

Smile

The Glass Ceiling Ain't Broken

A CPD COURSE ON WOMEN IN LEADERSHIP IN THE
NON-COMPULSORY EDUCATION SECTOR

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SMILE - Social Meaning Impact through LLL universities in Europe

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List of abbreviations

- CPD – Continuing Professional Development
- HEI – Higher Education Institution
- SMILE – Social Meaning Impact through LLL universities in Europe (Erasmus+ KA3 project, Social Inclusion and common values)
- eucen – European university continuing education network
- UNIC – University of Cagliari
- Maynooth University – National University of Ireland Maynooth

Facts and Figures

Project Acronym	SMILE
Project full title	Social Meaningful Impact through LLL Universities in Europe
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Dissemination Level	External

A. Background to the CPD course

i. Context for this Continuous Professional Development programme

The programme is a product of the European Commission Erasmus+ project SMILE - *Social Meaning Impact through Lifelong Learning (LLL) Universities in Europe*.¹ Our ambition is to diversify universities and colleges including through the promotion of women in leadership. This course is suitable for all university staff, but especially those with responsibility for governance and leadership, so that people within institutions can become the drivers of change.

For many years women have been under-represented in leadership despite high numbers of women working across colleges and universities more broadly (SMILE, 2021). This course is about asking why is that the case and about devising practical ways in which education providers might address this problem.

This document provides all the information that you need for delivering a continuous professional development programme on women and leadership to your staff. It includes recommended pedagogy, and outline of the programme. There are specific learning outcomes and some sample materials that we hope you can adapt to your own situations. This means it is a flexible resource that can be used in different contexts and can be adapted over different settings.²

ii. Core aspects of the CPD programme

The SMILE CPD programme is based on critical education values and practice. This means much of the content will emerge from the context, experiences and discussions of the group. The overriding educational philosophy is participatory and dialogic, and the critique offered will be influenced by feminist pedagogy.

¹ SMILE (or *Social Meaning Impact through Lifelong Learning Universities in Europe*) is an initiative part funded by the European Commission and involving several European universities and civil society organisations. Eucen (contractor and coordinator), Johannes Gutenberg University (DE), Maynooth University (IE), Turku University (FI), University of Malta (MT), University of Cagliari (IT), Technical University of Iasi (RO), Fundació Solidaritat UB (ES), NOTUS (ES), SOLIDAR (BE).

² This programme has been tested with people working in Higher Education Institutions in Italy and Ireland.

Who is this programme for?

The leadership course is aimed at people working in the post compulsory sector who have an interest in or responsibility for leadership. It is therefore open to people of all genders and to people at different stages of their career; some may already be in leadership roles, others may aspire to it in the future and want to know more about the socio-cultural factors that shape this possibility.

The programme should:

- be delivered in a way that is facilitative and participatory
- allow space for participants to share and reflect upon their own and each other's experiences, and the institutional and social contexts in which education is set
- create a safe, non-judgemental space for participants to ask and seek answers to difficult questions
- encourage participants to explore ways to advance their capacities to access leadership roles in an inclusive and socially just way.

What approach does it take?

We recommend a facilitative, participatory approach that acknowledges that everyone who enters a learning group brings experiences, ideas and values with them. The strongest resource is therefore the group itself.

We suggest that the group leaders adopt a facilitative and not a didactic approach. This pedagogy encourages people to share their thoughts and experiences and engage in shared reflections about their experiences and insights. The challenge for the educator is not to see themselves as the only expert in the room who is there to deliver input or answer questions. Their role is to facilitate people to step-back from and critically analyse their own lives so they can decide themselves how best to respond. An experiential approach allows us to see what patterns or themes are strong within a group, and to introduce new materials and ideas based on this. This can be through publications, research, case-studies, documented practices and the contributions of the group itself. This allows us to learn together in a collective and reflective group process.

If you would like to read more on how to apply a participatory learning model, have a look at the resource at this link:

<https://transform.commonsgc.cuny.edu/2020/12/21/what-is-participatory-or-active-learning/>

iii. Guide of use of the programme

Overall aims of the programme

The overall aims of the programme are:

- To create a safe, supportive, and non-judgmental environment where participants can explore all aspects of leadership.
- To ensure clear, accurate information that offers a feminist analysis of leadership.
- To encourage participants to think critically about European and international models of leadership.
- To encourage the establishment of communities of practitioners to enable ongoing support for women in non-compulsory education that outlive the duration of the programme.

