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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
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

<table>
<thead>
<tr>
<th>Aim</th>
<th>Action taken already</th>
<th>Outcome/status</th>
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<tbody>
<tr>
<td>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</td>
<td>Internal decision making structures which are appointed by the Council, have 40% of each gender.</td>
<td>Internal decision making structures, the Audit &amp; Risk Committee, and the Health &amp; Safety Committee have 40% female membership. The latter has a female chair.</td>
</tr>
<tr>
<td></td>
<td>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)</td>
<td>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-officio appointees, and the Chairs and Directors from the Schools.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Aim</th>
<th>Action taken already</th>
<th>Outcome/status</th>
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<tbody>
<tr>
<td>Clarity on structures, roles and responsibilities at collective and individual levels, and the information to enable progressive decision making</td>
<td>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. 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.</td>
<td>Progress on implementation of the Gender Equality and Inclusion Strategy an item at each Board and Council meeting. Meetings of GEIT being held a minimum of every 3 months; Minutes and updates available to all staff. Report to Council Nov. 2019.</td>
</tr>
<tr>
<td>Unconscious bias training provider selected</td>
<td>Gender equality dimension incorporated into the 5 yearly School quality assurance process and reviews.</td>
<td>Training initiating. School Review panels (x3) in 2019 composed of 40% of either gender. (Reviews completed by end 2019)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions planned</th>
<th>Timescale</th>
<th>Responsibility</th>
<th>Success Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender Equality and Inclusion to be a recurring item at Council, Board and SMT meetings</td>
<td>Boards and Council – Ongoing from November 2019</td>
<td>Chairs of Boards and Council</td>
<td>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.</td>
</tr>
<tr>
<td>All Council, Board Members and senior management team to receive unconscious bias training</td>
<td>By end December 2019</td>
<td>Registrar/CEO Chair of each governance structure</td>
<td>100% completion of training.</td>
</tr>
</tbody>
</table>

---

2 Terms of Reference available in Appendix III.
<table>
<thead>
<tr>
<th>Unconscious bias training to be made available to all the DIAS team</th>
<th>By end June 2020</th>
<th>Registrar/CEO Section Heads Senior Professors and Professors</th>
<th>Target 80% plus to have completed training.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorporate gender equality dimension into the 5 yearly School quality assurance process and reviews</td>
<td>Reviews 2019 onwards</td>
<td>Council</td>
<td>All quality self-assessment reports, quality review reports and institutional quality assurance reports will incorporate gender equality dimension.</td>
</tr>
<tr>
<td>Integration of gender equality in all policies and actions across the Institute and Schools in line with DIAS policy</td>
<td>Ongoing</td>
<td>Section Heads and Registrar/CEO</td>
<td>Consideration given in preparation of all policies and actions. Report annually on this to the Boards.</td>
</tr>
<tr>
<td>DIAS to enhance institutional success through engagement with, and leverage of, appropriate external networks and initiatives (incl. COST networks)</td>
<td>Ongoing</td>
<td>Gender Equality and Inclusion Team Section Heads and Registrar/CEO</td>
<td>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.</td>
</tr>
<tr>
<td>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</td>
<td>January 2020 March 2020 October 2020 November 2020</td>
<td>Gender Equality &amp; Inclusion Team</td>
<td>Terms of reference from GEIT; SAT established; Report to GEIT; Revised Gender Equality &amp; Inclusion Strategy.</td>
</tr>
<tr>
<td>DIAS to hold a diversity themed event annually</td>
<td>1st event 2020</td>
<td>Gender Equality &amp; Inclusion Team</td>
<td>% participation by staff.</td>
</tr>
</tbody>
</table>
### 1.3 Establishment of a monitoring and evidence base

