
Gender Equality in Higher Education Systems in Brazil

Virtual Capacity Building Workshop



Welcome

Purpose: Strengthen capacity to implement gender equality action plans, promote peer learning and prepare awardees as future mentors.

Objectives

01

Strengthen institutional capability to implement gender equality frameworks.

02

Promote peer learning and knowledge sharing between award recipients.

03

Position awardees as future mentors or ambassadors for inclusive practice.

04

Facilitate broader dissemination and engagement across Brazil's higher education institutions.

05

Reinforce UK-Brazil collaboration and reconnect with previous UK institutional partners.

Agenda

09:00 **Welcome and Introductions**
Kick-off the workshop with a welcome, introductions and an overview of the day.

09:10 **Icebreaker**
An interactive activity to connect everyone and set the tone for the session.

09:25 **Awardee Progress Roundtable**
Awardee institutions share updates and achievements, followed by a discussion.

10:25 **UK Best Practices**
UK case studies and insights, with reflection and adaptation to Brazil.

11:05 **Break**
Short break before continuing with the programme.

11:15 **Action Plan Deep Dive**
Small group work to refine action plans and priorities with UK expert support.

12:05 **Lunch Break**
Time to rest and recharge before the afternoon sessions.

13:05 **Peer Coaching for Problem Solving**
Awardees share challenges and exchange strategies with peers.

14:00 **Mentorship & Ambassador Roles**
Collaborative session to design mentorship and ambassador models for wider support.

15:00 **Wrap-Up and Next Steps**
Final reflections, key actions, and prep for the Oct/Nov hybrid event.



Safeguarding

Safeguarding represents our commitment to creating a safe environment where no child or adult will experience harm, abuse or exploitation during their contact with us.

We promote a **zero-tolerance inaction approach** to safeguarding. In practice, this means that all necessary efforts must be made to comply with the Policy, irrespective of cost implications or operational inconvenience



Reporting concerns

If you need to report any situation that puts your safety or the safety of others at risk, scan the code or contact marcela.gobo@britishcouncil.org.



Icebreaker: one word – one action



We'd love to hear from you!

Please scan the QR code to share your thoughts.

You can also raise your hand or post in the chat.

'In one word, describe how you're feeling as we start today's session.'

And in one sentence, state what you would

Join at menti.com | use code **1214 9656**

Awardees progress





UNIVERSIDADE
FEDERAL DO CEARÁ

Gender Equality in Higher Education Systems in Brazil

Federal University of Ceará

Federal University of Ceará

- An independent entity sponsored by Brazil's Ministry of Education.
- It was founded as the result of a broad public opinion movement.
- Created by Federal Law No. 2,373 on December 16, 1954, and inaugurated on June 25 of the following year.



Office of the President – Benfica Campus

Federal University of Ceará



Quixadá Campus

Headquartered in Fortaleza, the state capital, UFC is part of Ceará's Higher Education System and operates across the entire state to meet the various demands of society.

There are currently eight campuses:

Fortaleza

- Benfica
- Pici
- Porangabuçu

Inland

- Inland
- Sobral
- Quixadá
- Crateús
- Russas
- Itapajé

UFC in numbers

50,5%

2.642

MEN

49,5%

2.602

WOMEN



UFC in numbers

58%

3.060

TECHNICAL & ADMIN

42%

2.184

FACULTY



Office for Equity, Diversity and Inclusion

Creation

In 2023, UFC consolidated its institutional commitment to diversity and gender equality by creating the Office for Equity, Diversity and Inclusion (DEDI, in the Portuguese acronym).

History

A division of UFC's Office of the Vice Provost for Human Resources Management (PROGEP), DEDI represents a historic milestone, inspired by the Gender Equality Reference Framework and the result of the WIS Project: UK-Brazil Gender Partnerships, which brought together UFC, Unicamp, and Imperial College London in 2021/2022.

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Office for Equity, Diversity and Inclusion



Scope of action

DEDI works through strategic pillars that support actions in diversity governance, institutionalization of anti-discrimination codes of conduct, reporting channels, organizational climate surveys, diversity census, ongoing gender literacy, inclusive communication, affinity groups, and training of leaders committed to equity.

Purpose

To inspire and lead an institutional culture where equity, diversity, and inclusion are pillars for strengthening belonging and social justice.

Barriers

Consolidated
data



Challenges

Creation of the
Diversity Census

Reach

Gender
Equality Seal

Women and
Science Award

Replicable efforts



Inclusion of EDI
content in
recruitment
processes



EDI Newsletter



**Welcoming of new
staff with an EDI
Seminar**



**Partnerships and
Cooperation
Agreements with
government offices**





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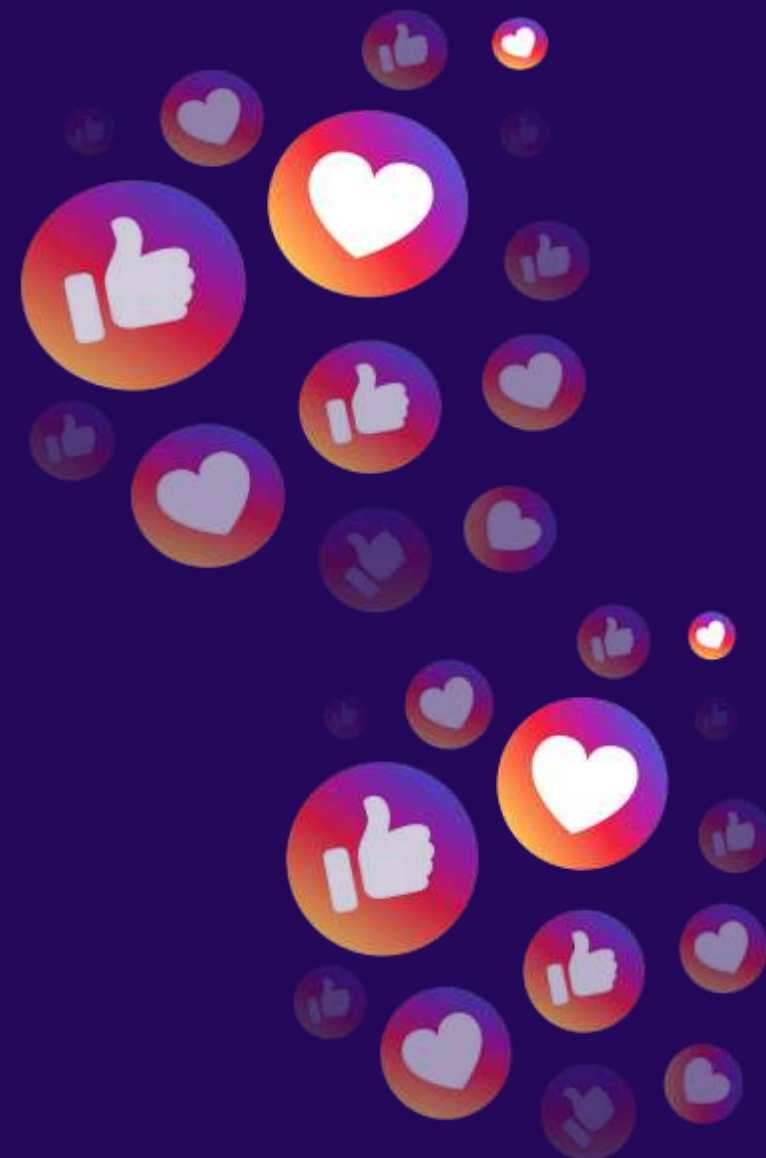
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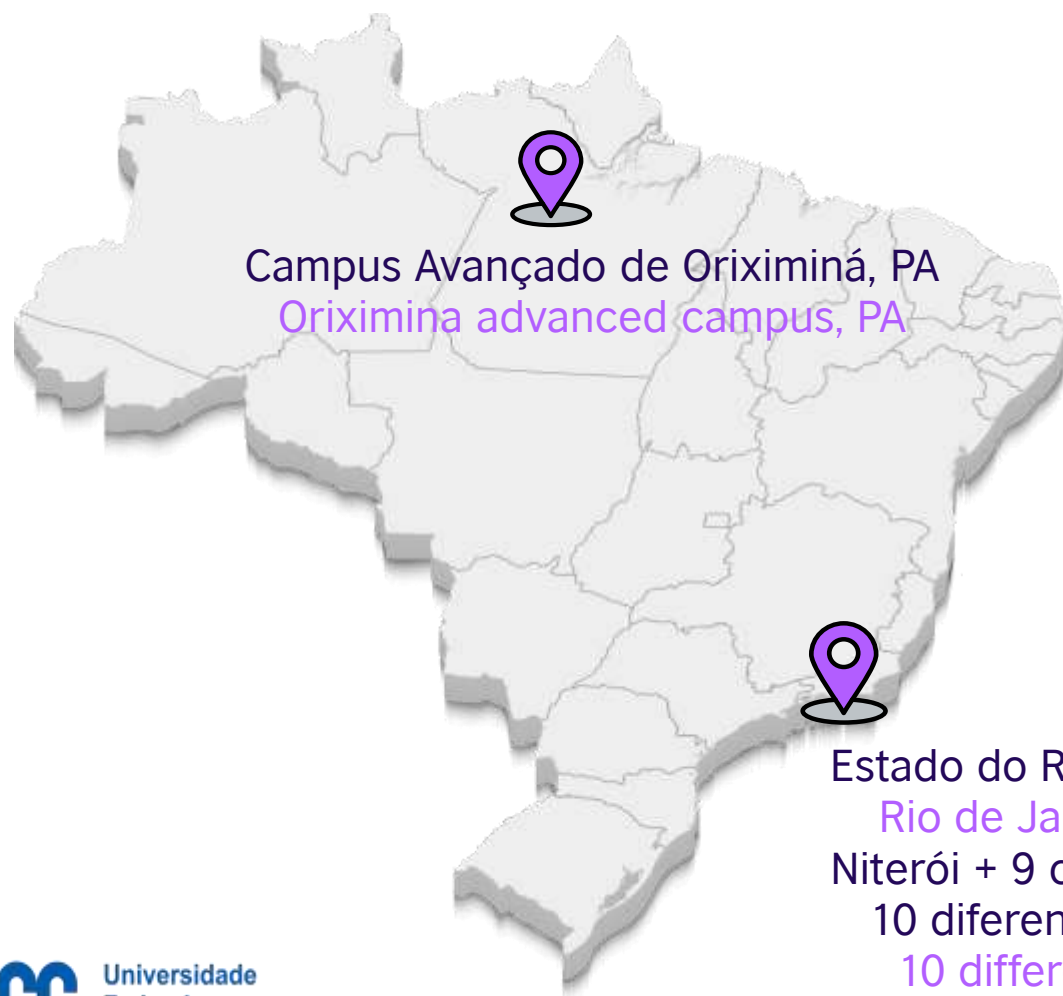


