



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Annual Equality Monitoring Report

2017/18

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.

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.

Diversity Statement

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

Trinity Strategic Plan, 2014-2019

Trinity College's commitment to Diversity and Inclusion, is at the heart of our institutional Mission - to provide a liberal environment where independence of thought is highly valued and where all are encouraged to achieve their full potential, and Vision – to be known for realising student potential and for research and scholarship that benefits Ireland and the world.

Strategy for Diversity and Inclusion

Scope

This report constitutes a snapshot of the diversity profile of staff and students in Trinity in the academic year 2017-2018, with particular focus on the nine grounds for discrimination in Irish equality law¹, but also examining other diversity aspects such as socio-economic 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.

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 [...]

Strategic Plan 2014-2019

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 and applies to the provision of accommodation only

The Relationship with Trinity's Strategic Goals

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

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.

Furthermore, Trinity exemplifies its commitment to equality through its Equality Policy and supporting policies and initiatives, as well as through the Diversity and Inclusion Strategy, Athena SWAN institutional Gender Action Plan, and HEA Gender Equality Review Implementation Plan.

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.

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 online².

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:

- More national comparative data (including Census 2016 results and AHEAD figures on students with disabilities)
- Gender of Students' Union leaders
- Gender of Entrance Exhibition Award recipients
- More detailed breakdown of Medical Academic grades
- Gender representation on academic recruitment panels
- Gender representation on promotion and progression committees
- Senior academic promotion application rates by gender, based on eligible cohort
- Gender of USSHER Assistant Professor intake
- Gender of PI and student recipients of Provost's PhD Project Awards
- Appendix on the relative speed of career progression of male and female academics (detailed report by HR Workforce Planning)

Ongoing efforts are being made to expand the Student Report to a comparable level of detail as is presented in the Staff Report. To this end, Academic Registry are now represented in the Equality Monitoring Advisory Group.

² See <http://www.tcd.ie/equality/equality-in-trinity/reports.php>

Acknowledgements

Membership of the Monitoring Advisory Group 2017/18

- Clodagh Byrne (Mature Students' Officer)
- Aoife Crawford (Equality Officer)
- Luke Fitzgerald (Activity Lead, Academic Registry)
- Paula Kennedy-Hogan (Deputy Director, Human Resources)
- Claire Marshall (Programme Manager, TCGEL)
- Tony McMahon (Director of Diversity & Inclusion)
- Caroline Morgan (Office Manager, Disability Service)

Authors of Gender Career Path appendix

- Grace Bosonnet (Workforce Planning Officer)
- Gwen Turner (Workforce Planning Manager)

Other Acknowledgements

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

- Academic Registry
- Dean of Research's Office
- Disability Service
- Equality Committee
- Human Resources
- Higher Education Authority
- Mature Students' Office
- Provost's Office
- Secretary's Office & Committee Secretaries
- Trinity Access Programmes
- Trinity Centre for Gender Equality and Leadership (TCGEL)
- Vice-Provost's Office

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Key Findings³

[...] 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

This report shows the great diversity that exists in Trinity College Dublin, examining a wide range of data about staff and students, through which progress towards equality can be measured. It is the considered opinion of the authors that this progress must be measured not only against the existing proportions in the Irish university sector, but also against Trinity's own strategic goals and policy commitments. 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 being made towards more equal and diverse representation in many areas, and the whole university community is to be commended for this. Change is slow or stalled in some areas, however, so further work is still required. While several offices exist within Trinity which work specifically to promote equality, diversity and inclusion, true equality can only be achieved when all members of the Trinity community uphold it by their actions. It is therefore hoped that this monitoring report will be used above all as an evidence base on which concrete steps will be taken - in central offices, university governance, local departments and Schools, and student bodies.

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

³ All findings are expressed in present tense for the sake of readability; full detail is given in the body of the report

Age

- 5.6% of Trinity students are mature students⁴
- In terms of Faculty, mature students⁵ most commonly take AHSS courses (219 students) and are less likely to take EMS courses (65 students)
- 30% (1,202) of Trinity staff are in their thirties, and 9% (325) are in their sixties
- Academic staff are older than other staff, on average. For example, 12% (129) of academic staff are in their sixties
- Just 2% of recruitment applicants are over 60⁶
- Recruitment applicants aged 36-40 are the most successful, representing 16% of total applicants and 21% of successful applicants

Civil Status

- The civil status of students is not recorded
- 48% (1889) of staff are single, and 44% (1730) are married. Other categories have very small representation and it is likely that some selecting “single” could equally choose another category; in the Equality Monitoring Form on e-Recruitment, where an “other” option is available, 31% of applicants selected it

Disability

- 8.6% (1551) of students are registered with the Disability Service; undergraduates (1352) and men (685) are over-represented among this total
- The most common type of disability among students is Specific Learning Difficulty (including dyslexia) (23%, 362 students), followed very closely by mental health conditions (23%, 361 students)

⁴ i.e. they have entered Trinity via the Mature Student Dispensation Scheme or other entrance routes to Nursing and Midwifery courses

⁵ Not including mature students in Nursing and Midwifery

⁶ This figure is based on voluntary completion of the Equality Monitoring Form on e-Recruitment

- Students with disabilities are most likely to take courses in AHSS (42%, 646 students)
- 2.9% of Trinity staff have declared a disability; the true figure may be higher

Ethnicity

- 79% of new entrant students are White Irish⁷; 12% of another White ethnicity (plus 3 Irish Travellers); and 9% of other ethnicities (5% Asian / Chinese, 2% Black / African, and 2% Other)
- No reliable data on staff ethnicity are available. Diversity Details⁸ suggest that 68% of staff are White Irish, 24% of other White ethnicity and 8% of other ethnicities
- White Irish applicants are the most successful in recruitment competitions, representing 57% of total applicants and 80% of successful applicants. Other White applicants are relatively unsuccessful, representing 29% of total applicants and 13% of successful applicants

Family Status

- The family status of students and of staff is not recorded
- 65% of recruitment applicants have no caring responsibilities, 25% are the parent of a person under 18, 0.1% are the resident primary carer of a person with a disability and 10% are “other”⁹
- There is no significant difference in recruitment success rates based on family status

⁷ These data come from voluntary completion of the HEA Equal Access Survey by new entrants at registration

⁸ Diversity Detail is an optional module in CorePortal (11% completion rate for the ethnicity section)

⁹ This figure is based on voluntary completion of the Equality Monitoring Form on e-Recruitment

Gender

Students

- 59% (10,688) of students are female, broken down to 59% (7,624) female at undergraduate level, and 61% (3,022) at postgraduate level
- HS is 76% (3,230) female, AHSS is 62% (4,529) female and EMS is 61% (2,902) male
- Entrance Exhibition Award recipients are 58% (259) female, new Scholars are 53% (29) female, and Gold Medallists are 58% (80) male
- 62% (77) of Society Chairs are male, the GSU Executive is 53% male, and the SU Union Forum is 52% male. The CSC Chair and (G)SU Presidents are male

Staff: Representation

- 55% (2,161) of staff are female
- Women make up 48% (13) of Board, 52% (17) of Council, and 40% (6) of EOG. Each of these bodies is trending towards greater female representation, although female representation on EOG has reduced from 46% in 2016
- The overall membership of all Committees of Board and Council is 55% male, 45% female, and the 14 Chairs are perfectly gender-balanced. One committee is more than 60% female, and six committees are more than 60% male
- Faculty Executive Committees reflect the gender of their academic staff, with HS being 59% (10) female, AHSS 50% (10) of each, and EMS 79% (11) male

Staff: Employment Conditions

- 76% (534) of part-time staff are female
- 56% (1,233) of permanent staff, and 54% (890) of temporary staff, are female

Academic Staff

- 55% (592) of academic staff are male
- 48% (270) of Assistant Professors, but 28% (27) of Chair Professors, are women
- Female representation at Chair Professor level has risen from 12% in 2008
- Academic staff are 53% (195) male in AHSS, 66% (140) female in HS and 76% (243) male in EMS; female representation declines towards more senior academic grades in AHSS and HS, but not EMS
- Two Schools are over 60% female (in terms of academic staff), 9 Schools are over 60% male and the remaining 13 are within a 60/40 split
- 33% (84) of Fellows are women; female representation has risen from 21% in 2010

Research and Professional Staff

- Research staff are well gender-balanced (52% / 461 male), although there are more men (306 / 54%) among Research Fellows than Research Assistants (155 / 48%)
- Library staff are 68% (100) female, and all grades are majority female
- Administrative staff are 72% (778) female, but female representation decreases from 84% (253) female at Executive Officer to 47% female (7) at Senior Admin 1
- Technical staff are 64% (96) male, and all grades are majority male
- Support staff are 51% (276) female overall, with significant gender imbalance in different areas. The male-dominated areas are Grounds (92% / 12), Premises (90% / 64), Stores (83% / 5), and Security and Attendants (78% / 124). The female-dominated areas are Nursery (100% / 16), Housekeeping (81% / 181), and Catering (67% / 34)
- Of 20 administrative / service departments, 14 are over 60% female, 4 are within a 60/40 split and 2 are over 60% male

Competitive Processes

- 68% of applicants for appointment to academic roles are male, but female applicants have a significantly higher success rate (5%) than male applicants (2%), leading to very nearly equal academic appointments overall (51% female, 49% male)
- Male and female success rates are very similar (3.7% and 4% respectively) in professional recruitment overall, but the female success rate is significantly higher than the male in AHSS (8% versus 3%) and HS (15% versus 7%)
- 34% of research grant applications from Trinity staff are made by women, and male and female applicants have equal success rates (34%)
- Applicants for Senior Academic Promotion are 60% (47) male, and those promoted are 63% (22) male. The female success rate (42%) is a little lower than the male (47%)
- Promotions to Chair Professor are precisely gender-balanced (2 men and 2 women), and promotions to Professor are nearly so (4 men and 5 women)
- Promotions to Associate Professor, however, are 73% male (16) despite the eligible cohort being 54% male (163). The female application rate (8%) to this grade is about half that of the male application rate (15%)
- Success rates are very similar for male applicants (56%) and female applicants (53%) in Junior Academic Progression
- Women are 76% of applicants and 82% of those promoted in Administrative and Library promotions; the female success rate (36%) is higher than the male (25%)
- Women predominate throughout Secretarial and Executive promotion applicants (87% female) and promoted (84% female), but male applicants have a somewhat higher success rate (75%) than female applicants (58%)
- The majority of applicants (79%) and those promoted (81%) in Technical promotions are male; the male success rate (65%) is higher than the female (57%).
- Library promotion applicants are 54% female and those promoted are 64% female. There were small numbers in this cohort and just two applicants (both male) were unsuccessful, by reason that their applications were not in scope.

Nationality / Country of Domicile

- 74% (13,449) of students are from Ireland, 6% (997) from the USA and 3% (485) from the UK. Students come from a total of 124 countries
- 16% (2,882) of students are from outside the EU
- 58 nationalities are represented among academic staff, and 39% (399) of them are of non-Irish nationality. A significant proportion (14% / 143) of academics are British
- 69% (275) of academic staff are of EU nationality, 9% (36) are Asian, 9% (35) are North American and 7% (28) are European (non-EU)
- Professional & Research staff are more likely to be Irish (72% / 1,825), Asian (17% / 120) or South American (8% / 61) than their academic colleagues
- 53% of total recruitment applicants are Irish, and 73% of successful applicants¹⁰

Religion

- Data on student religion cannot currently be shared for data protection reasons¹¹
- No reliable data on staff religion are available. Diversity Details¹² suggest that 45% of staff are Roman Catholic, 40% of no religion, 4% Church of Ireland and 11% of other religions
- Recruitment applicants are 44% Roman Catholic, 33% of no religion, 4% Hindu, 4% Church of Ireland, 2% Muslim, 1% Jewish and 12% of other religions¹³
- 34% of total applicants, but 41% of successful applicants, are of no religion

¹⁰ This figure is based on voluntary completion of the Equality Monitoring Form on e-Recruitment

¹¹ The data protection issue will be rectified for future reports

¹² Diversity Detail is an optional module in CorePortal (11% completion rate for the religion section)

¹³ This figure is based on voluntary completion of the Equality Monitoring Form on e-Recruitment

Sexual Orientation

- Sexual orientation of students is not recorded
- No reliable data on staff sexual orientation are available. Diversity Details¹⁴ suggest that 89% of staff are heterosexual, 9% gay or lesbian, 1% bisexual and 1% other
- Recruitment applicants are 90% heterosexual, 4% gay or lesbian, 3% bisexual and 3% other¹⁵. Successful recruitment applicants are 94% heterosexual and 1% other

Socio-economic Background

- Socio-economic background of staff is not recorded
- The most common socio-economic background of new entrants is “Employers and Managers” (24% of new entrants), followed closely by “Higher Professional” (22% of new entrants)
- 8% (1,016) of undergraduates are TAP students. There were 273 entrants to Trinity via TAP in 2017, the highest number to date
- TAP students are most likely to enter AHSS courses (45% / 452 TAP students)
- The progression rate from Foundation to Undergraduate programmes is 97%
- The degree completion rate of TAP students is 87%
- The most common degree grade awarded to TAP students is 2:1 (52% / 93 of TAP graduates)

¹⁴ Diversity Detail is an optional module in CorePortal (10% completion rate for the sexual orientation section)

¹⁵ This figure is based on voluntary completion of the Equality Monitoring Form on e-Recruitment

Data Notes

The following 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 may foreseeably identify an individual, they may be omitted. Other small data sets are provided but should be analysed with caution as their percentage weightings may not be representative. 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. Data provided from different sources, at different times, may not be directly comparable. Some data sources come from outside organisations with different collection methods; some of the data sources are voluntary and therefore cannot definitively report on the entire population concerned. 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. Original data tables can be provided by the Equality Office on request. Unless otherwise specified:

- Staff data are from CoreHR reports, downloaded on 31 May 2018
- Student data are from Academic Registry, from March 2018 return to the HEA
- 2016 Census data are from the Central Statistics Office website
- Trend graphs are compiled using previous Annual Equality Monitoring Reports

Diversity Detail

Staff may voluntarily complete the “Diversity Detail” section of their personnel profile on Core Portal. Completion rates are currently low but the results are provided within the report as a preliminary indication of the type of findings which are possible using this information, once a reliable completion rate is achieved. Managers are invited to encourage their staff to complete the profile to inform future reports. Further information is available at <http://www.tcd.ie/equality/reports/annual-equality-monitoring-reports/#detail>

Student Report

Overview

There are 18,081 students in Trinity. Almost 3 in 4 (72%) of Trinity students are undergraduates, and the vast majority (89%) are enrolled full-time. Part-time students make up 9% of the student population, and just 0.5% of students are online¹⁶.

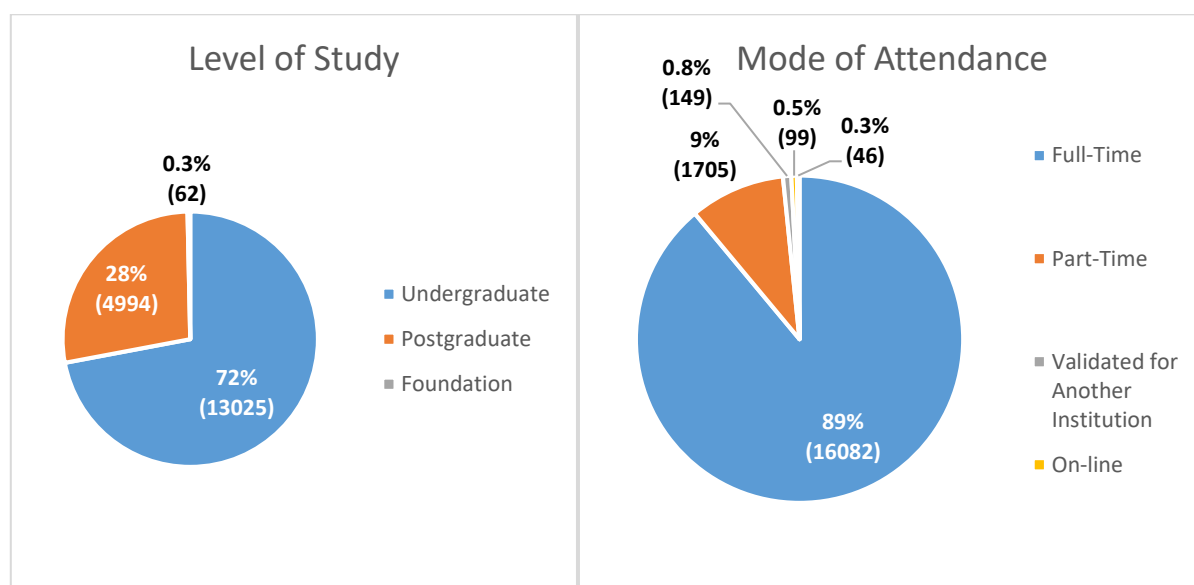


Figure 1: Level of Study and Mode of Attendance - All Students (2018)

Across Irish universities, 13% of enrolments in 2016/17 were part-time¹⁷, and 3% were remote (online) learning, so Trinity's proportion of part-time and online students is below the (university) sectoral average.

	Trinity	Universities	Difference
Full-time	90%	84%	+6%
Part-time	10%	13%	-4%
Remote	1%	3%	-2%

Table 1: Mode of Attendance, Comparison of Trinity Students (2018) and University Enrolments (2016/17)

¹⁶ Alternative attendance options such as part-time and distance learning allow greater access to higher education by people with disabilities, older people, people with caring responsibilities and people who are socio-economically disadvantaged

¹⁷ Source: *Higher Education Key Facts and Figures 2016/17*, HEA, p6

Age

Undergraduate

The vast majority (85%) of undergraduate students are younger than 20 at the point of entry to Trinity. A significant percentage (10%) are aged 21 – 25 (inclusive). Only 5% are over the age of 25, and percentage representation drops with each older age bracket.

The oldest undergraduate student was 72 at point of entry.

Across the entire higher education sector, in 2016/17, 5% of undergraduate new entrants were aged 30 and over¹⁸. This compares with 3.2% of undergraduate new entrants being 31 or over in Trinity in 2017/18.

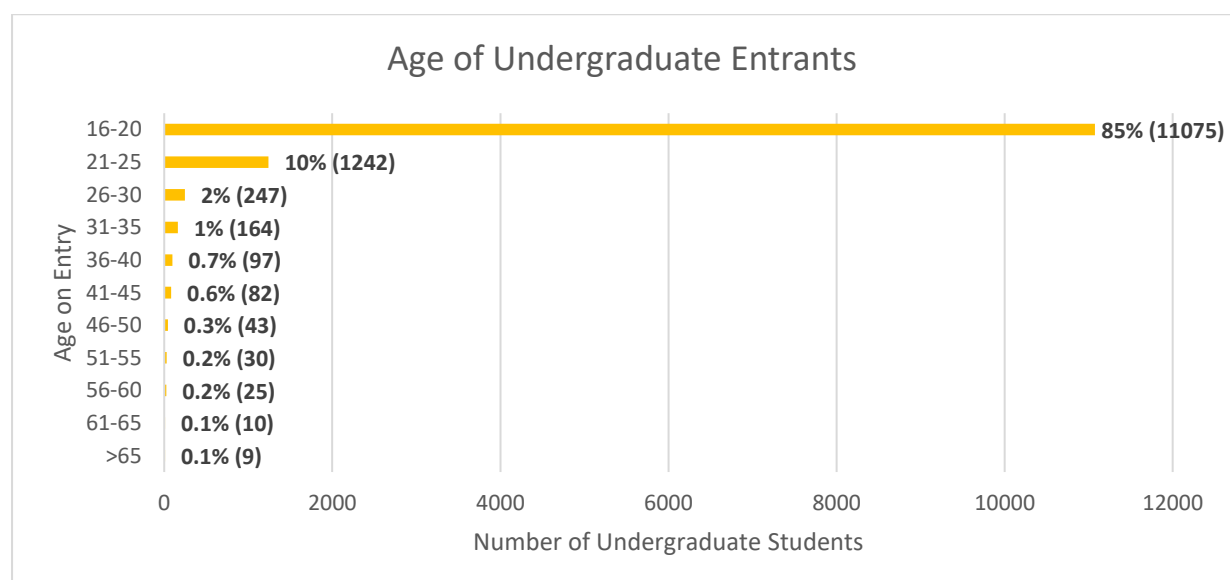


Figure 2: Age of Undergraduate Students at Point of Entry (2018)

Postgraduate

Postgraduate students are much less likely to be under 21 (1% of postgrads), for obvious reasons, and a large percentage (43%) of them are aged 21 – 25, presumably enrolling soon after completing their undergraduate studies.

¹⁸ Source: *Higher Education Key Facts and Figures 2016/17*, HEA, p3

However, postgrads are more diverse in age than undergrads. While Figure 3 shows a decline in percentage representation with each older age bracket, the percentages are higher in every age bracket over 20 than among undergrads (Figure 2).

The oldest postgraduate student was 74 at point of entry.

31% of postgraduate new entrants across Irish HEIs were 30 or over at point of entry¹⁹.

Trinity appears to have a slightly higher representation of postgrads in their 30s and over, as 34.8% of postgraduate students in March 2018 were 31 or older.

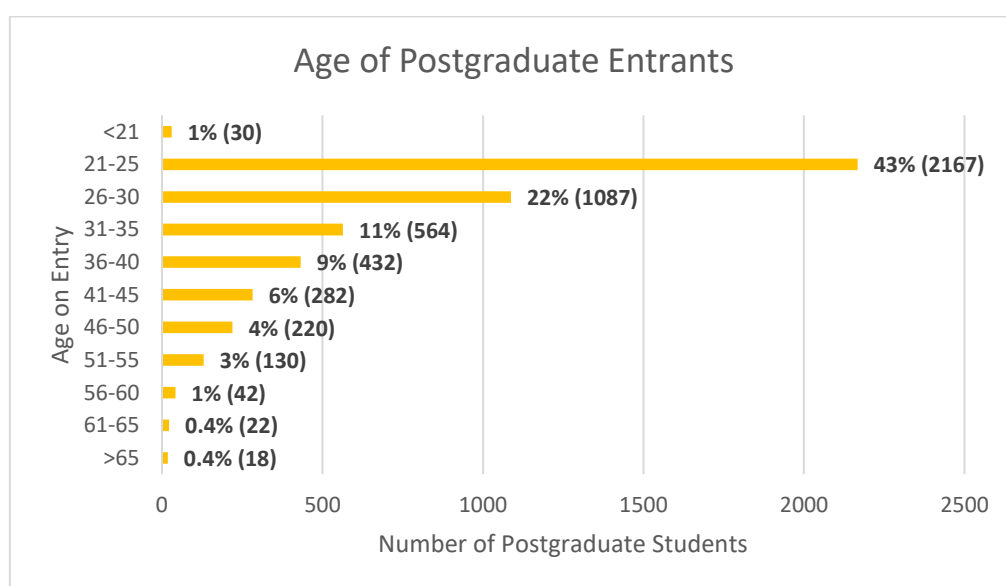


Figure 3: Age of Postgraduate Students at Point of Entry (2018)

¹⁹ Source: *Higher Education Key Facts and Figures 2016/17*, HEA, p9

Country of Domicile

Countries

74% of students are from Ireland²⁰, and 26% are international²¹. Students come from a total of 124 countries (including Ireland).

The USA continues to be the most common country of domicile after Ireland, and more than twice as many students are arriving from the USA than from Great Britain.

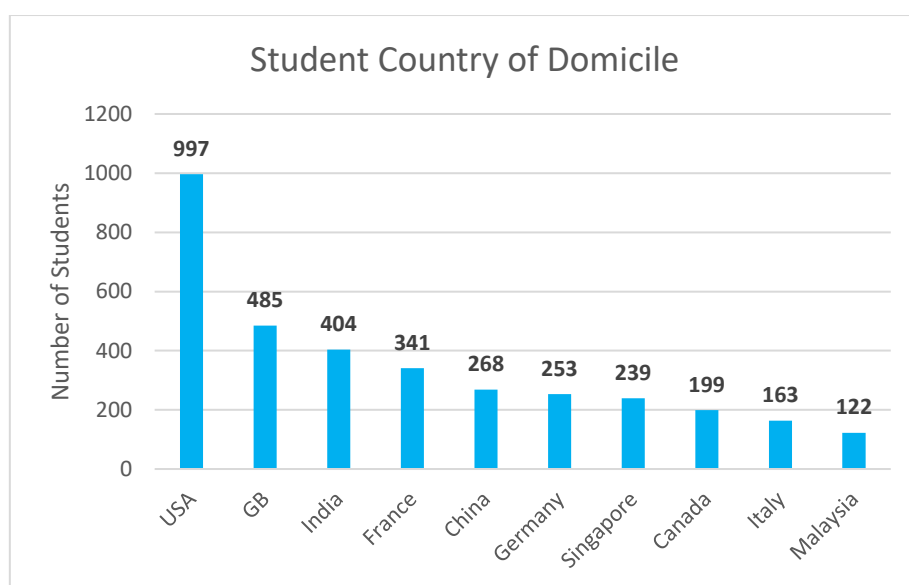


Figure 4: Ten Most Common Student Countries of Domicile excluding Ireland (2018)

Table 2 (overleaf) shows these countries of domicile first as a percentage of the total student population, and then as a percentage of international students. Over one in five international students are from the USA, or 6% of all students.

²⁰ "Ireland" is here defined as the whole island of Ireland; so students from Northern Ireland are counted in the Ireland figures, and students from all other parts of the UK are counted under Great Britain (GB)

²¹ i.e. from a country of domicile other than Ireland

	Number of students	% of all students	% of international students
USA	997	6%	22%
GB	485	3%	10%
India	404	2%	9%
France	341	2%	7%
China	268	1%	6%
Germany	253	1%	5%
Singapore	239	1%	5%
Canada	199	1%	4%
Italy	163	0.9%	4%
Malaysia	122	0.7%	3%

Table 2: Ten Most Common Student Countries of Domicile excluding Ireland, with Percentages (2018)

Continents

Eighty-four% of students are from the EU. Significant proportions of students come from Asia (7%) and North America (7%). Just 2% of students (total) come from other continents.

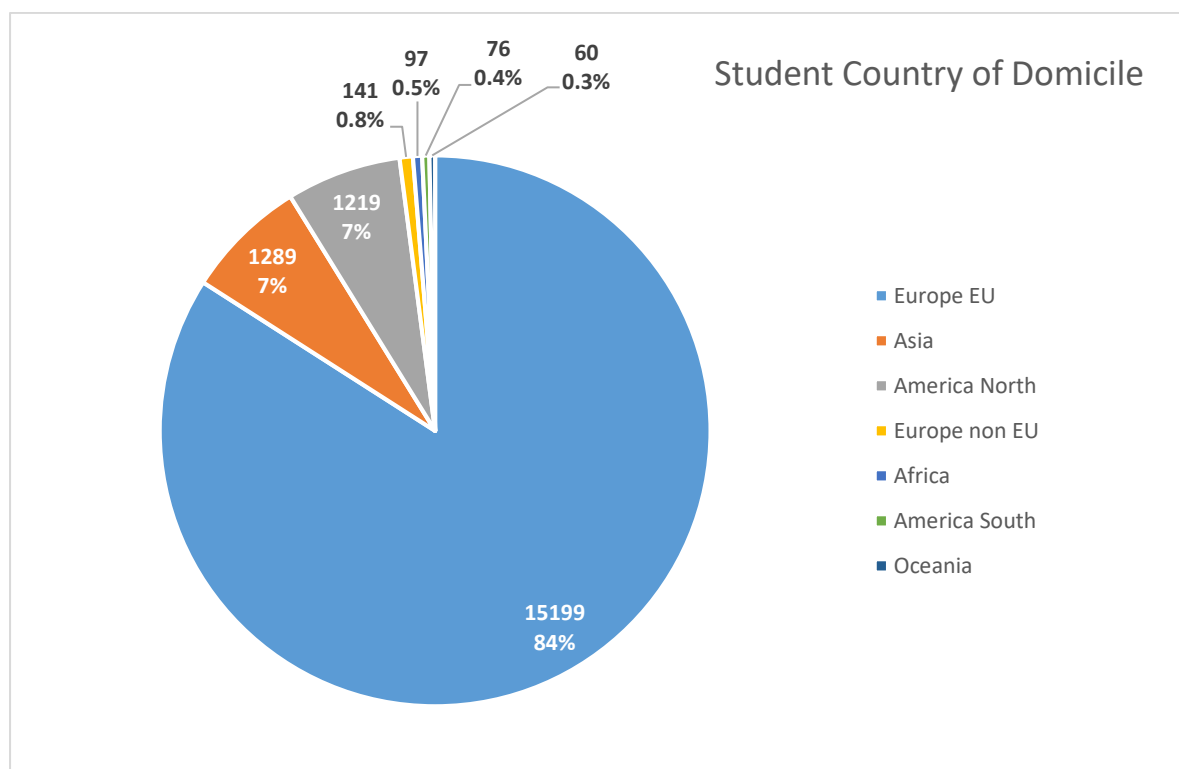


Figure 5: Student Country of Domicile by Continent (2018)

The data in table 3²² are not directly comparable as the Trinity data relates to all registered students in March 2018, while the sectoral data relates to new entrants across the sector in 2016/17.

However, the differences are significant enough to suggest that Trinity does indeed have a more international student population than the sectoral average, with 16% of its students coming from outside the EU as compared with 4% of new entrants across HEIs.

	Trinity	All HEIs	Difference
Europe EU	84%	96%	-12%
Asia	7%	2%	+5%
America North	7%	1%	+6%
Europe non-EU	0.8%	0.1%	+0.7%
Africa	0.5%	0.3%	+0.2%
America South	0.4%	0.04%	+0.4%
Oceania	0.3%	0.05%	+0.3%

Table 3: Country of Domicile, Comparison of Trinity Students (2017/18) with all HEI New Entrants (2016/17)

²² Source: *Higher Education Key Facts and Figures 2016/17*, HEA, p5

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 Code of Practice for Students with Disabilities

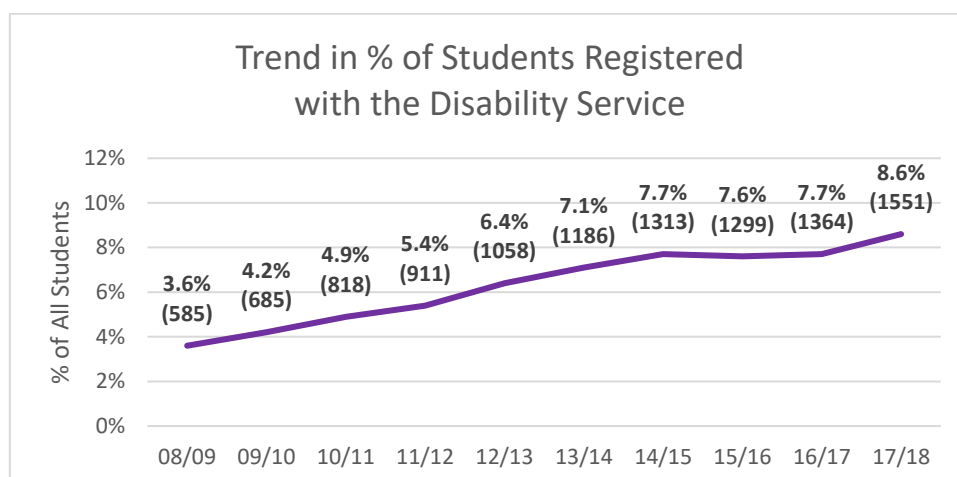
Total Registration

The number and percentage of students registered with the Disability Service (DS) continues to rise. In April 2018, 8.6% of the total student population – over 1,500 students - were registered with the DS.

This suggests that Trinity is meeting the national target (8%) for new entrants. Trinity's representation of students with disabilities is above average; students with disabilities make up 5.7% of the total student population in Irish higher education, and 5.2% of the total student population in Irish universities²⁴.

National Access Plan target

8% of new entrants across all HEIs to be people with disabilities



²³ Source for data in this section: Disability Service, received May 2018

²⁴ Source: *Number of Students with Disabilities Studying in Higher Education in Ireland 2016/17*, Association for Higher Education Access and Disability (AHEAD), p12

Figure 6: Trend in Percentage of Students Registered with the Disability Service (2008/09 - 2017/18)

Level of Study

While 10% of undergraduates are registered with the DS, just 4% of postgraduates are. A similar pattern is observed at the sectoral level; 6.4% of undergraduate students but just 2.6% of postgraduate students in higher education in Ireland have a disability²⁵.

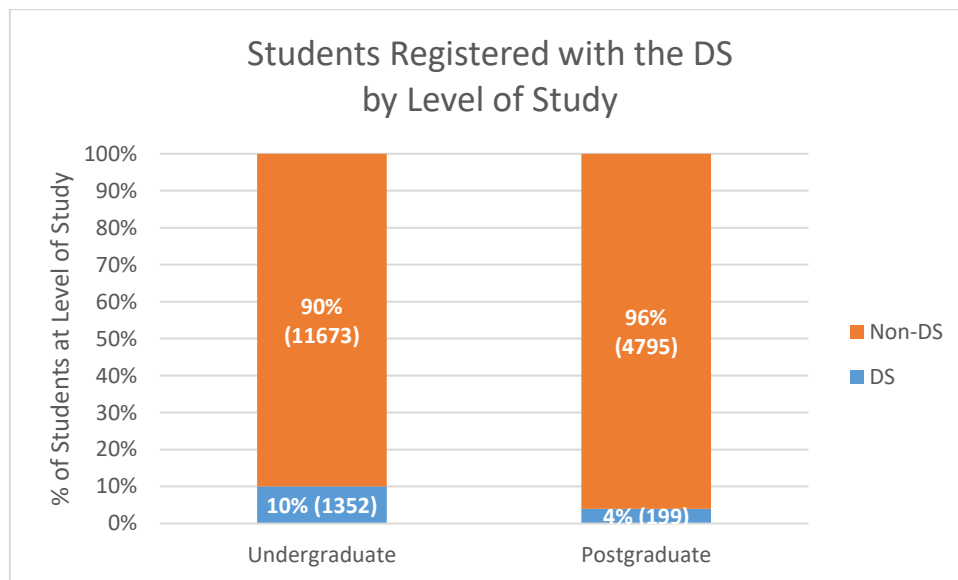


Figure 7: Percentage of Undergraduate and Postgraduate Students Registered with the DS (2018)

Gender

44% of students registered with the DS are male. While this is a minority of students registered with the DS, it indicates that male students are more likely to be registered with the DS as men make up just 41% of the total student population (see Figure 12).

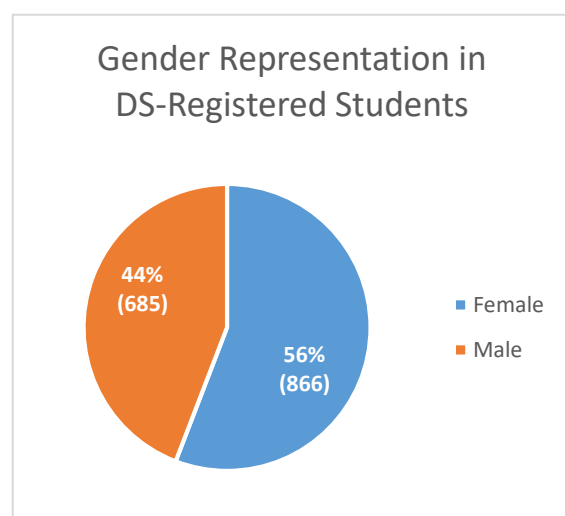


Figure 8: Gender Representation in Students Registered with the Disability Service (2018)

²⁵ Source: *Number of Students with Disabilities Studying in Higher Education in Ireland 2016/17*, Association for Higher Education Access and Disability (AHEAD), p13

Faculty

DS-Registered students are more likely to be enrolled on a course in AHSS (42% of DS-registered students) than in EMS (24%), HS (22%) or multi-Faculty courses (13%).

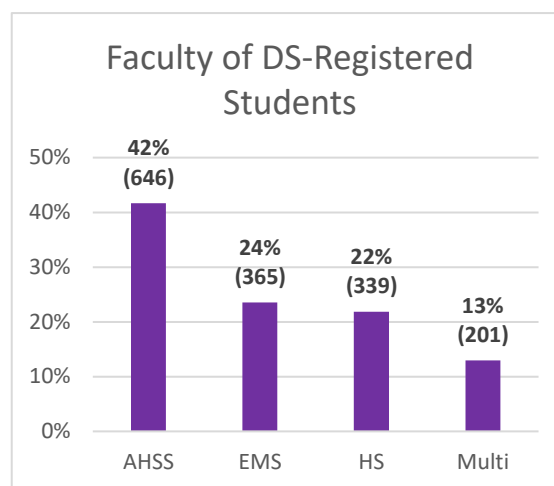


Figure 9: Students Registered with the Disability Service by Faculty (2018)

Type of Disability

Specific Learning Difficulty (SLD)²⁶ remains the most common primary disability cited by DS-registered students, although Mental Health conditions are now an extremely close second.

