

Module 6

**Women's Studies as a  
Catalyst for the  
Advancement of  
Women in Higher  
Education**

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## About this module

This module is about the achievement of change in higher education institutions and proposes a strategy – the development of a Women's Studies Programme – as a vehicle for that change. The four-day module highlights the activities required to promote the advancement of women, both within and outside higher education institutions. The first part of the module encourages participants to assess the current position within a given institution or region, followed by analysis of the factors needed to initiate and continue the change process, and consideration of the development of a Women's Studies Programme as a catalyst for change. As part of the module, participants develop an action plan for their programme.

The complete module can be used in regions or institutions seeking to develop a Women's Studies Programme, or to review and perhaps to re-direct an existing Women's Studies Programme. Alternatively, it could be used as a basis for a larger programme for change management.

The module includes 'What is a department head to do?' by J. Gleeson. This case presents the dilemma of a head of department faced with the resignation of a female tenure track staff member, citing reasons of gender bias and lack of action and support from senior management, and proposing recourse to legal authorities. The woman was not supported by her colleagues or her students, nor was the detailed basis for her complaints revealed to the head of department. The case would be of particular value in the module on 'Academic Leadership', and could also be used in the modules 'Management Development for Women: A Facilitator's Handbook', and 'Managing Personal and Professional Roles'.

The module also includes 'Management and administration of staff development', by J. Wheale. This case-study describes the proposed re-organisation of the structure and responsibilities for providing staff development programmes within a higher education institution. It describes a successful method of introducing and gaining acceptance and support for proposed organisational changes. The case-study would be of interest in the following modules: 'Academic Leadership', 'Management Development for Women: A Facilitator's Handbook', and 'Women and Governance in Higher Education'.

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# Contents

<b>Section 1 Introduction</b>	<b>125</b>
1.1 Guiding considerations in developing the module	125
1.2 Rationale for the module	125
1.3 Criteria for content selection	125
1.4 Assumptions about learning facilitation	126
1.5 Overall aims of the module	127
1.6 Exploring the concept of women's studies	127
1.7 Specific objectives	127
1.8 Target audience	128
<b>Section 2 Notes for facilitators</b>	<b>129</b>
2.1 Needs assessment/workshop participants	129
2.2 Workshop support – venue, facilities	130
2.3 Preparation before and on the day	131
2.4 Structure of the module	131
2.5 Skills required by facilitators	131
2.6 Interaction/responsiveness	132
2.7 Group solidarity	132
2.8 Evaluation/feedback	132
<b>Section 3 Programme of workshops</b>	<b>133</b>
<b>3.1 Workshop Day 1 – Women's participation in university governance and management</b>	<b>133</b>
(a) Session 1 – Introduction: icebreaking and expectations analysis	133
(b) Session 2 – Exploring the concept of women's studies	134
(c) Session 3 – Envisioning a university environment that has a successful women's studies programme and gender-based governance	135
(d) Session 4 – Equality of career opportunities: what the statistics show	136
(e) Session 5 – Mini-lecture: The position of women in the academic and administrative hierarchies of universities	138
<b>3.2 Workshop Day 2 – Women's studies as a catalyst for change</b>	<b>138</b>
(a) Session 6 – Case analysis	138
(b) Session 7 – Change strategy: establishing a women's studies programme	139
(c) Session 8 – Inter-institutional linkages and personal networking	140
(d) Session 9 – Action planning strategy – staff development	141
<b>3.3 Workshop Day 3 – Women's studies as a legitimate area of scholarship, staff development and institutional development</b>	<b>142</b>
(a) Session 10 – Action planning strategy: teaching and action research	142
(b) Session 11 – Action planning strategy: dealing with donor agencies	143
(c) Session 12 – Action planning strategy: institutionalising women's studies through the management of change	144

<b>3.4 Workshop Day 4 – Programme review</b>	<b>145</b>
(a) Session 13 – Administering evaluation questionnaire	145
(b) Session 14 – Workshop: small group and plenary debriefing	146
<b>Section 4 Support materials</b>	<b>147</b>
<b>4.1 Overhead transparencies</b>	
OHT 1 Workshop sessions schedule	149
OHT 2 UNIFEM project document	153
OHT 3 The process of change management	173
<b>4.2 Hand-out materials</b>	
HO 1 Gender distribution in French universities	175
HO 2 Gender distribution in Malaysian universities	176
HO 3 Gender distribution in the University of the West Indies	177
HO 4 Academic statistics for some African universities	178
HO 5 Statistics for some institutions in Arab regions	179
HO 6 Women's access to education in Nigeria	180
HO 7 Women and achievement	181
HO 8 Women, achievement and skills	182
HO 9 Skills and needs	183
HO 10 Women in key positions	184
HO 11 Average salaries in Canada and USA	186
HO 12 Participation of women in Finnish higher education	187
HO 13 Force-field analysis	188
HO 14 Case-study: What is a head of department to do?	189
HO 15 Establishing a women's studies programme	193
HO 16 Power and empowerment	195
HO 17 Action plan	196
<b>HO 18</b> Case-study: Management and administration of staff development	197
HO 19 Evaluation questionnaire	202
<b>4.3 Facilitators' resource materials</b>	
R 1 The 'totem pole' of academic hierarchies	204
R 2 Case teaching notes for the facilitator	206
<b>Section 5 References and additional reading</b>	<b>208</b>

# Section I Introduction

## I.1 Guiding considerations in developing the module

This module has been prepared for the Commonwealth Secretariat Education Department, Human Resource Development Division, as part of the project on Management Development for Women in Higher Education under the Commonwealth Higher Education Support Scheme. The project represents a strategic response to the fact that women represent an under-used resource in the management of higher education institutions. The reality is that, notwithstanding the claims to the democratisation of higher education, university governance and day-to-day management have remained essentially a male-dominated activity. A recent UNESCO/Commonwealth Secretariat report underscored the point by noting that men in the academy outnumber women by about five to one at the middle-management level and 20 to one at the level of senior management (UNESCO, 1993, pp. 11–31)

A number of strategies have been employed within the last decade to redress the gender imbalance. Among these have been equal employment opportunity policies and strategies as well as training and development programmes that would improve levels of entry, and following this, better prepare women to take their place alongside their male colleagues, both as academics and as professional administrators at all levels of the university system. This module is evidence of the training and development strategy in action.

This module deals with women's studies as a catalyst for the advancement of women in higher education.

The topics for the module are as follows:

- Women's participation in university governance and management (issue (i))
- Gender, career development and human resource management in university governance and management (issues (i) and (iii))
- Developing women's studies as a means of:
  - establishing it as a legitimate area of scholarship (issues (iv) and (vi));
  - and
  - gender-based institutional development in the university (issues (i), (ii) and (iv))

## I.2 Rationale for the module

Two sets of considerations were borne in mind in developing the design for the module. The first is **relevance**, and this focuses on the criteria for selecting the substantive content for the various sessions, taking into account the needs and experiences of the users of the module. The second is **responsiveness** as this relates to the principles and approaches to facilitating learning throughout the module.

## I.3 Criteria for content selection

- (i) **The definitions of women's studies** as interpreted by particular groups of workshop participants, from a conceptual, policy and programme, and regional or country-specific standpoint.

The criteria may range from it being an academic research and teaching discipline, an area of training and management development, to that of public policy and practice.

- (ii) **The operationalising of women's studies** in terms of academic scholarship, as well as institutional and professional development within the university.

The approach adopted in this module is a blend of these two conceptions. It is an academic discipline that seeks to promote gender-based management development and participation within the university in the areas of governance and administration, as well as a tool of advocacy for career advancement and job enhancement for all categories of women professionals and workers in the institution.

- (iii) **The impact that an effective programme of women's studies** can have in bringing about a more gender-based approach to higher education management.
- (iv) **More specifically, the direct ways in which women's studies programmes illuminate the diversity** of the training needs of women, and also men, at the varying levels of management in the institution.
- (v) In view of (i) to (iv), the potential of culturally specific women's studies programmes and higher education management systems for a reflection on 'best practice' in effecting gender equity in higher education management.

The assumptions underlying the content of the module as interpreted are mainly:

- although imaged as neutral in their functioning, universities are in effect male-gendered organisations;
- gender studies, particularly women's studies, provide empirical means by which the gendered nature of universities can be revealed;
- effective teaching and research in women's studies provide empirical means by which the gendered nature of universities can be revealed;
- in order to promote and honour gender and other types of organisational diversity, universities need to become equal opportunity institutions.

#### **1.4 Assumptions about learning facilitation**

- (i) **The principles and practices of self-directed adult learning**, with its philosophical notions of self-empowerment, will underpin this module.
- (ii) **The facilitators for the module** will be process-oriented practitioners with a first-hand knowledge of higher education management, as well as the management of change.
- (iii) **In order to ensure an appreciation for regional and cultural differences**, the module will reflect diversity in terms of a convergent/divergent approach to developing and using the training materials.
- (iv) **In the quest for deriving 'best practice'** that is situation relevant, stress will be placed on action learning and problem-solving on the part of the participants.

## 1.5 Overall aims of the module

The module will highlight the activities required to promote the advancement of women within and outside the university through Institutes of Women's or Gender Studies as centres of academic excellence, as well as through women's studies groups. The last are to be regarded essentially as support networks for the personal and professional development and enhancement of women, and their gender-aware male counterparts.

## 1.6 Exploring the concept of women's studies

As acknowledged earlier, the content for this module draws directly on an understanding of women's studies as a teaching and research discipline, as well as a tool for gender-based management development and career advocacy within university settings (Sekaran and Kassner, 1992, pp. 163–92). In view of this, the module draws heavily upon the experiences of the University of the West Indies, from 1984 to the present, as it has sought to institutionalise women's studies as a legitimate area of scholarship, a source of influence on university governance, and a basis for building a sense of professional community and outreach, principally among women faculty.

This definition of women's studies in relation to universities is but one of several possible interpretations and approaches that can be adopted. It is to be remembered that situational relevance is the key in making use of the module. Other definitions may therefore emphasise women's studies as essentially that of: building an informal network of support among women academics; engaging in social advocacy beyond the walls of the university; and impacting upon public policy and public welfare through social impact research and development. In other words, while this module concentrates on academia and institutional development within universities, the user may just as easily decide to adopt other interpretations and approaches to its design.

## 1.7 Specific objectives

By the end of the module, participants will be able to:

- identify the issues that have given rise to the current concerns about gender inequity in university governance and management;
- consider the intra- and inter-institutional factors that must be borne in mind in addressing the problems of career-pathing and development for women within the university system;
- devise a situationally relevant set of strategies for correcting the gender imbalance in university governance and management;
- in view of the above three points, determine how women's studies, as an area of academic and professional training as well as an organisational device, can help to institutionalise gender equity within the university;
- use selected case-studies/case analyses to develop effective strategies for achieving gender equity in the university;
- based on the workshop experience, demonstrate commitment to change by developing an appropriate action plan for introducing or strengthening a women's studies programme in their respective universities.

## **1.8 Target audience**

This module is especially targeted at senior and middle-level women academics and administrators in Commonwealth universities in their respective geographical regions, for example, the Caribbean, Africa and Asia. In so doing, the aim is to help create and/or strengthen a cadre of women leaders on the various campuses, who by their involvement in research, teaching, outreach and advocacy within the university system can transform the present male-dominated pattern of gender relations within the institution. Ultimately, the goal is to achieve gender equity, and with it, equality of educational and career opportunity for women.

## Section 2 Notes for facilitators

### 2.1 Needs assessment/workshop participants

This module has been designed and tested in workshops mounted by the Association of Commonwealth Universities (ACU) in three of the Commonwealth regions involved in the CHES Management Development for Women in Higher Education programme. It was first used in the Caribbean region and participants (both senior women academics and administrators) were drawn from the University of the West Indies and the University of Guyana. The other workshops were held in Botswana, serving the universities of Eastern and Southern Africa, and in The Gambia, serving universities in Nigeria, Ghana and Sierra Leone.

The following were the advanced preparation steps employed for all three workshops:

- (i) A formal needs analysis survey was commissioned for the West African region, while informal needs assessment was done for the Caribbean and Eastern and Southern Africa.
- (ii) The workshop facilitators used the assessment reports to determine the definitions and approaches to women's studies adopted in the various universities. The core interpretations included: research and publication; teaching; career-pathing and development for women in the academy; mentoring and network support for women academics and administrators; and engendering university governance.
- (iii) Based on the conceptual framework derived from the needs assessment, a situationally relevant training design was developed for testing in the respective workshops.

