

Briefing on the Second HEA National Review of Gender Equality in Irish Higher Education

Aligning your Athena Swan Ireland activity to the findings and recommendations of the Second HEA National Review of Gender Equality in Irish Higher Education

July 2023

Content

1. Introduction
2. Key Recommendations/Requirements
 - 2.1 National requirements
 - 2.2 Leadership
 - 2.3 Teaching and Learning, Research and Quality Assurance
 - 2.4 Intersectionality
 - 2.5 Career Development
 - 2.6 Organisational Culture
 - 2.7 Precarity
 - 2.8 Data capture, analysis, and reporting

1. Introduction

The purpose of this briefing is to provide a summary of the alignment between the [Athena Swan Ireland charter framework](#) and the findings, recommendations and key indicators outlined in the [Second Higher Education Authority National Review of Gender Equality in Irish Higher Education](#).

Advance HE welcomes the second review, published in November 2022. It highlights the positive progress that has been made in addressing gender inequality across the higher education sector since the first review in 2016, but also provides recommendations and indicators designed to build further progress.

In response to the development and progress of gender equality work across the sector, the Athena Swan Ireland charter framework was re-developed in November 2021 following national consultation. The objectives of the updated charter framework are to:

- drive impactful and sustainable gender equality work;
- build capacity for evidence-based equality work across additional equality grounds enshrined in Irish legislation, enabling a foundation for intersectional approaches to addressing inequalities;
- hold institutions to account;
- fully include all staff working in our institutions;
- reduce the administrative burden of the charter while ensuring equality, diversity and inclusion work is valued;
- further align the charter to National and European equality activity and requirements.

The updated Athena Swan Ireland charter directly aligns with many of the recommendations and indicators outlined in the report. Where additional activity is needed, the recommendations and indicators suggested by the Second HEA Review could act as potential interventions in Athena Swan Ireland action plans where an issue has been identified as a priority area for action and/or they are contextually relevant.

The below tables summarise each recommendation and key indicator from the HEA Second Review and provide related Athena Swan Ireland application requirements where these recommendations and indicators could be embedded or actioned.¹ Our aim is to give insight into how the Athena Swan Ireland charter framework can be utilised to ensure Irish higher education institutions are responding to the findings of the review. This briefing may also assist HEIs in preparing progress reports related to the recommendations and indicators outlined in the review.

¹ Application requirements refer to institutional requirements, unless otherwise stated (e.g. some requirements link to applications from academic departments or professional units). Section numbers have not been provided, as these can differ depending on if an application is submitted at Bronze, Silver, Gold or renewal levels.

2 Key Recommendations/Requirements

2.1 National Requirements

TITLE	KEY RECOMMENDATIONS	ATHENA SWAN IRELAND APPLICATION REQUIREMENTS
NATIONAL REQUIREMENTS	Institutional Gender Equality Action Plan published on the HEI website, signed by the President, communicated and progress monitored within the institution.	• A letter of endorsement, signed by the President (or equivalent). • Information on how the findings and activity of the SAT are, and will continue to be, communicated to senior management and the wider institution. • Information on plans for evaluating progress, including action plan implementation, over the coming four-year period. • A four-year action plan published on the institution's website.
	Commitment to provide resources and expertise in gender equality, particularly in relation to the implementation of its institutional Gender Equality Action Plan.	• Information on the formal processes in place to resource, distribute, recognise and reward equality, diversity and inclusion work. • Information on resource provision for the action plan and associated activities to ensure effective implementation.
	Vice-President (or equivalent) with responsibility for EDI who is a member of the HEI Executive/Management Team.	• An organigram of the institution's key management and/or committee structures that includes the formal reporting structures in place to carry out and support the institution's equality, diversity and inclusion activity; • Information on how equality, diversity and inclusion work is supported by and embedded within the governance structure of the institution.

	Collect and analyse sex/gender-disaggregated data on staff to inform the institutional strategy for advancement of gender equality.	Gender-disaggregated staff population is required for the following: job category, grade, key leadership structures and committees, contract type, recruitment (applications, shortlisted candidates and appointment rates), progression and promotions (application and success rates), uptake of staff development reviews. Gender-disaggregated data from consultation with staff is also required.
	Provide training towards sustaining the advancement of gender equality for staff.	Athena Swan Ireland is not prescriptive about training requirements. Actions vary across applications and should aim to develop a responsive plan based on the institution's priorities and context. While each applicant's action plan will be unique, training is common action to support interventions that aim to develop infrastructure, increase representation, improve outcomes and experiences and foster inclusive cultures.

