



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Report on the Gender Pay Gap 2025



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1. Introduction

Trinity College Dublin employs over 6,000 people across a range of job categories including academic, research, administrative, technical, library and support roles. This report sets out the Gender Pay Gap differences for the reporting period 30th June 2025. The Gender Pay Gap measures the difference in average earnings between men and women across the workforce.

We remain committed to promoting equality and increasing female representation at all levels of the college. Since 2022, the gender pay gap has moved in the right direction, narrowing by 0.1% in the last year and by 3.5% overall since 2022 (7.49% in 2025, 7.6% in 2024, 8.8% in 2023, 11% in 2022).

Who is included?

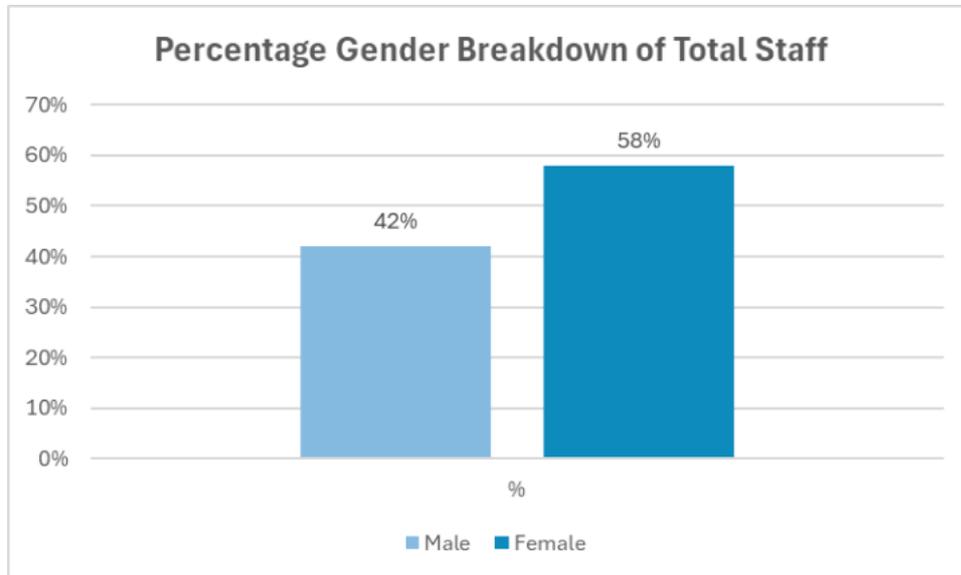
Anyone who was an employee of Trinity College on June 30th 2025 is included (6,057 people).

Methodology

In accordance with the regulations and with reference to the Employment Equality Act 1998 (Section 20a) (Gender Pay Gap Information) Regulations 2022, the University's gender pay gap report includes data relating to persons who are engaged by Trinity College Dublin. This includes employees in Trinity College departments and occasional staff. The data provided in this report is based on the snapshot date of June 30th 2025.

2. Key Findings

On June 30th 2025, the University's workforce for the purpose of gender pay gap reporting consisted of 6,057 individuals: 3,507 women (57.9%) and 2,550 men (42.1%).



The University's gender pay gaps are as follows:

The mean gender pay gap - defined as the average percentage difference in hourly pay between male and female employees, shows that female staff earned 7.49% less than male staff on average, a slight improvement on 7.6% in 2024.

The median gender pay gap - calculated using the midpoint hourly pay rate across all employees from lowest to highest—represents a typical rate of pay and is not skewed by extreme high or low earnings. In 2025, the median gender pay gap indicates that female employees earned 7.5% less than their male counterparts. This is down from 11% in 2024.

Part Time Staff – the mean gender pay gap is 3.25%, which is moving in the right direction compared to 7.6% in 2024. There is no gap in this category when looking at median pay rates.

Temporary Staff – the mean gender pay gap is 0.50% compared to 2.9% last year, and a larger 12.1% when considering the median gap.

