ANNUAL EQUALITY MONITORING REPORT 2006-2007

Equality Officer

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1.   Introduction

1.1 Introduction

Background
The Equality Officer has prepared this report as requested by the Equality Committee[1]. The monitoring proposal was developed by the Equality Officer and Equality Committee during 2007 in response to the greater responsibilities placed on the College in ensuring compliance with equality legislation and the promotion of equality of access and opportunity.

Definition
Equality monitoring is the process of collecting, storing and analysing information that is relevant to, and necessary for, the purpose of promoting equality of opportunity between different categories of persons [2].

Purpose
The purpose of the present report is to gather base-line statistical data on staff and students in relation to different equality grounds (such as gender, age, disability or nationality) and to make this available in a clear and accessible format for consultation. The present report comprises mainly quantitative data, although is recommended to develop qualitative data on equality issues for future reports.

These base-line statistics will help uncover possible areas of inequality, and will serve as a benchmark against which to measure future developments. The report is limited to the parameters of that data which is currently available for both staff and students.

The report also includes information on relevant initiatives such as the 3% disability target monitoring, recruitment monitoring, WiSER Database, and the Annual report prepared by the Bullying and Harassment Contact Persons.

1.2 Why monitor?
The College Access and Equality Policy and Equal Opportunities Policy reflect the university's pledge to promoting equality with positive actions, and to monitor and review the efficiency and implementation of these practices and policies regularly.

In order for the College to ensure legal compliance and to demonstrate that it is a promoter of equal opportunities it is necessary to have the relevant information regarding staff

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[1] Equality Committee Minutes, Eqal/06-07/30.
[2] Equality Commission of Northern Ireland, Section 75 Monitoring Guidance.

composition, recruitment and progression and student access and progression.

The role of data is essential: first of all to establish base-line positions and to determine possible inequalities; and secondly, to track developments and the success of different measures. Adequate data is essential to develop evidence-based policy and actions to ensure equality of access and opportunity. For a further discussion on the role of data please see Barry's *Building the Picture*[3].

Universities in the UK provide a strong model for monitoring systems. UK universities have been collecting and reporting on staff statistics and gender since the late 80s. Currently most universities report annually on gender, ethnicity and disability, and soon data on age will be reported as well, to the HESA (Higher Education Statistics Agency). This agency publishes national average data which provides a useful benchmark for individual institutions. In Northern Ireland monitoring has focussed on religious background, however new equality legislation has been extended to cover 8 grounds, bringing it very close the 9 ground model in operation in the Republic.

There are legal requirements placed on Universities in Ireland which make it increasingly necessary to collect and monitor equality related data.

Legal requirements and recommendations

Universities are required in the 1997 Universities Act 'to promote gender balance and equality of opportunity among students and employees of the university'; they also have legal obligations under the Equal Status Act 2000, Employment Equality Act 1998 and Equality Act 2004 not to discriminate any student or staff member because of their gender, marital status, family status, sexual orientation, religion, age, disability, race or ethnicity or for being a member of the Traveller community[4].

Universities are increasingly required to collect data and monitor their student and staff population with regards to different grounds included in equality legislation. Particularly relevant is the HEA review carried out across all institutions in the sector in 2004 and the recommendations contained in the resulting *Report of the High Level Group of University Equality Policies*[5]. This report recommended that universities develop their data collection

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[3] Barry, U., *Building the Picture.*
[4] *The Employment Equality Act 1998 and 2004*, the *Equal Status Act 2000 and 2004*. For further details consult the Equality Authority.
[5] HEA, *Report of the High Level Group of University Equality Policies*, HEA 2004.

procedures to ensure equity of access for students from different social backgrounds, and also to develop systems for monitoring staff data in relation to different equality grounds.

Public bodies are now also obliged to report on the number of staff with a disability and the actions the body is taking to facilitate their employment, so as to reach the 3% statutory target included in the 2005 Disability Act[6]. The National Disability Authority oversees the implementation of the 3% employment target and its annual reporting.

These legal requirements, together with the examples of good practice in this area provided by other universities, particularly in the UK where monitoring systems are well established, have made equal opportunity monitoring a College priority.

1.3 Previous reports

There have been several reports carried out previously which addressed the issue of women's career progression and status in College : Professor Barbara Wright's *Women Academics and Promotions* (2002) and Professor Eileen Drew's *Best Practice Models for the Career Advancement of Women in Academe* (2002). These reports highlighted the significant under-representation of women in senior academic grades in College, the difficulties faced by women in advancing their academic careers, and examples of action and best practice in other universities.

In relation to student data, the Senior Lecturer's Office publishes detailed annual reports on student admissions and population. The HEA, through the National Office for Equity of Access, is developing a student registration survey which will facilitate universities to gather more detailed information on student social background, ethnicity and disability.

1.4 Format

The present report is comprised of two main sections, one relating to staff statistics and one relating to student data. The staff section comprises gender disaggregated reports generated by the Staff Office and relevant initiatives; the student section includes information on student profile, admissions and access initiatives provided by the Senior Lecturer's Area. There is a final section on bullying and harassment incidence as reported by the Contact Persons.

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[6] Disability Act 2005. For further details on the 3 % target consult the National Disability Authority.

Appendices: The detailed reports contained in the Appendix are available upon request and on the Equality Office website www.tcd.ie/equality

1.5 Methodology
The present report was developed by the Equality Officer in collaboration with the Equality Committee. The principal body of work lay in developing a report model for staff statistical reports which would examine the gender distribution in different areas of employment and in different grades of seniority and decision-making positions. The Equality Officer worked closely with the Senior Business Analyst in the Staff Office to develop these reports, which it is hoped to use annually. The equality grounds analysed in relation to staff were constrained by the data currently available and were restricted to gender and age.

Several data collection and monitoring initiatives have coincided in 2007: the Equality Officer has worked closely with the Staff Office and IS Services in developing a recruitment monitoring system. WiSER, in collaboration with IS Services and the Equality Officer, is also in the process of developing a gender indicators database covering academic staff, research and students. This database could greatly facilitate the completion of an annual monitoring report in future editions. 2007 also saw the first 3 % disability employment target monitoring exercise being performed. This involved surveying all staff and was implemented as a group project involving the Staff Office, the Secretary's Office and the Disability Services Co-ordinator.

Data relating to the student body composition, admissions and access has been sourced from the Senior Lecturer's Annual Report. The Student Records database has the capacity to allow for more in-depth analysis in future editions of this report. It is also hoped that the new registration survey carried out by the HEA for the first time in 2007 will provide new data relating to socio-economic background and disability.

1.6 Themes
The key themes in this 2006-2007 report are outlined below.

Gender
Gender equality is a central theme of the monitoring report. The College is committed by policy and legislation to equality of opportunity, and promoting gender balance in particular.

In relation to staff, several previous reports have highlighted the under-representation of women in College in senior academic and decision-making grades. This is not an isolated situation but common amongst most third level institutions. The present report

provides the benchmark data against which we can measure developments in the future.

A key factor in this imbalance, aside from the external social context, is understood to be organizational culture[7], which is not gender-neutral and reflects in many ways the values, traditions and priorities of those who have influenced its evolution. Factors which may influence gender balance in senior positions include the number of women applying for promotion in the first place, flexible work arrangements, maternity leave provisions and other aspects of workplace culture.

Parallel to a process of increasing female participation in academia and the workplace over the last decades (although still limited in certain disciplines and most senior positions), the student body profile has been increasingly feminized. The student data section provides interesting insights into the current student body.

Decision-making is a key area for the university to reflect its commitment to gender equality. In a College where half the employees, and the majority of students are female, it is logical to see a fair representation of both genders in decision-making bodies and senior positions, guaranteeing the equal participation of all in College decision-making and development.

It must be noted that gendered labour segregation and gender imbalances in particular departments or disciplines may affect male staff as much as female staff. Labour segregation can lead to poorer conditions or devaluation of certain disciplines, and any gender in a small minority may suffer isolation or feel their career prospects compromised.

An initiative such as the WiSER centre for the promotion of women in Engineering Science Research is having a beneficial effect not only on female researchers involved in those particular disciplines, but for the wider College community. Particularly the Gender Indicators Database, a ground-breaking collaborative project with IS Services, is expected to be of great benefit for future monitoring exercises.

Disability
In 2007, disability issues have acquired a particular prominence in College. This year saw Trinity College carry out its first staff survey to determine the number of employees with disabilities. This survey was required as part of the implementation of the Disability Act 2005. As part of its legal responsibility each public body must ensure that a least 3% of its employees are persons with a

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[7] Leeds University, *Gender Equality Scheme 2007.*

disability. The survey met with a very positive response from staff, and a relatively high response rate. Details of the results of this survey are provided in section 2.8.

This monitoring initiative is a first step in the larger project of promoting the employment of people with disabilities in College. To ensure its compliance with the 2005 Disability Act College is currently carrying out a joint disability review project involving the Staff Office, the Equality Office and Disability Services Co-ordinator. This project seeks to ensure that College follows best practice in the recruitment, career development, support and retention of people with disabilities; thus promoting a disability friendly environment.

Diversity
This Report seeks to monitor statistical data relating to all 9 grounds of discrimination, however, at present this is constrained by the limited data available on other grounds, particularly in relation to staff.

Trinity College has a long tradition as an internationally recognized university. The nationality profile of students is available from Student Records data, as detailed in section 3.2 of the present report. Although staff are generally aware of being part of a diverse institution with a large proportion of non-Irish staff, there is currently no reliable data regarding nationality which can corroborate this impression.

No statistical data relating to ethnicity or race, family status or sexual orientation is currently available for either staff or students.

The Equality Officer, Staff Office and IS Services have developed a recruitment monitoring system during 2007. This recruitment form is electronic and will monitor applicants on all 9 grounds of discrimination. Completion of the form is anonymous, confidential and voluntary. The programme is currently being piloted and is expected to provide data on the profile of applicants in relation to different grounds such as ethnicity, disability, family status etc. This data will be included in future monitoring reports and serve to ensure that College is attracting candidates from a broad range of backgrounds.

Harassment and Bullying
The present report seeks to examine the incidence of cases of bullying and harassment in College. The incidence, and the manner in which an organization deals with staff conflicts and cases of harassment, are key in assessing its workplace practices and values, particularly in relation to diversity, equality, dignity and respect.

Data on harassment and bullying is certainly sensitive and should be treated confidentially. In addition, very often incidents are not reported or disclosed. In the case of College, the disciplinary and reporting procedures are complex, with cases coming under the remit of either Staff Relations, Senior Dean, Heads of School, or Junior Dean. The Bullying and Harassment Contact Persons are available to provide information and advice to any staff or student member and offer a very important, and difficult, confidential service in College. The present report includes data provided in the most recent Contact Persons' report, and is currently the only reliable data source.

A recording format has been developed with the Staff Relations and Contact Persons which will allow for monitoring cases, while preserving anonymity. It is hoped this model will be implemented by other areas dealing with bullying and harassment complaints.

1.7 Future development

It is expected that for future Monitoring Reports there will be more data available for analysis:

- The Staff Office is developing a system to monitor promotions, which will be made available to the Equality Officer and the WiSER Database.
- The HEA is implementing a new registration survey for students, which includes more detailed questions on social background, ethnicity and disability.
- The Recruitment Monitoring programme is currently being piloted and will provide statistics on the profile of applicants in relation to all 9 grounds.
- The WiSER Gender Indicators database will provide reports and statistical analysis relating to academic and research staff and students.
- The College Secretary's Office is developing a data-base for committee membership, which will provide gender reports.

