

First Session

Professor Joy Carter, Vice-Chancellor of the University of Winchester, Co-Chair

In her opening remarks, Professor Joy Carter drew attention to two recent articles from the *Times Higher Education* which pointed to continuing disparities in higher education in the United States with men being paid 26 percent more than women and far more men being appointed to senior positions. According to Professor Carter the situation was very complicated being cultural, societal and economic. The Colloquium would provide an opportunity to examine some of the complex issues affecting Female Leadership in Higher Education.



Professor Elaine Thomas, Vice-Chancellor of the University for the Creative Arts,

Identifying the Barriers: the (former) 'Through the Glass Ceiling' Network

Professor Elaine Thomas summarised the history of the (former) 'Through the Glass Ceiling' Network which had been set up in 1990. Professor Thomas outlined her professional background and emphasised that there were no female role models for her to follow when she became a Dean of Faculty and entered a male-dominated world. It was a culture shock compared to her time when, as a fine art lecturer and then Head of Department, she had been welcomed and her skills valued. She had attended several 'leadership' courses including one led by John Adair that was based on a military model and another aimed at women, which she considered 'soft centred' – both proved unsatisfactory.



The 'Through the Glass Ceiling' Network came into existence with the involvement of several senior academics, including Professor Christine King CBE (now Vice-Chancellor of the University of Staffordshire). At the time, 1990, the very notion of a female Vice-Chancellor was very rare as was illustrated by the fact that there was only one female Vice-Chancellor in the UK. The 'Through the Glass Ceiling' Network acknowledged that there was a need for female academics to help and support each other and provided an opportunity for skills development in, for example, the field of finance.

The Network met three to four times a year and was seen as 'therapeutic and revealing'. It helped its members to increase their confidence and identify networks and role models and to help women to become Vice-Chancellors. It closed down recently as, in a sense, it had completed its work as 23 women had achieved the position of Vice-Chancellor in the UK, although the number has subsequently decreased to 18. Busy schedules, also, meant that the members found it difficult to attend meetings. There was a point when the Network thought that perhaps it was becoming too exclusive and that the members themselves were creating a barrier. The Network had, however, succeeded in filling a void. Quite a few of those in the Network were among those appointed as Vice-Chancellors – it certainly played a part in their promotion and had offered mutual support and created an expectation that women could achieve senior status in academia. Muriel Robinson said that maybe a blog should be set up to take the place of the Network. Other participants thought that a similar Network could be formed – it could 'energise' more women, which was very important as Professor Thomas commented that she was concerned that women's advancement had now reached a plateau.

There was general discussion on the power of networking and the need to 'identify the barriers'. The main points that emerged were that: women tend to create their own networks; they must recognise that it is not enough just to replicate what men do. Women of today find it difficult to be senior academics as they face many practical barriers particularly in terms of balancing family commitments

with publication and conference attendance requirements both of which are necessary for promotion, thereby presenting them with what could be perceived as institutionalised sexism.

A further point was made that senior academic staff should offer more support and encouragement to junior staff not just to those already in middle management. Women are expected to bring their own skills to posts but these become less relevant as they climb the career ladder with the concept of different women having diverse skills. There are high expectations for women: women are less likely to be risk-takers and have less self-worth. Women, moreover, tend to lack self-esteem, even those that are gifted and they do not push themselves forward. However, until they become Vice-Chancellors or Heads of Department they are not in a position to effect change in their institutions. The question was asked as to whether women are going backwards in the UK in terms of female leadership, not just in the higher and further education sectors but also in the financial ('the City') and judiciary sectors. It was noted that the European Union is beginning to address these issues.

It was suggested that perhaps Universities UK (UUK) could do more to support the Equality Challenge Unit in its work. Discussion followed as to whether one should 'mainstream' or 'target' gender. Nicola Dandridge of UUK suggested that the two concepts should be worked on together. The point was raised as to whether women should have ownership of these issues and about the role of men and society as a whole. The general consensus was that men should be involved in gender issues and that many men are supportive of women and what they are trying to achieve.

Nicola Dandridge said that she had discussed these issues when she had met her counterpart in the USA where women do have more ownership of these issues with male support. It was suggested that one reason why men in the USA are more supportive is that they are very concerned about the reputations of their institutions – it reflects well on their institutions if women are well-represented and involved in running them.

Concern was also expressed about head-hunters who appear to have a monopoly on the selection of senior academic staff; a point that was referred to again later.

Professor Mary Evans, The Gender Institute, LSE **The Impact of Gender in the 'Academy'**

Professor Evans in addressing the topic of the impact of gender in the 'Academy' said that we live in changing times. The curriculum of universities has been revolutionised over the last 20 to 30 years with the concept of humans/people meaning males largely disappearing. Although society has been gendered, women must not play 'catch up' with men. Over the years, the hierarchy of higher education has not altered very much. How will women have a voice now and in the future? Many changes are taking place in universities with the world of learning becoming more globally propelled by today's fast-moving technology which is taking ideas outside the university. The way universities operate and are administered does not match this revolution and the diffusion of ideas that is taking place today. Universities are in a new world. Furthermore, the cost of education today will also help to transform higher education. What part will women play and how will women fit in? Women must think not just about where they are now but also where they were going. Women must have a voice in higher education and their agenda must be taken forward, but in a different way. Women must change with the times.

Professor Evans also addressed the fact that in the education sector there exists a culture of restrictive practise including the 'Moses Syndrome' whereby men speak very assertively without putting forward a clear argument. When faced with this, women must challenge and ask them to provide the evidence to support what they are saying. Women have also embraced the 'Good Girl culture' that remains present and is a problem in the universities of today – it is a culture of compliance. The expectations of academics – publication targets, conference attendance, research and teaching - can ruin, not make careers. As Mary Evans said 'Following the rules often builds careers and seldom leads to the kind of creative and original thinking we so need'. Women must, and should, abandon the culture of compliance – they can achieve but they should say 'we do it differently' which is not saying women want 'an easier ride', or that they are second best.

Women must be more creative in their thinking; be more original; refrain from gendering everything; and stop internalising expectations. Women tend to have a 'being good' attitude but must realise that positive attitudes have positive advantages. In the same way as political diversity and diversity of thought are acceptable in most of today's society, women must recognise that dissent and difference is part of our diversity and that it is 'OK' for women to voice the issues they want to see on the public agenda.

Addressing the issue of mobility of universities, Mary Evans asked whether women/parents can participate in evening meetings and functions and in conferences. She was addressing not just geographical mobility but daily mobility as work-life balance is changing. She said that Scandinavia has started to examine these issues and many parents are now linking work and family, not just women but also men. One aim should be to organise equality of access for all in terms of meetings.

Mary Evans went on to say that life is long and that everything does not have to be completed by a certain time – women should think in terms of 'the career of life'. Senior women have made strides in medicine and law but the same problems that have been discussed today still exist in these sectors. Women graduates work in all fields – where do they go and why do they leave academia;

In the discussion 'institutionalised sexism', which impacts particularly on women at different stages of their careers, was examined together with the importance of recognising that there are different ways of working. A key issue that women have to face is whether they want to say they are the 'same' as men or that they want to do things differently. It was felt that women needed to be able to say that they wanted to 'be a woman and have children'. Instead, they suffer from a fear of 'falling behind' if they start a family – this should not be a barrier, it is part of life – it should not be seen as negative but it is, even by women. This has a negative impact even on young girls who are potential future graduates and academics.

The importance of 'being published' was discussed. It was recognised that the publications themselves are not always of a good standard but academics must write to get promotion. Indeed, the pressure to publish has reached new heights.

Summary of First Session - Professor Joy Carter



In summing up Professor Carter emphasised the following:

- The impact of role models, support groups, networking, self-confidence issues; The inclusion of men to bring about change;
- The role of head-hunters;
- The future of universities;
- That children are not barriers;
- The importance of getting women into the 'Academy' at an early stage;
- Thinking in terms of life long careers;
- There are different ways of doing jobs; and
- All sectors share the problems that have been discussed today not just higher education.

She urged that the focus must be on women getting into academia and supporting them particularly at the post-doctoral stage, which is their most insecure period and the point at which many leave academic life. Those academics at the Colloquium were the successful ones, who could undertake mentoring and who have collective conceptualisation.



Second Session

Professor Muriel Robinson, Principal, Bishop Grosseteste University College Lincoln Co-Chair

In introducing the session Professor Robinson pointed out that higher education is female dominated up to a certain point, but it was important to continue to encourage women into the sector.



Professor Teresa Rees, School of Social Sciences, Cardiff University The Career Path of Senior Academics/Gender Mainstreaming

Professor Rees will be joining the staff of Leadership Foundation for Higher Education as one of the Directors in the Autumn. Following six years as a Pro Vice-Chancellor, she is currently on sabbatical and is writing a book about the experiences of senior academic women, for which she asked those present to send her anecdotes about their experiences as leaders in higher education. She summed up the attitude of some women academic leaders by saying that 'they don't want to just be in the Academy, but to rearrange the furniture!' She referred to the European Technology Assessment Network (ETAN) Report on promoting academic excellence in research by mainstreaming gender equality (Osborn et al 2000¹). She said there is a 'leaky pipeline' in women's careers in science at the post-doctoral stage where there is less transparency about recruitment and promotion, particularly in the sciences. Benchmarking and more transparent promotion procedures could help to address this. Equally important were double-blind peer reviewing, and gender audits of committees to ensure that women were represented in finance-related committees.

¹ Osborn, M., Rees, T., Bosch, M., Ebeling, H., Hermann, C., Hilden, J., McLaren, A., Palomba, R., Peltonen, R., Vela, C., Wies, D., Wold, A., Mason, J., and Wenneras, C. (2000) Science Policies in the European Union: Promoting excellence through mainstreaming gender equality Luxembourg: Office for Official Publications of the European Communities
<http://cordis.europa.eu/improving/women/documents.htm>



The ETAN report showed that in the European Union, regardless of the economy of the country or its equal opportunity legislation, men are recruited disproportionately in the higher education sector at every rank and in every discipline. Across the European Union now, moreover, women account for 45 percent of doctorates; yet 20 percent of male academics are professors, while the corresponding rate for women is 7 percent!

Teresa Rees went on to explain 'gender mainstreaming' which is based on the theoretical concept of

the 'politics of difference' and is about embedding a gender dimension into policies, processes, systems and structures. It turns attention away from individuals and their rights, and from groups and their disadvantages, and focuses instead on how policies and practices can, however inadvertently, reproduce patterns of inequality, including on gender issues. Gender mainstreaming aims to promote gender equality in an organisation, in the way it operates and in its culture.

Professor Rees echoed the earlier reference to the USA where recruitment procedures are more sophisticated and more transparent than in the UK and aimed at getting the best possible people for the job, regardless of gender. She went on to say that excellence must be promoted, not gender, and explained that Cardiff University had transparent promotion procedures whereby clear benchmarks had been set, mentoring schemes introduced, policies to counter sexual harassment and bullying in the work place developed and gender audits of all committees implemented, with excellent results.

Concern was expressed that some female Vice-Chancellors in the UK have recently retired but have not been replaced by women. Furthermore, head-hunters can rely on male networks for recommendations. There was agreement that head-hunters need to be 'educated' and at the same time women below the level of Pro Vice-Chancellor, in particular, need to be encouraged to get financial and management experience in order to be selected for senior posts.

**Sarah Hawkes, Policy Adviser, Equality Challenge Unit (ECU),
The Athena SWAN Awards**



Sarah Hawkes explained that the Equality Challenge Unit's Athena SWAN Charter recognition award scheme was established in 2005 to encourage higher education institutions to promote and encourage good employment practice in institutions for women working in science, technology, engineering, medicine and mathematics. Fifty-five from a possible 134 institutions have joined the Charter with 77 institutions and departments having received awards; the Department of Chemistry at the University of York being the only holder to date of a Gold Award. Areas examined by the assessment panels of Athena SWAN include:

- advertising policy;
- transparency;
- appraisal systems (if any);
- communication of ideas;
- career development, mentoring, the availability of flexible and part-time working hours, times of staff meetings, family friendly social meetings.

A post-doctoral forum is available that includes advice on how women can access grants and on schemes which allow women to undertake research. The Athena SWAN awards are having a positive impact in terms of women applying for new posts and are helping to make women 'visible'.

Nicola Dandridge, Chief Executive, UUK - Agenda for the Future

It was agreed that the post-doctoral period acts as the 'Crossroads' for women in academia. Women are reluctant to challenge the status quo. There are many issues that face women particularly those of childcare. Some women avoid confronting these issues while others that have 'overcome the barriers' choose not to share their experiences with other women. Changes are being implemented in the UK with regard to maternity and paternity leave. It is hoped that the UK will follow the example of the USA and some European countries whereby dual career paths are encouraged for both partners in the relationship.



Nicola Dandridge in summing up the meeting posed the question as to 'How are we going to bring all this forward;'

She said that these are deeply complex issues and there are many factors to consider including the fact that many women prefer to remain academics. Was this, she asked a 'real' choice or a 'conditioned' choice;

Nicola Dandridge added that the Athena SWAN Award Scheme is a wonderful programme and should be supported and used.