2.2 Leadership

TITLE	KEY RECOMMENDATIONS	INDICATORS	ATHENA SWAN IRELAND APPLICATION REQUIREMENTS
LEADERSHIP	Accountable for progressing of Gender Equality within HEIs and monitoring these through statutory reporting mechanisms.	1. President to ensure progress of gender equality through direction, oversight and monitoring a range of actions included below:	A letter of endorsement, signed by the President (or equivalent). - the link between the Athena Swan Ireland principles and the institutional strategy; - leadership of the head of institution in advancing equality, including any involvement in the self-assessment or specific actions; - evidence of how the institution's equality work is led and supported by the institution's senior management; - key priorities, achievements and challenges relating to gender equality as discerned from the self-assessment; - where relevant, key priorities, achievements and challenges relating to additional equality grounds, as discerned from the self-assessment; - priority actions to address the issues and opportunities identified.

		1.1 Min. of 40% men and 40% women on HEI decision making bodies, committees and working groups	Comment and reflect on the institution's key leadership structures and committees. This should include data by gender, with benchmarks where available, on the following: • Executive Management Team, or equivalent, membership; • Influential institutional committee membership; • Heads of academic departments and professional units.
		1.2 Appointees to leadership roles are required to demonstrate evidence of leadership in the advancement of equality as part of suitability for the role	Information on the formal processes in place to resource, distribute, recognise and reward equality, diversity and inclusion work.
		1.3 Leadership bodies to ensure that they have individuals with intersectional gender equality expertise and skilled in organisational change	Comment and reflect on how the institution is building capacity to understand and address any underrepresentation in leadership and committee roles across additional equality grounds.
		1.4 Members of HEIs senior management team to have responsibility for EDI. The Vice-President (or equivalent) with responsibility should be a member of the HEI Executive/Management Team, ideally in the role of Vice-President for EDI	• An organigram of the institution's key management and/or committee structures that includes the formal reporting structures in place to carry out and support the institution's equality, diversity and inclusion activity; • Information on how equality, diversity and inclusion work is supported by and embedded within the governance structure of the institution

		1.5 Public Sector Duty requirements, institutional policy development and review processes, to include the incorporation of equality impact assessment and the development/adoption of a tool to facilitate same	• Comment and reflect on the mechanisms in place for addressing and eliminating discrimination and unfair treatment; • how incidents are recorded, and comment on initiatives to address gaps between policies and practices; • how the institution raises awareness of and considers intersectionality in policies and practices; • results from staff consultation, presented by gender and category of post, and may include data on additional equality grounds.
		1.6 Ensure that adequate human, financial and physical resources are put in place to allow for the advancement of gender equality within their institution. HEIs should report annually to the HEA on the resources dedicated to this task	• Information on the formal processes in place to resource, distribute, recognise and reward equality, diversity and inclusion work; • Information on resource provision for the action plan and associated activities to ensure effective implementation; • Information on the support for equality activity in sub-units (e.g. academic departments and professional units) of the institution, including steps taken by the institution to identify, support and resource sub-units to apply for Athena Swan awards;

		1.7 Performance reviews, promotion assessment schemes and selection processes for staff and these should take account of EDI activity and advancement	Information on the formal processes in place to resource, distribute, recognise and reward equality, diversity and inclusion work.
		2. External and internal nominating bodies and key decision-making committees (governing authority/body or academic council), to put forward an equal number of men and women candidates to provide the institution with an appropriate pool of nominees from which to appoint to the Governing Authority or equivalent and/or to the Academic Council.	Comment and reflect on the institution's key leadership structures and committees. This should include data by gender, with benchmarks where available, on the following: - Governing Body/Authority membership; - Academic Council membership;
		3. HEIs to appoint Associate Deans/Leads for EDI or equivalent in each Academic/ Professional Unit (regardless of size) to help develop gender equality awareness and to act as an agent for change.	Academic department and professional unit applicants are required to appoint a self-assessment team chair.
		4. Institutional EDI audits to be carried out by HEIs. A report on the analysis of this annual audit should be presented to: - the institutional Equality, Diversity and Inclusion Committee/working group; - the institutional management team (i.e., UMT/SMT/Executive or equivalent); - the President of the institution; and - the Governing Body via the relevant EDI committee of that governing body. A report on the analysis to be published on the institutional website.	Athena Swan action plans are to be published on the institution's website. - The plan should cover current initiatives and aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART). - The plan should be published on the institution's website to enable staff, students and the wider community to understand the

			institution's equality objectives and how these will be achieved.
		5. Senior managers to be required to sponsor the career development of two staff members of the under-represented gender in their area, and to those who may be experiencing intersectional inequalities.	• Comment and reflect on how the institution is building capacity to understand and address issues related to supporting and advancing academic and research careers in relation to equality grounds in addition to gender. Where available, provide data to support analysis and action.

