

Athena Swan Ireland: Silver application form for Institutions

Applicant information

Name of institution	Trinity College Dublin
Date of current application	June 2023
Level of previous award	Bronze
Date of previous award	November 2018
Contact name	Lorraine LEESON
Contact email	avpedi@tcd.ie
Contact telephone	████████████████████

[Redacted content]

* For information on text included in the word count, please see our [Word Allocation Guidance](#). **Do not remove application headings or question text from your application document. Doing so may invalidate your application.**

Contents

Applicant information	1
Section 1: An introduction to the institution's Athena Swan work	6
1. Letter of endorsement from the head of the institution	6
2. Governance and recognition of equality, diversity and inclusion work	12
3. The self-assessment process	26
Section 2: An assessment of the institution's gender equality context and, where relevant, wider equality context	37
1. Overview of the institution and its context	37
2. Supporting and advancing academic and research staff careers	49
3. Supporting and advancing professional, managerial and support staff careers	90
4. Evaluating culture, inclusion and belonging	122
5. Institutional priorities for future action	154
Section 3: An evaluation of the institution's progress and success	159
1. Evaluating progress against the previous action plan	160
2. Evaluating success against key priorities	179
3. Evaluating local and discipline-specific progress and success	183
Section 4: Action Plan	188
1. Action Plan	188

Notes on data and glossary:

Data sources utilised include:

- Staff data from HR to March 2022
- Student data from Academic Registry to March 2022
- Research grant application figures from Research Development Office
- Gender Pay Gap data – in depth analysis by HR following government guidelines and published in December 2022 <https://www.tcd.ie/hr/gender-pay-gap/>
- Institutional all staff surveys in 2015, 2021 and 2022
- HR Staff wellbeing survey
- Breast and infant feeding survey
- Disabled Postgraduate and Staff Forum Report 2021
- Racial and Ethnic Equality Working Group Report 2022

Acronym	Full Term	Acronym	Full Term
AEMR	Annual Equality Monitoring Report	LERU	League of European Research Universities
AHSS	Arts, Humanities and Social Sciences	LLL	La Leche League
AS	Athena Swan	M	Male
ASAP	Asylum Seeker Access Provision	MEG	Minority Ethnic Group
Aurora	Aurora Women in Leadership Programme	NB	Non-binary
AVPEDI	Associate Vice-Provost for Equality, Diversity and Inclusion	OD-RES	Office of the Dean of Research
B&S	Buildings & Services	OTM-R	Open, Transparent and Merit-based Recruitment
CAP	Consent Action Plan	PAA	Preparing for Academic Advancement (PAA) Programme
CDS	Centre for Deaf Studies	PI	Principle Investigator
CFIOG	Consent Framework Implementation Oversight Group	PMS	Professional, Managerial and Support Staff
CHARM-EU	Challenge-driven Accessible Research-based Mobile European University	PMDS	Performance Management and Development System
CID	Contract of indefinite duration	PPI	Patient and Public Involvement in research
COO	Chief Operating Officer	PT	Part-Time
CSD	Corporate Services Division	QUB	Queen's University Belfast

CTO	Chief Technical Officer	RDO	Research Development Office
DARE	Disability Access Route to Education	REEWG	Racial and Ethnic Equality Working Group
D&R	Dignity & Respect	RF	Research Fellow
EC	Equality Committee	SALI	Senior Academic Leadership Initiative
ECR	Early-Career Researcher	SAP	Senior Academic Promotion
EDI	Equality, Diversity and Inclusion	SAPC	Senior Academic Promotions Committee
EDI in HEI	Equality, Diversity and Inclusion in Higher Educational Institutions	SAR	Scholars at Risk
EOG	Executive Officers' Group	SASV	Sexual assault sexual violence
ERC	European Research Council	SAT	Self-Assessment Team
ESVSH	Ending Sexual Violence and Sexual Harassment	SDWG	Staff Disability Working Group
F	Female	SFI	Science Foundation Ireland
FAHSS	Faculty of Arts, Humanities and Social Sciences	STO	Senior Technical Officer
FHS	Faculty of Health Sciences	STEM	Science, Technology, Engineering, Mathematics
FSTEM	Faculty of Science, Technology, Engineering and Maths	SU	Students' Union
FT	Full-Time	SVH	Sexual Violence and Harassment
FTCs	Fixed-Term Contracts	TAP	Trinity Access Programme
GAP	Gender Action Plans	TBS	Trinity Business School
GEEF	Gender Equality Enhancement Fund	TBSI	Trinity Biomedical Sciences Institute
GEIS	Gender Equality Implementation Subcommittee	TCD	Trinity College Dublin, the University of Dublin
GEP	Gender Equality Plan	TCGEL	Trinity Centre for Gender Equality Leadership
GPG	Gender Pay Gap	TCPID	Trinity Centre for People with Intellectual Disabilities
GLEN	Gay and Lesbian Equality Network	TCTL	Trinity Centre for Teaching and Learning
GSU	Graduate Students' Union	TLRWG	Trinity Legacies Review Working Group
HE	Higher Education	THEA	Technological Higher Education Association
HEA	Higher Education Authority	TO	Technical Officer
HEI	Higher Education Institution	TORCH	Transforming Open Responsible Research and Innovation through CHARM (H2020)

HOD	Head of Discipline	Trinity-INC	Trinity Inclusive Curriculum Project
HOS	Head of School	TR&I	Trinity Research and Innovation
HR	Human Resources	TRSA	Trinity Research Staff Association
HS	Health Sciences	UASC	University Athena Swan Committee
IHREC	Irish Human Rights and Equality Commission	UG	Undergraduate
ILCA	International Lactation Consultant Association	UDL	Universal Design for Learning
IRC	Irish Research Council	UOG	University of Galway
ISL	Irish Sign Language	UOS	University of Sanctuary
IT	Information Technology	VISTA	Vista Career Development Programme
ITF	Inclusive Trinity Festival	VP Global	Vice-President for Global Engagement
IUA	Irish Universities Association	VP/CAO	Vice-Provost/Chief Academic Officer
JAP	Junior Academic Progression	VP-BaCA	Vice-President for Biodiversity and Climate Action
JAPC	Junior Academic Progression Committee	WAM	Workload Allocation Model
ID	Indefinite duration	WISER	(Former) Centre for Women in Science and Engineering Research
L&D	Learning and Development	WG	Working Group
LEAD	Living Equality and Diversity eLearning Programme	WPs	Work Packages

Section 1: An introduction to the institution's Athena Swan work

In Section 1, applicants should evidence how they meet Criterion A:

- Structures and processes underpin and recognise gender equality work and, where relevant, wider equality work

Recommended word count: 2000 words

1. Letter of endorsement from the head of the institution

Insert (with appropriate letterhead) a signed letter of endorsement from the head of the institution. The letter should comment on:

- the link between the Athena Swan Ireland principles and the institutional strategy;
 - leadership of the head of institution in advancing equality, including any involvement in the self-assessment or specific actions;
 - evidence of how the institution's equality work is led and supported by the institution's senior management;
 - the key gender equality priorities during the validity of the previous award;
 - where relevant, the key priorities relating to additional equality grounds during the previous award;
 - key achievements (against identified priorities) since the previous institutional award;
 - the institution's key priorities for future action, including any remaining priorities from the previous action plan.
-



12 June 2023

Dear Members of the Athena Swan Ireland Assessment Panel,

In August 2021 I was honoured to become the first woman to serve as Provost and President of Trinity College Dublin since its foundation in 1592. It was regarded as an iconic moment in the life of our University and, while it certainly was hugely significant, it was also just one of many significant and impactful steps taken over many years on Trinity's long journey towards gender equality.

Our proud track record was acknowledged in March 2023 when Trinity was named a Sustainable Gender Equality Champion by the European Commission in recognition of our long-standing commitment to advancing gender equality. It is a tremendous honour for me to lead an institution with such a formidable record of sustained commitment to gender equality, and to equality, diversity and inclusion (EDI).

I have spoken many times to our College community about my vision of establishing a "Good University" characterised by a deep-rooted fairness. Indeed, this was one of my pledges when I ran for election as Provost in 2021. I believe we cannot achieve this deep-rooted fairness without achieving gender equality. Thus, I consider this to be core to my leadership vision for Trinity.

I greatly welcome the new Athena Swan Ireland framework, which brings much needed attention to diversity, while centring intersectionality - something I welcome and support. This underpins our own commitment to understand, monitor, and respond to intersectional gender equality which we highlight in our Silver Athena Swan application. It also maps closely to our institutional strategy, 'Community and Connection (2020-25)', where our commitment to equality is explicitly called out across several goals.

Here in Trinity, we have sought to bring about deep-rooted cultural change and impact in terms of gender equality by making intentional interventions to shift the status quo. These have been essential to securing the changes that have brought us to where we are:

- We have met and maintained our target of having a minimum of 40% male/female on principal committees of the university;
- We have increased the percentage of female Chair Professors from 28% in 2018 to 35% today, supported by the process of appointing unconscious bias observers to our Chair Professor recruitment competitions (2018: AP 3.1; Priority Action 3.3);

Linda Doyle
Provost

Office of the Provost
Trinity College
Dublin 2, Ireland

Linda Doyle
Provost

Oifig an Phrípst
Coláiste na Tríonóide,
Baile Átha Cliath 2, Éire

T 353 (0)1 896 4362
E provost@tcd.ie

www.tcd.ie/provost



- We have increased the percentage of female Fellows from 33% in 2018 to 38% today (2018 AP 4.4);
- We reviewed the governance of all our EDI-related activities in 2021-22, a process I personally participated in, and we are in the process of renewing and reinvigorating our structures (2018 Priority Action 1.5; and embedded in our 2024-2-27 GEP);
- We have established a Postdoc Academy to support early-career researchers (2018 Priority Action 4.6) and have pro-actively worked to put mentoring processes in place for more staff – professional and academic – than ever before, having doubled the number of places on the Aurora programme, and via participation in a range of other mentoring programmes too (2018 AP 4.10; 2024-27 AP 2.2.7);
- We have also maintained our focus on increasing representation of female artists and subjects in the College's Art Collection (following from 2015 AP 5.8). Recently, we unveiled four sculptures of women scholars in our iconic Old Library – the first women to join the collection of 44 male sculptures.

As Provost, I provide highly visible leadership in relation to gender equality and EDI by:

- Pro-actively engaging on equality issues during public events and speeches;
- Establishing the Associate Vice Provost in Equality, Diversity and Inclusion (AVPEDI) role as a full-time College Officer post (2021), signalling the importance of this work to the College's agenda;
- Instigating a review of our academic promotions process, informed by feedback from staff via our Athena Swan all-institution surveys and our Staff Wellbeing surveys;
- Embarking on a review of the reward and recognition process for professional staff using a Citizen Assembly style approach to ensure we hear from staff right across the college;
- Ensuring that EDI and Gender Equality metrics are considered as part of Trinity's planning process, indicating they are considered fundamental to our future success along with research, teaching and financial planning;
- Building EDI into our Governance structures in a much more significant way through establishing a People & Culture principal committee of Board.

I am personally committed to a university where we take a zero-tolerance approach to bullying, harassment, sexual harassment and sexual violence. This maps to our 2018 Priority Action 6.11. In

Linda Doyle
Provost

Office of the Provost
Trinity College
Dublin 2, Ireland

Linda Doyle
Provost

Óifig an Phrípst
Coláiste na Tríonóide,
Baile Átha Cliath 2, Éire

T 353 (0)1 896 4362
E provost@tcd.ie

www.tcd.ie/provost



2020 we established a Consent Framework Implementation Oversight Group (CFIOG), chaired by our AVPEdI. We have also undertaken a major review of our Dignity and Respect Policy (2018 AP 6.12), launched the SpeakOut tool and continue to roll out our TogetherConsent programme and our First Responder training. But we want to do more: we have committed to resourcing two new case manager posts to work with the Higher Education Authority (HEA)-funded ESH Consent Manager role, all to be recruited in 2023. These posts will support the implementation of our updated Dignity and Respect Policy and our new Sexual Misconduct Policy.

EDI and gender equality are clearly embedded in our strategic structures. Each School now has Athena Swan Champions and we are actively working to support the establishment of Athena Swan SATs in professional units too. Since our Bronze renewal in 2018, and despite the challenges of the Covid-19 pandemic, across the period 2020-22, we secured three School Bronze renewals and 14 new awards, going beyond the institutional target of 10 in our 2018 Action Plan. This has been made possible by the focused, intentional work of colleagues across the institution, supported by the Athena Swan Champions Network, established in 2019. In 2020 we hired an Athena Swan Data Analyst, and in 2022, we established a new Data Analytics and Strategic Initiatives Unit (DAaSI) to support our commitment to our 2018 Priority Action 2.2.

These are significant achievements given our devolved structure and geographically distributed campus. However, there is still a lot of work to be done here in Trinity. We are working proactively to build our Racial and Ethnic Equality Action Plan and to meet national targets and support disabled staff. In all of our EDI endeavours, we seek to ensure we join up the dots to align our efforts for maximum impact.

Priorities for the next five years include:

- We will continue to nuance our work to ensure gender equality in our academic promotions, recruitment process and across the career progression pipeline (AP 2.2.4-2.2.7);
- We will continue our focus on strengthening career development supports for research staff (AP 2.2.3) and investigate the increase in female research assistants over the last 5 years (AP 2.2.1);
- We will increase support, awareness and encouragement for Professional, Managerial and Support staff to take advantage of career development and progression opportunities (AP 2.3.2);
- We will normalise taking family leave for all eligible staff members – particularly encouraging male staff to take family leave they are entitled to (AP 2.4.6);

Linda Doyle
Provost

Office of the Provost
Trinity College
Dublin 2, Ireland

Linda Doyle
Probst

Óifig an Phroipst
Coláiste na Tríonóide,
Baile Átha Cliath 2, Éire

T 353 (0)1 896 4362
E provost@tcd.ie

www.tcd.ie/provost



Coláiste na Tríonóide, Baile Átha Cliath
Trinity College Dublin

Ollscoil Átha Cliath | The University of Dublin

- We will work on reducing our Gender Pay Gap (AP 2.2.15, 2.2.16, 2.3.3);
- We will work on enhancing our data collection and disclosure rates for diversity data to enable target setting. This will also support better gendered and intersectional understanding and analysis (AP 1.2.5);
- We will double down on our work to end sexual violence and sexual harassment, building a community where dignity and respect work is spotlighted (AP 2.4.1–2.4.4);
- We are committed to fostering diversity and ensuring an inclusive environment for all our staff and students, regardless of what walk of life they come from (AP 2.5.1-2.5.3);
- We will implement and mainstream the Public Sector Duty (PSD) Assess, Address and Report Processes in Trinity (AP 2.5.5);
- We will work to implement the recommendations of the EDI governance audit 2022, thus supporting the institutional EDI work (AP 2.5.4).

On this basis, I wholeheartedly endorse this submission from Trinity College Dublin for Institutional Silver Athena Swan Award and thank the many people involved in preparing it. I can confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution.

When I was elected provost, I said that I hoped for a day in which a woman being elected as head of a university is something unremarkable. Athena Swan is helping us to get to that kind of world.

Yours sincerely,



Dr Linda Doyle

President and Provost

Linda Doyle
Provost

Office of the Provost
Trinity College
Dublin 2, Ireland

Linda Doyle
Provost

Offic an Phrípst
Coláiste na Tríonóide,
Baile Átha Cliath 2, Éire

T 353 (0)1 896 4362
E provost@tcd.ie

www.tcd.ie/provost

Confirm the following:

The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution. ☐

Word Count (1295)

2. Governance and recognition of equality, diversity and inclusion work -

- a. Provide a description of the institution's equality, diversity and inclusion structures and institution and department/professional unit-level resources, including staff resource. This should include information on:
 - + where the institution is in the Athena Swan process;
 - + an organigram of the institution's key management and/or committee structures that includes the formal reporting structures in place to carry out and support the institution's equality, diversity and inclusion activity;
 - + how equality, diversity and inclusion work is supported by and embedded within the governance structure of the institution;
 - + the formal processes in place to resource, distribute, recognise and reward equality, diversity and inclusion work;
 - + resource provision for the action plan and associated activities to ensure effective implementation;
 - + the support for equality activity in sub-units (e.g. academic departments and professional units) of the institution, including steps taken by the institution to identify, support and resource sub-units to apply for Athena Swan awards; departmental /professional unit Athena Swan awards achieved to date.
-



Image 1: Trinity College Dublin

Trinity's Strategic Plan 2020-25, 'Community and Connection,' clearly outlines our commitment to fostering a culture of equality, inclusion, respect and dignity across all areas of operation. This is the foundation for ensuring the success of all students and staff, regardless of their background (Strategic Plan Goal 1.7). We make this a reality by making equality, diversity, and inclusion (EDI) an integral part of our ethos and practice in all aspects of college life (Strategic Plan Goal 8.2). These goals align with our AS work, as demonstrated by the significant and transformative progress made on our 2018 AS Action Plan, which we report on here.

We have institutional leadership for EDI activities. A PT AVP-EDI was appointed in November 2019, becoming a FT role in September 2021. The AVP-EDI is responsible for Trinity's EDI-related strategy and is a member of the senior management team and the University's Executive Officers' Group (EOG).

To further support our EDI work, we established the EDI Office in 2019, which expands the scope of work previously covered by TCGEL, with a broader strategic focus on all EDI areas.

Current Staffing of EDI Office



Image 2: Current Staffing of EDI Office

EDI is home to the **Trinity-INC (2020-23)**, which embeds principles of inclusion in all aspects of our academic work, creating accessible curricula to support all students, including those from diverse cultures & identities and with different backgrounds & abilities. Like AS, Trinity-INC has a Champions network committed to embedding inclusivity and a network of undergraduate and postgraduate student partners.

Trinity Inclusive Curriculum project (Trinity-INC)



Image 3: Trinity-INC Staffing 2021-2023

To address Dignity & Respect issues & SVH, we are recruiting a Dignity, Respect and Consent Response Manager (HEA funded) and two case managers to work with students and staff (College funded).

Trinity currently holds an Institutional Bronze award and, on International Women's Day 2023 was named an inaugural EU Sustainable Gender Equality Champion.



Image 4: (left) Prof. Lorraine Leeson receiving Trinity's award from European Commissioner for Innovation, Research, Culture, Education and Youth, Maryia Gabriel; (right) Trinity Delegation (Dr Siobán O'Brien Green, Prof. Graeme Watson, Prof. Lorraine Leeson, Antoinette Quinn, Prof. Eileen Drew).

A Community of Practice is operationalised through the cross-university AS Champions' Network (established 2019), bringing together schools and unit Champions to share experiences, resources, and good practice. The Network also brings suggestions to the UASC, providing opportunities for scaling up localised practices and for joined-up-thinking around resolving challenges. The Champions' Network Chair is a member of UASC, bringing Network reports to UASC, & reporting back to the Network on institutional issues. The AVP-EDI reports on UASC work to Equality Committee, & minutes of Equality Committee meetings are presented to Board & Council.

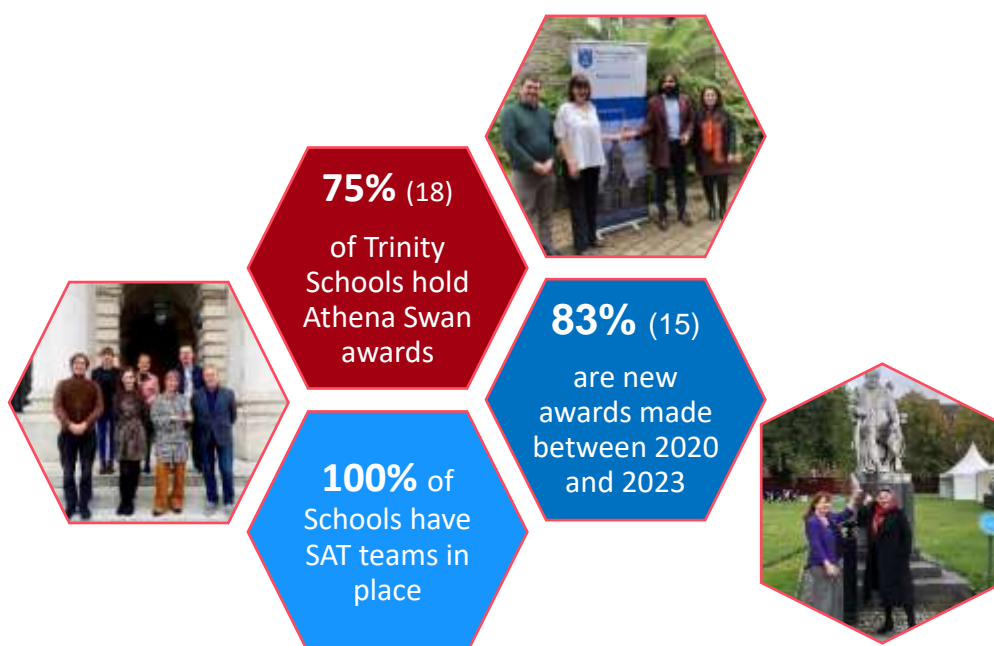


Image 5: Snapshot of Athena Swan in Trinity


18 Schools have secured Bronze awards (**Table 1**). Of these, three are Bronze renewals, while 15 are new awards - all received since our 2018 submission. AS SATs exist in all schools. In 2022 our Global Engagement Unit established their SAT, our first professional unit to commence their AS journey.

Faculty of Science, Technology, Engineering and Mathematics 7 out of 8 Schools currently hold awards		
School	Current Award Held	Next application date
Biochemistry & Immunology	Bronze 2021	Nov-24
Chemistry	Bronze Renewed 2019	Silver submitted May 2023
Computer Science and Statistics	Bronze 2020	Nov-24
Engineering	Bronze 2020	Nov-24
Genetics and Microbiology	Bronze 2020	Apr-24
Mathematics	-	First application Apr 2024
Natural Sciences	Bronze Renewed 2019	Silver submitted June 2023
Physics	Bronze Renewed 2020	Apr-24
Faculty of Arts, Humanities and Social Sciences 9 out of 12 schools hold awards		
School	Current Award Held	Next application date
Business	Bronze 2021	Nov-24
Creative Arts	-	First application Nov 2024
Education	-	First application Nov 2023
English	Bronze 2022	Apr-26
Histories and Humanities	Bronze 2020	Nov-24
Languages, Literatures and Cultural Studies	-	First application Nov 2024
Law	Bronze 2020	Apr-24
Linguistic, Speech and Communication Sciences	Bronze 2021	Sep-25
Psychology	Bronze 2020	Apr-24
Social Sciences and Philosophy	Bronze 2021	Sep-25
Social Work and Social Policy	Bronze 2020	Apr-24
Religions, Theology and Peace Studies	Bronze 2022	Apr-26
Faculty of Health Sciences 2 out of 4 Schools currently hold awards		
School	Current Award Held	Next application date
Dental Science	-	First application Nov 2025
Medicine	Bronze 2022	Nov-26
Nursing and Midwifery	-	First application Nov 2023
Pharmacy and Pharmaceutical Sciences	Bronze 2023	Apr-27

Table 1: Athena SWAN Awards at Trinity College Dublin

All new awards were issued between 2020-2023, despite the challenges experienced as a result of the Covid-19 pandemic – including the additional burden in pivoting to online teaching & learning and balancing caring responsibilities across much of this timeframe. This demonstrates the whole of College commitment to embedding AS principles into our work at School level, & the considerable engagement of colleagues to GE work. With this track-record, we commit to the process of engaging in AS activities with professional units over the coming years (**AP 1.2.1**).

Impact box 1. Embedding Athena SWAN Principals throughout the Institution

	<p>Issue identified:</p> <p>AS School engagement incomplete</p> <p>GAP 1.2 2018: Submit School applications for AS awards on a phased basis annually.</p> <p>GAP 1.3 2018: Establish an AS Network linking all 3 Faculties of the University</p>
<p>Actions Taken:</p> <ul style="list-style-type: none"> ✓ AS Champions Network active since 2018 (2 Champions per School). ✓ SAT teams established in all eligible Schools to ensure AS principles are integrated throughout the University. ✓ AS Officer post created within newly formed EDI Office in 2020 to support application process. ✓ EDI Office & HR reviews and provides feedback on all local level applications prior to submission. 	
<p>Impact:</p> <ul style="list-style-type: none"> - Target 2018 GAP: 11 Schools with AS Bronze and 2 Schools with AS Silver awards by 2022. - Achieved: - Engagement with AS across all schools. - 18 Bronze awards as of May 2023. - Two School-level silver applications submitted in Spring 2023 (received extensions due to Covid) 	



AP 1.2.1: Continue to increase staff engagement with Athena Swan.



AP 1.2.2: Continue to engage our Human Resources Specialist in the Athena Swan review process to better mainstream practices.



AP 1.2.3: Improve how we encourage the sharing of AS applications and publication of Action Plans within and across Faculties, as well as with other HEIs to leverage learning and mainstream mechanisms for positive change.

EDI works on policy & practices across TCD, partnering with HR to drive EDI work. EC is a Compliance Committee of Board, operating with the delegated authority of Board and responsible for advising Board and Council on equality matters. EC members are also active in other key Committees and WGs, facilitating cohesive follow-up of issues. In 2021/22, an externally facilitated review of EDI governance engaged colleagues from across TCD. The reviewers' final report made a number of recommendations which were shared with Council & Board and will be implemented under **AP 2.5.4**.



ACTION 2.5.4: Implement recommendations of external EDI governance review 2022.

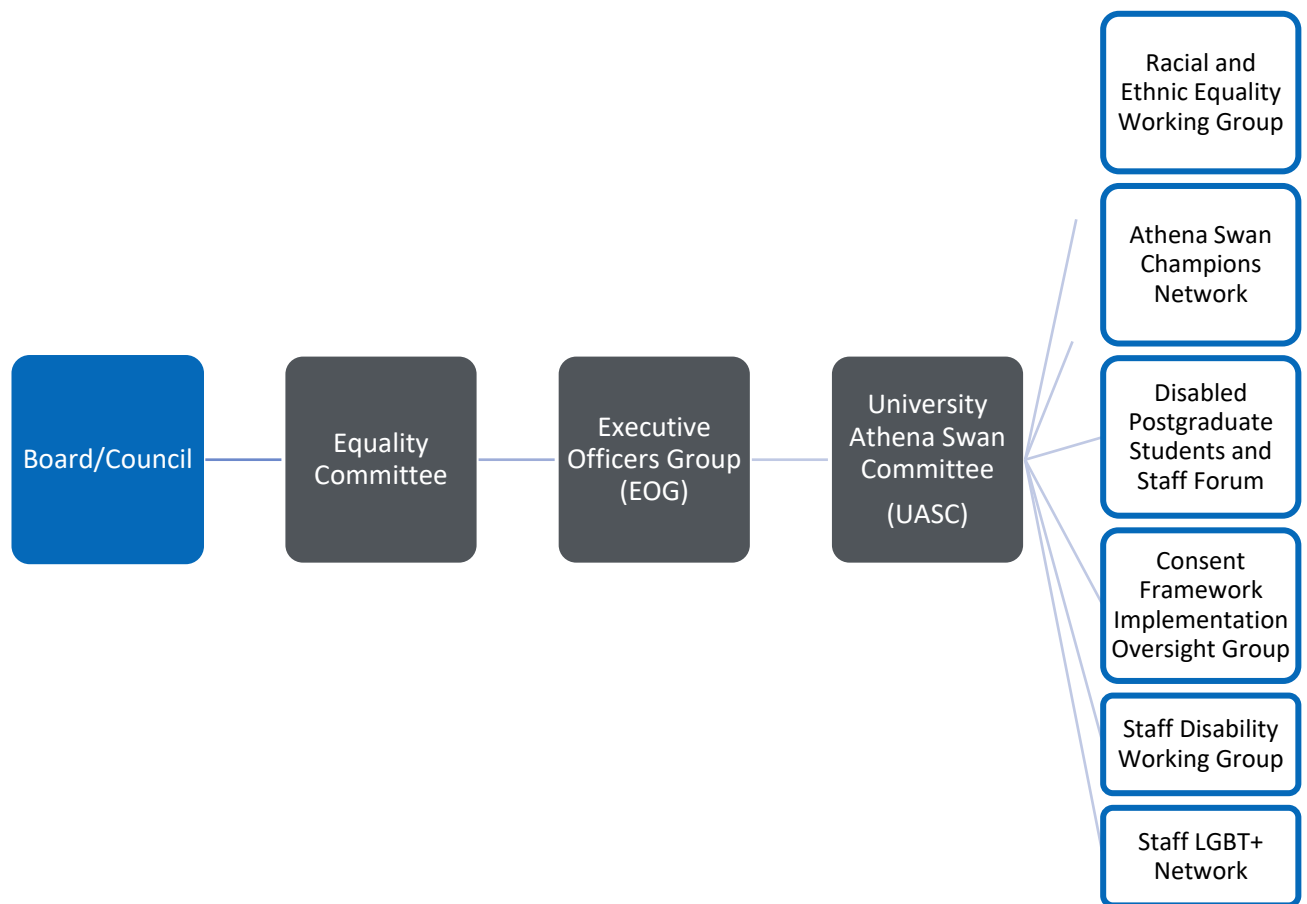


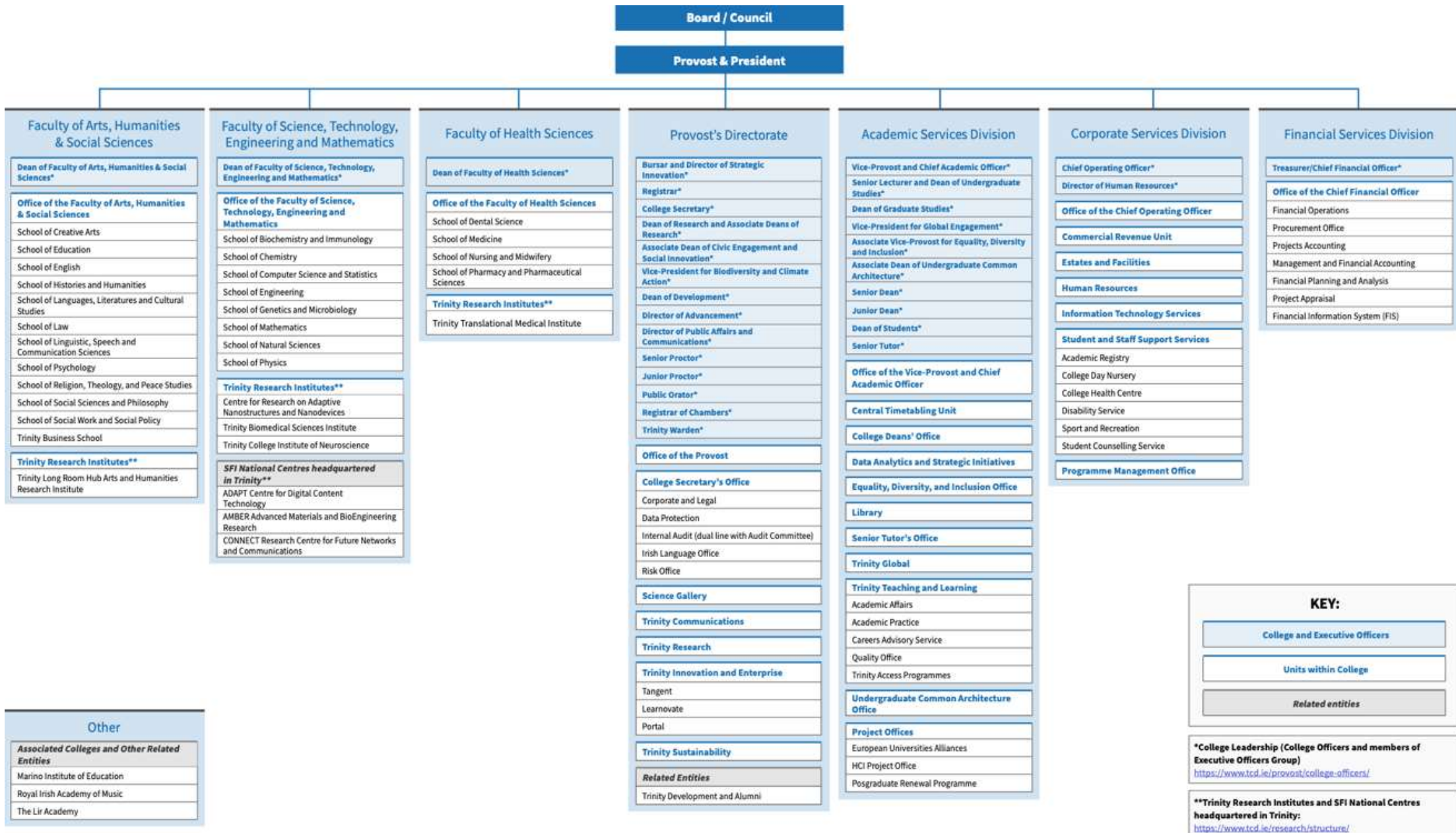
Figure 1: High-level overview of current governance pathways for the University Athena SWAN Committee (UASC), via the EOG and Equality Committee to Board and Council. The diagram also shows how input to UASC draws from a range of EDI focused working groups and networks.

We've been working to build an intersectional approach across 2021-23. We reviewed our committees and WGs, co-opted new members, and sought out diverse voices.

Our approach is collaborative and co-constructed, as demonstrated by the co-chairs of our Staff Disability and Racial & Ethnic Equality WGs. We aim to avoid duplication and harmonise our efforts, e.g. incorporating the Consent Framework Implementation Action Plan into our UASC work.

Resourcing of EDI work is distributed across the institution, much of which falls under the auspices of ASD, led by the VP/CAO and CSD, led by the COO (**Figures 2-4**):

Figure 2: Organisational Structure at Trinity College Dublin



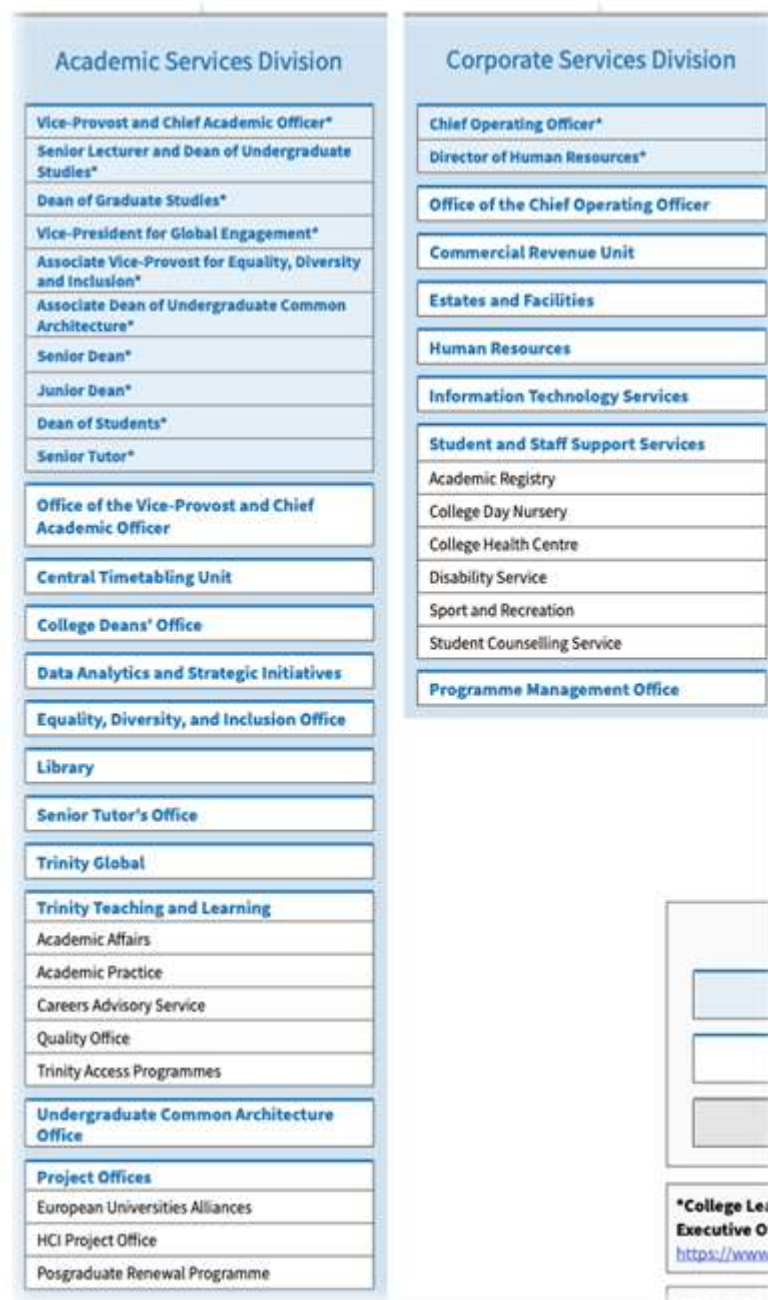


Figure 3: Academic Services Division and Corporate Services Division at Trinity College Dublin

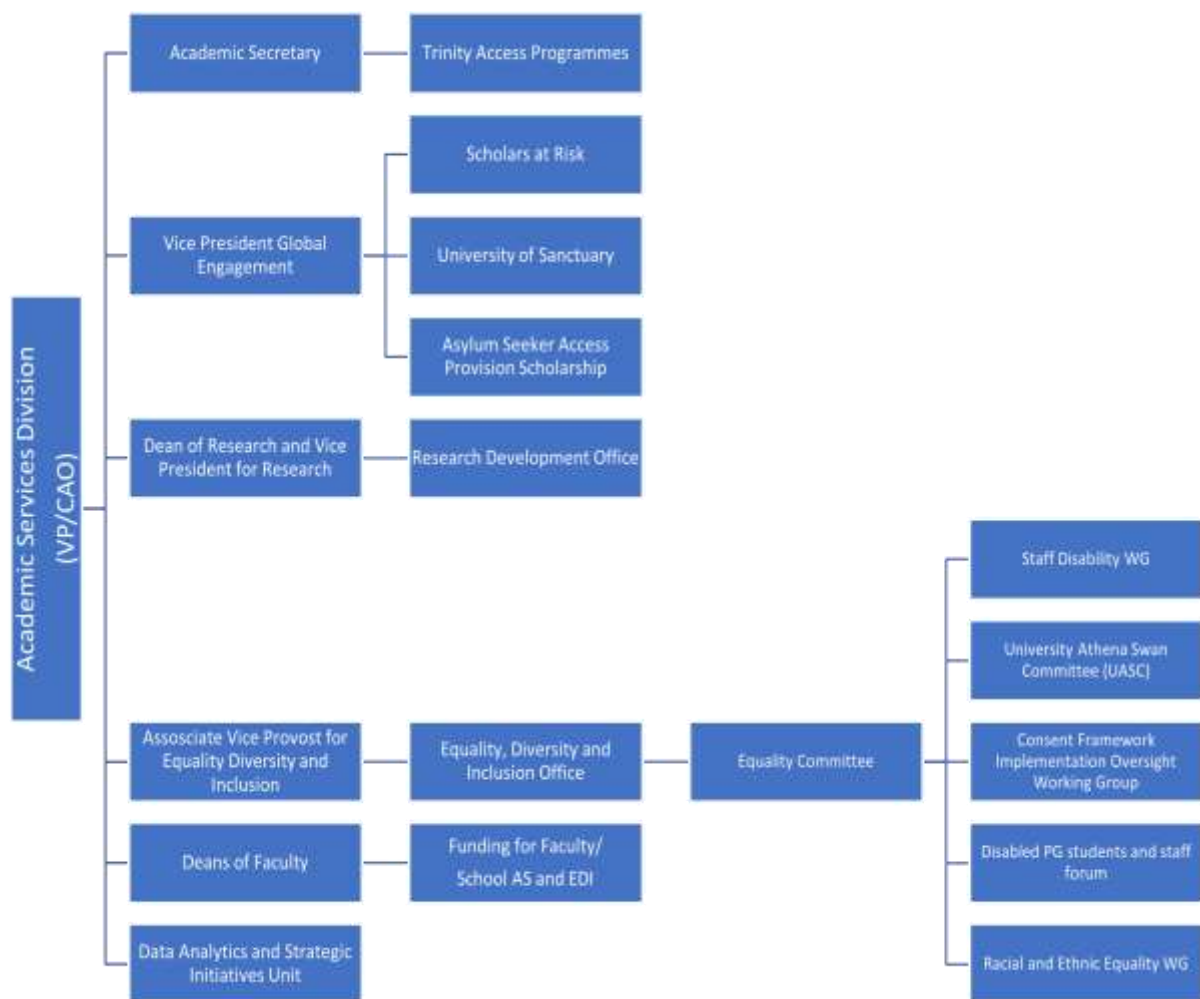


Figure 4: Drilled-down view of areas in ASD with EDI related activity

EDI activities managed via ASD, led by the VP/CAO include TAP which plays a key role in widening participation within TCD & across the HE sector. TAP is key to developing policy, programmes, research, & advocating on relevant issues. The highly successful Foundation Course offers a route into Trinity for students whose social, economic & cultural experiences have prevented them from going to college. This provided the model for the Oxford foundation-year initiative, & the Cambridge foundation course¹.

¹https://www.tcd.ie/news_events/articles/trinitys-tap-access-programme-inspires-oxford-and-cambridge-foundation-courses/



Trinity's TAP access programme inspires Oxford and Cambridge foundation courses

Posted on: 06 May 2022

Image 6: Trinity Access Programme

Funding for EDI and AS activities varies across faculties. The FHS has an AS Officer, while the FAHSS provides a bursary to each AS Champion in each school.

In 2022/3, some EDI-related activities moved to Global Engagement: given their extensive and relevant expertise. The ASAP, UOS, and SAR work now fall under their remit. Global is recruiting two roles to support this work: a Sanctuary Scholarship Manager and a Refugee Support Manager. This move supports our goals of mainstreaming EDI actions and becoming a 'GOOD university' (**Image 7**). Trinity Global will be the first professional unit to prepare an AS application.



Image 7: What it means for Trinity to be a GOOD university

Figure 2 shows the organisational structure at TCD. In **Figure 3**, we show EDI activities via CSD, led by the COO, including, the creche, the Disability Service, a Sport & Physical Activity Inclusion Officer in Trinity Sport; leadership and engagement for consent training delivered by the Student Counselling Service. Additionally, CSD leads out on our commitment to ensuring our campus becomes accessible for everyone – physically and sensorily - via Estates and Facilities unit – and digitally – via IT Services, in addition to the many activities that are led, supported, administered, and funded via HR. **Figure 3** shows a high-level overview of areas in ASD.

JANUARY 2, 2022 BY EADHNE NI LOCLAIR
TRINITY UNVEILS SENSORY SPACES TO MAKE CAMPUS MORE INCLUSIVE



Image 8: Sensory Spaces at Trinity College Ussher Library

- b. Provide information on how equality grounds are captured in staff data systems and/or other methods (e.g. staff survey). This should include comment on:
 - + whether or not data is collected across equality grounds; how disclosure is supported and if appropriate safeguards are in place;
 - + disclosure rates where identifiable or appropriate;
 - + process for recording staff as the gender with which they identify in staff data systems and in this submission.

Diversity information is collected via HR Core Portal, voluntarily provided by staff for the purposes of equality monitoring (**Table 2**). Over the last 5 years we have worked actively to improve diversity data collection.

- Data is collected re: gender, civil status, age, sexual orientation, religious belief, and ethnicity. Except where required for HR and pension purposes, equality data is stored separately, GDPR compliant, with access restricted to the Equality Officer.

- Data on family status is not currently collected via HR Core Portal but can be disclosed voluntarily via the annual EDI survey along with gender identity, disability, ethnicity, sexual orientation and age.
- Disclosure of at least one diversity characteristic is highest amongst Senior Management and Administration with lowest disclosure levels from female staff Building and Services staff (11%) and Research staff (12%) (**Figure 5**).
- In May 2023 Gender Identity went live on our Core Portal meaning staff in Trinity can now be recorded as the gender they identify with in staff data systems.

Core Portal	Date of Birth	Civil Status	Nationality	Disability	Ethnic Origin	Religion	Sexual Orientation
21/22	100%	99%	97%	35%	21%	20%	18%
20/21	100%	99%	97%	34%	20%	19%	17%
19/20	100%	99%	96%	33%	18%	18%	16%
18/19	100%	99%	96%	32%	15%	13%	13%
17/18	100%	99%	93%	29%	11%	11%	10%
Growth	-	-	+4%	+6%	+10%	+9%	+8%

Table 2: Overview of Voluntarily Disclosed Diversity Characteristics 2018-22.

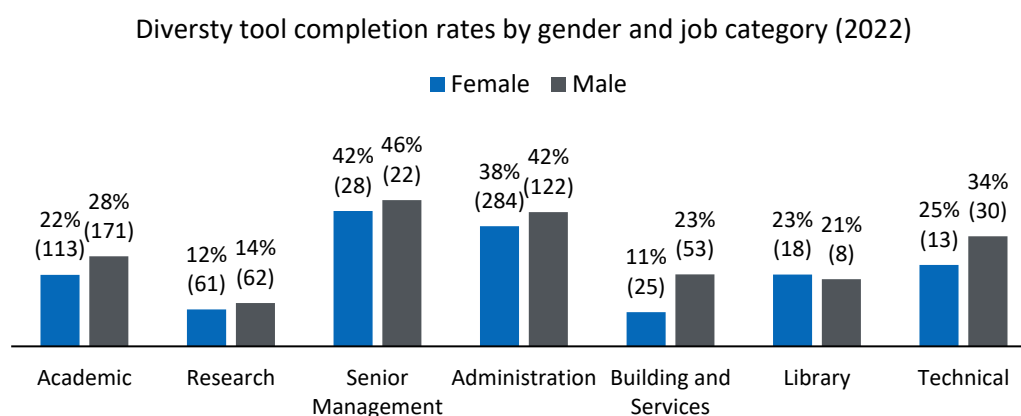


Figure 5: Diversity tool completion rates by gender and job category (2022)






ACTION 1.2.5: Enhance data collection and disclosure rates for diversity data, including ethnicity, to enable target setting for ethnicity and to support better gendered and intersectional understanding and analysis.

