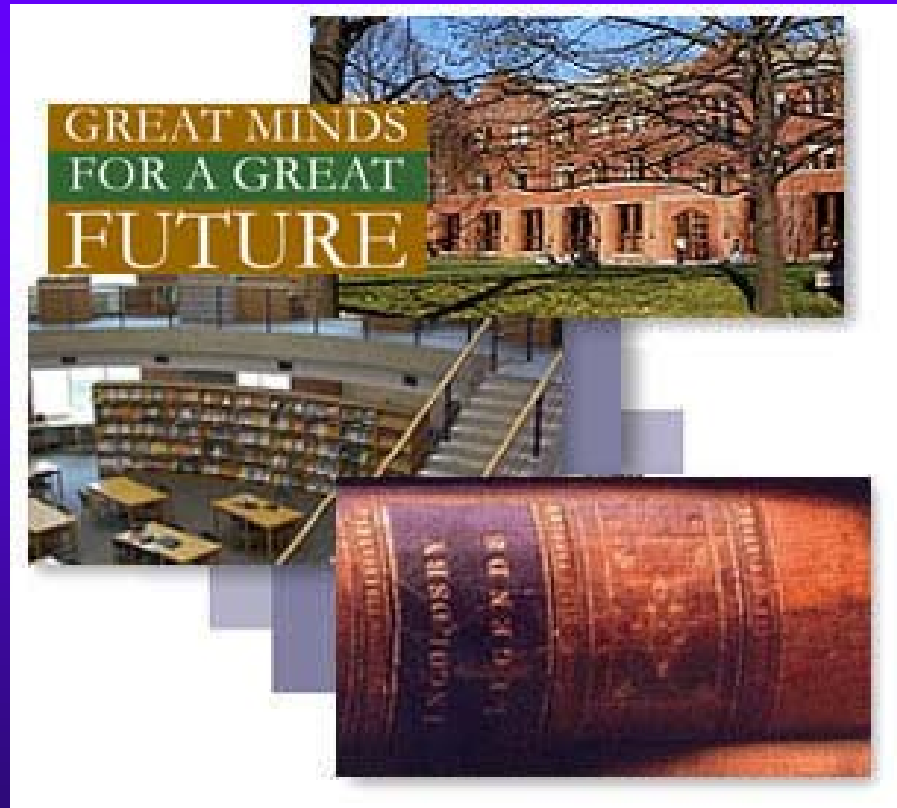


Leadership and Universities

How we support senior women...or do we?



Angela Hildya

Vice-President, Human Resources and Equi

The University of Toronto

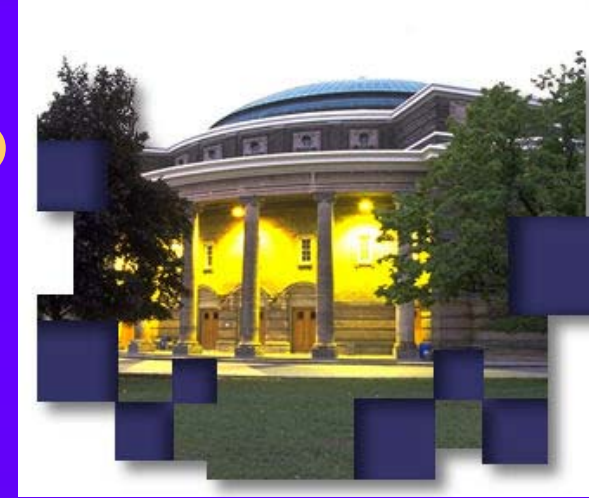
- 70,000 students
- 2400 Faculty 9500 Staff 5000+ Casual staff
- Operating budget of \$1.5B

- 6 Vice-Presidents – 3 women
- 3 Vice-Provosts – 1 woman
- 2 Vice-Presidents & Principals
- 29 Deans and Principals – 8 women
- Chairs, Associate deans, Academic Directors - 25% women

- Senior administrative leadership – 25% women
- Middle management – 51% women

General Context

- Focus on Excellence
- Explicit commitment to equity and diversity from the President
- Accountability for equity and diversity
- Expansive Equity Infrastructure



Becoming an Employer of Choice

- ◆ Quality of Worklife Initiatives
 - Flex Time
 - Child Care
 - Family Care Office
- ◆ Health and Wellbeing Initiatives
- ◆ Parental Leave Policies
- ◆ Spousal Hiring
- ◆ Tax Consultants
- ◆ Immigration Lawyers



What do we do to support senior women academic administrators?

