

BEYOND THE GLASS CEILING: WOMEN RECTORS ACROSS EUROPE WOMEN AND LEADERSHIP IN HIGHER EDUCATION

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Keynote Address: The Australian Experience

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The Governmental Level

- Since 1973 the Commonwealth (federal government) of Australia's successive anti-discrimination and Equal Employment Opportunity (EEO) legislation
- 1999 - the Equal Opportunity for Women in the Workplace Act which replaced the Affirmative Action Act of 1986
- Equal Opportunity for Women in the Workplace Agency's 'Employer of Choice for Women'
- University Annual Reports tabled in relevant State Parliament

The Higher Education System Level

- Australian Vice-Chancellors' Committee (AVCC) (now Universities Australia):
- Colloquium of Senior Women Executives in Higher Education
- Action Plan for Women Employed in Australian Universities, 1999 to 2003
- AVCC funded research into gender inequity and provided professional development for senior women, in addition to general leadership programs

Second AVCC Action Plan for Women Employed in Australian Universities 2006-2010:

Priority goals:

- 1.to continue to encourage all universities to integrate equity strategies and performance indicators into their institutional plans and to support the priorities in this Plan;
- 2.to improve significantly the representation of women in senior roles by encouraging equity initiatives in critical areas;
- 3.to monitor the patterns of entry of women into academia and respond to barriers to sustained entry;

Second AVCC Action Plan for Women Employed in Australian Universities 2006-2010:

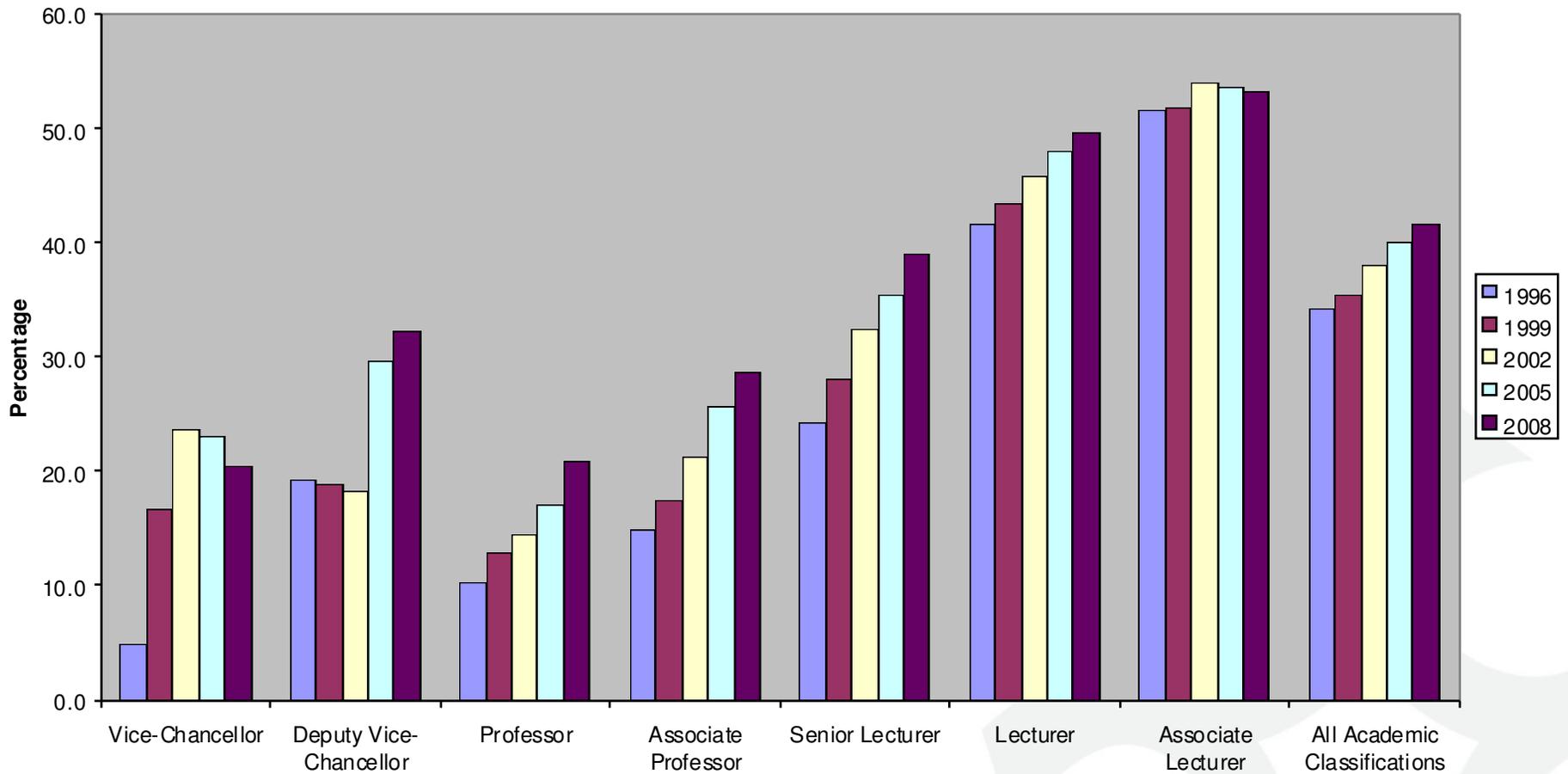
Priority goals (cont'd):