2.3 Teaching and Learning, Research and Quality Assurance

TITLE	KEY RECOMMENDATIONS	INDICATORS	ATHENA SWAN IRELAND APPLICATION REQUIREMENTS
TEACHING & LEARNING, RESEARCH & QUALITY ASSURANCE	Building on the substantive progress of the Athena Swan Charter Ireland accreditation framework in advancing gender equality, it is recommended that gender equality/EDI be embedded in other quality marks/processes, including institutional quality enhancement processes. Institution-specific interventions and progress reporting should be substantive parts of Institutional Self-Evaluation Reports in any internal programmatic review, in Statutory QQI Institutional Quality Reviews and in research funder review processes. QQI, the National Forum for the Enhancement Teaching and Learning and all national research funding agencies must collaborate with HEIs to advance engagement with equality in HE curricula and/or research design and embed self-evaluation and progress reporting on quality enhancement.	1. Institution-specific gender equality/EDI interventions and progress reporting to be a substantive part of Self-Evaluation Report in the internal programmatic reviews and statutory QQI Institutional Quality Reviews.	Actions related to this have been included in institutional Athena Swan action plans.
		2. Gender equality and equality to be incorporated into curriculum development, review and delivery processes, as well as staff Teaching & Learning Continuous Professional Development and postgraduate courses.	• Comment and reflect on support given to staff to assist in their career development and progression. This should include the results of staff consultation presented by gender and may include, but is not limited to, support given to staff to developing excellence in teaching and learning. • Comment and reflect on how students are included in the equality, diversity, and inclusion objectives of the institution, including any initiatives that align with Athena Swan activity. This may include, but is not limited to incorporating equality, diversity and inclusion into curricula, pedagogy and assessment.

		3. EDI and Teaching & Learning Teams to develop strategies together here.	See above.
		4. HEIs to engage with external stakeholders to work on de-stereotyping study programmes and put in place actions to ensure recruitment and retention of members of the under-represented gender and underrepresented minorities in the career track.	• Comment and reflect on how students are included in the equality, diversity, and inclusion objectives of the institution, including any initiatives that align with Athena Swan activity. This may include, but is not limited to equality, diversity and inclusion in student intake, engagement and activities and incorporating equality, diversity and inclusion into curricula, pedagogy and assessment. • This theme is covered in additional detail in academic department applications.

2.4 Intersectionality

TITLE	KEY RECOMMENDATIONS	INDICATORS	ATHENA SWAN IRELAND APPLICATION REQUIREMENTS
INTERSECTIONALITY	The advancement of gender equality is dependent on progress on a range of factors including race equality, precarious employment, and family status and disability equalities. Accordingly, HEIs should develop EDI strategies and action plans that seek to effect change in a way that centralises an intersectional approach to equality issues, within a 3-4 year timeframe.	1. Adopt or continue to implement a report and support online tool for anonymously reporting harassment, bullying and violence which impacts any of the nine Equal Status Grounds and socio-economic status.	Comment and reflect on mechanisms in place for addressing and eliminating bullying and harassment. This should include: • how incidents are recorded; • initiatives to address gaps between policies and practices; • results from staff consultation, presented by gender and category of post, and may include data on additional equality grounds. Comment and reflect on mechanisms in place for addressing and eliminating sexual harassment and sexual violence. This should include: • how incidents are recorded; • initiatives to address gaps between policies and practices; • results from staff consultation, presented by gender and category of post, and may include data on additional equality grounds.

