Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Annual Equality Monitoring Report

2014-15

Prepared by the Equality Office and the Monitoring Advisory Group

(a sub-Committee of the Equality Committee)

Contents

Key Findings

Academic staff and gender

- There has been little variation in the proportion of female Professors (Chairs) in the period 2007-2015 - this has generally fluctuated around 14-16%. Given the small numbers involved, even single appointments or retirements can create a large percentage difference. As a result, while the proportion increased from 13% in 06-07 to 17.35% in 2014-15 (an increase of approximately 2.35% on 2013-14), this does not represent a large change in the absolute numbers of female Professors (Chairs).
- Senior Promotions: female academics applied for promotion in fewer numbers across all three Senior Academic grades (Professor (Chair), Professor, and Associate Professor) in 2014, in comparison to their male counterparts. Women had a greater success rate than men in promotions to Professor (Chair) at 22% vs 18%; however, it should be noted that there are very small numbers of appointees in question here. Women were significantly less successful in being promoted to Professor (14% success rate for women versus 26% for men) and somewhat less successful at being appointed to Associate Professor (30% versus 38%).
- Junior Progression: eligible female academics are currently applying for the Merit Bar at a slightly lower rate than their male colleagues (41% F and 48% M). Success rates for female applicants were significantly lower than for male applicants in 2014 (71% versus 100%), a reversal of the trend seen in previous years, which most likely results from changes in the Merit Bar system.[1] Women in Health Sciences (73%) were more likely to apply for progression than women in the Faculty of Engineering, Mathematics and Science (38%).

Administrative, Executive and Secretarial, Library, and Support staff and gender

- There is little variation in the gender imbalance pattern in administrative grades, with gender proportions ranging from 75% female at Admin 3 to 33% female at Senior Admin 1 (although the latter is an increase of 10% in female representation compared to 2013/14).
- Secretarial and Executive roles are still heavily dominated by female staff, although men are highly over-represented in the most senior grades.
- The gender segregation pattern by area of employment reflects very traditional gender roles with little indication of change. This is particularly noticeable when comparing the gender

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[1] In June 2012 the Board affirmed that review at the Merit Bar was mandatory and if an Assistant Professor deferred from the 2013 review they would be required to present for review within the following two years i.e. not later than the review to be conducted in the academic year 2014/15. This resulted in a significant jump in the overall number of applicants in 2015 (45) versus 2014 (26). There was also a higher proportion of unsuccessful candidates - 15% were unsuccessful in 2014 and 42% were unsuccessful in 2015. Issues were identified in a number of Schools that need to be addressed at institutional level including the School of Nursing and Midwifery, where the need to create a career track for those who do not fit with the tradition of research-led teaching was identified.

breakdown of Support 1 (Buildings Office, Security, and Stores) and Support 2 (Catering, Housekeeping, Library Shop, and Nursery) roles.

Disability

- The proportion of staff who have declared a disability in 2014 is 3.2% (the minimum target is 3%).

Recruitment monitoring – 9 equality grounds

- This year's report is the first to include data from the Diversity Monitoring Form embedded into Trinity's e-Recruitment process.
- Out of 4890 applicants, 2079 (approximately 42.9%) completed the Form.

Student geographical profile

- This is the second year that the report has used the Country of Domicile, rather than Country of Origin, for determining the student geographical profile.
- The proportion of Irish (Republic and Northern Ireland) students is 85%.
- 10% of students come from outside the EU (14% across HEA).

Student ethnicity profile

- Of the 2,879 new UG entrants to Trinity in 2014, 2,523 (about 88%) provided information on their ethnicity.
- Of these, 91% are white (including Irish and Irish Traveller) and 9% are from other ethnic backgrounds. In the UK, 20% of first-year students come from Black or Middle-Eastern (BME) ethnic backgrounds.

Student socio-economic background

- 'Employer and Manager' and 'Higher Professional' backgrounds are the most common amongst new entrants to Trinity, at 45% of new entrants combined (up 5% from last year).

Part-time students

- The proportion of part-time students remains very low at 11% of students (1% of UG and 36% of PG), compared with an average of 14% across Irish Universities and 18% in all Irish HEIs.

Widening Participation

- Trinity Access Programmes (TAP): In 2014, TAP students accounted for 252 new entrants and 900 undergraduates (7.1% of the total undergraduate population)
- Disability Service: There are 1,313 students registered with the Disability Service, an 11% increase on numbers in 2013/14. 310 (24%) of these are first-year students (both UG and PG). 8.4% of the total undergraduate population are registered with the Disability Service.
- Mature Students Office (MSO): In 2014, 990 mature applicants applied under the Mature Student Dispensation Scheme (MSDS), of whom 140 are now registered. There are currently 472 registered MSDS students in Trinity across all years, making up 3.7% of the total undergraduate population. In addition, there are 274 registered mature Nursing and Midwifery students.

Change in Key Figures, 2010/11 – 2014/15

- The proportion of Professors (Chairs) who are female has increased slightly from 14% to 17%.
- A greater proportion of eligible female academics are applying for the Merit Bar, and a smaller proportion of eligible male academics are applying for the Merit Bar[2].
- The proportion of Admin Grade 3 staff has increased by 13 percentage points – but the proportion of Senior Admin Grade 1 staff has increased by only 3 percentage points.
- The proportion of staff declaring a disability has risen slightly since but remained static at 3.2% since 2013/14.
- The proportion of students who are Irish has risen from 79% to 85%.
- The socio-economic background of students has remained largely unchanged.
- The proportion of students who are part-time has risen from 4% to 10%.
- The proportions of students who have entered via TAP, who are registered with the Disability Service and who are mature students have all risen slowly but steadily in the past 5 years.

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[2] Please see the footnote on p5 for details of recent changes in the Merit Bar system, which are relevant to these trends

About the Data

This report constitutes a snapshot of the diversity profile and distribution of staff and students in Trinity as of 2014-2015 based on available data. Equality Monitoring Reports have been completed for the Equality Committee since 2006-2007 and are available here: http://www.tcd.ie/equality/equality-in-trinity/reports.php.

The report is comprised of four sections: All Staff; Faculty; Administrative, Executive and Secretarial, Library and Support; and Students.

The data were analysed with a focus on the nine equality grounds included in equality legislation. Some limitations in the data should be noted; for example, given that the voluntary e-Recruitment Equality Monitoring Form is not completed by a majority of applicants, results should be taken as indicative rather than definitive. The Monitoring Advisory Group reviewed and advised on the content of this report, suggesting areas for further development.

Comment on the production of statistics

The production of accurate statistical information is important to understand Trinity, to ensure that best practice is followed for equality and diversity, and to ensure that the Trinity population reflect the diversity in the communities from which staff and students are drawn.

These data are derived from many stakeholders throughout Trinity, who use diverse systems of data management from fully-automated reporting tools to spread sheets which must be collated manually. While stakeholders work hard to ensure statistics are available for the data monitoring report, they report that collation may be inefficient and difficult for a number of reasons including the implementation of the new SITS information system and staffing issues, which have led to a delay in the production of statistics that would otherwise be included within this report.

Sources

College Calendar 2014-2015

College Disability Service

ECU Equality in Higher Education report 2014

Higher Education Authority (HEA) statistics 2013-2014

Human Resources Reports (including CORE database)

Mature Students' Office

Secretary's Office

Senior Lecturer's Area

Student Records

Trinity Access Programmes (TAP)

WiSER / INTEGER

Sources

Definitions

For the purposes of this report the following definitions apply:

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

Administrative staff = are those on administrative staff grades (Admin 3 to 1 and Senior Admin 3 to 1).

Annual/Statutory officers = refers to the Vice-Provost/Chief Academic Officer, Vice-President for Global Relations, Bursar, Senior Lecturer, Registrar, Senior and Junior Deans, Senior and Junior Proctors, Senior Tutor, Dean of Graduate Studies, Dean of Research, Dean of Students, and three Faculty Deans. Annual or Statutory officers are appointed by Board each year on the nomination of the Provost. They work closely with Senior Administrative Officers in the development of policy and management of the Trinity. Annual Officers normally hold office for three years.

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

Core = is the Human Resources personnel database. The staff data used in this report are from 2015.

Heads of Administrative functions = refers to the Chief Operating Officer, College Secretary, Director of HR, Librarian, Treasurer, Academic Secretary, Director of Buildings, Director of ISS, Director of Accommodation and Catering, Director of Careers Advisory Service, Director of College Health Service, Director of College Disability Service, Director of Student Counselling, Director of Trinity Research & Innovation, and the Director of Sport.

Honorary Positions = refers to the Chancellor, Pro-Chancellors, and Visitors to the College. The Chancellor acts as head of the University on ceremonial occasions, is elected by the Senate and is also the primary Visitor of the College.

Level 8 students = are those who are registered on four year undergraduate honours degree programmes.

Mature students = are those who were aged 23 years on, or before, the 1st January in their year of admission into an undergraduate programme. There are two classes of mature student:

- Mature Student on age = are those who commenced an undergraduate programme in Trinity via any admission route.
- Mature Student Dispensation Scheme (MSDS) = are those who entered an undergraduate programme in Trinity via this Access scheme and are supported by the Mature Students Office. These students will be studying to achieve a degree for the first time.

Research staff = are those who are employed as Research Fellows and Research Assistants. Research students are not included as they are included in the postgraduate student category.

- *Research Fellow* = is the grade reserved for those holding a PhD qualification or other equivalent experience. This is the official Trinity title for research staff who may be informally called "postdoctoral researchers" or "Research Scientists".
- *Research Assistant* = refers to research staff holding a Bachelors or Master's degree.

College Staff = includes all monthly and weekly paid staff who work full-time or part-time on permanent, indefinite, fixed term and temporary contracts. Where casual staff are included, this is clearly indicated. The source of most staff figures is the HR Core database.

Students = include all full-time or part-time students at undergraduate and postgraduate levels who are registered in Trinity. The data include research students on postgraduate programmes who may also fulfil some teaching assistant roles. Student figures vary depending on the date the data extract is taken – the HEA annual figure is taken on 1st March of each year.

The Centre for Women in Science and Engineering (WiSER) = was established in 2006 to promote the recruitment, retention and advancement of women working in sciences, engineering and technology (SET) disciplines, where they are currently significantly under-represented.

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

Common Acronyms

AHSS – Faculty of Arts, Humanities and Social Sciences

CAO – Central Applications Office

DARE – Disability Access Route to Education

DS – Disability Service

ECU – Equality Challenge Unit (UK agency)

EMS – Faculty of Engineering, Maths and Science

EU – European Union

FT – full-time

HEI – Higher Education Institution

HEA – Higher Education Authority (Ireland)

HEAR – Higher Education Access Route

HESA – Higher Education Statistics Agency (UK agency)

HR – Human Resources

HS – Faculty of Health Sciences

IUA – Irish Universities Association

MSDS – Mature Students Dispensation Scheme

MSO – Mature Students' Office

PG - postgraduate

PT – part-time

TAP – Trinity Access Programmes

WiSER – Women in Science and Engineering Research (College Centre)

UG – Undergraduate

Acknowledgements

Membership of the Monitoring Advisory Group 2014-15

Clodagh Byrne (Mature Students' Officer)

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Jennifer Maxwell (Disability Service)

Tony McMahon (Director of Diversity & Inclusion)

Luke Field (Equality Officer)

Paula Kennedy-Hogan (HR Nominee)

Other Acknowledgements

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All Staff

Trinity Staff Age Profile

Total Number of Staff: 4030
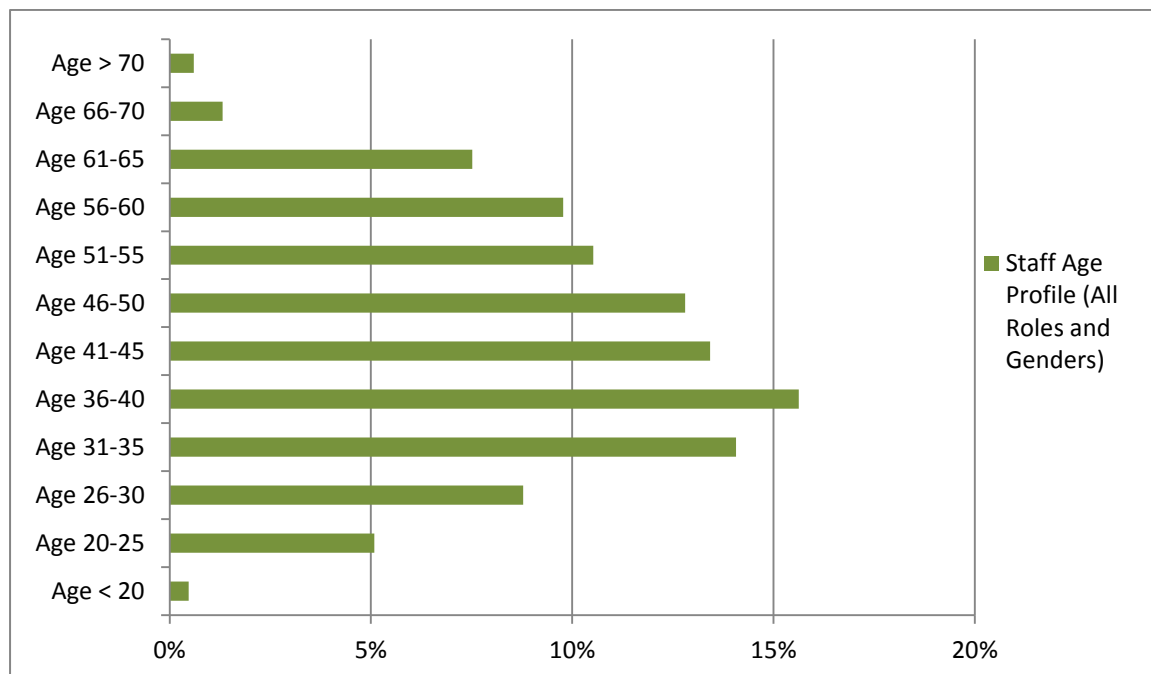
Figure 1: Trinity Staff Age Profile (All Roles and Genders). Source: Core Reports 2015.
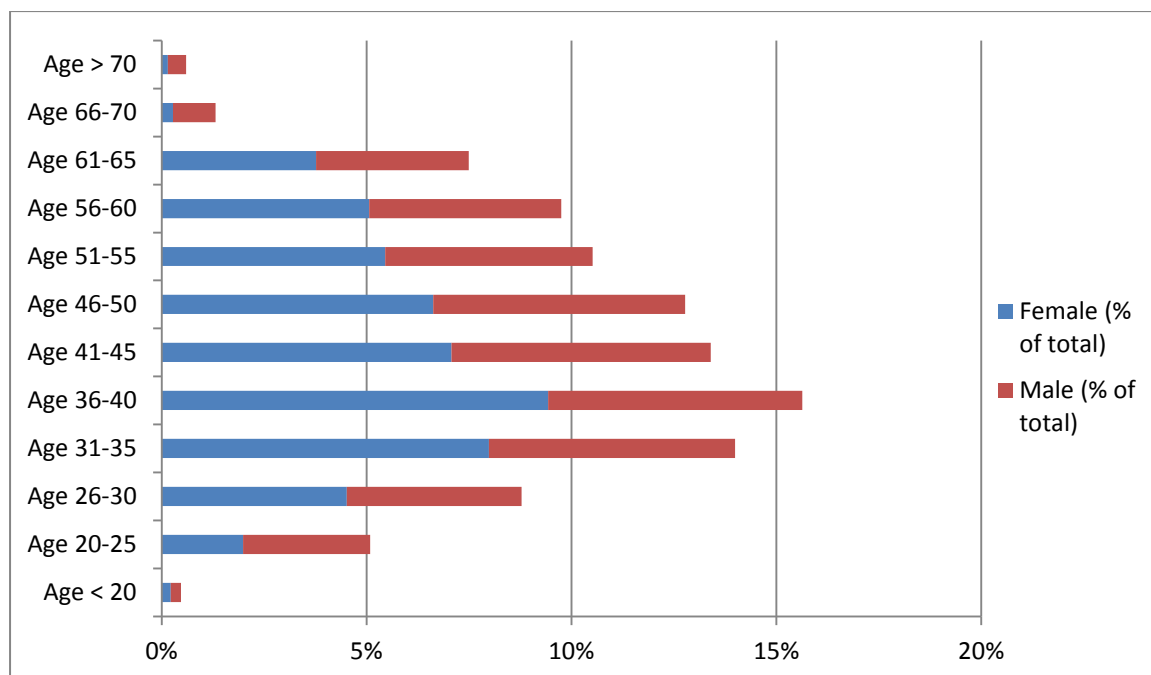
Figure 2: Trinity Staff Age Profile by Gender (All Roles). Source: Core Reports 2015.

Trinity Staff Gender Profile
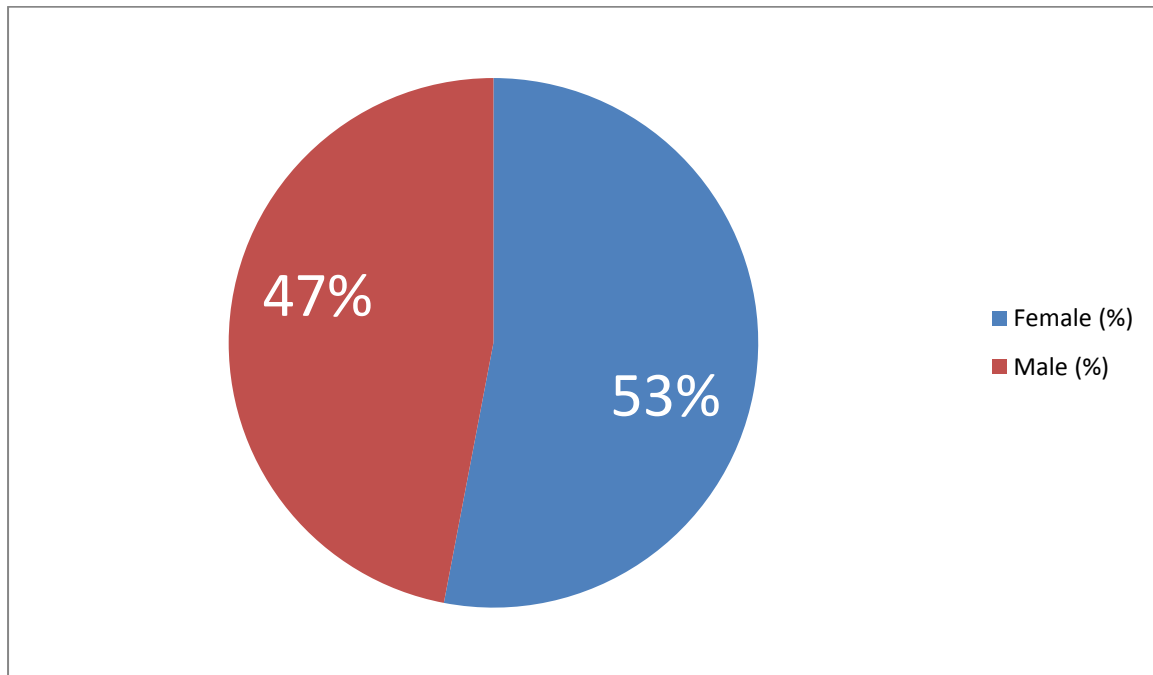
Figure 3: Trinity Staff Gender Profile (All Roles). Source: Core Reports 2015.
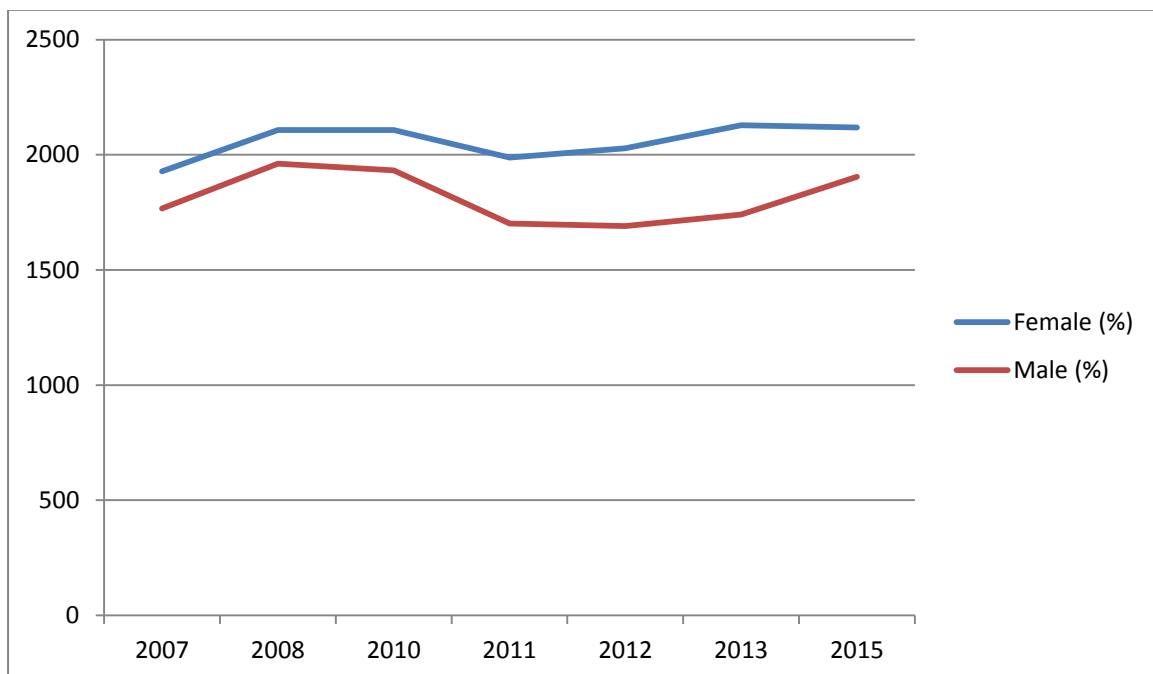
Figure 4: Trends in Trinity Staff Gender Profile (All Roles). Sources: Equality Monitoring Reports 2007-2013; Core Reports 2015.

