

# DIAS

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

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## GENDER EQUALITY AND INCLUSION STRATEGY & ACTION PLAN 2019-2024

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Approved by Council March 2024

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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<sup>1</sup>:

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. Further updates in December 2023 added in green text.

Baseline Information for core permanent positions and for externally funded fixed term positions is available in Appendix I as is the position as of October 2023.

**This updated Strategy is for approval at the meeting of the DIAS Council March 2024.**

**IOP** | Institute of Physics  
Juno Supporter

<sup>1</sup> 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 and December 2023 in green text)**

| Aim  |           | Action taken already  | Outcome/status   |
|--|-----------|---|--|
| Whilst cognisant of and bound by the DIAS legislation vis a vis appointments to Boards/Council, support national policy in terms of having a minimum of 40% female representation on internal decision making bodies |           | Internal decision making structures which are appointed by the Council, have 40% of each gender.  | Internal decision making structures, the Audit & Risk Committee, and the Health & Safety Committee have 40% female membership. The latter has a female chair.  |
|  |           | 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. | 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. |
|  |           | (DIAS contributes to surveys from Government on gender composition of decision making bodies)   |  |
| Further actions planned  | Timescale | Responsibility  | Success Measure  |
| Articulate DIAS commitment to a minimum gender balance of 40% women and 40% men on DIAS governance structures  | On going  | Chair of Council<br>Registrar/CEO<br>(as appropriate)   | If requested, provide advice to the Minister and Government in this regard.  |
| Ensure a minimum gender balance of 40% women and 40% men on all <u>DIAS appointed</u> decision making committees and structures  | On going  | Council   | Compliant. Review and make recommendations to next governance meeting if required.   |

## 1.2 Establishment of an organisation framework

| Aim  | Action taken already   | Outcome/status   |
|--|--|--|
| Clarity on structures, roles and responsibilities at collective and individual levels, and the information to enable progressive decision making | At a governance level, the Council is responsible for setting Institute policy for adopting national policy, and monitoring implementation of same. In addition to implementing national and Institute policies, the Boards of each School may set School specific policy and they oversee implementation of all policies. | Progress on implementation of the Gender Equality and Inclusion Strategy an item at each Board and Council meeting.  |
|  | A Gender Equality and Inclusion Team (GEIT) composed of the Registrar/CEO (Chair), Section Heads and female representatives from each career stage and constituency for individuals at DIAS has been established. <sup>2</sup>   | Meetings of GEIT being held a minimum of every 3 months*; Minutes and updates available to all staff. Report to Council annually<br>* Due to staff shortages in Central Administration, frequency of meetings has fallen off schedule. To revert to quarterly in 2024. |
|  | 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. New rounds of training to take place in 2024  |
|  | Gender equality dimension incorporated into the 5 yearly School quality assurance process and reviews. Specific recommendations on gender balance from Reviews incorporated into School work plans.  | School Review panels (x3) in 2019 composed of 40% of either gender. (Reviews completed by end 2019)<br>2024 Review panels to comply with gender balance as above.  |
|  | Gender equality and inclusion is now included as a recurring item at Council, Board and SMT meetings,  | In place   |

<sup>2</sup> Terms of Reference available in Appendix III.



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<br>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<br>Complete next phase end May 2021<br>This delayed due to COVID-19 – Revised timescale.<br>Ongoing | Registrar/CEO<br>Section Heads<br>Senior Professors and Professors    | Target 80% plus to have completed training. All (100%) involved in management, mentoring or 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<br>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 | <del>March 2021</del><br><del>June 2021</del><br><del>October 2021</del><br><del>January 2022</del><br><del>April 2022</del><br>(Overarching Team meeting schedule) | Gender Equality & Inclusion Team | DIAS enabled by HEA to apply for Athena Swan from May 1 <sup>st</sup> 2020. Prior to this not permitted. Target May 2022 submission.<br><i>Revised Target November 2023/first half of 2024. SAT not established early Q2 2021.</i><br>Focus is on Juno Practitioner application November 2022.<br><br>Narrowly missed out on success. |
| DIAS a Juno Supporter. Juno Practitioner application in 2021; Revised to end 2022. Submitted in November 2022.  |   |                                  |   |
| DIAS to hold a diversity themed event annually  | 1 <sup>st</sup> event 2021<br>Delayed due to COVID-19 and staffing levels.  | Gender Equality & Inclusion Team | % participation by staff.<br>Plan to be developed for 2024  |

