

EPFL Diversity, Lausanne, November 21, 2019

How to move successfully within an
academic institution (as women)?

Prof. Dr. sc. nat. ETH / Dr. h.c. sc. pol. Barbara Haering

How to move successfully in an institution

- Know the logic and the business model
- Know the organisation and its' processes...
- Know the prevailing biases of the institution...
- Know how to overcome barriers...

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What is science about?

- Science has a threefold mission:
 - To search for knowledge and to transmit knowledge – thus reflecting the intrinsic value of enlightenment.
 - To contribute to solving societal, economic and environmental challenges.
 - To reflect on societal, economic and environmental challenges with a critical distance.
- It's by transcending the inherent conflicts of these missions that science adds its particular value to society.



What is management about?

- Management is the administration of an organisation.
- Management consists of the interlocking functions of
 - defining an institutional strategy,
 - organising and planning,
 - coordinating the efforts of employees to achieve objectives
 - through the application of available resources and
 - controlling effectivity and efficiency of the implementation.



Different logics of science and management

Aspects	<u>Science</u>	<u>Management of an academic institution</u>
Logic	<ul style="list-style-type: none"> – Search for truth – Advancement and transfer of knowledge 	<ul style="list-style-type: none"> – Search for solutions – Advancement of persons and of the institution
Perspectives	<ul style="list-style-type: none"> – Long-term perspectives – Global competitiveness 	<ul style="list-style-type: none"> – Short- to mit-term perspectives – Local, national, global perspectives
Interests of experts involved	<ul style="list-style-type: none"> – Effectiveness – Individual scientific career – Contributing to solving Grand Challenges – Economic interest – Compliance with regards to the scientific community 	<ul style="list-style-type: none"> – Effectiveness and efficiency – Individual management career – Contributing to solving Grand Challenges – Compliance with regards to employees – Compliance with regards to politics and to tax payers



