has continued to be active, dependant on external funding. Overall the balance of research staff is 51% women and 49% men (Table 2.4.g2). There are variations across Faculties within the 66% and 43% range – in the case of Engineering Mathematics and Science 43% of research staff are women, compared to 37% of PG students and 19% of lecturer academic staff.
- The overall gender proportion of staff in College is balanced with 53% women and 47% men, however, gender segregation by occupation continues to be very marked, particularly in support staff areas. The lack of variation may be due to the employment control framework moratorium on recruitment.

- The new section analysing staff in academic grades by Faculty provides insight into the different contexts to women's and men's academic career progression in College. Tables 2.4.B indicate women are a minority across grades in Engineering, Maths and Science (the closest point is below the Bar); a majority across grades except at the most senior level in Health Sciences; while in Arts, Humanities and Social Sciences the proportions are quite close up to Senior Lecturer. The overall proportions of women and men by School, including part-time staff, remain similar to previous years (Tables 2.5.1, 2 and 3).
- Data for the Merit Bar in 2010 indicates the proportion of eligible women Lecturers applying for review at the Merit Bar is lower (26%) by comparison to for their male colleagues (58%), in a similar trend to the low application rate identified in the 2009 Merit Bar report. In 2010 this lower application rate is apparent across all Faculties. The 2009 analysis indicated the gender imbalance was largely due to a cohort of staff in Health Sciences who repeatedly defer review; the report and action recommendations on this matter have been considered by Board.

Recruitment profile

The data collected on applicants to employment at recruitment stage has been greatly affected by the Employment Control Framework, the overall number of applicants has decreased markedly, and within that the response rate has decreased to 24%. Equality monitoring is in the process of being mainstreamed into e-recruitment so it is expected the response rate will vary in future reports.

- In 2010 the profile of respondents was very international: just over 1/3 of respondents were Irish, 30% were from the EU and 30% were non-EU (table 2.10.2).
- 53% declared themselves to be Christian, 27% declared no religion, and the second largest faith was Hindu (6.3%) (table 2.10.3).
- 2.1% declared a disability; this compares to the overall College rate of 2.4% of staff as per the 2009 report to the HEA (table 2.10.8).

Students

The data available provides a snapshot of the student population across different equality grounds and socio-economic background. The key findings refer to the increasingly international profile and progress in achieving access targets for non-traditional students.

Internationalization

- Trinity's long tradition as an international institution is evident in the high proportion of non-Irish students registered: in 2009-2010 there were students from 115 nationalities making up 22.5% of the student body (16% in 2007-08), this compares to 11% across the Irish University sector and 16% in the UK (Table 3.2.1).

Age and Gender

- 60.5% of the total student population in 2009-2010 was female; this compares to 57% in the UK student body and 56.5% in the Irish student body. The breakdown by UG, PG and Faculty indicates large variations within this: from 77% female students

in UG Health Sciences to 39% female students in UG Engineering, Mathematics and Science (Tables 3.1.1 and 3.1.3).

- 47% of the total Trinity student body were aged between 19 and 21, 11% were over 30 (this data is not available separately for the UG and PG population).

Widening participation

- The TCD response rate to the HEA survey on student background (including ethnicity and socio-economic background amongst others) has greatly increased in 2010 up to 93%, improving the accuracy of the resulting data.
- There is a continued increase in the proportion of non-traditional students (students with disabilities, students from socio-economic disadvantaged backgrounds and Mature students) entering via access routes – 17% in 2010. The College established a target of 22% of new UG entrants to be from non-traditional backgrounds by 2013 in its Strategic Plan. The National Access Plan for Equity of Access 2008-2013 establishes a target for non-standard entry routes to higher education to account for 30 percent of all entrants by 2013.
- In 2010-2011 registered students from non-traditional backgrounds made up over 11% of the UG student population (students with disabilities 5%, TAP students 3.8%, Mature registered 2.3%). This data captures students who access College via one of its alternative admission routes, but does not capture Mature students and students from disadvantaged backgrounds who enter College via the standard CAO points.
- 6 % of new entrants to Irish HE declare a disability, 7.3% in UK universities. There are 818 students registered with the College Disability service, representing a 19% increase in students registered from 2009-10 to 2010-11 with 309 new students registered this year.
- Mature students (23+ at the time of starting UG degree) who accessed College via the dispensation scheme make up 4.9% of the UG student population, the number of mature students on age is over 1,000 making up 8.5% of the UG student population (most mature students are located in AHSS and Health Sciences).
- The total number of students on a TAP course or who accessed College via a TAP route are 639, 5.4% of all UG students. At present it is not possible to track accurately the number of TAP students that progress to PG. The degree completion rate of TAP students is high at 97% by comparison to the overall College rate of 94%.

1. Introduction

Definition

Equality monitoring is the process of collecting, storing and analysing information that is relevant to, and necessary for, the purpose of promoting equality of opportunity between different categories of persons.

This is the fourth equality monitoring report to be submitted to the Equality Committee by the Equality Officer. The report provides base-line statistics on staff in relation to equality grounds such as gender, age and disability, and provides data on the student profile in relation to gender, age, nationality, and access initiatives. The aim of the report is initially to establish base-line positions and to determine possible inequalities; and secondly, to track developments and the success of different measures. Adequate data is essential to develop evidence-based policy and actions to ensure equality of access and opportunity. In monitoring equality data College is following best practice as seen in UK third level institutions and HEA recommendations. For a full discussion on the rationale for monitoring please see the Annual Equality Monitoring Report 2006-2007.

About this report

The report is comprised of three sections and provides mainly statistical information on the profile of the staff and student body.

The data has been analysed following the format of the first Annual Equality Monitoring Report 2006-2007 with a focus on the nine equality grounds included in equality legislation and bearing in mind the limitations of available data. The Monitoring Advisory Group reviews and advises on the content of this report, suggesting areas for further development. This report includes new data sections on students by gender and Faculty, on staff on medical grades and comparative student data in the Irish sector amongst others.

Staff section

The staff section of the report provides detailed data tables, with particular regard to gender distribution; seniority and decision-making; the achievement of the 3% disability employment target, senior and junior promotions, and the recruitment monitoring programme.

The staff gender disaggregated reports look at gender imbalance in seniority levels (vertical distribution) and in different areas or type of contract (horizontal distribution). In relation to gender balance and decision-making, it is useful to bear in mind that a 60-40 proportion is often provided as a minimum guideline for representation of both genders in decision-making bodies, although targets and quotas vary in different

contexts from one-third minimum representation for the under-represented sex to a 50:50 ratio¹.

Student section

The student section outlines the student body profile in terms of the available College and HEA data (gender, age, course and nationality) and includes more detailed information on student access initiatives and non-traditional groups.

Sources

The staff statistics are mostly based on statistical reports from the personnel database CORE, developed in collaboration with the Staff Office. Some reports have been sourced from the WiSER gender indicators database. Unless otherwise stated the reports include all monthly and weekly paid staff (permanent, contract, indefinite, part-time and temporary) except for casual staff. It should be noted that the part-time category includes staff employed on a wide range of contracts varying from nearly full-time to very few hours a week.

The Monitoring Advisory Group established an agreed criteria for reporting on academic grades with the Staff Office based on the report *Academic Titles in Trinity College Dublin* (Working Group on Academic Titles) – this criteria has been implemented in the equality reports and WiSER database.

The student statistics have been supplied by the HEA, TAP, the Mature Students Officer, the Senior Lecturer's Area, the Disability Service and the Inclusive Curriculum Project.

Acknowledgements

The Business Analyst in the Staff Office; the members of the Equality Monitoring Advisory Group -Lisa Keane (TAP), Clodagh Byrne (Mature Students Officer), Caroline Roughneen (WiSER), Patricia Daly (Staff Office), Dr Andrew Loxley (Education); Jade Barrett (Senior Lecturer Area); John McGregor, Sanjay Dixit, Cherry Prendergast and other staff in ISS; Michelle Garvey (TIC); Monica Alcock (Secretary's Office) and everyone else who helped.

¹ Going for Gender Balance p17 and p44.

¹ <http://www.quotaproject.org/aboutQuotas.cfm>

2. Staff

2.1 Overall staff figures by gender

The overall College staff population, as of the report run January 2011 is 3689 with women making up 54% of all employees and men 46%. This includes full-time, part-time, permanent, contract, temporary and casual staff in all areas (academic, administrative and other support areas), with the only exception of associate staff.

Table 2.1 Overall staff

Table 2.1 Overall staff figures					
	Male	%	Female	%	Total
All staff	1701	46%	1988	54%	3689

Report run Jan 2011

Based on contract summary report

2.2 Overall staff figures by age

The age profile of staff is detailed below.

Table 2.2 Staff Age Profile

Age range	Male	Female	Total	% of all staff
20-29	140	194	334	9%
30-39	485	624	1109	30%
40-49	379	441	820	22%
50-59	298	332	630	17%
60 plus	183	148	331	9%
no birth date entered	216	249	465	13%
Total	1701	1988	3689	100%

Report run Jan 2011 includes associate and casual staff

2.3 Decision-making in College

The following tables outline the participation of women and men in College senior positions and decision-making bodies.

The College management and administrative structure is based on the principle of collegiality. The ownership of the College is vested in the Provost, Fellows and Foundation Scholars, who together with the members of the Board form the 'body corporate' of the institution. The Board is the governing body and the Council superintends the University's academic business. There is also an extensive Committee and sub-committee structure in College. The Executive Officers group develops strategic planning for the Board's consideration.

The 3 Faculty academic structure comprises 24 Schools.

2.3a Senior Positions

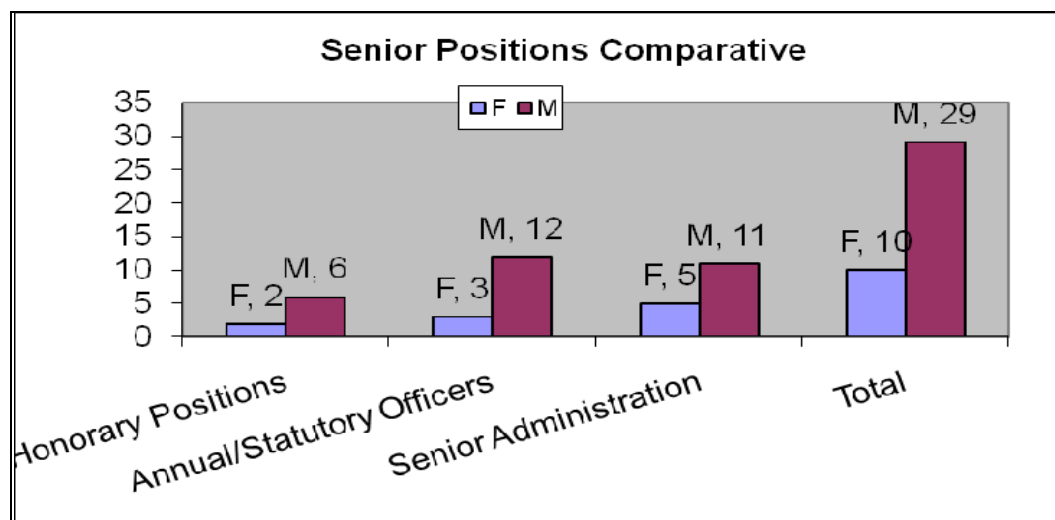
This table indicates the gender distribution of men and women in senior positions such as Annual or Statutory officers *, Senior Administrative positions**, and Honorary positions***. Annual or Statutory officers are appointed by Board each year on the nomination of the Provost, and work closely with Senior Administrative Officers in the development of policy and management of the College. Annual Officers normally hold office for 3 years.

The Chancellor acts as head of the University on ceremonial occasions, is elected by the Senate and is also the primary Visitor of the College.

Table 2.3a Gender and senior positions in College

Senior positions in College	F	F %	M	M %	Total
Honorary Positions	2	25%	6	75%	8
Annual/Statutory Officers	3	20%	12	80%	15
Senior Administration	5	31%	11	69%	16
Total	10	26%	29	74%	39

Jan-11



Key:

*** Annual/Statutory officers:** Vice-Provost/CAO, Bursar, Senior Lecturer, Registrar, Senior and Junior Deans, Senior and Junior Proctors, Senior Tutor, Dean of Graduate Studies, Dean of Research, Dean of Students, 3 Faculty Deans.

**** Senior Administrative positions:** Chief Operating Officer, Secretary, Staff Secretary, Librarian, Treasurer, Academic Secretary, Director of Buildings, Director of ISS, Director of Accommodation and Catering, Director of Careers Advisory Service, Director of College Health Service, Director of College Disability Service, Director of Student Counselling, Associate Director of Trinity Research, Director of International Affairs and the Director of Sport.

***** Honorary Positions:** Chancellor, Pro-Chancellors, Visitors to the College.

2.3b Board and Council

Board

The Board of Trinity College is the governing body, responsible for managing the affairs of the College; and is the body which ultimately approves all College policies and procedures. The Board has 30 members including elected members, ex-officio members, student members and in attendance members.

