

GEARING-Roles: 2nd International Conference
GENDER AND LEADERSHIP in Higher Education and Research
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SUSAN BULKELEY BUTLER CENTER FOR
LEADERSHIP
EXCELLENCE

**DOING THE WORK OF LEADERSHIP TO
TRANSFORM INSTITUTIONS**



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Structure of Keynote

Comprises Four Main Parts:

- Introduction
- My own trajectory
- Framework for transformation of institutions of higher education
- Strategies for faculty members & leaders.

The keynote material is from my manuscript in progress

Let me start with a short case –
 CASE



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Key Points from Case

Four main points from the case are pertinent to this keynote as related to institutional transformation:

- Role of structure - committees, task forces etc - and processes
To be effective, both structure and process matter for change. ‘Theater’* structures lack transparency; typically place individual interests over that of the institution; decelerates institutional change.
- Be cognizant of ‘difference’ as basis for shaping experiences. Key for **inclusive excellence**.
- Recognize and value expertise/knowledge and **‘work’/labor** for transformation. Dismissing expertise is detrimental to institutional transformation
- **Transparency**: in processes of representation and decision-making. Lack of transparency breeds distrust, skepticism, challenges to implementing initiatives

*Term used by President Emerita Teresa Sullivan

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Leadership in US

- In 2016-17 academic year, 57 percent of bachelor’s degrees were conferred to women, and according to the Pew Research Foundation, women now compose [half of the college-educated workforce](#).
- Women [hold the least senior administrative positions and are the lowest paid](#) among higher ed administrators. The picture is starker for women of color: in 2016, [only 14 percent of higher ed administrators](#) -- men and women -- were racial or ethnic minorities.
- As per American Council on Education’s (ACE) American College President Study 2017, only 30 percent of the nation’s college and university presidents are women—an increase of just four percentage points since 2011. Even these include tier 2 schools. Only about 11% of leaders of major R-1 institutions are women.
- Recent raised visibility of racial/ethnic disparities has opened opportunities.

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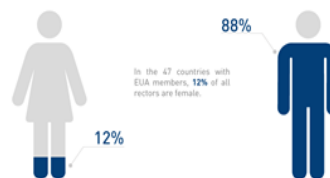


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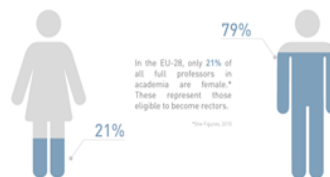
Leadership in EU Countries

- [Reported in March 2017](#), in 47 countries with EUA members, only 12% of all rectors are female
- [In 2020, 15% of rectors](#) are female compared to 85% being male (EUA member universities in 48 countries).
- [Varies across countries](#) as proportion of female rectors is above average in 19 countries, and below in eight countries. Notably, 20 countries currently do not have any female rectors.
(Data refer solely to the EUA membership.)

Male and female rectors among EUA members



Women eligible to become rectors in the European Union



Credits:@ She Figures, 2015



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Challenges Rising to Leadership Positions

- Underrepresentation: Women underrepresented as full professors; across countries
- Opportunities seem to disappear at various points along their trajectories
- Role of deep-seated networks.
 - To be selected for positions or to rise up.
 - Exacerbated for few women of color in leadership positions–no support/sounding board.
- Gender and racial stereotypes
 - Compliance, not candor
 - Deferential, not assertive or confident, not expertise
 - Isolation of women of color

Considering bleak picture: How am I in an administrative position?



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My Trajectory (1)

- Background - First generation immigrant; family support; social scientist,
 - Shapes some initiatives; – knowledge –practices
- First university level administration position
 - 'Listen' to faculty constraints, fears, needs, and successes
 - Recognize different axes of 'difference' circumscribe everyday life and structures
- Practice inclusivity by bringing different stakeholders to the table
 - As an example

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My Trajectory (2)

