

DIAS

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

GENDER EQUALITY AND INCLUSION STRATEGY & ACTION PLAN

2019 – 2022

Revised & Council Approved May 2022

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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 Principles¹:

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

This Gender Strategy, originally approved in 2019, was reviewed in Q4 2020, and again in April 2021 with up to date information and progress as of the end of March 2022 added (in purple text) to the document.

Baseline Information for core permanent positions and for externally funded fixed term positions (end 2018) is available in Appendix I as is the position as of end September 2019, and new data as of the end of 2020.

This updated Strategy was approved at the meeting of the DIAS Council in May 2022.

IOP | Institute of Physics
Juno Supporter

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 *(Updates for end March 2022 in purple text)*

Aim	Action taken already	Outcome/status	
<p>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</p>	<p>Internal decision making structures which are appointed by the Council, have 40% of each gender.</p> <p>Appointments are independent of DIAS and made by government. Appointments are made every 5 years and a public process was undertaken by the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS) in early 2020.</p> <p>(DIAS contributes to surveys from Government on gender composition of decision making bodies)</p>	<p>Internal decision making structures, the Audit & Risk Committee, and the Health & Safety Committee have 40% female membership. The latter has a female chair.</p> <p>DIAS Schools have Boards with 40% female membership. These are all ministerial appointees. Since September 2020, there is two female chairs of three (up from one). The Council has 30% female membership. The latter has 10 members, 3 ex-officio, plus the Director and Chair of each School (6 persons) and an independent Chair. The gender balance of the Council depends on the gender of the <i>ex-officio</i> appointees, and the Chairs and Directors from the Schools.</p>	
Further actions planned	Timescale	Responsibility	Success Measure
<p>Articulate DIAS commitment to a minimum gender balance of 40% women and 40% men on DIAS governance structures</p>	<p>On going</p>	<p>Chair of Council Registrar/CEO (as appropriate)</p>	<p>If requested, provide advice to the Minister and Government in this regard.</p>
<p>Ensure a minimum gender balance of 40% women and 40% men on all <u>DIAS appointed</u> decision making committees and structures</p>	<p><i>On-going</i></p>	<p>Council</p>	<p>Compliant. Review and make recommendations to next governance meeting if required.</p>

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 annually.
	As planned all senior management, and staff with governance, supervisory or mentoring roles to have unconscious bias training by end 2019	Training completed May 2020.
	Gender equality dimension incorporated into the 5 yearly School quality assurance process and reviews. Specific recommendations on gender balance from Reviews incorporated into School workplans.	School Review panels (x3) in 2019 composed of 40% of either gender. (Reviews completed by end 2019)
	Gender equality and inclusion is now included as a recurring item at Council, Board and SMT meetings,	In place Available monitoring tools for the research/higher education system to be reviewed for utilisation

Actions planned	Timescale	Responsibility	Success Measure
All Council and Board Members to receive unconscious bias training	By end Feb. 2021	Registrar/CEO Chair of each governance structure	100% completion of training.
Unconscious bias training to be made available to all the DIAS team (regardless of grade or level)	Phase I – completed by end May 2020	Registrar/CEO Section Heads Senior Professors and Professors	Target 80% plus to have completed training. All (100%) involved in management, mentoring or

² Terms of Reference available in Appendix III.

	Complete next phase end May 2021 This delayed due to COVID-19 – Revised timescale. Ongoing		recruitment trained. Training offering for remainder of team to be completed. New additions to team means this is a continuous target.
Incorporate gender equality dimension into the 5 yearly School quality assurance process and reviews	Reviews from 2019 onwards (see status above page 9– next reviews 2024)	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 in line with DIAS policy	Ongoing and being implemented	Section Heads and Registrar/CEO	Consideration given in preparation of all policies and actions. Report annually 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 network/initiatives.- Minimal progress due to COVID-19 pandemic and challenges in terms of hybrid working.
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	March 2021 June 2021 October 2021 January 2022 April 2022 {Overarching Team meeting schedule}	Gender Equality & Inclusion Team	DIAS enabled by HEA to apply for Athena Swan from May 1 st 2020. Prior to this not permitted . Target May 2022 submission . <i>Revised Target November 2023/first half of 2024. SAT not established early Q2 2021.</i> Focus is on Juno Practitioner application November 2022. GEIT Report, and revised strategy, to Council Dec.2020 & 2021..
DIAS a Juno Supporter. Juno Practitioner application in 2021; Revised to end 2022.			

