

Women in Science: UK-Brazil Gender Inclusion Partnerships Call

Annex 4: Potential partnerships plan based on a similar project undertaken in India

Phase	Topic/support area	Key points to cover for the mentors support	Indicative time commitment from and timeframe for the UK partners/support
1	Starting out: how to approach your equality charter journey	<p>Why gender equality in higher education and research is important and how the charter process has had an impact in my organisation.</p> <p>How to foster buy-in throughout the institution and address any resistance.</p> <p>The purpose and importance of conducting a thorough self-assessment of policies, practices, structures and culture in an organisation.</p> <p>How to plan for the self-assessment – what are the structures and support systems you should have in place prior to starting your equality charter process.</p>	<p>A two-hour remote video session, including a presentation and Q&A session.</p> <p>Presentation material to be shared with pilot participants so they can share them internally.</p> <p>Follow up discussions and questions.</p>
2	The gender equality self-assessment process	<p>How to form a gender equality self-assessment team (SAT), including the roles of team members and how to choose them; appropriate recognition of the work of the SAT.</p> <p>How to build your self-assessment team activity – including the responsibilities of the team.</p> <p>Consultation, communication and engagement with staff and students – including discussion around what's appropriate consultation, how frequent should you consult, effective ways of communicating the work that you are doing and why it is important, how to get staff and students to engage and respond.</p> <p>How the future plan and future proof equality charter will work, so that they become embedded in the organisation's systems and structures.</p>	<p>A three-hour remote video session, including a presentation and Q&A, for the selected Indian institutions.</p> <p>Presentation material to be shared with participants for internal dissemination.</p> <p>Follow up discussions and questions.</p>
3	Data collection and analysis	<p>The importance of collecting quantitative data and knowing your baselines, how to find the data you need in your institution, where are the data gaps likely to be and what can be done to plug them and setting up quantitative data collection systems for the future.</p>	<p>A three-hour remote video session, including a presentation and Q&A session.</p> <p>Presentation material to be shared with</p>

		<p>Benchmarking data, why it's important and where can you find it.</p> <p>Using qualitative data to unpick your quantitative data and inform analysis and action.</p> <p>Assessing your data and writing it up, balancing descriptive and analytical narrative.</p> <p>The importance of clear data presentation including hits and tips.</p>	<p>participants for internal dissemination.</p> <p>Follow up discussions and questions.</p>
4	Action planning for success	<p>What is a SMART (specific, measurable, achievable, relevant and time-bound) action plan and what is the best process to develop one – including the importance of baseline data to set specific actions and measurable targets, the importance of outcome focused actions and targets over output focused ones, dividing up accountability and responsibility and setting realistic clear timelines and milestones.</p> <p>The UK partners will present on how they are implementing their institutional action plans and what happens if an action doesn't work or the success target isn't reached.</p>	<p>A two-hour remote video session, including a presentation and Q&A session four months after the pilot participants being selected.</p> <p>Presentation material to be shared with participants for internal dissemination.</p> <p>Follow up discussions and questions.</p>
5	Lessons learned and good practice examples	<p>The UK partners will present on their lessons learned and good practice initiatives that have been developed as part of the equality charters process and have had a measurable positive impact. Key discussion areas will include (but will not be limited to): recruitment and promotion policies and practices, partnership and leadership development and leadership and management of the organisation.</p>	<p>A 90-minute remote video session, including a presentation and Q&A session.</p> <p>Presentation material to be shared with participants for internal dissemination.</p> <p>Follow up discussions and questions.</p>
6	Sharing Athena SWAN material	<p>Athena SWAN partners to share their (redacted) AS submissions, action plans, and panel feedback with the Indian pilot participants.</p>	<p>The submission, action plan and feedback will be shared two months after the pilot participants are selected. This will be followed up two months later by a 60-minute remote video discussion on the shared documents including a Q&A session.</p> <p>Follow up discussions and questions.</p>
7	Wider workshop participation	<p>Participate in the group workshops supporting break out group facilitation and providing at least one speaker for the workshops below:</p> <ol style="list-style-type: none"> 1. The Impact of Athena SWAN on my career: a session including case studies from academic staff. 2. Thinking like a charters' panellist: UK panellists discussing their experiences of assessing Athena SWAN applications. 	<p>Plan will be developed collaboratively with the British Council, relevant partners, consultants and participant UK and Indian institutions.</p>

		3. Maintaining momentum regardless of award outcome: UK Athena SWAN members discussing lessons learned after an unsuccessful submission.	
8	Discussant Role	The Athena SWAN UK partners will provide the pilot institutions with support, including answering specific questions, around their self-assessment application process.	All participating Athena SWAN institutions will be expected to have familiarised themselves with the project self-assessment criteria, handbook and application form. This will take up to 3 hours of reading time. In addition, each Athena SWAN partnering institution will be expected to watch the video of the assessor panellist training, to familiarise themselves with the process. This will take up to 90 minutes. An online talk through session, answering specific queries of the participating Indian institutions on their self-assessment process should take about 90 minutes. On completion of the process, follow up discussions and questions.
9	Study tour to UK	Host a visit from India to UK of the pilot programme mentees; <u>assuming that international travel is permitted</u>	Five days face to face visit that will be curated and delivered by the UK HEI/Research Institution, in consultation with the British Council.
The response timeframe for mentor institutions will be that any questions from their mentee organisations are acknowledged by the mentors within three working days and responded within five working days.			