Diversity and inclusion within TU/e

Prof. Dr. Evangelia Demerouti
Prof. Organizational Behavior and Human decision processes & Chief Diversity Officer

Industrial Engineering & Innovation Sciences
Outline

• Why should we care about diversity and inclusion?
  • Business case
  • Individual or contextual issue

• How can we increase diversity and inclusion?
  • Evidence-based

• The TU/e case
  • The role of CDO
  • Actions & future plans
Diversity is the sum total of the differences which make individuals who they are, and their collective ability to contribute to the goals of an organization.

Managing Diversity is a conscious choice and commitment by an organization to value these differences by using diversity as a source of strength to achieve organizational goals.
Discrimination vs. Inclusion

Decisions that are made within organizations that are based on an individual’s characteristic instead of productivity or qualifications.

Inclusive culture in which all people feel valued and respected and have access to the same opportunities.
## Elements of Inclusion

<table>
<thead>
<tr>
<th>Fairness and respect</th>
<th>Value and belonging</th>
<th>Confidence and inspiration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational element that is underpinned by ideas about equality of treatment and opportunities</td>
<td>Individuals feeling that their uniqueness is known and appreciated, while also feeling a sense of social connectedness and group membership</td>
<td>Creating the conditions for high team performance through individuals having the confidence to speak up and the motivation to do their best work</td>
</tr>
</tbody>
</table>
Business case
Diversity matters

For institutions
To keep pace in today's complex and competitive global arena, higher education must retire old notions of educational exclusivity and embrace new models of inclusive excellence.

For students
By incorporating diverse content, perspectives, and approaches into the curriculum, faculty strengthen scholarship and prepare students for engagement with today's complex world.
Advantages of diversity for students

- Higher cognitive capacity
- Increased commitment to democratic outcomes, community participation
- Better network (cf. large, diverse and weak ties)
- Opportunities for social support, role models & mentoring
- Fewer stereotypes & less fearful in interracial setting
- Educational access & equity for underrepresented students

Smith & Schonfeld, 2000
Advantages for the organization

- Increased satisfaction
- Engaging academic environment
- Higher credibility & link to external environment
- Better reputation
- Attraction of high caliber individuals
- High performance

Smith & Schonfeld, 2000
Why diversity matters?

How diversity correlates with better financial performance

Likelihood of financial performance above national industry median, by diversity quartile

- Gender diversity:
  - 4th quartile: 47%
  - 1st quartile: 54%
  - Increase: +15%

- Ethnic diversity:
  - 4th quartile: 43%
  - 1st quartile: 58%
  - Increase: +35%

SOURCE: McKinsey Diversity Database
## Why diversity matters?

**Diversity has a positive impact on many key aspects of organisational performance**

<table>
<thead>
<tr>
<th>Diversity management helps to...</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>...win the war for talent</td>
<td>- A strong focus on women and ethnic minorities increases the sourcing talent pool, a particular issue in Europe. In a 2012 survey, 40% of companies said skill shortages were the top reason for vacancies in entry-level jobs</td>
</tr>
</tbody>
</table>
| ...strengthen customer orientation | - Women and minority groups are key consumer decision makers: for example, women make 80% of consumer purchases in the UK  
- Gay men and women have average household incomes that are almost 80% higher than average |
| ...increase employee satisfaction | - Diversity increases employee satisfaction and reduces conflicts between groups, improving collaboration and loyalty |
| ...improve decision making        | - Diversity fosters innovation and creativity through a greater variety of problem-solving approaches, perspectives, and ideas. Academic research has shown that diverse groups often outperform experts. |
| ...enhance the company’s image    | - Social responsibility is becoming increasingly important  
- Many countries have legal requirements for diversity (e.g., UK Equality Act 2010) |
Possible pitfalls of diversity

• Lack of retention
• Time consuming decision making
• Increased interunit conflict & lack of cooperation
Individual or contextual issue
How Context Constrains Women’s Choices

Our motivations and desires, our attitudes and beliefs, our decisions and behaviours **do not** occur within a social vacuum.

