Annual Equality Monitoring Report 2015/16

Trinity College Dublin is committed to promoting equality in all aspects of its activity: employment, education and service provision.

Trinity is committed to non-discrimination for students, staff and service users in relation to all of the nine grounds specified in equality legislation.

Trinity will seek to identify any barriers to full participation in University life as a student, staff member or service user, and take action to redress these as appropriate.

Trinity Equality Policy

Trinity College does not regard Diversity as an end in itself, but as a fact of what we are, as a core value, and as shaping force of what we do. Diversity is not an 'initiative' or a 'project'; it is an ongoing core process.

[…] Our College community is composed of a rich mix of individuals who, through their own distinctive viewpoints, contribute to the intellectually challenging culture of the College. This diversity of experience and outlook within our community enriches the nature of our intellectual enquiry […]

As Ireland's foremost University our campus climate will be exemplified by an ethos, not only of respect, understanding and appreciation of difference, but an ethos where difference in individuals and in groups is supported and celebrated. As an exemplar, we seek to be leaders in the creation of a more enlightened and inclusive society.

Trinity Diversity Statement

Trinity is proud to be a university working for the public good […]

Trinity Strategic Plan, 2014-2019

Scope

This report constitutes a snapshot of the diversity profile of staff and students in Trinity in the academic year 2015-2016, with particular focus on the nine grounds for discrimination in Irish equality law[1], but also examining other diversity aspects such as socio-economic and regional background.

The purpose of the Equality Monitoring Report is to provide a basis for targeted action by the university and its constituent offices to promote equality, diversity and inclusion. Readers are encouraged to consider actions that may be appropriate to take in their own area of responsibility, in light of the evidence presented.

Trinity seeks to mainstream (i.e. embed) equality in its planning processes so as to ensure that an equality perspective is incorporated into all University activities and policies. This will mean taking into account the impact of business, academic or development strategies on staff, students and service users from across the nine equality grounds as part of the usual decision-making process.

Trinity Equality Policy

We will achieve this objective [C8.2 Equality, Diversity and the Irish Language] by: embedding the commitment to equality and diversity in all policies and practices […]

Trinity Strategic Plan 2014-2019

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[1] The grounds for discrimination are age, civil status, disability, ethnicity / nationality, family status, gender, membership of the travelling community, religion, and sexual orientation. This report does not deal with the tenth ground of "housing assistance", which was introduced to the Equal Status Act in December 2015

The Relationship with Trinity's Strategic Goals

Trinity has set specific objectives for equality and diversity in Section C8.2 of the Strategic Plan 2014-2019, in which the university's general commitment is also clearly articulated:

> Commitments to equality and diversity are values on which Trinity's excellence relies. To this end we are committed to creating an inclusive, diverse and pluralist college community and a positive environment in which all can participate, and all are recognized fully for their contributions. We are committed on all equality grounds to protecting staff and students from discrimination and to ensuring that diversity is promoted and celebrated.
>
> **Trinity Strategic Plan 2014-2019**

Furthermore, Trinity is committed to equality through its Equality Policy and supporting policies, as well as through the Diversity and Inclusion Strategy which is based on the principles of our Diversity Statement[2].

The fundamental purpose of this report is to provide an evidence base for strategic action. Therefore, where a data set is particularly relevant to an existing strategic goal, policy commitment or statutory obligation, this will be highlighted within the report. This does not negate the importance of any other theme covered within the report, all of which are equally protected by our general commitments to equality and diversity.

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[2] Please see the Bibliography for details of Trinity's equality and diversity policy and strategy documents

New Features of the Report

Equality Monitoring Reports have been published by Trinity on an annual basis since 2006/07 and all previous reports are available online[3].

The content of the Annual Equality Monitoring Report is amended each year, taking account of feedback and new information requirements. New features in this year's report include:

- Highlighting Trinity strategy and policy connections

- Five-year trend graphs on key areas

- More detailed student age categorisations

- Information on students' country of domicile

- Information on staff civil status and nationality

- Report on completion of Living Equality and Diversity (LEAD) and other training

- Faculty detail on gender breakdowns of staff, and of senior academic promotions

- More detail on non-academic staff, including gender breakdown by grade, by Division / Faculty and by department

- New section on gender in the area of recruitment

- Information on appointees in the Recruitment Equality Monitoring section (previously, only applicants were dealt with)

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[3] http://www.tcd.ie/equality/equality-in-trinity/reports.php

Acknowledgements

Membership of the Monitoring Advisory Group 2015/16

- Clodagh Byrne (Mature Students' Officer)

- Aoife Crawford (Equality Officer)

- Paula Kennedy-Hogan (Service Manager, Human Resources)

- Prof. Andrew Loxley (Associate Professor in Education)

- Claire Marshall (Programme Manager, WiSER)

- Tony McMahon (Director of Diversity & Inclusion)

- Caroline Morgan (Office Manager, Disability Service)

Other Acknowledgements

The assistance of the following in preparing this report is also greatly appreciated:

- Human Resources
- Senior Lecturer's Office
- Academic Registry
- Equality Committee
- WiSER
- Disability Service
- Mature Students' Office

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Key Data Findings

[…] While we celebrate our inclusive ethos and tradition, we recognise also that we always have room for improvement and that our future success will depend on its ongoing renewal through our people and our actions.

Trinity Diversity Statement

Students[4]

Access & Modes of Study

- 0.4% of students were registered on Foundation courses[5]

- 10% of students were part-time

- 23.4% of 2015/16 admissions were from under-represented groups, comprising 9% experiencing socio-economic disadvantage, 8% having a disability and 7% mature students

- Of new entrants in 2014/15, the most common socio-economic backgrounds were Employers and Managers (22%) and Higher Professional (20%), while the least common were Unskilled (2%) and Agricultural Workers (0.2%)[6]. These representations have not changed significantly in the past five years

Age & Mature Students

- 25% of students are over the age of 26; the most common age of a Trinity student is 20 (15.4% of students) or 21 (15.3% of students)

- 5 (0.03% of) students are aged 70 or above

- 3.8% of students are MSDS (mature student dispensation scheme) students; 48% of those are studying in AHSS

- 2.2% of students are mature Nursing and Midwifery students

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[4] Student data relate to 2014/15 unless stated otherwise
[5] Foundation courses are offered by the Trinity Access Programmes for both young adults and mature students
[6] The Non-manual, Manual, Semi-Skilled, Unskilled and Agricultural Worker groups have been specifically targeted in the HEA's *National Plan for Equity of Access to Higher Education 2015-2019*

- 51% of mature students are aged between 23 and 30; 10% are over 50

- Mature students are 52.5% female, 47.5% male (a relative over-representation of male students)

Country of Domicile

- 83% of students are from the island of Ireland, 4% are from Great Britain and 2% are from the USA. A total of 110 countries are represented among students

- 9% of students are from outside the EU; this has not changed significantly since 2013/14

- 6% of total new entrants in 2014/15 paid non-EU fees; this rises to 11% in HS

- 45% of CAO applicants were from Dublin, and 24% were from elsewhere in Leinster

Disability

- 7.6% of students are registered with the Disability Service; this percentage is generally increasing

- 8.5% of undergraduates but only 4.4% of postgraduates are registered with the DS

- DS-registered students are 53% female and 47% male (a relative over-representation of male students)

- The majority of DS-registered students are on multi-Faculty or AHSS courses

- The most common disability among DS-registered students is specific learning difficulty, e.g. dyslexia (28% of students), mental health conditions (21% of students) and significant ongoing illness (13% of students)

Gender

- The total student population is 58% female, 42% male. The majority of students at all levels (undergraduate, postgraduate & foundation) are female

- The majority of new entrants to EMS are male; the majority of new entrants to other faculties and multi-faculty programmes are female

- Female students are relatively under-represented in students achieving Gold Medals (49% female) and Scholarship (49% female)

Staff[7]

Gender

- 55% of Trinity staff are female, and 45% are male. There is no trend for change in this figure

- Board, Council, EOG and Planning Group are all within a 60/40 gender ratio

- Full-time staff are precisely 50% female and 50% male, while 77% of part-time staff are female

- Men predominate in technical (65% male), academic (55% male) and research (53%) areas while women predominate in support (58% female), library (63% female) and administrative (76% female) areas

- Support areas reproduce traditional gender norms: men predominate in Grounds (92% male), Premises (92% male), Security (86% male) and Stores (86% male), while women predominate in Catering (70% female), Housekeeping (86% female) and the Nursery (100% female)

Gender & Staff Grades

- Female representation declines with seniority of academic grade, so that 51% of Assistant Professors, 38% of Associate Professors, 40% of Professors and 22% of Chair Professors are women (also, 22% of Professor Consultants are women)

- Female representation at Chair Professor level has increased from 13% in 2012 to 22% in 2016

- 73% of Fellows are male; this is a decrease from 78% in 2012

- 49% of Research Assistants and 46% of Research Fellows are female

- The majority of Library Staff are female in all Library grades except Library (Shop) Assistant

- The majority of Administrative Staff are female in all grades except the most senior, Senior Admin 2 and Senior Admin 1, which are 67% and 53% male respectively

- Male representation at Senior Admin 1 has decreased (erratically) from 70% in 2012 to 53% in 2016

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[7] Student data relate to 2015/16 unless stated otherwise

13

- The majority of staff at all Technical Officer and Experimental Officer grades are male

Gender by Faculty / Division

- Academic staff are quite gender-balanced in AHSS (53% male, 47% female); the majority (76%) in EMS are male and the majority (64%) in HS are female
- In each faculty, female representation is higher among research staff than academic staff, which is consistent with the decline in female representation from Assistant Professor - Chair Professor
- Female representation (across all academic grades) has increased between 2 and 5 percentage points in each Faculty since 2012
- AHSS has 50% female representation at Assistant Professor grade, and 25% at Chair Professor; Female representation among Assistant Professors in EMS is 25%, falling to 14% at Chair Professor level; and female representation in HS is 68% among Assistant Professors, but 36% among Chair Professors

Gender by School / Department

- 17 of the 24 Heads of School, and 40 of the 63 Heads of Department / Discipline / Centre are men. There is no trend for change among Heads of School
- Gender proportions of academic staff vary widely between Schools, from 89% male in the School of Physics to 78% female in the School of Nursing and Midwifery
- The majority of Professional staff in every Faculty / Division are female, ranging from 89% female in AHSS to 54% female in EMS
- In Professional departments within ASD and CSD, the only male-majority area is IT services (65% male staff). The largest female majority is 93%, in both Trinity Teaching and Learning and the Health Centre

Gender & Recruitment

- 61% of all appointments made (across all roles and areas) in 2014/15 were women
- Regarding academic appointments, 83% in EMS were men, 57% in AHSS were men, and 78% in HS were women
- 61% of non-academic appointments were women

Gender & Promotions / Progression

- 66% of applicants and 58% of those promoted in 2015 Senior Academic Promotions (SAP) were male; 34% of applicants and 42% of those promoted were female. This gives a 31% success rate for male applicants and a 43% success rate for female applicants

- In Junior Academic Progression (JAP), male applicants had a 63% success rate and female applicants had a lower success rate (54%)

- In both EMS and HS, the success rates of female applicants for SAP were higher than male applicants (in EMS, the majority of applicants and those promoted were still male; in HS, they were female). In AHSS, the success rate for men and women was the same (38%), with a male majority among applicants and staff promoted

- In promotions to Chair Professor, the success rate for both genders was similar (14% for men, 20% for women), and the gender proportion of applicants reflected the proportions at the Professor grade

- In promotions to Professor, success rates for female and male applicants were similar, but the percentage of female applicants (30%) was 8 percentage points lower than the percentage of female staff at the Associate Professor grade (38%)

- In promotions to Associate Professor, only 35% of applicants were female (as compared with the 51% female representation in the Assistant Professor grade). The female success rate (53%) was higher than the male (34%)

- In EMS and HS, men have higher success rates than women in JAP. In AHSS, the JAP success rate for female applicants is higher than the male. In each Faculty, the numbers progressed were small and were quite well gender-balanced.

- The success rates for both genders in Technical Promotions are very similar, although the applicant pool is predominantly (63%) male

- Women have a lower success rate than men in both Admin & Library Promotions and Secretarial & Executive Promotions; women make up the majority of applicants

Disability

- 4.1% of staff have a recorded disability, surpassing the statutory target for 3% of a public body's staff to be people with disabilities

- Only 1% of applicants declared a disability in the Recruitment Diversity Monitoring Form[8] - this may indicate a reluctance to disclose disability at the recruitment stage

Civil Status

- 49% of staff are single, 45% are married and 5% are of another civil status
- Among recruitment applicants, 33% responded that they are single, 25% married and 6% cohabiting. 1% or less selected each other available civil status marker, and 32% chose "Other". Appointees show a similar distribution

Family Status

- 63% of recruitment applicants had no caring responsibilities, 26% were a parent to a child or children under 18 years of age, and 10% were "other". These percentages were largely reflected in the breakdown of appointees

Sexual Orientation

- 92% of applicants were heterosexual, 4% were gay / lesbian, 2% were bisexual and 2% selected "Other". Similar proportions were also present in appointees

Nationality

- 78 nationalities are represented among Trinity staff
- 71% of staff are Irish, 8% are British and other nationalities each make up 1-2% of the total
- 91% of staff are European, 5% are Asian and other nationalities each make up 1-2% of the total

Country of Origin

- 117 different countries of origin were represented among recruitment applicants, and 21 among those appointed

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[8] Applicants for employment in Trinity are invited to provide information on a range of diversity traits (e.g. disability, sexual orientation, religion, etc.) via the Diversity Monitoring Form, an optional, confidential module in the e-Recruitment process. Applicant response rates to each question vary between 49% and 76%. Many of the following key findings relate to equality grounds for which we have Recruitment Diversity data only, as the data is not collected for existing staff. The diversity breakdown of both total applicants and total appointees (who completed the form) can be observed

- 51% of applicants were from Ireland, and 77% of appointees were from Ireland; 74% of applicants and 93% of appointees were from Europe, indicating that Irish and European applicants did disproportionately well in recruitment competitions
- 14% of applicants but just 2% of appointees were from Asia

Ethnicity
- 55% of recruitment applicants were White Irish, and a further 30% were of other White background. These applicants were disproportionately successful as they represented 80% and 17% respectively of appointees (overall, 97% of appointees were White). 11% of applicants but only 1% of appointees were Asian, 1.3% of applicants (1% of appointees) were Black and 5 Applicants (0 appointees) were Irish Traveller

Religion
- 45% of recruitment applicants were Catholic (5% were of other Christian denominations), 31% were of no religion, 5% were Muslim, 4% were Hindu, 0.4% were Jewish and 11% were "other". Among appointees, Catholics were relatively over-represented (58% of appointees)

Age
- The average age of a female staff member is 43; the average age of a male staff member is 44. More staff fall into the 36-40 age bracket than any other
- More applicants for Trinity posts are in the 31-35 age bracket than any other. Only 1.1% of applicants are over 60

LEAD training
- 54% of LEAD completers are female, and 46% are male
- 47% are academic, 45% are support / professional and 8% are "other"
- 57% of staff members on Board in 2015/16 had taken LEAD, as have 61% of line managers throughout the university

Data Notes

These data are derived from many stakeholders throughout Trinity, who use diverse systems of data management and who each process data for their own purposes as well as equality monitoring. While staff in many offices work hard to provide the necessary statistics for this report, some limitations are inevitably present.

For example, where data sets are so small that they will foreseeably identify an individual, they have been omitted. There are also some limits inherent in categorisation, such as the fact that all staff and students are recorded as either male or female, which does not satisfactorily describe all gender identities[9]. Finally, data provided from different sources, at different times, may not be directly comparable.

These broad points should be borne in mind when considering the data in this report. Further specific data details are provided in the footnotes throughout the report, and in the Table of Figures at the end of the report.

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[9] For further information, please see the Trinity Gender Identity and Gender Expression Policy, which outlines Trinity's commitment to recognise and support an individual's gender identity and gender expression, at http://www.tcd.ie/about/policies/assets/pdf/Gender%20Identity%20and%20Gender%20Expression%20Policy FINAL.pdf

Student Report

Overview

Figure 1: Student Level of Study 2014/15
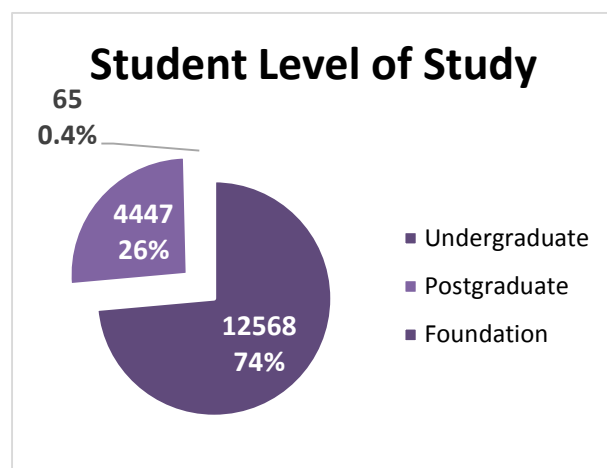
In total, there were 17,080 registered students in 2014/15, of whom 74 per cent were registered on undergraduate programmes, 26 per cent on postgraduate programmes, and 0.4 per cent (65 students) on foundation courses.

Figure 2: Student Mode of Study 2014/15
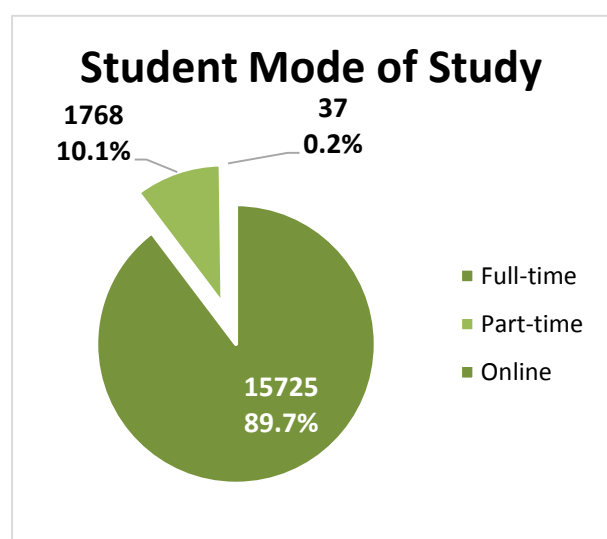
The total figures across all levels of study include 37 online students, 1,768 (10%) part-time students and 15,725 (90%) full-time students.

Access

> Through its access and admissions policies, Trinity seeks to enrol students with a broad range of talents and with the ability to engage with the kind of education the university offers. We aim to create a diverse and cosmopolitan community that values, respects and encourages excellence.
>
> **Trinity Strategic Plan 2014-2019**

Trinity runs various access programmes for admission to undergraduate programmes in conjunction with the CAO – these include schemes for mature students (MSDS) and students with disabilities (DARE)[10], which are both covered in detail in later sections. In 2015/16, a total of 665 new entrants were known to be from an under-represented group: this is 23.4% of the total admissions (3,503).

Strategic Plan target

To increase the percentage of underrepresented groups enrolled on undergraduate courses to 25% in 2019

Undergraduate Admissions of Under-Represented Groups

- ■ Traditional access
- ■ Socio-economic
- ■ Disability
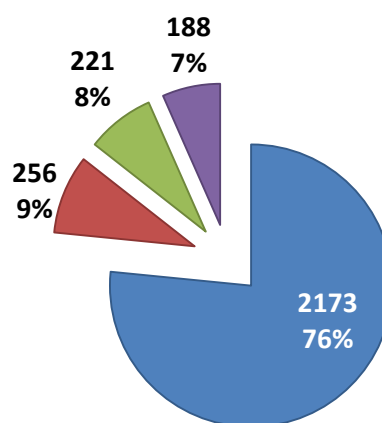- ■ Mature

2173 76%
256 9%
221 8%
188 7%

Figure 3: Undergraduate Admissions of Under-Represented Groups 2015/16

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[10] These students may be admitted via an access programme or the mainstream CAO process; both cohorts are included in the statistics in **this** section. Not all students who have a disability will necessarily declare their disability, so the percentage of students who have a disability is likely to be greater than our records show.

The Faculty distribution of new entrants who are socio-economically disadvantaged is quite even, from 6.3% of new entrants to multi-faculty programmes to 7.9% of new entrants to EMS programmes.
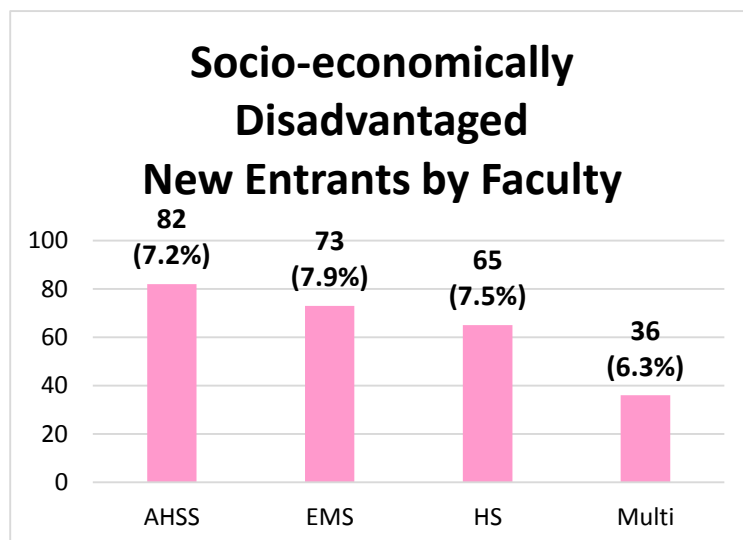
Figure 4: Socio-economically Disadvantaged New Entrants by Faculty 2015/16

All new entrants to Trinity in 2014/15 were invited to complete the annual voluntary HEA Equal Access Survey. A question asking new entrants to indicate the socio-economic group of their father had an 82.4% response rate. The most common groups were Employers and Managers (22%) and Higher Professional (20%), while the least common were Unskilled (2%) and Agricultural Workers (0.2%)[11].
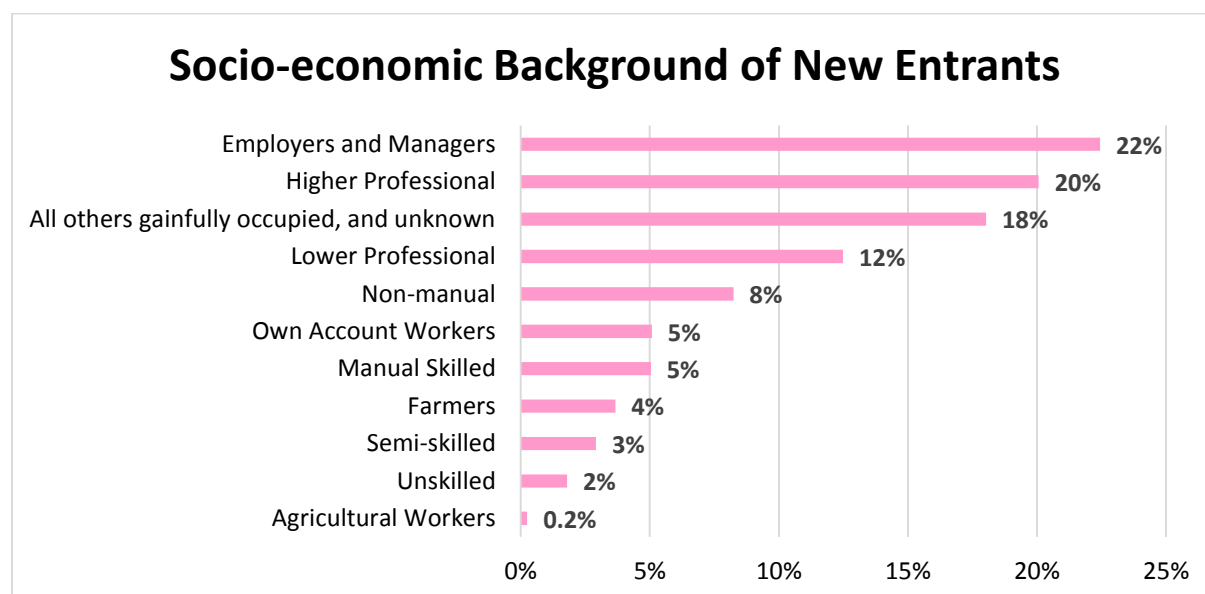
Figure 5: Socio-economic Background of New Entrants 2014/15

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[11] The Non-manual, Manual, Semi-Skilled, Unskilled and Agricultural Worker groups have been specifically targeted in the HEA's *National Plan for Equity of Access to Higher Education 2015-2019*

The percentage representation of these socio-economic groups has not varied to any significant degree over the past five years.
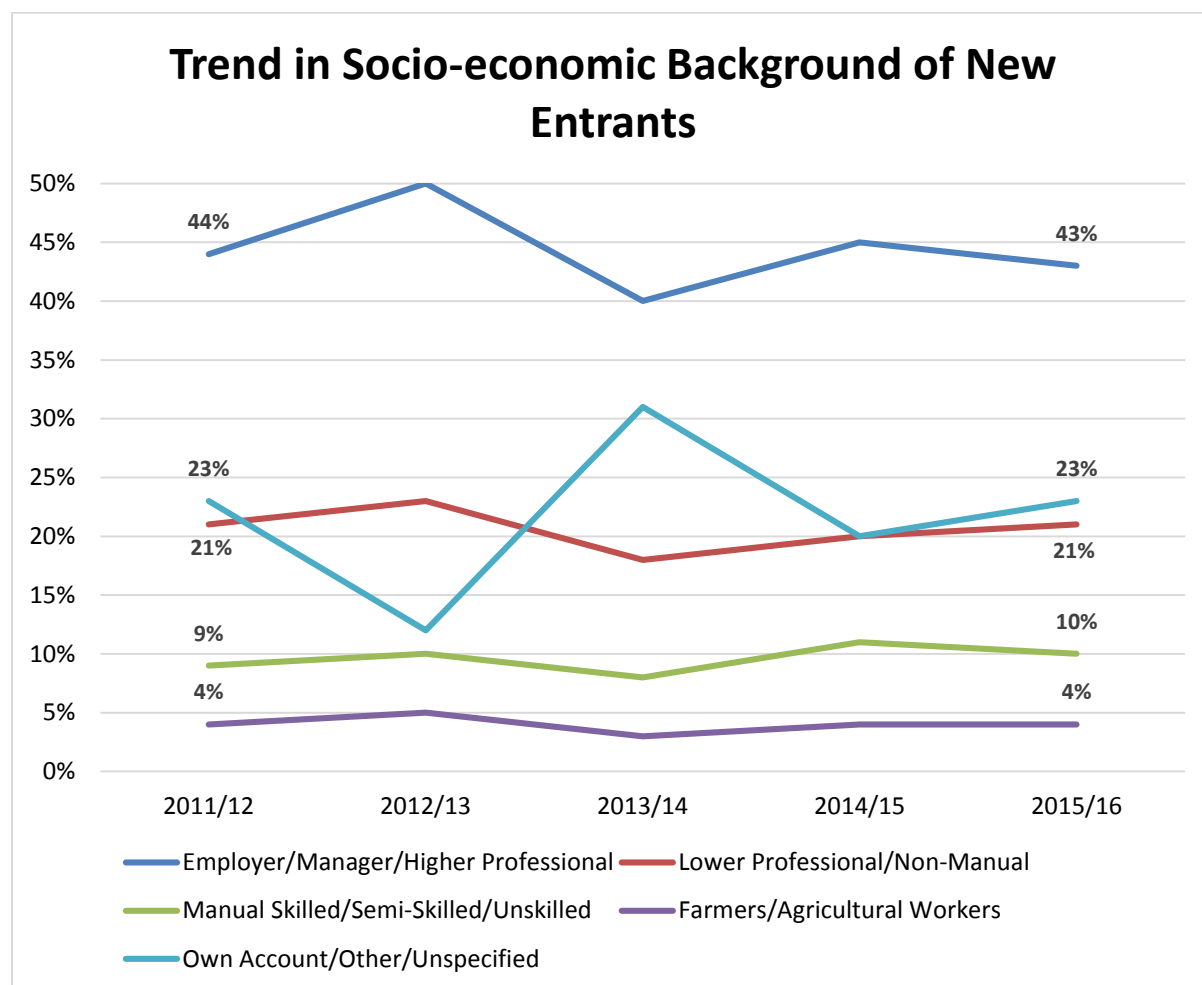
Trend in Socio-economic Background of New Entrants

Figure 6: Trend in Socio-economic background of new entrants 2011-2016

The vision for this National Plan for Equity of Access to Higher Education […] is simply stated as follows: To ensure that the student body entering, participating in and completing higher education at all levels reflects the diversity and social mix of Ireland's population.

National Plan for Equity of Access to Higher Education 2015-2019

Age

Three-quarters of students (total undergraduate, postgraduate and foundation students combined) are below the age of 26 and from age 26 onwards, proportionate representation decreases the older the student. Five students are aged 70 or above.
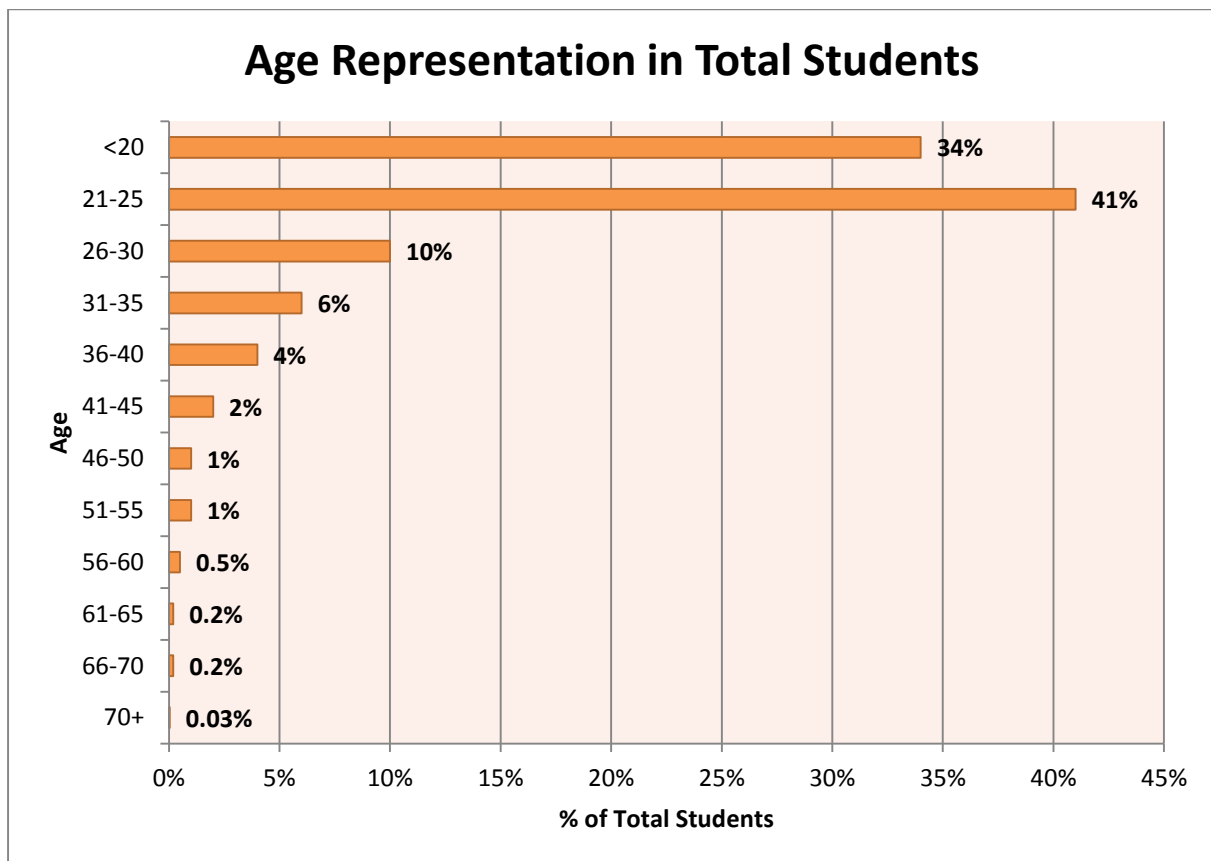

Age Representation in Total Students

Age	% of Total Students
<20	34%
21-25	41%
26-30	10%
31-35	6%
36-40	4%
41-45	2%
46-50	1%
51-55	1%
56-60	0.5%
61-65	0.2%
66-70	0.2%
70+	0.03%

Figure 7: Age Representation in Total Students 2016

23

Figure 8 examines the 17-25 age range more closely, still showing percentages of the **total** student population. The most common age of a Trinity student is 20, followed very closely by 21. Only 0.3% of students are under 18.
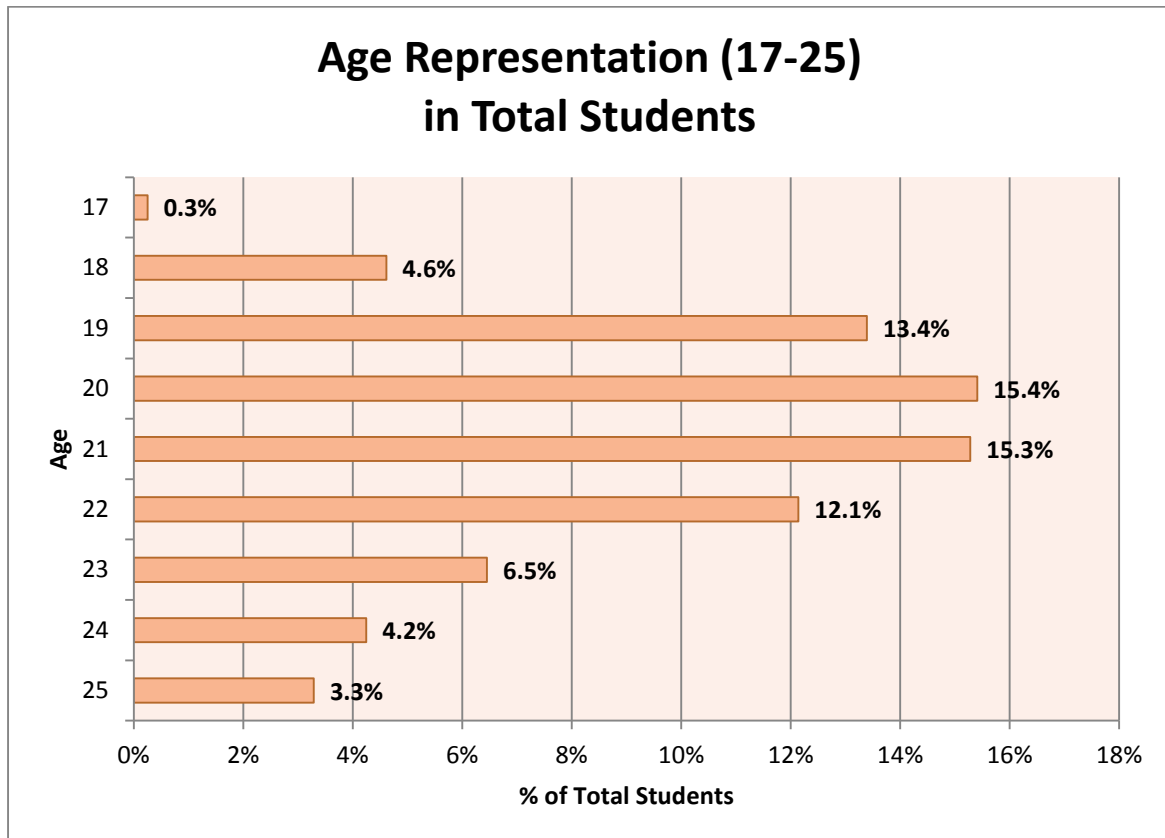
Figure 8: Age Representation (17-25) in Total Students 2016

Country of Domicile

Geographical diversity in our student community is critical in developing an educational milieu which fosters cross-cultural understanding and prepares all students for a life of global citizenship. […] We will ensure that an integrated internationalized student community re-emerges as a strong feature of the Trinity experience.

Trinity Strategic Plan 2014-2019

Strategic Plan target

As part of our global engagement, student enrolments from outside the EU will increase from **7.8** to **18%**

Students whose country of domicile is within the EU (including Ireland) make up 91% of the total student population. A further 4% of students are from Asia, 3% from North America, 1% from European countries outside the EU, and 1% from Africa. Less than 1% of students are from South America or Australasia.

