

**Service and Self-respect:
Women Leaders in Latin American
Universities**

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NOTE OF THE SECRETARIAT

The present study *entitled Service and Self-respect: Women Leaders in Latin American Universities* has been prepared by Professor Sheryl Bond, Queen's University, Canada, whose expertise in gender analysis is well known. The study marks an important milestone in UNESCO's Special Project on Women, Higher Education and Development (1986-2001) which is coordinated by Dr Mary-Louise Kearney of the Division of Higher Education. This project promotes the participation of women both in higher education itself and also in the wider arena of sustainable social development. It links to the UNITWIN/UNESCO Chairs Programme through its principal modalities of action.

The Organization's commitment to women in higher education is realized through training, research, information exchange and advocacy which help consolidate the contribution made by women graduates to complex development issues. The ultimate purpose is to ensure the implementation of the aims and objectives of the Beijing Platform of Action, adopted at the 4th World Conference on Women in 1994. This crucial document defined an agenda for women in the 3rd millennium which is based on human rights and reaffirms their rich potential as full partners in social development.

Women graduates constitute a particularly significant group in our society because their level of education ensures their empowerment in a changing world. Thus, it is logical that they should be much more present in the leadership of higher education systems and institutions, in their chosen careers and in all areas of civil society. To achieve this, their skills as leaders must be recognized and further developed. Thus, this study, which analyses aspects of feminine leadership in a specific regional context, is timely. UNESCO hopes that this experience will be replicated elsewhere so as to enhance the equitable access of women to decision-making and power-sharing.

Marco Antonio R. Dias
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SPECIAL FEATURES OF THE STUDY

This paper is an examination of why there are so few women in senior administrative positions in Latin American universities. It looks at the origins of leadership, the career development, motivational factors, choices, perceptions, and expectations of women who currently hold posts of significant responsibility in Latin American universities and of whom leadership is expected.

As a large-scale study of the experience of administrative leadership in Latin American universities, it is the first of its kind. Data were collected by means of a quantitative survey, in-depth interviews and round table discussions. An extensive survey was distributed in the fall of 1995 to a stratified random sample of 525 women and men in 44 of the member institutions of the Inter-American Organization for Higher Education (IOHE). Ninety-nine women and 108 men from 23 institutions in the four regions of Latin America returned the survey. To compare women's experience of preparing for and holding positions of leadership to men's, men as well as women were included in the study.

While the survey was the foundation of the study, important qualitative analyses of the findings were drawn from round table discussions involving nearly one hundred people of both genders. Because having such a large number of women in the study was important for the generation of reliable findings, 45% of the participants were women, which is a much higher fraction of women than exist in the general population of university administrators. For a description of other features of the study, see Appendix One.

BACKGROUND

The fundamental changes that are occurring worldwide in the areas of democratization, globalization, regionalization, polarization, marginalization and technology, are transforming societies. This

transformation, while important and necessary, is often painfully difficult for people and the institutions that provide the social and political framework for inter-personal and international relationships.

For society to move with deliberation through the course of events, while sustaining or providing a reasonable quality of life for its citizenry, is a formidable challenge requiring all the available talent, experience, and expertise in society. If it is not to cripple its own efforts to persevere, it is vital that society effectively utilize the talent, experience and expertise of women in all levels of decision-making.

The principle and practice of full and equal partnership of women and men is in itself a significant reform in gender roles and is yet to be achieved. To the extent that this partnership is underdeveloped, so too is the ability of society to address the other critical areas of reform. Education, in general, and universities in particular have a special formative and exemplary role to play in fully engaging talented women in all aspects of academic life.

THE LATIN AMERICAN CONTEXT

As social institutions, universities exist within cultural and historical contexts which exert tremendous influence in the shaping of the university's culture, structure of academic work and the definition and/or expectation of institutional leadership. While considered as one of society's most enduring institutions, the university has survived, in part, because it has been able to adapt at the local level. Local contexts powerfully shape the life of a university. In addition to its adaptability to the larger social context, the character of an individual institution can vary over time. The deeply embedded assumptions and values inherent in an institution are derived from its institutional history, size, age and reputation, whether it is public or private, religious or laic or if it enjoys the full or part-time commitment of its students and faculty. It is the culture of the institution which dictates the ways in which a

particular university may respond to changing contexts and expectations.

Latin American universities, while sharing basic premises about the fundamental nature of the institution, carry out the academic activities in different ways. Many new, private universities have been established. Most institutions have reeled under the multiple assaults from continuing massification of higher education, instability of wider economies, insecurities associated with political upheaval, and increasing public demands for accountability and excellence. However, the specific ways in which the individual institutions have responded to these larger social transformations and those required of their own internal policies and practices differ. These differences are, in part, reflected in the participation patterns of women in higher education.

While the progress of women, as measured by their participation in undergraduate studies, has improved significantly in the period of 1960 to 1990, in some Latin American countries, in others the progress has not been so substantial. Statistics reported in «Latin American Women in Numbers: Compared Figures», published in 1995 by FLASCO, show women in 19 countries accounted for 40-66% of the total undergraduate enrollment. This same study also reports that recent enrollment patterns reflect a substantial movement of women into what were once considered the «non-traditional» faculties, including engineering, mathematics and computer sciences.

A pattern of variability in the participation rate of women in higher education, by country or region, is also manifest in the percentage of women holding faculty appointments. The FLASCO report (1995) indicates that women hold 35-45% of the academic posts in higher education in countries including Argentina, Brasil, Costa Rica, Nicaragua, Panama, Uruguay and Venezuela. In other countries such as Paraguay, Guatemala and Chile, the number of women holding academic positions was less than 20%.

At the level of institutional leadership in a senior administrative capacity, the numbers of women participating in the life of the university, are significantly less. While the directory issued by the

Comision Interamericana de Mujeres (1993) documents only 91 women in Latin American universities held administrative posts at the level of dean, vice-president, or president, the present study (1995) indicates that the number of women in such posts may have risen slightly. Information on who (women or men) holds which senior positions, within institutions in the different regions is not well documented.

Basic numerical data available make it apparent that while women are exercising a wider range of choice in their own lives and careers at the entry level of university study and academic work, the very important domain of administrative leadership remains primarily the domain of men.

LEADERSHIP IN THE ACADEMY

Leadership can and does occur in all domains of academic activity. Teachers define who will be taught, what will be taught, how it will be taught and the standards of evaluating what has been learned. Leaders in teaching are imbued with an extraordinary ability to know critical teaching points, excite students and peers about learning, know what teaching practices are most effective and invest their considerable energies in promotion of student learning, as well as modelling a new kind of leadership concerning planning, methodology, use of pedagogical resources and assessment in an increasingly teacher-student partnership.

