WOMEN'S LEADERSHIP IN HIGHER EDUCATION: GLOBAL OPPORTUNITY, GLOBAL CHALLENGE

CGHE/CIHE Joint Webinar
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Women's Leadership in Ghanaian Higher Education: Tokenism, Equality or Equity?

(Christine Adu-Yeboah, Georgina Y. Oduro & Dorothy Takyiakwaa, Univ. of Cape Coast - Ghana)

- Very few women in management
- myriad of factors including the social structure
- Leaky pipe line syndrome
- No strong national and institutional supportive polices
- Feelings of 'Tokenism' by the few women in leadership
- Need for mentorship, supportive networks and Advocacy.

MALAYSIA

Women in Malaysia

- Pop: 32.5 mil; Women: 48.3%
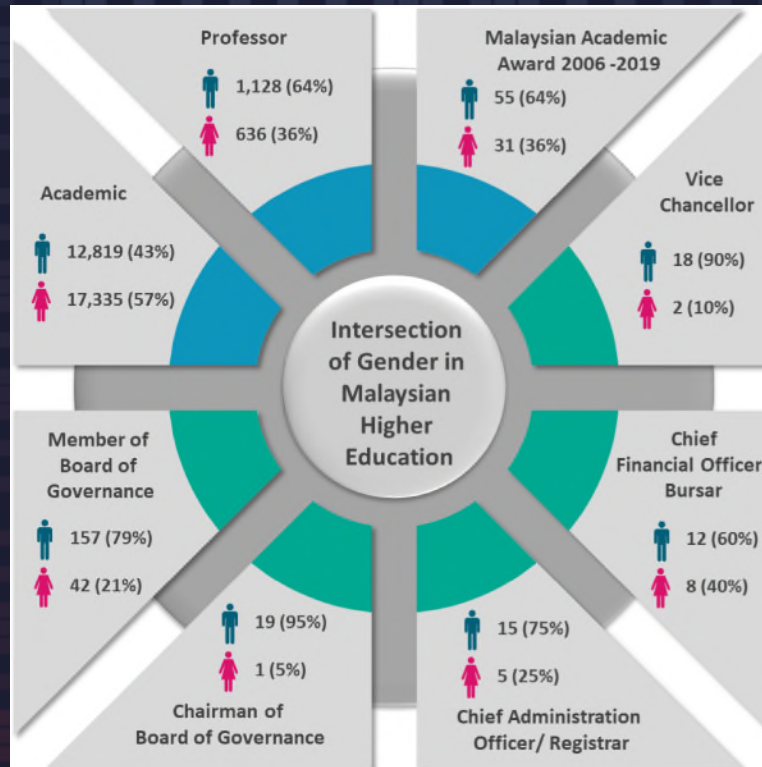- F labour force participation: 56.0%
- F adult literacy: 93.5%