		2. EDI Units to be resourced with senior professional services and access to relevant research capacity specifically to provide advice and guidance on enacting intersectionality-focused measures.	• Information on the formal processes in place to resource, distribute, recognise and reward equality, diversity and inclusion work. • Information on resource provision for the action plan and associated activities to ensure effective implementation. • Identify the institution's key issues relating to additional equality grounds (in addition to gender) and establish key priorities for action over the next four years. Include comment on how these priorities will provide a foundation for addressing intersectional inequality. Select up to five key priority areas where the institution will strive to make progress. Selected priorities should be justifiable and based on the quantitative and qualitative evidence presented. Where evidence has not been presented, priorities should be aligned with established good practice to progress equality and support the institution to build capacity in evidence-based equality work.
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		3. Associate Deans/Leads for EDI in each academic or professional services unit to be trained in intersectional interventions in each institution to work with and support EDI, Access, and Teaching and Learning Units.	See earlier comments on training and intersectionality.
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2.5 Career Development

TITLE	KEY RECOMMENDATIONS	INDICATORS	ATHENA SWAN IRELAND APPLICATION REQUIREMENTS
CAREER DEVELOPMENT	HEIs must take action and account for progress in addressing the continued gender inequality at different levels of the staffing structure in both academic and professional streams. Measures to be addressed include job design, workload allocation, career progression, reward and recognition, performance management and recruitment and promotion.	1. HEIs to incorporate evidence of advancing gender equality into all staff members' performance reviews.	Comment and reflect on staff development reviews or an equivalent system. This should include reference to data on uptake by gender and results from staff consultation presented by gender.
		2. Where practicable, HEIs to adopt flexible working as the default position for both academic and professional services roles and to monitor the uptake of remote/flexible working by gender.	Comment and reflect on informal and formal flexible working arrangements available. This should include: - consideration given to staff with flexible working arrangements around the timing of meetings and social gatherings; - results from staff consultation, presented by gender and category of post, and may

			include data on additional equality grounds.
		3. HEIs to develop and ensure more inclusive application of the PMDS process primarily to simultaneously encourage, support and advance staff careers, with focus on the contribution towards enhancement of gender equality specific to the prevailing circumstances in each HEI.	See above on staff development reviews or an equivalent system.
		4. HEIs to, at a minimum, develop a set of principles and guidelines that underpin the development and implementation of WAMs at institutional /local level.	Comment and reflect on how workload is distributed and managed. This should include information on how the breadth of roles and responsibilities are captured in workload planning and allocation. It should also include results from staff consultation presented by gender
		5. HEIs to have clear, explicit, published mechanisms in place for taking account of the impact of long-term carer leave (e.g., maternity, adoptive, caring of family member), long term illness leave, and evidenced impact of COVID on career outputs/trajectory. (Such mechanisms should be used as part of recruitment and promotion processes and are relevant across academic, research or PMS staff categories).	Comment and reflect on what support the institution offers to staff who take family leave (maternity, paternity, parent's, adoption and parental leave). This should include: • uptake of types of family leave by gender and category of post; • results from staff consultation, presented by gender and category of post, and may include data on additional equality grounds.

			Comment and reflect on the policies and practices in place to support staff with caring responsibilities. This should include results from staff consultation, presented by gender and category of post, and may include data on additional equality grounds.
		6. HEIs to continue to support leadership development training such as Aurora or equivalent, in the interest of promoting equality at different career levels.	Comment and reflect on support given to staff to assist in their career development and progression. This should include the results of staff consultation presented by gender
		7. The flexible cascade model to be used as a monitoring and, where necessary, as an intervention tool for both recruitment and promotion, particularly for senior level posts (posts with salary in excess of €75,000) in both academic and professional services.	• Comment and reflect on recruitment policies and processes. This should include an analysis of three years of data on applications, shortlisted candidates and appointment rates by gender and grade. • Comment and reflect on the promotions criteria and processes, including eligibility. This should include an analysis of three years of data on application and success rates by gender and grade and results from staff consultation presented by gender. Where prescribed promotion pathways are not in place, provide comment and reflection on alternative routes for career progression.

		8. For posts at senior levels within the HEI sector, institutions to proactively ensure that representation at all senior levels progresses towards a target of 50/50 gender balance. The merit-based approach of 'best person for the job' should continue to apply. However, where candidates who compete for senior positions are of equal merit, then priority to be given to the under-represented gender at that level within the institution and having regard to pertinent intersectionality considerations.	See above for requirements on recruitment and promotion/progression. • Comment and reflect on how the institution is building capacity to understand and address issues related to supporting and advancing careers in relation to equality grounds in addition to gender. Where available, provide data to support analysis and action.
		9. HEIs to provide particular supports for those with caring responsibilities; for example, breastfeeding/parenting support networks, creche facilities, childcare support/voucher schemes, ongoing access to library services for postgraduate students on maternity/adoptive leave.	See above for staff supports. Comment and reflect on how students are included in the equality, diversity, and inclusion objectives of the institution, including any initiatives that align with Athena Swan activity. This may include but is not limited to supporting students with family and caring responsibilities.

