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GENDER EQUALITY AT AFRICAN RESEARCH UNIVERSITIES ALLIANCE (ARUA) INSTITUTIONS

FINAL TECHNICAL REPORT

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List of Acronyms

AAU	Addis Ababa University
ACEIR	African Centre of Excellence for Inequality Research
ARUA	African Research Universities Alliance
ASLP	Africa Science Leadership Programme
ASSAf	Academy of Science of South Africa
AU	African Union
AWSC	African Women's Studies Centre
CALS	Centre for Applied Legal Studies
CCRRI	Centre for Critical Research on Race and Identity
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CEGENSA	Centre for Gender Studies and Advocacy
CHR	Centre for Human Rights
COSTECH	Commission for Science and Technology
CSA&G	Centre for Sexualities, AIDS and Gender
DHET	Department of Higher Education and Training
DVC	Deputy Vice-Chancellor
EAS	Ethiopian Academy of Sciences
ECAD	Early Career Academic Development
ECAP	Early Career Advancement Programme
EDI	Equity, Diversity and Inclusivity
EMCAT	Enhancing Mid-Career Academic Transitions
EOB	Equal Opportunities Board
EqU	Equality Unit
FALF	Female Academic Leaders Fellowship
FAWoVC	Forum for African Women Vice-Chancellors
GBV	Gender-based Violence
GENACT	Gender Action Forum
GenderInSITE	Gender in Science, Technology. Innovation and Engineering
GEO	Gender Equity Office
GEWE	Gender Equality and Women's Empowerment
GIST	Gender in Science, Technology, Engineering and Mathematics
GMO	Gender Mainstreaming Office
HEI	Higher Education Institution
HELM	Higher education leadership and management
HR	Human Resources
IDRC	International Development Research Centre
IT	Information Technology
ITC	Institutional Transformation Committee
ITC	Information, Technology and Communications
KPIs	Key Performance Indicators
LERU	League of European Research Universities
LGBTQI+	Lesbian, gay, bisexual, transgender, queer and intersex

MU	Makerere University
NACOSTI	National Commission for Science, Technology and Innovation
NASEM	National Academy of Sciences in the United States
NCST	National Council of Science and Technology
nGAP	New Generation of Academics Programme
OAU	Obafemi Awolowo University
OIC	Office for Inclusivity and Change
PAL	Programme for Academic Leadership
PI	Principal Investigator
RU	Rhodes University
SDG	Sustainable Development Goal
SGBV	Sexual and Gender-based Violence
Sida	Swedish International Development Agency
SSHREC	Social Science and Humanities Research Ethics Committee
STEM	Science, Technology, Engineering and Mathematics
STI	Science, Technology and Innovation
SU	Stellenbosch University
SWAN	Scientific Women's Advancement Network
TC	Transformation Office
TEEO	Transformation and Employment Equity Office
THE	Times Higher Education
UCAD	University Cheikh Anta Diop
UCDP	University Capacity Development Programme
UCT	University of Cape Town
UDSM	University of Dar es Salaam
UDHR	Universal Declaration of Human Rights
UG	University of Ghana
UI	University of Ibadan
UKZN	University of KwaZulu-Natal
ULAG	University of Lagos
UN	United Nations
UNAS	Uganda National Academy of Sciences
UoN	University of Nairobi
UNESCO	United Nations Educational, Scientific and Cultural Organization
UP	University of Pretoria
UR	University of Rwanda
USAf	Universities South Africa
VAW	Violence against women
VC	Vice-Chancellor
Wits	University of Witwatersrand

Acknowledgements

Executive Summary

This study was approved under an International Development Research Centre (IDRC) Grant No. 109199-001 and was conducted over the period February 2020 to April 2023. The overall aim of the study was to examine the efforts and highlight the successes of African Research Universities Alliance (ARUA) universities in tackling systemic barriers to gender equality, with a particular focus on women faculty in science, technology, engineering and mathematics (STEM)-related fields and women in university leadership.

Specific objectives were: (1) to identify and evaluate gender-related institutional policies and structures, with a view towards documenting best practices and innovative solutions for shared learning; (2) to gather statistics on the number of women in senior leadership and management positions at individual ARUA institutions, with a view towards quantifying the gender gap, and to identify and evaluate institutional strategies/interventions aimed at preparing women for leadership positions. The challenges faced by women leaders and those aspiring to leadership positions, as well as their needs were determined through online surveys and key informant interviews; and (3) to document lessons learned and best practices, and to share these widely.

Institutions within the ARUA network comprised the sample for this study. There are 16 universities from nine countries as follows: Addis Ababa University (AAU), Ethiopia; University of Cape Town (UCT), South Africa; University Cheikh Anta Diop (UCAD), Senegal; University of Dar es Salaam (UDSM), Tanzania; University of Ghana (UG), Ghana; University of Ibadan (UI), Nigeria; University of KwaZulu-Natal (UKZN), South Africa; University of Lagos (ULAG), Nigeria; Makerere University (MU), Uganda; University of Nairobi (UoN), Kenya; Obafemi Awolowo University (OAU), Nigeria; University of Pretoria (UP), South Africa; Rhodes University (RU), South Africa; University of Rwanda (UR), Rwanda; Stellenbosch University (SU), South Africa; and University of Witwatersrand (Wits), South Africa.

Not surprisingly, the COVID-19 pandemic presented major challenges for this project, causing delays in obtaining both country clearances and ethics approvals. Ultimately, in December 2021, a decision was taken to remove those institutions where ethics clearance was still outstanding from the sample. While regrettable, the decision only impacted the distribution of the online questionnaires and the undertaking of key informant interviews. In summary, eight institutions (UCT, UG, UKZN, UP, RU, UR, SU and Wits) were targeted for the collection of online survey data and for conducting key informant interviews. However, it was still possible to gather information on and undertake an analysis of relevant university policies from all institutions based on the information that was publicly available on the university websites.

The methodology comprised both desktop research and primary data collection. University websites were valuable sources of information on the leadership profile at each institution, as well as relevant gender-related policies/strategies and structures. An online survey instrument aimed at soliciting information on women in leadership was targeted at both men and women in senior leadership positions at each of the eight participating universities. A total of 46 responses, 24 men, 21 women and 1 other, from six

universities was received. Key informant interviews were conducted using two semi-structured questionnaires (one targeting Vice-Chancellors (VCs) and a second targeting other senior university leaders from Dean and above). A total of 64 interviews was conducted at eight institutions. All those participating in key informant interviews were notified of their freedom of consent option and all opinions and insights given during interviews were anonymized. Information gathered was analyzed thematically.

Key research findings are summarized as follows:

Awareness of gender issues: All universities displayed considerable awareness of gender issues as evidenced through their policies and structures and public statements made by university leaders.

Gender-related policies: ARUA does not have its own gender policy, which is a shortcoming that should be addressed. Eight individual institutions have gender policies, of which only one is in South Africa. Of the universities with no gender policy in place, they included two in Nigeria (ULAG and OAU) and five universities (UKZN, UP, RU, SU, and Wits) in South Africa. Institutions within South Africa generally have umbrella Anti-Discrimination Policies, which stem from the country's Apartheid history. These policies focus predominantly on race but include gender as a key element. The absence of a standalone gender policy means that there is no aspirational policy to address elements such as gender mainstreaming, the collection of gender-disaggregated data, gender budgeting, engendering the curriculum, and the application of a gender lens in research etc. Aspirations to increase numbers of women faculty members and the setting of targets are addressed through statutory institutional Employment Equity Plans, but the other gender elements mentioned above are excluded. This is regarded as a major flaw. There was a strong call from some key informants for ownership within the university of the gender policy, where it existed, to ensure accountability and implementation.

Gender research centres/units: Twelve ARUA universities have dedicated gender research centres, most of which are housed in humanities faculties. They were found to play critical roles in, *inter alia*, institutional gender-related policy development, advancing the gender research agenda, awareness-raising and training. Their roles did not extend to implementation of policies.

Intersectionality: The concept emerged as an explicit and implicit theme in policies; yet only the gender policy from UR, made explicit mention of the term intersectionality. There was an implicit recognition in policies at ten institutions that gender coupled with other identity criteria such as race, socio-economic status, etc. would compound barriers and challenges experienced by individuals. Intersectionality is an implicit underpinning concept of policies at all South African institutions, where race and gender are overriding considerations, and race, gender and disability are important from a statutory perspective. Other criteria that surfaced were socio-economic status, ethnicity, sexual orientation, extent of urbanization, geography, and religion. Sensitivity on the topic was detected in interviews with UR key informants, where the notion of intersectionality was often interpreted through an ethnicity lens. Interviewees stressed that because of their painful past, they refrained from emphasizing differences among people.

Sexual orientation: Universities in South Africa displayed considerable awareness about and tolerance for varying gender identities or gender fluidity. A few universities (UCT, UP, Wits) have made provision for the use of non-binary pronouns. Two universities (UCT and UP) have introduced standalone policies on sexual orientation. At non-South African institutions, there is considerably less awareness and transparency about how to accommodate the trans or lesbian, gay, bisexual, transgender, queer and intersex (LGBTQI+) community. The influence of the Constitution of South Africa regarding the awareness and inclusion of different gender and sexual identities should be acknowledged. This is not the case for ARUA institutions in other countries.

Gender-based Violence (GBV): GBV emerged as a dominant theme, both in terms of the number of policies that exist to combat GBV, as well as in discussions with key informants. Universities take sexual harassment very seriously, with all except UoN and UR having dedicated policies in place. Some have introduced additional policies to address certain aspects of sexual harassment, for example, bullying policies (Wits) and policies that address romantic relationships between staff and students (RU and Wits). However, only one of the policies (SU) makes provision for the more subtle gendered microaggressions that emerged from the interviews to be pervasive in all institutions. Anecdotal evidence based on the interviews conducted suggests that women are more vulnerable in disciplines where the number of men far outweighs the number of women (e.g., Engineering) and where they are required to work late in laboratories or undertake field work (e.g., Science, Engineering, Architecture, Health Sciences). Institutions have introduced many varied interventions to address GBV, but the main shortcoming is that interventions are not mandatory. Our recommendation is that awareness-raising courses be made compulsory for incoming students and staff and that the principle of collective responsibility, which exists in policies at UCT, ULAG, MU and Wits, be introduced as a means of reducing GBV, when policies at the other institutions are up for review.

Transformation: Transformation is about building a more inclusive institution that respects equity, diversity and inclusivity (EDI). It is a major focus of South African universities, which is understandable given the country's Apartheid past. Transformation imperatives are articulated in policies, structures and plans. While race is the dominant element, gender also features and has benefitted from the transformation drive.

Women's representation in STEM disciplines: The state of female students' representation in STEM disciplines varies across countries. There are still low numbers of women students and as a result, women faculty members in STEM disciplines in Ghana and Rwanda. UG and MU were the only institutions found to have formal affirmative action admissions policies, whereby the entrance requirement for girls was adjusted to try to improve the numbers of girls recruited into STEM programmes. At South African institutions, the ratio of women to men in STEM disciplines has improved considerably and generally reached parity. Engineering stands out as still struggling to attract women. The male to female ratio for students in Health Sciences at South African universities has reversed, with some universities reporting 70% female students at undergraduate level, a trend that, according to some key informants, has potentially serious consequences for the health security of the

country as women tend to avoid certain health sciences disciplines. There have been recent improvements in the percentage of women academics, particularly in South Africa, although Engineering still has a long way to reach parity. The under-representation of women in the professoriate and in senior leadership positions is still evident across most institutions.

Gender pay gap: Most institutions have addressed the traditional gender pay gap, but we found evidence of a more nuanced or inadvertent gender pay gap that arises because women take longer to advance up the promotions ladder and so lag their male counterparts in terms of salary. Also, faculty members can supplement their salaries through research projects, consultancy, or performance bonuses. Since men generally have more time than women, they tend to benefit to a greater extent from these additional sources than women.

Gender budgeting: Gender policies at AAU, UI, MU and UR mention their commitment to gender budgeting. We were not able to verify this through key informant interviews. The closest that most institutions have progressed toward gender budgeting in practice is the strategic allocation of funds for a specific gender-related activity, such as the establishment of a Gender Office or a sexual harassment awareness-raising campaign.

Gender audits: Only two universities, UCAD and UP, have conducted institutional gender audits, aimed at determining the extent to which gender equality is effectively institutionalized. Four of the university's gender policies (AAU, UG, MU and UoN) make mention of a requirement for annual reporting of gender-related statistics; not quite an audit, but a step towards keeping track of gender progress.

Factors contributing to women's accession to leadership: According to female respondents who answered this question in the online survey, the most important factor was **'**competence', ranked first by 16 women, followed by 'experience', ranked first by one woman and second by 11 women. Noteworthy was the absence of the role of 'university policy' in their accession to a leadership role. Factors such as 'luck' and the 'absence of other leaders' also did not feature as important.

Support received in women's accession to a leadership role: Support came from many quarters according to female respondents who answered this question in the online survey, with the support being embedded in the institution and family. Dominant was the 'support of colleagues and junior staff', with 17 responses in the top three ranked responses, followed by 'support of their spouse' and 'support of the family'.

Obstacles to more women in leadership: Both men and women answered this question in the online survey and displayed markedly different views. For men, the factors that scored the highest were 'the lack of suitably qualified women' (18 responses) and 'the reluctance of women to take on leadership positions' (15 responses), followed by 'socio-cultural belief systems' (12 responses). Women on the other hand mentioned 'institutional culture that favours men over women' (11 responses), 'unconscious bias' (9 responses), 'poor networking opportunities' (9 responses), 'poor implementation of family-friendly policies' (9 responses) and 'socio-cultural belief systems' (9 responses). They did not ascribe any importance to the unavailability of women candidates.

Strategies for appointing more women to leadership positions: The results from the online surveys included the need for 'formal mentoring and coaching programmes', a call to 'make women more visible', creation of an 'enabling environment', 'affirmative action' and need for 'family-friendly policies' (raised almost exclusively by women). The best preparation for early-career women academics to prepare themselves for leadership positions was stated to be 'mentorship', 'building your academic reputation', with an emphasis on research and publishing, and 'engaging broadly across the university' to understand how it operates. There were two themes directed at women themselves. One pertained to the 'establishment of personal goals' early in one's career and then strategically working towards the achievement of the goals. Another related to 'building confidence', including having self-belief, and improving communication skills.

Interventions to support women aspiring to leadership positions based on key informant interviews: From in-depth interviews with key informants about interventions that would be helpful to women leaders and those aspiring to leadership positions in the higher education sector, five potential interventions featured prominently, in addition to those listed above:

1. **Dealing with microaggressions**: Virtually every senior woman interviewed reported having experienced gendered microaggressions, which are more subtle and often harder to deal with than overt sexual harassment, but which leave them impacted in many damaging ways as they are persistent and pervasive. The voices of women leaders in Africa are shared in detail and paint a picture of a hostile and demeaning working environment to which many men are often oblivious. In many cases, sexual harassment policies and gender equality offices are not dealing with such behaviour adequately and alternative solutions must be found. Many have called for 'safe spaces' where men and women can openly share experiences and perspectives and where there can be convergence towards building a more equal academy.

2. **Working conditions.** There was acknowledgement that childcare duties impacted women disproportionately, but that it was important to shift the narrative to family or parental responsibilities, rather than women's responsibilities. Some institutions have been sensitive to this and already have in place a best practice policy on parental benefits and leave (e.g., RU). Other issues raised related to personal safety on campus and a sensitive and inclusive working environment. A major need expressed by women was dedicated research time, acknowledging that in the face of many competing demands it was their research that suffered the most.

3. **Career progression**: The 'mid-career blockage' that is reported in the literature impacts women to a greater extent than men. Alternative ways of assessing research success such as moving away from the practice of counting all publications to assessing the impact of a limited number of publications and paying greater attention to an individual's role in nurturing the next generation of academics are suggested. It is recommended that prioritizing dedicated research time for women would be a valuable intervention aimed at achieving gender equity, given women's disproportionate childcare and family responsibilities.

4. **Institutional culture:** Sometimes referred to as a patriarchal or 'macho' culture, institutional culture was found to be a barrier to inclusivity and to addressing GBV. Broader societal culture which entrenched the traditional roles of men and women also emerged as a reason for fewer women in senior leadership roles, particularly outside of South Africa. The practice of undertaking institutional culture audits or surveys (e.g., the Wellbeing, Culture and Climate at Work Survey of 2019 at SU and the recently conducted Institutional Culture Survey at UP) are best practice examples that would be beneficial both to women and other marginalized communities.

5. **Mentorship:** This emerged as a key need, both for early-career women and for women aspiring to leadership positions. Most universities have addressed the need explicitly, although there are some (e.g., UR) where it seems there is still a critical need for formal mentoring, as expressed by women faculty members.

A set of recommendations was included for ARUA, as well as individual universities belonging to the ARUA network, for future studies and for the IDRC. It was recommended that ARUA should develop its own gender policy, assist with disseminating the findings of this study, and creating a one-stop ethical clearance facility. Individual ARUA universities were encouraged, *inter alia,* to approve and implement an institutional gender policy where one did not exist, and to give urgent attention to gendered microaggressions. Recommendations for future research related to reaching out to all ARUA institutions to plug the gaps created by the COVID-19 pandemic, to leverage national and regional university platforms to aid in knowledge mobilization, to extend the study beyond ARUA institutions and to implement a dedicated study on gendered microaggressions at African universities. The recommendation for the IDRC was to hold an evaluation workshop about a year after the completion of all the projects to allow for a two-way engagement on the impact of the research projects.

Keywords

Gender equality, gender equity, ARUA, African universities, women's leadership, gender policy, sexual harassment, gendered microaggressions, institutional culture, mentorship

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1. Introduction

1.1 Background

The higher education sector across the globe has a key role to play in advancing the goals of gender equality and equity and in supporting Sustainable Development Goal (SDG) Number 5, which pertains to the achievement of gender equality and the empowerment of women and girls. Universities are role models for civil society and are engaged in the development of the leaders of the future.

Universities in Africa are supported in their quest to provide gender-inclusive education by an abundance of continent-wide policies and strategies that support gender equality and address in particular, the development challenges of Africa. Chief among them is the African Union (AU) Strategy for Gender Equality and Women's Empowerment (GEWE) 2018-2028 (AU, 2019) which was launched at the AU Summit in February 2019. It builds on the earlier 2009 Gender Policy and is a framework document that aims to mitigate or eliminate major constraints that are hampering gender equality and full participation of women and girls. It supports the AU's Agenda 2063 (AU, 2013), which sets out the vision of Africa as non-sexist and an Africa where girls and boys can reach their full potential, and where men and women can contribute equally to the development of their societies.

The Association for African Universities has also sought to advance gender equality amongst their members. They were involved in a collaborative venture to mainstream gender in Higher Education Institutions (HEIs) across Africa, resulting in a gender mainstreaming toolkit (https://aau.org). They have also been responsible for focusing attention on the science, technology, engineering and mathematics (STEM) disciplines as key to empowering women.

Against this background, this research project sought to utilize the African Research Universities Alliance (ARUA) network to interrogate how Africa's most research-intensive universities are faring when it comes to gender equality. It was reasoned that as some of Africa's best resourced universities they would likely be trail blazers when it came to addressing gender equality issues and that some best practice examples could be identified and shared to benefit other institutions across Africa. The study has synthesized findings across ARUA institutions, providing a first analysis of the status of gender equality at these institutions. It explored the policy context, presented statistics on women's leadership, provided insights into the challenges faced by women, and has made recommendations that will lead to the closing of the gender gap in ARUA institutions and more generally across other universities in Africa.

The study was situated within the broader Breaking Barriers to Women's Participation in STEM initiative of the International Development Research Centre (IDRC). It was approved under Grant No. 109199-001 and was conducted over the period February 2020 to April 2023.

1.2 Aim and Objectives

The original aim of this study was:

> To examine the efforts and highlight the successes of ARUA universities in tackling systemic
> barriers to the full participation of women faculty in STEM-related fields and in university
> leadership.

At an early stage in the research, this aim was broadened beyond just women faculty in STEM-related fields. As the research process unfolded, we encountered few dedicated university policies or strategies that addressed the recruitment, retention, and inclusion of women faculty in STEM disciplines, yet there was a rich set of broader gender-related policies and strategies that was relevant to gender equality at ARUA institutions. These had not been analyzed previously in a systematic way and presented an opportunity to include a broader and more holistic perspective of gender equality at ARUA institutions. Further, the original intention to explore systemic barriers to women's leadership cut across all disciplines and supported a broadened focus.

Hence, a more appropriate revised aim would be:

> To examine the efforts and highlight the successes of ARUA universities in tackling systemic barriers
> to gender equality, with a particular focus on women faculty in STEM-related fields and women in
> university leadership.

Specific objectives were as follows:

1. **Gender-Related Institutional Policies and Structures**

Gender-related institutional policies/strategies/interventions adopted at individual ARUA institutions were identified and analyzed. These included policies that promoted gender equality, those that addressed sexual harassment in the workplace, those that prepared women for leadership positions and those that were aimed at increasing the numbers of women in STEM disciplines. This activity was undertaken with a view towards documenting best practices and innovative solutions for shared learning.

2. **Women's Leadership**

Statistics on the number of women in senior leadership and management positions at individual ARUA institutions are provided, with a view towards quantifying the gender gap. Institutional strategies/interventions (e.g., mentoring programmes, leadership development, management training) adopted at individual ARUA institutions that are aimed at preparing women for leadership positions were identified and evaluated, to document best practices and innovative solutions that can be used as a

blueprint by universities for the benefit of women faculty. The challenges faced by women leaders and those aspiring to leadership positions, as well as their needs were determined through online surveys and key informant interviews. The perspectives of both men and women on advancing women to leadership positions were incorporated.

3. Shared Learning

The study aimed to document lessons learned and best practices, and to share these with stakeholders at participating universities and to disseminate widely, with a view towards catalyzing other universities to develop and/or implement policies to improve gender equality and to increase women faculty's participation in STEM disciplines and research teams and in leadership positions. It was hypothesized that as leading research universities in Africa, the ARUA network was most likely to be aware of global trends to close gender gaps and to have experience in addressing these challenges and overcoming barriers to women's participation, so that they could act as potential role models for other universities on the continent.

At the time of finalizing this technical report, the dissemination of findings is ongoing. The following steps have been taken or are planned:

Journal papers:
(1) Diab, R.D., Bulani, M. and Kalele, P., Gender policies and gender transformation in African research-intensive universities. (In preparation)

(2) Diab, R.D. and Bulani, M., Gendered microaggressions in African research-intensive universities: Voices of senior academic leaders. (In preparation)

(3) Diab, R.D., Kalele, P., Bulani, M., Boateng, F.K. and Mukeshimana, M., Gender perspectives on academic leadership in African universities. Submitted to *international Journal of African Higher Education.*

(4) Diab, R.D. and Bulani, M., Challenges facing African universities when addressing sexual diversity. (In preparation)

Popular articles:
Commentaries or popular articles are as follows:
(1) Diab, R.D., Are South African universities missing a gender transformation opportunity? *South African Journal of Science.* (In preparation)
(2) Diab. R. D., Overcoming barriers to women's academic leadership. *University World News.* (In preparation)
(3) Diab, R. D. and Bulani, M., Uncovering gendered microaggressions in Africa's research-intensive universities. *The Conversation Africa.* (In preparation)

1.3 Overview of African Research Universities Alliance (ARUA)

The African Research Universities Alliance (ARUA) is a network of 16 universities across nine African nations, founded with the aim of expanding and enhancing quality research in Africa by Africans. Inaugurated in March 2015 by the then Chair of the AU, Dr Nkosazana Dlamini-Zuma, ARUA's vision is "to make African researchers and institutions globally competitive while contributing to the generation of knowledge for socio-economic transformation in Africa" (https://arua.org.za/wp-content/uploads/ARUA-Concept.pdf).

Africa faces many challenges, and as a result many of the continent's universities have prioritized research to assist in policy development and other interventions. With most African universities initially being set up as training institutions with no focus on research (South Africa being an exception), the continent's research output only accounts for 1% of the global output, with much of this coming from South Africa (Duermeijer *et al.,* 2018). In the face of these challenges, ARUA seeks to provide support to universities as they increase their research outputs and the quality of the research. Understanding that none of the universities in the region has the capacity to make the desired impact on the region alone, members are required to generate and adopt knowledge that is needed to improve the production system and social cohesion.

ARUA is governed by a Board of Directors made up of the 16 Vice-Chancellors (VCs) of member universities who meet annually to address concerns of policy, oversight of programmes and operations as well as leading with the development of strategic objectives in their respective universities. Of the 16 VCs, six (four of whom represent the sub-regions of ARUA universities) form an Executive Committee which meets quarterly and has the responsibility of carrying out the Board's responsibilities on a more regular basis. The daily affairs of ARUA are run by the Secretariat that is currently located at Wits in South Africa.

ARUA's strategic objectives are to:
- Increase Africa's research contribution from 1% to 5% over a 10-year period;
- Increase the number of African universities in the top 200 from 1 to at least 10 over a 10-year period;
- Increase the number of faculty members with PhDs from 45% to 75% over a 10-year period;
- Contribute to the development of good quality PhDs for other African universities;
- Develop strong links between research universities and industry;
- Become strong and effective advocates for research funding by national governments and international agencies (https://arua.org.za/wp-content/uploads/ARUA-Concept.pdf).

These objectives, together with the current priority areas (collaborative research, training and support for PhDs, capacity building for research management and research advocacy) all contribute to the realization of the vision and mission of ARUA.

ARUA comprises 16 universities (Fig. 1) as follows:

1. Addis Ababa University, Ethiopia
2. University of Cape Town, South Africa
3. University Cheikh Anta Diop, Senegal
4. University of Dar es Salaam, Tanzania
5. University of Ghana, Ghana
6. University of Ibadan, Nigeria
7. University of KwaZulu-Natal, South Africa
8. University of Lagos, Nigeria
9. Makerere University, Uganda
10. University of Nairobi, Kenya
11. Obafemi Awolowo University, Nigeria
12. University of Pretoria, South Africa
13. Rhodes University, South Africa
14. University of Rwanda, Rwanda
15. Stellenbosch University, South Africa
16. University of the Witwatersrand, South Africa
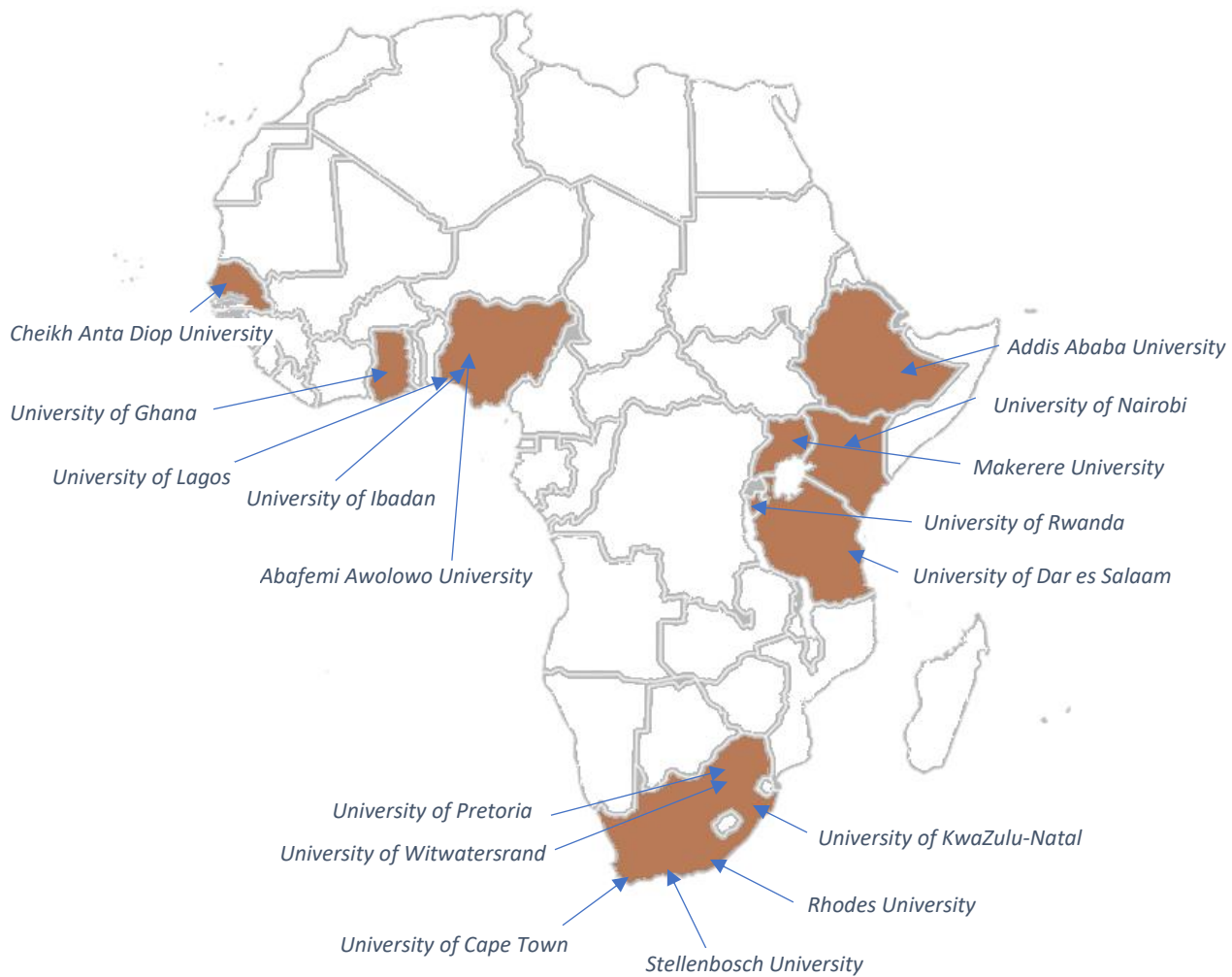
Figure 1:   Location of ARUA universities across Africa[1]

1.3.1 Addis Ababa University (AAU), Ethiopia

Addis Ababa University (AAU) is the largest and oldest higher learning and research institution in Ethiopia (http://www.aau.edu.et/). Located in the capital city, it was founded in 1950 as the University College of Addis Ababa. The university now has over 47 000 students, 3 110 academics, 4 346 administration support staff and 1 253 health professionals[2]. The university has ten colleges spread over 14 campuses. The ratio of female to male students is 29:71.

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[1] Adapted from https://www.freeworldmaps.net/printable/africa/ - Accessed on 25/05/2022
[2] Statistics on student and staff numbers at all institutions were sourced from the university websites and in most cases are current as of October 2022. In exceptional cases, where current statistics were not available, the relevant year is given.

1.3.2 University of Cape Town (UCT), South Africa

The University of Cape Town (UCT) is South Africa's oldest university and one of Africa's leading teaching and research institutions (https://www.uct.ac.za/). Founded in 1829, as a high school for boys known as the South African College, UCT was formally established as a university in 1918 and was moved to its current site on the slopes of Devil's Peak in 1928. The university has six faculties and is home to three Nobel Laureates, and more than a third of South Africa's A-rated researchers. The university has over 30000 students, of which 60% are undergraduates and the remaining 40% postgraduates. There are 3179 academic staff and 1 176 administrative staff. UCT is the number one ranked university in South Africa and the continent.

1.3.3 University Cheikh Anta Diop (UCAD), Senegal

Created in 1957, the University of Dakar was inaugurated in 1959 as a French Public University attached to the University of Paris and the University of Bordeaux before it changed its name to Université Cheikh Anta Diop (UCAD) in 1987 to honour the Senegalese philosopher and anthropologist (https://www.ucad.sn/). The university is the largest French speaking university in West Africa and is in Dakar. It has over 60 000 students.

1.3.4 University of Dar es Salaam (USDM), Tanzania

The University of Dar es Salaam (UDSM) is the oldest university in Tanzania (https://www.udsm.ac.tz/). It was first established in 1961 as the University College of Dar es Salaam as an affiliate college of the University of London before becoming a fully-fledged university in 1970. UDSM is also part of the University of East Africa together with Makerere University and the University of Nairobi. It has two campuses, one in Dar es Salaam and another in Iringa. It has 1 941 academic staff and 1 409 administrative staff, 224 technical staff with seven faculties and 39 034 students, of which 34 406 are undergraduate students (2020/21 statistics). The ratio of female to male students is 44:56.

1.3.5 University of Ghana (UG), Ghana

The University of Ghana (UG) was first founded as the University College of the Gold Coast in 1948, with the aim of providing and promoting university education, learning and research (https://www.ug.edu.gh/). It became a fully-fledged university in 1961. The university has five colleges and four priority research areas through which it promotes international collaboration. These are malaria, climate change adaptation, enhancing food production and processing, as well as development policy and poverty monitoring and evaluation. UG has approximately 61 000 students spread across its five campuses, 1 248 teaching and research staff and 243 administration staff. The ratio of female to male students is 48:52.

1.3.6 University of Ibadan (UI), Nigeria

Established in 1948, the University of Ibadan (UI), located in the largest city in West Africa's Oyo state, was the first university in Nigeria (https://www.ui.edu.ng/). Until 1962, when it became a fully-fledged university, it was a College of the University of London. UI was ranked number one in the country in 2021. It has over 40 000 students, a total of 5 339 staff members and 1 212 housing units for both senior (609) and junior staff (603). The university also provides accommodation to about 30% of its student population and has the largest number of female residents in West Africa. It has 17 faculties, including a Research Foundation. The university has one of the largest postgraduate schools in Africa which produces on average 3 000 masters and 250 PhD students annually. The ratio of female to male students is 49:51.

1.3.7 University of KwaZulu-Natal (UKZN), South Africa

The University of KwaZulu-Natal (UKZN) was formed in 2004 as a result of the merger between the University of Durban-Westville and the University of Natal (https://ukzn.ac.za/). The University of Durban-Westville was established in the 1960s, whereas the University of Natal had a longer history, dating to 1910, when the Natal University College was founded. The university is made up of four colleges spread across five campuses: the main campus in Westville, Nelson. R. Mandela Medical School in Umbilo, Howard College, Edgewood and Pietermaritzburg. The university has over 45 000 students and 1 328 academic staff members (2016 statistics). The ratio of female to male students is 60:40.

1.3.8 University of Lagos (ULAG), Nigeria

The University of Lagos (ULAG) was founded in 1962 after the country's independence to produce a professional work force that would lead the political, social and economic development of the newly democratic country (https://unilag.edu.ng/). The university has three campuses; two in Yaba and one in Surulere where its College of Medicine is located. All three campuses are in Lagos in Akoka, the north-eastern part of Yaba. ULAG has 12 faculties and includes a Distance Learning Institution and a School of Postgraduate Studies which was added after the university merged with the Federal University of Technology in 1984. The university also has two research centres: the Centre for Human Rights and the Centre for African Regional Integration and Borderland Studies. Its intake has grown from 131 students when it first opened in 1962 to over 40 000 students currently. It has 1 386 administrative and technical staff, 1 164 junior academic and 813 senior academic staff, making a total of 3 365 staff. The ratio of female to male students is 48:52.

1.3.9 Makerere University (MU), Uganda

Situated in the capital city of Uganda, Kampala, Makerere University (MU) was initially formed as a technical school in 1922, making it one of the oldest English universities in Africa (https://www.mak.ac.ug/). The technical school later grew to become a Centre for Higher Education in East Africa in 1935, a University College affiliated to the University College of London in 1949, part of the University of East Africa in 1963, and finally achieved its fully-fledged university status in 1970. MU has

ten colleges which offer both day, evening and external study programmes, and three campuses in Makerere Hill, Mulago Hill and Kabanyolo. The university has around 38 000 students and 3 174 staff members (2018 statistics). The ratio of female to male students is 51:49.

