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Celebrating rather than tolerating – Humanizing institutions and empowered individuals

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Gender Equality in Higher Education Institutions

- Higher Education Institutions have been key actors and a positive force in the long journey towards gender equality.
  - Knowledge production - research has exposed the ways in which girls and women are discriminated against;
  - Increasing enrolment of female students and graduates,
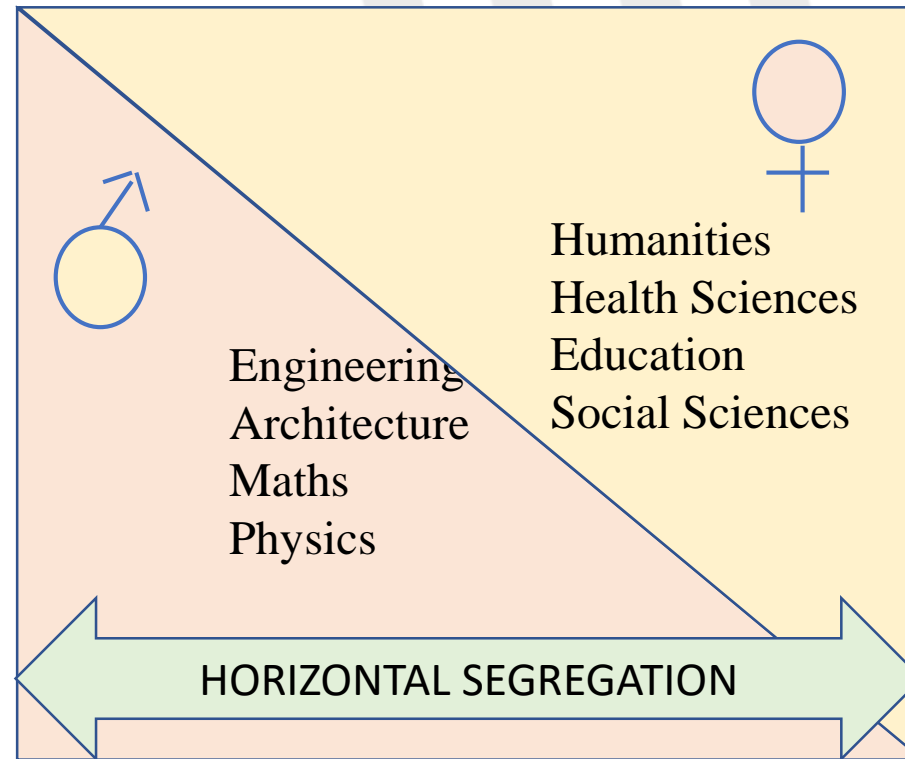 - Recruitment of female staff.

More women
- with agency over their lives
- in positions of power

BUT...

HEIs also have a wider role to drive forward gender equality in their communities.

Engineering
Architecture
Maths
Physics

Humanities
Health Sciences
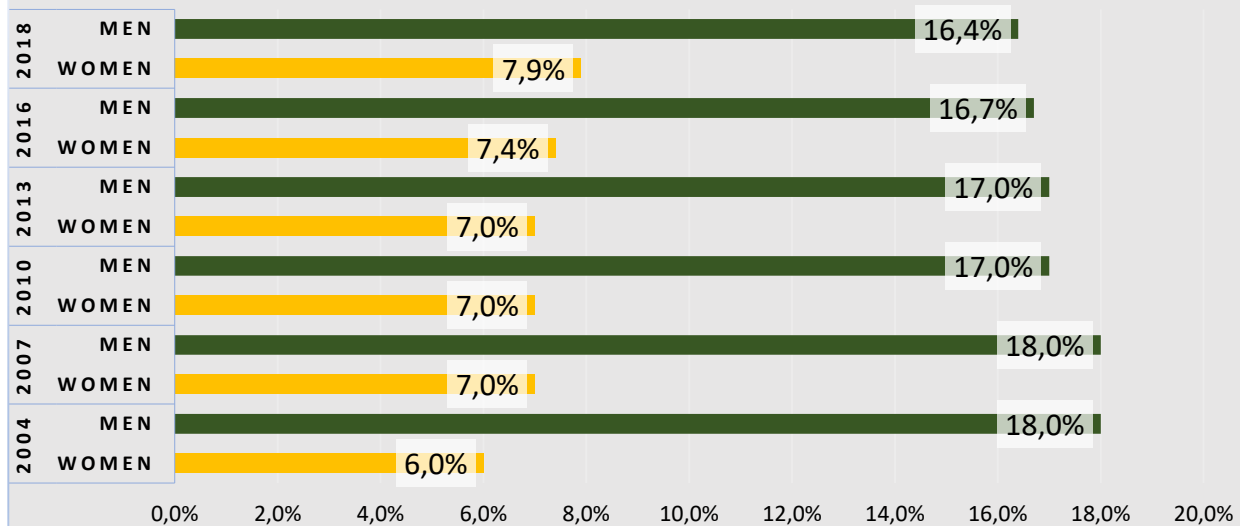Education
Social Sciences