Table 2.3b1

BOARD 2010-2011	Female	%	Male	%	Total
BD elected member	4		12		16
BD student members	3		1		4
BD ex-officio member	1		4		5
BD appointed	2		0		2
BD in attendance	2		1		3
Total	12	40%	18	60%	30
Source Calendar 2010-11 and Staff Office					

Council

The University Council superintends and regulates the academic business of the University (including course and degree structure), and is the body which makes nominations for all academic appointments. Its decisions and nominations are forwarded to Board for confirmation. The University Council has a total of 38 members (2010-2011); 6 of these are student representatives, 2 are student observers.

Table 2.3b2 Council 2010-2011

Council 2009-2010	Female	%	Male	%	Total
Council ex-officio member	3		4		7
Council representatives (1 vacant)	4		13		17
Council in attendance	4		1		5
Co-opted members (1 vacant)	0		1		1
Student representatives	5		1		6
Student observers (in attendance)	1		1		2
Total	17	45%	21	55%	38

Source: Secretary's Office

Executive Officers Group

The Executive Officers Group reflects the new College management and Faculty design and is comprised of the Provost (m), 3 Faculty Deans (m), Dean of Research (m), COO (f), CAO (m), Treasurer (m), Secretary (f), Staff Secretary (m) and the Vice-Provost for Medical Affairs/ Head of School of Medicine (m).

2.3c Academic Decision-making

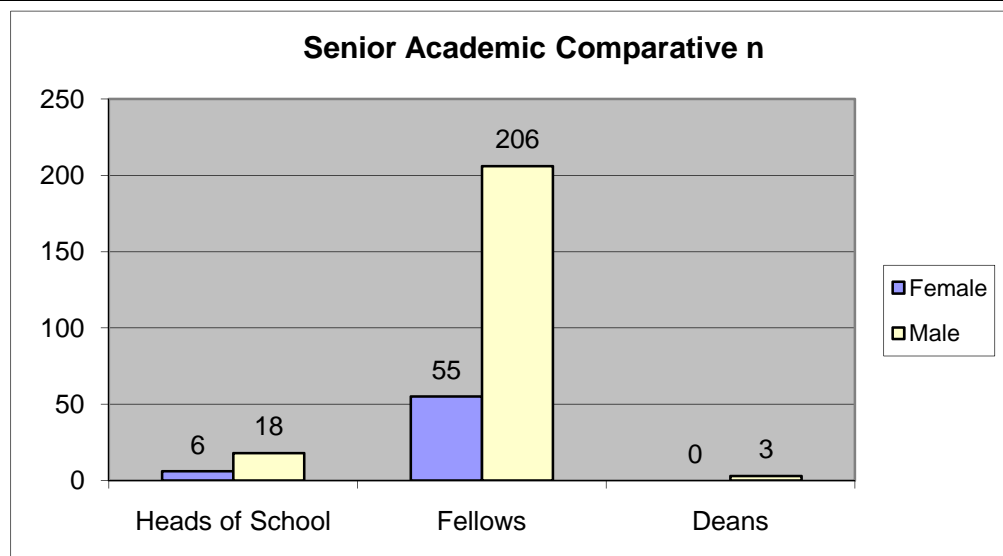
Table 2.3c charts the gender proportions for Heads of School, Fellows and Deans in 2010-2011. There are 6 female Heads of School (25%) in 2010-11, an increase on 2008 (3). The proportion of female Fellows is remains

stable at 21% (20% in 2008). The number of women Faculty Deans is unchanged since the 2006-2007 report.

Table 2.3c Senior Academic comparative

Table 2.3c Senior Academic Comparative

Senior Academic Comparative	Female	F%	Male	M%	Total
Heads of School	6	25%	18	75%	24
Fellows	55	21%	206	79%	261
Deans	0	0%	3	100%	3
Total	61	21%	227	79%	288



2.4 Staff distribution by grade

Table 2.4 summarises the distribution of staff according to the type of function staff belong to. This graph provides us with an overall picture of the gender distribution of staff in different areas of activity, be it academic, research, administrative or Library, secretarial, technical or other support staff. While the overall proportion of staff is quite even between men and women, there are significant differences as we can see in the table below.

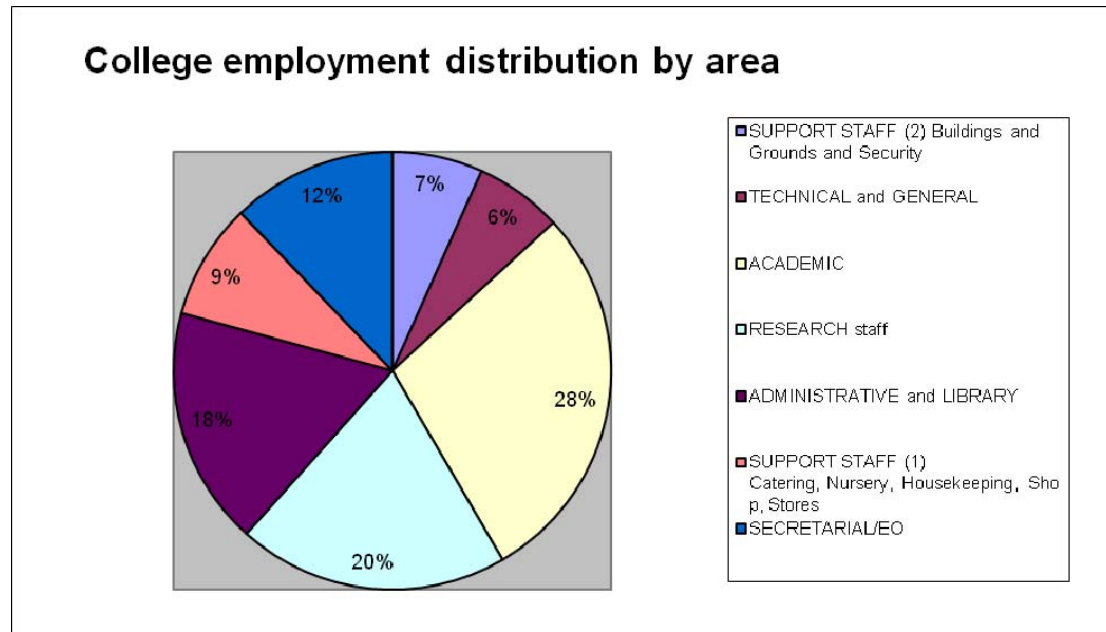
The following areas are examined in more detail in the coming sections: academic grades, research grades, administrative and Library.

Table 2.4. (1) Staff Overview by type of employment

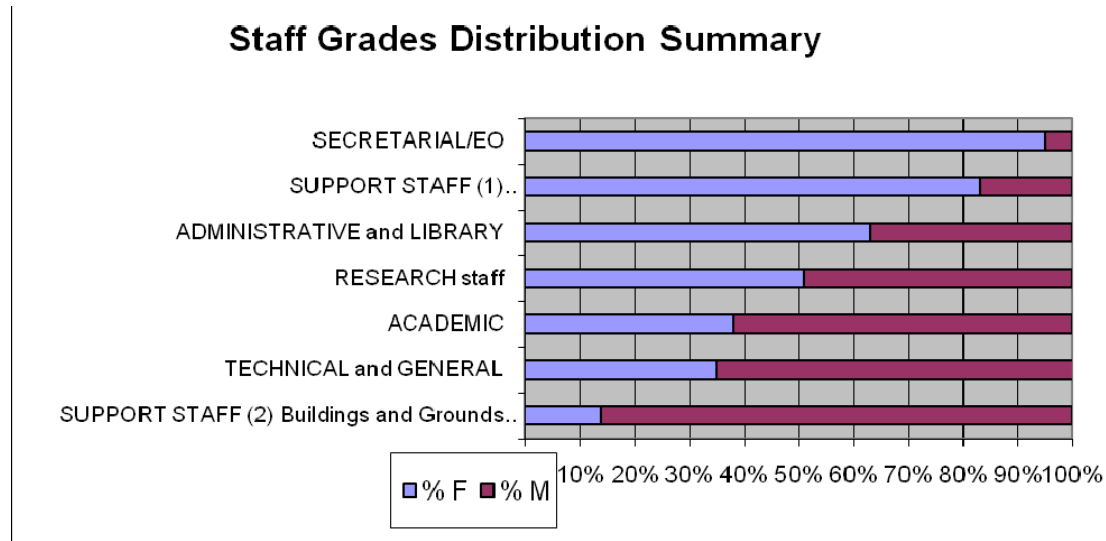
Staff Grade Summary Graph	Female	% F	Male	% M	Total
SUPPORT STAFF (2) Buildings and Grounds and Security	30	14%	188	86%	218
TECHNICAL and GENERAL	73	35%	138	65%	211
ACADEMIC	352	38%	574	62%	926
RESEARCH staff	333	51%	320	49%	653
ADMINISTRATIVE and LIBRARY	359	63%	215	37%	574
SUPPORT STAFF (1) Catering, Nursery,	232	83%	47	17%	279

Housekeeping, Shop, Stores					
SECRETARIAL/EO	377	95%	20	5%	397
Other	5	29%	12	71%	17
Total	1761	54%	1514	46%	3275

Report run January 2011



Graph 2.4.2 (2) Staff grades distribution summary by gender



2.4.A Academic Grades

The table below details the number of women and men in each academic grade, medical and non-medical (January 2011). The Monitoring Advisory Group established an agreed criteria for reporting on academic grades with the Staff Office based on the report *Academic Titles in Trinity College Dublin* (Working Group on Academic Titles).

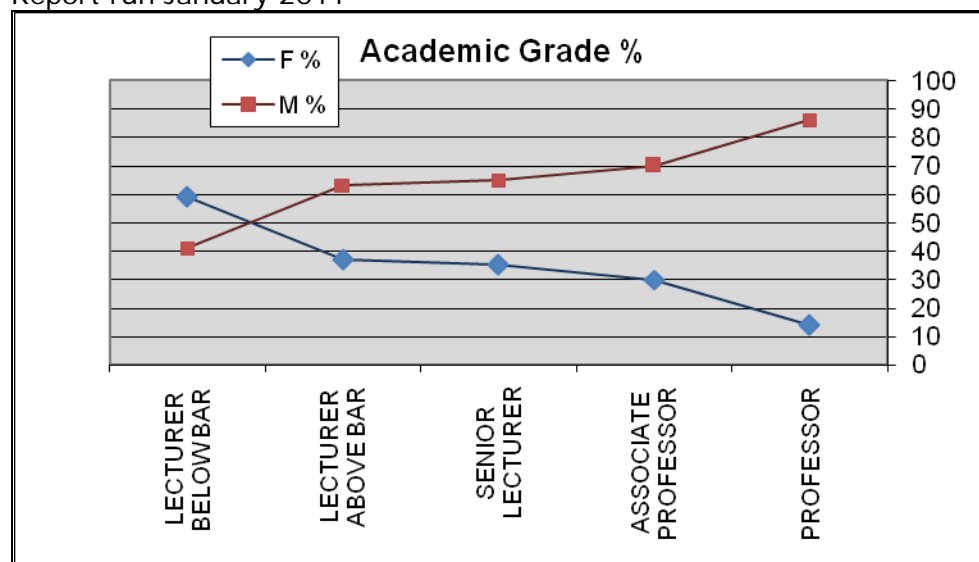
Although women make-up 38% of all academic staff, the under-representation of women in senior grades has been documented in

international research and in previous College reports. Currently the proportion of Professors (Chairs) is 14% (no change since 2009-2010). The Equality Officer has prepared a more detailed report on this issue for the Provost (Gender and Promotions Report, 2009) as well as a report regarding progression above the Merit Bar to the Vice Provost/CAO (2010), see section 2.8.