### 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 <sup>st</sup> January 2019.                  |
|  | Staff and scholars asked on joining DIAS whether wish to be recorded as M/F/Non-binary/Prefer not to say (start academic year 2019/2020)   | Initiated and ongoing. <i>Expanded gender reporting to be included in next action plan.</i> |
|  | As planned, since start of 2020 reports received from Schools on a gender basis on applicants for competitions and outcomes.<br>Report in the Institute Annual Report on the gender profile at each level                  | Reported In Annual Report   |
|  | Information system (e-recruitment system) modified to enable capture of gender disaggregated data on all post applications and appointments.<br><br>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 |   | Completed.  |
|--|--|---|---|
|  | As planned, HR policies aligned with best practice re LGBTQ+ inclusion.            |   | In place.   |
|  |  |   | 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.<br>To be initiated end 2022/start 2023.<br>Delayed further due to resource issue but will be progressed in Q1 2024.                                   |
| Survey/interview all leavers – in particular females   | From Sept 2019   | GEIT & Office of Registrar                      | Survey developed; 100% completion.<br>Being informally implemented; to be formalised by end 2022. Delayed due to impact of COV-19 pandemic.<br>Delayed further due to resource issue but will be progressed in Q1 2024. |
| Advocate for reform of funding models to better support senior-post-doctoral researchers                     | Ongoing  | Council<br>Boards<br>Registrar/CEO              | Limited availability of funding nationally for senior postdoctoral researchers a contributing factor to the attrition of women postdocs.<br>Contributions to national policy processes on this matter in 2021           |
| <b>1.4 Engage with national networks and initiatives to strengthen gender equality and inclusion at DIAS</b> |  |   |   |
| Explore becoming a GLEN Diversity champions network member   | 2019   | Office of Registrar<br>Registrar/CEO<br>Council | Become a member if possible.<br>GLEN was disbanded in 2019; a new entity may be formed. Revisit at that   |

|  |                      |  |  |
|--|----------------------|--|--|
|  |                      |  | time – to be completed Still no replacement programme  |
| Explore potential for DIAS to become Diversity charter signatory   | 2020<br>2022<br>2024 | Registrar/CEO<br>Council   | Become a member/signatory if possible.<br>Pandemic disrupted progress. Being pursued and prioritised Q1 2021.<br>Not progressed.<br>Explore again if resources available   |
| Engage with the IBEC Diversity Forum   | By end of 2019       | Registrar & CEO  | Engagement with Forum.<br>Not progressed due to consideration and review of IBEC membership.<br>No longer members of IBEC  |
| Explore participation in the GLEN workplace equality index   | 2019                 | Office of Registrar  | Participation if possible.<br>In GLEN was disbanded in 2019; a new entity may be formed. Revisit at that time. Still no replacement entity or index.   |
| Support development of gender equality networks and support pan-institute, and joint institutional networking events | Ongoing              | Registrar/CEO<br>Section Heads<br>Senior Professors and Professors | Increase in engagement with such initiatives and events.<br>Limited opportunities in 2020.<br>DIAS is a leading and active member of the national Girls in Geoscience initiative established by iCrag. IWD events organised in 2022 and 2023.<br>Imbolc festival commenced 2023 with further events planned for 2024 |





**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<sup>3</sup> 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 seven 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 an 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.

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<sup>3</sup> 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 Schools<sup>1</sup> not less than 10% of Faculty<sup>1</sup>**

**Humanities School <sup>1</sup> not less than 40% of Faculty to be female**

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

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

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

**Humanities School not less than 50% of Faculty to be female<sup>1</sup>**

## 2.1 Ensure that processes and procedures are fully inclusive

| Aim   | Action taken already  |   | Outcome/status  |
|---|---|---|---|
| Through enhancement of recruitment processes and procedures to enhance the number of female applicants for positions at DIAS                                | Equal Opportunities on all adverts and in all job descriptions  |   | Currently no demonstrable impact of this on applications.   |
|   | 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. |   | Review completed and gaps addressed.  |
|   | As planned, best practice in terms of adverts for studentships, scholarships, fellowships and staff positions has been adopted.   |   | A formal report on compliance to be incorporated in annual report from schools – for 2021 report.   |
|   | As planned, mandatory unconscious bias training provided for all those involved in selection of students, staff – within schools and centrally                                |   | Completed; 100% compliance to date; Monitoring ongoing.   |
|   | Selection committee membership (for appointments or other awards), and Chairs, consist of at least 40% women & at least 40% men].   |   | Policy in place; Compliant & monitored on an ongoing basis.   |
| 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.  | End Q1 2020<br>Draft completed Q4 2020  | Office of Registrar & CEO   | Perception survey to be carried out amongst applicants post process<br>Guidelines in place Q1 2021;<br>perception surveys to be carried out mid-2021.<br>To be progressed   |
| 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<br>Renewed and enhanced focus 2021 onwards   | Council Chair<br>Chairs of Boards<br>Section Heads<br>Registrar/CEO | Specific reference to this in assessment documentation.<br>Whilst this policy is reported to be implemented, there is not consistent documented evidence of compliance. Further focus required to ensure consistently documented. |

## 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<br>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 href="#">A time series and Up to October 2023 data also provided.</a>   |
| 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<br><a href="#">Actioned</a><br><a href="#">Enhanced priority in 2021 onwards</a>   | Section Heads<br>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<br>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. <a href="#">Specific discussion and proposals in 2021.</a><br><a href="#">Ongoing monitoring required.</a> |

|  |                                  |  |  |
|--|----------------------------------|--|--|
| <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"> <li>• Post annual review and update of plan,</li> <li>• Establish targeted initiatives in physics domains to improve intake of female students and post-doctorate level researchers</li> </ul> | <p>Start of 2021<br/>Ongoing</p> | <p>Boards of:<br/>Schools of Cosmic Physics<br/>School of Theoretical Physics<br/>[DIAS Physics]</p> | <p>Attainment of 40% of applications<br/>This has been attained in 100% of applications in Celtic Studies 2019/2020.<br/>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.<br/>Ongoing monitoring.</p> |
|--|----------------------------------|--|--|