In the light of (i) to (iii), users of this module are advised to:

- conduct a needs assessment that takes in the felt needs of the proposed workshop participants, as well as the perceived needs as emanating from the public policy environment and the university settings;
- based on the needs assessment report, provide criteria for selecting workshop participants;
- share the assessment report with the university administration and intended participants. The aim is to orient them to the perspectives and approaches to be adopted in the particular workshop. For example, a region may choose, as did the Caribbean and West Africa, to design the sessions around all the common concepts and activities identified in the assessment survey;
- treat the materials in this module as a prototype or just an example of what can be developed and used; therefore, adapt the materials to suit the user's particular situation;
- prepare the workshop package and send it off to participants at least two weeks before the start of the workshop. Apart from deepening their orientation to the goals and purposes of the workshop, the facilitators can invite participants to prepare materials such as cases, exercises and the like, that they would need to bring to the workshop;
- adopt a team approach with respect to the workshop facilitation. This should be international and regional in make up, and in respect of the latter, country representation is very desirable.

The core facilitators should be specialist trainers with a track record in university sector management consultancy. It would be best if they were both from the region and from elsewhere.

The support team should have non-regional representatives. As proven in the earlier workshops, this approach of a mixed team of facilitators should be at no extra costs to the sponsors, for it can be negotiated that the latter group should receive an honorarium.

## 2.2 Workshop support – venue, facilities

The fact that, to date, the workshops have been regional in nature suggests that very careful planning is needed in preparing the support facilities. These include the venue, the training rooms and the like. To ensure this, the following steps can be employed:

- Negotiate strongly to have a local organising committee. Membership should be drawn from the university that is expected to host the workshop. Apart from gaining commitment for the event and making clear areas of responsibility and accountability, the aim is also to get the university's top administration to champion and sponsor the event. This was very much the case at the University of Botswana, where the male Vice-Chancellor hosted, opened and closed the workshop.
- Make proper budgetary arrangements, and ensure that matters such as travel arrangements, hotel facilities, per diem, meals, health precautions and the like, are clearly worked out. It is important to observe social norms in the respective participating countries. Failure to do so can result in dissatisfaction among the participants, thereby reducing the effectiveness of the workshop.
- Develop a checklist that the local organising committee, along with the international sponsoring body – for example, the Commonwealth Secretariat and the ACU – would use to ensure that the learning support arrangements are provided and are up to the required standards. These include: the size and ambience of the main training and break-out or syndicate rooms; the seating arrangements; overhead projectors, flip-charts, etc.
- Put a workshop secretariat in place, so that the day-to-day administration is done under the careful monitoring of the workshop team leader.
- Ensure that a welcoming arrangement is put in place. This includes a well-timed registration session at which information checks could be made in respect of the comfort and well-being of the participants. Additional materials for the workshop can be distributed at this time. Ensure that, throughout the workshop, the members of the secretariat remain accessible and that both they and the participants remain courteous to each other.
- Build in rest periods, for example, schedule tours and shopping trips as a means of allowing participants to get to know the country being visited. At the same time, pay very careful attention to matters of personal and group security.
- Arrange to have a closing ceremony at the end of the workshop. This should be both academic and social in nature.

### 2.3 Preparation before and on the day

Preparation for the workshop is crucial to the success of the workshop. Workshop co-ordinators/facilitators should ensure the following:

- Properly packaged workshop materials are appropriately distributed, if this has not already occurred previous to the workshop. These materials could either be handed out to participants as they register or placed on the tables at which they will be seated.
- Equipment to be used such as the overhead or slide projector and screen should be secured and tested, preferably before the actual day of the workshop.
- All efforts must be made to have participants reach the workshop venue on time. Double-check all transportation arrangements.
- Ensure adequate and comfortable seating. Determine whether the tables needed for the sessions, and the break-out rooms requested, are ready and in good order. Washrooms should be double-checked to ensure that they are in proper working condition and that there is proper security. The choice of venue is of vital importance for the ultimate success of the workshop.
- Check that the secretariat which deals with registration and other related activities throughout the workshop is in place and functioning effectively.
- Participants should be provided with clearly legible name tags which carry the name(s) they would like to be called during the sessions.
- Facilitators should be contacted and expectations clarified prior to the start of the workshop. This is to ensure that there are no last-minute cancellations or misunderstandings as to the roles and responsibilities of the various facilitators. Should changes become necessary, these must be conveyed to all facilitators and participants as soon as possible.
- Facilitators should be familiar with the content of the material they will offer. For example, they should have chosen the case(s) they wish to use on Day 2, and have considered the statistics provided for Day 1.

### 2.4 Structure of the module

The module is divided into four workshops, each of which contains several sessions. Each of the 14 sessions contains one or more activities, and the activities are presented step by step. The whole module will be delivered over a three- to four-day period, with each workshop (except Workshop 4) extending, more or less, over one day. A detailed programme is shown in OHT 1.

The aims and objectives, along with the activities of each session, are briefly laid out in Section 3. The essential theoretical issues are laid out at the end of a set of activities. Consequently, a facilitator can creatively modify the activity and still achieve the overall purpose of the session.

### 2.5 Skills required by facilitators

The facilitator is expected to be au courant with the relevant research on women's studies as an area of scholarship and teaching. Also needed is an academic and professional background in areas such as management development, particularly in the area of educational management in tertiary or higher education institutions and public policy and practice.

It is also very desirable that such a person be experienced in cross-cultural management training and consultancy, so that account can be taken of the region/country backgrounds of the various participants from the Commonwealth, as well as the type of university systems that may exist.

The above combination of multi-disciplinary academic learning and training facilitation skills is vital if the aims and objectives of the modules are to be achieved in a meaningful way.

## **2.6 Interaction/responsiveness**

Frequently, issues generated during a session are drawn from both the facilitator and participants. The more interactive the session, the more likely that such a high level of sharing is possible. One definite pay-off is the opportunity for participants to treat with their own circumstance and, in so doing, devise solutions that are informed by current notions of 'best practice', and are culturally and situationally relevant.

## **2.7 Group solidarity**

The group process is vital in these sessions. A clear intention is to have participants learn from each other, and in so doing widen the intellectual vista and management learning in this multi-disciplinary module.

The facilitator should emphasise participation, and employ 'ground rules' that create a relatively risk-free interactive environment.

It is quite likely that some participants will display strengths in all or some aspects of the module. They could become co-facilitators, thereby ensuring truly participatory learning.

## **2.8 Evaluation/feedback**

While at a later stage, a formal evaluation would be done of the entire training programme, including this module, throughout each session a 'Where are we?' (WAW) technique should be employed. This would allow for ongoing feedback in order to determine how well the needs of participants are being met.

## Section 3 Programme of workshops

### 3.1 Workshop Day 1 – Women’s participation in university governance and management

There are five sessions in this workshop.

#### (a) Session 1 – Introduction: icebreaking and expectations analysis

There are three activities in this session. There is an alternative given for Activity 1.

##### *Objectives*

- To welcome participants and have them engage in a relaxation routine that would put them in a frame of mind to participate in this workshop, as part of the overall training programme.
- To have participants share their views on the nature and purpose of the workshop and the specific expectations as to its outcomes.

Duration: 1 hour 30 minutes.

##### *Activity 1*

*Step 1* Participants are welcomed to this first session of the four-day workshop. They are then asked to:

- walk about the workshop room and greet at least two other participants from a region other than their own;
- continue to walk about in their space and mentally list the words that come to mind as they reflect on their day-to-day work life in their particular university;
- prepare to share these words with their colleagues as part of a name game in which each person learns the names of all the other participants;
- with the collection of words on a flip-chart, state the expectations of the workshop in view of the title of the module: ‘Women’s Studies as a Catalyst for the Advancement of Women in Higher Education’.

*Step 2* The facilitator may invite the participants to state their expectations by way of the following:

- Write down three things that they expect to happen during the workshop.
- Find a partner, by name, and compare expectations.
- Find another pair and do the same thing.
- In groups of four, summarise the expectations and agree on common expectations.
- Each group then writes up its set of expectations, perhaps on an overhead transparency, and shares these in the plenary session that follows.

*Step 3* Discuss the activity:

- What happened in pairs?
- What kinds of expectations were the most common?
- What accounted for the differences?
- How easy/difficult was it to come up with common expectations, and what were the lessons learned from the exercise?

**Alternative Activity 1**

Alternatively, the facilitator may simply ask participants to share their expectations.

*Step 1* Ask participants to get into groups of four/five and discuss the following:

- I came to this workshop because...
- The workshop will be a success if...
- When I leave this workshop, I hope to...

*Step 2* In plenary group, share the outcomes of the small group discussions, and list some of the expectations on flip-chart paper on the wall.

*Step 3* Give a brief overview of the workshop objectives, particularly in relation to the aims of the overall training programme as well as the workshop design and methodology. You may wish to use OHT 1.

The facilitator should point out that the session plans are flexible and allow for modification to accommodate participants' expectations.

**Activity 2**

Facilitator and participants discuss and set the ground rules for interactive learning throughout the various workshop sessions. These include:

- shared participation
- attentive/empathetic listening
- constructive feedback based on the 'rules of evidence'
- confidentiality.

**Activity 3**

As the session draws to an end, participants are asked to reflect on these opening activities and state a word or sentence that sums up how they feel about the workshop so far. These responses may suggest:

- anticipation
- excitement
- trepidation
- rejection.

The facilitator may respond succinctly to the above for clarification, affirmation or problem solving, or she may end the workshop on an open-ended note.

**(b) Session 2 – Exploring the concept of women's studies**

There are two activities in this session.

**Objectives**

By the end of the session, participants will:

- arrive at a working definition of women's studies based on their experiences as women academics and administrators in their respective universities;
- reconcile each definition with the one employed in the module.

Duration: 1 hour.

**Activity 1**

*Step 1* The facilitator employs a 'brainstorming' technique to have participants identify the range of meanings associated with the concept of 'women's studies'. For example, in a quick 'buzz' group, participants are asked to review their personal experience or research, and list four or five main concepts and activities associated with women's studies.

These may include:

- Academic research and publication in the area of gender and development, with special reference to women.
- Teaching themes related to women and the social relations of gender.
- University governance and management.
- Women and equal employment opportunity policies and practices in the universities.
- Women, men and career and social network support in the university community.
- University women as social advocates for economic and social policy reform, as well as community development.

*Step 2* Participants outline the interpretations that they have come up with, and these are listed on the chalkboard or on flip-chart paper.

In plenary session, each interpretation is discussed and country experiences shared.

Based on the common threads of the discussion, the facilitator seeks a consensus on the definition of women's studies. Assuming that this is achieved, differences are acknowledged in the light of disciplinary perspectives and country experiences.

**Activity 2**

As a follow-up to Activity 1, the facilitator introduces participants to the interpretation of women's studies employed in the module in Section 1.6.

A brief discussion on the definition is held and the facilitator indicates that the interpretative frame for the module will be further illuminated.

**(c) Session 3 – Envisioning a university environment that has a successful women's studies programme and gender-based governance**

There are two activities in this session.

**Objectives**

By the end of the session, participants will:

- create a vision of a future university system in which women are on an equal footing with their male counterparts;
- define women's studies as employed in the workshop module;
- list the various categories of women for whom women's studies on the campus can bring benefits and who can promote the various aspects of the programme.

Duration: 1 hour 15 minutes.

**Activity 1**

The facilitator re-focuses on the perceptions participants shared with each other in the introductory session in respect of feelings about working life in the university and of their expectations of the workshop.

### **Activity 2**

*Step 1* Participants representing the various categories of women workers on the campus are asked to form small groups of four to five. For 45 minutes each representative group discusses in detail their future vision of a university in which gender equity is a way of life.

*Step 2* Following upon this, they are asked to define women's studies and show how the academic and non-academic aspects of such can contribute to the realisation of this vision.

*Step 3* Each group puts the responses on flip-chart paper. These are displayed around the room and a presentation made in Step 5 below.

*Step 4* The respective groups visit the various presentations, mentally noting the requirements for gender equity in all spheres of the university academic community.

*Step 5* Following upon this, each group makes its presentation and entertains comments and questions.

*Step 6* The session ends with the facilitator summarising:

- the main features of a gender-fair university system in which women can advance professionally and enjoy full job satisfaction;
- the shared definition of women's studies as a programme of gender-based activities that includes an academic component of research and teaching, university outreach, and women advocacy on the campus itself.

### **(d) Session 4 – Equality of career opportunities: what the statistics show**

There are four activities in this session.

#### **Objectives**

By the end of the session, participants will:

- draw on the statistical data provided to establish the pattern of participation and equality of career opportunity for women and academics and administrators in the university;
- in light of the analysis above, undertake a stakeholder and force-field analysis of the enabling and constraining factors on gender equity in universities in the Commonwealth.

Duration: 1 hour 30 minutes.

