

Education Abroad Data on Women & Leadership: Empowering Women & Men to Change the Numbers in the Field

Forum on Education Abroad Annual Conference

San Diego, CA

4 April 2014

Presenters

- ▶ *Lisa Donatelli* - Director of Global Strategies, *Georgetown University*
- ▶ *Sarah Groskreutz* - Director of Human Resources, *Global Programs & Strategy Alliance - University of Minnesota*
- ▶ *Sarah E. Spencer* - Director of Study Abroad, *University of St. Thomas*

What is STAIR?

Strategic Alliances, Infrastructure and Resources for Education Abroad

Working Group of the Forum Data Committee

STAIR Goals

- ▶ Collect data on and set benchmarks for education abroad administration (advising and program management) that includes workload, salaries, and job descriptions.
- ▶ Develop an online archive of education abroad organizational structures.
- ▶ Develop an online archive of typical job descriptions and salary ranges.
- ▶ Develop strategic alliances between education abroad professionals and external constituents such as human resource professionals and academic and administration leadership.
- ▶ Train education abroad professionals to leverage strategic alliances in support of complex human resource realities, such as additional or fewer human resources, administrative mergers, internal reorganizations and virtual assets.



BAN BOSSY

<http://banbossy.com>

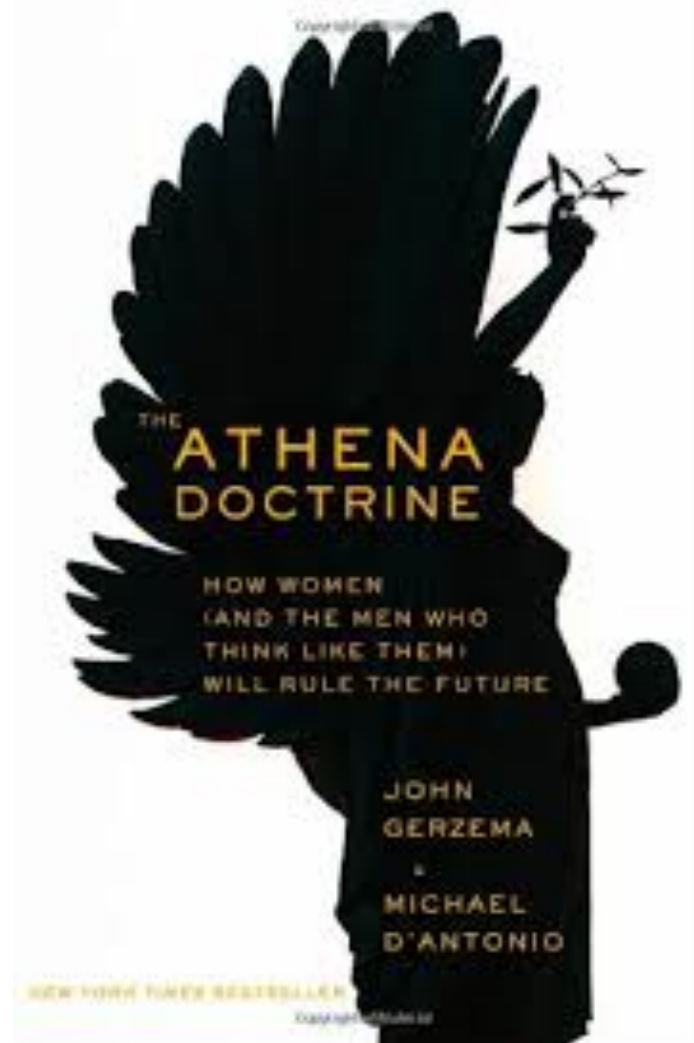
Women & Leadership



LEAN IN

WOMEN, WORK, AND
THE WILL TO LEAD

SHERYL SANDBERG



Gender & Education Abroad Professionals

- ▶ Does gender play a significant role in:
 - ▶ Work Tasks
 - ▶ Education
 - ▶ Years of Experience (HE & EA)
 - ▶ Living abroad,
 - ▶ Title
 - ▶ Position status (exempt), Salary - cut with Title,
 - ▶ Professional development
 - ▶ Salary increase
 - ▶ Ability to advance internally?
- ▶ Given the current literature, are there concepts that can be applied to Education Abroad professionals?
- ▶ How does this apply to Higher Education and our own organizational cultures?

Athena Doctrine: *How Women and the Men Who Think Like Them Will Rule the World*

“...the skills required to thrive in today’s world - such as honesty, empathy communication, and collaboration - come more naturally to women.”

The Athena Doctrine, Introduction, p.2

Key Findings of Research in The Athena Doctrine

- ▶ Growing frustration with with traditionally male traits - *control, competition, aggression*
- ▶ Strong consistency across countries in the way traits were defined as masculine, feminine or neutral
- ▶ Data showed that people believe the feminine traits have a stronger influence on “making the world a better place”

Lean In: *Women Work and the Will to Lead*

“...women only apply for open jobs if they think they meet 100 percent of the criteria listed. Men apply if they think they meet 60 percent of the requirements”

Lean In, p.62

Lean In: *Women, Work, and the Will to Lead*

What ownership do individual women have for the lack of women in senior leadership and what role do our institutions play, either intentionally or unintentionally, in preventing women from rising up in the ranks?

What is keeping us from Leaning In?

Fear

- ▶ Not speaking up for fear of being seen as “not a team player”, or appearing negative or nagging
- ▶ Being afraid to give and receive constructive criticism

Lean In, Chapter 6

What is keeping us from Leaning In?

Leaving Before You Leave

- ▶ Women start turning down opportunities for education and professional advancement because they are planning ahead for partnerships and family
- ▶ Leads to women leaving the workplace entirely when lack of opportunity exists down the road

Lean In, Chapter 7

Lean In: Women Work and the Will to Lead

“Like me, most of the women I know do a great job of worrying that we don’t measure up”

Lean In, p. 123

It's not just us, Higher Education is tricky to navigate

- ▶ Recognize the realities of working for a higher education institution
 - ▶ Steeped in tradition
 - ▶ Not as representative of an organization when looking at the needs of today's leaders (this is changing)
- ▶ University culture(s) need to be considered when seeking opportunities
 - ▶ Collegial culture
 - ▶ Bureaucratic
 - ▶ Political (often resource constrained/silos)
- ▶ Your institution may also have preconceived ideas about how leadership works which may be unintentionally biased. Let's take a look...