Nationally, SLD is also the most common disability (41.4% of students with disabilities have an SLD) and Mental Health conditions are the second most common (making up 13.9% of students with disabilities)²⁷. However it will be noted that Trinity has a much lower relative representation of SLD, and higher representation of Mental Health conditions.

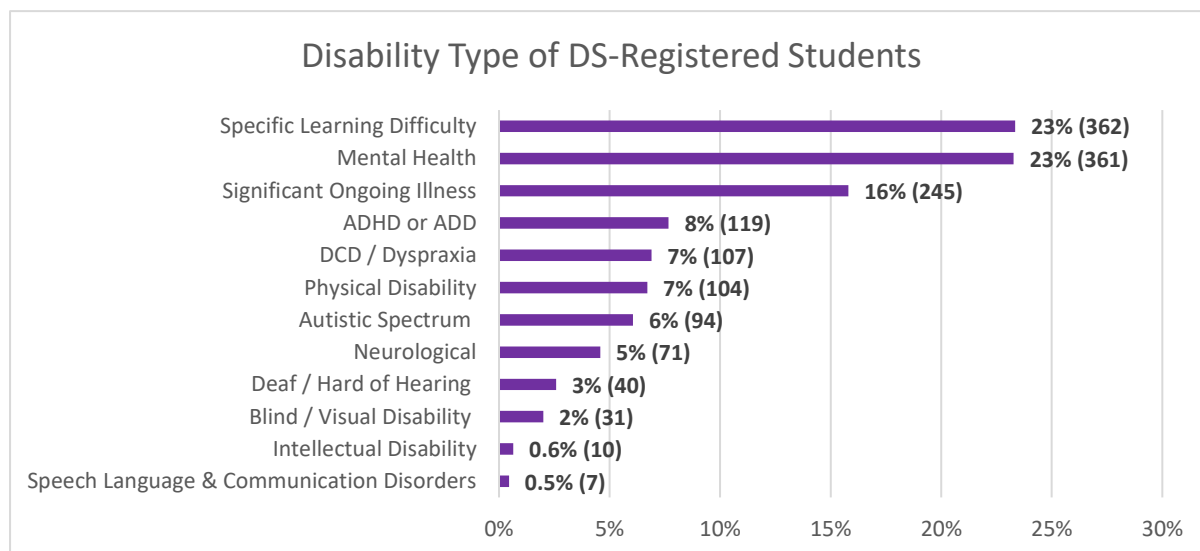


Figure 10: Representation of Disabilities among Students Registered with the Disability Service (2018)

²⁶ Specific Learning Difficulty includes dyslexia, dyscalculia and dysgraphia.

²⁷ Source: *Number of Students with Disabilities Studying in Higher Education in Ireland 2016/17*, Association for Higher Education Access and Disability (AHEAD), p21

Ethnicity

Four out of five undergraduate new entrants are White Irish.

The next most common

ethnicity is Other White Background (12% of new entrants), followed by Asian (5% of new entrants). Black and Other new entrants make up 2% of the total each.

Three new entrants were Irish Travellers in 2016/17, i.e. roughly 1 in 1,000 new entrants²⁸.

As there are 26 HEIs in Ireland, 3 is almost exactly the number of Traveller students one would expect to find among Trinity undergraduate entrants if the National Access Plan target were to be reached by each HEI having equal numbers of students from the Traveller community. However, Trinity is one of the largest HEIs in the country and Travellers may therefore be under-represented among our students, relative to other HEIs.

National Access Plan target

80 Irish Traveller new entrants across all HEIs

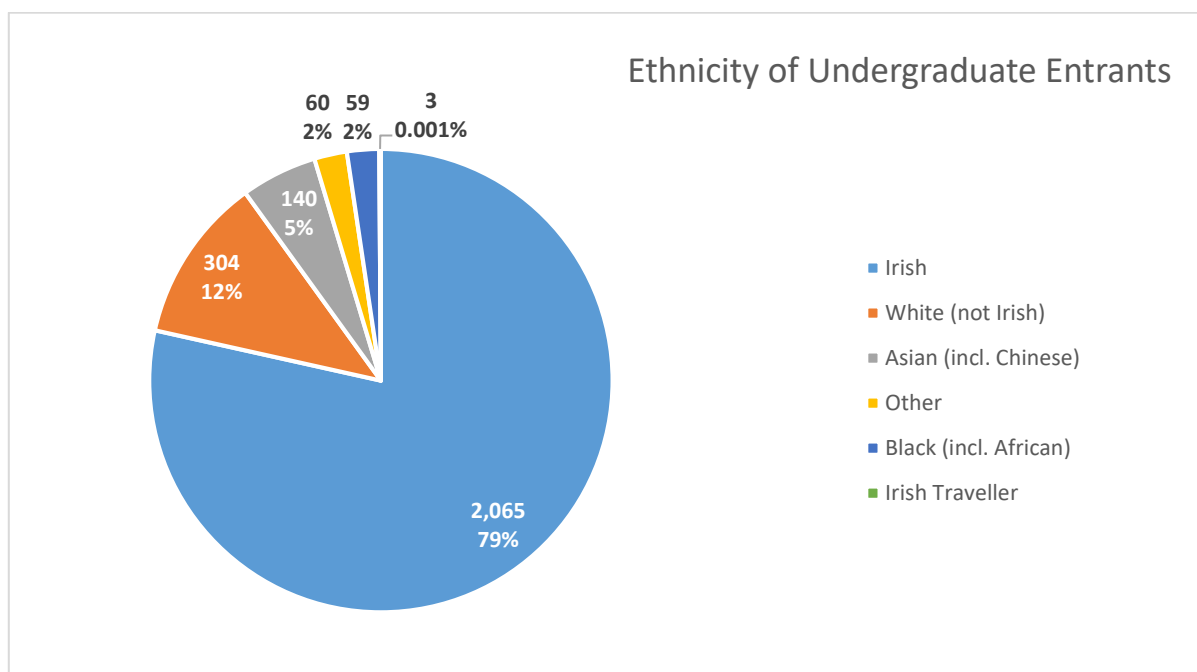


Figure 11: Ethnicity of Undergraduate New Entrants (HEA Equal Access Survey) 2016/17

²⁸ Source: HEA Equal Access Survey 2016/17. This is a voluntary survey offered to undergraduate new entrants at initial registration. 96% (2,631) of undergraduate new entrants in Trinity completed the ethnicity question

National Comparison

In relation to the population of Ireland, Trinity has fewer White Irish and Traveller students than might be expected, but more Asian (including Chinese) students and more students of other White background. Representation of Black (including African) and other ethnicities is broadly in line with the national census.

	Census	Trinity Students	Difference
White (Irish)	84%	79%	-5%
White Any Other Background	10%	12%	+2%
Asian/Asian Irish Any Other Background	2%	3%	+1%
Other Including Mixed Background	2%	2%	0%
Black/Black Irish (African)	1%	2%	+1%
White Irish Traveller	0.7%	0.001%	-0.7%
Asian/Asian Irish (Chinese)	0.4%	2%	+2%
Black/Black Irish Any Other Background	0.1%	0.2%	-0.8%

Table 4: Ethnicity of Students from HEA Equal Access Survey (2016/17), Comparison with Census 2016

Gender²⁹

Overview

The gender representation of students in 2017/18 is 59% female (10,688), 41% male (7,393). This has been highly consistent for several years, as illustrated in Figure 12. Female representation among undergraduate entrants to Irish universities in 2016/17 was 57%³⁰.

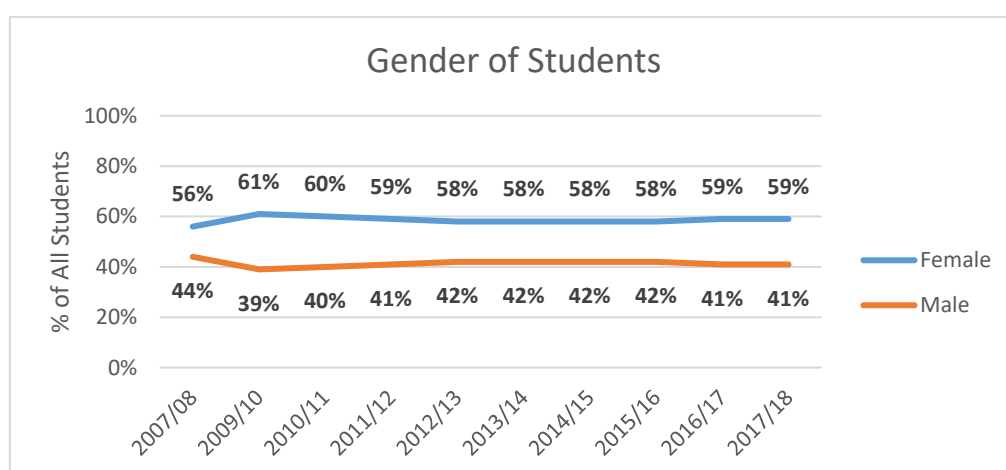


Figure 12: Trend in Gender Representation among Total Students (2007/08-2017/18)

Level of Study

Female students outnumber male students at every level of study. The female majority increases slightly from Foundation to Undergraduate, and from Undergraduate to Postgraduate – 61 % of postgraduate students are female.

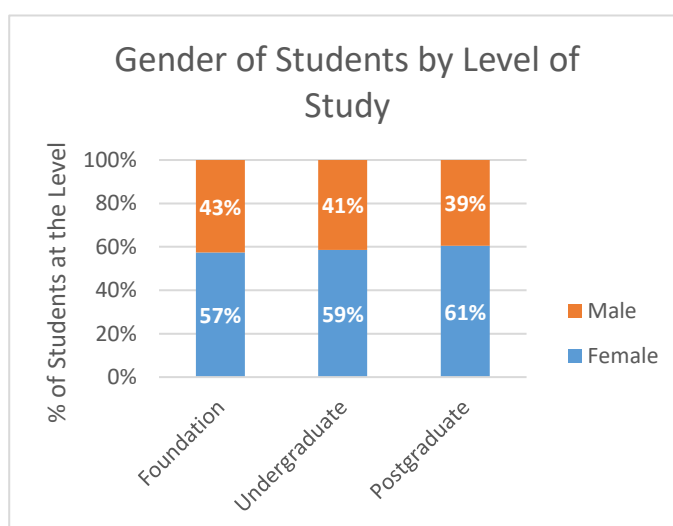


Figure 13: Gender of Students at each Level of Study (2018)

²⁹ Please see the Staff Report (p93) for gender of PhD students funded by Provost's PhD Project Awards

³⁰ Source: *Higher Education Key Facts and Figures 2016/17*, HEA, p3

Faculty

All of the 3 Faculties are outside a 60:40 gender ratio, although AHSS and EMS are close with 62% female students and 61% male students respectively. Multi-Faculty programmes also have 62% female students. Health Sciences is the most gender-imbalanced Faculty, as over three-quarters (76%) of its students are female.

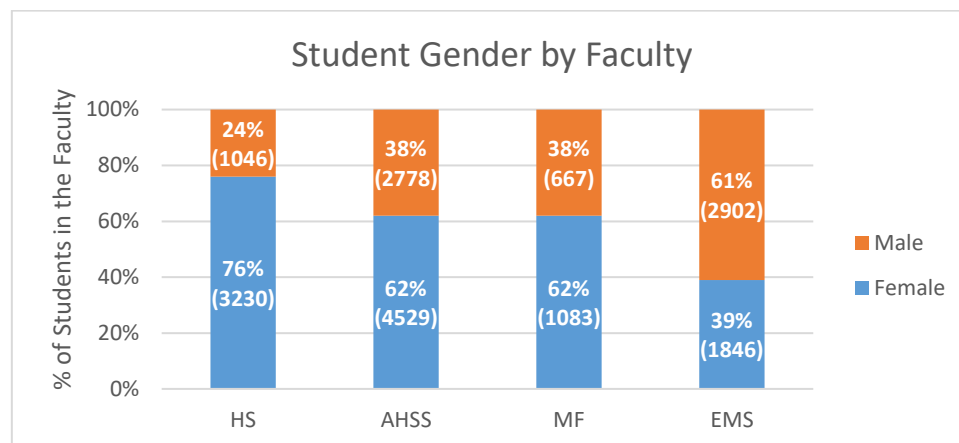


Figure 14: Gender Representation among All Students in each Faculty (2018)

Female representation increases by 3 percentage points in each of AHSS and EMS at postgraduate level, and decreases by 1 percentage point in HS.

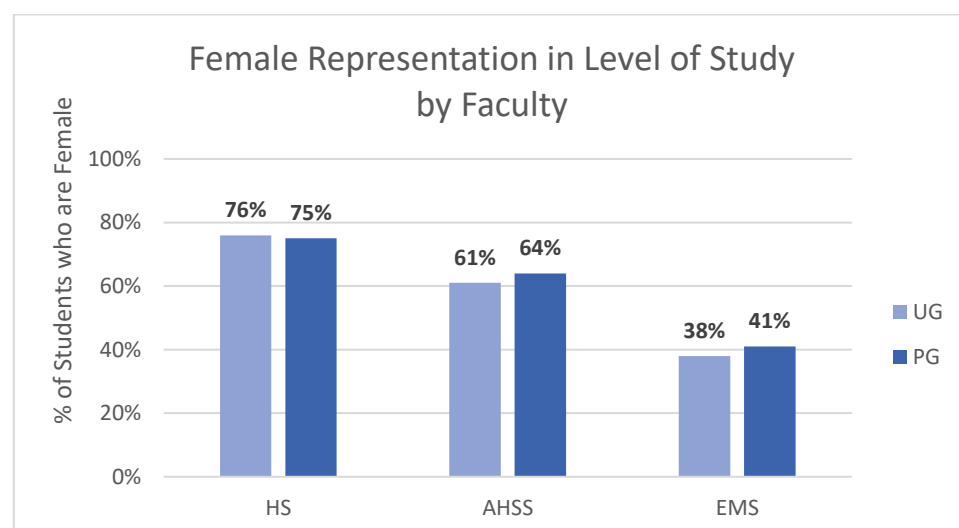
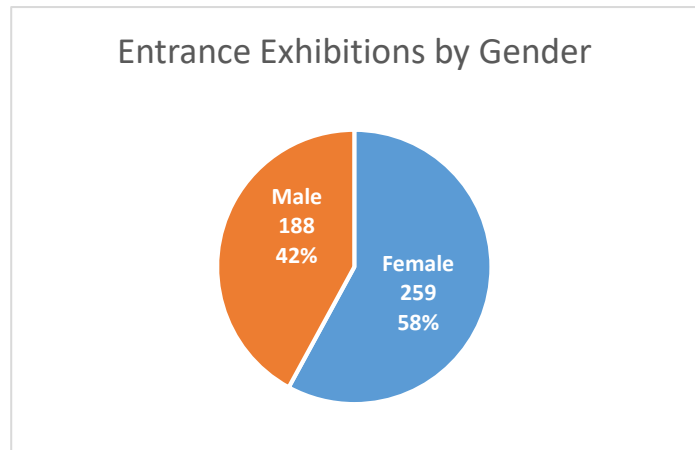


Figure 15: Representation of Female Students at Undergraduate / Postgraduate Level in each Faculty (2018)

Attainment³¹

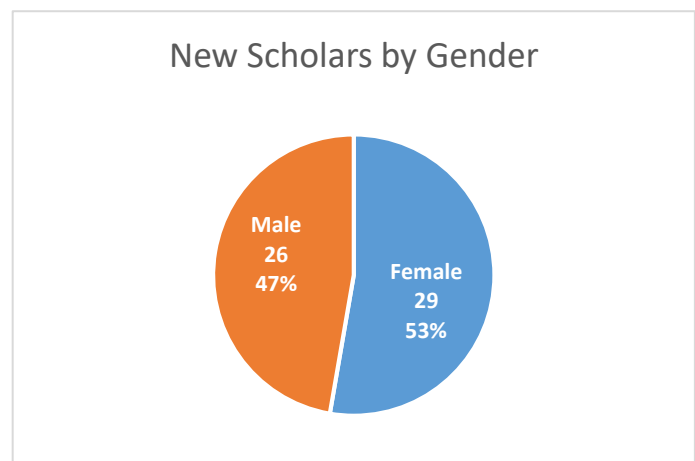
Of those receiving Entrance Exhibition Awards in 2016/17, 58% were female. This is very similar to the proportion of women among students overall (see Figure 12).

Figure 16: Gender of Students receiving Entrance Exhibition Awards (2016/17)



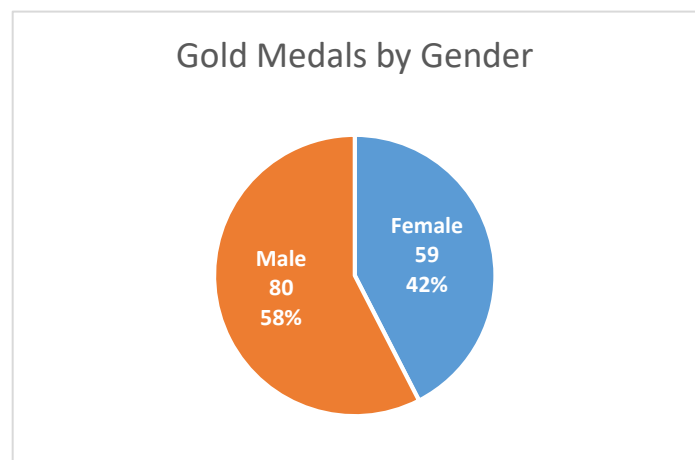
Of those awarded Foundation or non-Foundation Scholarship in 2017, 53% were female and 47% were male.

Figure 17: Gender of Students who were Awarded Scholarship (2017)



58% of graduands awarded a Gold Medal at Commencements were male in 2016/17 (despite 58% of students being female, as shown in Figure 12).

Figure 18: Gender of Graduands who were Awarded Gold Medals (2016/17)



³¹ Source: *Academic Registry Annual Report 2016/17*

Leadership Roles³²

The Students' Union part-time officer body, the Union Forum, has 11 male and 10 female members. The sabbatical officers are 67% male and 33% female (although the total number of positions – 6 – is small). This includes the male President.

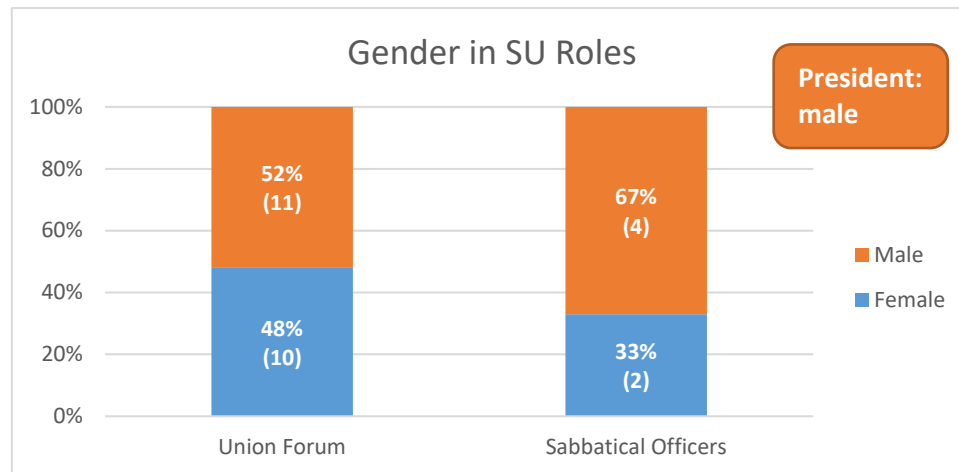


Figure 19: Gender Representation in SU Decision-making Bodies (2017/18)

60% of GSU Representatives are female, which corresponds with the finding in Figure 13 that 61% of postgraduate students are female. The GSU Executive Committee has 9 male and 8 female members, and the President is male.

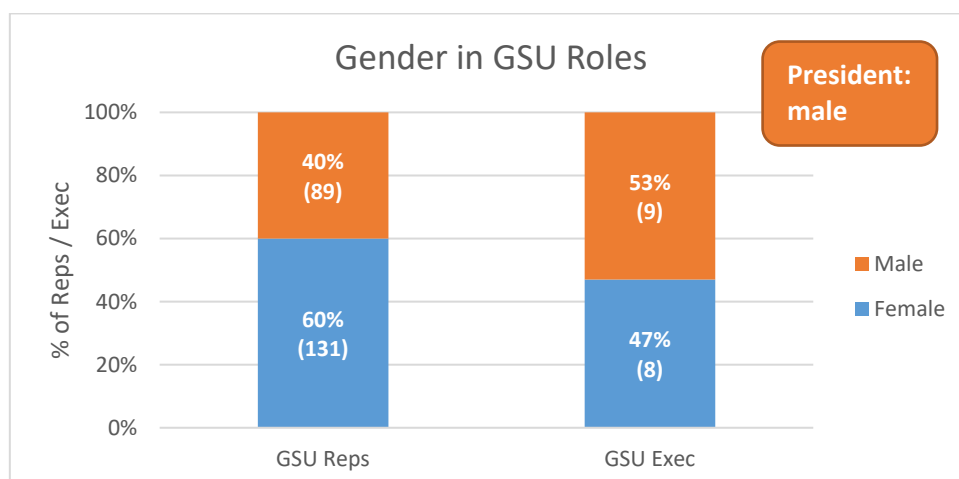


Figure 20: Gender Representation in GSU Decision-making Bodies (2017/18)

³² Sources: SU, GSU and CSC respectively; all relating to 2017/18 academic year

The majority (62%) of Chairs of student Societies were male in 2017/18. This is a greater majority than was found in 2016/17 (in which 54% of Chairs were male). Only two years' figures are available at this point, but the Equality Monitoring Advisory Group will continue to present these figures annually to establish the long-term average and/or trend.

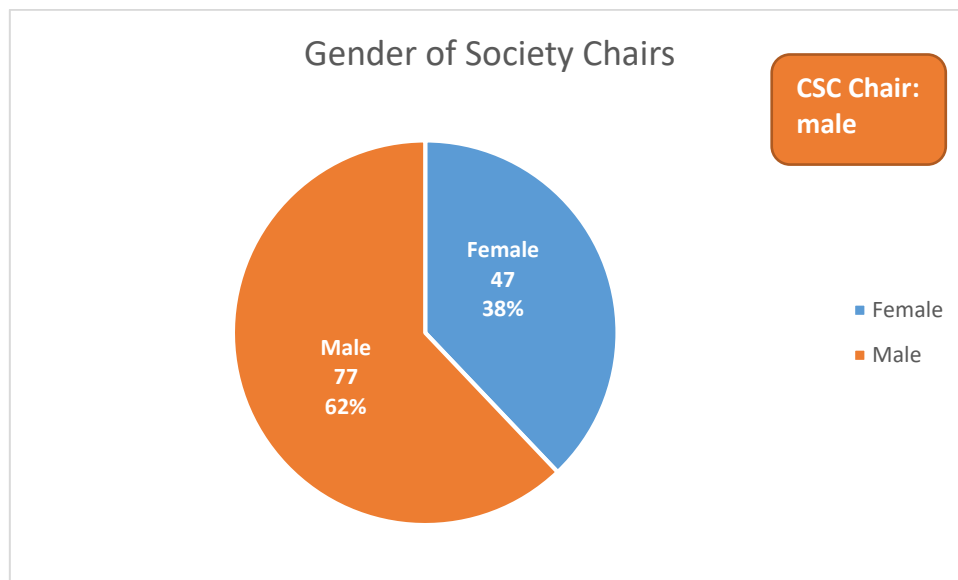


Figure 21: Gender Representation among Chairs of Student Societies (2017/18)

Mature Students³³

National Access Plan target

16% of new entrants to be full-time mature students

Overview

A mature student is an undergraduate student aged 23 or over who applies via the Mature Students Dispensation Scheme (MSDS) or via the Nursing Career Centre³⁴.

5.6% (723) of undergraduate students were mature students in 2017/18. 450 were MSDS students and 273 were mature Nursing/Midwifery students.

This is half the average of the Irish higher education sector, in which 11% of full-time undergraduate new entrants were mature in 2016/17³⁵.

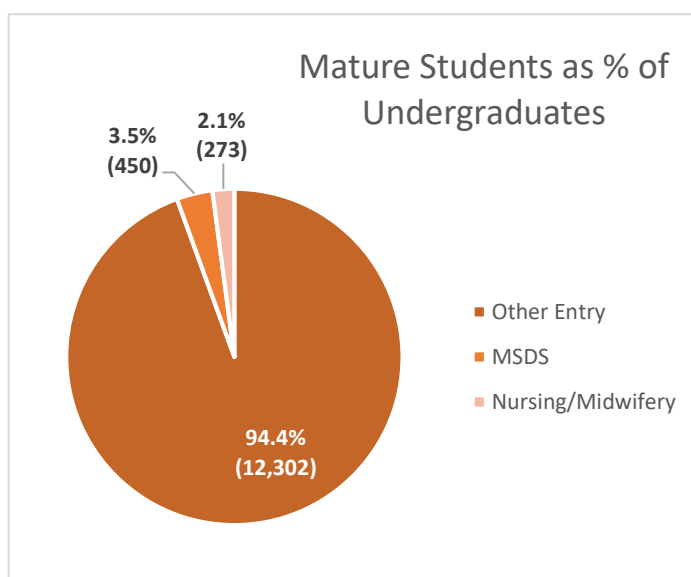


Figure 22: Mature Students (MSDS & Nursing/Midwifery) as % of Total Undergraduate Students (2017/18)

Applicants & Entrants

The number of applicants to the MSDS peaked during the economic recession, and has declined since 2014. This is to be expected as the country returns to high levels of employment.

The number of students entering Trinity under the MSDS has been steady over the past ten years and does not closely relate to the number of applicants (see Figure 23 overleaf).

³³ Source for all data in this section: Mature Students Office

³⁴ An external body which assesses applicants for degree programmes in Nursing and Midwifery

³⁵ Source: *Higher Education Key Facts and Figures 2016/17*, Higher Education Authority (HEA), p3

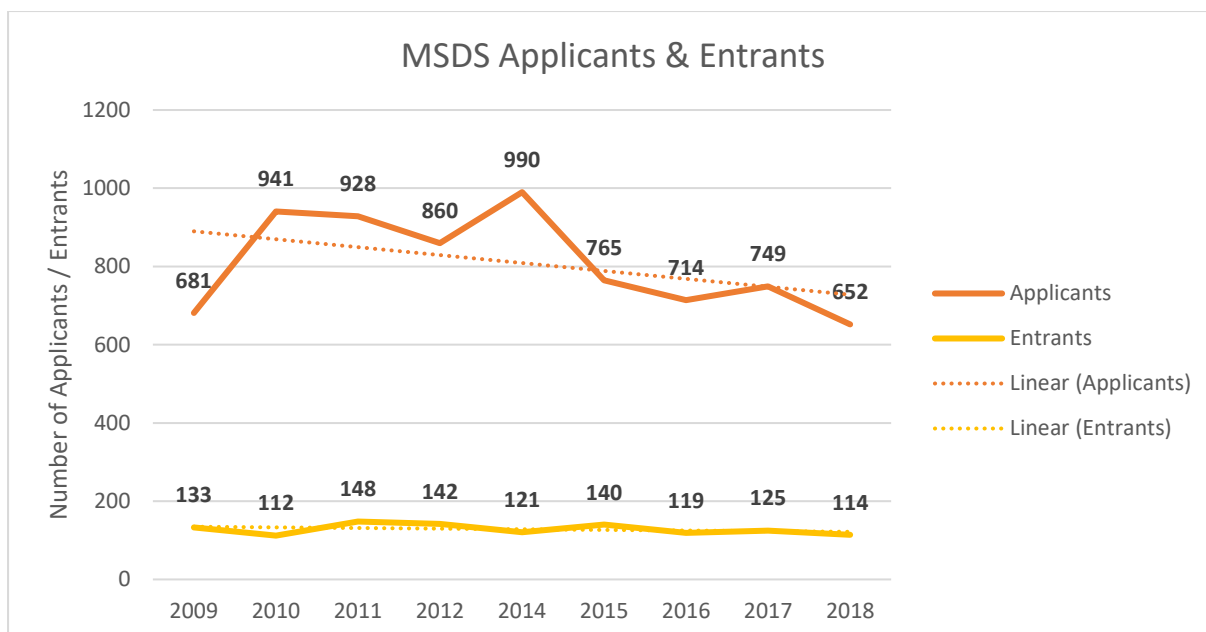


Figure 23: Number of Applicants and Entrants to Trinity through the MSDS (2009-2018)

Mature entrants to degrees in the School of Nursing and Midwifery are assessed externally so no applicant figures are available. Overall, there has been a slight rise in mature entrants to Nursing and Midwifery courses over the past ten years, but this is erratic.

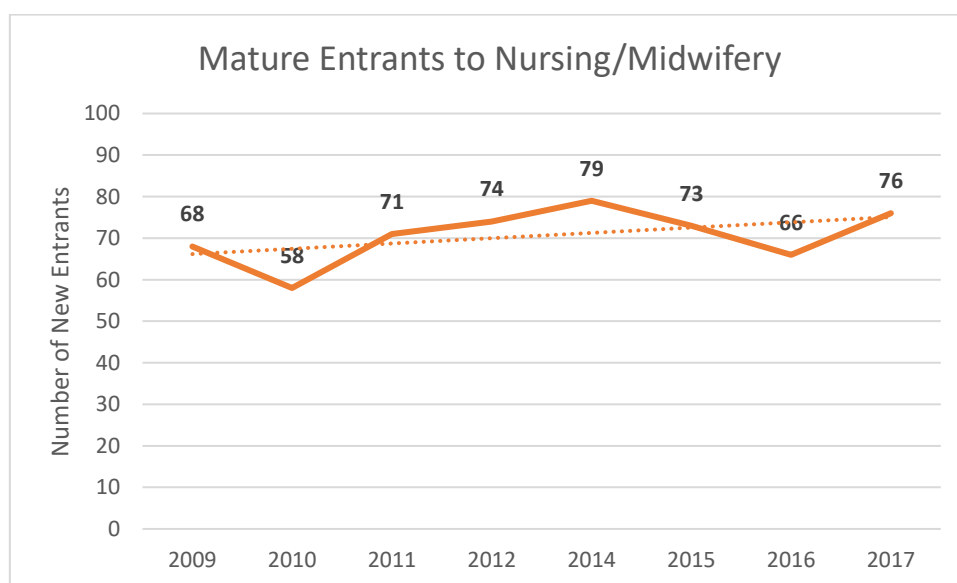


Figure 24: Number of Mature Entrants to Degree Courses in the School of Nursing & Midwifery (2009-2017)

Faculty

Almost half (49%) of MSDS students are enrolled on courses in AHSS, whereas just 14% of MSDS students are in the EMS Faculty.

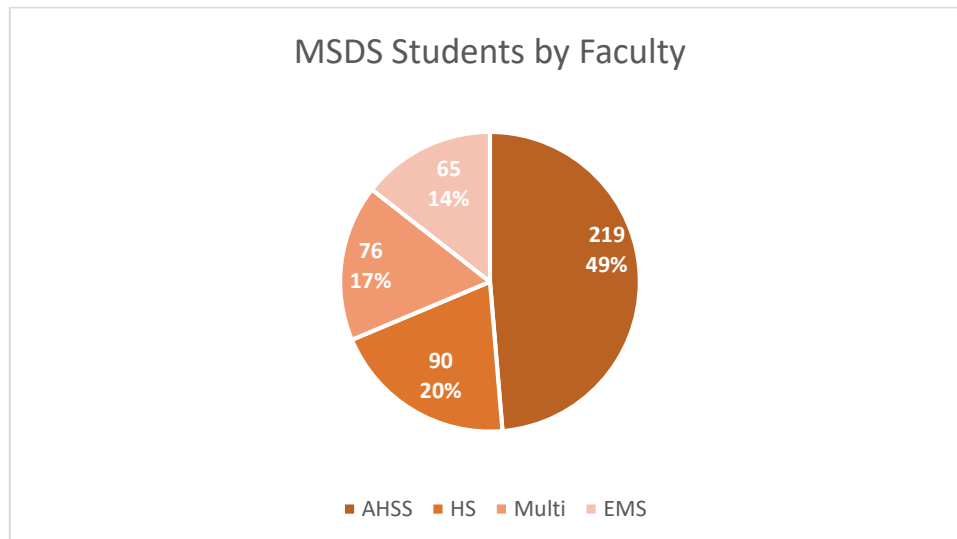


Figure 25: Number and Percentage of MSDS Students in Each Faculty (2018)

Gender

MSDS students are more gender-balanced than the overall undergraduate student population (see Figure 12), ranging from 47.5% to 54% female between 2012/13 and 2017/18.

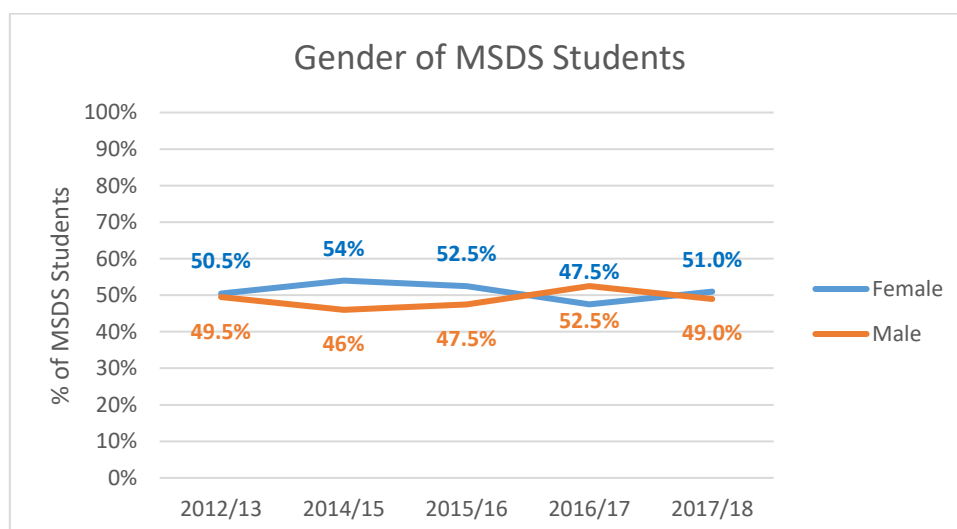


Figure 26: Gender Representation among Total MSDS Students (2012/13 - 2017/18)

Age

Since 2010/11, between 39% and 52% of MSDS students have been in their twenties; consistently the most common age bracket for MSDS students. Those in their 30s are the second most common group every year, making up 22% – 32% of MSDS students. The 41-50 and over 50 age brackets occasionally overlap, but generally MSDS students over 50 are the least common.

That being said, a significant minority (12%) of MSDS students were over 50 in 2017/18.

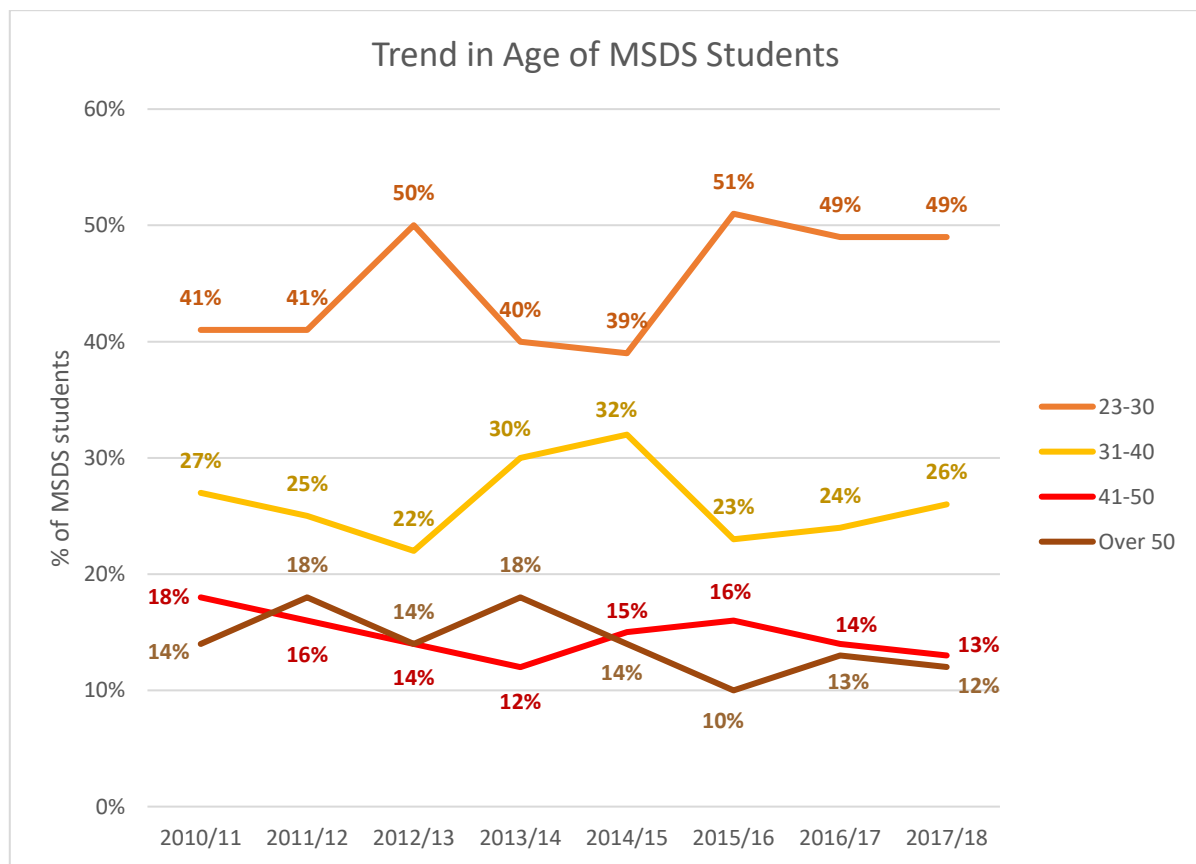


Figure 27: Percentage Representation of MSDS Students in each Age Bracket (2010/11 - 2017/18)

Socio-economic Background³⁶

The “Employers and Managers” and “Higher Professional” socio-economic backgrounds are highly represented in Trinity, at 24% and 22% respectively of undergraduate new entrants.