HORIZONTAL SEGREGATION

Women are still underrepresented in leadership role in academia worldwide.

The European Context

PROPORTION (%) OF GRADE A STAFF AMONG ALL ACADEMIC STAFF, BY SEX, EU, 2004-2018

Year		Value
2018	MEN	16,4%
2018	WOMEN	7,9%
2016	MEN	16,7%
2016	WOMEN	7,4%
2013	MEN	17,0%
2013	WOMEN	7,0%
2010	MEN	17,0%
2010	WOMEN	7,0%
2007	MEN	18,0%
2007	WOMEN	7,0%
2004	MEN	18,0%
2004	WOMEN	6,0%

Glass Ceiling Index, EU- 2004-2018

Year	Value
2004	2,10
2007	1,80
2010	1,80
2013	1,68
2015	1,54
2016	1,64
2018	1,59

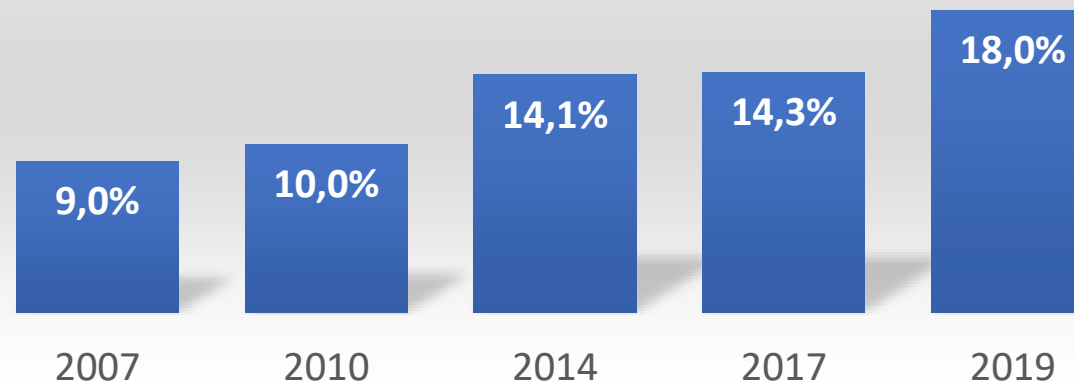# The European Context

Proportion (%) of women among heads of institutions in the Higher Education Sector (HES), EU, 2007-2019