It was suggested that an evolved 'through the glass ceiling' type network, which dealt with general, personal and institutional issues, could be set up. However, the focus should be senior women in higher education, not the whole agenda. In particular Vice-Chancellors should keep in contact via electronic

networks. A decision should be taken as to how this should be facilitated, possibly via the ECU or UUK

It was agreed that any future action must include engagement with male supporters so as not to be oppositionalist but to encourage working together rather than being divisive. These issues should also be examined internationally, particularly in relation to Europe and the USA as national barriers do not exist now to the same extent they did years ago.

Marianne Haslegrave returned to the question of head-hunters. Whilst the head-hunters must be 'educated', they also need to know who the senior women academics are who could fill the senior posts in our universities and colleges. In turn, women also need to acquire the skills that lead to promotion and to be given examples of success stories - information that could be researched in IFUW member countries. It was necessary to move away from the tendency in the UK to stream and compartmentalise everything.

The meeting returned to the theme of 'conceptualising a reality', the next step in making decisions as to what women want and what their aims are. Nevertheless account must be taken of the reality that a woman's role as a mother is not a barrier, but a part of her life, which ultimately enriches the lives of everyone.

Close of Day

The day concluded at 5.00pm with Muriel Robinson thanking all the participants. Thanks were extended to Marianne Haslegrave who initiated the idea of the Colloquium and to Anna Frost for organising the event.



Report:

Marianne Haslegrave, Anna Frost

Photographs:

Richard Huggard



**BRITISH FEDERATION OF WOMEN GRADUATES
COLLOQUIUM
WEDNESDAY, 11 MAY 2011
THE SENATE ROOM, SENATE HOUSE,
UNIVERSITY OF LONDON**

PROGRAMME

Female Leadership in Higher Education: Overcoming the Barriers 1 real or imagined?

12.30pm - 1.30pm	Lunch in the Jessel Room
1.30pm - 1.40pm	Welcome and Introduction Marianne Haslegrave, IFUW and BFWG President
1.45pm – 2.15pm	Identifying the Barriers/the ‘Through the Glass Ceiling’ Network Professor Elaine Thomas Vice-Chancellor, University for the Creative Arts
2.15pm – 3.00pm	The Impact of Gender in the ‘Academy’ Professor Mary Evans The Gender Institute, London School of Economics & Political Science
3.00pm – 3.30pm	Tea and Networking – the Jessel Room
3.30pm – 4.15pm	The Career Path of Senior Academics/Gender Mainstreaming Professor Teresa Rees, School of Social Sciences, University of Cardiff 4.15pm –
4.3 5pm	Agenda for the Future; to include the Athena SWAN Awards Sarah Hawkes, Senior Policy Adviser, Equality Challenge Unit 4.35pm –
5.00pm	Summary and Close of Discussion Nicola Dandridge, Chief Executive, Universities UK Co-Chairs - Professor Joy Carter and Professor Muriel Robinson

Notes

Presenters/Co-Chairs/The Venue

Professor Joy Carter

Professor Joy Carter was appointed Vice-Chancellor of the University of Winchester in 2006. Prior to joining the University, Professor Carter was a Pro Vice-Chancellor (Academic) at the University of Glamorgan. Joy is a Fellow of the Geological Society and a Chartered Geologist and has just stepped down as International President of the Society for Environmental Geochemistry and Health. She is a Board Member of Universities UK and GuildHE and she is on the Executive of the Cathedrals Group. National roles include membership of the Ministerial Advisory Group in Further Education and Skills and Chair of the Universities Vocational Awards Council.

(www.winchester.ac.uk)

Nicola Dandridge

Nicola Dandridge is Chief Executive of Universities UK (UUK) which represents the UK's universities with the aim of providing high quality leadership and support to its members to promote a successful and diverse higher education sector. Nicola became Chief Executive of UUK in 2009 and was previously Chief Executive of the Equality Challenge Unit. Nicola is a lawyer qualified in both England and Scotland and specialised in equal opportunities and employment law.

(www.universitiesuk.ac.uk)

Professor Mary Evans

Professor Mary Evans is a LSE Centennial Professor attached to the Gender Institute until 2013. Prior to joining the London School of Economics & Political Science as a visiting Fellow, she taught Women's Studies and Sociology at the University of Kent and in 1992 was made the first Professor of Women's Studies in the UK. Much of Professor Evans' work has been interdisciplinary and has crossed the boundaries between the Social Sciences and the Humanities. Her published work includes research on the general constraints on contemporary British academics and the gender divisions that exist within our universities.

(www2.lse.ac.uk/genderinstitute)

Sarah Hawkes

Sarah Hawkes is a Senior Policy Adviser at the Equality Challenge Unit with responsibility for the Athena SWAN Awards. Prior to this appointment, Sarah worked as project co-ordinator of the Women's Advancement Initiative at King's College London, researching and coordinating the development of a number of inter-related projects to support the career progression of female academics. Sarah holds an MSc in Political Sociology from the London School of Economics and Political Science.

(www.ecu.ac.uk)

Professor Teresa Rees CBE

Professor Teresa Rees was a Pro Vice-Chancellor at Cardiff University from 2004-2010 and has been a Professor at the Cardiff School of Social Sciences since 2000 and previously at the School for Policy Studies at Bristol University. Her research interests include inequalities and gender mainstreaming, women and science policy in Europe and higher education funding policy. Professor Rees is a member of the HEFCE Equality and Diversity Advisory Group and was a member of the Steering Group to set up the Equality and Human Rights Commission and of the National Equality Panel. In 2003 she was awarded the CBE for services to higher education and equal opportunities.

(www.cardiff.ac.uk)

Professor Muriel Robinson

Professor Muriel Robinson is the Principal of Bishop Grosseteste University College Lincoln. She has previously worked in higher education in Brighton and Birmingham as well as in primary school education in London. Her research interests are in the area of digital cultures and new media. Other professional roles include Vice Chair of GuildHE, a Trustee of the Colleges and Universities of the Anglican Communion and a member of the General Teaching Council and of the Lincolnshire Assembly Executive.

(www.bishopg.ac.uk)

Professor Elaine Thomas

Professor Elaine Thomas is Vice-Chancellor of the University for the Creative Arts, Surrey. She was previously Rector of the University and Director of the Surrey Institute of Art and Design, University College and held senior management positions at the University of Ulster and Sheffield Hallam University. She is a Board member of the Quality Assurance Agency and of the Leadership Foundation for Higher Education. Elaine is a member of GuildHE, the UK Arts and Design Institutions Association and the Council for industry and Higher Education. She is also a member of the Burgess Implementation Steering Group which looks at ways of measuring and recording student achievement. A practising Fine Artist, Elaine also has experience in arts and museum policy.

(www.uca.ac.uk)

About the Venue - Senate House, London

Senate House is the administrative centre of the University of London, situated in the heart of Bloomsbury, London. The main building contains the administrative offices of the University including the offices of the Chancellor and Vice-Chancellor of the University as well as the entire collection of the Senate House Library (formerly known as the University of London Library), archives and seven research institutes. The Art Deco building was constructed between 1932 and 1937. William Beveridge, who held the post of Vice-Chancellor of the University for a time, described Senate House as 'A great architectural feature An academic island in swirling tides of traffic, a world of learning in a world of affairs'.

The Senate Room and Jessel Rooms (together with the Court Room) were built to be the premier meeting rooms of the governing bodies of the University: the Senate and the Court. These rooms with fine portraits, wood panelling and high windows fill the rooms with a sense of history and occasion.



BRIEF NOTES ON ALL GUESTS - COLLOQUIUM 11 MAY 2011

Dr. Alexandra Blakemore

School of Public Health, Imperial College, University of London

Reader in Human Molecular Genetics

Chair of BFWG Academic Awards Committee which makes financial awards for academic excellence to women research students entering into their final year of PhD study.

Professor Tanya Byron

Chancellor, Edge Hill University, Lancashire

Psychological clinician, journalist, author, broadcaster

First Chancellor of Edge Hill University which was granted university status in 2006

Professor Joy Carter

Vice-Chancellor of the University of Winchester. Prior to joining the University was a Pro Vice-Chancellor (Academic) at the University of Glamorgan. She is a Board Member of Universities UK and GuildHE and she is on the Executive of the Cathedrals Group. National roles include membership of the Ministerial Advisory Group in Further Education and Skills and Chair of the Universities Vocational Awards Council.

Nicola Dandridge

Chief Executive of Universities UK (UUK) which represents the UK's universities with the aim of providing high quality leadership and support to its members to promote a successful and diverse higher education sector. Previously, Chief Executive of the Equality Challenge Unit. Lawyer qualified in both England and Scotland and specialised in equal opportunities and employment law.

Professor Mary Evans

LSE Centennial Professor attached to the Gender Institute until 2013. Prior to joining the London School of Economics & Political Science as a visiting Fellow, she taught Women's Studies and Sociology at the University of Kent. First professor of Women's Studies in the UK. Research: interdisciplinary and has crossed the boundaries between the Social Sciences and the Humanities. Published work includes research on the general constraints on contemporary British academics and the gender divisions that exist within our universities.

Dorothy Garland

Director of Professional Networks, Association of Commonwealth Universities. Oldest and one of the largest inter-university networks in the world. Innovative programmes to meet the needs of today's universities; fosters collaboration between developed and developing country universities.

Dame Julia Goodfellow DBE CBE

Vice-Chancellor of the University of Kent, Board member of UUK. University of Kent is the UK's European University and has a campus in Brussels. Scientific career. Dame Julia was the first female Chief Executive of any of the UK's Research Councils.

Dr. Janet Hanson

Policy Adviser – Higher Education Better Regulation Group (UUK)

Supports regulation in the higher education sector. Promotes positive regulation that is transparent, accountable, proportionate, consistent and targeted where action is needed.

Sarah Hawkes

Sarah Hawkes is a Senior Policy Adviser at the Equality Challenge Unit with responsibility for the Athena SWAN Awards*. She has worked as project co-ordinator of the Women's Advancement Initiative at

King's College London, researching and coordinating the development of a number of inter-related projects to support the career progression of female academics.

* Athena SWAN Awards - A membership and awards scheme to promote and recognise good employment practice for women working in Science, Technology, Engineering, Medicine and Mathematics). ECU works to further and support equality and diversity for staff and students in higher education across the UK

Dr. Helen James C Eng FIMechE

Chartered engineer and prior to working in higher and further education, worked in the shipbuilding, armaments and space industries. Primary interests: higher education, Science, Technology, Engineering and Mathematics (STEM) and widening access to education. 2005 Welsh Woman of the Year for Science and Technology.

Professor Sue Law

Director of Academic Practice – The Higher Education Academy. She has strategic responsibility for the Academy's work in relation to raising the status of teaching and the use of evidence in enhancing professional practice. The Academy supports the sector in providing the best possible learning experience for all students. Develops and disseminates evidence-informed practice and acts as an independent broker to facilitate the sharing of expertise.

Valerie Marshall

Deputy Chair – Committee of University Chairs

Representative body for the Chairs of UK universities.

Dr. Maureen Meikle

Head of Humanities, Leeds Trinity University College Attending in place of Professor Freda Bridge, Vice-Chancellor

Professor Gill Nicholls

Deputy Vice-Chancellor, University of Surrey. Was Pro Vice-Chancellor of Salford and Durham Universities. Research includes higher education policy, professional development, teaching and learning environments.

Professor Margaret Noble

Principal, University College, Plymouth. Background: Urban History and Geography. Current research: assessing the impact of widening participation initiatives and work-based learning and employer engagement.

Professor Teresa Rees CBE

Pro Vice-Chancellor at Cardiff University from 2004-2010 and has been a Professor at the Cardiff School of Social Sciences since 2000. Previously at the School for Policy Studies at Bristol University. Research interests include inequalities and gender mainstreaming, women and science policy in Europe and higher education funding policy. Member of the HEFCE Equality and Diversity Advisory Group and was a member of the Steering Group to set up the Equality and Human Rights Commission and of the National Equality Panel.

Professor Muriel Robinson

Principal of Bishop Grosseteste University College Lincoln. She has previously worked in higher education in Brighton and Birmingham as well as in primary school education in London. Research interests are in the area of digital cultures and new media. Other professional roles include Vice Chair of GuildHE, a Trustee of the Colleges and Universities of the Anglican Communion and a member of the General Teaching Council.

Dr. Lesley Rollason

Head of Policy and Planning – Effective Business Unit
University of Staffordshire

Professor Elizabeth Slater

School of Archaeology, Classics and Egyptology. Honorary Senior Research Fellow – University of Liverpool. Chair of the Board of Trustees of the BFWG Charitable Foundation which offers grants to women in their final year of a PhD or DPhil.

Professor Elaine Thomas

Vice-Chancellor of the University for the Creative Arts, Surrey. Previously, Rector of the University and Director of the Surrey Institute of Art and Design, University College and held senior management positions at the University of Ulster and Sheffield Hallam University. Board member of the Quality Assurance Agency and of the Leadership Foundation for Higher Education. Member of GuildHE, the UK Arts and Design Institutions Association and the Council for industry and Higher Education. Member of the Burgess Implementation Steering Group which looks at ways of measuring and recording student achievement.

