

**INSTITUTIONAL FACTORS INFLUENCING CAREER
ADVANCEMENT OF WOMEN FACULTY: A CASE OF
KENYATTA UNIVERSITY, KENYA**

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C50/21118/2010

**A THESIS SUBMITTED TO THE SCHOOL OF HUMANITIES AND
SOCIAL SCIENCES IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER
OF ARTS IN GENDER AND DEVELOPMENT STUDIES OF
KENYATTA UNIVERSITY**

NOVEMBER 2015

DECLARATION

This Thesis is my original work and has not been presented for a degree in any other university or any other award.

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DEDICATION

To my dear son Alpha and mother Eunice Mwikali, whose pride in my accomplishments I will always cherish.

ACKNOWLEDGEMENTS

I am sincerely grateful to a number of people who offered me invaluable financial, moral, spiritual and socially. First, I would like to acknowledge my supervisors, Dr. Grace Wamue-Ngare and Dr. Pacificah Okemwa whose professional guidance, untiring counsel and very useful suggestions maintained my commitment throughout the vigorous stages of this work.

Am also appreciative of Kenyatta University for granting me scholarship to pursue my postgraduate studies, this academic work would not have been possible without your financial support. I also wish to extend my sincere appreciation and gratitude to the management of Kenyatta University especially the Vice-Chancellor for allowing me to collect data in the institution. I would also like to thank all faculty members who took part in this study and non academic staff who assisted me in locating the necessary materials needed for the study.

I am grateful to several people who read my work and offered helpful insights. In particular, I want to thank Fred Kariuki, Tabitha Nyaboga, Maryanne Wambui, Esther Mokaya and Pius Odida. To all other people who offered me assistance in one way or another, I want to say thank you.

My deepest appreciation goes to my parents Mr. Peter Malelu and Eunice Malelu both of whom imbued in me a love of learning and fostered my educational achievement, and to my brothers Shadrack and Sylvester whose encouragement I treasure. To my dear son Alpha for the many times you missed my care and concern because of studies.

Finally I would like to thank God for his grace and sustenance throughout the course of the study.

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OPERATIONAL DEFINITION OF TERMS

Career track: Various academic stages known as ranks.

Chilly Environment: An environment which is hostile and unwelcoming to women working in the university.

Faculty: Teaching staff of a university.

Gender discrimination: Unequal treatment of women and men faculty on the basis of their gender.

Glass ceiling: institutional gender challenges that form an invisible barrier that blocks women academicians from attaining higher ranks and positions

Institutional- based session: university calendar for part-time students that run in the months of April, August, and December

Open and distance e-learning (Digital School of Virtual and Open-Learning): teaching which is done for those who cannot access the campuses on regular basis and its on-line/ use the internet.

Productivity: The act of growing ones career by publishing articles or books in the university.

Regular session: University calendar for regular students and it runs from September to April

School: Institution within the university that holds all departments with related disciplines for example School of Education

Tokenism: the practice of promoting or appointing few women in order to demonstrate lack of bias in the workplace.

ABBREVIATIONS AND ACRONYMS

AA	Affirmative Action
AIDS	Acquired Immune Deficiency Syndrome
APC	Appointments and Promotions Committee
CHE	Commission of Higher Education
CUE	Commission for University
CV	Curriculum Vitae
DVC	Deputy Vice-Chancellor
GAD	Gender and Development
GAD	Gender and Development
GBV	Gender Based Violence
GOK	Government of Kenya
HIV	Human Immunodeficiency Virus
IBP	Institutional Based Programmes
KU	Kenyatta University
NGO'S	Non-Governmental Organizations
OI	Oral Interviews

PAC	Promotion and Appraisal Committee
PhD	Doctorate of Philosophy
PWD	People with Disability
SGBV	Sexual and Gender Based Violence
SGBV	Sexual and Gender Based Violence
SH	Sexual Harassment
SHSS	Humanities and Social Sciences
SID	Society for International Development
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America
VC	Vice- Chancellor

ABSTRACT

This study examined the institutional factors militating against career advancement of women faculty: A case study of Kenyatta University. The study was based on the premise that there are some hidden institutional challenges slowing career progress of women faculty. This exists despite the many attempts by universities to implement government calls to gender equality and equity. The promotion criteria at the universities is said to provide equal opportunities to women and men, yet the former are unable to comply with it. The study, therefore, set out, to analyze KU policies and practices governing promotion, as well as, suggest strategies of enhancing women upward career growth. The study was guided by Socialist Feminist Theory and Gender and Development approach. The study targeted all women faculty employed in KU on full time basis. Stratified random sampling in combination with purposive sampling was used and total of 104 respondents took part in the study. Two senior administrators and members of promotion and appraisal committee served as key informants. Primary data was collected through semi-structured questionnaires and interview guides. Secondary data were obtained from policies governing promotion and appraisal. Qualitative data was analyzed into themes, while quantitative was organized into frequency counts and percentages. The research found that career advancement of women faculty at the upper ranks is slow and that they are faced with several challenges such as a busy university schedule, vast institutional physical set-up, biasness in the promotion criteria and in minimal leadership experience, as well as financial and time constrains. Women faculty lacked adequate opportunities to network and gain recognition, they also lacked mentors and faced a lot of negative office politics. To address these challenges the study recommends the following measures: provision of scholarships for studying and research, introduction of flexible working schedule, capacity building, affordability of university press and journal, transport and child care services as well as accommodation facilities within the institution. Gender sensitization of all stake holders, enforcement of affirmative action and reviewing of the promotion and appraisal criteria is also needed. The institution should embark on employing more teaching staff and facilitate pairing women faculty with mentors, as well as, imparting them with skills on time and stress management. This will go a long way in enhancing the career growth of women faculty in Kenyatta University.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

One of the most significant changes to the workforce in the twentieth century was the dramatic increase of women in the labor force, both in the developed and developing countries. Burke and Vinnicombe (2005) suggest that, apart from entering the paid labor market, women are also becoming career-oriented and many are pursuing managerial and professional positions. However, concerns are being raised over the slow progress of women into high ranking positions and jobs. Monroe (2008) posits that, in the workforce, gender correlates highly with occupation type, whereby higher status jobs go disproportionately to men. They further state that the academia is no different from the larger professional world. Women in the academia are said to be under-represented in almost all disciplines, and men are more likely to hold tenure track positions, achieve full professorship and be paid more for work in equal rank.

Majcher (2002) indicates that women academicians in Germany are not able to advance through the hierarchical structure from being graduates; attaining doctoral degrees to being awarded habilitation (the traditional pre-requisite for an academic career) and few are in the highest ranks of professorship. She further states that, women are more likely to be found in junior ranks and tend to fill positions of support character in teaching and research. A significant number of women faculty also work on the part-time basis an aspect that according to Majcher limits women's career tracks.

In the United States, though women are now receiving more than 50 per cent of Doctorate of Philosophy (PhDs), gender equality in the academia is still elusive (Gender Equity Indicators report 2006). The report further states, there exist substantial disparities in salary, rank and tenure between men and women faculty despite the increasing proportion of the latter in the academia. Women are also under-represented in the prestigious and high paying research universities and are said to be more likely to hold the lower faculty ranks, be unmarried or have no or few children as compared to the male faculty (ibid).

During the last two decades, Africa's higher education has witnessed an increase in both students' enrollment and academic staff. However, according to Kwesiga (2002), gender inequality at all levels; in the student's enrollment, faculty and decision-making positions are very clear. She further notes that, in Makerere University, in Uganda, there is a paucity of women in the higher ranks of full and associate professors. The same situation is replicated among the Nigerian universities where women are said to hold less than thirty- five (35) percent of all the academic posts, with the majority being in the lower and middle level ranks (Ogbogu 2006).

Chege and Sifuna (2006) posit that women's under-representation in the academic and administration levels in Kenyan universities is so pronounced. This exists despite presidential decree of 30 per cent women representation in the public service. They observe that women teachers are confronted with negative cultural attitudes and the problem of juggling between family and work. As a result, their advancement in university careers is said to be very slow as compared to their male counterparts.

According to a Commission of Higher Education study (2010), there were 210 men and 24 women Full Professors (10%) in 7 public universities. The same situation was replicated in 14 private universities which reported 61 men and 10 women (14%).

Over the years, Kenya has expressed commitment in achieving gender parity in various sectors. Kenya is a signatory to key international and regional conventions including the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW: 1979), the Nairobi Forward Looking Strategies (1985), the 1995 Beijing Declaration and Platform for Action and the Millennium Development (2000), despite all these, gender inequalities still persist. Locally, the government developed the National Policy on Gender and Development (2000) and the Sessional Paper No.2 of 2006 on Gender Equality and Development, among others. Of much importance is the latest country's development blue print, Kenya Vision 2030, which aims at mainstreaming gender equity in all aspects of society. It acknowledges that women play a critical role in the socio-economic development of any nation (Gok 2008). However, gender inequalities in higher education are still a major concern.

In the Ministry of Education, the adoption of the University Act (Act No.5 of 1985) saw an increase of higher learning institutions and formation of Commission for university (CUE) to oversee the establishment and accreditation of universities. This is said to have enhanced equitable access to university education for boys and girls, men and women (Eshiwani 1993). Kilemi et al. (2007) observes that universities in Kenya have also located their campuses nearer to their target population. This has been achieved through accrediting tertiary institutions located in various parts of the country or

opening up regional campuses in other areas. There is also the funding of projects in primary, secondary and in the university to promote science subjects or careers among girls and women. This has been done in collaboration by the Ministry of Education Science and Technology, Forum for African Women Educationist (Kenyan Chapter) and several universities such as Jomo Kenyatta University of Science and Technology. Further, Egerton University has established a center for women studies and gender analysis to address concerns such as sexual harassment (ibid). However, the Gender Policy in Education (2007) highlights low participation of women in lecturing, research, governance, management and administrative responsibilities at the universities. It further encourages strengthening structures such as gender task forces, advisory bodies, units and studies in the universities.

In spite of the governments' commitment, studies contend that women faculty advancement in the academia is militated against by various socio-cultural and structural factors such as multiple roles, gender stereotypes, feelings of isolation and discriminatory promotional rules (Kanake, 1998, Curtis, 2011, Zimmer, 2003). Nonetheless, Onsongo (2006) points out that there is no open discrimination in the university. However, there is subtle discrimination disguised in promotion procedures and organization culture. She further observes that requirements for advancement include high academic credentials, lengthy service and productivity (publishing articles, journals and writing books). These requirements might disadvantage women as most neither hold PhD nor are likely to have strong research and publishing records. Furthermore, university environment may be unfriendly where women face male bias, sexual harassment and cultural stereotypes in their daily work. The result is women

advancing at a slow rate in their university teaching careers and majority stuck on the lower ranks for long. It is from this background that the current study sought to identify institutional factors that influence career advancement of women faculty.

1.2 Statement of the problem

As discussed in the background, various mechanisms such as Affirmative Action policies have been employed to enhance girls' and women's access to higher education. Over the years, the number of women and men enrolling for post-graduate studies has also increased tremendously. Furthermore, various universities have gone ahead to establish gender departments, and policies in support of the government call for gender equality and equity. The study notes that with increased enrollments of women at higher levels, entry into academic career positions has been enhanced. However, despite all these, women continue to lag behind their male counterparts in regard to academic growth and attainment of tenure.

In Kenyatta University, there exist well-defined criteria for advancement within the academic ranks, as is the case in most universities. In it, upward mobility is mostly dependent on one's productivity in areas such as human capital, professional networking, and strong research and publishing records, thereby, presenting equal chances for both men and women. Since the set criteria portrays no gender biasness and is known to women faculty, it is not clear why there are few women Full Professors, Associate Professors and Senior Lecturer. The study, therefore, aimed at identifying institutional- gender based factors influencing career advancement of women faculty in Kenyatta University.

1.3 Research questions.

The study was guided by the following research questions:

1. What is the career progression of women faculty in Kenyatta University?
2. How do women fair in the attainment of the promotion criteria
3. What are the requirements for career advancement in the university academic rank?
4. Are there any institutional policies militating against career advancement of women faculty?
5. Which strategies are effective in addressing the gender challenges militating against upward mobility of women faculty?

1.4 Objectives of the study

- i. To establish career progression of women faculty employed in Kenyatta University.
- ii. To analyze the policies governing academic career advancement at Kenyatta University.
- iii. To assess institutional factors influencing academic career advancement of women faculty in Kenyatta University.
- iv. To suggest effective ways of enhancing women's faculty upward mobility in the academia.

1.5 Research premises

- a) Women faculty career progression is slower compared to male counterparts.
- b) Appraisal and promotion policies in the university are not gender- responsive.
- c) Institutional policies militate against women's academic career advancement.
- d) There are effective ways of enhancing career advancement of women faculty in academia.

1.6 Significance and Justification of the study

By mid-1980s, University of Nairobi remained the only university providing higher education in Kenya. Since then, there has been a tremendous expansion with the number having risen to 66 in 2012 (CHE, 2012). Further, to enhance access, universities have accredited tertiary institutions located in various regions or set up subsidiary campus centers' in many parts of the country. This study sought to establish how this expansion of universities has benefited women academic career growth in terms of human capital investment and employment. CHE further recognizes the pivot role played by higher education in the realization of Kenya Vision 2030 and the MDGs through the development of necessary human capital. However, this will remain elusive if there is gender inequality in the universities' management and teaching sectors.

The adoption of the Constitution of Kenya (2010) raises issues of fairness and equality in all sectors. It calls for the provision of adequate and equal opportunities in appointments, training and advancement at all levels of the public service for both men and women. As such, the academia should note that, enhancing women participation

assumes some degree of social mobility and their educational credentials provide sound pre-requisite for tangible contribution to nation building. Gender parity in the employment sector, especially in the university, is one way to transform the perception of rights and abilities of women; and encourages the girl-child to aspire to greater accomplishments. Finally, the study may benefit women faculty and the university management, for it identifies institutional factors influencing career advancement of women faculty and suggests possible solutions to address them.

1.7 Scope and limitations

The study was carried out in Kenyatta University. It was the first public university in the year 2006 to appoint a female Vice-chancellor and developed a Gender policy. The university also formed a directorate of Gender Equity and Empowerment and has initiated the teaching of Gender and development studies as an area of study. In addition, it has undertaken Affirmative Action policy and mainstreaming gender in its University Strategic and Vision Plan 2005-2015. In its 30% gender representation report (2013), 5 out of 7 academic ranks had attained this target as set by the government. Thus the assumption, it provides a gender sensitive environment for women faculty.

The study period was between 1985 and 2013. It is in the year 1985 that the University Act (Act No.5 of 1985) was enacted establishing more universities, hence increasing access to higher education for men and women. In 2010, Kenya adopted a new Constitution that has a lot of gains for women. This implies that, the Kenyan government has recognized the role played by women in achieving the desired economic growth. The year 2013 will enable the study to take into account any gains

from the new constitution. Moreover, the period gives an ample time to analyze career progression of an individual. The study focused on institutional factors influencing women faculty career advancement in the academia.

In order to achieve its objectives, the study considered university human resource documents on the number of academic staff, their ranks and the promotion criteria. This proved to be challenging due to the confidential nature of policy custodianship of most universities. To overcome this, permission was sought from the management. Besides, the institution management and respondents were assured of confidentiality of any information given; and that it was to be used only for academic purposes.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews thematically literature related to the study. It is divided into four sub-sections; with the first section reviewing literature on women faculty career progression globally. Section two discusses policies determining academic career growth. The third and fourth sections look at the gender challenges faced by women academicians and the strategies adopted to eliminate them respectively. The theoretical and conceptual frameworks are also presented in this chapter.

2.2 Women faculty progression in university

Scholars have considered women academicians progression in various parts of the world. In this regard, Diezmann and Grieshaber (2010) contend that women constitute less than 20% of the professorate internationally, with figures of 9% in UK, 16% in the USA, and 18% in Finland. Even so, they acknowledge that there has been an upward trend in the representation of women in the professorate substantially in the decade between 1992 and 2002.

In Europe, women faculty between the period 1987 and 2000 increased from 28 % up to 37%. Women are highly represented among lecturers and research associates than among senior lecturers and professors; about 73% of all senior lecturers and 87% of all professors were men. Nevertheless, women's share of the professorship had increased from 6 up to 13% (Zimmer, 2003). A lecturers' position is seen to be an insecure start for an academic career because they hardly have time for competence development. Yet, this is where majority of women faculty falls (ibid).

Curtis (2011) notes that women in America's universities form 42% of all full-time faculty members and 28% of all full professors' appointment. She notes that women are less likely to be promoted than men, and when they are, the process takes longer. In this regard, Curtis opines that the career progression of women faculty is very slow as demonstrated by the low number of professors.

Gunawardana, Kwesiga, Lihamba, Morley, Odejide, Shackleton and Sorhaindo (2004) report a low participation rate of women professors across four developing countries. In Ibadan, one of the oldest Nigerian Universities, in the three upper levels of academic and senior staff, men consistently make up 75% and 25% for women. In South Africa, women comprise 37% of all academic staff. Tanzania reported a decrease of female faculty at the University of Dar es salaam from 12.5% in 1997/98 to 11% in 1999/2000 academic year. In Uganda, 17.8% of all university staff were women, however, none were senior executives. Lastly, Sri Lanka reported the highest rate of female professors at 20%.

Kenya is no different from the rest of the countries. According to the Commission of Higher Education (2010), in seven public and fourteen private universities, professors constituted 210 male and 24 female, and 61 male and 10 female respectively. Similarly, Mugenda, Kimani, Maina and Wainaina (2010), observed that women in Kenyan universities entered the profession in small numbers and are promoted less frequently in comparison with their male colleagues. They opine that women representation was low at the ranks of professors, senior lecturers and at the decision-making level (ibid).

Women advance differently in various countries or universities; this is influenced by the institution formal and informal culture. As such, it was important to understand the unique environment of an institution which often influenced women's career advancement.

2.3 Policies determining academic career growth

Mednick, Tangiri and Hoffman (1975) and Omolade (2012) observed that the most significant predictors of rank and tenure are degree, productivity, duration of employment, type of institution and amount of time spent in administrative activities. Subscription to a journal and membership in a professional organization were also of importance to one's academic career growth. Nevertheless, even after acquiring doctoral degrees from prestigious universities and demonstrating great scholarly activities, women faculty were not promoted to high ranks or attain tenure as fast as their male counterparts (Omolade, 2012).

Jones (2010) further suggested that investing in human capital was necessary in the academe, whereby one required a doctoral degree, post-doctoral prestige and teaching experience, as well as, acquiring skills related to reading, writing, basic computing and speaking. In his opinion, women were disadvantaged as few are PhD holders. They also lacked a lengthy service and were not utilizing the above mentioned skills (ibid). Similarly, Goldberger and Crowe (2010) noted that, the academic reward system values strong productivity and research records, as well as, professional networking and mentoring. Mentors were said to influence one's productivity, job placement; introduce his/her protégé into informal networks and assign them high visibility projects.

Unfortunately, they observed that women do not utilize mentors and are less likely to be invited to lectures and collaborations outside their institution. This isolation is very detrimental to the women faculty's upward mobility (ibid). Access and gender equity to university education has been a key issue in Kenya, thus raising questions on women faculty investment in human capital, a major concern for this study.

The reviewed studies gave a general overview of the requirements for advancement within the academic career. However, the requirements differed with institutions and departments. Therefore, this study aimed at identifying the specific criteria used for rank advancement and attainment of tenure within Kenyatta University.

2.4 Institutional factors influencing career advancement of women faculty

Odipo, quoting Muguchia (2012), observed that women are increasingly rising to the top in the world of work because they possess a number of key advantages; such as better attention level, good communication skills, commitment to creating and sustaining social relationships than men. In the same article, Hakim encourages professional women to use their erotic capital such as beauty and sex appeal to get ahead at work (Odipo 2012). Promotion procedures should be standard and not based on one's gender as these may attract negative evaluation from peers, where you are seen as unqualified despite possessing required credentials.

Onsongo (2006) and UNESCO (2002) postulate that, in the academia, there exists subtler discrimination, which is disguised in promotion procedures and organization culture. They noted that women are disadvantaged in the descriptions of qualifications because few are PhD holders and many are clustered in lower ranks. In many cases, the

interviewing panel was male-dominated and sometimes asked female candidates irrelevant gender specific questions. Furthermore, the university environment was unfriendly and hostile as seen through sexual harassment and long working hours that sometime extend late in the evening or weekend. Universities did not take into account gender specific roles, expectations and responsibilities in the society (ibid). An organization has its own culture that is unique, hence, the need for the current study to assess the formal and informal culture of Kenyatta University.

White (1992) observed that women academicians lack in influential organizations and informal career networks, where men have learned the unwritten rules of success. Women face seclusion in such networks through overt ridicule or informal meetings that are held in social places, traditionally perceived not fit for women, in particular, bars. The disadvantaged position of women was reinforced through negative stereotypes towards their abilities, for example, they were seen as unmotivated, incompetent and people who may leave institutions prematurely. Yet when women portray masculine traits like assertiveness and independence, they were negatively assessed (Stromberg, 1978). The studies provided insight into the impact of women faculty isolation on their careers in the academia.

Mednick et al. (1975) observed that, mobile faculty are more likely to experience a vertical promotion and an increase of salary. Traditionally, women were less mobile due to gender roles ascribed to them and their subordinate position within the family as compared to the male faculty.

Due to stereotypical notions about women as nurturers, female faculty are overburdened with mentoring and advising responsibilities, which may interfere with their professional advancement, as they may fail to perform on the traditional academic requirements. Further, these extra institutional demands are not acknowledged in policies governing rank advancement (Equal Rights Advocates 2003).

Ogbogu (2013) argued that women academic face work-family conflict because of family and domestic responsibilities, an overcrowded academic job schedule, long hours of office work, and increased student enrolment without corresponding increase in academic staff. Ogbogu asserts that strain in one domain reduces productivity in the other, hence, the need for this study to investigate the impact of work-family conflict on women career advancement.