Do you know who you work for?

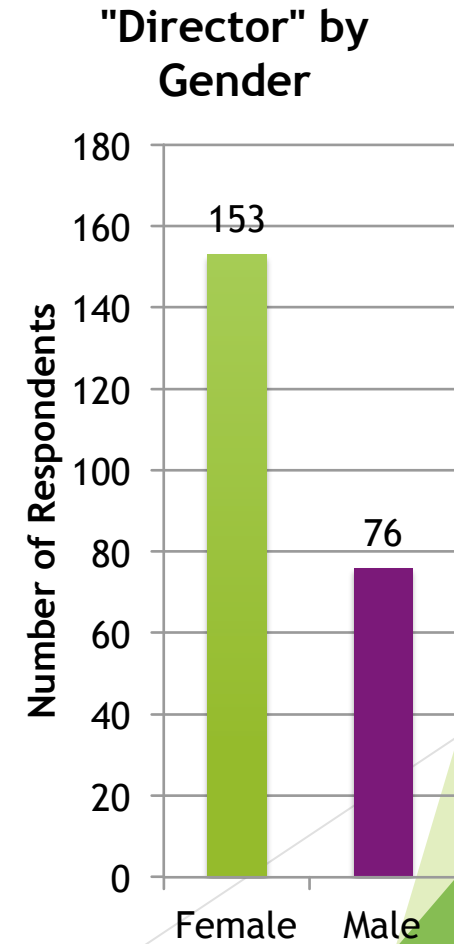
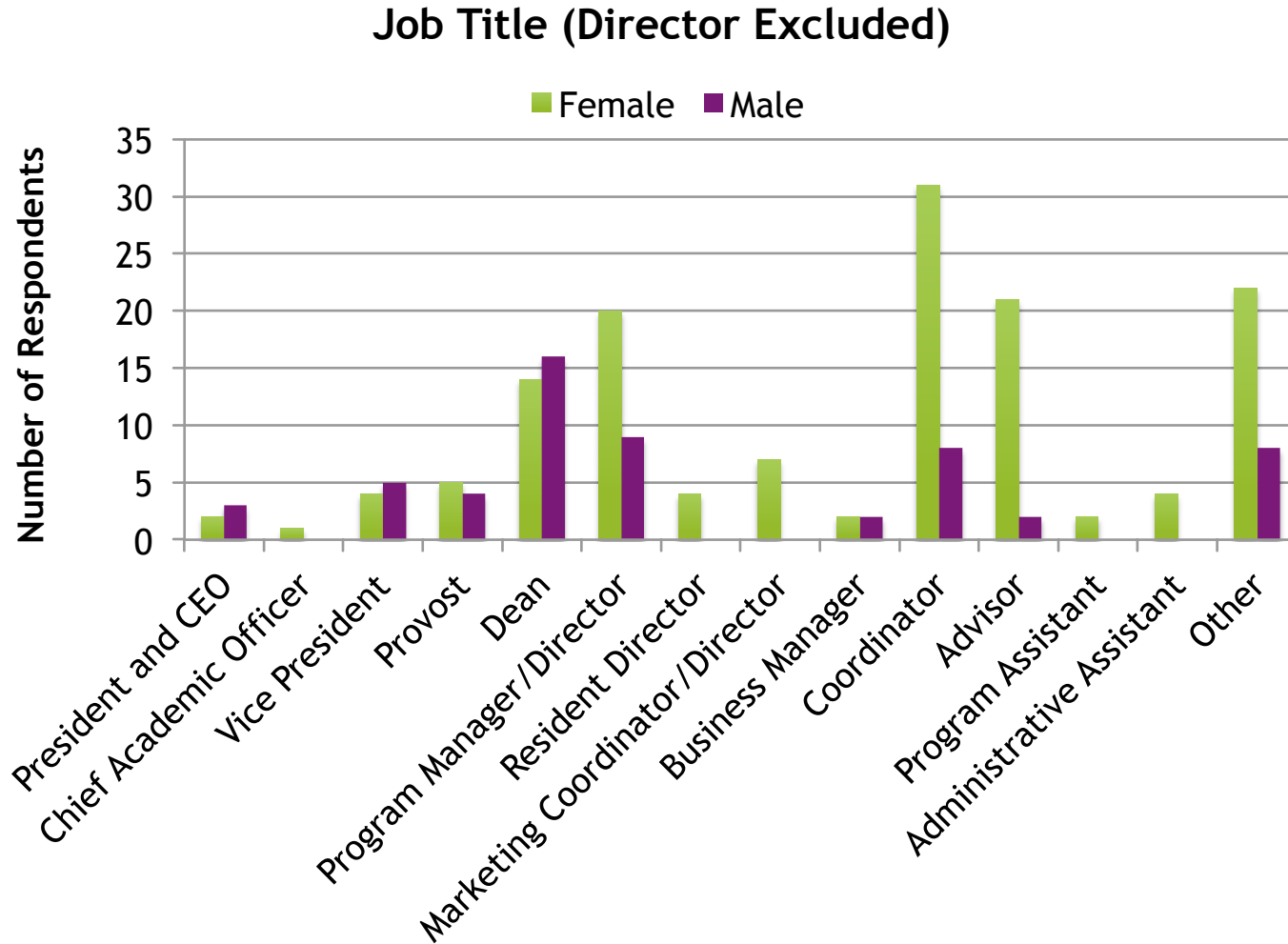
- ▶ Gender and the division of labor
 - ▶ Is this applicable both in the balance of work and life and within the tasks we do?
 - ▶ Obligations of family result in an unintended “negative equity in the workplace”
- ▶ Management and Masculinity
 - ▶ Ruthless decision-making without judgment - is your institution resource constrained?
- ▶ Risk and hiring “like” individuals
 - ▶ How risk tolerant is your institution? What may be occurring in a risk averse environment
- ▶ The Greedy Organization
 - ▶ Leadership is an all consuming role that cannot be balanced
 - ▶ Do you work for a greedy organization?