The anticipated learning outcomes

By the end of the programme learners should leave with:

- An appreciation of current trends and issues in leadership within non-compulsory settings across Europe, focusing through the lens of gender as well as considering how it intersects with migration, racialised and classed experiences of educational leadership.
- A broader understanding of equality, diversity and inclusion in the institutional systems and cultural processes.
- A critique of individual models of leadership and an appreciation for collective, collaborative models of practice.
- A critical overview of current trends and issues in leadership in tertiary education through the lens of gender.
- Knowledge on how to access policies relating to gender and leadership.
- The tools to identify areas for future expansion within their own institution.

Outline of the programme

Stage one	Coming together	2 hours
Stage two	Mapping the current landscape of women and leadership	2 hours
Stage three	Reflecting on interdependency and care in leadership	2 hours
Stage four	Critiquing dominant discourse on management and leadership	1.5 hours
Stage five	Looking beyond the individual Understanding 'gender-based inequality'	2 hours
Stage six	Closing	30 minutes

Mode of delivery

Each of the time frames above (except stage one and six) allows 15 minutes at the beginning of the session to recap on the session before and 15 minutes at the end to gather learning and close the group. The course can be delivered in whatever way suits your institution and the group you are working with. For example, you can deliver it over two five-hour sessions, over three 3.5-hour sessions or over four 2.5-hour sessions and so on.

Aside from sessions one and six, the stages can be delivered in whatever order suits the delivery model you choose. You can also choose to deliver just some of the stages and omit others depending on the time available.

Whichever model you choose, there should be an interval of at least two weeks between a session and the other, and the sessions should be supported by self-directed learning via the recommended readings outside of them.

The programme can be delivered in a face-to-face classroom, online, or a blend of both. Whichever approach is decided, the overall ambition should be to create a climate of security and trust. For this reason, we do not recommend a mixed modality.

We recommend a maximum of 20 participants.

B. Stage One – Coming Together

Purpose of this session

To create a safe, dialogic space where participants have time to introduce themselves to each other, address hopes people have for the programme and uncover experiences of leadership to date



Image source: <https://yvcf.org/womens-giving-circle/>

1. Exercise: Introductions with help from photographs

AIM

To help people get to know each other and begin to share something about themselves in a relaxed way.

MATERIALS

Up to twenty cards/postcards with a range of pictures. These should be a varied selection and can have some relevance to the course, for example pictures of women in a variety of occupational roles.

PROCESS

1. Place a selection of pictures/postcards/photographs around the room on tables or in the middle of the floor. For online delivery share a word document that includes a photograph on each page. Invite everyone in the group to browse the pictures noting anything that attracts them. Make it clear they should not pick one up until the facilitator tells them to do so.
2. When everyone has had a chance to view them all, invite each participant to choose one picture that they are attracted to.
3. Beginning with one of the facilitators, invite everyone to share their name, where they work and something about the picture they have chosen.

Anticipated time: 20 minutes.

2. Exercise: Overview of the programme

AIM:

To ensure the group is clear on the outline of the programme and to enable the facilitators to get a clear sense of the expectations of participants.

MATERIALS

Flip-chart or PowerPoint.

PROCESS

1. Provide the group with the anticipated learning outcomes (page 7).
2. Invite participants to state what stage of the programme is of particular interest to them and what stage of the programme is not, at this stage, of interest to them.
3. Ask people what is missing from the overview that has been presented.
4. Agree priorities for any changes required.

Anticipated time: 10 minutes.

3. Exercise: Sharing personal experiences of leadership

AIM:

To create space for people to recall and reflect on their own occupational experiences and how this relates to leadership.

MATERIALS

Reflection sheet (see following page).

PROCESS

1. Explain to the group that this next exercise is about providing the opportunity to reflect on and share your own experience of leadership.
2. Circulate the reflection sheet, invite people to complete the form alone and instruct them that they won't have to share this with anyone.
3. When people have completed the sheet, organise the group into threes where they can share whatever aspect of their story they choose to share.
4. When people have shared their stories, merge the groups into groupings of six people and ask them to contemplate the following questions:
 - What supports have they experienced or witnessed for others in taking on a leadership role.
 - What barriers have they experienced or witnessed for others in taking on a leadership role.
5. Bring people back to the wider group, hear feedback and validate differences and similarities.

Anticipated time: 45 minutes.

