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To Lead or Not to Lead: Women Achieving Leadership Status in Higher Education

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The purpose of this article is to continue the dialogue and examine the exclusionary practices, and tenets on women as leaders in higher education. Too often women are left out of leadership positions in higher education, which engenders the perception or reality of these positions being androcentric. Women have also been faced with the daunting task of following in the footsteps of their male counterparts, and their experiences are never the same, because culturally and structurally, decisions are made differently. Higher education therefore needs to examine the value placed on female leaders, as theoretically, female leaders have been found to possess the various types of leadership qualities in order to be considered good leaders. These areas establish credibility, as we begin to examine the requisite ingredients of leadership. Women's representation in colleges and universities throughout the world is on the rise, and is increasingly approaching the gender parity of 50 percent (Bradley, 2000). Importantly, in the United States of America, more women are expected to occupy college professor's position, as they represent 58 percent of young adults between the ages of 25 to 29, many of who hold an advanced degree (U.S. Census Bureau News, 2011). These phenomenal strides are important to recognize. The argument is put forward that attitudinal and organization biases against women in higher education tend to exclude women from upper-level leadership positions. Therefore, the author examines theoretical underpinnings of the different approaches to leadership, as well as the cultural and structural conditions and practices that create barriers to, and opportunities for the advancement of women in higher education.

Keywords: Women, higher education, barriers, leadership

Introduction

The obvious is that, higher education is seen as androcentric, as if it were a caveat, and, the barriers this situation has created for women in education, as well as the wider society. The "glass ceiling" (U.S. Department of Labor, 1991, p. 1) is evident, and women in higher education have had to face the daunting task of proving themselves in this so-called *male dominated field*, in order to be recognized as leaders. Their male counterparts on the other hand, have been allowed to grow at a greater pace in the higher education system, for example; men dominate presidencies in all categories or types of institutions (Glazer-Raymo, 2008). Society is therefore seen as very male dominated, and as such, structurally and culturally, men's methods of decision-making have created a myriad of challenges for women. And "the glass ceiling" which refers to the invisible or artificial barriers that prevent women from advancing past a certain level (Federal Glass Ceiling Commission- FGCC, 1997; Morrison & von Glinow, 1990) have created many obstacles for women in higher education to prove themselves worthy of being in the same category as men. This has therefore limited their leadership capacity, while fostering institutional prejudices, as leadership prepares and guides performance on a level where the individual and organization can be successful.

The leadership capacity in women has therefore been overlooked because of their gender, and this highlights the fact that the competition for educational and economic opportunities is neither neutral nor fair, as women are judged by standards irrelevant to the competition. There is a tacit pro-male bias in hiring, and the scope for upward mobility poses many challenges. The evaluation procedures constitute a form of discrimination that continues to harm women in higher education. Aguirre (2000) echoed that if there is too much stress at the work place preventing faculty from performing workplace tasks satisfactorily, then professional socialization, such as promotion and tenure would be disrupted. Without a doubt, women have made significant progress in attaining leadership positions in higher education; however, they still need to be given the golden opportunity to adequately make their contribution as leaders. Higher education institutions need to be cognizant of the realities of the workplace, and therefore understand that the workplace needs to be conducive for females, as it is for males.

Literature Review

Women in Higher Education

At whatever level women desire to reach in higher education, there appears to be a barrier-blocking ascendancy. Women's representation in colleges and universities throughout the world is on the rise, and is increasingly approaching the gender parity of 50 percent (Bradley, 2000). Most noteworthy is that, in the United States of America, more women are expected to occupy college professor's position, as they represent 58 percent of young adults between the ages of 25 to 29, many of who hold an advanced degree (U.S. Census Bureau News, 2011). And where as more and more women are in colleges and universities poised to enter leadership roles, upper leadership in higher education administration has a pyramid structure, and women are bunched at the base (Kaplan & Tinsley, 1989). Consequently, women are far more likely to be deans, associate deans, directors, vice presidents or provosts especially in public institutions, as opposed to private ones, and there are many contributing factors to this.

