SHIRLEY RANDELL

1. INTRODUCTION

We owe a great debt of gratitude to Dr Athena Vongalis-Macrow, Senior Lecturer in Leadership Education at Deakin University, Melbourne, Australia for bringing a fine group of academic authors together to give us this seminal book on career moves for women in leadership. The contributors have reputations as international scholars currently working and leading in universities across the world. Collectively, they represent significant achievement in higher education scholarship and leadership. All have lectured on women in leadership in higher education and published leadership research in academic journals and publications. While the majority of authors are located in the US, they draw from various international perspectives and places of employment, as many have had careers spanning different contexts and countries. This enriches the collection with a range of experiential engagements with higher education leadership, providing multiple perspectives and critical insights about and by women in these positions.

The idea for this book was generated after Vongalis-Macrow had completed yet another professional leadership development program, this time purposely designed for women, and was challenged to consider what she had learnt from the process. The program had set out to show women what steps and skills would improve their leadership capabilities so as to be better positioned to seize any opportunity to take on greater leadership roles. Vongalis-Macrow realised she did indeed possess valuable expertise from her own and others' experiences to contribute to women's professional education and help them lead.

Vongalis-Macrow has over ten years of experience in lecturing and researching about organizations, organizational change, managing learning organizations, leadership and leadership education. She was awarded her PhD in the field of international education systems, drawing on her knowledge of social systems and social change to apply to organizations and leaders. Her academic publications have explored women and leadership, based on critical sociology, organizational analysis, and exploring the dynamics of mentoring and women's networking. A regular contributor to Harvard Business Review's blogs on management and leadership, Vongalis-Macrow applies her research and scholarship to the lived experiences of those managing and leading change. Each blog has an estimated audience of over two million readers and has attracted much positive popular comment through email and the social media. These blogs demonstrate a demand by women seeking explicit leadership information and advice specifically for their gender and the splendid insights that Vongalis-Macrow is able to provide.

As can be seen from the chapter headings in this book, each contributor has approached the task in her own way. The editor's initial chapter provides advice on how to avoid pitfalls, such as mid-career stalling. She builds on this theme by giving a social analysis of obstacles and how these impede women, suggesting strategies to overcome them. Mid-career female academics face competing demands, often including family, and more diversity in their teaching, research and administration work. They have specific decisions to make about career planning that affect their prospects of leadership in the future. Reporting on original research, Vongalis-Macrow shows how notions of loyalty to their institution can negatively impact on mid-career women. In prioritising their labour to meet organisational objectives there is a danger of taking on more organisational and positional responsibilities to reinforce the structure of the organisation to their own detriment. Vongalis-Macrow argues that mid-career academics improve their career prospects if they are loyal to their own work first, which in turn benefits their organisation. This involves building capacity and confidence by focusing on attaining skills and knowledge to foster recognition, engaging in research that fuels their passion, and fostering graduate students who share their ideas. The chapter highlights the importance of quality networking as a way to build capacity for leadership and furthering careers.

Dr Samata B. Deshmane, Associate Professor at Jnana Bharathi Campus, Manasa Bhavana, India, considers discrimination within her university, making special reference to the Bangalore University women employees in Karnataka. She maintains that since the passage of the Government of India Act (Misra, 1966), the education and social status of women in India has expanded with improved literacy rates and more women entering higher education. Additionally women have access to many labour-saving gadgets in the home and better health facilities. Despite these changes, Deshamne argues that the dominating patriarchal culture persists in shaping the roles of women in society. They continue to suffer from inadequate resources and related psychological and health pressures. Despite more opportunities and fields being open to women, including finance and politics, Deshamne insists that Indian women need further mechanisms to consolidate their professional identities and personal dignit that are subject to eroding chauvinism. Deshamne reveals how implicit discrimination against women powerfully deters and undermines women's aspiration for academic leadership and career progress. This chapter mirrors predicaments and situations I have encountered in many poor countries as well, including Bangladesh and Rwanda.