- ◆ Recruitment and Retention
- ◆ Informal networking/receptions
- ◆ Regular lunches/dinners
- ◆ Explicit efforts to include potential administrators on teams
- ◆ Development programs; mentoring programs
- ◆ SWAAC



What do we do to support senior women administrative staff?

- ◆ Mentoring Programs – careful matching
- ◆ Succession Planning initiatives
 - Secondments
 - Educational programs
 - Committee work
- ◆ Accountability for equity/diversity within divisions
- ◆ Visionary Breakfast Series



CREATING HIGH PERFORMANCE ORGANIZATIONS: LEVERAGING WOMEN'S LEADERSHIP (Conference Board of Canada, 2000)

◆ Best Practice

- Demonstrated CEO commitment to gender diversity
- Demonstrated commitment to work life balance
- Effective PD programs for women at all levels in the organization
- Focus on harassment and organizational culture
- Periodic organizational audits to assess systemic barriers



WOMEN AND MEN IN U.S. CORPORATE LEADERSHIP: SAME WORKPLACE, DIFFERENT REALITIES?

(Catalyst, 2004)

- ◆ Similarities between men and women senior executives
 - Both have equivalent desires to become the CEO (W 55 vs 57%)
 - Women and men report equivalent levels of work satisfaction with respect to their current position (80 vs 87%), their current employer (79 vs 80%)
 - They report similar reasons as why they might leave their companies – increased compensation (42 vs 51%), opportunity to develop new skills (35 vs 32%)



- ◆ Women and Men adopt similar strategies for advancement:
 - hard work(97 vs 94%) ,
 - managerial skills (87 vs 88%),
 - seeking high visibility assignments (82 vs 75%),
 - demonstrating expertise (81 vs 80%)

