



Lost Leaders: Women in the Global Academy

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Women Vice-Chancellors: Leadership or Being Led?

EU	CR	UK	NOR	HK	JP	MALY	IND
15.5%	15.8%	17% RG- 4% 94- 0%	31.8%	0%	2.3%	15%	3%

Diversity = Representational Space?



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Norm-saturated (essentialised) policy narratives

- Gender as a demographic variable.
- ✓ add more under-represented groups
- ✓ into current HE systems
- =
- ✓ distributive justice/ smart economics
- ✓ organisational and epistemic transformation.
- Sociology of absences?

Some Provocations: **Why/** **How**



- Has gender escaped the logic of the policy turbulent global academy?
- Is women's capital devalued/ misrecognised in the knowledge economy?
- Is leadership legitimacy identified?
- Do cultural scripts for leaders coalesce/collide with normative gender performances?
- Do decision-making and informal practices e.g. networks, recruitment searches lack transparency/ accountability/ reproduce privilege?

Optics and Apparatus



- What is it that people don't see?
- Why don't they see it?
- What do current optics/ practices/ specifications reveal and obscure? (Barad, 2007)

Leadership Potential

Observable, separate static structure?

- Struggle for value/ intelligibility?
- Co-production?

A Two-Way Gaze?



- How are women being seen e.g. as deficit men?
- How are women viewing leadership e.g. via the optic of neo-liberalism/ austerity/ unliveable lives?

Evidence



- Rigorous Literature Review –British Council and Leadership Foundation for Higher Education (Morley, 2013)
- Transcribed Panel/ Group Discussions in British Council Seminars (Hong Kong, Tokyo and Dubai).
- 20 questionnaires: Australia, China, Egypt, Hong Kong, Indonesia, Japan, Jordan, Kuwait, Malaysia, Morocco, Pakistan, Palestine, the Philippines, Singapore, Thailand and Turkey. (Morley, 2014)
- What makes leadership **attractive/unattractive** to women?
- What **enables/ supports** women to enter leadership positions?
- Personal experiences of being **enabled/ impeded** from entering leadership?

Why is Senior Leadership Unattractive to Women?



- The expanding, audited, neo-liberalised, competitive, performance-driven, globalised academy.
- Being 'Other' in male-dominated cultures.
- Oppositional relationship between leadership and scholarship.
- The signifier 'woman' reduces the authority of the signifier 'leader'.
- Navigating between professional and domestic responsibilities.
- Women lacking capital (economic, political, social and symbolic) to redefine the requirements of the field (Corsun & Costen, 2001).



What narratives circulate about leadership?

- Loss, sacrifice, conflict?
 - Power, influence, privilege?
 - Unliveable lives?
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- **Working** with resistance, recalcitrance, truculence, ugly feelings.
 - **Colonising** colleagues' subjectivities towards the goals of managerially inspired discourses.
 - **Managing** self-doubt, conflict, anxiety, disappointment & occupational stress.
- =
- **Restricting**, not
 - **Building** capacity and creativity.

Women Reflexively Scanning

Women Are Not/ Rarely

- Identified, supported, encouraged and developed for leadership.
- Achieving the most senior leadership positions in prestigious, national co-educational universities.
- Personally/ collectively desiring senior leadership.
- Attracted to labour intensity of competitive, audit cultures in the managerialised global academy.
- Intelligible/ seen as leaders?

Women Are

- Constrained by socio-cultural messages
- Entering middle management.
- Often located on career pathways that do not lead to senior positions.
- Burdened with affective load:
 - ✓ being 'other' in masculinist cultures
 - ✓ navigating between professional and domestic responsibilities.
- ✓ Hearing leadership narratives as unliveable lives
- ✓ Often perceiving leadership as loss.
- ✓ Demanding change.

Manifesto for Change: Accountability, Transparency, Development and Data



Equality as Quality - equality should be made a Key Performance Indicator (KPI) in quality audits, with data to be returned on percentage and location of women professors and leaders, percentage and location of undergraduate and postgraduate students and gender pay equality. Gender equity achievements should be included in international recognition and reputation for universities in league tables.

Research Grants - funders should monitor the percentage of applications and awards made to women and to actively promote more women as principal investigators. The applications procedures should be reviewed to incorporate a more inclusive and diverse philosophy of achievement. Gender implications and impact should also be included in assessment criteria.

Journals - Editorial Boards, and the appointment of editors, need more transparent selection processes, and policies on gender equality e.g. to keep the gender balance in contributions under review.

Data - a global database on women and leadership in higher education should be established.

Development - more investment needs to be made in mentorship and leadership development programmes for women and gender needs to be included in existing leadership development programmes.

Mainstreaming - work cultures should be reviewed to ensure that diversity is mainstreamed into all organisational practices and procedures.

Making Alternativity Imaginable/ Leading Otherwise?



Can leadership:

- ✓ **narratives**
- ✓ **technologies**
- ✓ **practices**

**Be more than discursive
performances/repetitions of:**

- ✓ **values**
- ✓ **regulative norms**

**of new public governance/austerity/HE
reform narratives?**

- ✓ **equate more with liveable lives for women?**
- ✓ **be more generous, generative and gender
free?**

Follow Up?

- Morley, L. (2014) Lost Leaders: Women in the Global Academy. *Higher Education Research and Development* 33 (1) 111–125.
- Morley, L. (2013) "The Rules of the Game: Women and the Leaderist Turn in Higher Education " *Gender and Education*. 25(1):116-131.
- Morley, L. (2013) Women and Higher Education Leadership: Absences and Aspirations. *Stimulus Paper for the Leadership Foundation for Higher Education*.
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- Morley, L. (2013) International Trends in Women's Leadership in Higher Education In, T. Gore, and Stiasny, M (eds) *Going Global*. London. Emerald Press.

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