Proposal for UWA capacity building around gender equity, diversity and inclusivity.

April 2015

Context:
The UWA Equality and Inclusivity Strategy Discussion Paper, released in January 2015, proposes an Equality and Inclusion Strategy that would establish UWA as an institution that goes beyond compliance by proactively addressing systemic barriers and demonstrating equality and inclusion leadership in the sector and beyond.

In March 2015, the NHMRC announced a strategy to support the progression and retention of women in health and medical research. This includes the requirement for “An institutional strategy that addresses the under-representation of women in senior positions in relevant strategic/corporate plans.” Specific requirements include mentoring and training, flexible working arrangements, remuneration equity and recruitment and retention strategies. This shift in policy echoes the Athena Swan initiative operating in Europe, and requires universities to make cultural change to support the progression and retention of women.

Running parallel to these initiatives, in August 2014 the Leadership Development for Women (LDW) Planning Group ran a successful “Partners for Change” workshop, where 10 men and 10 women explored how they could work together to build a more gender equitable workplace. Following on from that workshop, the Planning Group began developing the concept of a men and women’s “Exploring Leadership” program, focused on leadership training around gender equity and unconscious bias. In February 2015, the Planning Group invited university staff and students to explore the question “What are the issues, principles, possibilities, content and broad design of a new leadership development program for men and women”. Forty UWA staff attended the Open Space workshop, both men and women.

The issues raised at that workshop (Appendix 1) and subsequent discussions, highlighted the need for a broader assessment of gaps in equity and diversity leadership training across the university. A key finding of the gap analysis was the lack of training opportunities for middle, senior and executive staff on gender equity, unconscious bias, diversity and inclusivity.

The proposed suite of leadership programs is the result of that gap analysis, and would form a cornerstone of the Equality and Inclusivity Strategy and part of UWA’s response to the NHMRC gender initiative.
Objectives of this proposal:
To propose a plan for capacity building at The University of Western Australia to transition towards a diversity-mature institution, working across all fronts of UWA activities including “the personal, interpersonal, culture and structure” (Acker 1990), through:

- raising awareness of the gendered nature of the workplace including unconscious bias,
- exploring and engaging principles of equality, diversity and inclusivity as a foundation for all university activities,
- developing university leaders committed to equality and inclusion, and
- supporting the progression and retention of women to address issues of under-representation at senior levels.

Background:
As a University our activities, responsibilities and commitments encompass a very large community including undergraduate and postgraduate students, professional and academic staff, middle and senior managers, executive leaders, and external community including school children.

We have therefore outlined an analysis of whole life-cycle capacity building, across these groups. The analysis highlights existing programs, and also proposes new programs where gaps currently exist (Table 1).
Table 1: Whole of life-cycle plan for capacity building around gender equity, and more broadly equality and inclusivity.