#### **Activity 1**

The facilitator divides the participants into groups and provides each with statistical tables that show the pattern of sex distribution of academics and administrators in the university system by region (HO 1 to HO 12) Participants are asked to:

- extract the trends of gender distribution;
- identify the personal, organisational and wider societal factors that account for these trends;
- assess the impact of these trends on the professional well-being of women academics and administrators in universities.

#### **Activity 2**

The information from Activity 1 is put on transparencies for presentation to the wider group. Groups make their presentations under the headings of organisational, societal and personal factors.

### Activity 3

Making use of the data generated in Activities 1 and 2 of the session, participants are asked to undertake a stakeholder's analysis in which they state the perceptions they have of the individual, groups and institutions who have a 'stake' in the development of the university, and in the position of women in the institution. List the stakeholders on a flip-chart (and keep for next session)

### Activity 4

*Step 1* Participants use the data to construct a force-field analysis which visually shows the enabling and constraining factors in the advancement of women in the university. The facilitator may use the format provided in HO 13 for the force-field analysis.

Participants are asked to do the following:

- Use the data in the stakeholder's analysis to define the problem of gender inequity among the various categories of women in the university system.
- Identify, in terms of a vision/mission statement, the changes that need to take place in order to improve the position of women in the institution.

*Step 2* List the forces that would drive or enable the change:

- Explicit inclusion of gender equity in the vision/mission statement of the university's policy prescriptions; for example, inclusion of a section on sexual harassment in the ordinances and the like.
- Single and cross-gender networking as a means of broadening access to power through intra-group bonding and strategic alliances with **gender-conscious** men, particularly those who are influential in the faculty and in the higher echelons of the university administration.
- Changing demographics in undergraduate and postgraduate studies, particularly in the areas of management education, economics, engineering, medicine and law.
- Women altering their mode of response to gender inequity from one of a **victim mentality** to that of a **power mentality**.
- Systematic mentoring, especially of young faculty on the importance of good gender relations.
- Creating symmetry between the '**biological**' and the '**tenure**' clock in respect of the family and career cycles.
- Reducing sex-role stereotyping inbred largely through child-rearing practices and formal education, as these take place within the home, the community and the school system.
- Increasing gender consciousness of women **and men** as an explicit goal of the university.

*Step 3* List the forces that are restraining the change:

- Persistent claims to gender neutrality in policy and day-to-day operations.
- Systemic discrimination masked by tokenism.
- Lack of mentors and access to power networks, particularly at the higher echelons of the administration.
- '**Victim mentality**' and consequently an ingrained feeling of powerlessness, for example, to get into the mainstream of research and publication.

### **(e) Session 5 – Mini-lecture: The position of women in the academic and administrative hierarchies of universities**

There are two activities in this session.

#### **Objectives**

By the end of the session, participants will be able to:

- develop a more systemic view of the institutional environment of universities in which gender inequity continues to thrive;
- envision the kinds of strategies that might be used to remove the entrenched cultural myth of gender neutrality in the setting;
- discuss the way forward in the light of the stakeholder and force-field analysis exercises undertaken in the earlier sessions.

Duration: 2 hours 30 minutes.

#### **Activity 1**

The facilitator leads a lecture/discussion that answers the following questions:

*Why do universities, with their ostensibly gender-neutral organisational structures, systems, rules and procedures, disproportionately present difficulties to women faculty, administrators and supervisors, thereby foiling attempts to eradicate sex inequalities?*

*What measures, at the personal, group and organisational-wide levels, can be used to create gender balance and so improve the position of women in universities?*

The lecture focuses on the systemic obstacles to women's career advancement in universities. R 1 provides an outline of the main points to be raised.

#### **Activity 2 End of Day 1 evaluation**

*Step 1* The facilitator may use a 'Where are we?' (WAW) technique to have participants summarise what they learned throughout the various sessions of the day. To do this, participants would respond to the statements:

- I learned today...
- I felt today...
- Tomorrow, I look forward to...

*Step 2* Distribute the case chosen for the first session on Day 2. R 2 gives details of suitable cases, and HO 14 provides one of these. Indicate that participants are expected to outline their responses at the Workshop Day 2.

The facilitator may also consider and decide on an appropriate time to distribute the case-study 'Management and administration of staff development', HO 18. This is used late on Day 2. It is important to allow participants time to read and consider this material.

## **3.2 Workshop Day 2 – Women's studies as a catalyst for change**

There are four sessions in this workshop.

### **(a) Session 6 – Case analysis**

There are two activities in this session.

### **Objectives**

By the end of the session, participants will:

- re-focus on the definition of women's studies in its various facets and show how, in the light of the first day's sessions, women's studies can serve as a catalyst for the advancement of women in universities;
- list the catalytic effects of women's studies for women faculty, administrators and supervisory managers.

Duration: 2 hours.

### **Activity 1**

The facilitator indicates that the first day's sessions focused on an organisational diagnosis of the university system, in order to illuminate and explain the problems of gender inequity.

The diagnosis provides a source of information that is now to be used to determine:

- the kinds of problem-solving interventions needed;
- the ways in which these could be implemented; and
- the likely impact.

### **Activity 2**

Each participant is then asked to:

- recall, if possible, at least one instance of felt inequity that she has had during her university career;
- review how it was handled and to what effect;
- with this critical incident in mind, and in the light of selected readings on gender and equality of opportunity in universities, analyse and provide a solution to the case.

Teaching notes for the case are provided in R 2. Keep a record of the main points in the discussion, for use in Session 7, Activity 1.

## **(b) Session 7 – Change strategy: establishing a women's studies programme**

There are three activities in this session.

### **Objectives**

By the end of the session, participants will:

- review the main points that emanated from the case analysis, paying attention to the personal, group and organisational aspects of the solution;
- discuss how the establishment of a women's studies programme might serve as a mechanism for mobilising university women to implement solutions of the kind;
- discuss the experiences of a Caribbean University, or any other for that matter, as it went through the process of establishing a women's studies programme, and the developments to date.

Duration: 1 hour 45 minutes.

### **Activity 1**

Using overhead projector transparencies, the facilitator flashes back the main points contained in the case solution. With these as the backdrop, participants discuss for a few minutes the usefulness of establishing a women's studies programme as a collective group effort by university women, and the strategies that might be used.

The points emphasised are duly noted and the participants are then asked to set out how the various strategies might benefit the following group(s) of women:

- the senior academic and administrator;
- the mid-career academic and administrator;
- the first-level entry academic and administrator.

### **Activity 2**

The facilitator, or a guest lecturer, gives a short presentation on the Caribbean or other university experiences of the development of a women's studies programme at the university of the West Indies. In the Caribbean, this was done through the establishment of first, the Women and Development Studies Group, and more recently, the Centre for Gender Studies.

In the Caribbean presentation-cum-discussion, the emphasis is placed on the following:

- the inter-institutional linkages, for example, with the Institute of Social Studies (ISS), the Hague, Holland;
- the intense personal networking among women faculty and administrators, a case in point being the mobilisation that took place at the St Augustine campus of the university;
- group member facilitation and support;
- the staff development initiative, a prime example of which was the ACU/UNESCO-sponsored cross-campus training workshop entitled Women Managers in University Administration held in Jamaica in 1990;
- the institutionalisation of academic undergraduate and postgraduate teaching programmes in women's studies on all the campuses;
- the embarking on action-research programmes that address policy issues in the areas of the economy, health and education;
- policy-making advocacy within and outside the university;
- extra-mural outreach.

In the discussion that follows in the next activities, an action planning agenda with the above elements, is set for the remaining sessions of the module.

### **Activity 3**

As the sessions come to an end, participants are asked to note on HO 15 two or three main things they would consider to be important in organising a women's studies programme in their own university.

They are encouraged to provide 'best practice' examples from their own universities. This is in addition to those deemed to be so in the Caribbean case-study.

The forms are collected, and the intention is to incorporate the information into the remaining sessions.

## **(c) Session 8 – Inter-institutional linkages and personal networking**

There are two activities in this session.

### **Objectives**

By the end of the session, participants will:

- explore the concept of personal and group 'empowerment' as a conceptual and methodological frame of reference that could be used for developing and institutionalising a women's studies programme in their university;
- use the notion of 'empowerment' to devise strategies for building personal, group and organisational networks to support this endeavour.

Duration: 1 hour 30 minutes.

### **Activity 1**

Participants are given HO 16. This contains a few definitions as these relate to empowerment. Each participant is then asked to:

*Step 1* Study the material individually for five minutes or so and think of its application to the proposed plan of action to establish or strengthen the women's studies programme in their university.

*Step 2* In a 'buzz group' session with a neighbour, use the information gathered here and in the previous session to show how a women's studies programme can serve to empower them to build linkages between and within universities, as well as personal networks among colleagues.

*Step 3* Pairs of 'buzz groups', one with academics and the other with administrators, are asked to take part in a 'fishbowl' exercise in which they share with the other:

- the individual, group and organisational networking strategy they plan to use in their action plan; and
- the empowering value of the strategy in use.

### **Activity 2**

*Step 1* In a very short debriefing exercise in plenary session, participants are asked to share:

- the two or three empowering strategies of inter-institutional linkage and personal and group networking that they propose to use in their action plan; and
- in a word or so, how they felt about doing the 'buzz' and 'fishbowl' exercises during the session.

*Step 2* The facilitator records these 'how did I feel?' responses and makes a few summary statements about the vital importance of networking in 'carving out' a space for women's studies in such a deeply entrenched, male-dominated, but ostensibly gender-neutral environment as modern universities.

## **(d) Session 9 – Action planning strategy – staff development**

This session has three activities. Note that the case-study in HO 18 is used in this session.

### **Objective**

By the end of the session, participants will begin to develop their action plan to introduce or strengthen a women's studies programme, showing how gender-based staff development can contribute to and benefit from such a programme.

Duration: 2 hours 30 minutes.

**Activity 1**

The facilitator highlights that one of the purposes of the module is to have participants feel empowered to introduce or intensify gender-based change in their university through a women's studies programme. Based on this premise, participants in their country and/or regional groupings undertake the steps below.

*Step 1* On the Action Plan form provided in HO 17, list in some order of priority the various academic and non-academic activities that would make up the programme. Other suitable action plans are in HO 2 and HO 3 of the module 'Management Development for Women: A Facilitator's Handbook'.

*Step 2* Discuss the importance of staff development as an **enabling** as well as an **outcome** activity.

**Activity 2**

Following upon this, the facilitator summarises the definition of staff development and the importance attached to it as a strategy of empowerment and action. The groups are then asked to complete Steps 1 and 2 below.

*Step 1* Use a women's studies frame of reference to make gender explicit the case-study on Management and Administration of Staff Development provided in HO 18.

*Step 2* Incorporate into the action plan those ideas from the case-study that are considered to be appropriate for their country or region.

**Activity 3**

In plenary session, and in a sentence or two, each person responds to the following:

- What I learned from the session as a whole.
- What is particularly useful for the country or regional plan.

### **3.3 Workshop Day 3 – Women's studies as a legitimate area of scholarship, staff development and institutional development**

There are three sessions in this workshop.

#### **(a) Session 10 – Action planning strategy: teaching and action research**

**Objectives**

By the end of the session, participants will:

- describe two of the main approaches to organising women's studies within the academy;
- outline the implications of each approach for developing the overall action plan to introduce or strengthen women's studies in the particular university;
- list and explain four types of obstacles usually encountered in the pursuit of gender-based teaching and research.

Duration: 2 hours.

**Activity 1**

The facilitator employs a mini-lecture/discussion format in treating with the first two objectives above and the main points emphasised are as follows:

- In respect of research and teaching, women's studies programmes are usually 'autonomous' or 'integrative'.
- Whichever the approach, the issues pertain to: transformation of the curriculum in the academy through feminist scholarship; gender-balancing of the curriculum; faculty development, etc.
- The choice of approach – 'autonomous' or 'integrative' – determines the direction and method employed in faculty development programmes. For example, in the 'autonomous' approach the emphasis may be on in-depth critiquing of the established modes of knowledge generation and dissemination within the academy and in the wider society.
- The main obstacles to establishing parity of esteem for research and teaching in women's studies include: status, level of advocacy, concrete resources, expertise and self-confidence.

**Activity 2**

Following this lecture/discussion segment, participants are asked to:

*Step 1* Continue to think through the approach to establishing women's studies that best suits their own situation.

*Step 2* Undertake a brief 'strengths, weaknesses, opportunities and threats (SWOT)' analysis of the enabling and constraining factors.

*Step 3* Incorporate into their plans the advocacy and other strategies that remove the constraining factors.

**Activity 3**

As the session ends, a sampling of participants are asked to share very briefly any one or two significant ideas gained from the session. These are duly noted by the facilitator who uses them to make brief summary comments about the main purpose and outcomes of the session.