Louise Morley (2013) *International Trends in Women's Leadership in Higher Education*, Chapter in *Going Global: Identifying Trends and Drivers in International Education*

So, What does this New Data Show Us?

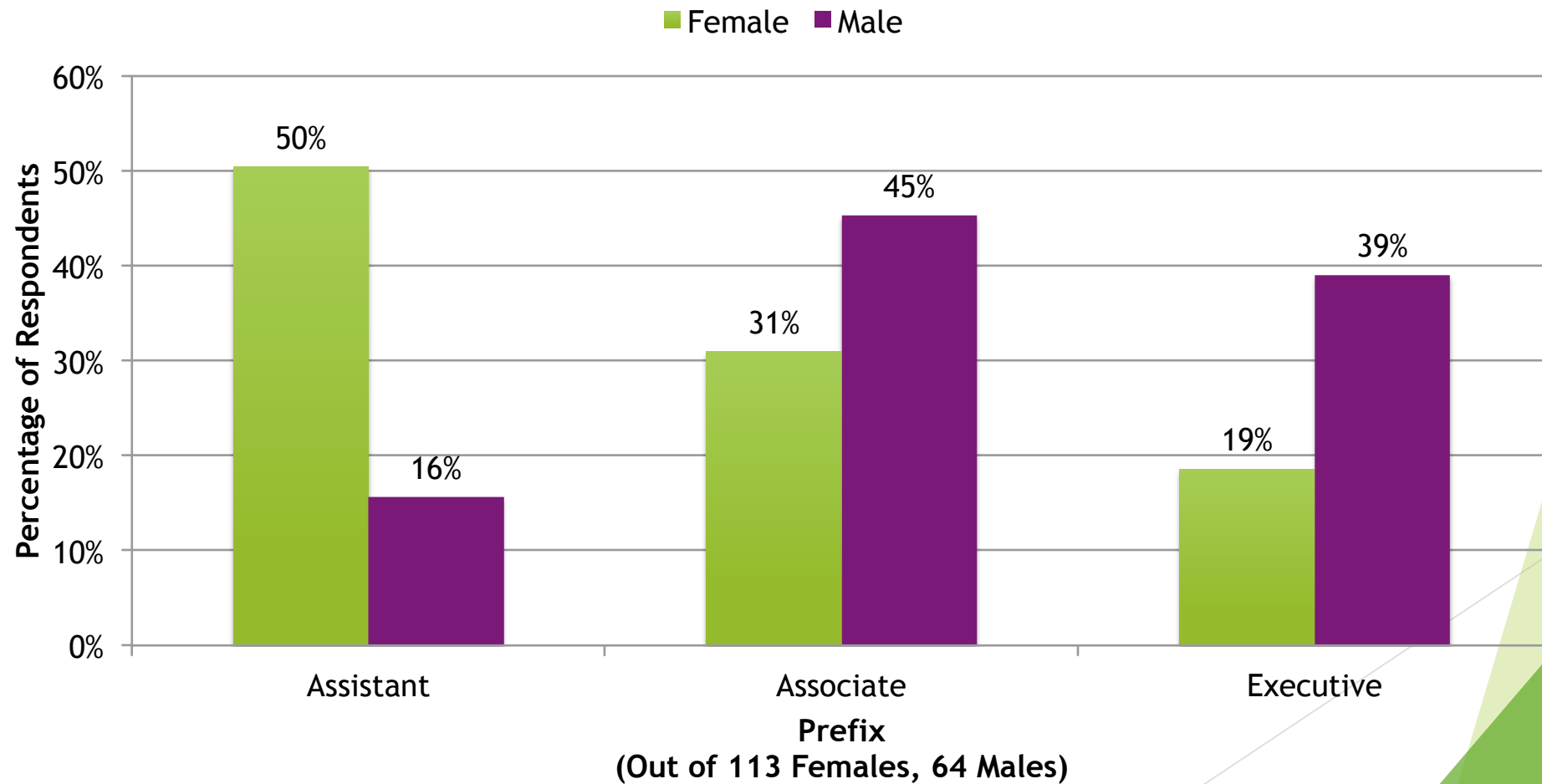
- ▶ Our useable data was made up of roughly 2/3 female, 1/3 male
 - ▶ Our “representative ratio” is 2:1 female to male.
- ▶ In particular, a few areas stood out as exhibiting marked differences between males and females
- ▶ Key categories
 - ▶ 6:1 ratio male to female tenured faculty
 - ▶ 43% of males held Ph.D.’s, only 16% of females
 - ▶ 50% of all females held “Assistant” positions, while only 16% of males did the same
 - ▶ Several of the job categories are significantly populated by either males or females: hourly categories are very female; onsite Program Director, Tenured Faculty, Faculty Administrator, all very male
 - ▶ Fewer females on average received salary increases in each year

Job Titles (separated because of scaling issues)