<table>
<thead>
<tr>
<th><strong>Aim</strong></th>
<th><strong>Action taken already</strong></th>
<th><strong>Outcome/status</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>DIAS reports on the gender profile of its researchers and staff in its Annual Report</td>
<td>See Appendix I for baseline data at end 2018/1(^{st}) January 2019.</td>
</tr>
<tr>
<td></td>
<td>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)</td>
<td>Initiated and ongoing.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Year</th>
<th>Responsible Office</th>
<th>Responsible Council</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore becoming a GLEN Diversity champions network member</td>
<td>2019</td>
<td>Office of Registrar Registrar/CEO</td>
<td>Become a member if possible.</td>
<td></td>
</tr>
<tr>
<td>Explore potential for DIAS to become Diversity charter signatory</td>
<td>2020</td>
<td>Registrar/CEO Council</td>
<td>Become a member/signatory if possible.</td>
<td></td>
</tr>
<tr>
<td>Engage with the IBEC Diversity Forum</td>
<td>By end of 2019</td>
<td>Registrar &amp; CEO</td>
<td>Engagement with Forum.</td>
<td></td>
</tr>
<tr>
<td>Explore participation in the GLEN workplace equality index</td>
<td>2019</td>
<td>Office of Registrar</td>
<td>Participation if possible.</td>
<td></td>
</tr>
<tr>
<td>Support development of gender equality networks and support pan-institute, and joint institutional networking events</td>
<td>Ongoing</td>
<td>Registrar/CEO Section Heads Senior Professors and Professors</td>
<td>Increase in engagement with such initiatives and events.</td>
<td></td>
</tr>
</tbody>
</table>
Principle 2: Appointment and selection processes and procedures that encourage men and women to apply for academic and research posts at all levels.
Targeted Outcome:

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.

\(^3\) Faculty is defined as Assistant Professor level or equivalent, and above.
Subject to quality candidates presenting:

Year 3 target: Physics Schools¹ not less than 10% of Faculty

Humanities School¹ 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 female¹

Key to attaining these targets is ensuring applications from excellent female candidates.
2.1 Ensure that processes and procedures are fully inclusive

<table>
<thead>
<tr>
<th>Aim</th>
<th>Action taken already</th>
<th>Outcome/status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through enhancement of recruitment processes and procedures to enhance the number of female applicants for positions at DIAS</td>
<td>Equal Opportunities on all adverts and in all job descriptions</td>
<td>Currently no demonstrable impact of this on applications.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Further actions planned</th>
<th>Timescale</th>
<th>Responsibility</th>
<th>Success Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>End 2019</td>
<td>Office of Registrar/CEO</td>
<td>Revised policies in place.</td>
</tr>
<tr>
<td>Adopt best practice in terms of adverts for studentships, scholarships, fellowships and other staff positions</td>
<td>October 2019</td>
<td>Section Heads/School Administrators, Senior Professors, Professors, Assistant Professors and Principal Investigators (with independent grants) Registrar/Office of the Registrar</td>
<td>100% compliance.</td>
</tr>
<tr>
<td>Generate guidelines on how leave and part-time working is taken into account in recruitment decisions</td>
<td>End Q1 2020</td>
<td>Office of the Registrar/CEO</td>
<td>Perception survey to be carried out amongst applicants post process.</td>
</tr>
<tr>
<td>Mandatory unconscious bias training for all those involved in selection of students, staff – within schools and centrally</td>
<td>Roll out from October 2019</td>
<td>Section Heads Registrar/CEO</td>
<td>100% compliance.</td>
</tr>
<tr>
<td>Selection of appropriate training tool</td>
<td></td>
<td>Registrar/CEO</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>June 2019</td>
<td>Council Chair, Chairs of Boards, Section Heads, Registrar/CEO</td>
<td>100% compliance.</td>
</tr>
</tbody>
</table>
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.*

<table>
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<tr>
<th>Aim</th>
<th>Action taken already</th>
<th>Outcome/status</th>
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<tbody>
<tr>
<td>Increase % of applications from women for academic positions</td>
<td>An equal opportunities statement accompanies all adverts for Fellows specifically encouraged both female and male applicants. 2019 adverts for Summer Studentships encouraged both female and male applicants.</td>
<td>Applications for most recent Fellow positions in 2018/19 as baseline are available in Appendix V.</td>
</tr>
</tbody>
</table>

