Annual Equality Monitoring Report

2012-2013

Equality Officer

Monitoring Advisory Group

Membership of Monitoring Advisory Group 2012-2013

Clodagh Byrne (Mature Students' Officer)

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Prof. Andrew Loxley (School of Education)

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Sources

College Calendar 2012-2013

College Disability Service

ECU Equality in Higher Education report 2012

Global Relations Office

Higher Education Authority (HEA) statistics 2011-2012

Higher Education Statistics Agency (HESA), UK

Human Resources Reports (including CORE database and WiSER database).

Mature Students' Office (MSO)

Provost's Office

Recruitment Monitoring reports (Equality Office)

Secretary's Office

Senior Lecturer's Area

Student Records

Trinity Access Programmes (TAP)

WiSER / INTEGER

Interpretation of the data

The report constitutes a snapshot of the diversity profile and distribution of staff and students in College as of 2012-2013 based on available data. Reports have been completed for the Equality Committee since 2006-2007. The HEA compiles sectoral reports on staff and student profiles and, where relevant, these are referred to.

Comment of production of statistics

The production of accurate statistical information is hugely important to understand College, to ensure College follows best practice for equality and diversity and to ensure the College population reflects the diversity in the communities surrounding it. This data is collated with input from many stakeholders throughout College who use diverse systems of data management from fully automated reporting tools to spread sheets which must be collated manually. While stakeholders work hard to

ensure statistics are available for the data monitoring report, they report that collation may be inefficient and difficult for a number of reasons including:

- no access to data-specific information on the Student Information System (SITS) by the individual reportees,

- SITS does not currently contain all necessary information for reporting (for example it does not have a disability layer at this time),

- Some statistics have to be produced from stand-alone databases or spread sheets and much of the relevant data on the stand-alone databases or spread sheets has to be copied across individually (record by record) from SITS. This data transfer work consumes huge amounts of time.

This can limit the data available for the report. Furthermore, extensive work on College information systems this year has led to a delay in the production of statistics that would otherwise be included within this report (e.g. WiSER database statistics and student records statistics for the HEA).

Key findings

Section 2: Staff profile

Gender equality

- **Section 2.3:** There is a persistent gender imbalance in the number of women in senior academic and decision-making positions in College - excluding Board and Council, which have achieved a gender balance. This gender underrepresentation is also apparent in senior administrative grades.

- **Section 2.3.3:** There are currently 9 female Heads of School out of 24 Schools (3 in 2006-2007).

- **Section 2.5.2:** The comparative analysis of academic grades from 2007 to 2013 indicates there has been little noticeable variation in the overall proportion of women and men by academic grade in this period. For example the number of women Professors (Chair) has remained in the 12-14% range. There has been a 10% jump in the percentage of female professors (non-chair) however (26% in 06/07, 36% in 12/13).

- **Section 2.5.4:** In 2011-12 College had a lower proportion of female professors (Chair) (14%) compared to the HEA average (19%) but a higher proportion of professors (non-chair) (34.1% compared to 26%).

- **Section 2.5.6:** Research staff: The overall balance of research staff is 50% women and 50% men.

- **Section 2.6:** The overall gender proportion of staff in College is 55% women and 45% men. However, gender segregation by occupation continues to be very marked - particularly in support staff areas where, for example, 100% of nursery staff are female and 99% of buildings staff are male.

- **Section 2.7:** The only contract type at which there are more men than women is 'Permanent Full-time'. 29% of women employed by College, and 45% of men, have permanent full time contracts. Women are more likely to be employed on a part-time contract and 78% of part-time staff are female.

- **Section 2.8:** The impact of the employment control framework, which has restricted any promotions from 2009 to 2012, should be taken into account; in 2012 promotional processes commenced again for academic and administrative grades.

- **Section 2.8.1:** The overall number of applications for Senior Promotion 2012 was 140. While 66% of those applying for promotion were men, this figure is an improvement on the previous data for senior promotions where 78% of applicants overall were male, and 100% of those applying for Personal Chair were male (2008 Data Monitoring Report). The overall success rates fell since the 2008 Data Monitoring report from 56% to 28%.

- **Section 2.8.2:** The overall number of applications for the Merit Bar in 2012 was slightly lower than the previous year. There were more applications by women (16) reflecting the composition of the eligible pool of candidates which is predominantly female (69% across faculties). The proportion of eligible female candidates who applied increased to 40% (from 34%) and the proportion of eligible male candidates who applied decreased from 43% to 33%. When analysed by Faculty, there was a significant increase in the application rate for women in Health Sciences (HS), at 42% of eligible

candidates (24% in 2010-11). The overall success rate (77%) fell in 2011-12 from 92% in 2010-11.

- **Section 2.8.3:** Ninety-eight people applied for Admin and Librarian promotions 2011-12. 68% of these were female, and 32% male (the overall library and admin staff population consists of 64% female and 36% male). The male success rate (65%) was significantly higher than the female (39%).

Diversity profile

- **Section 2.9:** 3.7% of staff have reported a disability. The figure does not reflect the real number of staff with disabilities and achieving disclosure is still a challenge in this area.

- **Section 2.10:** The number of applicants completing the Equality Monitoring Form has decreased to 10% in the last year (a 4% fall on last year). Equality monitoring is in the process of being mainstreamed into e-recruitment so it is expected the equality monitoring process will improve and provide more complete data in the next report. The profile of applicants continues to be very international with 46.1% of people reporting that they are non-Irish.

- Other academic roles: there is no consistent data available to profile people who support the College's academic activities as teaching assistants; these are often postgraduate (PG) students or postdoctoral students. The Monitoring Advisory group has identified this group as essential to the College functioning and under-recognized in its role. Teaching assistants, clinical tutors and laboratory demonstrators were grouped as minor teaching-related titles and were not considered by the recent Academic Titles working group.

Section 3: Students

Widening participation targets:

- **Section 3.3:** College set a target for increased participation of students from under-represented groups entering via access routes (students with disabilities, students from socio-economic disadvantaged backgrounds and Mature students) of 22% by 2013 (see the College Strategic Plan 2009-2014 and College Access Plan 2009-2013). The monitoring report indicates a

continued increase in the proportion of non-traditional students entering via access routes – 19.8% in 2012 (up from 15% in 2009) – however there is a need for greater progress in order to achieve the target. The National Access Plan for Equity of Access 2008-2013 target for non-standard entry routes to higher education (HE) is 30% of all entrants by 2013.

- **Section 3.3:** In 2012-2013 registered students from non-traditional backgrounds made up 18% of the whole UG student population (students with disabilities 7.7%, TAP students 6.7%, Mature registered 3.6%), an increase on 2011-2012 (16.8%). This data captures students who access College via one of its alternative admission routes, but does not capture mature students and students from disadvantaged backgrounds who enter College via the standard Central Applications Office (CAO) points.

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Flexible and part-time learning

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- **Section 3.8:** College has a low proportion of part-time students (3.5% of the undergraduate (UG) student body are part-time) by comparison to the other universities (9.3%) and the HE sector (12.7%). Part-time and flexible learning opportunities are essential to promoting life-long learning and increasing access to HE by responding better to the changing needs of diverse learners, particularly students in employment or with caring responsibilities. The HEA target for 2013 is for 17% of UG students to be enrolled on part-time programmes.

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New Entrants

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- **Section 3.2.1:** HEA survey: The College response rate to the HEA survey on student background (including ethnicity and socio-economic background amongst others) is 90.3%.

- **Section 3.2.1:** 82.7% of College new entrants identify their ethnicity as white Irish (compared to 90.9% of new entrants across the sector). The amount from other white background is reported to have fallen from 9% to 0 (4.8% across the sector). In the UK 18.4% of national students are from black or minority ethnic backgrounds.

- **Section 3.2.1:** 49.9% of College new entrants were from an Employer and Managers or Higher Professional background (based on father's occupation). These make up 29.9% across the HE sector and 36.2% within the universities.

- **Section 3.2.1:** 8.4% of College new entrants respondents declared a disability (233), compared to 6.1% in Irish HE and 8% in UK universities.

Socio-Economic

- **Section 3.4:** Students from socio-economic disadvantaged backgrounds entering College via the Trinity Access Programme routes make up 6.7% of the total UG population.

Disability:

- **Section 3.5:** There are 1058 students (UG and PG) registered with the College Disability service, representing an 8.6% increase in students registered from 2011-12 to 2012-2013 with 235 new entrants registered this year. The majority of students registered with the service are in the categories of dyslexia/ dyscalculia/ dysgraphia, mental health and medical disabilities.

Mature students:

- **Section 3.6:** 435 students accessed College via the Mature Students Dispensation Scheme (MSDS) making up 3.6% of the UG student population; the overall number of mature students on age is 904 making up 7.5 % of the UG student population.

Internationalization

- **Section 3.1.3:** College's long tradition as an international institution is evident in the high proportion of non-Irish students registered: in 2012-13 there were students from 122 nationalities making up 22% of the undergraduate and postgraduate student body (16% in 2007-08); this compares to 6.5 % across the Irish Higher Education sector and 17.1% in the UK (Table 3.1.3 (b) and 3.2.2).

Gender

- **Section 3.1.1:** 58.2% of the total student population in 2011-2012 was female; this compares to 50.6% in the Irish HE student body and 56.4% in the UK student body.

Age

- **Section 3.1.4:** 61% of the total College student body were aged between 18 and 22, 17% were over 30, (this is slightly less than the proportion over 30 across the HE sector (21%). This data cannot be disaggregated into the UG and PG population.

Student information system

- Currently there is no system in place in College to track the progression of UG students who proceed to PG study. This information would be of particular interest in relation to non-traditional students.

1   Introduction

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.

This is the Sixth Equality Monitoring Report to be submitted to the Equality Committee by the Equality Officer. The report provides base-line statistics on staff in relation to equality grounds such as gender, age and disability, and provides data on the student profile in relation to gender, age, nationality, and access initiatives. The aim of the report is initially 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. In monitoring equality data, College is following best practice as seen in UK third level institutions and Higher Education Authority (HEA) recommendations.

1.1   Structure of report

The report is comprised of three sections, an introduction, followed by a profile of the staff and student body, providing mainly statistical information.

The data has been analysed with a focus on the nine equality grounds included in equality legislation and bearing in mind the limitations of available data. The Monitoring Advisory Group reviews and advises on the content of this report, suggesting areas for further development. This report includes comparative data in the Irish sector, amongst others, but there remain many areas where further equality data collection and analysis would be beneficial.

1.1.1   Staff section

The staff section of the report provides detailed data tables, with particular regard to gender distribution; seniority and decision-making; the achievement of the 3% disability employment target, and the recruitment monitoring programme.

The staff gender disaggregated reports look at gender imbalance in seniority levels (vertical distribution) and in different areas or type of contract (horizontal distribution). In relation to gender balance and decision-making it is useful to bear in mind that a 60-40 proportion is often provided as a minimum guideline for representation of both genders in decision-making bodies, although targets and quotas vary in different contexts from one/third minimum representation for the under-represented sex to a 50:50 ratio.

1.1.2 Student section

The student section outlines the student body profile in terms of the available College and HEA data (gender, age, course and nationality) and includes more detailed information on student access initiatives and non-traditional groups where available comparative data is included to contextualize the information.

1.1.3 Sources and Data Consistency

The staff statistics are mostly based on statistical reports from the personnel database CORE, developed in collaboration with Human Resources (HR). Some reports have been sourced from the WiSER gender indicators database and some data was requested from individuals within HR and the Provost's Office. Comparative statistics were sourced through the Higher Education Statistics Agency (HESA) in the UK and the HEA. The student statistics have been supplied by the HEA, the Trinity Access Programmes (TAP), the Mature Students Officer, Student Records, Senior Lecturer's Area, and the Disability Service.

Unless otherwise stated the staff figures include all monthly and weekly paid staff (permanent, contract, indefinite duration, part-time and temporary) except for casual staff.

Data reliability: There may be small variations in the figures provided depending on the source. Different sources may use data extracted on different dates in the academic year or may categorise staff and students differently (for example some data will include casual staff while other data will not). To ensure clarity data sources

are specified throughout the report and definitions have been included in the appendix.

1.1.4   A note on Academic titles

College academic titles were amended in 2012 and this is the first Data Monitoring Report to use the amended titles. Below is a table that gives the previous and current titles for each grade. These changes must be considered when comparing data across Data Monitoring Reports.

Table 1.1.4 Key titles used within this report and the titles they replace

New Titles used in this report	Title to be replaced
Professor holding established or personal chair (referred to as Professor (Chair) in this report)	Professor
Professor (referred to as Professor (non-Chair) in this report	Associate Professor
Associate Professor	Senior Lecturer
Assistant Professor	Lecturer

2   Staff

2.1   Gender ratios

The overall College staff population in January 2013 was 3,873. Women comprised 55% of all employees and men 45%. These include full-time and part-time staff, and permanent, contract, temporary and casual staff in all areas (academic, administrative and other support areas). Visiting staff were excluded.

Graph 2.1 Overall staff

Overall Staff Ratios

Female, 2128, 55%

Male, 1740, 45%
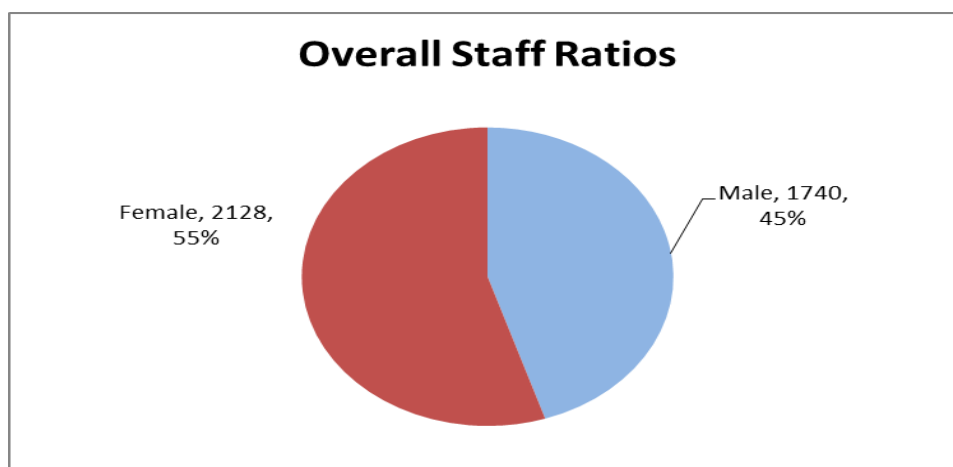
Core Report run January 2013 – Gender unknown for 5 members of staff.

2.2   Staff according to Age

The age profile of staff is detailed below. Over half (53%) of all staff are aged 30-50 years.

Table 2.2 Staff Age Profile
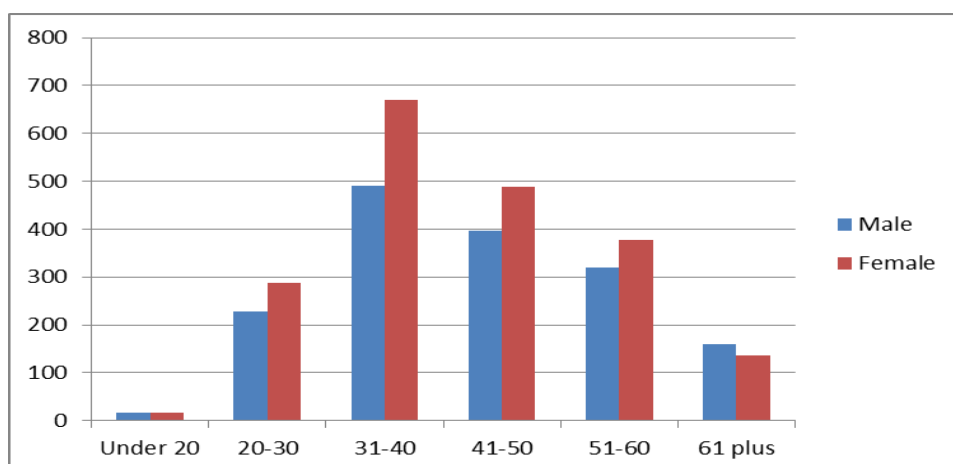
Age range	Male	Female	Unknown	Total	% of all staff
Under 20	16	17	0	33	1%
21-30	228	287	1	516	13%
31-40	490	670	1	1161	30%
41-50	396	488	0	884	23%
51-60	319	378	0	697	18%
61 plus	159	137	0	296	8%
no birth date entered	132	151	3	286	7%
Total	1740	2128	5	3873	

Core Report run January 2013 includes casual staff

2.3   Decision-making in College

The following tables outline the participation of women and men in College senior positions and decision-making bodies.