<table>
<thead>
<tr>
<th>Target Group</th>
<th>Objective</th>
<th>Current Activity/Program</th>
<th>Proposed Activity/Program</th>
<th>Existing or proposed Champion/Facilitator</th>
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</thead>
<tbody>
<tr>
<td>Students</td>
<td>Increase awareness of unconscious bias, benefits and challenges of a diverse study body.</td>
<td>Colleges only: Diversity Equity Advocates and Leaders (DEAL), Diversity Ambassadors</td>
<td>Undergraduate and postgraduate programs required – to be developed further.</td>
<td>Malcolm Fialho (DEAL)</td>
</tr>
<tr>
<td>Students and staffs</td>
<td>UWA Indigenous Education Statement – Objective 6: To provide all students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.</td>
<td>Indigenous Studies Essentials (Students) Courageous Conversations about Race (Students and staff) Indigenous Dialogues (Students and staff)</td>
<td></td>
<td>Malcolm Fialho School of Indigenous Studies</td>
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<td>Students and staffs</td>
<td>To empower staff to create an alliance to end LGBTI exclusion</td>
<td>ALLY Program</td>
<td></td>
<td>Equity Office</td>
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<td>Junior staff/aspiring leaders (L3-6, Level A-C)</td>
<td>Present a gender lens to make sense of life around us. Encourage women to develop a voice. Network across the university for survival. Raising awareness of the</td>
<td>Leadership Development for Women (LDW) – women only (Existing program to be streamlined and include action-learning projects. See Appendix 2)</td>
<td></td>
<td>New Equity and Diversity Program (EDP) Steering Group Lucienne Tessens, Organisational Staff Development Services (OSDS)</td>
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<td>Role/Level</td>
<td>Goal</td>
<td>Implementation</td>
<td>Responsible Parties</td>
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<tr>
<td>Junior staff/aspiring leaders (L3-6, Level A-C)</td>
<td>Increase awareness of unconscious bias, benefits and challenges of working for staff diversity. Raising awareness of the “gender dimension” to research.</td>
<td>Exploring Leadership men and women (See Appendix 2)</td>
<td>EDP Steering Group Lucienne Tessens, OSDS</td>
<td></td>
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<tr>
<td>Mid-level staff (L6-9, Level D-E)</td>
<td>Establish men &amp; women partnerships to promote cultural change. Encourage men, as well as women, to speak out, for diversity in the workplace. Raising awareness of the “gender dimension” to research.</td>
<td>Working for Change men and women (Extending the successful Partners for Change piloted in 2014).</td>
<td>EDP Steering Group Jen de Vries (See Appendix 3)</td>
<td></td>
</tr>
<tr>
<td>Upper level managers management (HOS, Discipline Chairs, Section Heads, Research Directors)</td>
<td>Specific UWA capacity building to prepare for NHMRC and SAGE Initiatives. Raising awareness of the “gender dimension” to research.</td>
<td>SAGE Initiative Capacity Building</td>
<td>EDP Steering Group Jen de Vries</td>
<td></td>
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<tr>
<td>Faculty E&amp;D Committee members)</td>
<td>Provide ongoing networking opportunities around equity and diversity. Create and maintain a community of practice.</td>
<td>LDW Alumni events</td>
<td>EDP Alumni events</td>
<td>EDP Steering Group Equality and Inclusion Unit</td>
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<tr>
<td>EDP Alumni</td>
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<td>Senior Women’s Network</td>
<td>Diversity Network</td>
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<td>Senior Leaders (Executive, Deans)</td>
<td>Share best practice and challenges with industry leaders.</td>
<td>Diversity Round Table with Industry Leaders</td>
<td>EDP Steering Group Facilitator??</td>
<td></td>
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<td>Community</td>
<td>UWA becomes community leader on diversity, equality and inclusivity.</td>
<td>Breakasts, lunches, public talks, school visits</td>
<td>EDP Steering Group Institute of Advanced Studies</td>
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**Structure and facilitators:**
The existing programs operate out of a range of units within the University. The Diversity Equity Advocates and Leaders (DEAL), Courageous Conversation about Race (CCAR) and ALLY programs are currently facilitated by the Equity Office.

The only staff program specifically focusing on gender equity and cultural change is the 20-year old Leadership Development for Women (LDW). This program was established by past Vice-Chancellor Fay Gale and a key part of its ongoing success has been its stewardship by the LDW Planning Group, which is independent of normal UWA structures and responsibilities.

In contrast to its Planning Group, the LDW Program (See Appendix 3 for LDW proposed program in 2015) currently sits within OSDS and is coordinated and co-facilitated by Lucienne Tessens and other OSDS staff. It is proposed that the new Exploring Leadership program is also facilitated through OSDS.

It is proposed that external consultants are engaged to facilitate the new programs targeting middle managers and senior university leaders (see Appendix 2 for background of proposed facilitator). It is proposed that the Institute of Advanced Studies develop a series of events to engage UWA’s external community.

Given the range of facilitators and reporting lines involved in programs across the life-cycle, it is critical to establish an Equality and Diversity Program (EDP) Steering Group to oversee the proposed suite of programs and monitor outcomes. Like the LDW Planning Group, the EDP Steering Committee would be independent of normal UWA operating lines, and instead be a sub-committee of the UWA Equity and Diversity Committee.

