

Notre Dame University-Louaize
Faculty of Business Administration and Economics
Graduate Division

**Breaking Through the Glass Ceiling: A Case Study of Women in Three
Institutions of Higher Education in Lebanon**

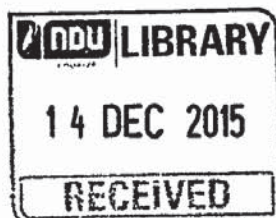
Submitted by: Catherine Georges Bitar-Karkafi

Supervised by: Dr. Elham S. Hasham

**A Thesis Submitted in Partial Fulfillment of the Requirements for
the Degree of the Master of Business Administration (M.B.A.)**

NDU-Lebanon

2015



RECEIVED
14 DEC 2012
SIOUX LIBRARY

Approval Certificate

Breaking Through the Glass Ceiling: A Case Study of Women
in Three Institutions of Higher Education in Lebanon

BY

Catherine Georges Bitar-Karkafi

GRADE: A⁻

Approved by

Supervisor's Name and Signature: Dr. Elham S. Hasham

Reader's Name and Signature: Dr. Yussef Zgheib

Committee Chair Name and Signature: Dr. Roy Khouciri



22/6/2015

DECLARATION

I hereby declare that this thesis is entirely my own work and that it has not been submitted as an exercise for a degree at any other University.

Copyright by Notre Dame University, Louaize, Lebanon

Catherine Georges Bitar-Karkafi

ABSTRACT

Purpose – The purpose of this study is to explore the barriers that hinder women’s advancement to leadership positions in higher education institutions in Lebanon, based on the perception of female academics in three prestigious universities that follow the American system in Lebanon.

Design/methodology/approach – The research is qualitative. The literature review and face to face semi-structured interview are adopted to have a holistic understanding of the glass ceiling type barriers in academia. The in-depth semi-structured interviews are conducted with 34 academic women who have different academic ranks and administrative positions.

Findings –The findings suggest that despite educational attainment and devotion, female academics still face discriminative practices that hinder their advancement. The Middle –Eastern patriarchal society still favors men in senior positions and confines women into less influential roles.

Research limitations/implications –The research limitation is that it only investigates universities that follow the American system. Another limitation is sampling procedure; purposive sampling was used to gauge the opinion of female academics on the issue but the method was maximum variation sampling in order to investigate the subject from different angles.

Practical implications – This paper provides insights of the internal structural barriers that face female academics, who are able to balance family and work, and still cannot advance in their career. The findings suggest that internal structural barriers exist, not written barriers but practices that form the invisible barrier, the glass ceiling.

Originality/value – The originality of this paper is that it did not look at the barriers that women encounter as related to family-work conflict, but at the internal structural barriers that hinder women advancement taking into consideration the socio-cultural beliefs.

Keywords – glass ceiling, gender stereotype, leadership skills, Lebanon, patriarchal society, career advancement

LIST OF TABLES

Table 1: Glass ceiling description.....	68
Table 2: Obstacles that hinder women's advancement.....	70
Table 3: Performance evaluation.....	71
Table 4: Bias in evaluation and promotion.....	72

LIST OF FIGURES

Figure 1: Interviewees' academic profile.....	45
Figure 2: Interviewees' administrative posts.....	46
Figure 3: Reasons for the dearth of women in senior positions.....	69
Figure 4: Distribution of barriers in each university.....	71
Figure 5: family commitment impact on career progress.....	73

ACKNOWLEDGMENTS

I would like to express my gratitude to my supervisor Dr. Elham S. Hasham, whose expertise and patience enabled me to finish my thesis. I would like also to thank Dr. Youssef Zgheib for his contribution and all the faculty members who directly or indirectly encouraged me to pursue my MBA. A special thank you goes out to Dr. Atef Harb who was always ready to give me advice and guidance. I am also very grateful to the Notre Dame University administration for giving me the opportunity to return to college and to get an MBA.

I would also like to express my deep gratitude to all the interviewees who have been kind enough to take time to meet with me despite their busy schedules. I have a lot of respect for these prominent successful female academics and I admire their dedication and perseverance. They are role models who shined regardless of the glass ceiling and meeting them was an inspiration.

Finally, I would like also to thank my family especially my son Christopher, who encouraged me to get the graduate degree I always wanted. It wouldn't have been possible to continue without his support and encouragement.

CONTENTS

ABSTRACT.....	IV
LIST OF TABLES.....	V
LIST OF FIGURES.....	VII
ACKNOWLEDGMENTS.....	VIII

Chapter 1

INTRODUCTION.....	1
1.1 General background about the topic.....	1
1.2 Need for the study	3
1.3 Purpose of the study	5
1.4 Brief overview of all chapters	7

Chapter 2

REVIEW OF LITERATURE.....	11
2.1 State of knowledge in the area of interest... ..	11
2.1. 1. Gender stereotype	12
2.1. 2. Leadership.....	14
2.1. 3. Bandura self-efficacy theory.....	18
2.1. 4. Organizational behavior.....	20
2.1. 5. Psychological and social factors.....	23
2.2 Previous research.....	27
2.3 Conclusion.....	33

Chapter 3

PROCEDURES AND METHODOLOGY.....	38
3.1 Introduction.....	38
3.2 Hypotheses... ..	39
3.3 Selected variables.....	41
3.4 Methodology used.....	42
3.5 Conclusion.....	46

Chapter 4

FINDINGS.....	49
4.1 Introduction.....	49
4.2 Descriptive analysis.....	50
4.3 Main results.....	68
4.4 Discussion of the findings.....	76

4.5 Discussion of the hypotheses	78
4.6 Conclusions.....	82

Chapter 5

CONCLUSIONS AND RECOMMENDATIONS.....	85
5.1 Introduction.....	85
5.2 Main findings.....	87
5.3 Limitation of the research.....	91
5.4 Managerial implications.....	93
5.5 Recommendations.....	96
REFERENCES.....	99
APPENDIX A: Interview questions.....	108
APPENDIX B: Interviewees' profile.....	110

Chapter 1: Introduction

1.1 General Background about the topic

Glass Ceiling, glass cliff, glass wall, maternal wall and glass escalator are invisible barriers that limit women advancement to top managerial positions. In principle, nothing should stop qualified women from reaching senior positions, but in reality, very few make it to the top. In fact, a census done by Catalyst found that only 16.9% of Fortune 500 companies have women on board in 2013(Catalyst census, 2013). Gender stereotype, leadership style, conflict between work and family, institution culture and social values are barriers that hinder equality in the workplace.

The glass ceiling is see through, so women can see people holding senior positions without understanding what keeps them from achieving the same success. It is hard for women to get traditionally male jobs; and they are paid less as they are not considered as the breadwinners of the family. The glass ceiling prevents women to advance and to show their full potential, thus job dissatisfaction would increase turnover.

Hymowitz and Schellhardt (1986) raised awareness about the Glass ceiling as an invisible barrier preventing women from reaching top positions even if they have the merit. The word was then used to describe barriers that limit minorities, as well as women, from reaching top levels. A glass ceiling commission was established in 1991 in the United States with 21 members from different ethnicity, gender and political affiliation to describe the barriers and to identify practices to dismantle them (The Glass Ceiling Commission, 1991-1996). The commission found three artificial barriers:

- Societal barriers related to education attainment, prejudice and stereotyping.
- Internal structural barriers related to recruitment practices, lack of opportunities for career development, different standards for performance evaluation and limited networks of communication.

- Governmental barriers as inconsistent monitoring and poor data on employment and progress of women and minorities that provides little information on glass ceiling issues.

Bosse and Taylor (2012) described a second glass ceiling that face women entrepreneur who try to finance their business as they could hardly get the needed loans to expand and grow their business. It is considered as a second glass ceiling because most women entrepreneurs become their own boss in order to avoid the glass ceiling in organizations (Bosse and Taylor, 2012).

As for the glass cliff, it represents the barrier that women face once they have broken the glass ceiling in an organization. Ryan and Haslam (2007) found that organizations that are at risk of failure assign leadership roles to women because they can manage employees better in time of crisis.

Another barrier to women's advancement is the glass wall, it is a lateral barrier that prevents women from seeking jobs that lead to promotion; women are usually appointed jobs that are considered more appropriate for them and denied access to general management experience (Browne and Giampetro-Meyer, 2003).

Motherhood raises the maternal wall as a barrier that stands between mothers and good jobs. It prevents women progress once they become mothers, which explains the dearth of mothers in tenure track positions in universities (William and Segal, 2003). Motherhood is perceived as a fulltime job that can prevent women from being good workers and good mothers at the same time (Williams, 2005). Williams reported also that a maternal wall exists between working mothers and less supportive single or childless women colleagues (Williams, 2005). Employers presume that all women will become mothers (Heilman, 1995). Women still have to make sacrifices to balance family and career while men, considered the breadwinner of the household, can focus more on their job.

Goudreau (2012) explained that the glass escalator manifests when male are promoted higher passing in front of professional women in female dominated careers like nursing and teaching.

The reason for male climbing higher than female coworker is women career interruption to care for their children and stereotypes that good managers are usually male, the TMTM think manager think male concept (Schein, 1975).

Organizations nowadays are trying to create a culture of equal opportunities to be able to attract and retain the most qualified individuals and benefit from the skills of highly educated women. Diversity in the workplace has many advantages because creative ideas emerge more often. When attitude differences are well managed, employees' values and opinions increase productivity and reduce bias and discrimination (Robins, Judge and Hasham, 2012).

1.2 Need for the study

Women have been struggling for many years to be able to show their full potential at work and to prove they are as capable as men in holding key positions. But as Groysberg and Bell (2013) stated, there are still many obstacles to women advancement, even in companies that promote diversity. These obstacles form the glass ceiling that is hard to break in some cultures and in some professions, particularly in academia. Jo (2008) found that an inadequate advancement opportunity is one of the main reasons of voluntary turnover of women administrator in higher education. Academic excellence means full time availability as Donald (2013) specified, which makes it hard for women if they have to care for their families and to balance their work and life.

Forster (2001) presumed that the need to balance family and work constitutes the social-cultural barrier that hinder women advancement to senior positions in academia; while the structural barriers, which are promotion criteria like research and publications, are where men excel. Mason and Goulden (2002) reinforced that men are granted tenure in prestigious research universities and women are assigned adjunct positions or second-tier teaching that cut down their time to do research and slow their track to promotion and authority.

Further in a study done in a UK university, Granleese and Sayer (2006) explored the effect of age and gender in higher education careers. They found that career break and maternity leaves have the most impact on women's career progress; especially that in academics, part time jobs are not as easy as in other organization. This still held true, as Black and Islam (2014) confirmed, women hold less positions than men in Cambridge University because of structural barriers that give great importance to publications and large researches and less to teaching and administration work.

Mason (2013) observed that women seemed to be penalized for having babies; they cannot make it to the top like their male counterpart. And if it is true in all disciplines, it is even harder in academics because by the time they have their PHD around 30, they start their families and it is hard to balance between both because academia is demanding and rigid.

Work/life conflict, socio-cultural or institutional barriers as well as difficulty to enter the networking circle traditionally occupied by male colleagues, are among the reasons that explain the dearth of women in leadership positions. Those barriers vary between nations and occupations. In the Middle East, the socio-cultural barriers are very strong. Traditionally women are expected to give priority to their family; their maternal duties keep them out of the office while their male colleagues are always present. Therefore, if women have the same ambition as men to progress professionally they have to make trade-offs with personal and family life much more than men. The cost of ambition is sometimes very high and has a detrimental effect on women's career choices (Caprino, 2013).

Workplace practices and policies, such as promotion criteria and rigid work schedule, explain women's turnover especially in Higher Education Institutions as described by Jo (2008). Women feel that they have to work harder and that their successful performance is not fairly acknowledged. They find it hard to establish their competence due to gender stereotype, in-group favoritism and competency stereotype the "Leniency bias". The need for the study is to

find out what constitutes the glass ceiling in Higher Education Institutions in Lebanon; whether it is structural, socio-cultural or both.

1.3 Purpose of the study

In 2014, many women have broken the glass ceiling. Howard (2014) stated that there are 14 female head of states, and US companies like GM, IBM, YouTube, Yahoo and PepsiCo have women CEOs; also Facebook has a woman COO and for the first time, a woman is the managing director of the International Monetary Fund. But the number of women in senior positions is still very small and companies are not profiting from women proficiency as Clinton (2013) declared “Women are the most underutilized resource on this planet”.

In-group favoritism, between male decision makers, keeps women out of the informal network of contacts that leads to promotion and advancement opportunities. Jalalzai (2008) explained that only equal representation of women in all facets of society can crack the glass ceiling. Slaughter (2012) specified that only women’s high commitment to their profession will lead them to the top and that society should support women by valuing their choices to put family or work first.

Family conflict arises from the natural tendency of women to be caring, caring not only for their children, but as mentioned by many interviewees, caring for parents as well as children. Women find themselves struggling between their work and their family duties, as expected in the Middle East in general and in Lebanon in particular: women’s first concern should be their family. Even more, women learn to be submissive and discreet in the Arab culture (Ghattas, 2001), and as they entered the work force to support their husband they are still not considered the breadwinner of the household and their ambition should not surpass their husband’s work position.

Fortunately today, many successful business women emerged in the Arab world; there are more opportunities for them, and many associations support women progress (Robbins et al., 2012). Bu (2014) stated that encouragement and motivation at home shape women's personality, and increase their ambitions to succeed. Bu added that first born usually get this attention which explain why many successful female leaders are first born like Hilary Clinton, Oprah Winfrey, Christine Lagarde and Angela Merkel.

There is no limit to ambition, and education is available to anyone who seeks it; women are most likely able to succeed when given the opportunity and encouragement. Women need to build their confidence, learn communication and decision making skills then put themselves forward and speak up so they can show their potential and abilities. Developing self- efficacy directs people's lives to attain their goals, influences their career choice and affects their leadership aspirations (Bandura, 2000).

In Lebanon, females enrolled in universities exceed the number of males representing 53% compared to 47% (Yaacoub and Badr, 2012), and studies have shown that female CEOs have proved to manage companies better than male CEOs (Vieito, 2012). Credit Suisse research institute (2012) found that companies' share price improves when women are on board. Tlaiss and Kauser (2011) observed that women believe that higher education attainment increases their chances to access managerial positions but their career progress is limited by gender inequities in organizational culture of Lebanese companies. Fortunately in the Lebanese banking sector, women were able to compete and access managerial level because corporate culture and practices offer equal opportunities to men and women (Jamali, Safieddine and Daouk, 2006).

However, this is not the case in academia; the number of women in senior positions is much lower than their male colleague. Academia is demanding and rigid, and requires full time availability (Donald, 2013) which makes it hard for women to balance between their work and family. In addition to teaching, administrative duties and student counseling, female academic are required to do research and publication in a limited period of time in order to be promoted.

Even in administration, position is rotating but still requires full availability and dedication. Jo (2008) found that the inadequate advancement opportunity was one of the main reasons of voluntary turnover of women administrator in higher education. Being out of the informal networking group makes it hard for women to find a mentor who would help them advance. Women in academia during their child bearing years have to make many sacrifices or accept less demanding jobs in order to handle their family responsibilities.

Many of the interviewees mentioned that being pregnant on campus was not well tolerated and they were looked upon as weak, fragile and not as professionals. Caprino (2013) found that each organization has its own specific barriers to women growth and that organizations are not trying enough to reduce them; she mentioned that women do not lack ambition but the cost of ambition is what prevents them from advancing in their careers. Donald (2013) suggested that flexible work time, re-entry policy and parental benefits attract and retain women. The purpose of this study is to find the main barriers that prevent women from advancing in academia other than their personal choice and how to adjust work policies and practices to offer more opportunities to women.

1.4 Brief overview of all Chapters

The study will look into factors that creates the glass ceiling phenomenon in academia in general and in Lebanon in particular. The study will provide an understanding of the barriers that impede the progress of women into senior leadership roles within universities whether those barriers are working conditions, socio-cultural or institutional.

In depth face to face interviews with a purposive sample of successful academic women in three major universities in Lebanon is used to gather data for the current qualitative research study.

The qualitative study will give an understanding of the glass ceiling theory through in depth discussions with the study participants using the interview questions as a way to collect and interpret data. There is only one female associate provost in the three universities investigated

and one female dean in each of them, despite the fact that all the others participants are highly educated and have all the qualifications to be in senior positions.

Karkoulian, Halawi and Cookman (2007) found that not only marital life and children have an impact on women's career advancement in higher education institutions in Lebanon, but also social values and people attitude towards working women. Ghattas (2009) reported that the war and unstable situation contributed to have women in senior positions in Lebanese universities; they succeeded because they were supportive and collaborative but adopted a masculine authoritative style when needed. The breakthrough to senior positions during the war did not change universities' culture; it is still male dominated and female academics still find barriers to reach senior positions even if they have the ambition and the qualifications.

The study will investigate, from women's point of view, what obstacles hinder their advancement, what could be done to reduce them and to encourage females to pursue their aspirations and fight for them. The interviews should give a clear understanding on why there is a disparity between men and women in senior leadership positions even though women are highly qualified. The study will also look into women's perception of the glass ceiling; and whether they consider that they are overlooked for certain positions because of low expectations for female academics.

Hooble, Wayne and Lemmon (2009) explained that women's perception of family-work conflict affects the way managers look at female employees. Weinberger (2011) reaffirmed that women's progress is slower than similar men because of the glass ceiling. Tlaiss and Kauser (2011) precise that gender stereotype is prevalent in the Lebanese society and accepting women in management still faces resistance despite their high educational attainment and aspirations to become managers. They also indicated that societal factors restrict women's career choices, and suggested that companies revise gender issues and accept diversification in senior positions.

In fact, when AUB president Waterbury made it clear that they need to offer more opportunities to women, change in work condition was possible and lately women were granted an extra

semester as maternity leave; the clock will stop for mothers to be able to do research and publications required for promotion. Understanding the female biological clock and needs to care for her family by granting her extra time for research and publication, made it possible for many to keep up with their career aspirations. Family responsibilities will not alter women's career aspirations but it might slow down their progress. Academic promotion is the aim of academic women since administrative positions are assigned and are rotating positions. Job satisfaction is motivating, incites fewer turnovers, and, in consequence, increases organizations performance.

Stereotyping, male and female leaderships' style, Bandura self-efficacy, organizational behavior, Psychological and social factors that affect women's career will be reviewed in Chapter Two. The literature review will cover all theories related to the topic and previous researches on the subject in order to have a complete understanding of the obstacles that hinder women advancement, women's life choices and why some choose to put their career on hold. The conclusion from the literature review and previous studies on the subject will determine the research questions.

Chapter Three will be about the procedures and methodology used. After a brief review of the findings in Chapter Two, the hypotheses will be derived and the variables selected. In Chapter Three, the methodology used to test the hypotheses and the framework to analyze the data will be defined. The data collected from the semi-structured face to face interviews will be meticulously analyzed to have a holistic understanding of interviewees' opinions and experiences.

The data collected from 34 interviews will be analyzed in Chapter Four. The questions cover their academic and experience background, the obstacles that hinder their advancement, the way they see performance evaluation and the opportunities offered to women as well as their recommendation on how to improve women's chance in leadership positions. The study will investigate whether women will be more interested in advanced positions if institution

environment respects their career aspiration while maintaining family balance. The discussion of the findings will support or reject the hypotheses written in chapter Three.

A conclusion of the findings drawn in Chapter Four will be analyzed in Chapter Five then compared to the conclusions found in Chapter Two. Chapter Five will be about the main findings, limitations of the research, and its managerial implications and recommendations.

The aim of this study is to determine the reasons behind the dearth of women in senior position in Lebanese universities by gathering professional women's opinions. The practical implication of the study will provide a new understanding of women role in higher education in a new perspective that could be relied on for further studies.

Chapter 2: Literature review

2.1 Related theories to leadership and glass ceiling

High education institutions are expected to be pioneers in promoting diversity and accepting differences. Globalization opened a new era of communication and acceptance of diverse perspectives. Organizational culture, such as the shared values, principles, traditions and norms, defines organizational members' interactions with each other and with other people outside the organization. A culture that supports diversity improves organizations' performance because it contributes to different creative ideas, better decision making and more effective workforce (Robbins and Coulter, 2009). Workforce diversity is a workforce that reflects differences in terms of gender, race ethnicity, age and other characteristics. Although workforce diversity is beneficial to any organization it might lead to communication problems and interpersonal conflicts if not managed properly.

The study of organizational behavior established many theories about motivating, leading and embracing diversities by valuing differences and accepting employees' different work and lifestyles as well as their needs (Robins et al., 2012). Diverse role model in decision making positions is motivating because employees will see a chance to grow and advance (Robbins & Coulter, 2009). To improve workforce diversity, organizations should ensure the recruitment process does not discriminate, raise diversity awareness issues and have CEO support and commitment to diversity. Commitment to diversity will ensure that men and women will work together effectively despite the fact that they have different communication styles as Tannen (2010) affirms.

The number of women in the workforce is increasing in most countries except in the Arab world where due to cultural and religious issues their participation is still low (Robins et al., 2012); their number on boards is less than 2% (Catalyst, 2014). Fortunately, today many associations

support women empowerment and first Ladies like Queen Rania of Jordan and Sheikha Mozah of Qatar are good role models to Arab women. Traditional norms limit women's career choices and make them choose jobs that are 'socially accepted'. A census done by Catalyst found that "male stereotyping and preconceptions" is the barrier that most senior executive women had to overcome (Catalyst, 1996).

2.1. 1. Gender stereotype

Stereotypes are characteristics ascribed to groups of people belonging to a social category and influence the way they are perceived by others (Macrae, Stangor and Hewstone, 1996). Stereotypes unconsciously affect the way people perceive others (Catalyst, 2005). Stereotyping is a generalization used to describe or distinguish a group; it is judging people depending on one's perception of the group to which they belong (Robbin & Coulter, 2009). The patriarchal societies of the Arab countries raise women as submissive, expected to care for the wellbeing of their family and undertake most household responsibilities (Ghattas and Rassi, 2001).