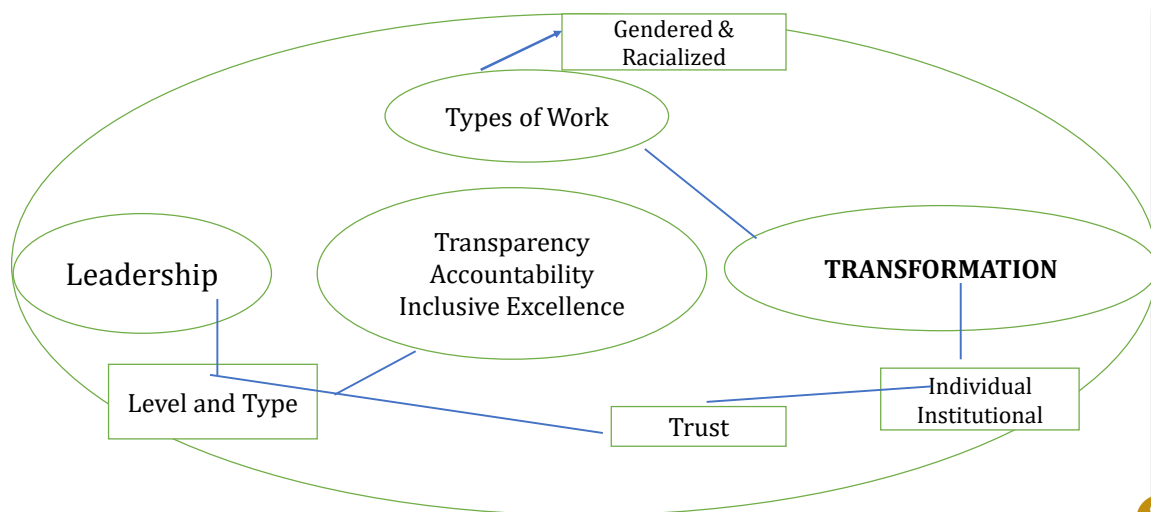
- 'Outsider' within
 - Demographic representation
 - Structure of leadership
- From current vantage position
 - Center is in a unique position to connect with faculty
 - can combine faculty matters with diversity and inclusion
 - build relationships of trust; one on one and initiatives
 - leaves a gap in broader holistic picture or vision, decision-making
 - type of work /labor engaged in
- Shifts in the structure/balance of relationships over time
- Role of an experienced outside mentor
- Being a leader? Do not perceive myself as a leader; but aim has been to make a difference for faculty considering my own experiences

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Framework (1)



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Framework: Main Points

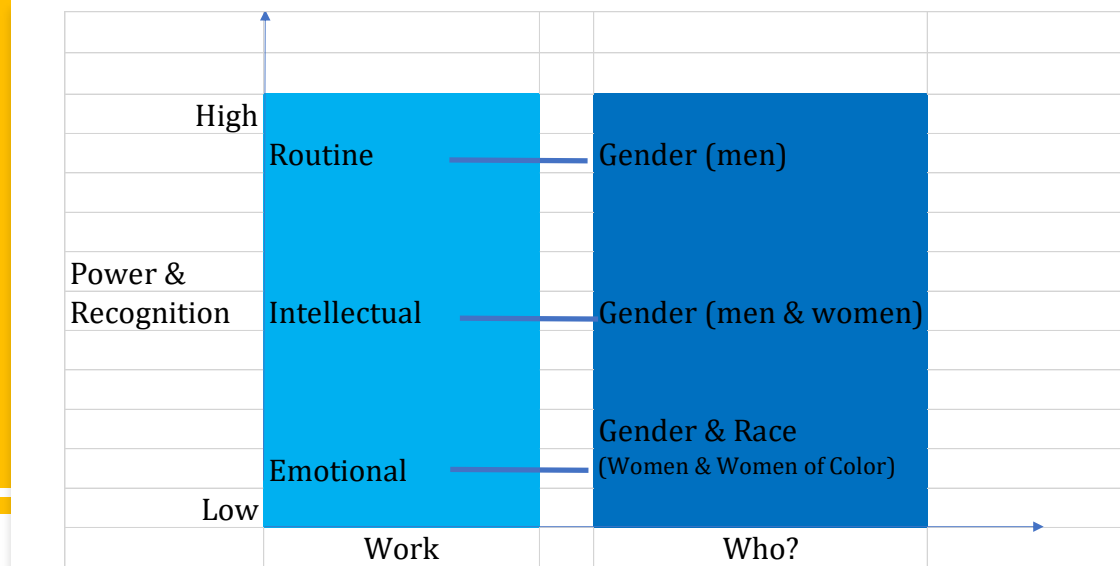
- **Leadership:** be clear about expectations; enable independence but require interdependence for cohesive vision (not individual); clear goals; be responsive
- **Work:** Gendered and racialized. Routine, intellectual and emotional.
 - Role of SBBCLE Support Circle
- **Inclusive Excellence** – balance experience and new perspectives/ideas. Also recognize challenges of women of color to speak up considering the risks of retribution/retaliation - Role of CRN
- **Transparency:** fine line between transparency and confidentiality
- **Accountability:** Importance of assessment
 - How units are performing using a rubric
- **Trust:** relational and reciprocal - Challenges
- Struggles within structures

