

Trinity College Equality Report Academic Year 2023/24

Introduction by the President and Equalities Fellow

Trinity brings together leading academics and students from different cultures and countries in an interdisciplinary community within a large, internationally-renowned collegiate University. We pride ourselves on combining the highest academic standards with a particularly friendly sense of community and 'family' that extends to our much-valued global community of Trinity alumni. Trinity is a relatively small college with around 450 undergraduate and graduate students, some 100 academic Fellows and approximately 260 permanent support staff.

Our vision is for Trinity to be recognised as a modern College that welcomes a diverse and widely representative community, in which the best UK and international students, academics and staff of all backgrounds feel equally valued, supported and able to flourish. We aim to treat everyone with respect and fairness within a diverse and inclusive community.

This report highlights a selection of our activities in support of equality and diversity during the academic year 2023/24.

**Dame Hilary Boulding, President
Dr. Sam Vinko, Equalities Fellow
February 2025**

1 The Public Sector Equality Duty

The Equality Act 2010 places all public bodies under an active duty to promote equality, which includes:

- having due regard to the aims of the General Equality Duty 'in the exercise of their functions';
- carrying out equality analysis;
- setting at least one equality objective; and
- publishing information and data to demonstrate their compliance with the Equality Duty.

The characteristics protected by the Equality Act 2010 are: age, disability, gender reassignment, marriage or civil partnership (in employment), pregnancy and maternity, race, religion or belief (including lack of belief), sex, and sexual orientation. For marriage and civil partnerships, public bodies are required to demonstrate due regard to the need to eliminate unlawful discrimination in employment.

This report addresses the requirement under the Public Sector Equality Duty to publish information on how the College is working to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a protected characteristic and those who do not by:

- removing or minimising disadvantages suffered by people due to their protected characteristics;
- meeting the needs of people from protected characteristics where these are different from the needs of other people;
- encouraging people with protected characteristics to participate in areas where their representation is disproportionately low;
- foster good relations between people who share a protected characteristic and those who do not by tackling prejudice and promoting understanding between people from different groups.

2 Responsibility

The responsibility for consideration of Equal Opportunity matters within Trinity is the responsibility of the Equalities Committee which meets once a term, and in turn reports to the Governing Body which has ultimate responsibility for ensuring that the general equality duty is met. The Committee advises the Governing Body on the College's compliance with Equalities legislation, promotes awareness of equality, fosters good practice and oversees a programme of activity to ensure that equality is embedded in the College's activities.

The membership of the Committee is as follows:

- Equalities Fellow - Chair
- President
- Head of Wellbeing
- Domestic Bursar
- Senior Tutor
- Chaplain
- Head of Communications
- SCR Representatives x 2
- Staff Representatives x 2
- Head of Access
- College Accountant
- JCR representatives
- MCR representatives

All staff with managerial responsibility have a duty to make themselves aware of the requirements and to take forward specific actions under this Scheme.

The Equalities Fellow and President are additionally members of the University Equality and Diversity Forum.

Professor Anil Gomes was Equalities Fellow during 2023-24.

3 Activity to promote equality, diversity and inclusion

The College has put in place an Equality Diversity & Inclusion Policy, which sets out how we aim to meet our legal obligations under the Equality Act 2010. This document is reviewed and approved by Governing Body on a three-year cycle. This longer-term approach to guiding our equality, diversity and inclusion efforts was put in place in the 2023-24 academic year, and the current EDI policy was approved by Governing Body on 7 February 2024. Importantly, the policy sets out three strategic College objectives that we commit to over the three-year period. These are:

1. to monitor and implement a programme of improving physical accessibility across the whole College estate;
2. to increase the number of competitive applications from BAME students, with attention to the disaggregated data;
3. to foster and support an inclusive culture and fair recruitment through appropriate training and support for academic and non-academic staff.

The objectives are set out for a three-year period, which allows them to be longer-term and more ambitious. The Equalities committee tracks progress on these objectives on a termly basis, and regularly reports back to Governing Body. An update on our progress on the three objectives set out in our policy is provided in the sections below.

3.1 Accessibility of College Estate

We were delighted to see a “step change” in terms of physical access this year, with the completion of the Hall/Kitchen project being a highlight. The introduction of a lift to the SCR now means that college members with mobility issues can access the Bar and the upper levels of the SCR unaided. This is a major milestone towards securing the full accessibility of the College Estate.

We have also taken time to further improve the Levine Building through the motorisation of doors to bedroom corridors, the laundry and the teaching room corridor. The building had always been designed with capability for these simple adaptations. We realised that the Levine Building laundry could be challenging for larger wheelchairs and it is obviously important that a wheelchair has a turning circle within a space. For this reason, we have created a larger laundry in Dolphin Yard. As well as creating an accessible space, this also replaced the laundry which had been converted to the staircase 7 plant room as part of the GSHP project.