DIAS to hold a diversity themed event annually	1 st event 2021 Delayed due to COVID-19.	Gender Equality & Inclusion Team	% participation by staff. On site events still limited and will be so until September 2022.
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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	See Appendix I for baseline data at end 2018/1 st January 2019.	
	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)	Initiated and ongoing	
	As planned, since start of 2020 reports received from Schools on a gender basis on applicants for competitions and outcomes. Report in the Institute Annual Report on the gender profile at each level	Reported In Annual Report 2020	
	Information system (e-recruitment system) modified to enable capture of gender disaggregated data on all post applications and appointments .	Completed	
	As planned, data females at DIAS and who left in past 5 years prepared	Completed.	
	Staff code/dignity in the workplace policy inclusive for persons with disabilities	In place.	
As planned, HR policies aligned with best practice re LGBTQ+ inclusion.	Revised policies in place		
Further actions planned	Timescale	Responsibility	Success Measure
Prepare average pay data by gender and data (required for Athena Swan)	Ongoing	Office of Registrar/CEO	Report to Council and boards on data on gender dimension and pay. To be initiated end 2022/start 2023.
Survey/interview all leavers – in particular females	From Sept 2019	GEIT & Office of Registrar	Survey developed; 100% completion. Being informally implemented; to be formalised by end 2022. Delayed due to impact of COV-19 pandemic.

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. Contributions to national policy processes on this matter in 2021
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. GLEN was disbanded in 2019; a new entity may be formed. Revisit at that time – to be completed
Explore potential for DIAS to become Diversity charter signatory	2020 2022	Registrar/CEO Council	Become a member/signatory if possible. Pandemic disrupted progress. Being pursued and prioritised Q1 2021. Not progressed.
Engage with the IBEC Diversity Forum	By end of 2019	Registrar & CEO	Engagement with Forum. Not progressed due to consideration and review of IBEC membership . No longer members of IBEC
Explore participation in the GLENworkplace equality index	2019	Office of Registrar	Participation if possible. In GLEN was disbanded in 2019; a new entity may be formed . Revisit at that time.
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. Limited opportunities in 2020. DIAS is a leading and active member of the national Girls in Geoscience initiative established by iCRAG. IWD event organised in 2022.



**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 Faculty³ 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 tenured academic staff, of 16, which are female (12.5%). A third appointment of the successful candidate for an additional post secured through the Strategic Academic Leadership Initiative was made by Government, who appoint Senior Professors at DIAS, in Q1 2021. This increased the proportion of female core tenured academic staff to 18.75%. The baseline details are set out in Appendix I. These female academic staff are 33% of the academic staff in Celtic Studies and the new appointment in Physics in Q1 2021 has resulted in female tenured faculty in physics in DIAS being 10%. For the physics, in particular theoretical physics/mathematics, there are particular challenges (see Appendix IV).

Furthermore, it is recognised that in the past six years (since June 2016) only 4 core academic positions have become vacant at DIAS. The statistics are presented in Appendix V.

With respect to the future context, there will potentially be a maximum of 7 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 1 vacancy in the next 3 years. Individuals however may not retire due to a increase in the mandatory retirement age and/or provisions in the DIAS pension scheme which enable extensions beyond normal retirement age. On that basis only 5 core academic vacancies in next 10 years, and only two at the most senior, Senior Professor level.

Therefore, DIAS is setting its future outcome to reflect natural frequency of turnover of positions whilst of necessity taking changes to retirement age and the provisions of its own pension scheme into account. DIAS is particularly 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, 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.

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

Subject to quality candidates presenting:

Year 3 target: Physics Schools¹ not less than 10% of Faculty¹

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 female¹

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	<p>Equal Opportunities on all adverts and in all job descriptions</p> <p>As planned a full review of recruitment and selection procedures to ensure that they are gender sensitive, promote gender balance and prevent gender bias has been conducted.</p> <p>As planned, best practice in terms of adverts for studentships, scholarships, fellowships and staff positions has been adopted.</p> <p>As planned, mandatory unconscious bias training provided for all those involved in selection of students, staff – within schools and centrally</p> <p>Selection committee membership (for appointments or other awards), and Chairs, consist of at least 40% women & at least 40% men].</p>		<p>Currently no demonstrable impact of this on applications.</p> <p>Review completed and gaps addressed.</p> <p>A formal report on compliance to be incorporated in annual report from schools – for 2021 report.</p> <p>Completed; 100% compliance to date; Monitoring ongoing.</p> <p>Policy in place; Compliant & monitored on an ongoing basis..</p>
Further actions planned	Timescale	Responsibility	Success Measure
Guidelines on how leave and part-time working is taken into account in recruitment decisions to be prepared.	<p>End Q1 2020</p> <p>Draft completed Q4 2020</p>	Office of Registrar & CEO	<p>Perception survey to be carried out amongst applicants post process</p> <p>Guidelines in place Q1 2021; perception surveys to be carried out mid 2021.</p> <p>To be progressed</p>
Evidence of commitment to gender equality will be taken into account in appointments to positions, involving supervision or mentoring of students and staff	<p>October 2019</p> <p>Renewed and enhanced focus 2021 onwards</p>	<p>Council Chair</p> <p>Chairs of Boards</p> <p>Section Heads</p> <p>Registrar/CEO</p>	<p>Specific reference to this in assessment documentation.</p> <p>Whilst this policy is reported to be implemented, there is not consistent documented evidence of compliance. Further focus required to ensure consistently documented.</p>

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 Adverts for all positions specifically encouraged both female and male applicants.		Applications for positions in 2018/19 as baseline are available in Appendix V. A time series and Up to end March 2022 data also provided .
For senior non-academic positions ensure that the final pool of candidates comprises 40% of either female or male (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 Actioned Enhanced priority in 2021 onwards	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 necessary to ensure sufficient female candidates EXPLAIN: In the Senior Professor competition in Theoretical Physics (2020 –closed end Oct), the closing date and the timeframe for the independent external search committee (with 40% female and 60% male membership) was extended significantly (4 months), when it became clear that the pool of candidates would not be diverse. The uncertainty due the pandemic exacerbated the challenge . See further note Appendix V. Specific discussion and proposals in 2021. Ongoing monitoring required.

<p>Achieving 40% applications from either gender in competitions. Action required if this does not arise following aforementioned steps:</p> <ul style="list-style-type: none"> • Post annual review and update of plan, • Establish targeted initiatives in physics domains to improve intake of female students and post-doctorate level researchers 	<p>Start of 2021 Ongoing</p>	<p>Boards of: Schools of Cosmic Physics School of Theoretical Physics [DIAS Physics]</p>	<p>Attainment of 40% of applications This has been attained in 100% of applications in Celtic Studies 2019/2020. This has not been attained across physics competitions . HOWEVER, in excess of 40% of appointees were female.</p> <p>A specific policy and/or targeted initiative is being considered for enhancing applications in Physics at both the forthcoming School of Cosmic Physics and School of Theoretical Physics Boards in mid 2021. For the latter, where candidates equal preference given to female candidates. This has led to a significant increase in the STP cohort. Ongoing monitoring.</p>
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**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	<p>At School level, supervisors encourage and enable specialist training</p> <p>Individual promotion proposals, with the support of the relevant School, have been made our parent Department. 50% were refused, 25% acceded to and 25% partially allowed. An internal process proposed.</p> <p><u>There is no promotion mechanism at DIAS, for any category of staff, in the absence of a vacancy.</u> DIAS operates as a government agency . New posts cannot be created, nor existing ones upgraded, nor can an individual receive a personal promotion in the absence of a vacancy. In addition to the control of numbers, under its legislation, DIAS has individual approved posts and all academic appointments (regardless of source of funding) are approved by our parent Department. The matter of lack of promotion opportunities is the subject of discussion with our parent department.</p>	<p>Proposals for career progression and promotion processes in the Institute (aligning with practices in higher education institutions) have been submitted to our parent government Department for both technical (2020, and again in 2022) and academic staff (2019). Discussion has been stalled due to COVID-19 pandemic. A submission for administrative staff is planned , albeit that there is no precedence for promotion anywhere in the public sector in the absence of a vacancy.</p>
	As planned, mandatory unconscious bias training for all those involved in appraisal and development activities, whether in the Schools or centrally	100% compliance. Ongoing.
	As planned, checked that the SPDS (PMDS) procedure and process is gender proofed	Completed.Documentation in place.
4	As planned, mandatory unconscious bias training for all those involved in PMDS and potential promotion processes and procedures within schools and centrally	100% compliance. Ongoing.
	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.	Task completed.

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.