Table 2.4.a (1) Academic Grades

Grade Description	Female	F %	Male	M %	Total
PROFESSOR	13	14	81	86	94
ASSOCIATE PROFESSOR	24	30	56	70	80
SENIOR LECTURER	58	35	106	65	164
LECTURER ABOVE BAR	83	37	142	63	225
LECTURER BELOW BAR	119	59	83	41	202
PART TIME LECTURER	34	33	71	67	105
Total	331	38%	539	62%	870

Report run January 2011

**Table 2.4.a (2) Medical academic staff by grade**

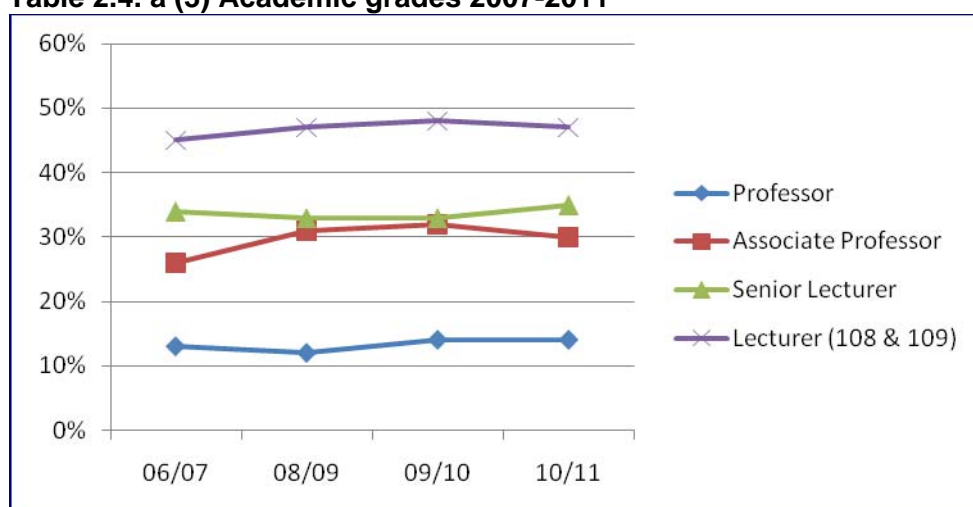
Grade Description	Female	F %	Male	M %	Total
PROFESSOR CONSULTANT	0	0	7	100	7
SENIOR LECTURER CONSULTANT	1	17	5	83	6
LECTURER REGISTRAR	2	40	3	60	5
SENIOR REGISTRAR	2	40	3	60	5
SPECIALIST REGISTRAR	5	63	3	38	8
P/T LECTURER MEDICAL	0	0	6	100	6
PROFESSOR CONSULTANT 1998 TYPE A	1	50	1	50	2
PROFESSOR CONSULTANT 1998 TYPE B	1	33	2	67	3
PROFESSOR CONSULTANT NEW ENTR TYPE A	1	100	0	0	1
ASSOC PROF CONSULTANT 1998 TYPE A	1	50	1	50	2
ASSOC PROF CONSULTANT 1998 TYPE	0	0	1	100	1

B					
SNR LECT CONSULTANT 1998 TYPE B	4	100	0	0	4
SNR LECT CONSULTANT NEW ENTR TYPE A	1	100	0	0	1
SNR LECT CONSULTANT NEW ENTR TYPE B	2	40	3	60	5
Total	21	38%	35	63%	56

Medical academic grades have been included reflecting medical staff employed on a variety of consultant grades.

Comparative academic grades 2007-2011 -NEW

Table 2.4. a (3) Academic grades 2007-2011



Source: Annual Equality Monitoring Reports: 2006/2007, 2008/2009, 2009/2010, 2010/2011. Table 2.4.a (3) indicates little variation in the proportion of women in different academic grades since 2006, for example the proportion of women Professors has remained in the 14%-12% range.

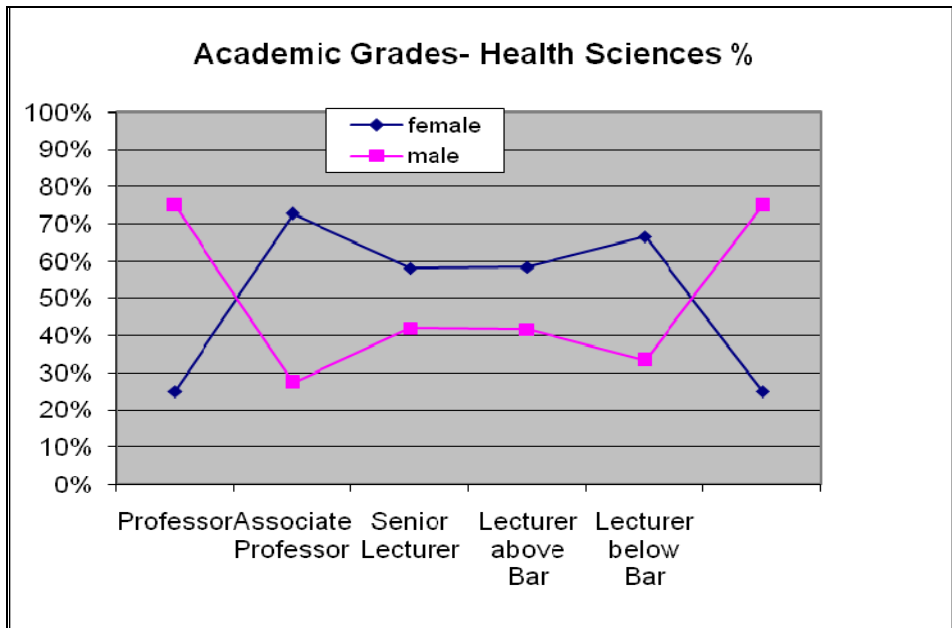
2.4. B Academic Grades by Faculty - NEW

The following tables provide a breakdown of staff academic grades by Faculty.

2.4.b 1 Faculty of Health Sciences

Grade Description	Female	F %	Male	M %	Total
Professor	3	25%	9	75%	12
Associate Professor	8	73%	3	27%	11
Senior Lecturer	18	58%	13	42%	31
Lecturer above Bar	35	58%	25	42%	60
Lecturer below Bar	48	67%	24	33%	72
Lecturer part-time	2	25%	6	75%	8
TOTAL	114	59%	80	41%	194

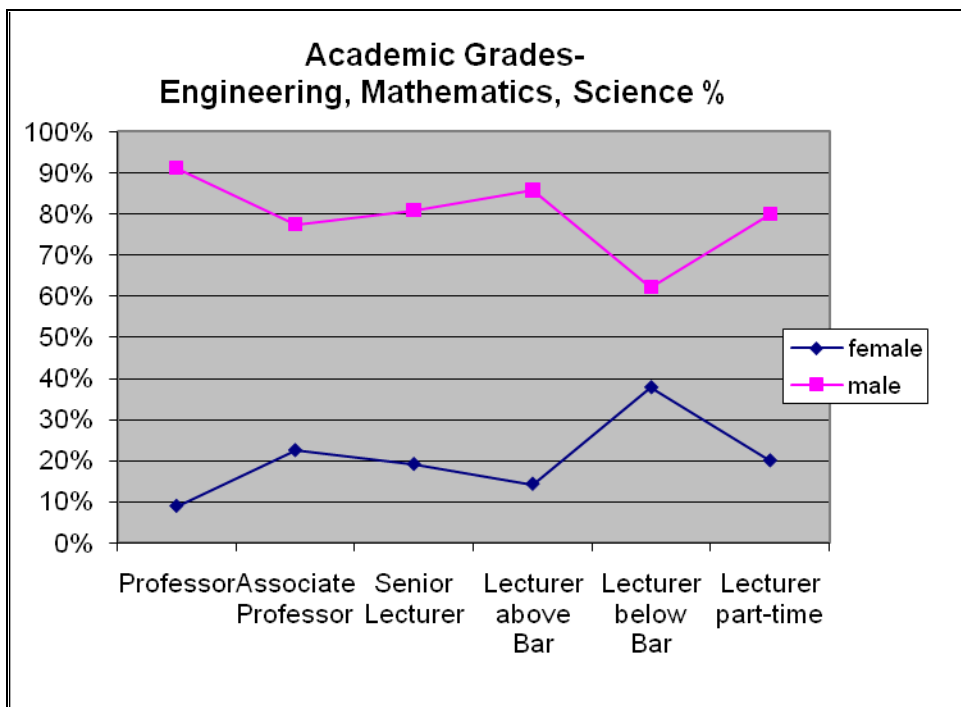
Source: WiSER DB, Jan 2011.



2.4.b 2 Faculty of Engineering, Mathematics and Science

Grade Description	Female	F %	Male	M %	Total
Professor	4	9%	41	91%	45
Associate Professor	9	23%	31	78%	40
Senior Lecturer	13	19%	55	81%	68
Lecturer above Bar	11	14%	66	86%	77
Lecturer below Bar	14	38%	23	62%	37
Lecturer part-time	7	20%	28	80%	35
TOTAL	58	19%	244	81%	302

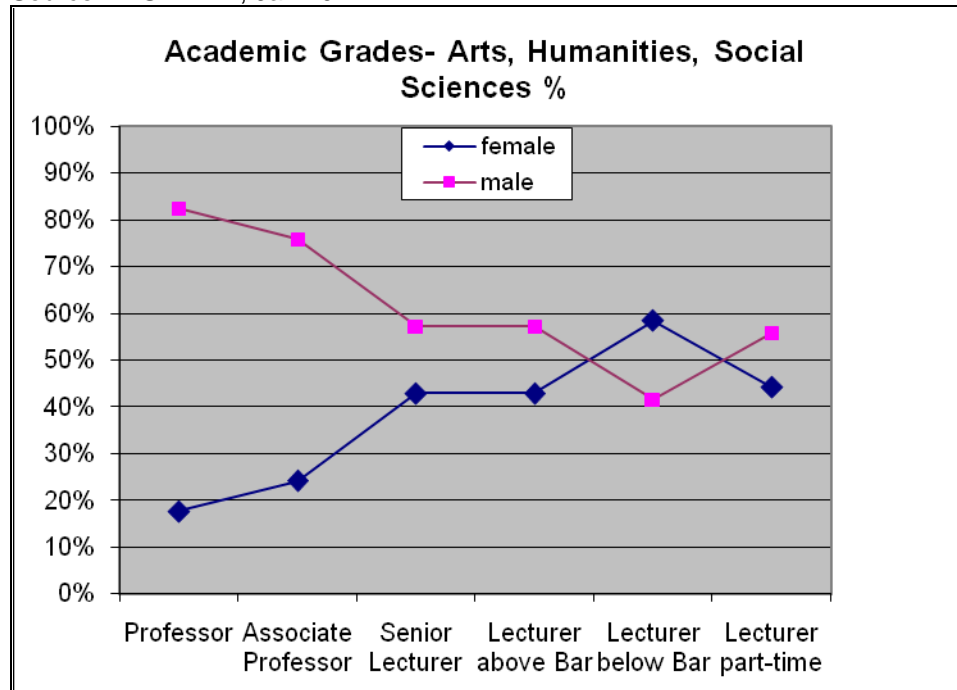
Source: WISER DB, Jan 2011.



2.4.b 3 Faculty of Arts, Humanities and Social Sciences

Grade Description	Female	F %	Male	M %	Total
Professor	6	18%	28	82%	34
Associate Professor	7	24%	22	76%	29
Senior Lecturer	27	43%	36	57%	63
Lecturer above Bar	36	43%	48	57%	84
Lecturer below Bar	52	58%	37	42%	89
Lecturer part-time	19	44%	24	56%	43
TOTAL	147	43%	195	57%	342

Source: WISER DB, Jan 2011.



2.4.C UK and Ireland comparative data

Gender disaggregated data is currently not generally available to compare Trinity's performance with that of other Irish universities.

The available data from the HESA in UK is outlined in Table 2.4C. The HESA has indicated the percentage of female professorial staff in their 2009-2010 report is 19%, with women making up 44% of all academic staff. The EU Roadmap for Equality has set a 25% female target for Professorial and senior scientific positions.

Table 2.4C

Academic staff by Gender and Professor category (National UK university average 2009/2010) HESA		
	% F	% M
Professor	19	81
Lecturer (all not Professor)	47	53
Overall academic staff	44	56

Source HESA online statistics 2009-2010.

2.4. D Fellows

Fellows of the College are members of academic staff who have been nominated, deemed to meet the criteria set out in the Statutes for this recognition, and are elected by Board. There are certain privileges attached with being a Fellow, and fellowship is held until retirement.

Table 2.4. d Fellows

Fellows	Female	%	Male	%	Total
Junior and Senior Fellows	51	23%	170	77%	221
Honorary Fellows	4	10%	36	90%	40
Total	55	21%	206	79%	261

Data from 2010-2011 Calendar and Staff Office.

2.4.D Administrative

The overall breakdown of administrative, library and executive staff is provided in table 2.4.D (1).

