

Institutionalising Gender Equality in Universities

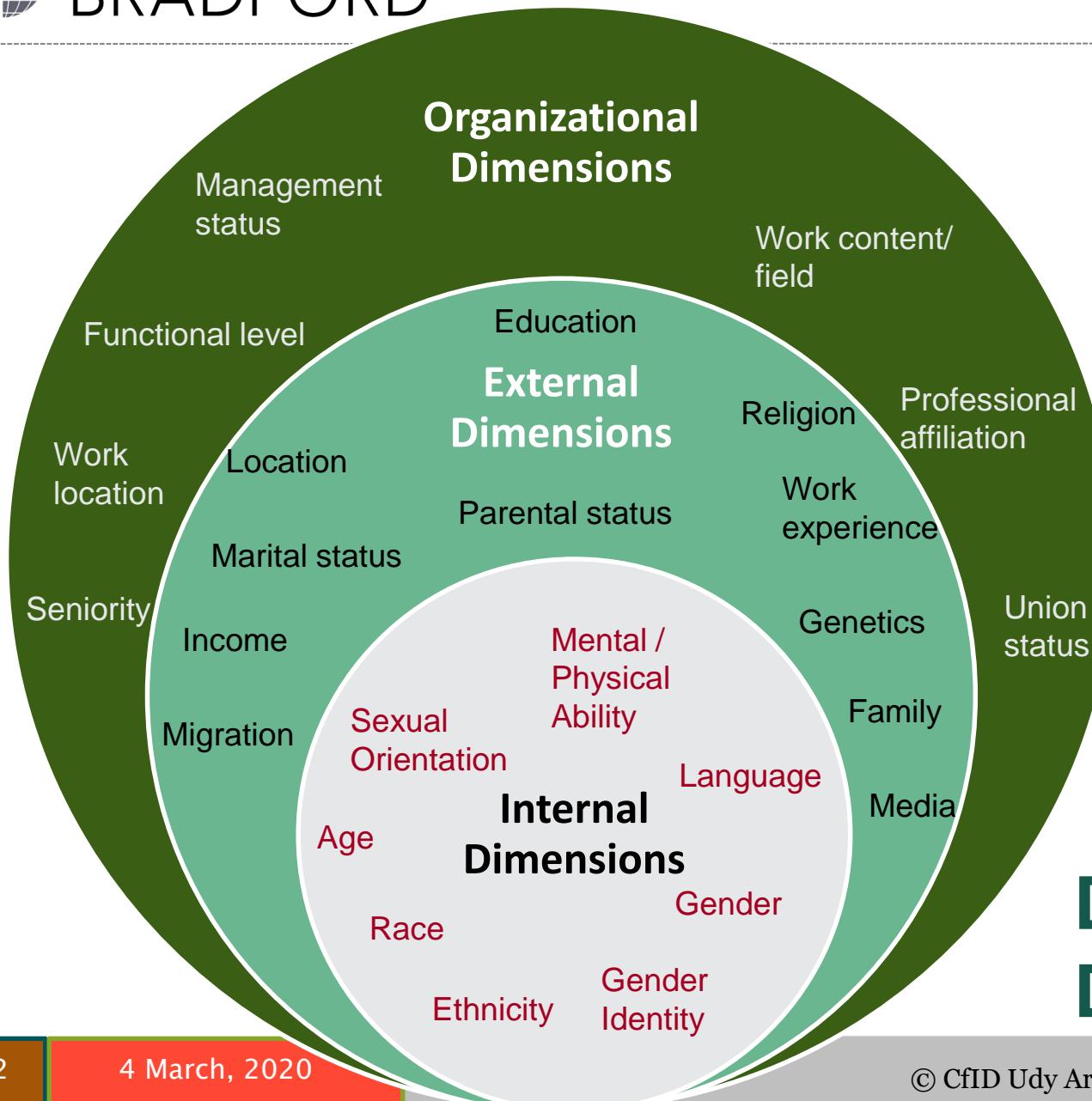
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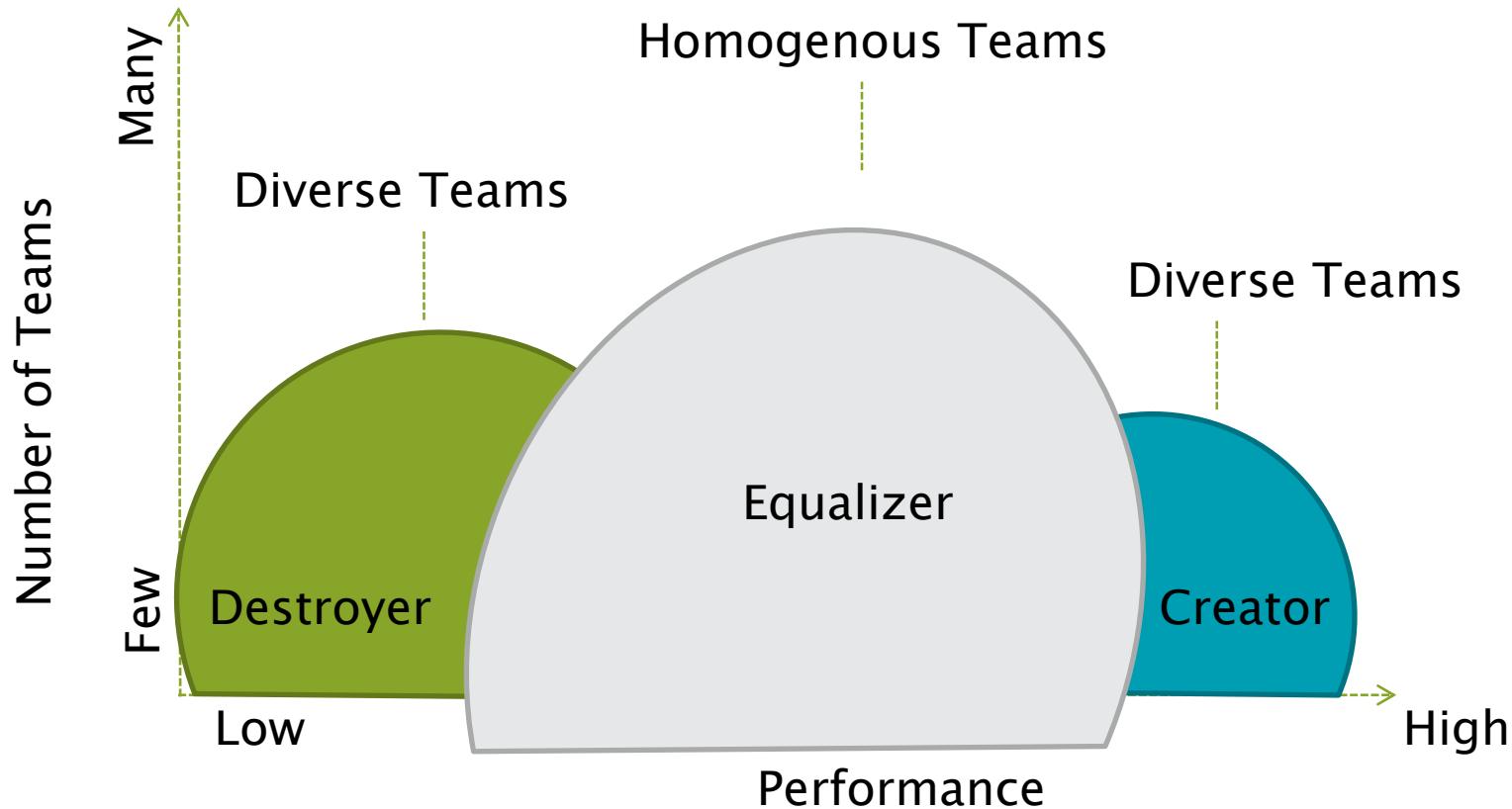