Researchers define questions and seek answers. Leaders in research have the ability to identify and answer particularly important questions, seek connectivity and are driven to communicate their work to others.

Leadership exercised by persons of significant influence is a force that guides and can shape the institution. Individuals holding senior administrative office are vested with the responsibility, whether derived by statute, charter, or articles of incorporation, for ensuring that the institution and its members fulfill their educational, social and ethical mandates. In a university, leadership responsibilities reside both in the

position and with the individual who holds the office at any point in time. Persons in leadership posts may or may not be leaders in either teaching or research but, may be respected for their judgment, credibility, institutional knowledge, and predictive powers. Such individuals are usually drawn into the institutional structure through appointment to senior administrative posts.

While holding a leadership post does not in itself guarantee a person is a leader, the person speaks to the academy, including its students, staff and external constituencies, about what the academy is, what it is doing or could be doing better, and provides a contextual framework with which to guide the institution's progress towards its goals. In so doing, a senior administrator, through the use of influence, shapes the standards and, through the judicious use of authority, monitors the application of those standards to the appointment of those admitted to the professoriate and as well as those identified as leaders.

MORE THAN A QUESTION OF NUMBERS

Those holding leadership posts in higher education institutions play a uniquely important role in shaping the institution that plays such a crucial role in shaping knowledge, and the future. It is, therefore, particularly critical that there be an equal partnership of women and men at the most senior levels within the academy in order that women exercise their right and responsibility to serve the university through the provision of their own intellectual and moral leadership

The inclusion of the talent, beliefs, and life experiences of women as well as men is changing the academy in fundamental ways. The discovery of knowledge is an activity of individual inspiration, initiative and enlightenment, even if it takes place in the context of the institution or the codification of a discipline and with peers engaged in like activities. The influences which lead to discovery are not merely scholarly but include the personality, life experiences and the cultural context.

Bringing about a partnership of women and men in the academy is bringing about a change in the nature of the institution.

To the extent that there is a continuing absence or under-representation of women at the senior levels of the university, the «deficit» is the responsibility of the institution itself. The deficit cannot be addressed unless one knows what factors impinge on the choices made by senior administrators, and particularly by women senior administrators, as perceived by the individuals concerned.

USING A NEW PARADIGM TO EXAMINE COMPLEX BEHAVIOUR (G.O.E.S)

If the moral imperative to bring women into senior administrative positions is strong and the adaptability as well as the quality of the institution are at stake, why are there still so few women?

The continuing underutilization of the talent and expertise of women within the university is a significant detriment to the quality and the adaptability of the institution the society which it serves. The continuing dearth of women in senior administrative positions in organizations, in general, has been the subject of investigation, discussion and, frequently, divisive debate. In this regard, two theoretical perspectives have dominated.

The first perspective is a *person-centered* view in which the paucity of women is attributed to the psychosocial attributes, including personality characteristics, attitudes and behavioural skills of women themselves. The "problem" is vested in the individual and she is called upon to adapt herself to the traditional, male concept of management within the academy.

An alternate theoretical perspective emerged to explain the data. The *structure-centered* paradigm advances the view that it is the disadvantageous position of women in the organization structures (few

numbers, little power, limited access to resources and marginalization of role) which shapes and defines the behaviour of women. The underlying premise of this perspective is that men and women are equally capable and committed to assuming positions of leadership. The "problem" is vested in the structure and the remedy is a fundamental change to eliminate inappropriate discrimination in institutional policies and practices.

Despite the initial optimism of their respective creators, neither perspective has been able to explain the continuing lack of significant progress of women. In addition, the tendency toward "exclusivity" inherent in each paradigm may well have generated more divisiveness than dialogue as answers and remedies continue to be sought. Neither paradigm made provision for the possibility of an interactive effects among the variables in the two models. Such limitations in the assumptions and the methodology of gathering and analyzing data appear to have led to overly simplistic interpretation of findings in studies of gender and leadership.

An understanding of the reasons for the continuing under-representation of women is far more complex than has been thought. A comprehensive program of action research, has, over the last five years, been examining this question from the personal perspective of women and men currently holding administrative posts in universities in North and Latin America and Asia. Data gathered from these parallel studies alerted us to the strong possibility that both power level and the social context might be important factors in understanding how decision-making, within a strong academic ethos, differs between women and men.

In the attempt to address the methodological problems identified in earlier studies, we created a new paradigm in which both simple comparisons and multivariate analysis of variance could be made to account for the effect of *G gender* (sex/role attributes), *O positional power* (level of appointment, access to resources, value of the person's knowledge and expertise to the institution), *E environment* (institutional & cultural context) and *S system* (interaction among $G \times O \times E$). This analysis highlighted the import of individual power level and

institutional size as important variables which help to explain existing assumptions and stereotypes. However, it also specifically confirmed or refuted a substantial number of pre-existing perceptions in these domains.

HIGHLIGHTS OF THE FINDINGS

The exploration of the question of why so few women hold senior leadership posts in Latin American universities produced an extensive data set, the highlights of which are reported in this paper.

The need to interact with peers

Institutional autonomy coupled with the lack of an internal infrastructure to provide reliable institutional data frequently mitigates against the creation of a centralized data base about persons in leadership positions in Latin American universities. The absence of such information, however, makes it difficult to investigate a whole range of phenomenon about higher education and consequently, makes it more likely that policy will be set based on conjecture rather than fact.

Not knowing who holds senior administrative posts within the university system also undermines the ability of women to interact and consult with their peers. Because numbers of women in senior posts remain moderately low, women have a greater need for an inter-institutional, inter-disciplinary network that is not normally available. Informal, loosely-coupled networks, which are highly dependent on the presence of one or two instigators, are gradually emerging in some countries.

The marginalization of talent

Institutional filters. To a large extent, the adaptive capacity of an institution is determined by the ability of that institution to identify

leaders and draw them into senior administrative posts. Who is seen to be a leader and selected, either through nomination or election, to take up senior administrative posts, is critical to and reflective of the quality of the institution. There is ample evidence that "filters", unrelated to ability or merit, through which leaders from all domains of the institution must pass in order to reach an administrative post of significant influence. Selection criteria based upon preferred personal style, class status and gender are the more general examples of filters that diminish the available pool of leaders considered desirable for the appointment to senior administrative posts. Two specific institutional filters widely reported in the study each, in its own way, addresses issues of trust or the lack thereof.

Politics before merit

There is systematic and anecdotal evidence that those making decisions to elect or appoint members of the academic community to senior posts do so on the basis of who makes them feel most comfortable and who are non-threatening, i.e. most like themselves and who have a power base within the institution or the larger social context, including political affiliations.