Gender stereotype is judging all women on the basis of perceived ideas and is one of the factors that prevent women from showing their full potential and from reaching leadership positions; women are subject to discrimination and unfair evaluation of their work. Gender stereotype reinforces the perception that women lack the qualifications to be good leaders which maintains the gap in leadership (Catalyst, 2005). Gender stereotypes affect the way women advance in organizations; the perception of women as warm, modest and sensitive is inconsistent of the stereotype people have of a leader as strong and risk-taker. To be able to reach high managerial positions, women tend to act more in stereotypical masculine way than men in similar jobs (Ghattas, 2006).

Another attitudinal gender stereotype relates to the organization structure and was signaled by Jamali, Sidani and Safieddine (2005) that women are considered high risk employees and less reliable than their male counterpart because of family responsibilities. Women find themselves in

situations where they are not even listened to or asked their opinion and they are assigned jobs that do not lead to promotion.

Sex stereotype is assigning different types of job for men and women; the descriptive stereotype determines women's career as in nurturing jobs and as facilitator like secretarial jobs; while the prescriptive stereotype dictates how women are expected to behave in the job not to trigger dislike if they acted masculine or too feminine (Heilman, 1995; Heilman, 2001). An assertive woman could be seen as aggressive and a feminine one as too soft to lead and take decisions. Women are expected to behave in ways that are socially accepted and consistent with femininity. Since people's behavior is based on their perception of what reality is, these perceptions reduce the chance of women to reach decision making positions and women will be assigned jobs that involve human relations.

Gender stereotypes affect the way women behave and perceive themselves because they internalize culturally accepted roles and attitudes and therefore they will be reluctant to give their opinion and to seek higher positions. This is called the psychological glass ceiling that impedes women from promoting themselves and pushing their way to senior positions (Babcock and Laschever, 2007). It takes time to build women's self-worth and confidence and to gain peer's respect because stereotyping filters performance and people tend to remember what conform to their perception and outlook unexpected success.

The self-serving bias serves male leaders as they only attribute success to their own person and blame failure on others while the Pygmalion effect, self-fulfilling prophecy, affects performance evaluation as it will be based on preconceived expectations (Robins et al,2012). The TMTM concept, think- manager- think- men, (Schein, 1975) is a major misconception that prevents women from reaching leadership positions as they are expected to behave like women and are evaluated against male characteristics of leadership. Ilene Lang, president of Catalyst in 2005, revealed that gender-based stereotyping, exclusion from informal networks, and a lack of role

model are the three major obstacles that women encounter, and she launched a series of reports in order to find ways to give women more opportunities in the workplace (Catalyst, 2005).

Women “Take Care,” Men “Take Charge:” report reveals that women leaders are misjudged and their talents and leading abilities are undermined; this gender-based stereotyping is the perception of leadership behavior of men and women that forms a barrier to women’s career advancement. Gender stereotype makes it look normal to marginalize women and keep them away from decision making positions. Breaking this stereotype requires measures in performance evaluation process; educate managers of stereotyping effect and exhibit women leaders’ success (Catalyst, 2005). Diversity should be managed by increasing diversity awareness, learning to value differences and confronting stereotypes. Confronting gender stereotype will open the way to qualified women to reach senior positions and reduce the chance of their attrition.

2.1. 2. Leadership

Any goal or target needs someone who has enough knowledge of the work to be done and who can work with others effectively and efficiently to reach the desired outcome. A leader is someone who can influence others, motivate them and who has managerial authority (Robbins and Coulter, 2009; Robbins et al., 2012).

Leadership is the process of influencing a group to achieve goals. Early leadership theories focused on the trait and on the behavior of the leader. The trait theories could not identify a set of traits that help identify leaders from non-leaders but could associate traits with leadership like the drive to achieve, the desire to lead, honesty and integrity, self-confidence, intelligence, job relevant knowledge and extraversion. But researcher realized that leadership traits are not enough to make leaders but effective leaders are defined by their behavior and their interaction with group members (Robbins and Coulter, 2009; Robbins et al. 2012).

The University of Iowa (Robbins and Coulter, 2009; Robbins et al. 2012) explored three leadership styles: the autocratic, the democratic and the laissez-faire style, and concluded that the democratic style which involves followers is the most effective. Leaders involve followers by delegating authority, encouraging participation and using feedback to coach employees (Robbins and Coulter, 2009; Robbins et al., 2012). The Ohio State studies identified between the initiating structure where work is structured and each has a defined role to attain goals and the consideration dimension that describes leader's attention to followers' ideas and feelings. Leaders that scored high in both consideration and initiating structure achieved high group performance and satisfaction (Robbins and Coulter, 2009; Robbins et al., 2012).

As for the University of Michigan the studies were related to performance effectiveness and differentiated between two leadership styles, the employee oriented and the task oriented. Employee oriented leaders were associated with high group productivity and higher job satisfaction (Robbins and Coulter, 2009; Robbins et al., 2012). The behavioral theories provide the basis of the managerial grid that described 5 managerial styles with different levels of concern for people and for production; leaders who had high concern for people and high concern for production performed best (Robbins & Coulter, 2009; Robbins et al., 2012).

The trait and behavioral theories were not enough to predict leadership success; researchers found that success is also dependent on the situation. They tried to find the best leadership styles suitable to different situations, which defines the contingency theories of leadership (Robbins & Coulter, 2009; Robbins et al., 2012). The Fiedler contingency model proposed that effective group performance depends on the proper match between the leader's style and the degree to which the situation allowed the leader to control and influence. Fiedler model proposed that the best performance could be reached if leader's style matched the situation but it was criticized since leaders can change their style to fit the situation and because the situation variables were difficult to assess (Robbins and Coulter, 2009; Robbins et al., 2012).

Hersey and Blanchard developed the situational leadership theory that focuses on followers' readiness because group effectiveness depends on the followers' actions and on their willingness

and ability to accomplish a specific task. They defined four leadership styles: telling, selling, participating and delegating depending on how much the leader was task or relationship oriented. They also defined four stages of followers' readiness depending on their ability and willingness to do what was asked of them (Robbins and Coulter, 2009; Robbins et al., 2012).

The Path Goal theory is a contingency theory that states that the leader's job is to assist followers and give direction or support to ensure that their goals are compatible with the organization's goals. This theory identifies four leadership behaviors: directive, supportive, participative and achievement oriented. The theory supports the concept that leaders are flexible and can change their style to fit the situation; it considers the environmental contingency factors like task structure, formal authority system and work group; the subordinates contingency factors like locus of control, experience and perceived ability . Employee's performance and satisfaction highly depends on the leader choice of the appropriate style that suits the situation (Robbins and Coulter, 2009; Robbins et al., 2012).

Leadership is the ability to influence people toward the attainment of organizational goals; leaders can inspire and motivate people beyond their normal level of performance, therefore, organizational success is highly dependent on leaders. The contemporary views differentiate between transactional and transformational leadership, charismatic and visionary leadership, and team leadership (Robbins and Coulter, 2009; Robbins et al., 2012).

Transactional leaders guide followers to attain established goals by rewarding them for their productivity while transformational leaders inspire followers to reach extraordinary outcome and proved to be more effective in terms of creativity, goal attainment, higher productivity, less turnover and more employee satisfaction. Charismatic leaders have vision, take risks, are sensible to environment and followers needs, and their personality and behavior inspire people. Some authors relate charisma to personal traits but others believe that charismatic behavior can be learned (Robbins et al., 2012). Visionary leaders have the ability to create a realistic and

attractive vision of the future that improves present situation, they speak to the heart of employees making them live the dream and believe in the possibility to reach their goal.

In today's world, a leader is supposed to manage power, develop trust, empower employees and lead across cultures. Ethical people act on values and beliefs openly; integrity, competence, consistency, loyalty and openness build trust. A leader's role is to mentor followers by assisting and coaching them and providing counseling and sharing information. Effective leaders help followers to lead themselves by exercising self-leadership, creating opportunities and focus on influence not on control. Team leadership includes coaching, facilitating, training, troubleshooting, coordinating with external constituencies and managing team conflicts. Team leaders should know when to intervene and when to let the team work alone (Robbins et al., 2012).

All theories related to leaders and leadership skills do not differentiate between men and women. The misconception that men are better leaders is because assertiveness, dominance and authority are considered male attributes. Men use the transactional leadership style, command-control focusing on productivity and end results, while women use more the transformational leadership and their interpersonal skills like cooperation and collaboration.

Whatever the leadership style used, studies showed that men and women seem equally effective as leaders. Women on board improve their companies financial performance (Vieito, 2012; Adams, 2014), and improve social business practices (Boulouta, 2013). The interpersonal skills, collaborating and listening are more needed in organizations today because jobs these days require teamwork, flexibility and information sharing. Women use their soft skills to motivate, foster communication and to produce high quality work (Sharpe, 2000). A leader is supposed to provide encouragement, have vision and foresight, and be trust worth, dynamic, positive with proactive traits.

A growing number of women today are college graduates and have all the aptitude to be good leaders. Organizations that value diversity and create a culture of equal opportunity are able to motivate and retain the most qualified employees. Diverse backgrounds, experience and leadership styles introduce different perspectives to the workplace and ensure better performance in a competitive and multicultural environment (The Alliance for Board Diversity, 2005). Miller and Triana (2009) confirmed in their studies that board diversity increase innovation and improve organizations reputation which is positively related to organization's performance.

Studies have shown that gender stereotype affects the way managers perceive the behavior of men and women as effective leaders even though research found no significant differences in gender leadership (Catalyst report, 2005). As Yeakel (2015) pointed out that Pew Report found that barriers still exist and women still face double standards in seeking leadership positions even though they are equally qualified. Women leaders who try to behave in a masculine way lose their integrity and are considered less effective and competent (Jackson, Alberti and Snipes, 2014). Personality tests and interviews help to find candidates with leadership traits like extraversion, self-confidence, conscientiousness and openness to experience as well as vision, verbal skills and charismatic presence. But effective leaders could be created with the help of mentors and through leadership programs that teach leadership skills like trust building and situational-analysis skills (Robbins and Coulter, 2009; Robbins et al., 2012). This will lead us to Bandura's self- efficacy theory and the ability to learn and improve leadership ability.

2.1. 3. Bandura self-efficacy theory

Bandura defined the self-efficacy theory as people's beliefs in their own capability to coordinate their skills to reach desired outcome. People who have confidence in their capabilities do their best to achieve challenging tasks. Social and verbal persuasions are good incentives and combined with good knowledge and skills motivate people to expand their effort to reach goals (Weibell, 2011). Bandura believes that learning increases confidence, ability and skill development. He states that mastery and vicarious experiences as well as verbal persuasion and

psychological and affective states can be cultivated in formal professional development and will increase self-efficacy beliefs.

Self-efficacy is not a trait, it is a belief that by coordinating skills people can achieve the desired outcome. Self-efficacy is built through the years by engaging in different experiences and understanding how an event can lead to another. Self-efficacy increases the person's ability to perform the right behavior depending on the situation and the desired goals because he knows that such behavior leads to the intended results. Self-efficacy theory is used to deal with psychological problems, physical health and in professionally behavioral change strategies (Maddux, 2000). People high in self-efficacy are motivated to succeed in any task and negative feedback is an incentive to try harder while people low in self-efficacy might give up or lessen their effort in response to negative feedback (Robbins et al., 2012). Self- efficacy theory motivates individuals to perform better when managers set difficult goals because they set for themselves higher personal goal for their performance.

The self- efficacy theory does not reflect any gender differences in the ability to learn or in the confidence individuals have of their ability to perform a task. It is based on previous experiences and social persuasion that communicates confidence in their abilities. People with high-efficacy look for opportunities and are convinced that they can overcome obstacles through perseverance (Bandura, 2000). Women who set high standards for themselves need to be prepared for leadership and seek continuous learning and professional development throughout their career to improve leadership skills and competency.

Sloma-Williams, McDade, Richman and Morahan (2009) indicated that self-efficacy development is the way to increase the number of women academic leaders and suggest that academy must provide professional development, create opportunities for experimental learning as proactive strategies to achieve gender equity in academic leadership; developing women self-efficacy influences their career choice and leadership.

2.1. 4. Organizational behavior

Organizational behavior studies the behavior of people, individuals and groups, within the organization's structure in order to improve productivity and performance. Organizational behavior helps identify the factors that constitute the glass ceiling, whether it is structural, behavioral or a mix of both. Employees' behaviors give an organization a competitive advantage if they are willing to go beyond their duties and engage in behaviors that are not usually rewarded. This is known as the organizational citizenship behavior (OCB) because it improves organizational effectiveness and efficiency (Nasurdin, Nejati and Mei, 2013).

Nasurdin et al tried to find the gender effect on displaying OCB behaviors like altruism, sportsmanship, courtesy, conscientiousness and civic virtue. They found no gender difference in showing altruism or courtesy contrary to their expectation that women might have more helping behavior and empathy. The same for sportsmanship, there was no gender difference specifically that the study was done in Malaysia, where the sense of community is a societal norm. Unexpectedly, there was only a partial gender influence in showing conscientiousness and non in civic virtue, men were supposed to show more of these behaviors as they are considered traditionally to be the breadwinner of the family and to be more assertive and task oriented. They concluded that employees will engage in extra work if they believe organizational values are aligned with their personal values and that OCB is influenced by job attitude, roles perception and personal traits of people independently of gender.

Personal traits like locus of control, self- esteem, risk- taking and competitiveness are important to organizations (Robbins et al., 2012). The Big Five Model and the Myers-Briggs Type Indicator MBTI are used to assess personality traits. The Big Five personality dimensions are: extraversion, agreeableness, conscientiousness, emotional stability and openness to experience. The Myers-Briggs Type Indicator MBTI defines 16 personality types by combining 4 characteristics of those dimensions:

- Orientation of energy: extrovert/ introvert
- Process of perception: sensing/ intuitive

- Decision making function: thinking/ feeling
- Attitude of life: judging/ perceiving

The purpose is to distinguish the attitude and the ability of the employee to perform the job by matching the SKA- skills, knowledge and ability -of the job seeker to the TDR- task, duty and responsibility- of the job (Robbins et al., 2012). This is crucial to the organization because employees sometimes have to rely on their intuition if they do not have time to analyze the situation or do not have enough information.

Emotional intelligence EI is a personal characteristic that includes self- awareness, self- management, social awareness and relationship management that is reported important to predict positive work attitudes, altruism and successful work performance. OB determines also the relationship between leaders and followers and is concerned with employee job satisfaction. Organizations are more effective if their employees are satisfied; satisfied employees are less likely to engage in deviant behavior and the result will be less absenteeism and turnover (Robbins and Coulter, 2009). Each situation is unique and dictates different behaviors; behaviors cannot be predicted but positive reinforcement can motivate people and encourage behavior to be repeated because it has desired consequences; while negative reinforcement is used to increase behavior that helps avoid unwanted consequences (Robbins et al., 2012).

Kumar and Lee (2014) studied the effect of regulatory focus, promotion and prevention, on displaying conscientiousness or deviant behavior. Promotion is used as a motivation tool to reach desired outcome, while prevention is used to avoid a state that has negative impact on end state. They found that regulatory focus have an impact on conscientiousness and deviance; they suggest that employers should focus their use to reduce deviant behavior more often carried by men since women are less likely to engage in such behavior.

Derue, Nahrgang, Wellman and Humphrey (2011) indicated that leadership behavior has more impact than leadership trait on leadership effectiveness. They signaled that leadership traits are important to select effective leaders independently of gender or intelligence but passive

leadership behaviors reduce effectiveness; they suggested leadership development initiatives to encourage proactive behavior and increase effectiveness. Robbins et al. (2012) reinforce that different activities have an impact on effectiveness and specify that communication increases effectiveness and makes effective managers while networking is an important activity that leads to promotion and makes successful managers.

In- group favoritism is another organizational behavior that has a negative effect on women's advancement. In organizations, people are brought together in groups or teams to do a task (Robbins et al., 2012). People generally feel more comfortable with those who are like them in important respects, including gender; so people who share same characteristics or same beliefs usually form the in-group, share information and support each-others. They form an informal network, cooperate, engage in mentoring and favor members of the in-group in evaluation while neglecting out-group achievement (Volz, Kessler and Von Cramon, 2009).

In-group bias is the tendency for in-group members to attribute their success to intrinsic characteristics, while crediting out-group success to chance. Women trying to find their way to the top often find themselves outside the group in male environment and have to try harder to be visible and stay in professional development opportunities. Since very few women are assigned leadership positions, their performance is closely judged and any failure reinforces stereotypes about their leadership ability.

Mentoring is an important activity that can show faculty members the path to leadership positions. A mentor facilitates women's career progress and advancement by sharing professional knowledge, giving advice about the demands and expectations of the job, providing encouragement, promoting their achievement and offering opportunities to leadership role.

2.1. 5. Psychological and social factors

Emma Watson, UN Women Goodwill Ambassador, addressed The United Nation about women rights in September 2014 stating that women are still not treated equally to men, they are paid less and are not offered equal opportunities for development (Watson, 2014). Watson initiated the campaign He For She, and four months later UN Women launched He For She IMPACT10x10x10 initiative that requires measures from universities, corporations and governments to reach gender equality (UN Women, 2015).

Gender equality is not achieved in most countries; even so many believe in it, very few measures have been taken to reach it. Reasons behind the dearth of women on boards worldwide could be because women do not want to be or because they are not offered equal opportunities. Leadership traits such as being assertive decision takers were considered male characteristics when very few women had college degrees and experience. The shortcoming on the part of women made leadership traits associated with men, but there is no reason why women cannot be assertive or take effective decisions. Watson (2015) confirms that women proved to be good business leaders as much as men but gender stereotypes still exist. Watson adds that the glass ceiling is rigid even in nonprofit sectors where women are a majority; there is disparity in leadership and in pay.

Today, more women are college graduates and many of them get post- graduation degrees, they have the knowledge and are able to think critically on any issue as much as men do. The problem remains for women to be taken seriously in the workplace and listened to their ideas and interventions without having stereotypes filter their abilities. Heath, Flynn and Holt (2014) found that even very successful women find it hard to communicate their ideas clearly in meetings even if they are the experts on the table, partly because of the way they express their views and partly because they let themselves be intimidated by the number of men and their reactions.

Bandura (2000) stated that “Perceived self -efficacy is an influential determinant of career choice and development”. People are motivated and have incentive to act on when they know they can

produce desired effect. Traditionally, women were oriented to choose careers that are socially accepted for them as nurses, teachers and secretaries. These jobs were considered more convenient for women because of their nurturing and caring nature. Therefore, women tend to find themselves with high self-efficacy on these occupations and with low self-efficacy on occupations traditionally held by men (Bandura, 2001). People tend to pursue education and better prepare themselves for the career they choose if they have high level of self-efficacy; unfortunately, perceived occupational efficacy is influenced by parents' gender linked beliefs and by cultural gender stereotype (Bandura, 2001).

Harvard president Lawrence Summers mentioned in 2005 that the innate biological differences between genders is the reason why women are underrepresented in science and engineering. His remark created a controversy because it would affect female confidence to succeed in those areas and would affect their choices and aspirations (Drew, 2005). Gender stereotype in patriarchal society limits women's ambitions but empowering women increases their confidence and motivates them to pursue their goals. People's occupational activities determine how fulfilling their lives are (Bandura et al, 2001). Piña-Watson, Jimenez, and Ojeda (2014) added that individuals who pursue goals they value and who have a sense of competency are more satisfied with their lives especially when their environment supports their goal pursuits. Empowering women will have a positive effect on their wellbeing and improve their productivity.

There is a need to empower women especially in patriarchal societies because education alone will not help them reach their target in life. Social beliefs and practices in patriarchal societies depower women and increase gender stereotype (Rawat, 2014). Only a change in expectations, beliefs, social practices at home, schools and workplace would increase women career choices and development (Bandura et al, 2001). Women have a stronger commitment than men to organizations but still face gender bias and have to overcome barriers in the workplace (Parlea-Buzatu, 2010).

Another social and psychological effect that affects women in leadership positions is the conflict between life and work. Slaughter (2012) confirmed that family obligation is one of the reasons that make women turn down a promotion; women make trade-off more than men have to do. Men believe that their priority is to be the breadwinner of the family, while women who choose to step back and spend more time with their children, might lose their competitive edge when they decide to come back. Slaughter further added that employers prefer to hire men because they are available when needed and can add value to the organization more than women who might ask for flexible or part time jobs to care for their family. Hayman and Rasmussen (2013) found that life-work balance is an issue that affects both males and females. But as Caprino (2013) stated women do not look at childcare the same way men do and this increases the life-work conflict. Caprino added that the cost of ambition is what drives women away from pursuing their professional goals thus they are marginalized when they admit that they give priority to their family.

Culture and traditions in the Arab world in general and in Lebanon in particular expect women to be in charge of household responsibilities, childcare and eldercare as men are expected to be the breadwinner of the family (Ghattas, 2009). As Omair (2008) pointed out, culture in the Arab world affects the way women pursue their careers; women managers accept that men are given priority not only because they are convinced that male characteristics are required but also because men do not have many roles to play like women do, and because men do not like to work for a woman boss. Women's performance is affected by many factors like societal role expectation, family support and household responsibilities (Jamali, 2009). Women are aware that they should be highly committed to their profession to be able to reach leadership positions. This requires a personal determination and high commitment because if women have to balance between their work and family, they will not have time for networking and mentoring activities (Slaughter, 2012).

The underrepresentation of women in academia was also observed by Dean, Bracken and Allen (2009); they confirmed that women still face bias in hiring, workload, salaries and advancement

opportunities. Eddy (2009) added that women have to balance life and work and might not take promotion opportunities because of family responsibilities and husbands' career obligations. Feeling the obligation to put their partner's career first, they do not look for advancement opportunities or plan their career in a way that prepares them for leadership, unlike men who intentionally work for presidency with the support of a mentor and seek opportunities that increase their skills and make them more visible.