**Recommendations:**
1. A strategic capacity building plan is implemented using a whole of life-cycle approach, as outlined in Table 1.
2. An Equity and Diversity Program (EDP) Steering Group is established, replacing the LDW Planning Group, with responsibility to oversee the development and implementation of the proposed programs, and the maintenance and evolution of existing programs. The EDP Steering Group should incorporate representatives from the existing LDW Planning Group and sit under the UWA Equity and Diversity Committee.
3. The suite of programs, overseen by the EDP Steering Group, is sponsored by SDVC Dawn Freshwater, as part of UWA’s Equality and Inclusivity Agenda.
4. A strong link is maintained between the EDP Steering Group and OSDS, to facilitate integration of equality and inclusivity principles in all OSDS programs.
Contributors to proposal:
Prof. Carolyn Oldham, Chair of LDW Planning Group
Vivienne Blake, Acting Associate Director, Strategy and Leadership
Lucienne Tessens, LDW Coordinator and Co-facilitator
Claire Webb, LDW Co-facilitator
Dr Jen de Vries
Prof. Sharon Parker, UWA Business School, Facilitator of UWA Catalyst Leadership Program
LDW Planning Group
Fay Davidson, Equity Office
Malcolm Fialho, Equity Office
Grant Revel, School of Indigenous Studies
Anita Creasey, School of Indigenous Studies
Exploring Leadership Open Space Workshop participants (see Appendix 4.
Open Space Order of Proceedings)
Michael Wood, Open Space Facilitator
Dr Neil Preston, PsyOpus
Exploring Leadership
Open Space Workshop

Book of Proceedings

“What are the principles, issues, possibilities, content and broad design of a new leadership development program for men and women?”

*Sponsor:* Leadership Development for Women Program Planning Group

*Date:* Thursday 12th February, 2015

*Venue:* Harvard Room, Trinity College

*Facilitator:* Michael Wood
# Table of Contents

Introduction ................................................................................................................................................................... 3

Invitation Flyer ............................................................................................................................................................. 4

List of participants ...................................................................................................................................................... 5

Group Report 1: Why don’t I feel like a leader? ........................................................................................................ 6
Group Report 2: Mainstreaming: THREAT or OPPORTUNITY for gender equity and ACTIVISM ........................................ 7
Group Report 3: Why LDW? ....................................................................................................................................... 8
Group Report 4: General Devaluation of Women in their Careers ................................................................. 9
Group Report 5: What's the Culture at UWA + what needs to change? ............................................................... 10
Group Report 6: How do we get the right/best leaders? What is currently missing in our leadership? How do we fill it? ................................................................................................................................................................................................................. 11
Group Report 7: How to ensure participants (of this new program) maximise the opportunity ................................................................. 12
Group Report 8: How to create a workplace with good communication and inclusive culture ................................................................. 13
Group Report 9: Time for Conversation / Leadership Development ......................................................................... 14
Group Report 10: Most of the people here at the workshop are women. How do we encourage men to apply for the Exploring Leadership program? .............................................................................................................. 15
Group Report 11: How do we move leadership from PD to ethical stewardship? .......................................................... 16
Group Report 12: Issues of Middle Management ........................................................................................................ 17
Group Report 13: How to link the program to the university vision ............................................................................. 18
Group Report 14: Fighting to embrace and support diverse ways of working and being ............................................ 19
Introduction

This workshop was sponsored by the Planning Group of the Leadership Development for Women (LDW) Programme. This Planning Group oversees the delivery, evaluation and strategic direction of the LDW programme, and is made up of about 10 academic and professional women from across campus, including women with scholarly expertise on gender and cultural change.

The LDW program has two objectives:

• to increase the participation of women staff in positions of leadership and in the University’s decision making processes, and
• to encourage an organisational culture that welcomes women’s involvement in leadership and decision making.

For the last 20 years the LDW has been a women-only program, but in 2014 LDW ran a Partners for Change workshop, with 10 women and 10 men, that focused on how UWA might enhance its inclusivity and diversity culture. Following on from the success of the Partners for Change workshop, in 2015 the LDW Planning Group will invite men into its core program.

But when we invite men in, we really needed to ask the question – what will change? We decided to throw this question out to a broader audience, and this workshop evolved from the question. Through our LDW alumni network, we invited members of staff, as well as student leaders, to tell us their thoughts and ideas, and 40 people signed up to the workshop.

This Book of Proceedings summarises the discussions of the workshop and highlights the richness of conversations the workshop triggered. A small steering group is now working to pull the ideas presented here into a plan of action for designing the new leadership program.

