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Princess Sumaya University for Technology

## **Female Academic Role Model Empowerment, Equality and Sustainability at Universities in Mediterranean Region (FREE)**

**Erasmus+ Capacity Building in Higher Education  
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## Introduction

Since long time ago the Southern Mediterranean countries (Jordan, Lebanon and Syria) have identified and started a project to improve the status of women in the this region. In the framework of this project, the Multi-Purpose Community Centers have been established to provide training programs for women and young girls in literacy, health and family planning, maternal and child health, nutrition, home economy and income-generating activities. They also provide social and culture activities which have been organized, and established in squatter settlement and central villages since long time ago.

In this report, we have investigated the behavioral process through which visible female leader role models empower women in leadership tasks. We proposed that women tend to mimic the powerful (open) body postures of successful female role models, thus leading to more empowered behavior and better performance on a challenging leadership task, a process we called empowering mimicry. In this study, we experimentally manipulated and investigated via different questionnaire types the body posture of the male and female role models and showed that 12 Jordanian college women mimicked the body posture of the female (ingroup) but not the male (outgroup) role model, thus leading to more empowered behavior and better performance on a public speaking task. In the other study of this questionnaire, we investigated the boundary conditions of this process and showed that empowering mimicry does not extend to exposures to non-famous female models among 4 Swiss college women. These findings suggest that nonverbal mimicry is one important mechanism through which female leader role models inspire women performing a challenging leadership task. From a practice perspective, our research underscores the importance of female leaders in academic and administrative domains' visibility because visibility can drive other women's advancement in leadership by affording women the opportunity to mimic and be empowered by successful female role models.

Specifically, we suggest that visible female role models in academic and administrative leadership may offer the opportunity for modeling empowering behaviors in women faced with leadership challenges. Essentially, female leader role models can show women how to behave in challenging situations—how to speak, stand, or move. In turn, women may model those behaviors and, as a result, be empowered by the female leader role models. More precisely, it is proposed that when women are exposed to visible female leader role models, they are likely to imitate those role models' nonverbal behavior, which ultimately empowers women during leadership challenges. As such, we argue that increasing women's visibility in academic and administrative leadership is important because female leaders' visibility is the engine that can further drive the advancement of women in leadership, by offering women the opportunity to imitate and be empowered by successful female role models.

PSUT as a part of FREE consortium focused on academic and administrative leadership for two reasons. First, the current academic and administrative contexts affords increased visibility for female academician and academic leaders and we believe it is important to investigate how such visibility affects women. Second, these leadership tasks are almost ideal tasks for measuring both nonverbal behavior and performance and for obtaining quantitative measures of mimicry and empowerment. However, although we empirically investigate the academic and administrative leadership, we would expect our findings to extend to other leadership domains, perhaps.



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## 1. Description of University Profile

Founded in 1991, Princess Sumaya University for Technology (PSUT) is the only private and non-profit university in Jordan. It is owned by the Royal Scientific Society (RSS), the foremost-applied research center in Jordan. Like RSS, PSUT is part of El Hassan Science City located in Amman, Jordan. PSUT's main mission is to educate students and qualify them to pursue careers in the fields of information and communications technology (ICT), electronics, computer engineering, communication engineering, and business. PSUT offers Bachelor of Science (B.Sc.) degrees in Computer Science, Software Engineering, Computer Graphics and Animation, Networks And Information Security Engineering, Computer Engineering, Electronics Engineering, Communications Engineering, Power & Energy Engineering, MIS, Business Administration, E-marketing & Social Media, Accounting, Business Information Technology. Also, Masters of Science (M.Sc) degrees are conferred in Computer Science, Information System Security & Digital Criminology, Electrical Engineering, Data Science, Enterprise System Engineering, as well as Global Master of Business Administration (MBA) in collaboration with Lancaster University in the United Kingdom. PSUT offers also (Phd) degree in Computer Science.

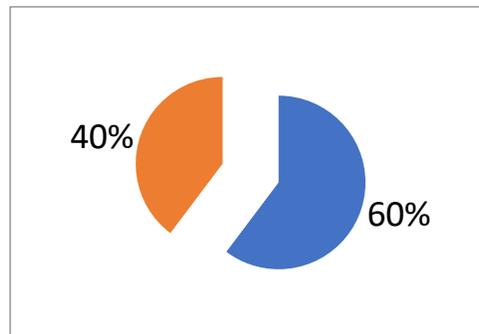
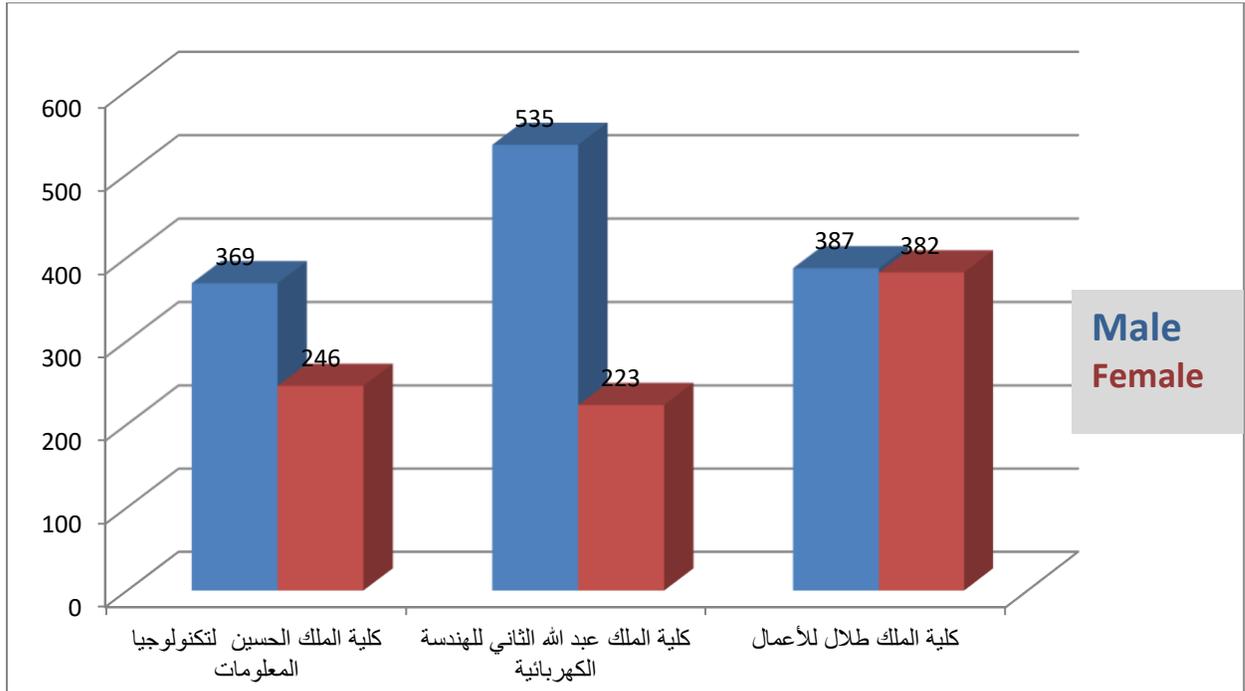
Being part of El Hassan Science City, PSUT strives to create a culture of entrepreneurship among its students. PSUT is licensed and all its programs are accredited by the Jordanian Higher Education Accreditation Commission.

PSUT strives to be the leader in building the ICT and electronics sectors in Jordan and a research platform for Jordanian industry. Simply put, our goal is to have PSUT be "the University of the Future" where highly qualified and talented students are educated and ready to join competitive markets in the 21st century and beyond. We at PSUT promote excellence, scholarship, commitment, innovation and entrepreneurship that drive the private sector.