Table 2.4.D (1) Administrative and Library

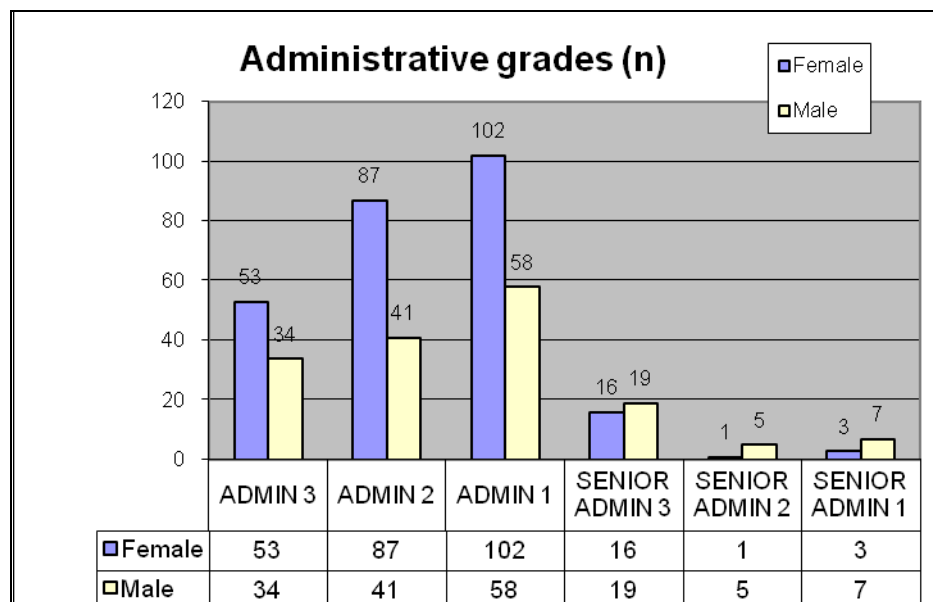
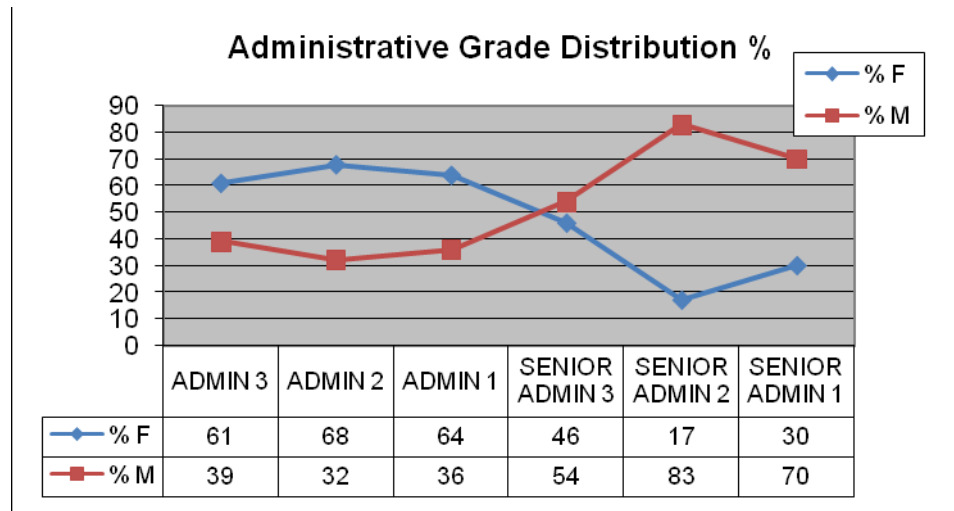
Administrative and library	Female	%	Male	%	Total
Admin total	262	62%	164	38%	426
Library total	97	66%	51	34%	148
TOTAL	359	63%	215	37%	574

The distribution of staff through different administrative grades, from most junior (Admin 3) to most senior (Senior Admin 1) is reflected in table 2.4.D (2)

Table 2.4.D (2) Administrative Grades

Administrative Grades	Female	% F	Male	% M	Total
ADMIN 3	53	61	34	39	87
ADMIN 2	87	68	41	32	128
ADMIN 1	102	64	58	36	160
SENIOR ADMIN 3	16	46	19	54	35
SENIOR ADMIN 2	1	17	5	83	6
SENIOR ADMIN 1	3	30	7	70	10
Total:	262	62	164	38	426

Report run January 2011



The graph provides a similar outline to that included in the 2006-2007 and later reports, with the step between Admin 1 and Senior Admin 3 proving to be the inflexion point between grades that are predominantly female and senior grades which are predominantly male.

2.4.E Other Support Staff

Under Support Staff 1 we have grouped Catering, Housekeeping, Shop and Nursery staff, which are all areas employing mainly female staff. Staff distribution reflects classical occupational segregation.

Table 2.4.E 1 Support staff 1

Support Staff 1 (Nursery, Catering, Housekeeping, Shop, Stores)	Female	%F	Male	%M	Total
Nursery	19	100%	0	0%	19
Catering	38	67%	19	33%	57
Housekeeping	175	88%	25	13%	200
Shop	0	0%	3	100%	3
Total	232	83%	47	17%	279

Report run January 2011.

Under Support Staff 2 we have grouped Buildings Office staff, Grounds staff and Security staff. Figures include weekly and monthly paid staff.

Table 2.4.E 2 Support Staff 2

Support Staff 2 (Buildings and Grounds, Security, Stores)					
	Female	%F	Male	%M	Total
Buildings and Grounds	1	1%	75	99%	76
Security and Guards	28	21%	105	79%	133
Stores	1	11%	8	89%	9
Total	30	14%	188	86%	218

Report run January 2011.

2.4.F Library

This table provides data on the distribution of Library staff throughout the different employment grades (data from January 2011). Library staff is predominantly female (66%).

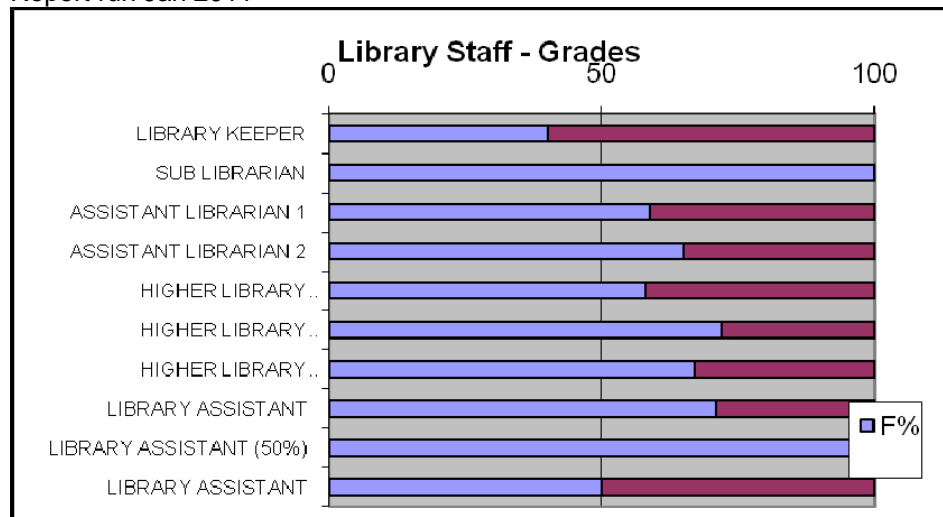
Table 2.4.f (1) Library overview

LIBRARY STAFF	Female	%	Male	%	Total
Library total	97	66	51	34	148

Table 2.4.f (2) Library Grades

Grade Description	Female	F%	Male	M%	Total
LIBRARY KEEPER	2	40	3	60	5
SUB LIBRARIAN	5	100	0	0	5
ASSISTANT LIBRARIAN 1	13	59	9	41	22
ASSISTANT LIBRARIAN 2	13	65	7	35	20
HIGHER LIBRARY ASSISTANT (EXEC 1)	7	58	5	42	12
HIGHER LIBRARY ASSISTANT (EXEC 2)	13	72	5	28	18
HIGHER LIBRARY ASSISTANT (EXEC 3)	28	67	14	33	42
LIBRARY ASSISTANT	12	71	5	29	17
LIBRARY ASSISTANT (50%)	1	100	0	0	1
LIBRARY ASSISTANT	3	50	3	50	6
TOTAL	97	66	51	34	148

Report run Jan 2011



2.4.G Research

Table 2.4.g (1) shows the profile of College research staff and students reflecting an approximate gender balance. Research staff make-up a considerable part of the College community (there are close to 700 research staff in different categories).

Graph 2.4.g (2) shows research staff - Research Fellows and Research Assistants- by Faculty.

Table 2.4.g. (1) Research staff and students

Research Staff/Students	Female	% F	Male	% M	Total
RESEARCH FELLOW	193	45	240	55	433
RESEARCH ASSISTANT	137	64	78	36	215
RESEARCH STUDENT	458	44	585	56	1043
RESEARCH ASSISTANT	3	60	2	40	5
Total	791	47	905	53	1696

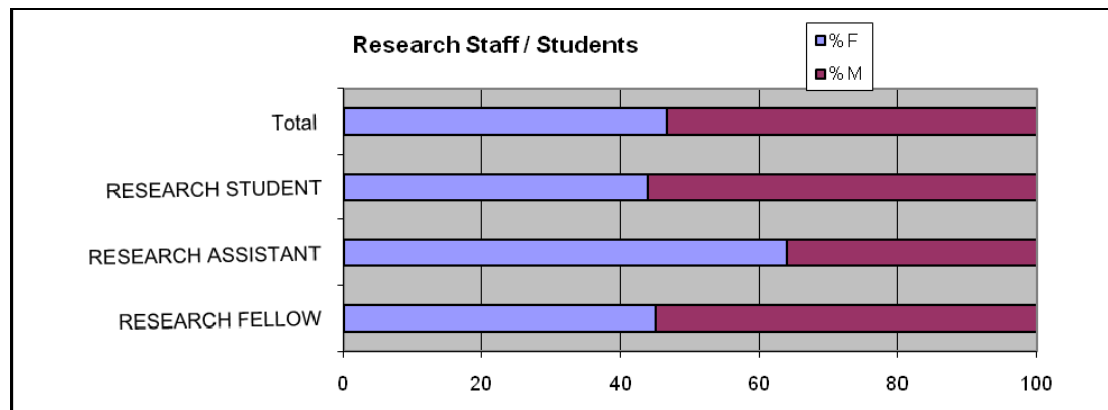
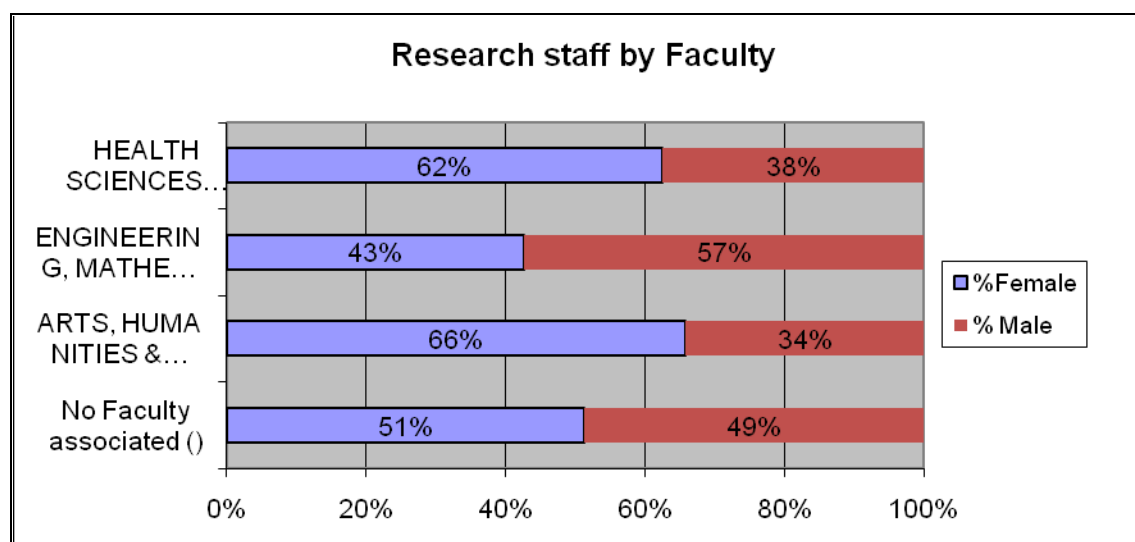


Table 2.4.g. (2) Total Research Staff by Faculty (Research Fellows and Assistants)

Faculty	Male	Female	Total	%Female
No Faculty associated ()	43	45	88	51%
ARTS, HUMANITIES & SOCIAL SCIENCE (F01)	23	44	67	66%
ENGINEERING, MATHEMATICS & SCIENCE (F02)	192	142	334	43%
HEALTH SCIENCES (F03)	62	103	165	62%
Report Total:	320	334	654	51%



2.5 Academic Staff by School

The following tables indicate the gender distribution of academic staff by Faculty and School, with considerable variations. In FAHSS School proportions range from 27% female academics in the School of Social Science and Philosophy, to 64% female staff in the School of Social Work and Social Policy (with a total of 44% female across the faculty); in FEMS the proportions of female academic staff are consistently low in a range from 4% to 26% (with a total 19% of female academic staff across the faculty), while in the Faculty of Health Sciences the composition of the School of Nursing and Midwifery is highly feminized at 73% (faculty total 55% female).

Data is from January 2011 and includes all academic staff – on full time, part time, permanent, indefinite and temporary contracts (the only category excluded is casual and associate staff). Please note the statistics reflect individual staff members rather than Full Time Equivalents (FTEs) as may be used in other reports.