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 documented approach is required to record compliance. .
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 Q4 2020 End Q1/Q2 2021 2022	Heads of Section School Administration	All schools provide consistent local induction with coverage of gender equality and inclusion strategy. The vast majority of inductions in 2020 were conducted virtually. In Q1/Q2 2021, there will be a heightened pan institution focus on the Dignity policy, and the Gender Equality, Diversity and Inclusion Strategy, so as to formalise and, document all clear on provisions. Challenges due to irregular on-site working and other post COVID challenges. Further focus required from Sept. 2022.
Integrate gender equality awareness into any leadership development training and induction processes for all leaders – senior hires	Q1 2020 Ongoing Q2 2021	Registrar/CEO	Access to LEAD – Living Equality and Diversity training (through HEIs) or equivalent through another route. Integration of internal material in place but the follow up re LEAD has been postponed further.

3.2 Transparent appraisal and development

Further actions planned	Timescale	Responsibility	Success Measure
Explore opportunities for coaching and career development training through strategic alliances with other HEIs/individuals/other organisations such as 30% Club, etc	Q1 2020 Q2 2021 Q3 2022	Gender Equality and Inclusion Team Registrar/CEO	Opportunities identified and arrangements in place. Due to the focus associated with minimising the COVID-19 pandemic, work on this has been initiated but is not completed. Revised timescale.
Enable access to leadership development programmes for women, including senior women	Q1 2020 Q2 2021 Q3 2022	Section Heads Registrar/CEO	Opportunities identified and arrangements in place. Due to the focus associated with minimising impact of COVID-19 pandemic, whilst work on this has been initiated, it is not completed. Revised timescale.
Monitor and encourage uptake			
Support for careers outside and after DIAS – formalise a support mechanism internal to DIAS or another institution	End Q1 2020 Arranged by End Q1 2021 Formal instigation Q2 2021 Q3 2022	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 . Due to the focus associated with minimising the impact of COVID-19 pandemic, whilst work on this has been initiated, it is not completed. Revised timescale .

3.3 Transparent promotion processes and procedures

Further actions planned	Timescale	Responsibility	Success Measure
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 Q4 2020 Target Q2 2021 Q4 2022 (revised due to lack of progress on getting approval to have promotions process)	Office of Registrar	Guidelines in place and adopted. there is only progression through vacancy arising, and the focus has been on getting approval for a promotion/career progression framework.

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**

Aim	Action taken already	Outcome/status
<p>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</p>	<p>Everyone@DIAS Day instigated in September 2017; held annually. Five surveys/consultations conducted to get the view of staff on a range of matters since summer of 2017. In 2020 this related at School level to addressing impact of COVID-19 pandemic.</p> <p>In 2019, 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.</p> <p>In 2020, DIAS 80th anniversary programme moved on-line. DIAS initiated events occurred including the DIASFest in June and ‘Samhain agus Science’ end Oct/early Nov. These maintained a 40% of either male or female gender as chairs/panel members/speakers. A specific initiative with Humans of Dublin in March 2021 profiled DIAS female team members. DIAS also contributed to external events e.g. the Dublin Festival of History , 2 events , one with a female speaker and one with a male speaker. In 2021, A new on-line project to highlight female academics and researchers in Celtic Studies was launched aligned with IMBOLC – the Celtic Feast on February 1st (and also St. Brigid’s Day). It formed part of a campaign over period up to International Women’s Day 50% of speakers in the Samhain agus Science programme 2021 were female.</p> <p>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>).</p> <p>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.</p>	<p>Ongoing.</p> <p>The 80th anniversary programme for DIAS continued in 2021 and, a number of events/initiatives being organised.</p> <p>The School of Cosmic Physics is marking its 75th anniversary in 2022. The programme will have due regard to this policy.</p> <p>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.</p>

DIAS is an Institute of ~110 team members, drawn from 5 of 7 continents and 22 countries.

As planned, a re-examination of guidelines for the structure of flexible working models (inclusive of core hours, remote working and career breaks) conducted and comprehensive guidelines to underpin this

As planned a quota of 40% of invited speakers to conferences or lectures series to be female (over a 12 month period in each Section) set.

As planned, training on communications to enable engagement with outreach – all staff and researchers

Completed.

Compliance tracked. Ongoing.

>80% engagement.

Being rolled out in phases as agreed with Communications Cttee

As planned, have initiated the holding of 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

No physical events in 2020 or 2021– an online lecture on Rosalind Franklin, the Irish connection had 160 attendees; Extensive public engagement with both the DIAS 2020 video which highlighted women such as Sheila Tinney-Power, Cecile O’Rahilly and Mary Brück in history of DIAS. The campaign with the Humans of Dublin profiling current female researchers and staff was a flagship initiative. In 2021, the IMBOL/Celtic Studies initiative, and the Samhain agus Science programme in particular contributed to this objective.

