

ANNUAL EQUALITY MONITORING REPORT 2008



Equality Officer

Monitoring Advisory Group

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Sources

Staff Office Reports (CORE database/WiSER database).
Senior Lecturer's Annual Report 2007/2008
Contact Persons' Annual Report 2007/ Staff Office Report 2007
Contact Persons' Annual Report 2008/ Staff Office Report 2008
Recruitment Monitoring reports (Equality Office)
Trinity Access Programmes
Inclusive Curriculum Project TIC
Gender and Promotions Report

Membership of Monitoring Advisory Group

Pat Daly (Staff Office)
Caroline Roughneen (Director of WiSER)
Lisa Coady (TAP)
Clodagh Byrne (Mature Students Officer)
Dr Eoin O'Sullivan (School of Social Work and Social Policy)
Karen Campos McCormack (Equality Officer)

- **Summary of findings**

Interpretation of the data

The principal function of this data and this report is to provide a benchmark and to measure developments in the staff and student profile in relation to several equality grounds defined in Irish equality legislation. At present it is not possible to compare this data with other Irish Higher Education institutions with any consistency, but it is possible to assess certain figures in relation to UK and international data. The report outlines staff and student data in relation to gender, disability and diversity where this data is recorded and available.

Some of the key findings in this second monitoring report are outlined below.

College staff

The overall number of College staff is 3,435, of whom 53% are women and 47% are men.

Age profile

The most common age group in employment is 30-39 (28%) followed by the 40-49 group (21%). The number of women in the younger age group (20-29) is higher than their male colleagues, and the number of men in the 60+ group is higher. Details in Table 2.2. (page 13)

Grade/Area

The gender distribution of staff in different function categories suggests a strong segregation still exists in the areas of employment for men and women.

There are great variations in gender proportion depending on the area of work: the proportion of research staff is balanced (47% f, 53% m), while in the academic grades we see a relative predominance of male staff (63%), and in the administrative and Library grades a majority of female staff (63%). Gender segregation is most extreme in the support staff grades: women are predominantly employed in the areas of Catering, Accommodation, Nursery and Housekeeping and in the Secretarial/Executive Officers grades (93% f); while men are predominantly employed in the areas of Buildings, Grounds, and Security (overall 86% m). This distribution follows a traditional labour segregation pattern, and needs to be monitored closely to ensure male and female staff in all areas enjoy the same career opportunities and conditions. See tables in section 2.4 and 2.5, pages 17 and 22 for details.

Decision-making and senior positions

The proportion of women in senior positions such as statutory/Annual Officers or Senior Administrative Officers is 28% (5 out of 15 Annual officers, 2 out of 9 Senior Administrators) this indicates a small increase compared to 2006-2007 (19%). It should be noted the number of women in the most senior management level of Executive Officers Group is low proportionate to the number of men.

The under-representation of women in senior positions, and parallel lack of recognition in the College community, is also apparent in the proportion of Heads of School: 3 out of 22 Schools, or the number of Fellows (20%) (51 of 258).

The Board is the governing body of the College and its composition is more gender balanced, although women members continue to be a minority at 32% (in 2008-2009).

The proportion of women sitting on the University Council is now 42% (15 of 36 members), an improvement on 21% in 2006-2007.

Academic grades

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.

Women make-up 37% of all academic staff. The proportion of women in each grade decreases as we move up the academic grades. The proportion of women academics at the entrance level to the scale (Lecturer below bar) being higher (54%) but decreasing steadily, to make up only 12% of Professors currently. This diagram varies greatly amongst Faculties. To contextualise this data in relation to previous College reports: the number of women Professors has remained unchanged since 2006 (11); there was an increase in 2000-2006 (from 5% Professors to 13%); however in the period 2006-2009 there have been two women appointed to Professor by comparison to 33 male appointments (see Gender and Promotions Report). HESA UK average data indicates we are slightly under the average (currently 18.7% of Professors are women in the UK), although we are limited by the absence of comparable data in the Irish higher education sector. See sections 2.4.a and 2.7 (page 18 and 27) for further details.

Faculty academic staff

The comparison of the Schools grouped under three faculties is very interesting in the markedly different gender profiles of each faculty. The most balanced distribution is in the Faculty of Health Sciences (57% female), followed by Arts, Humanities and Social Sciences

(42% female), whereas the greatest disproportion is seen in the Faculty of Engineering, Mathematics and Science, where women are 18% of all academic staff. Within each Faculty there are large variations between different Schools.

The research carried out by WiSER details the different career paths by School within FEMS, and the different points of recommended intervention to promote the recruitment, retention and development of women in science and engineering fields: in the physical sciences action is required to improve the recruitment of female students while in all fields interventions are required in relation to research and academic staff.

Research

The total number of research staff is 651, which make these grades a significant component of the College staff (3,435). The proportions of research staff are promisingly gender balanced from an overall College perspective: Research Fellows 43% female, Research Assistants 59% female. The report also considers research students, who are not staff but are part of the College research activities.

Administrative grades

The report considers staff in administrative grades, executive officer/secretarial grades and Library grades, which are overall predominantly female (63%).

Women make up 62% of staff in administrative grades but are a minority in senior grades. The lower grades (Admin 3 to 1) are predominantly female, but this situation is reversed in the more senior administrative grades, see section 2.4.c2 (page 19) for details. The majority of administrative staff are concentrated at the Admin 1 level.

In the case of the Library, staff are predominantly female (66%) up to the senior Sub-Librarian grade. It is only at the most senior Library Keeper grade that again the gender proportion is reversed (see section 2.4.e, page 21).

Part-time profile

The overall proportion of part-time staff across different contract types is 74% female. Women on part-time contracts outnumber men across all categories, but particularly in the case of Permanent Part-time staff (currently there are 321 women on this type of contract). There is anecdotal evidence to suggest that many staff are on informal job-share arrangements although this might not be reflected in the database. The sub-committee noted part-time contracts might be more common in certain areas.

Promotions

A report on Gender and Promotions was carried out by the Equality Officer at the Provost's request; Senior Promotions and Junior Promotions data will be included in the monitoring report henceforth. The Report indicated that women were not applying for promotion in a proportionate manner in relation to the eligible pool at several points of the academic career (Merit Bar, Senior Lecturer and Professor). Some of the key barriers identified were in relation to a male-dominated environment, the valuing of teaching and pastoral contributions to College, the need for mentoring and career guidance, and issues around flexible working and caring responsibilities. The report is currently being considered by Executive Officers and will be submitted to the Equality Committee.

Recruitment Monitoring

A recruitment equality monitoring pilot was introduced in 2008 to collect applicant data in relation to the nine equality grounds. The response rate for the first year has been 45% (2659 respondents). The data indicates a very international profile of applicant (33% from the EU and 23% non-EU). The gender profile of applicants is very differentiated along traditional employment lines, particularly in areas such as security, grounds and secretarial positions. It should be noted that not all recruitment is processed through the Recruitment Office, and data in relation to research staff is unreliable.

Students

Student profile

The majority of Trinity's 15,716 registered students in 2007-2008 are enrolled in full-time undergraduate degrees (62%), and 32% on part-time and full-time post-graduate degrees. The sub-committee noted that nearly 50% of the student population are concentrated in FAHSS.

The gender profile of the student body has been evolving and is presently 56% female in College, although proportions vary greatly across disciplines (this compares to 58%F in the UK, HESA 2009).

Trinity's long tradition as an international institution is reflected in the student nationality profile: there are students from 90 nationalities in total, making up 16% of the student body (in comparison to 17% in the UK student body).

The HEA has piloted a registration survey to gather information on student background, it is hoped this data will provide further context on student profile for future reports.

Access

Trinity College's Strategic Plan is committed to increasing the number of non-traditional students admitted to undergraduate programmes. Non-traditional students are categorized into three types: students with a disability; mature students (23 or more when starting first degree) applying through the mature student dispensation scheme; and socio-economically disadvantaged students. The 15% target of non-traditional students has been achieved by reserving a 15% quota of CAO intake and by the establishment of an alternative admissions route. In 2008 a total of 374 incoming non-traditional students (14.5% of CAO intake) registered in UG degree programmes, and non-traditional students currently make-up 9% of the total student population. It should be noted that non-traditional students, across the three categories, are concentrated in degrees in FAHSS.

Disability

There were 517 students registered with the College Disability Service in 2008: 62% enrolled in courses in FAHSS and TSM, 19% in FEMS and 17% in F Health Sciences. It should be noted that students may disclose they have a disability on the CAO form, but will often register later in the year. To avail of the range of supports provided by the Disability Service students must provide evidence of disability. The majority of students registered in the Disability Service are in the category of Specific Learning Difficulty (SPLD).

Socio-economically disadvantaged students- TAP

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 2008 there were 118 students registered on a TAP course and 452 students registered on under-graduate courses in College through TAP (total number of TAP students 570). The 2008 TAP cohort comprises 66% females; 78% were young adults and 22% mature students. 61% of students were enrolled in FAHSS courses, 25% in F Health Sciences and 14% in FEMS. The completion rate (number of students graduating) was 97% and the progression rate (progression from year to year) was 91%.

Mature students

Applicants to the Mature Student Dispensation Scheme must be over 23 years of age. Mature students are also admitted by a separate procedure to the undergraduate degree in Nursing. Many students who qualify as mature students (are over 23 at the time of entering an undergraduate degree) use the usual Leaving Cert points system and do not register with the Mature Students Office. 45% of Mature students are in FAHSS, 16% in FEMS and 18% in F

Health Sciences. The completion rate for mature students (students graduating) is 79% and the progression rate (from year to year) is 75%.

Other areas

Dignity and Respect

The Panel of Contact Persons and the Staff Office have continued to provide updated reports on the profile of cases coming to their attention. The report notes the improved policy on Dignity and Respect, which incorporates the previous Bullying and Harassment policy, and the College's commitment to raising awareness and preventing bullying and harassment.

Disability

The College has completed a disability review aimed at revising the Code of Practice applying to the Employment of People with Disabilities and implementing a framework for supporting staff with disabilities in College. The College is currently carrying out a full staff disability census to fulfil its requirements under the Disability Act 2005 and is working towards reaching a 3% employment target.

TIC

The Trinity Inclusive Curriculum project aims to enhance teaching, learning and assessment procedures to enable all students, particularly from non-traditional backgrounds, to participate more fully in the academic life of College. The project commenced in 2008 is SIF II funded and is being developed in partnership by CAPSL, TAP and the Disability Service.

Developments for next year's report:

The Monitoring Advisory Group has suggested the following areas be further developed in next year's report:

- Ensuring data consistency: identifying a date and criteria for running staff and student reports.
- Analysis of student enrolment data by Faculty, type of course and gender.
- Student registration profile (as provided by HEA survey).
- Staff Disability Census data.
- Analysis of staff leaving and turnover.
- Analysis of researchers by Faculty and gender.
- Junior and Senior Promotions data.
- recruitment monitoring options for research positions.
- Examine part-time staff data by area.