Trinity Employment by Area
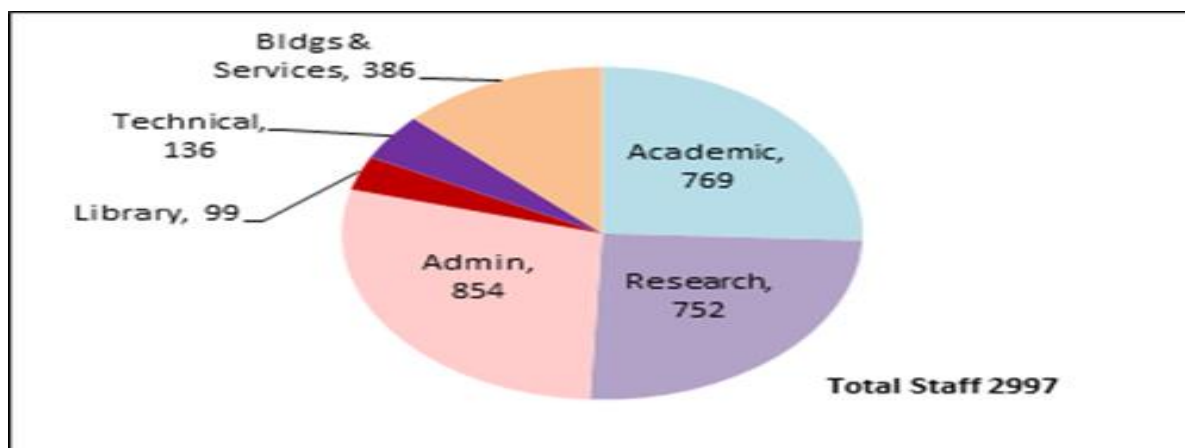
Figure 5: Trinity Employment by Area (FTE figures). Source: Workforce Planning, Human Resources.
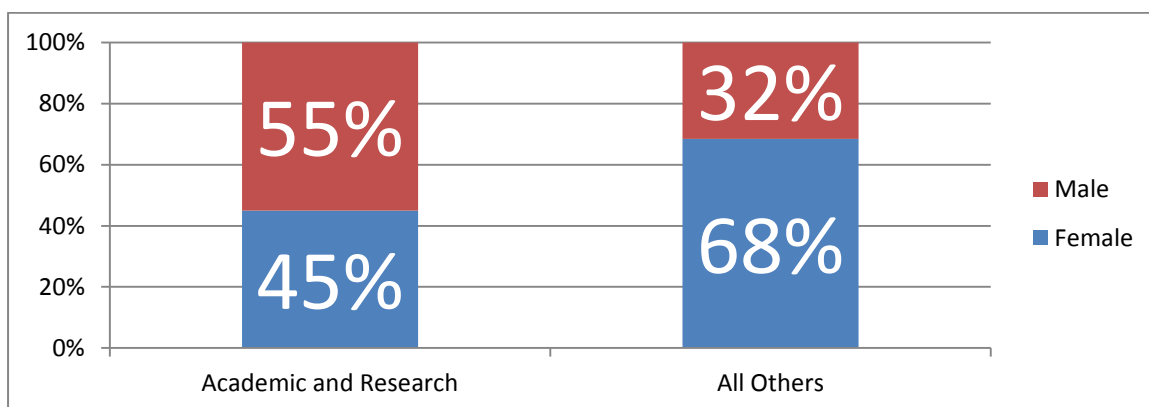
Figure 6: Trinity Employment by Gender and Area.
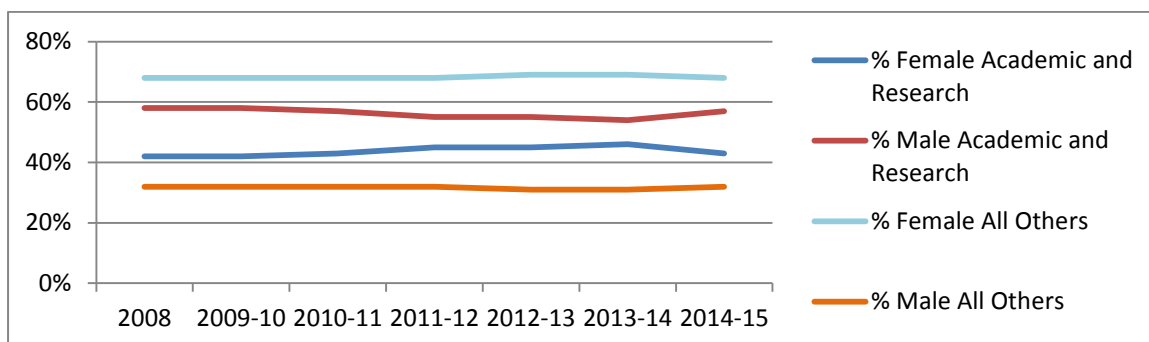
Figure 7: Variation in gender proportions of staff in Academic and Research and All Other areas. Sources: Equality Monitoring Reports 2006-07, 2008, 2009-10, 2010-2011, 2011-12, 2012-13, 2013-14, 2014-15.

Contract Distribution by Type

Part-Time Contracts

	Women	Female (%)	Men	Male (%)	Total
Contract part-time	75	60%	50	40%	125
Indefinite contract part-time	119	75%	40	25%	159
Permanent part-time	272	90%	31	10%	303
Temporary part-time	73	65%	40	35%	113
All	539	77%	161	23%	700

Table 1: Part-Time Contract Distribution. Source: Core Reports 2015.

There are currently 700 staff members on part-time contracts in Trinity, representing 17% of all staff. This is a decrease from the 2014 figures, when 759 staff members were on part-time contracts (20%).

Of those on part-time contracts, 537 (77%) are women and 161 (23%) are men. This is approximately the same gender distribution as in the 2014 figures (76% and 24% respectively).
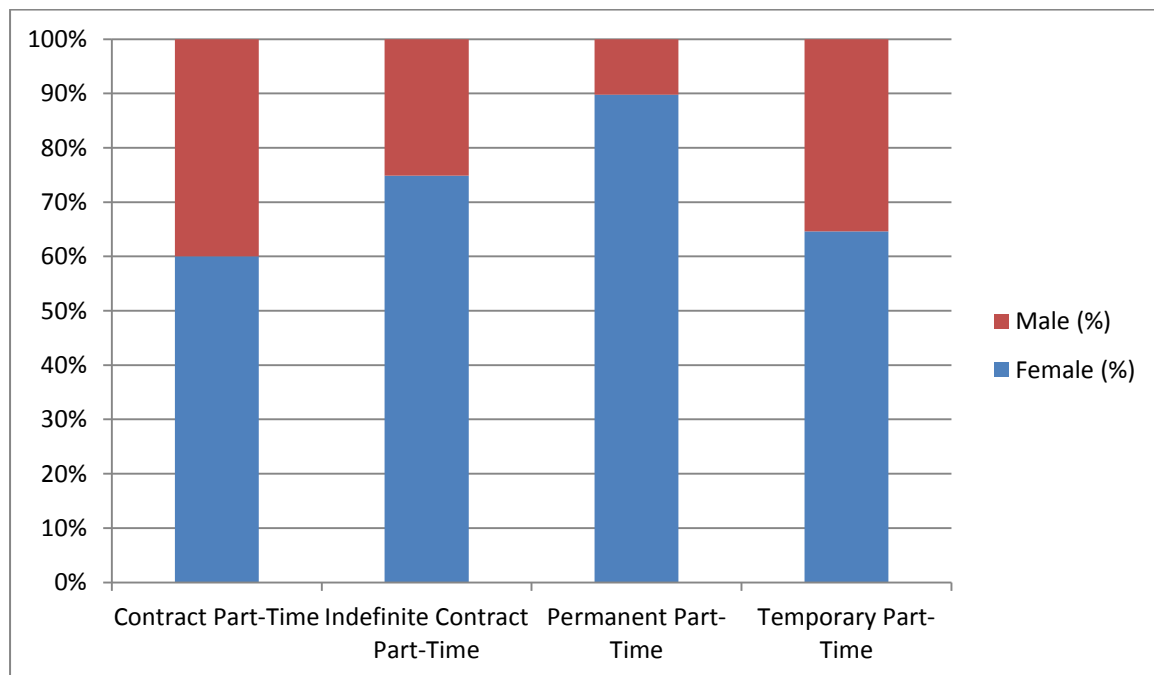
Figure 8: Part-Time Contract Distribution by Gender. Source: Core Reports 2015.

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All Other Contracts

	Women	Female (%)	Men	Male (%)	Unknown	Unknown (%)	Total
Buy back[3]	5	24%	16	76 %	0	0%	21
Fixed contract fulltime	496	54%	414	45%	2	<1%	912
Casual	192	48%	206	51%	3	<1%	401
Indefinite contract fulltime	238	57%	176	42%	1	<1%	415
Permanent fulltime	613	45%	757	55%	0	0%	1370
Temporary fulltime	133	42%	180	58%	0	0%	313
All	1677	49%	1749	51%	6	<1%	3432

Table 2: Distribution of Contract Types in Trinity (excluding part-time). Source: Core Reports 2015.

The most common form of contract held by Trinity staff is a Permanent Full-Time contract, held by 34% of all staff. Men accounted for more of these than women (55% of permanent full-time contracts are held by men, versus 45% by women). Conversely, women constitute the majority of Full-Time Fixed-Term Contract holders (55% women versus 45% men). Nearly one-quarter (23%) of all staff hold this type of contract. More women are engaged on Full-Time Contract of Indefinite Duration (57% women versus 43% men). These comprise 10% of all staff in Trinity.
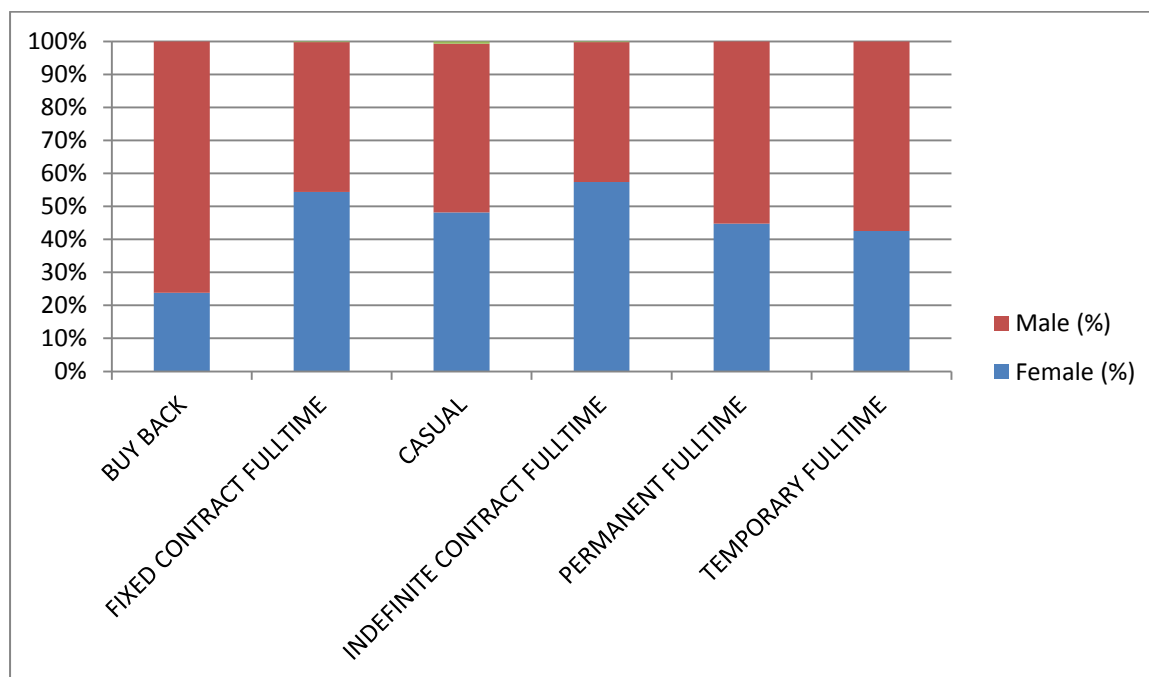
Figure 9: Other Contracts by Gender. Source: Core Reports 2015.

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[3] 'Buy Back' contract holders are retired academics who have returned to work in some capacity at 20% pay.

Decision-Making Bodies in Trinity

Body Title	Women	Female (%)	Men	Male (%)
Board	15	47%	17	53%
Council	23	59%	16	41%
Executive Officers Group	4	31%	9	69%
Planning Group	8	61%	5	39%

Table 3: Decision-Making Bodies in Trinity by Gender. Source: Secretary's Office website.
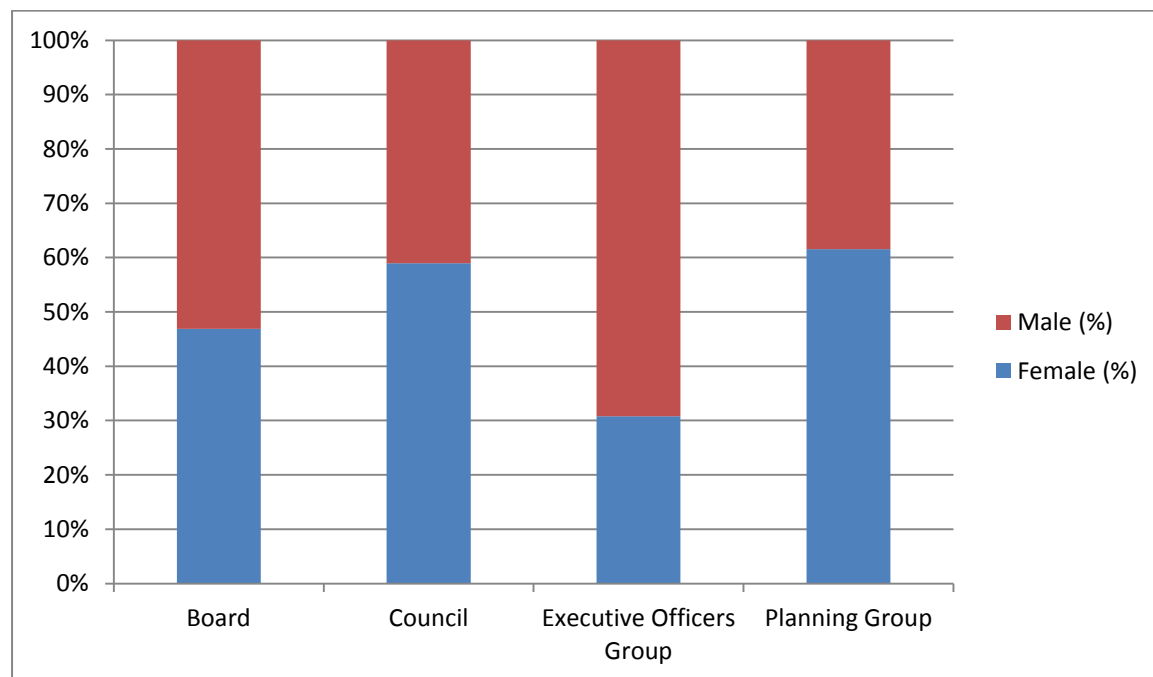
Figure 10: Decision-Making Bodies in Trinity by Gender. Source: Secretary's Office website.

Recruitment Diversity Monitoring

The following sections refer to applications made to Trinity recruitment competitions over the period 1 January 2014 to 1 January 2015. Information was provided via the Diversity Monitoring Form, an optional module in the e-Recruitment process which was completed by 42.9% of applicants.

Country of Origin
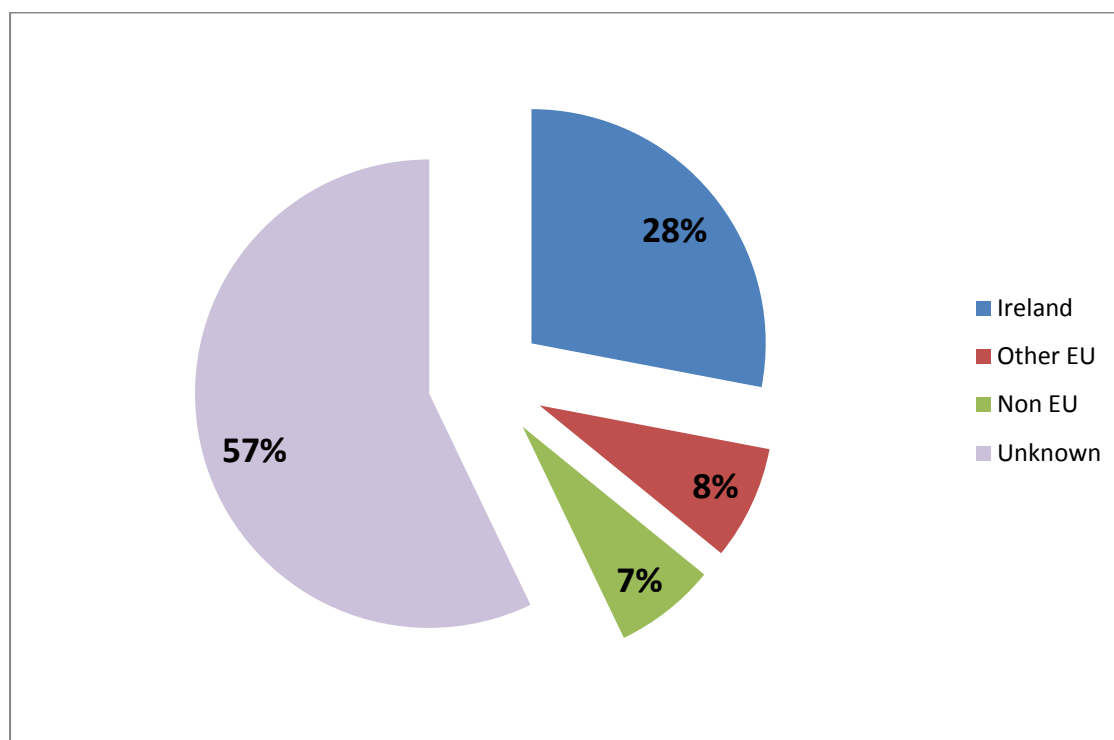
Figure 11: Total Applicants by Country of Origin. Source: Core Reports 2015.

Country of Origin	Number of Applicants	%
Ireland	1369	28%
Other EU	385	8%
Non EU	343	7%
Unknown	2793	57%
All	4890	100%

Table 4: Total Applicants by Country of Origin. Source: Core Reports 2015.

Religion
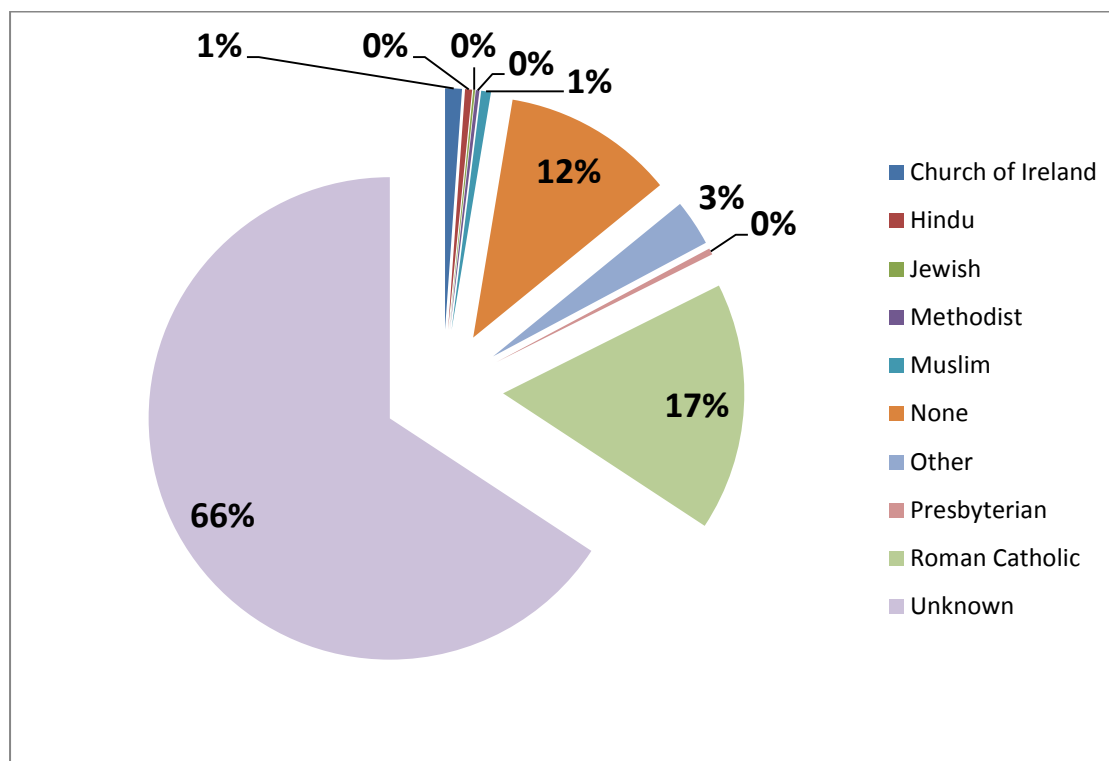
Figure 12: Total Applicants by Religion. Source: Core Reports 2015.