Gender Equality in Higher Education Systems in Brazil

Universidade Federal Fluminense

Universidade Federal Fluminense em território e números

Fluminense Federal University in territory and numbers



Composta por:
69.610 discentes de graduação
33.474 discentes de pós-graduação
3.599 técnicos
3.316 docentes

Comprising:
69,610 undergraduate students
33,474 postgraduate students
3,599 technicians
3,316 lecturers

Onde estamos no organograma Institucional

Where we are in the institutional organisational chart



Reitoria e Vice Reitoria
Rectorate and Vice-Rectorate

Pró-Reitoria de Assuntos Estudantis
Pro-rector of Student Affairs

Coordenação de Equidade e Inclusão
Equity and Inclusion Coordination

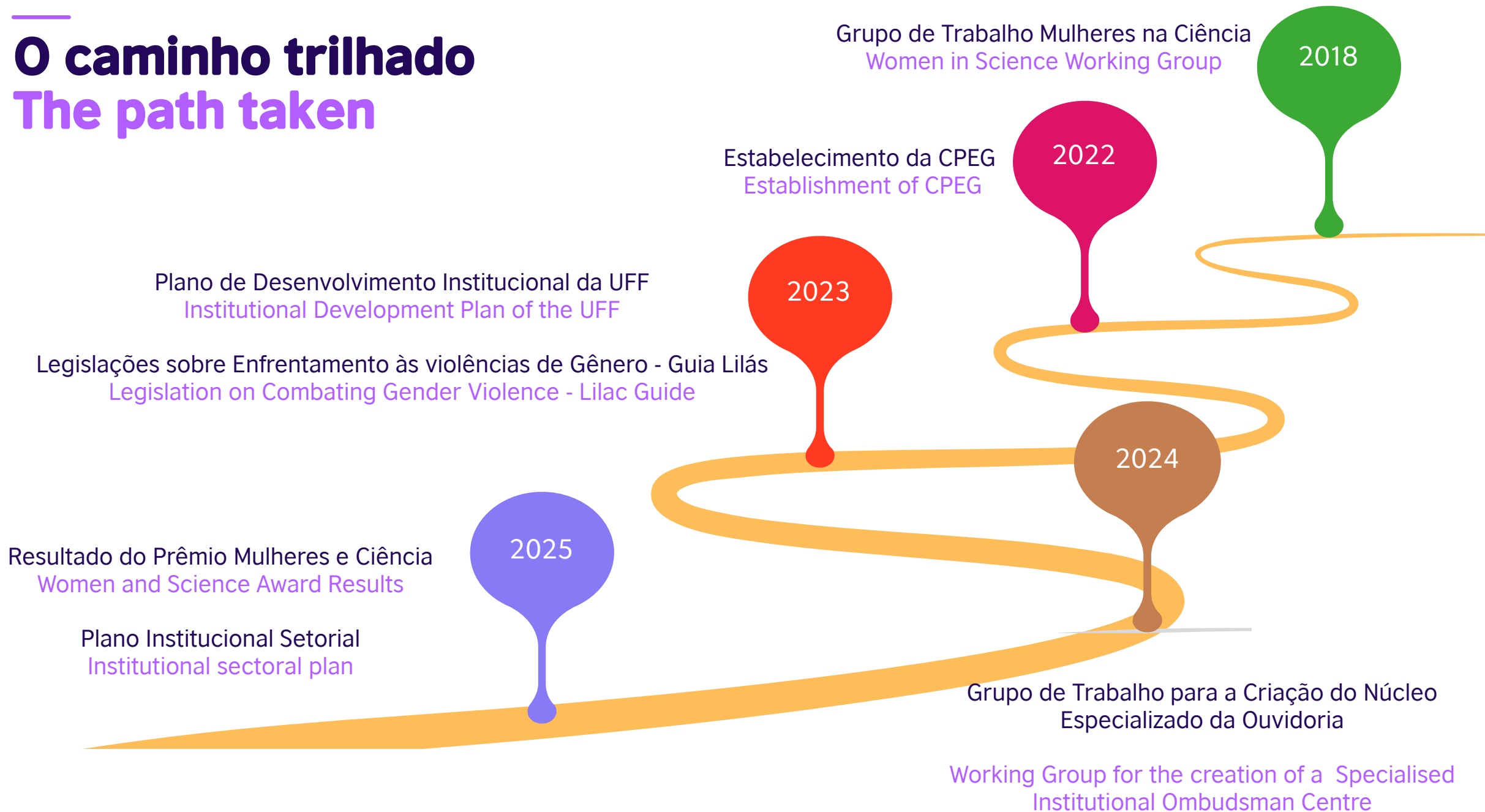
Comissão Permanente de Equidade de Gênero
Permanent Commission on Gender Equality

CPEG
Comissão Permanente de Equidade de Gênero



O caminho trilhado

The path taken



Grupo de Trabalho Mulheres e Ciência

Women in Science Working Group

2018

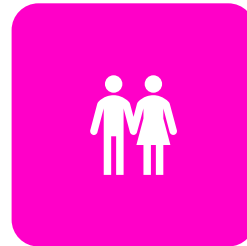
Ligado a Pró-Reitoria de Pesquisa, Pós-Graduação e Inovação, intitulado Mulheres na Ciência, composto por pesquisadoras de diversas áreas do conhecimento.

Linked to Research, Postgraduate Studies and Innovation Pro-rector, entitled Women in Science, composed of researchers from various fields of knowledge.

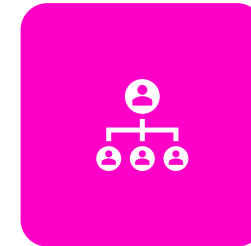
Ações prioritárias / Priority actions



Políticas de Apoio à
Maternidade
Maternity Support Policies



Desconstrução dos
estereótipos de gênero e
vieses implícitos
Deconstruction of gender
stereotypes and implicit biases



O aumento da representatividade
das mulheres em cargos de
liderança.
The increase in the representation
of women in leadership positions

2021

A Universidade Federal Fluminense, a Universidade Federal do Rio Grande do Sul e a Oxford Brookes University foram selecionadas no Edital “Women in Science: UK-Brazil Gender Equality Partnerships Grant”.

The Fluminense Federal University, the Federal University of Rio Grande do Sul and Oxford Brookes University were selected in the call for proposals “Women in Science: UK-Brazil Gender Equality Partnerships Grant”.....

O objetivo da convocatória: influenciar o desenvolvimento de políticas e práticas institucionais que permitam avançar na conquista da igualdade de gênero nas instituições de ciência, tecnologia, ensino superior e pesquisa no Brasil.

The objective of the call: influence the development of institutional policies and practices which will enable progress towards achieving gender equality in science, technology, higher education and research institutions in Brazil.

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A Comissão para Equidade de Gênero (CPEG) da UFF foi criada por portaria. Na PROAES, objetiva a construção de POLÍTICAS DE EQUIDADE na Universidade, pela perspectiva de GÊNERO e numa visada INTERSECCIONAL.

The Gender Equality Commission (CPEG) at UFF was created by administrative order. At PROAES, it aims to develop EQUITY POLICIES at the University from a GENDER perspective and with an INTERSECTIONAL approach.



Ações prioritárias / Priority actions



Políticas de apoio à maternidade e justiça reprodutiva.
Policies supporting motherhood and reproductive justice.



Distribuição 50/50 entre homens e mulheres em cargos de poder e decisão e a desconstrução de estereótipos de gênero.
50/50 distribution between men and women in positions of power and decision-making and the deconstruction of gender stereotypes.



Enfrentamento às violências de gênero, assédios e violências institucionais.
Confronting gender violence, harassment and institutional violence.

2022

Plano de Ação

Perspectivas para um outro futuro: consolidar, avançar e inovar na promoção da Equidade de Gênero na UFF.



Action Plan

Prospects for a different future: consolidating, advancing and innovating in promotion of Gender Equality at UFF.

Áreas de Trabalho | Areas of work

1

Políticas de Promoção de Equidade, diversidade e inclusão em relação às mulheres com suas intersecções de raça, etnia, identidade de gênero e presença de deficiência.

Policies promoting equity, diversity, and inclusion in relation to women with intersecting characteristics of race, ethnicity, gender identity, and disability.

2

Políticas de Apoio à Maternidade e valorização do cuidado

Policies supporting maternity and valuing care

WOMEN
WOMEN
WOMEN

3

Políticas de Enfrentamento às violências de gênero contra as mulheres e outra formas de discriminação tais como relativas às pessoas negras, indígenas, transgêneras e com deficiências.

Policies to combat gender-based violence against women and other forms of discrimination, such as those relating to black people, indigenous people, transgender people and people with disabilities.



Plano Original / Em que itens progredimos um pouco?

Original Plan / In which areas have we made a little progress?



Realizar acompanhamento e diagnósticos sobre a presença de mulheres com suas intersecções nos diversos espaços da UFF e nos diferentes segmentos (docentes, discentes, técnico-administrativos).

Monitor and diagnose the presence of women and their intersections in various spaces at UFF and in different segments (lectures, technicians, students).



Desenvolver (e acompanhar) um Plano Institucional para Equidade de Gênero abrangente para promover a igualdade de gênero na academia, garantindo que os talentos de todos e todas sejam plenamente reconhecidos e valorizados.

Develop (and monitor) a comprehensive Institutional Plan for Gender Equality to promote gender equality in academia, ensuring that everyone's talents are fully



Campanhas de sensibilização e conscientização sobre a existência de viés implícito e construção de estereótipos.

Campaigns to raise awareness and consciousness about the existence of implicit bias and the construction of stereotypes.



Acompanhar e propor os ajustes e adequações necessárias às políticas de apoio à maternidade a partir de editais, processos seletivos e progressão funcional na UFF.

Monitor and propose necessary adjustments and adaptations to maternity support policies based on public notices, selection processes, and career progression at UFF.



Monitorar e ampliar o número de espaços de acolhimento para cuidadores e crianças, incluindo fraldários e salas de amamentação.

Monitor and increase the number of facilities for carers and children, including nappy-changing rooms and breastfeeding rooms.