1.3.10 University of Nairobi (UoN), Kenya

The University of Nairobi (UoN) is the largest university in Kenya and was first formed as the Royal Technical College in 1956. It then became the University College Nairobi in 1964, before becoming an independent university in 1970 (https://www.uonbi.ac.ke/). The university has 11 faculties and about 70000 students. UoN has 2 220 academic staff with PhDs, 450 professors, and an additional 5 525 administrative and technical staff. There are several campuses spread across Nairobi, *viz.*, Kenyatta National Hospital Campus, the main campus, Chirome, Parklands, Upper Kabete, Lower Kabete, Kikuyu, Mombasa, Kisumu and Kenyatta. The ratio of female to male students is 24:76.

1.3.11 Obafemi Awolowo University (OAU), Nigeria

In 1987, the University of Ife, which was founded in 1962, was renamed as Obafemi Awolowo University (OAU) (https://oauife.edu.ng/). The university is named after one of its founding fathers - statesman, lawyer, chancellor and the first Premier of the Western Region of Nigeria, Chief Jeremiah Obafemi Awolowo. Located in the ancient city of lle-Ife, Osun State, the university has 13 faculties and two colleges, *viz*. the Postgraduate College and the College of Health Sciences. OAU has about 26 000 students and about 5 000 staff members. The ratio of female to male students is 41:59.

1.3.12 University of Pretoria (UP), South Africa

The University of Pretoria (UP), located in Pretoria, the administrative capital of South Africa, was established in 1908 as the Pretoria campus of the then Johannesburg-based Transvaal University College (https://www.up.ac.za/). The university has nine faculties, a business school and seven campuses, *viz.* the main campus in Hatfield, Hillcrest, Groenkloof, Prinshof, Onderstepoort, Mamelodi and the Gordon Institute of Business. It has over 50 000 students, making it the largest contact university in South Africa. The ratio of female to male students is 59:41.

1.3.13 Rhodes University (RU), South Africa

Rhodes University (RU) is in Grahamstown (now known as Makhanda) in the Eastern Cape province. It was established in 1904 and named after Cecil Rhodes through the Rhodes Trust. Initially it was known as Rhodes University College (https://www.ru.ac.za/). It is the sixth oldest university in South Africa. RU has over 8 000 students with almost 50% living in one of the university's 52 residences. It has about 357 academic staff and consists of four faculties, making it one of South Africa's smaller universities. The ratio of female to male students is 63:37.

1.3.14   University of Rwanda (UR), Rwanda

The University of Rwanda (UR) is the largest higher education institution in Rwanda and was formed in 2013 when former higher education public institutions were merged (https://ur.ac.rw/). These institutions were: the National University of Rwanda, the Kigali Institute of Science and Technology, the Higher Institute of Agriculture and Animal Husbandry, the School of Finance and Banking, the Kigali Health Institute and the Institute of Umutara Polytechnic. UR has a total of six independent, self-governing colleges spread across 14 campuses, *viz*. Gikondo, Remera, Nyarugenge, Huye, Busogo, Rubirizi, Nyamishaba, Nyagatare, Rusizi, Kicukiro, Musanze, Rukara, Byumba and Kibungo. It has 30 445 students, 1 450 academic staff and 816 administrative staff.

1.3.15   Stellenbosch University (SU), South Africa

Stellenbosch University (SU), which acquired its university status in 1918, can be traced back to 1864, when it was known as the Stellenbosch Gymnasium (https://www.sun.ac.za/english). Through a series of government acts and subsidies, the university grew, and by 1881, it became Stellenbosch College, and was again renamed as Victoria College in 1887. The university was officially given its current name in 1918. Situated in the Western Cape winelands, the university currently has ten faculties, 32 535 students and 3000 staff members spread across its five campuses. The main campus is in Stellenbosch and then there is the Medical School at Tygerberg, the South African Defence Force Military Academy in Saldanha (the only one of its kind in South Africa and one of only two in Africa), Bellville Park and Worcester. The ratio of female to male students is 56:44.

1.3.16   University of Witwatersrand (Wits), South Africa

The University of Witwatersrand (Wits) was first known as the South African School of Mines, which was established in Kimberley in 1896 (https://www.wits.ac.za/). It was then moved to Johannesburg as the Transvaal Technical Institute in 1904 and changed its name again to the Transvaal University College before being given full university status in 1922. Wits has two campuses in Braamfontein and Parktown, 17 residences, 11 libraries and five faculties. The university has over 41 000 students, 1 500 academics and about 6 000 staff members in total. The ratio of female to male students is 56:44.

1.4 Research Team

This project was a collaboration between the Academy of Science of South Africa (ASSAf) and the Gender in Science, Innovation Technology and Engineering (GenderInSITE) Africa Regional Focal Point. ASSAf was represented by Dr Phyllis Kalele (Principal Investigator (PI)) and Dr Stanley Maphosa (Researcher). They were assisted by a Project Administrative and Research Assistant, who was employed on a fixed term contract by ASSAf. Initially, these duties were undertaken by Ms. Thato Morokong, and after her resignation in December 2021, Ms. Muthise Bulani was employed in May 2022 as her successor. Prof Roseanne Diab participated in the project as a Senior Researcher.

Dr Maphosa resigned from ASSAf in October 2021 and had no further involvement in the project. The PI, Dr Kalele, resigned from ASSAf in May 2022. She was replaced as PI by Prof Diab but remained committed to the project until its completion and is included as a co-author in products stemming from this report.

The team was assisted by local collaborators at some of the institutions. Their roles varied from assisting with contacts within their university to conducting some of the interviews. They were as follows:

- Prof Murray Leibbrandt – University of Cape Town
- Dr Fred Kofi Boateng – University of Ghana
- Prof Brenda Wingfield – University of Pretoria
- Prof Madeleine Mukeshimana – University of Rwanda
- Prof Nithaya Chetty – University of Witwatersrand

The project received the support of Prof. Ernest Aryeetey, the Secretary General of ARUA. Dr Robin Drennan of the ARUA Secretariat played a crucial role in keeping the research team abreast of ARUA meetings and in facilitating linkages with relevant stakeholders.

2. METHODOLOGY

The methodology comprised both desktop research and primary data collection. The study used a mixed methods approach (Bryman, 2012) to gather both quantitative and qualitative data through online survey instruments and key informant interviews. A comprehensive literature review underpinned the study and assisted with the conceptual framing of the project and analysis and interpretation of study findings.

The study was overseen by a project advisory committee that provided thought leadership and strategic guidance. Key steps in the implementation of the project included country research clearance and ethical approval, which are described in greater detail below.

2.1 Desktop Data Gathering

University websites were valuable sources of information on the leadership profile at each institution, as well as relevant gender-related policies and strategies.

2.2 Online Survey Instrument

An online survey instrument aimed at soliciting information on women in leadership was targeted at both men and women in senior leadership positions at each of the participating universities (Appendix 1). In most cases, we were compelled to rely on a university focal point or administrator to distribute the surveys and so we were not able to determine the exact number of senior leaders who received the survey instrument. Suffice to say, the response rate, estimated at around 30%, was not good but nonetheless, yielded a rich set of data from 46 respondents that provided some valuable insights.

The questionnaire was uploaded on Google Forms and Google Form's in-built tool that automatically summarizes statistics was used. The data were downloaded to an Excel spreadsheet to facilitate further statistical analysis. Simple statistical analysis (e.g., proportions, percentages) was conducted.

There were five questions targeted at women leaders only. These covered the factors that had played a role in their accession to a leadership position, what factors had assisted them in their leadership role, their experience, if any, of sexual harassment at their current university, and what their institution could do to support them in their leadership role.

The remaining questions were answered by both men and women and covered the obstacles to having more women in leadership positions; the policies/strategies in place to promote women to leadership positions; the nature of mentoring/coaching programmes, if any; strategies/interventions that had shown success in advancing women to leadership positions; how early-career women academics could best prepare for leadership positions; whether the gender gap in leadership should be closed; and finally, whether their university had any policies or strategies in place to increase the number of women registering for STEM postgraduate (Masters and PhD) degrees.

Responses were not received from all universities for reasons that are described in detail in Sections 2.5 and 2.6.

2.3 Key Informant Interviews

Initially, the study planned to use focus group discussions to gather information from senior leaders in the universities, and to conduct individual interviews with the VCs at each institution. Attempts to schedule focus group discussions, even with the assistance of a university contact person, proved impossible mainly because of the onset of the COVID-19 pandemic. We had to adapt our plans to individual interviews, which proved to be far more successful, even though more time-consuming.

The interviews were conducted using semi-structured interview protocols, which were circulated to individuals in advance. Interviews were conducted in person by Roseanne Diab and Phyllis Kalele at UR, Fred Boateng at UG, and virtually by Roseanne Diab, supported by Muthise Bulani, for the remaining institutions. Not all universities could be included in the sample for reasons that are described in detail in Section 2.6.

Two semi-structured interview protocols were developed, one that targeted the VCs and a second that was used when interviewing other university leaders. The questionnaires are included in Appendices 2 and 3, respectively. The breakdown of interviewees per institution is included in Appendix 4. Also included are the numbers of people who were invited for interviews but who either declined or did not respond. It is possible that there were overlaps between those who were interviewed and those who responded to the online survey instrument described above, but we have no way of knowing as responses to the online survey were anonymous. Interviews were transcribed and thematic analysis was used to identify key and recurrent themes. All those participating in key informant interviews were notified of their freedom of consent option and all opinions and insights given during interviews were anonymized.

2.4 Advisory Committee

A project Advisory Committee was constituted to provide thought leadership and strategic guidance. It comprised three, high profile individuals with gender expertise and knowledge of the African higher education and research context. They were appointed in their personal capacities. Committee members were:

- Prof Simone Buitendijk (Vice-Chancellor, University of Leeds, Leeds, United Kingdom)

- Prof Cheryl de la Rey (Vice-Chancellor, University of Otago, Christchurch, New Zealand)

- Prof Curt Rice (Rector, Norwegian University of Life Sciences, Ås, Norway**).**

Due to the COVID-19 pandemic it was not possible to have face-to-face meetings with the Advisory Committee as was originally intended, but their inputs were solicited through virtual meetings and email communications that took place throughout the project life span. Specific inputs were sought at the onset of the project, the design of the surveys and semi-structured interview protocols, and on the draft report.

2.5 Country Clearances

Country clearance, a requirement by the IDRC before embarking on research in a country, was not required for Ghana, Nigeria, Senegal, South Africa, or Uganda. For the remaining countries, long delays were experienced in obtaining country clearances because of the COVID-19 pandemic that led to all universities conducting operations virtually. Table 1 summarizes the status of country clearances for the four remaining countries.

Table 1: Status of country clearances

Country	Status of country clearance
Ethiopia	An ethical clearance application for AAU was submitted to the National Research Ethics Committee under the Ministry of Science and Higher Education on 30 September 2020. Provisional clearance was granted on 7 May 2021, with the Committee requiring a letter of support from a local collaborator and translation of documents into Amharic.
Kenya	The National Commission for Science, Technology and Innovation (NACOSTI) granted a research license on 21 November 2021.
Rwanda	A permit for country clearance was obtained from the National Council of Science and Technology (NCST) of Rwanda on 31 May 2021.
Tanzania	The Tanzania Commission for Science and Technology (COSTECH) granted a research permit on 18 August 2021. A local collaborator had to be appointed in terms of the permit conditions, but this did not materialize because the identified individual was slow to respond to correspondence from the research team.

A general problem experienced with country clearance was the payment of clearance fees. South Africa has stringent foreign exchange regulations and coupled with ASSAf's own internal rules for making international payments, we often found ourselves running in financial circles. For example, ASSAf would only pay against an invoice issued in the name of a beneficiary and in the case of Kenya, NACOSTI was unable to issue an invoice or a bank confirmation letter since the permit application process could only be done by an individual researcher via an online platform. This problem was overcome by Dr Phyllis Kalele personally paying for the clearance fee and requesting reimbursement from ASSAf. Another problem experienced was with the deduction of bank fees by the receiving bank resulting in the recipient universities and local collaborators being unhappy with the shortfall in fees. These problems were in the main overcome, but they led to very lengthy and unexpected delays during the various stages of the project.

2.6 Ethics Approvals

Separate ethics approval was required for each institution. In cases where country clearance was necessary, we could only submit applications for ethics approval after obtaining country clearance. Procedures differed vastly from institution to institution and were accompanied by lengthy delays, exacerbated by closure of many institutions due to the COVID-19 pandemic. Table 2 summarizes the status of the ethics approvals for each institution that responded to the research team's correspondence.

Table 2: Status of ethics approvals

Country	University	Status of ethics approval
Ethiopia	AAU	The project team requested assistance from the Executive Director of the Ethiopian Academy of Sciences (EAS) to identify a local collaborator. On his advice the Centre for Gender Studies at AAU was approached but we were not able to finalize the appointment of a local collaborator by the cut-off date of December 2021.
Ghana	UG	A local collaborator, Dr Fred Kofi Boateng, was appointed in terms of the university's requirements. Ethical clearance was granted on 31 May 2021 and the Registrar's permission was obtained on 10 June 2021.
Kenya	UoN	The Director, African Women's Studies Centre (AWSC) at UoN was contacted to determine the process of obtaining ethical clearance. We were not able to finalize the appointment of a local collaborator by the cut-off date of December 2021.
Nigeria	OAU	With effect from early-2021, attempts were made to clarify the university's requirements for undertaking a study. At the end of October 2021, clarity was obtained. A collaborator was recommended by the Deputy Vice-Chancellor (DVC)-Academic and a virtual introductory meeting was held with her in mid-November 2021. She confirmed that it would be necessary to obtain ethics clearance but that the application could only be considered in 2022 which was beyond the project cut-off date of December 2021.
	UI	At the end of May 2021, the project team was advised by the Chair of the Social Science and Humanities Research Ethics Committee (SSHREC) that ethics training was required for all the researchers, before applying for ethics clearance. The PI, researcher and research assistant completed two online ethics courses. In early-September 2021, the Chair of SSHREC was informed that training was complete and that we needed his assistance in identifying a local collaborator before the ethics application was submitted. A response was finally received in November 2021, and he undertook to provide the relevant information. No response had been received by the cut-off date in December 2021.
	ULAG	The contact details of the relevant Chair of the Human Ethics Committee were received in October 2021. The ethics clearance application was submitted on 2 November 2021. A response was received from ULAG on 16 December 2021, requiring the submission of additional forms before the application could be considered, which was then not possible because of the cut-off date of December 2021.
Rwanda	UR	Ethical clearance from UR was obtained on 28 April 2021, as this was needed for the affiliation letter from the university for the PI and which was submitted with the application for a research

		permit from the NCST. Assistance in processing the application was obtained from an ASSAf Member, Prof Nelson Ijumba, who was a past DVC Research at UR. A local collaborator, Prof Madeleine Mukeshimana, was appointed as per the university's requirements.
Senegal	UCAD	Ethical clearance was obtained from UCAD on 14 July 2021. Subsequent communication was received in September 2021 that a local collaborator would need to be appointed. UCAD provided the name of a suitable local collaborator in mid-November 2021. A virtual meeting with the project team was held on 7 December 2021. Further progress was hampered by the cut-off date of December 2021. In July 2022, Prof Diab in her new capacity as PI met with a senior colleague from UCAD who undertook to assist with contacting a local focal point at UCAD but regretfully, communication ceased after a short period.
South Africa	UCT	Clearance was obtained from the Ethics Committee as well as from the HR Manager on 12 August 2020.
	UKZN	Gatekeeper's permission was granted on 13 April 2021 and ethical clearance on 18 April 2021.
	UP	Clearance was obtained from the Ethics Committee as well as from the Institutional Survey Committee on 13 October 2020.
	RU	Clearance was obtained from the Ethics Committee as well as from the HR Manager on 31 August 2020.
	SU	SU does not grant ethical clearance to external organizations and hence, the ethical clearance certificate from RU was used to request institutional permission to access university staff for research purposes. Permission was granted on 6 November 2020. A local collaborator, Prof Amanda Gouws, was appointed in terms of university requirements.
	Wits	Ethical clearance was granted on 20 November 2020 and the Registrar's permission to access university staff for research purposes was granted on 5 March 2021.
Tanzania	UDSM	A local collaborator at UDSM was identified as per the research permit conditions. She applied for ethical clearance in October 2021. Despite numerous follow-ups no feedback had been received by the cut-off date of December 2021.
Uganda	MU	An application for ethics clearance was lodged with the MU School of Social Sciences Research and Ethics Committee in June 2021. However, lockdown restrictions were implemented in Uganda before the committee could meet to review the application and the lockdown was in force until August 2021. The project team sought the assistance of the Uganda National Academy of Sciences (UNAS) which followed up with the committee administrator on the application submission. Despite numerous follow-ups, no response had been received by the cut-off date of December 2021.

As indicated in Table 2 above, a cut-off date for obtaining ethics approval was set for December 2021. The

deadline had been extended many times during the project and in the interest of ensuring that in the final year of the project, attention was focused on the core research objectives and not on administrative bureaucracy, it was decided that it would be prudent to remove those institutions where ethics clearance was outstanding from further data collection. While regrettable, the decision only impacted the distribution of the questionnaires and the undertaking of interviews. In summary, eight institutions (UCT, UG, UKZN, UP, RU, UR, SU and Wits) were targeted for the collection of online survey data and for conducting key informant interviews. It was still possible to gather information on and undertake an analysis of relevant university policies from all institutions provided information was publicly available on the university websites.

2.7 Challenges and Mitigation

Not surprisingly, the COVID-19 pandemic presented major challenges for this project. We commenced in February 2020, only to be faced with severe lockdown levels one month later, in March 2020, which confined the team members to their individual homes and ushered in a new virtual way of working.

The first activity of the original project plan was to address a scheduled ARUA meeting of either VCs or DVCs to present the project proposal and the credentials of the project team. The all-important purpose was to garner their support for the project and for them to identify a contact person at their university who would assist us to navigate university procedures for ethics clearance and assist with distribution of questionnaires and generally act as an internal champion of the project. No ARUA meeting took place and hence we were compelled to commence the project without having had an opportunity to secure collective buy-in at the highest level.

The challenges posed by having to obtain country and ethics clearances were discussed in detail in Sections 2.5 and 2.6. Certainly, these were exacerbated by the COVID-19 pandemic as communication with both government and university authorities was extremely slow. Under normal circumstances we would have relied on telephonic communication to resolve problems of slow e-mail responses, but this proved impossible as everyone was working from home. The implications were that we were compelled to eliminate some institutions from the project as described above in the best interests of making overall progress.

Although the online survey instruments were distributed at only eight institutions, six of which are in South Africa, a rich set of responses was received, which could be used as the basis for extracting recurring themes. Key informant interviews were conducted at the same eight institutions. While there were many universities that could not participate in the primary data gathering using questionnaires and interviews, they were included in the desktop analysis of gender-related policies, which were sourced from university websites.

Another challenge experienced was the loss of key project team members. Dr Stanley Maphosa, researcher in the team, resigned from ASSAf in October 2021. His involvement in the team was advisory and unfunded and so we were not able to replace him with another suitable internal ASSAf appointee.

We also lost the project administrative officer and although we were able to ultimately replace her and ensure a smooth handover, we had a gap of four months without an assistant. In May 2022, the project PI, Dr Phyllis Kalele resigned from ASSAf. As the key resource, her resignation was a significant loss. Her duties were taken over by the senior researcher on the project, Prof Roseanne Diab, who undertook the completion of the interviews, analysis of policy documents and writing of the final report.

However, with challenges come some benefits. With the pandemic greatly restricting travel at the onset of the project, we were able to fully utilize the new mode of virtual meetings, knowing that people were very comfortable with this format. It enabled us to reach more people in our sample universities than we could have done had we relied on physical site visits of restricted duration. Key informant interviews rather than focus group discussions also yielded more in-depth results and allowed interviewees to contribute openly, knowing that their views would be anonymized.

2.8 Lessons Learned

While COVID-19 was an unexpected and severely disruptive event, with hindsight we acknowledge that this was an ambitious project, and that we did not foresee the administrative challenges and requirements that we would encounter. A comparative study such as this which seeks to utilize a well-established network of research-intensive universities as its sample would have greatly benefitted from a single ethics clearance facility being granted by the university hosting the administrative office of ARUA. This was our initial expectation but unfortunately did not happen. If ARUA wishes to encourage cross-institutional research, they should investigate such a 'one-stop facility'.

3. GENDER-RELATED POLICIES AND RELEVANT INSTITUTIONAL STRUCTURES AT ARUA UNIVERSITIES

3.1 Introduction

Information on gender-related policies and institutional structures was sourced from the websites of the ARUA institutions. Because the information is publicly available, information is included for 15 of the 16 ARUA institutions. UCAD was excluded as there was no information on their website. Information was verified by key informant interviewees for eight of the institutions where ethical permission was granted to undertake research. In the case of the remaining seven, we had to assume that the information on their websites was current.

For some of the universities where key informant interviews were conducted, our attention was drawn to additional policies, not available on their websites. These have been included where applicable. Information on the relevant gender-related policies and structures at each of the ARUA institutions follows.

3.2 Overview of Policies and Structures at ARUA Institutions

3.2.1 Addis Ababa University (AAU)

As far as could be ascertained[3], AAU has two relevant gender-related policies. They are:

- Gender Policy – 2015
- Anti-Sexual Harassment Policy

A central Gender Office reporting to the President of the university was established under the Gender Policy. The office is responsible for the implementation of the Gender Policy. The Gender Office changed its name to Women's, Children's and Youth Affairs Office in 2019 to improve its service to the university.

The university also has an Institute for Gender Studies which functions as a graduate teaching and research unit.

According to news items on the website, the university celebrates International Women's Day. A commitment from the President of the university is shown by a statement made by him in February 2019 that "women's leadership is a bridge for sustainable development."

The university has benefitted from women's research grants provided by the Swedish International Development Agency (Sida).

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[3] AAU is one of the universities where we did not obtain clearance to conduct surveys or interviews. Information has been obtained from the university website.

3.2.1.1 Gender Policy

The preamble to the policy frames it within national legislation such as the 1993 National Policy on Ethiopian Women (TGE, 1993) and the 1994 Ethiopian Training and Education Policy (TGE, 1994). The gender policy refers to gender gaps in academic staff appointments, promotion, leadership, research and publication, as well as gender gaps in students' enrolment, performance and retention. The policy aims to address these gaps and to promote gender justice by mainstreaming gender in all aspects of the university's activities. It also refers to a demand for a gender responsive environment and an institutional culture that promotes gender equality.

It is a comprehensive policy with wide-ranging objectives including, *inter alia,* the creation of a conducive environment for women/girls, awareness-raising, ensuring women's/girls' access to institutional resources, and increasing participation in decision-making bodies. The policy also seeks to integrate gender issues into curricula so that all students at the university understand gender issues. Responsibility for adhering to and implementing the gender policy rests with every person who is part of the university.

The university commits to various strategies to achieve its objectives, for example, the collection of gender-disaggregated data, gender budgeting, engendering the curriculum, and gender responsive action plans in all departments. The Director of the Gender Office (now renamed) is responsible for the implementation of the policy.

3.2.1.2 Anti-Sexual Harassment Policy

Reference to this policy is made in the Gender Policy but it was not available on the AAU's website. It was mentioned that it is strictly implemented and that it seeks to raise awareness about the prevention of gender-based violence (GBV).

In a paper by Adinew and Hagos (2017), sexual violence on university campuses in Ethiopia is reported to be prevalent, but it was noted that few victims speak out.

3.2.2 University of Cape Town (UCT)

UCT has the following policies:

- Inclusivity Policy for Sexual Orientation – 2017
- Sexual Misconduct Policy – 2020
- Faculty of Science Code of Conduct- 2020

A draft gender equity policy is under development but was not available to us at the time of finalizing this report.

UCT does not have a Gender Office but has an Office for Inclusivity and Change (OIC), headed by a director. It is housed in the Office of the VC and reports to the DVC for Transformation. The functions of prevention and support for GBV are handled by the OIC. The OIC publishes an annual report which includes statistics on GBV for both staff and students. It also handles transformation and cultural change issues. As its name suggests it is responsible for building capacity for transformation, diversity and inclusivity. A critical part of this is related to gender diversity and gender equity. The vision of the OIC is to build an environment "where everyone feels included and change is respected, encouraged and celebrated". According to a key informant at UCT, "the gender parity and gender equity conversation is one that is shared … within the institution, either through a Human Resources (HR) employment equity compliance approach or through a GBV approach.

UCT's Strategic Plan is founded on transformation as a central theme, but with a strong focus on gender equality.

UCT is home to a research centre called the African Gender Institute, which is based in the humanities faculty and does work on GBV. UCT hosts the hub, as well as the South African node of the African Centre of Excellence for Inequality Research (ACEIR), one of the 13 Centres of Excellence of ARUA. Configured as a hub-and-spoke model, with the Ghana and Kenya nodes hosted by UG and UoN, respectively, gender inequality is one of the focus areas of the centre.

3.2.2.1 Inclusivity Policy for Sexual Orientation

UCT was the first university in South Africa to introduce a groundbreaking policy that protects the rights of sexually diverse people. It is backed by the Constitution of the country which states that everyone is equal before the law. It creates an environment that respects and celebrates differences regardless of sexual orientation and provides for individuals to self-identify and use neutral titles and pronouns. It is intended to address discrimination based on sexual orientation.

3.2.2.2 Sexual Misconduct Policy

The Sexual Misconduct Policy is a combination of the former sexual harassment and sexual offences policies. This policy governs the informal and formal processes for sexual misconduct for both staff and students in the university. It governs GBV of a sexual nature such as sexual assault, including rape, as well as other forms of sexual conduct such as unwanted attention, virtual harassment, and discrimination. The OIC is responsible for responding to sexual misconduct at the university and providing support for all involved parties. Cases are reported through an online Case Management System and advisors appointed by the OIC provide all the necessary information and support. A Special Tribunal, comprising three people, is appointed to hear cases.

3.2.2.3 Faculty of Science Code of Conduct

This code of conduct is aligned with UCT's policy on discrimination and harassment. It promotes safety and well-being among staff and students in classrooms, laboratories, during field trips etc. Its main purpose is to prevent behaviours that may discourage young women from careers in science. As far as could be ascertained, UCT is the only university to have such a code of conduct.

3.2.3 Université Cheikh Anta Diop

No information on policies was available on the UCAD website.

3.2.4 University of Dar es Salaam (UDSM)

UDSM has the following relevant policies sourced from their website:

- Gender Policy - 2006
- Research Ethics Policy and Operational Guidelines – 2010
- Staff Code of Conduct - 2012
- Anti-Sexual Harassment Policy – 2018

The university has an Institute of Gender Studies which is responsible, *inter alia*, for developing gender-sensitive policies, gender mainstreaming within the university, raising awareness, and outreach programmes to empower girls in secondary schools and gender research.

3.2.4.1 Gender Policy

We were informed that this policy is currently not available on the website as it is undergoing review. However, it is noted that the date of the original policy was 2006, which makes it one of the earliest gender policies.

3.2.4.2 Research Ethics Policy and Operational Guidelines

All forms of discrimination or sexual harassment in research are condemned in this policy.

3.2.4.3 Staff Code of Conduct

This code of conduct prohibits sexual harassment, all forms of discrimination and the use of abusive language.

3.2.4.4 Anti-Sexual Harassment Policy

This policy applies to staff, students and all contractors and service providers at the university. It seeks to provide a "learning and working environment free from intimidation, discrimination and any other form

of abuse…". It commits the university to providing access to education on an equal and equitable basis. Gender is not mentioned specifically in this statement, but the core values of the university include "equity and social justice by ensuring equal opportunity and non-discrimination on the basis of personal, ethnic, religious, gender and other social characteristics." Earlier in the policy document, reference is made to overcoming prejudices related to sex, race, nation, ethnicity, religion, class, and culture.

3.2.5 University of Ghana (UG)

UG has the following relevant policies sourced from their website:

- Gender Policy
- Sexual Harassment and Misconduct Policy – 2017

In addition to the above policies, UG also has a Strategic Plan which includes gender and diversity as one of its nine pillars. The Strategic Plan (2014-2024) acknowledges the importance of gender and diversity and its impact on social progress and also acknowledges the intersectionality between gender and other factors such as disability, religion and ethnicity.

One of the key performance indicators (KPIs) of the Strategic Plan is the introduction of a gender policy and a Day Care Centre.

The university has a Centre for Gender Studies and Advocacy (CEGENSA), which is responsible for formulating and reviewing policies on gender, advocacy, the production of information materials and mentoring programmes.

3.2.5.1 Gender Policy

The policy recognizes the inequality between men and women in greater society as well as within the university space and how discrimination constitutes barriers to progress. It mentions the Constitution of the Republic of Ghana which recognizes that those discriminated against based on sex are disadvantaged.

The policy aims to assist the university to achieve gender equality in "critical spheres of decision-making" and it applies to all members of the university community. It includes mention of gender equity, gender mainstreaming, gender gap, GBV and sexual harassment which it acknowledges can occur between individuals of different and the same sex. The responsibility of ensuring compliance is placed on the University Council and the VC.

The policy makes mention of an Equal Opportunities Board (EOB) which is responsible for its full implementation. It consists of 13 members from the internal and external university community, with a secretariat located at CEGENSA, which plays a role in the facilitation and support of the EOB in its mandate to implement the policy.

The policy commits to publishing an annual Gender Equality Report with a summary of cases handled, to evaluating the impact of the gender policy every four years, and to conducting annual gender audits.

3.2.5.2 Sexual Harassment and Misconduct Policy

The policy, which applies to staff and students, commits UG to creating and maintaining "an environment free from intimidation, exploitation and abuse". It seeks to treat all individuals with respect and dignity.

An Anti-Sexual Harassment Committee is established under the policy and is responsible for implementation of the policy, with the support of CEGENSA. This includes awareness raising, training, investigating complaints, record keeping and providing an annual report to the VC.

3.2.6 University of Ibadan (UI)

Based on information sourced from UI's website, they have two relevant policies:
- Gender Policy – 2012
- Sexual Harassment Policy - 2012

The Gender Mainstreaming Office (GMO) is a unit of UI under the Office of the DVC (Academic). The office was established to promote gender balance and harmony and to ensure a safe and peaceful campus. The role of the GMO is to create awareness on the relevant university policies, to facilitate resolution of gender-based conflicts, and to gather and evaluate information on gender-based issues to inform policy development.

The UI has had a longstanding focus on gender and is regarded as being at the forefront of gender research and advocacy in Nigeria and Africa. A Women's Research and Documentation Centre was established in 1986 in response to the Beijing Platform of Action as a multidisciplinary centre located in the Institute of African Studies. The Association of African Universities selected UI as the pilot centre for its training modules on gender mainstreaming in African universities.

A Gender Mainstreaming Programme was initiated at UI in 2007 with the aid of funding from the MacArthur Foundation. This included the development of both the gender policy and the sexual harassment policy and the GMO.

3.2.6.1 Gender Policy

The policy, which applies to both staff and students, was developed after a process of sensitization, advocacy and consensus building. The VC refers to the gender policy as a flagship document. It signals the university's commitment to being "a beacon of innovation and transformation in Nigeria and Africa." Gender is referred to as "a benchmark for the measurement of institutional and national advancement, and the vanguard for engineering positive societal change and transformation."

The policy commits the university to "[fostering] healthy identities, [and] a community characterized by equity, a sense of self-worth and fulfillment." It further refers to fairness in accessing resources and opportunities and ensuring equal rewards for equal work.

The vision stated in the policy is "to be a world-class university where gender equity is institutionalized, and students and staff integrate gender friendly perspectives into personal and professional dealings in achieving the aims and goals of the university". It acknowledges that when the University College Ibadan was established in 1948, it was part of a highly patriarchal society, with no commitment to gender equity. This has changed substantially since the development of the gender policy, which is far reaching in its objectives. It commits to gender budgeting, engendering the curriculum, ensuring gender equity on decision-making bodies, the incorporation of gender perspectives in research and innovation, and monitoring the effectiveness of the policy.

3.2.6.2 Sexual Harassment Policy

This policy was also developed following a participatory process. It refers to the Constitution of Nigeria, which prohibits discrimination based on gender. Sexual harassment is regarded as a form of discrimination that exploits unequal power relations. The policy recognizes that sexual harassment can occur between people of the same sex, different sex and among staff and students.

The policy commits the university to the creation of an ideal, safe and secure place of work, where the dignity of everyone is ensured. It applies to staff and students, as well as contractors and service providers and visitors to the university. It also commits the university to awareness raising.

Sexual harassment is broadly defined and includes, for example, making a sexual comment about a person's clothing, body or shape as well as spousal abuse where one or both partners are members of the university community.

3.2.7 University of KwaZulu-Natal (UKZN)

As far as could be ascertained[4], relevant policies at UKZN include:
- Elimination of Unfair Discrimination and Harassment Policy and Procedure – 2004
- Gender Based Violence Policy – 2017, revised 2020
- Sexual Harassment Policy – 2016
- Transformation Charter - 2015
- Integrated Talent Management Policy - 2011

In addition to the above policies, there are student and staff disciplinary codes of conduct that are relevant.

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[4] A caveat is included here as we were unable to secure interviews with key personnel to verify that all information obtained from the website was current.

The Centre for Critical Research on Race and Identity (CCRRI) conducts research on critical identity issues that cut across race and gender, as well as other categories such as age, sexuality and class. UKZN also has a long-standing Gender Studies Programme that engages in research, teaching and community service. The university is also home to a Research Chair in Gender and Childhood Sexualities.

In addition, there is a Reproductive Health Education and Advocacy Programme, which is part of the UKZN AIDS Programme. It raises awareness on sexual reproductive health rights and includes information on sexual harassment. The Right to Respect Campaign raises awareness about gender equality, disability and respecting the rights of vulnerable populations such as the LGBTQI+ community.

A key point raised by UKZN in its presentation to the Commission for Gender Equality in 2017 included reference to a Gender Transformation Strategy that was approved in 2016. It was noted that a considerable amount of funding is allocated to gender transformation.

As far as could be ascertained UKZN has neither a Gender Office nor a Transformation Office.

3.2.7.1 Elimination of Unfair Discrimination and Harassment Policy and Procedure

This policy addresses any form of unfair discrimination or harassment that interferes with work or study. It includes discrimination and harassment based on gender and sex but does not apply to sexual harassment complaints which are addressed under the Sexual Harassment Policy.

3.2.7.2 Gender Based Violence Policy

The policy commits UKZN to providing "a work and living and learning environment that is free from violence of any form, unfair discrimination or harassment […] on the basis of gender, sex, marital status or sexual orientation."

The policy refers to unequal power relationships and does not tolerate GBV that is justified on patriarchal, societal, cultural, institutional or religious norms and practices. It is binding on staff, students and contractors.

A GBV Committee has been established to receive and investigate complaints of GBV. An annual report on GBV is produced. The policy also commits the university to raising awareness and developing understanding of GBV, and to monitoring the effective implementation of the policy. The policy is reviewed every three years.

3.2.7.3 Sexual Harassment Policy

This policy is closely related to the one described above and has possibly been replaced by the GBV policy.

It also commits the university "to providing a work and study environment that is free of any form of unfair discrimination or harassment". Sexual harassment is regarded as a serious issue that prevents staff and students from achieving their full potential. The policy applies to all staff and students, visitors and third-party contractors.

It defines forms of sexual harassment and acknowledges that different social and cultural backgrounds may lead to individuals perceiving the same conduct differently.

3.2.7.4 Transformation Charter

Transformation is stated to be about more than changing race and gender representation. It is about changing the identity and culture of the university in every aspect of its mission.

UKZN aspires to create a university that is united in its diversity, is socially cohesive and inclusive, is free of discrimination based on, *inter alia,* gender and sexual orientation, celebrates diversity and reflects a culture of tolerance.

It further commits to gender equity within the management levels of the university. Mentorship programmes that develop, support and nurture black and female academic staff members will be provided.