Recommendation

1) Given the increasing scope of monitoring activities it is recommended that a monitoring advisory group be set up, this group would
- Supervise and assist with the data analysis and preparation of the annual report.
- Develop and review the data collection methods and monitoring systems in line with best practice.

2) The collection of qualitative data in relation to staff and equality (in the form of staff surveys for e.g.), gathering information on

perceptions, attitudes and satisfaction with the working and study environment, is recommended to contrast with the quantitative data available. This would require the investment of additional resources.

2 Staff

Introduction

The need to collect and monitor staff data analysed by gender was born from several reports which highlighted the under-representation of women in more senior academic positions (Professor Barbara Wright's *Women Academics and Promotions* (2002) and Professor Eileen Drew's *Best Practice Models for the Career Advancement of Women in Academe* (2002)). Gender balance is specifically mentioned in the 1997 Universities Act as a key aspect of equality that universities must strive to promote.

The issue of women's career progression is complex, as discussed by B Wright in her report. While the under-representation of women in senior academic and decision-making positions may be clear, the causes leading to this imbalance have multiple roots. These may include the proportion of women applying for promotion in the first place, the provisions for flexible working arrangements, the impact of maternity leave, workplace culture, and reasons for staff leaving, amongst other factors that would need to be examined.

The present statistics will provide an overview of the situation of men and women employed in College, in terms of their area, type of employment and grade and status.

The Equality Officer developed a series of gender disaggregated data reports for the Staff Office to produce annually. While other equality areas are also of concern, at present the College does not have reliable data on current staff relating to other equality grounds, excepting age.

The reports included in this document focus on gender balance indicators in several ways: by looking both at gender proportion in different seniority grades (vertical distribution) and by looking at gender distribution in different areas and departments (horizontal distribution). Gender representation in College decision-making is also addressed, considering senior positions, College Board and Council (data regarding other Committees' composition will be available for future reports). The monitoring of promotional data and procedures is an area which is currently being progressed and will require detailed attention for future reports.

When looking at gender balance, it may be useful to note that a 60-40% of each gender is often adopted as a quota (in different parliamentary systems for e.g.), serving as a minimum gender balance indicator, which allows for some variation from the 50% equal representation target. This 60-40 proportion should be the minimum target for any decision-making body or committee.

Definitions
'Staff'
Unless otherwise stated all the staff-related reports are sourced from the Staff Office Personnel Database (CORE), which lists all paid employees. The reports were run in October-November 2007. Data includes Permanent, Indefinite Contract, Fixed-term Contract, Temporary, Full-time and Part-time staff; and includes both monthly and weekly paid staff. The only categories excluded for the purposes of this report were research students (who are classified as students) and 'Casual' staff, which provide irregular and/or occasional services to College.

Summary - key findings

Interpretation of the data

As mentioned in the introduction, the principal function of this data and report is to provide a benchmark against which to assess future data and measure developments. Comparison with other institutions in Ireland has not been possible at this point. The interpretation of certain figures, such as the proportions of academic staff, is facilitated by available data in the UK (both nationally and for individual institutions). To assess the import of the figures provided it will be necessary to examine the evolution of women and men in different grades and areas of employment in College across time.

An initial approximation and interpretation of the key staff findings in this report are outlined in this section. More detailed explanations of each table and graph contents have been provided in the following sections.

Some highlights of the data found in this first monitoring exercise, in reference to staff:

College staff

The overall number of College staff is 3,518, of whom 53% are female and 47% male. The most common age-group in employment is 30-39 (29%) followed by the 40-49 group (21%).

Grade/Area

The gender distribution of staff in different function categories suggests a strong segregation still exists in the areas of employment for men and women.

The tables in section 2.4 and 2.5 both show great variations in gender proportion depending on the area of work. The proportion of research staff is balanced, while in the academic grades we see a relative predominance of male staff (63%), and in the administrative and Library grades a majority of female staff (63%). The gender imbalance is most extreme in the support staff grades: in the grades grouped in Support Staff 1 (Catering, Accommodation, Nursery and Housekeeping) the proportion of female staff is 84%, in the Secretarial/Executive Officers grades this proportion is more extreme at 93%. In the grades grouped under Support Staff 2 (Buildings, Grounds, and Security) male staff make up 87%. Likewise by department, student service areas concentrate a majority of female staff (72%). This gender distribution follows a traditional labour segregation pattern, and needs to be monitored closely to ensure male and female staff in all areas enjoy the same career opportunities and conditions.

Decision-making and senior positions

The proportion of women in senior positions such as Statutory/Annual Officers or Senior Administrative officers is low at 19% (3 out of 14 Annual Officers, and 2 out of 7 Senior Administrators, see section 2.3.a). This indicates that women are largely under-represented in the management of the College.

The Board is the governing body of the College. The proportion of women is slightly more balanced at 33% (in 2006-2007). It has been noted that this proportion was greater in 2001-2002, reaching 41%. The annual variations of this proportion should be monitored closely given the importance of this body in College decision-making.

The proportion of women sitting on the University Council, which superintends the academic business of the College, is apparently lower at 21% (7 out of its 34 members, including academic staff and student members).

The under-representation of women in senior positions, and parallel lack of recognition in the College community, is also apparent in the proportion of Heads of School, 18% or 4 out of 18 Heads; and of Fellows, 20% or 53 of 270 Fellows. For details see sections 2.3a,b,c.

Academic grades

The representation of women academic staff throughout the different grades is a central area of concern for monitoring purposes. The matter of women's career progression in academia has repeatedly been brought to attention, most recently in two 2002 reports on the matter prepared for the Equality Committee. Previous research carried in TCD and other institutions, as well as current UK national averages publicized by the HESA, allow us to contextualize and compare the current data, although we are limited by the absence of comparable data in the Irish university sector. The total number of academic staff in College is 890 (not counting research staff).

Women make up 45% of Lecturers in College (37% of academic staff overall), but only 13% of Professors. It should be noted that this is an increase on the 5% of female Professors in 2000. At 13% Trinity is slightly under the UK national average (16%), and in any case indicates women Professors to be a minority (only 11 of the 83 Professors in Trinity). By monitoring this proportion we will be able to assess if the increasing proportion of women Professors is part of a steady growing tendency. There was also an overall 6% increase in the proportion of female academic staff in this period. See section 2.4a for further details.

Faculty academic staff

The tables and graphs in section 2.5.b provide an interesting snapshot of the great gender proportion variations across Faculties and disciplines. Following the new 3 Faculty structure, the Faculty of Health Sciences has the greatest proportion of female academic staff (56%), followed by Arts, Humanities and Social Sciences (FAHSSS) (37% female); whereas in the Faculty of Engineering, Mathematics and Science (FEMS), a traditionally male-dominated field, women are 17% of academic staff.

Within each Faculty there are large variations, particularly in the Faculty of AHSS, where proportions range from 25% female academic staff in the School of Education to 70% in the School of Social Work and Social Policy. There are also extreme proportions in the School of Ecumenics and the School of Social Science and Philosophy, and more balanced proportions in the remaining Schools. In the Faculty of Health Sciences female academic representation varies from 39% in Pharmacy to 77% in Nursing and Midwifery; while in the FEMS the proportion of women is consistently low, varying only between 16% and 22%.

This Faculty comparison gives us an interesting overview of academic staff in different disciplines and not only in terms of grade; however, the particular factors influencing gender balance in each School would require investigation, as would the career prospects of women in male-dominated fields, and conversely of men in predominantly female disciplines.

Administrative grades

Administrative grades, comprised of 370 staff, are predominantly female overall (63%). The progression of administrative staff was examined analysing the proportion of each gender at each seniority grade. The graphs in section 2.4.c are striking in their indication of how, despite being a predominantly female area, there are more men at the most senior grades. The proportion reversal mapped in the graph inflexion point occurs between Admin 1 and Senior Admin 3 (the progression from lowest grade being Admin, 3,2 and 1; Senior Admin 3, 2 and 1). Admin 1 also concentrates the largest part of administrative staff. The most senior grades are predominantly male, with Senior Admin 2 and 1 being 80% and 89% male, respectively (it must be noted these percentages refer to small numbers at the most senior grades).

Part-time profile

The initial analysis of staff by type of contract provides little insight, except relating to the profile of part-time employed staff. Overall, women make-up 75% of part-time staff, and men 25%, this pattern

is more marked in relation to permanent staff, where 91% of part-time staff are female.

Disability %

The 3% employment target disability survey, which was carried out in September 2007, was the first survey of its kind in College, and the first attempt to assess the number of people with different kinds of disability employed in College. The survey was carried out to comply with Disability Act 2005 requirements, with the assistance of NDA guidelines, and results were reported to the appointed Monitoring Committee in the Department of Science and Education.

The survey, which was sent to all staff members, received a largely positive response with 665 respondents (19% return rate), both electronic and by post. 7.7% of respondents, representing 1.5% of the overall Trinity staff, declared having a disability, as defined by the 2005 Disability Act. The most common type of disability declared was physical disability, however a significant number of those who declared a disability reported a mental health disability (23%) and 17% an intellectual disability. Half of the respondents who declared a disability stated that they required an accommodation[8].

This survey has helped to collect data on staff with disabilities for the first time and reinforced College's commitment to the 3% target. There were problems with the data collection method, and the confidential nature of the survey precludes any follow-up with those participants who declared a disability. It is hoped future exercises will have taken into account feedback on the process.

Conclusion

The data in this first staff report has provided interesting insights into the staff composition of the College, hopefully in a clear manner that will make this report accessible to anyone in the College with an interest in the matter.

The staff reports indicate a persistent gender inequality in different aspects of College activity. The absence of systematic previous reports, or data relating to other Irish Universities, makes it difficult to assess the College's situation. It is hoped that carrying out this exercise annually will allow a better assessment of the changing profile of College staff, and be instrumental in developing effective policies and measures to address inequalities where necessary.

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[8] Reasonable accommodations or appropriate measures are defined in the Employment Equality Act 1998 and 2004.

2.1   Overall staff figures by gender

The overall College staff population, as of the report run 8 October 2007 (see below) is 3518; women make up 53% of all employees and men 47%. This data includes full time, part-time, permanent, contract and temporary staff in all areas (academic, administrative and other support).

Table 2.1

Overall staff figures					
	Female	%	Male	%	Total
All staff	**1,878**	**53%**	**1,636**	**47%**	**3,518**

Report run 8 October 2007

2.2   Overall staff figures by age

The age profile of College staff is detailed below (as per the report run by the Staff Office in September 2007). The table shows that the most populated group is that of staff aged between 30 and 39, followed closely by staff aged 40 to 49.
The gender profile is very similar in all age groups, with slight differences in the distribution of the categories at each end of the age range. Future reports will allow us to assess the changing age profile of College staff.

Table 2.2

Staff Age Profile

Age range	Female	Male	Total	%
20-29	268	203	471	**12.75%**
30-39	607	477	1084	**29.34%**
40-49	418	383	801	**21.68%**
50-59	307	303	610	**16.51%**
60 plus	150	223	373	**10.09%**
no birth date entered	178	178	356	9.63%
Total	1928	1767	3695	

Report run September 2007

2.3   Decision-making in College
The representation of men and women in College senior positions and other decision-making positions such as Board, Council and Principal Committees is of particular importance with regard to gender equality.