Lack of empowerment for women is a contributing factor why many women do not have leadership roles in higher education. We often hear of the *old boys club*, but never of the *old girls club*. Men seem to mentor other men, especially in professional situations leading to a *gate-keeping* phenomenon. Male faculty is also paid more than female faculty. Collins, Chrisler and Quina (1998) state that there are two determinants for this; human capital which determines the qualities the individual brings to the work place, and institutional structure which looks at the source of budget, their prestige, student population and their mission. The human capital one brings to the workplace makes them valuable commodities, as such; women need to be just as competitive as men in order to be valued in that light.

However, this categorization was seen as deceptive (Collins et al., 1998), as it presumes that the structural and the personal are interdependent of one another. But the very human capital that the system rewards is also perpetuated in the education system. The Ivy League undergraduate is said to be on a fast track, gaining the credentials that will promote later success, including entry into the most prestigious and highest academic paying positions. The system is then seen as failing to accept certain categories of people or failing to encourage them to move into higher paying fields, and as such, one group is at a disadvantaged when compared to the other. As it were, women are at a disadvantaged, compared to their male counterparts.

The Dilemma Women Encounter in Higher Education

Women administrators are faced with a quandary of being underrepresented in high-level positions, especially at public co-educational institutions (Etaugh, 1984). This situation therefore prevents the inclusion of women in certain sophisticated positions, major research led institutions, and even career fields or subject areas in education, for example the sciences. Therefore, in order to be represented in high-level positions, the stereotype has to be removed, women need to

mentor other women, and empower younger female professionals, as their older male counterparts have done.

Many women in higher education institutions have been stereotyped as having a willingness to be more family-oriented, thus the time taken off from work to procreate and care for their families. This situation is therefore seen as interrupting their professional lives, as a result, many are not offered leadership positions. Armenti (2004) posits that "department chairs, who tend to be men, make discretionary decisions about a woman's leave time, and women's request are not necessarily accommodated" (p. 211). Consequently, some female faculty seems particularly vulnerable in their ability to seek and receive parental leave, fearing the worst for their professional development and career goals. Many female faculty have had the desire to raise a family, however, because of their professional goals, and what others may refer to as impediments, many do not respond to their maternal instincts. However unfortunate this situation is, many have not had a choice, but have been forced as a result of their career path.

Women as Leaders

The question has always been asked by scholars, "Can women lead?" There have been many causal factors that have created an atmosphere for the stigma of women not being able to lead. Women are often seen in the light as living in a male dominated world. Many areas in academe, for example the sciences, were considered out of the reach for females, even though much has changed with regards to women elevating themselves in higher education. The position of tenure has been difficult for many women faculty to achieve. Furthermore, being employed at highly research-oriented universities has been difficult. Lack of empowerment for women, and mentoring by other women would have made a serious difference in the lives of female faculty. The transition into higher education would have also been easier, had the way been paved for women by other professional women, and if society saw women in the same leadership roles as their male counterparts. Northouse (2009) asserts that, with the increasing number of women in corporate and political leadership roles, the question of whether or not they can lead is now a moot point, as the obvious is; female leaders are seen in a variety of leading positions, and often times seem to empower subordinates by using participatory management (Glazer-Raymo et al. 2000, p. 244).

Therefore, women achieving leadership status in higher education is contingent upon several factors; how they are perceived by society, their academic peers, their commitment to the profession, mentoring, and being qualified, to name a few. Many women have been afforded the opportunity to lead in higher education, and many have not been given such an opportunity. Eagly (2007) highlights the fact that in the United States of America, women are increasingly praised for having excellent leadership skills, and in fact, more women than men, manifest leadership styles associated with effective performance as leaders. The increasing numbers of female leaders in higher

education institutions can attest to the fact of women achieving leadership status in higher education.

With the many leadership positions offered to women, there have been many successes. Eagly (2007) posits that more people prefer to have a male boss rather than a female. There is not a sense of the *old girls club* as there is the *old boys club*. However, there have been a few studies that have examined the significance of the relationship between women mentoring activities and academic career development (Bolton, 1980; Atcherson & Jenny, 1983; Cullen & Luna, 1990). Cullen and Luna (1993) interviewed 24 women who were in executive or administrative positions from Arizona and California. The findings revealed that only 3 of the 24 women lacked a mentor, of the remaining 21 women studied, 5 identified a female mentor and 8 identified a male mentor. A barrier to women's mentoring revealed that too few women were available to mentor other women. Contrary, Brown (2005) found that a majority of the college presidents in the study had received mentoring. These results therefore suggest that, mentorship plays a critical role in advancing female college presidents up the administrative ladder consequently; females' having a mentor is essential for their career.