Religious Affiliation	Number of Applicants	%
Church of Ireland	55	1%
Hindu	23	<1%
Jewish	6	<1%
Methodist	12	<1%
Muslim	32	<1%
None	562	12%
Other	151	3%
Presbyterian	21	<1%
Roman Catholic	813	17%
Unknown	3215	66%
All	4890	100.00%

Table 5: Total Applicants by Religion. Source: Core Reports 2015.

Age
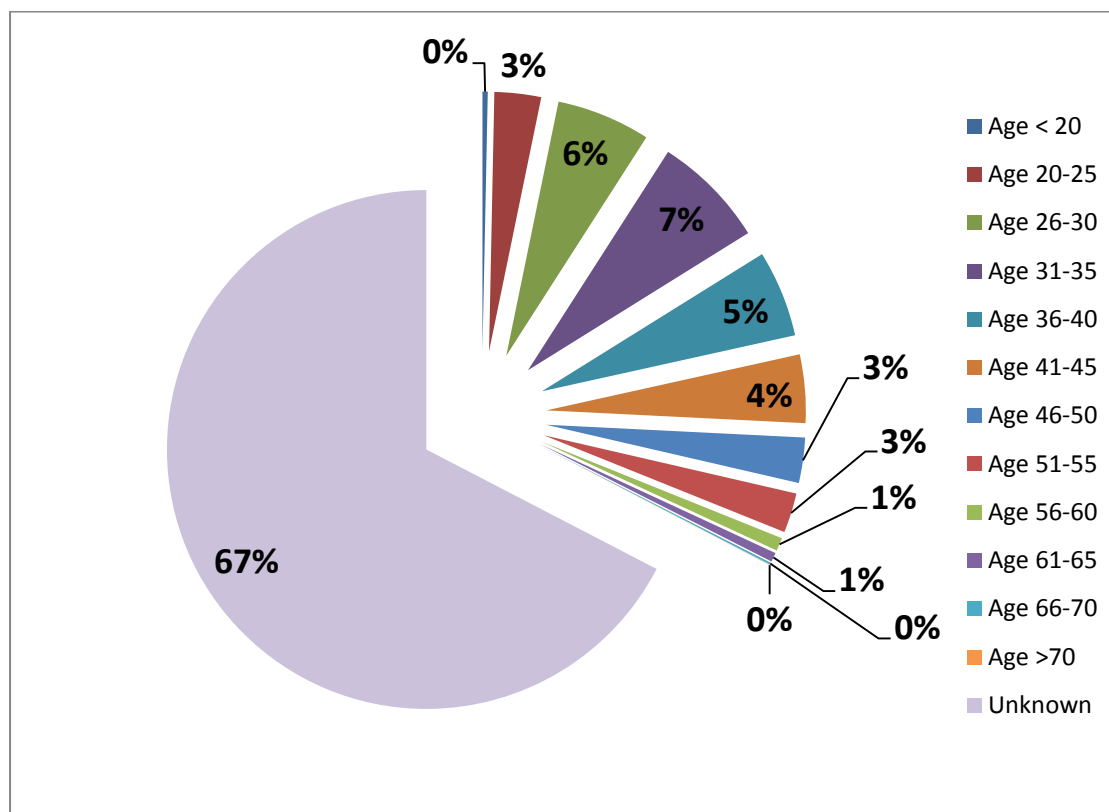
Figure 13: Total Applicants by Age. Source: Core Reports 2015.

Age Category	Number of Applicants	%
Age < 20	16	<1%
Age 20-25	142	3%
Age 26-30	286	6%
Age 31-35	345	7%
Age 36-40	264	5%
Age 41-45	208	4%
Age 46-50	138	3%
Age 51-55	121	2%
Age 56-60	40	<1%
Age 61-65	28	<1%
Age 66-70	6	<1%
Age >70	1	<1%
Unknown	3295	67%
All	4890	100%

Table 6: Total Applicants by Age. Source: Core Reports 2015.
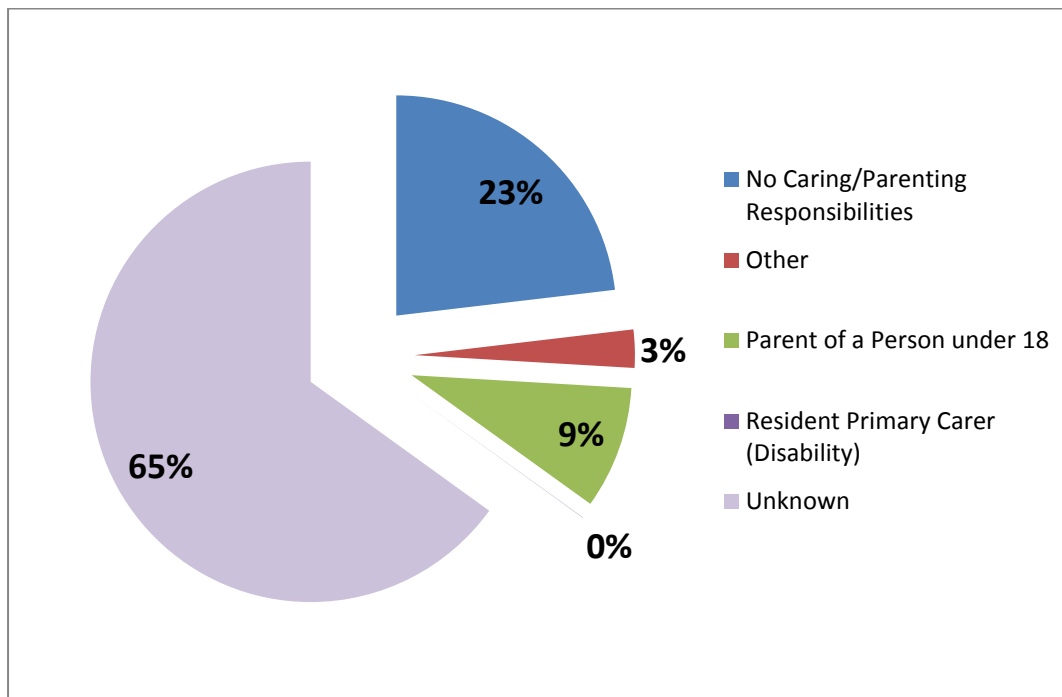
Family Status

Figure 14: Total Applicants by Family Status. Source: Core Reports 2015.

Family Status	Number of Applicants	%
No Caring/Parenting Responsibilities	1131	23%
Other	137	3%
Parent of a Person under 18	440	9%
Resident Primary Carer (Disability)	1	<1%
Unknown	3181	65%
All	4890	100%

Table 7: Total Applicants by Family Status. Source: Core Reports 2015.
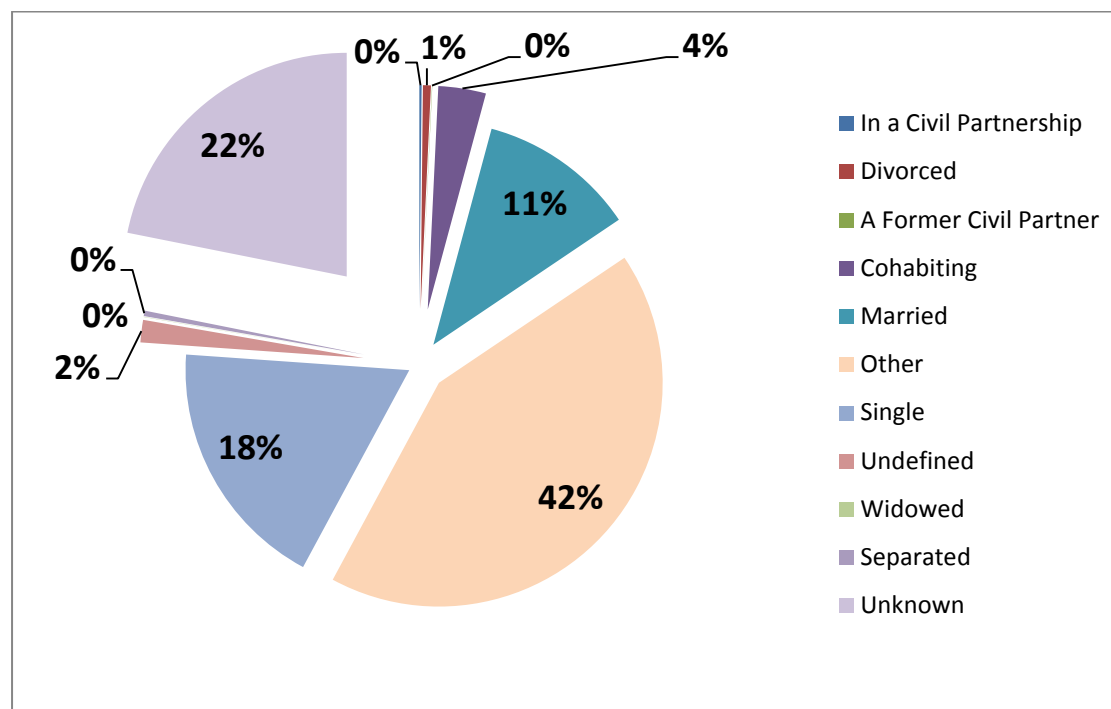
Civil Status

Figure 15: Total Applicants by Civil Status. Source: Core Reports 2015.

Civil Status	Number of Applicants	%
In a Civil Partnership	8	<1%
Divorced	28	<1%
A Former Civil Partner	1	<1%
Cohabiting	168	3%
Married	556	11%
Other	2069	42%
Single	892	18%
Undefined	79	2%
Widowed	1	<1%
Separated	19	<1%
Unknown	1069	22%
All	4890	100%

Table 8: Total Applicants by Civil Status. Source: Core Reports 2015.

Sexual Orientation
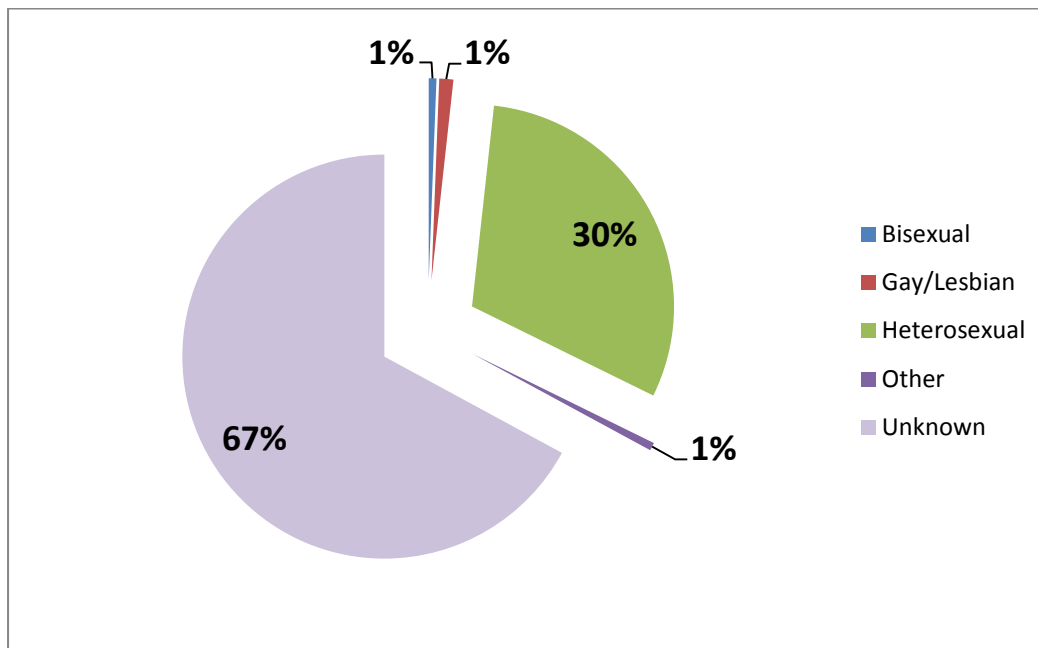
Figure 16: Total Applicants by Sexual Orientation. Source: Core Reports 2015.

Sexual Orientation	Number of Applicants	%
Bisexual	30	<1%
Gay/Lesbian	55	1%
Heterosexual	1493	31%
Other	31	<1%
Unknown	3281	67%
All	4890	100%

Table 9: Total Applicants by Sexual Orientation. Source: Core Reports 2015.
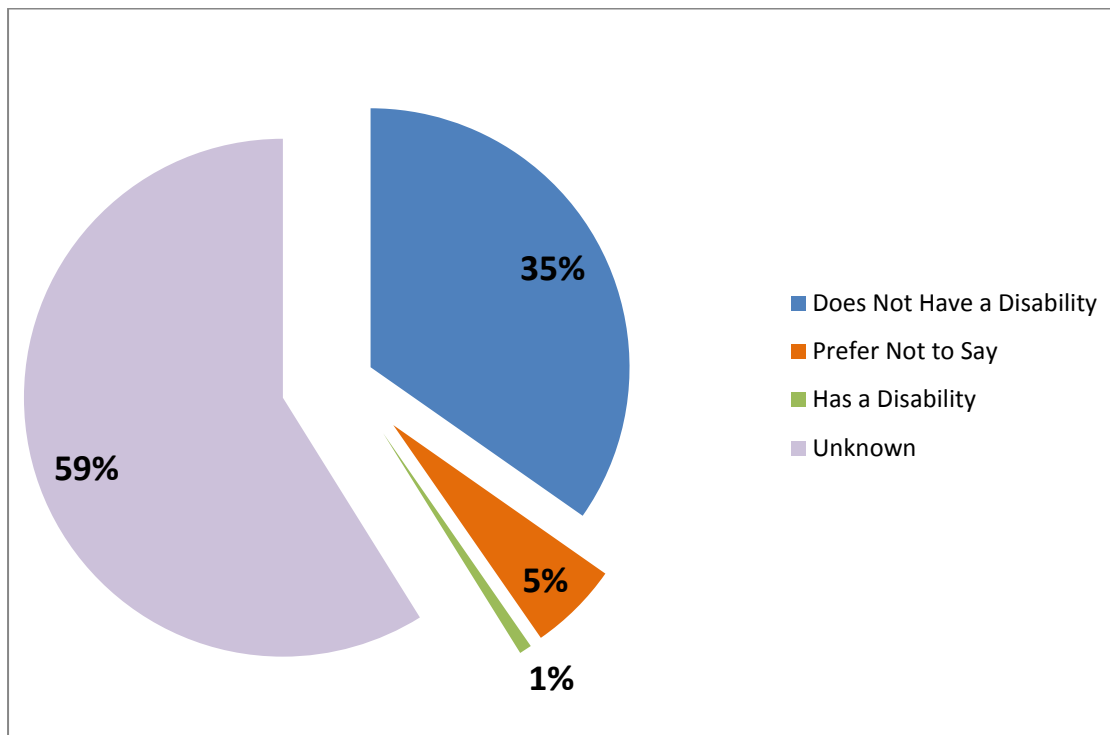
Disability Status

Figure 17: Total Applicants by Disability Status. Source: Core Reports 2015.

Disability Status	Number of Applicants	%
Does Not Have a Disability	1698	35%
Prefer Not to Say	275	6%
Has a Disability	38	<1%
Unknown	2879	59%
All	4890	100%

Table 10: Total Applicants by Disability Status. Source: Core Reports 2015.

DRAFT Annual Equality Monitoring Report 2014-15
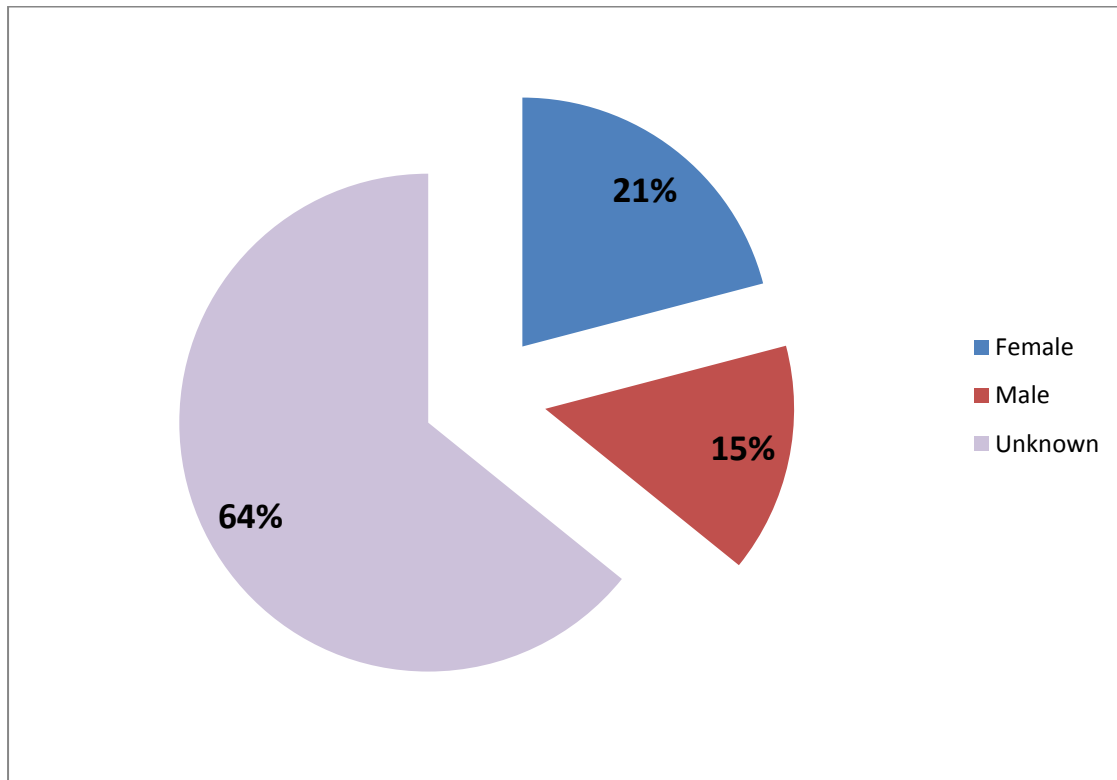
Gender

Figure 15: Total Applicants by Gender. Source: Core Reports 2015.

Gender	Number of Applicants	%
Female	1023	21%
Male	728	15%
Unknown	3139	64%
All	4890	100%

Table 11: Total Applicants by Gender. Source: Core Reports 2015.
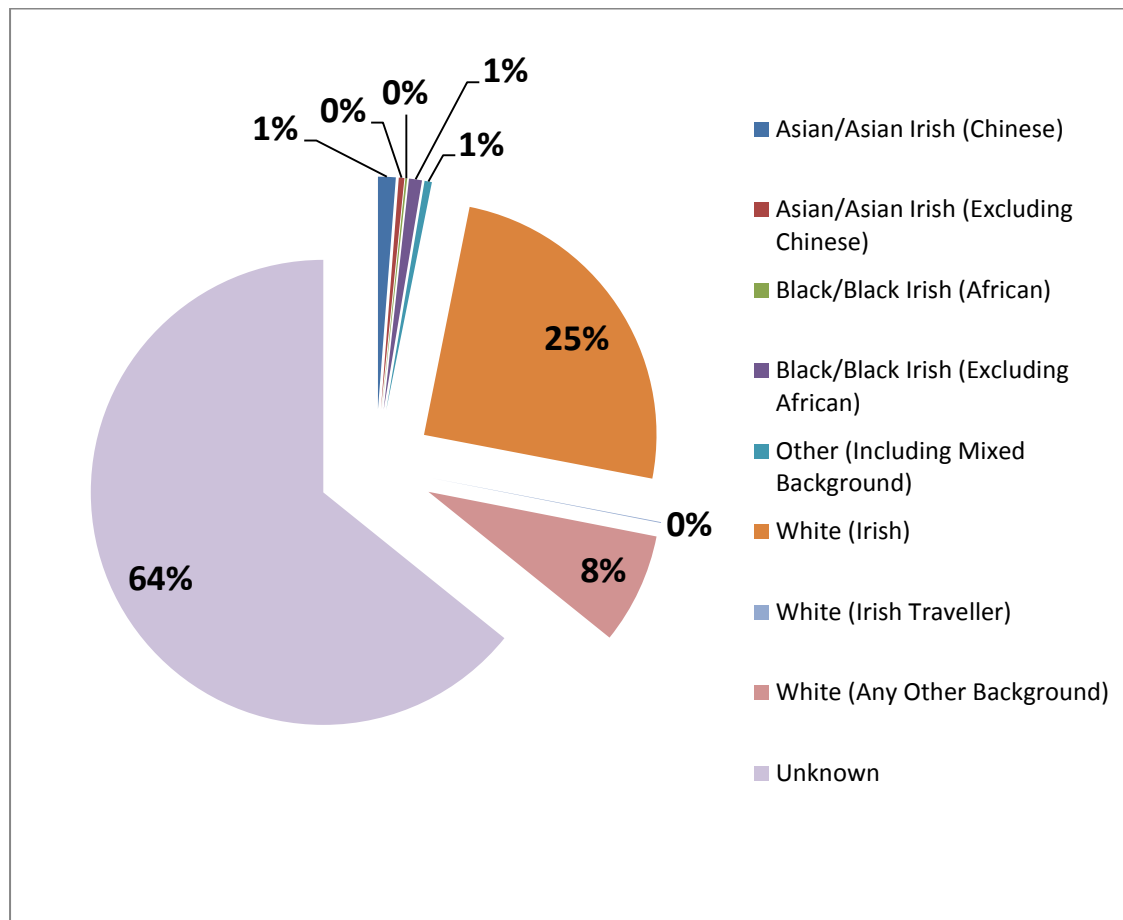
Ethnicity

Figure 19: Total Applicants by Ethnicity. Source: Core Reports 2015.