Professor Christine Williams

Pro Vice-Chancellor University of Reading (Research and Innovation).
Previously, Pro Vice-Chancellor (Enterprise).

BFWG Press Release: *Leading academics to “challenge” gender barriers in higher education*

Britain’s leading women academics are to this week debate the barriers faced by women in the higher education sector at a British Federation of Women Graduates (BFWG) Colloquium - Female Leadership in Higher Education: Overcoming the Barriers – real or imagined;

Recent figures from the Higher Education Statistics Authority show that of the 181595 academic staff in UK institutions in 2009, 79900 were women, though only 3,320 (19.1 per cent) were employed as professors.

The Colloquium, which takes place on May 11 at Senate House in London, will see some of the UK’s leading women academics discuss the barriers faced by women in higher education and what the next steps need to be.

Marianne Haslegrave, International Federation of University Women and BFWG President, says:

“Rather than simply be a talking shop to share our individual challenges, the Colloquium is designed to look at the barriers all women face in academia.

“Clearly, as statistics show, there are barriers. The Colloquium can act as a starting point for how we overcome and challenge those barriers. Sadly, there is still a sense that academia is male dominated, which has a knock on effect for the potential higher education stars of tomorrow.

“The speakers attending will provide rich content which we hope will invigorate further debate on this important topic. The UK’s higher education sector has a great deal to be proud of, but in terms of how the profession is made up there remains work to be done.

“Attention has been largely focused on the changing landscape of how higher education is funded, but there also needs to be a change in ensuring the sector is more representative and that a wider pool of talent is tapped into.”

Guest speakers at the event include:

- Professor Mary Evans - The Gender Institute, London School of Economics & Political Science B Professor Teresa Rees - School of Social Sciences, University of Cardiff
- Professor Elaine Thomas, Vice-Chancellor of the University for the Creative Arts, Surrey. B Nicola Dandridge, Chief Executive, Universities UK

To find out more about the event visit

http://bfwg.org.uk/bfwg5/index.php?option=com_content&view=article&id=211:colloquium&catid=1:latest-news

Ends

Notes to editors:

The British Federation of Women Graduates (BFWG) is an organisation of women with degrees or equivalent qualifications working to:

- promote women’s opportunities in education and public life;
- improve the lives of women and girls worldwide.
- foster local, national and international friendship; and
- BFWG collaborates with other organisations and is a member of the Six-O Group of the largest women’s organisations.

BFWG is the voice of women graduates in England and Wales and communicates its views to Government at the annual Westminster Seminar and also by Members lobbying their MPs after Resolutions are adopted at the National AGM. Through IFUW's consultative status at the United Nations and through UWE in Council of Europe BFWG also makes its concerns heard in the international and European arenas.

Contact details: Marianne Haslegrave IFUW/BFWG President: mhlcommat.org

Tel: 07767 313032

or

Anna Frost BFWG Vice-President/event organiser: afrostlbfgw.org.uk/

Tel: 07507 020625

www.bfwg.org.uk

10.05.2011

Times Higher Education: '*Good girls*' don't rise to the top

19 May 2011

By Matthew Reisz

Women told to be more assertive when scaling the barriers of sexism, writes Matthew Reisz

Female academics would be aided by the introduction of gender-blind peer review and an end to the culture of compliant "good girls" in higher education, a conference has heard.

The argument was set out last week at a British Federation of Women Graduates colloquium on "female leadership in higher education", at which Elaine Thomas, vice-chancellor of the University for the Creative Arts, paid tribute to the work of the now-defunct "Through the Glass Ceiling" network, which was set up in 1991.

It was about this time that she had become a dean of faculty, she said, and "truly entered a world of men in suits". The leadership courses of the time were either militaristic or, when aimed at women, soft-centred, with participants asked to describe their favourite colours or goddesses, she recalled.

The network, by contrast, had proved a breath of fresh air, pinpointing role models and networks. It had also helped overcome low expectations, where women did not put themselves forward despite "seeing confident but mediocre men rising to the top".

Although things had changed greatly, Professor Thomas said, she worried that we had now reached a plateau.

Meanwhile, Mary Evans, centennial professor in the Gender Institute at the London School of Economics, said the curriculum has been "revolutionised" over the past 20 to 30 years. Yet when ideas and universities were changing so fast, it was crucial that "women don't just play catch-up and try to occupy the positions that men have today".

Universities were full of men suffering from "Moses syndrome", according to Professor Evans, which consisted of "speaking very assertively without argument". Women, she advised, should avoid becoming "good girls" who embraced "a culture of compliance" because "following rules often breaks rather than builds careers, and seldom leads to the kind of creative and original thinking we so need".

The colloquium also heard of the practical barriers many women faced, such as parental responsibility, and the way that the publication requirements of the research excellence framework could be seen as institutionalised sexism.

Teresa Rees, pro vice-chancellor (research) at Cardiff University, said that across Europe 45 per cent of PhDs are done by women, yet 20 per cent of male academics are top-grade professors while the corresponding rate for women is only 7 per cent.

The pipeline tended to leak at the postdoctoral stage, where hiring decisions were often in the hands of individual professors, she said, but benchmarking and more transparent promotion procedures could help address this. Equally important, she said, were double-blind peer review and gender audits of committees, particularly to ensure that women were represented in finance.

matthew.reisz@tsleducation.com.

BRITISH FEDERATION of WOMEN GRADUATES

Affiliated to IFUW: International Federation of University Women

BFWG 1 the Voice of Graduate Women

The British Federation of Graduates (BFWG) is the voice of women graduates in England and Wales. It is an organisation of women with degrees or equivalent qualifications working to promote: lifelong education for women and girls; women's opportunities in public life; better lives for women and girls worldwide; and local, national and international friendship.

BFWG works through: its local associations and regions; national level activities; the International Federation of University Women (IFUW); and the University Women of Europe (UWE).

Founded in 1907, BFWG has been providing Scholarships for women in their final year of study for a PhD since 1912. Its wholly owned subsidiary charity, Funds for Women Graduates (FfWG), makes awards to help women graduates while undertaking postgraduate study or research. BFWG collaborates with other organisations and is a member of the Six-O Group of the largest women's organisations.

Through IFUW's Consultative Status at the United Nations and through UWE in the Council of Europe, BFWG also makes its concerns heard in the International and European arenas.

BFWG

4 Mandeville Courtyard
142 Battersea Park Road
London SW11 4NB

United Kingdom

Telephone: 020 7498 8037

Email: office@bfgw.org.uk

www.bfgw.org.uk

A Company Limited by Guarantee: Registered No. 278795
Educational Scholarship Registered Charity No. 273043

Appendix 3

Papers from the Colloquium in Nigeria

PAPERS FROM THE COLLOQUIUM HELD IN NIGERIA

(a) “Overcoming Family Challenges for Effective Female Leadership in Higher Institutions”

Professor Nancy Agbe, former Vice-Chancellor of the University of Mkar

Preamble

Every living being, irrespective of gender, is endowed with some innate potentials which must be discovered and harnessed for the development of all sectors of the economy. Meeting this expectation is founded on the acquisition of knowledge through proper education of all citizens, males and females alike. Education is fundamentally aimed at the development of the self and intellect, without any prejudicial considerations particularly in relation to one's sex. Both females and males should have the privilege of discovering their innate potentials and exploring them for the growth of the social system.

We are aware that until recently, girl-child education was greatly hindered in the process of discovering someone's potential in education. Women were, in many communities, brutally refused access to higher education or any education at all because of some cultural or social mindset of society in general and the men in particular which led to serious discriminatory practices against women's education. Of course, we know that education is a key to getting work and good positions at work, including rising to leadership positions and if you are denied a good level of education, it means you will never achieve leadership positions. Women have struggled, and with the support of the global community have made tremendous progress, including rising to leadership positions.

However, we are aware, very aware, of unique challenges that women face, a combination of social and cultural stereotyping, gender bias and family demands. This has made it difficult for females to contribute fully to nation-building. There are examples everywhere of these challenges. In China, while economic reform has created a miracle, researchers find that female workers are more likely to fall victim to the so-called agony of reform. Women are the first to be considered surplus. In Arizona, a proposed law could allow employers the right to fire female workers for using birth control pills. You will agree that this is intruding into the private and family life of women.

According to Forbes magazine, 78% of working women in 2009 reported doing most of the domestic work at home. Yet women are not likely to take paid time-off or control their work hours as their male colleagues do. Again, in deeply sexist global economic systems, any act of mistreatment can be meted out to the female worker to discourage any desire in her to rise to executive positions. In America, even as late as 1995, there was a phenomenon referred to as a “glass ceiling” in which a woman rises only so far in management and no further.

However, much has happened over the years and women have made a lot of progress in education so that today, we have many female professors and PhD holders. With this change, a number of women have held leadership positions in universities and other tertiary institutions worldwide. They have been Presidents, Vice-Presidents (as in America), Vice-Chancellors, Registrars of universities and other higher education institutions. Even though there has been improvement in the involvement of women, more needs to be done. This is because women's leadership in higher education will help strengthen the values and capacities of the coming generation of leaders to develop resilience in handling social conflicts and pressures. In many countries, special efforts have been made to nurture women's leadership in higher education. In India, some women's universities and colleges have contributed to the development of women's leadership in higher education. The plan is to get as many women as possible to obtain PhDs, for the higher they go in education; the more likely they are to occupy leadership positions.

With this rise, come challenges that confront women and if they are to make a success of these opportunities, they have to develop strategies to overcome such challenges. This is compounded by the fact that women have multifaceted roles to play.

In this paper therefore, we shall identify a few of the roles that women have which pose challenges to them and then identify coping or overcoming strategies. These roles include Wife, Mother and Worker.

The Female Leader as Wife

A woman attaches a lot of importance to her family. In fact, it is the first thing in her life. If she is asked to prioritise work and family, I am almost sure she will put family first. Decades ago a woman with family would either prefer to rear a family, or be told to stay at home, instead of working. I am not talking about recent deepening globalisation processes where people marry for convenience. Work related migration and marriage is becoming common. This is a situation which is contracted for the purpose of visa applications so that a woman can travel to a foreign country and be employed.

Industrialisation has thrown up demands that make it necessary for wives to work to augment the husbands' income. For females in leadership positions, work goes beyond support; it provides a sense of fulfilment that they too are able to contribute to nation-building. Women have therefore advanced speedily and today even in Nigeria we talk of female Vice-Chancellors, Registrars, Deans, Directors, Provosts of Colleges etc. Does this insulate them from the chore of being housewives? No: they still have to take care of their homes and this includes their husbands. Even though much has changed, they are still associated with images of brooms and dust pans, mops and pails, aprons and stoves, pots and pans. All this stems from stereotyping. If the female in leadership is unfortunate to have a husband who is afraid of her success, he makes sure that she feels more or less like a slave. He makes it a rule that she must serve his food, office schedules notwithstanding.

Because stereotyping with regard to women has such deeply embedded religious, cultural and environmental roots, it is not a problem that can be eliminated overnight. As more and more women enter into the political arena, however, society's exposure to women who do not fit into traditional stereotyped roles and identities will also increase. As women continue to move forward, challenging predefined beliefs about their roles, society will be forced to re-evaluate ideas about women in leadership roles.

Motherhood and Challenges in Leadership

There is still a lot of stereotyping of women even in leadership positions. The effects of stereotyping women in leadership roles include a lack of women willing to face the challenge and problems associated with being stereotyped, thus reducing the number of women in such positions. And a lack of women in leadership roles results in lack of true governmental representation for at least half the population and creates a stigma absorbed by young girls and women about who they are and where they belong in the society. We appreciate the First Lady of Nigeria for her aggressive campaign for inclusion of women in governance which saw thirteen women in government as Ministers for the first time in the history of Nigeria.

Nonetheless, thanks to gender roles, women even in leadership positions are still perceived as having the primary responsibility for taking care of home and family. They go through the stress of child bearing and rearing. A female leader is faced with this mother role and official responsibilities. Trying to balance motherhood and career at all is a struggle that every working mother faces. Mothers seeking leadership positions are often stereotyped as mothers first and leaders second. This perception leads to the assumption that women with children will not work longer hours, have to leave early due to child illness or activities and will be constantly torn between work and family responsibilities. No matter how hard they work, they are perceived as not working hard enough, yet at the same time, when they do demonstrate commitment and effort, they are perceived as unlikable and selfish.

Another leadership challenge is that co-leaders and employees believe mothers to be more emotional than men. With leadership roles demanding a level of toughness, mothers are thought unable to be tough in the work place. They are perceived to be "softies" and more ready to cry on the job than men. It is also perceived that, they are unable to handle vast amounts of pressure or stress (Kerry, 2003). This stereotyping notwithstanding, women armed with the knowledge of the power of those stereotypes and

attitudes can be prepared to combat them head-on. There is no doubt that a female leader will be torn between her leadership role and motherhood role if she does not resolve to be a success on both fronts.

Work Expectations

So much is expected of a female leader in her work place that it implies she has to work harder than her male counterpart to prove that she can lead as well as manage stereotyping perceptions.