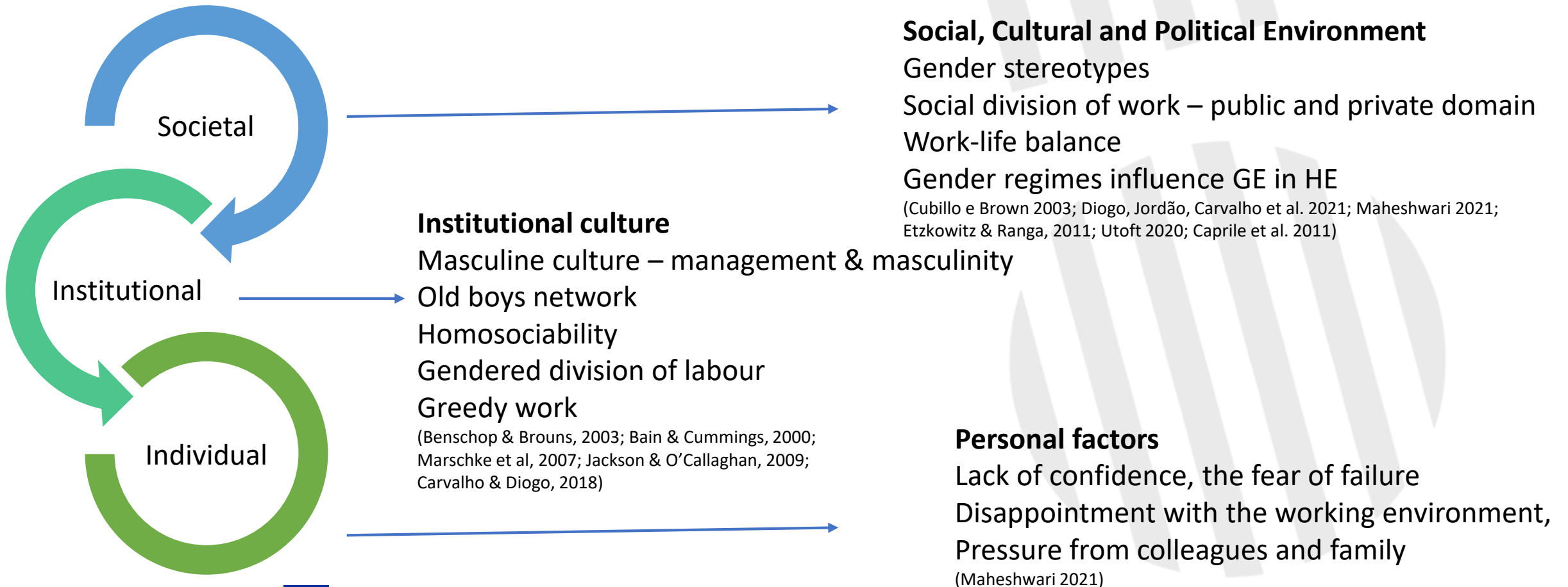| 2007	2010	2014	2017	2019
13,0%	15,5%	20,1%	21,7%	23,7%
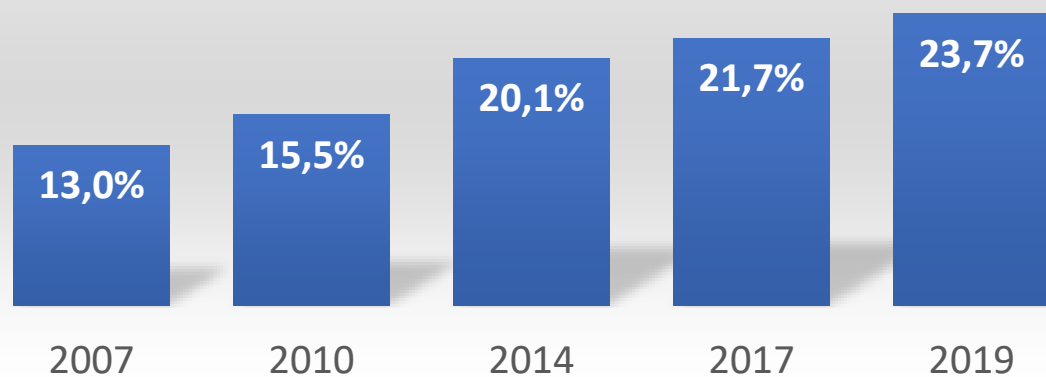
Proportion (%) of women among heads of universities or assimilated institutions based on capacity to deliver PhDs, EU, 2007-2019

2007	2010	2014	2017	2019
9,0%	10,0%	14,1%	14,3%	18,0%

What explains the persistence?

Causes for vertical segregation in academic careers are multiple, complex and intertwined.

Societal

Institutional

Individual

Social, Cultural and Political Environment
Gender stereotypes
Social division of work – public and private domain
Work-life balance
Gender regimes influence GE in HE
(Cubillo e Brown 2003; Diogo, Jordão, Carvalho et al. 2021; Maheshwari 2021; Etzkowitz & Ranga, 2011; Utoft 2020; Caprile et al. 2011)

Institutional culture
Masculine culture – management & masculinity
Old boys network
Homosociability
Gendered division of labour
Greedy work
(Benschop & Brouns, 2003; Bain & Cummings, 2000; Marschke et al, 2007; Jackson & O'Callaghan, 2009; Carvalho & Diogo, 2018)

Personal factors
Lack of confidence, the fear of failure
Disappointment with the working environment,
Pressure from colleagues and family
(Maheshwari 2021)

What have been done ...