Figure 9: Student Country of Domicile – Trinity 2014/15

This is a very similar representation to that found across the Irish university sector and also across all HEA-funded institutions.
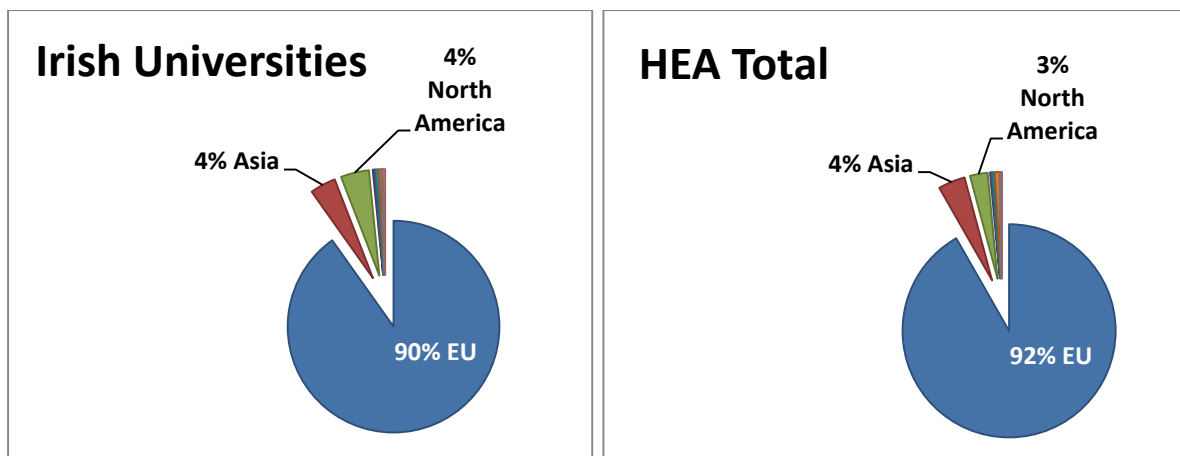

Figure 10: Student Country of Domicile - Irish Universities and HEA Total 2014/15

The vast majority (83%) of Trinity students are from Ireland (including Northern Ireland). A further 4% of students are from Great Britain (i.e. UK excluding Northern Ireland), and 2% are from the USA. A total of 110 countries are represented among students.
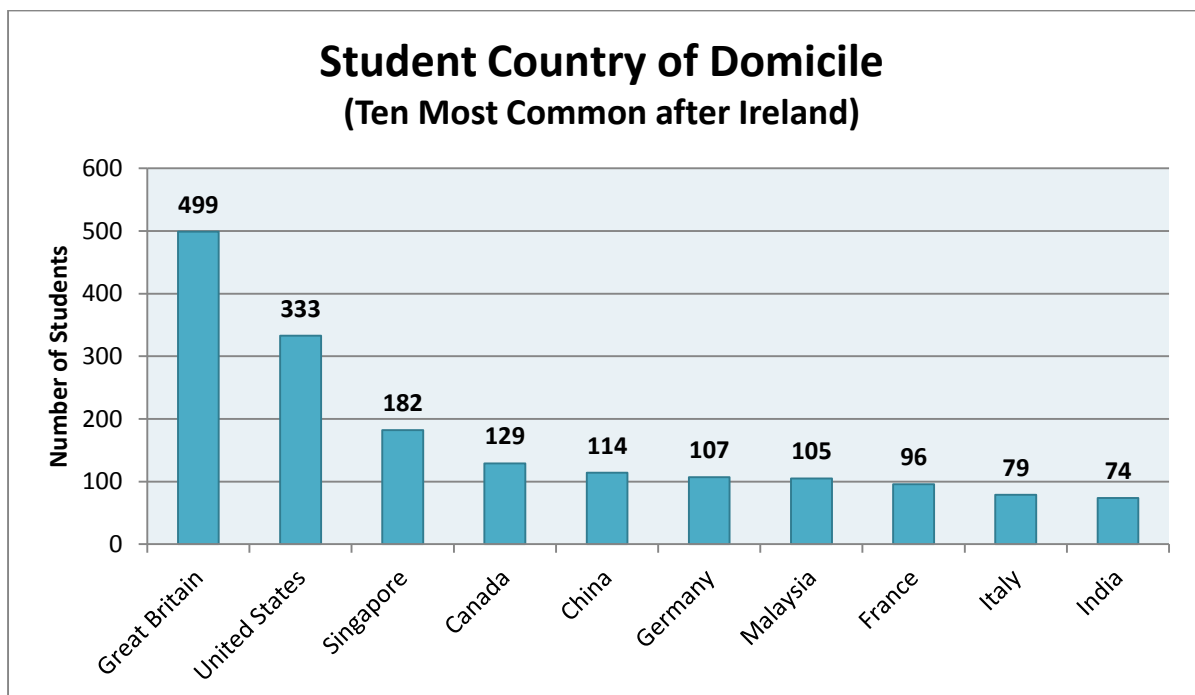

Figure 11: Student Country of Domicile (Ten Most Common after Ireland) 2014/15

The percentage of students whose country of domicile is Ireland, and the percentage of students whose country of domicile is outside the EU, have not changed significantly in the past three years[12].

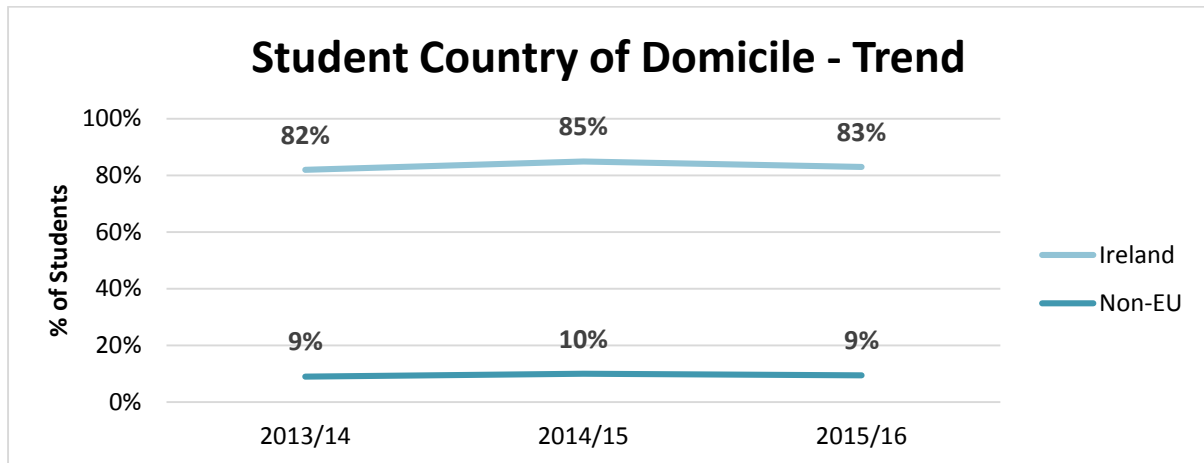
Student Country of Domicile - Trend

Figure 12: Student Country of Domicile Trend 2013 - 2016

94% of new entrants in 2014/15 paid EU fees, while 161 new entrants (6%) paid non-EU fees[13]. In HS, 11% of students are non-EU fee-paying.
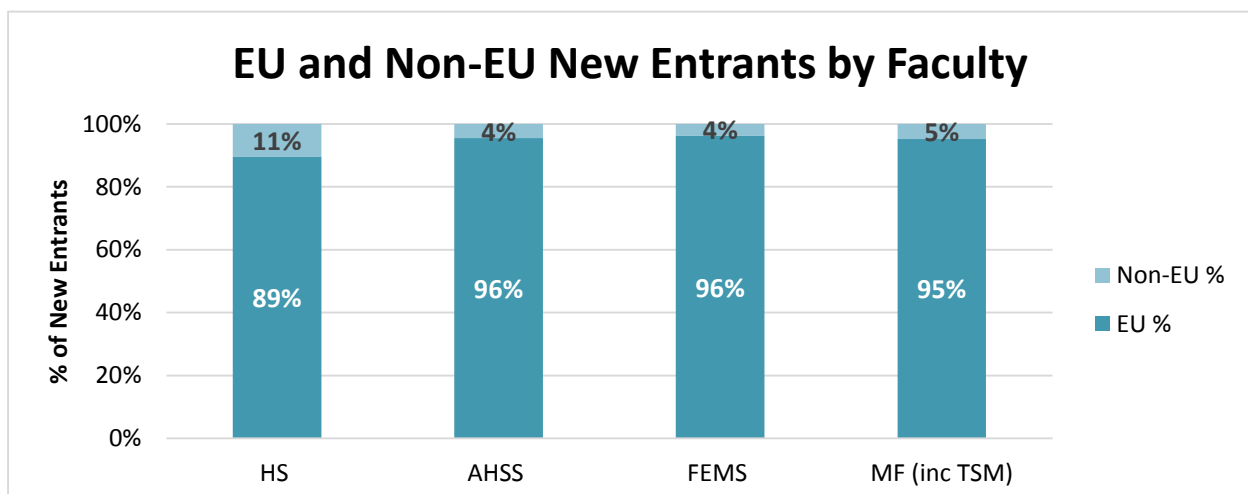

EU and Non-EU New Entrants by Faculty

Figure 13: EU and Non-EU New Entrants by Faculty 2014/15

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[12] Data from earlier Equality Monitoring Reports are not comparable as it was in 2013/14 that "country of domicile" was used to capture student geographical data for the first time

[13] The Senior Lecturer's Office provide statistics on the fee-paying status of new entrants by Faculty; this broadly indicates whether a new entrant's citizenship is EU or otherwise.

Trinity welcomed 139 students from Singapore into its student body in 2014/15, most likely as a result of qualifications offered jointly with the Singapore Institute of Technology. The UK and USA were also highly-represented among new entrants.
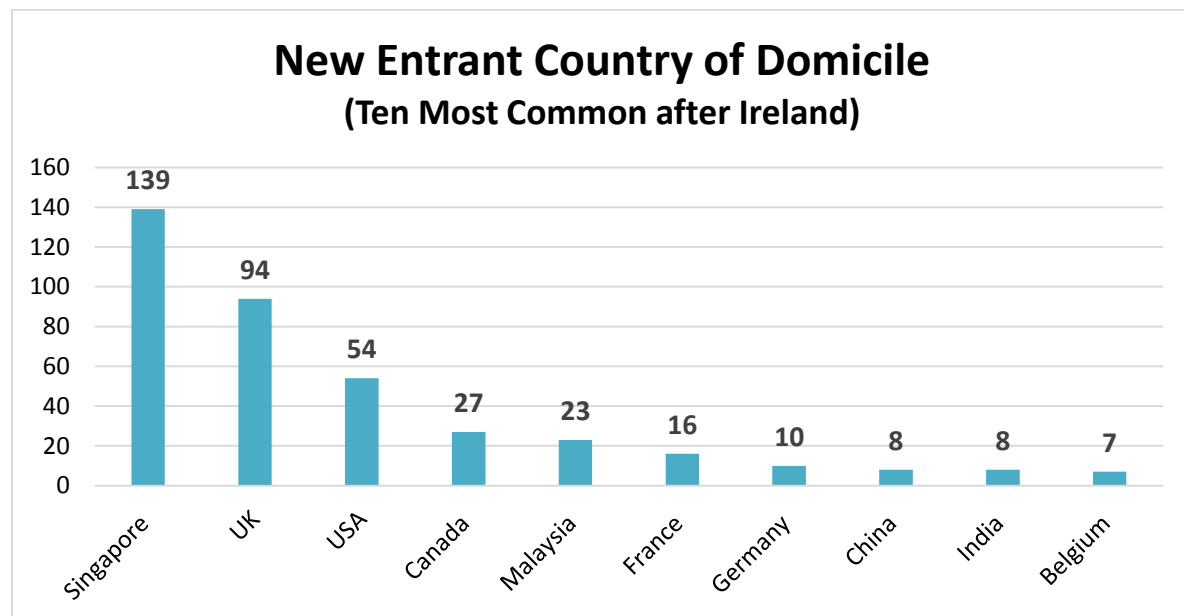
New Entrant Country of Domicile
(Ten Most Common after Ireland)

Country	Value
Singapore	139
UK	94
USA	54
Canada	27
Malaysia	23
France	16
Germany	10
China	8
India	8
Belgium	7

Figure 14: New Entrants Country of Origin (Excluding Ireland) 2014/15

Almost half (45%) of CAO applicants to Trinity are from Dublin – a further 24% are from other counties in Leinster.

Irish CAO Applicants by Region

- Dublin
- Leinster (excl. Dublin)
- Munster
- Connaught
- Ulster (excl. NI)
- Northern Ireland

789 5%
755 5%
1222 8%
2084 13%
7012 45%
3861 24%
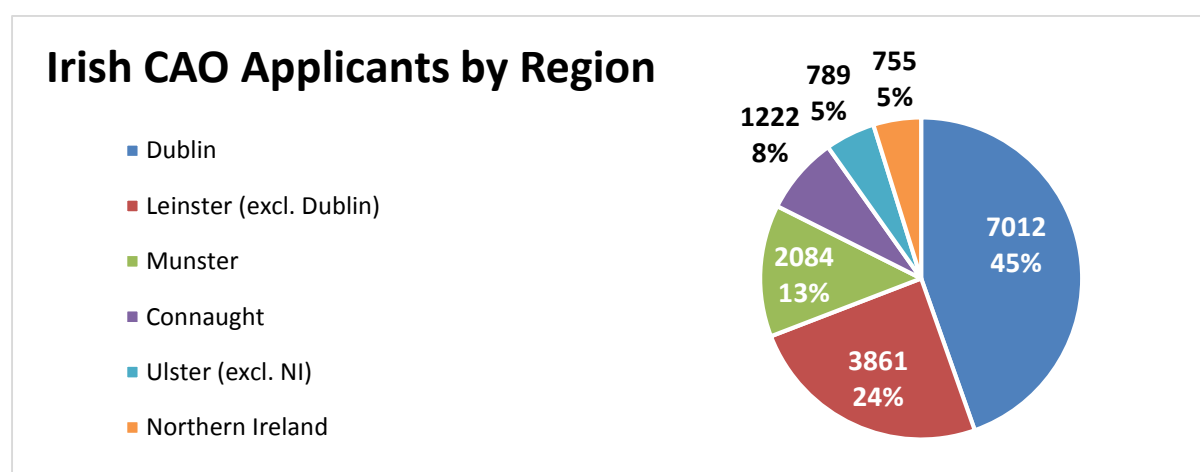
Figure 15: Irish CAO Applicants by Region 2015/16

Disability Service

> Trinity College, The University of Dublin is committed to ensuring that students with a disability have as complete and equitable access to all facets of Trinity life as can reasonably be provided […] Trinity will provide students with a disability reasonable accommodations to ensure that they are not placed at a substantial disadvantage compared to a non-disabled student.
>
> **Trinity Code of Practice for Students with Disabilities**

When the Disability Service (DS) was founded in 2001-02, only 222 students were registered with it, or 1.5% of the total student population. Use of the service has expanded significantly, and 1,299 students were registered in 2015/16. Although this represents a slight fall since 2014/15 the overall trend is for continuing increase.
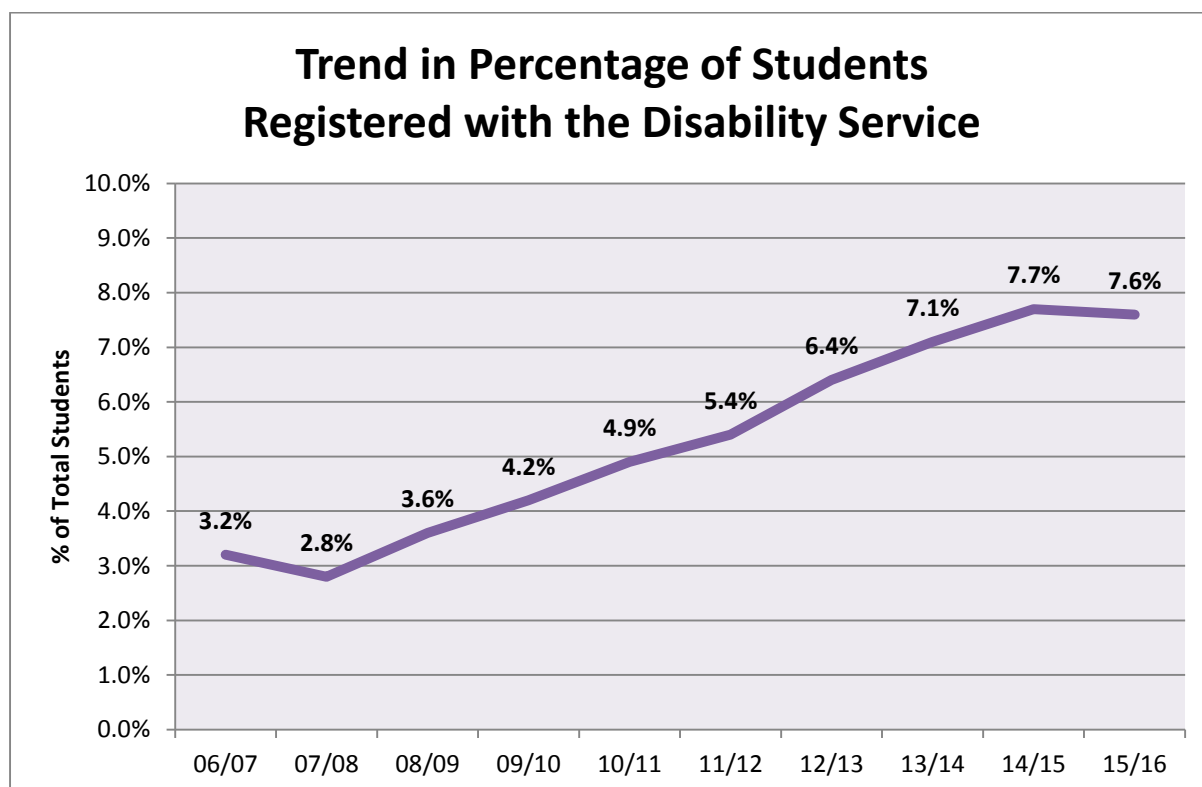
Figure 16: Trend in Percentage of Students Registered with the Disability Service 2006-2016

Level of Study

85% of students registered with the DS are undergraduates and 15% are postgraduates. Undergraduates are over-represented within the DS as compared with the total student population: while 8.5% of undergraduates are registered with the DS, only 4.4% of postgraduate students are registered.

Gender

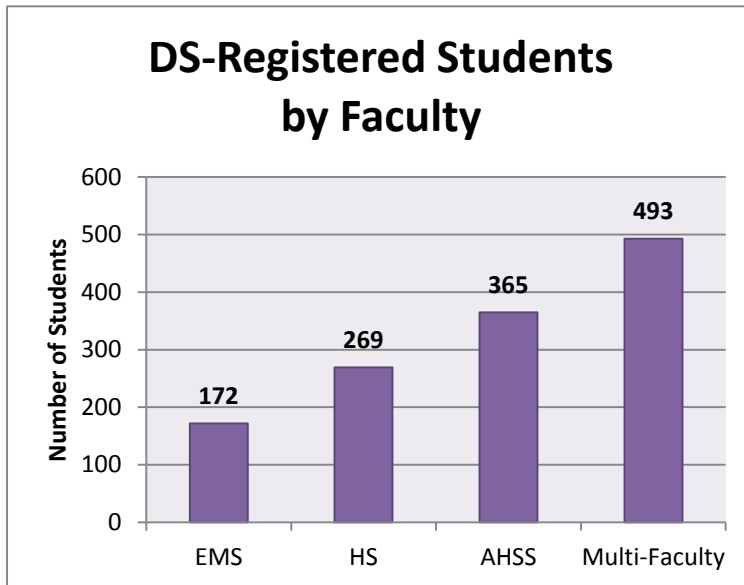Of all students registered with the DS, 53% are female and 47% are male.

This is a smaller female majority than is found among the total student population[14], indicating that male students are more likely than female students to be registered with the DS.

Gender Representation in DS-Registered Students

Female
683
53%
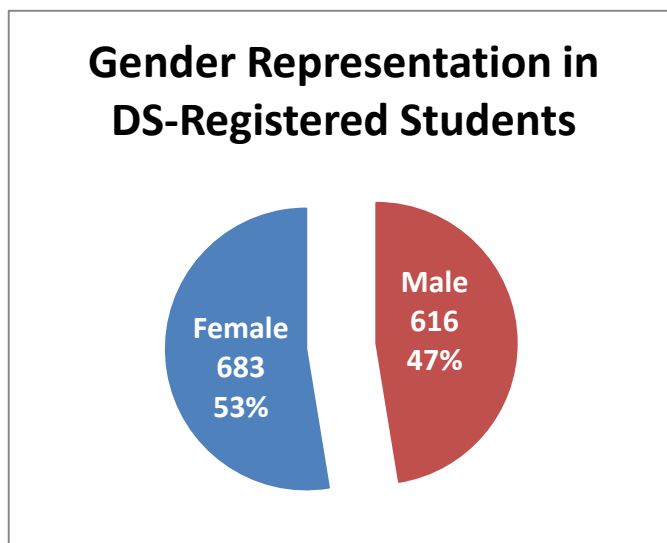
Male
616
47%

Figure 17: Gender Representation in Students Registered with the Disability Service 2016

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[14] 58% female, 42% male: see the "Gender" section of the Student Report

DS-Registered Students by Faculty

Number of Students

EMS	172
HS	269
AHSS	365
Multi-Faculty	493

Faculty

Of the three Faculties, AHSS holds the most students who are registered with the DS, and EMS holds the fewest. However, more students registered with the DS are multi-faculty (including TSM) than are studying within any specific faculty.

Figure 18: Students Registered with the DS by Faculty 2016

Type of Disability

The most common type of disability under which students register with the DS is specific learning difficulty, which includes dyslexia, dyscalculia and dysgraphia.

Representation of Disabilities in DS Students

Disability	% of Students Registered with the DS
Specific Learning Difficulty	28%
Mental Health	21%
Significant Ongoing Illness	13%
DCD / Dyspraxia	8%
Physical Disability	7%
ADHD / ADD	6%
Autistic Spectrum	6%
Neurological	4%
Deaf / Hard of Hearing	3%
Blind / Visual Disability	2%
Intellectual Disability	1%
Speech, Language & Communication Disorders	0.3%

Figure 19: Representation of Disabilities in Students Registered with the DS 2016

Students with sensory disabilities continue to be less likely to enter higher education than students with other types of disability

National Plan for Equity of Access to Higher Education 2015-2019

Trinity will seek to facilitate deaf students, staff, and visitors who wish to attend Trinity organised events, workshops, seminars, etc., with the provision of Irish Sign Language (ISL) interpreting.

Trinity Guidelines for Provision of and Working with Irish Sign Language Interpreters

The Accessible Information Policy of the College sets out a formal commitment by the College that information should be available in an accessible format, without discrimination against those with print disabilities.

[…] Accessible Information is far reaching and includes printed information, web pages, presentation materials such as PowerPoint and information technology. To this end, College has developed a clear information policy and guidelines which outline how College can ensure information is accessible to all.

Trinity Accessible Information Policy

By articulating a written policy and providing guidelines on student mental health, College aims to promote student well-being, provide a safe and healthy work environment for all students and staff, ensure that appropriate intervention is taken where needed and encourage students with mental health difficulties to disclose them so that appropriate arrangements can be made to support them.

Trinity Student Mental Health Policy

In AHSS, more DS-registered students than the university average have a physical disability, are deaf/hard of hearing or have an intellectual disability.
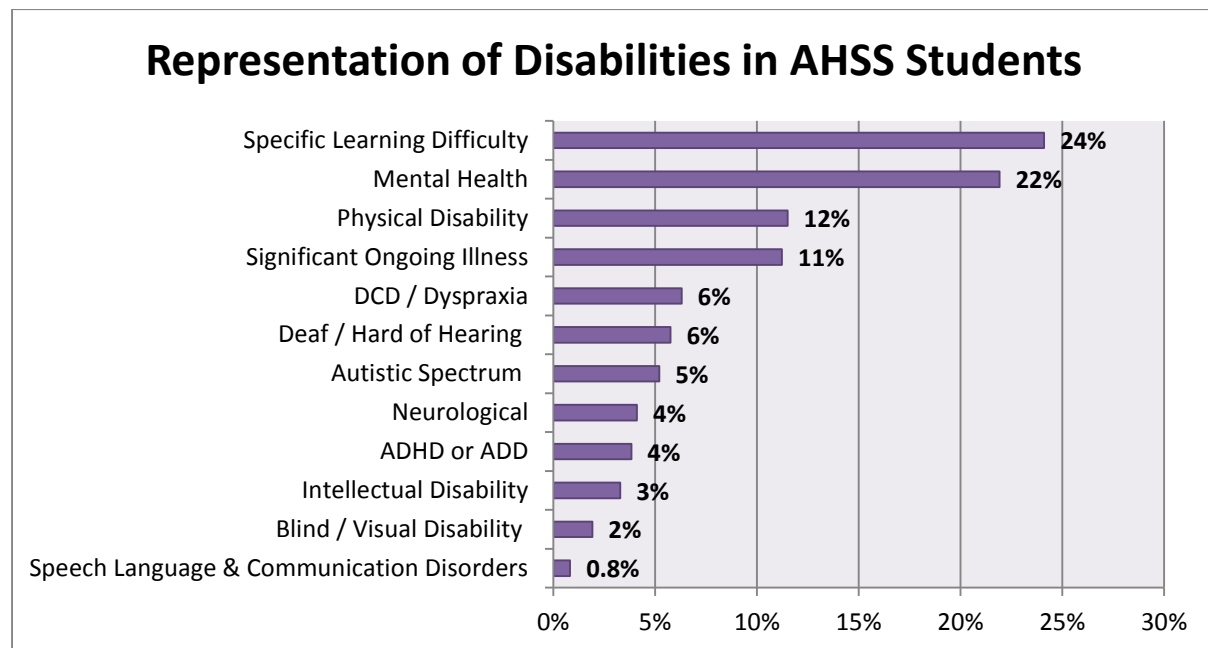
Representation of Disabilities in AHSS Students

Disability	Percentage
Specific Learning Difficulty	24%
Mental Health	22%
Physical Disability	12%
Significant Ongoing Illness	11%
DCD / Dyspraxia	6%
Deaf / Hard of Hearing	6%
Autistic Spectrum	5%
Neurological	4%
ADHD or ADD	4%
Intellectual Disability	3%
Blind / Visual Disability	2%
Speech Language & Communication Disorders	0.8%

Figure 20: Representation of Disabilities in AHSS Students Registered with the DS 2016

Among DS-registered students in EMS, specific learning difficulties, autistic spectrum disorders and ADHD / ADD are present in greater-than-average proportions.

Representation of Disabilities in EMS Students

Disability	Percentage
Specific Learning Difficulty	31%
Mental Health	15%
Significant Ongoing Illness	10%
Autistic Spectrum	10%
DCD / Dyspraxia	10%
ADHD or ADD	9%
Physical Disability	7%
Neurological	5%
Deaf / Hard of Hearing	1%
Blind / Visual Disability	1%
Speech Language & Communication Disorders	1%
Intellectual Disability	0%
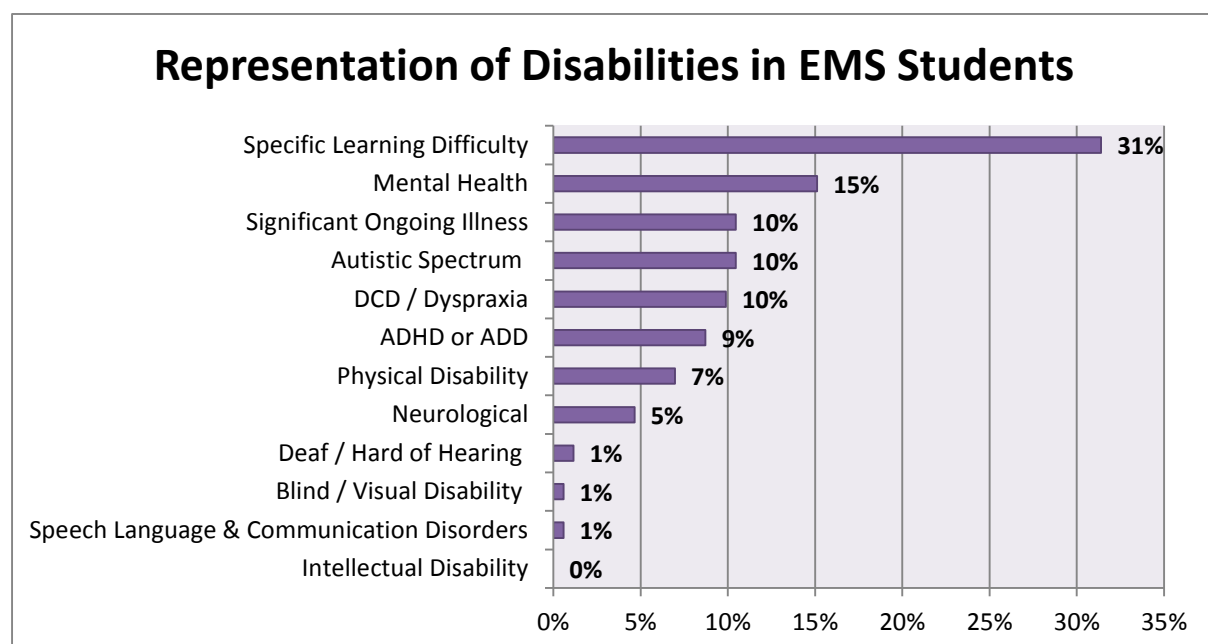
Figure 21: Representation of Disabilities in EMS Students Registered with the DS 2016

In HS, more students than average have a specific learning difficulty or significant ongoing illness, while smaller-than-average proportions have autistic spectrum disorders.

Representation of Disabilities in HS Students

Disability	Percentage
Specific Learning Difficulty	36%
Significant Ongoing Illness	19%
Mental Health	16%
Physical Disability	7%
ADHD or ADD	6%
DCD / Dyspraxia	5%
Neurological	5%
Deaf / Hard of Hearing	5%
Blind / Visual Disability	1%
Autistic Spectrum	1%
Intellectual Disability	0%
Speech Language & Communication Disorders	0%
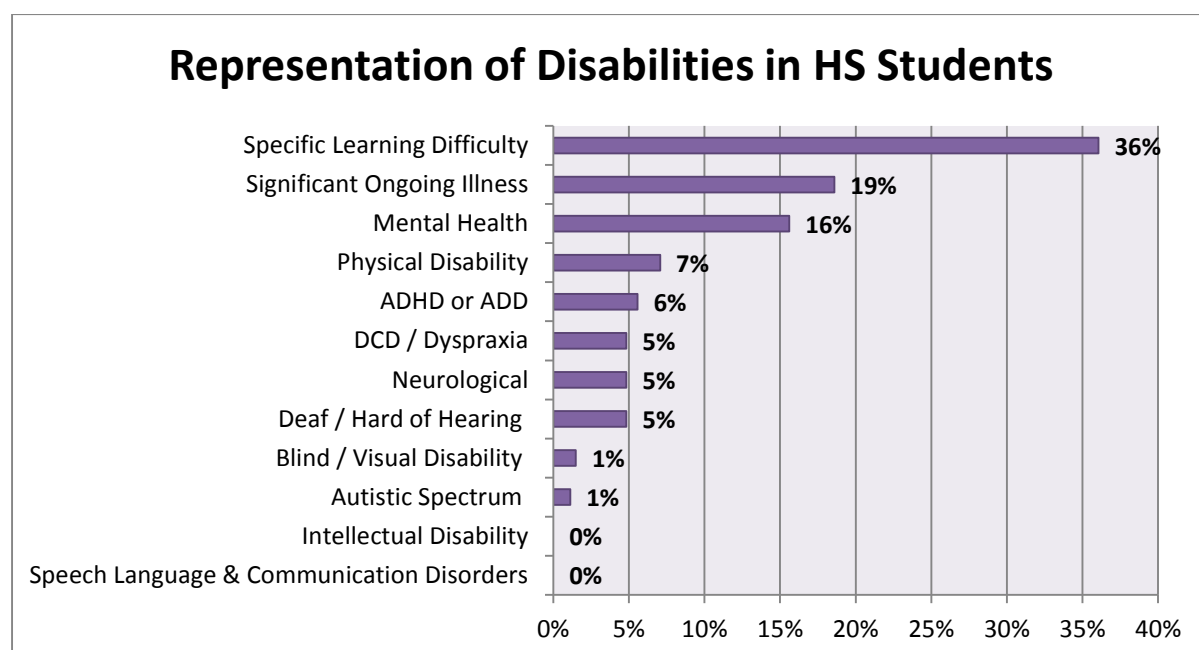
Figure 22: Representation of Disabilities in HS Students Registered with the DS 2016

Of those DS-registered students whose programme is multi-Faculty, a greater proportion than the university average has mental health conditions.

Representation of Disabilities in MF Students

Disability	Percentage
Mental Health	26%
Specific Learning Difficulty	25%
Significant Ongoing Illness	12%
DCD / Dyspraxia	10%
ADHD or ADD	8%
Autistic Spectrum	8%
Physical Disability	4%
Neurological	4%
Blind / Visual Disability	2%
Deaf / Hard of Hearing	1%
Intellectual Disability	0%
Speech Language & Communication Disorders	0%
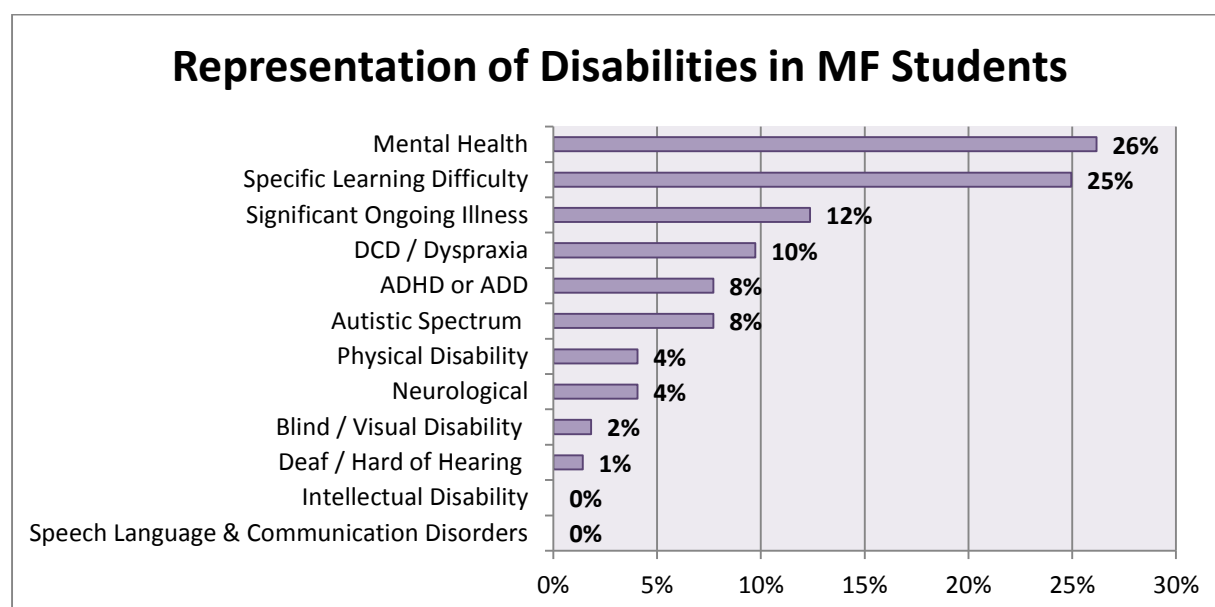
Figure 23: Representation of Disabilities in Multi-Faculty Students Registered with the DS 2016

34

Gender

In 2014/15, the student population was 58% female and 42% male. In the same year, 10,703 (61%) women and 6,747 (39%) men applied to Trinity via the CAO. Of the 2,802 new entrants that year, 44% were men and 56% were women. The gender percentage in those new entrants who were not retained was 46% female and 54% male. So male applicants were more likely to get a place in Trinity, and less likely to complete their first year.
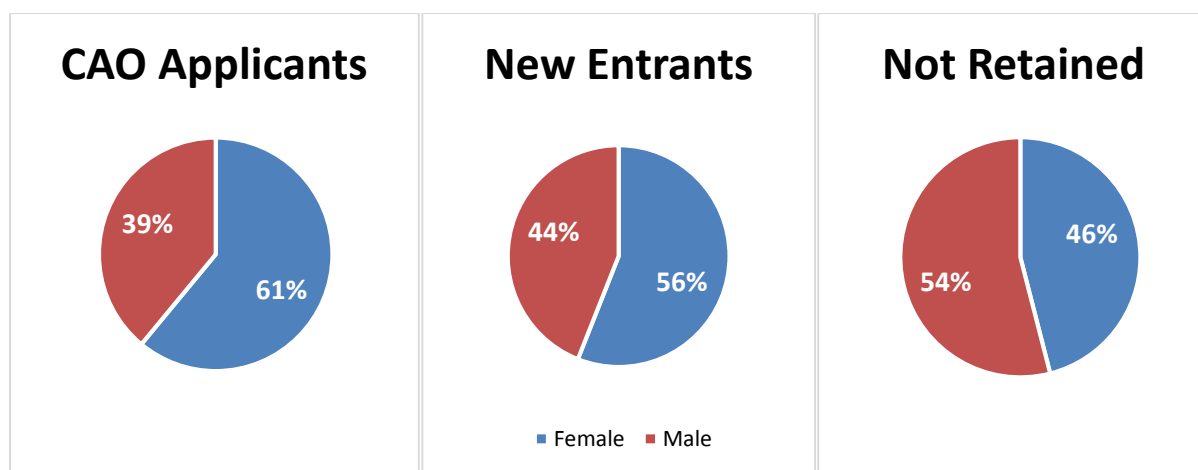
Figure 24: Gender Representation in CAO Applicants, New Entrants & 1st Years Not Retained 2014/15

The majority of new entrants to HS, AHSS and multi-faculty programmes were women, whereas most new entrants to EMS were men.
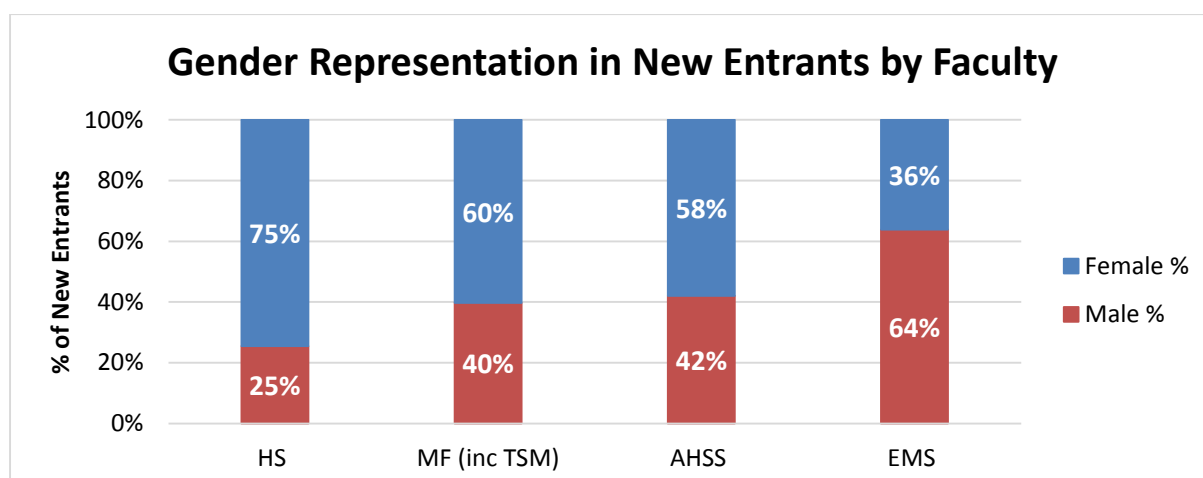
Figure 25: Gender Representation in New Entrants by Faculty 2014/15

35

The majority of undergraduate students, postgraduate students and foundation students are all female: 43% of Trinity's total student population are female undergraduates.