- We are all similar and different on a variety of dimensions, which make each of us unique.
- We have both **physical** and **cultural** points of difference
- We all have learned societal biases about others' dimensions that need to be acknowledged and transcended through learning, compassion, forgiveness, and healing.

Dimensions of Diversity

What does Diversity Create?



Source: DiStefano, J. J., & Maznevski, M. L. (2000). Creating value with diverse *teams* in global management. *Organizational Dynamics*, 29, 45-63.

Institutionalising Gender Equality

Diversity as
an initiative



Leveraging
diversity



Transformational Diversity



Transformational Diversity

Breakthrough performance

Greater effectiveness

More than sum of it's parts

New levels of success

Beyond current limits

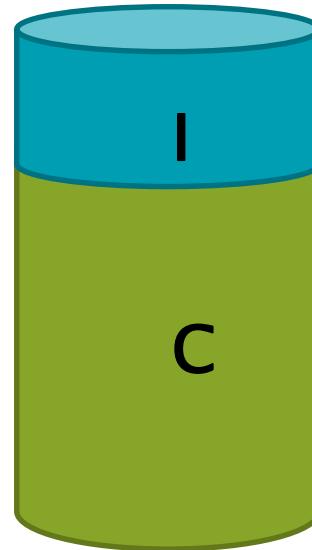
Requires higher levels of competence

Cultural competence

- **Individuals** – Being capable of functioning effectively in the context of cultural difference; the ability to think, behave and deliver effective services across cultural barriers such as age, ethnicity, beliefs, class, sex, citizenship and employment status.
- **Organisations** – A set of congruent practice skills, attitudes, politics, and structures, that come together in a system or agency or among professionals and enable that system or that agency or those professionals to work effectively in the context of cultural difference
- Is the responsibility of the total system