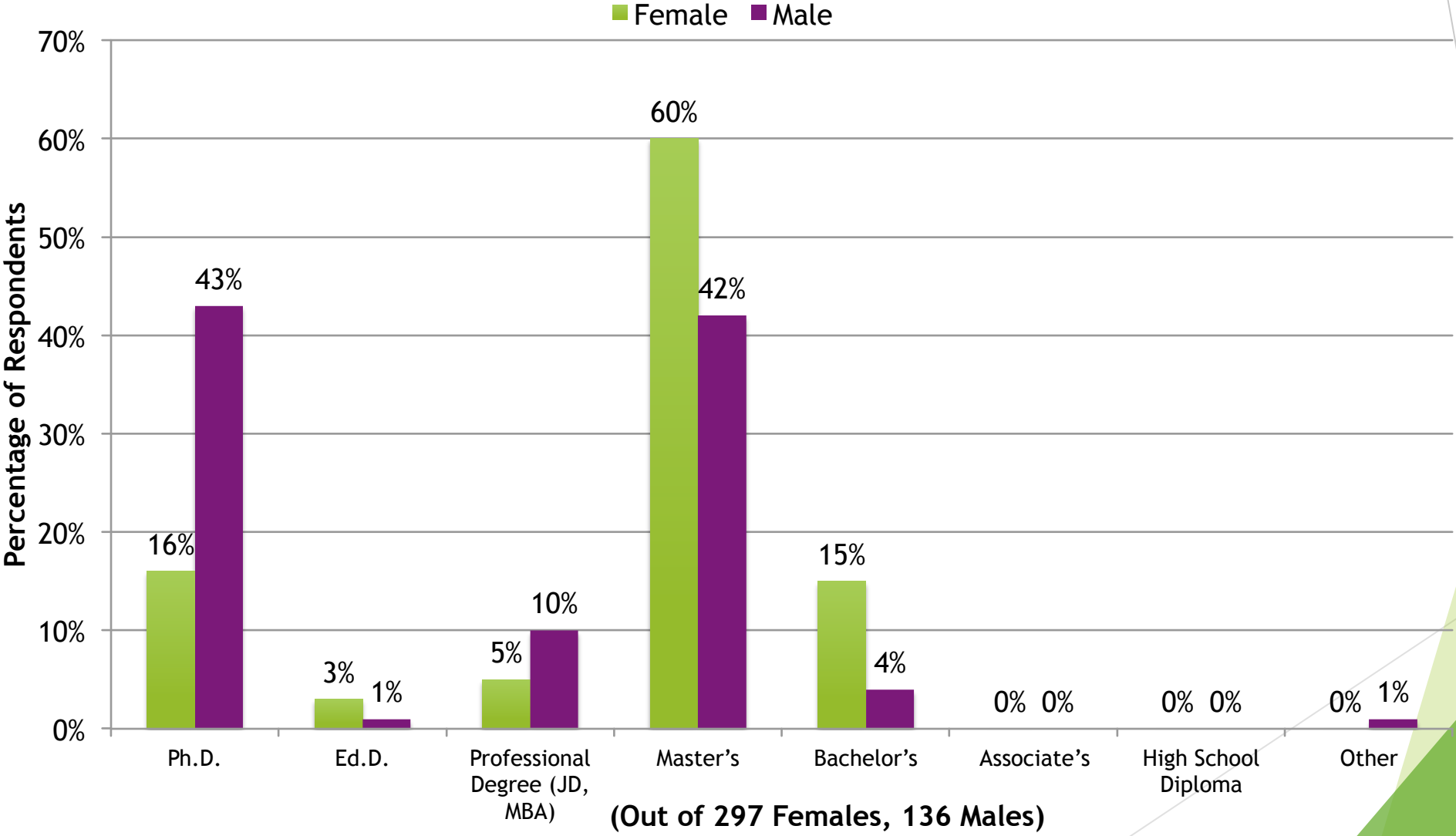


Job Prefixes

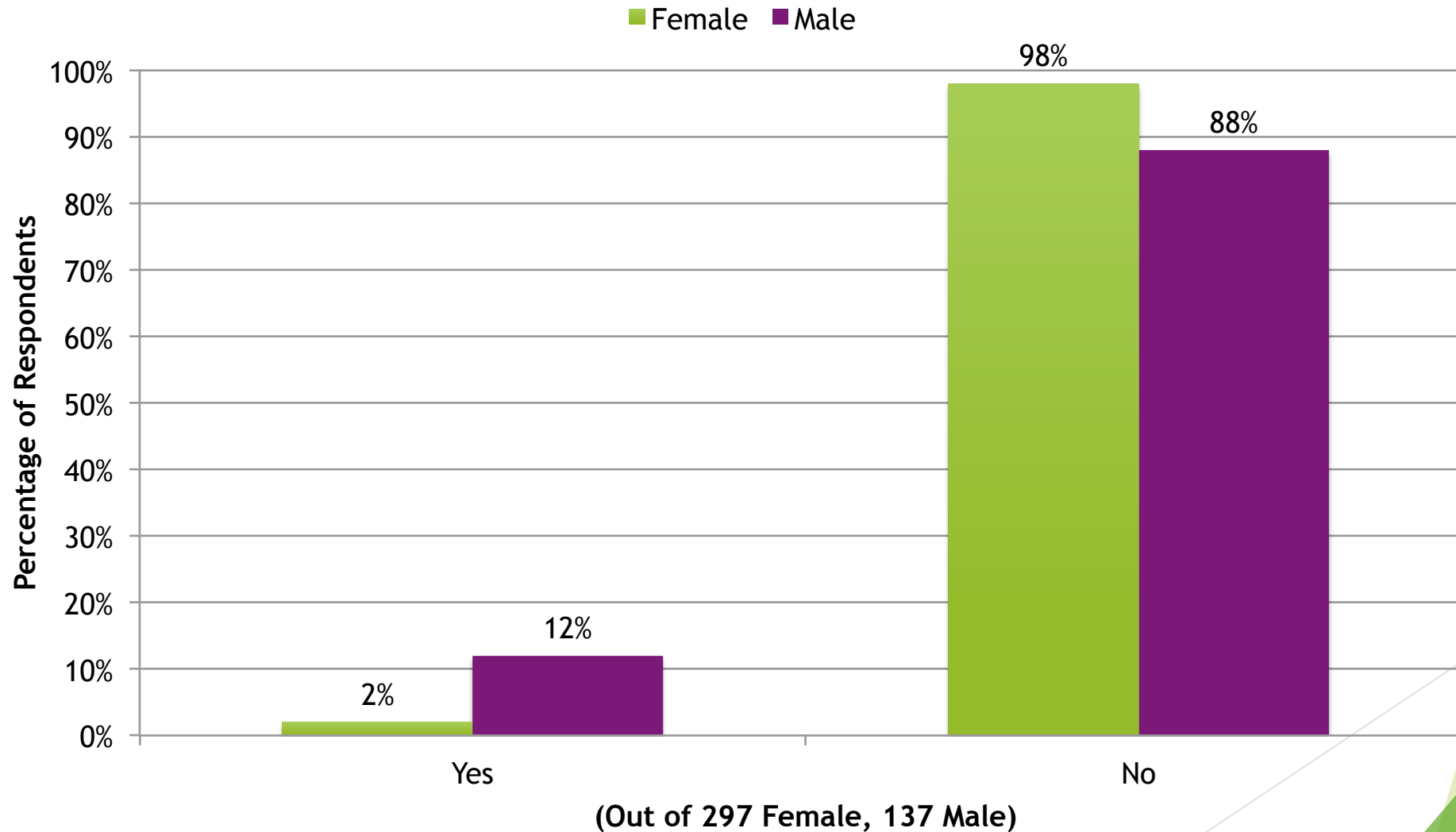
(Out of 113 Females, 64 Males)