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*¹.

This is the second 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. 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.

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,
- the pilot 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 ratio^{2 3}.

¹ Equality Commission of Northern Ireland, Section 75 Monitoring Guidance.

² Going for Gender Balance p17 and p44.

³ <http://www.quotaproject.org/aboutQuotas.cfm>

Student section

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

Other areas

Under this heading diverse areas are examined including: dignity and respect, inclusive curriculum project, the 3% employment target and the WiSER centre.

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. This report includes new sections on recruitment monitoring and promotions, and other data collection areas are being developed for future reports. The key themes for this report are: gender, disability and diversity.

Sources

The staff statistics are mostly based on statistical reports from the personnel database CORE, developed in collaboration with the Staff Office. Unless otherwise stated the reports include all monthly and weekly paid staff (permanent, contract, indefinite, part-time and temporary) except for casual staff.

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

The dignity and respect statistics are provided by the Contact Person's report and the Staff Office report.

Acknowledgements

The Business Analyst in the Staff Office and her assistant; Michelle Garvey (TIC), Lisa Coady (TAP), Clodagh Byrne (Mature Students Officer), Caroline Roughneen (WiSER), Pat Daly (SO) and the other members of the Equality Monitoring Advisory Group, John McGregor and other staff in ISS, and Caroline Morgan (Secretary's Office).

2. Staff

2.1 Overall staff figures by gender

The overall College staff population, as of the report run October 2008 is 3435, with women making up 53% of all employees and men 47%. This includes full-time, part-time, permanent, contract and temporary staff in all areas (academic, administrative and other support areas).

Table 2.1

Overall staff figures					
	Female	%	Male	%	Total
All staff	1834	53%	1602	47%	3435

Report run October 2008

Based on Grade summary figures

2.2 Overall staff figures by age

The age profile of staff is detailed below.

Age range	Female	Male	Total	% of all staff
20-29	270	187	457	11%
30-39	623	515	1138	28%
40-49	411	396	807	20%
50-59	312	293	605	15%
60 plus	164	259	423	10%
no birth date entered	328	282	610	15%
Total	2108	1932	4040	

Report run October 2008

inc 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 new 3 Faculty academic structure came into effect in January 2008 and comprises 26 Schools.

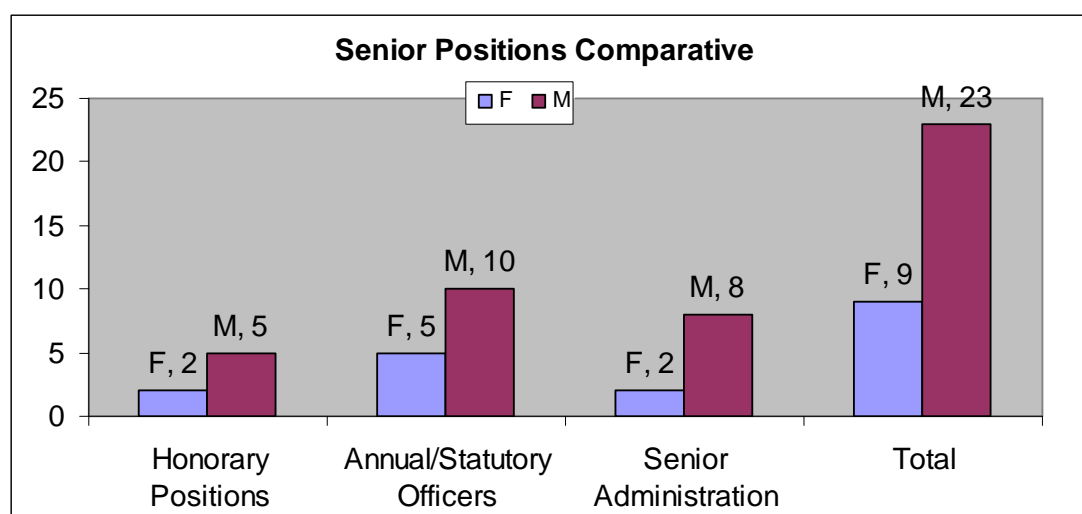
2.3a Senior Positions

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***. The Provost is not included in this graph. 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

	F	F %	M	M %	Total
Honorary Positions	2	29%	5	71%	7
Annual/Statutory Officers	5	33%	10	67%	15
Senior Administration	2	20%	8	80%	10
Total	9	28%	23	72%	32



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 (this reflects the new 3 Faculty structure that came into effect 1 Jan 2008).

**** Senior Administrative positions:** Chief Operating Officer, Acting Secretary, Staff Secretary, Librarian, Acting Treasurer, Academic Secretary, Director of Buildings, Acting Director of ISS, Director of Accommodation and Catering, and Director of Careers Advisory Service.

*****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 28 members including elected members, ex-officio members, student members and in attendance members.

Table 2.3b1

BOARD 2008-2009	Female	%	Male	%	Total
BD elected member	5		12		17
BD student members	1		3		4
BD ex-officio member	2		3		5
BD in attendance	1		1		2
Total	9	32%	19	68%	28

Source: University Calendar 2008-2009 and Secretary's 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 36 members (2008-2009 Calendar); 6 of these are student representatives, 2 are student observers.

Table 2.3b2

COUNCIL (2008-2009 Calendar)	Female	%	Male	%	Total
Council ex-officio member	3		4		7
Council representatives	6		11		17
Council in attendance	2		2		4
Co-opted members (2 vacant)					0
Student representatives	2		4		6
Student observers (in attendance)	2		0		2
Total	15	42%	21	58%	36

Source: University Calendar 2008-2009

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 (m), CAO (m), Acting Treasurer (m), Acting Secretary (f), Staff Secretary (m) and the Vice-Provost for Medical Affairs/ Head of School of Medicine (m).

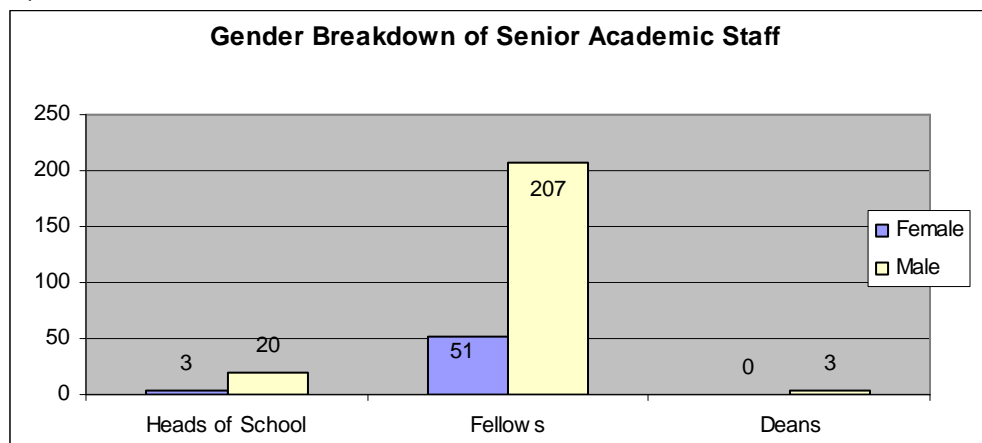
2.3c Academic Decision-making

Table 2.3 charts the gender proportions for Heads of School, Fellows and Deans. There are 3 female Heads of School (13%) in 2008-2009. The proportions of female Fellows (20%) and Deans (0%) is the same as 2006-2007.

Table 2.3c Senior Academic comparative

Senior Academic Comparative	Female	F%	Male	M%	Total
Heads of School	3	13%	20	87%	23
Fellows	51	20%	207	80%	258
Deans	0	0%	3	100%	3
Total	54	19%	230	81%	284

Report run October 2008



2.4 Staff distribution by grade

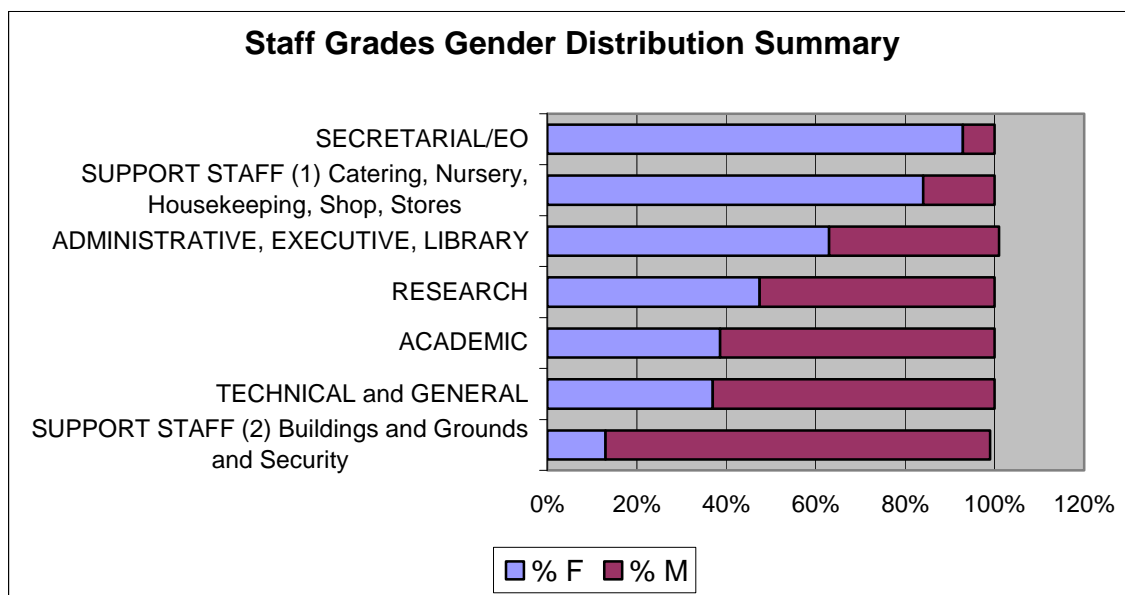
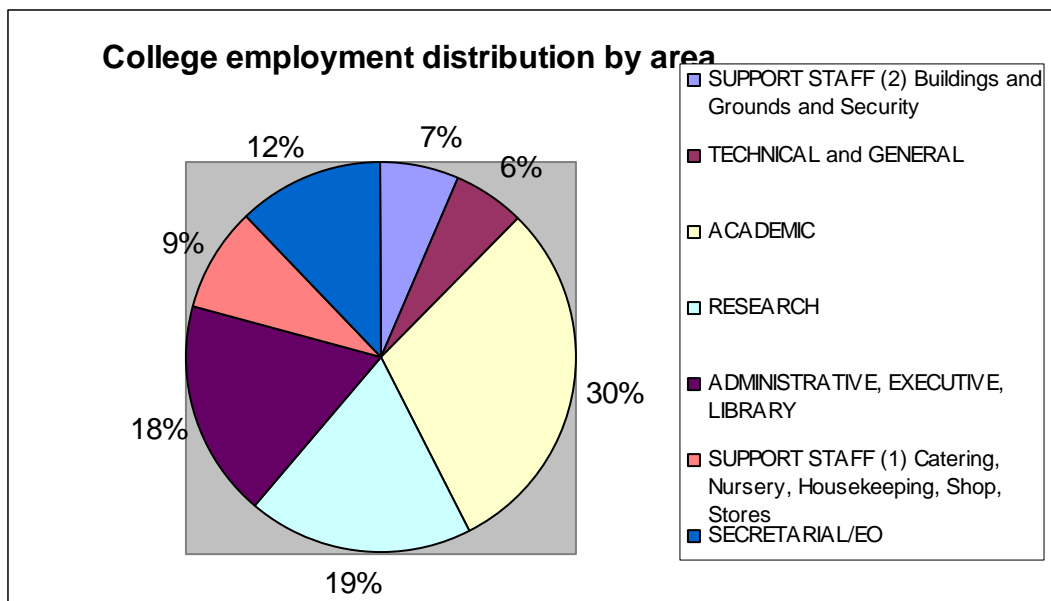
Table 2.4 summarises the distribution of staff according to the type of function staff belong to (based on staff grade). This graph provides us with an overall picture of the gender distribution of staff in different areas of activity, be it academic, research, administrative or Library, secretarial, 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, executive and Library.