3.2.7.5 Integrated Talent Management Policy

This policy requires each leader to have a talent conversation with their subordinates to determine career aspirations and to ensure alignment with institutional opportunities. There is a requirement to track the upward movement of women and persons with disabilities to top and senior management.

3.2.8 University of Lagos (ULAG)

The ULAG has a [Policy](#) on Sexual Harassment, Sexual and Romantic Relationships, which is available on their website. No other gender-related policies could be found.

The policy commits the university to the establishment of an office/officer to track reports of sexual harassment.

As far as could be ascertained there is no research centre/unit that includes gender studies or a related field.

3.2.8.1 Policy on Sexual Harassment, Sexual and Romantic Relationships

The policy commits the university to providing "a non-sexist, non-discriminatory, non-exploitative working, living and study environment to all members of its community and visitors to its community". Although it acknowledges that relationships between staff and students can occur, it is not in favour of them due to

the unequal power relations and therefore requires full disclosure in writing of any relationships that have existed prior to the implementation of the policy. For relationships that occur after the implementation of the policy, interviews and counselling with the involved parties are conducted.

Sexual harassment is broadly defined and includes 'online grooming'. It acknowledges that sexual harassment may occur between persons of the same sex or of the opposite sex. It commits the university to raising awareness, training, reporting and monitoring. Strong language is used in that the policy refers to the "evils of sexual harassment". Eradication is seen as a collective responsibility.

3.2.9 Makerere University (MU)

MU has been praised in many quarters (e.g., Kigotho, 2021) as a leader in promoting gender equality and gender empowerment and universities have been encouraged to emulate it. The university has a long history relating to gender justice, dating to 1945, when the first six female students were admitted. At the time, the university had a male culture with a motto "Let's be Men". The motto was subsequently changed to "We Build for the Future". This early recognition provided the foundation for a broader gender agenda that was to follow in the 1990s. MU was also singled out as a leader on the continent in promoting gender equality by a key informant from a South African university.

In 1990 the Department of Women and Gender Studies was established as an academic unit, becoming a school in 2010. According to a report published by the Swedish Embassy in 2021, "the School is at the forefront of academic and community initiatives to address gender and development issues from an African perspective" (https://www.swedenabroad.se/en/embassiies/uganda-kampala/current/news/gender-equality/). It also offers training programmes up to PhD level and undertakes research.

A Gender Mainstreaming Division (later becoming a Directorate) was established as an administrative unit under the gender equality policy in 2002. Kwesiga and Ssendiwala (2006) drew attention to gender mainstreaming as a strategy to bridge gender gaps at MU, noting its recognition at the highest level and its extensive reach throughout the university.

MU has two stand-alone gender-related policies and a third that incorporates a gender dimension:
- Gender Equality Policy – 2009
- Policy and Regulations against Sexual Harassment - 2006, amended 2018
- Research and Innovations Policy - 2008

Furthermore, in the 10-year university strategic plan (2020/2030) and those prior, gender mainstreaming was listed as one of four strategic priorities.

3.2.9.1 Gender Equality Policy

The policy has a focus on 'gender justice', which sets it apart from other university policies that do not

mention the term. It commits the university to ensuring human and financial capacity and resources in its pursuit of gender justice. It also embraces management and prevention of gender violence, discrimination, and injustice.

The policy is framed within the national Constitution (Objective VI of the Constitution requires "gender balanced, fair representation of marginalized groups") and the international policy context. Uganda is signatory to the Universal Declaration of Human Rights (UDHR) and the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). The policy emphasizes particularly that gender equality is central to sustainable development (SDG 5), where everyone is treated with respect and dignity, and given equal opportunity to realize their full potential.

The policy openly acknowledges that many gender gaps still exist within the university. It draws attention to the fact that policy formulation is still gender-blind despite MU having instituted affirmative action in 1990 in favour of female applicants. In 2019, the Council approved a STEM affirmative action policy (1.5 points scheme), whereby women seeking admission are allocated an extra 1.5 points), yet the enrolment of female students is still below target. Furthermore, gender gaps persist in decision-making positions, and planning units have not embraced gender mainstreaming in their planning, budgeting, and implementation processes.

Gender mainstreaming is given prominence through the creation of the Gender Mainstreaming Unit (now Directorate). The policy states that "The integration of gender in programme planning and implementation is seen as integral to solving many institutional and societal problems". The example was given of the HIV/AIDS pandemic which has remained a challenge because insufficient attention has been given to the underlying gender dimension.

MU plans to integrate gender as a cross-cutting issue into all its functions. It acknowledges that there are other issues that intersect with gender and lists specifically, disability, social class, and age. It recognizes that men and women are not part of homogeneous groups, but does not refer to sexual diversity *per se*. However, this is perhaps the beginning of an awareness around sexual diversity. It acknowledges that the needs and aspirations of both men and women must be considered and that the organizational culture is a critical part of gender equality. It commits to engendering the curriculum, to creating a gender-friendly and inclusive secure environment, supports affirmative action programmes aimed at addressing gender gaps in student enrolment, particularly science-based programmes, invests in infrastructure and resources to improve gender balance in recruitment, promotion, retention and performance of staff, and gender budgeting, where policies are backed by budgets.

3.2.9.2 Policy and Regulations against Sexual Harassment

The policy applies to all members of the university community. It aims to create an environment that respects and protects the rights of all. It is a zero-tolerance policy.

It acknowledges the national context and national legislation. It acknowledges that sexual harassment

may occur between equals but that it is most often related to unequal power relations. The objectives of the policy are to sensitize the university community through regular mentoring programmes, to establish an institutional framework for victims to seek redress and to take steps to eliminate sexual harassment. Strong language is used, for example, "evils of sexual harassment" and it aims to develop a sense of collective responsibility. It also includes the promotion of research, engendering of the curriculum, guidance and counselling.

A news article (Nakkazi, 2018) referred to a recently revised policy which we were not able to access on MU's website. It requires staff to declare any relationships with students. Although the policy does not prohibit such relationships, it does discourage them.

In an address in 2018, the VC acknowledged that the policy had not been effective in addressing complaints of sexual harassment and committed the university to strengthening its enforcement.

MU is one of the few universities where it was possible to access a report on sexual harassment (Makerere University, 2018). The Terms of Reference of the Committee tasked with investigating were, *inter alia*, to investigate the causes of increasing cases of sexual harassment, to review MU's policy and to make recommendations for improvement. The abuse of power relations was seen to be one of the major causes of sexual harassment. The university environment was "generally attuned to a patriarchal culture which stereotypes females as sexual objects and there is a campus "fraternity" culture, all which shape attitudes that contribute to inappropriate sexual behaviour".

The lack of security on campus, the climate of impunity, alcohol and drug abuse, lack of awareness and poor monitoring and mentoring systems coupled with lengthy bureaucratic processes were also cited. Many of the recommendations for revising the policy addressed these matters.

3.2.9.3   Research and Innovations Policy

The policy is implemented with due regard for many other interacting policies, amongst them being the gender equality policy. One of the strategic objectives is "to improve gender responsiveness of the University through research and innovations". Included within this would be opportunities for staff and students to train in gender-focused methodology, the integration of gender in research proposals and encouragement of women as members of research teams.

3.2.10 University of Nairobi (UoN)

UoN has the following policy available on their website.
- Gender Policy – 2008, revised 2015

A news item on the website dated 12 June 2021 stated that one of UoN's law lecturers was commissioned to develop a policy on Sexual Harassment, but we were not able to access it.

3.2.10.1 Gender Policy

The Gender Policy was formulated after the then VC established a committee in 2005 consisting of 11 senior academic staff members. The committee then gathered data and records as well as visiting gender-related units in Uganda, Tanzania and South Africa. The goal of the policy is "to sustain a fair and just academic environment where men and women have equal opportunities, voice, rights and access to resources so that they can realize their potential and contribution in a community of scholars characterized by a culture of mutual respect."

The policy commits the university to gender-responsive management and gender sensitivity in curriculum design, content, and delivery. It establishes a Gender Mainstreaming Office in the office of the VC, indicative of the value attached to the implementation of the policy. The functions of the Division include, *inter alia,* awareness-raising, promotion of a gender-sensitive, inclusive and secure environment, promotion of gender equality in student enrolment and staff recruitment, training and promotion, gender research, and monitoring and evaluation. There is a responsibility to reach out to schools, with specific mention of boys and girls from poor backgrounds, rural areas and slums to enable them to have access to university education.

The policy also addresses sexual harassment, with the Gender Mainstreaming Office, responsible for receiving and addressing complaints. It acknowledges that sexual harassment occurs against men and women. According to Kameri-Mbote *et al.* (2018), it lacks a provision prohibiting student-lecturer relationships. They noted that universities face particular problems in respect of sexual harassment because of the power dynamics between lecturers and students.

3.2.11 Obafemi Awolowo University (OAU)

According to information available on its website, OAU has one relevant policy, the anti-sexual harassment policy, available as a 2013 version and then updated in 2021. The code of conduct for the university community (1990) makes one reference to sexual harassment, stating that students "must not engage in sexual assault and abuse".

The Centre for Gender and Social Policy Studies at the university has a central role in the implementation of the anti-sexual harassment policy, being required to conduct advocacy, sensitization and social mobilization on sexual harassment-related matters. They have produced a leaflet that is distributed to students, held campaigns and training workshops. In addition, they are responsible for monitoring and evaluation of the policy and for producing an annual report. Another key responsibility is to conduct research on gender-related matters.

3.2.1.1 Anti-Sexual Harassment Policy

The policy, which applies to both staff and students, is premised on various international protocols to which Nigeria is signatory, as well as the Constitution of Nigeria, the national gender policy of 2006 and the Sexual Harassment in Tertiary Educational Institutions Prohibition Act of 2016.

The policy commits the university to eliminating all forms of sexual harassment and to the creation of an enabling working environment. It acknowledges that all genders experience sexual and gender-based violence (SGBV), but that women are disproportionately affected. It further states that SGBV have their roots in gender inequality and the different power relations between men and women. It specifically includes *quid pro quo* sexual harassment, defined as the promise of rewards in exchange for sexual favours.

Strong language is used in the policy, for example, "sexual vices", "ills of sexual harassment and other related anti-social behaviour" and the "evils of sexual harassment".

The policy sets out the responsibilities of various parties and establishes a university anti-sexual harassment committee to investigate all reported cases.

3.2.12 University of Pretoria (UP)

UP has many policies or guideline documents that are relevant. The most relevant ones are elaborated upon below.
- Anti-Discrimination Policy – 2019
- Code of Conduct on the Handling of Sexual Harassment - 2008
- Code of Conduct applicable to Personal Relationships between Staff and Students – 2014
- Trans Protocol – 2021
- Code of Conduct for Employees – 2017
- Diversity Fund Management Guidelines – 2021
- Recruitment Selection and Appointment Policy – 2018
- Transformation Implementation Plan - 2017

In an interview with the VC, he mentioned the existence of an Escalation Policy, which simply states that if a grievance is reported at a particular level and is not addressed, it can be escalated until it reaches the level of the VC. While not specific to gender, it does allow for gender matters to be escalated should it be necessary.

There is a Centre for Sexualities, AIDS and Gender (CSA&G) at the university that is primarily a research unit, but also has a role in advocacy and service provision to both staff and students. For example, they provide training on GBV and run campaigns such as #Speakout. They also coordinate university activities to mark days such as International Women's Day, Human Rights Day, Women's Month in August each year, and anti-discrimination week. The centre was established over 20 years ago and has evolved from a

centre focused on HIV/AIDs to one that covers gender and sexualities. Also contributing to UP's research reputation on gender and related issues are the Institute for Women's and Gender Studies in the Humanities Faculty and the Centre for Human Rights. The university offers post-graduate degrees in Gender Studies.

There is a dedicated Transformation Office (TC), established in 2019, that reports to the VC. The key purpose of the TC is to drive cultural change at the university and to foster inclusivity.

3.2.12.1 Anti-Discrimination Policy

This is the umbrella policy for all forms of harm. The policy commits UP to an inclusive, affirming and transformed institutional culture, curriculum and campus and residence life.

It rejects all forms of discrimination and commits itself to the eradication of these practices. The policy explicitly addresses discrimination based on gender, sex, gender identity, gender expression, and intersex status. It further rejects, *inter alia,* racism, sexism, homophobia, transphobia, xenophobia, ethnic chauvinism, religious intolerance, unfair discrimination, hate speech, sexual harassment and harassment based on other prohibited grounds, GBV and violence based on other prohibited grounds. It includes a specific section on harassment and sexual harassment.

3.2.12.2 Code of Conduct on the Handling Sexual Harassment

The policy, which applies to both staff and students, aims to create a non-sexist, non-discriminatory environment for all. The policy states that all members of the university community are responsible for eliminating sexual harassment.

The document defines sexual harassment as "unwelcome conduct of a sexual nature that violates the rights of an employee or student" and does include same sex harassment. The policy provides guidelines for reporting, formal and informal procedures, and disciplinary sanctions.

3.2.12.3 Code of Conduct applicable to Personal Relationships between Staff and Students

The purpose of this policy is to set out the university's position regarding relationships between staff and students. While respecting an individual's right to privacy, the policy ensurēs that all parties conduct themselves in a professional manner, that they treat each other equitably and impartially and refrain from any form of unfair discriminatory conduct. If an employee is engaged in a consensual romantic or sexual relationship with a student, it is recommended that the employee disclose the existence of the relationship to his/her line manager.

3. 2.12.4 The Trans Protocol

This guideline document supplements the anti-discrimination policy. It is aimed at removing all forms of discrimination against transgender staff and students and building a positive, affirming, and inclusive institutional culture. It is broadly applied to trans, intersex, gender

non-conforming and non-binary individuals. Notwithstanding South African law, which requires medical treatment to have been completed before one can change one's sex on one's identity document, the policy recognizes the right of individuals to self-define.

Practical actions that UP has taken include with effect from 2021, students can register using a gender-neutral title, Mx; the university is sensitive when placing students in student housing which is single sex-based; and gender-neutral bathrooms are increasingly available across the university.

3.13.4 Code of Conduct for Employees

The code aims to put in place guidelines for responsible and professional behaviour for all who act on behalf of the university. It calls for university employees to carry themselves with "dignity, honesty, integrity and respect" when interacting with internal and external stakeholders.

3.2.12.5 Diversity Fund Management Guidelines

The document provides guidelines for the utilization of diversity funds which are earmarked to achieve a more diverse workforce, with an emphasis on under-represented designated groups as defined by national government in South Africa, i.e. black people, women and persons with disabilities who are South African citizens.

3.2.12.6 Recruitment Selection and Appointment Policy

The policy provides an enabling framework to ensure that UP is able to recruit staff of the highest caliber, while simultaneously promoting diversity and equal opportunity and following a fair process. It refers to principles of employment equity addressing the order in which appointees from designated groups (black people, women and people with disabilities) must be appointed.

3.2.12.7 Transformation Implementation Plan

Transformation is a major imperative of the university as stated in the institution's 2025 Strategic Plan and is supported by a five-year implementation plan (2017-2021) and annual implementation plans. While the major focus is on racial transformation, there is explicit mention of gender in terms of student graduation rates and enhancing the research capacity and productivity of women academics.

An Institutional Transformation Committee (ITC) was established in 2016. Its aim is to drive cultural change and to foster an institutional culture that promotes inclusivity and respect for human rights.

Related documents are the Employment Equity Plan, which sets out how the university aims to achieve equitable representation of designated groups (based on race, gender and disability), as well as the institutional Enrolment Plan, which aims to achieve a diverse student body.

3.2.13 Rhodes University (RU)

RU has several guideline documents and protocols pertaining to gender as well as sexual harassment as follows:

- Sexual Offences Policy for Students - 2019
- Students Protocol on Sexual Assault - 2019
- Protocol on Managing Close Relationships between Staff and Students and between Staff – 2012
- Policy for Parental Benefits and Leave - 2011
- Guidelines for Gender Considerations in the Research Environment - 2014
- Support for those discriminated against because of their Gender
- Policy on Eradicating Unfair Discrimination and Harassment, other than Sexual Offences - 2019

There is an Equity and Institutional Culture Office that addresses not only the promotion of gender equity, but overall equity as well. The office also addresses institutional culture, as experienced by women and black people. The institution has a Transformation Plan also aimed at these issues.

There is a Harassment and Discrimination Office which reports to the Director of Equity and Transformation. GBV is acknowledged as a recurring problem dating back many years. RU has a strong tradition of activism against GBV that stems from incidents of rape on campus.

A unique aspect of RU is the university's contribution to the running of a Day Care Centre and childcare support for university events that are held after hours.

Key informants also mentioned a voluntary organization on campus called the Women's Academic Solidarity Association, which comprised a group of women academics who formed a support group for younger women, providing mentoring and writing breakaways. It was disbanded once their activities became mainstreamed.

RU holds a Gender Imbizo[5] at approximately 5-year intervals where gender issues are discussed. One of the outcomes was the creation of a Gender Action Forum (GENACT) which meets to follow up on issues raised at the Imbizo. It reports to the Senate Equity and Institutional Culture Committee so that the issues are formalized. GENACT is tasked with promoting gender awareness and gender equity. Its responsibilities include LGBTQI+ issues.

RU has a research chair in Sexualities and Gender Studies.

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[5] A Zulu/Xhosa word meaning a gathering to share knowledge.

3.2.13.1   Sexual Offences Policy for Students

Unlike other universities, RU has a separate sexual offences policy for students aimed at ensuring a safe institutional environment for all, without "any fear of unwanted sexual attention". It prohibits students from taking part in any acts of sexual violence and supports those who have been affected. Although named as a student policy, it does mention staff, visitors and contractors as people affected by this policy.

It commits the university to training and awareness-raising and includes all staff and students. A Sexual Violence Task Team has been established that monitors SGBV on campus, through regular surveys and six-monthly statistical reports on SGBV.

3.2.13.2 Protocol on Managing Close Relationships between Staff and Students and between Staff

The protocol recognizes that relationships may be romantic, sexual or familial. The purpose is to avoid conflicts of interest and to protect the integrity of the institution. Staff and students involved in such relationships are required to disclose them.

3.2.13.3 Policy for Parental Benefits and Leave

The policy covers parental leave which acknowledges different family patterns, the impact child rearing has on women's careers and the need to move away from the exclusive expectation of mothers being the sole parents responsible for child rearing. The policy aims to promote a healthy balance between work and family responsibilities. RU provides support for up to six month's maternity leave, i.e., two months beyond statutory maternity leave. The policy also provides paternity leaves to all eligible staff members for two weeks over and above the three days family responsibility leave as per South African law. In the event where both partners are employed at the university, they can request to share their leave and the two weeks paternity leave will be added to that. Of the 16 universities surveyed, this is something that seems to be exclusively done at RU.

3.2.13.4 Guidelines for Gender Considerations within the Research Environment

The document outlines a number of ways in which the Joint Research Committee could support women (e.g., financial support for those needing to travel with very young children), but it is evident that not all were adopted due to insufficient funds.

External funds from the Mellon Foundation and the Claude Leon Foundation have been obtained to provide teaching relief to enable staff (predominantly black people and women) to focus on research.

3.2.13.5 Policy on Eradicating Unfair Discrimination and Harassment, other than Sexual Offences

Rooted in the South African Constitution, the policy prohibits unfair discrimination on many grounds, including sex, gender and sexual orientation. It aims to provide an environment in which staff and students can work effectively. All new staff and students are made aware of the policy.

3.2.14 University of Rwanda (UR)

UR has four documents that are relevant:

- Gender Policy – 2016
- Anti-Corruption Policy - 2017
- Policy on Student Conduct and Discipline - 2018
- Guidelines for selecting Research Projects - 2020

UR has a Centre for Gender Studies that was founded in 2009 to support the Rwandan government's objective of promoting gender equality and women's empowerment. It undertakes research and postgraduate training.

3.2.14.1 Gender Policy

UR has a comprehensive gender policy that is endorsed personally by the VC. The policy was developed by the Centre for Gender Studies with funding from Sida.

The policy was developed in the context of the Rwandan national government's vision and commitment, in the post-1994 genocide era, to build a society free of gender-based discrimination and where males and females participate fully and equitably in all developmental processes.

The policy commits the university to taking concrete actions to promote gender equality and equity in all its operations, and to prevent GBV and discrimination, including other forms of injustice, within its community.

The policy openly acknowledges many shortcomings and gender disparities in the university and explicitly states its intentions to mainstream gender in all its operations. Examples of shortcomings include:
- gender disparities in student enrolment and completion rates and staffing,
- university policies that are gender-blind,
- the need for capacity building to ensure the generation of sex-disaggregated statistics,
- the lack of a gender mainstreaming unit or department,
- the lack of a gender-based violence and sexual harassment policy, as well as the absence of reporting procedures and awareness raising efforts.

The policy displays an understanding of intersectionality issues and lists vulnerable groups that in some cases are unique to Rwanda. Examples include the very poor, those living with disabilities, and orphans

and victims of genocide. It is also noted that gender-mainstreaming has been undertaken in many research projects, most of which are funded by Sida, and which have consequently responded to Sida's gender-mainstreaming requirements.

The vision of the UR gender policy is "to promote a diverse staff, student and stakeholder community, in which all people are valued, respected and treated equally and equitably in terms of gender." It commits the university to increase female staff to at least 50% of parity, to gender equality in students' enrolment, performance, and completion, to the production of sex-disaggregated statistics, engendering of the curriculum, to ensuring a secure environment free from SBV, and the mainstreaming of gender.

3.2.14.2 Anti-Corruption Policy

This policy makes provision for addressing sexual harassment and sexual exploitation, defined as the practice of seeking sex in exchange for grades. According to a recent article by d'Amour Mbonyinshuti (2022), discussing a report produced by Transparency International Rwanda, the practice of sex for grades or gender-based corruption is widespread in Rwanda.

3.2.14.3 Policy on Student Conduct and Discipline

A policy pertaining to student conduct and discipline states that UR "is committed to establishing and maintaining an equal and diverse community free from all forms of discrimination and harassment."

Although the policy title refers to students, the definition of gross misconduct includes assault on a member of staff but not by a member of staff. Gross misconduct is defined as "assault on another person (including sexual assault), bullying and harassment of a student or a member of staff (including sexual harassment), discrimination or harassment on the grounds of gender, sexual orientation, marital status, disability, race, ethnic origin, nationality, age, religious or political beliefs or socio-economic background." It also includes abuse of an individual through social media.

All forms of sexual misconduct, which is very broadly defined, are prohibited by the university.

3.2.14.4 Guidelines for selecting Research Projects

Guidelines to support and promote research in UR state that the process should be competitive, with no discrimination among candidates, provided they meet the eligibility criteria. However, there is a special category for females to encourage their participation in research. Furthermore, research teams must comprise both males and females and should strive to meet a 30% target.

3.2.15 Stellenbosch University (SU)

SU has three relevant policies:
- [Policy](#) on Unfair Discrimination and Harassment – 2016
- Sexual Harassment: [Policy](#) and Procedure – 2012

- Remuneration and Performance Management [Policy](#) – 2008 / revised 2011

The university is in the process of finalizing its transformation policy.

There is an Equality Unit (EqU) reporting to the DVC Teaching and Learning whose main function is to deal with complaints around discrimination. They also have a proactive role in terms of writing policies and coordinating awareness campaigns and monitoring GBV. GBV is acknowledged to be a widespread problem. The university produced an EndRapeCulture Report in 2017 and has various awareness and training campaigns.

The mandate of the Transformation Office, which reports to the DVC Social Impact, Transformation and Personnel, is broader and centres around policy creation and diversity sensitivity training.

SU is home to a research chair in Gender Politics.

3.2.15.1 Policy on Unfair Discrimination and Harassment

The policy is aimed at creating and sustaining an environment of inclusivity, transformation, innovation and diversity. It prevents unfair discrimination based on, *inter alia,* race, gender, sex, pregnancy, marital status, HIV/Aids status, socio-economic status, ethnic or social origin, sexual orientation, age, disability, religion, conscience, belief, culture, language, birth or any other legally recognized prohibited ground of discrimination, or a combination of more than one of these grounds.

It should be noted that the policy also addresses microaggressions which are defined as "everyday verbal, nonverbal or environmental slights, snubs or insults, whether intentional or unintentional that communicate hostile, derogatory or negative messages to marginalized and disempowered groups." Microaggressions have been raised by many of the participants during the interviews as one of the negative experiences at universities.

3.2.15.2 Sexual Harassment Policy and Procedure

The policy is for both staff and students, and it aims to prevent sexual harassment. It covers different forms of sexual harassment including non-verbal and *quid pro quo* forms. The policy also acknowledges that sexual harassment can occur between men, women, and persons of the same sex.

3.2.15.3 Remuneration and Performance Management Policy

This policy is embedded in the Human Resource Plan of the university. It is guided by the university's remuneration philosophy and strategy. The strategy is based on eight core principles among them: transparency communication, non-discriminatory practices and internal equity.

The policy states that the university will maintain a competitive position with regards to remuneration, provide salary adjustments and performance bonuses. Parity remuneration across the same post level will be ensured

by identifying, verifying and where applicable, raising the remuneration levels to at least equal the Cost of Employment (COE) for the post level concerned.

3.2.16 University of Witwatersrand (Wits)

It was noted that Wits is currently undergoing a policy review. The following relevant policies were identified:

- Employment Equity Policy (amended) – 2018
- Employment Equity Plan 2015-2019
- Anti-Discrimination Policy and Procedures – 2015
- Disciplinary Code and Procedure – 2021
- Disciplinary Process for Gender-Related Misconduct
- Policy on Sexual and Romantic Relationships between Staff and Undergraduate and Honours Students – 2016
- Policy on Declaration of Interests - 2021
- Sexual Harassment, Sexual Assault and Rape Policy and Procedures – 2013
- Policy and Procedure for the Prevention and Eradication of Bullying within the University - 2021
- Student Code of Conduct – 2017
- Students Pregnancy Policy - 2017

Wits has both a Gender Equity Office (GEO) and a Transformation and Employment Equity Office (TEEO). The former, located in the VC's office, was established in 2014 to replace the former Sexual Harassment Office. It deals with all matters related to gender discrimination, sexual harassment, and GBV. Its role embraces support, counselling, advocacy, training, and awareness campaigns, as well as the capturing of statistics and monitoring of trends of sexual harassment.

The Transformation and Employment Equity Office has a Manager: Diversity, Ethics & Social Justice. In addition, there is a Transformation Implementation Committee chaired by the VC that is responsible for implementing gender transformation at Wits.

At the time of the interviews, both reported to the VC, but the university was in process of establishing a new position – DVC People, Development and Culture. With effect from 2023, both the GEO and TEEO will report to the new DVC.

The Centre for Applied Legal Studies (CALS) also has a strong focus on gender justice. Human rights violations do not affect all people in the same way. There is disproportionate, gendered harm that needs to be addressed.

Wits allows for self-identification and has introduced pronouns beyond he and she to avoid the typical stereotypical gender types.

3.2.16.1 Employment Equity Policy

This policy promotes equal opportunity and fair treatment in employment, addressing recruitment, promotion, training, and advancement. It aims to eliminate unfair discrimination resulting from South Africa's apartheid past and mentions, in particular, race, gender and disability.

The policy states, *inter alia,* that the university "values diversity", aims to "eliminate all forms of unfair discrimination and harassment", promotes "equal opportunity and fair treatment", and aims to "improve the participation rate of members of designated groups in all jobs and at all levels where they are under-represented." The policy includes a monitoring function, provides human and financial resources to give effect to the policy objectives, calls for the development of faculty and divisional equity and staffing plans and ultimately a consolidated university equity plan, and ensures representativity in all decision-making committees and structures within the university.

3.2.16.2 Anti-Discrimination Policy and Procedures

This policy was developed following a consultative process and seeks to create an "inclusive, diverse and cosmopolitan community". It lists many elements of unfair discrimination including bullying, disability, gender identity, racism, sexual orientation, and xenophobia. It states that all employees are required to undergo race, diversity, transformation, and social justice training as part of their induction to the university. Students also undergo training.

3.2.16.3 Policy and Procedure for the Prevention and Eradication of Bullying within the University

The bullying policy was developed as a separate policy to complement the anti-discrimination policy. It recognizes that at the heart of bullying lies abuse of power. It includes a range of bullying such as cyber-bullying, harassment, intimidation, victimization, and vilification. It recognizes that bullying can manifest as prejudice, physical and/or psychological harm and it promotes ethical, responsible, respectful, and diligent conduct.

3.2.16.4 Disciplinary Procedure for Gender-related Misconduct, Staff and Students

This document is under the GEO and gender misconduct is defined as gender discrimination, sexual harassment, and gender violence. It highlights the procedure to follow when reporting gender-related misconducts and the process that follows thereafter. It was created to simplify the former processes which were too legalistic, alienating and discouraging for complainants.

3.2.16.5 Policy on Sexual and Romantic Relationships between Staff and Undergraduate and Honours Students

This policy prohibits staff members from having abusive romantic or sexual relationships with undergraduate and Honours students. It recognizes that not all relationships are harmful but aims to address unequal power relations between staff and students.

3.2.16.6 Policy on Declaration of Interests

Although this policy has a broad scope, it is applicable where there are consensual but conflicted relationships between staff members and students or subordinates. It acknowledges potential conflict of interests in the case of 'special relationships' defined as romantic or sexual relationships with people whom staff are supervising, teaching, or managing. Full disclosure of such relationships is required.

3.2.16.7 Sexual Harassment, Sexual Assault and Rape Policy and Procedures

This policy prohibits non-consensual sexual activity and commits to providing a safe environment free from sexual harassment and sexual violence. The Sexual Harassment and Safety Office was previously responsible for advocacy, awareness-raising, training, keeping records of cases and hearing complaints of sexual harassment however, as previously stated it has now been replaced by the GEO.

3.2.16.8 Student Code of Conduct

This policy aims to promote equity and equal opportunity and to prevent discrimination based on any category defined in the Constitution of the country, including gender, and to prevent sexual, racial or other forms of harassment. The policy is updated every year.

Table 3: Summary table comparing ARUA institutions in terms of gender-related criteria addressed in policies																
	AAU	**UCT**	**UCAD**	**UDSM**	**UG**	**UI**	**UKZN**	**ULAG**	**MU**	**UoN**	**OAU**	**UP**	**RU**	**UR**	**SU**	**Wits**
Gender policy and gender-related actions																
Overarching gender policy	✓	✓[6]		✓	✓	✓	X	X	✓	✓	X	X	X	✓	X	X
Gender office	✓	✓[7]		X	✓	✓	X	✓	✓	✓	X	X	✓[8]	✓	✓	✓
Gender officer	✓	✓		X	X	✓	X	✓	X	✓	X	X	✓[9]	X	✓	✓
Gender research centre/chair	✓	✓		✓	✓	✓	✓	X	✓	X	✓	✓	✓	✓	✓	X
Gender mainstreaming	✓	X		✓	X	✓	X	X	✓	✓	X	X	✓	✓	X	X
Gender-disaggregated data	✓	X		X	X	✓	X	X	X	✓	X	X	X	✓	X	X
Gender lens in research	X	X		X	X	✓	X	X	✓	X	X	X	✓	✓	X	X
Gender budgeting	✓	X		X	X	✓	X	X	✓	X	X	X	X	✓	X	X
Gender audit	X	X	✓	X	X	X	X	X	X	X	X	✓	X	X	X	X
Engendering the curriculum	✓	X		X	X	✓	X	X	✓	✓	X	X	X	✓	X	X
Equity vs equality	✓	✓		✓	X	✓	X	X	✓	✓	X	✓	✓	✓	✓	✓
Sexual harassment																
Sexual harassment policy	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Personal relationships policy	X	X		X	X	X	X	X	✓	X	X	✓	✓	X	X	✓
Quid pro quo sexual harassment included	X	✓		X	✓	✓	✓	X	X	X	✓	X	X	✓	✓	✓
Collective responsibility for reducing GBV	✓	✓		X	X	X	X	✓	✓	X	X	✓	X	X	X	✓
Training	✓	✓		X	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓
Awareness-raising	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

[6] The Gender Policy at UCT is still under development and was not shared with us.
[7] The office is known as the Office for Inclusivity and Change, and it covers gender issues.
[8] The office is known as the Equity and Institutional Culture Office, and it covers gender issues.
[9] There is a Director of Equity and Transformation

Discrimination																
Anti-discrimination policy	X	X		X	X	X	✓	X	X	X	X	✓	✓	X	✓	✓
Intersectionality																
Explicit reference to intersectionality in policies	X	X		X	X	X	X	X	X	X	X	X	X	✓	X	X
Implicit reference to intersectionality in policies	X	✓		✓	X	✓	✓	X	✓	X	X	✓	✓	✓	✓	✓
Transformation																
Transformation policy	X	X		X	X	X	X	X	X	X	X	✓	X	X	✓	X
Transformation officer	X	✓		X	X	X	X	X	X	X	X	✓	X	X	✓	✓
Sexual orientation																
Separate policy	X	✓		X	X	X	X	X	X	X	X	✓	X	X	X	X
Reference to different sexual orientations	X	✓		X	✓	X	✓	X	X	X	X	✓	✓	✓	✓	✓
Language – Mx ability to self-identify	X	✓		X	X	X	X	X	X	X	X	✓	X	X	X	✓
Institutional culture																
Explicit mention of institutional culture	✓	✓		✓	X	✓	✓	X	✓	✓	✓	✓	✓	X	✓	✓
Inclusivity	X	✓		X	X	X	✓	X	X	✓	X	✓	✓	✓	✓	✓
TOTAL	**14**	**17**		**8**	**8**	**16**	**10**	**6**	**15**	**12**	**5**	**17**	**15**	**17**	**15**	**16**

3.3 Analysis of Results

3.3.1 Overview

Table 3 compares the gender-related policies at ARUA institutions in terms of specific criteria/indicators that are listed in the left-hand column. While allowing for only a binary answer (Yes/No), the summary does provide an indication of the extent to which the gender dimension is covered in institutional policies. However, care should be taken in ascribing too much importance to the number of positive answers. For example, a negative score for the collection of gender-disaggregated data does not necessarily imply that the institution is not collecting gender-disaggregated data, but rather that it is not explicitly stated in policy. Institutions without gender policies are missing many of the gender-related actions that usually accompany such policies.

The sections below elaborate on the results from a thematic perspective. Where appropriate, inputs from key informants at various institutions[10] have been integrated into the discussion.

3.3.2 Overarching Gender Policy

Although our focus was on gender policies at individual ARUA institutions, we noted that ARUA does not have a gender policy, nor does it include a statement on their website (https://arua.org.za) about advancing gender equality or consider it in their latest 2022-2027 strategic plan. This is a serious omission that should be addressed to signal ARUA's role in advancing gender equality on the continent particularly in research and amongst African researchers in line with AU strategies and statements and actions of the Association of African Universities.

The AU Strategy for Gender Equality and Women's Empowerment (GEWE) 2018-2028 (AU, 2019), which was launched at the AU Summit in February 2019, is a key and relevant policy document for ARUA. It builds on the earlier 2009 Gender Policy and is a framework document that aims to mitigate or eliminate major constraints that are hampering gender equality and full participation of women and girls. It supports the AU's Agenda 2063 (AU, 2013), which sets out the vision of Africa as non-sexist and an Africa where girls and boys can reach their full potential, and where men and women can contribute equally to the development of their societies.

The Association of African Universities has also sought to advance gender equality amongst their members. They were involved in a collaborative venture to mainstream gender across HEIs across Africa, resulting in a gender mainstreaming toolkit (https://aau.org). They have also been responsible for focusing attention on the STEM disciplines as key to empowering women.

The absence of a gender focus for ARUA also stands in stark contrast to the situation at the League of European Research Universities (LERU), which consists of 23 prominent research-intensive universities across 12 countries in Europe (https://www.leru.org). They have a Policy Group on Equity, Diversity and

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[10]Key informant interviews were conducted at only eight institutions.