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 |
<table>
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<tbody>
<tr>
<td>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</td>
<td>Immediate</td>
<td>Section Heads Registrar/CEO</td>
<td>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.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Start of 2021</th>
<th>Boards of:</th>
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<tbody>
<tr>
<td></td>
<td>Schools of Cosmic Physics</td>
</tr>
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<td></td>
<td>School of Theoretical Physics</td>
</tr>
<tr>
<td></td>
<td>[DIAS Physics]</td>
</tr>
</tbody>
</table>

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.
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

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.

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

Induction/briefings occur regularly within the schools for Scholars, Fellows and postdocs

All schools provide consistent local induction with coverage of gender equality and inclusion strategy.

Keep records of induction

Integrate gender equality awareness into any leadership development training and induction processes for all leaders – senior hires

Access to LEAD – Living Equality and Diversity training (through HEIs) or equivalent through another route.
### 3.2 Transparent appraisal and development

<table>
<thead>
<tr>
<th>Further actions planned</th>
<th>Timescale</th>
<th>Responsibility</th>
<th>Success Measure</th>
</tr>
</thead>
</table>
| 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    | Q1 2020                         | Section Heads Registrar/CEO                                                    | Opportunities identified and arrangements in place. |
| Monitor and encourage uptake                                                            |                                  |                                                                              |                                        |
| 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. |
### 3.3 Transparent promotion processes and procedures

<table>
<thead>
<tr>
<th>Further actions planned</th>
<th>Timescale</th>
<th>Responsibility</th>
<th>Success Measure</th>
</tr>
</thead>
</table>
| 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.     |

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.
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.
<table>
<thead>
<tr>
<th>Aim</th>
<th>Action taken already</th>
<th>Outcome/status</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>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. 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. 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 (even if not an eligible cost under the award). 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.</td>
<td>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. 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.</td>
</tr>
</tbody>
</table>

### 4.1 Promote an inclusive culture

<table>
<thead>
<tr>
<th>Further actions planned</th>
<th>Timescale</th>
<th>Responsibility</th>
<th>Success Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop targeted initiative with researchers (survey/workshop) to gather more reliable and focused</td>
<td>End January 2020</td>
<td>Gender Equality and Inclusion Team</td>
<td>Survey designed and completed by majority of researchers.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Immediate - ongoing</th>
<th>Section Heads Senior Professors All Academic Staff Registrar/CEO</th>
<th>Regular review of material posted.</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Training on communications to enable engagement with outreach – all staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme for 2020</td>
</tr>
<tr>
<td>Communications training to be instigated Q1 2020</td>
</tr>
<tr>
<td>Registrar/CEO Section Heads</td>
</tr>
<tr>
<td>&gt;80% engagement.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Further actions planned</th>
<th>Timescale</th>
<th>Responsibility</th>
<th>Success Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>End Q1 2020</td>
<td>Office of the Registrar</td>
<td>Completed.</td>
</tr>
<tr>
<td>Current workload distribution to ensure equitable and fair distribution of work that is valued for promotion</td>
<td>Immediate</td>
<td>Section Heads Senior Professors Professors Assistant Professors</td>
<td>DIAS does not operate a formal workload allocation model as would larger universities and research centres. Feedback though PMDS – Q1 2020.</td>
</tr>
<tr>
<td>New tasks and initiatives – opportunities to be given to all – not just the ‘usual suspects’</td>
<td>Immediate</td>
<td>Section Heads Senior Professors Professors Assistant Professors</td>
<td>Feedback though PMDS – Q1 2020 Survey annually if required.</td>
</tr>
<tr>
<td>Volunteering for outside hours activities – all get opportunities</td>
<td>Immediate</td>
<td>Section Heads Senior Professors Professors Assistant Professors</td>
<td>Feedback though PMDS – Q1 2020 Survey annually if required.</td>
</tr>
</tbody>
</table>
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