4. to improve the monitoring of gender equity in workforce data and access to information; and
5. to identify, and engage universities with, critical matters through research on gender equity issues and dissemination of good practice. This will include:
 - women in research and the impact of the Research Quality Framework (RQF);
 - conditions of university employment policy and practice that impact on women and the attainment of gender equity; and
 - identification of barriers to participation and leadership (p.2)

Specific targets for this period:

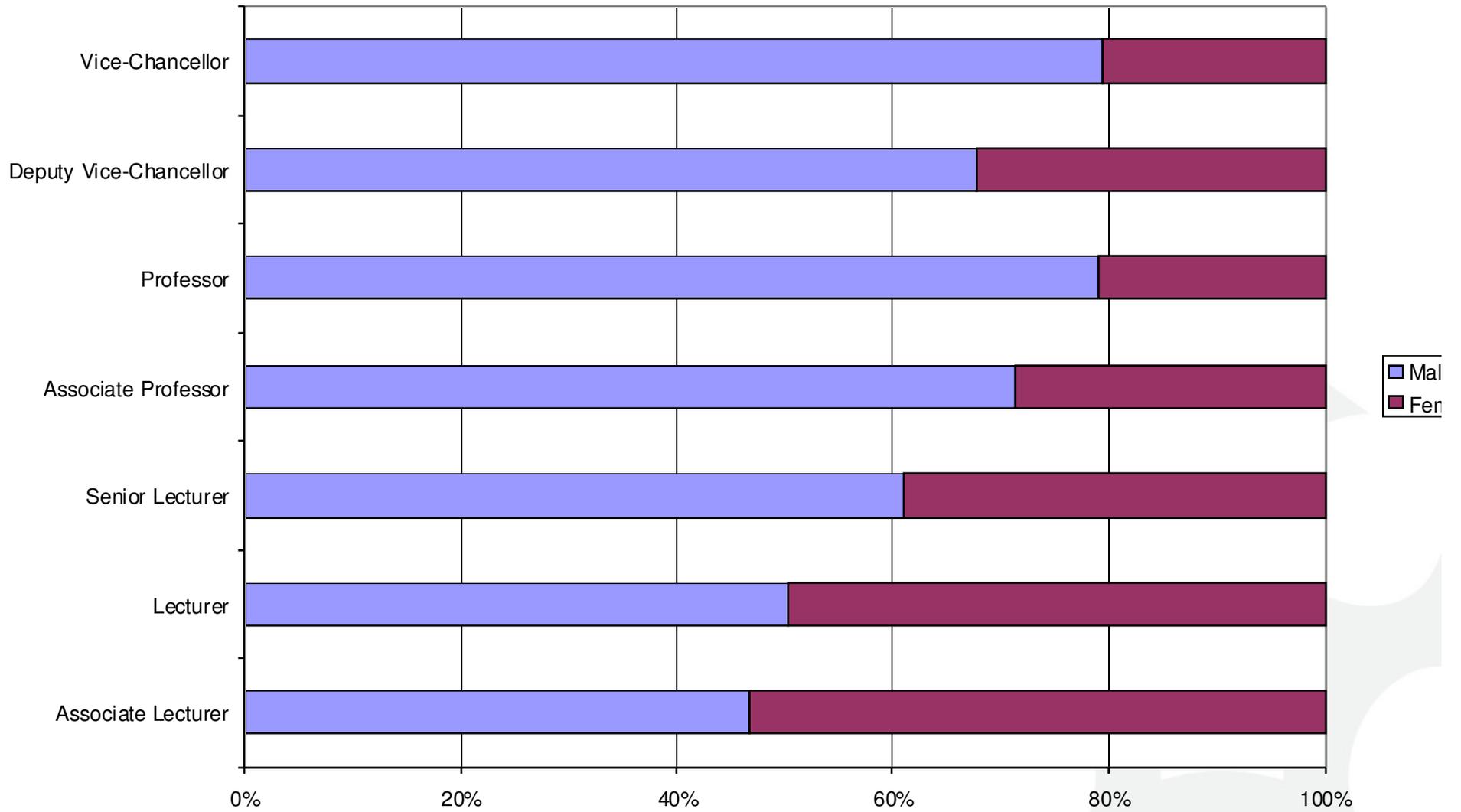
- to increase women at Professor level from 16% in 2004 to 25% by 2010;
- to increase women at Associate Professor level from 24% in 2004 to 35% by 2010;
- “to increase the number of women academics with PhDs;
- to increase the number of women general staff at Level 10 to 50% by 2010;
- to increase the number of women in senior leadership positions as deans, directors and senior managers;
- gender ratios in enrolment and completion of PhDs and the breakdown by discipline; and
- gender ratios for all academic levels by discipline.” (p.2)