3. The self-assessment process



Outline the process of self-assessment undertaken in preparation for this application. This should include:






- + a description of the self-assessment team, including comment on the roles and responsibilities of individuals, and how these were assigned. The gender of SAT members, their professional/student role in the institution, and their specific role in the SAT should be noted in a table;
- + an overview of the approach taken to evidence-gathering and analysis. Details of consultation response rates, disaggregated by gender, should be provided;






Our current UASC is 63% female (12) and 37% male, 50% Academic (5M, 4F) 45% PMS (2M, 7F), & 5% (1F) Research; membership includes individuals from minority racial/ethnic, LGBT+, disabled communities & several members also have caring responsibilities. To ensure there is scope for institutional change at the highest level, UASC membership comprises institutional professional & academic leadership roles such as College Secretary (legal) & HR Director. Academic leadership representation includes the AVP-EDI and Faculty Deans & Dean/Associate Dean of Research, all roles academics take on for fixed terms. In 2021, we elected our new Provost, and associated with this, some new College Officers took up posts (**Table 3**).

SAT Members (Alphabetical order)	Role in institution and role in the SAT ²
Prof. Vivienne Brady 	2023 – present. Nominee of the Dean of the FHS. Brings expertise from HS and serves as an AS Co-Chair in her School.
Prof. Maria Brenner 	2021- 2022. Associate Dean of Research and Professor in Nursing and Midwifery. Left Trinity in 2022.
Prof. Clodagh Brooks 	2019-21. Served as AVPEDI and chaired the UASC.
Ms Vickey Butler 	2022-present. Assistant College Secretary. Expertise in legal, compliance and governance matters. Engagement in workshops to develop new actions.

² We note that beyond the UASC members, a significant number of other colleagues from across TCD kindly contributed to the writing of parts of this application.

<p>Ms Susan Cantwell</p> 	<p>2018-present. Executive Officer EDI unit. Engaged in Action Planning Workshops and support for the UASC.</p>
<p>Mr John Coman</p> 	<p>2016 - present. College Secretary. Oversees legal, compliance and governance matters.</p>
<p>Prof. Sylvia Draper</p> 	<p>2019-present Dean of STEM, Professor of Molecular Materials. Advocate for diversity in Science education and research. IUPAC representative. Member of EurACS. Engagement in workshops to develop actions.</p>
<p>Prof. Padraic Fallon</p> 	<p>December 2022 – present. Associate Dean of Research. Professor of Translational Immunology. Brings expertise from HS and draws threads between EDI, AS and the work of the Office of the Dean of Research. Engagement in workshops to develop actions.</p>
<p>Mr Michael Foley</p> 	<p>Co-opted in 2022. Programme Manager for the Trinity PPI Ignite Office, part of the national PPI Network. He has been facilitating public processes for over twenty years as part of his work in the NDA, Age & Opportunity and in TCD. Led our actions workshops in December 2022 and January 2023.</p>
<p>Dr Silvia Gallagher</p>	<p>2020-2021. Currently on leave.</p>

<p>Prof. Lorraine Leeson</p> 	<p>Served on the UASC as ADOR 2018-2021; 2021-present, serves as AVP-EDI. Professor in Deaf Studies. Chairs the UASC. Member of AS Writing Group. Leads on EDI strategy across the University. Engagement in workshops to develop actions.</p>
<p>Ms Claire Marshall</p> 	<p>Equality Officer (on leave 2021-23).</p>
<p>Prof. Theophile Munyangayo</p> 	<p>Co-opted in 2022. Based in the School of Languages, Literatures and Cultural Studies where he Chairs the EDI Committee and with experience of leading on AS and Race Equality work in the UK, where he was based until 2021.</p>
<p>Prof. Gail McElroy</p> 	<p>2019-present. Dean of AHSS. Responsible for promoting excellence in research and teaching and fostering an inclusive community with equality of access for all across her Faculty.</p>
<p>Dr Siobán O'Brien Green</p> 	<p>Acting Equality Officer (2021-present). Works to promote equality and non-discrimination in Trinity with particular regard to the protected grounds in equality legislation. Draws on her expertise and knowledge of GBV. Contributed to preparation of institutional and breastfeeding surveys and engaged in workshops to develop actions. Member of AS writing group.</p>

<p>Prof. Brian O'Connell</p> 	<p>2021-present Dean of Health Sciences. Responsible for promoting excellence in research and teaching and fostering an inclusive community with equality of access for all across his Faculty.</p>
<p>Ms. Siobhan O'Shea</p> 	<p>2019-present. Senior HR Specialist, HR. Contributed to overview on HR related actions progress, writing, engagement in workshops to develop actions and leadership on implementation of many key actions re 2018 GEP.</p>
<p>Ms. Antoinette Quinn</p> 	<p>2021- present. Director, HR Contributed to writing and leadership on implementation of many key actions re 2018 GEP. Engagement in workshops to develop actions.</p>
<p>Prof. Wolfgang Schmidt</p> 	<p>September 2021 – December 2022. VP/Dean of Research. Engaged in writing process and advising on alignment to research priorities.</p>
<p>Dr Nina Shiel</p> 	<p>2021-present. Research Fellow in Horizon 2020 funded TORCH project. Leader in WPs focusing on gender, research ethics & integrity and interdisciplinary research. Member of TCD Staff Disability WG. Expertise in intersectionality, LGBTQI+ and gender minorities. Participated in AS Writing WG and workshops to develop actions.</p>




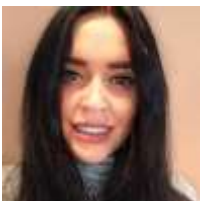
<p>Prof. Orla Sheils</p> 	<p>2018-2021. Served as Dean of HS. Responsible for promoting excellence in research and teaching & fostering an inclusive community with equality of access for all. In 2021, Prof. Shiels was appointed VP/CAO.</p>
<p>Prof. Graeme Watson</p> 	<p>2020 – present. Athena Swan Champion’s Network Chair and actively engaged in supporting implementation of 2018 GEP. Prof. of Theoretical Chemistry and Co-Chair of his School’s AS Committee, leading out on their 2023 Silver application. Engagement in workshops to develop actions.</p>
<p>Ms. Breda Walls</p> 	<p>2018 – present. Director of Student Services. Responsible for student support services including Orientation, AR, College Health, Student Counselling, Disability Services, Day Nursery and Sport.</p>
<p>Ms. Samantha Williams</p> 	<p>Co-opted 2022. EDI Data Analyst and AS Officer. Provides AS guidance to the institution, schools and units. Member of IUA Data Practitioners Network and AS Ireland Practitioners Network. Member of AS writing group. Preparation of EDI surveys, qualitative and quantitative data analysis and engaged in workshops to develop actions.</p>

Table 3: UASC Membership 2018-2023

Presentations/consultations on Athena Swan Ireland Charter and TCD Institutional Silver application	
Date	
11-Jan-22	Information Workshops on SAP (EDI & AS)
10-Mar-22	FHS Supporting AS in Health Sciences Information Session
15-Mar-22	Information Workshop on JAP (EDI & AS)
18-May-22	Board of Trinity presentation on AS timeline and AS Ireland Charter
26-Jun-22	HR Executive Management Team (EDI & AS)
25-Aug-22	HR Executive Management Team (AS)
06-Sep-22	TCD Tutor Induction (EDI & AS)
14-Dec-23	Workshop on AS Action Plan
11-Jan-23	Workshop on AS Action Plan
22-Feb-23	External Critical Reviewer sent draft application and action plan
12-Apr-23	EC presentation and draft application and action plan circulated.
17-Apr-23	EOG presentation and draft application and action plan circulated.
10-May-23	Council of Trinity presentation and draft application and action plan circulated.
10-May-23	Human Resources Committee Presentation on AS application
17-May-23	TCD Staff Union Representatives Presentation on AS application
24-May-23	Board of Trinity presentation and draft application and AP circulated.

Table 4: List of presentations and consultations from the EDI Office on Athena Swan Ireland Charter and TCD Institutional Silver application

The self-assessment draws on qualitative data from multiple sources:

1. GE/EDI Surveys conducted in 2015 (baseline survey), 2021, and 2022.
2. A College-wide breastfeeding survey (2022).
3. A workshop organised by the Disabled Postgraduate Students and Staff Forum (2021).
4. Focus Groups organised by the REEWG, with 80 participants from across the College (2022).
5. A sub-report commissioned from the HR staff wellbeing survey, providing an EDI analysis.

In March 2015, the baseline GE/EDI institutional survey was completed by 223 staff members (12% response rate). A follow-up survey in January 2021 secured 1,032

completed or partially completed responses (26% response rate and 75% completion rate). Our most recent survey (June 2022) secured 1,302 completed/partially completed responses (33% response rate; 74% completion rate) from a sample of 3,977 staff. To boost response rates, the EDI Office pledged to donate €1 to TCD's ASAP scholarship fund for each survey response. For this self-assessment, we analysed 769 fully completed responses from the 2021 survey and 966 fully completed responses from the 2022 survey. We observed the following trends:

- Response rates increased for all genders and job categories, especially male staff.
- Research staff remain underrepresented but targeting them in the 2022 survey led to a higher response rate overall (15%) and for male researchers (11%).
- The number of non-binary staff who completed the survey more than doubled (from 7 to 18), allowing us to report on their experiences separately for the first time.
- The number of staff who preferred not to specify their gender decreased from 55 to 36, despite the overall increase in survey responses.

	Academic response rates						
	Female	Male	NB	PNTS	Total	Responses	Headcount
Response rate 2015	30%	12%	-	16#	21%	184	886
Response rate 2021	31%	18%	3#	21#	26%	281	1082
Response rate 2022	34%	27%	5#	13#	32%	352	1110
Increase/decrease	+4%	+15%	+5	-8	+11%	+168	+224
	Research staff response rates						
	Female	Male	NB	PNTS	Total	Responses	Headcount
Response rate 2015	16%	6%	-	18#	14%	89	643
Response rate 2021	15%	5%	1#	5#	11%	105	966
Response rate 2022	17%	11%	4#	-	15%	148	985
Increase/decrease	+2%	+6%	+4	-18	+4%	+59	+342
	Professional, Managerial and Support response rates						
	Female	Male	NB	PNTS	Total	Responses	Headcount
Response rate 2015	<i>PMS staff not Included in 2015 survey</i>						
Response rate 2021	22%	13%	4#	29#	21%	384	1857
Response rate 2022	24%	18%	7#	7#	23%	426	1880
Increase/decrease	+2%	+5%	+3	-22	+2%	+42	+23

Table 5: Response rates by grade and gender 2015, 2021 and 2022

Staff weightings: College weighting and Survey weighting by job category

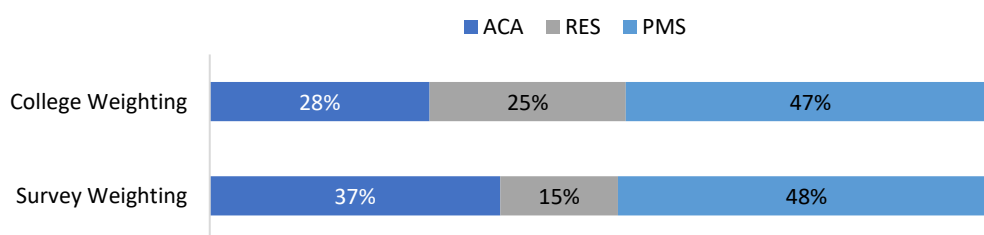


Figure 7: College weighting and 2022 survey weighting

Faculty weightings: College weighting and Survey weighting by Faculty

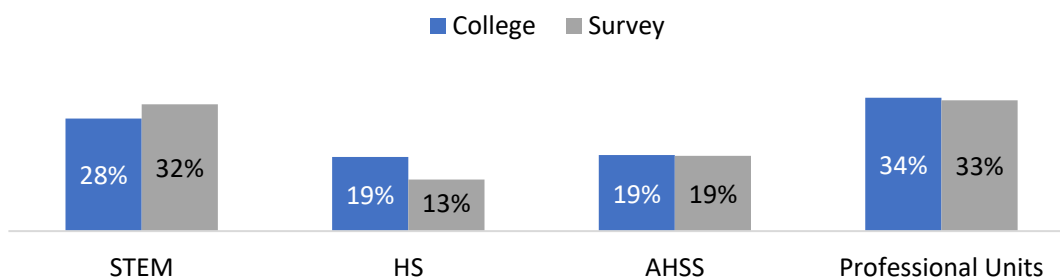


Figure 8. 2022 Survey Respondents by Faculty and College proportions



Action 1.3.1: Hold GE/EDI survey every two years. Apply learnings from 2021 and 2022 EDI Survey promotion campaign response to continue to grow GE/EDI survey response rate and target underrepresented groups.

- + information on plans for evaluating progress, including action plan implementation, over the coming four-year period. This should make reference to how often the SAT will meet, and how SAT succession and turnover will be planned and managed;

Bi-monthly meetings of the UASC occur across the year, allowing for monitoring & reporting on all actions. In application years, meetings increase to 1 per month. Between meetings, the UASC has an active MS Teams platform facilitating ongoing conversations, sharing of files,

resources & documents. Additionally, there is active iterative follow-up on key action points between EDI & action point owners.



Image 10: Athena SWAN Action planning workshop with some of the UASC (January 2023)

Succession planning: several roles are filled by College Officers (Deans, Associate Deans, AVP-EDI), leading to natural turn-over when new College Officers are appointed. Terms of office range from 3-5 years. Our SAT also incorporates key leadership roles from ASD (Student Services) and CSD (HR) and the Provost's Directorate (Secretary's Office). We have researcher representation and want to further build on the added value brought by co-opted colleagues in 2022-23. We envisage that the next iteration of our UASC will entail an open call to colleagues across TCD to express interest in participating in the UASC & will ensure trade union and student representation too (**AP 1.2.4**). We want to ensure that all voices are heard – thus, we will strongly encourage interest from those with lived experience of intersectional gender & inclusivity issues. Participation in UASC and other Committees is considered a positive contribution to TCD Community within academic promotions processes.

SAT turnover management: The SAT's TORs will be revised (2023-24) with guidance from the Secretary's Office to reflect the changing nature of the AS Ireland Framework, to ensure that

we can draw intersectional insight from WGs & networks and to support capacity and plan for turnover. We are **working to build institutional memory** by fostering a culture that values information sharing (**AP 1.2.3**). We do this through our AS Champions Network and will also build a community of practice for Trinity EDI Directors (**AP 1.3.4**). EDI Directors are based in award-holding Schools, currently no governance of their activity beyond School Executive Committee level exists. We want to harness the community expertise that exists via these roles and build capacity and institutional memory, while supporting local succession planning.

+ **information on how the findings and activity of the self-assessment team are, and will continue to be, communicated to senior management and the wider institution.**

Several UASC members contribute to the University's Senior Management team, promoting wider understanding and engagement with AS principles. Their active involvement in various Committees facilitates the dissemination of knowledge across the institution. Additionally, UASC members actively participate in networks and WGs throughout Trinity's 24 schools and dispersed campus, ensuring the application of AS principles across all units. Regular sharing of UASC findings and activities occurs with EC, Board, and Council, and starting in 2023, will be included in the annual EDI report, replacing the AEMR. To effectively communicate progress and outcomes, a comprehensive communications plan is being developed for both physical and digital campuses.



AP 1.3.2: Include Athena SWAN findings and reports of activity in annual EDI report to Board and Council, commencing 2023.



AP 1.3.3: Launch Biannual EDI Newsletter to ensure the work and progress arising from GAP 2023-27 is visible.



AP 1.2.4 Review and reform Principal and Compliance Committees of Trinity Board and Council in relation to and as a result of the HEA Act 2022 and ensure that there is an effective process in place for throughput of EDI work in the new structures.



AP 1.3.4: Establish and support a Trinity EDI Directors Network, with clear governance mechanisms to support their input to the appropriate Principal Committee of Board/Council.

Section 2: An assessment of the institution's gender equality context and, where relevant, wider equality context

In Section 2, applicants should evidence how they meet Criterion B:

Evidence-based recognition of the issues and opportunities facing the applicant

Recommended word count: 10,500 words

1. Overview of the institution and its context

- a. Provide a brief introduction to the institution, including any relevant contextual information. This should include information on:
 - + the mission of the institution, including its teaching and research focus
 - + the total number of staff by category of post
 - + the total number of student enrolments by programme type.

Founded in 1592 & situated on an historic campus in Dublin city centre, Trinity is defined by a tradition of leadership, innovation, & a determination to shape the future for the better.



Image 11: Aerial drone image of TCD campus and surrounding area

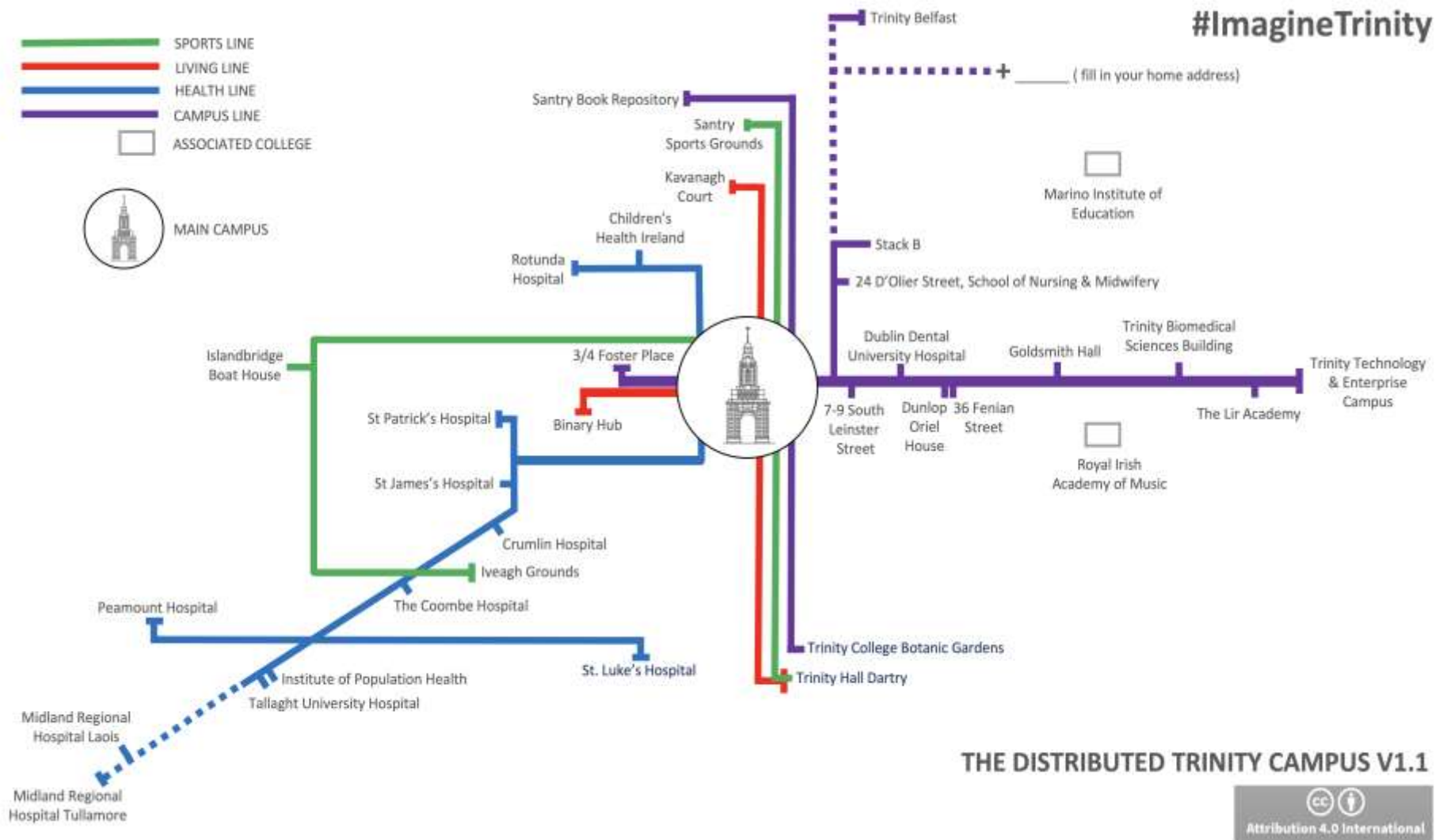


Image 12: Trinity: A Distributed Campus

The community has a strong sense of civic responsibility, pride in its achievements, and an inquisitive and entrepreneurial mindset in teaching, learning and research. In 2021, 429 years after Trinity was established in 1592 by Queen Elizabeth I, Dr Linda Doyle was elected as first female Provost and President.

Image 13: Provost and President Linda Doyle on the day of her election, 10 April 2021 with (then) President of the Students Union (2021-22) Leah Keogh beside statue of Former Provost, George Salmon.



- Trinity is a diverse campus with students and staff from over 120 countries. It is the preferred choice for 19% of Irish school leavers and was named Ireland's leading institution in the QS World University Rankings 2022. We ranked 8th most international university in the world (THE Rankings 2021).
- Trinity has a strong focus on research excellence and impact, with its researchers winning 43% of all ERC awards in Ireland from 2014-2020 and ranking 57th in the world (THE Impact rankings 2020).
- Trinity is also a leader in gender equality, ranked 3rd in the world in 2020 and 5th in 2021.
- As of March 2022, Trinity has 3,977 staff and 20,430 students.

2022 Staff by Category of Post			
	Female	Male	#
Academic	45%	55%	1110
Research	54%	46%	985
Senior Management	58%	42%	114
Administration	72%	28%	1044
Building and Services	50%	50%	468
Library	68%	32%	118
Technical	37%	63%	138
Total	56%	44%	3977

Table 6: Staff by Category of Post and Gender

Total number of student enrolments 2022				
	Female	Male	Not classified	#
Foundation	57%	43%	0%	86
Undergraduate	61%	39%	0.2%	14290
PG Taught	64%	36%	0%	4431
PG Research	54%	46%	0%	1623
Total	61%	39%	0.1%	20430

Table 7: Trinity Student Enrolments 2022 by Gender

b. Analyse and benchmark data on all staff by:

- + gender and category of post;
- + ethnicity and category of post;
- + additional equality grounds and category of post that are collected by the institution

TCD has three main staff groups: the largest grouping is PMS, then Academic, then Research staff. We acknowledge the significant role of research staff within TCD and we categorise them separately to allow us to focus our efforts on the career pathways for this cohort.

- Since 2018, Trinity has experienced an overall growth in staffing of 3.2%: a 5.3% increase in Academic staff, 11% increase in Research staff, and 3.8% increase in PMS staff.
- The proportion of female staff increased by 5.9%, while the proportion of male staff decreased slightly (0.1%). This is due to an increase in female Research staff (23%)

and Senior Management (24%). Meanwhile, staff numbers decreased in B&S, Library, and Technical Services, but there has been a 2% increase in female technical staff.

- The proportions of Academic and PMS staff at Trinity are consistent with the HEA benchmark for all universities as of 2021. However, a higher proportion of female staff are in the Research grade at Trinity compared to the HEA benchmark.

	Academic			Research			Technical			Senior Management					
	F	M	#	F	M	#	F	M	#	F	M	#			
2018	45%	55%	1054	48%	52%	887	35%	65%	144	-	-	-			
2019	46%	54%	1048	49%	51%	924	34%	66%	138	51%	49%	103			
2020	48%	52%	1073	49%	51%	927	35%	65%	144	57%	43%	110			
2021	45%	55%	1082	52%	48%	966	35%	65%	136	56%	44%	116			
2022	45%	55%	1110	54%	46%	985	37%	63%	138	58%	42%	112			
Benchmark	45%	55%		46%	54%										
	Buildings & Services			Library			Administration			Total PMS			All Staff		
	F	M	#	F	M	#	F	M	#	F	M	#	F	M	#
2018	50%	50%	508	67%	33%	132	72%	28%	1027	63%	37%	1811	54%	46%	3855
2019	51%	49%	504	68%	32%	132	73%	27%	996	63%	37%	1873	55%	45%	3856
2020	50%	50%	500	69%	31%	127	73%	27%	1041	63%	37%	1922	55%	45%	3922
2021	49%	51%	474	69%	31%	126	73%	27%	1005	63%	37%	1857	55%	45%	3905
2022	50%	50%	468	68%	32%	118	72%	28%	1044	63%	37%	1880	56%	44%	3977
Benchmark										64%	36%		53%	47%	
	Academic			Research			Technical			Senior Management					
	F	M	Total	F	M	Total	F	M	Total	F	M	Total			
Growth of Grp	5.2%	5.4%	5.3%	23.4%	0.4%	11.0%	2.0%	7.4%	4.2%	24.5%	4.0%	10.7%			
Change in Prop	0.0%	0.0%		6.0%	6.0%		2.0%	2.0%		7.0%	7.0%				
	Buildings & Services			Library			Administration			Total PMS			All Staff		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
Growth of Grp	9.0%	6.7%	7.9%	9.1%	13.6%	10.6%	2.0%	0.7%	1.7%	4.4%	2.8%	3.8%	5.9%	0.1%	3.2%
Change in Prop	0.0%	0.0%		1.0%	1.0%		0.0%	0.0%		0.0%	0.0%		1.4%	1.4%	

Table 8: Proportions of female and male staff within staff categories across TCD (2018/19-2021/22)

- To date, just 28% of staff have disclosed their ethnic origin in Core HR. Of these, the majority work in Academic (34%), PMS (32%) & Research (21%) roles (**Figure 9**). The areas with the lowest number of MEG staff (as disclosed) are Technical (1%) & Library (1%). There is no representation within the Senior Management grade, the category with the highest disclosure rate (37%) (**Table 9**).

- When disaggregated by gender & considered in terms of broad job category (**Figure 10**), 45% (M) MEG respondents are Academics, and 55% (F) MEG employees are PMS staff. 22% (F) and 21% (F) MEG staff are researchers.
- As the ethnic origin of the majority of staff is unknown (majority presumably White Irish), it is difficult to draw conclusions when benchmarked. Considering information we have & comparing against the HEA National Race Equality Survey (**Table 10**), we appear to be in line with other HEI's when it comes to representation of MEG staff members across all broad job categories. Disclosure is highest among PMS staff, the job category most in line with the benchmark.

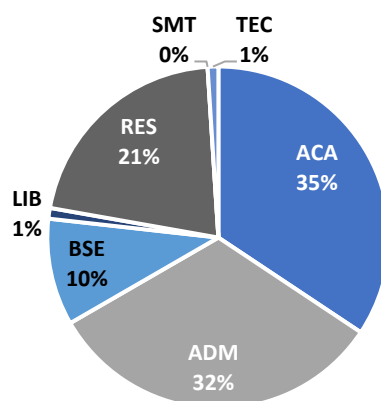


Figure 9: Minority Ethnic Groups by job category

Ethnic Origin	ACA	ADM	BSE	LIB	RES	SMT	TEC
Minority Ethnic Groups	■	■	■	■	■	■	■
White (Irish)	■	■	■	■	■	■	■
White other background	■	■	■	■	■	■	■
Total known	■	■	■	■	■	■	■
% Minority Ethnic	14%	9%	15%	5%	26%	0%	3%
Unknown	861	677	402	97	903	71	98
Disclosure rate	22%	35%	14%	18%	8%	37%	29%

Table 9: Minority Ethnic Groups by job category

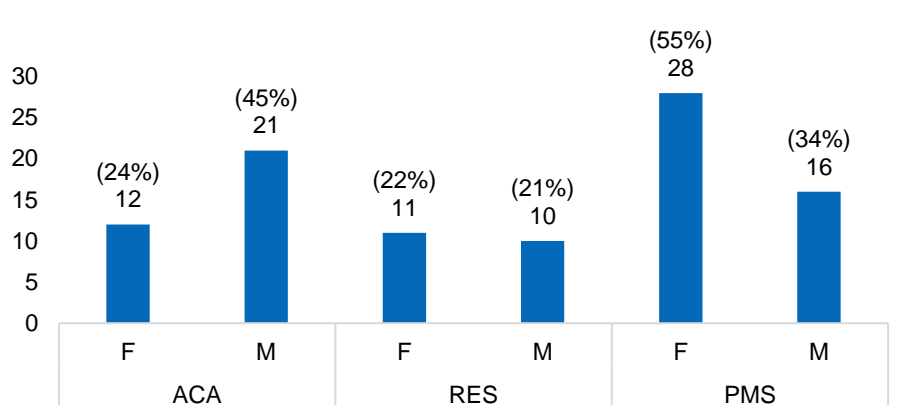


Figure 10: Minority Ethnic staff by gender and broad job category

Job Category	White Irish	White Other	Minority Ethnic Groups
Academic TCD	45%	42%	14%
Academic Benchmark	71%	18%	9%
Research TCD	32%	43%	26%
Research Benchmark	47%	32%	21%
PMS TCD	76%	15%	8%
PMS Benchmark	79%	14%	6%
Total TCD	63%	26%	11%
Total Benchmark	72%	18%	8%

Table 10: Ethnic Origin by category of post 2022 against National Race Equality Survey

- c. Comment and reflect on the institution's key leadership structures and committees. This should include data by gender, with benchmarks where available, on the following:
 - + Governing Body/Authority membership;
 - + Academic Council membership;
 - + Executive Management Team, or equivalent, membership;
 - + Influential institutional committee membership;
 - + Heads of academic departments and professional units.
- d. Comment and reflect on how the institution is building capacity to understand and address any underrepresentation in leadership and committee roles across additional equality grounds.

Since setting **GAP 5.2** in 2015, Trinity has made strides towards achieving gender balance on all committees. The target aims to limit the representation of any one gender to no more than 60% on key decision-making committees. Board, which governs TCD, has maintained a 60/40 gender balance since 2015, except in 2020 where 38% were female. In 21/22, females

comprised the majority of Board for the first time at 56% however Council membership fell outside the 40/60 gender balance for the first time since 2011, with an overrepresentation of women at 63% due to a vacancy. The increase in female representation on Board and Council is attributed to the number of females holding *ex officio* roles in TCD and increased female representation in senior management, including the Provost, Vice Provost, and two of three elected Faculty Dean positions.

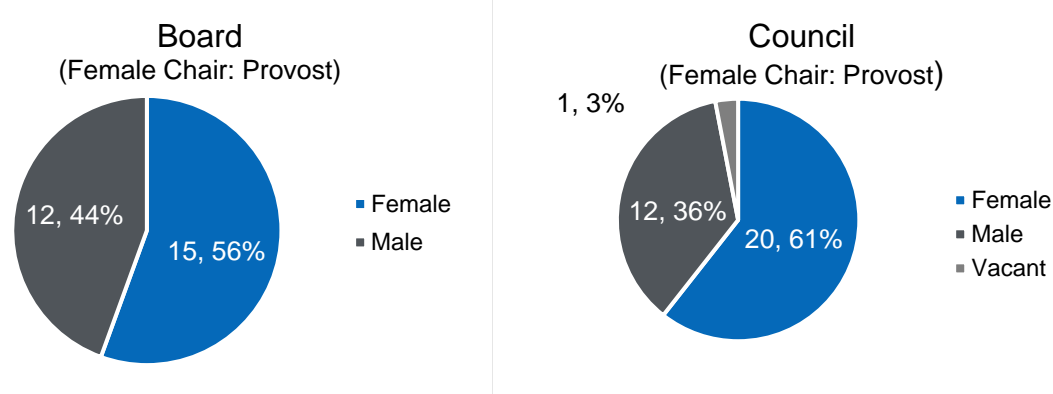


Figure 11: Gender representation on Board and Council at December 2021

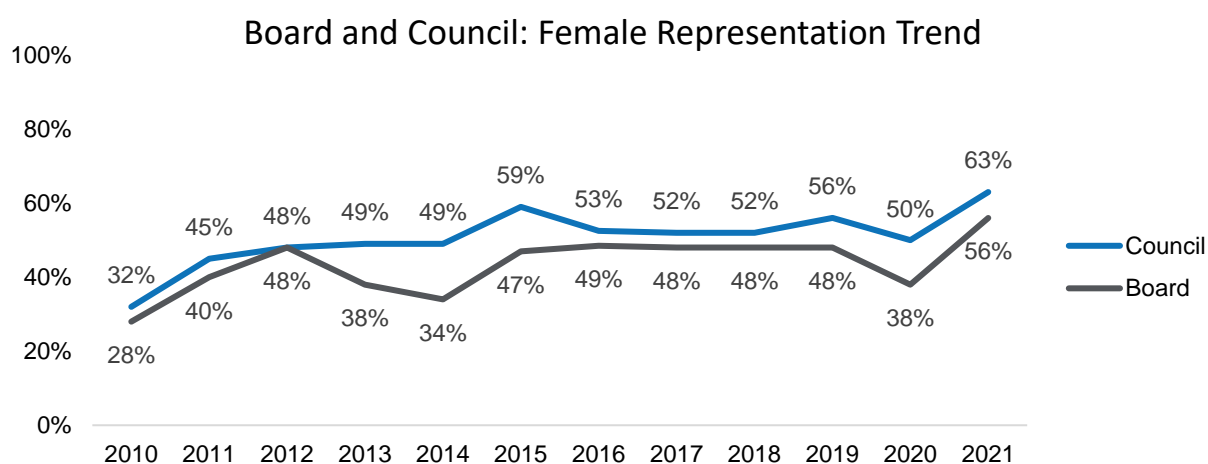


Figure 12: Board and Council: Female Representation Trend

The gender mix of current officers on EOG (who are *ex officio* or appointed by the Provost) is 10 F & 7 M. For the first time female members comprise 60% of Executive Officers, up from 31% in 2015.

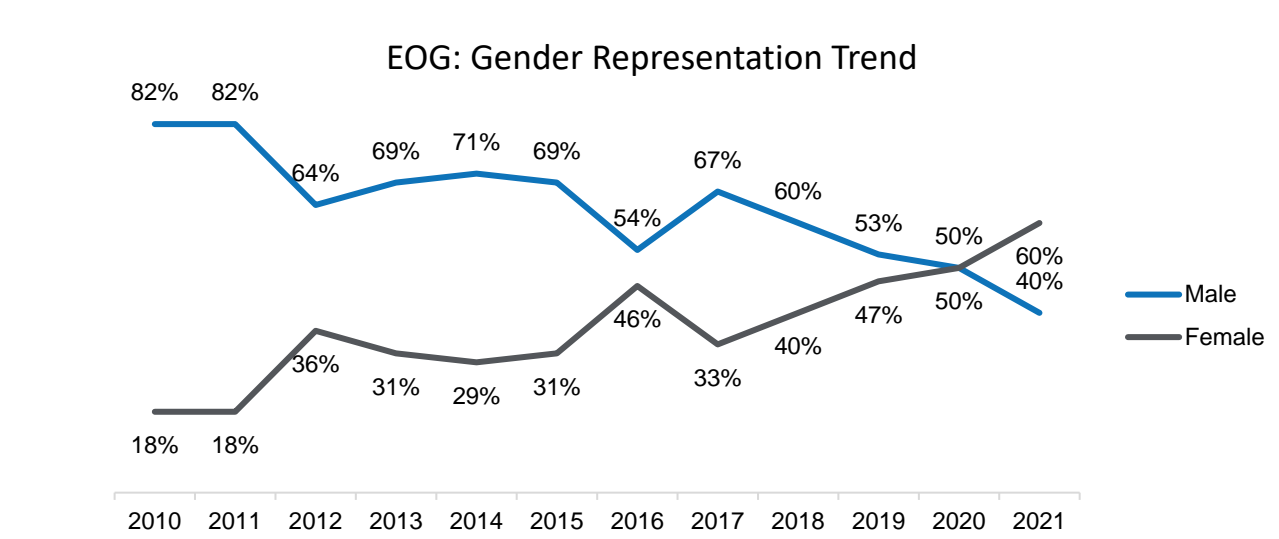


Figure 13: EOG Female Representation Trend

Impact Box 2: Improving balance on College Committees



Issue identified:

GAP 5.2 2015: Uneven gender representation on College Committees

Actions Taken:

- ✓ Broader recruitment and career development initiatives diversified pool of eligible staff whose role offers committee membership.
- ✓ Increased female representation in College leadership positions.
- ✓ All committees specify in Terms of Reference that “In determining the composition of the Committee no more than 60% of the membership should be of any one gender”.
- ✓ Provide annual monitoring data in our Annual Equality Monitoring Report on gender to key committees and members to sustain raised awareness of gender balance on our committees.

Impact:

- **Target 2015 GAP:** Improve gender balance on all Committees
 - **Achieved:**
 - The 3 key committees (Board, Council and EOG) have the highest ever female representation.
- Since 2015:
- 11% increase in female representation at Board
 - 9% increase in female representation at Council
 - 29% increase in female representation at EOG
- AS of 2021/22: 54% of members on influential institutional committees are female, an 11% growth since 2015.

Trinity compares well to other Irish Universities regarding female representation and gender balance on decision making committees. We remain committed to ensuring that vacancies are filled as soon as possible & gender balance is maintained.

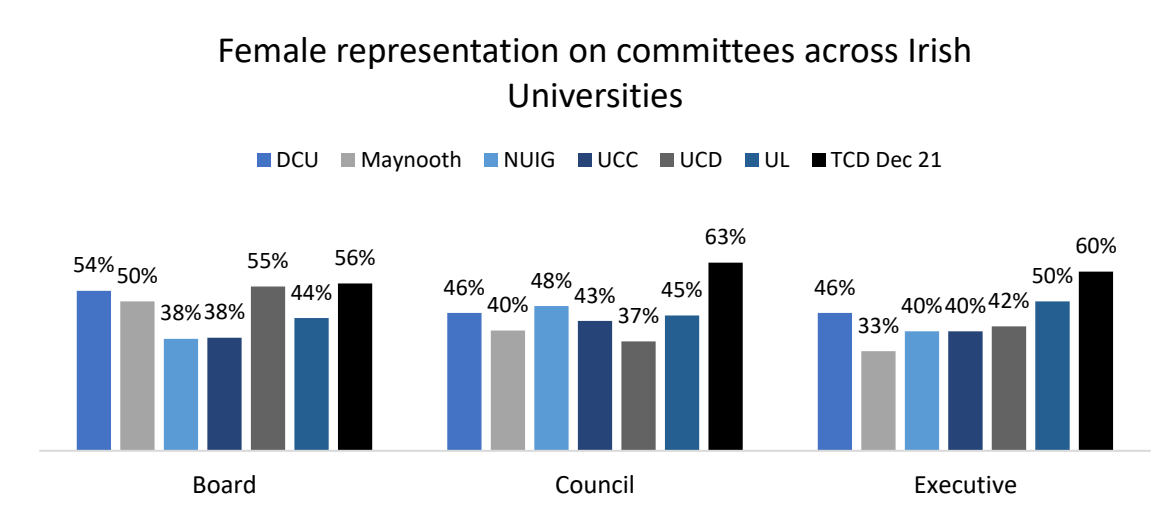


Figure 14: Female representation on committees across Irish Universities

Appointment to HoS is by nomination within each Faculty. Where there is more than one candidate, HoSs are elected in accordance with prescribed regulations. The proportion of female Heads of School is 38%, increasing slightly since 2018 and remaining constant over the last 3 years. Two of our three Faculty Deans are female.

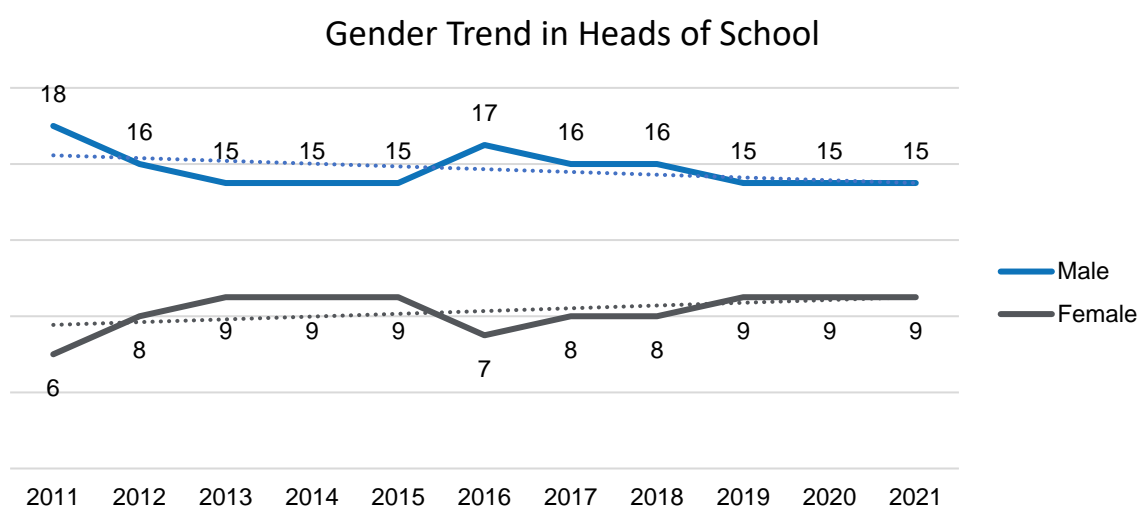


Figure 15: Gender Trends in Heads of School

The number and proportion of female staff in Senior Management, responsible for Trinity's professional units has increased since 2018 moving from 51% to 58%.

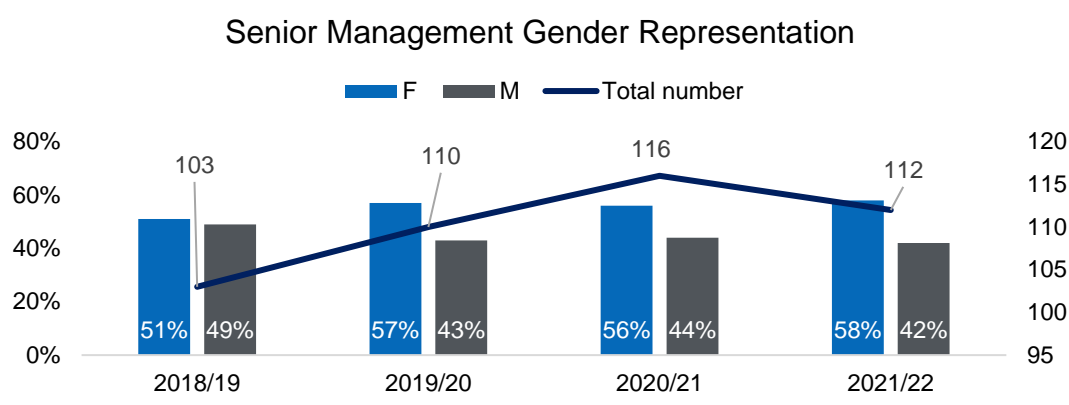


Figure 16: Senior Management Representation

Table 11 shows a full list of sub-committees of Board and Council & illustrates that most key committees have achieved/are close to the target 40% M/F membership. Highlighted committees have a vacancy at time of data capture, contributing to imbalance. Biggest improvements relate to Finance Committee, up from 27% F in 2018 to 58% F in 2022 and HR Committee, rebalanced from 79% F to 64% F. Quality committee has the biggest overrepresentation of any one gender (68% F). Overall, females comprise 54% of Committee members, a 7% increase on 2018 and an 11% increase on 2015.

Committee	%F 2015	% F 2018	% F 2021	#
Board	47%	48%	56%	27
Council (vacancy)	59%	52%	63%	32
Audit	37%	33%	63%	8
Estates Policy	50%	44%	50%	10
Finance	39%	27%	58%	12
HR	43%	79%	64%	14
Library & Information Policy	46%	50%	53%	15
Undergraduate Studies	35%	47%	42%	33
Graduate Studies	38%	34%	52%	29
Research (vacancy)	29%	53%	39%	36
Coiste na Gaeilge	36%	40%	47%	15
Equality (vacancy)	64%	60%	61%	13
Quality	75%	55%	68%	18
Safety	60%	37%	56%	16
Total	43%	47%	54%	278

Table 11: Gender balance of committees

Following the HEA Act (2022) there will be changes to Board & a reform of our Principal and Compliance Committees. From 22/23, HR Committee will become People and Culture Committee with EDI as a sub-committee. The Registrar & Secretary lead work on such changes and are incorporating our commitment to gender balanced committees and working to ensure robust governance of EDI.



AP 1.2.4 Review and reform Principal Committees of TCD Board and Council ensuring that there is an effective process in place for throughput of EDI work in the new structures.



AP 2.1.1 Continue commitment to achieving and maintaining gender balance (i.e. at least 40%) in re-constituted Board and Principal and Compliance Committees.