Inclusion (EDI), which has produced four policy papers, each one with an explicit gender focus. The group has also published each university's Gender Equality Plan on the LERU website, and they regularly host conferences with gender as a theme.

It is noted that ARUA has a Center of Excellence for Inequality Research (ACEIR), one of the 13 Centers of Excellence of ARUA. Configured as a hub-and-spoke model, with the hub and the South African node hosted by UCT and the Ghana and Kenya nodes hosted by UG and UoN, respectively, gender inequality is one of the focus areas of the center. It is recommended that ACEIR could take responsibility for developing a gender policy for ARUA.

Table 4 summarizes the status of policies and structures at 15 ARUA institutions. Eight institutions (53%) are listed as having gender policies; however, we were only able to access information on six of them. UCT's policy is under development and was not made available to us and the policy at USDM was under review and hence not accessible at the time of our investigation. It is noted that most of the institutions outside of South Africa have a gender policy, *viz*. AAU, DAR, UI, MU, and UR. Institutions in South Africa, except for UCT which is in the process of developing one, do not have a gender policy. Instead, they have an umbrella anti-discrimination policy, which includes gender as a key element. A few, such as ULAG and OAU, have neither an overarching gender policy nor an anti-discrimination policy.

Table 4: Status of gender policies and structures at ARUA institutions

Institution	Country	Relevant Policy	Relevant Structure/s
AAU	Ethiopia	Gender Policy	Women's, Children's and Youth Affairs Office
UCT	South Africa	Gender Policy[1]	Office for Inclusivity and Change (OIC)
USDM	Tanzania	Gender Policy[2]	
UG	Ghana	Gender Policy	Equal Opportunities Board (EOB)
UI	Nigeria	Gender Policy	Gender Mainstreaming Office (GMO)
UKZN	South Africa	-	-
ULAG	Nigeria	-	
MU	Uganda	Gender Equality Policy	Gender Mainstreaming Division (later becoming a Directorate)
UoN	Kenya	Gender Policy	Gender Mainstreaming Division
OAU	Nigeria	-	Centre for Gender and Social Policy Studies
UP	South Africa	-	Transformation Office (TC)
RU	South Africa	-	Equity and Institutional Culture Office and Harassment and Discrimination Office
UR	Rwanda	Gender Policy	
SU	South Africa	-	Equality Unit (EqU) and Transformation Office (TO)
Wits	South Africa	-	Gender Equity Office (GEO) and a Transformation and Employment Equity Office (TEEO).

[1]UCT has a Gender Policy under development which was not made available.
[2]USDM's Gender Policy was undergoing revisions and was not accessible.

The purpose of a gender policy is to advance gender equality. It is an aspirational document that sets out the intent of an organization and enables the organization to set targets, spell out aspirations and put in place strategies to meet the targets. Generally, such a document identifies the barriers to gender equality and the gender-related challenges faced by the organization and sets out how it plans to address these in practical ways. The gender policy hence provides the framework for conceptualizing and implementing a gender programme at a particular institution. Important elements of a gender policy may include, for example, gender mainstreaming, the collection of gender-disaggregated data, gender budgeting, engendering the curriculum, and the application of a gender lens in research. In the absence of a gender policy, these aspects are generally absent from gender action plans, as they do not fit the scope of an anti-discrimination policy.

Probing why South African institutions, in the main, have opted for anti-discrimination policies rather than standalone gender policies, reasons included the country's unique Apartheid history and a consequent deliberate intersectional approach. One respondent stated, "[it is] because of our fractured past, and the need to focus on grounds in the constitution, where race is at the forefront". Another stated, "I can see advantages of having a gender specific policy, but I'm inclined more to the intersectional approach because … of the complexity [and] especially the history of universities [in South Africa] … You might find that any measures to promote gender equality, often would benefit white women and not black women … because of the racial dynamics of that university". The same respondent noted, "discrimination doesn't just happen in terms of single attributes like gender, race, sexual orientation, religion or political views". Another point raised was, "the minute you [have] a gender policy …. [then people would ask] … where is the standalone race policy?"

A concern raised with some of the senior South African university leaders about an anti-discrimination policy being focused on the negative or what one must not do, was allayed as it was emphasized that it needed to be viewed in conjunction with the national Employment Equity Act (*No. 55 of 1998*), which explicitly promotes equality in terms of gender, race, and disability. Notwithstanding this point, since the focus of the Employment Equity Act is on numbers, gender mainstreaming is not addressed.

A respondent at one of the institutions that has a gender policy drew our attention to the need to ensure that there is ownership of the gender policy, in the form of a coordinator or director, to ensure accountability and implementation. "It is not good enough to just have a gender policy".

There is much variation in the gender-related structures that exist. Some have a dedicated 'gender office', which goes by various names, e.g., Gender Mainstreaming Office (UI), Gender Mainstreaming Directorate (MU), and Gender Equity Office (Wits). AAU had a Gender Office but in 2019 changed its name to Women's, Children and Youth Affairs Office, which could be construed as a retrogressive step for various reasons. The term gender is inclusive of both men and women, secondly, the broadened responsibility detracts from a gender focus, and thirdly, the linking of women and children entrenches traditional female roles. Many of the South African universities have units/offices that have a broader mandate extending to transformation, inclusivity, and institutional culture (e.g., OIC at UCT), which dilutes the focus on gender. Others (e.g., USDM, OAU) have research centers that take responsibility for gender matters, which may include developing gender-sensitive policies, gender mainstreaming within the university, raising

awareness, and outreach programs. The dual functions of research and implementation of university policy are not ideally co-located. A research center is an academic unit situated in a faculty and reporting to a dean, whereas implementation of university policy is an administrative function more appropriately reporting to a member of the university executive. Most of the gender offices or equivalent are located in the office of the VC or DVC, signaling the importance attached to the functions of the offices.

3.3.3 Role of a Gender Studies Research Centre

Most of the universities (12 out of 16) are home to a gender studies, or similarly named, research centre or unit. These centres perform various functions ranging from research and teaching to the development of institutional gender-related policies. In some cases, they are tasked with implementation of policies, as well as reporting and monitoring and evaluation (e.g., Centre for Gender Studies at UR). They run awareness-raising campaigns, conduct training, and may also act as central nodes for the reporting of sexual harassment cases.

There is no single best practice model for the role of a gender studies centre. They perform multiple functions depending on the institutional context. What is apparent, however, is "their role in driving the development of policy", "advancing the research agenda" and allowing the university to be at the forefront of knowledge production. For example, the role of the CSA&G at UP was emphasized by several interviewees in championing the cause of the LGBTQI+ (lesbian, gay, bisexual, transgender, queer and intersex) community, leading ultimately to the pioneering Trans Protocol at UP.

As one interviewee eloquently stated, "interdisciplinary social research centres, such as those engaged in gender work in universities, make a unique contribution because they work at the interface of theory, practice and policy. Because they work across disciplines and because their research inevitably brings them into contact with communities of interest, their approach is both pragmatic and innovative. They must find solutions for complex social problems while not losing sight of the intellectual and theoretical domains, nor forgetting that institutions are driven by policy".

Besides the research centres, the role of individual research chairs in 'gender studies' was also critical in driving cutting edge research. Such chairs exist, for example, at UKZN, SU and RU.

3.3.4 Attention to Intersectionality

The concept of intersectionality, defined as the interaction of multiple identities to create unique patterns of oppression (El Gharib, 2022) emerged as an implicit and explicit theme. In some policies, there was clear recognition that gender coupled with other issues such as race, socio-economic status etc. would compound barriers and challenges experienced by individuals. This is referred to here as implicit regard for intersectionality. Only one policy (UR) made explicit mention of the term intersectionality.

We explored the concept of intersectionality in key informant interviews. In many cases, interviewees acknowledged that it was an unfamiliar term, whereas a few were able to elaborate on the value of an intersectional approach from a theoretical perspective. One referred to it as "an important frame of reference", noting succinctly that the experience of an individual "is at the intersection". Another stated

that "you need to be shouting this [intersectionality] from the rooftops because it is so hard for people to understand. I don't know how we do deep structural change if we are insensitive to the intersectionality complexity".

It was noted earlier (Section 3.2) that intersectionality was an implicit underpinning concept of policies in South African institutions. Key informants from South African institutions were very comfortable elaborating on different identities applicable to their institution. Race and gender were overriding considerations, with race, gender and disability being important from a statutory perspective. Employment equity plans and annual reporting that address the latter three criteria are required of institutions, faculties, and academic departments.

Other criteria that surfaced as important in the interviews were socio-economic status, ethnicity, sexual orientation, urbanization (urban or rural background), which was often regarded as a substitute for the quality of secondary school education, a geographic component, expressed as being from the north or south of the country in the case of Ghana, and to a lesser extent, religion.

Some sensitivity was detected in the interviews conducted with key informants from Rwanda, where the notion of intersectionality was often interpreted through an ethnicity lens. Although seldom using the term ethnicity, a number of key informants referred to their history and as explained by one, " because of our history, our painful past …, we refrain from looking at ourselves as different" and elaborated further, "So, I mean we can only consider ourselves as male, female …, that's clear you can't deny it, but … all other things that can really distinguish us will never be talked about. Here there are things that people are afraid to talk about." "The current regime tried to build a new identity for all of us … [and so] … there are things we refrain from talking about openly". And another reiterated, "the country emphasizes equality irrespective of background". Another said, "we support each other, … we work as a team and have a good spirit about it". Rwanda could be considered unique in this regard and because of the obvious sensitivity surrounding the notion of identity, we refrained from probing the topic.

Ethnicity was rated by some respondents from UG as the next in importance after gender. Again, some sensitivity about discussing the topic of ethnicity was evident. In South Africa, it was race that emerged as the dominant identity marker and despite the country's troubled Apartheid past, all respondents engaged freely and openly about the challenges they faced and their transformation imperatives.

3.3.5 Trans-gender Considerations

All interviewees at South African universities displayed considerable awareness about and tolerance for varying gender identities or gender fluidity. Issues related to the trans community, or LGBTQI+ community or non-binary genders, emerged spontaneously and unprompted. Clearly, there is much focus on gender identity at the present time. As one informant stated, not only are such issues more prevalent in our social spaces, but they are also "part of our scholarship". A university was described as "a place of tolerance, debate, diversity … there are people from all walks of life here … class differences, … all the different identities, the trans community…". Another respondent noted, "[we need to take] cognizance of the fact that we live in a world that… that doesn't work in binary opposites anymore. I'm not so sure that if you speak to every lecturer in a classroom that they'll necessarily buy into the

philosophy, but yeah…".

A few universities (UCT, UP and Wits) have made provision for non-binary pronouns, such as Mx, to be used by students when they register. This has been done to accommodate those who might change their gender during their studies and to create a sense of inclusivity. "We have seen that people have really struggled" when their gender identity is locked in from first year. "There's definitely a sensitivity institutionally around the use of pronouns and people's sexual preferences or gender preferences and we are intentionally moving away from … binary thinking". Some universities have introduced or are planning to introduce gender-neutral bathrooms. There is an awareness that institutions need to accommodate the trans community in their infrastructure planning.

UCT was the first university in South Africa to introduce, in 2017, a groundbreaking policy, *viz*. the inclusivity policy for sexual orientation that protects the rights of sexually diverse people. UP also has a separate policy known as the trans protocol. Six other universities (UG, UKZN, RU, UR, SU and Wits) make mention of sexual diversity in their anti-discrimination or sexual harassment policies.

At non-South African institutions, there is considerably less awareness and transparency about how to accommodate the trans community. As one informant from UG noted, "if you go and talk about LGBT right now, they start freaking out. With [sexual] diversity we are a very conservative society".

3.3.6 Gender-Based Violence (GBV)

GBV emerged as a dominant theme, both in terms of the number of policies that institutions have put in place to address it, as well as in discussions with key informants.

GBV, defined as violence against a person because of their gender, is deeply rooted in unequal power relations and in this context, gender inequality. It manifests in different ways and has physical, sexual, emotional, psychological, and economic dimensions (DHET, 2020). Although applicable to both men and women, by far the dominant form of violence is committed by men against women, sometimes referred to as violence against women (VAW). GBV includes sexual harassment, which is the term that is more commonly used.

It was evident that universities in this study take sexual harassment very seriously. It was emphasized by some of the interviewees that it is a complex social problem and that institutions should draw on the expertise of social scientists in their midst to assist in addressing the problem. All universities surveyed (apart from UCAD) have sexual harassment policies. Language used in policies is strong and terms such as "zero tolerance" and "it is a scourge and a pandemic in our country" arose during interviews. There was strong support for sexual harassment policies from all those interviewed, although it was pointed out in one case that the initiative to introduce such a policy initially met with strong resistance from university leaders and that it took over ten years to get it institutionalized.

Only one, UKZN, has a GBV policy. Some institutions have introduced specific policies to address certain aspects of sexual harassment. Examples include bullying policies (e.g., Wits) and policies that address romantic relationships between staff and students (e.g., UP, RU and Wits).

Although some policies make provision for bullying behaviour, only one (SU) mentions gendered microaggressions that are subtle forms of "everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership" (Sue, 2017).

There is disagreement amongst scholars around the use of the term microaggressions, with some suggesting that the use of 'micro' implies insignificance, and that 'aggression' implies behaviour intended to do harm. They argue that microaggressions can be very damaging and may also be done unconsciously.

Sue and Capodilupo (2008) identify six dimensions of gendered microaggressions, which include: (1) sexually objectifying women; (2) second-class citizen; (3) assumptions of inferiority; (4) denial of the reality of sexism; (5) assumptions of traditional gender roles; and (6) use of sexist language. Our key informant interviews provided evidence of all these dimensions.

In this study, we did not collect quantitative data, but from the interviews it was apparent that the number of cases of GBV is not declining despite all the policies, awareness-raising campaigns, training and other interventions that are in place. Severe cases of GBV, such as rape, occur mainly amongst the student population, with microaggressions being very prevalent amongst academic staff. Microaggressions were raised so often during key informant interviews that we have reported on the points raised in a relevant section later in the report (Section 4.5.1).

In South Africa, the Department of Higher Education and Training (DHET) has introduced a policy framework to address GBV (DHET, 2020), which it notes is deeply entrenched in South African HEIs and that women and girls are predominantly affected. Currently, there is no central system in place for universities to report statistics to DHET and the policy aims to address that shortcoming. It sets out three strategic objectives, *viz*. the creation of an enabling environment for policy implementation; a focus on prevention and awareness; and provision of support.

As far as could be ascertained, the only universities to publish annual reports on GBV are UCT, which is publicly available on their website (Seadat *et al.,* 2021) and MU, which was produced by a committee tasked with investigating, *inter alia*, the causes of increasing cases of sexual harassment, conducting a review of MU's policy and to make recommendations for improvement (Makerere University, 2018). These are best practice examples that could easily be replicated by other ARUA institutions. The UCT report included all reported incidents involving the university community regardless of whether they occurred on or off campus. An important action item for institutions desiring to follow UCT's example would be to ensure that there is uniformity in the manner of reporting statistics. It was noted that in the case of UCT, rape cases occurred mainly in student residences and that the report did not include statistics on bullying or microaggressions.

Some of the themes that emerged with respect to sexual harassment are discussed below.

- *Incidences of sexual harassment*

When asked about incidences of sexual harassment at their institution, there were mixed responses. Responses ranged from, "that's a very sensitive question. Staff to staff, no", as noted by one interviewee from UR. Other interviewees from UR confirmed that serious cases of sexual harassment were very few, with one stating, "sexual harassment is … not there. Whether among staff [or] even among students, it is not there". Interviewees from South African institutions, on the other hand, while quick to qualify that the number of incidents was small, acknowledged that South African institutions faced many challenges, with one respondent noting that "this is an endemic problem in the country" and another, "universities are not islands". It is an issue "that requires ongoing effort and is an unfinished project".

- *Challenge of under-reporting*

There was general agreement that one of the challenges that universities are facing is under-reporting. "Victims don't want to come forward", often because they do not trust the system or because of the length of time that it takes to resolve complaints. As one respondent noted, "students don't trust this unit". Another referred to the secondary trauma that victims experience and the way in which they are treated. Another stated "it's a long bureaucratic process with outcomes that typically only happen way … down the line. … It means that people are disillusioned or disappointed. Either it didn't happen quick enough, or the outcome was not harsh enough".

- *Confidentiality*

Another challenge that emerged was related to the issue of confidentiality. The confidentiality that surrounds cases gives rise to the perception that nothing is done. "Students are unhappy because … we do things and we do find perpetrators guilty, and students get expelled and we've fired staff, but it's not talked about. So, students believe nothing is done". "The university does not want to talk about [sexual harassment incidences], because they're really scared it will … bring the university into disrepute". Another noted that if there is a risk of the incident reaching the media, then the university generally puts out a communiqué stating that the incident is under investigation.

Confidentiality also perpetuated the problem as offenders just resign and transfer to another institution. "We have to find a mechanism to deal with people who resign to avoid disciplinary processes because it's confidential. They haven't been found guilty of anything. [We] cannot notify [our] colleagues not to employee this person". Another noted, "the only instance where [we can share information] is with professional councils, … law and … medicine. If [we] want to address this challenge … we have to introduce a system like that. We have to publicize [these offences] quite widely [and] information about these people [must] be shared ".

- *Safety*

Safety emerged as an issue of concern, particularly for women. "It's not one of those things that requires

a major policy shift …; it just means that we must create the enabling environment that allows [people] to thrive and not to worry about having to look over their shoulders". In this regard, it was mentioned by a Wits respondent that staff and students have access to an SOS App on their cell phones that they can use if they are in danger. Others referred to the option to request a security escort on campus if they were working late and felt unsafe. At least one university no longer scheduled evening tests and others mentioned "green routes" which are well lit up at night and monitored by cameras.

Concerns were also expressed about the lack of security on some campuses due to the university being embedded in the town and in the case of Wits, for example, they spend their own funds on security staff off campus to secure the surrounding inner-city precinct of Braamfontein. Other challenges are security concerns in off-campus residences, with one interviewee stating, "our [off-campus] accommodation facilities are extremely unsafe for females".

- *Sexual harassment as a function of discipline*

The question on whether the extent of sexual harassment varied according to discipline was revealing. Anecdotal evidence based on the interviews conducted suggested that women are more vulnerable in disciplines where the number of men far outweighed the number of women (e.g., Engineering) and where they are required to work late in laboratories or undertake field work (e.g., Science, Engineering, Architecture, Health Sciences). A 2018 study by the National Academy of Sciences in the United States (NASEM, 2018) reported that medical students experienced the highest rates of sexual harassment compared with non-medical students and that one-third of women in academic medicine had experienced sexual harassment. It was attributed to the hierarchical and hostile work environment in academic medical centres.

In our key informant interviews, more than one woman suggested that sexual harassment "in the health sciences … is a very big problem. It's not very common to have sexual harassment that leads to an official complaint … [or] an HR process ... [or] a formal hearing. The reason why … is because people accept sexual harassment as part of their daily ... [experience]". Sexual harassment often happens in "a jokey type of way". "I think because we are working with patients in an intimate way, we become much more comfortable with discussions around sex, around sexual organs … and therefore it becomes much easier to make a joke around those topics than I think somebody who for instance works in [another field]". In one case, that was only brought to the attention of the departmental head by an international visitor, it was found that young women junior doctors did not want to take an incident forward. "They reported that such incidents happened every day to them, and they were unwilling because [it] would mean they [would] sit every day and write emails and complain and they said they'd rather let it go".

It seems that women in the health sciences accept sexual harassment as part of their daily [experience], although this was denied by a male respondent in the health sciences, who attributed it largely to perceptions of individuals. In his words, "I'm not dismissing it, but I think we also need to be sensitive about perceptions of individuals as opposed to what might really have transpired", referring to the tone of engagement between individuals which might be construed as a gender issue when in fact it is not. He was opposed to the introduction of bullying policies because of the subjectivity involved and argued that

"it becomes almost impossible for individuals to openly engage with each other". He felt that "at times the gender card is overplayed" and that "we've still got a long road to travel in terms of unpacking what …. constitutes microaggressions" and "that people need to be in [the] space of adults where they need to accept that opinions will be voiced that are counter to theirs and sometimes the way those opinions are raised will be much more forceful than they would [like]".

- *Interventions*

Interrogating how universities are handling the issue of sexual harassment, it was apparent they are doing a great deal but that much more needs to be done. Some of the interventions included awareness-raising programmes that are run as part of orientation programmes for first year students; structures to handle complaints; creation of extra-curriculum, credit-bearing courses; online training; campaigns etc.

Specific examples included a central learning platform at UCT where they offer a self-learning course called Success Factors. The OIC at UCT also runs training on unconscious bias. Based on information provided by a key informant, we learned that the School of Education at UKZN is trying to introduce a full module on GBV. Some key informants spoke of the need to create 'safe spaces' where these difficult or sensitive matters could be discussed openly and to create awareness, particularly amongst men.

Most of the courses are voluntary and therein lies the weakness. The challenge for institutions is how to create mandatory courses.

Women were unanimous in their belief that "Human Resources is not helpful" when it came to dealing with microaggressions. Training and awareness-raising were most frequently mentioned as ways to combat such behaviour.

- *Bringing men into the conversation*

Another theme that emerged was the importance of bringing men into the conversation. It was generally felt that men were more aware of gender issues, not necessarily only sexual harassment, than in the past, but that there was still a great deal of awareness-raising that needed to take place.

Within the context of GBV, a senior male leader at a South African institution asked, "Where are the young men? They need to be part of this important discussion from the outset". These words were echoed by many others, including men. It was stated that "21st century men [have] to come to terms with the fact that all the practices of the past that are part of a [macho] culture …. engender a culture of … insensitivity to issues around women's safety"." Whenever there's an incident of gender-based harm, it should be men themselves who call out other men". He was referring to the importance of self-regulation amongst men and not getting caught up in "group male think".

In this respect, it was noted that the UCT OIC offers a "Becoming Men" masculinities programme that is targeted at Cis men. It is described as a "learning and unlearning space" and aims to establish a network of men who support gender justice.

One respondent grouped men into three categories based on their responses to matters of GBV and/or microaggressions. Each group needed a different approach. The first is the group of male champions who took these issues as seriously as women and who were very supportive of training programmes. The second is the group who openly argued in a meeting about what should be done to address GBV and dismissed the value of training programmes. And then there is a third group who thinks this is all a joke. "In front of you they will say 'yes, yes, yes', but they will walk out in their little group of men, and they will laugh, and they will say what a … waste of time again. It is very difficult … to address that group".

- *Collective responsibility*

A related theme was that of collective responsibility**.** Five universities (AAU, UCT, ULAG, MU and Wits) mentioned collective responsibility to stamp out GBV in their sexual harassment policies. UP, in their code of conduct on the handling of sexual harassment, mentioned co-responsibility. Given the widespread problem of GBV at most universities in our sample, collective responsibility is a principle to be considered when sexual harassment policies are up for review. It implies that all individuals in an institution are accountable for improving the effectiveness of the policies and that it is an offence to ignore instances of GBV or to fail to report it. UCT has a GBV online bystander tool that allows the OIC to "track cases while allowing for anonymous reporting."

3.3.7 Transformation

Transformation is a major focus of South African universities, which is understandable given the country's Apartheid past, and is articulated in policies, structures and plans. While race is the dominant element, gender also featured and has benefitted from the transformation imperative. It is not only about transforming and diversifying the student and staff profile so that it is more representative of the demographics of the country but is aimed at building a more inclusive institution that respects EDI. As expressed by one key informant, "We want to create an ecosystem … [so that] from the first day that somebody arrives here, they feel welcome and [we are] supporting individuals and creating opportunities."

Most South African universities have transformation offices, headed by directors. Some have included transformation in the portfolio of a DVC (e.g., SU has a DVC Social Impact, Transformation and Personnel) to signal their commitment to change. At SU there is an institutional transformation committee, and each faculty has its own transformation structure or committee. SU is also planning to introduce a compulsory module that builds transformation competency.

A VC at one South African university stated, "transformation is a word that in the South African context has been eviscerated of all meaning" and was at pains to point out that "we are on a journey, it's a work in progress. We are imperfect ... but we're absolutely committed to ... this journey. But … by definition, universities are institutions of transformation, and it will always be incomplete".

It is regarded as important to demonstrate some meaningful action. In this regard, SU has introduced transformation into the key performance areas of their senior leadership team.

At UCT, a former VC was quoted as saying, *"while changing the social composition of power is important, we have to realize that it is not sufficient – we also need to transform the structures as well as ways of doing, knowing and being"*. The institution's transformation focuses on six areas: student access, support and success; staff access, support and success; place and space; response to discrimination, harassment and violence; community engagement; and curriculum support.

3.3.8 STEM-related Recruitment and Representation

A useful starting point for a discussion on STEM-related recruitment and representation is to reiterate the point made by Mama and Barnes (2007), who emphasized that women have always had access to Africa's post-independence universities, unlike the situation in some countries, and that Africa should be proud of this. Nonetheless, they went on to show that despite the equality of access, universities are male dominated.

Although we were primarily interested in the representation of women faculty in STEM disciplines and women's leadership, one cannot address the former topic without some contextual understanding of the recruitment of female students into STEM disciplines.

The state of female students' representation in STEM disciplines varied across countries. Certainly, respondents from UG and UR voiced strong concerns about low numbers of women students and as a result, women faculty members in STEM disciplines. This is backed up by data in a recent report by THE and UNESCO (2022a), which showed sub-Saharan Africa as lagging other global regions in terms of women's representation in tertiary education. Women comprise 43% of all students enrolled (2019 data) and comprise 37% of PhD-level students in STEM fields. The same report noted that in most cases, the emphasis of institutions was on providing access and not on monitoring success rates.

A key informant from UR noted that they have no preferential entry policy for girls in STEM, but they "do leverage the country's policy of promoting girls by giving girls preference in campus housing", raising awareness and inspiring girls through targeted events for girls.

A respondent from UG noted that there are still "traditional, cultural assumptions", particularly in the rural areas, that prevent women from entering STEM fields. "STEM programmes are costly and in the face of limited resources they prefer to support a boy who is not going to marry and give up a career". UG respondents also referred to their institution's affirmative action admissions policy, whereby the entrance requirement for girls is set at one point lower to try to improve the numbers of girls recruited into STEM programmes. It was emphasized that there is no compromise on performance, but efforts are put into "creating an enabling environment" for women to succeed. Another respondent from UG referred to the strong support system that they have introduced for STEM programmes, referring to it as a system of "shock absorbers", where lecturers must report regularly on the progress of students.

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This differential access strategy for women is not without some dissention as was evident in one person's response. "Historically, in this country [Ghana], women have not had access to higher education. So, if you're going to improve access, I don't see what's wrong with that. ... The way in which we've attempted to do that … [has led to] a dramatic improvement, so I don't know what people's huffing and puffing is about. Often people misunderstand affirmative action to mean [that] the person isn't qualified [not that] you are addressing historical disparities".

From interviews conducted at South African institutions, it was apparent that with a few exceptions, the ratio of women to men in STEM disciplines has improved considerably and generally reached parity. Engineering stood out as still struggling to attract females, but it is changing, and some universities reported 30% female students. There are more positive shifts in certain engineering disciplines, with Chemical Engineering and Process Engineering being mentioned specifically. Respondents spoke of multiple initiatives to attract girls into engineering. For example, UP has a Women in Engineering programme sponsored by industry, and there is Engineering Week, when Grades 11 and 12 students are immersed in a programme at university. Females from rural areas are sponsored by industry to stay in student residences. They also mount an Information Technology (IT) Week that is sponsored by industry. Considerable effort is targeted at secondary school students, with many respondents lamenting the shortcomings of the school system in mathematics and science as affecting their ability to attract students into STEM disciplines.

All universities reported on how they encourage women to apply for opportunities that they have, such as scholarships and sandwich study programmes abroad. Some also reported on how they can prioritize women when recommending students for professional internships or employment.

The male to female ratio for students in Health Sciences at South African universities has reversed. Respondents related that at some universities they have 70% female students at undergraduate level. According to 2000 statistics, women comprised 51% of all medical school enrolments and by 2005, the proportion had risen to 54% (Breier and Wildschut, 2007). Another source stated that by 2014, this had exceeded 65% for most universities and was above 70% at two (Benatar, 2016). A few senior faculty members noted that this trend has potentially serious consequences for the health security of the country as women tend to avoid disciplines such as neonatology, obstetrics, surgery, where one is required to be on call 24/7. Women tend to gravitate towards internal medicine, dermatology, and radiology. This trend has been observed elsewhere (e.g., Levaillant *et al.*, 2020), and will likely need some intervention in the future.

Turning from students to academic staff, many respondents pointed to recent improvements in the percentage of women academics in STEM fields, particularly in South Africa. Engineering still has a long way to reach parity, with only about 20% female academics according to respondents. The under-representation of women in the professoriate and in senior leadership positions was mentioned often by respondents in all countries and is addressed in Section 4.

3.3.9 Gender Pay Gap

Some interesting nuances exist regarding the gender pay gap in academia. It emerged that although most respondents concluded that this was no longer an outstanding issue, with at least two institutions reporting that they had deliberately addressed the gender pay gap in recent years, if one probed beneath the surface there is evidence that a subtle, more informal gender pay gap existed at most institutions. Even at UR, where all respondents noted that "a gender pay gap does not exist" or "it cannot happen", as the salary for an academic rank is fixed, unlike most other universities where each rank has a salary range, there is the possibility for a subtle pay gap to exist.

As one informant noted, "formally, … if you talk to an HR person, they'll say, there's no gender pay gap." But there are some nuances that exist across all universities.

One respondent referred to it as an inadvertent gender pay gap "in the sense that [a woman] … is affected by the slow growth up the ladder … [compared with a man] ... and so lags behind". At some institutions "there is a wide gap between the bottom and the top … [of the pay scale] … "so people wear the same cap, but the heaviness of the cap differs".

It was also acknowledged that while there were few differences at the lower levels, "there may well be outliers at the top", where highly rated scientists with considerable experience and scarce skills … [generally men] … are paid more. It was acknowledged by one respondent at a South African university that "the university does have to pay some sort of; I don't know what to call it … some premium in order to attract very good black South Africans to the university. There's no such thing for females ".

There was also a recognition that in the case of scarce skills, a university may be prepared to pay a premium to attract senior staff or a particularly notable academic. "There is no doubt that it happens ... [but] ... it's quite contentious". And as another noted, "I have recently learned that there is some leeway. Senior people can negotiate to get [a] higher salary".

There was recognition from some respondents that there was a historical legacy at their institution. While "with all the new hires there is hardly any pay gap", it was only in the process of being closed for other faculty who had been at the institution for a longer period.

Another nuance arose due to the "topping up of salaries". In one university (UR), researchers could supplement their basic salaries by leading research projects. Since more men lead research projects, they tended to earn more than their female counterparts. The "topping up" of salaries through research or consultancy was available to all, but as noted by another key informant, men have more time to take up such opportunities. Performance bonuses are also used to "top up" salaries and "since men produce more than women … they're earning more … [and] getting more privilege."

3.3.10 Gender Budgeting

Gender budgeting, which is defined as the act of incorporating a gender lens in all levels of budgeting to achieve gender equality (Downs *et al*., 2017), was mentioned in the gender policies of four institutions (AAU, UI, MU and UR). Institutions without a gender policy have no provision for undertaking gender

budgeting and this deficiency was endorsed by our key informant interviews. Many expressed interest in the concept, with one who had had experience of gender budgeting elsewhere noting that it was not easy to do.

The closest that most universities have progressed towards gender budgeting is a strategic allocation of funds for a specific gender-related activity, such as the establishment of a Gender Office or fellowships for women academics. Certainly, in most cases, gender budgeting has not been mainstreamed across all university activities, structures, or programmes.

3.3.11 Gender Audit

Four of the university's gender policies (AAU, UG, MU and UoN) make mention of a requirement for annual reporting of gender-related statistics, whereas UR's policy makes provision for periodic reporting. However, as far as could be determined, only two universities, UCAD and UP, have conducted institutional gender audits, aimed at determining the extent to which gender equality is effectively institutionalized or mainstreamed into the organization.

Gender audits fulfill an important function, going beyond monitoring and evaluation by enabling an organization to determine the extent to which their policies and procedures were being used in the most effective manner to deliver on their commitment to gender equality (CHR, 2014). Ideally, they should be performed on a regular basis and not as a 'once-off'.

While there are many gender audit toolkits available, the Gender Audit Tool of CHR (2014) was developed for HEIs in Africa and was piloted in departments at UP. It includes women's participation in management and governance; engendering of curricula; student experiences of gender discrimination or affirmation; and a policy review. The CHR toolkit favours an intersectional approach in which gender discrimination is not isolated from other forms of discrimination based on race, ethnicity, class, religion, nationality, sexuality, physical ability, and HIV status.

In the interviews held with VCs, we included a question related to an accreditation scheme, specifically the Athena SWAN (Scientific Women's Advancement Network) scheme, which has been widely adopted in the UK, Ireland, Australia, the United States and Canada. While generally agreeing that there needed to be monitoring and evaluation, there was not an enthusiastic response to the introduction of an accreditation scheme, which was likened to university ranking schemes with all their attendant problems.

3.4 Summary

We were able to access gender-related policies for 15 of the 16 ARUA institutions. UCAD was excluded from the analysis as there were no policies on their website and despite attempts through personal contacts, we were unsuccessful in determining whether any policies existed.

The key findings are listed as follows:

- Seven institutions (AAU, UDSM, UG, UI, MU, UoN and UR) have an overarching gender policy. One additional institution (UCT) was reported to be in the process of developing a gender policy, but

we were not able to access it. A gender policy is an aspirational document, the purpose of which is to advance gender equality. Some of the elements addressed include gender mainstreaming, the collection of gender-disaggregated data, gender budgeting, engendering the curriculum, and the application of a gender lens in research etc. It provides the framework for conceptualizing and implementing the gender programme at an institution. Gender policies create a more structured effort into the elimination of gender inequality by ensuring that progress is monitored and evaluated, and that dedicated people are responsible for the policy and its implementation.

- Most institutions in South Africa (UKZN, UP, RU, SU, and Wits) have an umbrella anti-discrimination policy which includes gender as a key element, but which does not promote gender mainstreaming. South African institutions have opted for anti-discrimination policies because of the country's unique Apartheid history and a deliberate intersectional approach where race is at the forefront. A concern raised with some of the senior South African university leaders about an anti-discrimination policy being focused on the negative or what one must not do, was allayed as it was emphasized that it needed to be viewed in conjunction with the national Employment Equity Act (*No. 55 of 1998*), which explicitly promotes equality in terms of gender, race and disability. Notwithstanding this point, since the focus of the Employment Equity Act is on numbers, gender mainstreaming is not addressed.

- Research centres or units of gender studies at 12 of the 16 universities were found to play critical roles in driving the development of institutional policies and in advancing the research agenda. In some cases, they were also responsible for developing guidelines for mainstreaming gender (e.g., UR). Where research centres played a more active role in the implementation of policies, it was generally in support of an official university structure tasked with the responsibility.

- Intersectionality emerged as an explicit and implicit theme. Only one gender policy (UR) made explicit mention of intersectionality. It is an implicit underpinning concept of policies in South African institutions, where race and gender are overriding considerations, and race, gender and disability are important from a statutory perspective. Other criteria that surfaced were socio-economic status, ethnicity, sexual orientation, extent of urbanization, geography, and religion. Sensitivity on the topic was detected in interviews with UR key informants, where the notion of intersectionality was often interpreted through an ethnicity lens. Interviewees stressed that because of their painful past, they refrained from emphasizing differences among people.

- All South African universities displayed considerable awareness about and tolerance for varying gender identities or gender fluidity. A few universities (UCT, UP, UCT, Wits) have made provision for the use of non-binary pronouns. Two universities (UCT and UP) have separate policies catering for the LGBTQI+ community, whereas six others mentioned sexual diversity in their gender or anti-discrimination policies. At non-South African institutions, there was considerably less awareness and transparency about how to accommodate the trans community.