We continue to work through the actions of the access audit, with the many recommendations – both large and small – being actioned by our Maintenance team.

3.2 Applications and Student Intake

We identified our aspiration to significantly diversify our student intake as a key aim of the College's five-year strategy and it's clear that, while there is still further to go, the data shows an encouraging positive trajectory. Between 2019 and 2023 within the total group of UK-domiciled undergraduates admitted to Trinity College, the average proportion of students

- from state schools rose from 54.2% to 59.7%;
- identifying as Black and Minority Ethnic (BME) rose from 21.4% to 27.9%;
- from areas of low progression to higher education (Polar1&2) dropped from 14.5% to 10%;
- from socio-economically disadvantaged areas (Acorn 4&5) dropped from 18.3% to 14.3%;
- who are women has fluctuated in previous years and the figure for 2023 is 54.2%.

Trinity College admissions for 2024 saw another 17.5% increase in the number of state school applications, but this was coupled with a 20% decrease in the number of offers compared to those made in 2023.

Referring to the aggregated data for the three admissions years 2021 to 2023, the annual statistics and supporting Tableau reports show the collegiate university is continuing to make improvements on the key measures. At college level, where the numbers involved are much smaller, progress can appear much slower, however, Trinity College has made some good progress in many areas showing we have diversified our student intake considerably in recent years. For example, the proportion of students admitted to Trinity who:

- identify as Black and Minority Ethnic (BME) rose to 28.1% (24%)
- have Black African or Black Caribbean heritage rose to 5.6% (4.8%)
- identify as Asian rose to 15.8% (10%)

The proportion of students with Black and Minority Ethnic (BME) identities admitted to Trinity College has been improving steadily since the first report in 2018 and in the latest reporting period made up 28.1% of students admitted to the College, just slightly ahead of the University average of 27%. Again, we have consistently received increasing numbers of applications from this category of students, which is very positive news for the College. Nonetheless as applications increase, we need to be aware that the offer rate for this group of students has not kept pace with those students who identify as White. However, the offer rate for students with Black and Minority Ethnic identities was up slightly from 15.2% to 16.1% since the last reporting period, whilst for students from White backgrounds, the rate fell slightly from 22.2% to 19.2% meaning the gap between these two groups of students has now narrowed from 7% to 3.1%.

To support our stated aims, Trinity College continues to actively support the University-wide outreach programmes Target Oxbridge and UNIQ, which offer transformational experiences for their participants. Target Oxbridge aims to help Black African and Caribbean students and students of mixed race with Black African and Caribbean heritage increase their chances of getting into the universities of Oxford or Cambridge. Since 2012 the programme helped well over 500 students to secure Oxbridge offers. UNIQ is a free programme for state-educated students from under represented and disadvantaged backgrounds in YR12. Compared to 1 in 5 state school applicants, 1 in 3 UNIQ students applying to Oxford receive offers. This year we welcomed 46 UNIQ students into the College for the summer residential. Trinity also continued to make a financial contribution to the Target Oxbridge programme and hope to welcome back the residential element in 2025.

In March 2024 we again ran our Access Day for 60 young women in Year 10-12 from Bangladeshi and Pakistani backgrounds. Building on the success of this day, in May, we also ran a similar day for students in Year 12 with Somali heritage and in collaboration with the ACS we also ran an access day for 60 students in Year 12 from Black African and Caribbean backgrounds in February.

3.3 Fostering an Inclusive Environment

The College, as part of its commitment to fostering and supporting a culture where all members feel supported and included, has prioritised ensuring that its annual calendar of events and budgeting include initiatives recognising the key holidays and milestones for those of multiple faiths, as well as awareness days and activities that aim to educate our members about the cultures and history of as wide a range of our members as possible. These include:

- a calendar of college-run events celebrating events such as Black History Month, Diwali, Ramadan, Holocaust Memorial Day and LGBTQ+ History Month; we aim to run these in collaboration with JCR and MCR equalities reps as much as possible to ensure students feel the events are appropriate to the occasion and have as much student participation as possible;
- supporting the activities of the JCR and MCR that achieve equalities priorities, for example helping to plan and publicise student-run events so that they are as sensitively conceived and as successful as possible;
- ensuring an updated flag policy for equalities awareness days and other events signalling college support of occasions like LGBTQ+ History Month and publicising university-wide events and initiatives that aim to foster a more inclusive culture across the university;
- ensuring the College's communication channels (both internal and public-facing) highlight our provision for those of all backgrounds, including accessibility, catering for different dietary requirements, faith provision, etc., and ensuring that these channels showcase a wide range of stories and images of members of college from a wide variety of backgrounds. We know this is particularly important for prospective applicants ahead of applying and arriving here.