Competence is perceived in the light of gender. In higher institutions particularly, many students think a female Vice-Chancellor or Registrar cannot cope with them. But Kerry (2003) argues that having a child may strengthen management skills, since a mother or a woman in leadership learns to link mothering to nurturing of employees and motivates them to do their best. In the work place, men are seen as authoritative, ambitious and assertive while women are seen as humble, nurturing and focused on relationships. If a woman acts in ways different from this, then she is labelled as aggressive and ruthless.

Women therefore, make a lot of personal sacrifices in order to succeed in their leadership roles. These include time for themselves, time with their spouses and children, their ageing parents, other members of the family and friends. In spite of this, work place culture can be the biggest hindrance to them. Many corporations and institutions which do not support women lose many talented and experience leaders.

Suggested Strategies for Overcoming Challenges

Barriers against female leaders' effectiveness are myriad and I am sure other presenters will address as many as they can. But should we sit down and not aspire to leadership positions? In fact it is interesting to note that even in the 21st century, women leaders are still scarce in the corridors of the university and other tertiary institutions. In Nigeria for instance, out of 124 Vice-Chancellors, there are less than 10 or just about 10 females, and the same applies to Registrars and Provosts of Colleges.

Once we are there, we must adopt strategies that will help us to be effective, so that the younger women following us will also get an opportunity to rise to executive positions. I say this because if we fail, they will not have an opportunity again. It will be common knowledge that women do not perform well. No one will consider the enormous challenges that we face.

Loyalty and Humility. For effective female leadership in higher institutions or in corporations women leaders must be determined to be loyal to their families first and then to their employers or organisations. This applies particularly to females who are married. Your spouse and children (if any) must take priority in your life. Your allegiance is first to your family. Showing respect for your spouse, for instance, creates a home front that is supportive, co-operative and in fact conducive for you to go out there and achieve exploits. Remain humble: humility is a strength and not a weakness as some think.

You are wrong if you think you have become the head of your family because you are a Vice-Chancellor or Registrar. Humility is the key to effective leadership. You are a failure if you want to dominate people. At work, you have to use the whole-person model advocated by Stephen R. Covey in his book *The Eighth Habit: From Effectiveness to Greatness* (The Free Press, 2005). This involves mind, spirit body and soul. It means allowing people to be fully engaged and not be made to just wait and be told what to do. People like to use their initiative. You must not be the leader who knows all. Leadership that is effective empowers, pathfinds, aligns and models. This leads to organisational greatness. The female leader who is successful on both the home and professional fronts will surely be effective.

Setting Goals. You cannot be a leader saddled with uncommon challenges and afford to get up every day without any plans to attend to systematically and think you will be effective. Goal setting involves establishing specific, measurable, achievable, and realistic and time-targeted results you want to achieve. These anticipated results guide your actions and reactions. Goal setting is a very powerful technique that can improve all areas of your life. It allows you to choose where you want to go in life. By knowing exactly what you want to do, you know what you have to concentrate on and improve, and what is merely a distraction. Goal setting gives you long term vision and short term motivation.

It also helps you to organise your resources e.g. time, finance, care etc. you must set goals that will reflect what you want to achieve as a leader, wife and mother. In fact, without goal setting there is no direction, and it may surprise you that though you are well educated and in leadership position, day after day you are

not able to identify in concrete term what you have achieved. Goal setting will help to put every front in perspective so that neither your home nor career suffers. This calls for discipline.

Discipline. I like to state categorically that without discipline there is no character. Without character, you cannot be an effective leader. Without discipline, you may set up plausible goals but will not be able to pursue them to the end. Without discipline, people tend to follow their natural desires: you may want to lead by domination, leave the home front uncared for and even neglect your work.

Discipline, particularly self-discipline, is essential if we are to succeed at anything in life. The philosopher Bertrand Russell once said, “Nothing of importance is ever achieved without discipline.” For a female leader this is absolutely necessary, otherwise she will not be able to attain the balance very much needed between home and work. Discipline will make you humble. You must be diligent in everything you do, pursue diligence. Diligence is steadfast application to an undertaking, assiduousness, and industry – the virtue of hard work rather than the sin of sloth. A female leader who is diligent is conscientious in her duties at home and work. You need to be consistent in doing the things you need to do. Your household will call you blessed while at work, and as well you will be a trail blazer.

You know that when the home front is not peaceful the work suffers and that leads to ineffectiveness. You must practice self-control, which means going without instant gratification and pleasure in favour of a greater gain or more satisfying results later on. You will discover that discipline helps you to develop a life-style that is more orderly and less stressful. You feel good about yourself, you are more productive, have increased self-confidence, self-esteem and inner strength. You are able to stick with decisions you make and follow them through.

Conclusion

As Rajesh Tandon, activist on gender issues and founder of the Society for Participatory Research in Asia, has said,² it is a common lament that women have to juggle the demands of career and family with constant criticisms from both sides for failure to achieve perfection. For women leaders, the constant struggle to balance their responsibilities in their professional and personal lives can be overwhelming, especially because of the lack of support from various fronts. Family challenges may continue to appear and each family has its own challenges but to overcome these challenges, you must have the “never quit” attitude in life. Building and developing the leadership of women is the best way to ensure a future for our society.

² “Women’s Leadership in Higher Institutions”. Blog from The President’s Desk, 17 March, 2012. www.pria.org

(b) “Socio-Cultural Barriers to Female Leadership in Higher Education”

Professor Charity Ashimem Angya, Vice-Chancellor, Benue State University, Makurdi

Higher education continues to experience low female representation in higher education management. The difference in African and Western climes is not significant, though changes can be seen at a faster rate in Western countries. Women account for the large number of teachers at the primary level. Professionally as women ascend the ladder of higher education management, the numbers change to favour men over women. A number of reasons may account for the slow change in women involvement in managing higher education. J.M. Kiamba (2008),³ for example, lists reasons that militate against women’s leadership in general and I consider higher education as contending with similar scenarios.

Among other socio cultural issues, one can include: Culture and cultural expectations; how to balance between work and family; stress as experienced differently by men and women, the risk of being labelled, risks of breaking up the family. The key to the above summation is the understanding that leadership from historical to contemporary times has always carried the notion of masculinity (Kiamba, 2008). In discussing this notion further, it is only pertinent to look at leadership traits as enunciated in a number of leading articles on leadership. These traits include effective communication, task completion, responsibility, problem solving, originality, decision-making, action taking, vision, self-awareness, confidence, experience and power. These traits are universal and apply to both women and men. In terms of leadership style, however, it is clear that male leadership styles predominate and are regarded as the more acceptable styles of leadership (Kiamba, 2008). According to Eaglay and Johnson (as cited in de la Rey, 2009)⁴ women lead differently from men. Women’s approach is described as more participatory; democratic; giving allowances for power and information sharing; more sensitive; more nurturing; focusing on relationships and delegating more than men (to enable others to make a contribution).

The stated qualities of female leadership may not apply to every case of female leadership but this tends to be the norm. In a number of cases, women in order to get accepted, tend to adopt the more masculine style of leadership. According to Growe and Montgomery (2000) the difference evidenced in male and female leadership lies in the different perceptions of leadership: men see leadership as leading; women see it as facilitating.⁵ I think that there are exceptions and cultural as well as socio-economic issues that may also influence how men and women view and understand leadership. As earlier stated, a number of women leaders when allowed into the hallowed precincts of leadership begin to adopt the male perception and attitude in order to gain acceptance, feeling that power as understood in the patriarchal sense attracts respect and produces results.

Whether this perception is true has been contested by some research findings. Growe and Montgomery (2000) assert that women managed institutions better than men. This was deduced from the quality of pupil learning and professional performance of students as determinants.

Where are the Women?

In a study on higher education conducted in five Nigerian institutions (Angya and Asen, 2012)⁶ a pattern could be seen which reflects the fact that women are increasingly accessing higher education but their numbers do not correspond with their presence in the upper echelons of higher education management.

³ Kiamba, Josephine M. (2008). “Women and Leadership Positions: Social and Cultural Barriers to Success”. Wagadu, V.6, 2008 *Special Issue: Women’s Activism for Gender Equality in Africa*.

⁴ De La Rey, L. (2005). “Gender Issues and Leadership”. *Agenda*, No. 49, 66-70.

⁵ Growe, R. and P. Montgomery (2000). “Women and the Leadership Paradigm: Bridging the Gender Gap”. National Forum, *The Phi Kappa Phi Journal*, 17E, 1-10.

⁶ Angya C.A. & R. Asen (2012). “Women and Higher Education in Nigeria”. In *Going Global*, (eds) Stiasny, Mary and Tin, Gore Bigley. Emerald Group Publishers Ltd.

In a number of institutions, in some disciplines in the Humanities, women were on par with men and in some cases even exceeded their numbers while the natural sciences as well as technology continued to experience low female enrolment. The increase in women's access has not translated into visibility in higher academic circles. According to Grove and Montgomery (2000) women receive little or no encouragement to seek leadership positions. The perception that leadership is a male enclave has continued to deprive those females in a position to seek leadership of encouragement to take the initiative.

Grove and Montgomery (2000) further assert that women manage conflicts better, have better listening skills, show more tolerance and empathy than men. And yet these skills are hardly perceived as critical to breaking the glass ceiling. Rather, women are seen as basically homemakers and therefore more suited to the private rather than public sphere. Women themselves tend to identify with the labelling that reduces them to stereotypes. The picture of the little woman simply content to spend time in the home without any other contribution to societal development continues to be expressed as an overriding sentiment when women want to break the glass ceiling. This picture does not reflect the present day reality of women contributing to the income in the home and increasingly being the breadwinner. There are increasing numbers of female-headed households as well as situations in which the female becomes the major income earner due to shifting economic and social factors.

The argument in the past was that the female clamour for entrance into decision-making could not be matched by merit or eligibility. But the number of highly educated females has changed in recent times for the better and therefore there is a need to deliberately make a place for women. Gwendolyn Mikell (1997) contends that contemporary African women walk a political/gender tightrope (and this includes a leadership and gender tightrope).⁷ African women contend with a myriad of issues. Kiamba (2008) asserts that African women are concerned about economic and political problems as well as how to affirm their identities.

In our institutions, culture and cultural expectations play a large role in determining presence and absence. In explaining the roles institutions play in limiting women's participation in management, Mikell (1997) explains that when women join institutions that reflect the dominant male society, they either conform or get assimilated into that culture. Leadership therefore remains a male defined concept and practice and determination of the female entrant into the hallowed walls of decision-making becomes a critical determinant of survival. More disturbing is Mikell's (1997) contention that less latitude is given to women to make mistakes. In other words, the stakes for succeeding in leadership are higher for females than males.

The burden placed on female leaders, the constant scrutiny of their actions and the misconceptions concerning leadership positions and actions take a toll on women and make them susceptible to conforming to leadership as expected in patriarchal a society. Failure to conform becomes a challenge to the dominant culture and a sore point that takes an emotional and physical toll on women in leadership. What then are the socio-cultural barriers to higher education leadership?

Socio-Cultural Barriers to Female Leadership

To handle a topic as wide as this calls for an understanding of what could constitute a barrier. Different societies have different cultures and within cultures there can exist sub-cultures as well as institutional and organisational cultures. All these work within a prevailing culture that defines the various patterns of how business is carried out, depending on the specificity of the issue in question.

The patriarchal system has dominated world culture and has a pervasive influence in many ways, perceptible as custom, belief, prevailing atmosphere as well as pre-determined attitudes difficult to change. Grove and Montgomery (2000) assert that prevailing histories and cultures assign women a secondary place. In Africa, the continuation of this viewpoint as the prevailing concept seems to explain the low place of the women in society in general and their near absence in decision-making. The patriarchal system is seen as the underlying barrier preventing women from moving into leadership positions. It has earlier been

⁷ Mikell, Gwendolyn (1997). "Introduction". *African Feminism: The Politics of Survival in Sub-Saharan Africa*. Ed. G. Mikell. Pennsylvania: University of Pennsylvania Press. pp.1-36..

stated that the lack of education that had earlier been seen as a major obstacle has changed over time to reflect growing numbers of qualified women even though the higher educational status has not corresponded with the numbers in administration. The prevailing patriarchal culture therefore becomes the basic explanation for the low numbers of women in key leadership positions. Nigeria currently has 124 universities and only about five are headed by females.

Other issues that militate against women can be seen as rising from the prevailing male dominated world view:

(1) Who owns the decision-making process and participation? Men are the key actors in decision-making and they would prefer the *status quo* to remain. The regulations, the entire process and the criteria of selection are all defined from the perspective of males who speak the same body language, understand how power works and have the social networks to continue to perpetuate the status quo.

(2) Low Status of Women. One of the difficult impressions to erase is that of low perception of women's capabilities, as well as a dismissal of their presence as crucial to decision-making. A number of institutions perpetuate in subtle ways messages that continue to place the woman in second place. Some of these institutions include traditions and histories, religions, the media, language, cultural norms, to mention just a few. Some of the messages are overt while others are subtle and even more insidious. Women themselves have accepted to a large extent by way of socialisation these norms, attitudes and perceptions and in a number of ways become perpetrators of gross injustice against their own sex. Within academic culture, women tend to stop at the lower ranks and therefore professionally fewer women can be found in higher positions that form the basis for contesting for these positions. Their position is better in the administrative cadre of higher education management but the numbers remain comparatively small.