Table 2.4 Staff Overview

Staff Grade Summary Graph	Female	% F	Male	% M	Total
ACADEMIC	398	39%	632	61%	1030
RESEARCH	302	47%	334	53%	636
ADMINISTRATIVE, EXECUTIVE, LIBRARY	386	63%	232	38%	617
SECRETARIAL/EO	393	93%	30	7%	423
TECHNICAL and GENERAL	76	37%	129	63%	205
SUPPORT STAFF (1) Catering, Nursery, Housekeeping, Library Shop, Stores	248	84%	49	16%	297
SUPPORT STAFF (2) Buildings and Grounds and Security	31	13%	196	86%	227

Report run October 2008



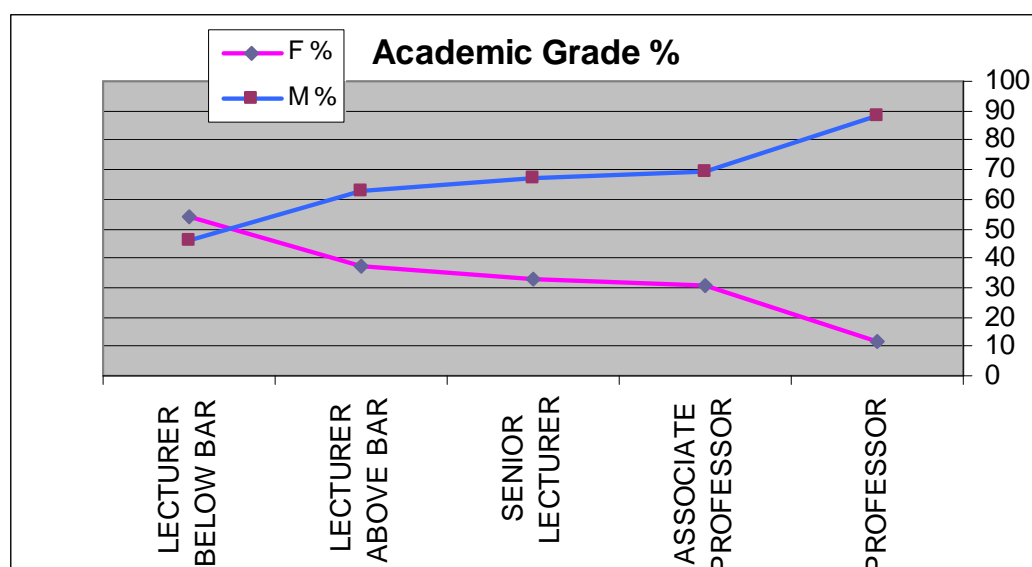
2.4.a Academic Grades

The table below details the number of women and men in each academic grade (data from November 2008, excluding medical academic staff). Although women make-up 37 % 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 is 12%. The Equality Officer is currently preparing a more detailed report on Gender and Promotions at the Provost's request.

Table 2.4.a Academic Grades

Grade Description	Female	%	Male	%	Total
PROFESSOR	11	12	81	88	92
ASSOCIATE PROFESSOR	25	31	56	69	81
SENIOR LECTURER	54	33	110	67	164
LECTURER ABOVE BAR	72	37	125	63	197
LECTURER BELOW BAR	128	54	107	46	235
LECTURER (50%)	0	0	2	100	2
PART TIME LECTURER	46	34	91	66	137
Total	336	37%	572	63%	908

Report run October 2008



Gender disaggregated data is currently unavailable to compare Trinity's performance with that of other Irish universities. The available data from the HESA in UK is outlined in Table 2.4a. The HESA has indicated the percentage of female professorial staff in their 2007-2008 report has increased to be 18.7%, with women making up 42.6 % of all academic staff. Currently the EU Roadmap for Equality has set a 25% female target for Professorial and senior scientific positions.

Table 2.4a (2)

Distribution of grades by Gender (National UK university average 2007-2008) HESA		
	% F	% M
Professor	18.7%	82.5%
Senior Lecturers and Researchers	38.6%	61.4%
Lecturer	47.9%	58.1%

Source HESA press release, 30 March 2009.

2.4.b Fellow

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. b Fellows (data from 2008-2009 Calendar, including Senior Fellows, Junior Fellows and Honorary Fellows)

Fellows	F	F%	M	M%	Total
Fellows	51	20%	207	80%	259
2008-2009 Calendar					

2.4.c Administrative

The overall breakdown of administrative, library and executive staff is provided in table 2.4.c1.

Table 2.4.c1 Administrative, Executive and Library

ADMINISTRATIVE, EXECUTIVE AND LIBRARY	Female	%	Male	%	Total
Admin total	260	62	161	38	421
Executive total*	7		11		17
Library total	119	66	60	34	179
TOTAL	386	63%	232	38%	617

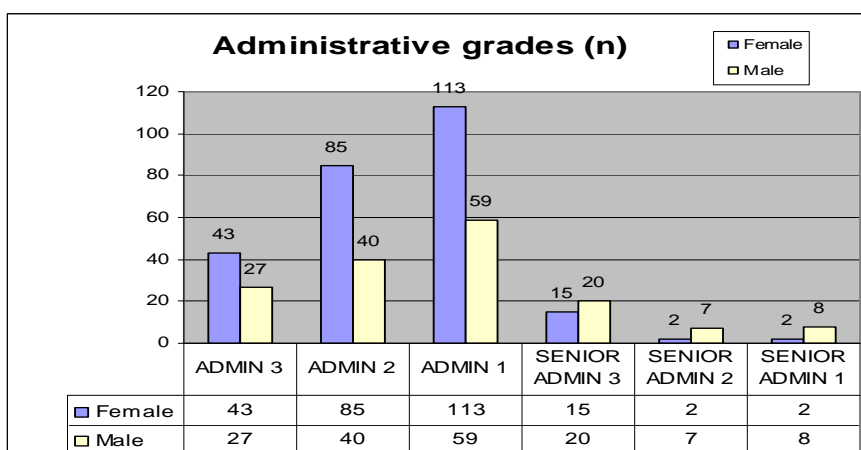
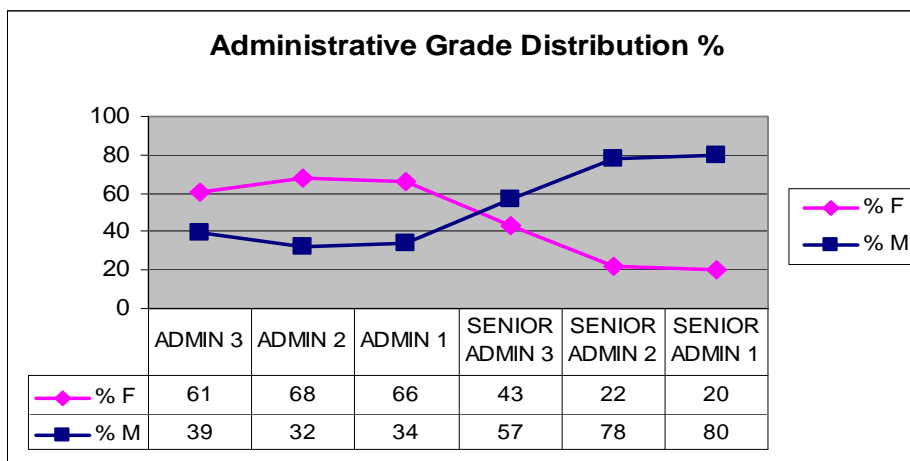
Report run October 2008. *not executive officers

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

Table 2.4.c2 Administrative Grades

ADMINISTRATIVE GRADES	Female	% F	Male	% M	Total
SENIOR ADMINISTRATIVE 1	2	20	8	80	10
SENIOR ADMINISTRATIVE 2	2	22	7	78	9
SENIOR ADMINISTRATIVE 3	15	43	20	57	35
ADMINISTRATIVE 1	113	66	59	34	172
ADMINISTRATIVE 2	85	68	40	32	125
ADMINISTRATIVE 3	43	61	27	39	70
Total:	260	62	161	38	421

Report run October 2008



The graph provides a similar outline to that included in the 2006-2007 report, 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.d 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, and may need to be monitored for possible inequalities.

Table 2.4.d1 Support staff 1

Support Staff 1 (Nursery, Catering, Housekeeping, Shop, Stores)	Female	%F	Male	%M	Total
Nursery	17	100	0	0	17
Catering	41	69	18	31	59
Housekeeping	188	90	20	10	208
Shop	1	25	3	75	4
Total	247	86%	41	14%	288

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.d 2 Support Staff 2

Support Staff 2 (Buildings and Grounds, Security, Stores)					
	Female	%F	Male	%M	Total
Buildings and Grounds	2	2%	81	98%	83
Security and Guards	29	20%	115	80%	144
Stores	1	11%	8	89%	9
Total	32	14%	204	86%	236

Report run October 2008.

2.4.e Library

This table provides data on the distribution of Library staff throughout the different employment grades (data from October 2008). Library staff is predominantly female (66%).

