

WOMEN LEADERS IN HIGHER EDUCATION



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FOREWORD BY THE CHAIRPERSON



Welcome to our magazine on: Reflections on Leadership in Higher Education. We aim to bring you news pertaining to the four pillars of HERS-SA namely: women leadership, advocacy, research and collaboration. In this edition we focus on leadership in Higher Education (HE).

Academic research is replete with the shortcomings of transformation in leadership in HE. Most of the writings dovetail into the lack of transformation in leadership, particularly the absence of progressive women's empowerment. The HE space remains regressive considering statistics creeping up at fractions over the decades of our restorative democracy. It is stale news that men continues to dominate the top structures and c-suites in HE. Although women dominates employment numbers in HE, their strive to leadership positions continue to be challenged by unrealistic output.

The slow approach to transformation is exemplary of the non-implementation of recommendations by Chapter Nine institutions and the government's own Ministerial Task Team (MTT) recommendations (Ministerial Task Team: 2019). The MTT confirms that under-representation is more pronounced at senior levels and at specific universities, typically the historically advantaged universities and especially at the previously Afrikaans institutions. They confirmed that institutional cultures act as a barrier to the recruitment, retention and progression of black academics and this should be mitigated.



Recommendations to develop and implement staff transformation plans that have specific time-bound targets regarding recruitment and progression remain on paper. The recommendation for one National Staff Transformation Plan for our universities by the MTT is ignored at the peril of the status quo. Support for women to obtain doctoral degrees as envisaged by the NDP2030 lacks monitoring by the National University Transformation Oversight Committee.

The Gender Commission bemoans the fact that transformation in top and senior management positions remain at a snail's pace (GCE Report 2018/19). The Commission found that gender policies of the universities do not refer to the provisions of CEDAW and the SADC Protocol. Aligning with these international instruments is to show commitment to gender transformation ensuring an enabling environment for women progression (GCE Report 2018/19). Moreover, sexual offences amplify the challenges women face.

Legislations such as the Employment Equity Act 1998 and The Basic Conditions of Employment Act 1997 promote positive measures ensuring equitable representation of black people, women and People with Disabilities at all levels in the work place in order to achieve employment equity.

Women's empowerment in HE should be in the purview of the minister of HE who is empowered by the Higher Education Amendment Act 2016 to intervene in university matters and further the government higher education transformation plans. This oversight must be blended with implementation of legislation to provide the necessary support in empowering women in HE. We thank our authors for their contributions on these challenges facing South African women.

Dr Soraya Beukes: BIO

Dr Soraya Beukes is a human rights lawyer and social justice advocate. She lectures at Cape Peninsula University of Technology (CPUT) and is affiliated to the Dullah Omar Institute at UWC where she lectures community engagement programmes and an LLM course on Socioeconomic Rights. She currently serves as the chairperson of HERS-SA.

Her research career is enriched through her multiple Erasmus Mundus research scholarships through which She earned mobilities to University Libre, Brussels and to University Rey Juan Carlos, Brazil.

HERS-SA ACADEMY 2022

We were excited to host our 20th annual HERS-SA ACADEMY for Women Leaders in Higher Education. The ACADEMY will be hosted as a hybrid (in-person and online) at the Doubletree by Hilton Hotel, Upper East Side, Woodstock, Cape Town, from Sunday, 4th September to Thursday, 8th September 2022. The ACADEMY comes after two years of adjusting the programme to be responsive to the Covid-19 regulations. This year will host more than 110 women from South African and Nigerian public universities.

The theme for the ACADEMY was “EVOLVE to Embracing Change”. While we are still dealing with the Covid-19 impact, we will look at how women can evolve to lead in the BANI world. The acronym BANI stands for Brittle, Anxious, Nonlinear and Incomprehensible. Jamais Cascio, American anthropologist, author and futurist, is credited for this concept. BANI are “Situations in which conditions aren’t simply unstable; they’re chaotic. In which outcomes aren’t simply hard to foresee, they’re completely unpredictable. Or, to use the particular language of these frameworks, situations where what happens isn’t simply ambiguous, it’s incomprehensible”. The programme had a line-up of Vice-Chancellors who shared with women leaders how to evolve to embrace the change. The programme further unpacks the challenges women leaders face

and strategies to deal with those challenges. The programme will also unpack how women can move up the rank through a three-hours long workshop taking women through the process of applying for the next position.

The ACADEMY has provided professional and leadership development opportunities for women in HE from (mostly) South Africa as well as Ghana, Nigeria, Kenya, Namibia, Zambia, Angola, Malawi, Botswana, Tanzania, Uganda, Mauritius and our sister organisations in the USA for the last 19 years. It offers a unique opportunity for women to shape their learning according to their development needs by participating in a range of plenary sessions, development workshops and breakaway activities. Further, participants attend talks by well-known leaders who, through their achievements, serve as powerful role models to women working in our higher education and other sectors.

To date, over 1 500 women have attended this prestigious leadership development programme. For more information, visit our website and our social media platforms. Alternatively, you can contact our offices at info@hers-sa.org.za



GENDER TRANSFORMATION IN HIGHER EDUCATION IS NEEDED FOR SUSTAINABLE SOCIETIES



The United Nations (UN) 2030 Agenda for Sustainable Development sets seventeen interrelated Sustainable Development Goals (SDGs), with gender equality at the heart of achieving these goals.

Even more reason, the Higher Education Resource ans Service – South Africa (HERS-SA) believes that the attainment of gender transformation of leadership in higher education can accelerate the attainment of these goals.


In pursuit of a sustainable society, in South Africa, out of twenty-six universities, only six women are Vice-Chancellors, less than 50% of women hold PhDs and even fewer are full professors, while most of them are in lower ranks. This means very few women are part of decision making. It is no secret that South African

universities are gendered, racialised and classed.

The higher education (HE) sector plays a critical role in the production of skilled labour and the transformation of society, economy, and politics. Should the HE remain unchanged, we risk the reproduction of inequalities. For this reason, HERS-SA believes having a gender representative leadership is critical not only for universities but also for realising the UN SDGs, the African Union Agenda 2063 and National Development Plan 2030.

What we do?

HERS-SA has committed itself to developing women for senior leadership positions in HE. This is done through multi-pronged interventions that look holistically at the person, the group, organisation, and the greater society. Our training interventions aim to empower women in self-mastery, leadership, women leadership barriers, institutional culture, processes, procedures and



politics and the role and impact of the external environment on universities. HERS-SA ACADEMY is our flagship week-long intensive training that attracts women from all universities.

The following interventions are also in place:

- Mentorship and coaching programmes
- Multi-generational dialogues
- Strategic participation in HE gender forums to bring an outsider perspective
- Doing advocacy and research on women leadership
- Creating collaboration networks for women
- Creating women leaders' brand visibility

There are some shifts in HE, such as the appointment of women Chancellors, with the most recent appointment of Dr Phumzile Mlambo-Ngcuka and Advocate Mojanku Gumbi. Some of the women making moves and at the helm of leadership are our alumnae. More work is still needed, by creating a culture that enables women to thrive, which requires gender-responsive policies and budget.

What you can do?

We are under no illusion that the shift has been easy, after all, as Nelson Mandela once said “After climbing a great hill, one only finds that there are many more hills to climb.” The work can be accelerated by collaborating with other sectors through sponsorship, donation in cash and/or kind (sharing expertise, being mentors, guest speakers, and more). Everyone has an opportunity to shift the gender inequalities in HE!

As we strive to put Africa firmly on the world stage through people-driven development, HE women are going to play a significant role: Strengthening the role of Africa's women through ensuring gender equality and parity in all spheres of life.

Brightness Mangolothi BIO:

Brightness Mangolothi is the HERS-SA Director with more than a decade experience as a leader and academic in private and public universities.

HIGHER EDUCATION LEADERSHIP AND MANAGEMENT IN TIMES OF CRISIS: PERSPECTIVES OF A FEMALE MIDDLE MANAGER




Higher Education was said to have successfully navigated the Covid19 crisis. I argue that the fallout to staff impact has not been properly assessed and that many academics are still dealing with the psychological

aftermath of the implementation of Covid-19-related plans and that it is not too late to respond to the remnants of trauma experienced during the time of the pandemic.

The move to online learning and teaching meant that lecturers had to be trained and staff and student “presence” and performance had to be closely monitored. Ensuring quality became a dilemma with the instructions to provide infinite numbers of assessment opportunities to students – to ensure that we live up to our mantra of “no student left behind”. My question is: what about “no staff left behind”? I believe that insufficient support was and is provided for staff during times of crisis in Higher Education (HE). I argue that the expectations from senior management during the Covid 19 crisis were unreasonable and unwarranted.

These negatively impacted team relations and often led to conflict with those being managed. Lecturers were constantly teaching, re-teaching, assessing and reassessing. In addition there was training on systems and how to deal with various aspects of the effects of Covid19, to ensure you remained effective and sane. It is ironic that often these workshops impacted on increasingly limited “me time”. Many were missed because of workload and back-to-back meetings relating to primary responsibilities and roles.

Middle management is often said to be the worst place to be in an organisation - we have to take the flak from the top and from the bottom. Some of those who report to me believed that I had the power to influence and even change decisions made at the top while those at the top expected that staff reporting to me were willing and able to do as they were told. Both these assumptions are only partially true. Surveys were done regularly to raise challenges and assess wellbeing. Our job as middle managers was to encourage staff to complete it. We, however, had no control over what happened to the results and how the concerns were responded to at a higher level. Support was essentially provided at departmental level – at the discretion of the line manager. I had



a moral dilemma in instructing staff to do things and at times that I thought were unreasonable. There were constant requests for data/ information which was difficult to get – with no indication of why this data was important or what it was going to be used for. The uncertainty was a compounding factor and as managers we were constantly planning and re-planning – at many levels. In addition we had to account for student and staff “absence”. Everyone seemed to just be toeing the line with no real opportunity to properly discuss and think through how the decisions made impact on the various parties who had to carry out these instructions. I argue that senior managers made decisions and demands based on compliance and to make themselves and the institutions they represented look good – at the expense of those on the ground. The wellbeing and impact of those who needed to do the work on the ground was not a primary concern. I argue that female staff, in particular were worse affected than males during this and other times of crisis in higher education because of their additional roles as wives and mothers. I believe that as women we are “rigged” for caring – often at the expense of the self. This is often seen as weakness in corporate and higher education spaces. However, it is the one trait that I think prevented a larger exodus of support staff and students from the system.

Covid-19, student protests and unrest, decolonization etc– disruption of the academic project impacts those at the coalface, mostly. So what could be done

better? Higher Education needs to have systems of inclusive decision-making, properly thinking through and discussing the impact of the decisions on all parties. Senior managers should assess whether all the expectations are realistic and warranted. The institution should authentically promote self-care and provide proper support for those who require it. They need to monitor and evaluate the efficiency and effectiveness of support systems they claim to provide - not publicly advertise with no service.

I spent 12 years as a middle manager at a Higher Education institution. Covid-19 brought with it challenges never experienced before in my then 30-plus years in higher education. The demands made on me and the lack of support negatively impacted my physical and psychological wellbeing resulting in my early exit from the system. I hope that this reflection on my experience, the lessons learnt and my perceptions of how leadership and management in HE could do things differently will mitigate similar experiences and actions by others.

Ms Melanie Sadeck: BIO

Melanie Sadeck, is the former Head of the Department of Teacher Professional Development in the Faculty of Education at the Cape Peninsula University of Technology (CPUT). She is the HERS-SA a Board Member.