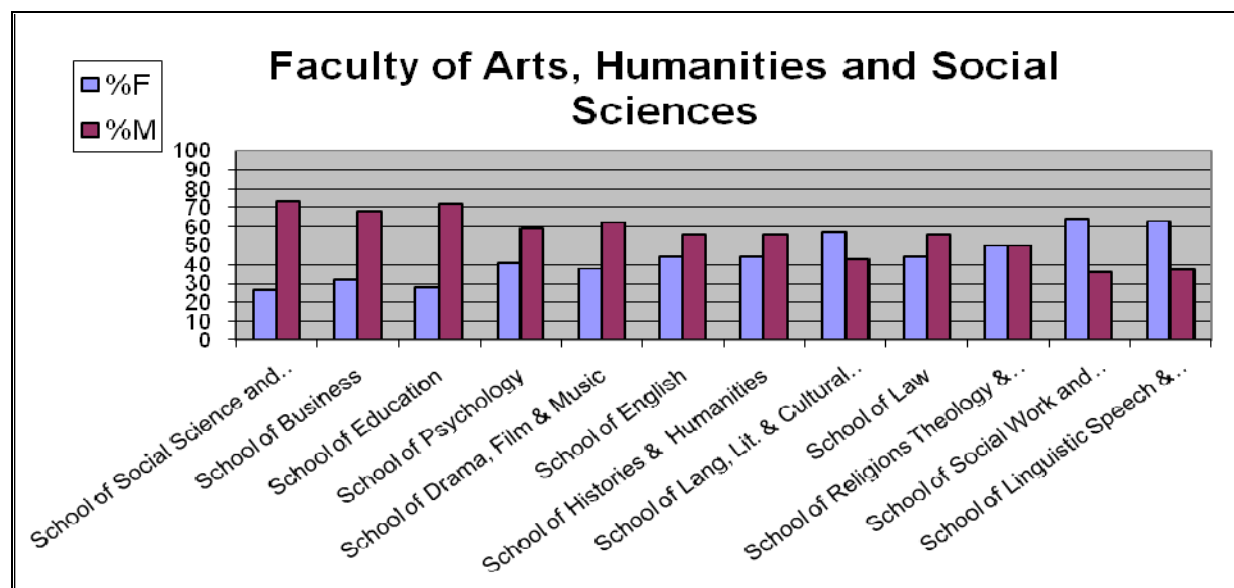
2.5.1 Faculty of Arts Humanities and Social Sciences:

Table 2.5.1

Faculty of Arts, Humanities and Social Sciences	Female	%F	Male	%M	Total
School of Social Science and Philosophy	14	27	38	73	52
School of Business	8	32	17	68	25
School of Education	5	28	13	72	18
School of Psychology	12	41	17	59	29
School of Drama, Film & Music	8	38	13	62	21
School of English	11	44	14	56	25
School of Histories & Humanities	16	44	20	56	36
School of Lang, Lit. & Cultural Studies	32	57	24	43	56
School of Law	15	44	19	56	34
School of Religions Theology & Ecumenics	10	50	10	50	20
School of Social Work and Social Policy	14	64	8	36	22
School of Linguistic Speech & Comm Sci	17	63	10	37	27

Total academic staff:	162	44	203	56	365
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Report run January 2011

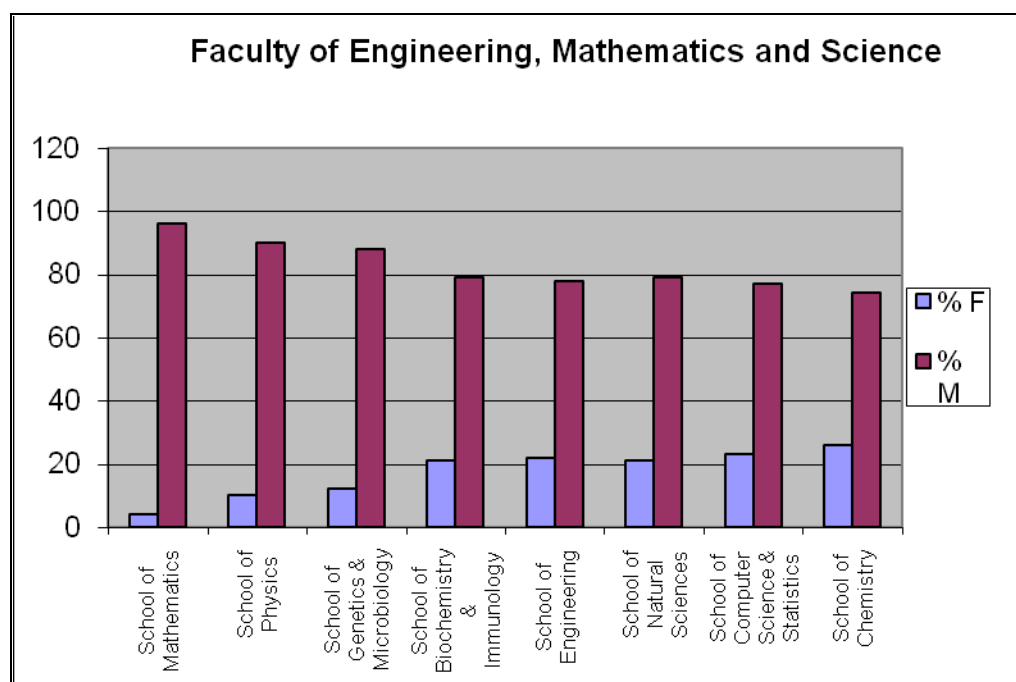


2.5.2 Faculty of Engineering Mathematics and Science:

Table 2.5.2

Faculty of Engineering, Mathematics and Science	Female	% F	Male	% M	Total
School of Mathematics	1	4	23	96	24
School of Physics	3	10	26	90	29
School of Genetics & Microbiology	3	12	22	88	25
School of Biochemistry & Immunology	4	21	15	79	19
School of Engineering	13	22	47	78	60
School of Natural Sciences	8	21	30	79	38
School of Computer Science & Statistics	20	23	68	77	88
School of Chemistry	6	26	17	74	23
total faculty	58	19%	248	81%	306

Report run January 2011

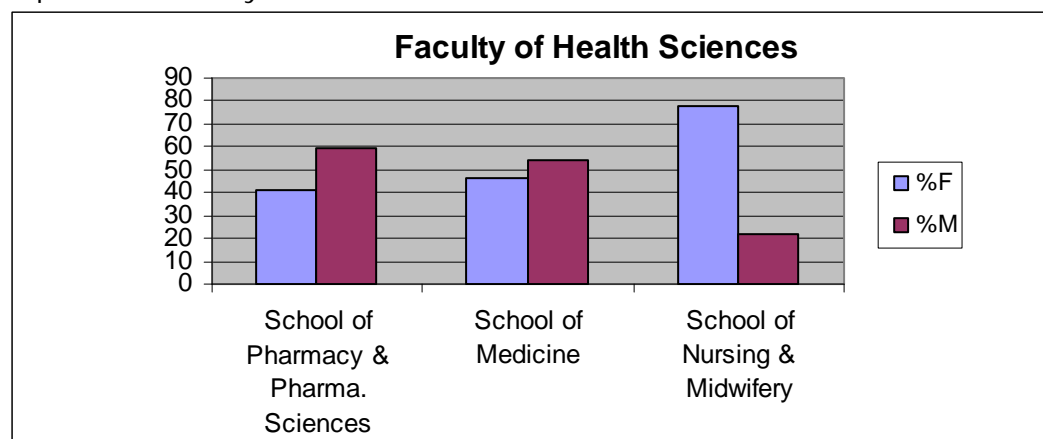


2.5.3 Faculty of Health Sciences

Table 2.5.3

Faculty of Health Sciences	F	%F	M	%M	Total
School of Pharmacy & Pharma. Sciences	11	48	12	52	23
School of Medicine	85	50	86	50	171
School of Nursing & Midwifery	45	73	17	27	63
School of Dental Sciences	1	33	2	67	3
total faculty	142	55	117	45	260

Report run January 2011



2.6 WiSER statistics

The Centre for Women in Science and Engineering (WiSER) was established in 2006 with an aim of retaining and advancing women working in sciences, engineering and technology (SET) disciplines where currently they are significantly under-represented. Statistics for 2010-2011 are not available.

2.7 Staff by type of contract

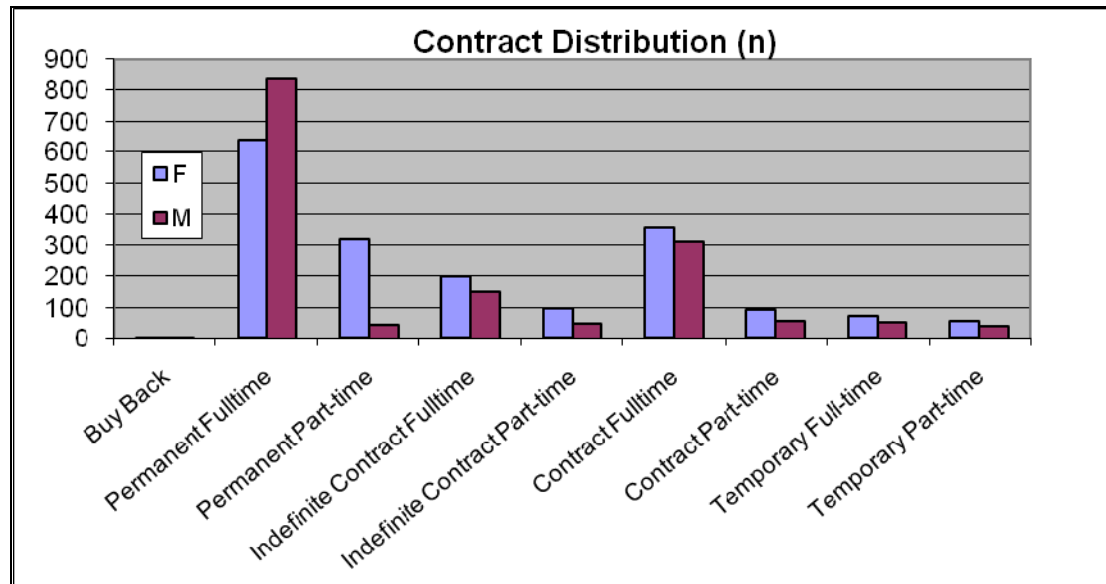
The following tables and graphs detail the distribution of staff in relation to the type of contract and provide a more detailed breakdown of part-time staff.

The types of contract are: permanent, indefinite duration, contract (fixed-term), temporary, casual, job-share and buy-back (for employees who are retired).

Table 2.7a Staff distribution by type of contract

Contract Distribution - Gender Count	F	%	M	%	T
Buy Back	2	25	6	75	8
Permanent Fulltime	636	43	840	57	1476
Permanent Part-time	318	88	43	12	361
Indefinite Contract Fulltime	199	57	153	43	352
Indefinite Contract Part-time	96	67	48	33	144
Contract Fulltime	357	54	309	46	666
Contract Part-time	91	61	57	39	148
Temporary Full-time	73	57	54	43	127
Temporary Part-time	57	58	41	42	98
Casual	159	51	150	49	309
Default	0	0	2	100	2
Total	1988	54%	1703	46%	3691

Report run January 2011



2.7 b Part-time staff

Table 2.7 b analyses the profile of part time staff across different contract types. In most part-time categories women outnumber men, particularly in the case of permanent part-time staff.

Table 2.7b Part-Time Contract Distribution

Employee Status	Female	% F	Male	% M	Total
Contract Part-time	91	61	57	39	148
Indefinite Contract Part-time	96	67	48	33	144
Permanent Part-time	318	88	43	12	361
Temporary Part-time	57	58	41	42	98
Total	562	75%	189	25%	751

Report run January 2011

Overall proportion of Part-time staff: 75% female, 25% male.

2.8 Academic Promotions and the Merit Bar

Due to the Employment Control Framework embargo on recruitment and promotion there were no Senior Promotions in 2010.

The Junior Academic Progression Committee (JAPC) conducts the review of Lecturers at, or approaching, the Merit Bar on the Lecturer scale annually. Advancement beyond the Merit Bar is not regarded as "promotion", since it is advancement along the same Lecturer grade pay scale (the transition beyond the Merit Bar occurs between the 12th and the 13th point of the scale). Lecturers eligible for review in any year are contacted in writing by the Secretary to the JAPC, copied to Head of Discipline and Head of School, providing information on the application process. Candidates and Heads are referred to the Review Procedures for Academic Staff which are available on the Staff Office website and which provide detailed guidance on the requirements, criteria and application procedure for review at the Merit Bar, including definitions of: 'research', 'teaching', 'service to College' and 'Service to discipline or Community'.

Merit Bar Report 2009

A gender analysis of the Merit Bar was carried out in 2009 at the request of the Vice Provost, in the context of previous reports investigating the barriers to women's career progression and women's under-representation in senior academic grades. This analysis identified the Merit Bar as the inflexion point in women's career progression in College.

The analysis of Merit bar data for the period 2006-2009 revealed there was no appreciable gender difference in the success rates of applications (94%), but found that eligible women Lecturers were applying for review in a lower proportion to their male counterparts. In 2009 male lecturers eligible for review were twice as likely to apply for review than their female counterparts (55% application rate by comparison to 27%), resulting in 22 male Lecturers passing the Bar by comparison to 11 female Lectures. This lower rate of application contributes to the apparent gender imbalance in Lecturer staff above the Bar, which is more pointed in the Faculty of Health Sciences and the Faculty of Engineering Maths and Science than in the Faculty of Arts Humanities and Social Sciences. The report found great variations in the application rate by Faculty, with the largest cohort of staff deferring review occurring in the Faculty of Health Sciences (School of Nursing and Midwifery and School of Medicine); this cohort is predominantly female. The application rate of female academics in the Faculty of Health Sciences is the lowest across College at only 18% of eligible staff.

Reasons for deferring review

A further qualitative report was completed, including a survey and follow-up interviews with staff who had elected not to present for review (37 staff), examining the reasons for this deferral.

The key reason reported for not applying for review at the Bar was not being sufficiently research active or not being registered for a PhD. The report indicated a widespread perception amongst respondents that teaching was not valued as much as research, and that the clinical element of the discipline was insufficiently understood. Several respondents cited difficulty getting on the research ladder and accessing the research supports in place in their School, particularly after maternity leave. A majority of respondents highlighted the lack of career guidance and discussion with their Head of Discipline/School regarding progression above the Merit bar. Respondents from some disciplines highlighted the newcomer status of their disciplines and the consequent lack of academic tradition and scarcity of senior academic role models as determining factors; other respondents reported high teaching and administrative loads.