Ethnicity	Number of Applicants	%
Asian/Asian Irish (Chinese)	60	1%
Asian/Asian Irish (Excluding Chinese)	19	<1%
Black/Black Irish (African)	6	<1%
Black/Black Irish (Excluding African)	44	<1%
Other (Including Mixed Background)	25	<1%
White (Irish)	1216	25%
White (Irish Traveller)	3	<1%
White (Any Other Background)	377	8%
Unknown	3140	64%
All	4890	100%

Table 12: Total Applicants by Ethnicity. Source: Core Reports 2015.

Disability 3% Report

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

The Return Report to the Department of Education and Science Monitoring Committee for December 2014 indicated that 107 staff had declared a disability (according to the Disability Act definition), representing 3.2% of all staff.

Name of Public Body:	Number of employees with a disability under the definition in the Disability Act 2005	Percentage of employees with a disability under the definition in the Disability Act 2005
Trinity College Dublin	107	3.2%

Table 13: Number of Trinity Employees with a Disability. Source: Submission to Department of Education and Science Monitoring Committee, March 2015.

Disability 3% Report

Faculty Reports

Gender and Senior Academic Roles

	Women	Female (%)	Men	Male (%)
Faculty Deans	1	34%	2	66%
Heads of School	9	38%	15	62%
Fellows	80	28%	208	72%
All	90	29%	225	71%

Table 14: Senior Academic Roles in Trinity. Sources: College Calendar 2014-15, Secretary's Office website.
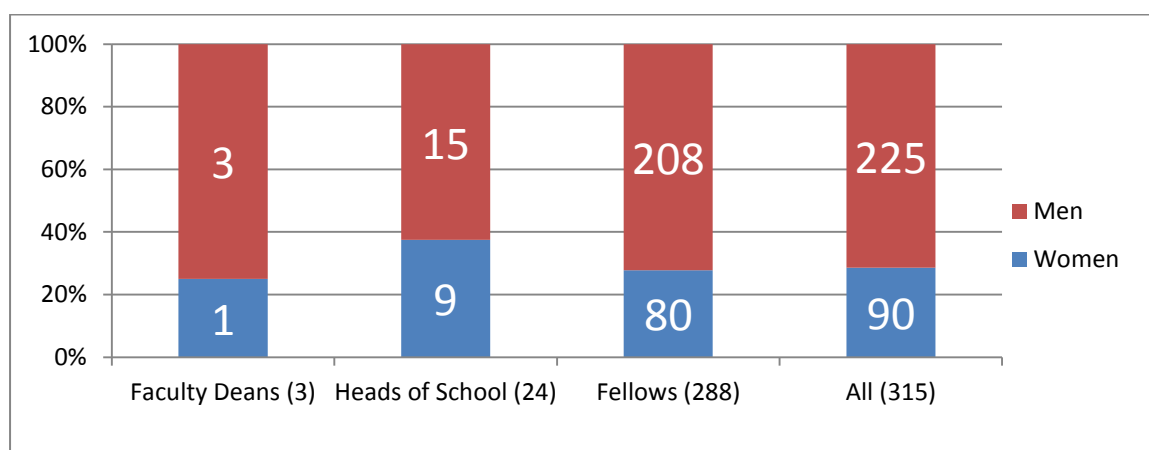
Figure 20: Senior Academic Roles in Trinity. Sources: College Calendar 2014-15, Secretary's Office website.
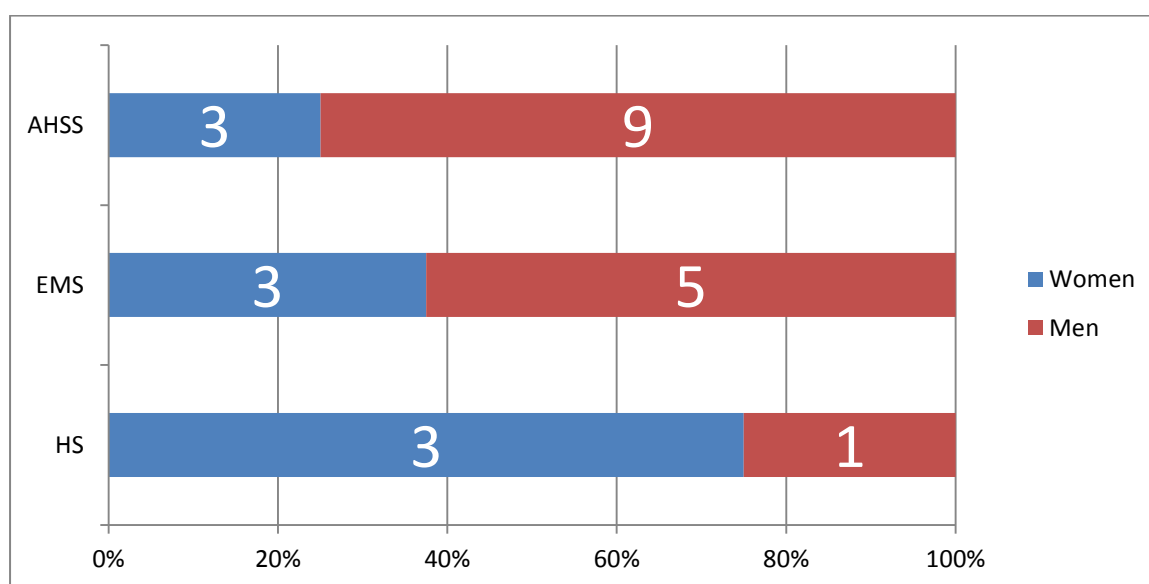
Figure 16: Heads of School by Faculty and Gender. Source: College Calendar 2014-15.

Academic Staff – Across the University

Academic Grades and Gender across Faculties

Grade	Women	Female (%)	Men	Male (%)	Total
Professor (Chair)	17	17%	81	83%	98
Professor	30	42%	42	58%	72
Associate Professor	69	39%	109	61%	178
Assistant Professor Above the Bar	70	54%	59	46%	129
Assistant Professor Below the Bar	136	49%	140	51%	276
Part-Time Professor	32	38%	53	62%	85
All	354	42%	484	58%	838

Table 15: Academic Grades and Gender across Faculties. Source: WiSER DB 2015.
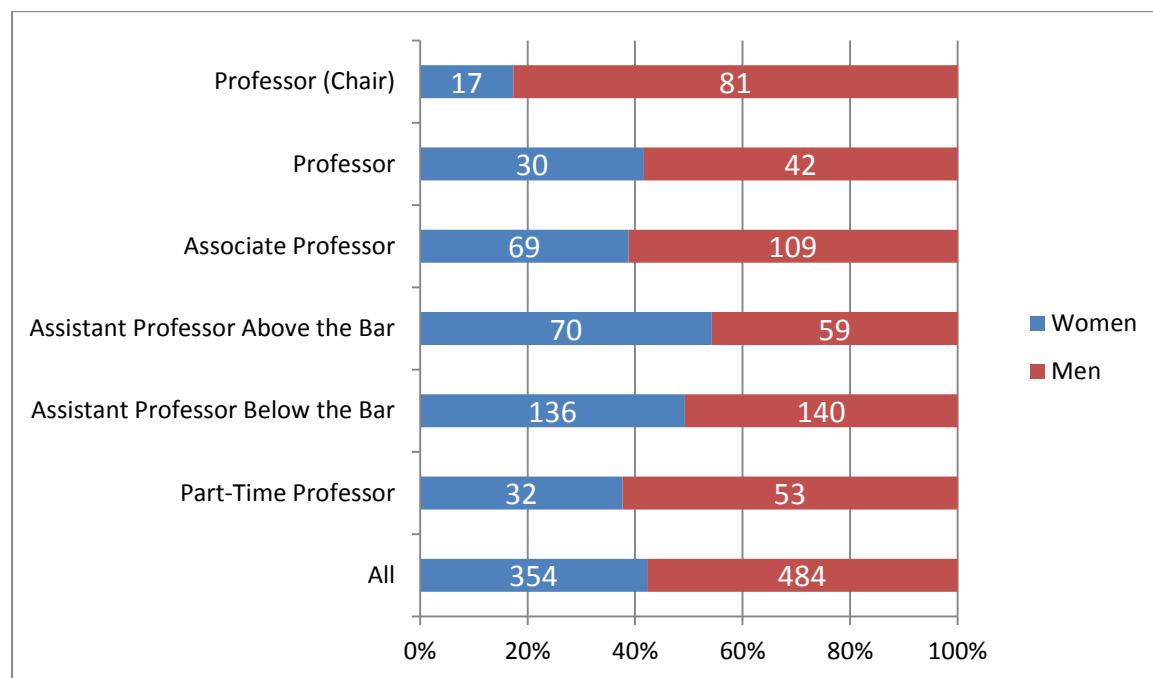
Figure 22: Academic Grades and Gender across Faculties. Source: WiSER DB 2015.

Academic Comparative (UK and HEA)

% Female	Trinity	Irish Universities	UK
Professor (Chair)	17%	43% (combined)	22%
Other Academic	45%		48%

Table 16: Comparison of Female Representation in Academic Staff. Sources: WiSER DB Jan 2015, HEA Facts and Figures 2013-14, ECU Equality in higher education statistical report 2014 Part I.

Academic Staff: Arts, Humanities and Social Sciences (AHSS)

School Name	Women	Female (%)	Men	Male (%)	All
School of Histories & Humanities	14	38%	23	62%	37
School of Linguistics, Speech & Communication Sciences	16	70%	7	30%	23
School of Languages, Literature & Cultural Studies	21	49%	22	51%	43
School of Drama, Film & Music	8	40%	12	60%	20
School of English	10	44%	13	56%	23
School of Religions, Peace Studies & Theology	9	47%	10	53%	19
School of Social Sciences & Philosophy	15	31%	34	69%	49
School of Social Work & Social Policy	11	58%	8	42%	19
School of Business	9	35%	17	65%	26
School of Psychology	12	39%	19	61%	31
School of Law	19	48%	21	52%	40
School of Education	6	35%	11	65%	17
All Schools	150	43%	197	57%	347

Table 17: Academic Staff in AHSS by School and Gender. Source: Core Reports 2015.
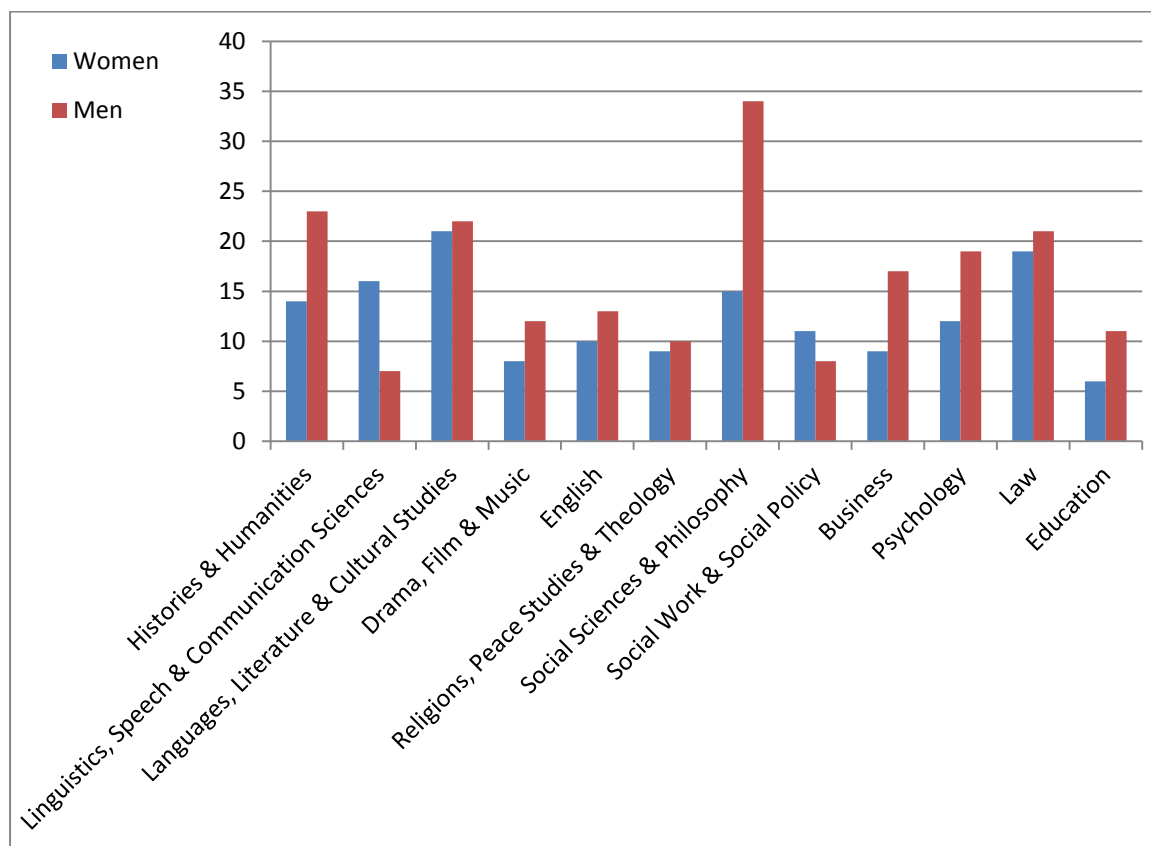
Figure 17: Academic Staff in AHSS by School and Gender. Source: Core Reports 2015.

Grade	Women	Female %	Men	Male %	Total
Professor (Chair)	8	22%	29	78%	37
Professor	8	31%	18	69%	26
Associate Professor	23	38%	37	62%	60
Assistant Professor Above the Bar	36	54%	31	46%	67
Assistant Professor Below the Bar	48	49%	49	51%	97
Part-Time Professor	25	51%	24	49%	49
All	148	44%	188	56%	336

Table 18: AHSS Academic Staff by Grade and Gender. Source: WiSER DB Jan 2015.
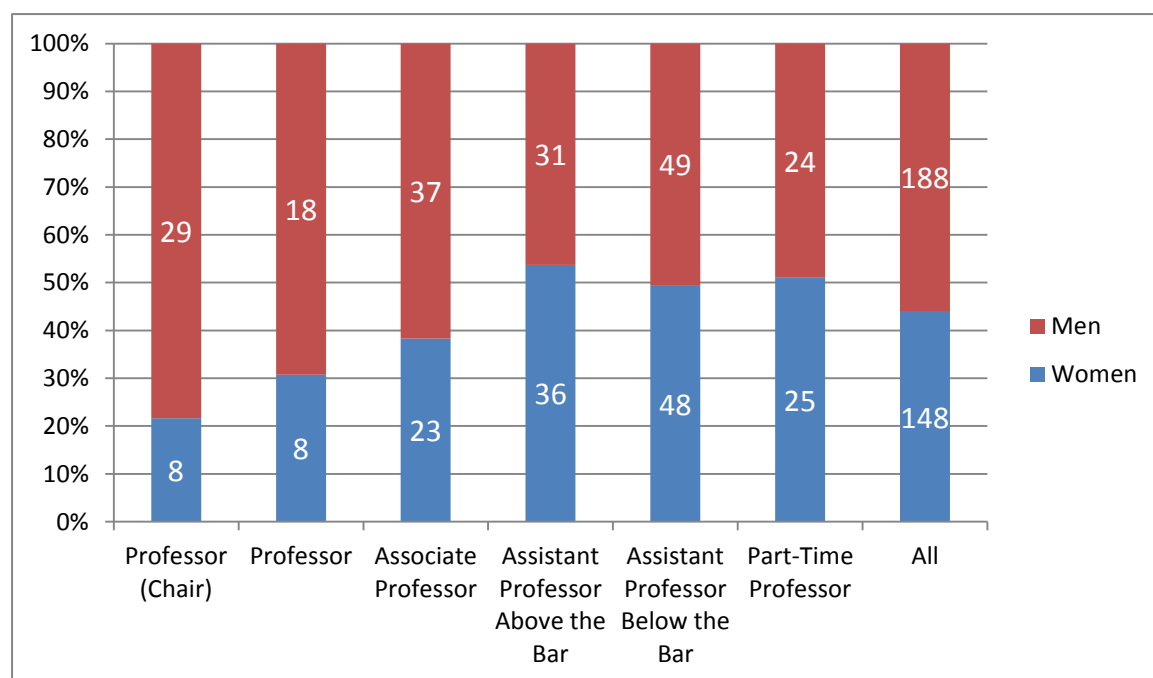
Figure24: AHSS Academic Staff by Grade and Gender. Source: WiSER DB Jan 2015.

Academic Staff: Engineering, Mathematics and Science (EMS)

School Name	Women	Female %	Men	Male %	Total
Engineering	10	16%	51	84%	61
Computer Science & Statistics	22	25%	67	75%	89
Mathematics	3	12%	21	88%	24
Natural Sciences	10	29%	25	71%	35
Physics	3	12%	22	88%	25
Chemistry	4	22%	14	78%	18
Biochemistry & Immunology	6	32%	13	68%	19
Genetics & Microbiology	6	29%	15	71%	21
Research Institutes	1	100%	0	0%	1
Centres	0	0%	1	100%	1
All	65	22%	229	78%	294

Table 19: Academic Staff in EMS by School and Gender. Source: Core Reports 2015.
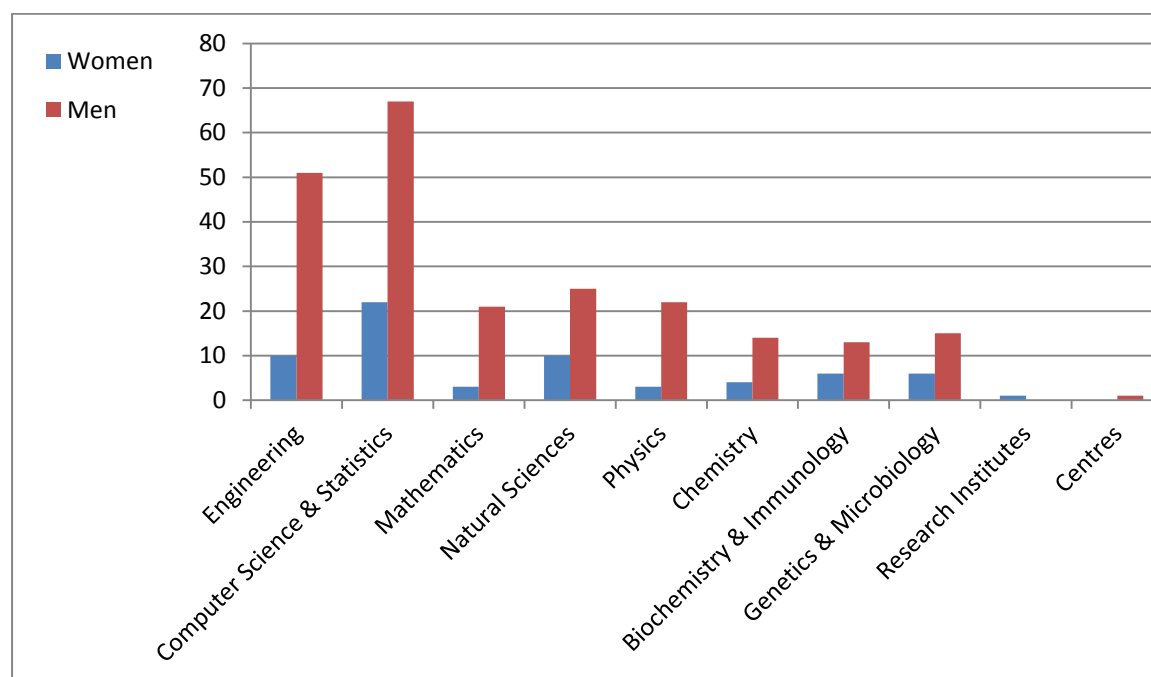
Figure 25: Academic Staff in EMS by School and Gender. Source: Core Reports 2015.