Gender Representation in Level of Study

■ UG Female	42.7%
■ UG Male	30.9%
■ PG Female	14.8%
■ PG Male	11.3%
■ Other	0.4%
■ Foundation Female	0.3%
■ Foundation Male	0.1%
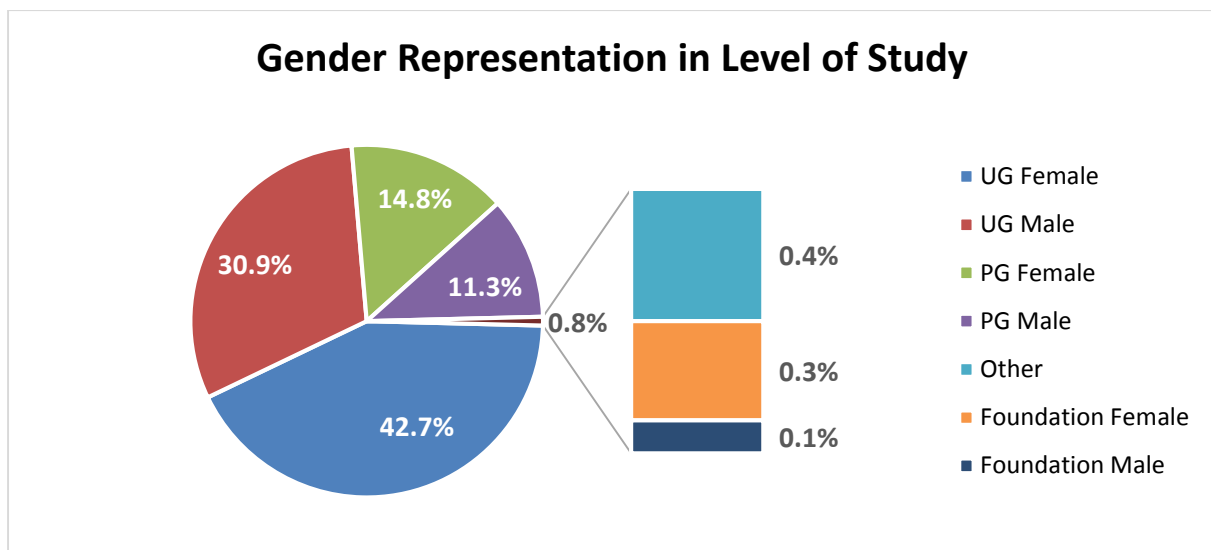
Figure 26: Gender Representation in Level of Study 2014/15

In 2015, female students achieved 54% of Entrance Exhibitions; 32 (47%) of 68 Scholarships; and 33 (49%) of 67 Gold Medals – all relative under-representations of women, who are 58% of the total student body.

Gender Representation in Undergraduate Academic Awards

	Female	Male
Gold Medal	49%	51%
Scholarship	47%	53%
Entrance Exhibition	54%	46%
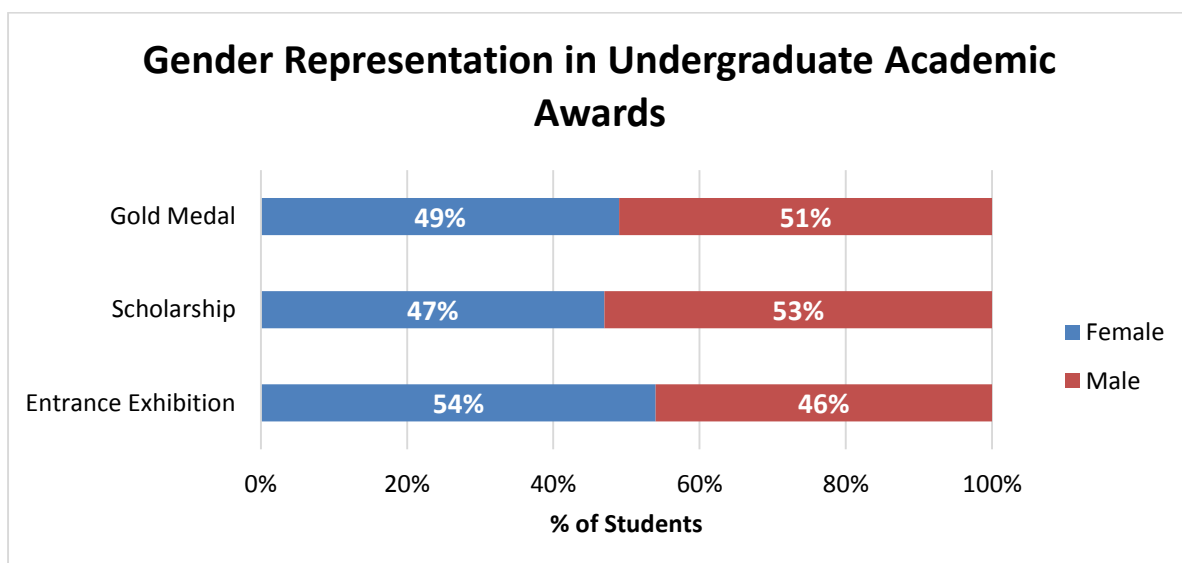
% of Students

Figure 27: Gender Representation in Undergraduate Academic Awards 2015

Mature Students

In 2015, 765 mature applicants applied under the Mature Student Dispensation Scheme (MSDS). Of these, 119 were admitted and registered. There were 482 registered MSDS students in Trinity across all years in 2015/16, making up 3.8% of the total undergraduate student population. There were also 79 mature new entrants registered on degree courses in Nursing and Midwifery[15] in 2015 with a total of 274 students across all years, representing 2.2% of all undergraduates. The combined representation of MSDS and Nursing/Midwifery mature students is 6% of undergraduate students - a 0.3% rise in the past five years[16].
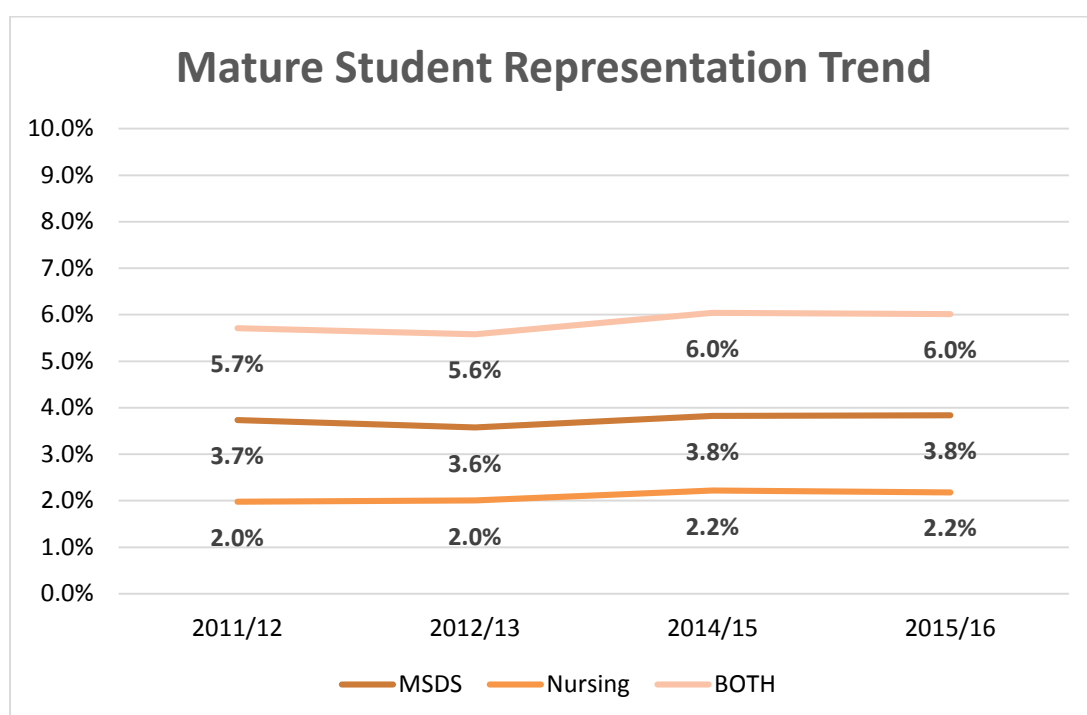
Figure 28: Mature Student Representation Trend 2011-2016

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[15] Mature students are also admitted to the undergraduate degree programmes in Nursing and Midwifery; applicants to these courses are assessed externally by the Nursing Career Centre
[16] The figures in this section do not include students who are over 23 at the point of entry, but who have been admitted to Trinity through the traditional CAO route

Faculty Distribution

Almost half of MSDS students are studying in the Faculty of AHSS; more than twice as many as are studying in HS, and over three times as many as are studying in EMS.

Figure 29: MSDS students by Faculty 2015/16

MSDS Students by Faculty

- HS
- Multi
- AHSS
- EMS

105 22%
85 17%
230 48%
62 13%
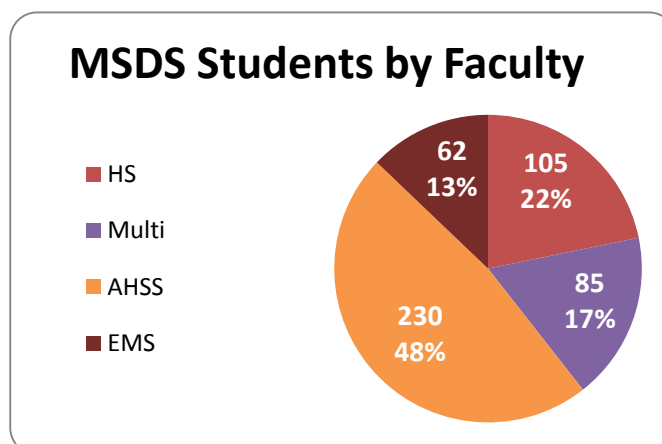
Gender

The gender breakdown of mature students (MSDS and Nursing/Midwifery students) has remained quite consistent over the past five years[17], and currently stands at 52.5% female and 47.5% male representation.

Gender Representation in Mature Students

% of Mature Students

55% 50.5% 54% 52.5%
45% 49.5% 46% 47.5%

2011/12 2012/13 2014/15 2015/16

Female
Male
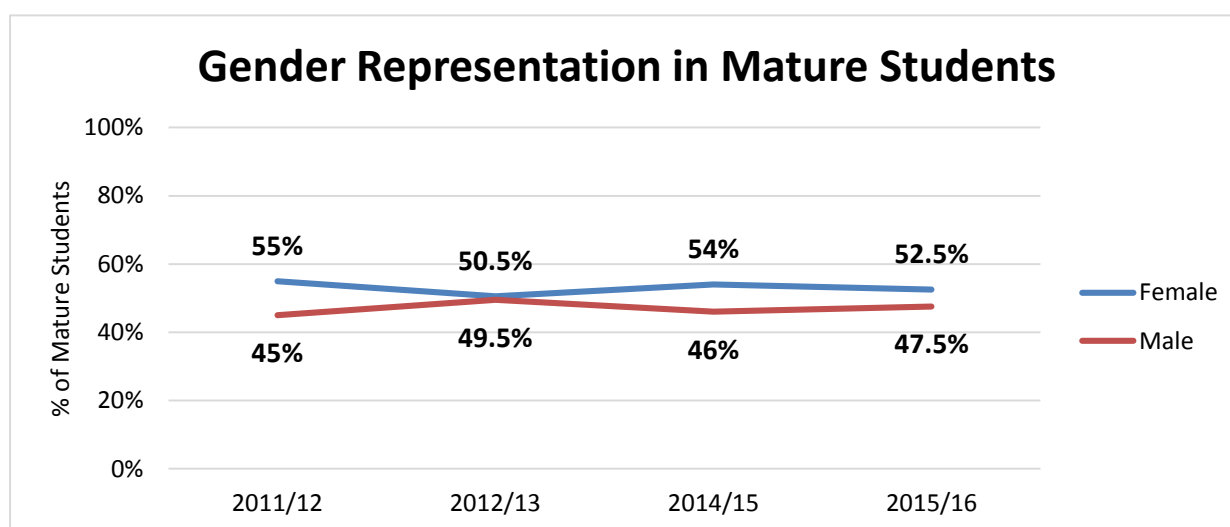
Figure 30: Gender representation trend in mature students 2011-2016

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[17] Mature Student data was not included in the 2013/14 Annual Equality Monitoring Report "due to difficulties with the new SITS information system" (p5)
http://www.tcd.ie/equality/assets/docs/Monitoring%20Report201314FINAL.pdf

Among MSDS students, women predominate in HS while men predominate in EMS.

Gender Representation in MSDS Students by Faculty

Faculty	Male	Female
EMS	68% / 42	32% / 20
Multi-Faculty	55% / 47	45% / 38
AHSS	45% / 103	55% / 127
Health Science	23% / 42	66% / 63
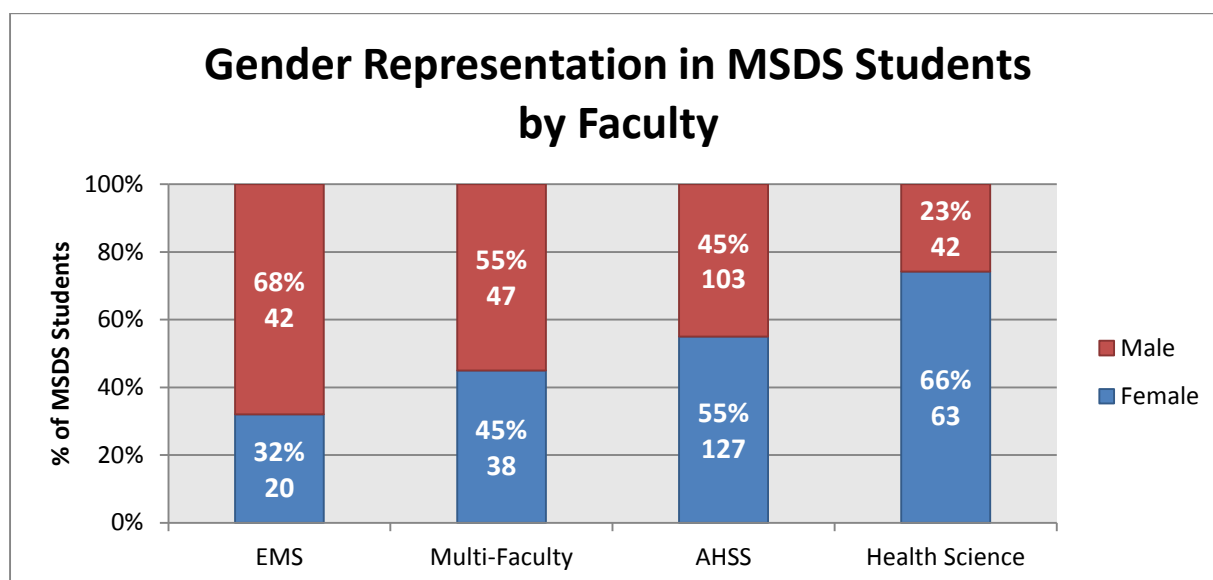
Figure 31: Gender representation in MSDS students by Faculty 2015/16

Age profile

In 2015/16, 51% of mature students were aged between 23 and 31, up from 39% in 2014/15. It is interesting to note that 10% of all Trinity's MSDS students are over the age of 50; this compares with just 1% nationally[18].

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[18] HEA, *Key Facts and Figures 2012/13* [Online] Available at: http://www.hea.ie/sites/default/files/key_facts_and_figures_2012-13.pdf. 2012/13 is the latest year for which such data is available

Staff Report[19]

Overview

In March 2016, there were 3,566 staff in Trinity. The biggest employment areas are academia (30% of staff) and administration (29% of staff).

Staff Employment Area

Total Staff = 3,566

4% 4%
12%
30%
22%
29%

Academic
Administrative
Research
Support
Technical
Library
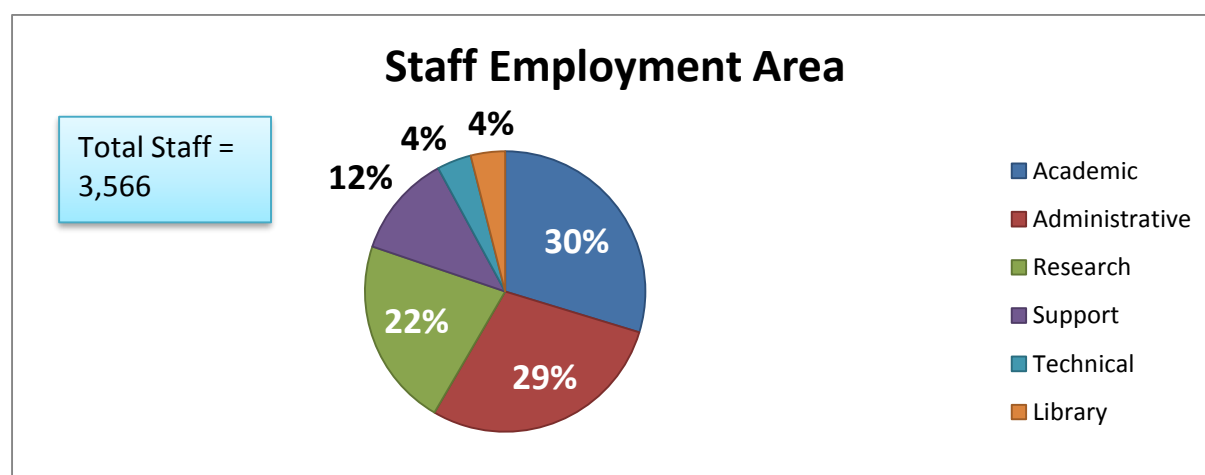
Figure 32: Total Staff by Employment Area 2016

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[19] Unless otherwise stated, all data in the Staff Report are based on headcount of individual staff, not whole-time equivalents – see Definitions

Disability

A public body shall in so far as practicable take all reasonable measures to promote and support the employment by it of persons with disabilities [...]

Disability Act 2005

We will achieve this objective [C8.2 Equality, Diversity and the Irish Language] by:

[...] promoting the employment of people with disabilities, improving their retention and recognizing their contributions

Trinity Strategic Plan 2014-2019

Trinity College Dublin is committed to ensuring that people with disabilities will be facilitated to give effective performance in the posts that they hold, and will not be disadvantaged by reason of having a disability; creating a supportive workplace environment which allows employees with disabilities to develop their full potential; [...and...] removing such barriers that prevent full access and participation in the life of the College for people with disabilities

Trinity Code of Practice Applying to the Employment of People with Disabilities

4.1% of Trinity staff are recorded as having a disability. The true percentage of staff who have disabilities is likely to be higher[20].

The figure of 4.1% represents an increase on previous years, possibly as a result of improved recording methods, better communication to staff of the benefits of disclosing their disability in the workplace, and/or increased recruitment of people with disabilities:

Disability Representation in Total Staff
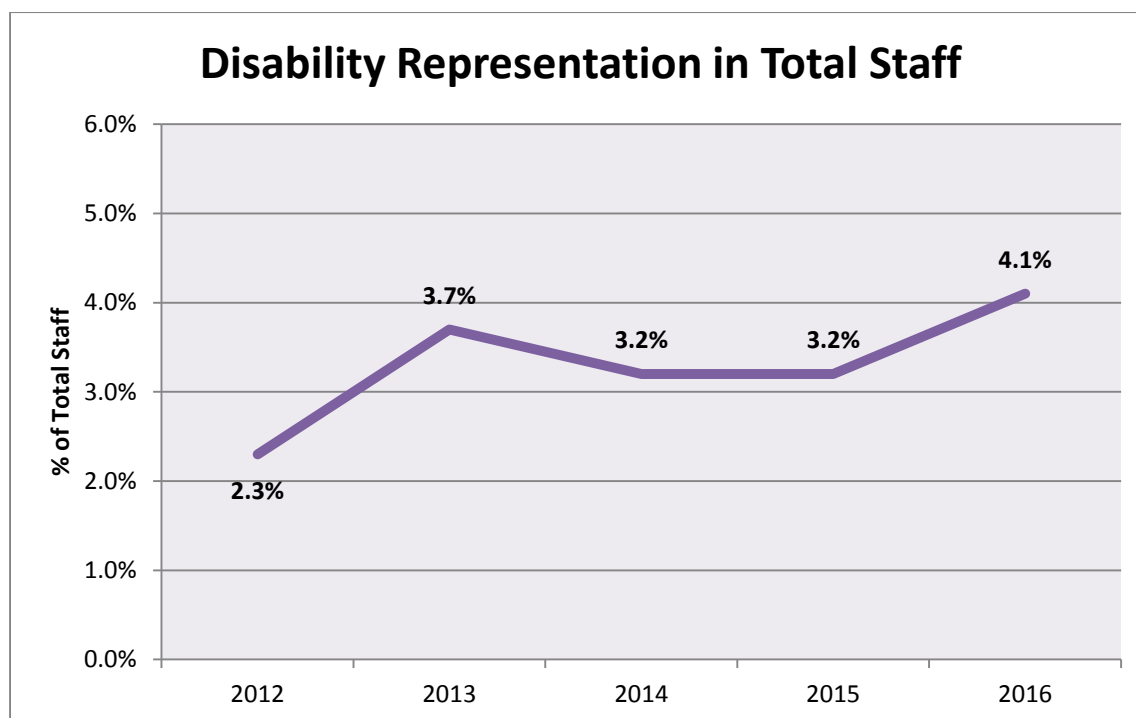
Figure 33: Representation of Staff with Disabilities 2012-2016

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[20] Trinity reports annually to the HEA on the percentage of its staff who have a disability. This information is gathered from a variety of sources, including self-reporting. Staff are encouraged but not required to disclose their disability status

Civil Status

Almost half (49%) of Trinity staff are single, and a further 45% are married. Just 2% of staff are divorced, 1% separated, 1% cohabiting and 1% widowed[21]. Further categories, including those relating to civil partnership, each represent less than 1% of staff.

Civil Status Representation in Total Staff

0.3% — 0.3%
1% — 0.1%
1% — 0.03% — 0.03%
1%
2%

45%

49%

- Single
- Married
- Divorced
- Separated
- Cohabiting
- Widowed
- In A Civil Partnership
- Undefined
- Other
- A Former Civil Partner
- A Surviving Civil Partner
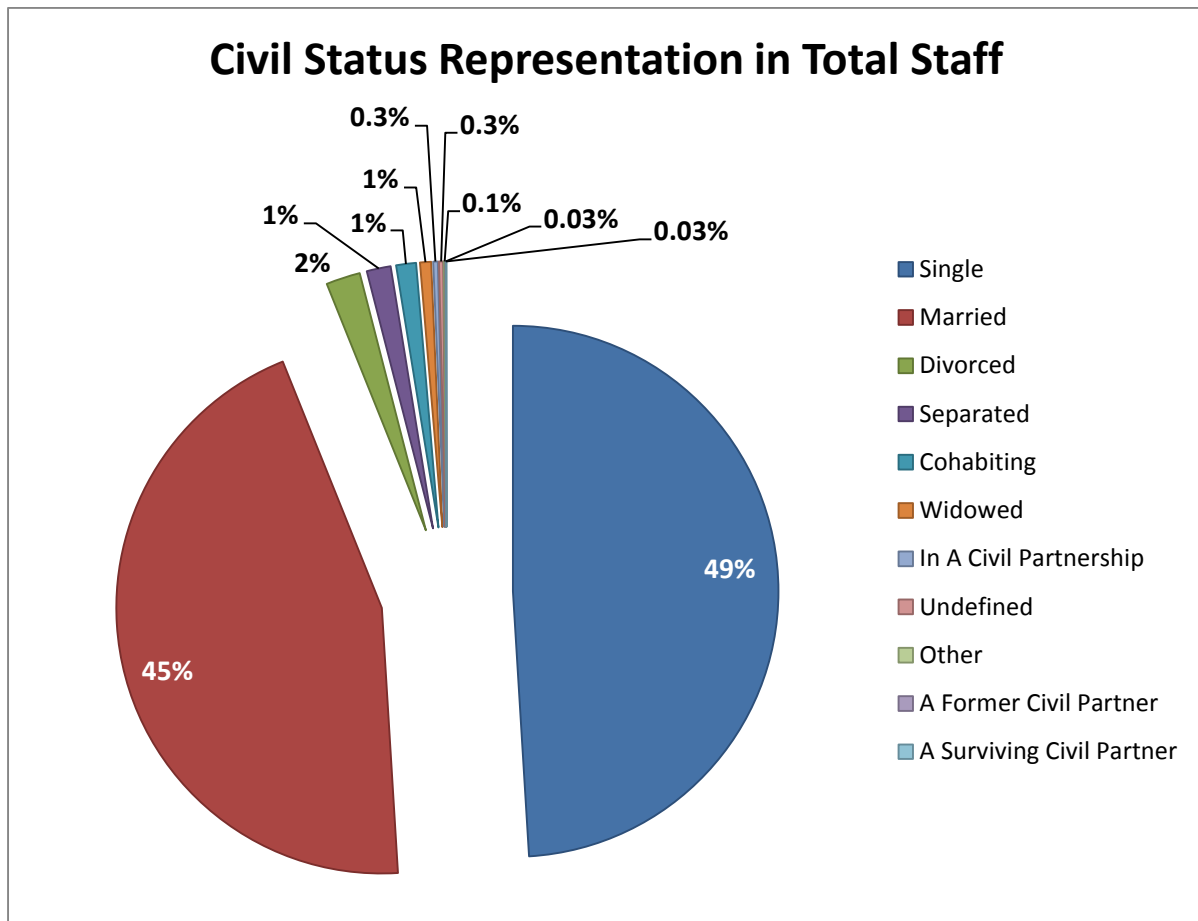
Figure 34: Civil Status Representation in Total Staff 2016

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[21] It is likely that many staff members who are actually, for example, cohabiting, describe themselves as "single" for official purposes, in its sense as an umbrella term for all statuses other than "married"

Nationality[22]

A total of 78 nationalities are represented among Trinity staff. 71% of staff are Irish, a further 8% are British, and the other 76 nationalities each represent 1-2%.

Staff Nationality
(Ten most common after Irish)

British: 261
German: 74
Italian: 59
American: 58
Indian: 50
Spanish: 46
French: 40
Polish: 38
Chinese: 34
Brazilian: 27

Number of Staff
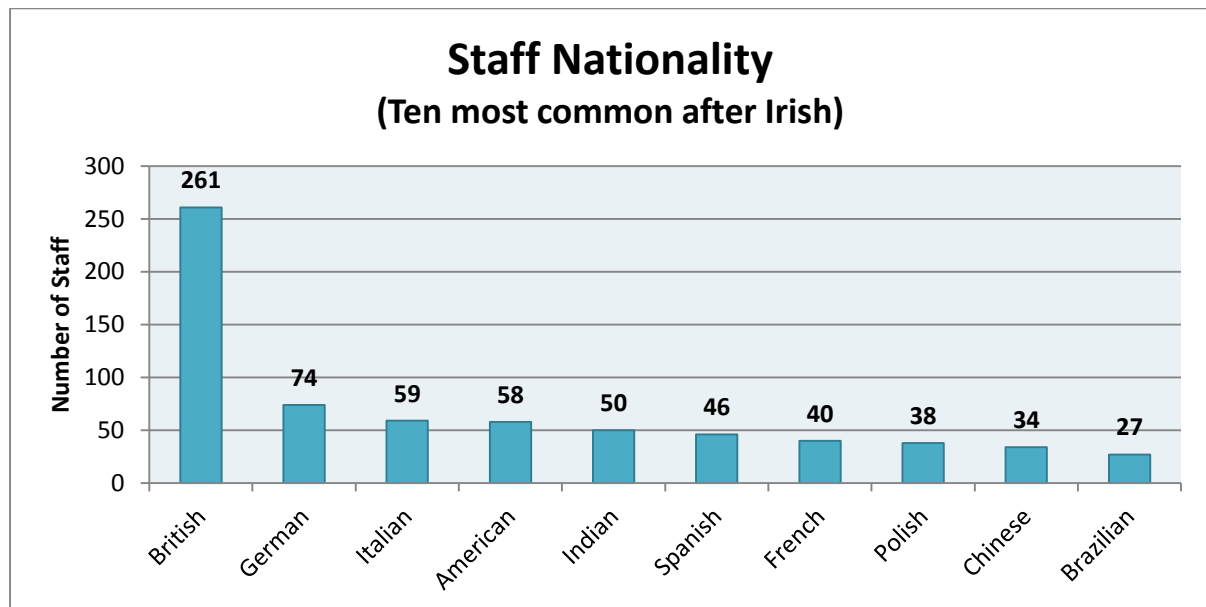
Figure 35: Staff Nationality (Ten Most Common after Irish) 2016

When staff nationalities are grouped by continent, we see that 90% (of those known) are of an EU nationality, and 5% are Asian, followed by small percentages from other continents.

Staff Nationality by Continent

- European (EU): 90%
- Asian: 5%
- North American: 2%
- European (non-EU): 1%
- South American: 1%
- African: 1%
- Australasian: 0.4%
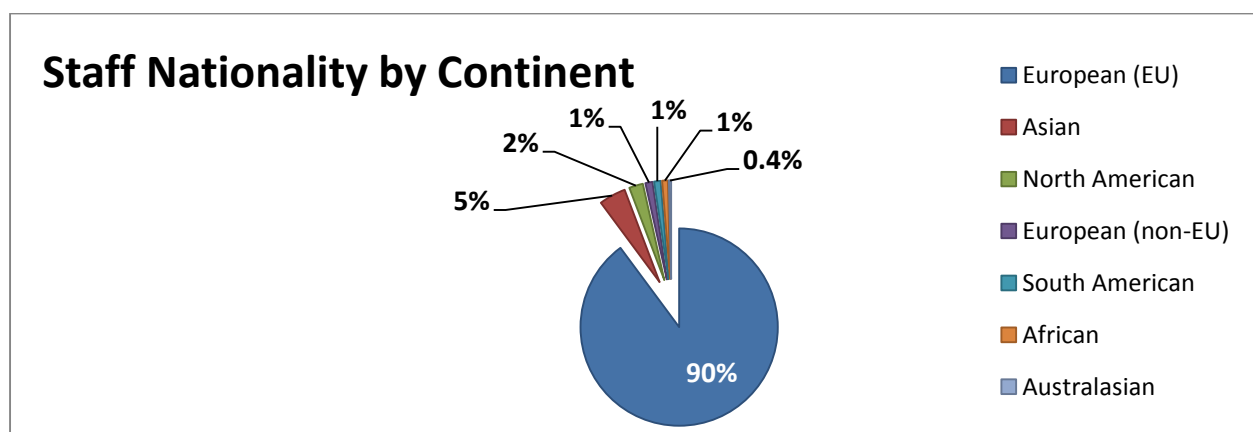
Figure 36: Staff Nationality by Continent 2016

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[22] The nationality data was downloaded from Core in July 2016. The nationality of 89% of staff is known.

90% of academic staff are European (EU), 4% are North/Central American, 2% are Asian and 2% are of a European nationality outside the EU.
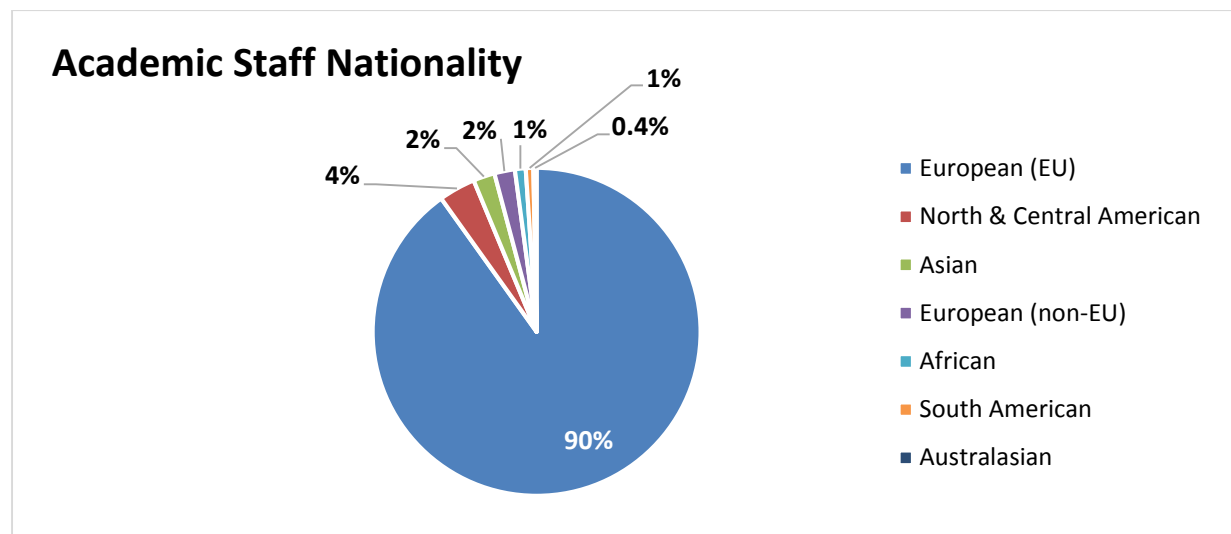
Academic Staff Nationality

Compared with academic staff, slightly more (91%) of non-academic staff are of a nationality within the EU. There is a higher representation of Asian staff (4%) and a lower representation of North/Central American staff (2%).