Women’s choices are **shaped and constrained** by organisational and social contexts and how women see themselves within these contexts.
The Opt-Out Revolution

I don’t want to conquer the world. I don’t want that kind of life… a baby provides a graceful exit.
Differences in Ambition?

Undergraduates

Gaston & Alexander, 1997
Fitting In with Those Up Top

**Fit:** The presence of others like you further up the career ladder

“Nothing succeeds like (expectations of) success”
Police Officers

19
Police Officers

LACK of FIT

LESS AMBITION

GREATER EXIT
Implications

• Women’s ambitions are related to their feelings of belonging and expectations of success.

• Organisations need to provide a culture and context that fuel women’s ambition and motivation rather than block them.
How can we increase diversity and inclusion?
An inclusive organisation

Creates an environment where all employees are treated with dignity and respect.

This is achieved through having policies and interventions that involve different levels of

- the organization (individual, group, organization)
- awareness (individual & organizational values & behaviors)
- career stage (selection, functioning, promotion, & retention/exit)
<table>
<thead>
<tr>
<th>Dimensions of Inclusion</th>
<th>Dimensions of the Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Socialization</td>
</tr>
<tr>
<td></td>
<td>Career planning</td>
</tr>
<tr>
<td></td>
<td>Recruitment</td>
</tr>
<tr>
<td></td>
<td>Selection, promotion</td>
</tr>
<tr>
<td></td>
<td>Training, education</td>
</tr>
<tr>
<td></td>
<td>Training and education</td>
</tr>
<tr>
<td></td>
<td>Performance</td>
</tr>
<tr>
<td></td>
<td>Reward systems</td>
</tr>
<tr>
<td></td>
<td>Work, life policies</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td>Measurement</td>
</tr>
<tr>
<td></td>
<td>Structural and informal</td>
</tr>
<tr>
<td></td>
<td>integration</td>
</tr>
</tbody>
</table>

**Openness**: How much are variability, complexity, and ambiguity embraced? To what extent are the system and its boundaries open rather than hard? How acceptable is rigidity? Are there multiple solutions and many best ways? Is there a broad bandwidth of acceptance?

**Representation and Voice**: To what extent are differences, both apparent and not, attended to and represented across situations? Is there a critical mass of diverse members, with a mix of dimensions represented, in making decisions and benefiting from them?

**Climate**: How valued do individuals and groups feel? Are they fully present, free to express themselves, accepted and integrated? How does it feel to be in the organization?

**Fairness**: To what extent do individuals and groups receive what they need and deserve? How much and in what ways is fairness considered? Are there mechanisms for resolving or addressing fairness? To what extent and in what ways has oppression and its effects (such as unearned privilege) been eliminated or reduced?

**Leadership and Commitment**: To what degree and in what ways are the strategies, vision, and mission of the organization connected to inclusion? How are resources allocated? How well do leaders model inclusion? How accountable and committed is leadership? How strategically is inclusion positioned and addressed? How central is inclusion to the core values and strategy of organization?

**Continuous Improvement**: What is the capacity, ability, and mindset regarding necessary and possible improvement? How much and in what ways are employees empowered to be responsible for continuous improvement? What is the capacity to take advantage of all resources?

**Social Responsibility**: How much awareness is there of the world outside the organization? What is the vision of the organization as a member of a larger community? What kinds of contributions (such as time and resources) are made to societal needs?

*Source:* Adapted from Ferdman, Brody, Cooper, Jeffcoat, and Le, 1995.
The Six Traits of an Inclusive Leader

<table>
<thead>
<tr>
<th>Six traits</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>15 elements</strong></td>
<td>Commitment</td>
<td>Courage</td>
<td>Cognizance of bias</td>
<td>Curiosity</td>
<td>Cultural intelligence</td>
<td>Collaboration</td>
</tr>
<tr>
<td>Personal values</td>
<td>Humility</td>
<td>Self-regulation</td>
<td>Openness</td>
<td>Drive</td>
<td>Empowerment</td>
<td></td>
</tr>
<tr>
<td>Belief in the business case</td>
<td>Bravery</td>
<td>Fair play</td>
<td>Perspective-taking</td>
<td>Knowledge</td>
<td>Teaming</td>
<td></td>
</tr>
<tr>
<td>Coping with ambiguity</td>
<td>Adaptability</td>
<td>Voice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Suggested Performance Criteria for Measuring Diversity

Employees perceptions of the work environment on Diversity issues as measured through employee opinion survey, focus groups, exit interviews, etc.