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- GBV emerged as a dominant theme, both in terms of the number of policies that exist, as well as in discussions with key informants. Universities take sexual harassment very seriously, with all of them, excluding UCAD, having policies in place. Some have introduced additional policies to address certain aspects of sexual harassment, for example, bullying policies (Wits) and policies that address romantic relationships between staff and students (UP, RU and Wits). However, only one of the policies (SU) makes provision for more subtle microaggressions that emerged as pervasive in all institutions. In terms of the process for reporting cases of sexual violence, universities have different approaches, with some relying on dedicated units, whereas at others, claims are made to the line manager. Support is generally offered to both parties and either mediation or a criminal process is started. In terms of reporting, a best practice example is the annual report on GBV published by UCT that is publicly available on their website. Some of the challenges that universities face are under-reporting, and the issue of confidentiality, which perpetuates the problem as staff offenders tend to resign to avoid disciplinary processes and students transfer to other institutions. Anecdotal evidence based on the interviews conducted suggests that women are more vulnerable in disciplines where the number of men far outweighs the number of women (e.g., Engineering) and where they are required to work late in laboratories or undertake field work (e.g., Science, Engineering, Architecture, Health Sciences). Many varied interventions have been introduced to address GBV, but the main shortcoming is that they are not mandatory. It is recommended that a principle of collective responsibility be introduced when policies are up for review.

- Transformation is a major focus of South African universities, which is understandable given the country's Apartheid past. While race is the dominant element, gender also features and has benefitted from the transformation imperative. Transformation is also about building a more inclusive institution that respects EDI.

- The state of female students' representation in STEM disciplines varied across countries. There are still low numbers of women students and as a result, women faculty members in STEM disciplines in Ghana and Rwanda. At South African institutions, the ratio of women to men in STEM disciplines has improved considerably and generally reached parity. Engineering stands out as still struggling to attract females. The male to female ratio for students in Health Sciences at South African universities has reversed, with some universities reporting 70% female students at undergraduate level, a trend that has potentially serious consequences for the health security of the country as women tend to avoid certain disciplines. There have been recent improvements in the percentage of women academics, particularly in South Africa, although Engineering still has a long way to go to reach parity. The under-representation of women in the professoriate and in senior leadership positions was still evident.

- Most institutions have addressed the traditional gender pay gap, but we found evidence of a more

nuanced or inadvertent gender pay gap that arose because faculty members are able to supplement their salaries through research projects, consultancy, or performance bonuses. Since men generally have more time available than women, they can benefit to a greater extent than women.

- Gender budgeting was mentioned in the gender policies of four institutions (AAU, UI, MU, and UR). The closest most institutions have progressed toward gender budgeting is the strategic allocation of funds for a specific gender-related activity.

- As far as could be determined, only two universities, UCAD and UP, have conducted institutional gender audits, aimed at determining the extent to which gender equality is effectively institutionalized. Some university policies made mention of a requirement for annual reporting of gender-related statistics; not quite an audit, but a step towards keeping track of gender progress.

4. WOMEN'S LEADERSHIP AT ARUA UNIVERSITIES

4.1 Background

While the world average for women faculty representation in tertiary education institutions has increased from 33.6% in 1990 to 43.2% in 2020 (THE and UNESCO, 2022a), women remain under-represented in leadership roles. Only 24% of the top 200 universities in the Times Higher Education (THE) World University Rankings have a female leader (THE and UNESCO, 2022b).

In the United Kingdom, in 2018, women comprised 29% of vice-chancellors, having increased from 17% in 2013 and 22% in 2016 (Jarboe, 2018). Women have also increased their participation in executive leadership teams – from 34% in 2016 to 37% in 2018 (Jarboe, 2018).

In the European Union, only 14% (2019 statistics) of all HEIs had a woman as head. Notably, there were 22 countries that had no female leaders (EUA, 2019).

In the United States, according to the American College President Study, in 2016, 30% of all college presidents were women (The American College President Study, n.d.).

Of the 1 400 universities in Africa, only 41 had female VCs (2018 statistics) (https://fawovc.org/). At 2.9%, this is a value substantially lower than elsewhere in the world. In response to this gender gap in senior leadership, an initiative known as the Forum for African Women Vice-Chancellors (FAWoVC), headquartered at MU, was launched in 2016 to address this leadership gap across Africa. Some of their activities have included building Science, Technology and Innovation (STI) leadership, building management capacity of African women VCs and emerging female academics in Mozambique, Sudan and Uganda, and gender-based assessments of the STI ecosystems in the same three countries.

A study of South African HEIs by Moodly and Toni (2017) showed that women accounted for 15% of VCs, a drop of 2% when compared with an earlier study based on 2014 data (Moodly, 2015).

The feminization of the teaching workforce in most countries is a well-known phenomenon, but less attention has been paid to the continued under-representation of women in education management and related leadership positions (UNESCO, 2017). Women across all academic disciplines are more likely than men to hold fixed term or contract positions and as a result, women are more likely to end up in insecure career pathways, which ultimately affects their productivity and career progression (OECD, 2021).

4.2 Gender Dimension of Academic Leadership

The under-representation of women in academic leadership is a challenge, both from a social justice perspective, as well as a failure to utilize the full capacity of the population. Furthermore, there have been many studies that have pointed to improved performance of organizations when there is leadership diversity, which includes gender (Longman, 2018). Gender transformation involves so much more than

addressing the unequal representation of men and women in terms of numbers. It involves changing the gender and social norms, such as stereotypes and gender roles, and unequal power relations that disadvantage women and prevent them from being fully integrated.

It has also been reported that women in education leadership positions provide role models that can improve female student retention (Kagoda, 2011), which is especially important in countries where girls have low education attainment.

The next section presents some of the widely acknowledged barriers to women's academic leadership.

4.2.1   Barriers to Women's Academic Leadership

When it comes to advancing reasons for the gender gap in academic leadership, the barriers faced by women are complex and well-documented. Some studies cite individual factors such as a lack of self-confidence or ambition in women (Howe-Walsh and Turnbull, 2016), or a reluctance on the part of women to apply for senior management roles. Because academic careers are individualistic by nature, there is a tendency to focus on the individual, rather than the institution, with some researchers reporting that that it is the individual who is personally responsible for the low numbers of women in academic leadership positions. Ward and Eddy (2013), for example, argue that women often forego senior leadership positions because of sexist cultures in institutions, messy politics or challenges with work-family balance. Others (e.g., Gash *et al.,* 2012), in support of the view that it is a women's choice, noted that women often prefer part-time and potentially flexible work.

However, recent studies tend to favour structural institutional barriers as the root cause of the paucity of women in senior academic positions. Shepherd (2017), for example, argued that women's missing agency was an insufficient reason for the continued under-representation of women in leadership positions. She further found little difference between men and women in terms of their aspirations for senior leadership. Rather, she noted that there are numerous institutional barriers that inhibit women's career progression. These are elaborated upon below.

Universities are referred as having a gendered institutional culture, where the traditional cycle of male leadership is repeated, reinforcing male culture, and leaving women feeling marginalized (Howe-Walsh and Turnbull, 2016). Leadership is often linked with masculinity traits, such as competitiveness and ruthlessness, which are sometimes not attractive to women (Morley and Crossouard, 2015). Women do not always fit into the male-dominated culture and become isolated and lonely, experiencing tremendous pressure as a result. This gendered institutional culture is perpetuated through similarity attraction, where there is a tendency to attract people who are the same as their predecessors (Moodly and Toni, 2017). This is sometimes referred to as homosociability (Shepherd, 2017) and has also been described as a form of cloning that perpetuates the gender gap (Gronn and Lacey, 2006) as it exerts a powerful influence over who gets appointed or promoted. The solo status of women also leads to perceptions of tokenism, which exacerbates the pressure they are under (Craig and Feasel, 1998). It has been suggested that a critical

mass of 35-40% women in leadership positions is necessary to overcome the stigma of tokenism (Karsten, 1994).

In a gendered institution, employment and workplace policies have evolved and been compiled from the experience and perspective of men. As such they often disadvantage women, particularly when it comes to career interruptions for childbirth, child-caring responsibilities, flexible work arrangements etc. The consequence is that women do not always get the support that they need to advance their careers at the same rate as men.

Shepherd (2017) also pointed to male-dominated networks as a barrier to women's advancement. Networks are considered a form of social capital (Howe-Walsh and Turnbull, 2016), hence if women are unable to access them, they are disadvantaged. Barnard *et al.* (2009) have referred to the existence of a 'boys' club' that excludes women, leaving them feeling marginalized.

Formal and informal gendered practices, including conscious and unconscious bias, are also cited as important factors. According to Howe-Walsh and Turnbull (2016), problems begin at the recruitment stage, with women facing discrimination if they are pregnant or have children. Even if there are formal gender-related policies in place, women leaders still report instances of blatant gender discrimination. A study by Howe-Walsh and Turnbull (2016) based on in-depth interviews with women leaders, also reported a lack of support and lack of celebration of their achievements.

Women leaders tend to be viewed and evaluated first as women and second as professionals or leaders. These ingrained assumptions are played out through our expectations and treatment of men and women, and the way we understand leadership (Stead, 2015). A study of women leaders in higher education highlighted how senior women's leadership and professional expertise was rarely regarded as the norm. Women in senior leadership roles are placed in a highly visible position and are accordingly judged as leaders and as women, rather than just as leaders, as is the case with their male counterparts (Fitzgerald, 2014).

Sexual harassment, intimidation and bullying behaviour sometimes emerge in a male-dominated culture and inhibit women's progression to senior leadership positions. Howe-Walsh and Turnbull (2016) document instances where women have reported that their self-confidence has been impacted, and in some cases, such behaviour has made them afraid for their personal safety. Flores (2019) speaks of sexual harassment at academic conferences and how this discourages women from participating in these important career building events. Morley and Crossouard (2015) have also reported instances of stalking, which have impacted negatively on women leaders.

Other factors posing a significant constraint in some contexts are socio-cultural belief systems, particularly those where gender stereotypes play a role and perpetuate what is regarded as gender appropriate behaviour. For example, Morley and Crossouard (2015) refer to the stereotype that women should not have authority over men, which impacts women's leadership negatively. They also highlighted that social class was a factor in their study on women in higher education leadership in South Asia. Women from

more privileged classes could rely on family support and cultural capital to help them, which was not the case with less privileged women. It should also be noted that in some cultures women are still expected to perform certain duties such as cooking regardless of the social capital they have.

The lack of geographic mobility has also been cited as an impeding factor (Shepherd, 2017); women are generally less mobile than men and may have limited opportunities to change geographical location, which is often required to advance in one's career.

Caring responsibilities for children and family members also affect women disproportionately when compared with men. In general, women still carry a far greater caring burden and are often identified with this responsibility (Morley and Crossouard, 2015). This particularly impacts younger women who are in the process of building their careers. The impact is exacerbated for women in science and technology because of experimental requirements that may require work in the evenings and over weekends.

A further barrier faced by women is linked to the well-known observation that productivity rates of women are generally lower than those of men. This impacts negatively on women when it comes to promotions and career progression. As long as the number of publications is used as a metric for promotion or suitability for an academic leadership position, women will continue to be disadvantaged. Publication counts should be carefully nuanced to take account of career breaks that many women have.

Discriminatory career pathways also have a role to play and may disqualify women from senior leadership positions. Women face barriers at every step along the pathway (Ward and Eddy, 2013) and bearing in mind that the gateway to academic leadership is promotion to full professor, discriminatory practices relating to recruitment and promotion at each step of the career pathway need to be overcome. Policies and practices need to engage women in all levels of the promotion process. It has even been suggested that executive recruiting agencies play a role in reinforcing the *status quo* (Shepherd, 2017).

Some women leaders have reported a lack of mentorship programmes and a lack of investment in their career advancement (Howe-Walsh and Turnbull, 2016). The absence of female role models has made career progression challenging and hence the cycle of appointing male leaders is perpetuated.

The issue of the lack of mentorship is quite contentious as it suggests that attention should be on 'fixing the women' rather than on 'fixing the institution'. Generally, interventions that focus only on mentorship of women, for example, female-only development programmes like Aurora and Leadership Matters, are unlikely to be sufficient to achieve gender equality. There is a need for concomitant efforts to address the institutional factors that inhibit the closing of the leadership gap.

4.2.2   Enablers to Women's Academic Leadership

Despite the barriers cited above, there are clearly some women who are flourishing in senior university leadership positions, even though the numbers are relatively low. For there to be significant transformation, it is not enough to rely on natural change as this would be too slow (Shepherd, 2015).

Some form of intervention is necessary if equitable targets are to be met. Enablers identified in this study and cited in the literature are:

- Provide opportunities for mobility and networking (Morley and Crossouard, 2015);
- Revision university leadership so that it is more hospitable for women (Morley and Crossouard, 2015);
- Develop institutional policies that are accompanied by strategic implementation plans (Morley and Crossouard, 2015), as well as resources and reporting mechanisms;
- Implement gender sensitization plans that are targeted at both men and women (Morley and Crossouard, 2015);
- Provide mentorship programmes, specifically leadership development programmes (Vongalis-Macrow, 2014);
- Collect gender-disaggregated statistics to raise awareness and monitor and manage progress;
- Enable greater transparency and accountability in decision-making (Morley and Crossouard, 2015);
- Engage in activism that challenges discriminatory practices (Stead, 2015);
- Shift the focus of leadership research from one where leadership style is at the centre, which tends to reinforce traditional stereotypes, to one that focuses on how leadership works, how gendered practices are perpetuated, and how we can propose alternative models (Stead, 2015);
- Ensure that the media does not reinforce stereotypical views of leadership as a male domain and when relevant, challenge their tendency to focus on women's appearance and their domestic lives rather than their professional ability;
- Promote workplaces that are more democratic and inclusive, emphasizing leadership characteristics needed for the 21st century, rather than relying on stereotypical characteristics (Fitzgerald, 2014);
- Identify best practices and success stories and promote a shift to what has produced positive outcomes;
- Link a commitment to having more women in leadership positions to funding as this acts as a catalyst.

4.3 Leadership Profile at ARUA Institutions

4.3.1 Introduction

To date, gender-disaggregated data on the leadership at Africa's leading research-intensive universities have not been published. They are reported here for the first time and as such will form an important baseline against which future changes can be measured and evaluated.

Generally, data on the gender dimension of senior leadership at ARUA institutions were accessible from the universities' websites. Where data were missing, individual institutions were approached to provide the relevant data directly. We found that the executive leadership teams at the 16 Institutions changed often, even over the three-year period of our study. We have therefore used October 2022 as the date to

finalize the data, recognizing that the statistics reported may not be valid before or after that date. All institutions were given the opportunity to verify their own data from the summary provided in Appendix 5.

The senior leadership profile was documented from two perspectives, *viz.* the governance and the executive perspectives. The governance aspect included the chair of the governing body, generally termed a Council, as well as the titular head of the university, usually known as a Chancellor. Some universities (e.g., those in Nigeria) have a position known as The Visitor, which is occupied by a senior government appointee. The senior executive management team generally comprises a VC (or Principal) and several DVCs, the latter of whom have various institution-wide responsibilities. The next level considered consists of the heads (usually Deans) of various discipline groupings, commonly termed faculties. Whilst there are structural differences amongst the institutions, it was possible to obtain an overview of the gender dimension of senior university leadership.

4.3.2 Overview of Leadership Profile

Chair of Council and Chancellor

Progress has been made in terms of female appointments as Council Chairs and Chancellors. While the Chancellor is a figurehead, the Chair of Council is responsible for providing leadership to the Council, strategic direction to the university and monitoring the performance of the university executive. Six institutions have female Council Chairs (43%) and eight have males. A similar breakdown was found for Chancellors There was missing information for two institutions.

Vice-Chancellor

Less progress was evident when it came to the executive head of the university, the VC, who holds the most powerful decision-making position and is responsible for academic programmes and the administration of the university. Of the 16 ARUA universities, only two (UCT[11] and UG) have female VCs. At 13%, this value is considerably below international norms and indicative of a large gender gap that is reproduced at each level of leadership.

Executive Leadership Team

The percent females in the senior executive leadership team, which provides support to the VC, ranged from 25% (USDM) to 75% (AAU) across the institutions. Decision-making powers vary across institutions, with most having considerable autonomy. The most gender-transformed institutions are AAU, UI, UP and Wits, all of which have 50% or above female senior executives. Figure 2 summarizes the gender breakdown across all institutions and shows that the majority fall below 50%. In each case the VC, or equivalent, was excluded from the estimation of the female proportions of the executive team as these statistics were reported separately in the paragraph above. It is acknowledged that the sizes of executive teams differ among universities.

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[11] At the time of finalizing this report, the UCT VC had vacated her position after a settlement agreement with the Council and had been replaced by a male in an acting position.
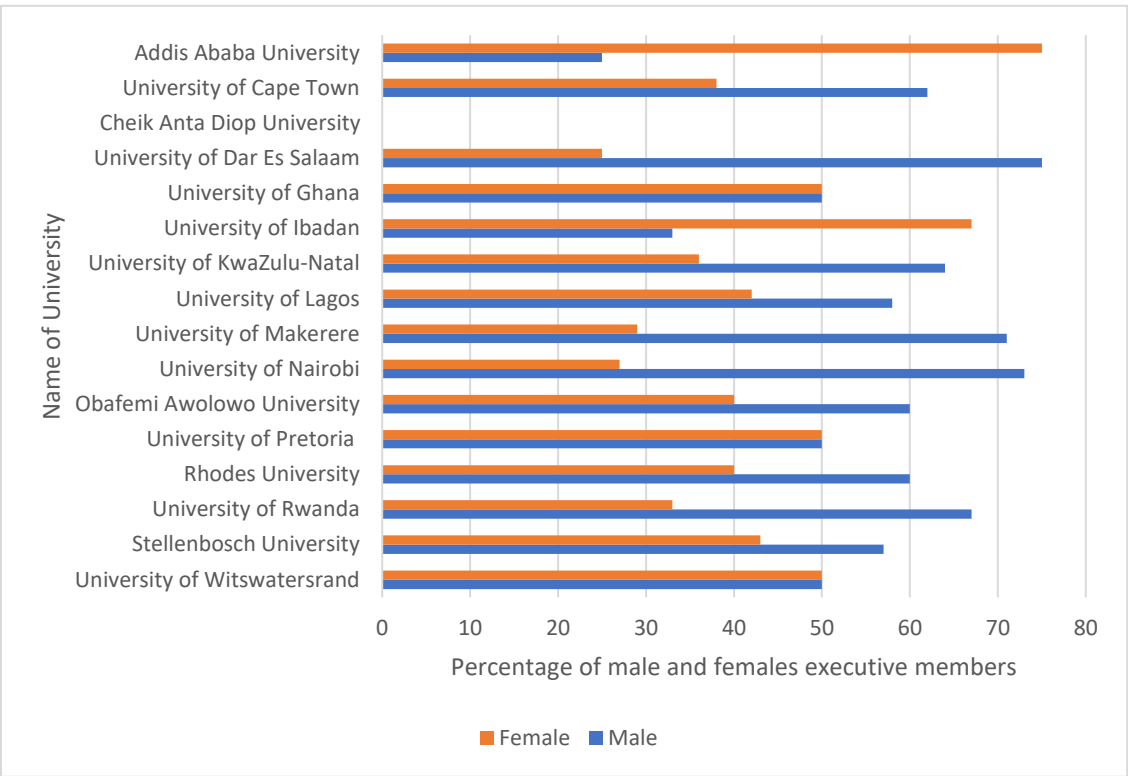
Figure 2: Senior leadership teams at ARUA institutions as a function of gender[12]

Deans

Again, the percent female Deans is highly variable, ranging from 0% to 63% across the institutions. Universities with zero female Deans were UG and Wits, contrasted with UCT, which is the only university with a greater than 50% representation. The majority (8) have less than 30% female Deans as shown in Figure 3. There is no consistent pattern linking particular faculties with female leadership as is evidenced from the data summarized in Appendix 5.

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[12] Data for UCAD were not available on their website.
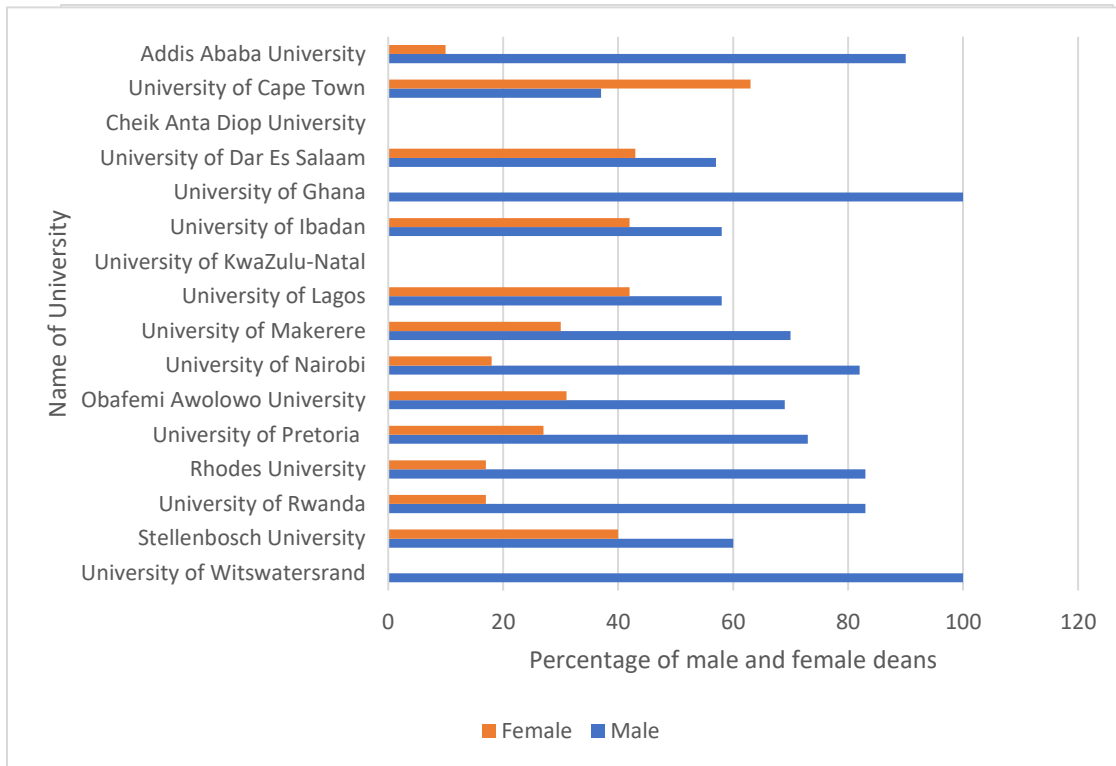
Figure 3: Percentage of deans at ARUA institutions as a function of gender[13]

4.4 Survey Results

4.4.1 Overview

An online survey instrument (Appendix 1) was distributed to the senior leadership at the eight institutions where we received ethics approval. A total of 46 responses was received from six institutions. No responses were received from either UCT or UP. The breakdown of responses by institution is given in Figure 4 and by country in Figure 5. The gender disaggregation by country is shown in Figure 6. Women comprised 46% of the sample. Men dominated the responses at UG. The age of respondents fell predominantly in the 50–59-year category (45%), followed by 33% in the 40–49-year category, 13% between 60 and 69 years, and 9% are under 40 years.

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[13] Data for UCAD were not available from their website and UG and UKZN leadership structures did not include Deans.
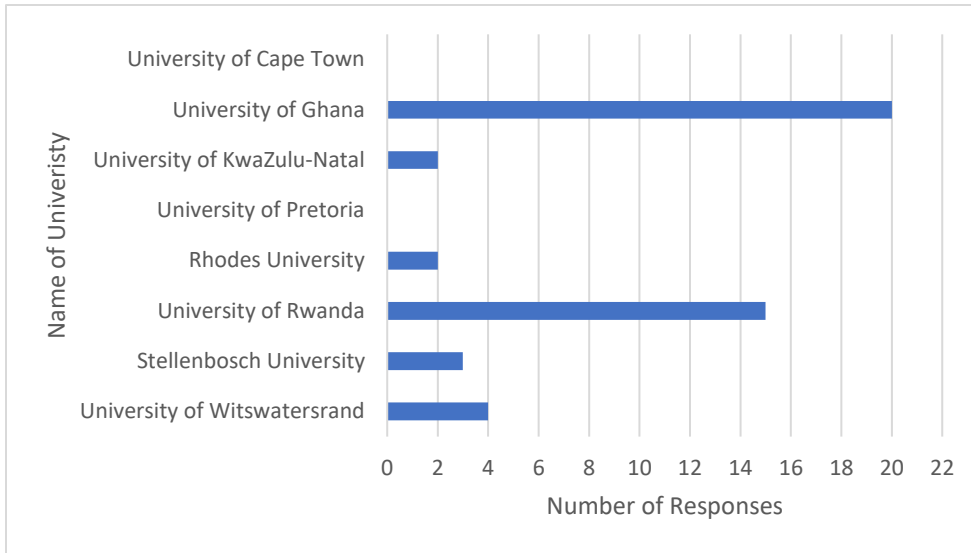
Figure 4: Number of survey respondents per university
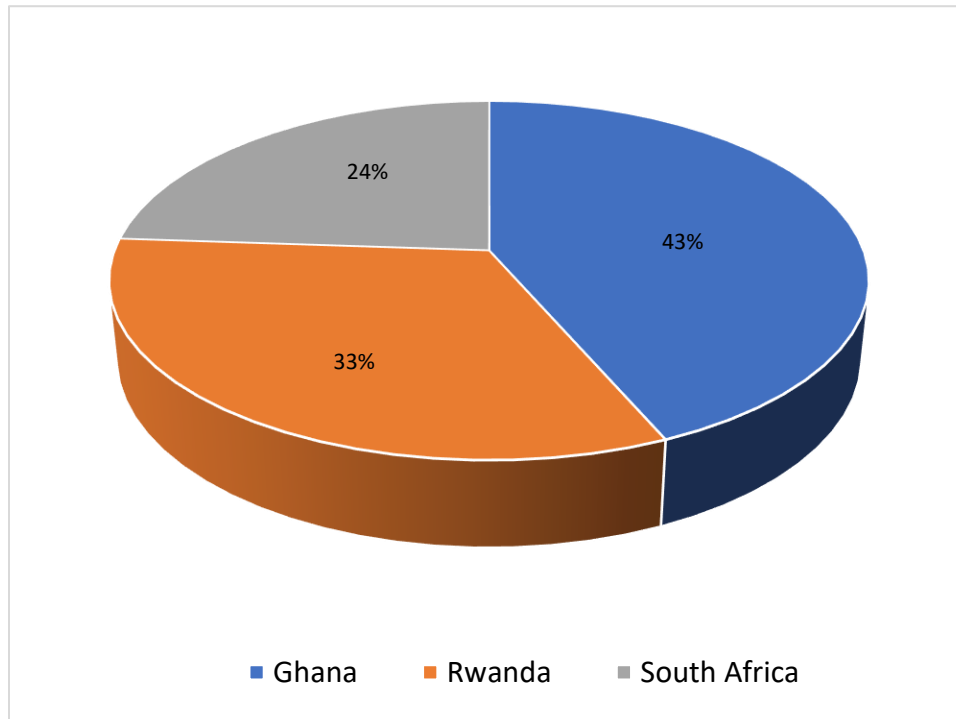
Figure 5: Number of survey respondents per country
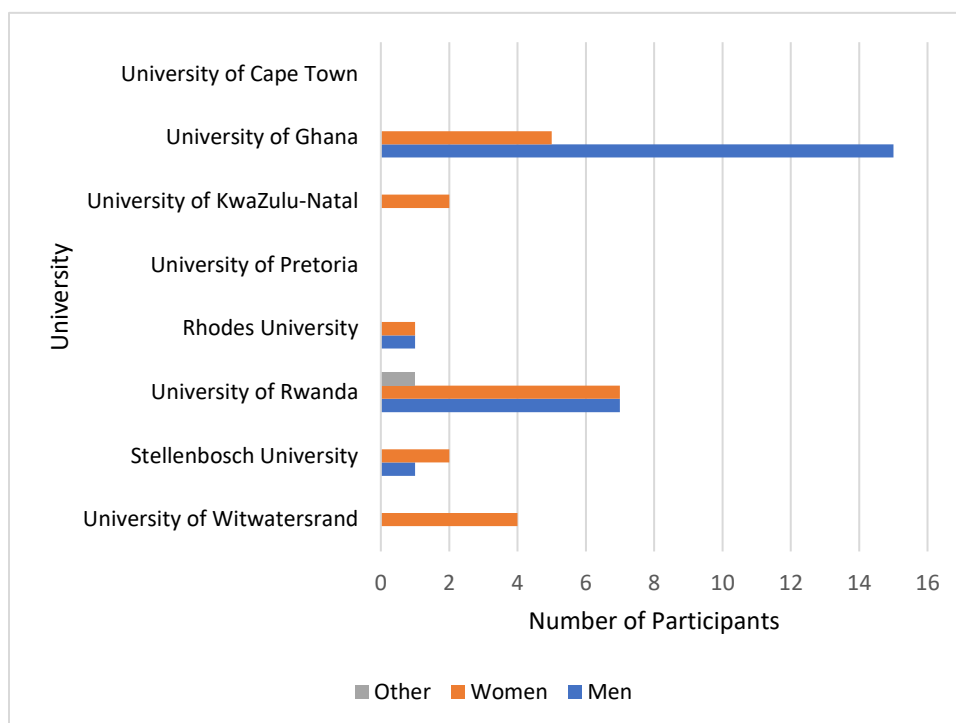
Figure 6:Number of survey respondents by institution and gender

Although there are some gaps in the data, the 46 responses have yielded valuable baseline data that was supplemented by the key informant interviews conducted across eight institutions. The results were analyzed globally i.e., there is no breakdown by country or institution, but they are disaggregated by gender where appropriate. Questions 7 and 8 that related to the existence of gender-related policies and mentorship respectively are not analyzed here. These questions elicited information about the pertinent policies and programmes within the universities and were included under the relevant sections elsewhere in the report (Sections 3.2 and 4.5).

It is acknowledged that the results are biased in favour of UG and UR, but the general findings reported here are triangulated against the findings from the interviews later in the report.

4.4.2   Women in Leadership

Questions 1 and 2, answered only by women (21 in total), related to the factors that played a role in their accession to a leadership position (Q1) (Fig. 7) and what type of support they received (Q2) (Fig. 8). In each case, they were asked to rank their top three choices from predetermined lists.

Results shown in Figure 7 illustrate that, by a large margin, the most important factor in accession to a leadership position was 'competence', ranked first by 16 women, followed by 'experience', ranked as first by one woman and second by 11 women (Fig. 7). Factors such as 'encouraged by others' and 'head hunted' received six responses each in the top three. 'Personal desire' received three responses in the top three. Noteworthy was the absence of the role of 'university policy' in their accession to a leadership role. Factors such as 'luck' and the 'absence of other leaders' also did not feature as important. The results show that

the women are strongly confident of their abilities and believe that their ability, coupled with their experience, qualified them for their leadership roles. Luck was ruled out.
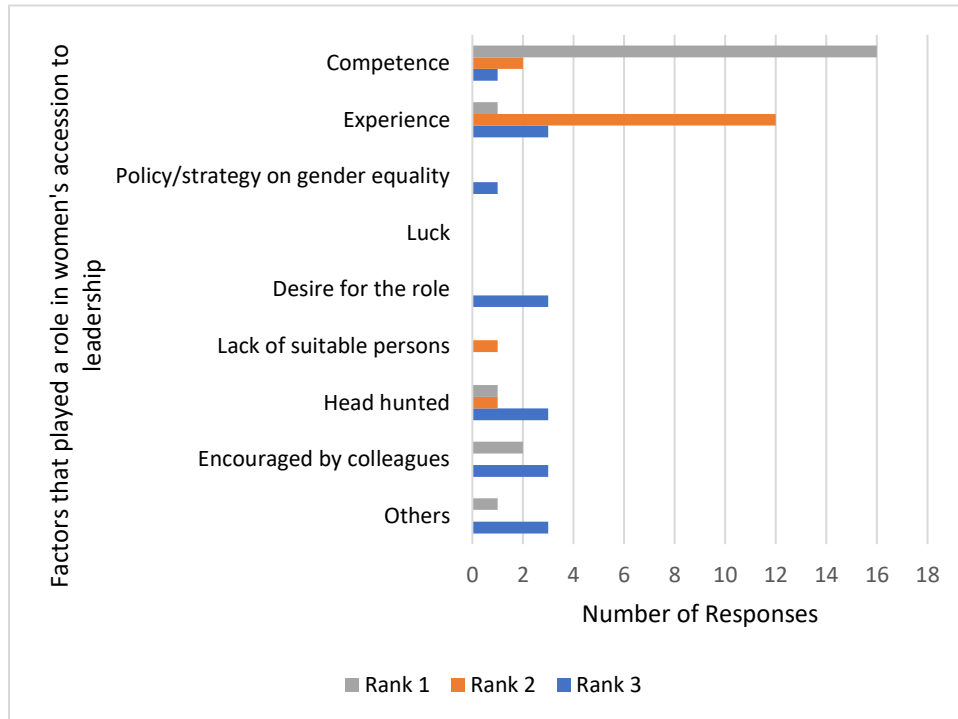
Figure 7: Factors that played a role in women's accession to leadership positions

In response to the type of support that they received in their accession to a leadership role (Q2), Figure 8 indicates that the responses were spread across many factors. Dominant was the 'support of colleagues and junior staff', with 17 responses in the top three. Next was 'support of their spouse' (11 in the top three) and 'support of the family' (10 in the top three). Support evidently comes from many quarters but is embedded in the institution and family. In the absence of having asked men the same question, it is not possible to speculate on whether men might have answered this question differently, but certainly the literature suggests that women find support from those within their immediate circle as more valuable due to their difficulties in balancing work-family responsibilities (Luke, 2000). External support, outside of these two factors, was identified as important by only one respondent.
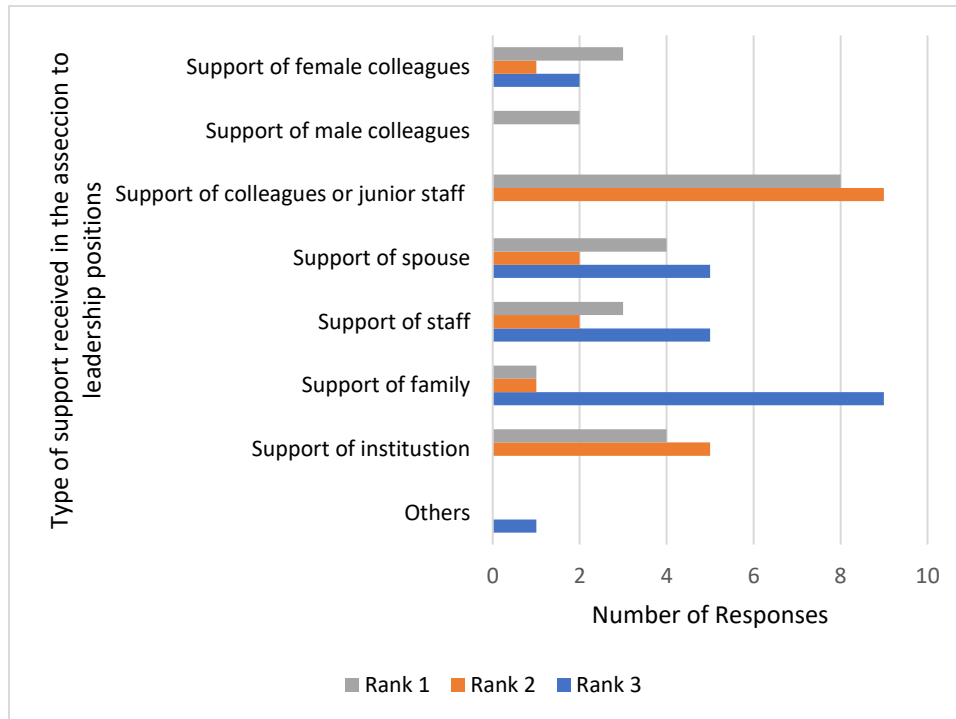
Figure 8: Types of support women received

Q3 related to whether they had ever experienced sexual harassment at their current university. Only two answered yes to this question. Neither revealed at what stage of their career the sexual harassment occurred but described it as 'bullying behaviour' and 'overt sexual advances'. Although the percent occurrence is low, even two cases reveal the difficulties that women encounter in their leadership roles. The results are consistent with the findings from the key informant interviews that are discussed later in the report (Section 4.5). Relatively few female academics have experienced overt sexual harassment, but a large number revealed that they are subjected to frequent incidences of bullying behaviour and microaggressions.