**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.  |
| <sup>4</sup>  | 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.   |

<sup>4</sup> 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<br><br>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                         | Q4 2019<br>Q4 2020<br>End Q1/Q2 2021<br>2022  | Heads of Section<br>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.<br><del>Challenges due to irregular on-site working and other post-COVID challenges. Further focus required from Sept. 2022.</del><br>Formal inductions resumed in 2023, with a focus on these policies |
| Keep records of induction  | Ongoing   |   |   |
| Integrate gender equality awareness into any leadership development training and induction processes for all leaders – senior hires  | Q1 2020<br>Ongoing<br>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

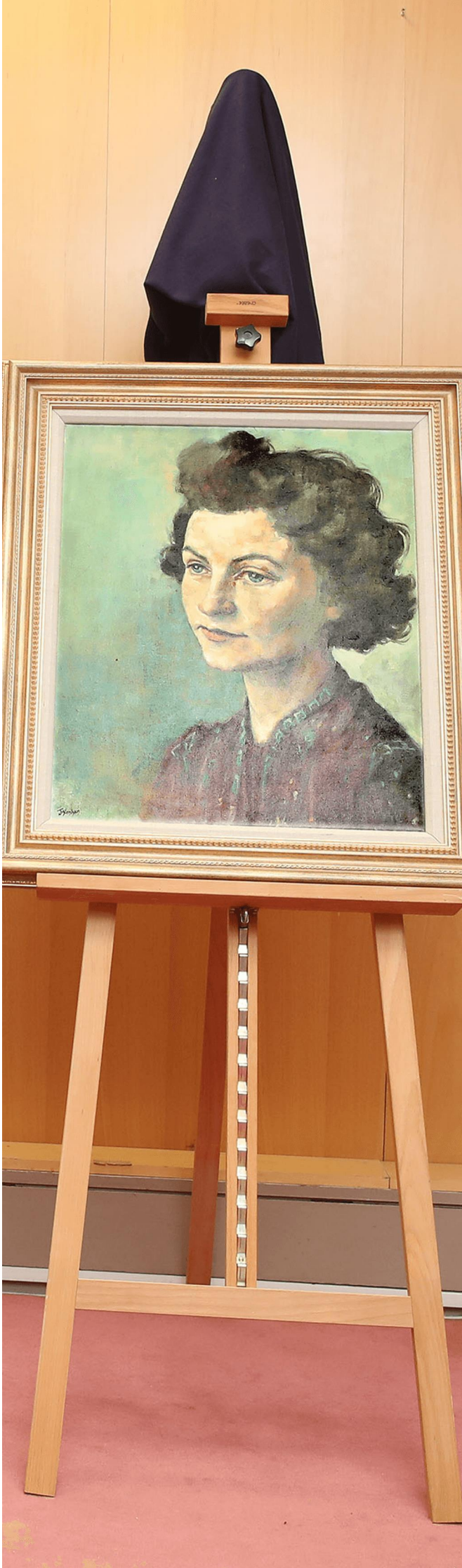
| Further actions planned   | Timescale  | Responsibility  | Success Measure   |
|---|--|---|---|
| Explore opportunities for coaching and career development training through strategic alliances with other HEIs/individuals/other organisations such as 30% Club, etc. | Q1 2020<br>Q2 2021<br>Q3 2022<br>Ongoing   | Gender Equality and Inclusion Team<br>Registrar/CEO                       | Opportunities identified and arrangements in place.<br>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<br><br>Monitor and encourage uptake  | Q1 2020<br>Q2 2021<br>Q3 2022<br>Ongoing   | Section Heads<br>Registrar/CEO  | Opportunities identified and arrangements in place.<br>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.   |
| Support for careers outside and after DIAS – formalise a support mechanism internal to DIAS or another institution  | End Q1 2020<br>Arranged by End Q1 2021<br>Formal instigation Q2 2021<br>Q3 2022<br>Ongoing | Registrar/CEO – Section Heads<br>Input from Early Career Researcher Forum | Working with other institutions and/or Vitae provide a training/development programme for early career researchers.<br>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 <sup>5</sup> | By end Q1 2020<br>Q4 2020<br>Target Q2 2021<br>Q4 2022 (revised due to lack of progress on getting approval to have promotions process)<br>Delayed further due to Department delays in approving promotions proposal (December 2023 update) | 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. |