Non-academic Staff Nationality

Age
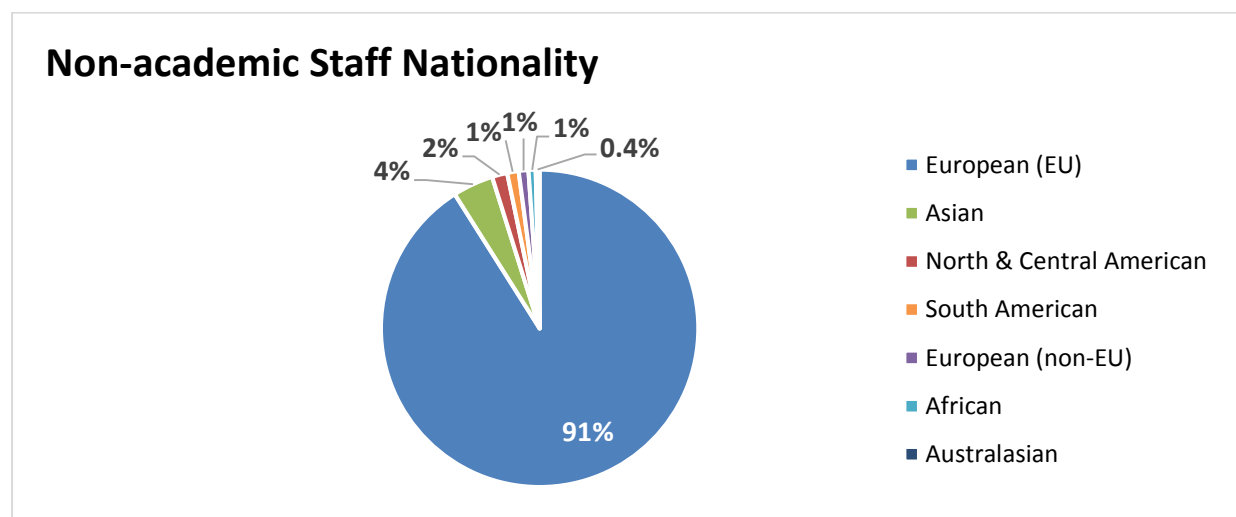
The average age of a Trinity staff member is 43 (for women) or 44 (for men), while the most common five-year age bracket is 36-40.
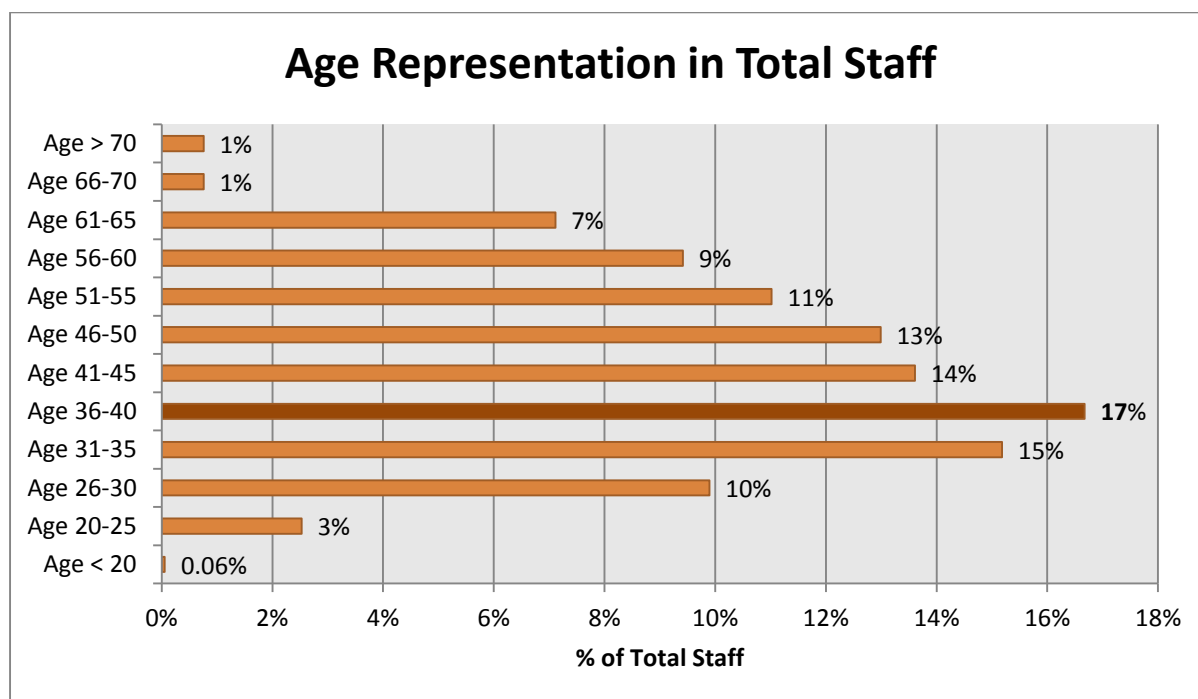
Figure 39: Age Representation in Total Staff 2016

This breakdown of Trinity staff by age has been consistent over the past 5 years[23].
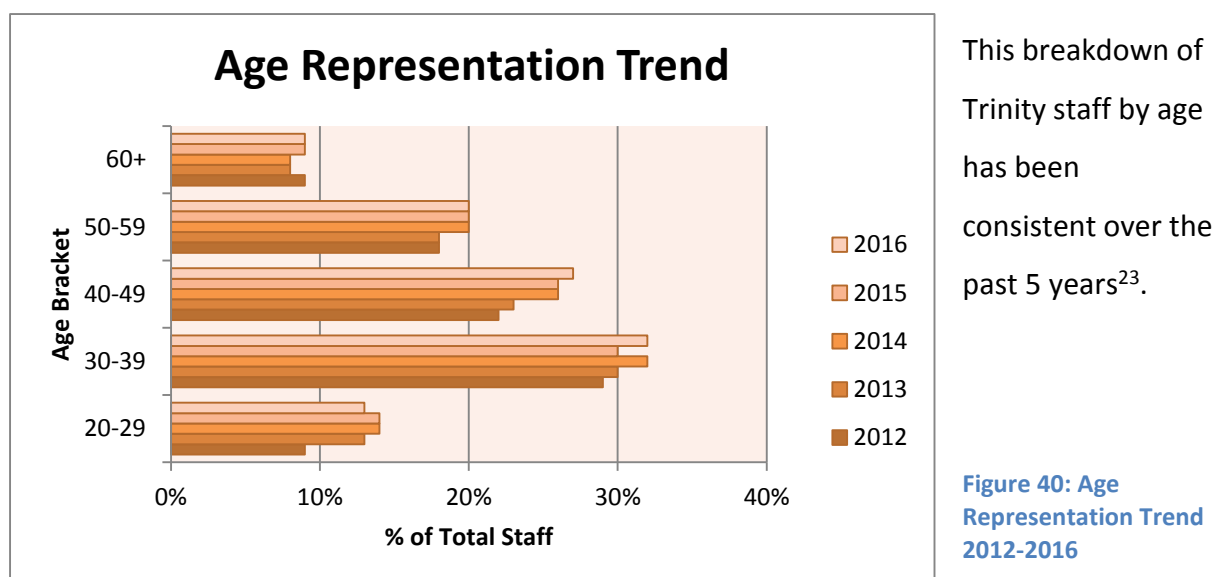
Figure 40: Age Representation Trend 2012-2016

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[23] What might appear to be an increase in representation in some age brackets (in Figure 40) is most likely the result of changes in recording practices. Since 2014, the "no birth date recorded" category has been removed; "under 20" has only been recorded since 2013; and the oldest bracket recorded in 2013 was actually "61+"

Gender

Athena SWAN

Trinity is a signatory to the Athena SWAN charter for the advancement of female researchers and academics in STEMM[24], and holds a bronze institutional Athena SWAN award. Three Schools have also been awarded Athena SWAN bronze: the School of Chemistry, the School of Natural Sciences and the School of Physics.

> We will achieve this objective [C8.2 Equality, Diversity and the Irish Language] by:
>
> [...] acting as a national leader to promote the introduction of the Athena SWAN Charter to Ireland and pursuing institutional and school-level Athena SWAN Awards, thereby providing a proven framework through which our position on gender equality can be measured and improved
>
> **Trinity Strategic Plan 2014-2019**

Total Staff

The majority (55%) of Trinity staff are women. This is similar to the Irish university average, which is 53%[25].

Gender Representation in Total Staff

45% Male

55% Female

Figure 41: Gender Representation in Total Staff 2016

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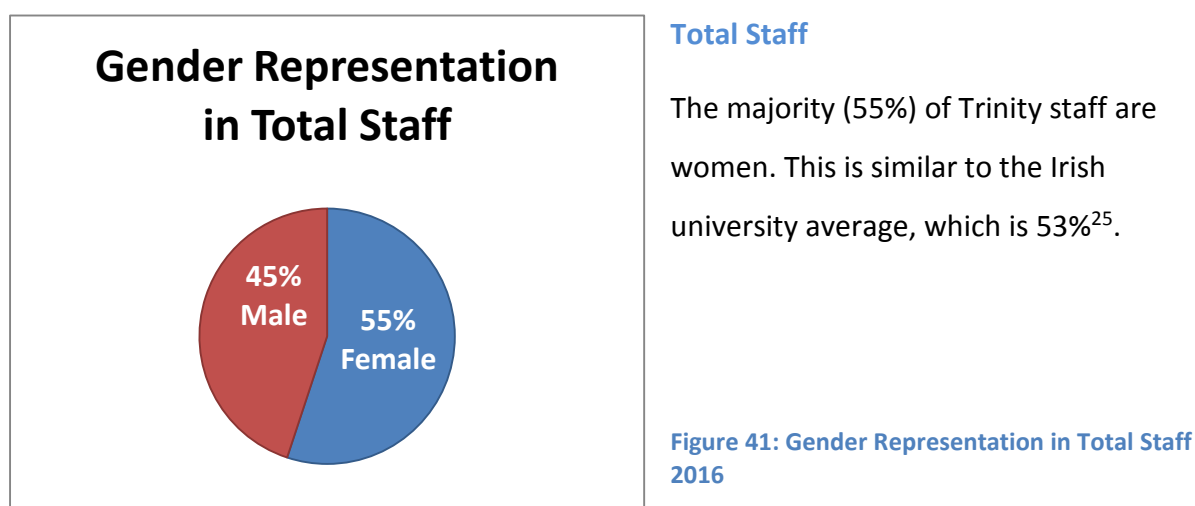
[24] Science, Technology, Engineering, Mathematics and Medicine; the Athena SWAN charter has recently expanded its remit to promote gender equality more generally, including transgender equality, and to address gender inequality in all academic areas, and for all higher education staff. See http://www.ecu.ac.uk/equality-charters/athena-swan/about-athena-swan/

[25] Source: *Higher Education Institutional Staff Profiles by Gender*, Higher Education Authority, 2016, p3

This gender representation has been highly consistent in the past 5 years.

Gender Representation Trend
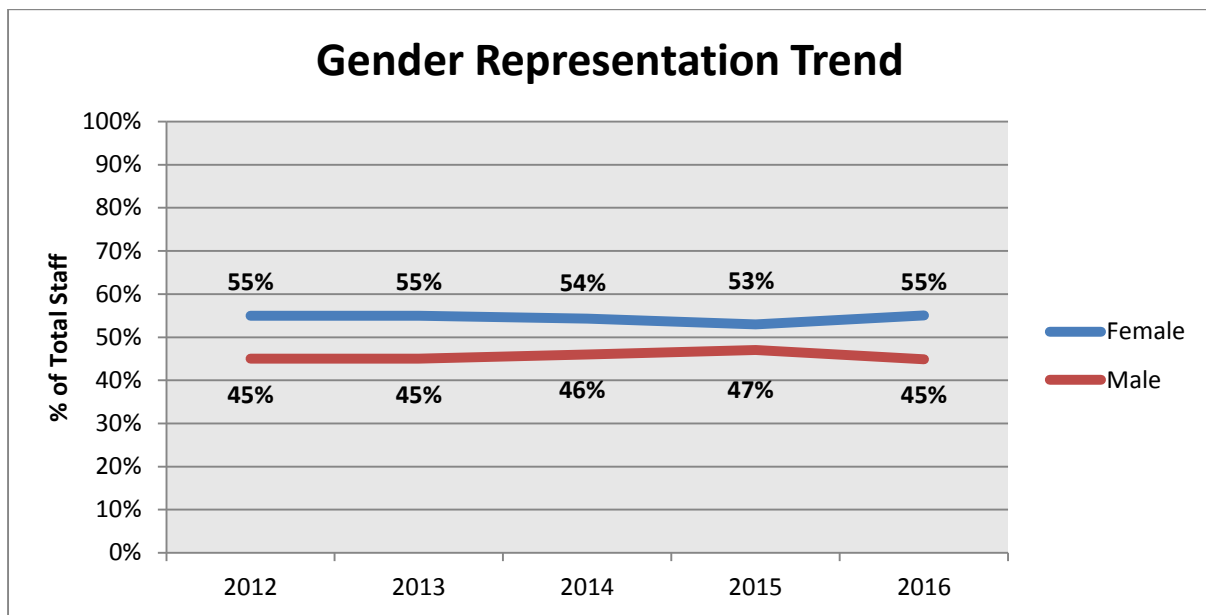
Figure 42: Gender Representation Trend 2012-2016

In 2016, women predominate in most age brackets, particularly between age 31 and 40.

Gender Representation in Total Staff by Age

Figure 43: Gender Representation in Total Staff by Age 2016

48
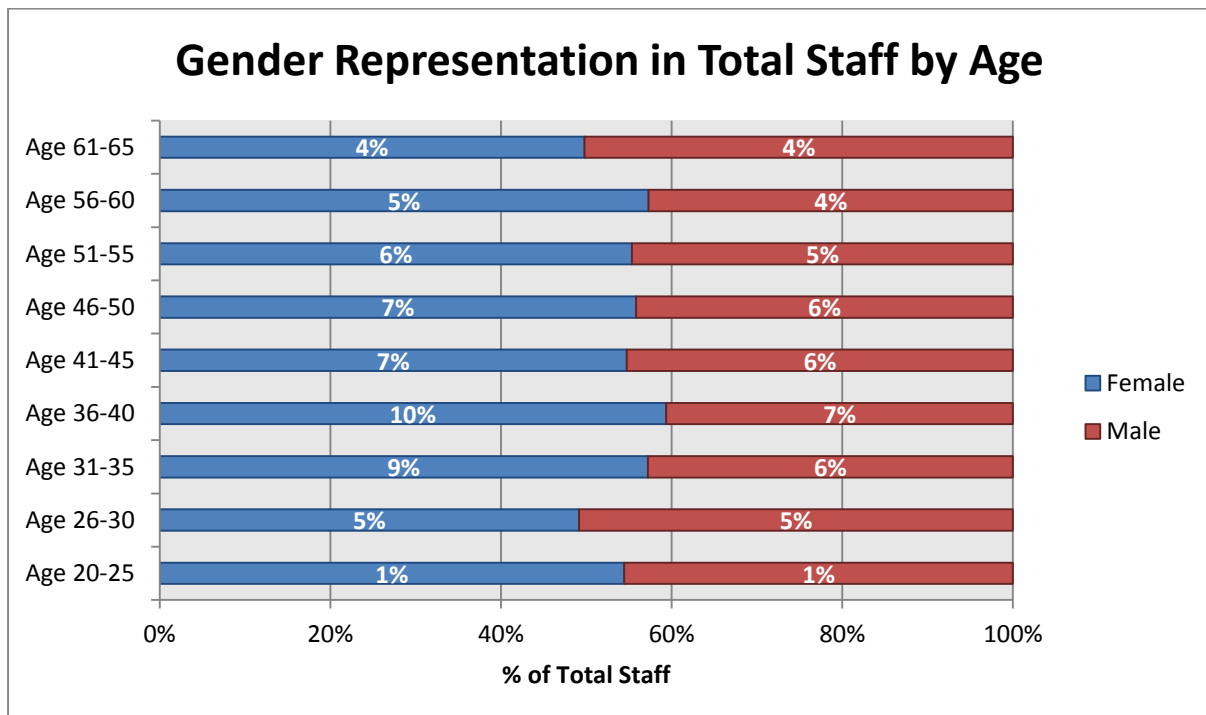
Decision-making Bodies

We will achieve this objective [C8.2 Equality, Diversity and the Irish Language] by:

[…] advancing a structural change process to incorporate gender-balanced representation at all stages and levels, thereby enhancing the quality of Trinity's institutional decision-making

Trinity Strategic Plan 2014-2019

All of the four major decision-making bodies in Trinity are within a 60/40 gender split. A HEA report in June 2016[26] showed that Trinity is the only Irish university to have achieved a minimum 40% representation of each gender on its Academic Council, and one of just two universities to have achieved the same on its Executive Management Team (EOG).
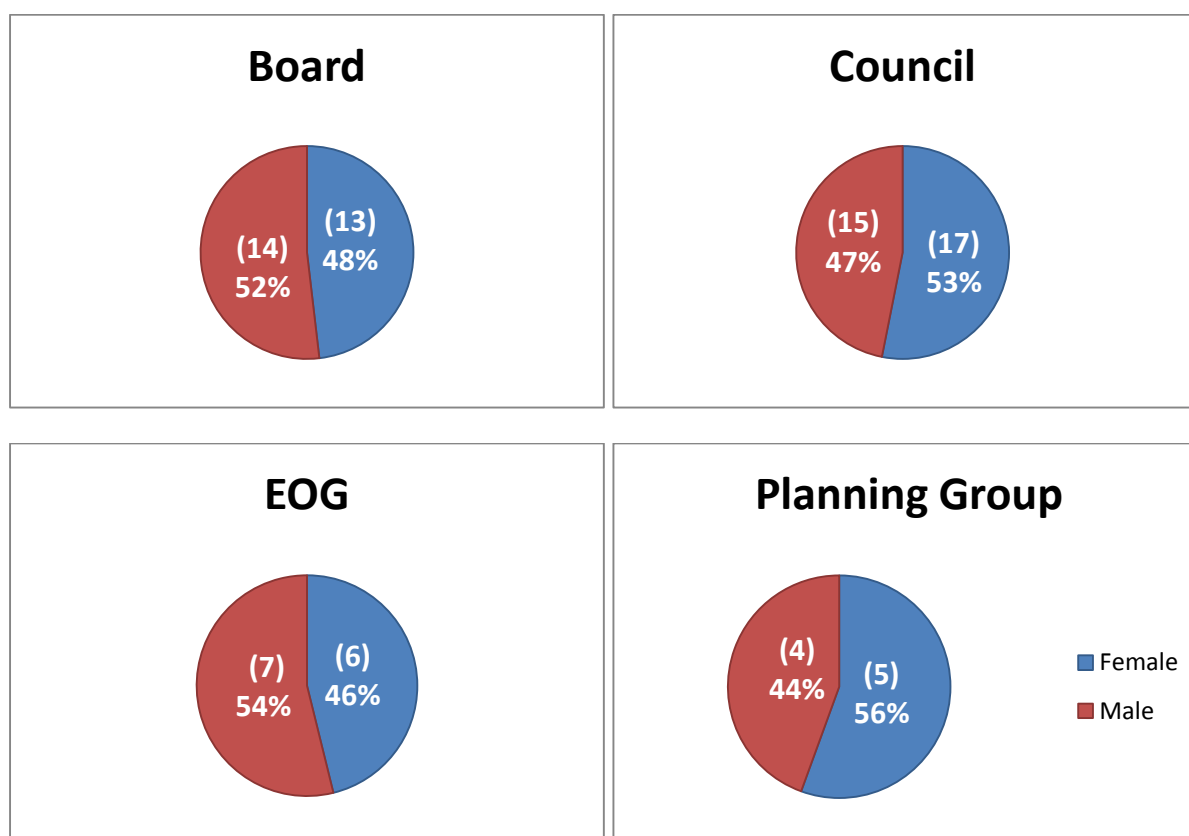
Figure 44: Gender Representation on Board, Council, EOG and Planning Group 2015/16

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[26] *Higher Education Institutional Staff Profiles by Gender*, HEA, June 2016, pp7-13

Contract Types

The majority (77%) of part-time staff are female, while full-time staff have 50/50 gender representation.

Full-time Staff
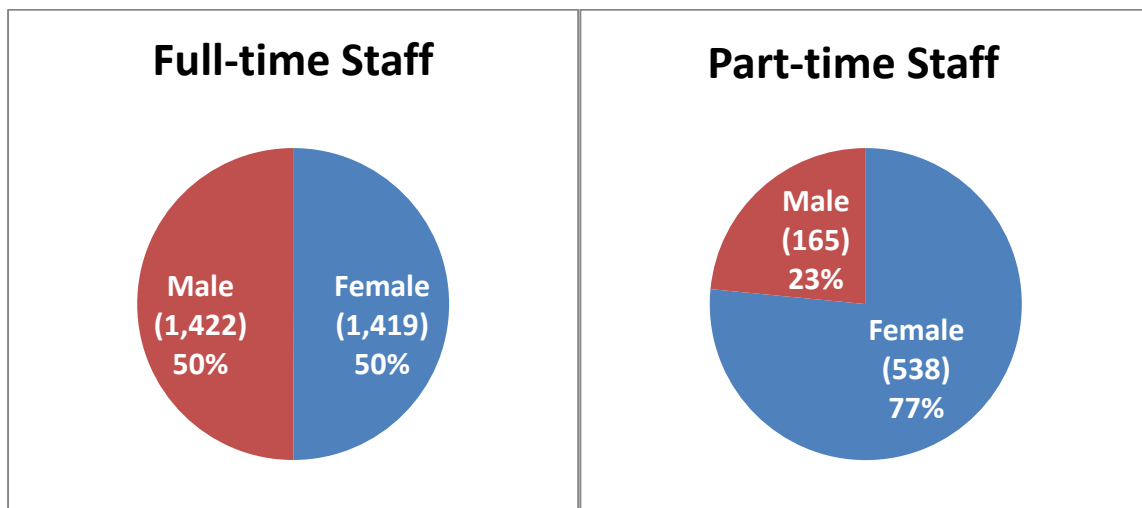
Part-time Staff

Figure 45: Gender Representation in Full-time and Part-time Staff 2016

Women hold roughly 55% of most contract types, but 63% of 'contracts of indefinite duration' and 30% of 'buy-back' contracts (for retired academic staff).

Gender Representation in Contract Types
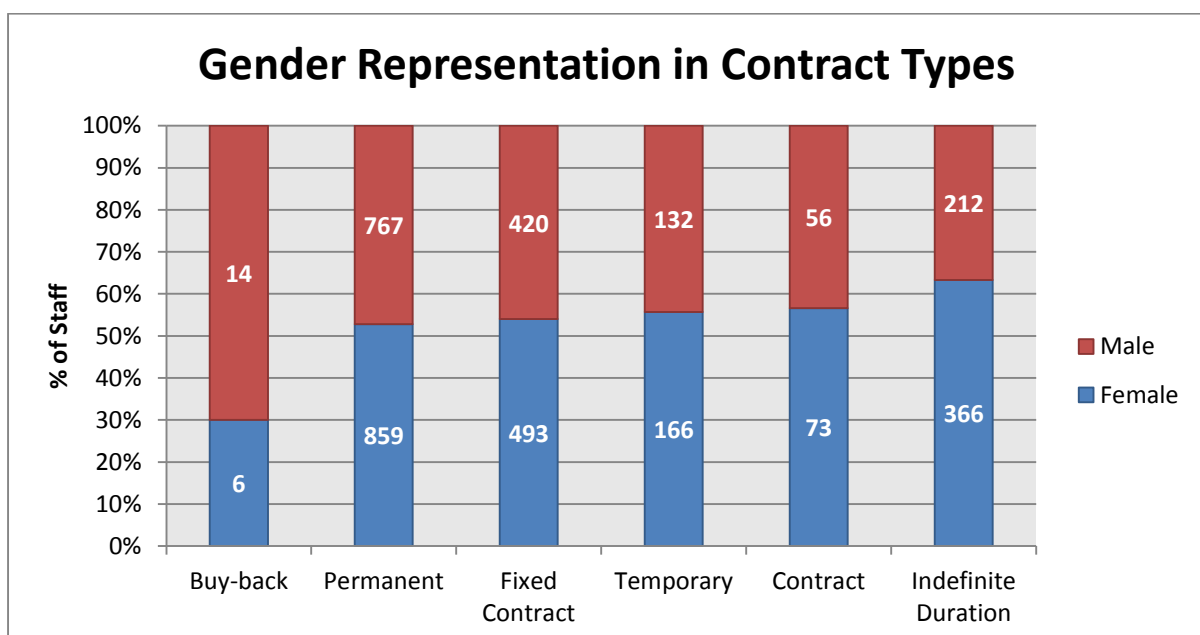
Figure 46: Gender Representation in Contract Types 2016

Area of Employment

Men predominate in technical, academic and research areas while women are more numerous in support, library[27] and administrative areas.

Gender Representation in Employment Areas

% of Staff

Area	Female	Male
Technical	35%	65%
Academic	45%	55%
Research	47%	53%
Support	58%	43%
Library	63%	38%
Administrative	76%	24%
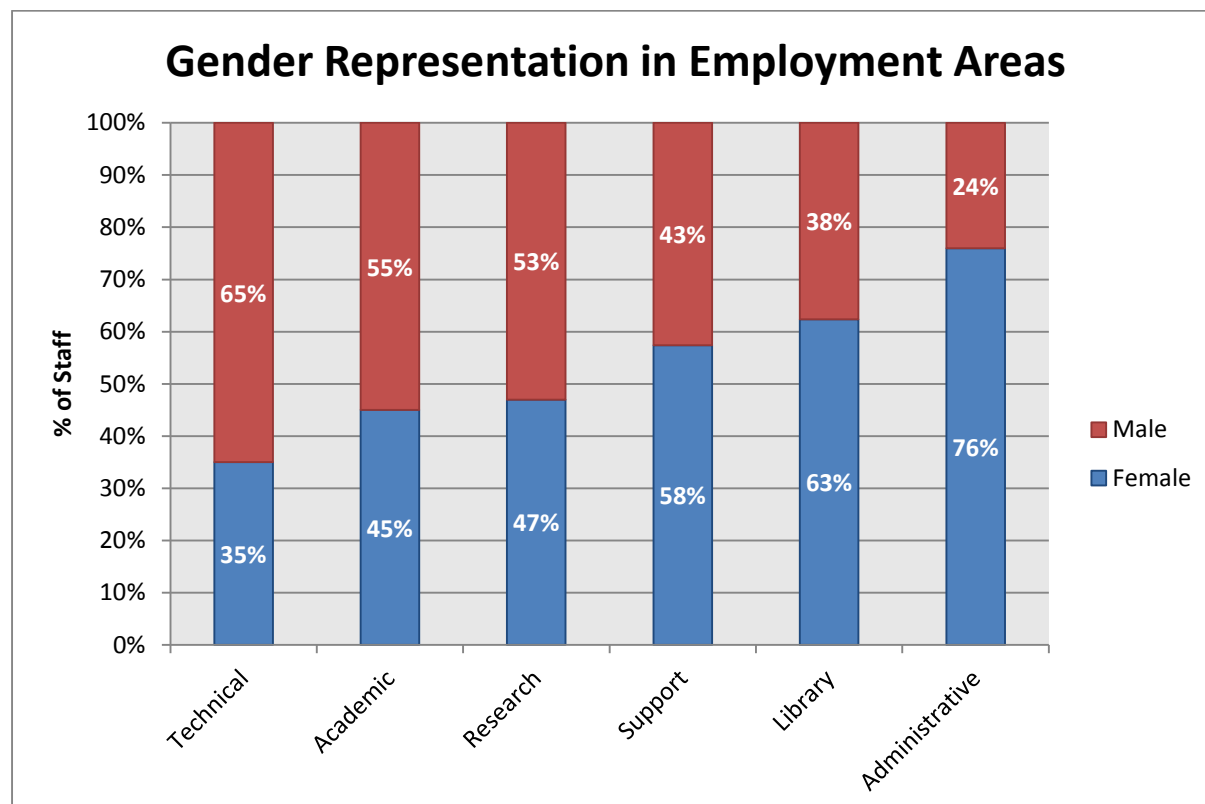
Figure 47: Gender Representation in Employment Areas 2016

Academic Staff

A recent report by the HEA[28] has found that across the Irish university sector, 50% of Assistant Professor equivalents and 19% of Chair Professor equivalents are female[29].

Trinity Gender Action Plan target

26% female representation at the Chair Professor Grade by 2020

---

[27] "Library staff" in this context mean staff employed on the various Library grades – it does not include e.g. support staff who might work in the Library buildings

[28] *Higher Education Institutional Staff Profiles by Gender*, HEA, June 2016, p3

[29] This figure is based on WTEs, the 3-year average representation December 2013-2015

In Trinity as in other universities, female representation decreases significantly at the higher academic grades. 51% of Assistant Professors, but only 22% of Chair Professors, are women.

Gender Representation in Academic Grades
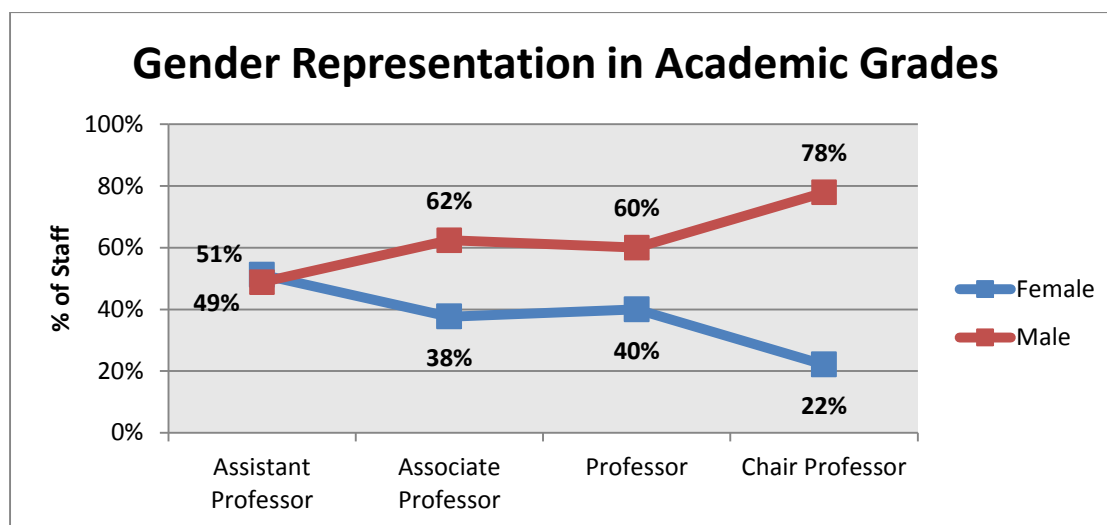
Figure 48: Gender Representation in Academic Grades 2016

Figure 49 below indicates that female representation at Chair Professor grade in Trinity is slowly but steadily increasing – from 11 female Chair Professors in 2011/12 to 19 in 2015/16, while the number of male Chair Professors has remained the same (77)[30].

Gender Representation Trend in Chair Professors
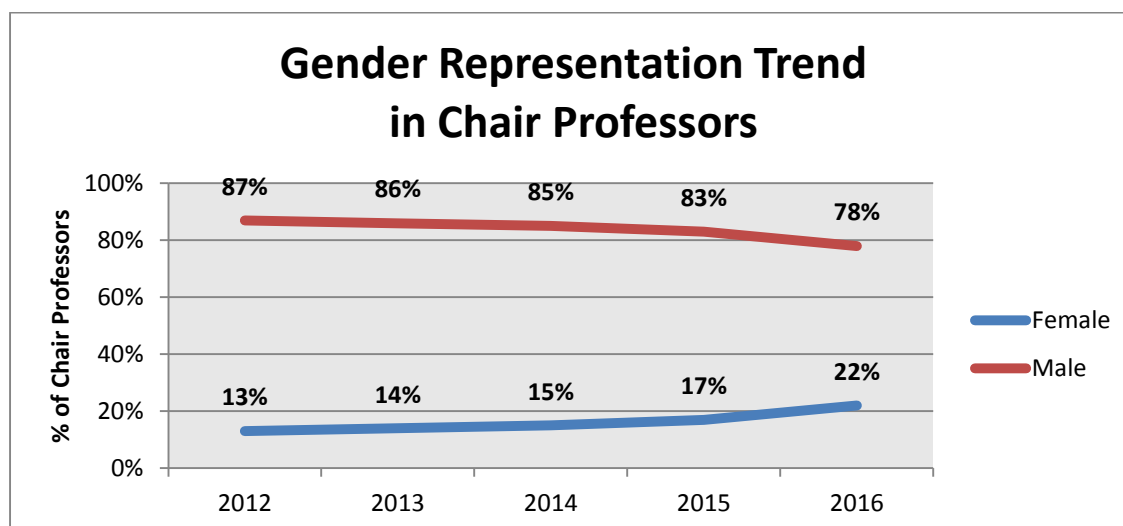
Figure 49: Gender Representation Trend in Chair Professors 2012-2016

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[30] The small numbers of total staff at this grade mean that individual staff changes can have a large impact on percentage representations.

Health Sciences Academic Staff[31]

Some academic grades apply to the HS Faculty only. Although these do not follow the same linear progression pattern as other academic grades, it is notable that 59% of the overall HS academic staff are women, but only 22% of Professor Consultants are women.

Gender Representation in HS-only Academic Grades
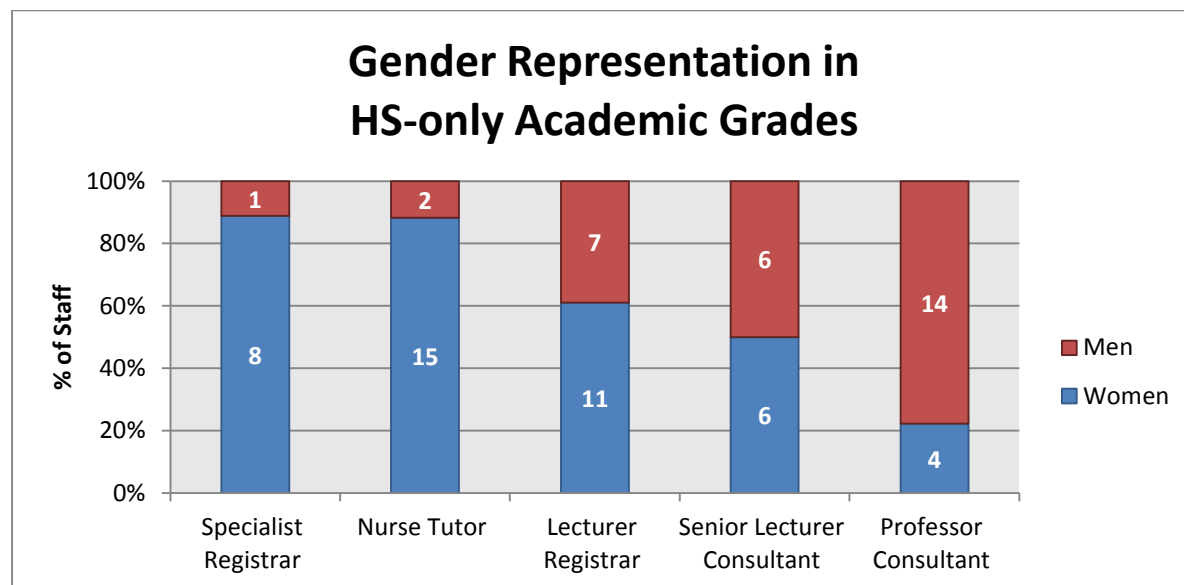
Figure 50: Gender Representation in Health Sciences-only Academic Grades 2016

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[31] The following medical grades have been excluded from the graph due to the very small numbers of staff at the grade: Senior Physiotherapist, Senior Occupational Therapist, Senior Registrar, Associate Professor Consultant, Part-time Lecturer (Medical). However, they are included in the grand total.

Fellows

Trinity Gender Action Plan target
Female representation among Fellows to be 35% by 2018

Approximately three-quarters (73%) of Fellows are male.