- F students in Ugraduate: 65.0%
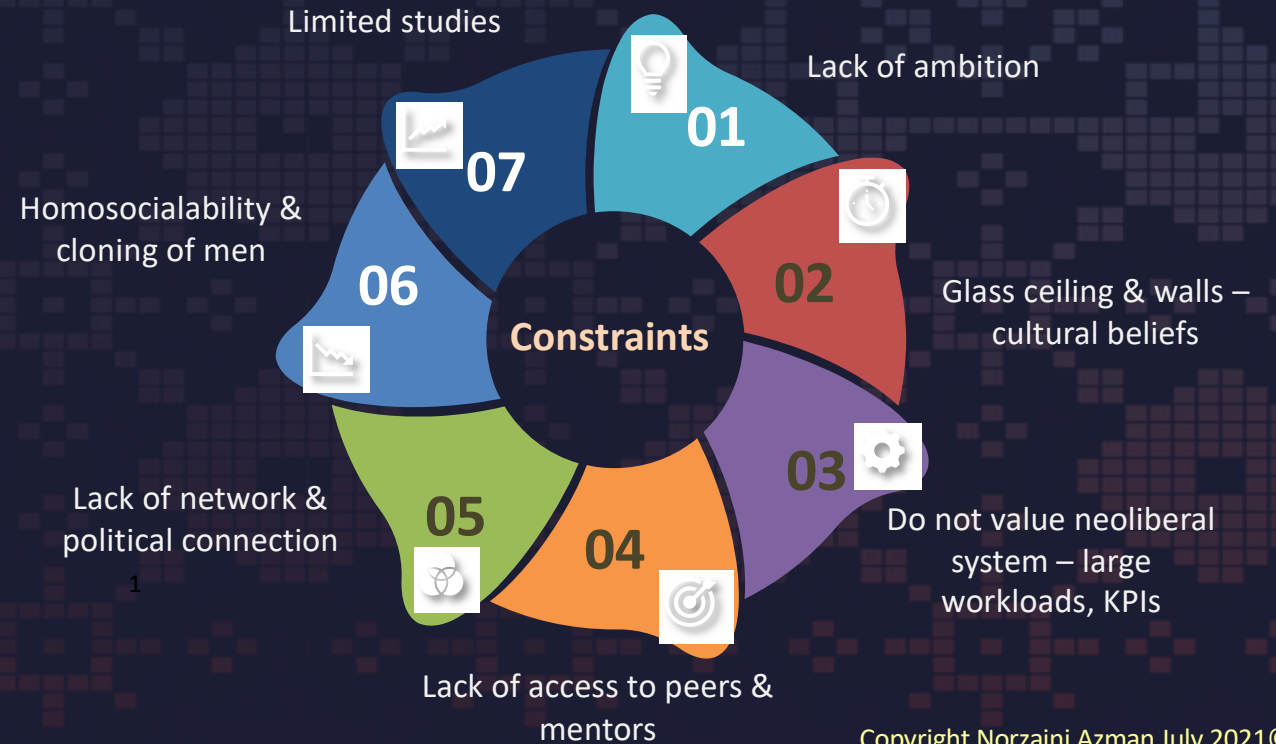- F students in Master: 60.0%
- F students in PhD: 47.8%

- Women in academic profession: 57.0%

Women Leadership in Public HE

Academic Leadership

Managerial/ Administration Leadership

Intersection of Gender in Malaysian Higher Education

Professor
- 1,128 (64%)
- 636 (36%)

Malaysian Academic Award 2006 -2019
- 55 (64%)
- 31 (36%)

Academic
- 12,819 (43%)
- 17,335 (57%)

Vice Chancellor
- 18 (90%)
- 2 (10%)

Member of Board of Governance
- 157 (79%)
- 42 (21%)

Chief Financial Officer/ Bursar
- 12 (60%)
- 8 (40%)

Chairman of Board of Governance
- 19 (95%)
- 1 (5%)

Chief Administration Officer/ Registrar
- 15 (75%)
- 5 (25%)

Constraints

- Limited studies
- Lack of ambition — 01
- Glass ceiling & walls – cultural beliefs — 02
- Do not value neoliberal system – large workloads, KPIs — 03
- Lack of access to peers & mentors — 04
- Lack of network & political connection — 05
- Homosocialability & cloning of men — 06
- 07

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The Scourge of Gender-Based Violence in Mexican Higher Education Alma Maldonado-Maldonado & Roberto Rodríguez Gómez

- Barriers to Leadership.

- Gender-Based Violence

    and University Protests.

- The New General

    Higher Education Law.

Women in Higher Education

Table 3. Proportion of male and female presidents in higher education institutions that are members of ANUIES

	Male Presidents	Female Presidents
Total Higher Education Institutions: 203	157	46
	77.3%	22.7%
Technological Public Institutions: 108	81	27
	75%	25%
Public Research Centers: 24	16	8
	66.7%	33.3%
Public Universities: 48	40	8
	83.3%	16.7%
Private Universities: 23	17	6
	73.9%	26.1%

Source: ANUIES, 2021.