3. Table of Findings

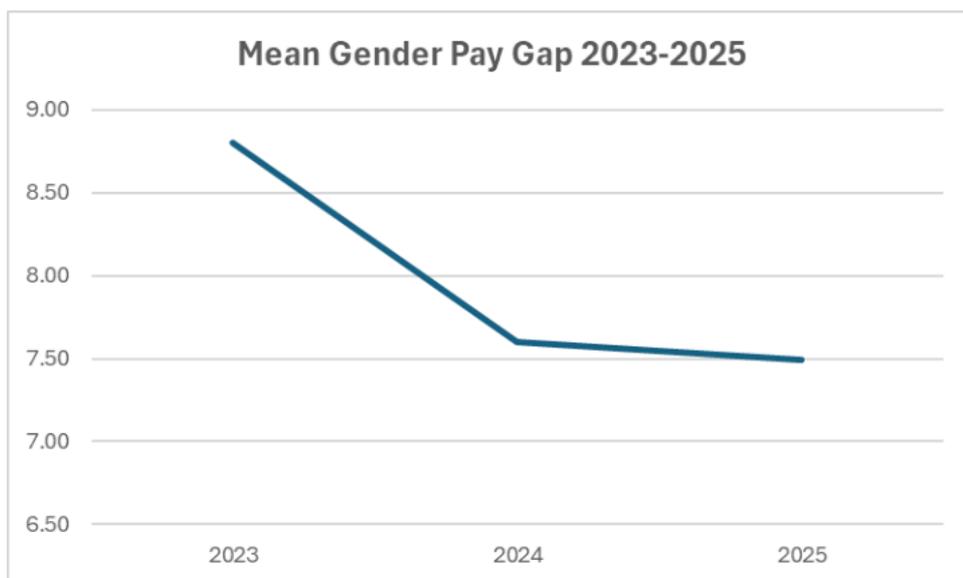
Gender pay gaps in ordinary pay for all staff	Female earnings
Mean gender pay gap in ordinary hourly pay	7.49% lower
Median gender pay gap in ordinary hourly pay	7.5% lower

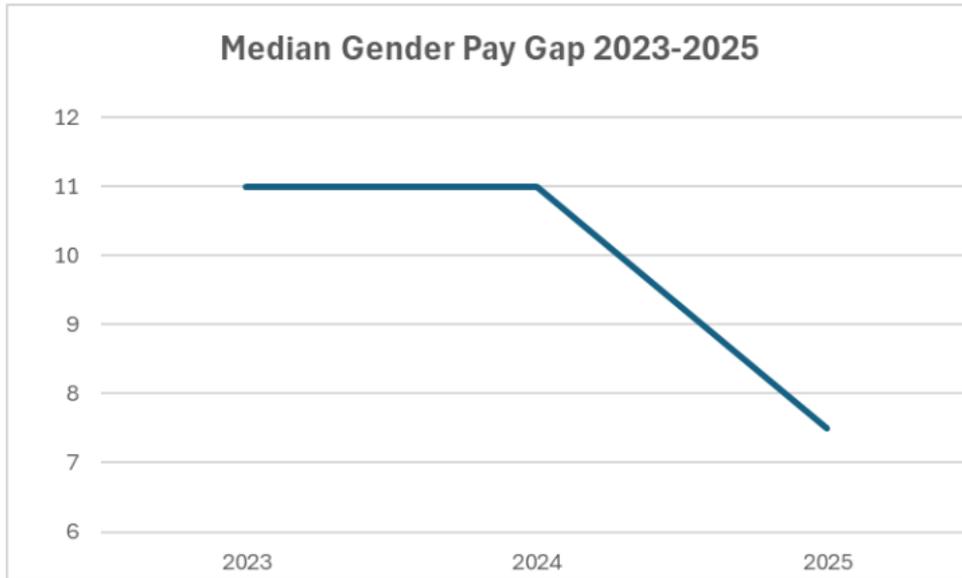
Gender pay gaps in ordinary pay for part-time staff	Female earnings
Mean gender pay gap in ordinary hourly pay for part time staff	3.25% lower
Median gender pay gap in ordinary hourly pay for part time staff	0%

Gender pay gaps in ordinary pay for temporary staff	Female earnings
Mean gender pay gap in ordinary hourly pay for temporary staff	0.50% lower
Median gender pay gap in ordinary hourly pay for temporary staff	12.1% lower

2023-2025

The mean and median pay gaps have decreased over the past 3 years demonstrating a positive trend towards reducing the pay gap between men and women.