Figure 51: Gender Representation in Fellows 2016
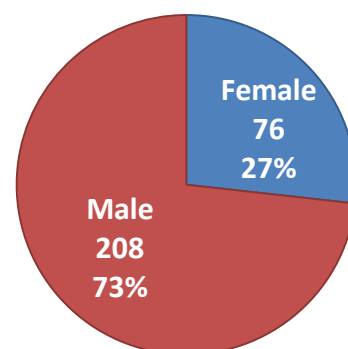
To date, the significant majority of Fellows have always been male, although the magnitude of this majority has been slowly decreasing in recent years[32].
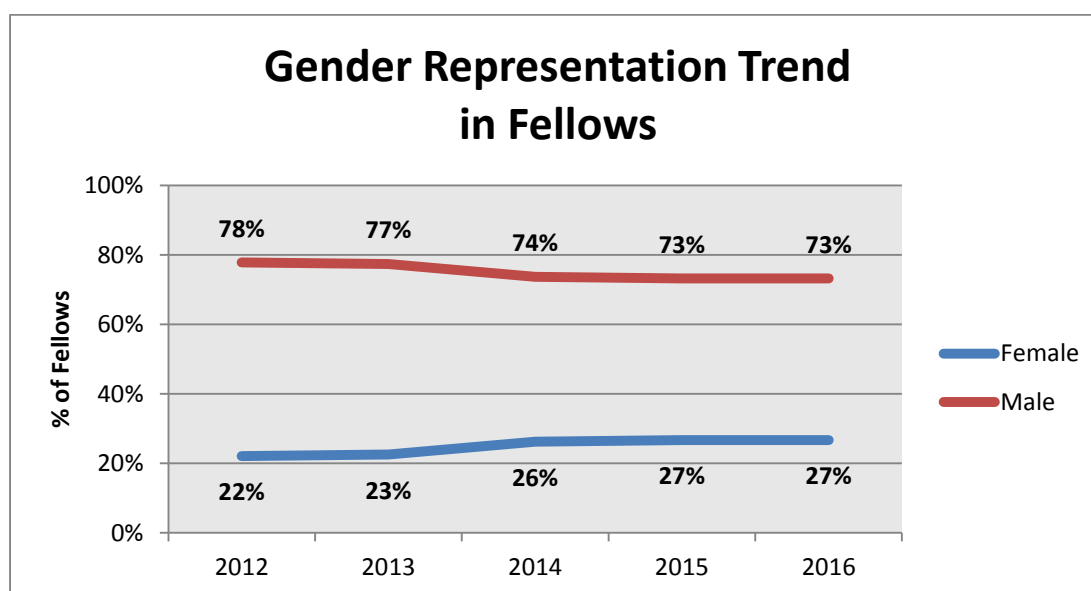
Figure 52: Gender Representation Trend in Fellows 2012-2016

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[32] The proposed amendment of the College Statutes to allow for part-time members of academic staff to be eligible to apply for Fellowship, as recommended by the *Fellowship: Gender, Faculty and School Analysis* (2013, p23) report from the Working Group of the Equality Committee to the Board and as recommended in *Athena SWAN Gender Action Plan* (2015, p43), should accelerate this trend

Research Staff

Both research grades are quite well balanced.
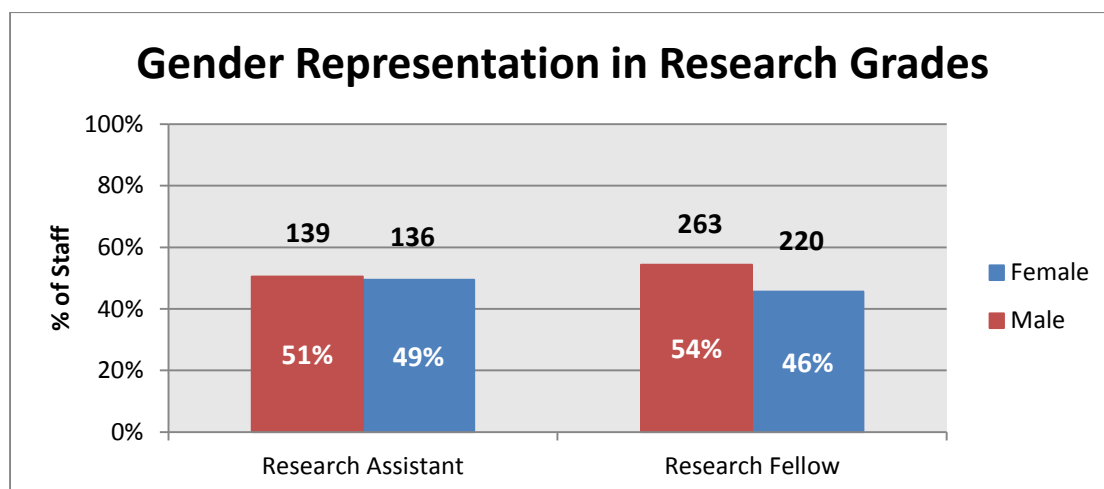
Gender Representation in Research Grades

Library Staff

The majority of Library staff are female throughout all grades but one[33].
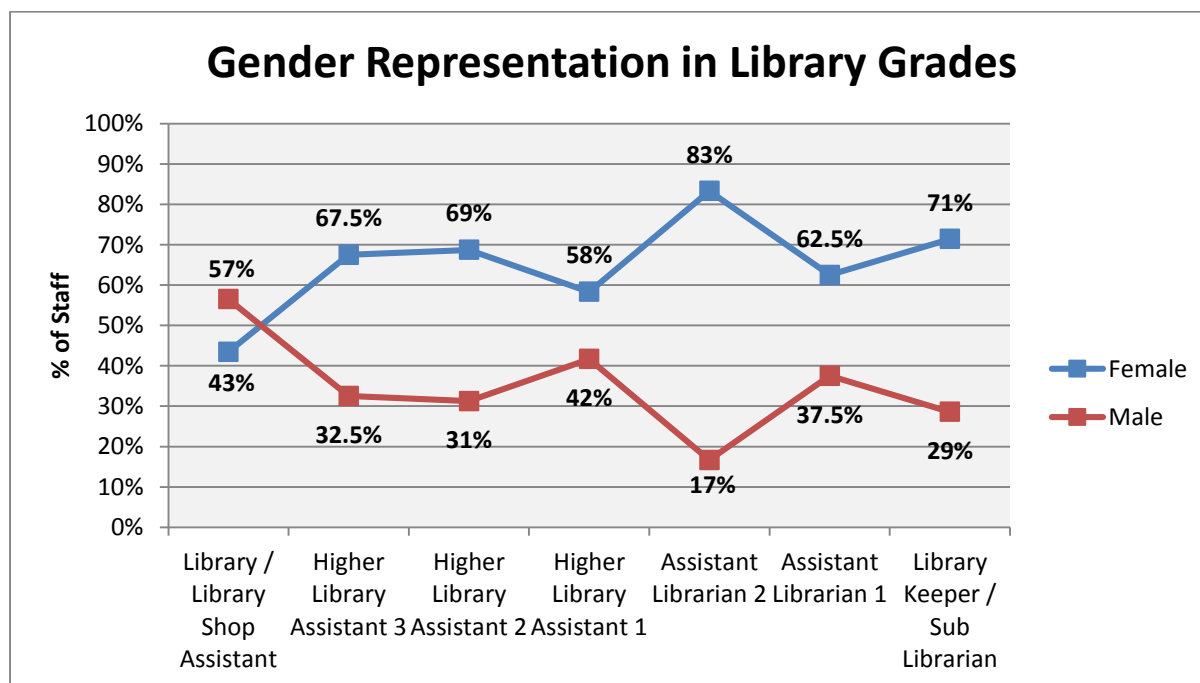
Gender Representation in Library Grades

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[33] The Library Assistant / Library Shop Assistant grade, in which there are only 23 staff

Administrative Staff

Women predominate throughout all administrative grades, except the most senior (Senior Administrative 1 and Senior Administrative 2), at which men are in the majority[34].

Gender Representation in Admin Grades
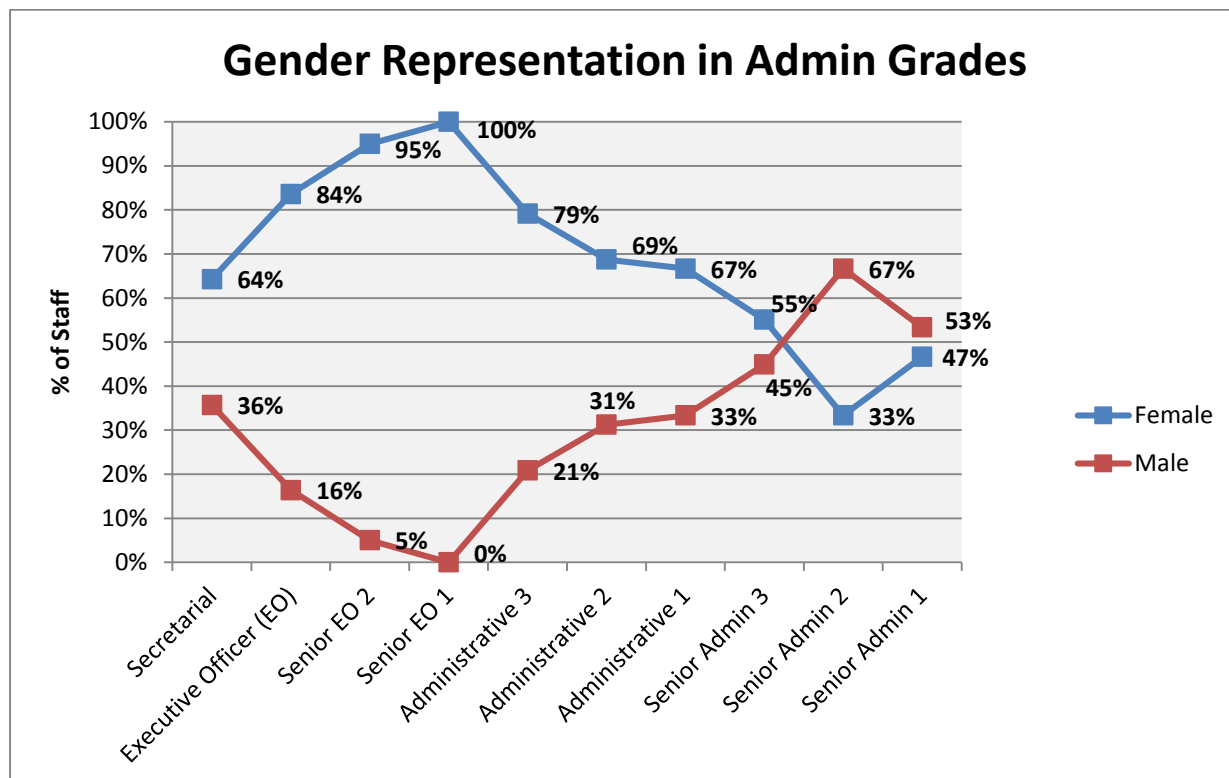
Figure 55: Gender Representation in Admin Grades 2016

The extent of the male majority at Senior Admin 1 has varied[35], with an apparent trend towards more equal gender representation since 2012/13.

Figure 56: Gender Representation Trend in Senior Admin 1 2012-2016

Gender Representation Trend in Senior Admin 1

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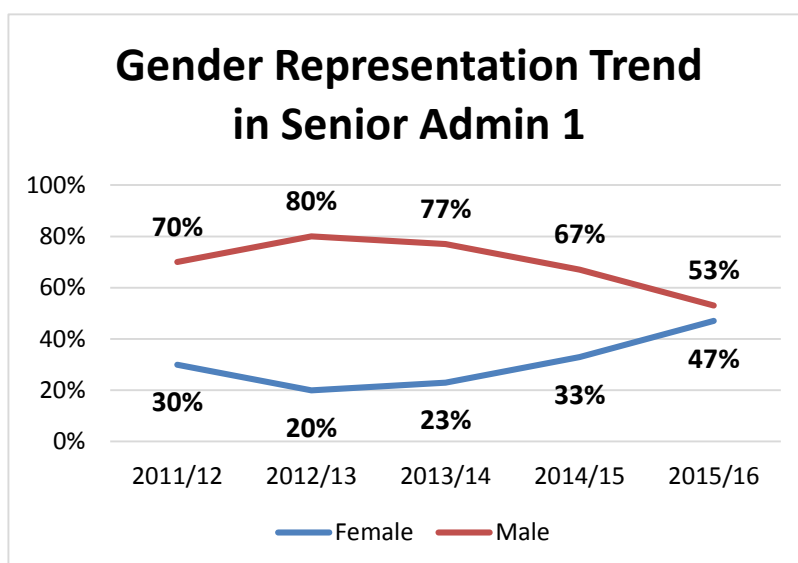
[34] Numbers of staff at each administrative grade vary widely, from 14 at Secretarial grade to 415 at Executive Officer grade

[35] Most likely as a result of the small numbers employed at the grade

Technical Staff

Men comprise the majority of staff at all technical officer grades, and this majority appears generally (if erratically) to increase with seniority of grade[36].

Gender Representation in Technical Officers
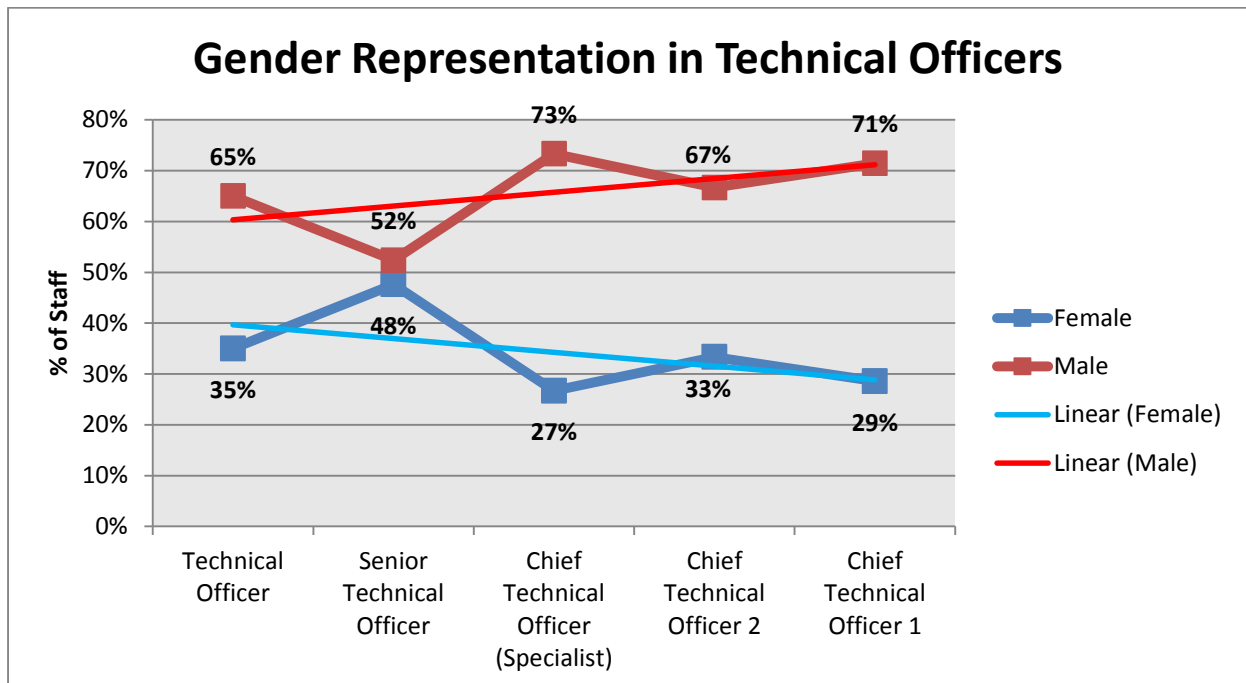
Figure 57: Gender Representation in Technical Officers 2016

The vast majority (83% - 88%) of Experimental Officers are male.

Gender Representation in Experimental Officers
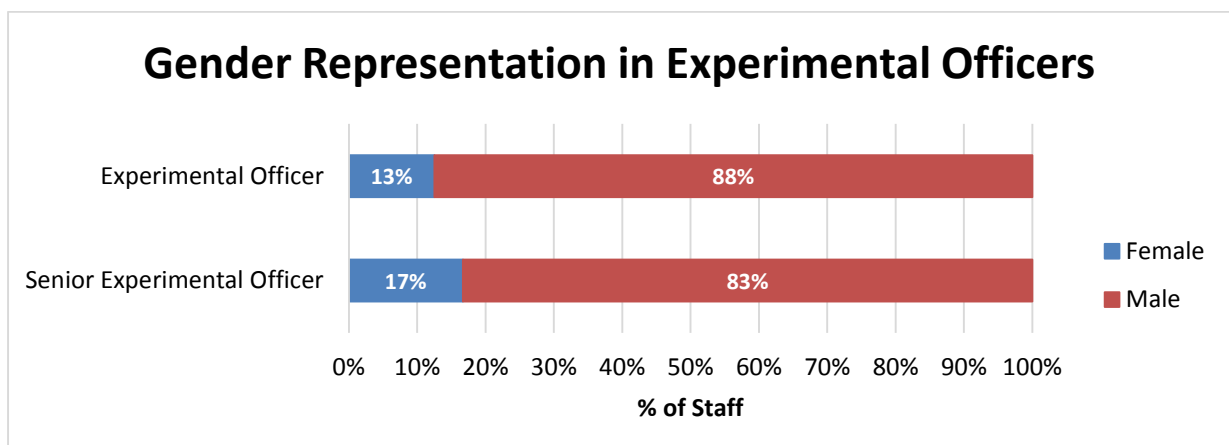
Figure 58: Gender Representation in Experimental Officers 2016

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[36] It should be noted that no technical grade has more than 42 staff, so any analysis is of limited reliability

Support Staff[37]

A significant gender imbalance is evident throughout support areas, which reproduces traditional gender norms: Grounds, Premises, Security and Stores are male-dominated while Catering, Housekeeping and Nursery are female-dominated[38]. A recent Equality Office report showed that none of these areas displayed a trend for change in their gender proportions over the period 2007-2015[39].

Gender Representation in Support Areas
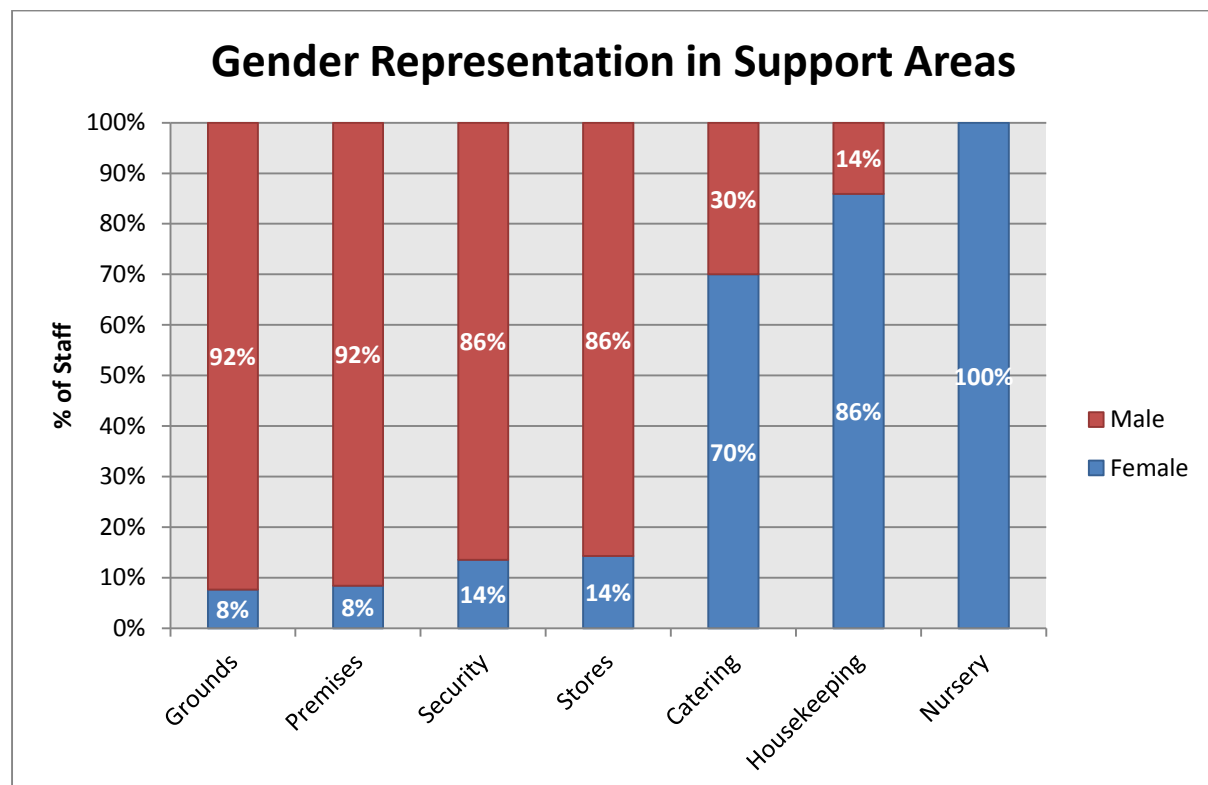
Figure 59: Gender Representation in Support Areas 2016

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[37] Support staff are analysed by area rather than grade due to the great range of support staff grades and the small numbers of staff employed at most of those grades

[38] The Grounds, Stores and Nursery areas all employ 15 staff or fewer and so their percentage breakdowns should be treated with some caution

[39] *Gender and Trinity Staff: Trends in Populations, Recruitment and Progression*, Equality Office, 2016, pp47-50

Academic and Research Staff by Faculty[40]

Overall, academic staff in both EMS and HS are gender-imbalanced, with 76% male academic staff in EMS and 64% female academic staff in HS. The Faculty of AHSS has nearly equal gender representation overall.

In each faculty, female representation among research staff is higher than among academic staff. This is most pronounced in EMS where a 50% greater proportion of research staff than academic staff are female[41].
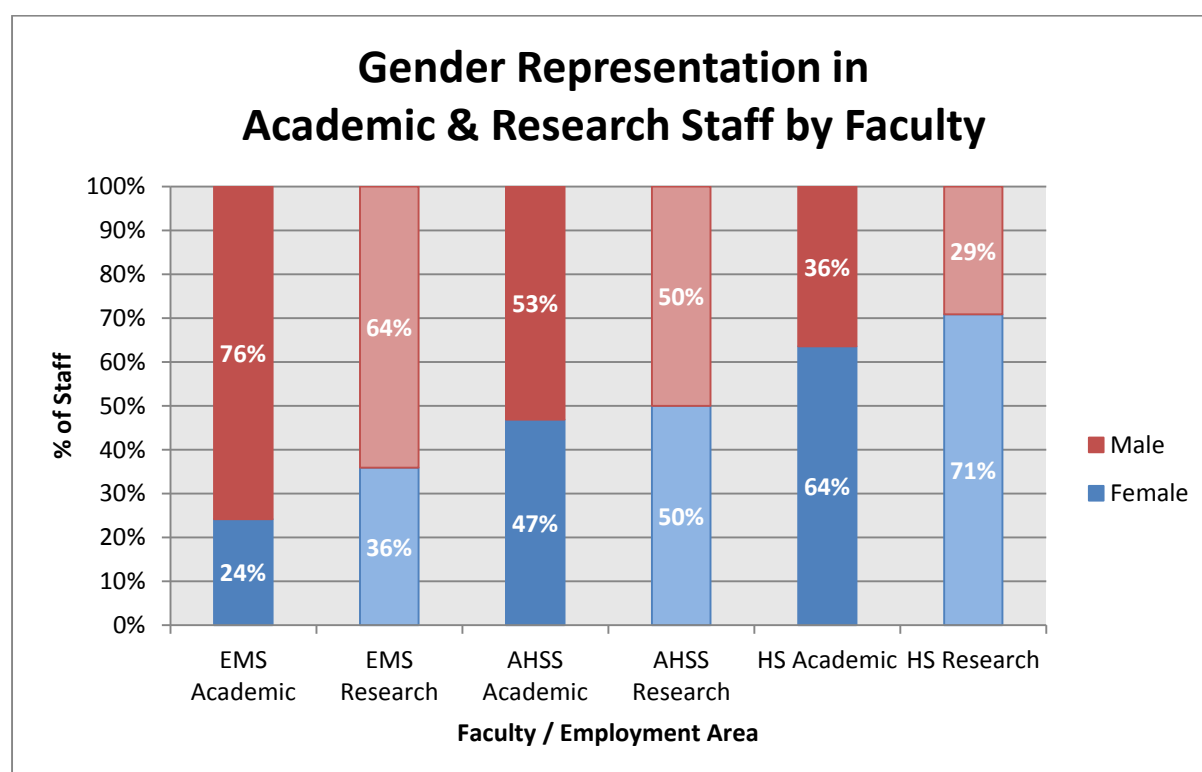
Figure 60: Gender Representation in Academic & Research Staff by Faculty 2016

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[40] There are also 13 academic and 14 research staff employed outside the Faculties; their numbers are too small for the purposes of gender analysis

[41] Low retention of women, between the research and academic career stages in particular, has previously been observed in STEM disciplines. See for example the "academic pipeline" analysis in *Athena SWAN Bronze institution award application – Ireland: Trinity College Dublin*, pp21-22, available at http://www.tcd.ie/diversity-inclusion/assets/pdfs/TCD%20Institutional%20Bronze%20Final.pdf

Female representation among academic staff is increasing gradually in all Faculties, including HS which is already predominantly female.
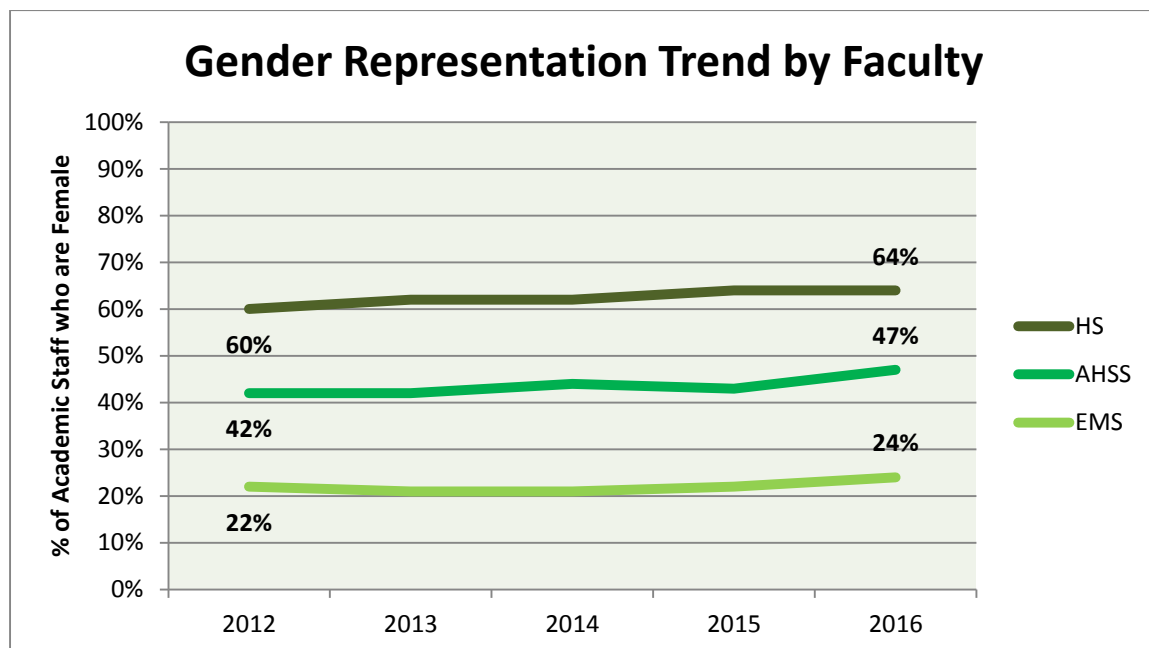
Gender Representation Trend by Faculty

Male representation clearly increases with increasing seniority of academic grade in AHSS.
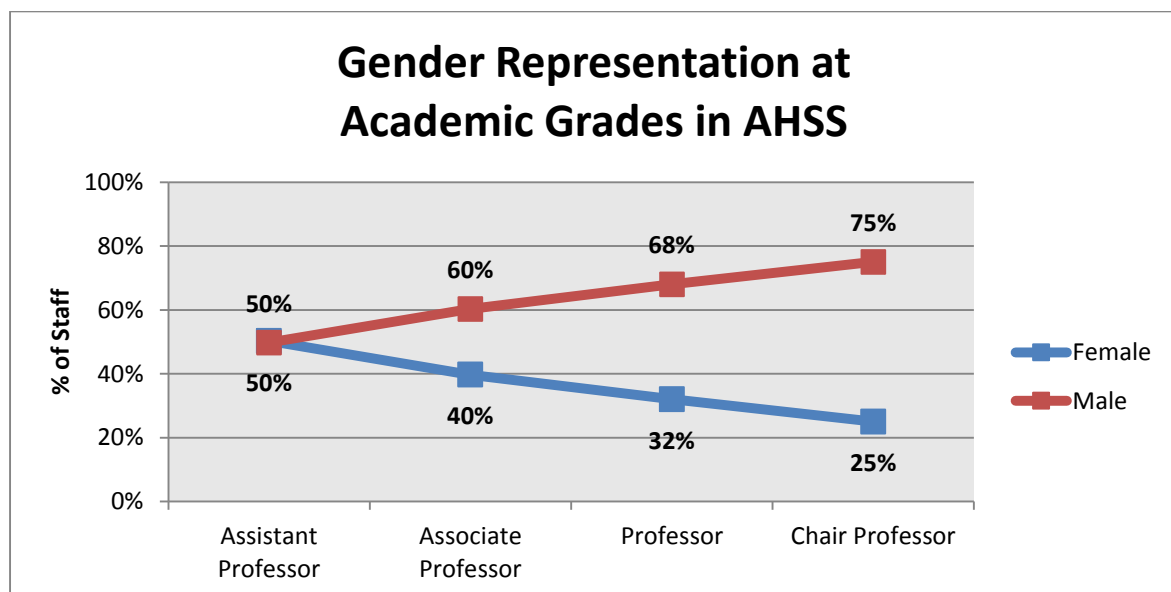
Gender Representation at Academic Grades in AHSS

Within EMS, female representation is highest (34%) at the Professor grade, but particularly low (14%) at Chair Professor.
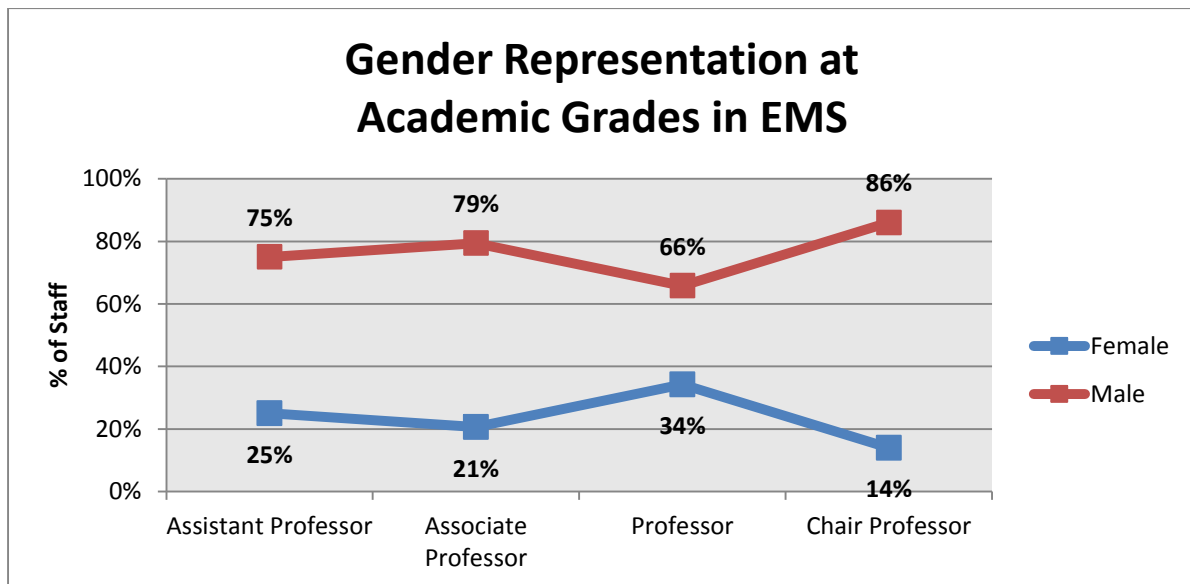
Gender Representation at Academic Grades in EMS

Women predominate throughout most academic grades in HS, particularly Professor (82% female), but they are still a minority (36%) of Chair Professors.

Gender Representation at Academic Grades in HS
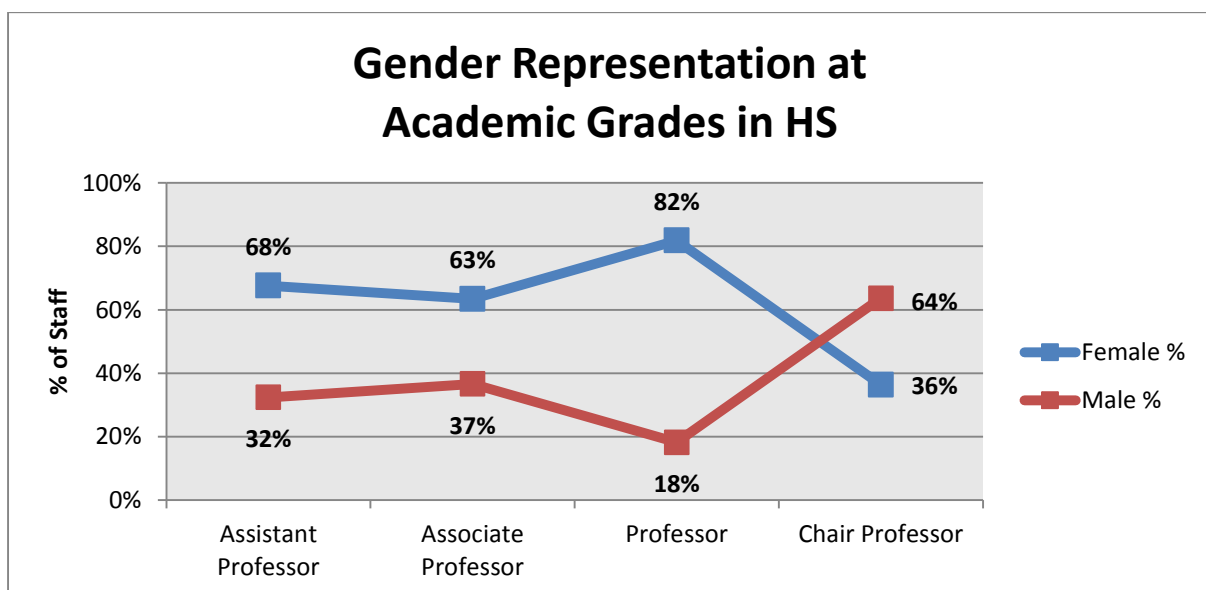
Figure 64: Gender Representation at Academic Grades in HS 2016

61

Academic Management Roles

In 2016, two Faculty Deans (AHSS and EMS) are male, and one Faculty Dean (HS) is female, while 17 of 24 Heads of School are male. The Heads of School in HS are gender-balanced (2 women and 2 men) but the Heads of School in the other two Faculties are predominantly male.

Gender Representation among Heads of School
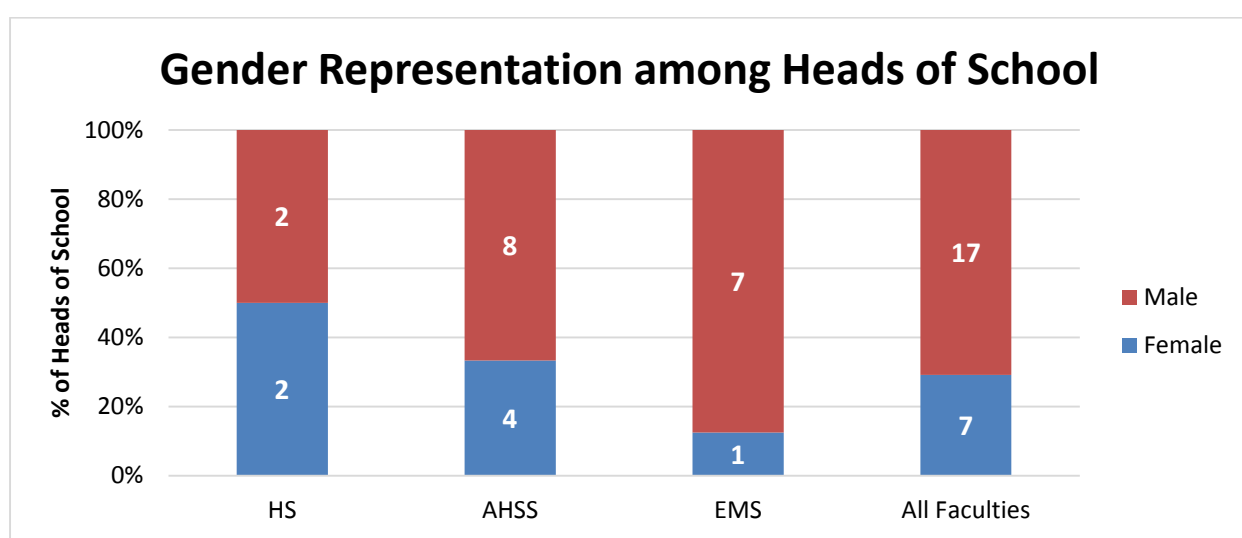
Figure 65: Gender Representation among Heads of School 2016

Gender Trend in Heads of School
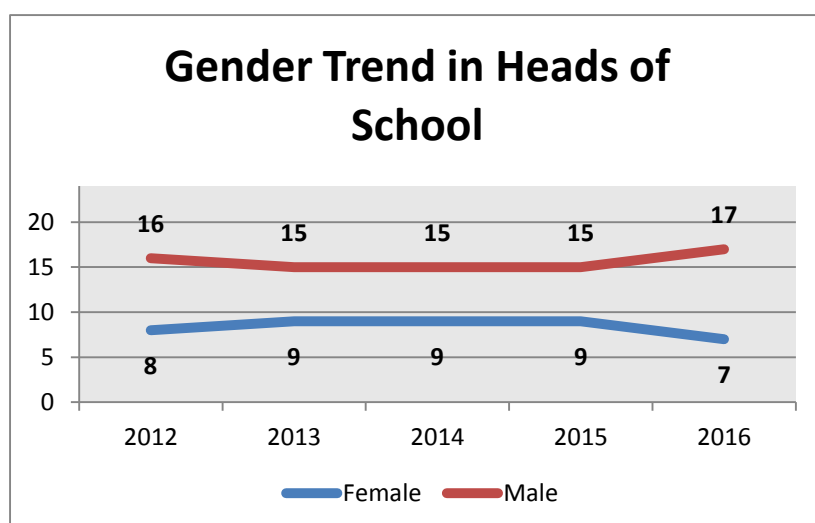
Only 4 Heads of School were female in 2007[42]. This had risen to 9 in 2013. However, in recent years this growth has stagnated and reversed in 2016.

