



# WHAT WILL IT TAKE: EQUALITY IN LEADERSHIP BY 2030

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Higher Education Action Plan

*The Transforming Women's Leadership Pathways event and the development of Plans took place online, and on Gadigal and Bidjigal land (Australia). We recognise the peoples of the Eora nation as the traditional custodians of the land (Australia). We pay our respects to Elders past, present, and emerging and extend this respect to all Aboriginal and Torres Strait Islander people. We acknowledge that this land has long been a place of teaching, learning, and creating. Sovereignty has never been ceded.*

*Arizona State University's four campuses are located in the Salt River Valley on ancestral territories of Indigenous peoples, including the Akimel O'odham (Pima) and Pee Posh (Maricopa) Indian Communities, whose care and keeping of these lands allows us to be here today. We pay our respects to their Elders past and present.*

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# HIGHER EDUCATION WORKING GROUP ACTION PLAN

## Aspiration 2030

To ensure women's full and effective participation, and equal opportunities for leadership at all levels of decision making in Higher Education

## The current state of higher education - key findings and power statistics

By failing to create ecosystems in which women, in their full diversity, can thrive and achieve their full potential, higher education will remain limited in its achievable success, impact and value. The data are clear. Higher Education lags behind all other sectors where progress towards gender equity is made. Women do more than one and a half times the amount of annual service compared to their male counterparts, women outpace men in conferred doctoral degrees, yet men outnumber women 2:1 at the highest-level faculty ranks and in administrative leadership roles, as well as on university boards.

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# Barriers and opportunities



## BARRIERS

- Existing policy, systems and processes
- Funding and lack of accessibility
- Stereotypes and Unconscious Bias
- Lack of institutional commitment
- Closed/Opaque Networking
- Lack of access to professional development



## OPPORTUNITIES

- + Building a positive culture, with 'tone at the top'
- + Ensuring balanced representation in leadership
- + Providing equitable access to opportunities
- + Providing improved career mobility for women
- + An improved brand & other reputational benefits
- + Diversity dividends
- + Increased innovation

# Recommendations

## PUBLIC AND ORGANISATIONAL COMMITMENT TO GENDER EQUITY

- To address the systemic nature of the challenge, we call for a fundamental reimagining, reframing and rebalancing of service to reflect leadership, engagement, and citizenship in Higher Education.
- Our institutions need to more closely align with the values of collaboration, social engagement, and community outreach. This shift must apply to academic and professional staff across all tracks.

## INCREASING THE PIPELINE

- Establish an action-oriented international exchange - a Transforming Women's Leadership Alliance, an International Community of Practice and Peer Mentoring Network, with an aim to have 2030 members by 2030. This network will be used to identify women who are willing and able to lead, to conduct collaborative research, to develop resources and pathways to leadership, including distributed models that recognise leadership as an action rather than a position and provide exemplar profiles that can be used as guides. By engaging the networks at respective institutions, the Alliance will grow with a legacy mindset, positioned for long-term viability.

## TRAINING AND MENTORING

- Build a sustainable ecosystem through leadership development.  
Growing higher education leadership development programs to expand programmatic access to more women and to draw from best-practices at leading universities. Focus areas will include Allyship and Championship, Expanding Access to Executive Coaching, Establishing Deputising and Co-leading programs. A commitment to designing and deploying relevant training, and creating a repository of shared resources that addresses topics such as bias, navigating the complexities of higher education, service on boards, interdisciplinarity collaboration, and effective leadership. By enhancing recognition of distributed leadership we build capacity for change.

## TRACKING AND PUBLISHING DATA/SETTING SPECIFIC GOALS

- Ensure that service is inextricably tied to institutional success and is valued accordingly