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 Board is the governing body and the Council superintends the University's academic business. There is also an extensive Committee and sub-committee structure in College. The Executive Officers group coordinates the development and implementation of the College strategic plan.

Academically College is divided into three faculties, comprising twenty-four schools.

Faculty	School
Arts, Humanities and Social Sciences (AHSS)	Business
	Drama, Film and Music
	Education
	English
	Histories and Humanities
	Languages, Literatures and Cultural Studies
	Law
	Linguistic, Speech and Communications Sciences
	Psychology
	Religions, Theology and Ecumenics
	Social Sciences and Philosophy
	Social Work and Social Policy
Engineering, Mathematics and Science (EMS)	Biochemistry and Immunology
	Chemistry

	School of Computer Science and Statistics
	Engineering
	Genetics and Microbiology
	Mathematics
	Natural Sciences
	Physics
Health Sciences (HS)	Dental Science
	Medicine
	Nursing and Midwifery
	Pharmacy and Pharmaceutical Sciences

2.3.1   Senior Management Positions

Table 2.3.1 indicates the gender distribution of men and women in senior positions such as Annual or Statutory officers, Heads of Administrative Areas and Honorary positions. For a definition of Honorary Positions, Annual / Statutory Officers or the list of Heads of Administrative Functions see Appendix 2 – Definitions.

Table 2.3.1 Gender and senior positions in College

Senior Positions in College	F	F %	M	M %	Total
Honorary Positions	5	56%	4	44%	9
Annual/Statutory Officers	6	40%	9	60%	15
Heads of Administrative functions	4	27%	11	73%	15
Total	15	38%	24	62%	39

Core Report run January 2013

2.3.2   Board, Council and Executive Officers Group

Board

The Board of College is the governing body responsible for managing the affairs of the College and is the body that ultimately approves all College policies and procedures. The Board has 32 members in 2012-2013 including elected members, ex-officio members, student representatives and those who are 'in attendance', of which 41% were female.

Table 2.3.2 (a) – Board Membership 2012-13

	Female	%	Male	%	Total
Elected member	5	31%	11	69%	16
Ex-officio member	2	40%	3	60%	5
Student representatives	1	25%	3	75%	4
Appointed external	2	100%	0	0%	2
In attendance	3	60%	2	40%	3
Total	13	41%	19	59%	32

Source: Secretary's Office 2013

Council

The University Council superintends and regulates the academic business of the University (including course and degree structure). It is the body that makes nominations for all academic appointments. Its decisions and nominations are forwarded to Board for confirmation. The University Council has a total of 39 members excluding vacancies (2012-2013); 6 of these are student representatives, 2 are student observers.

Table 2.3.2 (b) Council Membership 2012-2013

	Female	%	Male	%	Total
Ex-officio member	4	57%	3	43%	7
Representatives	5	29%	12	71%	17
In attendance	4	80%	1	20%	5
Co-opted members	2	100%	0	0%	2
Student representatives	2	33%	4	67%	6
Student observers (in attendance)	2	100%	0	0%	2
Total	19	49%	20	51%	39

Source: Secretary's Office 2013

Executive Officers Group

The Executive Officers Group represents the College management and Faculty composition. This group is 69% male and 31% female.

Table 2.3.2 (c) Executive Officers Membership 2012-2013

	Female	Male
Provost		1
Faculty Deans	1	2
Dean of Research		1
Chief Operating Officer	1	
Chief Academic Officer	1	
Treasurer		1
College Secretary		1
Director of HR		1
Vice-Provost for Global Affairs	1	
Bursar		1
Vice-Provost for Medical Affairs/ Head of School of Medicine		1
Total	4	9

Source: Provost's Office 2013

2.3.3 Gender and Academic Decision-making

Table 2.3.3 charts the gender proportions for Heads of School, Fellows and Deans in 2012-2013. There are 9 female Heads of School (38%) in 2012-13, an increase on the previous year (8). The proportion of female Fellows has also increased minimally to 23% (from 22% in 2012).

Graph and Table 2.3.3 Gender and Senior Academic Staff
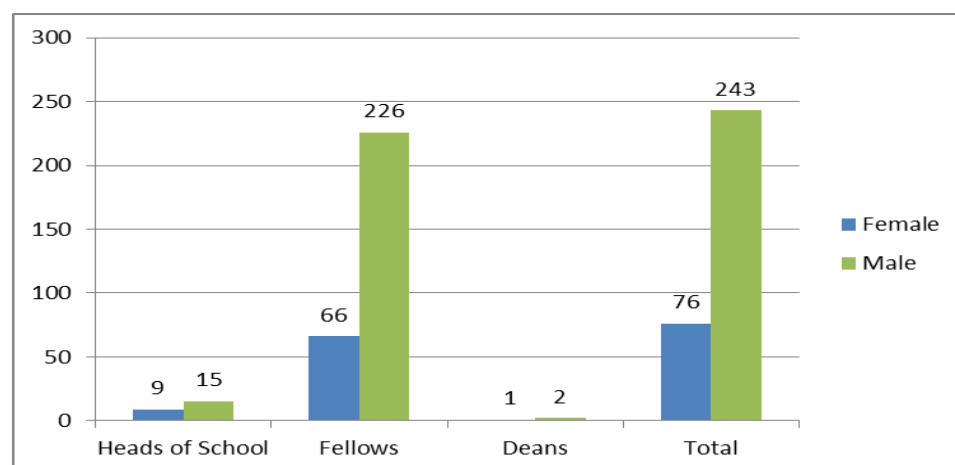
Senior Academic Comparative	Female	F%	Male	M%	Total
Heads of School	9	38%	15	63%	24
Fellows	66	23%	226	77%	292
Deans	1	33%	2	67%	3
Total	76	24%	243	76%	319

Core Report run January 2013

2.4 Staff distribution

Table 2.4 summarises the gender distribution of staff in all areas (academic, research, administrative or Library, secretarial, technical and other support staff). While the overall proportion of staff is well balanced between men and women, there are significant differences according to category.

Graph 2.4 (a) Proportion of Staff by Gender and Employment Group
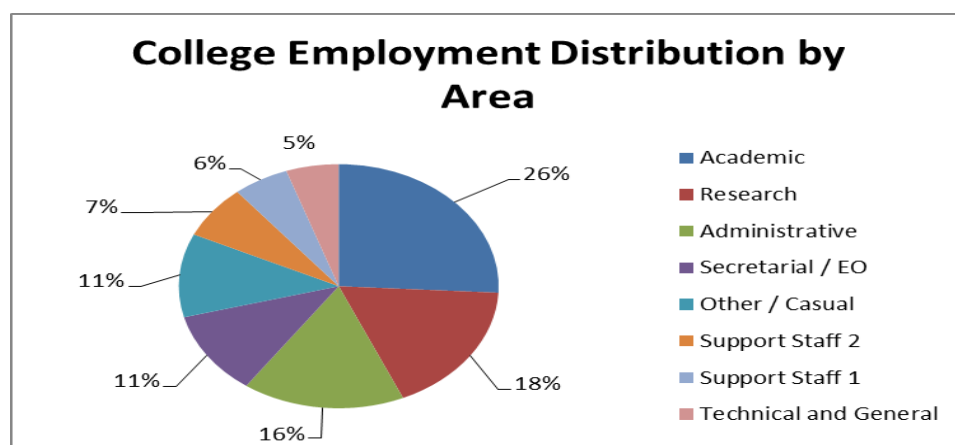
Table and graph 2.4 (b) Gender Overview by type of employment
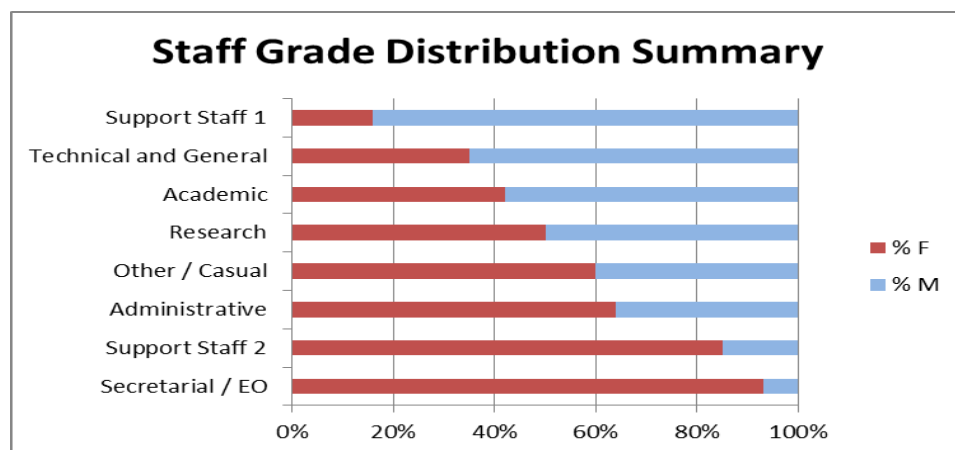
Staff Grade Summary Graph	Female	% F	Male	% M	Total
Support Staff (2)*	235	85%	40	15%	275
Technical And General	73	35%	133	65%	206
Academic	424	42%	578	58%	1002
Research Staff	341	50%	340	50%	681
Administrative And Library	405	64%	231	36%	636
Support Staff (1)**	34	16%	184	84%	218
Secretarial/Executive Officer	398	93%	32	7%	430
Other / Casual	224	60%	205	40%	429
Total	2134	55%	1743	45%	3877

Core Report run January 2013. Key: Support Staff 1 * Buildings and Grounds, Stores and Security. Support Staff 2 ** Catering, Nursery, Housekeeping, and Shop,

2.5   Academic staff

Table number 2.5.1 (a) sets out the number of women and men in each academic grade for medical and non-medical staff.

Women comprise 42% of all academic staff (compared to 43% within all HEA institutions). The under-representation of women in senior grades has been well-documented in international research and in previous College reports, most recently in the INTEGER Baseline Data Report (WiSER, TCD, 2013). Currently the proportion of Professors (Chairs) is 14% (+1% since 2006-2007). This is lower than the HEA average of 19%. The Equality Officer has prepared a more detailed report on this issue for the Provost (Gender and Promotions Report, 2009[1]) as well as a report regarding progression above the Merit Bar to the Vice Provost/Chief Academic Officer (2010[2]), which was submitted to Board for consideration. Currently, College is engaged on the FP7 Project 'INTEGER' (see 2.5.8) which has recently published the INTEGER Baseline Report[3]

2.5.1   Gender and Academic Grades

Below is the graph of academic staff in all Faculties excluding medical academic staff on consultant and clinical contracts, which are detailed in table 2.5.1 (b).

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[1] http://www.tcd.ie/equality/assets/pdf/gender-promotions.pdf

[2] http://www.tcd.ie/equality/assets/pdf/meritbarquan.doc and
http://www.tcd.ie/equality/assets/pdf/meritbarqual.doc

[3] http://www.tcd.ie/wiser/integer/news-events/INTEGER%20Baseline%20Data%20Report-Final.pdf

Table 2.5.1 (a) Academic Grades
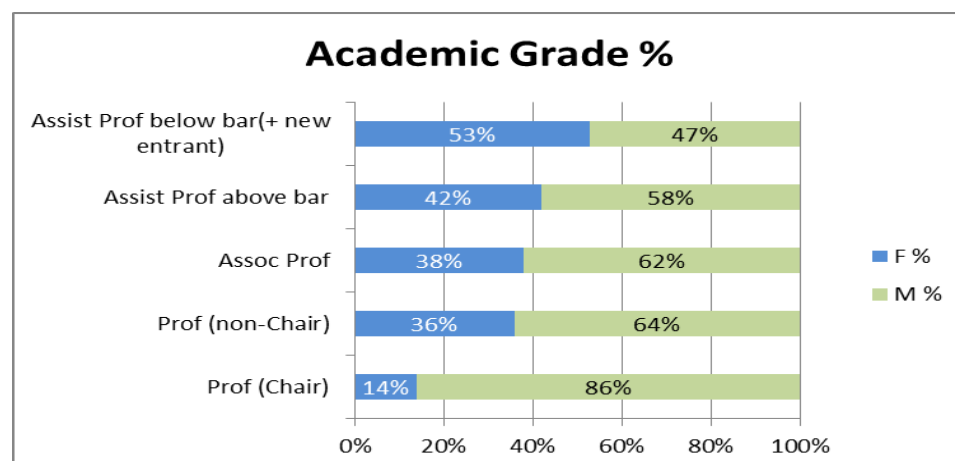
Grade Description	Female	F %	Male	M %	Total
Professor (Chair)	12	14%	75	86%	87
Professor (non-chair)	29	36%	52	64%	81
Associate Professor	65	38%	107	62%	172
Assistant Professor above bar	96	42%	134	58%	230
Assistant Professor below bar(+ new entrant)	120	53%	107	47%	227
Assistant Professor Part-time	38	36%	69	64%	107
Other	19	90%	2	10%	21
Total	379	41%	546	59%	925

Core Report run January 2013. See Definitions in Appendix 2 for definition of academic staff. **See**

1.1.4 for a note on new academic titles

Table 2.5.1 (b) Medical academic staff by grade

Grade Description	Female	F %	Male	M %	Total
Professor Consultant	0	0%	6	100%	6
Professor Consultant Other	3	33%	6	67%	9
Senior Lecturer Consultant	0	0%	4	100%	4
Snr Lect Consultant Other	6	67%	3	33%	9
Lecturer Registrar	10	71%	4	29%	14
Senior Registrar	2	50%	2	50%	4
Specialist Registrar	6	67%	3	33%	9
Nurse Tutor (General)	15	88%	2	12%	17
Senior Occupational Therapist	3	100%	0	0%	3
Part-Time Lecturer Medical		0%	2	100%	2
Total	45	58%	32	42%	77

Core Report run January 2013.

Medical academic grades have been included reflecting medical staff employed on a
variety of consultant grades; see Appendix 2 for definitions.

2.5.2   Comparative academic grades 2007-2013

Table 2.5.2 shows the proportion of women in each academic grade from 2007 to the present (2013). The graph indicates very little variation at most grades, for example the proportion of women Professors (Chair) has remained in the 12-14% range throughout the period. The Professor (non-Chair) level is an exception, where there has been a 10% increase in the percentage of females (26% in 2006/07, 36% in 2012/13).

Table 2.5.2 Gender and Academic grades 2007-2012
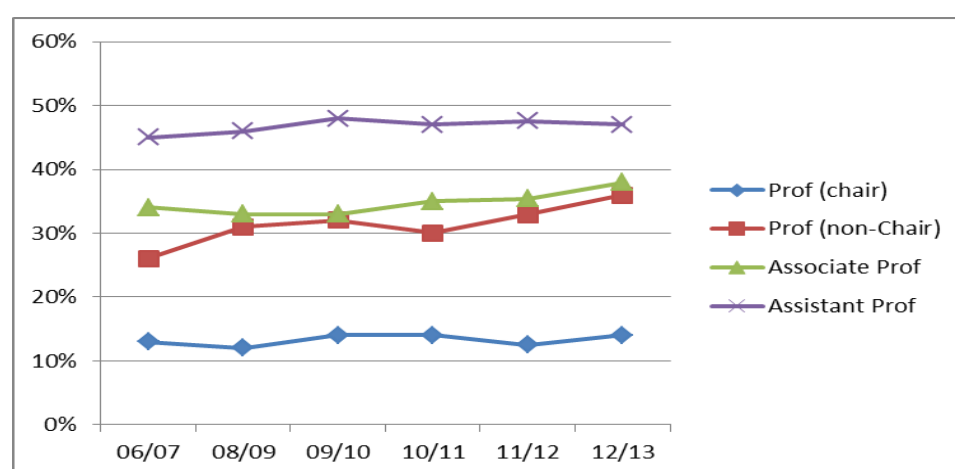
Source: Annual Equality Monitoring Reports: 2006/2007, 2008/2009, 2009/2010, 2010/2011, 2011/2012.