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 End Q2 2021 Progress impacted by COVID-19	Registrar/CEO	First session early October 2019 on interview preparation and skills. Revised regulations and policy put in place for Scholars/ Level 2A researchers. Training programmes

	pandemic and consequences of hybrid working/irregular on site attendance.		on research integrity and other in place. Further focus progress by end of 2022.
Develop targeted initiative with researchers (survey/workshop) to gather more reliable and focused data on issues and actions, including those relating to gender	End January 2020 By mid 2021 By Q3 2022	Gender Equality and Inclusion Team	Survey designed and completed by majority of researchers. Culture Survey being issued in June 2022.
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. Proactive engagement on this – see website.
Website accessible material on how we support careers of all staff	by end 2019 By mid 2021	Office of Registrar	Material posted. Material prepared being finalised by SMT and internal stakeholders. Delayed due to COVID-19 pandemic (revised timeline). .
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 By mid 2021 2023 – formally	Gender Equality and Inclusion Team	Material posted. Instigated website profiling of female researchers Web gallery being done as part of the overall website revamp. Latter delayed to 2023 –consequence of COVID-19
Target by end of Strategy period for a minimum of 40% of Adjuncts to be of either gender	From Jan 2020 (2019 to be baseline) Revised to mid 2021 due to delay in Boards being put in place by government. In progress -	Senior Professors All Academic Staff School Boards	Compliance date Appointment of Associates/Adjunct Faculty delayed due to 6 month delay in appointment of School Boards and Council who approve Adjuncts. Current cohort not 40% - 38%. Note 50% of either gender invited.

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) Revised to mid 2021 due to delay in Boards being put in place. Further revised to 2023 in view of ongoing impact of COVID-19	School Boards	Compliance data. Appointment of Visitors delayed due to 6 month delay in appointment of School Boards and Council who approve same. In view of continued issues with the COVID-19, no formal visitor programme until 2023
Explore feasibility of a former DIAS female student/postdoc network	2020 By end 2021 Q4 2022 – When researchers back on site majority of time.	Gender Equality and Inclusion Team	Prepare survey on females who have been at DIAS and left in past 5 year Revised timeline due to difficulties encountered in 2020 as a consequence of COVID-19 pandemic.
Name an initiative(s) after a prominent woman with an 35% association with DIAS	By 2021 In 2021 2023 – as part of new strategy considerations	Council/School Boards	Completed. A number of possibilities under consideration - Revised timeline.
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. Largely completed and set for most aspects –others in progress -

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

Further actions planned	Timescale	Responsibility	Success Measure
Current workload distribution to ensure equitable and fair distribution of work that is valued for promotion	Immediate Ongoing	Section Heads Senior Professors Professors Assistant Professors	DIAS does not operate a formal workload allocation model as would larger universities and research centres. Feedback through PMDS – next phase Q1 2021.
New tasks and initiatives – opportunities to be given to all –not just the ‘usual suspects’	Immediate Ongoing	Section Heads Senior Professors Professors	Feedback through PMDS – Q1 2021 Survey annually if required.

		Assistant Professors	Further feedback – Phase 2 PMDS 2022
Volunteering for outside hours activities – all get opportunities	Immediate Ongoing	Section Heads Senior Professors Professors Assistant Professors	Feedback through PMDS – Q1 2021 Survey annually if required. Further feedback – Phase 2 PMDS 2022
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 Ongoing	Section Heads	Feedback through PMDS – Q1 2021. For extended periods of leave, cover is provided subject to funding. Further feedback – Phase 2 PMDS 2022

4.3 Gender in Research

Aim	Action taken already	Outcome/status	
To optimise excellence and impact, 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 End Q1 2021 An ongoing target due to new joiners . Course scheduled for Q4 2022 (and annually)	Registrar/CEO Section Heads Senior Professor Professors Assistant Professor Principal Investigators	>80% trained. Ongoing -80% target not yet reached in all categories of researcher. Engagement hampered by steps required to deal with consequences of pandemic. .