NOTE

It is important to remind people that if they do share something in the wider group, this can only be something from their own story and not something they heard from another woman during the small group work.

REFLECTION SHEET – MY EXPERIENCE OF LEADERSHIP

Please recall a time when you were led/managed by someone else and you experienced this as a positive experience. This might have been a once off situation (e.g., a particular fixed term project you were working on) or it might be something you experienced for some time (e.g., a manager you worked with for an extensive period). Try to describe the experience in as much detail as you can.

1. Where did the experience happen and who else was there?
2. What were the key things that the leader/manager did to make this a good experience?
3. What else about the experience would you like to share?

4. Exercise: Introducing structural barriers to leadership

AIM

To introduce structural barriers to women and leadership.

MATERIALS

Internet access and viewing screen.



Black Women in Leadership | Dr Leyla Hussein |
TEDxUniversityofStAndrews

<https://www.youtube.com/watch?v=hUoerLkorc8> (13 minutes)

PROCESS

- Show video
- Trouble shoot terms people are unfamiliar with
- Pause and explain how the terms will be reviewed again in Session 3

Anticipated time: 30 minutes

C. Stage Two– Mapping the Current Landscape of Women and Leadership in Higher Education

Purpose of this session

To ensure that participants have an appreciation of the current landscape when it comes to women and leadership and that they are introduced to some specific initiatives that seek to address these current trends.



Image source: Shutterstock.

1. Exercise: What is the gender gap?

AIM

To introduce participants to the gender gap and explore their own experience of this.

MATERIALS

Internet access and viewing screen(s)

Summary handouts or pre-prepared PowerPoint presentation



<https://www.youtube.com/watch?v=jsw3ND2IE9c> (2 minutes)

PROCESS

1. Show the video explaining the gender gap, and invite participants to discuss in pairs initially, then back into the wider group.
2. Print off the executive summary of the World Economic Forum Gender Gap Report, circulate and invite people to comment on aspects that particularly strike them, or prepare a PowerPoint presentation that summarises the main points.

«*The Global Gender Gap Report* is regularly produced by the World Economic Forum. At the moment it predicts it will take 137 years to bridge the gender-gap at our current rate of change»

Anticipated time: 45 minutes.

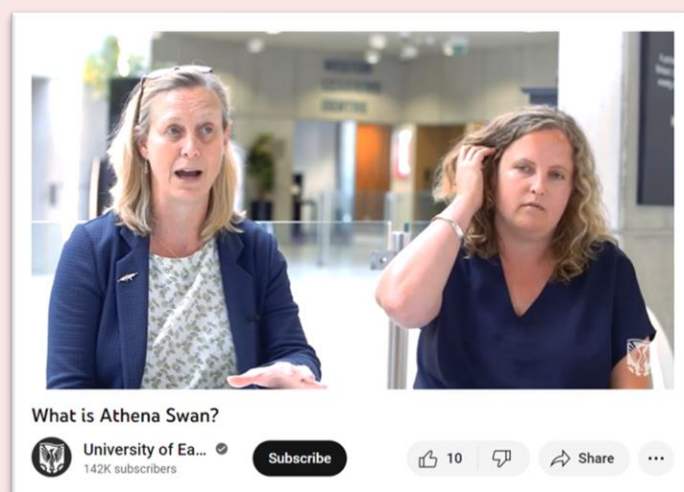
2. Exercise: Exploring existing initiatives

AIM

To explore existing policies and practices.

MATERIALS

Internet access and viewing screen(s)



<https://www.youtube.com/watch?v=vUCzQyjHQFQ> (7 minutes)

PROCESS

1. Watch this video which gives an overview of the Athena Swan initiative and describes the processes involved.
2. Ask the group:
 - What do you know about Athena Swan in your own institution?
 - What other initiatives are you aware of in your own institution?
 - What initiatives would you like to see?

Anticipated time: 45 minutes.

Further reading and resources

- [The Horizon Europe Guidance on Gender Equality Plans](#), published by the European Commission in October 2021, provides explanations for and examples of developing and implementing GEPs in compliance with the Horizon Europe eligibility criterion.
- [The GE Academy project](#) is overall aimed at developing and implementing a coherent and high-quality capacity-building programme on gender equality in research and innovation, based on state-of-the-art knowledge and expertise in the field of gender equality and to provide tailor-made material.