2.5.3   UK and Ireland Comparative Data

Data from the HEA for the seven Irish Universities is presented in table 2.5.3. The HEA has indicated that College had a lower proportion of female Professors (Chair) and a higher proportion of female Professors (non-chair) in 2011-12 when compared with the overall HEA Universities average.

Table 2.5.3 (a) HEA Comparative data on Academic Grades for 2011-12

	TCD % female*	HEA % female
Professor (Chair)	13%	19%
Professor (non-Chair)	34%	26%
Associate Professor	36%	33%
Assistant Professor	47%	49%
Other	65%	49%
Total	41%	43%

Source: HEA Facts and Figures 11-12 * Refers to figures for 2011-12 rather than 2012-13.

Data from HESA in the UK is outlined in Table 2.5.3. (b). HESA has indicated the percentage of female professorial (Chair) staff in their 2011-2012 report is 21%, with women making up 45% of all academic staff.

Table 2.5.3 (b) - UK academic staff by gender and Professor Category (2011/2012)

	F	M	T	% F
Professor (Chair)	3790	14675	18465	21%
Academic (non-Chair)	76985	85935	162920	47%
All Academic	80775	100610	181385	45%

Source 2011-2012 Staff in HE Institutions statistics, HESA

The European Union (EU) Roadmap for Equality has set a 25% female target for Professorial (Chair) and senior scientific positions[4].

2.5.4 Academic Staff by School

The following tables indicate that the gender distribution of academic staff varies by Faculty and School. In AHSS, School gender ratios range from 25% female academics in the School of Social Sciences and Philosophy, to 66% female staff in the School of Linguistics, Speech and Communication Studies (with a total of 42% female across the faculty). In EMS the proportions of female academic staff are consistently lower and range from 12% to 28% (with a total 21% of female academic staff across the faculty) while in the HS the composition of the School of Nursing and Midwifery is highly feminized at 78% (faculty total 62% female).

Data from January 2013 includes all academic staff – on full time, part time, permanent, indefinite and temporary contracts (the only categories excluded are casual and visiting staff). The statistics reflect individual staff members rather than Full Time Equivalents (FTEs) as may be used in other reports.

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[4] http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52010DC0491:EN:NOT

2.5.4.1 Faculty of Arts, Humanities and Social Sciences:

Graph 2.5.4.1
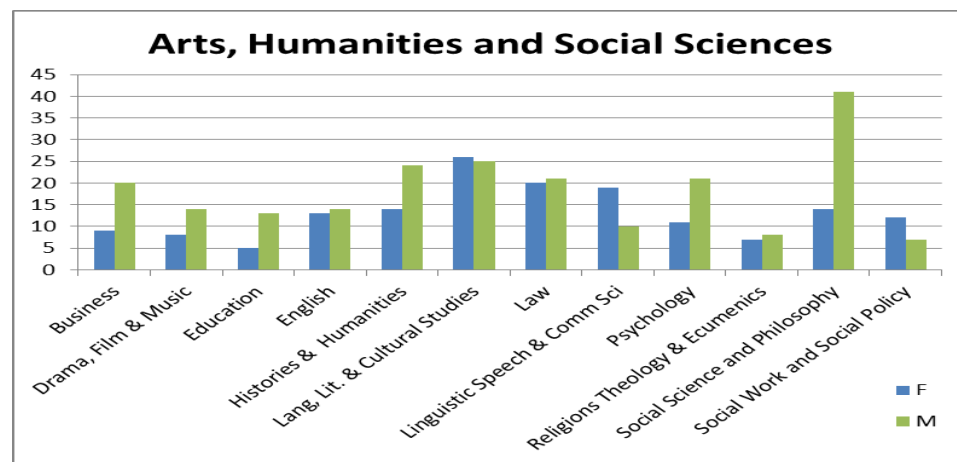
AHSS	Female	%F	Male	%M	Total
Business	9	31%	20	69%	29
Drama, Film & Music	8	36%	14	64%	22
Education	5	28%	13	72%	18
English	13	48%	14	52%	27
Histories & Humanities	14	37%	24	63%	38
Language, Literature & Cultural Studies	26	51%	25	49%	51
Law	20	49%	21	51%	41
Linguistic Speech & Communications Science	19	66%	10	34%	29
Psychology	11	34%	21	66%	32
Religions Theology & Ecumenics	7	47%	8	53%	15
Social Science and Philosophy	14	25%	41	75%	55
Social Work and Social Policy	12	63%	7	37%	19
Total academic staff	158	42%	218	58%	376

Core Report run January 2013.

2.5.4.2 Faculty of Engineering Mathematics and Science:

Graph 2.5.4.2
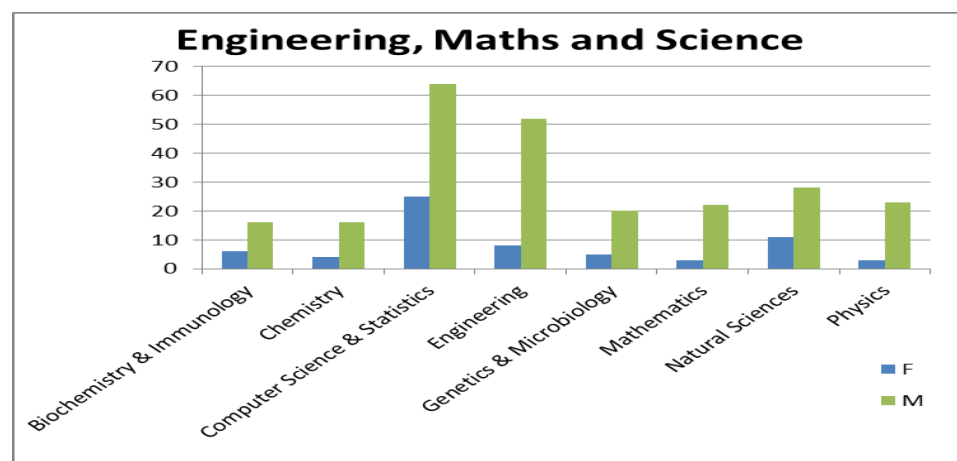
EMS	Female	% F	Male	% M	Total
Biochemistry & Immunology	6	27%	16	73%	22
Chemistry	4	20%	16	80%	20
Computer Science & Statistics	25	28%	64	72%	89
Engineering	8	13%	52	87%	60
Genetics & Microbiology	5	20%	20	80%	25
Mathematics	3	12%	22	88%	25
Natural Sciences	11	28%	28	72%	39
Physics	3	12%	23	88%	26
Total academic staff	65	21%	241	79%	306

Core Report run January 2013.

2.5.4.3 Faculty of Health Sciences

Graph 2.5.4.3
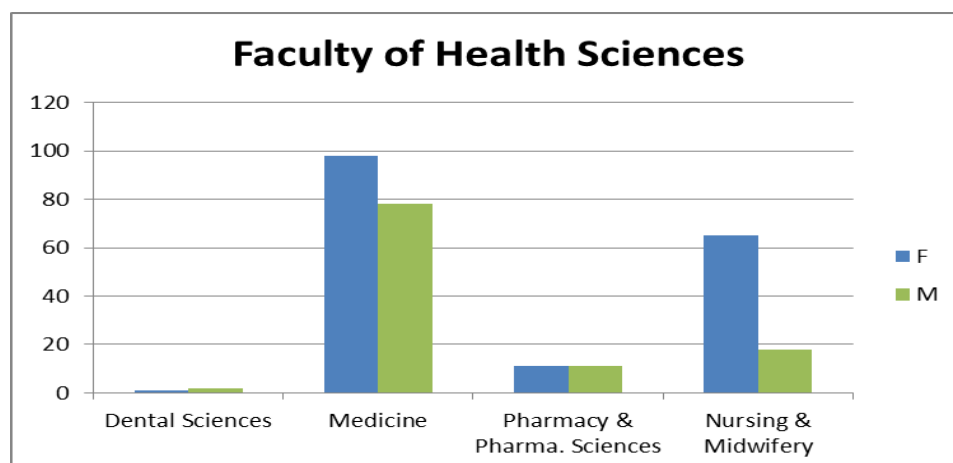
HS	F	%F	M	%M	Total
Dental Sciences	1	33%	2	67%	3
Medicine	98	56%	78	44%	176
Pharmacy & Pharmaceutical Sciences	11	50%	11	50%	22
Nursing & Midwifery	65	78%	18	22%	83
Total academic staff	175	62%	109	38%	284

Core Report run January 2013.

2.5.5 Gender and Research Staff

Table 2.5.5 shows the profile of College research staff reflecting an approximate gender balance. Research staff make-up a considerable segment of the College community (there are nearly 700 research staff in different categories). Research students are not included in this table since they are included in the postgraduate (PG) student reports. For definitions related to 'Research' see Appendix 2.

Table 2.5.5 Research staff and students

Research Staff	Female	% F	Male	% M	Total
Research Fellow	205	46%	239	54%	444
Research Assistant	136	57%	101	43%	237
Total	341	50%	340	50%	681

Core Report run January 2013.

2.5.6 Fellows

Fellows of the College are members of academic staff who have been nominated, deemed to have met the criteria set out in the Statutes, and are elected for Fellowship. Table 2.5.6 indicates little variation in the proportion of women Fellows (22% in 2011-2012).

Table 2.5.6 (a) Gender and Fellowship

Fellows	Female	%	Male	%	Total
Junior and Senior Fellows	62	25%	185	75%	248*
Honorary Fellows	4	9%	40	91%	44
Total	66	23%	225	77%	292*

 Core Report run January 2013. *1 Junior Fellow gender unknown

In February 2013 Board sent a request to the Equality Committee to compile a report examining applications for Fellowship to determine whether men and women from each faculty are applying and succeeding proportionately for Fellowship and what is contributing to any gender and / or discipline imbalances detected and how can imbalances be addressed. Initial data collated for this report indicates that consistently fewer women apply for Fellowship than men.

Table 2.5.6 (b) - Junior Fellowship Applicants according to Gender 2004-2012

Provost's Office, March 2013

2.5.7 INTEGER

INTEGER (INstitutional Transformation for Effecting Gender Equality in Research) is an FP7-funded project which aims to develop and implement Gender Action Plans to create sustainable Transformational Change that will improve the career progression of women scientific researchers. Transformational Change is a strategic means by which all institutional decision-making considers the impact of decisions on men and women academic and research staff. By embarking on transformational change College has demonstrated a level of gender awareness and the competency to use gender as a resource in creating new knowledge and stimulating innovation through improving the organizational culture.

Expected Outcomes of INTEGER

Expected outcomes from the INTEGER project include:

a) An increase in the number of women applying for:

  i.   research positions;

  ii. promotion (at each grade level);

  iii. top level funding; and

  iv. being nominated to decision-making positions.

b) Raised awareness and cultural change through informing all relevant staff (e.g. HR and scientific decision-makers) about the causes of women's under-representation.

c) Enhanced profile among the academic stakeholder community, providing role models for peer EU institutions.

INTEGER is working with the Schools of Natural Science, Chemistry and Physics. School Implementation teams have been established in each of the three schools with responsibility for implementing the Transformational Gender Action Plans within EMS. A College Institution Implementation Team has also been established to consider the lessons learnt during from School implementation and how this can be transferred to the institution as a whole.

2.6   Administrative and Support Staff

2.6.1 Gender: Administrative and Library Staff

The overall breakdown of administrative, library and executive staff is provided in table 2.6.1. The gender breakdown is in line with the HEA average (65% female administrative and library staff – HEA universities).

Table 2.6.1 Gender: Administrative and Library

Administrative and library	Female	%	Male	%	Total
Admin total	313	63%	184	37%	497
Library total	90	67%	45	33%	135
Total	403	64%	229	36%	632

2.6.2 Administrative Grades

The distribution of staff through different administrative grades, from most junior (Admin 3) to most senior (Senior Admin 1) is reflected in table 2.6.2

Table 2.6.2 Administrative Grades
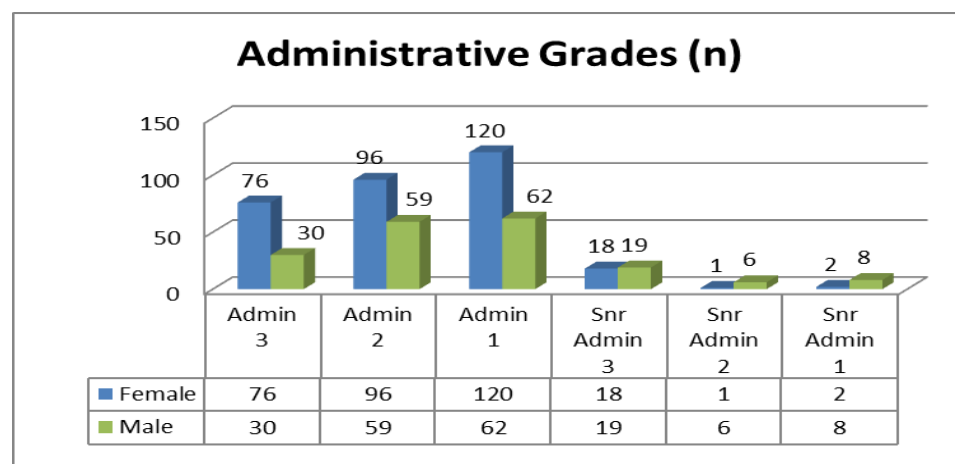
Administrative Grades	Female	% F	Male	% M
Admin 3	76	72%	30	28%
Admin 2	96	62%	59	38%
Admin 1	120	66%	62	34%
Senior Admin 3	18	49%	19	51%
Senior Admin 2	1	14%	6	86%
Senior Admin 1	2	20%	8	80%
Total:	313	63%	184	37%

Report run January 2013

The graph provides a similar outline to that included in the 2006-2007 and later reports with the step between Admin 1 and Senior Admin 3 proving to be the inflexion point between grades that are predominantly female and senior grades which are predominantly male.

2.6.3 Other Support Staff

Support Staff 1 comprises the Buildings Office, Grounds, Stores and Security staff, which are all areas employing mainly male staff. Staff distribution reflects classical occupational segregation. Figures include weekly and monthly paid staff.

Table 2.6.3 (a) Support Staff 1 (Buildings and Grounds, Security, Stores)

	Female	%F	Male	%M	Total
Buildings and Grounds	1	1%	71	99%	72
Security and Guards	32	24%	104	76%	136
Stores	1	10%	9	90%	10
Total	34	16%	184	84%	218

Report run January 2013

Support Staff 2 comprises Catering, Housekeeping, Shop and Nursery staff, which are all areas employing mainly female staff.

Table 2.6.3 (b) Support staff 2 (**Nursery, Catering, Housekeeping and Shop**)

	Female	%F	Male	%M	Total
Nursery	19	100%	0	0%	19
Catering	41	75%	14	25%	55
Housekeeping	173	89%	22	11%	195
Shop	2	33%	4	67%	6
Total	235	85%	40	15%	275

Report run January 2013.

2.6.4   Library

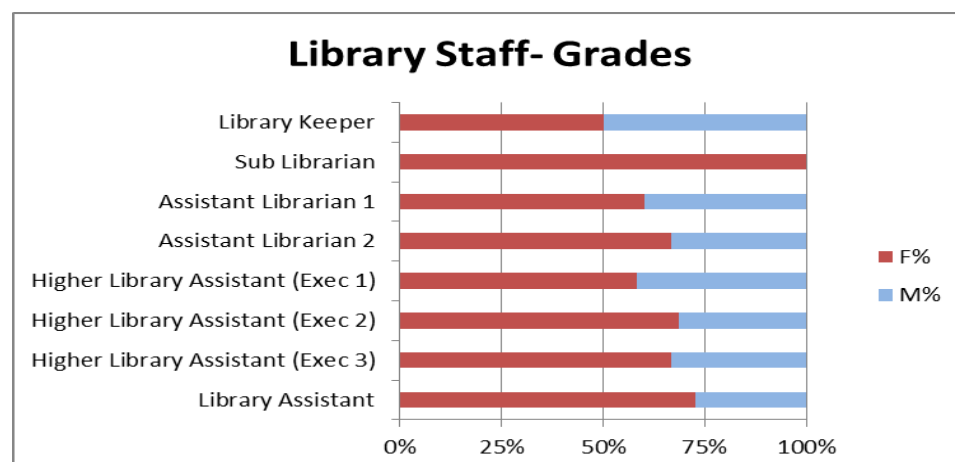This table provides data on the distribution of Library staff throughout the different employment grades. Library staff are predominantly female (67%) throughout all grades.