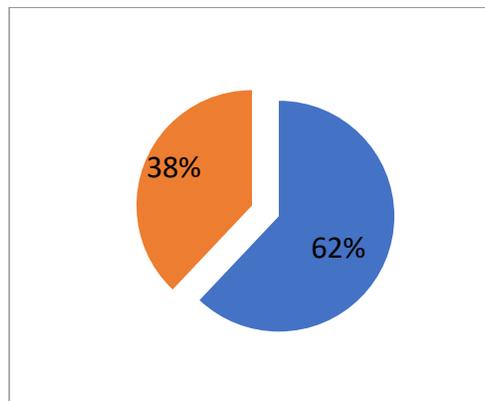
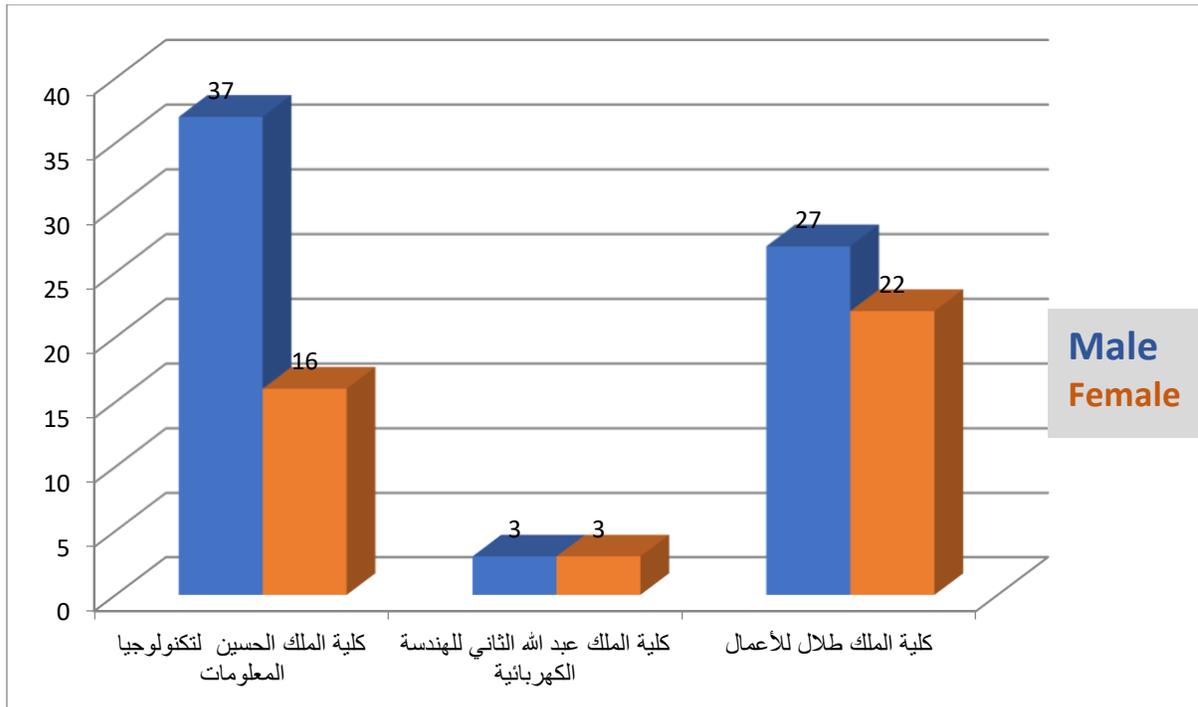
In less than twenty years, PSUT has become the leading university for the study of information and communication technology, electronics and computer engineering, and a center of educational excellence both in Jordan and the surrounding region. Graduates are in high demand and often receive job offers before they complete their degrees. Moreover, PSUT research activities are focused in the key areas of interest to EL Hassan Science City to help with Jordan's economic drive.

PSUT encourages creativity and innovation in all areas of life. Versatility, curiosity, an appetite for continual personal growth and enrichment, and the ability to look outside one's own discipline are the keys to success in the wider world, and, beyond that, to leadership and the possibility of making a unique contribution to the community. Rigorous academic work at PSUT is complemented outside the classroom by an offering of extra-curricular activities.

The students enrolment or the B.Sc. by gender at PSUT is depicted at the below figure:



The students' enrolment of the M.Sc. by gender at PSUT is depicted at the below figure:



## 2. Description of Higher Education at Country level

The sector of higher education in Jordan plays a key remarkable role in the process of comprehensive development at various levels and areas. That is, during the last ten years (in the reign of His Majesty King Abdullah II), higher education in Jordan witnessed a significant progress in terms of the diversity of study programs, patterns of teaching and learning that control both the quality and quantity and expansion of higher education institutions.

In spite of the limited financial and human resources in the kingdom, higher education lies within the priorities of the State as of the role it plays in promoting the economic, social and knowledge level of the Jordanian citizen.

Higher education in Jordan commenced by the establishment of Teachers House 'Dar Al-Mu'lemeen' in 1958, with the level of two years aiming at preparing qualified teachers to work at



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the schools which belong to the Ministry of Higher Education. Afterwards, establishment of teachers houses has succeeded and became known as 'Teachers Institute' which have been developed for 'Community Colleges' in the seventies. As for university education, it commenced by the establishment of the University of Jordan in 1962, followed by the establishment of Al-Ahliyya Amman University in 1989 as the first private university in Jordan.

His Majesty King Abdullah II has paid a special attention to the higher education as he steered his successive governments to shed more light on higher education and its development. Thus, During his Majesty's reign, many public and private universities were established, this is in addition to the foreign universities operating in Jordan, the programs emanated from cooperation agreements between Jordan and foreign universities and the programs of the Jordanian universities in various universities of neighboring Arab countries.

During the last two decades, the sector of higher education in Jordan witnessed a prominent development as well as progress evidenced by the increasing number of institutions of higher education, enrolled students, faculty members, administrative and academic members; size of expenditures and the financial government support to this significant educational sector.

The number of public universities as a result has reached (10), besides (17) universities that are private, and (51) community colleges, this is in addition to the World Islamic Sciences and Education University. This progress in numbers of universities accompanied by significant increase in number of students enrolled to study in these universities, where the number of enrolled students in both public and private universities is estimated at nearly (236) thousand; (28) thousand out of the total are from Arab or foreign nationalities. Thus, the pride created by this development as well as progress puts us face-to-face with various challenges, the thing which leads us to pay more efforts in order to overcome the difficulties and obstacles stand before us, to realize a balance between the spread of higher education and its establishment from one side, and its level and quality from the other.

As a result of the development that occurred in this sector and in order to maintain the quality of higher education, the next phase required a reconsideration of the law that governs public and private universities as well as the higher education. Therefore, by the issuance of the new "Law of Higher Education No. (23), for the year 2009" and "The Jordanian Universities Law No. (20), for the year 2009", the Jordanian universities have become more independent in managing the administrative as well as financial matters, and by virtue of the new law, the following units agreed to be developed within the ministry's organizational structure:

- The Policy Analysis and Planning Unit which assumes, by virtue of the new law, the responsibilities of collecting data and information on higher education sector; conducting studies in order to support the work of Higher Education Council and many other tasks stated in the law.
- The Unified Admission Coordination Unit which assumes the responsibility of students' admission into public universities according to the principles approved by the Council of Higher Education.

The ministry has paid a special attention to higher education in order to have it at the top of our national priorities. Attention, herein, has been mostly focused on monitoring and evaluation of the strategy of higher education and scientific research for the years (2007-2012) to maintain a shiny image of higher education and scientific research, its outputs, competitive capabilities; and to admit



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the largest possible number of our young people into our Jordanian universities according to goals system that is in line with our national goals. We can say that, despite the big challenges that higher education faced, Jordan was capable to realize quantitative and qualitative achievements in this sector. That is, appropriate procedures aiming at improving its role were developed in order to achieve a quantum leap with a high quality and to catch up with recent developments applied by the Jordanian institutions of higher education. All that was due to the various initiatives that worked on limiting the power of these challenges, weakening and processing them for the sake of realizing a comprehensive national strategy for the sector of higher education in Jordan.

The key performance indicators of the strategy of higher education appear clearly through: percentages of (1) males and female's enrollment into regular admission programs and parallel programs; (2) the steady increase in faculty members; (3) financial government support for institutions of higher education; (4) turnout for expansion of private universities (private sector) that aims to participate in shouldering the burden and responsibilities of education with the public sector; (5) the Higher Education Accreditation Commission that supervises on quality assurance at both public and private institutions of higher education to be consistent with the international standards; (6) updating libraries of universities and linking all institutions of higher education to the electronic periodicals and universities networks; (7) the Scientific Research Support Fund that finances projects with national priorities, offering grants for outstanding graduates, granting the outstanding research prize, the outstanding researcher prize and the outstanding student prize; (8) and finally accrediting the TOEFL certificate as an admission certificate for joining master and PhD programs.

Moreover, the ministry worked on bridging the gap between higher education output and labor market in order to respond to the present and future needs of qualified and specialized cadres in various areas of knowledge; and to compensate for the lack of natural resources in the region by creating a qualified human resources fortified by knowledge and efficiency.

All of these achievements mentioned hereinabove helped in moving the process of comprehensive development forward via providing an academic, psychological and social environment supportive for creativity, excellence, innovation and talent development in order for Jordan to assume a prominent position that is consistent with its status and strategic location, if compared with its capabilities and limited financial resources.

In the region as a whole, Jordan's educational role has become so effective as of what has been known about the high quality of its educational system, the thing which makes it the focus of attention and admiration in the region, and this is clearly reflected in the number of foreign students study at the Jordanian universities which is close to 28.000 students from around the world.

### **3. Methodology**

At PSUT, the four questionnaires were distributed in Arabic. These questionnaires address gender equality aspects among institution decision makers, female students, admin/staff members and faculty members. The first section in each questionnaire describes the demographic aspects of the participants while the second, third and fourth sections tackle the gender equality at the individual, institutional and capacity building levels respectively.