Affirmative Actions (AA) ⟷ Mainstreaming

An umbrella term for proactive strategies that attempt to reduce inequality between groups by offering preferential treatment to disadvantaged groups (Yang et al., 2006).

"a strategy that claims to make women's and men's experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programs" (Morley, 2007: 609).
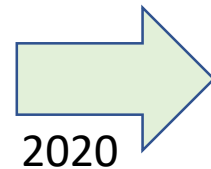
In EU...
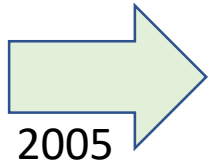
2005 → Council of the EU invited Member States to increase the number of women, particularly in leadership positions, in the public sector and industrial research and technology (Council of the EU, 2005).
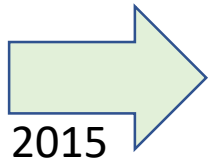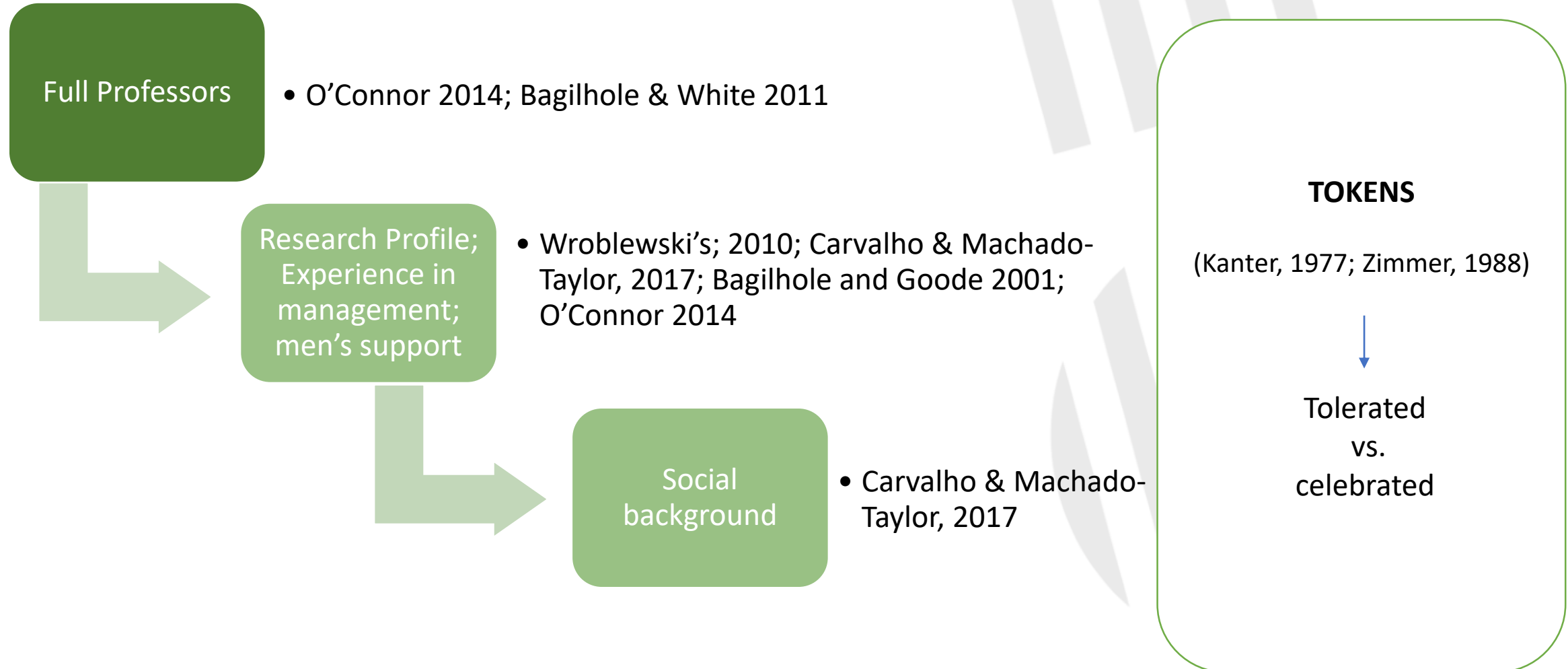
2015 → Develop targets for gender balance among professors (Council of the EU, 2015)

2020 → Gender Equality Strategy (2020-2025) emphasises the need to bring forward inclusive and diverse leadership (European Commission, 2020).