LEADERSHIP IN HIGHER EDUCATION

Leadership in higher education now is confronting a major crisis, along with leadership in every sector. Never before has leadership been so desperately needed, and never before has it been so challenging to display. Recovering from Covid-19, as individuals, families, and institutions, has tested our resilience to the utmost. The sudden changes of the past two years displayed our weaknesses, widened cracks, and exposed fault-lines like never before. The 2015-2017 student uprisings had, up until March 2020, seemed the worst thing that could befall higher education. Then, seemingly overnight, we had to shift to online learning and research, and spend the next two years wondering when we could go back.

Emotional health care for both staff and students became of the first importance as people juggled working from home with their own health care, that of sick relatives and, sadly colleagues gone missing in action at precisely the time when every ounce of energy was expended simply on holding things together. In many ways our emotions are only catching up with us now, as we walk past empty offices unsure of how to care. At the same time there are many sources of hope and optimism. We have learnt that we could change quickly and under pressure. We delivered things we never knew possible, like two consecutive years of full academic teaching online. We contributed to saving the planet, as all that working from home saved carbon while rush hour disappeared and wildlife under blue skies came back. We made friends with our families,

and surely one of the most fascinating avenues of research to be pursued in the near future must be how lockdown changed the patriarchal working world for women. Some hated it at home as they were locked down with their abuser for two years. Many marriages did not survive Covid-19. But for many other women, lockdown provided liberation as the two or three hours a day they had spent commuting suddenly became available to spend with their families or themselves. Sexual harassment, for two glorious years, became a thing of the past. It is probably not impossible to harass people on Zoom, but it is hard. The patriarchal dynamics of selection changed, as employment interviews were held online and old boys' networks proved harder to sustain without the routine of golf and drinks.

Perhaps most fascinating of all, as the world of work became more focused on achieving set tasks (digital working lends itself to a set purpose more than socialising), the energy freed from resisting sexual harassment has been available to surmount the crisis. The trend towards gender equality has been compounded by the Great Resignation (Daniel, 2022). As people have had a chance to stay at home and confront the meaning of life, and as remote working has become possible and job opportunities have opened up globally, it is becoming harder and harder to recruit and retain skilled labour. This crisis has hit institutions



of higher learning particularly hard, coinciding with a financial crisis brewing since 2015 as established funders (mainly fossil-fuel heavy companies who have been experiencing a secular decline in profits since 2005) have reduced donations which institutions have been unable to compensate for through increased fees or government subsidies. We have had to learn to do more with less. One of the best ways to do that is to rid yourself of the expensive deadwood at the top who got there through unearned privilege, whether through early retirement or natural attrition. Higher education institutions these days are leaner, meaner, and more often led by women. Mostly people who work there, work, and have earned their place in the institution. So overall, the changes have been often good for equality, and detrimental to the old, highly stratified, systems of managing higher education institutions. Instead of obstructivist systems of power we have become more of a 'can-do' culture. The teamwork, which characterised successful institutions faced with the crisis of managing online teaching and research at very short notice, has continued into the early days of government's official winding down of the crisis.

In short, the immediate past has been hard beyond belief, calling on all our skills of crisis management. On the brighter side, we are now more diverse, less hierarchical and much more confident of our ability to survive through collaboration and mutual solidarity. It is to be hoped that many of the changes implemented become permanent. Absolutely, the separation of sex from the workplace must continue. As well as the increasing employment and better conditions

of labour for women. We must never give up the gains we have won. Moreover, I feel terribly sad seeing a return of rush hour and pondering the future of the planetary ecosystem. There is little point in surviving Covid-19 only to succumb to climate change, and it is to be hoped that the fire at UCT and the floods in KZN - both vivid symbols of what is to come if we do not wake up now - compel us to climate-proof our institutions, step up our climate research, educate renewable energy technicians and environmental stewards, invest in reclamations specialists and psychologists, while reducing carbon emissions in our workplaces as far as possible. With time, new green industries will mature and prove to be a source of major new funding as well as employers of our graduates. Forward thinking should compel us to remain as hybrid as possible. We should not willingly return to the pre-Covid-19 world when we have discovered that teaching and learning can so easily be global. There are so many administrative and financial functions that were successfully done at home. We discovered novel methods of evaluating students, and it would be boring now to return to the old ways. Never before has the time been more conducive to practical decolonisation. Now that we have survived Covid-19, we might as well change the world for the better while we are at it.

Dr Yvette Abrahams

***Interim Director San and Khoi Centre
University of Cape Town***

REFLECTIONS ON LEADERSHIP IN HIGHER EDUCATION

How can universities support women to reach leadership in HE?


The university as an institution has a longstanding experience, beginning as an educational institution and later claiming the role of knowledge creator. In most cases, universities were instrumental in educating engineers, theologians, scientists or administrators. With increased access to education, universities have a greater responsibility to improve social transformation. Social transformation requires insight into gender equality, which constitutes having more women leadership in higher education (Ndiga & Mwarari, 2022:21).

Unfortunately, out of twenty-six Vice Chancellor roles in South African Universities, only six are women and twenty are male. The obvious gender imbalances within middle and senior women leadership at universities impact the number of women who can advance to top management positions (Ramnund-Mansingh, 2020:63). Strategic processes to promote women involvement in higher education through capacity building should be motivated. Capacity building within universities and leadership requires strong innovative management, and buy-in from male leadership. Strong leaders encourage, are attentive listeners, transparent, fair, and honest in their interactions with employees.

What is your opinion on barriers for women leadership in HE?

Although there are a range of projects to boost the number of women into leadership roles, there are still substantial factors preventing women from entering the executive manager level, in higher education. Profoundly embedded attitudes and biases against women prevent professional women from receiving the respect they deserve and from advancing in their careers.

The recruitment, selection and advancement process for senior positions may deprive talented and skilled women. Evidence thereof lies in the employment of a high concentration of women at lower organisational levels, while they constitute a disproportionate minority in managerial roles or leadership (Mauchi, 2021). Gender prejudices and stigmatising manifest when women have suitable leadership credentials and experience but are restricted from leadership roles. Attempting to balance work and family life can be difficult for professional women and may be exacerbated by the additional afterhours required to undertake leadership positions. Gender disparities can easily be concealed under a competitive culture, making profound processes of knowledge transfer and



transmission impenetrable (Toni & Moody, 2019:183). Due to the sheer marginalisation of women in higher education and leadership, communities of practice (CoPs) in these fields are predominantly masculine. Women may be disadvantaged or disoriented inside of CoPs, face conflict between their belief systems because of societal roles and circumstances when they take on leadership positions (Kraft, Culver, Din & Cayer, 2021:15). The “old boys club” appears to still be active, the male relationship of networking, that may prevent women from leadership roles. The exclusion of professional women does not only occur in the workplace but leisure interactions; formal and informal, such as golf days and other sporting events, because women are not invited. Professional women therefore lack access to strategic collaborations and networking opportunities (Scheepers, Douman, & Moodley, 2018:492). Some males in leadership positions fear women leadership (skills & abilities) and are instrumental in creating a toxic environment, giving rise to constructive dismissal.

What is your opinion on opportunities for women leadership in HE?

Transforming the leadership to be inclusive of women will help to alter the institutional culture. An institutional culture that promotes knowledge transfer, sharing, and development leads to sustainable leadership and provides effective succession planning for emerging women leaders

pursuing professional development. Women teach about how to incorporate knowledge transfer and impact operations into consistent academic activities. Women’s professional expertise and the implementation of their knowledge, for issues affecting their communities, should be emphasised in training (Hirsu, Quezada-Reyes & Hashemi, 2020:64). Women contribute to leadership diversity, and given the challenges that universities are facing, there is a need for a variety of leadership styles. There is an opportunity to encourage women’s leadership in higher education, with a focus on addressing gender disparities (Mensah & Adipala, 2020: v). When universities align to the sustainable development goals, specifically the goal of SDG 5 to “achieve gender equality and empower all women and girls;”, women would experience an environment that focuses on achieving genuine and supported gender equality in all aspects of women’s and girls’ lives (Women, 2018:23). Women would derive the benefit of equal pay initiatives, which involves partnering with human resources and stakeholders towards policies that promote workplace balance in leadership (Women, 2018:12).

Conclusion

There is lack of women in top positions at universities even though women do their best to overcome gender disparities. Transforming the leadership to be more inclusive of women will aid

in changing the institutional culture. Building the capacity of women and girls for sustainable, participatory, and equitable economic growth necessitates adherence to the sustainable development goals, specifically SDG5. Professional women can work to achieve policies that promote workplace balance by partnering with human resources and stakeholders in leadership. Emphasising the significance of guidelines, procedures, and activities that promote women career progression is key for sustainable development and succession planning. Women achieve their professional goals by participating in leadership development programmes, fostering partnerships with mentors and promoters, and acquiring knowledge to successfully endorse their goals and needs.

Ms Ursula Riddles: BIO

Ursula Riddles has more than 16 years of experience in Finance, with specific specialised skills in Financial Management and Commerce. She holds a Bachelor of Honours Degree in Commerce (UWC, 2015) and is currently registered for the Masters in Business Information Systems (CPUT, 2016 - current).

HEALING FROM GENDER-BASED VIOLENCE

Healing from Gender-Based Violence (GBV) is possible. Sometimes it takes long, generations, because the context in which we heal is not conducive. I must confess, I am one of those feminists, like the old joke goes “You want to give me an orgasm? Give me equal pay for equal rights.” I suppose these days one would say “You want to give me an orgasm? Stop any control over women’s bodies.” “Over people’s bodies” in fact, as we recall the struggle to protect intersex babies from being killed at birth, or cut when older, to conform to some preconceived gender binary without which

patriarchy could not exist. The very language we use triggers us as we are forced to confront the realities in which we live, and it is hard to feel safe enough to feel pleasure. In the same way, healing from GBV (for me) cannot be wholly an individual thing, and as long as I live in a world where I have to fear opening up social media, healing will be delayed. So, some solutions need to be collective and social, bearing in mind the fact that we are one ecosystem and some of us cannot be healed on our own. My own particular task has always



been the material circumstances under which women live. I often think that GBV is a bit of a misnomer because it presumes the notion of choice. Rape is what happens when you say no and somebody does it anyway. But what does it say about the many grey areas of violence: the women who stay with an abusive husband because he brings in a pay check without which their children would starve, the ones who do not have title to a house of their own, or whose families send them back or collude in the exploitation and emotional abuse which gaslights a woman to remain in her marriage? What about the women who were themselves abused as children, who fail to protect their daughters as they wander lost in disassociation? What about the women who, in the grip of repetition compulsion themselves, abuse, doing so in an effort to tell the story, until, through therapeutic processing, they receive help one day to narrate a different ending? Sometimes we are out of our minds, ground down under the boot of heteropatriarchy. Sometimes the ability and mental space to even know what she truly wants is beyond a woman grappling with the material realities of colonised, landless life. Sometimes 'no' is a luxury beyond the thought of any woman struggling to survive the day. So, I want to focus on individual healing, but I want to do so knowing that – although healing starts with the self and must always come back to self - it is imperative that a critical number of us start doing so at the same time. This

***“You want to give me an orgasm,
stop any control over women’s
bodies.”***

thought that one can meditate, chant, pray, sing, or exercise on one’s own, and somehow get better, is very Westernised and individualistic. Not that one shouldn’t, of course; all these things are excellent ways of healing, processing old pains, promoting mental balance and producing feel-good hormones. One should never fail to grasp the opportunity to practise mindful breathing. I have chanted my way out of many sticky situations. One wonderful therapist drew my attention to the ways in which trauma stores in the body, most particularly in the lower spine, and I dutifully twerked my way to a saner state of mind. It was most liberating. But I live in



the times where one cannot, in some kind of middle class heaven, soulfully twerk and enjoy one's breath. It is important to do so regularly, but not forever. Sooner or later one has to come back from paradise, and focus on what needs to be done for lifting as we climb.