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### **3.1 Sampling design and strategy**

We have collected the data within four weeks, in Arabic via hard copies from female students, staff members, faculty members and decision makers. Data collection was conducted as follows; the first week distributed to all the target audience and a reminder was sent to them after one week., then fill the excel sheets the next two weeks. Also, faculty members were informed about the project where they asked their students to fill in the survey. The participation in this study was voluntary; participants choose to participate without any influence or coercion. The survey was anonymous; no one can identify the identity of any respondent. There are no risks in this study. The results of this study will benefit the participants and other university members by providing them with professional developmental training and workshops, tailored based on their needs. The results of the study will be analysed by using excel, to conduct the descriptive analysis and the cross tabulation tests. Moreover, SWOT analysis was conducted to help decision makers design a strategic plan to enhance female representation at the university.

### **3.2 Questionnaire Design**

The survey conducted was easy to understand and answer. It has a mechanism of picking up the question, minimize the risk of social desirability bias, have realistic recall periods, and was relevant and tailored to the local context to measure women's empowerment in impact evaluations. The questionnaires were not an exhaustive list of questions, nor do they represent the full range of questions that should be considered in a given topic area. These indicators are also not intended to be replicated without first refining and piloting them in a specific context. In particular, all the suggested survey question there responses are based on extensive piloting in the field. We had to do the same when generating our own surveys. Some of the survey questions were also adapted from standardized modules, which we tried to note. The questionnaire also kept in mind that when survey questions were subject to social desirability bias, it might want to triangulate the results using multiple survey indicators, objective survey indicators, and/or non-survey instruments

## **4. Analysis and Findings**

### **4.1 Descriptive Analysis for Academics**

The survey was distributed online to 34 academics at PSUT.

#### **4.1.1 Demographics:**

Academics participating in this project are distributed as following among the faculties: 10 from the faculty of business, 20 from the Computer Science department, 4 academics from engineering collage. The respondents were mainly female of 80% and male of 20%. As for the age of the participants, 70% of the respondents are of age 30-40years, 30% are of age 40-50years and above. The participants are 100% of Jordanian Nationality. As for the material status; Most of the participants in this study are married (541%), while 30% are single and 17% are divorced. 80% of the participants have PhD degree while 20% have master. Most of the Academic staff (90%) are fulltime staff while 10% are part-time staff where their academic level varies; the majority are lecturers (83%), 11% are Assistant Professors and the rest are Professors (2%), Coordinators and Lecturers (2%) and Instructors (2%). With respect to the work experience of the academic participants at PSUT, most of them have 1-5years experience, 34% of them have 5-10years work experience, 19% have experienced their work for less than 1 year and 4% are experienced for 10-15years.



#### 4.1.2 Individual level

**Motivation-** According to the analysis of data, 26 of the Academic respondents were motivated to enter academia due to intellectual challenge, while 8 respondents were motivated to gain social prestige. Others were motivated due to the salary.

**Satisfaction-** the participants were asked about their satisfaction in their career; only 6 of the academic respondents were very satisfied, 24 of them were somehow satisfied and the rest were close to dissatisfaction. Most of the participants (62%) felt that they achieved their career ambitions while 38% of them didn't feel so. Those results were explained as the following: most of the participants feel that they lack the right experience and skills needed, the second reason was the difficulty in managing both family and career, others are prioritizing their families which is hindering their achievements', other responses came in the frame of working environment.

#### 4.1.3 Institutional Level

**Work-life Balance-** five respondents were satisfied with the balance between their professional and life and the rest of them were nearly dissatisfied. The results were further analyzed, participants were asked about the cause of this dissatisfaction; the main cause was family issues were 59.5% of them explained that they have family responsibilities, 45.8% have children care, 28.1% have traditional roles. Other results were related to career issues. Leading on that, participants were asked about ways that would help them achieve better work-life balance, the responses came as follows: 71.2% wanted supportive institutional policies, 39.5% suggested that they need to have time management. Other responses came in the manner of flexibility and workload.

**Family Related Leaves-** 72.6% of the respondents didn't take family related leaves while 28.7% of them took while working at PSUT. Almost majority of them took maternity leave, 7 of them took leaves for other caring responsibilities, others for parental leaves and for adoption needs which had the lowest response among all. Those who took family related leaves, some of them faced any difficulties in returning to work. Moreover; some participants were asked about the support they received from PSUT during and after their family related leave, 61% of them had clear information about their rights and responsibilities during or prior to break, 30.6% had options of flexible working after break, 11% had provision for continuation of research, publication and/or funding applications during break and 3% had reduced teaching or service responsibilities after the break.

#### 4.1.4 Professional Level

**Curriculum-** Academics were asked about the extent to which their department offers courses which address topics related to Gender Issues. The results showed that 13% of the courses are addressing gender issues to the minimum extent, 56.9% were not sure to what extent their courses are related to gender issues and only 3.4% deliver gender equality courses.

**Research-** Academics were asked if they are aware of any student research or scholarly activities related to Gender Issues, only 15% of them answered yes while 85% of them answered no. those who said yes listed some of those activities:

Students Activities
Women empowerment
Women in the HR position
Women Talk V/s Men Talk
Say Yes for equal Salaries
Women and the Domestic Sphere
marriage and divorce
Projects related to installations and presentations seeking awareness towards gender inequality



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Furthermore, they were also asked if they are doing any research in Gender Issues, 84% responded with a “no” and 16% with a “yes” where the scope of their research were about, mainly mental health, women rights and within the scope of FREE project.

#### **4.1.5 Group/interpersonal Level**

**Networks-**Academics were asked if their department/center at the university is concerned with gender equality. The responses came with 90% “no” and 10% “yes”. When asked about their awareness of groups/organizations in their city concerned with gender equality/gender related issues 80% answered “yes” while 20% answered with a “no”.

**Mentor and superior support-** Participants were asked if the university is providing them with the right mentoring support they need, the responses came as follows; 95% “yes” while 5% “no”. Those who answered with a “no”, most of them wanted opportunity to network as a kind of support, others wanted professional training and some wanted coaching. Moreover; the results of the question related to: if the university is providing academics with the right superior support needed, showed an impressive results where 90% agreed however still 10% disagreed where they suggested to have Line Manager Support and Management Training

**Institutional level in equalities and empowerment-** the participants were asked if they think that imposing a gender quota (specific based on merit) will be a good policy in academia, 80% said no while 20% said yes. Justifying their disagreement, the majority said that positions must be given because of abilities and not gender, others viewed it as unfair and unhelpful.

**HR practices-** The majority at PSUT strongly agree that performance appraisal is independent of gender as they also agreed that common policy and recruitment is equal, the university is a women friendly work place and that PSUT gives leadership for women; those perceptions took the first rank among other choices, PSUT is a gender equality place, a place that gives equal opportunities and rewards for both genders was the second choice, being involved in decision-making and having training programs took the forth rank among the other choices.

The analysis of this section showed that the female academics at PSUT are somehow empowered and the environment at the university is helping them to develop them-selves to reach higher profile career. However, more effort and research should be conducted to include gender equality in the curriculum and spread awareness among all faculty members regarding the importance of the issue.

**(IN-)EQUALITIES - SEXUAL HARASSMENT, SEXISM, STEREOTYPES-** The study conducted at PSUT was based on voluntary students and administrative staff with number of students women from three faculties. 22 from IT, 12 from Engineering School and the rest from Business School.

The study shows that acts of sexism, abuse and violence against women are indeed to be rarely found in the university. The extent and nature of these acts, which are violations of fundamental rights, need to be addressed by university top management and require action to be taken: 8.5% per cent of female who took part in the study said that they had suffered psychological violence in the course of their term of office, class, or at the university. 0.0 per cent had received death threats or threats of rape or beating. 0.0 per cent had been the target of online sexist attacks on social networks. 3.8% per cent had been the target of comments relating to their physical appearance or based on gender stereotypes. 1.0 per cent had suffered sexual violence. 5.8 per cent had suffered physical violence.

As a summary, The academics were asked if they have experienced and/ or observed any of sexual harassment behaviours at the university, the majority mentioned that they didn't observe or experience any kind of sexual harassment at the university, very few have only observed, only experienced and were stalked. When those who experienced such incidents were asked if they sake any advice or support from anyone at the university, we got the following answers, the majority referred to their colleagues the rest referred to the direct manager. When asked about the effect of reporting the cases, the majority mentioned that they felt worse when they reported their case, the other majority mentioned that the behaviour stopped, some of the academics felt no difference however the lowest range goes for those who felt glad after reporting and felt that the behaviour decreased. The reasons why some of them did not report their cases to anyone and did not seek help, the responses came with similar levels where they thought nothing would change, it was not a big deal and others thought it was funny and no bad intentions made. On the other hand, participants were also



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asked about the kind of support they wished they had, most of them wanted the university to take clear actions others wanted psychological support.