**(b) Session II – Action planning strategy: dealing with donor agencies**

There are two activities in this session.

**Objectives**

By the end of the session, participants will:

- examine the role of donor agencies in the development of women's studies programmes in universities;
- outline some of the main considerations in preparing successful proposals for funding and other kinds of support.

Duration: 2 hours.

**Activity 1**

*Step 1* In plenary session, participants use the story telling mode to share their experiences of working with donor agencies in the promotion of research, teaching, faculty development, advocacy and extra-mural outreach. An example is the Caribbean case-study of collaboration between the University of the West Indies and the Institute of Social Studies in the Hague (UWI/ISS Project)

*Step 2* Using overhead projector transparencies, the facilitator summarises the main points in the discussion.

### **Activity 2**

*Step 1* Participants go into their country/regional groupings and each is given sample copies of project document forms from selected donor agencies. Having examined these, each group lists the main requirements for soliciting financial and other forms of support from the respective agencies.

*Step 2* In the plenary session that follows, each group reports on the similarities and differences of the various project documents.

See OHT 2 for a typical project document. This OHT can also be used to prepare hand-outs.

### **Activity 3**

The session ends with participants sharing what was learned from the discussions. They then state how those ideas that are pertinent to their situation could be incorporated into the action plans.

## **(c) Session 12 – Action planning strategy: institutionalising women's studies through the management of change**

There are three activities in this session.

### **Objectives**

By the end of the session, participants will:

- briefly explore the notion that incorporating women's studies as a legitimate area of scholarship, staff development and outreach is one of the fundamental challenges of institutional development in universities;
- suggest change management strategies for institutionalising women's studies in the given institutional and wider environmental context.

Duration: 2 hours 30 minutes.

### **Activity 1**

The facilitator leads a brainstorming session in which the institutionalisation of women's studies in universities is explored as a phenomenon of organisational change. This is seen in terms of the characteristics of the change itself and the process of incorporation and adaptation. The workshop 'The management of change' (to be found in the ancillary materials) may be useful at this point.

The facilitator notes the major points of the discussion and uses OHT 3 to present a conceptual and methodological framework for understanding and planning the process of institutionalisation.

Feedback from the participants is sought, and the change management model provided is adjusted to take into account the peculiar characteristics of university environments, in terms of mission, policies and programmes, day-to-day interactions and cultural attributes.

### **Activity 2**

Participants get back into country/regional groupings and undertake the following exercise:

*Step 1* Recall or, if need be, imagine a situation in their university in which they are seeking to have all or part of a women's studies programme adopted.

*Step 2* Use the change management model developed in Activity 1 to review the process of incorporation or adaptation.

*Step 3* Based on Step 2, role play any significant aspect of the experience.

*Step 4* Assisted by the facilitator, lead the group in a debriefing of the exercise, emphasising what is to be learned from the experience, and stating how these lessons would impact the action planning that is being done throughout the workshop.

### **Activity 3**

The session ends with WAW? in which participants use a word or two to express how they felt about the session.

The facilitator affirms the responses and distributes HO 19, asking participants to complete the questionnaire and return it the next day. End the session. After the close, the facilitator should arrange for the rapid processing of the questionnaire on the next day.

## **3.4 Workshop Day 4 – Programme review**

There are two sessions in this workshop.

### **Objectives**

By the end of the sessions, participants will:

- reflect on the outcomes of the workshop, taking into account its content and the way in which it was conducted;
- provide feedback on what was learned, and the impact on the person and the group at the workshop;
- assess the prospects for successful gender-based change with a specific focus on improving the position of women in their respective universities;
- provide the workshop facilitator and planners of the entire training programme with feedback on the efficacy of the workshop, and if needs be, how it can be improved for subsequent delivery.

Duration: 3 hours.

### **(a) Session 13 – Administering evaluation questionnaire**

#### **Activity 1**

*Step 1* The workshop facilitator re-states the importance of reviewing the workshop in a very systematic way, so that, apart from determining the personal and professional value of the sessions for the individual participant, it would provide direct feedback on the design and implementation of the module.

*Step 2* In respect of the first of these two considerations, the facilitator collects the completed questionnaire that participants have been asked to fill out overnight. These are analysed as quickly as possible by a small team (as arranged after Day 3). The key findings are made available for the plenary review session that is to follow.

## **(b) Session 14 – Workshop: small group and plenary debriefing**

There are three activities in this session.

### **Activity 1**

The facilitator leads this part of the session by asking participants to do the following:

*Step 1* List all the activities in which they took part during the workshop, as well as the learning facilitation methods employed.

*Step 2* Go into small mixed groups of three or four and discuss the learning outcomes and facilitation methods guided by the following statements:

- The most important thing that I learned was...
- What I liked most about the workshop was...
- What I liked least about the workshop was...
- I could make use of the following outcomes of the workshop:
  - immediately...
  - in the medium-term...
  - in the long run...

### **Activity 2**

With a view to making full use of the questionnaire findings and the feedback from Session 13, the facilitator conducts an extended plenary session in which the participants, on an individual and a country/region basis, do the following:

- share their responses from Session 13;
- debrief on these responses by comparing the learning experience during the workshop with the objectives and expectations outlined on the first day. The formal evaluation findings are shared and comparisons made so that there is a triangulation across the two sources of the workshop evaluation;
- decide on the likely follow-up activities that would support the implementation of the action plans that were formulated during the workshop;
- suggest ways in which the group could keep in touch and provide support for each other's implementation efforts.

### **Activity 3**

End the session and undertake any formal closure for the module as a whole. Present participants with appropriate certificates if desired. The module 'Management Development for Women: A Facilitator's Handbook', Section 7.3, discusses closing ceremonies, and HO 10 gives a proforma Certificate of Completion.

## Section 4 Support materials

### 4.1 Overhead transparencies

OHT 1 Workshop sessions schedule (2 sheets)

OHT 2 UNIFEM project document (10 sheets)

OHT 3 The process of change management

### 4.2 Hand-out materials

HO 1 Gender distribution in French universities

HO 2 Gender distribution in Malaysian universities

HO 3 Gender distribution in the University of the West Indies

HO 4 Academic statistics for some African universities

HO 5 Statistics for some institutions in Arab regions

HO 6 Women's access to education in Nigeria

HO 7 Women and achievement

HO 8 Women, achievement and skills

HO 9 Skills and needs

HO 10 Women in key positions (2 sheets)

HO 11 Average salaries in Canada and USA

HO 12 Participation of women in Finnish higher education

HO 13 Force-field analysis

HO 14 Case-study: What is a head of department to do? (4 sheets)

HO 15 Establishing a women's studies programme (2 sheets)

HO 16 Power and empowerment

HO 17 Action plan

HO 18 Case-study: Management and administration of staff development (5 sheets)

HO 19 Evaluation questionnaire (2 Sheets)

### 4.3 Facilitators' resource material

R 1 The 'totem pole' of academic hierarchies (12 sheets)

R 2 Case teaching notes for the facilitator (2 sheets)



**Workshop sessions schedule****OHT 1a****DAY 1****Workshop: Women's participation in university governance and management**

8.15 a.m. – 9.00 a.m.	Registration and Opening Ceremony
9.00 a.m. – 10.30 a.m.	SESSION 1 Introduction – icebreaking and expectations analysis
<b>10.30 a.m. – 10.45 a.m.</b>	<b>COFFEE/TEA BREAK</b>
10.45 a.m. – 11.45 a.m.	SESSION 2 Exploring the concept of women's studies
11.45 a.m. – 1.00 p.m.	SESSION 3 Envisioning a university environment that has a successful women's studies programme and gender-based governance
<b>1.00 p.m. – 2.00 p.m.</b>	<b>LUNCH</b>
2.00 p.m. – 3.30 p.m.	SESSION 4 Equality of career opportunities: what the statistics show
<b>3.30 p.m. – 3.45 p.m.</b>	<b>TEA BREAK</b>
3.45 p.m. – 5.00 p.m.	SESSION 5 Mini-lecture: 'The position of women in the academic and administrative hierarchies of universities'
7.00 p.m. – 9.00 p.m.	Private work on case analysis

**DAY 2****Workshop: Women's studies as a catalyst for change**

9.00 a.m. – 11.00 a.m.	SESSION 6 Case analysis
<b>11.00 a.m. – 11.15 a.m.</b>	<b>COFFEE/TEA BREAK</b>
11.15 a.m. – 1.00 p.m.	SESSION 7 Change strategy: establishing a women's studies programme
<b>1.00 p.m. – 2.00 p.m.</b>	<b>LUNCH</b>
2.00 p.m. – 3.30 p.m.	SESSION 8 Inter-institutional linkages and personal networking
<b>3.30 p.m. – 3.45 p.m.</b>	<b>TEA BREAK</b>
3.45 p.m. – 5.00 p.m.	SESSION 9 Action planning strategy – staff development
7.00 p.m. – 9.00 p.m.	Socialising, networking



**Workshop sessions schedule****OHT 1b****DAY 3****Workshop: Women's studies as a legitimate area of scholarship, staff development and institutional development**

9.00 a.m. – 11.00 a.m.	SESSION 10	Action planning strategy: teaching and action research
11.00 a.m. – 11.15 a.m.	<b>COFFEE/TEA BREAK</b>	
11.15 a.m. – 1.00 p.m.	SESSION 11	Action planning strategy: dealing with donor agencies
1.00 p.m. – 2.00 p.m.	<b>LUNCH</b>	
2.00 p.m. – 5.00 p.m.	SESSION 12	Action planning strategy: institutionalising women's studies through the management of change
7.00 p.m. – 9.00 p.m.	Private work on evaluation questionnaire	

**DAY 4****Workshop: Programme review**

9.00 a.m. – 10.15 a.m.	SESSION 13	Administering evaluation questionnaire
10.15 a.m. – 10.30 p.m.	<b>TEA BREAK</b>	
10.30 p.m. – 1.00 p.m.	SESSION 14	Workshop: small group and plenary debriefing

END OF WORKSHOP SESSIONS



**United Nations Development Fund for Women (UNIFEM) OHT 2a****UNIFEM PROJECT DOCUMENT FORM****Important information to include**

- What important regional, national and community development trends and issues are relevant to this project?
- On what specific sector does the project focus? How are women's needs and concerns being addressed within this sector?

- Where and how did the project idea originate? (from another project? an identified problem? activity? feasibility or marketing study? intended women participants?)
- What has been the involvement of local women in the formulation process? (level of participation)

**A. BACKGROUND****1. Context**  
(regional, country/sector)**2. Origins**



**United Nations Development Fund for Women (UNIFEM) OHT 2b**

- What gaps does the proposed project fulfil?
- How do the project objectives relate to UNIFEM's mandate?
- Does the project have direct or indirect macro-micro linkages?
- How will participants' existing skills and knowledge be integrated within project activities?
- What is the overall approach to be used in implementing the project?
- What consideration has been given to environmental aspects of this project?

**3. Justification  
(linkages)****4. Strategies**



**United Nations Development Fund for Women (UNIFEM) OHT 2c**

- What factors (e.g. political instability, poor infrastructure) would seriously delay or prevent achievement of project objectives? How will these be addressed?

- What new opportunities exist that will make it possible to advance project goals?

**5. Risks and opportunities**  
(factors that may affect the project's progress)



**United Nations Development Fund for Women (UNIFEM) OHT 2d**

- Who will execute/implement this project?
- What is the capacity of the executing/ implementing agency in terms of its experience in this sector and on gender issues?
- What current inputs (i.e. personnel, equipment facilities) will the executing/implementing agency provide?
- Which agencies/institutions will collaborate, and in what capacity will they be involved?
- What is their experience with gender issues?
- Is this project part of a large government programme or project receiving external assistance? If yes, provide a brief description.

**B. INSTITUTIONAL FRAMEWORK****1. Executing/implementing agency**

(your capacity regarding staff, etc.)

**2. Collaborative arrangements  
(who else is involved)**



**United Nations Development Fund for Women (UNIFEM) OHT 2e**

- How does this project's overall goal(s) link with the broader national and/or regional development priorities in this sector and the integration of Gender/Women in Development (WID)

**C. OBJECTIVES AND ACTIVITIES****1. Development objective(s)**

(These may or may not be achieved by the end of the project)



**United Nations Development Fund for Women (UNIFEM) OHT 2f**

- What achievements may realistically be obtained with project resources within the specified timetable?
  
- Is each objective supported by at least one set of activities?
  
- Will the achievement of the immediate objectives contribute to the larger development objective in a sustainable manner?
  
- Does each activity listed match an objective?
  
- Have the activities been given a realistic time frame?

**2. Immediate objectives/ activities**

(These should generally be achievable by the end of the project)

Please use the following example of numerical order for objectives and activities:

- 1. Objective .....
- .....
- Activity 1.....
- .....
- 2 .....
- .....
- 3 .....
- .....
- 4 .....
- .....