Figure 66: Gender Trend in Heads of School 2012-2016

The majority (60%) of Heads of Department[43] in AHSS are female – however, only 25% are female in EMS, and just 18% in HS, despite the female majority among academic staff in that Faculty. Overall, 37% of Heads of Department are female, and 63% are male.
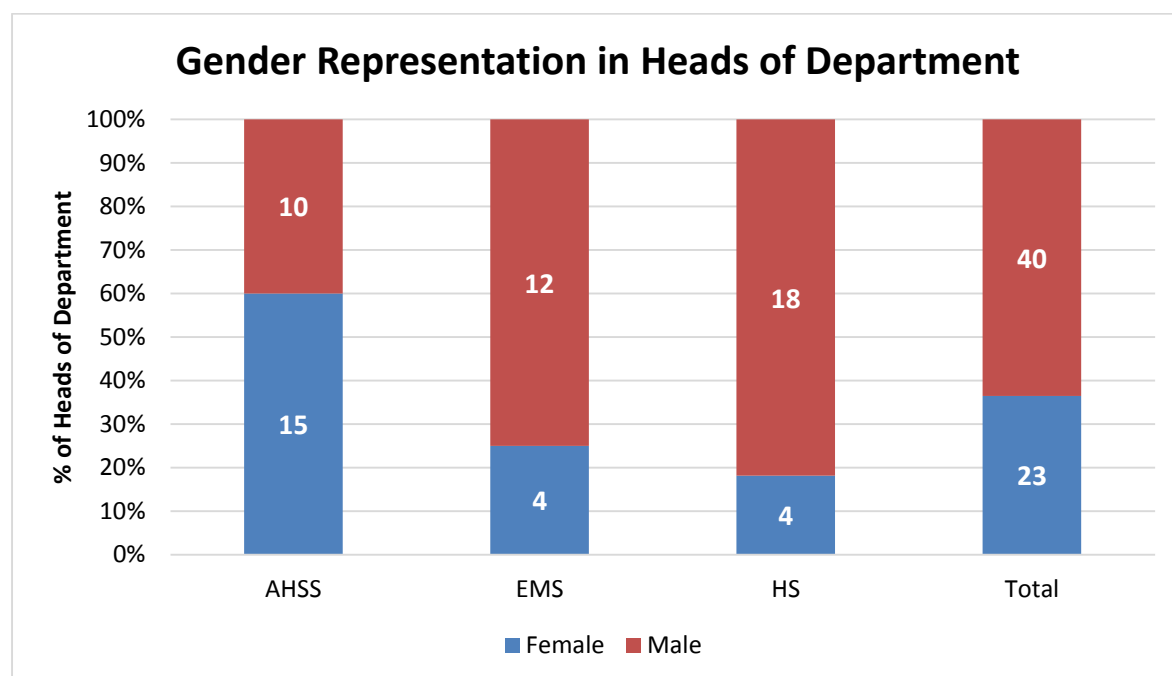
Figure 67: Gender Representation in Heads of Department by Faculty 2016

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[43] For the purposes of this report, the term "Head of Department" comprises Heads of Department, Heads of Discipline and Directors of Centres. Arrangements for Heads of Department can vary between Schools - for example, in some Schools the Head of School is also a Head of Department within the School, and some Departments have two Heads (for example, in two teaching hospitals)

Academic Staff by School

There is a broad range of gender proportions among AHSS Schools, from 67% male in the School of Social Sciences and Philosophy to 72% female in the School of Linguistics, Speech and Communication Sciences. All other AHSS Schools are within a 60/40 split, though most have a slight male majority. Both the School of Drama, Film and Music and the School of English have 50/50 gender representation.
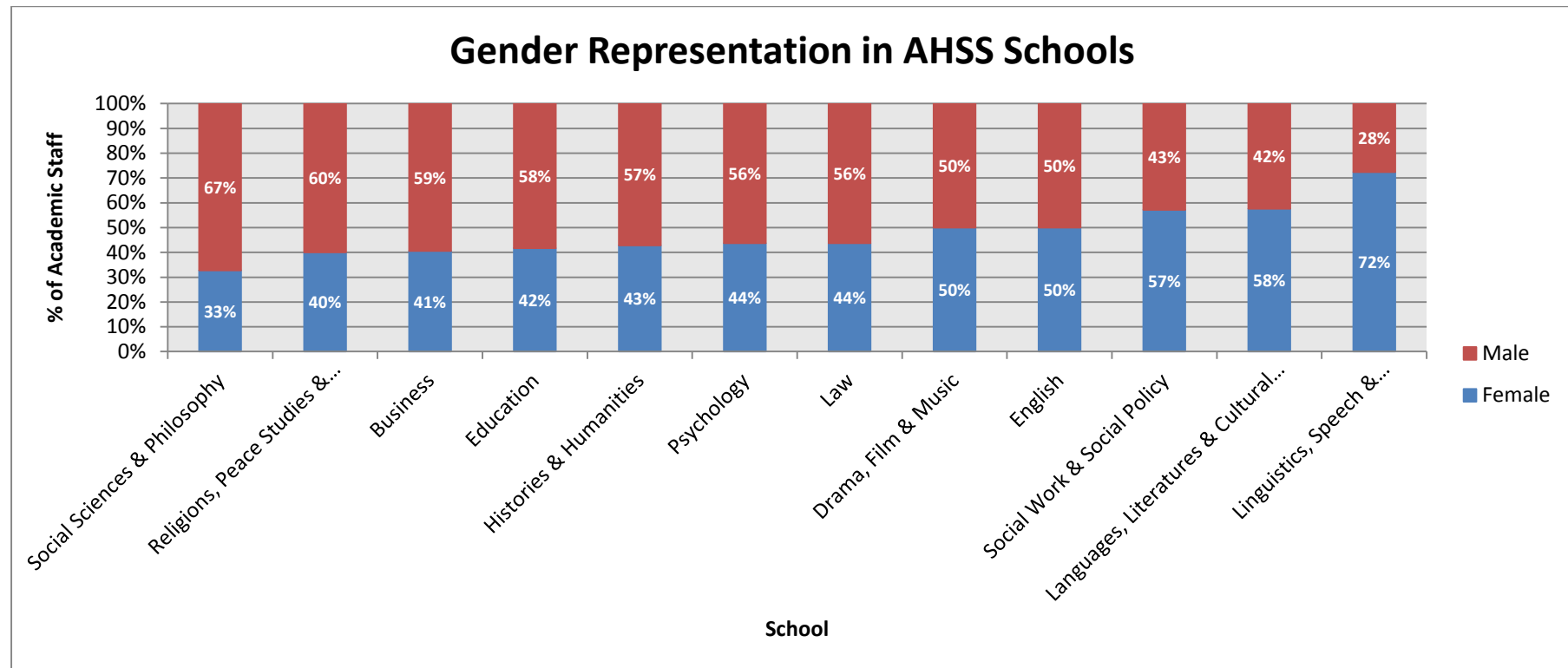
Figure 68: Gender Representation in AHSS Schools 2016

All Schools in the EMS Faculty have at least two-thirds male staff: in the School of Physics, almost 9 in 10 academic staff are men.
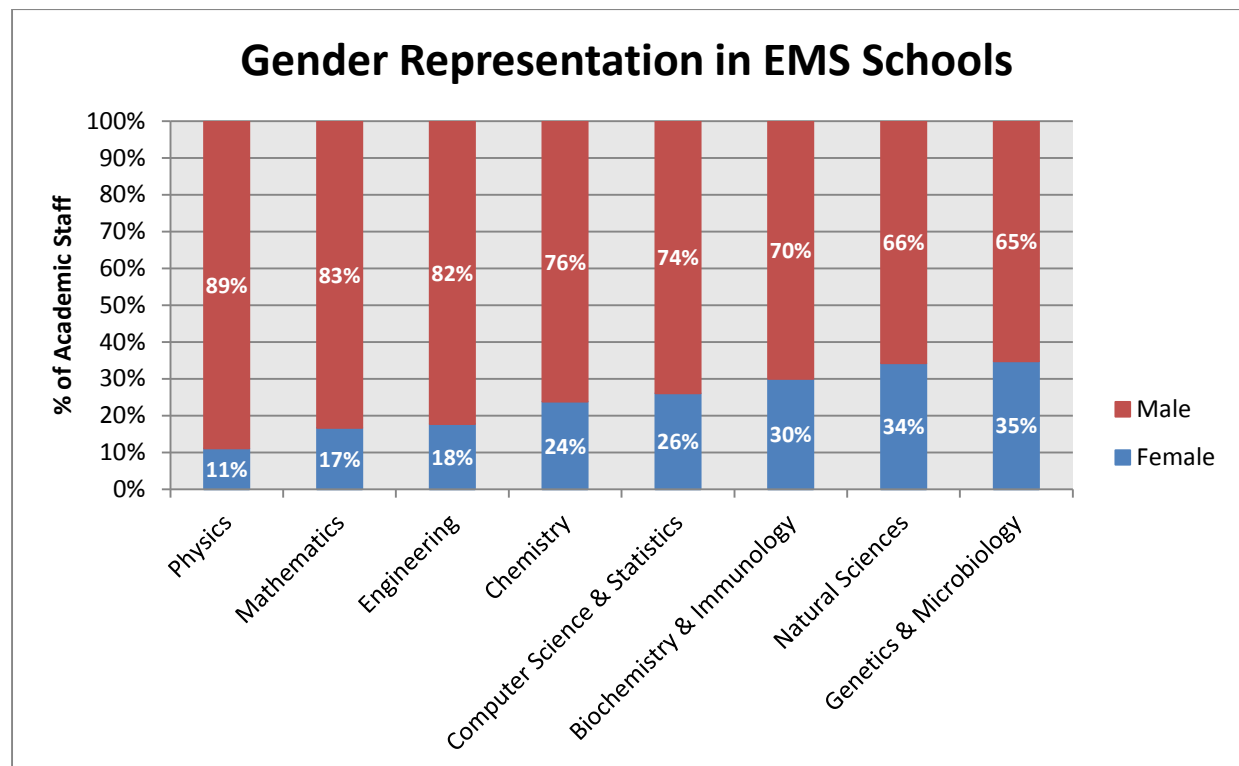
Figure 69: Gender Representation in EMS Schools 2016

In the HS Faculty, gender proportions vary greatly between the four Schools, from 67% male representation in Dental Sciences to 22% in Nursing and Midwifery.
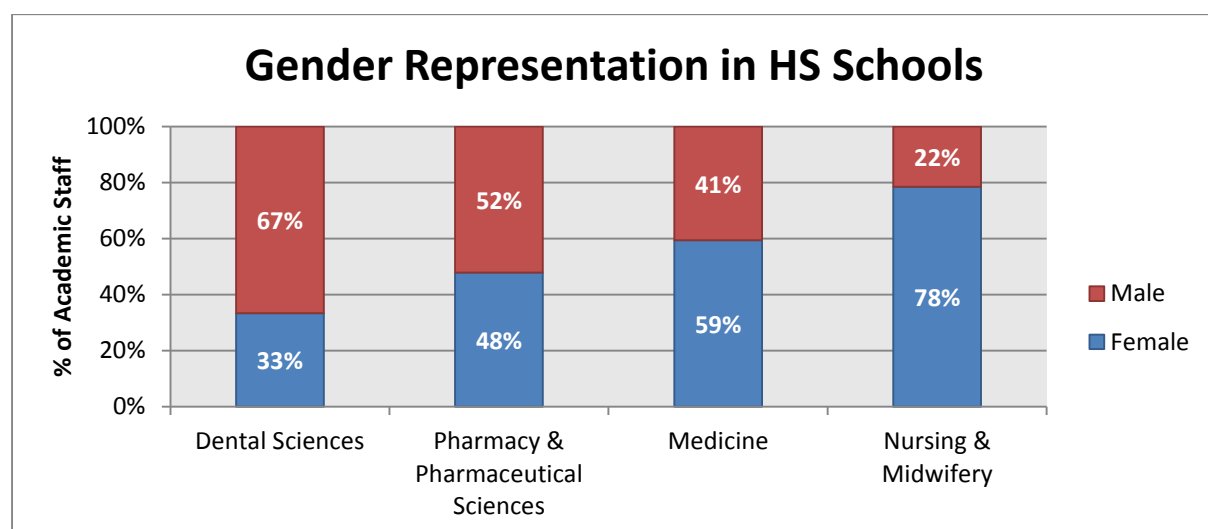
Figure 70: Gender Representation in HS Schools 2016

Professional Staff[44] by Division and Faculty

The majority of professional staff in every Division[45] and Faculty are female. Only EMS and CSD are within a 60/40 female/male split for their professional staff.

Gender Representation in Professional Staff by Division / Faculty

Division / Faculty	Female	Male
EMS	54%	46%
CSD	59%	41%
ASD	69%	31%
FSD	71%	29%
HS	81%	19%
AHSS	87%	13%
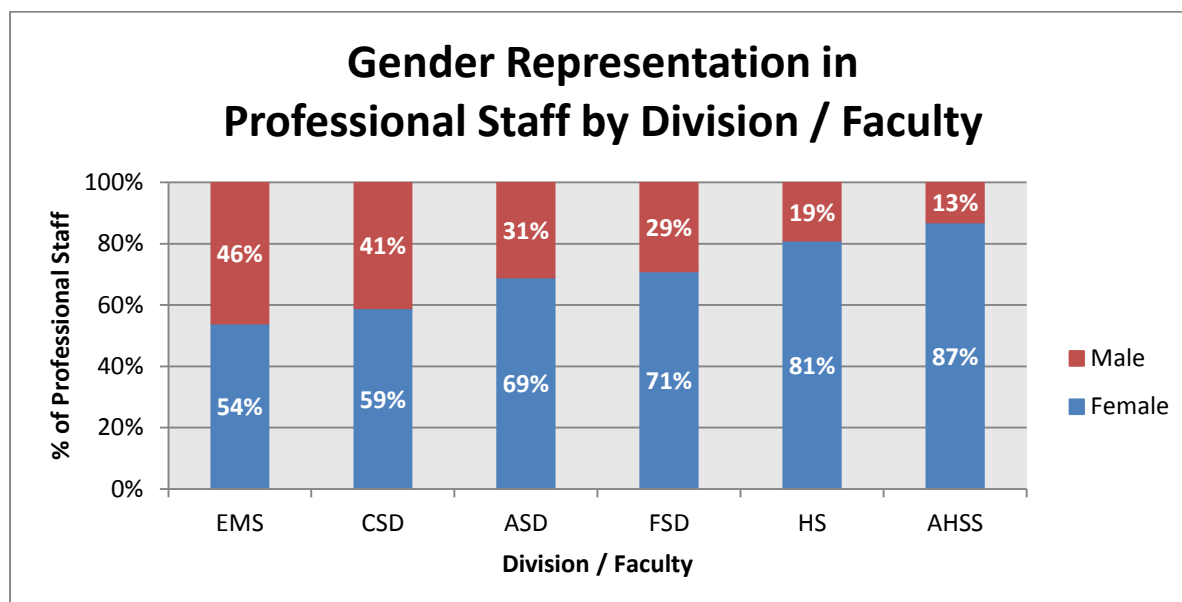
Figure 71: Gender Representation in Professional Staff by Division / Faculty 2016

Professional Staff by Department

The Academic Services and Corporate Services Divisions are divided into several departments, which are shown in Figure 72 below[46].

16 of the 18 departments presented have a female majority among professional staff – the only male-majority area is IT Services, with 65% male staff. The most female-dominated departments are Trinity Teaching & Learning, and the Health Centre (93% female staff).

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[44] The term "professional staff" refers to staff employed in administrative, library, support or technical grades
[45] The three Divisions are Academic Services Division (ASD), Corporate Services Division (CSD) and Financial Services Division (FSD)
[46] Unlike ASD and CSD, FSD is not broken down to any further constituent departments for HR purposes. While many professional staff work in academic schools, this gender breakdown has not been analysed due to the small numbers of professional staff in many Schools. The Library and Nursery are excluded as they have already been dealt with in All Staff: Employment Areas. Departments in which only one professional staff member works have also been excluded

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Gender Representation in Professional Departments

Department	Men	Women
IT Services	70	38
Disability Service	4	4
Estates & Facilities	184	198
Sport & Recreation	13	14
Commercial Revenue	46	66
Science Gallery	5	9
Public Affairs & Communications	5	11
Research and Innovation	12	26
Office of the College Secretary	4	11
Academic Registry	14	45
Office of the Vice-Provost	4	16
Student Counselling Service	5	20
Global Relations	5	23
Human Resources	9	42
Office of the Chief Operating Officer	1	6
Office of the Provost	1	10
Teaching and Learning	3	38
Health Centre	1	13

Figure 72: Gender Representation in Professional Departments 2016

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Recruitment, Training and Promotions

Recruitment Gender Data

Trinity's position as a university of global consequence will only continue to be secured by academic, administrative, and support staff capable of delivering our mission

Trinity Strategic Plan 2014-2019

Total Appointments

A total of 300 recruitment competitions were completed from October 2014 – September 2015, of which 264 are suitable for the present analysis[47]. 27% of these 264 appointments were to academic roles, and 73% were non-academic. 48% were new staff and 52% were appointed from the existing staff. The majority (61%) were female.

Gender Representation in Total Appointments

Men
102
39%

Women
162
61%
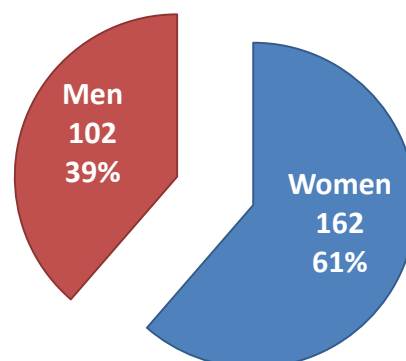
Figure 73: Gender Representation in Total Appointments 2014/15

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[47] Exclusions include atypical cases where the preferred candidate refused the offer, where the candidate could not be categorised as either "new" or "existing", or when information such as gender was not disclosed.

Academic Appointments

83% of those appointed to academic positions in the EMS Faculty were men, while 78% of academic appointees in HS were women. AHSS also appointed more women than men.

Gender Representation in Academic Appointments by Faculty
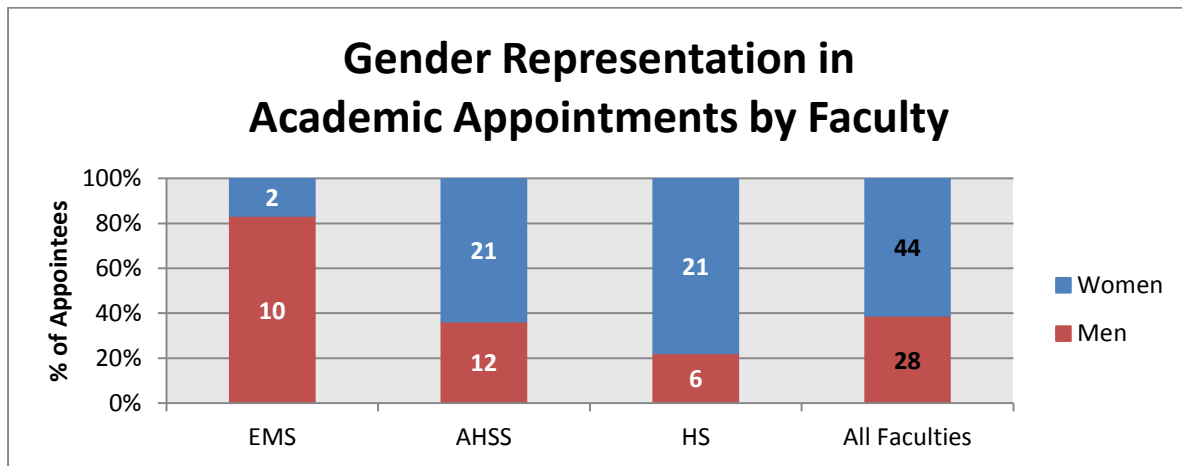
Figure 74: Gender Representation in Academic Appointments by Faculty 2014/15

Non-academic Appointments

The overall gender representation in non-academic grade recruitment is 61% female, 39% male. EMS was the only Faculty or Division to appoint more men than women. CSD also had above-average male representation, which was particularly low in AHSS, FSD and HS.

Gender Representation in Non-Academic Appointments
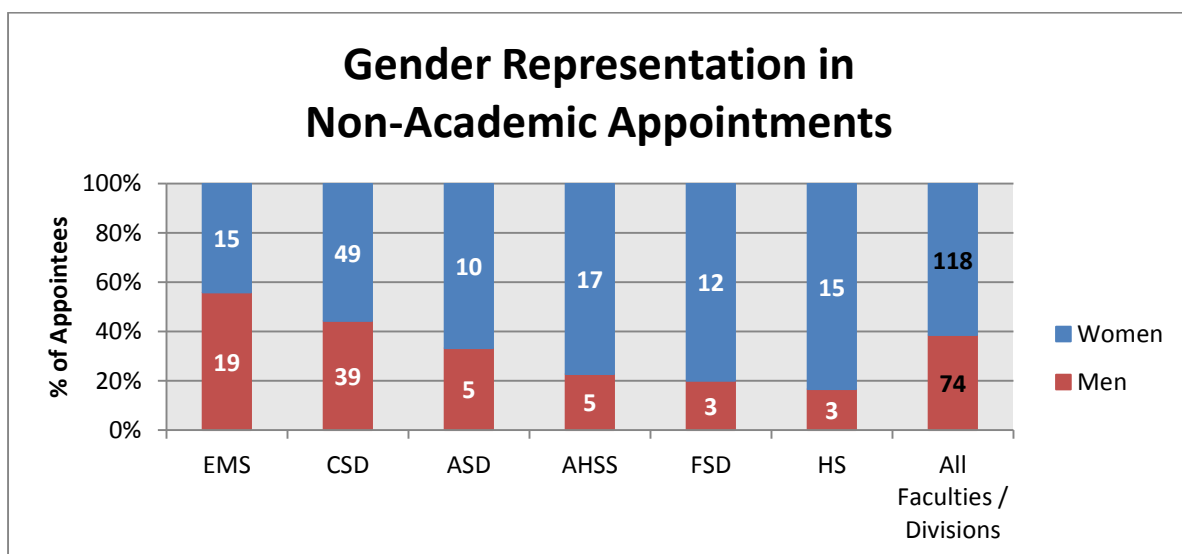
Figure 75: Gender Representation in Non-academic Appointments by Faculty & Division 2014/15

Recruitment Diversity Monitoring

The following data refer to applications made to Trinity recruitment competitions over the period 1st January 2015 to 1st January 2016. These appointments include new recruits and existing staff recruited to new roles, but not promotions. Information was provided via the Diversity Monitoring Form, an optional, confidential module in the e-Recruitment process[48].

The response rate to each question is noted beside the relevant chart: all questions had a 60% + response rate, except Sexual Orientation (57%) and Age (49%). Percentages given within the charts do not include non-responses, "Unknown" or "Prefer not to disclose".

Age

31-35 was the most common age of an applicant to Trinity. Just 1.1% of applicants were over 60.

Applicant Age

Age Range	Number of Applicants
>70	3
66-70	5
61-65	48
56-60	129
51-55	313
46-50	380
41-45	630
36-40	996
31-35	1392
26-30	881
20-25	283
< 20	43
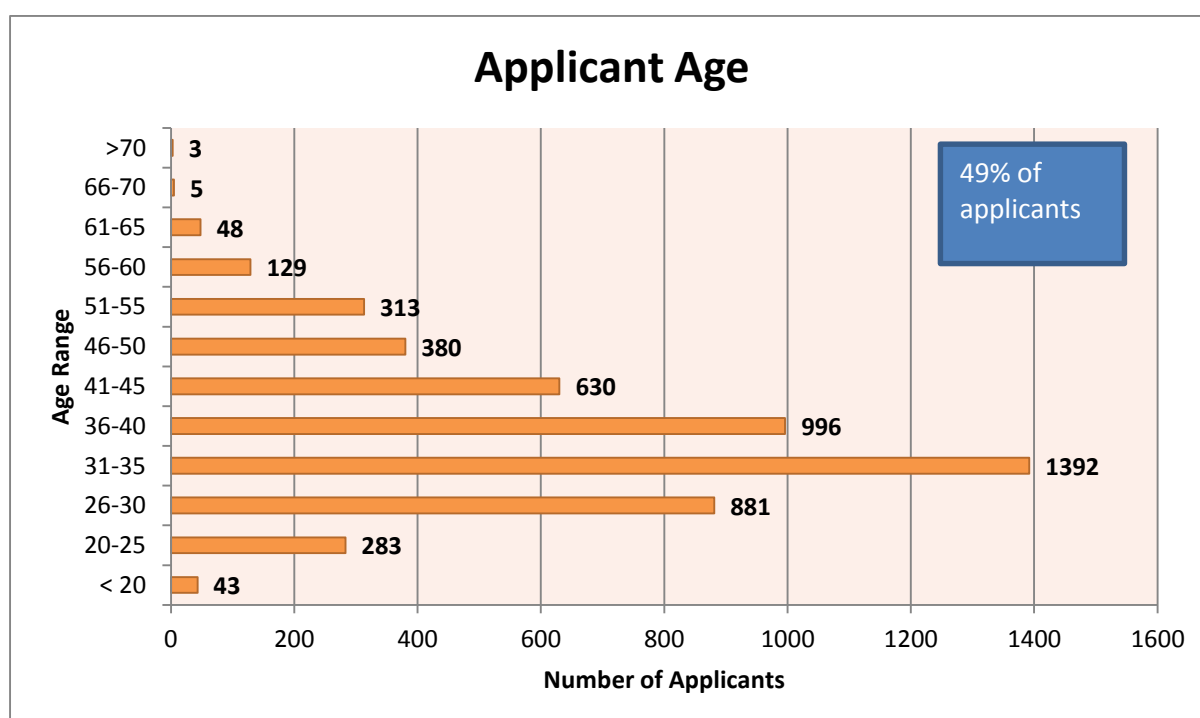
49% of applicants

Figure 76: Applicant Age 2015

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[48] The form also asks the gender of the applicant. Data about gender have been provided in the "Recruitment Gender Data" section.

70

Comparing 2015 and 2016 data, it appears that applicants are more likely than existing staff to be in age brackets up to 35, whereas existing staff are more likely than applicants to be aged 36 or above.
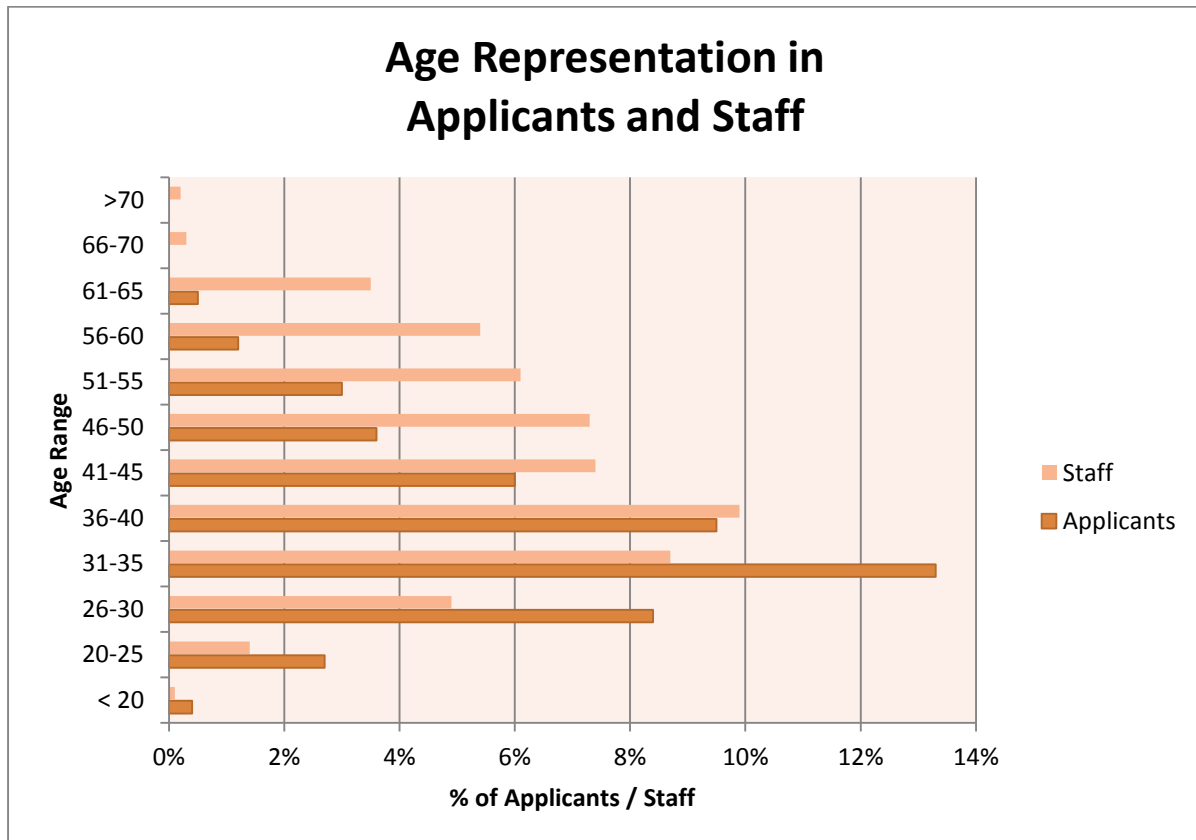
Figure 77: Age Representation in Applicants (2015) and Staff (2016)

Country of Origin

We will achieve this objective [C9.1 Global Citizenship] by:

[…] continuing to recruit talented staff from around the world, thereby enhancing the diversity of our institution […]

Trinity Strategic Plan 2014-2019

A total of 117 different countries of origin were represented among recruitment applicants in 2015.

Applicant Country of Origin
(Most Common after Ireland)
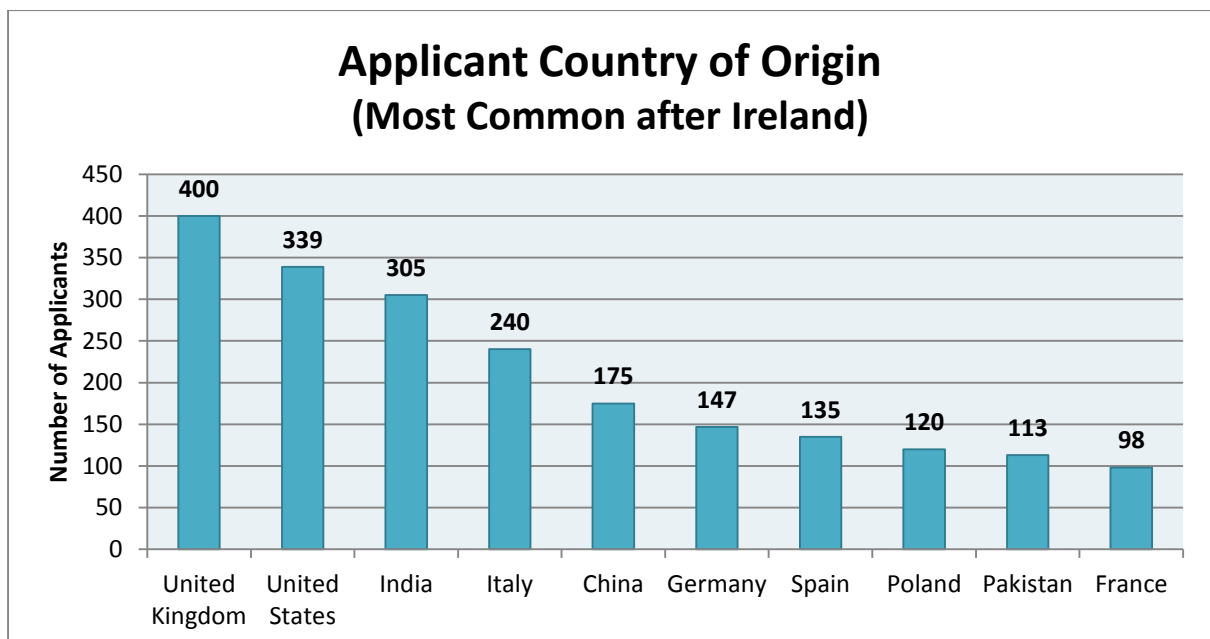
Figure 78: Applicant Country of Origin 2015

Three in four applicants were of European origin (including Ireland). A significant proportion of other applicants were originally from countries in Asia (14% of applicants) and North America (6% of applicants). Just 5% of applicants were from countries in Africa, South America or Australasia (combined).

Applicant Continent of Origin
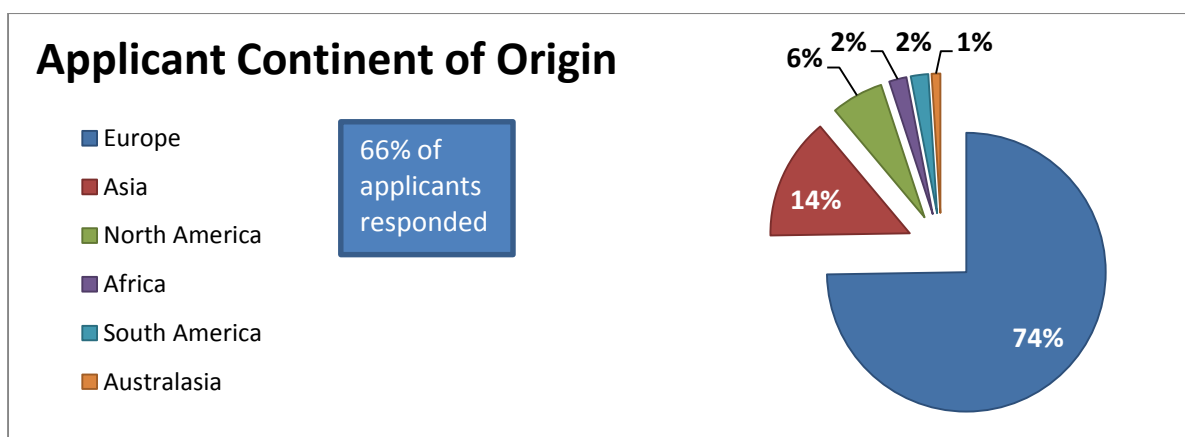
Figure 79: Applicant Continent of Origin 2015

Applicants from Europe were disproportionately highly represented among those appointed, comprising 74% of applicants and 93% of appointees, whereas applicants from Asia represented 14% of applicants and 2% of appointees.
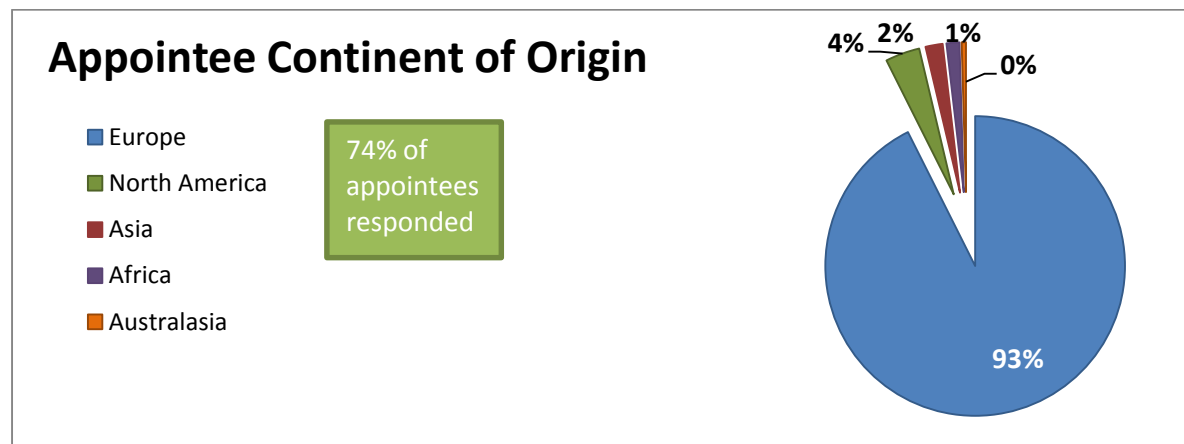
Figure 80: Appointee Continent of Origin 2015

Of those appointed, 15 (which was 7% of total appointees including those from Ireland) were from the UK, 6 (3%) from the US and 5 (2%) from Italy. One or two staff each were also appointed from a further 17 countries. 3537 (or 51% of) applicants were from Ireland, and 167 (or 77% of) appointees were from Ireland. This suggests that Irish applicants may be more likely to be appointed than applicants from other countries.

Civil Status

The most common civil status of applicants to Trinity was "single" (33% of applicants), possibly reflecting the high representation of under-35s in this cohort. 25% of applicants were married, 6% were cohabiting and 1% or fewer of applicants were "undefined", divorced, separated, in a civil partnership, widowed, a former civil partner or a surviving civil partner. A large proportion (32%) of applicants selected "other".

(please see Figure 81 overleaf: Applicant Civil Status 2015)

Applicant Civil Status

76% of applicants

1%   1%
1%   1% <1%   <1%   <1%
6%
25%
33%
32%

Legend:
- Single
- Other
- Married
- Cohabiting
- Undefined
- Divorced
- Separated
- In a Civil Partnership
- Widowed
- A Former Civil Partner
- A Surviving Civil Partner
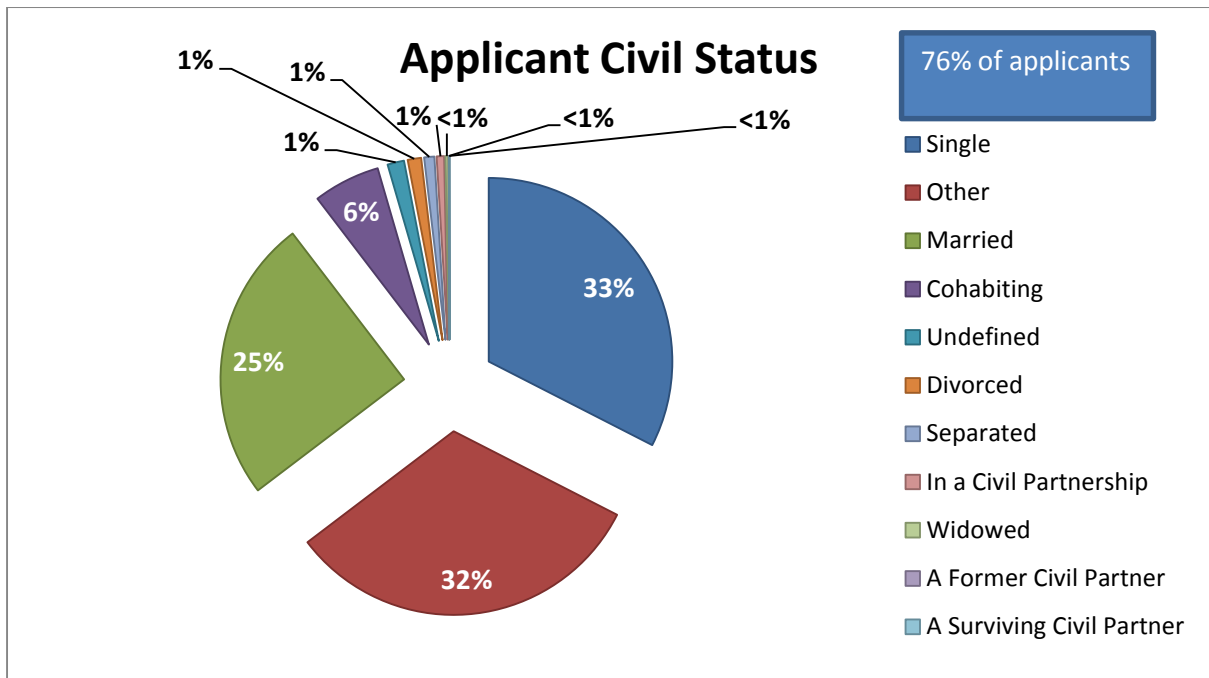
Figure 81: Applicant Civil Status 2015

Among appointees who completed the Recruitment Diversity Monitoring Form, "Other" was slightly more represented and both Married and Divorced were slightly less represented. Overall, however, the proportions were similar to those among applicants.