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Framework (2): Work of Leadership



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Framework (3)

TRANSFORMATION			
		<i>Individual</i>	<i>Institutional</i>
	<i>Routine</i>	Basic Functions	Status Quo
WORK	<i>Intellectual</i>	Segmented	Hegemonic
	<i>Emotional</i>	Partially effective	Dispersed

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Strategies for Faculty

- Aim to get promoted to Full (example Associates Conference, CRN)
- Build confidence
 - Affirmation: especially constructive ideas put forth by women/women of color.
 - Speak up (Barres). Be persistent – don't give up
 - Role models: seek out diverse faculty role models
- Build alliances across levels.
 - Men as allies and advocates; Seek supporters for advice, maybe even outside your institution
 - Example: SBBCLE partnering with other units
- Rely on rigorous and systematic research/data (evidence)
 - Engage in research to unravel challenges and open possibilities
 - Examples: SBBCLE WP series, Best Practices Tools

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Strategies for Leaders (1)

- Enable independence but require interdependence by articulating a cohesive vision/goals
 - Core group (knowledgeable with ties to constituencies, emphasize institutional progress)
 - Seek accountability – build rubrics for accountability across layers
 - Be transparent (balance confidentiality) and demand it of others/units
- Sponsor and mentor: Sponsoring- be a better leader by investing in talented others (Sylvia Hewlett). “.. great deal of hallway mentoring that goes on for young men that I am not sure many women and minorities receive” (Barres)
 - Point to role models for others to consider leadership positions
 - Ensure diversity in leadership roles. Build pool of diverse leaders
 - Affirm work of especially women of color leaders – confidence and credibility
- Enable Inclusive Excellence
 - Don't rely on 'usual suspects' to fulfill diversity commitments
 - Ensure open searches - often seem to be bypassed entirely for top leadership positions, just when it matters most.
 - Recognize the hesitancy of some to speak up or articulate concerns and challenges
 - Call out rude comments/microaggressions directed at women, and especially women of color

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Strategies for Leaders (2)

- Concept of 'useful failures' (excusable and inexcusable)
 - Recognition
 - Reward emotional, intellectual labor
 - Recognize and bring expertise and knowledge to center.
- Rely on evidence/data: 'democratizing' data - SBBCLE WP series, Best Practices Tools
- What kinds of questions to ask: recommend starting with a few questions to approach women's leadership in all of its heterogeneity across our institutions (Alcalde and Subramaniam 2020).

How are women represented in senior leadership positions? How are Black, Latinx, Asian and Indigenous women included or excluded in these forms of leadership and decision making?

How is the labor of women leaders, and women of color more specifically, being recognized and compensated?

How can women of color leaders be considered capable of moving up the ranks and appointed to positions of formal power and authority?

What forms of mentorship are available or being developed to support women as leaders?"

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- ACE Women's Network of Indiana – group of accomplished women as a great source of support

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Thank you!

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Framework (3): Typology of Inclusion*

Form/Level of Inclusion

Nominal inclusion or exclusion

Passive inclusion

Consultative inclusion

Activity-specific inclusion

Active inclusion

Interactive inclusion

Operational features

No membership or mere membership in the group

Being informed of decisions ex post facto; or attending meetings and listening in on decision-making, without speaking up

Being asked an opinion in specific matters without guarantee of influencing decisions

Being asked to (or volunteering to) undertake specific tasks

Expressing opinions, whether or not solicited, or taking initiatives of other sorts

Having voice and influence in the group's decisions

*Modified framework using Agarwal (2001)

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