Women in Leadership: A South African (SA) Perspective

- **Democracy attained in 1994**

- **Post democracy:26 Public Universities – 6 women vice chancellors (23 percent)**
POSITIVES:
– Increasing number of women as deputy vice chancellors (52% in academic & research portfolios in 2020)
-Increasing number of women in political leadership positions

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- **The Construct of leadership**

-demands review of notions of leadership in gendered traits beyond traditionally perceived gendered norms

- Should embrace men & women as having leadership competences & capabilities (should not be gender-associated).
- Is ever-evolving: and must be responsive to the context and beyond (*pre-empt,analyse & recognise what is expected* – 2015/16 fallist protests and more recently the COVID-19 Pandemic) – volatile & transforming environment
- Demands resilience, agility & ability to innovate (not gendered norms)
- It remains our responsibility to expand the frontiers of knowledge

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- **SA women as university leaders: Conversations**

- Hegemonic cultural traditions dictate traditional roles of men & women
- *What inspires women to pursue leadership?*
- ❖ *Personal interest in pursuing academic interest*
- ❖ *Active encouragement & affirmation – both from colleagues but also from within (self-affirmation)*

- **What is needed to support women?**

- Agency of those in leadership to acknowledge women's competences as leaders (*voices*)
- Constructive programs that address social and cultural constructs that impede women's trajectories (USAf; HELM; HERS-SA)

- *Embolden women to confidently and without fear of harassment take up the challenge of leadership*

Women academic leadership in Kazakhstan

State: 2019 -24% in hi.ed. leadership positions

Goal: The Conception for Family and Gender Policy – 30% by 2030, no underl research or specific action plan

Factors affecting advancement:

Shared with other contexts	Unique to Central Asia/KZ
Psychosocial factors(Norms, upbringing and their influence on identity and behavior)	Multiple contradicting sets of gender role expectations
Gendered organization (views on women's career, leadership predispositions, hierarchies and communication	Male-favoring rules of operation of informal partner-client networks in political structures (originate from the Soviet clan networks, which shadowed the formal authoritarian bureaucracy, and the traditional kinship networks)
Professionalization patterns (2 career tracks) and glass ceilings	

Future:
 - Hi.Ed. Governance initiatives and the effect on networks
 - post-COVID effects on equity

Breaking the barriers for women in higher education: An Australian perspective

- **Australia has been relatively progressive in addressing gender equality issues in the workplace**

  – 1986: First legislation to address gender discrimination in employment was introduced
  – 2012: Workplace Gender Equality Act

- **Closing the gap**

  – 2019: Women represented 48% of all academic staff

- **Underrepresentation of women in leadership positions persists**

  – Across the 39 Australian universities, 11 vice-chancellors/presidents and 10 chancellors are female.

- **Progress is not guaranteed and advancements are not always sustainable**

  – Studies indicate women have experienced added caring responsibilities, excessive workloads in teaching, and little opportunity for research during Covid

  – The positive record of progress on gender equality is now at a critical juncture

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THE "UNFINISHED" NATURE OF WOMEN'S LEADERSHIP IN HE

Achieving the human right of gender equality in leadership in higher education:

1. Is **partial** in terms of (i) context (institutional/national/regional); (ii) culture and history; (iii) individual persons (i.e. factors of marginalization within our complex identities)

2. Is subject to **barriers** at each of these levels (context, culture, individuals)

3. Requires responsive **supports** to barriers at each level:

   - *Structural* injustice met by procedural justice, e.g., national/institutional policies
   - *Cultural* changes may begin within institutions, e.g., through institutional programs, vocal leadership, modelling
   - *Individual* support, e.g., through professional development and through networks, communities, and peer/mentor support

Universities exist as a countercultural space:

- Justice in terms of gender equality may begin through structural, procedural, & cultural changes
- Our contexts are always in flux – we must be responsive and not permit stagnation and complacency
- We must first work towards gender equality within our institutions and academic communities