2.5 Strategies to eliminate gender challenges in academia

Feminists fault market-driven definition of skills, qualifications and competences. Other labor associated with women's work including caring, emotional and aesthetic was unrecognized or de-valued. Feminists advocates for re-defining what counts as skills and qualifications, and call for revision of gender division of labor in the household and at work. As long as women bear disproportionate responsibility for care, they found it difficult to compete equally with their male counterparts (Korczyński, 2006).

Jones (2010) noted that women faculty should capitalize on opportunities to network both at professional and personal levels. From the contacts, they can choose mentors and sponsors who can teach them necessary skills, give essential information, assign high visibility projects and influence scholarly productivity. They should also take

advantage of in-service training through attending workshops on career development. The assumption that women cannot take out-of-town workshops should be abandoned (Ibid).

Forster (2001) suggested strategies such as; providing mentors to all women academicians, re-evaluating the promotion procedures by recognizing other non-research activities undertaken by women such as, counseling and pastoral, introducing work-family balance policies such as flextime, job sharing and crèches. The institutions should also give greater recognition to women's family and domestic responsibilities, as well as, changing the organization culture to reflect the needs of women academics. On top of that, the management should punish overt and covert sexist behavior (Ibid). The study provides insight on ways of meeting women faculty practical and strategic needs in order to advance their careers. The study sought to assess strategies adopted by various Kenyan universities and suggested effective ways of enhancing gender equity in the advancement of faculty.

Summary

The reviewed literature provided insight into women faculty experiences in the academic world. The studies acknowledged that women faculty academic careers are constrained as compared to their male counterparts. The first section provides a global overview of women faculty career progression and noted that in almost all part of the world the advancement rate of women faculty was low than that for men. The second section identified the requirements for advancement in the academia and noted women were disadvantaged as most were not PhD holders and lacked strong productivity

records. Although the studies provided insight into the requirements, it was noted that, these differed with specific institutions, hence, the need for a study on the criteria used for rank advancement and tenure attainment in Kenyatta University.

The third section explored institutional challenges faced by women faculty. The study underlined the existence of a hostile university culture that denied women informal signs of belonging. Institutional policies governing promotion were hardly gender responsive and thus militate against women faculty upward mobility. The studies, however, assumed women experiences as homogenous across the universities. This not being the case, there was need to examine the specific gender factors that militates against women faculty career advancement in Kenyatta University. The final section identified strategies to enhance women advancement such as re-evaluating gender division of labour and the university culture. Although the reviewed works are too general in their analysis, they did provide some insights into gender challenges faced by women faculty in the academia and possible strategies to eliminate them. The current study sought to investigate institutional factors that are gender-based, and influences women faculty academic career advancement and suggest effective ways of enhancing their upward mobility.

2.6 Theoretical Framework

This study was guided by the Socialist Feminist theory as advanced by Fraser (1998). Reviews by Fraser (2005) and Walby (2007) also inform the study. The theory looks at the role of capitalism, gender and patriarchy in the oppression of women.

Fraser postulates that, in a capitalist society, a minority of people (the capitalist class) own all means of production. The great majority must work out of sheer necessity under conditions set by the capitalist, for wages. At the same time, in such society, there exists some degree of inequality between the sexes, subjugation of women to male authority in the family and community in general. In this patriarchal system, women are objectified as form of property, and there is a sexual division of labor in which they concentrate on activities like child care and certain forms of productive labor (Fraser, 1998). Patriarchy is essential for the preservation of the capitalist system of production. In a capitalist patriarchal society, men form the ruling class controlling all means of production. Women, on the other hand, are excluded by economics and tradition from participating in public social production and are confined to private domestic labor (Ibid).

Walby (2007) refutes that motherhood and the gendered division of labor grows naturally from women's role as mothers. She opines that employers have adopted this ideology to advance gendered discrimination in the workplace. She also notes that women are not socialized to be independent, but are mostly protected and guarded in their childhood, inevitably restraining their capacity to participate fully in economic activities. Walby (2007) further notes, in a capitalist patriarchal society, when women enter the public sphere, despite having high levels of education and greater work experience, they face occupational segregation, discriminatory practices and an absence of flexibility, hence limiting their full participation in the workplace. To socialist feminists, therefore, women liberation will only be achieved by ending both the economic (seen at the workplace) and cultural sources of oppression (ibid).

Socialist feminist theory was employed to explain how male dominated institutions (capitalist class) may militate against women's full participation. Criteria pertaining to promotion were analyzed to establish influence of patriarchy on women faculty career advancement. In addition, socialist feminist theory was used to show how gender roles, stereotypes, unrealistic expectations and a hostile university culture that lacks flexibility in its operations are advanced to limit women's career advancement.

The study also utilized the Gender and Development (GAD) approach as articulated by a group called Development Alternatives with Women for a New Era (DAWN). The approach was based on the concept of gender and gender relations. GAD approach argues that women's status in society is affected by their material condition of life and their position in the national, regional and global economies. The nature of patriarchal power in their society and the accepted norms and values that define women and men roles and duties are also highlighted (Momsen, 2000). The approach postulates that gender relations are key determinants of women position in society. The unequal power relations between women and men prevent the former from accessing and obtaining equal opportunities with their male counterparts. Women are also marginalized because they are not part of the power structures.

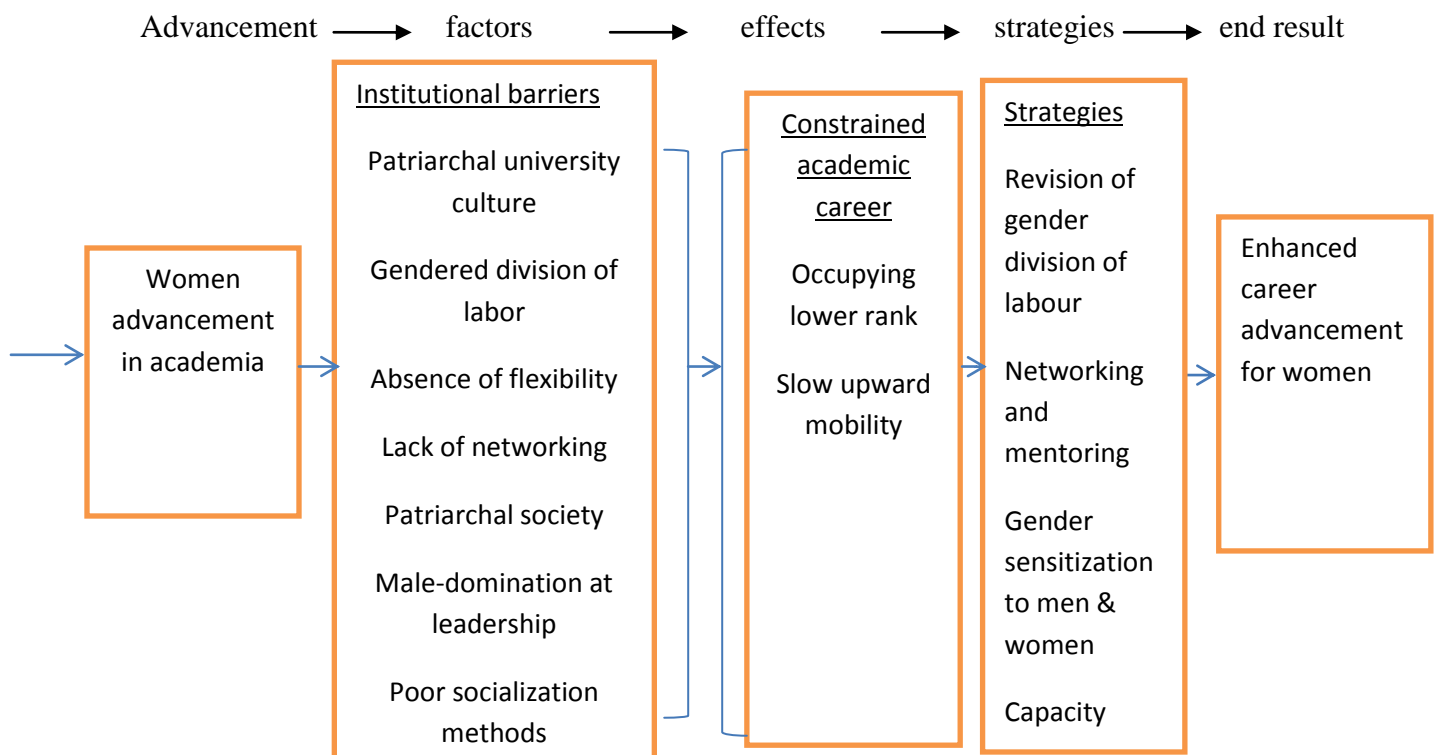
GAD recommends several strategies to improve the condition of women as follows: First, the participation and commitment of men in order to improve the unequal position of women in the society. Second, analyzing of projects and policies through gender lens, in order to take into account women's reproductive and productive roles, practical and strategic gender needs. Third, they emphasize the need for concrete sex-

disaggregated data, in order to understand the situation, determine strategies and decide effective intervention.

GAD approach illuminated on how unequal gender relations between men and women curtailed career advancement of female faculty. It was also used to assess the impact of marginalizing women in power structures on their career progression. The approach was also utilized to explain the impact of patriarchy and unequal gender relations on the formulation and implementation of policies (Momsen, 2000).

2.7 Conceptual framework

The model below illustrates women faculty career progression in the academia.



Women faculty pursue careers in the academia, however, their advancement is constrained by institutional factors such as a university culture that is patriarchal, gendered division of labour, absence of flexibility, lack of mentorship among others. Consequently, women faculty take long to become Full professors and majority are stuck at the lower ranks. To enhance the career advancement of women faculty, institution of higher learning should review their university culture, provide networking and mentorship to women faculty, as well as, advocating for the revision of the socialization process and the division of labour in the society.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides the research design and identifies the variables used in the study. It also describes the site of the study, the study population, the sampling technique, the sample size and the research instruments used. The methods of data collection, analysis and presentation, as well as, the ethical measures to be considered are described.

3.2 Research Design

The research utilized the case study design to identify institutional based factors influencing career advancement of women faculty. According to Gagnon (2010), organizations are complex social systems. To understand them, a design that gives an in-depth description of situation, people, interactions and behaviors is needed. This is possible when using case study design as it is likely to observe and analyze phenomena as a single, integrated whole. The case study also allows the use of various methods to collect data, for example, questionnaires, interviews and analysis of documentary materials. This is of benefit to the study, because an organization is complex and different phenomena may be best approached using several methods (Cassell and Symon, 1997).

The case study design was utilized in the study since it allowed an in depth investigation of the institutional factors influencing career advancement of women faculty in KU. In addition, gave insights into the challenges women face as they seek to advance their careers in the academia, as well as, the strategies needed to enhance their upward mobility.

3.3 Variables/ Categories of Analysis

Women's career advancement was identified as the dependent variable. The independent variables were structural gender barriers militating against women faculty careers upward mobility. The independent variables included university schedule and physical set-up, financial and time constraints, inadequate mentorship among others.

3.4 Study Area

The study was carried out in Kenyatta University main campus which is located at Kahawa, about 20 kilometers from Nairobi City Centre, along the Nairobi-Thika super highway. The institution is the second largest university in Kenya after the University of Nairobi. Kenyatta University established a centre for Gender and Development Studies in 2001 to promote gender as a discipline. This centre later became an academic department in 2007, and acquired the mandate to offer academic courses from undergraduate to postgraduate. In 2006, KU became the first public university to have a female Vice-Chancellor.

In 2007, a Gender and Affirmative Action Implementation Unit was established and it acquired the status of a directorate in 2008. The university has a Gender Policy (2011) and has integrated gender into its Strategic and Vision Plan 2005-2015. In addition, the institution has an internal policy of 40% gender representation in terms of recruitment, appointment, committee composition and promotions. This policy is above the 30% government gender representation requirement. Notwithstanding, the institution implements AA by lowering the cut-off point for female student enrollment in the undergraduate programs, in addition promoting women in science and research by funding proposals that are of mixed gender groups among others. Despite having these

policies and targets, data from annual reports submitted to the Gender and Equality Commission (2013) indicate that at the lower ranks of Lecturer, Assistant Lecturer and Tutorial Fellow, female faculty have been able to meet the 30% threshold, while in the positions of Full and Associate Professors, they are at 7% and 29% respectively (none of the academic ranks had met the 40% target). This postulates existence of a glass ceiling that prevents women faculty from attaining the higher ranks.

3.5 Target Population

Women faculty employed on full-time basis in Kenyatta University formed the target population in this study. As of December 2013 there were 330 women faculty members employed in KU main campus. This is 35% of the total academic staff population.

3.6 Sampling Techniques and Sample Size

The sampling frame consisted of all women faculty and senior administrative personnel at Kenyatta University. Purposive sampling was used to select key senior administration personnel among them the Vice-Chancellor, Deputy Vice-Chancellor (administration), Human Resource Manager and two members of the Promotion and Appraisal Committee, making a total of five.

Stratified random sampling in combination with purposive sampling was used to select female faculty. According to Mugenda and Mugenda (2003) stratified random sampling ensures all sub-groups in the target population are represented, whereas purposive sampling method helps in selecting a group that is rich in the required information for an in-depth analysis.

Purposive sampling was used to select schools that had been in existence for at least 12 years and more within the scope of this study (1985-2013). Twelve years was been utilized as it is the minimum experience one requires to have in his/her university teaching career in order to qualify for full professorship according to KU promotion and appraisal criteria(KU Promotion and Appraisal Criteria:2011). There were five (5) schools that have been in existence for twelve years out of the total fourteen (14), as summarized in table 3.1.

Table 3.1: Number of schools in Kenyatta University

Schools	Schools that have been in existence for 12 yrs
Agriculture	
Applied and human sciences	
Business	2 nd school
Education	1 st school
Engineering and technology	
Economics	
Environmental	4 th school
Law	
Hospitality & tourism management	
Humanities and social sciences	3 rd school
Medicine	
Public health	
Pure and applied sciences	5 th school
Visual and performing arts	

Source: KU Human resource

The first three schools to be established were selected to form part of the study, these included the School of Education, Humanities and Social Sciences (SHSS) and that of Business.

Kilemi et al. (2007) observes that KU compared to other public universities fairs better in terms of gender equality in reference to students enrollments because most of its

courses are in social sciences, arts, education and home economics; courses in which many female students enroll in. It is argued that female students perform better in these subjects as compared to their male counterparts (Fatuma & Sifuna, 2007). Additionally, from the KU Bi-annual report on 30% gender representation for the academic year 2010-2011 show that gender balance among students has nearly been reached since at undergraduate programs the male to female ratio stood at 50:50, Masters 51:49 while in PhD it was at 60:40 in the SHSS. In the School of Education the female to male ratio were as follows, 49:51 in undergraduate, 51:49 and 54:46 for Masters and PhD respectively. At the School of Business, the study observes that, though the ratio of female to male had met the 30% threshold it was still low at 40:60 in undergraduate programs, 36:64 for Masters and 22:78 in PhD degree. It is on the basis of this background that women are more likely to pursue careers that are art oriented that the study targeted the three schools with an aim of establishing if the gender balance among students is replicated among the academic staff career profiles. Furthermore, extensive gender studies to explain women under representation in science oriented careers have been done (Kanake (1998), KU Gender Policy (2011), Kwesiga (2002) and Kilemi et al. (2007) and Mugenda et al. (2010).

In the selected schools there were a total of 21 departments; Education (7), Business (3) and School of Humanities and Social Studies (11). All the sampled departments took part in the study, so as to have adequate representation of women faculty in all disciplines. The selected departments are listed in the Table 3.2;

Table 3.2: Departments in the selected schools

School	Department
education	Library & information science
	Education psychology
	Education management policy & curriculum
	Special needs
	Education communication & technology
	Education foundations
	Early childhood
Business	Business administration
	Accounting & finance
	Management science
Humanities Social Sciences	English & linguistics
	Foreign languages
	Gender & development studies
	Geography
	History, Archeology & political science
	Kiswahili & African studies
	Literature
	Philosophy & religious studies
	Psychology
	Sociology

Female faculties in the sampled departments were stratified according to their ranks and then one was randomly selected from each category. There are six (6) academic ranks in the university, bringing a total of 6 females sampled from each department. From the

study, however, the department of Public Policy and Administration reported no woman faculty and in none of the department selected was there a female Full Professor. Whereas, in some of the selected departments there were no women in certain ranks, therefore, the study opted to pick more than one female in levels that they were highly represented. Hence, in total ninety nine women faculty took part in the study out of 330, the total target population. This formed 30% of the total population. According to Mugenda and Mugenda (2003), a 30% sampled population is adequate for generalization. In addition to the five sampled senior administrators, the total sample size was, therefore, 104.

3.7 Research instruments

The study utilized three research instruments namely questionnaires, interviews and content analysis:

3.7.1 Questionnaire

The required data was collected using a questionnaire as helped maintain confidentiality, save time and include as many respondents' as possible (Mugenda and Mugenda 2003a). The questionnaire comprised of both open-ended and closed questions this enabled the study to collect comprehensive and in-depth information from the respondents. The questionnaire was distributed among women occupying the ranks of Tutorial Fellow, Lecturer and Senior Lecturer levels. The questionnaires were hand delivered to the respondents, who in return self-administered them.

3.7.2 Interviews

Semi- structured interviews were utilized for women in the rank of Associate Professors. This allowed probing the respondents further on specific gender challenges encountered as they advanced within their academic career and the strategies they adopted. A different interview schedule was used for the Vice-Chancellor, DVC administration, two members of Promotion and Appraisal Committee, and the Human Resource Manager.

3.7.3 Secondary Data: Content Analysis

The study also consulted various documents especially those policies pertaining to employment, promotion, Gender and research. This provided an insight into the university's both formal and informal culture because promotion criteria are set by the institution. Sex disaggregated data of the academic staff were obtained in order to establish the position of female faculty within the academic ranks. In addition, the curriculum vitae of the female faculty were analyzed to establish their attainment of the promotion criteria.

3.8 Validity and Reliability

To ensure validity and reliability, the research instruments were administered among women faculty in other departments not selected in the study. Their responses were recorded and later analyzed for clarity, consistency, accuracy and relevance. Those items within the questionnaires and interview guide found to be unclear or irrelevant were reconstructed or removed.

3.9 Data Analysis and Presentation

Qualitative information obtained from interviews, questionnaires and documents was organized into themes and analyzed based on the study objectives. Quantitative data were analyzed using descriptive statistics such as frequency counts of women and men in various ranks and their percentage. This was used to show the position of women within the academic ranks and their progression rate. Secondary data were utilized to cross check, supplement and confirm information obtained from interviews and questionnaires.

3.10 Data Management and Ethical Consideration

Prior to conducting the study, permission was sought from the relevant institution offices these included Kenyatta University management and the National Commission for Science, Technology and Innovation (NACOSTI). The importance of the research was explained to the respondents and their permission to be included in the study sought. The respondents were guaranteed of confidentiality, and that any information gathered from them would be used only for the current research.

CHAPTER FOUR

DATA RESULTS AND DISCUSSION

4.1 Introduction

Over the recent years, the number of universities has increased tremendously in Kenya. Furthermore, universities have gone ahead to establish gender departments and policies in response of the government call to gender mainstreaming. Despite all these, women continue to lag behind their male counterparts in regard to academic career growth. This chapter examines the institutional gender-based factors influencing career advancement of women faculty at Kenyatta University. It is divided into five sections. The first section gives the response rate and the general overview of the sampled population in terms of age, sex, marital status and level of education. The second section discusses the career progression of women faculty in KU, while the third analyzes criteria and policies governing promotion in KU, whereas the fourth and fifth segments discuss factors influencing career advancement of women faculty and the proposed strategies to enhance the same.

4.2 Response Rate

The study sampled population was 104 respondents derived from female faculty members employed in the school of School of Humanities and Social Sciences, Education and Business, as well as, some key senior administrators. Respondents participated by filling and returning questionnaires or took part in the oral interview and also through the analysis of their Curriculum Vitae.

4.3 General information of the respondents

This section presents some general characteristics of the research participants. Background information on the respondents in terms of their age, marital status and education level was considered to be crucial in this study since it has a great impact on career mobility. The findings are discussed below;

4.3.1 Age distribution of respondents

Age was seen to be important in the study, as it is closely related to the experience level of the academic staff in the institution. Additionally, career mobility of women at different age levels differs mostly due their reproductive and productive roles. The study, therefore, sought to establish the age of the respondents and the findings are presented in Table 4.1 below;

Table 4. 1: Age Distribution of Respondents

Age In Years	Women	%
25-34	5	5.1
35-44	36	36.4
45-54	44	44.4
Above 55	14	14.1
TOTAL	99	100

Source: KU Human Resource Department

From Table 4.1, the study established that 5 (5.1%) of female respondents were aged 25-30 years. Those aged 45-54 years had the highest number of respondents, that is, 44 (44.4%), while those aged 35-44 were 36 (36.4%). The respondents aged above 55 years were 14 (14.1%). The findings indicate high numbers of female respondents 80 (80.8%) were between 35 and 54 years. This implies that most of them are in the childbearing and rearing age and, therefore, are balancing family and work responsibilities. The study, therefore, investigated how this influenced their career

advancement. Moreover, a high number of women faculty aged above 35, indicates some level of work experience thus they are able to give an analysis of the institution policies. Table 4.2 gives the actual age categories of all academic staff employed in Kenyatta University as at December 2013.