**4.3 Gender in Research**

<table>
<thead>
<tr>
<th>Aim</th>
<th>Action taken already</th>
<th>Outcome/status</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Applicants to competitive funding grants (national and EU calls) conduct this exercise, and a number have received training</td>
<td>Partial understanding across Institute of the importance of this requirement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Further actions planned</th>
<th>Timescale</th>
<th>Responsibility</th>
<th>Success Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>End January 2020</td>
<td>Registrar/CEO Section Heads Senior Professor Professors Assistant Professor Principal Investigators</td>
<td>&gt;80% trained.</td>
</tr>
</tbody>
</table>
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
<table>
<thead>
<tr>
<th>Aim</th>
<th>Action taken already</th>
<th>Outcome/status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work practices, and opportunities to enable all core and fixed term 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</td>
<td>A flexible, part-time working policy exists An Institute wide policy on core meeting hours so as to be ‘family-friendly’ has been introduced.</td>
<td>Policy is already functioning at DIAS. Core time 10am to 4pm.</td>
</tr>
</tbody>
</table>

### 5.1 Support and promote flexible work practices

<table>
<thead>
<tr>
<th>Further actions planned</th>
<th>Timescale</th>
<th>Responsibility</th>
<th>Success Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>2020</td>
<td>Section Heads Registrar/CEO Office of Registrar</td>
<td>Policy considered and decision taken.</td>
</tr>
</tbody>
</table>
Principle 6: An environment where professional conduct is embedded into Institute, School and Section culture and behaviour
<table>
<thead>
<tr>
<th>Aim</th>
<th>Action taken already</th>
<th>Outcome/status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Staff, Scholars and Fellows to work cohesively to achieve a culture of respect, inclusivity and diversity</td>
<td>Core values are clearly presented in the Institute strategy. Dignity in the workplace policy exists and recently updated</td>
<td>Dignity in the workplace policy recently updated.</td>
</tr>
</tbody>
</table>

6.1 Implementation

<table>
<thead>
<tr>
<th>Further actions planned</th>
<th>Timescale</th>
<th>Responsibility</th>
<th>Success Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct a DIAS wide survey on Culture and Engagement</td>
<td>Baseline Q1 2020 – every two years</td>
<td>Gender Equality and Inclusion Team</td>
<td>Increasing positivity on culture of respect and inclusivity. Increasing level of awareness of Gender Equality and Inclusion Strategy.</td>
</tr>
<tr>
<td>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</td>
<td>Q1/Q2 2020</td>
<td>Council Registrar/CEO Section Heads</td>
<td>100% compliance</td>
</tr>
<tr>
<td>Reflecting the diversity of individuals from over 20 different countries and from around the globe, host events to enhance intercultural understanding</td>
<td>2020</td>
<td>Early Career Researcher Forum Gender Equality and Inclusion Team</td>
<td>Number of events and attendances/feedback.</td>
</tr>
</tbody>
</table>

ENDS
Appendix I – Gender Profile across all categories of staff

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

<table>
<thead>
<tr>
<th>School</th>
<th>Senior Professor</th>
<th>Professor</th>
<th>Assistant Professor</th>
<th>Other Academic posts</th>
<th>Scholars</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Celtic Studies</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Cosmic Physics</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Theoretical Physics</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>School</th>
<th>Managerial positions</th>
<th>Senior Executive/Technical</th>
<th>Administrative/Technical/Support</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Central Administration</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>School of Celtic Studies</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>School of Cosmic Physics</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>School of Theoretical Physics</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Baseline – Profile of Externally funded research positions – end 2018

<table>
<thead>
<tr>
<th>School</th>
<th>Senior Research Fellow Level 4</th>
<th>Research Fellow Level 3</th>
<th>Experienced Post-Doctoral Researcher (2B)</th>
<th>New Post-Doctoral Researcher (2A)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Celtic Studies</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cosmic Physics</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Theoretical Physics</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