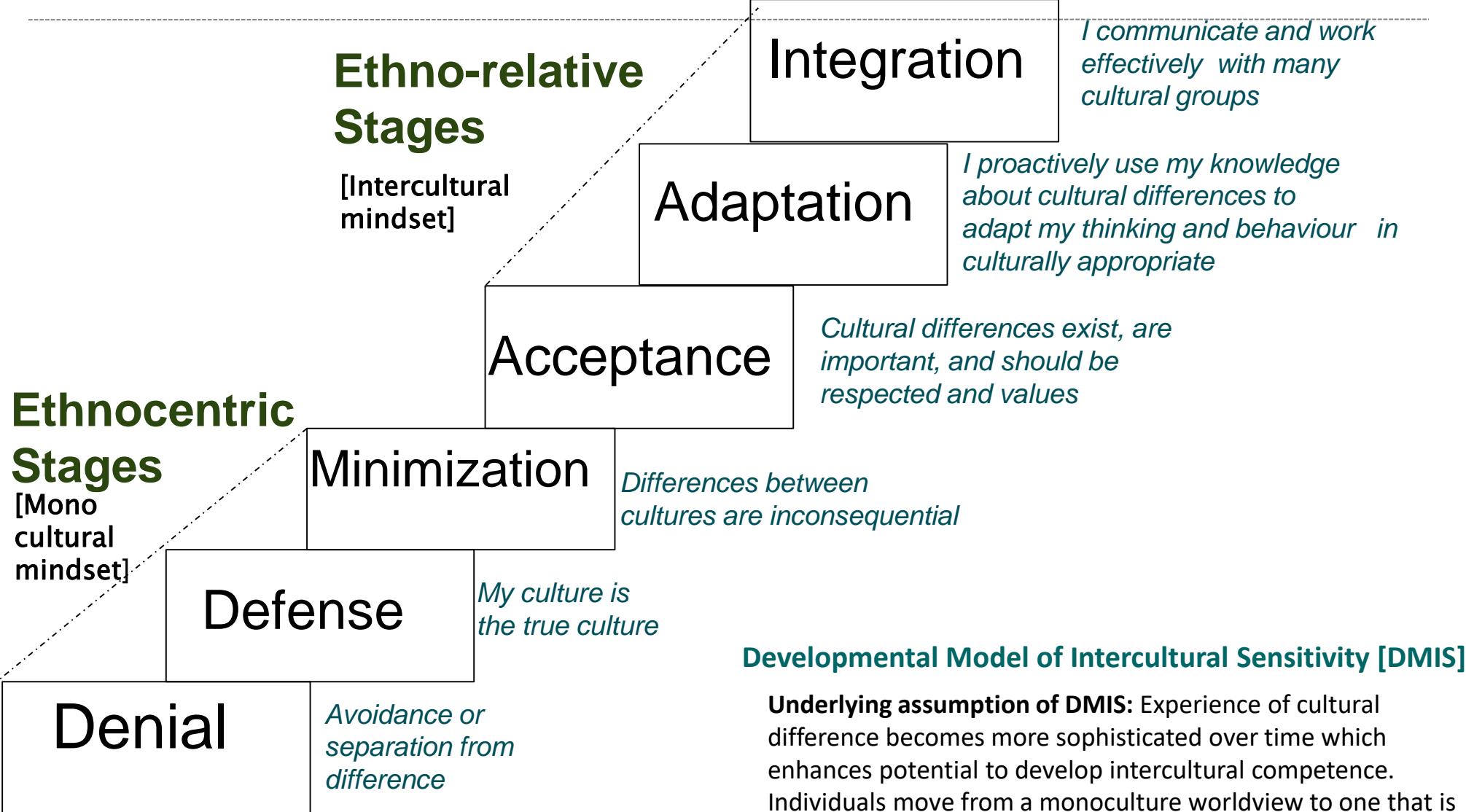
Performance = Capability - Interference

Lessen the
interference of
Unconscious Bias



Increase the ability of
Cultural Competence *[Ability to
Interact effectively across difference]*

Steven Kerr, USD CLO for GE



Developing cultural competence is a process

- **Cultural competence is not acquired quickly or casually, rather it requires an intentional examination of one's thoughts and behaviours**
- **The first step toward becoming culturally competent is realising that you probably are not**

- Continued self-awareness and reflection of one's own cultural background and experiences,
- Supports increased awareness and appreciation of cultures of others,
- Recognizes the differences in cultural backgrounds and experience between self and clients and respects the client's cultural world in the work,
- Involves continuous attention to cultural awareness, knowledge acquisition, and skill development (Lum, 2007), and
- Includes awareness and attention to the relational nature of the interaction between social worker and client – cross cultural competence (Lee, 2010).