It is for this reason that poets like Audre Lorde have called self-care a revolutionary act. If you cannot trust yourself to love yourself, who can trust you to love them? However, for Black women, poor women, indigenous peoples, self-care is what one snatches in the moments between other-care. It is a precondition for other care, and the one cannot exist without the other. That is why every major religion or practice recommends community as a method of healing. As we build communities, we heal ourselves. I ponder this a lot in the age of the digital workplace. Most often it has worked out well, the two or more hours a day women have wrested from the capitalist system (with the help of Covid-19) during lockdown, went into home and family. Families have stabilised, and women got more sane as they focused on the things that really mattered. People discovered that health is wealth, and I hope we don't forget this as we begin to stabilise.

To the extent that we can defend those gains, it can only be good for gender equality. On the other hand, this new digital freedom (such as the delightful meetings I have sat in such, as the one where one participant confessed to sitting in her pyjamas) also leads to heroic deeds, such as when I have seen women sit in meetings with Covid-19 infections in their bodies. Because we can, we do - forgetting that our minds are also parts of our bodies and needing to rest and recuperate like any other body part. Any one of us who is in a position to do anything for others gets very stressed at the thought of resting.

Going towards a pandemic-recovering world, I know it is going to be OK. The best revenge remains to live a good life, regardless. And the best life is that lived in a community of happy people.

By Yvette Abrahams, Interim Director San and Khoi Centre University of Cape Town

INCREASING GBV AGAINST LGBTIQ+ PEOPLE: IS HATE CRIMES LEGISLATION THE ANSWER?

On the 22nd of June 2022 the killer of 29-year-old Bonang Gaelae, the 59-year-old Simon Mokoena, was sentenced by the Palm Ridge Magistrates' Court to a total of 38 years in prison on four counts, viz. 25 years for murder; 8 years for attempted murder; and 5 years each on two counts of aggravated assault. The sentences are to be served concurrently. Mokoena killed Gaelae after getting into an argument with her and her partner, Chippa Mohanoe. When the couple tried to move away, he stabbed and hit Mohanoe with a brick. He then stabbed Gaelae in the neck. Gaelae was driven to the hospital by a friend, but died soon after. It emerged that Mokoena knew the couple and had previously made advances towards Gaelae.

While LGBTIQ+ activists and organisations that had campaigned for justice and monitored the case were happy with the conviction, many expressed disappointment that Mokoena was not found guilty of a hate crime. The Forum for the Empowerment of Women (FEW) – one of the leading organisations monitoring the case – stated that “we recognise that the crime Mokoena has been found guilty of is a hate crime, regardless of whether the court formally interpreted the murder as a hate crime or not”.

Since the rapes and murders of Sizakele Sigasa and Salome Masooa on 7 July 2007, which launched the 07-07 Campaign to End Hate, a number of LGBTIQ+

activists and organisations have campaigned for crimes motivated by a person's sexual orientation/ gender identity or expression/ sex characteristics (SOGIESC) to be declared hate crimes. While some progress has been made in this direction through on-going engagements with the DOJ, this legislation has still to be passed. The current Hate Crimes and Hate Speech Bill (B9-2018) have gone through several rounds of consultations since it was introduced to parliament in April 2018.

LGBTIQ+ persons are often targets of public harassment. There are regular social media reports of attacks; mostly by men they know who live within their communities. In a number of cases the verbal and physical abuse and harassment escalated over time and led to severe injury and death. Despite this, there is no clear strategy or mechanisms in place within the criminal justice system to prevent an escalation of these attacks. The Protection from Harassment Act 17 of 2011 was supposed to provide a mechanism for dealing with this problem, but has dismally failed in that objective.

The Act provides for protection in cases of public harassment through application through a clerk of the court. This process is a lengthy one which, could take months to effect. In the rare cases where protection orders are issued, these are often

ignored, and the police have no obligation to monitor compliance. It is up to the victim of harassment to approach the executing officer to implement the warrant of arrest in cases of non-compliance. Furthermore, section 11(5) of the Act grants way too much discretionary power to police officers in this matter.


This needs to be reviewed as there is no way that a police officer can decide “the risk to the safety of the complainant”. In instances where the police official is sexist or heterosexist, there is virtually zero likelihood that the complaint will be taken seriously. This indicates to perpetrators that impunity is the order of the day, particularly in cases where SOGIESC are motivating factors.

In cases of sexual assault and rape, and aggravated assault and murder, general criminal law, including the Criminal Law: Sexual Offences and Related Matters Amendment Act and the Criminal Law and Related Matters Amendment Act, apply. None of these laws, however, specify SOGIESC as either a motivating or aggravating factor. This is one of the reasons that many LGBTIQ+ organisations have campaigned for additional legislation. According to the Hate Crimes Working Group such a law will not only send a strong message that hate and prejudice are unacceptable in our society, but also assist the police and prosecutors in investigating, charging and prosecuting hate crimes and hate speech, and give courts meaningful sentencing

guidelines. It will also allow for the effective recording of statistics, which would facilitate a better understanding of the nature of the problem and create successful interventions.

All of these are plausible reasons. However, experience has taught us that no amount of legislation prevents GBV. After 28 years of a democratic government, 25 years of a new constitution, and numerous campaigns that have focused on GBV, people know that hate, prejudice, and violence are not acceptable. Furthermore, there are sufficient guidelines within current legislation to guide courts in sentencing, but many judges seem loathe to pass the harsh sentences, seeking instead to find “substantial and compelling” mitigating circumstances. There have been numerous cases where judges have even suspended part of the sentences of perpetrators of heinous crimes against women and children. It is also not necessary for additional legislation to enable the police to record motivations behind GBV. This is an administrative policy decision that requires political will.

Feminists have long contended that all GBV is rooted in patriarchy, and more specifically the control over women’s bodies, and driven by misogynistic beliefs. When racism, class discrimination, historical experiences, social status (eg. citizenship status) and sexual orientation,



amongst others, are fused with patriarchy, the violence meted out to women and gender non-conforming individuals who suffer from these intersectional oppressions are more prevalent and vicious. Ultimately, GBV is about power and control, based within the social construction of gender, and the value placed on, and privileges granted to, different people. Patriarchy and heterosexism are engrained in our society. No amount of legislation will change this because one cannot legislate people's beliefs. Neither does increased punishment eradicate prejudice-based hatred. This is borne out the world over in the 'hate-based' conflicts that litter the world. In order to prevent GBV the underlying causes have to be addressed. Our various institutions (educational, religious, cultural, political, economic, and recreational) tell us how we should behave once we have been identified as male / female at birth. Anything outside this norm is considered worthy of some form of punishment, whether through exclusion or meting out some form of violence (from verbal abuse to murder).

A decade of the "social cohesion and nation-building" campaign has yielded little. In fact, society seems to be at its least cohesive than at any time over the last 3 decades. Violence has become ubiquitous, and communities only react when there has been a particularly gruesome murder but do not respond to "low-level" violence within communities. Police do not investigate complaints with sufficient urgency, nor

do they monitor perpetrators who have protection orders against them. Prosecutors are flooded with dockets and often do not prepare properly for cases. Judicial officials often give inappropriately low sentences and order them to run concurrently in cases of GBV where a number of offences were committed.

Our parole system also needs to be reviewed as we have had numerous cases where perpetrators were released only to commit similar crimes. In fact, the message being sent by both community and the criminal justice system to perpetrators of GBV is that impunity is the norm. So will a Hate Crimes Act assist in the prevention of GBV against LGBTIQ+ persons? It has unfortunately become a practice in South Africa to seek legislative answers to our problems and challenges. While a new law may give prosecutors an extra string in their bow to push for harsher sentences, it most certainly will not prevent violence against LGBTIQ+ people. Ultimately it boils down to how motivated we are as a society to end GBV, and that requires political will and capacity (both analytical and administrative).

Power inequalities rooted in patriarchy and heterosexism will not be wiped away merely through potential harsher sentences for hate crimes. What is required is an integrated strategy that addresses the normative understanding of gender and dismantles patriarchal power. And this

is not a 10 or 15 year project, but requires a daily commitment over a generation, or more. The question is: are we as a nation up for the task, or are we to continue on a path that is in direct violation to our Constitutional imperative – human dignity, equality and advancement of human rights and freedom?

Vanessa R Ludwig is an African feminist with over 4 decades of experience in the social justice arena with a strong focus on Community Transformation, Gender and Sexuality, Organisation Transformation and Growth, and Sustainability Strategies. Over the years she has worked as a trade unionist, educator, researcher (Gender Equity Unit UWC), and in various capacities in non-governmental organisations including, the Triangle Project. Currently she is an independent consultant focusing on feminist sustainability strategies and lecturing at UCT. She has been active in promoting women's rights and empowerment since student activist days in the 1980s. When she is not earning a living, she spends her time researching and growing indigenous food and medicine.



MOVING

UP
THE

Women leaders share the journey with us on moving up the ranks. The journey shaped from the early age and being goal centred. What is also key in their journey is the support system they received from family, friends, colleagues, mentors and supervisors. Theirs is not just about being, but also understanding the power of giving back and inspiring those who aspire to move up the ranks. A journey defined by the love of South Africans, knowledge creation and touching mind.

RANKS...




PROF. THOKO MAYEKISO TALKS ABOUT HER LEADERSHIP JOURNEY

This article draws primarily from my experience at the four higher education institutions in which I had the privilege to occupy both academic and academic leadership positions. Departing from my positionality as an African woman and informed by my experiences in leadership in the higher education sector over the last three decades at the following institutions:

- **University of Transkei, now Walter Sisulu University** where I started my career as a Senior Lecturer in Psychology, and later became an Associate Professor, Professor, Head of Department and a Vice-Dean.
- **Wits University** where I was a Head of School, Chair of Psychology, Deputy Dean and Acting Executive Dean.
- **Nelson Mandela University**, as an Executive Dean and Deputy Vice-Chancellor: Research and Engagement.
- **University of Mpumalanga** as the Vice-Chancellor.

These four institutions have different institutional histories and have contributed in different ways to my academic and leadership development. In addition, training received in Clinical Psychology



has been a great enabler in the development of my career. Exposure to courses of empowerment like the HERS-SA Academy stood me in good stead, as has been the exposure of studying and working in Germany and Great Britain. A coalescence of research skills, clinical practice, and leading at the executive level have given me unique insight, not only about the organisation themselves but about the people in these organisations.

Every leadership journey starts somewhere. In my case, grandparents and parents who were educators/teachers led my way. The foundations of my leadership journey, therefore, can be traced back to my childhood. My parents, from an early age, inculcated in me the love for reading and the value of discipline at completing tasks that one undertakes. When I was 13 years old, my father made the following observation, “You are a girl of great determination”. His words became indelibly etched in my heart and mind. I keep reminding myself, in my leadership journey, that I am a woman of determination. This helps me to navigate any leadership challenges I am confronted with. I believe determination is the driving force towards excellence and, in order to work consistently and tirelessly at something, one needs perseverance. The privilege of starting a new University has been a source of positive energy and motivation for me as the Vice-Chancellor. I am grateful to the University Council for the confidence they bestowed upon me for this critical role and for granting me a second term of office in this capacity. One of the lessons

learnt is that being a Vice-Chancellor is a bruising job, and one is never prepared for the personal attacks one experiences in discharging one’s duties. In a society that still suffers from patriarchy and toxic masculinities, leadership does pose serious challenges for female leaders. The single most important lesson is that leadership is not for the faint of heart and more so in a university. From my teacher parents, I would often hear them quote, “Uneasy lies the head that wears a crown”.