Grove and Montgomery (2000) have stated that education and training tend to make women accept their second grade status. The statement is disturbing and clearly negates the perception that education is the key to transforming gender roles. My understanding of the reference to education and training as key factors in perpetuating this low status of women lies in the socialisation process as delivered, the type of curriculum in schools, as well as educational institutions as key drivers that instil traditions, norms, as well as keeping up appearances. The issue here is to mainstream education to be gender sensitive.

(3) Closely related to the low status of women is the perception that women are basically homemakers. Their identity is closely tied to the home and therefore they tend to experience an identity crisis when they move out of the home sphere to the public sphere. The picture of the women's place being mainly in the kitchen has continued to be sustained despite evidences that women perform very well if given leadership positions. For some women, this perception may be a reality but for the majority of women confronted with growing economic realities and forced to provide for families, the many roles women play become the reality evinced in many households. Increasingly women are taking key decisions not only in the upbringing of children but in the budgetary processes within the home as well as determining key issues that affect their communities. There is therefore the need for a careful re-examination of the traditions and norms that put the woman a subservient position, unable to take part in decisions that affect her very existence.

(4) Women are also reluctant to compete for positions for fear of being labelled or stigmatised. The need to be accepted or to conform in order to gain acceptance is powerful and a key determinant which influences women who are qualified to compete for these positions but choose not to do so. The conformist attitude drives out ambition and denies women the capacity to enter into decision-making except in a situation where quotas and tokenism become the palliatives for female involvement in decision-making.

(5) Another key point that affects women's involvement in competing for positions in higher education management is hostility from male colleagues. While men may see other men's ascension on the academic ladder as not posing a challenge, a woman's indication of contest with a man becomes a challenging issue and draws hostility from men who are not willing to be led by a woman. This hostility manifests itself in several ways, sometimes even extending to victimisation of the female. In a number of cases men have 'ganged up' to devise strategies to discredit the few women who prove to be stubborn in their determination not to submit to pressure to quit from competing. Other women refuse to engage in the bad

press that goes on in the name of politicking and would rather not expose themselves to corrupt politics in the pursuit of public office.

(6) I mentioned earlier the socialisation of the girl-child while referring to education and training but I need to reiterate that the kind of socialisation received by the girl-child determines her personality, ambitions and attitude to life. Our socialisation in Nigeria is related closely to the traditions and norms of the various ethnic backgrounds that indicate our identities. For many of these cultures, the woman is only to be seen and not to be heard. The various clan/divisions and lineages are run along lines that clearly reflect the patriarchal nature of our society. The youngest boy in the family can access the decision-making situation while the woman is not even allowed to speak on any issue, even if it relates to her person. It is quite disheartening that the woman is expected in a number of cultures to provide funding for funerals and other traditional roles while being denied the privilege of being part of the decision-making. Within academia, the socialisation process started early in life influences the choices of men and women in a number of ways. From the course of study to career options, women are plagued by a continuing demand to be exceptional in order to be considered for leadership. Women need to prove themselves to be accepted into leadership. For men, the choice is just one among equals.

As stated earlier, institutional culture can be a barrier. For many institutions, allowing a woman to head the institution is simply not a palatable option. The male culture or way of doing things is simply the norm and males are the ones in the majority at the top level and therefore it is only proper that the status quo be maintained. This line of thinking makes it difficult for women to contest the dominant world view.

The above statement is closely aligned with the thinking that women often prefer to deal with men than their fellow women and also supports their easily identifying with convention and the majority. The thinking that women rarely support other women is closely tied to the reasoning that women at the top level do not encourage other women to rise (Grove and Montgomery, 2000).

Another significant barrier is the time demand of the academic career. For a number of women balancing other multiple roles with a demanding academic career adds to the stress levels and therefore may account for the number of women that opt out of such careers. This creates an absence of large numbers at the higher levels of management.

Closely related to above issue is balancing work and family as well as domestic violence and discrimination. Women continue to contend with environments that are created for the dominant working group. Even though women have been allowed into the working environment, changes to make the environment women-friendly are slow and in some cases non-existent. Women continue to face discrimination in the work place and a number of policies are overtly discriminatory.

If women are to rise above these challenges definite steps will need to be taken to attract women to stay long enough to climb the academic ladder as well as contest for positions in higher education management. Mikell (1997) asserts that leadership for women is not an easy task, and as Mallama (2001), observes moving up to and staying at the top is not necessarily filled with joy.

The above assertions present the picture of women who have broken the glass ceiling. The competitive nature of the men who are determined to ensure that they defeat competition and move into those positions themselves creates a constant battle of wits that may not only distract women but can also make them extremely weary. Though the above can be seen as applicable to either males or females in senior positions, the level of intrigue and manipulation of the system leaves a woman who is not used to power interplay a victim of circumstances orchestrated by men.

Our concern in this paper is examining the obstacles to accessing leadership positions in higher education management and it is only proper to examine a few of the efforts made to address some of these barriers.

According to Mikell (1997), women's leadership in the higher education areas has tended to rely upon and extend to government regulation on equity rather than being something for which women the sector actively struggle. Women must therefore rise up to look at the issues confronting them and begin to explore ways in which they can assume greater responsibility for ensuring that they are well represented in leadership positions in higher education.

Our society has ascribed the role of child rearing to the woman and I believe that it is a role that we as mothers enjoy, including the added privileges that come with moulding the young child. Women have the opportunity of moulding a generation that is more appreciative of women and the roles they play in the production and reproduction as well as growth of the society. On the other hand this responsibility often conflicts with career demands. According to Polly (1988), "if women don't care enough for their children, they know that children risk neglect. If men don't care enough, they know their wives will".⁸

Strategies for Women's Inclusion in Higher Education Management

As stated earlier, women have tended to rely heavily on government legislation to carry forward their promotion. In addition to legislation, it is advocated that there should be direct intervention by government even where the constitution and other regulations make provision for women to be given equal rights. In our political climate where legislation that does not conform to accepted traditions and customs is difficult to enforce, it becomes critical for government action to go beyond making women's involvement simply a matter of legislation.

Secondly, affirmative action is a key factor. Search teams (head hunters) for candidates for higher education leadership must comprise women and assist the female candidates to be among the proposed applicants for top level jobs in higher education. Gender quotas must not only be insisted upon but enshrined in law to make them more binding.

Morris (2000) outlines three policies to ensure women's participation in leadership⁹ and I daresay that these also apply to leadership in higher education:

Rhetorical strategies involving discussion on the issue of female involvement can be seen as a first step.

Affirmative action can be seen as the second. This refers to a situation in which policies, actions including rhetorical comments, are made with regard to giving women an advantage to help make the numbers even. The strategies adopted are affirmative in the sense that they provide the needed lift to help the disadvantaged gain some level of advantage to enable them to compete on a level playing field. These measures may be short term or long term depending on the severity of the gap. Once some level of parity is achieved, these measures can be removed.

Closely tied to the second strategy are positive discrimination programmes and strategies, the third stage. In this case, specific programmes targeted at empowering women are put in place. Though discriminatory, these programmes and strategies are aimed at changing institutional culture as well as transforming existing practices to effect change and include women within the organisational culture.

Women in higher education therefore, need to articulate the diverse challenges different institutional and home environments present as barriers to entry into leadership and begin to actively contend with these issues through carefully selected strategies that are tailored to evoke a positive response to their clamour to be a part of higher education leadership.

⁸ Polly, T. (1988). "Is Margaret Thatcher a Woman? No Woman is if she has to make it in a Man's World". *Washington Monthly Retrieval* May 10, 2008.

⁹ Morris, P. (2000). "Breaking the Barriers: Positive Discrimination Policies for Women". In J. Klausen and C.S. Mainer (eds), *Has Liberalism Failed Women? Parity, Quotas and Political Representation*. New York: St. Martins Press.

(c) “Barriers Militating against Female Leadership in Higher Education in Nigeria: the Political Dimension”

Euginia Member George-Genyi, Department of Political Science, Benue State University, Makurdi

Introduction

Women are indeed central to the success of any development policy programme or initiative. The bigger picture of this argument is that women’s empowerment is crucial in all aspects of societal life and the World Bank has captured this essentially by stating that women’s empowerment is expressed in opportunities of participation in the political process at whatever level and opportunity available to them.

This understanding is not without knowledge of the influence of societally induced socio-cultural, economic and political stereotypes on the subordination, exclusion and marginalisation of women. It is common knowledge that, essentially as a result of socio-cultural and economic constraints, women have experienced political marginalisation at all levels including in the education sector. It is against this background that we seek to address the barriers, especially those in the political realm, that militate against women’s desire to assume political leadership generally and in the higher institutions of learning in Nigeria.

Women’s Empowerment and Education in Nigeria

The central argument of liberal discourse is that it advocates for the equality of rights of all citizens irrespective of sex, creed or class or ethnicity. The Nigerian Constitution has evolved cognizant of this universal principle of equality of citizens without discrimination on any social, cultural and political or legal premise. It goes on to emphasize non-discriminatory practices by the state, and Nigeria has entered into international obligations by being a signatory to several conventions prohibiting discrimination on the basis of sex and other premises.

Women’s rights are human rights and so liberal feminists have focused on equal opportunities for women and men. Their concern that all human beings should receive equal opportunities in education and before the law has motivated worldwide campaigns for women’s voting and property rights. Connelly et al (2000)¹⁰ have argued that job opportunities be equally open to women so that women can achieve positions of power in government and business; that indeed laws and policies of the society do not discriminate against women and that women have equal opportunities in all aspects of life.

Igwebuiké (1993) had earlier stated that education is an aggregate of all the processes by means of which an individual develops abilities, skills and other positive behaviour in the society in which s/he lives.¹¹ On the basis of this definition therefore, suffice it to say that women should be empowered first by education if gender equality is to be realised.

The Nigerian education system is categorised broadly into primary, secondary and tertiary levels. This sector is largely dominated by males. In fact education has been a special preserve of males in most African countries until the nineteenth century. Female children have been relegated to the background educationally in most Nigerian homes and they are mainly nurtured for marriages. This is the general socialization process that is quite typical of almost all African societies. Boys are socialised mostly into roles that lead to their empowerment while girls are to be home tenders. This has deprived most girls of school age of access to educational qualifications. In Nigeria, there are 7.3million children of primary school age out of school, of whom 64% are girls (Department for International Development ,DFID, 2007).

¹⁰ Connelly, Patricia M.(2000). In *Theoretical perspectives on gender and development*. Jane L. Parpart, M. Patricia Connelly, V. Eudine Barriteau (eds), International Development Research Centre: Ottawa.

¹¹ Igwebuiké, T.B. and Ekewjunor-Etchie, T. (1993). *Principles and Practice of Education*. Nigeria: Warri, COEWA.

The Federal Government of Nigeria (FGN) over the years has recognised this challenge to development and has always tried to make education affordable to the people. Recently the National Economic Empowerment and Development Strategy (NEEDS) have been launched to address inhibitions to access to education and the national target of at least 50% of secondary school students to good quality vocational education (NPC 2004). This is the vision behind the Universal Basic Education (UBE) project. Suffice to say that access to quality education by all is a *sin qua non* to empowerment and indeed development.

Against this background therefore it is worthy to note that these and other factors have actually resulted in very few women assuming leadership positions not just in society generally, but in higher institutions of learning. The focus of this paper will be to look at those factors that have continued to inhibit women from participating in the leadership of higher institutions in Nigeria.

Political Constraints to Female Leadership in Nigeria's Higher Institutions

Politics and leadership are directly related concepts. Politics is the medium through which resources and values of society are allocated and a social group that is not represented in the political activities and institutions is likely to become marginalised. By virtue of their significant population, women are a major force to reckon with in the success of any project or institution. They are therefore needed to be at the centre of politics as leaders and decision-makers with great influence. Unfortunately, women have not fared so well in assuming leadership positions in our higher education institutions.

One of the greatest forces militating against women in this regard has to do with their numerical strength in higher institutions of learning, i.e. their limited number in the entire sector, especially when we talk of a qualified category for assuming leadership positions. Most of the women found are on the lower rungs of the educational ladder. They are therefore difficult to mobilise for any political activity and political consciousness. Women have thus always been short changed in the power structures and the arena of authority and decision-making in higher institutions. In most higher institutions in Nigeria, just as in the wider political system, leadership positions have very often been zoned to the identified ethnic extractions within the system. This affects women's effective participation. This is especially in the case of exalted positions of leadership of these institutions. Those who are qualified in particular zones may not be taken because it is not the turn of their zones.

This is closely related to the general politics of administration of universities where groups align themselves against the rest of the members in the institution. Women have not been able to form themselves into very strong alliances in most institutions of higher learning yet and therefore hardly can present a formidable force in the event of a contest. Indeed most women will clearly disregard the other woman who decides to take such challenges of leadership.