In an open-ended question related to the type of support that the university could offer (Q5), the foremost need, mentioned by ten respondents, was for "mentoring or coaching" (Table 5).[14] The need for structured mentorship programmes in leadership is something to which an institution can readily respond, and the beneficiaries need not be only women.

Another cluster of responses related to "avoiding discrimination" as indicated in the second row of Table 5. Implicit in these responses is an indication that gender bias, whether conscious or unconscious, exists. This suggests the need for gender awareness training, again something that is relatively easy for an institution to address.

The "need for additional resources" and more control over resources also featured, including one respondent who mentioned a need for more support staff.

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[14] All the responses under each theme are listed even if repetitive to indicate frequency.

A fourth cluster of comments related to "improved systems, policies, and information flow". There was also a call for "recognition" and finally, mention of some specific interventions, such as facilitating transport that could provide a measure of support.

Table 5: Support that the institution could provide to women leaders based on survey responses (Q5)

Theme	Responses
Mentoring/coaching	• *"Provide external mentorship or external coaching"* • *"Support a developmental trajectory for identifying persons (particularly black women) towards a leadership pathway"* • *"Provide structured training programmes"* • *"Offer training and fellowships to women in leadership as often as possible"* • *"Training in higher education management in the African context"* • *"Mentorship"* • *"Training, funding and mentoring"* • *"Training/capacity building"* • *"Provide structured training programmes"* • *"Support for problem solving, for discussing issues that arise in leadership positions, so we do not feel so alone in the position"*
Avoid discrimination	• *"Stand firm in abiding by the existing gender policy"* • *"Do not distinguish between female and male members of the Executive Team"* • *"Acknowledge that sexism exists"* • *"Content driven meetings"*
More resources	• *"Autonomy and empowerment in terms of resources"* • *"It is a matter of resourcing"* • *"Provide my unit with the necessary resources"* • *"Provide for the possibility of hiring additional support staff"*
Improved systems, policies, and information flow	• *"Better systems"* • *"Cut bureaucracy as a key tool for transparency. Move instead to a more developmental model - which would be labour intensive in that it is less codified - but it could be more flexibly responsive to needs"* • *"Provide accurate and recent information in an easily accessible format"* • *"Have a clear gender policy with concrete actions to support women in leadership"*
Recognition	• *"Support our initiatives"* • *"Academic promotion"*
Other	• *"Facilitate transport"* • *"Reduce unplanned meetings"*

	• *"Tea break"*

4.4.3   Obstacles to having More Women in Leadership Positions

Q6, pertaining to obstacles to having more women in leadership positions, was answered by both men and women. Respondents were asked to rank their top five preferences from a predetermined list. Results are presented in Figure 9 and are disaggregated by gender.

Factors that received the greatest number of votes in the top five were "the lack of suitably qualified women" and "the reluctance of women to take on leadership positions". Both received 23 votes, although the lack of suitably qualified women was ranked first by 11 respondents, eight of whom were male and three females.

The factor receiving the lowest number of votes (four) in the top five was "conscious bias", suggesting that neither men nor women felt that there was a deliberate attempt to exclude women from leadership positions. The existence of "unconscious bias", on the other hand, received 16 votes in the top five.

Most of the other factors accumulated between 15 and 18 votes, with "poor networking opportunities for women" receiving 11 votes in the top five.
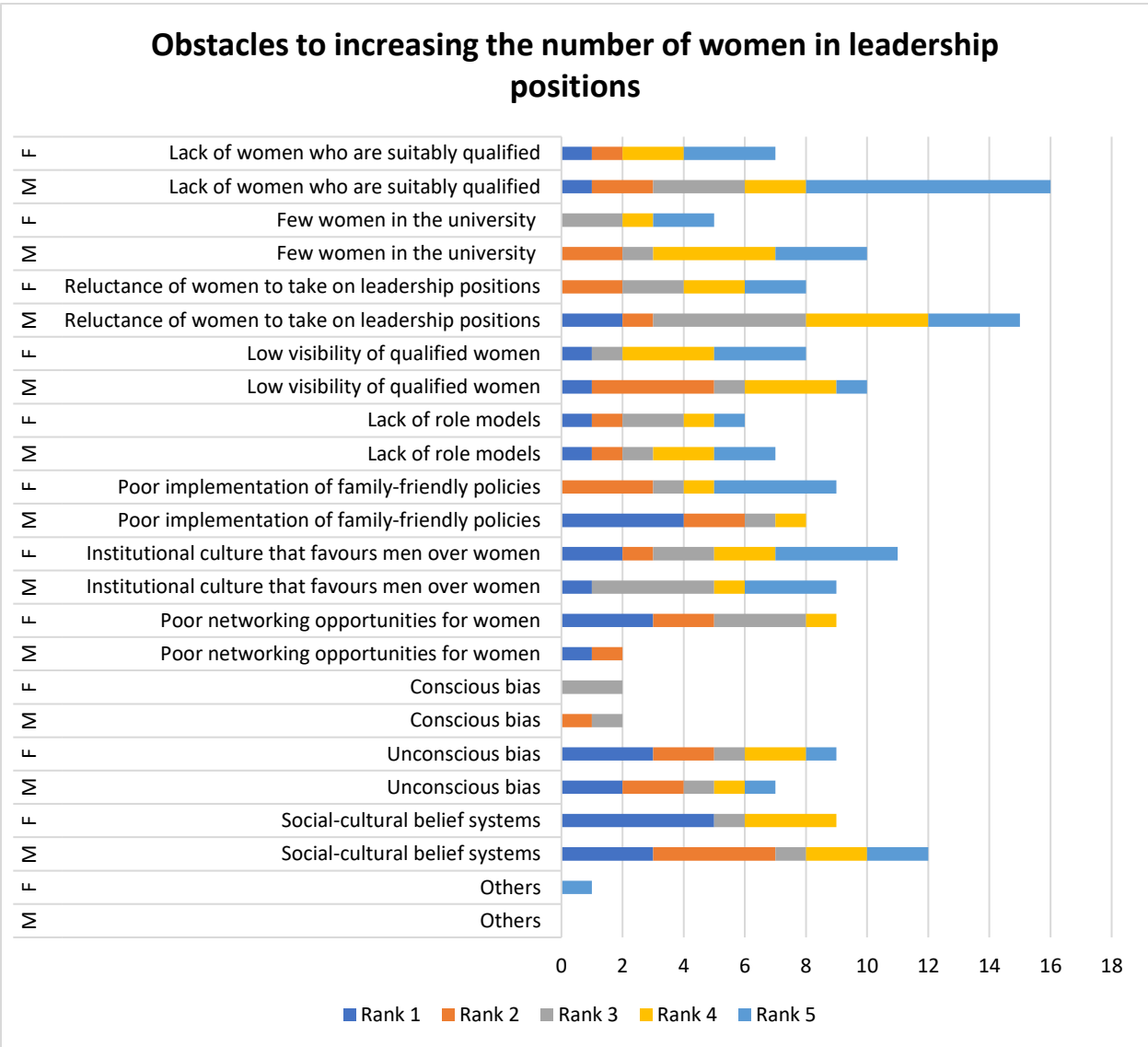
Figure 9: Obstacles to increasing the number of women in leadership positions.

There were marked differences in the responses from men and women. For men, the factors that scored the highest were "the lack of suitably qualified women" (16 votes) and "the reluctance of women to take on leadership positions" (15 votes), followed by "socio-cultural belief systems" (12 votes). Women on the other hand mentioned "institutional culture that favours men over women" (11 votes), "unconscious bias" (9 votes), "poor networking opportunities" (9 votes), "poor implementation of family-friendly policies" (9 votes) and "socio-cultural belief systems" (9 votes). They did not ascribe importance to the unavailability of women candidates.

4.4.4   University Strategies to appoint More Women to Leadership Positions

Q9 was an open-ended question that asked respondents what strategies/interventions to appoint more women to leadership positions have worked for them or their university or at other universities with which

they are familiar. Based on the responses received, five themes were identified and used to categorize the responses shown in Table 6. All relevant responses are captured even if they are duplicated to indicate the frequency with which they were raised.

Table 6: Strategies to appoint more women to leadership positions (Q9)

Theme	Responses
Mentorship and need for role models	*"Assigning mentors and developing support networks; career-pathing"* *"Structured mentoring/coaching"* *"Use apprenticeship model"* *"Have role models and incentives for women to take such positions"* *"Mentoring"* *"Coaching programmes"* *"Provide mentorship opportunities that clearly target women"* *"Mentoring programme for female faculty to help groom them for leadership roles"* *"Mentoring/coaching programmes to support women who aspire to be in leadership positions"* *"Have role models at the university or elsewhere"* *"Nurture women by assigning them roles that will enable to gather experience and work their way to the top"* *"Enhance career progression of women faculty"* *"Facilitate women to have training in leadership and motivate them"* *"The few women leaders should actively mentor young ones and encourage them to apply for leadership positions"* *"There should be structured programmes to provide mentorship and training for women"* *"Encourage women, giving them women role models and mentors"* *"There should be a deliberate effort to empower more women to be promoted and to meet the requirements of leadership positions"* *"Strategy should identify and target young promising females and provide mentoring"*
Encouragement/increase visibility of women	*"Support women to rise to senior ranks because leaders are promoted from those ranks"* *"Make women visible and involve them in networks"* *"Give opportunities to women to talk, to work and explain what they think, so that you will know their abilities"* *"More women should be encouraged to apply for leadership positions"* *"Support for publishing, leadership training, mentoring"*

	- *"Raise awareness in women first that they are capable of doing what men can do"*
	- *"Identifying and encouraging women to take leadership positions"*
	- *"Encouraging women and genuinely being supportive of them"*
	- *"Do headhunting and encourage women to apply"*
	- *"Encourage women to take on academic roles (research and teaching)"*
	- *"Women need first to be educated and prepared mentally for leadership positions. In the position, they need to be recognized that they are women and be given special attention"*
	- *"Advertise the available positions and encourage women to apply"*
	- *Highlight the achievements of women occupying leadership positions"*
Enabling environment	- *"Challenge an institutional culture that favours a particular paradigm of leadership rather than accepting different ways of doing and leading"*
	- *"Create an enabling environment"*
	- *"Design and implement programmes that will address patriarchal norms which discourage women from applying for leadership positions"*
	- *"Acknowledge that many women are also juggling families/children and that often middle level managers are not supportive and are motivated by jealousy which makes the work environment hostile for young women"*
Affirmative action	- *"Have quotas in place. There are women who rise to the challenge and do a great job if given the space and encouragement"*
	- *"Be intentional in succession planning"*
	- *"Apply the 30 % policy about the participation of female in leadership. Make the position interesting and feasible for females"*
	- *"Affirmative actions"*
	- *"Recruitment of staff on a gender basis"*
	- *"Respect the Constitution of the country where a quota is provided"*
	- *"Design and implement policies and programmes that will ensure that a certain proportion of leadership positions are given to qualified women"*
	- *"Develop a university policy promoting women in leadership"*
Family friendly policies	- *"Introduce family friendly policies"*

	• *"Help women in mid-career, when they typically have family obligations, not to lose career momentum. This means contextual promotion criteria"*
	• *"Flexible work hours to assist with managing childcare around work"*
	• *"Family support systems while working"*
	• *"First create family friendly policies, send more women to upgrade their studies, appoint competent women in leadership positions"*
	• *"Interventions like subsidized childcare, flexible working hours etc."*
	• *"Childcare facilities close to workplace can increase the number of women in leadership"*

The need for "formal mentoring and coaching programmes" was the most common response, with the majority suggesting the programmes should be specifically targeted at women. Closely allied was the mention of role models, particularly senior women.

There was recognition of the oft-held view that women did not promote themselves as well as men, (Herbst, 2020) and a call to "make women more visible", giving them opportunities to speak/present and highlighting their achievements. One person even suggested "raising awareness in women first that they are capable of doing what men can do." There was also a suggestion to facilitate better networking opportunities for women. It was noted by six respondents that women needed "encouragement" to take up leadership positions.

The role of policy that sets out targets or quotas for women in leadership positions was highlighted. "Affirmative action" was also mentioned. Reference was made to government policy in the case of UR.

Responses related to a need for "family-friendly policies" and flexible working hours were raised almost exclusively by women. Policies need to ensure that women do not lose momentum in their careers. It was noted that women are often juggling work and family responsibilities. There were calls for subsidized childcare and childcare facilities close to the university.

4.4.5   Preparation by Early-career Women Academics

In answer to Q10 on how early-career women academics should best prepare themselves for leadership positions, a rich set of responses was received, reflective of a broad range of respondents in terms of age, career stage and gender. The responses are captured thematically in Table 7.

"Mentorship and the importance of role models" emerged as the dominant theme, with 18 respondents drawing attention to it. Second in terms of number of respondents (9) was the need to "build your academic reputation", with an emphasis on research and publishing. This was closely followed by the need to "engage broadly across the university" (7 respondents). Suggestions were made to not disengage and just focus on teaching, but rather to participate fully in university activities to understand how it operates.

There were two themes directed at young women themselves. One pertained to the "establishment of personal goals" early in one's career and then strategically working towards the achievement of the goals. Another related to "building confidence", including having self-belief, and improving communication skills.

The value of "networking and building trust relationships" was another theme, as was "family support" and the need to "work in teams". Surprisingly, these three factors were mentioned relatively infrequently, considering the emphasis given to them in the literature.

Table 7: Preparation by early-career academics for leadership positions (Q10)

Theme	Responses
Take advantage of mentorship programmes and identify role models	*"Be mentored more formally"* *"Subscribe to mentoring programmes"* *"Take up lower-level leadership programmes"* *"Mentorship"* *"Self-development, take advantage of institutional offers"* *"Mentorship, coaching and women should be assigned responsibilities at an early stage"* *"Draw examples from women occupying leadership positions"* *"Understudy leaders and attend leadership conferences and workshops"* *"Training and network to identify role models"* *"Take advantage of institutional arrangements for staff development, identify a role model and work hard"* *"With the support of the institution pair junior and senior academic staff in terms of coaching and experience sharing"* *"Have women role models who are in leadership positions"* *"Have strong role models"* *"Seek out allies and mentors"* *"Work closely with people in leadership positions to get experience that will be needed in the future"* *"Take examples from other women in leadership and have mentors who are in leadership positions"* *"Identify mentors and work with them"* *"Participate in mentorship programmes; become part of support groups, initiate approaches with potential mentors and role models"*
Build academic reputation	*"Prioritize research and run big research projects"* *"Improve and build your qualifications, outputs"* *"Build a strong academic reputation and build your profile in the institution so that your competence and leadership can be recognized"* *"Look for work that is interesting and that drives you"*

	• *"Work hard on your publications and take an active part in research and academic related programmes"* • *"Ensure your track record shows commitment and integrity"* • *"Most of the leadership positions require suitable candidates to be of a certain academic rank"* • *"Publish"* • *"Focus on getting your scholarly track record up to the level where you will readily compete"*
Engage broadly in university activities	• *"Participate actively in university activities"* • *"Get broad-based experience in every facet of university life"* • *"Get involved in committees"* • *"Attend academic conferences"* • *"Gradually familiarize yourself with issues pertaining to policy/rules etc."* • *"Engage in departmental and faculty-issues rather than disengage and focus only on teaching"* • *"Volunteer for departmental assignments early on in your career so you can begin to understand how the university works quite early on"*
Establish personal goals	• *"Highlight areas where you can excel"* • *"Assess whether your desire a leadership role and increased exposure"* • *"Self-training about leadership"* • *"Have it as part of your strategic plan and work towards its realization"* • *"Focus on where you want to get to early on in your career and work strategically towards this"* • *"Be motivated and internally driven"* • *"Read materials on leadership"* • *"Start in class representative positions while in undergraduate and postgraduate programmes"* • *"Focus on developing your career and work steadily to meet requirements for promotion"* • *"Prepare early enough"*
Build confidence	• *"Work on your communication skills"* • *"Believe in yourself"* • *"Self-agency is a good trait"* • *"Be competitive, not fearing to compete where necessary"* • *"Be open to constructive criticism"* • *"Communicate your needs, increase your exposure"* • *"Have self-esteem"*

Network	• *"Network"* • *"Network as far as reasonably possible so that you are recognized as an expert/specialist"* • *"Take the initiative to network and communicate your needs to those you trust"* • *"Seek out allies"*
Ensure family support	• *"Set up a good family support system"* • *"Make sure you have a supportive partner"* • *"Find a balance in academia"*
Work in teams	• *"Co-research, co-publish, co-teach so that you do not feel overwhelmed"* • *"Work in and build teams"*

4.4.6 Closing the Gender Gap in Leadership

Q11 asked respondents if they believed it was important to close the gender gap in leadership positions and to give reasons for their answers. Of the 46 respondents, only five (11%) answered in the negative. One male respondent noted, "I think that appointment to leadership position should be based on competence and not gender." Another male responded, "first, aspirants must be qualified and then training, networking and mentorship can be applied". One female respondent noted, "women have many responsibilities in families, namely children, and husbands need a mother in house", and another, "my impression is that the top leaders are men, favouring other men for leadership positions".

The overwhelming majority of respondents (89%) supported closing the gender gap in leadership. Their reasons are captured in Table 8. Most related to the importance of having a "diversity of perspectives" in an organization that would benefit, enrich, and legitimize decision-making. Included within the same theme were the views that the style of women's leadership was different and that it was important to utilize their skill sets to have a broader impact on society.

Another broad theme was related to the question of "human rights and equal opportunities". Women make up half the population and so it was important that there is equality. It was noted that it would be a waste of human potential if this were not achieved.

A third theme related to the importance of having more "female role models".

Table 8: Reasons given for closing the gender gap in leadership positions (Q11)

Theme	Responses
Diversity of perspectives	• *"Decision-making at the highest level should benefit from both male and female in leadership"* • *"Women have proven themselves to be capable leaders, and institutions would benefit from having women as part of their leadership teams"*

	• *"Not involving them can be an obstacle to society's development"* • *"It helps to have diverse views"* • *"The needs of women and men can better be equally addressed only when there is an equal proportion of women and men in leadership positions"* • *"Women who have held leadership positions in the past tend to do better than men, especially in areas of transparency and providing the needs of vulnerable staff and students"* • *"For fairness, diversity, and impact, the gender gap must be closed"* • *"Women often are best managers of resources"* • *"When more women are in leadership, they take decisions that make a larger impact on the community"* • *"In not putting us in leadership positions, we all lose out on the benefits of our specific skill sets"* • *"Women and men do not perceive the world similarly; they have very different lived experiences about work life and home life, and the perspectives of women need to be included at senior management levels, otherwise decisions get made that do not reflect 50% of the population"* • *"Closing the gender gap enhances the richness of the university"* • *"It is good for the quality of leadership of the institution"* • *"A diverse team with different inputs and perspectives arrives at better and more legitimate decisions"*
Human rights/equal opportunities	• *"It is a question of human rights. The population census always shows us that the number of women is higher than that of men. So women should be given advantages commensurate with their number"* • *"As Thomas Sankara said, "women hold up half the sky so why not""* • *"For purposes of equality and equity"* • *"Waste of human potential if this is not achieved"* • *"Women are the majority in this country and actively contribute to its socio-economic growth"* • *"Contributes to achieving gender parity and equity within organizations"* • *"Fully exploit the potential of women"* • *"Because women are capable"* • *"Equal opportunity must exist"* • *"Give equal opportunities where necessary"* • *"Equal opportunities for all"* • *"Men were not born to lead alone. Even women can"* • *"This will change the perception that certain leadership positions are reserved for men"*

	• *"It is equitable"* • *"Discrimination holds society back"*
Female role models	• *"For more female role models"* • *"Women and girl-children need role models to see their value and potential and to affirm themselves"* • *"Men and boy-children need to see women in leadership to respect and appreciate the value of women; we need to challenge the patriarchy so deeply entrenched and oppressive to women and girl-children"*

There were some who supported closing the gender gap in leadership but included caveats related to women's qualifications for the positions and that the criteria for leadership positions should not be gender-based. Examples included, "as long as they are qualified for the position", "leadership qualities should not be gender-based", and "the best person, regardless of gender, should get the job".

4.4.7   Policies/Strategies to increase the Number of Women registering for STEM Post-graduate Degrees

Half of the respondents did not know whether their university had any policy or strategies to increase the number of women registering for STEM postgraduate degrees. Bearing in mind that they were drawn from diverse faculties, it is perhaps not a surprising result.

Of those who responded in the affirmative (37%), there are some clear drivers to increase the number of women registering for science degrees at all levels. One was at the national level; whereby national scholarship funding was targeted at students registering for higher degrees in STEM subjects. A second was internal to the university, where a strategy to increase women students in STEM may be part of a gender policy. Two universities (UG and MU) have affirmative action policies that allow for differential undergraduate access criteria for men and women to increase the number of women students in STEM disciplines. A third driver was external funders who often set quotas for the number of women required to be supported by scholarships or research grants.

4.5 Key Informant Interview Results

We interviewed 64 key informants, comprising 37 men and 27 women from eight institutions (Appendix 4) using the semi-structured interview protocols that can be found in Appendices 2 and 3. The breakdown by gender and institution is given in Figure 10. The findings are summarized in the following sections under the themes dealing with microaggressions, working conditions, career progression, culture and mentorship.
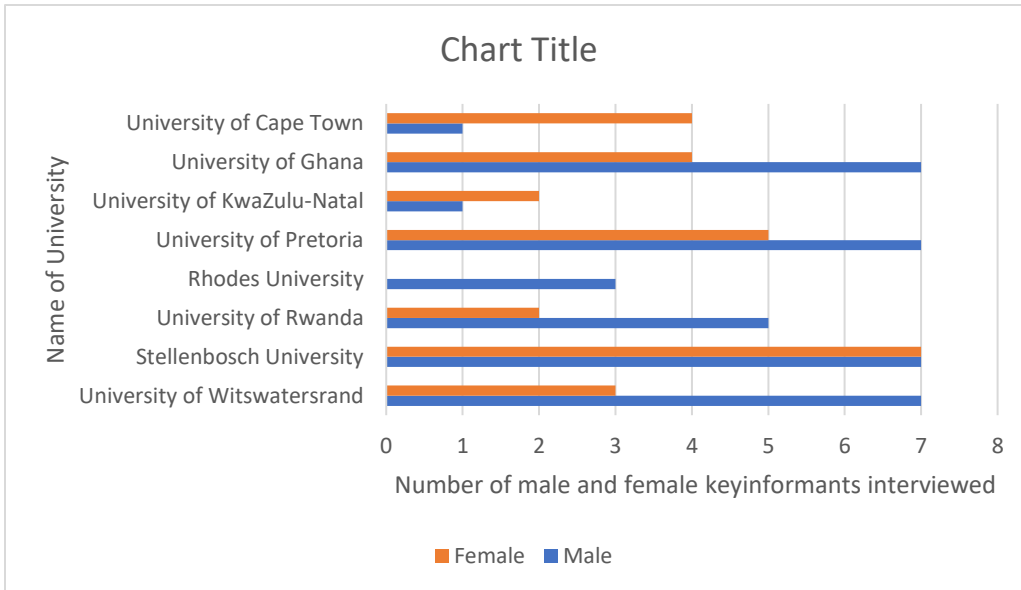
Figure 10: Number of key informants by university and gender

4.5.1 Dealing with Gendered Microaggressions

A surprising finding was the extent to which experiences of microaggressions dominated the interviews with women leaders. Often, they emerged spontaneously and unprompted. Women were eager to share their personal experiences when asked about sexual harassment policies and we are tempted to consider this a cathartic experience for them. Only two women who responded to the online questionnaire (see above) reported having experienced serious sexual harassment or explicit sexual harassment in the traditional sense. Far more prevalent was their experience of microaggressions, which are more subtle than explicit sexual advances, but which leave them impacted in many damaging ways as they are persistent and pervasive and often harder to deal with.

These results validated the findings of many other studies reported in the literature., chief among them NASEM (2018). What is most valuable, however, is that the qualitative data collected presented an opportunity for the authentic voices of women leaders in Africa to be heard. Men may be surprised at some of the experiences of the women, but it is important that they be documented. It is imperative that this pattern of behaviour is addressed at individual institutions so that there can be convergence towards building a more equal academy.

By far the dominant bullying behaviour was by men on women, but there were a few incidences that were brought to our attention where female leaders had been accused of bullying behaviour. Women taking on leadership roles "often become assertive and strong and are perceived as bullies". The same interviewee described them "as being transactional rather than relational" and went on to describe how often the most senior academic was appointed as the head of a department regardless of whether they had any skills for the position. A general failing of universities is that academics at the level of departmental heads received little or no management training.

While it is women's voices that are heard here, some of the experiences may be familiar to other minority groups that are marginalized because they are fewer in number or face some unconscious biases from a dominant group.

Some of the themes that emerged from women's personal stories are captured below:

- *Blatant discriminatory practices have been phased out*

There was an acknowledgement from some senior women that there had been a positive shift in discriminatory practices. As one woman noted, "In my day [when I started out in academia], there were very few women". Things have changed a lot since those days. "Most of the [blatant] discriminatory practices have been removed. [For example], my first contract discriminated against women. As a woman I was unable to get fee remission for my spouse until I had worked for four years, yet a man could qualify immediately".

Others referred to the gender pay gap in the past, noting, "we had to fight hard for equal pay". Our investigations in this study revealed that the gender pay gap has either been addressed or that universities have it on their radar and are addressing discriminatory practices.

There was recognition that universities have taken significant steps towards eliminating discriminatory practices and aspiring towards gender equality – relevant policies have been introduced and most men were becoming more gender sensitive. However, the barriers that many women face have not been entirely removed. As one woman noted, "institutions play lip service to policies".

- *Assumptions of traditional gender roles*

There is hardly a woman who cannot relate a tale about "being asked to make the tea" or "to take minutes" in a meeting. "These type of microaggressions play out all the time". "I have experienced it all my life, especially in leadership. I am just so used to it". It is one of the dimensions of gendered microaggressions identified by Sue and Capodilupo (2008) and was strongly evident in our study. Traditional attitudes towards women are deeply embedded and often play out in the workplace either consciously or unconsciously. As one woman put it, "In cases of microaggressions, almost all the men … in the university will be implicated. It [comes] down to [their] cultural upbringing".

- *Universities can be hostile environments for women*

Women spoke of universities as being "hostile places" for women. The institutional culture was male-dominated, and they often felt marginalized. As expressed by one woman, "scheduling weekly academic discussions in the evening over a beer seems harmless, but women are always in the minority. They can't refuse if they want to build their career. There are several [problems]: the timing of the meeting, the fact that everybody is drinking so there is loose conversation … and beer is not usually women's first [choice] of alcoholic drink. Such a space is uncomfortable for women".

From the perspective of personal safety, "they [universities] are unsafe spaces." "We have bathroom doors that don't lock." Another stated, "If gender equality is a national priority, why is [GBV] still happening?" "It is not so much a lack of intent, but [the institutions] are not doing all that they can".

Women also spoke about the political hostility of a university. "You need to navigate the politics" and others mentioned "you have to navigate the patriarchy". Women often "lack the know how".

 "Female academics are exiting [academia]". "Women are leaving because of the pressure". Women understand why their peers are leaving academia, yet some men interviewed struggled to understand why women are leaving. For example, as one man stated, "I don't have an explanation", and another, intimated that it was women who needed to change, "we need to address their mindset'' and "females need to be sensitized".

- *Insulting and belittling behaviour*

Many women spoke of the insults they experienced. In their words, "There [are] a lot of … subtle insults … [or] issues that women very often … don't have the vocabulary to articulate. They don't know how to tell their story without sounding silly". One female academic told of the reaction she received when she proposed teaching a course on Feminist Theory. A male colleague said, "Does it have an epistemology? And I said, of course it has epistemology. He then [said] to the rest of the colleagues, then I want to teach about green men from Mars because there's also epistemology to that"!

- *Dealing with self-doubt*

A common point raised by women in connection with the microaggressions experienced was the self-doubt about whether what they had experienced was sexual harassment. They described it as so subtle that they sometimes wondered "whether it was just a joke". As one woman said, "if you tell people [they say] oh, it's just your imagination". This clearly affected women – some said that they suppressed their feelings, others withdrew from situations that made them uncomfortable but felt bruised and dented. The net result was often a loss of confidence and self-esteem.

There was a lack of awareness about what constituted sexual harassment, with one saying, "it's the expression of words, more than the actual actions".

Some convinced themselves that "it's not a big deal when they get exposed to this" and another stated, "I think many women … think this is how it is and it's my job … to accept [it]." This leads to a reluctance to report, which is addressed below.

- *Reluctance to report*

There was a general reluctance on the part of women to report microaggressions, coupled with the self-doubt mentioned above. Some spoke of the need to be educated on what constituted such behaviour and how to react. As one woman stated, "women need the tools to know how to raise their issues." Many mentioned that "going to HR is not helpful".

Another mentioned that "a member of staff came to me to report. She took a very long time to come and talk to me … because she was so scared that she wouldn't be believed". This reluctance leads to "people accept[ing] sexual harassment as part of their daily [experience] ".

The reporting process was described as traumatic. If asked if they want to report an issue, "they'll say no, the system will put you through hell". They referred to the public domain where such things happened to

high profile women and yet the outcomes were not good. They felt powerless because it is taking on "the system".

- *Exhaustion*

A very common theme was related to the sheer exhaustion associated with microaggressions. As one respondent put it, "it's literally all around us, so, ... you don't even respond to every ... attempt because ... it will tire you out. ... It would drain your energy if you have to fight back". Another mentioned, "It's a drain ... It's just too much ... You get tired ... I find it offensive" and then indicated that she chooses not to engage. Similar responses from other women were, "We are overwhelmed"; "I'm so exhausted because there are so few women in leadership and fewer of us who are strong enough … to take on the institution"; "there's a few of us who have to stand up on every single matter. It's exhausting. We are drained"; and "I withdrew because it was just too much hard work".

Another found it "frustrating" and stated, "but it does impact me, because if I am frustrated, I don't focus". In the words of another, "I decided I am not going to keep silent". "[But] you can expend a lot of emotional energy on trying to enlighten others".

- *Trivializing gender issues*

Several women spoke about how men trivialized gender issues when they were raised in meetings, often using humour to detract from the importance of the issue. One woman described how all the men in the room would laugh quietly and mutter things like, "here we go again". Another stated, "they'll make jokes and will behave in a patronizing way. … It happens all the time".

- *Conference predators*

The phenomenon of 'conference predators' is something many women can relate to. Being away from home and in a relaxed environment seems to bring out the worst in some men who exhibit uncharacteristic behaviour that seeks to exploit women who are away from their families and socializing more than they normally would. As one respondent put it, "it's twice now that I've had this experience, so it's not by accident. [He] came past my room late at night. ... I was terrified … and then you don't sleep the rest of that night". "I really don't want to travel by myself [anymore]". "The way in which it happens is so predatory".

- *Inappropriate behaviour*

Many women referred to personal remarks made by men or language used that was inappropriate and offensive. Examples were given by women of being called "poppie" (an Afrikaans term meaning little doll) in a formal meeting, or of being told, "your legs look great in that skirt". Other women complained about being labelled as "combative" when they were assertive, and another about a "man [making] remarks about sex during an operation".

Some women were prepared to excuse this type of behaviour stating, "I would like to give [men] the benefit of the doubt to say … its often not intentional". Most were far less tolerant, "I cannot believe that somebody thinks they can do what they do in this day and age." "They don't even understand that it is a form of GBV to perpetually subject women to this toxic environment".

One woman summed up an underlying sentiment, stating, "I feel like it … needs to be a re-education of men in the workplace, of patriarchal systems. It's all of those things because at the point of complaint it's almost too late."

- *Withdrawal*

One of the consequences of microaggressions is that women withdraw. As one woman mentioned, "you don't know what to do with it because … [its] subtle … but it's there, … [and then] you start to feel uncomfortable, and then you change your behaviour. You don't want to be in that space …, and so … you remove yourself and so, whatever opportunity there was … for learning, leadership or whatever, you close down." "I think this happens in the lives of women - they close things [down] because it's too hard to report something and deal with it and fight battles. It's easier to … move on and keep safe."

- *Stage of career*

"[I think] every woman experiences [harassment] at some point" was a common refrain. Many women reported that they experienced more incidents when they were younger. As one respondent noted, "As your career progresses, [men] are more careful". There was also a sense that over time, one learned how to cope, and one became stronger. As one respondent noted, "at the beginning … I was very discouraged … but over time … you start to realize how to handle those types of people." "Now I think I would put you right in your place if you even try to do anything or if you commented about anything. … I would tell you that you've crossed the line".

- *Lack of understanding by men*

While there was acknowledgement from most women respondents that men of today were more aware of gender issues than they were in the past, women believe that many men are still in denial about bullying behaviour and harassment. As one man stated, "I have never heard about any bullying".

There is also a lack of understanding on the part of many about what it means to be a gender transformative organization and why gender issues are raised so often. As one woman noted, "They think it's just about having some women sitting at the table in [a] meeting". Another woman reported that they were having discussions in her college about plans for women's month (August in South Africa). Men in the college were asked what they thought would be appropriate for the advancement of women, and one man responded, 'Well, maybe we should get everyone a spa voucher'". This type of uninformed response demonstrates the huge gap between men's and women's understanding of what is required to advance women. It provokes anger from women and confusion among many men.

- *Being strong*

The theme of being bold came through strongly. "You have to be strong." "It is hard work". Another pointed to the fact that there are so few women in leadership positions, but more importantly, "so few who are strong enough". There was the expectation that women needed to be "watchdogs" and they have to look out for "all the nuances". They needed to speak out and draw attention to microaggressions and condescending behaviours when they occurred.

Another mentioned having to refrain from being overly deferential and having to unlearn certain ways of speaking in meetings. "I no longer say, can I just say … I now just say what I have to say".

"Women have high tolerance levels, and many believed this is 'just how it is". Women spoke of having to develop resilience. "I experienced a lot of head-butting in a male-dominated environment, but I see it in a positive light. It made me tougher". In a similar vein, another said, "It is easy to get upset [by the microaggressions]. You can get upset if you let it get to you. People react in different ways. [But I found] it can make you stronger".

Another point made was "[Women] need to embrace what it means to be a female leader, which is different from what a man brings to the table". It was stressed, "you can never validate yourself against what someone else says. You need to believe in yourself."

- *Dealing with being invisible*

Invisibility was another theme brought up by many women. "Discrimination and unconscious bias still play out. If I am part of a university senior leadership team, perhaps meeting external guests, I often find that I am invisible. They [external guests] do not greet me or shake my hand but assume that I am one of the men's personal assistants." Another cited the example of when her male colleagues forgot to invite her as a senior woman leader to a key meeting with an external visitor to the university.

Social events or cocktail parties were mentioned by a few as particularly difficult encounters for women.