National Access Plan targets

New entrants to all HEIs:

30% from non-manual worker group

35% from semi/unskilled worker group

The National Access Plan targets are not being met in Trinity, as just 8% of new entrants are from the Non-Manual Worker group, and 5% total from the Semi-skilled and Unskilled Worker groups.

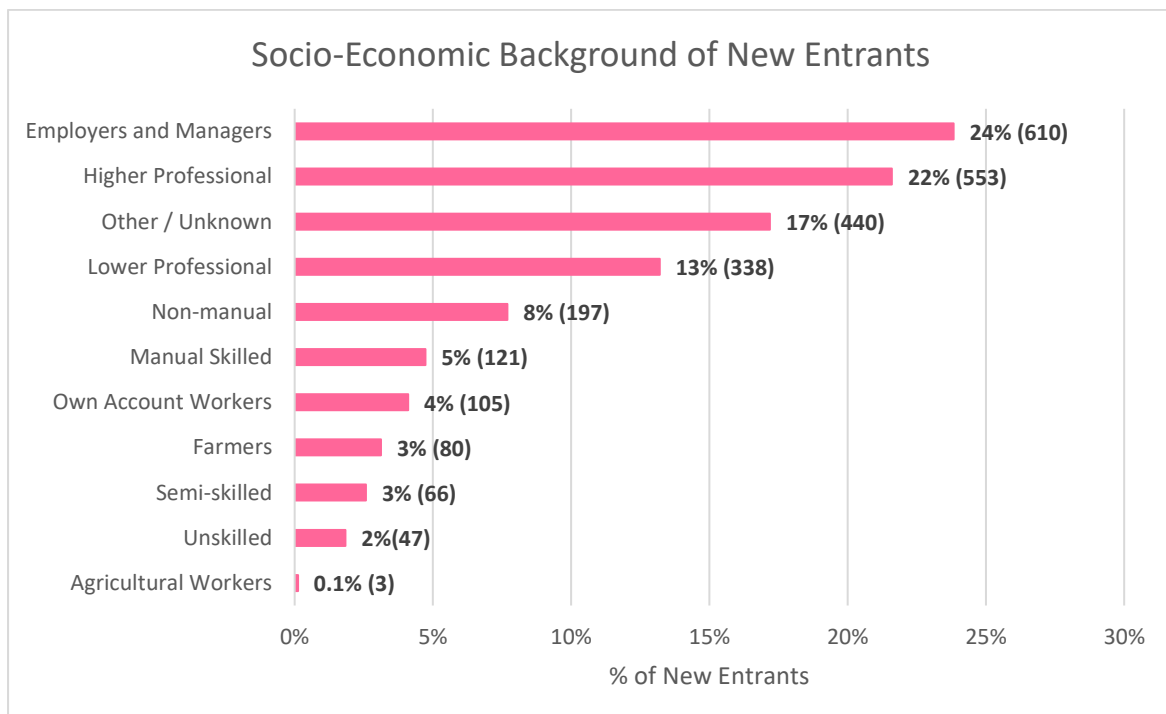


Figure 28: Socio-economic Background of Undergraduate New Entrants (2016/17)

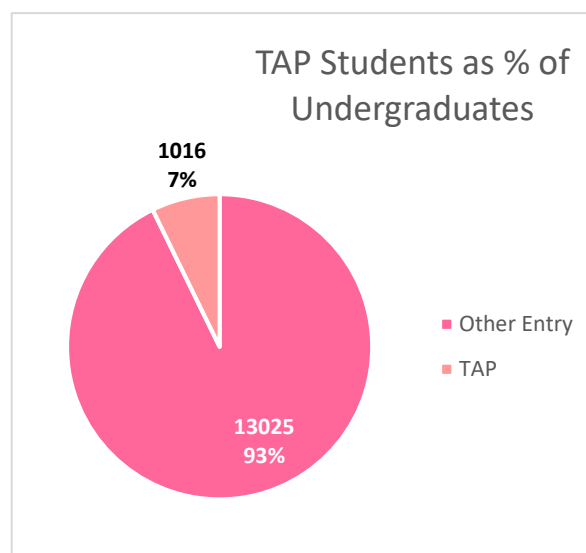
³⁶ HEA Equal Access Survey 2016/17. This is a voluntary survey offered to undergraduate new entrants at initial registration. 87.9% (2,560) of undergraduate new entrants in Trinity completed the socio-economic question

Trinity Access Programmes³⁷

Overview

TAP students, i.e. students entering Trinity via a Trinity Access Programmes Foundation Course, make up 8% (1,016) of the total undergraduate student population (13,025).

Figure 29: TAP Students as % of Total Undergraduate Students (2017/18)

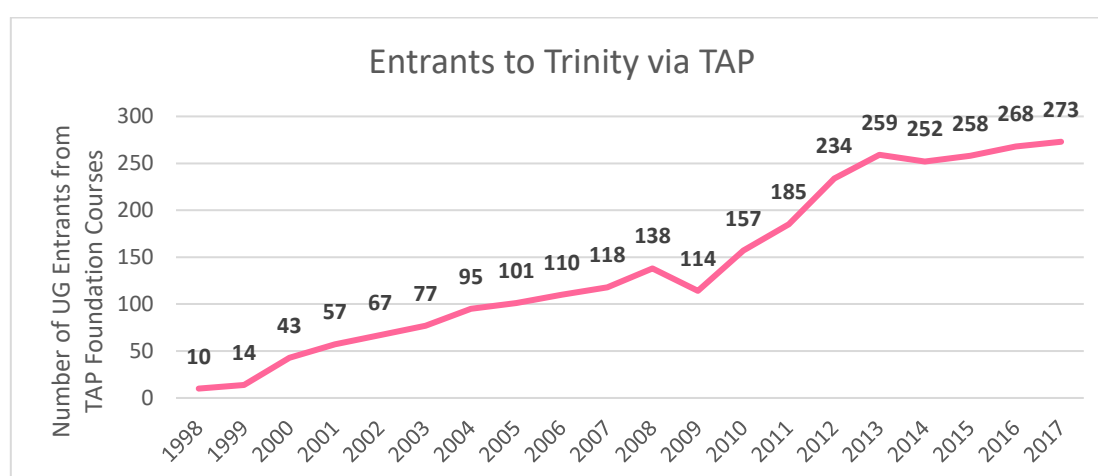


Almost all (97% of) students undertaking a TAP Foundation Year progressed to an undergraduate programme in 2017/18, and the vast majority (87%) of students who had entered their undergraduate degree programme via TAP completed their degree.

Progression rate from Foundation to UG programmes	2017/18 UG entry	97%
Completion rate of TAP students	2017/18 commencements	87%

Table 5: Key Facts on TAP Student Admission and Completion Rates

Over the past twenty years, the number of students entering undergraduate degree programmes via TAP has significantly increased, from 10 in 1998 to 273 in 2017.



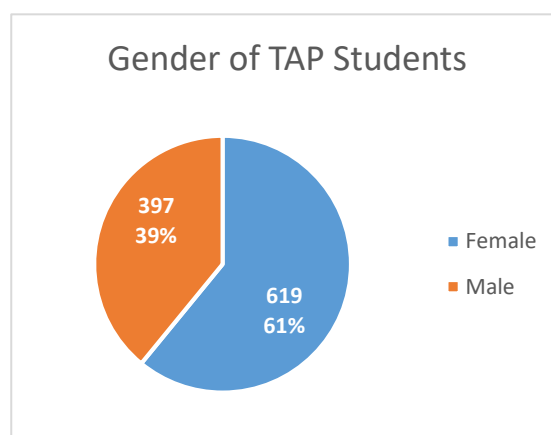
³⁷ Source for data in this section: Trinity Access Programmes, data received June 2018

Figure 30: Total Entrants to Trinity via the Trinity Access Programmes (1998-2017)

Gender

TAP students are 61% female, 39%; very similar to the general undergraduate population (see Figure 12).

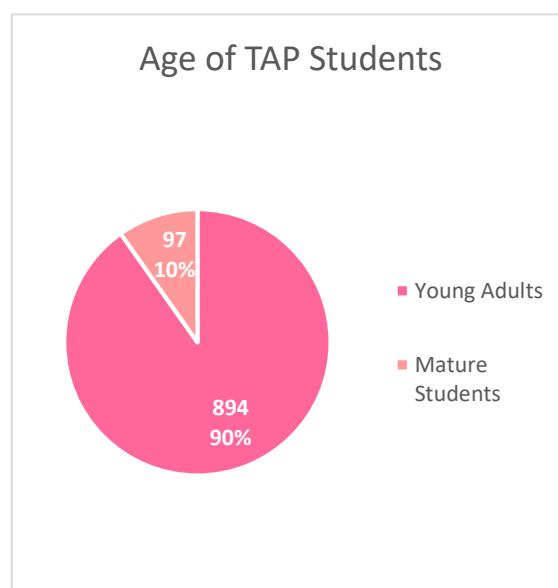
Figure 31: Gender Representation among TAP Students (2017/18)



Age

90% of TAP Students are on the Foundation Course for Young Adults; 10% are on the Foundation Course for Mature Students³⁸. This is a slightly higher representation of mature students than is found in the general undergraduate population (see Figure 22).

Figure 32: Representation of Mature Students among TAP Students (2017/18)

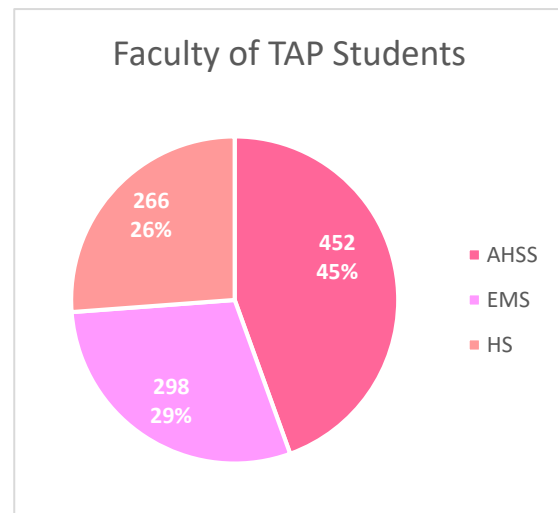


Faculty

³⁸ i.e. Students over 23 at point of entry to the Foundation Course

Students who have entered undergraduate degrees via TAP (across all years) are more often taking courses in AHSS (45%) than EMS (29%) or HS (26%).

Figure 33: Faculty Distribution of TAP Students (2017/18)



Attainment

The most common degree outcome for a graduate who entered their course via TAP is a 2:1 (52% of TAP graduates), and 10% achieve a First Class or Distinction grade.

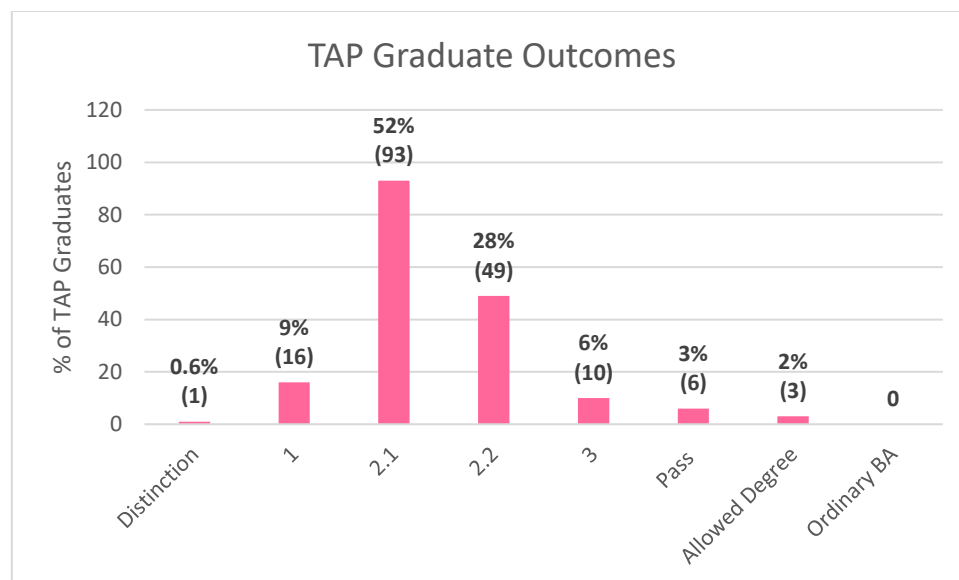


Figure 34: Degree Grades of Graduates who Entered Trinity via TAP (Final Assessment in 2016/17)

Staff Report

Overview

There are 3,945 staff in Trinity³⁹ (3,885 of which fit into the six main employment areas). The biggest employment area is academia, comprising 28% of staff, closely followed by administration at 27% of staff.

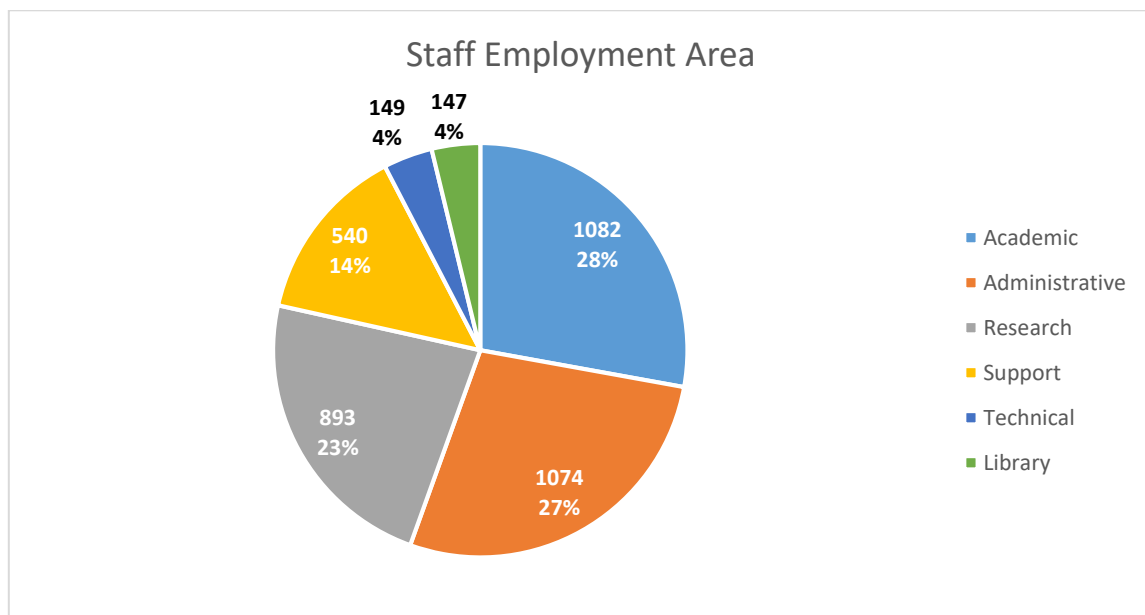


Figure 35: Total Staff by Area of Employment (2018)

³⁹ Please note that the total number of staff in specific categories such as Age, Civil Status, Gender etc. may be slightly less than 3,945 as those who are “unknown” in any category are removed for the purposes of analysis

Age

The most common age of Trinity staff members is 36-40 (16% of staff). Around 19% of staff are “older adults” (aged 55 or above). Just 1.6% of staff are over 65.

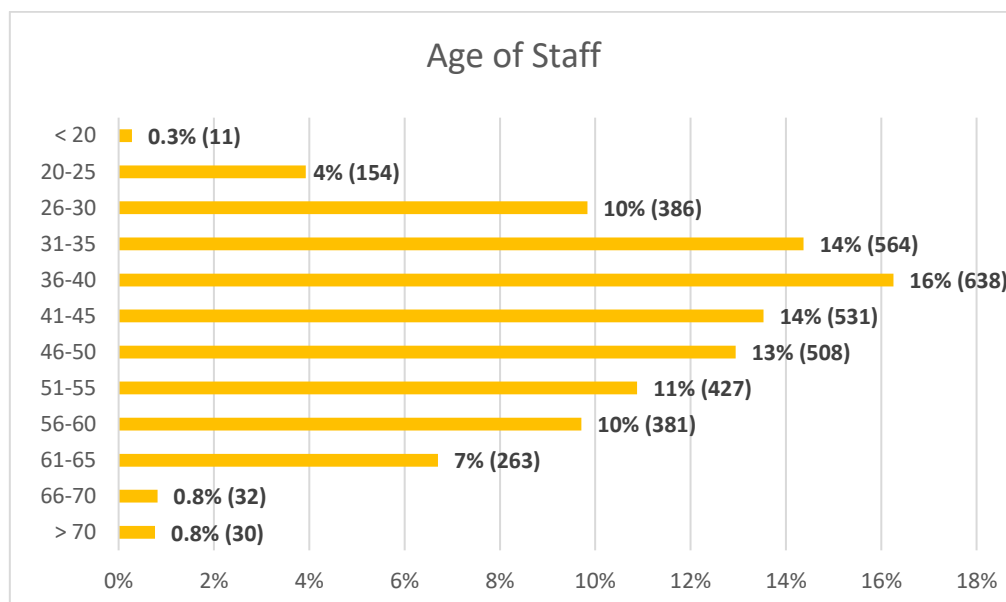


Figure 36: Age Representation among Total Staff (2018)

Trinity’s staff age breakdown is largely similar to the UK higher education sector (data for Ireland is not available)⁴⁰.

	Trinity	UK HEIs	Difference
25 or under	4%	6%	-2%
26-30	10%	11%	-1%
31-35	14%	14%	0%
36-40	16%	14%	+2%
41-45	14%	13%	+1%
46-50	13%	13%	0%
51-55	11%	12%	-1%
56-60	10%	10%	0%
61-65	7%	5%	+2%
66 or over	2%	2%	0%

Table 6: Age of All Staff, Trinity and UK HE Sector Comparative (2018)

⁴⁰ Source: *Equality and Higher Education: Staff Statistical Report 2018*, AdvanceHE, p49

Academic Staff

Academic staff tend to have an older profile than the overall staff population; while the most common age is still 36-40 (17% of academic staff), every age bracket above 40 has a higher representation among academic than overall staff, and there are fewer academics than the overall average in the ages of 20-35.

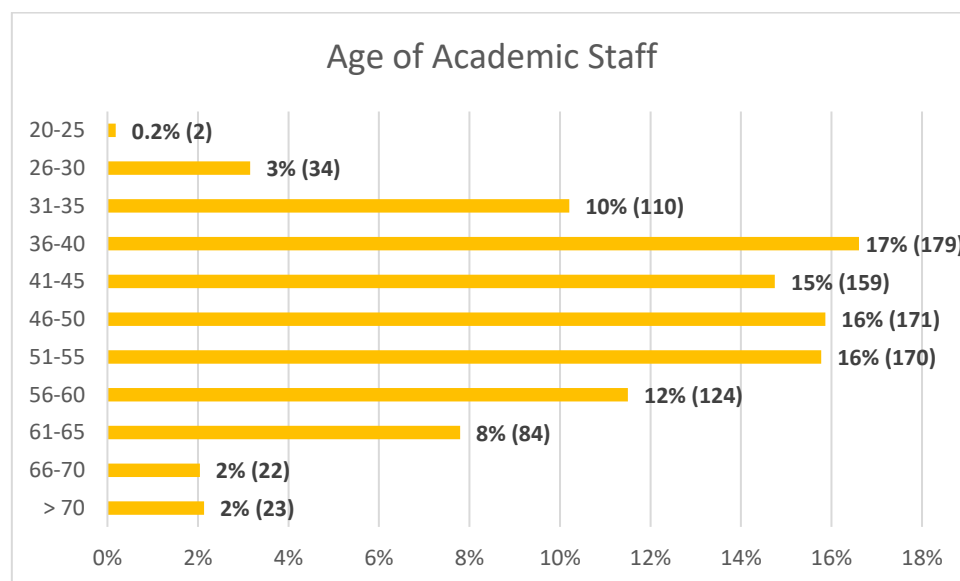


Figure 37: Age Representation among Academic Staff (2018)

Schools

Table 7 provides the age breakdown of academic staff in every School. The total number of academic staff in the School is provided in brackets after the School's title. The highlighted cells show the most common age range within each School. The majority of Schools' most common age range ("mode") is somewhere between 36 and 55.

The sparklines in the far-right column are a visual representation of the age of academic staff across the School. Modes are marked with a darker colour. A sparkline with high columns to the left indicates the School has relatively young academic staff (e.g. School of Law); a sparkline with higher columns to the right denotes an older academic team (e.g. School of Linguistic, Speech and Communication Sciences).
























School (and total academic staff)	Age Range											Sparkline
	20-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	> 70	
Biochemistry & Immunology (24)	0%	0%	8%	8%	29%	25%	21%	4%	4%	0%	0%	
Business (42)	2%	7%	14%	14%	10%	10%	14%	7%	14%	0%	7%	
Chemistry (23)	0%	9%	17%	13%	13%	13%	13%	17%	4%	0%	0%	
Computer Science & Statistics (82)	0%	1%	2%	16%	12%	18%	23%	7%	7%	5%	7%	
Creative Arts (16)	0%	0%	0%	19%	19%	13%	19%	13%	19%	0%	0%	
Education (27)	0%	0%	19%	11%	11%	26%	15%	4%	11%	4%	0%	
Engineering (68)	0%	1%	12%	21%	16%	15%	13%	10%	6%	3%	3%	
English (30)	0%	0%	13%	20%	23%	10%	13%	10%	7%	0%	3%	
Genetics & Microbiology (24)	0%	0%	4%	25%	13%	17%	13%	13%	8%	0%	8%	
Histories & Humanities (44)	0%	0%	14%	14%	16%	16%	11%	18%	11%	0%	0%	
Languages, Literatures & Cultural Studies (56)	2%	4%	11%	13%	9%	16%	16%	14%	13%	0%	4%	
Law (48)	0%	8%	19%	27%	15%	10%	15%	2%	2%	0%	2%	
Linguistic, Speech & Communication Sciences (26)	0%	0%	12%	12%	4%	12%	15%	27%	15%	4%	0%	
Mathematics (25)	0%	0%	8%	28%	12%	16%	12%	8%	4%	4%	8%	
Medicine (188)	0%	6%	12%	18%	16%	14%	13%	12%	6%	2%	1%	
Natural Sciences (45)	0%	0%	7%	18%	24%	16%	13%	16%	7%	0%	0%	
Nursing & Midwifery (89)	0%	1%	0%	6%	16%	19%	26%	20%	10%	1%	1%	
Pharmacy & Pharmaceutical Sciences (26)	0%	0%	8%	15%	19%	31%	8%	8%	12%	0%	0%	
Physics (30)	0%	0%	17%	17%	17%	13%	13%	10%	10%	0%	3%	
Psychology (34)	0%	3%	6%	12%	21%	18%	18%	21%	0%	3%	0%	
Religions, Peace Studies & Theology (22)	0%	5%	9%	9%	14%	14%	36%	0%	9%	5%	0%	
Social Sciences & Philosophy (69)	0%	9%	19%	28%	10%	14%	9%	6%	1%	4%	0%	
Social Work & Social Policy (21)	0%	0%	10%	14%	5%	29%	14%	5%	19%	5%	0%	

Table 7: Age Representation (%) among Academic Staff by School (2018)

Civil Status

Almost half (48%) of Trinity staff are single⁴¹, and a further 44% are married. Just 2% of staff are divorced, and 2% cohabiting. Further categories, including those relating to civil partnership and to bereavement, each represent 1% or less than 1% of staff.

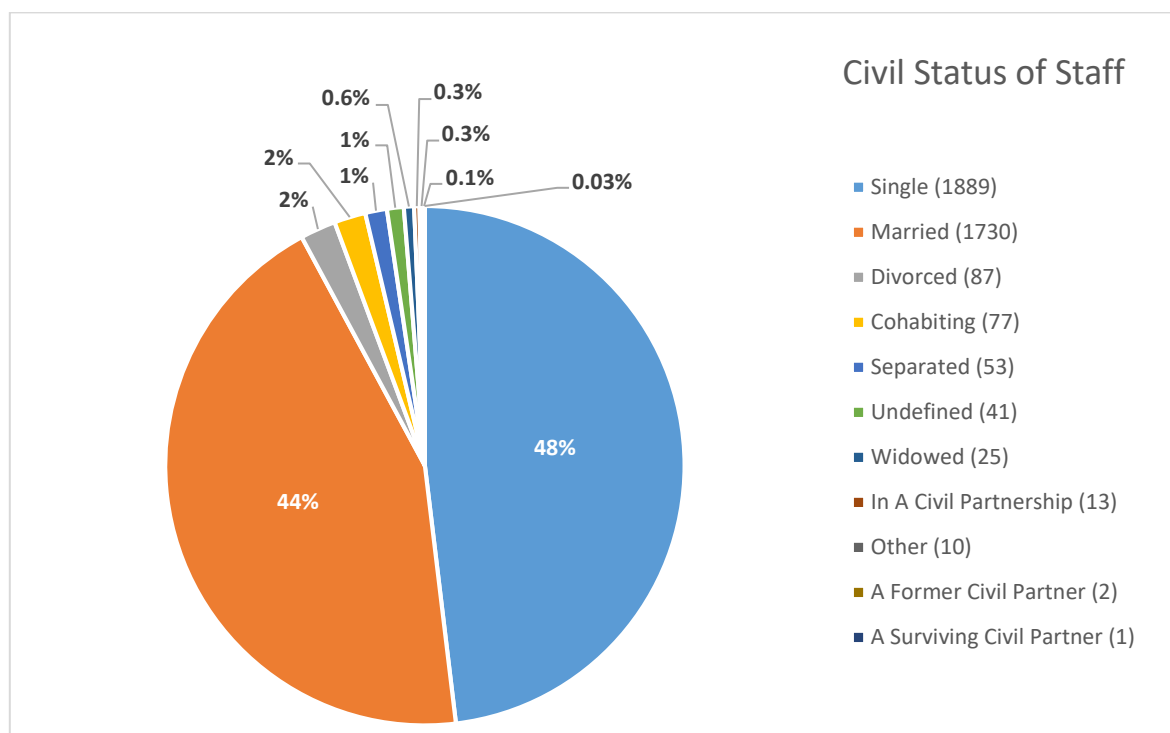


Figure 38: Civil Status Representation among Total Staff (2018)

⁴¹ 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”.

Disability

“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

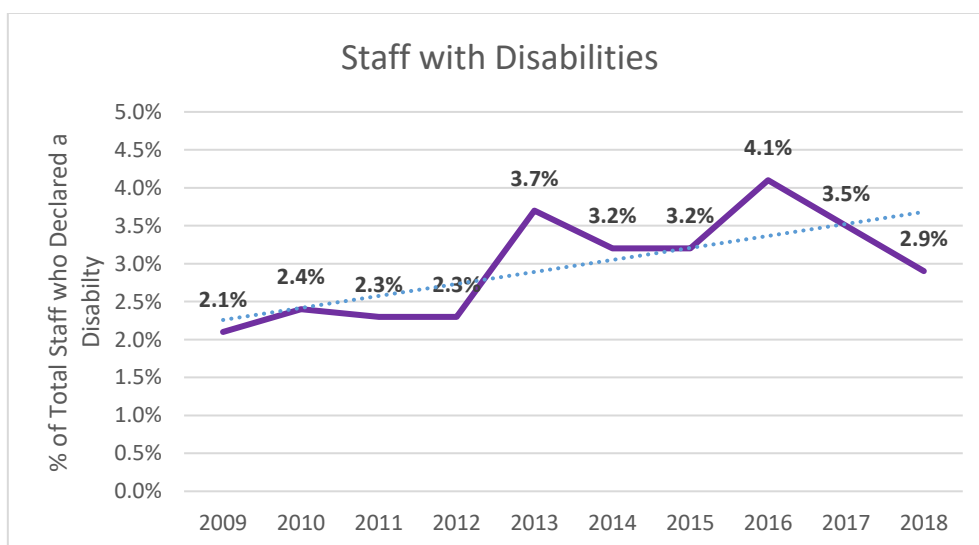
Disability Act 2005 target

At least 3% of a public body's employees to be people with disabilities

For the first time since 2012, in 2018 Trinity recorded less than 3% of its staff having a disability, missing the statutory target⁴².

Data collection methods have changed in the past two years, with a greater

emphasis now placed on data protection. A key issue is encouraging disclosure, which must remain voluntary. Managers have a role to play in ensuring staff with disabilities are confident that disclosing their disability will benefit rather than disadvantage them.



⁴² Source: Trinity Statutory Report to National Disability Authority (via HEA), April 2018

Figure 39: Percentage of Total Staff who have Declared a Disability (2009-2018)

In UK HEIs, 4.7% of staff have declared a disability⁴³. This is higher than Trinity's current figure, and lower than the Irish government's proposed new target of 6% of public employees to be people with disabilities⁴⁴.

⁴³ *Equality and Higher Education: Staff Statistical Report 2018*, AdvanceHE, p101

⁴⁴ Ref: *Comprehensive Employment Strategy for People with Disabilities 2015-2024*, Government of Ireland, p3

Ethnicity

Diversity Detail

The response rate to this question was 11% of total staff.

68% of staff who completed the Diversity Detail are White Irish, and 24% are of another White background, so a total of 92% of respondents are White.

5% of respondents are Asian (including Chinese and other backgrounds), less than 1% are Black (including African and other backgrounds), and 3% are of other backgrounds (including mixed background).

No staff member indicated on their Diversity Detail that they are a member of the Traveller community.

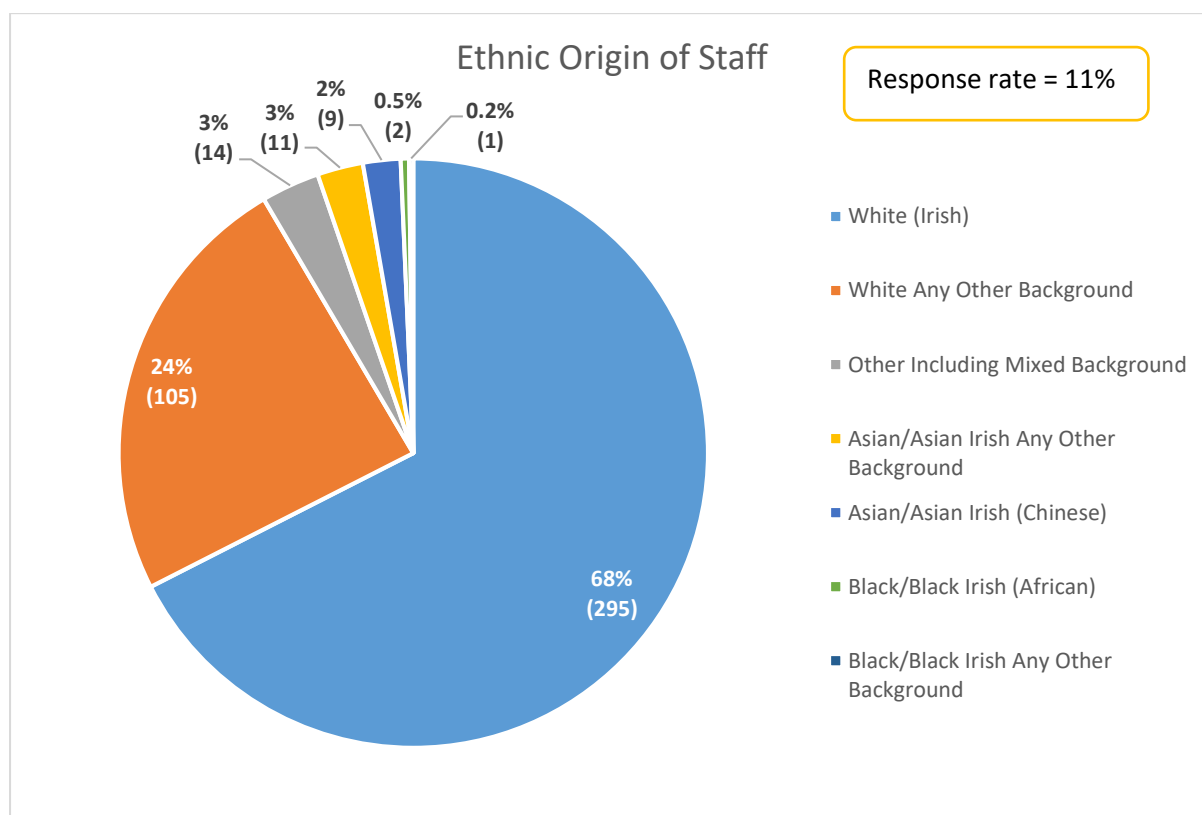


Figure 40: Ethnic Origin of Total Staff from Diversity Detail (2018)

National Comparison

According to the Diversity Detail responses, Trinity has 16 percentage points less White Irish staff than would be present in the national population. However, the overall White population of Trinity staff is similar to that found in Ireland as a whole, due to the greater representation of other White backgrounds among Trinity Staff (+14 percentage points).

There are slightly more Asian (including Chinese) people among Trinity staff than in the general population, slightly fewer Black (including African) people, and no Irish Travellers.

	Census	Trinity Staff	Difference
White (Irish)	84%	68%	-16%
White Any Other Background	10%	24%	14%
Asian/Asian Irish Any Other Background	2%	3%	1%
Other Including Mixed Background	2%	3%	1%
Black/Black Irish (African)	1%	0.5%	-1%
White Irish Traveller	0.7%	0%	-1%
Asian/Asian Irish (Chinese)	0.4%	2%	2%
Black/Black Irish Any Other Background	0.1%	0.2%	0.1%

Table 8: Ethnic Origin of Staff from Diversity Detail (2018) Compared with Census 2016

Gender

Overview

The majority (55% or 2,161/3,941) of Trinity staff are women. This gender representation has been highly consistent over the past ten years.

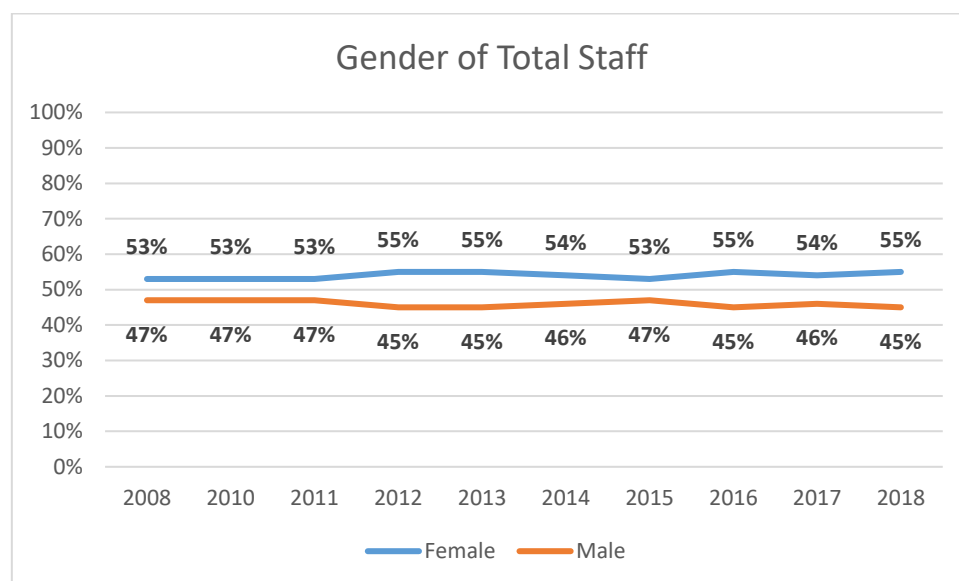


Figure 41: Gender Representation Trend among Total Staff (2008-2018)

This is very similar to the representation of women among core-funded staff across Irish universities, which is 54%⁴⁵.