The College management and administrative structure is based on the principle of collegiality. The ownership of the College is vested in the Provost, Fellows and Foundation Scholars, who together with the members of the Board, form the 'body corporate' of the institution. The Provost is the Head of the College and is also defined as the Chief Officer in the Universities Act 1997. The Board of Trinity College is the governing body, responsible for managing the affairs of the College; and is the body which ultimately approves

all College policies and procedures. The University Council superintends and regulates the academic business of the University.

There is an extensive Committee and Sub-Committee structure throughout the College, currently under review, with the following committees reporting directly to Board and/or the Council: Audit, Heads of School, Finance, Information Policy, Personnel and Appointments, Research, Site and Facilities, Student Services, Equality and Safety. The Board is the ultimate authority in the College, and there is a provision for an appeal of all Board decisions to the College Visitor.

The academic faculty structure has been re-structured and came into effect on 1 January 2008 as follows:
3 Faculty structure: Faculty of Arts, Humanities and Social Sciences; Faculty of Engineering, Mathematics and Science; and Faculty of Health Sciences; comprised of 26 Schools overall. There is a Heads of School Committee, comprised of all Heads of School and the Senior Lecturer, which meets regularly to discuss academic policy and resources matters. This committee is a Principal Committee of Council.

The Executive Officers Group develops strategic planning and policy for the Board's consideration and is chaired by the Provost.

2.3a Senior Positions

This table indicates the gender distribution of men and women in senior positions such as Annual or Statutory officers *, Senior Administrative positions**, and Honorary positions***. The Provost (male) is not included in this graph. Annual or Statutory officers are appointed by Board each year on the nomination of the Provost, and work closely with Senior Administrative Officers in the development of policy and management of the College. Annual Officers normally hold office for 3 years.

The Chancellor acts as head of the University on ceremonial occasions, is elected by the Senate and is also the primary Visitor of the College.

Table 2.3a
Gender and senior positions in College

	F	F %	M	M %	Total
Honorary Positions	3	43%	4	57%	7
Annual/Statutory Officers	3	18%	14	82%	17
Senior Administration	2	22%	7	78%	9
Total	**8**	24%	**25**	76%	**33**

Report run October 2007.

Senior Positions Comparative

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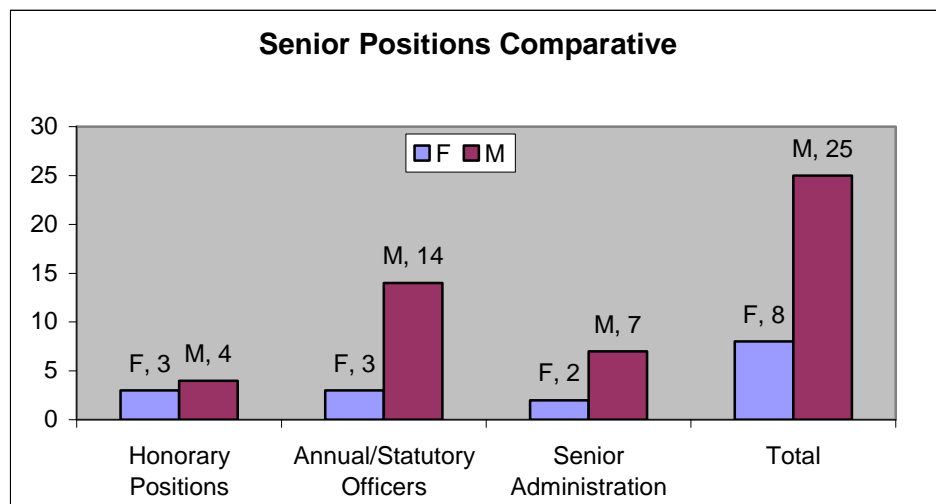
Key:
***Annual/Statutory officers:** Vice-Provost, Bursar, Senior Lecturer, Registrar, Senior and Junior Deans, Senior and Junior Proctors, Senior Tutor, Dean of Graduate Studies, Dean of Research, Dean of Students, 5 Faculty Deans (this reflects the 5 Faculty structure still in place in 2007, the new 3 Faculty structure, with 3 Deans, has come into effect 1 Jan 2008).

** **Senior Administrative positions**: Secretary, Staff Secretary, Librarian, Treasurer, Academic Secretary, Director of Buildings, Director of ISS, Director of Accommodation and Catering, and Director of Careers Advisory Service.

*****Honorary Positions**: Chancellor, Pro-Chancellors, Visitors to the College.

The representation of women in College senior management is overall low at 19 % (or 2 in 10), considering both Annual Officers and Senior Administrative Officers. It must be noted that these percentages refer to a small group, hence individual variations may have a marked effect. It will be necessary to monitor these figures over time to assess whether women's representation in College senior management is improving. The particular structure of Trinity College makes it difficult to compare these figures with other universities.

2.3b Board and Council
Board
The Board of Trinity College is the governing body, responsible for managing the affairs of the College; and is the body which ultimately approves all College policies and procedures. The Board is the ultimate authority in the College, and there is a provision for an appeal of all Board decisions to be made to the College Visitor.

Table 2.3b1

Board membership*	Female	%	Male	%	Total
BD elected member	8		14		22
BD ex-officio member	1		4		5
BD in attendance	1		1		2
Total	**10**	34%	**19**	66%	29

*Membership sourced from 2006-2007 Calendar

In the above table we can see that women make up 34% of the total number of Board members (including elected, ex-officio and in attendance members), adding up 10 of the 29 Board members. It is interesting to note that this percentage was higher in 2001-2002, with women representing 41 % of Board members (11 of 27 members, two vacancies).

Council

The University Council superintends and regulates the academic business of the University (including course and degree structure), and is the body which makes nominations for all academic appointments. Its decisions and nominations are forwarded to Board for confirmation.

The University Council has a total of 34 members (2006-2007 Calendar); 4 of these are student representatives, 4 are student observers. The gender distribution of the 34 members is detailed in table 2.3b2, with women making up 21% of these. This proportion is lower than that of Board.

Table 2.3b2
COUNCIL (2006-2007 Calendar)

	Female	%	Male	%	Total
Council ex-officio member	2		4		6
Council representatives	3		16		19
Council in attendance	0		1		1
Student representatives	1		3		4
Student observers (in attendance)	1		3		4
Total	**7**	21%	**27**	79%	**34**

The figures we have for both Board and Council indicate a gender imbalance in the composition of the two principal College decision-making bodies.

2.3c Academic Decision-making

Table 2.3c charts the gender proportions for Heads of School, Fellows and Deans. There were four female Heads of School in 2006-2007 (18%), a similar proportion of Fellows (20%) and no female Faculty Dean. At present there is no nationwide data for the

sector to carry out a comparative, however the proportion of female Heads of School appears low.

Table 2.3c

Senior Academic Comparative	Female	F%	Male	M%	Total
Heads of School	4	18%	18	82%	22
Fellows	53	20%	217	80%	270
Deans	0	0%	5	100%	5
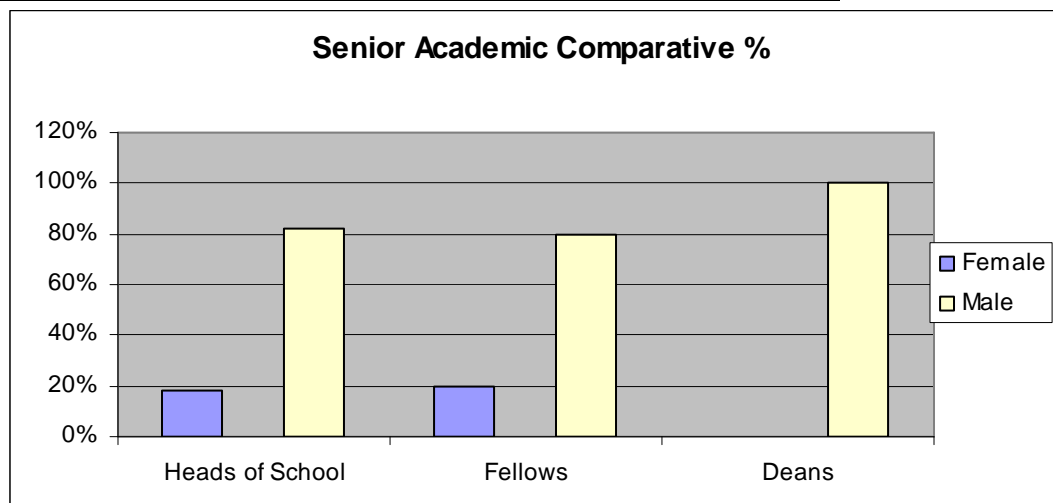
Report run October 2007

Note: Detailed tables for Fellows, Heads of School and Deans available in the Appendix.

2.4   Staff distribution by grade

Table 2.4 summarises the distribution of staff according to the type of function staff belong to (based on staff grade).
This graph provides us with an overall picture of the gender distribution of staff in different areas of activity, be it academic, research, administrative or Library, secretarial, technical or other support staff.

The overall proportion of staff is quite even between men and women (see table 2.1), with slightly more female employees. However the distribution varies greatly depending on the area of employment. Regarding academic staff, women make up 37% of the total; in research areas the distribution is virtually even with 51% of research positions occupied by women (research students are not included). In the administrative and Library staff grades we see a predominance of female staff (63%). The gender imbalance is most extreme in secretarial/ executive officer grades (93% female); and in Support grades. Support Staff were divided into two groups: Support Staff 1 encompassing Catering, Housekeeping, Shop and Stores, which are 84% female; and Support Staff 2, including Buildings, Grounds and Security staff, which are 87 % male. The statistics and graph (see below) follow a traditional labour-division pattern.

Gender imbalance may affect the working conditions and prospects of male staff who are a minority in departments or areas as much as female staff in similar situations.

Detailed figures for Support Staff by departments are provided in section 2.4.d, and in the appendices.