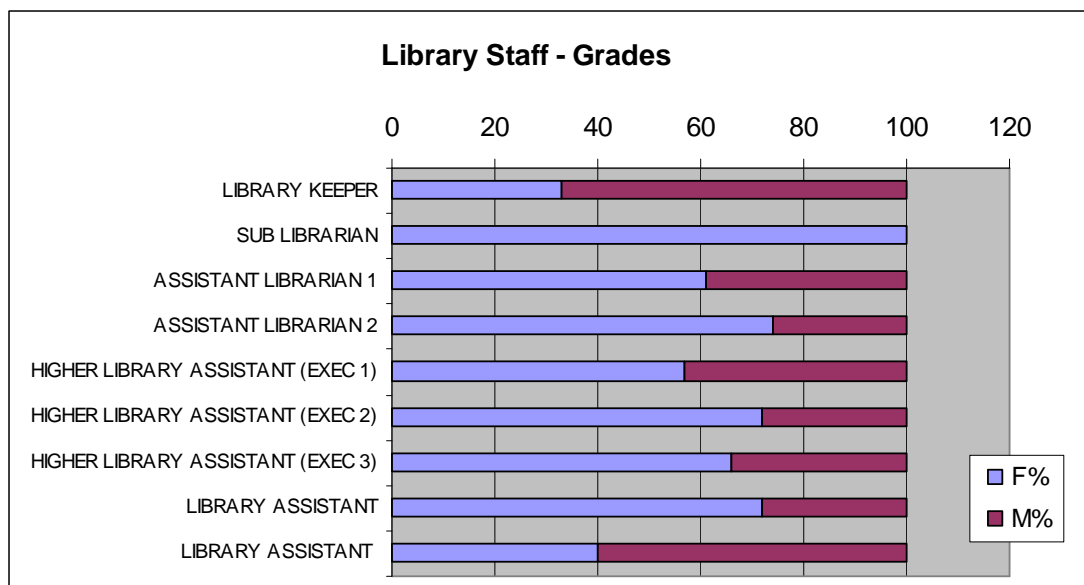
Table 2.4.e (1) Library overview

LIBRARY STAFF	Female	%	Male	%	Total
Library total	119	66	60	34	179

Table 2.4.e (2) Library Grades

Library Staff - Gender Count					
Grade Description	Female	F%	Male	M%	Total
LIBRARY KEEPER	2	33	4	67	6
SUB LIBRARIAN	5	100	0	0	5
ASSISTANT LIBRARIAN 1	17	61	11	39	28
ASSISTANT LIBRARIAN 2	17	74	6	26	23
HIGHER LIBRARY ASSISTANT (EXEC 1)	8	57	6	43	14
HIGHER LIBRARY ASSISTANT (EXEC 2)	13	72	5	28	18
HIGHER LIBRARY ASSISTANT (EXEC 3)	29	66	15	34	44
LIBRARY ASSISTANT	26	72	10	28	36
LIBRARY ASSISTANT	2	40	3	60	5
TOTAL	119	66	60	34	179

Report run October 2008



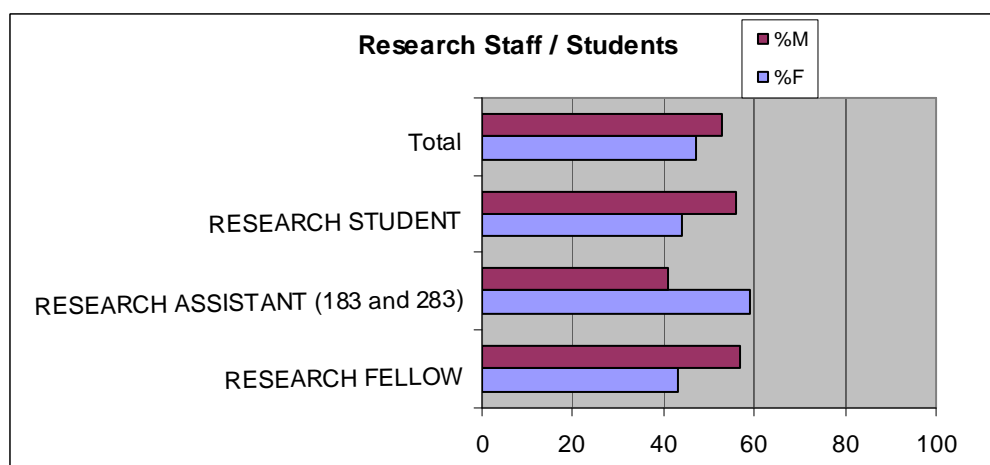
2.4.f Research

Table 2.4.f 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 over 600 research staff in different categories).

Table 2.4.f. Research staff and students

Research Staff/Students	Female	% F	Male	% M	Total
RESEARCH FELLOW	200	43	262	57	462
RESEARCH ASSISTANT (183 and 283)	107	59	82	41	189
RESEARCH STUDENT	413	44	529	56	942
Total	307	47	344	53	651

Report run October 2008



2.5 Staff distribution in different areas/departments

2.5.b Academic staff by School

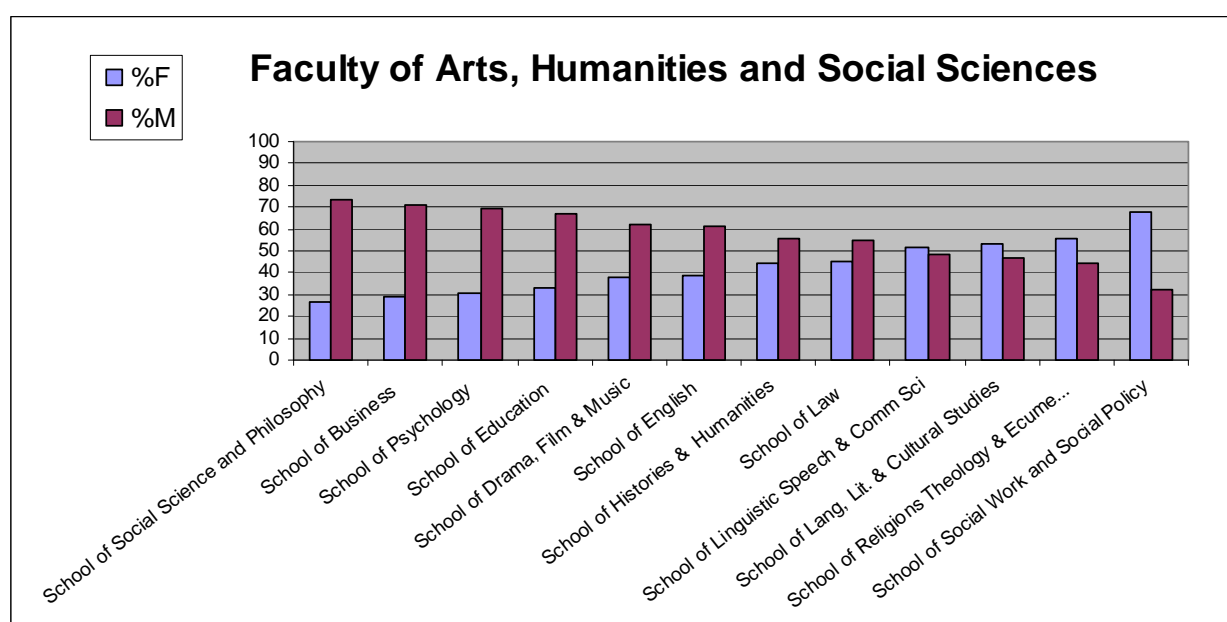
The following tables indicate the gender distribution academic staff by Faculty and School, with considerable variations. In FAHSS School proportions range from 26% female academics in the School of Social Science and Philosophy, to 68% female staff in the School of Social Work and Social Policy; in FEMS the proportions of female academic staff are consistently low (range 4-23%), while in the Faculty of Health Sciences the composition of the School of Nursing and Midwifery is highly feminized (82%). Data is from October 2008 and reflects the new 3 Faculty structure.

2.5.b1 Faculty of Arts Humanities and Social Sciences:

Table 2.5.b1

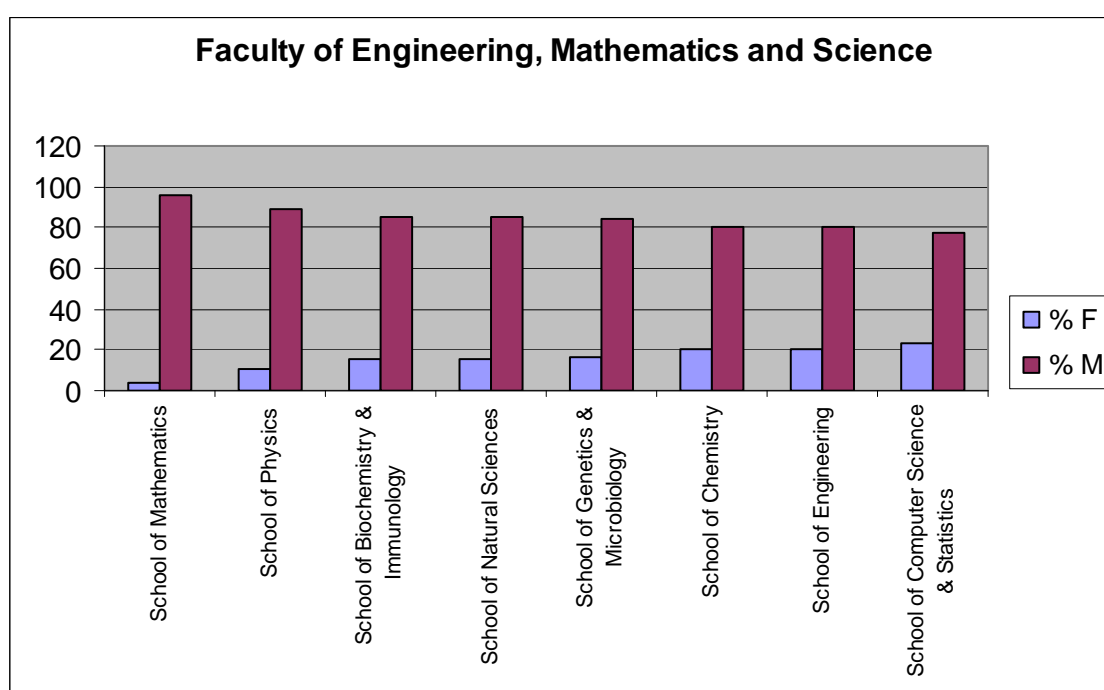
Faculty of Arts, Humanities and Social Sciences	Female	%F	Male	%M	Total
School of Business	8	29	20	71	28
School of Drama, Film & Music	8	38	13	62	21
School of Education	8	33	16	67	24
School of English	12	39	19	61	31
School of Histories & Humanities	17	44	22	56	39
School of Lang, Lit. & Cultural Studies	31	53	27	47	58
School of Law	15	45	18	55	33
School of Linguistic Speech & Comm Sci	15	52	14	48	29
School of Psychology	10	31	22	69	32
School of Religions Theology & Ecumenics	9	56	7	44	16
School of Social Science and Philosophy	16	27	43	73	59
School of Social Work and Social Policy	15	68	7	32	22
Total academic staff:	164	42	228	58	392