⁴⁵ Source: *Higher Education Institutional Staff Profiles by Gender*, HEA, 2018, p5. Figures refer to Dec 2017.

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

Gender Action Plan target

No more than 60% of any one gender to be on any key decision-making body

Board and Council⁴⁶

Board and Council are both as gender-balanced as possible, with 52% male representation on Board and 52% female representation on Council.

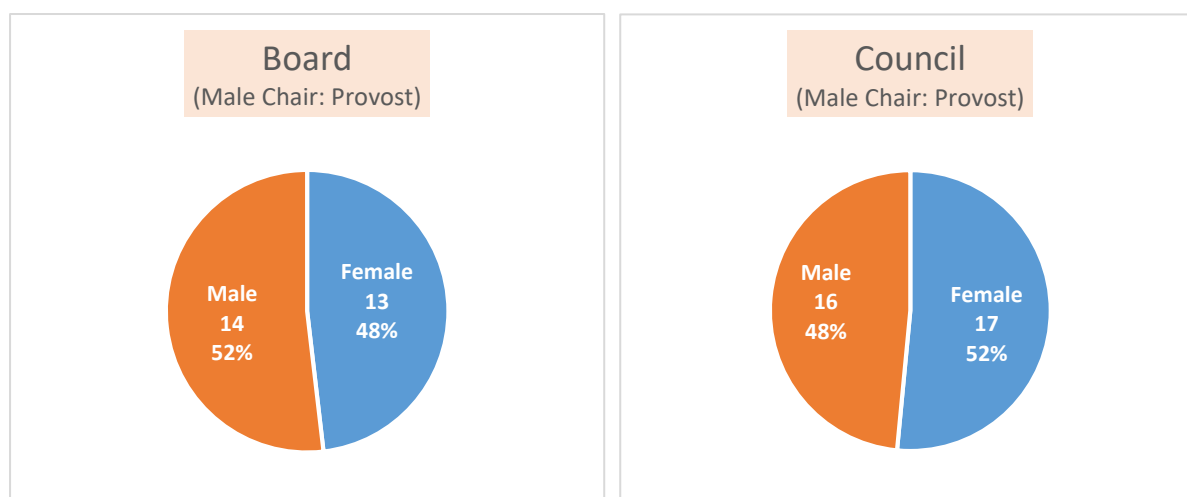


Figure 42: Gender Representation on Board and Council (2017/18)

⁴⁶ Source: Committee Papers website www.tcd.ie/committeepapers

Both Board and Council have been very well gender-balanced for the past 3 years, following a period of increasing female representation.

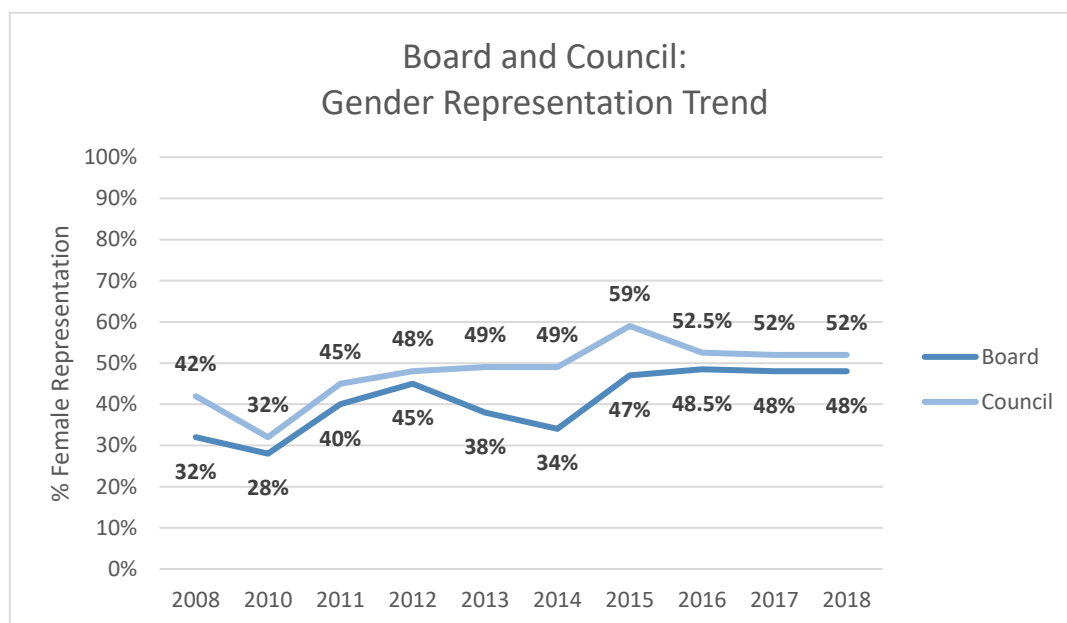


Figure 43: Gender Representation Trend on Board and Council (2008-2018)

Five Irish universities (including Trinity) have achieved at least a 40/60 gender ratio on their governing authority, and three (including Trinity) have achieved this on their academic council⁴⁷.

Committees⁴⁸

The overall gender representation on Principal, Academic and Compliance Committees of Board and Council is 55% male, 45% female. The Committee Chairs are perfectly gender-balanced: 7 female, 7 male. Half of Committees (7) are within a 60/40 gender ratio, one (Human Resources) is more than 60% female and six are more than 60% male (Student Life, Undergraduate Studies, Safety, Graduate Studies, Audit and Finance).

⁴⁷ Source: *Higher Education Institutional Staff Profiles by Gender*, HEA, 2018, p5. Figures refer to Dec 2017.

⁴⁸ Source: Committee secretaries

The Undergraduate Studies and Graduate Studies Committees in particular are affected by the gender representation among academic staff in leadership positions within Schools, e.g. Directors of Undergraduate / Postgraduate Teaching and Learning.

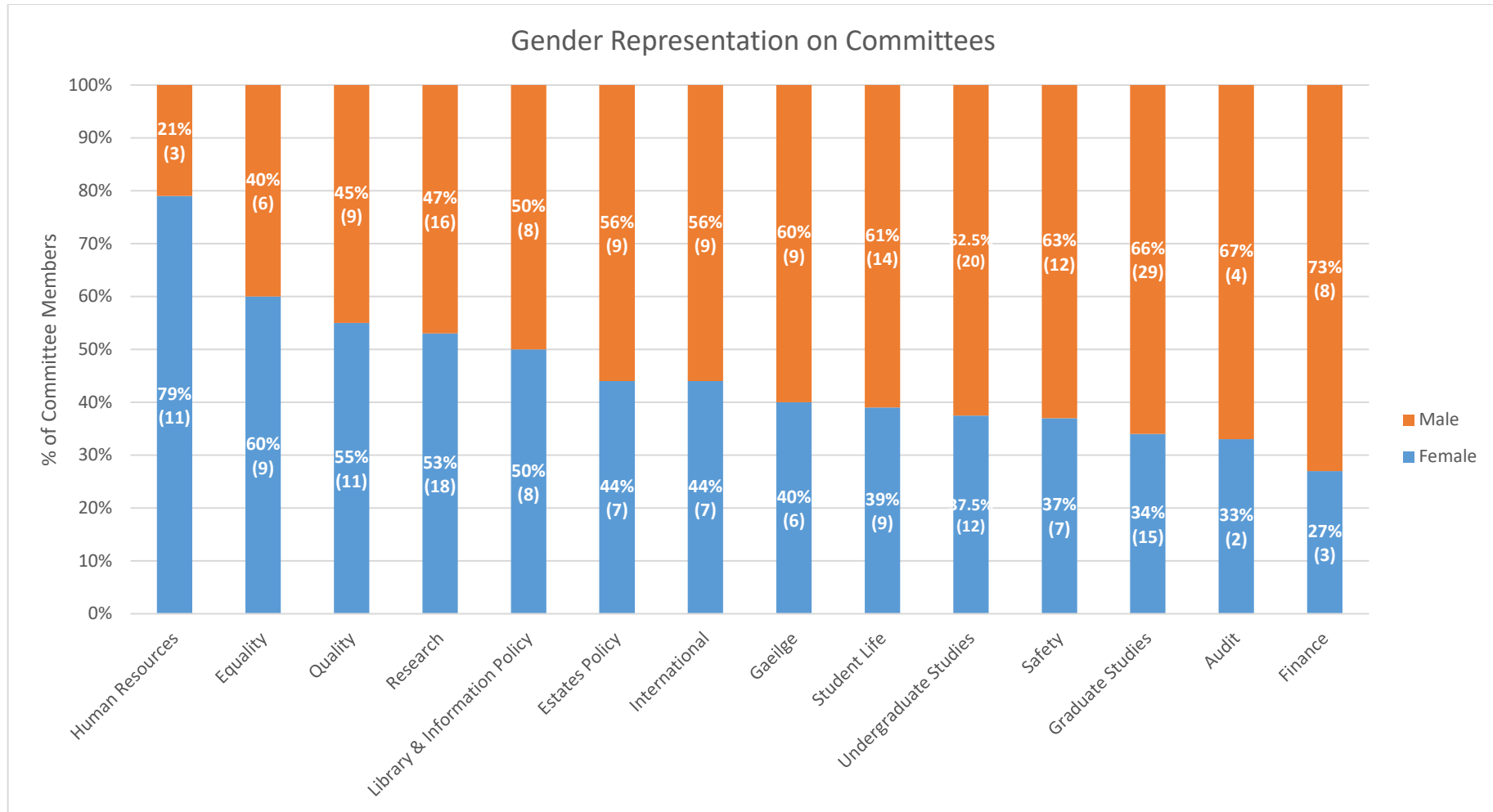


Figure 44: Gender Representation on Principal, Compliance and Academic Committees of Board and Council (2017/18)

Management Groups

Management groups advise the Provost and are made up of senior university leaders, *ex officio*. Executive Officers Group (EOG) and Chief Officers Group (COG) are each involved in approving items for submission to Board, and other management groups report into them. Planning Group is one of these subgroups, and it deals with major strategic and financial decisions.

EOG⁴⁹ is just within a 60/40 gender balance (60% male); COG⁵⁰ is male-dominated and Planning Group⁵¹ is female-dominated.

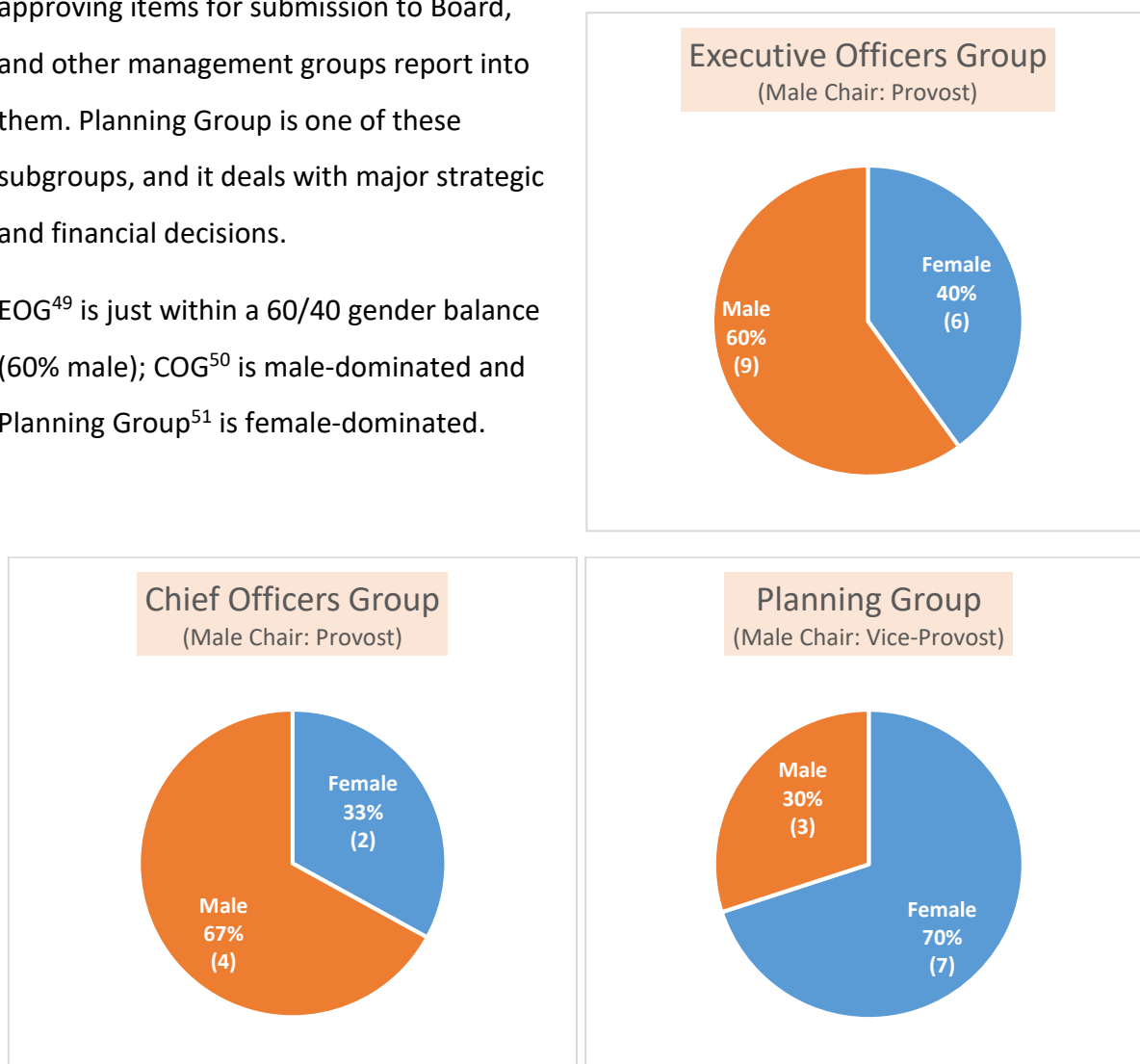


Figure 45: Gender Representation on Selected Management Groups (2017/18)

⁴⁹ Source: Provost's Office website www.tcd.ie/provost/college-officers/executive/

⁵⁰ Source: Secretary's Office

⁵¹ Source: Vice-Provost's Office

EOG is more gender-balanced in 2017/18 than it was in 2016/17. Although it has not regained its best gender balance to date, i.e. 54% male in 2016, the overall trend is towards more equal representation of men and women on EOG.

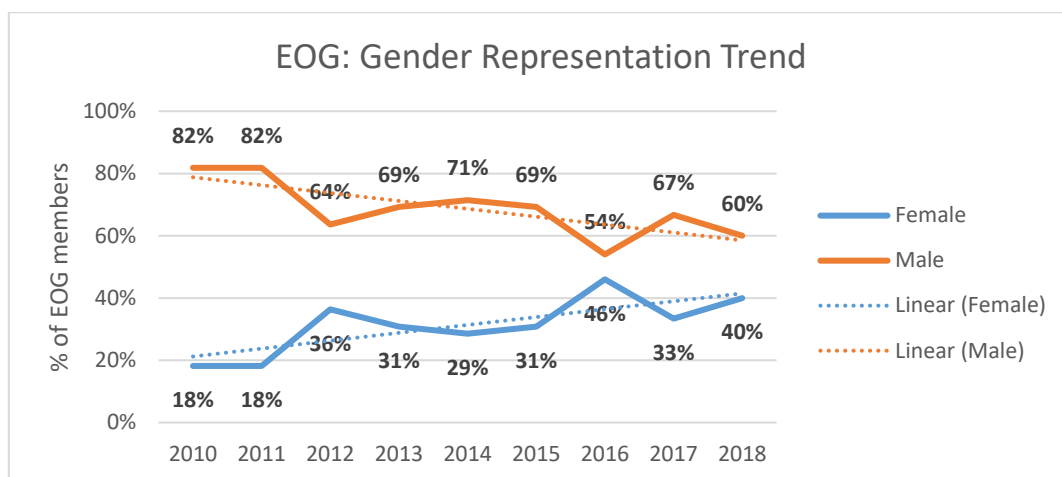


Figure 46: Gender Representation Trend on Executive Officers Group (2010-2018)

Faculty Executives⁵²

Faculty Executive Committees (Execs) roughly reflect the gender breakdown of academic staff in the Faculty, although the HS Exec, unlike its overall staff, is within a 60/40 gender split. The EMS Exec, on the other hand, has an over-representation of men (79%).

Each Exec is Chaired by its Faculty Dean so HS has a female Chair, and AHSS and EMS have male Chairs.

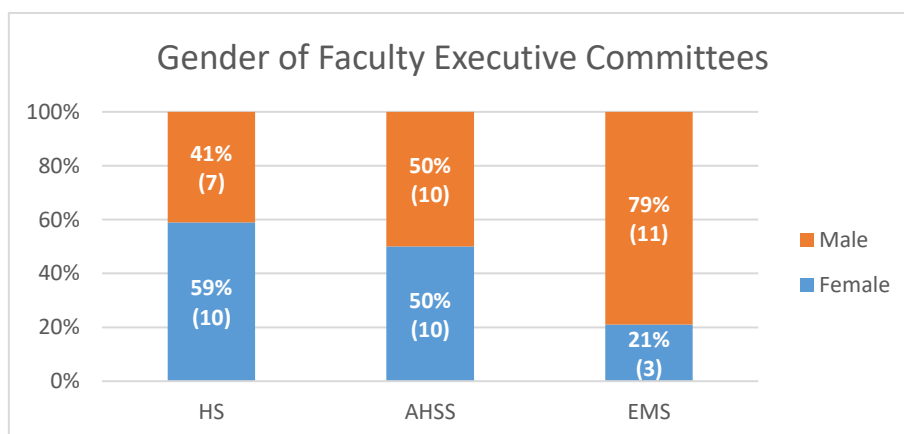


Figure 47: Gender Representation on Faculty Executive Committees (2017/18)

⁵² Source: Faculty Executive secretaries

Contract Types

Part-time / Full-time

18% of Trinity staff are part-time. Women are significantly over-represented (76%) among part-time staff.

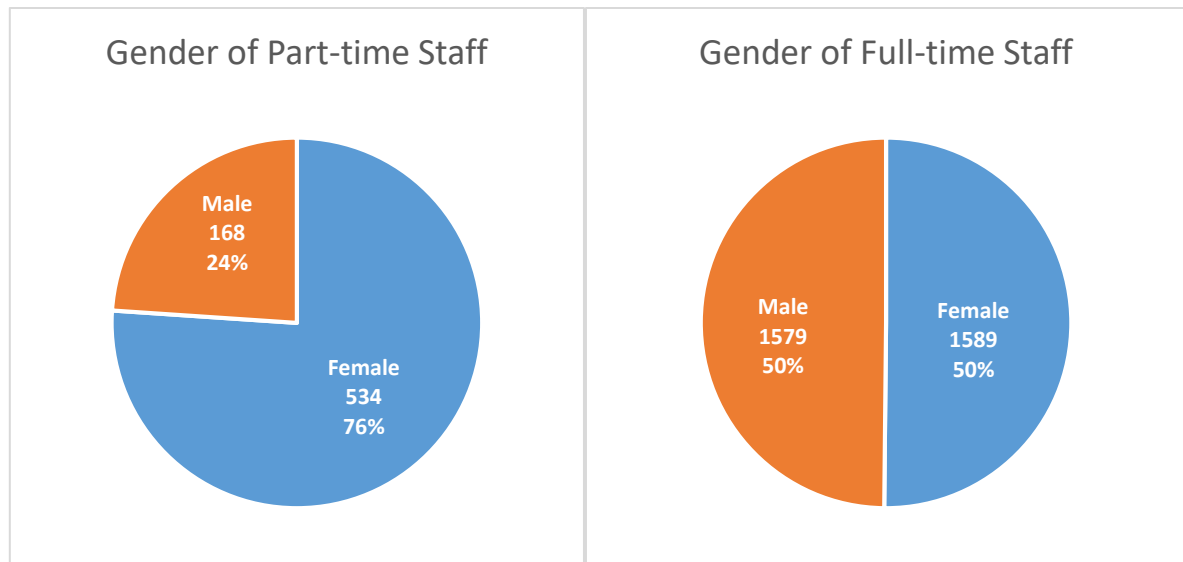


Figure 48: Gender Representation among Part-time and Full-time Staff (2018)

Female over-representation among part-time staff has been consistent over the past ten years.

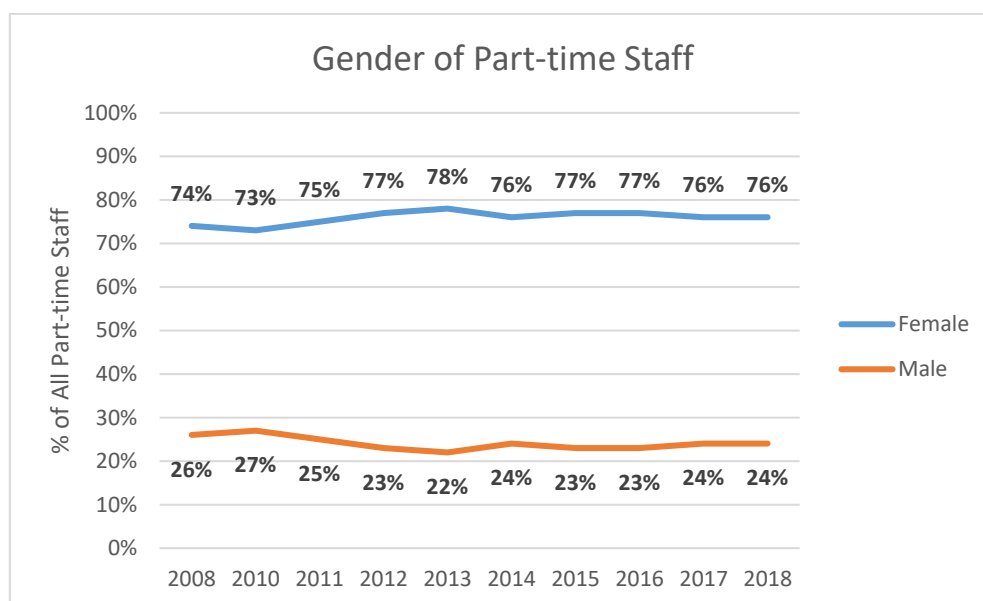


Figure 49: Gender Representation Trend among Part-time and Full-time Staff (2008-2018)

Temporary / Permanent

“We commit to addressing the negative consequences of using short-term contracts for the retention and progression of staff in academia, particularly women”

Athena SWAN Charter

43% of Trinity staff are on temporary contracts. There is no discernible gender difference between holders of temporary and permanent contracts; both are very similar to the 55% female overall workforce (see Figure 41).

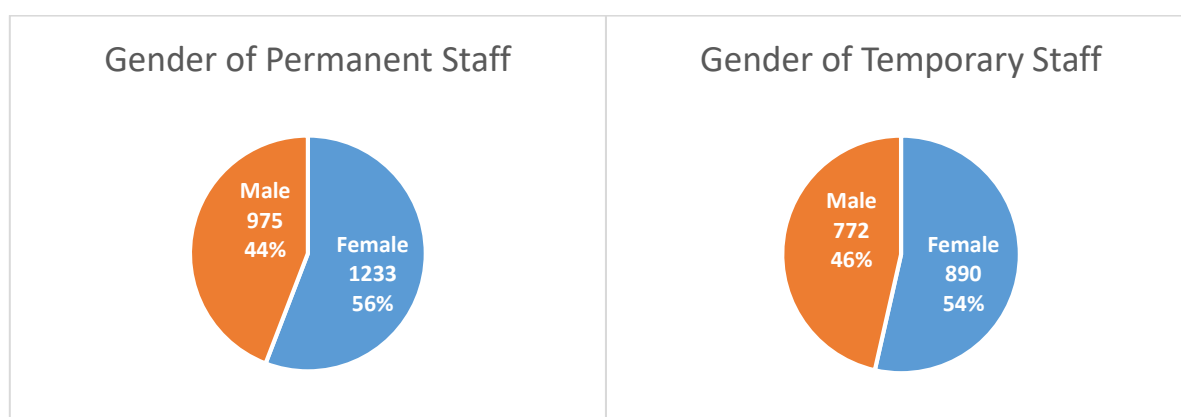


Figure 50: Gender Representation among Permanent and Temporary Staff (2018)

Of the 28 academic staff on buy-back contracts, 19 (68%) are male and 9 (32%) are female. This reflects the higher representation of men among academic staff of retirement age, than among the overall academic staff.

Leave

Figures provided for the 2018 institutional Athena SWAN bronze application show that 26 research staff and 13 Assistant Professors took maternity leave in 2017/18. Also, 6 female research staff and 4 female Assistant Professors took parental leave; as compared with 3 male research staff. Available evidence indicates that no male academic or research staff took official paternity leave in 2017/18, although some may be accommodated unofficially.

Area of Employment

Three of the six main employment areas in Trinity are highly gendered, i.e. Administration (72% female), Library (68% female), and Technicians (64% male).

Support (51% female), Research (52% male) and Academia (55% male) are relatively balanced overall.

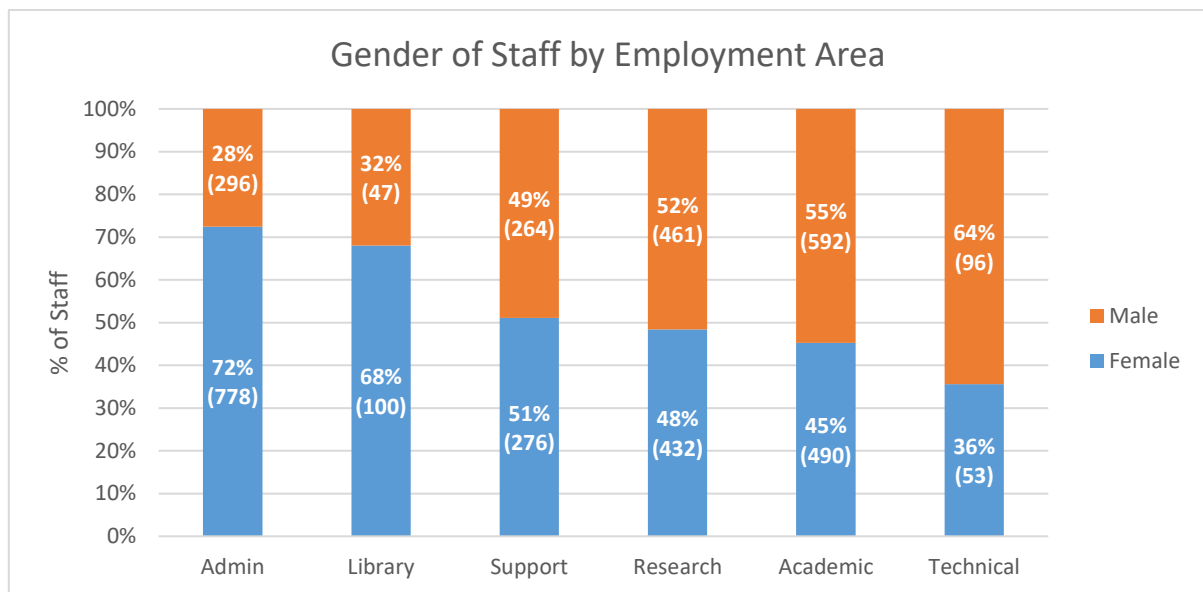


Figure 51: Gender Representation in Employment Areas (2018)

Research

A slight majority of Research Assistants (52%) are female, and this reverses among Research Fellows, who are 54% male.

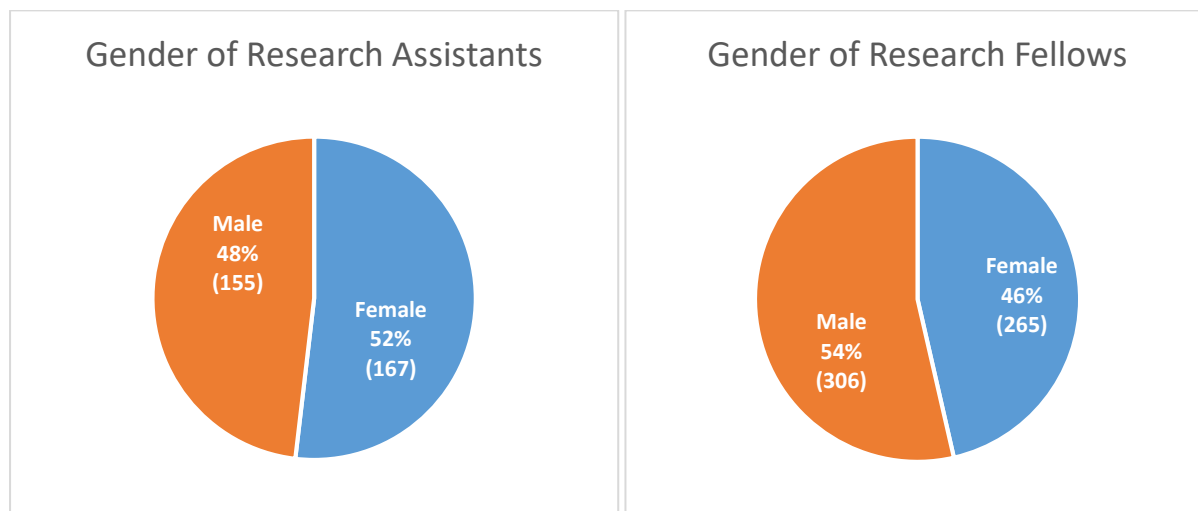


Figure 52: Gender Representation among Research Assistants and Research Fellows (2018)

The gender representation among Research staff in each Faculty is broadly aligned with the gender of academic staff in the Faculty (see Figure 61): i.e., HS is female-dominated (71% of research staff are female), AHSS is gender-balanced (52% of research staff are female) and EMS is male-dominated (63% of research staff are male).

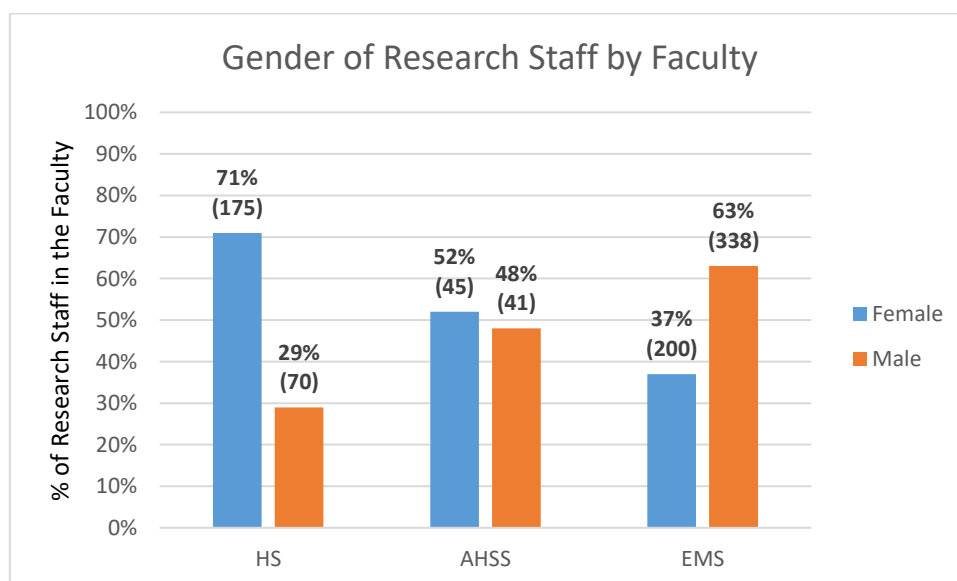


Figure 53: Gender Representation among Research Staff in each Faculty (2018)

Library

A significant majority of Library staff are female at all grades. There is an erratic trend towards higher female representation at more senior grades (78% female at Library Keeper / Sub Librarian grades).

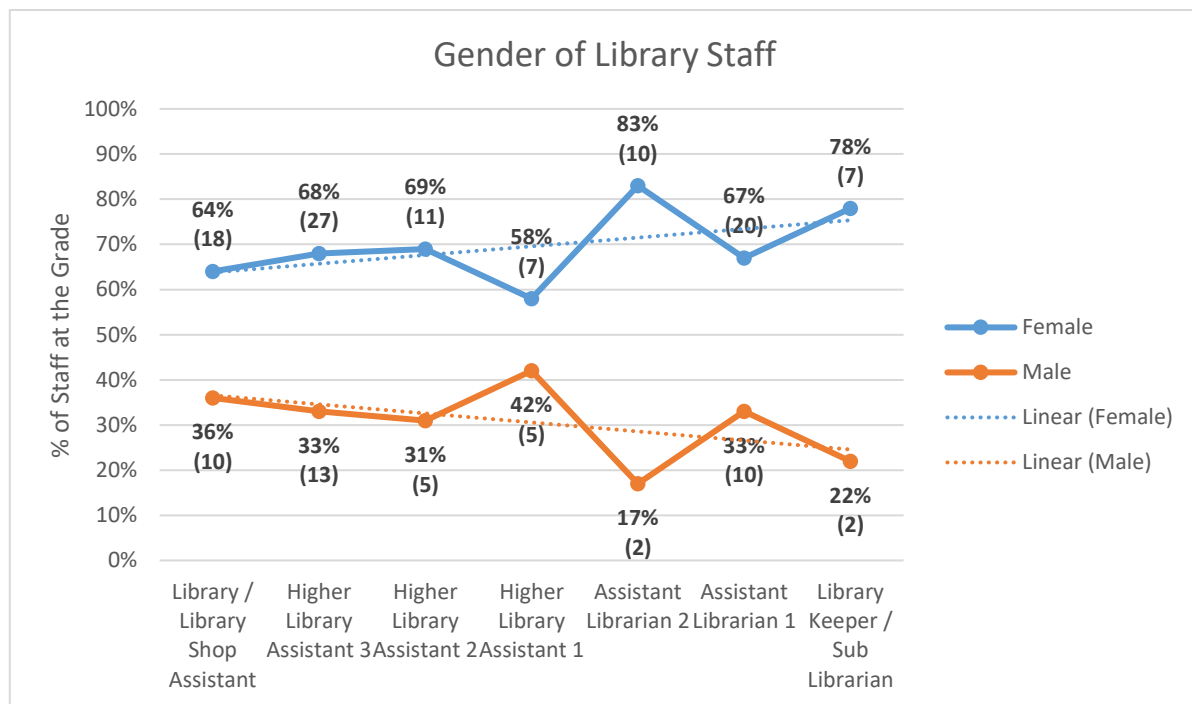


Figure 54: Gender Representation among Library Grades (2018)

Administration

The vast majority of staff at Executive Officer and Senior Executive Officer grades are female. The female majority then declines steadily between Senior Executive Officer (95% female) and Senior Administrative 2 (36%) grades. Senior Administrative 1 is more gender-balanced, at 47% female.

Figure 55 does not include the Provost (male), Vice-Provost (male), Treasurer (male) and Chief Operating Officer (female) who are on individual pay scales.

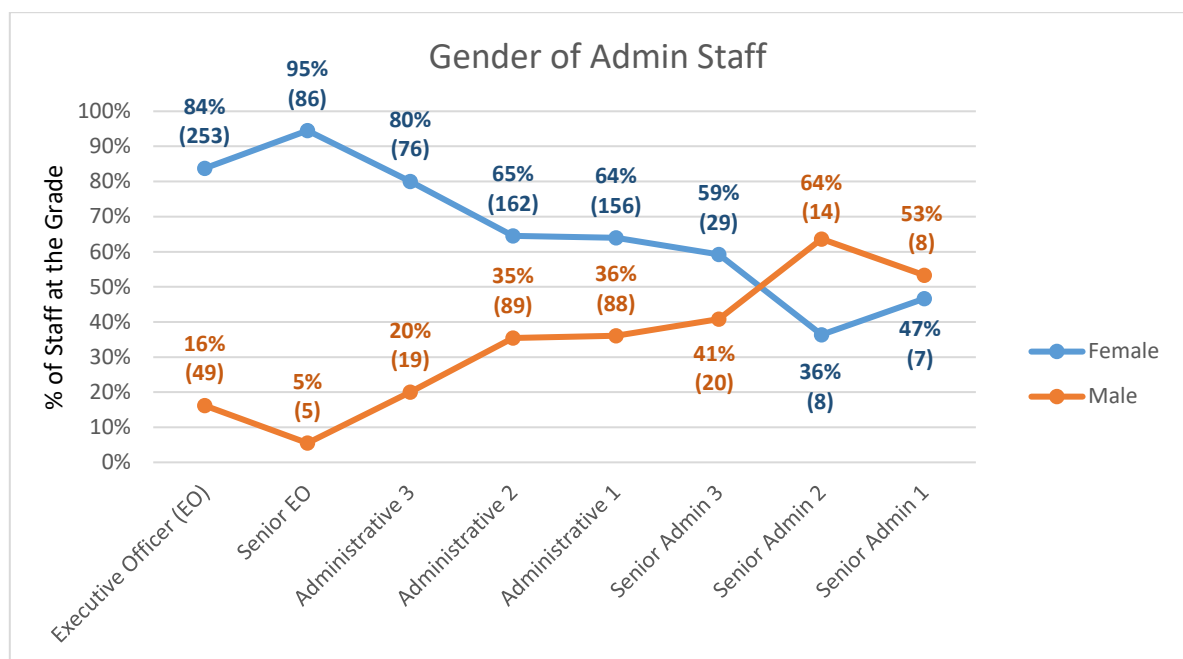


Figure 55: Gender Representation among Administrative Grades (2018)

Table 9 presents 20 administrative and service departments in descending order of female representation (among their administrative staff).