Cultural competence does not rest solely with and in the individual.

Addressing biases

Individual level

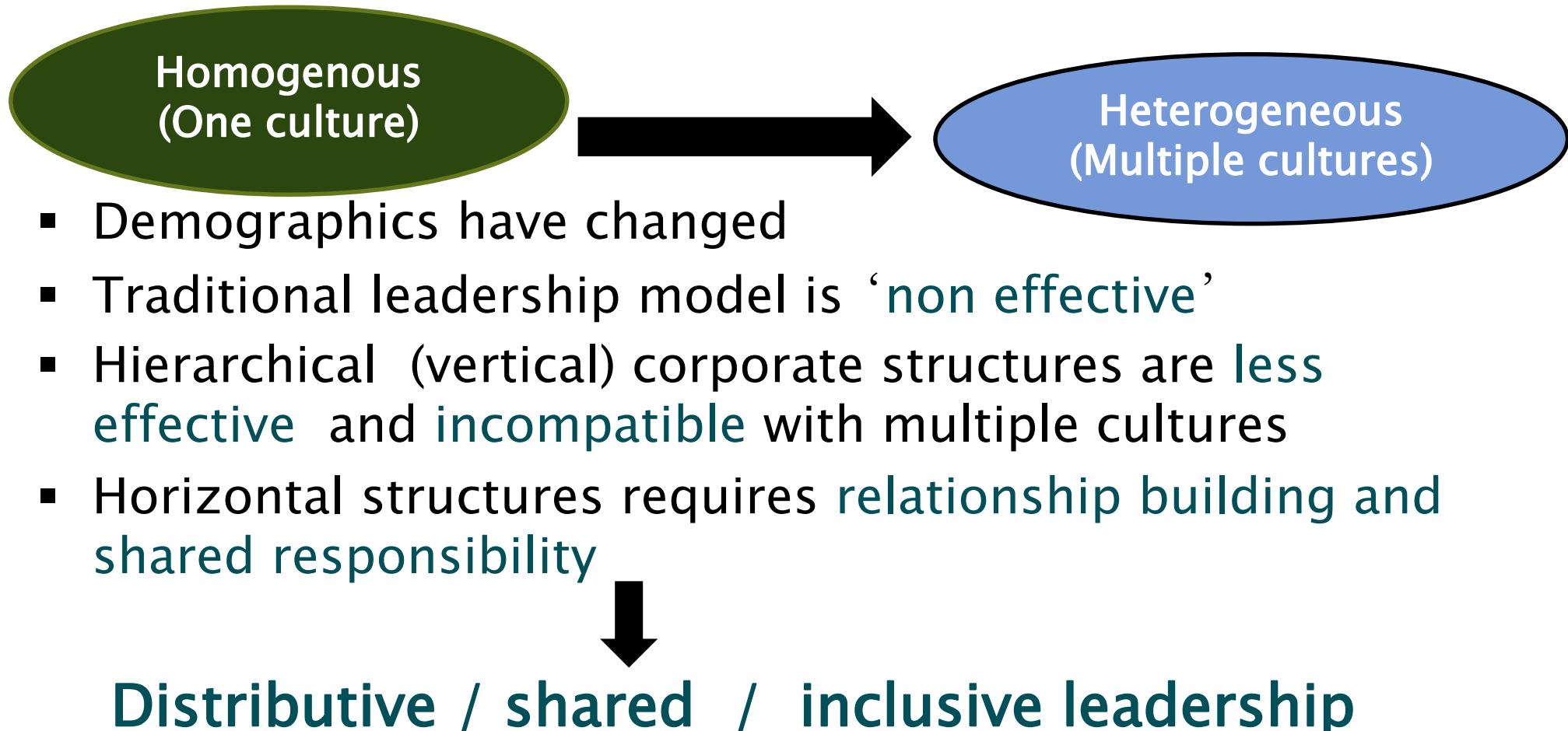
- Recognise that we all have biases
- Make eliminating bias a goal
- Don't be complacent
- Adopt the Platinum principle
- Reducing our levels of bias: turning theory into practice
 - Challenge stereotypes and counter stereotypical information
 - Use context to explain a situation
 - Change perception and relationship with out-group members
 - Be an active bystander
- Look at the strategies which have been used by psychologists and think about how to turn them into real life practice