Table 4.2 Age distribution of male and female faculty in Kenyatta University

Age Group	Male	Male %	Female	Female %	Totals
Below 39	135	65	73	35	208
40-49	208	63	121	37	329
50-59	157	65	85	35	242
60-69	112	72	44	28	156
Above 70	14	88	2	12	16
Total	626	66	325	34	951

Source: KU human resource

From Table 4.2, the age categories of 40-49 and 50-59 show the highest number of women faculty at 121(37%) and 85 (37%) respectively. Those aged below 39 were 73(35%), while in the category of 60-69, there were 44(28%). The respondents aged above 70 were 2(12%). Similarly, a high representation of male faculty belong to the age category of 40-49 and 50-59 which is 208(63%) and 157(63%) respectively, while those aged below 39 were 135 (65%). Male representation at the category of 60-69 and above 70 stood at 112 (72%) and 14 (88) respectively.

From the above age categories, it is evident that there is a high representation of women who are in the childbearing and rearing age, hence, majority are balancing work and family. According to White et al. (1992) the gendered division of labour in the home

becomes lopsided with women working a ‘second shift’ of home care, in addition to careers, this consequently hampers women’s career growth as they lack the ability to compete effectively with their male counterparts who do not assume such responsibilities (ibid).

4.3.2 Marital status of the respondents

Omolade (2012) contend that career profiles for single women were better than those of their married counterparts, but similar to that of the married men. In the African society, however, being married and having children is the expected norm for every woman above everything else she achieves (). The study, therefore, sought to establish marital status of the respondents. The Table 4.3 below presents the findings;

Table 4.3: Marital status of respondents

Marital status	Women	Percentage %
Single	13	13
Married	77	78.
Divorced	4	4
Widowed	5	5
Total	99	100

The findings from table 4.3 reveal the percentage of female respondents who are single was 13(13%) while 77 (78%) were married. Those who were formed 4 (4%) of the respondents, while 5 (5%) were widowed. The high number of married women faculty show that majority are balancing family and work. Jennifer*¹ (O.I 19/12/2013) and Caroline* (O.I 14/12/2014) contend that marriage stability and a supportive husband greatly influence one’s career mobility. This could be due to women specific gender

¹ Not their real name

roles which may affect their productivity in professional activities, and patriarchy which places the man as the decision- maker and the head of the family (Fraser, 1998). Consequently, the married woman can only rise as high in her career as it is convenient for the husband and the family at large (ibid). On the other hand, single women contend that marriage gives one some form of socio-cultural stability since it influences society views and interactions with an individual (Shaw, 2001). Due to its significance, the study, sought to analyze how marital status had influenced the career advancement of women faculty.

4.3.3 Level of education

Scholars contend that investment into ones human capital especially attainment of PhD is significant for upward career mobility in the academia (Jones, 2010). Education equips one with the expertise that is needed in helping them realize their career goals, as well as, influencing better prospects of a career growth. Table 4.4 below presents the levels of education of the women faculty.

Table 4.4: Level of education of female faculty.

Level of education	Women	Percentage
Masters	31	31.3
PhD	67	67.7
Total	99	100

Study findings revealed that among those whose highest level of education was a master's degree were 31 (31.3%) women, while 67 (67.7%) had a PhD. These show women faculty have invested in their human capital as demonstrated by the high number of PhD holders in the study population. The question that remains is “are

women with doctorates advancing as fast as their male counterparts?” Scholars have underlined that, despite attaining the PhD’s, which is a minimal criterion for advancement, women progress much slower compared to their male counterparts (Jones, 2010 and Onsongo, 2000). This was one of the concerns addressed by the study.

4.4 Career Progression of Women Faculty in Kenyatta University

The first objective of this study was to establish the career progression of women faculty employed in Kenyatta University. Such knowledge is important in explaining women low representation at the upper ranks. The findings are presented under the following sub-sections: representation of women faculty in KU, number of years taken to attain professorship and career progression rate of women faculty.

4.4.1 Representation of Women Faculty in Kenyatta University

The study sought to establish the representation of women faculty in KU. Table 4.5 below gives the total number of women faculty sampled and their academic ranks.

Table 4.5: Total number of women faculty sampled and their academic ranks

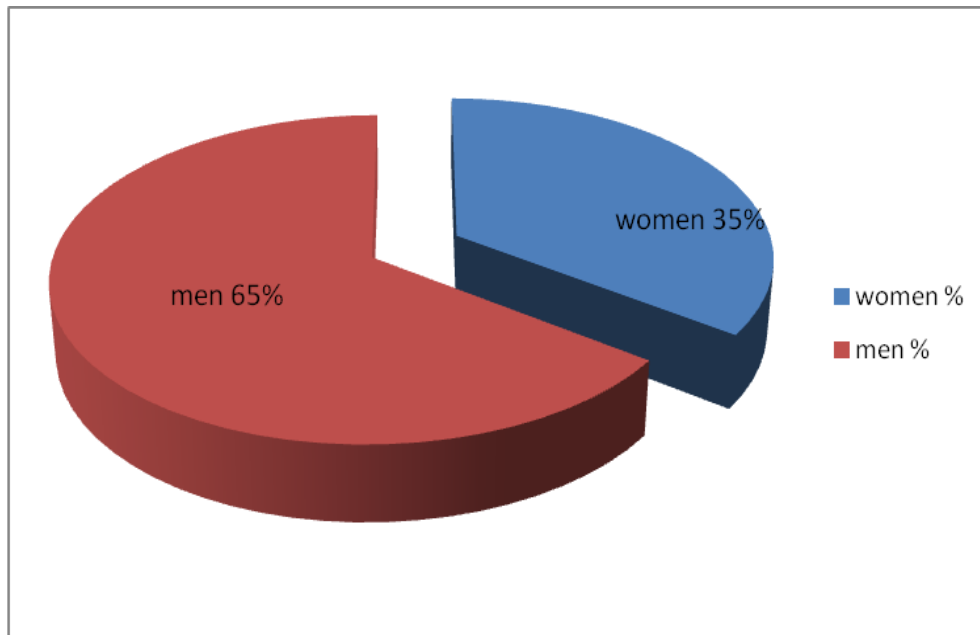
School	Associate Professor	Senior Lecturer	Lecturer	Assistant Lecturer	Tutorial Fellow
Education	3	4	21	2	7
Humanities & social sciences	5	12	18	2	9
Business	0	0	6	3	7
Total	8	16	45	7	23

From Table 4.5 above there were no Full Professors from the sampled population. From the School of Education women representation was as follows; 3 Associate Professors, 4 Senior Lecturer, 21 Lecturers, 2 Assistant Lecturer and 7 Tutorial Fellow. While in

the School of Humanities and Social Sciences they were 5 Associate Professors, 12 Senior Lecturers, 18 Lecturers, 2 Assistant Lecturers and only 9 Tutorial Fellows who formed part of the study. The School of Business had no Associate Professors or Senior Lecturer while for the rank of Lecturer 6 took part in the study and for the post of Assistant Lecturer and Tutorial Fellow 3 and 7 women were sampled in that order.

Moreover, to assess the above, the study analyzed the university human resource documents to establish the total number of women and men faculty employed in KU. The findings are presented in Figure 4.1 and Table 4.5, 4.6 and 4.7;

Figure 4.1: The Total Percentage of Male and Female Faculty Employed in Kenyatta University



Source: KU human resource department: 2013

Table 4.6: Sex-Disaggregated Data of Academic Staff in 1999

Designation	Male	Female	Total	Male %	Female%
Full Professor	18	2	20	90	10
Associate Professor	24	12	36	67	33
Senior Lecturer	57	34	91	63	37
Lecturer	100	49	149	67	33
Assistant Lecturer	11	7	18	61	39
Tutorial Fellow	1	1	2	50	50
Total	211	104	316	67	33

Source: KU human resource: 2013

Table 4.7: Sex Disaggregated Data of Academic Staff in 2006

Designation	Male	Female	Total	Male %	Female %
Full Professor	20	2	22	91	9
Associate Professor	31	15	46	67	33
Senior Lecturer	69	36	105	66	34
Lecturer	158	76	234	68	32
Assistant Lecturer	23	9	32	72	28
Tutorial Fellow	5	2	7	71	29
Total	306	140	446	69	31

Source: KU human resource: 2013

Table 4.8: Sex-Disaggregated Data of Academic Staff in 2013

Designation	Male	Female	Total	Male %	Female %
Full Professor	22	2	24	92	8
Associate Professor	40	19	59	68	32
Senior lecturer	87	41	128	68	32
Lecturer	294	158	452	65	35
Assistant Lecturer	40	20	60	67	33
Tutorial Fellow	131	88	219	60	40
Teaching Assistant	12	2	14	86	14
Total	626	330	956	65	35

Source: KU human resource: 2013

Note: statistics for 1999 has been used in this study since it was the earliest year that KU human resource could provide a sex-disaggregated data while 2006 represents the year when the institution appointed its first female Vice-Chancellor.

Figure 4.1 show that women faculty constitutes thirty five percent of the academic staff in KU as of 31st December 2013. The breakdown of their representation as of December 2013 in various academic ranks as presented in Table 4.8 is as follows 8%(2) Professors, 32% (19) Associate professor, 32% (41) Senior lecturers, 35% (158) Lecturers, 33% (20)Assistant lecturer's and 40% (88) Tutorial fellows.

A comparison between Tables 4.6 and 4.8 shows that, in the period between 1999 and 2013, the number of women faculty increased significantly. However, there percentages in ratio to men decline as follows; Associate Professors and Senior Lecturer's numbers decreased as from 33 % (12) to 32 % (19) and 37% (34) to 32 % (41) respectively. In terms of Full Professor the percentage of women decreased from 10% (2) to 8% (2) as their numbers remained the same.

The trend shows that there is an increase in the number of women faculty in KU despite of the noted decrease in percentage. This indicates that the number of men progressing through the ranks is still high as compared to that of women. The low numbers of women among the higher ranks of Full and Associate Professors point to there being a 'glass ceiling', hence, only a few are able to advance in these categories. The above findings are consistent with Zimmer (2003) who concludes that, there has been an upward trend in the representation of women faculty in the university however; they are highly represented at the lower ranks of lectures and tutorial fellows.

Over the recent years, there has been a dramatic increase of women faculty in KU from 104 which is 33% of the academic staff in 1999 to 140 representing 31% in 2006 and in less than a decade the number had more than doubled to 330 which is 35% of the total

number of faculty members as at December 2013. According to 13% of the respondents, this can be attributed to the existence of a female Vice-Chancellor during the period under study. Besides, the study notes that, it is during this period that the government through a presidential decree instituted a provision of having not less than 30% gender representation in all recruitments, appointments and promotions in positions in the country. This policy was later enshrined in the Kenyan Constitution (2010) which mandates all institutions to adhere to the two thirds gender representation in all recruitments, elective and appointive positions. The Vice Chancellor has therefore, been instrumental in ensuring that this requirement is complied with, since the women faculty numbers have increased from 140 in 2006 when she came into office to 330 in 2013. One of the male professors in senior management level affirmed this by stating;

The Vice- Chancellor has been keen on meeting the 30% gender representation on recruitment, appointment and promotion as per the constitutional requirements” (OI. Prof Shadrack *25/2/2014)

The increase in the number of women academicians in KU over the last decades can also be attributed to the rise in demand and easier access to higher education for both men and women, consequently, universities have established constituent colleges and campuses in many parts of the country necessitating a need for more teaching staff (Chege &Sifuna, 200 6). The increase, however, has not translated into women attaining higher ranks since the number of Full Professors has remained the same since 1999 to 2013.

A key argument that follows from the above discussion is that, there is a high representation of women at the Lecturer and Tutorial Fellow ranks which stand at 35% (158) and 40% (131) respectively. The study established that faculty members at the lower ranks of Assistant Lecturers and Tutorial Fellows are mostly assigned undergraduate classes because the university policy clearly stipulates this as the highest level they could teach without PhDs. Teaching undergraduate classes translate to high number of students and scripts to mark. Florence* an Assistant Lecturer lamented that:

There is so much office politics with Professors wanting to handle the postgraduate courses and few undergraduate classes as the number of postgraduate students is lower than that of undergraduates(O.I 19/12/2013).

In view of this, the study observes that, female faculty in KU seem to be disadvantaged in terms of career advancement due to internal policies and an informal university culture which favours those in higher academic ranks at the expense of those in the lower cadres, particularly in relation to work load. Unfortunately for women, they form majority of the lower cadres. In these posts they are overburdened with teaching, marking of students' scripts, supervising projects, research work, paper writing and other responsibilities which have set deadlines. This ultimately affects their ability to attain the set criterion for career mobility.

4.4.2 Number of years taken by women faculty to attain full professorship

The study sought to determine the number of years taken to advance from one level to another. To respond to this inquiry, the study asked the respondents to state the number of years they had taken to reach their current rank. The study combined the years taken by each respondent per rank in order to get the average. The findings are presented in the table 4.9 below;

Table 4.9: Number of years taken to attain various academic ranks

Designation	Years Taken	Actual Years as per Promotion and appraisal criteria
Associate Professor to Full Professor	8	5
Senior Lecturer to Associate Professor	11	4
Lecturer to Senior Lecturer	8	3
Tutorial Fellow to Lecturer	3	3
Total	30	15

N\B for the post of Full professorship the promotion and appraisal criteria also requires twelve years of university teaching experience as lecturer and above.

From the table 4.9, the study established that, women faculty, on average took three years to move from Tutorial Fellow to lecturer, eight years from lecturer to senior lecturer and eleven years to move from Senior Lecturer to Associate Professor, and finally eight years to be promoted to Full Professorship. Hence, in total to become Full Professor women had to have roughly thirty years of experience as compared to approximately fifteen years that are stated in the promotion and appraisal criteria. (KU promotion and appraisal criteria: 2011). In support of the above analysis, the study observes that women faculty stagnate in their careers mostly between the rank of Lecturer and Senior Lecturer. Stella* and Agnes* both took exactly eleven years to become lecturer and eight to be Associate Professors, while Jane* a Senior Lecturer took fifteen years to move from the rank of Lecturer. Naomi* took twenty four years to move from Lecturer to Senior Lecturer, while Dorcas* has been a Lecturer from 2005

to date. Precious* has been a lecturer from 1997 to date with Nicole* and Tracy* having stagnated at the same rank for twenty six years and have not undertaken their PhD. Consequently, women take more than double the years needed by the promotion criterion to attain Full Professorship. From the above discussion, the study postulates that the career advancement of women faculty at KU is very slow.

The findings are consistent with Modern Language Association (2006) report which noted that women Associate professors on average took 8.2 years compared with 6.6 years for men to be promoted to Full professorship. The report further stated that women are promoted slowly than men, regardless of their marital or parental status (ibid).

In lieu, with the above discussions, women faculty are more likely to stagnate in their careers at the Lecturer level. The study agrees with Omolade (2012) findings that at these lower level women are more likely to take career breaks for childbearing and rearing responsibilities which are attributed to their sex roles. At the same time, at this rank individuals have not yet established themselves in the career, therefore, have inadequate information on what influences career mobility and the global opportunities available to them. In addition, they lack formal and informal contacts that give exposure and important rules of success.

4.4.3 Progression rate of women faculty in KU

In section 4.4.2 the study established that there are gender disparities at the upper ranks with men forming the majority of the Senior Lecturers, Associate and Full Professors. The progression rate of women was also seen to be slow. From table 4.7 mentioned in

section 4.4.2, the study noted that, in 2006, there were two Full and fifteen Associate women Professors and in the year ending 2013 the number remained the same for the Full professorship and increased by 3 in the category of Associate Professors. This demonstrates that during this period of nine years, none of the women Associate professors managed to advance to the next level. This is in contrast to the progression of men whose figures show an increment of two in the category of Full Professors (20 to 22) and nine Senior Lecturers got into the Associate Professorship positions (31 to 40) in the same period. This demonstrates the existence of structural and cultural gender related challenges that affect the career advancement of women academicians in KU, resulting to their slow progression in relation to that of their male counterparts.

In this section the progression rate of women faculty was addressed. This was established through simple calculation involving subtractions and then finding the average. A detailed summary of the computation method is found at appendix 3. The results are presented in the Tables 4.9, 4.10 and 4.11;

Table 4.10: Progression rate of women faculty between the years 1999-2006

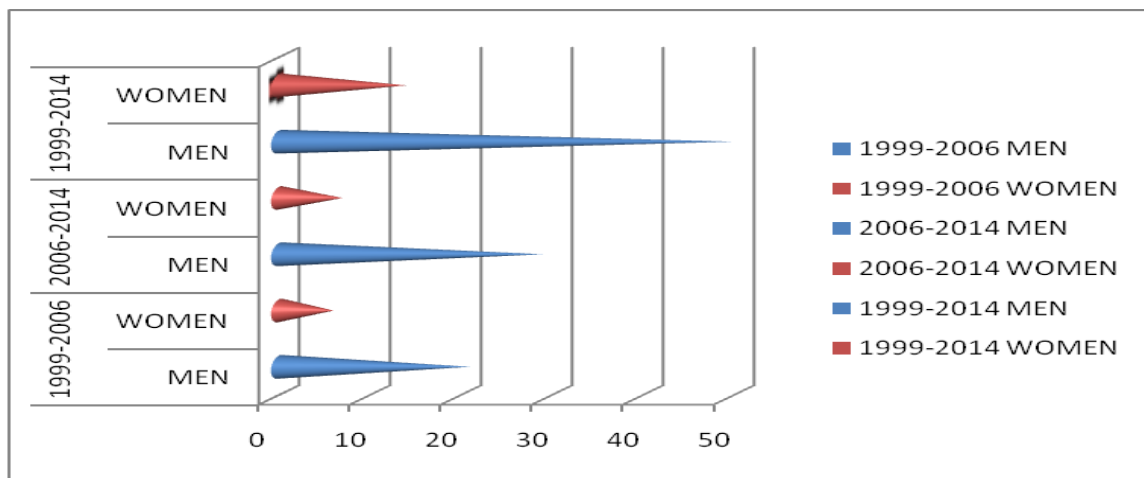
Designation	Male	rate %	Female	rate %	Progression rate in the upper ranks	
					Male	Female
Full Professors	2	1	0	0		
Associate professors	7	3	3	3		
Senior lecturers	12	6	2	2		
Lecturer	58	27	27	26		
Assistant lecturer	12	6	2	2		
Tutorial Fellows	4	2	1	1		
Total	95	31	35	25	21	5

Table 4.11: Progression rate of women faculty between the years 2006-2013

2006 – 2013					Progression rate in the upper ranks	
Designation	Male	rate %	Female	rate %	Male	Female
Full professors	2	1	0	0	29	9
Associate professors	9	3	4	3		
Senior lecturer	18	6	5	4		
Lecturer	136	44	82	59		
Assistant lecturer	17	6	11	8		
Tutorial fellow	126	41	86	61		
Graduate assistant	12	14	2	1		
Total	320	51	190	58		

Table 4.12: Progression rate of women faculty between the years 1999-2013

1999 – 2013					Progression rate in the upper ranks	
Designation	Male	rate %	female	rate %	Male	Female
Full professors	4	2	0	0	50	14
Associate professors	16	8	7	7		
Senior lecturer	30	14	7	7		
Lecturer	194	92	109	104		
Assistant lecturer	29	14	13	12		
Tutorial fellows	130	62	87	83		
Graduate assistant	12	6	2	2		
Total	415	66	225	68		

Figure 4.2: Progression rate of women faculty in Kenyatta University

In the last decade the upward mobility rate of female faculty in general seems to be higher compared to that of male counterparts, for example, in Table 4:10 between the year 1999-2006 women progression rate stood at 25% while men's was 31%. The progression rate changes in the next phase of 2006-2013 as shown in Table 4.11 whereby, women's rate is high and stands at 58% while men's is 51%. The same trend is witnessed between the years 1999-2013 in Table 4.12 with women rate being 68% and men's 61%. This may create a misconception that women have been able to break the 'glass ceiling' that was restricting their upward mobility and their progression is much higher than that of male academicians' in KU. However, this is not the case because at the ranks of Senior Lecturer, Associate Professor and Full Professor women mobility is very slow, for example, in Table 4.11 between the year 2006-2013 men's rate is 29% and women 7% whereas, in Table 4.12 for the years 1999-2013 it stood at 50% and 14% respectively. This proves that the rate at which women rise alongside their male counterparts in the lower ranks is higher but at the upper ranks, it is much slower and, therefore, their male counterparts are likely to become Full Professors much earlier than them.

The above findings concur with Bagilhole (1989) who reported that in universities in England and Wales, men had higher chances of attaining the top ranks as compared to women who are restricted by their minority number and poor promotion opportunities. As a result Bagilhole states that women progression rate is slow and they are mostly represented at the lower grades in the university. Mugenda, Kimani, Maina and Wainaina (2010) findings also support that women progression rate is very slow especially at the upper ranks.

From the above analysis, men progression rate at the top ranks is faster than that of their women counterparts. This raises concerns on the gender responsiveness of the Promotion criteria in regard to the career advancement of men and women faculty.

4.5 Policies Governing Career Advancement in Kenyatta University

4.5.1 Introduction

The second objective of the study was to analyze policies that govern career advancement at the institution. This section, therefore, interrogates the main policy which is the Promotion and Appraisal Criteria for members of academic staff (2011). Further, women attainment of the promotion criteria is analyzed in the following sub-sections; human capital, administrative responsibilities, research and publication and social responsibilities requirements.

4.5.2 Kenyatta University promotion and appraisal criteria for academic staff

In Kenyatta University there is a promotion criterion for the academic staff, which outlines the minimum and additional requirements for appointment into various ranks. The Kenyatta University promotion and appraisal criteria for the academic staff (2011) consider performance in four main areas namely: academic, administrative, social responsibility and community service. The promotion criterion identifies five main academic ranks including: Tutorial Fellow, Lecturer, Senior Lecturer, Associate Professor and Full Professor. According to Goldberger and Crowe (2010), the highest academic rank and the envy of every young academician is the post of Full Professor. The study sought to analyze the main criteria governing promotion and appraisal in Kenyatta University. The various categories considered for promotion for the academic

staff and the maximum points for the post of full professor are presented in the Table 4.13.