**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	<p>A flexible, part-time working policy exists</p> <p>An Institute wide policy on core meeting hours so as to be ‘family-friendly’ has been introduced.</p>	<p>Policy is already functioning at DIAS.</p> <p>Core time 10am to 4pm.</p>

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 2022	Section Heads Registrar/CEO Office of Registrar	<p>Policy considered and decision taken.</p> <p>Focus currently on hybrid working arrangements. Delay in progressing this area but substantive discussion has taken place. A draft policy to be tabled at Autumn Board meetings.</p>



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.
	Conduct a DIAS wide survey on Culture and Engagement Formal Baseline Q1 2021 (Gender Equality and Inclusion Team) Revised Q2 2022	Increasing positivity on culture of respect and inclusivity. Increasing level of awareness of Gender Equality and Inclusion Strategy. Follow up underway – completion of analysis by mid Q3 2022.

6.1 Implementation

Further actions planned	Timescale	Responsibility	Success Measure
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 Ongoing	Council Registrar/CEO Section Heads	100% compliance Implementation delayed due to COVID-19 consequences. Schedule for training – ongoing.
Reflecting the diversity of individuals from over 20 different countries and from around the globe, host events to enhance intercultural understanding	2020 Ongoing	Early Career Researcher Forum Gender Equality and Inclusion Team	Number of events and attendances/feedback. Limited opportunities in 2020 and 2021. Small Yule events on-line with included exchanges on cultural practices . Enhanced focus in Q4 2022

Appendix I –Gender Profile across all categories of staff

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

School	Senior Professor		Professor		Assistant Professor		Other Academic posts ⁶		Scholars ⁷	
	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

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	0	12	3	6
Theoretical Physics	0	0	0	0	0	1	0	2

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

UPDATES WHERE CHANGES HAVE OCCURRED - 2019

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	5	1
Theoretical Physics	0	3	0	0	0	0	0	2	1	2

UPDATE: Profile of Externally funded research positions (end SEPTEMBER 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

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.

UPDATE FOR 2020 WHERE CHANGES HAVE OCCURRED

Profile of core academic positions at DIAS (end 2020)

	Senior Professor		Professor		Assistant Professor		Other Academic posts (incl. Schrodinger & Bergin Fellows)		Scholars [^] (2A equivalent)	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School of Celtic Studies	0	2	0	1	2	1	1	1	3^^	1
School of Cosmic Physics	1^	3*	0	2	0	1	1	2	2	1
School of Theoretical Physics	0	3	0	0	0	0	0	2	1	2

[^] -The appointment of a female Senior Professor in Physics has been recommended to government by DIAS post the selection of the successful candidate in the SALI recruitment competition. Appointment due by end Q1/early Q2 2021

^{^^} - A number of vacancies are in the process of being filled (delay due to COVID-19)

^{^^^} - Scholarship awarded end of Dec./to begin 2021

* Professor with an ERC Advanced Grant at Senior Professor level for duration off award

Profile of Externally funded research positions at DIAS (end 2020).

	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		
School of Celtic Studies	0	0	0	0	0	0	0	0
School of Cosmic Physics	1	0	0	1	2	9	4	10
School of Theoretical Physics	0	0	0	0	0	1	0	0

NOTES:

Compared to 2019, there is an increase of female externally funded research positions, from 16% to 26%. There is a female Senior Research Fellow Level 4 now in place.

Since 2019, for new externally funded positions, 17.5% of applicants were female, 29% of those interviewed were female and 43% of those appointed were female.

For Celtic Studies postdoctoral Scholars 2017-2020, 50% of applications and 67% of appointments were female. Taking both the Other Academic/Bergin Fellows and the postdoctoral Scholars together, female representation for early career researchers has gone from 50%, to 66%.

UPDATE END March 2022

Profile of core academic positions at DIAS

	Senior Professor		Professor		Assistant Professor^^		Other Academic posts^ (incl. Schrodinger & Bergin Fellows)		Scholars^ (2A equivalent)	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School of Celtic Studies	0	2	0	0	2	1	1	0	3	0
School of Cosmic Physics	1*	3	0	2	0	1	2	3	0	0
School of Theoretical Physics	0	3	0	0	0	0	1	2	2	2

^ -Internally funded academic and scholar positions now have 50% or greater female representation.