2. Supporting and advancing academic and research staff careers

- a. Provide data on staff by grade and gender. Analyse and benchmark the career pipeline(s) across the institution

Unless otherwise specified, the source for all data is HR, as of 31 March for each year. The data refers to headcount numbers, and 'academic staff' refers to academic grades only, not research staff.

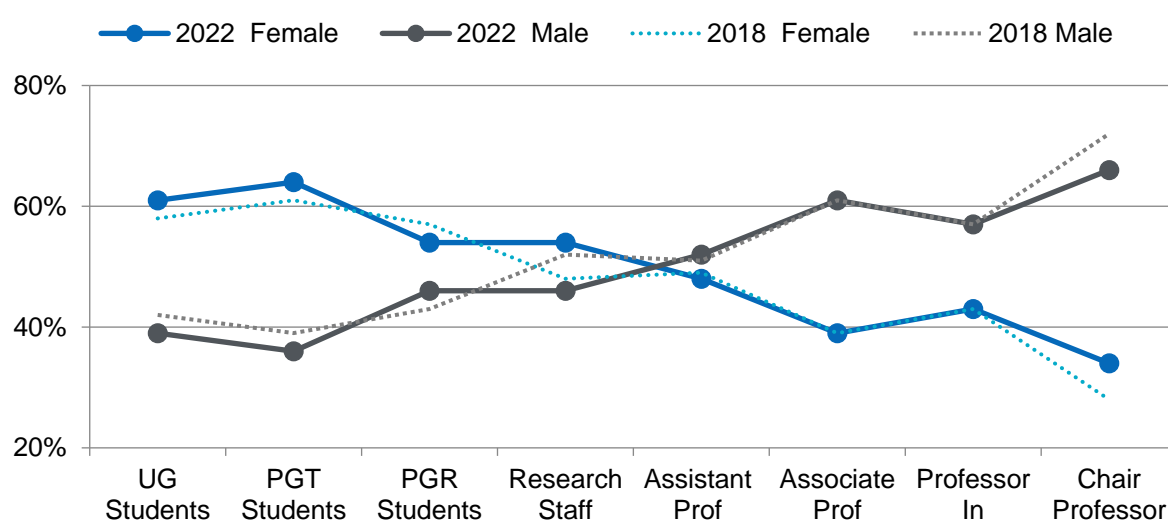


Figure 17: Academic pipeline by gender and grade 2022


	2022			2018		
	Female	Male	Total	Female	Male	Total
Professor Of	34%	66%	111	28%	72%	108
Professor In	43%	57%	108	43%	57%	84
Associate Prof	39%	61%	245	39%	61%	218
Assistant Prof	48%	52%	461	49%	51%	477
Research Staff	54%	46%	975	48%	52%	887
PGR Students	54%	46%	1623	57%	43%	1627
PGT Students	64%	36%	4431	61%	39%	3321
UG Students	61%	39%	20430	58%	42%	13025

Table 12: Academic and Research Staff by grade 2018 and 2022

Since our 2018 renewal, there has been a convergence in gender mix at the most senior and junior academic grades. When looking at PhD students in a pipeline context, we see an

improved progression to research posts. F representation at Chair level (28%F>34%F) indicates noticeable improvements and compares favourably with the HEA average of 27%F. In November 2022, the academic staff cohort's gender profile showed that F Chair Professors had increased further to 35% reflecting the impact of the **2018 AS GAP**, which set a target of 35%F Chair Professors by 2021 (**Impact box 3**).

Impact box 3. Increasing female representation at Chair level

	<p>Issue identified:</p> <p>GAP 2.1 2015: Glass ceiling at Chair Professorship In the initial self-assessment only 15% of staff at the most senior professorial grade were female.</p> <p>GAP 3.1 2018: Achieve female representation among Chair Professors of 35% by 2021 and 40% by 2024</p>
	<p>Actions Taken:</p> <ul style="list-style-type: none"> ✓ Dedicated Senior Appointments Recruitment Partner in place coordinating Chair recruitment with gender equality as a key priority in respect of Selection Committee membership and candidate pools. ✓ A Steering Group led by the Provost in place to oversee all Chair activity. ✓ Benchmarking at discipline level conducted to ensure gender targets are met in line with the market analysis. ✓ Unconscious Bias Observers are in place as standard at all stages of recruitment. ✓ Brochures for appointments are designed to ensure that tone and content appeal equally to candidates. ✓ Revisions to the SAP policy requires the Board to have regard to gender targets when setting the overall indicative quota for promotions. ✓ Update to the policy further addressed accommodation for 'personal circumstances', whereby candidates indicate the impact of periods of time out so this can be taken into account. ✓ All SAPC members must complete the EDI in HE online training. ✓ Information Workshops on the Promotions Process delivered to each of the three Faculties in advance of promotion calls. ✓ Successful bids for SALI Professors (2 appointed to date; awaiting funding for 3rd).
	<p>Impact:</p> <ul style="list-style-type: none"> - 2018: Target of 26% female at Chair level exceeded (28%). - 2022: Target of 35% female professor at Chair level met. - 7% increase since 2018, 8% higher than the sector average and 20% increase since original GEP 2015.

During the pandemic, professorial recruitment deaccelerated slightly, but it is now heading towards our 40% target (**AP 2.2.4, 2.2.6**). This includes two SALI professorial appointments – we await funding for a third. Against 2021 staffing figures across all Irish universities (**Figure 18**), TCD's F representation is higher at the top two senior grades and lower at the two junior ones.

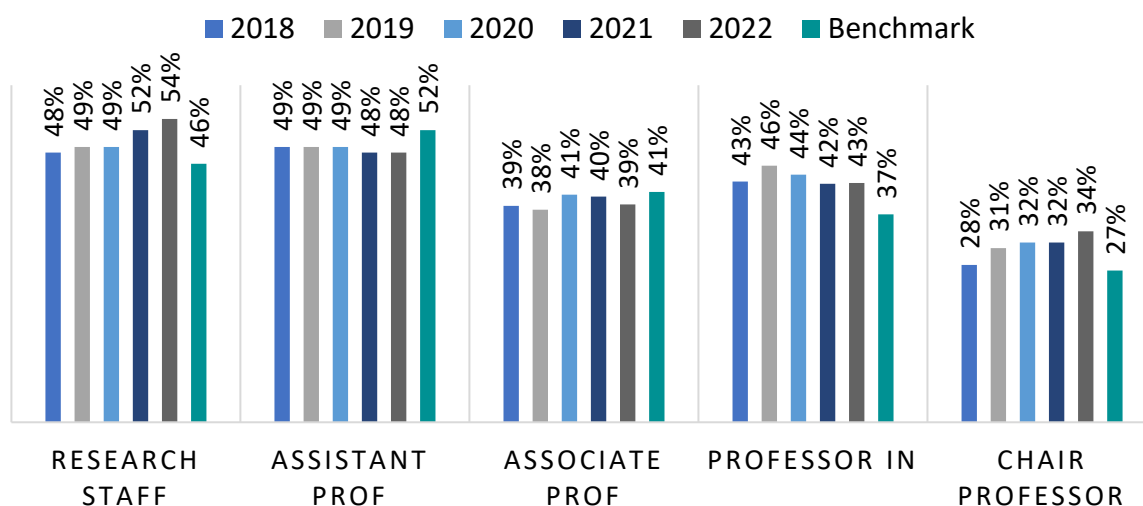


Figure 18: Percentage female by grade 2018 – 2022

Looking at the trend over time, F representation has increased at every academic grade, and significantly at the two senior grades: Professor In (31%F>43%F) and Chair Professor (12%F>34%F).

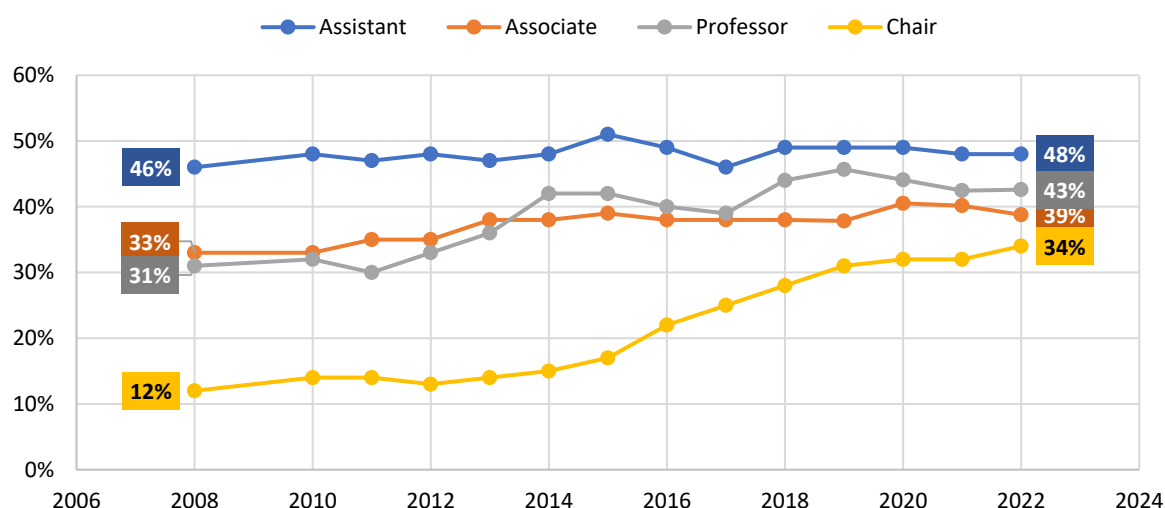


Figure 19: Female Representation in Academic Grades Trend

Considering career pipelines by faculty (**Figures 20-22**), we see a considerable increase in F representation at Chair level across TCD. STEM and AHSS show a 5% increase, and FHS a 4% increase, in gender balance. HS has reached a 40/60 gender balance for Associate Professor, Professor In, and Chair grades (**Table 14**). Although STEM has the lowest percentage of F Professors In (26%), significant progress has occurred since engaging with AS in 2015. This progress is evident throughout the pipeline, starting from the increase in F undergraduates to Chair Professors (**Figure 22**).

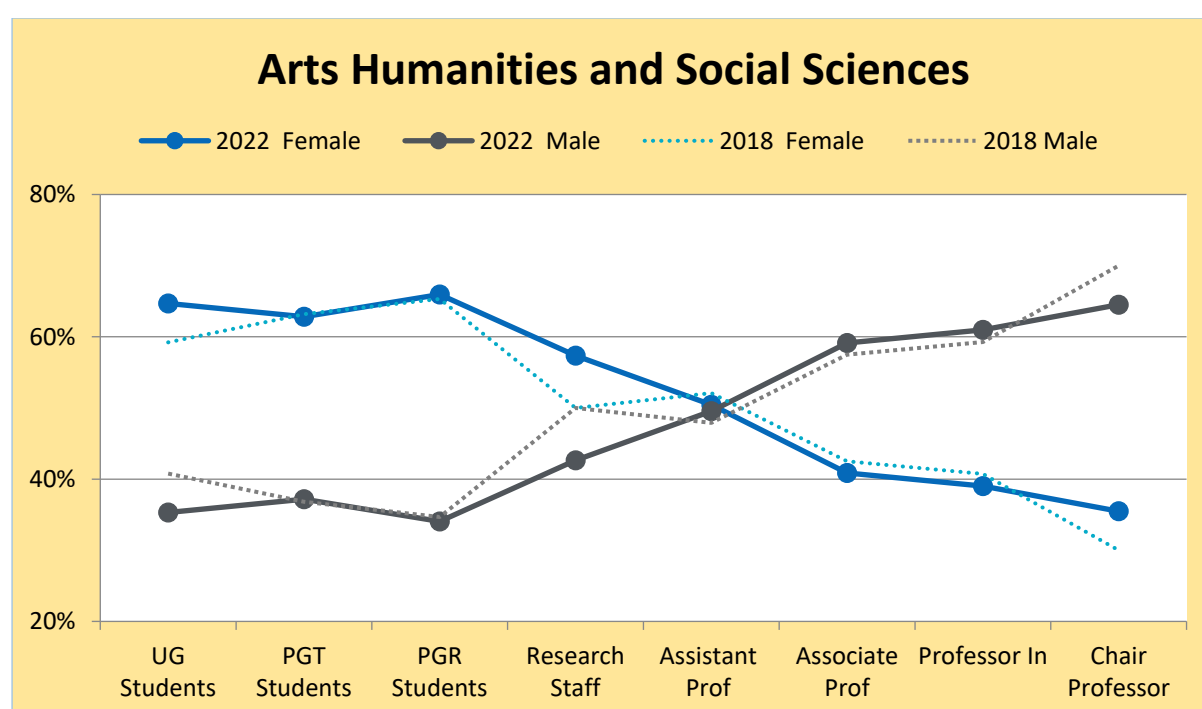


Figure 20: AHSS Pipeline 2018 – 2022

AHSS Pipeline	2022			2018		
	Female	Male	#	Female	Male	#
UG Students	65%	35%	5123	59%	41%	3811
PGT Students	63%	37%	2197	63%	37%	2062
PGR Students	66%	34%	925	65%	35%	620
Research Staff	57%	43%	129	50%	50%	82
Assistant Prof	50%	50%	218	52%	48%	215
Associate Prof	41%	59%	93	43%	58%	80
Professor In	39%	61%	41	41%	59%	27
Chair Professor	35%	65%	31	30%	70%	30

Table 13: AHSS Pipeline 2018 – 2022

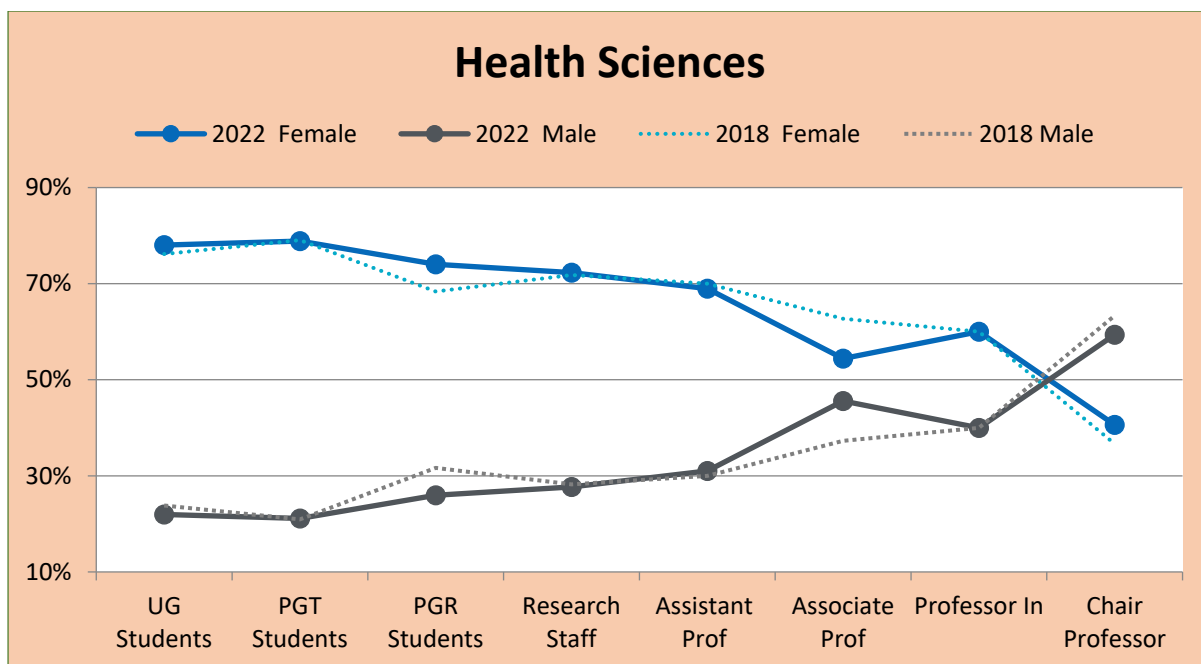


Figure 21: Health Sciences Pipeline 2018 – 2022

Health Sciences Pipeline	2022			2018		
	Female	Male	#	Female	Male	#
UG Students	78%	22%	3291	76%	24%	3289
PGT Students	79%	21%	757	79%	21%	640
PGR Students	74%	26%	520	68%	32%	335
Research Staff	72%	28%	278	72%	28%	241
Assistant Prof	69%	31%	116	70%	30%	130
Associate Prof	54%	46%	68	63%	37%	59
Professor In	60%	40%	30	60%	40%	20
Chair Professor	41%	59%	32	37%	63%	30

Table 14: Health Sciences Pipeline 2018 – 2022

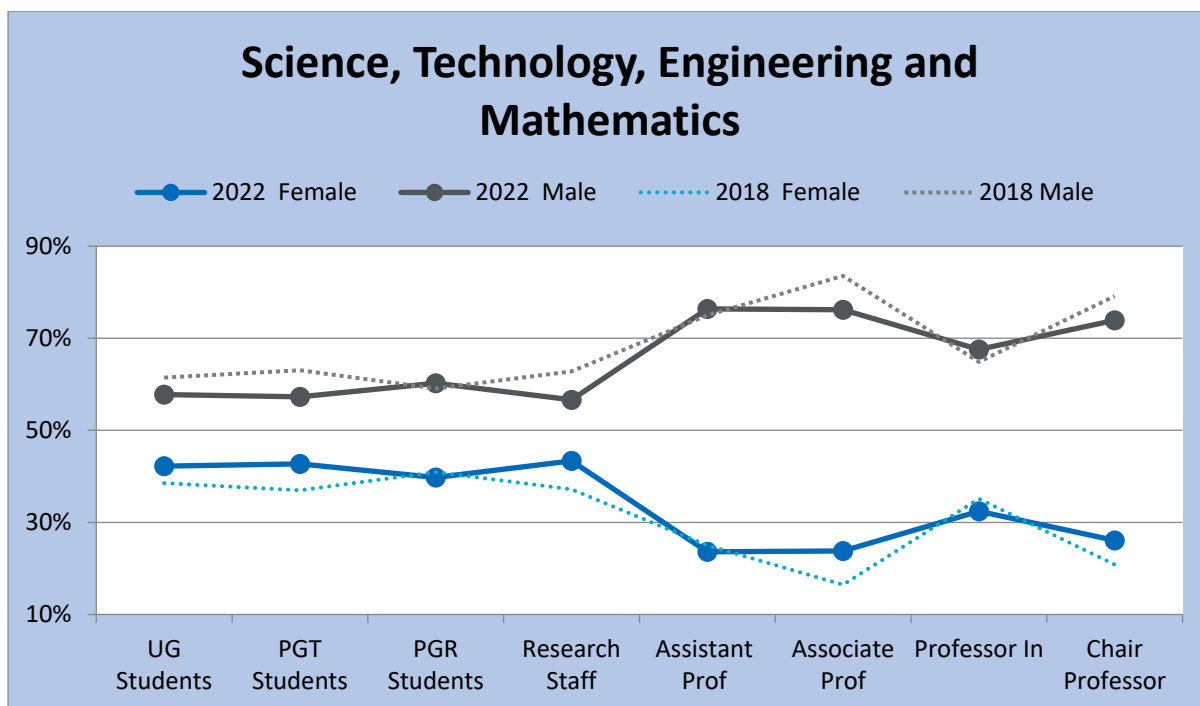


Figure 22: STEM Pipeline 2018 – 2022

STEM Pipeline	2022			2018		
	Female	Male	#	Female	Male	#
UG Students	42%	58%	3917	39%	61%	3424
PGT Students	43%	57%	667	37%	63%	487
PGR Students	40%	60%	762	41%	59%	628
Research Staff	43%	57%	535	37%	63%	543
Assistant Prof	24%	76%	127	25%	75%	132
Associate Prof	24%	76%	84	16%	84%	79
Professor In	32%	68%	37	35%	65%	37
Chair Professor	26%	74%	46	21%	79%	48

Table 15: Health Sciences Pipeline 2018 – 2022

Research percentages (**Figure 23**) have shifted from 48%F to 54%F (sector average = 46%F). Looking at grade, Fs appear to be increasingly recruited at RA level, while the percentage of Ms at the RA and RF grades has remained steady. The increase in F RAs appears to have occurred sharply in the early stages of the pandemic.

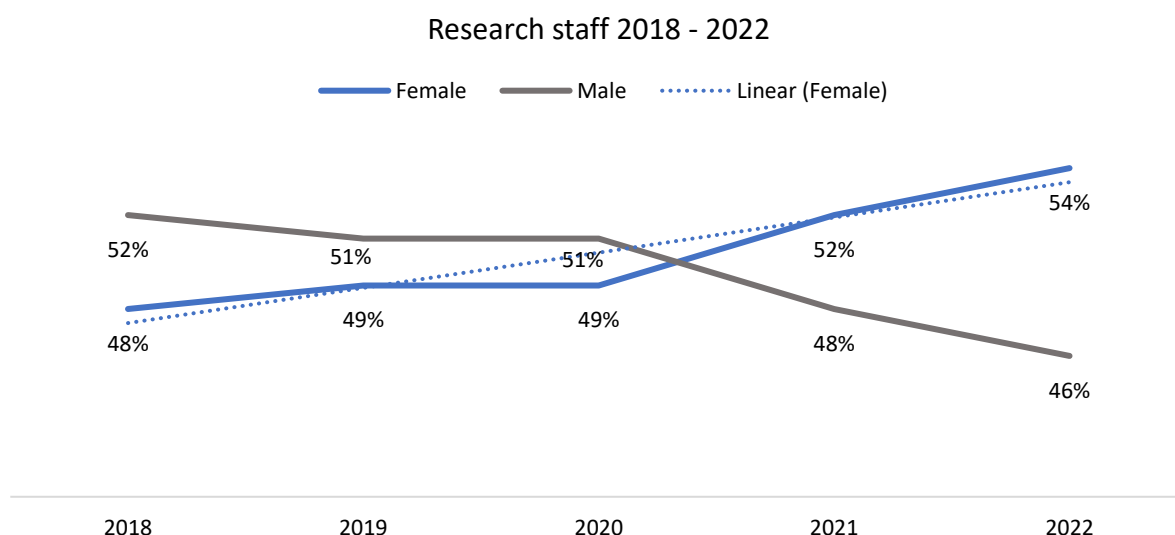


Figure 23: Research Staff by gender 2018 – 2022

In 2018, 39%F researchers and 34%M researchers were at RA grade. By 2022, this increased to 47%F and 35%M – almost half of all F researchers were at RA grade, while 65%M researchers were at RF. **Table 16** shows that, for 2022, RA grades were comprised of 61%F – up from 51%F in 2018.

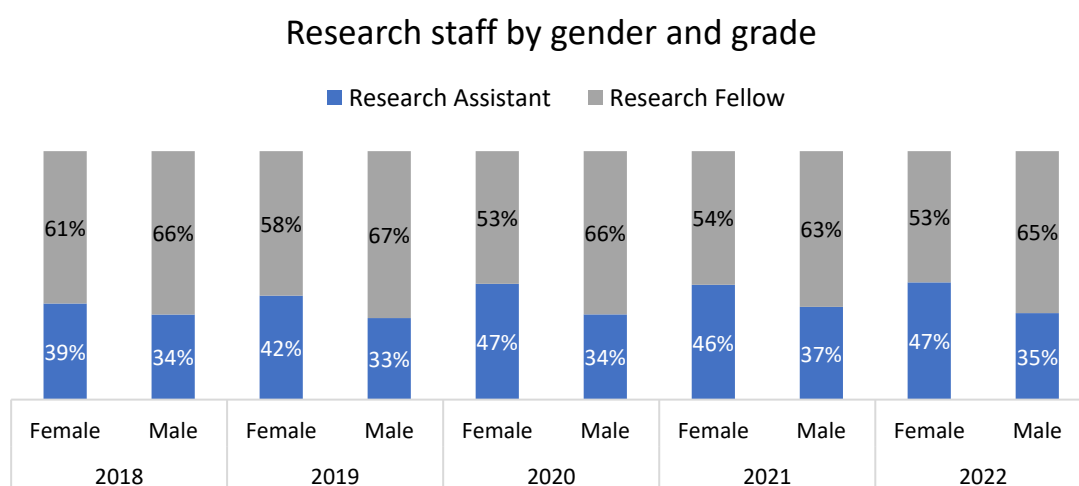


Figure 21 Research staff by gender and grade 2018 - 2022

2022	Female	Male	% Female
Research Assistant	249	159	61%
Research Fellow	279	298	48%
% Research Assistant	47%	35%	
2021	Female	Male	% Female
Research Assistant	231	174	57%
Research Fellow	269	292	48%
% Research Assistant	46%	37%	
2020	Female	Male	% Female
Research Assistant	212	162	57%
Research Fellow	243	310	44%
% Research Assistant	47%	34%	
2019	Female	Male	% Female
Research Assistant	189	155	55%
Research Fellow	263	317	45%
% Research Assistant	42%	33%	
2018	Female	Male	% Female
Research Assistant	161	154	51%
Research Fellow	255	296	46%
% Research Assistant	39%	34%	

Table 16: Research Staff 2018 -2022

When examining RAs in 2018 and 2022 by faculty, we see little proportional change in HS. In AHSS, F RAs grew by 10% and F RFs by 8%, suggesting that the increase was sustained across the career ladder, however, the most significant rise appeared in STEM, wherein F RAs increased by 15%, but F RFs by just 2%. Among non-faculty members, F RAs increased by 13%.

	2018			2022			Change
AHSS	Female	Male	% Female	Female	Male	% Female	
Research Assistant	16	13	55%	22	12	65%	10%
Research Fellow	25	28	47%	52	43	55%	8%
STEM	Female	Male	% Female	Female	Male	% Female	
Research Assistant	65	119	35%	96	97	50%	15%
Research Fellow	137	222	38%	136	206	40%	2%
HS	Female	Male	% Female	Female	Male	% Female	
Research Assistant	80	22	78%	115	35	77%	-1%
Research Fellow	93	46	67%	87	43	67%	0%
Non-Faculty	Female	Male	% Female	Female	Male	% Female	
Research Assistant	6	9	40%	16	14	53%	13%
Research Fellow	5	3	63%	4	5	44%	-19%

Table 17: Research Staff by faculty 2018 and 2022

Typically, researchers without a PhD are recruited as RAs and those with a PhD as RFs, with IUA pay scale guidelines often followed, however, this needs to be considered further, as follows:

- A) Is there any relevance to the pandemic e.g. delay in PhD award conferrals.
- B) Does this map to an increase in female postgraduates accessing RA work while studying?
- C) Does this impact our gender pay gap?



AP 2.2.1 Investigate the increase in female RAs over the last 5 years.



AP 2.2.2 Consider the results of the comprehensive research undertaken by the Employment Patterns and Contracts working group and make appropriate recommendations based on findings.



AP 2.2.3 Strengthen career development supports for Research Staff.

- b. Provide data on staff on fixed-term contracts, contracts of indefinite duration/permanent contracts and hourly-paid contracts by gender. Outline the instances where fixed-term and hourly-paid contract types are used. This should include comment on:
 - + Whether or not numbers of fixed term/hourly paid contracts are representative of a typical year;
 - + the rationale for the use of short-term contracts;
 - + the extent to which hourly-paid teaching staff contribute to the delivery of core modules.
 - + comment and reflect on recruitment policies and processes. This should include analysis of three years of data on applications, shortlisted candidates, and appointment rates by gender and grade.

Academic Staff Contracts

TCD doesn't issue zero-hour contracts. The percentage of F and M academics on permanent/ID contracts is currently at its highest (72%F; 76%M), however, while FTCs are balanced (142F; 142M), the percentage of Fs thereon is consistently higher than it is for Ms. Overall, we see a 1% increase for Fs and a 2% increase for Ms on permanent/ID contracts,

compared to 2018, but this is still below the HEA average, wherein 81%F and 88%M academics hold permanent/ID contracts.

Considering academic staff members by grade/contract (**Table 18**), most on professorial grades are permanent/ID, with little gender difference, however, at Assistant Professor grade, 30%F and 34%M are on FTCs, representing 53% of all academics thereon. New Assistant Professors are typically employed on tenure track FTCs (introduced in 2016). During this period, they work with a multiannual development plan, with their final review confirming tenure.

‘Other Academic’ represent 44% of FTC staff members and include Lecturer Registrars, PT Lecturers and Teaching Fellows – 67%F and 65%M are on FTCs (**Figure 24 and Table 18**).

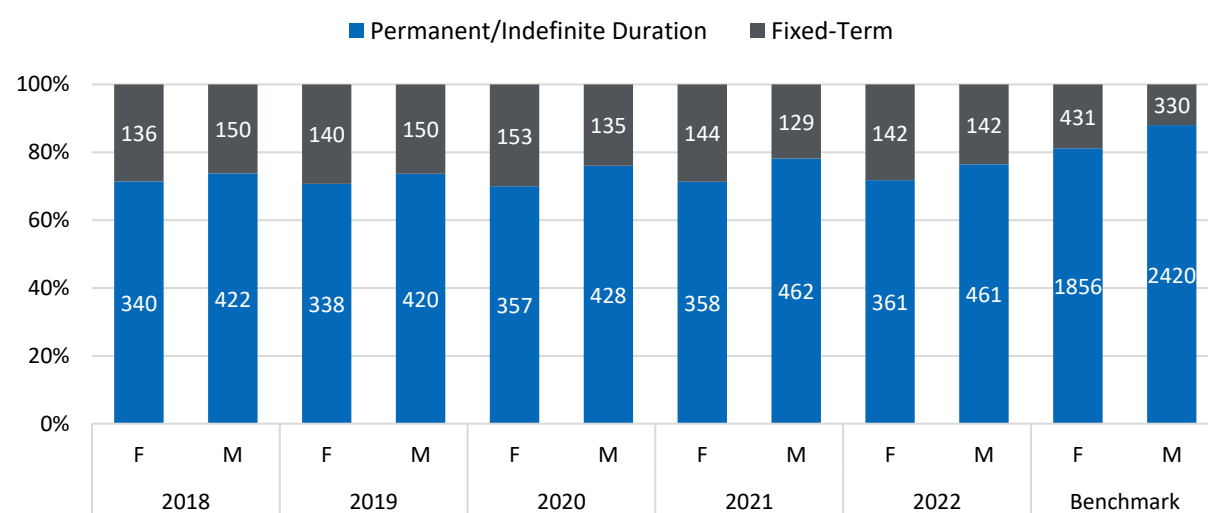


Figure 24: Overview of academic staff contract type and gender 2018 – 2022

	2022							
	Female				Male			
	Perm./I D	FTC	Total	%Perm./I D	Perm./I D	FTC	Total	%Perm./I D
Other Academic	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	33%	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	35%
Assistant Prof	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	70%	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	66%
Associate Prof	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	97%	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	98%
Professor	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	96%	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	98%
Chair Professor	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	100%	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	99%

Table 18: Academic staff by contract type and grade 2022

In 2018, 286 (136F; 150M) academic staff members held FTCs – today there are 284 (142F; 142M) (**Figure 23**). **Figure 25** shows the distribution of academic FTCs for 2018 and 2022 – representative of a typical year. A high proportion of academics on FTCs are tenure track Assistant Professors, however, M and F representation among FTC Teaching Fellows has increased. TCD has established a working group on ‘Employment Patterns and Contracts’, to review the issue of any precarity that may exist. It is currently conducting both qualitative and quantitative research on this topic. (**AP 2.2.2**).



AP 2.2.2 Consider the results of the comprehensive research undertaken by EP&C WG and make appropriate recommendations based on the findings.

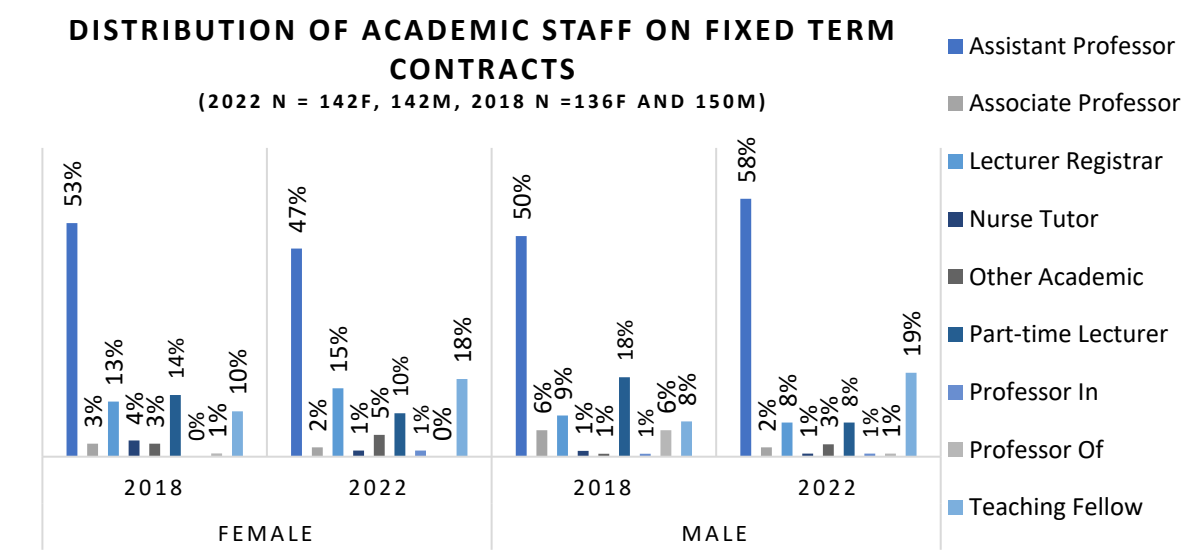


Figure 25: Distribution of academic staff on fixed-term contracts 2018 and 2022

Table 19 shows that 53% of all academic FTCs are held in 4 schools, with 28% in the School of Medicine, which has high FTC use due to joint appointments with clinical partners, wherein rotation to clinical/hospital sites is required and Lecturer Registrars are appointed annually.

Three of the four schools with the highest proportion of FTCs recently secured AS Bronze awards: Engineering (2020), Social Sciences and Philosophy (2021) and Medicine (2022). All acknowledge the FTC issue and have committed to local actions to complement institutional progress, providing additional support to those on FTCs typical to their discipline.

TCD is in line with the sectoral averages of Ms and Fs on FT and PT permanent contracts. We compare well regarding the proportion of F staff members on temporary FT contracts (48% v 55%) and particularly well regarding temporary PT contracts, with F staff members comprising 55% at TCD against a 74% sectoral average. F staff members comprise 50% of all academic staff members on FTCs – slightly below the sectoral average (55%) (**Table 20**).

School/Unit	% of female FTC	% of male FTC	% of total FTC
Faculty Office - Faculty of AHSS	0%	1%	0%
Office of CAO/Vice Provost	0%	1%	0%
School of Biochemistry & Immunology	1%	0%	0%
School of Computer Science & Statistics	3%	6%	4%
School of Creative Arts	2%	1%	2%
School of Dental Sciences	1%	1%	1%
School of Education	4%	1%	2%
School of Engineering	4%	11%	7%
School of English	0%	2%	1%
School of Genetics & Microbiology	2%	1%	1%
School of Histories & Humanities	4%	6%	5%
School of Lang Lit & Cultural Studies	9%	7%	8%
School of Law	4%	2%	3%
School of Linguistic Speech & Comm Sci	6%	1%	4%
School of Mathematics	1%	3%	2%
School of Medicine	35%	21%	28%
School of Natural Sciences	3%	5%	4%
School of Nursing & Midwifery	4%	3%	4%
School of Pharmacy & Pharma Sciences	1%	1%	1%
School of Physics	0%	4%	2%
School of Psychology	2%	1%	1%
School of Religion	1%	1%	1%
School of Social Sciences & Philosophy	6%	13%	10%
School of Social Work & Social Policy	3%	1%	2%
Trinity Business School	4%	5%	4%
Trinity Teaching and Learning	2%	2%	2%
Grand Total	142	142	284

Table 19: Percentage Female and Male FTCs across Trinity Schools

TCD 2022/HEA 2021		%F (TCD)	%M (TCD)	%F (Universities)	%M (Universities)
Full-Time	Permanent	42%	58%	43%	57%
	Temporary/Contract	48%	52%	55%	45%
Part-Time	Permanent	62%	38%	59%	41%
	Temporary/Contract	55%	45%	74%	26%
Hourly Paid		0%	0%	50%	50%

Table 20: Proportion of academic staff contracts against all Universities

Research Staff Contracts

- In line with the sector, researchers' contracts are typically FTCs linked to specific projects. A similar number/percentage of F and M researchers are on CIDs (5%F (25); 4%M (21)).
- Considering CIDs by gender and grade, 68%F and 95%M holding CIDs are RFs. TCD has committed to prioritising & strengthening career development supports in recognition of the vulnerability of this cohort (**AP 2.2.2 and 2.2.3**).
- The Office of the Dean of Research established the Postdoc Academy to help support ECRs in contract navigation, career development, and training opportunities (**Image 14 and AP 2.2.3**).

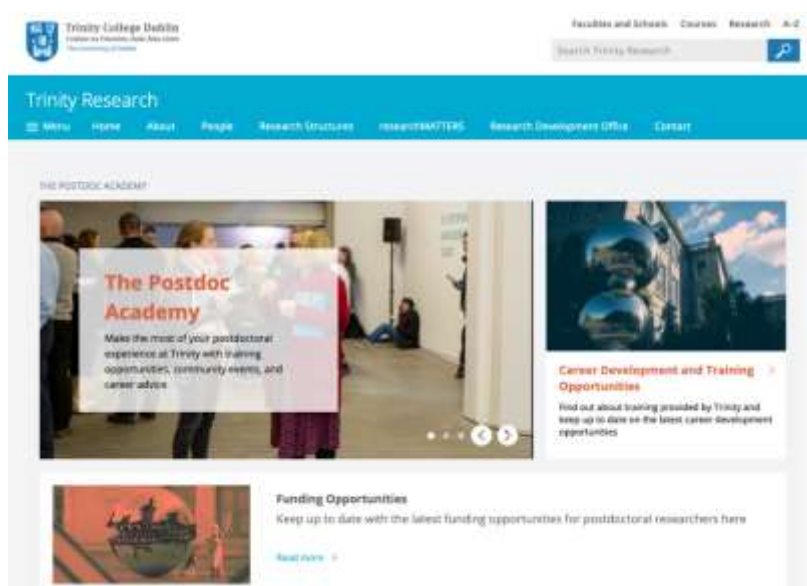


Image 14: The Postdoc Academy at Trinity College Dublin



AP 2.2.2 Consider the results of the comprehensive research undertaken by the Employment Patterns and Contracts working group and make appropriate recommendations based on findings.



AP 2.2.3 Strengthen career development supports for Research Staff.

Research Staff contract type	Female	#	Male	#
Fixed Contract Part-Time	17%	■	9%	■
Fixed Contract Fulltime	79%	■	86%	■
Indefinite Contract Fulltime	4%	■	4%	■
Indefinite Contract Part-Time	1%	■	0%	■

Table 21: Research staff contracts by contract type and gender

CID contracts by grade	Female	Male
Research Assistant	32%	5%
Research Fellow	68%	95%
Total #	25	21

Table 22: Research staff contracts by contract type and gender

Academic Recruitment

Annually, men apply for more academic posts, but the overall proportion of those shortlisted/interviewed remains relatively gender balanced. For all years except 2020/21, the proportion appointed remained relatively gender balanced. In 2020/21, only 34% of those appointed were F (compared to 46%F in 2019/20 and 49%F in 2021/22). The year 2020/21 also featured the fewest F academic applications (361F v 811M), perhaps due, in part, to a lack of time to prepare the document portfolio required, given other demands during the pandemic. Even so, the proportion of F applicants at Chair level has been increasing, rising from 18%F in 2019/20 to 28%F in 2020/21 and 38% in 2021/22 (**Table 24 and Impact Box 3**).

In 2021/22, women's success rate (8%) was double that of men (4%), and it has been higher across all academic grades for the last 3 years, despite fewer F applicants. While the numbers are small, the proportion of F academics applying for and appointed to Associate Professor, and applying for Assistant Professor, is consistently lower than Ms, potentially impacting the pipeline (**AP 2.2.4**).

ACADEMIC RECRUITMENT OVERVIEW 2019/20 - 2021/22

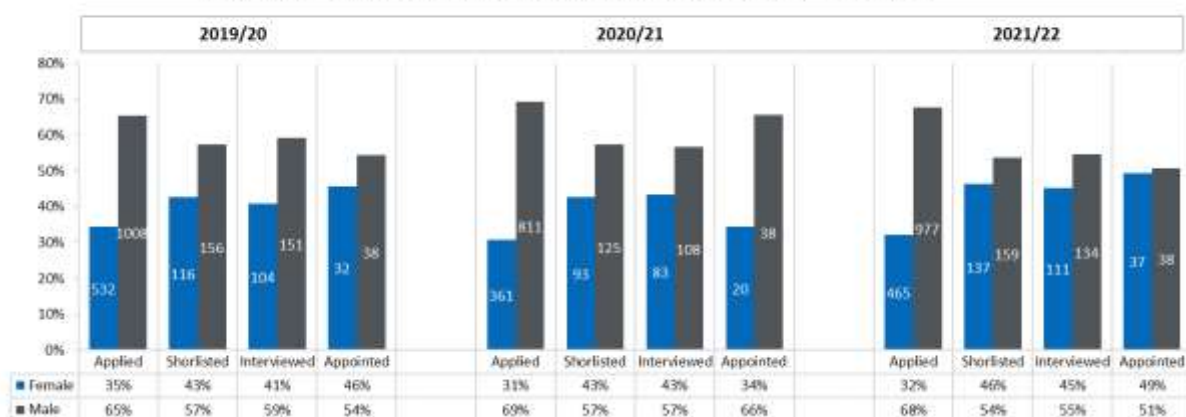


Figure 26: Academic Recruitment Overview 2019/20 – 2021/22

Number of campaigns	2019/20	2020/21	2021/22
Professor Of (Chair)	■	■	■
Professor Consultant (Prof Of)	■	■	■
Professor In	■	■	■
Assoc Prof Consultant (Prof In)	■	■	■
Associate Professor	■	■	■
Assistant Professor	■	■	■
Grand Total	76	58	77

Table 23: Academic Recruitment Overview 2019/20 – 2021/22

Applicants	2019/20			2020/21			2021/22		
	F	M	#	F	M	#	F	M	#
Professor Of (Chair)	18%	82%	■	28%	72%	■	38%	62%	■
Prof Consultant (Prof Of)	0%	100%	■	39%	61%	■	43%	57%	■
Professor In	100%	0%	■	0%	100%	■	-	-	■
Assoc Prof Cons. (Prof In)	50%	50%	■	40%	60%	■	50%	50%	■
Associate Professor	30%	70%	■	38%	62%	■	31%	69%	■
Assistant Professor	39%	61%	■	30%	70%	■	32%	68%	■
Grand Total	35%	65%	1540	31%	69%	1172	32%	68%	1442
Shortlisted	2019/20			2020/21			2021/22		
	F	M	#	F	M	#	F	M	#
Professor Of (Chair)	26%	74%	■	42%	58%	■	42%	58%	■
Prof Consultant (Prof Of)	-	100%	■	29%	71%	■	100%	0%	■
Professor In	100%	0%	■	-	100%	■	-	-	■
Assoc Prof Cons. (Prof In)	50%	50%	■	0%	100%	■	0%	100%	■

Associate Professor	34%	66%	■	50%	50%	■	41%	59%	■
Assistant Professor	48%	52%	■	43%	57%	■	47%	53%	■
Grand Total	43%	57%	272	43%	57%	218	46%	54%	296
Interviewed	2019/20			2020/21			2021/22		
	F	M	#	F	M	#	F	M	#
Professor Of (Chair)	26%	74%	42	41%	59%	17	25%	75%	12
Prof Consultant (Prof Of)	-	100%	■	29%	71%	■	100%	0%	■
Professor In	100%	0%	■	-	100%	■	-	-	■
Assoc Prof Cons. (Prof In)	50%	50%	■	0%	100%	■	0%	100%	■
Associate Professor	36%	64%	36	55%	45%	22	46%	54%	26
Assistant Professor	44%	56%	171	44%	56%	142	46%	54%	203
Grand Total	41%	59%	255	43%	57%	191	45%	55%	245
Appointed	2019/20			2020/21			2021/22		
	F	M	#	F	M	#	F	M	#
Professor Of (Chair)	22%	78%	■	50%	50%	■	50%	50%	■
Prof Consultant (Prof Of)	-	100%	■	0%	100%	■	100%	0%	■
Professor In	100%	0%	■	-	100%	■	-	-	■
Assoc Prof Cons. (Prof In)	0%	100%	■	0%	100%	■	0%	100%	■
Associate Professor	42%	58%	■	33%	67%	■	36%	64%	■
Assistant Professor	52%	48%	■	36%	64%	■	52%	48%	■
Grand Total	46%	54%	70	34%	66%	58	49%	51%	75
Success Rate	2019/20			2020/21			2021/22		
	F	M		F	M		F	M	
Professor Of (Chair)	5%	3%		7%	3%		5%	3%	
Prof Consultant (Prof Of)	■	■		■	■		■	■	
Professor In	■	■		■	■		■	■	
Assoc Prof Cons. (Prof In)	■	■		■	■		■	■	
Associate Professor	7%	4%		6%	8%		15%	11%	
Assistant Professor	6%	3%		5%	4%		7%	3%	
Grand Total	6%	4%		6%	5%		8%	4%	

Table 24: Academic Recruitment 2019/20 – 2021/22



AP 2.2.4 Increase application rates from women for externally advertised academic posts.