**Bullying-** when participants were asked if they have experienced or observed bullying, the majority mentioned that they didn't observe or experience any kind of bullying at the university from students, managers or colleagues, very few reported that observed only and the rate was the highest among colleagues, managers came in the second rank and students in the third one.

**Stereotypes-** the academics were asked about the most common stereotypes, prejudices, social expectations they confronted with their career academia, most of the academic answers were that they are being questioned about their ability to perform effectively and achieve high goals and the ability to lead, other answers are distributed among ability to make decisions, solve problems and dealing with students which is challenging to younger instructors. When the academics were asked about the people who confronted them, the majority mentioned their HR staff and Managers, others mentioned their family members, male colleagues, female colleagues and the rest mentioned society.

**FEMALE ACADEMIC ROLE MODEL AND EMPOWERMENT-** The results of the question related to if they encountered a woman that they consider as a role model showed the following results where 82.3% said yes and 17.7% said no. They considered that there are some character traits that are essential for a female academic role model such as confidence which took the first rank among other choices, ability to inspire and have charisma which was the second choice, assertiveness, ability to uplift students and independence took the third rank and, resilience took the fourth rank among the other choices.

The analysis of what is needed to do in order to inspire young female students to pursue a career in Academia came as follows; the ability to inspire came in the first rank, charisma and the ability to uplift students came in the second rank, resilience came in the last rank.

Impressive results were shown when female academics were asked if they are empowered, 92% said yes.

#### **4.1.6 FREE training areas**

**Management and leadership skills-** According to academics, communication skills is the most crucial management and leadership skill for a career in academia (60%), 40% decision making, 50% managing skills, 51% motivating co-worker, 50% time managing, 48.3% problem solving, 47% team work, 41% for creativity and innovation. when asked about the management and leadership skills they would like to improve, 43% mentioned managing responsibilities, 41% managing negotiation and 32.8% digital transformation. Other skills came with moderate to low response. When asked about the leadership behaviors they consider important, supportive leadership behavior which emphasizes being friendly and approachable to the followers and directive leadership behavior which emphasizes structure, setting clear standards of performance and rules and regulations to followers came in the 1<sup>st</sup> rank.

**Personality traits-** The personality traits, characteristics and behavior academics consider to be crucial for a career in academia are; honesty and integrity, self-confidence and passion which came in the 1<sup>st</sup> rank, optimism, cheerfulness and energy in the second rank and humility and physical stamina in the 3<sup>rd</sup> rank. When asked about which personal characteristic that the academic would like to improve, self-confidence, honesty and integrity and optimism were the major concerns to improve.

**Social characteristic section-** The personality traits, characteristics and behavior academics considered to be crucial for a career in academia are; ability to work in a team, communication and persuasiveness came in the 1<sup>st</sup> rank, ability to network and sociability came in the 2<sup>nd</sup> and extroversion and ability to cooperate came in the 3<sup>rd</sup> rank. When asked about the social characteristics that need to be improved, ability to work in a team, sociability and communication came in the 1<sup>st</sup> rank.

**Empowerment and challenging mind set-** When asked about which trainings on challenging mind sets and empowerment would academics be interested in, the answers came as follows; self-empowerment, then how to turn the university into a gender aware and welcoming space, then learn how to raise awareness for gender issues, and learn how to network, came in the last place.

**Training types-** Academics would like to improve the selected skills and features mostly via seminar or workshops and semi-attendance. Coaching, personal assessment and guidance, and understanding the hidden barriers at work were considered as the most suitable ways to acquire the selected skills and features.

The findings of this section highlight some important facts regarding the commitment of faculty members towards achieving the gender equality sustainable goal where the majority shows a high interest in



contributing into gender issues research and work on improving their skills to contribute to the change needed.

## 4.2 Descriptive Analysis for Administrative staff

### 4.2.1 Demographics

This survey has been distributed among staff members at the university where 68 employees have answered it. Those employees are working in different departments; accounting department, administrative assistants, admission offices, business office, students affairs, library, human resources, and public relation departments. Among all the staff, 57% of the respondents are less than 30 years which is the highest among all, 38% are 30-40years while 5% of the respondents are of age 40-50 years. Among those participants 60% are female while 40% are males. All of the staff employees are Jordanian. The majority of the participants are single 66% while 31% are married, and 3% are divorced. Most of the staff members participating in this study hold a master degree (52.4%) while 49% hold a bachelor degree. As for their positions, the majority are administrative staff members (75%), others are head of departments (17%), head of staff (3%), and Chief audit (6%). The work experience of the participants in the university varies, 43% of the participants had 1-5years work experience while 31% of them had 5-10years work experience, greater than those who had 20-30years work experience (14%).

### 4.2.2 Individual level

**Motivation-** The majority of the participants are motivated to work at the university because of the stability (80%), self-esteem (11%), and 9% because of the financial income or autonomy. Very few mentioned the integration into the enterprise or the position fits their career as reasons. When the participants were asked whether the university supplies the necessary conditions to achieve their career objectives, 88% said yes while only 11% disagreed. The majority of the responders (85%) are interested in progressing onto other positions in their institution where most of them would like to be head of department or director while few prefer to be faculty members. Ninety percent showed that they are satisfied with the work at PSUT University while 10% disagreed. The reasons of employees' satisfaction are listed below:

*“Stability and ability to improve*

*I Love working in an educational environment*

*developing myself*

*I got used to the environment and system*

*empowering, communication with staff, challenging, self-development, progression*

*Challenging - communication - opportunities- appreciation*

*Stability and ability to improve*

*Stability*

*Flexibility and location*

*Salary and schedule*

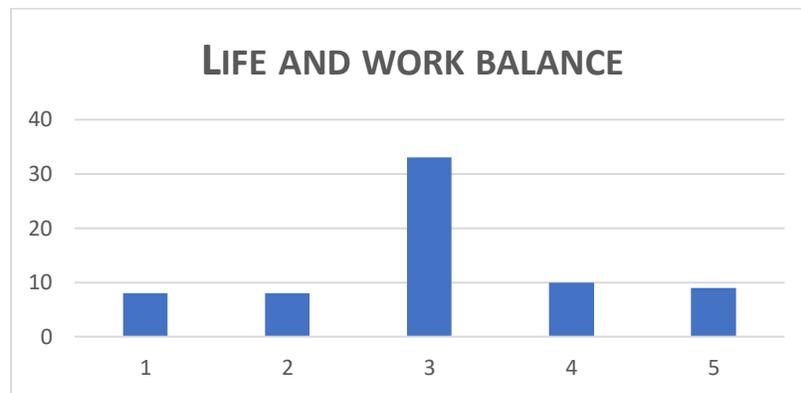
*Support to Grow and put forward and implement new ideas”*

The majority of the staff (87%) are satisfied with the salary they earn at PSUT while 13% are not. The reasons below the dissatisfactions are more work and tasks than the salary range, salary should



be given based on the appraisal of each employee, better salaries in other companies, the country's economic and social status is deteriorating, etc.

**Balancing work - family life-** Respondents believe that flexibility is what reflects work-life balance (50 %) which is greater than all other options suggested such as reduction of working time schedule, on-campus family services or teleworking. On the other hand, the majority of the respondents don't believe that work at home achieves such balance (14%). The participants answered the questions related to the services provided by PSUT to balance work with family life as follows, 38% mentioned that they do not receive any reduction in working time schedule or nay on-campus services while 25% mentioned that flexibility at work is present at PSUT. The graph below shows staff satisfaction regarding their current balance between professional and personal life (1 strongly agree and 5 strongly disagree), where most of the participants are neutral regarding their current balance.



**FIGURE 1: STAFF SATISFACTION - LIFE AND WORK BALANCE**

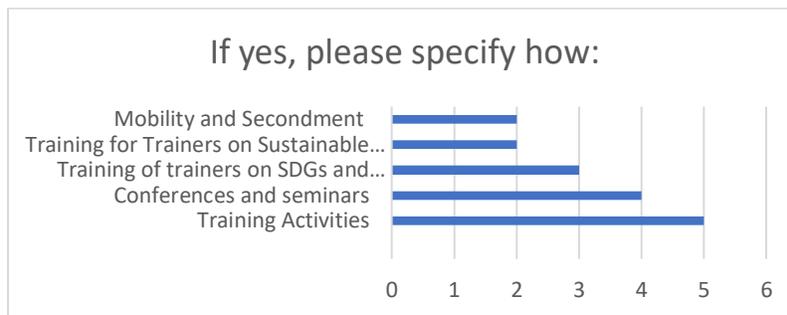
**Working conditions-** According to the respondents, 90 % work more than 40 hrs per week while 10% work for 30 to 39 hours according to their contracts; the majority have more than 40 hrs to achieve the tasks set on their work contract per week (48%). However, 33% of them have 31-40 hrs which is greater than those who have 21-30hs/week (12%) and who have less than 20hrs/week (7%). The majority of the respondents (60%) tend to work weekends/evenings in addition to their normal work hours. This percentage is slightly greater than those who answered no (41%). Also, 55% of the respondents don't have additional work to attend when they arrive home which is greater than those who have additional work (45%).