Thank you to all of you that committed your time, energy and enthusiasm to these discussions.

Regards,

Professor Carolyn Oldham
Chair, LDW Planning Group
The University is offering an exciting new leadership program in 2015. The 'Exploring Leadership Program' will be open to both male and female academic and professional staff and is sponsored by the organisers of the award-winning Leadership Development for Women (LDW) program.

The new program is in the process of being designed and is anticipated to include a focus on leadership development, inclusivity and diversity, and organisational culture change. It is hoped that the program will commence in late May or early June 2015.

Male and female staff interested in contributing ideas towards the program's broad design and possible content are invited to attend a half-day workshop on Thursday 12 February. Further workshop details are outlined below:

**Exploring Leadership Program - principles and possibilities workshop**

Organisational and Staff Development Services invites interested staff to a half-day conversation to explore the principles, issues, possibilities, content and broad design of a new leadership development program for men and women.

**Date:** Thursday 12 February 2015  
**Time:** 9.00am – 12.30pm  
**Venue:** To be advised

Please register at [http://uwa.qualtrics.com/SE/?SID=SV_0uGRkdRjtPi4o29](http://uwa.qualtrics.com/SE/?SID=SV_0uGRkdRjtPi4o29) by Thursday 5 February 2015

The process we will be using for the morning is called ‘Open Space Technology’. Open Space is a self-organising process that runs on the energy and commitment of those who attend. There is no predetermined agenda established by others. The conversations that you need to have, in relation to the new leadership program, will be generated by the group based on what is important to you. This is a highly self-directed, interactive, dynamic and flexible workshop process which allows you to directly name and address each of your 'burning' questions, issues and ideas. What we can guarantee is:

a) All of the issues most important to you will be raised;  
b) All issues will receive as much airtime as participants wish to give them within the available time; and  
c) Your choices and freedom to participate, at whatever level you wish, will be respected.

So, we invite you to come, being prepared for highly energetic conversation, thoughtful reflection and genuine community.

In the afternoon the Steering Group will use what has been discussed during the morning to begin to design and structure the program at a more detailed level.
# List of participants

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Group Report 1: Why don’t I feel like a leader?

Conversation convened by: Christine Howitt
Scribe: Christine

Group Participants: Aden, Emily D, Kate Howell, Scott Nicholls, Agi, Paulina Motlop, Kathy

Main Points:

- Perceptions of leadership: not everyone is a “Richard Branson”
- A more broader perception of leadership
- A receptionist or PhD student can be a leader
- Leadership through CULTURE
- If you are doing your job well, then you are a good leader and do not need to be told
- The role of humility
- The term "leader" is overused or wrongly used
- We can have an unclear definition of leadership ourselves
- The relationship between leader and follower: need both to be effective
- Move away from power to authentic influence
- Discussion of authentic vs inauthentic leadership
- Lead the way you like to be lead
- No clear understanding of what good leadership means
- A good leadership program should give you that self-awareness of your own leadership identity
- Defining the difference between managing and leading
- Who are our next generation of leaders? Do potential leaders recognise leaderships in themselves (and others?)?
- Can we flatten the leadership pyramid? -> leaders at the bottom, empowering all “followers” on top
- The importance of having a presence as a leader, and taking the time to connect
Group Report 2: Mainstreaming: THREAT or OPPORTUNITY for gender equity and ACTIVISM

Conversation convened by: Malcolm
Scribe: Malcolm
Group Participants: -

Main Points:

- Potential co-ed schooling over single sex (analogy)
- Explore options: LDM + LDW, co-gendered
- Are we diversity mature yet? How vigilant are we?
- Does LDW + EL "mitigate" against threat? What else?
  - Maintaining women's only program
  - Benefits of the planning group – could get dissolved
  - Diversity makes good business sense!
- Introduce gender into other mainstream programs
- Athena swan: major opportunity and driver for change
- Equality and inclusion committee (LDW planning committee + OSDS 'bridge')
- "Analytics" to monitor progress
- Should align with SDVC's Agenda: core and central
- Must have 'break away' groups for both genders
Group Report 3: Why LDW?