As one woman stated, "I find I often have to insert myself into a group discussion. This takes courage." She continued, "men greet each other first and assume that you are not part of the leadership team".

The theme of invisibility came out in statements such as "I have heard women say that they are not heard" and "it is difficult to raise your voice amongst all the men". A common complaint was that "males often repeat the same thing as you have just said and take ownership of the point that you have already raised". They want to minimize women. "Bringing all the things together is a very male thing".

"Male colleagues also have a tendency … to speak over [you]. … I wouldn't say its bullying but it's certainly one of those issues [where] they are trying to exert their power or influence over you". The female interviewee acknowledged that such behaviour could also happen by a woman but was more prevalent amongst men, and that women needed to "give [themselves] a voice" and deal with it firmly.

- *Women's experiences are not men's lived realities*

Men do not have the same experience as women in academia, compounding the problem of increasing their empathy and understanding.

"When a woman chairs a meeting, men behave differently" and "female professors are treated differently". "Women are assigned administrative tasks disproportionately" and another stated, "women do the unseen citizenship work".

The COVID-19 pandemic has also brought into the spotlight the disparity between men and women's home and family responsibilities, with women's ability to focus solely on their academic responsibilities severely disrupted.

- *Internal barriers*

Women spoke openly about self-imposed obstacles. "Women have their own internal barriers" that are not experienced by men. "These are related to their family and home commitments and cause them to withdraw or pull back from leadership positions. They do not actively develop themselves or make themselves available." Another stated, "so many women don't want to take up a [leadership] position … because they have so many family responsibilities. So, we are dealing with wider societal issues, [such as] patriarchal norms".

"Women have to deal with guilt when taking on leadership positions". "University management is not easy. You are not in charge of your own diary and are on call six or seven days a week". Guilt that arises from investing less time with young children or fulfilling family responsibilities is unique to women. Some women have mentioned that "work-life balance is a problem", "that they are overwhelmed", and "they just don't have time". One respondent referred to women's experience as "sleeplessness in academia".

It was accepted by most that "men just have more time".

- *Networking*

Women spoke about the importance of creating a network. "As we get a critical mass, we are able to dilute the 'old boys' network so that the power does not always rest with the men".

"There is a need for a cultural change" when it comes to networking, which is currently not inclusive. Women do not want to go to the pub after work and drink a beer. When asked if she had tried to join the men's network when she became a leader, one woman responded, "I tried, but it's locked. The gate to the boys' club is closed. It's impenetrable. I don't play golf, … I don't necessarily want to drink whiskey. Maybe I want to drink a coke [but] then I'm boring".

Many women spoke about the importance of having a circle of people with whom they can talk, share ideas and provide support to each other. As one woman stated, "I do not belong to a formal women's network, but I do network informally".

- *Personal reactions*

There was general agreement that people experience bullying behaviour differently. Some women mentioned being hurt, offended, angry or frustrated. Others acknowledged that it existed but chose to ignore it. As one remarked, "but I still think that women tend to struggle … silently". Some withdrew, while others were willing to fight back. There was criticism from some who had not been affected, mainly men, who felt that "Some choose to blame [everything] on a gender issue". They referred to typical "non-collegial behaviour among academics", qualifying this with "I wouldn't say it has a gender aspect to it". Another put it this way, "people are people and people disagree and people have differences of opinion and people have to work through those". "I think that [there is] a lot of maturity and soft skill development [that is needed]".

4.5.2   Working Conditions for Women

Our question on working conditions for women was framed around what universities are currently doing to improve the working environment for women. An insightful answer received from a female

respondent was, "I always struggle a … bit with this idea [of] working conditions for women, because I suspect [that] what we really mean is people with children. … I think it would be great if at some point we shifted the narrative to talking about both men and women with children [and] focus less on women with children. I think it almost perpetuates this stereotype that women are the primary sources of care and … of course that is very true, but … as long as we frame the question as such [we contribute to the stereotyping]".

As researchers, we accept this observation unreservedly. It was evident from the responses we received that the vast majority had assumed and accepted that women carry a greater burden of childcare and homemaking responsibilities. They referred, for example, to being flexible in terms of working hours, avoiding after hours meetings, allowing fractional appointments, and providing childcare facilities on campus (only RU and the Pietermaritzburg campus of UKZN provide such facilities as far as could be ascertained). Most universities displayed much inertia when it came to establishing a creche on campus. Many people interviewed stated that such a facility had been under discussion for a long time but had never materialized.

Flexibility was mentioned often as a positive factor that could improve working conditions for women, but as noted by one woman, "flexibility depends on the line manager." It is not entrenched in policy. Fractional appointments were also noted to be problematic in that they impacted on women's paths to promotion. They also cannot be applied equally across the institution as they do not suit women in many support services or those in clinical departments. All such arrangements were deemed helpful to women in their efforts to balance academic and home responsibilities, yet they could equally well apply to men if the stereotypical gender roles were challenged.

Personal safety issues emerged as an issue where women were more vulnerable particularly if they were working late on campus as required by some disciplines, such as science, engineering, and architecture. Safety issues also arose in connection with health sciences students working in hospitals in unsafe areas, but as one interviewee from South Africa pointed out, men were just as much at risk as women. "There's a country-wide problem in terms of the safety of our citizens".

There were some who interpreted this question to point to the creation of a "workplace that is sensitive and inclusive". The same respondent elaborated that everything was set up in a "frame of reference to men" and the institution needed to change to suit the needs of women and to support them. One of the things that was mentioned was dedicated research time, arguing that in the case of women who were trying to balance many competing demands, their research often suffered as teaching and family responsibilities were non-negotiable. Research on the other hand was conducted in personal time and was often compromised when time was short.

One of the male key informants noted that "in my experience, female deans and [women] in leadership really bristle when you start bringing up … that there should be some special treatment [of women]". This response revealed a sensitivity around the topic and perhaps a lack of appreciation for steps that a university might want to take to promote gender equity.

4.5.3   Career Progression

Generally, criteria for promotion are applied equally to men and women. It was reported by many key informants, that while there was a small gender gap at the lower academic levels, women tended to "get stuck at mid-career", with the result that there are relatively fewer women at the professorial level. Some have referred to it as the glass ceiling at senior lecturer level. The mid-career academic crisis has been reported in the literature and has been found in men too (Setiya, 2019), but women tend to be far more vulnerable to mid-career pressures. Not only do they struggle to advance beyond senior lecturer level, but those who do advance generally take more time to get promoted to professorial level.

In exploring reasons for this mid-career bottle neck, a common view was that "a woman tends to have much more to do than a man". "Their responsibilities at home cost them in terms of career progression". This implied an acceptance of traditional societal roles and responsibilities and that until there is a deep structural change in society, women will continue to be disadvantaged.

Another attributed the blockage to the fact that "women often invest in teaching" and socially responsive work that influences public policy, with the result that they "devote less time to research". The respondent noted further that "you can get promoted up to [Senior Lecturer] level through teaching ... but when [you] have to make that transition [to Associate Professor], it becomes very difficult", as the women had no research networks and there was another part of the job that needed to be developed. The important work of translating knowledge into action and building up a teaching portfolio is less valued than staying in a narrow research track and focusing on publications. A solution from the same respondent was to change the promotion criteria "to help people to flourish in the areas that they've invested in".

We acknowledge that there is likely to be serious resistance to downgrading research as a criterion for promotion. It was noted that at least two institutions are addressing this mid-career blockage faced by women. In the one case, a respondent noted that "our promotions policy is very, very sensitive to the issue pertaining to women, because there is a differential impact that having children has on the careers of women ... We take that into consideration ... so that a woman does not have to [make] a choice of whether to have a family and children or to pursue an academic career". Another also noted that a woman with children was not able to be as productive as a man in her early career and so "we need to value more the expertise and the value that the person brings without [just] counting the publications".

Acknowledging that currently, research productivity is the currency for promotion, UR has a policy whereby at least 30% of a research team must comprise women. As a young institution, they also have many strategies in place to encourage women academics to achieve their PhDs.

4.5.4   Culture

While there was no specific question on culture in the key informants' interview schedule, two key aspects related to culture emerged during the interviews. The first pertained to *institutional culture*, which was

raised by many interviewees, and the second was broader *societal culture*, which emerged as a theme based on traditionally accepted roles and responsibilities of men and women.

Institutional culture was seen by some respondents as a barrier to inclusivity and to addressing GBV. One referred to it as a "macho culture", another mentioned "pockets of toxic masculinity", while most, including many men, referred to it as a patriarchal culture. This affected women's sense of belonging, as well as their career advancement. Women spoke of universities as being "hostile places" for women. The institutional culture is male-dominated, and they often felt marginalized.

Some institutions have conducted institutional culture surveys (e.g., UP and UG). The culture survey conducted by UG, for example, found it to have a traditional hierarchical structure that extended from the curriculum to administration. As one respondent noted, "it's not … good enough to [just] have policies … you've really got to work on the cultural side of this." Another commented, "you can have all the policies and you can nail your colours to the mast of transformation, but ultimately … there has to be a sense of belonging for everyone".

A related finding, based on interviews at South African institutions, was that there is a gap between the university's position and its policies, and students' perceptions of what is acceptable behaviour. This was raised particularly in relation to sexual harassment and was captured by the following comment. "Students come out of environments where certain behaviour is tolerated, and they bring that to the university".

Universities in South Africa are progressive, tolerant, and accepting in terms of their approach to matters of gender inclusivity. Policies reflect this and all staff interviewed endorsed this approach, however, it seemed that this was not always the case with students. For example, "[my university] is a very safe place for differentness. … Women and men are generally treated quite equally. What does worry me [though] is in our student domain, … I still feel there are very patriarchal views that surface in the politics on our campus, where the male [plays] the dominant role, and the female is [in] the subservient role. [This happens] particularly in our religious groupings."

The universities' tolerance for gender inclusivity, specifically the LGBTQI+ community, also emphasized the gap in acceptance when it came to students. "[Students] come from ... diverse religious and racial backgrounds, … and some would be very conservative in that regard. ... We need to enable them to understand that … that's part of being at university, ... to be challenged beyond your normative assumptions around what is right and what is wrong." And as another noted, "[A university is] a place of tolerance, debate, and diversity. There are people from all walks of life here … class differences, gender, all the different identities, [including] the trans community."

Another key aspect raised was the "residence culture", again in the context of South Africa. Male residences were singled out as problematic and informants spoke of a "rape culture" that is embedded in residence culture. It was referred to as a "long overdue problem" that needed addressing and that was related to the availability and abuse of alcohol. However, this was not a view shared by everyone, with one senior male leader pointing out that to refer to a "residence culture" was not very helpful in

addressing the problem.

A broader societal culture that entrenched the traditional male and female roles was brought up many times as an explanation from respondents from UG and UR as to why there were fewer women faculty members than men and why there were so few women in senior leadership roles. There was also a recognition of women's childcare and homemaker role by South African interviewees, but a far greater awareness that roles were changing. Interviewees at UG and UR displayed more of an acceptance of traditional roles.

As one male respondent from UG noted, "when I was in the US, [I would] bath the kids, … do dishes, laundry … cooking. When you come here [referring to Ghana] it's different. It's a different cultural dynamic, where here the woman, is supposed to take care of the children, … everything. … It's a burden on them and we cannot deny … that it puts them at a disadvantage". A male respondent from UR noted, with a tone of acceptance, "the division of labour comes from our culture. … that's the role. ... In a few families, it is changing but we can't say it is very significant".

One woman noted the difficulty of balancing a research leadership role at work and a very traditional gendered role at home and suggested that initiatives to support women needed to address both spaces.

The stereotyping of women was raised as an issue by female interviewees who expressed dissatisfaction through phrases such as, "boxing of your role and your responsibilities and what you can and cannot do".

These findings aligned with findings reported in the literature. For example, van Veelen and Derks (1997), in a nationwide study of Dutch universities reported a 'lack of fit', in which female academics perceive themselves not to fit the masculine 'superhero' stereotype of a successful academic, which is focused on attributes such as self-confidence, self-confidence and competition.

4.5.5 Mentorship

Mentoring emerged as a key need, both for early-career women and for women aspiring to leadership positions. Most universities have addressed the need explicitly, although there are some (e.g., UR) where it seemed there was still a critical need for formal mentoring, as expressed by women faculty members. At UR, mentoring is strongly encouraged, and departments are requested to establish research clusters that provide mentoring to younger, less experienced staff members, including both men and women. However, there are no formal, university-wide programmes.

Most of the formal mentoring programmes existed at South African HEIs. They are a response to the country's Apartheid history and the need to transform the racial profile of academic staff. In most cases formal mentoring programmes are targeted at both men and women, but women are given preference. Examples of nationwide, government-funded programmes are listed in Appendix 6, many of which could serve as best practice examples for other institutions to emulate.

4.5.6   Summary and Suggested Solutions

- ***Dealing with Gendered Microaggressions***

The 'voices of African women' documented in detail the prevalence of gendered microaggressions in academia. This type of behaviour is not addressed by sexual harassment policies and yet is having an undeniable negative impact on women's academic experience. Whether conscious or unconscious, such behaviour must not be tolerated by institutions striving for gender equality. Many have called for 'safe spaces' where men and women can openly share experiences and perspectives and where there is a commitment to refrain from such demeaning behaviour. If necessary, universities must introduce awareness-raising and training programmes so that gendered microaggressions become an issue of the past. Further, they should consider introducing separate bullying policies or including reference to gendered microaggressions in their sexual harassment policies.

- ***Working Conditions***

There was acknowledgement that childcare duties impacted women disproportionately, but that it was important to shift the narrative to family or parental responsibilities, rather than women's responsibilities. Some institutions have been sensitive to this and already have in place a best practice policy on parental benefits and leave (e.g., RU).

Other issues raised related to personal safety on campus and a sensitive and inclusive working environment. The latter related to institutional culture which is covered below. The call for dedicated research time was also suggested as a way to overcome the mid-career blockage experienced by women.

- ***Career Progression***

The mid-career blockage or glass ceiling that impacts women to a greater extent than men was raised by many key informants. Essentially, the interventions distill into two possible options – change the current criteria or support women to meet the current criteria. The former approach, if changed to devalue research and scholarship to allow a far greater focus on teaching expertise, is likely to be unpopular among both men and women scholars. A professor is someone who professes their discipline and who is an expert in the field, implying in-depth and ongoing scholarly research.

Retaining a focus on excellence in research as a criterion for promotion from senior lecturer to associate professor does not necessarily imply continuing the practice of counting publications as a measure of research success. An alternative could be to assess the impact of an individual's top ten publications, for example, and to pay greater attention to the individual's role in nurturing the next generation of academicians. Moving away from 'bean counting' and placing greater emphasis on supervision of post-graduate students are areas where women can compete favourably with men.

Supporting women to meet the current criteria by enabling them to improve their research profiles is also critical. Many women have reported how their research is compromised by other pressing demands such as teaching and family responsibilities. Until there is a change in traditional societal values that place a disproportionate burden of childcare and homemaking on women, universities should acknowledge that it is acceptable to introduce an affirmative action policy that prioritizes dedicated research time for women and thereby levels the 'playing fields'. The implies a shift to an equity lens to achieve gender equality.

- *Culture*

Institutional culture, sometimes referred to as a patriarchal or 'macho' culture, was found to be a barrier to inclusivity and to addressing GBV. Broader societal culture which entrenched the traditional roles of men and women also emerged as a reason for fewer women in senior leadership roles, particularly outside of South Africa. The practice of undertaking institutional culture audits or surveys (e.g., UG and UP) is a best practice example that would be beneficial both to women and other marginalized communities.

- *Mentorship*

Mentorship emerged as a critical need in both the online surveys and key informant interviews. Many examples of programmes that exist were given and provide useful best practice models. The general trend is for programmes not to target women only, but certainly women will be beneficiaries.

5. CONCLUSION

5.1 Summary of Key Findings

Universities have critical and transformational roles to play in the promotion of gender equality. As large institutions they have an important internal role to support large numbers of their own staff and students in terms of advancing gender equality. This entails ensuring that women are not disadvantaged in terms of access and promotion, that they are not subjected to an unsafe or demeaning study or work environment, and that the institutional culture is one that is both supportive and inclusive. Perhaps more important, though, is their role in educating and influencing tens of thousands of students who over time can become powerful change makers in the broader society and the economy. Their potential societal impact is enormous. As learning organizations, they can conduct cutting edge research on relevant topics and ensure that these findings are communicated through their teaching and learning activities. A recent report by THE and UNESCO (2022b) came to a similar conclusion and has called on universities to lead by example in closing the gender gap.

Our study focused on gender equality at the 16 ARUA member institutions. It involved both desktop research and primary data collection. University websites were valuable sources of information on the leadership profile at each institution, as well as relevant gender-related policies and strategies. An online survey instrument aimed at soliciting information on women in leadership was targeted at both men and women in senior leadership positions at each of the eight participating universities. A total of 46 responses, 24 men, 21 women and 1 other, from six universities was received. Key informant interviews were conducted using two semi-structured interview protocols (one targeting VCs and a second targeting other senior university leaders from Dean and above). A total of 64 interviews was conducted at eight institutions.

Research findings showed that gender transformation at African universities lags that at other universities in other parts of the world. A key finding was the absence of a gender policy for ARUA itself. Only seven institutions have gender policies in place, with an additional one in the process of developing a policy. Gender policies provide for aspirational goals such as gender mainstreaming, the collection of gender-disaggregated data, gender budgeting, engendering the curriculum, and the application of a gender lens in research etc. We were not able to verify whether these aspirations had indeed been implemented as this was beyond the scope of this study, however, a recommendation stemming from this study would be for all institutions to undergo a gender audit to assess the state of gender equality in each institution.

The practice of most South African universities to replace gender policies with broader anti-discrimination policies is understandable given the country's Apartheid history, but the drawback is a failure to address gender equality aspirations beyond just numbers. Institutions should consider introducing gender policies to address gender mainstreaming issues. While anti-discrimination policies are progressive in that they embraced an intersectional approach, the major shortcoming was the lack of an aspirational policy to address gender mainstreaming. We argued that a gender policy is a prerequisite for a gender-transformed university.

There is a policy-practice gap when it comes to sexual harassment. A total of 14 institutions have dedicated sexual harassment or similar policies in place. UR covers sexual harassment in their gender policy and UCAD was excluded from the analysis. Some institutions have introduced additional policies to address certain aspects of sexual harassment. Examples included a bullying policy (Wits) and dedicated policies that address romantic relationships between staff and students (e.g., UP, RU and Wits).

However, there was a general concern that policies, awareness campaigns and training programmes on sexual harassment were not having the desired effect. Rapes still occurred, particularly amongst the student population in South Africa, and there was evidence of a toxic 'macho' culture that needed addressing. Patriarchal attitudes were found at all institutions and greatly inhibited progress towards gender equality. We recommend the inclusion of the principle of collective responsibility into sexual harassment policies and mandatory awareness-training for all students.

Two institutions in South Africa were found to have pioneering sexual diversity policies in place and six others have made a mention of sexual orientation in their gender policies or sexual harassment policies.

A surprising finding was the prevalence of gendered microaggressions reported by senior women leaders. This may be the first time that the "Voices of African Women Leaders" have been heard. We believe that these findings will resonate with many more women in academia who will support the views that such practices need to be stamped out. Awareness-raising and training programmes were mentioned as ways to address these harmful practices. Men need to hear these voices and consider what they can do at work and at home to change this pattern of behaviour.

A key finding was the mid-career blockage or glass ceiling that impacts women to a greater extent than men and partially accounts for the relatively lower numbers of women in senior leadership positions. We have recommended a shift from a practice of merely counting publications to rather assessing the impact of an individual's top ten publications and paying greater attention to nurturing the next generation of academicians, as well as providing dedicated research time for women in recognition of their greater share of childcare and homemaking.

Mentorship emerged as a critical need in both the online surveys and key informant interviews. Many examples of programmes that exist were given and provide useful best practice models.

Whether the ARUA institutions are leaders in gender equality on the continent we have no way of determining from the results of this study, but we have gathered examples of many policies and structures that could act as exemplars for other less well-resourced universities across the continent to emulate. It would be useful to extend the scope of this study to non-ARUA institutions to allow for a comparison. Context is of course important and so while anti-discrimination policies find favour in South Africa, they may not be applicable in other countries. For the same contextual reason, promotion of tolerance and acceptance of gender fluidity at South African institutions has the strong backing of the nation's Constitution and has made significant progress. It is accepted that this may be more difficult at institutions in other countries where national legislation is not as tolerant, and in some cases criminalizes same sex relationships.

5.2 Recommendations

Recommendations are broken down into those for ARUA and those for individual universities within the ARUA network. Also included are recommendations for future investigations and recommendations for the IDRC.

5.2.1   ARUA Recommendations

Recommendations for ARUA as an overarching and coordinating platform embrace three aspects:

- **ARUA gender policy**

ARUA should develop a gender policy and make this available on their website as a signal of their commitment as Africa's leading research-intensive universities to embracing gender equality in line with AU policies and strategies and initiatives of the Association of African Universities. While the policy is under development, they should include a statement about their commitment to gender equality on their website. ARUA should also commit to including a gender lens in their activities and events, where appropriate.

- **Awareness-raising and dissemination**

This study has assembled a vast amount of information on gender-related policies and women in leadership at ARUA institutions. The findings will be published in the scientific literature, presented at scientific conferences and a policy brief for ARUA will be submitted to ARUA. It is recommended that ARUA provides an opportunity at a scheduled ARUA meeting for the study findings to be shared amongst its member-institutions, with a view towards disseminating best practices and improving gender equality at Africa's leading universities.

- **One-stop ethical clearance**

Considerable difficulties were experienced in obtaining ethical clearance from all 16 ARUA institutions. It is strongly recommended that ARUA introduce a one-stop, centralized ethical clearance process for studies that aim to undertake comparative research across all or some of the ARUA institutions. This will serve to enhance, rather than hamper research, and might encourage other similar studies aimed at identifying and sharing best practices.

5.2.2   Recommendations for ARUA-member Universities

This study identified many best practices that can be implemented across individual institutions that have hitherto not considered such practices or interventions to advance gender equality. Recommendations are as follows:

- **Gender policy**

There are eight institutions (UCAD, UKZN, ULAG, OAU, UP, RU, SU and Wits) that do not have an overarching gender policy. We have argued in this report that a gender policy is necessary to address aspirational goals that go beyond counting the number of women represented. South African universities

that have introduced anti-discrimination policies as opposed to gender policies should consider the benefits of a stand-alone gender policy to supplement their anti-discrimination policy and aim to rectify the situation. The two universities in Nigeria (ULAG and OAU) and one in Senegal (UCAD), where we could find no evidence of gender policies, should aim to approve and implement an institutional gender policy without delay.

Some of the best practice elements that can be incorporated in new or revised gender policies are the need to ensure that there is ownership and accountability for a gender policy, best embedded in a dedicated unit such as a Gender Office that can ensure monitoring and evaluation and the compilation and publishing of openly accessible annual reports.

- **Gender audits**

Gender audits were found to have been conducted at only two of the ARUA network universities, UCAD and UP. Gender audits aim to evaluate whether gender equality is effectively institutionalized and accepted. A recommendation stemming from this study would be for all institutions to undergo a gender audit to assess the state of gender equality in each institution.

- **Sexual harassment**

Sexual harassment emerged as a major theme pertinent to gender equality. Despite all universities having policies in place to address it, problems persist. Principles that universities should consider including in their policies when they are up for revision are mandatory as opposed to optional awareness-raising for all students and staff, and collective responsibility. They should also ensure a streamlined process for reporting and enforcement that encourages victims of GBV to come forward. Annual reports on sexual harassment incidents in the university community should be compiled and made available in an open accessible format.

Urgent intervention is needed on gendered microaggressions in academia. They are largely unreported and hidden from public view and yet were found to have a major impact on women's lived experiences in academia. A first step would be a standalone bullying policy or at the very least, acknowledgement of microaggressions in sexual harassment policies and the inclusion of a reporting and sanction process. There was a clarion call for the problem to be confronted through special awareness-raising and training programmes that include both men and women faculty members.

- **Sexual diversity**

As leaders in African higher education, ARUA institutions should not shy away from a global trend to embrace the LGBTQI+ community on their campuses. It is acknowledged that this will be difficult in some countries where same sex relationships have been criminalized, however, this should not prevent universities from fostering open debate and advocating for inclusivity.

- **Institutional climate**

Institutional culture, sometimes referred to as a patriarchal or 'macho' culture, was found to be a barrier to inclusivity and to addressing GBV. Some universities have undertaken institutional culture audits or

surveys. A useful distinction has been made between institutional culture and institutional climate by Clancy (2019). She has described institutional culture as the product of an organization's mission statement, policies and training offered, in other words what the organization says it will do. Institutional climate on the other hand, is how everyone feels, and includes incentives and rewards, condoned behaviour and unwritten rules. In this context, it is recommended that institutional climate surveys be conducted by all ARUA institutions as a useful baseline for overcoming some of the perceived gender-related barriers.

- **Interventions aimed at overcoming the mid-career blockage**

The mid-career blockage was identified as a barrier to women's career advancement to senior academic positions which in turn affected their eligibility for senior leadership positions. Women's failure to prioritize research over teaching and community service was identified as the chief reason, either through their individual choices or because when faced with competing work and family responsibility demands, research was often the first casualty as it was conducted in discretionary and unscheduled time. It is recommended that universities aim to address gender equity by providing dedicated research time to women. Such a step should not be seen as discriminatory but as acknowledgement of women's greater share of family responsibilities.

Another strong recommendation is to invest in mentoring programmes as is done at some institutions. A comprehensive overview of existing mentoring programmes was given in Appendix 6. Universities also need to create opportunities to increase the visibility of women and to promote networking opportunities. They should also play their part in shifting the narrative from women's responsibilities to family responsibilities when it comes to childcare duties and policies.

5.2.3 Recommendations for Future Work

- **Reaching out to all ARUA institutions**

One of the casualties of the COVID-19 pandemic was the omission of eight ARUA institutions from the primary data collection phase of this study. For completeness this omission should be rectified in the post-COVID era through a follow-up study that fulfills the full objectives of the original proposal. A first step would be to present the findings of this investigation at a meeting of ARUA DVCs and to obtain their endorsement of and assistance with a follow-up study that aims to conduct primary data collection at the eight omitted institutions. Not only will this provide a comprehensive analysis of gender equality at all ARUA institutions, but it will provide an opportunity for ARUA to signal its support of a study on gender equality and thereby enhance its leadership role across the continent by paying close attention to the gender dimension in its activities.

- **Knowledge mobilization**

Knowledge mobilization was an important part of this project from the outset and while it began as described in Section 1.2, additional opportunities have emerged that can be leveraged beyond the lifespan of this project. These include, for example:

- o Utilization of national platforms for HEIs to disseminate the findings of the study beyond sample universities to other universities in the country. An example of such a national platform is Universities South Africa (USAf). The existence of such a platform in other countries should be investigated and exploited.
- o Utilization of regional platforms for HEIs to disseminate the findings of the study to other universities across a geographic region. An example of such a regional platform is the Southern African Regional Universities Alliance (SARUA). The existence of such a platform for other regions should be investigated and exploited.

- **Extension of study beyond ARUA institutions**

A worthwhile next step would be to broaden the research base to universities outside of the ARUA network. It is recommended that initially, similar investigations could be conducted at other universities in South Africa and Ghana, where anchor research personnel are present, and the necessary ethical clearances could be obtained quickly. Another possibility is to partner with other investigators in the same IDRC call for proposals to leverage their university contacts and broaden the research base. The value proposition of an expanded sample of universities would be an opportunity to determine whether ARUA institutions are indeed trail blazers when it comes to gender equality; an opportunity to compare/contrast the findings of this study with those from a broader set of universities; to broaden the contribution to the literature; and to leverage off the contacts established through this project.

- **New study on gendered microaggressions**

One of the unexpected findings of this study was the prevalence of gendered microaggressions amongst faculty members. Key informant interviews conducted at eight universities, of which six were in South Africa, gave insights to the existence of the problem, but it will be important to verify these findings through a dedicated study on gendered microaggressions across a larger sample of countries and to target more than just senior faculty members.

There is a large data gap on this topic for Africa and given the spotlight on gendered microaggressions in North America, a study focused on African universities stands to contribute immensely to the scientific literature, as well as contribute to the resolution of a problem that impacts women in many ways. Our study has given a preliminary voice to the problem, but much remains to be uncovered through a dedicated study that gives a voice to those who have stories to tell.

5.2.4 Recommendations for IDRC

One of the most unfortunate outcomes of the COVID-19 pandemic was the lost opportunity to create a community of practice comprising participants engaged in research projects that formed part of the original IDRC GIST (Gender in science, technology, engineering and mathematics) call for proposals aimed at advancing gender analysis and women's leadership in STEM fields in the global South. It is recognized that efforts are underway to rectify this by bringing researchers together at relevant meetings and by compiling a joint publication. These are all important and necessary steps to try to address the impacts of the COVID-19 pandemic.

Over and above these actions, it is recommended that consideration be given to holding an evaluation workshop about a year after the termination of the projects at the IDRC headquarters in Canada. The purpose of the engagement would be twofold. First, researchers could give feedback on lessons learned and outputs, outcomes and impacts of their projects. Secondly, it would also be important for IDRC to share its experience of the projects and to give feedback on whether their expectations were realized, and if not, what could have been done better. It would be important to assess whether the knowledge frontier has been advanced and possibly for researchers to Identify opportunities for future partnerships.

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Appendices

Appendix 1: Online survey instrument distributed to senior university leaders

OVERVIEW

This survey on *women's leadership in African Research University Alliance (ARUA)* universities is being undertaken by the Academy of Science of South Africa (ASSAf) as part of a larger project on **ELIMINATING BARRIERS TO WOMEN'S PARTICIPATION IN SCIENCE: A STUDY OF THE ARUA.** The project is funded by the International Development Research Centre (IDRC) of Canada (IDRC file number 109199-001).

The objective of the project is to explore the extent to which participation of women faculty in science, technology, engineering and mathematics (STEM) and in leadership has been considered and mainstreamed into ARUA institutions' policies and practices. In addition, the project will examine the success or failure of these policies and practices in addressing the underrepresentation of women in STEM fields and in academic leadership positions. It is intended that lessons learned and examples of best practice be widely shared, towards the broader ambition of enabling women to fulfil their critical roles in addressing Africa's many developmental challenges.

The estimated time to complete this survey is about 10 minutes.

The survey is targeted at both men and women in senior leadership positions (Faculty Dean and above) in ARUA universities.

For any queries or concerns regarding the survey, please contact Ms Thato Morokong on thato@assaf.org.za. Should you wish to no longer continue with the survey at any point, you are welcome to do so by closing the internet tab and your answers will not be stored.

CONSENT TO PARTICIPATE

I hereby agree to participate in this survey, titled: *Women's Leadership in ARUA Universities.* I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop completing the questionnaire at any time and withdraw as a participant in the research.

I understand that I do not have to provide my personal name, but I must provide the name of my university as the purpose is to identify best practices, from which all ARUA institutions, and ultimately additional institutions across Africa, may benefit.

I have received the details of a person to contact should I need to voice any concerns that may arise from this survey.

 If you agree with all of the above, please select "Yes" and proceed

Yes, I agree – take me to the survey	
No, I do not agree – take me out of here	

A.   GENERAL INFORMATION

Name of university:

Your gender:

	Male
	Female
	I prefer not to specify

Your race:

	Black
	White
	Asian
	Other
	I prefer not to specify

 Your age

	< 40 years
	40-49 years
	50-59 years
	60-69 years
	I prefer not to specify

B.   WOMEN IN LEADERSHIP

Men should answer from question 5 onwards. **Women and those who answered "I prefer not to specify"** in question 4 in the previous section should answer from question 1.

1.   Which factors played a role in your accession to a leadership position? Rank your top three choices (1 to 3), with rank 1 being the most relevant.

	Competence
	Experience
	University policy/strategy on gender equality
	Luck (right place at the right time)
	Desire for the role
	Lack of other suitable persons

	Head hunted (specifically asked to apply)
	Encouraged by colleagues
	Other, please specify

2. As a woman in a leadership position, what has assisted you the most in your leadership role in the university? Rank your top three choices (1 to 3), with rank 1 being the most relevant.

	Support of female colleagues
	Support of male colleagues
	Support of colleagues and junior staff who view you as a role model
	Support of spouse
	Support of family
	Support of institution
	Other, please specify

3. As a woman in a leadership position, have you ever personally experienced any form of 'sexual harassment' during your career at the current university you are based?

	Yes I did experience it at my current university
	No I did not experience sexual harassment at my university

4. At which stage of your career did you experience the harassment at your current university of employ?

	During my early career stage
	As a woman in a leadership position
	Throughout my career
	No
	I prefer not to answer

If you answered yes to the question above, mark all the types of sexual harassment that experienced in the workplace.

	Bullying behaviour
	Intimidation
	Stalking
	Derogatory remarks
	Telephonic harassment

	Inappropriate touching
	Overt sexual advances

5. What could your university do to support you more in your leadership role? _____

6. In your view, what are the obstacles to having more women in leadership positions? Rank your top five choices, with rank 1 being the most relevant.

	Lack of women who are suitably qualified
	Few women in the university
	Reluctance of women to take on leadership positions
	Low visibility of qualified women
	Lack of role models
	Lack of / poor implementation of family-friendly policies
	Institutional culture that favours men over women
	Poor networking opportunities for women
	Conscious bias
	Unconscious bias
	Socio-cultural belief systems
	Other, please specify

7. Does your university have policies/strategies in place to promote women in leadership?

	Yes
	No
	I do not know

If yes, please provide web link to policy document or send via e-mail.

8. Does your university have any mentoring/coaching programmes to support women who aspire to be in leadership positions?

	Yes
	No
	I do not know

If yes, please provide details below.

9. In your view, how can universities appoint more women to leadership positions? In other words, what strategies/interventions have worked for you or your university or at other universities with which you are familiar?

10. How should early-career women academics best prepare themselves for leadership positions?

11. Do you believe it is important to close the gender gap in leadership positions? Give reasons for your answers in the space provided.

	Yes	
	No	
	I do not know	

WOMEN IN SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)

12. Does your university have policies/strategies in place to increase the number of women registering for STEM degrees postgraduate (Masters and PhD) degrees?

	Yes
	No
	I do not know

If yes, please provide details in the space below.

Appendix 2: Semi-structured questionnaire used for interviews with senior university leaders

Background

The Academy of Science of South Africa (ASSAf) invites you to participate in a focus group discussion (FGD) on gender equality and equity in the African Research Universities Alliance (ARUA), an alliance that brings together 16 of sub-Saharan Africa's research-intensive universities, of which University of XXX is a member. The FGD is part of a larger project on Eliminating Barriers to Women's Participation in Science: A Study of the ARUA. The project is funded by the International Development Research Centre (IDRC) of Canada (IDRC file number 109199-001).

The overarching goal of the project is to explore the extent to which participation of women faculty in science, technology, engineering and mathematics (STEM) and in leadership have been considered and mainstreamed into ARUA institutions' policies and practices. Lessons learned and best-practice examples will be shared, towards the broader ambition of enabling women to fulfil their critical roles in addressing Africa's many developmental challenges.

The FGD seeks to identify and evaluate university-wide gender-related policies and practices, as well as those specifically targeted at women in STEM.

Section 1: Taking Stock of Gender-related Policies and Actions

Objective: To ensure a comprehensive list of the university's gender-related policies/strategies and gender-related structures.

The following policies have been extracted from the university's website:

….

….

The following structures have been identified from the university's website:

….

….

Interviewer guide (will not appear in questionnaire distributed to university)

- Ensure obtain an updated list of all policies/strategies and hyperlinks.
- Ensure obtain an updated list of all gender offices, gender committees etc. and relevant documentation.
- Are there any strategies (at student and faculty (staff) level) for addressing participation of women in STEM?