Now, one fully understands and appreciates this proverb. Contesting constituents and competing interests muddy the waters. Being firm and standing on principles means one has many adversaries. Saying “NO” on good account, and valid reasons, make one to be is erroneously interpreted as hogging power and being arrogant.

Conclusion

The cumulative experiences garnered have, however left me with a sense of satisfaction, tranquillity, equanimity and gratitude. Knowing that I have played my part, not only by leading to the best of my ability – but by replicating others who are ready to take the baton, and take us into the future-gives me solace. One could not have hoped for a better trajectory than the one I have traversed to date. I remain forever indebted to my parents and grandparents for mapping and leading the journey. A debt of gratitude is owed to the many students

and colleagues, past and present, whose paths crossed. There is no job that can bring more joy and satisfaction, that can positively impact so many, and that leaves one with a sense of having done a good job than being a Vice-Chancellor. Yes, it is a difficult job, but it is also one that is unbelievably rewarding. It brings enormous


frustration and joy. It will take all your energy and time, but when one walks away, and walk away one will, it should come with a sense that, yes, “we did pretty well”. At the end of the day, it is about leaving the position of Vice-Chancellor knowing that the institution is better than it was when one started one’s term.

PROF. PENELOPE ENGEL-HILLS TALKS ABOUT HER JOURNEY

On leaving school, I studied a two-year diploma in diagnostic radiography at Groote Schuur Hospital with every intention of my life’s career being to practice as a radiographer. After a few years I really wanted to work in radiotherapy and so returned to study a second diploma. I thought I would work in radiation therapy forever, and it remains a passion. A professional mentor had other ideas and convinced me to do a teaching diploma at UCT- a year that changed my life. After that, it was a higher diploma through the South African Medical and Dental Council, which was the highest radiography qualification at the time. Then arrived another influential person who convinced me that doing a degree was the only way forward. There were no radiography degrees,



so with a few additional subjects through UNISA, and some convincing, I was accepted to study a BSc Honours (Radiotherapy). I thought this would be the end of my studies but little did I know; it was but another start. Over time I completed a MSc (Medical Physics), DTech (Radiography) and PGC: International Research Ethics. One thing I learnt along this journey was that there would be bumps along the way, and at times it is more akin to a quest. But qualifications are the entry to research and funding, and it was all the studies and other academic engagement that enabled me to apply for and be promoted to Associate Professor. It took a long time for me, and you can do better. Plan to arrive at Professor



as soon as possible and, while getting there, know that supervising and mentoring of the next generation of academics and professionals is the best reward ever. You may have a clear research direction and then follow that dream. For me, I like to work in a team of multidisciplinary researchers, and this has taken me in different directions. Latterly I moved towards the social sciences and community-based research, which is now my focus. I, therefore, believe there is space for more than one passion and I recommend taking the opportunities that open up doors, even if those are not precisely what you had planned for yourself. Life is not a straight line; be agile and flexible, or you might miss out on the best that is on offer.

On reflection, I would say that my journey was shaped by the people I met along the way and by walking through the doors that opened for me. Don't for a

moment believe that this was always comfortable and pleasant or that all people were encouraging and affirming. I remember the main influence was failing an exam as a mature student. For three days I withdrew from the world and then I came back determined to show that I could do this. It was a turning point for me and has helped me to accept that others will and must give a critical review of my work and that I can still like myself regardless. In conclusion, look for your passion(s), have a plan but be flexible so long as you are always moving towards the big goal, take heart when things seem really tough, don't hesitate to ask for help and don't give up. Enjoy the pleasures that come your way and remember life is short, so find the fun in what you do and make the most of every opportunity that presents itself. It is not for everyone, but if you want to be a Professor, you can be.

PROF. SOPE WILLIAMS-ELEGBE, TALKS ABOUT HER JOURNEY

I started my academic career 20 years ago at the University of Stirling in Scotland, United Kingdom. I completed my LLM at the London School of Economics in 2000, and during the LLM, as I thought of my next steps, I decided to go for a career in academia. This was informed by several factors; first

I was sure I did not want to practise law as an attorney as I had heard about the notoriously long hours and I did not want that quality of life; second, it was easier to get a job as an academic in a law firm in the UK. This was important as I wanted to remain in the UK after my studies. The third factor


was that I had enjoyed tutoring my subordinates at university and I imagined that it would be great fun to teach for a living. I, of course, did not know that an academic career also entailed research, administrative duties, millions of emails and difficult pastoral care!

My career has had many twists, some of which were totally unplanned. I started working at the University of Stirling in 2000 and left at the end of 2002 to take up a post at the University of Nottingham in January 2003. I studied for my PhD at Nottingham, while I was working and obtained the PhD in 2011. In 2011, I resigned from the University of Nottingham and moved to Nigeria for family reasons. There I worked for a research NGO from 2012-2014 and then moved to the University of Lagos as a Senior Lecturer from 2014-2016. In 2016, a position suddenly opened at Stellenbosch University in my area of law and I was offered a three-year contract as an Associate Professor. It was an exciting opportunity, and Cape Town has always been one of my favourite places in the world, and I jumped at the chance to move here. My family and I moved to Cape Town in 2016, and in 2017 I was invited to interview for a full professorship. I was successful and became a professor effective 1 July 2017. In 2018, I applied for NRF rating and was awarded a B2 rating effective from January 2019.



Some lessons learnt along the way are, first to keep doing excellent work, and to never cut corners with your research.

My research has opened doors for me and brought me into rooms that I could only dream of. For instance, in 2008, based on an academic article I wrote about the World Bank, I was invited to serve as the only academic member and only African on an advisory group established to assist the World Bank with the reform of its procurement regulations. Since then, I have been invited to address the World Bank on several occasions. In 2018, I was invited to assist the United Nations to develop teaching materials on anti-corruption in recognition of my earlier work. In November 2019, I was invited to speak at the United Nations based on a book chapter published earlier that year. Another important lesson is that women should cultivate their research interests in an area that is nascent, where your expertise can be quickly seen because the “arena” is not crowded. My advice to aspiring professors is to find a research focus and carve a niche for yourself. Follow the leading thinkers in that area on social



media, so you are always current, and begin to write and publish. Schedule your writing as an appointment you keep with yourself and aim to write at least 300 words a day. Also, changing jobs is a faster way of advancing your career than rising within the same institution. Your loyalty should first be to yourself.

If you are single, ensure that your future partner is supportive and not jealous of your eventual success. Above all, enjoy the journey, travel when the opportunity presents itself, pray, and have fun every day.

LEADERSHIP/PROFESSORIAL REFLECTION OF PROF. CHIOMA BLAISE CHIKERE

I was born to iconic parents a passionate love for education decades ago. My Father, a Chemist of renown and my Mother, a registered Nurse with very versatile expertise spanning midwifery, ophthalmology and administration, fought hard to ensure I had the best formal education. I finished high school with flying colours and enrolled at University at 18 years old to study Microbiology. Later on, after the one-year mandatory National Youth Service programme that all Nigerian graduates must undergo in service to our fatherland, I started my MSc programme and graduated on a resounding note. I had no delay in my further studies because my mom, a support system of distinction, took over the sponsorship of my graduate studies as my dad retired while I was in my final year of my undergraduate programme. Having experienced some funding challenges as a budding scientist, I decided that my PhD studies would be done abroad and with a scholarship. I came across

the Organization of Women in Science for the Developing World (OWSD) PhD fellowship in 2004 through a mentor and I applied for the 2005 call. As providence will have it, I was awarded the 2005, 3-year PhD fellowship tenable at the University of Pretoria, South Africa. This was a memorable 'aha' moment for me. I was very excited that my dream was falling into place. Still, this elation was short-lived shortly after my employment at the University of Port Harcourt, Nigeria in November, 2005 as an Assistant Lecturer. I needed to complete the period of probation of 2 years post-employment to be eligible for study leave with salary. I joyously fulfilled this requirement as I was keen on travelling to do cutting-edge research, but a twist in my career trajectory struck. I got married in 2007 and could not undertake my study leave as planned. I was left with only one option if I was still interested in utilising the OWSD Fellowship:

changing my full-time study to split-site mode. I started the documentation process between my University and TWAS, Trieste, Italy, which was granted. But I had to enroll as a PhD student at my home University to complete the switch from full-time to part-time study. With this change, my stay at the University of Pretoria was now limited to 6 months. I had to spend 3 years doing part of the research at my university before travelling to South Africa. I spent March – August 2008 in erudite Prof. Eugene Thomas Cloete's lab conducting groundbreaking experiments.

After this sojourn, I returned to Nigeria and had to write up my thesis, and resume work and equally fit into the married life. My plate was full but I could still find a balance somehow. A few months later, I became pregnant with my first child and life became more complicated for me. I struggled through and had my baby in 2009 then later defended my thesis in 2010. With the introduction of the baby, my life took another turn entirely as I had to struggle going to work with the baby while she was still too young for creche, lecturing, conducting exams, grading scripts, supervising my project students, taking care of the family, publishing my manuscripts and attending of conferences. I did it all simultaneously as I had this understanding from my supportive mom that one must move as others are moving; do not allow circumstances to keep you backstage. Crawl when you cannot walk, walk when you cannot run, run when you



cannot fly, only ensure that you are in motion. So, this resonated so much within me and I moved as I could accommodate, not allowing stagnancy in my career trajectory.

After my first baby in 2009, I had my 2nd and 3rd babies a year apart in 2012 and 2013; my world nearly collapsed. I had to nurse 2 babies coupled with work, career and family demands,

but I never gave up. My 4th child came in

2018, so my family size increased

to 6 persons. I had to take care of everyone and still be a sane human being. I travelled and presented my papers at national and international conferences with these 4 pregnancies and suckling infants in my 12 years of childrearing. My publication

record did not slow down as I was

always busy utilising my maternity leaves to make up for the lost time during the pregnancies.

When I could not attend conferences shortly after childbirth, I would sponsor my research students to attend and present papers on behalf of my research group. I fought hard not to have any knowledge gap due to the disruptions in my career caused by the unending demands of motherhood and family.

This journey became more excruciating when I

was nominated for a foreign postdoctoral fellowship and was denied this opportunity because a member of the panel mocked and said “she is busy churning out babies annually” and may not be capable to cope during intense research period. That was in 2013, when I was denied the nomination; my doctoral thesis was selected and won the 2010 National Universities’ Commission (NUC) best doctoral thesis award in biological sciences across all Nigerian Universities. That was an impressive and soothing compensation for me as the denial meant redirection for me in my career path. This prestigious award shot me into fame as several other national and international fellowships/recognitions and prizes were showered on me because of my diligence, persistence and resilience in service. I never hid my pregnancies or suckling babies during university, national and international engagements just to fit in or be accepted; I boldly and proudly showcased my state at any point in time and this earned me many more credits and accolades than mockery, as I defied all odds to still deliver top-

notch results on tasks and targets. My photos tell the stories better than the write-up. I have a photo that shows me in 2018 in Georgia with baby and all. It was at the ASM Microbe Conference Atlanta, 7 weeks post-partum (4th child). Today, I wear many regal crowns: I am a full Professor of Environmental Microbiology and Biotechnology (2020 – date; at 43 years); Director, Entrepreneurial Centre, University of Port Harcourt, Nigeria; Academic Associate, Department of Environmental Sciences, University of South Africa (UNISA); Member - Society of Environmental Toxicology and Chemistry (SETAC) Africa Council, and many more prestigious leadership positions within and outside Nigeria. I achieved all through a dint of perseverance, faith in God, family support and self-leadership/determination. Even when no one saw the sanity in my attendance and presentation of a paper at 2018 American Society of Microbiology (ASM) Microbe Conference, in Atlanta,



PROF. NICOLETTE ROMAN, TALKS ABOUT HER JOURNEY

My name is Nicolette Roman, a South African Research Chair in the study of families at the University of the Western Cape. After a teaching period at primary schools, my academic journey started with my appointment as a permanent lecturer after completing my PhD in 2009. My role was to co-ordinate and direct a Masters programme with eight students, but due to interest in families and strengthening capacity in family research, the programme evolved into a registered research Centre in 2020, accommodating 100 students and two additional programmes (PhD and Post-grad Diploma). Within a decade, my outputs moved from one to more than 100 publications and I became a full Professor by 2016 (about 7-8 years). By 2018, I was an established researcher and a SARChI. This

journey was no easy feat as a woman, a wife and a mother because work and family can become seamless given that being an academic is not a 9-5 job. The journey requires three factors:

- (1) Goal setting (personal, professional and topic focused – What and who do you want to be known as? What would you like to achieve?);
- (2) Intrinsic motivation (passion to teach/train and grow people and the field); and
- (3) External support and belief from others for what



you do (colleagues, students and family). These factors interact together to shape the journey, but you also need a particular kick-ass attitude that finds a way around a problem and around a “no” response. My focus has always been about growing students so that they can grow the field of family science, creating the domino-effect from students to families to communities.