D. Stage Three –The Interdependency of ‘Care’ and ‘Leadership’

Purpose of this session

The aim of this session is to contextualise the leadership stories and experiences of participants within the context of ‘care’ as a specific barrier to participation.



Image source: <https://www.npr.org/2020/05/21/860091230/pandemic-makes-evident-grotesque-gender-inequality-in-household-work> .

1. Exercise: Class, Gender and Care in the Neoliberal University

AIM

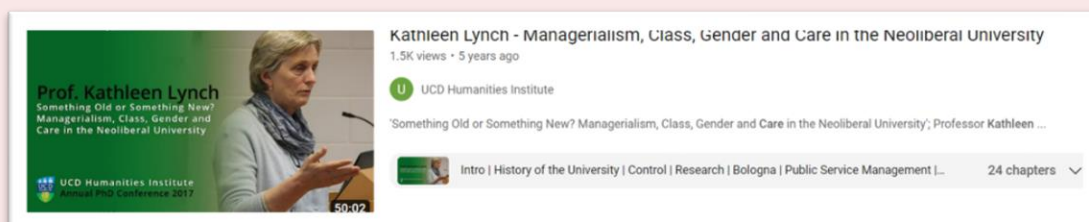
To introduce the very specific impact of care (childcare, elder care, disability care) and increasingly 'academic housework' as a significant barrier to the progression of women.

MATERIALS

Internet access and screens.

PROCESS

This session involves viewing a video recording by Professor Kathleen Lynch entitled "Managerialism, Class, Gender and Care in the Neoliberal University".



https://www.youtube.com/watch?v=xD2bqgF_6ns (50 minutes)

In groups of 3-4 people:

- What are your thoughts on the ideas presented in the video?
- What surprised or angered you?
- What confused you?
- What else would you like to say?

Anticipated time: 1 hour plus.

NOTE

Facilitators are advised to watch the video in advance and decide if they want to use the resource in totality, view some as a group and some outside of class, and/or select aspects to home in on.

2. Exercise: Statistics on gender in our institutions

AIM

To research your own institutional and national breakdown of gender roles within tertiary education.

MATERIALS

Each participant will need access to the internet.

PROCESS

1. Source your country statistical data on the gendered breakdown of staff in tertiary education. For example, if you are in the Republic of Ireland you will find that information on the following website:
 - <https://hea.ie/assets/uploads/2019/07/Key-Facts-Figures-Higher-Education-Data-by-Gender-2021.pdf> - Higher Education Authority.
 - <https://hea.ie/assets/uploads/2018/01/Higher-Education-Institutional-Staff-Profiles-by-Gender-2018.pdf> - Higher Education Authority, staff profile by gender.
2. Structure a discussion around an exploration of the following four variables:
 - % male at professorial & higher levels
 - % male highest paid non-academic staff
 - % female non-academic & part-time
 - % female presidents of HEI
3. Using the Lotus Blossom Technique (further information here (<https://www.lucidmeetings.com/glossary/lotus-blossom-technique>)) structure a brainstorming exercise on how best to respond if we are to increase women in leadership.
 - Organise the group into smaller groups of 4-5 people.
 - Hand each group a minimum of nine post-it notes and ask them to fill in a 3x3 matrix on a sheet of A3 paper to reflect and discuss how to respond to increase women in leadership in tertiary education.
 - Display sheets on the wall and discuss.

Anticipated time: 30-40 minutes.

E. Stage Four – Critiquing Dominant Discourse on Management and Leadership

Purpose of this session

The aim of this session is to contextualise leadership within the wider context of gender, ethnicity, and class-based privileges.



Image source: <https://gothamgal.com/2019/09/the-privilege-walk/>.

1. Exercise: The privilege walk

AIM

To experientially explore the structural inequality and how it impacts our everyday lives. The exercise raises awareness of various forms of privilege and illuminates the intersectionality of race, class, gender and other demographic variables. (This exercise is widely used and is an adaptation of Peggy McIntosh's concept of "white privilege").

MATERIALS

A list of characters that participants will be asked to play (some samples are provided on page 23).

A list of questions to read out to the group (some examples in page 24).

PROCESS

1. Distribute characters to each person in the group – one each. Ask them to read the person they are adopting, but not share it with others.
2. Read the statements one at a time and invite people to take a step forward if they can answer yes to what they hear.
3. The exercise ends when one person reaches the other side of the room or when you have read all statements.
4. Ask each person to reveal to the other participants what their persona was.
5. Organise the people into groups of three to discuss the following:
 - How do you feel now that the exercise is over?
 - What key learnings did you get (if any)?
 - What surprised you?
 - What else would you like to say?

