DIAS

Institiúid Ard-Léinn Bhaile Átha Cliath | Dublin Institute for Advanced Studies

GENDER EQUALITY AND INCLUSION STRATEGY & ACTION PLAN

2019 – 2022

Table of Contents

GENDER EQUALITY AND INCLUSION STRATEGY & ACTION PLAN 2019-2022   DIAS

Introduction

DIAS is committed to being a community that promotes and advances equality, respects and values diversity, and develops a collegiate environment of excellence with equality, in which the human rights, the responsibilities and diversity of all are recognised and respected. DIAS values the enrichment that comes from a diverse community of hosted PhD students, Scholars, Fellows and post-doctorates, and academic staff. DIAS seeks to promote equality and prevent discrimination in the access, experience, progression and achievement of all through developing and implementing clear policies, processes and practices. DIAS is bound by the provisions of the Equal Status Acts 2000-2015, which prohibits discrimination on a range of grounds and furthermore the Employment Equality Acts 1998 -2015, which prohibit discrimination in all areas of employment, including access to employment. Accordingly, DIAS already acts to prevent direct and indirect discrimination, sexual harassment, harassment and victimisation on nine specific grounds: gender, family status, civil status, sexual orientation, age, disability, religion or race. This Strategy however will go beyond those legal obligations and provide a framework for DIAS to become an institution recognised for its gender equality and inclusion, with embedded best practice for same.

DIAS recognises that the excellence and impact we seek to deliver are enhanced through gender equality. Change is needed and this includes changes in everyday behaviours and attitudes, as well as in policies and procedures. Our institutional strategy, 'Embedded globally, strength locally' committed to the development of a Gender Equality and Inclusion strategy in 2019.

The benefits of a strategy of this nature to develop a recognised, truly inclusive environment which provides opportunities for all, is multi-layered. It will:

- Enable us to recruit postgraduate students, researchers and staff of the highest standard from the widest talent pool
- Ensure equality of opportunity for all staff in terms of career progression and promotion
- Enhance the reputation of DIAS and thus attract associates and visitors from all backgrounds
- Ensure a safe, non-discriminatory, respectful environment for all
- Improve morale, satisfaction, engagement and productivity of members of the DIAS community
- Help us to make more informed decisions and develop better informed policies, practices and thus support quality research activity.

Strategic Objectives and our six core Principles

The Strategy has three overarching Strategic Objectives as follows.

1. Improve Gender balance at all levels of the organisation

2. Support and Advance all Careers, but in particular the Careers of Women and other under-represented groups.

3. Drive Cultural change for the benefit of all

These objectives will be attained through Actions supporting six core Principles[1]:

Principle 1: A robust organisational framework to deliver equality of opportunity and reward

Principle 2: Appointment and selection processes and procedures that encourage men and women to apply for academic posts at all levels

Principle 3: Structures and systems which support and encourage the career progression and promotion of all staff and enable men and women to progress and continue in their careers

Principle 4: Institute and Schools: organisation, structure, management arrangements and culture that are open, inclusive and transparent and encourage the participation of all members of the school team

Principle 5: Flexible approaches and provisions that enable individuals, whether staff, scholars or students, at all career and life stages, to optimise their contribution to their department, institution and to their disciplines.

Principle 6: An environment where professional conduct is embedded into departmental culture and behaviour

Baseline Information for core permanent positions and for externally funded fixed term positions (end 2018) is available in Appendix I, as is the updated position as of end September 2019 (where changes have occurred).

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[1] The six core principles reflect those set down by the Institute of Physics in Project Juno

GENDER EQUALITY AND INCLUSION STRATEGY & ACTION PLAN 2019-2022   DIAS

Action Plan –
Current Status and Future Steps

Principle 1: A robust organisational framework to deliver equality of opportunity and reward

Target Outcome:

A streamlined and coherent organisational framework, involving all internal stakeholders, that will enable the attainment of a sustainable success. The framework will ensure clarity on structures, roles and responsibilities, ensure gender balanced governance and decision making structures, and provide the evidence base to monitor progress. The structures at DIAS are presented in Appendix II.

1.1 Attainment of gender equality on governance and key decision making structures

Aim	Action taken already	Outcome/status
Whilst cognisant of and bound by the DIAS legislation vis a vis appointments to Boards/Council, support national policy in terms of having a minimum of 40% female representation on internal decision making bodies	Internal decision making structures which are appointed by the Council, have 40% of each gender.	Internal decision making structures, the Audit & Risk Committee, and the Health & Safety Committee have 40% female membership. The latter has a female chair.
	DIAS provides gender balanced lists of suggestions to the Minister's office in advance of appointments if requested. Appointments are independent of DIAS. Appointments are made every 5 years – these are next due in 2020. (DIAS contributes to surveys from Government on gender composition of decision making bodies)	DIAS Schools have Boards with 40% female membership. These are all ministerial appointees. There is currently one female chair of three. The Council has 10% female membership. The latter has 10 members, 3 ex-officio, plus Director and Chair of each School (6 persons) and an independent Chair. The gender balance of the Council depends on the gender of the ex-offico appointees ,and the Chairs and Directors from the Schools.

Further actions planned	Timescale	Responsibility	Success Measure
Articulate DIAS commitment to a minimum gender balance of 40% women and 40% men on DIAS governance structures	On going	Chair of Council Registrar/CEO (as appropriate)	If requested, provide advice to the Minister and Government in this regard.
Ensure a minimum gender balance of 40% women and 40% men on all DIAS appointed decision making committees and structures	November 2019	Council	Review and make recommendations to next governance meeting if required.