Organisational Level

- Ensure policies and processes are designed to mitigate the impact of bias wherever possible
- Recognition of implicit bias must not replace acknowledgement that explicit bias and discrimination exist and continues to be an issue
- Look for evidence – examine existing data and analyse where bias may be having an impact
- Create a culture of equality and ensure transparency
- Reduce stereotypes; present a positive image of all groups

'No intervention is too small'

Inclusive Leadership: A tool for organizational change



Inclusive Leadership

A leadership style which embraces, encourages and taps into the creativity and ideas which come about in non homogeneous groups

Opportunity Now – <http://diversity.bitc.org.uk/>

A comprehensive management process that addresses the organisation's infrastructures to create an environment that enables **all** members of a workforce to be productive, without advantaging or disadvantaging *anyone*

Inclusive leadership has two components

- ***As an individual*** – setting a tone for diversity
- ***As a power in the infrastructure*** – eliminating structural inequality

THE LINKAGE INCLUSIVE LEADERSHIP ASSESSMENT MODEL™



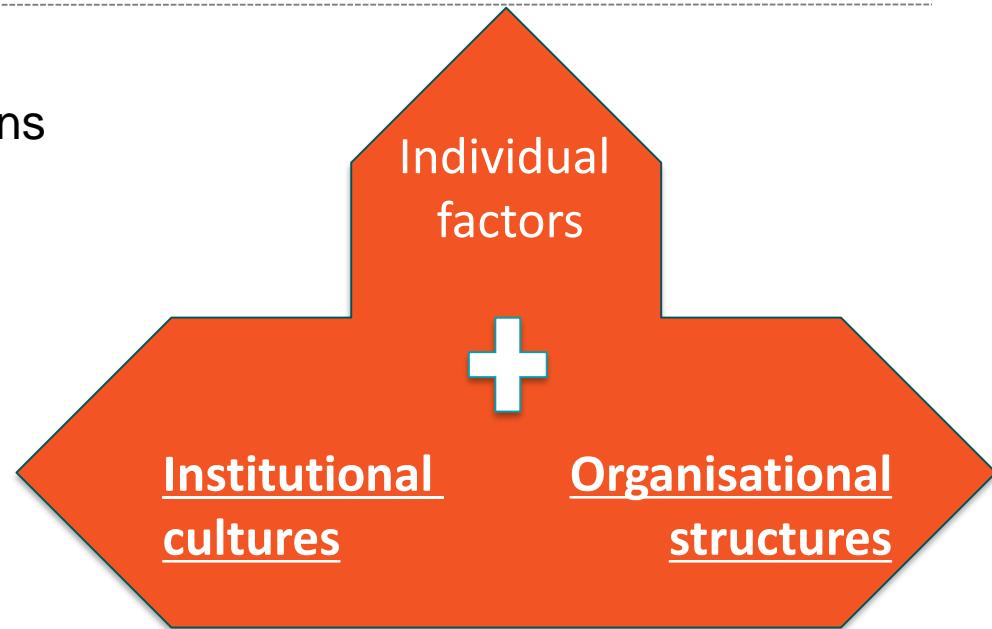
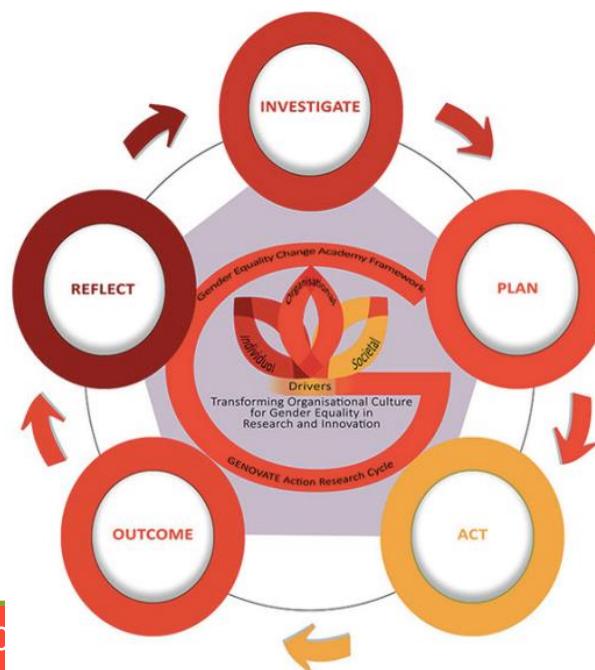
Framework for change

- **Vision** – set out why inclusive leadership matters to your business and set achievable targets
- **Lead** – build a group of sponsors from across the business
- **Develop** – put inclusive capabilities into the core of management and leadership
- **Embed** – make inclusive leadership sustainable by embedding in day-to-day process
- **Evaluate** – track impact and ensure accountability at the senior level