Grade	Women	Female %	Men	Male %	Total
Professor (Chair)	5	11%	39	89%	44
Professor	12	35%	22	65%	34
Associate Professor	12	18%	55	82%	67
Assistant Professor Above the Bar	13	38%	21	62%	34
Assistant Professor Below the Bar	15	21%	58	79%	73
Part-Time Professor	4	16%	21	84%	25
All	61	22%	216	78%	277

Table 20: EMS Academic Staff by Grade and Gender. Source: WiSER DB Jan 2015.
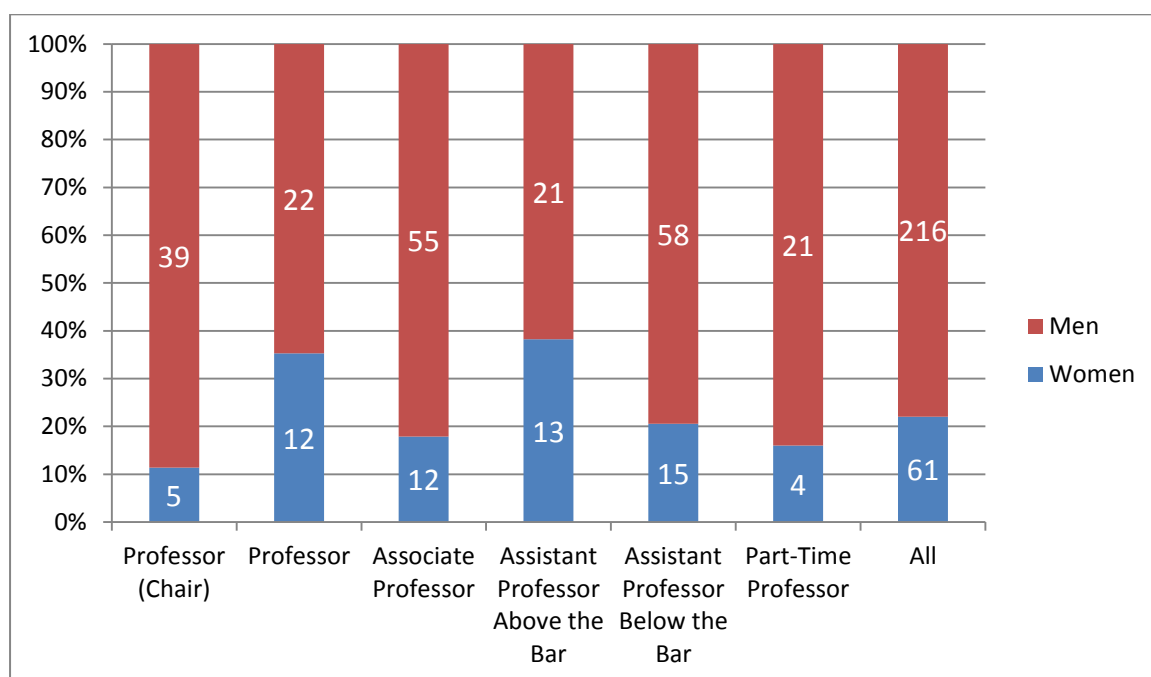
Figure26: EMS Academic Staff by Grade and Gender. Source: WiSER DB Jan 2015.

Academic Staff: Health Sciences (HS)

School Name	Women	Female (%)	Men	Male (%)	Total
Medicine	96	60%	65	40%	161
Dental Sciences	1	33%	2	67%	3
Nursing & Midwifery	64	79%	17	21%	81
Pharmacy & Pharmaceutical Sciences	11	50%	11	50%	22
All	172	64%	95	36%	267

Table 21: Academic Staff in HS by School and Gender. Source: Core Reports 2015.
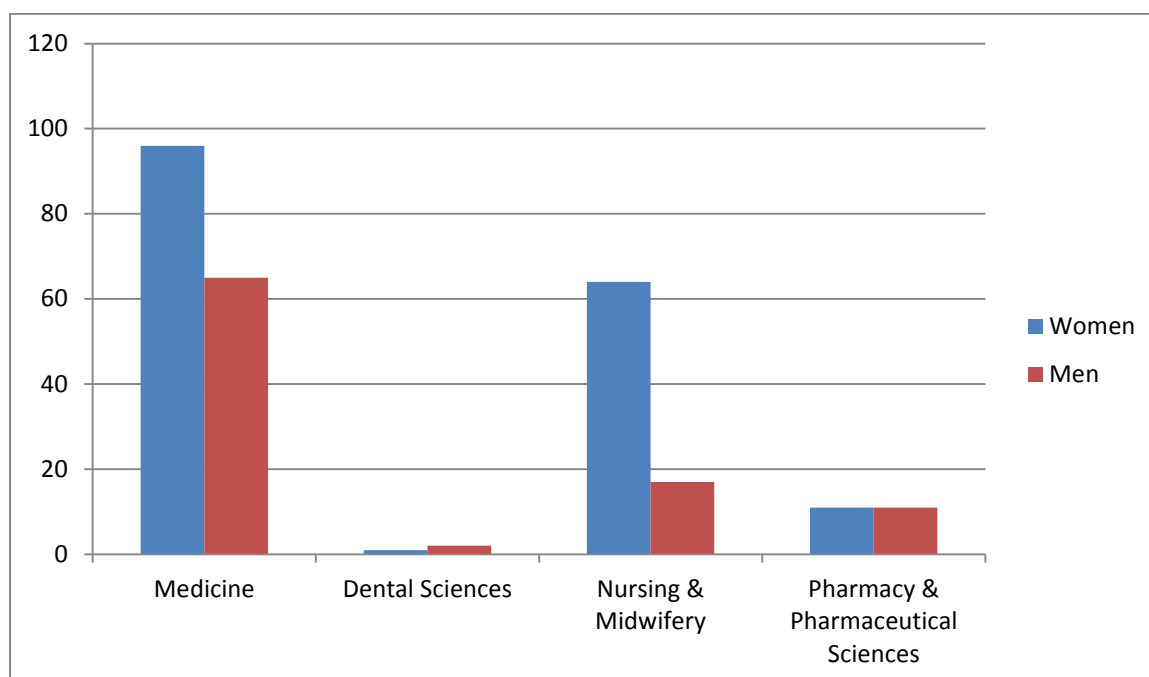
Figure 27: Academic Staff in HS by School and Gender. Source: Core Reports 2015.

Grade	Women	Female %	Men	Male %	Total
Professor (Chair)	3	30%	7	70%	10
Professor	10	83%	2	17%	12
Associate Professor	23	62%	14	38%	37
Assistant Professor Above the Bar	21	75%	7	25%	28
Assistant Professor Below the Bar	52	68%	24	32%	76
Part-Time Professor	3	30%	7	70%	10
All	112	65%	61	35%	173

Table 22: HS Academic Staff by Grade and Gender. Source: WiSER DB Jan 2015.

Grade	Women	Female (%)	Men	Male (%)	Total
Professor (Chair) Consultant	4	25%	12	75%	16
Professor Consultant	0	0%	2	100%	2
Associate Professor Consultant	6	50%	6	50%	12
Lecturer Registrar	9	60%	6	40%	15
Senior Registrar	1	33%	2	67%	3
Specialist Registrar	10	100%	0	0%	10
Nurse Tutor (General)	15	88%	2	12%	17
Senior Occupational Therapist	4	100%	0	0%	4
Part-Time Lecturer Medical	0	0%	1	100%	1
All	49	61%	31	39%	80

Table 23: HS Medical Academic Staff by Grade and Gender. Source: Core Reports 2015.

Gender and Research Staff

Grade	Women	Female (%)	Men	Male (%)	Unknown	Unknown (%)	Total
Research Fellow	224	47%	253	53%	1	<1%	478
Research Assistant	159	49%	166	51%	1	<1%	326
All	383	48%	419	52%	2	<1%	804

Table 24: Research Staff by Grade and Gender. Source: Core Reports 2015.

Faculty	Women	Female (%)	Men	Male (%)	Total
No Faculty associated	9	45%	11	55%	20
AHSS	40	53%	35	47%	75
EMS	172	38%	275	62%	447
HS	148	70%	62	30%	210
Non Faculty (A190)	2	50%	2	50%	4
All	371	49%	385	51%	756

Table 25: Research Staff by Gender and Faculty. Source: WiSER DB, Jan 2015.
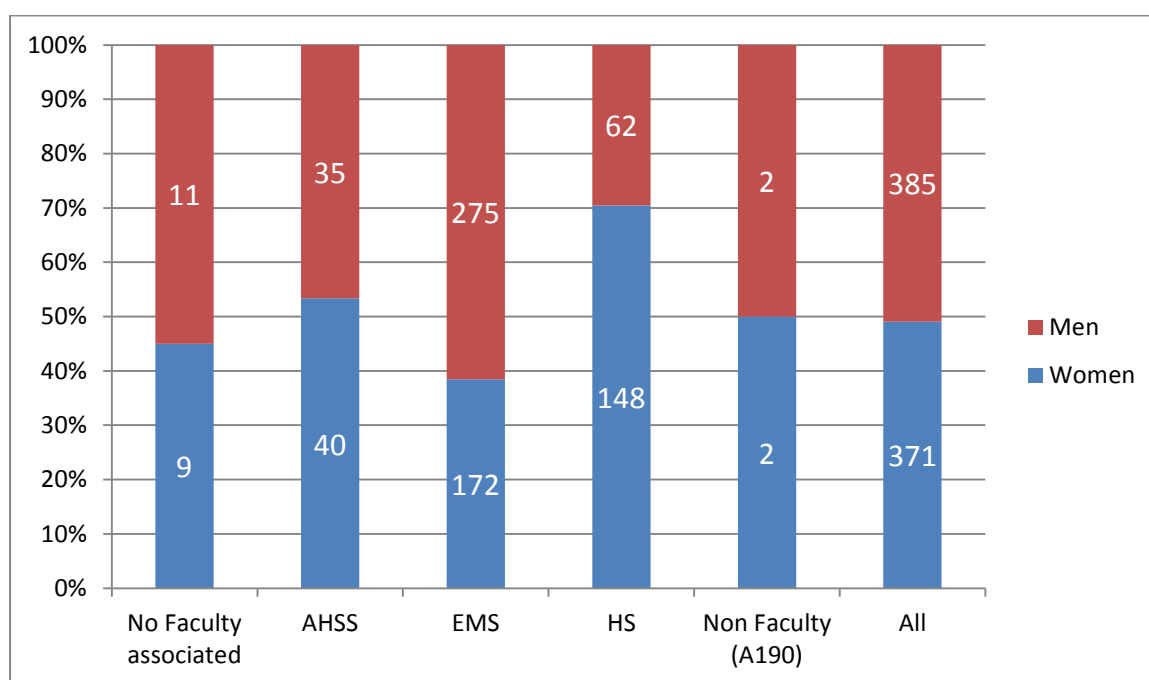
Figure 28: Research Staff by Gender and Faculty. Source: WiSER DB, Jan 2015.

Academic Progression

Senior Academic Promotions[4]

	Women	Female (%)	Men	Male (%)	Total
Applied	9	45%	11	55%	20
Successful	2	50%	2	50%	4
Success Rate		22%		18%	20%

Table 26: Promotions to Professor (Chair) Grade, 2014. Source: Secretary to the SAP Committee.

	Women	Female (%)	Men	Male (%)	Total
Applied	14	42%	19	58%	33
Successful	2	29%	5	71%	7
Success Rate		14%		26%	21%

Table 27: Promotions to Professor Grade, 2014. Source: Secretary to the SAP Committee.

	Women	Female (%)	Men	Male (%)	Total
Applied	20	33%	40	67%	60
Successful	6	29%	15	71%	21
Success Rate		30%		38%	35%

Table 28: Promotions to Associate Professor Grade, 2014. Source: Secretary to the SAP Committee.

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[4] The total numbers of "successful" applicants shown here, i.e. those who were successfully promoted, refers to the number of individual staff who were promoted (some of which work part time) rather than the total number of full-time posts available in the promotions process.
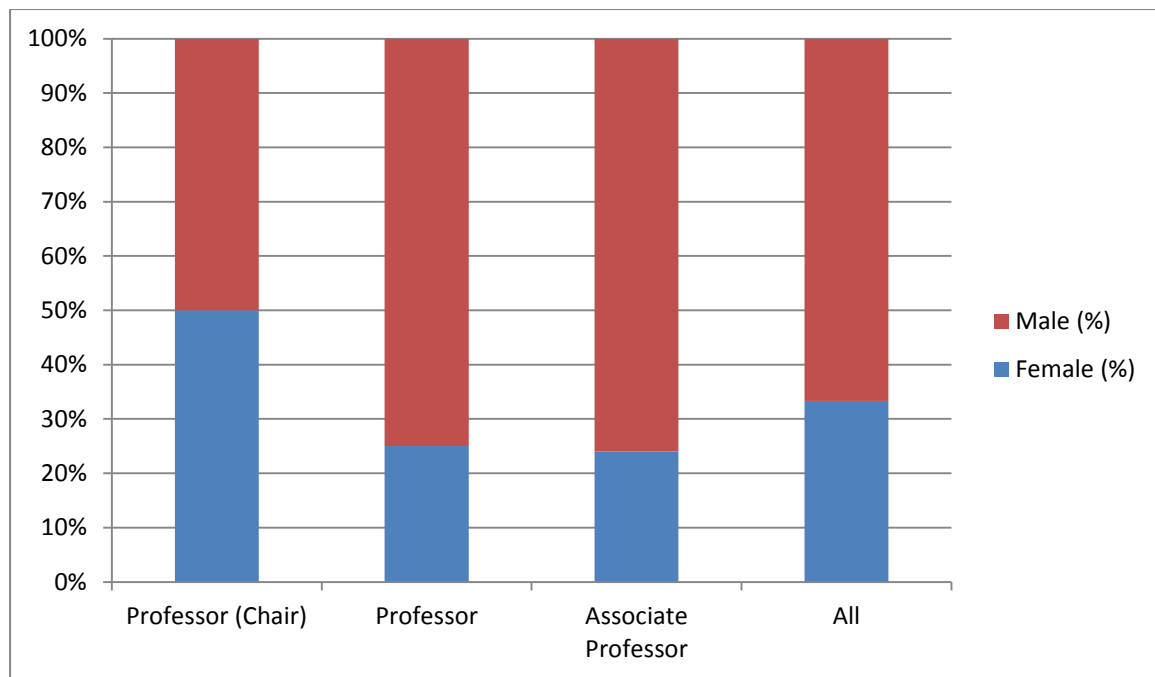
Figure 29: Successful Applications for Senior Promotion by Gender and Grade, 2014. Source: Secretary to the SAP Committee.

Junior Academic Progression and the Merit Bar

Merit Bar 2013/14 All Faculties	Women	Female (%)	Men	Male (%)	Total
Assistant Professors of first eligibility	8	38%	13	62%	21
Assistant Professors held at Merit Bar	10	56%	8	44%	18
Assistant Professors declined review on one or more occasions	16	80%	4	20%	20
TOTAL ELIGIBLE	34	58%	25	42%	59
Total Applications	14	54%	12	46%	26
Applications % (of eligible)		41%		48%	44%
Successful Applications	10	45%	12	55%	22
Success rate % (of applied)		71%		100%	85%
Advanced % (of those who were eligible)		29%		48%	37%

Table 29: Merit Bar Application Data across All Faculties. Source: Secretary to the JAP Committee.

Merit Bar 2013/14 AHSS	Women	Female (%)	Men	Male (%)	Total
TOTAL ELIGIBLE	10	50%	10	50%	20
Total Applications	4	44%	5	56%	9
Applications % (of eligible)		40%		50%	45%

Table 30: Merit Bar Application Data for the Faculty of Arts, Humanities and Social Sciences. Source: Secretary to the JAP Committee.

Merit Bar 2013/14 EMS	Women	Female (%)	Men	Male (%)	Total
TOTAL ELIGIBLE	5	38%	8	62%	13
Total Applications	1	17%	5	83%	6
Applications % (of eligible)		20%		63%	46%

Table 31: Merit Bar Application Data for the Faculty of Engineering, Mathematics and Science. Source: Secretary to the JAP Committee.

Merit Bar 2013/14 HS	Women	Female (%)	Men	Male (%)	Total
TOTAL ELIGIBLE	19	73%	7	27%	26
Total Applications	9	82%	2	18%	11
Applications % (of eligible)		47%		29%	42%

Table 32: Merit Bar Application Data for the Faculty of Health Sciences. Source: Secretary to the JAP Committee.

Administrative, Executive and Secretarial, Library, Support Staff

Gender Equality in Administrative, Executive and Secretarial, Library and Support Areas

Area Summary	Women	Female%	Men	Male %	Total
Administrative	368	65%	201	35%	569
Executive and Secretarial	318	94%	22	6%	340
Library	84	66%	44	34%	128
Support 1	29	15%	164	85%	193
Support 2	172	91%	18	9%	190

Table 33: Summary of Administrative, Executive and Secretarial, Library, and Support Staff by Gender. Source: Core Reports 2015.
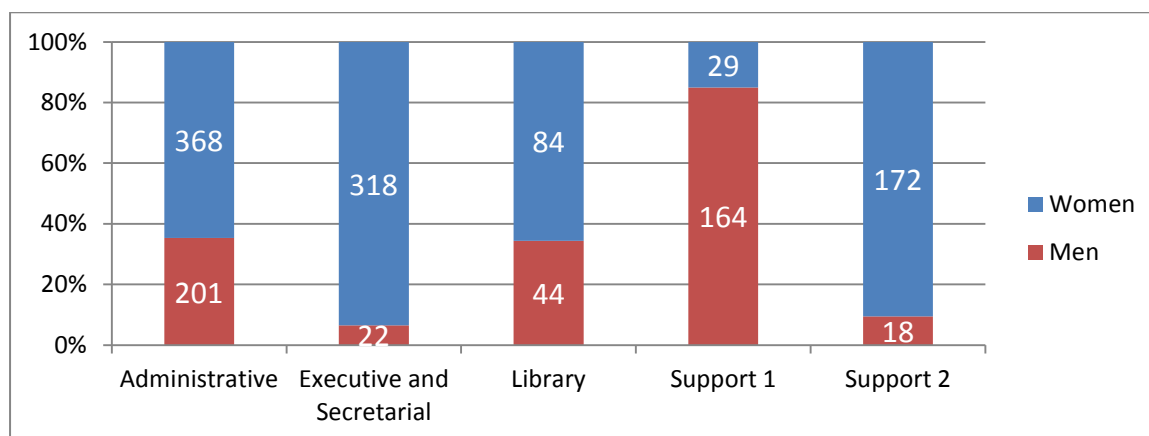
Figure 30: Summary of Administrative, Executive and Secretarial, Library, and Support Staff by Gender. Source: Core Reports 2015.

The overall gender proportion of staff in Trinity is 53% women and 47% men (of a total 4,030 staff). However, gender segregation by occupation continues to be very marked - particularly in support staff areas where, for example, 100% of Nursery staff are female and 99% of Buildings staff are male.

The heavy dominance of women in Executive and Secretarial roles should also be noted (94%). However, at more senior grades of this type, men hold the majority of positions. The same is true of Administrative roles. While women hold the majority of these positions (65%), they are under-represented at higher grades and over-represented at lower grades.

Administrative Staff

Grade	Women	Female (%)	Men	Male (%)	Total
Senior Admin 1	4	33%	8	67%	12
Senior Admin 2	3	25%	9	75%	12
Senior Admin 3	24	52%	22	48%	46
Admin 1	133	66%	69	34%	202
Admin 2	121	66%	63	34%	184
Admin 3	83	74%	30	27%	113
All	368	65%	201	35%	569

Table 34: Administrative Staff by Grade and Gender. Source: Core Reports 2015.
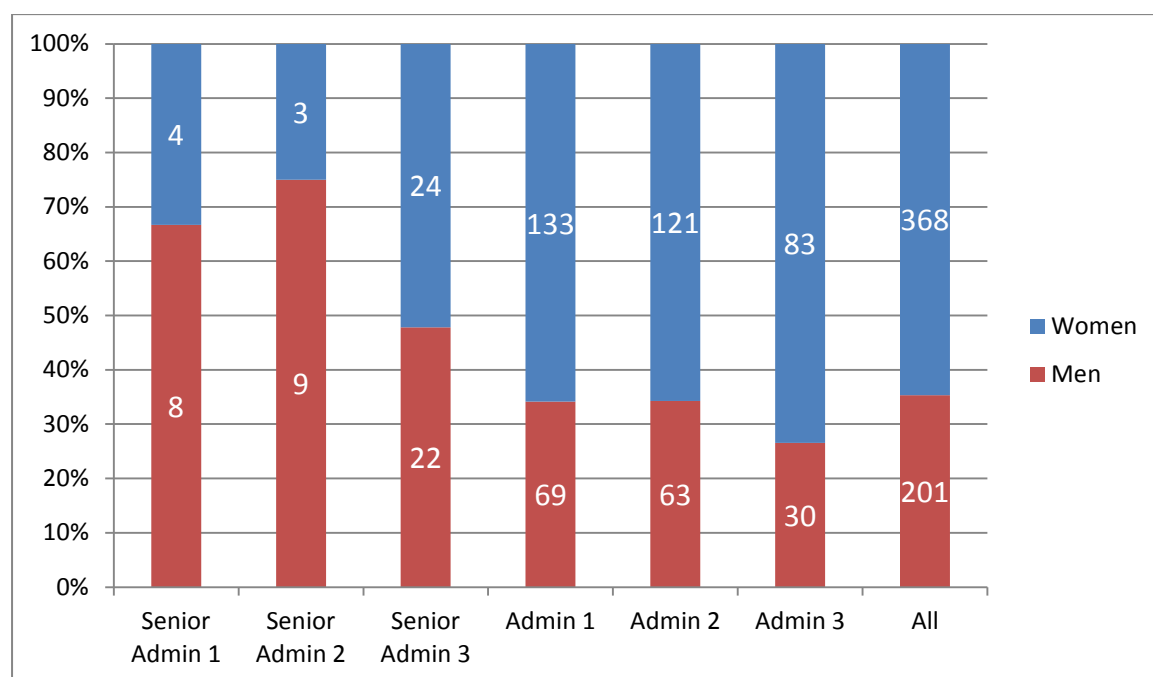
Figure 31: Administrative Staff by Grade and Gender. Source: Core Reports 2015.