AP 2.2.15 GENDER PAY GAP: Target females at recruitment stage for Professor Consultant roles.

Our equality and recruitment policies detail our advertising, interviewing, general recruitment, and selection processes. We require a gender balance (min. 60:40) on recruitment panels. Advertisements include an equal-opportunity statement and EDI and AS logos. Gender-neutral wording is always used. All selection committee members must complete EDI in HEI training which incorporates bias content, however, researcher recruitment is devolved to PIs without central oversight. While this accelerates appointments, it does not ensure transparency, fairness or competition. TCD has participated in a sectoral project to incorporate recommendations from the European Research Area WG on OTM-R, led by the IUA, with guidelines/templates for universities. HR and OD-RES are working to fully implement OTM-R for researcher recruitment.



AP 2.2.4 Implement a TCD researcher recruitment model in accordance with Open, Transparent and Merit- based (OTM-R) practice.

- c. Comment and reflect on the promotions criteria and processes, including eligibility. This should include analysis of three years of data on application and success rates by gender and grade, and results from staff consultation presented by gender. Where prescribed promotion pathways are not in place, provide comment and reflection on alternative routes for career progression.

Academic promotions are managed by the SAPC and JAPC (the latter principally deals with Assistant Professor progression across the merit bar). Once Board approves a promotion call, HR notifies academic staff and a dedicated webpage publishes the timeline, procedures, criteria, scoring methodologies, committee membership (approved by Board) and guidance on the application process. Special (personal/professional) circumstances are considered through completion of an optional online form by the applicant (a result of **2015 GAP** action).

Grade	Research excellence	Teaching	Contribution to Society	Contribution to College
Merit bar	40%	40%	10%	10%
AP	33%	33%	17%	17%
Professor	45%	25%	15%	15%
Chair	50%	25%	10%	15%

Table 25: Academic Promotions Criteria

Application rates for promotion based on eligibility are higher for Fs than Ms at the Chair Professor grade for all 3 years of our action plan: the average is 27%F (14%M) – an improvement on the previous four-year (2014-17) average of 22%. The applicant pool for Chair promotions has also increased – 41%>44% (**Table 23**) – as has the proportion of successful F applicants (50%F>60%F).

While the eligible F cohort for promotion to Professor has remained steady – ~40% – the proportion of F applicants has decreased, as has the rate and proportion of successful F applicants. This suggests that further encouragement of, and support for, Fs applying for promotion will improve gender balance at senior grades (**AP 2.2.6 and 2.2.7**).



AP 2.2.6 Increase the proportion of female academics applying for promotion, particularly from junior grades.



AP 2.2.7 Further improve promotion transparency for academic staff.

The **eligible** cohort for promotion to Associate Professor has remained steady – currently 46%F (+1%). The previous four-year average for **applicant** cohort was 34%F, increasing to 45%F (**Table 26**). In 2020, we saw a drop-off, wherein F applicants comprised only 33% of applicants and 31% of successful applicants – a decrease of 5% on the previous year. This doesn't appear to be representative of a typical year and may be due to the publication of the promotions call during Covid-19. This, coupled with qualitative survey data suggests that junior F academics – more than any other group – were deterred from applying during the pandemic. Between 2018 and

'The paperwork is as immense as a grant application'

'The difficult and cumbersome process of application'

'Time and effort involved'

2020, F staff members represented 44% of successful applicants to Associate Professor – up from 38%.

Chair Professor - Promotions to Grade											
	Eligible Cohort			Applicant			Application Rate		Successful		
	F	M	%F	F	M	%F	F	M	F	M	%F
2018											
2019											
2020											
3 year	112	140	44%	30	19	61%	27%	14%	6	4	60%
2014-17	130	195	41%	28	27	51%	22%	14%	7	7	50%
Professor - Promotions to Grade											
	Eligible Cohort			Applicant			Application Rate		Successful		
	F	M	%F	F	M	%F	F	M	F	M	%F
2018											
2019											
2020											
3 year	253	397	39%	45	94	32%	18%	24%	13	23	36%
2014-17	300	477	39%	43	72	37%	22%	14%	14	21	40%
Associate Professor - Promotions to Grade											
	Eligible Cohort			Applicant			Application Rate		Successful		
	F	M	%F	F	M	%F	F	M	F	M	%F
2018											
2019											
2020											
3 year	430	497	46%	82	101	45%	19%	20%	35	45	44%
2014-17	455	547	45%	66	127	34%	22%	14%	33	55	38%

Table 26: Promotions by gender 2018-2020

Additionally, open text analysis of the survey showed:

- scepticism around transparency, i.e. those who ‘focus solely on research getting promoted’, despite weighted metrics;
- staff dissuaded from applying, having heard about ‘more experienced’ colleagues who were unsuccessful – F staff members, in particular, cited a lack of confidence.
- F academic staff members expressing uncertainty about the special circumstances form;
- that all staff members – particularly F and non-binary – would welcome additional encouragement; and

- respondents indicating that clearly outlined criteria and expectations for promoted staff would encourage them to apply.

‘Trinity is a great place to work, but the lack of transparency in the promotions process has been a general source of frustration.’
– Male Professor

In 2021 and 2022, SAP workshops were delivered across all three faculties (2021: 178 attended; 2022: 135) to provide an overview of the process and how to flag personal circumstances. The

format included presentations from those experienced in reviewing applications and recently promoted candidates. Participant feedback was very positive, noting the ‘openness, honesty, range of aspects covered,’ the ‘comprehensive and well-paced’ sessions, and speakers sharing ‘their experiences in detail’.

We scheduled faculty events soon after the SAP call launch, in November 2022, to ensure that applicants understood the process and knew the key dates as early as possible.

Comparing January 2021’s and May 2022’s survey results (**Figure 27**), we see slight improvements in the perception of promotions, as follows.

- A 2% increase in staff members who feel that they understand the process.
 - Belief in fairness and transparency is increasing – there is an 11% decrease in F staff members and a 10% decrease in M staff members (-11% overall) who feel that the process is **not** fair and transparent. Some 50% M staff members **don’t** have confidence in the process – a figure that remained stable across both years.
 - The percentage of F staff members who feel that gender has a negative impact on promotions has decreased (47%>37%) – for M staff members, a 1% increase (9>10%) thereof feels that gender has positively impacted promotions.
-

PROMOTIONS

(N = 2022 = 170F, 164M, 2018 = 148F 104M)

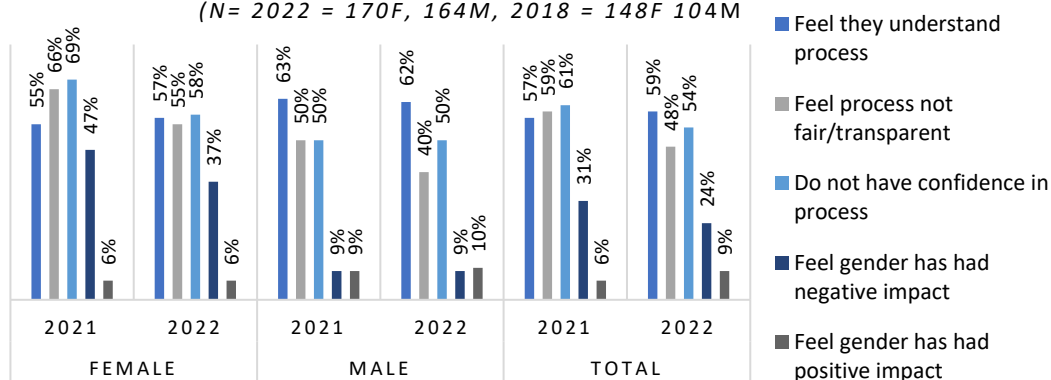


Figure 27: Promotions feedback from survey

Mentoring

In **2015**, open text analysis revealed frustration among academic staff members – particularly Fs – regarding the lack of mentoring in TCD.

'I feel I have done OK, given the lack of support and mentoring available, but I am sure I could have achieved much more had I been mentored and supported to achieve more.'

– Female Assistant Professor

Under **GAP 2018 4.9**, we committed to sponsoring ten Fs per year to complete Advance HE's Aurora Women in Leadership programme. Since 2021, we've doubled our numbers, supporting 20 participants annually. We now have 134 Aurorians. Since 2020, we've supplemented the programme with an in-house series on embedding learning, exploring career journeys, and conversations with F leaders at TCD. Participant feedback shows increased confidence in abilities and capabilities. We commit to sponsoring 20 women per year under **AP 2.2.8**.

Numbers completing Aurora	
# Participants	Year
4	13/14
17	14/15
8	15/16
10	16/17
11	17/18
19	18/19
14	19/20
11	20/21
20	21/22
20	22/23

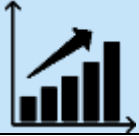
Table 27: Trinity Aurora Completion Numbers to date

Under **GAP 2018 4.2**, we committed to a campaign around mentoring, to increase participation by 20% (from 99 mentees) throughout the life of the AP. **Table 28** shows a participation increase of 117% (excluding Aurora) since 2018, and it is almost perfectly gender balanced.

Calendar year	Total Number of Mentees	Female	Male	AP Programme	PSRL/ARC	Momentum	Vista
2019	22	14	8	19		3	
2020	63	33	30	38	26	1	
2021	46	15	31	46		4	
2022	58	32	27	41		5	5
2023 (as of Feb 2023)	26	17	9	5	21		
	215	111	105	149	47	13	5
	% of total	52%	49%				

Table 28: Participation in Trinity mentoring programmes 2019-2023

Impact Box 4. Participation in mentoring programmes.

	<p>Issue identified:</p> <p>GAP 4.2 2018: Focus Groups showed that demand for mentoring is not met, and that awareness of existing schemes is low. Between 2015-18, only 99 people participated in mentoring programmes.</p> <p>GAP 4.9 2018 Sponsor min. 10 F staff on AURORA training annually</p>
	<p>Actions Taken:</p> <ul style="list-style-type: none"> ✓ Since 2021 we've co-funded an additional 10 AURORA places, supporting localized buy-in to mentoring pathways for staff. ✓ Communication of staff mentoring programmes uses multiple approaches to reach staff via email, T-Net website, Weekly Wrap staff e-newsletter and on 52 large digital screens in 18 TCD buildings. ✓ Since 2020 we've added a localised supplementary programme to AURORA, bringing added-value and increased networking opportunities to Trinity participants.
	<p>Impact:</p> <ul style="list-style-type: none"> - GAP 4.2 2018 Target: 20% increase in number of academic staff participating in mentoring schemes. - GAP 4.2 2018 Achieved: 117% increase with perfect gender balance. - GAP 4.9 2018 Target: Fund at least 10 places annually. - GAP 4.9 2018 Achieved: 20 places co-funded since 2021.

By 2022, 43% of academic respondents said they had access to the mentoring they need to support their career, this is higher for M staff (48%) than F (39%) & non-binary (33%).

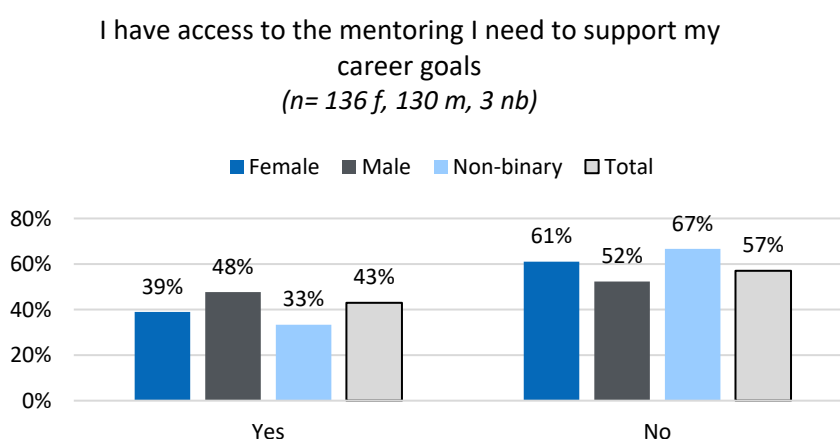


Figure 27: Survey responses to mentoring support

In 2020, we collaborated on the HEA-funded GEEF PAA programme, which commenced in 2021 with two TCD participants. In 2022 & 2023, three places were available to TCD. This

programme seeks to support female Associate Professor and Professor In grades to submit successful promotional applications. The new HEA-funded VISTA programme commenced in 2022/23, with five TCD participants. VISTA focuses on those who identify as women at a mid-career stage who want to review/re-energise their trajectories. We will take steps to continue building capacity and encouraging staff to avail of opportunities under **AP 2.2.8**.



AP 2.2.8: Continue to encourage participation on all mentoring programmes and build capacity for additional mentoring opportunities.

Academics with three years' service at TCD can apply for Fellowship, a prestigious recognition of research excellence, separate from promotional pathways. When TCD began the self-assessment process in 2015, only 27% of Fellows were F. Following 2015 and 2018 GAP actions (**Impact Box 5**), the proportion thereof increased steadily. By 2018, 86 women were amongst 263 Fellows (33%) – in 2022, 115 Fellows were F (38%) (**Figure 28**).

Recently, eligibility has widened to include those in the creative arts and PT academics are eligible, following Board approval in 2016, Fellow endorsement in 2017 and a statutory change. Further updates in 2018/19 specified that a person's contract years, prior to permanency, will be counted towards eligibility.

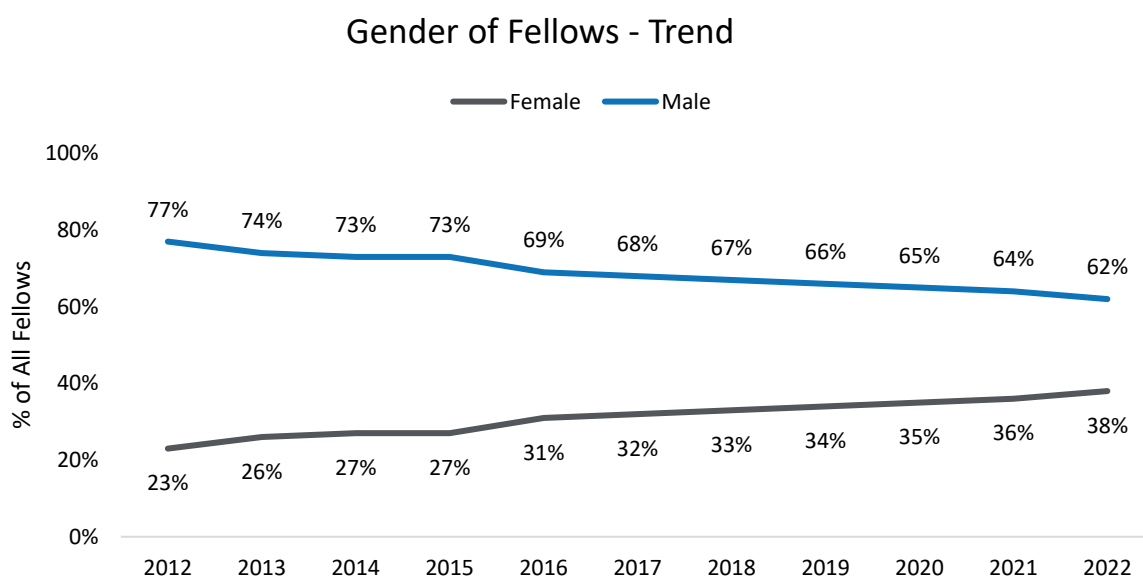



Figure 28: Fellows by gender 2012-2022

Impact box 5. Increasing female Fellows

	Issue identified: GAP 3.7 2015: Low representation of women among Fellows (27%). GAP 4.5 2018: Address anomaly whereby Ussher Assistant Professors are not eligible to apply for Fellowship until 8 years after their appointment.
	Actions Taken: <ul style="list-style-type: none">✓ Eligibility was extended to part-time staff in 2017. (2015 GAP)✓ Fellowship information sessions have run annually since 2015. (2015 GAP)✓ Amendment to Statutes - allows members of academic staff, incl. Ussher Assistant Professors, who become eligible, to apply for Fellowship. Allows for time on contract count towards required three-year eligibility period.
	Impact: <ul style="list-style-type: none">- 2018: Target of 35% of Fellows to be female by 2018, achieved 33%.- 2022: Target of 40% of Fellows to be female by 2022, achieved 38%.- 5% increase since 2018, and 11% increase since original GEP 2015.



AP 2.2.9 Continue to improve gender balance among Fellows and begin looking at Fellowship through a broader EDI lens.

- d. Comment and reflect on support given to staff to assist in their career development and progression. This should include the results of staff consultation presented by gender, and may include, but is not limited to, support given to staff to:
- + apply for research funding, including incorporating the gender dimension into research;

TCD researchers seeking funding are supported through a hybrid model involving approximately 10 research-funding specialists in various centres and schools and 11 in the central RDO. The RDO and wider community of research-funding managers assist researchers in integrating gender considerations into their proposals. However, since the format for including these considerations varies greatly among funders and calls, advice is tailored to specific requirements, e.g. word count, template framing, funder policy requirements.

Guidance may include documents, resources, training/case studies, meetings/events, and proposal-writing workshops. This training is offered twice a year, and documents/resources are available to download.

In the 2021/22 academic year, the RDO supported 550 applicants, who submitted over 1,200 proposals to more than 100 funders. The office also created 63 e-bulletins for 1,200+ subscribers and organised/presented 42 training events for 1,148 participants. Among those for whom detailed registration data was available (772), the participation ratio was 51%F:49%M. As part of **AP 2.2.10**, training and funding data – including career stage, disciplinary area, and gender – will be shared with the AVPEDI and HOSs annually.



AP 2.2.10: Create a mentoring program for female researchers who are interested in applying for larger grants.

Examining grant applications and success rates by gender, we see proportional increases for F staff members. They comprised 34% of applicants in 2017/18, this rose to 40% in 2020/21. F success rates improved, from 32% to 35%. M success rates have decreased, from 37% to 31%, however, it is important to note that Ms make up a higher proportion of applicants (2020/21 – 40%F v 60%M). While it is positive that Fs and Ms have similar successes, Fs tend to apply for smaller grants than their M counterparts and secure less funding. Covid impacted all grants, with their total value decreasing by 63% for Fs and by 70% for Ms in 2020/21 (**AP 2.2.10**).

Year	Gender	No. of Applications	Proportion of applications	Success Rate %	Total Value Awarded	Increase/decrease
20/21	Female	468	40%	35%	€8,944,359.00	-63%
	Male	689	60%	31%	€16,298,755.00	-70%
19/20	Female	470	37%	30%	€24,321,037.00	-39%
	Male	794	63%	30%	€54,016,910.00	-54%
18/19	Female	513	38%	33%	€39,665,365.00	71%
	Male	825	62%	35%	€118,463,622.00	30%
17/18	Female	380	34%	33%	€23,180,797.00	-49%
	Male	746	66%	33%	€91,310,517.00	35%
16/17	Female	440	37%	32%	€45,556,413.00	-
	Male	746	63%	37%	€67,694,498.00	-

Table 29: Research Grant applications by gender 2016/17 – 2020/21

We notice a trend suggesting a lower retention of F ERC awardees than Ms. Between 2018 and 2022, Fs comprised 45% of all TCD ERC awardees (15). Given attrition/non-retention, this decreases to 32% (8), i.e. seven F awardees were not retained by TCD, while only one M left TCD during that time (**Table 30**). While it is difficult to know why, we are taking steps to address this (**AP 2.2.11**).



AP 2.2.11: Improve female grant awardee retention.

TCD ERC awardees by Gender 2018-2022						Total
	2018	2019	2020	2021	2022	
M	█	█	█	█	█	18
F	█	█	█	█	█	15
Total	█	█	█	█	█	33
%F awardees	88%	0%	25%	100%	40%	45%
TCD ERC awardee attrition 2018-2022						Total
	2018	2019	2020	2021	2022	
M	█	█	█	█	█	1
F	█	█	█	█	█	7
Total	█	█	█	█	█	8
TCD ERC awardees after retention/attrition TCD 2018-2022						Total
	2018	2019	2020	2021	2022	
M	█	█	█	█	█	17
F	█	█	█	█	█	8
Total	█	█	█	█	█	25
%F awardees	80%	0%	20%	100%	25%	32%

Table 30: TCD ERC awardees 2018-22

In 2018, TCD's Associate Director of European Engagement established a gendered-innovation working group, leading to a Training of Trainers (TOT) event – 'Gender in Research as a Marker of Excellence (3 September 2019) – by Yellow Window and attended by TCGEL's director, RDO staff, and the ADOR/AVPEDI. Additionally in 2019, a gendered-innovation lecture delivered by Elizabeth Pollitzer was attended by many funders.



Image 15: Attendees at the ‘Gender in Research as a Marker of Excellence’ event (left) and the gendered-innovation lecture.

Our goal of building on the TOT event was inhibited by Covid-19, however, we are reinvigorating this work.

TORCH participates in a workshop on Gender Equality and the R&I sector



Image 16: TORCH has a cross-cutting focus on gender equality and EDI.

TCD is part of CHARM-EU, the European University Alliance, and leads two WPs in the TORCH project, which aims to promote research excellence and interdisciplinary practices across CHARM-EU institutions, incorporating gender awareness, research ethics, and societal benefits. Dr Shiel, a UASC member, leads one WP on landscape and gap analyses across CHARM-EU institutions.

In November 2021, TCD participated in an online workshop on GEPs and Research & Innovation, organised by Ecorys for the European Commission and led by UASC members Dr Shiel and Prof. Leeson. TCD engaged in discussions with LERU colleagues on GEP requirements and attended briefings on same.

In February 2023, TCD co-hosted an in-person seminar, 'Let's Talk About Gender and Sex in Research and Innovation,' with presentations on European and Irish funder requirements and a panel discussion with TCD researchers. The seminar was attended by 50 researchers – mostly women. Follow-up events include a satellite session at the 3rd Biennial Meeting – Sex Differences in the Immune System at TCD in June 2024 and an event on sex and gender in innovation with Tangent and TR&I (**AP 2.2.12**).



AP 2.2.12: Run an annual event sex and gender in research and innovation (OD-RES and EDI).

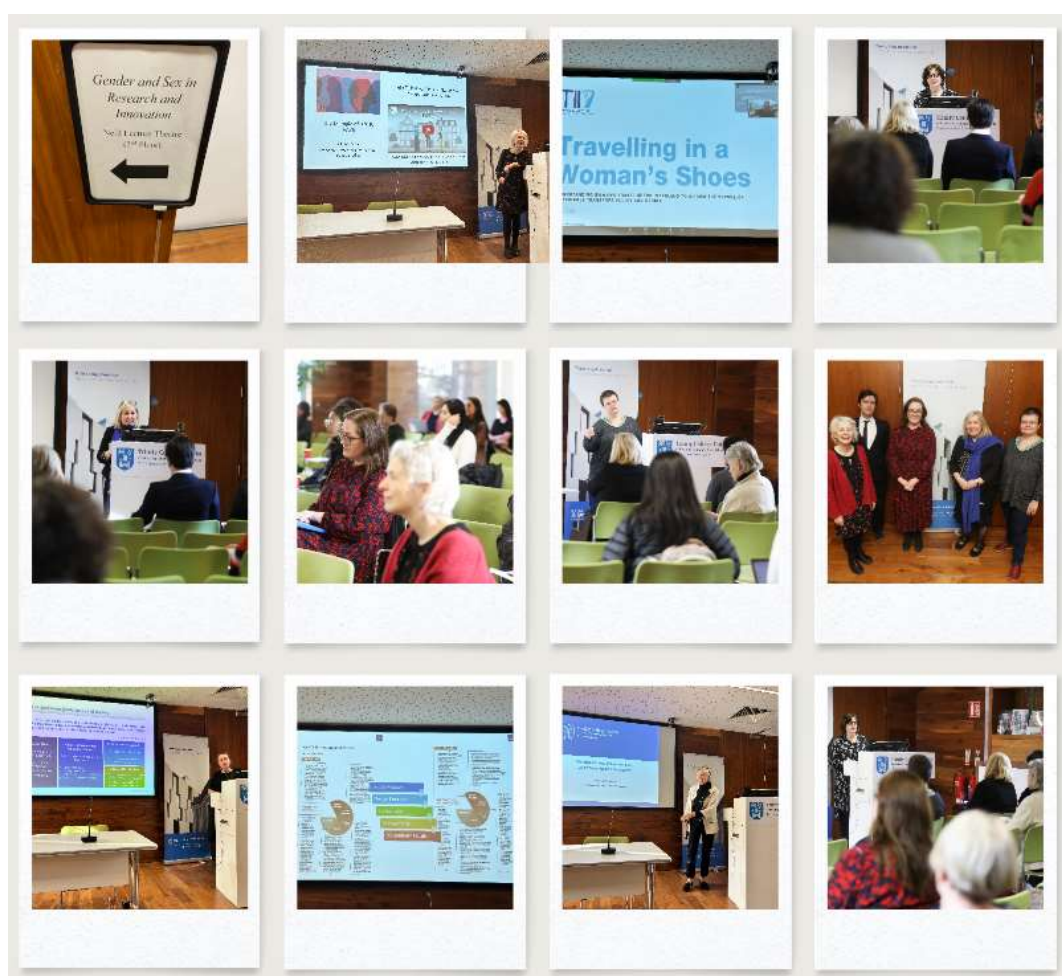


Image 17: Let's Talk about Gender and Sex in Research and Innovation, 1 February 2023.

- + develop excellence in teaching and learning.
- + comment and reflect on staff development reviews or an equivalent system. This should include reference to data on uptake by gender and results from staff consultation presented by gender.

Academic practice (AP) promotes, recognises and supports teaching and learning excellence through the development and facilitation of research-led approaches. This includes showcasing best practices in teaching and curriculum design through training, workshops and seminars led by TCD academics. Our AP Spotlight Series offers interactive events to connect and share expertise on key topics relating to teaching, learning and assessment. Academics can earn a special-purpose certificate in teaching, learning and assessment for academic practice, and postgraduate research students who teach receive tailored programmes recognised within their PhDs.

The **Trinity Excellence in Teaching Award** recognises those who have made an outstanding contribution to teaching excellence. Academic staff members or related professionals supporting teaching and learning are eligible for nomination by students, alumni, or staff members. Getting the award is a competitive process, with up to five awards made each year.

Trinity Teaching Excellence Award Recipients 2018-21		
	M	F
2018-2019	2	3
2019-2020	0	5
2020-2021	4	2

Table 31: Trinity Teaching Excellence Award Recipients by Gender 2018-21



Image 19: Some awardees from 2018/19 (left to right) – Professors Conor McGinn, Helen Sheridan, Celia Holland and Tara Mitchell – with then Provost Prendergast.



Image 20: Some awardees from 2019/20 and 2020/21 (left to right) – Professors Órla Gilheaney, Eric Downer, Ayesha Emon, Cormac McGuinness and Duana Quigley, Provost Patrick Prendergast, and Professors Justin King, Julie Regan, Stephen Barrett and Annemarie Bennett.

‘This award is particularly special because, in the past year, teaching and learning have been tested as never before. The pivot to online was immediate. From one day to the next, staff had to manage new technology and work out how to deliver classes remotely, how to assess without conventional exams, and how to continue engaging with students, many of whom were struggling emotionally and academically.’

– Then Provost Patrick Prendergast

Bridging teaching excellence and inclusion, is the Trinity-INC Project. The Trinity-INC Seminar Series provides professional development on topics like trans awareness, race and intersectionality. The Trinity-INC School Champions is an active academic community embedding inclusive teaching and promoting TCD's commitment to EDI in teaching.

Development reviews

There is no consistently applied **appraisal/development review process** in TCD. Current reviews are informal and may occur at a school/departmental level. Surveys show that only 22% (23%F, 22%M and 21%NB) of academic respondents have availed of a development review, but 70% would avail of one if offered. Development review requests were lower among M survey participants than their F and NB counterparts.

Currently, academics on tenure track have a process that sets clear goals and reviews progress in each year of the five-year programme. This practice will be tailored and rolled out to all academic, PMS and research staff between 2023 and 2025, as *performance conversations (AP 2.2.13)*.

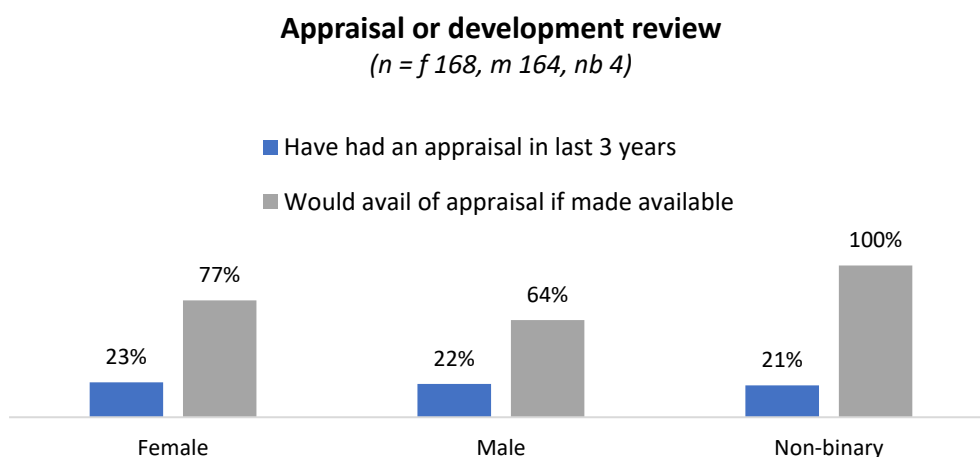


Figure 29: Survey respondents' appraisal or development review

For staff who availed of a development review, Ms and Fs³ said that they addressed work objectives, career progression, and workload. Only a small minority therein discussed work-life balance. Overall, 51% (39) with no gender differences feel that they benefitted from participating in a review (**Figure 30**).

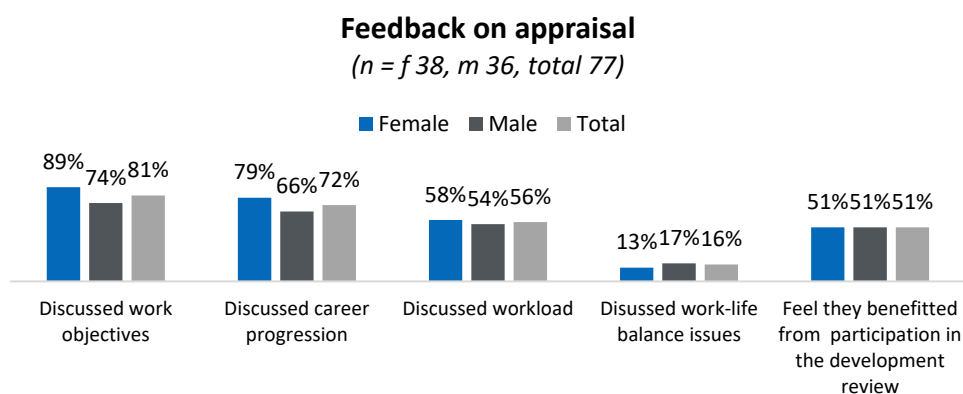


Figure 30: Feedback on appraisal or development review

Performance conversations (**Image 21**) will be rolled out on a step-by-step basis, ensuring that each participant fully understands the purpose and benefits. To ensure success and embed this practice into our way of working, it will be guided by leadership in the relevant area, with dedicated support from HR. Performance conversations are being trialled among professional staff members and will pilot in the School of Chemistry during 2023/24. Feedback will inform the roll-out across TCD.



AP 2.2.13: Pilot and roll out performance conversations across college.

³ Non-binary numbers (1) are too small to report.



Image 21: Performance conversations.

- e. Comment and reflect on how workload is distributed (e.g. via a workload allocation model). This should include information on how the breadth of academic and research roles and responsibilities are captured in workload planning and allocation, and results from staff consultation presented by gender.

We established a WG to oversee the design, implementation, and evaluation of an academic WAM across our three faculties, with authority to agree to individual school amendments therein. The WG was set up in 2021 and began meeting in 2022 (with the appointment of AVPEDI) and is now preparing guidance for schools and faculties on implementing WAMs. Many AS-awarded schools have local-level models, and WG outputs will offer a harmonising structure across schools and faculties while allowing for local-level flexibility.



AP 2.2.14 Establish core principles for Workload Allocation that all schools should follow.

- f. Comment and reflect on whether the institution's gender pay gap reporting identified differences in remuneration referable to gender, the reason(s) for such differences, and measures (if any) taken, or proposed to be taken, to eliminate or reduce differences.

In TCD, the 2022 GPG was 11%, calculated in accordance with Irish legislation based on a June snapshot of all employees, with a review of their pay for the preceding 12 months, including salary plus allowances, overtime, bonuses and benefits-in-kind.

We reviewed the GPG for each job category. The widest gap is in Academic Medical jobs (33%), wherein there is a concentration of Ms in Professor Consultant roles and a concentration of Fs in entry-level roles, like Nurse Tutors and Lecturer Registrars (implying vertical segregation, i.e. Ms occupying higher-paid and -skilled positions within the same occupation as Fs).

Actions to address this include targeting Fs at the recruitment stage, creating job opportunities across multiple levels of the career ladder (to widen recruitment reach), and growing our talent to fill the most senior roles from within.



AP 2.2.15: Target females at recruitment stage for Professor Consultant roles.

Gender Pay Gap by Job Category

The larger the number, the wider the € gap between average rate of pay for males & females

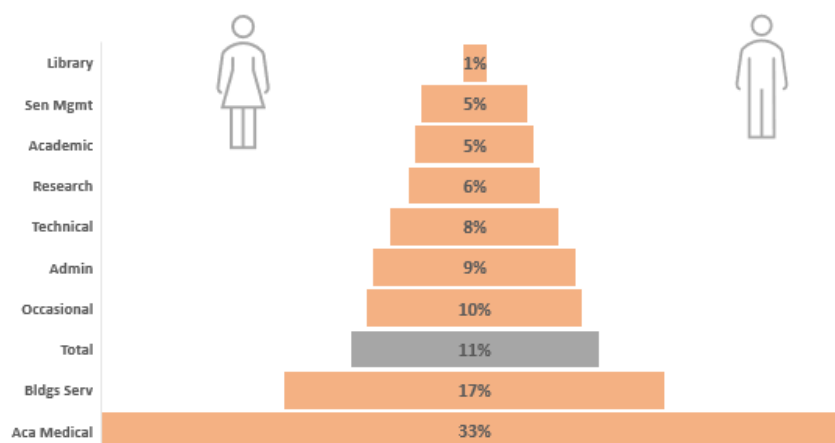


Image 23: Gender Pay Gap by job category.

An issue affecting GPG in all job categories is when family, caring and domestic responsibilities are not equally shared and are more often borne by the F – a reason why many report working in PT/flexible roles at junior/mid-level grades. The opportunity to work on a PT basis does not occur as frequently at higher grades. We will foster an environment

where PT/flexible working arrangements are available at all grades. Additionally, we will promote all forms of flexible working to all genders.



AP 2.2.16: Promote opportunities to work on a part-time or flexible basis across all grades to all genders.

The GPG for research and non-medical academic staff members is 6% and 5%, respectively. We aim to reduce via the targeted measures mentioned throughout **Section 2.2**.

- g. Comment and reflect on how the institution is building capacity to understand and address issues related to supporting and advancing academic and research careers in relation to equality grounds in addition to gender. Where available, provide data to support analysis and action.

Over the last five years, we have actively sought to improve our diversity data collection for all staff, particularly around ethnicity and disability, to better understand how we can support career progression through an intersectional lens.

Since 2018, we've improved our academic staff response rate by 7% (15%>22%) but haven't increased our research staff response rate of 10% (**Table 32**). So many 'incompletes' inhibit us from drawing meaningful conclusions, but we're conscious that incomplete data disguise the impact of inequalities on protected groups, making it difficult to identify/target trends in the career pipeline for staff from under-represented groups. (**AP 1.2.5**).

ACA response rate	F	M	T
2018	13%	17%	15%
2022	20%	24%	22%
Growth	7%	7%	7%
RES response rate	F	M	T
2018	9%	9%	10%
2022	9%	10%	10%
Growth	0%	1%	0%

Table 32: Research staff diversity tool completion rate



Action 1.2.5: Enhance data collection and disclosure rates for diversity, including ethnicity and disability, to enable target-setting and support better gendered and intersectional understanding and analysis.

TCD takes other steps to support staff members and their career goals, with respect to equality. In autumn 2021, we launched the EDI in HEI online module, which includes bias (identification, unconscious, reduction, etc.) components, wherein accessibility options are available throughout. Learners can access the material online (with captions) or via workbook/podcast. The programme aims to raise awareness of EDI and human rights in organisational culture, and related staff responsibilities. **This is compulsory for staff members on recruitment panels and compliance committees.**

EDI in HEI and intercultural awareness training are two key capacity-building modules offered in TCD. We plan to add an ISL interpretation of this and other key training modules, to ensure access for Deaf staff members and students who are signers.



AP 2.2.17: Increase accessibility of key EDI training offerings, including ISL interpretations.

TCD's SDWG – co-chaired by a disabled staff member and the Deputy HR Director – was established by the EC in 2021, to consider and make recommendations on EDI issues facing staff members with disabilities.

Another grouping that informs our work is the Forum for Disabled Staff and Postgraduate Students (est. 2020), providing a voice for disability equality within and beyond TCD. It offers disabled people an opportunity to meet and share experiences, and it acts to inform/enhance institutional and national policy. The Forum was established and is run by disabled staff members and PhD researchers, supported by the EDI Office. In December 2021, the forum launched a report, *Ableism in Academia in Ireland*, to mark

International Day of Persons with Disabilities. In 2023, a second report – *Shifting Sands: Disability and Reasonable Accommodation Post-Covid in Higher Education*⁴ – was published.

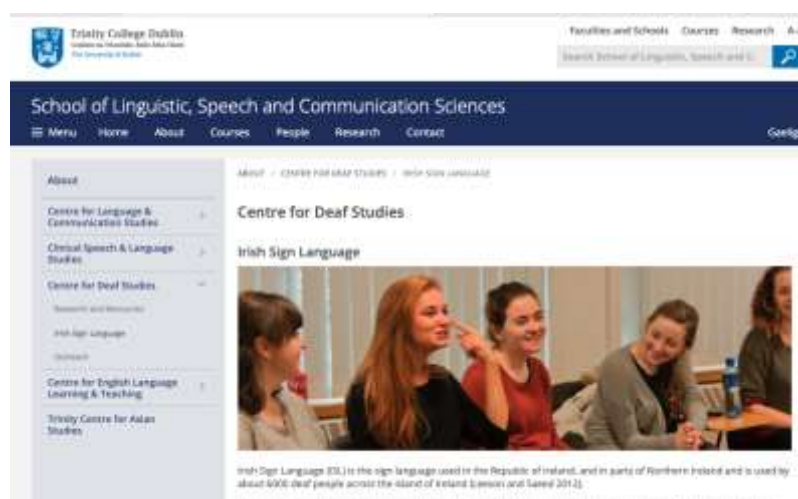


AP 2.2.18: Sponsor refreshments and a meeting space for one social gathering of the Forum for Disabled Staff and Postgraduate Students per year.



Image 24: Cover and description of *Ableism in Academia in Ireland*.

TCD is home to Ireland's only CDS, and the majority of staff members therein are Deaf ISL signers.



⁴ We note that, unlike our UK counterparts, Ireland does not have a government-funded Access to Work mechanism, and, as such, accommodation costs are covered by TCD.

TCD conducted recruitment for in-house ISL-/English-interpreting staff members in 2022, to facilitate communication between the Deaf and hearing members of our community. Funding was secured for 3 years by the Office of the Provost. The successful candidates commenced February 2023.



Image 26: Our ISL/English interpreters on their first day.

We are also home to TCPID, whose mission is to enable people with intellectual disabilities to develop their potential via high-quality research, dissemination of knowledge, lifelong learning, and professional training.



Image 27: TCPID homepage.

In 2021, the REEWG facilitated staff and student focus groups to explore issues regarding race, ethnicity, and equality in TCD. Nine focus groups were conducted, and a report based on findings was launched in early 2023. A TCD mission statement against racism and discrimination was approved by the Board. Its recommendations align with the HEA's and its *Race Equality in the Higher Education Sector Implementation Plan 2022-2024*. The REEWG is finalising its Racial and Ethnic Equality AP, to guide its work alongside the AS AP.



Image 28: Members of the Racial and Ethnic Equality Working Group creating their action plan, January 2023.

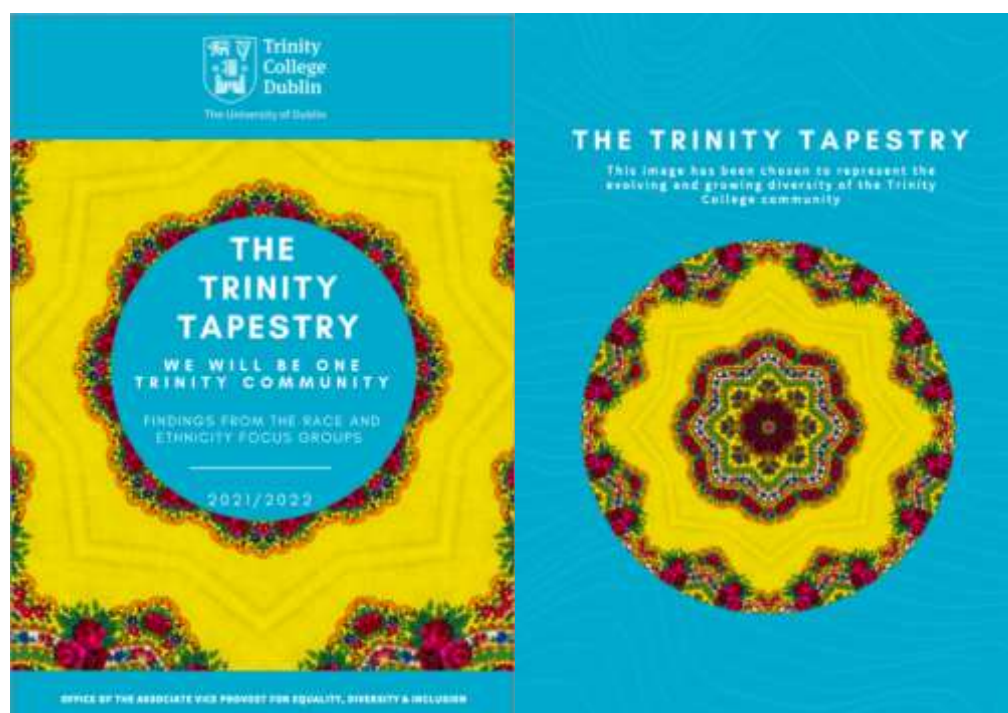


Image 29: Cover and description of *The Trinity Tapestry* report (launched on 20 February 2023, World Day of Social Justice).



Image 30: Launch of *The Trinity Tapestry* report.



Image 31: Dr Phil Mullen, co-chair of REEWG, launches *The Trinity Tapestry* in TCD's Senior Common Room.

3. Supporting and advancing professional, managerial and support staff careers

- a. Provide data on staff by grade and gender. Analyse gender representation by grade across the institution, benchmarking where possible.

Unless otherwise specified the source for all data is HR, as of 31st March for each year. The data refer to headcount numbers.

47% of all staff at TCD are PMS, including Administrative (56%), Buildings & Services (25%), Library (7%), Technical (7%), & Senior Management (6%).

Professional, Managerial and Support staff

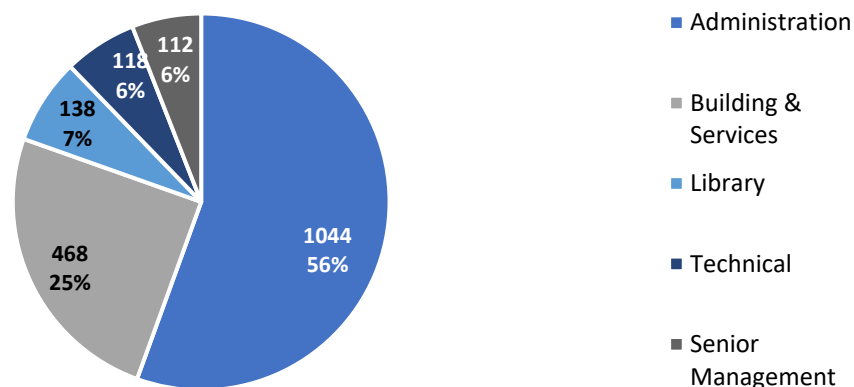


Figure 31: PMS staff proportions

Administrative staff are 71%F with the majority of staff at middle management grades AO3, AO2 and AO1 (**Figure 32**). There are higher percentages of women than men at all grades with the exception of SAO1 (the most senior administrative grade). The most junior grade (EO) is 83%F, with SEO 92%F (currently being phased out). From SEO level on, female representation declines and male representation increases with seniority. There has been little change within the EO – AO1 pipeline since 2018. We see slightly more female staff at AO3 (70%>74%). The biggest change is within Senior Management grades (SAO3 – SAO1): Female representation has increased by 7% at SAO3 & 2% at SAO2. Female staff comprise 58% of Senior Management increasing from 51% in 2018 (**Figure 33**). However, the pipeline shows that male staff still make up the majority on the most senior grade and that there are issues to be addressed with female progression from EO to other administrative grades.