^^ -vacant position in Cosmic Physics

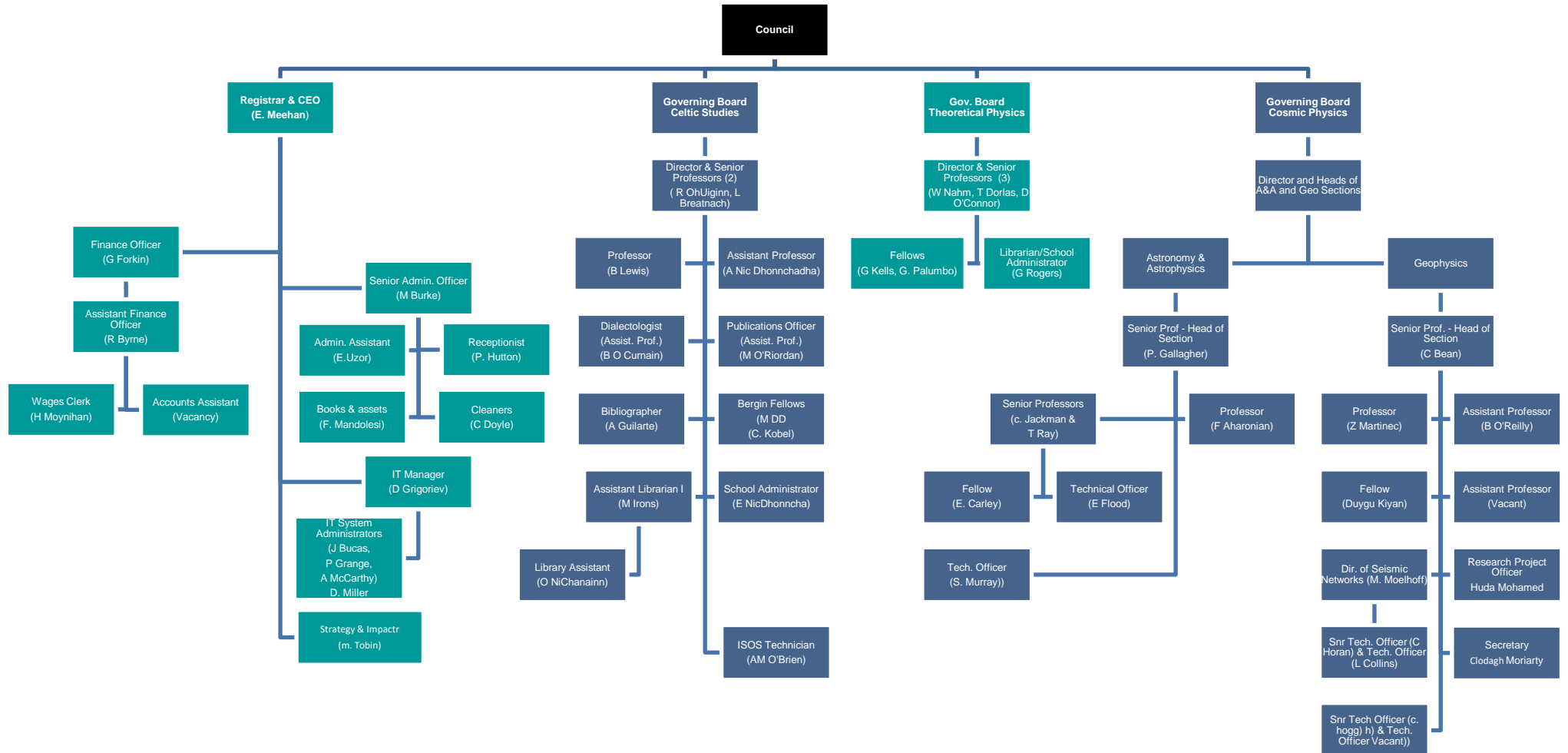
*The appointment of a female Senior Professor in Physics made by government in 2021.

Profile of Externally funded research positions at DIAS

	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
School of Celtic Studies	0	0	0	0	0	0	0	0
School of Cosmic Physics	0	0	0	1	2	9	5	11
School of Theoretical Physics	0	0	0	0	0	1	0	2

The percentage of females among the externally funded research positions has dis-improved slightly from 26%, to 23% . The percentage of female applicants for the one position that arose was lower than in the previous competitions.