Who are these women?

Full Professors

- O'Connor 2014; Bagilhole & White 2011

Research Profile; Experience in management; men's support

- Wroblewski's; 2010; Carvalho & Machado-Taylor, 2017; Bagilhole and Goode 2001; O'Connor 2014

Social background

- Carvalho & Machado-Taylor, 2017

TOKENS

(Kanter, 1977; Zimmer, 1988)

↓

Tolerated
vs.
celebrated

Challenges in the new institutional environment – NPM & Managerialism

Higher Education systems in OECD countries have been under substantial reform during the last decades, included in NPM-based public sector reforms.

Reforms have brought a wave of neo-liberalism in universities world-wide imposing a corporate culture (De Vries & Nemec,2013; Scott,2015; Trowler,1998; Santiago & Carvalho, 2015).

Key elements of the reforms:

- disaggregation,
- competition,
- customer orientation,
- focus on efficiency and results
- focus on metrics and performance

Competitive marketised environment

- Based in individualism, competition and quantifiable metrics;

- Intensification of academic work;

- Academics self-monitor their time and performance – Hyperprofessionals;

- Erosion of trust;

- Increased stress for academics.
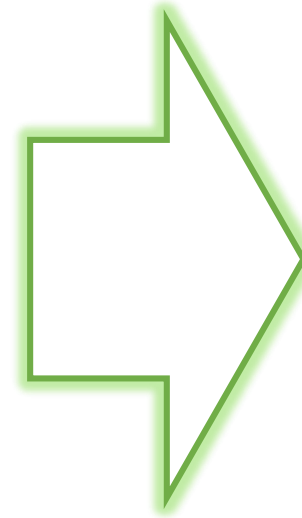
Particularly challenging for women

(Mar, 2016; Vostal, 2021; Carvalho & Diogo, 2021; Su, Wood, Alerby, Da Re, & Felisatti, 2021)

Discourse on Gender Equality

Intrinsic value
– it is valued for itself

Instrumental value
- vehicle for achieving other goals

An issue of quality considered beneficial to businesses and public services, making them more efficient (Squires 2007).

BREAK THE GLASS CEILING?

- To be a woman leader does not imply necessarily to have gender awareness.

- The presence of women is not enough to change the gendered organisation.

- Persist with a male norm discourse and a heroic individual narrative on leadership, which contribute to incentivise women to require more and more from themselves in a spiral movement that may end in physical and psychological health problems, and in a greater resistance to assuming leadership roles (Carvalho & Diogo, 2018).

REBUILD THE BUILDING!