Table 4. 13: Scores for the rank advancement for the post of Full Professor at Kenyatta University

Category	Maximum points	Percentage
Minimal requirements: PhD, experience		
Post graduate supervision	5	14.7
Administrative responsibility	3	8.8
Conferences/seminars	3	8.8
Research publications & grants	12	35.3
Quality teaching, performance & commitment to duty	4	11.8
Professional recognition	3	8.8
Academic leadership	2	5.9
Community service	2	5.9
Total	34	
Qualifying score	23	67.6

Source Kenyatta University promotion and appraisal criteria (2011)

Table 4.13 reveals that research, publications and grants are highly rated in Kenyatta University, since they contribute 12 points (35.3%). This is followed by student supervision at 5 points (14.7%) and teaching which contributes 4 points (11.8%). Administrative responsibility, attendance of conferences/seminars and professional recognition are all rated the same and have a maximum points of 3 (8.8%). Academic leadership and community service are the least rated at 2 points (5.9%) each.

According to KU promotion and appraisal criterion (2011) for one to be considered for the post of Full Professorship, the minimum requirements are: a doctoral degree and twelve year experience as a lecturer and above, and of which five years he/she must have served as a full time Associate Professor. He/she should also supervise at least, four masters and two PhD students and show evidence of receiving grant awards either

individually or as a group. Publishing a minimum of four articles in a refereed journal is also considered as important (ibid).

As for the post of Associate Professor and Senior Lecturer an academician is required to have a doctoral degree (PhD) and in addition, the former should have eight and the latter five years of experience respectively. For Associate Professor one is expected to publish a minimum of four articles and supervise at least four masters and one PhD student; as compared to three articles and three master students for the post of Senior Lecturer. Evidence of successful application for grants is also required for the two ranks (ibid).

Additional requirements for the three upper ranks are similar and for promotion, faculty members are required to demonstrate active administrative responsibility for at least six months continuously; serve as Dean, chairperson of a department, or committee, be an examination co-coordinator or a member of a university Ad-hoc committee. They are expected to show documentary evidence of convening/coordinating workshops, seminars and conferences and contributing in them through presentation of papers/articles. This notwithstanding, they are evaluated on the basis of quality teaching, performance and commitment to duty through students and heads of their sections reports and evaluations. One is also required to present documentary evidences for attainment of academic recognition either locally, regionally or internationally. The promotion and appraisal criterion requires the academicians to be creative and come up with innovations, research projects or introducing new academic programmes internally or externally. Lastly, for advancement, an academic faculty member should be actively

involved in providing community service as a member of community based organizations and taking part in activities that promote its advancement (KU promotion and appraisal criteria, 2011).

The above findings are in agreement with Mednick et al. (1975) and Omolade (2012) who underlined important predictors of rank as PhD degree, productivity, work experience and administrative responsibility. Goldberger and Crowe (2010) also argue that institutions of higher learning attach great importance to professional recognition and networking.

It follows from the above discussion, that academic career is a high pressure job that requires high investment in terms of time. Thus, apart from being involved in teaching and supervision of students, female faculty members should strive to be more involved in research, publication as well as, undertaking activities that enhance their professional recognition in the academic world and the society at large. In the promotion criteria, advancement is on the basis of merit, therefore, providing equal chances of career upward mobility to women faculty. However, this has not been the case, since there are few women Full Professors and Associate Professors. This raises the question on women's potential in the attainment of the criteria.

4.5.3 Level of attainment of requirements in the PAC by women faculty in KU

In order to understand the career progression of women faculty, the study sought to analyze women's qualification so as to establish their potential in the attainment of the promotion and appraisal criteria. This was analyzed in four sub-themes: human capital, administrative responsibility, research and publication and social responsibility.

i) Human capital

The study sought to investigate women investments into their human capital by analyzing their academic credentials, work experience, number of students supervised since employment and teaching credentials. The various aspects form the main themes of discussion below:

a) Academic Qualifications

In order to analyze women faculty investments into their human capital, respondents were asked to state their academic qualifications. The findings are presented in Table 4.14.

Table 4. 14: Academic qualifications of respondents

Academic qualification	Frequency	% Of responses	% of cases
N=99			
PhD	67	15.88	67.68
Masters	31	7.35	31.32
B.Ed	1	0.24	1.01
Writing skills	73	17.30	73.74
Research skills	73	17.30	73.74
Computer packages	94	22.27	94.95
Mentorship training	32	7.58	32.32
Leadership training	51	12.09	51.51
Total no of responses	422	100	331.31

N/B; the study utilized multiple responses.

From the table 4.14 above, 67(67.68%) women respondents had a PhD, while 31(31.31%) had a masters degree, with only 1(1.01) having a B.Ed as her academic qualification. 73(73.74%) respondents had done courses on writing and research skills, while respondents with computer skills were 94 (94.93%). Observably only 32 (32.32%) and 51(51.51%) had pursued training in mentorship and leadership. The study further observed that, from the School of Education and Humanities and Social Sciences there were four lecturers who did not have PhD's despite them having more than fifteen years' experience in the academia.

According to KU promotion and appraisal criteria, investment into ones human capital is of much importance; this involves attainment of a doctoral degree of at least PhD level, accumulating years of experience and supervision of students. The study found out that most women faculty who took part in this study had attained a PhD degree 67 (67.68%), though they faced various challenges that delayed its achievement. Bena* a Senior Lecturer (16/12/2013) cited financial constrain as a major hindrance while pursuing PhD, whereby most lacked extra sources of income apart from their salaries. 87 (88%) respondents cited lack of adequate finances as a challenge to the women faculty as they seek to invest in their human capital. In an African family set up, the man is the custodian of most assets and income generating projects, thus influencing their usage. This disadvantages the women faculty as they cannot sell or use them to acquire a loan (GOK, 2008). In relation to financial needs, Pamela* a Senior lecturer (O.I 16/12/2013) states that:

I depend on my salary to further my education and support my family.
My husband controls all the family businesses and he usually says it
cannot sustain the family and my education ambitions.

In contrast two respondents acknowledged their husbands for supporting them financially and morally in advancing their education credentials', thus proving that, the support of a spouse and marriage stability has a direct impact in women's career growth. However, the study established that despite the marital support the two respondents had, they were still at the ranks of senior lecturer and lecturer even though they have been academicians for over twenty years.

Additionally 66% women faculty cited family responsibilities as a major challenge when they seek to invest in their academic growth. In view of this, Naomi* a Senior Lecturer reported that she took long to complete her PhD because of balancing work, career and studies while Jane* also an Senior Lecturer was forced to abandon her studies so as to care for her children. Kamau (2006) observes that limited access to doctoral studies as a main hindrance to women's faculty career advancement. This he notes is compounded by challenges women face when it comes to studying abroad because of their roles as mothers and wives, as well as, lack of funds. Moreover, due to limited opportunities to study abroad they are left with the option of studying locally. This becomes challenging since they have to balance career, family and studies. Kanake (1998) adds that women may delay in the attainment of PhD before marriage since men tend to shun highly educated girls especially where candidacy for marriage is concerned.

Further, most women faculty had taken training in other areas such as computer packages, leadership training, mentoring, writing and research skills, learning and teaching methods. In view of this, Pamela* (O.I 16/12/2013) a Senior Lecturer stated “I have done two masters and over twenty short courses”. This contradicts Jone’s (2010) observation that most women faculty do not take advantage of the above skills, which are essential for upward career mobility. Jacobs (1996) however, notes that the human capital school of economics attributes gender inequality to inadequate investments’ by women in their education. According to Jacobs, this is not the case since in USA women faculty have caught up with men in average in terms of education attainment. He further notes, gender disparities continue despite high levels of education by women.

In line with the above discussion, women faculty in KU have invested in their education since most have attained the PhD and also undertaken various short courses that have enhanced their skills in the academia. The study therefore, notes that women face various challenges while enhancing their educational credentials such as financial constraints, socio-cultural barriers and work- family conflict and, this has delayed the attainment of PhD which is crucial for advancement. It is, however, noted that high education credentials, do not translate into career advancement since women form the minority at the ranks of Senior Lecturer, Associate Professors and Full Professors.

b) Teaching experience

The study sought to understand the number of hours that women faculty spend in teaching. Their responses are summarized in the table 4.15 below.

Table 4. 15: Number of hours taught

No of hours	No. of respondents
3-4	17
5-6	27
7-9	25
Above 9	28
None	2

Note: most units have three hours per week.

From the table 4.15 above, 28 women faculty teach more than 9 hours, while 27 and 25 faculty spend between 7-9 and 5-6 hours teaching respectively. Only 17 women reported that they teach 3-4 hours, whereas 2 did not have any units to teach.

The study noted that those who teach between 3 and 4 hours were mostly at the levels of Tutorial Fellow and Assistant Lecturer, as well as, women faculty holding administrative positions. Women faculty at the levels of lecturer and senior lecturer (53 women) formed the majority who teach between 7 and 9 and above 9 hours. A key argument that arose, from the above discussion, is that the teaching work load is high due to the high number of students and the university calendar that runs through-out the year. It should be taken into account that KU academic year for regular program run from September to the beginning of April. Then there is the Institutional-Based Program which runs in the months of April, August and December, while the trimester program falls between the month of May and July.

It is from the above discussions that the study sought to analyze the university work load for the faculty members. The findings are presented in the table 4.16 below;

Table 4. 16: University Teaching workload

Faculty	Regular units per semester	Hours per unit	Maximum Units for IBP, Digital school and trimester(part-time)	Hours per unit
Academic staff	3	9	2	6
Deans, Chairperson & Directors	1	3	1	3
Exam Coordinators	2	6	1	3
Tutorial Fellow	2	6	1	3

From the table 4.16 above, academic staffs with no administrative responsibility are supposed to teach 3 regular units and an additional of 2 from IBP, Digital School and Trimester. Deans, chairperson and directors are required to teach one regular program unit and an extra from the other category. While Exam coordinators and Tutorial Fellow are required to each teach two regular units and add only one as part-time. Tutorial Fellow are given few units so as to able to concentrate with their PhD studies. The additional units from IBP, Digital School and Trimester are considered part-time and are not mandatory. The number of units in these three programs varies with the number of students enrolling for the course and, it is the work of the chairperson to distribute, but it is also at faculty discretion to teach either in one or all programs. As such, the study opines that KU allows some form of flexibility to its faculty members,

although, this again depends on the number of students and units on offer, as well as, one area of specialization.

The study noted that 65% of the respondents teach in all programs and as a result they were over-burdened with a high number of classes and students scripts. In addition, thirty six respondents were not aware of the official institution work load and thus failed to take advantage of its flexibility. This may curtail their upward mobility since they lack adequate time to invest in other areas such as research publications, conference attendance and grant writing which are directly linked with promotion.

Furthermore, the study noted that women faculty did have wide experience but they were still at the lower ranks. In support of the above the study noted the following; Jane* in the School Humanities Social Sciences has been a lecturer for 15 years, while Caroline*(O.I 14/12/2013) who is a Senior Lecturer in the School of Education explains that she entered Kenyatta University in the year 1986 as a Tutorial Fellow and attained her current rank level in 2012. The same sentiments were shared by Bena* a senior lecturer in the School of Education. Yet, according to the KU promotion and appraisal criteria to be a Senior Lecturer one should have at least five years university teaching experience. Attainment of PhD and a long teaching experience results into quality teaching, and this is one area where women spend most of their time on; yet it only contributes 4(11.8%) points in total. Additionally, due to the high number of students and the university schedule that runs through-out the year without any break, the teaching workload is high and denies majority time to participate in other areas that are equally important for career advancement.

b) Post-graduate supervision

To determine women involvement in post-graduate supervision, the study sought to analyze number of students supervised by each faculty member after their last promotion. This was further analyzed to ascertain if they had met the threshold set by PAC. The findings are presented in the table 4.17 below;

Table 4. 17: The number of post-graduate students supervised

Rank	PAC requirements for the next rank	Masters supervision	PhD supervision	Those who qualify for promotion
		No. of Those who met the criteria	No. of Those who meet	
Associate Professors	4 masters & 2 PhD students	7	6	2
Senior lecturer	4 masters & 1 PhD	12	6	10
Lecturer	3 masters	33	16	33

From the table 4.17 above, 7 Associate Professors had met the required number of Master's students but only 6 had supervised the stated number of PhD. For the post of Senior Lecturer only 12 and 6 had supervised the stated number of Masters and PhD students respectively. There were 33 lecturers who had supervised the stated number of Master students', while 16 had even evaluated PhDs which is not stated in the PAC.

In relation to supervision of post-graduate students, women faculty, were of the opinion that it is very difficult to have supervised the required number of students within the

period set. For example, to be a Professor one is required to have supervised at least four Masters and two PhD's since appointment as an Associate Professor. The criterion requires one to have taught for five more years before moving to the next level. The term limit of five years become problematic for majority of the faculty members, since supervision depends on the number of students enrolling in that particular discipline and their commitment to complete their course on time. In view of this, six respondents stated that they had several students whom they were supervising and had not seen them for several years. Yet, their career mobility is dependent on them. These sentiments were shared by 52% of the respondents.

Moreover, Caroline*, Marietta* and Jennifer* (O.Is, 2013/14) faulted the promotion criteria for disregarding one's supervision record since joining the profession especially in cases where one had superseded the required number in the previous rank. Faith* (O.I 7/1/2014) an Associate Professor states that:

“When I was being promoted to Senior Lecturer position I had supervised a high number of students, this is not being considered when I apply for the next promotion.”

This sentiment was echoed by sixty four (65%) respondents. The study further established that in terms of student supervision there was an imbalance with some performing exceedingly well while others had a high number of learners with ongoing projects and thesis. This is exemplified by the following observations; Mary* a Lecturer in School of Education had 19 masters' and 5 PhD students' still on-going. Juliet* Lecturer in the same school had eleven masters' students to supervise, while in the same department Catherine* a Lecturer had only two masters' students. Ann who is an

Associate Professor in another department had 18 masters' students to supervise and had not had any PhD student since 2012. Ashley* at the rank of Associate Professor in the School of Humanities and Social Studies had 10 masters' students on-going while sixteen had completed.

In lieu of the above, two Associate Professors argued that due to the high number of students, women faculty may be overburdened but, at the same time, lack of proper planning and management has also limited their effectiveness in reviewing student's projects and thesis. This leads to a high number of students who have not completed their studies. In regard to this, Stella* and Agnes* state that:

Once I receive student work I ensure that I don't take more than two weeks before I give my feedback. However, she regrettably observes that the students would not follow up their work (Stella O.I 3/12/2013)

I have taken personal interest in my students and I encourage them to ensure that they complete their studies on time (Agnes* O.I 25/2/2014).

It follows from the above that, women faculty are faring well in relation to student supervision. However, they are overburdened in terms of marking exams, term papers and student supervision. This is as a result of a high student population, which translates to more classes and units to teach. Caroline *argues that this creates work-related stress on the women faculty, so they end up reducing their productivity in other areas. For this reason, most female faculty stagnates in their academic careers. In contrast, male faculty are able to go to relaxation centers and unwind after work reducing work related stress (O.I 14/12/2014), an activity women may not engage in due to socio-cultural and

sometimes economic factors. A high work load will also lead to women faculty delaying in giving student their feedback and, this may affect their student evaluation which is done by the learners, and contributes 2 points in the PAC evaluation.

d) Academic leadership

The study established that women faculty in KU are actively involved in teaching, as well as, demonstrating academic leadership. This has been achieved through women faculty initiating several innovations and academic programmes both within KU and externally. Faith* and Caroline* both heads of departments and Senior Lecturer stated that they were instrumental in the establishment of their departments and academic programmes. Precious* a Lecturer has also been instrumental in developing undergraduate, masters and PhD programs, as well as, the establishment of new departments within her discipline.

Investment in human capital, therefore, is one area in which women faculty in KU have highly invested in as seen in the attainment of PhD and that they have also undertaken training in other areas such as leadership, computer literacy among others. The study noted that, women faculty have wide experience which does not correspond to their ranks as per PAC. Women faculty are also actively involved in teaching, where they teach in regular program, IBP, trimester and in Digital school.

Lecturers' teaching ability is evaluated by students and the chairperson of the department; this contributes a maximum of four points (11.8%) in the KU promotion and appraisal criteria. The study noted that majority of women faculty teach the required nine hours per week as compared to those holding any form of leadership

position who have three hours per week (few women hold any form of leadership). Teaching and student evaluation is one of the requirements that most women attain, which is very demanding, yet it contributes only to 11.8%, while research and publication is highly rated and contributes 12 points (35.3%) in the promotion criterion. It therefore, means that once women are overburdened with teaching, marking student's scripts and supervising projects, thus they are less likely to invest in other areas such as research. Consequently, the study opines that, the career advancement of women faculty is not curtailed by inadequacies in human capital but by a promotion criterion that puts more emphasis in research as compared to teaching.

As teaching staff, women faculty struggle to meet work demands and family responsibilities, which explains their low representation at the senior ranks. Brandon (O.I 7/1/2014) exemplifies this by arguing that:

It is only women who come to ask for permission to take their children to hospital, school or nurse a sick relative; rarely do men come with such issues. When they are doing all this, the male counterparts are busy researching. How then do you expect them to meet the promotions standards?

From the foregoing, it is evident that women are too involved in teaching, marking, supervising students. This is made worse by the institutions' calendar that runs throughout the year, with the women faculty teaching in the three programs. Therefore, majority are left with no time to engage in writing papers, convening or attending seminars/workshops or even networking, all factors that would enhance formal and informal contacts. Yet it is from such activities that they will build their careers and be considered for promotion as noted in table 4.12 on the scores for rank predictors at KU

(KU promotion and appraisal criteria 2011). In support of the above, gender scholars contend that women faculty are overburdened with institutional demands, family and children responsibilities which may hinder them from establishing formal and informal contacts that are essential for professional recognition. (Onsongo 2006, UNESCO 2002, Mednick et al. 1972). The study opines that the career advancement of women faculty in KU is curtailed by inadequate information on the institution policy in relation to the work load and as a result some are overburdened and may fail to attain the PAC.

ii) Administrative Responsibilities

In the PAC, administrative responsibility contributes a maximum of 3 points (8.8%); it is from this background that the study sought to determine the leadership positions held by women in the selected departments. the findings are presented in the table 4.18 below.

Table 4. 18: Distribution of women and men in administrative position in the selected departments

Position	Male	Female
Deans	2	1
Associate Dean	3	0
Chairperson of academic departments	10	11

From the table 4.18 above there are 2 males and 1 female serving as deans while, there are 10 men and 11 women as heads of departments.

The study further established that at Kenyatta university women hold various administrative positions as heads of departments, directors, deans and coordinators.

They are also represented at the management level where there are two women out of ten. In table 4.19 below presents sex disaggregated data of the current holders of the various administrative positions in the University.

Table 4. 19: Distribution of men and women in leadership positions

Designation	Men	Women	Women%	Men%
Management	8	2	20	80
Heads of departments	35	30	46	54
Directors	20	22	52	48
Deans/Associate Deans	15	5	25	75
Directors/deputy of campuses	13	3	19	81
Coordinators	10	1	9	91
Total	101	61	40	60

Source: KU Human Resource Department 2013.

The above Tables 4.18 and 4.19 clearly indicates that women headship is concentrated at the middle managerial level and they are under-represented at the top echelons of leadership where there is decision making and higher bargaining power to influence gender responsive policies and work environment. As such, women are less likely to influence institution policies especially if decisions are passed through a majority vote. In line with the above, Kanake (1998) postulates that women faculty under-representations renders them unlikely to influence policies, since it is at the administrative posts of VC and their deputies; principals of constituent colleges, directors of institutions programmes, deans and chairperson of department that important decisions are discussed and passed.

The university has 5 (five out of twenty) women deans which is an elective and at times an appointive post (in cases of a new school and for positions of associate deans). This number falls below the 30% threshold set by the university in line with the government call for gender equity in all recruitments, elective and appointive posts. Regarding gender and leadership, Onsongo (2006), opines that in most Kenyan communities, traditional perceptions of women as subordinate to men still persist and as a result men dominate in leadership positions. Onsongo notes that this is also reflected in the management of universities in Kenya and, therefore, women lack in the debates that shape institutional policies and the system ends up perpetuating masculine values.

The study notes that there are few female deans (which is an elective post). This demonstrates the existence of gender stereotypes that attribute leadership to men hence inhibiting women from being elected in leadership posts and higher institutions of learning are not different. In support of the above, the study observed that in two departments the organogram stated that the head of the department was a chairman yet the office was occupied by a woman. Lack or minimal leadership experience means that women miss out in attaining 3 (8.8%) points thus giving men an added advantage.

There are other barriers to women leadership at Kenyatta University. According to Marietta* (O.I 13/12/2013) there is institutional patronage and corruption which requires one to identify him/herself with those in management, hence, this disadvantages women as they may find it difficult to penetrate the male dominated management. Marietta* notes that this is an unspoken rule for one to access leadership or be appointed as members in important committees. Further, Agnes* an Associate

Professor, retorts “there is a group that calls the shots and for one to be appointed or promoted one has to toe in their line. Yet, you are not aware of what exactly they want” (O.I 25/2/2014).