The Gender analysis of the Merit Bar report was considered by three College Committees: the Junior Academic Progression Committee, the HR Committee and the Equality Committee; a proposal from the HR and Equality Committee has been submitted to Board for consideration on foot of this report.

Merit Bar 2009-2010 statistics

Table 2.8.1 outlines the numbers of eligible staff for review by category, the numbers of staff who applied, application and success rates. 2009-2010 figures indicate a continuation of gender imbalance in applications for advancement beyond the Merit Bar.

Tables 2.8.2, 3 and 4 analyse the Merit Bar data by Faculty. In 2010 the number of eligible women Lecturers applying for review was lower than their male counterparts across Faculties – overall the female application rate was 26% by comparison to 58%.

Table 2.8.1 Merit Bar 2009-2010 by category

Merit Bar 2009/10	M	F
Eligible in 2009/10		
Lecturers of first eligibility	15	9
Lecturers held at Merit Bar	8	6
Lecturers declined review on one or more occasions	10	27
TOTAL ELIGIBLE	33	42
Applied in 2009/10	19	12
Applied % of eligible (m or f)	58%	29%
Successful	18	10
Success rate % (of applied)	95%	83%
% (of eligible)	55%	24%

Source: Secretary to the JAP Committee.

Table 2.8.2 Merit Bar 2009-2010 Eligible by Faculty

Merit Bar 2010 Eligible by Faculty	m	f	T	% F	% all eligible
Arts, Humanities & Social Sciences	12	9	21	43%	28%
Engineering, Mathematics & Science	11	7	18	39%	25%
Health Sciences	10	26	36	72%	47%
Total	33	42	75	57%	100%

Table 2.8.3 Merit Bar 2009-2010 Applied by Faculty

Merit Bar 2010 Applications by Faculty	m	f	T	F applic rate	M applic rate
Arts, Humanities & Social Sciences	10	3	13	33%	83%
Engineering, Mathematics & Science	5	2	7	29%	45%
Health Sciences	4	6	10	23%	40%
Total	19	11	30	26%	58%

Table 2.8.4 Merit Bar 2009-2010 Successful by Faculty

Merit Bar 2010 Successful	M	F	T	% F	Succ rate F	Succ rate M	F Prog rate	M Prog rate
Total	18	10	28	36%	91%	95%	24%	55%

2.9 Disability - 3 % Employment Target

As a public sector body the College is required to reach a minimum target for at least 3% of its staff to be people with disabilities, and to report annually on the achievement of the target.

The return report to the Department of Education and Science Monitoring Committee for 2010 was not available at the time of preparing this report and is due to be submitted in May 2011.

The return for 2009 indicated that 95 staff had declared a disability as per the Disability Act definition, representing 7.5% of all respondents to the survey or 2.4% of all staff.

The return rate for staff completing the census form was 32.3%; the College continues to work to encourage disclosure and participation in the disability census.

2.10 Recruitment monitoring

Recruitment equality monitoring data has been collected anonymously since January 2008. Employment applicants are requested to fill in an anonymous online monitoring form that collects data on all of the nine equality grounds. This monitoring system was developed by the Equality Officer with the assistance of IS Services and the Staff Office at the request of the Equality Committee. The recruitment monitoring module is located on the equality website and the database and statistical reports are managed by the Equality Officer. The Staff Office is currently liaising with the Equality Officer regarding the integration of equality monitoring in the e-recruitment system.

Currently an employment control framework is in place which greatly affects the recruitment activity and data for 2009-10. The overall number of applicants has decreased in 2009-2010 to 2,399 from 5,922 in 2007-2008. In the period 1 October 2009 to 30 September 2010 567 applicants had completed the monitoring form, this represents a lower response rate of 24% of the overall applicants to employment in that period (37% response rate in 08-09). It should also be noted in this respect that not all applications in College are processed through the Recruitment Office, in particular research staff are generally recruited by the Principal Investigator directly – and the figures below may not represent the full picture regarding research staff.

The profile of applicants shown in table 2.10.2 is very international; Irish applicants now make up just over 1/3 of respondents (48% in 2008-2009), while the proportion of Non-EU applicant respondents is 30.5%.

Table 2.10.1 1 Oct 2009- 30 Sep 2010	
Total number of vacancies	123
Total number of applications received (SO Recruitment data)	2,399
Total number of applicants who completed the recruitment monitoring form	567
Response rate	24%

Table 2.10.2

Irish/EU/Non-EU	%	Count
EU	30	170
Irish	37.6	213
No Response	1.9	11
Non-EU	30.5	173
Total:		567

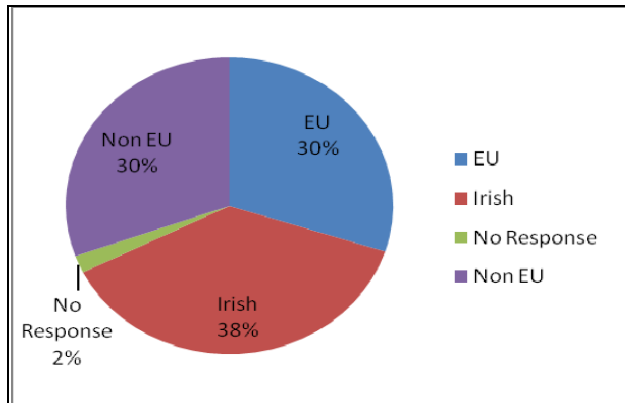


Table 2.10.3 Religion

Religion	%	Count
Christian	53.8	305
Hindu	6.3	36
Jewish	0.5	3
Muslim	5.6	32
No Response	2.5	14
None	27.2	154
Other(Blank)	0.7	4
Other(User Defined)	3.4	19
Total:		567

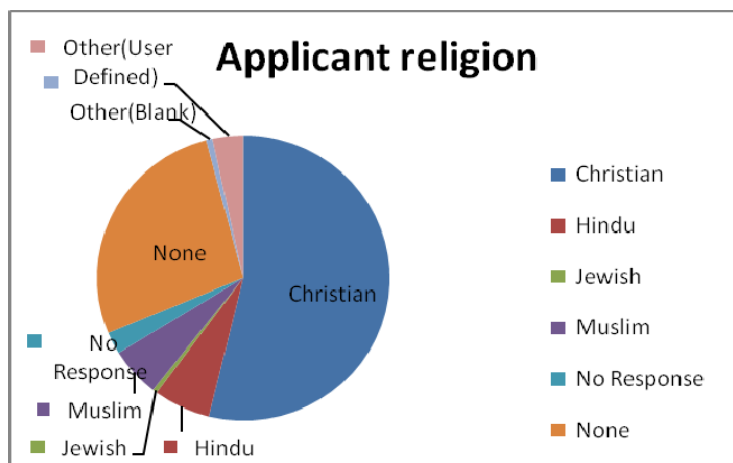


Table 2.10.4 Age

Age Bracket	%	Count
15-19	0.5	3
20-29	29.8	169
30-39	43.9	249
40-49	16.6	94
50-59	6.7	38
60+	0.5	3
No Response	1.9	11
Total:		567

Table 2.10.5 Family Status

Family Status	%	Count
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Caring for children	22.8	129
Caring for other family members	6.5	37
No Response	1.8	10
No caring responsibilities	67.9	385
Other(Blank)	0.2	1
Other(User Defined)	0.9	5
Total:		567

Table 2.10.6 Civil Status

Marital Status	%	Count
Divorced	2.6	15
Living with Partner	11.8	67
Married	37.2	211
No Response	0.9	5
Other(User Defined)	0.5	3
Separated	1.8	10
Single	45.1	256
Widowed	*	*
Total:		567

Table 2.10.7

Sexual Orientation	%	Count
Bisexual		15
Gay/Lesbian	2.6	23
Heterosexual	90.1	511
No Response	4.1	13
Other(Blank)	2.3	1
Other(User Defined)	0.2	4
	*	*
Total:		567

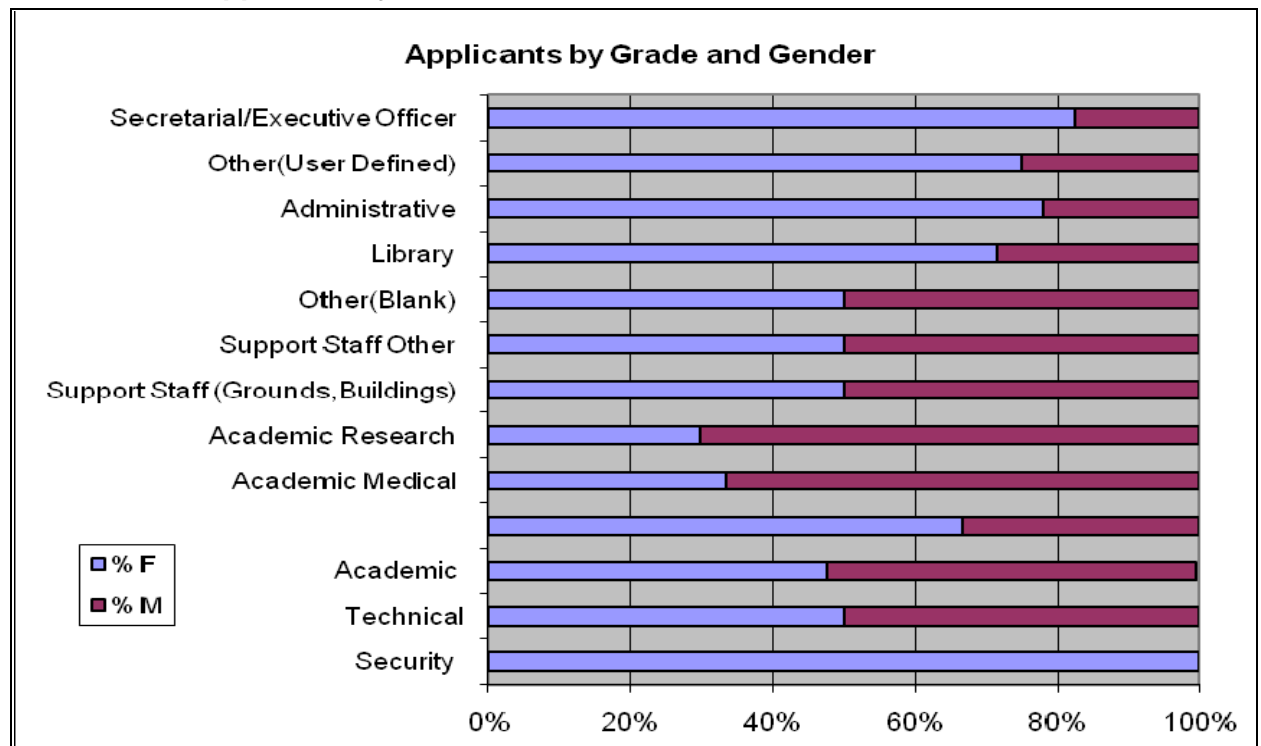
Table 2.10.8 Disability

Disability	%	Count
No	96.8	549
Yes	2.1	12
No Response	1.1	6
Total:		567

Table 2.10.9

Gender:	%	Count
Female	55.9	317
Male	42.9	243
No Response	1.2	7
Total:		567

Table 2.10.10 Applicants by Area and Gender



Applicants by Area and Gender	Female	% F	Male	% M	Total
Security	2	100%	0	0%	2
Technical	2	50%	2	50%	4
Academic	107	48%	117	52%	225
Support Staff (Catering, Accommodation, Housekeeping)	4	67%	2	33%	6
Academic Medical	10	33%	20	67%	30
Academic Research	16	30%	38	70%	54
Support Staff (Grounds, Buildings)	2	50%	2	50%	4
Support Staff Other	1	50%	1	50%	2
Other(Blank)	1	50%	1	50%	2
Library	53	72%	21	28%	74
Administrative	68	78%	19	22%	87
Other(User Defined)	30	75%	10	25%	40
Secretarial/Executive Officer	14	82%	3	18%	17
Totals	310	57%	236	43%	547

3. Students

Introduction

An outline of the general student body in 2009-2010 is provided (gender, course, nationality and age) as well as more detailed information in relation to non-traditional student categories. The changing gender profile of the student population has been noted for some time, with female students making up the majority of UG and PG students, and 60.5% of the total student population, although proportions vary greatly across disciplines. Trinity has a long tradition as an international institution and this is reflected in the student nationality profile. This report includes a breakdown by Faculty, School and gender.

The College Access and Equality Policy and the College's Access Strategy outline the College's commitment to promoting greater access for students from non-traditional backgrounds. In particular in the College's Strategic Plan 2009-2014 the College commits itself to achieving a 22% intake of students from non-traditional backgrounds in UG courses. The College provides students from non-traditional backgrounds with supports to avail of a third-level education and equality of opportunity, including a number of programmes under the Trinity Access Programmes, the Mature Student Dispensation Scheme and the Disability Service. The collaborative Inclusive Curriculum project (TIC) aims to resource and mainstream inclusive teaching and learning practices in College.

Comparative sectoral data

The HEA publishes the report **Key Facts and Figures (2009-2010)**, and, where available, comparable data on gender and nationality for the Irish university sector is included alongside the College statistics.