Smith, Caputi, Crittenden (2012) indicated that women's career choices, behavior within organization and desire to be promoted is dependent on their glass ceiling beliefs. They consider that women who have denial or resilience beliefs of the glass ceiling are optimistic and their beliefs lead to career satisfaction, work engagement and well-being, they are able to break the glass ceiling and reach leadership positions. While women, who have pessimistic beliefs such as resignation and acceptance beliefs of the glass ceiling will not seek career advancement because those beliefs are negatively related to career and in consequence, they will give priority to life goals (Smith et al, 2012).

Lebanese women had the opportunity to access non- traditional jobs due to the economic condition of the country affected by the war and to the shortage of males who searched for better opportunities abroad. But still their participation and their pay are much lower than men despite the fact that they make more than half of university students (Jamali, 2009). Work -life balance affects the performance and productivity of both men and women and only a family friendly workplace can help establish the equilibrium between work and personal responsibilities (Robbins et al., 2012). Family responsibility and bias in the workplace are reasons why women opt to be unemployed or underemployed (Robbins and Coulter, 2009). Fortunately, in the Middle-East, women get support from grand-parents and extended family in caring for their children but to be able to concentrate more on their career, they need husband's support (Zgheib, Zgheib and Usta, 2006).

2.2 Previous research

Many studies have been made to find the reasons for gender gap in organizations in general and in academia in particular. Although some articles blame women for not asking or for using soft and apologizing language when communicating, others confirm that the system, societal and cultural forces that form the glass ceiling stop women from getting to the top (Gloudeman, 2015). Although women CEOs have proved to improve the financial performance of their companies (Fairchild, 2014), there are only 27 women CEOs in the Fortune 1000, most of them are married with children. In 2014, women were still underrepresented in UK universities with 20% in professorship while they form 45% of the academic workforce, the system still favors men and stops women from reaching their full potential as claimed 50 Cambridge seniors (Black and Islam, 2014).

Jamali et al. (2005) stated that the major obstacle to women advancement is cultural; the patriarchal society expects women to give priority to family responsibilities. Other obstacles are attitudinal as women are not considered reliable and high employee risk, and structural because women are kept out of the formal and informal network and are not assigned to programs that lead to leadership positions.

Priola (2004) looked at gender identities in higher education in a UK university where women occupy most senior positions. In-depth interviews revealed that women manage multi-tasks, encourage teamwork, care for the staff and rely on their communication skills. The feminine attributes used by women managers differentiate their style from the style of men managers and they succeed in implementing a feministic way of leading in a masculine culture. Women are systematic and do all the requirements of a job; men usually like the status they get from a position but do not want to get involved in all activities associated with the job. Men prefer prestigious universities that have access to research and power where they can use their masculine way and leave the jobs they are not interested in, to women. Priola found that women

managers had to create a feminine working environment to be able to maintain a feminine identity in a masculine culture.

Kjeldal, Rindfleish, and Sheridan (2005) investigated the reasons that make the number of women in senior academic positions lower than the number of man after two decades of the equal employment opportunity legislation in Australia. The story of three women academics who have not yet reached senior positions were analyzed to find the impediment to women advancement in a university that have implemented a workplace program intended to improve women's access to opportunities. They found that there was an inequity in male and female teaching load; men have teaching free period that they can use for research and business consulting activities. Informal networking and in-group favoritism enable men to discuss their ideas and promote themselves; they are granted more favors than women who are not even represented fairly in school meetings. Even with the formal elimination of discriminatory structural barriers, the culture of the university did not change; there was still inequity in the way practices are done and women do not have the same opportunities as their male counterpart.

Karkoulian and Halawi (2007) conducted a research on the origins and the impact of work-life conflict on career and family of working women at a Lebanese higher educational institution. They found that work-home conflict is dependent of marital status, the number of children, the dependents, the number of years in the organization and the work status. Many women feel the obligation to reduce their working hours because of their value system, children's needs, and husband's attitude towards their work as well as governmental and organizational regulations. Marital status and increased work responsibilities affect women's career choice because they increase the work-home conflict. Women with less family responsibilities because they are unmarried, with no children or with older children were promoted, fairly paid and did not face any gender discrimination. The university in the study offers flexible work hour, parental leave and day care to alleviate work-life conflict. The researchers believe that work increases women self-esteem, emotional and financial well-being and has a positive effect on children's development. They suggested that the government enforces anti- discriminating legislation, but

consented that gender equity will only be reached if there is a change within society; in people's values, behavior and attitude.

Jo (2008) studied the reasons behind the voluntary turnover of women administrators in higher education institutions. The study was about the unfavorable conditions in the organization's culture that made midlevel women administrators academic or non-academic decide to leave their job. Jo looked at the practices and policies that provoke a voluntary turnover since women rarely switch their jobs for monetary reasons. The most common reason was the relationship with immediate supervisor and the frequent turnover in upper management that negatively affects the moral of employees. The others reasons were in addition to work-life conflict, the difficulty to get a promotion since the requirements were not clear. Jo concluded that in order to retain qualified employees, the university should ensure that they are satisfied, maintain good relation with their supervisors, and have growth opportunities and flexible work hour policies.

A family friendly workplace attracts and retains qualified women, and establishes a university culture that is able to keep a competitive workforce.

Ghattas (2009) studied the psychological and social factors that affect the behavior of women leaders in two American universities and two banks in Lebanon. Ghattas conducted semi-structured interviews with male and female employees from different age groups, religious and political affiliations who worked in these institutions during and after the civil war. The purpose was to find out how women leadership opportunities and styles depend on social and economic environment. She found that women had the opportunity to lead because of the unstable situation and because men looked for better opportunities abroad. Their leadership styles in the universities were criticized; by their male colleagues if they used a feminine style and by faculty members if they showed more of a masculine style and behaved in an authoritarian way. Their feminine attributes helped during the war as it was easier for them to keep the universities open without much conflict with militias. In banks, women's contributions have been acknowledged, but women who have reached leadership positions, admitted that they had to work harder than men in order to be promoted. Family responsibilities increased the work-life conflict in both

cases. Ghattas concluded that women have adapted their leadership style to the situation and this helped them with their career progress; the situational leadership style proved to be successful in both universities and banks.

Sanders, Willemsen and Millar (2009) tried to find out if academic environment affects women professor's career and experience. They tried to understand from women professors who have broken the glass ceiling their perception on how easy it was to become full professor since very few women academics have reached that position in Europe in general and in Netherland in particular. The researchers concluded that women academic who became professors have the perception that it is easy for others to become professors when the environment is women friendly. Having more women professors helps to establish women friendly policies and women culture that encourages women in their career. Older women professors do not have the same easiness to become professor as the youngest one. But the researchers acknowledge the fact that some women professors work part time and some are unmarried or did not have children, therefore they have less family responsibilities and could concentrate more on their career.

Ergeneli, Ilsev and Karapınar (2010) conducted a study on the effects of gender and interpretive habits on the relationship between work-family conflict (WFC) and job satisfaction. The study was done in Turkey; a developing country with an increasing number of females entering the workforce without much change in cultural values. The researchers explained that work-life conflict occurs when someone has many roles that require time, energy and commitment. The work-family conflict has a negative effect on job satisfaction because it becomes hard to perform all the roles adequately; it is also dependent on employee's individual disposition to interpret situations. Working women experience guilt feelings when they cannot assume family roles expected by society and their interpretive habits affect their job satisfaction. The impact of work-family conflict on job satisfaction is more felt with women who are stress –resilient than with women who are stress- predisposing and are prepared for role interactions and expect negative results. Society expects men to perform work responsibilities; men do not feel the same as women do towards home responsibilities and therefore their work-family conflict affects less

their job satisfaction. Ergeneli et al. suggest that work-family conflict would lessen if companies provide facilities like day care centers, flextime and job sharing and if society changes their expectation of gender roles.

Tessens, White and Web (2011) studied the needs and challenges that face senior women at two Australian universities. They investigated why women are still underrepresented in decision making positions, and why there is gender pay gap after 25 years of implementing equal employment opportunity and despite the fact that both universities have leadership “programmes”. The aim of the “programmes” is to prepare women for leadership roles and to build networks of senior women that improve their profile in higher education and change organizational culture. Many participants did not have time to attend the “programmes” but they were convinced of its importance in teaching women strategies and skills that prepare them for leadership roles. Albeit the “programmes” covered people management skills, personal skills, political skills and operational skills; respondents preferred a more targeted leadership development opportunities that provide mentoring, networking, coaching and 360 degree feedback. Respondents also confirmed that men exercise more authority and bullying in the workplace; and senior male academics are granted favors that relieve them from administrative and student support work which grant more time to pursue their interest and advance in their career.

Tlaiss and Kauser (2011) studied the impact of gender, family, and work on the career advancement of Lebanese women managers. Most of the respondents to the in depth face-to-face interviews considered themselves as hard working, have ambitions and believe that their feminine traits are appropriate for managerial positions. They all agreed that their educational attainment and experience were essential to their career advancement. Although, few interviewees said that they had reached managerial positions by chance, many admit that ‘Wasta’ or connections played an important role in their career. Family responsibilities did not prevent women managers from pursuing their career; most of them have domestic help and extended family support. The researchers concluded that what hinders women advancement in Lebanese

organizations is cultural; social traditions and stereotyping attitudes that favor men's advancement despite women qualifications and skills. The patriarchal structure encourages women to choose fields that society find more suitable for their gender role but 'Wasta' sometimes plays a favorable role in women's career.

Bleijenbergh, Van Engen and Vinckenburg (2013) tried to find out how much the ideal academic is gendered and the cause and consequences of underrepresentation of women in higher academic positions at two Dutch universities, one for art and the other for sciences. In both universities, all deans are men. A semi-structured in-depth interviews conducted with six male deans from both universities revealed that women were considered less competent and less committed. Men are considered ideal workers because they are willing to spend long hours at work and their values and behaviors make them more competitive while women have other responsibilities. The assumptions that the ideal academic should be independent, ruthless not collegial do not serve women who spend long hours teaching, organizing, and doing administrative work. The interviewees believe that women lack the skills for academic success known as the hegemonic masculinity like being entrepreneurial and focused, and they cannot show assertiveness, visibility in addition to scientific excellence like men. Women were seen as nerdy in the sciences university and as collegial in the art university, in both cases they do not conform to ideal academic profile.

Pyke (2013) also investigated the reasons why there were few women professors in Australia despite the fact that equal opportunity policies have been applied for decades. Pyke tried to find the academic practices that hinder women's advancement to senior positions through in-depth semi-structured interviews with 24 participants. Although female students and staff outnumber male in universities, many academic females withdraw before being promoted to associate professor which is considered above the glass ceiling. Women do not ask for promotion when they have family responsibilities; they cannot afford to have more workload when they are the only expected caregiver of young children. Bullying, discrimination and the continuous change

of promotion criteria also discourage women, while the availability of mentors and a positive work environment have the opposite effect. The study showed that the factors that affect women's career paths are individual and structural, that do not affect men who are less concerned with family responsibilities, and who do not have to interrupt their careers to start a family, rather have the network and time to do research and publications.

2.3 Conclusion

Women, almost half the population, have come a long way in terms of education and employment. Although they have been successful in many sectors and occupied managerial positions, they are still underrepresented on board; the percentage of their seats on board ranges from 3.1% in Japan to 35.5 % in Norway, with only 19.2 % in US S&P 500 index and no data about the Middle East (Catalyst census, 2014).

Although organizations worldwide promote diversity and are aware of the dearth of women in senior positions, and although many have taken measures to offer equal opportunities for men and women in their workforce, it is still difficult for women to crack the glass ceiling. As is the case in Australia where there have been government legislations to offer equal opportunity for more than two decades, women are still underrepresented in senior positions especially in higher education institutions. Albeit the fact that some universities offer programs to prepare women for leadership positions, men always find their way to the top faster. The problem is not institutional; it is in the practice like informal networking and gender stereotypes that leave women with full workloads and less time for research and publications (Kjeldal et al., 2005; Tessens et al., 2011; Pyke, 2013).

The common factor that impedes women progress in most countries is family-work conflict. Family responsibilities increase the workload of women as they are considered the primary caregiver in the household. As Donald (2013) stated that academia is demanding and academic excellence means full time availability, it is hard for women to be fully dedicated to their work if

they have to care for children or elderly. Family- work conflict affects women's interest and ambition to be CEO's because the demanding job will affect their family obligations; many women delayed to start a family to pursue their career (Rhode and Kellerman, 2006) and others postponed their career until their children are self- sufficient (Akar and Mouchantaf, 2013), even if in the Middle -East in general and in particular in Lebanon, working women rely on extended family members to help them with the children and on affordable domestic help to take care of the house chores (Tlaiss and Kauser, 2011).

Buckalew, Konstantinopoulos, Russell and El-Sherbini (2012); Ergeneli et al. (2010) posit that job satisfaction leads to better performance but in group favoritism, lack of mentoring, gender stereotype at work, in addition to childcare and household responsibilities put women under tremendous pressure. Workplace practices are not equivalent to workplace policies; if women are not fairly evaluated and offered the same advancement opportunities, they cannot break the glass ceiling even if their transformational style of management that focuses on teamwork and relationship is more required in today's organizations (Jackson, Alberti and Snipes, 2014). Women need supportive partners to be fully committed to their career (Rhode and Kellerman, 2006). The socially structured stereotypes of the patriarchal society in Lebanon expect women to be homemakers and family caretakers. Even with affordable domestic help, many women feel guilty of not spending enough time with their children thus postpone their career until their children are grown up, or take a convenient job even if it is below their qualifications (Akar and Mouchantaf, 2013; Bleijenbergh et al., 2013).

Gender stereotypes attribute traits to women and men associated with the belief that women "take care" men "take charge", and occupational stereotype select jobs for women and others for men that support this belief (catalyst, 2005). Women are also subject to a psychological glass ceiling because they internalize gender stereotype and become less willing to ask for promotion (Rhode and Kellerman, 2006). Women's career choices and aspirations are highly affected by social expectations of the patriarchal society and gender stereotypes in Lebanon (Omair, 2008). Until recently when the bank working time was extended, the banking sector in Lebanon was an

appropriate choice for women because of their educational attainment and convenient working hours. During the war, they had the opportunity to reach managerial positions when qualified men left the country for better jobs abroad (Jamali et al., 2005). Women also took advantage of the unstable situation to successfully lead in prestigious universities by adapting a situational leadership style, nevertheless their number in universities senior positions is still very low (Ghattas, 2009).

The literature review showed that women have the characteristics to be good leaders even if their leadership style is different than that of men. Today women have the education, experience and the ambition to become managers yet they are still underrepresented in senior positions and less paid than their male counterpart (Tlaiss and Kauser, 2011). Unequal pay and the dearth of working women in senior positions despite their educational attainment and skills create a negative perception of their qualification for leadership (Jackson, Alberti and Snipes, 2014). Women in the Arab world had to overcome the patriarchal, male dominated social attitude towards working women; even if it is becoming more moderate, there is still a preference to keep women in traditional jobs as men prefer not to work and share responsibilities with them. In consequence, there is overemployment in sectors that women are traditionally encouraged to enter like nursing or teaching (Omair, 2008).

Lebanese women managers describe themselves as hardworking, serious and believe that educational attainment and experience are crucial for women to advance more than it is for men but they also cannot deny the role of 'Wasta', social network and connection, in the career advancement of both men and women (Tlaiss and Kauser, 2011). 'Wasta' done by the family men reinforce male dominance and downgrade women's skills and abilities to be in that position (Akar and Mouchantaf, 2013). Extended family support and affordable domestic help attenuate life-work conflict of Middle-Eastern women but husbands' support is vital for women to be able to pursue their career and have managerial aspirations (Omair, 2008; Tlaiss and Kauser, 2011). Family responsibilities, that make women interrupt their career or take part time jobs, have a negative effect on their advancement (Bleijenbergh et al, 2013).

The patriarchal nature of corporate culture and the traditional societal beliefs limit women career choices and keep them at lower managerial positions even if they are capable and motivated (Tlaiss and Kauser, 2011). The stereotyping attitudes and the belief that family responsibilities affect women's commitment to their career impede their advancement and increase the misperception that they are not suitable for managerial roles. Traditionally, women and men are raised differently and there have been beliefs about the qualification needed for a person to occupy a certain position; it is hard to change the expectations even if measures are taken to give women more opportunities (Bleijenbergh et al, 2013). Leadership positions are demanding and require full commitment, that's why women with family responsibilities are considered less committed to their work and they often lack time for networking and mentoring.

Networking and mentoring can make a crucial difference in women's career advancement because they will learn how to be visible, their performance will be recognized and they will choose jobs that lead to promotion (Rhode and Kellerman, 2006). Women in higher educational institutions complain most of excessive workload, number of teaching hours, and students' counseling that leave them with little time for research and publications necessary for advancement and promotion (Kjeldal et al 2005; Tessens et al, 2011). Academic policies that give women more opportunities should be well integrated into the culture, and measures should be taken to make the practice women friendly and to let women have a voice not only a seat on board (Kjeldal et al 2005).

Women are now a majority of college graduates and a growing share of the talents available for leadership. Organizations that create a culture of genuine equal opportunity are better able to attract, retain, and motivate the most qualified individuals. Reducing the obstacles to women's success also reduces the costs of attrition. It increases employees' morale, commitment, and retention, and decreases the expenses associated with recruiting, training and mentoring replacements. There are many institutional programs that prepare women for leadership roles in organizations and they cover leadership challenges from institutional environments to strategic

planning and professional networking. Networking helps to identify mentors who support women and guide them in their career (Dean, 2009).

This study will look into the glass ceiling style barriers that impede women advancement in three major universities in Lebanon. The semi-structured interviews are conducted with 34 women academics to find answers to the following questions:

- How much the criteria for recruitment and promotion are the reason behind the dearth of women in senior positions?
- To what extent performance evaluation is influenced by societal expectations of the patriarchal Middle-Eastern society?
- How much male attributes are necessary for academic leadership?
- To what extent academic institutions culture value diversity and what measures are taken to improve women representation in leadership positions?

Chapter Three will provide a description of the methodology used in this research, the philosophical approach, the method, population and sampling method used, independent and dependent variables and reliability and validity of the study. As well as, the hypotheses retrieved from the research questions that will be supported or rejected in Chapter Four after discussing the findings of the interviews conducted with 34 female academics having different ranks and occupying different managerial positions.

Chapter 3: Methodology

3.1 Introduction

The literature review done covered related topics such as gender stereotypes, leadership skills, Bandura self-efficacy theory, organizational behavior, in-group favoritism. The above demonstrated that women are successful leaders even though they lead in different style. Adams (2014) stated that companies' financial performance improves with more women in leadership positions. Gender stereotype affects the way people think of women's competence and it affects the way women think of their capabilities; gender stereotype limits their ambition. Even if institutions promote diversity, gender stereotype will unconsciously influence the assessment of decision takers who are most of the time males. In-group favoritism and networking are major obstacles for women's career advancement; their accomplishment will not be evaluated objectively and more credits are given to the in-group members; networking plays also a major role since many decisions are taken outside working hours or workplace while usually women will be taking care of their other responsibilities.

Many researchers have treated the glass ceiling issue and women life-work conflict; the articles reviewed in Chapter Two proved that work-life conflict is a major barrier in many countries, much less in Lebanon thanks to extended family support and domestic helper. As women are always considered the caregiver of the family, it becomes hard for them to be fully committed to their work and available as much as men. Family responsibilities are not limited to the care of young children but apply also to the care of elderly and other people in need in the family. Women feel they are responsible for the wellbeing of their family, and by not giving them enough attention they will always have a guilt feeling and cannot have a fulfilling life; that's why many choose to sacrifice their career for the family benefit or postpone their career to the time they feel they have less family responsibilities.

The other major barrier is institutions culture that is still male dominated, even if decision makers who are majority men try to have more women on campus or on board they unintentionally give women extra administrative work and student counseling that leave them with little time to do research and publications. Those barriers are not written or formally acknowledged but they do hinder women advancement. This paper will look into the barriers that form the glass ceiling in three major universities in Lebanon.

The objective of the research is to investigate what form the glass ceiling takes in academia in Lebanon. The data were collected by conducting semi-structured interviews with 34 female academics at three major universities to be able to understand from women's subjective experiences and interpretations the major obstacles that form the glass ceiling. The main emphasis of this research is to gauge the views and beliefs of women academics having different ranks and in different managerial positions about the glass ceiling impact on women advancement in higher education institutions in Lebanon. The interview questions tackled different issues, related to interviewees' own experience about the glass ceiling, performance evaluation, institutional barriers, and their recommendations concerning the policies and practices that should be implemented to offer women more opportunities.

3.2 Hypotheses

This qualitative research is exploratory; the hypotheses are based on related studies and on the actual representation of women in leadership positions in higher educational institutions in Lebanon to be able to have answers to the research questions of Chapter Two.

In a study done for Collective for Research and Training on Development - Action (CRTD- A), Tailfer (2010) stated that Lebanese women are highly educated and they outnumber men in secondary schools and universities. Albeit women tend to specialize in different fields, they have limited job opportunities as employers still prefer to hire men candidates even if they are less qualified. Tailfer added that highly educated women face gender bias in hiring, and promotion

and very few reach managerial positions. Also, in higher education institutions in Lebanon, as is the case in many countries around the world, the number of women in junior and middle level of administration is much larger than their number in senior positions. The first hypothesis will be looking into this issue to see if it has to do with the recruitment and promotion process.

H1: Recruitment and promotion processes engender the dearth of women in leadership positions.

H0: The shortcoming of women is the only reason behind their dearth in leadership positions.

