Attracting more women to academic leadership positions – the AKKA programme

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Positive dimensions

• Initiated and funded by the University
• Support from University: vice-chancellor, faculty deans and department heads – recommended the programme,
• Led by an academically recognized person (professor) with leadership experiences and an administrator from HR responsible for gender equality issues
• Free hands to design the programme
• Competences that could be achieved and developed in focus, NOT personal characteristics or gender stereotypes
• The overall concept of the programme: leadership can be learned – no one is ”born” leader
Obstacles – and solutions

• Resistance to the gender perspective by some male participants – lack of knowledge

• Solutions:
  
• Strengthen the gender profile in the program – more knowledge

• Gender - a part of the pedagogic design, a “web” not just a main “thread” – integrated in all parts

• No “negotiations” about the gender perspective

• Introductory lecture in gender studies, course book, the participants had to motivate why they wanted to attend a gender program, ground rules
The relevance of the gender dimension

• Leadership programmes rarely have a gender perspective – AKKA could serve as a model
• (Academic) leadership is still constructed as stereotypical male – this is discussed in AKKA
• Academic culture (gender regime) is discriminating women – it is shown in the AKKA projects
Concrete benefits

Increased the proportion of women in leading positions – including top positions (1 deputy vice chancellor, 4 deans, 2 vice/pro deans…)

- Increased gender awareness in academic leaders – both women and men – agents of change, active breakers
- Provided methods to manage resistance towards gender issues in academia
- Helped highlight women as potential leaders – visibility
- Helped make more women AND men interested in taking on a leadership role
- Helped establish networks and collaborations for mutual support
- Put women as possible leaders on the agenda