In order to resolve some of these issues women have as it relates to leadership, women should be each other's keeper. Women in higher education should coach other female faculty, because research shows that mentoring does alleviate some of these problem areas women faculty face in higher education. Along with mentoring, is also networking. Networking is very important, and as Collins et al. (1998) remarks, the larger the faculty, the more important networking is. Furthermore, at large higher education institutions, faculty rarely sees and knows each other, except on occasions where it is necessary for them to meet, such as faculty meetings. When senior faculty network and mentor junior faculty, a symbiotic relationship is created, which can be beneficial to females being groomed as leaders. Senior female faculty therefore needs to make a concerted effort to network and aid in the younger female staff's development. This bonding creates confidence among female faculty, and the society sees this as positive, which can later lead to success among female academia.

Theoretical Perspective

There have been many theories put forward to aid in our understanding of the various types of leaders and the qualities they possess in order to be considered good leaders. Understanding of the problem on women achieving leadership status in higher education, the theoretical underpinnings have to be well defined. Therefore, the Trait Approach, Skills Approach and Transformational Leadership are all critical in explaining how women lead. Educators are leaders in their own right, and female faculty need to achieve leadership status in higher education, because interaction is taking place in the learning environment, and students are being mentored in their own right. However, there needs to be more recognition on the path of what female faculty does, and there needs to be less stringent barriers,

in order for women to achieve leadership status to their fullest potential.

Several reasons were listed as to why women faculties do not achieve leadership status just as equal as their male counterparts. Female faculties at some juncture in their career need to internalize their purpose in the profession; why did they choose higher education? According to Northouse (2009) research on the trait approach concluded that, over the century, there has been a list of traits that individuals might hope to possess or wish to cultivate, if they want to be perceived as leaders. Such traits are: intelligence, self-confidence, determination, integrity, and sociability.

In order for leadership to be effective, Northouse (2009) put forward that intellectual ability is positively related to leadership. Wenniger and Conroy (2001) posit that the number of women in administration has been increasing steadily since 1970, and women's movement, affirmative action, feminist, women's strong work ethic and abilities, and the goddess herself have fueled this. They continue by stating that,

"Five percent of all presidents of colleges and universities in 1975 were women...the percentage increased to 12 percent by 1992, 16.5 percent by 1995, and 19.3 by 1998. The largest percentage of women presidents leads private two-year colleges, 27 percent" (p. 4).

The intelligence trait as researchers see it, have confirmed that with such an increase in women as presidents of colleges, one's intellectual ability is positively related to leadership. In order for women faculty to move up the academic ladder, they would have had to get themselves qualified, which would speak positive of their intellectual ability. This would therefore boost other areas such as, their confidence level and professionalism.

The second trait is Self-Confidence. Northouse (2009) highlighted that this trait assists one to become a leader. If leaders lack confidence, they will not be able to perform, and when women faculties are expected to influence others, they need to possess such leadership qualities while ensuring it is utilized. Furthermore, displaying a high confidence level in higher education will prove to society that female faculty can venture into the so-called *male domain*. Even though the strides women faculty have made at private institutions far supersedes that of public institutions, Etaugh (1984) stated, "the status of women faculty and administrators in higher education has improved somewhat...but much remains to be accomplished" (p. 24). The confidence level can therefore be a factor in determining women's ability, and if there have been strides in higher education, then there has been attempts by female faculty to be confident leaders in their own respect.

The third trait is Determination. If this is possessed then women might be considered good leaders. "Determination is the desire to get the job done and includes characteristics such as initiatives, persistence, dominance, and drive" (Northouse, 2007, p. 20). Women faculty in order to be successful must be determined in their endeavors in higher education. Wenniger and Conroy

(2001) stated that in gaining tenure, women are making slow progress, as in 1989, 22 percent of tenured faculty were women, and by 1998 the percentage increased to 26 percent. In order for women to be seen as achieving leadership status in higher education, female faculty need to be more determined. Several barriers are seen in the male dominated field, however, if younger female professionals are mentored, then there can be a dominance shown in the profession, and the gate keeping that is done by their male counterparts will be diminished. Good leaders must be determined in their endeavors, and female faculty must show their dominance by coaching and mentoring other female faculty.