Report run 06 October 2008



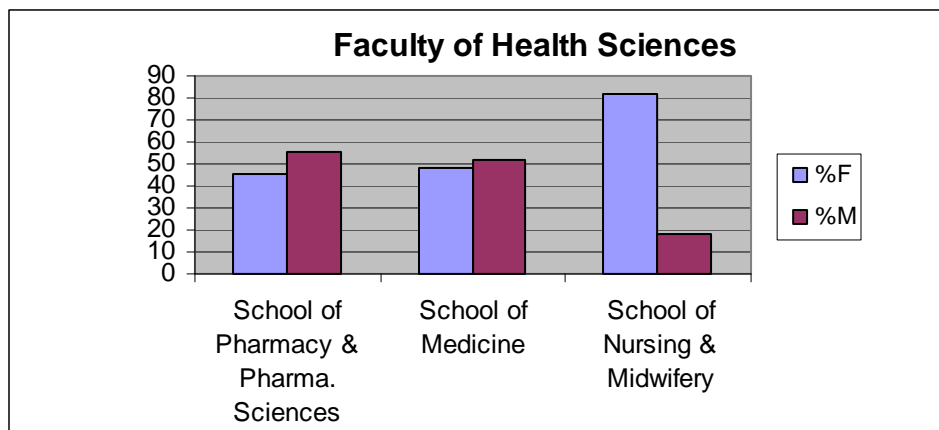
2.5.b2 Faculty of Engineering Mathematics and Science:
Table 2.5.b2

Faculty of Engineering, Mathematics and Science	Female	% F	Male	% M	Total
School of Biochemistry & Immunology	3	15	17	85	20
School of Chemistry	4	20	16	80	20
School of Computer Science & Statistics	23	23	75	77	98
School of Engineering	11	20	44	80	55
School of Genetics & Microbiology	4	16	21	84	25
School of Mathematics	1	4	24	96	25
School of Natural Sciences	6	15	35	85	41
School of Physics	3	11	25	89	28
total faculty	55	18	257	82	312

2.5.b3 Faculty of Health Sciences:
Table 2.5.b3

Faculty of Health Sciences	F	%F	M	%M	Total
School of Medicine	76	48	83	52	159
School of Nursing & Midwifery	59	82	13	18	72
School of Pharmacy & Pharma. Sciences	10	45	12	55	22
School of Dental Sciences	NA	NA	NA	NA	NA
total faculty	145	57	108	43	253

Report run October 2008



2.6 Staff by type of contract

The following tables and graphs detail the distribution of staff in relation to the type of contract and a profile of staff who work part-time. The types of contract are: permanent, indefinite duration, contract (fixed-term), temporary, casual, job-share and buy-back (for employees who are retired).

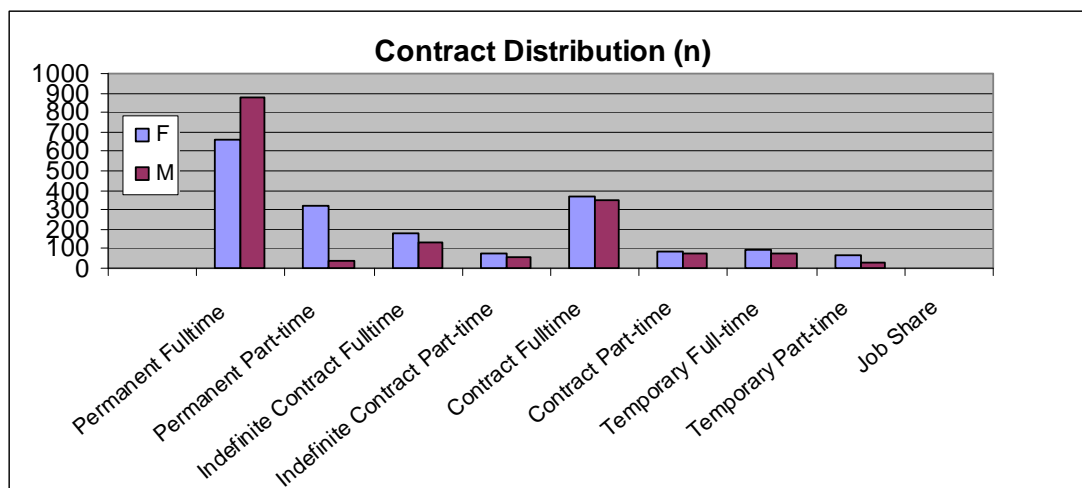
Staff distribution by type of contract

Table 2.6a

Contract Distribution - Gender Count	F	%	M	%	
Permanent Fulltime	664	43	881	57	1545
Permanent Part-time	321	90	35	10	356
Indefinite Contract Fulltime	182	58	134	42	316
Indefinite Contract Part-time	75	59	53	41	128
Contract Fulltime	365	51	349	49	714
Contract Part-time	83	54	72	46	155
Temporary Full-time	91	56	71	44	162
Temporary Part-time	67	69	30	31	97
Job Share*	1	33	2	67	3
Casual	136	52	124	48	260
Default	1	25	3	75	4
Total	1986	53	1754	47	3740

Report run October 2008

*This is not reflective of the number of job sharing arrangements categorized as part-time in College.



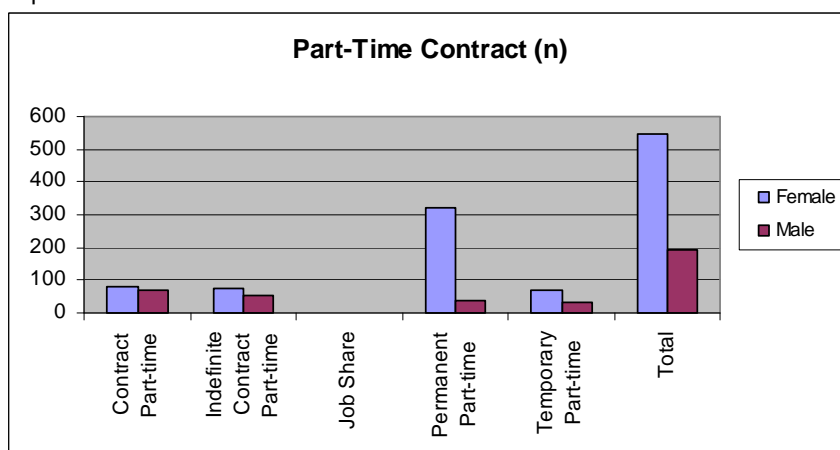
Part-time staff

Table 2.6b 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 2.6b Part-Time Contract Distribution

Employee Status	Female	% F	Male	% M	Total:
Contract Part-time	83	54	72	46	155
Indefinite Contract Part-time	75	59	53	41	128
Job Share	1	33	2	67	3
Permanent Part-time	321	90	35	10	356
Temporary Part-time	67	69	30	31	97
Total	547	74	192	26	739

Report run Oct 2008



Overall proportion of Part-time staff: 74% female, 26% male.

Note on further data:

More detailed staff reports, broken down by School and Department are available from the Staff Office database system.

2.7 Senior and Junior Promotions

The Equality Officer carried out a report at the Provost's request examining the causes for the low numbers of women applying for promotion in certain grades in Senior Promotions. This involved a review of quantitative data, a review of previous reports carried out in College (Prof. B Wright and Prof. E Drew) and the collection of qualitative data by means of meetings, e-mail and discussion group. Senior and Junior Promotions data will now be reported annually in the monitoring report. There are detailed reports broken down by Faculty for Senior and Junior promotions 2008, included in the Gender and Promotions Report (contact the Equality Officer for further information).

The tables below detail the most recent Senior and Junior Promotions, where overall women academics made up 22% of applicants. When considering this low number the eligible pool was taken into account (the number of women and men in the grade below, see Table 2.4a in this report). The Gender and Promotions report found women were not applying in a proportionate fashion to the Senior Lecturer grade (9% of eligible pool by comparison to 19% of the male eligible pool), Professorial Chairs or the Merit Bar (women make up 55 % of the Lecturer Below Bar grade but 37% of applicants). In particular, the appointments to Professor through the promotions procedure and through external recruitment has shown little sign of progress towards gender balance since 2006 (33 male appointments and 2 female appointments).

Consultation with staff highlighted several issues as being central to women's career progression:

- The discouraging effect of a male dominated environment on women's aspirations and engagement in the promotions process (exclusion from male networks; absence of role models).
- Perception that teaching and pastoral contributions to College are not valued sufficiently (research vs teaching vs pastoral).
- Career guidance and mentoring should be developed as good practice, particularly beneficial in supporting women's careers.
- The importance of facilitating flexible work, return to work, and supporting fathers' role as parents.
- Promotion procedures: need for the Committees to consider issues around weighting and communication of requirements.
- Need for explicit College commitment and action.

The report included recommendations around the setting of targets for proportionate applications to promotions and measures to address the key barriers identified. The report is currently being considered by the Provost and the Executive Officers Group and will be submitted to the Equality Committee.

Table 2.7 SPROM and JPOM data for 2008**Senior Promotions 2008**

2008	Total No Applicants	Male	%	Female	%	Total Successful Applicants	succ rate	Male	m succ rate	Female	f succ rate
Personal Chairs	9	9	100%	0	0%	5	56%	5	56%	0	0%
Associate Professor	27	18	67%	9	33%	12	44%	8	44%	4	44%
Senior Lecturer	32	26	81%	6	19%	21	66%	18	69%	3	50%
Total	68	53	78%	15	22%	38	56%	31	58%	7	47%

+ includes 1 approved under academic retention
Includes one applicant who applied for SL and AP,
includes one visitor application.

Junior Promotions 2008

2008 JPRO	Total No Applicants	Male	%	Female	%	Total Successful Applicants	succ rate	Male	m succ rate	Female	f succ rate
Lecturer Above Bar	17	11	65%	6	35%	14	82%	8	57.0%	6	100.0%
Accl adv	2	1	100%	1	100%	2	100%	1	100.0%	1	100.0%
Total	19	12	63%	7	37%	16	84%	9	75.0%	7	100.0%

2.8 Recruitment monitoring

The Equality Officer developed a recruitment equality monitoring pilot system with the assistance of IS Services at the request of the Equality Committee. Employment applicants are requested to fill in an anonymous online monitoring form that collects data on all of the nine equality grounds. The recruitment monitoring module is located on the equality website and the database and statistical reports are managed by the Equality Officer.

The recruitment monitoring module has been in place since January 2008. In the period 1 Jan 2008 to 31 December 2008 2659 applicants have completed the form, this represents 45% of the overall applicants to employment in that period. It should be noted that not all applicants for positions in College are processed through the Recruitment Office, in particular research staff are generally recruited by the Principal Investigator directly, and hence are not reflected in the data below (this might be a factor in the uncharacteristically low proportion of female research applicants reflected in the data).