2.6 Organisational Culture

TITLE	KEY RECOMMENDATIONS	INDICATORS	ATHENA SWAN IRELAND APPLICATION REQUIREMENTS
ORGANISATIONAL CULTURE	HEIs to build on actions already taken to continue to effect culture change in relation to gender equality issues. This should be done by resourcing and incentivising the below:	1. HEIs to develop a strategy to roll out gender equality training for staff in a systematic manner, reporting annually to the HEA on the percentage of its staff (academic, PMSS and management) who have completed such training.	See earlier comments on training.
	• appropriate and quality assured training and other change initiatives in relation to gender equality; • the support and engagement of men in the process of change;	2. HEIs to continue to develop, implement and monitor the impact of institutional Gender Equality Action Plans, which are public documents updated and published annually, and easily accessible on institutional websites.	Athena Swan Ireland Action Plans are implemented and evaluated over 4 year periods, at which point they are updated as part of an application for renewal or upgrade.
	• the implementation, monitoring and evaluation of the impact of gender action plans; • the eradication of sexual harassment and gender-based violence; and • appropriate supports and mitigations for the burden of caring on those staff with caring responsibilities.	3. HEIs to continue to implement the framework outlined in Safe, Respectful, Supportive and Positive: Ending Sexual Violence and Harassment in Irish Higher Education Institutions and to implement the actions identified in institutional action plans and the HEA Ending Sexual Violence and Harassment in Irish Higher Education Institutions Implementation Plan 2022–2024.	See above on mechanisms in place for addressing and eliminating sexual harassment and sexual violence.
		4. HEIs to provide resources specifically dedicated to Ending Sexual Violence and Harassment (ESVH) to implement the Framework for ESVH and actions related to ESVH, including responsible staff.	See above on mechanisms in place for addressing and eliminating sexual harassment and sexual violence.

		5. HEIs to provide appropriate supports and mitigations for the burden of caring on those staff with caring responsibilities.	See above on policies and practices in place to support staff with caring responsibilities.
		6. HEIs to communicate frequently and throughout staff groups in the institution regarding Athena Swan, the Athena Swan principles and process, and provide updates on progress in implementing the institutional Athena Swan action plan. Staff to be made aware and regularly updated on new policies and initiatives which the institution has committed to under the particular Athena Swan award and action plan that is currently in place.	See above on information on how the findings and activity of the SAT are, and will continue to be, communicated to senior management and the wider institution.
		7. HEIs to continue to comply with the HEA timelines for Athena Swan accreditation.	Advance HE publishes a list of active Athena Swan accreditations.

		8. HEIs to provide evidence to HEA from AY 2022–2023: • that Athena Swan self-assessment teams (SATs), at both institutional and departmental levels, have a minimum of 40% men and 40% women on the SAT and key working groups associated with institutional and departmental SATS / action plan implementation groups; • chairing / co-chairing of a SAT, and any associated working groups, is formally acknowledged and the individual contribution calculated as part of departmental and institutional workload allocation models. This contribution should contribute to promotional opportunities; and • membership of a SAT, and all key associated working groups, is formally acknowledged and the individual contribution calculated as part of departmental and institutional workload allocation models. This contribution should contribute to promotional opportunities.	• Outline the process of self-assessment undertaken in preparation for this application. This should include a description of the self-assessment team (SAT), including comment on the roles and responsibilities of individuals and how these were assigned. See above on information on the formal processes in place to resource, distribute, recognise and reward equality, diversity and inclusion work. Sub-unit application also require: • Information on how the chair was appointed and on what supports or resources the institution and/or department has given the chair to lead the self-assessment process; • Comment on whether the self-assessment team is representative of the department, including if there is adequate representation of senior staff.
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2.7 Precarity