Finish the group with a closing round where everyone gets to debrief.

Anticipated time: 45 minutes.

Some sample characters for privilege walk

You are a cisgender, white, male, you are forty years old. You come from a middle-class family. You have been working in the college for over ten years and have specialised in Sociology. You live with your husband and two dogs.

You are a cisgender woman and an out and proud lesbian. Your family have always been very supportive. Your parents are Hispanic, you were born in this country. You consider yourself a second-generation migrant. You work in the admissions office and have been there for three years. From time to time you experience anxiety so much so that you have to take some time off work.

You are a proud traveller living with your husband and three children twenty miles from your place of work. You work in the access office and the central part of your role is to attract other people into the college where there isn't a tradition of college going. Although you have a doctoral degree, you are yet to secure a permanent contract where you work.

You are twenty-three, a wheel-chair user and you have just completed a master in Geography. You love the university where you are working and would really like to forge a career there but you have no clue how to get on this pathway.

You are female have been working as a cleaner in your university for fifteen years. You work split shifts, two hours in the morning and two hours in the evening. You live close to the university but not close enough to walk and you rely on public transport to get around. The language you speak at home is not the language that is spoken in your place of work.

You are a senior manager in your university. You are Black. English is your first language but you also speak Urdu. You have three children under ten who are all in school. You are divorced and have full custody of your children.

You are a Hijab wearing woman originally from Algeria. Your parents are wealthy professionals who have always put pressure on you to excel at your academic studies. You migrated to this country fifteen years ago and have been working in academia for ten years. You teach Science.

You are a cisgender man from China. You attended a top-rated, international, private school and most of your education happened through English. You speak Mandarin at home. You have a non-permanent contract, meaning you are only paid for the hours you teach. No students, no pay.

Take a step forward if...

You have graduate qualifications that are recognised in the country where you currently live.

Your first language is the same as the language that is used in your place of work.

Your ethnicity is the same as the majority of other people you work with.

You grew up in a household where money wasn't in short supply.

You have never been discriminated because of your sexual orientation.

You have never been discriminated against because of a physical or learning disability.

You carry care responsibilities outside of work.

You are reliant on others to get you to work on time.

You have ever been made to feel ashamed or embarrassed about any aspect of your physical appearance.

You can get a loan to buy a car with relative ease.

You have thought twice before speaking up because of your accent or a speech impediment.

You worry about sexual harassment in the workplace.

2. Exercise: Values for a better society

AIM

To invite the group to imagine a different world by agreeing core values for a better society.

MATERIALS

Worksheets one for each person in the group.


Pens.