The breakdown by nationality shows a high proportion of non-Irish applicants: 33% of applicants are from the EU and 23% are international applicants from outside the EU. The report also allows for a gender analysis of applicants by area which outlines significant gender variations along the lines of traditional employment profiles: for example 100% of respondents applying for security positions were male, while 81% of respondents applying for secretarial/EO positions were female. Details by family status, marital status, religion, sexual orientation, age and disability are presented in the tables below (1 January to 31 December 2008).

Table 2.9.1 1st Year Review 1 JAN- 31 DEC 2008

Total number of applications received (SO Recruitment data)	5922
Total number of applicants who completed the recruitment monitoring form	2659
Response rate	45%

Table 2.9.2

Irish/EU/Non-EU	%	Count
EU	33.2	882
Irish	41.3	1099
No Response	2.3	62
Non-EU	23.2	616
Total:		2659

1 Jan to 31 Dec 2008

Table 2.9.3

Religion	%	Count
Christian	62.5	1661
Hindu	4.4	116
Jewish	0.6	16
Muslim	3.8	102
No Response	3.8	101
None	21.2	563
Other(Blank)	0.6	15
Other(User Defined)	3.2	85
Total:		2659

Table 2.9.4 Age

Age Bracket	%	Count
15-19	0.6	15
20-29	39.1	1040
30-39	37.8	1004
40-49	14.9	395
50-59	5.3	141
60+	0.5	13
No Response	1.9	51
Total:		2659

Table 2.9.5

Family Status	%	Count
Caring for children	21.9	581
Caring for other family members	3.9	105
No Response	2.5	67
No caring responsibilities	70.6	1878
Other(Blank)	0.1	2
Other(User Defined)	1	26
Total:		2659

Table 2.9.6

Marital Status	%	Count
Divorced	1.7	45
Living with Partner	12.7	339
Married	32	852
No Response	1.2	31
Other (Blank)	0.1	2
Other (user defined)	0.9	23
Separated	1.9	51
Single	49.3	1311
Widowed	0.2	5
Total:		2659

Table 2.9.7

Sexual Orientation	%	Count
Bisexual	2.1	55
Gay/Lesbian	3.1	82
Heterosexual	90.1	2397
No Response	3.2	84
Other(Blank)	0.3	7
Other(User Defined)	1.3	34
Total:		2659

Table 2.9.8

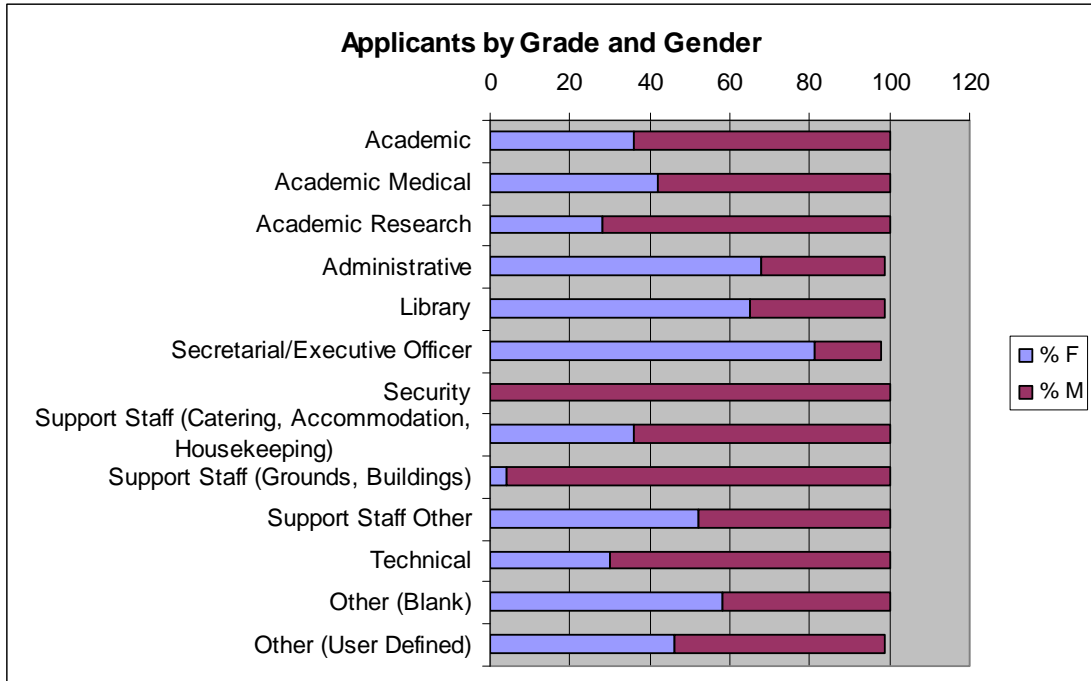
Disability	%	Count
No	96.8	2573
Yes	1.2	32
No Response	2	54
Total:		2659

Table 2.9.9

Gender:	%	Count
Female	49.9	1326
Male	48.9	1301
No response	1.2	32
Total:		2659

Table 2.9.10 Applicants by Area and Gender

Applicants by Area and Gender	Female	% F	Male	% M	Null	%	Total
Academic	245	36	439	64	2	0	686
Academic Medical	11	42	15	58	0	0	26
Academic Research	27	28	68	72	0	0	95
Administrative	357	68	164	31	1	0	522
Library	324	65	171	34	1	0	496
Secretarial/Executive Officer	161	81	34	17	3	2	198
Security	0	0	26	100	0	0	26
Support Staff (Catering, Accommodation, Housekeeping)	21	36	37	64	0	0	58
Support Staff (Grounds, Buildings)	4	4	107	96	0	0	111
Support Staff Other	26	52	24	48	0	0	50
Technical	38	30	88	70	0	0	126
Other (Blank)	7	58	5	42	0	0	12
Other (User Defined)	86	46	99	53	2	1	187
Totals	1307	50	1277	49	7		2593
No Response	19	29	24	36	23	35	66



3. Students

Introduction

The data included in this section has been provided by the Senior Lecturer's Annual Report 2007-2008, TAP, the Mature Students Officer, the Disability Service and the Inclusive Curriculum Project. An outline of the general student body is provided (gender, course, nationality) 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 56% 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. The HEA has developed a programme to collect more detailed data on students' economic, social and cultural background at registration, this was instituted for the first time in 2007.

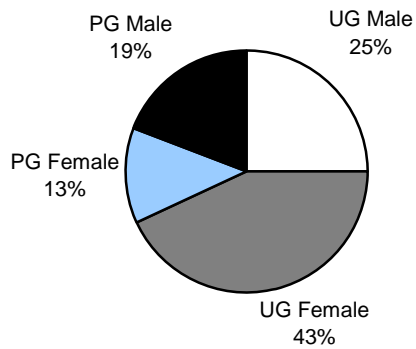
The College Access and Equality Policy outlines the College's commitment to promoting greater access for students from non-traditional backgrounds. In particular in the College's Strategic Plan the College commits itself to achieving a 15% intake of students from non-traditional backgrounds in UG courses. 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. In 2008 an collaborative Inclusive Curriculum project (TIC) has been established.

The UK Equality Challenge Unit has published the **Equality in Higher Education Report 2008** which examines staff and student data in relation to gender, age, ethnicity and disability. 42% of the student population in the UK are male and 58% female, with variations by subject. 17% of UK national students are from Black or Minority Ethnic background. 8.2% of the student population declare a disability.

3.1 Student Population

In total, there were 15,716 registered students in 2007/08 (15,492 in 2006/07). In 2007/08, 56% of the student population was female and 44% was male. 10,680 students were registered on undergraduate programmes, and 5,036 (32%), on postgraduate programmes.

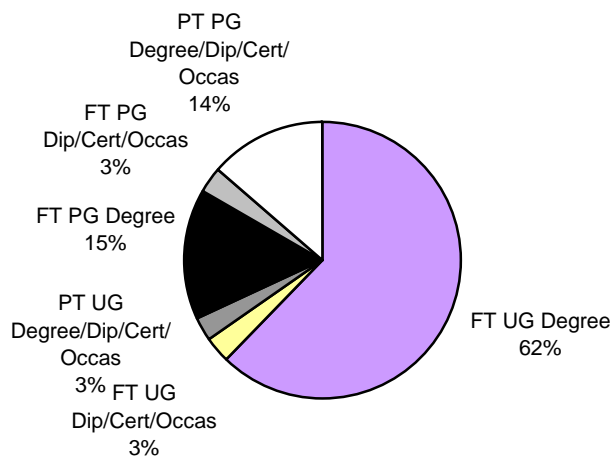
Figure 3.1 Gender breakdown of student population 2007/08



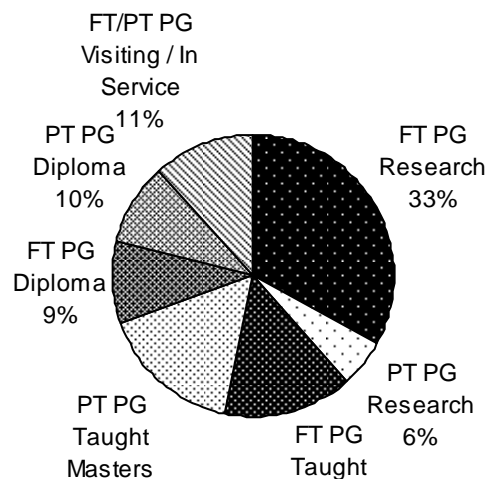
Total student population (UG and PG): 56% Female; 44% Male. This compares to 58% F and 42% M in UK student body.

Percentage of students by category 2007/08

Percentage of students by category 2007/08

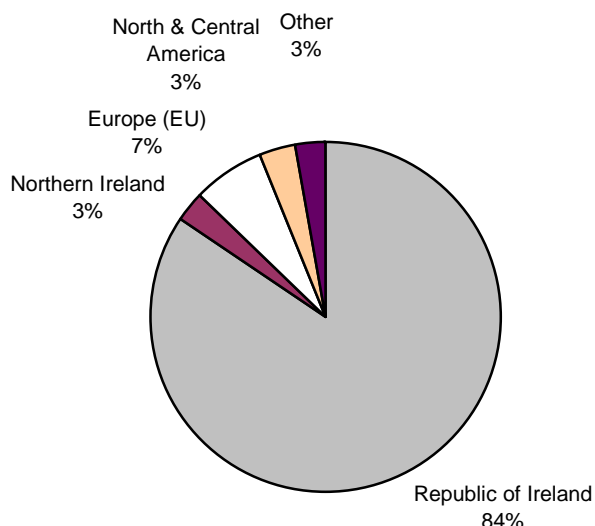


Percentage of postgraduate students by category 2007/08



3.2 Geographical distribution of student population 2007/08

84% of UG and PG students were from the Republic of Ireland, 3% from Northern Ireland, 7% from other EU countries, 3% from North and Central America and 3% from other parts of the world. There are students from over 90 nationalities in total, making up 16 % of the student body. This compares to 17% of the UK student body.