14 have more than 60% female administrative staff; 4 are within a 60/40 split; and just two small departments have more than 60% male administrative staff.

	Female	Male	Women	Men	Total
Health Centre	92%	8%	12	1	13
Teaching & Learning	88%	12%	37	5	42
Science Gallery	85%	15%	11	2	13
Provost's Office	80%	20%	8	2	10
Student Counselling	80%	20%	20	5	25
VP/CAO's Office	79%	21%	11	3	14
Secretary's Office	79%	21%	11	3	14
Commercial Revenue	77%	23%	24	7	31
Human Resources	77%	23%	44	13	57
Academic Registry	72%	28%	39	15	54
Global Relations	72%	28%	23	9	32
Research & Innovation	72%	28%	38	15	53
Financial Services	64%	36%	52	29	81
COO's Office	63%	38%	5	3	8
Communications	57%	43%	8	6	14
Estates & Facilities	47%	53%	24	27	51
Sport & Recreation	45%	55%	5	6	11
IT Services	41%	59%	38	55	93
Disability Service	38%	63%	3	5	8
Programme Management	33%	67%	2	4	6

Table 9: Gender of Staff in Professional Departments (2018)

Technical

The majority of technical officers at every grade are male. There is only a very slight, uneven trend towards greater male representation at the higher grades.

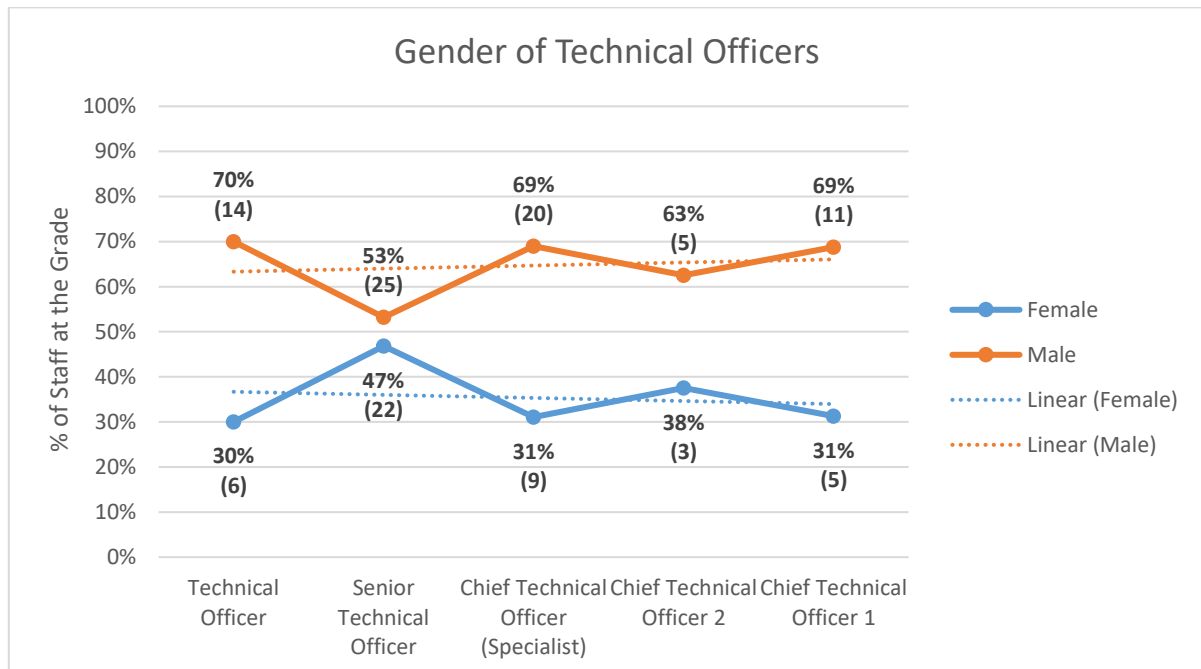


Figure 56: Gender Representation in Technical Officers (2018)

Experimental Officers have a higher male majority at both grades than is found among any technical officer grade.

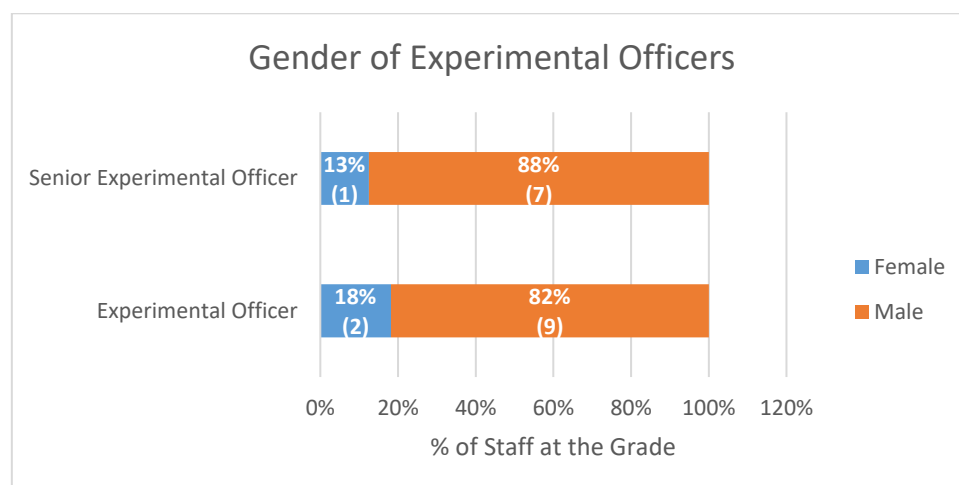


Figure 57: Gender Representation in Experimental Officers (2018)

Support

Significant gender imbalances exist within different support areas, and these conform to traditional gender roles; there are for example 100% female staff in the Nursery, and 92% male staff in Grounds.

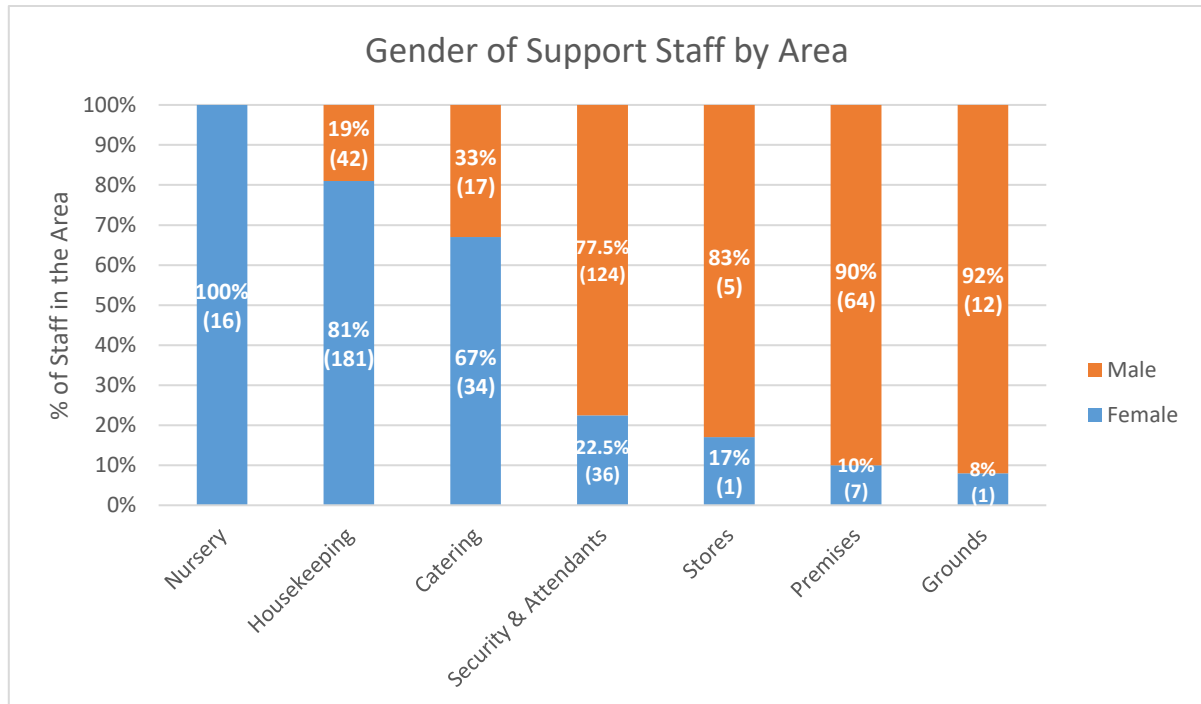


Figure 58: Gender Representation among Support Areas (2018)

Academic

Gender representation at the Assistant

Professor grade is now almost exactly equal

(48% female). The Professor grade is also within a 60/40 split (44% female). However, Chair

Professors remain significantly imbalanced (28% female) and the overall trend is for decline in female representation towards the more senior grades.

Trinity Gender Action Plan target

26% of Chair Professors to be women by 2020

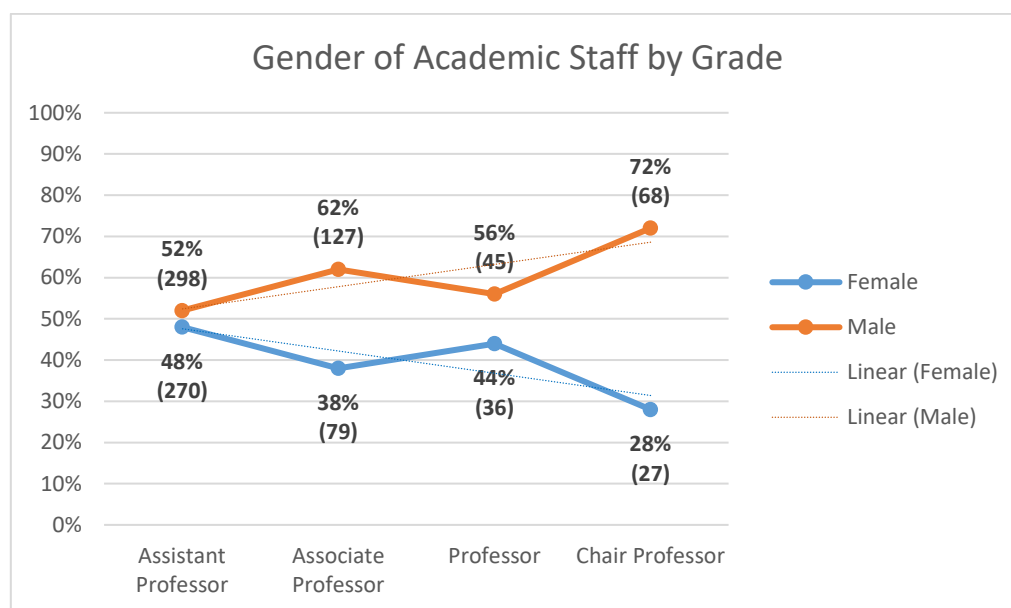


Figure 59: Gender Representation in Academic Grades (2018)

Among Irish universities, it appears⁵³ that Trinity has a slightly lower than average representation of women at the Associate Professor and Assistant Professor grades, but a higher representation of women at the Chair Professor and Professor grades.

	Trinity	Universities	Difference
Chair Professor	27%	24%	+3%
Professor	43%	34%	+9%
Associate Professor	39%	41%	-2%
Assistant Professor	48%	51%	-3%

Table 10: Gender Representation in Academic Grades, Comparison with Irish Universities Average (2017)

⁵³ Source: *Higher Education Institutional Staff Profiles by Gender*, HEA (2018), p5. These figures refer to core-funded staff only and are based on figures from December 2017 – so they are not directly comparable to the data presented in Figure 59

Female representation has increased at every (non-medical) academic grade over the past ten years. The percentage increase has been relatively small at Assistant Professor (46% → 49%) and Associate Professor (33% → 38%) grades, but more significant at the more senior grades, i.e. Professor (31% → 44%) and Chair Professor (12% → 28%).

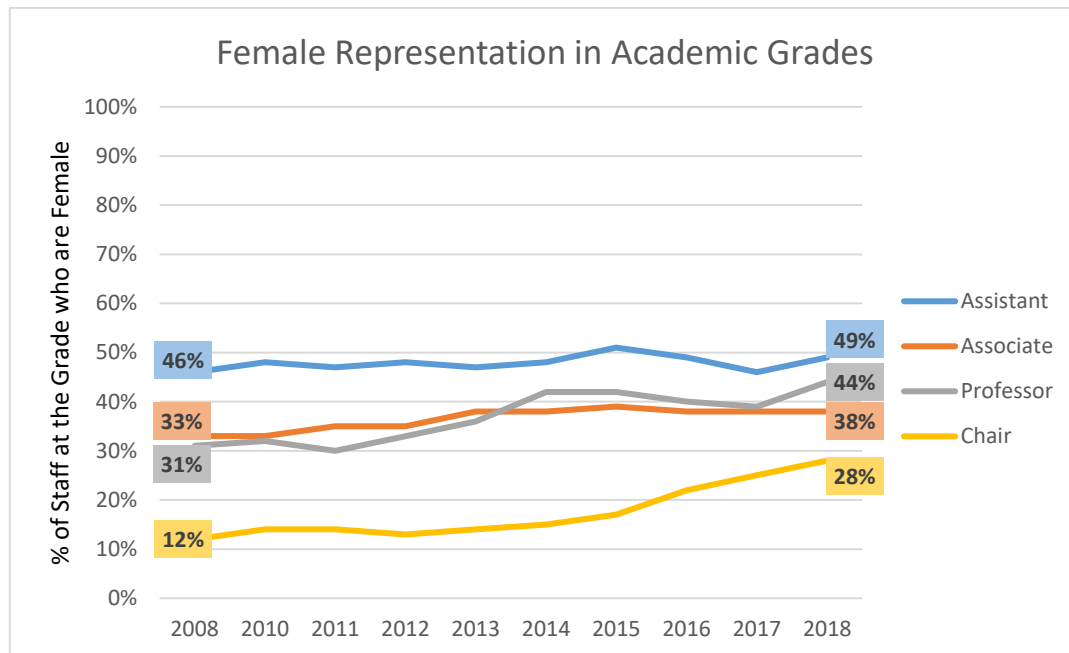


Figure 60: Female Representation Trend in Academic Grades (2008-2018)

Faculties

The AHSS Faculty is well gender-balanced, with 53% male staff, while HS is female-dominated (66% female) and EMS is male-dominated (76% male).

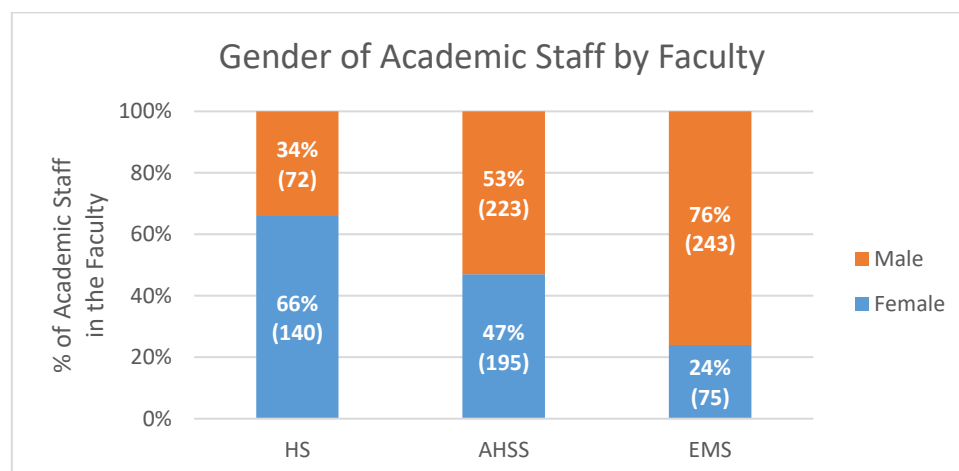


Figure 61: Gender Representation among Academic Staff: Faculty Comparison (2018)

Assistant Professors in the AHSS Faculty are perfectly gender-balanced (50/50), but female representation declines steadily throughout the more senior grades, to 29% women at Chair Professor level.

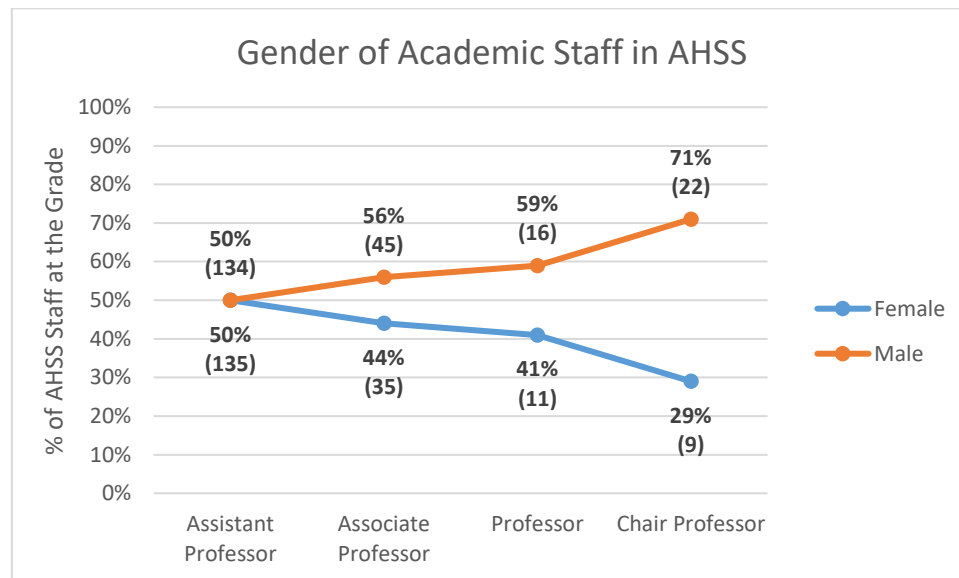


Figure 62: Gender Representation among Academic Grades in AHSS (2018)

The academic staff in EMS is male-dominated at every grade (the highest female representation is 35%, at Professor Grade); however, there is no significant decline in female representation throughout the grades.

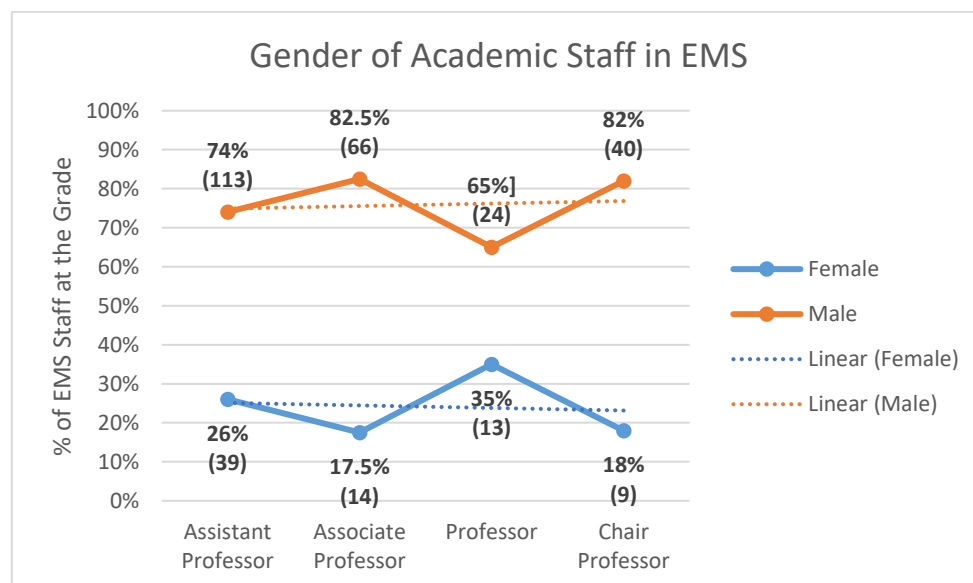


Figure 63: Gender Representation among Academic Grades in EMS (2018)

Every grade of (non-medical) academic staff in HS is female-dominated. The first three grades (Assistant Professor to Professor) are very similar in their gender breakdown (65% - 69% female), but the genders are closer at Chair Professor grade (57% female, 43% male).

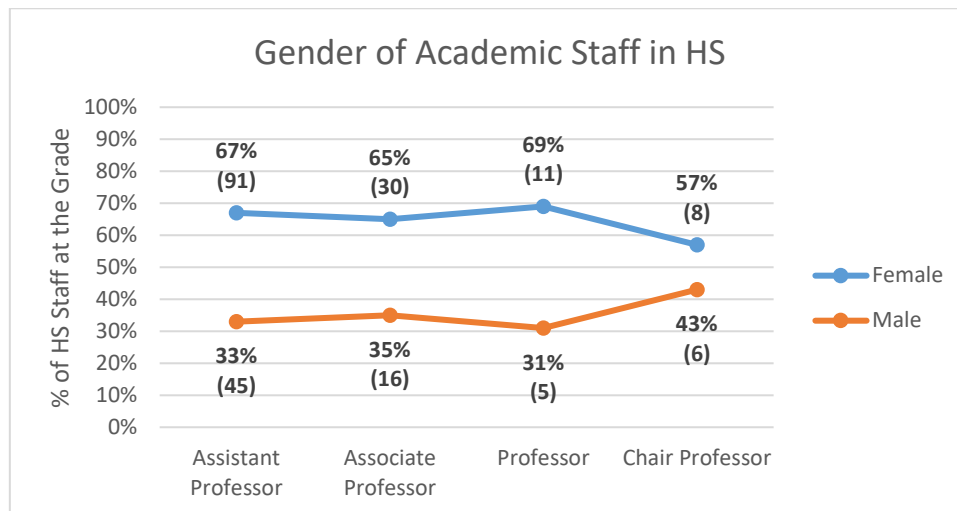


Figure 64: Gender Representation among Academic Grades in HS (2018)

Medical academic grades do not follow a clear linear career path to the same extent as the four non-medical academic grades. It is notable however that Physiotherapy, Occupational Therapy and Nursing are heavily female-dominated (82%), while the more senior Consultant grades are significantly male-dominated (71% - 75%).

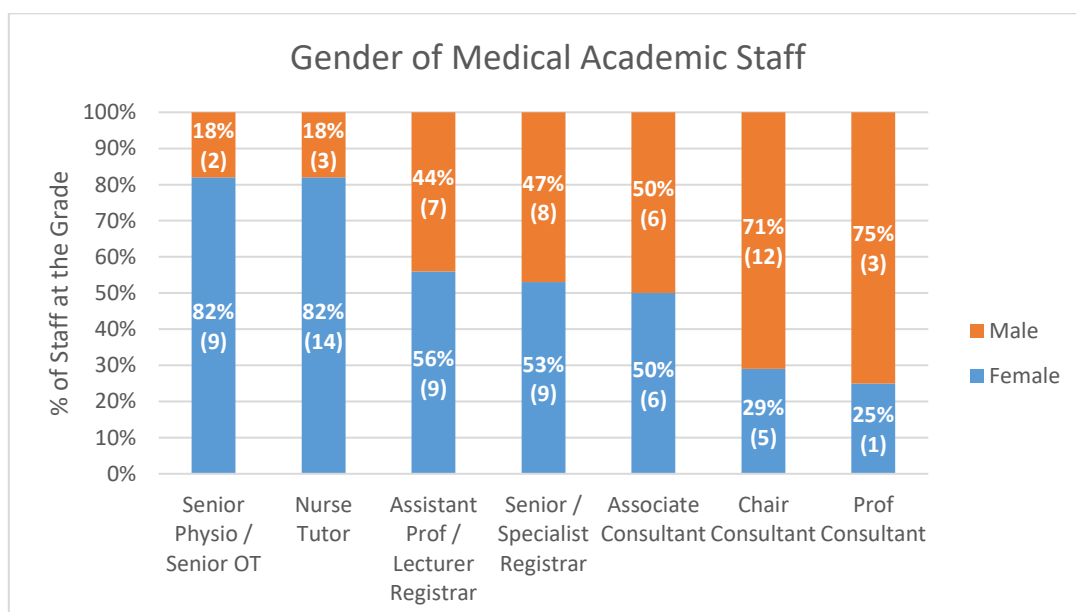


Figure 65: Gender Representation among Medical Academic Grades in (2018)

Schools

Table 11 presents all Schools in descending order of female representation.

Just over half (13) of Schools are within a 60/40 gender ratio. Nine Schools have more than 60% male staff and two Schools have more than 60% female staff.

The most gender-imbalanced School is Physics, with 87% male staff.

Head	School	Women	Female (%)	Men	Male (%)	Total
F	Nursing & Midwifery	69	78%	20	22%	89
F	Linguistic, Speech & Communication Sciences	20	77%	6	23%	26
M	Medicine	110	59%	78	41%	188
M	Social Work & Social Policy	12	57%	9	43%	21
M	Languages, Literatures & Cultural Studies	30	54%	26	46%	56
F	Pharmacy & Pharmaceutical Sciences	13	50%	13	50%	26
M	Dental Sciences	2	50%	2	50%	4
F	Histories & Humanities	22	50%	22	50%	44
M	Law	24	50%	24	50%	48
M	Psychology	16	47%	18	53%	34
F	English	14	47%	16	53%	30
F	Religions, Peace Studies & Theology	10	45%	12	55%	22
M	Education	12	44%	15	56%	27
M	Creative Arts	7	44%	9	56%	16
M	Business	18	43%	24	57%	42
F	Social Sciences & Philosophy	23	33%	46	67%	69
M	Natural Sciences	15	33%	30	67%	45
M	Biochemistry & Immunology	7	29%	17	71%	24
M	Genetics & Microbiology	7	29%	17	71%	24
F	Computer Science & Statistics	22	27%	60	73%	82
M	Chemistry	6	26%	17	74%	23
M	Mathematics	5	20%	20	80%	25
M	Engineering	13	19%	55	81%	68
M	Physics	4	13%	26	87%	30

Table 11: Gender Representation among Academic Staff, by School (2018)

There are currently 16 male and 8 female Heads of School. An apparent trend towards more equal gender representation among Heads of School, from 2010 – 2013, has stagnated.

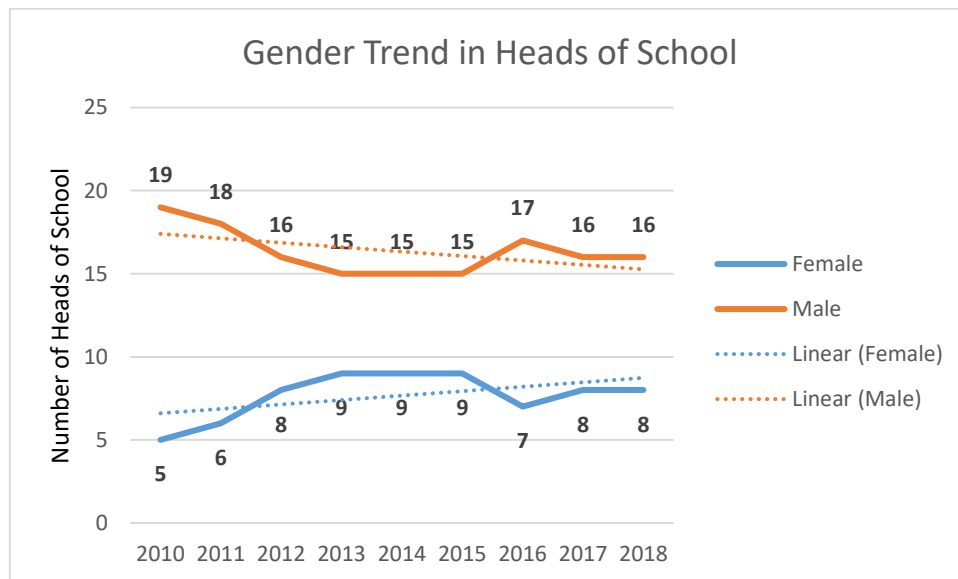


Figure 66: Trend in Gender Representation among Heads of School (2010-2018)

Fellows⁵⁴

Trinity Fellows (Junior and Senior combined) are now 33% female, 67% male, including those who were elected to Fellowship on Trinity Monday 2018.

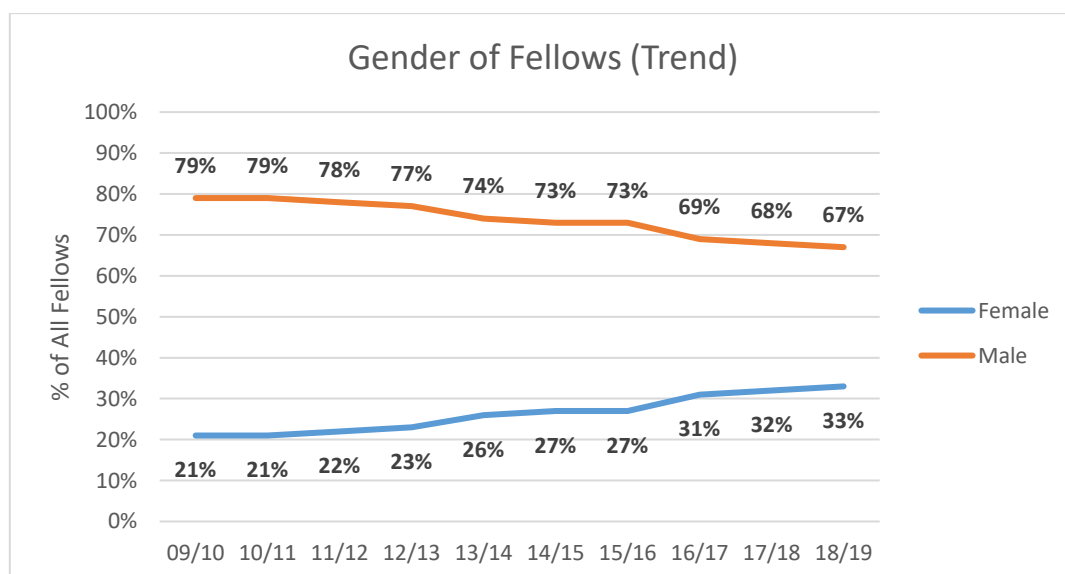
Trinity Gender Action Plan target

Female representation among Fellows to be 35% by 2018

	Male	%	Female	%	Total
Senior Fellows	8	100%	0	0%	8
Junior Fellows	162	66%	84	34%	246
ALL FELLOWS	170	67%	84	33%	254
New Fellows 2018	10	63%	6	38%	16
Retiring/Resigning Fellows 2018	7	78%	2	22%	9

Table 12: Gender Representation among Fellows, including New Fellows and Leaving Fellows (2018)

This continues the ongoing trend towards equal gender representation as illustrated by Figure 67, but does not quite meet the target set out in Trinity's Gender Action Plan for 35% of Fellows to be women by 2018.



⁵⁴ Source: *University Calendar 2018/19*, and Provost's Office

Figure 67: Gender Representation among All Fellows, 2009/10-2018/19

Table 12 shows that new Fellows elected in 2018 were 63% male, while Fellows who are retiring or have resigned in 2018 are 78% male. This suggests that the primary cause of the 1% increase in female representation among Fellows in 2018/19 is the predominance of men among the retiring generation of Fellows, rather than gender balance among new Fellows.

2018 was the first year in which part-time staff were eligible to be elected to Fellowship. This is a welcome and important change in terms of equality of opportunity for part-time academic staff, however, it has not had a noticeable impact on the number of women becoming Fellows in 2018.

Honorary Fellows

Two men were elected to Honorary Fellowship of Trinity College Dublin in 2018. The total gender representation among Honorary Fellows remains exactly the same as it was in 2017/18 (83% male, 17% female) as two male Honorary Fellows have passed away.

	Women	Female (%)	Men	Male (%)	TOTAL
Honorary Fellows 2017	8	17%	40	83%	48
Honorary Fellows 2018	8	17%	40	83%	48

Table 13: Gender Representation among Honorary Fellows (2017 and 2018)

Recruitment

Academic Recruitment⁵⁵⁵⁶

The majority (69%) of applicants to Assistant Professor positions in 2016/17 were male, but appointees were gender-balanced (52% male), as female applicants were twice as successful (4% success rate) as male applicants (2% success rate).

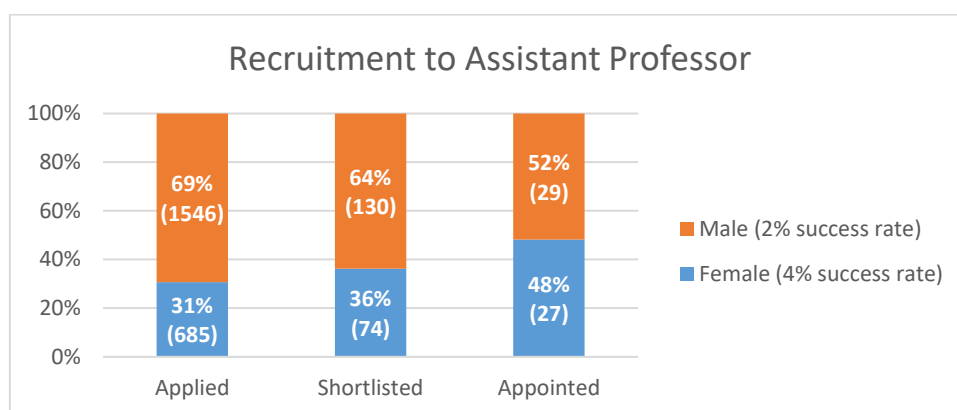


Figure 68: Gender of Applicants, Shortlisted and Appointed to Assistant Professor (2016/17)

Applicants to Associate Professor positions were more gender-balanced (53% female) than applicants to Assistant Professor positions. Again, the female success rate (10%) was twice as high as the male (5%), so women were the majority of those appointed (4 to 2).

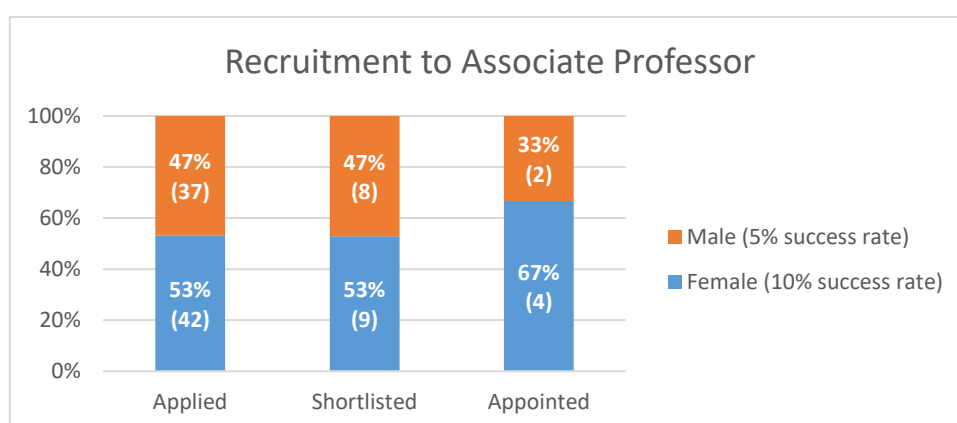


Figure 69: Gender of Applicants, Shortlisted and Appointed to Associate Professor (2016/17)

⁵⁵ Source for this section: HR Department, Recruitment section

⁵⁶ Recruitment statistics are presented by academic year in this report, and will be going forward, to align with the Athena SWAN data collection process

Recruitment to Professor shows the same phenomenon of a significantly higher female success rate (14%) than male (6%). While the numbers appointed are undoubtedly small at this grade, it is notable that the pattern repeats across all grades.