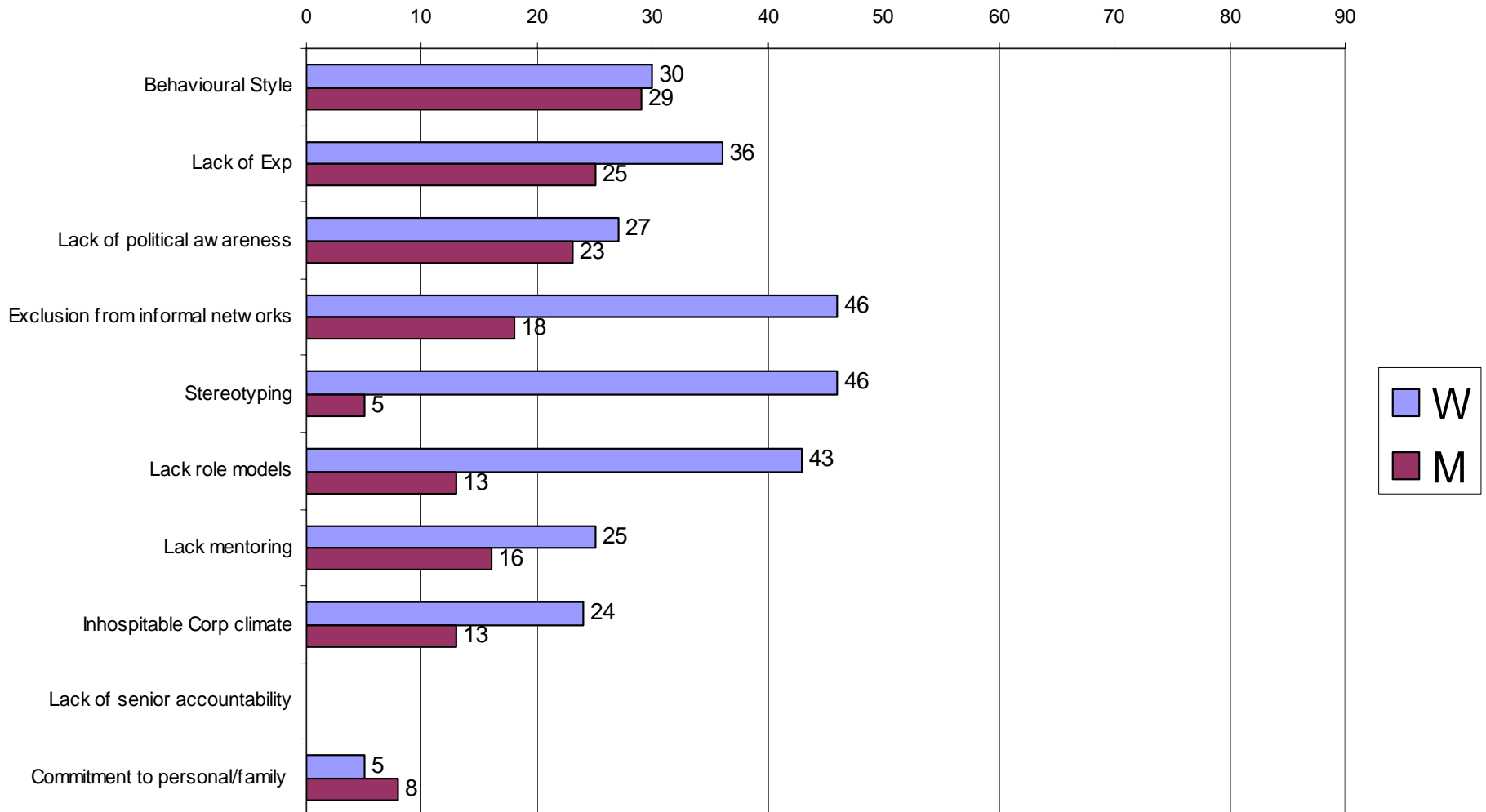
◆ IF WOMEN WANT TO ADVANCE AS MUCH AS MEN DO, AND IF THEY SHARE SIMILAR STRATEGIES, THEN WHY ARE THERE STILL SO FEW WOMEN IN SENIOR POSITIONS?

- ◆ Have opportunities for the advancement for women improved significantly over the past 5 years?
 - Women “Yes” 30%
 - Men “Yes” 41%