**United Nations Development Fund for Women (UNIFEM) OHT 2g****D. MONITORING AND EVALUATION****1. Report schedule**  
(when and how many)

- Specify the kind of end of project evaluation being considered, i.e. external (outside consultant) or internal (by UNIFEM staff or project staff).
- If possible, please specify the methodology and approach.

**NOTE**

- Whenever possible UNIFEM will undertake project evaluation consultation with the implementing agency.

The executing/implementing agency's responsibilities are as follows:

- Forward to UNIFEM a substantive progress and financial report on the project every six months (30 June and 31 December) A copy of the formats may be obtained from your local UNDP office.
- Complete and forward to UNIFEM a final substantive report and a final financial report upon the project's completion.

Tripartite Review Reports:

- Forward to UNIFEM copies of all evaluations.

**2. Nature of end of project evaluation**



**United Nations Development Fund for Women (UNIFEM) OHT 2h**

- What provisions (if any) have been made to systematically document and/or research the issues addressed by this project?
  
- How will the participants be involved in the research or the documentation process?
  
- Describe the dissemination process to ensure that project participants, donors and other concerned parties will receive the finished or published document.

**3. Documentation****E. EXPECTED PROJECT RESULTS**

List end of project's outputs here



**United Nations Development Fund for Women (UNIFEM) OHT 2i**

- What kind of staff and materials are being requested for this project?
- Which organisation (executing agency and/or donor agency) will provide for the above?
- Do the budget lines reflect the activities stated in the project document?

**NOTE**

- A budget made at the time of formulation of a project is a working document which may be amended a number of times following consultation with UNIFEM
- Any budget revision must be authorised by UNIFEM or local UNDP office.

**F. COST PLAN****1. Personnel and materials  
(explanation)****2. Budget**

- In consultation with your local UNDP or UNIFEM, a mandatory budget revision must be prepared re-phasing all unspent money during the course of year 1 January – 31 December to the same budget line of the following year.



**United Nations Development Fund for Women (UNIFEM) OHT 2j****G. ANNEXES**

- Attach a **WORKPLAN** detailing project activities and the timeframe for implementation
  
- Attach a **TERMS OF REFERENCE** for each key project personnel
  
- Attach a brief description by key NGOs participating in the project particularly if this is the first time they will be working with UNIFEM

(Source: United Nations Development Fund for Women (UNIFEM) Reproduced with permission.)



## The process of change management

OHT 3

### Institutional phases

### Possible outcomes

#### PRESENTATION

Make contact

Negative disposition

Raise awareness of change

Positive disposition

Continuing unawareness, confusion

#### ACCEPTANCE

Understand change  
change

Decision not to support installation of

Positive perception

Willingness to consider change

Decision to support installation of  
change

#### COMMITMENT

Instal change

Change aborted after initial installation

Adopt change

Institutionalise change

Change aborted after extended usage

Internalise change

Change installed as part of  
organisational processes

(Source: Gleeson, J. (1993) *Team Building and Leadership*, Victoria University.)



## Gender distribution in French universities

HO 1

**Table I Patterns of gender distribution among academics in French universities**

	Law	Letters	Science	Health	Total
<b>Professors</b>					
1980	7.4	16.4	7.4	5.8	8.6
1985	7.3	18.4	7.1	6.3	9.1
1990	10.3	22.8	8.5	7.6	11.3
<b>Lecturers</b>					
1980	21.6	37.9	22.4	44.2	29.5
1985	25.2	38.5	23.5	45.0	30.9
1990	27.2	41.1	26.5	46.9	33.3
<b>Assistants</b>					
1980	31.2	40.8	28.5	28.5	30.3
1985	33.6	44.2	29.9	33.8	34.4
1990	39.7	47.2	24.0	36.9	36.5

N.B.:

Law = legal and economic sciences

Letters = letters and human sciences

The years quoted are the university years 1980/1981, 1985/1986, 1990/1991 (French Ministry of Education statistics)

(Source: UNESCO (1993) *Women in Higher Education Management*, p. 73.)

## Gender distribution in Malaysian universities

## HO 2

**Table 2 Patterns of gender distribution at the University of Malaya**

		1988–1989	1989–1990	1990–1991
Professor	M	59	59	60
	F	6	11	10
Associate Professor	M	237	274	263
	F	77	118	103

**Table 3 Patterns of gender distribution at the University of Kebangsaan, Malaysia**

		1988–1989	1989–1990	1990–1991
Professor	M	18	36	40
	F	-	1	2
Associate Professor	M	113	131	207
	F	10	17	55

**Table 4 Patterns of gender distribution at the University of Pertanian, Malaysia**

		1989–1990	1990–1991
Professor	M	18	28
	F	-	-
Associate Professor	M	63	116
	F	5	25

(Source: UNESCO (1993) *Women in Higher Education Management*, pp. 125–6.)

## Gender distribution in the University of the West Indies

## HO 3

**Table 5** Patterns of gender distribution among academics at the University of the West Indies (full-time academic staff 1986)

Faculty	As a % of all staff	As % of all women in the UWI
Agriculture	7.1	2.0
Arts and General Studies Education	30.4	18.7
Engineering	48.4	20.7
Law	5.6	2.7
Medicine:	33.3	4.0
- Pre Clinical	9.5	1.3
- Clinical	31.9	24.7
Natural Sciences	12.1	10.0
Social Sciences	22.6	16.0
Total	22.9	100
N=	654.0	150

(Source: The University of the West Indies *CIDA Report*, p. 84.)

**Table 6** Patterns of gender distribution among academics at the University of the West Indies (full-time academic staff by rank and campus, 1 November 1986)

Campus	Prof. Lec.	Snr. Lec.	Lec.	Asst. Lec.	Total N %
Mona					
Teaching	9.7	19.8	38.0	42.9	29.5
Admin.	12.5	63.2	63.0	100.0	59.7
				(N=4)	
St Augustine					
Teaching	0.0	25.1	62.0	50.0	15.1
				(N=4)	
Admin.	25.0	47.1	64.3	100.0	56.9
	(N=4)			(N=4)	
Cave Hill					
Teaching	0.0	16.1	30.9	1/2	23.4
Admin.	1/3	11.1	60.0	0/1	34.8
University					
Teaching	4.3	15.1	30.6	46.2	22.9
Admin.	20.0	46.7	63.1	85.7	55.0
Total	7.1	20.5	36.8	60.0	28.9

(Source: The University of the West Indies *CIDA Report*, p. 83.)

**Table 7 Academic statistics for two African universities**

Universities	M	F
University of Benin	553	94
University of Zimbabwe	450	118
TOTAL	1003	212

**Table 8 Academic statistics for several African universities**

University	Year	Prof.		Ass.Prof.		Reader		Sen.Lect.		Lect.		Ass.Lect.		Teac.Asst.		Other		Total	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Makerere University	1989	44	1	43	7	-	-	141	24	303	57	-	-	-	-	-	-	531	89
University of Swaziland	1989	9	1	6	1	-	-	25	3	73	31	-	-	-	-	-	-	113	36
University of Jos	1992	32	3	29	2	-	-	120	6	167	43	70	16	35	7	-	-	453	77
University of Agriculture, Makurdi	1991	10	0	7	0	-	-	40	1	124	14	44	21	75	22	-	-	300	58
Ladoke Akintola University of Technology	1992	20	0	4	0	-	-	11	0	21	3	--	--	--				56	3
University of Ghana	1992	76	10	--	--	-	-	142	18	281	98	--						499	126
University of Cape Coast	1992	6	0	14	0	--	-	53	2	102	13	--	--	-				175	15
Lagos State University	1992	19	3	6	2	--	-	28	9	28	11	--	--	-				81	25
University of Ibadan	1992	149	7	-	-	38	6	167	35	--	--			-		279	75	633	123
<b>TOTAL</b>																		2841	552

Legend: Prof. = Professor, Ass. = Associate, Sen. = Senior, Lect. = Lecturer, Assist. = Assistant (Source: UNESCO (1993) *Women in Higher Education Management*.)

**Table 9 Distribution on the basis of sex in academic and administrative posts in some institutions of higher education in the Arab region 1991–1992**

Country	Name of Institutions	Acad. Staff		Adm. Dir.		Acad. C.P.		Deans		Vice Pres.		Pres.		Mbrs. Coll.		Mbrs. Univ. Council		Mbrs. Trustee	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
BAH	University of BAH	226	32	7	1	18	2	4	1	1	–	1	–	50	5	7	1	12	–
	Col. of Health Sc.	28	65	3	2	4	12	1	–	1	–	–	–	11	15	–	–	–	–
EGY	Col. of Phy. Ed.(1)	12	145	8	14	–	6	–	–(1)	–	–	–	–	2	20	–	–	–	–
	Univ. of Alexandria	–	–	–	–	–	–	19	1	4	–	1	–	–	–	28	1	–	–
JOR	Jordanian Univ.	764	129	5	–	58	6	11	2	3	–	1	–	176	15	35	3	–	–
	Yarmouk Univ.	604	71	16	1	31	3	6	–	2	–	1	–	78	4	24	–	–	–
KUW	Basic Ed. Colleges (3)	666	198	17	1	44	15	5	–	3	–	1	–	14	12	15	–	–	–
MOR	Univ. of Mohammad The Fifth	6433	1369	64	6	37	6	8	–	9	–	1	–	–	–	–	–	–	–
QAT	University of Qatar	376	185	19	–	34	5	7	–	1	–	1	–	50	7	16	–	12	–
SYR	Al-Baath Univ.-Homs	220	20	11	5	25	1	7	–	2	–	1	–	–	–	14	–	–	–
UAE	Univ. of UAE (5)	562	37	17	4	51	2	8	–	4	–	1	–	60	–	–	–	–	–
YEM	Yemen University	–	–	3	–	12	2	–	–	2	–	1	–	17	2	–	–	–	–
	Total No.	9891	2251	170	34	314	60	76	4	32	0	10	0	458	80	139	5	24	0
	Total %	8.15	18.5	83.3	16.7	84	16	95	5	100	0	100	0	85.1		96.5	3.5	100	0

LEGEND: (1) College of Physical Education, University of Alexandria: for female students only with mixed staff; male academic staff teaching theoretical courses only. The dean is a woman counted within the deans of the University of Alexandria.

(2) Partial data given by the Dean of College of Physical Education.

(3) These data relate to six basic education colleges: three for female students with mixed staff and three for male students.

(4) Male and female students are studying in separate buildings with the same academic and administrative staff.

(5) United Arab Emirates.

Dir. = Director, C.P. = Chairperson, Acad.= Academic, Univ.= University, Mbrs.= Members

(Source: UNESCO (1993) *Women in Higher Education Management*, p. 47.)

## Women's access to education in Nigeria

HO 6

**Table 10 Factors with negative effects on women's access to education in Nigeria**

	<b>217 Responses</b>	<b>Agreement</b>
1.	Preference given to education for males	191
2.	Early/child/forced marriages (for religious, cultural and economic reasons)	160
3.	Sex-stereotyping in responsibilities and careers	132
4.	Belief that women do not perpetuate the family name	86
5.	Poverty	76
6.	Lack of proper education of parents	46
7.	Early/unwanted pregnancy	26
8.	Child labour	12
9.	Sexual harassment	12

(Source: UNESCO (1993) *Women in Higher Education Management*, p. 137.)

## Women and achievement

## HO 7

**Table 11 Factors which exclude women from high professional and academic achievement**

	217 Responses	Agreement
1.	Child bearing/rearing	139
2.	Discrimination by male counterparts (sex discrimination)	134
3.	Innate and psychological habits of thinking second (negative self-image of females)	122
4.	Societal/domestic responsibilities	114
5.	Lack of understanding from husbands	23
6.	Economic reasons	23
7.	Sexual harassment	12
8.	Societal pressures on single women which distract professional pursuits	4

**Table 12 What being a woman means in the area of managerial achievement**

	217 Responses	Agreement
1.	It means hard work	133
2.	It means a woman has to face the problems of insubordination from men	124
3.	It means a woman has to be more committed to the job	75
4.	It means nothing since women are naturally managers	35
5.	It means excellence, uprightness, honesty and competence	34
6.	It means firmness	34
7.	It means more responsibilities and extra challenges	32
8.	It means a woman needs the goodwill of her husband and family for any managerial achievement	22
9.	Managerial achievement means progress for a woman	7

(Source: UNESCO (1993) *Women in Higher Education Management*, p. 138.)