When asked about the major obstacle(s) faced in the appointment to their current post, women as well as men holding posts in public universities reported that political party affiliation too often took precedence over the «merits» of the individual.

The intrusion of party politics into the heart of the university goes far beyond marginalizing individuals. It is seen to permeate the entire institution and may threaten not only the credibility of university leadership but the quality of the institution as well. This problem can be seen most strongly in the responses of the men. It is less present in the responses of women and that in itself is significant.

When asked how their appointment was perceived by their colleagues, at the Vice-Rector level, in particular, the responses of men and women were significantly different.

It was the men who said, «It is assumed that I achieved this position on something other than merit.»

Does this problem of the supremacy of political affiliation before merit impact women differently than it does men? The women and men in the study say it does. Women have had far fewer years in public service outside the institution and fewer opportunities to be «sanctioned» for office by constituent groups (students, faculty, political parties) which lobby so effectively for the men.

While it remains rare that women are elected to the highest posts of influence (of the 44 institutions originally drawn in the stratified random sample, all Rectors were men), women are more likely to be appointed where «merit» is the overriding factor in selection of candidates.

When asked what factors helped them get to their current post women reported it was the strength of their academic work, years of experience and ideas and vision which were most influential.

Women in the study report working longer hours, taking more professional courses and being more respected for their ideas than men reported on the same factors. These attributes were found to play an important role in appointment of women to senior posts in the smaller public institutions and in the private national universities. If women hold senior positions in public institutions, they are more likely to be posts at the decanal level, where an academic reputation is strong and widely respected.

Posts of confidence

Women face another and more salient barrier to their appointment to the highest level positions. While the problem of political affiliation is

openly talked about, problems which centre on «trust» are rarely discussed.

Women and men report that senior administrative posts are «posts of confidence» and many men simply do not believe that women possess the necessary attributes to carry out such important responsibilities in a fully reliable fashion.

The fear which generates the mistrust, as reported the men in the study, is the fear that a woman cannot be relied upon to do what is «expected» by those who have appointed her. This fear reaches far deeper than a concern about ability (does she have the skills and experience necessary to do the job?) and even beyond credibility (does she do what she says she will do?). On many occasions during the study, men reported that lack of trust reflects a genuine concern that if a man supports the appointment of a woman to a post of significance, the man will themselves be put «at risk» by the actions of the woman and/or the perceptions of male colleagues and society in general.

The level of discomfort men experienced, when the advancement of women to leadership posts was the topic of discussion, was conveyed most graphically by the of men from the conversations and frequently complete withdrawal from the table itself, moving to lean against the walls of the room. While a few men were prepared to engage in frank and open discussion of the issues, most told us that could only do so «in private».

Personal filters. In addition to the continuing presence of inappropriate institutional filters, the survey responses indicate that women sometimes opt out of assuming responsibility for administrative leadership for personal reasons.

Many paths to leadership

Some women, like some men, accept senior administrative posts if offered but, unlike most men, some women who possess the talent and experience which is sought by institutions, are deciding to shape their

career in such a way as to «preclude» their appointment to senior leadership posts. While focusing one's work in the other domains of academic life may bring about significant contributions to research and teaching, the relatively small number of women who are available and prepared to accept administrative leadership are, nonetheless, further diminished.

While protecting the right of a woman to choose a career path which does not include the responsibilities of administrative leadership it is important to ensure that this choice is not made because of policies and practices of the university which tell a woman she is not valued in a leadership capacity.

THE SUPERWOMAN SYNDROME

Given the strength of the commitment to their responsibilities within the university and at home, women leaders of today tend to impose on themselves, and by example on other women, such high standards and intense, singular commitment to professional practice that the expectation of being a «superwoman» may dissuade other, particularly younger women from aspiring to leadership.

Whether through the operation of subtle or blantly inappropriate filters, or a woman's personal choices, the fact remains that while women in Latin American universities now make up over 50% of the students in most disciplines, and 30% of the professoriate, the number of women holding leadership positions in Latin American institutions is, in general, less than 15%. This filtering process marginalizes a significant portion of the talent and expertise needed to address urgent human issues and in doing so the university diminishes its own ability to conduct its work in a meaningful and effective manner.

LIVES BUILT ON SELF-RESPECT AND SERVICE

The women who told us of their life experiences, through their survey responses or through the round table discussions, are women with a strong commitment to education and a great deal of self-respect. These are highly educated women, most with Ph.D.'s in a wide range of disciplines. They have been members of their respective professions for nearly 20 years. Many have combined strong careers with marriage and family. Others clearly felt that this was not a choice available to them. In living lives other than those considered acceptable for women, they have differentiated themselves from other women. In the first instance, they made the decision to pursue their intellectual interests within the framework of the university. Secondly, by virtue of having gained access to positions of administrative leadership within the institution, they have differentiated themselves from their colleagues.

On average, they are 44 years of age, with academic administrators being slightly older (47) than their younger professional administrative colleagues (39.5). They are, on average, five years younger than their male colleagues in similar positions.

Sixty-seven per cent of the women holding academic posts are married. A little over half of women holding senior positions in professional categories (vice-rectora, directora administrativo, coordinadora) were married. Far fewer women than men, in all categories, are married. Women leaders are less likely to have children or have fewer children than their male peers.

In addition to their work within the university, over half of the women have, during their career, held posts, for short periods of time, in the public or private sector. Men, however, were more likely to hold such posts outside the university and to do so for longer periods of time. Public and private sector experience, visibility and connections are important sources of alliances and support required for the appointment to the most senior administrative offices. Women are much less likely to have support from outside groups.

Over four years into their current senior level position, which may be the fourth administrative post they have held, women speak with clarity about what it took to get where they are and the sometimes painful choices which they had to make along the way.

LEAVING MY FATHER'S HOUSE

Many of the women who we talked to were the first born child or the only girl in a family with several brothers. In either case, expectations for individual achievement and service to society was highly prized. If young women chose to excel in scholarship rather than the more traditional feminine framework of marriage and family, significant conflicts arose. For these women education was a validation of their competence and their right and responsibility to serve society but when they began crafting their careers 20 years ago, not many families were very supportive of their unusual choice. In many instances, a woman's choice to pursue her intellectual interests meant a break with her family.

«My parents could not understand that I would want to study more than I would want to be married. My father and brothers would not speak with me, but my mother understood my dreams and encouraged me. In going away to school to study, I moved out of my father's house and never did return.»