UPDATES WHERE CHANGES HAVE OCCURRED - 2019

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)

<table>
<thead>
<tr>
<th>School</th>
<th>Senior Professor</th>
<th>Professor</th>
<th>Assistant Professor</th>
<th>Other Academic posts</th>
<th>Scholars</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Celtic Studies</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Cosmic Physics</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Theoretical Physics</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>School</th>
<th>Senior Research Fellow Level 4</th>
<th>Research Fellow Level 3</th>
<th>Experienced Post-Doctoral Researcher (2B)</th>
<th>New Post-Doctoral Researcher (2A)</th>
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<tr>
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<td>Celtic Studies</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cosmic Physics</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Theoretical Physics</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

---

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

Registrar & CEO
- E. Meehan
  - Finance Officer (G. Forkin)
  - Assistant Finance Officer (R. Byrne)
  - Wages Clerk (H. Moynihan)
  - Accounts Assistant (Vacancy)
  - Admin. Assistant (R. O'Brien)
  - Messenger (P. Wyne)
  - Cleaners (C. Doyle & K. Earley)
  - IT Manager (D. Grigoriev)
  - Technical Advisor (S. McCullagh)
  - ISOS Technician (A. M. O'Brien)
  - Professor (B. Lewis)
  - Assistant Professor (A. Nic Dhomhnaill)
  - Librarian (S. McCullagh)
  - School Administrator (E. Ní Chonaigín)
  - Library Assistant (O. Ní Chonaigín)
  - Technical Officer (E. Flood)

Governance Board
- Celtic Studies
  - Director & Senior Professors (2)
    - R. OhUiginn, L. Breatnach
  - IT Manager (D. Grigoriev)
  - IT System Administrators (J. Bucus, P. Grange, A. McCarthy)
  - Technical Advisor (S. McCullagh)
  - Assistant Librarian (M. Burke)
  - Senior Admin. Officer (M. Burke)
  - Registrar & CEO (E. Meehan)
  - Finance Officer (G. Forkin)
  - Assistant Finance Officer (R. Byrne)
  - Wages Clerk (H. Moynihan)
  - Accounts Assistant (Vacancy)
  - Admin. Assistant (R. O'Brien)
  - Messenger (P. Wyne)
  - Cleaners (C. Doyle & K. Earley)
  - IT Manager (D. Grigoriev)
  - Technical Advisor (S. McCullagh)
  - ISOS Technician (A. M. O'Brien)

Governance Board
- Cosmic Physics
  - Director and Heads of A&A and Geo Sections
  - Astronomy & Astrophysics
  - Geophysics
  - Professor (Z. Martinec)
  - Assistant Professor (B. O'Reilly)
  - Fellow (Duygu Kiyan)
  - Assistant Professor (S. Lebedev)
  - Technical Officer (E. Flood)
  - Professor (T. Ray)
  - Senior Prof. - Head of Section (P. Gallagher)
  - Librarian/School Administrator (G. Rogers)

Gov. Board
- Theoretical Physics
  - Director & Senior Professors (3)
    - W. Nahm, T. Dorlas, D. O'Connor
  - Professor (T. Ray)
  - Fellow (vacancy)
  - Technical Officer (E. Flood)
  - Professor (F. Aharonian)
  - Fellow (D.uygu Kiyan)
  - Assistant Professor (B. O'Reilly)
  - Fellow (S. Lebedev)
  - Technical Officer (E. Flood)
  - Professor (F. Aharonian)
  - Fellow (D.uygu Kiyan)
  - Assistant Professor (B. O'Reilly)
  - Fellow (S. Lebedev)
  - Technical Officer (E. Flood)