## Women, achievement and skills

HO 8

**Table 13 Coping with femininity and career achievement**

	217 Responses	Agreement
1.	Proper planning/organisation	136
2.	Skill/tact/a good sense of judgement	130
3.	Assistance from domestic help	28
4.	Having a small family	58
5.	Competence	48
6.	Assistance/co-operation from husbands	48
7.	Effective time-management	28
8.	Honesty	22
9.	Prayers	2

**Table 14 The different skills women can develop in order to be recognised for administrative posts**

	217 Responses	Agreement
1.	Organisational skills	141
2.	Hard work/competence	132
3.	Firmness/consistency	117
4.	Self-confidence	92
5.	Reliability/Uprightness/Honesty	91
6.	Good personal relationships	73
7.	Leadership skills	68
8.	Self-discipline	49
9.	Objectivity	16
10.	Accommodation/endurance	15
11.	Commitment	12

(Source: UNESCO (1993) *Women in Higher Education Management*, p. 139.)

## Skills and needs

## HO 9

**Table 15 The different types of skills women need to have on the job**

	<b>217 Responses</b>	<b>Agreement</b>
1.	Training (ongoing training through conferences workshops, seminars and managerial courses)	192
2.	Computer skills	82
3.	Adaptation and learning on the job	72
4.	Firmness	46
5.	Hard work	46
6.	Tolerance	34
7.	Lobbying power	52

**Table 16 Women's needs in order to achieve rank in their professions**

	<b>217 Responses</b>	<b>Agreement</b>
1.	Higher education	178
2.	Hardwork	176
3.	Self-determination	96
4.	Discipline/confidence	70
5.	Encouragement/promotion when due	69
6.	Self-projection (needs to publicise all her achievements)	58
7.	Firmness	44
8.	Good public relations	44
9.	Stable homes/family support	232

(Source: UNESCO (1993) *Women in Higher Education Management*, p. 140.)

**Women in key positions****HO 10a****Table 17 Needs of women aspiring to leadership roles**

	<b>217 Responses</b>	<b>Agreement</b>
1.	Intelligence/knowledge/excellence	150
2.	High level of competence	142
3.	Confidence	84
4.	Accommodation (tolerance, endurance, patience, fairness)	76
5.	Imitation of male behaviour	76
6.	Exposure to leadership roles	62
7.	Moral stability/stable homes	58
8.	Good human relationships	55
9.	Honesty	34
10.	Ability to lobby	2

**Table 18 Reasons for identifying key women for key positions**

	<b>217 Responses</b>	<b>Agreement</b>
1.	Academic/professional achievements	164
2.	Hard work/competence	154
3.	Intelligence	130
4.	Good human relationships	94
5.	Experience (age and maturity)	72
6.	Personality/appearance	58
7.	Comportment	40
8.	Honesty	26
9.	Accommodation (patience/tolerance)	22

(Source: UNESCO (1993) *Women in Higher Education Management*, pp. 141–2.)

**Women in key positions****HO 10b****Table 19 Assistance needed from other women**

	<b>217 Responses</b>	<b>Agreement</b>
1.	By organising fora to inform women about positions that they can hold in society (conferences, seminars, workshops, other organisations)	162
2.	Identifying and interacting with women groups	148
3.	Identifying and seeking assistance from women experts and women who have been successful	78
4.	Consultation with role models	44
5.	Mutual support among women	26

(Source: UNESCO (1993) *Women in Higher Education Management*, pp. 141–2.)

## Average salaries in Canada and USA

HO 11

**Table 20 Average salaries for men and women faculty in the United States by academic rank, 1991–92 (in US dollars)**

Academic rank	Men	Women
Professor	\$59 180	\$52 380
Associate	\$44 130	\$41 040
Assistant	\$37 240	\$34 380
Instructor	\$28 220	\$26 390
Lecturer	\$32 800	\$28 530

'The Annual Report on the Economic Status of the Profession 1991–92', *Academe*, March-April 1992, p. 20'

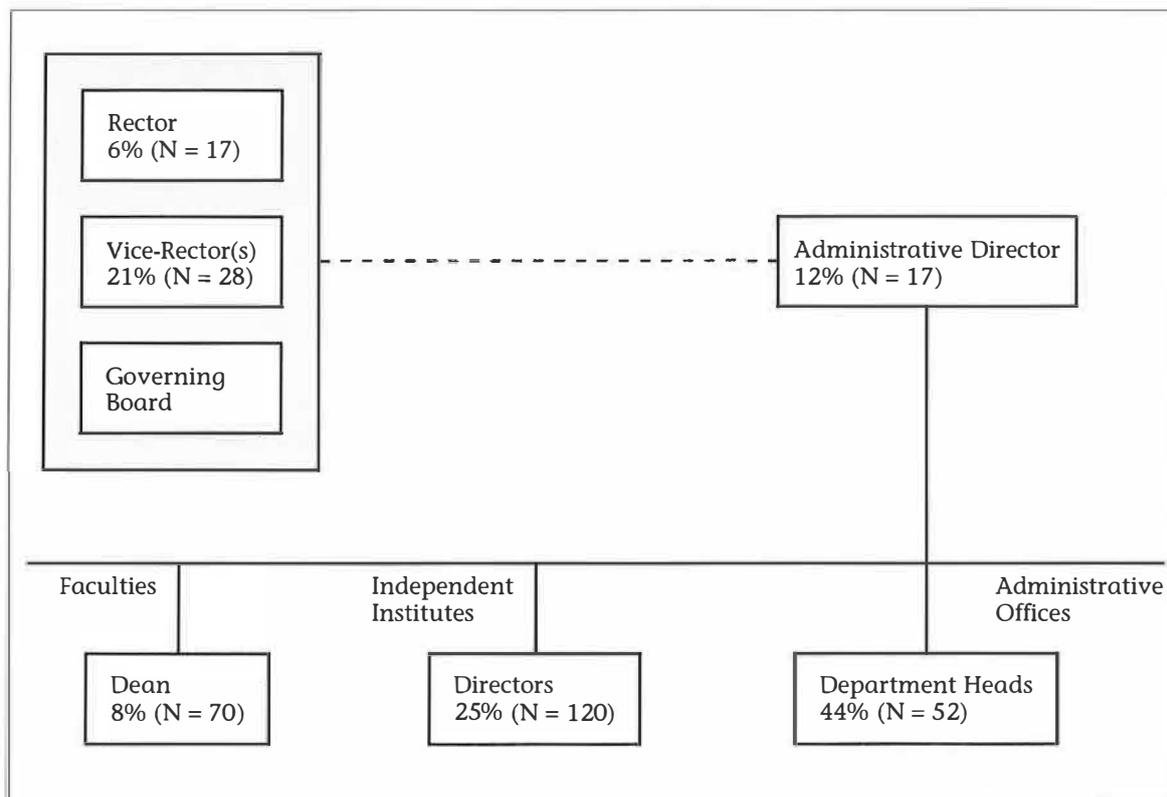
**Table 21 Average salaries for men and women faculty in Canada by academic rank, 1989–90 (in Canadian dollars)**

Academic rank	Men	Women
Professor	\$75 580	\$71 858
Associate	\$61 091	\$58 388
Assistant	\$47 223	\$45 247
Lecturer	\$41 790	\$39 239

Statistics Canada  
(Source: UNESCO (1993) *Women in Higher Education Management*, pp. 167–8.)

## Participation of women in Finnish higher education

HO 12

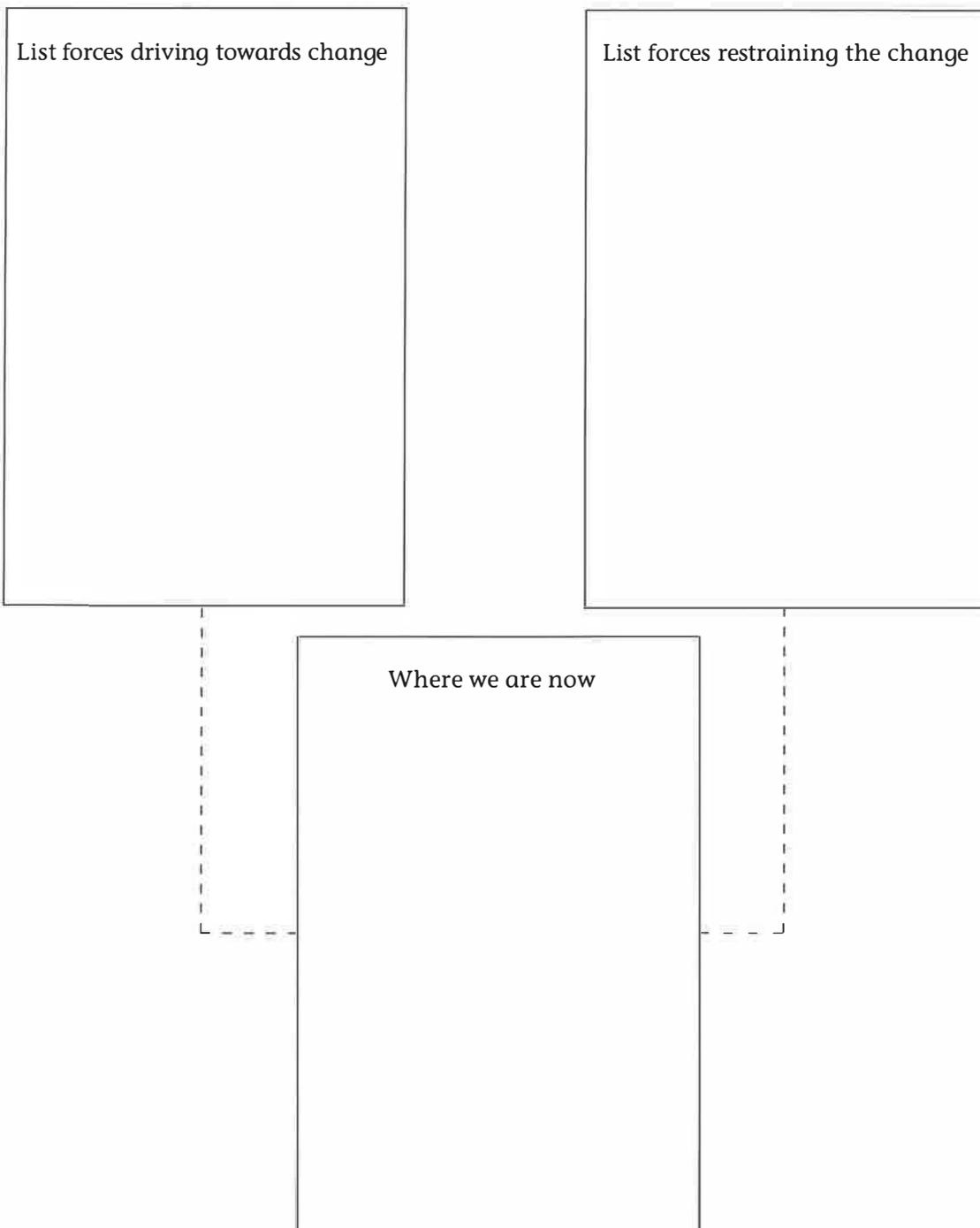


(Source: UNESCO (1993) *Women in Higher Education Management*, p. 59.)

## Force-field analysis

**HO 13**

Force-field analysis is a useful technique for situation or problem analysis. It is based on the assumption that the present situation is the result of a number of forces, both favourable and unfavourable. If the forces can be identified and changed, so can the situation or problem. A force can be regarded as almost anything that affects the effectiveness or satisfaction of an individual or group. Further information may be found in Hai (1986)



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**Case-study: What is a head of department to do?****HO 14a**

*By June Gleeson, PhD*

Violet Margineaux is a lecturer in law in the Department of Economics and Law at the University of Bankstown, Australia. She is the only woman lawyer on staff, although there are four female economists in the department. None of the women is ranked higher than senior lecturer, although there are 10 senior lecturers and four men at professorial levels, including the Head of Department, John Bowen. Bowen plans to retire at the end of the year, and has begun to search for his successor.

Bowen has just received notice from the Equal Opportunities Officer that Margineaux has filed a complaint against the department, alleging gender bias, discriminatory practices and harassment. Unless the complaints are handled satisfactorily, and some agreement reached, Margineaux has threatened to take her complaints to the Federal Equal Opportunity Commissioner.

Margineaux listed four specific complaints. First, she had been a contract member of staff for four years, although other male staff members that were appointed at the same time had received tenure after only a year or two of contract work. She claimed her publication record exceeded that of all but one of the 12 lawyers on staff, and her qualifications were amongst the highest in the department.

Second, she stated that she was discriminated against in terms of study or sabbatical leave. She had received an invitation to become a Research Fellow at a prestigious law school in the United Kingdom, a privilege not accorded to any other staff member in the faculty. However, the department refused to provide any financial assistance toward fares for herself or her family, although generous assistance was available to tenured members of staff. She was refused on the grounds that she was on a contract.