1.2 Establishment of an organisation framework

Aim	Action taken already	Outcome/status
Clarity on structures, roles and responsibilities at collective and individual levels, and the information to enable progressive decision making	At a governance level, the Council is responsible for setting Institute policy for adopting national policy, and monitoring implementation of same. In addition to implementing national and Institute policies, the Boards of each School may set School specific policy and they oversee implementation of all policies.	Progress on implementation of the Gender Equality and Inclusion Strategy an item at each Board and Council meeting.
	A Gender Equality and Inclusion Team (GEIT) composed of the Registrar/CEO (Chair), Section Heads and female representatives from each career stage and constituency for individuals at DIAS has been established.[2]	Meetings of GEIT being held a minimum of every 3 months; Minutes and updates available to all staff. Report to Council Nov. 2019.
	Unconscious bias training provider selected	Training initiating.
	Gender equality dimension incorporated into the 5 yearly School quality assurance process and reviews.	School Review panels (x3) in 2019 composed of 40% of either gender. (Reviews completed by end 2019)

Actions planned	Timescale	Responsibility	Success Measure
Gender Equality and Inclusion to be a recurring item at Council, Board and SMT meetings	Boards and Council – Ongoing from November 2019	Chairs of Boards and Council	All Section Heads and Registrar/CEO (on behalf of GEIT) would report to Boards/Council as appropriate on achievements in line with this Strategy. Available monitoring tools for the research/higher education sector would be utilised.
All Council, Board Members and senior management team to receive unconscious bias training	By end December 2019	Registrar/CEO Chair of each governance structure	100% completion of training.

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[2] Terms of Reference available in Appendix III.

GENDER EQUALITY AND INCLUSION STRATEGY & ACTION PLAN 2019-2022 | DIAS

Unconscious bias training to be made available to all the DIAS team	By end June 2020	Registrar/CEO Section Heads Senior Professors and Professors	Target 80% plus to have completed training.
Incorporate gender equality dimension into the 5 yearly School quality assurance process and reviews	Reviews 2019 onwards	Council	All quality self-assessment reports, quality review reports and institutional quality assurance reports will incorporate gender equality dimension.
Integration of gender equality in all policies and actions across the Institute and Schools in line with DIAS policy	Ongoing	Section Heads and Registrar/CEO	Consideration given in preparation of all policies and actions. Report annually on this to the Boards.
DIAS to enhance institutional success through engagement with, and leverage of, appropriate external networks and initiatives (incl. COST networks)	Ongoing	Gender Equality and Inclusion Team Section Heads and Registrar/CEO	Continue engagement: GENERA (women in physics)- Associate Member, and GENDER-Smart (women in agricultural sciences)- Registrar/CEO advisor to project Successfully engage with one other appropriate network/initiative in lifetime of strategy.
Building on work already conducted, a full Self-Assessment Team to be chosen from across sections, reflecting all backgrounds, experiences to enable preparation for Athena Swan submission, when required and enabled to apply	January 2020 March 2020 October 2020 November 2020	Gender Equality & Inclusion Team	Terms of reference from GEIT; SAT established; Report to GEIT; Revised Gender Equality & Inclusion Strategy.
DIAS to hold a diversity themed event annually	1st event 2020	Gender Equality & Inclusion Team	% participation by staff.

1.3 Establishment of a monitoring and evidence base

Aim	Action taken already	Outcome/status
Generation of a comprehensive monitoring and evidence base, so as to enable analysis of data, thereby monitoring progress or if lack of same, to take alternative actions so as to attain objectives	DIAS reports on the gender profile of its researchers and staff in its Annual Report Staff and scholars asked on joining DIAS whether wish to recorded as M/F/Non-binary/Prefer not to say (start academic year 2019/2020)	See Appendix I for baseline data at end 2018/1st January 2019. Initiated and ongoing.

Further actions planned	Timescale	Responsibility	Success Measure
Information systems to enable capture of gender disaggregated data for all post applications and appointments at School level	By end 2019	Section Heads – working with IT and Office of Registrar	In place for end of 2019 reporting Data available on request for national reporting.
Report annually each School on a gender basis on applicants for competitions and outcomes	End Q1 2020, and annually thereafter	Section Heads School Administration	Data available for Annual reports , and to contribute to overall Institute report.
Report annually in the Annual reports on the gender profile at each level across the Institute	End Q1 2020, and annually thereafter	Registrar/CEO	Annual monitoring: Report to Council and boards to include data on gender dimension and pay.
Prepare average pay data by gender and data (required for Athena Swan)	End 2019, ongoing	Office of Registrar/CEO	
Prepare data on females who have been at DIAS and left in past 5 year	By May 2020	School Administration	Profile of applicants and appointments for 2015 to 2019 incl.
Survey/interview all leavers – in particular females	From Sept 2019	Survey developed by Gender Equality & Inclusion Team Office of Registrar	Survey developed. 100% completion.
A code of practice for staff with disabilities to be generated	Q1 2020	Office of Registrar	Code in place.
HR policies are reviewed and revised to align with best practice re LGBTQ+ inclusion	Q1 2020	Office of Registrar	Revised policies in place.

Advocate for reform of funding models to better support senior-post-doctoral researchers	Ongoing	Council Boards Registrar/CEO	Limited availability of funding nationally for senior-postdoctoral researchers a contributing factor to the attrition of women postdocs.