Dr Myrna Nurse, Professor, Department of English and Foreign Language at Delaware State University, USA, focuses on how black, female ABDs (All But Dissertations) students can avoid the trap of never completing their theses. Many of these students complete all formal degree requirements, other than the finalisation of and approval of the doctoral dissertations and the public final examinations for their PhDs. Nurse cites the new Black Girls' Club: Mentoring ABDs in Academia as a welcome support group to address this need. She draws on four case studies, including a woman in her fifties who completed her PhD in 2012; one in her forties

who for ten years was unaware that the nomenclature ABD existed nor what it meant to be one; and two, also in their forties, who were set on track with schedules to complete their dissertations in a timely manner. Nurse explores the benefits of mentorship as a strategy to support women of colour to overcome these challenges. Some contributors to this anthology give personal accounts of what works for leaders and how women can prepare for the next stage of their academic careers. Dr Heather Wyatt-Nichol, MPA Program Director and Assistant Professor, University of Baltimore, College of Public Affairs, USA, provides practical advice for junior faculty, including strategies for maintaining sanity and gaining success. She describes some erroneous misconceptions that outsiders hold of the coveted position of an academic; for instance, that faculty members enjoy creative autonomy over the 'how, when, what, and where' of their work, despite professional expectations encroaching on personal time. Some imagine a like-minded harmonious faculty working together for the common good, despite the more common reality that some colleges and universities host incompatible or even vicious and toxic work environments, spread out across any number of departments. Wyatt-Nichol's chapter integrates personal experience with existing research to examine the profession and work environment of higher education. Personal tips and strategies for success are offered to nourish sanity and reduce role-conflict while pursuing tenure.

Dr Wendy Sutherland Smith, Senior Lecturer, Deakin University, Australia, discusses braving the promotion process and methods of securing advancement. She relates her own story of battling for recognition and promotion to senior lecturer at Monash University. She describes the dissonance between a lack of helpfulness that various institutional programs offered and a self-initiated search for real mentorship. Sutherland Smith unpicks several common assumptions: gender solidarity; the belief that institutions will help your ascent; and the belief that supervisors will continue to extend support after securing a position and towards your next promotion. Her experiences are disappointing but illuminating, illustrating a lack of effective formal mentorship tarnished by self-interest and competitiveness. As a positive outcome, this stimulates her vital clues for 'do it yourself' alternatives and worthwhile pursuits to counteract a lack of formal mechanisms and human fallibilities.

Dr Sandy Cassady, Dean at St Ambrose University, USA, provides advice and suggestions for women as they prepare for the defining leadership position of college or university dean. Importantly, she begins with an analysis of the knowledge and skills commonly sought during academic dean searches, as well as practical suggestions for beginning to acquire these skills in the current role of academics that see this as their career path. The author shares relevant literature, insights and experiences on transitioning to the role of dean and contemplating higher-ranking executive positions. She draws from her own experience to explain the tasks of an academic dean and the preparation a chair or director might need to prepare for the role and to grow in it once achieved. Cassady also considers options and opportunities that follow from this position.

Dr Carolyn J. Stefanco, Vice President for Academic Affairs and Dean of Agnes Scott College, USA, takes up this theme as she reviews and questions the minimal progress made in diversifying the top leadership roles in US higher education over the past 25 years. She provides specific advice to women currently serving as college deans and associate vice presidents about how to prepare themselves for positions as provosts and, eventually, as presidents to advance to the top leadership roles in higher education. Recommended strategies include developing an institutional view, engaging in continuous professional development, seeking opportunities for service to professional organizations, speaking and writing about higher education issues, shaping an internet and social media presence, and becoming involved in community relations. Stefanco's articles challenges action and changes to address the gender imbalance of these top positions. Creating a 'win-win' strategy is essential, she argues, so that women are encouraged to take steps that will benefit both their current institutions and their career advancement. Other authors provide valuable insight into successful programs with a view to offering positive models for organisations to utilize.