While my journey has many highs, because on a daily basis I get to live my passion and work at my Alma Mater, there are also lows. I believe professional jealousy, un-visionary and unsupportive leadership and inflexible university systems are factors that create barriers in the journey and therefore impede or stifle the growth of academics. These barriers are the lows which you may not be able to do anything about because it is ingrained in the system but solutions and a different way of working can be found in unexpected places and with unexpected people. This journey has taught me five important lessons while having fun:

- (1) Create the vision and then live it - get people to buy into it and grow it with you.

Set the goals for the vision and let the evidence be the noise of success;

- (2) Your huge ego will trip you up if you don't control it. With each promotion comes status. Your huge ego will trip you up if you don't control it. Learn to control your ego! Education should never be about you but rather about strengthening your students so that they can strengthen others – domino-effect;

- (3) You are also a student with your students, because they are not empty vessels; hence humility as an academic goes a long way in creating reciprocal respect;

- (4) Always share with others and acknowledge their contributions; and

- (5) Always have a plan A, B, C, and D. Yes, plan for the unexpected, but also be a risk-taker.

PROF. BEATRICE OPEOLU REFLECTS ON HER JOURNEY

I was born in Imasai, Yewa North Local Government, Ogun State Nigeria. I am the first child of seven siblings. We grew up with our Mum and my Grandfather - the one father that I knew until I was about eight years. My Dad was the “Baami kekere” (my small Dad) that visited from Lagos once a month. My Dad was a forklift driver in a company at Lagos. My Mum was unemployed and sold all kinds of things during my early years.

Later she was appointed at the local government maternity hospital ward as a maid and went back to school when she was already a grandma to become a Community Health Officer. I was privileged to get admission to high school immediately after my primary education at a time

when it was unfashionable for parents to invest in the education of the girl child. At that early age, I understood that education provided a better quality of life to people. I realised that those relatives whose parents were more educated had better quality lives. Initially, I didn't think I would have postgraduate education; the plan was to have a Higher National Diploma or a Bachelor's degree, get a job and get married. My desperation to not live with the struggles of my parents as well as my mother's decision to have more education were my motivation for the pursuit of the highest possible level of formal education.



My journey into full professorship and the journey thereafter is full of ups and downs. I started as a graduate assistant in 1997 after my national youth service year. I knew the same year all that I needed to acquire to become a professor. I had to obtain a PhD to be recognised as a university lecturer. Although I am a very competitive person, I often run my race at my own pace. I was about the last of my university set that stayed in academics but obtained a Master's degree almost six years after my first degree. I had both my life and career planned out in 1997. I wanted all my children by the age of 35, the target for my PhD was 40 and full professorship by 49. I was able to meet the first two targets and only got my full professorship at 51.

Personally, I couldn't find the so-called work-life balance even now. At every stage of my career, I have had to pay different prices all the time. I've lost on family times, friendships, among others. For example, I left my 18-month-old daughter to pursue an MSc degree. My biggest low climbing the ladder is the "stigma" and "shaming" of getting pregnant as a junior academic. One professor once said, "I love her so much because she is smart and brilliant, but she must just slow down with making babies...". Looking back in time today, I wonder which of my babies I should have waited to have or never have had! The one thing though that was constant is that I wanted to tell a child (boy or girl) in my village that s/he can be anything that s/he wants

to be irrespective of her/his/their background(s). I sometimes get overwhelmed with responsibilities (often deadlines driven) and societal expectations from the different communities (students, colleagues, family, friends, professional organisations, inter/national government funding institutions, local communities, etc.) that I serve. It is a struggle many times to find a balance between being assertive and empathic without losing my feminine attributes.

I enjoy my job as an academic, and I love being in class teaching my students. I get my adrenaline rush on the field, in the laboratory and at every opportunity to share my knowledge and skills. Networking is one of my strengths, and the Society of Environmental Toxicology and Chemistry (SETAC) provides me with a platform of over 5000 scientists. I get my highs when I meet my deadlines; receipts of positive outcomes of grant applications, NRF rating, students graduating, earning awards for services, the positive feedback from students give me the 'kick' and motivate me to do better and more. I felt honoured when I was invited to be part of a panel at the UN Women's event in New York even though the event was cancelled due to the Covid-19 pandemic outbreak. The highlight of my career journey was on the 26th of August, 2019, when I delivered my inaugural professorial address.

To aspiring professors, there are hurdles to cross, but they are not insurmountable. If I did it, anyone can achieve it. In South Africa, you need a portfolio of evidence showing your competencies in teaching and learning activities, research, community engagement, networks, participation in professional organisations,

inter/national recognition measured by different indices, etc. Be focused on your goal - professorship; take your time and choose your pace because it is different for individuals. The crucial things are determination, commitment and trust in God.

DR PALESA MOTHAPO TALKS ABOUT THE GREAT SEGUE FROM ASPIRANT ACADEMIC TO RESEARCH MANAGER: AN UNFOLDING LEADERSHIP JOURNEY

On the 3rd of January 2001, my dad gave me R800 to buy a bus ticket for my trip to Stellenbosch, a small town in the Boland that was utterly unfamiliar to my parents, a place of opulence they never imagined could exist. My dad always recalled how unsettled he was while he waved goodbye to me that day. I was born and grew up in Alexandra Township, Johannesburg, and I am the first university graduate in my family and the first to obtain a PhD. My brother always reminds me that my story is a story of triumph and success, yet I struggle to accept it because, for me, my journey is still unfolding. Right now, I am in the middle of a new dream, but not the one I started on. I came to Stellenbosch University as a scholarship recipient with a dream to gain a PhD one day, which later



became a dream to become a professor. My title would read: Leading black African Myrmecologist, Professor Palesa Mothapo. My love for research was sparked by Prof. Brent Sinclair, who was a postdoc fellow and was working with Prof Steven Chown. I had volunteered to be his research assistant, and a great decision it was as it changed the course of my life. During my MSc degree, I joined the lab of Prof. Theresa Wossler after a terrible fallout with my former supervisor. Theresa became a friend and sister and helped me flourish by pushing me into this research and subsequently helping me to build my career. She nurtured my leadership potential by letting me manage the lab, co-supervise, manage

and coordinate programmes, unheard of for someone at my level. Theresa's complete trust in my ability and her support of my interests, such as expanding my networks by connecting me to Prof. Mamiko Ozaki (Japan) and Prof. Grzysiek Buczkowski (USA), were the necessary stepping stones in developing my career, growing my independence and my unique abilities.

I also participated in university student structures and societies at Stellenbosch University and abroad; I participated in various executive leadership positions, which taught me more about the inner workings of university academic leadership, and further enhanced my career through my participation on the Senate Research Committee in my capacity as Chairperson of the Postdoctoral Society of Stellenbosch University.

Science does not give moms nor women a break, so we have to set our boundaries and find our balance. By the time I completed my PhD, I had two babies – my firstborn after I attained an MSc and my second after my PhD. But being a mother and having to produce X numbers of papers in academia each year did not go hand in hand. I was always subtly reminded of this in the corridors and offices of my department.

The impact these kinds of remarks can have on one's self-worth and morale can often snub any desire to rise above. For me, the end to my dream to become

a professor came in the middle of an interview, where I was once again reminded that the number of papers I had published mattered more than anything I brought to the table. Being a young black woman in academia, in particular in STEM, is exceptionally hard, and adding motherhood to that mix makes the odds one has to beat even harder.

I had to come to grips with the fact that what I had come to be popularly known for – research, and queen – had to be put on pause. A segue came that seamlessly transported me into my current position. Everything I had done over the years had prepared me for this. The mentorship of Prof. Eugene Cloete and Mr Paul Bodine (USA) had taught me about lateral thinking and diversifying my skills portfolio, as well as engaging in academic leadership and what that meant for my future.

What I have learnt is that the leadership journey is marked by resilience, persistence, passion, flexibility and adaptability, stubbornness, mixed with love, a sense of adventure and good humour; That it is essential to stay true to yourself and know when a segue is good for you. It will allow you to take risks and to grow into the best version of yourself.

PROF. MARGARET CHITIGA-MABUGU SHARES HER LEADERSHIP JOURNEY

“My advice is no matter who you are and at what stage you are now, you can attain what you want, you need to set the target high and to push yourself to reach those targets, accept help and help others and you will be astonished at what you can achieve.”

Originating from Zimbabwe with its rich highveld plateaus and subtropical conditions, I grew up as one of nine children. Both my parents were health care professionals. Education was very important to my parents and they sometimes held more than one job, including small scale farming, in order to afford all of us as good an education as was possible. This has set me on a path to work hard and put in the extra time to achieve my goals. I obtained all my academic qualifications before the 21st century. I was enrolled for an Economics degree by error, but after two weeks of attending classes, I loved it and I have never looked back. After I obtained my Bachelor of science degree in Economics, I went on to study a Master’s degree in Economics at the University of



Zimbabwe. In 1996, I obtained my PhD in Economics from the Gothenburg University in Sweden.

I have held multiple roles at the University of Pretoria (UP). I was previously a professor in the Department of Economics, teaching microeconomics, development economics and mathematics for economists amongst others.

I then left UP for a few years to take up the position as Executive Director of the Economic Performance and Development Unit at the Human Sciences Research Council. I am currently the Director and Head of the School of Public Management and Administration at UP, and have recently been appointed as Dean of the Faculty of Economic and Management Sciences, effective from the 1st of August 2021. I think one of the biggest challenges as a woman is to keep the balance between home and work life. I also think, in a lot of instances, career women, even though they have support, are still considered the primary caregivers at home and it is very difficult to balance these two roles. As one’s

career progresses, one has to be careful not to lose that balance. South Africa has made some progress in reducing inequality in the workplace; however, I still think women need to work harder to prove themselves.

Women are often not included in male dominated extra-curriculum activities, within which a lot of strategising and networking tends to take place. They are also excluded because they tend to have no spare time, having to play a double role. I have found, over the years, that having good support systems, made up of reliable family members, great friends, and available

mentors, matters a great deal. It has also been important to me to have a strong anchor. I believe in self-trust, lifelong learning, and hard work. Thus, I am not afraid of asking for help, if I need it or to train myself in areas where I see that I have deficiencies. I believe all these have assisted me in the previous roles that I have played.

“I come to work to live my dream life. I count myself very fortunate.”