<sup>5</sup> 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> <div data-bbox="181 467 633 579"> <p>DIAS is an Institute of ~110 team members, drawn from 5 of 7 continents and 22 countries.</p> </div> | <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. <b>Institute-wide culture survey pending.</b></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 80<sup>th</sup> 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.</p> <p>In 2021, <b>A new on-line project to highlight female academics and researchers in Celtic Studies was launched aligned with IMBOLC – the Celtic Feast on February 1<sup>st</sup> (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.</b></p> <p><b>An attempt was made in 2023 to relaunch the Imbolc festival but with a broader scope that just Celtic Studies. In 2023 that ended up as a single talk, with a female speaker. At least two events are confirmed for 2024, both with a female speaker.</b></p> | <p>Ongoing.</p> <p>The 80<sup>th</sup> 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 75<sup>th</sup> anniversary in 2022. The programme will have due regard to this policy</p> <p><b>Samhain agus Science festival programme continues, with a mix of DIAS and external speakers. Samhain agus Science 2023 had 100% female speakers and at the time of booking included two DIAS researchers and two external speakers.</b></p> |

|  |   |
|--|---|
| <p>Full cover for maternity and adoptive leave for permanent staff in place<br/>For <b>fixed term Principal Investigators and researchers at all levels</b> 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 <b>fixed term researchers employed on project grants</b>, 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>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>  |
| <p>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</p>   | <p>Completed.</p>   |
| <p>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.</p>  | <p>Compliance tracked. Ongoing. STP Conference in May 2024 to reach 50:50 (male: female/other) &gt;80% engagement.</p>  |
| <p>As planned, training on communications to enable engagement with outreach – all staff and researchers</p>   | <p>Being rolled out in phases as agreed with Communications Committee</p>   |
| <p>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</p>   | <p><b>No physical events in 2020 or 2021–</b> 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</p> |

IMBOL/Celtic Studies initiative, and the Samhain agus Science programme in particular contributed to this objective. International Womens' Day was marked by all Schools/Sections in 2022 & 2023 with a mixture of talks, social media posts and workshops. Re-imagined Imbolc 2023 & 2024 had/has planned 100% female speakers

#### 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<br>End Q2 2021<br>Progress impacted by COVID-19 Pandemic and consequences of hybrid working/irregular on site attendance. | 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 on research integrity and other in place. Further focus progress by end of 2022. Planned launch of Early Career Researcher competition in Q1 2024 |
| 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<br>By mid-2021<br>By Q3 2022<br>Delayed to Q1 2024   | Gender Equality and Inclusion Team | Survey designed and completed by majority of researchers. Institute-wide Culture Survey being issued in June 2022. Separate Culture Survey issued to Physics Schools in Q3 2022 as part of the Juno Practitioner application preparation  |

|   |  |   |  |
|---|--|---|--|
| 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<br>Senior Professors<br>All Academic Staff<br>Registrar/CEO | Regular review of material posted.<br>Proactive engagement on this – see website.  |
| Website accessible material on how we support careers of all staff  | by end 2019<br>By mid-2021   | Office of Registrar   | Material posted.<br>Material prepared being finalised by SMT and internal stakeholders.<br>Delayed due to COVID-19 pandemic (revised timeline).<br>Intranet updated, postings on main website on hold pending website redesign.  |
| 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<br>By mid-2021<br>2023 – formally  | Gender Equality and Inclusion Team  | Material posted. Instigated website profiling of female researchers<br>Web gallery being done as part of the overall website revamp. Latter delayed to 2023 –consequence of COVID-19 Website update project on hold due to resource issues   |
| Target by end of Strategy period for a minimum of 40% of Adjuncts to be of either gender  | From Jan 2020<br>(2019 to be baseline)<br>Revised to mid-2021 due to delay in Boards being put in place by government.<br>In progress –<br>Achieved 2022 | Senior Professors<br>All Academic Staff<br>School Boards                  | Appointment of Associates/Adjunct Faculty delayed due to 6 month delay in appointment of School Boards and Council who approve Adjuncts.<br>Current cohort not 40% - 38%. Note 50% of either gender invited.<br>2022 figures: 58% Cosmic Physics, 41% Theoretical Physics female/other |
| Target by end of Strategy period for a minimum of 40% of DIAS funded visitors to be of either gender  | From Jan 2020<br>(2019 to be baseline)<br>Revised to mid-2021 due to delay   | School Boards   | Compliance data.<br>Appointment of Visitors delayed due to 6 month delay in appointment of   |



|   |  |                                    |  |
|---|--|------------------------------------|--|
|   | in Boards being put in place.<br>Further revised to 2023 in view of ongoing impact of COVID-19                         |                                    | School Boards and Council who approve same.<br>In view of continued issues with the COVID-19, no formal visitor programme until 2023   |
|   | In progress  |                                    | 2023 data unavailable at report date.  |
| Explore feasibility of a former DIAS female student/postdoc network               | 2020<br>By end 2021<br>Q4 2022 –<br>When researchers back on site majority of time.<br>2024                            | Gender Equality and Inclusion Team | Prepare survey on females who have been at DIAS and left in past 5 year<br>Revised timeline due to difficulties encountered in 2020 as a consequence of COVID-19 pandemic.<br>To be a task for re-constituted GEIT |
| Name an initiative(s) after a prominent woman with a 35% association with DIAS    | By 2021<br>In 2021<br>2023 – as part of new strategy considerations<br>Revised to 2024 – strategy considerations in H2 | Council/School Boards              | Completed.<br>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.<br>Largely completed and set for most aspects –others in progress –<br>Completed and ongoing   |

