

PERSPECTIVES WOMEN IN ACADEMIC LEADERSHIP

(The tell of India & Africa)

July, 2019

Why Put Women in Leadership

- Most successful enterprises and Academic institutes are those that bring diverse perspectives and experiences to each new challenge.
- Along with being the right thing to do, diversity and inclusion offer a strategic advantage – especially at the leadership level.
(KPMG, 2015)

Why put women.....

- Most of the issues of dealt in HEI are related to development that involve women in one way or another
- Development is realized when the people become actors in the process
- That is why it is critically important for academic institutes as well to encourage women to be at the leadership position
- Such effort, of course need to look at their participation and challenges women often face, to the path for talented and dynamic leaders to rise to the top.

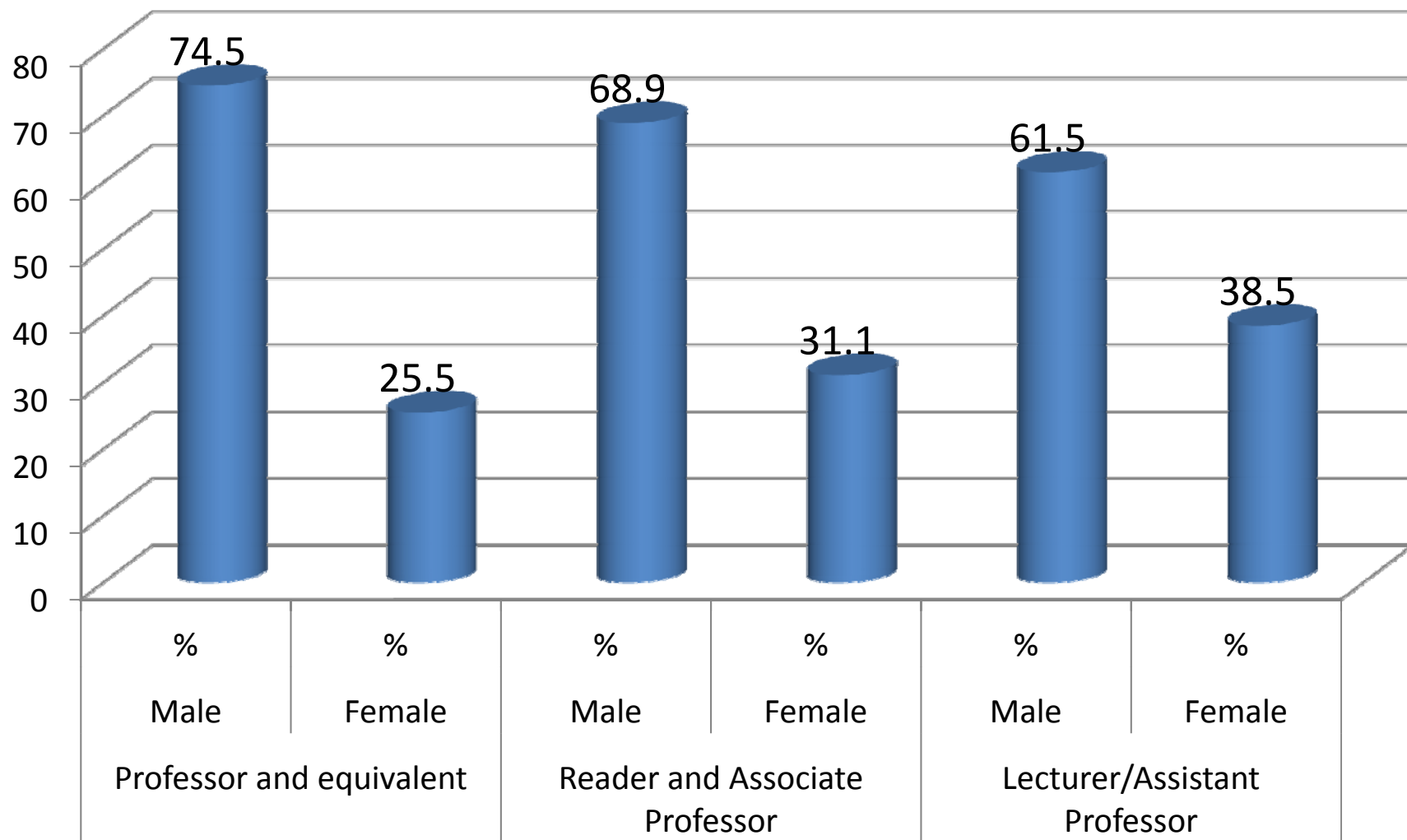
The state of women's Academic leadership Globally

- In Top 20 universities worldwide only 10% of women were presidents and vice chancellors between 2013 and 2014.
- None of the Asian and African top 10 universities have a woman president, vice chancellor (2014-15)

In Ethiopia (2014/15)