Produção de material de divulgação sobre políticas de apoio à maternidade e cursos sobre a política de cuidado e parentalidade.

Production of promotional material on maternity support policies and courses on care and parenting policy.



Promover ações de prevenção e sensibilização da comunidade.

Promote prevention and awareness-raising actions in the community.

Criação de um Núcleo Especializado junto à Ouvidoria.

Creation of a Specialised Unit within the Ombudsman's Office.



Barreiras encontradas e respostas

Barriers encountered and responses



Mover as macroestruturas sociais que sustentam e se reproduzem na universidade.	Move social macrostructures that sustain and reproduce themselves in the university.
Criar estratégias para falar para os homens, envolvendo-os na mudança da cultura institucional.	Create strategies to speak to men, involving them in changing institutional culture.
Criar espaços adequados para as crianças que necessitam acompanhar seus responsáveis.	Create adequate spaces for children who need to accompany their guardians.
Conceber políticas robustas de maternidade e parentalidade.	Design robust maternity and parental leave policies.
Utilizar dados sobre representação para impulsionar políticas internas.	Use data on representation to drive internal policies.
Sustentar uma política de cuidado de mulheres em situação de violência de gênero pautada pela autonomia e pelo oferecimento de espaços de acolhimento e escuta.	Sustain a policy of care for women in situations of gender-based violence based on autonomy and the provision of spaces for shelter and listening.



Indicadores de Impacto e Medição: A construir

Impact indicators and measurement: Under construction

Criar indicadores que possam nos evidenciar, quantas e quais são as mulheres que:

Creating indicators that can show us how many and which women:

- a) se beneficiaram pelas ações relacionadas às adequações baseadas em equidade / have benefited from actions related to equity-based adjustments.
- b) ocupam cargos estratégicos, de poder e de decisão universidade / hold strategic, powerful, and decision-making positions at the university.
- c) gestam, amamentam e têm filhos pequenos / are pregnant, breastfeeding, and have young children.
- d) foram vítimas de violências de gênero e de violência institucional e buscaram acolhimento e orientação na CPEG / have been victims of gender-based violence and institutional violence sought support and orientation in CPEG.
- e) abriram processos administrativos por violências de gênero / have filed administrative proceedings for gender-based violence.



**Equipe de
autoavaliação**
Self-assessment team

Indicadores de Impacto e Medição: A construir

Impact indicators and measurement: Under construction



Tempo médio para mães terminarem seus cursos e/ou progredirem nas carreira.	Average time for mothers to complete their courses and/or advance in their careers.
Contabilizar o número de Programas de Pós Graduação que têm política de apoio à maternidade.	Count the number of postgraduate programmes that have a maternity support policy.
Caminho percorrido pelas mulheres na Universidade.	Path taken by women at university.
Tempo médio para resolução do problema (gender violence).	Average time to solve the problem (gender violence).
Impactos das violências de gênero e das violências institucionais.	Impacts of gender-based violence and institutional violence.
Número de pessoas que participaram das atividades de capacitação e de eventos destinados à equidade.	Number of people who participated in training activities and events aimed at equity.

Práticas replicáveis | Replicable practices



Construção de cursos de
letramento de gênero
Development of gender literacy
courses



Diálogos com Departamentos,
Institutos e Discentes
Dialogues with Departments,
Institutes, and Students



Campanhas que abordam os temas
eixos da proposta
Campaigns addressing the key
themes of the proposal



Oficinas sobre violências de gênero
Workshops on gender-based
violence



Uso de mídias sociais para
disseminar as ações
Use of social media to spread our
actions



Atividades na Semana de
Acolhimento de ingressantes
Activities during Welcome Week for
new students



Rodas de conversa sobre equidade
e violências de gênero
Conversation circles on gender
equality and violence



Escuta e acolhimento de mulheres
Listening to and welcoming women



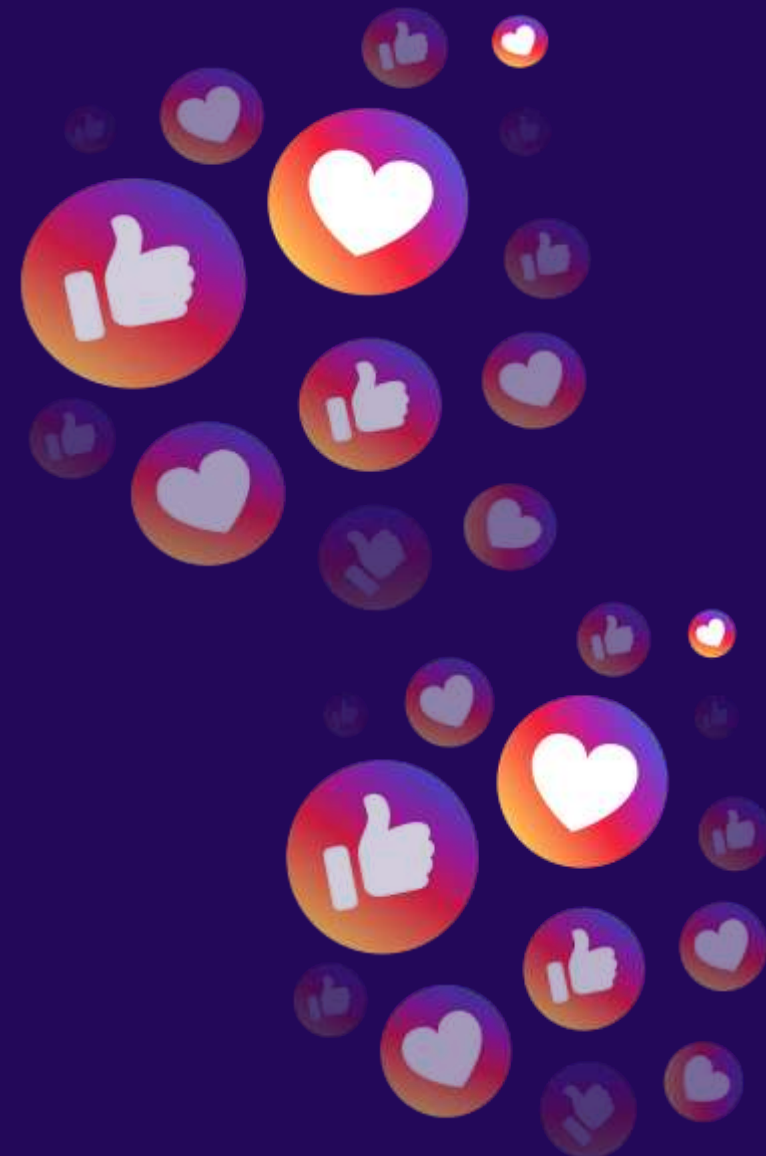
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cpeg.gar.comissao@id.uff.br



cpeg.uff



Gender Equality in Higher Education Systems in Brazil

Instituto Federal de Educação, Ciência e
Tecnologia do Rio Grande do Sul

Context and original plan - IFRS

- **Policy on Prevention and Combating Harassment and Violence** was created in 2020, among other policies.
- **Gender and Sexuality Office** created in 2021, linked to the Dean of Education, in network with **Gender and Sexuality Research and Study Groups (NEPGS)** across 17 campuses.
- **Women in Science Award (2025)** enabled adherence to the Gender Equality Reference Framework in Higher Education in Brazil.
- **Original plan:** structure a Gender and Sexuality Indicators Project, consolidate existing policies, and expand institutional er and diversity.



Progress since the Award

- ✓ **Institutional training** mainly focused on the **Policy on Prevention and Combating Harassment and Violence**.
- ✓ Implementation of universal bathrooms, baby changing facilities, and breastfeeding spaces across all campuses.
- ✓ Menstrual dignity policy: distribution of sanitary products and educational actions.
- ✓ The **Women in Science Award** qualified the Indicators Project by providing a **robust self-assessment methodology**.
- ✓ Plan to allocate award funds to support researcher mothers and female student fellows



Barriers and responses



Main barrier

Parental consent required for minors' participation in research, demanded by the Ethics Committee.



Challenge

Organising this process across 17 IFRS campuses.

Response: development of protocols and training for local teams.



Other barriers

Cultural and institutional resistance

Response: pedagogical training and intersectoral partnerships.

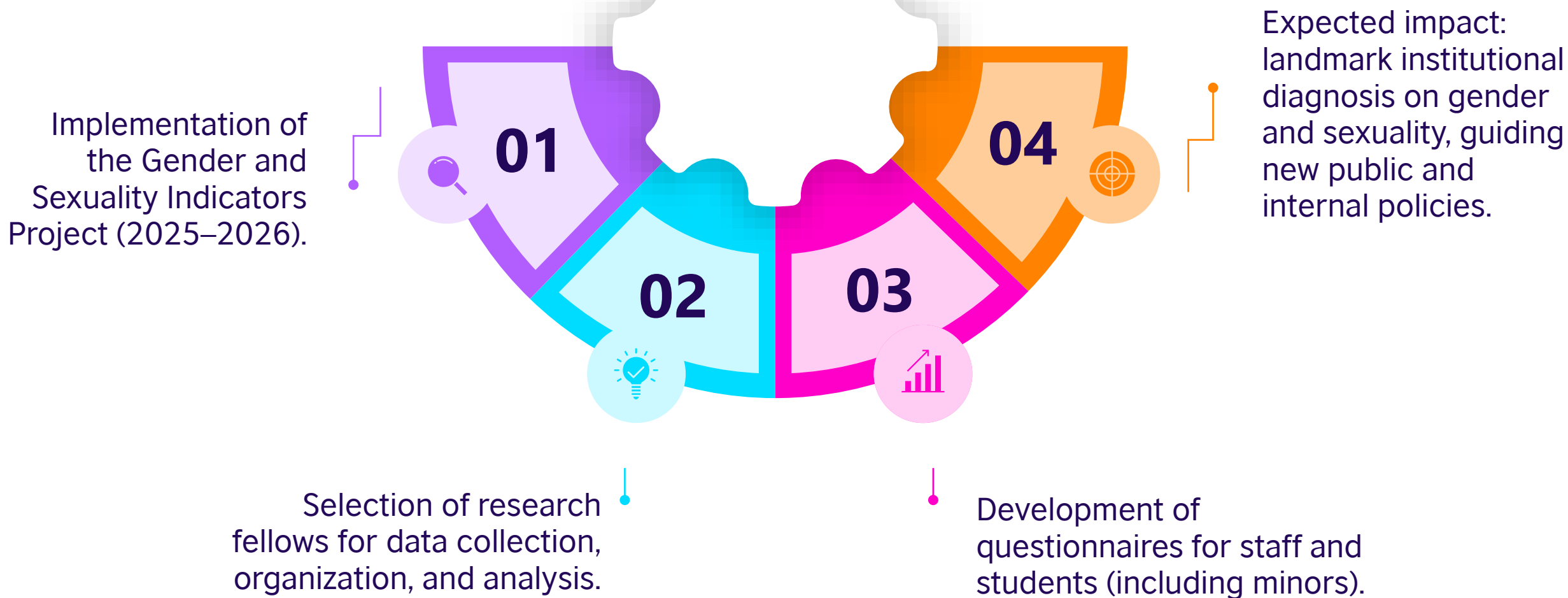


Other barriers

Budget limitations

Response: parliamentary funding; proactive search for government funding opportunities.