Executive and Secretarial Staff

Grade	Women	Female (%)	Men	Male (%)	Total
Executive 1	2	22%	7	78%	9
Executive 2	4	67%	2	33%	6
Executive 3	0	0%	1	100%	1
Senior Executive Officer 1	12	92%	1	8%	13
Senior Executive Officer 2	56	97%	2	3%	58
Executive Officer	235	97%	7	3%	242
Executive Officer (50%)	4	100%	0	0%	4
Secretarial	5	71%	2	29%	7
All	318	94%	22	6%	340

Table 35: Executive and Secretarial Staff by Grade and Gender. Source: Core Reports 2015.
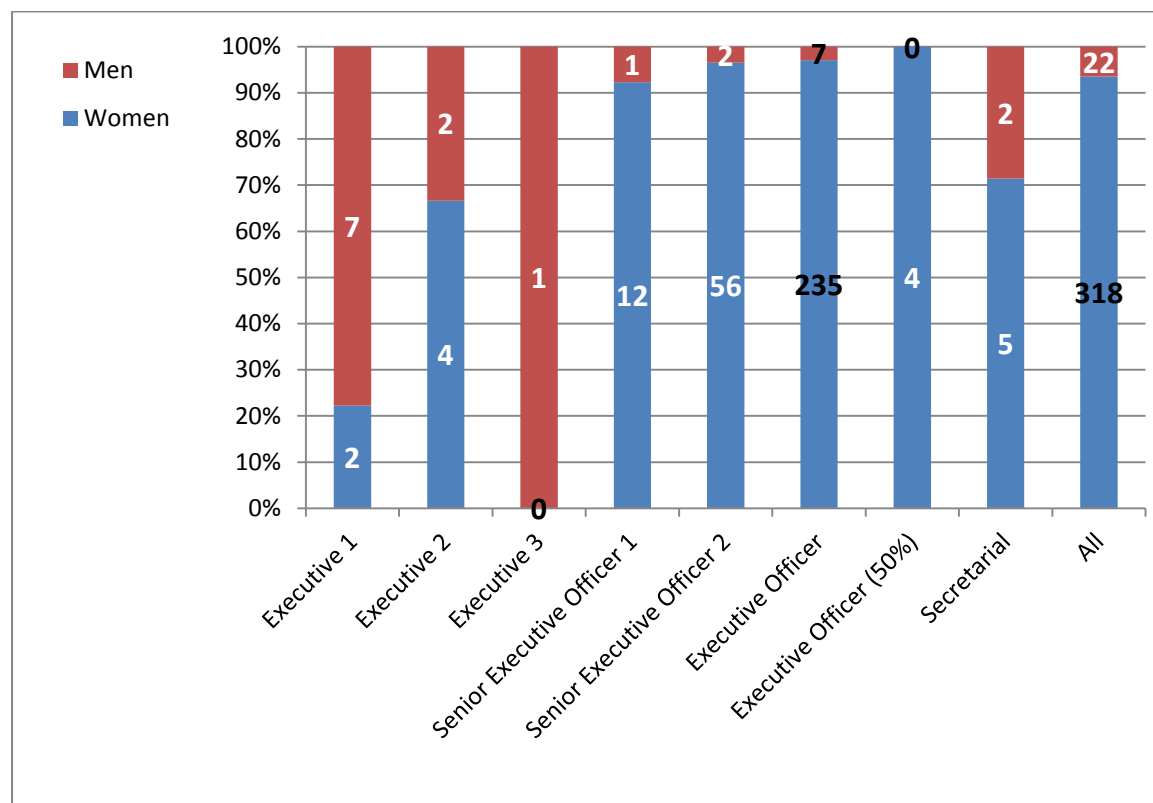
Figure 32: Executive and Secretarial Staff by Grade and Gender. Source: Core Reports 2015.

Library Staff

Grade	Women	Female (%)	Men	Male (%)	Total
Library Keeper	2	50%	2	50%	4
Sub-Librarian	4	80%	1	20%	5
Assistant Librarian 1	17	59%	12	41%	29
Assistant Librarian 2	9	90%	1	10%	10
Higher Library Assistant (Exec 1)	7	58%	5	42%	12
Higher Library Assistant (Exec 2)	11	69%	5	31%	16
Higher Library Assistant (Exec 3)	25	66%	13	34%	38
Library Assistant	9	64%	5	36%	14
All	84	66%	44	34%	128

Table 36: Library Staff by Grade and Gender. Source: Core Reports 2015.
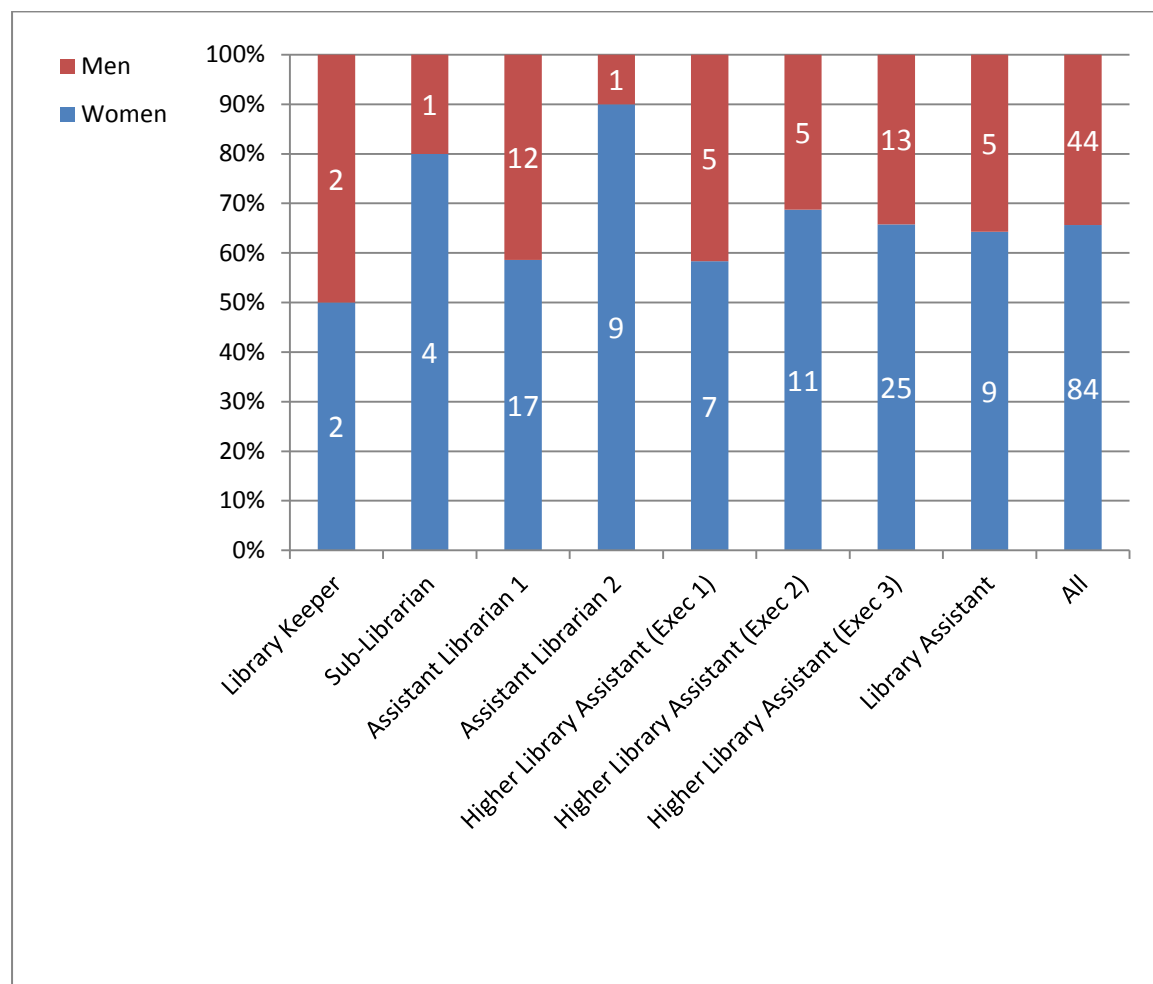
Figure 33: Library Staff by Grade and Gender. Source: Core Reports 2015.

Support Staff

Support Staff 1: Buildings Office, Security, Stores

	Women	Female (%)	Men	Male (%)	Total
Buildings Office	1	1%	67	99%	68
Security	27	23%	91	77%	118
Stores	1	14%	6	86%	7
All	29	15%	164	85%	193

Table 37: Support Staff 1 by Gender and Area. Source: Core Reports 2015.

Figure 34: Support Staff 1 by Gender and Area. Source: Core Reports 2015.

Support Staff 2: Catering, Housekeeping, Library Shop, Nursery

	Women	Female (%)	Men	Male (%)	Total
Catering	32	74%	11	26%	43
Housekeeping	123	96%	5	4%	128
Library Shop	0	0%	2	100%	2
Nursery	17	100%	0	0%	17
All	172	91%	18	9%	190

Table 38: Support Staff 2 by Area and Gender. Source: Core Reports 2015.
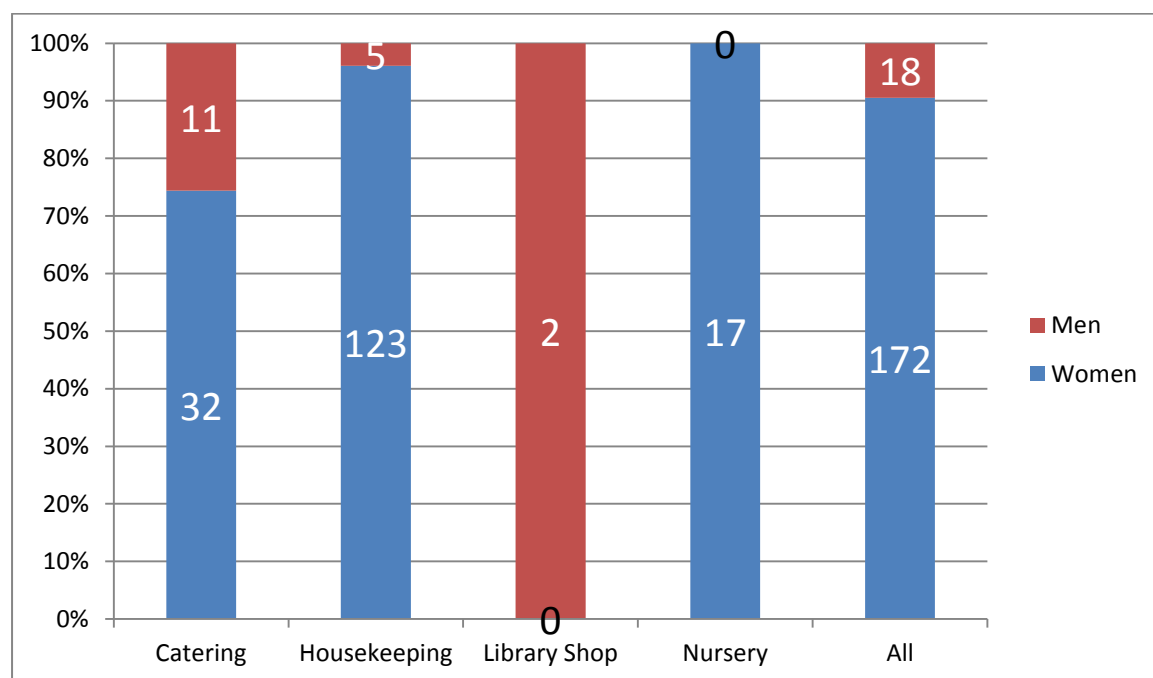
Figure 35: Support Staff 2 by Area and Gender. Source: Core Reports 2015.

Administrative, Executive and Secretarial, Library, and Support Staff Promotions 2014

Administrative and Library Staff Review 2014

	Women	Female (%)	Men	Male (%)	Total
Applied	62	79%	16	21%	78
Successful Promotion	14	70%	6	30%	20
Successful Progression	17	81%	4	19%	21
Unsuccessful	26	81%	6	19%	32

Table 39: Overall Statistics for Administrative and Library Staff Review 2014. Source: HR.

Promotions to Senior Administrative Officer Grade 2 from Senior Admin 3 (2) and from Administrative Officer grade 1 (1)	3
Administrative Officer 1 scale - movement across the merit bar	4
Normal Progressions from Assistant Librarian 2 to 1/AO3 to AO2 with some accelerated advancement cases	21
Accelerated Advancement within Administrative Officer Grade 3 or 2	7
Promotion to Administrative Officer 2 from another grade	4
Promotion to Administrative Officer 3 from another grade	2
Total Number of Candidates	78
Unsuccessful Candidates	28
Candidates requesting information regarding ECF	5
Candidates not eligible for normal progression	4

Table 40: Detailed Statistics for Administrative and Library Staff Review 2014. Source: HR.

Executive and Secretarial Staff Review 2014

	Women	Female (%)	Men	Male (%)	Total
Applied	117	90%	13	10%	130
Successful Promotion	26	96%	1	4%	27
Accelerated Advancement	26	81%	6	19%	32
Unsuccessful	65	92%	6	8%	71

Table 41: Overall Statistics for Executive and Secretarial Staff Review 2014. Source: HR.

Accelerated Advancement within the Secretarial Scale	1
Accelerated Advancement within the Executive Officer Scale	28
Accelerated Advancement within the Senior Executive Officer 2 Scale	2
Accelerated Advancement within the Executive 2 Scale	1
Promotion to Executive Officer	3
Promotion to Senior Executive Officer 2	17
Promotion to Senior Executive Officer 1	5
Promotion to Executive 1	2
Total Number of Candidates	130
Unsuccessful Candidates	71

Table 42: Detailed Statistics for Executive and Secretarial Staff Review 2014. Source: HR.

Support Staff Review 2014

The Support Staff Review 2014 was not completed at the time of the report, and data were therefore unavailable.

Student Report

Student Population

In total, there were 16,729 registered students in 2013-14 as per data collated by the Senior Lecturer's Area. 58% of the student population was female and 42% male – this compares to 56% female in the UK (ECU 2014 figures) and 50% female in the Irish HE sector.

Approximately 85% of students were from Ireland (Republic and Northern Ireland), 5% from other EU countries, 5% from North and Central America and 5% from other parts of the world (including non-EU countries in Europe). As was the case in the 2013-14 report, these figures are based on country of domicile, rather than country of origin.

A total of 12,355 students (74%) were registered on undergraduate programmes and 4,309 (26%) on postgraduate programmes, while the remainder were registered on foundation-level programmes.

Student Population by Category and Gender 2013-14

Student Population by Level of Study

Level	Women	Female (%)	Men	Male (%)	Total
Undergraduate	7165	58%	5190	42%	12,355
Postgraduate	2438	57%	1871	43%	4309
Foundation	33	51%	32	49%	65
All	9636	58%	7093	42%	16,729

Table 43: Student Population by Level and Gender. Source: Senior Lecturer's Report 2013-14.
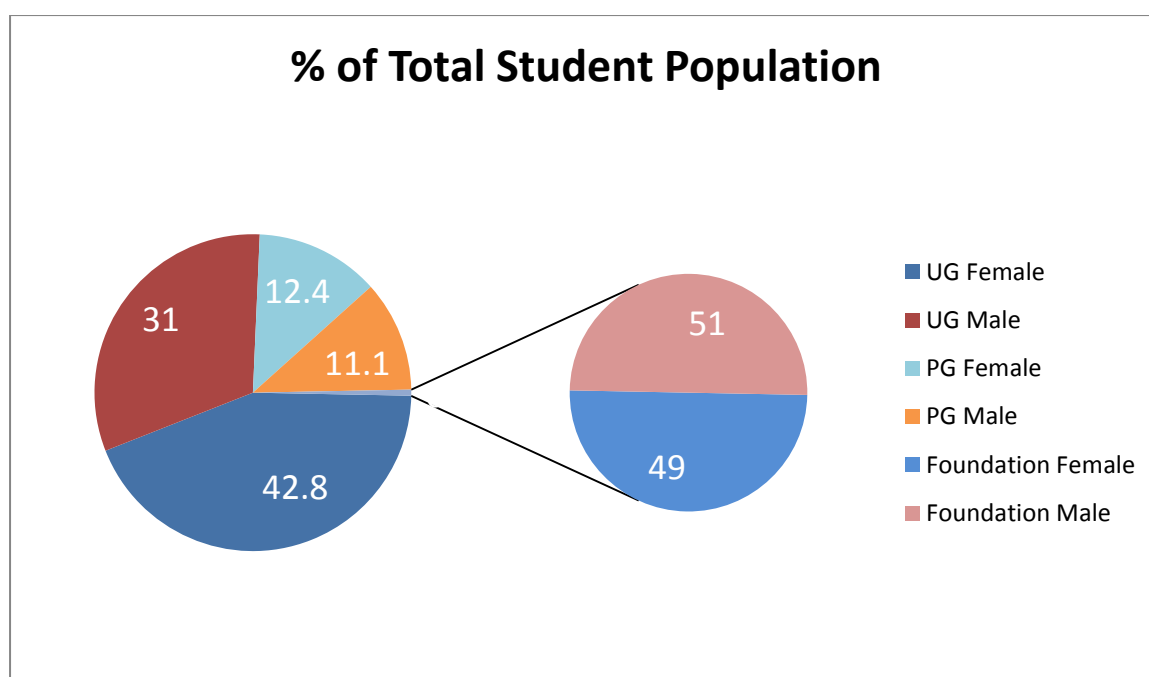
Figure 36: Level/Gender Divisions as a Percentage of Total Student Population. Source: Senior Lecturer's Report 2013-14.

Full-Time and Part-Time Students by Category 2013-14

Level and Attendance	Numbers	%
Undergraduate Full-Time	12201	73%
Undergraduate Part-Time	154	1%
Postgraduate Full-Time	2837	17%
Postgraduate Part-Time	1472	9%
Other	65	<1%
All	16729	100.00%

Table 44: Full-Time and Part-Time Students by Category 2013-14. Source: Senior Lecturer's Report 2013-14.
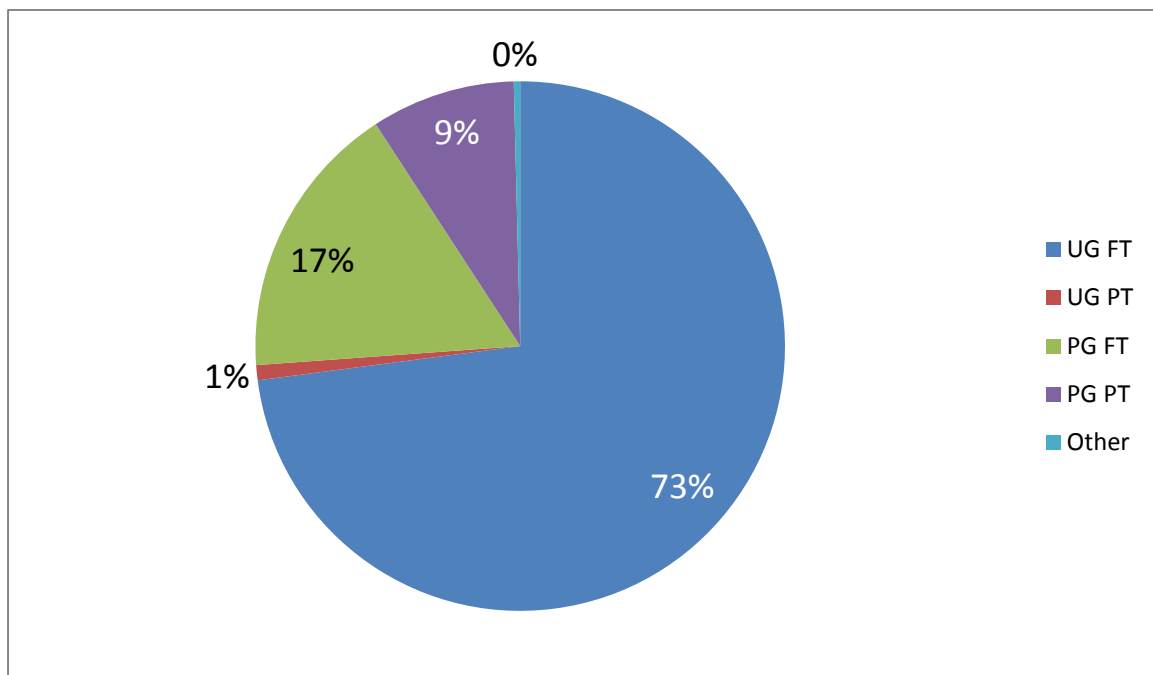
Figure 37: Full-Time and Part-Time Students by Category 2013-14. Source: Senior Lecturer's Report 2013-14.

Part-Time Student Comparative (HEA)

Sector	% of UG who are PT	% of PG who are PT	% of Total who are PT
All HEIs	14%	38%	18%
Universities	8%	33%	14%
Trinity	1%	36%	11%

Table 45: Part-Time Student Comparative by HE Sector. Source: HEA Statistics 2013-14.