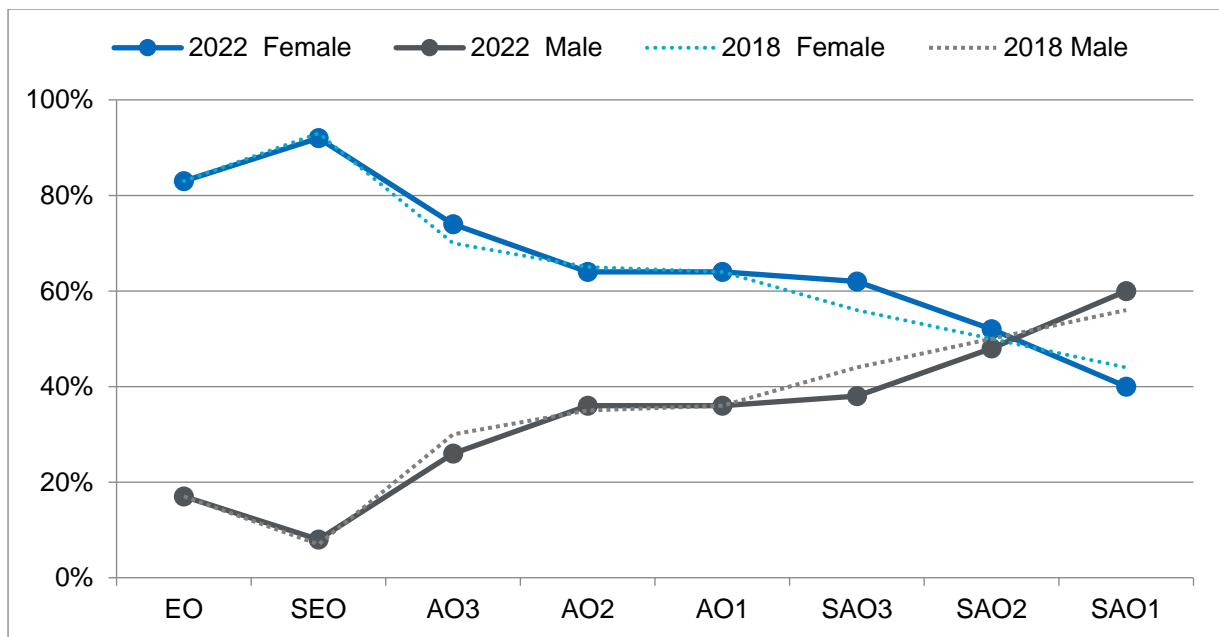


Figure 32: Administrative and Senior Management pipeline

	2021/22			2018/19		
	Female	Male	#	Female	Male	#
EO	83%	17%	243	83%	17%	273
SEO	92%	8%	84	93%	7%	112
AO3	74%	26%	153	70%	30%	103
AO2	64%	36%	276	65%	35%	246
AO1	64%	36%	287	64%	36%	261
SAO3	62%	38%	70	56%	44%	55
SAO2	52%	48%	25	50%	50%	28
SAO1	40%	60%	15	44%	56%	16

Table 33: Administrative and Senior Management staff proportions

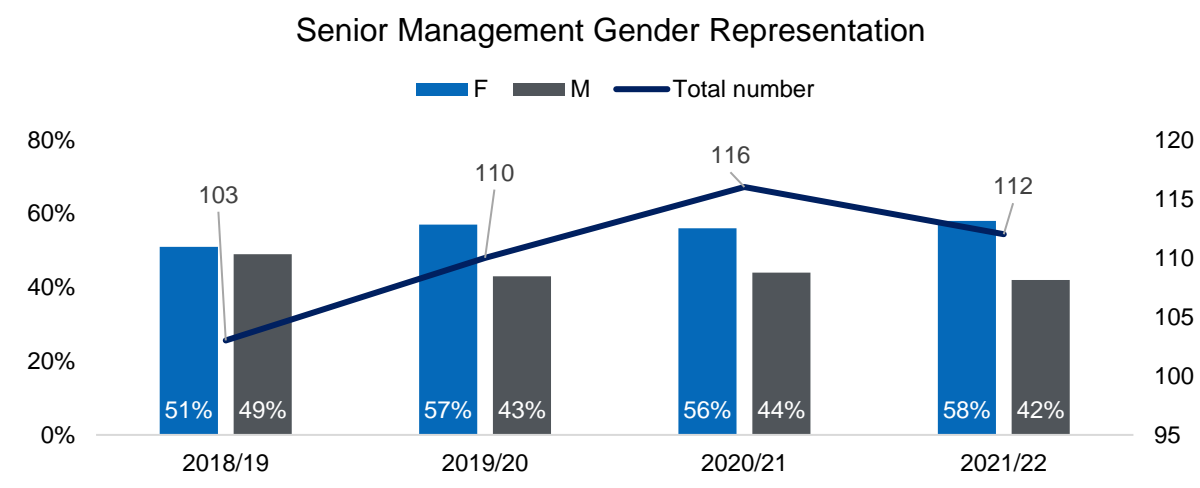


Figure 33: Senior Management by gender 2018/19 – 2021/22

Figure 34 shows the pipeline from TO to CTO. In 2018/19 technical grades were predominately male: male staff comprised 65% of the TO grade and 72% of the CTO grade. As of March 2022, the proportion of female staff at all grades bar one (STO) has increased: we now see 56%F at TO grade (+19%) and 42%F at CTO grade (+6%). The female decreases in STO is likely due to female progression to more senior CTO grades, and with female staff now making up 56% of Technical Officers there is a pathway for progression to STO. There are no female staff at Experimental Officer grade and two at Snr Experimental Officer, although pay grade wise they are equivalent to TO and CTO respectively.

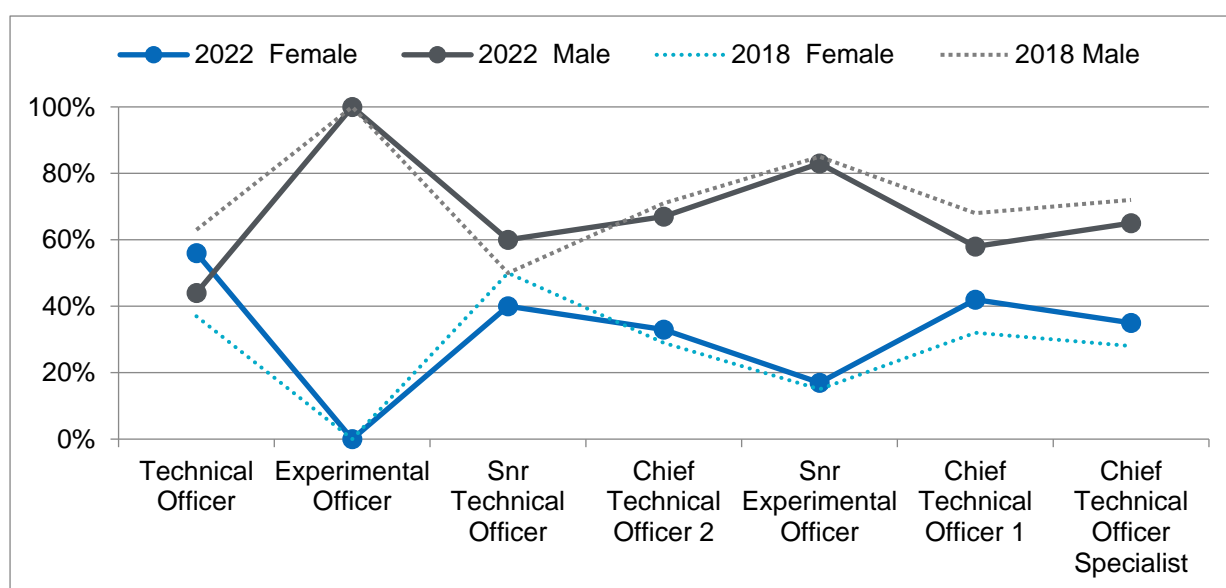


Figure 34: Technical staff pipeline

	2021/22			2018/19			%F
	Female	Male	#	Female	Male	#	increase/decrease
Technical Officer	56%	44%	■	37%	63%	■	19%
Experimental Officer	0%	100%	■	0%	100%	■	0%
Snr Technical Officer	40%	60%	■	50%	50%	■	-10%
Chief Technical Officer 2	33%	67%	■	29%	71%	■	5%
Snr Experimental Officer	17%	83%	■	15%	85%	■	1%
Chief Technical Officer 1	42%	58%	■	32%	68%	■	11%
Chief Technical Officer Specialist	35%	65%	■	28%	72%	■	6%

Table 34: Technical staff by grade

Library grades (**Figure 35**) remain predominantly female, with all grades $\geq 64\%$ female. The most senior grade, sub-librarian, is 80%F (up from 67% in 2018) which appears to be due to a staff member leaving (the number of people at this grade has decreased from 6 to 5). There has been an increase in male proportions at Assistant Librarian, Library Assistant & Library keeper (**Table 35**) and an increase in female staff proportion at Higher library Assistant and Sub Librarian, indicating that both female and male staff are progressing through the librarian pipeline and overall improved parity.

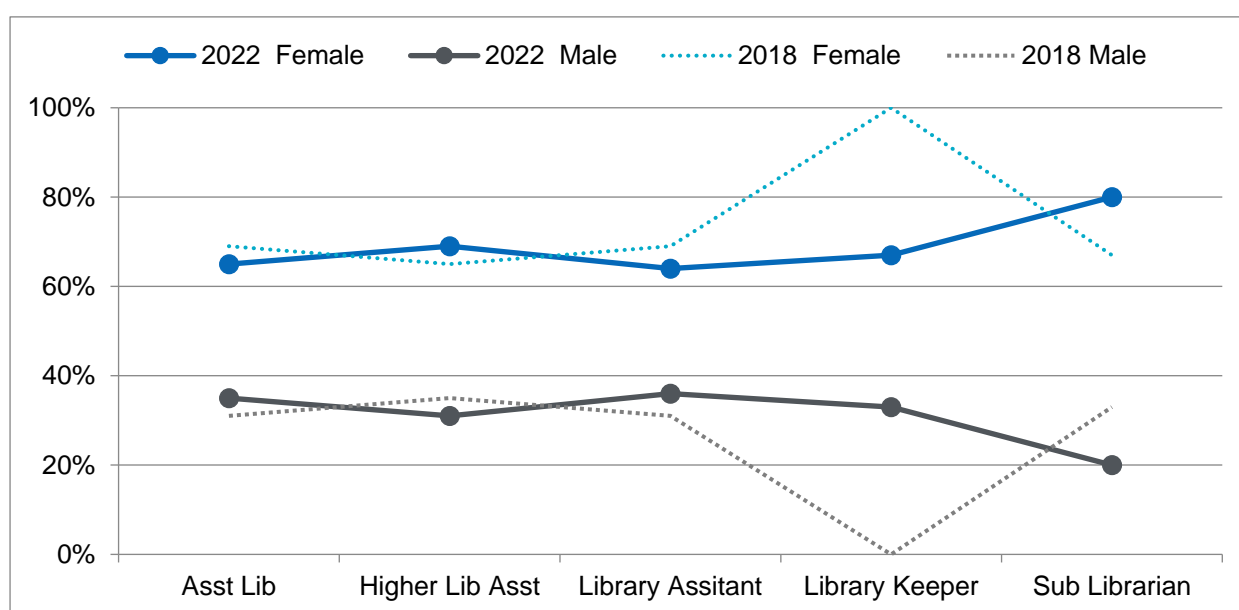


Figure 35: Library staff pipeline

	2021/22			2018/19			%F
	Female	Male	#	Female	Male	#	increase/decrease
Asst Lib	65%	35%	■	69%	31%	■	-5%
Higher Lib Asst	69%	31%	■	65%	35%	■	5%
Library Assistant	64%	36%	■	69%	31%	■	-5%
Library Keeper	67%	33%	■	100%	0%	■	-33%
Sub Librarian	80%	20%	■	67%	33%	■	13%

Table 35: Library staff by grade

B&S (Table 36) shows the greatest gender disparities, i.e. no male staff members at the nursery grades & no female staff members at craft person, security or technical stores grades. Housekeeping & catering grades are predominantly female while general operatives are predominantly male. The numbers at each grade are small so we must be cautious when looking for trends, but there are some noticeable differences. ■■■■■

■■■■■

■■■■■

■■■■■

	2021/22				2018/19				%F
B&S staff (senior grades in bold)	F	M	#	%F	F	M	#	%F	increase/decrease
Gen Op/Attendant/GP	■	■	■	22%	■	■	■	16%	5%
Senior Attendant	■	■	■	29%	■	■	■	27%	1%
Craftsperson		■	■	0%		■	■	0%	0%
Craft Chargehand		■	■	0%		■	■	0%	0%
Area craft person		■	■	0%		■	■	0%	0%
Catering Assistant	■	■	■	84%	■	■	■	83%	2%
Senior Catering Assistant	3	■	■	60%	■	■	■	40%	20%
Chef 3	■		■	100%	■	■	■	67%	33%
Chef 1	■	■	■	20%	■	■	■	20%	0%
Day Nursery Assistant	■		■	100%	■		■	100%	0%
Day Nursery Supervisor	■		■	100%	■		■	100%	0%
Deputy Day Nursery Supervisor	■		■	100%	■		■	100%	0%
Executive 3	2	■	■	29%		■	■	0%	29%
Executive 2	■	■	■	50%	■	■	■	67%	-17%
Executive 1	■	■	■	18%	■	■	■	15%	3%
Housekeeping Assistant	■	■	■	85%	■	■	■	84%	1%
Cleaning Supervisor 1	■	■	■	86%	■		■	100%	-14%
Laboratory Attendant 1 Merged	■	■	■	11%	■	■	■	27%	-16%

Senior Laboratory Attendant		47%		45%	2%
Library Guard		20%		22%	-2%
Senior Library Guard		0%		0%	0%
Library Shop Assistant 3		78%		86%	-8%
Library Shop Assistant 2		0%		60%	-60%
Library Shop Assistant 1		0%		0%	0%
Security 2		0%		0%	0%
Security 1		0%		0%	0%
Security Superintendent		0%		0%	0%
Storeperson		0%		0%	0%
Technical Stores 2		0%		0%	0%
Senior Technical Stores 1		0%		0%	0%

Table 36: Building and Services staff by grade



AP 2.3.2: Increased support, awareness and encouragement for PMS staff to take advantage of career development and progression opportunities.



AP 2.3.3: Work to reduce stereotyping of "female" and "male" support staff roles

- b. Provide data on staff on fixed-term contracts, contracts of indefinite duration/permanent contracts and hourly-paid contracts by gender. Outline the instances where fixed-term and hourly-paid contract types are used. This should include:
 - + whether or not numbers of fixed term/hourly paid contracts are representative of a typical year;
 - + the rationale for the use of short-term contracts;

TCD does not employ staff on zero hours contracts. **Table 37** shows data for PMS staff by contract type and gender for 2021/22 and 2018/19. The percentage of both female and male staff on perm/CID contracts has increased since 2018/19 across all job categories. We note a higher percentage of male staff hold perm/CID contracts in B&S (82%F v 90%M), Technical (90%F v 97%M) and Library (92%F v 95%M) while a higher percentage of female staff hold perm/CID contracts in Admin Support (72%F v 69%M). At Senior Management

level, we have parity (64%F and 65%M). Overall in TCD, 76% of female PMS staff and 80% of male PMS staff (78% total) hold permanent/CID contracts.

Trinity is below the benchmark for the sector average where currently 85%F, 89%M (87% overall) hold permanent/CID contracts. However, our rate of permanent/CID contracts are increasing faster than the sector, showing growth of 2% for female staff (4% in TCD), 3% for male staff (5% in TCD) and 3% overall (5% in TCD).

	2021/22			2018/19		
Admin Support	Female	Male	Total	Female	Male	Total
Contract Part-Time	■	■	■	■	■	■
Contract Fulltime	■	■	■	■	■	■
COID Fulltime	■	■	■	■	■	■
COID Part-Time	■	■	■	■	■	■
Perm Fulltime	■	■	■	■	■	■
Perm Part-Time	■	■	■	■	■	■
Admin Support	754	290	1044	731	265	996
% Perm/COID	73%	69%	71%	68%	59%	66%

Building & Services	Female	Male	Total	Female	Male	Total
Contract Part-Time	■	■	■	■	■	■
Contract Fulltime	■	■	■	■	■	■
COID Fulltime	■	■	■	■	■	■
COID Part-Time	■	■	■	■	■	■
Perm Fulltime	■	■	■	■	■	■
Perm Part-Time	■	■	■	■	■	■
Build & Services	233	235	468	255	249	504
% Perm/COID	82%	90%	86%	81%	86%	84%

Library	Female	Male	Total	Female	Male	Total
Contract Part-Time	■	■	■	■	■	■
Contract Fulltime	■	■	■	■	■	■
COID Fulltime	■	■	■	■	■	■
COID Part-Time	■	■	■	■	■	■
Perm Fulltime	■	■	■	■	■	■
Perm Part-Time	■	■	■	■	■	■
Library	80	38	118	90	42	132
% Perm/COID	93%	95%	93%	89%	93%	90%

Senior Management	Female	Male	Total	Female	Male	Total
Contract Part-Time	■	■	■	■	■	■

Contract Fulltime	■	■	■	■	■	■
COID Fulltime	■	■	■	■	■	■
COID Part-Time	■		■	■	■	■
Perm Fulltime	■	■	■	■	■	■
Perm Part-Time	■		■	■	■	■
Senior Management	66	48	114	53	50	103
% Perm/COID	64%	63%	63%	55%	58%	56%

Technical	Female	Male	Total	Female	Male	Total
Contract Part-Time	■		■	■	■	■
Contract Fulltime	■	■	■	■	■	■
COID Fulltime	■	■	■	■	■	■
Perm Fulltime	■	■	■	■	■	■
Perm Part-Time	■	■	■	■	■	■
Technical	51	87	138	47	91	138
% Perm/COID	90%	97%	94%	91%	90%	91%

Total PMS Perm/COID	76%	80%	78%	72%	75%	73%
Benchmark	85%	89%	87%	83%	86%	84%

Table 37: PMS contract type by gender and job category

TCD is in line with the sector regarding the proportion of men and women on full-time and part-time perm/CID contracts and compares well in terms of the proportion of female staff on full-time FTCs (55%F in TCD v 68%F) and part-time FTCs (73%F in TCD v 82%F sector average). Overall, female staff make up 67% (284) of all FTC staff (421) which, while in line with the sector average of 68%, is still too high.

TCD 2022/HEA 2021		%F (TCD)	%M (TCD)	%F (Universities)	%M (Universities)
Full-Time	Permanent	55%	45%	60%	40%
	Temporary/Contract	55%	45%	68%	32%
Part-Time	Permanent	92%	8%	91%	9%
	Temporary/Contract	73%	27%	82%	18%
Hourly Paid		0%	0%	0%	0%

Table 38: Proportion of PMS staff contracts against all Universities

Currently 421 (284F and 137M) PMS staff hold FTCs. 41% of all staff on these contracts are based in the Corporate Services Division, 20% are in the Academic Services Division, 14% are in STEM, 12% in FAHSS, 9% in FHS and 5% in FSD (Figure 36).

(*n* = F 284, M 137, Total 421)



- 12% (49) of all PMS staff on FTCs are in Estates & Facilities (E&F);
- 11% (49) are in TR&I;
- 6% (26) are in Global Engagement;
- 6% (26) are in the School of Medicine;
- 15% (61) are split evenly between FSD, STEM Research Institutes and TBS.
- 4% (15) are in the Commercial Revenue Unit, Library and Sports Centre hold 4% (15) of FTC staff each (45 in total).
- The other 38% (160) are split between 35 areas that have between 0.2 and 3% each.

	%F	%M	%T	#F	#M	Total Number
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1	1	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]		1	1
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1	1	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1	1	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1		1
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1		1
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1		1
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1	1	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1		1
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1		1
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1	1	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1		1
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1		1
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	5	7	12

<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>				



- c. Comment and reflect on recruitment policies and processes, where different from above (2.c). Analyse three years of data on applications, shortlisted candidates and appointment rates by gender and grade.

Recruitment of all PMS staff falls under the same policies detailed in section 2.c.

Administration and Senior Management Staff by grade

Table 40 shows the three year average for recruitment of administration and senior management staff (**Table 41** shows full details). From EO to AO1 grades, female applicants comprise over 50% of the applicant pool, and over 60% of the shortlisted and appointed pool. This trend changes with seniority of position advertised: female staff are 64% of applicants at AO3 decreasing to 58% at AO1. This then drops below 50% at Senior Management grades (SAO3 – SAO1) with women making up only 13% of the applicant pool at SAO1. What is visible is that shortlisting at SAO3 and SAO2 is gender balanced, and female applicants have a higher success rate. However, no female has been appointed to SAO1 in the last 3 years, is in part due to the low number of applicants at this grade. While female representation at senior grades has improved, additional actions are needed to ensure progression through the career pipeline and to encourage female applicants at senior and management grades (**AP 2.3.2, AP 2.3.6**).

	3 year average (%F)			3 year success rate	
	Applicants	Shortlisted	Appointed	Female	Male
SAO1	13%	22%	0%	0%	3%
SAO2	40%	51%	64%	7%	3%
SAO3	39%	51%	67%	23%	7%
AO1	58%	66%	70%	8%	5%
AO2	60%	67%	69%	11%	7%
AO3	64%	73%	76%	12%	6%
SEO	53%	67%	67%	23%	0%
EO	62%	69%	73%	5%	3%
Secretarial	17%	0%	0%	0%	11%
Total	59%	68%	73%	7%	4%

Table 40: three year average for the recruitment of administration and senior management staff

Administrative and Senior Management recruitment by grade									
Applicants	2019/20			2020/21			2021/22		
	F	M	#	F	M	#	F	M	#
SAO I	24%	76%	■	15%	85%	■	-	-	-
SAO2	30%	70%	■	38%	62%	■	52%	48%	■
SAO3	38%	62%	■	52%	48%	■	28%	72%	■
AO I	62%	38%	■	57%	43%	■	55%	45%	■
AO2	62%	38%	■	60%	40%	■	58%	42%	■
AO3	66%	34%	■	64%	36%	■	61%	39%	■
SEO	91%	9%	■	-	-	-	67%	33%	■
EO	64%	36%	■	55%	45%	■	66%	34%	■
Secretarial	-	-	-	50%	50%	■	-	-	-
Grand Total	60%	40%	5280	55%	45%	3842	61%	39%	4152
Shortlisted	2019/20			2020/21			2021/22		
	F	M	#	F	M	#	F	M	#
SAO I	50%	50%	■	17%	83%	■	-	-	-
SAO2	24%	76%	■	47%	53%	■	82%	18%	■
SAO3	60%	40%	■	52%	48%	■	41%	59%	■
AO I	69%	31%	■	67%	33%	■	61%	39%	■
AO2	63%	37%	■	72%	28%	■	66%	34%	■
AO3	73%	27%	■	79%	21%	■	68%	30%	■
SEO	100%	0%	■	-	-	-	100%	0%	■
EO	67%	33%	■	70%	30%	■	70%	30%	■
Secretarial	-	-	-	0%	100%	■	-	-	-
Grand Total	65%	35%	875	70%	30%	1243	68%	32%	1579
Interviewed	2019/20			2020/21			2021/22		
	F	M	#	F	M	#	F	M	#
SAO I	50%	50%	■	20%	80%	■	-	-	-
SAO2	25%	75%	■	47%	53%	■	81%	19%	■
SAO3	60%	40%	■	58%	42%	■	48%	52%	■
AO I	70%	30%	■	69%	31%	■	66%	34%	■
AO2	63%	37%	■	73%	27%	■	68%	32%	■
AO3	72%	28%	■	77%	23%	■	70%	29%	■
SEO	100%	0%	■	-	-	-	100%	0%	■
EO	67%	33%	■	70%	30%	■	71%	29%	■
Secretarial	-	-	-	0%	100%	■	-	-	-
Grand Total	66%	34%	795	70%	30%	847	69%	31%	1369
Appointed	2019/20			2020/21			2021/22		
	F	M	#	F	M	#	F	M	#
SAO I	0%	100%	■	0%	100%	■	-	-	-
SAO2	43%	57%	■	75%	25%	■	75%	25%	■
SAO3	68%	32%	■	83%	17%	■	50%	50%	■
AO I	73%	27%	■	76%	24%	■	60%	40%	■

AO2	58%	42%	■	79%	21%	■	69%	31%	■
AO3	78%	22%	■	78%	22%	■	73%	27%	■
SEO	100%	0%	■	-	-	-	100%	0%	■
EO	74%	26%	■	72%	28%	■	73%	27%	■
Secretarial	-	-	-	0%	100%	■	-	-	-
Grand Total	69%	31%	247	79%	21%	210	70%	30%	344
Success Rate	2019/20			2020/21			2021/22		
	F	M		F	M		F	M	
SAOI	0%	8%		0%	2%		-	-	-
SAO2	8%	5%		8%	2%		6%	2%	
SAO3	12%	3%		29%	6%		27%	11%	
AOI	4%	2%		11%	5%		10%	8%	
AO2	5%	5%		10%	4%		18%	11%	
AO3	8%	4%		19%	9%		10%	6%	
SEO	20%	0%		-	-	-	50%	0%	
EO	5%	3%		3%	2%		7%	5%	
Secretarial	-	-	-	0%	33%		-	-	-
Grand Total	5%	4%		8%	3%		9%	6%	

Table 41: Administrative and Senior Management Recruitment 2019/20 – 2021/22

Technical Staff by grade

Table 42 shows the 3-year average for the recruitment of technical staff. Here, there is near gender balance of applicants (37%F), shortlisting (38%F) and within 40:60 of those appointed (43%F). There is an increase in female representation particularly at TO and CTO (the most senior grade). Female staff appear less likely to apply to STO, but when they do the success rate is similar to that of males. There have been no female applicants to Experimental and Medical Scientist grades in the last 3 years. These tend to be specialist positions and there have only been 3 Experimental Officer competitions (3 applicants) and 1 medical scientist competition (5 applicants) over the last 3 years. This does not impact the progression pipeline for staff as there is potential to progress from TO, to STO, to CTO. It is positive to see gender balance in appointees at the most senior position (CTO) over the last 3 years. However, action is required to encourage female staff who make up only 15% of applicants at STO grade given that they now make up 56% of TO staff (**AP 2.3.2**).

3 year average (%F)				3 year success rate	
	Applicants	Shortlisted	Appointed	Female	Male
Chief Technical Officer	36%	34%	50%	25%	7%
Medical Scientist	0%	0%	0%	0%	20%
Experimental Officer	0%	0%	0%	0%	100%
Senior Technical Officer	15%	15%	25%	67%	65%
Technical Officer	42%	45%	51%	21%	15%
Senior Laboratory Attendant	33%	25%	0%	0%	17%
Grand Total	37%	38%	43%	22%	19%

Table 42: three-year average for the recruitment of technical staff

Technical staff recruitment by grade									
Applicants	2019/20			2020/21			2021/22		
	F	M	#	F	M	#	F	M	#
Chief Technical Officer	50%	50%	■				21%	79%	■
Medical Scientist	0%	100%	■						
Experimental Officer				0%	100%	■	0%	100%	■
Senior Technical Officer	0%	100%	■	30%	70%	■			
Technical Officer	39%	61%	■	44%	56%	■	42%	58%	■
Senior Laboratory Attendant	33%	67%	■						
Grand Total	36%	64%	78	40%	60%	48	36%	64%	103
Shortlisted	2019/20			2020/21			2021/22		
	F	M	#	F	M	#	F	M	#
Chief Technical Officer	50%	50%	■				18%	82%	■
Medical Scientist	0%	100%	■						
Experimental Officer				0%	100%	■	0%	100%	■
Senior Technical Officer	0%	100%	■	30%	70%	■			
Technical Officer	30%	70%	■	47%	53%	■	59%	41%	■
Senior Laboratory Attendant	25%	75%	■						
Grand Total	28%	72%	36	38%	62%	29	49%	51%	49
Interviewed	2019/20			2020/21			2021/22		
	F	M	#	F	M	#	F	M	#
Chief Technical Officer	50%	50%	■				0.1	0.9	■
Medical Scientist	0%	100%	■						
Experimental Officer				0%	100%	■	0%	100%	■

Senior Technical Officer	0%	100%	■	43%	57%	■			
Technical Officer	30%	70%	■	36%	64%	■	61%	39%	■
Senior Laboratory Attendant	25%	75%	■						
Grand Total	26%	74%	34	35%	65%	23	49%	51%	47
Appointed	2019/20			2020/21			2021/22		
	F	M	#	F	M	#	F	M	#
Chief Technical Officer	100%	0%	■				0	1	■
Medical Scientist	0%	100%	■						
Experimental Officer				0%	100%	■	0%	100%	■
Senior Technical Officer	0%	100%	■	50%	50%	■			
Technical Officer	38%	63%	■	38%	63%	■	77%	23%	■
Senior Laboratory Attendant	0%	100%	■						
Grand Total	33%	67%	12	36%	64%	14	59%	41%	17
Success Rate	2019/20			2020/21			2021/22		
	F	M		F	M		F	M	
Chief Technical Officer	50%	0%					0%	13%	
Medical Scientist	-	20%							
Experimental Officer				-	100%		-	100%	
Senior Technical Officer	-	100%		67%	29%				
Technical Officer	13%	14%		19%	25%		32%	7%	
Senior Laboratory Attendant	0%	17%							
Grand Total	14%	16%		26%	31%		27%	11%	

Table 43: Technical Staff Recruitment 2019/20 – 2021/22

Library Staff by grade

Table 44 shows the 3-year average for recruitment of library staff. Female staff comprise the majority of applicants at all grades, with a slight decrease with grade seniority. Overall, there is relative gender balance (60:40) in the 3-year average of applicants (57%F) and shortlist (62%F) with female applicants more likely to be appointed (72%) and experience higher success rates at all grades with the exception of Library Keeper. There was only 1 Library Keeper position in the last 3 years and both the applicant pool and shortlist was gender balanced. This grade was 100%F in 2018; it now comprises 33%M. Library staff gained greater gender balance in recent years with both female and male staff progressing through the pipeline; over/under representation of any one gender has been decreasing. This staff group also has the smallest GPG in College (1%).

3 year average (%F)				3 year success rate	
	Applicants	Shortlisted	Appointed	Female	Male
Library Keeper	57%	50%	0%	0%	33%
Library Assistant	52%	44%	100%	14%	0%
Assistant Librarian I	68%	90%	88%	34%	10%
Assistant Librarian 2	61%	64%	78%	24%	6%
Total	57%	62%	72%	25%	8%

Table 44: Three-year average for the recruitment of library staff.

Library staff recruitment by grade									
Applicants	2019/20			2020/21			2021/22		
	F	M	#	F	M	#	F	M	#
Library Keeper							57%	43%	■
Library Assistant	36%	64%	■				67%	33%	■
Assistant Librarian I				50%	50%	■	86%	14%	■
Assistant Librarian 2	56%	44%	■	50%	50%	■	77%	23%	■
Total	50%	50%	38	50%	50%	20	71%	29%	143
Shortlisted	2019/20			2020/21			2021/22		
	F	M	#	F	M	#	F	M	#
Library Keeper							50%	50%	■
Library Assistant	25%	75%	■				63%	38%	■
Assistant Librarian I				80%	20%	■	1	0	■
Assistant Librarian 2	33%	67%	■	100%	0%	■	60%	40%	■
Total	31%	69%	13	89%	11%	18	67%	33%	27
Interviewed	2019/20			2020/21			2021/22		
	F	M	#	F	M	#	F	M	#
Library Keeper							50%	50%	■
Library Assistant	25%	75%	■				70%	30%	■
Assistant Librarian I				80%	20%	■	100%	0%	■
Assistant Librarian 2	50%	50%	■	100%	0%	■	60%	40%	■
Total	40%	60%	10	87%	13%	15	67%	33%	18
Appointed	2019/20			2020/21			2021/22		
	F	M	#	F	M	#	F	M	#
Library Keeper							0%	100%	■
Library Assistant	100%	0%	■				100%	0%	■
Assistant Librarian I				75%	25%	■	100%	0%	■
Assistant Librarian 2	33%	67%	■	100%	0%	■	100%	0%	■
Total	50%	50%	4	86%	14%	7	80%	20%	5
Success Rate	2019/20			2020/21			2021/22		
	F	M		F	M		F	M	
Library Keeper							0%	33%	

Library Assistant	25%	0%					3%	0%	
Assistant Librarian 1				60%	20%		8%	0%	
Assistant Librarian 2	7%	17%		60%	0%		4%	0%	
Grand Total	11%	11%		60%	10%		4%	2%	

Table 45: Detailed breakdown of recruitment of Library Staff 2019/20 – 2021/22

Other Support Staff by grade

Table 46 shows the 3-year average for recruitment of B&S support staff, illustrating that most grades tend to be female or male dominated with only Laboratory Attendant having a balanced pool of applicants. While the factors that influence what are seen as ‘male’ and ‘female’ roles are outside of TCD's control, a review of titles used will be undertaken to assess if this can encourage a more balanced applicant pool (**AP 2.3.3**). Overall female staff comprise 32% of applicants and 39% of those appointed, and both female and male staff have similar success rates overall (5% and 4% respectively). Noticeably, while female applicants comprise 82% of applicants at Executive 3, they make up only 6% at Executive 2, the next grade up.

Data around the recruitment of housekeeping assistants has not been included as staff are recruited locally by E&F with HR's assistance. Hiring leads follow all usual recruitment procedures and recruiting locally enables people to apply using paper CV's, outside of CoreHR, facilitating applications from candidates who may not have access to a computer or have the digital skills to apply online. However, this also means that accurate data on the number of applications received is not readily available. B&S is the PMS cohort with the biggest pay gap (discussed in the GPG section), has the lowest uptake of L&D opportunities, and staff here seem less likely to be aware of internal recruitment competitions for which they may be eligible. We are concerned that there is a digital divide whereby staff who are non-desk based do not see emails about internal positions or staff training opportunities which we are taking steps to address under **AP 2.3.5**.

3 year average (%F)				3 year success rate	
	Applicants	Shortlisted	Appointed	Female	Male
Attendant	33%	28%	10%	2%	26%
Chef 3	28%	40%	100%	14%	0%
Cleaning Supervisor	75%	84%	50%	50%	14%
Craftperson	0%	0%	0%	0%	7%
Day Nursery Assistant	87%	100%	100%	11%	0%
Deputy Day Nursery Supervisor	89%	92%	100%	3%	0%
Executive 2	6%	15%	25%	50%	29%
Executive 3	82%	92%	100%	69%	0%
Gen Operative	0%	0%	0%	0%	11%
Groundsperson	24%	30%	0%	0%	11%
Laboratory Attendant	51%	53%	20%	4%	9%
Library Guard	24%	21%	53%	8%	1%
Library Shop Assistant	64%	48%	74%	4%	3%
Security	0%	0%	0%	0%	3%
Storeperson	29%	17%	0%	0%	20%
Grand Total	32%	44%	39%	5%	4%

Table 46: Three-year average for the recruitment of Buildings and Services support staff



AP 2.3.3: Work to reduce stereotyping of TCD "female" and "male" support staff roles.



AP 2.3.5: Address digital divide regarding training opportunities and internal positions so non-desk based staff can avail of available career supports and progression opportunities in Trinity.

Other support staff recruitment by grade									
Applicants	2019/20			2020/21			2021/22		
	F	M	#	F	M	#	F	M	#
Attendant	■	■	■	■	■	■	■	■	■
Chef 3							■	■	■
Cleaning Supervisor	■	■	■				■	■	■
Craftperson	■	■	■				■	■	■
Day Nursery Assistant				■	■	■	■	■	■
Deputy Day Nursery Supervisor							■	■	■
Executive 2	■	■	■				■	■	■
Executive 3	■	■	■	■	■	■	■	■	■

Grand Total	67%	33%	1497	83%	17%	1575	56%	44%	531
Appointed	2019/20			2020/21			2021/22		
	F	M	#	F	M	#	F	M	#
Attendant	■	■	■	■	■	■	■	■	■
Chef 3							■	■	■
Cleaning Supervisor	■	■	■				■	■	■
Craftperson	■	■	■				■	■	■
Day Nursery Assistant				■	■	■	■	■	■
Deputy Day Nursery Supervisor							■	■	■
Executive 2	■	■	■				■	■	■
Executive 3	■	■	■	■	■	■	■	■	■
Gen Operative	■	■	■				■	■	■
Groundsperson	■	■	■				■	■	■
Laboratory Attendant	■	■	■	■	■	■	■	■	■
Library Guard	■	■	■	■	■	■	■	■	■
Library Shop Assistant	■	■	■				■	■	■
Security	■	■	■	■	■	■	■	■	■
Storeperson				■	■	■	■	■	■
Grand Total	52%	48%	60	64%	36%	55	53%	47%	87
Success Rate	2019/20			2020/21			2021/22		
	F	M		F	M		F	M	
Attendant	0%	22%		0%	50%		5%	7%	
Chef 3							14%	0%	
Cleaning Supervisor	0%	14%					100%	-	
Craftperson	-	3%					-	10%	
Day Nursery Assistant				14%	-		8%	0%	
Deputy Day Nursery Supervisor							3%	0%	
Executive 2	50%	7%					-	50%	
Executive 3	6%	0%		100%	-		100%	-	
Gen Operative	-	8%					-	14%	
Groundsperson	0%	8%					-	13%	
Laboratory Attendant	13%	5%		0%	13%		0%	9%	
Library Guard	20%	0%		1%	1%		3%	2%	
Library Shop Assistant	5%	5%					2%	1%	
Security	-	6%		-	1%		-	3%	
Storeperson				0%	20%		0%	20%	
Grand Total	0.3%	0.5%		1%	1%		4%	4%	

Table 47: Other support staff Recruitment 2019/20 – 2021/22

- d. Comment and reflect on opportunities for progression. This should include information on available data and results from staff consultation presented by gender.

PMS staff progress within TCD by applying for internal positions at higher grades, with approximately 180 to 200 roles available each year over the past 5 years. 59% of PMS survey respondents have applied for a position at a higher grade via internal recruitment, with little gender difference. Of those who applied via this route, 61% were successful (54%M v 63% F) (**Figure 37**).

The PMS staff review practice for personal promotion ceased in 2016 with a final round in 2017/18. TCD has been working with Trade Unions to put alternative policies in place. The 2021 and 2022 staff surveys revealed that professional staff of all genders are frustrated by limited opportunities for promotion since 2017/18. This dissatisfaction was echoed by Union representatives during the self-assessment.

“Promotional opportunities for Professional staff are non-existent, it is incredible that these were suspended so long ago and this issue has never been addressed” - Female PMS

“I would like a review of what I do and what grade I should be on. I think this will be possible shortly as there seems to be a grade review process in train (through HR I think). I hope that this is a genuine effort to understand what people actually do and that opportunities will become available and that it is not just another process. I do not think these processes and their potential outcomes will have a substantial cost to college and should have many benefits.” - Male PMS

HR led initiatives have occurred to respond to this: 1) a role grading pilot launched in spring 2022, currently being reviewed; 2) a comprehensive engagement process through a number of Citizens Assemblies in 2023 attended by over 400 staff. The purpose of these open invitation events was to gather inputs regarding possible options for rewarding and recognising professional staff. Results will be collated and reported on by Q4 2023 (**AP 2.3.1**).



AP 2.3.1 Results of Citizens Assemblies will be collated and reported back to the University in Q4 2023.

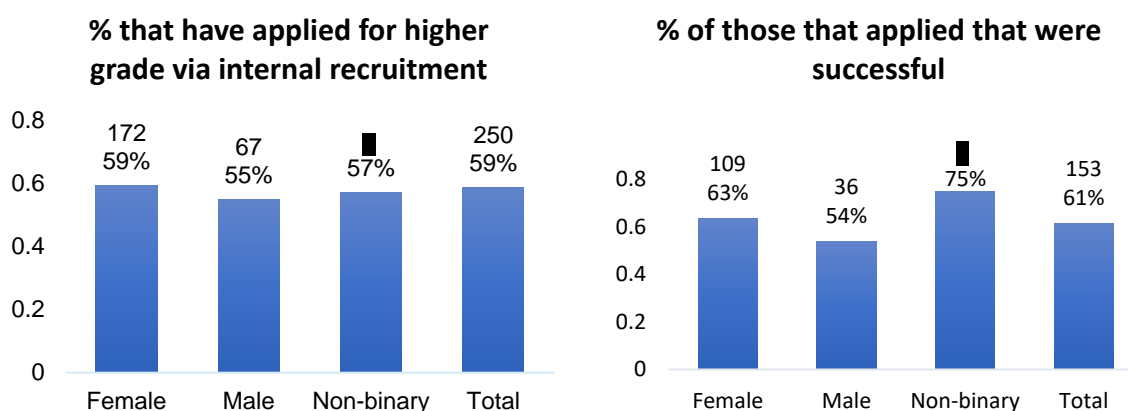


Figure 37: Survey respondents who have applied for higher grade and were successful

When considering male staff who were unsuccessful in achieving a higher grade via internal competitions (**Figure 38**), we see that the majority are at middle and senior grades: 34% at AO2/AO1 or equivalent and 21% at Senior/Chief Technical Officer or equivalent whereas for female staff (**Figure 40**) almost half (49%) of all unsuccessful candidates are at EO/AO3 grade with another 40% at AO1/AO2. However, success rates still remain high for female staff applying at these grades (**Figure 41**).

The results also show that 21% of unsuccessful males are in B&S at General Operatives/Security/Grounds person or craftsperson grades, and when we couple this data with the success rates for males by grade (**Figure 39**) we see that this cohort also has the lowest success rate with only 14% being successful in getting a position at a higher grade. Additional supports are needed to aid progression for all staff particularly for staff at EO level and staff working in B&S (**AP 2.3.2, 2.3.5, 2.3.6**).