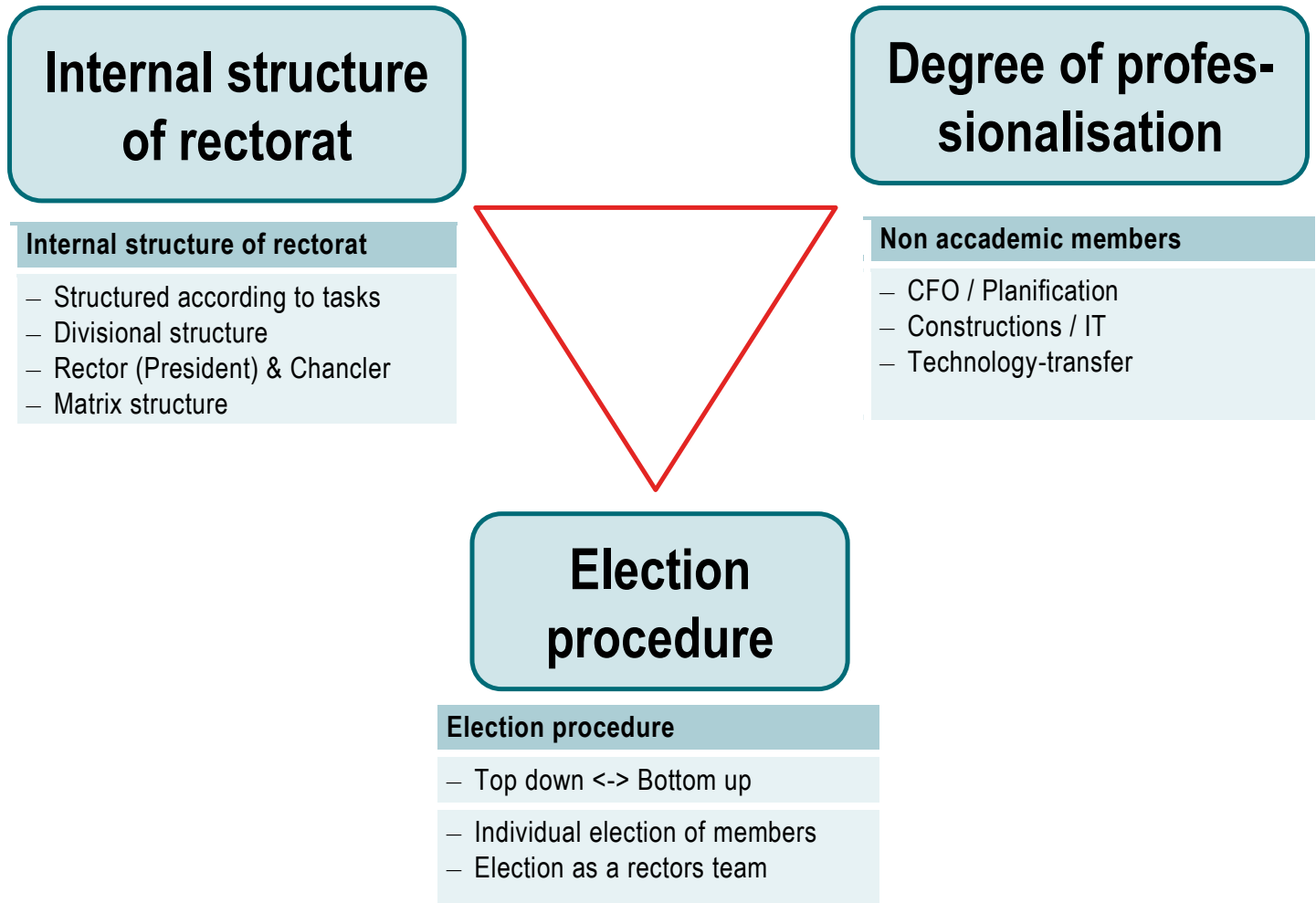
Lessons learnt I

- Knowing, accepting and bridging the gaps between a scientific logic and a management logic is essential.
 - Different objectives
 - Different systemic requirements
 - Different expectations and incentives
 - Different kind of expertise
 - Different time lines: long term <-> short-/mid-term
- In the course of a professional career we usually move gradually from a scientific to a management logic – often with getting aware of it only after having taken the step.
- Thereby we develop the new expertise mainly on the job – and sometimes also with additional trainings.

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Key aspects of university governance structures



Variety of university governance structures

Election Procedures	Internal Structures	Profils of Members
Top down <-> bottom up <ul style="list-style-type: none"> – Top down – Combination: Proposition bottom up, election top down – (Bottom up) 	Universities <ul style="list-style-type: none"> – Structured according to tasks – Matrix structure – Rector (President) & Chancler plus additional members 	Academic Members for <ul style="list-style-type: none"> – Teaching – Research – Technology Transfer
Individual <-> Team <ul style="list-style-type: none"> – Individual election of rector / members – Election as a rectors team – Individual election of the rector / other members chosen by the rector 	Universities of Applied Science / Research Institutes <ul style="list-style-type: none"> – Divisional structure 	Non-academic Members for <ul style="list-style-type: none"> – CFO – Constructions – IT – Technology Transfer – Communication

- Governance structures @ EPFL are top-down:
 - Top-down election of a president and his team with a matrix structure including academic and non academic members.
 - Top-down appointments of deans with a long-term mandate.

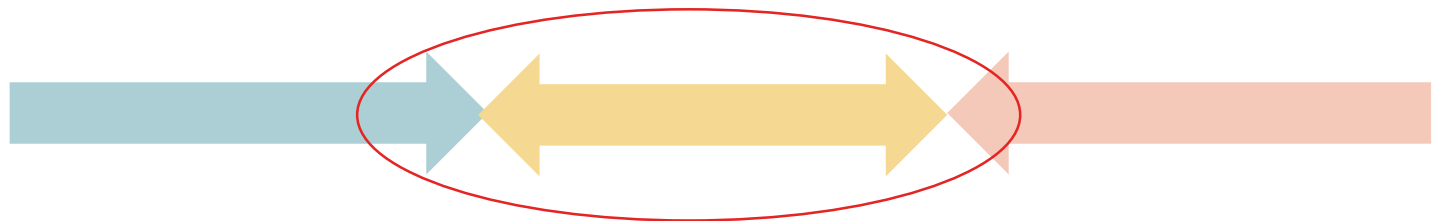
Different logics of science and politics