1.4 Engage with national networks and initiatives to strengthen gender equality and inclusion at DIAS

Explore becoming a GLEN Diversity champions network member	2019	Office of Registrar Registrar/CEO Council	Become a member if possible.
Explore potential for DIAS to become Diversity charter signatory	2020	Registrar/CEO Council	Become a member/signatory if possible.
Engage with the IBEC Diversity Forum	By end of 2019	Registrar & CEO	Engagement with Forum.
Explore participation in the GLENworkplace equality index	2019	Office of Registrar	Participation if possible.
Support development of gender equality networks and support pan-institute, and joint institutional networking events	Ongoing	Registrar/CEO Section Heads Senior Professors and Professors	Increase in engagement with such initiatives and events.

Principle 2: Appointment and selection processes and procedures that encourage men and women to apply for academic and research posts at all levels

<u>Targeted Outcome:</u>

Due to the structures and low numbers of Faculty[3] staff at DIAS the setting of gender equality targets in recruitment, with the target being at least in proportion to the number of women at the grade below (cascade model), is sub-optimal. DIAS therefore has set its targets recognising that it currently has 2 core academic staff, of 16, which are female (12.5%). The baseline details are set out in Appendix I. These female academic staff are 40% of the academic staff in Celtic Studies and there are no female academic staff in the Physics Schools. For the latter, there are recognised challenges nationally and internationally (see Appendix IV). The range for female faculty in physics is 10-45% depending on country.

Furthermore, it is recognised that in the past three years (since June 2016) only 2 core academic positions have become vacant at DIAS. The statistics for these recruitment processes are presented in Appendix V.

With respect to the future context, there will potentially be 8 core academic vacancies (all levels) arising in the next 10 years. The majority of these will be at the end of that period. There is a maximum of 2 vacancies in the next 3 years. These individuals however may not retire due to changes in retirement age and/or provisions in the DIAS legislation which enable extensions beyond normal retirement age. Therefore, DIAS is setting its future outcome to reflect natural frequency of turnover of positions but taking changes to retirement age and the provisions of its own legislation into account. DIAS is also cognisant of the traditionally low level of applications it has received for core and non-core academic/research positions from females (illustrated in Appendix V).

Whilst facing significant challenges in particular in its physics fields, DIAS is committed to the target in the National Gender Action Plan. We will endeavour to attain a minimum of 40% of each gender at Faculty level across the Institute in 10 years.

Thus there will be two levels to the outcome, (I) achieving 40% applications from either gender in competitions and subject to success in this regard (II) achieving ambitious mid-term targets for faculty composition.

Due to the small number of vacancies that will arise due to retirements in the short to medium term, for example at Senior Professor level only one vacancy will arise in the next 5 years (with a possibility of a second in 6 to 11 years), it was not possible to set specific targets for each professorial level without being prejudicial to any up and coming competition for positions.

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[3] Faculty is defined as Assistant Professor level or equivalent, and above.

Subject to quality candidates presenting:

Year 3 target: **Physics Schools[1] not less than 10% of Faculty[,1]**

Humanities School [1] not less than 40% of Faculty to be female

Year 5 target: **Physics Schools not less than 15% of Faculty**

Humanities School not less than 40% of Faculty to be female

Year 10 target: Physics Schools not less than 25% % of Faculty to be female

Humanities School not less than 50% of Faculty to be female[1]

Key to attaining these targets is ensuring applications from excellent female candidates.

2.1 Ensure that processes and procedures are fully inclusive

Aim	Action taken already		Outcome/status
Through enhancement of recruitment processes and procedures to enhance the number of female applicants for positions at DIAS	Equal Opportunities on all adverts and in all job descriptions		Currently no demonstrable impact of this on applications.
Further actions planned	**Timescale**	**Responsibility**	**Success Measure**
Complete full review of recruitment and selection procedures to ensure that they are gender-sensitive (incl. promoting gender balance and preventing gender bias). Put plan in place to address any identified gaps	End 2019	Office of Registrar/CEO	Revised policies in place.
Adopt best practice in terms of adverts for studentships, scholarships, fellowships and other staff positions	October 2019	Section Heads/School Administrators Senior Professors, Professors, Assistant Professors and Principal Investigators (with independent grants) Registrar/ Office of the Registrar	100% compliance.
Generate guidelines on how leave and part-time working is taken into account in recruitment decisions	End Q1 2020	Office of the Registrar/CEO	Perception survey to be carried out amongst applicants post process.
Mandatory unconscious bias training for all those involved in selection of students, staff – within schools and centrally	Roll out from October 2019	Section Heads Registrar/CEO	100% compliance.
Selection of appropriate training tool		Registrar/CEO	
Selection committee membership (for appointments or other awards), and their Chairs, will consist of at least 40% women and at least 40% men (comply or explain)	June 2019	Council Chair, Chairs of Boards, Section Heads, Registrar/CEO	100% compliance.

Evidence of commitment to gender equality will be taken into account in appointments to positions, involving supervision or mentoring of students and staff	October 2019	Council Chair Chairs of Boards Section Heads Registrar/CEO	Specific reference to this in assessment documentation.