In lieu of the above, the study notes that there is lack of clarity on the factors that determine appointment into leadership position since selection is at the discretion of the Vice Chancellor. Stella* an Associate Professor when asked about institutional patronage, she had the following to say “to be appointed you must be supportive of the university management and that is not institutional patronage”. At the same time, the study notes that, with the current VC the number of women in leadership position has increased significantly. Stella*, Jennifer* and Shadrack* supports this by stating that “the VC has been deliberately appointing women into leadership positions so as to counter an historical injustice that had seen few women being promoted into administrative posts”. The above sentiments are in line with Kanake (1998), who concluded, that women are disadvantaged in university administration and managements since there is no common criteria for appointment. Additionally UNESCO (1993), reports that women faculty are best represented in the lower levels of academic and middle management positions and their participation relative to men decreases at successively higher levels. They identify barriers such as; the cultural perception of women role, discriminatory appointment and promotion practices. In addition, UNESCO notes that in most universities, the highest and most prestigious positions are filled on the basis of trust and rapport, in other words, patronage. Since the top management is dominated by men, they end up appointing their fellow men whom they have interacted with and established a rapport. Similar conclusions are reported by

Mugenda et al. (2010), who established that women are a minority among senior managers in Kenyan universities, whereby the top management is dominated by men. As a consequence, there are gender disparities in the making, planning, formulation and implementation of policies. Thus men enjoy a, more prominent role in both policy making and management of the university.

Respondents were asked to suggest ways of addressing gender disparities in management. In this regard Brandon*(O.I 10/1/2014) an administrator, suggests that the management should not evaluate men and women at the same level but adopt AA on the latter on issues of leadership and research. This would help correct biased appointment and institutional barriers that have favoured men over women (O.I 7/1/2014).

On the contrary, Pamela* (O.I 16/12/2013) states that; “women should not wait to be favoured, let them work as hard as men because we are all equal”. From the above statement the study noted that there are those who believe that since they got their ranks through hard work, hence all other women should follow same trajectory. Such feelings from fellow women negate the differing factors that may be at play at any one given time of the women members. At the same time, such views show that there is little understanding on the issue of gender equality and equity, more so, on the importance of AA among some Kenyatta University academic staff. This translates to negative stereotypical notions that make the working environment intolerable for women, affecting their productivity and careers. In addition, since few women have advanced to senior ranks in the KU, this should not be translated to mean that they have been able to

break the proverbial ‘glass ceiling’, majority are still at the lower levels. Besides, it is important to note that the under-representation of women in leadership position is an historical injustice whereby they have been limited by cultural stereotypes, organization culture that promotes male values and issues of work-family conflict. Women, therefore, face different challenges from men as they strive to be leaders and it is on this basis that AA is implemented in support of the disadvantaged gender.

iii) Research and Publication Requirements

In the academia, there exists the notion of “publish or perish”. This means that, it is impossible for an academic staff to progress through the ranks without undertaking any research or publishing books and articles (Omolade, 2012). The KU promotion and appraisal criteria (2011) highly rated involvement in research and publication, as well as, receiving grants whereby it contributes 35.3%. For Professorship, faculty members are required to publish four (4) articles in refereed journals, books or exhibitions.

It is from this background that, the study sought to determine women faculty involvement in research and their publication records in terms of writing books and articles. To this end, the respondents were asked to state the number of books and articles they have published. The findings are presented in the table 4.15 below;

Table 4. 20: Number of books and articles published by women faculty since employment

Number of publication	Books No.	Books %	Articles No	Articles %
N: 99				
None	6	6	12	12
1-2	13	13	11	11
3-4	34	34	36	36
5-6	26	27	27	28
Above 7	20	20	13	13
Total	99	100	99	100

The study noted that, 6 (6%) of females had no publication while 13 (13%) of them had published between 1-2 books. The number of those who had published between 3-4 books stood at 34 (34%) female. There were 26 (27%) female that had between 5-6 books. There were only 20% women who reported to have more than 7 publications. In terms of articles, Table 4.20 shows that, 11 and 36 women which is 11% and 36% respectively had written between 1-2 and 3-2 articles respectively, while 27 (28%) and 13 (13%) of the former had about 5-6 and above 7. Only 12% women reported that they have not published any article. The percentage of females having 3-4 articles was 36%. There were 27 (28%) females that had 5-6 published articles. Only 13 (13%) females had at least 7 and above articles.

From the above findings, the study notes that a big percentage of women faculty members 53% had below 5 books published. This is a clear indication that they are facing challenges in this area. The promotion criteria outlines that books can be considered in the absence of articles, however, there seems to be a disconnect among the female faculty on the right criteria as expressed by one of the respondents below;

I have so many books that I have published, but when I applied to be promoted to the position of Senior Lecturer, I was informed that I did not qualify because I had not published any article in a refereed journal, yet writing books is too demanding ...(Faith* O.I 7/1/2013).

The above disconnect clearly indicates that the promotion criteria is unclear or unresponsive to the rigors that are involved in publications of books and articles. This factor, therefore, plays a role in the impairing women's advancement in academic careers at Kenyatta University. From the Table 4.20 above, women faculty are involved in publication, hence boosting their career mobility. This is further supported by the following observations; Naomi* (Senior Lecturer) has 10 articles in refereed journals in two years, while Maureen* also a Senior Lecturer has published two articles in refereed journal annually for the last five years. Women Associate Professors, as the study noted, were actively involved in consultancy locally, regionally and internationally (Stella*, Melissa*, Ashley* and Faith* O.Is 2013), they had written books, chapters, articles and training manuals. They had also, received research grants as individuals and also as part of groups. The women faculty had also published with students and acted as Principal Investigators on several occasions.

The study observes that, 74 (74%) of the women faculty were rarely involved in research and their publication records were inconsistent. At the same time there is lack of clarity in the specific factors which PAC evaluates; this is exemplified by the following observation;

Esther* a Lecturer in School of Education did her last research in 2009

Naomi* a Senior Lecturer in the School of Education did only one research between 1999 and 2008 and published two articles between 2011 and 2007. She further has nine books for

secondary level. This may explain why it took her 15 years to attain her current rank.

Christine* a Senior Lecturer has undertaken only two research projects as from 2012 to 2014, and has no publication between 1997 and 2008.

The study further, noted that at the School of Business, women faculty faced a challenge in relation to research, since only six out of twenty five showed active participation in research and publication of books and articles. In the above mentioned department, the study noted that there were only nine women lecturers while the others were at the levels of Assistant lecturer (4) and Tutorial Fellow (12). The findings indicate that in all the sampled schools, women faculty at the lower ranks of Lecturer, Assistant Lecturer and Tutorial Fellow were less likely to be involved in research, publishing, be awarded grants or appointed as a principal investigator of a group that had a successful funded proposal.

According to KU promotion and appraisal criteria (2011) faculty members are required to publish through reputable publishers. In view of this, 68% of the women admitted to have experienced a challenge in this, because, in contemporary scholarly society one has to pay for publication (O.Is Florence*, Caroline*, and Brandon*). At the same time, 33% of women faculty cited lack of time due to family responsibilities as an inhibiting factor in research. Shadrack* and Faith* (O.Is, 2013) assert that current policies on research funding which require gender equity in terms of composition has come as a reprieve to women faculty and they are now enhancing their career development, through co-authoring in publications. However, Jennifer* (O.I 13/12/ 2014) states that stereotypical notion of women being nagging, moody and antisocial affect their

interaction with their male counterparts, hence, making women prefer to work in isolation. Women faculty are also less likely to be invited in co-authoring a book or article by fellow men due to the same gender stereotypes. Marietta* (O.I13/12/2013) states:

Men always complain that it is hard to work with women, this is because, they are viewed as always emotional and carry grudges.

The directorate of Research, Innovation and Outreach outlines that they give priority to research proposals that promote interdisciplinary or interschool coordination, as well as, those that show relevance on the local community and contribution to knowledge.

Further, it was noted that, women faculty faced challenges in relation to receiving research grants to facilitate for the same. Ashley* from the School of Education reports that she had not been successful in accessing a grant, this is despite her applying twice. The same was stated by 81 (82%) respondent. To understand women research and publication records, the study analyzed the number of women who applied and received the VC research grant in the academic year 2013-2014. In the fore mentioned year, the directorate of Research, Innovation and Outreach received twenty six applications, and in it thirty eight women applied as part of mixed gender groups (20groups), while six groups were made of women and only one presented as an individual. As compared to only one male group and two who applied as individuals. The study further noted that only two women received the award. Further, in the application only 10 women were principal investigators out of the twenty six applications. In the PAC, being a principal investigator for a committee that writes a successful funded proposal does give one an additional point. Stella* and Agnes* state that at the lower level there are few

opportunities for consultancy which leads to research and also can even develop into an article or a chapter in books. They further state that bringing grants to the university is easier when someone is at an administrative position. This notwithstanding, women are disadvantaged since donor agencies tend to award research grants to individuals that are well established in their disciplines and hold a research track record that ascertains their capability.

The National Research Council of the National Academies (2010) opines that women faculty shy away from involvement in publications because of fear they will not have time for their families. The above conclusion is consistent with Ogbogu (2013) who asserts that men are more involved in research and publication as compared to women academics; this is because of Work-Family Conflict, which impairs their productivity. This ends up discouraging some female faculty involvement in research, hence curtailing their career growth.

Kennedy* from the Human Resource department explains that the committee on promotion highly rates articles especially those published in indexed journals, single-authored books and those that are written for university level. He further encourages women to publish with their students as the committee evaluates them highly since it is an indicator of encouraging scholarly work (O.I 3/12/2013). In contrast to Omolade (2012) who encourages co-authored books, Kennedy* states that PAC highly rates single-authored books since it shows that the author contributed significantly in that work.

Baadat (2009) affirms the importance of research in higher learning institutions by stating that, the principal role of universities is production and dissemination of knowledge; achieved through carrying out research and publishing. More so, one of the core objectives of Kenyatta University is to enhance the level of participation in research, dissemination and preservation of knowledge for both academic and societal development (KU Gender Policy: 2011).

In summation, the study observes that research and publication has been a major challenge that has limited the career advancement of women faculty. First, research and publication require huge investments in terms of time and financial resources which as discussed is a challenge due to women social roles, position in the family and their involvement in teaching activities. Second, due to inadequate professional recognition and linkages women have limited opportunities for partnership and consultancy with bodies, which has been seen to lead to research and publication of papers/articles. Furthermore, lack of formal and informal contacts disadvantages women since donor agencies prefer interdisciplinary projects.

Third, women faculty have inadequate information and skills in relation to proposal and grant writing including project management. Consequently, these limit their competitiveness globally and they are less likely to be awarded a grant from the donor agencies. Fourth, women's career advancement is negatively affected once the promotion gives more focus on research (35.3%), yet it requires so much investment in terms of time, financial and material resources. Lastly, researchers need to be assertive, ambitious, and confident with excellent bargaining and social skills so as to convince

bodies internationally that they are capable of managing community projects and be awarded tenders to conduct research on their behalf. However, due to poor socialization women lack this traditionally perceived masculine attributes. The study observes that women faculty, have challenges in research, writing proposals and grants despite the existence of the Directorate of Grant Writing and Management that was established in 2009. The directorate is mandated to help academic staff in the entire proposal development process; aiding the development of research, creating budgets and justifications, advising on internal and donor policy. It also connects principal investigators to other researchers and resources both on and off campus. This shows that women faculty are either not aware of the directorate assistance or they are not utilizing the department to enhance their skills in writing and management of grants. For this reason, the need for women academics to realize that without publication, their chances of advancing are very low is underlined. In addition, the identification of credible publishers and indexed journals, publishing with students, consistency and also effective time management through distributing their tasks against all pointers of career development as stated by PAC. More so, collaborate with both men and women so as to form professional contacts so as to increase opportunities of being invited as members of committees that apply for research funds.

iv) Social Responsibility Requirements

Universities as the centers of knowledge generation and sharing, perform a very important role in addressing the socio-economic and environmental issues by promoting sustainable solutions (Odiño and Wandike, 2013). KU mission, vision and identity

statements allude that the institutions aim is to enhance quality and dynamic education and research for the development of the individual and the society at large (KU strategic and Vision Plan 2005-2015). To interrogate women faculty social responsibility the study sought to analyze their networking and collaboration activities. First, respondents were requested to state whether they were members of professional bodies and also the frequency of their participation in local, regional and international conferences. Second, if they were referees, editors or reviewers. Third, if they had ever attended a conference as guest speaker or resource persons and, or if they had been visiting scholars or fellow to another university. Fourth, if they are members of national, regional and international boards. Last, the study sought to know if they had ever received any award within and outside KU. The findings are presented in the table 4.21 below;

Table 4. 21: Categories of networking and collaborations

Category networking & collaboration	frequency	% of responses	% of cases
N=99			
External examiner	37	8.11	37.37
Editors	24	5.26	24.24
Reviewers	25	5.48	25.25
Guest speaker/ resource person	7	1.54	7.07
Member of School secondary board	72	15.79	72.72
Member of KU boards	11	2.41	11.11
Member of Professional bodies	88	19.30	88.88
Developed programs & modules	68	14.91	68.68
Visiting scholar/ Fellow	3	0.66	3.03
Membership into Church boards	71	15.57	71.71
Membership in CDF committees	11	2.41	11.11
Received awards	12	2.63	12.12
Membership into women groups	27	5.92	27.27
Total	456		

From the table 4.21 above, it is noted that a high number of women faculty 88, 72 and 71 are members of professional bodies, school boards and church programs respectively. There was 68 and 37 women faculty that had developed modules or academic programs and acted as external examiners in that order. Those who were members of women groups were 27, while 25 and 24 were reviewers and editors respectively. Only 11 women reported to be members of KU boards or committee and also Constituency Development Fund Committee. Only 7 women had ever been invited as guest speakers or resource persons, while, 3 reported to have been visiting scholars in another university.

The study further, noted a strong link between institutions which faculty members undertook their post graduate studies and the conferences attended. Whereby, the institutions invited them for conferences and workshops in their line of disciplines and also for mentorship programs. This was mostly observed for those who attended universities in Europe and USA. Additionally, respondents were more likely to attend conferences which were organized by the professional bodies in which they were members. This is exemplified by the following; Jane* (Senior Lecturer) in 2012 attended 8 conferences in the institution she had done her PhD and for her professional bodies. Melissa* attended 5 workshops in the university where she had done her Master's degree while Stella* in one year she had attended 16 conferences organized by professional bodies which she was a member.

The study, also noted that 41 women respondents attended conferences at irregular intervals. The women faculty would take long breaks before attending or convening any

conference, workshop or seminars. At the same time, only 31 women faculty had attended conferences outside the African continent, while 39 had participated in conferences organized in Kenya only.

From Table 4.21 the study noted that 88 respondents were members of professional bodies. Though, membership into boards contributes only one point in the PAC, it has significant impact in one's career mobility, since it influences one's recognition in their discipline. From the study Salome*, Stella * and Jennifer* were members in four boards which were local, regional and international and they were at the ranks of Senior Lecturer and Associate Professors with strong research and publication records. Besides, being members, the women faculty held various positions in the boards and they were recognized as reviewers, jurists, examiners and editors among others. The study observed that it is at the lower ranks of Lecturer, Assistant Lecturer and Tutorial fellow that women faculty were more likely to be members of local boards only.

Further, the study established that women faculty professional recognition and networking was boosted by linkages they had established through being active members of boards, attending conferences, formal and informal contacts with their colleagues, as well as, having their curriculum vitae on-line. Subsequently, they were invited to be examiners, editors, reviewers, jurists and visiting scholars in other universities.

Professional recognition also leads to one being appreciated through being given an award for their endeavors. From the study only 9(5.9%) had been awarded in various categories such as; award for the highest research grant in KU, Post-Graduate Student of the Year, Excellence in Teaching and lastly Lecturer of the Year.

From the discussion above, women faculty indeed demonstrate a sense of professional commitment; this is done through attendance, convening and coordinating conferences, being invited as examiners, reviewers or editors as well being members of boards and receiving various awards. However, women faculty admitted to facing various challenges such as inadequate finances to facilitate attendance of conferences, lack of awareness on how to enhance ones recognition, their ascribed gender roles and position in the society that makes them to be less likely involved in the various categories. In view of the challenges faced respondents stated that;

Attending conferences is still a challenge due to the ascribed gender roles within the family and society, especially since the institution offers no family allowance or child care services when seminars are offsite challenge (Florence: O.I 13/12/2013)

Marietta* (O.I 13/12/ 2013) stated that lack of time due to work and family responsibilities is a major hurdle when it comes to networking and collaborating with external organizations as well as professional bodies. Sixty four percent of the respondents were of similar opinion.

Jennifer* (O.I 19/12/2013) a lecturer notes “Many are the times we are invited for conferences abroad, however I find it difficult to attend due to family related responsibilities. I particularly find it hard to get a trustworthy person whom I can leave my children with”

Caroline* (O.I 4/12/2013) a Senior Lecturer also notes “we literally teach from January to December with no breaks, since there are Regular, School-Based and sometimes Trimester programmes offered and apart from teaching, we give tests, mark, supervise as well as carry out research. Most of these activities have deadlines which have to be adhered to, when will I get time to attend to conferences or write papers, yet am also a wife and mother?”

Consequently, due to the challenges faced, women lack formal and informal contacts, making them work in isolation. Lack of recognition means that, they are less likely to

be invited as guest speakers, external examiners, and research partners or even participate in formulating academic programmes, within and outside their institutions, yet these are important categories that determine ones advancement in terms of rank (White et al. 1992). Additionally, five respondents opine that studying locally in all academic levels denies women important linkages as well as exposure to global opportunities that may be utilized to enhance their career progression. Kennedy* affirms this by noting that attending an international and well recognized university brings the aspect of cross-breeding since one brings fresh ideas; in comparison to in-breeding for those who have attended the same institution locally. As such, the Appointments Promotion Committee (APC) views, perception and qualitative evaluation may be influenced by the institution in which an applicant studied and the boards in they seat in. More so, Kennedy* advises women faculty to ensure that they are members of boards that are reputable since this affects the qualitative evaluation of an applicant among her peers and before a panel of (APC) which does the oral interviews (O.I 3/12/2014). Equal Rights Advocates (2003) postulate that women in the academia are disadvantaged since the promotion criteria place more value to international bodies and research than national.

From the foregoing discussion, women faculty seem to be disadvantaged since the linkages they have established in form of conferences attended and boards which they are members are mostly local and this may have denied them professional recognition. It is from this background that the study, sought to analyze the geographical location of the institutions which the respondents had pursued their education. The findings are summarized in the table 4.22;

Table 4. 22: Geographical location of universities attended

Academic qualification	Local universities	Regional universities	International universities
N=99			
PhD	49	1	18
Masters	74	3	18
Undergraduate Degree	88	3	7

From the table 4.22 above 88 (3) women faculty had pursued their undergraduate degrees in Kenyan universities, 3 in institutions within the African continent while 7 had attended higher institutions in Europe and America. As for masters, 74 had done their degree in local universities and 3 in regional institutions. Only 18 had gone into universities in Europe and America. A high number of women faculty 49 attended local universities for their PhD, while only 1 did the same in a regional institution. 18 women attained their PhD from international universities.

From table 4.22, women faculty are more likely to attend local universities as opposed to going abroad. The study, however opines that studying locally should not be a limiting factor, since professional networking and collaboration can be enhanced through ones personal ambition in sourcing for international boards, conferences, and other networking opportunities in the internet. Additionally, the study notes that women are disadvantaged as a result of inadequate information on how to enhance their professional recognition and their social roles that have hindered their geographical mobility.

Moreover, women faculty career advancement is curtailed by personal attributes and stereotypical beliefs about women roles in the society, since conferences are conducted for a short span of either two days or one week. This is the same period women may take in attending to family activities such as funerals and weddings to which they may not go with children. White (1992) notes this is as a result of poor socialization process of women faculty into the female role which expect them to manifest attributes of femininity espouse traditional sex-role values and seek feminine goals. Poor socialization also does not enhance independences' in the girl child. In addition, women self-confidence is affected by people's negative comments especially when they fail to behave in accordance to traditionally ascribed gender roles. Once learnt, the traditional values are likely to restrain women achievement behavior and limit their aspirations. In this case, the society may shun a woman who leaves her children under the care of the husband or source for help from relatives and friends, due to career aspirations. The above sentiments are in line with KDSA (2005) quoting Ndungo (2000) who observed that women feel guilty when they go out to fulfill their own desires and go out to venture their own careers neglecting the needs of others. She further states that women are pressured to make choices between their career and family, with most choosing the latter as they are invisibly forced to do so.

At the same time, according to the university performance contract, academic staff are required to teach six units in the first and second semesters for the regular program and a maximum of two in any other program either Digital, Trimester or Institutional Based program. The institution also provides for annual leave, sabbatical and leave of absence which the women faculty can apply so as to focus on research and publication which is

highly rated by PAC. The study noted that, women faculty are less likely to take advantage of the above opportunities due to inadequate information on them, high student enrollments which are not comparable to the number of teaching staff, as well as, long bureaucratic procedures set by the institutions when applying for the different leave of absence.

Further from table 4.21, women faculty are also involved in different forms of community service whereby, 72 reported that they were members of school boards while 71 were actively involved in church programs. Those who were members of women groups and the Constituency Development Fund committee were 27 and 11 respectively.

From the above analysis, a high number of women faculty are actively involved in mentorship programs in schools. Lydia* Jane*, Tracy* and Nicole* stated that they were actively involved in mentorship programs for girls and working with women in the society. 16 women faculty also reported that they have worked together with NGO's in various community project such as tree planting, community cleaning projects, sensitization of the youth and women on HIV/AIDS and family planning. Women faculty play a great role in mentoring girls, empowering women and improving life for the society at large as part of their community service. However, these services are immeasurable and women faculty may fail to be recognized for their endeavors if they do not provide documentary evidences in support. Agnes*, Kennedy*, Stella* and Emily* observed that women faculty are more likely to assume these roles they play in

the society such as being a chairlady of a women group, treasurer or secretary of a church program and therefore, lack documentary evidence in support if this (O.Is 2013).

In summary, the study observed that women faculty, faced various challenges in attending and convening conferences, being members of various boards as well as being examiners, editors, jurists and reviewers for within and outside KU. In addition, women faculty have initiated various programmes and innovations and have also been awarded in various fields for excellence. From the study, however, women faculty are disadvantaged in their networking and collaboration activities because of inadequate formal and informal contacts. This, the study notes, is as a result of insufficient information on how to gain local, regional and international recognition.