Student Geographical Distribution 2013-14

Country of Domicile	Number of Students	% 2013-14	% 2012-13
Ireland (incl. NI)	14173	85%	82%
Europe (EU excl. Ireland)	781	5%	9%
North & Central America	836	5%	4%
Asia	615	4%	3%
Africa	97	<1%	<1%
Europe (non-EU)	112	<1%	<1%
Australasia	37	<1%	<1%
South America	78	<1%	<1%
All	16729	100%	100%

Table 46: Students by Country of Domicile. Source: Senior Lecturer's Report 2013-14.
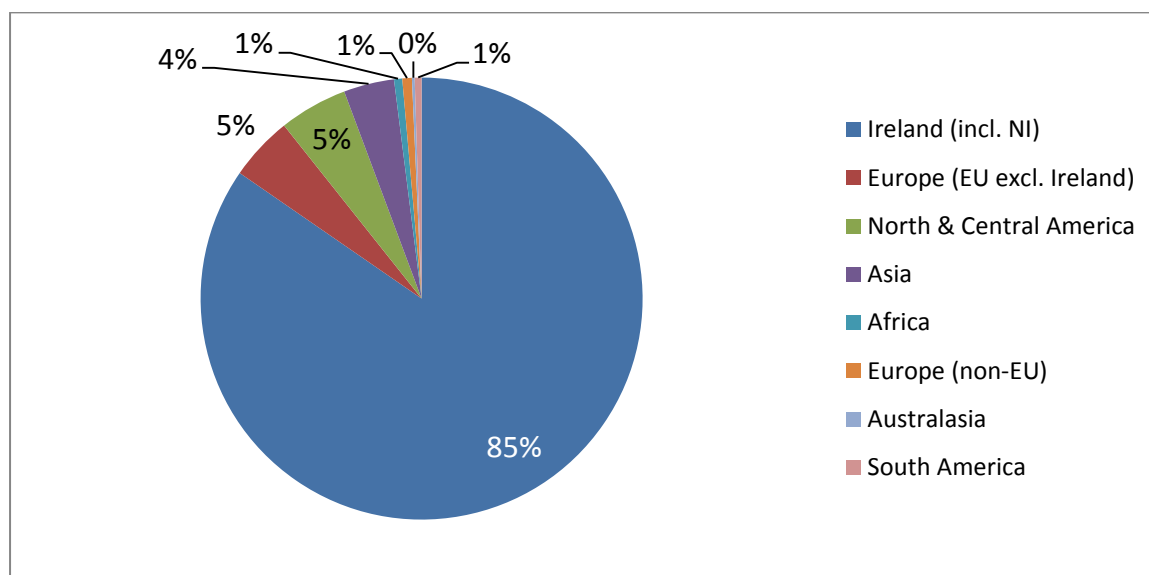
Figure 38: Students by Country of Domicile. Source: Senior Lecturer's Report 2013-14.

Student Geographical Profile – HEA Comparative

Country of Domicile	% Trinity	% HEA
Ireland (incl. NI)	85%	79%
Rest of EU	5%	6%
Non-EU	10%	14%
All	100%	100%

Table 47: Country of Domicile, Trinity compared with HEA. Source: Senior Lecturer's Report 2013-14, HEA Statistics 2013-14.

Student Age Distribution

The following data compares the age distribution of students in Trinity across the averages reported for Irish Universities Association institutions and all Higher Education Authority institutions.

Age	Trinity		IUA		HEA	
17 and under	86	<1%	914	1%	2,066	1%
18	1,211	9%	8,713	9%	15,962	9%
19	2,299	17%	16,078	17%	28,042	17%
20	2,264	16%	16,702	18%	28,851	17%
21	2,267	16%	14,499	16%	25,435	15%
22	1,721	12%	9,643	10%	16,988	10%
23	833	6%	5,050	5%	9,268	5%
24	501	4%	3,171	3%	6,041	4%
25-29	1,437	10%	9,175	10%	16,964	10%
30 and over	1,318	9%	9,052	10%	19,338	11%
Unknown		0%	26	<1%	31	<1%
Total	**13,937**	100%	**93,023**	100%	**168,986**	100%

Table 48: Student Age Distribution Comparative Table. Source: HEA Statistics 2013-14.
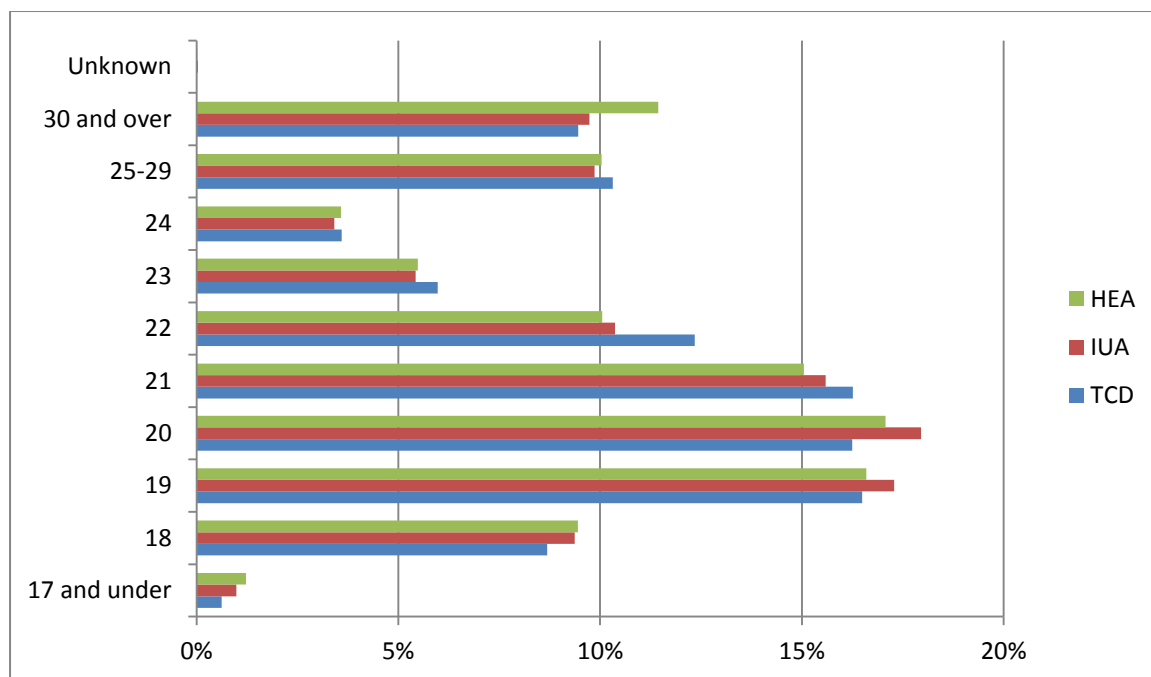
Figure 39: Student Age Distribution Comparative Graph. Source: HEA Statistics 2013-14.

Student Socio-Economic Background and Ethnicity

Ethnicity

	Irish	Irish Traveller	Other White	African	Black (non-African)	Chinese	Asian (non-Chinese)	Other
Trinity	1,550	4	738	28	5	45	87	66
Trinity (%)	61%	0%	29%	1%	0%	2%	3%	3%
All HEA (%)	87%	0%	8%	1%	0%	1%	2%	1%

Table 49: Responses to the New Entrants Equal Access Survey 2013-14. Source: HEA Statistics 2014-15.
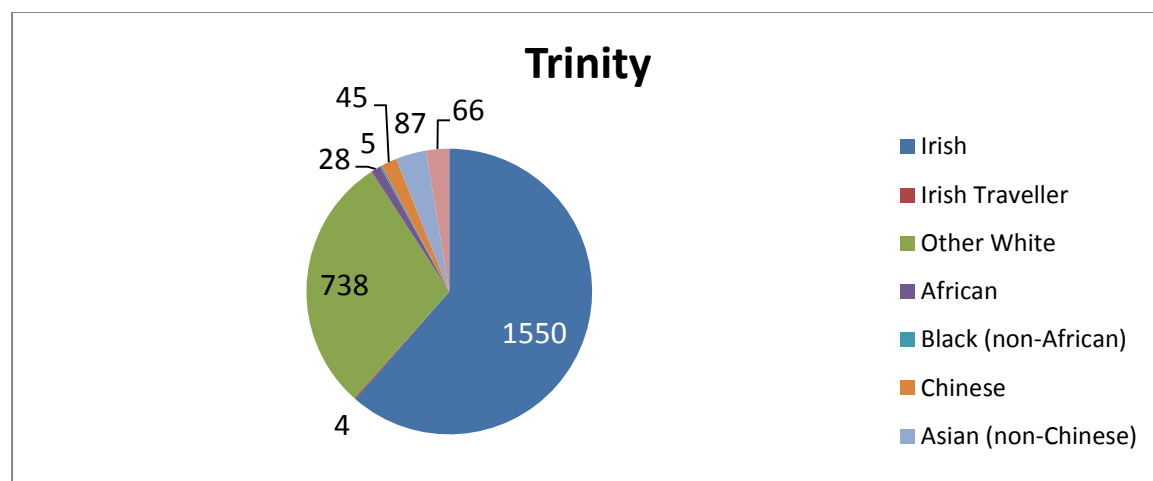
Figure 40: Trinity New Entrants 2013-14 by Ethnicity. Source: HEA Statistics 2014-15.
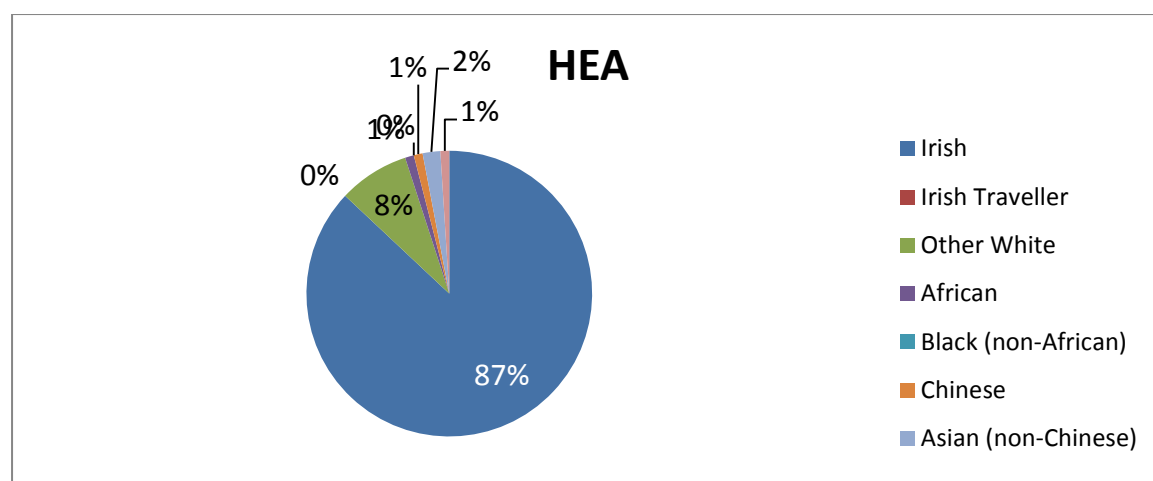
Figure 41: HEA New Entrants 2013-14 by Ethnicity. Source: HEA Statistics 2014-15.

Socio-Economic Background

	Trinity	% Trinity	% IUA	% HEA
Employers and Managers	565	23%	19%	17%
Higher Professional	556	22%	15%	10%
Lower Professional	305	12%	10%	8%
Non-manual	200	8%	10%	10%
Manual skilled	130	5%	8%	10%
Semi-skilled	90	4%	4%	5%
Unskilled	43	2%	3%	5%
Own account workers	125	5%	7%	7%
Farmers	94	4%	7%	7%
Agricultural workers	3	0%	0%	0%
All others gainfully occupied, and unknown	381	15%	17%	20%

Table 50: Comparative Socio-Economic Backgrounds of New Entrants 2013-14. Source: HEA Statistics 2014-15.
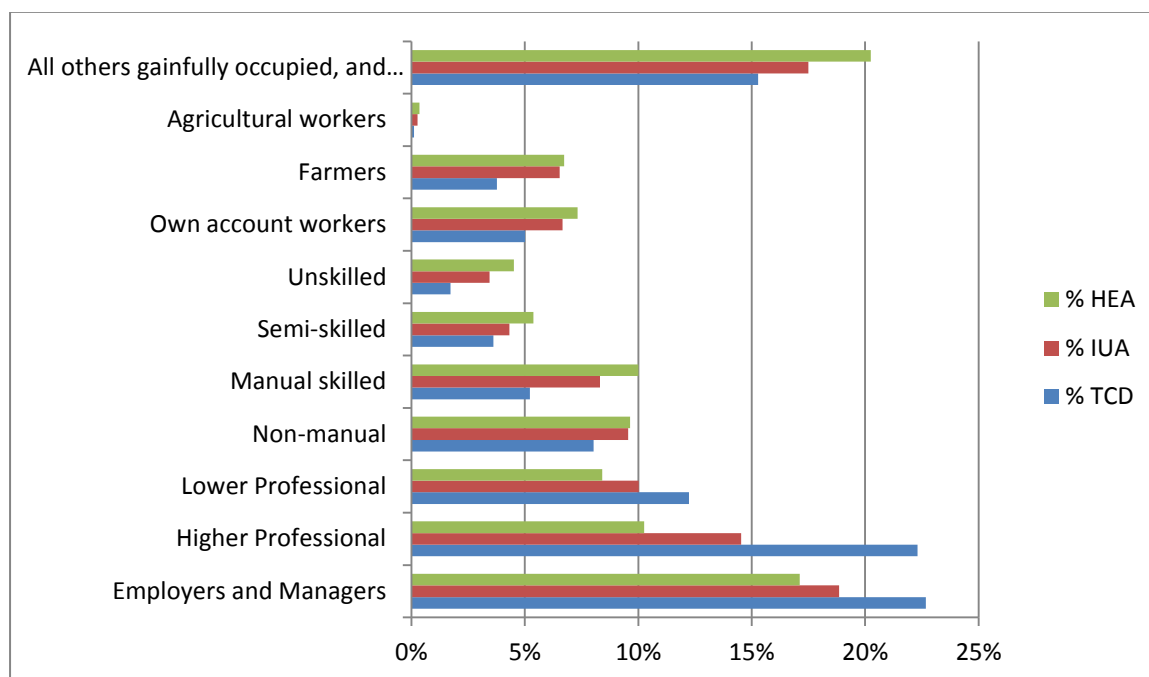
Figure 42: Comparative Socio-Economic Backgrounds of New Entrants 2013-14. Source: HEA Statistics 2014-15.

Alternative Admissions and Access Initiatives

Alternative admissions and Access applications to the university are categorised into three principal types: (a) students with a disability, (b) mature students applying for admission under the mature student dispensation scheme, and (c) socio-economically disadvantaged students.

Trinity's Strategic Plan contains a commitment to increasing the number of places on undergraduate courses occupied by students from under-represented groups to 25% in 2019: https://www.tcd.ie/strategy/strengthen-community/#a11.

Admissions 2014

- In 2014, a total of 692 (557 in 2013) students from underrepresented groups registered on undergraduate degree programmes, representing 24% of the CAO intake.[5]
- Trinity Access Programmes (TAP): 252 new entrants to Level 8 degree programmes.
- Disability Service: 111 entrants to Level 8 degree programmes through DARE[6], and 110 DARE-eligible entrants to Level 8 degree programmes on merit.
- Mature Students Office: 140 new entrants under the Mature Student Dispensation Scheme (MSDS) out of 990 applicants.

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[5] Source: Senior Lecturer's Annual Report 2013-14
[6] DARE is a third level admissions scheme for school-leavers who have a disability or specific learning difficulty.

Trinity Disability Service Report and Figures

Trinity established the Disability Service to meet the requirements of students with a disability and as a resource to the rest of the University. The brief of the Disability Service was later expanded to include staff. This service aims to provide prospective and current staff and students in Trinity with appropriate information relating to disability issues and to outline the relevant resources and services available in Trinity.

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

Applicants with a disability applying for full time UG degree/diploma courses in Trinity must apply via the CAO indicating on the application form that they have a disability or specific learning difficulty. The number of UG CAO applicants who declared a disability and accepted a place as per the Senior Lecturer's Report of November 2014, was 111 through DARE and 110 on DARE merit. This total does not include disabled students who registered subsequently, and who may not have disclosed via the CAO. Consequently the number of registered new entrants with a disability tends to be greater than the numbers declared at registration. During the course of the year 36 additional JF students declared a disability, bringing the total to 257 new entrants registered with the Service.

- 1,313 students registered with the service
- 11% increase in students registered from 2013-14 to 2014-15
- 310 first year students (UG and PG) registered as at 17th April 2015.
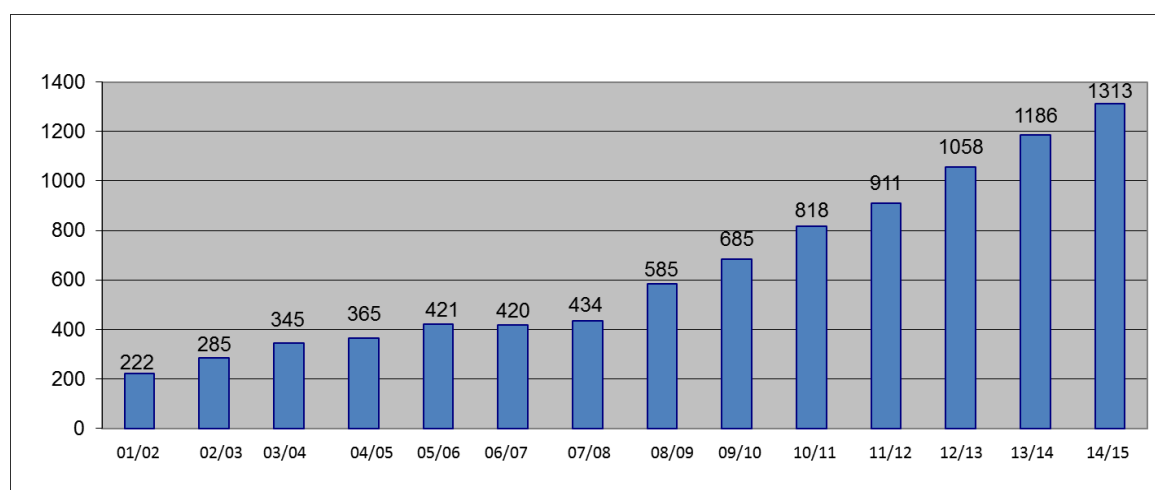
Figure 43: Cumulative Record of Students registered with the Disability Service 2001 – 2015.

01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15
222	285	345	365	421	420	434	585	685	818	911	1058	1186	1313
1.50%	1.9%	2.3%	2.4%	2.8%	3.2%	2.8%	3.6%	4.2%	4.9%	5.4%	6.4%	7.1%	7.7%

* as a percentage of the total student population

Table 51: Cumulative Record of Students registered with the Disability Service 2001 – 2015.

Gender breakdown

The gender breakdown of students with disabilities is 54% female and 46% male.
Within the total student body it is as follows:

Gender Breakdown	%	Undergrads Registered with DS	Total Undergrads Trinity	%	Postgrads Registered with DS	Total Postgrads Trinity	TOTAL
Male	9.3	493	5300	5.9	114	1924	8.4
Female	7.77	570	7333	5.4	136	2523	7.16
Total	8.4	1063	12633	5.6	250	4447	7.7

Table 52: Breakdown of DS-registered students as a total of whole population, by gender and level of study.

	TOTAL	Arts, Hum. & S.Science	% of total	Eng., Maths & Science	% of total	Health Sciences	% of total	Multi Faculty Multi School includes TSM	% of total
ADHD and ADD	75	15	20%	15	20%	16	21%	29	39%
Autistic Spectrum Disorder	68	17	25%	14	21%	3	4%	34	50%
Dyslexia/Dyscalculia/Dysgraphia	399	118	30%	60	15%	99	25%	122	31%
Dyspraxia	75	16	21%	8	11%	9	12%	42	56%
HOH/Deaf	38	18	47%	2	5%	8	21%	10	26%
Intellectual disability	13	13	100%	0	0%	0	0%	0	0%
Medical/SOI	161	48	30%	19	12%	46	29%	48	30%
Mental Health	294	91	31%	32	11%	48	16%	123	42%
Neurological	49	16	33%	7	14%	10	20%	16	33%
Physical	107	46	43%	15	14%	20	19%	26	24%
Speech Language Communication	3	1	33%	1	33%	1	33%	0	0%
Visual Impairment	31	10	32%	2	6%	3	10%	16	52%
TOTAL	1313	409	31%	175	13%	263	20%	466	35%

Table 53: Faculty breakdown of students with disabilities - by type. Source: DS statistics, April 2015.

Trinity Access Programmes (TAP) Report and Figures

The ability for any student to reach their full educational potential results from a complex interplay of many individual, social, economic, and cultural factors. Achieving equitable educational outcomes is a national and global challenge and there are many recommendations which can be made along every link in the chain which contribute to a student successfully applying to and accepting a place in college. TAP continues to lead the way in practice, policy and research, which is helping to increase completion rates at second level and progression rates to further and higher education for low-income, first-generation entrants. TAP undertakes it strategic work through a continuum of supports, as shown below.

The Trinity Access Programmes comprise:
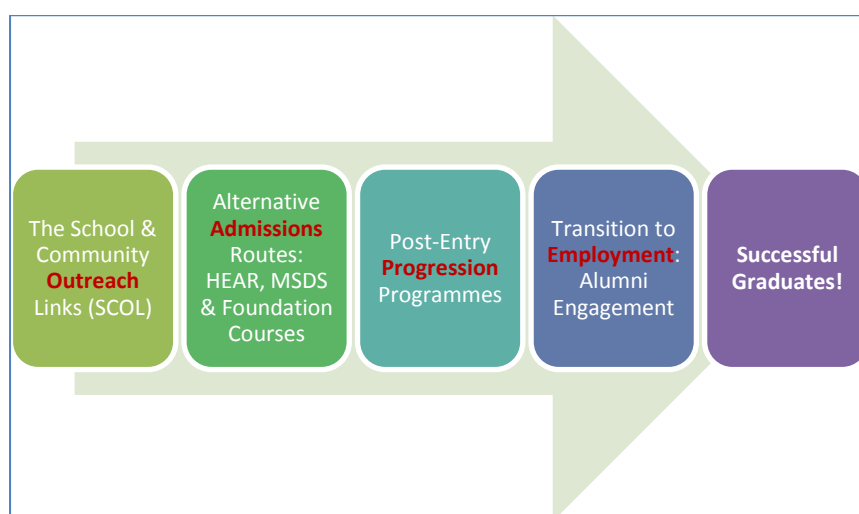
Figure 44: TAP flowchart.

