



University  
of Glasgow

# Culture of Inclusion

Extracted from the:  
L&T Leadership Programme 2018 – 19  
*“Towards a More Inclusive and  
Internationalised Curriculum”*

**WORLD  
CHANGERS  
WELCOME**





## The Task

- Identify ways to ensure a more **inclusive** and **internationalised** approach across the whole institution.
- Develop recommendations to ensure **internationalised** and **inclusive curricula are imbedded** across taught programmes.

We will internationalise our curricula, ensuring that they are globally relevant and contain learning experiences that are culturally **accessible to all**.

An internationalised curriculum is an inclusive curriculum, and an inclusive culture incorporates an inclusive curriculum.

Therefore we focussed on **inclusion**.



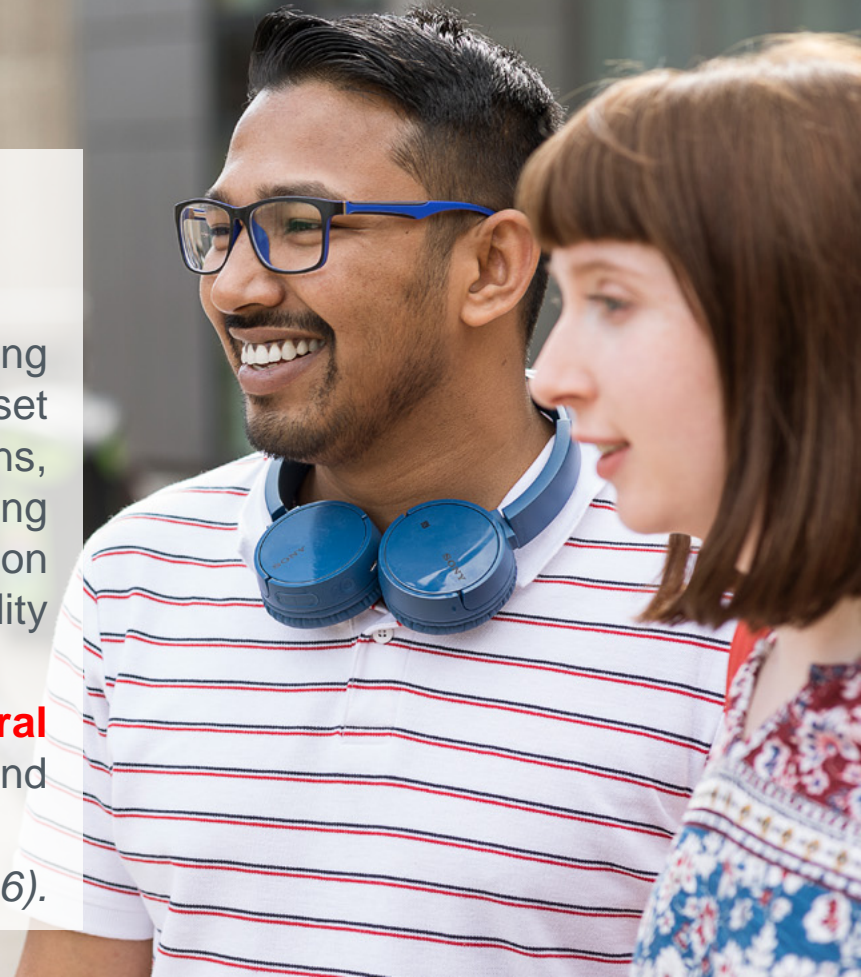
## What is Inclusivity?

### An inclusive approach:

“... necessitates a shift away from supporting specific student groups through a discrete set of policies or time-bound interventions, towards equity considerations being embedded within all functions of the institution and treated as an ongoing process of quality enhancement.

Making a shift of such magnitude requires **cultural and systemic change** at both the policy and practice levels.”

*(May and Bridger, 2010, p.6).*





## What is inclusivity?

- **Accessible or inclusive?** Is our understanding of inclusivity weak or even flawed?
- **Accessible:** everyone is able to take part.
- **Inclusion:** everyone is encouraged and supported to take part.
- Correctly done, inclusivity generates a sense of belonging and community and this in itself benefits productivity, wellness, output...for ALL students



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# ***Culture of Inclusion***

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# Organisational Culture

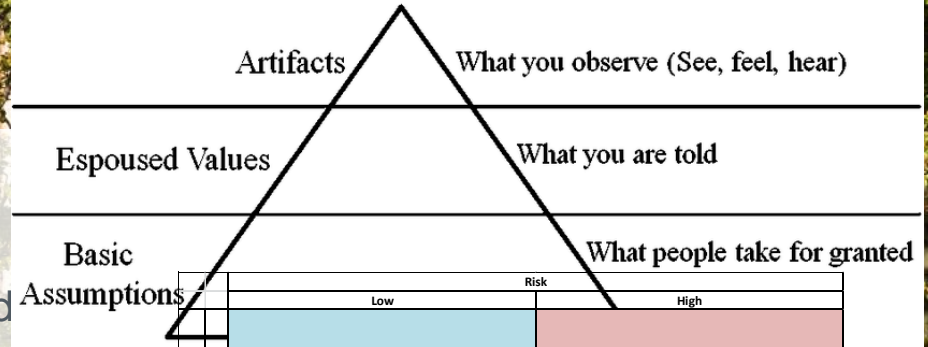
- **Routines:** ‘The way we do things around here’.
- The deeply seated (often subconscious) **values and beliefs** shared by personnel in an organisation.
- A set of **shared assumptions** that guide behaviours.

Lundy, O. and Cowling, A. (1996) Strategic Human Resource Management, Routledge, London.