Percentage Female by Academic Classification 1996-2008



Source: Universities Australia University Staff Profile (1996-2005), DEWR Staff Collection 2008 and Supplementary Data on Second Action Plan for Women, Universities Australia Forum 2009

Gender and levels of appointment - Academic staff 2008



2010

In 39 universities in early 2010:

- 86 Deputy Vice-Chancellors with an academic-related portfolio - 35 % are women
- 72 Pro Vice-Chancellors with an academic-related portfolio - 32 % are women.

More specifically,

- of 39 Deputy or Pro Vice-Chancellors (Academic) representing their university in (UA), 36 % are women,
- of 39 Deputy/Pro Vice-Chancellors (Research) representing their university in UA 33 % are women.

Leadership and Management

The University is looking for

1. An outstanding leader of a complex organisation; someone who sets clear direction, focuses on rigorous planning and achieving outcomes; effectively facilitates organisational change and is decisive.
2. An outstanding team-builder of a loosely coupled organisation; someone who is able to develop effective senior executive and senior management groups, inspires and motivates others, adopts appropriate principles of delegation and holds individuals accountable.
3. An outstanding communicator across diverse groups; someone with the capacity and motivation to initiate and develop positive and effective relationships within Deakin and with government, industry, the professions, other education providers and other communities.

Experience and background

Do you have

1. Considerable strategic and financial planning experience, including the ability to direct substantial operational and financial resources so as to advance the University as a thriving, efficient and sustainable enterprise.
2. Considerable experience in driving a growth agenda and organisational change in a complex workplace.
3. A depth and breadth of experience in senior executive roles within the university sector.
4. A distinguished personal research record and a record of leading and promoting research performance.

Profile of a serving woman Vice-Chancellor:

- Respected professor in any discipline
- Wide national and international experience and exposure
- Knowledge of the university system
- Experience in professions, on government committees and agencies, research grant bodies
- Previous position as Deputy Vice-Chancellor
- Around 50 when appointed as VC
- Mobile
- Supportive partner/family
- Energetic, committed, enthusiastic, resilient, hard-working with high standards

Barriers still operating making it harder for women to become

a) a senior executive

b) a VC

I think the academic world still values years of experience and continuity of service ahead of merit. It also remains very difficult for women to maintain and nurture a career if they have children and, finally, neither men nor women 'see' women as leaders.

Some advice from serving Vice-Chancellors:

- ***Be intelligently opportunistic and seize every chance to contribute to and participate in different organisational and policy areas, and gain a broad spectrum of professional experience.***
- ***Grab any opportunity to extend your experience- take risks and agree to do things that take you out of your comfort zone.***
- ***Go for it. These are fantastic jobs - wonderful to be able to work with colleagues to prosper a large, multimillion dollar organisation that has at its heart perhaps the most compelling and important role an institution can play: the advancement of knowledge and forging the workforce of the future.***

Can you do it?

Do you want to do it?

If so – go for it!