	Science	Politics
Bodies	<ul style="list-style-type: none"> – Scientific community – Individual scientists 	<ul style="list-style-type: none"> – Government – Parliament
Interests	<ul style="list-style-type: none"> – Scientific progress – Scientific careers – Economic interests 	<ul style="list-style-type: none"> – Scientific progress – Economic prosperity – Solving societal, economic or environmental challenges – Responsibility for public funds – Return on investment – Responsibility for the overall science landscape of a country – Electoral interests



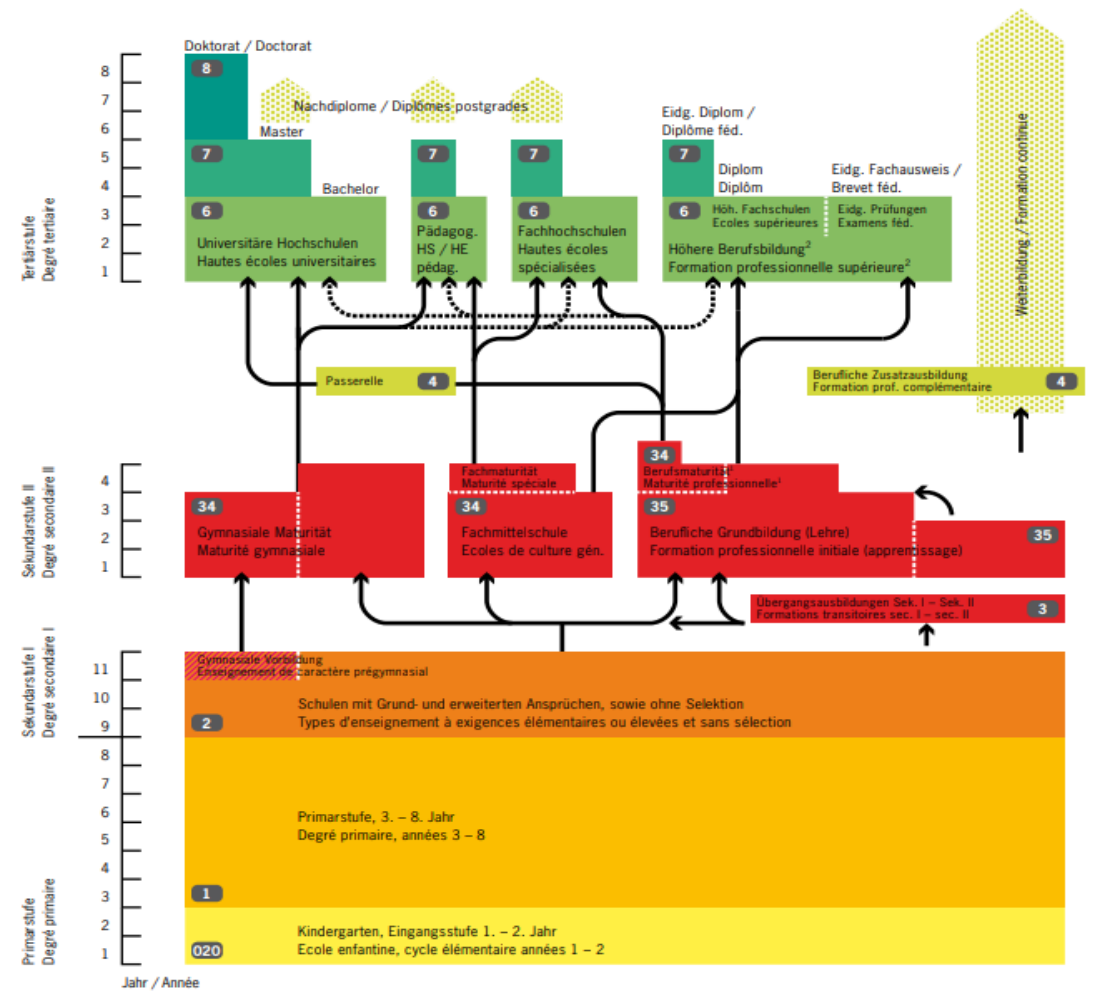
Building bridges between different logics