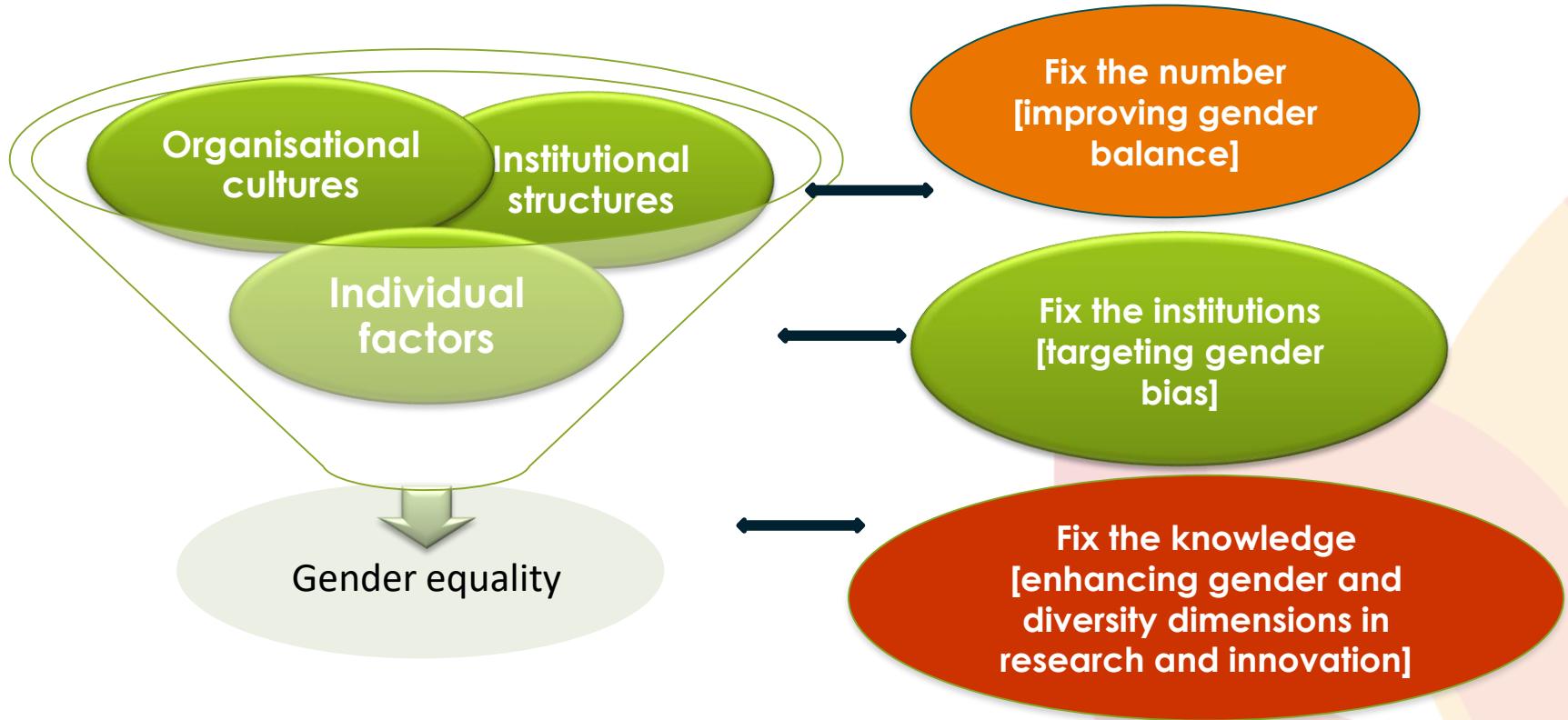
Critical Success Factors

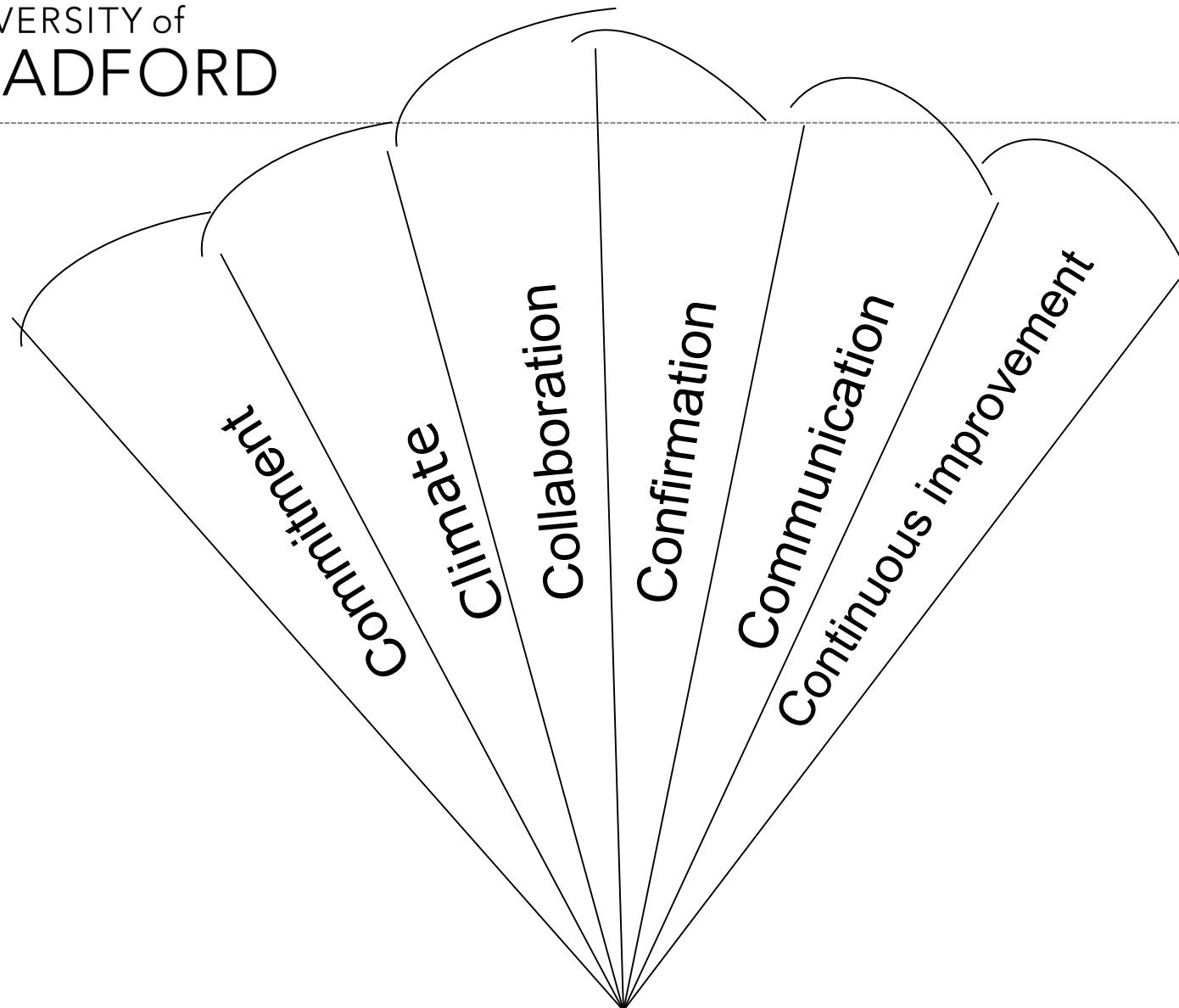
- Establish senior leaders and managers as sponsors and role models for inclusive leadership
- Build a group of change agents equipped to embed inclusive leadership
- Position inclusive leadership as part of an overall organisational programme of change
- Create structural equality and ‘de-bias’ organisational practices and procedures

- Action research
- Implementation of Gender Equality Action Plans [GEAP] in 6 European Universities
- Contextualised approach
- Ongoing knowledge exchange
- Ongoing participatory evaluation
- GENOVATE model for Gender Equality in Transforming Research and Innovation