Conversation convened by: Fay

Scribe: -

Group Participants: -

Main Points:

- We need a leadership program to think about
- Very important
- The past and present
- Changing culture or changing individuals?
- Need to look at goals
- Maybe a project instead of a cabaret
- Not all things for all people
- General content or people OR specific content (structure can be improved)
- Greater exploration of mentors
Group Report 4: General Devaluation of Women in their Careers

Conversation convened by: John Moore

Scribe: -

Group Participants: -

Main Points:

- Issues around being a parent
  - School drop off
  - Child care
- Equal parental leave for men
- “Coming out” as being a parent
  - Non-discrimination
  - Respect for alternate roles
  - Respect for people’s caring responsibilities
- Own your own responsibility
- Very handy to have a wife
Group Report 5: What’s the Culture at UWA + what needs to change?

Conversation convened by: Merial Griffiths

Scribe: -

Group Participants: Romola, Dawn, Camilla, Tara, Aileen, Alexandra, Laura, Meriel, Vivenne

Main Points:

- The culture as experienced by staff (academic and professional)
- Dichotomy: misfit between old-fashioned university and modern values
- Use of power can lead to disempowerment (hierarchy)

Existing leadership models:

- hierarchy (top-down)
- over governed, under lead
- imposed solutions
- corporatisation
- non-delegatory, non-consultative
- Equity – in theory but less so in practice
- Talking the talk but not walking the walk
- Micromanagement – disempowering
- ‘mushroom management’
- Lack of trust, culture of "them vs us"

What needs to change?

- 2020 vision – needs to communicate ideas better, to speak for everyone
- Consultation
- Communication – channels and methods, needs to be consultative to listen and respect other’s ideas
- Focus less on ‘selling a product’; more on values and students
- Safety to speak up and be heard
- Structures -> less hierarchical
Group Report 6: How do we get the right/best leaders? What is currently missing in our leadership? How do we fill it?

Conversation Convened by: Kathy Davern & Tara McLaren

Group participants: Christine, Paulina, Meriel, Barbara, Flavie

Main points discussed:

• Promotion to administrative positions/executive sometimes based on academic/research performance and not their ability to ‘lead’.
• Is leadership a title or is it a personality trait?
• Leadership doesn't need to be top down.
• What is good leadership?
  o Being reflective (self-reflecting)
  o Being receptive
  o Being responsive to changing needs
  o Leaders need to be risk takers

• What do we mean by leadership? Is it being an exec?
• How do address cronysm? How do you ensure promotion and recruitment is fair and transparent?
• Developing a culture of valuing leadership development

What is currently missing in our leadership?

• Training for current and future leaders? (Idea/questions: mandatory leadership training for exec? How many current Deans and Exec have had formal leadership training? And what is the case for other high-leadership position such as Discipline heads? Idea – PD leadership available through OSDS as an ongoing part of having an office holder position?)
• Building capabilities in existing staff
• Succession planning – is this in place and transparent?
Group Report 7: How to ensure participants (of this new program) maximise the opportunity

Conversation Convened by: Annette

Group participants: Agi, Barbara, Romola, Malcolm, Chantal, Helen

Main points discussed:

- There are some individual gains
- Relevance?? / credibility with senior leaders
- No celebration back at workplace
- Slow burn cultural change through peer group
- Move away from gender bias issue -> to the power issue
- Outcome: being able to contribute, be heard, and feel safe
- Opportunity to check if the program is right for you
- ‘Top and tail’ the experience
Group Report 8: How to create a workplace with good communication and inclusive culture

Conversation Convened by: Susie Gourvenec

Group participants: Camilla, Laura H, Scott, Laura G

Main points discussed:

- Communication roadblocks
  - Why doesn’t university utilise the experts it has for the activities it is involved in?
  - No alternative communication avenues

- Put communication channels through “roles” people have; don’t send everything through the Dean
  - Eg. Marketing communication should go direct to faculty marketing team

- Post graduate coordination university wide - does not feed in at grad level because all goes through Deans

- Got to listen, trust what you are hearing and do something about it

- What communication lines do with findings and authority to prioritise

- How communication lines are transmitted

- No consultation, no findings about changes

- No clear lines of communication up and down

- People don’t like decisions being ‘announced’

- No notice for changes made

- Ludicrous, vague, names and titles for programmes
  - Eg carpe diem, black swans etc

- Rebuild trust – things change too quickly
  - Changes in academic titles
  - Process of change is wrong

- Need to improve process of change – CHANGE program

- Not just what communication, doesn’t matter how much you communicate safety is the change program is wrong.