#### 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<br>Ongoing | Section Heads<br>Senior Professors<br>Professors<br>Assistant Professors | <b>DIAS does not operate a formal workload allocation model as would larger universities and research centres. Feedback through PMDS – next phase Q1 2021.</b><br>PMDS Q4 2023 |
| New tasks and initiatives – opportunities to be given to all –not just the ‘usual suspects’   | Immediate<br>Ongoing | Section Heads<br>Senior Professors<br>Professors<br>Assistant Professors | Feedback through PMDS – Q1 2021<br>Survey annually if required.<br>Further feedback – Phase 2 PMDS 2022<br>Progressing   |
| Volunteering for outside hours activities – all get opportunities   | Immediate<br>Ongoing | Section Heads<br>Senior Professors<br>Professors<br>Assistant Professors | Feedback through PMDS – Q1 2021<br>Survey annually if required.<br>Further feedback – Phase 2 PMDS 2022<br>Progressing   |
| 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<br>Ongoing   | Section Heads  | Feedback through PMDS – Q1 2021.<br>For extended periods of leave, cover is provided subject to funding.<br>Further feedback – Phase 2 PMDS 2022<br>Progressing                |

### 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  | Registrar/CEO  | >80% trained.   |
|  | End Q1 2021   | Section Heads  | Ongoing -80% target not yet reached in all categories of researcher. Engagement hampered by steps required to deal with consequences of pandemic. . |
|  | An ongoing target due to new joiners.<br>Course scheduled for Q4 2022 (and annually)  | Senior Professor<br>Professors<br>Assistant Professor<br>Principal Investigators |   |
| As part of training calendar 2024  |   |  | New training round in 2024  |

**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<br>2022 | Section Heads<br>Registrar/CEO<br>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> <p>Hybrid working policy introduced in Q4 2022, to be reviewed post-Government remote working policy publication.</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.<br>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<br>Formal Baseline Q1 2021<br>(Gender Equality and Inclusion Team)<br>Revised Q2 2022 | Increasing positivity on culture of respect and inclusivity.<br>Increasing level of awareness of Gender Equality and Inclusion Strategy.<br>Follow up underway – completion of analysis by mid Q3 2022.<br>New survey to be launched in early 2024 |

## 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<br>Ongoing | Council<br>Registrar/CEO<br>Section Heads                           | 100% compliance<br>Implementation delayed due to COVID-19 consequences.<br>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<br>Ongoing       | Early Career Researcher Forum<br>Gender Equality and Inclusion Team | Number of events and attendances/feedback.<br>Limited opportunities in 2020 and 2021. Small Yule events on-line with included exchanges on cultural practices. Enhanced focus in Q4 2022<br>Resource issues restricting focus on this, to be addressed in 2024. |

## Appendix I –Gender Profile across all categories of staff (from 2023 reported as Female/Other)

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

|                            | Senior Professor |      | Professor |      | Assistant Professor |      | Other Academic posts <sup>6</sup> |      | Scholars <sup>7</sup> |      |
|----------------------------|------------------|------|-----------|------|---------------------|------|-----------------------------------|------|-----------------------|------|
| School                     | Female           | Male | Female    | Male | Female              | Male | Female                            | Male | Female                | Male |
| <b>Celtic Studies</b>      | 0                | 2    | 0         | 1    | 2                   | 1    | 0                                 | 1    | 2                     | 1    |
| <b>Cosmic Physics</b>      | 0                | 2    | 0         | 3    | 0                   | 2    | 0                                 | 1    | 5                     | 1    |
| <b>Theoretical Physics</b> | 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 <sup>8</sup> |      | Senior Executive/Technical |      | Administrative/Technical/Support |      |
|--------------------------------------|-----------------------------------|------|----------------------------|------|----------------------------------|------|
|                                      | Female                            | Male | Female                     | Male | Female                           | Male |
| <b>Central Administration</b>        | 2                                 | 1    | 1                          | 1    | 5                                | 6    |
| <b>School of Celtic Studies</b>      | 0                                 | 0    | 1                          | 0    | 3                                | 0    |
| <b>School of Cosmic Physics</b>      | 0                                 | 0    | 1                          | 1    | 5                                | 1    |
| <b>School of Theoretical Physics</b> | 0                                 | 0    | 0                          | 0    | 0                                | 1    |

### Baseline – Profile of Externally funded research positions– end 2018

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

<sup>6</sup> Schrödinger and Bergin Fellows – independent researchers, fixed term 5 year positions.

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

<sup>8</sup> >€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)**

|                            | Senior Professor |      | Professor |      | Assistant Professor |      | Other Academic posts <sup>9</sup> |      | Scholars <sup>10</sup> |      |
|----------------------------|------------------|------|-----------|------|---------------------|------|-----------------------------------|------|------------------------|------|
| School                     | Female           | Male | Female    | Male | Female              | Male | Female                            | Male | Female                 | Male |
| <b>Celtic Studies</b>      | 0                | 2    | 0         | 1    | 2                   | 1    | 1                                 | 1    | 1                      | 2    |
| <b>Cosmic Physics</b>      | 0                | 2    | 0         | 3    | 0                   | 2    | 1                                 | 1    | 5                      | 1    |
| <b>Theoretical Physics</b> | 0                | 3    | 0         | 0    | 0                   | 0    | 0                                 | 2    | 1                      | 2    |

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

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

<sup>9</sup> Schrödinger and Bergin Fellows – independent researchers, fixed term 5 year positions.