Taifler (2010) also disclosed that working women in Lebanon face discrimination as unequal pay, gender bias, no social services, daycare and no law to protect them in the workplace. Taifler blames the culture for discouraging women to enter the workforce, professional women choose jobs that do not interfere with their family responsibilities because they are raised with school books that portray women as the family care giver and men as the decision makers. The Middle-Eastern patriarchal societies characterize men as the breadwinner of the family and women as the caregiver (Ghattas, 2009); women are raised as submissive and learn not to speak up from early age (Ghattas and Rassi, 2001). Working women in Lebanon encounter also an attitudinal barrier; they are considered high risk employees because the patriarchal society expects them to give priority to their family (Jamali et al., 2005). The second hypothesis will look into the impact of the patriarchal Middle-Eastern societies on performance evaluation.

H2: Performance evaluation is subject to cultural beliefs and gender stereotypes influence.

H0: Performance evaluation is based on criteria and not influenced by the culture.

Enke (2014) stated that in the United States, women are still under represented in senior-level leadership positions in higher education institutions; because they do not claim power like men do, and because societal and institutional barriers prevent them from using the power that comes with the positions they hold. Sherwin (2014) demonstrated that women are more effective leaders because they have to work harder and avoid mistakes to prove their competence, however they only represent 3% of CEOs worldwide. The third hypothesis will look into the

reasons why this is also true in higher education institutions in Lebanon where very few females have leadership positions even in institutions that follow the American system.

H3: Men only have the attributes needed for academic leadership.

H0: Men and Women have the attributes needed for academic leadership.

Watson (2015) affirmed according to the Pew survey that men and women are equally good business leaders but women are still underrepresented in leadership positions; gender stereotypes reinforce the glass ceiling even in the non-profit sector where most employees are female, there are disparity in leadership positions and inequity in pay. Smith et al. (2012) predicted that women will have to face the glass ceiling for at least 50 more years since little progress has been made to reach gender parity in Leadership. The fourth hypothesis will look into institutions' environment and how much women or family friendly environments affect women representation in leadership positions.

H4: Women's representation in leadership positions depends on institutions' environment.

H0: Women's representation in leadership positions depends on women's accomplishment and motivation regardless of institutions' environment.

3.3 Selected variables

The philosophical position of this thesis is phenomenological; the prime emphasis is to understand women's opinion by conducting in depth semi-structured interviews to collect data. Also this research is interpretive; a positive approach will be used to reach objectivity when analyzing the qualitative data.

The variables in qualitative data are not distinct and measurable; they are more a concept. In this case, the independent variables are the barriers that may form the glass ceiling and hinder women's advancement in higher education institutions in Lebanon. The independent variables that will be investigated and might make a difference in having more women in senior positions are:

- Recruitment and promotion process
- Social beliefs and their impact on performance evaluation
- Gender leadership style
- Institution environment

The dependent variable is the number of women in senior positions.

3.4 Methodology

The prime emphasis of this study is to explore impediments facing women's progress in higher education institutions. A phenomenological approach is needed to understand and explore women's experience and perception of the glass ceiling; and a positivist approach is required to objectively collect, interpret data and find a relationship between the independent variables and the number of women in advanced positions. This case study will use both paradigms to ensure a better understanding of the issue using an inductive reasoning while being objective in analyzing data.

The research is qualitative because it is a more suitable approach to understand and interpret interviewees' perceptions, ideas and opinion; thus fulfil the purpose of this research. The purpose of this case study is to create a framework that enables the discussion of the data collected; compare the outcome to other similar studies and generalize the findings to the study population. The methodology used is interpretative based on in- depth semi- structured interviews with 34 full time female academics having different academic ranks from senior instructor to professor and many occupying advanced administrative positions like associate provost, founding dean, dean, associate dean, chairperson, acting chair, associate chair and director.

The population is 3 universities in Lebanon that follow the American system; the American University of Beirut AUB, Lebanese American University LAU and Notre Dame University NDU. The population is relevant considering the small number of high ranked universities in

Lebanon; the 3 universities are prestigious and renowned in Lebanon and the Arab world and are considered among the leading 10 universities in Lebanon.

The sampling procedure is purposive sampling, the sample is chosen on purpose because the interview questions could be answered by few persons to increase the accuracy and limit the risk of misrepresentations. The study is a case study; it is more descriptive than analytical and the type is a snapshot to be able to investigate the issue at one point of time, the emphasis is in depth study of few cases but in holistic approach. All the interviews were carried on between April and October 2014 to have a clear view in one point of time without major events that could affect their opinion or situation as a snapshot is supposed to be. Interviews took half an hour in average and were tape recorded or hand written if the interviewees preferred so; the semi-structured interviews gave the respondents the possibility to freely express and discuss what is important to them.

The 24 interview questions are based on previous studies and on observation of the actual representation of female academics at the universities investigated. Question 11 was about interviewees' opinion on Williams (2003) allegations, that women are evaluated based on their accomplishment and men based on their potential. Question 16 investigated if men leadership skills are more required in some positions, and it is based on the fact that men occupy most leadership positions. The semi-structured face-to-face interviews enabled to change the order of the questions depending on the respondents' arguments; and to correct them when needed; as was the case in question 3; university One and university Two did not have tenure at the time of the interviews, and the question was changed to senior position instead of tenure positions when it was more appropriate.

The data collected is qualitative and it is valid and relevant because it was collected by direct contact with the interviewees in their office environment and normal place of work. Data analysis is meticulous because some interviewees had non- standard responses. The marital status of the interviewees was not taken into consideration because women in Lebanon feel it is

their responsibility to care for elderly and people with special needs in the family as much as they care for their spouse and children.

The interviewees were carefully selected by inspecting each of the three universities directories, looking for full time academic women most of them occupying administrative posts at the same time. The purpose was to get similar profile from the three universities but it was impossible view the small population and different institutions' culture. In each of the institution, there has been at least one interviewee at the beginning of her career to find out how the glass ceiling is perceived at that level, many interviewees with many years of experience and in middle managerial positions and definitely academic women who have broken the glass ceiling and have high administrative posts in the three universities.

At the time of the interviews, there was only one woman associate provost and three female deans, one in each university. Many of the interviewees had occupied different managerial positions throughout their career. Also some of the interviewees have initiated programs, developed community activities, founded new faculties and co-founded new branches. Many interviewees had received medals and certificates, and many are member of reputable organizations in Lebanon and abroad. After selecting the participants, invitation letters were sent by email, explaining the purpose of the interview and the issues that will be investigated in the questions. Many responded quickly and set an appointment for the interview.

Interviews were conducted in participants' office during working hour and this has given a better picture of their job's requirement; many times, interviews were interrupted by a colleague or a student as many have the open door policy and everyone feels welcome just to knock and walk in. Interviews took half an hour on average and were tape recorded or hand written if the interviewees preferred so.

Before the interview, the interviewees were reminded of the purpose of the study, the importance of their opinion; and were reassured that their answers will be treated in the strictest confidence

and that they are free to stop anytime or to ask for the recorder to be switched - off. They were also asked for the permission to disclose their name and affiliation in the research output.

Interview questions covered personal aspects as their educational attainment, experiences, number of years in the institutions and how long did it take them to reach their posts. The main purpose of the interviews was to get respondents' opinion and beliefs regarding the glass ceiling at their institutions; the questions were general about the institutions at the beginning and then it was about interviewees' personal experience and how much they encountered incidents that affected their career and how they dealt with them. The interviews also covered the impact of performance evaluation on women's advancement and how much they believed women should accomplish more than men to be promoted. Family responsibilities' impact on their career were investigated from two perspectives, their own and how much they think that family responsibilities might affect managers decisions in hiring and promoting qualified women.

Each university has its own regulation and policies, which explains the difference in the participants' profile. It is important to note that some of the interviewees who did not hold high academic ranks were tenured, chairpersons or directors and they are all full time faculty members.

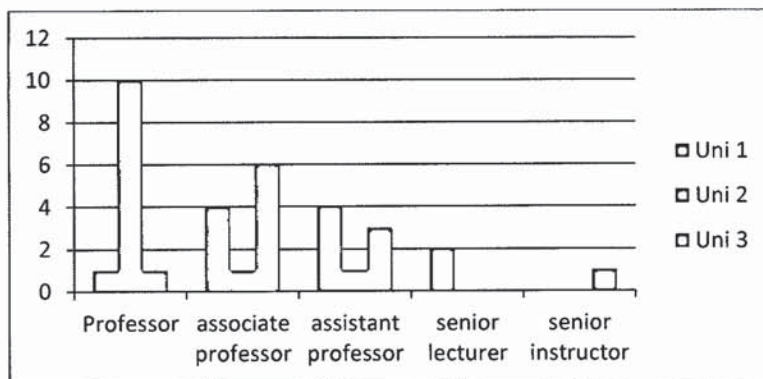


Chart 1: Interviewees' academic profile

The interviews were conducted with twelve professors, eleven associate professors, eight assistant professors, two senior lecturers and one senior instructor. There have been eleven interviewees from university 1, twelve from university 2 and eleven from university 3. The discrepancy in the number of professors between the three universities depends on how old the university is and on its internal regulations.

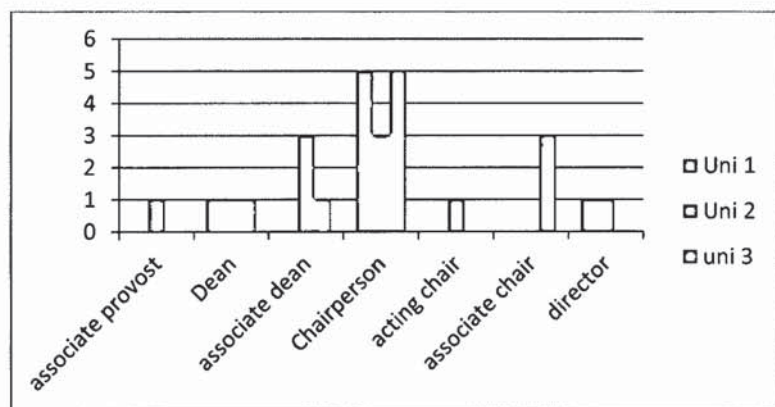


Chart 2: Interviewees' administrative posts

The interviewees had the following administrative positions: one associate provost, one founding dean and two deans; one in each university, four associate deans, thirteen chairpersons, one acting chair, three associate chairpersons and two directors. Many participants have occupied different managerial positions throughout their careers; many have been deans for many years, and many held more than one managerial position at the time of the interview. Managerial positions are rotating, the chart above describes interviewees' administrative posts at the time of the interviews.

3.5 Conclusion

A phenomenological approach is used to explore academic women's experience and perception and a positivist approach is used to collect, interpret and analyze the data. Both paradigm used together ensure a better understanding of this social issue using inductive reasoning while being

objective. The research is qualitative; the raw data collected by recording or hand writing was analyzed to be able to reduce the large amount of data into preliminary categories that enable identifying key concepts for final analysis and interpretation. A cross sectional analysis is conducted to find a pattern and a non-cross sectional analysis is used to identify the particularity of each case. The reasoning is inductive thinking; beginning with the observation that there are few women in senior positions in the universities in Lebanon, the pattern is that there is only one female dean in each of the 3 universities, the hypotheses are related to the barriers that hinder women's advancement to senior positions, the data collected will be used to find patterns and sort data by concepts in order to support or reject the hypotheses.

Validity of the research is measured by the best approximation of the truth of a given proposition or conclusion; and reliability is to extent the study will give the same result if it is done again (Trochim and Donnelly, 2007). Internal validity refers to whether what we are observing makes a difference and changes are attributed to our propositions not to other possible causes, and whether there is enough evidence to support it. There was no threat to the internal validity of this study. There was no selection bias as the sample was carefully selected to be as much similar as possible in the three universities. The discrepancy in the interviewees' academic rank is due to the fact that AUB was founded in 1866, while LAU was founded in 1835 as an American School for Girls and evolved since to become an officially recognized college in 1970 and changed the name from BUC to LAU in 1994, and NDU was founded in 1987. The other reason is universities' own regulation and internal policies. There was also no mortality, history, maturation threats as nobody dropped out and the data was collected in a period of few months. As for regression, instrumentation and testing, they do not apply to this exploratory and descriptive case study.

External validity refers to the degree the conclusion of the research can apply to the broader population. There is no threat to external validity as the people selected, the place and the time are not unusual; and as a social research, this case study could be generalized to the population in the study but not to other universities. The purpose of this case study was not to generalize the

findings but to extract the best practices from this specific case and make them available for different players in the market. Construct validity is the degree to which the study explores what it is supposed to investigate and the degree of objectivity and accuracy in the method used. The findings are supposed to give answers to the research questions. Objectivity is reached by doing a meticulous analysis of the data collected.

Reliability is to what extent the study will give the same result if it is done again. It is the degree of consistency over time and of transparency in collecting and analyzing data. This qualitative research is based on in depth semi-structured face-to-face interviews. The semi-structured interviews with a purposive sample of female academics is used to collect data that enable understanding the glass ceiling impact on women advancement in higher education institutions in Lebanon, while giving the respondents the freedom to express what they feel is important. The study is reliable because the data was collected from credible people in respectful institutions; and the data is accurate because it is collected using face-to-face interviews. The interviewees found the interview questions interesting and covering all the aspects related to the glass ceiling and its impact on their advancement.

The participants were informed about the purpose of the study in the mail sent requesting an appointment for the interview and it was explained again before conducting the interview. Interviewees participated from their own will and accepted to disclose their name in the study outcome. They were assured that their confidentiality and anonymity will be respected.

Chapter 4: Findings

4.1 Introduction

The study covers three major private universities in Beirut that follow the American system. The sample is selected by purposive sampling to get the perception and subjective experience of the interviewees. The aim of this case study is to explore the reasons why there are few women in senior positions in prestigious universities that are known for their prominence and distinction. In higher education institutions, the administrative job is a rotating job, while the academic rank is earned. A lecturer with a PHD will join the university as an assistant professor and after 6 to 7 years will be promoted to associate professor after building a portfolio of teaching hours, committees and administrative work, student evaluation, counseling; and most of all research and a minimum of 3 publications are required. The same is required to be promoted from associate professor to professor after another 6-7 years. Most of the interviewees are proud of their academic accomplishments because they feel that their promotion is earned; they also admit that administrative positions make them feel appreciated and that their work is recognized even if these positions are rotating.

A study done by the Ministry of Education and Higher Education over a period of 3 years showed that the number of professors in universities is much larger than that of administrative staff. The study also showed that the proportion of female students enrolled in universities has been more than 53% of the total number of students (The Lebanese Higher Education System, TLQAA project).

The semi structured interviews with 33 participants from the three universities that follow the American system have given a clear view of the glass ceiling impact on women advancement in higher educational institutions in Lebanon. The participants were carefully selected being full time female academics who had different managerial positions and different academic ranks. In

each of the three universities there was only one women dean of faculty at the time of the interview and there was only one women associate provost. The data collected from each university was investigated apart and then the outcome of the three universities data was compared and added together to be able to test the hypotheses and establish a theory.

4.2 Descriptive analysis

In this part, a critical analysis of participants' answers in each university apart will be done to be able to determine if institution's culture has any effect on the glass ceiling.

4.2.1 University 1

There have been eleven interviews conducted in this university with women academics having the rank of senior lecturer, assistant professor, associate professor and professor, some of them having at the same time an administrative job. There is only one dean in this university, there are also five chairpersons and one director.

Most of the respondents believed that the glass ceiling is a limitation of growth opportunities, some have never heard the term but when explained, they admitted that they have felt it but did not know that it is well defined and documented; most agreed that the glass ceiling is felt at upper levels since there are many women occupying middle managerial positions. Two women only confirmed that there is no glass ceiling at their institution, one of them had been at this university for only one year.

Question 2: How much is the glass ceiling acknowledged in higher education institutions that are supposed to promote diversity?

Most answered that it is not acknowledged, others agreed that it is not discussed but they all know it exists; only one confirmed that it is acknowledged openly.

Question 3: Why do you think since these days women have the professional knowledge, skills and abilities, there are only few in tenure positions?

Since there is no more tenure at this university, the question was asked for senior positions instead. The majority replied that it is women's choice not to apply for these positions because it will be hard for them to balance work and family, others blamed the culture and lack of opportunities for women; only one believed that the shortcoming of women is the reason there are only few in senior positions.

As for questions 4, 5 and 6, some have newly joined the universities while others have been there for more than 25 years. Most of them have a PHD and some chose to postpone their PHD to take care of their children. They all agreed that their academic attainment and experience were a must to get the job in the first place but personality and perseverance are fundamental to keep the job and be promoted.

Question 7: How long did it take you to get to this position?

Some thought it just happened; their hard work is recognized, others think that it took longer than it should. They all agree that the process of getting promoted from assistant professor to associate professor and later on to professor has clear requirements; the most important are research and publications while an administrative position is recognition for their hard work; since the job is rotating, the most qualified will be assigned.

Question 8: Looking back at your career, what are the major things that held you back?

Most of the interviewees agreed that the major thing that held them back is to care for their family needs while others specify that it is cultural as male dominance, gender stereotype, internal politics or institutional barriers like overload in teaching hours and administrative job that leave them with no time for research and publications. One claimed that the lack of resources in Lebanon held her back and this is true in general for both males and females. Only one interviewee said that she did not face serious barriers but she is still at the beginning of her career.

Question 9: Will you describe the barriers you have encountered during your careers and how you dealt with them?

As some of the interviewees had not faced any serious barriers, others complained of not being taken seriously as women, lack of appreciation and of opportunities; and because they had family responsibilities. But they all have kept going being self-motivated and learned to be patient and to keep a positive attitude.

Question 10: What do you think of the way performance is measured?

Performance is supposed to be measured by students, peers, committee evaluations and by the number of publications. Ten interviewees agreed that performance evaluation does not follow any criteria; it is vague and complicated. Their performance is appreciated but not properly measured and they suggest that the extra effort they put in their work should be taken into consideration.

Question 11: How much do you think it is true that women are evaluated based on their accomplishment and men based on their potential?

Most of the respondents answered that that it is true because of the belief that men can do better but it is changing since women have proven to be as efficient, while others explained that women have to do more because men portray what they can do better. One interviewee blamed the way performance is evaluated but very few affirmed that it is not true in this institution: both men and women are hired on their potential.

Question 12: To what extent women should accomplish more than men to be promoted?

In general they all agreed; some explained that it is true for high senior positions only but it is becoming less and less true these days and one admits it is true because promotion is not based on competence. Only one does not believe in it.

Question 13: Can you tell me about a situation you have encountered where you felt you were a better candidate for a position than a male colleague who took the job?

Seven of the interviewees did not encounter such situation and one of them believed that this might happen for higher positions. The other four interviewees had been in similar situations, but did not want to talk about it.

Question 14: How much do you believe that women do not lean in because of the concern that senior positions requirement will increase their work/family conflict?

They all agreed that this is true, they have to accommodate their family needs but it also depends on their husband's attitude since higher positions are demanding and will increase work/life conflict.

Question 15: Do you think institutional barriers really exist or women are having the perception that senior positions are not open for them?

Most of the interviewees explained that institutional barriers exist, not written barriers but it is in the mentality and practices. Others believe that women are having the perception that senior positions are not open for them that is why they do not ask for promotion.

Question 16: How much do you think men leadership skills are more required in some positions?

Most of the interviewees agreed that leadership skills are required; these positions do not require muscle and women are as competent to lead. Two of the interviewees believed that men and women complete each other in senior positions and that there is a need for both styles; one participant considered that men can do better in higher positions because they take decisions faster and some positions require a set of skills that are more male attributes. Only one interviewee insisted that women are better leaders because they lead with their heart and brain.

Question 17: Do you think that top managers are reluctant to promote women because they believe that their family commitment would affect their job performance?

As some agreed that it is unconsciously true, others explained that managers do consider this fact and ask candidates openly about how much they can commit to the job. Two interviewees thought it is not true because promotion is based on accomplishment for both men and women. One interviewee claimed that managers do not like to promote women because they feel threatened by their success.

Question 18: To what degree professional growth opportunities are available for women?

Most agreed that opportunities are available for both men and women but women should want and take them. One interviewee explained that taking the opportunity does not guarantee the promotion but women have to be prepared and ready. Others confirmed that there are limited opportunities for women as if there is an invisible wall.

Question 19: Has this university taken any measures to increase the number of women in senior positions? Are they effectively implemented?

Most of the interviewees confirmed that there is no policy, but acknowledged that there are some individual initiatives that increased the number of women in this university. One said that the growing number of women should be due to a policy that she is not aware of, and only one refused to comment on the subject.

Question 20: How can academic organizations shape their human resource policies and practices to offer more opportunities for women?

Two interviewees recommended having a quota at least for a while to give opportunities for women to break through the glass ceiling and show their full potential; and later on it will become easier for others to follow. Others believed that faculties should have the authority to hire for academic positions, many respondents recommended flexible schedule, training, encouragement, time off, maternity leave. Only one thought that HR should not put restriction on hiring women of childbearing age in senior positions.

Question 21: Do you consider that you have broken the glass ceiling? If yes, how have you succeed? If no, what are still the obstacles to your advancement?

Eight believed that they have broken the glass ceiling; one of them said that she did in some places and did not on others because positions were already occupied by women; one respondent joked that she could only punch it but did not break it yet, and only two interviewees believed there is no glass ceiling to break. Most agreed that it takes hard work, perseverance, dedication and will to succeed. Two of the interviewees stated that they must have done well and their accomplishment enabled them to break the glass ceiling.

Question 22: How much do you think that having women at top positions will make it easier for others to pass through the glass ceiling?

Ten of the interviewees confirmed that having women at top positions is a breakthrough and it becomes easier for others to pass. They assert that women at top positions will be role models and some of them might mentor young females and show them the way to success and to leadership positions. Only one believed that it will not become easier for others but women at top positions will only be an inspiration.

Question 23: What advice do you have for other women to help them advance in their career and overcome potential barriers?

There have been many advices like being optimistic, believing in themselves, persevering, doing the job right, working hard and delivering results. The interviewees also advised that women should have ambition, be visible, take initiative, get involved, be professional, never feel guilty, never give up, be self-motivated, be persistent, keep fighting, believe in their feminine and motherly instinct, know what they want, go for cognitive careers, learn, network and be patient.

Question 24: Is there anything else you would like to add?