We do not discount the fact that partisan politics has permeated the age old university tradition of objectivity and passion for values. We are biased politically and this often directly affects our judgment of someone's credibility and qualification for any leadership position, even when it is obvious that our choices are not the best. This is clearly manifested at elections to deaneries, departments, directorates and the vice-chancellorship; indeed university administration is considered the prerogative of men.

Societal stereotypes unfortunately are part of the orientation of some men and even some women in Nigeria's higher education institutions. The danger of being labeled as wayward, too outspoken and "too liberated" makes most women keep a respectable distance from university politics and leadership contests even when they are capable of providing good leadership.

Unnecessary squabbles and envy among women sometimes degenerate into the "pull her down" syndrome where women would gladly conspire to see to the removal of another woman in a leadership position. Leadership tussles at whatever level are combative and often violent and this usually scares away desiring women from participating. The fact is that women have continued to play the spectator role rather than engaging in the gladiatorial activities of competing for and holding key leadership positions in the management of higher education institutions in Nigeria.

Suggestions and Conclusion

There is no doubt that there exist constraints or barriers that have marginalised and excluded women in the politics and leadership of the wider Nigerian space and the nation's higher institutions in particular. This is rooted in the avalanche of socio-cultural, economic, political, structural, psychological and educational obstacles confronting women.

There is a need to address radically the identified obstacles through sustained advocacies, discussions, discourses in a campaign for the necessity for empowerment in, not just access to, leadership positions. Women indeed need to begin seriously to mobilise themselves for positive participation in the decision-making processes and structures of the institutions to which they belong.

It is hoped that women in leadership positions at whatever level of leadership in the higher institutions will see themselves as agents of change and a rallying point for their fellow women instead of as rivals. That means that women followers will also be prepared to support their counterparts in leadership positions. There is the need for solidarity, comradeship and fellowship among women.

All women must ensure that these barriers and many others are addressed to ensure that women participate fully in the management of higher institutions of learning in Nigeria since they are also bona-fide members of the system.

(d) "Economic Obstacles to Female Leadership in Higher Institutions in Nigeria"

Mrs Shirley Dinah Ityoban, Ph.D., College Of Education, Katsina-Ala, Benue State.

Introduction

The theme of female participation in leadership has dominated academic conferences and colloquia in recent times. Similar themes are framed not only to create societal consciousness but also to foster the actualisation of gender equality and gender equity. Attaining gender equality and equity is an international mandate and governments of advanced countries such as the United States, Britain, France, China, Germany, and developing nations like South Africa, Ghana and Nigeria make gender equality and equity part of their developmental plans. To state the obvious, Goal 3 of the Millennium Development Goals has mandated the nations of the world to ensure that gender equality is achieved and women are liberated from injustices perpetuated by men. It is no wonder that international and national treaties and laws have been enacted to advance this cause. Examples of these include the International Covenant on Civil and Political Rights which prohibits discrimination against women, The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the United Nations Charter, the Universal Declaration of Human Rights, etc. I am not, therefore, surprised that the International Federation of University Women (IFUW) has made this subject the theme of this Colloquium where I am to talk on the sub-topic "Economic obstacles to female leadership in higher education". This topic is both timely and imperative since it addresses the current socio-economic, political, and educational agitations and/or needs not only of female academics but also female citizens of this country in general.

For an untold number of years, leadership positions in virtually all sectors of life, including education, have been seen as the exclusive reserve of men. Leadership and public life were meant for men, while cooking and all domestic chores were the roles considered suitable for women. The adherents of this arrangement held the belief that women cannot lead men. In the education sector, the focus of our discussion, a wealth of evidence shows that even at the primary and secondary school levels, only men were appointed headmasters and principals over a long period of time. According to Tahir (2004), women were deliberately denied access to the uppermost positions in society because society perhaps does not prepare women for leadership in the same way it prepares men. He further emphasised that gender stereotyping, lack of

opportunities, lack of financial resources to back up aspirations, negative cultural, religious attitudes and other negative tendencies are responsible for having few women in leadership positions.¹²

In a similar vein, Kiamba (2008) asserts that, historically, leadership has carried the notion of masculinity and there is the general belief that men make better leaders than women.¹³ Sani (2001) paints an even more despondent picture. According to her, women are subjected to structural discrimination in the political and economic systems, a development which has made them “the majority of the people living in poverty, especially in the developing countries.”¹⁴

In a study which made an in-depth analysis of the barriers, stereotypes and biases faced by Nigerian women in higher institutions, Ajayi (2006) observed that in Nigeria, women can be rated as second class citizens and often miss out on opportunities to display their potential in places of power, particularly in the academic field. The study found that factors such as gender self-actualization and cultural mentality contribute to the lack of participation of women in prominent roles in academia.¹⁵

Political Machinery and Social Bottlenecks as Economic Obstacles

It is impossible to distinguish economic hindrances to women’s leadership from political and social bottlenecks. To me, these factors are interwoven. Let us first consider political encumbrances. Politically, the appointment of key officers to head government establishments including schools is the duty of government or the head of government. Unfortunately, government itself is not only dominated by men, the head of government is almost always a man and most appointments are based on the involvement and contributions of party men whose interests have to be met first. Experience has shown that men first of all take decisions that benefit them and their party faithful before considering the interests of women, especially since the involvement of women in politics is minimal. Women’s interests are most of the time treated as an afterthought. Even when a woman is eventually appointed a leader, she hardly gets the required support from those selfish men who dominate government cabinets in the pursuance/execution of her leadership plans. Rather, they place different hurdles to cause her leadership to fail. It can be stressed here that without adequate finances from government no leadership in our higher institutions can succeed. So the head of an institution needs money from government on a regular basis both for recurrent purposes and to execute capital projects. Funds are required to satisfy staff training and development needs, financing examinations, students’ needs, the needs of regulating bodies such as the National Universities Commission (NUC), the National Commission for Colleges of Education (NCCE), the National Business and Technical Examinations Board (NABTEB), maintenance and provision of infrastructure, financing utilities, etc.

Female Staff’s Academic Standing Vis-À-Vis Acquisition of Cognate Leadership Experience

Since the post of the head of an institution is a sensitive one, the appointment of Vice-Chancellors or their Deputies, Provost, Rector or their Deputies and other key management positions is restricted to staff with higher qualifications and vast leadership experience. Most of the time, women come second to men in both educational attainment and the possession of cognate experience. Whereas the men are in the forefront to get higher qualifications, they create unfavourable conditions for their wives or the female staff generally so that female staff are perpetually the men’s juniors.

¹² Tahir, G. (2004). Women in Leadership: Problems and Prospects. *Journal of Women in Colleges of Education (JOWICE)*, 8.

¹³ Kiamba, J.M. (2008). “Women and Leadership Positions: Social and Cultural Barriers to Success” in *Wagadu*, Vol.6, 2008, Special Issue

¹⁴ Sani, H. (2001) (Ed.) Women and National Development (Ibadan: Spectrum Books Ltd).

¹⁵ Ajayi, H.O. (2006). Breaking the Barrier of Stereotype and Biases. The Association of Commonwealth Universities.

The Multiple Roles of Women and their Effects on the Workplace

Women are conscious of their multiple roles as home makers and caregivers even when they are in their offices. A woman leaves her office at the same time as her husband leaves his. On arrival at home, she prepares food for the husband and children while the husband relaxes. She is often the last to go to bed and the first to get up. Because of these multiple roles, even when she becomes a leader or head of an institution, she still combines her housekeeping with the office engagements. This puts extra demands on her and may ultimately affect the quality of her leadership, especially in the eyes of ungrateful men. Because of the involving nature of leadership, some women would rather remain in the background than accept leadership positions in our institutions of higher learning.

Unequal Employment Ratios between Men and Women

The ratio of female employees relative to men is far less in nearly all tertiary institutions in the country. This poses a serious economic obstacle not only to women's leadership but also to community development and economic empowerment. It means that since more men are always recruited in the workplace than women, women are perpetually placed at economic disadvantage.

The Rising Wave of Corruption in Nigeria and the Disposition of Women

Women are not generally disposed to corruption, hence they do not often fit the calibre of leadership the nation desires in our higher institutions. Women are better managers of resources, and men are aware of this. That is why in every organisation, women are often appointed treasurers to look after funds. When they are made heads of institutions, they face a lot of pressure from their male counterparts to carry out acts of bribery such as inflating contracts or giving contracts to those who do not qualify, and all sorts of financial mismanagement. A stiff resistance on the part of the woman (as it is often the case) poses a lot of danger to her administration.

The Economic Hardship Facing the Nation and the Fate of the Girl-Child

The global economic melt-down currently experienced being by all nations of the world poses a lot of challenges to female leadership. Female enrolment figures in schools are on the decline, and more serious is the fact that the purchasing power of women generally is being affected even more than men are perpetually affected economically. This makes women ill-motivated to career training and other competitive ventures where men are involved.

The Way Forward

To address some of the hindrances against women leadership discussed in this paper, a few suggestions have been proffered below:

Involvement of women in political machinery. More and more women should take more interest in political activities. Now that more and more nations are practising democracy, Nigeria is not an exception; it means women have to be active participants in the political process where leadership cabinets are formed. If more and more women are members of leadership cabinets at the state and federal levels, they will not only fix the uneven ratio, but will project the cause of women more than men will do.

Bridging the education gap between men and women. The Government should keep to its promise that it will bridge the educational gaps between men and women through its policies and programmes. Accordingly, the Government should ensure that female students are given equal admission places in all Nigerian Universities, Colleges of Education, Polytechnics and other institutions. The Government of President Jonathan promised 35% affirmative action for women. This is a laudable move. Already there is evidence that at the Federal and the State levels the 35% affirmative action is going to be a reality. For example, the appointment of women in key leadership positions by Rt. Hon. Dr. Gabriel Torwua Suswam, the Governor of Benue State, and Dr. Goodluck Jonathan, the President and Commander-in-Chief of the Federal Republic of Nigeria attest to this fact. But more needs to be done in this regard.

Ensuring equal employment slots for women in order to bridge the economic disadvantage women are currently facing in the country. In the private sector, women who are in business should be encouraged

through the provision of small-scale loans to boost their businesses. This will not only create employment opportunities but will also raise the standard of living of women and reduce economic slavery.

Enforcing gender mainstreaming. Gender mainstreaming refers to the process of assessing the implications for women and men of any planned action, including legislation, execution of policies and programmes so that inequality between men and women is not perpetuated.

For their part, traditional rulers should rise to the occasion and contribute positively to the sustenance of girl-child education by ensuring the eradication of customs and social practices such as early marriages, female-genital mutilation, girl-prostitution, preference for male children, street hawking, which perpetuate gender inequality against the girl-child. We also call on religious bodies and non-governmental organisations to assist in making the public conscious of the need to educate the girl-child and ensure the fundamental human rights of the girl-child which include the right to education.

Conclusion

Political leadership is the avenue for economic emancipation. On the one hand, women's economic emancipation is a right and therefore, there is no room for negotiation. It is a prerequisite for sustainable development and for achieving the Millennium Development Goals. I therefore, call on you to rise to the challenge and make a difference by changing your attitude towards politics.

Appendix 4

El Salvador Report in Spanish



PRIMER CENTROAMERICA LIDERAZGO DE EDUCACION SUPERIOR

[AMUS]

En el Centro de Investigaciones y desarrollo de la salud en la Universidad de El Salvador 25 mujeres profesionales universitarias discutieron sobre las condiciones necesarias para que la mujer universitaria tenga igualdad de oportunidades y la utilidad de asociarse en organizaciones civiles que promuevan la equidad de género.

ROSA MARIA MENDOZA DE SERRANO

14/05/2012

Introducción:

El 27 de abril del 2012 en el Centro de Investigaciones para el desarrollo y la salud, de la Universidad de El Salvador, se realizó el primer coloquio centroamericano sobre el liderazgo de la mujer en la educación superior. Con la participación de 25 mujeres universitarias graduadas con experiencia en el quehacer docente, de la Asociación de Mujeres Universitarias de El Salvador AMUS y las exposiciones de la Vicerrectora Académica de la Universidad de El Salvador Licda. Ana María Glower de Alvarado, la Secretaria de la Asamblea General Universitaria Dra Leticia de Zavaleta, La Presidenta de AMUS Licda. Bertha de Salazar, La Vice presidenta Arq. Melitina de Cornejo, la consultora de UNICEF y de la Comisión Interamericana de Derechos Humanos Licda. Evelyn Cortez de Alvarenga y la Coordinadora de Investigaciones Económicas de la Universidad José Matías Delgado; se realizó la discusión sobre las condiciones necesarias para que la mujer universitaria logre igualdad de condiciones en el desempeño académico y profesional.

El coloquio se hizo siguiendo las líneas sugeridas por la Federación Internacional de Mujeres Universitarias, en el sentido de la selección de participantes, las expositoras, el apoyo académico y la temática a discutir.

Primero se escucharon las ponencias, las cuales resumo a continuación, como anexo al presente documento se adicionarán las ponencias completas.

Licda Ana Maria Glower De Alvarado ,Vicerrectora Universidad de El Salvador:

Expresó su apoyo a la realización de eventos que promueven la equidad de género en todos los segmentos de la sociedad, especialmente el que involucra la educación superior.