Highest Level of Education



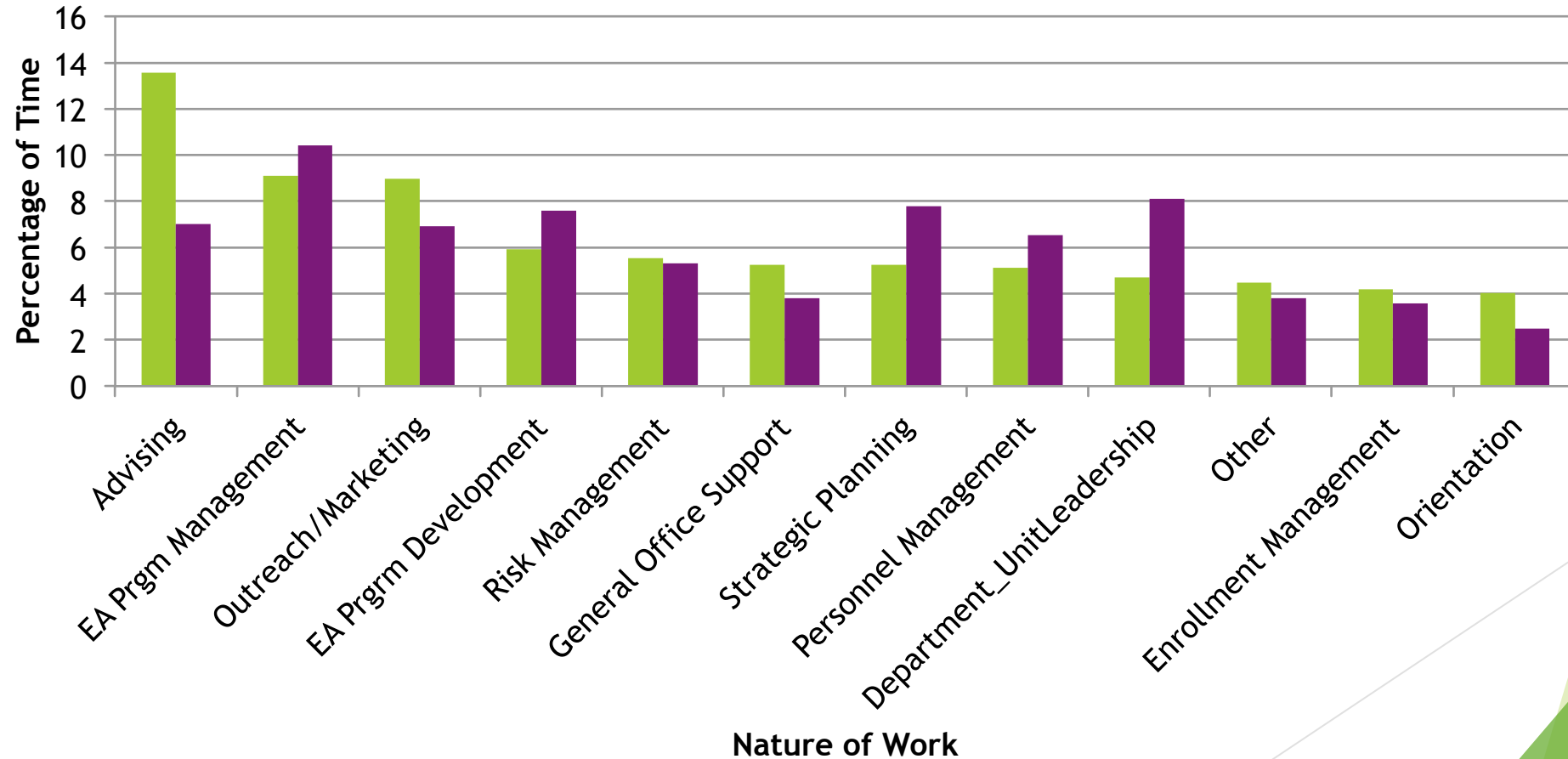
Tenured Faculty Member Status



Task Breakdown of Work

Estimated Percent of Time Spent on:

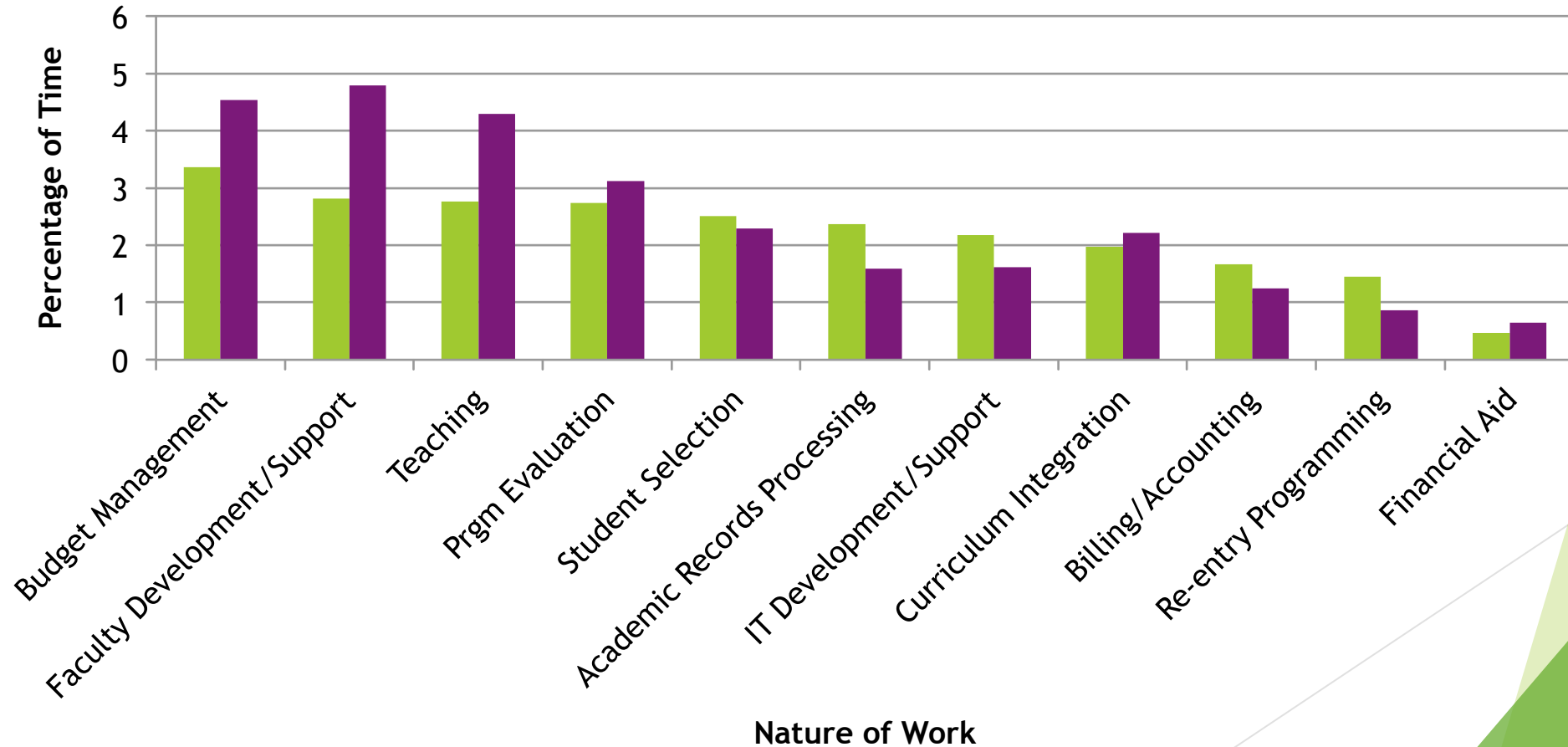
■ Female ■ Male



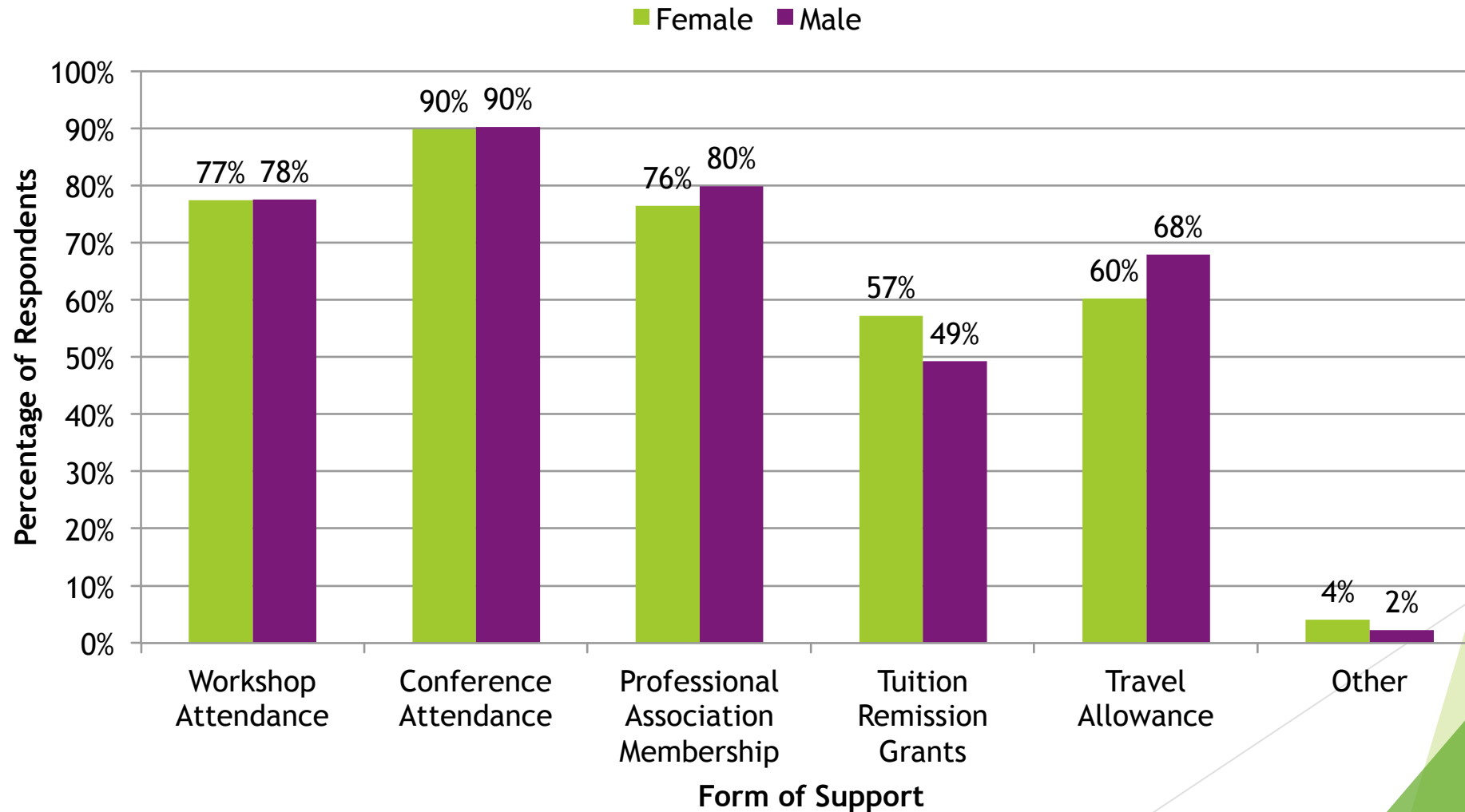
Task Breakdown of Work (cont'd.)