<sup>10</sup> 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<br>(incl. Schrodinger & Bergin Fellows) |      | Scholars <sup>^</sup><br>(2A equivalent) |      |
|--------------------------------------|------------------|------|-----------|------|---------------------|------|--|------|--|------|
|                                      | Female           | Male | Female    | Male | Female              | Male | Female   | Male | Female                                   | Male |
| <b>School of Celtic Studies</b>      | 0                | 2    | 0         | 1    | 2                   | 1    | 1  | 1    | 3 <sup>^^</sup>                          | 1    |
| <b>School of Cosmic Physics</b>      | 1 <sup>^</sup>   | 3*   | 0         | 2    | 0                   | 1    | 1  | 2    | 2  | 1    |
| <b>School of Theoretical Physics</b> | 0                | 3    | 0         | 0    | 0                   | 0    | 0  | 2    | 1  | 2    |

<sup>^</sup> -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

<sup>^^</sup> - A number of vacancies are in the process of being filled (delay due to COVID-19)

<sup>^^^</sup> - 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<br>Level 4 |      | Research Fellow Level 3 |      | Experienced Post-Doctoral<br>Researcher (2B) |      | New Post-Doctoral<br>Researcher (2A) |    |
|--------------------------------------|-----------------------------------|------|-------------------------|------|--|------|--------------------------------------|----|
|                                      | Female                            | Male | Female                  | Male | Female                                       | Male |                                      |    |
| <b>School of Celtic Studies</b>      | 0                                 | 0    | 0                       | 0    | 0  | 0    | 0                                    | 0  |
| <b>School of Cosmic Physics</b>      | 1                                 | 0    | 0                       | 1    | 2  | 9    | 4                                    | 10 |
| <b>School of Theoretical Physics</b> | 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^<br>(incl. Schrodinger & Bergin Fellows) |      | Scholars^<br>(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.

UPDATE OCTOBER 2023

#### Profile of core academic positions at DIAS

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

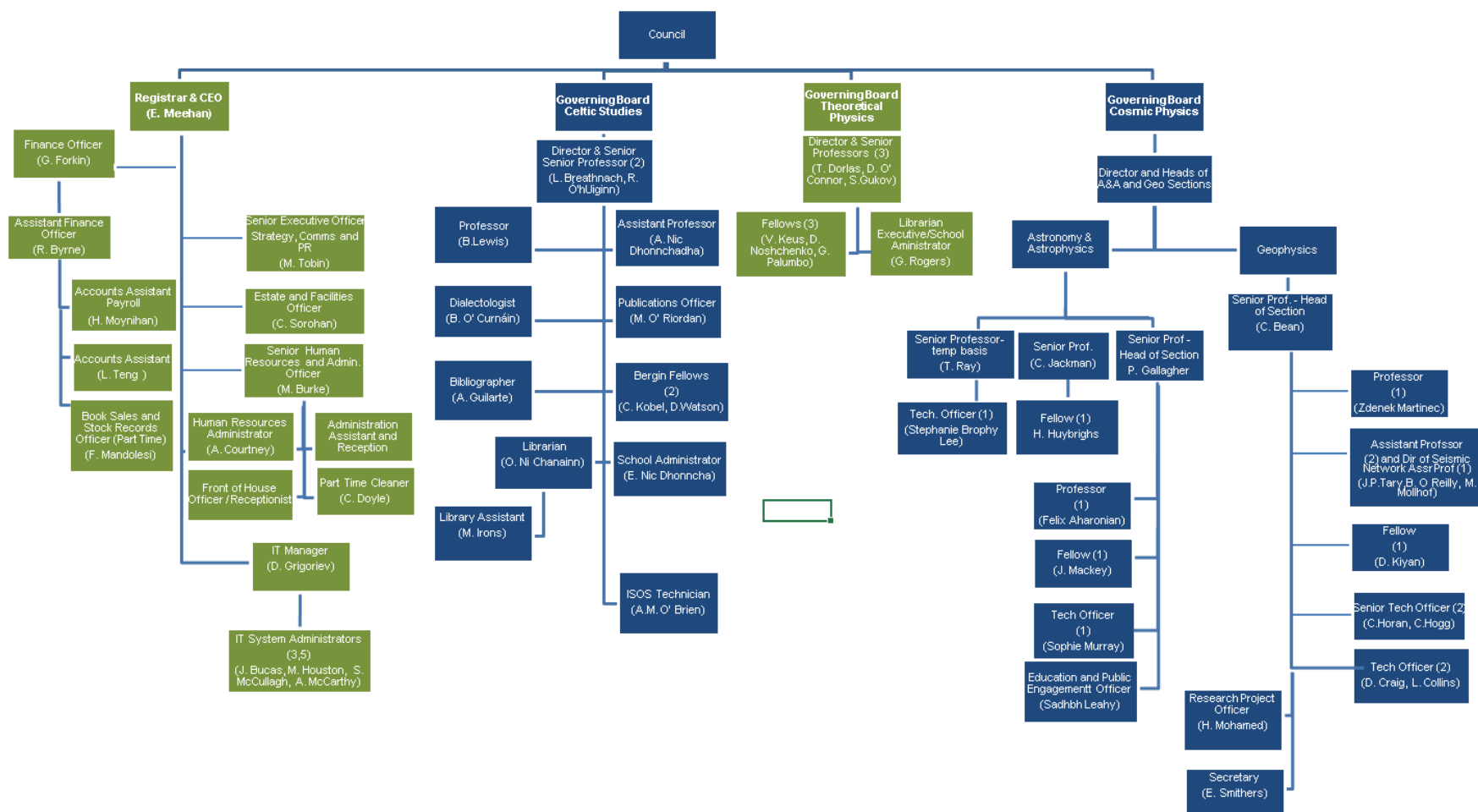
^ -Internally funded academic and scholar positions now have 50% or greater female representation.