PROF. ROSE BOSWELL SHARES HER LEADERSHIP JOURNEY

“What motivates me to wake up every day is believing that what I do is part of a bigger effort to promote Africa’s value and place in the world.”

I was born in Mauritius and grew up in southern Malawi. I am the last born of eight children. My father worked in a sugar factory. On weekends he would take us out to experience life and nature. We visited many villages, forests and mission stations. Although the community was racially segregated, children made friends across the racial barrier. The biggest fear we had came from

living in a dictatorship. We would often hear of family friends who had been deported for saying something bad about government. We also experienced armed men with AK47s at bridges and border posts, doing stop and search, turning our bags inside out. I remember sitting on a local riverbank as a child, watching dead bodies floating by. We later learned that these men had been thrown to the president’s crocodiles. Growing up I saw major flooding and had malaria many times. I also experienced the cultural beauty of Malawi through its peoples’ dances, songs and language. In

harvest season, the air was sweet with the aroma of molasses. I went to a multiracial boarding school from an early age. At 18, I was head of the girls' boarding house and I headed one of the sport houses. I was convinced I was going to be an entomologist; after all, I knew mosquitoes very well. My first job, however was as an assistant telex operator in the local factory - I was seventeen. My boss drank tea and ate sugar! I eventually got a bursary to attend university in South Africa. I arrived six months after Nelson Mandela was released. I was supposed to arrive in January 1989, but Pretoria was not issuing study permits to black students. South Africa was in turmoil. I completed my first degree at UCT in two years, followed by honours. To earn money, I went back to Malawi in 1994 and worked for UNDP. On my return, I completed the MA in anthropology, doing fieldwork in Gugulethu and in Franschoek and three part-time jobs to make ends meet. I assisted with voter education in the townships, tutored and helped in the university's writing centre. My second boss was a Muslim woman from Salt River, Cape town. Contracted to USAID, we engaged incredible people from the most impoverished communities of the city. I went back in the early 2000s, to document the stories of Muslim women living in Manenberg. On one of our trips to Pollsmoor prison, a gangster asked me to write his memoir. I took the manuscript, read it,



but was too scared to write it up. About to leave South Africa in 1996 I applied for and got a job as a lecturer at Rhodes University. I taught anthropology for 17 years, during which I completed the PhD. I had to split my salary between research and rent, but after a few years the degree was funded by the Dutch government. I went on to complete postdoctoral research in Madagascar, Seychelles and Zanzibar, experiencing challenges in the form of political coups, epidemic outbreaks, loneliness and doubt. But the research stories were unstoppable. I had children in between, weaning them off during fieldwork. I obtained the PhD at 32, full Professorship at 42 and Research Chair at 50. For some time, I pursued administration, serving as deputy dean of humanities at Rhodes University and as Deputy Dean of Arts at Nelson Mandela University, but I could not let go of research. I am now a SARCHI Chair in Ocean Cultures and Heritage. My advice to fellow researchers is that while there are challenges along the way, research is like a treasure chest, full of unimaginable rewards.

Follow your instinct and let your unique history guide you to a rewarding research career.

PROF. ANNIE JOUBERT SHARES HER LEADERSHIP JOURNEY

My life's journey has been truly shaped by my family, friends, colleagues, peers, our executive and students, as well as indirectly by every individual who has crossed my path. I am very thankful for their inspiration towards my career, but, more importantly, their contribution towards life lessons I have learnt. They helped me as leader in assessing my specific strengths and weaknesses.

I have learnt that leadership skills should grow exponentially. Every day is a day full of opportunities, and, although also many challenges, that these can be successfully addressed with my committed team that I have the privilege to work with. I have learnt to credit my strengths as head of department, manager and academic leader to my colleagues' support, contributions and active involvement in our department, institution, as well as our national- and international collaboration. I am thankful for the people who believed in me to develop my career and to receive formal training in leadership development and management in the Higher Education sector (HERS-SA, Women as Leaders), at the Gordon Institute of Business Science, Harvard Medical School (Boston), as well as on faculty level. My leadership journey has been underlined by the recent



passing of my father, after he was diagnosed with chronic myeloid leukaemia in September 2020 and with COVID-19. **My father taught me to believe in myself and to do my part to improve the quality of life of the people that I interact with every day and to foster mutual respect.**

Therefore, to contribute to quality of life, I appreciate the opportunity to be part of the teaching and learning of our undergraduates and postgraduates in a tertiary academic environment and the contribution to breast cancer research for the past 23 years. I strongly believe that we cannot achieve our goals alone; we need to support each other, listen to input and advice and, we should professionally act accordingly and responsibly to build one another's careers. It is rewarding and an absolute highlight when students and colleagues reach their potential and achieve their goals and when they contact me (sometimes after a few years) to share their successes in many aspects of their lives! These celebrations are immeasurable!

My advice to aspiring leaders would be to be an inspiration to others, to impact on other people's lives positively, to have clear objectives, to strive for excellence, to build staff morale and to encourage and recognise their achievements.

Leadership is a commitment and it includes self-discipline and mutual respect. Appreciate the 'highs'; always learn from the 'lows' and never stop believing in yourself, as well as those around you. A goal can become a reality and failure is a learning experience. A work-life balance is very important; while work is a part of our lives, it should never become it! Keeping

“I get up and do what I do every morning, since I want to make a difference in someone's life”

in mind the life lessons my father taught me, I aspire to touch lives and hope to be regarded as a good mentor to our students and colleagues. I would like to be remembered for contributing to someone's life in a positive way. I would also like

to know, one day when I look back on my career, that I brought joy to those around me, supported them when they needed it and, hopefully,

will be remembered as an interactive team leader with whom others wanted to walk the road. with. *In the end, when you believe in yourself, you will find that those around you will too!*

PROF. ZETHU NKOSI SHARES HER LEADERSHIP JOURNEY

I am a very positive person who has always approached life in a positive manner. I grew up in a family of eight in KwaMashu township in KwaZulu-Natal. We were three brothers and three sisters with parents who always allowed us to dream. All my basic education was done in Kwamashu and, when I completed, I started my Diploma in Nursing and Midwifery at King Edward VII hospital in Durban. Since my passion was in education, I continued my studies with Unisa, graduating with a

I live by two mottos “Do unto others as you would love them to do to you” and “always be kind and stay positive.”

BA CUR and majoring with Nursing Education and Community Science. I further completed my MA degree at the then University of Natal which is now

known as University of KwaZulu-Natal (UKZN). My highest degree is a PhD, which I obtained at UKZN in 2009. My work experience took

me to different institutions such as Groote Schuur Hospital, King Edward Hospital, UAE, UKZN and UNISA, where I am currently employed as

a Deputy Executive Dean in the College of Human Sciences. As a newly qualified professional nurse in 1990, I experienced the drastic change in the country, where blacks were recognised as human beings for the first time. There was resistance from the white patients, being nursed by the African nurse.

I maintained my integrity and did not allow negativity to permeate through. I had a stint of three years at a Nursing School in the United Arab Emirates, where I was responsible for teaching a group of second year students. Those students introduced me to the Arab culture, and I will always appreciate the humility and the respect given to a foreign teacher. My listening skills assisted in improving my mastering of Arabic, as I was expected to accompany my students in their clinical practicals. Being the first person in my family to obtain a degree encouraged me to inspire the youth in doing well at school and attaining the highest accolades within



their reach. Mentorship is one of my passions and wherever I go, I always identify potential leaders to mentor. My academic journey is guided by principles of integrity, kindness, constructivism, and naturalism. I believe that we can construct

new knowledge and staying true to our natural philosophical underpinnings. Currently I am enjoying my new role as a Deputy Executive Dean in the College of Human Sciences at the University of South Africa. I am responsible for monitoring the implementation of the teaching and learning portfolio among 50 000 students registered in the 19 departments.

“I hope that South Africa will be better one day and that there will be equality for all the children, black and white.”

ASSOCIATE PROF. THOBEKA NKOMO SHARES HER JOURNEY

I am the second born of seven children born in a small village (Herschel, in the Eastern Cape) and the first to obtain a degree. Even though, my late father exited school in his early years, he was inspirational in my

education journey. To quote him: “My children, particularly daughters, I will sacrifice what I have for you to be educated”.

“You need to be independent; should you decide or be blessed with marriage, financial stability and viability are key. Education will take you there”. These are my late father’s words which I never understood, but for which I am now forever grateful, more since I am married, a wife and mother of two young adults. I studied and graduated with a Bachelor of Social Work in 1990-1994. I practised as a social worker in various sectors for more than 20 years. My career plan was to join academia on a full-time basis, after obtaining a PhD. In 2014 before obtaining my PhD, I was appointed as a field instruction lecturer at the University of Pretoria. In 2015, I joined the University of the Witwatersrand (WITS) as a lecturer. Balancing parenthood, administration, community service, teaching, supervision, and research came with challenges. However, I invested in administration, community service, teaching, supervision and research to be considered for academic progression. I formed collaborations and networks outside my discipline. I worked collaboratively and successfully locally, regionally, and internationally with sociology, anthropology, and psychology researchers. This opened a myriad of opportunities for research and grant application and even visiting the universities.

“It is the urge to instil and inspire women in academics that nothing is out of reach when you put your mind and effort into it.”



These interdisciplinary collaborations have shaped my academic journey. Since joining the university, I have taken on various tasks and responsibilities in the department, school, and institution and even beyond the institution. In 2017 and 2018, I was nominated as Deputy Head of the Social Work Department. Subsequently, I was nominated as the Head of Department from 2018-2020. Being part of the management and School committees has given me an added benefit in shaping my career progression. Therefore, I would advise anyone to take an HoD position, should the opportunity present itself. Yes, the workload will be and was extremely high; without the support systems, there was no way I could have gradually climbed the academic ladder this far. Shout out to my PhD promoters, Prof. Alida Herbst, Emmerantia Du Plessis, my postgraduate students, colleagues, mentors, formal and informal, from the WITSIE research team for their support and some who identified my potential and abilities, and nurtured my growth in different forms in their unique ways. Never leave your professional and academic development to chance. Be intentional about your set goals and

actively lead the direction towards achieving them. As the first black female, Associate Professor and an aspiring full professor in the Department of Social Work at Wits university, I can never overemphasise the importance of collaborations, community service and understanding the policies and processes for staffing and promotion.

“Leadership is a journey; set your goals. Amid mountains and valleys stay focused and have a sound support system.”


PROF. SATSOPE MAOTO SHARES HER JOURNEY

“In order for you to thrive, you need to be a good listener, critical observer, independent, a team player, responsible, humble, accountable, respectful, relevant and ethical; thus my journey to leadership.”

My journey to professorship was shaped by my journey of life, especially my childhood. Throughout my childhood it was pivotal for me to adopt a diligent, persistent and positive routine in order to survive. I come from a village and grew up under the guardianship of my grandparents far from where my parents lived. I hardly visited my parent’s homestead. Throughout my schooling I happened to be among the youngest in class. In those days, being the youngest meant that no one would pay that much attention to you. You just happen to be the one they would send from pillar to post.



Staying with my grandparents, I used to look after the livestock. Those who looked after livestock know that each day you have to account to elders if they all were in the kraal. If one animal goes missing, you have to wake up very early in the morning, before going to school, to look for it. Although there was still corporal punishment during those days and we were beaten when late for school, I never skipped a day to go to school. Despite having to assist my grandfather in giving the cattle veterinary treatments. I would still go to school, even if late. My teachers got tired of beating me during such times and they decided to exempt me from late-coming when such events happened. I do not think my fellow villagers know about where I am



currently in terms of profession or leadership. Those who perhaps know did not get the news from me. My siblings just know me as “The mother to Thato le Theto le Thekgo” not beyond that. We never talk about my accolades. I do not remember my highs and lows in the context of my academic or professional life. I always had a positive mindset of life and take it that whatever happens is for the good. Always do excellently what others think you cannot do. Do the right things and do everything right. Continually conduct self-reflection and work on your attitude.