TAP's Primary & Secondary Schools Outreach and Recruitment Activities (SCOL)

TAP formally links with 19 primary and 20 second level schools in the inner city and Dublin suburbs. The focus of our outreach activities is to raise the aspirations of participants around going to university and to assist in raising academic achievement in schools. TAP also seeks to equip students, schools and the broader community with information regarding how to help students become ready to become college-ready. TAP has witnessed overall increased progression rates to higher education by students in its linked schools (Table 54). For the 2014/2015 admissions cycle progression to Trinity from TAP linked schools is at 9%.   The overall progression rate from TAP linked schools of 53% mirrors the overall target set by the HEA/NOA for all socio-economic groups progressing to HE. Thus, it demonstrates the crucial importance of access offices working together with schools, families and communities to increase participation.

The SCOL activities are firmly supported and strengthened by the contributions of Trinity College Student Services and by the Faculties and Schools, Student Clubs and Societies. A small number of examples of the ways in which the wider Trinity College community supports TAP outreach follow:

1) College Catering has set up a scholarship programme allowing students who are experiencing financial hardship to avail of complimentary meals.
2) The Sports Centre provides five scholarships for primary school children to attend the multi-activity sports camp.
3) The School of Chemistry has established scholarships for TAP students to attend the International Chemistry Summer School, the Walton-STEM School, and the Trinity College Chemistry Summer School.
4) The Library provides access to the Pollard Collection of Children's Literature and allows for a two-week exhibit in the Long Room of TAP children's books.
5) The Schools of Maths, Zoology, Physics, Immunology host a hands-on workshop/ lab sessions during the Trinity Week.

	2007	2008	2009	2010	2011	2012	2013	2014
Total number of students from all link schools in Leaving Cert cohort:	**1335**	**1274**	**1410**	**1422**	**1383**	**1351**	**1469**	**1344**
Number of students from all link schools that progressed to third level:	**558 (42%)**	**624 (49%)**	**735 (52%)**	**660 (46%)**	**741 (54%)**	**726 (54%)**	**785 (53%)**	**707 (53%)**
Number of students from all link schools that progressed to Trinity:	**7.5%**	**11%**	**7.4%**	**8.8%(58)**	**7.4% (55)**	**7.1% (52)**	**8.9% (70)**	**8.6% (61)**

Table 54: Progression to higher education from TAP linked schools.

TAP & Alternative Admissions Routes

Over the last decade, Trinity has established a strong national and international profile in the area of developing and implementing alternative admissions routes to higher education[7].

These are:

- The Higher Education Access Route (HEAR: www.accesscollege.ie), a national admissions route offering reduced points entry and/or supports operated by 18 HEIs. Students enter

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[7] TAP is cited in the following reports for developing innovative practice: '*Innovative University Admissions Worldwide: A Percent Scheme for the UK?*' The Sutton Trust, July 2009, London. '*The National Plan for Equity of Access 2008-13*'. 2008. HEA. Millett & Nettles (2008) '*Creating High-Quality Educational Opportunities for High-Potential Youth: A Multinational Approach to Providing Opportunities*'. ETS. New Jersey.

College via HEAR on full and reduced points but all are eligible for supports.   252 students entered through this route in 2014.

- The TAP Foundation Courses for Higher Education: Young Adults & Mature Students. 54 students entered through this route in 2014.
- The TCD/CDETB Partnership Courses in Liberal Arts: Pearse College, Plunket College, Liberties College and Rathmines (for facilitated entry only). 54 students entered through this route in 2014.
- The Mature Student Dispensation Scheme which aims to recruit, admit and support students age 23 and over.

Since 1997, TAP has monitored the academic progress of all its cohorts. TAP continually examines progression and completion information so that there is a proactive response to any emerging issues.

Completion Rate 2013/14
The completion rate of TAP students is 90%. This is defined as all final year students who successfully passed their assessments and became graduates in 2013/14.

Progression Rate 2013/14
The progression rate of TAP students is 95%. This is defined as all undergraduate students excluding final year students who successfully passed their assessments and progressed onto the next year in 2013/14.
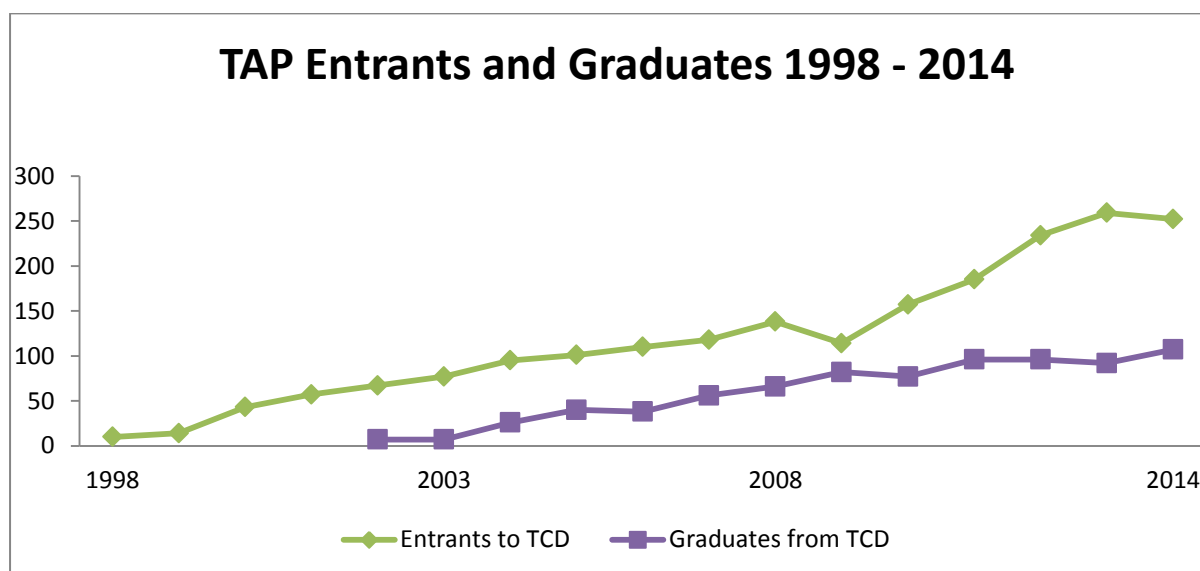

Figure 45: TAP Entrants and Graduates 1998-2014.

TAP & the Future

In 2014-2017 period TAP will be working in a cross-cutting way to underpin and facilitate the Trinity College Strategic Plan, with particular emphasis on promoting and enhancing an inclusive and diverse campus, and achieving the 25% target of non-traditional students. TAP will continue to emphasise the design and delivery of the Trinity Access 21 projects which bring together the expertise and vision of TAP and Bridge21, along with the Trinity School of Education and the Trinity School of Computer Science and Statistics. It is hoped that the project will help to support the development of a stronger 'college going culture' across participating schools, in partnership with Trinity, alumni and the local community. TAP will also continue to spearhead the national College Awareness campaign, creating synergies with the National Access Strategy, HEA and influencing the growth of college-going communities nationwide.

	1993	2003	2014	2020 targets
Entrants	0	77	252	300
Undergraduates	0	211	900	1,000
Graduates	0	7	799	2,020
Programmes	1	4	7	8
Partners	6	47	90	100

Table 55: TAP in numbers.

Programme snapshots:

Foundation Courses

Forty-five students completed the Foundation Courses for Higher Education this academic year - twenty-seven young adults and eighteen mature students. The Foundation Courses aim to tackle educational disadvantage, offering another way to third-level education for mature students and young adults whose social, economic and cultural experiences have prevented them from going to college.

The date 196 graduates of the Foundation Course for mature students and 317 graduates from the Foundation Course for young adults have progressed on to degree courses in Trinity College.

Graduates are working national and internationally in a wide range of fields, including the health sector, academia, education, law and business.

This year the young adult students also engaged in an innovative career development and mentoring programme with Grant Thornton, with four students securing summer internship positions with the firm.

TAP Bursaries and Scholarships

An integral feature of the TAP Post-entry Progression Programme is the range of scholarships and bursaries which TAP students receive and an annual report is prepared each October. TAP process applications for the following funds:

1) TAP Corporate and Alumni Bursaries. Approximately 150 students receive annual scholarships which have been generated by the corporate and alumni donations.
2) TAP Financial Emergency Fund. Approximately 80 students experiencing extreme financial hardship due to accommodation crises, medical expenses, childcare costs, and tuition fees apply to this fund annually.
3) TAP distributes a portion of the ESF/SAF fund to approximately 500 students annually.

Student quote:

Two-subject Moderatorship – History of Art and Architecture and English Literature, Junior Sophister

This scholarship has helped immensely! I had some problems with accommodation at the beginning of the year, and having the extra cash regularly coming in is a massive relief – knowing that if I have an assignment due I can take a day off work to finish it, and not have to overly stress out about not meeting the figures on the next electricity bill – THAT is a serious weight off the shoulders. I have a part-time cleaning job, and receiving this scholarship makes me really appreciate the value of money, and how getting a good degree is actually integral to a prospective future – one that doesn't include polishing tables and bleaching toilets. In this light, I would like to thank Mr Keeley and TAP for the unbelievably large and incredible difference which you are making for our student lives.

Trinity Access 21 Projects

The Trinity Access 21 projects were established in 2014 with support from Google Ireland. The projects involve a collaboration between TAP, Bridge21 and the Schools of Education and Computer Science & Statistics in Trinity and the US educational non-profit 'College For Every Student' (CFES). Some highlights include:

(a) Participation by almost 200 teachers in either completing or taking modules within a newly developed Postgraduate Cert in 21C Teaching and Learning.
(b) Involvement of over 1,100 second year 'College For Every Student' Scholars in three 'core practices': Mentoring, Leadership and Pathways to College.
(c) Implementation of the Bridge21 (team-based, technology mediated) learning model across participating schools.

(d) A Project Showcase in Google Foundry Building, which included a demonstration by students of the progress made through their involvement and an 'Ideas Galaxy' for teachers, to exchange creative approaches they developed through the project.
 (e) Participation of 23 Irish educators in the College For Every Student National Conference in Vermont, at which the Provost gave a keynote address.
(f) A Global Summit co-organised by Trinity and College For Every Student in Essex, New York, on the theme of 'The Skills Gap and the New Economy: Implications for Low Income Students and Colleges'.
 (g) A research programme involving all participating and some control schools to examine the impact of the projects on teachers, students and school culture. This is connected to the US based research, which is being led by Prof Edward St John in the University of Michigan.

Widening Participation in the Traveller Community

One member of the Traveller Community completed the Foundation Course in 2013/14; and in the 2014/15 academic year there are three undergraduate students who are members of the Traveller community who progressed onto degree programmes from the Foundation Courses. These students receive additional financial support through the Gisele Schmidt Fund.

A student quote from a current UG who is a member of the Traveller community, demonstrating the transformational impact of education:

Last year I struggled with two modules and passed at supplemental exams and I owe that to TAP. There was no shortage of support regardless of when. Grinds were financed, and I was able to study all summer due to my scholarship (bills were paid and up to date). My life has been characterised by hardship, addiction, poverty and struggle. Being in college was never a struggle, more a pleasure to me. My struggle was balancing family with college life but at least I had a "choice". I left school at 17 to have my first child and have no regrets (Now there are 4 and 3 grandchildren). [...] If needed, I will climb Everest for my family that includes extended family. I now know that knowledge is my power and I cannot get enough. My plan is to work hard and give it my all. Initially my preference was community work but this year I am drawn to research, and my life experiences will add to my knowledge. I am an Irish Traveller. At fifteen I could count 17 addresses, the adventures became reality. The reasons are plenty - alcoholism, physical and mental abuse, necessity, being nomadic. But the affects lasted longer. Never fitting in, being afraid or even ashamed of where you come from or who you are. Sometime in the future I may be able to change peoples' perception through sharing my experiences and knowledge of those "realities" (ie) my real world. I am very grateful and humbled for the chance TAP has given me.

Pathways to Law Programme

In 2010, the Trinity Access Programmes began a persistence programme for senior cycle students called Pathways to Law. The aim of Pathways to Law is to show students what it is like to study law at College and what is involved in the work of barristers, solicitors and other legal professionals. Those who take part attend a number of events in Trinity College over the course of their 5th and 6th year at second-level. Parental support is essential in helping to ensure the student's commitment and attendance for the duration of the programme.

Highlights 2014/15:

- The Pathways to Law schools programme has a 98% completion rate and 80% of Pathways to Law students to date have continued on to third level study. Of those, over one third have gone on to study law or a law related course.
- Pathways to law was inundated with applications for the schools programme in September 2104 and has taken a record number of 5th years in – 41, this brings the total number of school students to 165 since we began in 2010.
- The surge in applications is potentially due to our partnership with the Law Society of Ireland and our collaborative Street Law programme.

Partners in Pathways to Law
- 5 Judges engaged with undergraduate students
- 11 NGOS, Professional training bodies, legal bodies, semi-state bodies & societies
- 39 buddies in participating firms
- 48 undergraduate law students have been enabled to engage with major legal firms
- 57 solicitors & 36 barristers have given their time for sessions and shadowing
- 150 legal professionals have given their time to engage in activities
- 165 school students and 79 undergraduate law students who have benefitted to date from the programme

College Awareness Week

College Awareness Week took place from November 24-30. This project was initiated within the primary schools programme in TAP, and has now become a national campaign (www.collegeaware.ie) which highlights that going to college is both important and attainable. There are many programme achievements:

1)   The Minister for Education introduced the campaign in October and was a part of the CAW video. The Tánaiste then officially launched the campaign at an event co-hosted by Riversdale

Community College and Blakestown Community School. The head of the National Office for Equity of Access spoke at the launch as well as the Director of the NAPD.

2)   Funding from two corporate sponsors was secured during the summer. 50k per annum from Perrigo, who have pledged two years of support, and AIB, who have pledged 3 years of support with the view to renewing for a further two years.

3)   Brian Power, Principal Officer from DES was briefed on the campaign in September and spoke positively about the 'added-value' which the campaign brings to the education arena.

4)   For its inaugural year, College Awareness Week set a target of 200 events nationwide. This goal was well-surpassed. Over 360 events took place in 22 counties, embracing communities across Ireland.

5)   It is estimated that over 35,000 individuals were involved in CAW activities across Ireland.

6)   The social media campaign for CAW was quite vibrant. There are many engaging photographs, videos and tweets which are well-worth looking at. CAW initiated a College Awareness Week video challenge on Trinity's campus.

7)   The campaign has been endorsed by over 30 national organisations which has contributed to its success. These organisations include IBEC, IGC, NPCPP, IUA, HEA, NAPD, etc.

8)   The Trinity CAW initiatives were vibrant and included many school visits undertaken by TAP ambassadors. A former mature student organised an event called: 'Access to Access' for some of the most marginalised people living in her home community of Killinarden, Tallaght. She brought student from the Traveller Community and those recovering from addiction for campus tours, lectures and informal discussions about pathways to college. The SU organised a speed meet session for second level students interested in learning more about the three faculties in Trinity, all while having a slice of pizza and a chat. The VTP organised a programme of events for their afterschool children, entitled the 'College Tree'. TAP hosted a graduation ceremony for 250 primary school children, with Colm Cooper as the guest speaker and Trinity jugglers providing some light entertainment.

9)   The campaign is being evaluated by its founder/manager Kathleen O'Toole-Brennan as part of her Master in Education. The DES signalled that such a campaign would merit a longitudinal evaluation which will be investigated by the working group for 2014-15.

Mature Students Office (MSO) Report and Figures

Mature students

In 2014, 990 mature applicants applied under the Mature Student Dispensation Scheme (MSDS) of whom 140 are now registered.

Mature students are also admitted to the UG degrees in the School of Nursing and Midwifery. Applicants to these courses are assessed externally by the Nursing Career Centre. Seventy nine mature students registered on degree courses in Nursing and Midwifery in 2014. Further details of students admitted under the MSDS and by the Nursing Career Centre together with an indication of the trends in mature student applications and offers/acceptances are available in the Senior Lecturer's Annual Report 2013-2014.

There are currently 472 registered MSDS students in College across all years. In addition there are 274 registered mature Nursing and Midwifery students.

Faculty distribution of mature students

It is important to note that some students who would qualify as mature students, that is, are over twenty three years of age on the 1st of January in the year of application, enter via the usual Leaving Cert points' entry system and do not apply via the MSDS. The figures, below, do not include this cohort.

	Total	AHSS and TSM	EMS	HS	Multi-Faculty
MSDS	472	226	66	104	76

Table 56: Faculty Breakdown from those who entered through MSDS route, July 2015.

Age profile of mature students

Table 3.6 (b), below, outlines the age profile of mature students from 2007/08 to 2014/15. In 2014/15 39% of mature students are aged between 23 and 31. It is interesting to note that 14% of all MSDS students are over 50. This compares with just 0.5% nationally (HEA, 11/12 Higher Education Facts and Figures). Our oldest registered student is 76 years.

Age	MSDS							
	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
23-30	37%	48%	45%	41%	41%	50%	40%	39%
31-40	37%	29%	23%	27%	25%	22%	30%	32%
41-50	14%	10%	16%	18%	16%	14%	12%	15%
50+	12%	13%	16%	14%	18%	14%	18%	14%

Table 57: Age Profile of Mature Students, July 2015.

Gender breakdown

The overall gender breakdown of mature students has remained consistent over the past four years and stands at 54% female and 46% male.

	Number	As percentage of total student UG population
UG student population	12355	
No of mature students entering through the MSDS and mature nursing routes	746	6%

Table 58: Total MSDS and Mature Nursing cohort as a % of the overall UG cohort.

Post-entry supports for mature students:

Mature students are registered across all Faculties in College. MSO supports for registered mature students include:

- Annual financial information/getting organised seminar (150 attendees in 2014)
- A four day Welcome Programme in early September (210 attendees in 2014)
- A mature student resource centre for private and group study
- Open door policy providing advice, advocacy and support
- Social activities throughout the year in conjunction with the Mature Student Society and the Student Parent Society

Change in Key Equality Monitoring Figures

Area	2010 2011	2011 2012	2012 2013	2013 2014	2014 2015	Δ%
Academic Staff and Gender						
% of Professors (Chairs) who are female	14%	13%	13%	15%	17%	3%
Merit Bar[8] Applicants (% of eligible men)	58%	43%	33%	47%	48%	-10%
of which successful	95%	90%	83%	50%	100%	5%
Merit Bar Applicants (% of eligible women)	29%	34%	40%	45%	41%	12%
of which successful	83%	93%	75%	71%	71%	-12%
Admin and Support Staff and Gender						
% of Admin Grade 3 Staff who are female	61%	62%	72%	74%	74%	13%
% of Senior Admin Grade 1 Staff who are female	30%	30%	20%	23%	33%	3%
Disability						
% of staff declaring a disability	2.4%	2.3%	3.7%	3.2%	3.2%	0.8%
Student Geographical Profile[9]						
% of students who are Irish	79%	79%	78%	82%	85%	6%
% of students who come from outside EU	9%	10%	12%	9%	10%	1%
Student Ethnicity Profile[10]						
% of new entrants declaring as Irish	N/A	83%	83%	83%	61%	22%
% of new entrants declaring as other	N/A	17%	3%	7%	39%	22%
% of new entrants making no response	N/A	1%	14%	10%	N/A	N/A
Student Socio-Economic Background						
Employer/Manager/Higher Professional	N/A	44%	50%	40%	45%	1%
Lower Professional/Non-Manual	N/A	21%	23%	18%	20%	-1%
Manual Skilled/Semi-Skilled/Unskilled	N/A	9%	10%	8%	11%	2%
Farmers/Agricultural Workers	N/A	4%	5%	3%	4%	0%
Own Account/Other/Unspecified[11]	N/A	23%	12%	31%	20%	-3%
Part-Time Students[12]						
% of undergraduate students	N/A	4%	4%	1%	1%	6%
% of postgraduate students	N/A		31%	9%	9%	
Widening Participation[13]						
Entered via TAP (as % of total UG population)	5.4%	6.0%	6.7%	N/A	7.1%	1.7%
Registered with DS (as % of total UG population)	5.8%	6.7%	7.7%	N/A	8.4%	2.6%
Mature students (as % of total UG population)	3.3%	3.7%	3.6%	N/A	3.7%	0.4%

Table 59: Change in key equality monitoring figures over past 5 years, by year of report

[8] Changes in the Merit Bar system in recent years, as detailed in the footnote on p5, should be taken into consideration when comparing Merit Bar statistics from 2010-12 to statistics from 2012-15.

[9] In 2013/14, SITS captured geographical data using 'country of domicile' for the first time. Thus, the figures for 2013/14 and 2014/15 are not directly comparable to previous years.

[10] The "no response" category was not used in 2014/15, and therefore 2014/15 figures are not directly comparable to previous years.

[11] High numbers of "unknown" backgrounds may affect the percentage figures for other categories.

[12] Part-time student data were not disaggregated according to level in the 2011-12 report, and were not disaggregated from HEA data prior to that.

[13] Problems with the SITS database made figures for TAP, Disability, and Mature access routes unavailable for the 2013/14 Equality Monitoring Report.