	Science	Strategy	Politics
Bodies	<ul style="list-style-type: none"> – Scientific community – Individual scientists 	<ul style="list-style-type: none"> – Strategic boards – Funding agencies – Administrations 	<ul style="list-style-type: none"> – Government – Parliament
Interests	<ul style="list-style-type: none"> – Scientific progress – Scientific careers – Economic interests 	<ul style="list-style-type: none"> – Scientific progress – Return on investment – Strategic guidance – Delegated responsibilities – Accountability with regards to politics – Advocacy for science 	<ul style="list-style-type: none"> – Scientific progress – Economic prosperity – Solving societal, economic or environmental challenges – Responsibility for public funds – Return on investment – Responsibility for the overall science landscape of a country – Electoral interests

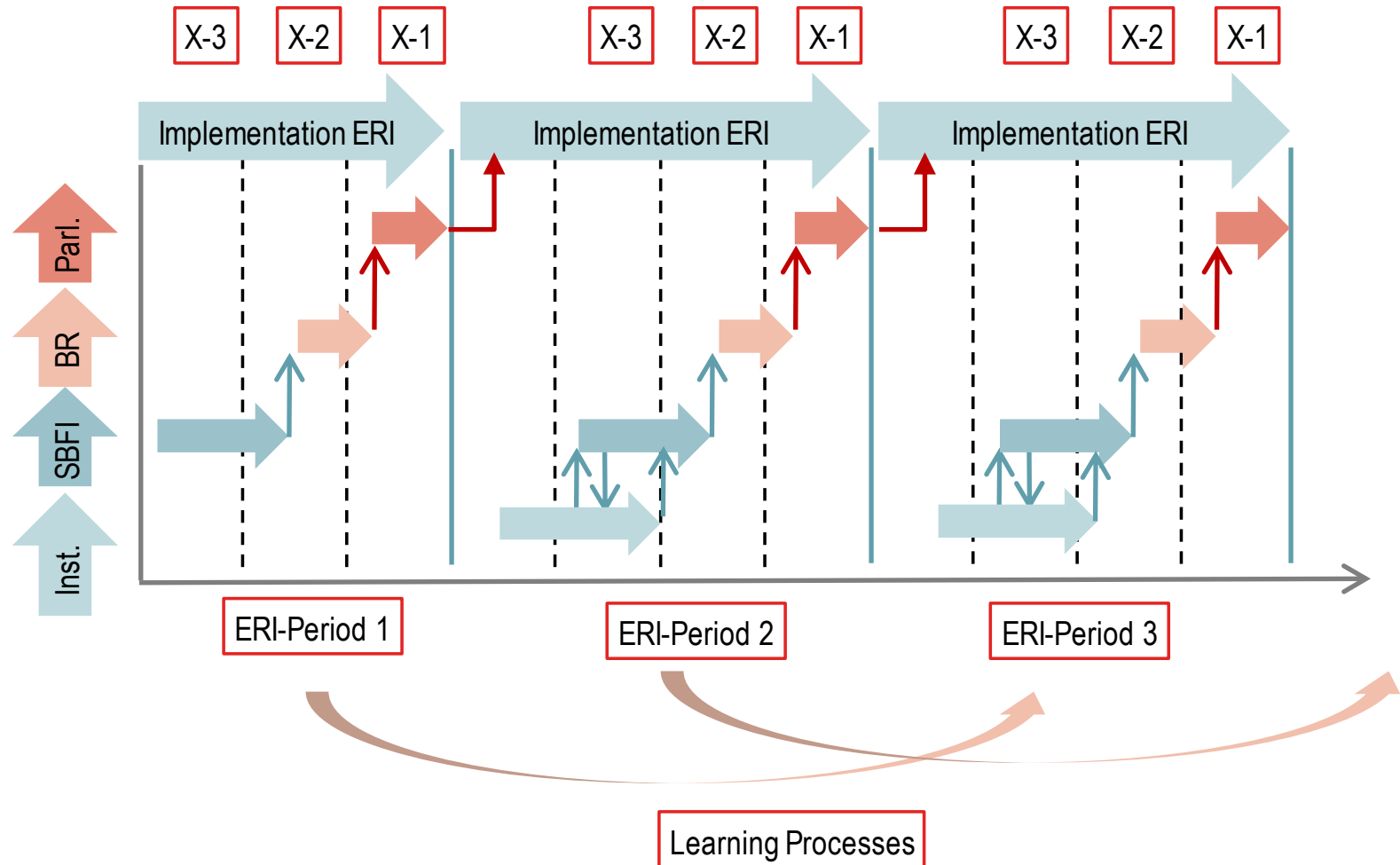


Education and science in CH: A complex system

- National and cantonal
- ↕
- National, cantonal and private
- ↕
- Cantonal



ERI-Dispatch: Political processes take time!



Lessons learnt II

- Academic institutions are traditionally organised internally in a hierarchical way. However, there are many informal processes that have to be managed as well.
- In addition, publicly financed academic institutions are integrated in complex structures and procedures of politics.