The fourth trait is Integrity, and this integral in leadership and for female faculty to be seen as good leaders. As Northouse (2009) asserted, integrity is the quality of honesty and trustworthiness, and when people adhere to a strong set of principles, as well as take responsibility for their actions, they are demonstrating integrity. Leaders need to exude an air of confidence and trust. Female faculty, who exhibit integrity, will no doubt demonstrate that they can be trusted, and those being served will feel confident that their leader is trustworthy and loyal.

Most noteworthy too, are senior faculty who need to mentor younger female professionals. Hetherington and Barcelo (1985) referred to the situation as “Womentoring” noting that, the presence of senior women who have *made it* in the profession in higher education can be a facilitating factor in the formation of such identity. This bonding and mentoring that will take place will aid in the passing down of principles, from the senior faculty to the junior faculty. This *Womentoring* process will no doubt pave the way for others to see the principles that have been set by the senior staff, and the junior staff following suit. Fundamentally, this lends itself to the integrity of the profession and the bond that female faculty share as being loyal and dependable.

The final trait is Sociability, and as Northouse (2009) stated, in order to be sociable, a leader therefore has to seek out pleasant social relationships. Leaders who show sociability are friendly, outgoing, courteous, tactful and diplomatic. They are seen as sensitive to others’ needs, and show concern for an individual’s wellbeing. Female leaders though, have been criticized for showing too much emotion; where as, male leaders make decisions without being emotionally attached, yet still remain sociable. Female faculty, who mentor other female faculty, will display the trait of sociability. Showing concern for the wellbeing of others’ is important in any profession, and once this image is portrayed, the wider society will see female leaders as effective leaders. This creates a bond with other female staff members who will pass on such attributes to others they come in contact with. Good female leaders should therefore display a focus on ‘we versus me’ to show concern for others.

Another approach used to analyze the challenges women face in higher education is the Skills Approach. The Skills Approach is important to female leaders in higher education, and as

Northouse (2009) see it, the Skills Approach takes a leader-centered perspective on leadership. In utilizing this approach, an emphasis is placed on skills and abilities that can be learned and developed, as these are needed for effective leadership. The Skills Approach is indicative of leaders who can accomplish, and the ability to use ones knowledge and competences to accomplish a set of goals or objectives (Northouse). Wennigner and Conroy (2001) states that, “in the last twenty years, the number of women presidents of colleges and universities has more than tripled, from 148 in 1976 to 453 in 1996. Women now make up 16 percent of all top leaders in U.S higher education institutions” (p.10) and such accomplishment would confirm that female leaders are using the Skills approach.

Sax (2008) study addressed the gender gap in higher education and concluded that the presence of women faculty on campuses makes a positive educational difference for students. The study, which included 17,000 participants from 200 institutions, found that men attending colleges with more female professors showed gains in “mathematical confidence, scientific orientation, leadership ability, and emotional well-being. There was also a positive effect on GPA being even stronger for men than women” (p. 226), because of the influence of female faculty. Moving beyond equity, Sax’s findings provide educational justification for the increasing numbers of female faculty on college campuses, and the influence their presence has on the student population. This therefore exemplifies the skills that women have learned in order to be leaders and the impact they can have on individuals.

With the Skills Approach, there are three basic administrative skills; technical, human and conceptual. The technical skill according to Northouse (2009) is knowledge about proficiency in a specific type of work or activity, and women according to Wennigner and Conroy (2001) made up the 16 percent of all top leaders in U.S. higher education. This therefore demonstrates that women would have exemplified knowledge about, and proficiency in the teaching profession to reach thus far. Wennigner and Conroy continue by stating that “...the number of women in the pipeline, as senior leaders, their assistants, and associates, has also risen dramatically, and these women are poised to take the rein in the next millennium” (p.10). Even though the Technical Skills as Northouse (2009) sees it, is being more practical oriented, the technical skills needed in the higher education, such as; stretching budgets, experienced at being the go-between such as faculty and trustees to reach agreement, would no doubt be valuable skills female faculty posses to achieve leadership status.