Dr Betsy Brown and Dr Laura Severin, Vice Provost for Faculty Affairs, North Carolina State University, North Carolina, USA, evaluate a successful mentorship model initiated as a component of a grant through the US National Science Foundation-sponsored program ADVANCE: to increase recruitment and retention of women, particularly in science, technology, engineering, and mathematics. The model incorporates a network of mentors at different career stages working together to mentor women faculty members keen to move into leadership positions in higher education. The program aims for increasing recruitment and retention of women, including creating more diverse faculties (for instance, increasing the number of women of colour), creating a climate that promotes all faculty, eliminating factors that risk women leaving, and changing processes to be more inclusive. Their study illustrates the value and role of mentoring by use of the collaborative and generative model of leadership development workshops. They found that increasing the number of female leaders and generating mentoring throughout the faculty worked. They believe the success of this model is not limited to a particular type of institution or even a particular country but could be adapted to settings across and even outside higher education to ensure that the number and success of women leaders continue to increase in future generations.

Dr Margaret Steele and Dr Sandra Fisman, Professor and Chair, Division of Child and Adolescent Psychiatry, Schulich School of Medicine and Dentistry, The University of Western Ontario, London, Canada, also verify that empowering women through professional development and mentorship are vital factors for women's advancement to leadership positions in academic medicine, particularly in the traditionally male-dominated surgical disciplines. They review some programs that have developed faculty mentoring programs to improve retention of women, including a mentorship policy implemented in a Canadian Medical and Dental School. Their findings substantiate the need for women's support in environments

that are typically competitive and discreetly sexist. While 'care' is largely conceived as a women's realm, the vast majority of women lecturers are confined to the lower ranks of their teaching discipline. Steele and Fisman argue that attracting women necessitates multiple strategies, including institutional policy to retain and advance them. Their findings demonstrate that mentorship experience during residency was a high incentive to pursue a career in academic medicine. The challenges and benefits from role models and colloborative networking encourages women to take on leadership responsibilities and promotes their career development. In addition, these strategies work to benefit, potentially, an emerging generation of men.

Career Moves is a smart guide to advancing women's careers. Embracing the insights and methods raised by the authors will go a long way towards creating much needed gender equality in leadership positions in the academy and beyond. It is only by incorporating various approaches and pursuing a myriad of initiatives that real sustained change can be won. In my own journey I could never have embarked on nor survived such a stimulating career without support and guidance from many treasured mentors. Their wise council and crucial advice were gleaned from their own mentors and hard-won experience. Lessons passed down and along, through friends, families and cultures create a vast network of potential. It is to be treasured, employed and disseminated. In this spirit and function of Career Moves I share some thoughts and approaches from my own mentors that I have found useful and practised in leadership and mentoring roles.

- Academic women involved in any sort of relationship should strive to negotiate equitable domestic responsibilities, including childcare, to address the issue of work-life balance.
- The value of establishing and supporting a women's caucus or solidarity association on campus cannot be understated. It has the capacity to:
  - fight for family-friendly policies, including parental leave policies (if these do not exist nationally) and for policies allowing faculty members to stop the tenure clock in case of childbirth, adoption, or care of a sick parent or partner
  - fight for high quality on-campus childcare facilities
  - use a collective voice to hold the university administration accountable for making structural changes, such as a formal tenure and promotion training process, to remove subtle gender, racial and other biases and ensure women faculty are treated fairly
  - provide annual workshops for academic women on how to negotiate the tenure and promotion processes and how to advance as an administrator
  - advocate for leadership retreats for all tenure-track women faculty with top institutional leaders and male faculty holding key committee positions, with the goal of providing informal access for women faculty to male leaders
  - offer contacts and support beyond one's department
  - fight for data to be regularly gathered to track gender equity in faculty recruitment and promotion rates, salaries and other resources