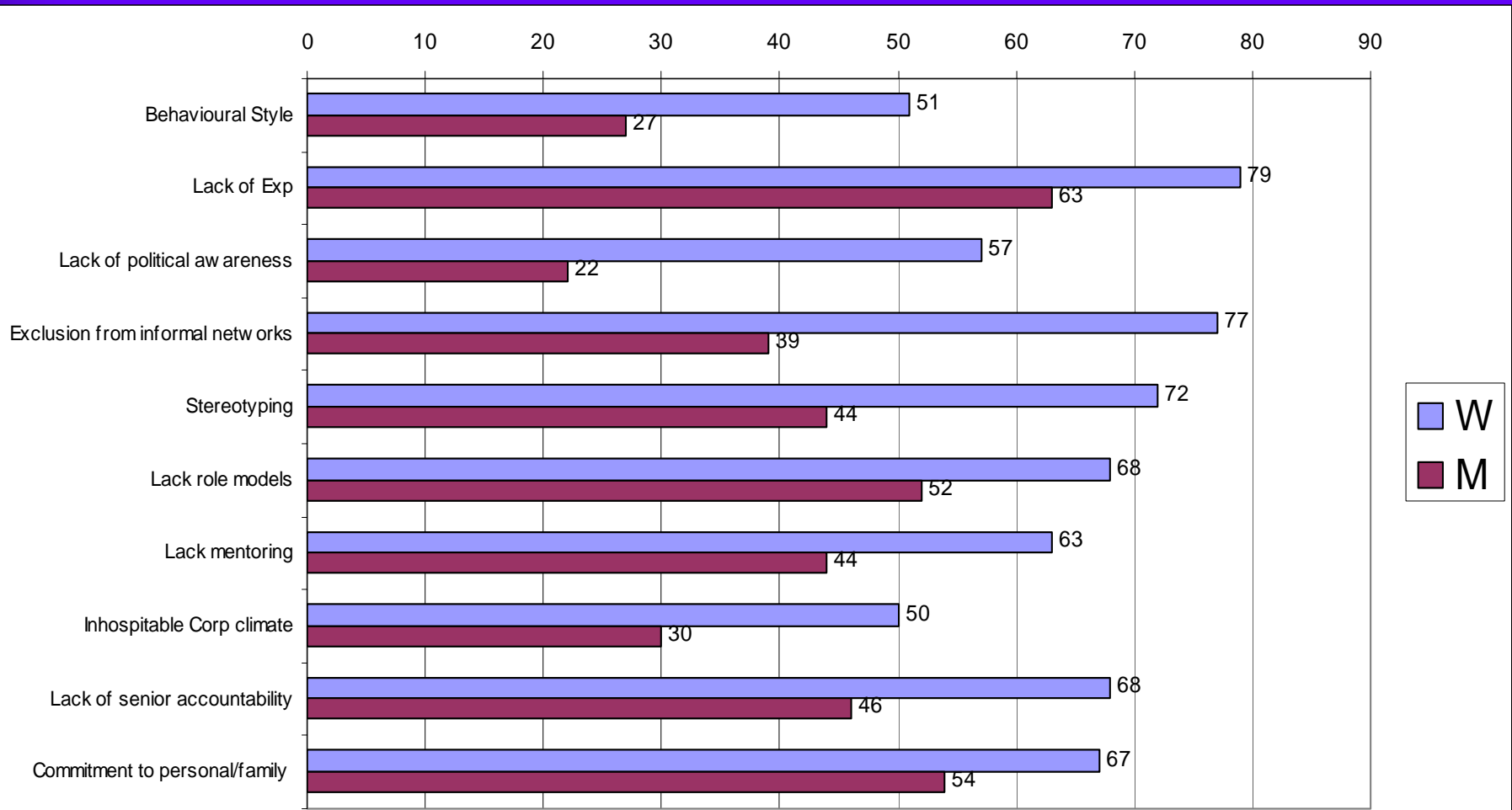


What are the barriers to Advancement?

Personal



Women in general



How do these executives cope with Work Life Balance?

- ◆ Women significantly more likely than men to
 - Employ outside services for domestic help (84 vs 48%)
 - Use child care services (45 vs 12%)
 - Rely on supportive relatives (22 vs 3%)
 - Curtail personal interests (56 vs 41%)

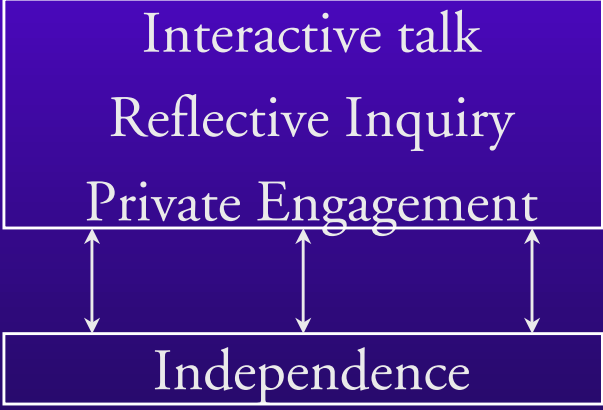
Very few of these executives used formal flexible work arrangements
– primarily because very few believe that they can utilize such policies without jeopardizing their careers (15 vs 20%).

“I GUESS I HAVE COME TO THE CONCLUSION
THAT EVENTUALLY I CAN HAVE IT ALL; I JUST
CAN’T HAVE IT ALL AT ONCE”



University Administration

There are tensions within the senior administrative culture of the university because “it is a culture shaped by academic men and acted upon by academic women” (D. Common, 2002).

Behaviours – Male administrators	Behaviours – Female Administrators
Didactic Speech Definitive Action Public Display Dependency- the old boy’s club	 <p>Interactive talk Reflective Inquiry Private Engagement</p> <p>Independence</p>

Concluding Questions

- ◆ What is academic leadership and how is it different from academic administration?
- ◆ How do we develop our vision of academic leadership?
- ◆ How do we define and frame power within that vision?
- ◆ What responsibility do we have to act as equity change agents?