PROCESS

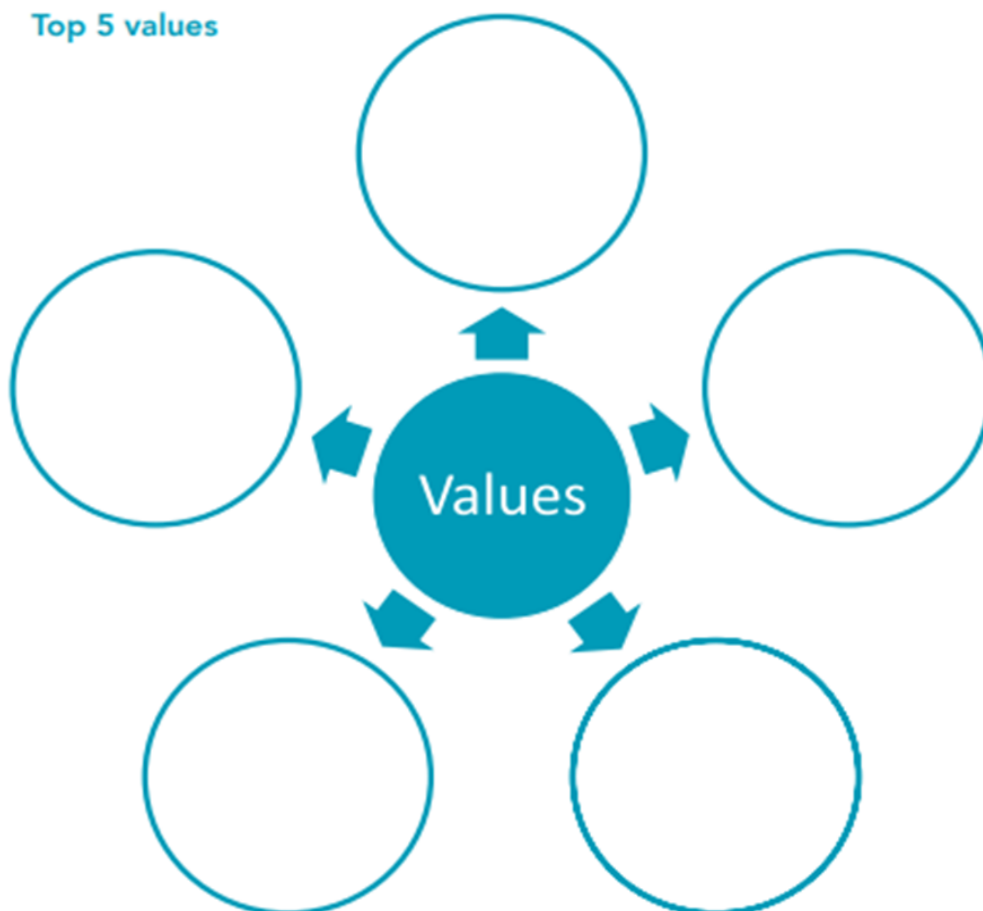
1. On a blank sheet of paper, invite each person to jot down a minimum of five values that they would like to see underpinning society.
2. Organise people into groups of 4-5, circulate the handout on the next page (ideally A3 size) and get them to negotiate and agree on the top five values they would like to illuminate.
3. Bring back to the wider group and present on the wall.
4. Invite people to open conversations within their own work teams about the values that underpin their work.

Anticipated time: 20-30 minutes.

Values for a better society

 Worksheet

Top 5 values



Another 5 values

F. Stage Five – Looking beyond the Individual

Purpose of this session

To problematise the concept of 'gender' and explore structural aspects that influence female leadership experiences.

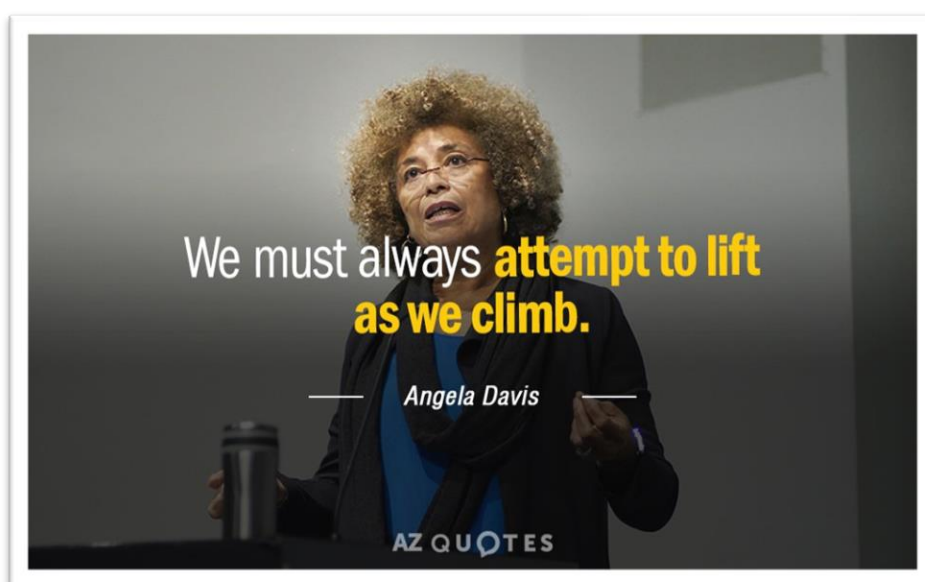


Image source from AZ Quotes.

1. Exercise

AIM

To introduce key thinkers and concepts in gender and women's studies.

MATERIALS

Internet access and screen(s)

PROCESS (across exercises 1.1-1.3)

1. Take a pause, organise people into groups of 3-4 and ask them to reflect on the course to this point.
2. Explain that the purpose of this session is to pull together some of the big thinking ideas that have been drawn from throughout the course across three themes:
 - 1.1 Contemporary thinking on gender – the ideas of Judith Butler
 - 1.2 Misogyny and sexism – as understood by Kate Manne
 - 1.3 Intersectionality as explained by Kimberly Crenshaw.