Indicators and impacts



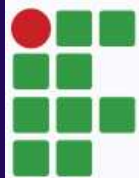
Replicable practices



Methodology of the *Gender Equality Reference Framework*, applicable to other institutions.

Integration of institutional policies, educational actions, and applied research.

Network-based training: Gender and Sexuality Office + NEPGS + local teams.



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Rio Grande do Sul

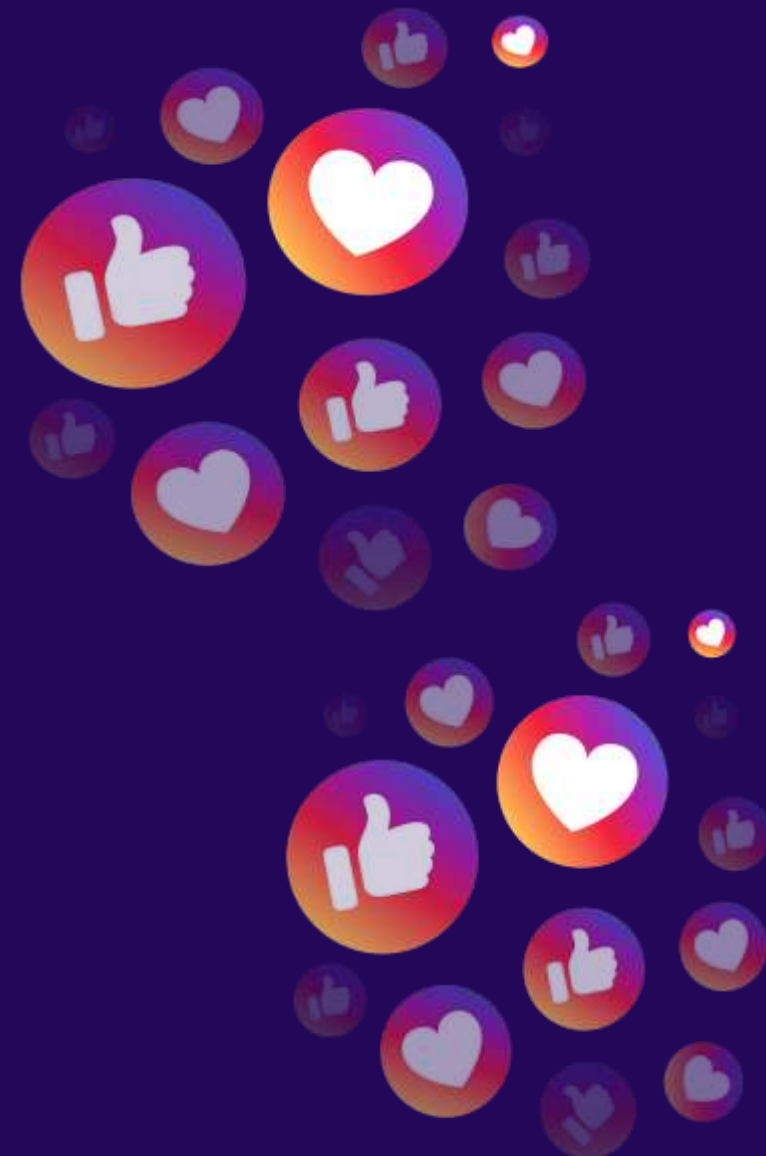
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UK best practices: Advancing gender equality



Lessons from Athena Swan and gender frameworks

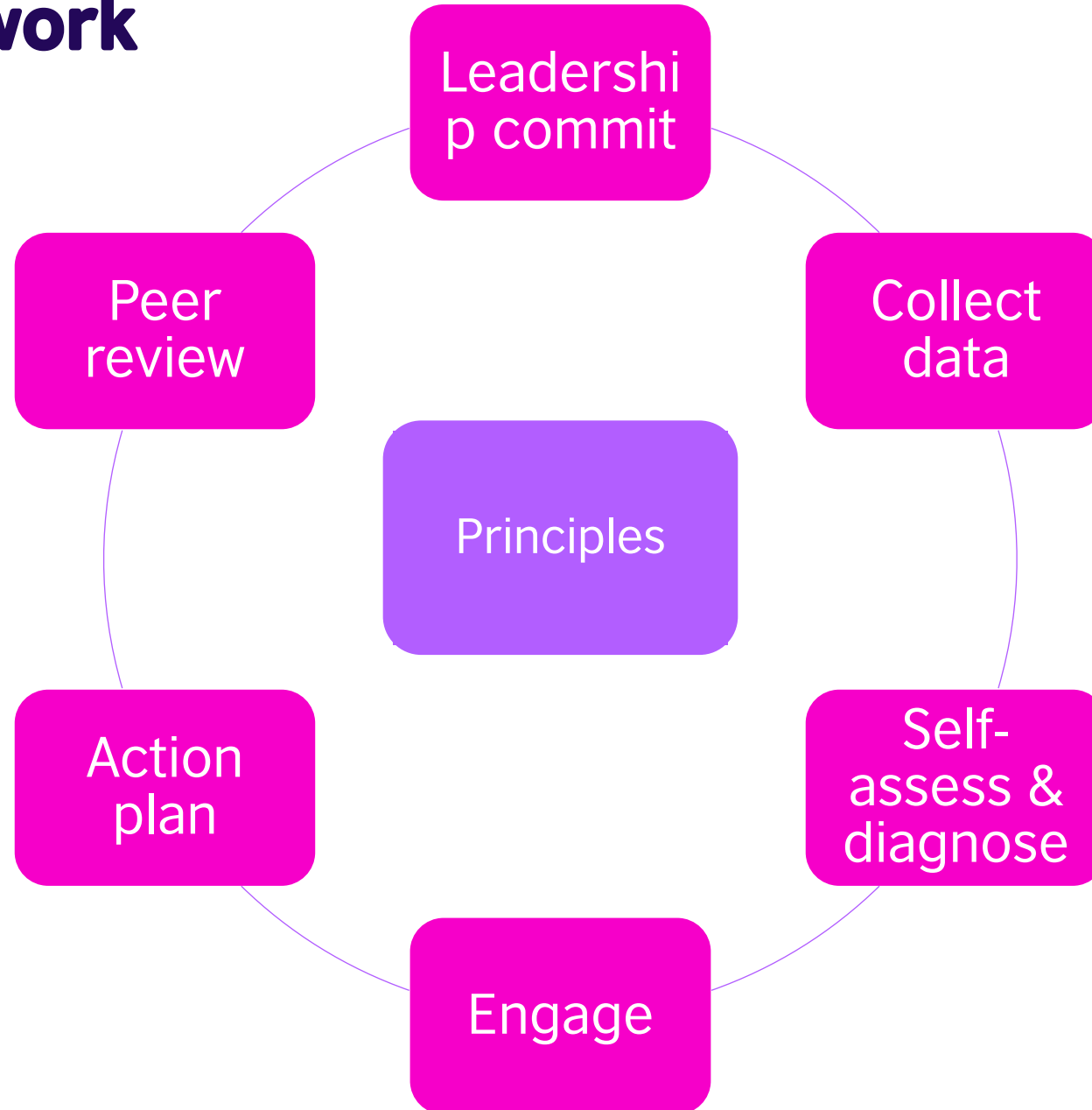
Gary Loke

Athena Swan – evolution and internationalisation

- Started in UK – 2005
- Sister programs in Ireland, Australia, USA, Canada, Cyprus and India
- Model used in partnership with British Council to develop the Brazilian Gender Equality Framework



A clear framework



Successes and challenges



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Context is important



Brazilian GEF principles

- Academia must include all talents.
- Advance gender and race equality.
- Reduce loss of women, esp. in STEMM.
- Close gender and race pay gaps.
- End bullying, harassment, violence.
- Remove barriers for marginalised women & carers.
- Address harms of short-term contracts.
- Stop discrimination against gender-diverse people.
- Ensure leadership drives equality.
- Create lasting structural & cultural change.

Prioritise

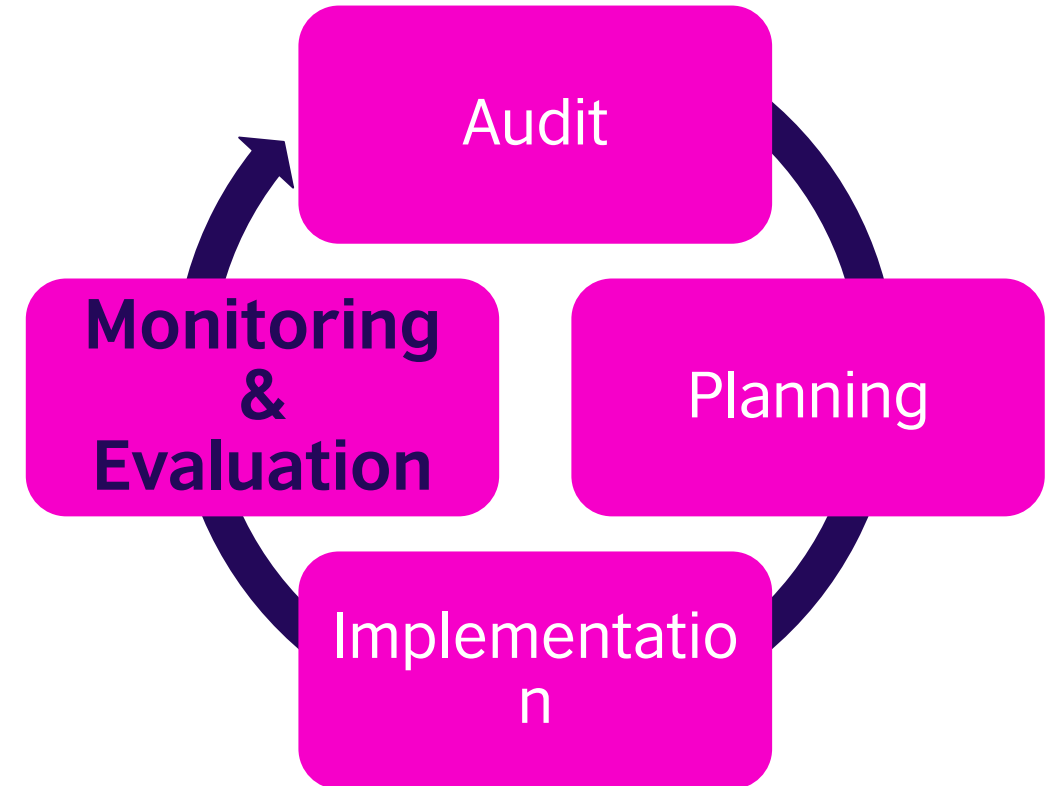


SAGE Athena Swan Cygnet Awards (Australia) 5 key barrier areas:

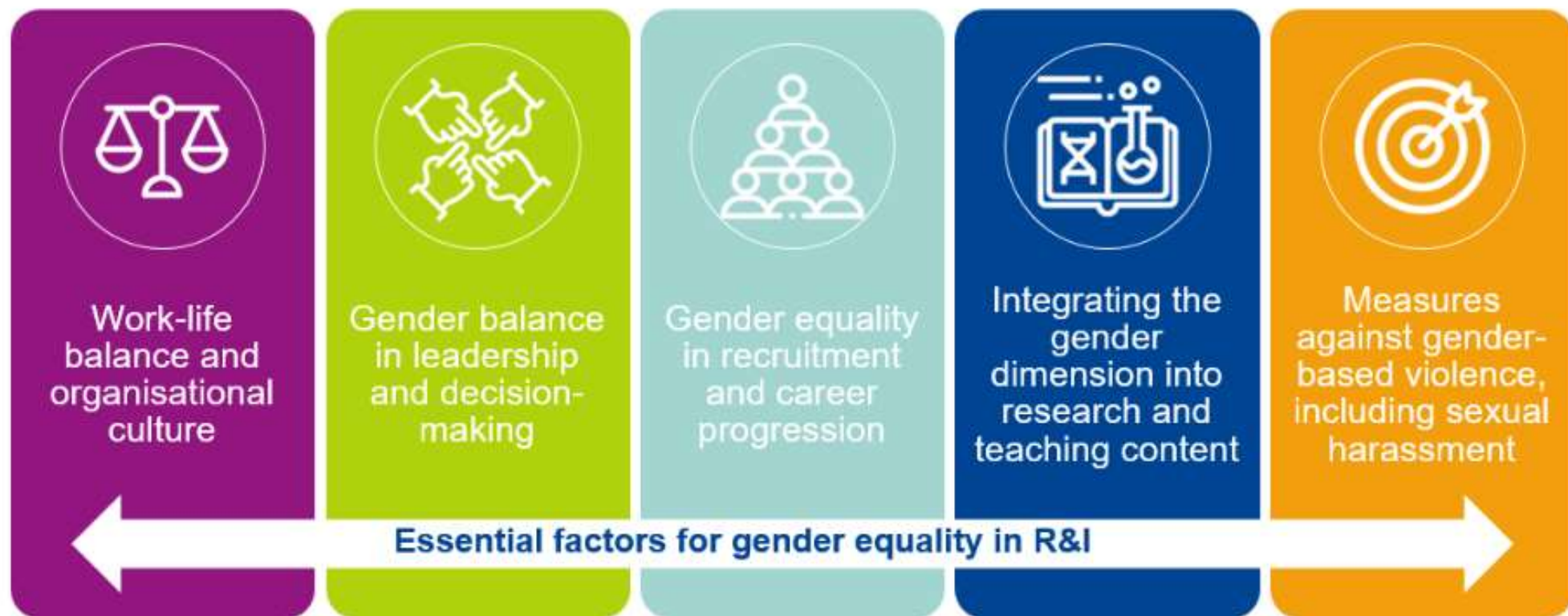
- LGBTQIA+ inclusion
- Inclusive recruitment
- Equitable career progression
- Improvements in caring and flexibility arrangements
- Safer communities



European framework for Gender Equality Plans



EU GEP – recommended thematic areas



Source: How to prepare a successful proposal in Horizon Europe: Horizontal Aspects, presentation by Pepin, A., European Commission, 21 April 2021, Icons - © Flaticon

Final thoughts...



Prioritise



Be flexible



Focus on embedding & impact



People & the journey



Constantly evaluate



Realistic resources

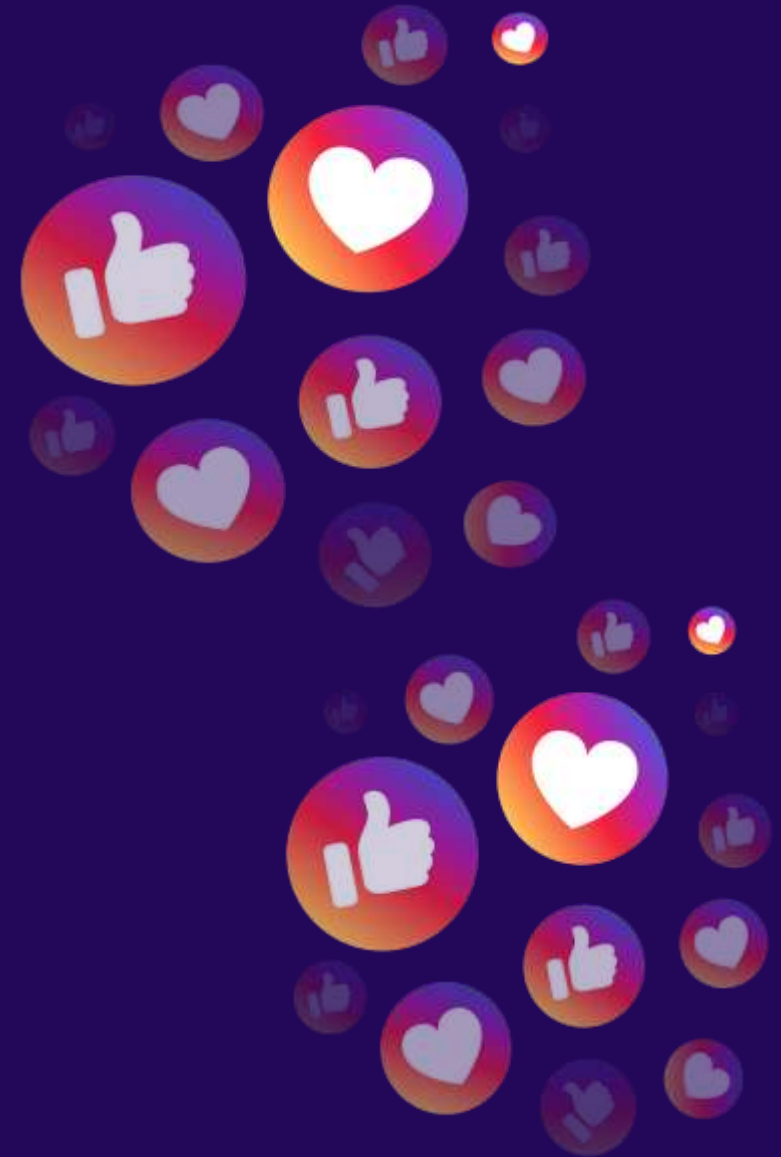
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UK Best Practices

Professor Charikleia Tzanakou

Oxford Brookes University

Parenthood policies and initiatives

- **Project title:** Cross-Cultural Exploration of Gender and Parenthood Perceptions and Practices in Higher Education: A Brazil-UK Comparative Study.
- **Collaborative** project by British Council - Going Global partnerships.
- 1-year project.



The team



Project objectives

Identify innovative policies and initiatives that can support parents in academia with a gender and intersectional lens.

Critically reflect together and challenge parenthood practices and whether/how we could rethink such practices from a different perspective.

Understand the strengths, weaknesses, gaps, lessons learnt for future design, implementation and evaluation of interventions in relation to parenthood.

Mapping parenthood policies and initiatives in UK HEIs

Desktop research (publicly available)

Criteria

- Pre-92 and Russell; pre-92 and non- Russell; post-92.
- All regions are covered.
- Having Athena SWAN award and an institutional action plan.



Process (Feb –Nov 2024)

- Search through university websites: mother(s), father(s), parent(s), parenthood, maternity, paternity, childcare, parents/carers networks.
- Reviewed their Athena SWAN action plans for corresponding parenthood and work life balance activities.
- Map on a database.

Grouping of activities



20 UK HEIs have been mapped – 173 activities.

Number of actions vary from 4 to more than 20 across HEIs.

Most HEIs mapped have actions across different categories, although boundaries can be blurry.

- ❖ infrastructure/facilities
- ❖ career support and progression
- ❖ parenthood policies
- ❖ networks
- ❖ reproductive health and wellbeing

Infrastructure

Infrastructure: structural interventions

- Nurseries, breastfeeding and family rooms.
- Holiday schemes where the university organises paid sports and science activities for children during holidays.
- Parental portal for parents to access information and advice about policies and practices.
- Core hours for core business: 10.00-16.00 some even 10-15.00 in some cases.



Career support and progression



Mentoring, buddy schemes for returners.

Provide opportunities, promote/raise awareness about flexible working and arrangements.

Conference care fund to support academics with caring responsibilities to travel to conferences.

Career support and progression

Create a Code of Practice and induction programme for PIs to raise awareness of the role of PIs as people managers (with specific attention to recruitment and support of women postdocs/research fellows, and issues about flexible working, family leave and career development).

Application for promotion (dedicated section which considers personal/exceptional circumstances e.g. periods of part-time working, parental or other forms of leave).



Parenthood policies

- **Benchmarking parental leave policies and support** compared to competitor universities.
- Improve the **quality and consistency of local advice and support** for staff taking family leave and returning to work.
- **Enhanced paternity/partner leave** (more than 2 weeks provided by legislation) – Oxford/Cambridge 12 weeks of paternity leave.
- Consider a **new policy for new parents returning from leave**, allowing returners to work 80% of their contractual hours for 100% pay and benefits for up to 6 months (ensuring adequate maternity cover for the period surrounding parental leave, as well as the leave itself).