2.2 Take positive action to encourage under-represented groups to apply for jobs/positions etc.

Aim	Action taken already	Outcome/status
Increase % of applications from women for academic positions	An equal opportunities statement accompanies all adverts 2019 adverts for Fellows specifically encouraged both female and male applicants 2019 adverts for Summer Studentships encouraged both female and male applicants	Applications for most recent Fellow positions in 2018/19 as baseline are available in Appendix V.
For senior non-academic positions ensure that the final pool of candidates comprises an equal number of women and men (comply or explain)	An equal opportunities statement accompanies all adverts	There has been one such competition on the past three years – Data Appendix V.

Further actions planned	Timescale	Responsibility	Success Measure
Require all school academic search committees to take steps to identify and encourage suitable female applicants in areas where they are under-represented, and to report on this	Immediate	Section Heads Registrar/CEO	The measure seeks to 1) proactively address the gender gap and 2) militate against unconscious bias. Nominate a Search champion if deemed necessary in view of the lack of females in a particular discipline.

Achieving 40% applications from either gender in competitions. Action required if this does not arise following aforementioned steps: • Post annual review and update of plan, • Establish targeted initiatives in physics domains to improve intake of female students and post-doctorate level researchers	Start of 2021	Boards of: Schools of Cosmic Physics School of Theoretical Physics [DIAS Physics]	Attainment of 40% of applications

Principle 3: Structures and systems which support and encourage the career progression and promotion of all staff and enable men and women to progress and continue in their careers

Aim	Action taken already	Outcome/status
Due to the small size of the organisation, and due to restrictions from DPER on any promotions as they would trigger costs increases, this section focuses on career progression regardless of whether inside or external to DIAS	At School level, supervisors encourage and enable specialist training Upgrading proposals, with the support of the relevant School, have been made to DES. Two were refused, one is pending	A proposal for career progression and promotion process in the Institute will shortly be submitted to DES for consideration. Discussions are underway with the unions prior to submission.

3.1 Induction

Aim	Action taken already	Outcome/status
From the beginning of their time at DIAS, ensure all students and new hires are aware of DIAS gender equality and inclusion policies, and thus create a positive working environment for all	The vision for inclusivity of the DIAS community and the obligations of staff members vis a vis Dignity in the Workplace and gender equality/inclusiveness are incorporated into the employee handbook Induction/briefings occur regularly within the schools for Scholars, Fellows and postdocs	Whilst induction happens regularly, more formalised consistent approach is required.

Further actions planned	Timescale	Responsibility	Success Measure
As part of local School induction process (and associated packs), include policy on Dignity in the Workplace, and material on Gender Equality and Inclusion Strategy Keep records of induction	Q4 2019	Heads of Section School Administration	All schools provide consistent local induction with coverage of gender equality and inclusion strategy.
Integrate gender equality awareness into any leadership development training and induction processes for all leaders – senior hires	Q1 2020	Registrar/CEO	Access to LEAD – Living Equality and Diversity training (through HEIs) or equivalent through another route.

3.2 Transparent appraisal and development

Further actions planned	Timescale	Responsibility	Success Measure
Mandatory unconscious bias training for all those involved in appraisal and development activities, whether in the Schools or centrally	By end Q4 2019 first round completed	Registrar/CEO – preferred provider selected Section Heads – ensure all have done training Office of Registrar – keep records of who trained	100% compliance.
Check that the PMDS procedure and process is gender proofed	October 2019/Q4 2019	Office of Registrar	Documentation in place.
Explore opportunities for coaching and career development training through strategic alliances with other HEIs/individuals/other organisations such as 30% Club, etc	Q1 2020	Gender Equality and Inclusion Team Registrar/CEO	Opportunities identified and arrangements in place.
Enable access to leadership development programmes for women, including senior women Monitor and encourage uptake	Q1 2020	Section Heads Registrar/CEO	Opportunities identified and arrangements in place.
Support for careers outside and after DIAS – formalise a support mechanism internal to DIAS or another institution	End Q1 2020	Registrar/CEO – Section Heads Input from Early Career Researcher Forum	Working with other institutions and/or Vitae provide a training/development programme for early career researchers .
A point of contact, of the opposite gender to the primary supervisor/mentor, to be provided for students/postdocs. The individual would not necessarily be in the same section as the student/postdoc	Q4 2019	Section Heads	Task completed.

GENDER EQUALITY AND INCLUSION STRATEGY & ACTION PLAN 2019-2022 | DIAS

3.3 Transparent promotion processes and procedures

Further actions planned	Timescale	Responsibility	Success Measure
Mandatory unconscious bias training for all those involved in PMDS and potential promotion processes and procedures within schools and centrally [4]	By end Q1 2020 (aligned with PMDS timeframe) first round completed	Section Heads Registrar/CEO	100% compliance.
Generate guidelines on how leave (incl. maternity, adoptive) and part-time working is taken into account in progression/promotion decisions[5]	By end Q1 2020	Office of Registrar	Guidelines in place.

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[4] At DIAS as outlined earlier there is no promotion in the absence of a vacancy. The policy will be generated based on the position vis a vis promotions as at time.
[5] At DIAS as outlined earlier there is no promotion in the absence of a vacancy. The policy will be generated based on the position vis a vis promotions as at time.