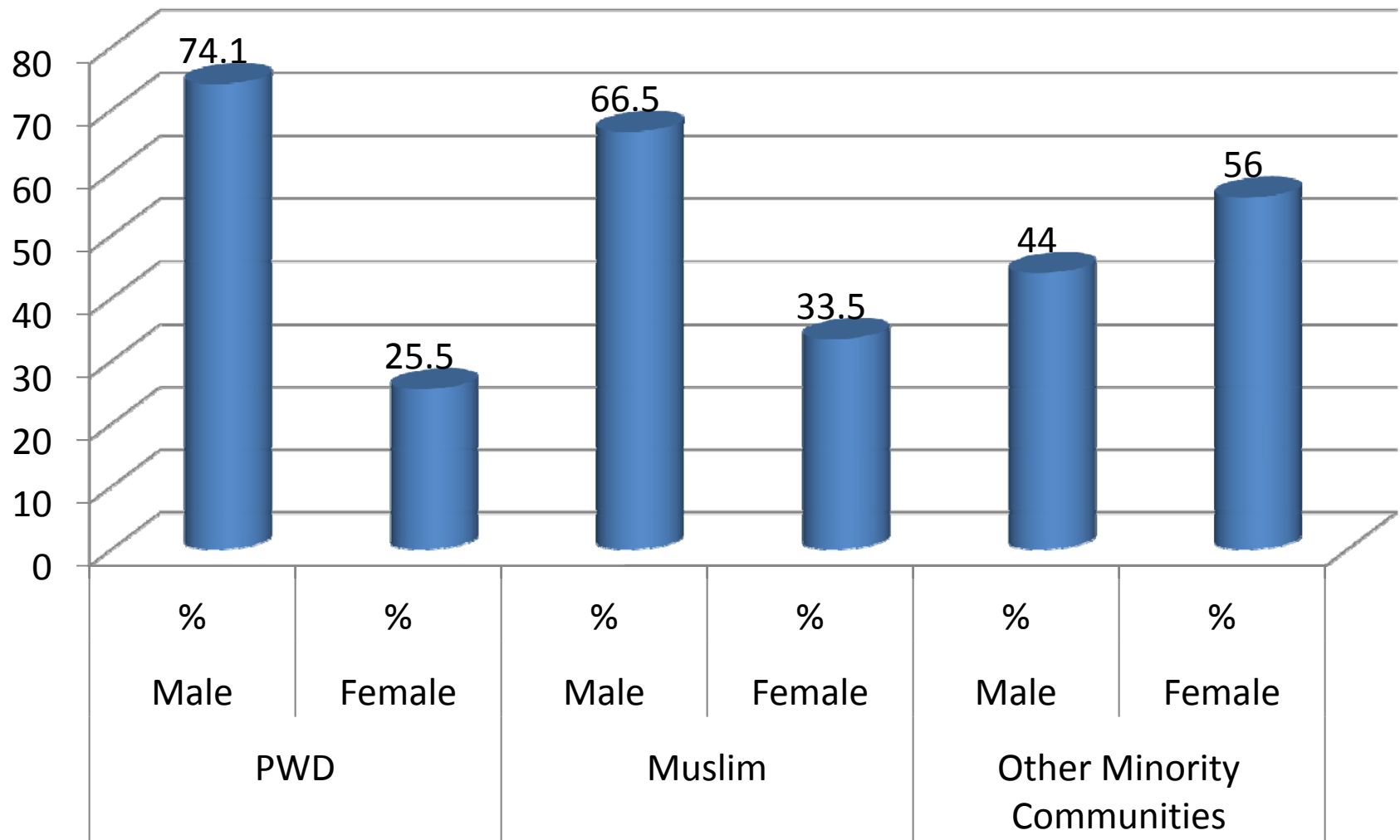
Share	%
Share of female enrollment in undergraduate programs	32
Share of female enrollment in Stem	28
Share of female enrollment in second degree programs	22
Share of female enrollment in third degree programs	12
Percentage of female teaching staff	12
Female president	0
Minimum participation of females in middle and lower management positions per institution	5

India: Percentage and Total of Female and Male Academics According to Academic Positions. Year 2011



- While in all categories of academic positions women are under-represented, this increases for higher positions.
- only 25.5% of Professors, 31.1% of Readers and Associate Professors, and 38.5% of Lecturers or Assistant Professors are women.

India: Percentage and Total of Female and Male Academics in Different Minority Categories. Year 2011



Source: elaborated from Government of India (2013)

- Within academics with disabilities, female academics are clearly under-represented in comparison to male academics, Female academics with disabilities represent only 1.9% of the overall total number of academics in India.
- Muslim women are also under-represented in Indian higher education, both in relation to male academics and overall. Of those academics in India who are Muslim, only 33.5% are female. Furthermore, Muslim women academics comprise only 14.9% of the total number of academic staff in India.

The Main Causes

- Socio-economic backgrounds and socio-cultural belief systems are significant constraints to women pursuing academic careers.
- Societies have potent messages about what is considered gender appropriate behavior for men/women e.g. women should not be in authority over men.

Causes.....

- Social class and caste (India) intersected with gender to determine which women could enter HEI
- Women from more privileged socio-economic backgrounds often supported by family and cultural capital

Causes.....

