

ST PATRICK'S COLLEGE EQUALITY POLICY

The mission of St Patrick's College is to enhance its role in teacher education both general and special, to provide degrees in the humanities, to promote academic research and further develop postgraduate studies, while fostering excellence in all its activities. The College is committed to creating a community of learning in which Catholic religious values and equity are promoted and the centrality of the student maintained (**College Mission Statement**).

In adopting an equality policy consistent with its mission, the College seeks to create an environment which cherishes diversity and equal opportunity. The College rejects discrimination because of age, disability, family status, gender, marital status, membership of the travelling community, race, colour, religious belief, sexual orientation or socio-economic status.

College policy and practice will promote equality of opportunity and seek to redress existing imbalances where they are identified. The College will develop policies to address specific issues including recruitment and promotion, work and family responsibilities, personal harassment and access.

The College will ensure that employees and students are free to perform their work in an environment free from physical or verbal threat, harassment and intimidation. Complaints will be investigated sensitively and resolved locally if possible. If the circumstances warrant it, formal disciplinary/grievance procedures will be invoked.

The College is committed to the promotion of equality

- Through an educational programme which seeks to influence the formation of policy and raise awareness of equality issues throughout the College.
- By evaluating current policies, procedure and practices in accordance with the principle of equality and the provisions enshrined in the Universities Act (1997) and other relevant legislation.
- By promoting diversity of student intake and ensuring the provision of adequate support structures to facilitate students and staff with particular needs.

- By forging links with interested parties.
- Conscious of our role as educators of the educators, by seeking to influence the content of course materials so that the College will act as an instrument of equity within society.
- By establishing appropriate structures through which complaints may be investigated.

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