Table 2.6.4 (a) Library overview

Library Staff	Female	%	Male	%	Total
Library total	90	67%	45	33%	135

Report run January 2013.

Table 2.6.4 (b) Library Grades

Grade Description	Female	F%	Male	M%	Total
Library Keeper	2	50%	2	50%	4
Sub Librarian	5	100%	0	0%	5
Assistant Librarian 1	15	60%	10	40%	25
Assistant Librarian 2	8	67%	4	33%	12
Higher Library Assistant (Exec 1)	7	58%	5	42%	12
Higher Library Assistant (Exec 2)	11	69%	5	31%	16
Higher Library Assistant (Exec 3)	26	67%	13	33%	39
Library Assistant	16	73%	6	27%	22
Total	90	67%	45	33%	135

Report run January 2013

2.7 Staff by type of contract

The following tables and graphs detail the distribution of staff in relation to the type of contract and provide a more detailed breakdown of part-time staff. These figures refer to all areas within College, and to staff at all grades.

The types of contract are: permanent, indefinite duration, contract (fixed-term), temporary, casual, job-share and buy-back (for employees who are retired). Figures reflect the number of staff on 30th January 2013.

There is slightly more female staff in College (55%) and this is reflected in the proportion of staff on temporary, fixed term and indefinite duration contracts. However more men than women are employed on a 'Permanent Full-time' basis. In College 29% of women and 45% of men have permanent full time contracts.

Table 2.7 Staff distribution by type of contract
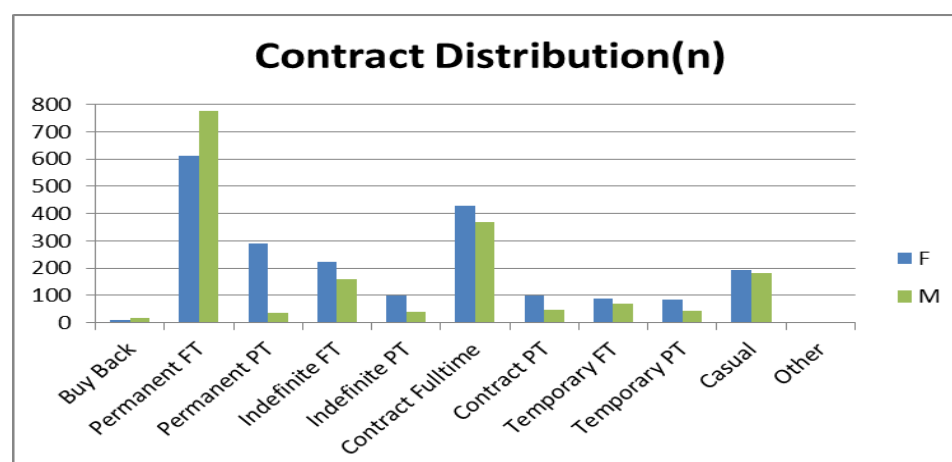
Contract Distribution	F	%	M	%	Unknown	Total
Buy Back	9	36%	16	64%		25
Permanent Fulltime	613	44%	776	56%		1389
Permanent Part-time	291	89%	36	11%		327
Indefinite Contract Fulltime	221	58%	158	42%		379
Indefinite Contract Part-time	99	72%	39	28%		138
Contract Fulltime	428	54%	370	46%	1	799
Contract Part-time	100	68%	48	32%		148
Temporary Full-time	88	55%	71	45%		159
Temporary Part-time	86	67%	43	33%		129
Casual	192	51%	181	48%	4	377
Other	1	33%	2	67%		3
Total	2128	55%	1740	45%	5	3873

Report run January 2013

2.7.1 Part-time staff

Table 2.7.1 analyses the profile of part time staff across different contract types. In all part-time categories women outnumber men, particularly in the case of permanent part-time staff.

Table 2.7.1 Part-Time Contract Distribution

Employee Status	Female	% F	Male	% M	Total
Contract PT	100	68%	48	32%	148
Indefinite PT	99	72%	39	28%	138
Permanent PT	291	89%	36	11%	327
Temporary PT	86	67%	43	33%	129
Total	576	78%	166	22%	742

Report run January 2013

The overall proportion of part-time staff is 78% female, 22% male.

2.8   Promotions and Progression

2.8.1 Senior Academic Promotions and Gender

Due to the Employment Control Framework embargo on recruitment and promotion there were no Senior Promotions in 2009/2010 or 2010/2011 (As the promotions process had commenced in November 2008 for the 2008/2009 process it was concluded in 2009). Promotions re-commenced in February 2012.

In 2012 the Senior Promotions Committee conducted the review of applications for promotion to the grade of Associate Professor, Professor and for the award of Personal Chairs. It also assessed applications for accelerated advancement in the Associate Professor grade. In February 2012, the Secretary of the Senior Promotions Committee lodged advertisements in Listings and on the College web notice board calling for applications. Usually this would occur during Michaelmas Term. Candidates and Heads of Discipline were referred to the Application form for completion. During Michaelmas Term 2012, members of the Senior Promotions Committee interviewed all candidates shortlisted for Promotion (usually this would occur in Trinity Term).

Table 2.8.1(a) outlines the numbers of applicants for senior promotion, and the number of successes, by gender and grade. Table 2.8.1 (b) gives the success rates by gender and grade. These tables show that men are both more likely to apply for Personal Chair and more like to succeed in their application.

Table 2.8.1 (a) Applicants to Senior Promotions by Gender 2012

Senior Promotions 2012	M	%M	F	%F
Applied				
Personal Chair	16	64%	9	36%
Professor (non-chair)	24	59%	17	41%
Associate Professor	53	72%	21	28%
Total Applied	93	66%	47	34%
Successful				
Personal Chair	4	80%	1	20%
Professor (non-chair)	5	56%	4	44%
Associate Professor	18	72%	7	28%
Total Successful	27	69%	12	31%

Source: HR

While 66% of those applying for promotion were men, this figure represents a fall from 78% of applicants overall who were male in 2008. In 2008 100% of those applying for Personal Chair were male (2008 Data Monitoring Report) compared to 64% in 2012.

Table 2.8.1 (b) Successes Rates for Senior Promotion by Gender and Grade 2012

	M	Success rate M	F	Success rate F
Personal Chair	4	25%	1	11%
Professor	5	21%	4	24%
Associate Professor	18	34%	7	33%
Total	27	29%	12	26%

Source: HR

The overall success rates have fallen since 2008 from 56% to 28%. The overall female success rate was slightly lower than the male rate (26% compared to 29%).

2.8.1.1 Senior Academic Promotions by Faculty and Gender

Applications for Associate Professor were gender balanced across AHSS and HS while 90% of applicants in EMS were male (See appendix 3 for current faculty breakdowns by grade and gender). Applicants from all faculties had similar success rates (approximately one the three were successful).

Table 2.8.1.1 (a) Applicants by Faculty for Associate Professor 2012

By Faculty	M	% Male	F	% Female	T	% successful
AHSS	15	60%	10	40%	25	32%
EMS	28	90%	3	10%	31	36%
HS	10	56%	8	44%	18	33%
Total	53	72%	21	28%	74	34%

Source: HR

Table 2.8.1.1 (b) Applicants by Faculty for Professor 2012

Faculty	M	% Male	F	% Female	T	% successful
AHSS	8	57%	6	43%	14	21%
EMS	14	70%	6	30%	20	20%
HS	2	29%	5	71%	7	29%
Total	24	72%	17	28%	41	22%

Source: HR

Applications for Professor were gender balanced in AHSS. More men applied from EMS (70% of applicants from EMS were male) and more women applied from HS (71% of those in HS were female). (See appendix 3 for current faculty breakdowns by grade and gender)

Table 2.8.1.1 (c) Applicants by Faculty for Personal Chair 2012

Faculty	M	% Male	F	% Female	T	% successful
AHSS	4	57%	3	43%	7	29%
EMS	10	77%	3	23%	13	15%
HS	2	40%	3	60%	5	20%
Total	16	72%	9	28%	25	20%

Source: HR

Applications for Personal Chair were gender balanced across AHSS and HS while 77% of applicants in EMS were male (See appendix 3 for current faculty breakdowns by grade and gender). Success rates varied across faculties with 29% of AHSS applicants succeeding compared to 15% of EMS applicants

2.8.1.2 Senior Promotions and Discipline

Staff in EMS applied for senior promotions in greater numbers than other faculties (see table 2.8.1.2). Nearly half of all applicants for Senior Promotion originated in that faculty while only 32% of all academic staff are based there (39% of staff are based in AHSS and 29% in HS).

Table 2.8.1.2 Promotion Applicants according to Faculty 2012

Applicants by Faculty	Ass Prof	%	Prof	%	Chair	%	Total	%
AHSS	25	34%	14	34%	7	28%	46	33%
EMS	31	42%	20	49%	13	52%	64	46%
HS	18	24%	7	17%	5	20%	30	21%

Source: HR

2.8.2 Junior Promotions and the Merit Bar

The Junior Academic Progression Committee (JAPC) conducts the review of Assistant Professors at or approaching the Merit Bar on the Assistant Professor scale annually. Advancement beyond the Merit Bar is not regarded as "promotion" since it is advancement along the same grade pay scale. The transition beyond the Merit Bar occurs between the 12th and the 13th point of the scale (11th and 12th for new entrants). Assistant Professors eligible for review in any year are contacted in writing by the Secretary to the JAPC, copied to Head of Discipline and Head of School, providing information on the application process. Candidates and Heads are referred to the Review Procedures for Academic Staff which are available on the Staff Office website and which provide detailed guidance on the requirements, criteria and application procedure for review at the Merit Bar, including definitions of: 'research', 'teaching', 'service to College' and 'Service to discipline or Community'.

Merit Bar 2011-2012 statistics

Table 2.8.2 (a) outlines the numbers of eligible staff for review by category, the numbers of staff who applied, application and success rates. In 2011-12 the application rate from females rose to 40% while the male rate fell to 33% meaning a higher proportion of females applied. Overall there were more applications by women (16) reflecting the composition of the eligible pool of candidates which is predominantly female (69% across faculties). It should be noted that the overall number of Assistant Professors applying for review was lower in 2011-12 (22) in comparison to 2010-2011 (26) which, in turn, was lower than 2009-10. This can be accounted for in part by the Employment Control Framework, which ensures that new lecturers enter College on the lowest point on the scales, meaning it takes longer to become eligible for progression beyond the merit bar.

Tables 2.8.2 (b-d), analyses the Merit Bar data by Faculty. In 2011-12 the number of eligible women Assistant Professors applying for review was higher than their male counterparts across Faculties – overall the female application rate was 40% by comparison to 33%. The number of eligible candidates (male and female) and the application rates vary greatly by Faculty – the highest average application rate is in

AHSS, 47%, while the application rate to EMS was 18%. The application rate in HS rose from 26% in 2010-11 to 40% in 2011-12 (42% women and 32% men). This would indicate that the issues identified in the 2009 Merit Bar report are being addressed and fewer women Assistant Professors in HS are deferring review.

Table 2.8.2 (a) Merit Bar 2011-2012 by category

Merit Bar 2011/12	M	F
Eligible in 2011/12		
Assistant Professors of first eligibility	6	9
Assistant Professors held at Merit Bar	7	6
Assistant Professors declined review on one or more occasions	5	25
TOTAL ELIGIBLE	**18**	**40**
Applied in 2011/12	**6**	**16**
Applied % of eligible (m or f)	33%	40%
Successful	**5**	**12**
Success rate % (of applied)	83%	75%
% (of eligible)	28%	30%

Source: Secretary to the JAP Committee

Table 2.8.2 (b) Merit Bar 2011-2012 Eligible by Faculty

Merit Bar 2011/12 Eligible by Faculty	m	f	T	% F	% all eligible
AHSS	7	10	17	59%	29%
EMS	5	6	11	55%	19%
HS	6	24	30	80%	52%
Total	18	40	58	69%	100%

Source: Secretary to the JAP Committee

Table 2.8.3 (c) Merit Bar 2011-2012 Applied by Faculty

Merit Bar 2011/12 Applications by Faculty	m	f	T	F applic rate	M applic rate
AHSS	3	5	8	50%	43%
EMS	1	1	2	17%	20%
HS	2	10	12	42%	33%
Total	**6**	**16**	**22**	**40%**	**33%**

Source: Secretary to the JAP Committee

Table 2.8.4 (d) Merit Bar 2011-2012 Successful

Merit Bar 2011/12 Successful	M	F	T	% F	Succ rate F	Succ rate M	F Prog rate	M Prog rate
Total	5	12	17	71%	75%	83%	30%	28%

Source: Secretary to the JAP Committee

The overall success rate (77%) fell in 2011-12 from 92% in 2010-11.

Merit Bar progression Report 2009

A gender analysis of the Merit Bar was carried out in 2009 at the request of the Vice Provost in the context of previous reports investigating the barriers to women's career progression and women's under-representation in senior academic grades. This analysis identified the Merit Bar as the inflexion point in women's career progression in College.

The analysis of Merit bar data for the period 2006-2009 showed that eligible women were applying for review in a lower proportion to their male counterparts. In 2009 male assistant professors eligible for review were twice as likely to apply for review as their female counterparts. This lower rate of application contributes to the apparent gender imbalance in Associate Professors above the Bar. The report found great variations in the application rate by Faculty with the largest cohort of staff deferring review occurring in the HS (School of Nursing and Midwifery and School of Medicine); this cohort is predominantly female.

Reasons for deferring review

A further qualitative report was completed examining the reasons for this deferral. The key reason reported for not applying for review at the Bar was not being sufficiently research active or not being registered for a PhD. The report indicated a widespread perception amongst respondents that teaching was not valued as much as research and that the clinical element of the discipline was insufficiently understood. Several respondents cited difficulty getting on the research ladder and accessing the research supports in place in their School, particularly after maternity leave. A majority of respondents highlighted the lack of career guidance and discussion with their Head of Discipline/School regarding progression above the

Merit bar. Respondents from some disciplines highlighted the newcomer status of their disciplines and the consequent lack of academic tradition and scarcity of senior academic role models as determining factors; other respondents reported high teaching and administrative loads.

The Gender analysis of the Merit Bar report was considered by three College Committees: the Junior Academic Progression Committee, the HR Committee and the Equality Committee. A joint proposal from the HR and Equality Committee was submitted to Board for consideration.

A working group was established on foot of this report in 2011. The group produced a report that was approved by Board and Council in 2012. An implementation plan is currently under preparation.

2.8.3 Non-Academic Promotions

Admin and Librarian Promotions

Ninety-eight people applied for Admin and Librarian promotions 2011-12. 68% of these were female, and 32% male (the overall library and admin staff population consists of 64% female and 36% male).

The male success rate (65%) was significantly higher than the female (39%).

Table: 2.8.3. (a) 2011/2012 Admin & Librarian Promotion

Admin and Librarian Promotions 2011/12	M	F
Applied in 2011/12		
Promotions to and within Senior Admin	3	5
Promotions to and within Admin 3-1	25	56
Promotions in Library grades	3	6
Total applied	**31**	**67**
Applied % m or f	32%	68%
Successful	**20**	**26**
Success rate % (of applied)	65%	39%

Technical Staff Promotions

Twenty-three people applied for Technical Staff Promotions 2011-12. 43% of these were female, and 57% male (the overall technical staff population consists of 35% female and 65% male).

The male success rate (31%) was slightly lower than the female (40%).

Table: 2.8.3. (b) 2011/2012 Technical Staff Promotions

Technical Promotions 2011/12	M	F
Applied in 2011/12	13	10
Applied % m or f	57%	43%
Successful	**4**	**4**
Success rate % (of applied)	31%	40%

Library Assistants Promotions

Eleven people applied for Library Assistant Promotions 2011-12. 73% of these were female, and 27% male (overall 67% of library assistants are female and 33% male).