Appointee Civil Status

1%
4%   1%   0.3%   0.3%
7%
21%
36%
30%

Legend:
- Other
- Single
- Married
- Cohabiting
- Undefined
- In a Civil Partnership
- Separated
- Divorced
- Widowed
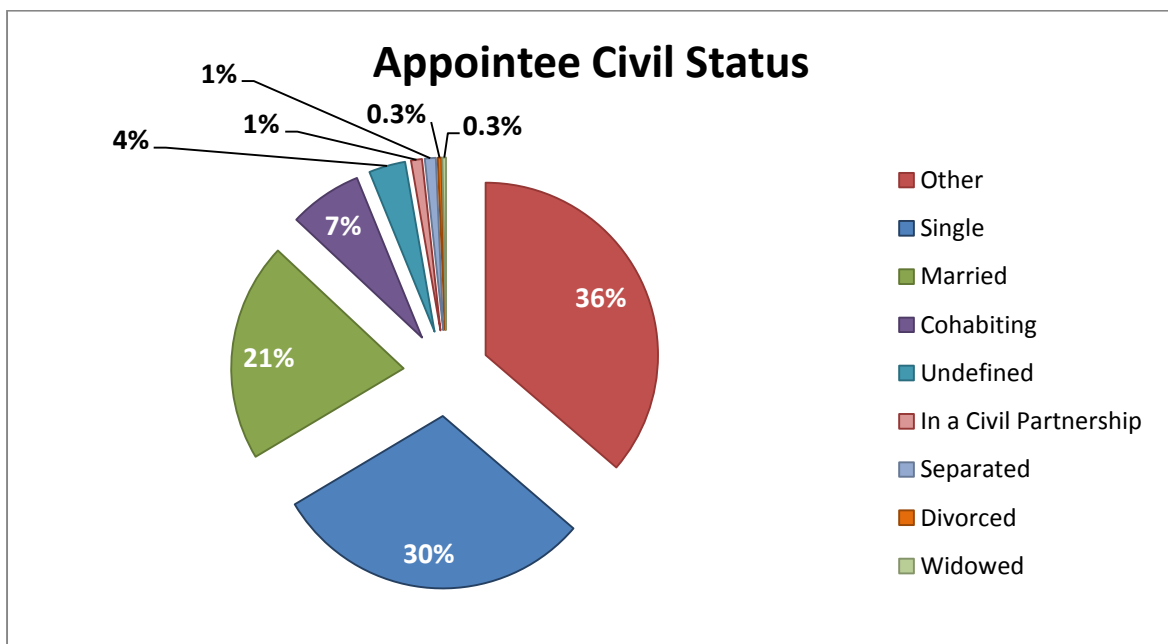
Figure 82: Appointee Civil Status 2015

Disability

Trinity College Dublin is committed to [...] actively encouraging applications from people with disabilities.

Trinity Code of Practice Applying to the Employment of People with Disabilities

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Only 1% of applicants in 2015 declared a disability through the Recruitment Equality Monitoring Form, however it has been shown in Figure 33 above that people with disabilities make up at least 3-4% of Trinity staff, and the National Disability Authority (NDA) have reported that 3.5% of public sector staff in 2014 were people with disabilities[49].

The disability status of 3,930 (38% of) applicants is unknown. 942 of these applicants selected "prefer not to say", suggesting that applicants may be reluctant to disclose a disability before receiving a job offer. 73% of successful appointees declared their disability status. Of these, only 1% (2 appointees) stated that they have a disability. Similarly, just 1% of applicants stated that they have a disability, so applicants who have disclosed a disability (confidentially, through this form) appear to do equally well as applicants who have not.
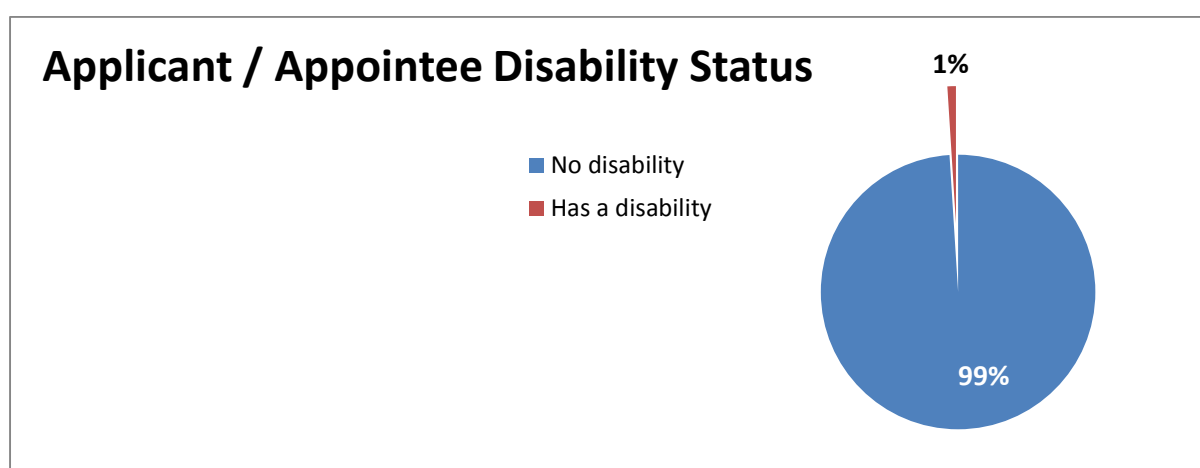
Figure 83: Applicant / Appointee Disability Status 2015

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[49] http://nda.ie/Publications/Employment/Employment-of-people-with-disabilities-in-the-public-service/Reports-on-compliance-with-public-sector-jobs-target/2014-Report-on-Compliance-with-Part-5-of-the-Disability-Act-on-the-Employment-of-People-with-Disabilities-in-the-Public-Sector.html

Ethnicity

A majority (55%) of applicants were White Irish. A further 30% were of other White background, and 11% were Asian. A total of 1.3% of applicants were Black, and 0.1% (5 applicants) were Irish Traveller.

Applicant Ethnicity

61% of applicants responded

- White (Irish) — 55%
- White (Any Other Background) — 30%
- Asian/Asian Irish (Excluding Chinese) — 7%
- Asian/Asian Irish (Chinese) — 4%
- Other (Including Mixed Background) — 3%
- Black/Black Irish (African) — 1%
- Black/Black Irish (Excluding African) — 0.3%
- White (Irish Traveller) — 0.1%
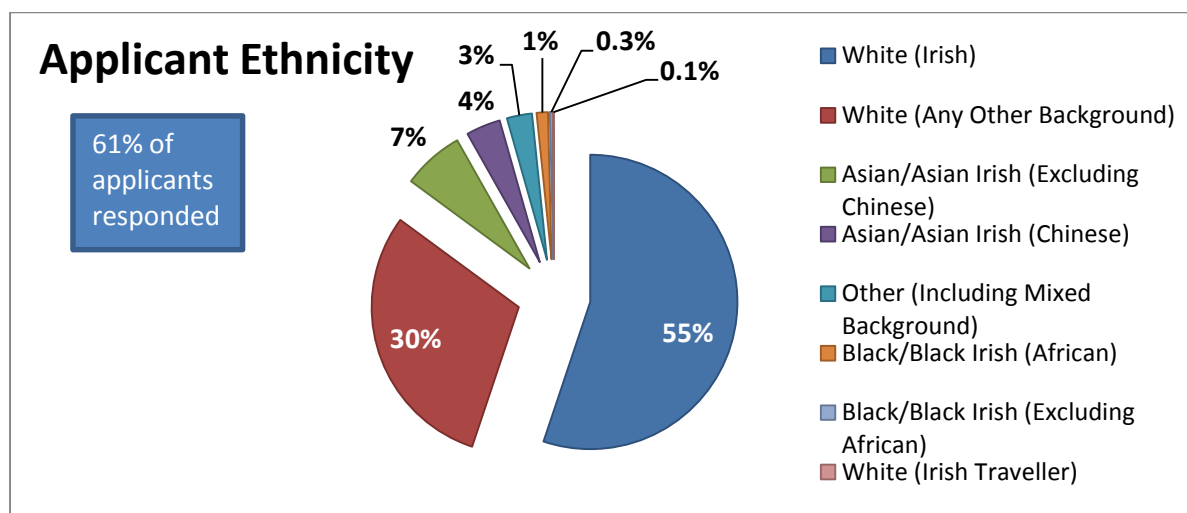
Figure 84: Applicant Ethnicity 2015

A larger proportion (80%) of appointees were White Irish, while a lower proportion (17%) of appointees were of other White background. Only 1% of appointees were Asian, as compared with 11% of applicants. None of the 5 applicants from the Travelling Community were successful, though that number is too small to draw solid conclusions from.

Appointee Ethnicity

69% of appointees responded

- White (Irish) — 80%
- White (Any Other Background) — 17%
- Asian / Asian Irish (Excluding Chinese) — 1%
- Black / Black Irish (African) — 1%
- Other (Including Mixed Background) — 1%
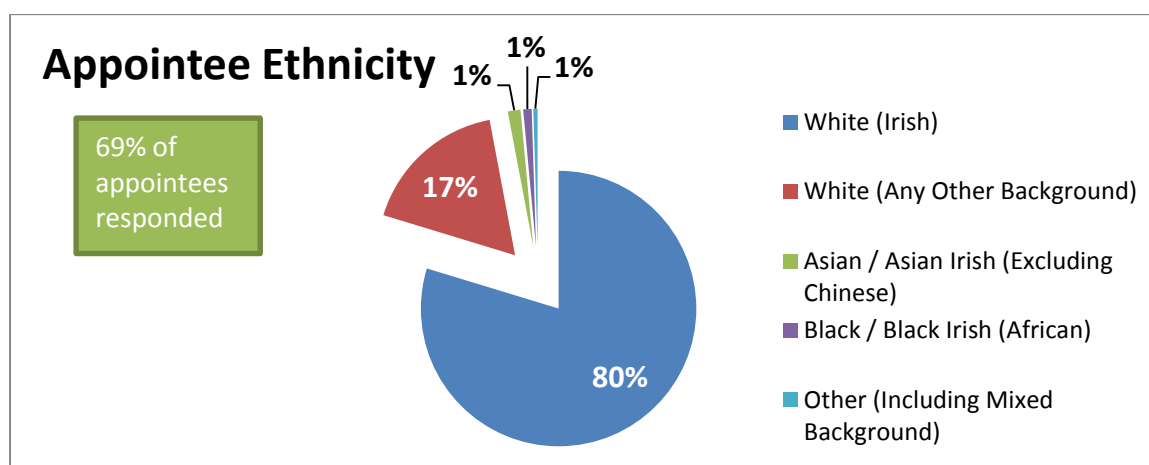
Figure 85: Appointee Ethnicity 2015

76

Family Status

Almost two thirds (63%) of recruitment applicants had no caring or parenting responsibilities. A quarter (26%) stated they were parents to children under 18, and 0.1% (6 people) were the resident primary support of a person with a disability.
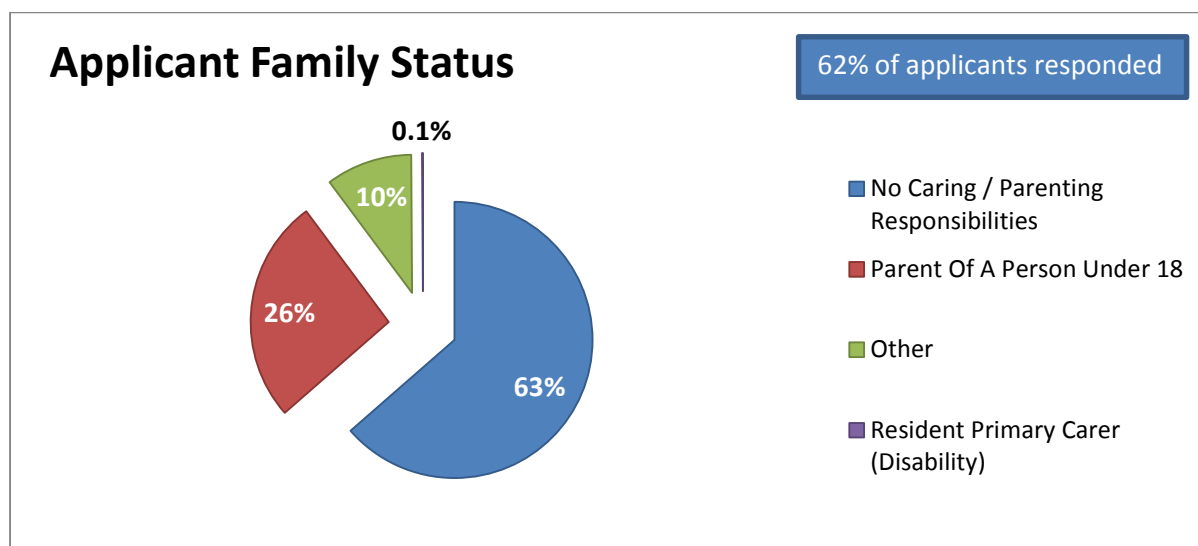
Figure 86: Applicant Family Status 2015

The percentage representation of the various family statuses among those appointed was very similar to the representation observed among applicants.
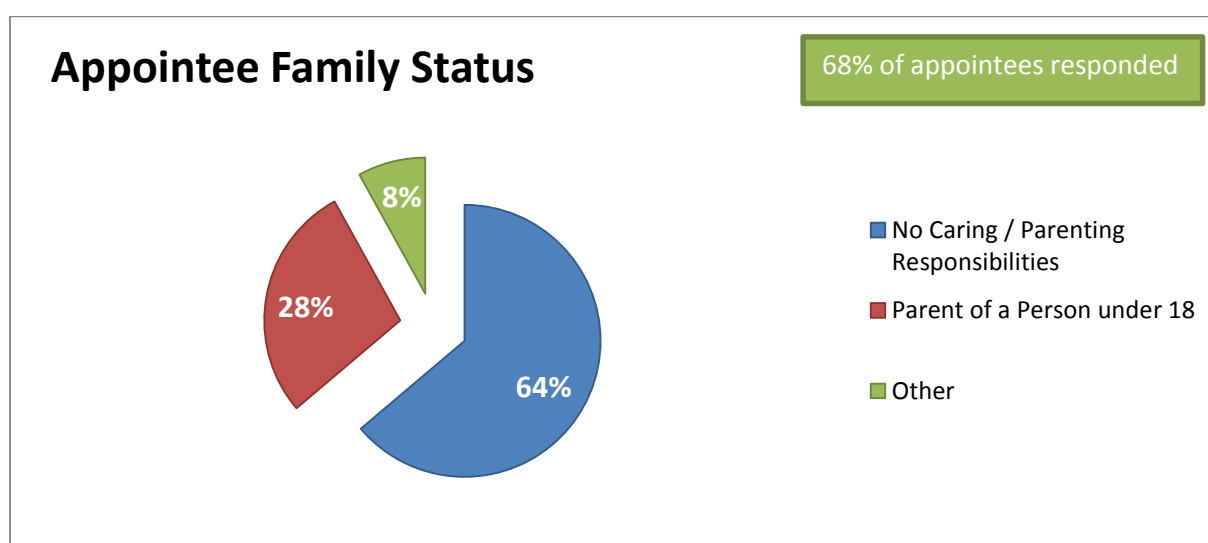
Figure 87: Appointee Family Status 2015

77

Religion

The most-represented religion among applicants was Roman Catholic (45% of applicants), and other Christian denominations made up 5% of the applicant total. The second-largest cohort in the religion category was "None" (31% of applicants).

Applicant Religion

Legend:
- Roman Catholic
- None
- Other
- Muslim
- Hindu
- Church Of Ireland
- Presbyterian
- Methodist
- Jewish

60% of applicants responded

Pie chart values: 45%, 31%, 11%, 5%, 4%, 3%, 1%, 0.6%, 0.4%
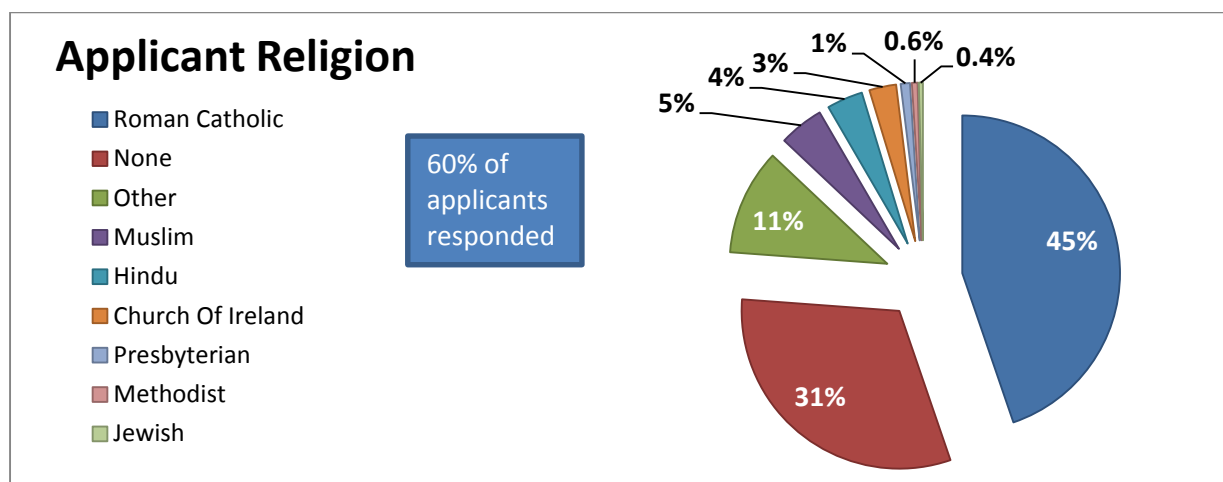
Figure 88: Applicant Religion 2015

Roman Catholics were represented more amongst staff who were appointed (58%) than among applicants (45%). Conversely, the "Other" cohort made up 11% of applicants but only 3% of appointees; Muslims were 5% of applicants and 2% of appointees; and Hindus were 4% of applicants and 0.5% of appointees.

Appointee Religion

Legend:
- Roman Catholic
- None
- Church of Ireland
- Other
- Muslim
- Presbyterian
- Hindu
- Methodist
- Jewish

67% of appointees responded

Pie chart values: 58%, 31%, 4%, 3%, 2%, 1%, 0.5%, 0.5%, 0.5%
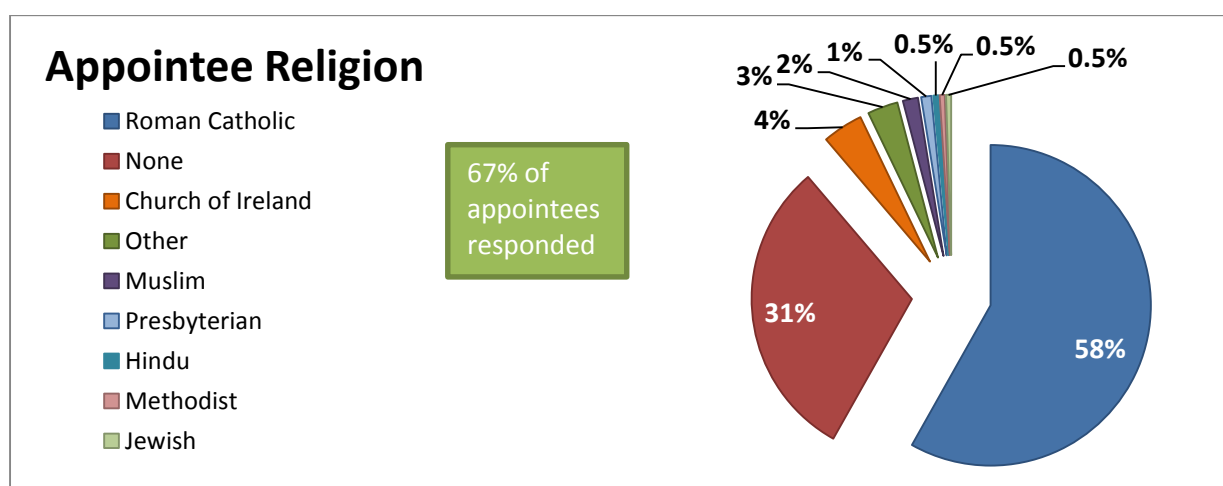
Figure 89: Appointee Religion 2015

78

Sexual Orientation

The vast majority (92%) of applicants were heterosexual; a further 4% were gay or lesbian, 2% were bisexual and 2% selected "Other".
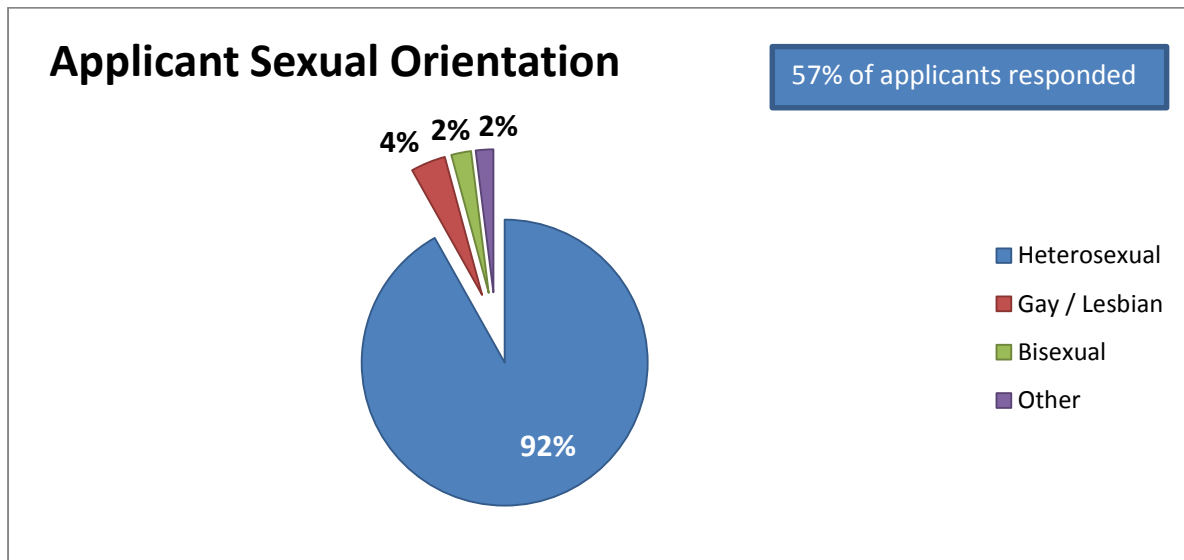
Figure 90: Applicant Sexual Orientation 2015

The proportions among appointees were very similar, with a slight over-representation of heterosexuals (up two percentage points) and under-representation of bisexuals (down 1.5 percentage points).
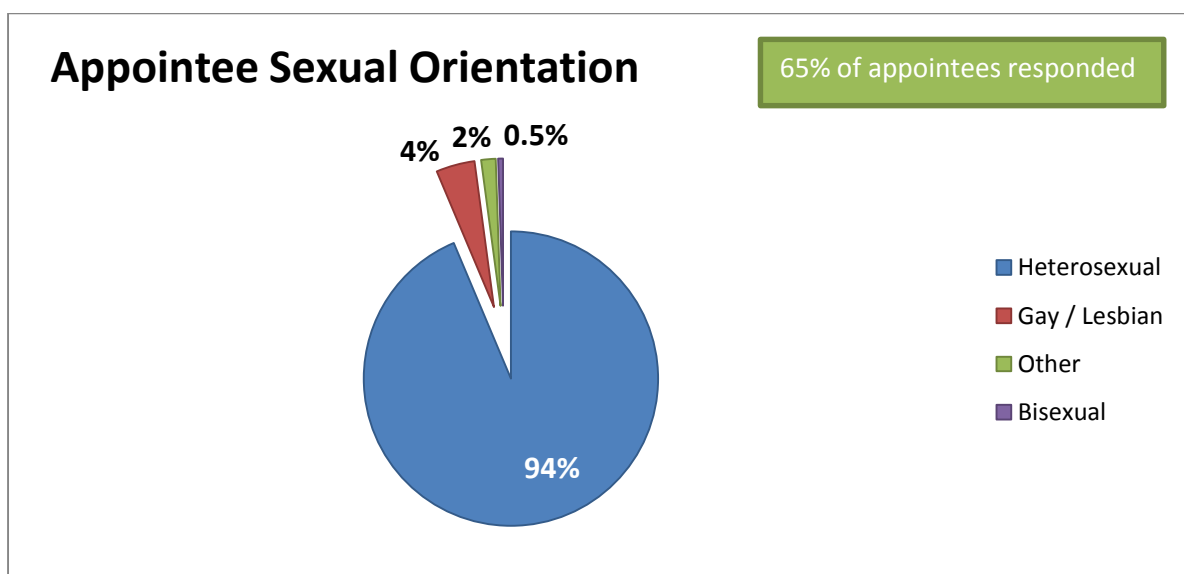
Figure 91: Appointee Sexual Orientation 2015

Training

A total of 867 staff or former staff[50] have completed LEAD training as of August 2016. Of these, 54% are female and 46% are male (a nearly identical gender proportion to the gender proportion in the total staff). Furthermore, 47% are academic, 45% are "support/professional" and 8% are "other". Academic staff are over-represented among LEAD completers, therefore, most likely due to their frequent membership of interview panels.

Trinity Gender Action Plan target

100% take-up of LEAD training by all members of recruitment / selection panels
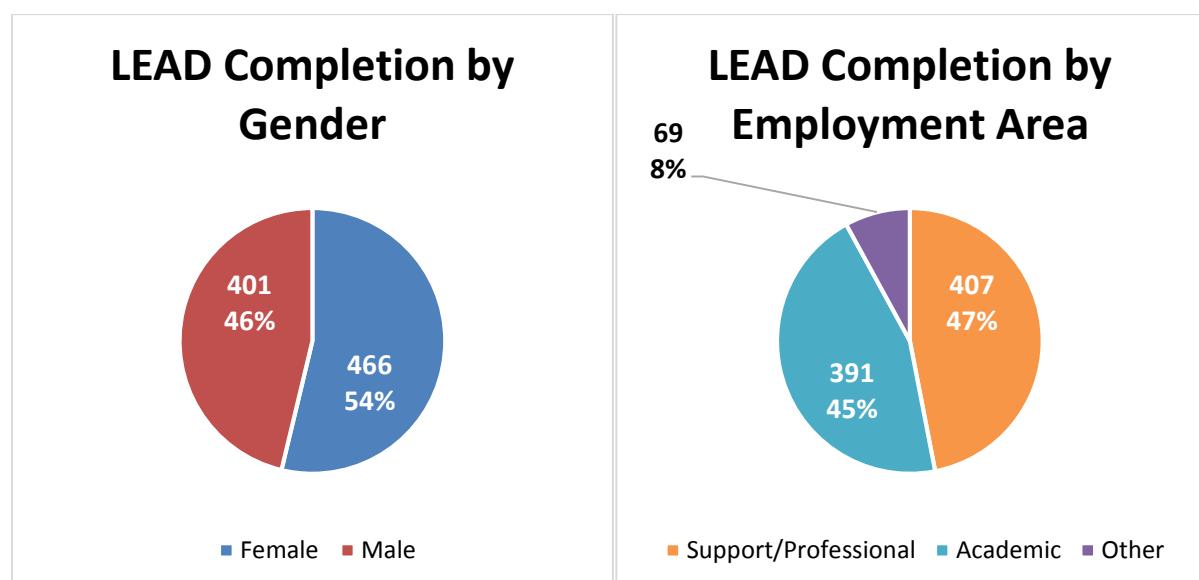
Figure 92: LEAD Completion by Gender and Employment Area 2016

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[50] LEAD completion records are not linked to personnel records and are therefore not deleted when an individual who has completed LEAD is no longer employed by the university

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Of the 21 Board members in 2015/16 who are Trinity staff, a majority (57%) have taken LEAD training, and 61% of line managers in Trinity have taken LEAD training.

Also in 2015/16, a pilot in-person Diversity Training programme was taken by 16 staff from HR and 11 staff from the Academic Registry; and Transgender Equality Network Ireland provided Gender Identity Training to three groups of staff amounting to just over 50 staff.

Promotions[51]

Senior Academic Promotions

In 2015, across all faculties and grades, a total of 31 staff out of 88 applicants were promoted in the Senior Academic Promotions process; a success rate of 35%. The majority of applicants and those promoted were male, but women had the higher success rate.
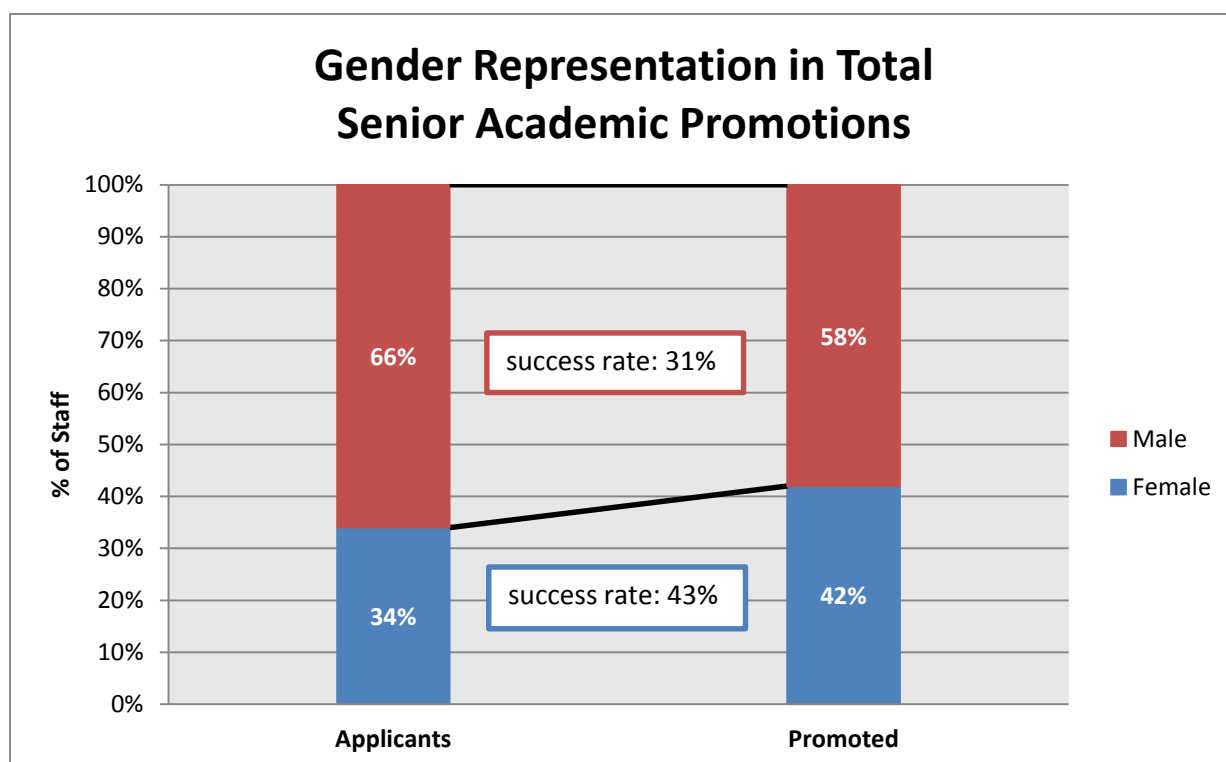
Figure 93: Gender Representation in Total Senior Academic Promotions 2015

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[51] The data in this section (for senior academic promotions, junior academic progression and the various professional promotions) include contractual arrangements and progressions such as accelerated advancement within a grade

Senior Academic Promotions by Faculty[52]

Male and female applicants had identical success rates (38%) in AHSS, although women were under-represented among applicants.

Gender Representation in AHSS Senior Academic Promotions

Applicants: Male 69%, Female 31%
Promoted: Male 70%, Female 30%
success rate: 38% (Male)
success rate: 38% (Female)
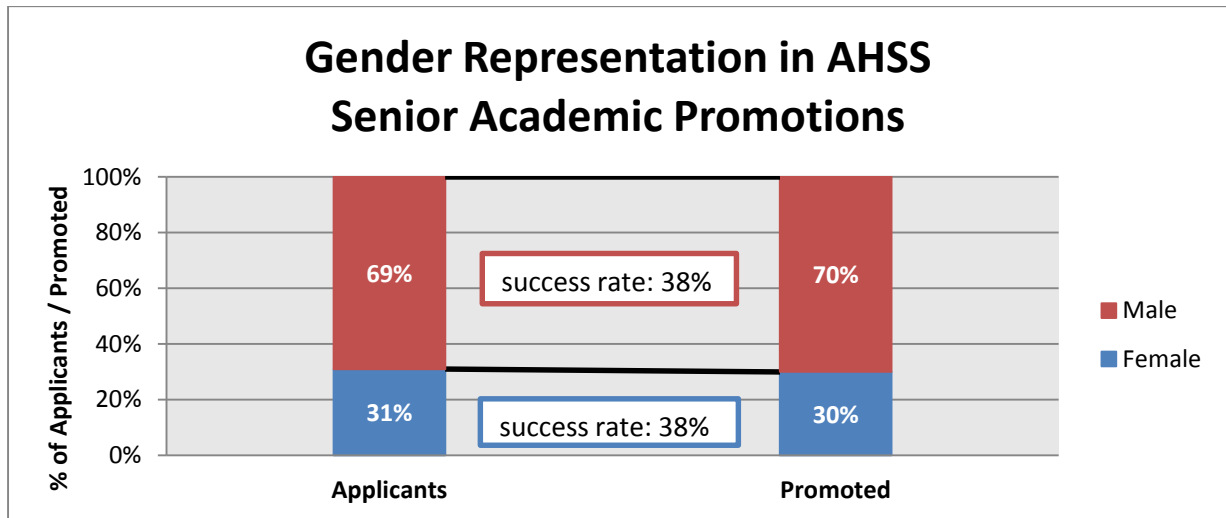
Figure 94: Gender Representation in AHSS Senior Academic Promotions 2015

EMS had 77% male applicants for promotion (the highest male representation in any Faculty), but a female applicant success rate of 60% (also the highest in any Faculty).

Gender Representation in EMS Senior Academic Promotions

Applicants: Male 77%, Female 23%
Promoted: Male 63%, Female 38%
success rate: 37% (Male)
success rate: 60% (Female)
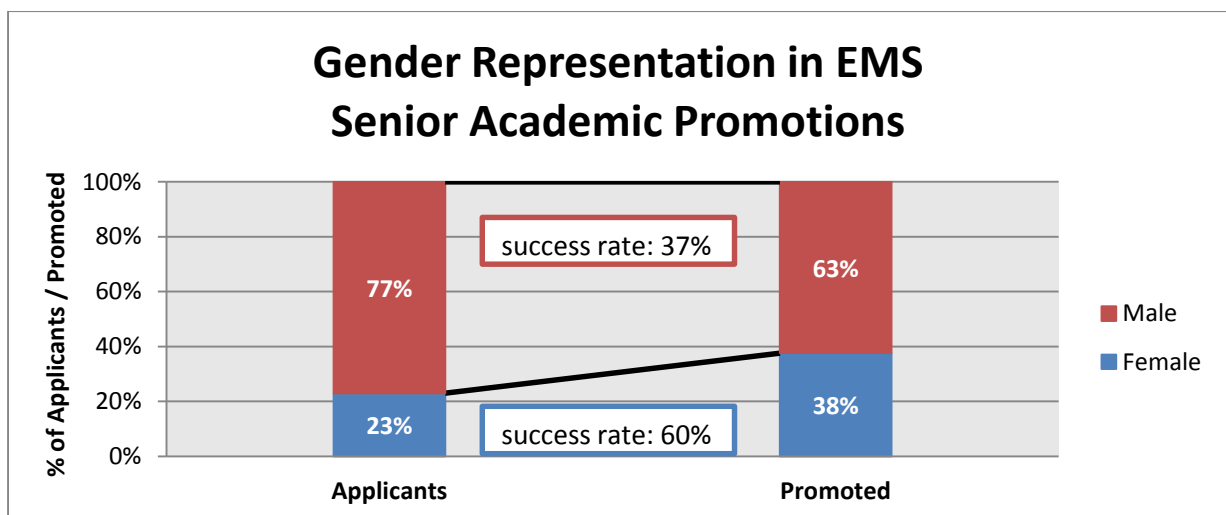
Figure 95: Gender Representation in EMS Senior Academic Promotions 2015

[52]The low numbers of staff promoted per Faculty (between 5 and 16) mean that Faculty analysis should be treated with caution

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80% of those promoted to senior academic positions in HS were female; women also had a higher success rate, although success rates for both genders were below the average (35%).