“It is your attitude that would determine your altitude.”

There will always be some people who support you and some who may work against you and offend you. Do not fix your eyes on them, do not take offence, forgive and move on. Be a good, strong and principled human being and develop shock absorbers as you

lead from the front, back and sideways. Foster relationships in the team.

“Remember that your certificates are just pieces of paper you can put on the wall; let your behaviour portray the learnings you accumulated while advancing towards those certificates.” Your achievements must never occupy your mind; enact the knowledge you have. It should not be you telling people how good you are; just enact good behaviour and your deeds will follow you. Criticism will always be there despite trying by all means to do well and accommodate everyone. You cannot succeed in life without mental, moral or physical control.

“Soldier on and at the end of the day truth will always prevail. Sacrifice and have discipline.”

PROF. MZIKAZI NDUNA SHARES HER JOURNEY

“What gets me to wake up in the morning is the hope that South Africa will be better one day and there will be equality for all the children, black and white.”

I am a professor in the field of Gender, Sexual and Reproductive Health and Rights, Gender-Based Violence and Women’s Health and Rights. I have worked

in the higher education sector for 15 years as a lecturer in Psychology. I have also worked as a Head of School of Human and Community Development for three years. I am the incoming Executive Dean for Health Sciences at the University of Fort Hare. As an academic, a quest for social justice underpins my work. This is because, at a very personal and

intimate level, I have experienced most problems commonly experienced by women, and I could not be oblivious to the impact of structural violence on women. But feeling personally connected to your work does not make you a professor. What shaped my work was being at the right place, at the right time, amongst the right people who played a significant and positive role in my scholarly life. I completed my PhD in 2012, though I started my first year at university in 1991.

This means my journey to be an academic Doctor took 21 years. In these 21 years I gained a wealth of experience working as a high school educator, training project manager and a researcher. These 21 years made me the kind of an academic that I am and formed a foundation for my academic career.


My association with the Gender and Health Research Unit of the Medical Research Council was a conveyor belt for me. The experience and exposure that I received there propelled me to greater heights. I received PhD supervision, comradeship and mentorship. It is not common to get all of these in one institution and from one person. I did, and today I can safely say that I am a professor because fate had it that I met Prof Rachel Jewkes, and I listened to her. I obtained my associate professorship at the University of the Witwatersrand in 2013.



Highs and lows are part of life and whilst we like to celebrate the highs, we do not often talk about the lows. Publications, student graduations, research grants and promotions are highs for professors. For me, it is meeting someone and they say 'mam, I did it because of you'. These could be students that I have taught, students from other universities with whom I, or my work, had an encounter or people who have not sat in my classes or attended university and whom my work reached in a medium other than academic work, and changed. I love that. My lows!? Racism and Sexism: Black women professors and aspirants, be ready for it and be prepared to fight it. Most importantly, know that you are not alone in the fight for social justice and inclusion.

Challenges channel

My journey taught me that you do not have to aspire to be a professor to be one. I never thought that I would be a university lecturer one day, let alone a professor. Today, I am a professor due to many disappointments that made me take detours from careers that I aspired to. I thought I would be a fashion designer, but my high school needlework teacher gossiped about me to my mother and



they agreed that I could not be a fashion designer. I then thought that I would be a social worker, but I was admitted to my second choice at the University of the Western Cape in 1991. Upon completing my degree, I fell in love with Psychology and thought that I would be a psychologist. Then, and still, now, it is not easy to get into professional psychology training, so I did not get that. I am a professor today because of people I have met along the way who saw in me attributes that I was not paying attention to. They steered me to a Master's Degree in Research Psychology. When I experienced personal challenges and conflicts with community-based work that I was doing, they steered

me to a PhD to think scholarly about the problems that women like me experience in their daily lives.

Welcome to your journey to professorship! We are here to hold your hand! You will need collaborations in teaching, research and community engagement. These will enhance your work and afford you opportunities to contribute to the global academy. My work allows me to do a lot of community engagement; this is necessary for all to benefit from knowledge that is generated in universities.

“Every morning, I thank God for another day.”

PROF. NOLUTHANDO SHIRLEY MATSILIZA SHARES HER JOURNEY

My name is Noluthando Shirley Matsiliza. I am the third one of three girls. I was born in Krugersdorp, where both my parents were working. We relocated to the Eastern Cape, where I studied both my primary and high school. I can relate to both Sotho and Xhosa. I obtained a Bachelor of Administration and Honours degree at the University of the Western Cape. I gave birth to twins in April 1991 when I was about to complete my first degree, and I lost one of the girls in September 1991. I returned to UWC in the following year to complete my studies. I was motivated by my lecturers, Prof. Vincent Maphai and Prof. Sushi Chonco, to further my studies in Political Science since

I developed an interest in the subject. I decided to study Honours in Developmental Studies. Lecturers taught us from UCT and UWC in 1993. At that time, I developed more interest in the academic profession. A racist lecturer declined my admission to the master's degree programme at the school of governance after the late Prof Lungu admitted me. I started teaching Public Administration in 1994 at the Eastern Cape Technikon. I received a USAID scholarship to study master's degree in public policy in Atlanta, where I majored in Public Policy from 1997 to 1999. I returned to lecture at the Eastern Cape Technikon where I had been working

before. I believed that historically disadvantaged institutions needed more support than the historically advantaged universities. Hence, I considered mentoring other staff members there. My late aunt Nontobeko Moletsane groomed me in community development and self-awareness. Through the black doll she bought for me, I mirrored myself and started knowing the struggles of black girls. I further studied PhD at the University of Pretoria. It was not easy for me since I was far from my supervisors with no support from work. I told myself that I want to be professional and educated just like my aunts and parents and plough back into my community. When I was still doing my PhD at UP, I noticed that my male colleagues were not fond of progressive women, It was not easy for men to call me Dr when I graduated with a PhD in Public Affairs. My love for Public Affairs was elevated at UP. I started supporting my colleagues who were studying since I was coordinating the Public Admin unit for some time. I became a director for three departments for two years. I was always requested to stand in for my dean who was not attending meetings. I could not do research, and I decided to leave WSU for another university in 2010. It was not easy to publish in the accredited journals in our field of



Public Administration, but I continued attending conferences locally and overseas, and published more papers in international journals than the locally journals because of gatekeeping. I became an associate professor in 2017 and I supervised and published with few a colleagues. I am now a full professor. Back to my first job in the Eastern Cape in which I am mentoring three colleagues in my department and one female colleague from UOVS. The journey has never been easy, but I keep up the Flame of the scholarship of research and teaching in the field of Public Affairs. I am a deputy editor of the Journal of Local Government Research and Innovations. I review papers from various accredited national and international journals, and I hold memberships from diverse professional associations.

I am advising female academics to consistently sustain their connections and networks in their academic field and participate in Webinars and conferences to keep up the Flame.

PROF. NIRMALA DORASAMY SHARES HER JOURNEY

Professor Nirmala Dorasamy, Durban University of Technology. “Success is not reserved for special people; it is out there waiting for those who are prepared to embark on a journey to reach a wonderful destination called:

“Making success a reality from dreams”.

I was born in Durban. I have 2 other siblings and we were raised by my mom, widowed when all three of us girls were under the age of 5. I was not born with a silver spoon in my mouth, hence I firmly live by the mantra: “hard work never kills”. I completed 4 degrees by the age of 30. Being a single parent to a son was challenging, but the completion of my PHD was my ultimate goal, which I completed in 2003. The greater part of my career was in basic education. I only entered academia in 2008 as a lecturer, at the time when research at the Universities of Technologies was minimal and not



strongly supported. Nevertheless, with a heavy workload, I persevered in my journey of publishing and supervising post-graduate students. Within 6 years, I was promoted to full professor and achieved my C3 NRF rating. I set goals in terms of my career, and being a typical Capricorn, I was adamant about achieving my goals within the time frames I set. This entailed sacrifices, but I persistently tried to maintain a work - family life balance. This was not always successfully achieved, as my son always retorted “catch a life mom”.

On hindsight, I believe my accomplishments have inspired many of my colleagues and students. But at the same time do not have expectations of being supported all the time. Man-made barriers in the career milieu can be traversed, if you are prepared to be bold enough to stand by your values, aspirations and dreams.

PROF. JOSE FRANTZ SHARES HER LEADERSHIP JOURNEY

My name is Jose Frantz and I am currently the Deputy Vice-Chancellor for research and Innovation at the University of the Western Cape. I have occupied this position from April 2017 - March 2022. Prior

to this position I was the Dean of the Faculty of Community and Health Sciences (2013-2017), Deputy Dean of Research (2012-2013) and Department Chairperson (2005-2008). As I reflect

on my academic journey I find that I was achieving well as is reflected in my journey moving from a lecturer in 1997 to a professor in 2007. Since then I have graduated 44 Master students and 15 PhD students and published over 100 academic articles in national and international journals. In 2016 I was recognised by the NRF for my work both nationally and internationally and won the Champion of Research Capacity Development and Transformation at South African Higher Education Institutions by the National Research Foundation (2016). This award acknowledges an individual for their contributions to the transformation of South Africa's science community and landscape. In addition, I obtained the Distinguished Educator Award – South African Association of Health Educationalists (2017). This award recognises an academic in health sciences education who has made a significant contribution either in teaching in the health sciences or who has contributed to the development of scholarship in the discipline of health science education. This speaks of continued excellence as an academic. But as I reflected on what influenced my transition from an academic to a leadership journey, I realised that there were key triggers and that my leadership journey has been primarily incidental rather than intentional. This has resulted in performing the tasks and duties well but not getting the maximum out of it that I am able to do.



As I approach my second term from April 2022 – March 2027, I have decided to become very intentional about my leadership. This has led me to create my leadership plan and purpose and thus invest in small changes that will ultimately help me fulfil my purpose. As you plan to become intentional about your leadership journey I wish to share with you 5 steps that I learnt from a book by Douglas Conant called *The Blueprint* that will guide your leadership journey.

- **Step 1:** Envision your plan and purpose: Ask yourself why do I choose to lead? What is my promise? What are my values? Based on these answers you will have your leadership purpose
- **Step 2:** Involves reflection: Think about what motivates people and how can you bring out the best in others? Also think if people were to reflect on your leadership words, what would they say? This speaks to your leadership beliefs
- **Step 3:** Build a network: Identify leaders that you admire and the qualities you would want to use as part of your leadership journey. This helps you explore the world beyond your own experiences.
- **Step 4:** Plan your leadership model.

A leadership model is a representation of concepts and practices that guide your approach to leadership. Five key words that guide my leadership approach and model include authenticity, capacity building, integrity, accountability, account and spirituality

- **Step 5:** Build your leadership profile: This includes a consistent deliberate approach and having clear goals. Identify your key practice areas. Mine include building a solid foundation,

provide the blueprint, empowering others, produce output with impact and delivering with producing excellence.

Being a women in leadership is not easy, but I am finding that having a leadership plan and being intentional about it does help you to differentiate between the unnecessary noise and the noise that needs your attention and can help you be a better leader.

TRAINING OFFERING

HERS-SA training is designed to develop women leaders in higher education using a socio-ecological model (Figure 1) which focuses on an individual, interpersonal relationship, understanding of the institutional functions and governance system and the community outside the institution (local, national and globally). In-house training is offered for universities and we also have an annual programme for training each year. Contact our office for any queries: info@hers-sa.org.za or director@hers-sa.org.za

Applying for a Next Step (Senior Leadership Role)

Participants will learn about the do's and don'ts of applying for a leadership role. The training is designed to equip women applying for leadership positions with the insight, skills and practice needed to navigate the often-challenging academic search process.