Martins, E.C., Terblanche, F., (2003). Building organizational culture that stimulates creativity and innovation. *European Journal of Innovation Management*, Vol 6 (1), 64-74.

Ravasi, D., & Schultz, M. (2006). Responding to organizational identity threats: Exploring the role of organizational culture. *Academy of Management Journal*, 49(3), 433-458.

## Schein’s Triangle Model on Organizational Culture



Assumptions	Risk	
	Low	High
<p><b>Work Hard Play Hard</b> Sales, restaurants, software, consultancies.</p> <p>Takes lots of energy to keep up, but reward immediate</p> <p>Appreciation for teams to drive performance - but also internal competition to challenge people to give even more.</p>	<p><b>Tough Guy</b> ER, entertainment, advertising, sports</p> <p>Individualistic, thick skinned risk takers and who can handle quick feedback thrive in this culture. Focus on the present where you create success.</p> <p>High turnover. Exhausting</p>	
<p><b>Process</b> Retailers, banks, insurance companies and government organizations</p> <p>Can't easily determine the results you accomplish so instead, people focus on the process. How they do things - with technical excellence and due diligence.</p> <p>The focus is on what worked well in the past, on the status quo and stability, and comfort</p>	<p><b>Bet-Your-Company</b> Pharmaceutical companies, oil and gas companies and large capital-intensive industries</p> <p>Vital to make the right decision so the values are long-term focused, the future is important, and analysis, planning and due diligence are valued</p>	



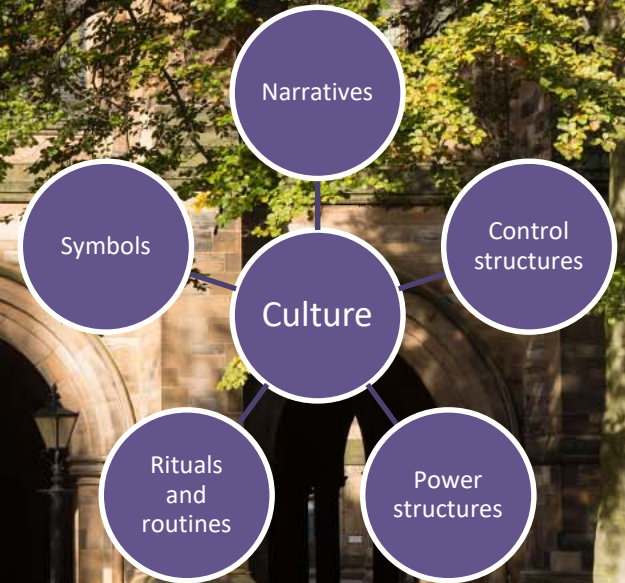
# Organisational Culture

- The culture of an organization is defined by:
  - Values, rituals, heroes and symbols (Hofstede, 1997).
  - Stories, symbols, policies, control, behaviours (Johnson and Scholes, 1999).
- ‘...transformational leaders change their culture by first understanding it and then realigning the organization's culture with **a new vision** and a **revision of its shared assumptions, values and norms.**’

Johnson, G and Scholes, K. (1999). Exploring Corporate Strategy. (5th ed). Prentice Hall.

Hofstede, G. (1997). Culture and Organisations: Software of the Mind: Intercultural Cooperation and its importance for Survival. McGraw-Hill.

Bernard M. Bass & Bruce J. Avolio (1994) Transformational Leadership And Organizational Culture, The International Journal of Public Administration, 17:3-4, 541-554.





# Moving Inclusion to a Higher Core Value?







# Culture of Inclusion

- **Narrative:** stories, vision.
- **Symbols:** publicity, language.
- **Power structures:** senior management stories alongside others, inclusion officers.
- **Control:** reward and recognition for inclusion, training (PGCAP/LEADS).
- **Routines:** require 'inclusion' to be explicitly considered at 'course design' stage → revise PIP.



Blended: Face-to-face and Online Teaching		Online Teaching	Supervisions
Phase 1	Phase 2	Phase 3	Phase 4
20 1a Introduction to Learning and Teaching in Higher Education	10 2a Assessment and Feedback	10 3a Contextualising your Educational Enquiry	60 Masters Project
	10 2b Developing Active Pedagogies	10 3a Analysing your Enquiry (sets)	
10 3a Supervising students	10 2c Technology Enhanced Learning and Teaching	20 3b Evidence for PGDip	
10 3a Course Design in your Discipline	10 2d Scholarship 1: designing a practice enquiry (score for LTS)		
	10 2e Scholarship 2: undertaking a practice enquiry	20 3b Approaches to Educational Enquiry	
	10 2f Impact and Influence in Learning, Teaching and Assessment		
40 Core for PGCAP Core for PGDip	60 Electives for PGCAP Electives for PGDip	20 Core for PGDip	60 Core for MEd
PGCAP	40 credits at Phase 1 + 20 credits at Phase 2		
PGDIP	PGCAP + 60 further credits (including 20)		
MEd	PGDIP + 60 credits at Phase 4		





Recognition      Excellent Research  
 Teaching      Internationalisation  
 Efficiency      Inclusion      Engagement  
 World-class      Impact      Belonging  
 Regulation      Prestige      Tradition  
 Global Reach      Access  
 Professionalism  
 Proud of our roots      Knowledge Exchange  
 Empowering staff      Equity

# Recommendations

- **Inclusion** needs to be moved to a higher core value;
- **Cultural shift**; normalizing inclusion.
- Inclusion isn't "remedial"
- **Mentoring** needs investment and is a symbol of that cultural shift.
- **Induction framework**, with inclusivity embedded, is a control structure and a symbol for cultural shift.





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Over to you...

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