#### 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/Other                   | Male | Female/Other            | Male | Female/Other                              | Male | Female/Other                      | Male |
| School of Celtic Studies      | 0                              | 0    | 0                       | 0    | 0   | 0    | 0                                 | 0    |
| School of Cosmic Physics      | 0                              | 2    | 0                       | 0    | 2   | 1    | 3                                 | 8    |
| School of Theoretical Physics | 0                              | 0    | 0                       | 0    | 2   | 0    | 1                                 | 0    |

The percentage of females among the externally funded research positions has improved significantly from 23% to 45%. However the number of positions has dropped by over 50% from 31 to 20.

## Appendix II – Organisational Structure and associated core Staff at DIAS



DIAS Exchequer Funded CORE Staff June 2023

## **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, still current in 2023**

| Discipline   | Year | Staff category   | Data range female  | Source   |
|--|------|--|--|--|
| <b>Celtic Studies (incl. Early Irish)</b><br>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 | <b>Ireland</b><br>Chairs (1 of 5)<br>Other tenured faculty<br>Early career -<br>Postdoctoral<br><br><b>Europe</b><br>'Scholars' – all grades<br>Tenured faculty^^<br><br><b>N. America</b><br>'Scholars' – all grades<br>Tenured faculty | 20%<br>0-35%<br>up to 50%<br><br>up to 40%<br>0 to 35%<br><br>up to 60%<br>0-30% | Range estimated from:<br>membership information of <ul style="list-style-type: none"> <li>- The Celtic Studies Association of North America</li> <li>- The Societas Celtologica Europaea,</li> </ul> Also from a survey of Rol HEIs, and the HEIs of School Board Members (institutions in N. Ireland, Wales, England, and USA), also Scotland.<br>^^ Exception Cambridge UK 66% |
| <b>Physics</b>   | 2019 | Faculty  | 16%  | American Institute of Physics – 2014 data  |
|  |      | Full Professor   | 10%  |  |
|  |      | <i>New hires</i>   | 26%  |  |
|  |      |  |  |  |
|  | 2015 | Faculty  | 45%  | Sweden   |
|  |      | Full Professor   | 25%  |  |
|  |      |  |  |  |
|  |      |  |  |  |
| <b>Astronomy</b>   | 2019 | Faculty  | 19%  | American Institute of Physics – 2014 data  |
| <b>(Astrophysics proxy)</b>  |      | Full Professor   | 15%  |  |
|  |      | <i>New hires</i>   | 40%  |  |
| <b>Geosciences/Earth Sciences (Geophysics proxy)</b>   | 2016 | Faculty  | 23%  | American Geosciences Institute   |
|  |      | Full Professors  | 15%  |  |
| <b>Mathematics/Theoretical Physics</b>   | 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- 2023 inclusive

**Table 1 Academic Appointments (Permanent) 2016 to 2023 inclusive [excl. SALI Senior Professor in Physics]**

|                                      |                     |                |        |
|--------------------------------------|---------------------|----------------|--------|
| <b>School of Celtic Studies</b>      |                     |                |        |
| Position - 2016                      | Senior Professor    | % Female/Other | % Male |
| No. of Applicants                    |                     | 22%            | 77%    |
| No. Interviewed                      |                     | 0%             | 100%   |
| Appointee                            |                     |                | 100%   |
|                                      |                     |                |        |
| <b>School of Cosmic Physics</b>      |                     |                |        |
|                                      |                     | % Female/Other | % Male |
| Position -2017                       | Senior Professor    |                |        |
| No. of Applicants                    |                     | 14%            | 85%    |
| No. Interviewed                      |                     | 16%            | 83%    |
| Appointee                            |                     |                | 100%   |
|                                      |                     |                |        |
| <b>Director of Seismic Network</b>   |                     |                |        |
|                                      | Assistant Professor | % Female/Other | % Male |
| No. of Applicants -2018              |                     | 25%            | 75%    |
| No. Interviewed                      |                     | 25%            | 75%    |
| Appointee                            |                     |                | 100%   |
|                                      |                     |                |        |
| <b>School of Theoretical Physics</b> |                     |                |        |
| Position- 2020 (See NOTE)            | Senior Professor    | % Female/Other | % 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 2023 inclusive**