Data on student socio-economic background, ethnicity and disability of students entering higher education is available from the HEA based on a new entrants survey implemented since 2007. There are variable response rate amongst institutions to the survey, in TCD the response rate was 93%. Over 90% of new entrants to the university and IT sector declare their ethnicity to be Irish, and the second largest group (3.2%) is from other white backgrounds. The largest group of entrants come from the 'employer and manager' parent background, followed by 'skilled manual'. 6% of all entrants declared a disability, the largest category being students with specific learning disabilities.

The UK Equality Challenge Unit has published the Equality in Higher Education Report 2010 which examines staff and student data in relation to gender, age, ethnicity and disability (2008-2009 cohort). 43.1% of the student population in the UK are male and 56.9% female, with variations by subject. 17.8% of UK national students are from Black or Minority Ethnic background, and 7.5 % of the student population declare a disability.

Sources

The data included in this section has been provided by the Senior Lecturer's Area, TAP, the Mature Students Officer, the Disability Service, the Trinity Inclusive Curriculum project and the WiSER database. The date for student population data is 1 March 2010 unless otherwise stated.

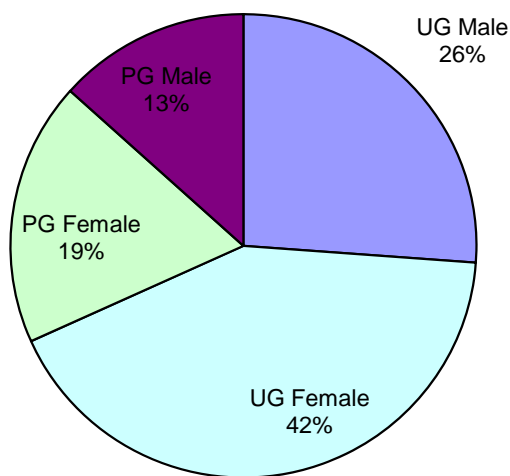
3.1 Student Population

In total, there were 16,807 registered students in 2009/10 (16,215 in 2008/2009). In 2009/10, 60.5% of the student population was female and 39.5% was male (in 2008/2009 61% female). 11,472 students were registered on undergraduate programmes, and 5,335 (32%), on postgraduate programmes.

3.1.1 Gender breakdown of student population 2009/10

Table 3.1.1 Student population by category and gender

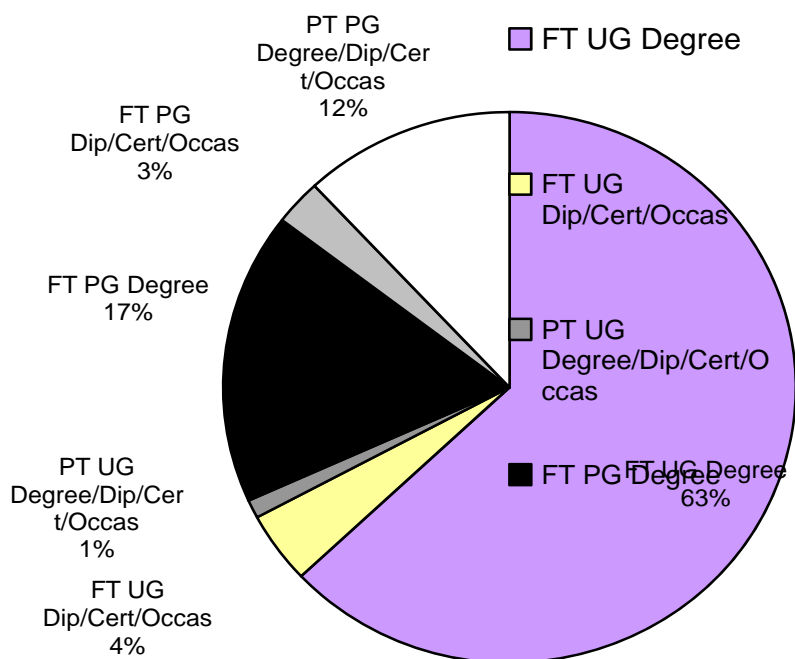
Category/gender	Total	%
UG Male	4395	26.1%
UG Female	7077	42.1%
PG Female	3092	18.4%
PG Male	2243	13.3%
Total	16807	100%



Total student population (UG and PG): 60.5% Female; 39.5% Male. This compares to 57% F in the UK student body and 56.5% in Irish Universities' student body (source HEA).

3.1. 2 Students by category 2009/10

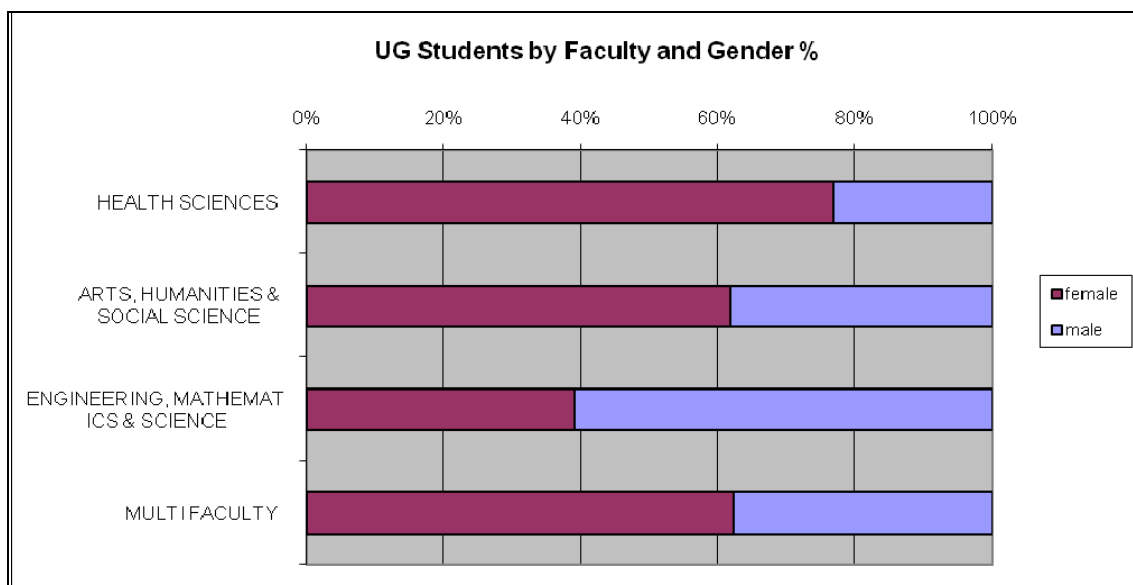
Percentage of students by category 2009/10



3.1.3 Faculty distribution of student population (2010-2011)

Table 3.1.3 a Gender breakdown by Faculty (UG)

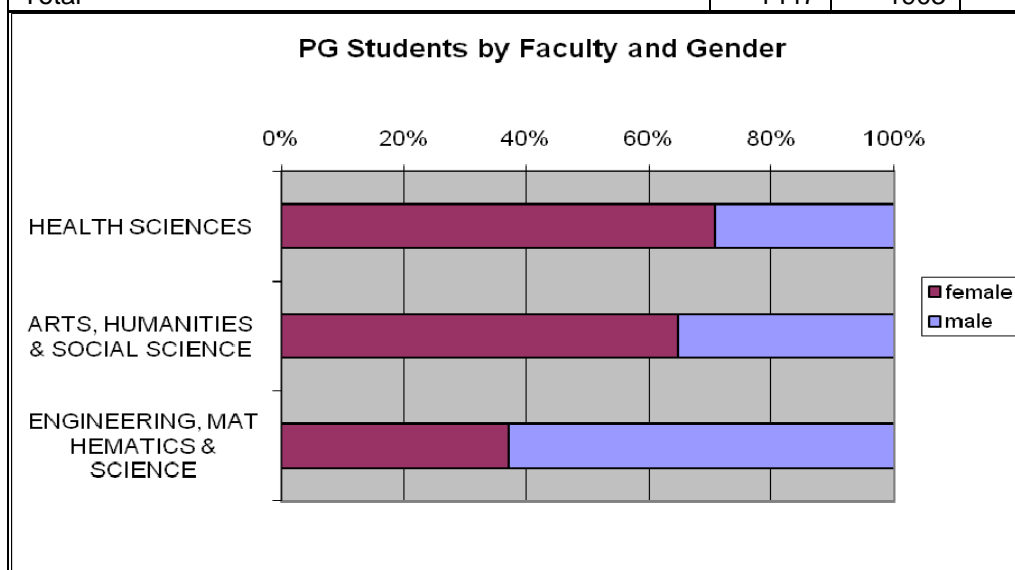
Faculty	Male	Female	Total	%Female
HEALTH SCIENCES	663	2199	2862	77%
ARTS, HUMANITIES & SOCIAL SCIENCE	1648	2661	4309	62%
ENGINEERING, MATHEMATICS & SCIENCE	1643	1051	2694	39%
MULTI FACULTY	685	1135	1820	62%
Total	4639	7046	11685	60%



Source WiSER database January 2011

Table 3.1.3 b Gender breakdown by Faculty (PG)

Faculty	Male	Female	Total	%Female
HEALTH SCIENCES	158	384	542	71%
ARTS, HUMANITIES & SOCIAL SCIENCE	602	1113	1715	65%
ENGINEERING, MATHEMATICS & SCIENCE	687	406	1093	37%
Total	1447	1903	3350	57%



Source WiSER database January 2011

3.2 Geographical and Age distribution of student population 2009/10

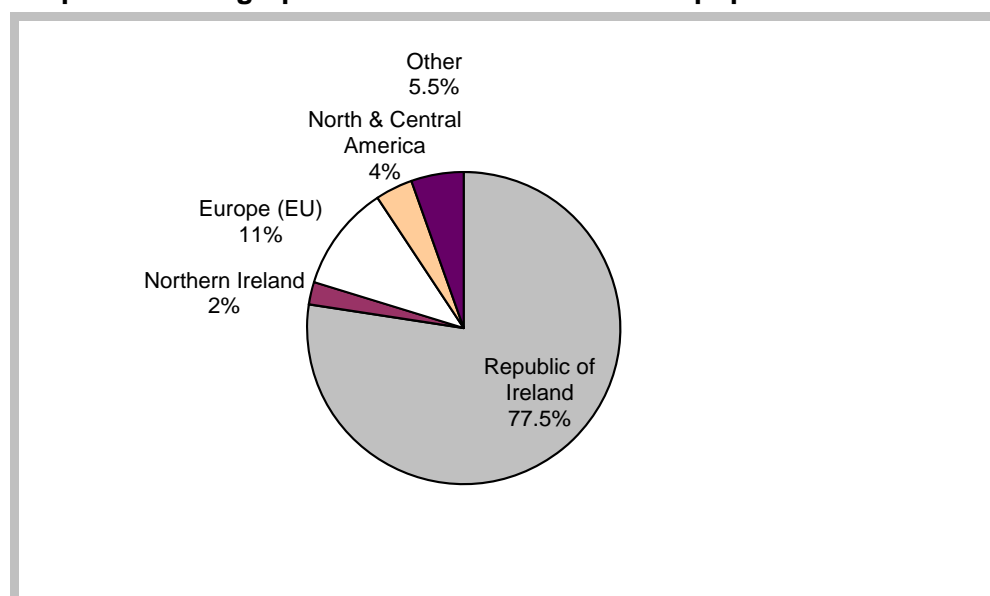
77% of undergraduate and postgraduate students were from the Republic of Ireland, 11% from other EU countries, 4% from North and Central America, 5% from other parts of the world and 2% from Northern Ireland. There are students of 115 nationalities, making up over 20% of the student body. This compares to 16% of the UK student body (09-10) and 11% of the Irish university

student body (2008-2009) (Sources Equality Challenge Unit and HEA). This report derives data on geographical distribution from student nationality.

Table 3.2.1 Geographical distribution of student population 2009-10

	Number of Students	% Distribution
Republic of Ireland	13,013	77%
Northern Ireland	392	2%
Europe (EU)	1,843	11%
North & Central America	648	4%
Other	911	5%
TOTAL:	16,807	100%

Graph 3.2.1 Geographical distribution of student population 2009-2010



The College age distribution data has been drawn from the statistics published by the HEA (2009-2010).

3.2.2 Age distribution of TCD student population (UG and PG) 2009-2010

AGE	Total	% of total
17 and under	115	0.8%
18	1375	9.6%
19	2351	16.3%
20	2307	16.0%
21	2085	14.5%
22	1414	9.8%
23	742	5.2%
24	548	3.8%
25-29	1893	13.2%
30 AND OVER	1560	10.8%
Age Unknown*	0	0.0%

TOTALS	14390
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Source: HEA

3.3 Alternative Admissions and Access Initiatives

Alternative admissions and access applications to the university are categorised into three principal types: (a) students with a disability, (b) mature students applying for admission under the mature student dispensation scheme, and (c) socio-economically disadvantaged students. In addition to applying through the CAO, applicants in these three groups are invited to submit separate applications directly to the university.

College's Strategic Plan is committed to increasing the number of students from under-represented groups to undergraduate programmes. The Strategic Plan (2009-2014) makes a commitment to increase the number of places reserved on undergraduate courses for students from under-represented groups from 15% to 22% of CAO new entrants by 2013. In May 2009 the University Council approved the recommendations set out in the Access Plan 2009 - 2013.