- Lack of investment in women: The absence of structured interventions to develop women's leadership.
- Successful senior women had had to learn on the job, or seek out their own development - often overseas.
- There were no formal mentoring arrangements, very few development programs and no structured capacity-building or career advice.

Challenges of Women in Academic Leadership

- Limited Access To Higher Education
- Stereotypes
- Double Standards
- Patriarchal institutional culture
- Perception of Leadership
- Invisibility/Few role models
- Work-Life Balance

Negative attitudes (stereotypes)

- Women are taken as emotional beings which relates to “ill-decision” making capacity compared to men.
- A common unwritten understanding preaches the “difficult nature of the decision making role” for women.
- The fact that the stereotypes are accepted by most women makes it difficult to bring about change. high pressure
- In a predominantly male dominated power structure, it is not enough for women to be like men but excel them

Stereotypes

- Women are expected to be nurturing and communal, yet leaders are supposed to be forthright and firm. When a woman acts with firmness she is often viewed negatively or with hostility since she is acting outside of her gender norms.
- women have to choose between being a mother or being a leader.

Double Standards.....

- women are condemned for not doing something they are forbidden to do. Ex, women were not allowed to speak for themselves or others when growing up, and then are deride (scorn) for never standing up and speaking out.
- Sameness/Difference: when compared against a male norm, women lose whether they claim to be the same as men (and therefore unfeminine) or different from men (and therefore lesser).

Institutional Culture

broadly define they are assumptions, behaviors, and perceptions that guide decisions and behavior within an organization (Schein's (2010)

- the patriarchal nature of higher education institutions (HEIs).
- They are frequently represented as unfriendly and unaccommodating to women.

Institutional

- **Discriminatory Eligibility** Criteria. The leadership positions within academic institutions are designed to cater for men's realities. The two greedy institutions. Female academicians spend hours for family responsibility
- **Publish or perish**" principle of higher education institutions is not as challenging for men as it is for women who have dual responsibilities.
gender discrimination and bias, and in extreme terms, gender based violence including sexual harassment on campuses

Institutional.....

- Lack of commitment at the leadership level (from very top to the lowest) for gender equality
- No accountable and mentoring system that looks into the achievement of women's education
- Gender insensitive educational environment:

Institutional

- Lack of awareness about the diverse values, knowledge and ideas that women can bring to the education system..
- Lack of awareness about the important role women play in advancing democracy
- Misunderstood and miss- interpreted affirmative action

Institutional Culture:

- Recruitment & Appointment processes lack transparency and susceptible to gender bias. The appointment of leaders is often explicitly or implicitly requires lobbying and networking.
- Works against women who were excluded from influential networks and coalitions because of their sex, domestic responsibilities or codes of sexual propriety.

Perceptions of Leadership

- Many women perceive leadership as a diversion from their commitment to research and scholarship, seeing it as a set of unattractive administrative functions.
- The association of leadership with particular types of masculinity (competitive, ruthless and politically networked)
- women do not think of themselves as leaders, or resist assuming positions

Enablers

- Introduction of women to new knowledge,
- professional connection and Networking.
- Institutional policies and practices including affirmative action,
- work/life balance/
- anti-sexual harassment
- family-friendly interventions
- Mentoring programs at formal and informal levels.

Women-only learning spaces -

- Women-only leadership development courses that offer practical support, research-informed level for women academics
- The preference for sex-segregated education in some contexts single-sex higher education institutions create opportunities for women to enter leadership positions.
- Professional Development e.g. opportunities for doctoral study, and regular updating

Institutional Policies

- Gender to be mainstreamed into higher education policy in relation to students and staff, with equality seen as a central constituent in quality.
- Policies on gender equality and gender mainstreaming need to be developed and accompanied by strategic action plans, resource allocation and reporting mechanisms.

POLICY.....

- Gender sensitization program- For example, it is not just about counting more women into existing systems and structures, but should include an understanding of how gender differences are produced and maintained by social and organizational practices.
- Private higher education - The emergence of private education is affecting opportunities for women academics to enter leadership positions.

Policy.....

- Policy needs to be informed by gender-disaggregated statistics that are updated regularly and made readily accessible.
- Policies on recruitment and selection of senior leaders need to be more transparent with accountability.

Developing Women

- Investment in women's capacity-building is essential in all countries. This includes research-informed, women-only leadership development programmes; training and continuous professional development opportunities, mentorship programs and networks.

Research and Teaching

- More evidence is required from research studies on women in leadership to inform policies and practices in the region. Gender also could be integrated more successfully into research networks
- The socio-cultural challenges be addressed via the curriculum e.g. Gender Studies, and also through professional development for staff e.g. gender sensitization programs.

Sensitization programs:

- Effective and continuous sensitization programs need to be designed to create awareness in the education system about the importance of women's education.
- The programs could utilize varied modalities and tailor made contents based on the audience (teachers, students, educational leaders etc).

conclusion

- Let's make the playing field leveled to bring women's perspectives into Academic leadership a better advancement of the society.

Thank you for your
attention