Table 2.4

Staff Grade Summary Graph	Female	%F	Male	%M	Total
ACADEMIC	350	37%	598	63%	**948**
RESEARCH	280	51%	271	49%	**551**
ADMINISTRATIVE, EXECUTIVE, LIBRARY	351	63%	205	37%	**556**
SECRETARIAL/EO	373	93%	28	7%	**401**
TECHNICAL	76	36%	135	64%	**211**
SUPPORT STAFF (1) Catering, Nursery, Housekeeping, Shop, Stores	249	84%	48	16%	**297**
SUPPOT STAFF (2) Buildings and Grounds and Security	28	13%	188	87%	**216**

Report run October 2007
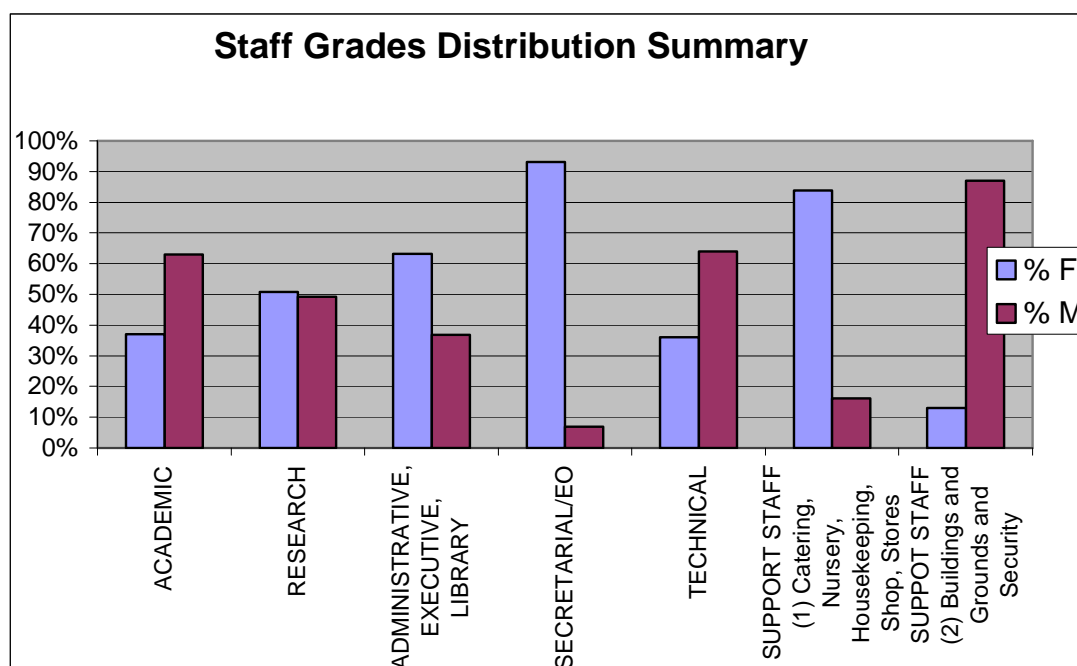
Report run October 2007

2.4.a   Academic Grades

The table below details the number of women and men in each academic grade, data from November 2007 (all academic staff except medical staff). Women make up 45% of Lecturers, and 37% overall of all academic staff. This percentage diminishes as we move to more senior grades, in particular the most senior grade of Professor: only 11 of the 83 Professors in Trinity College are female (13%). However low this percentage may appear, it is valuable to compare it both to previous reports in Trinity and to current data from other UK universities.

Table 2.4.a Academic Grades

	ACADEMIC GRADES	Female	% F	Male	% M	Total
	PROFESSOR	11	13	72	87	83
	ASSOCIATE PROFESSOR	20	26	57	74	77
	SENIOR LECTURER	56	34	107	66	163
	LECTURER (108&109)	188	45	234	55	422
	PART TIME LECTURER	53	37	92	63	145
	Total:	**328**	**37%**	**562**	**63%**	**890**
	21-Nov-07					
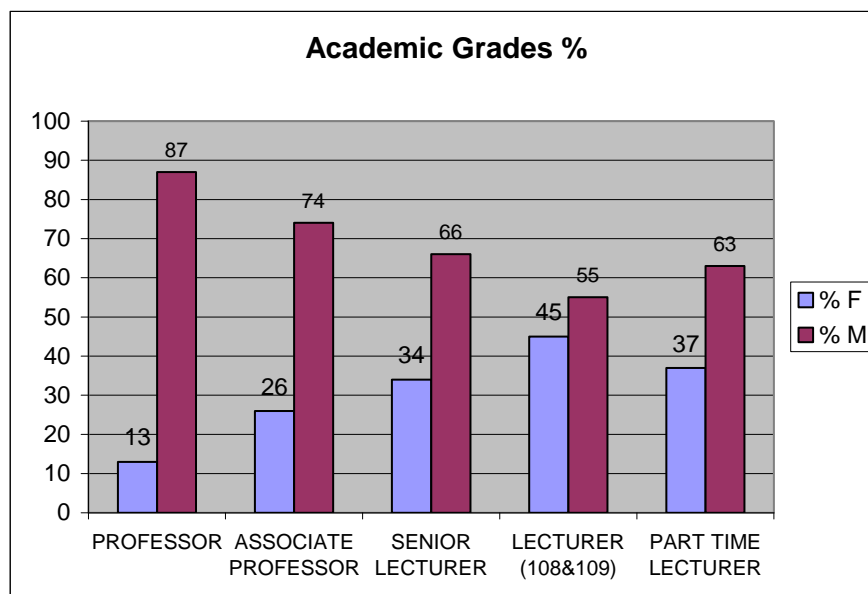
In Prof B Wright's *Report on Women Academics and Promotions*, data from 2000[9] showed only 5% of Professors in Trinity were women (the breakdown of women academics in 2000 follows: 22% Associate Professors, 22% Senior Lecturers, 39% Lecturers, 31% of all academic staff). In the intervening 7 year period there has been a marked increase of female academic staff overall (6%), and of the number of Professors in particular, which can only be viewed as very positive, particularly since the percentage of women Professors had remained stationary in the 15 year period between 1984 and 2000[10].

There is no gender disaggregated data available to compare Trinity's performance with that of other Irish universities. There is data available from the UK, which would indicate the proportion of women academic staff in Trinity is slightly lower but within average parameters.

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[9] Prof Barbara Wright, *Report on Women Academics and Promotions*, TCD 2002.
[10] Prof Eileen Drew, *Report to the Equality Committee on Best Practice Models for the Career Advancement of Women in Academe*, TCD 2002.

Staff statistics were analysed comparing Oxford, Cambridge, Leeds and Edinburgh universities, and the overall HESA UK national averages for the sector. The HESA national average breakdown was as follows (2005/2006 data) [11]:

Table 2.4a (2) UK

Distribution of grades by Gender (National UK university average) HESA		
	% F	% M
Professor	16.5%	83.5%
Senior Lecturers and Researchers	30%	70%
Lecturer	42%	58%

Of the universities considered, both Edinburgh[12] and Leeds came within the parameters of this average, only slightly lower, with 13% of Professors and 27% and 36% of academic staff overall being women academics. Cambridge reveals a much lower percentage (in most recent published data from 2000[13]) with women academics making up only 6.3% of Professors, and only 18% of Lecturer positions. In Oxford female academics are only 21% of the overall academic staff, and 8% of Professors[14].

Despite improvements, the gender distribution of academic staff in Trinity is still notably unequal: 13% of Professors is a low percentage, given that women make up 45% of Trinity Lecturers. It would be interesting to further examine the academic grade distributions within each Faculty and discipline, in addition to monitoring promotional data and procedures.

For the details referring to medical academic staff please see appendix 1.

2.4.b   Fellows

Fellows of the College are members of academic staff who have been nominated, deemed to meet the criteria set out in the Statutes for this recognition, and are elected by Board. There are certain privileges attached with being a Fellow, and fellowship is held until retirement.

Table 2.4. b Fellows (data from 2006-2007 Calendar, including Senior Fellows, Junior Fellows and Honorary Fellows)

	F	F%	M	M%	Total
Fellows	53	20%	217	80%	270

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[11] HESA Press release, 14 May 2007

[12] Edinburgh University, EOTAG Fifth Report, 2006/2007 and Leeds University, Gender Equality Scheme Report 2007.

[13] Schneider Ross Consultants, *Equality in the University – Setting a New Agenda*, (Cambridge, 2001).

[14] 2007 Statistical data, Oxford University, www.admin.ox.ac.uk/ps/staff/figures

The percentage of Fellows remains low at 20%, in a similar line to the proportion of Heads of School and Council members.

Note: Detailed figures in Appendix 1.

2.4.c Administrative

The overall breakdown of administrative, library, executive and secretarial staff is provided in Table 2.4.c1, detailed statistics are provided in appendix 1. For details on Library staff see section 2.4.e.

Table 2.4.c1

ADMINISTRATIVE, EXECUTIVE AND LIBRARY	Female	%	Male	%	Total
Admin total	234	**63%**	136	**37%**	370
Executive total	9	**45%**	11	**55%**	20
Library total	108	**65%**	58	**35%**	166
Executive Officers/Secretarial	373	**93%**	28	**7%**	401
TOTAL	**724**	**76%**	**233**	**24%**	**957**

Reports run Oct and Nov 2007

This table reflects the distribution of staff throughout the different administrative grades, starting from the most junior (Administrative 3) to the most senior (Senior Administrative 1). Data is from November 2007.

Table 2.4.c2
Administrative Grades

	Female	% F	Male	% M	Total
SENIOR ADMINISTRATIVE 1	1	11	8	89	9
SENIOR ADMINISTRATIVE 2	2	20	8	80	10
SENIOR ADMINISTRATIVE 3	12	44	15	56	27
ADMINISTRATIVE 1	107	67	52	33	159
ADMINISTRATIVE 2	74	68	35	32	109
ADMINISTRATIVE 3	38	67	19	33	57
Total:	**234**	**63**	**137**	**37**	**371**
Report run 21 November 2007		%		%	

Administrative grades by gender %

Administrative grades, total n
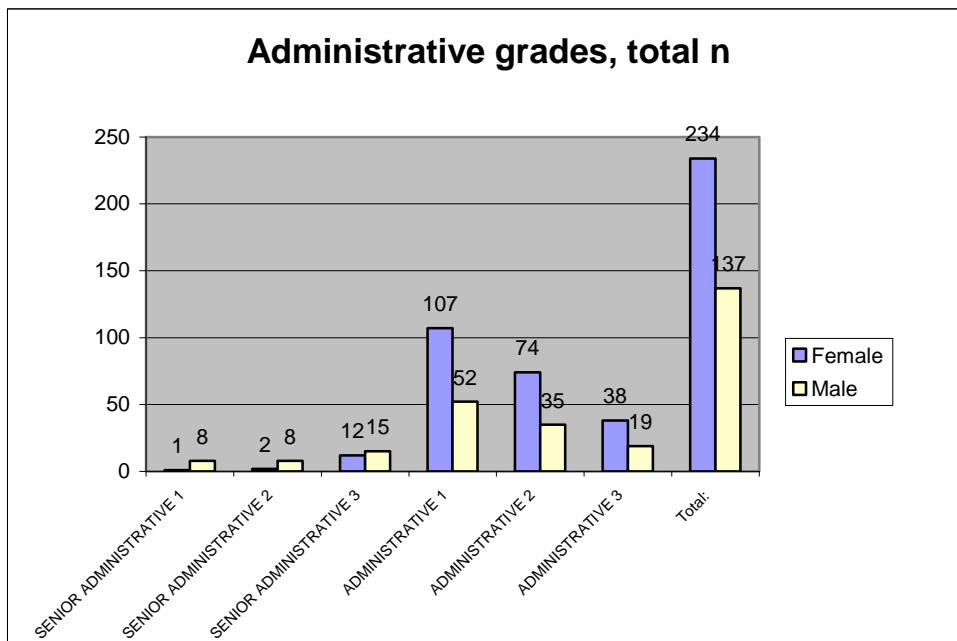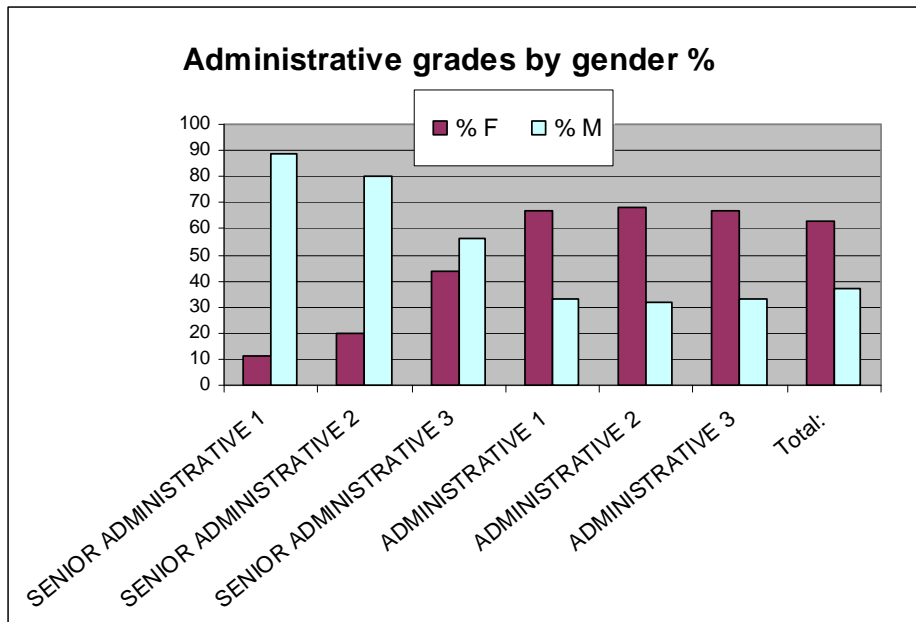
The % graph highlights the point of inflection between the grades which are predominantly female (most junior grades) and those which are predominantly male (most senior grades), which occurs between Admin 1 and Senior Admin 3. The proportion of female admin staff decreases steadily from 67% in Admin grades 3 to 1, to 44% in Senior Admin 3 and 11% in Senior Admin 1.
If we look at the second graph showing the headcount in each grade, we can see those grades which accumulate a greater number of employees, and female employees, particularly Admin 1.