Most gave more advice explaining that success has no limit; they believe women should have communication skills and transparency, be serious about their career, maintain a positive attitude, have confidence, energize and promote themselves.

The interviews done in this university indicate that there is a glass ceiling for senior positions and that it is felt by unconscious behavior of men managers and unfair performance evaluation. Although not clearly stated many have given the impression that nepotism exists and that in-group favoritism have hindered their advancement. Work-life balance had the most impact on women's career choice and advancement opportunities. The findings reveal that criteria for recruitment and promotion are the reason for the dearth of women in senior positions and that the beliefs of the patriarchal Middle-Eastern society influence the way managers, who are mostly men, assess women's accomplishment. As for academic leadership skills, almost all assert that women are as competent as men and leading in academia does not require muscles. Albeit academic institutions value diversity and want to have more women in senior positions, men occupy most of them because they ask more, network and portray their work better and because of the beliefs that as the primary breadwinner of the family, they should be given a chance especially that women have other responsibilities and will not be as committed to their jobs.

4.2.2 University 2

In university 2, twelve interviews were conducted with female academics: ten professors, one associate professor and one assistant professor. Most of them occupy high senior administrative positions: associate provost, current and previous dean, associate dean, chairperson, acting chair and founder of community programs. They succeeded in having the university implements a policy that supports women promotion by stopping the clock for a semester as a maternity leave policy. Female academics would have time to adjust, take care of their babies and work on their research and publications to be able to apply for promotion on time. Academic promotions are granted every 7 years for candidates who presented a portfolio that meets the requirements. An assistant professor should have done a number of teaching hours, administrative and committee duties and have many publications to be promoted to associate professor and the same applies to be promoted from associate professor to professor. Every 7 years candidates are either promoted or terminated if their portfolio does not meet the requirements. They all strive to become

professors because it proves their competence. Administrative jobs are rotating but being assigned a managerial position is a kind of recognition for their work.

Nine of the interviewees considered the glass ceiling as a limitation or difficulty to move upward which hinders women progress, one respondent explained that it is a gender inequity in rank and pay but another one affirmed that the glass ceiling is rising to the highest senior positions. Three of the interviewees have not heard of the glass ceiling.

Question 2: How much is the glass ceiling acknowledged in higher education institutions that are supposed to promote diversity?

Half the respondents believed that the glass ceiling is not acknowledged at all, and that any progress is the result of individual struggle. One interviewee said there is no glass ceiling to be acknowledged but the rest said that even if the glass ceiling is not acknowledged openly or systematically, women in senior positions have succeeded to attain a maternity leave policy that stops the clock for a semester and makes it possible for mothers to apply for promotion on time.

Question 3: Why do you think, since these days women have the professional knowledge, skills and abilities there are only few in tenure positions?

At this university there are no tenure positions, the question was asked for senior positions instead of tenure positions. There have been different explanations; most of them believed that women choose to take care of their families because there is no appealing financial gain for a demanding and competitive job. Others explained that the shortcoming of women in certain disciplines, work overload, glass ceiling, underestimation of women competence, lack of support for women and male dominance are the reasons there are few women in senior positions. Some respondents revealed that many have reached senior positions because of their political affiliations. Only one believes that there is no difference between men and women and promotion is based on research records. But as many expressed, men are more strategic and know how to be visible.

As for questions 4,5 and 6 the interviewees have been working for this university for 5 to 40 years and they all have a PHD, some have worked in universities abroad and many have other degrees like post- doctoral, another PHD or another master. They all affirmed that their academic attainment and experience were required to be recruited but their personality and perseverance are a necessity and two of the interviewees indicated that their leadership skills helped them to advance.

Question 7: How long did it take you to get to this position?

Most answered that it took the normal time for promotion process, others explained that all their years of experience even before joining this university. Two of the interviewees explained that they did not seek the administrative position but they have been assigned because they are qualified.

Question 8: Looking back at your career, what are the major things that held you back?

Three of the interviewees answered that nothing held them back, three others explained that taking care of family and children did. The others blamed the interdepartmental politics, jealousy, administrative workload and the non- supportive environment. One interviewee blamed war and political affiliation.

Question 9: Will you describe the barriers you have encountered during your career and how you dealt with them?

One of the interviewee said she did not face any barriers, others confirmed that the barriers they encountered are from administrative culture, male supporting male and blocking women progress; they dealt with them by keeping their integrity and focusing on their career. Others found that there have been incidents that made them unhappy like underestimation of professional women, peers conflict, different opinion but this did not stop them; they would prepare their argument and report it to the people in charge. Others mentioned that the barriers were multiple roles, taking care of children, personal barriers and different background and language but they found the balance that keeps them going.

Question 10: What do you think of the way performance is measured?

Eight of the interviewees agreed that performance is evaluated based on their achievement and publications. The others believed that it is systematic in academic but not in administrative evaluations; it could be tricky and many requirements are taken into consideration.

Question 11: How much do you think it is true that women are evaluated based on their accomplishment and men based on their potential?

Five of the interviewees agreed, five did not agree and two were not sure. But many mentioned that they never thought of it this way but when asked about it, it made sense.

Question 12: To what extent women should accomplish more than men to be promoted?

Seven of the interviewees agreed and one of them revealed that women should accomplish twice as much. Five respondents said that women do not need to achieve more; one of them explained that women have many responsibilities and need more time to achieve and another respondent suggested that women need to express themselves more.

Question 13: Can you tell me about a situation you have encountered where you felt you were a better candidate for a position than a male colleague who took the job?

Eight of the interviewees affirmed that it did not happen with them personally. Four of them did have such incidents but did not want to talk about it.

Question 14: How much do you believe that women do not lean in because of the concern that senior positions requirement will increase their work-family conflict?

Nine of the interviewees believe it is true, three of them specified that it is true when the children are young. Two of the interviewees are certain that women who organize their time are able to handle both; their work and their families. And one insisted that family responsibilities should not stop women from advancing in their careers.

Question 15: Do you think institutional barriers really exist or women are having the perception that senior positions are not open for them?

Six of the interviewees confirmed that institutional barriers exist for administrative positions. One respondent explained that there are more men at the top because men look for power, and women like what they do. Five said it is a perception; only women who are outstanding apply for senior positions. Only one confirmed that both are true, institutional barriers exist and women are having the perception that senior positions are not open for them.

Question 16: How much do you think men leadership skills are more required in some positions?

All of the interviewees do not believe that men can be better leaders and they do not believe that men have leadership skills that women do not have. Many joked that leadership in academia does not need muscles and declared that women can be assertive and take decisions. Only one thought that men are better in certain positions not because they have different skills but because being in senior position, they have to interact with government organizations or embassies that, in the Middle East, still prefer to deal with men.

Question 17: Do you think that top managers are reluctant to promote women because they believe that their family commitment would affect their job performance?

Five of the interviewees think it is possible, three are not sure and three affirmed that it was not true in that university. Only one said that definitely top managers take this into consideration.

Question 18: To what degree professional growth opportunities are available for women?

Nine believed that there are plenty of opportunities available for women; also one specified that they are available in academia and not in administration. The others said that opportunities are not equally available and one specified that there are not equally available in certain areas.

Question 19: Has this university taken any measures to increase the number of women in senior positions? Are they effectively implemented?

Six respondents said that there are no policies but practices that tend to increase the number of women in senior positions. Six agreed that there have been policies and one of them is stopping the clock for women as part of maternity leave but they agreed that there is still a lot to be done.

Question 20: How can academic organizations shape their human resource policies and practices to offer more opportunities for women?

Three agreed that stopping the clock is a good policy, others suggested daycare on campus, equal opportunities and support, proactive policies, flextime, parental leave not only maternal leave, equity in benefits and only one suggested to have a quota.

Question 21: Do you consider that you have broken the glass ceiling? If yes, how have you succeed? If no, what are still the obstacles to your advancement?

Seven admitted that they have broken the glass ceiling with hard work and dedication; one of them believed that she had broken the glass ceiling in academia but not in administration. Two respondents stated that they made a split in the glass ceiling and two others mentioned that they did not break it yet because of lack of support or they need more time. Only one said that she does not care about the glass ceiling, she will keep moving forward.

Question 22: How much do you think that having women at top position will make it easier for others to pass through the glass ceiling?

Two respondents were not sure that it would make any difference; one stated that it depends on women's attitude at top positions; and the others agreed that definitely having a precedent will make a difference as breakthrough, role model and some of them could be mentors.

Question 23: What advice do you have for other women to help them advance in their career and overcome potential barriers?

The successful women interviewed gave the following advice: to focus, build the record, have good relationships with male colleagues, be dedicated, competent, motivated, work hard and have passion for their work, look for excellence and persevere, believe in themselves and keep

their dignity, balance family and work and seek support at home to be able to move forward in their career.

Question 24: Is there anything else you would like to add?

Some did not like to add anything, others gave more advice for women to advance like keeping a positive attitude, not to be too sensitive and take everything personally, to be smart politically in the institution, work hard, have confidence not arrogance and one respondent recommended women to choose the right man.

In this university, women's career aspirations are to become full professor, for them this title shows their competence and achievement. Most did not seek administrative positions but they were chosen because they have proven to be credible, trustworthy and capable. The criteria for recruitment and promotion are clear; they all agreed that being in academia requires dedication and passion. Although as one interviewee mentioned political affiliation is one of the barriers that form the glass ceiling; the glass ceiling is very high in this institutions as many women hold senior positions and many are on the board of trustees.

The evaluation of academic performance is based on end results and is not influenced by the patriarchal Middle-Eastern culture but it is not the case for administrative advancement. They all believed that hard work is recognized and that sometimes women chose not to be too involved for personal reasons especially when the children are young. Most of them insisted that women are able to balance family and career and that having children should not stop women from advancing in their career. None of them believed that men can be better leaders but being in the Middle-East, male are preferred to deal in some situation outside the university.

This university was the first to take measures to improve the condition of women by stopping the clock for a semester as part of maternity leave policy, so women will not lose the promotion track. But they all believe that there are still many measures to be taken in order to reduce the life-work conflict that hinders women advancement.

4.2.3 University 3

In this university, the interviewees are full time senior instructor, assistant professors, associate professors, professors having at the time of the interview administrative positions as founding dean, associate dean, chairperson, associate chair and coordinator.

They defined the glass ceiling as a barrier, not a legitimate barrier but that hinders women advancement even if they have the credentials; one confirmed that it does not exist in academic promotions but it does in administrative positions. One of the interviewees specified that the glass ceiling in academia is not gender related but it is related to majors and to the universities from which they graduated.

Question 2: How much is the glass ceiling acknowledged in higher education institutions that are supposed to promote diversity?

Five interviewees agreed that it is not acknowledged; others explained that it is acknowledged but not explicitly and three confirmed that it cannot be acknowledged since it does not exist.

Question 3: Why do you think, since these days women have the professional knowledge, skills and abilities; there are only few in tenure positions?

Most of the interviewees affirmed there are many women in tenure positions. Others said that societal beliefs and culture make women choose to care for their family instead of advancing in their career. Other respondents explained that men network more while women do not have a role model. One interviewee affirmed that there are few women in tenure positions because there is the glass ceiling.

As for questions 4, 5 and 6, the interviewees have been in this university from 6 to 36 years and they had masters, PhDs and post- doctoral degrees. They are all certain that their academic attainment, experiences as well as their personality and perseverance are a must to get hired and promoted.

Question 7: How long did it take you to get to this position?

Most have said regular time after getting their PhD; others believed that all their accomplishments and previous experiences contributed to their success and to reach these positions.

Question 8: Looking back at your career, what are the major things that held you back?

The interviewees had to face many barriers during their career: cultural barriers, having children with too many responsibilities to juggle, being foreigners, not having a master or a PhD, the civil war and changes in the administration. Two confirmed that what held them back was being a woman, and two said that nothing held them back.

Question 9: Will you describe the barriers you have encountered during your career and how you dealt with them?

Four affirmed that there have not been gender barriers; two others have encountered inside politics barriers but they all dealt with them by having a target and going step by step, excelling on what they are doing, learning the game, fighting each barrier on their way or changing the path to get what they want.

Question 10: What do you think of the way performance is measured?

In this university, performance is measured upon criteria that are the same for men and women, but some revealed that evaluation can be twisted by inside politics. Some of the interviewees suggested that evaluation criteria should improve and take into consideration devotion in assessing not only end work.

Question 11: How much do you think it is true that women are evaluated based on their accomplishment and men based on their potential?

Seven said it is not true while others believed it is true; in group favoritism plays a role in evaluation. One interviewee revealed that women's look is also taken in consideration when evaluating.

Question 12: To what extent women should accomplish more than men to be promoted?

Nine asserted that women do not have to accomplish more to be promoted; one of them mentioned that women have to prove themselves at the beginning of their career. Two interviewees agreed that women should accomplish more because men talk more about their achievements and usually women do the work and men take the credit.

Question 13: Can you tell me about a situation you have encountered where you felt you were a better candidate for a position than a male colleague who took the job?

Seven of the interviewees did not encounter a similar situation. But it happened with four respondents for different reasons: the male colleague was a better communicator, rotating jobs, not having a PHD at the time. One interviewee did not want to talk about it.

Question 14: How much do you believe that women do not lean in because of the concern that senior positions requirement will increase their work-family conflict?

Nine agreed that it is true and it is women's choice, two believed that it should not be the case; women should concentrate on their career and follow the normal path after having their PhDs.

Question 15: Do you think institutional barriers really exist or women are having the perception that senior positions are not open for them?

Three respondents said that institutional barriers really exist; four others believed it is a perception. And four respondents confirmed that positions are open for anyone who is qualified but as one of them confirmed; women should fight more.

Question 16: How much do you think men leadership skills are more required in some positions?

Again in this university, they all declared that senior positions require leadership skills and women have all the attributes to be good leaders, only one mentioned that it is because we live in the Middle East, there is a preference for male leaders for outside the university relations.

Question 17: Do you think that top managers are reluctant to promote women because they believe that their family commitment would affect their job performance?

The answers were equally divided between it is true, possible and no.

Question 18: To what degree professional growth opportunities are available for women?

Ten respondents were certain that professional growth opportunities are equally available; only one said that there is none available.

Question 19: Has this university taken any measures to increase the number of women in senior positions? Are they effectively implemented?

Four of the interviewees did not know if there is any measure taken, others were proud that the university had issued a policy giving a semester off as maternity leave and an extra year to apply for promotion. One said there is no measure but also no restraints.

Question 20: How can academic organizations shape their human resource policies and practices to offer more opportunities for women?

Many recommendations like maternity leave, daycare, elderly care on campus, equal opportunities, support and respect for women leaders, equal pay and paternity leave. One mentioned that having a quota for a short period could help in having more women in senior positions but added that it is demeaning for women to get to positions because of a quota and not because they are qualified and she will not accept it personally.

Question 21: Do you consider that you have broken the glass ceiling? If yes, how have you succeed? If no, what are still the obstacles to your advancement?

Six respondents believed they have broken the glass ceiling with determination, credibility, hard work, fighting every barrier on their way and by having communication skills. Two did not break it yet; one of them said that it will be possible once she gets a higher degree and three are certain that there is no glass ceiling to break.

Question 22: How much do you think that having women at top position will make it easier for others to pass through the glass ceiling?

Most of the interviewees believed that women at top positions are facilitators, break barriers, are models and could be mentors. They also signaled that some women at top positions do not make any difference.

Question 23: What advice do you have for other women to help them advance in their career and overcome potential barriers?

The interviewees recommended that women should stay determined, perseverant, set their priorities, balance their life, perform, be driven by their work, and put their brain, heart and free soul in what they believe.

Question 24: Is there anything else you would like to add?

Some added that women should not let cultural beliefs tie them down, be street smart, do their homework and fight, have passion for what they do and suggested that women should be raised as equal to men.

The glass ceiling was defined as a barrier that hinders women advancement; seven out of eleven interviewees have encountered it in this university, one of them specified it is not related to gender. The glass ceiling is felt in administrative not in academic promotions but it is becoming thinner; institutions do not have discriminatory policies but women still have to prove themselves for managerial positions and they are only considered when there is no competent male available. As for performance evaluation there are criteria for recruitment and promotion;

criteria are clear for academic promotion but in administration, criteria can be twisted by male evaluators who have been raised and live in a patriarchal Middle - Eastern society.

None of the interviewees thought that academic leadership needs male attributes, they believe in leadership skills and only one said that being in the Middle-East, a male figure is more accepted by neighboring countries and governmental organizations. This university had implemented policies to improve the condition of women by granting them a semester off as part of maternity leave and one extra year when they apply for promotion, but many believe there is still more to be done. Respondents recommended that women should set their priorities, get help at home and husband's support to be able to be devoted to their work, and that each woman should fight every barrier and discriminatory action against her; their effort together will help to break the glass ceiling. Women who have broken the glass ceiling have been determined, credible, serious and hard worker. Many advices have been given to be perseverant, smart and most of all to put their brain, heart and free soul in what they believe.

4.3 Main results

The data collected from the 34 semi-structured interviews and analyzed above for each university apart are grouped and analyzed to get a holistic idea of the critical responses.

The first question is intended to find out how much the glass ceiling is felt in academia and if the respondents are aware of its existence.

Question 1	Limitation	No Glass Ceiling	Don't Know	Total
Number	24	7	3	34
Percentage	70.588	20.588	8.824	100

Table 1: Glass Ceiling description

The majority of the respondents agreed that there is a glass ceiling in academia; some confirmed that the glass ceiling is for administrative senior positions and not for academic promotion. They define the glass ceiling as limitation to women advancement even if they have the credentials. One respondent defined the glass ceiling as inequity in rank and pay. Seven participants only believed there is no glass ceiling in academia; one of them said that the glass ceiling in academia is not related to gender but to the field and the university they graduate from and one revealed that the glass ceiling is irrelevant in her faculty.

The respondents gave different reasons for not having many women in tenure or senior positions. Some said it is personal choice but many believed that the glass ceiling is the reason behind the dearth of women in senior positions.

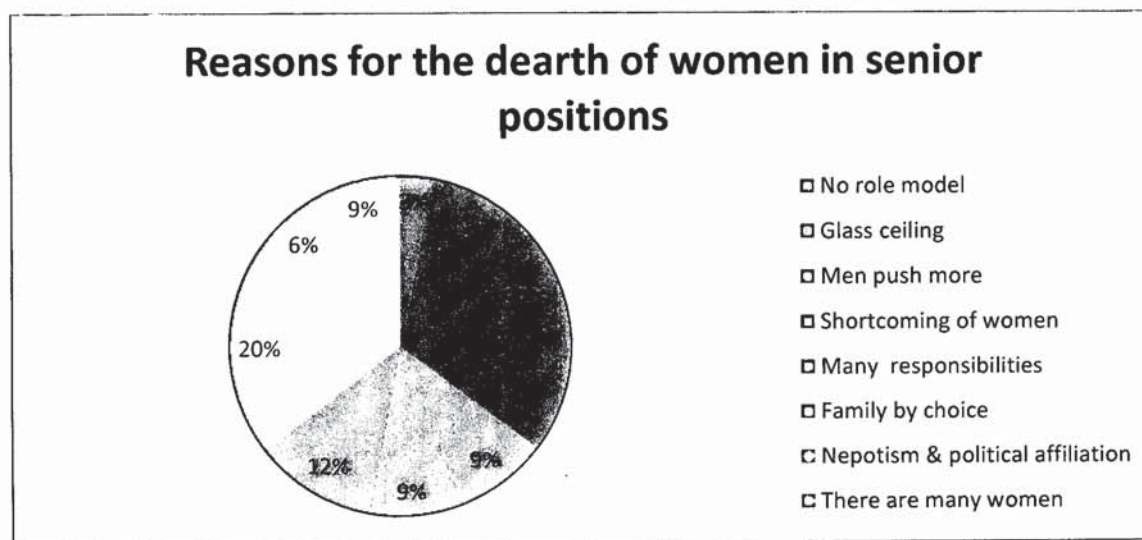


Chart 3: Reasons for the dearth of women in senior positions

The glass ceiling is the reason given by 32% of the respondents while 20% said that women choose to give priority to their families and do not want more responsibilities at work. Some complained that they have many responsibilities to juggle at work and are not ready to have more. Other explanations are nepotism, political affiliation, shortcoming of women, the way men

promote themselves and the lack of role model. Only 9% thought there are many women in senior positions.

Questions 8 and 9 are about the obstacles and barriers the interviewees have encountered during their careers and how they dealt with them. Some of the interviewees named more than one obstacle and they are listed in the table below.

Questions 8 & 9	Family	Gender stereotype	Workload	Internal politics	Language	Others	Nothing
Uni. 1	4	6	1	1	1	2	1
Uni. 2	6	3	2	6	1	2	3
Uni. 3	5	5	0	4	1	2	5
Total	15	14	3	11	3	6	9
Percentage	24.590	22.951	4.918	18.033	4.918	9.836	14.754

Table 2: Obstacles that hinder women's advancement

The major obstacle that hinders women advancement to senior positions are family responsibilities which are considered as a personal choice. The institutional barriers that affect women advancement in the workplace are divided between gender stereotype, workload, internal politics, and others like recruitment policy, lack of resources, lack of appreciation, language for non- Arabic speaking women, not having a PhD and the war. The highest percentage of institutional barriers is for gender stereotype followed by internal politics that intentionally keep women away from decision making positions and form the glass ceiling. Institutional barriers are internal to each university, even if those barriers are not written barriers, they are practiced routinely. Only outstanding women can pass through the glass ceiling when no qualified men are available as has specified one of the interviewees.

The chart below shows how those obstacles are relevant in each of the 3 universities under study.