HUMANIZING HIGHER EDUCATION
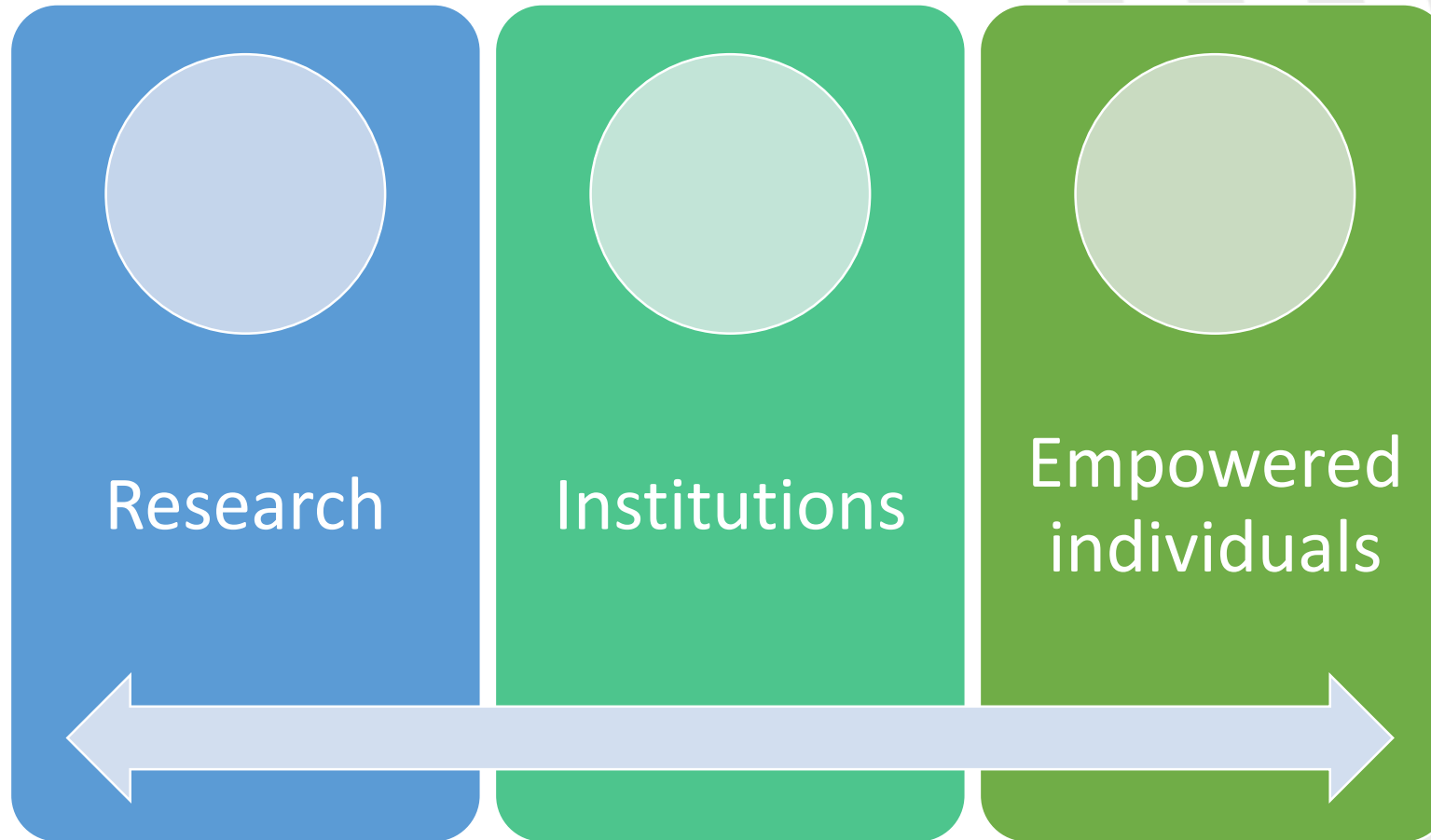
RESEARCH – Humanise Scholarship

Neo-taylorism

Second Human Relations Movement

Values conflict

Valorises contradictions in human experience.

It's against linearity and alignment.

Values Relations

How emotions, meaning and structure emerge in relationships.

The relationships are a vehicle through which the researcher comes to understand a social system.

Values defiance

Its intent to subvert power and resistance and to foster participation.

Petriglieri, G. (2020).

HUMANIZE INSTITUTION

POTEMKIN DEMOCRACY (Clark, 2004; Holmes, 2003; King, 2001)

Builds façades around a fragile system to legitimate the power of authoritarian regimes or give a sense of political stability inside and outside the country.

The manipulative dimension, intrinsic to Potemkin democracy, limits individuals' participation and conflict contributing to the impoverishment of institutions.

Grant the right to everyone to participate in collective institutional decision-making.

HUMANIZE EMPOWERED INDIVIDUALS

Empowered individuals need to have a humane dimension

Empowering relationships

Communication based on Trust

Personal & Organisational transformation

Other-centered Purporse

Giancola, J. M., & Hutchison, J. K. (2005). *Transforming the culture of school leadership: Humanizing our practice*. Corwin Press.

Humanize leaders

- A dehumanization of leadership is manifested in the reduction of leadership to a set of skills and its elevation to a personal virtue.

- Humanizing leadership requires recognizing, tolerating, and respecting, if not celebrating, ambiguity and tension bereft of socially responsible values.

Petriglieri, G. (2020).

Stress the HUMAN in a posthuman world

- Humanization is used not in an anthroprocentric way

BUT

- In an ethical perspective – treating the other as you would like to be treated
- Humanistic values
  - Recognising
  - Tolerating
  - Respecting

Promote Equal Institutions for **ALL** women