GENDER EQUALITY AND INCLUSION STRATEGY & ACTION PLAN 2019-2022 | DIAS

Principle 4: Institute and Schools: organisation, structure, management arrangements and culture that are open, inclusive and transparent and encourage the participation of all staff and researchers

Aim	Action taken already	Outcome/status
Promote the holistic and seamless engagement of all members of DIAS community, and further a sense of , and opportunities for, inclusion for all in a fair and transparent manner	Everyone@DIAS day instigated in September 2017; held annually. Three surveys conducted to get the view of staff on a range of matters since summer of 2017.	Ongoing.
	Work conducted to enhance the profile of former and current female researchers e.g. (i) securing funding for portrait of Sheila Tinney Power, and hosting of an event to mark the unveiling, (ii) on-line initiative to mark International Women's Day, (iii) event in July 2019 to acknowledge the pioneering role of former female technicians in DIAS Astrophysics on samples from moon landings and other space research.	A programme of other initiatives in development. In particular, as part of the 80th anniversary programme for DIAS in 2020, a number of events/initiatives being organised.
	Full cover for maternity and adoptive leave for permanent staff in place For **fixed term Principal Investigators and researchers at all levels** employed on individual grants, maternity benefit in line with contract level provided (<u>even if not an eligible cost under the award</u>). For **fixed term researchers employed on project grants**, maternity benefit in line with contract level will be provided (even if not an eligible cost under the award). If required and appropriate, maternity / adoptive cover will be charged to the project or school overheads.	There could potentially be no (or minimal) maternity/adoptive cover for these individuals except for the fact that DIAS has intervened to put in place this policy.

4.1 Promote an inclusive culture

Further actions planned	Timescale	Responsibility	Success Measure
As set out in the DIAS Strategy 2018-2022 'Embedded globally, strength locally', establish an Early Career Researchers Forum at DIAS	By end 2019	Registrar/CEO	First session early October 2019 on interview preparation and skills.
Develop targeted initiative with researchers (survey/workshop) to gather more reliable and focused	End January 2020	Gender Equality and Inclusion Team	Survey designed and completed by majority of researchers.

data on issues and actions, including those relating to gender			
Focus to be placed on the contribution of women (from DIAS and other institutions) to a field as appropriate – so as to acknowledge same and so as to provide role models, historical or in the present	Immediate - ongoing	Section Heads Senior Professors All Academic Staff Registrar/CEO	Regular review of material posted.
Website accessible material on how we support careers of all staff	by end 2019	Office of Registrar	Material posted.
Create a web gallery of all early stage career researchers and in view of current gender profile, ensure that females are highlighted	by end 2019	Gender Equality and Inclusion Team	Material posted.
Set a quota of 40% of invited speakers to conferences or lectures series to be female (over a 12 month period in each Section)	From Jan 2020 (2019 to be baseline)	Section Heads Senior Professors All Academic Staff Registrar/CEO	Compliance data.
Target by end of Strategy period for a minimum of 40% of Associates to be of either gender	From Jan 2020 (2019 to be baseline)	Senior Professors All Academic Staff School Boards	Compliance data.
Target by end of Strategy period for a minimum of 40% of DIAS funded visitors to be of either gender	From Jan 2020 (2019 to be baseline)	School Boards	Compliance data.
Explore feasibility of a former DIAS female student/postdoc network	2020	Gender Equality and Inclusion Team	Prepare survey on females who have been at DIAS and left in past 5 years
Name an initiative(s) after a prominent woman with an association with DIAS	By 2021	Council/School Boards	Completed
Set norms around visibility of women in events, materials, communications, awards	By end Q1 2020	Gender Equality and Inclusion Team	Norms established and Monitor and seek compliance with norms.

Hold annual and flagship events, such as for International Women's Day , so as to raise awareness of gender equality, increase visibility of women and provide the forum for men to engage in the discussion/actions	Programme for 2020	Gender Equality and Inclusion Team	Number of events and number of attendees.
Training on communications to enable engagement with outreach – all staff	Communications training to be instigated Q1 2020	Registrar/CEO Section Heads	>80% engagement.

4.2 Transparent work allocation model and arrangements for extended periods of absence

Further actions planned	Timescale	Responsibility	Success Measure
Re-examination of guidelines for the structure of flexible working models (inclusive of core hours, remote working and career breaks) and develop comprehensive guidelines to underpin this	End Q1 2020	Office of the Registrar	Completed.
Current workload distribution to ensure equitable and fair distribution of work that is valued for promotion	Immediate	Section Heads Senior Professors Professors Assistant Professors	DIAS does not operate a formal workload allocation model as would larger universities and research centres. Feedback though PMDS – Q1 2020.
New tasks and initiatives – opportunities to be given to all –not just the 'usual suspects'	Immediate	Section Heads Senior Professors Professors Assistant Professors	Feedback though PMDS – Q1 2020 Survey annually if required.
Volunteering for outside hours activities – all get opportunities	Immediate	Section Heads Senior Professors Professors Assistant Professors	Feedback though PMDS – Q1 2020 Survey annually if required.

In absence of workload cover for any extended period of absence, e.g. maternity and other leaves , put in place measures to ensure fair distribution for cover of same from a gender perspective	Q4 2019	Section Heads	Feedback though PMDS – Q1 2020.

4.3 Gender in Research

Aim	Action taken already	Outcome/status
To optimise excellence and impact from research, ensure the gender dimension is considered as a matter of routine in the formulation of research questions, conduct of research and communication of outputs	Applicants to competitive funding grants (national and EU calls) conduct this exercise, and a number have received training	Partial understanding across Institute of the importance of this requirement.

Further actions planned	Timescale	Responsibility	Success Measure
Ensure that the gender dimension is integrated into all relevant research content and provide training and support for faculty and research staff on how to do this	End January 2020	Registrar/CEO Section Heads Senior Professor Professors Assistant Professor Principal Investigators	>80% trained.