4.6 Institutional Policies Influencing Career Advancement in Kenyatta University

4.6.1 Introduction

The third objective of this study sought to assess institutional factors influencing academic career advancement of women faculty in KU. Such knowledge is vital in exploring any institutional policies that may militate against upward career mobility of women faculty. This section gives a general overview of KU and it also analyses policies that have enhanced women's career advancement. Finally, it interrogates institutional practices that may militate against career advancement of women faculty.

According to Mugenda et al. (2010) Kenyatta University prides itself for being gender responsive in its operation and structures. The institution was the first public university in Kenya to have a female Vice-Chancellor. During her reign, it has realized the 30% gender representation in most of its academic ranks, as illustrated in the table 4.7 in

section 4.4.2. Women Tutorial Fellows and Lecturers who are 40% and 35% respectively show the highest representation, followed by Assistant Lecturers at 33%, while both Associate and Senior Lecturers show the same trend at 32%. The lowest representation was at the Full Professor and Teaching assistant levels both which stand at 8% and 14% respectively. Mugenda et al. (2010) further noted that in Kenyan Universities, women enter the teaching profession in small numbers and are promoted less frequently as compared to the male counterparts.

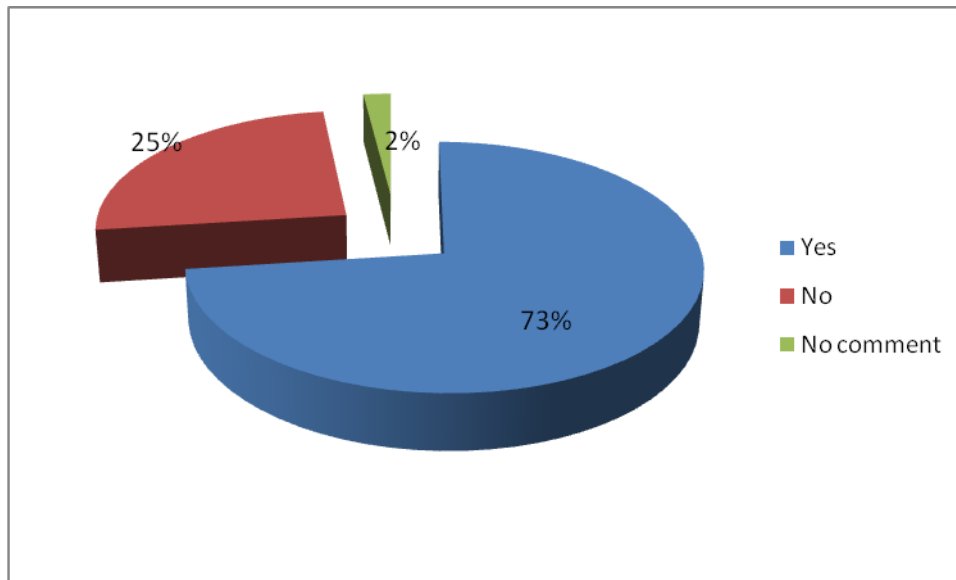
From the above discussion, women representation in KU is high at the lower ranks (Lecturer, Assistant Lecturer, and Tutorial Fellows) and decreases as ones moves up the ladder (Professors, Associate Professors and Senior Lecturers). It was therefore, necessary to establish the gender related challenges that inhibit women's rate of career advancement mostly at the higher ranks in KU.

4.6.2 Respondents view on KU as a woman friendly working environment

Gender scholars agree that a gender responsive environment has a significant impact on women's career advancement. Gender responsiveness involves introducing practices such flexi-time, job-sharing, childcare services, various leave arrangements and an organizational culture that supports and accommodates women at the workplace (Beijer 2007, Nieva 1981, CPRN 2001). Straus (2008) opines that gender responsive policies have a positive impact on women career advancement as they increase employees' job satisfaction and reduces work-family conflict and related stress. Beijer (2007) asserts that it is only the employees who can confirm if an organization is gender-responsive, since the availability of the policy or service does not correspond to their actual

utilization. Therefore, the study sought to investigate respondents view on KU as a gender-responsive working environment. The findings are presented in figure 4.3 below;

Figure 4.3: KU as a gender responsive working environment



From figure 4.3 above 73% of women faculty considered KU as providing a gender friendly working environment, while 25% were of a different opinion. Only 2% of the respondents did not answer the question. These results are in line with Mugenda et al. (2010) findings that the academic staff of KU viewed the institution as being ahead of others in terms of gender responsiveness. A high number of respondents (98%) who answered the question reveal that the respondents were able to analyze the gender responsiveness of their institution.

4.6.3 Institutional factors enhancing career advancement of women faculty

The respondents were probed further to state whether there were policies in KU that may have enhanced career mobility. To this end, the study posed open ended questions

and the answers are discussed in the following subsections: Vision, Mission, and the Core Values of KU, Gender Units, Gender Policies, HIV/AIDS Policy and Disability Policy, Physical Environment and Career Development.

1. Kenyatta University Vision, Mission, Goals and Core Values

The vision of KU is to be dynamic, inclusive and globally competitive centre of excellence in the provision of quality education, training and research for sustainable development.

The mission of KU is “to provide quality education and training through knowledge generation, research, innovation, creativity and service”

KU core values are

- | | | |
|--------------------|--|--------------------------|
| a) Truth, | e) Professionalism, | h) Competiveness, |
| b) Moral integrity | Creativity Corporate
governance | i) Equal opportunity |
| c) excellence | f) Self-reliance | j) Respect for diversity |
| d) Democracy | g) Institutional culture of
hard work | k) Innovation, |

Mission statements declare why organizations exist. It is the foundation upon which a strategic plan can be developed. Every organization should have a clear mission statement so as to outline the organization values, purposes, hopes and dreams. While, a vision gives a vivid description of the organization as it carries out its operations. Mission and vision statements should, therefore, ensure that they do not leave out any group on the basis of their gender and, should not be stated in neutral language but rather include men and women (Wango: 2010).

KU vision and mission though stated in gender neutral terms underlines inclusiveness and sustainable development. As explained in the Gender policy (2011) the institution promotes the involvement of women and men in the achievement of its goals. In addition, the vision and mission captures the difference the organization wants to make in an accurate and precise manner and, uses a language that shows commitment. The university should, however, include the principle of gender equality and equity as core values.

2. Gender Units/Desks

a) Gender and Development Studies department

Kenyatta University has a department for Gender and Development Studies that promotes gender as an academic discipline. The department offers courses ranging from under graduate to post graduate levels. The department has been crucial in organizing gender workshops and seminars to raise awareness on gender concerns in the institution and also it has promoted gender-responsive research through training and development of human resource that has competence in gender issues.

b) Directorate of Gender, Equity and Empowerment

The university has an established directorate of Gender, Equity and Empowerment. Faith* (O.I 17/12/2013) asserts that the directorate has aided in bringing to the fore front gender issues and concerns that would otherwise have been sidelined or gone unnoticed. This is achieved through conducting sensitization programmes to the management, staff and students, undertaking research and enhancing capacity building

on gender issues. The Center also collects quarterly sex disaggregated data on all recruitments, appointments and promotions, which aid in giving a clear picture of the gender responsiveness or gaps in representation.

The academic department and the directorate have also worked together in revising the curriculum in most of the departments to ensure it is gender-responsive. Two women faculty who were members of the committee to revise the curriculum however, faulted the management for not allocating enough resources to facilitate the same an oversight that may have undermined the whole process (O.Is Stella* and Emily*). Through these initiatives, female respondents felt that their concerns were now better understood and 73% saw KU as making efforts towards achieving gender parity at various ranks. Nevertheless, respondents equated gender to women concerns, therefore, necessitating the need for sensitization to all stakeholders and the need to bring men's concerns on board.

The study obtained sex-disaggregated data reflecting women's participation at different levels in the university from the Directorate for Gender Equity and Empowerment. This is important since there is statistical evidence in support of any strategy that may be employed to enhance women participation at all levels. The study also noted that the staff at the Directorate of Gender Equity and Empowerment are trained in gender issues and, therefore, are at a better position to implement programs and policies related to the same. Unfortunately, the work done by the gender units is not understood by women faculty as exhibited by 12 respondents who stated that the directorate deals with women

issues only and more so in relation sexual harassment. These ends up negating their work and hence have a limited impact in enhancing women faculty career advancement.

3. Gender Policies

a) The Gender policy (2011) and Sexual and Gender-based Violence Policy (2013)

The study established that KU is guided by the Gender Policy (2011) and Sexual and Gender- based Violence policy (2013) in dealing with gender issues. The Policies have provided a basis for gender responsive planning, operations and practices in the institution. The Gender Policy (2011) advocates for gender mainstreaming, increase of women participation in governance and management, undertaking research on gender issues and providing a healthy gender responsive working environment among other objectives. Further, the Sexual and Gender- Based Violence (SGBV) Policy outlines the institution's commitment to creating and maintaining conducive working and learning environment free of Sexual harassment. The policy clearly defines Gender-based violence (GBV) as any act that is perpetrated against a person as a result of gender power inequalities. GBV may be manifested in the form of physical, economic, psychological or sexual. Sexual harassment on the other hand may consist of but not limited to;

- I. Sexual jokes, innuendos, noises, lewd suggestions, foul language, and obscene languages. belittling comments on a person's anatomy, persistent demands for dates
- II. Requesting for sexual favours
- III. Telling lies or spreading rumours about a person's sex life

- IV. Unwanted physical contact of any sort which is sexual in nature especially touching of any parts, brushing against another body, hair or clothes, kissing, pinching, patting or conering
- V. Displaying to a person pornographic and sexually suggestive pictures and or sexual objects
- VI. Indecent curiosity such as peeping, eavesdropping, persistent unwanted questioning into a person's sexual matters.

The respondents' concern in regard to the SGBV Policy was the interpretation of sexual harassment, as thirteen respondents thought this is exclusive to sexual favors. Consequently, as the study found, there may be cases that are not reported where men use "dirty" jokes which touch on women's sexuality. In this regard, two respondents opined that:

Am a grown up woman; and if any man attempts to ask for sexual favours, I can deal with it, I do not need to report to anyone (Jennifer* O.I 19/12/2013).

A male faculty will never see a woman as a colleague but as a potential sexual partner. This outlook has helped me ignore some of their remarks that have sexual undertones (Agnes* O.I 25/2/2014)

Sentiments of male sexual harassment were reported by six women faculty, whereby four were single and only two married. The minimal number that reported on SGBV may be interpreted to mean that the Policy has shown the institution commitment in fighting the vice, hence, creating a favorable environment for the women faculty. On the other hand, it may be interpreted to mean lack of awareness on what really constitute sexual harassment and, therefore, the need for sensitization on the same. Overt and subtle forms of gender discrimination and sexual harassment render the working environment hostile to women and this affects their career growth negatively (Gender Policy in Education 2006).

b) 40% Gender representation Policy

KU has adopted an internal policy of 40% gender representation in terms of recruitment, appointment, committee composition and promotion. As a result, the number of women in various positions has increased but they still fall short in the attainment of the above policy (Mark, O.I 8/1/2014). As noted earlier in section 4.5.3 women's headship is concentrated at the middle-level, where they lack the power to influence institutional policies, thus creating a false impression that female faculty are represented in the management and governance of the institution. Women's relative under-representation and subsequent token status at the governance and management uniquely constrain their career progress.

c) Gender mainstreaming

Gender mainstreaming is envisioned in KU Strategic and Vision Plan 2005-2015. This means the institution has committed itself to making women and men concerns and experiences an integral dimension in the designing, implementation, monitoring and evaluating of policies and programmes geared to gender equality. Gender mainstreaming is of essence as it eliminates the possibility of having policies and programmes that may negatively affect men and women.

Respondents were asked to explain the meaning of gender mainstreaming in practice. From their responses, it was clear that the concept is not well understood among the staff as demonstrated by Shadrack*. When asked about meeting women child rearing roles through instituting crèches he retorted; "The university cannot go to that level and women should not expect any preferences" (O.I 25/2/2014).

Similar sentiments were also shared by a male respondent in the human resource department when asked if the institution can facilitate attendance of conferences for women with young children; He opined:

That is a personal concern which we may not be able to help, and if any case they miss one they can always attend when the children are all grown up(Kennedy: O.I 3/12/2014)

Such sentiments portray the existence of gender inequality in the academia where women career advancement is affected by family responsibilities. This may force women to take career breaks which end up curtailing their career advancement. Yet, for their male counterpart's family responsibilities are compatible with work and are even taken as evidence of stability and maturity, hence, are actually career enhancing (Fincham 2005). This is a clear indication that when the management board is male-dominated, it may fail to see the different needs and experiences of women thus supporting either gender blind or neutral policies that might have a negative impact on women's career. In addition, characterizing family responsibilities as distracters that signal women's lack of commitment hinders their ability to progress (Gender Policy in Education: 2007).

d) Affirmative Action (AA)

Gituto (1998) explains that in AA the operative principle is to create opportunities that would conventionally not have been there for members of historically subordinated and under-represented groups for accelerated access to mainstream practices. AA encourages that the application criteria be changed from the normal when considering

the participation of women in the areas where historically they have been sidelined (ibid)

KU in its endeavor to achieve gender equity, equality and inclusiveness, has adopted various initiatives such as implementation of Affirmative Action policy to correct any gender imbalances Shadrack* (O.I 25/2/2014). The respondent further notes that this has been applied mostly in the appointment of women into positions of leadership, hence facilitating their career advancement through meeting one of the promotion requirements. Shadrack pointed out that,

With the current VC, women are being appointed into senior positions something that was not seen before.

The study acknowledges that women are now occupying senior positions as noted in table 4.14 in the section on administrative appointments, however, majority are still clustered at the middle managerial level where they may not influence policies that can support their upward mobility. The few women who are hired or promoted may make people think sexism does not exist, yet they may experience extreme gender discrimination, and be marginalized by fellow faculty members who view them as incompetent. This is what White et al. (1992) refers to as “politics of optimism” where a few selected stories of success by women are taken to obscure the reality. The study postulates that for effective implementation of AA both women and men should be brought on board and sensitized on its importance.

4) HIV/AIDS Policy and Disability Policy

KU recognizes that HIV/AIDS affects women and men differently due to their biological, socio-cultural and economic circumstances. Women are more vulnerable to infection due to their roles as care-givers in the society. In addition, they are more likely to experience GBV and sexual harassment. It is from this background that KU has developed a HIV/AIDS policy that outlines the institutions commitment in the development of a working environment that is free of unfair discrimination, stigmatization of HIV and where people living with HIV and AIDS are assured of their rights being upheld and protected. The KU-HIV& AIDS Control unit (KU-ACU), offers comprehensive HIV and AIDS related services within KU health unit where the infected staff have access to ARV's, counseling services, continuous care and support including nutritional support and treatment of opportunistic infections. In addition, the institution has set up support groups for infected and affected faculty for psychosocial support and also organizes annual testing week for students and staff. This has gone a long way in empowering women in being aware of their status so as to know how to protect themselves for the affected and for the affected tips on how live positively.

The university has no pre-employment or compulsory testing for HIV among the staff, though it encourages openness on one's status. This is not a consideration in respect to staff recruitment, training, development and promotion. Stella*, and Jane*, however, note that more needs to be done in raising awareness and empowering women so as to reduce the impact of HIV/AIDS in them. Scholars agree that women, due to biological

factors, gendered power relations, less access to economic resources as well as information are more vulnerable to HIV/AIDS (Kilemi et al. 2007 and KDSA, 2005).

At the same time, KU has a directorate for disability which was established in 2010, with a mission of ensuring full and effective participation of staff with disabilities. This has been achieved through the development of a disability policy, environment and friendly services. The directorate has been able to organize annual KU disability day since 2010 to raise awareness and sensitize the community on disability issues, facilitate tax exemption for its disabled staff as well as providing information of funding opportunities for People with Disability (PWD). This notwithstanding, the directorate links PWD and who need special devices to the providers so as to facilitate their effective participation.

In view of the aforementioned, the study observes that issues of HIV/AIDS and disability can limit individuals participation and potential, consequently, impairing their career mobility.

5) Career Development

KU has been on the fore front to support the career development of women faculty. This has been achieved through offering scholarship for further studies. Specifically the university has offered scholarships to all Tutorial Fellows to pursue their PhD, at the same time, and they are offered employment. This was acknowledged by the 23 Tutorial Fellow who took part in the study and 15 other women faculty who had benefitted from the program.

In addition, KU offers travel grants to facilitate faculty attendance of conferences; this is done through the school executive board, dean and the chairperson of the department. In regard to this, Shadrack* and Stella* stated that inadequate information, fear and lack of ambition have curtailed women from taking advantage of this opportunity. In contrast, Agnes*, Faith* and Emily* blame the bureaucratic process that discourages most women from applying for the travel grants.

6) Physical Environment

Fifty four (54%) of the women faculty applauded the university management for infrastructural development which has taken place in KU over the last decade. This has ended congestion and academic staff have adequate offices, library space, as well as, classroom environment that are conducive for teaching and learning. The infrastructural development has been gender responsive since in all buildings women faculty can access clean cloak rooms that have sanitary bins, mirrors and sinks. The management has also been keen in terms of ensuring security in the campus as seen through installing streetlights at various points, partnering with security firms as well as educating its staff on regular basis on the importance of being alert and reporting any incident that may cause harm to the community at large, In regard an internal memo indicated that the management was concerned about women reproductive issues. In the memo the management gave assurance to pregnant mothers in regard to the walk through metal detectors instituted at various buildings as being safe since it had low levels of x-rays. Mugenda et al. (2010) observes that inadequate physical facilities that

are not gender responsive adversely affects girls and women participation in all levels of education.

From the above discussion, the study observes that KU has policies that have gone a long way in enhancing gender equality for the academic staff and ending overt discrimination. Nevertheless, the full effect has not been achieved as a result of: inadequate information about them caused by poor dissemination, inadequate funds to implement and evaluate their effectiveness, as well as, lack of personal initiative among the women faculty in taking advantage of the available opportunities.

4.6.4 Institutional Practices militating against career advancement of women faculty

The study further sought to find out the institutional practices that militate against career advancement of women faculty. These are discussed below:

i) University schedules

Onsongo (2006) noted that the university practices and organization culture as having a great impact on the career growth of women faculty. Consequently, the study considered the university schedules in relation to the institution calendar, teaching and evaluation of students and meetings.

Caroline* a Senior Lecturer and a head of department observed as follows

We are always held up in long meetings now and then, and at five pm I have to go home as am a mother and a wife (O.I 4/12/2013).

Observations from male staff exhibited the opportunities that men have even when there are such challenges as expressed by Brandon* a senior lecturer and an administrator,

...because of the long meetings I like teaching my classes very early in the morning or late at night. Sometimes I do come to compensate for my classes on weekends (O.I 7/1/2014)

Such freedom may not be available to some women who undertake the triple gender roles of productive, reproductive and community service; therefore, women academics are faced with Work-Family conflict which impacts negatively on their participation and productivity.

Ninety eight percent (96) of the women cited the university schedule which runs through-out the year as an impediment to their career advancement. As noted earlier in section 4.5.3 where respondents pointed out that they teach during the Regular, School-Based and, Open and Distance Learning sessions (Digital School of Virtual and Open Learning), and sometimes travel to the various campuses located in different towns in the country. This schedule left them little time to be involved in other activities such as research, publication and networking. In addition, academicians are required to mark scripts, supervise students, be involved in research and other roles, hence making the nature of job they are performing on daily basis too demanding. Five women faculty who were heads of departments faulted the university practice of holding long and frequent meetings, as they ended up spending time which they would otherwise have utilized to build their careers.

These findings are consistent with Ogbugo (2013) who observed that teaching in the University in itself, is a very high-pressure job and it is the women faculty members who face greater work-related pressure. Women faculty experience a high work-family conflict that impaired academic women's job performance and reduced their level of productivity.

The study acknowledges that the university schedule may be too demanding but at the same time as discussed in section 4.5.3 on social responsibility; the institution offers

other alternatives which the women faculty can take advantage of. Kennedy* advises women faculty teach the mandatory teaching workload of six for regular programs (semester 1 and 2) per academic year and two for other programmes such as Institutional-Based, trimester or Open Learning. He further advises women faculty to take advantage of the different leave arrangements offered by the institution.

From the above discussion, it is therefore noted that the institution has a busy schedule which runs through-out the year. KU, however, offers academic staff with options and possibilities for time off as there are various leave arrangements which academic staff are entitled to. The study opines that women are disadvantaged by the high student population and inadequate guidance on how to take advantage of the leave arrangements for career advancement.

ii) University physical set-up

KU is set on about 1,100 acres of land. Initially it was a military barracks, with buildings constructed far apart till 1965 when it was converted into an institution of Higher Learning (KU Calendar 2011-2014). As a result of this historical background, lecture halls, administrative and departmental offices are set wide apart.

The institution's physical set-up was seen as a hurdle to women who mostly do not own personal vehicles and in cases where there is only one family car, it is the husband who controls its usage (Caroline* and Jennifer* O.Is). Women faculty, therefore, are left to move from one building or section of the university to another and the distance to be covered is often enormous, leaving them exhausted. The situation is worsened due to the many biological and reproductive issues experienced by women like pregnancy,

menstruation and menopause. The university physical environment as an inhibiting factor was stated by 42 respondents. With regard to physical set-up, Jennifer* a lecturer explained that;

The university is so vast and one has to walk from one building to another as there are no means of transportation within the campus, this was difficult for me especially when I was pregnant. By the end of the day I was always too tired to read or write anything (O.I 13/12/2013).