Male staff unsuccessful by grade

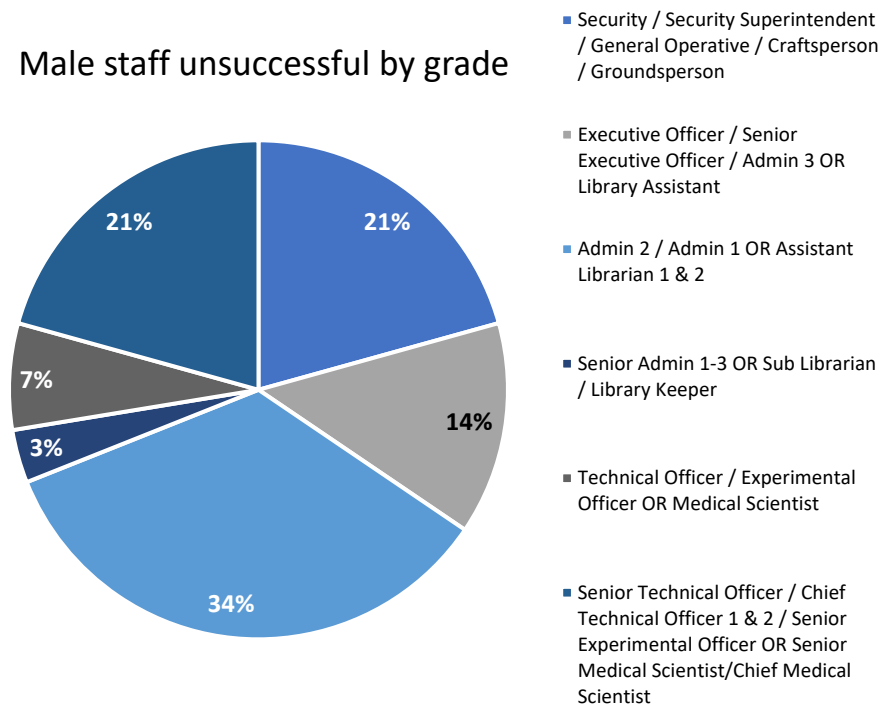


Figure 38 Male staff unsuccessful by grade

Male success rates by grade

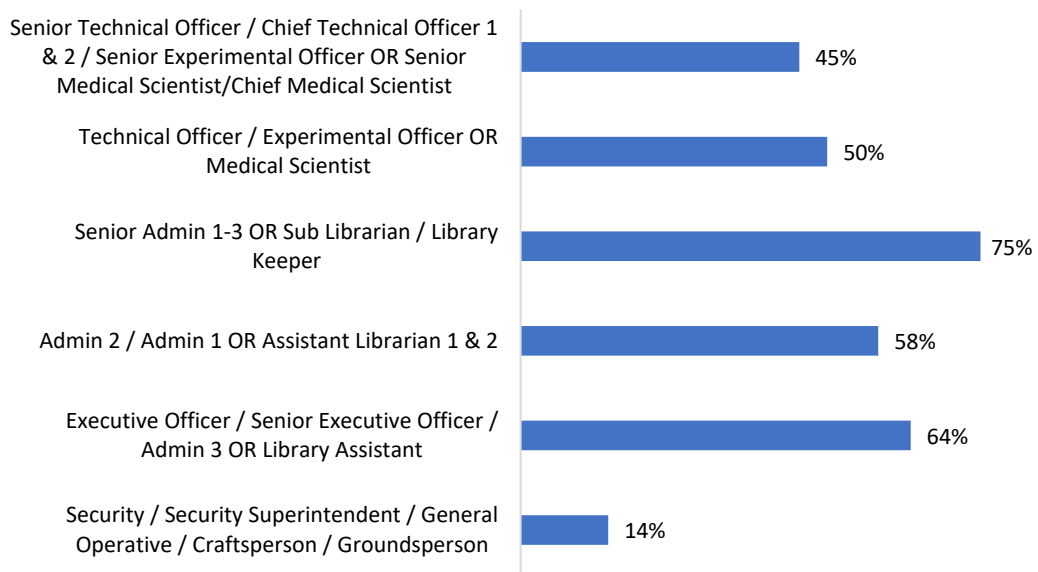


Figure 39: Male staff success rates grade

Female unsuccessful by grade

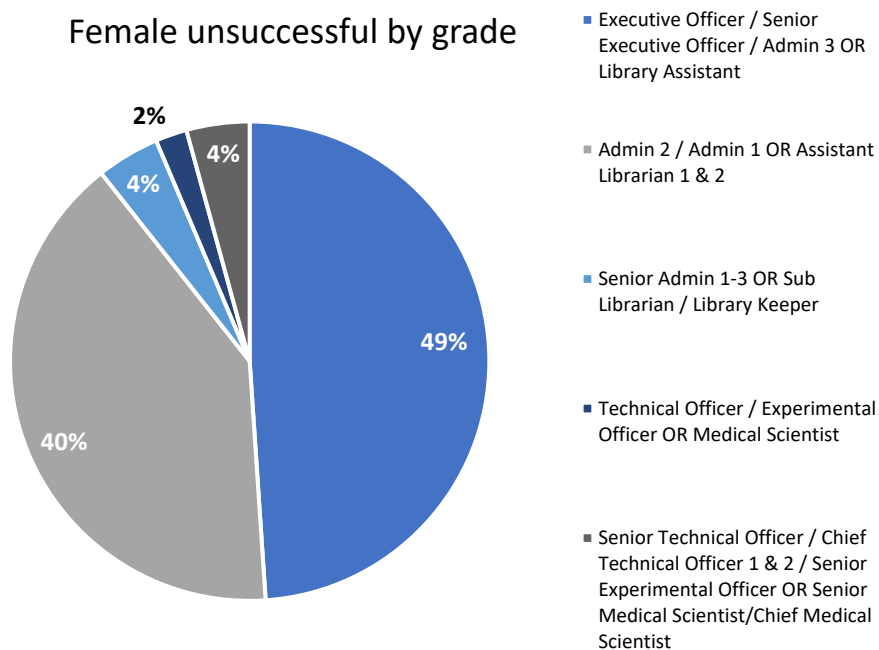


Figure 40: Female unsuccessful by grade

Female success rates by grade

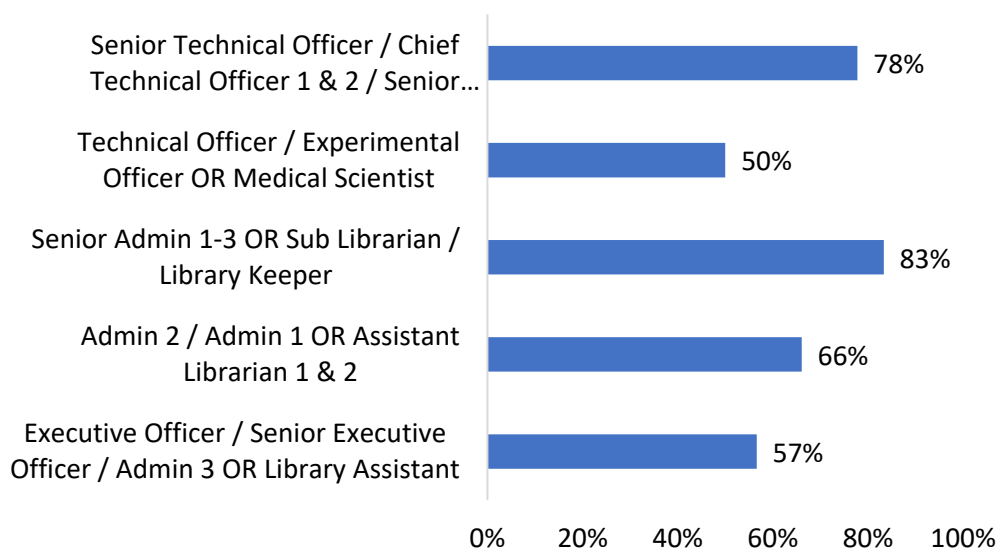


Figure 41: Female success rates by grade



AP 2.3.2 Increased support, awareness, and encouragement for PMS staff to take advantage of career development and progression opportunities.



AP 2.3.5 Address digital divide regarding training opportunities and internal positions so non-desk based staff can avail of available career supports and progression opportunities in TCD.



AP 2.3.6 Establish an Administrative and Professional Knowledge and Skill Sharing Panel where experienced staff members and junior/newer staff members can sign up to provide or receive coaching.

In Trinity, an award that academic and PMS staff can apply for in recognition of long service is the Master in Arts, *jure officii*, (MA(jo)). In 2022, eligibility requirements were changed to eliminate inequity in criteria that applied to different categories of staff. Previous eligibility criteria can be seen in **Image 32** below:

Eligibility for Master in Arts (*jure officii*), please tick the appropriate box.

☐ (a) Fellows, Professors and holders of the offices of Secretary, Treasurer, Librarian and Chief Operating Officer in the first year of their appointment;

☐ (b) Other members of the academic staff of at least the status of assistant professor after three years;

☐ (c) Staff on administrative officer grades after ten years;

☐ (d) Chief Technical Officers, Chief Medical Scientists, and Senior Experimental Officers after ten years;

☐ (e) Staff who do not come within sub-sections (a) to (d) after thirty-five years' employment with the College;

☐ (f) Permanent part-time members of the staff who had previously come within criteria (a) to (e).

Image 32: Eligibility for MA(jo) prior to 2022

Previously, some senior and academic staff waited 1-3 years to apply for the MA(jo) while PMS staff had to wait 10 – 35 years. As of 2022, ten years' service is required for all PMS members of staff and there is no distinction between full/part-time employees. Secondly, while ten years continuous service is required, it is clear that approved career breaks do not break continuity of service. Normally, the Registrar's office annually receives ≈ 20 applications for the MA(jo) but in 2022, with these new criteria, received 350.

- e. Comment and reflect on support given to staff to assist in their career development and progression, where different from above (2.e). This should include results from staff consultation presented by gender.

Table 48 shows uptake of L&D courses among PMS staff has increased across all genders and job categories over the last 5 years, particularly 2020/21. This may be because courses moved online during the pandemic enabling greater participation. All courses were predominantly taken by female staff, including among technical staff where staff are mostly male. Additionally, we see that no staff from B&S have participated in L&D courses, including HR-led induction. This may reflect the fact that a high number of B&S staff are not desk-based so may be unaware of these offerings which are promoted online or via email. This highlights the need for actions enabling staff in this area to avail of career & development supports (**AP 2.3.2, 2.3.5**).

Feedback received on L&D courses is very positive: 84% of all PMS respondents who engaged say they are very useful or somewhat useful, with very little gendered difference in response. Only 3% say the course was not at all useful. Staff who indicated they had not availed of HR L&D courses say they weren't aware of them (46%) or don't have enough time (37%). Only 17% said they don't consider them relevant (**Figure 43**).

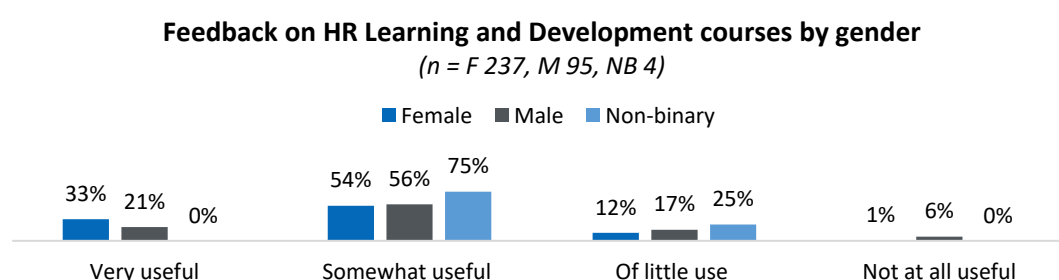


Figure 42: Feedback on HR L&D courses

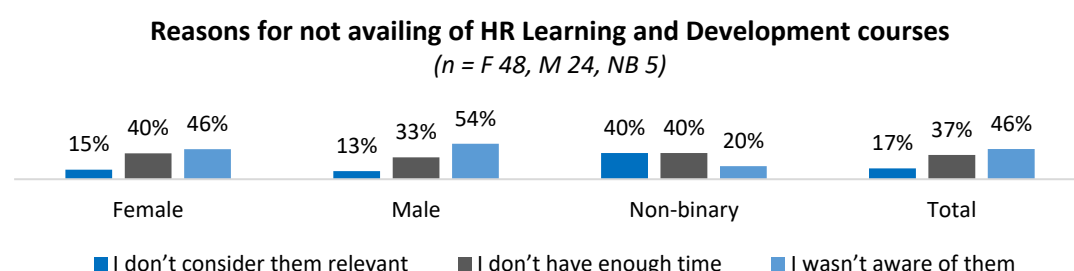


Figure 43: Reasons for not availing of HR L&D courses

	SMGT			ADMIN			TEC			LIB			Total		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
2017-18															
Induction	7	3	70%	42	22	66%	1		100%	5		100%	55	25	69%
Leadership	2	2	50%	29	7	81%				2		100%	33	9	79%
People Management	2	3	40%	47	11	81%	3	3	50%	3		100%	55	17	76%
Professional Skills	5	7	42%	82	46	64%	4		100%	9	1	90%	100	54	65%
Wellness & Resilience	2		100%	8		100%							10	0	100%
2017/18 total	18	15	55%	208	86	71%	8	3	73%	19	1	95%	253	105	71%
2018-19															
Employee Engagement	10	4	71%	175	54	76%	11	16	41%	21	8	72%	217	82	73%
Induction	1	1	50%	67	28	71%	3	2	60%	2		100%	73	31	70%
Leadership				9	2	82%		1	0%				9	3	75%
Mentoring	2		100%	5		100%							7	0	100%
People Management	4		100%	25	4	86%	1	5	17%	1		100%	31	9	78%
Professional Skills	10	4	71%	120	33	78%	1	3	25%	4	1	80%	135	41	77%
Wellness & Resilience	5		100%	105	16	87%	4	2	67%	7	2	78%	121	20	86%
2018/19 total	32	9	78%	506	137	79%	20	29	41%	35	11	76%	593	186	76%
2019-20															
Employee Engagement	3	1	75%	15	5	75%	3	2	60%	3	1	75%	24	9	73%
Induction	8	3	73%	51	29	64%	3	2	60%	1	1	50%	63	35	64%
Leadership	16	1	94%	74	20	79%							90	21	81%
Mentoring	2		100%	6		100%	2		100%				10	0	100%
People Management	23	7	77%	78	16	83%	5	2	71%	3		100%	109	25	81%
Personal Development	1		100%	6		100%							7	0	100%
Professional Skills	10	2	83%	96	16	86%	5	4	56%	9	9	50%	120	31	79%
Wellness & Resilience	8	11	42%	268	14	95%	9	15	38%	9		100%	294	40	88%
2019/20 total	71	25	74%	594	100	86%	27	25	52%	25	11	69%	717	161	82%
2020-21															
Employee Engagement	13	2	87%	130	28	82%	8	8	50%	18	1	95%	169	39	81%
Induction	4	1	80%	28	16	64%	2	1	67%	3		100%	37	18	67%
Leadership	4		100%	20	5	80%		1	0%				24	6	80%
Mentoring	1		100%	1		100%							2	0	100%
People Management	69	11	86%	178	45	80%	5	14	26%	1		100%	253	70	78%
Personal Development	4		100%	2		100%				10	4	71%	16	4	80%
Professional Skills	47	13	78%	264	80	77%	5	4	56%	9	1	90%	325	98	77%
Wellness & Resilience	34	20	63%	560	50	92%	21	20	51%	25	2	93%	640	92	87%
2020/21 Total	176	47	79%	1183	224	84%	41	48	46%	66	8	89%	1466	327	82%
2021-22															
Employee Engagement	16	14	53%	160	51	76%	17	27	39%	13	8	62%	206	100	67%
Induction	1	2	33%	83	18	82%	4	1	80%	2		100%	90	21	81%
Leadership	89	40	69%	247	39	86%	2		100%	1		100%	339	79	81%
Mentoring	3		100%	14	5	74%		4	0%				17	9	65%
Personal Development				5		100%							5	0	100%
Professional Skills	17	3	85%	225	46	83%	11	6	65%	4	1	80%	257	56	82%
Wellness & Resilience	26	25	51%	540	15	97%	8	1	89%	15	1	94%	589	42	93%
2021/22 total	152	84	64%	1274	174	88%	42	39	52%	35	10	78%	1503	307	83%

Table 48: PMS staff training uptake 2017/18 – 2021/22

Staff consultation showed that for PMS staff of all genders, 50%+ feel they have access to the training they need to support career goals and 50%+ feel that their line manager supports career goals. However, <50% feel they have been encouraged to apply for advancement and only 18% have a mentor. This suggests more room for mentoring (formal/informal) & encouragement to support PMS staff with career progression.

Workloads can make it difficult to avail of staff development opportunities which in turn could be useful for career progression. Formal staff development courses are useful but so too is informal style (e.g benchmarking your approach with colleagues in other institutions and gaining information on alternative approaches). In the absence of promotion, incentives such as benchmarking visits etc. can incentivise staff. – Female Senior Management

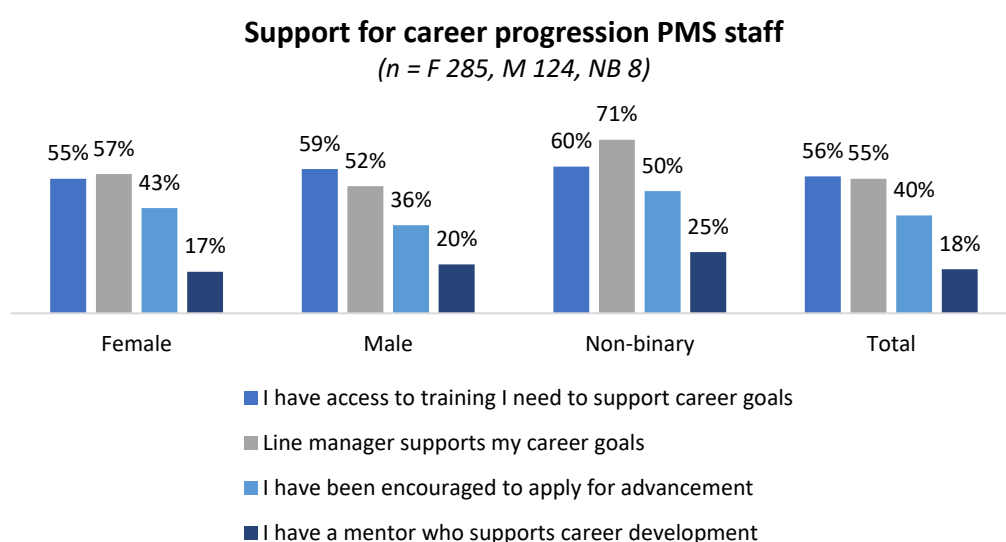


Figure 44 Survey response Support for career progression PMS staff



AP 2.3.6: Establish an Administrative and Professional Knowledge and Skill Sharing Panel where experienced staff members and junior staff members can sign up to provide or receive coaching.

- f. Comment and reflect on staff development reviews, or an equivalent system, where different from above (2.f.) This should include information on uptake by gender and results from staff consultation presented by gender.

There is no consistently applied appraisal/development review process in TCD. Informal reviews occur at School/Department level. Survey data indicates 27% (28%F, 27%M and 11%NB) of respondents had a performance development review (PDR) while 88% would avail of one if offered. Key discussion points for staff are work objectives, workload and career progression. Work-life balance was the least selected item. Feedback on PDR participation was positive with 69% feeling they benefited.

Professional development reviews

(n = F 285, M 124, NB 8)

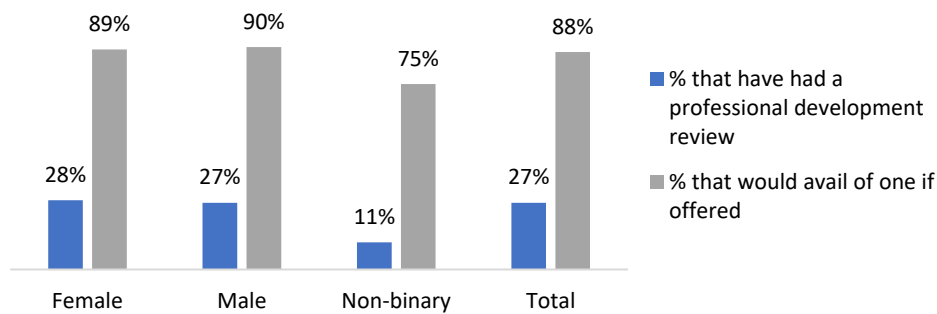


Figure 45: Professional development reviews experience

Feedback on development reviews

(n = f 85, m 35, total 121)

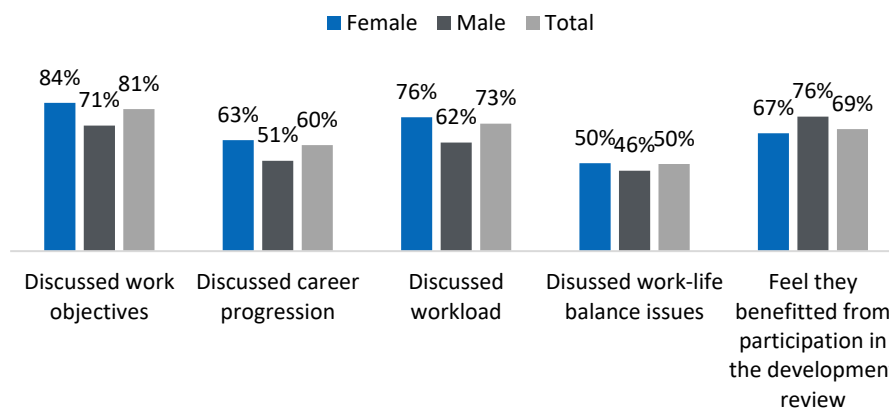


Figure 46: Feedback on development reviews

TCD has tested various versions of PMDS in recent years but has struggled to establish a consistent system that could be used university-wide. Managers and staff have had mixed feelings about performance management, and the lack of a standardised system has resulted in inconsistent application. However, with a new leadership team, a return to work after Covid, and feedback from staff surveys and engagement meetings, the University is undergoing cultural change. Staff now see feedback as critical to their success, and recent engagement has highlighted feedback for performance as a key theme. As a result, TCD has rebranded PMDS as Performance Conversations, simplified the process, and established three formal touchpoints throughout the year to support and develop individuals (**Image 32**).



Image 32: Performance Conversations

HR has been piloting Performance Conversations with professional staff for the past year and some minor changes have now been included into the process. This pilot will be extended to CSD during 2023/24 and will pilot to all staff in the School of Chemistry during 2023/24. Feedback from these pilots will inform roll across TCD.



AP 2.2.13: Pilot and roll out Performance Conversations across College

- g. Comment and reflect on how workload is distributed and managed. This should include information on how the breadth of professional, managerial and support roles and responsibilities are captured in workload planning and allocation, and results from staff consultation presented by gender.

Workload for PMS staff is distributed and managed locally by line managers given the varied nature of PMS roles across College. Staff consultation results reveal that the majority of staff do not feel there is an active or transparent management of workload in their departments. 57% feel that their workload is reasonable. 72% feel that they can approach their line manager if their workload is too heavy. 53% are confident their manager would take action to address a heavy workload with little gender difference. But only 39%F and 38%M respondents feel that their workload aligns with personal career goals (**Table 49**).

In my department: (numbers f= 302, m = 128, nb = 8)	Female	Male	No- binary
There is an active management of workload	42%	40%	39%
There is a fair and transparent way of allocating work	38%	41%	13%
My workload is reasonable.	55%	63%	63%
I feel that I can speak with my line manager if my workload gets too heavy.	73%	72%	63%
If I spoke to my line manager about workloads being too heavy, I am confident that they would take action to address it.	51%	57%	75%
The allocation of my workload aligns with my personal career development and goals.	39%	38%	63%

Table 49: Responses from our institutional survey re PMS workload

- h.** Comment and reflect on whether the institution's gender pay gap reporting identified differences in remuneration referable to gender, the reason(s) for such differences, and measures (if any) taken, or proposed to be taken, to eliminate or reduce differences.

The widest GPG among PMS staff is in B&S (17%). Although the number of employees in this group is evenly balanced, traditional gender profiles present with females clustered in housekeeping, catering and nursery work while males are clustered in security, maintenance and operative roles (i.e. horizontal segregation).

Within this group, the driving factors behind the GPG are:

- (i) payscales are set by government for various types of work, with female-dominated roles such as childcare and housekeeping earning less than male-dominated roles such as craftsperson.
- (ii) overtime and allowances are more frequent in roles like maintenance/security due to the nature of the work and the 24-hour operation of College. These additional payments further increase the GPG.

To address this we need to target recruitment to attract both genders into all types of work and ensure that all working environments are collegiate and respectful of diversity (**AP 2.3.3**). Finally, an issue affecting GPG in all job categories is where family, care and domestic responsibilities are not equally shared and more often borne by women. For this reason, many women report working in part-time flexible roles at junior or mid-level grades. The opportunity to work on a part-time basis does not occur as frequently at higher grades. We will foster an environment where part-time or flexible working arrangements are available at all grades. In addition, we will promote all forms of flexible working to all genders (**AP**

2.2.16). The GPG for other PMS job categories is lower than the organisational average of 11%: Administrative 9%; Technical 8%; Senior Management 5%; Library 1%. No level of GPG is acceptable and we will strive to take responsibility for enacting change.

Gender Pay Gap by Job Category

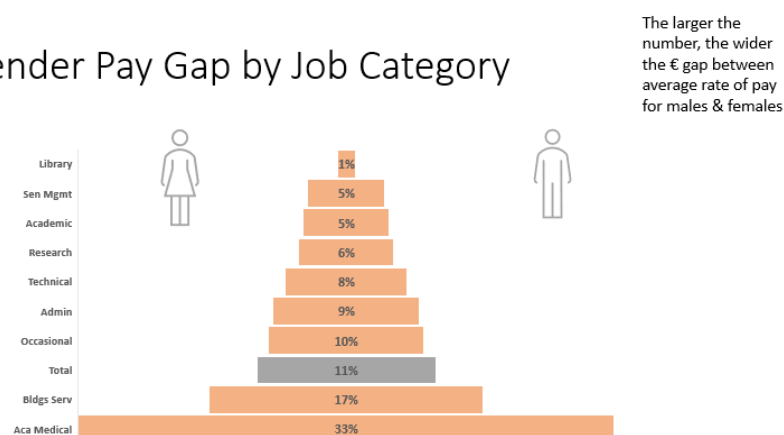


Image 33: Gender Pay Gap by Job Category

- i. Comment and reflect on how the institution is building capacity to understand and address issues related to supporting and advancing professional, managerial and support careers in relation to equality grounds in addition to gender. Where available, provide data to support analysis and action.

We've increased diversity tool response rate by 8% for PMS staff, but with a total 28% completion rate there are too many incompletes to draw meaningful conclusions (**Table 50**). We're conscious incomplete data can disguise the impact of inequalities on protected groups making it difficult to identify and target trends in the career pipeline for staff from underrepresented groups. We are prioritising promotion of the diversity tool in our 2023-27 GAP. Additional steps taken to ensure we are supporting staff and their careers in relation to equality grounds in addition to gender are highlighted above in section **2.2.G**.

Response Rate	F	M	T
2018	19%	20%	20%
2022	27%	30%	28%
Growth	+8%	+10%	+8%

Table 50: PMS diversity tool completion rate – ethnicity



Action 1.2.5: Enhance data collection and disclosure rates for diversity data, including ethnicity, to enable target setting and to support better gendered and intersectional understanding and analysis.

4. Evaluating culture, inclusion and belonging

- a. Comment and reflect on how the institution creates and ensures a safe and respectful environment. This should include:
- + whether the mechanisms in place for addressing and eliminating discrimination and unfair treatment;
 - + how incidents are recorded, and comment on initiatives to address gaps between policies and practices;
 - + how the institution raises awareness of, and considers intersectionality in, policies and practices;
 - + results from staff consultation, presented by gender and category of post, and may including data on additional equality grounds.

TCD is committed to supporting a collegiate environment wherein staff, students and other community members are treated with dignity and respect. **Bullying, harassment, and any form of discrimination are not tolerated.** When someone experiences these behaviours, the first point of contact is a line manager (for staff) or tutor/advisor (for students). Most issues are resolved informally at this level. Staff members and students may also contact one of the D&R contact persons listed on the Equality Office website. The contact persons offer a **confidential** service and advise on options under the D&R policy.

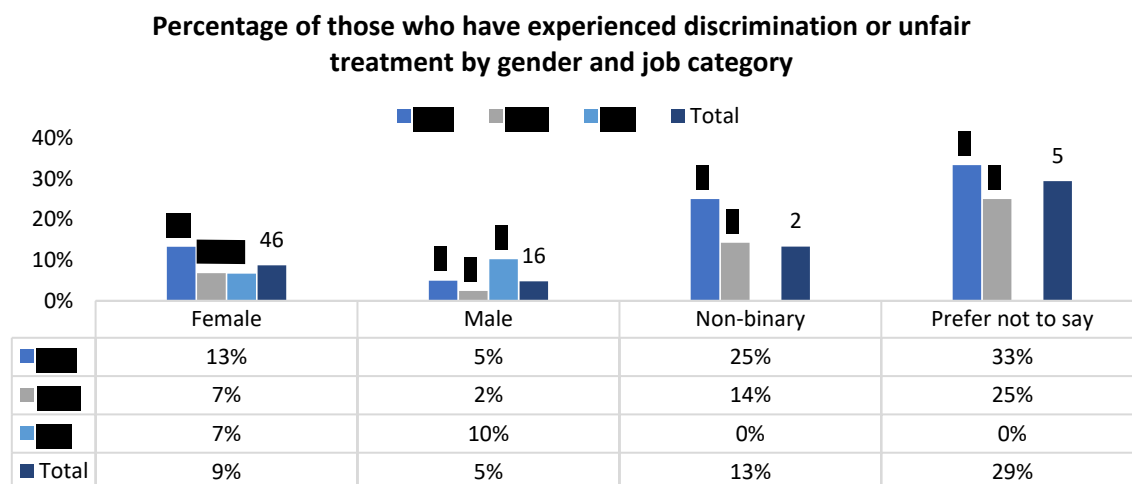


Figure 47: Percentage of those that responded who have experienced discrimination or unfair treatment by gender and job category

8% (70) of respondents to our 2022 EDI survey have reported experiencing discrimination or unfair treatment in the last three years. 67% (47) of those who have experienced discrimination are female, 31% (22) are minority ethnic, 27% (19) have a disability or

impairment, and 27% (19) are LGBTQ+. [REDACTED]

[REDACTED] A higher proportion of male staff members (61%) said that they would be comfortable reporting discrimination than would female (47%) or non-binary staff members (47%).

Additionally, REEWG focus group participants expressed a lack of confidence and trust in the current processes for reporting and managing complaints. There is a sense that it can be a waste of time and uncomfortable to raise these issues, for fear of institutional resistance or the attraction of adverse attention. Thus, there is a need to build trust and confidence in how complaints are managed (**AP 2.4.1 ,2.4.4, 2.5.1**).



AP 2.4.1 Launch a comprehensive awareness and communications strategy with College community around our revised dignity and respect policy and new sexual misconduct policy, with a particular focus on building confidence in reporting mechanisms.



AP 2.4.4 Develop and implement a tailored education and training programme for staff and students around the new policies, with particular focus on line managers and those in posts where employees or students are likely to report in the first instance.



AP 2.5.1: Publish a Trinity Racial and Ethnic Equality Action Plan.

- b. Comment and reflect on mechanisms in place for addressing and eliminating bullying and harassment. This should include:
- + how incidents are recorded;
 - + initiatives to address gaps between policies and practices;
 - + results from staff consultation, presented by gender and category of post, and may include data on additional equality grounds.

18% (163) of survey respondents report having experienced bullying and/or harassment within the last 3 years 65% (106) therein are women, [REDACTED]

Reports of bullying and harassment are more prevalent among PMS members, for all genders.

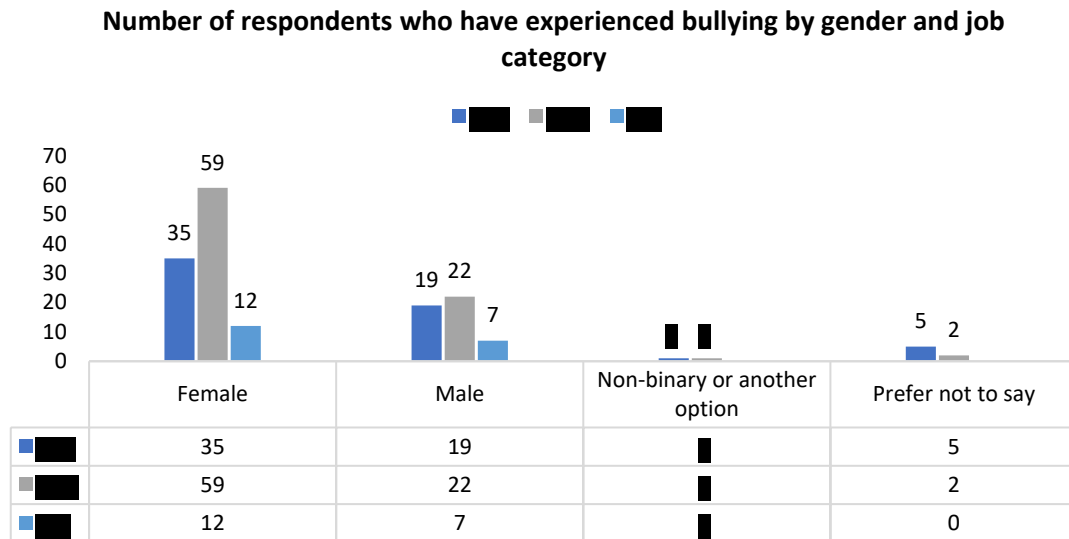


Figure 48: Number of respondents who have experienced bullying by gender and job category

The main types of bullying described are abuses of power, and non-verbal/verbal bullying – for women and men.

Types of bullying experienced

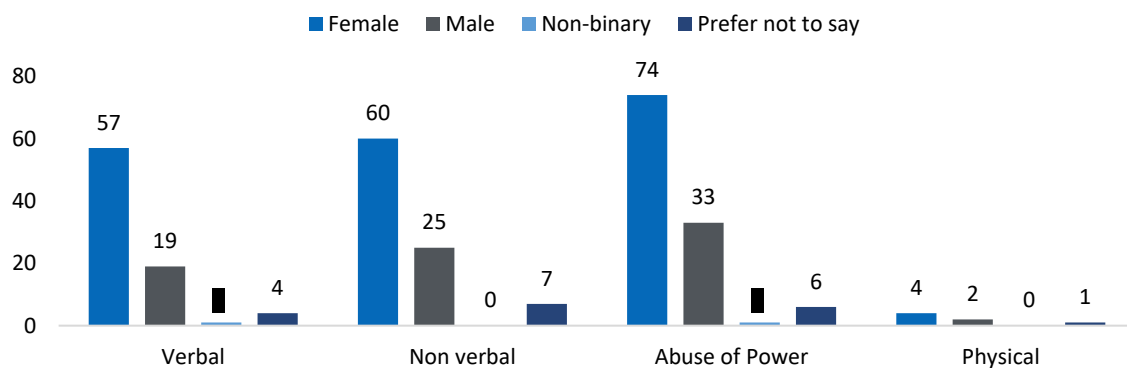


Figure 49: Types of bullying experienced

Considering the data on equality grounds, we see that:

- 20% (33) of those who reported bullying have a disability/impairment;
- 13% (21) are minority ethnic; and
- 9% (15) are LGBTQ+.

Additional actions are needed to reduce bullying in PMS roles, with attention given to intersectionality. There was little confidence among respondents that bullying and harassment complaints would be addressed effectively – only 28% F, 32% M and 12% NB were confident in this regard. While we have seen a decrease in bullying and harassment, compared to our 2021 survey (wherein 25% of respondents reported it), the institution needs to reduce these instances and provide greater transparency regarding complaint resolution, increasing user confidence in our processes (**AP 2.4.1**).

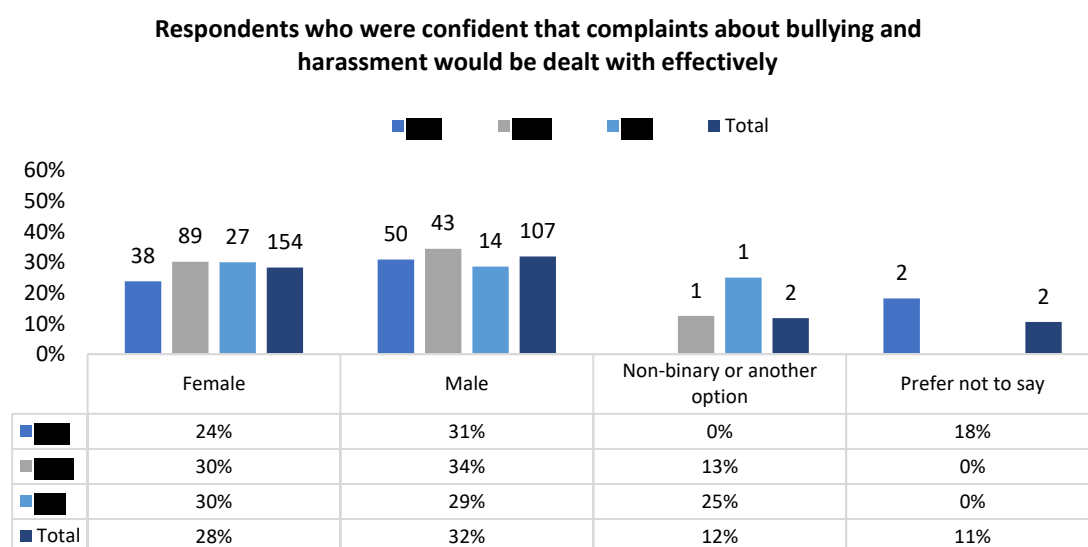


Figure 50: Respondents who were confident that complaints about bullying and harassment would be dealt with effectively

- c. Comment and reflect on mechanisms in place for addressing and eliminating sexual harassment and sexual violence. This should include:
- + how incidents are recorded;
 - + initiatives to address gaps between policies and practices;
 - + results from staff consultation, presented by gender and category of post, include data on additional equality grounds.
 - + Comment and reflect on how the institution addresses the requirements of, and supports for, transgender and non-binary staff.

In 2021, we established our CFIOG and published our AP to Tackle Sexual Violence and Harassment, containing 50 actions mapped to key targets under the following four headings (**Table 51**).

1.	Institutional culture	Effective structures in place, with institution assigning responsibility to implement the framework.
2.	Institutional processes	Recording and reporting of statistics of incidents.
3.	Institutional policies	Dedicated policies consistent with the aims of the framework, with clear lines of responsibility, reporting, transparency and implementation.
4.	Targeted initiatives for students and staff	Direct student-facing activities that promote an understanding of consent, education plan to support students and staff, systems for measuring effectiveness, and accessible trauma-informed services.

Table 51: Key Headers and Institutional Key Targets: Consent Framework, 2021-present

We are prioritising recruitment of a dignity, respect and consent response manager, alongside two D&R case officers, as part of our ongoing efforts to create a pan-institutional response to negative behaviours. These hires will support the implementation of our updated policies on D&R, sexual misconduct, and domestic violence.

From consultation, we found that 1% (10) of participants have experienced at least one form of SASV in the last 3 years. The participants were from 10 different areas across TCD. Six were PMS members [REDACTED] Three ([REDACTED] researchers and 1 [REDACTED] academic reported experiencing SASV in the last 3 years. The behaviour experienced most was verbal (7), followed by physical (4). Two people experienced non-verbal sexual harassment, and one person experienced electronic sexual harassment.

A concerning observation is that:

- 50% (5) either had a disability/impairment, or were unsure if they did;
- 40% (4) were from an ethnic minority background;
- 20% (2) were gay/lesbian; and
- 20% (2) were aged 18-24.

While our numbers are small, this maps to findings from the UniSAFE survey on GBV,⁵ which found that ‘respondents who identify as LGBTQ+, who reported a disability or chronic illness, and those belonging to an ethnic minority group were more likely to have experienced at least one incident of GBV, compared to those who do not identify with these characteristics.’ When we compare our results for 2021 (which asked if you have **ever** experienced SASV in TCD) and 2022 (which asked if you have experienced SASV in the last **three years**) to those of the HEA national staff survey, TCD compares well (**Tables 51 and 52**), but we must be cautious, as our decrease can be attributed to fewer people being on campus during the Covid-19 pandemic, when much work moved online.

⁵ <https://unisafe-gbv.eu/project-news/results-from-the-largest-european-survey-on-gender-based-violence-in-academia/>

	Physical: unwelcome physical contact, including leaning over, cornering, pinching, touching, or other physical behaviour up to and including assault	Electronic: sexually suggestive messages or images transmitted by computer/electronic means	Verbal: Unwelcome sexual advances, suggestive jokes and innuendo, requests for sexual favours, threats.	Non-verbal or indirect: sexually suggestive pictures or written material, leering or gestures, spreading rumours about a persons sexual behaviour or orientation
Instances in TCD career (from 773 respondents)	31	7	37	17
Instances in last 3 years (from 918 respondents)	4	1	7	2

Table 51: Number of instances in TCD, 2021 and 2022

	Physical: unwelcome physical contact, including leaning over, cornering, pinching, touching, or other physical behaviour up to and including assault	Electronic: sexually suggestive messages or images transmitted by computer/electronic means	Verbal: Unwelcome sexual advances, suggestive jokes and innuendo, requests for sexual favours, threats.	Non-verbal or indirect: sexually suggestive pictures or written material, leering or gestures, spreading rumours about a persons sexual behaviour or orientation	Total number of respondents
Female during TCD career	5%	1%	7%	2%	485
Female last 3 years	0.2%	0%	1%	0.2%	546
Male during TCD Career	1%	1%	2%	2%	221
Male last 3 years	0.3%	0%	1%	0.3%	336
NB or another gender TCD career	0%	0%	0%	0%	11
NB or other gender last 3 years	6%	6%	0%	0%	17
Total during TCD career	4%	1%	5%	2%	773
Total during last 3 years	0.4%	0.1%	1%	0.2%	918
HEA National Survey of Staff Experiences	12%	15%	16%	21%	2455

Table 52: Number of instances in TCD against HEA survey

When disaggregated by gender, 55%F (298), 53%M (179) and 69% (11) of staff say they know how to report SASV. PMS members have the highest awareness of the reporting process, with 61%F (179), 60%M (76) and 57% (4) of non-binary or another gender knowing how to report. The **lowest awareness** is among researchers – only 40%F (36) and 37%M (18) know how to report. Additionally, awareness of how to report SASV is lower among participants from minority ethnic backgrounds (47%) than among those who are not (57%).

In 2021, TCD launched the Speak Out online tool, which collects anonymous reports by students and staff members. Students (56) report incidents more than staff (47), with the former reporting SASV and the latter reporting bullying and discrimination. Only four of 140 incidents captured via Speak Out⁶ were formally reported.

Those who didn't formally report cited fear that it might impact their careers, concerns that they could not prove incidents, and not knowing that reporting was an option. For students, the majority said that they could not prove incidents, and others worried that nothing would be done. When awareness campaigns are run, reporting increases, indicating the former's importance.

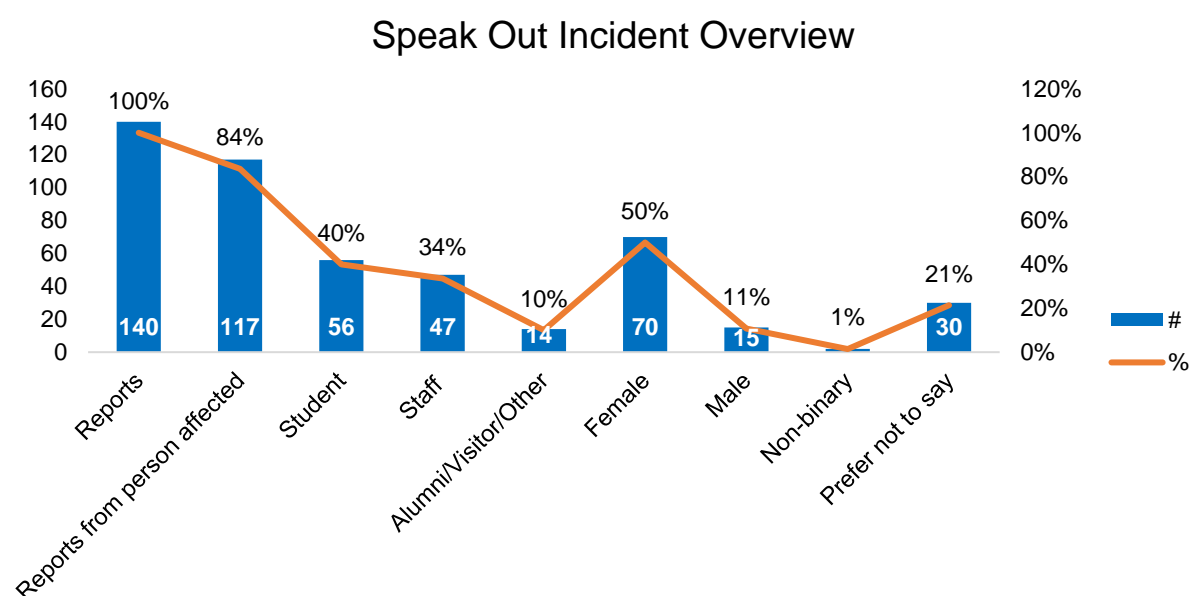


Figure 51: Speak Out incident overview

⁶ Data captured as of 18/02/23.

The appointment of the dignity, respect and consent response manager will help with our goal of harmonising reporting pathways and monitoring. Reliable data will assist in developing initiatives to respond to reported issues. While to-date data suggests that we are moving in the right direction, additional steps are required (**AP 2.4.1-2.4.5**).



AP 2.4.1: Launch our communications plan around the new Dignity and Respect and Sexual Misconduct policies, with a particular focus on building confidence in our reporting mechanisms and raising institutional awareness around intersectionality.



AP 2.4.2: Updating our Consent/ESVSH Action Plan with new structures and strategies in place, to support a focus on ending sexual violence and sexual harassment vis-à-vis students, as well as staff.



AP 2.4.3: Secure approval for our updated Dignity & Respect and Sexual Misconduct Policies, with confirmed resourcing for implementation, including funding for additional headcount and operating costs.



AP 2.4.4: Develop and implement a tailored education and training programme for staff and students around the new policies, with particular focus on line managers and those in posts where employees or students are likely to report in the first instance.



AP 2.4.5: Publish aggregated reports of SASV, Bullying and Discrimination from the Speak Out tool in our annual EDI report.

LGBTQ+ Community at TCD

TCD has a rich history of LGBTQ+ involvement. In 1973, ten people (including TCD staff members) formed the Sexual Liberation Movement, the country's first formal gay rights activism group. This evolved into the Trinity Gay Soc in 1983, recognised as a student society a decade before homosexuality was decriminalised.

Trinity staff members have actively promoted LGBTQ+ inclusion through committees, events, equality projects, and contributions to Trinity's Gender Identity and Gender Expression Policy (2019). Following the Marriage Referendum in 2015, an LGBTQ+ staff Network, now represented by a committee of 15+ staff from academia and professional services, was formed. The Network collaborates with other third-level LGBTQ+ networks and maintain a database for island-wide collaboration. These networks have incorporated resources into staff induction, organised social events, and collaborated with medical schools on LGBTQ+ competencies.

The inaugural Provost's Pride Celebration was held in June 2022, followed by a stakeholder event in December 2022, to further enhance LGBTQ+ identities. The year 2023 will mark the 40th anniversary of the Trinity Gay Soc, with events to recognise progress and reaffirm TCD's commitment to advocacy for marginalised voices.



Image 34: Pride 2022 – Pride party in the Provost's garden; the Progress Pride flag raised over Trinity College Dublin for the first time.



AP 2.4.11 Sponsor refreshments and meeting space for 1 social gathering of the LGBTQ+ staff Network per year.

- d. Comment and reflect on informal and formal flexible working arrangements available. This should include:
 - + consideration given to staff with flexible working arrangements around the timing of meetings and social gatherings;

- + results from staff consultation, presented by gender and category of post, and may include data on additional equality grounds.

During the pandemic, we quickly adapted and created a blended working policy in 2022. The policy emphasises local ownership/management, to ensure flexibility within an agreed framework, and was developed by staff, managers and Unions, led by HR. To gain buy-in, HR conducted six Zoom presentations with Q&A sessions, reaching 1,500+ people. This communication strategy boosted morale, increased engagement, and provided a platform for everyone to be heard. The policy's process is simple and ensures due diligence for health and safety. This initiative was the largest cross-college communication effort in over 20 years.