Principle 5: Flexible approaches and provisions that enable individuals, at all career and life stages, to optimise their contribution to their department, institution and to their discipline

Aim	Action taken already	Outcome/status
Work practices, and opportunities to enable all core and fixed terms employees, and postgraduate students to engage with broader activities in their School, in the Institute and also in public engagement promoting research/scholarship and/or disciplines	A flexible, part-time working policy exists	Policy is already functioning at DIAS.
	An Institute wide policy on core meeting hours so as to be 'family-friendly' has been introduced.	Core time 10am to 4pm.

5.1 Support and promote flexible work practices

Further actions planned	Timescale	Responsibility	Success Measure
Consideration of a policy that for Non-project funded positions (and for project funded positions if allowed)– enable part-time working e.g. for Fellows, post doctorate Scholars	2020	Section Heads Registrar/CEO Office of Registrar	Policy considered and decision taken.

Principle 6:

An environment where professional conduct is embedded into Institute, School and Section culture and behaviour

Aim	Action taken already	Outcome/status
Support Staff, Scholars and Fellows to work cohesively to achieve a culture of respect, inclusivity and diversity	Core values are clearly presented in the Institute strategy. Dignity in the workplace policy exists and recently updated	Dignity in the workplace policy recently updated.

6.1 Implementation

Further actions planned	Timescale	Responsibility	Success Measure
Conduct a DIAS wide survey on Culture and Engagement	Baseline Q1 2020 – every two years	Gender Equality and Inclusion Team	Increasing positivity on culture of respect and inclusivity. Increasing level of awareness of Gender Equality and Inclusion Strategy.
Training for those in senior academic, academic supervisory and managerial positions on implementation of Dignity in the Workplace policy and related aspects of the gender equality/inclusion policy	Q1/Q2 2020	Council Registrar/CEO Section Heads	100% compliance
Reflecting the diversity of individuals from over 20 different countries and from around the globe, host events to enhance intercultural understanding	2020	Early Career Researcher Forum Gender Equality and Inclusion Team	Number of events and attendances/feedback.

ENDS

Appendix I –Gender Profile across all categories of staff

Baseline - Profile of core academic positions at DIAS (end 2018)

	Senior Professor		Professor		Assistant Professor		Other Academic posts[6]		Scholars[7]	
School	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Celtic Studies	0	2	0	1	2	1	0	1	2	1
Cosmic Physics	0	2	0	3	0	2	0	1	5	1
Theoretical Physics	0	3	0	0	0	0	0	2	1	2

Baseline - Profile of permanent core non-academic positions at DIAS (end 2018) Gender balance has been attained in the non-academic sphere of DIAS.

	Managerial positions[8]		Senior Executive/Technical		Administrative/Technical/Support	
	Female	Male	Female	Male	Female	Male
Central Administration	2	1	1	1	5	6
School of Celtic Studies	0	0	1	0	3	0
School of Cosmic Physics	0	0	1	1	5	1
School of Theoretical Physics	0	0	0	0	0	1

Baseline – Profile of Externally funded research positions– end 2018

	Senior Research Fellow Level 4		Research Fellow Level 3		Experienced Post-Doctoral Researcher (2B)		New Post-Doctoral Researcher (2A)	
School	Female	Male	Female	Male	Female	Male	Female	Male
Celtic Studies	0	0	0	0	0	0	0	0
Cosmic Physics	0	0	0	1	0	12	3	6
Theoretical Physics	0	0	0	0	0	1	0	2

UPDATES WHERE CHANGES HAVE OCCURRED - 2019

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[6] Schrödinger and Bergin Fellows – independent researchers, fixed term 5 year positions.

[7] Equivalent to New Post-doctoral researcher 2A; these individuals work on their own research questions, typically 1 year awards.

[8] >€76k as defined by the Gender Equality Taskforce 2018

UPDATE: Profile of core academic positions at DIAS (end SEPTEMBER 2019)

School	Senior Professor		Professor		Assistant Professor		Other Academic posts[9]		Scholars[10]	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Celtic Studies	0	2	0	1	2	1	1	1	1	2
Cosmic Physics	0	2	0	3	0	2	1	1[11]	5	1
Theoretical Physics	0	3	0	0	0	0	0	2[12]	1	2

UPDATE: Profile of Externally funded research positions (end SEPTEMER 2019)