Staff networks (ERGs)

Mostly in Russell Group Universities

Nottingham

The Haven -EDI staff group who may have experienced barriers to or challenges in becoming parents (whether due to fertility issues, lack of opportunity or resources) or who may have lost a child or parenting role to miscarriage, terminating a pregnancy for medical reasons, infant or child death, or to family break up.

Warwick

Parents of neurodivergent children or young adults (informal catch up once a month to share thoughts, feelings, and frustrations as well as offer each other moral support and practical tips and ideas).

Aston

Parents and carers staff network: Group I: 0-4 yrs. old children, Group II: 5-11 yrs. old children, Group III: 12+ yrs. old / teenagers, Group IV: Single Parents, Group V: Carers *looking after a family member, partner or friend who needs help because of their illness, frailty, disability, a mental health problem or an addiction and cannot cope without their support.

Manchester

PGR Carers and Parents network.

Reproductive health and wellbeing

Range of activities including:

- Developing fertility/IVF policies
- Raising awareness on endometriosis
- Menopause fund (purchase of equipment to support working)
- Website/resources with information about menopause for line managers
- Fertility Treatment Leave Policy



A critical lens to parenthood policies and practices

1

Neoliberal

Individual action,
'fixing' individuals.

2

Moderate

Individual/organisation
s with potential for
organisational change.
*many actions were
found in this category*

3

Transformative

Organisations,
collective action,
organizational change,
disrupting norms.

Neoliberal activities

1

Emphasis on measurement, benchmarking, individual responsibility, compliance, caring about the institution, ensuring employees perform to the best of their ability, maintaining the status quo.

Career support & Parenthood policies

- Training for returners (or their line managers), skills training
- Mentors/buddies to support returners to work

Tapping into individual resources without recognition (overloaded) –ensuring compliance and effective operation of the institution.

- Promoting family friendly working policies e.g. attractive employer
Rationale: benchmarking and attractiveness as talent management tool.

Aiming at promoting HEI as supporter of family friendly policies and attractive employer, comply with legislation. Individuals are held accountable –navigating parenthood challenges + engaging with activities with no recognition

Moderate activities

2

Potential to be transformative and serving neoliberal institutional purposes –tensions, contradictions and unintended consequences.

Career support for parents in moderate way

- Flexible working helpful to reconcile work and family, normalise different needs and allow for flexibility but needs to be accompanied with realistic workloads-reputation and attractiveness as employer + expectations to making up the time on your own time’ –absorb workload.
- Holiday schemes and conference care funds –useful for careers but underlying rationale –free parents from childcare to be productive.

Staff networks-founded by individuals’ free labour and goodwill

- Some HEIs: recognition of time invested by network chairs + network budget
- Role of networks –limited: support group, not much as a consultative body that can collectively organise and drive change

Transformative activities

3

Targeting institutional change, collective thinking, attitudes, disrupting norms, bring new issues to the fore, more focus on humane academia, wellbeing vs efficiency.

Infrastructure

- Setting core hours : smooth operation, recognition of different needs, disrupting unitimetable around need for family life +rethinking about meetings.

Career support

- Returner schemes (resource intensive) –financial commitment of HEIs, disrupting norm of teaching/admin which is incompatible with parenthood.

Reproductive health

- Supporting staff with IVF, menopause awareness, developing guidance, fertility team leave policy and paid leave for IVF) –rarely discuss issues, norms about ideal worker, different physical needs

Key findings from the UK

Progress re interventions in UK HEIs going beyond the initial practices, auditing their policies and practices and consider more options to provide to support parents.

More affluent HEIs – forefront, more resources and great initiatives.

Key take away message

We need to think about the rationale and implications of our activities – are they benefiting the HEI, making academics more productive or creating a culture where academics are encouraged and recognised being parents and academics (and potentially less productive and this is OK!).

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Thank you



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Charikleia (Charoula) Tzanakou, FHEA



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IMPERIAL

UK Best Practices

Gladys G. Diaz Armas & Alba Martinez
Basalo

Imperial College

Overview

Introductions

Improving gender
representation and visibility

Forming a committee of EDC
within your department

Culture and wellbeing

Formalising EDI structures to
ensure sustainability

Intersectionality

We would like to hear from
you

Introductions

Gladys G Diaz Armas

PhD in fluid biomechanics



- Biomedical Engineering undergraduate at Instituto Tecnológico y de Estudios Superiores de Monterrey (México) > Talento Académic Scholarship
- International exchange programme at UBC (Canada) > ELA Scholarship
- Professional internship in IBICARE and MachineCare Education
- R&D Engineer in Delee Corp.
- MSc Biomedical Engineering (Biomaterials) > Women in STEM Scholarship
- PhD researcher at vBS Lab

Alba Martinez Basalo

PhD in biomaterials for mRNA delivery

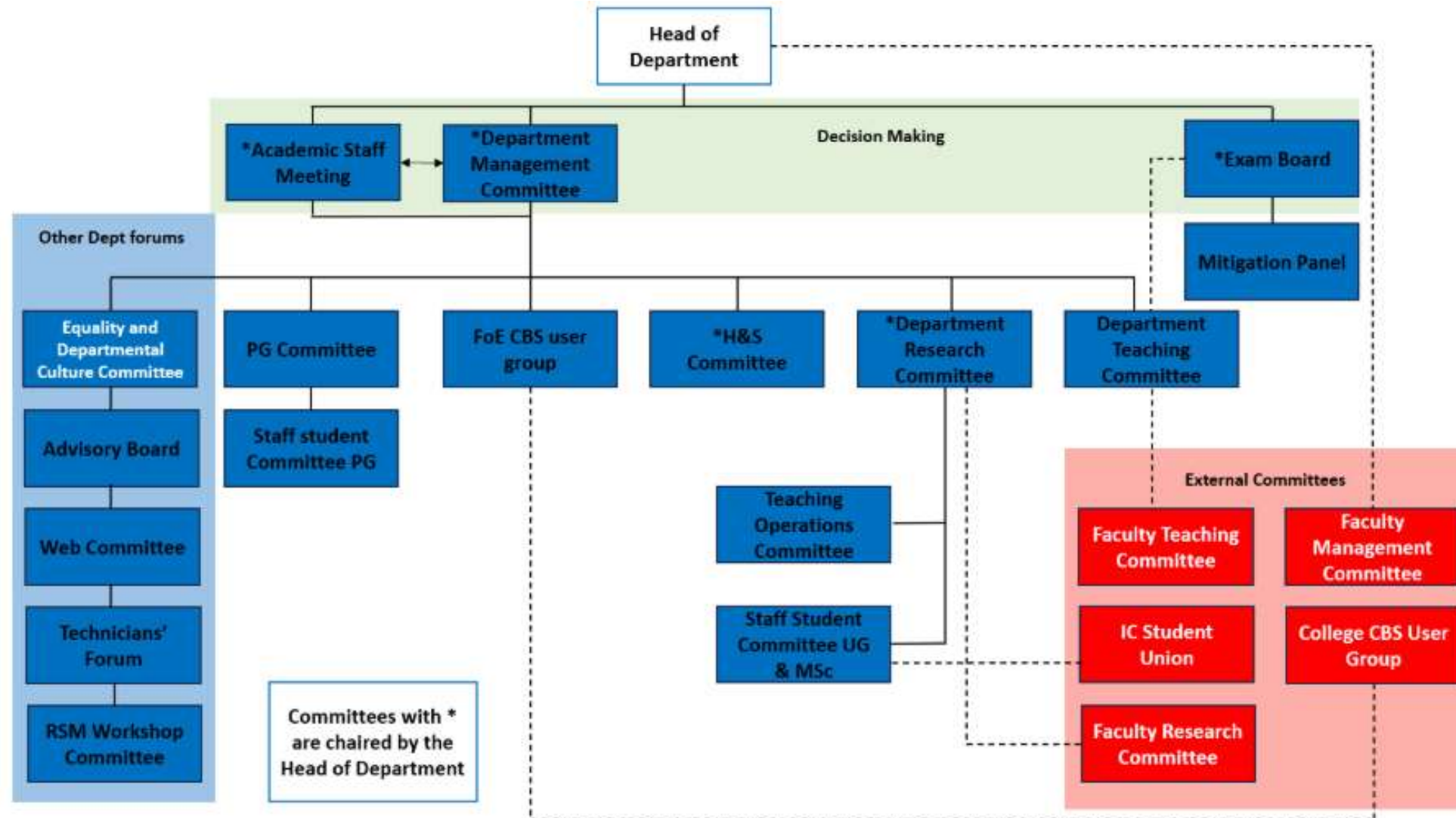


- Biomedical Engineering undergraduate at Universidad Carlos III de Madrid (España) > Alumni Scholarship
- International exchange programme at RMIT (Melbourne) and UNSW (Sydney) > Non-European mobility scholarships
- Traineeship in lab at Campus Bio-medico di Roma (Italia) > Erasmus+ Scholarship
- MSc Biomaterials, Tissue Engineering, Regenerative Medicine > Posgraduate studies Fundación Barrié de la Maza Scholarship
- R&D Lab Engineer in Aglaris Ltd
- PhD researcher at TheCelizLab and Patel Group
- PhD representative and part of the EDCC led by Prof. Claudia Clemente

**Forming a committee of
Equality Diversity and
Culture within your
department**

Bringing everyone together

With representatives of each section and work group



Bringing everyone together

With representatives of each section and work group

- Chair
- Secretary
- Department Operations Manager
- Academic staff representative (3)
- Professional services staff representative (2)
- Department of Bioengineering Admissions and Outreach Manager
- James West Fellowship President
- Imperial College Athena SWAN Coordinator
- Postdoctoral student representative (3)
- Imperial College Advisor, Postdoc and Fellows Development
- PhD student representative (2)
- Undergraduate student representative (2)
- Bioengineering Society President



What we do

With representatives of each section and work group



1. Point of **contact** for their representatives about specific issues.
2. Organisation of staff and student **surveys**.
3. Access to staff survey at the **college level**.
4. Access to **HR data**.
5. Contact with **other department committees**.
6. Organise **focus groups** to discuss future action plans.
7. Evaluate department's **progress and issues**.
8. Set a **plan of action** for equality

**Formalising EDI
structures to ensure
sustainability**

Making EDCC sustainable over time

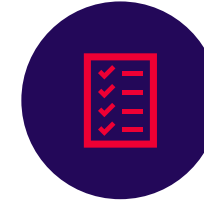
And adaptable to solid proposals and new members