|                                   |           |                |        |
|-----------------------------------|-----------|----------------|--------|
| Position – 2017                   | Registrar | % Female/Other | % 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**

|  |          |        |
|--|----------|--------|
| <b>School of Celtic Studies</b>        |          |        |
| Position : Fellow x2                   | % Female | % Male |
| No. of Applicants                      | 44%      | 56%    |
| No. Interviewed                        | 33%      | 66%    |
| Appointee                              | 50%      | 50%    |
|  |          |        |
| <b>School of Cosmic Physics</b>        |          |        |
| Position : Fellow x 2                  | % Female | % Male |
| No. of Applicants                      | 14%      | 86%    |
| No. Interviewed                        | 33%      | 66%    |
| Appointee                              | 50%      | 50%    |
|  |          |        |
| <b>School of Theoretical Physics^)</b> |          |        |
| Position : Fellow x1                   | % Female | % Male |
| No. of Applicants                      | 20.4%    | 79.6%  |
| No. Interviewed                        | 33%      | 67%    |
| Appointee                              |          | 100%   |

**Competitions 2021-October 2023**

|                                      |                |        |
|--------------------------------------|----------------|--------|
| <b>School of Celtic Studies</b>      |                |        |
| Position : Fellow x2                 | % Female/Other | % Male |
| No. of Applicants ***                | 60%            | 40%    |
| No. Interviewed                      | 55%            | 45%    |
| Appointee                            | 50%            | 50%    |
|                                      |                |        |
| <b>School of Cosmic Physics</b>      |                |        |
| Position : Fellow x 1                | % Female/Other | % Male |
| No. of Applicants                    | 20%            | 60%    |
| No. Interviewed                      | 0%             | 100%   |
| Appointee                            | 0%             | 100%   |
|                                      |                |        |
| <b>School of Theoretical Physics</b> |                |        |
| Position : Fellow x2                 | % Female/Other | % Male |
| No. of Applicants                    | 24%            | 76%    |
| No. Interviewed                      | 28%            | 72%    |
| Appointee                            | 50%            | 50%    |

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

|   |          |        |
|---|----------|--------|
| <b>School of Celtic Studies^</b>                          |          |        |
| Position : Postdoc Scholars x 3                           | % Female | % Male |
| No. of Applicants   | 58%      | 42%    |
| No. Interviewed   | 25%      | 75%    |
| Appointee   | 67%      | 33%    |
|   |          |        |
| <b>School of Cosmic Physics</b>                           |          |        |
| 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%    |
|   |          |        |
| <b>School of Theoretical Physics (2019/2020) ^^</b>       |          |        |
| Position Postdoc Scholars x1                              | % Female | % Male |
| No. of Applicants   | 27%      | 73%    |
| No. Interviewed   | 30%      | 70%    |
| Appointee   |          | 100%   |

**Competitions June 2022 – September 2023**

|   |                |        |
|---|----------------|--------|
| <b>School of Celtic Studies^</b>                          |                |        |
| Position : Postdoc Scholars x 1                           | % Female/Other | % Male |
| No. of Applicants   | 100%           | 0%     |
| No. Interviewed   | 100%           | 0%     |
| Appointee   | 100%           | 0%     |
|   |                |        |
| <b>School of Cosmic Physics***</b>                        |                |        |
| Position Externally funded Project & Scholar Postdocs x 1 | % Female/Other | % Male |
| No. of Applicants   | 0%             | 100%   |
| No. Interviewed   | 0%             | 100%   |
| Appointee   | 0%             | 100%   |
|   |                |        |
| <b>School of Theoretical Physics</b>                      |                |        |
| Position Postdoc Scholars x2                              | % Female/Other | % Male |
| No. of Applicants   | 12%            | 88%    |
| No. Interviewed   | 27%            | 73%    |
| Appointee   | 100%           | 0%     |

\*\*\*4 additional positions did not go to competition

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

**2021/Q1 2022**

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

**Competitions June 2022 – September 2023**

|                                      |                |        |
|--------------------------------------|----------------|--------|
|                                      |                |        |
| <b>School of Celtic Studies</b>      |                |        |
| Position Bergin Fellow x1            | % Female/Other | % Male |
| No. of Applicants                    | 25%            | 75%    |
| No. Interviewed                      | 0%             | 100%   |
| Appointee                            | 0%             | 100%   |
|                                      |                |        |
| <b>School of Theoretical Physics</b> |                |        |
| Position Postdoc Fellows x2          | % Female/Other | % Male |
| No. of Applicants                    | 15%            | 85%    |
| No. Interviewed                      | 40%            | 60%    |
| Appointee                            | 50%            | 50%    |
|                                      |                |        |
| <b>School of Cosmic Physics ***</b>  |                |        |
| Position Postdoc Fellows x5          | % Female/Other | % Male |
| No. of Applicants                    | 27%            | 63%    |
| No. Interviewed                      | 12%            | 88%    |
| Appointee                            | 0%             | 100%   |

\*\*\* 1 additional Fellow was not a part of a competition (IRC Fellow)