All applicants succeeded in obtaining promotion.

Table: 2.8.3. (b) 2011/2012 Library Staff Promotions (non-Librarian)

Library Promotions 2011/12	M	F
Applied in 2011/12	3	8
Applied % m or f	27%	73%
Successful	**3**	**8**
Success rate % (of applied)	100%	100%

2.9   Disability - 3% Employment Target

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

The return report to the Department of Education and Science Monitoring Committee for December 2012 indicated that 125 staff had declared a disability as per the Disability Act definition, representing 3.7% of all staff.

2012 report	Number of staff reporting a disability	% of staff population
TCD	125	3.7%

The return rate for staff completing the initial census form in 2009 was 32.3%. In subsequent years the figures have been updated with new staff joining College and there have been information campaigns encouraging participation. Despite these efforts College is far from achieving a 100% response and for this reason the data is not fully accurate of the number of staff in College with disabilities. Disclosure of a disability remains a challenging issue, as has been documented by extensive research in the UK. The UK average disclosure rate in the university sector was 2.34% (2004). The College continues to work to encourage disclosure and participation in the disability census and to promote a positive environment for staff with disabilities. The College has established supports for staff with disabilities which are outlined in the Code of Practice Applying to the Employment of Staff with Disabilities.

2.10 Recruitment monitoring

Recruitment equality monitoring data has been collected anonymously since January 2008. Employment applicants are requested to fill in an anonymous online monitoring form that collects data on all of the nine equality grounds. This monitoring system was developed by the Equality Officer with the assistance of IS Services and HR at the request of the Equality Committee. The recruitment monitoring module is located on the equality website and the database and statistical reports are managed by the Equality Officer. HR and the Equality Officer are currently integrating equality monitoring into the online e-recruitment system and is due to go live soon. This will enable improved data collection and the tracking of recruitment outcomes, although there will be some changes to the reporting categories.

In the period 1st October 2011 to 30th September 2012 525 applicants had completed the monitoring form. It should be noted that the response rate to the Equality Monitoring Form is decreasing and in 2011-12 decreased to a low of 10% (14% in the

previous year, and 24% in 2009-10) for reasons unknown. This questions the accuracy of the results and it is hoped that the new integrated monitoring system will help to improve the response rate and accuracy of the data. The overall number of applicants has fluctuated since 2007, taking into account the Employment Control Framework that limited College's recruitment in previous years. There were 5,922 applicants in 2007-2008, 2,399 in 2009-2010, and more recently 5106 in 2011-2012. It should also be noted that not all applications in College are processed through the Recruitment Office. In particular, research staff are generally recruited directly by the Principal Investigator.

Table 2.10.1 Overview 1st Oct 2011- 30th Sept 2012

Total number of vacancies	236
Total number of applications received (SO Recruitment data)	5106
Total number of applicants who completed the recruitment monitoring form	525
Response rate	10%

The profile of applicant respondents shown in table 2.10.2 continues to be very international: Irish applicants make up just over half of respondents while the proportion of Non-EU applicant respondents is 22%.
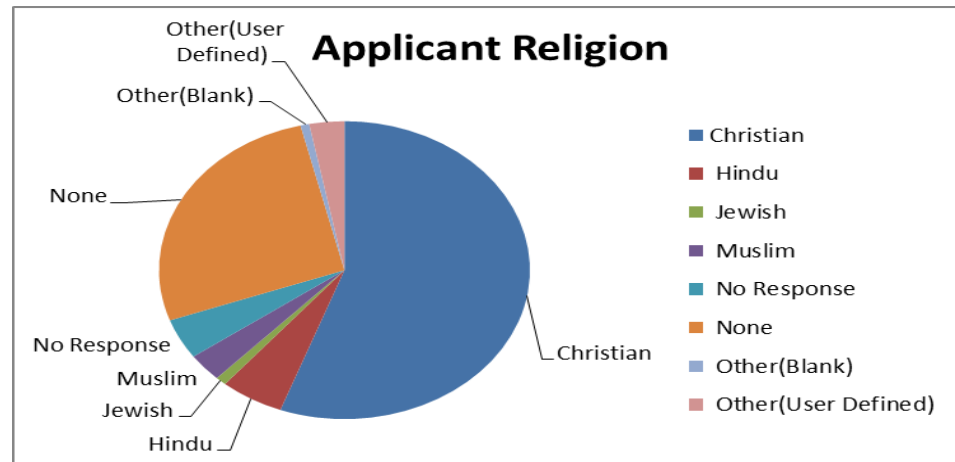
The following tables provide us with information regarding religion, family status and other equality protected grounds. 0.6% of applicants reported membership of the Travelling Community.

Table 2.10.2
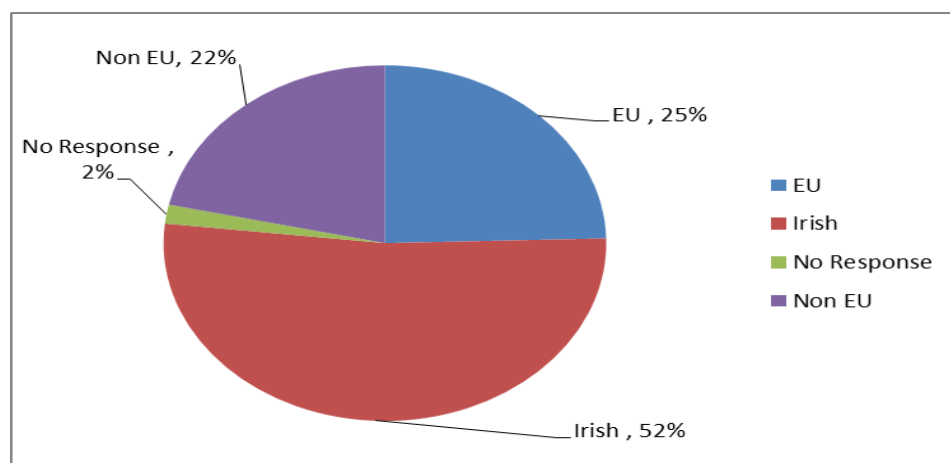
Irish/EU/Non-EU	%	Count
EU	24.6%	129
Irish	52.2%	274
No Response	1.7%	9
Non EU	21.5%	113
Total:	100%	525

Equality Monitoring report - EqualMonEth

Table 2.10.3 Religion

Religion	%	Count
Christian	55.6%	292
Hindu	5.5%	29
Jewish	1.0%	5
Muslim	3.0%	16
No Response	4.4%	23
None	26.7%	140
Other(Blank)	0.8%	4
Other(User Defined)	3.0%	16
Total:	100%	525

Equality Monitoring report - EqualMonEth

Table 2.10.4 Age

Age Bracket	%	Count
15-19	0%	0
20-29	20%	103
30-39	43%	226
40-49	22%	114
50-59	12%	65
60+	1%	5
No Response	2%	12
Total:	100%	525

Equality Monitoring report - EqualMonPer

Table 2.10.5 Family Status

Family Status	%	Count
Caring for children	28.2%	148
Caring for other family members	3.2%	17
No Response	2.3%	12
No caring responsibilities	65%	341
Other(User Defined)	1.3%	7
Total:	100%	525

Equality Monitoring report - EqualMonPer

Table 2.10.6 Civil Status

Civil Status	%	Count
Divorced	4.2%	22
Living with Partner	11%	58
Married	39%	205
No Response	1.1%	6
Separated	3%	16
Single	40.2	211
Widowed	0.4	2
Other (user defined)	1%	5
Total:	100%	525

Equality Monitoring report - EqualMonPer

Table 2.10.7 – Sexual Orientation

Sexual Orientation	%	Count
Bisexual	3%	14
Gay/Lesbian	6%	31
Heterosexual	86%	453
No Response	3%	18
Other(Blank)	0.2	1
Other(User Defined)	2%	8
Total:	100%	525

Equality Monitoring report - EqualMonPer

Table 2.10.8 Disability

Disability	%	Count
No	96.8%	508
Yes	2.3%	12
No Response	1%	5
Total:	100%	525

Equality Monitoring report - EqualMonDis

Table 2.10.9 Gender

Gender:	%	Count
Female	46.5%	244
Male	52.4%	275
No Response	1.1%	6
Total:	100%	525

Equality Monitoring report – EqualMonPer

It is noteworthy that within the overall data collected by the Recruitment Office for their annual report there were 2350 (46%) male and 2756 (54%) female applicants during 2011-12. However 52.4% of respondents to the equality monitoring survey were men. This indicates that a higher proportion of those who completed the equality monitoring survey than men.

Table 2.10.10 Applicants by Area and Gender
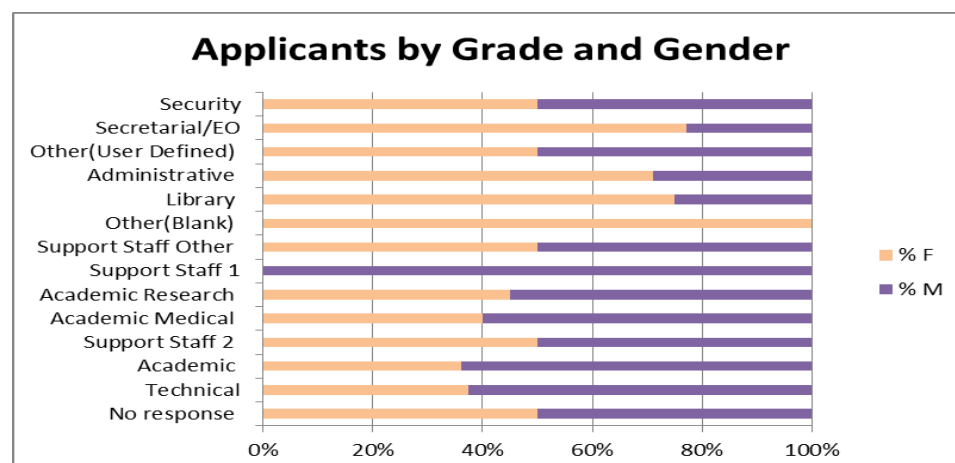
Applicants by Grade and Gender	Female	% F	Male	% M	Total
No response	2	20%	2	20%	10*
Technical	9	38%	15	63%	24
Academic	74	36%	131	64%	205
Support Staff 2 (Cater, Accom, Hsekeeping)	3	50%	3	50%	6
Academic Medical	4	40%	6	60%	10
Academic Research	9	45%	11	55%	20
Support Staff 1 (Grounds, Buildings)	0	0%	43	100%	43
Support Staff Other	3	50%	3	50%	6
Other(Blank)	1	100%	0	0%	1
Library	18	75%	6	25%	24
Administrative	91	71%	37	29%	128
Other(User Defined)	12	50%	12	50%	24
Secretarial/Executive Officer	17	77%	5	23%	22
Security	1	50%	1	50%	2

Total	244	46%	275	52%	525

* 6 gender unknown. Equality Monitoring report – EqualMonAre

3   Students

An outline of the general student body is provided (gender, course, nationality and age) as well as more detailed information in relation to non-traditional student categories. The changing gender profile of the student population has been noted for some time, with female students making up the majority of undergraduate (UG) and postgraduate (PG) students and 58% of the total student population, although proportions vary greatly across disciplines. College has a long tradition as an international institution and this is reflected in the student nationality profile.

The College Access and Equality Policy and the College's Access Strategy outline the College's commitment to promoting greater access for students from non-traditional backgrounds. In particular in the College's Strategic Plan 2009-2014 the College commits itself to achieving a 22% 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, including a number of programmes under TAP, the Mature Student Dispensation Scheme (MSDS) and the Disability Service. The Trinity Inclusive Curriculum (TIC) resources aim to support the mainstreaming of inclusive teaching and learning practices in College.

Comparative sectoral data

The HEA published the report Key Facts and Figures (2011-2012) and, where available, comparable data on gender and nationality for the Irish university sector is included alongside the College statistics.

Data on the socio-economic background, ethnicity, disability and mature student status of students entering Higher Education (HE) is available from the HEA based on a new entrants' survey implemented since 2007.

The UK Equality Challenge Unit (ECU) has published the Equality in Higher Education Report 2012 which examines staff and student data in relation to gender, age,

ethnicity and disability (2010-2011 cohort), these figures are also included where relevant.
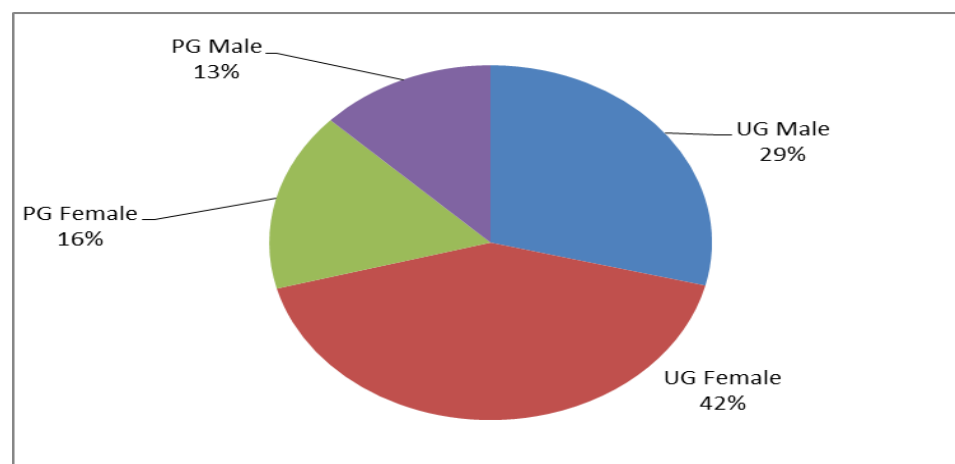
Sources

The data included in this section has been provided by the Senior Lecturer's Area, TAP, the Mature Students Officer, the Disability Service, the HEA and the ECU.

3.1   Student Population

In total, there were 16, 860 registered students in 2011/12 as per data collated by the Senior Lecturer's Area (16,747 in 2010/2011) with 58% of the student population female and 42% male (in 2010/2011 59 female). 11,997 students were registered on UG programmes, and 4,863 (29%), on PG programmes.

3.1.1   Gender breakdown of student population 2011/12

Table 3.1.1 (a) Student population by category and gender

| Category/gender	Total	%
UG Male	4876	29%
UG Female	7121	42%
PG Female	2733	16%
PG Male	2130	13%
Total	16860	100%

Source: Senior Lecturer's Area

The total student population (UG and PG) of 58% Female; 42% Male compares to 56.4% female in the UK student body and 50.6% in the Irish HE sector student body (UG 50.4% female, PG 52.8%).

Table 3.1.1 (b) Comparative by category and gender

	TCD f %	HEA f %	UK f %
UG	59.2%	50.4%	57.1%
PG	55.9%	52.8%	54.1%
Total	58.2%	50.6%	56.4%

Source HEA and ECU

3.1.2   Students by category 2011/12
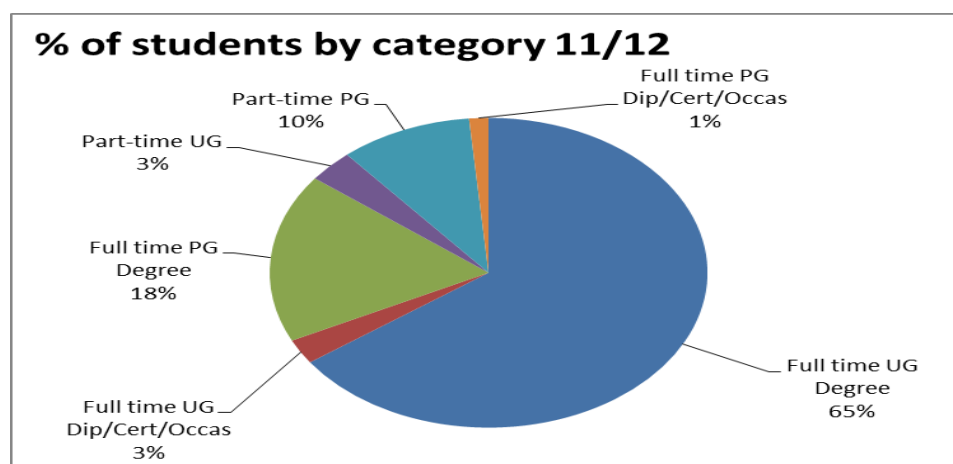
Category	2010/11	% of total
FT UG Degree	10,990	65%
FT UG Dip/Cert/Occas	437	3%
PT UG Degree/Dip/Cert/Occas	570	3%
FT PG Degree	2,975	18%
FT PG Dip/Cert/Occas	241	1%
PT PG Degree/Dip/Cert/Occas	1,647	10%
TOTAL	16,860	100%

Source: Senior Lecturer's Area

3.1.3   Geographical distribution of student population 2011/12

76% of UG and PG students were from the Republic of Ireland, 12% from other EU countries, 6% from North and Central America, 6% from other parts of the world and 2% from Northern Ireland. There are students of 122 nationalities, with non-Irish students making up 22% of the student body. This compares to 17% of the UK student body and 7% of the full-time Irish HE student body (Sources ECU and HEA). The College data on geographical distribution derives from student nationality.