- **However:** «Open», «sharing» and «global» will be the driving factors for new business models in science, in the corporate sector as well as in politics. Thus, we may be moving from traditional hierarchic structures towards more
 - flatter and flat organisational structures or even
 - holocratic organisations with distributed decision making, giving people the opportunity to work on what they do best.

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What is «Gender»?

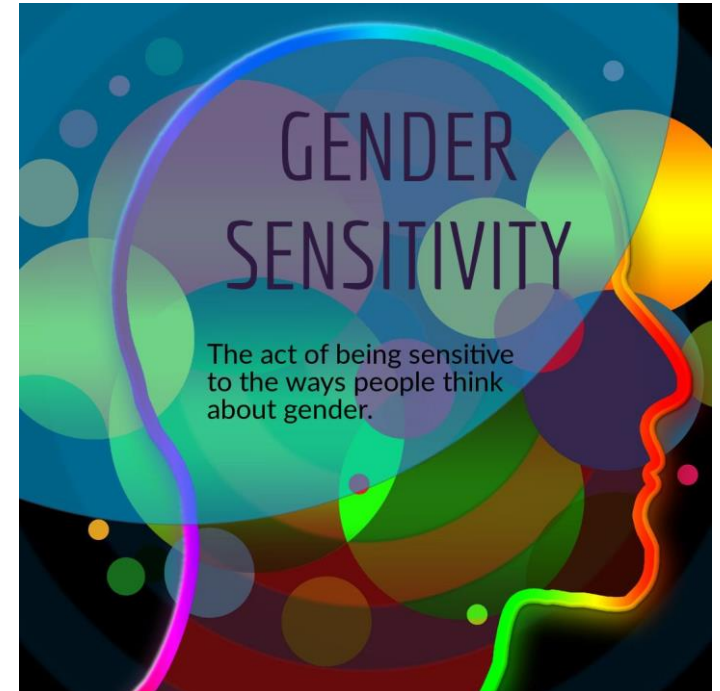
- «Gender is determined by the conception of tasks, functions and roles attributed to women and men in society and in public and private life.»
- Gender is
 - socially constructed
 - shaped through activities and reproduced by conforming to expectations and:
 - Gender ≠ sex



Gender in Practice. A Toolkit for SDC and its Partners

What is «Gender Sensitivity»?

- Gender sensitivity is about understanding and taking into account societal and cultural factors involved in gender-based inclusion and exclusion in diverse spheres of public and private life.
- Gender sensitivity is the act of being sensitive to the ways people think about gender.



Unconscious and/or implicit biases?

- Gender biases can be:
 - Conscious and explicit
 - Implicit
 - Structural
 - Unconscious
- It is important to recognize prevailing biases in an institution – but also our own biases – and to find ways to mitigate their impact on behaviour and decisions.