In achieving leadership status, human beings would have to work together. This is quite evident since simple societies, and utilizing the Human Skills is having knowledge about, and the ability to work with people (Northouse, 2009). Female faculty who want to achieve leadership status will have to utilize their Human Skills. Knowing how to effectively work with peers, students and superiors can aid in fulfilling the institution’s goals. One of the reasons why women have achieved leadership status

is that, they have been considered to be holistic and strategic thinkers, viewing problems as multifaceted, and requiring a series of solutions rather than policy change. Most women are likely to work with people, and as a leader, female leaders work with people, rather than expecting people to work for them. Furthermore, there has to be an atmosphere of trust, and when this is created, others become involved and feel a part of the institution, thus becoming involved in the daily happenings. Some amount of loyalty is also felt by all involved when female leaders use this approach.

The final skill in the Skills Approach is Conceptual Skill. This skill lends itself to having the ability to work with ideas and concepts. Northouse (2009) states that Conceptual Skills are central to creating a vision and strategic plan for the organization. Every leader should have a vision as well as share that vision with others on the team. Tinsley (1985) explains a situation of upward mobility for women administrators who are underrepresented in leadership positions. In order to achieve upward mobility, help from private organizations was solicited and donations made to support projects designed to promote administrative advancement were made. These foundation fundings had two major purposes, 1) to increase the ranks of women and minority professional workers in America, for example higher education, and 2) to improve the leadership of higher education. Foundation officers believed that the experience and expertise of women would increase institutional vitality and bring new vision. And as such, the skills these female leaders had in galvanizing the support from outside organization was phenomenon in aiding the growth of the female administrators who were underrepresented.

Essentially, this demonstrates what the Skills Approach embrace; creating a vision, sharing it with the team, and building on that concept as a strategic plan for the organization. A female faculty who will be willing to consider alternative solutions to problematic situations can be considered a good leader. A female leader in higher education should be able to hold a bake sale for the institution if the alumni do not fulfill their promise, while balancing multiple responsibilities. Therefore, working with ideas and concepts is essential for women to achieve leadership status in higher education.

The final model that will be used to analyze the problem of women achieving leadership status is; Transformational Leadership. Transformational leadership is important in any organization. Female faculty in particular, should see themselves as transformational leaders, as in the learning environment they are transforming the minds of the learners. Regardless of the plethora of explanations given about transformational leadership, Mezirow (1997) states “personal transformation leads to alliances with others of like mind ... effecting necessary changes in relationships, organizations and systems...” (as cited in Merriam, Caffarella& Baumgartner, 2007. p. 134). When these alliances are formed, changes are effected and bonds are created.

Northouse (2009) sees transformational leadership as a process that changes and transforms people, and as such, is concerned

with emotions, values, ethics, standards, and long-term goals. Transformational leadership therefore, involves an exceptional form of influence that moves followers to accomplish more than what is expected of them, consequently, the transformational leader is to create change. Eagly (2007) posits that “transformational leaders mentor and empower their subordinates and encourage them to develop their potential and thus, contribute more effectively to their organization” (p. 2). Furthermore, female faculty who are eager to achieve leadership status need to know the importance of mentoring and empowering other female faculty, as well as their subordinates.

Female faculty who are also serious about achieving leadership status in higher education, need to acknowledge and accept the importance of being a transformational leader. The transformational leader will be open to constructive criticism, as they are constantly in dialogue with followers, and should be able to raise the level of morality in others. Also, for women to achieve leadership status in higher education, it is important for them to understand the institution’s agenda, the organizational structures, and the political processes, as these come via dialogue with others, which is a part of the transformational process.

As Tinsley (1995) states, “each of us, irrespective of gender, has the right to participate in the leadership and management of higher education, the right to have our expertise and wisdom guide our institutions and our profession” (p.11). Therefore, each female faculty has the right to participate in leadership, while making a meaningful contribution to higher education institutions and the profession. That contribution will lend itself to some amount of transformation, as the collective good is what is of essence.

Discussion and Personal Definition of Leadership

Great leaders are everywhere in society, some are born, and some are made. Women are perceived to have a soft persona, and as such, may not be seen by many to have a strong character to be good leaders. This is often seen as a negative, as well as a stigma. Hence, good leaders are said to possess certain qualities, traits, and skills that aid in the transformation of lives, as well as situations. This is true, however, some of the negative stigma attached to women preventing them from achieving leadership status in higher education, are the same qualities that have molded society and their male counterparts, who are revered as great leaders. Leaders should therefore have a vision, and that vision should be communicated to the followers. Female faculty who are passionate about a particular situation in higher education should not be afraid to speak out and solicit help to see their dreams come to fruition. Confidence should be an integral role in the female faculty’s character. This confidence will generate the energy required to be successful, and spur the dialogue needed to get tasks going as a successful leader.