Some of the women were unable to maintain relationships with their parents after they made their decision to pursue a career and some were later reunited with their parents. The loss, whether permanent or transient, of family was a painful experience reported these many years later with clarity and emotion. But these women, even as young girls, believed in themselves, took risks which other young women did not and moved out of their parent's home to go to school, earn advanced degrees in areas of intellectual interest and assume responsibility for their own economic independence. Sometimes along the way a senior colleague recognized their hard work and potential for leadership and

gave them advice and critical help. When this did occur, the mentor was most always male.

More often than not, however, women were their own «mentors» and were, very likely, the first woman to hold their current senior position or the post was newly created, sometimes by them within the university. Women report they got to their senior post through their own efforts.

CRAFTERS OF THEIR OWN CAREERS

The women leaders have been deliberate, focused, energetic and tenacious crafters of their own careers. Indeed these attributes, in addition to their own talent and expertise, were necessary to make it through the filters which tried to restrain them. While the women we talked with reported they wanted, prepared for and expected to be offered more senior administrative posts within their institution, only half of them at the decanal level actually expected further promotion. When asked the reasons for not seeking or anticipating further advancement, many women reported that their source of personal and professional satisfaction lay elsewhere in the university. Some strongly preferred teaching. Some told us it was time to return to their research. Other women simply said, «enough is enough». In the latter case, the personal costs were too high and the opportunities to be elected or appointed to positions of significant influence within the university were perceived to be too low to merit their continuing commitment to administrative leadership. Overall, fewer men than women reported they expected promotion at any level. This may reflect changing circumstances which favor the attributes of women leaders or a cultural propensity within the academy to publicly deny one is interested in leadership.

WOMEN LEAD COMPLEX LIVES REQUIRING A HUGE CAPACITY FOR WORK

While women lead diverse lives, their lives share an important characteristic. Women lead complex lives and have a huge capacity for work. This complexity entails not only the number of priorities on her time and energy but the scope of each priority as well. This «load» is then carried by a strong internal, and sometimes external, competitiveness to do everything well. For women leaders who are married, both family and work are considered the most important aspects of their lives.

« A woman expects she will do well at work and raise her children. She feels guilty if she is not doing both.»

While the family may be the most important aspect in the lives of married women with children, the actual percentage of time available for family is significantly less than what is required for work at the university. Women leaders told us that in a one week period they dedicated their time and energy among the following priorities:

Priorities	Per cent of time
Administrative responsibilities	48%
Family	24%
Academic work	10%
Leisure	9%
Community	8%

As institutional leaders, the women in the study are responsible for influencing and supervising the work of large numbers of people. The sheer scope of this responsibility is reported to have far reaching impact on the long hours of work and the likelihood of successfully combining a career and marriage. One can note from the responses to the question of unit size, below, that academic units are smaller in size

than administrative units. Women who head administrative units are much less likely to be married than women who are heads of academic units. Less clear from the responses is the perceived impact of work habits and demands on the women in the study. It was, clearly, deemed unacceptable by the women as well as the men with whom we talked to publicly acknowledge that one's health might suffer under continuing conditions of work. However, some of the women noted that the pace they kept was, in the long run, not in the best interests of their own health.

Position	Average # of Staff
Vice-Rectora	38
Secretaria	42
Decana	193
Vice-decana	175
Coordinadora	1511
Directora administrativo	71
Directora academico	15
Directora General	36

While women ranked their work as being very important in their lives, women who are married, reported their families are the most important part of their lives. While there may still be a cultural mythology operating within the general population which says that a woman cannot have a professional life and be married, in fact over 65% of these women holding senior administrative posts are married and half of the married women have dependents living at home.

Building a life which holds the challenges and rewards of work and/or marriage requires tremendous energy as is reflected in the numbers of hours per week which these women serve their institution and their family.

Of those women who are married, the majority report spending between 20-39 hours per week on family activities. This is in addition to 40-60 hours a week on their professional work. Women who continue to

teach or work in their labs add another 20 hours per week to their overall commitments. Those women who are single work as long but devote less time to their family.

BELIEF IN THE UNIVERSITY SUSTAINS THE COMMITMENT OF WOMEN

A strong and unwavering commitment to education, their own and that of others, continues to be a primary source of satisfaction and motivation for women leaders. Their individual integrity and self-respect was first drawn from this source and there are many continuing opportunities for satisfaction which can and are reported to be derived from holding a leadership post in the university. In rank order from highest to lowest, sources of satisfaction are reported to be to:

- service to the institution
- close working relationships with colleagues and students
- create something based on my own ideas
- service to others
- become highly specialized and competent
- engage in diverse challenges
- mentor younger colleagues and students
- be identified with a particular university
- to choose own activities and hours

Women possess and use a wide range of personal attributes as leaders

While women in the study represent a diversity of personality, style, competencies and life experience, quite remarkably, they share many similarities in their perception of their personal attributes.

Women leaders possess both traditional feminine and traditional masculine attributes. The more senior the post she holds,

the more likely that she will use the full range of attributes as a leader.

The women were asked to rate their strengths on 20 personal attributes. The result of the ratings indicate that women perceive themselves as having and using attributes which are considered by others as being traditionally associated with men as well as those traditionally associated with women. Those attributes traditionally associated with women, however, were rated lower overall.

Attributes ranked 1-4, below, are personal attributes which consistently got the highest ratings. There was strong agreement with attributes ranked 5-14 and only some agreement with attributes ranked 15-20.

Traditional female attributes		Traditional male attributes	
4	understanding	1	active
6	kind	2	selfconfident
7	aware of others feelings	3	stands-up well
8	warm in relations with others	5	never gives up
10	helpful to others	7	competitive
11	gentle	9	independent
13	able to devote self to others	12	career oriented
15	emotional	14	makes decisions easily
18	feelings hurt easily	16	dominant
19	needful of the approval of others		
20	cries		

On all the traditional male attributes, including «competitiveness», women scored higher than men scored on the same attributes. On the traditional female attributes, women scored higher than men on all attributes and were significantly more likely to score higher on the variables of emotionality, including kindness, warmth and

understanding and significantly lower than men on the attribute «never cries at all». Authority of the «heart» which comes from being kind, warm, and understanding is reported by women leaders as essential elements to leadership but these attributes, according to an analysis of G x O (gender/power of position) are much more likely to be in evidence once a woman is appointed Vice-Rectora.

Institutions which recognize talented women

While women report that access to power enables them to exercise a leadership style which embraces a wide range of attributes which increases their effectiveness as leaders, institutional context (size and type) also increases the likelihood that a woman can express her potential more fully. Women in the study report that:

Private universities and those small national universities, where merit (knowledge, experience, commitment) is the most important factor for advancement, are more likely to recognize and attempt to bring a talented woman into senior leadership posts.