Let us discuss (our) biases

- Conscious and explicit biases
- Implicit biases
- Structural biases
- Unconscious biases



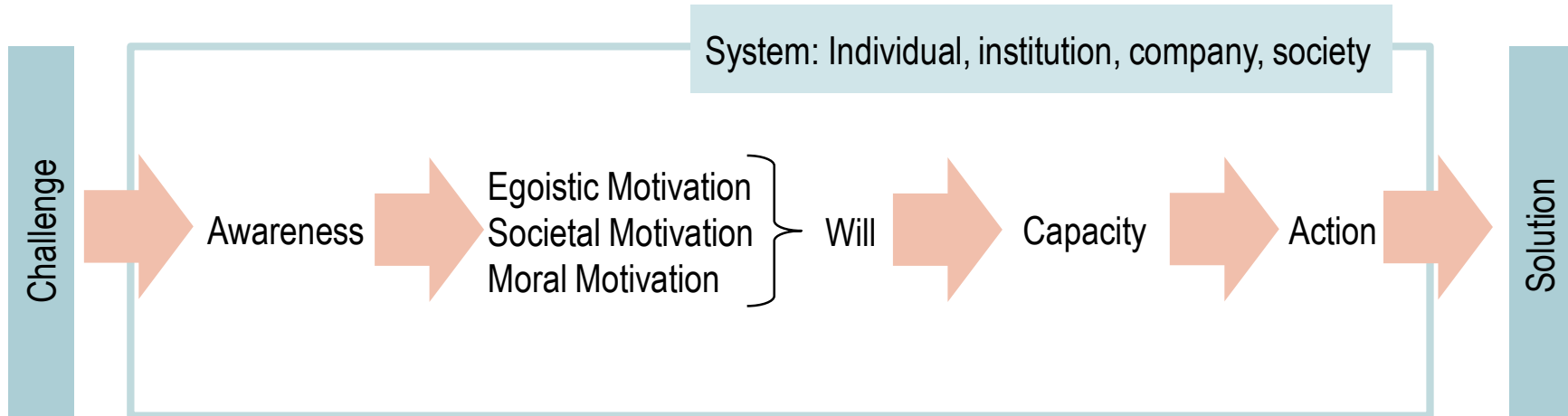
Lessons learnt III

- Institutions are not only shaped by objectives, structures and processes but also by their culture – including specific biases. These biases can be
 - Conscious and explicit
 - Implicit
 - Structural
 - Unconscious
- At the same time we also have our own personal biases.
- Biases have to be recognised and explicitly addressed, if we want to achieve sustainable change in an institution.