Appendix II – Organisational Structure and associated core Staff at 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 range female	Source
Celtic Studies (incl. Early Irish) NOTE: Celtic Studies frequently part of a broader Faculty, wherein there may not be a specific Chair or Professorship for Celtic Studies (incl. Early Irish).	2020	Ireland Chairs (1 of 5) Other tenured faculty Early career - Postdoctoral	20% 0-35% up to 50%	Range estimated from: membership information of <ul style="list-style-type: none"> - The Celtic Studies Association of North America - The Societas Celtologica Europaea, Also from a survey of Rol HEIs, and the HEIs of School Board Members (institutions in N. Ireland, Wales, England, and USA), also Scotland. ^^ Exception Cambridge UK 66%
		Europe 'Scholars' – all grades Tenured faculty^^	up to 40% 0 to 35%	
		N. America 'Scholars' – all grades Tenured faculty	up to 60% 0-30%	
Physics	2019	Faculty	16%	American Institute of Physics – 2014 data
		Full Professor	10%	
		<i>New hires</i>	26%	
	2015	Faculty	45%	Sweden
		Full Professor	25%	
Astronomy (Astrophysics proxy)	2019	Faculty	19%	American Institute of Physics – 2014 data
		Full Professor	15%	
		<i>New hires</i>	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	<i>High Energy Theory Faculty</i>	15%	Europe
		<i>String Theory Faculty</i>	<10%	

Appendix V – Recruitment Statistics 2016- 2020 inclusive

Table 1 Academic Appointments (Permanent) 2016 to 2020 inclusive [excl. SALI Senior Professor in Physics]

School of Celtic Studies			
Position - 2016	Senior Professor	% Female	% Male
No. of Applicants		22%	77%
No. Interviewed		0%	100%
Appointee			100%
School of Cosmic Physics			
Position -2017	Senior Professor	% Female	% Male
No. of Applicants		14%	85%
No. Interviewed		16%	83%
Appointee			100%
Director of Seismic Network			
	Assistant Professor	% Female	% Male
No. of Applicants -2018		25%	75%
No. Interviewed		25%	75%
Appointee			100%
School of Theoretical Physics			
Position- 2020 (See NOTE)	Senior Professor	% Female	% Male
No. of Applicants		5%	95%
No. Interviewed		0%	100%
Appointee			100%

NOTE: For the Senior Professor Theoretical Physics competition , there was an extension of 4 months (total 10 months application phase) to enable a further intensive focus on attracting female applicants. The uncertainty due to COVID-19 pandemic was cited as an additional factor in decisions not to apply , or consider moving, at this time.

NOTE: For the SALI Professor in Physics (2020 competition), all eligible applicants were female (not shown in tabular form).

Table 2 Senior Managerial Positions 2016 to 2020 inclusive

Position – 2017	Registrar	% Female	% Male
No. of Applicants (2 withdrawals)		28%	66%
No. Interviewed		66%	33%
Appointee		100%	

Table 3: DIAS Fellow (core funded, 5 year position) competitions 2016-2019, and 2020

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	33%	66%
Appointee	50%	50%
School of Theoretical Physics[^])		
Position : Fellow x1	% Female	% Male
No. of Applicants	20.4%	79.6%
No. Interviewed	33%	67%
Appointee		100%

[^] A second position is vacant and being filled. (see Table 5).

Table 4: Early Stage Career Postdoctoral competitions 2019/2020 (Level 2A and 2B)

School of Celtic Studies[^]		
Position : Postdoc Scholars x 3	% Female	% Male
No. of Applicants	58%	42%
No. Interviewed	25%	75%
Appointee	67%	33%
School of Cosmic Physics		
Position Externally funded Project & Scholar Postdocs x 8	% Female	% Male
No. of Applicants	17.5%	82.5%
No. Interviewed	29.4%	70.6%
Appointee	50%	50%
School of Theoretical Physics (2019/2020) ^{^^}		
Position Postdoc Scholars x1	% Female	% Male
No. of Applicants	27%	73%
No. Interviewed	30%	70%
Appointee		100%

[^] - Since 2017 to 2020 inclusive, 50% of all applicants for Scholar positions in Celtic Studies have been female. 66% of the appointments have been female. A total of 6 appointments made.

^{^^}Three females were offered scholarships in the Theoretical Physics 2019/20 period but declined due to having other offers. A number of vacancies - 2020/21 in process of being filled. (See Table 5)

Table 5: Early Stage Career Postdoctoral (Level 2A and 2B) and DIAS Fellow competitions

2021/Q1 2022

School of Cosmic Physics		
Position Externally funded Postdocs x1	% Female	% Male
No. of Applicants	16.7%	83.3%
No. Interviewed	0%	100%
Appointee	0%	100%
School of Theoretical Physics		
Position Postdoc Scholars x1	% Female	% Male
No. of Applicants	11.8%	88.2%
No. Interviewed		
Appointee	66.7%	33.3%
School of Theoretical Physics		
Position Postdoc Fellows x1	% Female	% Male
No. of Applicants	14.2%	85.9%
No. Interviewed	40%	60%
Appointee	50%	50%