In addition, the smaller the institution the more likely achievements of a woman will be recognized, although for women leaders, recognition is not often (especially in larger public universities) forthcoming.

Recognition of merit

Service to the university, as one of the still respected institutions in society, is highly regarded in the culture. Affiliation with the university can be the greatest source of satisfaction to its academic and professional staff. Women in the study report they derive intrinsic rewards from knowing they have done their best and done it well. However, they also report that there extrinsic sources of satisfaction which are derived from recognition and recognition is seldom available despite their desirability. Recognition of all kinds, from private handwritten notes to the more public awards from people in the following groups is highly prized. In order of their importance to woman leaders,

recognition from different sources is highly valued:

- students
- colleagues
- family/friends
- other administrators
- people outside of the university

While recognition from members of any of these groups is considered desirable, it is not often available. Family and friends are the most likely to recognize the efforts of the woman, while students and people outside of the institution may do so from time to time as well. What is particularly damaging to the aspirations and careers of women leaders is the near absence of recognition from colleagues and other administrators. Don't forget, the most difficult obstacle which women had to overcome to their current appointment was the lack of support from their colleagues.

Progress toward an equal partnership is quite varied - the presence of exemplars

Statistical reports documenting the relatively low to moderate numbers of women in mid and senior level administrative positions, in general, often mask the fact that the progress towards an equal partnership is much more varied than it would appear. While it is a fact that some institutions have few, if any, women in senior decision-making capacities, other institutions have more than 30% of their senior administrative posts currently filled by women. The appointment of women in these "exemplar" institutions merits study.

Moving towards partnership

Over the last twenty years, significant advances have taken place in the participation of women in higher education. The most dramatic changes have occurred at the entry levels of study and academic practice. Fewer women than could be expected from the numbers of women who are experienced and interested in leadership are actually

being appointed or elected to the most influential administrative posts within the university. The findings of the study some of which are summarized below suggest a variety of strategies can make significant differences to the numbers of women appointed to and successfully fulfill the leadership responsibilities inherent in senior administrative posts.

Women lead diverse lives. Women leaders come from and represent diverse backgrounds, styles and areas of expertise. Depending on the institutional context, cultural context and power level, as well as type (academic or professional post) held, the career experiences of women may also differ. Strategies must reflect and respect this diversity.

Leaders as educators who can change the university as well as basic education. Education has been and continues to be the vehicle by which women have changed their lives and the lives of others. The origins of values of which emphasize the importance of education, the necessity for economic independence and the commitment to service come, for some women in the study, from within family. Others were more likely to learn these values from teachers, travel, or other social experiences and political processes.

Women leaders have crucial roles, in addition to those normally expected of male colleagues, to play within the university which will help the institution to fulfill its special formative and exemplary roles in society. These include:

- **Role models.** Women leaders need to be visible within the university and the broader societal community in order to nurture the development of girls and other women as well as the promotion of different approaches to leadership.
- **Curriculum reform.** They can influence, directly and indirectly, the development of curriculum which values the development of girls as well as boys.
- **Champions.** They can speak to, and in certain circumstances hold accountable, the faculty who train the new primary, secondary

and university teachers and raise awareness of gender differences which often limit the life experiences of young women.

- Recognize merit. They can recognize the achievements of others, women and men who are initiating changes within the university and the public elementary and secondary schools.
- Ensure advancement. Women using all sources of authority available to them (head and heart) ensure that the advancement of the institution through the education of women and men.

The continuing absence of facts. There is a continuing absence of reliable data about the status of women in universities, including their advancement into senior decision-making posts, salary levels and other terms of appointment, and advancement beyond the institution to senior posts in government. Without numbers debate is reduced to anecdote and myth. High priority needs to be given to developing reliable data bases and sharing data bases which may already exist within individual institutions.

The importance of developing networks. To build on the knowledge and expertise of women leaders currently in senior posts and to encourage other women to seek senior leadership appointments, formal networks of leaders in higher education within the different regions need to be established. This can be accomplished, in part, through use of the WWW and through regular conferences of women leaders where they can interact with their peers and discuss their work.

While the career track of women and men is similar, the impact of holding a senior administrative post on the lives of women is quite different than the impact on the lives of men. When power level and environment are taken into account, relatively few statistically significant differences in the preparation for and conduct of leadership were reported by women and men. However, the pursuit of her intellectual and moral right and responsibility to assume administrative leadership creates a life experience which is different, and almost always more demanding and complex, for women than for men. The advancement of women is extends beyond equal access to creating an

environment in which the impact of senior leadership on the lives of women is not so high as to cause women to (1) refuse to assume the responsibility or (2) cause her to leave the post prematurely.

Women today are pioneers. The women holding senior leadership posts today are usually the first women to hold their posts. They persevered through the inappropriate filters imposed by society and the institution itself and many women reached their current position on their own efforts. The next generation of women will find a somewhat different set of circumstances and their difficulties lessened if the senior women leaders are prepared to increasingly assume roles as mentors of the younger women in the academy. Ways in which positive mentoring can be a recognized feature of holding senior posts requires more investigation and support.

Champions create institutional change. The lack of under-representation of women at the most senior levels of influence within the university is a problem for the institution and it requires the participation of women and men, in dialog and action, to address. The issue is central to the heart of the institution. In those cases where institutions have succeeded in bringing significant numbers of women into positions of leadership, the primary reason for this achievement has been the lively and sustained commitment of a champion(s) at the highest levels within the institution. At this point in time, the presence of a champion differentiates higher education institutions and organizations which take advantage of the opportunities which women's talent provides from others who do not.

Up until now, with very few if any women holding the most significant positions of administrative leadership, most champions have been men.

In discussions with these individuals, some men reported that the talent and commitment of women were essential to the quality of the institution. For others, the source of their commitment to correct injustice arose from personal circumstances. While talking with these these «champions», it was not unusual to find that their efforts were dedicated to the memories of their mothers who themselves were

prohibited by cultural norms and historical circumstance from realizing their dreams and potential.

Recognizing merit. Women and men holding leadership positions tell us how much they would appreciate more recognition for their work. The university relies heavily on the «intrinsic» rewards of the work to motivate faculty and sustain the quality of the institution. Much more needs to be done, in private and public ways, to recognize meritorious work of women leaders.

The advancement of women is tied to the advancement of the institution. Women bind together their passion for education with the advancement of the institution. Service and self-respect are fundamentally interconnected. Initiatives, to promote the full participation of women in all aspects of academic life, which focus on this critical relationship will, undoubtedly, be more effective than those which do not.