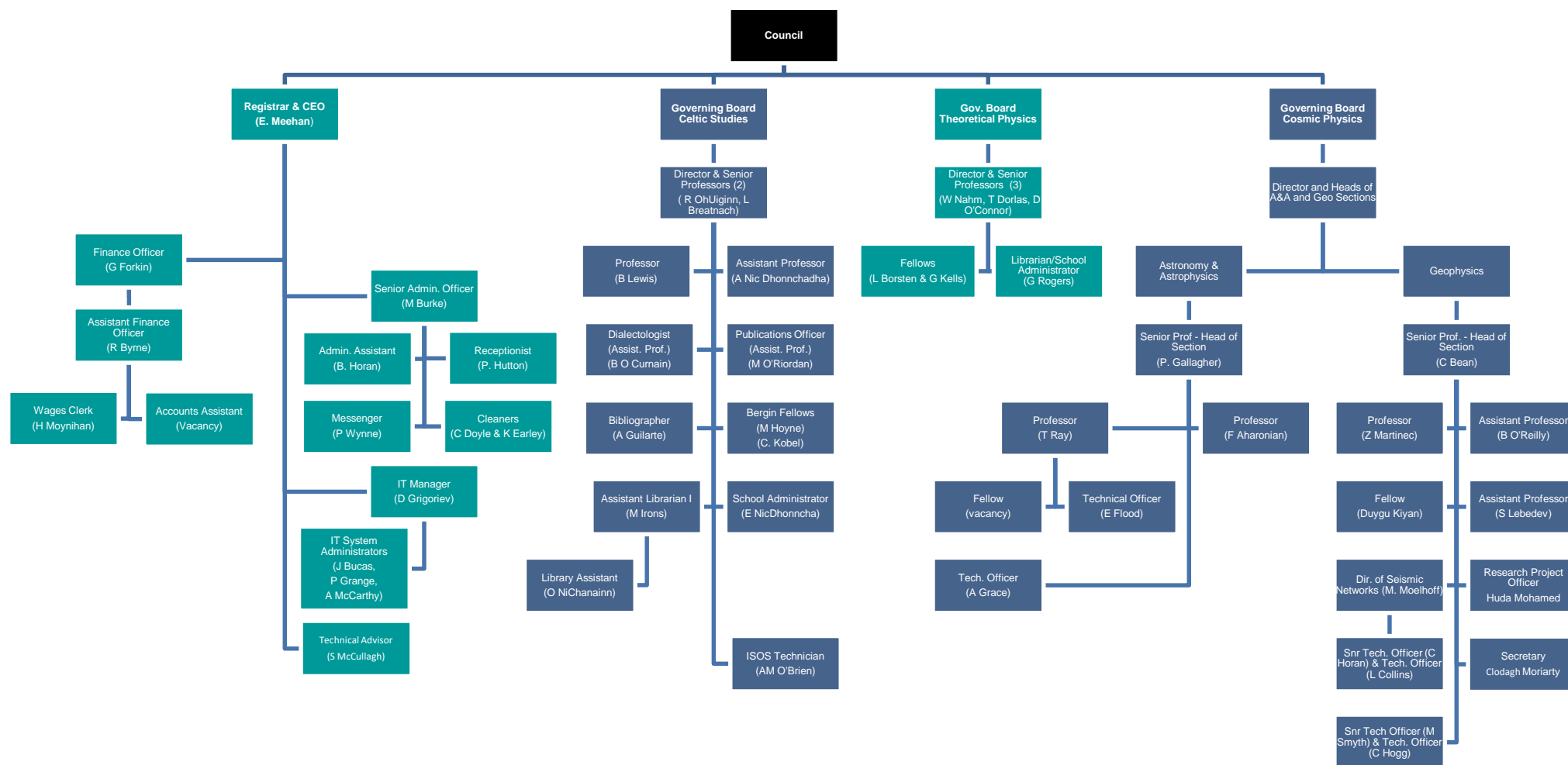| School	Senior Research Fellow Level 4		Research Fellow Level 3		Experienced Post-Doctoral Researcher (2B)		New Post-Doctoral Researcher (2A)	
	Female	Male	Female	Male	Female	Male	Female	Male
Celtic Studies	0	0	0	0	0	0	0	0
Cosmic Physics	0	0	0	1	1	11	3	6
Theoretical Physics	0	0	0	0	0	1	0	2

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[9] Schrödinger and Bergin Fellows – independent researchers, fixed term 5 year positions.

[10] Equivalent to New Post-doctoral researcher 2A; these individuals work on their own research questions, typically 1 year awards.

[11] Vacancy at present

[12] Vacancy at present

Appendix II – Organisational Structure and associated core Staff at DIAS

Council

- **Registrar & CEO (E. Meehan)**
  - Finance Officer (G Forkin)
    - Assistant Finance Officer (R Byrne)
      - Wages Clerk (H Moynihan)
      - Accounts Assistant (Vacancy)
  - Senior Admin. Officer (M Burke)
    - Admin. Assistant (B. Horan)
    - Receptionist (P. Hutton)
    - Messenger (P Wynne)
    - Cleaners (C Doyle & K Earley)
  - IT Manager (D Grigoriev)
    - IT System Administrators (J Bucas, P Grange, A McCarthy)
  - Technical Advisor (S McCullagh)

- **Governing Board Celtic Studies**
  - Director & Senior Professors (2) (R OhUiginn, L Breatnach)
    - Professor (B Lewis)
    - Assistant Professor (A Nic Dhonnchadha)
    - Dialectologist (Assist. Prof.) (B O Curnain)
    - Publications Officer (Assist. Prof.) (M O'Riordan)
    - Bibliographer (A Guilarte)
    - Bergin Fellows (M Hoyne, C. Kobel)
    - Assistant Librarian I (M Irons)
      - Library Assistant (O NiChanainn)
    - School Administrator (E NicDhonncha)
    - ISOS Technician (AM O'Brien)

- **Gov. Board Theoretical Physics**
  - Director & Senior Professors (3) (W Nahm, T Dorlas, D O'Connor)
    - Fellows (L Borsten & G Kells)
    - Librarian/School Administrator (G Rogers)