Estimated Percent of Time Spent on:

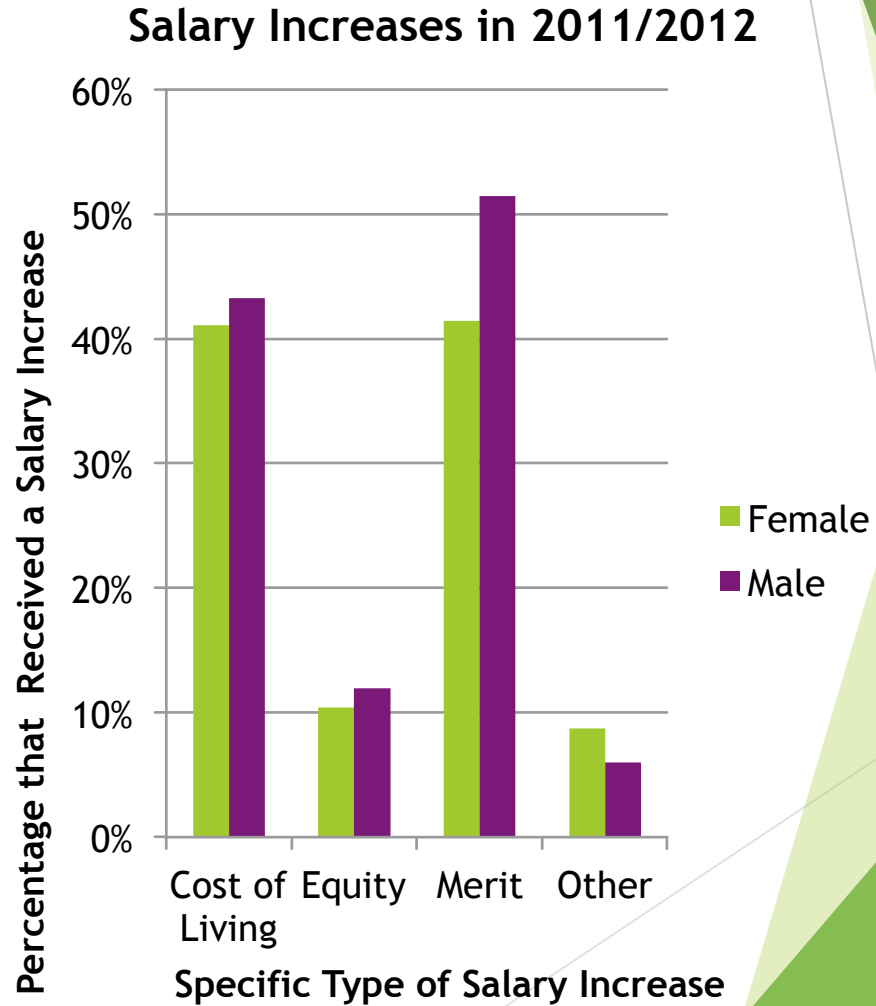
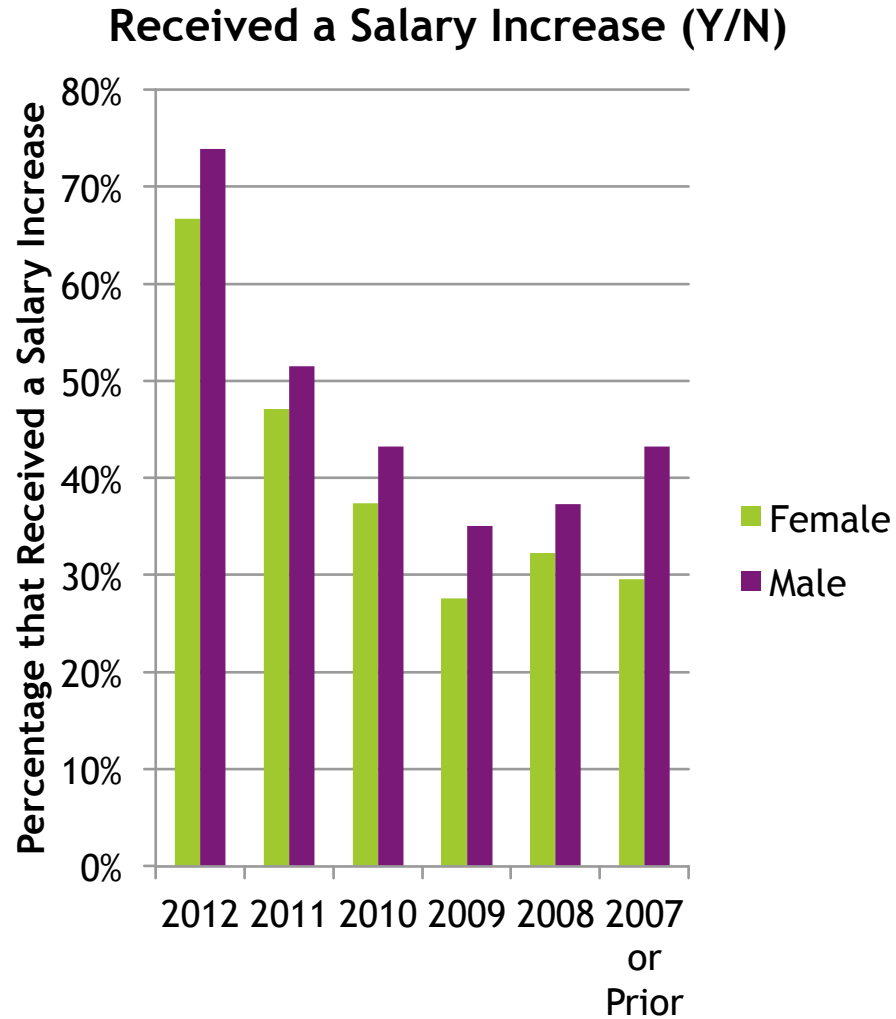
■ Female ■ Male