APPENDIX ONE

Special features of the study

- We studied the population of women within academe who already hold senior positions of influence. These are talented, highly educated and experienced women who have differentiated their lives from those of other women. In the first instance, they made the decision to pursue their intellectual interests within the framework of a university. Secondly, by virtue of having gained access to positions of administrative leadership within the institution, they have differentiated themselves from their academic peers.
- To understand the impact of gender on the professional lives of women in the study, we felt it was critical to include men well as women in the study.
- The conceptual framework of the study was rooted in the belief that a woman is both changed by the position she holds and the social context within which she works and, at the same time, she changes them.
- Academic and professional administrators participated in the study. Where survey questions pertained to the academic work of the individual, the findings were limited to those administrators who held appointments as faculty. In some institutions, only persons holding faculty appointments could be appointed to a senior administrative post.
- For the purposes of the study, academic administrative posts included Rector(a), Vice-Rector(a), Decano(a), Vice-Decano(a), and Director Academico(a). Professional administrative posts included Vice-Rector(a), Secretario(a), Director(a) General, Coordinador(a) and Director Administrativo(a).

Distribution of the survey

The survey distributed to a stratified random sample of universities within each of the four IOHE regional categories, (1) Mexico, the Caribbean, Cuba & Venezuela, (2) The Andean countries, (3) The Southern Cone countries and (4) Brasil. The stratification was also based on institutional size and type and location.

- **Distribution/Replies to the Survey**

Region	Total Sent		Total Replied	
	Women	Men	Women	Men
I	130	99	50	9
II	120	22	9	11
III	165	41	21	20
IV	110	48	19	29
Total	525	208	99	109

- **Institutional type:**

public	33
private	4
religious	7

- **Size of institution by student population:**

less than 5, 000	10
5-10,000	13

10-20,000	11
20-50,000	4
50-100,000	5
over 200,000	1

- **Institution by location:**

in large urban centre	23
outside large urban centres	21

Responses were received from 23 universities. The characteristics of these institutions approximate the original measures of stratification with the exception of size where no response was received from the one institution over 200,000.

Respuestas de los cuestionarios

Región	Total enviadas	Total contestatas	Mujeres	Hombres
Uno	130	99	50	49
Dos	120	20	6	14
Tres	165	40	19	21
Cuatro	110	48	19	29
TOTAL	525	207	94	113
		39.5%	45.5%	54.4%

**The Experience of Administrativ Leadership
Gender by age group**

	22 to 34 years	35 to 44 years	45 to 54 years	55 to 64 years	65+ years
Women (99)	14	35	31	17	2
Men (108)	12	33	43	16	4
Total (207)	26	68	74	33	6

**La experiencia en liderazgo administrativo
Nivel del puesto por género por grupo de edad**

	22 a 34 años	35 a 44 años	45 a 54 años	55 a 64 años	65+ años
Rector/Presidente					
Mujeres		2	3	2	1
Hombres					
Vice-rector					
Mujeres		2	3	2	
Hombres	2	1	7	2	1
Secretario					
Mujeres	3	3	2		
Hombres	4	5	4	3	
Decano					
Mujeres		1	8	5	1
Hombres		3	14	3	1
Vice-decano					
Mujeres		2	2		
Hombres					

Coordinadores Mujeres Hombres	5 1	10 5	5 2	2 1	1
Director administrative Mujeres Hombres	3 2	2 6	3 1	3	
Director académico Mujeres Hombres	2 2	5 4	4 5	3 3	1
Director general Mujeres Hombres	1 1	4 2	2 4	1 1	
Otros Mujeres Hombres	1	6 5	2 3	1 1	
TOTAL Mujeres (99) Hombres (104)	14 13	35 33	31 43	17 16	2 4

Note: Not all respondents answered all questions. Total responses for each question may not equal 207.

**La experiencia en liderazgo administrativo
Género por estado civil por nivel del puesto**

	Mujeres		Hombres		Total (199)	
	Solteras (27)	Casadas (67)	Solteros (12)	Casados (93)	Solteros (39)	Casados (160)
Rector/Presidente			1	7	1	7
Vice-Rector	1	6	2	10	3	16
Secretario	3	5	2	14	5	19
Decano	1	12	1	20	2	32
Vice-Decano	1	3			1	3
Coordinadores	8	14		7	8	21
Director Administrativo	6	5	2	7	8	12
Director Académico	3	10	1	14	4	24
Director General	2	5	1	7	3	12
Otros	2	7	2	7	4	14

Note: Not all respondents answered all questions. Total responses for each question may not equal 207.

Breakdown of Means for Women and Men

Variable	Mean Women	N	Mean Men	N	Variable
					IMPORTANCIA DE LA EXPERIENCIA DE TRABAJO
V3_1	3.96	76	4.12	69	Indique la importancia que tiene su trabajo (responsabilidades administrativas actuales) en la totalidad de su vida. Trace un circulo alrededor del número que corresponda
V3_2	3.55	78	3.29	69	Utilizando la siguiente escala, marque la respuesta que mejor describa el grado al cual su vida pública (trabajo) y su vida privada (hogar, familia y comunidad) están integradas
					Porcentaje de su tiempo utiliza semanalmente en las siguientes actividades:
V3_3_1	7.56	78	8.94	69	Ocio (pasatiempos, deportes, recreación, amistades)
V3_3_2	7.67	45	7.81	48	Comunidad (organizaciones voluntarias y organizaciones sociales y políticas)
V3_3_3	20.53	58	16.13	46	Trabajo docente (si corresponde)

V3_3_4	24.12	77	19.94	68	Familia
V3_3_5	47.71	76	53.31	69	Responsabilidades administrativas actuales
					Importancia que tiene para Vd. cada aspecto de su trabajo
V_3_4_1	4.21	77	4.03	65	La oportunidad de especializarme y perfeccionarme en una disciplina específica
V3_4_2	3.99	78	4.03	67	La libertad para elegir mis actividades de trabajo, horario y demás
V3_4_3	4.35	78	4.21	67	La oportunidad de ayudar o servir a los demás
V3_4_4	4.06	78	4.18	66	La oportunidad de que se me identifique con una universidad determinada y con el prestigio que la acompaña
V3_4_5	4.03	78	4.30	67	La existencia de una variedad de responsabilidades estimulantes, tipos de tareas y obligaciones de trabajo
V3_4_6	3.41	78	3.88	67	La oportunidad de supervisar, influenciar y dirigir a otros
V3_4_7	3.96	77	4.13	67	La oportunidad de trabajar en una organización que proporcione (a seguridad a través de trabajo garantizado) beneficios y demás
V3_4_8	4.38	78	4.34	67	La oportunidad de crear o desarrollar algo que sea mi propia idea