- **Governing Board Cosmic Physics**
  - Director and Heads of A&A and Geo Sections
    - Astronomy & Astrophysics
      - Senior Prof - Head of Section (P. Gallagher)
        - Professor (T Ray)
          - Fellow (vacancy)
          - Technical Officer (E Flood)
        - Professor (F Aharonian)
        - Tech. Officer (A Grace)
    - Geophysics
      - Senior Prof. - Head of Section (C Bean)
        - Professor (Z Martinec)
        - Assistant Professor (B O'Reilly)
        - Fellow (Duygu Kiyan)
        - Assistant Professor (S Lebedev)
        - Dir. of Seismic Networks (M. Moelhoff)
        - Research Project Officer Huda Mohamed
        - Snr Tech. Officer (C Horan) & Tech. Officer (L Collins)
        - Secretary Clodagh Moriarty
        - Snr Tech Officer (M Smyth) & Tech. Officer (C Hogg)

DIAS

Gender Equality and Inclusion Team (GEIT)

Terms of Reference

Role and purpose:

The Gender Equality and Inclusion Team (GEIT) is an advisory and compliance committee reporting to the Council of DIAS.

Its purpose is to lead and co-ordinate activity that will support the Institute in developing and achieving its gender equality objectives, as set down in the Council approved 'DIAS' Gender Equality and Inclusion Strategy 2019-2022. (hereafter referred to as the 'Strategy')

The GEIT is responsible for:

- Monitoring and reviewing the implementation of the Strategy and advising the Council
- Supporting and advising Schools on implementation of the Strategy
- Progressing and advising on further Institute gender equality initiatives
- Developing an Athena SWAN Charter award submission at such time that DIAS is facilitated to apply.

To deliver on its responsibilities it will develop a high level of understanding of the Strategy.
- Develop systems/surveys to enhance data so as to better inform internal policies / strategy
- Seek staff and student views on the topics and issues covered by the Strategy, for example staff surveys and pulse surveys
- Analyse both qualitative and quantitative data to provide a sound evidential basis for progress and action
- Build support for and commitment to achieving gender equality objectives from stakeholders across the institution
- Establish networks of current and former female DIAS students/Scholars staff
- Support initiatives to enhance the visibility of researchers of all grades
- Explore opportunities for coaching and career development opportunities
- Enthuse and motivate a core group of supporters within the Institutes community to progress the Athena SWAN application, when this arises
- Publicise its work to raise consciousness of the Institutes equality objectives.

The GEIT will furthermore enhance Institutional success through engagement with, and leverage of appropriate external networks and initiatives.

Membership and working methods of the GEIT:

The membership of the team will be for a 2-year term. At that point the membership and terms of reference will be reviewed. Membership will be representative of the Institute Community and consider, gender balance and diversity; disciplines and grades; staff and non-staff; and expertise in areas such as equality, HR etc.

It is anticipated that there will be 4 meetings per year, but no less than 3.

It will be:

- Chaired by Registrar/CEO, or a female senior member of the management team or academic faculty.
- Normally consist of between 8 and 12 male and female academic and professional service members of the Institute at a range of grades and career levels.
- The quorum will be 50% of section heads and 50% of other members.
- Monitored annually and reviewed by Council after two years.

A report from the GEIT will be presented to each Council meeting.

The GEIT may establish time limited sub-groups to undertake tasks to implement Strategy objectives and or to prepare for Athena SWAN Charter award submissions.

The GEIT will establish a permanent 'Self-Assessment Team' in line with Athena SWAN post-May 2015 scheme guidance when appropriate.

Ends

September 2019

Appendix IV - International benchmarking data for staff at professorial level

Discipline	Year	Staff category	Data - female	Source
Physics	2019	Faculty	16%	American Institute of Physics – 2014 data
		Full Professor	10%	
		New hires	*26%*	
	2015	Faculty	45%	Sweden
		Full Professor	25%	
Astronomy	2019	Faculty	19%	American Institute of Physics – 2014 data
(Astrophysics proxy)		Full Professor	15%	
		New hires	*40%*	
Geosciences/Earth Sciences (Geophysics proxy)	2016	Faculty	23%	American Geosciences Institute
		Full Professors	15%	
Mathematics/ Theoretical Physics	2015	Faculty	24%	US data
		Full Professors	11%	
	2010	Full Professors	6%	UK
	2019	*High Energy Theory Faculty*	15%	Europe
		String Theory Faculty	*<10%*	

Appendix V – Recruitment Statistics 2016- 2019 inclusive

Table 1 Academic Appointments (Permanent) 2016 to 2019 inclusive

School of Celtic Studies			
Position	Senior Professor	% Female	% Male
No. of Applicants		22%	77%
No. Interviewed		0%	100%
Appointee			100%
School of Cosmic Physics		% Female	% Male
Position	Senior Professor		
No. of Applicants		14%	85%
No. Interviewed		16%	83%
Appointee			100%
Director of Seismic Network	Assistant Professor	% Female	% Male
No. of Applicants		25%	75%
No. Interviewed		25%	75%
Appointee			100%

Table 2 Senior Managerial Positions 2016 to 2019 inclusive

Position	Registrar	% Female	% Male
No. of Applicants (2 withdrawals)		28%	66%
No. Interviewed		66%	33%
Appointee		100%	

Table 3: DIAS Fellow competition 2016-2019

School of Celtic Studies		
Position : Fellow x2	% Female	% Male
No. of Applicants	44%	56%
No. Interviewed	33%	66%
Appointee	50%	50%
School of Cosmic Physics		
Position : Fellow x 2	% Female	% Male
No. of Applicants	14%	86%
No. Interviewed	42%	57%
Appointee	50%	50%