Faculty distribution of student population

	Total	AHSS and TSM	F.Eng, Maths and Science	Health Sciences	Other
Cert/ Dip	279	118 (42%)	51 (18%)	58 (21%)	52 (19%)
UG	10918	5234 (48%)	2562 (23%)	2702 (25%)	420 (4%)
PG	5104	2475 (48%)	1500 (29%)	997 (20%)	132 (3%)
Total	16301	7827 (48%)	4113 (25%)	3757 (23%)	604 (4%)

% of total UG, PG, Cert /Dip
Source SIS
Dec 2008

3.3 Non-Traditional Admissions and Access Initiatives

Non-traditional applications to the university are categorised into three principal types: students with a disability; mature students applying for admission under the mature student dispensation scheme; and socio-economically disadvantaged students. In addition to applying through the CAO, mature students and socio-economically disadvantaged students are invited to submit separate applications directly to the university. The College's Strategic Plan is committed to increasing the number of non-traditional students

admitted to undergraduate programmes and in 2003/04 the Board approved two access policy initiatives: the introduction of a policy reserving 15% of quotas of CAO intake for non-traditional applicants; and the establishment of an alternative admissions route to undergraduate degree programmes for non-traditional students through a partnership programme between the university and three City of Dublin Vocational Education Committee (CDVEC) Colleges.

In 2008 a total of 374 (410 in 2007) non-traditional students registered on undergraduate degree programmes, representing 14.5% of the CAO intake.

Table 3.3 Non-traditional students 2008-2009

	Number	As percentage of total student population*
Disability	517	3%
Access (TAP)	570	3%
Mature registered	432	3%
No of registered non-traditional students 08-09	1,528	9%

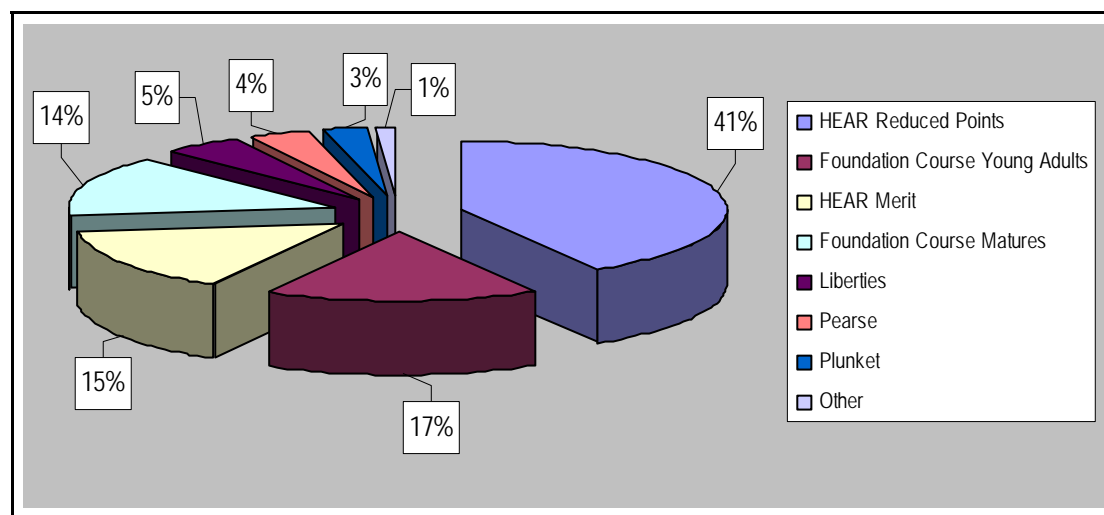
3.4 Socio-economically disadvantaged students – the Trinity Access Programmes

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 2008 137 students entered Trinity College via TAP entry routes increasing the total of TAP registered undergraduate students in Trinity College to 452.

Table 3.4.1 Total TAP Access students

	Number	As percentage of total student population*
No. of Students on TAP Course	118	1%
No of students in College through TAP	452	3% (UG only, 4%)
Total Tap	570	4% (UG only, 5%)
Source: TAP databatse 25/11/08		

Figure 3.4.2_Entry Route breakdown of TAP Undergraduate Students 2008



The 2008 TAP undergraduate cohort comprised of 66% females (n=297) and 34% males (n=155). 78% of these students were young adults (n=356) and 22% were mature students (n=96). The figure below details the faculty breakdown for TAP registered undergraduate students in 2008.

Figure 3.4.3 Faculty Breakdown of TAP UG students

Arts, Humanities and Social Sciences	Health Sciences	Engineering, Maths and Science
61%	25%	14%

Figure 3.4.4 TAP undergraduate outcomes

Completion rate: 97% (Refers to the number of students graduating).
 Progression: 91%. (Refers to the progression from 1st to 2nd, 2nd to 3rd and 3rd to 4th year).

Post-entry support programme

TAP has developed a range of post-entry supports in response to student needs. These include a variety of pre-university programmes, financial and personal support, extra tuition, a Writing Resource Centre, a Mathematics Help Room, the Studio (learning resource centre), a supported accommodation scheme and end-of-term review workshops. TAP also works closely with other support services in College including the Library, the Student Counselling Service, the Disability Services, the College Health Service, the Accommodation Office and the College Tutorial Service.

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.

- **Primary and Second-Level Programmes**

The Primary and Second-Level Programmes link Trinity College with schools which have little or no tradition of progression to third level. The Primary Schools Initiative, with twenty link primary schools, focuses activities for fifth and sixth class pupils. TAP is assisted by Schools in College each year in developing and delivering activities. The Second-Level Programme delivers pre-entry activities throughout the second level school cycle, and aims to increase the number of students who complete their second-level education and who proceed to third-level education. There are currently twenty link secondary schools.

- **Foundation Course for Higher Education - Mature Students**

This one-year foundation course is aimed at mature students from socio-economically under-represented groups who have not yet realised their full educational potential. Students who successfully complete the course are awarded a Certificate in Foundation Studies for Higher Education. Students compete for entry to places reserved for mature students and offers are made conditional on attaining an overall grade of II.2 or higher (II.1 in Psychology, Law and Pharmacy) on the Foundation Course. 24 students registered for the course in 2008. Students range in age from 23 years to 61 years of age.

- **Foundation Course for Higher Education - Young Adults**

This is a one-year foundation course that caters for young adults (17-20 years old) from under-represented socio-economic groups who have demonstrated academic potential but who require an additional year of education to prepare for third level. It is open to applicants in schools linked to higher education access programmes. Students who successfully complete the course are awarded a Certificate in Foundation Studies for Higher Education and are eligible to compete for a place in College if they achieve a grade II.2 or higher (II.1 for Law School or Health Sciences). 27 students registered in 2008.

- **Concession on Points**

Students who are socio-economically disadvantaged and whose school is linked to TAP, or to an access programme at another university, are eligible for a concession on points for entry to an undergraduate degree and/or diploma course. These students must satisfy the minimum matriculation requirements for entry to their course of choice.

Graduates from the Trinity *Foundation Course – Young Adults*, and students from TAP linked schools eligible for a concession on points may compete for places at other universities through a collaborative

scheme known as the Higher Education Access Route (HEAR). In 2008, 118 students entered College through this route (92 in 2007).

- **Partnership Foundation Course**

As part of College's efforts to meet the 15% quota of non-traditional students in undergraduate programmes, an arrangement was entered into in 2004-05 with three City of Dublin Vocational Education Committee (CDVEC) colleges to develop and co-deliver a Foundation Course in the Liberal Arts for access to a wide range of undergraduate courses. The CDVEC colleges involved are the Liberties College, Dublin 8; Pearse College, Dublin 12; and Plunket College, Dublin 9.

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. The DS may offer support if a physical, sensory or learning disability, or a medical or mental health condition interferes with a student's ability to achieve their academic goals.

Applicants may disclose that they have a disability on the CAO application form. Applicants who wish to avail themselves of the supports and any matriculation concession must also provide evidence of disability, which is assessed by the College Student Disability Services. 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 (44 additional students had declared a disability by 1st November 2008 bringing the total to 99 new entrants registered with the Service). For details on the number of CAO applicants who declare a disability please see the Senior Lecturer's Report 2007-2008.

Table 3.5.1 Faculty breakdown students with disabilities by type

Faculty Breakdown (as per DIS 25/11/08)									
	Total	FAHSS and TSM	% of total sts with disab	FEMS	%	F Health Sciences	%	Other	%
Medical	73	43		14		16		0	
Mental Health	75	44		14		15		2	
Physical	44	33		5		6		0	
Sensory	46	32		6		6		2	
SPLD	279	170		61		44		4	
Total sts with disability	517	322	62%	100	19%	87	17%	8	2%

Table 3.5.2 Students registered with the Disability Service 2008

	Number (including NIID students)	Number	As percentage of total student population* UG, PG and Cert
No. of register students	517	493	3%
Undergrads	413		4%
Post grads	66		1%
Cert/Dip	38		14%

*Using Dec 08 student population

3.6 Mature students

In 2008, 729 mature applicants applied under the Mature Student Dispensation Scheme (750 in 2007), of whom 198 (27%) were offered places and of these 133 (67%) registered. Applicants under this scheme must be over twenty three years of age and are assessed on the basis of their life and work experience.

Mature students are also admitted to the undergraduate degrees in nursing. Applicants to these courses are assessed externally by the Nursing Career Centre. 66 mature students registered on degree courses in nursing and midwifery in 2008 (113 in 2007), a decrease of 58% on 2007 figures. Despite efforts to increase the number of mature students and a willingness on the behalf of departments to increase their mature student intake, it continues to be difficult to secure successful applications to the Faculties of Science and Engineering and Systems Sciences. This difficulty is partly attributed to the requirement for a specific level of mathematics and/or a

science subject as a prerequisite of entry to courses in these Faculties.

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 2007-2008.

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 Students Office. There are 557 mature students on the basis of age (these enter via the mature student nursing route, direct applications and CAO).

Table 3.6.1 Faculty Breakdown from those who entered through mature access scheme

Total	AHSS	Eng, Maths and Science	Health Sciences	Other
432	196	71	79	86
%	45%	16%	18%	20%

Source: Mature Students Office Nov 2008

Table 3.6.2 Total Mature students

Total Mature Students registered 08-09			
	Number	As percentage of total student population*	UG population
No of Mature students entering through dispensation scheme	432	3%	4%
All mature students (sts 23+ when starting UG degree)	989	6%	9%

*Dec 08 total student population

Completion rate: 79%
Progression rate: 75%.