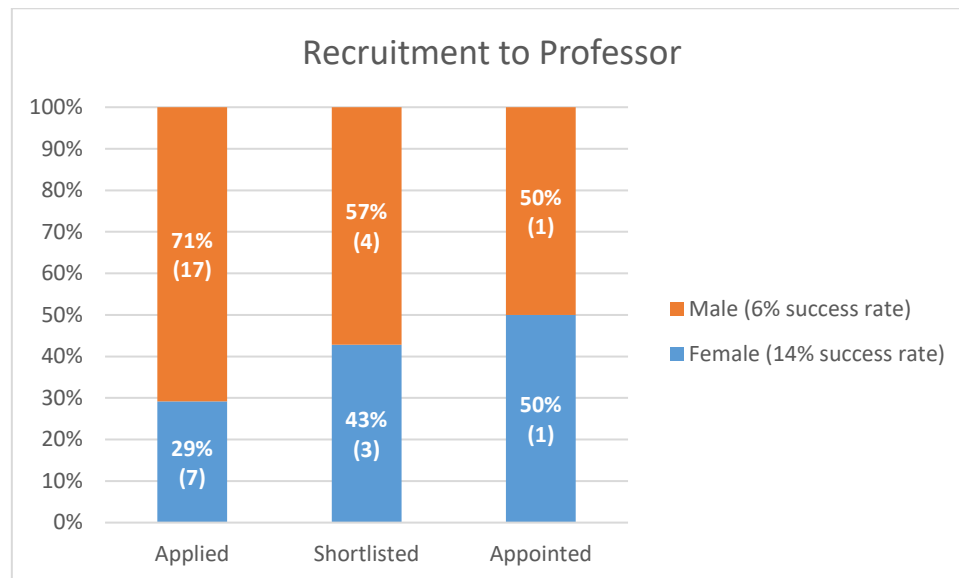


Figure 70: Gender of Applicants, Shortlisted and Appointed to Professor (2016/17)

Female applicants to Chair Professor positions have a much higher success rate (9%) than male applicants (4%). As with all other grades but Associate Professor, the majority of applicants are male.

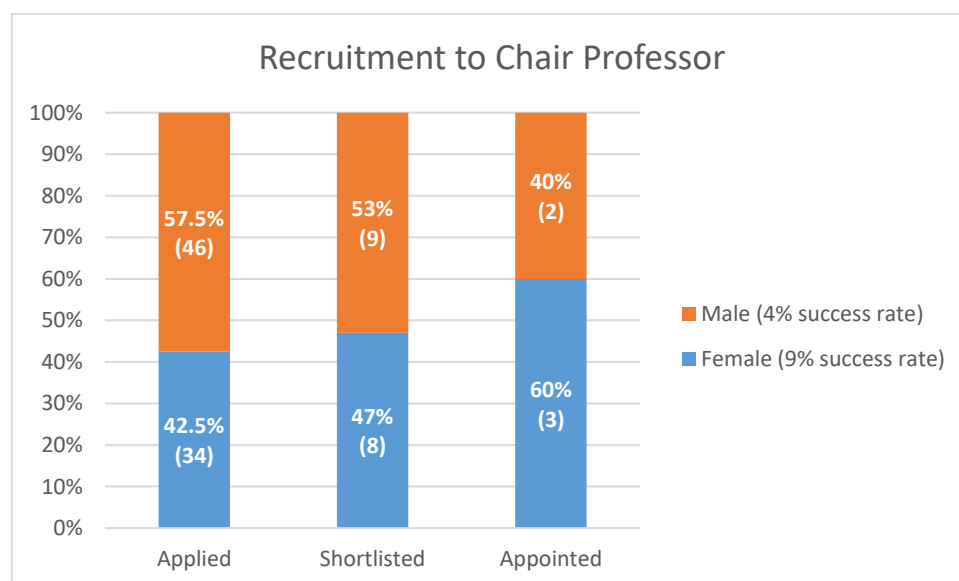


Figure 71: Gender of Applicants, Shortlisted and Appointed to Chair Professor (2016/17)

Academic Recruitment Trends

Looking at total applicants in 2013/14 – 2016/17⁵⁷, it is clear that the majority (67% - 72%) of applicants have been male each year.

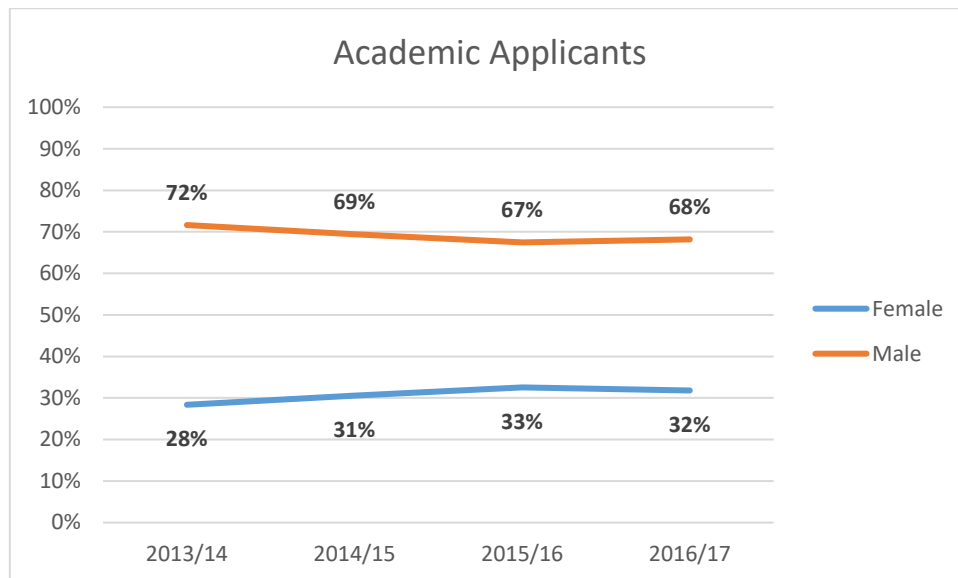


Figure 72: Gender of Total Academic Applicants (2013/14 - 2016/17)

Across the same years, the gender representation among appointees has been quite gender-balanced overall.

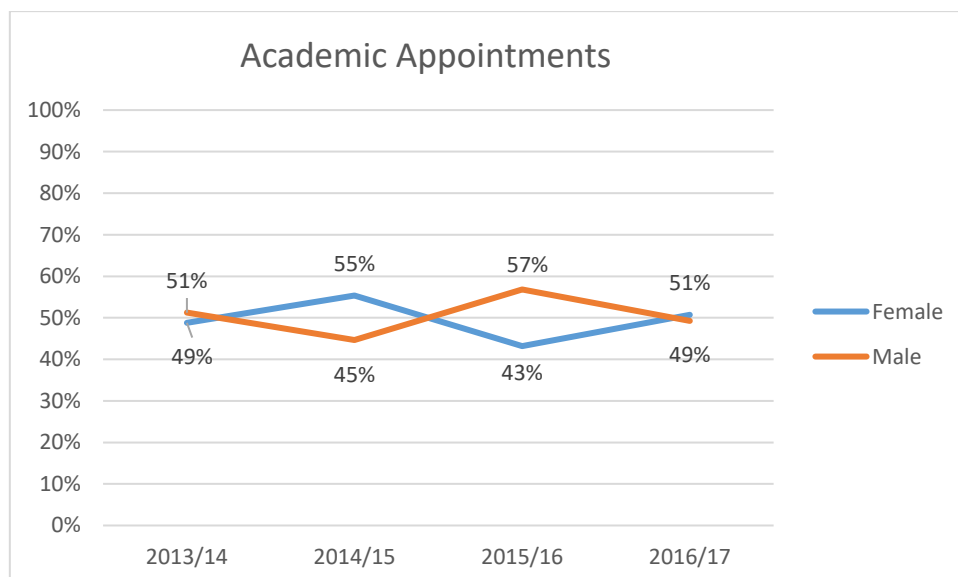


Figure 73: Gender of Total Academic Appointees (2013/14 - 2016/17)

⁵⁷ Data provided by HR Workforce Planning for 2018 institutional Athena SWAN application

Success rates of female applicants have been higher each year; the biggest difference was in 2014/15 in which 7% of female applicants, but 2% of male applicants, were successful.

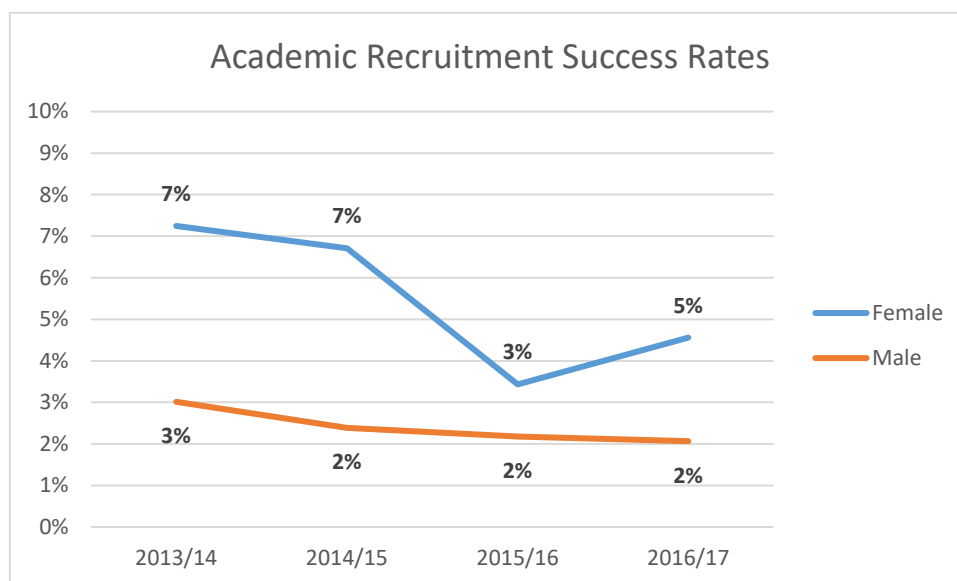


Figure 74: Success Rates of Total Academic Applicants, by Gender (2013/14 - 2016/17)

Academic Selection Panels⁵⁸

There were 40 academic recruitment competitions for which selection panels were noted to Board in 2017. All of these panels were in compliance with the provision in the Recruitment Procedures to ensure a gender mix, i.e., there were no single-gender selection panels.

Overall, the average gender balance across all panels was 46% female / 54% male (i.e. within the 60:40 ratio to which the university has committed). However, the majority (60%) of selection panels were not gender-balanced. 35% of panels were over 60% male, and 25% of panels were over 60% female.

The average number of panellists was 4.9 and naturally, with small numbers some amount of imbalanced panels will occur. However, one would expect the majority of panels to be gender-balanced.

⁵⁸ Source for this section: HR (memos to Board)

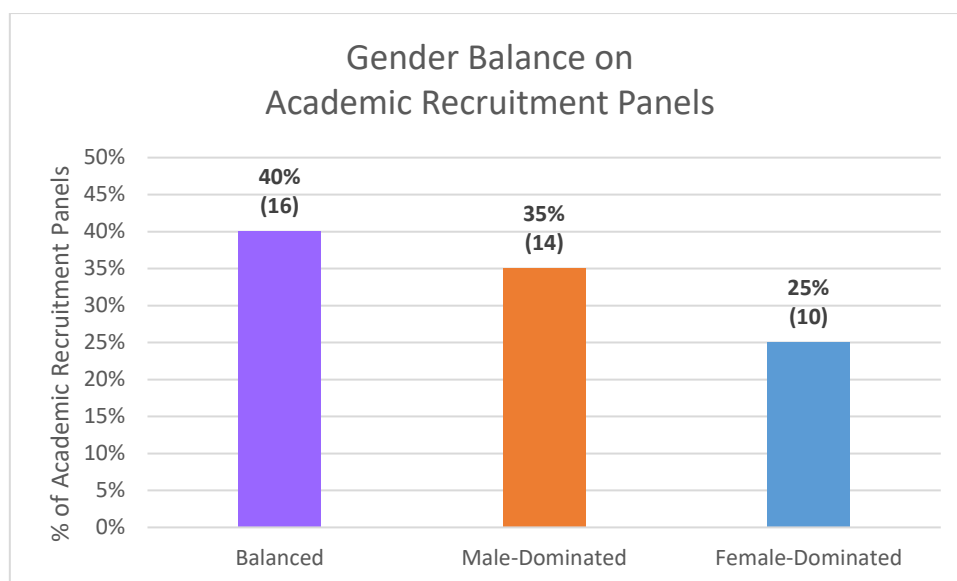


Figure 75: Gender Balance / Imbalance of Academic Recruitment Selection Panels (2017)

Female representation differs across the Faculties; highest in HS (58% on average) and lowest in EMS (30% on average). Both AHSS and EMS are outside a 60:40 gender balance on average, with women under-represented on panels.

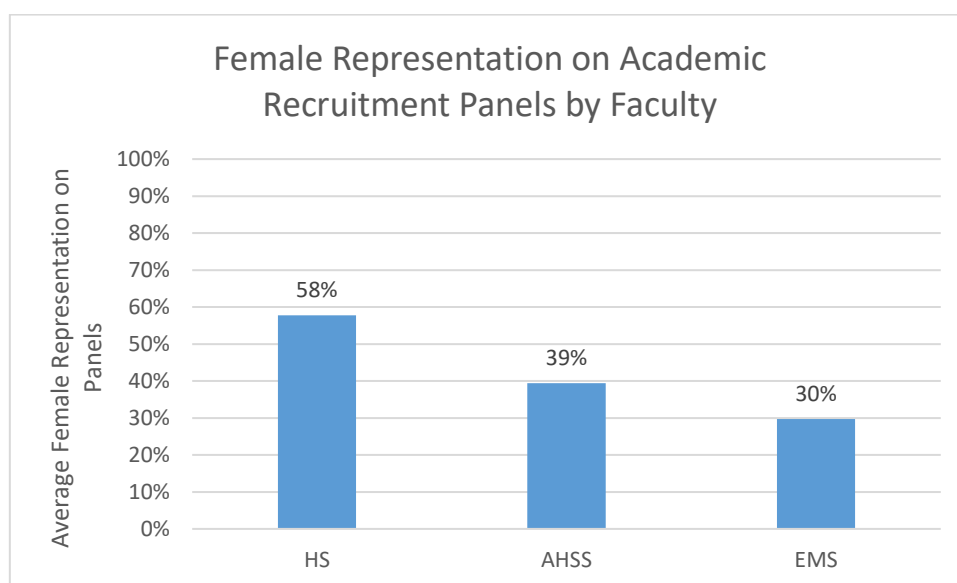


Figure 76: Average Female Representation on Academic Recruitment Selection Panels in each Faculty (2017)

USSHER Programme⁵⁹

The USSHER II Assistant Professor Programme runs from 2016-2021; the USSHER I Programme ran from 2011-2016. In each Programme, 38 Assistant Professors were appointed.

The USSHER I intake was 19 women and 19 men, i.e. precisely gender-balanced.

The USSHER II intake is 74% male, 26% female. This reflects the gender of applicants and indeed male and female applicants had very similar success rates (3.6% and 3.4% respectively).

The predominance of men among applicants may relate to the Faculty spread of USSHER II posts; 9 in HS, 12 in AHSS and 17 in EMS.

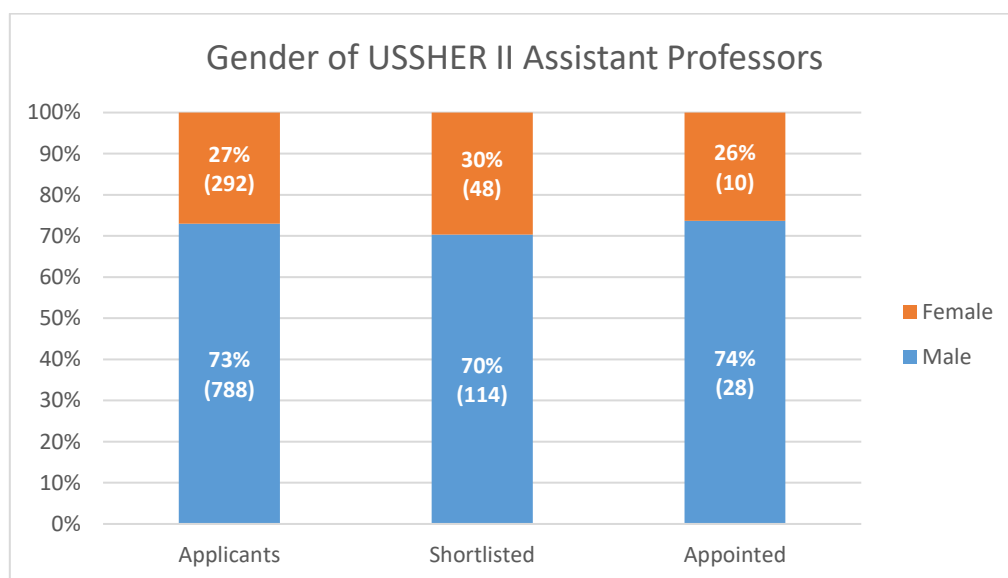


Figure 77: Gender of Applicants, Shortlisted and Appointed in USSHER II Programme (2016)

⁵⁹ Source for this section: HR Workforce Planning

Professional Recruitment⁶⁰⁶¹

The majority of applicants (58%), shortlisted (60%), and appointed (60%) were female. Female applicants had a slightly higher success rate (4%) than male applicants (3.7%).

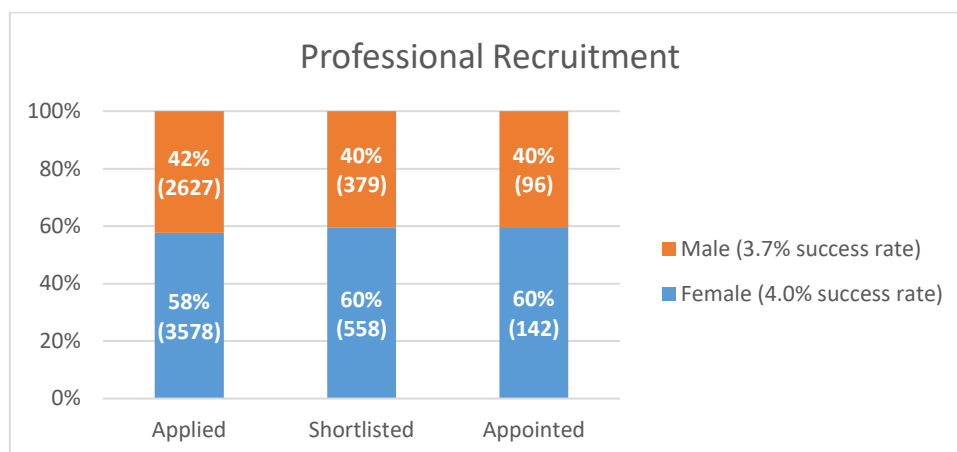


Figure 78: Gender of Applicants, Shortlisted and Appointed in Total Professional Recruitment (2017)

The male success rate was slightly higher than the female across the Divisions, except in Financial Services (FSD) where the female success rate (8%) was twice as high as the male (4%). It is worth bearing in mind the small total number of appointments (8) in FSD.

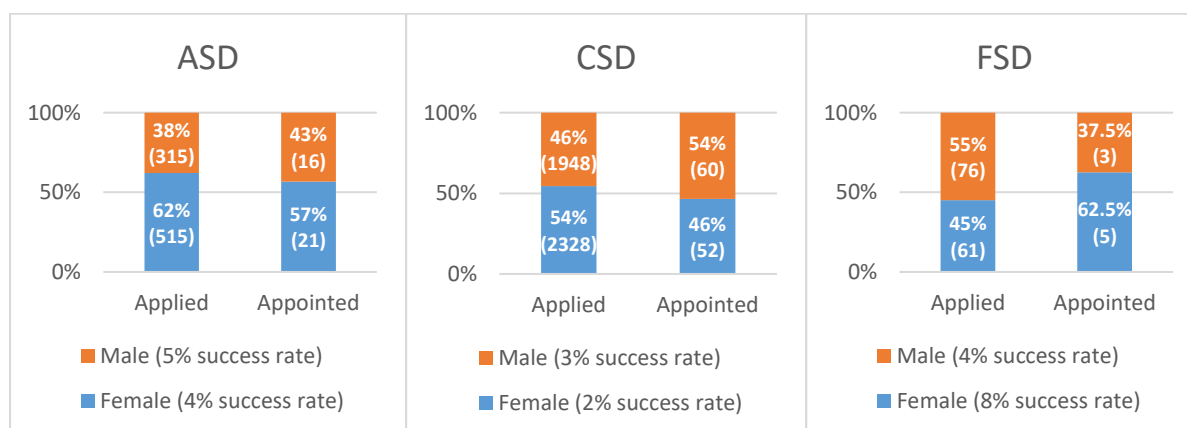


Figure 79: Gender of Applicants and Appointed in Professional Recruitment, by Division (2017)

⁶⁰ Source for this section: HR Department, Recruitment section

⁶¹ From 1 January 2017 to 31 December 2017, 245 professional appointments were made. Five of these have been discounted from the figures below as gender figures were not recorded at shortlisting stage; so a total of 240 professional appointments are presented. It is not mandatory to disclose gender at application stage, and 157 applicants were of "unknown" gender. These have been removed from the figures to facilitate gender analysis.

The male success rate was also slightly higher in the EMS Faculty; but the female success rate was significantly higher in both the AHSS and the HS Faculty. These are likely to be the areas pushing the female success rate up above the male overall; they are also the areas with the highest proportion of female applicants.

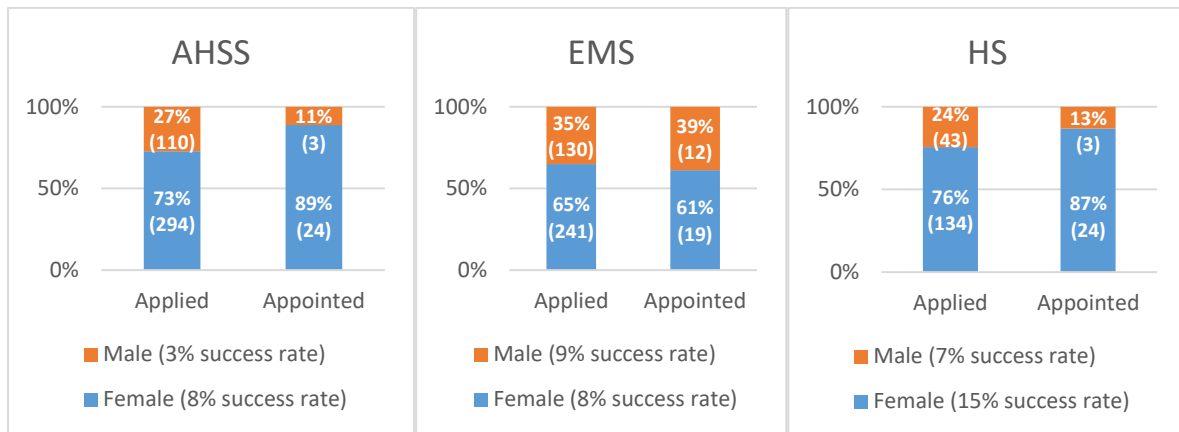


Figure 80: Gender of Applicants and Appointed in Professional Recruitment, by Faculty (2017)

Promotions⁶²

Trinity will [...] ensure that all staff enjoy equal access to progression and promotional opportunities regardless of any of the nine equality grounds

Equality Policy

Senior Academic Promotions

63% of staff promoted in the 2017 Senior Academic Promotions round were male. This is a slightly higher male representation than is found in the eligible cohort for promotion (57% male).

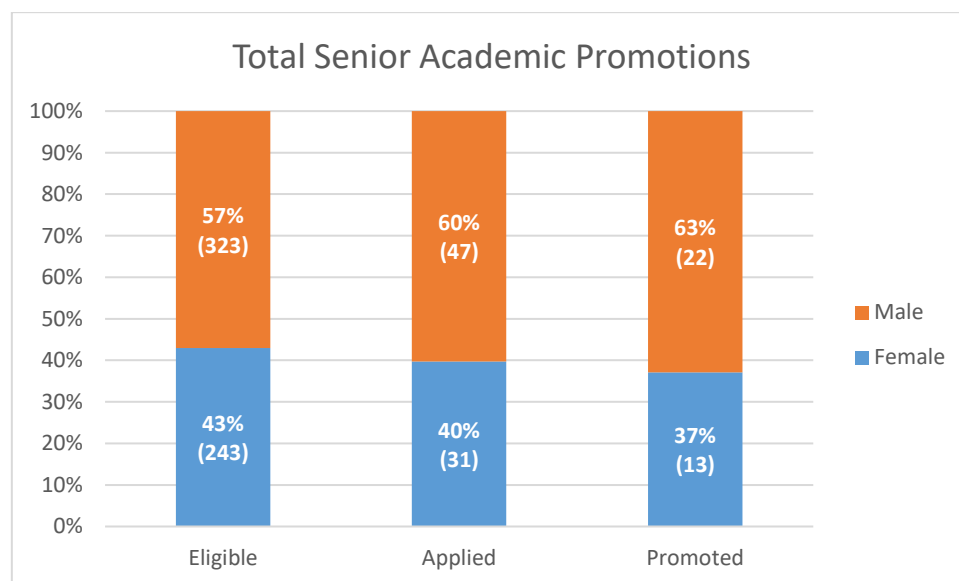


Figure 81: Gender of Eligible Cohort, Applicants and Promoted in Senior Academic Promotions (2017)

Women had slightly lower application rates and success rates (having applied).

	Female	Male
Application Rate	13%	15%
Success Rate	42%	47%

⁶² Source for this section: HR Performance and Review

Table 14: Application and Success Rates in Senior Academic Promotions, by Gender (2017)

Chair Professor

There were 13 applications for promotion to Chair Professor in 2017, of which four were successful (two men and two women). The 50/50 group promoted are approximately reflective of the eligible cohort, which is 59% male.

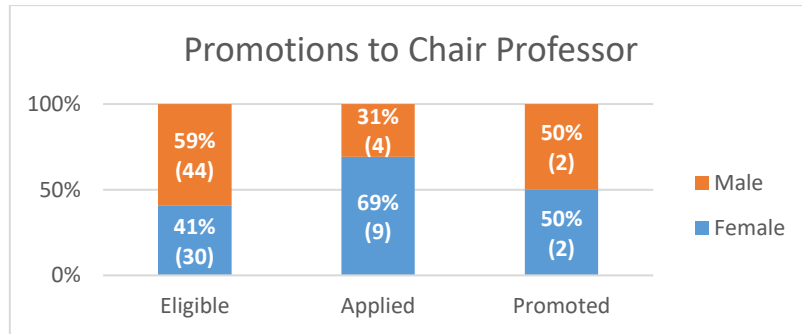


Figure 82: Gender of Eligible Cohort, Applicants and Promoted in Promotion to Chair Professor (2017)

Women had a much higher application rate, and men had a much higher success rate; although both these figures are based on very small numbers overall.

	Female	Male
Application Rate	30%	9%
Success Rate	22%	50%

Table 15: Application and Success Rates in Promotions to Chair Professor, by Gender (2017)

Professor

Five women and four men were promoted to Professor in 2017; this is an over-representation of women among those promoted (56%) as compared with their representation among the eligible cohort to apply (40%).

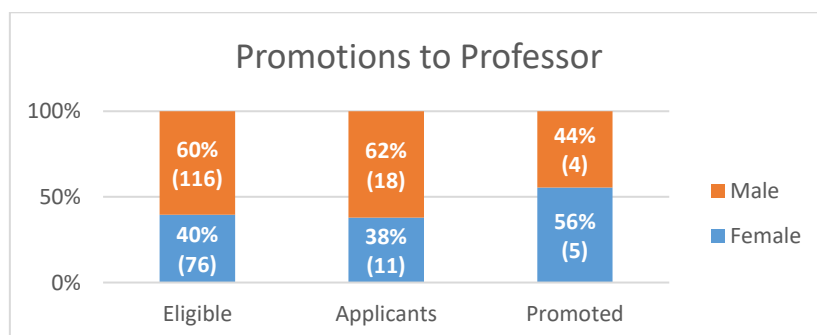


Figure 83: Gender of Eligible Cohort, Applicants and Promoted in Promotion to Professor (2017)

The male and female application rates for promotion to Professor were quite similar, but the female success rate was much higher.

	Female	Male
Application Rate	14%	16%
Success Rate	45%	22%

Table 16: Application and Success Rates in Promotions to Professor, by Gender (2017)

Associate Professor

73% of staff promoted to Associate Professor in 2017 were male. Even though the eligible cohort is nearly gender-balanced (54% male), women did not apply in proportion to their representation, so 69% of applications were male.

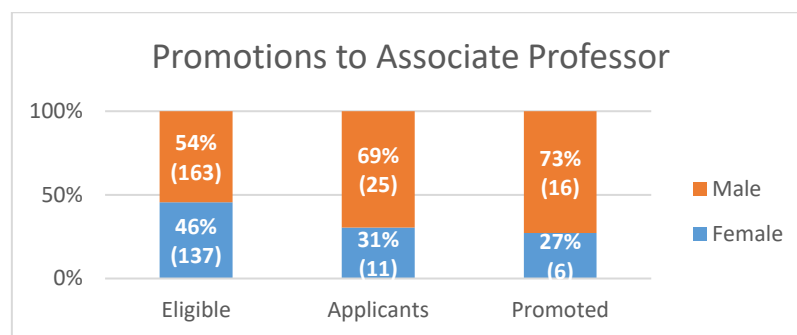


Figure 84: Gender of Eligible Cohort, Applicants and Promoted in Promotion to Associate Professor (2017)

Women applied for promotion to Associate Professor at roughly half the rate of their male colleagues, and men had a somewhat higher success rate.

	Female	Male
Application Rate	8%	15%
Success Rate	55%	64%

Table 17: Application and Success Rates in Promotions to Associate Professor, by Gender (2017)

Junior Academic Progression

Male and female success rates were very similar (56% and 53% respectively) in Junior Academic Progression in 2017, and the cohort who progressed were well gender-balanced (47% male, 53% female).

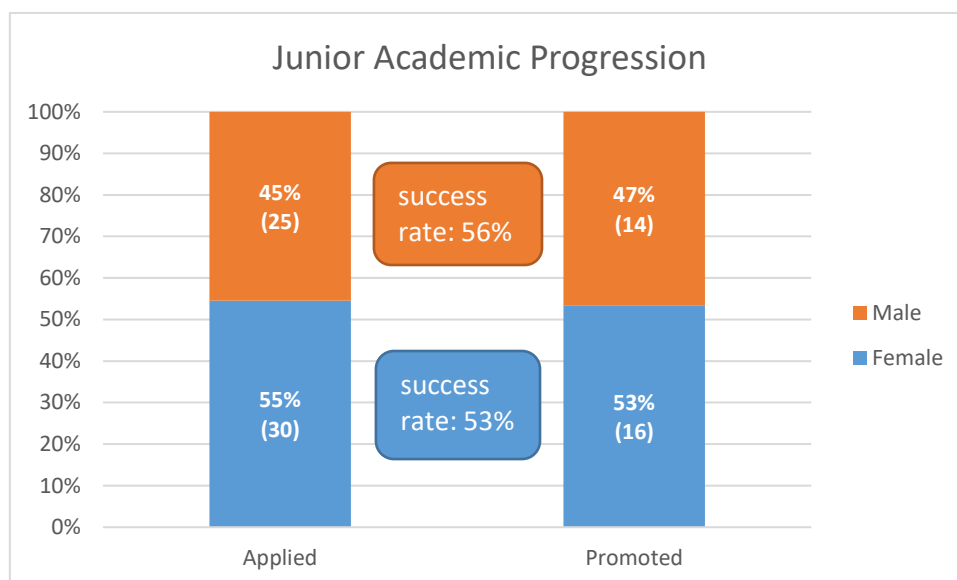


Figure 85: Gender of Total Applicants and Progressed in Junior Academic Progression (2017)

It should be noted that the majority of applicants (50/55) for junior academic progression were assessed by the Junior Academic Progression Committee. However, five were assessed by a subcommittee of the Senior Academic Promotions Committee. This subcommittee assessed the applications of Junior Academics who were over the Merit Bar, had completed 3 years' service in Trinity and wished to apply for accelerated advancement. The figures for both cohorts are presented below for full transparency.

		F+M	Female	Male
Senior Academic Promotions Sub-Committee	Total applicants	5	4	1
	Successful	0	0	0
	Unsuccessful	5	4	1
Junior Academic Progressions Committee	Total applicants	50	26	24
	Successful	30	16	14
	Unsuccessful	20	10	10

Table 18: Gender Breakdown of Progressions by SAPC Subcommittee and JAPC

Professional Promotions

The Administrative and Library promotion call saw women having a higher success rate (36%) than men (25%), and women making up the vast majority of those applying (76%) and promoted (82%). 3 candidates (2 female, 1 male) are pending decision at time of publication. They are included in the “Applied” figures but not “Promoted”.

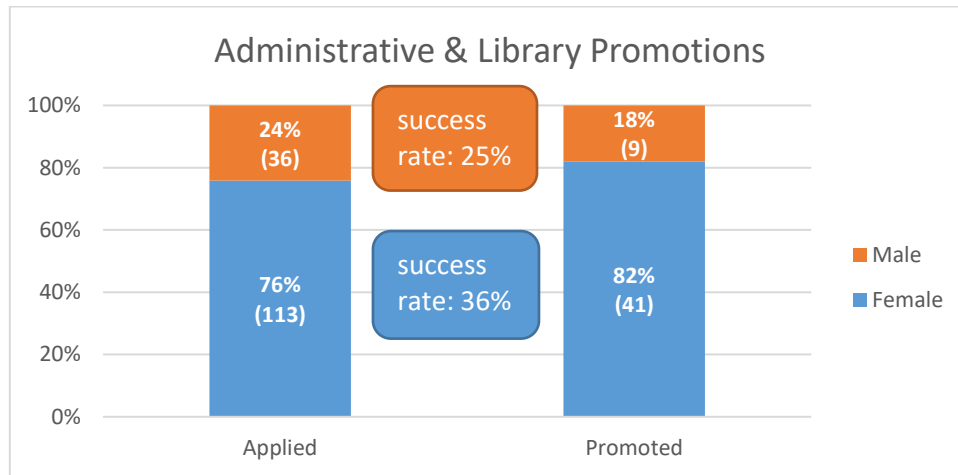


Figure 86: Gender of Total Applicants and Promoted in Administrative & Library Promotions (2017)

The opposite occurred in Secretarial & Executive Promotions, where men had a higher success rate (75%) than women (58%). Women predominate throughout applicants (87% female) and successful applicants (84% female).

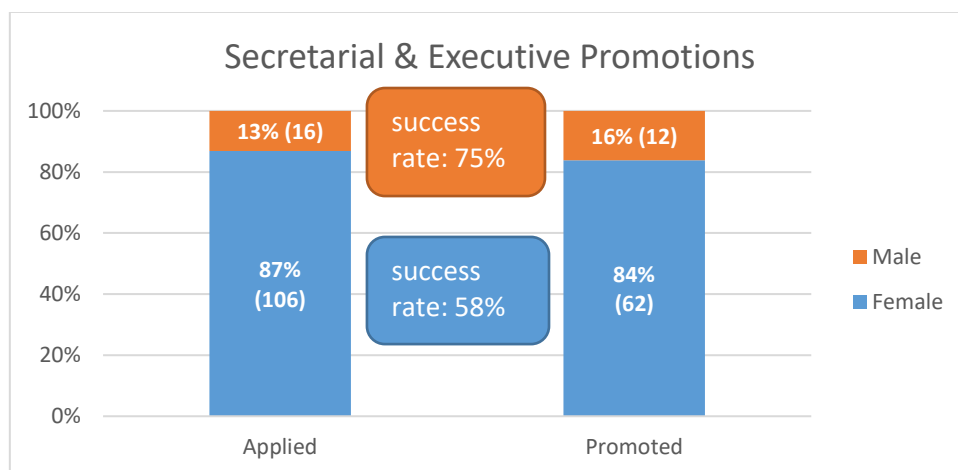


Figure 87: Gender of Total Applicants and Promoted in Secretarial & Executive Promotions (2017)

Men predominated throughout technical promotion applicants (79% male) and promoted (81% male), and had a higher success rate (65%, as opposed to the female success rate of 57%). The small numbers promoted in this call should be noted; also, 1 (male) candidate is pending decision and 2 (male) candidates were declared ineligible.