Women, according to Northouse (2009) are seen, as less effective in a role that is masculinized, however, they were more effective than men in education. Therefore, if women are seen as

effective leaders in education because of their personality and the way they handle situations, for example as a transformational leader the way they mentor and empower their subordinates, then there is no doubt that women can achieve leadership status in higher education. Collins, Chrisler and Quina (1998) believe that “there are many reasons why women should assume positions as faculty leaders... from the principled approaches to the common good to more individual reasons, such as career or personal development. All are important” (p. 200). If women want to be recognized and be considered good leaders in higher education, they need to empower each other, achieve seniority at their institution for that to occur, participate in committees, volunteer in a wide variety of campus activities, upgrade themselves, and generally, be satisfied with their jobs.

For a female to become an effective leader, they must be dedicated to the institution and take on departmental projects that will be successful; a sense of commitment has to be shown. Women have often been chastised for leaving work to attend to family situations, where as the men stay at work. Again commitment must be shown. Female faculty should also be willing to show organizational ability, creativity and initiative on the job to be considered for leadership positions as well as to be considered effective leaders. Women wanting to achieve leadership status in higher education must be willing to accept appointments, and take on projects that will bring out their creative side, and use their initiative, even if they had no prior experience. Women in higher education must be willing to take on challenges, and take risks, as the stereotypical leader is seen by society. Women faculty should be great team leaders, if even for the moment, just for the good of the organization, as there are goals to be met.

Women faculty who aspire to be leaders in higher education must be role models. We need to be cognizant of the fact that, once women are in education, they are touching the lives of people, and this is important. When this happens, the values and principles that were instilled will be passed on from one generation to the next. Good leaders need to be mentors and show a sense of citizenry. Female faculty need to be there for each other, creating an atmosphere that will act as catalyst for the profession. While female faculty is seen as facilitators in the classroom, in order to be effective leaders, there needs to be a nurturing tone set in higher education, as individuals will have problems require solving. Also, be an advocate for students, petition on their behalf when it is appropriate, yet maintaining that respect with other faculty. These characteristics make good female leaders and will need to be in effect, in order to achieve leadership status in higher education. Therefore, with the strides women have been making in leadership positions and the styles used to get the job done, the expectations of women in higher education needs to be reexamined in light of the realities of their positions and organizations.

Conclusion and Recommendations

Prior to what many researchers have suggested, that of the image of higher education being a male domain, the strength of

character that women have are just as efficient as men in higher education. Women inclusion on higher education campuses has not been easy. The strides they have made over the years has left a historical mark, as well as galvanize the attitudes of other women and support groups, therefore making leadership status in higher education possible for female leaders.

The criteria for upward mobility, such as tenure for women may not be equally weighted for both male and female faculty, and as such, female faculty members need to be cognizant of this, and match their male counterparts in research and publishing. To be considered good leaders as quite pointedly stated, women need to be mentors for each other, and be principled about the profession. It is necessary for female faculty to seek out new ventures and present their vision to the institution, and seek support for that vision in higher education. Therefore, society will need to stop judging women based on their personalities, and look beyond such to see effective contributions that have been made, and merit accordingly.

However, if women are judged as if it were only a man’s world, there will never be changes. Higher education needs to understand that female faculty, just as much as male faculty has a lot to contribute. The onus therefore is on women to dominate and overcome the stigma attached to the gender, as they aspire to achieve leadership status in higher education. Female educators who have taught across all levels of the education system, would have found their comfort zone, and once this occurs, it takes a lot of reflection and internalization to really know if this is where she wants to be. Every one is a leader in their own right, and when we have found our niche, we need to put those whom we come in contact with first. Being in higher education comes with a lot of challenges, but there are rewards by just being there. Women have come a long way in leadership positions, and for that successful path to continue, women would need to be just as qualified as their counterparts, mentor younger female faculty, serve their higher education institution, facilitate and nurture students, be focused, and have a vision that will be shared with all whom they come in contact with. Transformation is also a part of that successful path, and is integral in achieving leadership status, both personally and institutionally.

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