V3_4_9	3.12	77	3.38	66	La oportunidad de permanecer en mi puesto y ubicación actual en vez de cambiar a un nuevo puesto
V3_4_10	4.44	78	4.30	67	La oportunidad de trabajar con compañeros y estudiantes
V3_4_11	4.09	78	3.96	67	La oportunidad de guiar o ser mentor de un compañero joven y estudiantes
V3_4_12	4.65	78	4.75	67	La oportunidad de contribuir a la eficacia y efectividad de mi institución
					Medida en que, a su parecer, se ha hecho realidad en su trabajo dicho aspecto
V3_5_1	3.56	77	3.61	64	La oportunidad de especializarme y perfeccionarme en una disciplina específica
V3_5_2	3.31	77	3.83	65	La libertad para elegir mis actividades de trabajo, horario y demás
V3_5_3	3.74	77	3.92	65	La oportunidad de ayudar o servir a los demás
V3_5_4	3.54	78	3.92	64	La oportunidad de que se me identifique con una universidad determinada y con el prestigio que la acompaña
V3_5_5	3.65	78	3.95	65	La existencia de una variedad de responsabilidades estimulantes, tipos de tareas y obligaciones de trabajo

V3_5_6	3.50	78	3.95	65	La oportunidad de supervisar, influenciar y dirigir a otros
V3_5_7	3.26	77	3.72	64	La oportunidad de trabajar en una organización que proporciona seguridad (a través de trabajo garantizado), beneficios y demás
V3_5_8	3.56	78	3.85	65	La oportunidad de crear o desarrollar algo que sea mi propia idea
V3_5_9	3.41	75	3.35	63	La oportunidad de permanecer en mi puesto y ubicación actual en vez de cambiar a un nuevo puesto
V3_5_10	4.15	78	4.17	65	La oportunidad de trabajar con compañeros y estudiantes
V3_5_11	3.88	77	3.94	65	La oportunidad de guiar o ser mentor de un compañero joven y estudiantes
V3_5_12	3.95	77	4.08	65	La oportunidad de contribuir a la eficacia y efectividad de mi institución
					CARACTERISTICAS Y PROBLEMATICAS PROFESIONALES
V5_1	3.99	94	4.17	103	Fui nominado (a) para el puesto
V5_2	1.23	90	1.41	93	Solicité el puesto
V5_3	2.40	92	2.44	96	Trabajé para que me nombrasen

V5_4	1.82	90	1.89	97	Un mentor jugó un papel importante para conseguirme este puesto
V5_5	3.21	94	3.14	99	Las normas y prácticas de empleo no discriminatorias de la universidad funcionaron a favor mio
V5_6	3.90	97	3.84	103	Me ayudaron mis años de experiencia en la universidad
V5_7	3.17	96	3.08	98	La motivación y el apoyo recibido de mi familia, mis amigos y mis compañeros
V5_8	4.03	96	3.66	103	Mi labor académica
V5_9	2.47	92	2.31	94	Mis ambiciones
V5_10	3.43	93	3.43	102	Mi éxito en puestos administrativos anteriores
V5_11	3.65	94	3.67	98	Mis ideas / mi visión de futuro
V5_12	1.90	89	1.95	93	Tuve suerte
V5_13	1.68	88	1.70	93	No habla otra persona que quisiese el puesto
					RESPONSABILIDAD
V6_1	3.22	100	3.37	109	La autoridad que tengo corresponde a las responsabilidades de mi puesto

V6_2	3.01	99	3.13	108	No tengo el menor inconveniente en ejercer mi autoridad de la manera que yo considere más adecuada
V6_3	1.47	100	1.50	109	No tengo bien en claro las áreas en que tengo autoridad para tomar decisiones
V6_4	1.34	99	1.37	109	Mis colegas logran disuadirme de ejercer mi autoridad
V6_5	1.64	100	1.44	109	Me tomó mucho tiempo entender y/o darme cuenta de la autoridad que tengo
V6_6	2.38	100	2.20	109	De vez en cuando me preocupo por la eficacia de mi habilidad para desempeñar mis responsabilidades
V6_7	2.55	100	2.40	109	Me gustaría tener más poder o autoridad a fin de que las cosas se hagan
V6_8	2.38	99	2.33	109	La falta de interés por parte de docentes y del personal, en relación al control de los administradores, dificulta el desempeño de mi autoridad
V6_9	1.55	100	1.68	109	La interferencia del gobierno dificulta el desempeño de mi autoridad
V6_10	1.97	99	2.03	109	El involucramiento de las normas legislativas en la adopción de decisiones académicas dificulta el desempeño de mi autoridad administrativa
V6_11	1.84	100	1.58	106	Las negociaciones colectivas con los docentes y el personal dificultan el desempeño de mi autoridad
V6_12	1.66	100	1.44	108	De vez en cuando, la responsabilidad de ejercer mi puesto es sobrecogedora

V6_13	2.49	100	2.51	109	La responsabilidad de desempeñar mi puesto administrativo me quita tiempo para otros aspectos importantes de mi vida
V6_14	1.96	100	1.86	109	Mi salud se ha deteriorado debido a la tensión nerviosa que causa el desempeño de mis responsabilidades administrativas
V6_15	2-15	100	2.14	108	El volumen de trabajo relacionado a este puesto administrativo interfiere con mi vida familiar
V6_16	2.11	99	1.96	109	La responsabilidad de mi puesto administrativo crea en mi mucha tensión nerviosa
V6_17	3.51	99	3.60	106	Tengo acceso a los administradores de mayor superioridad de la institución
V6_18	2.86	100	3.25	108	Tengo el mismo acceso a los recursos institucionales que necesito para desempeñar mis responsabilidades que tienen los demás administradores con quienes trabajo
V6_19	3.42	100	3.45	107	Tengo conocimientos que son reconocidos por los miembros de mi departamento, los docentes
V6_20	2.12	97	1.83	106	Mis conocimientos y mi experiencia hacen que sea difícil mi reemplazo

					Importancia que tiene para Vd. el reconocimiento:
V7_1	3.94	100	3.86	109	Por parte de colegas
V7_2	3.80	100	3.76	108	Familia y/o amigos
V7_3	3.65	97	3.47	108	Otros administradores
V7_4	3.21	90	3.28	103	Personas que están fuera de la universidad (especifique qué tipo de relación tiene con ellas)
V7_6	4.01	99	3.93	105	Estudiantes
					¿Recibe reconocimiento?: - Si - No - Quisiera recibir más
V7_7	1.47	99	1.25	107	Por parte de colegas
V7_8	1.29	98	1.19	106	Familia y/o amigos
V7_9	1.54	97	1.32	103	Otros administradores
V7_10	1.42	81	1.41	96	Personas que están fuera de la universidad (especifique qué tipo de relación tiene con ellas)