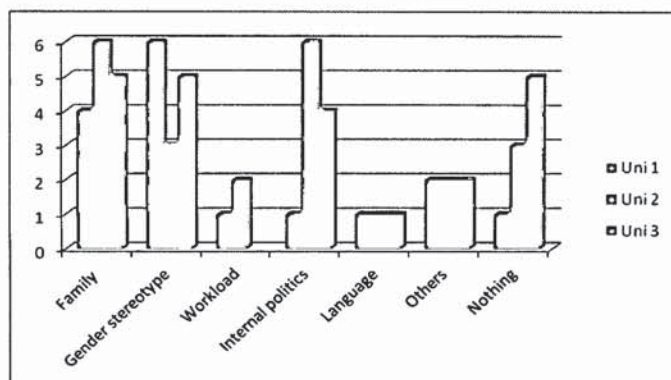


Chart 4: Distribution of barriers in each university

It seems clear from this chart that the obstacles are not the same in the 3 universities. Gender stereotype is the lowest for university 2 but internal politics are the highest; the opposite is true for university 1. The majority of respondents that did not encounter any serious barrier during their career are in university 3 and none have complained of workload.

The interviewees have overcome the barrier by being self-motivated, patient, hardworking, focused on their career, and whenever there is disagreement they will build their argument and report it to their superior, they had sometimes to learn the game and change the path to reach their target; one respondent was very proud to say she has kept her integrity and another one very pleased that she could balance between work and family.

Performance evaluation is critical to the promotion process, to be assigned to administrative positions and to reach senior positions. The interviewees had different opinions concerning the way evaluation is done at their universities.

Question 10	Criteria	No criteria	Unclear criteria	Total
Number	19	5	10	34
Percentage	55.882	14.706	29.412	100

Table 3: Performance evaluation

Almost 56% believed that performance evaluations are based on criteria but most of them stated that it is not as true for administrative positions because evaluation can be twisted. Some criticized the fact that evaluations are based on end results and accomplishments and do not take into consideration their devotion. Almost 15% of the respondents believe that there are no criteria; performance is appreciated not measured. Only 29% said there is no proper evaluation in their institution.

Questions 11, 12 and 13's main purpose was to find if there has been gender discrimination in performance evaluation, how much institution culture appreciates women's effort, whether in-group favoritism limit their growth, and if the interviewees have experienced any discrimination. The first statement was retrieved from William (2003) and the purpose was to find how much this statement hold true in their institutions.

Women are evaluated based on their accomplishment/ men are evaluated based on their potential			
TRUE			13
Some truth			3
No			14
Not sure			4
Women should accomplish more than men to be promoted			
Yes			16
Some truth			4
No			14
Male colleague with less qualifications took the job			
Happened			12
Did not happen			22

Table 4: Bias in evaluation and promotion

Thirteen of the respondents find it is true that women are evaluated based on their accomplishment and men based on their potential. Some of them find that there is some truth in this statement because most evaluators are men and unconsciously they believe that men are better. Others are not sure because they never thought of it but this statement makes sense. One respondent added that women's look is also relevant not only her accomplishment. Fourteen did

not believe it is true but they explained that men portray their work better and that women should make known their capabilities.

Many agreed that women should accomplish more to be promoted and as they explained it “women work, men take the credit” and “men talk, women accomplish”. One respondent explained that women do not need to achieve more but need more time to achieve. Twelve of the respondents have encountered situation where less qualified male colleagues took the job, many did not want to talk about the incident but one respondent said that he was a good communicator.

Questions 14 and 17 investigated the impact of family commitment on women’s advancement.

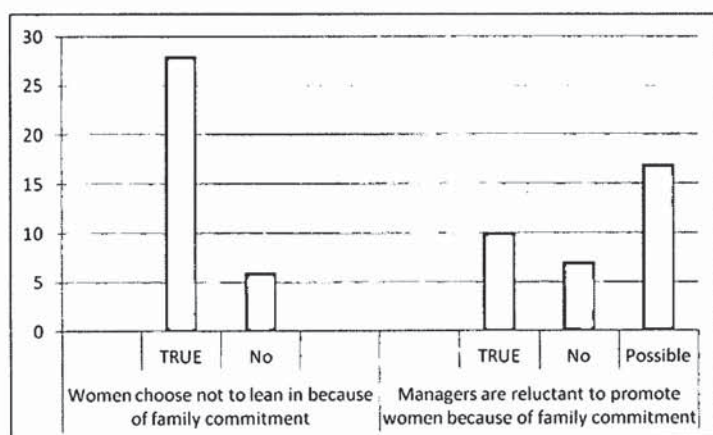


Chart 5: Family commitment impact on career progress

Question 14 was about women’s choice not to lean in because of familial commitments; 28 interviewees said that women put their family first but the others believed that having a family should not stop a woman from pursuing her career and that women are able to balance between their work and their family.

Question 17 tackled the issue from another perspective by asking interviewees if they think top managers are reluctant to promote women because they think that their familial commitments will affect their job performance. Ten of the interviewees answered yes, seven said no and seventeen think that it is possible that they consider this when taking their decisions; also one

suggest that it might be true only with young women at the beginning of their career but usually managers discuss this openly and ask for commitment.

Question 15 was about institutional barriers, if they really exist or women are having the perception that senior positions are not open for them. Seventeen respondents believed they exist, not in written forms but in practice, and the fact that there are few women at the top proved that gender stereotype constitute a barrier. Nine believed it is only a perception; senior positions are open for qualified people but women have to fight more. Others have different explanations like “women have work overload and do not want more”, “men like power, women like what they do”, ‘shortcoming of women, they will not come forward unless they are really good’.

Professional growth opportunities were discussed in question 18. Thirty said they are available but women should want them, also some mentioned that it is available only in certain fields and more in academic than administrative. But many implied that women are reluctant to take the professional growth opportunities because they do not have time to spare and they are not sure whether it will make any difference in their promotion.

The answers for question 19 about measures taken by the university to increase the number of women in senior positions were not identical even in the same institution. Thirteen only said that they have been some measures; the most important is stopping the clock for women. Although this policy is implemented in two of the universities, fifteen said there are no policies but the practice is better than before and there are no restraints, and six did not know about any policy or did not want to comment on the subject. All the interviewees agreed that a lot can be done to improve the conditions of women on campus. Only two suggested having a quota for a short period to reach gender equality in senior positions, one of them explained that it is demeaning for women to be hired or promoted to satisfy the quota and not because they are qualified.

When asked how much they think men’s leadership skills are more required in some positions, most of them laughed. They joked that academia leadership positions do not require muscles.

None of them accepted that being assertive is only a male attribute, and they insisted that women are assertive when needed and their leadership skills and style are suitable for senior positions. One respondent said that the best choice is to have both males and females in senior positions because they complete each other. Only three advanced that sometimes it is better to have men in leadership positions, one of them explained that men take decisions faster and this is required in leadership positions. The other two confirmed that it is a cultural issue of the Middle-Eastern societies that governmental organizations, embassies of neighboring countries prefer to deal with men.

Many interviewees, who have high administrative positions, did not think that they have broken the glass ceiling; some said that they have managed to crack it only. Twenty respondents only admitted they have broken it with determination, perseverance, credibility, seriousness, patience, communication skills and by fighting every battle on their way. Only five interviewees believed there is no glass ceiling to break, and one said that she does not care about the glass ceiling; she will keep the good work and move forward.

The interviewees did not all agree that having women at top position will make it easier for others to pass through; some said it depends on the woman on top but definitely it will be a breakthrough and precedence. Some believed that women in senior position will use their posts to improve women's working conditions but others suggested that they will only be role models and inspire junior female academics.

The interviewees gave many advices to help women build their careers; the most important are: to focus, build the record, perform, have good relationship with male colleagues, believe in themselves, keep their dignity, be perseverant, be determined, have passion to what they do, set their priorities, be motivated, take initiative, get involved, be professional, deliver result, be visible and to put their brain, heart and free soul in what they believe.

4.4 Discussion of the findings

The glass ceiling is defined by Hymowitz and Schellhardt (1986) as an invisible barrier that prevents women from reaching senior positions and is still discussed in many articles and publications. There are only 26 women CEOs in the Fortune 500 in 2014, and the reason as Heffernan (2014) said is that women cannot be themselves at work and therefore they become less competitive. The status of women academic in the three universities investigated seems fair comparing to UK universities where only 20% of professorships are held by women as Black and Islam (2014) confirmed.

More than 70% of the interviewees confirmed that the glass ceiling is a limitation to women in academia to reach senior positions, with only 20% denying its existence. Many said that their career is very demanding but that they love what they are doing. Some had to postpone their PhDs till their children grew and their family responsibilities lessened. There is only one female associate provost and three female deans, one in each of the three universities but many of the interviewees hold high managerial positions and have founded new faculties or were founding members of new programs or new branches of their university, and their contributions were recognized in Lebanon and abroad.

The barriers that the interviewees named as hindering their advancement were diverse: 32% for the glass ceiling, 20% for family-work conflict, 12% for many responsibilities to juggle, 6% for nepotism and political affiliation, 9% for the shortcoming of women, 3% lack of role model, and 9% believed that men push more. The interviewees believed that women decide to put on hold their career because of family-work conflict; women make this personal choice particularly when the working environment is not women friendly. Many women chose not to lean in to be able to care for their family but also some feel that managers are cautious to hire or promote young women because they are worried that they might not be fully committed to their jobs if they decide to start a family. The institutional barriers that create the glass ceiling are gender stereotype, internal politics, workload and in-group favoritism. Many complained of the

workload that prevents them from doing what helps their career progress and discourages them from applying to higher positions. The institutional barriers are not distributed in the same percentage in the three universities, each university has its own practices that are affected by the institution's culture and by top management's attitude.

Performance evaluation and criteria for recruitment and promotion are fundamental and can prove if institutional barriers are formal and written barriers. Recruitment criteria are based on academic attainment and experience; and an interview will determine if the applicant's personality fits the institution culture and the job requirements. Each university has its own culture and mission and it was clear how much they are shared with interviewees of the same institution. Even if recruitment and promotion requirements are particular to each university, all the interviewees agreed that their personality and perseverance played a major role in their career advancement.

Promotions in academic ranks are systematic: a PhD holder will join as assistant professor and in a period of 6 to 7 years, assistant professors are supposed to apply for promotion to associate professors with a portfolio of teaching hours, committee and administrative duties, student counseling and at least 3 publications. Research and publications are given priorities; candidates are either promoted or terminated if they do not meet the requirements. The same applies to be promoted from associate professor to full professor. The bias in evaluation happens in administrative promotion as the interviewees confirmed that even if evaluations are based on criteria, they can be twisted and their hard work and devotion are not taken into consideration. Gender stereotype, the patriarchal society and the Middle - Eastern culture affect consciously or unconsciously how women's work is assessed. Many agreed that evaluators look at women accomplishments and do not consider their potential, while a man with less qualification is sometimes promoted only because he is considered the breadwinner of the family.

Other factors that influence male evaluators are the in-group favoritism and networking. Many respondents said that men push harder and they are better in portraying themselves; and by

delegating much of their administrative work to women in their department they have more time to network. Also many interviewees believe that women should accomplish more than men to be promoted and should always fight to have a fair treatment. Some said that women should prove themselves at the beginning of their career and overcome every obstacle.

Half of the interviewees confirmed that institutional barriers exist and they had to fight their way but some said that when women excel in their work nobody can deny it, and their achievements will be recognized. Growth opportunities are available almost equally for both men and women, but some of the interviewees confirmed that taking the opportunity will increase their life-work conflict.

Two of the universities have lately implemented a maternity leave policy that grant women a semester off at each delivery by stopping the clock so they will not lose promotion track. The interviewees of the three universities agreed that there is a lot to be done to have their institutions women friendly. They suggested having a daycare on campus, elderly care, equal benefits, training, support and respect for women leaders, maternity and paternity leaves and flexible schedules.

All the interviewees asserted that women have all the attributes that make them good leaders. They explained that men have a different way of looking at things and can give more time to their work but women are more democratic in upper administration; they resolve conflict between people and work well with others to benefit the institution. One interviewee said: 'leadership needs heart and brain so women are better'.

4.5 Discussion of the hypotheses

The critical analysis of the data collected from the 34 interviews done with academic women at three different universities that follow the American system in Lebanon gives a clear understanding of the barriers that hinder women's advancement in higher education institutions

in Lebanon. The finding discussed will support or reject the hypotheses translated from the research questions, in Chapter Three.

The first hypothesis was about the impact of recruitment and promotion criteria on women's advancement.

H1: Recruitment and promotion processes engender the dearth of women in leadership positions.

H0: The shortcoming of women is the only reason behind their dearth in leadership positions.

The aim of the first hypothesis was to find how much policies and practices in these universities support women and help them advance in their career. We can conclude from the findings that recruitment criteria are based on academic attainment and experience for both male and female. However, there is always the influence of nepotism, 'Wasta' and political affiliation as a way to get the job and this is true for both men and women. But as much as the criteria are clear for recruitment there is always bias in decision making as was found in the outcome that managers' decision to recruit or promote a woman is affected by the belief that she will not be fully committed to her job because of her family responsibilities.

Academic promotion is based on clear criteria but interviewees suggested that it can be improved and more transparent in one of the universities. The glass ceiling is more felt in administrative promotions especially to senior positions; this explains why there are many women in mid-level positions and few in leadership positions, and why young interviewees, who have been with their institutions for few years, deny the existence of glass ceiling. Women, who have reached leadership positions have been outstanding but many others are highly qualified and do not get the chance to advance. As most interviewees stated evaluation is not transparent in administration there is always bias; in- group favoritism, networking, internal politics and gender stereotypes can modify their performance appraisal.

Only 9% of the interviewees said it is the shortcoming of women that explains the dearth of women in leadership positions compared to 32% for the glass ceiling. Workload and many responsibilities to juggle can be added to the glass ceiling percentage since these practices leave

women with less time to network and to concentrate on their research and publications and on other tasks that can help them advance in their career. The decision women take to give more time for their family could be considered as personal choice, but institutions could alleviate the burden of family-work conflict if they take into consideration women needs and well-being.

Hypothesis 1 is supported and the result is that even if recruitment and promotion criteria are clear, practices are not transparent and affect the number of women in senior positions.

The aim of the second hypothesis is to find to what extent cultural beliefs affect performance evaluation.

H2: Performance evaluation is subject to cultural beliefs and gender stereotypes influence.

H0: Performance evaluation is based on criteria and not influenced by the culture.

This hypothesis investigates how much cultural beliefs and social expectations unconsciously affect performance evaluation. This hypothesis is supported because we can conclude from the findings that women have to accomplish more to be promoted and evaluators who are mostly male are always afraid that women will not be fully committed to their jobs because of family responsibilities and one of the respondents added that they are afraid of women's success. The Middle-Eastern patriarchal societies still expect women to give their first priority to their families and therefore top managers unconsciously prefer to promote men and sometimes they clearly ask women how much they can commit to their job. Some of the interviewees said they were treated as less professional when they were pregnant and when they came back after their maternity leave. And many complained that they are asked to do the work of administrative assistant simply because they are women. Women's contribution is appreciated but not evaluated. Many interviewees proposed that evaluators should not only evaluate end work but should take into consideration their contribution and their effort; as some interviewees explained 'women work and men take the credit'. Hypothesis 2 is supported.

The third hypothesis supposed that men have the required attributes for academic leadership, which explains why men occupy most leadership positions.

H3: Men only have the attributes needed for academic leadership.

H0: Men and Women have the attributes needed for academic leadership

The 3rd hypothesis is based on the fact that since most top managers are male, the position may require male attribute and women cannot fill the positions. The answers to this question were unanimous; women have all the attributes for leadership positions in academia. Women have the same critical thinking and can be as assertive while being democratic. The reason a male leader is preferred is socio- cultural since these universities are in the Middle-East and have many students from neighboring countries, men are still perceived as better leaders. Only one respondent gave credits to men as they usually take decisions quickly and this could be required in some positions. Most respondents think that women can be better leaders because they know how to work with others, one added that women use their heart and their brain which make them good leaders. Hypothesis 3 is rejected.

Hypothesis 4 investigates how much the institution's environment encourages women to pursue their career and goals.

H4: Women's representation in leadership positions depends on institutions' environment.

H0: Women's representation in leadership positions depends on women's accomplishment and motivation regardless of institutions' environment.

High education institutions value diversity and in particular institutions that follow the American system, they try to improve women's representation in leadership positions but the impediment remains in the practice. Decision to increase the number of women in leadership positions should be taken at the top and many measures should follow to raise awareness about the issue and it was clear from the findings, that interviewees of the same university have almost the same opinion about the condition of women at their institution.

Women managers have tried hard and fought to improve women's opportunities in universities. Stopping the clock was a big accomplishment; women will not have to give up on their career to care for the newborn; the extra semester will give them time to adjust, find the balance between work and family and work on their publications. Many said that each woman should fight her own battle, overcome every obstacle but the effort of all the women together can make a change

and break the glass ceiling. Women in academia are hard-working, dedicated and have contributed in many initiatives and programs, they have many achievements but the practices hinder their advancement not the lack of motivation. Many interviewees feel comfortable in their institution's environment but they know that there is a limit to where they can progress and they believe that there is a lot to be done to reach equity in the workplace. They all agreed that if the university takes measures that take into consideration women many responsibilities, they will be more women in senior positions. Hypothesis 4 is supported.

4.6 Conclusion

The concept of this qualitative research is to provide an understanding of women working conditions in 3 higher education institutions in Lebanon, and the glass ceiling impact on their advancement. The in depth semi-structured interviews was used as a mean to gauge participants' views, opinion and experience. The findings supported three hypotheses and rejected one; the independent variables recruitment and promotion processes, social beliefs' impact on performance evaluation and the institution environment, affect the dependent variable: number of women in leadership positions. The third hypothesis, concerning gender attributes that make effective leaders, was rejected. The interviewees believed that men and women have good leadership skills independently of gender attributes. The finding is concluded from women's point of view but might be different if men participated. If men in leadership positions had different opinions about women's leadership skills, they will be confirming the impact of gender stereotypes and socio-cultural beliefs on their decisions which reinforce the glass ceiling.

We can conclude from the finding that women do not lack ambitions; they are highly motivated and hard-working. They are working in a field they choose and love, they are perseverant and devoted. Family is an important side of women's life and to balance between their work and family many had to compromise and give up administrative positions for the sake of their family. Albeit they are working in institutions that promote diversity, women in academia face practices

that are discriminative and prevent them from being fairly evaluated and promoted. Women who had reached senior positions had to fight their way through, worked hard and made their achievements known. Many interviewees, who have focused on their jobs, have been recognized for their achievements and assigned administrative positions they did not seek. They insist that once you deliver nobody can deny it but these women have been fully dedicated to their work, always present, prepared and had their arguments ready and definitely they outperform their male colleagues.

Recruitments and academic promotions are done upon criteria applied for both male and female candidates, but many factors affect recruitments process. Nepotism and connections play a major role in recruitment decisions and this is true for men and women, the glass ceiling is detectable when decision makers prefer to hire men equally or less qualified, because they believe that women will not be fully committed, especially young candidates who might decide to start a family. Academic promotion is systematic and candidates who satisfy criteria and meet requirements will be promoted independently of gender. The glass ceiling manifests when criteria are not clear. The glass ceiling is omnipresent in administrative promotions where evaluators consciously prefer people from their own kind, the in-group favoritism, or unconsciously influenced by gender stereotype and socio-cultural beliefs.

Most interviewees believed that they should work harder and sometimes accomplish twice as much as men to be promoted; many reported that a less qualified male took a job they applied for. Also many interviewees admitted that institutional barriers really exist, others affirmed that women have the perception that senior positions are not open for them but they couldn't explain why there are few women at the top. Most of the interviewees confirmed that professional growth opportunities are available for everyone who seeks them, but many agreed that women have many responsibilities and cannot take advantage of these opportunities.

The maternity leave policy, that senior academic women have worked hard to implement in two universities, supports women in pursuing their academic career and in keeping up with the

academic promotion track. Leadership skills are required for any senior positions and women have all the attributes to be good leaders. Proactive policies and fair practices would change institutions' environment to become women friendly and offer equal opportunities to men and women. Women friendly environment is able to attract and retain qualified women which will add value to the institutions.

Chapter 5: Conclusion and Recommendations

5.1 Introduction

The glass ceiling concept is acknowledged in most organizations and in many countries around the world. Women are still underrepresented in many political and economic sectors. Lyness and Heilman (2006) stated that women's performances are evaluated upon strict standards and there is always bias when decisions for their promotion are made. Traditionally women were oriented to choose fields socially accepted as they are appropriate to their nurturing nature and do not interfere with their family responsibilities.

This study covered the societal barriers and the internal structural barriers defined by The Glass Ceiling Commission (1991-1996), the governmental barriers will not be investigated but interviewees had given some recommendations that government can take to improve the condition of women in the workplace. The societal barriers related to educational attainment are not relevant anymore since female students today make more than half of university students in UK (Ratcliffe,2013) and in Lebanon (The Lebanese Higher Education System, TLQAA project); most of them get post- graduation degrees. The other societal barriers defined by The Glass Ceiling Commission are related to prejudice and stereotypes that still affect women in the workplace even if they have proved their competence. The internal structural barriers are related to recruitment practices, lack of opportunities for career development, different standards for performance evaluation and limited networks of communication.

The outcome of the study is that the glass ceiling type barriers in higher education institutions in Lebanon are internal structural and sociocultural. Sociocultural because the patriarchal Middle-Eastern societies still expect women to give priority to their family, and limit their career aspirations. Work –life conflicts affects tremendously women in Lebanon and many had to make trade - offs between their families and their career. Women do not lack ambition but they had to set their priorities. Also, women's perception of family-work conflict affects the way managers

estimate female employees' abilities (Hoobler et al., 2009). Social factors restrict women careers choice and women in management still face resistance despite their high educational attainments and aspirations to become manager (Tlaiss & Kauser, 2011). In fact, the number of women on board in the Arab world is still less than 2% (Catalyst, 2014) and their low participation is due to cultural and religious issues (Robins et al., 2012).