Table 3.1.3 (a) Geographical distribution of student population 2011-12
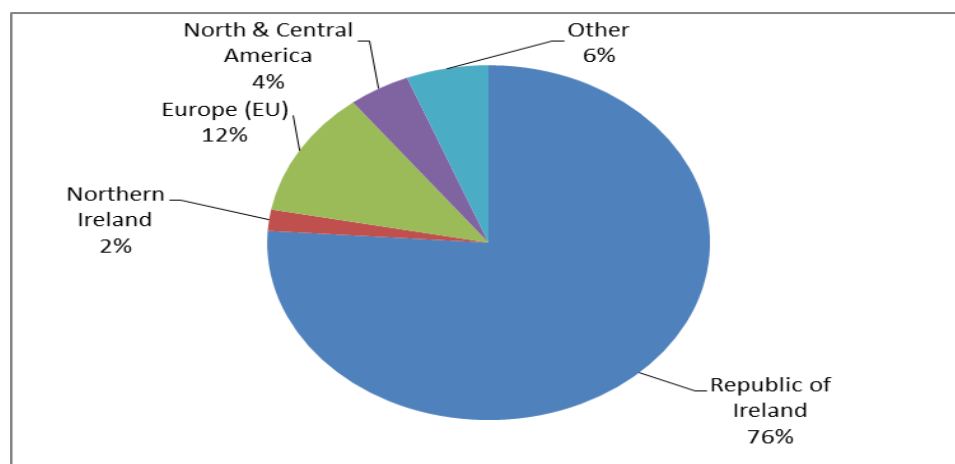
Nationality	Number of Students	% Distribution
Republic of Ireland	12,824	76.1%
Northern Ireland	326	1.9%
Europe (EU)	1,941	11.5%
North & Central America	756	4.5%
Other	1013	6%
TOTAL:	16,860	100%

Source: Senior Lecturer's Area

Table 3.1.3 (b) TCD HEA geographical comparative 11/12

Origin	% Distribution TCD	HEA %*
Ireland (Republic and North)	78.%	93.5%
Europe (EU)	11.5%	1.9%
Non-EU	10.5%	4.5%
TOTAL:	100.0%	99.9%

Source: HEA report. *Refers to full time students only.

The HEA has noted a significant decline of 19.8% in full-time enrolments from the EU states in Irish universities in 11/12. College has a significantly larger proportion of students from EU states when compared to the HEA average.

Global Relations Data

Based upon 2011/12 figures currently non-EU students account for approximately 7% of the total student body (headcount 1,233, data from Global Relations). A geographical breakdown of non-EU students (with non-EU addresses) and by faculty is outlined in the following tables.

Table 3.1.3 (c) A geographical breakdown of students with non-EU addresses

Country	Total	UG	PG	Percentage of total Int pop
USA	534	349	185	43%
Canada	151	109	42	12%
Malaysia	97	89	8	8%
China	62	13	49	5%
India	42	7	35	3%
Russian Federation	36	28	8	3%
Australia	21	13	8	2%
Singapore	21	20	1	2%
Japan	20	13	7	2%
Kazakhstan	17	12	5	1%
Pakistan	10	1	9	1%
Other (65 Countries)	222	81	141	18%
	1,233	**735**	**498**	**100%**

Table 3.1.3 (d) Non-EU students by faculty

Country	Total	AHSS	EMS	HS	1 Yr/ Term
USA	534	337	30	31	136
Canada	151	47	5	86	13
Malaysia	97	2	7	87	1
China	62	25	30	4	3
India	42	13	21	6	2
Russian Federation	36	14	5	0	17
Australia	21	4	4	5	8
Singapore	21	1	1	17	2
Japan	20	15	3	1	1
Kazakhstan	17	1	16	0	0
Pakistan	10	2	8	0	0
Other (65 Countries)	222	102	52	60	8
	1,233	**563**	**182**	**297**	**191**

Based upon a comparison exercise with figures presented in a report "Education In Ireland – International Students in Ireland 2010-2011" College is similar to other institutes nationally in that UG courses are more popular amongst the non-EU students. Nationally, China is the most common country of origin of international students, with USA in second place. However, the USA is the most popular country of origin in College, followed by Canada and Malasia with Chinese students as the fourth largest cohort.

3.1.4   Age distribution

Table 3.1.4 Age distribution of TCD and HEA all student population (UG and PG) 2011-2012
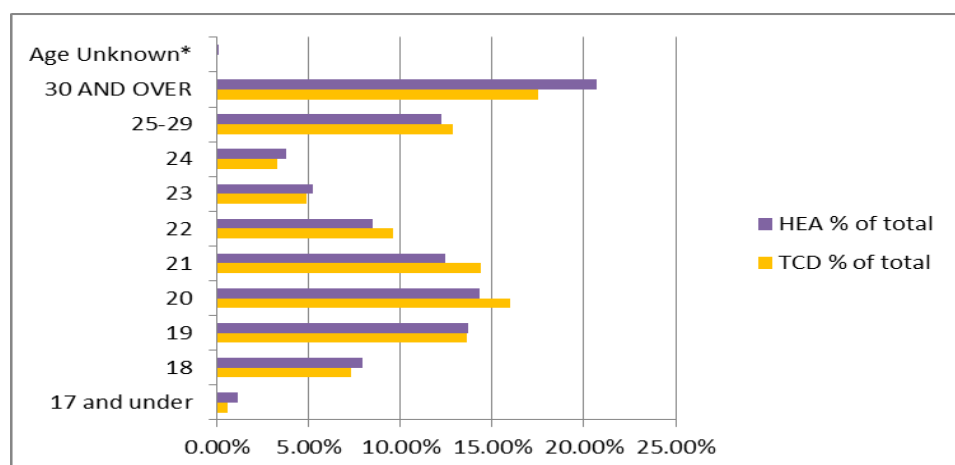
Age	TCD		HEA	
	Total	% of total	Total	% of total
17 and under	94	0.57%	2286	1.12%
18	1201	7.33%	16180	7.96%
19	2236	13.65%	27812	13.68%
20	2617	15.98%	29045	14.28%
21	2356	14.39%	25363	12.47%
22	1569	9.58%	17216	8.47%
23	798	4.87%	10685	5.25%
24	535	3.27%	7651	3.76%
25-29	2107	12.87%	24901	12.25%
30 and over	2864	17.49%	42051	20.68%
Age Unknown*	0	0.00%	144	0.07%
Total	16377	100%	203334	100%

Source HEA, Key Facts and Figures 2011-12

The College age distribution data has been drawn from the statistics published by the HEA (2011-2012). The HEA student age figures include all HE institutions (Its, Colleges and Universities) and all students (UG and PG, FT and PT).

3.2   Comparative data: Socio-economic background and ethnicity

The HEA publishes the report Key Facts and Figures (2011-2012) providing comparative information in relation to gender and nationality. Data on student

socio-economic background, ethnicity and disability of students entering HE is available from the HEA based on a new entrants' survey implemented since 2007. There are variable response rate amongst institutions to the survey: overall 91% of new entrants responded to the Equal Access Survey although response rates to the socio-economic and ethnic cultural questions were lower at 60% and 61% respectively. In College the response rate was 90%, a 4% drop on 2010-11. Within the university sector as a whole:

- Over 92.9% of new entrants declared their ethnicity to be Irish and the second largest group (3.4%) was from other white backgrounds.
- The largest group of entrants came from the 'employer and manager' parent background, followed by 'higher professional'.
- 5.5% of all entrants declared a disability, the largest category being students with specific learning disabilities.

3.2.1 TCD student equal access survey data

The HEA has facilitated this breakdown of data for new entrant students for 2011-2012 by socio-economic background and ethnicity. This data is not currently held locally in College.

The College response rate of 90.3% was slightly lower than the HEA average of 91%. However, it was higher than the average response rate from the seven universities (87%).

Table 3.2.1 (a) TCD response to new entrant survey 2011-2012

Number of Respondents to HEA Equal Access Survey	Number of FT new entrants,	Response Rate as % of all New Entrants
2505	2774	90.3%

Source HEA, May 2013– Refers to FT new entrants

In 2011-12 the majority (82.7%) of new entrants identified as white Irish. The reported ethnicity of new entrants for 2011-12 differed from 2010-11, particularly in relation to "Other white Background" and "Other Asian Background", which fell from a combined total of 12% to 0. These figures do not represent the actual make up of

new entrants to College and it must be noted that these figures are self-reported and that the response rate to this question was at 61%. The cause of this response rate is unknown. Last year's figures are given in brackets to allow for comparison across the two years. These College percentages are based on 2223 responses, excluding 282 entrants who chose 'no response'.

Table 3.2.1 (b) Ethnicity new entrants to TCD 2011-2012

	Irish	Irish Traveller	Any Other White Background	African	Any Other Black Background	Chinese	Any Other Asian Background	Other	No Response
TCD	2072	5	0	17	0	25	0	47	339
TCD %	82.7% (82.2%)	0.2% (0.3%)	0% (9.7%)	0.7% (0.9%)	0% (0%)	1% (0.8%)	0% (2.3%)	1.9% (2.5%)	13.5% (1.1%)
% HEA total	90.9%	0.1%	4.8%	1.4%	0.1%	0.5%	1.1%	1%	

Source HEA May 2013, HEA overall figures sourced from HEA: Key Facts and Figures 2011-12

In 2011-2012 49.9% of College new entrants reported being from an Employer and Managers or Higher Professional background (based on father's occupation). These are also the largest categories across the university sector. These College percentages are based on 2223 responses, excluding 282 entrants who chose 'no response'.

Table 3.2.1 (c) Socio economic background new entrants to TCD 2011-2012

	TCD	% TCD	% University Total	% HEA total
Employers and Managers	556	25%	21.1%	18.9%
Higher Professional	554	24.9%	15.1%	11%
Lower Professional	322	14.5%	11.4%	9.3%
Non-manual	196	8.8%	9.2%	9.3%
Manual skilled	135	6.1%	9.5%	11.9%
Semi-skilled	73	3.3%	4.5%	5.5%
Unskilled	20	.9%	1.6%	2.4%
Own account workers	136	6.1%	7.7%	8.4%
Farmers	101	4.5%	8%	7.6%
Agricultural workers	9	0.4%	0.7%	0.8%
All others occupied, and unknown	121	5.4%	11.1%	15%

Source HEA May 2013, HEA overall figures sourced from HEA: Key Facts and Figures 2011-12

New entrants to College were more likely to report a disability (8.4% versus a HEA average of 6.1%).

Table 3.2.1 (d) Number of TCD respondents who declared a disability

Students with disability	% of new entrants
233	8.4%

Source HEA, May 2013

3.2.2   UK Equality Data

The UK ECU has published the Equality in Higher Education Report 2012 which examines staff and student data in relation to gender, age, ethnicity and disability (2010-2011 cohort).

- 43.6% of the student population in the UK were male and 56.4 % female, with variations by subject.

- 18.4% of UK national students were from Black or Minority Ethnic background (increased from 14.9% in 2001/2004).

- 8% of the student population declared a disability, 47.6% of these declared a specific learning difficulty.

- 82.9% of student enrolled in UK institutions were UK students.

3.3   Alternative Admissions and Access Initiatives

Alternative admissions and access applications to the university are categorised into three principal types: (a) students with a disability, (b) mature students applying for admission under the MSDS, and (c) socio-economically disadvantaged students. In addition to applying through the Central Applications' Office (CAO), applicants in these three groups are invited to submit applications through local and / or national alternative admissions schemes.

College's Strategic Plan is committed to increasing the number of students from under-represented groups to UG programmes. The Strategic Plan (2009-2014) makes a commitment to increase the number of places reserved on UG courses for students from under-represented groups from 15% to 22% of CAO new entrants by 2013. In May 2009 the University Council approved the recommendations set out in the Access Plan 2009 - 2013.

3.3.1 Admissions Feasibility Study

In October 2012, the Senior Lecturer presented to Council a feasibility study which explores better mechanisms to admit the student body. Three courses – Law, History and Ancient and Medieval History and Culture – have agreed to take part in the feasibility study for admission in 2013-14. A total of 25 places have been set aside for the study. When applying through the CAO to these courses applicants will be invited to opt into the study or to remain out. Those who choose to opt into the study will be asked to provide supplementary material including a short essay. Once the Leaving Cert results are available applicants will be judged on three criteria: their CAO points, their Relative Performance Rank (performance in the Leaving Cert compared to the rest of their class) and their supplementary material. The criteria for judging the success of the study, which will run for two years, will include whether there are sufficient resources available to roll it out, whether there was public trust in the new metrics, whether the three scales produced meaningful results.

3.3.2 Non-traditional students overview

Admissions 2012

In 2012, a total of 557 (524 in 2011) new entrant students from under-represented groups registered on undergraduate degree programmes, representing 19.8% of the CAO intake.

- TAP: 234 new entrants to Level 8 programmes
- Disability Service: 202 new entrants to level 8 programmes
- Mature students: 121 MSDS (excluding Mature on age),

Student population 2012-2013

Table 3.3.2 (a) Non-traditional students (UG) 2012-2013

	Number	As % of total student UG population*
Disability (UG only)	940	7.7%
Access (TAP)	815	6.7%
Mature Student Dispensation Scheme*	435	3.6%
No of registered non-traditional UG students 12-13	2190	18%

* This is the number of mature students who entered TCD via the Mature Student Dispensation Scheme. The total number of mature students calculated on age is 904 (853 level 8, 51 cert / dip). Disability as per Disability annual report statistics, TAP as advised by TAP 26/3/13, Mature as per MSO 23/4/13. UG population as per student records July 2012: 12174.

These figures are a minimum estimate, it is unknown how many students from lower socioeconomic backgrounds enter College outside of TAP or how many students choose not to disclose their disability. At present, progression to PG level for students who enter via access routes such as TAP or the MSDS is not tracked.

Table 3.3.2 (b) All non-traditional students by Faculty 2012-2013

	Total	AHSS	EMS	HS	Other/Cross Faculty
Disability	1058	473	203	206	176
TAP	815	359	137	198	121
Mature – MSDS	435	226	63	80	66
Mature - All	904	294	103	423	84

Source: Disability as per Disability annual report statistics, TAP as advised 26/3/13, Mature students as per MSO 23/4/13. Mature students figure includes 5 Nursing Access students, 23 Mature TAP Students and 19 Certificate in Contemporary Living students.

Multiple identities

There is cross-over between the students within each cohort. There are students who belong to two or more of the relevant categories and this leads to duplication in reporting. For example, out of the students registered with the Disability Service there are 102 students who entered as mature students, via either the MSDS or the CAO.

102 students registered with the Disability Service are mature students. Therefore:

- 11.3% of mature students have a disability
- 10.9% of UG students with a disability are mature students

Table 3.3.c outlines a summary of the completion and progression rates by access category (and overall College rate).

Table 3.3.2 (c) Student outcomes – progression and completion

	TCD total	Level 8 TAP	Mature – MSDS	Disability Service
Completion Rate	96.4%	89.1%	89%	89%
Progression Rate	91%**	95.6%	83%	78%*

Source: Total TCD data as per Senior Lecturer report 12/13. *TAP* as reported from TAP Database 26/3/13, Mature as per MSO 23/4/13, Disability as per Disability annual report statistics.

*The progression rate is for all students registered with DS including many students referred to DS when going off books on medical grounds or repeating a year due to health or disability related reasons.