La Universidad de El Salvador es una institución casi bicentenaria, 171 años de existencia ha sido pionera en Centroamérica en apoyar la educación de la mujer a nivel superior. La estructura y organización de la Universidad ha permitido que se desarrolle un ambiente democrático que ha favorecido el desarrollo de líderes femeninas a lo largo de su historia. Sin embargo se esta consciente que existen limitantes para la modernización del currículo mismo de las carreras. La Universidad esta sujeta a la Ley de Educación Superior, la cual regula los estudios y carreras universitarias respondiendo a una realidad ya superada, a un mercado de trabajo distinto al actual .

La ley de educación superior necesita ser actualizada para poner al tenor mundial nuestra educación universitaria. Cuanto más debe ser revisada incluyendo la perspectiva de género. Actualmente la matrícula de mujeres supera a la de hombres, sin embargo, la mayoría de estas no termina su proceso de graduación por un lado y por otro en el mercado laboral aun cuando posean su título académico, siempre su salario y jerarquía será menor a la de un hombre.

Para tratar que las convenciones en contra de toda discriminación de la mujer, acordadas internacionalmente, se cumplan es necesario hacer este tipo de eventos, por lo cual felicitó a AMUS por haber organizado este coloquio y les reiteró el apoyo de la Universidad de El Salvador al empoderamiento de la mujer.

Licda Bertha de Salazar, Presidenta de Amus

Definió al liderazgo femenino como la utilización de las características propias de las mujeres para ejercer la dirección al interior de los centros educativos, de diferentes niveles.

El espíritu emprendedor de la mujer también debe servir para el desarrollo de nuevos proyectos en el ambiente universitario, potencializando nuestra capacidad de análisis evaluación de oportunidades y toma de decisiones acertadas.

Dio a conocer las ideas mas importantes de un estudio realizado en Puerto Rico sobre la gestión de mujeres lideres en el mundo académico . En este estudio se destaca que la mujer desarrolla el valor de la responsabilidad dentro del hogar y este se manifiesta en el trabajo. Al igual que la responsabilidad, la compasión, reconocer la dignidad de sus semejantes y la racionalidad económica son otros valores desarrollados en casa y aplicados al ámbito profesional.

Con todas esta capacidades las mujeres no se imponente como lideres en las Universidad en igual medida que los hombres, hace falta pues condiciones que reduzcan el techo de cristal.

Agradeció a todos expositores y concurrencia el haber asistido y apoyar este primer esfuerzo de AMUS.

Dra. Leticia de Zavaleta, Secretaria de La Asamblea General Universitaria.

La Dra. Zavaleta hizo énfasis en las luchas históricas que ha desarrollado la mujer en el mundo a través de los siglos, comenzando con la Lisistrata de Aristófanes, y la marcha de mujeres parisinas por el sufragio hasta la declaración del día internacional de la mujer. Lo mas importante y por primera vez expuesto fueron los siguientes datos históricos:

La primera mujer salvadoreña y centroamericana en obtener un título universitario fue Antonia Navarro Huezo que en 1889 se graduó de ingeniera topógrafa.

Según los archivos de la Universidad de El Salvador, la segunda mujer graduada fue hasta 1924 la guatemalteca Carlota Estévez obtuvo su título de Cirujano Dental.

Berta Orbelina Gonzáles fue la primera salvadoreña en obtener el título de Cirujano Dental en 1938.

La primera Doctora en Química y Farmacia fue Esperanza Sofía Alvarenga.

La primera Doctora en Medicina fue Estela Gavidia de Grabowski en 1945.

En el año de 1952 la Facultad de Judisprudencia graduó a Maria Elena Barriere como primera Doctora.

En 1966 Ana Cristina Hinds de Narvéez se gradúa como primera arquitecta-

Estos datos como los más destacados de las primeras profesionales mujeres en El Salvador.

La primera decano de la Universidad fue en la Facultad de Medicina, la Dra. Maria Isabel Rodríguez, actual Ministra de Salud así mismo una gran científica, posteriormente fue rectora de la Universidad de El Salvador.

La Dra. Zavaleta recalcó que aun cuando el 67% de las aulas esta compuesta por mujeres, existen carreras dominadas por los hombre, y en los trabajos la proporción se invierte.

Licda Rosalia Soley, Coordinadora de Investigaciones Economicas de La Universidad Jose Matias Delgado

Destacó que existe un reconocimiento internacional de las desigualdades económicas, políticas y sociales entre hombres y mujeres. Existen esfuerzos para incorporar a las mujeres al trabajo, a combatir la discriminación a subsanar la desigualdad. También se reconoce poco impacto ante consecuencias internacionales graves como la feminización de la pobreza y la complejidad del fenómeno mientras no se logre la igualdad de géneros, modificación de la vida familiar y establecer ventajas para las mujeres.

La perspectiva de género sirve a los gobiernos porque permite la redistribución del poder social, de los recursos económicos y de las oportunidades de vida. El enfoque de género en las políticas públicas, representa un mecanismo para avanzar. Además, hay un compromiso nacional e internacional de varios países para promover la equidad entre géneros y la igualdad de oportunidades entre mujeres y hombres.

Las conferencias en las que se han adquirido compromisos son:

- Conferencia de las Naciones Unidas sobre Medio Ambiente y Desarrollo.
- Conferencia Mundial de Derechos Humanos, Viena 1993.
- Conferencia Internacional sobre Población y Desarrollo en el Cairo Egipto 1994.
- Cuarta conferencia sobre la Mujer Beijing China 1995.
- Convención sobre la eliminación de todas las formas de discriminación contra las mujeres CEDAW.
- Convención de Belén do Pará Brasil 1994.

Todo esto muestra que internacionalmente se ha promovido que los gobiernos avancen a favor de las mujeres. Se establecen instancias gubernamentales que promueven y defienden los derechos de las mujeres e impulsan la equidad entre mujeres y hombres; comisiones de equidad y género en los parlamentos nacionales y locales, elaboración y reformas de leyes a favor de las mujeres. El presupuesto de género esta incorporado a la agenda nacional desde 1999.

La tendencia es que los gobiernos desarrollen un modelo de sociedades en el que el capital humano sea el elemento esencial del desarrollo. Los recursos públicos destinados para facilitar las condiciones de vidas de la sociedad se asignan en el presupuesto público.

El presupuesto público con enfoque de género garantiza que los recursos públicos atiendan las demandas y necesidades de mujeres y hombres, poniendo énfasis en los grupos sociales más vulnerables de la sociedad.

La primera experiencia fue Australia en 1984 donde quisieron promover la equidad entre los géneros, actualmente más de 50 países lo han hechos.

La política fiscal es clave para incluir la perspectiva de género.

Licda Evelyn Cortez, Consultora Internacional en Materia de Derechos Humanos Y Género

Resaltó que el compromiso adquirido por El Salvador en la ratificación de la CEDAW fue:

“El Estado salvadoreño se compromete en adoptarlas medias apropiadas para eliminar la discriminación contra la mujer, asegurándole la igualdad de derechos con el hombre en la esfera de la educación”.....

Empezó señalando que desde que se funda la Universidad de El Salvador, casi no se ha hecho nada por incorporar las ideas de la CEDAW, Convención contra toda discriminación a la mujer, en el ámbito universitario.

Dio las siguientes recomendaciones:

- Las mismas oportunidades para la obtención de becas y otras subvenciones para cursar estudios.
- Las mismas oportunidades de acceso a la educación complementaria, con miras a reducir lo antes posible la diferencia de conocimientos existentes entre el hombre y la mujer.
- La reducción de la tasa de abandono femenino de los estudios y la organización de programas para aquellas jóvenes y mujeres que hayan dejado los estudios prematuramente.
- Descentralizar la enseñanza de manera progresiva.
- Que se habilite el ingreso como materias de un pensum, las experiencias y conocimientos prácticos de las mujeres.
- Crear las carreras técnicas superiores o universitarias.
- Crear las especialidades intermedias.
- Permitir la opción de cursar los pensum de manera electiva, para obtener títulos universitarios de manera progresiva.
- Crear programas para mujeres que quieren retomar sus estudios en la adultez.
- Ampliar el rango de edad para optar a becas nacionales.
- Revisión el andro centrismo en los pensum de estudios. (Autoestima/filosofía).

Arquitecto Melitina de Cornejo, Vicepresidente de Amus y Enlace con La Universidad de El Salvador.

Hizo una reseña histórica de AMUS así:

- 1952 La Dra. Minnie Miller, Catedrática de Kansas State Teacher's College de Emporia, Kansas, USA, visita a El Salvador con el objetivo de reunirse con un grupo de mujeres profesionales, para que formaran una Asociación que velara por los derechos y obligaciones propios de la mujer que desea superarse y servir a los demás.
- 1952 El 23 de Diciembre, se forma la primera Junta Directiva de lo que es hoy AMUS; fue su primer presidenta la Dra Maria de Jovel, quien a su vez fue la primera mujer graduada de Aboga en El Salvador.
- 1956 Es afiliada a la International Federation of University Women (IFUW), con sede en Ginebra Suiza. Después es afiliada The Virginia Gildersleeve International Fund (VGIF) que se dedica a dar ayuda a países en desarrollo.
- 1957 El 9 de Enero, Se otorga la Personalidad Jurídica por acuerdo Oficial N 123 publicado en el Diario Oficial. Posteriormente fue autorizada legalmente por el entonces Ministerio de Interior.

- 1966 EL 17 de Septiembre, en la Universidad San Carlos de Guatemala, en Antigua Guatemala, se integra a la Federación Centroamericana, de Mujeres Universitarias (FECAMU).
- 1973 Adquiere un terreno con el propósito de construir la sede de la Asociación, la que actualmente ya fue construida.
- 2010 En la trigésima convención de la FIMU en México, las participantes de Latinoamérica fundan una red de apoyo, dentro de la FIMU
- 2010 Se funda formalmente en Panamá la Federación Latinoamericana de Mujeres Universitarias FLAMU.

A continuación se tuvo el almuerzo en el hall del Centro de Investigaciones y posteriormente se hicieron las discusiones, obteniéndose las siguientes recomendaciones.

Para hacer el seminario taller, la Licda. Rosa María Mendoza de Serrano, encargada de resumir las conclusiones, hizo 4 preguntas desencadenantes, en la siguiente secuencia:

¿Qué propondrían al Estado, las Universidades y sociedad civil para apoyar los esfuerzos de la mujer que inicia su carrera universitaria con el objetivo de finalizarla?

A esta pregunta las asistentes respondieron en tres aspectos

Para superar las limitaciones económicas; la AMUS debe de gestionar un programa de becas o créditos blandos para financiar las carreras universitarias de mujeres con preferencia a aquellas que son madres, solteras o casadas. También las Universidades y la sociedad civil debe de facilitar los estudios de las madres que están criando a sus hijos, estableciendo guarderías cerca de los centros de estudios.

Para facilitar los estudios y que estos le sirvan a la mujer para colocarse en mejor posición dentro del mercado laboral las asistentes recomendaron a) una revisión de los pensum de carrera. Permitir salidas laterales a una carrera, reconociendo especialidad con menor tiempo de estudios, es decir reconocer grados académicos de técnico superior, para continuar posteriormente en caso que tenga que interrumpir. Incluir el emprendedurismo, como una orientación para trabajar por cuenta propia, puesto que la realidad del país hace que cada quien se habrá su propio espacio dado que los empleos formales son muy escasos. La Universidad Andrés Bello, gerenciala por una de las socias de AMUS, ya tiene un programa para emprendedores. b) Promover la educación por Internet, a distancia, siendo esta la mejor modalidad para que la mujer pueda desempeñar sus roles. Es como que si la educación superior universitaria llegue al hogar. Con la ventaja que para la mujer le ahorra tiempo y el costo se reduce.

Creación de unidades de género y centro de estudios especializados en género: Estas Unidades darían apoyo de salud reproductiva a las mujeres que estudian dentro de las Universidades, además de implementar leyes contra las formas de discriminación y violencia contra la mujer. El centro de estudios académicos especializados en género, podría hacer un diagnóstico sobre cuales son los motivos que hacen desertar a las mujeres de sus estudios. Las participantes recomendaron que el Centro de Estudios para la Mujer de la UES desarrollara este estudio, con el patrocinio de AMUS.

En el ámbito profesional, (ejercicio de la profesión) que condiciones ayudaría a que la mujer profesional avance y desarrolle su liderazgo?

Las participantes fueron unánimes en señalar la necesidad de divulgar todas las leyes que combaten cualquier forma de discriminación de la mujer. Los derechos humanos y el estudio de las convenciones que reivindican a las mujeres deben ser parte del pensum académico, así como ética y filosofía.

Las perspectiva de género debe de estar explicada en todas las carreras profesionales, especialmente las carreras que por su especialidad se dirigen a la administración del recurso humano.

Difundir en los colegios de profesionales las leyes y convenios internacionales que respaldan los derechos de la mujer y crear en los mencionados institutos la unidad de género.

Se recomendó promover la creación de unidades de género en todas las instituciones.