Family responsibilities have a big impact on women's career progress; they are considered high risk employees and less reliable than their male colleague (Jamali et al., 2005). Slaughter (2012) added that employers prefer to hire men because they are always available and can add value to the organization. Family responsibilities do not affect women's career aspiration; their motivation to come back when family responsibilities lessen depends on how much they believe the glass ceiling can affect their career progress (Smith et al, 2012). Academia is very demanding and workplaces practices and policies, such as promotion criteria and rigid work schedule, are the reasons behind women turnover especially in Higher Education institutions (Jo, 2008).

The literature review revealed that the glass ceiling limits women advancement in higher education institutions in many developed countries. Williams (2005) stated that assertive women are not always appreciated, approval and social acceptance are as important as competence in their career advancement. Jo (2008) and Sanders et al. (2009) assumed that women and family friendly workplace attract and retain qualified female. Vieito (2012) and Adams (2014) affirmed that women in leadership positions improve company's financial performance.

A policy for gender equity in the workplace have been implemented in Australia for more than two decades but female employees still feel discriminated by male top managers and colleagues (Kjeldal et al. 2005, Tessens et al. 2011, Pyke, 2013). Kjeldal et al. stated that informal networking, in-group favoritism and inequity in teaching loads are practices that keep women away from leadership positions. Implementing policies is not enough to reach gender equity; it takes time to change the culture of the institutions (Forster, 2001).

5.2 Main findings

The glass ceiling impact on women advancement in higher education institutions in Lebanon is investigated in this study using a qualitative research and a face-to-face in depth semi-structured interviews to gain a full understanding of the issue. The aim of the study is to provide an understanding of the working conditions of female academic and whether these conditions concede the barriers associated with the glass ceiling and affect the progress of women to leadership positions within their institutions.

The population is 3 major universities that follow the American credit system in Lebanon, and the purposive sampling was used to collect data from a credible source that can give accurate answers, while taking into consideration, interviewing participants from different academic ranks and different administrative positions in each university whenever it was possible. It was clear from the interview findings that participants from the same university have close opinion on the way performance is evaluated and on the obstacles they have faced which reinforce the concept that university culture and mission have a lot of influence on the way policies and practices affect employees' well-being.

The other important finding is that young participants in the three universities are certain that there is no glass ceiling and that they have equal opportunities as their male colleagues. The glass ceiling was most felt by mid-level managers that have experienced discriminatory situations, and by some of the interviewees who have reached senior positions and admitted that the glass ceiling had impeded their career progress but they have been so determined to pass through.

The glass ceiling is defined as the invisible barriers that prevent women from reaching top positions because of gender bias (Williams, 2005). The glass ceiling had a large impact on women's advancement in the higher education institutions investigated, as confirmed more than 70% of the interviewees. Their performance evaluation is not objectively assessed and they

always feel that they have to accomplish more than their male colleagues to be promoted. Many participants complained that they are sometimes asked to arrange meetings, take meeting minutes and do some administrative assistant work simply because they are women.

Many interviewees who have broken the glass ceiling admitted that they have worked hard, given their job first priority and with time they have been appreciated and their contributions have been acknowledged. Gender stereotype, internal politics and in-group favoritism are the institutional barriers that have a large impact on the career progress of female academics. Work overload is the reason why many women choose not to lean in to senior positions; they are worried they will not have enough time for their families and for research and publications essential for their academic promotions. Each institution has its own culture, policies and practices and they affect the way women perceive their advancement and growth opportunities.

In the 3 universities, gender stereotype and the patriarchal Middle-Eastern culture had the same impact on assessing women's work specifically in administrative promotion, male networking and in-group favoritism keep women less informed of leadership opportunities. Those barriers are practices that form the glass ceiling make it hard for women to pass through. They are not written policies but they are institutional barriers as half of the interviewees confirmed. The lack of women on top positions makes it hard for others to overcome those barriers as they cannot find mentors that can help them advance, while men have more time to network and to portray their accomplishment.

The first hypothesis which supposed that recruitment and promotion processes are the reasons behind the dearth of women in leadership positions is supported because recruitment and promotion processes are supposed to follow clear criteria especially in universities that follow the American system and are trying to have a diverse workforce. But recruitment and promotion processes are not transparent, nepotism and gender stereotypes cause bias in decisions. Glass ceiling has the most impact in administrative promotions with many women in mid-level positions and very few on top positions. The shortcoming of women as is assumed in the null

hypothesis can be true in some academic majors, but, it is rejected since women today are competing with men in all fields.

The second hypothesis considers the influence of cultural beliefs and gender stereotypes in performance evaluations. This hypothesis was supported as most evaluators are male, female academics have the conviction that they should always work harder and accomplish more than their male colleagues as most of the respondents confirmed. The patriarchal middle- eastern culture unconsciously affects managers' evaluation as they always tend to give more chance to men because they have a family to support financially. And they always expect women to not be fully committed to their work because they are supposed to care for their families.

The third hypothesis supposed that since most top managers are male in academia, male attributes are needed in academic leadership. This hypothesis is rejected by all interviewees as they all firmly assume that women can effectively lead in academia if not better than men but some said that it is sometimes more convenient to have men in some leadership positions.

Hypothesis 4 is about measures that institutions take to make the workplace women's friendly and in consequence increase the number of women in leadership positions; it was supported because most interviewees agreed that even if some women have succeeded to pass through the glass ceiling, it takes a collective effort to break the glass ceiling. It was possible to issue and implement new policies at AUB, after president Waterbury implied that they should offer more opportunities to women. Policies that make the workplace women friendly encourage women to pursue their career and balance their work- life. Job satisfaction lead to better productivity and women who feel that they have succeeded in assuming their family and work responsibilities are more confident and can accomplish more. The null hypothesis is rejected as women accomplishments and motivation alone cannot increase women's representation in leadership positions.

The study demonstrates that in the population chosen, women advancement is affected by the glass ceiling type barriers that are societal and structural.

Gender inequity in higher education institutions exists in many countries as was concluded from the literature review in Chapter two. Governmental policies taken in Australia to reach gender equalities did not change the practices that are still preventing women from reaching leadership positions. Despite the fact that some universities had leadership programs that help women acquire the necessary skills to advance to leadership positions, the discriminatory practices leave women with work overload that prevent them from attending these programs. Women also, have to endure informal networking and in-group favoritism that grant male colleague favors that help them with their career progress. The glass ceiling type barriers are socio-cultural and internal structural.

Family- work conflicts impede women career aspirations and advancement in most countries as they are considered the primary caregiver of their families and thus, top managers are reluctant to promote them because they are not certain that women can assume both responsibilities successfully. Women had to make trade-offs between their families and their careers and even if it was a personal choice, workplace practices had provoked them to take these decisions. Women tend to internalize gender stereotype and social expectations in their career choices and aspirations. But when they had the chance to be in leadership positions during the Lebanese civil war, women have proven to be successful leaders in prestigious universities by adapting the situational leadership style.

The glass ceiling still prevents women from reaching leadership positions despite the fact that they have the educational attainment, leadership skills and ambition. The dearth of women in leadership positions gives the perception that they cannot be good leaders. Male dominance, nepotism and networking promote men's accomplishments and undermine women's achievements. Women endure most of the workloads such as teaching hours, administrative and committees' duties as well as students' counseling which leave them with little time for research, publications and networking.

The outcome of the study is similar to the conclusion retrieved from the literature review. The glass ceiling impedes women's advancement in higher education institutions; the barriers are societal and institutional. Policies are not enough to make the change and practices are influenced by gender stereotype and in-group favoritism. Academic policies should be accompanied by many measures to change the practices and make the institutions' environments more women friendly. It takes time for the policies to be well integrated and to change people's attitudes and convictions. Work-life conflict is a major factor that affects women's choice in advancing in their careers; women have many career interruptions when they decide to have a family and this will impede their career progress when they decide to come back to a full time job.

5.3 Limitation of the research

The research covered three major universities in Lebanon that follow the American system; the population is small but relevant if we consider the number of universities that follow the American system in Lebanon. It is relevant also because the three universities are among the first ten universities in Lebanon; they are prestigious institutions that have contributed in many researches and initiatives and are well recognized in Lebanon and in the Middle-East. The disparity in the rank of the interviewees between the three universities is due to the internal recruitment and promotion policies that are particular to each university and to each university history.

The purposive sampling was intended to select participants of different academic rank and administrative positions in each university to be able to understand how women with different positions interpret their institution's environment. Also purposive sampling is considered to cause a limitation of the research; the participants of the three universities were carefully selected to have maximum variation sampling in each university. The major limitation of the research is the fact that all interviewees are women and it only takes into consideration females' points of view and opinions. Another limitation is that the finding cannot be generalized to other

universities in Lebanon because they follow different systems or because they have different policies and practices.

Validity and reliability of the research

Construct validity is respected because the study's main purpose is to explore the barriers that hinder women's advancement in higher educational institutions in Lebanon. The outcome was relevant as it defines the barriers that limit women advancement in the three institutions investigated. The large sample enable to reach objectivity, because it covered as many opinions as possible and the purposive sampling enables selecting participants able to give accurate answers. Construct validity is respected as the study investigated what it is supposed to do and the method used enabled objectivity and accuracy in the finding.

Internal validity is also respected because the semi-structural face-to-face interviews enabled the participants to freely express what they think is relevant and was all related to our propositions. There was no threat to the internal validity of this study as the sample was carefully selected in the three universities in order to avoid selection bias. The discrepancy in the interviewees' academic rank between the three universities is due to the fact that the three universities had different histories and that they have been established in different times and also due to their internal policy. The maximum variation sampling was used to investigate the glass ceiling in academia from different points of view. There was also no mortality, history, maturation threats as nobody dropped out and the data was collected in a period of a few months. As for regression, instrumentation and testing, they do not apply to this exploratory and descriptive case study.

As for external validity, the findings of the research cannot be applied to all higher education institutions in Lebanon but they can be generalized to the population. There is no threat to external validity as the participants, the place and the time are meticulously selected but as a case

study the purpose is not to generalize the findings but to extract the best practices from this specific case and make them available for different players in the market.

Reliability is maintained because the study reached almost the same finding as Jamali et al. (2005) who found that women face cultural obstacles: attitudinal as not considered reliable and structural because they are kept out of the formal and informal networks that lead to leadership positions. The study also revealed that work –life conflict affects women’s career aspirations which conforms with Karkoulian and Halawi (2007) findings. Even if the findings are approximate, this study investigated the glass ceiling from different perspectives and concentrated on the impact of the socio-cultural barriers on recruitment and promotion processes and on performance evaluation and not on its impact on women’s career choices. The finding is also aligned with Omair’s (2008) findings concerning career barriers and with the finding of Tlaiss and kauser (2011) that Lebanese women are not reaching high managerial positions because of human resource management practices and organizational policies. There is also similarity with the finding of another study done by Tlaiss and Kauser (2011), that female managers still face discrimination as a result of the patriarchal Middle-Eastern values. The study is also conform to other studies done in different other countries that demonstrate that women are still underrepresented in high managerial positions due to discriminatory practices. There has been transparency in collecting and analyzing data; the data was collected using face-to-face interviews with credible people from respectful institutions. The large amount of raw data was critically and meticulously analyzed to reduce the amount of data and divide it into categories for final analysis.

5.4 Managerial implication

The aim of this study was to find the reasons that hinder women advancement to leadership positions in higher education institutions in Lebanon. The difference with previous research is that it looked into the internal structural barriers that form the glass ceiling from female

academic points of view and into the impact of societal factors on institutions' practices. Work-life conflict was not discussed in its socio-cultural context that pressure women to give priority to their families but as added responsibilities and its impact on institutions' practices. Previous researches investigated the impact of being married and having children on decisions that women take regarding their work. This study considers that women's family responsibilities are not limited to being married with or without children, but it includes other family responsibilities such as the care for elderly and for any family member with special needs.

The finding confirms that socio-cultural factors affect peoples' perception and expectation of women's abilities and affect the way their accomplishment are assessed. Another finding that can make a difference is that when a decision is taken at the top to reach gender equalities, policies are much easier to implement. But this doesn't mean that implementing policies is enough to change practices; many measures should be taken to raise awareness about gender inequality.

The finding also implies that many factors contribute to the dearth of women leaders including lack of role models, gender discrimination, work overload and many other responsibilities to juggle, promotion criteria and workplace environment. Promotion criteria should be clear and many persons should participate in performance evaluation to avoid any bias or discriminatory judgment. Our results indicate that job satisfaction is motivating and women who are appreciated for their work are more productive and hard working. Discrimination and perception of women as weak and unreliable when they are pregnant are not well tolerated as well as expectations that they should come to work and be available whenever needed when they have young children.

The finding confirms, from successful women's points of view, that women are able to balance work and family but institutions policies should respect their biological clock and needs without discrimination and top managers should not treat them as less professional if they have to care for their families. Many women juggled both responsibilities successfully; they have ensured the wellbeing of their families and had a great performance at work, but, it was on their own expense. That is the reason many women choose to make a trade - offs between work and family;

some choose to postpone their career pursue till their family responsibilities lessen while others choose not to start their family to be able to concentrate on their career because by working part time or taking time off, they reduce their chances of reaching higher positions.

The findings suggest that a women friendly environment is able to attract and retain qualified women that could add to the institutions' values and improve their image as promoting diversity and gender equality. Many interviewees confirmed that there are equal growth opportunities for male and female academics but the findings also revealed that taking the opportunity doesn't mean the path to promotion is easier as other factors like in-group favoritism and the ability for men to network affect their advancement. The findings also imply that growth opportunities are more available in academic than in administrative, and that excessive workload makes it hard for women to take advantage of these opportunities.

Work overloads include, in addition to teaching hours and administrative duties, tasks that their male colleagues delegate and that they cannot refuse. Many participants have complained that they do the work while men take the credit and that men are better in portraying their accomplishments. The findings suggest that evaluators should take into consideration their participation in the work and not only the end result. The findings also reveal that if performance evaluation covers all aspects of the job and include women devotion and participation over time, more women would have reached senior positions. With a fair assessment, women wouldn't feel that they have to work more and harder than men to be promoted; this would increase their job satisfaction and commitment.

The study also revealed that successful women who have reached leadership positions were strong minded and did not let discriminatory practices hinder their advancement; they would always prepare their arguments and speak up without being intimidated by the large number of males in meetings. Outstanding women reach senior positions because they are always prepared, focused and outperform their male colleagues. The study also finds that having more women at the top is an opportunity to change the misconception that women are not good leaders; they will

be role models and mentor young females to progress in their career. Mentoring is very important to compensate for the little involvement women have in informal network and support them when they are vulnerable and under a lot of pressure to advance. The breakthrough to senior positions will encourage others to plan their careers, take opportunities and develop attitudes for success.

The finding also confirms that women can be effective academic leaders. They have all the attributes required for academic leadership, they are competent, have passion for their work and share their vision with other decision making. Some respondents mentioned that each position imposes a different style of leading. This study is exploratory and the findings could be further investigated in different perspectives.

5.5 Recommendations

The findings and the recommendations given by the interviewees all aim to improve women's working conditions in higher education institutions in Lebanon. Institutions should have proactive policies that enable women to participate in decision making. The proactive policies provide professional development, flexible workplace structure that offers part time jobs or the ability to work from home, parental leave and improved promotion criteria, and they support and empower female leaders.

The professional development prepares female academics to leadership positions, raises awareness on the importance of diversity and creates a culture that respects and supports women leaders. Policies should be clear on the amount of teaching hours, administrative duties and student's counseling. Having more women leaders will change the perception that they are not good managers and will open the path to others.

Flexible workplace policies encourage women to keep their jobs by working part time or from their home so they will not miss the promotion track. Women who have career interruption are

afraid to lose their competitive edge when they go back to full time positions. Many interviewees suggest having childcare and elderly care available on campus and suggest that parental leave instead of maternal leave will help ensure equality in the workplace.

The proactive policies also encourage having mentors that promote women's accomplishment and encourage young faculty members to advance to leadership positions. Re-evaluating promotion criteria is an important measure to take to reach gender equality. The promotion criteria should be clear and take into consideration all the contributions that female academics provide with less emphasis on research and publications.

Institutions' environments that are women friendly, offer equal growth opportunities and fairly assess women's achievements are able to retain qualified women and profit from their expertise. Women are encouraged to pursue their goals and seek leadership positions when other women have made a breakthrough; the position will not be intimidating when they see that others excel in their work and are able to balance their family and work commitments. At the same time if women believe that leadership positions are not open for them or could increase their family-work conflict, they will not apply for advanced positions and prefer to remain in their post.

Institutions should implement policies that reduce gender discrimination at the work place and take many measures to make the change possible. Seminars, awareness campaigns, recognizing women's achievement, and strict policies on teaching hours and administrative duties are measures that help reach equity in the work place. Women should have a voice on board and in meetings so that they will be able to participate in the decisions made. All men faculty members should be encouraged to mentor women and help them reach their goals by giving advice and promoting their accomplishments.

The study confirmed that there is a glass ceiling in higher education institutions in Lebanon and it is impeding women's advancement to leadership positions. The socio-cultural barriers of the patriarchal society are changing slowly; women are present in many economic sectors and are competing with men in many fields that were considered as male domains. Women today seek

high educational attainment and expertise to be able to prove themselves and overcome societal barriers. The Lebanese society accepts today that women need to work not only to support their family financially but because they are ambitious and want to pursue their career aspirations.

The internal –structural barriers have the most impact on career advancement; institutions should take measures and implement policies that reduce practices that discriminate women in the workplace. Universities should promote diversity and be the first to have equal representations of males and females in leadership positions. Simple measures can encourage women to seek higher positions and to take extra responsibilities. Women who have broken the glass ceiling in this study have been outstanding and focused. If the institutions internal' policies and practices support women in their career, they will benefit from their devotion and expertise.

Finally we can assume from the findings that the institutions' internal structures influenced by the patriarchal Middle-Eastern mentality allow practices that hinder women's advancement to senior positions.

References

- Adams, S. (2014). Companies Do Better With Women Leaders (But Women Need More Confidence To Lead), Study Says. *Forbes, Leadership*. Retrieved from: <http://www.forbes.com/sites/susanadams/2014/02/05/the-10-best-companies-for-women-in-2014/>
- Akar, B., & Mouchantaf, M. (2013). Social (in) injustices of women as school principals in Lebanon. In I. Bogotch & C. Shields (Eds.), *International handbook of social [in]justice and educational leadership* (2). Dordrecht: Springer.
- Babcock, L., & Laschever, S. (2007). Women don't ask, Opportunity doesn't always knock. In Bantam Dell (Ed), *Women Don't Ask: The High Cost of Avoiding Negotiation--and Positive Strategies for Change* (pp. 1-11, 41-44). New York, NY: A division of Random House Inc.
- Bandura, A. (2000). Cultivate self-efficacy for personal and organizational effectiveness. In E. A. Locke (Ed.), *Handbook of principles of organization behavior* (pp.120-136). Oxford, UK: Blackwell.
- Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (2001). Self-efficacy beliefs as shapers of children's aspirations and career trajectories. *Child Development*, 72 (1), 187-206. The Society for Research in Child Development, Inc.
- Black, C. & Islam, A. (2014). Women in academia: what does it take to reach the top? *Guardian Professional*. Retrieved from: <http://www.theguardian.com/higher-education-network/blog/2014/feb/24/women-academia-promotion-cambridge>.
- Bleijenbergh, I. L., Van Engen, M. L., & Vinkenburgh, C. J. (2013). Othering women: fluid images of the ideal academic. *Equality, Diversity and Inclusion: An International Journal*, 32 (1), 22-35. doi: 10.1108/02610151311305597
- Bosse, D.A., Taylor III, P.L. (2012). The Second Glass Ceiling Impedes Women Entrepreneurs. *Journal of Applied Management & Entrepreneurship*, 17 (1), 52-68.
- Boulouta, I. (2013). Hidden Connections: The Link Between Board Gender Diversity and Corporate Social Performance. *Journal of Business Ethics*, 113 (2), p185.

- Browne, N., & Giampetro-Meyer, A. (2003). Many paths to justice: The glass ceiling, the looking glass, and strategies for getting to the other side. *Hofstra Labor & Employment Law Journal*, 21(1), 61-106.
- Bu, F. (2014). Sibling Configurations, Educational Aspiration and Attainment. *Institute for Social and Economic Research, University of Essex*, 11, 1-30.
- Buckalew, E., Konstantinopoulos, A., Russell, J. & El-Sherbini, S. (2012). The Future of Female CEOs and Their Glass Ceiling. *Journal of Business Studies Quarterly* 3(4), 145-153.
- Caprino, K. (2013). The top 6 reasons women are not leading in corporate America as we need them to. *Forbes*. Retrieved from: <http://www.forbes.com/sites/kathycaprino/2013/02/12/the-top-6-reasons-women-are-not-leading-in-corporate-america-as-we-need-them-to/>
- Catalyst Census (1996). Women in Corporate Leadership: Progress and Prospects. Retrieved from: http://www.catalyst.org/system/files/1996_census_of_women_corporate_officers_and_top_earners.pdf
- Catalyst (2005). Women "Take Care," Men "Take Charge:" Stereotyping of U.S. Business Leaders Exposed. Retrieved from: <http://www.catalyst.org/knowledge/women-take-care-men-take-charge-stereotyping-us-business-leaders-exposed>
- Catalyst Census (2013). Fortune 500 women on board directors. Retrieved from: <http://www.catalyst.org/knowledge/2013-catalyst-census-fortune-500-women-board-directors>
- Catalyst Census report (2014). Women Board Directors. Retrieved from:
- Clinton, H. (2013). *New York Time magazine*. Retrieved from: nymag.com/news/features/hillary-clinton-2013-9/index4.htm
- Credit Suisse Research Institute (2012). Does Gender Diversity Improve Performance? *Credit Suisse: News and expertise*
- Dean, D. R., Bracken, S. J., & Allen, J. K. (2009). Introduction: The balancing act revisited: Professional strategy and personal choice on the path to academic leadership. In D. R. Dean, S. J. Bracken, & J. K. Allen (Eds.), *Women in academic leadership: Professional strategies, personal choices* (pp.1-7). Sterling, VA: Stylus.