The results of these data are particularly interesting taking into account that the overall majority of administrative staff are female, yet women continue to be under-represented in the most senior scales. There is no available data to compare this distribution to that of other Irish third level institutions.

2.4.d Other Support Staff

Under Support Staff 1 we have grouped Catering, Housekeeping, Shop, Stores and Nursery staff, which are all areas employing mainly female staff. Staff distribution reflects classical occupational segregation, and may need to be monitored to ensure no structural inequalities may be occurring (regarding equal pay for example). The reasons for this segregation may lie largely in tradition and social and cultural values, however it is important to ensure that men and women in all departments enjoy the same equal opportunities to develop their careers.

Table 2.4.d1

	Female	%	Male	%	Total
SUPPORT STAFF 1 (Nursery, Catering, Housekeeping, Shop, Stores)					
Nursery	18		0		18
Catering	44		16		60
Housekeeping	185		21		206
Shop	1		3		4
Stores	1		8		9
Total	249	84%	48	16%	297

Report run October 2007 and including monthly and weekly paid staff.

Under Support Staff 2 we have grouped Buildings Office staff, Grounds staff and Security staff.

Table 2.4.d 2

	Female	%	Male	%	Total
SUPPORT STAFF 2 (Grounds, Buildings, Security)					
Builldings and Grounds	3		72		75
Security	25		116		141
Total	28	13%	188	87%	216
Run October 2007					

Figures include monthly and weekly paid staff.

2.4.e Library

This table provides data on the distribution of Library staff throughout the different employment grades (data from October 2007)

Table 2.4.e (1)

LIBRARY STAFF	Female	%	Male	%	Total
Library total	108	65%	58	35%	166

Library staff is predominantly female (65% overall) across all grades, up to the top grade of Library Keeper, where there 4 male and 2 female library keepers.

Table 2.4.e (2)

| Library Staff - Gender Count					
Grade Description	Female	F%	Male	M%	Total
LIBRARY KEEPER	2	33	4	67	6
SUB LIBRARIAN	5	100	0	0	5
ASSISTANT LIBRARIAN 1	18	60	12	40	30
ASSISTANT LIBRARIAN 2	12	71	5	29	17
HIGHER LIBRARY ASSISTANT (EXEC 1)	8	57	6	43	14
HIGHER LIBRARY ASSISTANT (EXEC 2)	13	72	5	28	18
HIGHER LIBRARY ASSISTANT (EXEC 3)	25	64	14	36	39
LIBRARY ASSISTANT	24	67	12	33	36
LIBRARY ASSISTANT (50%)	1	100	0	0	1
TOTAL	**108**		**58**		**166**
Report run on: October 8 2007					

2.4.f Research

Table 2.4.f shows the profile of College research staff and students. The proportions in each grade are very even between female and male researchers. Research staff is an area that needs to be monitored closely given the overlap between student and staff categories, and the relative insecurity of the terms of employment, usually for short-term contracts. These factors may leave research staff in a more isolated or unstable position by comparison to other College staff.

Table 2.4.f.

Research Staff/Students	Female	% F	Male	% M	Total
RESEARCH FELLOW (Pos 182)	195	**46**	231	**54**	426
RESEARCH ASSISTANT (Pos 183 and 283)	97	**66**	55	**34**	137
RESEARCH STUDENT (Pos 184)	366	**44**	462	**56**	828
Total	658	**47**	748	**54**	1391
Report run on: October 8, 2007					
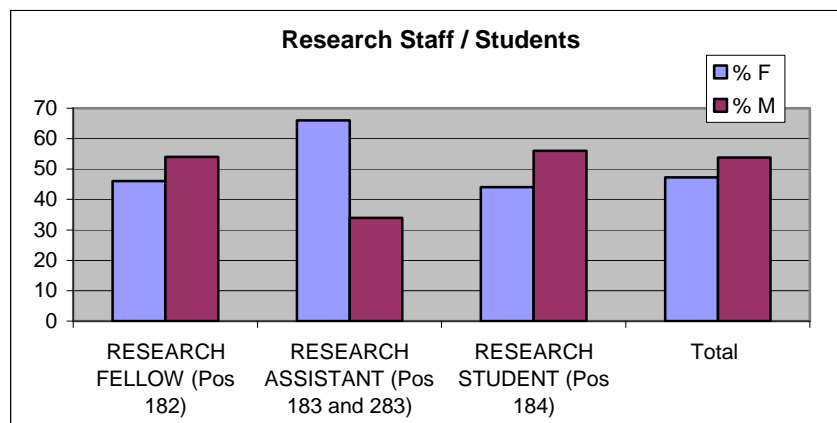
2.4. g Disability Leave

There were 42 members of staff on long-term disability leave, according to October 2007 figures.

Table 2.4.g

Disability Leave Staff	Female	% F	Male	% M	Total
DISABILITY MONTHLY (179)	11	58	8	42	19
DISABILITY (281)	13	57	10	43	23
Total	**24**	**57**	**18**	**43**	**42**

Report run on: October 8, 2007

For further data on staff and disability please see section 2.10.

2.5   Staff distribution in different areas/departments

2.5.a Non-academic areas

An overview of the distribution of staff in non-academic areas, by department, is provided in the appendices. The overview table and graph reflect a similar segregated distribution to that outlined in section 2.4. For details of staff composition in each department/area please see the Appendix 1.

2.5.b Academic staff by School

The following tables indicate the staff distribution by Faculty and School. Data is from October 2007 but reflects the new 3 faculty structure.

2.5.b1 Faculty of Arts Humanities and Social Sciences:

Table 2.5.b1

Faculty of Arts, Humanities and Social Sciences	Female	%F	Male	%M	Total
School of Drama, Film & Music	9	41	13	59	22
School of English	12	43	16	57	28
School of Histories & Humanities	21	48	23	52	44
School of Lang, Lit. & Cultural Studies	18	38	29	62	47
School of Law	17	47	19	53	36
School of Psychology	11	35	20	65	31
School of Social Science and Philosophy	16	27	43	73	59
School of Social Work and Social Policy	16	70	7	30	23
Vice Deanery, Fac of Arts and Humanities	4	44	5	56	9
School of Linguistic Speech & Comm Sci	19	56	15	44	34
School of Ecumenics	5	71	2	29	7
School of Business	7	27	19	73	26
School of Education	6	25	18	75	24
total faculty	161	41	229	59	390
Total academic staff:	**338**	37%	**581**	63%	**919**

Report run October 2007

Faculty of Arts, Humanities and Social Sciences
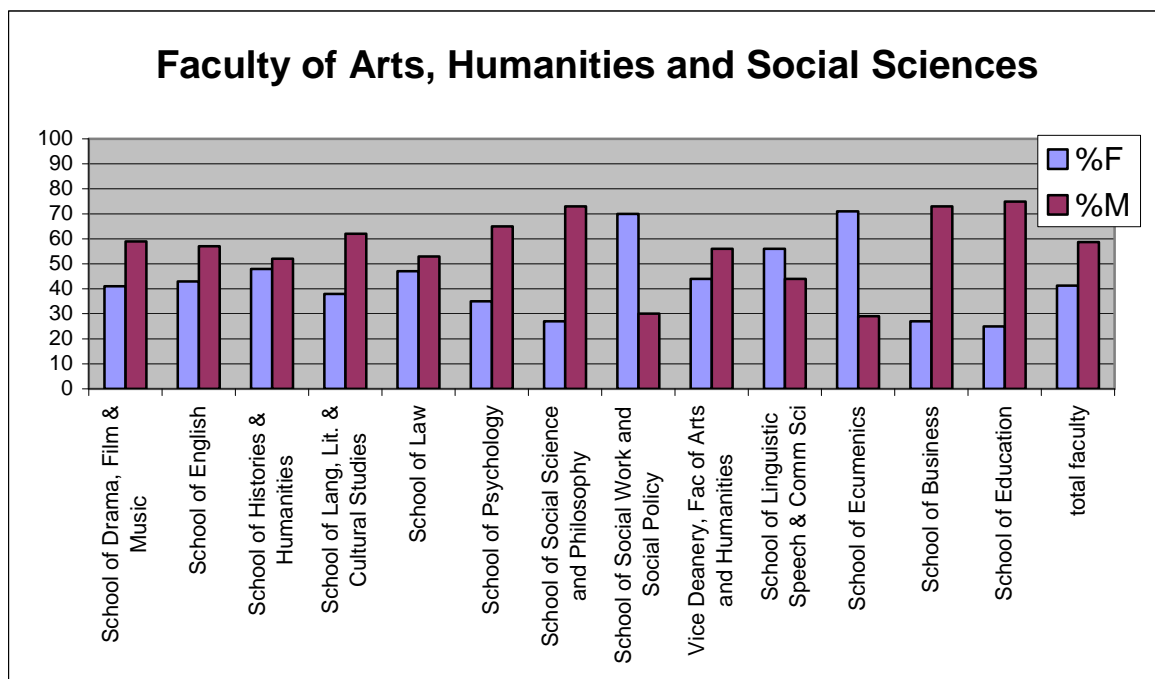
2.5.b2 Faculty of Engineering Mathematics and Science:
Table 2.5.b2