Anticipated time: See following pages.

1.1 Exercise: The key ideas of Judith Butler

Introduce the group to Judith Butler's ideas:



Stefan Gutermuth

<https://www.youtube.com/watch?v=Bo7o2LYATDc> (3 minutes)

Invite questions in response:

- Were you familiar with Butler's ideas?
- Do you agree with them?
- How do they relate to leadership and gender?

Anticipated time: 30 minutes.

1.2 Exercise: Understanding misogyny and sexism

Introduce the group to Kate Mann's take on misogyny and sexism using this link:

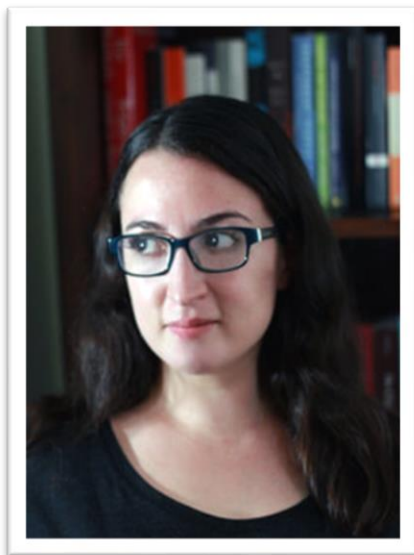


Image source from <http://www.katemanne.net/>

<https://www.youtube.com/watch?v=1pQLfLtXKyA> (10 minutes)

Invite questions in response:

- Were you familiar with Manne's ideas?
- Do you agree with her?
- How do these ideas relate to leadership and gender?

Anticipated time: 30 minutes.

1.3 Exercise: What is Intersectionality

Introduce the group to Kimberly Crenshaw's take on intersectionality using this link:



https://www.youtube.com/watch?v=ROwquxC_Gxc (10 minutes)

Invite questions in response:

- Were you familiar with Crenshaw's ideas?
- Do you agree with her?
- How do these ideas relate to leadership and gender?

Small group work:

What are the things that we can do in our own workplaces to identify and address patriarchy, misogyny, racism (also ableism, classism etc)?

Anticipated time: 40 minutes.

G. Stage Six – Next Steps, Evaluation and Close

Purpose of this session

To gather insights from participants that focus on the aspects of theory and practice that they will take with them moving forward and to identify pathways for further connections and supports.

Bringing it all together.

The group is broken into smaller groups, and they are given the following questions. They are asked to identify a spokesperson who will share insights with the wider group.

1. At what points did you feel most connected with the programme?
2. At what points did you feel least connected with the programme?
3. What changes would you recommend?
4. What else would you like to say?

Bring the group back together and hear from each group.

In a final closing round ask each person to share one thing from the course that has particularly impacted them.

Anticipated time: 30 minutes.

H. What next?

You have completed the **CPD course on women in leadership in the non-compulsory education sector**, congratulations! We expect you have learned something new and that this course has given you the opportunity to stop, think, and re-evaluate how you see your surrounding world.

However, the path towards a more inclusive society does not end here. There is more to be learned. We encourage you to proceed.

How can you accomplish it?

SMILE has developed other CPD courses on diversity that you can undertake:

- *Introductory Continuing Professional Development course on Diversity – First steps to know ourselves better in a diverse higher education*
- *Building Multicultural Competence at University CPD course – Critical reflections & actions*
- *Continuing Professional Development (CPD) course on Socio-Economic Status – Accessibility and Inclusion- Socio-Economic Status of students in the Higher Education Environment*

You are invited to request your institution to organise these courses for the staff or, if this is not possible, to undertake the courses autonomously or with some colleagues. You will discover things that you are not aware of and, surely, prepare you to be a more diversity-friendly HEI member of staff.

Thank you for your involvement!

Promote the SMILE courses as well – make diversity and inclusion your objective at work, at home and in your community!

<https://smile.eucen.eu>

smile@eucen.eu

Other resources and recommended readings that you can check out if you are interested:

EGERA, (2016), *Recommendations to prevent and fight sexual harassment in academia*. [<https://www.uab.cat/doc/recomanacions-egera>]

EGERA, (2014), *Report on Mapping & critical assessment of existing tools for including gender in research*, [https://www.egera.eu/fileadmin/user_upload/Deliverables/Report_on_Mapping_Critical_assessment_of_existing_tools_for_including_gender_in_research_8302.pdf]

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