- Dean, D.R. (2009). Resources, role models, and opportunity makers: Mentoring women in academic leadership. In D. R. Dean, S. J. Bracken, & J. K. Allen (Eds.), *Women in academic leadership: Professional strategies, personal choices* (pp.128-148). Sterling, VA: Stylus.
- Derue, D. S., Nahrgang, J. D., Wellman, N., & Humphrey, S. E. (2011). Trait and behavioral theories of leadership: An integration and meta-analytic test of their relative validity. *Personnel Psychology*, 64 (1), 7–52. <http://dx.doi.org/10.1111/j.1744-6570.2010.01201.x>
- Donald, A. (2013). Women's career progression: three myths about departmental mindset. *The Guardian*. Retrieved from: <http://www.theguardian.com/higher-education-network/>
- Drew D. (2005). Academia's Glass Ceiling: IHEs must work harder to reverse prejudiced beliefs about the male/female achievement gap. *University Business*, 8 (3) p.88.
- Eddy, P. L. (2009). Leading gracefully: Gendered leadership at community colleges. In D. R. Dean, S. J. Bracken, & J. K. Allen (Eds.), *Women in academic leadership: Professional strategies, personal choices* (pp. 8–30). Sterling, VA: Stylus.
- Enke, K. (2014). Conceptions of Power Among Senior Women Administrators at Liberal Arts Colleges in the Upper Midwestern United States. *NASPA Journal About Women in Higher Education, NJAWHE*, 7(2), 199-225. doi:10.1515/njawhe-2014-0014
- Ergeneli, A., Ilsev, A., & Karapınar, P. B. (2010). Work–family Conflict and Job Satisfaction Relationship: The Roles of Gender and Interpretive Habits. *Gender Work & Organization*, 17 (6), 679-695. doi: 10.1111/j.1468-0432.2009.00487.x
- Fairchild C. (2014). Women CEOs in the Fortune 1000: by the numbers. *Fortune*. Retrieved from: <http://fortune.com/2014/07/08/women-ceos-fortune-500-1000/>
- Forster, N. (2001). A case study of women academics: views on equal opportunities, career prospects and work/family conflicts in a UK university. *Career Development International*, 6(1), 28-38.
- Ghattas R., & Rassi, E. (2001). *And Life Continues*. (In Arabic) Beirut, Lebanon: *Naufal Publishing House*.
- Ghattas, R. (2006). Father, Daughter, and Grand Children: The Growth and Survival of a Family Business. *Gutman Conference Center, USA: 6th Global Conference on Business & Economics*.
- Ghattas, R. (2009). Successful Lebanese Female Leaders: A Reality or a Myth? *Oxford Journal*, 8 (1), 81-92.

- Glouderman, N. (2015). No, The Glass Ceiling is not Women's Fault. *The Huffington Post*. Retrieved from: http://www.huffingtonpost.com/nikki-glouderman/no-the-glass-ceiling-is-non-womens-faults_b_6701482.html
- Goudreau, J. (2012). A New Obstacle For Professional Women: The Glass Escalator. *Forbeswomen*. Retrieved from: <http://www.forbes.com/sites/jennagoudreau/2012/05/21/a-new-obstacle-for-professional-women-the-glass-escalator/>
- Granleese, J. and Sayer, G. (2006). Gendered ageism and lookism: a triple jeopardy for female academics. *Women in Management Review*, 21(6), 500-517.
- Groysberg, B. & Bell, D. (2013). Dysfunction in the Boardroom. *Harvard Business Review*, 91(6), 88-95.
- Halawi, D. (2014). Ghaddar, from lone female engineer to top of academia. *The Daily Star*. Retrieved from : <http://www.dailystar.com.lb/News/Lebanon-News/2014/Mar-24/251141-ghaddar-from-lone-female-engineer-to-top-of-academia.ashx#axzz2ws2Brkzx>
- Handley, J. (1994). Women, Decision Making and Academia An Unholy Alliance. *Women in Management Review*, 9 (3), 11-16.
- Hayman, J., & Rasmussen, E. (2013). Gender, Caring, Part Time Employment and Work/Life Balance. *Employment Relations Record*, 13 (1), 45-5.
- Heath, K., Flynn, J., & Holt, M.D. (2014). Women, Find Your Voice: Your performance in meetings matters more than you think. *Harvard Business Review*, 92 (6), 118-121.
- Heilman, M.E. (1995). Sex stereotypes and their effects in the workplace: What we know and what we don't know. In N.J. Struthers (Ed.), *Gender in the workplace* (Special issue). *Journal of Social Behavior and Personality*, 10(6), 3-26.
- Heilman, M.E. (2001). Description and Prescription: How Gender Stereotypes Prevent Women's Ascent Up the Organizational Ladder. *Journal of Social Issues*, 57 (4), 657-674.
- Heffernan, M. (2014). Why do only 26 Fortune 500 companies have female CEOs? *Fortune*. Retrieved from: <http://fortune.com/2014/12/08/competition-gap-women-leaders/>.
- Hoobler, J. M., Wayne, S. J., & Lemmon, G. (2009). Bosses' perceptions of family-work conflict and women's promotability: Glass ceiling effects. *Academy of Management Journal*, 52, 939-957.
- Howard, C. (2014). The World's Most Powerful Women 2014. *Forbes*. Retrieved from:

<http://www.forbes.com/sites/carolinehoward/2014/05/28/ranking-the-worlds-100-most-powerful-women-2014/>

- Hymowitz, C. & Schellhardt, T. (1986). The glass ceiling: Why women can't seem to break the invisible barrier that blocks them from the top jobs, *The Wall Street Journal*, 24, 61-63
- Jackson, A.R., Alberti, J.L., & Snipes, R.L.(2014). An examination of the impact of gender on leadership style and employee job satisfaction in the modern workplace. *Journal of Organizational Culture, Communications and Conflict*, 18(2), 141-153.
- Jalalzai, F.(2008). Women Rule: Shattering the Executive Glass Ceiling. *Cambridge University Press: Politics & Gender*, 4(2), 205-231. Doi: 2048/10.1017/S1743923X08000317
- Jamali, D. (2009). Constraints and opportunities facing women entrepreneurs in developing countries: A relational perspective. *Gender in Management: An International Journal*, 24(4), 232-251. doi: 10.1108/17542410910961532
- Jamali, D., Sidani, Y., & Safiedine, A. (2005). Constraints facing working women in Lebanon: An insider view. *Women in Management Review*, 20(8), 581-594. doi:10.1108/09649420510635213
- Jamali, D., Safieddine, A., Daouk, M. (2006). The glass ceiling: some positive trends from the Lebanese banking sector. *Women in Management Review*, 21(8), 625 – 642. doi: 10.1108/09649420610712027
- Jo, V.H. (2008). Voluntary turnover and women administrators in higher education. *High Educ*, 56, 565–582. doi:10.1007/s10734-008-9111-y
- Karkouljian, S. & Halawi, L. (2007). Women and Work/Life conflict at higher Educational Institutions. *International Journal of Business Research*, VII (3), 116-126.
- Kjeldal, S., Rindfleish, J., & Sheridan, A. (2005). Deal-making and rule-breaking: behind the façade of equity in academia. *Gender and Education*, 17(4), 431–447. doi: 10.1080/09540250500145130
- Kumar, N. & Lee, C. (2014). Regulatory focus and workplace behavior: Organisational citizenship behaviour, workplace deviance and the moderating role of gender. *Journal of general management* 39 (4), 28
- Lyness, K. & Heilman, M. (2006). When fit is fundamental: performance evaluations and promotions of upper-level female and male managers. *Journal of Applied Psychology*, 91(4), 777-785.

- Macrae, C.N., Stangor, C. and Hewstone, M. (1996). *Stereotypes and Stereotyping*. New York: Guilford Press.
- Maddux, J. (2000). Self-efficacy: the power of believing you can. In C.R. Snyder & S.J. Lopez (Eds), *Handbook of positive psychology* (pp.1-30). New York: Oxford University Press.
- Mason, M. & Goulden, M. (2002). Do Babies Matter? The Effect of Family Formation on the Lifelong Careers of Academic Men and Women. *Academe*, 88 (6), 21-27.
- Mason, M. (2013). Manage your career: The Baby Penalty. *The chronicle of Higher Education*. Retrieved from: <http://www.chronicle.com/article/the-baby-penalty/140813>
- Miller, T., & Triana, M. (2009). Demographic Diversity in the Boardroom: Mediators of the Board Diversity–Firm Performance Relationship. *Journal of Management Studies* 46 (5)
- Nasurdin, A.M., Nejati, M. & Mei, Y.K. (2013). Workplace spirituality and organizational citizenship behaviour: Exploring gender as a moderator. *S.Afr.J.Bus.Manage.*, 44 (1) pp.61-74.
- Noszky, E., & Borsos, E. (2014). Paradigm changes in higher education along women’s leadership and academic career paths. *Managerial Challenges of the Contemporary Society*, 7(1), 183-186.
- Omar, K. (2008). Women in management in the Arab context. *Education, Business and Society: Contemporary Middle Eastern Issues*, 1(2), 107-123. doi: 10.1108/17537980810890293
- Pârlea-Buzatu, D. (2010). The Social Psychology of Work: Career Development of Professional Women. *Contemporary Readings in Law and Social Justice*, 2 (2), 331–336.
- Piña-Watson, B., Jimenez, N., & Ojeda, L. (2014). Self-Constraint, Career Decision Self-Efficacy, and Perceived Barriers: Predict Mexican American Women’s Life Satisfaction. *The Career Development Quarterly*, 62, 210-223.
- Priola, V. (2004). Gender and feminine identities – women as managers in a UK academic institution. *Women in Management Review*, 19(8), 421-430. DOI 10/1108/096494204105754149
- Pyke, J. (2013). Women, choice and promotion or why women are still a minority in the professoriate. *Journal of Higher Education Policy and Management*, 35(4), 444–454. doi:10.1080/1360080X.2013.812179
- Ratcliffe, R. (2013). The gender gap at universities: where are all the men? *The Guardian, Education*. Retrieved from: <http://www.theguardian.com/education/datablog/2013/jan/29/how-many-men-and-women-are-studying-at-my-university>

- Rawat, P. S. (2014). Patriarchal Beliefs, Women's Empowerment, and General Well-being. *Academic journal: Vikalpa, The Journal for Decision Makers*, 39 (2), p43-55.
- Ryan, M. K. & Haslam, S. A. (2007). The glass cliff: Exploring the dynamics surrounding women's appointment to precarious leadership positions. *Academy of Management Review*, 32, 549-572.
- Rhode, D.L., & Kellerman, B. (2006). Women and leadership: The state of play. In B.Kellerman & D.L. Rhodes (Eds.), *Women and Leadership: The state of play and strategies for change* (pp. 1-50). San Francisco, CA: JosseyBass. Ryan, J.
- Robbins, S., & Coulter, M. (2009). Management. *Prentice Hall, Pearson International Edition*, 10 ,(pp. 239,300-303, 385-409).
- Robbins, S., Judge, T., & Hasham, E. (2012). Organizational Behavior. *Arab world edition, Pearson*. (pp.9,16,123,270-283,408-410,492-505).
- Sanders, K., & Willemsen, T.M., & Millar, C.C.J.M. (2009). Views from Above the Glass Ceiling: Does the Academic Environment Influence Women Professors' Careers and Experiences? *Sex Roles*, 60,301-312. doi: 10.1007/s11199-008-9547-7
- Sharpe, R. (2000). As Leaders, Women Rule. *Businessweek*, 74-84. Retrieved from: http://www.businessweek.com/common_frames/ca.htm?/2000/00_47/b3708145.htm
- Schein, V. E. (1975). Relationships between sex role stereotypes and requisite management characteristics among female managers. *Journal of Applied Psychology*, 60, 340-344.
- Sherwin, B. (2014). Why Women Are More Effective Leaders Than Men. *Business insider*. Retrieved from: <http://www.businessinsider.com/study-women-are-better-leaders-2014-1#ixzz3afP07LhX>
- Slaughter, A.M. (2012). Why women still can't have it all. *The Atlantic*. Retrieved from: <http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/>
- Sloma-Williams, L., McDade, S.A., Richman, R.C., & Morahan, P.S. (2009). The role of self-efficacy in developing women leaders. In D. R. Dean, S. J. Bracken, & J. K. Allen (Eds.), *Women in academic leadership: Professional strategies, personal choices* (pp. 51-71). Sterling, VA: Stylus.
- Smith, P., Caputi, P., & Crittenden, N. (2012). How are women's glass ceiling beliefs related to career success? *Career Development International*, 17, 458-474. doi:10.1108/13620431211269702

- Tailfer, D. (2010). Women and Economic Power in Lebanon: The legal framework and challenges to women's economic empowerment. *Collective for Research and Training on Development-Action (CRTD-A)*
- Tannen, D. (2010). He said, She said. *Scientific American Mind*, 21(2), 55-59.
- Tessens, L., White, K., & Web, C. (2011). Senior women in higher education institutions: perceived development needs and support. *Journal of Higher Education Policy and Management*, 33(6), 653-665.
- The Alliance for Board Diversity (2005). Women and Minorities on FORTUNE 100 Boards. Retrieved from: http://theabd.org/Women%20and%20Minorities%20on%20F100%20Boards_2005.pdf
- The glass ceiling Commission (1991-1996). Retrieved from: <http://www.leadershipforwomen.com.au/empowerment/articles-on-the-glass-ceiling>
- The glass ceiling Commission (1995). Fact Finding Report of the Federal Glass Ceiling Commission. Retrieved from: <http://www.dol.gov/dol/aboutdol/history/reich/reports/ceiling.pdf>
- The Lebanese Higher Education System LHE, TLQAA project, Ministry of education and Higher Education. Retrieved from: www.tlqaa.org/?q=system/files/LHE_System_v1.1.pdf
- Tlaiss, H. & Kauser, S. (2011): The impact of gender, family, and work on the career advancement of Lebanese women managers. *Gender in Management: An International Journal*, 26 (1), 8-36. doi: 10.1108/175424111111109291
- Tlaiss, H. & Kauser, S. (2011): Career success of Arab women managers: an empirical study in Lebanon. *Education, Business and Society: Contemporary Middle Eastern Issues*, 4(1), 43-61.
- Trochim, W. & Donnelly, J. (2007). The Research Methods Knowledge Base, 3e. *Atomic Dog Publishing*.
- UN Women (2015). UN Women launches HeForShe IMPACT 10x10x10 Initiative: Top global leaders join campaign to advance gender equality. Retrieved from: <http://www.unwomen.org/en/news/stories/2015/01/emma-watson-launches-10-by-10-by-10#sthash.f2Q5n7cL.dpuf>
- Vieito, J. P. T. (2012). Gender, top management compensation gap, and company performance: Tournament versus behavioral theory. *Corporate Governance: An International Review*, 20(1), 46-63. doi: 10.1111/j.1467-8683.2011.00878.x

- Vincenza P. (2004). Gender and feminine identities – women as managers in a UK academic institution. *Women in Management Review*, 19 (8), 421-430. doi: 10/1108/096494204105754149
- Volz, K. G., Kessler, T., & von Cramon, D. Y. (2009). In-group as part of the self: In-group favoritism is mediated by medial prefrontal cortex activation. *Social Neuroscience*, 4(3), 244-260. doi:10.1080/17470910802553565
- Ward, K. & Eddy, P. (2013). Women and Academic Leadership: Leaning Out. Retrieved from: <https://chronicle.com/article/WomenAcademic-Leadership-/143503/>
- Watson, E. (2014). Gender equality is your issue too. Retrieved from: <http://www.unwomen.org/en/news/stories/2014/9/emma-watson-gender-equality-is-your-issue-too>
- Watson, T. (2015). The Social Sector’s Glass Ceiling: Why Women In Leadership Jobs Matter. Retrieved from: <http://www.forbes.com/sites/tomwatson/2015/01/30/the-social-sectors-glass-ceiling-why-women-in-leadership-jobs-matter/>
- Weibell, C. J. (2011). Principles of learning: 7 principles to guide personalized, student-centered learning in the technology-enhanced, blended learning environment. Retrieved from: <https://principlesoflearning.wordpress.com>.
- Weinberger, C. J. (2011). In search of the glass ceiling: Gender and earnings growth among US college graduates in the 1990s. *Industrial & Labor Relations Review*, 64(5), 949-980.
- Williams J.C. (2003). The social psychology of stereotyping: Using social science to litigate gender discrimination cases and defang the “cluelessness” defense. *Employee Rights and Employment Policy Journal*, 7(2), 401–458
- Williams, J. C. (2005). The glass ceiling and the maternal wall in academia. *New Directions for Higher Education*, 130, 91-105.
- Williams, J. C., and Segal, N. (2003). Beyond the Maternal Wall: Relief for Family Caregivers Who Are Discriminated Against on the Job. *Harvard Women’s Law Journal*, 26, 77-162.
- Yaacoub, N. & Badre, L. (2012). Education in Lebanon. *Central Administration of statistics*. Retrieved from: http://www.cas.gov.lb/images/PDFs/SIF/CAS_Education_In_Lebanon_SIF3.pdf

- Yeakel, L. (2015). Shared leadership among women and men: Good news and bad news. *The Huffington Post*. Retrieved from: [http://www.huffingtonpost.com/lynn-yeakel/shared-leadership-among-women-and-men_b_6707424.html?](http://www.huffingtonpost.com/lynn-yeakel/shared-leadership-among-women-and-men_b_6707424.html)
- Zgheib, N., Zgheib, P.W., & Usta, J. (2006). Comparison of Job and Career Satisfaction between Women Physicians and Women Academicians at the American University of Beirut. *J Health Hum Serv Adm. Summer*, 29(1):26-50.

Appendix A: Interview questions

1. How do you define glass ceiling in academia?
2. How much is the glass ceiling acknowledged in higher education institutions that are supposed to promote diversity?
3. Why do you think, since these days women have the professional knowledge, skills and abilities; there are only few in tenure positions?
4. How long have you been in this institution?
5. Can you tell me about your academic background and experiences?
6. How much did your academic attainment and experience contribute to appoint you for the job? What about your personality and perseverance?
7. How long did it take you to get to this position?
8. Looking back at your career, what are the major things that held you back?
9. Will you describe the barriers you have encountered during your career and how you dealt with them?
10. What do you think of the way performance is measured?
11. How much do you think it is true that women are evaluated based on their accomplishment and men based on their potential?
12. To what extent women should accomplish more than men to be promoted?
13. Can you tell me about a situation you have encountered where you felt you were a better candidate for a position than a male colleague who took the job?
14. How much do you believe that women do not lean in because of the concern that senior positions requirement will increase their work-family conflict?
15. Do you think institutional barriers really exist or women are having the perception that senior positions are not open for them?
16. How much do you think men leadership skills are more required in some positions?
17. Do you think that top managers are reluctant to promote women because they believe that their family commitment would affect their job performance?
18. To what degree professional growth opportunities are available for women?

19. Has this university taken any measures to increase the number of women in senior positions? Are they effectively implemented?
20. How can academic organizations shape their human resource policies and practices to offer more opportunities for women?
21. Do you consider that you have broken the glass ceiling? If yes, how have you succeed? If no, what are still the obstacles to your advancement?
22. How much do you think that having women at top position will make it easier for others to pass through the glass ceiling?
23. What advice do you have for other women to help them advance in their career and overcome potential barriers?
24. Is there anything else you would like to add?

Appendix B: Interviewees' profile

The name of the interviewees is listed in alphabetical order in each university.

The American University of Beirut AUB:

Dr. Rima Affifi: Professor and Associate Dean.

Dr. Nesreen Ghaddar: Professor and Associate Provost.

Dr. Nahla Hwalla: Professor and Dean.

Dr. Dima Jamali: Professor and Associate Dean.

Dr. Mey Jurdi: Professor and Chairperson.

Dr. Abla Mehio-Sibai: Professor and Co-founder of the 'University for Seniors' in
Lebanon.

Dr. Cynthia Myntti: Professor, Director of the Neighborhood initiative and founder of the
'University for Seniors'.

Dr. Coralie Pison Hindawi: Assistant Professor and acting Chairperson.

Dr. Najat Saliba: Professor and Chairperson.

Dr. Nisreen Salti: Associate Professor.

Dr. Salma Talhouk: Professor, Associate Dean, Chairperson and Co-founder of AUB's nature
conservation center, Ibsar.

Dr. Huda Zurayk: Professor.

The Lebanese American University LAU:

Ms. Silia Abou Arbid: Senior Instructor and Associate Chairperson.

Dr. Danielle Azar: Associate Professor and Chairperson.

Dr. Rima Bahous: Associate Professor and Chairperson.

Dr. Salpie Djoudourian: Associate Professor and Associate Dean.

Dr. Renee Ghattas: Assistant Professor.

Dr. Silva Karkouljian: Associate Professor and Chairperson.

Dr. Leila Messara: Assistant Professor and Associate Chairperson.

Ms. Melissa Plourde Khoury: Assistant Professor and Associate Chairperson.

Dr. Yasmine Taan: Associate Professor and Chairperson.

Dr. Pierrette Zouein: Associate Professor and Chairperson.

Dr. Nancy Hoffart: Professor and Founding Dean.

The Notre Dame University-Louaize NDU:

Dr. Caroline Akhras: Assistant Professor.

Dr. Carol Ann Goff- Kfourri: Professor

Dr. Lola Beyrouthy: Assistant Professor and Chairperson.

Dr. Doris Jaalouk: Associate Professor and Chairperson.

Dr. Elham Hasham: Associate Professor and Founding member of the North Lebanon Branch
of NDU.

Dr. Hoda Maalouf: Associate Professor and Chairperson.

Ms. Joyce Menassa: Senior Lecturer and Chairperson.

Dr. Maha Mouchantaf: Assistant Professor and Chairperson.

Dr. Viviane Nakhle: Senior Lecturer and Director.

Dr. Mira Thoumy: Assistant Professor.

Dr. Mary-Angela Willis: Associate Professor and Dean.