The long distance covered as one moves from a building to another leaves the women faculty exhausted, an aspect that lowers their productivity in teaching and discharging other responsibilities in the institution. In the end, women faculty may fail to get the maximum 4 points (11.8%) in the category of quality teaching, performance and commitment to duty since they are evaluated by students and heads of their departments. The result is women stagnating at the lower cadres in their careers. The study noted that there were plans underway to introduce on-campus student shuttle transport to ensure that students arrive at lecture halls on time, this should probably extended to the university staff.

Mugenda et al. (2010) notes that, girls and women in institutions of higher learning face gender challenges in relation to a non-conducive environment. This has to be addressed so as to enhance their performance and participation.

iii) Biases in the promotion and appraisal criterion

The study sought to establish if there were any biases in the promotion and appraisal criteria. In view of this, respondents were asked to state factors that militated against their career advancement. In response to the above, Caroline* noted that the promotion and appraisal criterion is inconsistent, biased and hostile to women (O.I 14/12/2013). Her sentiments were supported by Seventy four (75 %) of the respondents. As noted earlier in section 4.5.3, applicants for professorship are required to have served in the position of a dean or chairperson of a department or committee. Respondents argued that it was only recently that women have accessed leadership positions hence their leadership experience is so limited. PAC also highly rates research and publication, predictors that require vast time, something which is already an issue to women faculty.

In line with the above findings, Onsongo (2006) postulates that the academic world has subtler discrimination which is disguised in the promotion procedures and organizational culture. She noted that the promotional panel was mostly made up of men who asked irrelevant gender specific questions. The promotion requirements also disqualified women as most were not PhD holders, lacked administrative experience and faced a lot of challenges in attending conferences or publishing articles and books (ibid).

From section 4.5.3, the study establishes that the major drawback in relation to the promotion criteria, as lack of clarity, whereby the committee has some unwritten rules that women faculty may be unaware of, for example, on matters of single-authored vs co-authored books, indexed journals, the level at which the books are to be used

(secondary or university) and the aspect of publishing with students. In addition, for the promotion qualifications to be gender responsive there should be equal representation of either sex in the panel so as to capture men's and women's needs and concerns.

The study postulates that women potential in attainment of the various categories that enhance career mobility such as research and publication, attendance to conferences and professional recognition are curtailed by inadequate information on the opportunities that can support them. In view of this Emily* notes that donor agencies fund research proposal that are a community intervention and this can lead to one writing a report and presenting it as an article in a conference. In this way, women will be able to attain the criteria on areas such as; research, presentation and writing of articles as well as community advancement. Stella* and Agnes* further note that, there are organizations for instance German academic exchange program (DAAD) , Regional Universities Forum (RUFORUM) and the Forum for African Women Educationist (FAWE) that provide scholarships to women and also offer allowances for babies and nannies. The study notes that some women may fail take advantage of these opportunities since they are not aware of them.

iv) Financial constrains

Women faculty lacked sound financial support from the institution to invest in their education, research and for facilitating attendance to conferences. According to Bena* a Senior Lecturer and a head of department (O.I 16/12/2013)

Many a times, in my department, women are sponsored to attend conferences abroad. Majority fail to participate because they are unable to raise the required money for air ticket.

Jennifer* and Emily* contends that:

Although women are highly educated and employed their salaries may not be adequate to pay for publications, attend conferences abroad and meet their family responsibilities. This, notwithstanding, women lack alternative sources of income. This is because any assets they have acquired or business they have invested on is in partnership with their husbands, who under the African culture are the custodian. It's challenging to use family property as collateral in order to borrow money because it is usually registered under the men. More so, with the rise of single parenthood, and alcohol and drug abuse by most men, women salary is mostly used to meet family demands (13/12/2013).

According to KU Gender Policy (2011) the financial support advanced to facilitate attendance to seminars and workshops and the Vice chancellor research fund are inadequate to cater for large number of faculty applying. KU Gender Policy which contends that, women faculty are mostly disadvantaged due to their numbers and the ranks they occupy within the institution.

However Faith*, Faith* and Emily* encourage women to seek alternative sources of financing like NGOs and undertake low costs research projects within their locality so as to advance in their careers .(17/12/2013).

Gender scholars agree that lack of sufficient financial assistance has been a major challenge to women's education and this can curtail their career upward mobility (Mednick et al. 1975, Mugenda et al. 2010, Kwesiga, 2002).

From the above discussion, financial resources are critical when pursuing an academic career and lack of may affect women's career progression. This can be solved through seeking sponsorship from various organizations.

v) **Time Constrains**

As noted in section 4.5.2 on KU promotion and appraisal criteria for advancement, women academicians must be involved in various activities within and outside the institution. This coupled with demands of family responsibilities that majority have, ends up curtailing women's career. Therefore, in reference to lack of time, Faith* (O.I 7/1/2013) explains:

We are always teaching and marking because of the high student population and various sessions. In addition, you have several students whom you are supervising, there are conferences and meetings to attend and you are still expected to write articles and books. At the same time you are expected to fulfill your obligation as a wife and mother within the family sphere. it is not easy.

In line with Faith's* observations, the study findings revealed that the major challenge facing women is lack of time and opportunities to network and collaborate locally, regionally and internationally. Yet, it is through this that they will gain recognition and be invited as guest speakers, external examiners or be co-authors or even help develop programmes within and outside KU. Due to lack of time, eighty four respondents (85%) women admitted that they shy off from leadership positions and are less involved in research and publication. The academia was said to be too demanding for women due to their triple roles which leaves them with little time to invest in the academic careers in equal terms as their male counterparts.

Motherhood and parenthood appears to be more stressful than fatherhood, and mothers report high levels of stress and depression due to increase in role overload and Family - Work or Work - Family interference (Forster:2001). This continues to block women faculty's attempts to gain access to higher ranks within KU.

vi) Lack of Networking, Collaboration and Professional Recognition

As noted in section 4.5.3 on social responsibility, women faculty are disadvantaged in terms of networking, collaboration and professional recognition because of having studied locally, as compared to their male counterparts who have links with universities outside Kenya. Gender policy in Education (2007) points out that gender disparities are reinforced through societal, cultural perceptions and expectations that favour boy education so that when scholarships are given on the basis of performance, women fail to get them due to poor results in mathematics, sciences and technical subjects. Therefore, most men proceed to universities abroad and later after the studies they maintain these links as alumna. The universities mostly invite them for conferences or as guest speakers in workshops. More so, attending an international university abroad gives one an upper hand when institutions are seeking external examiners or professional advice on the courses to offer.

In addition, marriage and family responsibilities restricts the movement of women faculty and denies them opportunities of establishing formal and informal contacts. Yet it is from these contacts that they establish when visiting, studying and working in various institutions that women gain professional recognition and can be invited to participate in different academic forums. Faith* an Associate Professor explains:

Studying abroad gives one an advantage and they can be invited to the same institution or others which are affiliated to it for conferences or to take part in a research project. This is because they already know your line of interest.

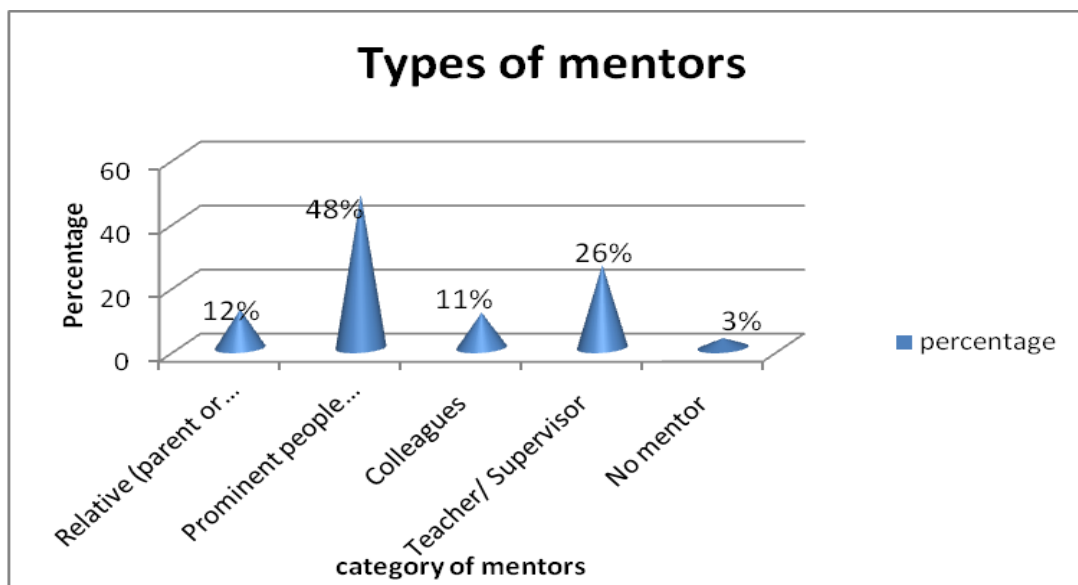
From the foregoing discussion women faculty, therefore, stagnate in their career due to lack of contacts established by attending various universities internationally either for

purposes of furthering their education or to teach. Formal and informal contacts in the academia are of importance especially in enhancing one's professional recognition.

vii) Inadequate mentorship

The study sought to investigate if women faculty in KU have mentors who have been of assistance in their career growth. The study asked the respondents if anyone inspires them to advance to high ranks. To this end, the study established that women faculty in KU are inspired by different categories of mentors. These are presented in the figure 4.4;

Figure 4.4: Types of mentors



From the above figure 4.4, prominent people who have excelled in the society form the highest category of mentors at 48%, followed at 26% by teachers or supervisors and the

third category is relatives (parents or siblings) at 12%. Only 11% of the respondents were inspired by colleagues, while 3% reported that they did not have any mentor.

From the figure 4.4 above, the study notes that, a high number of women faculty are not utilizing fellow academicians as mentors on a personal basis so as to learn the rules in this profession. Though women faculty advocated for self-motivation in order to succeed, seventy one (72 %) also agreed that if they had a mentor who would be advising them on the general rules of success in their discipline or invite them to co-author a book or attend a conference, they would have moved much faster. Mentors were said to help one gain recognition and that men faculty had learned this and would always guide their protégés (who mostly are young men) on how to advance (White et al. 1992).

It follows from the above discussion, that women faculty are stagnating in their careers due to inadequate mentorship which may guide them in understanding the rules of success in their field of study, or even invite them to collaborate in attaining certain promotion requirements, for example, research or attendance to conferences.

viii) Biased Appointment into Leadership Positions

In section 4.5.3 and in table 4.14, it is noted that women representation at various leadership levels is low as compared to their male counterparts. As such, the study sought to establish why there were few women in administrative posts.

In response, Sixty four participants (65%) stated biased appointment into leadership position and committees as a major reason. Bena* a senior lecturer (O.I 19/12/2013)

opines that 'though the VC is a woman, it is the men who are the majority at the management level and they use their position to appoint fellow men' (there are only two women and eight men in management) women faculty stated that it was difficult to penetrate and be noticed unless one has high professional credentials as compared to their fellow male counterparts.

According to KU, promotion and appraisal criteria for appointment into the three upper ranks, a faculty member should have served in an administrative post for six months continuously. In relation to appointment into leadership positions Faith* (O.I17/12/2013) narrates that:

The first time I applied for the post of Associate professor, I did not get, yet I had met all other qualifications. This was simply because I did not have any administrative post and this is not my fault because I cannot appoint myself

According to Marietta* (O.I13/12/ 2013), for selection into any influential posts, it is important for you to be friends with certain individuals who influences appointments.

In line with the above statements, institutional patronage was quoted by thirty four percent (33) of the respondent as the major factor determining advancement as it influences attaining one of the requirements set by the promotion and appraisal criterion. This is because it determines one's appointment to a leadership position or one's inclusion to a committee that is formulating a major project, policy or programme. Women faculty end up scoring low points and this denies them a chance of being promoted.

In contrast to the above discussion, Bena (O.I 16/12/2013) opines, merit was the main determinant influencing appointments into leadership posts in KU as opposed to institutional patronage.

A key argument that emerges from the above discussion is that women faculty career advancement is curtailed by external factors such as appointment into leadership position. This is despite them attaining most of the required credentials. In addition, women find it hard to penetrate the male-dominated leadership structure and be recognized so as to be given any administrative post. The study, however, opines that the lack of women in headship position is an historical injustice that has been perpetuated by the African culture and the patriarchal nature of the society which preserves leadership for men. The university management has worked to address this through the appointment of women as heads of department and directors as noted in the previous sections. On the other hand, the study observes that there are few women deans which mostly is an elective post and this points to existence of gender stereotypes inhibiting women. Notwithstanding, women also lack adequate information on the aspects that may influence their appointment into leadership position.

In support of the above, UNESCO (2002), notes that women in the academia are qualified and can perform but due to inequalities such as discriminatory policies, a hostile environment and work-family conflict that disadvantages them, they are under-represented at the post of associate and full professor.

ix) Negative Office Politics and Hostility

In an attempt to understand if the institution's informal culture accommodates women as fellow workers, women respondents were probed to explain how their male colleagues relate to them especially when in a superior position than them. Agnes* who is a Senior Lecturer and a Head of Department in the School of Education explains that she would have attained her current rank much earlier had it not been for colleagues who sabotaged all her work efforts, hence was forced to pursue a different discipline. She further noted those women faculties who are ambitious, assertive and vocal are often secluded and disrespected for not behaving in a feminine manner, yet men can exhibit the same conduct with no one requiring them to be fatherly at the workplace. The attacks become more personal especially if the woman is divorced or unmarried (O.I 16/12/2013).

In support of the above statement Marietta* a Senior Lecturer and a Head of Department (O.I 13/12/2013) reports that

“Whenever you are tough to your subordinates, you hear sarcastic comments that you got the position because you smiled very well in the interview and you are beautiful”.

She recommends that such comments should be reported to the Center for Gender, Equity and Empowerment as they constitute sexual harassment and can be a major cause of psychological trauma and distress. Brandon* a Dean contends that he has received complains from women faculty on male Professors refusing to cooperate with women faculty, especially if they are at a junior rank level (O.I 7/1/2014).

White et al. (1992) contends that institutions of higher learning are hostile and unfriendly to women faculty and as a result, lack formal and informal contacts. In addition to a hostile environment, White observes that there are a lot of stereotypical beliefs about women as unmotivated people and when they portray masculine traits like assertiveness they are negatively assessed. Similar conclusions are shared by Onsongo (2006) who notes that the university environment is unfriendly and hostile to women faculty.

The study findings reveal that there is a lot of hostility from fellow colleagues exhibited through 'office politics'. Though the problem is experienced by both men and women, for the latter the attacks are more on their gender and not work performance. Hostility is accompanied by negative stereotypes that portray women as intellectually inferior to men and who have attained their position as a result of their gender and not because of their qualifications. This hostility and negative stereotypes curtail the appointment of women into leadership position or collaborating efforts in any professional activity that will enhance their career advancement.

In summation, from the above discussion, women faculty at Kenyatta University face various institutional challenges that have militated against their career advancement. The university schedule which runs through-out the year without any breaks leaves them exhausted and constrains their involvement in research and publication, the institution physical set-up and biased promotion and appraisal criterion were also cited as impediments in their aspiration for career upward mobility. In addition, financial and time constrains, lack of mentors and few opportunities to network were reported to be

major challenges facing women faculty in KU. Further, patriarchy and the African culture disadvantaged women appointment into leadership positions. Women faculty are also subjected to negative stereotypical notions and office politics in their daily activities, making the working environment to be hostile. White (1992) contends that there are stereotypical notions about women's abilities that render the workplace as hostile and unwelcoming to the women faculty members.

The findings correspond with Onsongo(2006) observation that in the academia there exists subtler discrimination disguised in promotion procedures and organization culture. According to Onsongo, this results due to failure to take into account gender specific roles and responsibilities of women in the society when formulating policies and practices. Consequently, it is observed that gender challenges facing women faculty in KU curtails their productivity in various factors that determine promotion and as a result, majority stagnate at the lower ranks.

4.7 Strategies for Enhancing Women's Faculty Career Upward Mobility

4.7.1 Introduction

This section addresses the strategies for enhancing women's faculty upward career mobility, which was the fourth objective. The study sought the respondent's views on ways in which KU can enhance career advancement of women faculty. To this end, the respondents were asked what in their opinion could be done to enhance upward career mobility of women. Their responses are presented in the table 4.23;

table 4.23: Strategies to enhance career advancement of women faculty

Strategies for enhancing career advancement	Frequency	%
Academic leave, and flexible working schedule	93	94
Financial support	99	100
Capacity building and training	92	93
University press and journal	71	72
Mentorship	74	75
Restructuring promotion and appraisal criteria	90	91
Gender sensitization education	62	63
Accountability of university management	43	43
Childcare centers and family allowances	40	40
Affirmative action	51	52
Comprehensive medical cover	34	34
Time and stress management	12	12

The results from table 4.23, reveal that a high number of respondents (100%) call for financial support in relation to furthering of education, undertaking research and attending conferences/seminars. 94% of the respondents recommended adoption of academic leaves and flexible working schedules, while 91% and 75% suggested making of university press accessible/affordable to enable publication of books and journals, and introduction of mentorship programs respectively. Gender sensitization education was cited by 63% of the respondents, while 40% requested for childcare centers and family allowances. Enforcement of Affirmative Action was supported by 52% of the respondents, while 34% wanted a comprehensive medical cover. Only 12% of the respondents suggested gender responsive recreational facilities as a strategy to enhance women career advancement. The above suggested strategies are discussed as various subsections below;

i) Academic leave and Flexible working schedule

In the previous section of 4.5.6, the study established that, the major hurdle facing women faculty as lack of time. Therefore, 93% of the respondents suggested that the institution should introduce academic leave, scholarships and flexible working schedule. Caroline (O.I14/12/2013) suggests that,

From the three modes of regular, school-based and open and distance learning, faculty members will be required to teach in only two and be given an academic leave to engage in research and publication.

From the above statements, the study establishes that women faculty may not be aware of the mandatory teaching load and leave arrangements as earlier stated in section 4.6, and this may be militating against their career advancement. This, therefore, calls for sensitization on how women can take advantage of the flexibility offered by KU.

The institution should further offer more full scholarships to women and fellowships that target women alone so as to facilitate they career advancement. In her view, this will ease the financial burden experienced by many. In addition, Brandon* who is a dean recommends the reduction of teaching load for women so they can balance their triple roles as “a child is a national asset not private so the mother should be relieved a little bit so that they can care for them and work at the same time.” Reduction of the teaching load by the institution can only be achieved through the employment of more teaching staff as this will ease the number of classes taught and students supervised. Reducing work load pressure will reduce the amount of stress experienced by women and they can focus on enhancing their careers. Forster (2001) collaborates by noting that

the introduction of work-family policies such as flextime and job sharing will go a long way in enhancing women's careers progression.

According to the KU promotion and Appraisal criteria (2011), research and publication are highly rated and it is the area where women fall short as discussed in section 4.5.5, therefore after the provision of time through academic leave, the institution should allocate more resources to ensure that the VC research fund is adequate to support and motivate faculty. This will solve the issue of inadequate funding as noted in KU Gender Policy (2011) that the VC research fund is minimal compared with the number of applicants. In addition, women faculty are disadvantaged in research funding because they are few and again they cannot compete equally for funding with their male counterparts who are better positioned because they are at higher ranks of Senior Lecturer and Professorship. To counter this, the study is in agreement with, the KU Gender policy which encourages for the adoption Affirmative Action policy (AA) to reduce such gender inequalities. Moreover, the institution should endeavor to encourage women to be more aggressive in seeking for funding from NGOs and government bodies.

ii) Capacity Building and Training

Agnes* opines that women faculty fail to be promoted due to poor curriculum vitae that do not follow the set standard of the PAC as well as failing to provide supporting documents that are necessary. Further, Stella* and Emily* blame lack of information on part of women on what will determine their career advancement, as well as, poor

socialization that affects their aspirations, self confidence and few opportunities to build on their skills

They further called for specific women capacity building and training workshops that will sensitize women on the factors that would lead to career upward mobility and linkage opportunities available globally, over and above, mould the women's personality through instilling achievement related behavior such as assertiveness, ambitious and self confidence. At the same time, training women faculty in research and grants writing skills, proposal writing, public speaking and project management, were suggested. Further, capacity building should be undertaken to impart skills in networking and fund raising for projects. The call for capacity building and training was supported by 92 women respondents.

iii) Affordability and accessibility of the university press and journals

Seventy two percent (72%) of the respondents stated that finding a reputable publisher was a big challenge especially for newly recruited faculty members. In relation to this, Bena* recommends, that the KU press should to be made affordable, so as to encourage faculty to publish their manuscripts. In addition, each school and departmental journals should be given financial support from both the institution and members (16/12/2013). Women faculty in KU should also come together and launch a journal or magazine, for enhancing research and writing skills among themselves. In support of the above, Faith encourages women academics to undertake low cost research projects and upload their proposals online so as to attract funding from other institutions (O.I 17/12/2013).

The university press and journals if well marketed globally may be an avenue for creating recognition for the women faculty locally, regionally and internationally. As a result, women faculty may be invited as guest speakers, board members or to co-author a book, or undertake a research project; hence, enabling them to advance at an equal level with their male counterparts

iv) Mentorship

Seventy five percent of respondents supported pairing of young women faculty with mentors especially of the same sex. In line with this, Faith* an Associate Professor (O.I 7/2/2014) argued that supervisors should be mentors to their female students whom they are overseeing. This can be done through inviting the students to co-author a book, attend a seminar or be an assistant in research projects they are undertaking. This provides a good foundation for entering and advancing in the academia. Jones (2010) notes that a mentor can teach necessary skills, assign high visibility projects and influence one's scholarly productivity.