WHO SHOULD ATTEND

- HoDs
- Directors
- Managers
- Senior Managers
- Aspiring leaders

Applying for a Next Step (Senior Leadership Role)

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Authentic Leader Development [1 DAY]

This training will empower participants to uncover, analyse and strengthen their unique characteristics that will enable them to lead with authenticity and purpose.

Balanced work-life: 360-degree lens on women's role [1 DAY]

This training is designed for women to:

- Discover the secrets to eliminating the noise in your life and focus on growth and success.
- Develop a clear vision of your ideal future and a plan to make it happen.
- Learn how to set boundaries in a way that asserts your power without burning bridges.
- Master real techniques to ask for what you want and what you are worth.

Career planning for support/professional staff [1 DAY]

This training will introduce academic staff to career planning models. Participants will explore a framework for considering their career options and specific actions to take to achieve career goals.

Coaching and mentorship [1 DAY]

This training will introduce participants to key knowledge, attitudes and skills pertaining to coaching and mentorship and how women can leverage coaching and mentoring to enable them to achieve their career goals.

Communicating for impact [2 DAYS]

The training will enable participants to lead and communicate impactfully in different organisational settings. This will include making connections, communicating with clarity, navigating conflict and delivering a compelling argument to persuade others.

Community engagement [1 DAY]

Participants will learn about the value of engaging with external stakeholders to influence and be influenced by the external environment as part of driving change and creating brand visibility.

Empowering your team to succeed [1 DAY]

Participants will be empowered to utilise their power effectively and efficiently to create and support their staff by creating a learning environment.

From workplace bullying to a humanising environment [1 DAY]

This training will provide participants with skills to understand what is and what is not bullying using an ecological perspective. Managers will be enabled to identify who, when and why bullying takes place and come up with bullying interventions that will enable a humanising working space.

Leading: Diversity, Equity and Inclusion in the Workplace [2 DAYS]

Research shows that organisations need to consider greater inclusivity to create a more diverse workforce. This training will empower you with practical perspective on how to lead in a diverse organisation and how to ensure that your team feel included and that they belong.

Governance in Higher Education [2 DAYS]

This training will empower participants to understand the powers and politics of higher education. Importantly learn how to navigate the higher education. Further, participants will explore good governance as a sustainable approach in managing finance and people.

People Centred Leadership [1 DAY]

Learn how to bring people with you as you lead or manage organisational change and navigate challenges to keep them on-board.

Research publishing for non-academic staff [2 DAYS]

This training will provide the support staff with an introduction to research publishing. Participants will learn about the types of scholarly articles published in journals and the format that is best suited for research articles. Understand the importance of getting published as support staff as part of career management.

Self-leadership [1 DAY]

Participants will learn about both the mindset shift and skillset to succeed as leaders. This will help you challenge your constraints, exercise your power and hold yourself accountable to achieve your goals.

Strategic thinking and planning [1 DAY]

This training is designed for managers to help them identify and plan the future strategy, to help them understand current structures and challenges, as well as to forecast changes needed, to be fit for the future.

Women in leadership [2 DAYS]

Participants will learn about women leadership in the 21st Century, barriers, enablers, emotional intelligence, communication and how you can increase your influence and drive impact.

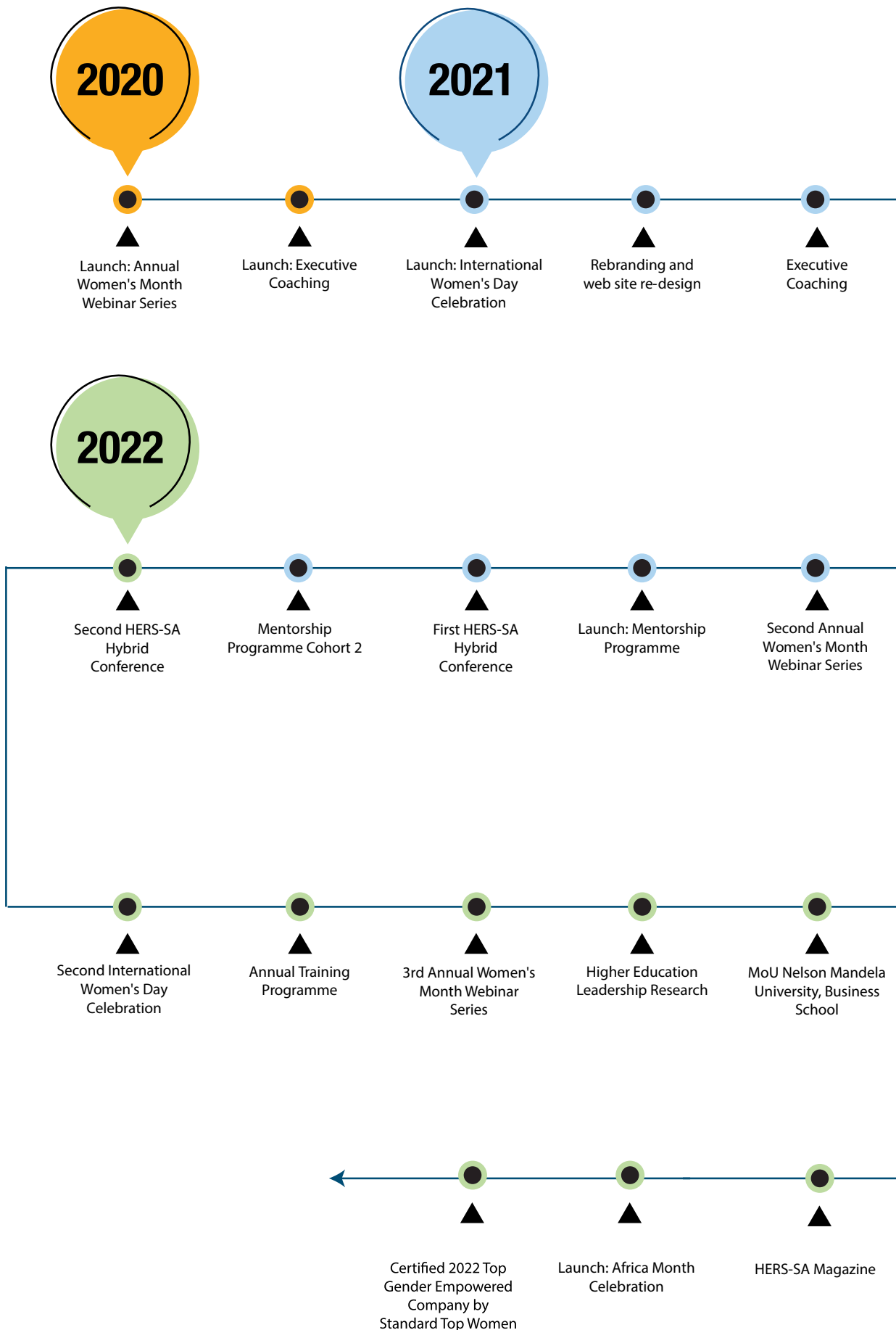
Writing a funding proposal [1 DAY]

Participants will learn about the ideal proposal structure and gain a holistic understanding of the essential factors, which determine whether or not a programme gets funded.

COACHING [6 MONTHS]

HERS-SA works with trained and accredited coaches to offer personal coaching to women leaders in higher education, seeking personal and career growth. Coaching is offered face-to-face/online over a period of 6 months (one coaching session per month X 6). In 2020 and 2021 we worked with HELM Women in Leadership Programme and Cape Peninsula University of Technology and leaders have found coaching empowering and have thus requested to have more coaching services.

HERS-SA TIMELINE



HERS-SA ACADEMY 2022 DELEGATES

Renee Allison
Megan Bam
Dr Natalie Benjamin-Damons
Prof Mamare Bopape
Rajshree Brijmohanlall
Dr Estelle Bruhns
Gilbert Cindy
Prof Elphina Cishe
Dr Wendy Chauke
Prof Chioma B. Chikere
Dr. Prinessa Chellan
Itumeleng M. Chidi
Immenga Christine
Prof. Pearl Dastile
Lindie Davids
Dr. Gouwa Dawood
Dr Joanne de la Mare
Ronel de Swardt
Phindile Dlamini
Prof Nobukhosi Dlodlo
Katerina Ehlert
Jacobie Fourie
Dr. Ncebakazi Galada
Lindie Gayiza
Cindy Gilbert
Tracy Goslar
Lee-Anne Govender
Tracy Govender
Renee Hector-Kannemeyer
Santooshnee (Sandy) Heera

Prof Ruth Hoskins
Prof Karin-Therese Howell
Christine Immenga
Dr Nqobile Jaca

Reid Jaimee
Shakira Jeppie-Evans
Mariam Jogee-Jamal
Dr Maserole Christina Kgari-Masondo
Khomotso Germina Khoza
Samukelisiwe Khumalo
Dr Mercy Kutu
Hazel Langa
Sally Ledwaba
Prof Ruth Lekalakala
Letitia Luethe Lekay
Sue Lose
Marx Maggie
Prof Dikeledi Mahlo
Ms Mdindela Majova
Priti Vassan Makan
Prof Monnye Mabelebele
Priti Vassan Makan
Dimakatso Malapa
Dr Ablonia Maledu
Dr Nelisiwe Maleka
Dr Patricia Rudo Makwambeni
Khomotso Maphopha
Dr Kgaladi Maphutha
Itumeleng Marapjane
Maggie Marx
Dr Mmapake Masha

Prof Matshepo C. Matoane
Mpho Agnes Mbeo
Kagiso Meleele
Dr Nqobile Mkolo
Sharon Mmakola
Kediemetse Mokotsi
Kerena Mokwena

Mantoa Contravetra Molete

Dr. Irene Mohasoa

Dr Mantoa Molete

Faith Mocoancoeng

Ntombenhle Mtikitiki

Refilwe Hadio Muanza

Sharon Aluwani Mukhola

Prof Saloshni Naidoo

Dr Suvania Naidoo

Sibongile Ndlazi

Dr Jorine Ndoró

Nonhlanhla Ngcobo

Ziyanda Sharon Ngxabazi

Thandeka Ngwenya

Lungile Ntsizwane

Prof Vivian Besem Ojong

Prof Beatrice Opeolu

Dr Laetitia Annette Orlandi

Nazrana Parker

Dr Sweta Patnaik

Prof Judy Peter

Elaine Petersen

Prof Ansurie Pillay

Sandra Pillay

Maria Raboshakga

Lindiwe Radebe

Prof Sylvia Ramaligela

Maureen Ramaube

Dr Lydia Ramothibe

Dr Ngwako Rapakwana

Izel Rossouw

De Swardt Ronel

Bernice Sampson

Prof Puleng Segalo

Dr Patricia Shewell

Sandra Seitshiro

Dr Mamoraka Caroline Selepe

Pindiwe Christoleen Seloma

Dr Khomotso Semanya

Jeppie Shakira

Dr Patricia Shewell

Fundiswa Sibisi

Dr Tasmeeera Singh

Jackie Slabbert-Redpath

Dr Jacqueline Tembu

Nokuzola Titima

Goslar Tracy

Dr Nomvula Twaise

Dr Anneke Venter

Maryam Khan Waglay

Dr Elizma Wannenburg

Mrs. Charmaine Wing

Xoliswa Zulu

**ADVANCEMENT OF WOMEN LEADERS IN
HIGHER EDUCATION**
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Leading - Learning - Lifting