Third, she claimed that whenever she tried to make a complaint about discrimination or inequities, no one in the department was prepared to listen or consider the matter seriously. She had written papers on the matter for consideration at department and faculty meetings, but in her view the meetings were 'like a bear pit' with male staff interested only in talking over each other and scoring points. She claimed that even the Department Head did not deal with her concerns, and that no action resulted from her numerous efforts to raise awareness of gender issues.

Fourth, she cited instances of specific harassment. As an example, she claimed one staff member frequently called her 'kiddo', especially when she was having a serious discussion in the staff room. She felt this was demeaning and trivialised her views. When questioned, Margineaux admitted she had not raised the matter with the staff member concerned or the Head of Department, because she believed that such conduct was self-evident, especially after the papers she had presented. She also felt that some of the male staff 'set her up' with students, by asking questions such as 'How much did you learn today from our resident researcher?' She presented no evidence to support this statement.

**Case-study: What is a head of department to do?****HO 14b****The university**

Bankstown University is one of the new universities in Australia, formed by the amalgamation of three colleges of advanced education. The colleges had been institutes of technology, whose oldest schools came together to form Faculties of Engineering and of Science. Other Faculties were Arts, Health Sciences, and Business. Of all disciplines in the colleges, the Business Schools were the most recent, but despite that, the new Business Faculty, one of five faculties, was by far the largest, including about 40 percent of the total university students. However, its staff comprised only 28 per cent of the total university staff. Business Faculty staff believed the other faculties were overstaffed, because they had been so long established, and because they pleaded 'special needs' for laboratory or other specialist staff. Staff from the other faculties questioned whether the Business Faculty placed too much emphasis on consulting and other money-generating activities, and whether sufficient attention was given to student needs and to research. The Business Faculty staff retorted that the student entrance requirements for their faculty were higher, and they turned more applicants away, than any of the other faculties. They pointed out that their research was 'real world research', and that much of their consulting work was, in fact, research work that for reasons of the client's competitive advantage, was unable to be published.

The university, as required by law, had an Equal Opportunities (EO) Officer. It had developed an Equal Opportunities Policy, and was in the process of developing a Code of Conduct. An Equal Opportunities Plan for the university had been developed that set out existing numbers and ranks of staff for each Department, by gender, and described the strategies each department would use to begin to amend the many imbalances. The departments had developed this plan after review by and extensive consultation with the EO Officer.

The EO Officer had an EO Assistant, and access to secretarial and administrative support through the Human Resources Department. The EO Officer reported directly to the Head, Human Resources Department, and had ready access to the Deputy Vice-Chancellor, to whom the Head of Department of Human Resources reported.

**Case-study: What is a head of department to do?****HO 14c****The faculty and the department**

Bowen was surprised to learn of Margineaux's complaint. All the departments in the faculty had taken part in the review, and had acquiesced in, if not always enthusiastically supported, the EO targets that had been agreed. Bowen realised and admitted that there was significant imbalance in his department, but felt that it was not worse than other departments across the university, and that the department was putting strategies in place to remedy the imbalance.

On first being notified of the complaint, Bowen approached Margineaux about the issues, but she refused to discuss the matter with him, indicating that in her view the matter was now within the formal university processes. The Head then spoke with the women economists on staff. The women told him that they felt the department provided a reasonable and acceptable working environment, and was not overtly sexist or gender biased. None recalled any experiences of harassment. However, there was a majority view that some male staff held 'unfashionable prejudices' against women in the workforce, and disappointment was expressed at the lack of women in the professorial rank.

After enquiry from the EO Officer, Bowen denied that he had received any 'real complaints' from Margineaux, although he did state that she had from time to time made rather humorous but disparaging remarks to him about gender inequality in the department. He said he had always smiled at her jokes, as he was keen to establish better rapport with one of his more difficult staff members. He was adamant that Margineaux had not raised with him any of the specific complaints presented by the EO Officer.

Pressed further on the issue of 'difficulty', Bowen indicated that Margineaux was not, in his view, a talented teacher, and that he had received complaints from students from time to time about her classes. While he had not made an extensive analysis, he was certain that the number of student complaints about her exceeded those for any other staff member in the department. The problem appeared to be not lack of preparation, but rather what he termed her 'confrontational style'. He had counseled her a number of times about this, and had also suggested some professional development courses she might take. He did not know whether she had taken any.

Margineaux was a frequent writer to 'Letters to the Editor' in the local newspapers, always quoting her university and department affiliation, and always seeming to espouse a radical viewpoint. From conversations in the staff room, he was aware that more than one staff member had experienced 'spirited, some might say heated' conversations with Margineaux. He did not believe other staff members viewed her as a co-operative member of the department, and pointed out that to the best of his knowledge, she obtained very little consulting work. He believed she would disclose whatever consulting work she did, because he believed she had a high sense of integrity and because that activity gave prestige and status within the faculty.

Bowen agreed that Margineaux undertook and wrote up more research than other department members, but felt that because of the difficulties mentioned, it was still not certain that she would be offered tenure in the department. He agreed that research activities were a key component of the criteria for promotion in the faculty, including promotion to tenure. Pressed about the formal review for tenure process, including documentation of the reviews, he said he had not had time fully to record the details. Nevertheless, he was adamant that a committee of members of the department had reviewed Margineaux with other contract staff. No other members of university staff or external representatives were included on the Review Committees.

**Case-study: What is a head of department to do?****HO 14d****The current state of affairs**

The EO Officer endeavoured to bring about some form of resolution of the situation between Margineaux and the Department of Economics and Law. She advised Bowen that the department would have difficulty with Margineaux' lack of tenure in any independent review. In her view, there was a case that discrimination could have occurred, and she believed any review would come to this conclusion. After consultation and negotiation with Margineaux, she was able to advise Bowen that she thought Margineaux would settle for an offer of tenure, and the same study leave provisions that applied to tenured staff.

The Head spoke with his senior staff about the proposed settlement, voicing his concerns about the issue of precedent. If one staff member could 'force' the department to offer promotion by the threat of external action, others may be encouraged to try. He felt it important that the department maintain its right to set the academic and teaching standards required of its staff. He was also concerned that such a settlement could be construed as an 'admission of the department's guilt'.

The staff expressed concerns about possible adverse publicity, financial penalties and staff time required to follow through on the case, noting that any such matters would need to be followed through by his successor and the senior staff.

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## Power and empowerment

HO 16

### Defining empowerment

The most conspicuous feature of the term **empowerment** is that it contains the term **power** which, to sidestep the philosophical debate, may be broadly defined as control over material assets, intellectual resources, and ideology.

The **material assets** over which control can be exercised may be physical, human or financial, such as land, water, forests, people's bodies and labour, money and access to money.

**Intellectual resources** include knowledge, information and ideas.

Control over ideology signifies the ability to generate, propagate, sustain, and institutionalise specific sets of beliefs, values, attitudes and behaviour – virtually defining how people perceive and function within given socio-economic and political environments.

### Power

Power accrues to those who control or are able to influence the distribution of material resources, knowledge, and the ideology that governs social relations in both public and private life.

The extent of power held by the particular individuals or groups corresponds to the number of kinds of resources they can control, and the extent to which they can shape prevailing ideologies, whether social, religious or political.

This control, in turn, confers the power of decision making.

**Action plan**

**HO 17**

FOR

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**Action**      **Who is responsible**      **Resources needed**      **Timing**      **Evaluation**      **Comments**

## Case-study: Management and administration of staff development

HO 18a

### 4.1 College management structure

(a) College B is a Tertiary College with 990 full-time students serving a local commercial and industrial community and its surrounding rural district of approximately 60,000.

(b) It is organised on a matrix structure which provides three Assistant Principals, one of whom is in charge of Staffing, to whom 14 middle-managers, designated as Heads of Subject Team, report. Ten middle managers are designated as Course Directors, reporting to other Assistant Principals.

(c) Assistant Principal (Staffing) is responsible for all of the personnel functions across the college, including academic and non-academic staff. This includes:

- staffing budget and planning
- recruitment and selection
- staff training and development
- promotions and redundancies
- industrial relations.

This is an unusual remit since it includes responsibilities for non-academic staff as well as academic staff and responsibility for a full range of personnel functions rather than simply the training function.

The potential benefits which it offers include:

- **financial efficiency** – economies of scale can be achieved on the management and the provision of staff development;
- **management efficiency** – new developments can be introduced against planned staff development for all staff involved in them, rather than just academic staff.

(d) Heads of Subject Teams and Course Directors work back-to-back with each other. Heads of Subject Teams have responsibility for the resources (staff, materials and accommodation) used to deliver the programme. Ten Course Directors direct the programmes (GCSE, BTEC, RSA, C and G, for example) into which the subject teams make their input. Each Course Director is a member of a Subject Team and since these appointments are made at Lecture/SL level, both Course Directors and Heads of Subject Teams have teaching commitments as well as their management responsibility.

The emphasis of the Course Directors' responsibility is at the marketing end of the operation – identifying and specifying the services that are to be provided – and the emphasis of the Heads of Subject Teams' responsibility is at the quality assurance, delivery end of the process. In practice, the two have to work very closely together to deliver their programme.

A considerable degree of authority is delegated in this structure. Heads of Subject Teams and Course Directors are responsible for long- and short-term planning for their areas, and for all aspects of their delivery, including rooming, materials, equipment, course recruitment and monitoring and evaluation.

## Case-study: Management and administration of staff development

HO 18b

### 4.2 Planned development

It was planned to delegate identification of training needs to the level of Head of Subject Team. This would enable Heads of Subject Teams both to write forward plans for their team's programme and to identify the staff development needed to deliver that plan.

Preliminary research into this process was carried out in order to :

- identify senior management perceptions of the role of Staff Development in the college;
- identify middle management perceptions of the role of Staff Development in the college;
- identify processes that could be used by Heads of Subject Teams to analyse the Staff Development needs of their teams.

### 4.3 Preliminary findings

#### (a) Senior management perceptions of staff development

The Principal of College B saw staff development as a key part of his overall strategy for placing the client at the centre of the college's business. He had built his Senior Management Team and the overall college structure around the notion that the college was there to serve the students' needs and that those needs could be defined in organisational terms as a set of management functions. He saw each function as interlocking with the other, and progress on any front as requiring action from all quarters. In order to achieve this responsiveness quickly, it had been necessary to delegate authority to small teams who were in direct touch with the clients, and to co-ordinate their work through the Assistant Principals. This worked against individual empire building at the expense of overall college efficiency and also allowed effective monitoring of financial management.

These views were endorsed by the Senior Management Team. They agreed with the view of the Assistant Principal Staff that staff development policy was about providing the competencies needed to deliver the college's programme and that it embraced any activity which facilitated the person side of the system. The Assistant Principal Staff saw communication as a key feature for enabling staff development and used a Staff Information Bulletin which was produced every week and circulated to all staff to keep them updated on college business – its content ranges from information on new rates for mileage claims, to a beginners' guide to FEMIS, and details about new staff shortly joining the college. Staff development itself was also used as a means of corporate communication, discussion and action.

One example of this was a training event which had been arranged for all staff, who had become concerned that the administration associated with pastoral care of the students appeared to dominate its process. A consultant had been employed to lead a large group event at which staff were helped to analyse the problem and find practical solutions; in the plenary session, senior management had committed themselves to implementing the decisions of the group. As a consequence, the administrative processes had been simplified and staff motivation had been increased considerably.

## Case-study: Management and administration of staff development

HO 18c

### (b) Middle management views of staff development

Staff development had been used for a variety of purposes, for example:

- As part of a total development package. In the Hairdressing Subject Team, for example, staff development had been used as part of a college investment package to refurbish training salons and to update staff in professional skills, new assessment requirements in competence-based assessment and associated curricular areas such as information technology.
- As a way of enabling different educational cultures to find ways of co-operating and working together. Developments in TVEI aimed to integrate local school staff teaching on the 14–16 curriculum with college staff teaching on the 16–18 curriculum so that they would produce a coherent programme and delivery mechanism rather than a broken-backed one.
- As a way of coping with acute staffing problems. In Construction, there had been considerable problems in finding lecturers, since the building trade fluctuated wildly, and part-time staff thus became available when there were lulls (and less call for trainees) and were scarce when the industry was in boom (and when the demand for trainees increased) It was not possible to maintain full-time staff because of this fluctuation in demand. Multi-skilling of full-time staff was one option that had been implemented and training retired professionals as occasional part-time staff was another.

The most significant feature of interviews with middle managers and with line staff was their acceptance of staff development as a resource which was easily accessible.

### (c) Processes for analysing staff development needs

Both senior and middle management agreed on the importance of the relationship between staff development and the efficient delivery of the college's programme. It was recognised that more refined processes for analysing staff development needs could increase this efficiency and this was a current policy priority of the Assistant Principal Staff.