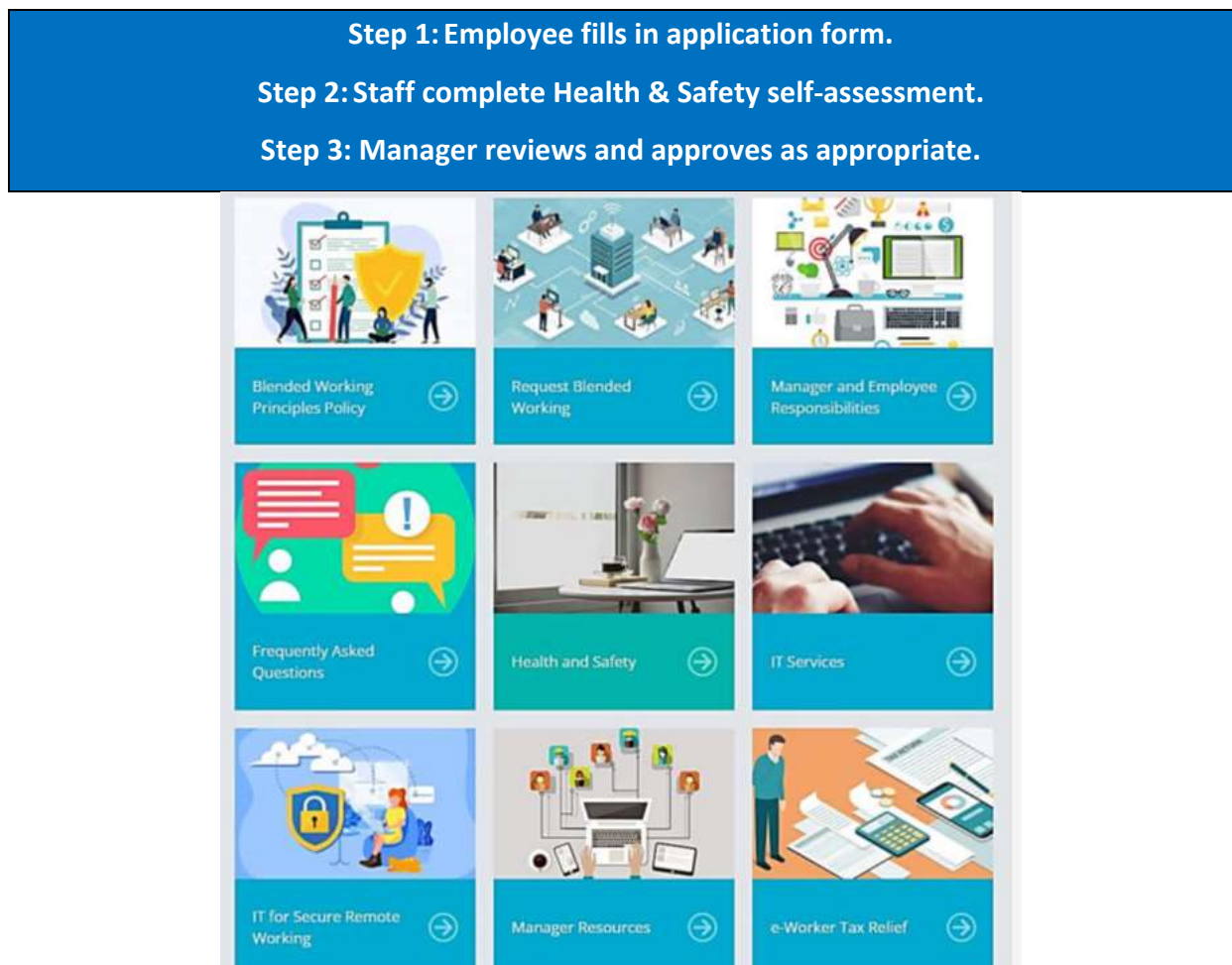


Image 35: A one-stop shop for all information about blended working on the HR website.

Our May 2022 review of the policy found that:

1. stakeholders appreciate the flexibility;
2. it allows academic areas to operate during and outside of term time;
3. it provides an empathetic approach to issues like caring responsibilities, commuting and productivity;
4. staff members working to a blended pattern report being 'more productive';
5. it's attractive for new staff members;
6. all stakeholders reported a positive effect on workplace culture;
7. there have been isolated but not widespread challenges with individuals;
8. there have been concerns around integrating new staff into MS teams; and
9. some challenges remain, regarding continuing operations online and in person.

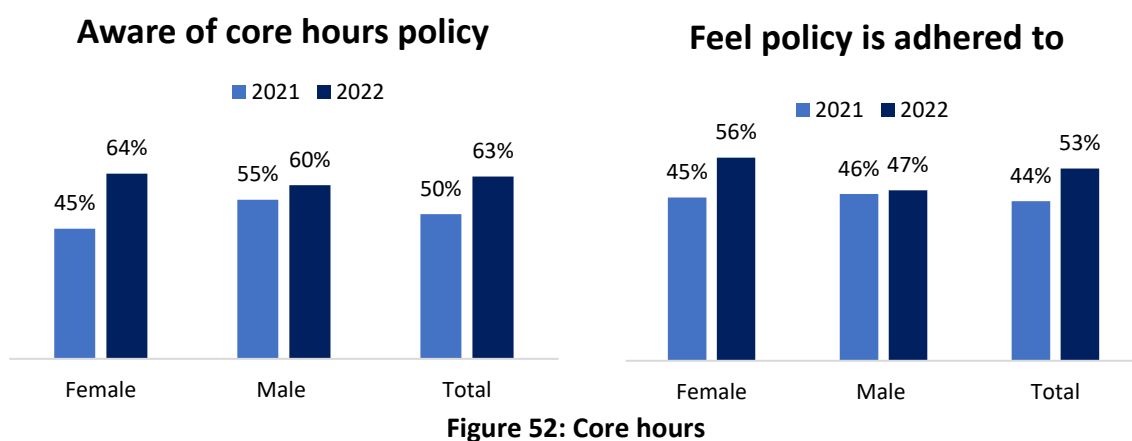
Our most recent data (1/11/22) shows a significantly high number of female staff availing of blended working, and 38% (920 people) have so far been approved (**Table 53**).

	AHSS	STEM	HS	ASD	CSD	FSD	Provost Directorate	Total
Female	113	91	52	104	190	49	21	620
Male	28	50	9	50	134	23	6	300
Total	141	141	61	154	324	72	27	920

Table 53: Staff Members Approved for Blended Working (per 1/11/22)

Staff consultation data also shows that 89% of 517 survey respondents who applied for flexible work, formally or informally, had their requests approved, with no gender difference (89%F, 89%M).

In our 2018 GAP, we committed to implementing a meeting hours policy, whereby formal meetings should take place between 10am and 4pm. When comparing our survey results, we see that awareness of, and adherence to, this policy has increased (**Figure 52**). The survey revealed that awareness/adherence is higher in schools with AS awards, partly due to increasing awareness of AS principles across TCD through AS engagement. When disaggregated by job category, the lowest awareness was among research staff, although 54% of research, 46% of PMS and 44% academic participants said that they are rarely/never asked to attend meetings outside of 'core hours'.



- e. Comment and reflect on how the institution considers equality, diversity and inclusion in institutional spaces. This should include:
- + the built environment;
 - + organisation of meetings and events;
 - + publicity materials, including the institution's website and images used on campus.

Our **2015 GAP 5.8** committed to commissioning two portraits of women, to improve the visibility of role models within TCD. In May 2019, then Provost Prendergast unveiled a portrait of then Chancellor Dr Mary Robinson, funded by alumni donations, in TCD dining hall. This was the first portrait of a woman therein, and the first portrait into this space since 1860.



Image 36: Portrait of Chancellor Mary Robinson by Mark Shields, with images from the unveiling thereof in the dining hall, 28 May 2019, by Provost Patrick Prendergast.

A number of female portraits have since been commissioned, including those of former Vice-Provost Linda Hogan, former Registrar and current Pro-Chancellor Shane Allwright, former Bursar and director of strategic innovation Veronica Campbell, and former Chancellor Professor Jane Grimson.

As part of our commitment to **GAP 5.8**, a portrait audit of TCD's art collection was conducted. The findings revealed that, over 429 years (1592-2021), only 7.25% (34) of portrait sitters had been female, however, significant progress has been made.

Between 1592 and 2010 (419 years), 95.51% (430) of portrait sitters were male, while only 5.49% (25) were female. In contrast, intentional interventions over the last 10 years (2011-21) have resulted in 64.29% (9) of sitters being female (**Table 54**), marking a **twelfefold increase**, compared to all female sitters in the previous 419 years.

<i>Time Span</i>	1592-2021 Establishment of TCD to present	1592-2010 Establishment of TCD to focused period	2011-2021 Focused period: Art Curator role commences + Provost Prendergast's term
% Female Portrait Sitters	7.25% (34)	5.49% (25)	64.29% (9)
% Male Portrait Sitters	92.75% (435)	95.51% (430)	35.71% (5)

Table 54: Gender of Portrait Sitters in Trinity's Art Collection, 1592-present

In examining the gender breakdown of artists over 429 years (1592-2021) (**Table 55**), 18.2% of known artworks were created by female artists, while less than 1% were by artists identifying otherwise. Between 1592 and 2010 (419 years), 12.6% of artworks were by female artists, however, in the last decade (2011-21), 50.5% of our acquisitions were by female artists, representing a more than **fourfold** increase in percentage. This marks the first time that the majority of artworks acquired within a specific time frame were created by female artists.

ARTIST GENDER	1592-2021	1592-2010	2011-2021 Acquisitions
	Total period from est of TCD to present	Est of TCD to focused period	where artist known (Donated/ Commissioned/ Purchased) <i>breakdown in tables below</i>
% Female Artists	18.20%	12.60%	Total: 50.5% D:25% C:45.8% P:63%
% Male Artists	81.40%	87.40%	Total: 50.5% D:75% C:54.2% P:36.5%
% Artists who Identify Otherwise	<i>less than 1%</i>	0%	Total: less than 1% D:0% C:0% P: less than 1%

Table 55: Gender of Artists in Trinity's Art Collection

Our most recent and highly impactful addition of artworks representing women involves the Old Library, one of Ireland's most treasured buildings. The long row of 40 busts in the space has, until 2023, celebrated only male scholars.



Image 37: The Old Library pre-2023 – 40 male busts line the library.

In 2020, TCD committed to commissioning four sculptures of women. A public consultation received 500+ bust nominations, leading to sculptures of scientist Rosalind Franklin, folklorist, dramatist and theatre-founder Augusta Gregory, mathematician Ada Lovelace, and pioneering women's rights advocate Mary Wollstonecraft. The first to be commissioned in more than a century, the busts honour the significant achievements of each woman.

The busts were unveiled on 01/02/23 by Librarian and archivist Helen Shelton – the first woman to hold this role in TCD's history – alongside Provost Linda Doyle and former President of Ireland and current Chancellor Dr Mary McAleese on the first official celebration of St Brigid's Day. The Provost noted the 'intentional intervention' that was required to facilitate this sculptural change, while Chancellor McAleese noted it represented a 'spring tide' for women.

'From today, nothing will be the same. Brigid is co-equal with Patrick on the national calendar. Visitors to the Long Room will, we hope, come away with a new appreciation of the scholarship of women.' – **Chancellor Mary McAleese**



Image 38: Chancellor Mary McAleese addressing a packed Old Library for the unveiling of the four sculpture portrait busts of women, 1 February 2023.

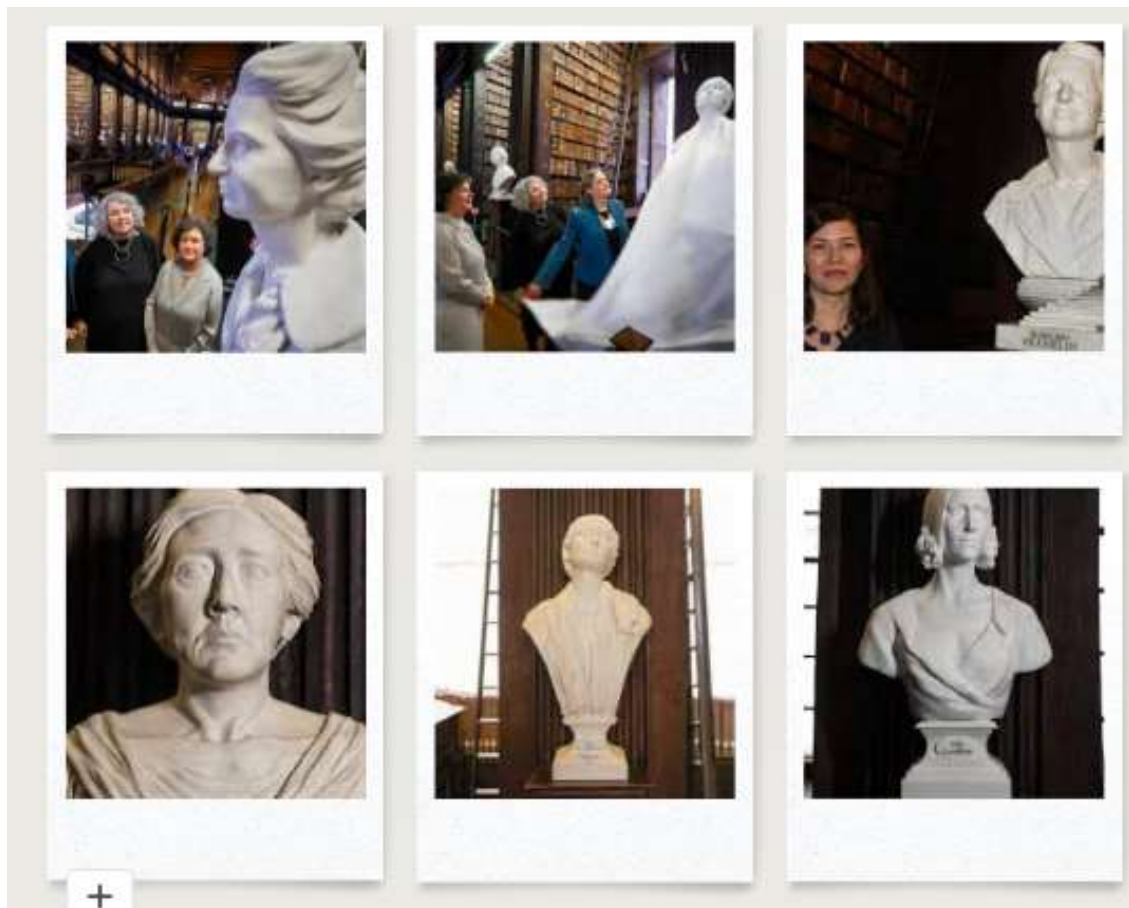


Image 39: Rosalind Franklin (by Vera Klute), Augusta Gregory (by Guy Reid), Ada Lovelace (by Maudie Brady) and Mary Wollstonecraft (by Rowan Gillespie).



Image 40: Trinity Twitter feeds reporting the 'In Conversation' event between artists and academics around the new sculptures, the women they celebrate, and the impact that these women had on society.

Our newest building – Printing House Square – won the 2022 Irish Construction Industry Award. Accessibility therein is key, as it is home to TCD’s Disability Service. Critically, this building is also at the heart of the old campus – psychologically significant, as many of our older buildings are not fully accessible. The building includes meeting rooms and a theatre, which are **only** available to clubs, societies and College groups that implement TCD’s Accessible Information Policy & Guidelines.



Image 41: From concept to inception – Printing House Square.



Image 42: Aerial view of our newest building on campus, Printing House Square, adjacent to some of the oldest – the Printing House, Botany Bay, and the Rubrics.

The meeting rooms in Printing House Square are named after disabled leaders with TCD connections.

Trinity College Dublin to 'dename' George Berkeley library over slavery links

University said 18th-century philosopher and bishop bought enslaved people to work on his Rhode Island estate



Image 43: *The Guardian* (27 April 2023).

As an old institution, we are conscious of the need to review the alignment between names and our core values of human dignity, freedom, inclusivity and equality. In April 2023, TCD's Board decided to de-name the Berkeley Library while adopting a retain-and-explain approach for a stained-glass window depicting its namesake. Portraits of George Berkeley will be evaluated under a new college artwork policy, and academic gold medals honouring Berkeley will undergo review.

The library was named in 1978 after Berkeley, a philosopher and former TCD librarian who published important works while at TCD in the 1700s. He bought slaves and sought to advance ideology in support of slavery. The Board's choices result from careful analysis and months of research and public consultation, led by the TLRWG (established in 2022 and chaired by the Senior Dean), with representation from AVPEDI. A separate process will

determine the new name for the library. The TLRWG will continue to address legacy matters in TCD.

TCD prioritises inclusivity in our strategic goals, extending to our publicity materials, e.g., our website and on-campus images. Our *Visual Imagery* handbook emphasises the importance of authenticity, relevance to our surroundings, and resonance with our diverse community. While we currently lack explicit reference to evaluating imagery through an EDI lens, we are addressing this oversight under **AP 2.4.10**. Notably, our homepage and website images already demonstrate our commitment to diversity and inclusivity.



Action 2.4.12: Incorporate explicit reference to EDI within the Trinity *Visual Imagery* Handbook.

- f. Comment and reflect on what support the institution offers to staff who take family leave (maternity, paternity, parent's, adoption, and parental leave). This should include:
 - + uptake of types of family leave by gender and category of post;
 - + results from staff consultation, presented by gender and category of post, and may include data on additional equality grounds.

The state provides 26 weeks paid maternity leave and an additional 16 weeks' unpaid leave. Adoptive parents are entitled to 24 weeks' paid leave. Fathers are legally entitled to ten days paid paternity leave. These options are open to all staff members who have completed 26 weeks' continuous employment, irrespective of contract type, topped up from the state entitlement, so that all parents receive full pay for the duration of their leave. Central TCD funding covers staff members' replacements while on maternity/adoptive leave.

Parental leave is available to all staff with continuous service of one year. Staff members with more than three months but less than one year of service are entitled to one week of parental leave for every month of continuous employment. Parent's leave is available to all staff, with no minimum service requirement.

In response to **2018 GAP 5.3**, work was undertaken to promote the College-wide adoption of flexible working and family leave, and to rectify a gap where no formal centralised data capture system exists for some leave and post-maternity retention. A WG has been established and progress made to collate and analyse family leave. Information has been collated on the uptake of maternity, paternity, parental and parent's leave, and the WG continues a more detailed examination of the lived experience for people availing of these leave types.

The WG next steps are to gather qualitative data to:

- i. understand the accessibility, transparency and availability of our policies and procedures; and
- ii. identify what's working and what can be improved.

Electronic leave-recording was introduced in TCD using CoreHR, as part of **GAP 5.3**. This replaced the previous local-level manual process for recording leave and includes annual, sick, maternity, paternity, parental, *force majeure*, jury service, study leave, and other leaves. The new system centralises all leave requests and approvals, reducing errors and enabling up-to-date reporting. Since April 2022, all family leave is recorded centrally in HR, using this system.

Reliable historical data (prior to April 2022) is unavailable due to the previously existing manual staff record (**Table 56**). From our manual data, coupled with survey data (**Table 57**), male staff members were less likely than female staff members to take leave, with some respondents citing workload and financial concerns.

While the uptake of family leave has improved significantly since 2015 (**Figure 54**), additional actions are needed to further improve it, particularly for male staff members (all job categories) and female researchers.

	2017/18		2018/19		2019/20		2020/21	
ACADEMIC	F	M	F	M	F	M	F	M
MATERNITY LEAVE	12	-	23	-	15	-	19	-
PARENTAL LEAVE	-	-	-	-	-	-	1	-
PATERNITY LEAVE	-	-	-	-	-	2	-	2
UNPAID MATERNITY	9	-	13	-	8	-	12	-
	2017/18		2018/19		2019/20		2020/21	
PMS	F	M	F	M	F	M	F	M
MATERNITY LEAVE	20	-	35	-	25	-	34	-
PARENTAL LEAVE	1	-	3	1	7	1	12	-
PATERNITY LEAVE	-	-	-	-	-	3	-	-
UNPAID MATERNITY	16	-	23	-	13	-	22	-
	2017/18		2018/19		2019/20		2020/21	
RESEARCH	F	M	F	M	F	M	F	M
MATERNITY LEAVE	12	-	20	-	18	-	18	-
PARENTAL LEAVE	-	-	-	-	1	-	-	-
PATERNITY LEAVE	-	-	-	-	-	-	-	-
UNPAID MATERNITY	3	-	13	-	4	-	8	-

Table 56: Family Leave Data Collected Manually, 2017/18-2020/21

	Academic		PMS		Research	
	F	M	F	M	F	M
Number eligible	83	51	126	58	23	8
Percentage that did not avail	13%	39%	13%	17%	26%	25%

Table 57: Number of Family Leave-Eligible Survey Respondents

Percentage of **academic** survey respondents by gender who took family leave 2022 v 2015

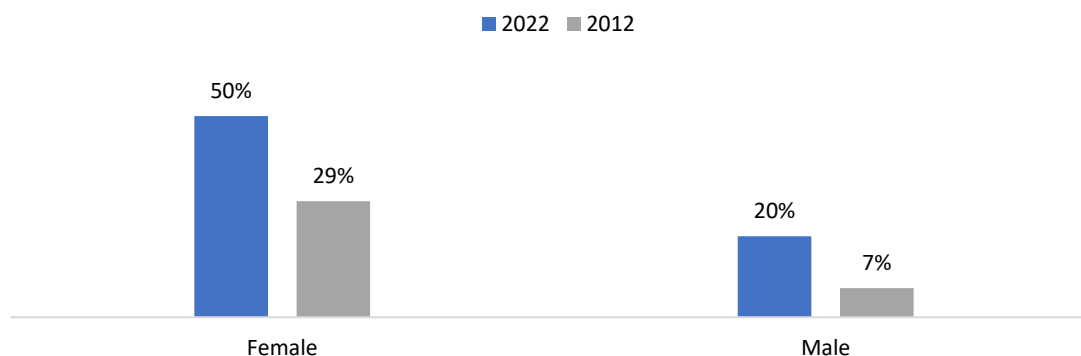


Figure 54: Academic survey respondents who availed of family leave, 2022 and 2015

According to feedback, those who took maternity leave received more support with applying, information and cover than those who took paternity leave. Female respondents found the leave process more supportive than did males – 50% of women felt informed about their rights before taking leave, compared to only 25% of men (**AP 2.4.10**). Some 61% of women who took maternity leave felt that it negatively impacted their career, while only 13% of men who took paternity leave felt similarly.

While there is work to be done to improve experiences for staff members taking family leave, when comparing 2022 survey results to 2015, there has been a significant improvement in the level of support offered to staff members therein. In 2015, only one out of six male respondents who took paternity leave reported receiving support, however, more male staff should be informed about leave options and subsequent supports on their return. Additionally, efforts are needed to reduce leave's negative impact on female staff members' careers (**AP 2.4.6, 2.4.7 and 2.4.8**).

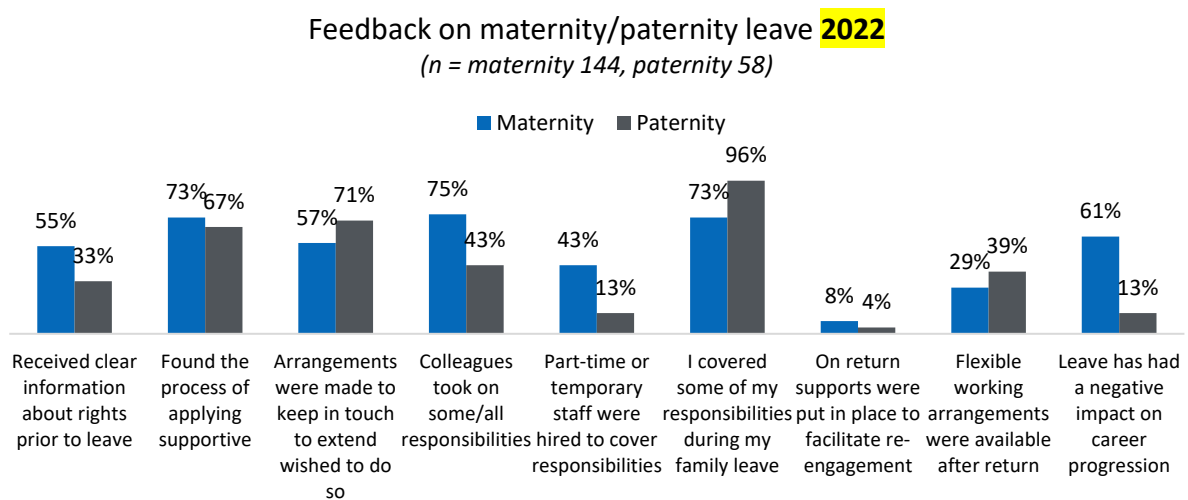


Figure 55: Feedback on maternity/paternity leave, 2022

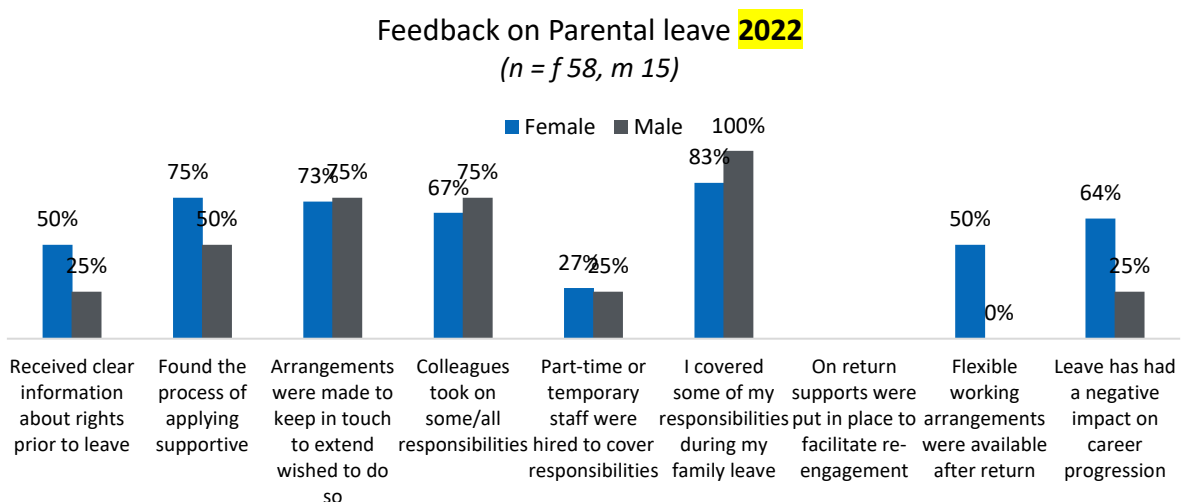


Figure 56: Feedback on parental leave, 2022

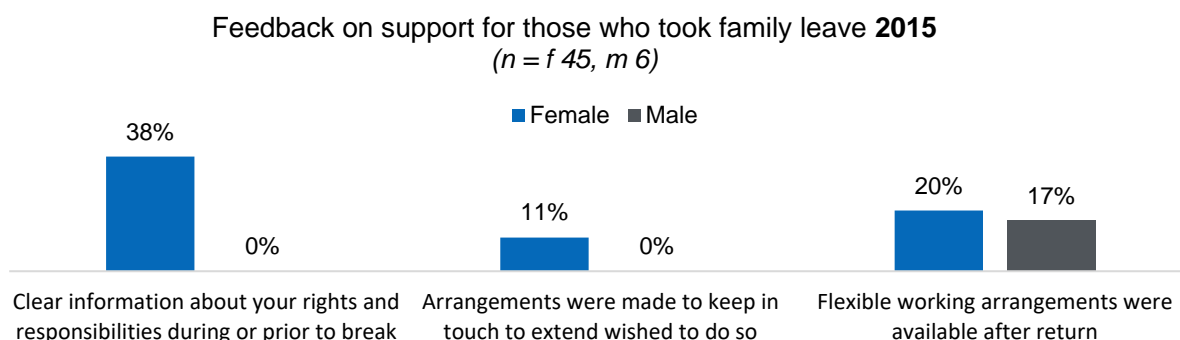


Figure 57: Feedback on support for those who took family leave, 2015



AP 2.4.6: Normalise taking family leave for all eligible members of staff.



AP 2.4.7: Increase childcare provision, including looking at partnership opportunities in the wider community.



AP 2.4.8: Raise awareness of breastfeeding supports and spaces available in College.



AP 2.4.9: Monitor take-up of family and caring leave, including return rate and retention in post at 6-12 months.



AP 2.4.10: The Working Group on Family and Caring responsibilities will examine current policies and procedures in relation to leave policies and increase visibility of policies and supports and develop guidelines for managers.

- g. Comment and reflect on the policies and practices in place to support staff with caring responsibilities. This should include results from staff consultation, presented by gender and category of post, and may include data on additional equality grounds.

Students & Staff may use the TCD-owned/-operated Day Nursery, providing care for 52 children. Established in 1969 as the first onsite workplace nursery in Ireland, it continues to enable key college strategies around widening participation through the provision of quality, affordable care to children. Breastfeeding/expressing facilities are provided in the Nursery and at other locations across campus.

The Nursery has strengthened early-year development through engagement with government speech-and-language programmes and occupational therapy specialists. Access to this has been boosted by the National Childcare Scheme, reducing the costs to parents through income-assessed subsidies.

Children's sports camps are offered during school holidays, with pre- and post-care from 8am to 5pm. Family swims and children's birthday parties, as well as junior leadership programmes, can be booked. All services are included in induction webpages, all prospectuses, and dedicated webpages. TCD Nursery Manager is a member of the Student Services Leadership Team.

The Nursery's waiting list highlights an unmet demand for places. In November 2022, 35 parents (7students, 28 staff members) were unlikely to be offered a place in the next year. The current waiting list ranges from two months to three years. The main contributing factors are that the current facilities are too small to meet demand, and that students have priority over staff.



AP 2.4.7: Increase childcare provision, including looking at partnership opportunities in the wider community.

Arising from **2018 GAP 5.2**, two additional breastfeeding spaces have been added, including a respite and breastfeeding/expressing room in the new College Health Centre, in Printing House Square. This brings the total number of these spaces to five.



Image 44: Photo of Breastfeeding Room in Printing House Square.

Breastfeeding support for staff members and students can be found on the Healthy Trinity website. Expert guidelines for breastfeeding/expression rooms, including contents, fixtures, fittings and space considerations, were sourced in 2022, to ensure user-friendly and consistent quality spaces throughout TCD.

Since 2016, TCD has partnered with LLL. Trained facilitators hold monthly on-campus breastfeeding meetings (conducted online during Covid). Phone support is also available for one-to-one advice and guidance. A WhatsApp group provides peer support on various breastfeeding topics, e.g. positioning/latching, returning to work, breastfeeding policies, and studying while breastfeeding.

National Breastfeeding Week is celebrated annually, during the first week of October. TCD's School of Nursing & Midwifery, organised a two-day conference, titled 'Innovations for Successful Breastfeeding' (4-5 October 2022). It featured Sabina Higgins, wife of the President of Ireland, as the chief guest. The event attracted over 150 attendees.

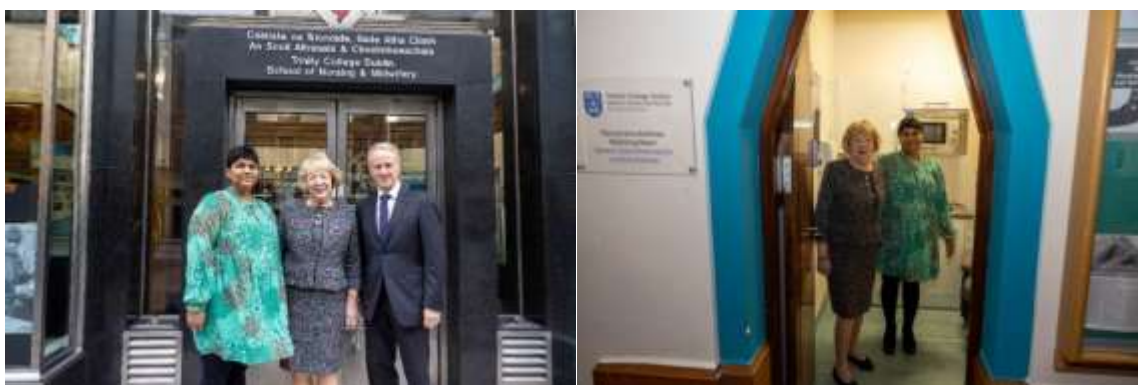


Image 45: From the 'Innovations for Successful Breastfeeding' conference, TCD October 2022.

In autumn 2022, TCD conducted its first staff and student survey on breast- and infant-feeding facilities. Some 800+ responses were received. Initial analysis of feedback from individuals currently breastfeeding/expressing suggests the need for increased awareness regarding the location of dedicated rooms and available supports, particularly for students. Staff members tend to have a higher awareness than students of the dedicated spaces across campus. Additionally, the majority of staff (67%) and half of student respondents currently breastfeeding/expressing said that they do not use the dedicated spaces.

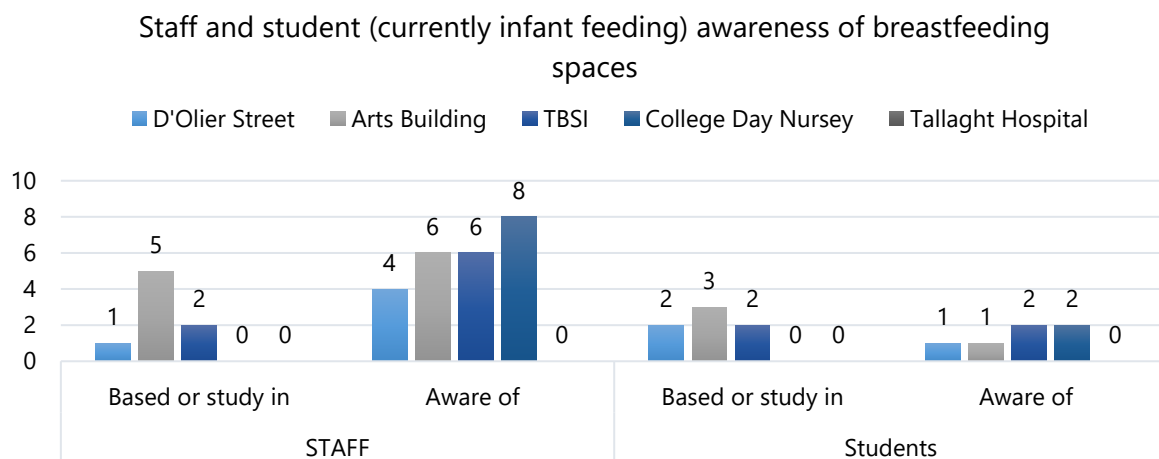


Figure 58: Staff and student awareness of breastfeeding spaces



AP 2.4.8: Raise awareness of breastfeeding supports and spaces available in College.

- h. Provide information on institutional systems for evaluating equality, diversity and inclusion in student populations. This should include:
 - + information on how equality grounds are captured in student data systems and/or other methods used by the institution to evaluate equality (e.g. student survey). If data is not collected for certain characteristics, please comment;
 - + reflection on how disclosure is supported and if appropriate safeguards are in place;
 - + comment on disclosure rates where identifiable or appropriate;
 - + confirmation that students are recorded as the gender they identify with in student data systems;

- + information on how the institution supports student data collection for departmental Athena Swan submissions.

We monitor and publish an annual diversity profile of staff members and students in our AEMR, with a focus on the nine grounds protected under Irish equality law and socio-economic backgrounds, to promote EDI. Readers are encouraged to consider actions in their own areas of responsibility. Student data are from AR, who collect age, religion, nationality, and gender. The disability status of our student population is provided by the Disability Service (where disclosure is voluntary, unless a student has entered via DARE). Socio-economic background and ethnicity are monitored using results from the HEA student survey, which first-year entrants can complete voluntarily. Student data is held in the Student Information System (SITS) system, which captures four gender classifications: male, female, non-binary, and prefer not to say.

AR and IT are currently working to ensure that downstream systems that link to SITS (e.g. library, sports centre, College Health) can accommodate these gender classifications, to ensure that all communications from SITS accurately reflect a student's gender. This is currently being piloted with our micro-credential students and will be in place for all students for October 2023. Currently, a student can choose female, male, or the option to not choose if they don't identify as male or female (0.2% of our UG students have chosen this option).

Additionally, TCD a comprehensive Gender Identity Expression Policy, which outlines our formal commitment to recognising and supporting an individual's gender identity and expression. Where an individual wishes to use a name/gender that is not recorded on their official documentation, they can complete a declaration form allowing them to self-declare a change to their name/gender.

The University supports schools with student data collection via AR and the EDI Office. Every March, once HEA returns have been completed, the head of business support and planning sends a complete student dataset (gender-disaggregated registrations, PG applications, grade attainment, etc.) to the EDI Office. The EDI Office disaggregates the data by school and sends this thereto, prioritising those preparing AS applications.

- i. Comment and reflect on how students are included in the equality, diversity and inclusion objectives of the institution, including any initiatives that align with Athena Swan activity. This may include, but is not limited to:
 - + incorporating equality, diversity and inclusion into curricula, pedagogy and assessment;
 - + creating a safe and respectful environment;
 - + supporting students with family and caring responsibilities;
 - + equality, diversity and inclusion in student intake, engagement and activities.

Trinity-INC Project aims to integrate EDI principles into all aspects of the college curriculum. It consists of four interconnected pillars: academic, student, institutional, and infrastructural. The student pillar consists of raising awareness of inclusion challenges and involving students in curriculum development through the Trinity-INC Student Partner Programme. Students from under-represented groups collaborate closely with the team, shaping Project priorities, and are paid a living wage for their work.

Notable initiatives include the Summer Student Partner Programme and the Student Partner Committee, the latter meets monthly. Students also participate in workshops, consultations, and seminars. The Inclusive Trinity Festival, October 2022 featured student-led events and significant participation therefrom. Student input is channelled to Trinity-INC School Champions and the Project Advisory Board for action. Trinity-INC fosters an inclusive environment, emphasising the 'Commitment to Inclusion' statement. The School Champion Programme engages academics in discussions on practices including UDL. The Professional Learning Module in Inclusive Teaching Practices, attended by over 90 staff members, promotes UDL and diversity in the classroom.

TCD has a policy on supports for student parents/caregivers and pregnant students. The Senior Tutor website hosts information for students with children, outlining supports available for academic, financial, and other matters, and the Nursery offers reduced fees. Trinity-INC considers the barriers faced by students with caregiving responsibilities. As such, the project ensures that these students form part of the Student Partner Committee.

In 2017, the Board approved an EC proposal to replace the term *freshman* with the gender-neutral *fresh* for first- and second-year UG students, reflecting our commitment to inclusivity for all TCD students, regardless of gender identity.

To further support student engagement, the EDI Office runs the annual Equality Fund. Each year, €10,000 is made available to staff and student applications for projects that promote equality in TCD. Initiatives covering grounds protected in equality legislation are prioritised, but other EDI areas are considered. In 2021/22, we received 24 applications and funded nine projects. Photos and summaries of these funded projects follow.



Image 46: (UN)PRIVILEGED, a photo contest asking participants to capture the gap between privilege and disadvantage. The winning picture, titled *Fire Incident*, was shot by Syed Mahabubul Kader in Dhaka, Bangladesh.



Image 47: Finding Sanctuary in Trinity's Nature and Heritage – engaging asylum seekers and refugees with the nature and heritage on campus, ensuring an atmosphere of welcome and friendship and providing information about access to the University and the ASAP scholarship via guided tours and lunch.



Image 48: Alice Rekab reading *Mythlantic Family/Clann Miottlantach*, as part of the Black Irish Contemporary Cultural Production and Social Processes symposium.



Image 49: Pride in Research – Trinity’s LGBTQ+ researchers (and allies) showcasing work and celebrating Trinity research during Pride Month.



Image 50: ‘We have the right to get married and have children’ – a team of five co-researchers with intellectual disabilities held an awareness event, presenting findings related to their rights to marriage and parenting.



Image 51: *Stand Up, Speak Out! Racial Justice in Healthcare Education* – this innovative community involvement project aims to develop racial justice in healthcare education at Trinity by involving students as active stakeholders, to inform strategy, policy, education and research in the healthcare field.

5. Institutional priorities for future action

- a. Identify the institution's key issues relating to gender equality and establish key priorities for action over the next four years:
 - + select up to five key priority areas where the institution will strive for impact. Selected priorities should be justifiable and based on the quantitative and qualitative evidence presented in Section 2.
 - + specific action(s) to support progress in priority areas should be identified.

Key Gender Priority #1

Academic promotions, recruitment, and the progression pipeline.

The self-assessment revealed that the proportion of female academics applying for promotion to Professor (Prof in) is consistently lower than men and has decreased when compared to the previous 4-year average. When this is coupled with recruitment data, which identified a persistent gender imbalance in application rates from women overall, but particularly at Assistant Prof (32%F) and Assoc Prof (31%F), we are concerned that this may

impact the progression pipeline. Steps are needed to increase the proportion of women at all academic grades. We want to build on the good practice already in place to reach our target of 40%F Chair Professors. However, it is important to also prioritise support for female academics at junior levels in terms of recruitment and promotion to ensure the progression pipeline is not impacted.



AP 2.2.4 Increase application rates from women for externally advertised academic posts.



AP 2.2.6 Increase the proportion of female academics applying for promotion, particularly from junior grades.



AP 2.2.7 Further improve promotion transparency for academic staff.

Key Gender Priority #2

Research Staff Progression and Supports

TCD remains committed to prioritising and strengthening career development supports in recognition of the precarity and vulnerability of this cohort. The increase in female RAs over the last 5 years also needs to be addressed. In 2018 39%F researchers and 34%M researchers were at RA grade. By 2022 this had increased to 47%F and 35%M. Meanwhile, the percentage of female researchers at the senior grade (Research Fellow) has dropped by 8% while male researchers at the senior grade has dropped by 1%.



AP 2.2.3 Strengthen career development supports for Research Staff.



AP 2.2.1 Investigate uncertainty around the increase in female research assistants over the last 5 years.

Key Gender Priority #3

Professional, Managerial and Support staff career pathways

This self-assessment provided the opportunity to identify that different supports are needed across different PMS staff categories. Quantitative data show that female staff make up 71% of Administration staff, but that representation declines with seniority of grade. Additionally, self-assessment revealed that 56% of TOs are now female (+19% since 2018) and that B&S grades are heavily gendered with either majority male or majority female (but perfectly gender balanced overall). Consultation suggests that when staff are aware of progression routes, there is success following the career pathways. Of the 59% who have

applied for higher positions via internal recruitment, 61% have been successful at least once. There is a need to ensure that PMS staff are aware of opportunities available to them to support progression pathways. As part of **AP 2.3.2** we will map key 'job families' in TCD and produce improved Career Pathways guidance, tailored to each 'job family' to support career development and movement between the different career pathways at Trinity.



AP 2.3.2 Increased support, awareness and encouragement for PMS staff to take advantage of career development and progression opportunities.

Key Gender Priority #4

Male Staff and Family Related Leave

A persistent issue featuring in all 3 staff surveys is that male staff are more likely to not avail of a family leave type for which they are eligible. In our 2022 survey, 27%M did not take a family leave type that they were eligible for. This is highest for male academic staff with 39% not taking an eligible leave type. Female research staff were also less likely (26%) to avail of a family leave type than female staff in any other job category (13%). This will be addressed under priorities actions **AP 2.4.6** and **2.4.10**.



AP 2.4.6 Normalise taking family leave for all eligible members of staff.

AP 2.4.10 The Working Group on Family and Caring responsibilities will examine current policies and procedures in relation to leave policies and increase visibility of policies and supports and develop guidelines for managers.

Key Gender Priority #5

The Gender Pay Gap

The overall GPG in Trinity is 11%. While we expect targeted actions around academic, research and PMS Staff to help minimise the gap for these cohorts, we are particularly concerned about Academic Medical staff (33%), B&S staff (17%) and Occasional staff (10%). We have prioritised actions **2.2.15**, **2.2.16** and **2.3.3** to reduce the impact on these groups.



AP 2.2.15 Target females at recruitment stage for Professor Consultant roles.

AP 2.2.16 Promote opportunities to work on a part-time or flexible basis across all grades to all genders

AP 2.3.3 Work to reduce stereotyping of "female" and "male" support staff roles.

- b. Identify the institution's key issues relating to additional equality grounds and establish key priorities for action over the next four years. Include comment on how these priorities will provide a foundation for addressing intersectional inequality:
 - + select up to five key priority areas where the institution will strive to make progress. Selected priorities should be justifiable and based on the quantitative and qualitative evidence presented in Section 2. Where evidence has not been presented in Section 2, priorities should be aligned with established good practice to progress equality and support the institution to build capacity in evidence-based equality work.
 - + specific action(s) to support progress in priority areas should be identified.

Key Equality Grounds Priority #1

Collection of data across additional equality grounds.

The limited intersectional data available in Trinity, indeed across all Irish HEI's at present, make it difficult to generate targeted actions based on quantifiable evidence. We are aware that this incomplete data disguises the impact of inequalities on different protected groups. This has been raised as a priority issue via our REEWG and by our Disabled Postgraduates and Staff Forum, both on the basis of processes of engagement with constituent groups across TCD. For this reason, we are making the promotion of the diversity tool under **AP 1.2.5** a priority under our **GAP 2023-27**.



AP 1.2.5 Enhance data collection and disclosure rates for diversity data, including ethnicity, to enable target setting and to support better gendered and intersectional understanding and analysis.