Gov. Board
- Cosmic Physics
  - Director and Heads of A&A and Geo Sections
  - Astronomy & Astrophysics
  - Geophysics
  - Professor (Z. Martinec)
  - Assistant Professor (B. O'Reilly)
  - Fellow (Duygu Kiyan)
  - Assistant Professor (S. Lebedev)
  - Technical Officer (E. Flood)
  - Professor (T. Ray)
  - Senior Prof. - Head of Section (P. Gallagher)
  - Librarian/School Administrator (G. Rogers)
Appendix III -

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

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Year</th>
<th>Staff category</th>
<th>Data - female</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physics</strong></td>
<td>2019</td>
<td>Faculty</td>
<td>16%</td>
<td>American Institute of Physics – 2014 data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Full Professor</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>New hires</td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>Faculty</td>
<td>45%</td>
<td>Sweden</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Full Professor</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Astronomy</strong></td>
<td>2019</td>
<td>Faculty</td>
<td>19%</td>
<td>American Institute of Physics – 2014 data</td>
</tr>
<tr>
<td>(Astrophysics proxy)</td>
<td></td>
<td>Full Professor</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>New hires</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td><strong>Geosciences/Earth Sciences</strong></td>
<td>2016</td>
<td>Faculty</td>
<td>23%</td>
<td>American Geosciences Institute</td>
</tr>
<tr>
<td>(Geophysics proxy)</td>
<td></td>
<td>Full Professors</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics/Theoretical Physics</strong></td>
<td>2015</td>
<td>Faculty</td>
<td>24%</td>
<td>US data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Full Professors</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>Full Professors</td>
<td>6%</td>
<td>UK</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>High Energy Theory Faculty</td>
<td>15%</td>
<td>Europe</td>
<td></td>
</tr>
<tr>
<td></td>
<td>String Theory Faculty</td>
<td>&lt;10%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix V – Recruitment Statistics 2016-2019 inclusive

Table 1 Academic Appointments (Permanent) 2016 to 2019 inclusive

<table>
<thead>
<tr>
<th>School of Celtic Studies</th>
<th>Position</th>
<th>% Female</th>
<th>% Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Professor</td>
<td></td>
<td>22%</td>
<td>77%</td>
</tr>
<tr>
<td>No. of Applicants</td>
<td></td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Appointee</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School of Cosmic Physics</th>
<th>Position</th>
<th>% Female</th>
<th>% Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Professor</td>
<td></td>
<td>14%</td>
<td>85%</td>
</tr>
<tr>
<td>No. of Applicants</td>
<td></td>
<td>16%</td>
<td>83%</td>
</tr>
<tr>
<td>Appointee</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Director of Seismic Network</th>
<th>Position</th>
<th>% Female</th>
<th>% Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td></td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>No. of Applicants</td>
<td></td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>Appointee</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 2 Senior Managerial Positions 2016 to 2019 inclusive

<table>
<thead>
<tr>
<th>Position</th>
<th>Registrar</th>
<th>% Female</th>
<th>% Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Applicants (2</td>
<td></td>
<td>28%</td>
<td>66%</td>
</tr>
<tr>
<td>withdrawals)</td>
<td></td>
<td>66%</td>
<td>33%</td>
</tr>
<tr>
<td>Appointee</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Table 3: DIAS Fellow competition 2016-2019

<table>
<thead>
<tr>
<th>School of Celtic Studies</th>
<th>Position : Fellow x2</th>
<th>% Female</th>
<th>% Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Applicants</td>
<td></td>
<td>44%</td>
<td>56%</td>
</tr>
<tr>
<td>No. Interviewed</td>
<td></td>
<td>33%</td>
<td>66%</td>
</tr>
<tr>
<td>Appointee</td>
<td></td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School of Cosmic Physics</th>
<th>Position : Fellow x 2</th>
<th>% Female</th>
<th>% Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Applicants</td>
<td></td>
<td>14%</td>
<td>86%</td>
</tr>
<tr>
<td>No. Interviewed</td>
<td></td>
<td>42%</td>
<td>57%</td>
</tr>
<tr>
<td>Appointee</td>
<td></td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>