In order to gain a broader perspective, some possible processes were discussed at two LEA-wide seminars with the senior managers for staff development from College B and its sister colleges in the authority. The first seminar proposed ways of carrying out identification of training needs in a further education context and the second dealt with issues relating to the evaluation of staff development. College B then considered ways in which it would incorporate these processes into its management of staff development.

## 4.4 Implications for the management of staff development

The major features of this case-study were:

- devolution of responsibility for identifying staff development needs, prioritising them and identifying provision;
- devolution of budgetary control for staff development after overall prioritisation of resource to meet corporate plan objectives;
- development of a management style to complement the new management functions at senior and middle management levels.

## Case-study: Management and administration of staff development

HO 18d

A return visit to the college 18 months after the start of this case-study established that:

**(a) A Staffing Audit**, in addition to the already existing annual Training Plan, had been implemented by the Heads of Subject Teams under the direction of the Assistant Principal. This has collated three kinds of information:

- administrative information about, for example, age, grade and salary of members of staff;
- information about each member of staff's present job and the way that it might develop in the future, relating that to the marketing plan for the college;
- an analysis of the skills members of staff had at present and the skills they might need in the future.

It had then been possible for Subject Teams to identify training needs in terms of:

- individual skills development;
- team-based development;
- cross-college development

**(b) Following this exercise, approximately 75 per cent of the college's staff development budget** had been devolved to Head of Subject Team level, for them to spend to meet the needs which they had identified. The remaining 25 per cent was retained at the centre to fund cross-college initiatives.

**(c) Monitoring of staff development** was then carried out in terms of the information required by the local authority through the LEATGS forms.

Evaluation was based on the principle that staff development should be intended to make a definite improvement in the quality of learning. The way in which that improvement would be identified should be negotiated prior to the staff development taking place. Subsequently, there would be a performance indicator available to show the effectiveness of the staff development.

**(d) These changes in functional requirements** had been accompanied by a change in the management culture. The locus of responsibility for staff development was now clearly defined and a clear line of communication had been established. The Team Leader level had been identified as the accountable level. In practice, this meant that the Head of Subject Team was accountable for the Subject Team's staff development; that the Assistant Principal, as Team Leader for all 16 Heads of Subject Teams was accountable for their actions; and that the Principal, as leader of the Senior Management Team was accountable for the Assistant Principal's actions.

Communication took place through a formal as well as an informal operational network. The Academic Board Staffing Committee, with its Continuing Professional Development Committee which dealt formally with all staffing and training issues, was complemented by regular meetings every six weeks between the Assistant Principal Staff and his team. Each team, perhaps reflecting its particular discipline's culture, had differing ways of identifying and implementing staff development, but each team moved significantly to an approach which the college describes as 'a continuing professional development culture'.

## Case-study: Management and administration of staff development

HO 18e

(e) A particular feature of this change had been the development of strong partnerships in management. Since Subject Teams now had financial control and responsibility for staff development, they were able to understand it as a total resource for the whole team. This had encouraged them to relate the needs of their whole programme to their needs for staff development rather than to think of staff development from a largely individual point of view. This had, in turn, provided considerable incentive to seek ways of maximising the funding available for staff development.

A further benefit had been in improved staff motivation. In part, this arose from the confirmation of their professionalism and increased sense of autonomy which financial devolution had provided. As well, though, it stemmed from the removal of a 'blame culture', in which, if results were inadequate, there was little which could be done except to blame an individual member of staff. The development of identifiable objectives for staff development with team responsibility for its implementation, had allowed a short-fall in performance to be viewed as an objective problem in which the whole team could contribute to finding a solution. This reinforced the development of a 'partnership culture'.

There had also been a considerable improvement in efficiency. Time was no longer spent seeking and giving approval for activities which would, in any event, have gained automatic approval. Instead, Heads of Subject Teams were able to negotiate a staffing plan with the Assistant Principal for discussion and approval and then to implement it autonomously. This had resulted in a considerable saving in time and resource.

(Source: Wheale, J. (1991) 'Case-study B. Management and administration of staff development' in *Managing Staff Development Effectively in Further Education*, Continuing Education Research Centre, University of Warwick, pp. 5-11. Reproduced with permission.)

## Evaluation questionnaire

HO 19a

### 'Women's studies as a catalyst for the advancement of women in higher education'

(Please circle relevant number or tick box where applicable)

1. To what extent did the workshop meet your expectations? (Please comment)

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2. Which topic was most beneficial to you and why?

Women's participation in university governance and management

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Women's studies as a catalyst for change

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Women's studies as a legitimate area of scholarship, staff development and institutional development

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3. Please evaluate the following components of the workshop.

	Excellent			Unsatisfactory	
a. Content	1	2	3	4	5
b. Methodology	1	2	3	4	5
c. Atmosphere	1	2	3	4	5
d. Time management	1	2	3	4	5
e. Hand-outs/videos/overheads	1	2	3	4	5

## Evaluation questionnaire

HO 19b

**4. Please rate the following categories in relation to the staging and logistics of the seminar.**

(Circle a number)

Categories	Excellent	Good	Average	Fair	Poor
Seminar theme	5	4	3	2	1
Programme content	5	4	3	2	1
Location	5	4	3	2	1
Facility overall	5	4	3	2	1
Facility layout	5	4	3	2	1
Facility staff	5	4	3	2	1
Seminar staff	5	4	3	2	1
Food and refreshment	5	4	3	2	1
Prior communication	5	4	3	2	1
Registration system	5	4	3	2	1
Audio-visual presentation	5	4	3	2	1
Seminar time frames (i.e. starting time, refreshment, ending, etc.)	5	4	3	2	1
Facilitators	5	4	3	2	1
Air travel and transportation arrangements	5	4	3	2	1
Hotel accommodation	5	4	3	2	1
Per diem arrangements (where applicable)	5	4	3	2	1

**5. What are your suggestions for improving the workshop?**


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**6. Please add any other comments or concerns you may have.**


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## The 'totem pole' of academic hierarchies

R 1a

### A. Factors that account for women being low on the 'totem pole' of academic hierarchies

(i) **Separation of the public and private spheres** (re. the division of work within the family and the determination of fertility and the combination of work and motherhood)

(ii) **The 'coincidence of the biological and the tenure clock'** (Martin, 1994: 409) that is, the asymmetry of the family and the career cycle.

- In US universities at the end of the sixth or seventh year, most faculty face an 'up or out' review for tenure.
- The above is similar to the 'fast track' advancement that takes place just at the time the family establishment aspect of the marital union is taking place.
- The timing of the tenure clock is supposedly a gender-neutral institutionalised practice. Sekaran and Kassner (1992: 175) refer to it as the old male tenure model that is marked by a high level of inflexibility.

(iii) **The second shift** (Martin, 1994: 409) Focus on the 'socks question' in which male faculty are surveyed to find out how much responsibility they assume on a regular basis for their washing, for example, their socks.

(iv) **Exclusion from informal networks** and a consequent lack of access to real-time information, for example, through the grapevine.

(v) **Women's entrenched perception** that they have less influence on organisational decision making than their male counterparts, resulting in feelings of intimidation by authority and hence difficulty in making themselves heard in decision-making meetings.

(vi) **The invisible job.** Women have to cope with teaching and service loads that often create a feeling of chronic fatigue. Apart from this, there are the token types of roles and responsibilities that they are expected to assume, the argument being that 'there is need for a woman's point of view'.

(vii) **Stereotypical expectations** of more 'humanistic' responses from women than men.

(viii) **Sex-related asymmetries in social relations at work** as a source of career advancement and personal satisfaction (Martin, 1994: 411)

- Sex is associated with a variety of sources of dissimilarity, including differences in interests, norms of disclosure and content of humour.
- Cross-sex friendships treated as suspect.
- Citations to published works are one component of a faculty member's intellectual reputation and a measure of his or her contribution to knowledge in the field.
- Tendency for researchers to read and cite their associates (for example by sex and gender) in the field. Since there are relatively fewer women researchers in the 'mainstream' research, it is likely that a woman's research will receive fewer citations than comparable work by men.

## The 'totem pole' of academic hierarchies

R 1b

### **(ix) Bias in performance assessment.**

- Avenues exist for gender and other types of bias despite attempts to institutionalise thoroughness and fairness.
- Inequity in the reward and compensation system.

**(x) Feminisation of positions in the faculty.** These get downgraded once held by a woman. For example, a Deanship becomes a co-ordinator.

**(xi) Allocation of resources principally to male-dominated faculties.**

**(xii) The resilience of gendered asymmetries in faculty life.** (Martin, 1994: 414–5).

### **B. Effects of low representation of women in academic positions, particularly in 'non-traditional' faculties such as engineering and business**

**(i) Male-gendered bias** in determining research agendas and the distribution of funding. For example, the determination of what constitutes legitimate management research.

**(ii) Resultant low levels of feminist research**, a great deal of which is action oriented in the administrative sciences.

**(iii) Gender-based wage and earnings differentials.**

**(iv) Stereotypical notions** that a woman would find difficulty in heading a diverse, male dominated faculty or department.

## Case teaching notes for the facilitator

R 2a

There is a choice of suitable cases for this work, so the facilitator can choose the case which best serves the needs and the backgrounds of the participants. Three cases from the volume of ancillary materials might be considered: 'The realities of change', 'A good woman lost', and 'A woman's place'. A case, 'What is a head of department to do?' is given at HO 14 with this module. Finally, the facilitator may prefer to obtain the case, 'The Dean's dilemma' (Mikalachki *et al.*, 1992). If this last case is used, a reproduction fee per copy is likely to be required; the contact for obtaining permission to reproduce 'The Dean's dilemma' is

Case and Publication Services  
Richard Ivey School of Business  
University of Western Ontario  
London, ON Canada N6A 3K7  
Fax (519) 661 3882. Phone (519) 661 4258

When using the cases for teaching purposes, it is important to consider them in the light of the organisation culture, structures and processes that allow situations like these to occur. It is tempting to focus on the interpersonal issues and the personalities that are described, but facilitators are encouraged to lead participants toward uncovering the assumptions, cultural mores, and values that underlie the organisation. Once these are understood, the participants can be encouraged to devise strategies that will help achieve change.

Some of the organisational values and beliefs that might be identified include those about:

- who deserves tenure and the male-oriented career progression path;
- what is appropriate female conduct and whether that differs from appropriate professional conduct;
- how open or closed promotion and recruitment processes should be;
- the role of department heads and professional staff;
- who networks and who does not.

The strategies listed below can be seen in terms of:

- those that relate to the **university structure**, including tokenism, the old male tenure model, inflexibility of the system, for example, the aversion to overturning clearly unacceptable decisions made by a head of department, and exclusion from networks;
- those that relate to **university programming and processes**, including teaching and service loads, salary inequity, etc.

**Case teaching notes for the facilitator****R 2b****Strategising for increased effective participation**

**(i) Women being clear in their mind that they want to share power with men** and collaborating to get the managerial culture to yield power.

**(ii) Making an effort to close the nexus on the economic front.** Grow your own gender-based HRM policy (Sekaran and Kassner, 1992: 180)

- Aggressively and actively recruit more women.
- Change the reward system.
- Create a gender-sensitive organisational culture, especially through diversity management training and development.
- Provide effective mentoring and constructive feedback, so that women faculty who need it can be set upon a career 'growth path'.
- Re-examine the tenure time frame. Devise a more realistic system of job assessment.
- Create specialised units, centres for women and gender studies.
- Educate chief executives as to the imperative for cultural change in order to ensure international competitiveness, meeting criteria for corporate management diversity, for example, **through equality of opportunity employment and affirmative/positive action legislation as well as the challenging of the socio-cultural power model of male dominance which stereotyped the manager's role as male.**

**(iii) Highlighting:**

- how men and, more specifically, male managers have greater visibility to other men;
- how in the context of patriarchal power relations, masculinity is defined as opposite and superior to femininity, and feminine working styles are perceived to be less effective in organisations.

**(iv) The need to be alert about how patriarchal relations are being redefined by men,** as recent management and leadership research has advocated the value of people-centred management.

**(v) In view of (iii) and (iv), provide the opportunities for women to empower themselves** by making them an integral part of policy making. Place them in line positions and give them leadership responsibilities. Offer them the opportunity so that they can interface with the political environment of the system and exert their influence (Sekaran and Kassner, 1992: 185–6)

**(vi) Take advantage of the presenting initiatives** at re-engineering, organisational restructuring and total quality management and the creation of skills-related career paths, work flexibility and contract labour.

**(vii) Manage the change to a gender-equitable system** of personnel and human resource management.

## Section 5 References and additional reading

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