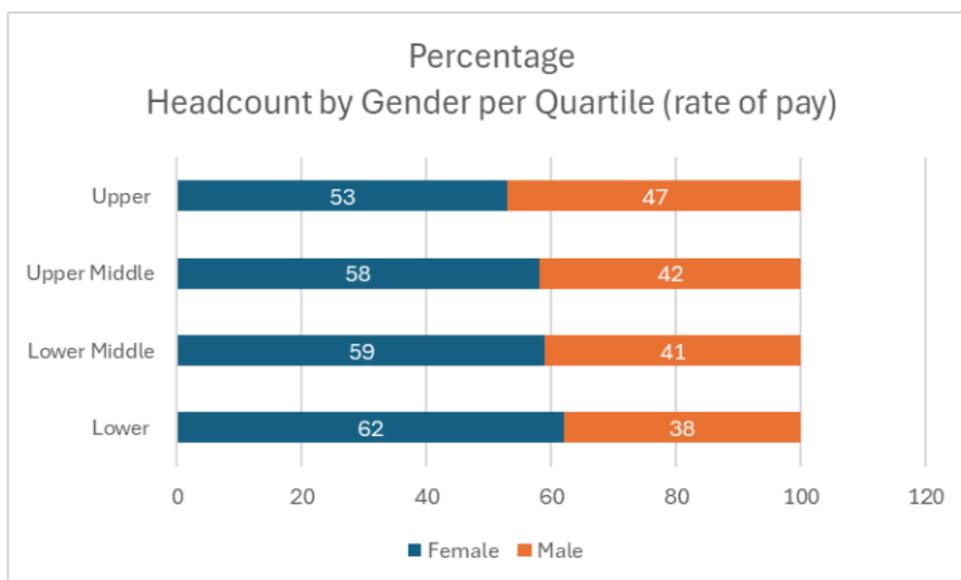
Benefit in Kind

Benefit in Kind	Female	Male
Percentage of staff who received benefit in kind	0.26%	0.39%

Gender pay gap in bonus pay	
Mean gender pay gap in bonus pay	0%
Median gender pay gap in bonus pay	0%

Note: The bonus pay gap is 0% as we do not pay bonuses in Trinity College Dublin

Proportion of Females and Males - Pay Quartile



4. Narrative

Reasons for the Gap

There are several complex issues that typically lead to a gender pay gap in organisations, and we can see these occurring in Trinity College.

4.1. Gender segregation in the labour market

Gender differences in occupations and industries contribute to the gender pay gap. Men and women tend to work in different occupations and at different levels of the hierarchy within occupations. The root of this gendered segregation lies in the traditional gender roles in society and the different educational and career choices supported and made. From an early age, we are socialised into an expectation of certain roles as “women’s work” or “men’s work,” and into the roles men and women often assume around caring responsibilities.

In Trinity, in the Buildings and Services area, we observe many females in housekeeping and catering roles, and mostly males in security and maintenance roles. This is known as horizontal segregation. Trinity College has a 24-hour operation, 365 days a year. Roles such as security and maintenance include elements of additional pay such as allowances for unsocial or irregular working hours, and greater opportunities to earn overtime payments. Thus, a greater proportion of males can earn these additional payments due to their prevalence in these roles.

In the management and administrative job category, we observe that many of the entry-level roles are filled by females, with the proportion of male participation increasing as we look up the career ladder to managerial level roles. This is known as vertical segregation.

4.2. Balancing work and family life

Family, care and domestic responsibilities are not normally equally shared, and more often borne by women. Women’s ability to participate in the workforce is constrained by societal expectations that family-related duties will be carried out by females, leading to an over-representation of females in part-time work.

In Trinity College, there are many roles involving clerical/administrative work delivered within teams. The nature of the work is low-mid level skilled and lends itself to being carried out on a part-time basis. In many cases, the role is part-time as the employee has requested this, and in some cases, it is because the work is only required on a part-time basis.

4.3. Pay scales

For most employees in Trinity College, their salary is based on public sector pay scales. This ensures equal pay for equal work and gives certainty to employees regarding rates of pay and annual increments. For employees who work on an occasional basis, rates of pay are variable. For employees in research roles, the pay scales may be aligned to the Irish Universities Association (IUA) Science Foundation Ireland (SFI) rates, however these are guidelines and there is discretion to determine alternative rates outside these guidelines. Similarly, employees within the Academic job category who are employed as Adjunct Lecturers and Adjunct Teaching Fellows are currently remunerated at the discretion of the hiring area.

Ambiguity around pay scales could lead to female staff being paid less than male staff. Although this may be unintentional and not designed to discriminate, the absence of clear direction or policies could result in unequal treatment.

4.4. Career Development and Progression

To achieve the highest levels of the career ladder, many years' experience is required in a series of progressively more senior roles.

Research cites that whilst educational attainment is often higher amongst females, it does not offset the loss of work experience. Parenthood largely fails to impact male working hours or pay, however over the course of their careers, mothers will have spent less time in full-time work, ultimately equating to less experience and fewer opportunities for promotion.