Turnover, retention and upward mobility patterns by the demographics of the workforce compared to diversity goals.

Market perceptions of job applicants

Customer Satisfaction Norms on Diversity issues

Performance/Productivity measures

Absolute diversity numbers
The TU/e case
People enable TU/e strategy 2030

In the TU/e community of students and staff, we strive for diversity. A strong and welcoming community promotes inclusiveness, equality and cooperation. Diversity of nationality, gender, social background and cultural heritage adds to our success and pleasure in education and research. It broadens our research scope and enhances the quality of our education.
CDO activities

• Communication within & outside TU/e (interviews, presentations, panel discussions)
• Meeting TU/e employees, managers & various groups (e.g. U-raad) about diversity issues
• Networking with CDO’s of other universities and the Landelijk Overleg Diversity Officers
• Interviews with all faculty boards of TU/e
• Supervising a PhD project aimed at facilitation of culture change
Tasks of Diversity Committee TU/e

Submits proposals to the Executive Board concerning (policy) measures in order to stimulate Diversity and Gender Equality at the University.

1. Review the University’s performance and progress in promoting diversity
2. Support the University in meeting the diversity and gender-related targets in its Strategic Plan.
3. Evaluate the impact and promote the sharing of University-wide good practice initiatives in diversity and gender equality.
4. Develop a TU/e-wide vision on diversity and inclusion and a plan of priorities for further action.
Meeting with the faculty boards

General response:
• diversity and inclusion recognized as important
  (diversity more than inclusion)
• Some are struggling to create diversity in their workforce
• Others are very diverse and inclusive (best practices)
• Interest in participating in research pilots.
• Conclusion regarding our impact
• We can raise awareness
• We can help the university to become more inclusive
Meeting with the faculty boards: Best practices

• Use of quota
• Internal & external scouting (already of PhDs)
• Confidential counselor per faculty
• English curriculum
• Open discussion rather than special treatment
Preliminary plan of possible measures

• Make numbers visible on TU/e website
• Attention to diversity in communication items
• Selection & promotion procedures
• IFC training (evaluation)
• Academic leadership training to manage human resources & inclusiveness
• Measurement of the situation before and after the project
Possible interventions TU/e level

Short-term interventions

• Attention to diversity and inclusion into communication tools already used by the TU/e (e.g. Newsletter; fun facts about diversity at TU/e, etc.)
• Presentation online: insert diverse pictures, gender neutral formulation, etc.
• Challenge: prizes for individuals/groups promoting diversity
• Support minority groups: e.g. kindergarten: priority for TU/e employees
Possible interventions TU/e level

Long-term interventions (TU/e level)

• Improve the onboarding process (how to facilitate socialization)
• Assist with selection process (recruitment, selection, promotion)
• Group model building session for group leader
• Trainings for inclusive leadership
• Diversity part of leader’s performance appraisal
• Introduce a code of conduct
The thermometer of Inclusion and Diversity within TU/e

Job and Organizational Demands
- Harassment
- Discrimination
- Work pressure
- Workload
- Group conflict
- Work-self conflict
- Nontransparent procedures
- Unfair procedures

Job and Organizational Resources
- Autonomy
- Leader-Member exchange
- Access to information/resources
- Access to fair treatment
- Inclusive leadership

Perceived Climate of Inclusion
- Member perception of work group belongingness
- Member perception of work group valuing uniqueness

Diversity

Outcomes
- Employee well-being
- Work engagement
- Task performance
- Organizational citizenship behavior
Conclusion

Diversity

• brings a lot of advantages for individuals, the students and the university
• is not only about numbers but an effortful & continuous process
• is in line with the values of the Dutch society, and the profession of engineers!
Thank you for your attention!!!

Contact: e.demerouti@tue.nl