Faculty of Engineering, Mathematics and Science	Female	% F	Male	% M	Total
School of Biochemistry & Immunology	3	16	16	84	19
School of Chemistry	3	16	16	84	19
School of Computer Science & Statistics	22	22	78	78	100
School of Natural Sciences	7	17	34	83	41
School of Engineering	8	17	40	83	48
School of Mathematics	2	8	23	92	25
School of Physics	3	12	22	88	25
School of Genetics & Microbiology	3	13	20	87	23
total faculty	51	17	249	83	300
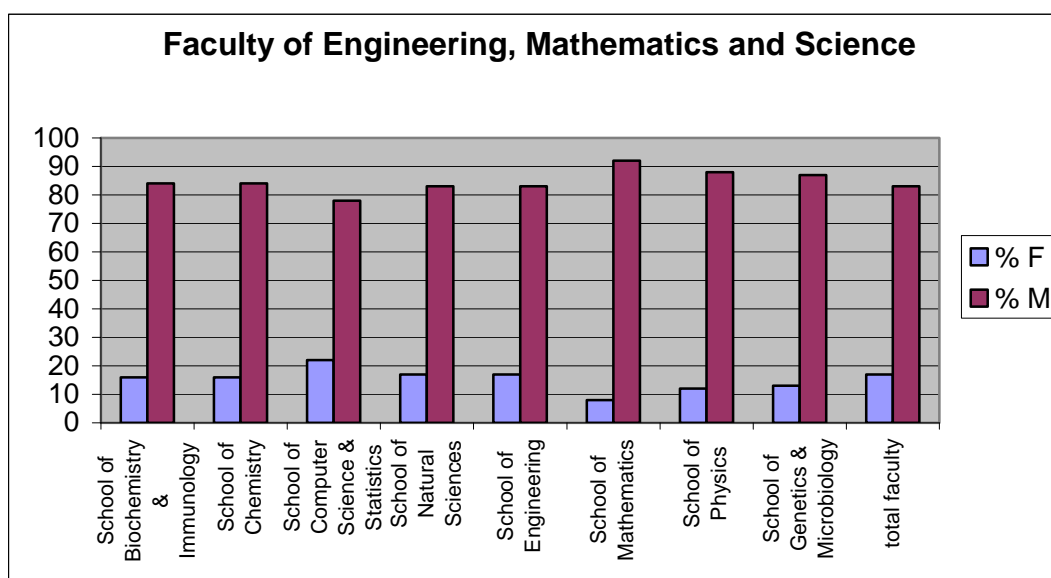
2.5.b3 Faculty of Health Sciences:
Table 2.5.b3

Faculty of Health Sciences	F	%F	M	%M	Total
School of Medicine	68	48	75	52	143
School of Nursing & Midwifery	51	77	15	23	66
School of Pharmacy & Pharma. Sciences	7	39	11	61	18
School of Dental Sciences - not available	na	na	na	na	na
total faculty	126	56	101	44	227
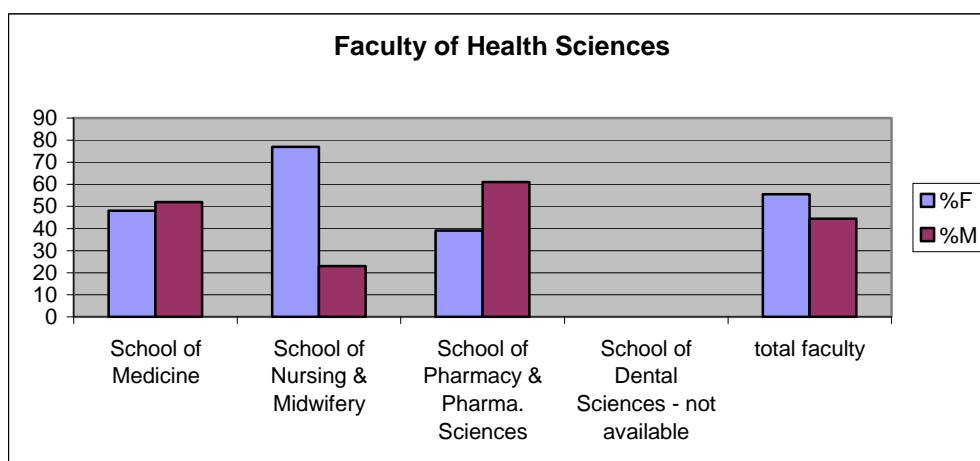
The comparison of the School's grouped under these three faculties is very interesting in the markedly different gender profiles of each faculty. If we look at the overall proportion of male and female academic staff in each faculty we can see the most balanced distribution in the Faculty of Health Sciences (56% female), followed by Arts, Humanities and Social Sciences (37% female), whereas the greatest disproportion is seen in the Faculty of Engineering, Mathematics and Science, where women are 17% of academic staff.

Within each Faculty there are large variations. Whereas in the Faculty of Engineering, Mathematics and Science, traditionally male-dominated, the proportion of women faculty varies only slightly between 16 and 22%; in the Faculty of Health Sciences the proportion women academics varies between 39% in Pharmacy and 77% in Nursing and Midwifery. The variations were greatest between the different Schools that make up the Faculty of Arts of Humanities, ranging from 25% female academics in the School of Education to 70% in the School of Social Work and Social Policy. The proportion of male academics was low in the School of Ecumenics, at 30%, and quite high in the School of Social Science and Philosophy and the School of Business (73%). The gender proportions were much closer in the other Schools, with overall slightly more male academics in most Schools.

This pattern of gender distribution reflects traditional gender associations with different academic disciplines. The faculty comparison gives us an interesting overall picture, but further research would need to be carried out to determine the factors influencing the gender balance in each individual School.

2.6   Staff by type of contract

The following tables and graphs detail the distribution of staff in relation to the type of contract and a profile of staff who work part-time. The types of contract are: permanent, indefinite duration, contract (fixed-term), temporary, casual, job-share and buy-back (for employees who are retired).

The analysis of staff by type of contract allows us to identify areas of possible inequality and job insecurity. Particularly the proportion of men and women who enjoy more secure types of employment, such as permanent and indefinite contracts, is of importance. However, an in-depth analysis of this type of data would require additionally the examination of age profiles within each type of contract, and other factors such as length of employment etc.

Staff distribution by type of contract
Overall Permanent staff (both FT and PT) make up 52% of the College's workforce; Fixed-term Contract staff make up 21 % of

College's workforce, followed by Indefinite Contract Duration employees 11%, and Temporary staff 8%. The table below breaks down the figures within each contract type by gender. The proportions of women and men in each FT category are relatively even.

Table 2.6a

Contract Distribution - Gender Count					
Employee Status	Female	%	Male	%	Total
Permanent FT	634	43	848	57	1482
Permanent PT	315	90	34	10	349
Indefinite FT	162	60	108	40	270
Indefinite PT	64	59	45	41	109
Contract FT	312	52	290	48	602
Contract PT	77	50	77	50	154
Temporary FT	117	59	80	41	197
Temporary PT	55	73	20	27	75
Casual	115	51	111	49	226
Job Share	5	100	0	0	5
Total	1858	53	1616	47	3474

Report run on: October 3, 2007
Key: FT= Full-Time, PT= Part-Time
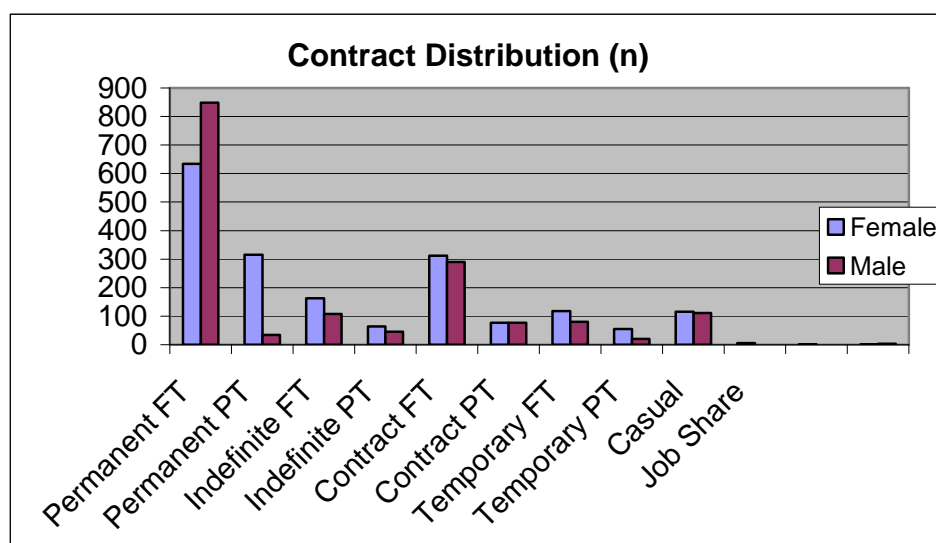
Part-time staff

Table 2.5b analyses the profile of part-time staff across different contract types. Except for the category of PT fixed-term contract staff, where the proportion of women and men is even, in most categories women employed PT greatly outnumber men: overall women make up 76% of PT staff and men 24% in College. This pattern is particularly marked in the case of permanent staff, where there are 317 female PT staff (91%), by comparison to only 33 male permanent PT staff.

Table 2.6b

Part-Time Contract Distribution					
Employee Status	Female	% F	Male	% M	Total:
Contract PT	77	50	77	50	154
Indefinite PT	64	59	45	41	109
Job Share	5	100	0	0	5
Permanent PT	315	91	34	9	349
Temporary PT	55	73	20	27	75
Total	516	75%	176	25%	692
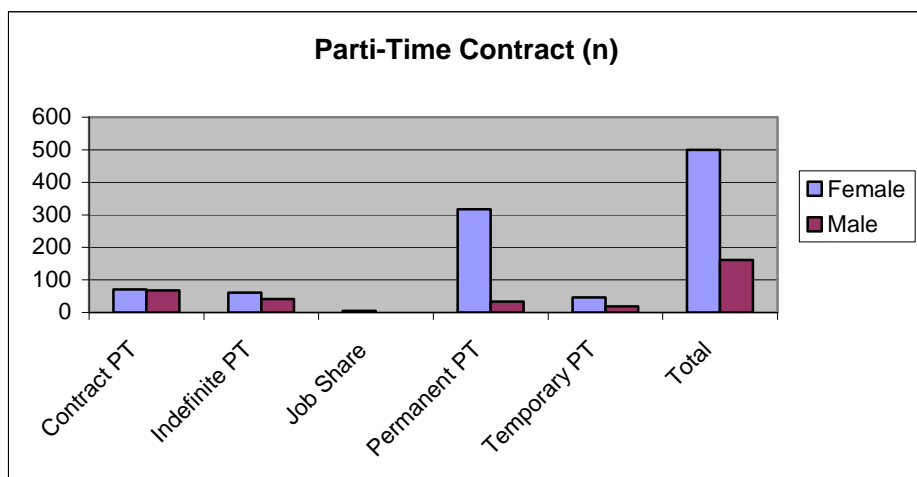
Overall proportion of Part-time staff: 75% female, 25% male.

2.7   Profile of staff leaving employment in 2007

Data provided for the 2006-2007 year (runs from 1 October 2006 to 31 September 2007) indicates that, overall, 898 staff terminated their employment in College, 57% of these were female staff, and 43% male staff. These figures include staff in all grades: academic, research, administrative, support, miscellaneous, etc, except for causal staff and research students.

A detailed breakdown of staff leaving is provided in the Appendix, by grade and by department.