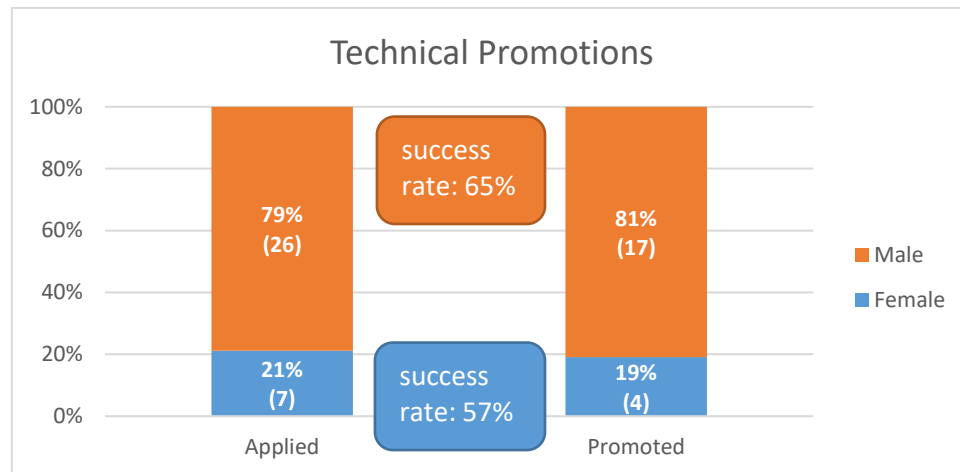


Figure 88: Gender of Total Applicants and Promoted in Technical Promotions (2017)

The applicants for Library promotions were well gender-balanced (7 women, 6 men). While all female applicants were successful, 2 male applicants were considered not in scope. The small numbers promoted in this call should be noted.

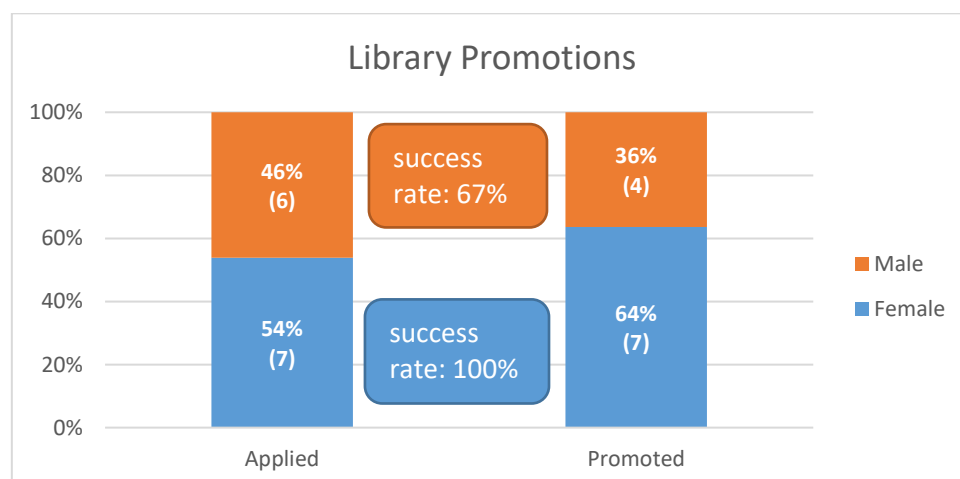


Figure 89: Gender of Total Applicants and Promoted in Library Promotions (2017)

Promotion and Progression Committees

Of the six bodies which evaluated staff promotion and progression applications in 2017/18, four were within a 60:40 gender ratio. The Administrative and Library Review Committee was 63% female and the Technical Review Committee was 64% male. On average, the six bodies were 46% female and 54% male.

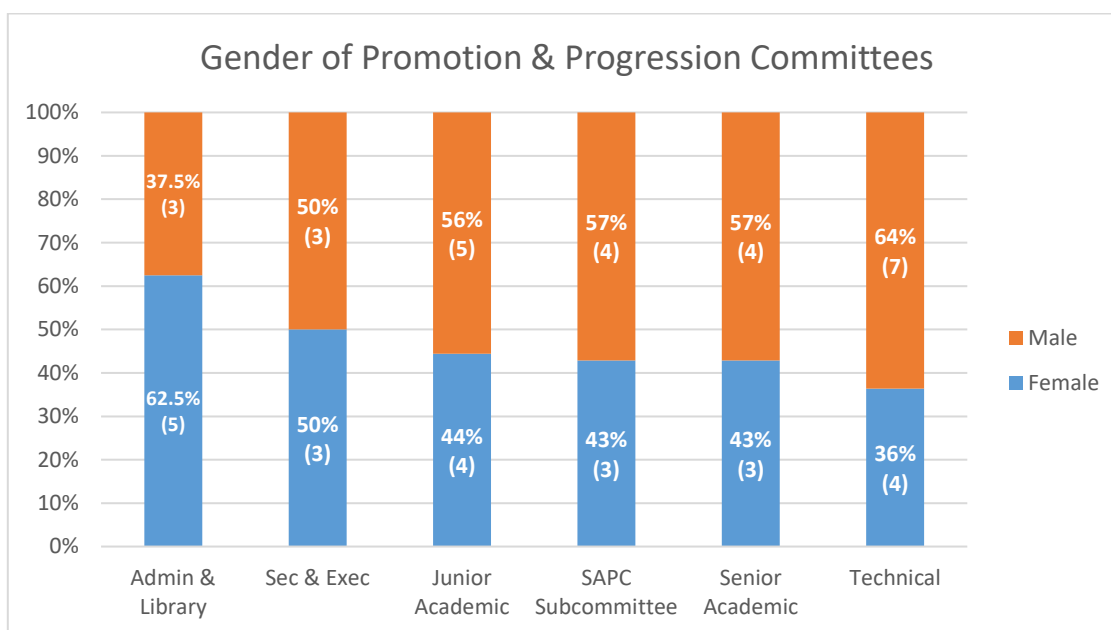


Figure 90: Gender Representation on Promotion and Progression Committees (2017/18)

Research Grants⁶³

Male and female academic and research staff had equal success rates in applying for research grants⁶⁴ in 2017 (34%). However, the majority of applicants (66%) were male, possibly due to the over-representation of men in the EMS Faculty.

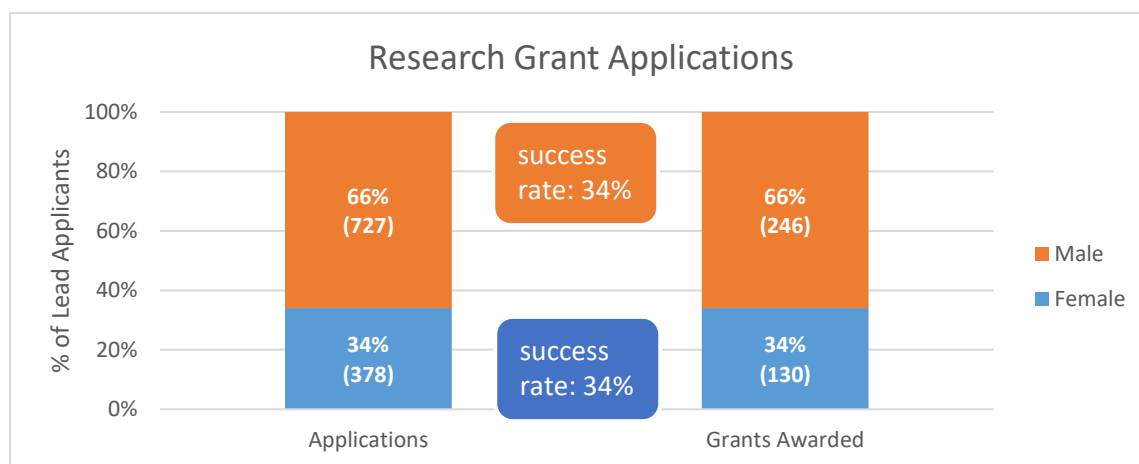


Figure 91: Gender of Applicants and Successful Applicants for Research Grants (2017)

Provost's PhD Project Awards

Principal Investigators (PIs) receiving a Provost's PhD Project Award in 2017-18 were 50% female, 50% male. The students to be funded are 58% male, 42% female.

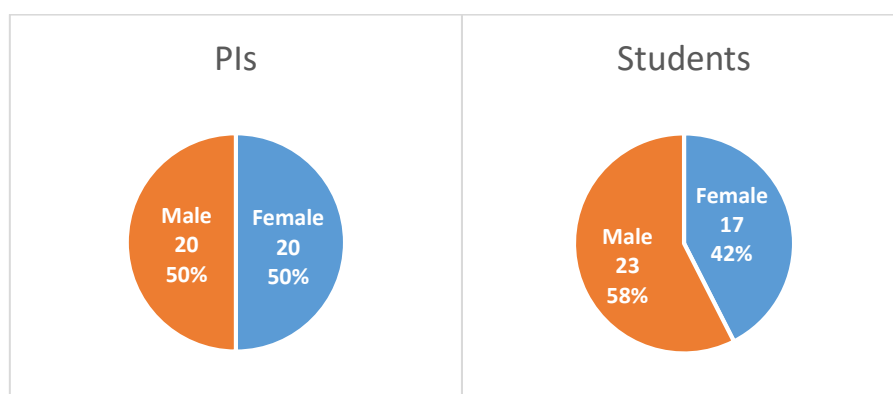


Figure 92: Gender of PIs and Students under Provost's PhD Project Awards (2018)

⁶³ Source of data: Trinity Research and Innovation. Figures relate to 1 January – 31 December 2017

⁶⁴ Competitive grants from national (e.g. SFI, IRC, EI, HRB) and international (e.g. European Commission, Wellcome) agencies.

Nationality

Academic Staff

61% of academic staff are Irish, and 39% are “international”, comprising 58 different nationalities.

AdvanceHE figures⁶⁵ show that 30.1% of academic staff in the UK are not UK nationals⁶⁶. Trinity is therefore more international in terms of its academic staff, than the UK higher education sector average.

By far the most common nationality of international staff in Trinity is British (14% of all staff), followed by other Western European, North American and Asian countries.

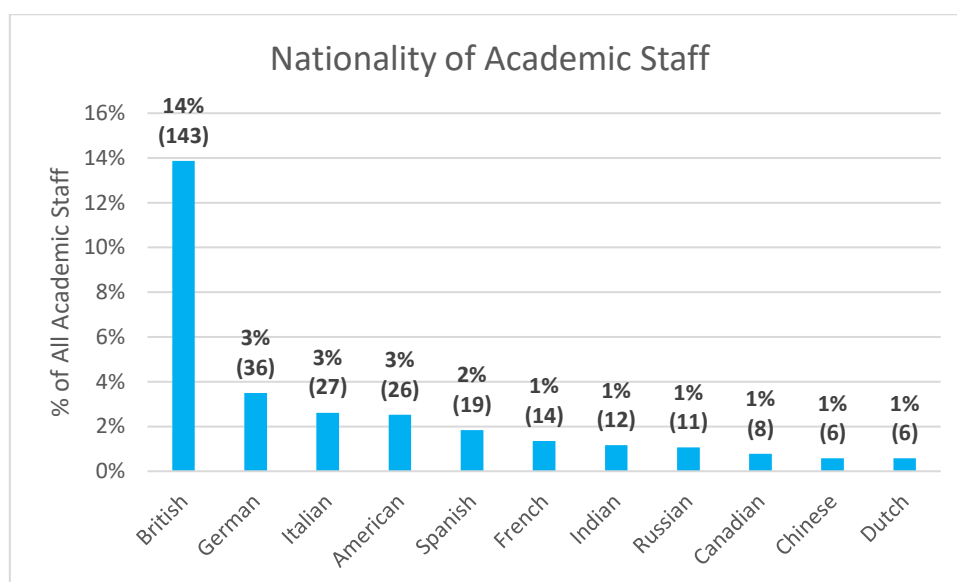


Figure 93: Ten Most Common Nationalities of Academic Staff after Irish (2018)

This is quite different to the national picture, which has a higher representation of Eastern European nationalities, and lower representation of Western European and Northern American nationalities than in Trinity.

⁶⁵ Comparative data in the Irish HE sector is not available for country of domicile / nationality

⁶⁶ *Equality and Higher Education: Staff Statistical Report 2018*, AdvanceHE, p31

Trinity appears to have seven times as many UK nationals among its staff than are resident in Ireland overall. However, Trinity staff records include Northern Ireland in “Irish”, so “British” in Figure 93 does not comprise the whole UK. It is highly likely therefore that Trinity has an even larger proportion of UK nationals among its staff.

Nationality	% of population resident in Ireland	% of Trinity academic staff	Difference
Polish	3%	0.5%	-2.5%
UK	2%	14%	+12%
Lithuanian	0.8%	0%	-0.8%
Romanian	0.6%	0.2%	-0.4%
Latvian	0.4%	0%	-0.4%
Brazilian	0.3%	0.5%	+0.2%
Spanish	0.3%	2%	+2%
Italian	0.3%	3%	+3%
French	0.2%	1%	+0.8%
German	0.2%	3%	+3%

Table 19: Nationality of Academic Staff (2018) Compared with Census 2016

Approximately two thirds (69%) of the international academic staff are of an EU nationality. Significant proportions are Asian (9%), North American (9%) and other European (7%). Smaller proportions are South American, African, or Oceanian (2% each).

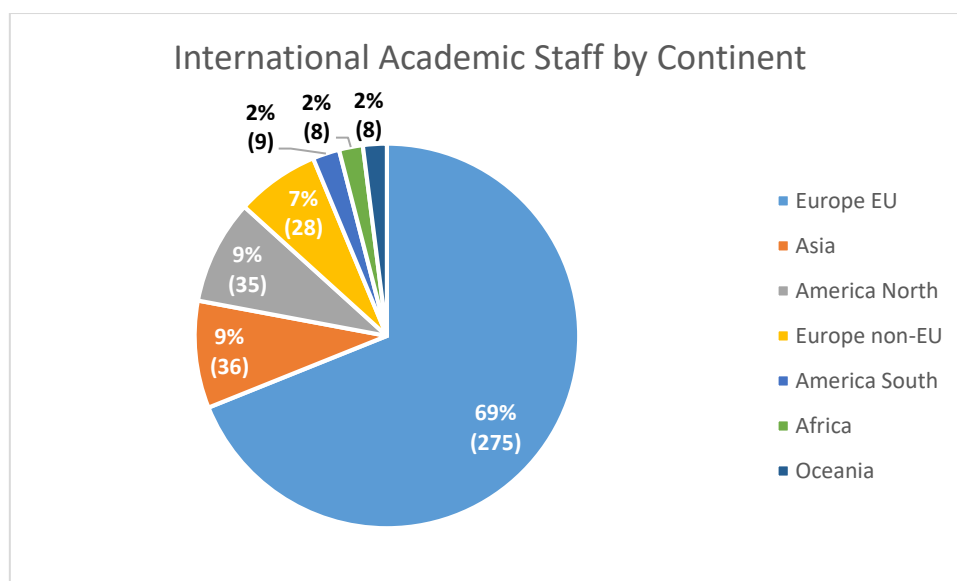


Figure 94: Nationality of Academic Staff - excluding Irish - grouped by Continent (2018)

Schools

Proportions of Irish / international staff vary greatly between Schools, and 7 Schools have more international than Irish staff. The “most international” School is the School of Mathematics, which has 80% international academic staff. There appears to be less international representation in the more vocational disciplines, such as Health Sciences, Social Work, Engineering, Law and Education⁶⁷.

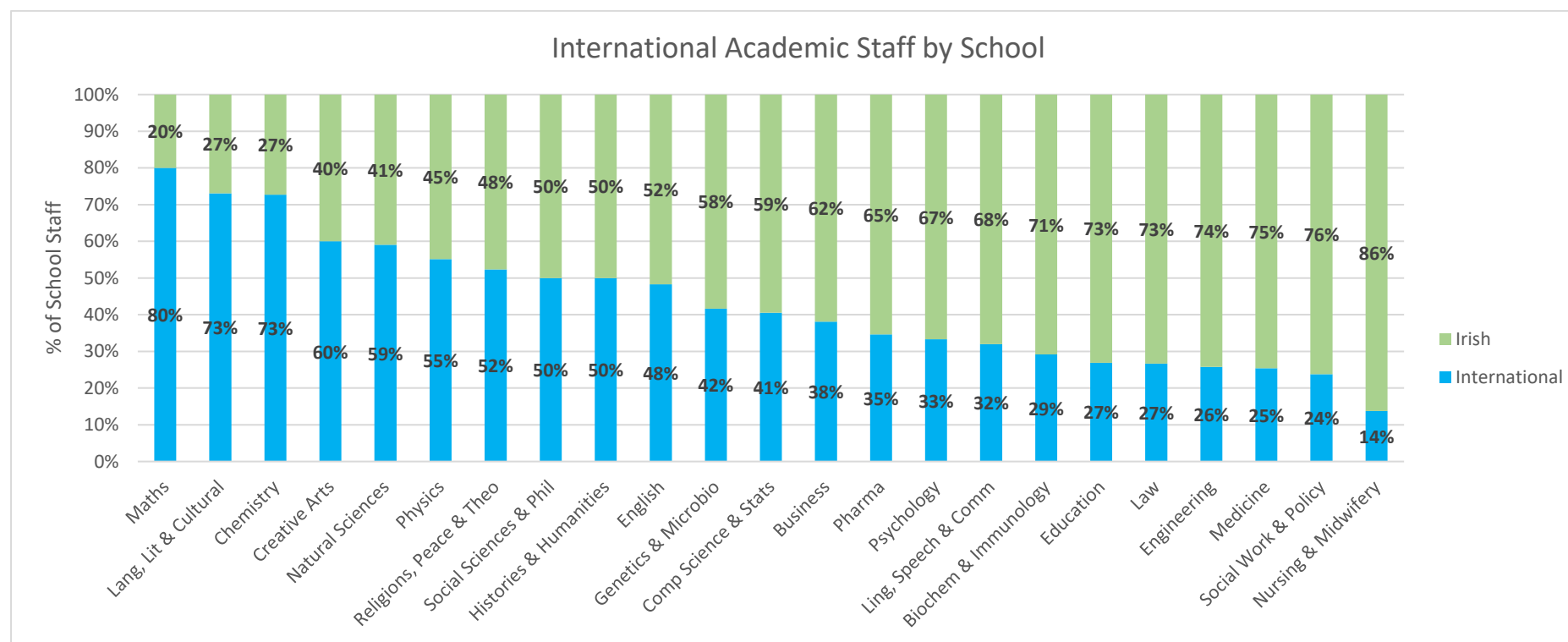


Figure 95: Percentage of Academic Staff in each School who are of a Nationality other than Irish (2018)

⁶⁷ These figures exclude those academic staff whose nationality is not recorded

Professional & Research Staff

28% (724) of Professional and Research staff are not Irish (1825, or 72%, are Irish); these represent 77 different nationalities. Like academic staff, the most common nationality after Irish is British (5%), followed mostly by Western European nationalities. There is a greater representation of Brazilian staff (2%) than among academic staff.

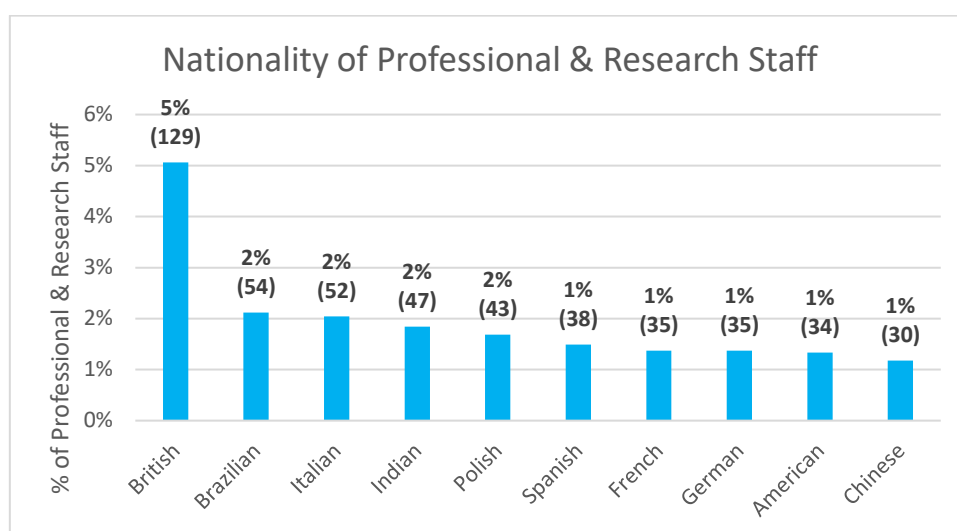


Figure 96: Ten Most Common Nationalities of Professional and Research Staff after Irish (2018)

Trinity professional and research staff are closer to the national picture than academic staff; they show the same pattern of greater representation of Western European nationalities, and lower representation of Eastern European nationalities, but to a lesser extent.

Nationality	% of population resident in Ireland	% of Trinity professional & research staff	Difference
Polish	3%	2%	-1.0%
UK	2%	5%	+3%
Lithuanian	0.8%	0.5%	-0.3%
Romanian	0.6%	0.5%	-0.1%
Latvian	0.4%	0.1%	-0.3%
Brazilian	0.3%	2%	+1.7%
Spanish	0.3%	1%	+1%
Italian	0.3%	2%	+2%
French	0.2%	1%	+0.8%
German	0.2%	1%	+1%

Table 20: Nationality of Professional and Research Staff (2018) Compared with Census 2016

41% of international professional and research staff are from outside the EU. Asia (17%), South America (8%), Europe non-EU (5%) and Africa (4%) all have higher representation among international professional and research staff, than among international academic staff.

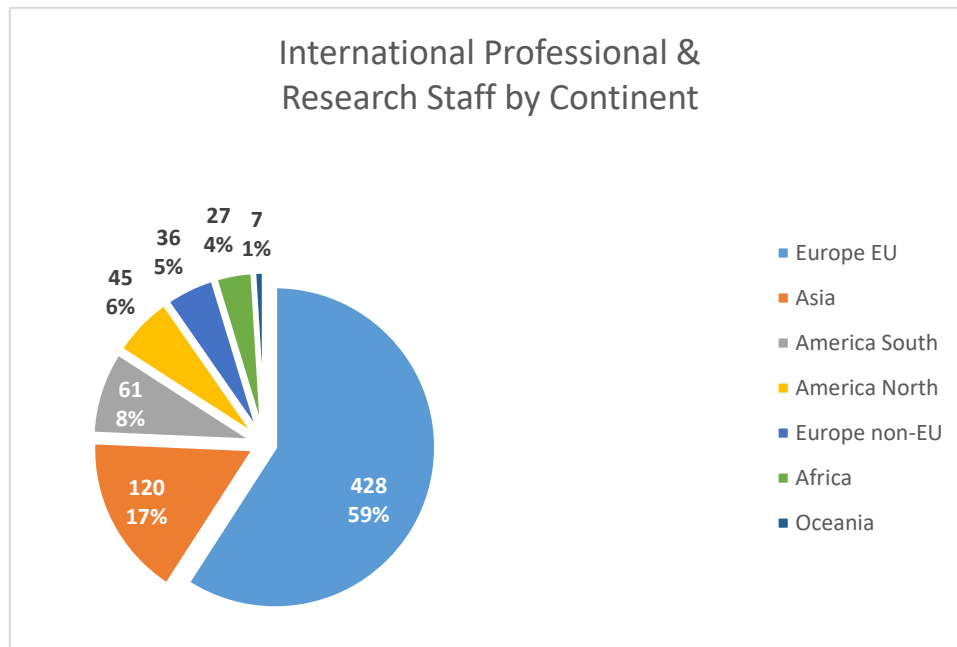


Figure 97: Nationality of Professional and Research Staff - excluding Irish - grouped by Continent (2018)

Religion

Diversity Detail

The most common religion among staff, according to the Diversity Detail (response rate is 11% to this question), is Roman Catholic (45% of staff). Almost as many (40% of) staff have no religion. Just over 5% of staff are Church of Ireland, Presbyterian or Methodist; 3% are Muslim; 1% are Hindu and just under 1% are Jewish.

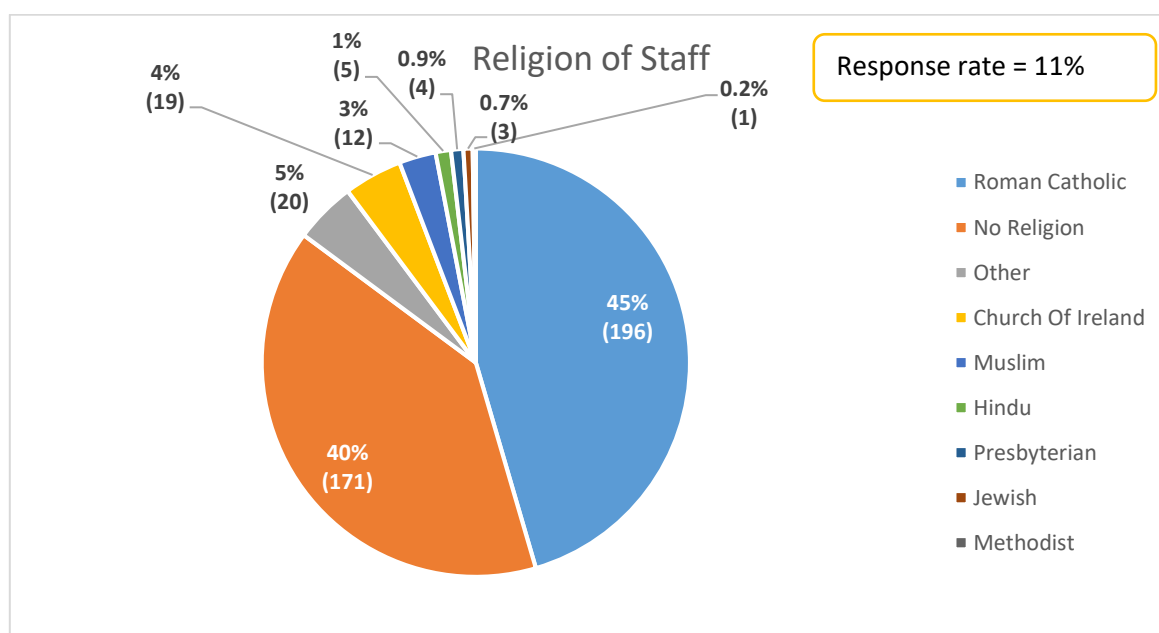


Figure 98: Religion of Total Staff from Diversity Detail (2018)

National Comparison

In terms of religion, Trinity Diversity Detail categories do not all map directly onto Census categories but some useful comparisons can be made.

Trinity staff are significantly (35 percentage points) less likely to be Roman Catholic than the general population, and correspondingly (30 percentage points) more likely to have no religion.

Most other religions are somewhat more common in Trinity than among the general population; the exception is Orthodox Christianity, which no staff declared in their Diversity Detail.

Religion	Census	Trinity Staff	Difference
Roman Catholic	80%	45%	-35%
No Religion	10%	40%	+30%
Church of Ireland	3%	4%	+1%
Other Religion	2%	5%	+3%
Muslim	1%	3.0%	+2%
Orthodox	1.3%	0%	-1%
Christian	0.8%	N/A	
Presbyterian	0.5%	1.0%	+0.5%
Hindu	0.3%	1%	+0.7%
Apostolic / Pentecostal	0.3%	N/A	
Jewish	N/A	1%	
Methodist	N/A	0.2%	

Table 21: Religion of Staff from Diversity Detail (2018) Compared with Census 2016

Sexual Orientation

According to the Diversity Detail (response rate is 10% to this question), almost 9 in 10 (89%) of Trinity staff are heterosexual. A further 9% are gay or lesbian, 1% bisexual and 1.5% other.

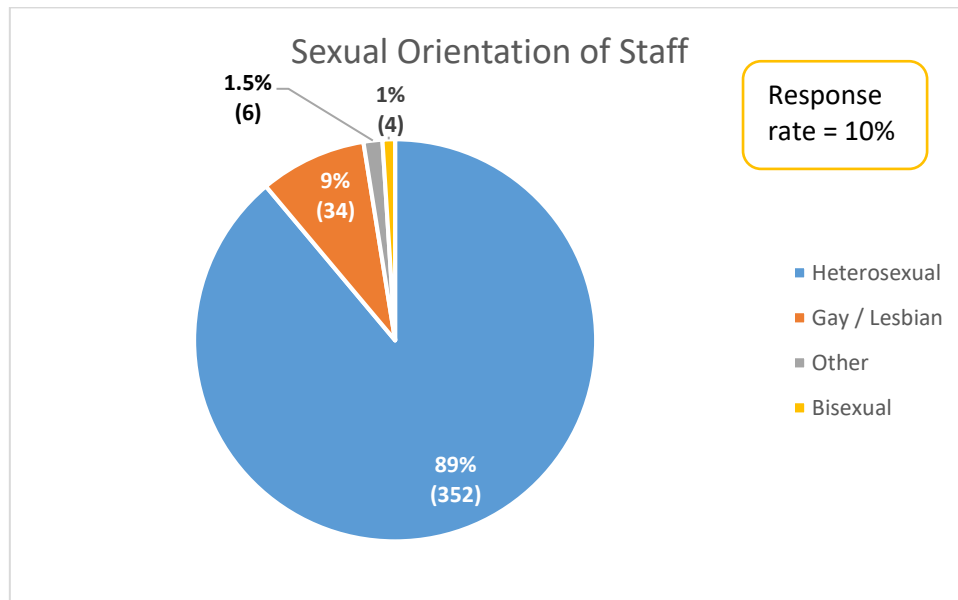


Figure 99: Sexual Orientation of Total Staff from Diversity Detail (2018)

Recruitment Equality Monitoring⁶⁸

Age

Recruitment applicants are stratified by age, with 22% of applicants being 31-35 but less than 1% total being from the under 20 or over 65 groups.

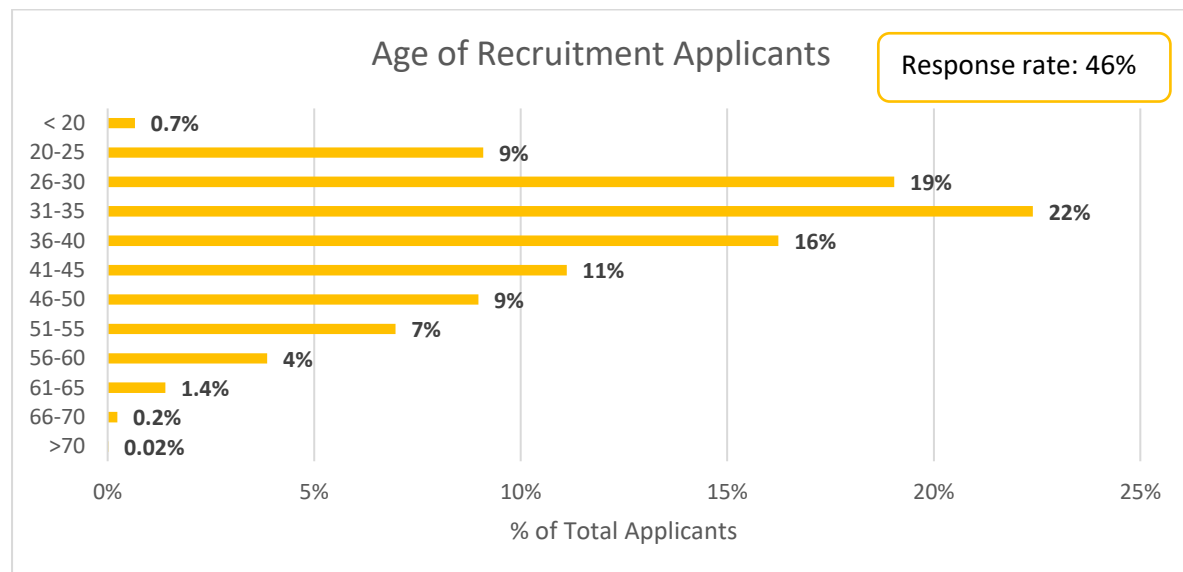


Figure 100: Age Representation among Recruitment Applicants (2017)

Most age groups were roughly equally successful, except the 36-40 group who were over-represented by 5 percentage points among appointees (see Table 22 overleaf).

⁶⁸ The Recruitment Equality Monitoring form is an optional form on e-recruitment, for all applicants

Age Range	Applicants	Successful	Difference
< 20	0.7%	0.4%	-0.3%
20-25	9%	6%	-3%
26-30	19%	18%	-1%
31-35	22%	21%	-2%
36-40	16%	21%	+5%
41-45	11%	11%	-0.6%
46-50	9%	10%	+0.5%
51-55	7%	7%	+0.4%
56-60	4%	5%	+1%
61-65	1.4%	1%	-0.3%
66-70	0.2%	0%	-0.2%
>70	0.02%	0%	-0.02%

Table 22: Age Comparison between Recruitment Applicants and Successful Applicants (2017)

Civil Status

36% of recruitment applicants are single, 23% married, 6% cohabiting, and smaller numbers selected another civil status. A further 31% described their civil status as “other”.

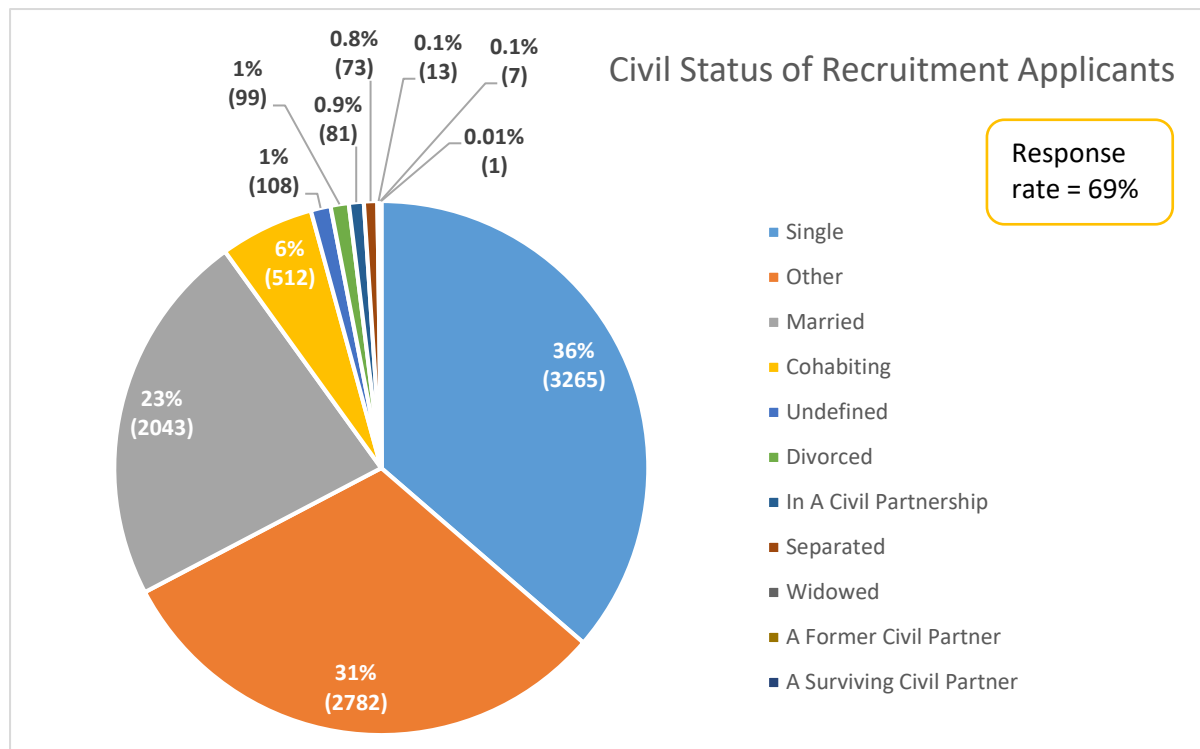


Figure 101: Civil Status Representation among Recruitment Applicants (2017)

There is little difference in success rates by civil status group. One exception may be that the “other” group made up 31% of applicants, but just 23% of successful applicants.

Civil Status	Applicants	Successful	Difference
Single	36%	39%	+3%
Other	31%	23%	-8%
Married	23%	25%	+2%
Cohabiting	6%	7%	+1%
Undefined	1%	2%	+1%
Divorced	1%	1%	-0.1%
In A Civil Partnership	0.9%	0.5%	-0.4%
Separated	0.8%	2%	+1%
Widowed	0.1%	0.3%	+0.2%
A Former Civil Partner	0.1%	0%	-0.1%
A Surviving Civil Partner	0.01%	0%	-0.01%

Table 23: Civil Status Comparison between Recruitment Applicants and Successful Applicants (2017)

Country of Origin

The response rate to the Country of Origin question on the Recruitment Equality Monitoring Form was 62% in 2017.

128 countries were represented among applicants. The countries which each comprise at least 1% of applicants are presented below.

Over half (53%) of applicants were from Ireland; this is many times more than the next highest country of origin (UK, 6%). Irish applicants were also significantly more successful than others, making up 73% of successful applicants (a 20 percentage-point difference).

Applicants from the other most common countries of origin were roughly as successful as each other, although all were slightly under-represented among successful applicants, except the UK (over-represented by 2 percentage points).