Gender Representation in HS Senior Academic Promotions

- success rate: 26%
- success rate: 33%

Applicants: Male 37%, Female 63%
Promoted: Male 20%, Female 80%
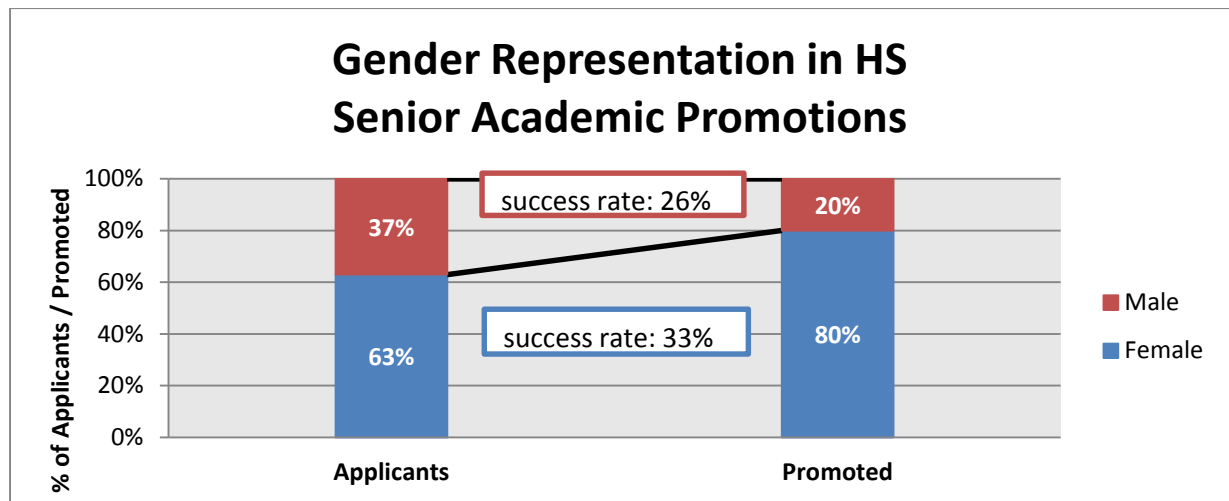
Figure 96: Gender Representation in HS Senior Academic Promotions 2015

Senior Academic Promotions by Grade

One woman and one man were promoted to Chair Professor in 2015, from a quite well-balanced pool of 12 applicants (7 male and 5 female), which approximated the gender representation in the preceding grade (Professor: 40% female, 60% male).

Gender Representation in Promotions to Chair Professor

- success rate: 20%
- success rate: 14%

Applicants: Male 58%, Female 42%
Promoted: Male 50%, Female 50%
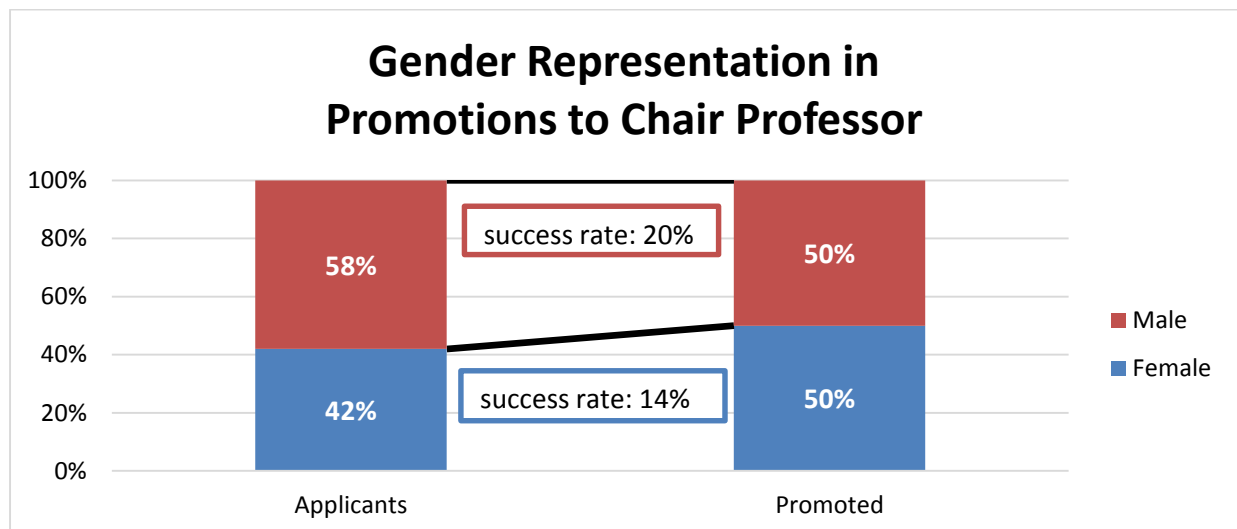
Figure 97: Gender Representation in Promotions to Chair Professor 2015

27 staff applied for promotion to Professor, and the success rate for female and male applicants was very similar, but the percentage of female applicants (30%) was lower than the percentage of female staff at the preceding grade (Associate Professor: 38% female)[53].

Gender Representation in Promotions to Professor

success rate: 38%

success rate: 32%

	Applicants	Promoted
Male	70%	67%
Female	30%	33%
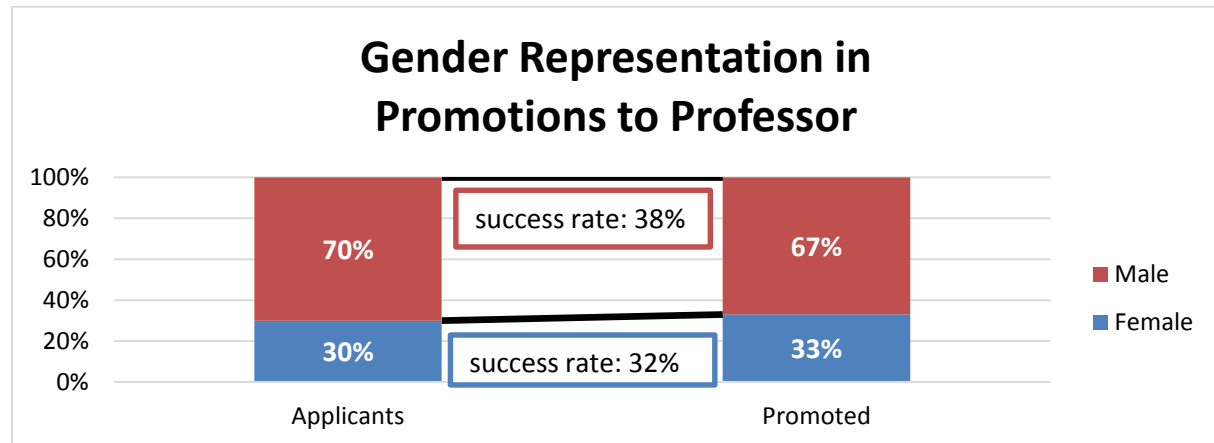
Figure 98: Gender Representation in Promotions to Professor 2015

The Assistant Professor grade is gender-balanced (51% female, 49% male). However, only 35% of the 49 applicants for promotion to the following grade, Associate Professor, were female in 2015. Women had a higher success rate and made up 45% of those promoted.

Gender Representation in Promotions to Associate Professor

success rate: 53%

success rate: 34%

	Applicants	Promoted
Male	65%	55%
Female	35%	45%
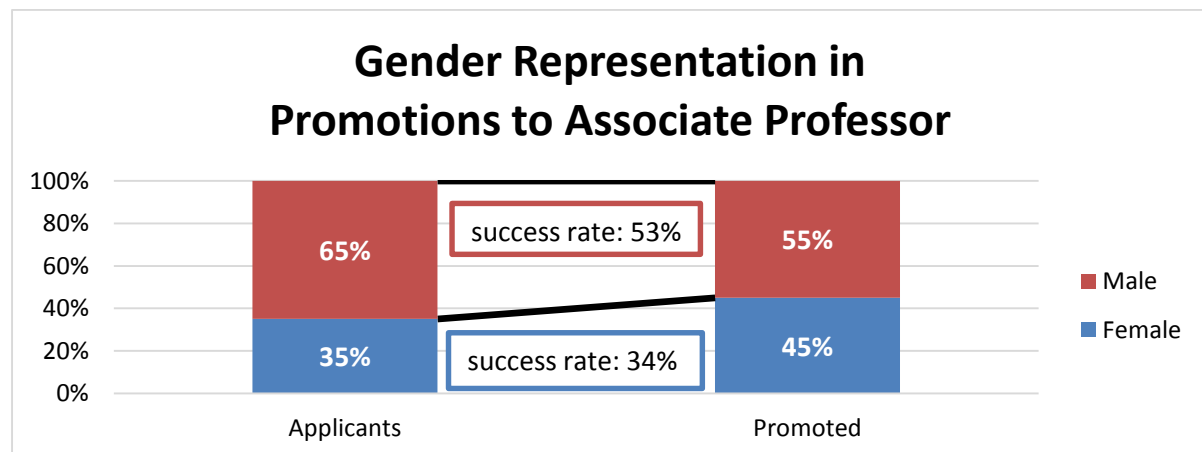
Figure 99: Gender Representation in Promotions to Associate Professor 2015

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[53] Previous reports have identified low female application rates for senior academic promotions: see *Chance of Reaching Chair Professor Level in Trinity: an Analysis of Gender Trends 2007-2014.* Available at http://www.tcd.ie/equality/assets/pdf/Report%20-%20Chance%20of%20Reaching%20Chair%20Professor%20Level.pdf

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Junior Academic Progression[54]

45 Assistant Professors applied for progression in 2015, of whom 26 (58%) were progressed.

Most applicants were female, but the female success rate was lower.
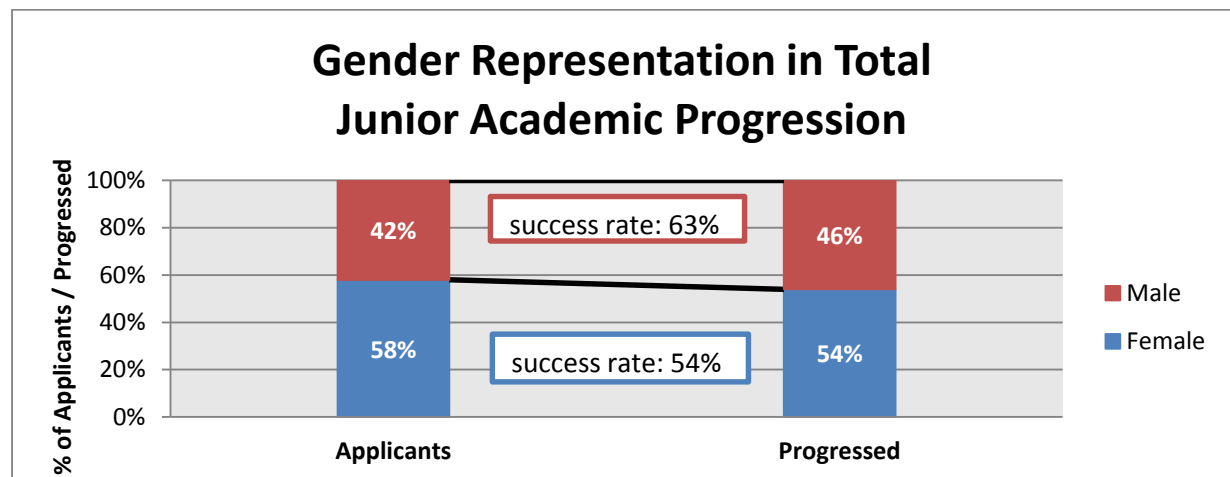
Figure 100: Gender Representation in Total Junior Academic Progression 2015

Progression rates in AHSS[55] are high, especially for female applicants, and the pool of both applicants and staff members successfully progressing are roughly gender-balanced.
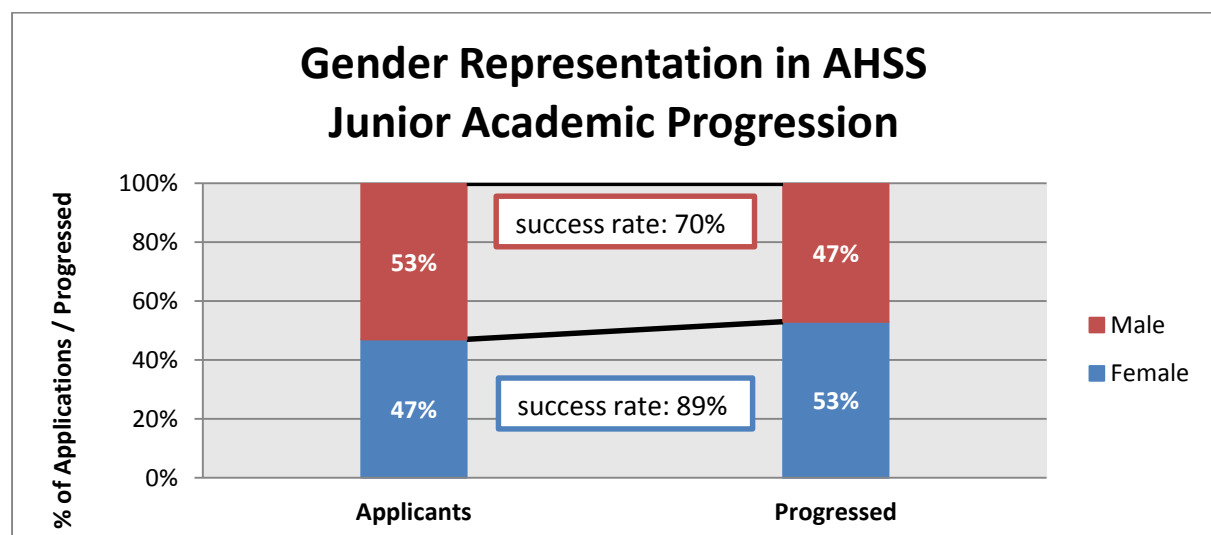
Figure 101: Gender Representation in AHSS Junior Academic Progression 2015

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[54] "Progression" in this context refers to progression beyond the Merit Bar, as well as contractual arrangements including accelerated advancement

[55] The low numbers of staff progressed per Faculty (between 5 and 15) mean that Faculty analysis should be treated with caution

The 6 Assistant Professors progressed in EMS were 3 men and 3 women. As 64% of applicants were female, this represented a higher male than female success rate.

Gender Representation in EMS Junior Academic Progression

Applicants: Male 36%, Female 64%
Progressed: Male 50%, Female 50%
success rate: 75%
success rate: 43%
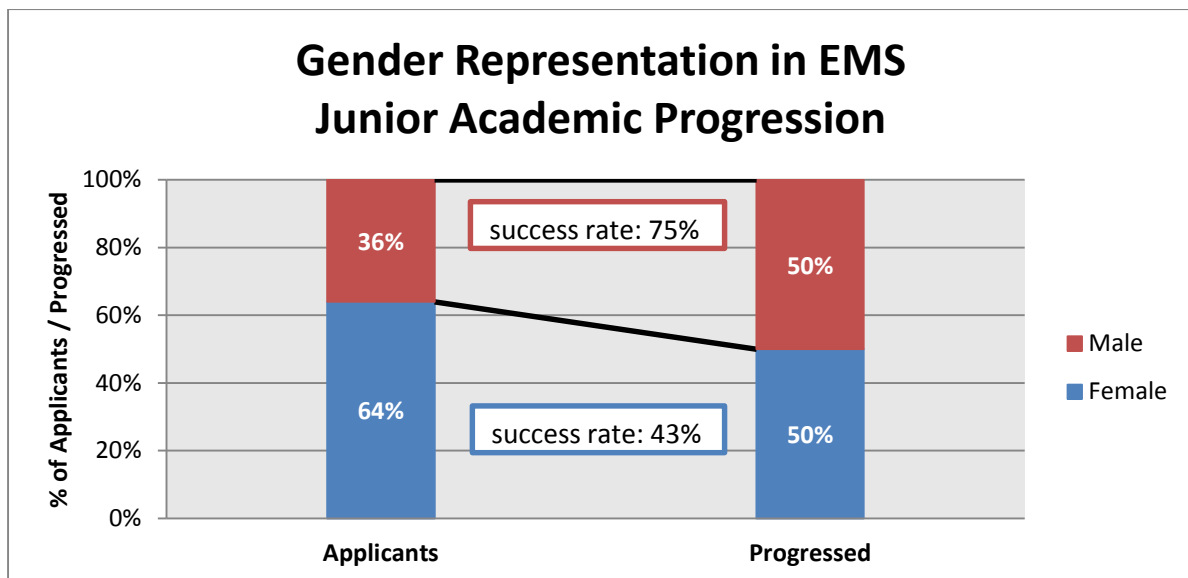
Figure 102: Gender Representation in EMS Junior Academic Progression 2015

Three women and two men progressed in the HS Faculty – the overall success rate was 33%.

Gender Representation in HS Junior Academic Progression

Applicants: Male 33%, Female 67%
Progressed: Male 40%, Female 60%
success rate: 40%
success rate: 30%
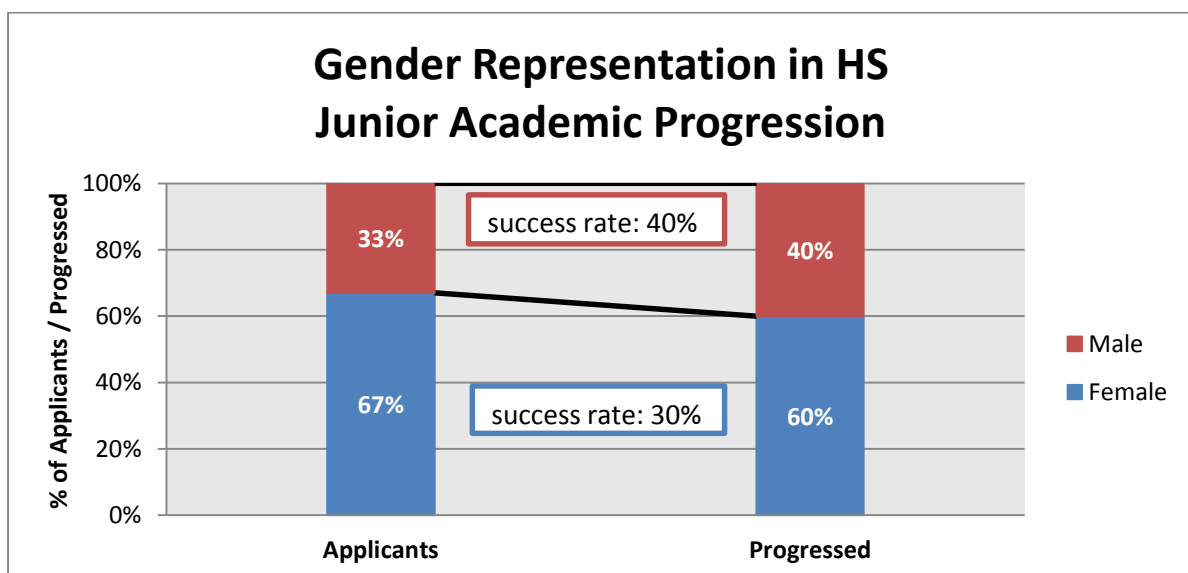
Figure 103: Gender Representation in HS Junior Academic Progression 2015

Technical Promotions

Of the 35 total eligible applications for technical promotions, 27 were made by staff in the EMS Faculty. Nearly two-thirds of applicants were men, though male and female applicants had very similar success rates.
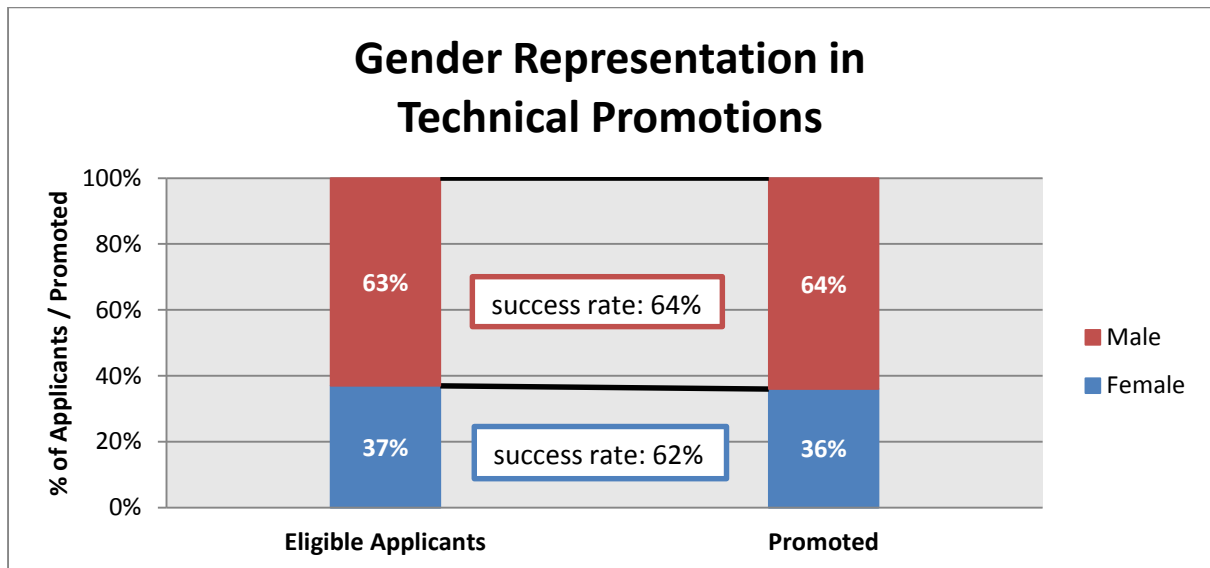
Figure 104: Gender Representation in Technical Promotions 2015

Library Promotions

All of the 9 eligible Library promotion applications (7 women, 2 men) were successful.

Administrative and Library Promotions

Both applicants and those promoted were mostly female; the male success rate was higher.

Gender Representation in Admin & Library Promotions

% of Applicants / Promoted

Eligible applicants: Male 22%, Female 78%, success rate: 57%
success rate: 67%
Promoted: Male 24%, Female 76%

Legend: Male, Female
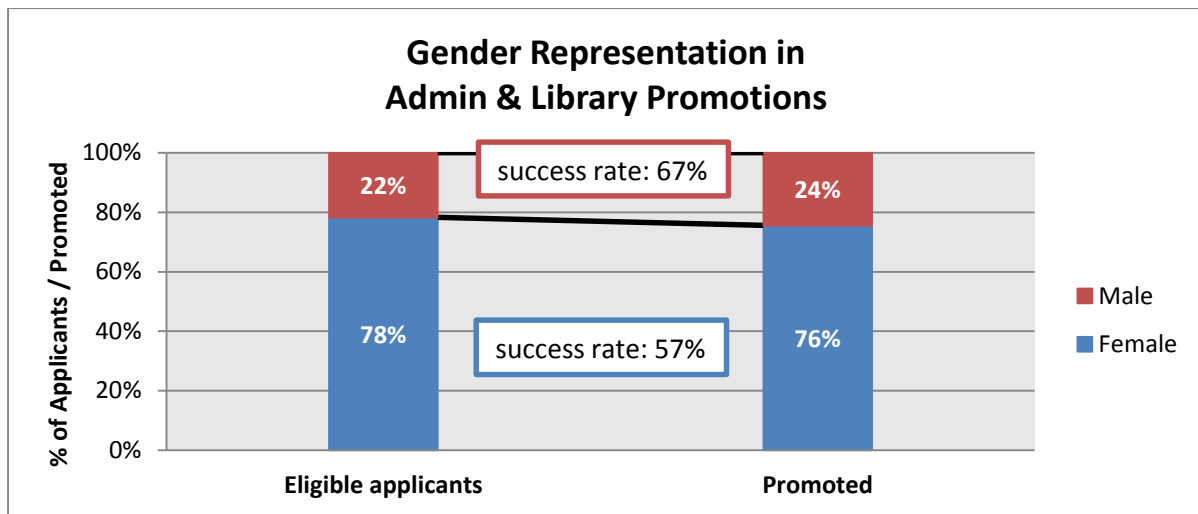
Figure 105: Gender Representation in Admin & Library Promotions 2015

Secretarial and Executive Promotions

130 applications were made, of which 59 (45%) were successful. The majority of applicants and those promoted were female, while male applicants had a higher success rate.
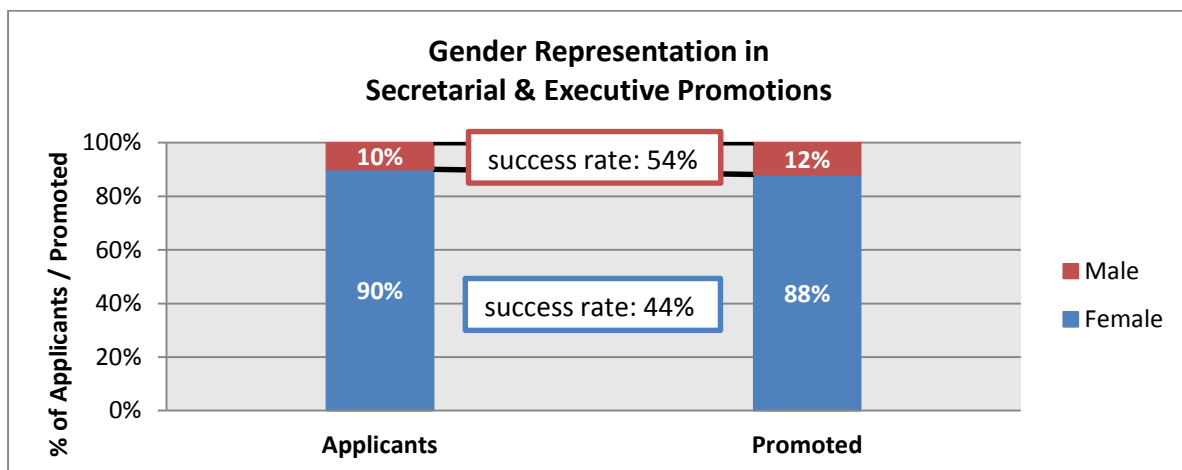
Gender Representation in Secretarial & Executive Promotions

% of Applicants / Promoted

Applicants: Male 10%, Female 90%, success rate: 44%
success rate: 54%
Promoted: Male 12%, Female 88%

Legend: Male, Female

Figure 106: Gender Representation in Secretarial & Executive Promotions 2015

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Concluding Remarks

This report has shown the great diversity that exists in Trinity College Dublin, examining a wide range of data about staff and students, through which progress towards equal representation can be measured. It is the considered opinion of the authors that progress towards equality must be measured not only against the existing proportions in Irish society, but also against Trinity's own strategic goals and policy commitments, which acknowledge that a diverse community in which all have equal opportunity to achieve their full potential is core to the success of the university's mission.

The data show that progress is ongoing in many areas, but not all, and that such progress is often gradual. Targeted efforts to promote equality, diversity and inclusion are crucial to the continuation and increase of this rate of progress. While several offices exist within Trinity with a specific remit to promote equality and diversity, whether for one group or for all (and these will continue to work hard to fulfil the university's objectives in their area), true equality can only be achieved when all members of the Trinity community promote it by their actions. It is therefore hoped that this monitoring report will be used above all as a baseline against which concrete steps will be taken - in central offices, university governance, local departments and Schools.

Comments or queries relating to the Annual Equality Monitoring Report are always welcome at equality@tcd.ie.

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[56] This contains Trinity's Gender Action Plan which is referred to in the report

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Definitions

For the purposes of this report the following definitions apply:

Academic staff = those staff on academic grades (Assistant Professor, Associate Professor, Professor, and Chair Professor) and medical academic grades.

Administrative staff = those staff on Administrative grades (Admin 3 to 1 and Senior Admin 3 to 1), Secretarial grades and (Senior) Executive Officer grades.

Administrative and Library promotions = Administrative and Library Promotions concern the more senior Library grades not covered in Library Promotions, as well as the Administrative Officer/Senior Administrative grades.

Casual staff = those staff on the casual pay register. They may work for a few hours, or more regularly, throughout the year, in academic or administrative roles.

Core HR = the Human Resources information system.

Headcount data = Most of the staff data presented in this report use the "headcount" system, in which two individual staff members (whether working part-time or full-time) are counted as "2" staff members in the figures.

Junior Academic Progression = The Junior Academic Progression Committee manages progression within the Assistant Professor Grade.

In the context of this report, "progression" refers both to applications to pass the Merit Bar, and accelerated advancement within the Assistant Professor grade. Statistics on application to the Merit Bar will no longer be provided in Equality Monitoring Reports, as all eligible staff must now apply.

Library Promotions = The "Library" promotions system deals with a specific range of Library grades, namely Library Assistant; Library Executive 3, 2 and 1; Library Shop Assistant; Library Laboratory Attendant; and Library Technical Officer.

Mature students = are defined as first time new entrants who were aged 23 years on, or before, the 1st January in their year of admission into an undergraduate programme. The "Mature Students" section of this report (p37) deals with those mature students who have applied via the Mature Student Dispensation Scheme (MSDS) or a similar scheme for entry to the School of Nursing and Midwifery. The "Access" section (p20), when referring to "mature students", also includes other students who have been accepted via the mainstream CAO process who happen to meet the mature student age criterion.

Professional staff = staff employed in administrative, library, support or technical grades

Research staff = staff employed as Research Fellows or Research Assistants.

- *Research Fellow*: this is the grade reserved for those holding a PhD qualification or other equivalent experience. This is the official Trinity title for research staff who may be informally called "postdoctoral researchers" or "research scientists" – it includes Research Fellows and Senior Research Fellows.
- *Research Assistant* refers to research staff holding a Bachelors or Master's degree.

Secretarial and Executive Promotions = The Secretarial and Executive Promotions facilitate promotion to Executive Officer and Senior Executive Officer grades (which are administrative in nature).

Senior Academic Promotions = The Senior Academic Promotions process facilitates promotion to the Associate Professor, Professor and Chair Professor grades.

Staff/Total Staff = all monthly- and weekly-paid staff who work full-time or part-time on permanent, indefinite, fixed term and temporary contracts. This does not include casual staff.

Students/Total Students = all full-time or part-time students at undergraduate, postgraduate and foundation levels who are registered in Trinity. The data include research students on postgraduate programmes who may also fulfil some teaching assistant roles.

Whole-time equivalent (WTE) data = Some staff data in the report refer to "whole-time equivalents" (WTE) in which two or more part-time staff members completing full-time hours per week between them would be counted as "1". Footnotes indicate where the WTE system is in use.

The Centre for Women in Science and Engineering (WiSER) = a centre established in 2006 to promote the recruitment, retention and advancement of women working in science, technology, engineering, mathematics and medical (STEMM) disciplines. It will soon be transformed into the Trinity Centre for Gender Equality and Leadership to reflect its expanded role into all disciplines and all types of staff (not just academic and research staff).

WiSER database = the database established and managed by WiSER to produce gender-disaggregated statistical reports. Its staff data is populated from Core.

Acronyms

- AHSS – Faculty of Arts, Humanities and Social Sciences
- CAO – Central Applications Office
- DARE – Disability Access Route to Education
- DS – Disability Service
- EMS – Faculty of Engineering, Maths and Science
- EOG – Executive Officers' Group
- EU – European Union
- FT – Full-time
- HEI – Higher Education Institution
- HEA – Higher Education Authority (Ireland)
- HEAR – Higher Education Access Route
- HR – Human Resources
- HS – Faculty of Health Sciences
- IUA – Irish Universities Association
- MF – Multi-faculty
- MSDS – Mature Students Dispensation Scheme
- MSO – Mature Students' Office
- PG - Postgraduate
- PT – Part-time
- TAP – Trinity Access Programmes
- TSM – Two-subject Moderatorship
- WiSER – Centre for Women in Science and Engineering Research
- UG – Undergraduate

Data Sources

The following is a summary of all data sources used, and the general area to which each source relates. Full details can be found beside each entry in the List of Figures below.

Source	Area covered
Core HR reporting (accessed by Equality Officer in March 2016)	Staff populations (e.g. in various employment areas and grades)
Human Resources	Staff recruitment & promotions
WiSER	Academic staff by grade & Faculty
HEA	Student country of domicile; new entrant socio-economic background
Senior Lecturer's Annual Report 2014/15	CAO applicants and other admissions; new entrant diversity (except socio-economic background); student achievements, level and mode of study
Disability Service	Students registered with the Disability Service
Mature Students Officer	Mature students on MSDS and Nursing and Midwifery schemes
Academic Registry	Student age

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Figure 27: Gender Representation in Undergraduate Academic Awards 2015

Source for Figure 27: *Senior Lecturer's Annual Report 2014/15* (draft, 17 May 2016)

- Entrance Exhibitions: text, p21

- Scholarship: text, p61

- Gold Medals: Table E9, p68

Figure 28: Mature Student Representation Trend 2011-2016

Figure 29: MSDS students by Faculty 2015/16

Figure 30: Gender representation trend in mature students 2011-2016

Figure 31: Gender representation in MSDS students by Faculty

Source for Figures 28-31: Mature Students' Office (2015/16) & previous Equality Monitoring Reports (other years)

Figure 32: Total Staff by Employment Area 2016

Source for Figure 32: Core HR, accessed by Equality Officer in March 2016

Figure 33: Representation of Staff with Disabilities 2011-2016

Source for Figure 33: Annual report to HEA by HR, DS and Equality Office on compliance with public sector requirement for 3% of staff to be people with disabilities (2016 data) and previous Equality Monitoring Reports (2012-2015 data)

Figure 34: Civil Status Representation in Total Staff 2016

Source for Figure 34: Core HR, accessed by Equality Officer in March 2016

Figure 35: Staff Nationality (Ten Most Common after Irish) 2016

Figure 36: Staff Nationality by Continent 2016

Source for Figures 35 & 36: Core HR, accessed by Equality Officer in July 2016

Figure 37: Academic Staff Nationality by Continent 2016

Figure 38: Non-academic Staff Nationality by Continent 2016

Source for Figures 37 & 38: Core HR, accessed by Equality Officer in August 2016

Figure 39: Age Representation in Total Staff 2016

Figure 40: Age Representation Trend 2012-2016

Figure 41: Gender Representation in Total Staff 2016

Figure 42: Gender Representation in Total Staff by Age 2016

Figure 43: Gender Representation Trend 2012-2016

Source for Figures 39-43: Core HR, accessed by Equality Officer in March 2016 (2016 data) and previous Equality Monitoring Reports (other years)

Figure 44: Gender Representation on Board, Council, EOG and Planning Group 2015/16

Source for Figure 44:

- Council and EOG: Report to HEA on gender balance of decision-making bodies in Trinity, Dec 2015
- Planning group: https://www.tcd.ie/academic-services/vpcao/strategic-planning/ (last updated in Sept 2015 at time of access)
- Board: minutes uploaded to https://www.tcd.ie/committeepapers/.

Individuals "in attendance" were not counted in any of the membership figures.

Figure 45: Gender Representation in Full-time and Part-time Staff 2016

Figure 46: Gender Representation in Contract Types 2016

Figure 47: Gender Representation in Employment Areas 2016

Source for Figures 45-47: Core HR, accessed by Equality Officer in March 2016

Figure 48: Gender Representation in Academic Grades 2016

Source for Figure 48: WiSER database, accessed by WiSER in June 2016

Figure 49: Gender Representation Trend in Chair Professors 2012-2016

Source for Figure 49: WiSER database, accessed by WiSER in June 2016 (2016 data) and previous Equality Monitoring Reports (2012-2015 data)

Figure 50: Gender Representation in Health Sciences-only Academic Grades 2016

Source for Figures 78-91: Core HR, accessed by Equality Officer – date boundaries set at 1st

Jan 2015 – 31st December 2015

Figure 92: LEAD Completion by Gender and Employment Area 2016

Source for Figure 92: LEAD database, accessed by Equality Officer August 2016

Figure 93: Gender Representation in Total Senior Academic Promotions 2015

Figure 94: Gender Representation in AHSS Senior Academic Promotions 2015

Figure 95: Gender Representation in EMS Senior Academic Promotions 2015

Figure 96: Gender Representation in HS Senior Academic Promotions 2015

Figure 97: Gender Representation in Promotions to Chair Professor 2015

Figure 98: Gender Representation in Promotions to Professor 2015

Figure 99: Gender Representation in Promotions to Associate Professor 2015

Figure 100: Gender Representation in Total Junior Academic Progression 2015

Figure 101: Gender Representation in AHSS Junior Academic Progression 2015

Figure 102: Gender Representation in EMS Junior Academic Progression 2015

Figure 103: Gender Representation in HS Junior Academic Progression 2015

Figure 104: Gender Representation in Technical Promotions 2015

Figure 105: Gender Representation in Admin & Library Promotions 2015

Figure 106: Gender Representation in Secretarial & Executive Promotions 2015

Source for Figures 93-106: Human Resources (statistical spreadsheet of all promotions / progression 2015)