From the above discussion, it is clear that apart from self motivation, formal and informal contacts are important for learning the rules of success within the academia. Women academicians should, therefore, capitalize on all opportunities to network so as to establish important contacts.

v) Restructuring of the promotion and appraisal criteria

Ninety two percent (92%) of respondents supported the review of the promotion and appraisal criteria to have a gender responsive rating system. PAC should embark on

training and sensitization of the academic staff on the factors that influence advancement in terms of rank, in order for them to know what is required of them. In regard to career training, Caroline* (O.I 4/12/2013) explains:

I applied for promotion having written several books and a few articles as required only for me to be denied because I had not published in a refereed journal and I had not brought any money to the university. This should not have been the case as I had done the most important thing research and publication.'

Respondents were of the view that promotion and appraisal criteria should rate highly factors such as human capital, quality teaching and work performance, student supervision and academic leadership as compared to research, publication, receiving grants and attendance to conferences. The promotion and appraisal criteria can only be applied equally to men and women, if the two sexes are operating at the same level in terms of access and opportunities for the rank predictors. The study further, observed that, there is as a need for dissemination and elaborate sensitization on the PAC guidelines to all women faculty, as well as, train women faculty on to how to prepare documents for PAC.

vi) Gender sensitization education

According to the Gender Policy in Education (2007) women' needs, experiences and problems are very different from those of men and when the two genders are subjected to the same conditions, discrimination may occur but in a more subtle manner. In line with the above argument, two male respondents were of the view that:

We do not discriminate our women academic staff because we treat them equally with men in all occasions. (Shadrack* O.I 25/2/2014).

Gender equality simply means replacing men in leadership position with women...and that is why I do not support it (Dorcas* a lecturer O.I 10/1/2014).

These sentiments underline the need for gender sensitization education for both men and women, in order to eliminate negative stereotypes against women and encourage their acceptance in the workplace. In line with this, Momsen (2010), acknowledges that gender is a concept that is widely misunderstood and it is mostly equated to women. Momsen notes that everything in the society is gendered and it can lead to gender stereotypes and the perpetuation of patriarchy. This ultimately ends up limiting women's full participation in the public sphere, hence necessitating the need for gender sensitization (ibid).

vii) Accountability of the university management

The university management was encouraged to be more accountable in creating a more gender responsive environment before subjecting men and women to the same promotion and appraisal criteria. Respondents recommended gender equity in appointment into leadership positions and the introduction of accommodation facilities and/ or transport services for the academic staff. This will facilitate the usage of institutional facilities especially the library and internet and, reducing insecurity issues when women faculty leave the campus late. The study, therefore, notes that, the efforts suggested above may be effective in enhancing the achievement of the provisions of the KU Sexual and Gender-Based Violence Policy (2011). The policy underlines the university's commitment in creating and maintaining a safe learning and working environment that is respectful and free from all forms of SGBV. Transport services

within the institution ought to be introduced to cater for those faculty members who do not own vehicles to move from one building to another. This will ensure time and energy efficiency in relation to movement within the institution, which may eventually translated to women faculty's increased involvement in other areas that influence their upward mobility.

viii) Provision of child care centers

The institution should endeavor to provide child care services through building crèches and providing family allowance to cater for the same when organizing for workshops especially if they are off-campus. This will go a long way in creating more time for women faculty, which they can dedicate to other professional activities like research and networking (Caroline* and Jennifer* O.Is). These policies will enhance gender equality since women faculty will have a family and also advance in their careers just as their male counterparts. Career or family should not be achieved at the expense of the other (Monroe 2000). In addition, academic staff should be sensitized on the institution policies and programmes focusing on gender equality, equity and empowerment, in order to raise people awareness, knowledge and skills on those issues. The study noted that the university through the School of Applied Human Sciences had established a Baby Day Care Center within the main campus which came into operation in 2015. The center was to offer daycare services for three months to three years (3-36months) children. The institution hopes that this will facilitate the reconciliation of familial and professional responsibilities of the academic staff. In regard to this, the study advocates for the university to include women faculty in its implementation process so as to

ensure its full utilization. In addition, child care services or allowances should be extended to conferences which are off-campus.

ix) **Networking**

Seventy five percent (75%) of respondents suggested the organization of workshops for women to help in networking and career mentoring. Through these seminars women will meet, share experiences, form support groups and be empowered to recognize gender inequalities in the institution and society at large. Women faculty will be able to form professional support groups for mentoring and collaboration. When women experience isolation at their place of work their job satisfaction and productivity is low and ends up affecting their career growth. Maxwell* a lecturer and Brandon* suggest that on the International Women Day (8th march), the whole institution should come together to celebrate the women faculty and talk on issues affecting them. This will go a long way in increasing their job satisfaction and making them feel accepted as women at the place of work. At the same time, it provides an opportunity for the successful female faculty to mentor the junior women academicians on the formal and informal rules of success.

In support of the above Pamela* a senior lecturer (O.I16/12/2013) stated that ‘Men are taught to support each other hence they grow, while women continue to groan. We are many yet we do not know each other, there is a need of us meeting and coming together to undertake research or co-author a book or article.’

In line with the above, Jones (2010) encourages women to take advantage of workshops and abandon the assumption that they cannot travel outside campus for such.

From the above discussion, convening and attendance of conferences is the sole responsibility of women faculty and they should be more assertive and self motivated so as to push the university management to advance the necessary resources needed for attaining this predictor of rank.

x) Affirmative Action policy

All respondents who took part in the study agreed that promotion criteria should be on the basis of merit for both men and women. However, due to historical injustices that discriminated women appointment to leadership position, in obtaining research fund and scholarships, 52% supported the enforcement of AA policy to correct the above situation and bring women at the same level with men. However, some respondents did not approve introduction of AA policies and argued that;

It would be seen like I got my position because am a woman and not as a result of competence (Marietta* a senior lecturer O.I 13/12/2013).

This shows women may be marginalized further if they take any position given to them through policies such as AA which main aim is to end their historical injustices.

At the same time there were some respondents who saw no need for the enforcement of AA policies. In regard to this, Agnes* and Tracy* state, “women academics have received adequate support from all sectors of the society, therefore, they should not wait to be helped”.

It follows from the above that, the institution management should, therefore, focus on gender sensitization on the importance of AA in ending historical injustices that have disadvantaged women faculty in terms of their career advancement.

xi) Gender responsive medical health cover

Kenyatta university Gender policy (2011) points out the importance of a gender responsive health service to its staff and students. It clearly explains that women have more health needs than men due to their reproductive and ascribed gender roles. Biological differences such as menstruation, child bearing, breast feeding and menopause may be responsible for complex reproductive health issues which may affect women's public and private life.

In line with the above statement, research participants cited the provision of a comprehensive medical scheme for the faculty as a way of motivating the staff. This should cover current health concerns like breast, cervical and prostate cancer. Women respondents revealed that they would leave the academia for other jobs that offer such benefits (Bena* a Senior Lecturer, Florence* a Lecturer and Jennifer*a Lecturer O.Is).

A comprehensive medical cover that ensures adequate financial assistance will lead to increased job satisfaction which is accompanied by higher productivity in the workplace.

xii) Time and stress management

Women faculty opine that their male counterparts were well motivated as they could use institution facilities like gymnasium, swimming pool and student's center and

unwind at any time even in the presence of students. This close interaction between female lecturers and their students is silently shunned by the society. Bena* Senior lecturer observed, (19/12/2013)

when am tired I cannot change and go to the gym or take a drink at the students center within the campus because as a woman lecturer it may lead to disrespect with my students, but for them men they can do it and come back refreshed. I am therefore forced to go outside and spend my money, wasting a lot of my time.

The above sentiments indicate the existence of recreational facilities in KU. This indicates the university administration's efforts to respond to social needs of staff and students. In this regard, Mwiria et al. (2007), commended KU for being the first university to take physical fitness seriously for its members of staff as early as 2001. The institution has established a swimming pool, a fitness testing programme and a gymnasium that has treadmills, bicycles and other exercising machines.

As such the institution should endeavor to ensure that its recreation facilities are gender responsive and also sensitize women faculty on the availability of this amenities. In addition, women faculty should take good care of themselves through eating well, relaxing and exercising regularly. Further, women faculty should freely exercise in the facilities set aside for faculty. The institution can train women on time and stress management in order to give them the skills to deal effectively with work related pressure and work-family conflict.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings of the study as well as the conclusions drawn from the findings. It also presents suggestions on the way forward as shown by the findings and conclusions, and touches on the areas for further research. The study investigated the institutional factors influencing career advancement of women faculty in Kenyatta University.

5.2 Summary of the main findings

In the first objective, the study set out to establish the career progression of women faculty in KU. This was based on the premise that women faculty progression is slower compared to their male counterparts. The findings indicated that women constituted 35% of the academic staff, which is a fair representation. Their representation at various academic ranks indicates that KU has been able to meet the constitutional provision of 30% gender representation at most of its ranks, however, women are under-represented at the rank of Full professor since it is still minimal and stands at 8%.

It was also established that since 2006 there has been a steady increase in women faculty in all ranks, however, their progress through the ranks has been extremely slow. Women academicians in KU took more than double the years stated in the promotion and appraisal criteria to attain the post of Full Professor. The study noted that the rate at which women rise alongside their male counterparts in the lower ranks is higher but at the upper ranks, it is much slower and, therefore, their male counterparts are likely to become Full Professors much earlier than them.

The findings are in agreement with the socialist feminist theory as advanced by Fraser 1998 and supported by Fatuma & Sifuna (2006) who postulates that in a capitalist patriarchal society, there is a gendered division of labour in which women occupy inferior position while men advance to higher hierarchy in terms of skills and salaries.

The second objective sought to analyze policies governing academic career advancement at KU. The study established that, there exists a policy that clearly spells out criteria for promotion and appraisal. Academicians are required to demonstrate qualification in academics, administrative and social responsibilities, community service and, research and publication. However, many women faculty were not aware of the provisions and with most of them lacking formal and informal contacts, they may never learn the written and unwritten rules of success. Additionally, there were gender-related challenges that inhibit women from attaining the set criteria, since it highly rewards activities that require much investment in terms of time and capital. The above conclusions correspond with Fraser (1998) observations that in capitalist patriarchal society men form the ruling class and they determine the conditions under which the rest will work. Consequently, women participation in the public sphere is limited as they face a gendered division of labour.

In the third objective, this research sought to assess institutional gender-based factors influencing career advancement of women faculty in KU. The study established that the institution has adopted various policies and strategies to enhance women career upward mobility, however, few academicians had adequate knowledge on how to take advantage of the policies to enhance their career. At the same time, there are several

internal practices which have impaired women career progression because of being gender neutral. The study also established that the university physical set-up, financial constrains, women's faculties' minimal leadership experience and inadequate formal and informal contacts has curtailed their upward mobility. In addition, due to inadequate mentorship and the ascribed gender roles, women participation in areas that can influence their career advancement has been reduced.

In agreement with the above findings, socialist feminist theory notes that, in a capitalist patriarchal society, women enter the public sphere with high credentials but they face occupational segregation, discriminatory practices and an absence of flexibility limits their full participation (Walby: 2007). In addition, the GAD approach postulates that, women are marginalized at the workplace because of not being part of the power structures.

In line with objective four, the study was to evaluate and suggest effective ways of enhancing women's faculty upward mobility in KU. The study established that the need for sensitization education and the inclusion of men and women in the formulation, implementation and evaluation of policies so as to enhance gender mainstreaming. Additionally, provide mentorship and capacity training for the women faculty, as well as, educating them on the available leave arrangements and opportunities. The above recommendation are in accordance with Walby (2007), who recommends ending all forms of economic and cultural oppression such as discriminatory practices, absence of flexibility and a gendered division of labour in the public and private sphere. In addition, the study findings affirm the recommendation suggested within the GAD

approach that was utilized in this study. GAD recommends the inclusion of men so as to improve the unequal status of women. It also suggests the importance of analyzing policies through gender lens so as to cater for women reproductive and productive roles.

5.3 Conclusion

First, the study concludes that through various policies and strategies adopted by KU, overt gender inequalities that curtail women career advancement have been dealt with. However, subtle discrimination against women faculty persist since they are subjected to the same condition and opportunities with men without taking into consideration their different needs, roles and unique challenges, as well as, historical injustices that have militated against their career advancement. As noted in gender mainstreaming, women needs, experiences and challenges are different from those of men; even if the two genders are subjected to equal treatment gender inequality is likely to occur. Therefore, for maximum benefit for both men and women, there is a need to take into consideration cultural, historical and biological issues that militate against women's career advancement.

The promotion criteria, for example, though based on merit and provides equal chances to male and female faculty, women find it difficult due to hidden gender barriers among them; inadequate finances, opportunities and networks which limits their participation in research, publication and in activities that boost their professional recognition. The promotion criteria also disadvantages women faculty since it places more focus on research at the expense of teaching and post-graduate student supervision activities that faculty members engage in on daily basis.

Inadequate mentorship in terms of career advancement has also adversely affected women's upward mobility: The socialization process into their ascribed gender roles has impacted negatively on their aspirations whereby they lack the much needed "masculine attributes" to advance in the academia such as being assertive, vocal and ambitious. At the same time, acquired stereotypical beliefs have made them put more emphasis on their reproductive roles at the expense of career advancement. All these compounded, impair their career mobility since they affect women's participation in research, conference attendance, and administrative activities among others.

5.4 Recommendations

1) The university management through the Promotion and Appraisal Committee should carry out an awareness campaign to educate academic faculty on the policies that influence career progression. In addition, women faculty should be trained on career development skills such as research and writing skills, public speaking, leadership, self motivation and assertiveness. This can be done by center for career development, community based organizations and faith based organizations.

2). The university management, Gender and Development department and the Directorate for Gender, Equity and Empowerment should work together with other gender scholars so as to critically analyze the Promotion and Appraisal Criteria to ensure that the rating system balances research and teaching. More so, working together with the PAC in carrying out sensitization programmes so as to enhance clarity of the criteria. In addition, disseminate the criteria to all women faculty, as well as, sensitize

men and women on the importance of AA and accommodating women at the place of work.

3) The university management, Directorate of Gender, Equity and Empowerment and the department for Gender and Development should formulate a strong women mentorship program whereby the senior academics will provide advice and guidance to those in lower ranks. The same departments should focus on organizing workshops so as to sensitize women on the opportunities available to them and also facilitate partnership programs with various bodies and institutions so as to organize for fellowship for the female faculty. This will go a long way in giving the much needed exposure and linkages for career advancement.

4) To enhance women participation in the academia the Ministry of Education Science and Technology together with the university management should endeavor at increasing the number of teaching staff as this will go a long way in reducing teaching work load and the burdens related to it. In addition, the university management through the heads of department should formulate a work plan to create compulsory research time once in a year for each faculty member. This will give women opportunities to engage in research, publication and attend seminars/workshops and hence gain recognition. The Vice Chancellor in collaboration with NGO's should initiate a Woman's fund that is only available to the female faculty to support research, publication, studies, as well as, issues of child allowance when there are invited for conferences offsite.

5.5 Suggestions for Further Research

1) This study focused on institutional factors influencing career advancement of women faculty, further research needs to be carried out on the promotion and appraisal criteria of academicians so as to make it gender responsive. This will help the university management understand the specific gender concern to be addressed in their policies and programmes.

2) The study focus was on institutional factors affecting the career advancement of women faculty. However, there are some aspects such as African culture, personal attributes and family educational background that are said to affect one's career progress. There is need for further research to investigate how these variables influence the career growth of women academicians'.

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APPENDIX 1: Questionnaire

Questionnaire Topic: Institutional based factors influencing career advancement of women faculty. A case study of Kenyatta University

Particulars of the respondent

1. Age: 25-34 years []
 35-44 years []
 45-54 years []
 Above 55 years []

2. Sex Female []
 Male []

3. Marital Status Single []
 Married [] please state the year ()
 Separated/divorced [] please state the year ()
 Bereaved []

- Academic Qualification
- State your highest education qualification.....
- How many years did you take to progress from the lowest academic rank?
 Tick where appropriate

Academic qualification	1-3 yrs.	4-6 yrs.	7-9 yrs.	Above 9 yrs.
Bachelor- master's degree				
Masters – Doctorate degree				

6. Have you undertaken any other education training necessary for your career advancement in the academe? Yes [] No []

If yes, explain(for example, leadership training, computer packages)

6. Have you obtained tenure? Yes [] No []

7. How many books and articles have you published?

i. Books 1-2 (), 3-4 (), 5-6 () above 7 ()

ii. Articles 1-2 () 3-4 (), 5-6 (), above 7 ()

8. What is your teaching load per week 1-2 (), 3-4(), 5-6(), above 7()

9. How many years did you take to progress from the lowest rank level? Tick where appropriate.

Rank Level	1-3years	4-6 years	7-9 years	9-12 years	above 12yrs years
Tutorial fellow – lecturer					
Lecturer level- Senior lecturer					
Senior lecturer level- Associate professor					
Associate professor – Full Professor					

10 (a). Have you changed institutions since joining the academic career? Yes [] No []. If yes how many times?

Once [] Twice [] Thrice [] More than three times []

(b). At what rank level did you change institution?

- Tutorial fellow
- Lecturer
- Senior lecturer
- Associate professor

- Full professor

11. Which factors do you consider important for rank advancement and attainment of tenure. Answer using the following key. 1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree

- Education credentials that is a bachelor’s degree, masters and a doctorate
- Years employed in the academia
- Number of books and articles published
- Years employed in the same institution
- Number of times one changes institutions
- Type of institution whether religious or secular
- Marital status
- Availability of a mentor
- Membership in a professional organization
- Involvement in administrative activities
- Number of students supervised

If there is any other please state

.....

12. Are you involved in any research work? Yes [] No []

If yes, explain how often? Once per week (), twice per month (), once per six months (), once per year (), any other state

.....

13. Distribution of responsibilities (tick the one you involved in)
Dean of school/ Head of Department []

Supervision of staff committee []

Student discipline committee []

Programme development committee []

Recruitment committee []

Discipline committee []

Student welfare committee []

Societies committee []

Guidance and counseling committee []

Any other, please state.....

14. Are there any gender challenges you have faced while advancing in your career?

Yes [] No []

If yes, which factors militate against ones career advancement? Answer using the following key. 1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree

- Biased reward and appraisal system which favours activities mostly undertaken by men []
- Negative stereotypes ones gender abilities, behaviours and roles []
- The lack of mentors to shepherd you through the academic system []
- University practices like holding meetings at odd hours, long working hours and heavy teaching load[].
- Children, family and domestic responsibilities requiring vast investments in terms of time and effort []
- Sexual harassment in the form of words, gestures, touches or coerced sexual intercourse []
- Lack of a sound financial base to invest in one's human capital or undertake research []
- Cultural expectations of a woman, where you are not expected to excel highly in the public sphere []
- Poor socialization for achievement related behavior like being assertive as you were growing up []
- Non co-operation and non-acceptance from the male faculty []
- Lack of time and opportunities to network at professional and personal level []

- Difficulties in attending workshops because most are either off-site or abroad []
- Constrains in changing institution due to family responsibilities []

Any other or explain further on any of the above points

.....
16. In your opinion what can be done to enhance women advancement in the academe?
Tick the appropriate one

- Introduce flexible working hours e.g. flexi-time, job-sharing and teleworking []
- Introduce childcare centers in the university []
- Advocating for changes in the societal norms about women's roles []
- Enforcement of Affirmative Action/ employment equity policies and legislation []
- Restructuring the promotion criteria to include activities under taken by both men and women in the institution []
- Pairing women and men with mentors to teach them the rules of success in the academic []
- Revision of gender division of labour in the household []
- Providing family allowances like childcare services when organizing for workshops []
- Restructuring the patriarchal family system to grant women more bargaining power in decision making []
- Making the university leadership accountable for creating a conducive environment for men and women by adopting sexual harassment policies []

Do you have any other suggestions?

.....
Thank you for participating in the study.

APPENDIX 2: Interview Guide

Topic: Institutional-based factors influencing career advancement of women faculty. A case study of Kenyatta University.

Interview guide for senior administrators, Full and Associate Professors.

1. Particulars of the respondent
2. Which factors influence rank advancement?
3. Which factors determine attainment of tenure?
4. Apart from teaching, which other activities are you involved in within and outside the institution that enhances your career growth?
5. What are some of gender challenges faced by women faculty while pursuing an academic career?
6. What can be done to enhance women advancement in the academia?

Thank you for participating in the study.

APPENDIX 3: Computation of Progression Rates

Computation for the Progression rate of Table 4: 10								
Designation	Male 2006	Male 1999	Progression	Rate	Female	Female	Progression	Rate
			2006-1999		2006	1999	2006-1999	
Full Professors	20	18	2	1	2	2	0	0
Associate Professor	31	24	7	3	15	12	3	3
Senior Lecturer	69	57	12	6	36	34	2	2
Lecturer	158	100	58	27	76	49	27	26
Assistant Lecturer	23	11	12	6	9	7	6	2
Tutorial Fellow	5	1	4	2	2	1	2	1

Computation for the Progression Rate of Table 4:11								
Designation	Male	Male	Progression	Rate	Female	Female	Progression	Rate
	2014	2006	2014-2006		2014	2006	2014-2006	
Full Professors	22	20	2	1	2	2	0	0
Associate Professors	40	31	9	3	19	15	4	3
Senior Lecturers	87	69	18	6	41	36	5	4
Lecturer	294	158	136	44	158	76	82	59
Assistant Lecturer	40	23	17		20	9	11	8
Tutorial Fellow	131	5	126	41	88	2	86	61

Computation for the Progression Rate of Table 4:12								
Designation	Male	Male	Progression	Rate %	Female	Female	Progression	Rate %
	2013	1999	2013-1999		2013	1999	2013- 1999	
Full Professor	22	18	4	2	2	2	0	0
Associate Professors	40	24	16	8	19	12	7	7
Senior Lecturer	87	57	30	14	41	34	7	7
Lecturer	294	100	194	92	158	49	109	104
Assistant Lecturer	40	11	29	14	20	7	13	12
Tutorial Fellow	131	1	130	62	88	1	87	83