V7_12	1.45	99	1.46	108	Estudiantes
V_8_1	1.80	98	1.85	110	Al mencionar asuntos pertinentes, me interrumpen con frecuencia
V_8_2	1.38	98	1.22	106	No me han considerado para el ascenso que merecía
V_8_3	1.47	97	1.39	106	Me ignoran y no me toman en serio con frecuencia
					PERCEPCIÓN DEL AMBIENTE DE TRABAJO
V_8_4	2.06	99	1.72	110	Existen quienes se atribuyen el mérito de haber propuesto ideas que yo mismo/a expresé abiertamente
V_8_5	2.34	98	2.12	108	Ignorar o hacer frente a los sentimientos negativos de mis colegas toma tiempo y energía
V_8_6	1.65	99	1.55	108	Siento como si estuviesen estudiándome bajo un microscopio
V_8_7	1.68	99	1.61	108	No me permiten el mismo margen de error que a mis colegas
V_8_8	1.38	97	1.44	107	Suponen que llegué a esta posición no por mérito sino por otras razones
V_8_9	1.36	97	1.45	105	Si me niego a participar en tareas de comité, se me mira como si fuese desagradecido y como si no me interesase un ascenso

V_8_10	1.84	97	1.58	107	A veces, se trivializan y se les resta importancia a mis logros
V_8_11	1.19	99	1.07	107	Me es difícil hablar de manera informal con mis colegas del sexo opuesto
V_8_12	1.60	98	1.36	106	Me siento aislado en mi puesto administrativo
V_8_13	1.52	97	1.47	107	Tengo dificultad para agasajar a mis colegas y manejar las responsabilidades sociales de mi trabajo
V_8_14	1.16	98	1.08	106	Me critican por apoyar a colegas de mi propio sexo
V_8_15	1.22	98	1.15	106	En comparación con las ideas de mis colegas, rara vez se incluyen las mías en el acta de las reuniones
V_8_16	2.22	100	2.30	109	¿En que medida tiende Ud. a « compartimentalizar » (mantener separados) los diferentes aspectos de su vida (por ejemplo trabajo, familia, amistades, entretenimientos)?
V_8_17	2.48	100	2.73	108	¿En que medida tiende Ud. a vincular (integrar) todos los aspectos de su vida en el sentido de su « ser total » (por ejemplo trabajo, familia, amistades, entretenimientos)?
					CUALIDADES PERSONALES
V_9_1	2.62	99	2.46	110	Poco agresivo/a - Muy agresivo/a

V_9_2	3.71	101	3.97	110	Dependiente - Muy independiente
V_9_3	3.40	101	3.13	110	Para nada emocional - Muy emocional
V_9_4	3.43	101	3.43	110	Muy sumiso/a - Muy dominante
V_9_5	2.79	100	2.67	110	No me agito en una crisis seria - Me agito mucho en una crisis seria
V_9_6	4.17	101	4.15	110	Muy Pasivo/a - Muy activo/a
V_9_7	3.53	100	3.39	109	No puedo dedicarme por completo a los demás - Puedo dedicarme por completo a los demás
V_9_8	3.90	101	3.96	110	Muy tosco/a - Muy gentil
V_9_9	3.79	101	3.91	110	Para nada servicial - Muy servicial
V_9_10	3.69	100	3.78	110	Para nada competitivo/a - Muy competitivo/a
V_9_11	3.64	100	3.32	108	Hogareño/a - Interesado en la carrera
V_9_12	4.07	99	4.11	109	Para nada amable - Muy amable
V_9_13	2.87	100	2.91	110	Indiferente a la aprobación de otras personas - Dependiente de la aprobación de otras personas

V_9_14	3.12	97	2.74	110	No me hieren con facilidad - Me hieren con facilidad
V_9_15	3.98	100	3.92	110	No soy consciente de los sentimientos de los demás - Muy consciente de los sentimientos de los demás
V_9_16	2.37	100	2.19	110	Puedo tomar decisiones con facilidad - Tengo dificultad en tomar decisiones
V_9_17	4.08	100	4.24	110	Me doy por vencido/a con facilidad - Nunca me doy por vencido/ con facilidad
V_9_18	2.81	99	1.93	110	Nunca lloro - Lloro con facilidad
V_9_19	4.13	100	4.35	110	No tengo confianza en mi mismo/a - Tengo mucha confianza en mi mismo/a
V_9_20	3.34	100	3.45	110	Me siento muy inferior - Me siento muy superior
V_9_21	4.06	98	4.11	109	Para nada comprensivo/a - Muy comprensivo/a
V_9_22	3.92	98	3.88	108	Muy frío/a en cuanto a las relaciones con los demás - Muy cálido en cuanto a las relaciones con los demás
V_9_23	3.29	98	3.03	106	Tengo poca necesidad de sentirme seguro/a - Tengo mucha necesidad de sentirme seguro/a
V_9_24	4.05	98	4.12	107	Fracaso cuando me encuentro presionado/a - Me defiendo bien cuando me encuentro presionado/a

Note: Not all respondents answered all questions. Total responses for each question may not equal 207.

The Division of Higher Education of the UNESCO Secretariat produced, during 1983-1989, thirty-six titles in the series *Papers on Higher Education* (a complete list of titles appears on the last page). From 1990, this series will continue in a new form *New Papers on Higher Education* with two sub-titles: one, *Studies and Research* and the other, *Meeting Documents*.

Studies published in the series *New Papers on Higher Education: Studies and Research*:

1. *Evaluation Procedures used to Measure the Efficiency of Higher Education Systems and Institutions*. A study conducted by the International Association for Educational Assessment. Coordinator: W.B. Dockrell.
2. *Study Service in Adult Education: Analysis of an Experience*. A study conducted by the Faculty of Education, University of Lujan, Argentina. Coordinator: Sylvia Brusilovski. UNESCO 1990. ED-89/WS-103 (English/French).
3. *L'Enseignement supérieur et le monde du travail*. A study coordinated by Noël Terrot for the World Federation of Teachers' Unions. UNESCO 1990. ED-89/WS-40 (French only).
4. *Africa: A Survey of Distance Education 1991*. A study conducted by the International Council for Distance Education and the International Centre for Distance Learning. Coordinator: Keith Harry. UNESCO 1991. ED-91/WS-42 (English only).
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