Note on definitions:
Completion Rate – All level eight final year students who successfully passed their final year assessments in 11/12.
Progression Rate – All level eight students, excluding final year students, who successfully passed their assessments and progressed onto the next year in 11/12.
**** Refers to JF who completed the year successfully and qualified for the SF year.**

3.4   Socio-economically disadvantaged students – TAP

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. In 2012 234 students entered College via TAP entry routes increasing the total of TAP registered UG students in College to 815.

Table 3.4 (a) Total TAP Access students (UG)

	Number	As percentage of total UG student population
Total student UG population	12174	
No. of Students on TAP Course	121	1%
No of students in level 8 through TAP	694	5.7%
Total Tap	**815**	**6.7%**

Figure 3.4 (b) Entry Route breakdown of TAP level 8 Students 2012
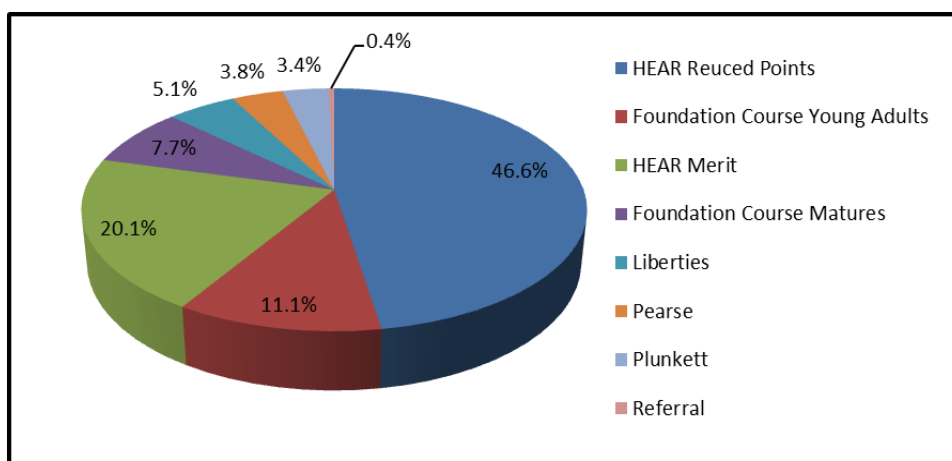
The 2012 TAP level 8 cohort comprised of 61.4% females (n=426) and 38.6% males (n=268). 84.1% of these students were young adults (n=584) and 15.9% were mature students (n=110). The figure below details the faculty breakdown for TAP registered level 8 students in 2012.

Figure 3.4 (c) Faculty Breakdown of TAP UG students

AHSS	HS	EMS
51.7%	28.5%	19.7%

Post-entry support programme

TAP provide a range of post-entry supports in response to student needs. These include tailored pre-university programmes, financial and personal support, extra tuition, career development programmes, a Writing Resource Centre, a Mathematics Help Room, the Studio (learning and IT resource centre), a laptop lending library, a supported accommodation scheme and end-of-term reviews.

There are currently five admissions initiatives, all of which are part-funded by the HEA through the Strategic Initiatives Scheme. TAP also receives support from a number of individual and corporate donors.

The programmes are:
- School and Community Outreach Links (SCOL)
- The Higher Education Access Route (HEAR)

- Foundation Course for Higher Education - Mature Students

- Foundation Course for Higher Education - Young Adults

- TAP/CDVEC Partnership University Access Courses

3.5   College Disability Service – student figures

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

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

Applicants with a disability applying for full time UG degree/diploma courses in College must apply via the CAO indicating on the application form that they have a disability or specific learning difficulty. The number of UG CAO applicants who declared a disability and accepted a place as at 24th October 2012, was 110. This total does not include disabled students who registered subsequently, and who may not have disclosed via the CAO. Consequently the number of registered new entrants with a disability tends to be greater than the numbers declared at registration. During the course of the year 92 additional JF students declared a disability, bringing the total to 202 new entrants registered with the Service.

- 1058 students registered with the service

- 8.6% increase in students registered from 2011-12 to 2012-13

- 235 first year students (UG and PG) registered as at 3rd May 2013.

Table 3.5 (a) Faculty breakdown students with disabilities by type

|	Total	AHSS / TSM	% of total	EMS	% of total	HS	% of total	Cross Faculty	% of total
Medical/SOI	139	**50**	36%	**27**	19%	**46**	33%	**16**	12%
Mental Health	200	**82**	41%	**42**	21%	**37**	19%	**39**	20%
Physical	94	**44**	47%	**13**	14%	**20**	21%	**17**	18%
HOH/Deaf	35	**23**	66%	**4**	11%	**6**	17%	**2**	6%
Visual Impairment	22	**14**	64%	**2**	9%	**0**	0%	**6**	27%
ADHD and ADD	63	**28**	44%	**9**	14%	**11**	17%	**15**	24%
Dyspraxia	51	**37**	73%	**6**	12%	**0**	0%	**8**	16%
Neurological	30	**14**	47%	**4**	13%	**6**	20%	**6**	20%
Autistic Spectrum	43	**9**	21%	**24**	56%	**3**	7%	**7**	16%
Intellectual disability	33	**33**	100%	**0**	0%	**0**	0%	**0**	0%
Speech Language	2	**1**	50%	**0**	0%	**1**	50%	**0**	0%
Dyslexia/ Dyscalculia/ Dysgraphia	346	**139**	40%	**72**	21%	**76**	22%	**59**	17%
Total	1058	**474**	45%	**203**	19%	**206**	19%	**175**	17%

April 2013 DS statistics

Table 3.5 (b) Students registered with the Disability Service 2012-13

	Number (including NIID students)	As percentage of total student population* UG, PG and Cert
No. of register students	1058	6.4%
UG	940	7.7%
PG	118	2.6%

DS April 2013 statistics

Cumulative Record of Students registered with the Disability Service 2001 – 2013

Table 3.5 (c) Cumulative disability service student figures 2001-2013
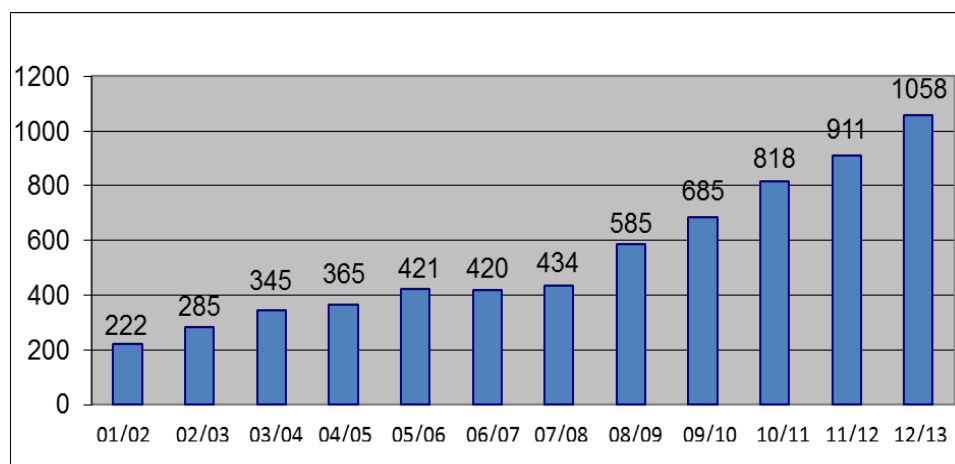
01/02	03/04	05/06	07/08	08/09	09/10	10/11	11/12	12/13
222	345	421	434	585	685	818	911	1058
1.50%	2.3%	2.8%	2.8%	3.6%	4.2%	4.9%	5.4%	6.4%

*As a percentage of the total student population

Gender breakdown

The gender breakdown of students with disabilities is 53.5% female and 46.5% male.

3.6 Mature students

In 2012, 860 mature applicants applied under the MSDS of whom 121 are now registered.

Mature students are also admitted to the UG degrees in the School of Nursing and Midwifery. Applicants to these courses are assessed externally by the Nursing Career Centre. Seventy four mature students registered on degree courses in Nursing and Midwifery in 2012. Further details of students admitted under the MSDS and by the Nursing Career Centre together with an indication of the trends in mature student applications and offers/acceptances will be available in the Senior Lecturer's Annual Report 2011-2012.

There are currently 435 registered MSDS students in College across all years. In addition there are 244 registered mature Nursing and Midwifery students.

Faculty distribution of mature students

It is important to note that many students who qualify as mature students use the usual Leaving Cert points' entry system and do not apply via the MSDS. In total there are **904** mature students on the basis of age (this includes entry via the MSDS, mature student nursing route, direct applications and CAO).

Table 3.6 (a) Faculty Breakdown from those who entered through MSDS and mature nursing route

	Total	AHSS and TSM	EMS	HS	Other/Cross Faculty
MSDS	435	226	63	80	66
Mature - All	904	294	103	423	84

January 2013

Age profile of mature students

Half of mature students during the past five years are aged 30 years or over, compared to 59% in 2010-11. It is interesting to note that 14% of new entrants are over 50. This compares with just 0.5% nationally (HEA, 10/11 Higher Education Facts and Figures).

Table 3.6 (b) Age profile of mature students

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

January 2013

Gender breakdown

The gender breakdown of mature students has remained consistent throughout the past four years and stands at 49.5% female and 50.5% male. This mirrors a 50/50 split nationally (HEA, 11/12 Higher Education Facts and Figures).

Table 3.6 (c) Total Mature students, registered and by age

	Number	As percentage of total student UG population
UG student population	12174	
No of Mature students entering through dispensation scheme and mature nursing route	697	5.7%
All mature students (23+ when starting UG degree)	904	7.4%

Post-entry supports for mature students:

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

• Annual financial information/getting organised seminar (120 attendees in 2012),

• A four day Welcome Programme in early September (180 attendees in 2012),

• A mature student resource centre for private and group study,

• Open door policy providing advice, advocacy and support,

• Social activities throughout the year in conjunction with the Mature Student Society and, more recently, the Student Parent Society.

3.7   Inclusive Curriculum

The SIF II funded Trinity Inclusive Curriculum strategy (TIC) commenced in College in 2008. This strategy, developed in partnership between the Centre for Academic Practice and Student Learning (CAPSL), access initiatives and the academic community, ran from the Disability Service.

TIC aimed to mainstream inclusive principles within the curricula of College by enhancing teaching, learning, and assessment procedures within College so as to enable all students, particularly those from non-traditional learning backgrounds, to participate more fully in the academic life of College. To achieve this, TIC developed online teaching and learning self-evaluation tools (www.tictool.ie) and a web based resource which acted as a one-stop-shop for information and guidelines on inclusion and universal design which could be used by staff involved in any aspect of university teaching and assessment (www.tcd.ie/capsl/tic).

3.8 Flexible education/ Part-time education

The National Access Office prepared a consultation document looking at part time HE in Ireland. Part-time and flexible learning opportunities are essential to promoting life-long learning and increasing access to HE, in particular for adults who need to combine study with work or caring responsibilities.

3.8.1 Part-time student numbers

Nationally, 17% of students are enrolled on a part-time basis across all levels. The proportion of part-time UG students in HE in Ireland increased from 7% in 2008 to 14% in 2010, and has since fallen off to 12.7%. Part-time enrolments increased overall by 3.7% from 2010/11 to 2011/12 with an increase of 6.5% in part-time UG enrolments (while degree enrolment decreased, there was a large increase in enrolments across diplomas and certificates).

Sector	% of UG who are PT	% of PG who are PT	% of total who are PT
All HEIs	12.7%	37.2%	17%
IOTs	16.9%	49.5%	19.1%
7 Universities	9.3%	35%	15.6%
TCD	3.5%	31.1%	11.6%

Source: HEA

College has a low proportion of UG part-time students, 3.5%, compared to the university sector (9.3%) and the HE Sector (12.7%) as a whole. Part-time and flexible learning opportunities are essential to promoting life-long learning and increasing access to higher education by responding better to the changing needs of diverse learners, particularly students in employment or with caring responsibilities. The HEA target for 2013 is for 17% UG of students to be enrolled on part-time programmes.

Data from the three faculty offices indicate that there are 1758 part-time students in College in 2012-13: 1601 PG students and 157 UG.

3.8.2 Part-time, flexible and lifelong learning opportunities

College offers limited opportunities for accredited part-time undergraduate study and no opportunities for accredited distance learning. Across the HE Sector new initiatives have increased access to flexible and part-time study including Springboard, which is designed to assist unemployed people through free part-time courses at certificate, degree and post-graduate level. Accredited part-time undergraduate opportunities in College are limited to a handful of courses:

- B.Sc. Degree in Information Systems / Diploma in Information Systems
- Bachelor in Midwifery Studies / Bachelor in Nursing Studies
- Diploma in History of European Painting

In the College Access Plan 2009 – 2013 it was recommended that existing extra mural course offerings (part-time, evening and weekend) be considered as a starting point for the provision of accredited life-long learning with a view towards developing targets for such provision.

While the National Strategy for Higher Education to 2030 (2011) noted the importance of part-time and flexible learning, part-time students in Ireland still have very limited access to funding, grants and loans, and part-time students with disabilities have no access to the European Social Fund. Furthermore, students attending classes in College either in the evening or at weekends have more limited access to College services and facilities when compared to students attending College during the working day.

3.8.3 University of the Third Age (U3A)

U3A is a learning circle or cooperative for older people. Members learn from one another by sharing knowledge. U3A began in Toulouse, France in 1972, and there are now U3A's all over the world. U3A in the UK operates under The Third Age Trust, and there are over 500 groups.

In 2013, as part of the College's commitment to lifelong learning, community and to supporting research into positive ageing, College began engaging with U3A in Ireland

with the objective of possibly setting up a local TCD branch. In April, Trinity EngAGE, Centre for Research in Ageing, in association with Age Action, hosted the U3A Open Forum.

Appendix 1 - References

Council of Europe, Going for Gender Balance (Council of Europe, 2002).

Dept. of Education and Skills, National Strategy for Higher Education to 2030 –
Report to the Strategy Group (DES, 2011).
http://www.hea.ie/files/files/DES_Higher_Ed_Main_Report.pdf

Equality Challenge Unit, Equality in Higher Education, Statistical Report 2012 (ECU
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Equality Office TCD (Campos McCormack, Karen),
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Promotions Report (TCD, 2009); Gender Analysis of the Merit Bar (Report I&II) (TCD,
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Higher Education Statistics Agency (UK) online statistics www.hesa.ac.uk.

Higher Education Authority,   Key Facts and Figures 11/12 (HEA, 2012)

Quota Project, http://www.quotaproject.org/aboutQuotas.cfm (accessed 24th April
2013),

Trinity College Dublin, Access Plan 2009-2013; Equality Policy; Code of Practice for
the Employment of People with Disabilities; Dignity and Respect Policy (TCD, 2012).

WiSER (Drew, Prof. Eileen,), INTEGER Baseline Report (TCD, 2013).
http://www.tcd.ie/wiser/integer/news-
events/INTEGER%20Baseline%20Data%20Report-Final.pdf

Other reading

Barry, Ursula, Building the Picture (The Equality Authority, 2000).

Drew, Prof. Eileen, Best Practice Models for the Career Advancement of Women in Academe (Report presented to the Equality Committee) (TCD, 2002).

Edinburgh University, EOTAG Fifth Report 2006/2007 (Edinburgh University, 2007).

Higher Education Authority, Report of the High Level Group on University Equality Policies (HEA, 2004).

National Access Office, Part-time higher education and training in Ireland: current policy, practice and options for the future, consultation paper (HEA, 2012)

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

Student Counselling Service, Investigating the Counselling and Support Needs of 'Non-Traditional Students' in Irish Third-Level Education (TCD, 2007).

Wright, Prof. Barbara, Report on Women Academics and Promotions, (report presented to the Equality Committee) (TCD 2002).