2.8   The 3 % Employment Target - Disability Survey

2007 saw Trinity College carry out its first staff survey to determine the number of employees with disabilities (September 2007). This survey was required as part of the implementation of the Disability Act 2005 which requires the College, and all other institutions defined in the Act, to take all reasonable measures to promote and support the employment of persons with disabilities. As part of this legal responsibility, each public body must ensure that a least 3% of its employees are persons with a disability. Trinity College reported to the Higher Education Authority on its compliance with the Disability Act 3% employment target for people with disabilities in the public service in 2006.

The Disability Act defines disability as: 'A substantial restriction in the capacity of the person to carry on a profession, business or occupation in the State or to participate in social or cultural life in the State by reason of an enduring physical, sensory, mental health or intellectual impairment.'

The Survey
The questionnaire 'Count me in', designed by the National Disability Authority, was distributed to all staff employed in Trinity in 2006. Data resulting from this survey is totally confidential and has been processed by the Equality Officer for purely statistic purposes.

The response to this first survey of its kind has been very positive amongst staff in all areas, and we would like to thank the participation of all respondents. A summary of results is listed below.

Summary of Results
• Response rate of 19%. 840 questionnaires were distributed by post and 2667 questionnaires by e-mail (3507 in total), and received 665 responses from staff members.

• 7.7% of respondents, stated having a disability. This figure represents 1.5% overall of Trinity's 3500 staff.

• Types of disability: of those respondents with a disability, 50% stated a physical disability or impairment, 31% a sensory disability or impairment, 23% a mental health disability or impairment and 17% an intellectual disability or impairment.

• 63% or respondents with a disability agreed that their disability caused them significant difficulties in areas of everyday life.

• 50 % of respondents with a disability stated requiring a work-related adjustment/accommodation.

• 75% of respondents with a disability were permanent full time employees.

Supporting staff with disabilities
Trinity College is committed to creating a positive work environment for all its employees. College seeks to support and accommodate staff with disabilities, putting in place positive measures and improving the accessibility of buildings and facilities, in compliance with the Disability Act guidelines.

Recently, the Disability Service's remit has been extended to include a brief for staff, and the position of Equality Officer has been extended to full-time to assist with the implementation of this Act.

Other relevant information
Trinity has a written *Code of Practice for the Employment of People with Disabilities* which covers areas such as Recruitment, Induction, Training and Development and Health and Safety.

The 3% target is a positive action measure under the Disability Act 2005 aimed at supporting the employment and career development of people with disabilities in the Universities.

2. 9   Recruitment Monitoring
The Equality Officer, Staff Office and IS Services have developed a pilot recruitment equality monitoring scheme, which is being introduced in January 2008. The rationale for this scheme is to assess whether Trinity is attracting candidates from a broad range of backgrounds, and in particular to monitor College's recruitment systems in relation to the 9 grounds of discrimination contemplated in equality legislation.

Having the relevant data in relation to applicants and successful applicants will enable College to monitor the recruitment of staff from minority groups, measuring the level of compliance with legislation and enabling the College to take adequate steps to improve employment opportunity in College. In particular with regard to the 3% disability employment target, it is expected to assist with developing more disability-friendly recruitment procedures.

The development of this project is informed by best practice in other institutions. Care has been taken to ensure the transparency and confidentiality of the process, acknowledging the relative novelty of equality monitoring in the Irish context. To encourage participation and allay concerns of discrimination, data is being collected in an entirely anonymous and voluntary fashion at

recruitment stage. The data collected is stored by the Equality Office to produce anonymous reports.

Implementation

Applicants are encouraged to fill out a recruitment monitoring form in their acknowledgement letter or e-mail. This form can be completed online, with a link provided to the Equality Office website, or in paper format. The form collects data relating to the nine different grounds of discrimination contemplated in Irish equality legislation. Completion of the form is voluntary, participants are informed of the purpose of the data collection, and the data is stored confidentially by the Equality Officer. The responses provided by participants, or failure to do so, will in no way affect participants application process.

Participants are asked questions relating to the following fields:
- Position details: competition reference, area and type of contract.
- Gender
- Age
- Marital status
- Family status (parenting and caring responsibilities)
- Nationality and country of birth
- Language
- Ethnic origin
- Religion
- Sexual orientation
- Membership of the Travelling community
- Disability

The data collected will be used to prepare regular statistical reports, usually annually, on the profile of applicants.

2.10 WiSER

The WiSER (Women in Science and Engineering Research) Centre is an initiative which has been funded by SFI to promote the participation of women in science and engineering research in Trinity College.

The Centre, established in 2006, has worked to provide women in Science and Engineering research with training, networking and career development opportunities; but is also involved in more large-scale projects such as the development of the WiSER Gender Indicators Database, which will have beneficial repercussions for the whole of College. This database is expected to provide longitudinal detailed statistical analysis of staff and student data, and is expected to be of great assistance in the preparation of future monitoring reports.

3   Students

Introduction

The data included in this report has been provided by the Senior Lecturer's Annual Report 2006-2007 unless otherwise stated. The present section reflects statistics on the general student population profile, covering type of course (Undergraduate, Postgraduate, Diploma etc), gender and nationality; and relating to different access initiatives.

The changing gender profile of the student population has been noted for some time, with female students making up the majority of UG and PG students, and over 60% of the total student population, although proportions vary greatly across disciplines.

Trinity has a long tradition as an international institution and this is reflected in the student nationality profile. The ethnic composition of the student body is an issue which may be analysed in the future given the more detailed data being collected by the HEA at registration.

The College Access and Equality Policy outlines the College's commitment to promoting greater access for students from non-traditional backgrounds. In particular in the College's Strategic Plan the College commits itself to achieving a 15% intake of students from non-traditional backgrounds in UG courses.

The College provides students from non-traditional backgrounds with supports to avail of a third-level education and equality of opportunity. The Trinity Access Programmes in particular co-ordinate a variety of programmes, including Foundation courses for mature students and young adults from socio-economic disadvantaged backgrounds, Primary and Second-level outreach programmes, and a Partnership Foundation Course with City of Dublin Vocational Education Committee (further details in section 3.5a). Mature students constitute the most numerous group of non-traditional students, as outlined in section 3.5b. The Disability Service provides an important service to a significant number of students (over 400 students in 2007), although the number declaring a disability on the CAO form might be much smaller.

Some 2007 initiatives include:
- Research into the particular obstacles faced by non-traditional students carried out by the Student Counselling Service - *Investigating the Counselling and Support Needs of 'Non-Traditional Students' in Irish Third-Level Education.* The Counselling Service also provides ongoing study skills support groups to all students.

- Currently there is a collaborative effort between the Mature Students Officer, TAP and the Senior Tutor, to provide tutors with training to meet the needs of mature students.
- Promotion of best teaching practice, which should reflect the diversity of students and facilitate all students in developing their best academic potential in College. CAPSL has created a useful web teaching resource academic teaching staff for this purpose.

Further data regarding the social background of students, and qualitative as well as quantitative research, will facilitate the monitoring of the College's Access and Equality Policy commitment to broadening participation and greater diversity. It is hoped that new information systems will allow for the longitudinal study of student access and progression within College in future reports.

The services and supports provided to students, as well institutional culture and teaching methods, are key aspects for the full realization of all College students, and most particularly those students who are currently under-represented.

The following sections provide an insight into the general student profile, and more detailed information on the different access initiatives including TAP, Matures Students and Disability Services.

3.1 Student Population

In total, there were 15,492 registered students in 2006/07 (15,322 in 2005/06). In 2006/07, 62% of the student population was female and 38% was male. Ten thousand six hundred and eighty-nine (10,689) students were registered on undergraduate programmes, and 4,803 (31%), on postgraduate programmes. See Senior Lecturer's Annual Report 2006-2007 for further details.

Gender breakdown of student population 2006/07
PG Female: 19%
PG Male: 12%
UG Female: 43%
UG Male 26 %

Percentage of students by category 2006/07
FT UG Degree 63%
PT PG Degree/Dip/Cert/Occas 13%
FT UG Dip/Cert/Occas 3%
PT UG Degree/Dip/Cert/Occas 3%
FT PG Degree 15%
FT PG Dip/Cert/Occas 3%

Percentage of postgraduate students by category 2006/07
FT PG Research 32%
PT PG Research 6%
FT PG Taught 16%
PT PG Taught 15%
FT PG Diploma 10%
PT PG Diploma 8%
FT/PT PG Visiting / In Service 13%

3.2 Geographical distribution of student population 2006/07

84% of UG and PG students were from the Republic of Ireland, 3% from Northern Ireland, 7% from other EU countries, 3% from North and Central America and 3% from other parts of the world. There are students from over 90 nationalities in total, making up 16 % of the student body.

Republic of Ireland: 84%
Northern Ireland: 3%
Europe (EU): 7%
North & Central America: 3%
Other: 3%

3.3 Non-Traditional Admissions and Access Initiatives

(data from Senior Lecturer's Report 2006-2007).

Non-traditional applications to the university are categorised into three principal types:

(a) students with a disability, (b) mature students applying for admission under the mature student dispensation scheme, and (c) socio-economically disadvantaged students. In addition to applying through the CAO, applicants in these three groups are invited to submit separate applications directly to the university. The College's Strategic Plan is committed to increasing the number of non-traditional students admitted to undergraduate programmes and in 2003/04 the Board approved two access policy initiatives: (i) the introduction of a policy reserving 15% of quotas of CAO intake for non-traditional applicants, and (ii) the establishment of an alternative admissions route to undergraduate degree programmes for non-traditional students through a partnership programme between the university and three City of Dublin Vocational Education Committee (CDVEC) Colleges.

In 2007 a total of 410 (326 in 2006) non-traditional students registered on undergraduate degree programmes, representing 17% of the CAO intake. Fifty eight percent (58%) of the non-traditional students registered in 2007 are mature students.

3.3a Trinity Access Programmes student figures

The Trinity Access Programmes (TAP) are a range of initiatives aimed at increasing the participation rate at third level of young adult and mature students from under-represented socio-economic groups. The programmes were established as part of an overall strategy to address low progression rates to third level by students in some socio-economic groups through collaborative work with schools, parents and communities. The Steering Committee for the Trinity Access Programmes is chaired by the Senior Lecturer.

TAP has developed a range of post-entry supports in response to student needs. These include a variety of pre-university programmes, financial and personal support, extra tuition, a Writing Resource Centre, a Mathematics Help Room, the Studio (learning resource centre), a supported accommodation scheme and end-of-term review workshops. TAP also works closely with other support services in College including the Library, the Student Counselling Service, the Disability Services, the College Health Service, the Accommodation Office and the College Tutorial Service. There are currently five admissions initiatives, all of which are part-funded by the Higher Education Authority (HEA) through the Strategic Initiatives Scheme. TAP also receives support from a number of individual and corporate donors.

1) Primary and Second-Level Programmes

The Primary and Second-Level Programmes link Trinity College with schools which have little or no tradition of progression to third level. The Primary Schools Initiative, with nineteen link primary schools, focuses activities for fifth and sixth class pupils. TAP is assisted by Schools in College each year in developing and delivering activities. The Second-Level Programme delivers pre-entry activities throughout the second level school cycle, and aims to increase the number of students who complete their second-level education and who proceed to third-level education. There are currently twenty link secondary schools.