Country of Origin	Number of Applicants	% of Applicants	% of Successful	Difference
Ireland	4225	53%	73%	+20%
United Kingdom	450	6%	8%	+2%
United States	415	5%	2%	-3%
India	354	4%	2%	-2%
Brazil	266	3%	2%	-1%
Italy	263	3%	0.7%	-3%
Poland	155	2%	0.7%	-1%
Spain	122	2%	0.7%	-0.8%
France	119	1%	0.3%	-1%
China	95	1%	0.7%	-0.5%
Romania	91	1%	0.3%	-0.8%
Germany	85	1%	0.3%	-0.8%
Croatia	82	1%	0%	-1%
Canada	81	1%	1%	0%

Table 24: Country of Origin Comparison between Recruitment Applicants and Successful Applicants (2017)

Disability

2% of applicants disclosed a disability in the Equality Monitoring Form, 85% of applicants stated that they have no disability, and 13% selected “Prefer not to Say”.

This is quite a significant percentage selecting “Prefer not to Say” (rather than simply not answering the question) although it is not an option on other questions on the form, so cannot be compared.

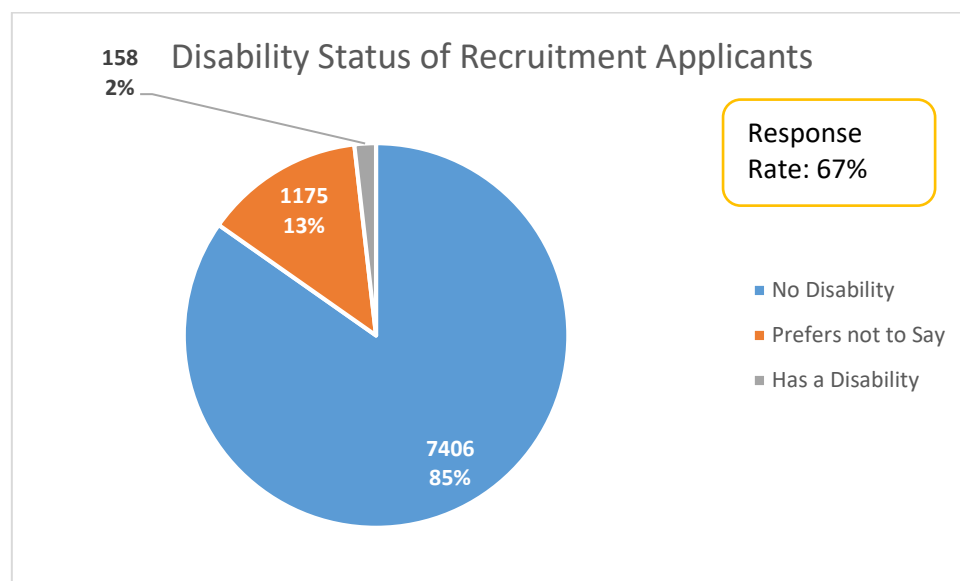


Figure 102: Disability Status Representation among Recruitment Applicants (2017)

Those without a disability were marginally more successful in the recruitment process, and those with a disability or who preferred not to say, were marginally less successful.

Disability?	% of Applicants	% of Successful	Difference
No	85%	86%	+2%
Prefer not to Say	13%	12%	-1%
Yes	1.8%	1.3%	-0.5%

Table 25: Disability Status Comparison between Recruitment Applicants and Successful Applicants (2017)

Ethnic Origin

A majority (57%) of recruitment applicants in 2017 were Irish, almost one in three (29%) were of another White background, and 0.3% (22 applicants) were Irish Traveller - a total of 86% White applicants. Other recruitment applicants were 7% Asian, 2% Black and 5% Other.

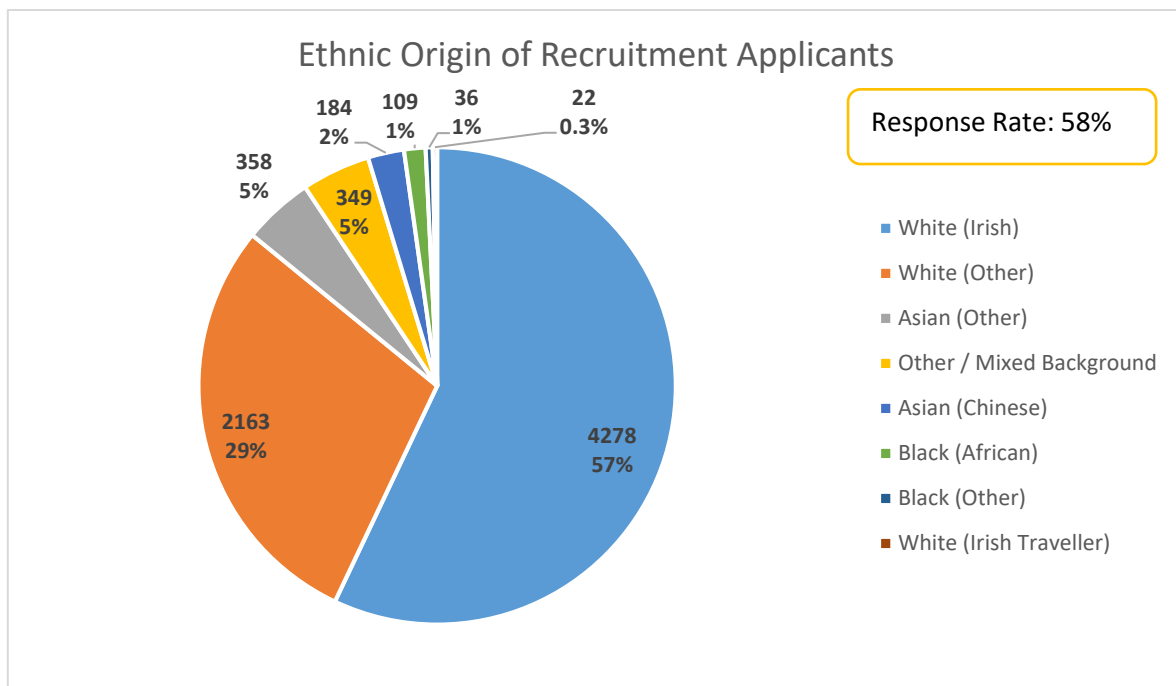


Figure 103: Ethnic Origin Representation among Recruitment Applicants (2017)

White Irish applicants are by far the most successful, improving their representation by 23 percentage points among successful applicants. On the other hand, Other White applicants drop 16 percentage points. This corresponds with the findings in Table 24.

Ethnic Origin	% of Applicants	% of Successful	Difference
White (Irish)	57%	80%	+23%
White (Other)	29%	13%	-16%
Asian (Other)	5%	2%	-3%
Other / Mixed Background	5%	3%	-2%
Asian (Chinese)	2%	1%	-1%
Black (African)	1.5%	1%	-0.5%
Black (Other)	0.5%	0.4%	-0.1%
White (Irish Traveller)	0.3%	0%	-0.3%

Table 26: Ethnic Origin Comparison between Recruitment Applicants and Successful Applicants (2017)

Family Status

Almost two-thirds (65%) of applicants had no parenting or other caring responsibilities, while a quarter were a parent of a person under 18. Very few (7) applicants were the resident primary carer of a person with a disability. 10% selected “other”, suggesting that the legal categories⁶⁹ reflected in the form do not cover all family situations.

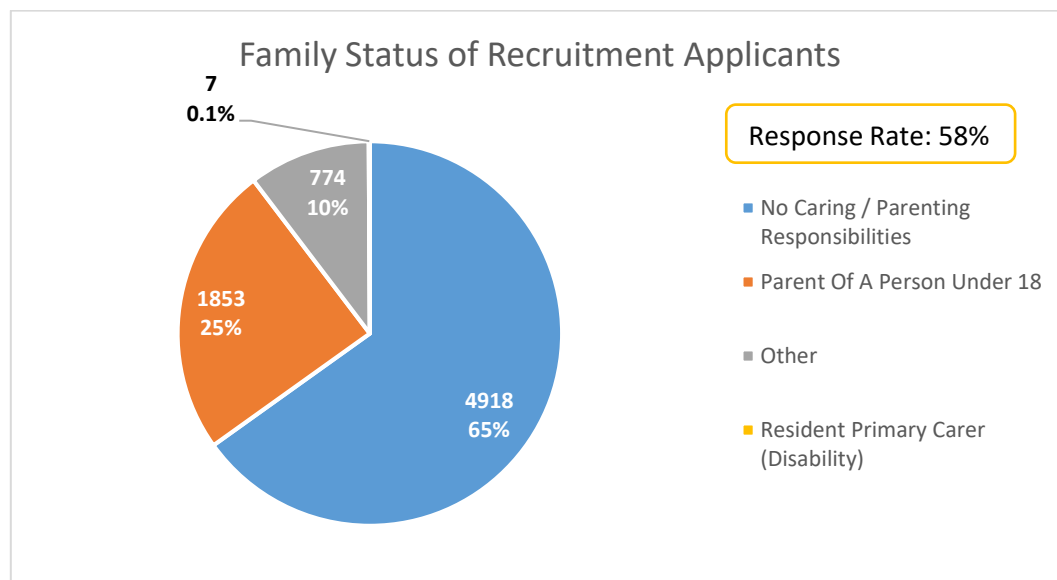


Figure 104: Family Status Representation among Recruitment Applicants (2017)

Parents are slightly over-represented among successful applicants, and those with “other” family status are under-represented to the same degree (4 percentage points).

No resident primary carer of a person with a disability was successful, but given that only 7 applied no reliable conclusions can be drawn from this fact.

Family Status	% of Applicants	% of Successful	Difference
No Caring / Parenting Responsibilities	65%	65%	0%
Parent Of A Person Under 18	25%	29%	+4%
Other	10%	6%	-4%
Resident Primary Carer (Disability)	0.1%	0%	-0.1%

Table 27: Family Status Comparison between Recruitment Applicants and Successful Applicants (2017)

⁶⁹ Based on the definition of “family status” in the Employment Equality Acts 1998-2015 and Equal Status Acts 2000-2015

Religion

The most common religion of recruitment applicants was Roman Catholic (44%), while other religions have smaller representation. 4% of applicants were Hindu, 2% were Muslim and 0.5% were Jewish. Christian denominations other than Catholic make up 6% of the total.

The second most common response to the religion question was “none” (33% of applicants).

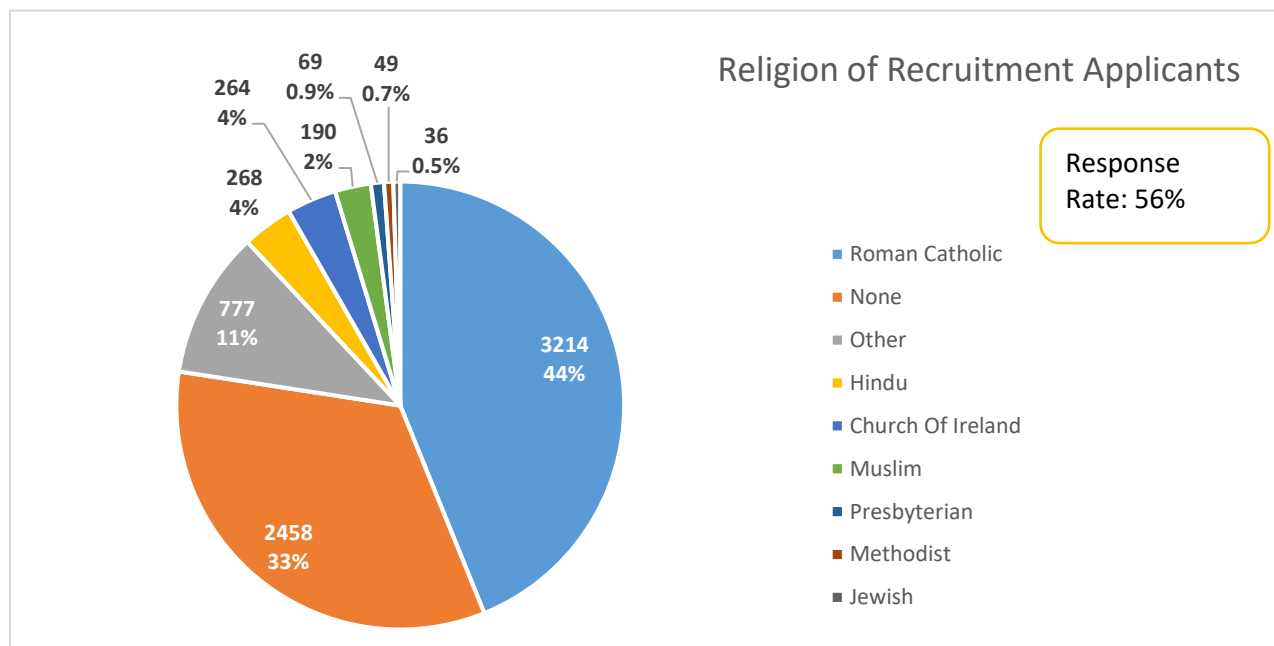


Figure 105: Religion Representation among Recruitment Applicants (2017)

Applicants of no religion are over-represented among successful applicants (by 7 percentage points); applicants of “other” and Hindu religion are under-represented (by 4 and 3 percentage points respectively).

Religion	% of Applicants	% of Successful	Difference
Roman Catholic	44%	45%	+1%
None	34%	41%	+7%
Other	11%	7%	-4%
Hindu	4%	0.4%	-3%
Church Of Ireland	4%	4%	+0.4%
Muslim	3%	2%	-0.6%
Presbyterian	1%	0.7%	-0.2%
Methodist	1%	0.4%	-0.3%
Jewish	0%	0%	0%

Table 28: Religion Comparison between Recruitment Applicants and Successful Applicants (2017)

Sexual Orientation

90% of recruitment applicants were heterosexual, 4% gay or lesbian, 3% bisexual and 4% other.

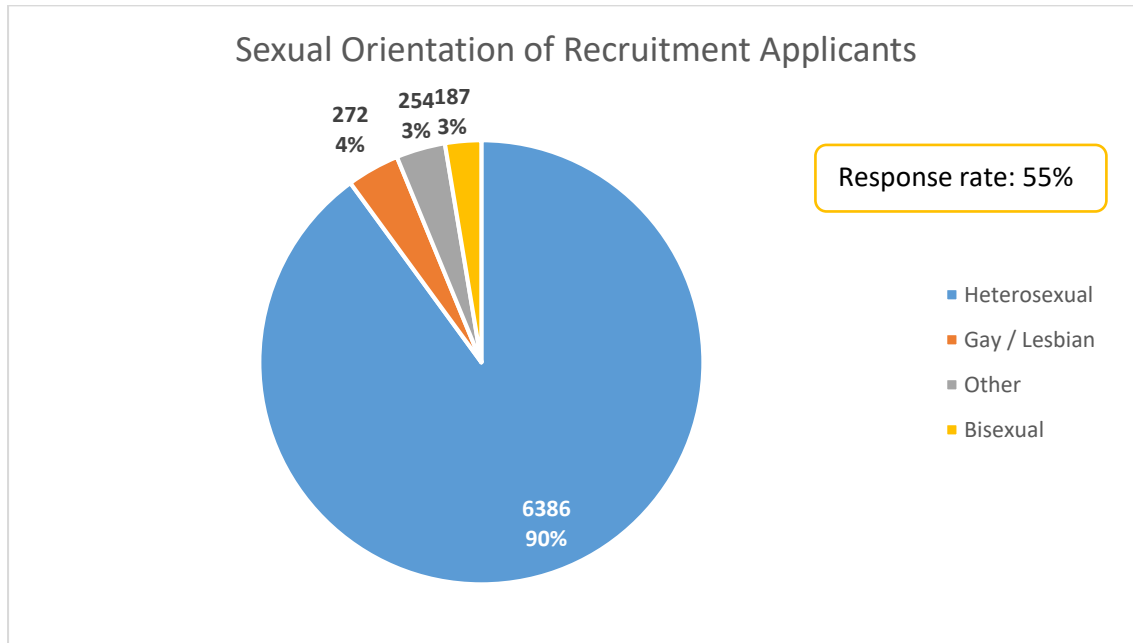


Figure 106: Sexual Orientation Representation among Recruitment Applicants (2017)

Heterosexual applicants were somewhat (4 percentage points) over-represented among successful applicants; applicants of “Other” sexual orientation were under-represented to a similar degree (3 percentage points), while gay, lesbian and bisexual applicants were successful in proportion to their applicant numbers.

Sexual Orientation	% of Applicants	% of Successful	Difference
Heterosexual	90%	94%	+4%
Gay / Lesbian	4%	4%	0%
Other	4%	1%	-3%
Bisexual	3%	2%	-0.6%

Table 29: Sexual Orientation Comparison between Recruitment Applicants and Successful Applicants (2017)

Appendix: Examining the Academic Career Path

Gender Analysis of the Career History of Current Academic Staff in Trinity

HR Workforce Planning & Management Reporting

Gwen Turner, Grace Bosonnet, 2018

Section 1: Overview

1.1 Introduction

The purpose of this exercise is to examine the academic career path in Trinity to ascertain if there are differences at any stage of the path for male and female academics.

1.2 Evaluation

The number of female academics decreases at the top three levels of the career ladder. This report examines possible reasons under three strands:

- A. **Glass Ceiling:** do women generally go so far but no further?
- B. **Career Progress:** do women progress but at a slower rate, possibly running out of time before reaching the higher levels?
- C. **Cultural Legacy:** are we experiencing a lack of women at higher grades now, because of under-representation of female academics in the university sector in the 1980s or 1990s?

1.3 Findings

The examination of data provides the following information:

A. Glass Ceiling

There is no evidence of a glass ceiling, however there is evidence of women not applying for promotion at same rate as men, particularly to Associate Professor. Where women do apply, their chances of success are the same as male academics.

B. Career Progress

There is no evidence that women take longer to move through the career path. In fact, the women who progress up the career path do so more quickly than men.

C. Cultural legacy

It could be concluded that women are reaching the senior grades in greater proportion now than 10 or 20 years ago, but there is still an imbalance at the Professor Of (Chair Professor) grade.

1.4 Conclusions

On average it takes approximately 25 years to progress to the top of the academic career path. Many of those who are now at Professor Of (Chair Professor) started their careers in the 1970s or 1980s. The women who started their careers from 2000 onwards should achieve senior posts at broadly the same rate as their male colleagues, given the current trend, provided that women apply for promotion to the grade of Associate Professor at the same rate as men.

Section 2: Current Position and Trend

2.1 Academic Career Path

There are five levels on the academic career path in Trinity⁷⁰:

1. Assistant Professor below bar (entry grade)⁷¹
2. Assistant Professor above bar
3. Associate Professor
4. Professor In / Professor
5. Professor Of / Chair Professor

⁷⁰ Academic medical grades such as professor consultant are not included in this report. The path to consultant grade is normally achieved through an academic and medical career path.

⁷¹ Tenure track positions commenced in 2016 are not subject to review at the merit bar through JAPC but through a tenure track review. The dataset used in this report includes Assistant Professors engaged prior to tenure track, so the distinction of the merit bar applies.

2.2 Current Gender Distribution per Grade⁷²

The figures below show the percentage of each gender at each grade. Whilst female academics outnumber males at the entry grade, thereafter the percentage of female representation declines.

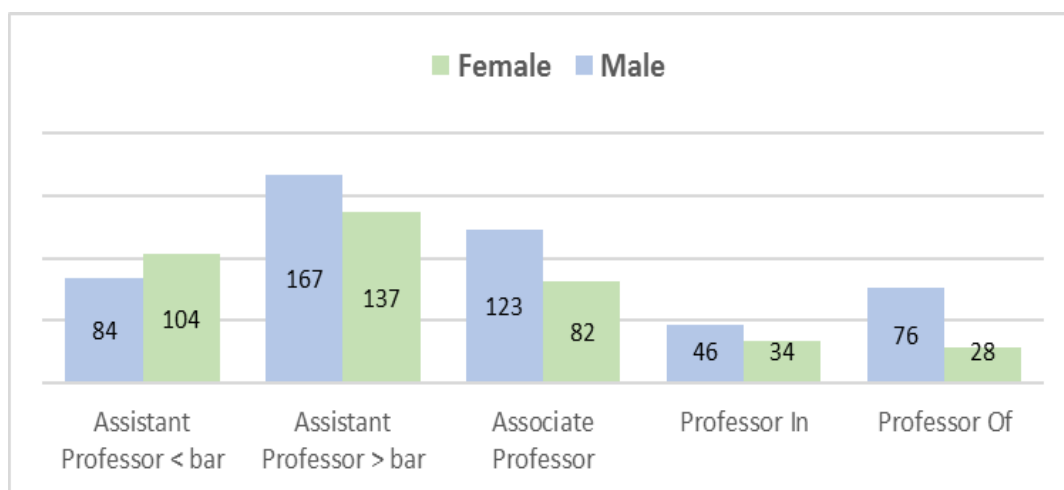


Figure 107: Gender Distribution at Academic Grades (Dec 2017) – bar chart

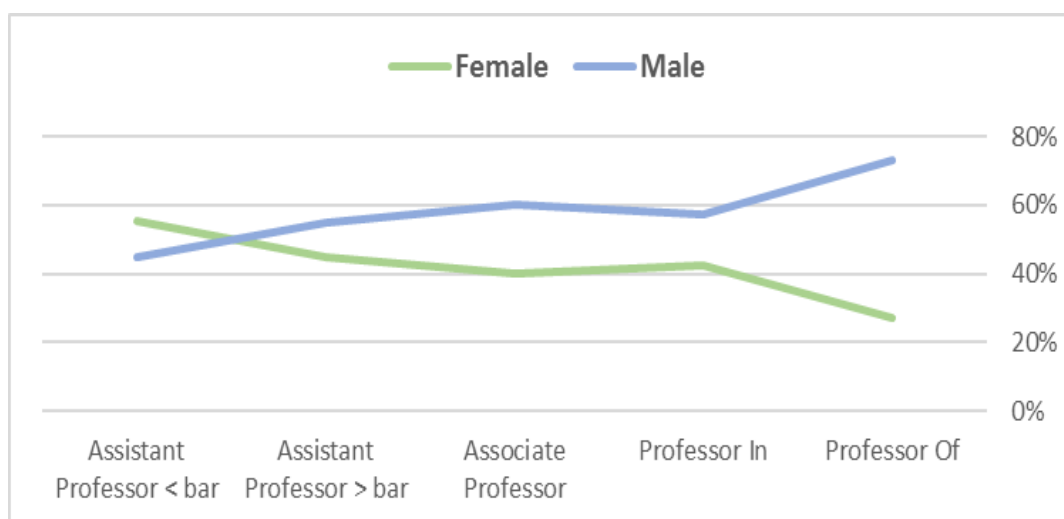


Figure 108: Gender Distribution at Academic Grades (Dec 2017) - line chart

⁷² Source: CoreHR active staff Dec 2017

2.3 Trend - Gender Distribution per Grade 2012-2018

In the seven years 2012-2018 the number of women at the top two academic grades (Professor Of / Chair Professor and Professor In / Professor) increased by 26. This has resulted in the narrowing of the gap between men and women in senior grades.

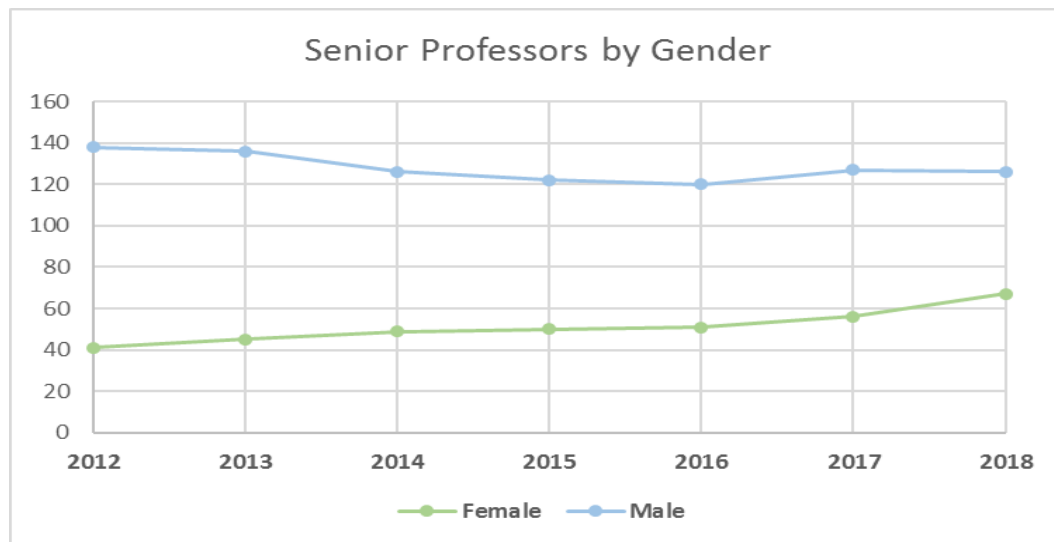


Figure 109: Gender Distribution among Chair Professors and Professors (2012-2018) – line chart

Whilst female participation has increased from 23% in 2012 to 35% in 2018, men continue to significantly outnumber women in the top two grades at a ratio of 2:1.

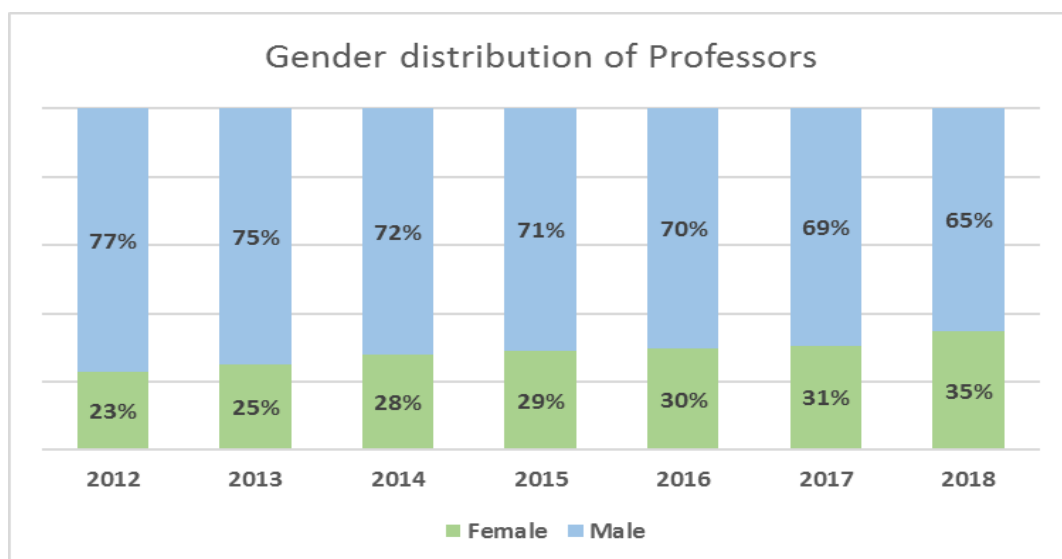


Figure 110: Gender Distribution among Chair Professors and Professors (2012-2018) – bar chart

Section 3: Examining the Causes

3.1 Glass Ceiling

It is evident from the seven-year data (2012-2018) that women have reached the two higher professorial grades, and that the gap is closing between men and women at senior level.

This indicates that there is not a glass ceiling for all women, but an under-representation of women at senior grades.

3.2 Career Progress

The data were examined to check if there are any differences of pattern between men and women moving up through the academic grades. Specifically, to explore if women and men were progressing up the career path at equal rates.

Given that there are marginally more women than men (55%:45%) at entry grade, we looked for trends indicating decline of female representation thereafter.

We analysed the proportion of academics who moved through each grade, up to the next grade. Using the current academic staffing cohort as the population, we found:

Of the current academic staff who ever held the grade of:

Assistant Professor below bar,	62% of women	71% of men	progressed to Assistant Professor above bar
Assistant Professor above bar,	36% of women	45% of men	progressed to Associate Professor
Associate Professor,	27% of women	30% of men	progressed to Professor In / Professor

Professor In,	26% of women	41% of men	progressed to Professor Of / Chair Professor
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Analysis shows that male academics have moved through grades in proportionally greater numbers than female colleagues at every step of the career path.

3.3 Pace of Progress along Academic Career Path

The data was analysed to check whether men progressed up the career ladder passing through any grades more quickly than women.

The average time spent at each grade before moving up to the next was evaluated for both genders. In this calculation, we only took into consideration those who had moved through a grade to the next grade.

Average length of time (in years) spent at each level before moving up		
	Women	Men
Assistant Professor below bar	5.2 years	4.8 years
Assistant Professor above bar	6.6 years	7.6 years
Associate Professor	6.6 years	9.5 years
Professor In / Professor	5.3 years	7.5 years
Note: Once the grade of Professor Of / Chair Professor is attained there is no higher level, and the time spent at this grade will be the remainder of the individual's academic career.		

The data show that female academics progress more quickly through each level, except the entry level. Although there is a slower rate of progress from Assistant Professor below the bar to above the bar for females, the difference of four months is marginal.

Therefore, there is no issue with the speed at which those women who **are** progressing, are progressing up the academic career path. Where female staff progress to the next level, they generally do so more quickly than their male colleagues.

3.4 Promotion rates

An analysis of data on the Senior Academic Promotions⁷³ process shows that women have not applied for promotion to the grade of Associate Professor at the same rate as men.

Where women have applied for promotion, their likelihood of success is the same as that of their male colleagues⁷⁴.

Seeking promotion to the grade of Associate Professor:

15% of eligible female staff applied;

23% of eligible male staff applied

Seeking promotion to the grade of Professor In / Professor:

14% of eligible female staff applied;

15% of eligible male staff applied.

Seeking promotion to the grade of Professor Of / Chair Professor:

22% of eligible female staff applied;

14% of eligible male staff applied.

⁷³ Senior Academic Promotions Committee data 2014-2017

⁷⁴ Report: Chance of Reaching Professor (Chair) Level in Trinity 2016

Fewer women applying to Associate Professor means fewer successful, thus fewer available to apply to the next two levels of the academic career path.

Whilst the proportion of women and men applying for Professor In / Professor level is similar, there are more male applicants than female in the eligible cohort. So even with similar rates of application and similar rates of success, the number of women reaching Professor In grade through the senior academic promotions process will be lower than men.

At Professor Of / Chair Professor level the percentage of female applicants is greater than male applicants, but as above, this is a percentage of the eligible staff, which is a smaller pool of women than men.

3.5 Reaching a career plateau

Not everyone will reach the top level of Professor Of (Chair). Each academic will at some point reach a plateau at the grade at which they will retire or leave.

We reviewed those who have not moved to the next grade and have spent longer than the average time period⁷⁵ in their current grade.

It is not to say that these individuals will not progress any further, but that their time spent at a particular grade is longer than the time spent by their counterparts who moved upwards to the next grade.

Of those current staff at grade of:

Assistant Professor below bar,	34% of women	23% of men	are 'stalled' at this grade
--------------------------------	--------------	------------	-----------------------------

⁷⁵ the average time refers to the number of years spent at this grade by those academics who successfully moved to the next grade.

Assistant Professor above bar,	36% of women	40% of men	are 'stalled' at this grade
Associate Professor,	40% of women	47% of men	are 'stalled' at this grade
Professor In,	39% of women	55% of men	are 'stalled' at this grade

i.e. they have been at this grade for longer than average.

34% of female academics are 'stalled' at entry grade in that they have been at that grade for more than 5.2 years, which is the average time that a woman spends at Assistant Professor below the bar before moving upwards.

For the more senior grades, the position is different: more men than women have 'stalled' or reached a plateau in their career.

3.6. Cultural Legacy

Is the rate of female participation improving over time? Is it any different now than in the 1990s or 2000s?

Using the current academic staff cohort as the population⁷⁶, we examined the time range when each person was appointed to the top three grades. Appointment may have been through a recruitment competition or through Senior Academic Promotions.

⁷⁶ This is not a comprehensive analysis of all academics who were ever appointed to the top 3 grades. It does not include those who retired or left in the intervening period. Historical data of that nature is not available.

Appointment to Associate Professor

Of the current cohort of academic staff who were appointed to Associate Professor:

- pre-2000, 19% were female and 81% were male
- during 2000-2009, 40% were female and 60% were male
- during 2010-2017, 44% were female and 56% were male

Appointment to Professor In / Professor

Of the current cohort of academic staff who were appointed to Professor In / Professor:

- pre-2000, 13% were female and 87% were male
- during 2000-2009, 32% were female and 68% were male
- during 2010-2017, 49% were female and 51% were male
-

Appointment to Professor Of / Chair Professor

Of the current cohort of academic staff who were appointed to Professor Of (Chair):

- pre-2000, none were female and all were male
- during 2000-2009, 23% were female and 77% were male
- during 2010-2017, 33% were female and 67% were male

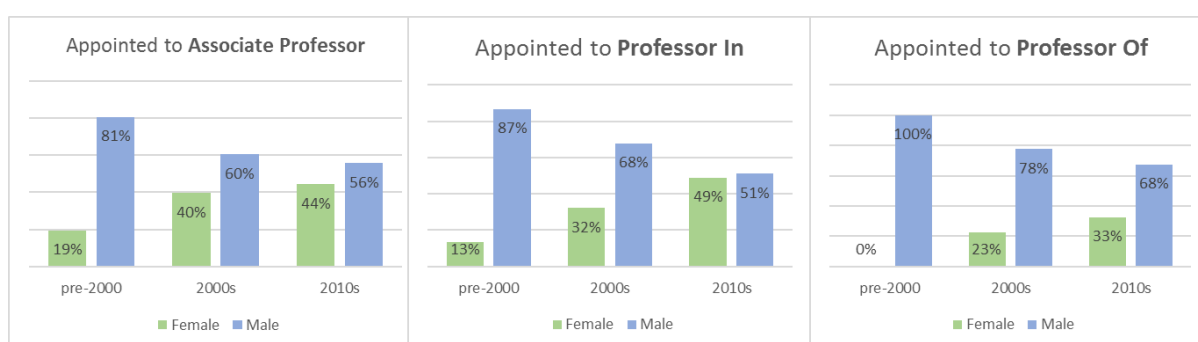


Figure 111: Gender Distribution in Appointments to Senior Academic Grades (comparison of decades)

It is evident from the data above that gender balance is improving with each decade in terms of appointments to senior posts.

- In the 3 senior academic grades, women are now reaching these grades in greater number, closing the gap with their male colleagues.
- At Associate Professor and Professor In / Professor, female and male appointments to these grades are now almost even.
- At Professor Of, the ratio of male to female is 2:1, although this has improved.

Section 4: Dataset Caveats

4.1 Caveats on the Appendix Dataset

Data extracted from CoreHR on Academic staff as at December 2017

- Only Academics working here in Dec 2017 are included. Historical data are not reliable
- Academic medical staff are not included. The career path for academic medical staff involves appointments made outside Trinity, with detail not available
- Dataset has 1540 records / instances
- Each person may have more than one record – we are measuring person per grade. If a person has held all 5 grades, they will appear 5 times in the dataset
- We make no distinction on how an academic was appointed to a senior grade, whether through promotion or through recruitment competition

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⁷⁷ 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 (see “Medical academic staff”)

Administrative staff = those staff on Administrative grades (Administrative 3 to 1 and Senior Administrative 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 and Senior Administrative grades.

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

Chair Professor = the highest academic grade, also known as “Professor Of”.

Core HR = the Human Resources information system.

Core Portal = the online programme through which staff manage their personal information on CoreHR

Gender balance = ideal gender balance, from the perspective of the authors, is 50/50 male/female (as other gender identities are not currently covered by the report). However, cohorts may be described as “gender-balanced” if the male/female representation is within a 60:40 ratio, depending on context. For example, a 5-person interview panel could never be 50/50 but would be considered gender-balanced if it has 3 men and 2 women.

HEA Equal Access Survey = an optional survey that new entrants are invited to complete during registration. The survey responses go to the HEA, who can provide statistical results back to HEIs

Headcount data = Unless otherwise stated, 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.

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 = 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) concerns only 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; it does not include students who have applied via the CAO and happen to meet the mature student age criterion.

Medical academic staff = staff who are employed jointly by Trinity and partner hospitals, and are remunerated on the academic clinical scales as determined by the Department of Health.

New entrant = a first-time undergraduate student registering with a higher education institution at the beginning of their first academic year

Professor = where capitalised, i.e. “Professor”, this refers to the second-highest academic grade, also known as “Professor In”

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

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

- *Research Fellow*: the grade reserved for those holding a PhD qualification or other equivalent experience. This is the official Trinity title for research staff who may also be 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.

Trinity Centre for Gender Equality and Leadership (TCGEL) = originally established as the Centre for Women in Science and Engineering Research (WiSER) in 2006 to promote the recruitment, retention and advancement of women working in science, technology, engineering, mathematics and medical (STEMM) disciplines, TCGEL now works to advance gender equality across the University as a whole, and among all its populations.

Acronyms

- AHEAD – Association for Higher Education Access and Disability
- 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
- GB – Great Britain
- 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
- TCD – Trinity College Dublin
- TCGEL – Trinity Centre for Gender Equality and Leadership
- TSM – Two-subject Moderatorship
- UG – Undergraduate
- UK – United Kingdom
- USA – United States of America

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