Legislation

Employment Equality Acts 1998 -2010

Equal Status Acts 2000 -2010

Disability Act 2005

Universities Act 1997

Useful websites

Cambridge University, Equality Unit,

www.admin.cam.ac.uk/offices/personnel/equality

Equality Authority www.equality.ie

Equality Challenge Unit http://www.ecu.ac.uk/

Equality Commission of Northern Ireland (ECNI) www.equalityni.org

HEA (Higher Education Authority) student statistics www.hea.ie

(http://www.hea.ie/en/node/1488)

Higher Education Statistics Agency (HESA) www.hesa.ac.uk

Leeds University, Equality Unit, www.equality.leeds.ac.uk

National Disability Authority www.nda.ie

Oxford University, Diversity and Equal Opportunities Unit, www.admin.ox.ac.uk/eop/

Trinity College Policies www.tcd.ie/about/policies

Queens University, Equal Opportunities Unit, www.qub.ac.uk

Appendix 2 - Definitions

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

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

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

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

Core = is the Human Resources personnel database. The staff data used in this report is from 30th January 2013.

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

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

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

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

- Mature Student on age = are those who commenced an undergraduate programme in College via any admission route.
- Mature Student Dispensation Scheme = are those who entered an undergraduate programme in College via this access scheme. These students will be studying for their first degree.

Research staff = are those who are on research grades (Research Fellows and Research Assistants). Research students are not included as they are included in the postgraduate student category.

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

College Staff = includes all monthly and weekly paid staff. It includes full-time and part-time staff, and staff on permanent, indefinite, fixed term and temporary contracts. Where casual staff are included this is clearly indicated. The source of most staff figures is the HR Core database, on the 30th January each year.

Students = include all full-time or part-time students. It includes undergraduate and postgraduate student registered in College. This data includes research students on postgraduate programmes who might also fulfil some teaching assistant roles. Student figures vary depending on the date the data extract is taken – the HEA annual figure is taken on 1st March of each year.

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

WiSER database = the Centre for Women in Science and Engineering Research (WiSER) manages a database that produces gender disaggregated statistical reports. The database staff data is populated from Core.

Common Acronyms

AHSS – Faculty of Arts, Humanities and Social Sciences

CAO – Central Applications Office

DARE – Disability Access Route to Education

DS – Disability Service

ECU – Equality Challenge Unit (UK agency)

EMS – Faculty of Engineering, Maths and Science

EU – European Union

FT – full-time

HE – Higher Education

HEA – Higher Education Authority (Ireland)

HEAR – Higher Education Access Route

HESA – Higher Education Statistics Agency (UK agency)

HR – Human Resources

HS – Faculty of Health Sciences

MSDS – Mature Students Dispensation Scheme

MSO – Mature Students' Office

PG - postgraduate

PT – part-time

TAP – Trinity Access Programmes

TIC – Trinity Inclusive Curriculum

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

INTEGER - INstitutional Transformation for Effecting Gender Equality in Research (College Project)

UG – Undergraduate

Appendix 3 – WiSER Database August 2013

The Centre for Women in Science and Engineering Research (WiSER) manages a database that produces gender disaggregated statistical reports. The database data is usually populated from Core annually on 1st January annually. This did not happen in January 2013 due to database redevelopment.

In September 2013, the new database data was populated from Core with the August 2013 data. This was too late to be included in the original equality monitoring report that went to the Equality Committee and Board. Instead, data will be added here as an appendix to the final published report.

1. Academic Grades and Gender by Faculty

The following tables provide a breakdown of staff academic grades by Faculty. There may be small discrepancies in the figures provided when compared to the original report as they are sourced from the WiSER database on a different date to the HR Core snapshot which provides the overall College report.

The decrease in women's representation as one moves through the academic grades varies greatly by Faculty: while women are a minority in all EMS Schools at all grades, the rate of decrease is more marked in AHSS where women make up approximately 48% of assistant professors but only 12% of chaired Professors.
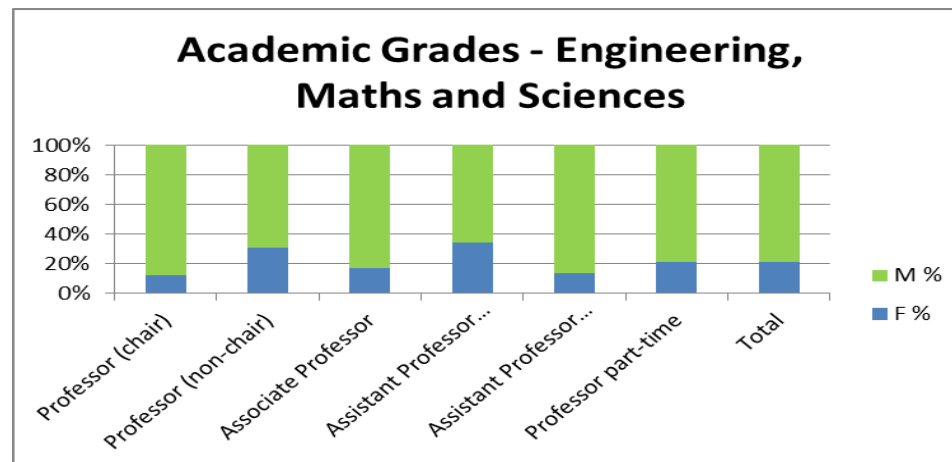
1.a Faculty of Health Sciences
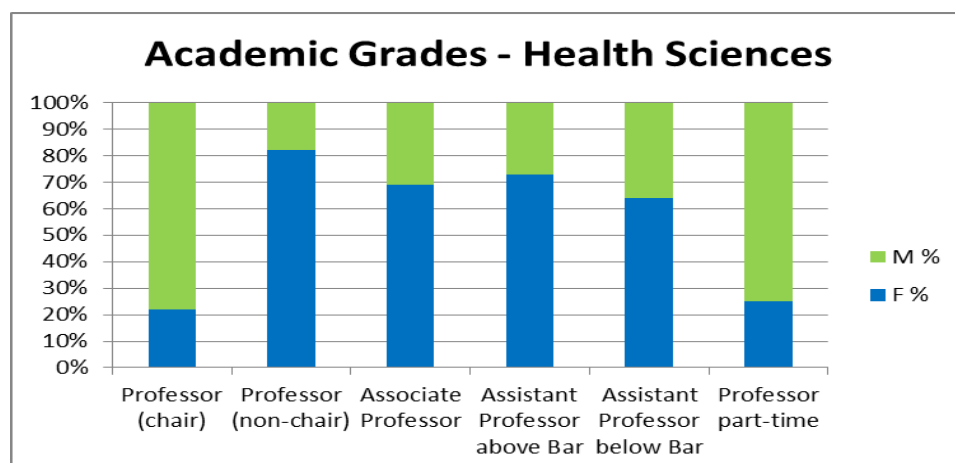
Grade Description	Female	F %	Male	M %	Total
Professor (chair)	2	22%	7	78%	9
Professor (non-chair)	9	82%	2	18%	11
Associate Professor	24	69%	11	31%	35
Assistant Professor above Bar	41	73%	15	27%	56
Assistant Professor below Bar	44	64%	25	36%	69
Professor part-time	3	25%	9	75%	12
Total	123	64%	69	36%	192

Source: WiSER DB, August 2013.

1.b Faculty of Engineering, Mathematics and Science

Grade Description	Female	F %	Male	M %	Total
Professor (chair)	5	12%	37	88%	42
Professor (non-chair)	11	31%	25	69%	36
Associate Professor	12	17%	57	83%	69
Assistant Professor above Bar	20	34%	39	66%	59
Assistant Professor below Bar	10	14%	59	86%	69
Professor part-time	7	21%	26	79%	33
Total	65	21%	243	79%	308

Source: WiSER DB, August 2013.

1.c Faculty of Arts, Humanities and Social Sciences
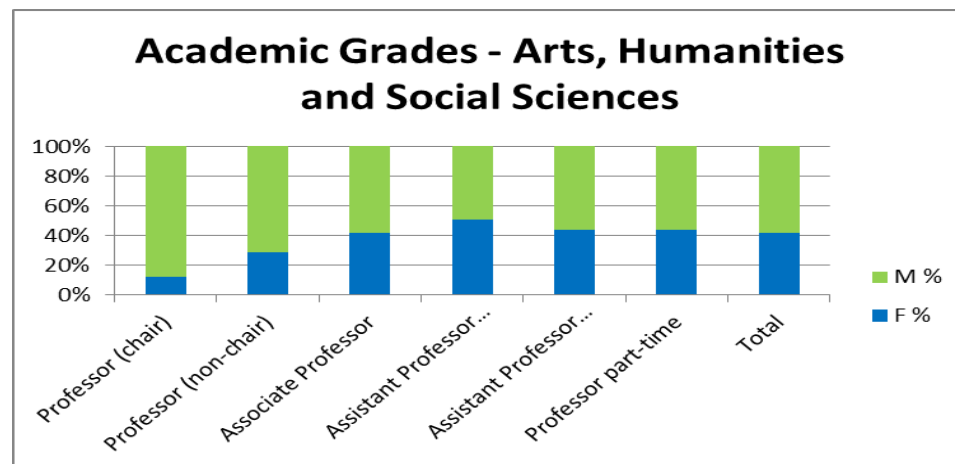
Grade Description	Female	F %	Male	M %	Total
Professor (chair)	4	12%	30	88%	34
Professor (non-chair)	8	29%	20	71%	28
Associate Professor	27	42%	37	58%	64
Assistant Professor above Bar	52	51%	49	49%	101
Assistant Professor below Bar	39	44%	49	56%	88
Professor part-time	15	44%	19	56%	34
Total	145	42%	204	58%	349

Source: WiSER DB, August 2013.

2. Research

College research staff are gender balanced across the institution as a whole. Graph 2 shows research staff - Research Fellows and Research Assistants- by Faculty.

Table 2 Total Research Staff by Faculty (Research Fellows and Assistants)
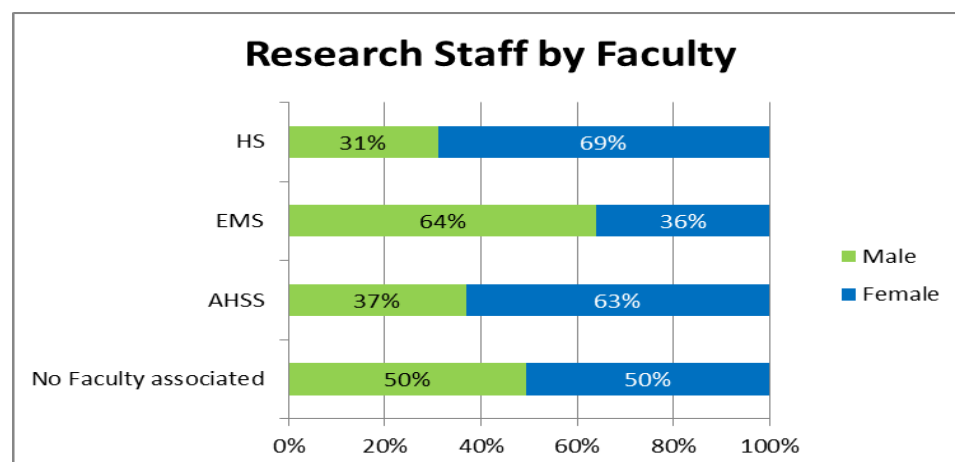
Faculty	Male	Female	Total	%Female
No Faculty Associated ()*	52	53	105	50%
Arts, Humanities & Social Science (F01)	24	41	65	63%

Engineering, Mathematics & Science (F02)	223	125	348	36%
Health Sciences (F03)	58	129	187	69%
Report Total:	357	348	705	49%

Source: WiSER statistics August 2013.
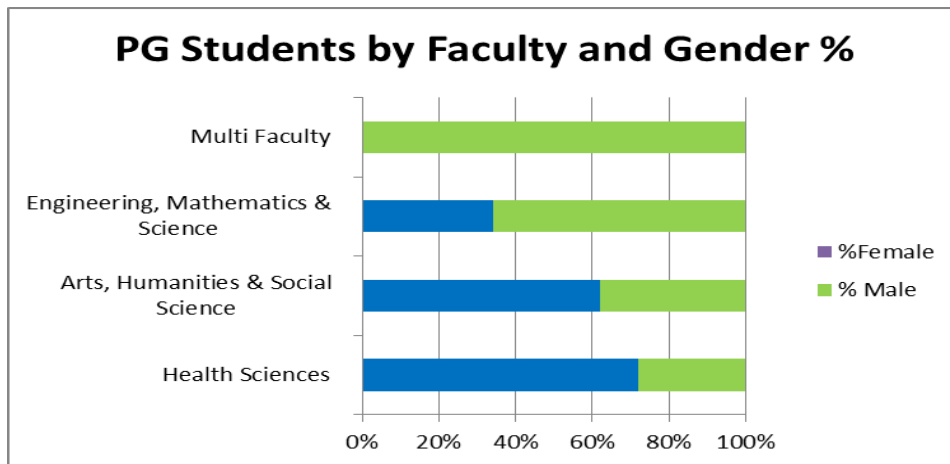

3. Student Gender Breakdown by Faculty

The breakdown of students by gender and faculty indicates large variations: from 75% female students in UG Health Sciences to 34% female students in PG Engineering, Mathematics and Science (Tables 3.a and 3.b).

Table 3.a Gender breakdown by Faculty (UG)

Faculty	Male	Female	Total	%Female
Health Sciences	735	2263	2998	75%
Arts, Humanities & Social Science	1799	2658	4457	60%
Engineering, Mathematics & Science	1836	1098	2934	37%
Multi Faculty	655	957	1612	59%
Total	5025	6976	12001	58%
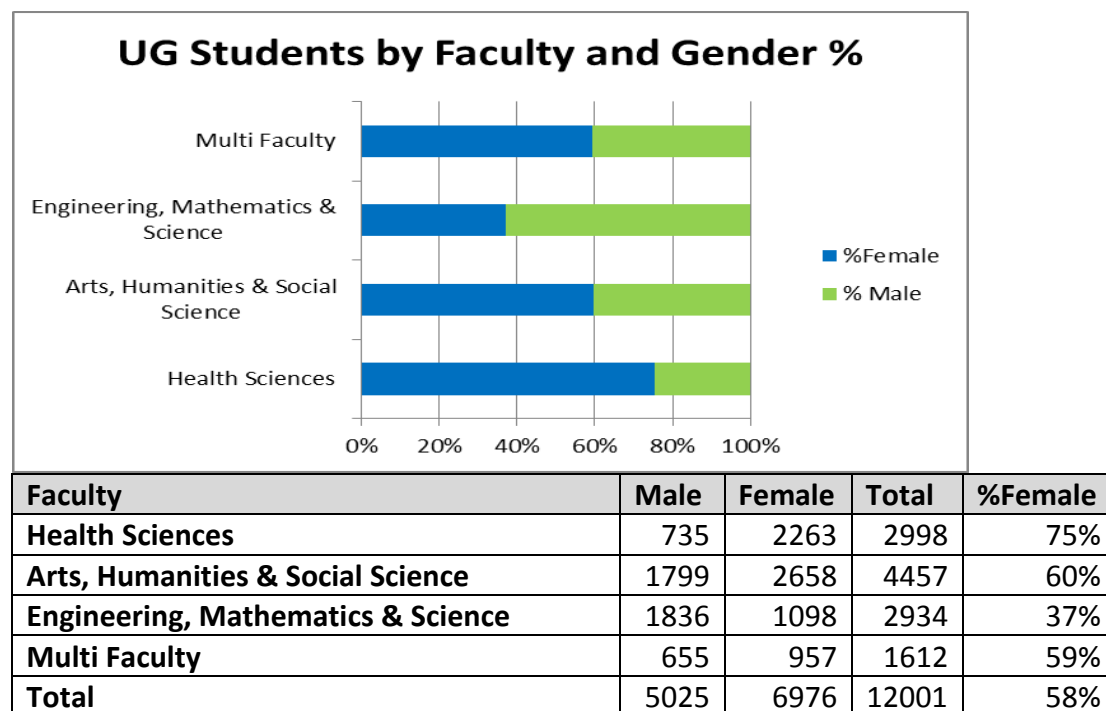
WiSER database August 2013

Table 3.b Gender breakdown by Faculty (PG)

PG Students by Faculty and Gender %

Faculty	Male	Female	Total	%Female
Health Sciences	285	726	1011	72%
Arts, Humanities & Social Science	822	1345	2167	62%
Engineering, Mathematics & Science	818	424	1242	34%
Multi Faculty	2	0	2	0%
Total	1927	2495	4422	56%

WiSER database August 2013