TITLE	KEY RECOMMENDATIONS	INDICATORS	ATHENA SWAN IRELAND APPLICATION REQUIREMENTS
PRECARITY	In recognition of the fact that precarity is a key driver of gender inequality, whilst also acknowledging the need for control of public spending, it is recommended that a strategy be developed under the aegis of “Funding the Future” to stabilise the funding of HEIs and eliminate reliance on precarious forms of employment within HEIs.	1. HEIs to provide transparent mechanisms for managing sick leave, pension and family leave entitlements for hourly paid staff.	This is partially covered by: comment and reflect on what support the institution offers to staff who take family leave (maternity, paternity, parent's, adoption and parental leave). This should include: - uptake of types of family leave by gender and category of post; - results from staff consultation, presented by gender and category of post, and may include data on additional equality grounds.
		2. HEIs to provide all hourly paid staff performing core and non-core funded teaching, research, or professional services work a role assessment which accounts for all aspects of their work, including work performed 'out of contract', necessary meetings and CPD, and employ and pay them accordingly.	The following is asked for academic and research and professional, managerial and support roles: Include information on how the breadth of roles and responsibilities are captured in workload planning and allocation and results from staff consultation presented by gender.
		3. HEIs to ensure that the process through which tenure is awarded is gender proofed in accordance with best practice.	Comment and reflect on the promotions criteria and processes, including eligibility. This should include an analysis of three years of data on application and success rates by gender and grade and results from staff consultation presented by gender. Where prescribed promotion pathways are not in place, provide

			comment and reflection on alternative routes for career progression.
		4. HEIs to remove the designation of postdoctoral researchers as trainees where such practices exist, thereby affording them the full protections of labour law.	Institutions may identify where this is an issue when providing data on staff by grade and gender.
		5. Temporary academic roles to cover maternity and sabbatical leave to cover the role in its entirety, not simply teaching.	Comment and reflect on what support the institution offers to staff who take family leave (maternity, paternity, parent's, adoption and parental leave).
		6. HEIs to develop an Ethical Hiring Code to mirror good practice in the area.	Include comment on the rationale for the use of short-term contracts. Comment and reflect on recruitment policies and processes.

2.8 Data Capture, Analysis and Reporting

TITLE	KEY RECOMMENDATIONS	INDICATORS	ATHENA SWAN IRELAND APPLICATION REQUIREMENTS
Data Capture, Analysis and Reporting	In order to measure progress in relation to the effectiveness of measures put in place, there needs to be an appropriate systematic approach to the capture, analysis and reporting of data in relation to the nine grounds specified under the Equality legislation. Specifically, data in relation to the interaction of the individual grounds and gender should be captured in relation to: (i) recruitment and promotion across grades and staff categories; (ii) gaining of other rewards and recognition (internal grants, roles of responsibility, leadership, awards, etc.); and (iii) status of employment (hourly paid, short-term contract, permanent appointment, etc.). The requirement to capture and analyse such data in a consistent manner potentially will require further development of the	1. HEIs to provide annual reports on hourly paid data for all staff categories including gender, ethnicity, average and mean pay rates. Reporting must be defined in numbers of people employed in each grade (headcounts) as opposed to using FTEs/WTEs as a measure.	Provide data on staff on fixed-term contracts, contracts of indefinite duration/permanent contracts and hourly-paid contracts by gender. Outline the instances where fixed-term and hourly-paid contract types are used. This should include comment on: • whether or not numbers of fixed-term/hourly-paid contracts are representative of a typical year; • the rationale for the use of short-term contracts; • the extent to which hourly-paid teaching staff contribute to the delivery of core modules.
	The requirement to capture and analyse such data in a consistent manner potentially will require further development of the	2. HEIs to develop an efficient and accessible equality data capture infrastructure through participation between relevant parties including HR, IT services, EDI units, Student Services and Finance.	Provide information on how equality grounds are captured in staff data systems and/or other methods (e.g. staff survey). This should include comment on: • whether or not data is collected across equality grounds;

	centralised systems used by HEIs and accordingly, appropriate investment should be made in systems development to facilitate this.		• how disclosure is supported and if appropriate safeguards are in place; • disclosure rates where identifiable or appropriate; • the process for recording staff as the gender with which they identify in staff data systems and in this submission.
		3. HEI equality data capture systems to be developed in a manner to allow for multi-purpose use e.g., in Public Sector Duty reporting, Gender Pay Reporting and for public reporting on Athena Swan action plan progress.	See above.
		4. HEIs to work with the HEA to improve equality monitoring data collection among HEI staff, maximising the potential of existing infrastructure (e.g., Core HR) in the first instance.	See above.



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