- Communication at end of process is no use
Group Report 9: Time for Conversation / Leadership Development

Conversation Convened by: Nin Kirkham and Chantal Bourgault

Group participants: -

Main points discussed:

- Coffee breaks: Creating, connecting, ideas, brainstorming, knowing where people's priorities are, collaborating, information sharing, pastoral care, RU Ok, wellbeing of staff
- Diminishment of lunchroom conversation is a measure of the health of the organisation
- The lunchroom project
- Leaders need to model it
- Cake Wednesday
- Need to expand the definition of work to include informal conversation.
- Leadership program: how to chair a meeting, check in with team, do informal
- Stockholm: put informal meeting spaces. Need spaces. Sends signal that this doesn't matter
- Part of the job is talking
Group Report 10: Most of the people here at the workshop are women. How do we encourage men to apply for the Exploring Leadership program?

Conversation Convened by: Vivienne Blake

Group participants: Lucienne Tessiens, Fay Davidson, Vivienne Blake, Nin Kirham, John (from Physics), Kenn Martin, Kate Howell, Carolyn Oldham (note taker)

Main points discussed:

- Reasons why men might NOT apply:
  - Scariness of women, too busy (excuses and cop-out), don’t feel the need, and don’t understand the concept of the programme.
- Sell it by saying: morning tea, lots of food, room full of women.
- Don't say “we’re gonna talk about our feelings”. Men won't rush in!
- Men have different needs. Only a small number of men would show up for a single-sex – anything.
- But an LDW for both men and women? Offered benefits of LDW for all staff, e.g. action learning projects, exposure to ideas and language that they had not thought about before e.g. privilege.
- Two requirements – changing the personal and the other is leadership development.
- Some people just want to develop “leadership skills”. And far less interest in personal reflection skills?
- Why no senior men here at this workshop?
- LDW network strong, so this has facilitated lots of women here today.
- Lots of silos across UWA, little networking and therefore challenges to information flow. People outside men would have little idea of what
- Use words like “Networking, across academic and professional staff, inclusive.” To get men interested in programs.
- Cannot lose the gender specific aspect if open up LDW to men.
- Inequality - “how to have conversation about gender equality as a man”
- If only wanting to address own privilege....
  - Possible title: “Leaders for Gender Equity and Cultural Change”
- Marketing – invite speaker to promote – and do some activity (e.g. playing with lego). Annual promotion activity... to get people more comfortable.
- Would be best to have both male and female facilitators.
Group Report 11: How do we move leadership from PD to ethical stewardship?

Conversation Convened by: Aden

Group participants: Aden and Kathy

Main points discussed:

- Not much agreement on what culture of UWA is, but agreement some change needs to happen
- Lack of normal PD available means LDW/new program may be utilised in place of typical PD
- Should/how do we encourage male-dominated senior leadership to do the course?
- Reverse incentive structure at UWA
- Ideally, PD and ethical stewardship are aligned
Group Report 12: Issues of Middle Management

Conversation Convened by: Camilla

Group participants: Dawn, Camilla

Main points discussed:

Two key problem areas

1) Directed to do something you disagree with
   a. Feeling your voice/understanding is not being heard, team gets frustrated
   b. Vs if it IS heard in a SAFE environment, an opposing rationale and bigger picture can emerge, making it possible to implement to the team under you

2) Directed to do a task in a specific way which you know won't gel with your team
   a. Problem: stems from micromanagement and lack of respect for delegated authority. Very disempowering, sows discord in team
   b. Solution: Maintaining your right to define own role, doing so by arguing outcomes over processes to upper management and expect trust in your ability to run your team
Group Report 13: How to link the program to the university vision

Conversation Convened by: Annette

Group participants: Barbara, Laura, Paulina

Main points discussed:

- Vision: top 50 by 2050
- Consistency of understanding
- Achieving excellence
- Questioning the approach of impact through critical mass
- Too slow, nebulous
- Is it valued? Robust?
- Consistency of communication and a meaningful message
- Linking between layers of the university
- Ignite the sparks
- Lets build something for future generations: sustainability
Group Report 14: Fighting to embrace and support diverse ways of working and being

Conversation Convened by: Caroline Baillie

Group participants: Caroline, Susie Gourvenec, John Moore

Main points discussed:

- Respect and acknowledgement for other forms of academic work eg, community work
- Respect and acknowledgement for technical staff - ownership of intellectual property
- Technical workshop staff working with students more and getting recognition
Appendix 2: Proposed Leadership Development for Women and Exploring Leadership Programs

Leadership Development for Women (LDW)
LDW would be run once a year, alternating between a program for academic and professional staff women aspiring to be leaders, and one for women already in leadership roles.

The program would be streamlined from 11 days to 8 days with fewer leadership workshops and the removal of peer learning rehearsals and the final presentation, but with the continuation of action learning and an alternative opportunity for participants to provide organisational feedback.

LDW would continue to run as a cohort program incorporating the following successful elements, together with readings and other on-line resources:

- ½ day launch (identification of expectations, challenges as a leader/aspiring leader, goal setting, learning contract, reasons for a women-only program)
- 3 day core program (leadership, MBTI, organisational culture, power, gender, diversity, identity & belonging, action learning principles and formation of action learning groups)
- ½ day career and mentoring workshop – with participants given the option to be matched with a formal mentor/sponsor as part of the program
- 3 x 1-day leadership workshops (based on participant needs, including 360 feedback tool)
- 1 x review workshop (action learning groups give updates on projects, action planning for future, concluding with a networking event with senior leaders, supervisors and mentors)

Exploring Leadership Program (EL)
A new program would be offered once a year for male and female academic and professional staff interested in exploring leadership, including those who may not be in a formal leadership role.

Also a cohort program, Exploring Leadership would include a broad perspective on leadership and management, professional and career development, networking and organisational culture change. The program would incorporate some of the effective design elements adopted by LDW, but with a male co-facilitator and including:

- ½ day Open space technology session to explore issues around leadership
- 2- day core (leadership, MBTI, organisational culture, power, diversity, identity & belonging, action learning principles and formation of action learning groups)
• ½-day career and mentoring workshop - with participants given the option to be matched with a formal mentor/sponsor as part of the program
• 3 x 1-day leadership workshops (based on participant needs, including 360 feedback tool)
• 1 x review workshop (action learning groups give updates on projects, action planning for future, concluding with a networking event with senior leaders, supervisors and mentors)

Opportunities for participants from both the LDW and EL programs to network, share learning and attend some joint workshops or forums could be considered,
Appendix 3: Background of proposed consultant, Jen de Vries

Jennifer de Vries is an academic and a consultant, who weaves together scholarship and practice in the area of gender, diversity and organizational change. Jen holds a fractional appointment as a Senior Academic Fellow, Organisational Development with the Faculty of Medicine, Dentistry and Health Sciences at the University of Melbourne. Jen is an internationally acknowledged expert in gender strategy development and the design of strategic interventions. In addition to this big picture thinking, Jen enjoys capacity building work, translating cutting edge research into frameworks that assist men and women at all levels of the organization to contribute to building more equitable and inclusive workplaces. She has worked with universities in the Russell Group, UK assisting with their Athena SWAN implementation strategies and regularly consults in NZ, Austria, Germany and The Netherlands.

Jen has a longstanding engagement with UWA, completing her PhD in Gender and Organisational Change in 2010. Prior to that she led the award winning LDW program and was one of the Founders of the Ally program at UWA. She has been invited to contribute to UWA initiatives on a number of occasions since, completing with Professor Trish Todd the Faculty of Engineering Computing and Mathematics research Optimising Faculty Performance: Maximising the potential of academic women. She is currently finalising a joint research project (with UWA and University of Melbourne) examining informal sponsorship practices in higher educations and recently designed and co-facilitated (with Tim Muirhead) the well-received Partners for Change workshop for the LDW 20th anniversary celebrations. Jen understands the history and culture of UWA and is a well respected for her previous achievements and the unique blend of scholarship and practice that she brings. To find out more about Jen go to www.jendevries.com