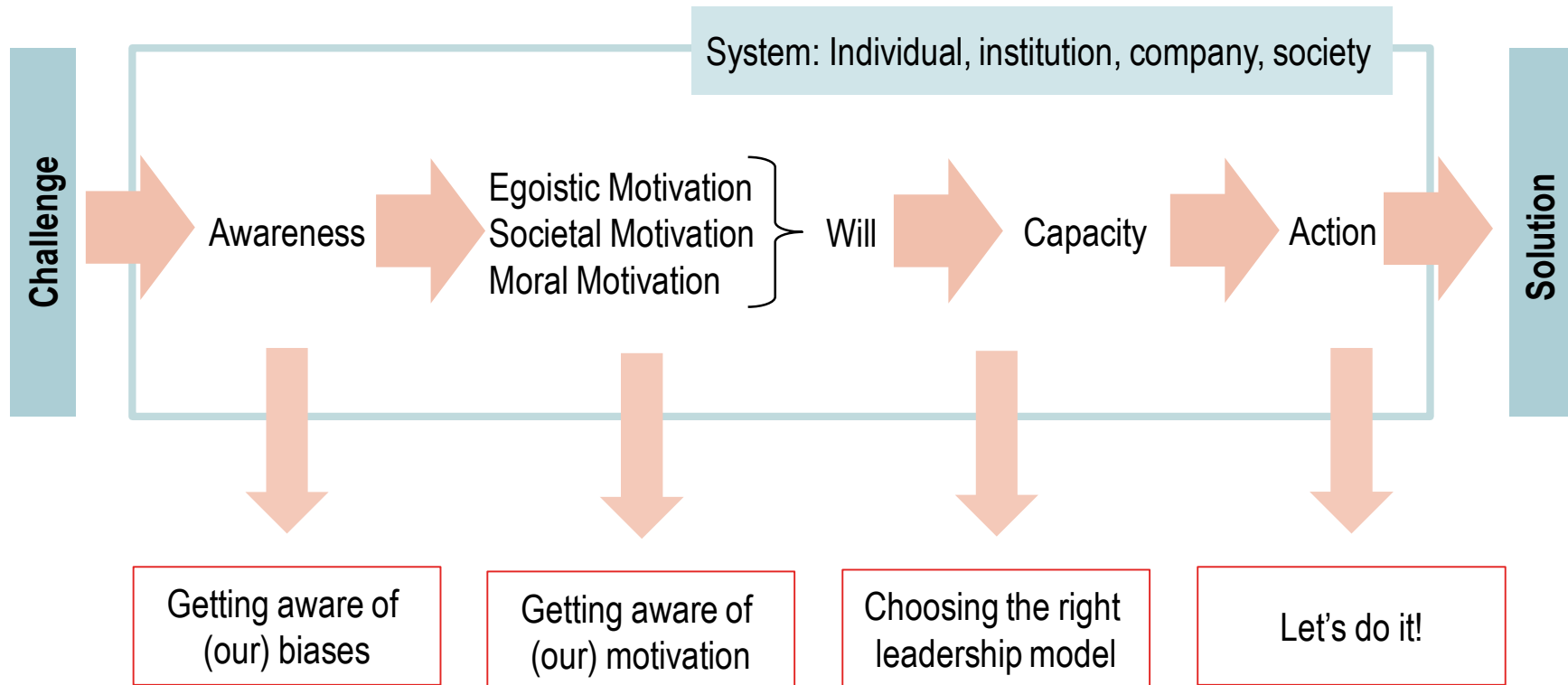
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Systemic approach to change



Systemic Approach to Change



What is «Gender Sensitive Leadership?»

- Our objective is a translation of gender sensitivity into organizational practice through changes in policy, structures and processes.
 - Creating a culture of inclusion
 - Awareness raising around stereotypes and biases
 - Preventing and confronting discrimination



Let's discuss what kind of leadership we need!

- Autocratic
- Democratic
- Laissez-faire
- Transformational
- Transactional

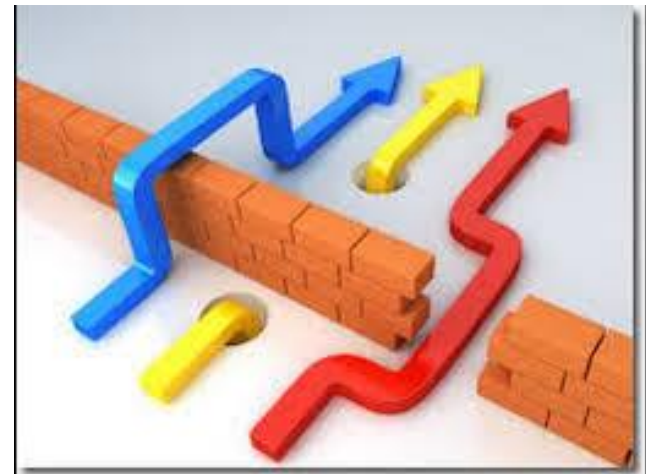


Transformational Leadership Style

- Generally attributed to *women*
- Mutual stimulation between leaders and followers
- Capacity to make leaders moral agents
- Inspire and motivate staff
- Willingness to share power and information
- Tendency to encourage participation and inclusion
- Propensity to instill a sense of self-worth in others
- Ability to get employees energized about their work

Lessons learnt IV

- Work towards a transformational leadership style.
- Hold challenging conversations and address prejudices!
- Raise gender knowledge and awareness!
- Develop role models and look for mentors and change agents.
- Develop guidelines for gender sensitive leadership.
- Offer workshops in key areas associated with leadership success.
- Ensure sustainability of cultural change by establishing long-term structures.



Whole of Gender Sensitivity Approach