- – fight for the equitable treatment of contingent or casual faculty, a majority of whom are likely to be female
- Encourage beginning woman faculty members to form or join a writing/reading group among female faculty members, to share knowledge and make their scholarly productivity accountable to colleagues.
- In avoiding overly burdening themselves with university service, academic women can choose service carefully to utilise their strengths and expertise, aiming for quality not quantity. Furthermore opting, if possible, for responsibilities that give them visibility beyond their own department, division, school or college.
- The number of course preparations accepted should not be out of line with those of the male members of department.
- Professional meetings and conferences should be attended regularly for intellectual stimulation and to provide opportunity to make contacts with others in the field, whenever possible giving papers, feedback on research, and submitting work for publication. This becomes particularly vital when changing institutions or playing a part in the governance of a professional association.
- If it is possible to choose when it comes to accepting an academic position, academic women should research and be attuned to the gender and racial dynamics that might be perceived during the on-campus interview and other pre-contract exchanges. Women faculty, especially women of colour, can find themselves in hostile departments, which undermine and demoralize them until they leave for another position. It is prudent to remember that each move from one university to another can cost at least a year of scholarly productivity, so should be chosen wisely.

This book is written by academics from USA, Australia, Canada and India but there remain deplorable conditions for women in universities elsewhere. A subject of my passionate concern is the challenging situation for women academics in leadership in universities in poorer countries. One excellent global project, organised by the International Federation of University Women (IFUW), has made significant inroads in this area of great need and is a useful study of this demographic. The International Colloquia Project considered barriers to female leadership in higher education in 13 countries, including Bolivia, El Salvador, Nepal, Slovenia, Nigeria, South Africa and Rwanda. I will relate some of the findings of the IFUW report, Breaking Down Barriers to Female Leadership in Higher Education (2013), in order to convey the particular and continuing challenges for women of these regions. These findings confirm how poorer countries lag behind in gender equity and related advancements of the developed world.

Apart from the burden of childcare and elder care vastly falling to women and restricting their ability to take on leadership positions, some women report an unwillingness to take on the 'gladitorial' leadership battles involved, citing intimidation of the 'combative and often violent' nature of running for top academic office. Others are deterred by deep cultural beliefs that accuse those pursuing and gaining leadership roles as 'unfeminine'. Thus women capable of providing effective leadership, often

keep a 'respectable' distance from leadership contests and university politics because they consider it frames them as wayward and outspoken, indeed 'too liberated'. A professor in South Africa commented that women risk becoming unpopular in campaigning for their rights. Even in Slovenia, a deep-rooted belief of the incapacity of women to perform leadership tasks in the natural sciences is cited. The head of a university in Nepal said that female leaders are rare because married women are not considered able to hold decision-making positions. Negative perceptions of women's capabilities are common inhibiting factors, somewhat surprising given the traditional role of universities in the quest of illumination and strengthening through knowledge.

Dr Vincent Biruta, the Minister for Education in Rwanda, identified gender discrimination as a factor preventing women from reaching leadership roles in academia. The Rwanda Constitution specifies that women hold 30 percent of all decision-making positions, but plans to reach this target in universities are hindered by losing successful female scholars to better-paid positions in the public service, private sector, and international and national non-governmental organisations. Biruta noted that women shoulder the bulk of teaching, marking tutorials, and preparing courses and exams, and find themselves systematically channelled into secretarial and administrative work, with not enough time left to do the research work that leads to career advancement. The serious lack of female role models and the scarcity of women with higher degrees in academia have the effect of weakening the confidence and aspirations of younger academic women. In many of the 13 countries, the administrative positions of deans, directors, vice-chancellors and provosts are still seen as the prerogative of men.

Both Breaking Down Barriers to Female Leadership in Higher Education (2013), and Career Moves illustrate that there is not just one problem preventing women from moving equally with men into positions of leadership in universities. Hurdles occur at all levels in all countries and throughout various stages of a career. Academia is a global profession and a holistic, global view of this problem is needed. Most universities around the world have put measures in place to support women, and more girls are entering and graduating from universities than ever before. So the real issue is: Why are we not seeing significant improvements? This book is a rallying cry to both female and male leaders in universities to do more to achieve gender equality and women's empowerment in all aspects of tertiary education.

AFFILIATION

Shirley Randell
Founding Director, Centre for Gender, Culture and Development
Kigali Institute of Education
Kigali, Rwanda