Non-traditional students overview

Admissions 2010

In 2010, a total of 468 (427 in 2009) students from under-represented groups registered on undergraduate degree programmes, representing 17% of the CAO intake. 45% of these are mature students. The College's target is for 22% of new entrants to be from under-represented groups by 2013. The National Access Plan for Equity of Access 2008-2013 establishes a target for non-standard entry routes to higher education to account for 30 percent of all entrants by 2013.

Student population 2010-2011

Table 3.3 a Non-traditional students (UG) 2010-2011

	Number	As % of total student UG population*
Disability (UG only)	686	5.8%
Access (TAP)	639	5.4%
Mature registered*	391	3.3%

No of registered non-traditional UG students 09-10	1716	14.5%
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*This is the number of registered mature students, the total number of mature students calculated on age is 1038. Total UG student population March 2011, Student Records. Disability as per Disability Database 15/4/11, TAP as advised by TAP 1/12/11 Mature as per MSO 09/2/11.

The data has been sourced from the Trinity Inclusive Curriculum project and Student Records and reflect total undergraduate student numbers. These figures are a minimum estimate, it is unknown how many students from lower socioeconomic backgrounds enter TCD outside of TAP or how many students choose not to disclose their disability. At present progression to postgraduate level for students who enter via access routes such as TAP or the Mature dispensation scheme is not tracked.

There is cross-over between the students within each cohort. There are students who belong to two or more of the relevant categories, and this leads to duplication. For example out of the students registered with the Disability Service there are 145 students who entered as mature students, via either the mature students' dispensation scheme or the CAO; 36 students registered with the Disability Service entered via a TAP Foundation course, of these 13 students entered via the TAP Mature students Foundation course (crossing over between all three access initiatives).

145 students registered with the Disability Service are mature students. Therefore:

- 13.97% of mature students are disabled
- 17.45% of disabled students are mature students

There are 36 students currently registered as both TAP and Disability Service Students.

Therefore:

- 5.63% of TAP students are disabled
- 4.33% of disabled students entered via TAP

Table 3.3.b Non-traditional students by Faculty 2010-2011

	Total	AHSS	EMS	Health Sciences	Other/Cross Faculty
Total	16747	6411	3470	3338	3528
Disability	831	482	168	164	17
TAP	639	298	77	140	124
Mature – Dispensation Scheme	391	243	54	70	24
Mature - All	1009	368	140	476	56

Source: TIC report. Total as per Student Records March 2011. Disability as per DIS 4/4/11, TAP as advised 1/12/10, Mature students as per MSO 9/2/11. Mature students figure includes 28 Certificate in Contemporary Living students.

Table 3.3.c outlines a summary of the completion and progression rates by access category (and overall College rate).

3.3.c Student outcomes – progression and completion

	TCD total	Disability	Level 8 TAP	Mature – Dispensation Scheme
Completion Rate	94%	85%	97.6%	94%
Progression Rate	90%* *	79%	90.7%	84%

Source: TIC report. Total TCD data as per Senior Lecturer report 09/10, Disability as calculated using information on DIS, December Dec 10, TAP as reported from TAP Database 1/12/10, Mature as per Mature Students' Office 09/02/11,

Note on definitions:

Completion Rate – All level eight final year students who successfully passed their final year assessments in 09/10.

Progression Rate – All level eight students, excluding final year students, who successfully passed their assessments and progressed onto the next year in 09/10. Except for: ****Refers to JF who completed the year successfully and qualified for the SF year.**

3.4 Socio-economically disadvantaged students – the Trinity Access Programmes

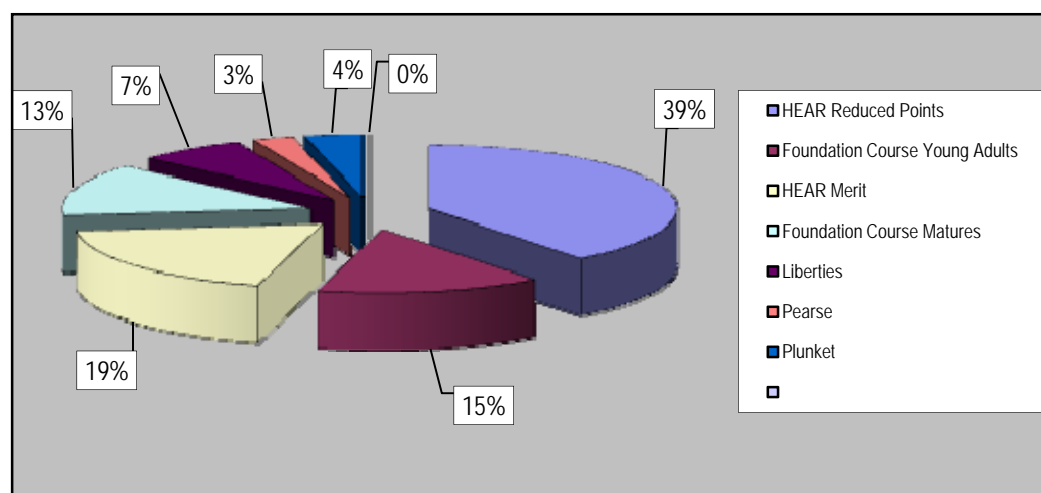
The Trinity Access Programmes (TAP) are a range of initiatives aimed at increasing the participation rate at third-level of young adult and mature students from under-represented socio-economic groups. In 2010 157 students entered Trinity College via TAP entry routes increasing the total of TAP registered undergraduate students in Trinity College to 515.

Table 3.4.1 Total TAP Access students (UG)

	Number	As percentage of total UG student population
Total student UG population	11844	
No. of Students on TAP Course	124	1.0%
No of students in College through TAP	515	4.3%
Total Tap	639	5.4%

Source TAP and Student Records, student population March 2011.

Figure 3.4.2 Entry Route breakdown of TAP Undergraduate Students 2010



The 2010 TAP undergraduate cohort comprised of 65.6% females (n=338) and 34.4% males (n=177). 80.4% of these students were young adults (n=414) and 19.6% were mature students (n=101). The figure below details the faculty breakdown for TAP registered undergraduate students in 2010.

Figure 3.4.3 Faculty Breakdown of TAP UG students

Arts, Humanities and Social Sciences	Health Sciences	Engineering, Maths and Science
57.9%	27.1%	15%

Post-entry support programme

TAP has developed a range of post-entry supports in response to student needs. These include tailored pre-university programmes, financial and personal support, extra tuition, a Writing Resource Centre, a Mathematics Help Room, the Studio (learning and IT resource centre), a laptop lending library, a supported accommodation scheme and end-of-term review workshops.

There are currently five admissions initiatives, all of which are part-funded by the Higher Education Authority (HEA) through the Strategic Initiatives Scheme. TAP also receives support from a number of individual and corporate donors.

The programmes are:

- **School and Community Outreach Links (SCOL)**
- **The Higher Education Access Route (HEAR)**
- **Foundation Course for Higher Education - Mature Students**
- **Foundation Course for Higher Education - Young Adults**
- **TAP/CDVEC Partnership University Access Courses**

Further details are available in the Senior Lecturer's Annual Report.

3.5 College Disability Service – student figures

Trinity College established the College Disability Service to meet the requirements of students with a disability, and as a resource to the rest of the University. The brief of the Disability Service has now been expanded to include staff.

This service aims to provide prospective and current students in College with appropriate information relating to disability issues and to outline the relevant resources and services available in College.

Trinity has a supplementary application procedure in place for students from non-traditional learning backgrounds, which includes students with disabilities. This is known as DARE (Disability Access Route to Education). The Disability Access route to Education (DARE) is a third level admissions scheme for school leavers who have a disability or specific learning difficulty.

Applicants with a disability applying for full time undergraduate degree/diploma courses in Trinity College must apply via the Central Applications Office (CAO) indicating on the application form that they have a disability or specific learning difficulty. It should be noted that many applicants with a disability do not disclose this information on the CAO form, and consequently the number of registered new entrants with a disability tends to be greater than the numbers declared at registration (56 additional students had declared a disability by 15th April 2011 bringing the total to 190 new entrants registered with the Service). The number of CAO applicants who declared a disability and accepted a place was 134.

- 818 students registered with the service
- 19% increase in students registered from 2009-10 to 2010-11
- 190 first year students registered this year

Table 3.5.1 Faculty breakdown students with disabilities by type

Faculty Breakdown (as per DIS 15/04/11)									
	Total	FAHSS and TSM	% of total within category	FEMS	%	F Health Sciences	%	Cross Faculty	%
Medical	120	63	52.5%	20	16.7%	36	30%	1	.8%
Mental Health	123	73	59.3%	29	23.6%	20	16.3%	1	.8%
Physical	60	41	68.3%	12	20%	6	10%	1	1.7%
Sensory	48	37	77.1%	4	8.3%	6	12.5	1	2.1%
SPLD*	467	268	57.4%	98	21%	91	19.5%	10	2.1%
Total students with disability	818	482		163		159		14	

*specific learning difficulty

Table 3.5.2 Students registered with the Disability Service 2010-11

	Number (including NIID students)	As percentage of total student population* UG, PG and Cert
No. of register students	818	4.9%
Undergrads	686	4.0%
Post grads	87	0.5%
Cert/Dip	45	0.3%

Using April 2011 data

3.6 Mature students

In 2010, 941 mature applicants applied under the Mature Student Dispensation Scheme (681 applied in 2009) in addition there were 64 applications for Facilitated Entry, of whom 148 are now registered (14.75%). Applicants under the Mature Student Dispensation Scheme must be over twenty-three years of age and are assessed on the basis of the complete academic profile of the applicant taking into account work and life experience.

Mature students are also admitted to the undergraduate degrees in nursing. Applicants to these courses are assessed externally by the Nursing Career Centre. 58 mature students registered on degree courses in Nursing and Midwifery in 2010 (68 in 2009).

Further details of students admitted under the Mature Student Dispensation Scheme and by the Nursing Career Centre together with an indication of the trends in mature student applications are available in the Senior Lecturer's Annual Report 2009-2010.

Note that many students who qualify as mature students (are over 23 at the time of entering an undergraduate degree) use the usual Leaving Cert points entry system and do not register with the Mature Student Office. In total there are 1009 mature students on the basis of age (these enter via the mature dispensation scheme, mature student nursing route, direct applications and CAO).

Table 3.6.1 Faculty Breakdown from those who entered through mature student dispensation scheme and mature nursing route

Total	AHSS	Eng, Maths and Science	Health Sciences	Other/Cross Faculty
579	243	54	258	24
% of mature students	42%	9%	45%	4%

Source: Mature students/Student records March 2011.

Table 3.6.2 Total Mature students, registered and by age

Total Mature Students registered 10-11		
	Number	As percentage of total student UG population
UG student population	11844	
No of Mature students entering through dispensation scheme and mature nursing route	579	4.9%
All mature students (23+ when starting UG degree)	1009	8.5%

Source: Mature students/Student records March 2011.

3.7 Inclusive Curriculum

The SIF II funded Trinity Inclusive Curriculum strategy (TIC) commenced in College in 2008. This strategy, developed in partnership between the Centre for Academic Practice and Student Learning (CAPSL), access initiatives and the academic community, runs from the Disability Service and aims to mainstream inclusive principles within the curricula of College.

The TIC project aims to enhance teaching, learning, and assessment procedures within Trinity College so as to enable all students, particularly those from non-traditional learning backgrounds, to participate more fully in the academic life of College. TIC aims to achieve this through the embedding of teaching and learning self-evaluation tools (www.tictool.ie) into College policies and procedures, training and awareness raising activities, and the development of web based resources (www.tcd.ie/capsl/tic).

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Annual Equality Monitoring Report 2006-2007 and 2008 (TCD, 2009); Gender and Promotions Report (TCD, 2009); Gender Analysis of the Merit Bar (Report I&II) (TCD, 2010).

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Working Group on Academic Titles *Academic Titles in Trinity College Dublin* (TCD).

Other reading

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Student Counselling Service, Investigating the Counselling and Support Needs of 'Non-Traditional Students' in Irish Third-Level Education (TCD, 2007).

Wright, Prof. Barbara, Report on Women Academics and Promotions,(report presented to the Equality Committee) (TCD 2002).

Legislation

Employment Equality Acts 1998 -2010

Equal Status Acts 2000 -2010

Disability Act 2005

Universities Act 1997

Useful websites

Cambridge University, Equality Unit,

www.admin.cam.ac.uk/offices/personnel/equality

Equality Authority www.equality.ie

Equality Challenge Unit <http://www.ecu.ac.uk/>

Equality Commission of Northern Ireland (ECNI) www.equalityni.org

HEA (Higher Education Authority) student statistics www.hea.ie

<http://www.hea.ie/en/node/1312>

Higher Education Statistics Agency (HESA) www.hesa.ac.uk

Leeds University, Equality Unit, www.equality.leeds.ac.uk

National Disability Authority www.nda.ie

Oxford University, Diversity and Equal Opportunities Unit, www.admin.ox.ac.uk/eop/

Trinity College Policies www.tcd.ie/about/policies

Queens University, Equal Opportunities Unit, www.qub.ac.uk