¿De que forma pertenecer a una asociación sin fines de lucro como AMUS nos ayuda a superar los obstáculos de las mujeres en el ámbito profesional?

Las respuestas se hicieron en tres aspectos:

Permite hacer propuestas a las instituciones del país con el objetivo de construir la equidad de género. En este sentido las asistentes recomendaron líneas de acción para ser ejecutada con AMUS y la Universidad de El Salvador, expuestas en las respuesta a las preguntas desencadenantes 1 y 2 . Se recomendó hacer un coloquio al año o varios con un tema determinado.

Permite estar actualizada con los tratados internacionales que promueven los derechos de las mujeres. Se recomendó que la AMUS difundiera en el sector profesional femenino y masculino, la legislación que promueve la equidad de genero.

Permite divulgar el esfuerzo de las mujeres creando espacios sociales y culturales. En este aspecto puntualmente se nos recomendó tener una revista digital clasificada con ISI (código de revistas de investigación científica) en donde sean publicados investigaciones de las propias socias y abierta a todas mujeres científicas independientes, y/o voluntarias que deseen dar a conocer sus trabajos. Para dar de alta y diseñar una revista como esta se nos ofreció apoyo de las Universidades participantes.

¿Qué desearían que nuestra asociación AMUS proponga en la 31th Convención en Turquía 2013, a la FIMU en Pro de las mujeres centroamericanas y salvadoreñas¿.

En esta pregunta, las respuestas no fueron las esperadas; se esperaba que identificaran el mayor obstáculo para la mujer universitaria y de las líneas de acción dadas, indicar cual es la más importante para lograr la equidad de género en El Salvador. Sin embargo se nos dio recomendaciones importantes como:

Investigar la situación de la equidad de género en Centroamérica y dar un panorama en la 31th convención.

Recopilar la mejores practicas en programa de equidad de genero alrededor del mundo e identificar cuales podrían ser la mas aplicables a El Salvador. Recopilar los resultados del Coloquio Breaking Barriers in Higher Education a nivel mundial y rescatar lo mejor para Centroamérica y El Salvador.

Appendix 5

Executive Summary of Work and Careers in Australian Universities Survey

Work & Careers in Australian Universities: Executive Summary

Gender and Employment Equity: Strategies for Advancement in Australian Universities

Universities in Australia have undergone significant changes in the past decade and little is known about the impact of these changes on staff characteristics and experience, especially among professional and general staff. The Work and Careers in Australian Universities Survey was undertaken as part of the ARC Linkage Grant, Gender and Employment Equity: Strategies for Advancement in Australian Universities. The overall aim of the project is to advance understanding of existing gender inequalities in Australian universities which remain despite extensive gender equity policies.

The Work and Careers in Australian Universities Survey was administered to staff in 19 universities from August to December 2011. In total 21,994 employees participated in the study providing useable data, representing an overall response rate of 27%. Three survey instruments were used and response rates for each of the groups were: academic staff 35% (n=8393); professional/general staff 32% (n=10683); and somewhat lower for sessional teaching staff 12% (n=2918), due mostly to the difficulty in making contact with this part of the university workforce.

The Chief Investigators are Professor Glenda Strachan (Griffith University), Professor Gillian Whitehouse (University of Queensland), Professor David Peetz (Griffith University), Assoc. Professor Janis Bailey (Griffith University) & Dr Kaye Broadbent (Griffith University).

The Research Partners are Universities Australia Executive Women (UAEW), National Tertiary Education Union (NTEU), UniSuper.

University workers: Who are they?

A majority of participants in the study are women (61%) and 39% men, with larger numbers of women among the professional workers (70% women and 30% men), sessional teaching staff (57% women and 43% men) and almost equal proportions of women and men among academics (51% women and 49% men). These figures are consistent with Department of Education, Employment and Workplace Relations (DEEWR) statistic on university staff.

The university workforce is older than many other industry workforces. This is particularly the case among the academic staff (42% over 50 years), compared with 23% among sessional teaching staff. Among the professional/general staff 35% are aged over 50 years.

Although the majority of university workers are born in Australia (68% among professional/general staff, 60% among sessional teaching staff and 58% among academic staff) a greater proportion of academic staff are born outside of Australia (42%).

A significant proportion of university staff are employed on fixed-term contracts or casual hourly paid contracts. Almost half (44%) of the academic staff are on fixed-term contracts, as are 28% of professional/general staff. By definition, all sessional teaching staff are on casual contracts. In total numbers, this represents almost 10,000 respondents.

Work and Family

Almost half the university employees have caring responsibilities, higher among academics (49%) and professional staff (43%) than among sessional staff (28%) that is younger. These responsibilities include caring for older adults (14% among professional and academic staff, 8% among sessional staff). Women are more likely than men to be the main person responsible for caring for dependent children. This difference is greater among sessional teaching staff (63% of women, 10% of men), than professional/general staff (49% of women, 5% of men) or academic staff (46% of women, 4% of men).

For both general and academic staff, the proportion of women who have had to work part-time because of caring responsibilities is five to six times the proportion of men (general staff: 18% of women compared to 3% of men; academic staff: 20% of women compared to 4% of men). Also, the proportion of women stating that they missed opportunities to apply for career advancement due to caring responsibilities is double the proportion of men (general staff: 12% of women compared to 6% of men; academic staff: 13% of women compared to 7% of men).

Key Findings for Professional/General Staff

An on-going pattern of gender segregation was observed among professional/general staff. Greater proportions of women than men are at HEW 4 and HEW 5 levels (36 % of women and 20% of men), with lower proportions for HEW 8 and above (23 % of women compared to 37% of men). Women are present in higher concentrations in faculties and schools doing administrative and clerical work whereas men are in greater numbers within information services and technology and facilities management.

Men are more likely than women to occupy management positions (23% of men and 16% of women) and are more likely to supervise staff and manage a budget. Just over one third of the men (37%) earn more than \$78,000 per annum compared with one-fifth (19%) of the women. Over four-fifths of staff have a degree, with 37% having a Bachelor degree, 42% having a post-graduate qualification and 5% a PhD.

Overall, professional/general staff are satisfied with their jobs and their balance between work and home life. The majority of staff (80%) report there is a less than 50% chance they will leave their job voluntarily. Most want to remain within the sector, only 15% of staff (equal proportions of men and women) report they would like to work outside the university sector.

However, just over a third report that their job classification was lower than it should be. Less than half of the professional/general staff had applied for promotion in the last five years. Among those who had applied, the majority are successful on at least one occasion that they make an application for promotion half (59%) reported receiving help from supervisors in advancing their careers, assistance from senior staff and staff at their level was less than this. Although about one half of respondents felt that help received from supervisors in applying for promotion, guidance in performance reviews, and level of support to gain qualifications or attend training had been helpful to advance their career, there was about a proportion of respondents (15-23%) who had not received help in career development. Only 13% had been involved in a formal mentoring scheme and among these people one quarter found that this had been of little benefit. Together these findings suggest that attention is needed in the programmes for professional development.

In terms of career prospects, there are distinct differences between what professional/general staff would like to do in the next 5 years and what they expect they will be doing. Over half (54%) would ideally like to be in a higher position at their current university, with slight differences among men and women in those who want a higher managerial position (30% of men, 24% of women) and a higher level non-managerial position (24% of men, 30% of women). However, only one third are confident that they will achieve this (36% of women and 32% of men).

Key Findings for Academic Staff

A pattern of gender segregation exists for academic staff. Women are concentrated in greater numbers in Medicine and Health (34%), Humanities, Arts & Social Science (22%), Science (23%). In contrast, men are in Science (46%), Medicine and Health (18%), Humanities, Arts & Social Science (18%). The proportion of women and men who are at Level C (Senior Lecturer) is the same, but at professorial levels men predominate: At Level D (Associate Professor), 14% of men compared to 9% of women; at Level E (Professor) 15% of men compared to 7% of women. One-fifth of women (21%) earn over \$104,000 per annum compared with almost two-fifths (38%) of men.

Four-fifths of staff have a PhD. Half the academic staff describe their roles as teaching and research (55%), 11% are teaching focused and 34% are research focused. Overall 26% of respondents held a research position such as a research fellow or post-doctoral fellowship. Among the academic sample terms of employment were only marginally more likely to be continuing (56%) with the remainder (44%) holding fixed-term contracts.

The majority of academic staff work full-time (76% of women and 91 % of men), and over half report working more than 50 hours per week. Two-fifths of the part-time workers report that they work over 30 hours per week.

Almost half (49%) of academics feel that research expectations upon them are unrealistic and one third that teaching expectations are unrealistic. Academics report spending more time on service and administration than their contract states and less time on research that is expected of them. About half of the respondents felt that expectations for research outputs have gone up in the last two years. Almost two thirds want to spend less time on administration and service activities than they do and a similar proportion want to spend more time on research.

In the past 5 years, two-fifths of academic staff had applied for promotion or for a higher level through a competitive selection process. Of these staff, over three-quarters had been successful on at least one occasion.

Overall three-fifths of academics report that within the last five years they have received some to a lot of help from their supervisors and other academics at their university to advance their career. Yet less than one half to about one-third report that the level of support from supervisors, guidance in performance reviews, opportunities for leadership development and access to internal research funding have been helpful in career advancement. Although two-thirds of academics involved in a formal mentoring programme had found it was beneficial in some way, only one quarter of the academic sample had been involved in a formal mentoring scheme in the last 5 years. Together these findings warrant further investigation into the professional development requirements needed for this group of university workers.

Almost three-quarters (69%) of academic staff are satisfied with their jobs overall and only 8% report a greater than 80% chance they will leave their job voluntarily.

Key Findings for Sessional Teaching Staff

There is less discipline concentration among sessional teaching staff than among continuing and fixed-term academics. While female sessional staff is fewer in numbers in Science relative to men (27 % of women and 44 % of men) they are dispersed across Humanities, Arts & Social Science (32%), Science (27%), and Medicine and Health (27%). In contrast, men are primarily in Science (44%), Humanities, Arts & Social Science (23%) and Law & Business (17%). Among sessional teaching staff 17% have a PhD and half of the respondents are currently studying to obtain a postgraduate qualification.

In 2011 half of the sessional staff had obtained between 1 and 24 weeks of work. Approximately two-fifths (42%) had a current contract of 12 weeks or less. One-fifth of respondents worked at more than one institution. Half had gained work directly through a contact at a university, and only 8% had responded to an advertisement. The majority of these workers have been employed for less than 5 years with their current employer, including over one third (38%) who had been employed for less than 1 year. For those who had obtained a PhD (n= 459) 40% had been in sessional contract work for between 3 and 10 years.

While almost two thirds (62%) of the sessional staff undertake their preparation at home, 76% reported they had access to a workspace, computer and phone where they were teaching. However, only 57% reported having suitable space for student consultation. One third had received no induction or professional development, and attendance at staff meetings, committee meetings and meetings about the course they were teaching were most likely to be unpaid. Less than half (41%) obtained financial support to carry out their research.

One half of respondents (54%) report that casual work was the only work they could obtain. Just over one third (37%) obtained their main income from sessional employment, while a further one third had a university scholarship as their main source of income. Slightly more than one quarter (28%) felt they had only a 5-50% chance of more work in 2012.

Three-quarters of respondents agreed that casual work suits their circumstance, although when asked about the future only 11% wanted to remain as sessional academics. Over half (54%) would like a continuing academic position, although less than one third expect that they will be able to obtain this in the future.

Discrimination and Harassment

Between 11% and 14% of university workers said that within the current organisation the attitude towards people of their age had been problem for them. A very small group (3% to 4%) reported that there was a problem related to attitudes to people of their ethnic background. More women than men reported problems with attitudes towards people with family responsibilities. Academic women reported the greatest incidence of problems towards people of my gender (19%) and people with family responsibilities' (18%) compared with 4% and 9% for academic men.

Reports of harassment in the workplace in the past 5 years were most common among professional and academic staff, with almost one third (31%) of professional staff and (29%) of academic staff reporting such events. Fewer reports were recorded among sessional teaching staff (13%). Among those who had experienced incidents about two-fifths had considered taking a formal case and reported that the incident had an adverse impact on their career.

Retirement

The main source of income in retirement for academic and professional/general staff is Unisuper (60% academic staff and 52% professional/general staff), compared to 18% of sessional staff. As they move towards retirement, many university staff would like to change the extent or nature of their work. Among the professional/general staff, most would like to continue working as they currently do (67%), or reduce the number of days worked in the week (53%). In contrast two-fifths of academic staff would like to reduce the days they work in a week (43%) and about a quarter (26%) would like to change the type or mix of work they were currently doing. Among sessional staff, the greatest proportion would like to continue working (37%), with another 27% opting for reduced work days in the week. Across all groups of university workers the most common reason for not being able to work in the preferred way as they move to retirement was that they would not be able to afford to do this.

More information on the project and the full report for the Work & Careers in Australian Universities: Report on Employee Survey can be obtained at the following website address <http://www.griffith.edu.au/business-government/centre-work-organisation-wellbeing/research/regulation-institutions/projects/work-careers-australian-universities> - Section 4 of this Report is particularly relevant to the subject of women in universities.