<http://www.genovate.eu/resources/>

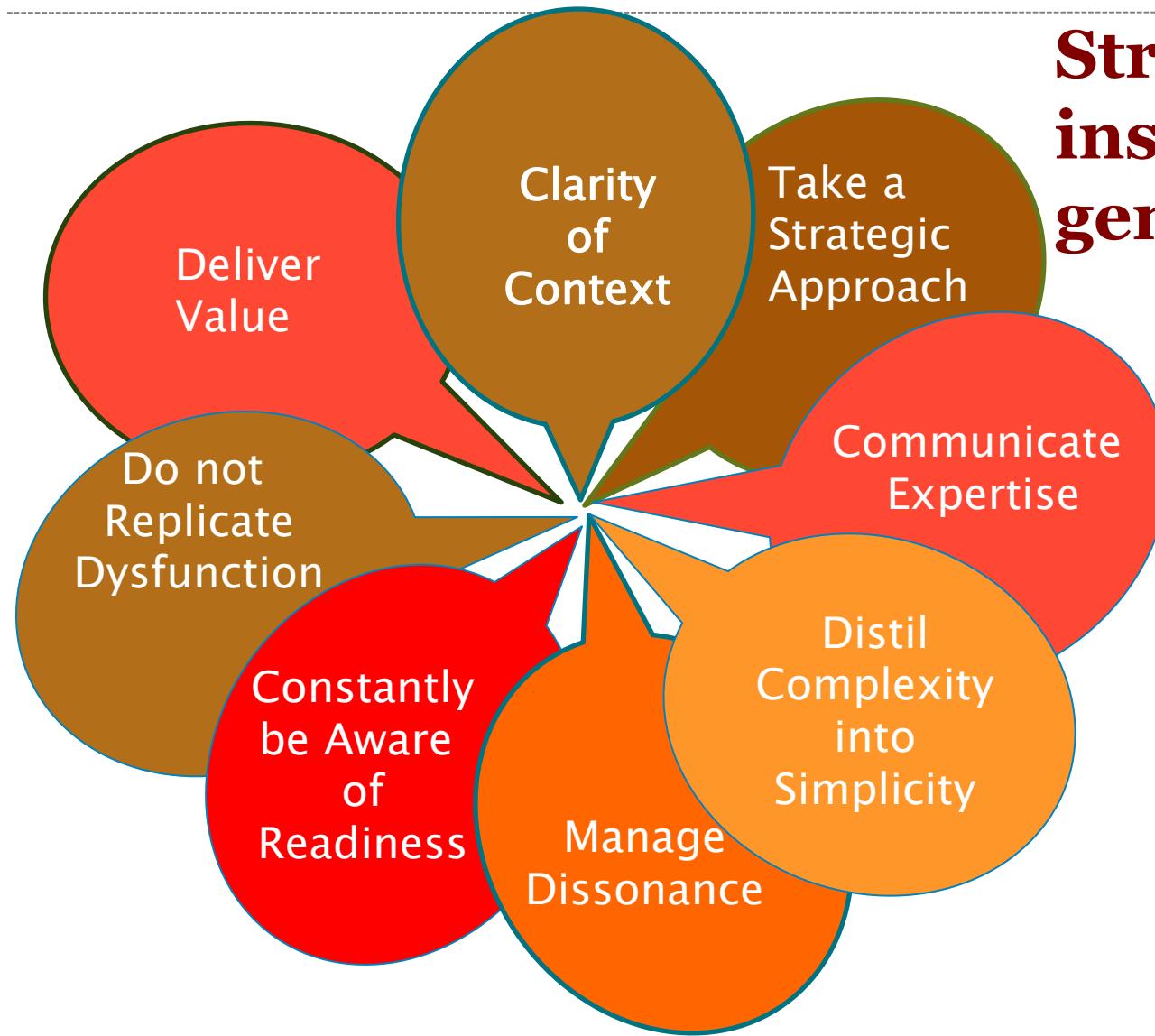




Factors for successful and sustainable gender equality

Strategies for success [Organisational level]

- Link to organisational objectives
- Senior management involvement and links to strong leadership + champions from all levels of the organisation with accountability
- Intersection of diversity and inclusion – synergies across all networks
- Appropriate resourcing – time, financial and others
- Delivering to raised expectations – particularly from those so long excluded and unheard
- Action beyond legislation to ensure more systemic change : root and branch
- Monitoring and measurement critical to success
- Raising individual and organisational competence
- Sustainability and mainstreaming – Moving diversity from a transactional issue to a business issue – Diversity not simply human resource but about business practices



Strategies for institutionalising gender equality work

Risks and pitfalls

- Risk of alienating staff, climate of scepticism and mistrust
- Backlash and negative reaction in the wider organisation
- Possibility of non compliance with equality law
- Poor knowledge (of what groups do), within the organisation
- The perceived credibility of E&D related initiatives
- Non-representation on influencing committees / forums
- Poor working relationships with mainstreaming agents (e.g. Human Resources, Personnel, Staff Development)
- Limited access to change makers
- Lack of advocates at a senior level
- An ineffective approach could:
 - Put back the organisation's efforts to gain the trust of staff from minority groups
 - Play into the hand of cynics – "...I told you these people couldn't organise themselves!"
 - Prove to doubters that there was no real need for it anyway
 - Create frustration and disillusionment amongst staff

How to keep gender equality work relevant

- Periodically reflect on lived experiences of actors
- Survey members' experiences – invite constructive criticism and suggestions
- Invite feedback from the wider organisation
- Share challenges and best practices – bring in new ideas and perspectives
- Develop a system to help and support organisations with cultural insights
- Develop a new language for transformation
- Engage the emotional life of the organisation
- Diversity/Gender equality **education!** Diversity/Gender equality **confidence!!** Diversity/Gender equality **competence!!!**
- *Not about making a small group of people special but making the entire workforce engaged*

- Significance
- Appreciation
- Value
- Included

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