**Mobility and Leaves-** The majority of the staff members (57%) responded that they never travel for work purposes. However; 33% of them travel 1 or 2 times/year, the others travel more than 3times/year. Moreover, 57 % took family related leave while working at PSUT, while 43% did not take any family related leave. As for the reasons behind these leaves, the majority of them mentioned the parental care. On the other hand, those who took twice family leave, their greatest cause were due to maternity/paternity care where 93% experienced difficulties when they returned to work after leaves. The reasons leading to these difficulties are not explicitly mentioned in the results.

#### **4.2.3 Institutional level**

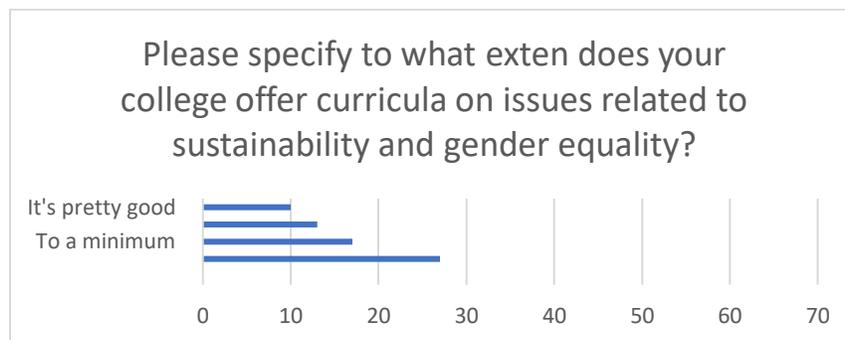
**General Dimension of Gender Equality-**50% of the participants do not know whether the university has integrated gender equality into its strategic plan regarding the administrative staff while the rest know the strategies implementing at the university regarding gender equality. Twenty nine percent of the staff know that the university is using gender indicators to measure gender

equality while the majority don't know (45%). The majority of the participants (45%) do not believe that the university has multidisciplinary and interdisciplinary structures, while 24% said yes. A high percentage (81%) of the respondents agree to work with the university towards implementing sustainable development goals and gender equality policies into PSUT, which is greater than those who do not know (17%) and those who disagree. While 88% are interested in being part of the implementation of sustainable development goals and gender equality policies at PSUT, 12% are not interested. The reasons why the participants showed interest are as follows (fig 6)



**FIGURE 2: REASONS LEADING STAFF MEMBERS TO BE INTERESTED IN IMPLEMENTING SDGs AT PSUT**

**Administration, mission and strategic planning-** Figure7 shows that the majority of the responses agreed that gender equality reflected in university mission is to an average extent the university curricula. On the other hand, in gender equality reflected in university strategic planning, the majority responded that gender equality is to an average extent, greater than the other responses. Moreover, the average extent of gender equity in the university mission is similar to the strategic planning.



**FIGURE 3: GENDER EQUALITY IN PSUT STRATEGIC PLAN AND MISSION**

As the higher education institutions committed to sustainability create certain positions and committees, as well as engage in certain practices, which reinforce this commitment. The staff participants mentioned the following as gender equality practices adopted by PSUT; 69% mentioned the socially responsible practices and 31% mentioned gender equality task force, while others mentioned orientation programs on gender equality. The majority of the respondents (60%)



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stated that guest speakers are among the actions adopted by the university to implement gender equality and 17% mentioned conferences. Very few mentioned “nothing or no idea”.

According to the respondents, some risk factors might play a role in resisting the implementation of Gender Equality at PSUT such as budgets, policies, culture and work stress. While many mentioned that there are no risk factors prohibiting the implementation of such strategies.

***Institution’s Infrastructure-*** When the participants were asked about their perception about Higher Education in their institution’s infrastructure, they agreed that there is a flexibility work timing policy for families and proper transport facilities while they disagreed on the presence of on campus facilities for families.

***Female empowerment at institution-*** Almost all the staff members participating in this project agreed on the statements that women are included in decision making process at PSUT and that women are given leadership roles while not all of the participants agreed that there are fair rewards and recognition policy.

***Sexual Harassment, Sexism and stereotypes-*** Participants were asked if in their current working environment have experienced or observed any kind of sexual harassments; almost all of the participants didn’t experience or observe any of the following sexual harassments: Sexual/sexist teasing, jokes, remarks or questions, pressure for dating, sexual/sexist letters, phone calls, emails, leaning over, cornering, pinching, touching, unwanted physical, pressure for sexual favors, stalking and/or physical/sexual assault.

For those who experienced or/and observed one of these behaviors were asked if they sought support/advice, the majority reported their cases to the HR department (40%) while 30% referred to colleagues and 30% referred to the head of department while 20% reported their cases to an expert. As for the effect of the reporting, 54% did not answer this question, while 20 to 30% mentioned that they felt safe and happy to report. The reasons why some participants preferred not to report their cases ranges from felt ashamed (33%) and 22% were afraid or they did feel comfortable or they did not feel that it is important to report the case. The support wished by the staff members are university support to track the issue (60%) while 33% asked for legal support and 25% asked for psychological support. In addition, the majority of the answers showed that they didn’t receive mobbing from managers, colleague or students. On the other hand, an observed mobbing among all was observed but in low number. Some stereotyping and prejudgment confrontation were faced by some staff members where 27 % of them receive questions about their ability to make decisions while 24% were questioned about their ability to perform effectively and achieve goals and to solve problems which is lower than those questioned about their ability to lead. This confrontation came mainly from managers (30%) and female colleagues (24%), very few (15%) mentioned male colleagues, HR and students and 5% mentioned family members.

The findings showed that PSUT is promoting gender equality among its employees through its curriculum, courses and events ( seminars, conferences, workshops, etc), however, it needs to work on highlighting these initiatives and programs among all its faculty and staff members and to engage them in the designing, planning and implementation of such programs.

### **4.3 Descriptive Analysis for Decision**

#### **4.3.1 Demographics**

Most of decision makers (12 employees) in the university have answered the questionnaire. They are distributed among departments as follows; three in the School of Business, three in quality assurance office, four in the School of computing sciences, two in the engineering college . As for the age of the decision makers participating in this project, the majority are of age 30 years-under 40 years (70%), whereas 30% of them are 40-under 50 years. Female decision makers at PSUT form less than 10% of the decision makers’ employees. Almost, all the participants are Jordanian. Ninety percent of the participants hold PhD degree



while 10% hold Master degree. The majority of the participants (80 %) are head of departments; all have 5 to 10 years work experience.

#### 4.3.2 Individual level

**Motivation-** The participants were asked about what motivated them to pursue a management career in higher education sector. Their answers were; 70% have an interest in research, 40% have an interest in the financial income, 45% see their job as a prestige, 40% for the job autonomy, and 60% for the intellectual challenge of management. As for what motivated them to be managers at the university, most of them (40 to 50%) mentioned financial compensation, interest in research, job prestige, self-esteem and, job autonomy. What influence the participants to enter management career in higher education (HE) sector are mainly the financial income, then the job autonomy, interest in research is the third reason, job prestige is the fourth reason and, the intellectual challenge is the least choice. When the participants were asked if they are satisfied in their career, the same percentage (70%) were very satisfied and satisfied while 10% were neutral and 20% dissatisfied. When they were asked whether they achieved their career ambitions, 60% said yes. Regarding the factors that impair their motivation of becoming a good decision maker, 89% stated working conditions, 40% university policies, 45% job security, and 30% interpersonal relationship.

Based on the results mentioned in this section, the decision makers see their positions as a place to develop their career especially that the working conditions as well as the university policies allow the employees to develop and get empowered.

**Balancing work - family life-** Participants see the flexibility in work schedule as the main factor that allows the work-family life balance. The majority mentioned that reduction of work time, work home, on-campus special family services and financial helps as factors that enable the balance between work and family life; however few employees (5%) did not agree on these factors. As for the factors that the university provides to ensure this balance, most of the participants mentioned the flexibility in the work schedule; while the majority disagree on the presence of on-campus family services, reduction of work time, work from home, and financial help for families. When the participants were asked if they are satisfied with the current balance between their professional and personal life, most of them (30%) were neutral, 30% are satisfied and 40% are dissatisfied. The main reasons, as per participants' responses, that prevent them from reaching this balance are as in fig 2.