Section 2: Working Conditions for Staff/Faculty

Working Environment

Objective: To explore whether the university takes steps to improve the working environment for women.

- Does the university have policies related to maternity leave, parental leave, flexible work hours? Give details.
- Are there childcare facilities on campus?
- What other support, if any, is given to female academics?
- Do female academics in STEM fields face particular challenges? Elaborate.
- Is there awareness of unconscious bias and how is this addressed?

Recruitment and Career Advancement

Objective: To identify whether the university has a strategy/ies to increase recruitment of women faculty and to advance their careers.

Interviewer guide (will not appear in questionnaire distributed to university)

- What is the university's commitment to gender equality and equity amongst its academic staff and how is this commitment, if it exists, formalized?
- What are the barriers to recruiting women faculty and are there some disciplines where this is more severely experienced than others? Elaborate in particular for STEM fields.
- How can the university assist in overcoming these barriers? Distinguish between what university could do and what they have done.
- Does the university collect sex-disaggregated data for various academic ranks and discipline fields? If available, could we gain access?
- Is there any type of support provided to early-career women faculty to ensure they advance and are retained in their careers?

Mentoring

Objective: To identify mentoring programmes aimed at advancing the careers of women faculty.

Interviewer guide (will not appear in questionnaire distributed to university)

- What is the nature of such programmes and how are women faculty selected to participate in such programmes?
- Are there any programmes/initiatives targeted specifically at women academics in leadership?
- What value does the university attach to mentoring programmes?

Gender Pay Gap

Objective: To explore whether your university has paid attention to the gender pay gap and if so, what investigations have been undertaken, what are the findings and what steps have been taken to address any disparities that might exist.

Interviewer guide (will not appear in questionnaire distributed to university)

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- Has the university published gender-disaggregated pay (salary) data? If not published, have they gathered such data for internal use.
- If data are available, is it available as an average or as a function of rank or pay grade?
- Does the university have a strategy to address the gender pay gap (if it exists) – how do you plan to close the gap?
- If the university has not investigated yet, does it plan to investigate the gender pay gap? Is it regarded as relevant to your university?
- Has there been any 'activism' by staff/faculty calling for investigations of gender pay gap. If so, what have these been?

Section 3: Sexual Harassment

Objective: To explore how your university deals with incidents of sexual harassment and what measures have been taken to prevent such harassment.

Interviewer guide (will not appear in questionnaire distributed to university)

- Does the university have a policy/strategy on sexual harassment?
- Do you have an office or person to whom such incidents can be reported?
- What process is followed when an incident is reported?
- What are the repercussions if a person is found guilty?
- What steps has the university taken to prevent sexual harassment? e.g., lighting along walkways, providing security for those working late into the night.
- What gender-related training is available to staff and students?
- Do women in STEM fields face particular challenges? Elaborate.

Section 4: Other Gender-related Interventions

Gender Budgeting

Objective: To explore whether your university has paid attention to gender budgeting and if so, how.

Interviewer guide (will not appear in questionnaire distributed to university)

- Does the university specifically track and report the allocation of resources (financial and staff) to gender-related projects e.g., Office of Gender Equality, gender-related training etc.
- If not, does the university consider this something important to do?

Gender and Communication

Objective: To gather information on whether the university pays attention to gender in its external communications.

Interviewer guide (will not appear in questionnaire distributed to university)

- Have communication staff undergone gender awareness? training? If so, give details.
- Has the university paid attention to the need for gender sensitivity in its communications? Give examples.

Intersectionality

Objective: To gather information on the extent to which the university embraces intersectionality as a notion that recognizes that individuals can belong to multiple disadvantaged groups (e.g. gender, race, age, socio-economic status etc.) at the same time and may face more barriers.

<u>Interviewer guide</u> (will not appear in questionnaire distributed to university)

- What intersectional criteria are important in your university's context and to what extent has the university considered them? Elaborate.
- Does your university have equality, diversity, inclusivity (EDI) programmes that are broader than just gender? Elaborate.

Section 5: General Remarks on Gender Equality and Equity

What are you most proud of in terms of advancing gender equality at your university? Give example/s.

Where do you think the university needs to improve the most? Give example/s

Is there any other information that you would like to share?

Appendix 3: Semi-structured questionnaire used for interviews with Vice-Chancellors

Background

The Academy of Science of South Africa (ASSAf) invites you to participate in an interview on **gender equality and equity** in the African Research Universities Alliance (ARUA), an alliance that brings together 16 of sub-Saharan Africa's research-intensive universities, of which University of XXX is a member.

The interview is part of a larger project on *Eliminating Barriers to Women's Participation in Science: A Study of the ARUA.* The project is funded by the International Development Research Centre (IDRC) of Canada (IDRC file number 109199-001).

The overarching goal of the project is to explore the extent to which participation of women faculty in science, technology, engineering, and mathematics (STEM) and in leadership have been considered and mainstreamed into ARUA institutions' policies and practices. Lessons learned and best-practice examples will be shared, towards the broader ambition of enabling women to fulfil their critical roles in addressing Africa's many developmental challenges.

Purpose

This one-on-one interview seeks to explore the role of the academic leaders of ARUA institutions in furthering gender equality and equity at their institutions.

Questions

1. Would you regard yourself as a champion of gender equality and equity? Elaborate on your answer.
2. What gender-related action (where action is broadly defined) within the university are you most proud of?
3. Where is the greatest effort required to advance gender equality and equity at your university?
4. What is your personal commitment to advancing an equality, diversity, and inclusivity (EDI) agenda?
5. In your opinion, what elements of EDI (e.g., gender, race, age, ethnicity etc.) should receive the greatest priority at your university?
6. In your opinion, what barriers exist to greater participation of women in STEM fields, and how are these overcome in your university? Give examples where possible.
7. Has your university taken any steps to investigate the Athena Swan and STEM Equity Achievement (SEA) Change programmes? Are either of these accreditation programmes relevant and/or useful for your university? Elaborate on your answer.
8. Are there any gender-related issues in your university or country that you wish to bring to our attention?

Appendix 4: Breakdown of interviewees per ARUA institution

Name of Institution	Number of Interviewees		# declined	# no response
	Male	**Female**		
University of Cape Town	1	4	3	6
University of Ghana	7	4	0	2
University of KwaZulu-Natal	1	2	2	5
University of Pretoria	6	6	0	7
Rhodes University	3	0	2	4
University of Rwanda	5	2	1	30
Stellenbosch University	7	7	3	1
University of Witwatersrand	6	3	3	0
TOTAL	**36**	**28**		

Appendix 5: Leadership profile at each ARUA institution

1. University of Addis Ababa (AAU) (https://www.aau.edu.et)

President: Prof Tassew Woldehanna (male) (equivalent to VC)

Vice-President (Academic):   Dr. Emebet Mulugeta (female)
VP (institutional Dev):   Dr Dilu Shaleka (female)
VP (Admin & Student Services):   Dr. Matiwos Ensermu (male)
VP (Research & Tech Transfer & Community service):   Dr. Mitike Molla (female)

Chair of Council	President	Management (excl president)	Percent female
?	M	3 F 1 M	75%

Faculties

They have a system of colleges, each of which is headed by a dean.

College of Business and Economics - Dr. Alemu Mekonnen (male)
College of Development Studies – Dr Tesfaye Zeleke (male)
College of Education and Behavioural Studies - Dr. Hussien Kedir (male)
College of Health Sciences - CEO Dr. Dawit Wondimagegn (+ 4 Deans) (male)
College of Humanities, Language Studies, Journalism & Communications - Dr. Amanuel Alemayehu (male)
College of Law and Governance Studies – Dr Solomon Negussie (male)
College of Natural Sciences - Dr Addisalem Abathun (female)
College of Performing and Visual Arts - Dr. Ezra Abate (male)
College of Social Sciences - Dr. Debebe Ero (male)
College of Veterinary Medicine and Agriculture -Dr. Dinka Ayana (male)

10 colleges: 1 female Dean (10%)

2. University of Cape Town (UCT) (https://www.uct.ac.za)

Chancellor: Dr Precious Moloi-Motsepe (female)
Vice-Chancellor: Prof Mamokgethi Phakeng (female)
Chair of Council: Ms Babalwa Ngonyama

Management: Comprises the VC, Registrar, COO, 3 DVCs, 2 Pro-VCs, 8 Deans, 9 Executive Directors

Registrar: Royston Pillay (male)
COO: Dr Reno Morar (male)
CFO: Vincent Mohau Motholo (male)
DVC (Research & Internalization): Prof Sue Harrison (female)
DVC (Teaching & Learning):   Prof Harsha Kathard (female) (acting)

DVC (Transformation, Student Affairs &
Social Responsiveness):   Prof Elelwani Ramugondo (female)
Pro-VC1: Poverty and Inequality   Prof Murray Leibrandt (male)
Prof-VC2: Climate change   Prof Mark New (male)

Summary table below includes only those listed above and not Executive Directors

Chair of Council	Chancellor	Vice-Chancellor	Management (excl VC)	Percent female in senior mgt
F	F	F	3 F 5 M	38%

Deans:
Commerce: Prof Suki Goodman (female)
Eng & Built Env: Prof Allison Lewis (female)
Health Sc (interim):   Prof Lionel Green-Thompson (male)
Humanities: Prof Shose Kessi (female)
Law: Prof Danwood Chirwa (male)
Science: Prof Maano Ramutsindela (male)
GSB (interim Director):   Dr Catherine Duggan (female)
Centre for Higher Ed Dev
(interim Director):   Prof Kasturi Behari-Leak (female)

8 faculties: 5 female Deans (63%)

3. Université Cheikh Anta Diop (UCAD) (https://www.ucad.sn)

Rector: Prof Ahmadou Aly Mbaye (male)

Faculties

Arts and Human Sciences: Mr Alioune Badara Kandji (male)
Economics and Management:
Legal and Political Studies: Mr Alassane Kante (male)
Medicine, Pharmacy & Odontostomatology:
Science and Technology:
Science &Technology, Education and Training:

4. University of Dar es Salaam (UDSM) (https://www.udsm.ac.tz)
Chancellor: Dr. Jakaya Mrisho Kikwete (male)
Vice-Chancellor: Prof. William A. L. Anangisye (male)
DVC (Academic):   Prof. Bonaventure S. Rutinwa (male)

DVC (Admin):	Prof. David A. Mfinanga (male)
DVC (Research):	Prof. Bernadeta Killian (female)
Chief Corporate Counsel	Dr. Saudin J. Mwakaje (male)
& Secretary to Council:	

Chair of Council:	Hon Judge Damian Lubuva (male)

Chair of Council	Chancellor	Vice-Chancellor	Executive management (excl VC)	Percent female in senior mgt
M	M	M	1 F 3 M	25%

Faculties (they have a system of colleges headed by Principals)

College of Engineering and Technology – Prof B M Mwinyiwiwa (male)
College of Information and Communication Technologies – Prof Joel S Mtebe (male)
College of Natural and Applied Sciences – Prof Flora Magige (female)
College of Humanities – Dr Rose Upor (female)
College of Social Sciences – Prof Christine Noe (female)
College of Agricultural Sciences and Fisheries Technology – Dr Mkabwa L Manoko (male)
Mbeya College of Health and Allied Sciences – Prof Projestine S Muganyizi (male)

7 Colleges: 3 female Principals (43%)

5. **University of Ghana (UG)** (https://www.ug.edu.gh)

Chancellor:	Mrs Mary Chinery-Hesse (female)

Vice-Chancellor:	Prof. Nana Aba Appiah Amfo (female)

The university leadership comprises above 2 positions + Chair of University Council (Justice Sophia A.B. Akuffo (female)} and 3 other officers.

Pro-VC (Academic & Student Affairs):	Prof. Gordon Akanzuwine Awandare (male)
Pro-VC (Research, Innov & Dev):	Prof. Felix Ankomah Asante (male)
Registrar:	Mrs. Emelia Agyei-Mensah (female)

Chair of Council	Chancellor	Vice-Chancellor	Leadership (excl VC)	Percent female in senior mgt
F	F	F	1 F 2 M	33%

Faculties

They have a system of colleges headed by Provosts. Within each college there are schools, each headed by a Dean.

College of Health Sciences – Prof. Julius Najah Fobil (male)
College of Basic and Applied Sciences - Prof. Boateng Onwona-Agyeman (male)
College of Humanities - Prof. Daniel Frimpong Ofori (male)
College of Education - Prof. Samuel Nii Ardey Codjoe (male)

4 Colleges: 0 female Provosts (0%)

6. **University of Ibadan (UI)** (https://www.ui.edu.ng)

The Visitor	Muhammadu Buhari (male) (appointed by state or federal gov)
Chancellor:	Amirul Mumineen Sultan Muhammadu Sa'ad Abubakar IV (male)
Pro-VC & Chair of Council:	Chief John E. K. Odigie-Oyegun, CON, (male)
Vice-Chancellor:	Professor K.O.Adebowale (male)
DVC (Admin):	Professor Prof. E. O. Ayoola (male)
DVC (Academic):	Prof Prof. Aderonke M. Baiyeroju (female)
DVC (Res, Innov & Strat Partnerships):	Prof. Oluyemisi A. Bamgbose (female)
Registrar:	Faluyi O. Olubunmi (female)
Bursar:	Mr. Adewuyi Popoola (male)
Librarian:	Dr Helen O Komolafe-Opadeji (female)

Chair of Council	Chancellor	Vice-Chancellor	Leadership (excl VC)	Percent female in senior mgt
M	M	M	4 F 2 M	67%

Faculties

Each faculty is headed by a dean.

Agriculture – Prof Stella O Odebode (female)
Arts - Professor O A Oyeshile (male)
Education - Professor O A Fakolade (male)
Env Design and Mgt - Prof C.O. Olatubara (male)
Law – Prof Yinka Omorogbe (female)
Multidisciplinary Studies – Prof Isaac Olawale Albert (male)
Pharmacy - Prof. Oluwatoyin A. Odeku (female)
Renewable Natural Resources - Prof Emmanuel K Ajani (male)

Science - Professor. A.E. Bakare (male)

Social Sciences – Prof Catherine Chovwen (female)

Technology - Prof. A.E Oluleye (male)

Veterinary Medicine - Professor Olufunke Ola-Davies (female)

12 faculties: 5 female Deans (42%)

7. University of KwaZulu-Natal (UKZN) (https://ukzn.ac.za)

Chair of Council: Dr Leticia Moja (female)

Chancellor: Dr Reuel Jethro Khoza (male)

Executive Management comprises the following:

Vice-Chancellor:	Prof Nana Poku (male)
DVC & Head of College (Humanities):	Professor Nhlanhla Mkhize (male)
DVC & Head of College (Law & Mgt Studies):	Professor Brian McArthur (male) (acting)
DVC & Head of College (Health Sciences):	Professor Busisiwe Ncama (female)
DVC & Head of College (Agric, Eng & Science)	Professor Albert Modi (male)
DVC (Research & Innovation):	Professor Mosa Moshabela (male)
DVC (Teaching & Learning):	Professor Sandile Phinda Songca (male)
Registrar:	Dr Kathy Cleland (female) (acting)
ED Corporate Relations:	Ms Normah Zondo (female)
ED (Human Resources):	Dr Siphelele Zulu (male)
ED (Student Services):	Vacant
Chief Finance Officer:	Ms Nontuthuko Mbhele (female)
ED (Instit Planning & Governance):	Mr Kishore Gobardan (male) (acting)

Chair of Council	Chancellor	Vice-Chancellor	Executive Management (excl VC) (1 vacant)	Percent female in senior mgt
F	M	M	4 F 7 M	36%

Faculties

UKZN does not have faculties but a structure of colleges and schools, hence no details are given.

8. **University of Lagos** (https://unilag.edu.ng)

Chancellor:	Alhaji (Dr.) Abubakar IBN Umar Garbai El-Kanemi (male)
Vice-Chancellor:	Professor Oluwatoyin T. Ogundipe (male)
Pro-VC:	Prince (Dr.) Lanre Tejuoso (male)
DVC (Academics & Research):	Professor Bolanle Olufunmilayo Oboh (female)
DVC (Mgt Services):	Professor Lucian O. Chukwu (male)
DVC (Dev Services):	Professor Ayodele Victoria Atsenuwa (female)
Registrar:	Mr. Ismaila Oladejo Azeez (male)
Bursar:	Mr. Nurudeen Olalekan Ajani Lawal (male)
University Librarian:	Professor Yetunde Abosede Zaid (female)
Chair of Council:	Prince (Dr) Olanrewaju Tejuoso (male)

Chair of Council	Chancellor	Vice-Chancellor	Leadership (excl VC)	Percent female in senior mgt
M	M	M	3 F 4 M	42%

Faculties

Faculty of Arts - Olufunke Asake Adeboye (female)

Faculty of Basic Medical Sciences - Prof. Elijah Oyeyemi (male)

Faculty of Management Sciences – Eyatoye Emmanuel (male)

Faculty of Clinical Sciences - Prof. F. B. Akinsola (female)

Faculty of Dental Sciences - Prof. O. O. daCosta (female)

Faculty of Education – Prof. M.B. Ubangha (male)

Faculty of Engineering - Prof. Sadiq Obanishola M (male)

Faculty of Environmental Sciences – Professor M.M Omirin (female)

Faculty of Law - Professor Ige Bolodeoku (male)

Faculty of Pharmacy - Professor Aderonke Ayinke Adepoju-Bello (male)

Faculty of Social Sciences - Professor Olufunlayo Bammeke (female)

Faculty of Science - Professor Elijah Oyeyemi (male)

12 faculties: 5 female Deans (42 %)

9. **Makerere University (MU)** (https://www.mak.ac.ug)

Chancellor:	Prof. Ezra Suruma (male)
University Council Chairperson:	Mrs. Lorna Magara (female)
Vice-Chancellor:	Prof. Barnabas Nawangwe (male)

DVC Academic Affairs:	Dr. Umar Kakumba (male)
DVC Finance & Administration:	Prof. Henry Mwanaki Alinaitwe (male) (Acting)
Director (Human Resources):	Mr. Malowa Davis Ndanyi (male)
Registrar:	Mr. Masikye Namoah (male)
University Librarian:	Dr. Helen Byamugisha (female)
Bursar:	Mr. Evarist Bainomugisha (male)
Dean of Students:	Mrs. Winifred Namuwonge Kabumbuli (female)
Director (Planning & Development):	Dr. Florence Nakayiwa(female)
Director (Quality Assurance):	Prof. Sarah Kiguli (female)(Acting)
Director (Legal Affairs):	Mr. Javason Kamugisha (male)
Director (Internal Audit):	Mr. Walter Yorac Nono (male)
Director (Estate and Works):	Christina Kakeeto (female)
Director (Research & Graduate Training)	Prof. Buyinza Mukadasi (male)
Director (ICT Support):	Mr. Samuel Paul Mugabi (male)
Director (Gender Mainstreaming):	Dr. Euzobia M. Mugisha Baine (female)

Chair of Council	Chancellor	Vice-Chancellor	Leadership (excl VC & Directors)	Percent female in senior mgt
F	M	M	2 F 5 M	29%

Principals of Colleges

Agricultural & Environmental Sciences - Dr. Gorettie N. Nabanoga (female)

Business & Management Sciences - Prof. Eria Hisali (male)

Computing & Information Sciences – Prof. Tonny J Oyana (male)

Education & External Studies - Prof. Anthony Mugagga Muwagga (male)

Engineering, Design, Art & Technology - Prof. Henry Alinaitwe (male)

Health Sciences - Prof. Damalie Nakanjako (female)

Humanities & Social Sciences - Dr. Josephine Ahikire (female)

Natural Sciences – Prof. Winston Tumps Ireeta (male)

School of Law - Prof. Christopher Mbazira (male)

Veterinary Medicine, Animal Resources & BioSecurity - Prof. Frank Nobert Mwine (male)

10 colleges: 3 female Principals (30%)

10.University of Nairobi (UoN) (https://uonbi.ac.ke)

Chancellor - Dr. Vijoo Rattansi (female)

Vice-Chancellor - Prof. Stephen Kiama (male)

DVC (Academic Affairs) - Prof. Julius A. Ogeng'o (male)

DVC (Finance, Development & Planning) - Prof. Margaret Jesang Hutchinson (female)

DVC (Research, Innovation & Enterprise) - Prof. Horace Ochanda (male)

DVC (**Human Resource & Administration**) - Prof. Njeru Enes H Nthia (male)

Acting Principal (College of Agriculture & Veterinary Sciences) – Prof. Rose Nyikal (female)

Principal (College of Architecture & Engineering) – Prof. Robert Rukwaro (male)

Principal (College of Biological & Physical Sciences) – Prof. Francis Mutaa (male)

Principal (College of Health Sciences) – Prof. James Machaki (male)

Principal (College of Humanities and Social Sciences) – Prof Jama Mohamud (male)

Director (Graduate School) – Prof. Lydia W Njenga (female)

Deputy Director Academics (Graduate School) – Prof. Charles Mulei (male)

Deputy Director Admissions (Graduate School) – Prof. Lawrence Ikamari (male)

Deputy Principal (Kenya Science Campus) – Prof. Horace Ochanda (male)

Director (Open, Distance & eLearning Campus) – Prof. Christopher Gakuu (male)

Deputy Director (Open, Distance & eLearning Campus) – Prof. Harriet Kidambo (female)

Chair of Council: Prof Julia Ojiambo (female)

Chair of Council	Chancellor	Vice-Chancellor	Executive Management (excl VC)	Percent female in senior mgt (excl. VC)
F	F	M	4 F 11 M	27%

Faculties

Agriculture - Prof. Moses Nyangito (male)

Arts –Prof Ephraim Wahome (male)

Built Environment & Design – Prof. Lilac Osanjo (female)

Business & Management Sciences – Prof. James Muranga Njihia (male)

Education – Prof. Jeremiah Kalai (male)

Engineering – Prof. Gitau Ayub Njoroge (male)

Health Sciences - Prof. Osanjo George Omayo (male)

Science & Technology – Prof. Leonidah Kerubo (female)

Social Sciences – Prof Jack Odhiambo (male)

Veterinary Medicine – Prof. John Demes Mande (male)

Law - Prof. Kiarie Mwaura (male)

11 faculties: 2 female Deans (18%)

11.Obafemi Owolowo University (OAU) (https://oauife.edu.ng)

Chancellor:	His Royal Highness Alhaji (Dr.) Yahaya Abubakar (male)
Visitor:	HE Excellency, Muhammadu Bukahi (male) CIC of armed forces (excl from summary table)
Pro-Chancellor:	Owelle Oscar Udoji (excl from executive management)
Vice-Chancellor:	Prof. Adebayo Simeon Bamire (male)
DVC (Academic):	Prof. M. O. Babalola (female)
DVC (Administration):	Prof. O.M.A. Daramola (male)
Registrar:	Mrs. M.I. Omosule (female)
University Librarian:	Dr. F. Z. Oguntuase (male)
Bursar:	Mr. S.O. Ayansina (male)
Chair of Council:	Owelle Oscar Udoji (Pro-Chancellor) (male)

Chair of Council	Chancellor	Vice-Chancellor	Leadership (excl VC)	Percent female in senior mgt
M	M	M	2 F 3 M	40%

Faculties

Administration - Prof. Fuso Adosela (male)

Agriculture - Prof. Jimoh Farinde (male)

Arts - Prof. Oyeniyi Okunoye (male)

Education - Prof. Banke. A. Omoteso (female)

Env Design & Mgt - Olusegun Ogumba (male)

Basic Medical Sciences - Prof. Lateef Salawu (male)

Clinical Sciences - Prof. O. A. Sowande (male)

Dentistry - Prof. Morenike Ukpong (female)

Law - Prof. Adewole Adedeji (male)

Pharmacy - Prof. Margaret Afolabi (female)

Sciences - Prof. Isaac Adewale (male)

Technology Prof. Olufemi Koya (male)

Social Sciences Prof. Peter Philip Olomola (male)

13 faculties: 3 female Deans (23%)

12.University of Pretoria (UP) (https://www.up.ac.za)

Chair of Council: Ms Khuseni Dlamini (female)

Chancellor: Emeritus Justice Sisi Khampepe (female)

Vice-Chancellor and Principal: Prof Tawana Kupe (male)

Executive Management:

V-P (Research & PG Ed):	Prof Sunil Maharaj (male)- acting since Jan 2022
V-P (Academic):	Prof Loretta Ferris (female)
V-P (Student Affairs & Residences):	Prof Themba Mosia (male)
V-P (Inst Planning):	Prof Anton Stroh (male) – Acting manager in place
Registrar:	Prof Caroline Nicholson (female)
Executive Director:	Prof Carolina Koornhof (female)
COO:	Mr Sandile Mthiyane (male)
Senior Director Research:	Carol Nonkwelo (female)

Chair of Council	Chancellor	Vice-Chancellor	Executive management (excl VC)	Percent female in senior leadership
F	F	M	4 F 4 M	50%

Faculties

Economic & Management Sciences - Prof Margaret Chitiga-Mabugu (female)

Education - Prof Chika Sehoole (male)

Engineering, Built Environment & Information Technology – Prof Sunil Maharaj (male)

Health Sciences – Prof Tiaan De Jager (male)

Humanities - Prof Vasu Reddy (male)

Law – Prof Elsabee Schoeman (female)

Natural & Agricultural Sciences - Prof Barend Erasmus (male)

Theology & Religion - Prof Jerry Pillay (male)

Veterinary Science – Prof Vinny Naidoo (male)

Director: Mamelodi Campus – Prof Ntebogeng Sharon Mokgalaka-Fleischmann (female)

Gordon Institute of Business Science (GIBS) - Prof Morris Mthombeni

11 faculties: 3 female Deans (27%)

13.Rhodes University (RU) (https://www.ru.ac.za)

Chair of Council:	Mr Vuyo Kahla (male)
Chancellor:	Judge Lex Mpati (male)
Vice-Chancellor:	Prof Sizwe Mabizela (male)

DVC (Academic & Student Affairs)   Prof. Mabokang Monnapula-Mapesela (female)
DVC (Research & Development)   Dr. Peter Clayton (male)
Registrar: Prof. Adele Moodly (female)
ED: Infrastructure, Operations & Finance   Dr. Iain L'Ange (male)
CFO: Mr Kamlesh Riga (male)

The above are all referred to as senior mgt. There are 10 Directors that have not been included here.

Chair of Council	Chancellor	Vice-Chancellor	Senior management (excl VC)	Percent female in senior leadership
M	M	M	2 F 3 M	40%

Faculties

Commerce – Prof. David Sewry (male)
Education – Prof. Eureta Rosenberg (female)
Humanities – Prof. Enocent Msindo (male)
Law – Prof. Laurence Juma (male)
Pharmacy – Prof. S M M Khamanga (male)
Science – Prof. Tony Booth (male)

6 faculties: 1 Female Dean (17%)

14. University of Rwanda (UR) (https://ur.ac.rw)

Chancellor: Patricia L. Campbell (female)

Vice-Chancellor: Dr. Didas Kayihura Muganga (male)

DVC (Academic Affairs & Research):   Prof. Nosa O. Egiebor (male)
DVC (Strategic Planning & Institutional Advancement): Dr Raymond Ndikumana (male)
DVC (Administration & Finance):   Ms. Françoise Kayitare Tengera (female)

Council Chairperson: Prof. Paul Davenport (male)

Chair of Council	Chancellor	Vice-Chancellor	Senior management (excl VC)	Percent female in senior leadership
M	F	M	1 F 2 M	33%

Colleges

Arts & Social Sciences - Dr Alphonse Mulefu (male)

Agriculture, Animal Sciences & Veterinary Medicine - Dr Guillaume Nyagatare (male)

Business & Economics – Dr. Pierre Claver Rutayisire (male)

Medicine & Health Sciences - Dr Jeanne Kagwiza (female)

Education – Dr. Florien Nsanganwimana (male)

Science & Technology – Dr. Ignace Gatare (male)

6 colleges: 1 female Dean (17%)

15.Stellenbosch University (SU)   (https://www.sun.ac.za)

Chair of Council: Mr Ainsley Moos (male)

Chancellor: Justice Edwin Cameron (male)

Rector and VC: Prof Wim de Villiers (male)

DVC (Learning and Teaching):	Prof Deresh Ramjugernath (male)
DVC (Research, Innovation and Postgraduate Studies):	Prof Sibusiso Moyo (female)
DVC (Social Impact, Transformation & Personnel):	Prof Nico Koopman (male)
DVC (Strategy, Global & Corporate Affairs):	Prof. Hester Klopper (female)
Executive Manager (Rectorate):	Mr Mohamed Shaik (male)
Chief Operating Officer:	Prof Stan du Plessis (male)
Registrar:	Dr Ronel Retief (female)

Chair of Council	Chancellor	Vice-Chancellor	Senior management (excl VC)	Percent female in senior mgt
M	M	M	3 F 4 M	43%

Faculties

AgriSciences – Prof Danie Brink (male)

Arts & Social Sciences – Prof Anthony Leysens (male)

Economics & Management Sciences - Prof Ingrid Woolard (female)

Education - Prof Mbulungeni Madiba (male)

Engineering - Prof Wikus van Niekerk (male)

Law - Prof N Smit (female)

Medicine & Health Sciences – Prof Elmi Muller (female)

Military Science - Prof Sam Tshehla (male)

Science - Prof Louise Warnich (female)

Theology – Prof Reggie Nel (male)

10 Faculties: 4 female Deans   (40%)

16.University of the Witwatersrand (Wits) (https://www.wits.ac.za)

Chair of Council: Mr I Shongwe (male)

Chancellor: Dr Judy Dlamini (female)

V-C and Principal: Prof. Zeblon Vilakazi (male)

DVC (Academic):   Prof. Ruksana Osman (female)
DVC (People, Development and Culture):   Prof Garth Stevens (male)
DVC (Research and Innovation):   Prof. Lynne Morris (female)
DVC (Systems & Operations):   Prof. Ian Jandrell (male)
Pro VC (Climate, Sustainability and Equality)   Prof. Imraan Valodia (male)
COO: Mr. Fana Sibanyoni (male)
Registrar: Ms. Carol Crosley (female)
CFO: Ms Maureen Manyana (female)
Dean of Student Affairs: Mr. Jerome September (male)

Chair of Council	Chancellor	Vice-Chancellor	Senior management (excl VC)	Percent female in senior mgt
M	F	M	4 F 5 M	44%

Faculties
Commerce, Law & Management - Prof. Jason Cohen (male)
Engineering & Built Environment - Prof. Thokozani Majozi (male)
Health Sciences - Prof. Shabir Madhi (male)
Humanities - Prof. Garth Stevens (male)
Science - Prof. Nithaya Chetty (male)

5 faculties: 0 female Deans (0%)

Appendix 6: Mentorship programmes at ARUA institutions

Mentoring emerged as a key need, both for early-career women and for women aspiring to leadership positions. Most universities have addressed the need explicitly, although there are some (e.g., UR) where it seems there is still a critical need for formal mentoring, as expressed by women faculty members. At UR, mentoring is strongly encouraged, and departments are requested to establish research clusters that provide mentoring to younger, less experienced staff members, including both men and women. There are no formal, university-wide programmes.

Most of the formal mentoring programmes exist at South African higher education institutions. They are a response to the country's Apartheid history and the need to transform the racial profile of academic staff. In most cases formal mentoring programmes are targeted at both men and women, but women are given preference. Examples of nation-wide, government-funded programmes are as follows:

- **The New Generation of Academics Programme (nGAP)**
  (http://www.dhet.gov.za/ssauf/ngap.html)

This programme started in 2015 and is open to all universities in South Africa. Its aim is to recruit new academics based on equity considerations and in disciplines of greatest need. Women and blacks are given preference and science faculties have benefitted. Successful applicants are appointed into permanent posts that are embedded in the university's long-term staffing plans. The nGAP funding covers a period of six years for each cohort of applicants, comprising three years of development, which is fully funded by government. Thereafter is a three-year induction period, which is funded on a cost-sharing basis between the institution and government. This is followed by permanent employment, with the institution bearing full employment costs. It is intended that the scheme will be repeated if sufficient funding is available. All nGAP academics are subject to strict performance contracts and are assigned a mentor for the duration of their participation in the programme.

- **Future Professors Programme**
  (https://futureprofessorsprogramme.co.za)

This is a complementary programme, also funded by government, that aims to prepare early to mid-career academics (lecturer and senior lecturer levels) for the professoriate. Each year, every South African university may nominate five eligible scholars for a two-year fellowship, out of which cohorts of 20 to 30 fellows are selected. The fellows are intensively prepared for the professoriate through an in-residence programme and international engagements.

- **Higher Education Leadership and Management (HELM)**
  (https://helm.ac.za)

This is a programme of Universities South Africa (USAf) aimed at providing university leaders with relevant knowledge and skills for their roles in the higher education sector. One of the thrusts of HELM is the Women in Leadership programme.

Examples of mentorship programmes specific to a certain institution are listed below. This is not a comprehensive list as we were not able to gather information from some institutions.

- **Female Academic Leaders Fellowship (FALF)**
(https://falfafrica.org/about/)

An initiative of the newly appointed Chancellor of Wits, Dr Judy Dlamini, this fund is a contribution to the gender and racial transformation of academic leadership, with the initial focus over five years being at Wits. It is a response to the slow leadership transformation, especially when it comes to black females.

- **Early-Career Academic Development (ECAD) Programme**

This is a development programme at Wits targeted at early career academics, defined as those with less than five years' experience. It addresses the challenges they often face such as developing an academic identity, establishing a research niche and teaching effectively in large classes.

- **Enhancing Mid-Career Academic Transitions (EMCAT) Programme**

Following the success of the ECAT programme, a pilot EMCAT programme, funded by the Carnegie Foundation, has begun at Wits. It addresses the struggle that mid-career academics often face to advance to the next level. The pilot programme consists of a cohort of 20 mid-career academics and will last for 18 months. They will be assisted to produce a personal transition plan and will be exposed to leadership training in teaching, research and academic citizenship. It targets blacks and women.

- **Africa Science Leadership Programme (ASLP)**

An initiative of UP and the Global Young Academy (GYA), with the support of the Robert Bosch Stiftung, ASLP aims to develop mid-career African academics. It is unique in that it is Africa-wide and focused on developing leaders to solve complex problems.

- **Programme for Academic Leadership (HELM)**

This programme is aimed at heads of departments and women are preferential beneficiaries. It covers general leadership and management skills and is run by the university's business school. It comprises 10 days full-time contact sessions and then 5 days overseas.

- **Programme for Academic Leadership (PAL)**

This programme is aimed at heads of departments and women are preferential beneficiaries. It covers general leadership and management skills and is run by the university's business school. It comprises 10 days full-time contact sessions and then 5 days overseas.

- **UP-Leadership Programme**

This programme targets academic leaders at dean and director level.

- **Mentoring Black Women Academics**

A programme specifically for women, this programme was introduced by UP in 2017.

- **Women's Leadership Academy**

This was a programme that the VC of UP planned to launch. It is a structured programme to enable women to advance from early career through to senior leadership.

- **New Managers Development Programme**

This is a training programme for middle management that targets both men and women.

- **Early Career Advancement Programme (ECAP)**

This programme operates at SU and as the name suggests targets early career academics, particularly black women.

- **Research Leadership Programme**

This is an initiative of UCT, targeting both men and women, but women are encouraged to apply.

- **Accelerated Academic Development Programme**

This programme at UKZN is focused on transforming academic ranks and fostering academic professional development. Over half of the recipients are female. It targets academics at lecturer level. Recipients have reduced teaching loads to assist them with their research and careers as academics.

- **Imbokodo Programme**

A programme at UKZN, this is a leadership programme, which aims to capacitate and empower women leaders from both academia and professional services.

It was also mentioned during the interviews that SU incentivises their mentorship programme. They currently have about 80 mentees, with mentees getting a R10 000 stipend and mentors are paid R500/hr.