Review and update membership to the committee



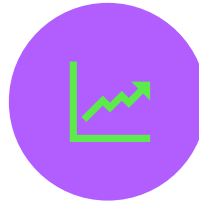
Regular meetings (one per term)



Report formally to the DMC on a termly basis



Develop systems for **data monitoring** with assigned responsible role



Redesign department **surveys** and improve response rates



Create **confidential** box in surveys



Create **website**



Transparency on yearly **goals and objectives**

Improving gender representation and visibility

Ensuring representation from pre-university and beyond

Outreach and admissions



Ensure **women representation** when doing interviews

Increase opportunities of **female outreach** (pre-16)

Ensure **3 out of 7 bursaries** are awarded to female candidates

Build **sustained relationships** with range of **secondary schools**

Involve female research, teaching staff, researchers and students as **outreach leads**

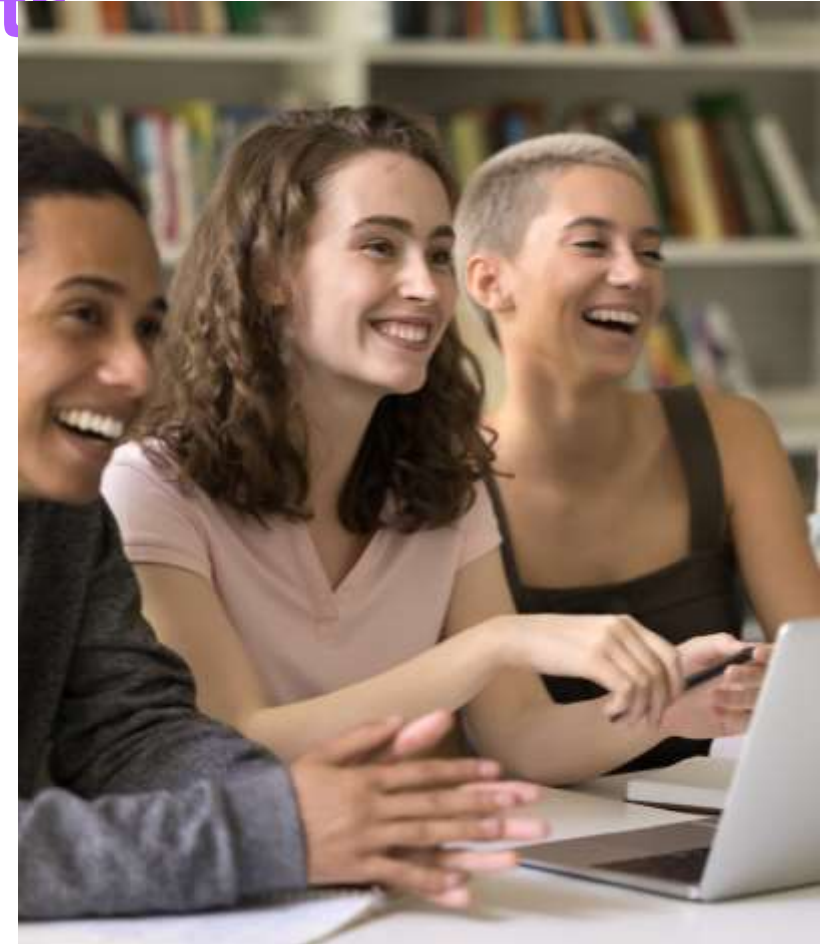
“Poster for Schools” initiative featuring female researchers

Reshaping requirements for Bioengineering acceptance

Supporting our continuation during and after higher education

Undergraduate and graduate students

- **Build academic networks** to introduce academia to prospective applicants
- **Social networking** across departments and with other departments organised by PhD reps
- Informal networking events with **senior academics**
- **Career support** plan
- **Targeted advertising** to women in engineering groups
- PhD student **exchange**
- Add webpages to **spotlight female academics** and **alumni in STEM** research > what led you here?



Encouraging a career in academia

Postdocs and research and teaching staff



Study data on job applications for postdocs to target with incoming job adverts and internal roles



Advertise department as an equality hub in field conferences



Understand how they hear about the university



Promote women in STEM networks and college-wide associations



Socials, poster symposium



Career opportunities



Document support and encouragement of staff to participate in external committees.



Culture and wellbeing

It all starts from within

Importance of setting a culture of equality



Committee **gender balance**



Training courses on
Unconscious Bias & Active
Bystander and Gender
specific for both students
and staff



Transparency on workload allocation



Part time working policies



Work-life balance
trainings

It all starts from within

Importance of setting a culture of equality



**Shared maternity /
paternity leave**



Better support and data
monitoring for **non-binary
and other gender
identities**



Carers support scheme
for carer carers attending
work-related events taking
place outside of College or
out of college hours



Wellbeing officers

Intersectionality

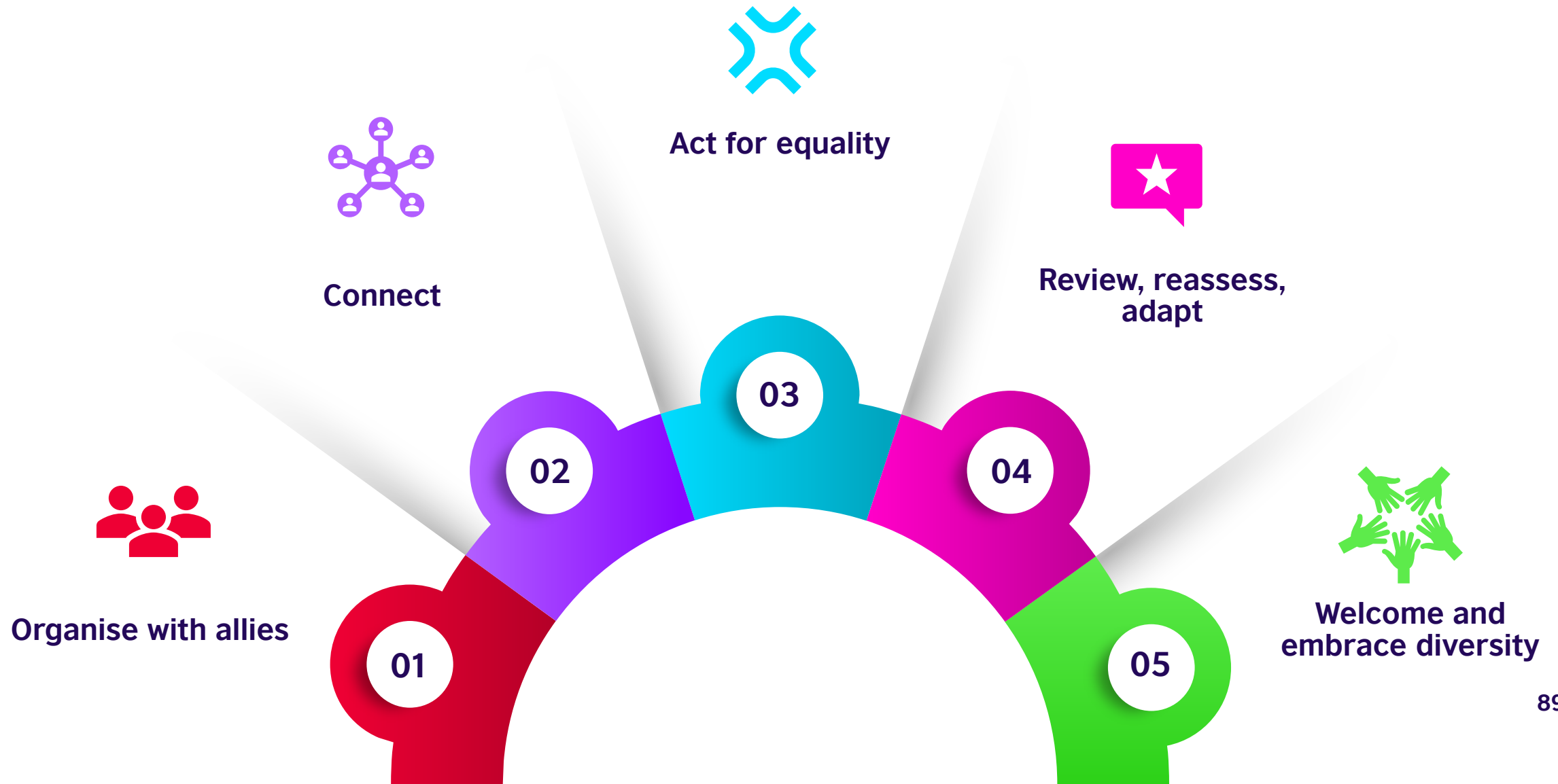
Equality does not stop in gender

Support as part of diversity support



- Invite **Imperial 600 members** to attend relevant **visibility events**.
- Question **how to increase other gender identities support**.
- Install facilities to **hold sanitary products** in the toilets.
- Maintain **gender inclusive toilets** across the two different campuses.
- Organise an event per year to celebrate success of **Black researchers, such as Empower and Black to the Future II**.
- Offers training for ESA/LSRs/conferences by reading/editing and listening to the talks. Build an external group of '**champions**' to **put the scholars in touch with, to reach out to for community**.