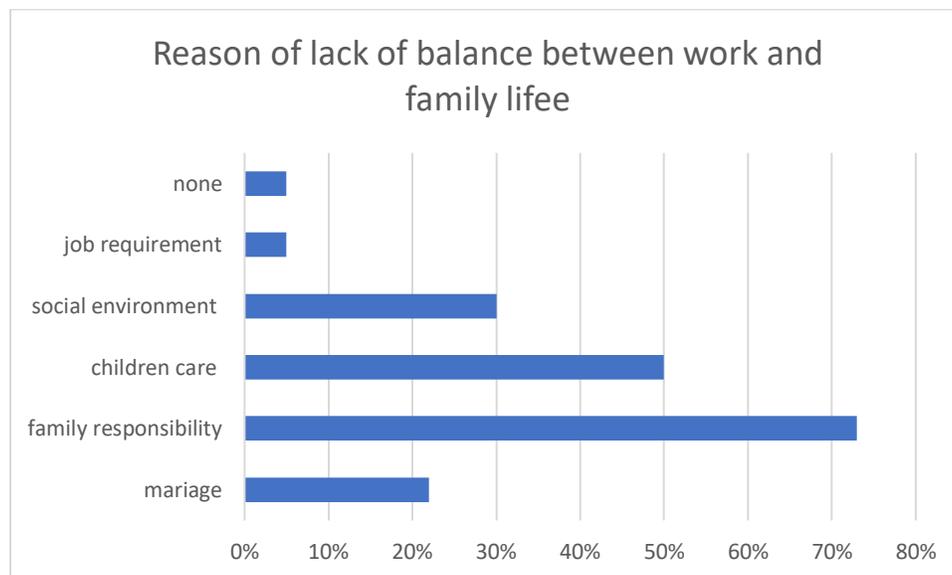


FIGURE 2: REASON OF LACK OF BALANCE BETWEEN WORK AND FAMILY LIFE



According to the factors that might help the participants to achieve a better balance in their lives, the majority (95%) mentioned time management, while 50% mentioned spousal support, 33% mentioned the flexibility of roles between couples, and 22% mentioned the reduction of social life.

The results indicate that there is a lack of balance between professional and personal life among university decisions makers which require an intervention that promote a healthier life among employees by working on strategies that allow more flexibility in the working conditions.

### 4.3.3 Institutional level

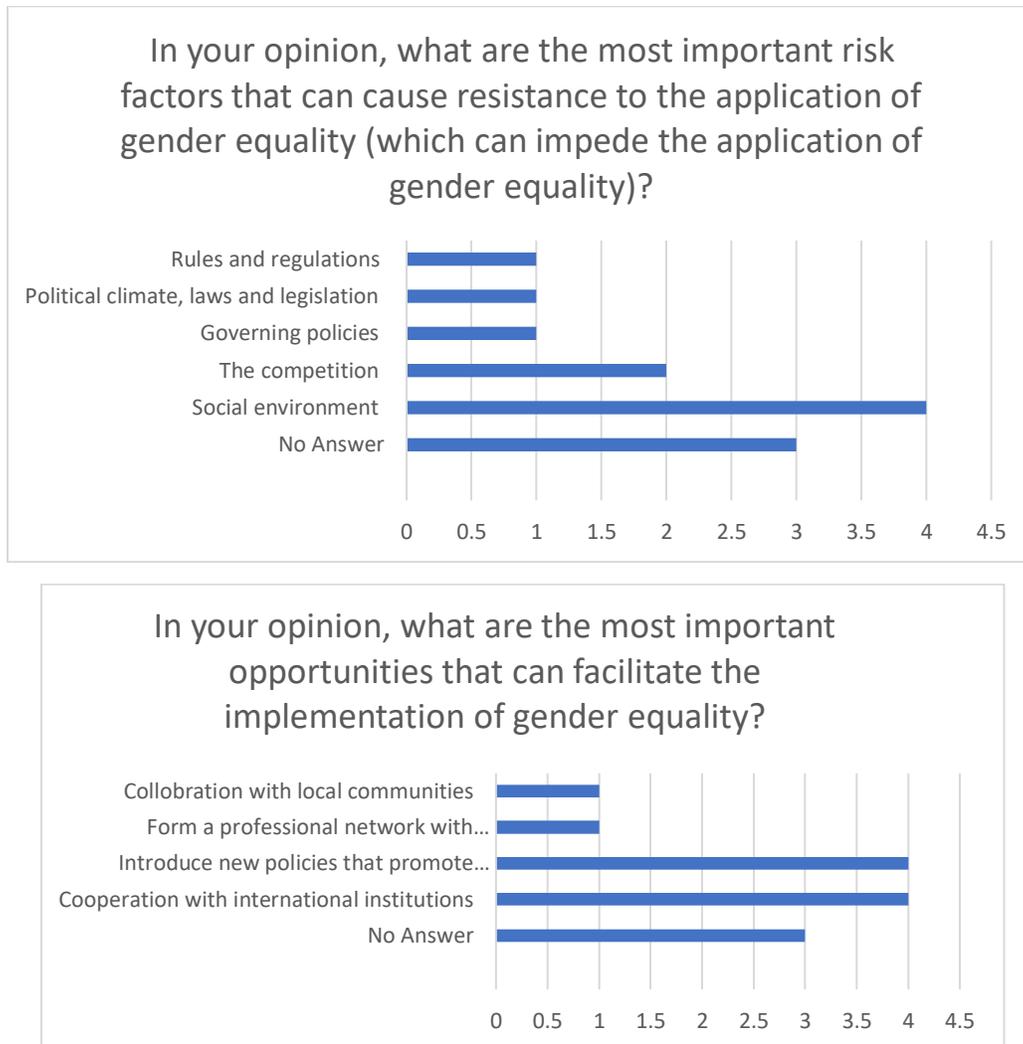
**General dimensions of gender equality-** When the decision makers were asked if the university has integrated gender equality to the university strategy, 30% did not know about any strategy while the rest (70%) knew about the integration of SDGS in PSUT vision. The majority of the responses didn't have an answer regarding their knowledge about gender equality in the university (45%). While 33% of them disagreed that the university is using gender equality as a framework to report sustainability impacts while only 22% agreed. According to the responses 50% didn't have an answer regarding if the university is measuring actions for gender equality which is greater than those who responded "no" (27.8%) while only 22.2% said "yes" (22.2%). Despite the results mentioned previously, 55.6% expect that the university will take a lead in establishing Gender Equality while 44.4% disagreed. When the respondents were asked if the university will set the plan for equalities to be achieved by 2030, 17% said yes while 45% said no. While asking the participants about the most challenging aspect in integrating the Gender Equality into the university strategy, they mentioned the challenges stated in table 1.

**TABLE 1: CHALLENGES AS REPORTED BY PARTICIPANTS REGARDING INTEGRATING GENDER EQUALITY INTO THE UNIVERSITY STRATEGY**

Social environment	Finding the right candidates
Other priorities	Follow up and support
The planning process	Support and follow up
We don't speak gender equality though most employees are females, we don't think there is a problem with gender equality but in equality in general!	Importance of the topic
Degrees earned by different genders	-----
Institutional policies and commitment to gender issues	Lack of human resources
In my university and my faculty the majority of employees are females, so it has not been challenging	Awareness issues

**Administration, mission and strategic planning-** The majority of the responses agreed that gender equality reflected in university mission is to the minimum extent. Whereas, some of the responses were not sure if gender equality is reflected in a good extent in the university mission. On the other hand, if gender equality reflected in university strategic planning, the majority responded that gender equality is reflected to little extent. Responses regarding the commitment of the university to engage in certain practices ranges from gender issue coordination (20%), orientation programs (20%), gender equality task force (16%) to other options such as seminars. The visibility of gender equality commitment at the university appears, according

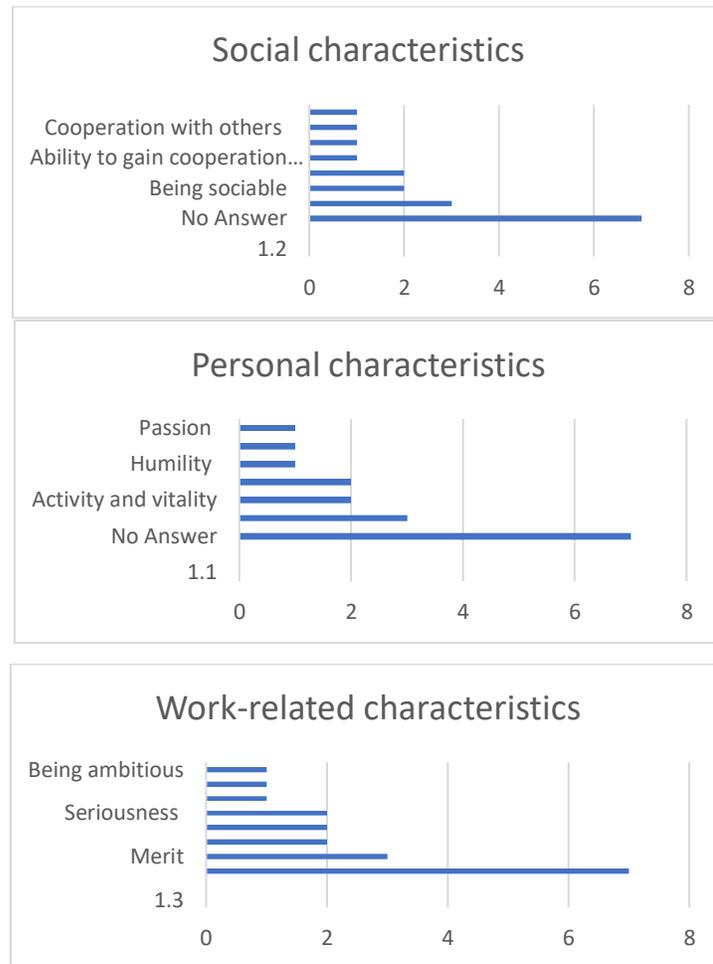
to the responses, mainly through guest speakers (60%) and conferences (61%). As for the greatest strengths of the university in terms of gender equality are according to the participants, in university resources and training programs (50%), curriculum and courses (61%), and human resources (22%). As for the weaknesses, the majority (67%) mentioned the university strategic plan and human resources (44%) while 22% mentioned the gap in research in the scope of gender Issues. The factors that lead to resistance in implementing gender equality strategy at the university are stated as follows:



**FIGURE 3 FACTORS LEADING TO RESISTANCE IN IMPLEMENTING GENDER ISSUES IN THE UNIVERISTY STRATEGY**

#### 4.3.4 FREE training areas

*Personality Traits and Characteristics-* The participants were asked about the personal, social and work related characteristics, the answers were as follows:



**FIGURE 4 PERSONALITY TRAITS AND CHARACTERISTICS- PERSONAL, SOCIAL AND WORK RELATED CHARACTERISTICS**

**Leadership Behaviors-** The leadership behaviors that were considered important according to the participants are charismatic leadership behavior which was chosen as the most important leadership type, followed by democratic, participative, directive, and supportive. While the Autocratic leadership behavior was ranked as the least important type.

The results showed that most of the decision makers at the university are seeking professional development at different levels; social, behavioral and academic aspects. Thus, designing an intervention tailoring their needs will lead to better work satisfaction; thus, more productivity and better quality of life.

#### 4.4 Descriptive Analysis for Female Students

The survey was collected from hard copies answers to 34 female students at PSUT.

##### 4.4.1 Demographics

The female students participating in this project are distributed as following among the faculties; 25 from King Hussein College of Computing Sciences, 9 from King Abdullah II Engineering College. As for the age of the participants, 85% of the respondents are of age 20-25 years, 8% are above 30, and the rest are of age less than 20. All of the participants are Jordanian. Most of the female students participating in this study are



single (91%), while 9% are married. Fifty eight percent of the participants are enrolled in the undergraduate programs while 42% are enrolled in the graduates programs.

#### 4.4.2 Individual Level

**Motivation-** According to the analysis of data, 72% of the respondents are motivated to pursue a career in academia after graduation, while 28% do not see themselves in the academia because they want to have better opportunities outside the .

**Education-** When the participants were asked about the presence of any class in their department to support female students, 90% said yes while 10% said no. The there is no classes at all to support female students.

**Female role model-** The results of the question related to “if the students have encountered a woman that they consider as a role model” showed impressive results where 98% said yes. The reasons beyond their answer are described in fig 1.

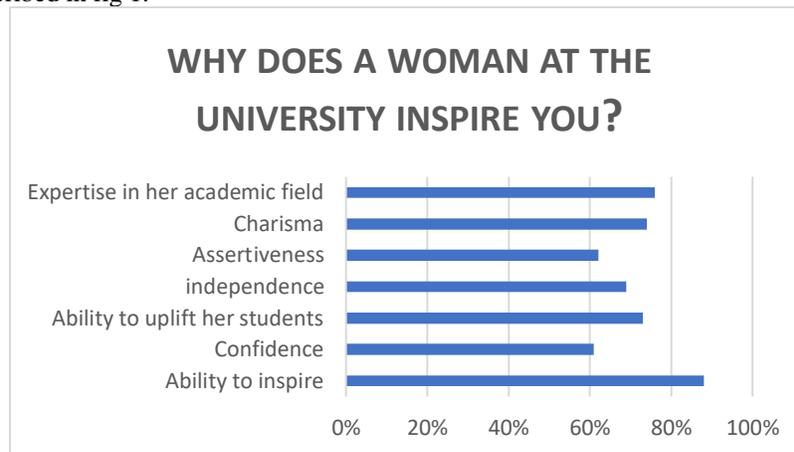


Figure 1: why does a woman at the university inspire you?

According to the participants, some character traits are important for a female academic role model such as her ability to inspire which took the first rank among other choices, experience in the academic filed was the second choice, assertiveness, charisma, and confidence took the third rank while the other characteristics were negligible among the other choices.

The analysis of this section showed that the female students at PSUT are getting inspired by women working in academia and they are eager to attend classes and training to be empowered and be able to develop themselves to reach higher profile career.

#### 4.4.3 Institutional level

**Sexual harassment-** The students were asked if they have experienced and/ or observed any of sexual harassment behaviors at the university; the majority mentioned that they didn't observe or experience any kind of sexual harassment, very few have experienced sexual teasing and stalking. When those who experienced such incidents were asked if they sought any advice or support from anyone at the university, 10% reported their cases to their friends, 50% reported to their professors, 10% referred to HR and some specialists at the university and others did not refer back to anyone. When asked about the effect of cases' reporting; 65% did not reply, 20% felt safe while reporting, 5% felt happy, 5% mentioned that the behavior was stopped, and only 5% mentioned that they felt worse when they reported their case. The reasons why some of them did not report their cases to anyone and did not seek help: most of them did not answer the question (70%), others (30%) mentioned some concerns such as fears and lack of trust that no one will help and support. The majority of participants who wished support asked for psychological 27% and emotional support 15% and asked for legal support.

**Stereotypes-** The students asked about the most common stereotypes, prejudices, social expectations they confronted as a female student, most of the students (36%) raised the issue of female's ability to be the



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decision maker, questioning ability to lead a group of students (28%), other answers are distributed among ability to perform effectively and achieve superior goals or to solve problems related to course studies. When the students were asked about the people who confronted them as female students, 50% mentioned their family members, male students 6%, female students 23% and 23% mentioned their teachers/professors. Those people affected them as follows; the majority (62%) mentioned that did not care, 8% made them questioning their decisions, 23% have their self-confidence increased, and only 6% mentioned that it decreased their self-confidence.

**Classroom Situations-** The majority (95%) of the students did not feel discriminated because of their gender in the class.

Based on the results and findings of this section, PSUT is considered as a safe environment for students to learn and study. The cases of sexual harassment are very sporadic and are reported to someone at the university. Also, the results of stereotyping questions reflects the situation of women in a larger scale, at the community level, where women are unable to be the decision makers and to lead in most of the situations. Despite the fact that the female students are being confronted by many individuals, most of them do not care, this reflects their high self-confidence, self- esteem and, their commitment to change and to be empowered. Therefore, more trainings are required to get the life and soft skills needed.

#### **4.4.4 FREE training areas:**

The students were asked whether they got the skills needed to be well prepared to pursue a career in academia, 89 % agreed while 11% disagreed. For those who disagreed, they felt that they need more training on the following skills; leadership (30%), technical (10%), digital (15%), problem solving (8%), and, others mentioned teaching skills, teaching methods and soft skills. Therefore, students showed interest in attending the following trainings; self-empowerment (80%), improving developing management and leadership skills (20%).

Those trainings are essential to develop a generation who will be able to lead and empower others especially in the higher education institutions. The topics mentioned above are not tackled during classes. Therefore, integrating such trainings in academia is crucial and impactful.

## **5. Discussion**

As other institutions did, PSUT has adopted the Cross tabulation to analyze the representation of females stratified by position and level of education among decision makers, administrative employees, and academics (tables 2, 3, and 4). The results show a higher representation of female at PSUT in the decision making positions as well as in the administrative work and in academia along with higher educational degree. This reflects the commitment of PSUT towards achieving gender equality and recruiting human resources based on the qualifications and dedication regardless of their gender.