Support of Professional Development

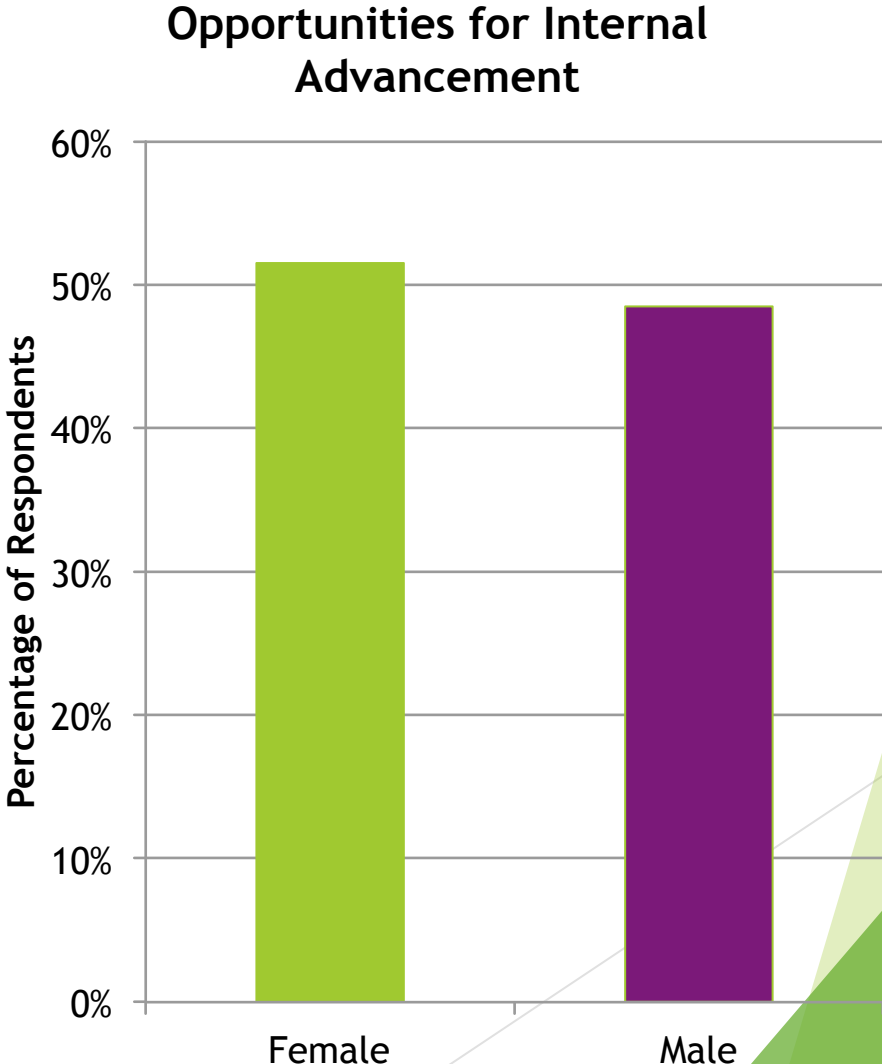
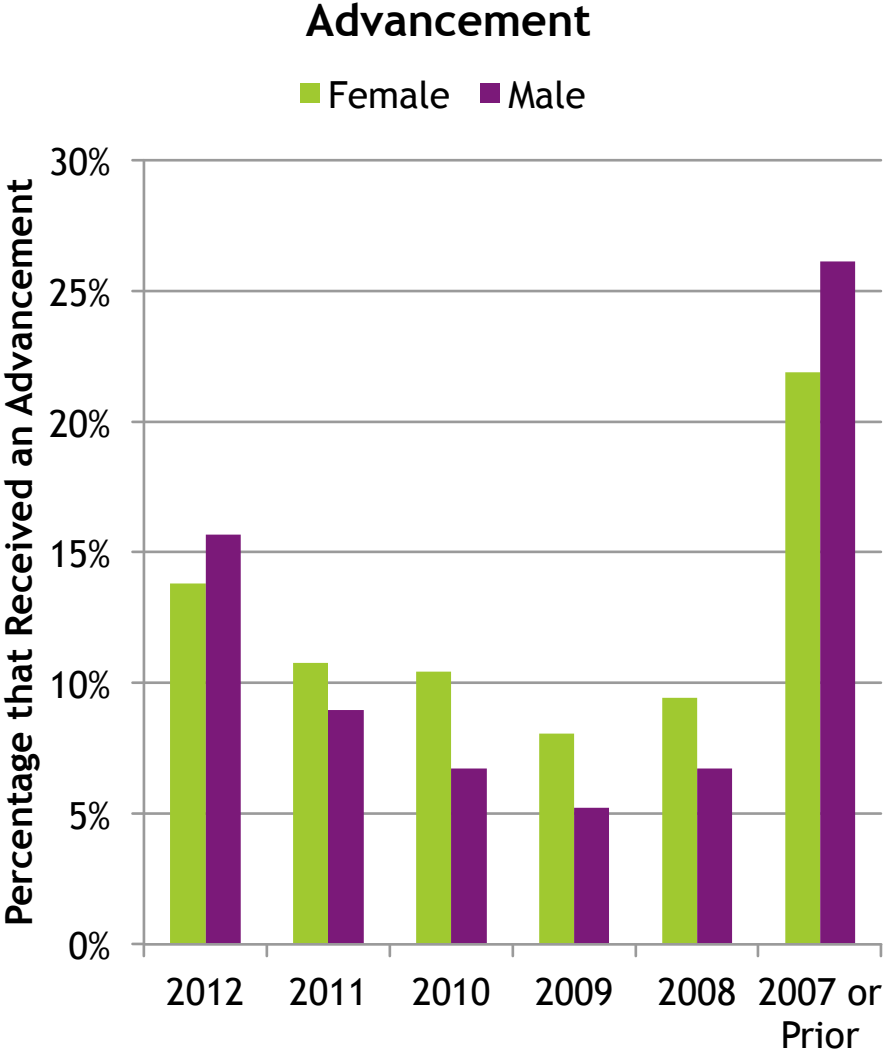


Instances of Salary Increase*



*Percentages have nothing to do with size of salary increase

Career Advancement



And what about this...

\$9962

Discussion Questions

- ▶ What factors contribute to being a leader? What combination of skills, timing, place need to happen in order to achieve that leadership role? Which of these are impacted by gender within Education Abroad?
- ▶ Have you ever been told to reign in, or exhibit more strongly a gender-related behavior or attitude?
- ▶ Do we have perceptions of Male & Female work within our field?
- ▶ How do we undermine our success - get in our own way or take ourselves 'off the path?'

All of us - men and women alike - have to understand and acknowledge how stereotypes and biases cloud our belief and perpetuate the status quo. Instead of ignoring our differences, we need to accept and transcend them.

Lean In, p.159

How can you change the numbers at your home institution/organization?

How you can make a difference to the field...

- ▶ Respond to surveys
- ▶ Lend energy and time to Forum