4. Other Areas

4.1 Dignity and Respect

Dignity and Respect Monitoring

The College has appointed a panel of Contact Persons to provide confidential advice and support to staff and students who may be experiencing bullying or harassment, who may have witnessed this behaviour or who are concerned about a third party. Currently there are 9 Contact Persons on the panel. The Contact Persons submit an annual report to the Equality Committee detailing the profile of complainants and alleged harassers, types of cases, and updating on any actions or recommendations. The Staff Office also submits a report on the type and profile of cases and actions implemented to prevent bullying and harassment. The present section summarises data from the 2007 and 2008 Contact Persons and Staff Office reports.

Prevention 2007- 2008: Dignity and Respect Policy

In 2008 the new Dignity and Respect Policy was agreed; this incorporates the College's policy on Bullying and Harassment and updates it in relation to best practice, legislation and recommendations included in the Codes of Practice from the Health and Safety Authority and the Labour Relations Commission. The new Code of Practice for the appointment of Contact Persons was also implemented in 2008.

The Dignity and Respect policy provides an outline of roles and responsibilities for staff, managers, students and all members of the College community. The policy provides guidance in addressing issues of bullying and harassment at an early stage, including good communication tips and supporting a positive and diverse work and study environment. The policy outlines the different options available to staff and students: informal measures, formal complaints and mediation, and the range of supports available. An awareness and communication programme is being rolled out in 2009.

Assessing incidence

Data on harassment and bullying is sensitive and confidential. In the case of College, there are several support services and routes for staff and students to report bullying and harassment incidents. There exists a considerable overlap in the cases which are reported to the Contact Persons and the Staff Office, although the accuracy of the data cannot be contrasted due to confidentiality concerns. In addition many incidents of bullying or harassment may not be reported or disclosed. Members of Staff will most commonly contact the Contact Persons or the Staff Office, but some cases may be dealt with directly by Heads of School or the Senior Dean. Students

may contact their Tutor, the Counselling Service or the SU Welfare Officer as well as the Contact persons. The tables below provide a summary of the complaints and queries dealt with by the Contact Persons and by the Staff Office, however this cannot be taken as a representative figure of the incidence in College and are an unknown proportion of the cases reported in College.

College is taking an active role in preventing and addressing issues of dignity and respect by monitoring the data from the Contact Persons and the Staff Office and progressing their recommendations. Comparable data from other third level institutions is not currently available to the public.

Summary tables - 2007

Contact Persons Report 2007:

The table below distributes the total number of cases/information requests by the status and gender of complainants and alleged harassers (Total 21 cases).

Complainants					
Gender	Undergrad student	Postgrad	Academic staff	Support staff	TOTAL
Male	1	0	0	2	3
Female	2	4	4	8	18

Respondents / Alleged Harassers					
Gender	Undergrad student	Postgrad	Academic staff	Support staff	TOTAL
Male	1	1	6	4	12
Female	0	0	2		9

Staff Office report 2007:

The number of cases presented to the Staff Office was 27. In three of the cases, there were multiple complainants, each complainant case is recorded as one case.

Complainants					
Gender	Undergrad student	Postgrad	Academic staff	Support staff	TOTAL
Male	1	2	1	2	6
Female	0	5	3	13	21

Respondents / Alleged Harassers					
Gender	Undergrad student	Postgrad	Academic staff	Support staff	TOTAL
Male	0	0	4	5	9
Female	0	1	10	7	18

Summary tables – 2008

Contact Persons Report 2008. There were 37 complaints/ requests for information 2008. There was an overlap in cases with the Staff Office in at least 12 cases, due to improved referral procedures. The profile of complainants was principally female and from support

staff areas, the profile of alleged harassers was mainly male and from support staff areas. In the majority of cases the alleged harasser was in a supervisory role.

Complainants					
Gender	Undergrad student	Postgrad	Academic staff	Support staff	TOTAL
Male	0	0	0	6	
Female	4	3	4	20	37

Respondents / Alleged Harassers					
Gender	Undergrad student	Postgrad	Academic staff	Support staff	TOTAL
Male	1	0	5	18	
Female	4	0	4	10	42

Staff Office Report 2008

There were 24 cases reported in 2008. The majority of complainants were female staff.

Complainants					
Gender	Undergrad student	Postgrad	Academic staff	Support staff	Total
Male	0	0	0	5	
Female	0	0	8	11	24

Respondents / Alleged Harassers					
Gender	Undergrad student	Postgrad	Academic staff	Support staff	Total
Male	0	1	4	5	
Female	0	0	6	6	
Unknown	2				24

The detailed reports from the Contact Persons and the Staff Office were circulated to the Equality Committee and include details on the services provided, resolution of cases, and training and awareness activities, for further information contact the Equality Officer.

Definitions

Bullying: Workplace bullying is repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment, which could reasonably be regarded as undermining the individual's right to dignity at work. An isolated incident of the behaviour described in this definition may be an affront to dignity at work but, as a once off incident, is not considered to be bullying. Bullying can take many forms, from open aggression, threats, and shouting to subtle comments or exclusion. It can be verbal, physical or psychological. The impact of the behaviour on the recipient will be taken into consideration when dealing with cases of bullying.

Sexual Harassment: Sexual harassment includes acts of physical intimacy, or requests for sexual favours or any act or conduct by a perpetrator, including spoken words, gestures or the production, display or circulation of written words,

pictures or other material that is unwelcome to the recipient and could reasonably be regarded 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.

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

4.2 Inclusive Curriculum

The SIF II funded Trinity Inclusive Curriculum Project (TIC) commenced in College in 2008. This project, 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. This will involve identifying actual and potential barriers to learning and achievement; and discovering ways to overcome such barriers. These enabling strategies will then be introduced into the mainstream curriculum via:

- the raising of awareness of inclusivity amongst academic staff;
- the introduction of online guidelines and resources to help academic staff create a more inclusive learning environment;
- the introduction of audit tools for the design and review of curriculum.

4.3 Disability - The 3 % Employment Target

In 2008 a disability review was carried out to promote the employment of people with disabilities and help College meet its 3 % target. In the survey carried out in 2007 (with an 18% response rate) 7% of respondents (representing 1.5% of staff) disclosed having a disability as defined by the Disability Act 2005. In 2009 College is due to carry out a full staff disability census. The comparable from the UK Higher Education sector indicates 2.2% of staff declared having a disability (see ECU 2008 report).

The Director of the College Disability Service, the Staff Office and the Equality Officer revised the Code of Practice Applying to the Employment of People with Disabilities in consultation with staff with disabilities and other stakeholders. A further outcome of this review was the publication of a Supporting Staff with Disabilities Guide for Staff and Managers detailing the supports available to staff and the steps from disclosure to reasonable accommodation.

College is currently carrying out a full staff census to determine the proportion of staff with a disability.

4.4 WiSER

The Centre for Women in Science and Engineering Research (WiSER) was established in 2006 with an aim of retaining and advancing women working in science, engineering and technology (SET) disciplines where currently they are significantly under-represented.

Women constitute approximately 40 per cent of undergraduate population; 37 per cent of Research Fellows and 17 per cent of academic staff in the Faculty of Engineering, Mathematics & Science (FEMS) in College yet women constitute only 7 per cent of professors in FEMS. With an understanding of the issues surrounding women's under-representation in SET, WiSER analyses data by School. The importance of analysing data by School highlights that there are different transition points that need to be targeted, depending on the School.

Table 1 and 2 describes the gendered population of those studying, researching and working in FEMS in College. There is a difference in those working in the biological sciences from the physical sciences in terms of gender. In total, the 55 per cent of students studying in the biological sciences are women compared with 21 per cent in the physical. This pattern is repeated at Research Fellow status as well (54 per cent biological, 17 per cent physical). However, there is a significant shift in the academic profile of staff where in both biological and physical sciences, only 17 per cent are women. These data recognise that in both biological and physical sciences in the FEMS, a 'leaky pipeline' occurs and indicates that women are lost at different stages of the career ladder which represents a huge waste of talent and resources to College and the academic community.

Table 1 Number and percentage of Students, Researchers and Academic Staff in the Biological Sciences, Faculty of Engineering, Mathematics and Science, February 2009

2008-09	Undergraduate Students ⁴			Research Fellows			Academic Staff		
	Male (n)	Female (n)	% Female	Male (n)	Female (n)	% Female	Male (n)	Female (n)	% Female (staff)
Biological Sciences									
Biochemistry & Immunology	NA	NA	NA	23	36	61%	16	3	16%
Genetics & Microbiology	16	24	60%	20	21	51%	21	4	16%
Chemistry	38	42	53%	12	12	50%	17	5	23%
Natural Sciences	544	675	55%	11	8	42%	33	5	13%
Total	598	741	55%	66	77	54%	87	17	16%

Source: WiSER gender database, accessed 20.2.09

On analysis of the biological sciences, it is noted that the decline of women in the academic pipeline occurs from Research Fellow to Academic Staff (Table 1) while the physical sciences has a slight

⁴ Data for 2007-08;

decline from the number of women students to research fellows (from 21% to 17% in Table 2).

Table 2 Number and percentage of Students, Researchers and Academic Staff in the Physical Sciences, Faculty of Engineering, Mathematics and Science, February 2009

2008-09 Physical Sciences	Undergraduate Students ⁵			Research Fellows			Academic Staff		
	Male (n)	Female (n)	% Female	Male (n)	Female (n)	% Female	Male (n)	Female (n)	% Female (staff)
Engineering	584	153	21%	21	9	30%	45	11	20%
Physics	6	0	0%	30	7	19%	25	3	11%
Computer Science & statistics	252	61	19%	39	4	9%	74	20	21%
Mathematics	82	32	28%	6	0	0%	22	1	4%
Total	924	246	21%	96	20	17%	166	35	17%
Total (FEMS)	1522	987	39%	162	97	37%	253	52	17%

Source: WiSER gender database, accessed 20.2.09

The key differences between the biological and physical sciences is the career stages where interventions need to occur to ensure the retention and advancement of women in SET. In the biological sciences, interventions need to occur from research fellow to academic staff and further along the academic career ladder (from lecturer to professor). In the physical sciences, interventions need to occur earlier; from recruiting women students into the physical sciences, and from retaining and advancing the scientific knowledge that women hold through the academic career path.

This indicates that different WiSER actions need to occur depending on the School and discipline. The physical sciences need actions that include the recruitment of women students; while all faculties need WiSER actions targeting research fellows and academic staff. The practices and culture of the Schools also need to be addressed to understand what and why there is the 'leaky pipeline' at each stage.

Specific actions targeting research fellows and women in career transition points include:

- Springboard, a personal and professional development programme for women
- Mentoring programme
- Peer-support academic writing groups
- Career development workshops and seminars
- Creation of a network to support women researchers

Other actions that address retention and advancement of women in SET include:

⁵ Data for 2007-08

- Development of WiSER statistical database to mainstream data collection and reporting on gender related indicators
- Policy & procedure review in the context of gender mainstreaming
- Educational training for Schools

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Legislation

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Equal Status Act 2000 -2004

Disability Act 2005

Universities Act 1997

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) www.hea.ie

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

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