Stereotypes and attitudes about how things are done in the organisation can discriminate, for example the way in which organisations identify talent and capability, or how they go about offering developmental opportunities. Stereotypes can result in men being typically hired or promoted based on their potential, while for women the focus is on past performance. Stereotypes can also result in assumptions about the commitment or availability of women with children, leading to them not being considered or selected for certain projects or development.

5. Measures being Taken

5.1 Gender segregation

To combat career stereotyping, we will review pre-recruitment practices, target recruitment campaigns to attract greater diversity of applicants, and change the language to increase attractiveness for roles for all genders. We will regularly review opportunities to earn overtime and allowances and distribution of payments. We will undertake cultural audits within the university to ensure that all aspects of the workplace are free from bias and unseen forms of discrimination.

5.2 Flexible working

Flexible working, including part-time work, is valued by our employees. Trinity has several family-friendly policies and initiatives in place which go beyond statutory leave entitlements, including blended working, shorter working year scheme, career breaks, flexible working and an on-campus nursery. To assist in addressing gender pay gap differentials, we will foster an environment where part-time or flexible working arrangements are available at all grades, where appropriate. In addition, we will promote all forms of flexible working to all genders to encourage them to avail of these benefits. This aligns with specific actions in School and our institutional Athena Swan Action Plan, which provides a means to share knowledge and awareness of relevant Trinity policies and options with staff across the university.

5.3 Pay scales

We have reviewed policies on pay scales for research staff to provide greater clarity and promote equality and transparency of structured pay rates and will look to do the same with Occasional Staff and salaried adjunct staff.

5.4 Career Development and Progression

We will review initiatives targeting career development for female staff in academic or academic medical roles. We will create wider pathways for recruitment and create opportunities for recruitment at multiple levels to build an internal pipeline of talent. We will provide mentoring and development initiatives for females to encourage them to apply for promotion or other opportunities that will further their careers, confidence, and networks. Trinity has supported staff

since 2013 to participate in the Aurora Women in Leadership programme which includes a mentoring component. Over 100 staff in Trinity have participated in the programme with year-on-year growth in the number of applicants to the programme and participants on the programme. Developing a new tripartite co-funding approach between HR Learning and Organisational Development, Trinity's Equality, Diversity and Inclusion Office and schools/units/offices has allowed for fiscally prudent expansion of the programme. Graduates from the Aurora programme can link into a network across over 200 higher education institutes in Ireland and the UK of over 15,000 Aurorians to enhance their own professional networks, mentors and career progression supports. We are committed to gender equality and a multi-stakeholder and multifaceted approach needs to be taken to address the real causes of the gender pay gap.

6. Equality, Diversity and Inclusion and Athena Swan

Athena Swan is a charter and awards scheme and the key mechanism used in higher education in relation to equality. Established in Ireland in 2015, updated in 2021 to reflect current employment, equality and human rights legislation the Higher Education Authority and public research funders require engagement with Athena Swan by universities. Trinity has fully engaged with Athena Swan processes and currently in 2025 holds 22 School level awards (four at silver level, 18 at bronze level), the first professional unit award in Ireland and an institutional silver award since 2023. Achieving each award involves: data collection and analysis, consultation and biennial all staff anonymous surveys to ensure a review and holistic assessment and generating a SMART Action Plan (or GAP/GEP) to drive forward impact and progress on key areas identified.

Trinity's institutional silver application and action plan is in the public domain [Athena Swan - Equality, Diversity and Inclusion | Trinity College Dublin](#) and outlines specific actions to address GPG and which connect to points 1, 2 and 4 above. The following Actions aim to address GPG related issues:

- 2.2.3 Strengthen career development supports for Research Staff.
- 2.2.10 Create a mentoring program for female researchers who are interested in applying for larger grants.
- 2.2.15 Target females at recruitment stage for Professor Consultant roles.
- 2.2.16 Promote opportunities to work on a part-time or flexible basis across all grades to all genders.

A University Athena Swan Committee, with representatives from HR, Deans, senior leadership and all staff groups oversees Action Plan progress in Trinity. At a School or Unit/Office level local Self-Assessment Teams meet to draft, submit and progress Athena Swan Action Plans with guidance and support from the University Equality, Diversity and Inclusion Office and in collaboration with HR. In March 2025, the Trinity Race Equality Action Plan was launched and it outlines 34 concrete actions to address racial and ethnic disparities, amplify diverse and marginalised voices, and ensure that our policies, practices, and culture reflect our core values, ensuring a welcoming environment for all. The Plan includes actions to address workplace culture, career progression for staff and aligns with the Athena Swan Charter and Public Sector Duty requirements and the HEA Anti-Racism Principles for Irish Higher Education Institutions which Trinity committed to in 2023.