**Table 2: The representation of female as decision makers stratified by the level of education and position.**

Decision Makers							
MANAGEMENT POSITION				EDUCATION LEVEL			Total
				BS.C	Master	PhD	
Dean	GENDER	Female	Count % of Total	5 30%	2 15%	2 40%	9 85%
		Male	Count % of Total	3 35%	3 15%	3 30%	9 80%
	Total	Count % of Total	6 30%	4 27%	5 40%	14 97%	
Head of Department	GENDER	Female	Count % of Total	2 20%	1 15%	1 30%	4 65%
		Male	Count % of Total	1 10%	0 10%	0 5%	1 25%
	Total	Count % of Total	1 13%	6 16%	3 33%	10 62%	
President	GENDER	Male	Count % of Total				1 100%
		Total	Count % of Total				1 100%
Vice President	GENDER	Male	Count % of Total				1 100%
		Total	Count % of Total			1 100%	1 100%
Total	GENDER	Female	Count % of Total	0 15%	6 33%	5 30%	11 78%
		Male	Count % of Total	1 8%	0 3%	6 40%	7 51%
	Total	Count	5	3	5	13	



%	of	7%	24%	50%	81%
Total					

POSITION				B.Sc.	M.Sc.	PhD	Total
Administrative staff member	GENDER	Female	Count	5	9		14
			% of Total	20%	30%		50%
	Male	Count	5	5		10	
			% of Total	30%	22%		52%
	Total		Count	17	9		26
			% of Total	46%	54%		100%
Auditing	GENDER	Female	Count	1			1
			% of Total	100			100
	Total		Count	1			1
			% of Total	100			100
Head of section /department	GENDER	Female	Count	2	1		3
			% of Total	30%	50.0%		80%
	Male	Count	1	0	0	1	
			% of Total	24%	0.0%	0.0%	24%
	Total		Count	2	3		6
			% of Total	30%	66%		96%
Head of staff	GENDER	Female	Count	2	1		3
			% of Total	44%	56%		100.0%
	Total		Count	1	1		2
			% of Total	50.0%	50.0%		100.0%
PSUT Application Unit	GENDER	Female	Count	1	1		2
			% of Total	50%	50%		100.0%
	Total		Count	2	1		3
			% of Total	60%	40%		100.0%
Total	GENDER	Female	Count	6	6		12
			% of Total	33%	35%		65%
	Male	Count	8	5		13	



	% of Total	30%	20%		50%
Total	Count	13	113		42
	% of Total	45%	55%		100.0%

**Table 3: The representation of female in the administrative work stratified by the level of education and position**

ACADEMIC LEVEL				M.Sc.	Ph.D.	Total
Assistant Professor	GENDER	Female	Count	12	7	20
			% of Total	50%	50.0%	50.0%
	Male	Count	13	4	17	
		% of Total	33%	25%	58%	
Total	Count	25	11	37		
		% of Total	25%	75.0%	100.0%	
Associate Professor	GENDER	Female	Count	1	2	3
			% of Total	37%	63%	100.0%
	Total	Count	3	3	6	
		% of Total	45%	55%	100.0%	
Coordinator and Lecturer	GENDER	Female	Count	4	6	10
			% of Total	44%	56%	100.0%
	Total	Count	3	3	6	
		% of Total	37%	53%	100.0%	
Instructor	GENDER	Female	Count	4	5	9
			% of Total	53%	47%	100.0%
	Total	Count	2	2	4	
		% of Total	55%	45%	100.0%	
Lecturer	GENDER	Female	Count	15	8	23
			% of Total	60%	17%	87%
	Male	Count	10	5	18	
		% of Total	30%	15%	45%	
Total	Count	31	8	39		
		% of Total	90%	10%	100.0%	
Professor	GENDER	Female	Count	2	4	5
			% of Total	30%	70%	100.0%
	Total	Count	3	4	5	
		% of Total	50%	50%	100.0%	
Total	GENDER	Female	Count	20	8	28
			% of Total	60%	12%	62%
	Male	Count	9	5	14	
		% of Total	30%	8%	38%	
Total	Count	28	11	39		



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% of Total	68%	32%	100.0%
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Table 4: Female representation in academics at PSUT stratified by the level of education and position

## 6. SWOT Analysis

It is almost the same as other LEVANT countries findings and summarized as below as in Lebanon.

<p><b>Strengths</b></p> <p>Female presence at PSUT in the Decision making PSUT respects gender equality regarding position allocations. PSUT attracts educated women. PSUT has a women friendly workplace.</p>	<p><b>Weaknesses</b></p> <p>Awarness sessions and announcements should be spread among faculties, staff members, and students regarding all the plans and startegies set by PSUT upper management reagding the implmentation of any SD goal. Male supremacy is still available in some high position hiring strategies. Some men prefer dealing with men in work.</p>
<p><b>Opportunities</b></p> <p>PSUT will be able to reach more educated women. PSUT can create women development courses and classes tackling gender issues. PSUT can be a pioneer in Gender Equality within educational institutions in the Middle East. Virtual Excahnge Courses tackling gender issues can be conducted with PSUT international partners to break stereotypings and increase women exposure to new cultures and opportunities.</p>	<p><b>Threats</b></p> <p>Conservative families and husbands might refuse sending their daughters/wives to work or study at the univeristy. Gender Equality topic is not spread enough in some rural parts of Jordan which is decreasing the number of qualified women to hold important positions. Jordan Economic situation is unstable, which will cause financial shortage to students, leading to a decrease in grad and post-grad studies. Some minority Sub-cultures in Jordan may be against any women educating program. Some men have a mentality that women are unable to make important decisions.</p>



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## 7. Limitation

As in any research project, there are some limitations that should be taken into consideration. For instance, the data collection was held in the summer semester where the majority of the students, staff and faculty members are abroad or on vacation. Therefore, the response rate might have been higher if data were collected in the fall or spring semesters.

Also, conducting focus groups with all the stakeholders to get more insights and perceptions about the implications of Gender Equality at the university might be needed.

The response rate could have been higher if a mix of online and paper-based surveys was used. As mentioned before, PSUT decided to use the online format only in compliance with a university policy to minimize waste.

## Conclusion

A female academic role empowerment at southern universities in Mediterranean region has become one of the key development objectives in the recent years, It is crucial to examine the assumptions under which policies, programmes and projects are formulated towards this goal. More recently, the concept of empowerment has been tied to the range of activities undertaken by and for women in different areas, education included. In all these, a related question is: From what and whose perspective are we going to evaluate such assumptions and its empowering outcomes?

The International Seminar on Women's Education and Empowerment was convened by the UNESCO Institute for Education (UIE) together with the EU precisely to look into these issues by gathering women educators and researchers from diverse socio-cultural backgrounds to collectively examine the different education practices and their theoretical implications for empowering women.

At several instances, it was evident that there were similarities in the conditions of women's education in the different parts of the world, e.g. stereotyping in the formal education system which further reinforces the traditional gender roles. On the other hand, it was also pointed out that one should not gloss over the differences of the conditions of women as a result of specific economic, political or socio-cultural factors.

To sum up the similarities and differences, it is clear that it is critical that the women's perspective be taken as the reference point for evaluating the effectiveness of educational policies, programmes and projects.

As such a women's perspective is continuously evolving, it is imperative that this be clarified at certain points so that the different universities involved are able to examine and assess their academic and administrative roles and activities as well as contribute to the further refining of such a framework through the analyses of different practices.

For all the spirited and enriching activities conducted at PSUT while distributing the questionnaire, we would like to thank all the participants at the different schools there. Finally, we would like to acknowledge the contribution of administrative and academic staff, too.

However, the results of this study highlight the endeavors invested by PSUT to achieve gender equality sustainable goal at the students, academic, administration, and decision makers' levels. At the student level, female students at PSUT are inspired by women working in academia and they are eager to attend classes and training to be empowered and be able to develop skills to reach high profile careers. PSUT provides them with a safe learning environment where only few have faced sexual harassment and felt safe to report their cases to the university. At the decision makers' level,



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participants consider the flexibility in work schedule as an important factor that allows the work-family life balance despite the lack of on-campus family services. Most of them are motivated in their workplace and almost all of them knew about PSUT strategic plan to achieve goal five in the UN agenda 2030. As for the training requested, all the decision makers requested professional development related to their ability to network and be extroverts; critical thinking skills and almost all of them require dependability and openness to experience. At the staff members' level, although the majority of the administrative employees are motivated at work, they consider their salary insufficient comparing to their workload; however, they see flexibility in work as an asset which allows them to balance their professional and personal life. Few of them have a knowledge about PSUT strategic plan regarding gender equality which requires more effort to highlight the initiatives conducted by PSUT to achieve its mission. Finally, at the academic level, faculty members showed dissatisfaction in terms of work-life balance due to families' responsibilities and few of them are integrating Gender Equality topics in their courses and curriculum. Bullying and sexual harassment are rarely observed or experienced by faculty members. The majority show a high interest in contributing into gender issues research and work on improving their skills to contribute to the change needed. However, more support is needed from the institution and head of faculties to spread knowledge about the strategies and ways adopted by the university. This will enhance the sense of urgency among faculty members in regards to the implementation of PSUT strategic plan towards achieving gender equity at the individual and institutional levels.

These findings require designing and implementation of an intervention, based on the socio-ecological model, which responds to students, employees and staff members' needs. Trainings and workshops highlighting the gender equality initiatives implemented at PSUT along with professional development, social and work related skills trainings are required to empower all the stakeholders, women in specific. Moreover, this kind of interventions will motivate individuals and increase their self-esteem and independency to reach their ambitions and goals, thus boosting their productivity.

## References

1. <http://www.mohe.gov.jo/en/pages/BriefMohe1.aspx>
2. MUBS report