2) Foundation Course for Higher Education - Mature Students

This one-year foundation course is aimed at mature students from socio-economically under-represented groups who have not yet realised their full educational potential. Students who successfully complete the course are awarded a Certificate in Foundation Studies for Higher Education. Students compete for entry to places reserved for mature students and offers are made conditional on attaining an overall grade of II.2 or higher (II.1 in Psychology, Law and Pharmacy) on the Foundation Course. Twenty-four students registered in 2007/08. Of the original 2006 cohort, twenty-one of

the twenty-six students completed the course. Fifteen of these progressed to undergraduate courses in TCD.

3) Foundation Course for Higher Education - Young Adults

This is a one-year foundation course that caters for young adults (17-20 years old) from under-represented socio-economic groups who have demonstrated academic potential but who require an additional year of education to prepare for third level. It is open to applicants in schools linked to higher education access programmes. Twenty-six students registered in 2007/08. Students who successfully complete the course are awarded a Certificate in Foundation Studies for Higher Education and are eligible to compete for a place in College if they achieve a grade II.2 or higher (II.1 for Law School or Health Sciences). In 2006/07, twenty-five of the twenty-seven registered students completed the course. Nineteen of these students progressed to undergraduate courses in TCD.

4) Concession on Points

Students who are socio-economically disadvantaged and whose school is linked to TAP, or to an access programme at another university (with the exception of NUIG) or the DIT, are eligible for a concession on points for entry to an undergraduate degree course. These students must satisfy the minimum matriculation requirements for entry to their course of choice. Graduates from the Trinity Foundation Course – Young Adults and students from TAP linked schools eligible for a concession on points may compete for places at other universities through a collaborative scheme known as the Higher Education Access Route (HEAR). In 2007, ninety-two students entered College through this route (86 in 2006).

Table 3: Number of students entering College through the Higher Education Access Route

(HEAR) 2007 - 2003		
Year	Number of students	
2007	94**	
2006	86*	
2005	75	
2004	86	
2003	54	

*Three of 86 deferred their places. **Two of 94 deferred entry.

5) Partnership Foundation Course

As part of College's efforts to meet the 15% quota of non-traditional students in undergraduate programmes, an arrangement was entered into in 2004-05 with three City of Dublin Vocational Education Committee (CDVEC) colleges to develop and co-deliver a Foundation Course in the Liberal Arts for access to a wide range of

undergraduate courses. The CDVEC colleges involved are the Liberties College, Dublin 8; Pearse College, Dublin 12; and Plunket College, Dublin 9. The course was run on a pilot basis in 2004/05 and the CDVEC colleges, supported by Trinity College, successfully negotiated with the Further Education and Training Awards Council (FETAC) for accreditation within the National Qualifications Framework. Sixteen students from this scheme progressed to undergraduate courses in Trinity College in 2007 (12 in 2006).

3.5b Student Disability Service figures
Trinity College established Disability Services (DS) to meet the requirements of students with a disability, and as a resource to the rest of the University. The brief of the Disability Service has now been expanded to include staff.

This service aims to provide prospective and current students in College with appropriate information relating to disability issues and to outline the relevant resources and services available in College. The DS may offer support if a physical, sensory or learning disability, or a medical or mental health condition interferes with a student's ability to achieve their academic goals.

Applicants may disclose that they have a disability on the CAO application form. Applicants who wish to avail themselves of the supports and any matriculation concession must also provide evidence of disability, which is assessed by the College Student Disability Services. It should be noted that many applicants with a disability do not disclose this information on the CAO form, and consequently the number of registered new entrants with a disability tends to be greater than the numbers declared at registration. For details on the number of CAO applicants who declare a disability please see the Senior Lecturer's Report 2006-2007.

The most accurate data is that of the number of students registered with the Disability Service at the end of each academic year, as shown below. In 2006-2007 the DS had 420 registered students. Table 3.5b offers a breakdown of the number of students with different types of disability.

Table 3.5b

Students with Disabilities
registered end of

Students with Disabilities registered end of	2001-2002	2002-2003	2003-2004	2004- 2005	2005-2006	2006-2007
Hard of Hearing / Deaf	13	30	41	38	35	31
Visual Disability / Blind	13	17	19	13	12	13
Specific Learning Difficulties	118	152	180	183	220	208
Physical Disability	52	48	38	42	40	35
Medical Disability	11	21	37	54	55	51
Mental Health	11	17	30	35	59	56
Total	222 (1.5%)	285 (1.9%)	345 (2.3%)	365 (2.4%)	421 (2.8%)*	420 (3.2)%*

* percentage of the total student population

3.5c Mature students

In 2007, 750 mature applicants applied under the Mature Student Dispensation Scheme, of whom 155 (21%) were offered places and of these 126 (81%) registered. Applicants under this scheme must be over twenty three years of age and are assessed on the basis of the complete profile of the applicant taking into account work and life experience together with education. Seven hundred and forty eight applications were made in 2006, so there was virtually no change in the numbers of mature students making application. Mature students are also admitted to the undergraduate degrees in nursing under the Mature Student Dispensation Scheme. Applicants to these courses are assessed externally by the Nursing Career Centre. One hundred and thirteen mature students registered on degree courses in nursing and midwifery in 2007 (93 in 2006).

Further details of students admitted under the Mature Student Dispensation Scheme and by the Nursing Career Centre together with an indication of the trends in mature student applications are available in the Senior Lecturer's Report 2006-2007. Despite efforts to increase the number of mature students and a willingness on the behalf of departments to increase their mature student intake, it continues to be difficult to secure successful applications to the Faculties of Science and Engineering and Systems Sciences. This difficulty is partly attributed to the requirement for a specific level of mathematics and/or a science subject as a prerequisite of entry to courses in these Faculties.

Table 3.5c

	2007	2006	2005	2004	2003
Number of applicants	750	748	798	669	783
Number of places offered	157	155	179	155	132
Number of students registered by Faculty:					
Arts & Humanities	30	16	20	18	17
Social & Human Sciences	21	35	46	35	36
Engineering & Systems Sciences	4	4	6	1	4
Health Sciences	33	30	34	21	13
Science	11	12	5	15	8
Multi-faculty	27	26	37	28	23
Total students registered	**126**	**123**	**148**	**118**	**101**

Nursing- number of mature student applications, offers and students registered					
	2007	2006	2005	2004	2003
Number of Nursing applications		1601*	1102	1141	1111
Number of places offered		168	101	97	84
Number of students registered in Nursing	113	93	72	59	45

This increase is due to the introduction of two new courses: Bachelor in Midwifery and Children's' & General Nursing Integrated

4   Bullying and Harassment

The present report seeks to examine the incidence of cases of bullying and harassment in College. The incidence, and the manner an organization deals with staff conflicts and cases of harassment, are key in assessing its workplace practices and values, particularly in relation to diversity, equality, dignity and respect.

Data on harassment and bullying is sensitive and confidential. In addition, very often incidents are not reported or disclosed. In the case of College, the disciplinary and reporting procedures are complex, with cases coming under the remit of either Staff Relations, Senior Dean, Heads of School, or Junior Dean, depending on the category of the alleged harasser (academic, support staff, student etc). The Bullying and Harassment Contact Persons are often the first port of call for a student or staff member who is suffering bullying or harassment. The Contact Persons are available to provide confidential advice and proved a very necessary service in College.

The present report includes data provided in the most recent Bullying and Harassment Contact Persons' Report. This is currently the only reliable data source on bullying and harassment cases in College, however it neither reflects the full extent of reported complaints in College (since many complainants may register their complaint directly with other relevant persons, as mentioned above), nor does it reflect the total number of relevant incidents occurring in College, which may or may not be reported officially.

A recording format has been developed with Staff Relations and the Contact Persons which will allow for monitoring cases, while preserving anonymity. It is hoped this model will be implemented by Staff Relations and others involved in dealing with harassment or bullying complaints in the future. For students the Counselling Service may be a source of data on the incidence of harassment or bullying incidents.

Definitions

Bullying: Workplace bullying is repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment, which could reasonably be regarded as undermining the individual's right to dignity at work. An isolated incident of the behaviour described in this definition may be an affront to dignity at work but, as a once off incident, is not considered to be bullying. Bullying can take many forms, from open aggression, threats, and shouting to subtle comments or exclusion.

It can be verbal, physical or psychological. The impact of the behaviour on the recipient will be taken into consideration when dealing with cases of bullying.

Sexual Harassment: Sexual harassment includes acts of physical intimacy, or requests for sexual favours or any act or conduct by a perpetrator, including spoken words, gestures or the production, display or circulation of written words, pictures or other material that is unwelcome to the recipient and could reasonably be regarded as sexually offensive, humiliating or intimidating to the recipient. The unwanted nature of sexual harassment distinguishes it from flirtatious or sexual behaviour, which is entered into freely and mutually. It is the damaging impact of the unwanted behaviour on the recipient, not the intention of the perpetrator, which counts. The impact of sexual harassment is taken into account when cases of sexual harassment are investigated.

Other forms of harassment: Any act or conduct by a perpetrator is considered to be harassment if it is unwelcome to the recipient and could reasonably be seen as offensive, humiliating or intimidating to the recipient, in relation to one or more of the following characteristics of the recipient: gender; marital or family status; sexual orientation; religion; age; disability and membership of the traveller community. Such behaviour can take many forms, similar to those of sexual harassment, racial harassment or bullying. It should be noted that such behaviour may be destructive and is unacceptable.

4.1   Contact Persons Annual Report 2004-2006

The full Contact Persons' Annual Report 2006 is included in Appendix 3.

Table 4.1 outlines the number and of cases dealt with during 2005 and 2006 and the type of complainant and alleged harasser.

Table 4.1

COMPLAINANT	UG	PG	AS	SS	TOTAL
MALE	3	1	6	6	**16**
FEMALE	9	3	3	10	**25**
ALLEG. HARASSER					
MALE	4	1	14	7	**26**
FEMALE	3		4	8	**15**
Total					**41**

Key: UG undergraduate, PG postgraduate, AS academic staff, SS support staff.

The total number of complaints dealt with by the Contact persons was 41 over 2 years, which averages around 20 cases per year, a significant increase on their previous report (8 cases per year).

The profile of complainants is slightly more female (6 out of 10) and the alleged harassers are more likely to be male (6 out 10). The proportion of complainants is 6 out 10 were staff members, and 4 out 10 students. The majority of complaints were brought against staff however (8 out 10) with students only being alleged harassers in 2 out of 10 cases.

Grounds for Complaint	
The nature of the complaints can be categorised as follows:	
	Cases
Bullying (i.e. without sexual dimension)	35
Bullying with Sexual harassment	3*
Sexual harassment (e.g. verbal; touching; unwanted attention)	3
Major sexual harassment (physical assault)	0
Other forms of harassment: racial etc	0
Total	41
*1 included serious intimidation	

The majority of cases reported were bullying cases, 35 out of 41. There were no racial or harassment or other types of discriminatory harassment covered by Equality legislation reported. 6 cases related to sexual harassment.

The report noted that many complainants were unwilling to report formally and highlighted the value of an intermediate process, such as mediation. Reasons for not wishing to pursue a case formally included fears of disadvantage. It is difficult for the Contact Persons to assess the outcome of cases, since complainants do not generally provide feedback, however it was noted that some complainants had changed department due to the bullying/harassment.

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