Key points



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Thank you



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Imperial College London

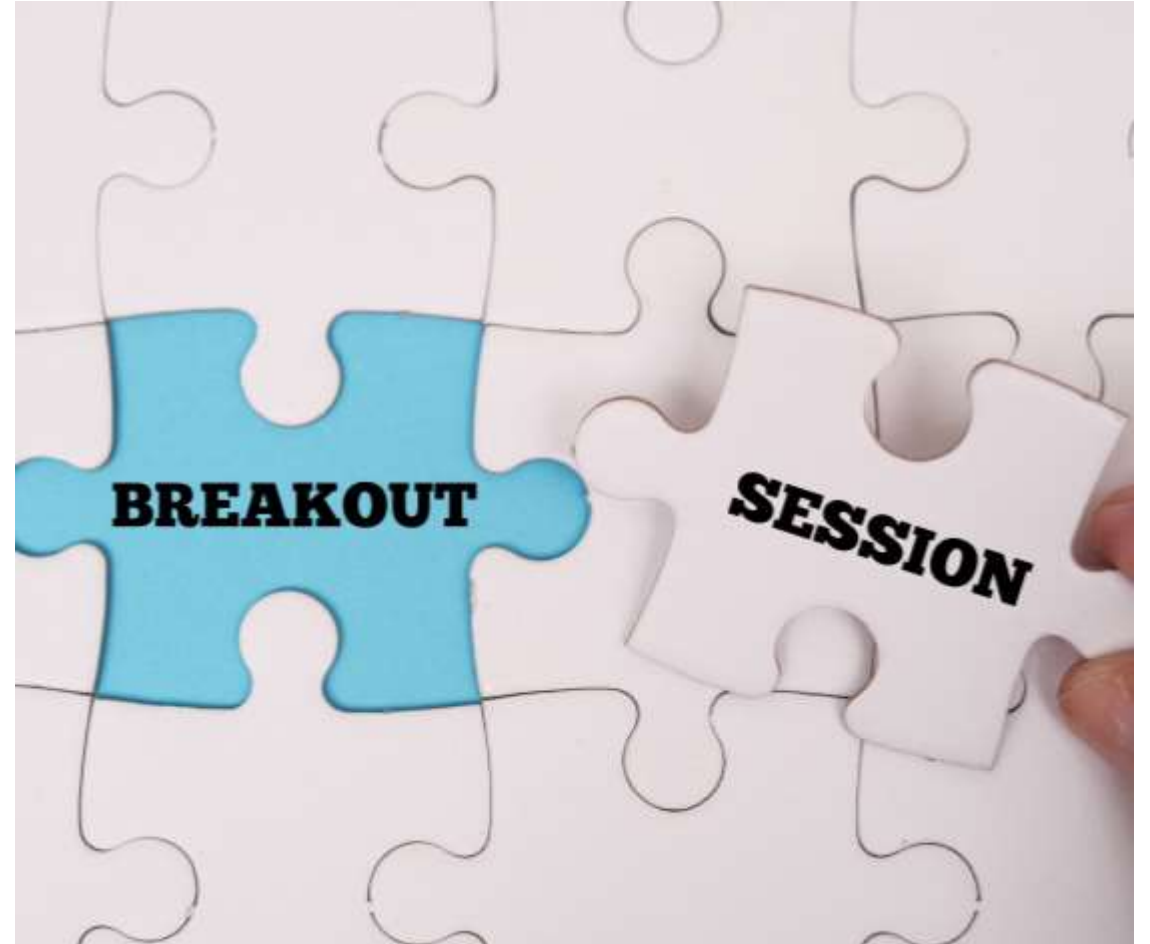
Break

10 minutes

Action plan deep dive

In three groups (one per institution)

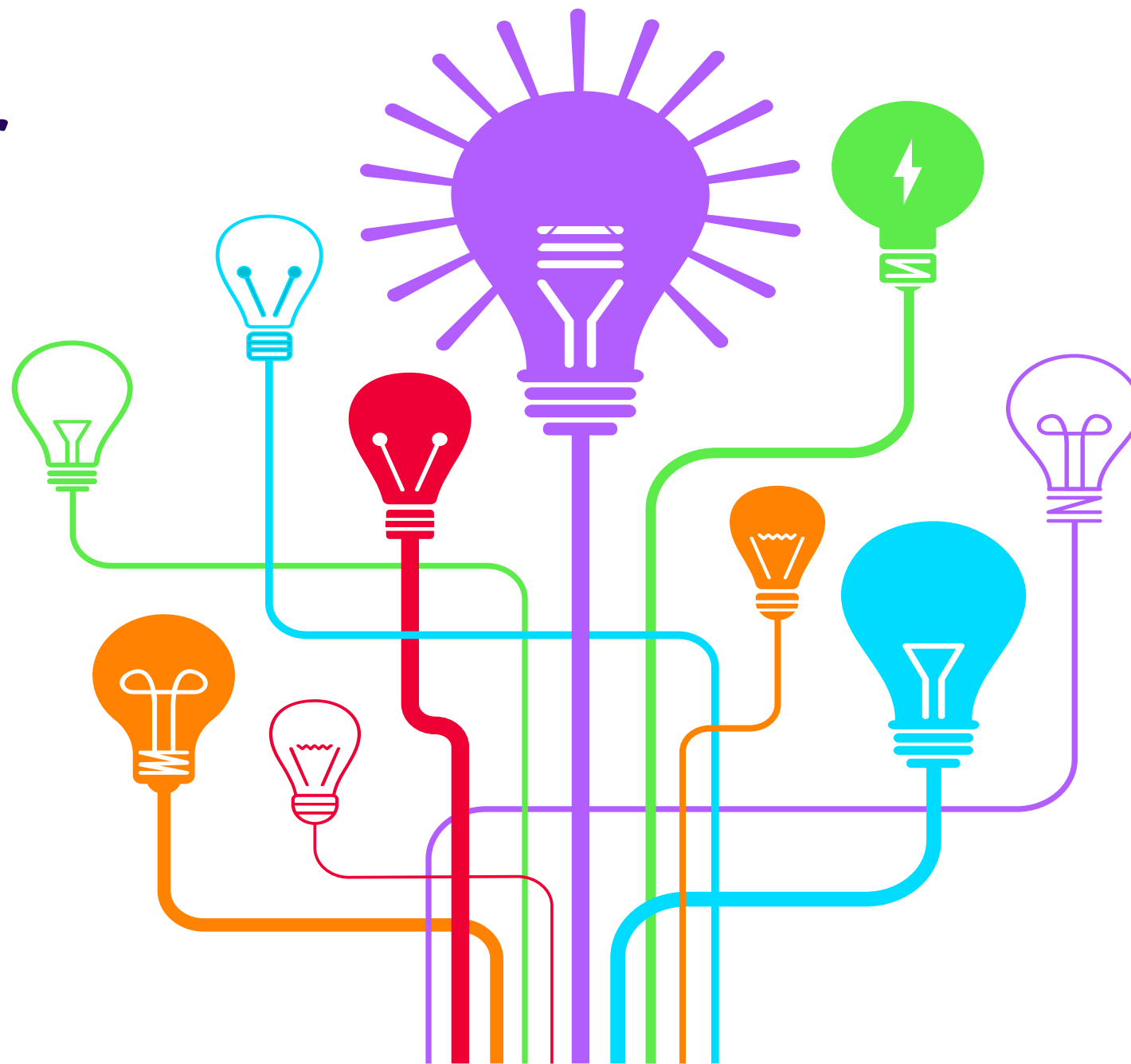
- Review 3-5 priorities (12 months)
- Milestones
- Risks/mitigations
- Collaboration asks



Lunch break

60 minutes

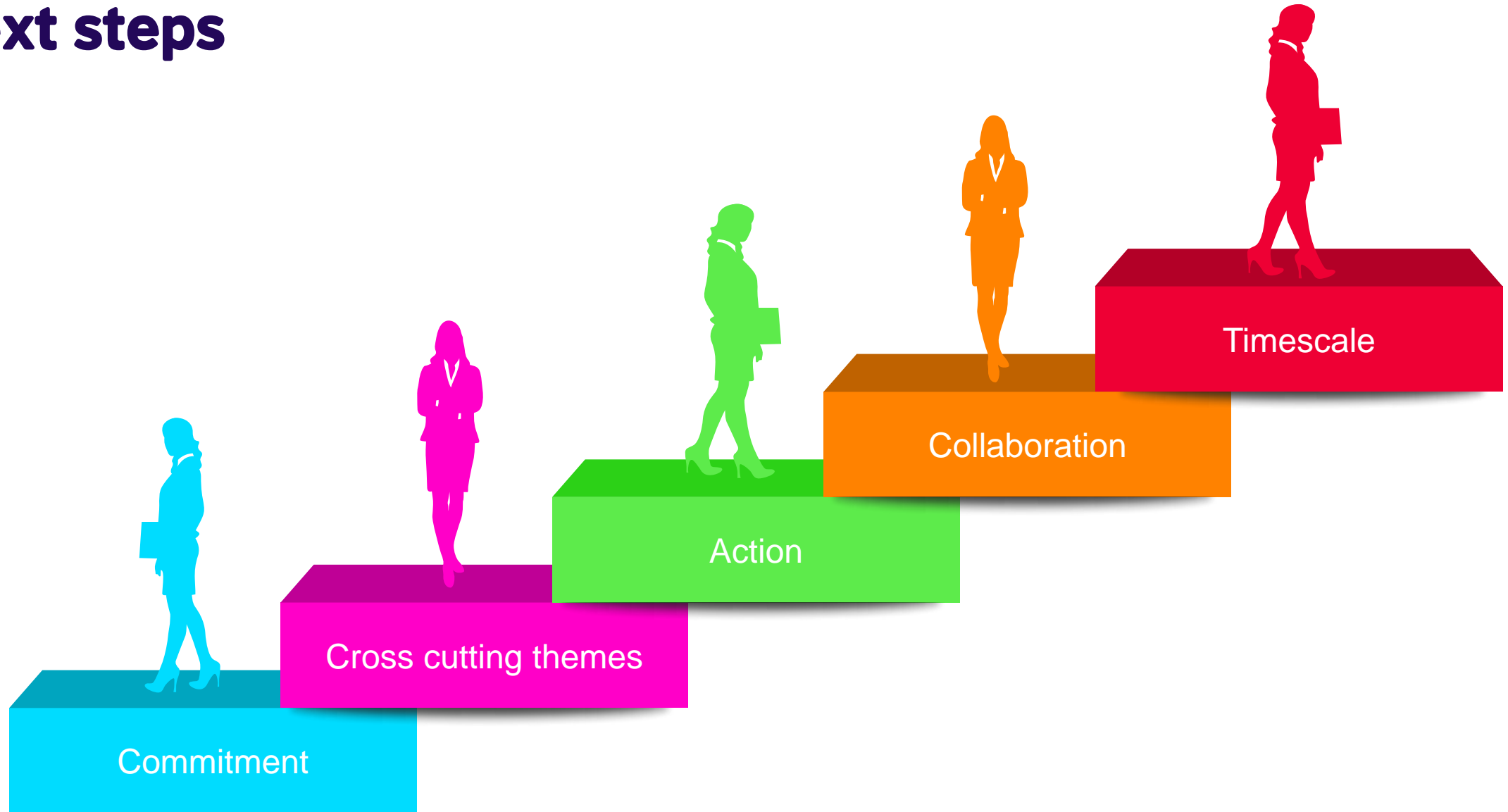
Peer coaching for problem solving



Building mentorship and ambassador roles



Next steps



Wrap-up question



We'd love to hear from you!

Please scan the QR code to share your thoughts.

You can also raise your hand or post in the chat.

In ONE word, how are you leaving today's workshop?

Join at menti.com | use code 6625 7108

Thank you