Key Equality Grounds Priority #2

Dignity and Respect and SHSV across equality grounds.

One area where we could run an analysis across equality grounds was in our EDI survey. While numbers are small, survey data suggests that staff with marginalised intersecting identities (e.g. females from ethnic minority background, non-binary staff, males who are members of the LGBTQ+ community and disabled males) are more likely to experience bullying, discrimination, and sexual harassment, and that they are less comfortable reporting these behaviours than people from majority cultural groups. Trinity takes a zero-tolerance approach to these behaviours. We are making Dignity & Respect and ESHSV a priority over the next 4 years, with a particular focus on building confidence in our reporting mechanisms among those from minority groups. This will be prioritised under actions **AP 2.4.1 - AP 2.4.4**.



AP 2.4.1 Launch our communications plan around the new Dignity and Respect and Sexual Misconduct policies, with a particular focus on building confidence in our reporting mechanisms and raising institutional awareness around intersectionality.



A.P 2.4.2 Update our Consent Action Plan (CAP) with new staff members in place, to support a focus on ending sexual violence and sexual harassment (ESVH) vis-à-vis students as well as staff.



AP 2.4.3 Bring our updated Dignity and Respect Policy, and Sexual Misconduct Policy through EOG to Board for approval, with appropriate resourcing allocated for implementation.



A.P 2.4.4 Develop and implement a training programme for staff around the new Dignity and Respect policies.

Key Equality Grounds Priority #3

Fostering Diversity

While our work on GE has been very impactful, during our REEWG focus groups the lack of representation and visibility of people from diverse background across College was an emerging theme:

“I think we need to be doing the same thing when it comes to race and ethnicity [as we do for gender equality]. I think if we did that, we would realise that the representation on committees and other bodies needs to be addressed. I think we need to look at the levels of representation that we have with College Officers and senior management.”

“I am a person of colour and I remember when I came to Trinity first it was almost three months before I saw another black face.”

“...the Traveller community does not seem to be very well represented in Trinity.”

Our HR wellbeing survey revealed that international staff were more likely than Irish staff to want a return to the office to socialise, meet and work with colleagues (60+% International v 50%+ all staff) and had slightly less interest in hybrid working (73% international v 81% all staff). Additionally international staff were also less likely to feel included (49% v 70%).

We are committed to fostering diversity and ensuring an inclusive environment for staff and students from all backgrounds. We will address this through **AP 2.5.1 – 2.5.3**.



AP 2.5.1: Publish a Trinity Racial and Ethnic Equality Action Plan.

AP 2.5.2: Establish a Global Staff Network.

AP 2.5.3: Drive participation in the “Let’s talk about race” online training programme.

Key Equality Grounds Priority #4

Implement the Public Sector Duty (PSD) Gap Analysis Toolkit for HEIs

Our EDI & College Secretary’s Office staff have engaged with colleagues in UCD and IUA in the development of a HEI Sectoral Toolkit to implement the PSD in HEIs. As the PSD is a legal requirement which covers all equality grounds in Irish law and human rights instruments Ireland has ratified, prompt implementation of the Duty is now imperative. Once the PSD Gap Analysis Toolkit is launched later in 2023, we will utilise it to support Trinity to consider the intersectional impacts of policies, service changes and new initiatives.



AP 2.5.5 Implement and mainstream Public Sector Duty (PSD) Assess, Address and Report Processes in Trinity.

Key Equality Grounds Priority #5

Implement recommendations of EDI governance audit 2022

In February 2022 we initiated an external review of EDI governance organised & facilitated by the Academic Secretary. The reviewers’ final report made a number of recommendations which were discussed and noted by Council & Board. We will work to implement the 9 main recommendations for sequential roll out and implementation. These include:

- Resourcing;
- Sustainability of work; &
- Sustainable funding for work.



AP 2.5.5 Implement and mainstream Public Sector Duty (PSD) Assess, Address and Report Processes in Trinity.

Section 3: An evaluation of the institution's progress and success

In Section 3, applicants should evidence how they meet Criterion D and E:

Demonstration of progress against the applicant's previously identified priorities

Evidence of success addressing gender inequality and, where relevant, wider inequalities

Recommended word count: 2,500

1. Evaluating progress against the previous action plan

- a. Insert the most recent iteration of the action plan associated with the previous institution award. The action plan should be 'RAG' rated (rated 'red,' 'amber' or 'green') depending on progress.

Action Plan Section	Green	Amber	Red	Total number of actions
1 Self Assessment Team & Athena SWAN Planning	4	1	0	5
2 Staff Data	2	0	0	2
3 Recruitment and Promotions	8	0	1	9
4 Career Development	6	1	2	9
5 Flexible Working	1	1	1	3
6 Organisation and Culture	6	4	1	11
7 Other	1	0	0	1
Total	28 (70%)	7 (17%)	5 (13%)	40

Table 58: Summary RAG review of AS Action Plan 2018

Of our 40 actions, we have rated 28 as Green, 7 as Amber and 5 as Red (**Table 58**). The UASC and the wider College community shares a sense of achievement in the progress made, particularly in actions around increasing the numbers of female Chair Professors and Fellows. Simultaneously, there is frustration at actions not delivered (partially or completely), where steps to determine outcomes were delayed for a variety of reasons, including as a result of Covid-19. We recognise the configuration of the 2018 GAP was in some cases focused on outcomes without specified measures to achieve the outcome. While it is important to have targets to aim for, our 2023 AP has a greater emphasis on how we will achieve our targets. Our full 2018 GAP with progress updates follows.

Ref	Planned Action	Rationale	Action and/or achievements to date	Person Responsible	Timeframe	Success Measure	RAG	Comments
					(Start/end date)			
1 Self Assessment Team & Athena SWAN Planning								
1.1	Establish additional SATs in each School (FEMS/AHSS)	To ensure that Athena SWAN underpins the ethos and modus operandi in all FEMS/AHSS Schools and HS Faculty	11 SATs already exist encompassing 4/8 in FEMS; 4/4 in HS; and 3/12 in AHSS)	Deans of FEMS/AHSS	4 FEMS School SATs April 2019; 6 AHSS April 2019; further 6 AHSS Schools April 2020	Additional SATS established in: 4 FEMS Schools April 2019; all AHSS Schools April 2020		All eligible schools have established SAT teams
1.2	Submit School applications for Athena SWAN awards on a phased basis annually.	To ensure Athena SWAN is integrated throughout the University	A timetable has been drawn up, and Faculty Offices and TCGEL are collaborating to support School SATs	AVPEDI	2019:Biochemistry & Immunology; 2020:Engineering, Histories, Linguistics 2021: Computer Science, Genetics, Maths, Social work; 2022: Law, Business	11 Schools with AS Bronze and 2 Schools with AS Silver awards by 2022		18 Bronze awards now held and 2 silver submissions in April 2023. Silver submissions were due to be submitted in 2022 extensions were approved due to Covid. Intensive School supports provided by EDI Office to guide Schools in application process. All AS School applications reviewed by EDI Office prior to submission.
1.3	Establish an Athena SWAN Network linking all 3 Faculties of the University	To share learning, good practice and create a forum for mutual support	Faculty of AHSS have held fora and run AS Workshops	Dir TCGEL	2019 - onwards	Host 3-4 events pa including talks/workshops/exchange of experience		This Network has become a vital peer learning and support form for schools and units as

		between School SATs						they progress AS applications and action plan implementation. While unable to host in person events due to Covid invited speakers joined the network virtually from across Ireland and the UK. Regular meetings take place during term time.
1.4	Provide Unconscious Bias Training for all new SAT members	This has been made a requirement for membership in order to ensure members are briefed.	Director D&I has been trained to deliver Unconscious Bias Training and commenced delivery internally	Dir D&I	Min. 6 training courses per annum (2019-22)	All SAT members in 24 Schools trained		SAT members in awarded schools have completed EDI in HE training and have included school wide targets for the training in their action plans
1.5	Review University SAT membership and reporting relationships with Committees, Council/Board, in preparation for expanded AS process	In preparation for the expanded process and growing number of AS applicant Schools	The original SAT has been expanded since its formation to include representatives of new Schools as they establish SATs.	AVPEDI	Annually 2019-2023	Updated SAT membership and reporting structures		The University SAT membership and reporting structures have been reviewed and updated since 2018. However further work is forthcoming, following from our 2022 EDI governance audit & changes underway regarding Principal Committee structures in the university.
2 Staff Data								

2.1	Conduct second Gender Pay Gap Audit in 2020, or in accordance with any new statutory requirements	A gender pay gap was identified among academic staff in the University. The unadjusted gap is 9%, though when standardised to FTE it drops to 3%.	An Equal Pay Audit was conducted in 2018.	Dir D&I	2020	Gender Pay Gap is monitored to ensure within 5% (adjusted)		We conducted a more thorough Gender Pay Gap analysis and academic pay has remained around 5% however we have discovered larger pay gaps within other staff cohorts and address this in 2023-2027 GAP
2.2	Establish a Working Group to address existing and future requirements for Athena SWAN data in preparation for the expanded process	Expanded remit beyond academic/research staff and into intersectionality	Existing data requirements virtually streamlined but much more will be required	Director of HR/Director of Student Services	Working Group established first quarter 2019. Process in place by 2019/20	Embedded data-collection process established for annual reporting and dissemination to AS SATs.		An EDI Data Analyst has been in post since 2020 has improved and streamlined the data dissemination for SAT teams applying for AS awards. TCD additionally created a Data and Strategic Initiatives (DAISI) Unit in 2022 which will further improve and embed our data processes and visualisation.
3 Recruitment and Promotions								
3.1	(a) Conduct review and revision of recruitment processes to ensure gender equality is driven at every stage	Target of 40% by 2024 set in Mind the Gap report and by Higher Education Authority	Target of 26% female Chair Professors set in 2015 GAP, which was met by 2018.	Director of HR	Review to commence and conclude in 2019. Progress towards target will be	% of female Chair Professors is 35% or better by 2021 and 40% or better by 2024		We have achieved our target of 35%. However due to promotions being delayed during Covid we are

	(b) Achieve female representation among Chair Professors of 35% by 2021 and 40% by 2024 (further supported by Action 3.3, Unconscious Bias Observers).				reviewed annually.			slightly behind schedule in meeting our 2024 target but are still on track to reach 40% by 2025.
3.2	Ensure list of applicants to new appointments have gender balance aligned with the relevant discipline pool, and restart search if all of one gender	Recruitment of new Ussher Assistant Professor was 50:50 m:f during the first years of the scheme, but has dropped to 26% female. For these and all future academic appointments, action is needed to ensure greater imbalances are not created. With proper due diligence up front in terms of population pool, target advertising etc., we aim to attract broadest pool of candidates in terms of gender, merit etc. and shortlist on this basis.	This process has been trialled in appointments to date with senior committee chairs, whereby single-gender shortlists have been rejected, and will now be formalised as a process.	Director of HR	2019 and annually	Shortlists reflect gender balance of candidate discipline pool, as monitored and reported on annually in Equality Monitoring Report		Benchmarking at discipline level is conducted via external, objective expertise to ensure applicant gender targets are determined and met in line with the market analysis. Recruitment data reported on in annual EDI Report, which replaces the Annual Equality Monitoring Report from 2023.

3.3	<p>(a) Appoint unconscious bias observers for Chair Professor recruitment competitions</p> <p>(b) Review feedback from unconscious bias observers with a view to implementing measures to increase application rate by women at all grades.</p>	An issue has been identified whereby the application rate for academic posts is lower among women than men.	An equal opportunities statement and EDI accreditation logos have been included in advertisements to encourage applications from under-represented groups. In addition to this, as part of the recruitment review, gender neutral wording will be used in all advertisements going forward.	Director of HR	<p>(a) Unconscious bias observers will be used from start 2019</p> <p>(b) Review and strategy for increased application by women developed Jan-Jun 2020)</p>	Application rates within +/- 20% of the gender breakdown of the relevant eligible pool		All Chair recruitment panels have unconscious bias observers and benchmarking is conducted. Concurrently, the revised Senior Academic Promotions policy requires the Board to have regard to gender targets when setting the overall indicative quota for promotions.
3.4	Implement a TCD researcher recruitment model in accordance with Open, Transparent and Merit- based (OTM-R) practice	Recruitment practices vary according to School/Faculty	Adoption of OTM-R approved	Director of HR	Pilot in FEMS 2019; roll out across University 2020	Min. 80% of research staff recruitment in accordance with OTM-R		
3.5	<p>(a) All Schools to develop localized induction materials</p> <p>(b) Develop and run specialized induction for research staff</p> <p>(c) Follow-up evaluation survey to assess levels of satisfaction</p>	In addition to the central supports provided, informal feedback suggests welcome/induction processes for new staff are enhanced by personalised induction to the local culture within a School/Discipline. Furthermore, contract research staff have specific needs that justify a	AS Schools have produced improved induction package(s) which can be extended to all Schools.	<p>(a) Schools</p> <p>(b) Director of HR</p> <p>(c) Director of HR</p>	<p>(a) Phase 1: 2019.</p> <p>Phase 2: 2020-21</p> <p>(b) 2019 (c) 2021</p>	All staff avail of HR induction programme and have access to local orientation and welcome procedure. Min. 2 induction days for research staff run annually.		AS awarded schools have developed localized induction materials. All staff are eligible to attend induction run by HR throughout the year which moved online due to Covid and high levels of satisfaction are reported in the survey.

		specialised induction process for this cohort.						
3.6	Liaise with Provost prior to any senior academic promotions call to update on current gender information and to ensure gender equality policies and aims are taken into account in setting the indicative number of available promotions	A new Senior Academic Promotions policy has been approved and its implementation needs to take any gender implications into account.	Applications for promotion make provision for candidates to specify time away from their career path for caring responsibilities, which disproportionately affect women.	AVPEDI	Annually	Promotions processes consider gender balance/imbalance		Senior Academic Promotions policy requires the Board which is Chaired by the Provost to have regard to gender targets when setting the overall indicative quota for promotions.
3.7	Provide Unconscious Bias Awareness training for all members of Promotion Committees	To help ensure that promotion process is fair and transparent, and any biases can be dealt with	Such training was provided for all members in 2015, and committee Chairs in 2018.	Director of HR	2019 and annually	All members of Promotions Committees are trained		All members of Promotions Committee are required to take EDI in HE training incorporating bias content, or formerly, completed LEAD training.

3.8	Hold annual information event to promote higher application rate by women for promotion to Associate Professor	When they apply women are as successful as men in promotion process but need to be encouraged. Fewer women than men apply for promotion to Associate Professor grade in particular.	TCGEL held workshop 'Demystifying the Promotion Process' to prepare staff for promotion	Director of HR	Annually 2019 as required	Less than 20% gender difference in application rate for promotion		HR run an annual Academic Promotions workshop. We have achieved the target but issue of fewer women applying to Associate Professor still persists. New actions to further address.
3.9	Ensure that overall gender balance (no more than 60% of any one gender) is maintained for members of recruitment and selection panels	While the gender breakdown of recruitment and selection panels has been addressed in recent years and improved accordingly, it needs to be continuously monitored as individual panels may vary.	Existing practice is that approval of panels is withheld if gender mix is not attained	Dir HR	2019-2022, monitored annually	A 40:60 overall gender ratio per academic year for academic selection panels. No single-gender panels approved		All recruitment panels are required to have 40:60 gender balance.
4 Career Development								
4.1	Implement an appraisal process for all academic staff	There had been no replacement of PMDS, the previous appraisal system	Tenure Track process for new Assistant Professors includes induction, feedback, mentoring and assessment against agreed goals/objectives.	Director of HR	2020: FEMS; 2021 HS; 2022 AHSS	All academic staff will receive appraisal on an annual basis.		Tenure track process of goal setting, feedback, review, and mentoring has been implemented for Assistant Professor appointments. Development programme for Assistant Professors also in place. Development and feedback

								conversations in place as part of SAPC process.
4.2	Launch communication campaign about availability and benefits of existing University mentoring schemes, and increase mentoring particularly for Assistant Professors (as women in this cohort apply for promotions at a disproportionately lower rate).	Focus Groups showed that demand for mentoring is not being met, and that awareness of existing schemes is low.	From 2015-18, 99 academic staff participated in Mentoring programmes (as mentees)	Director of HR	Campaign launched September 2019. Follow-up monitoring of uptake 3 months later.	20% increase in number of academic staff participating in mentoring schemes		From 2019 to 2022, substantial increase in mentoring 262 (166 F and 96 M) participating in mentoring relationships across various programmes.
4.3	Encourage more eligible women to apply for Fellowship, through continued organisation of annual TCGEL/Standing Committee of Fellows (SCF) event	Female representation (33%) among Fellows is still outside 40:60 ratio	TCGEL and the Standing Committee of Fellows have co-hosted previous events aimed at addressing this issue.	Chair of Fellows	Annually 2019-2022	Target of maximum 60% of any one gender reached by 2022.		We have achieved 38%F as of 2022. While this is slightly below our target of 40% gender balance among Fellows has improved significantly over time and continues to grow. On track to meet target of 40% in the April 2023 round.

4.4	Address anomaly whereby Ussher Assistant Professors are not eligible to apply for Fellowship until 8 years after their appointment	This unintended anomaly originates in the call stating that applications can only be from tenured members of staff. Ussher Assistant Professors do not meet this criterion for 8 years due to the tenure track and probationary processes they are employed under.	A memo was drafted and sent to the Provost to highlight this issue, with recommendations to address it	Chair of Fellows/Board	2019-20	Eligibility for Ussher Assistant Professors is in line with other members of academic staff.	Completed.
4.5	Establish dedicated career development support office for research staff	There are limited specific career supports available to this group, who represent a significant section of the University population.	A detailed proposal and plan has been prepared and is under review by HR and the Dean of Research, for inclusion in the University's Research Strategy	Dean of Research & Director of HR	Approved in 2019; established 2020.	A formal support office established and active within the University.	A Postdoc Academy has been established (2022/23), led by an Associate Dean of Research (ADoR) whose portfolio focus is on Early Career Researchers & Open Science
4.6	Extend Academic Mentoring Schemes to research staff following training of additional mentors and email alerts to research staff and PIs	No standalone mentoring schemes exist for research staff, equivalent to those for academic staff.	Mentoring is already a core part of the Professional Skills for Research Leaders Programme, available to research staff.	Head of Learning and Organisational Development	First half 2020.	50% of research staff receive mentoring (monitored by gender)	PRSL now ARC programme – up to 30 participants per year. All assigned mentors. Peer to peer inter-University Collaborate programme launched in 2022/2023.

4.7	Collaborate with IUA partners and Royal College of Surgeons in Ireland (RCSI) to develop a new online equality and diversity training programme for Irish third-level staff. Model on successful examples from other universities, such as “DiversityNow” by Queen’s University Belfast.	The existing online E&D programme, LEAD, is out of date and needs to be reviewed and replaced by a new programme.	Discussions have been held with university and HEI partners nationally about the need for this and approaches.	Equality Officer & Dir D&I	2019-20	New online E&D programme launched in 2021 as part of an IUA initiative in 8 universities called EDI in HE online training. Accessibility options are used throughout the training modules and learners can access the material online, or via workbook or an audio podcast.		Completed
4.8	Run a second Unconscious Bias Awareness ‘Train the Trainer’ course in 2019, with participants of another gender, invited from all Irish HEIs	There is growing demand for unconscious bias training for multiple cohorts within HEIs but until recently, capacity to provide this internally was limited.	First ‘Train the Trainer’ course run in May 2018, with 24 attendees from across Irish HEI sector	TCGEL	First half 2019	Increased institutional capacity to run Unconscious Bias training in Irish HEIs.		This is in preparation, and will take place in autumn 2023.
4.9	Sponsor min. 10 women staff on AURORA training	Demand for places outstrips supply	Fund at least 10 places annually	Head of Learning and Organisational Development	2019 then annually	AURORA participants provide evaluation		This has been doubled with 20 women sponsored a year since 2020.
5 Flexible Working								
5.1	Evaluate the FEMS post-leave returner's scheme with a view to mainstreaming across all 3 Faculties	To cover release from teaching for up to 1 semester to support staff returning from extended leave, e.g. maternity,	A post-leave Returner's scheme was piloted in FEMS in 2014 (still in operation).	Director of HR	2019-2020	Returner's Scheme operational for academic staff in all Faculties		

		parental, sick leave etc.						
5.2	Progress the development of further facilities for breastfeeding/expression in existing and new campus buildings	Demand for additional locations across campus has been identified.	Three facilities have been established. Guidelines have been adopted to extend supports/locations.	Dir D&I	2019	2 additional campus locations provide facilities for lactation/expression		2 additional infant feeding and expressing spaces have been added across campus.
5.3	(a) Establish Working Group on Family Leave & Flexible Working (b) Monitor take-up of Maternity, Paternity & Parental Leave, including maternity return rate and retention in post at 6-12 months	To promote University-wide adoption and uptake of flexible-working schemes and family leaves, and to rectify a data gap whereby no formal centralised data capture system exists for some leaves and for post-maternity retention	HR collect and issue data, on request, to School/University SATs	Director of HR	2019-2020	(a) Financial plan developed to underpin University's Family Leave schemes (b) Annual data on uptake and post-maternity retention at School/University levels available from HR and reported annually		Working group has been established. Collection of data has begun with roll out of e-leave and will be reported on after first full year (2023/2024).
6 Organisation and Culture								
6.1	Nominees of all genders sought for elections of Deans and Heads of Schools	HoS are currently outside 1:2 range	Deans are within 1:2 gender ratio	Provost (in calls for Deans) & Deans (in calls for Heads of School)	2019 and annually	Appointments within 1:2 gender ratio		We are unable to monitor this action as often there is one applicant for the role.

6.2	Provide training in Unconscious Bias for Chairs of University Committees	Committees are key decision- making entities and it is important that they are informed about unconscious bias.	Chairs and members of Promotions Committees have already been trained. Director D&I is trained to deliver Unconscious Bias Training.	Registrar	2019-2022, with frequency determined by turnover of Chairs	100% of Chairs of Committees trained		Completed. New EDI in HE online training required for Committee members and Chairs includes content on bias.
6.3	Appointees to College Committees will undertake the online LEAD (or replacement, when updated) training	To promote awareness of equality and diversity issues among Committee membership	LEAD training is already mandatory for participation in recruitment/selection panels.	Registrar. Equality Office to monitor outcomes	Ongoing. New appointees will be required to take LEAD when joining committees.	All new appointees will have undertaken LEAD training (or replacement) to be monitored annually.		Completed
6.4	Review existing models and formulate/implement Workload Model across College to support fairness and transparency	To ensure consistency and transparency in workload allocation	Workload models have been implemented in Schools but the actual practice and means of implementation varies.	VP-CAO	2019: Conduct review; 2020 Approve new fair and transparent model, adaptable for use in 3 Faculties: 2021: FEMS; 2022: HS and AHSS	Transparent Workload Models in operation in all Schools		Working group has been established and new targets set in GAP 2023-27
6.5	Ensure that new Workload Model provides allocation for work on Athena SWAN SAT	Not all Schools with SAT take account of AS contributions as part of Admin allocation	This was recommended in TCGEL 'Mind the Gap' Report (2017), which was approved by Board.	AVPEDI	2019-2020	Agreed workload allocation to apply across all Faculties for SAT membership/Convenors		Working group has been established and new targets set in GAP 2023-27

6.6	Implement 'meeting hours' policy across all three faculties, and monitor same.	To align with needs of those who have family/other commitments	The adoption of meeting hours (10.00-16.00) policy by Board Nov 2019	Faculty Deans & Equality Officer	2019-onwards	100% of meetings of the specified committees will take place within hours 10.00-16.00		A core meeting hours policy is in place, and meetings of Board/Council and principal committees take place during core hours as well as Faculty Executive Meetings.
6.7	Faculty programme of social events to be held during family-friendly hours	Limited opportunities for social events involving family members on campus	A variety of social events are organised by the Faculties and Schools.	Faculty Deans	2019-onwards	One event (at least) per semester		A range of faculty events have been held, however due to Covid this action has not been progressed as significantly in the last 3 years as otherwise would have been possible. Despite Covid, there are several examples of good practice including the establishment of a Professional Staff Network in the FAHSS.

6.8	Develop protocol to seek gender balance among invited speakers to public lectures across the University	Gender balance sought across disciplines/Faculties	Some individual Schools, e.g. Chemistry, have already addressed this and set and achieved gender targets for invited speakers.	Communications Office/Heads of School	2019-onwards	All Heads of School actively engaged in seeking 60:40 ratio for invited speakers		This is something that is considered in all schools, additionally all AS awarded schools have set targets around monitoring and considering gender balance of invited speakers.
6.9	Assess the level of unmet demand for Day Nursery places and develop a viable case for expansion of capacity in response.	There is evidence of growing and unmet demand for places in Day Nursery	Capacity utilisation and unmet demand is tracked and reviewed monthly.	Dir D&I./ Director of Student Services	2020	Identification and commissioning of additional space for the Day Nursery		A review of the Day Nursery waitlist has taken place. Additional actions have been put in place in GAP 2023-27 to progress this further.
6.1	Conduct Equality Impact Assessment of existing and newly-developed HR policies	To ensure EDI, including gender, implications are identified and can be addressed.	Diversity proofing pilot with HR/Equality Committees	Equality Officer & Dir D&I	2018/19: junior academic progression; 2019: recruitment & promotion; 2020: WLB; 2021: Dignity & Respect; 2022: Staff Appraisal & Induction	Any issues identified are addressed as part of the equality impact-proofing process		New policy development review process is in place.
6.1	Set up a Working Group (with representatives from across the University community) to develop and oversee a campaign of communication and awareness of dignity and respect in the University, including bullying and sexual harassment	Proactively work to eliminate bullying and harassment	Extend Contact Person List and policy under review	Director of HR	First half 2019.	Surveys 2019 and 2022 show reduced incidence of bullying and harassment		Our 2021 and 2022 surveys demonstrated reduced incidents of bullying and harassment, although we are aware that this may be due to less on campus time due to COVID-19, so dignity and respect remains a high priority with

								extensive College wide consultation on the development of a revised Dignity & Respect policy and new sexual misconduct policy.
7 Other								
7.1	Hold annual event(s) with partner Irish/UK institutions to promote Athena SWAN	Annual events drawing upon AS institutions held in TCD	Build upon speakers to new Institutions/contributors	Director of TCGEL	2019- onwards, annually	At least one large-scale annual Athena SWAN event at Faculty/University level.		<p>We were unable to progress this action as originally envisaged due to the Covid pandemic. However, we reimagined this action and a number of events with partners in the UK and Ireland have been held. Additionally, we are hosting the first national equality charter symposium for HEIs 19 April 2023. We have also engaged significantly with LERU, Coimbra, and University Alliance partners (CHARM-EU) to discuss</p>

[illegible]

- b. Comment and reflect on the institution's most recent action plan. This should include information on:
- + the methodology of action implementation, evaluation and iteration;
 - + factors (internal or external to the institution) that acted as barriers or facilitators to the implementation of actions and meeting of success measures. Where relevant, make reference to actions from the previous action plan that have been rated as amber or red, and any actions that were removed over the course of the award. Where challenges to successful implementation are noted, outline the steps taken to respond to these, and how the action plan was adjusted;
 - + learning and outcomes from the evaluation of the action plan and how learning can be applied to improve implementation, outcomes, or impacts of the future action plan.

We have made significant progress with regard to our **2018 GAP**, but note that Covid-19 posed a substantial challenge to the progression of some actions as a result of restrictions and associated public health measures, coupled with the substantial effort that was required to pivot TCD to support online teaching, learning, assessment, and support the continuation of research and included the development of new policies to enable remote working (e.g. **AP 3.4; 4.1; 4.2; 6.5; 6.10**). Restrictions required moving online (e.g. **AP 4.4; 4.7; 4.10; 6.3; 6.12**, etc.) and we learned that many actions could be progressed in this way. However, other initiatives are very much enhanced by in-person engagement, particularly where networking and team building is central to the goal (e.g. **6.1**).

Our method involves drawing on a range of qualitative and quantitative data, most notably, our self-assessment survey, to identify actions, plan for and deliver implementation, evaluation, and review. This builds from our Theory of Change which requires intentional interventions with clearly articulated targets owned by key stakeholders who have the authority and resources to support the changes required. Engaged interaction via the UASC, with a governance process that requires reporting to EC and Board, ensuring that AS work is visible and that engagement across all parts of the College eco-system occurs.

The success of this approach is evidenced in the high level of 'green' outcomes given the challenges of Covid-19. These successfully achieved items had clear ownership and were resourced, with requirements to report on progress internally or, as a result of the

increasing focus on GE and EDI matters at national level, to the HEA. Additionally, we note that getting to 'green' with many items required gradual growth and focused attention. Such items had a longer lead-in time, allowing for cumulative engagement around actions, leading to progression and embedding of the action/s and the cultural changes that support our progress (e.g. GE on principal committees, GE pipeline changes).

Where actions have not yet been completed, the converse is true – they are newer initiatives, sometimes without a clear/obvious 'home', and often without a clear commitment to resourcing. In some cases, initiatives stem from/may depend on volunteers to kick-start an initiative but the transition to embedding, recognising and rewarding in a very underfunded HEI sectoral context is challenging.

Learnings from evaluation of 2018 action plan:

The considerable expansion of EDI work since we began our AS journey in 2014 has set TCD on a profound learning curve. Our GAP review, coupled with our experiences of coordinating other EDI initiatives, has reinforced the need for enhanced cross-institutional planning. Our EDI-HR collaboration is critically important to planning and implementation processes. However, we are also working collaboratively to ensure that everyone in TCD sees equality as everyone's business and understands the importance of EDI to ensuring the excellence within the University.

We work together across different parts of TCD to ensure our processes and policies support the embedding and resourcing of EDI. This evaluation also highlighted the need to learn from and share our practice with colleagues in other institutions, engaging nationally with AS Ireland, IUA, & HEA committees and networks, as well our European colleagues in LERU, Coimbra Group & via CHARM-EU.

In addition, the EDI landscape in Ireland has expanded with greater attention to a range of diversity characteristics including reporting requirements to the HEA and DFHERIS. This in conjunction with increased focus on PSD legal requirements has broadened the work of the EDI team.

Key lessons for the creation and implementation of our 2023-2027 GAP are:

- Ensure we have SMART actions, focused on defined milestones with agreed ownership and resourcing;
-

- Increased consultation and collaboration with colleagues within our own institution and drawing in experience and expertise from external colleagues right across the HEI sector;
- Where possible, integrate actions to advance GE into the broader EDI agenda and action plans that have already been committed to (e.g. Racial and Ethnic Equality Action Plan (in prep), GPG reporting and associated actions, Consent Framework Implementation Action Plan, UNSDG reporting, etc.);
- Implementation of regular and effective action tracking and monitoring.

2. Evaluating success against key priorities

- Provide information on the institution's key achievements in gender equality. This should include:

- + evidence of how the institution has achieved the desired outcome/s and impact/s in relation to at least two previously identified key priorities;
- + qualitative and quantitative data to evidence statements;
- + reflection on the main facilitators or factors that supported success;
- + identification of whether there are any aspects that could be translated to other areas to support success against the institution's key priorities.

GAP 2018 Priority Action

1.1 Establish additional SATs in each School (FEMS/AHSS)

SAT Teams are now established in all Schools, of which 18 have secured Bronze awards. 14 are new awards received since our last institutional submission. The EDI Office and AS Champions Network were created to support schools and ensure institutional support for schools and alignment across schools in embedding AS principles, resulting in AS principles becoming more embedded across the University. These efforts have played a significant role in our achievements, reaching 35%F Chair Professors, and achieving almost perfect gender balance among Fellows, with an 11% increase from our first AS submission. There has also been a significant and sustained improvement in gender balance among our key decision-making committees.

	% Female		
	17/18		21/22
EOG	33%	➡	60%
Council	52%	➡	63%
Board	48%	➡	56%

Table 59: Increase in female representation on key committees since 2017/18

GAP 2018 Priority Action

6.11 Set up a Working Group (with representatives from across the University community) to develop and oversee a campaign of communication and awareness of dignity and respect in the University, including bullying and sexual harassment

Our CFIOG was established in 2020, Chaired by the AVPEDI. Major work has been undertaken to review the current D&R Policy and to create new D&R and Sexual Misconduct Policies. Led by the HR Director (with dedicated staff resources) and in collaboration with the EDI Office, the consultation on new policies included 9 focus groups with 200 Staff (externally facilitated); 5 focus groups with 60 Students promoted via SU.



Image 52: Together Consent

In 2021/2022, 995 students and staff participated in Together Consent training: trauma-informed and targeted at developing capacity to respond to disclosures of sexual harassment and violence.

In November 2021, Trinity launched Speak Out tool which collects anonymous reports to help us understand the scope and nature of complaints around SASV, bullying and discrimination as reported by students and staff. Users of the online tool are also directed to

formal bespoke support and resources based on their experiences. We can see from the user data that when we promote Speak Out via awareness campaigns, reporting increases.

While bullying, discrimination and sexual harassment remains a priority for us, significant work has been undertaken in the last 5 years to advance addressing these harmful behaviours and although we are conscious that Covid impacts have also played a role, we have seen a decrease in the numbers of staff in the consultation that have experienced these behaviours. TCD is committed to engaging with HEI sectoral good practices, new research recommendations and mutual learning opportunities in this area.

When considering our achievements to date, the main factors that facilitated our successfully implemented priorities were:

1. Clear goals and objectives: Areas where we could clearly define what the institution wanted to achieve and what specific actions need to be taken to reach those goals.
2. Effective planning: Which involved setting out clear timelines for example regarding AS school submission dates.
3. Collaborative approach: Actions where there was participation from all relevant stakeholders helped to build support and buy-in.
4. Resource allocation: Adequate resources, both financial and human. This includes funding staff and initiatives.

We have taken these learnings into consideration when drafting our 2023-2027 AP and hope to translate this to other areas to support success against the institution's key priorities.

- b. Where relevant, provide information on any key achievements on equality grounds in addition to gender. This should include:

 - + qualitative and quantitative data to evidence statements;
 - + reflection on the main facilitators or factors that supported success;
 - + identification of whether there are any aspects that could be translated to other areas to support success against the institution's key priorities.

We are committed to being a welcoming space for all. One example is work completed by the REEWG which conducted a series of focus group discussions in summer 2021 with 80+ staff and students. The goal was to understand concerns surrounding race, ethnicity, and equality within Trinity and find ways to address these. From this, a report was brought to Board in 2022 and formally launched in early 2023. Intersections between REEWG's report & results from our AS survey have informed several actions listed in this submission.

The "The Trinity Tapestry" report's recommendations align with the HEA guidelines and national survey on race equality. The HEA's "Race in the Higher Education Sector Implementation Plan 2022-2024" also provided additional support. The REEWG is now focused on finalising and approving our Racial and Ethnic Equality Action Plan (2023.) This action plan will guide the group's work in tandem with the AS Action Plan to ensure we continue to work to be a welcoming and inclusive space for all.

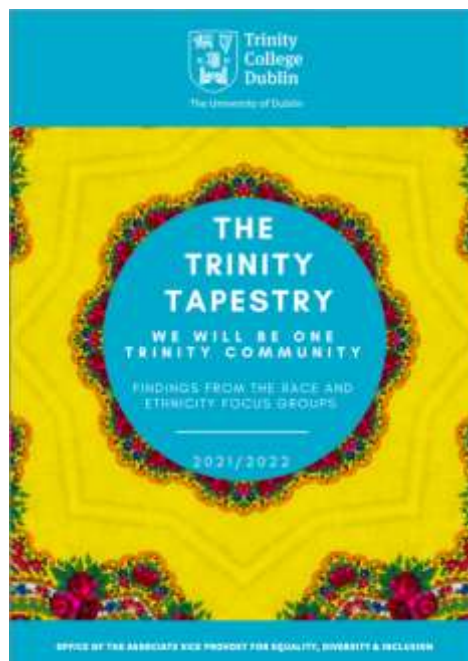


Image 53: The Trinity Tapestry

We will take learning from the success of The Trinity Tapestry and translate this into our future work on racial and ethnic equality as well as our work across other EDI grounds. The translatable factors that facilitated success was:

1. Diverse participants: The focus groups included staff and students from a range of racial and ethnic backgrounds, as well as different age groups & genders. A broad range of perspectives are represented, in a way that might not happen in all-staff surveys and focus groups.
2. Skilled facilitation: The facilitator created a safe and respectful space for participants to share their experiences and perspectives.
3. Active listening: Participants were encouraged to actively listen to one another, to ensure that everyone's perspectives are heard.
4. Follow-up actions: Finally, the focus group was followed up with a report and recommendations which was brought to Board and has informed initiatives designed to promote race equality within the institution. It is important that we demonstrate to our staff and students that our EDI consultations are seen as meaningful and productive.

3. Evaluating local and discipline-specific progress and success

- a. Comment and reflect on progress and success in academic departments or professional units. This should include:
 - + localised and discipline-specific priorities, achievements, and challenges;
 - + key learning and outcomes from department/professional unit award holders and how these have informed institutional strategy, policy and practice;
 - + the approach to identifying and sharing good practice across the institution.

The AS Champions' Network offers a platform for sharing advice, experience, and best practices, promoting collaborative learning and capacity building. It's a space for identifying and addressing challenges that are presented to UASC on a monthly basis, shaping the institutional action plan, and building local level action plans that are shared with HR. Importantly the Network also provides peer support and welcomes new members as staff join Trinity.

During Network meetings, Champions provide updates on their school achievements, priority actions, progress, and challenges, creating an opportunity for schools to learn from one another. For example, the schools of Chemistry and Natural Science were among the

first to put EDI Directors and Committees in place, and they shared their guidance with the network, resulting in almost all awardees having an EDI Director and Committee. Other successes, e.g. gender diversity awareness training and research staff support, have been shared and adapted across schools. Challenges raised by Champions are addressed by the AS Officer who offers support and advice whenever possible, or the issue is forwarded by the Chair to UASC for consideration at College level.

The AS SharePoint site (**Image 54**) is also available to all staff and provides resources, training, benchmarking data, and other relevant up-to-date AS materials to address some of the reported challenges, such as the administrative burden of preparing an AS application, limited resources for EDI work, and uncertainty around where to find free tailored EDI training or benchmarking data.

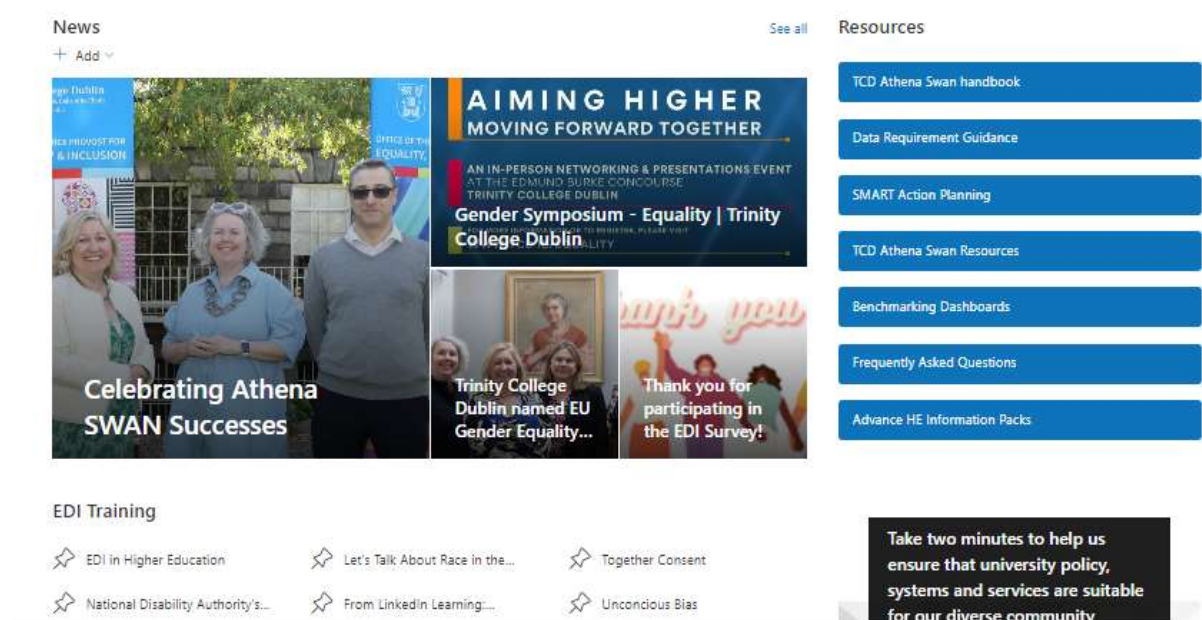


Image 54: AS SharePoint site

Some Schools have limited expertise in quantitative data analysis and face an administrative burden when it comes to data requirements. To address these challenges, we have developed a template that generates graphs when numbers are input, making it easier for Schools with limited data analysis expertise to generate visualizations. We also recognise that collecting qualitative data can be time-consuming, so we support Schools by providing local level reports from the institutional survey. Additionally, we have compiled a listing of experienced qualitative researchers that Schools can draw on as required for staff and student consultations.

To further support our Schools, Trinity established a Data Analytics and Strategic Initiatives Unit (DAaSI) in 2022. Under the leadership of the DAaSI, a working group has been established to develop institutional-wide data visualization dashboards. Schools and units will be able to utilise this to monitor the effectiveness of their GAPs, supporting their AS applications. We are committed to supporting our AS applicants and ensuring that they have access to the resources and expertise they need to succeed in their AS journey.



AP 3.3.1 Create an institutional wide data visualisation dashboard that provides staff with school or unit level insights with a range of meaningful, metrics that show an EDI narrative.

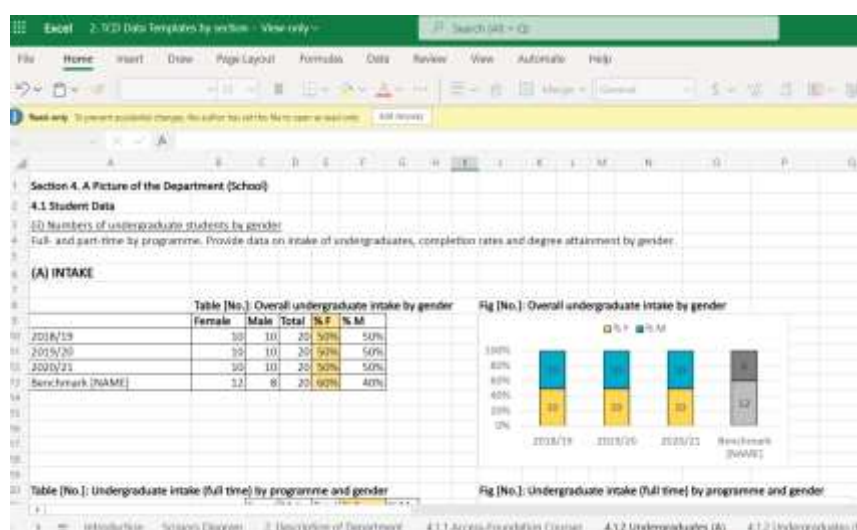


Image 55: Data template

TCD shares local-level EDI initiatives across Schools to promote collaboration and shared learning. Examples include the School of English granting AS Champions teaching relief for two years, and the School of Computer Science and Statistics providing funding for school-wide gender expression and diversity training. While financial commitments vary, these instances showcase the value of investing in local-level EDI work.

Trinity encourages the sharing of good practices across the institution and learning from external colleagues through speakers and events. Lunchtime workshops were hosted by the faculties of STEM and AHSS until they shifted online due to COVID-19. Invited speakers to the Champions network included Prof Peter Clarkson, School of Mathematics, University of Kent

(February 2021), and Dr Deirdre NiEidhin, School of Physics, University of Limerick (May 2022). Champions also share their experiences and successful applications with other Schools in other HEIs when invited. Additionally, several of our Athena Swan Champions are Advance HE AS panellists.

In June 2022 the EDI Office, School of Social Work and Social Policy & Women's Aid hosted a free public lecture with Dr Jackson Katz, a leading global figure working to end men's violence against women. The event had over 100 attendees including from Garda Síochána and local high-tech businesses.



Image 56: Dr Jackson Katz, Mentors in Violence Prevention (USA) free public lecture 30 June 2022 Violence Against Women is a Men's Issue

In April 2023 TCD hosted the first National Equality Charter Symposium. This in-person event had over 100 attendees from HEIs nationwide was funded via the HEA GEEF. TCD led the successful application with project partners⁷. The Symposium consisted of stimulating presentations, stretching, mindfulness activities and EDI thematic networking hot-spots.

⁷ from UCD, UCC, TUD & UG



Image 57: Equality Charters Symposium

We are committed to continuing beaconing activities that align with our commitment to fostering inclusivity and celebrating diversity and that provide opportunities to engage in meaningful dialogue and promote a sense of belonging within TCD and the wider community.



AP 3.3.2: Continue beaconing activities to foster community engagement, promote inclusivity, and celebrate diversity within HEIs.

Section 4: Action Plan

In Section 4, applicants should evidence how they meet Criterion C:

Action Plan to address identified issues

1. Action Plan

Present the action plan in the form of a table (landscape page format).

The plan should cover current initiatives and aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

The plan should also be published on the institution's website to enable staff, students and the wider community to understand the institution's equality objectives and how these will be achieved.

Confirm the following:

The action plan will be published on the institution's website. YES
