

Sustainability Report on Gender Equality 2018



Executive Summary

According to the United Nations' Sustainable Development Goals (SDGs), gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world. Thailand has fared relatively well in its SDG achievements compared to neighboring ASEAN member countries but as far as the SDG 5 – gender equality is concerned the picture may be different. In the political realm, Thai women have been underrepresented in all level of positions. In terms of legislatures, the Gender Equality Act was passed in 2015 but the implementation of the law was noted to suffer from two over-broad exceptions for national security and religion. Gender discrimination, in practice, is ever present, such as in regard to unequal pay, gender-based violence, sexual exploitation and abuse, forced labour and human trafficking.

Gender equality in higher education has been taken for granted owing to the fact that there has been a nearly equal number of young men and women enrolling in Thai universities. However, gender inequality in the academic world has been rooted for centuries since universities both in Thailand and western countries were established mainly to provide higher education for male students.

Chulalongkorn University as the oldest university in the country was once the Royal Pages School for males and later changed its status to be the Civil Servants School and eventually the first Thai university.

Chulalongkorn University and Thammasat University may be the first two Thai universities to show their interest in gender equality. In late 2018, the Chulalongkorn University administrative team commissioned outside researchers to conduct a study on equal opportunity and a gender- enabling environment in its university while Thammasat University has just launched a committee to promote sexual safety and sexual education in the last quarter of 2019.

The American Council on Education (ACE) reported that the percentage of women who are college presidents has slowly increased over the last 30 years. However, women remain underrepresented and typically follow

different paths to the presidency than men. Since gender equality in Thai higher education is still in its infancy, Thai universities experience similar obstacles for women and other genders in achieving leaderships and career advancement. The Council of Presidents University of Thailand had 5 women university presidents from 34 public university president members. Among private universities, the Association of Private Higher Education Institutions of Thailand included 15 women university presidents from 41 private university members. ACE revealed that American women in academia are not ascending to leadership roles, given that they hold a greater share of





gender equality in the University. A qualitative research was also conducted using in-depth interviews as its tool.

The researchers sent out 2,029 questionnaires to members of faculties, colleges, centers, and offices. 584 responses were returned and 32 lecturers, 4 researchers and 11 operational staff members were interviewed.

The quantitative research found that the sample group had an overall high level of knowledge and understanding of sex and gender concepts. On sexuality, respondents acknowledged the presence of sexual diversity but displayed an attitude that wasn't very accepting of sexual diversity. The respondents' working position at the University show a statistically significant effect on their understanding of gender stereotypes. University supporting staff adhered more to patriarchal stereotypes and had a lower means score on the understanding of gender stereotype than the lecturers. It should be noted that lecturers and staff agreed with the questionnaire statement that "women should not neglect housekeeping and their family despite being engaged in full-time employment" and still adhered to the image of men being leaders. They believed that if women have similar work approaches to men they could also become leaders without mentioning any other possible types of leadership.

Regarding the understanding of sex, gender, and sexuality, opinions obtained from the in-depth interviews can be categorized into two groups; those who agree or do not agree with Thai gender stereotypes. The first group of opinions corresponds with the quantitative study data which perceive that nature created male and

female with different physiology attributes that affects gender determination and leads to gender stereotyping. The second group of opinions, questioning Thai gender stereotypes, mostly belongs to teaching staff who were interested in and had previous researching or teaching experiences with the concepts of feminism and gender equality. They questioned the existing gender stereotyping and gender-based division of labor. From the in-depth interviews, it is notable that interviewees believed that gender inequality was not a result of clearly-defined criteria but derived from the concepts of gender that derived from Thai society and culture.

Regarding the research results on knowledge and understanding of gender equality and related law, quantitative data indicates that the sample group had high level of knowledge on laws relating to sexual equality but were not able to connect them to their working environment at Chulalongkorn University. A portion of the questionnaire respondents believed that Thailand does not have any law that could enforce universities to operate on gender equality principles.

Regarding gender equality in Chulalongkorn University, it is the opinion of most respondents that all genders have equal rights and equality in academic and executive positions. However, in-depth interviews found reports of life experiences that contradict their previous belief in the existence of gender equality. Interviewees indicated that persons of alternative gender are denied work equality. There were also women who perceived gender inequality among the Chulalongkorn Community but did

not think that it was a serious problem that requires finding a solution.

Regarding the phenomenon and causes of gender inequality in the Chulalongkorn Community, a portion of the interviewees believed that there was equal opportunity for achieving academic and executive positions, whereas another group indicated that women faced more hurdles in advancing to high-level executive positions due to internal factors such as the lack of personal determination and motivation, organizational structures and an environment that is not supportive of the advancing of women to executive positions. More influential factors affecting equal opportunity in the workplace were the rigid social and cultural roles assigned to Thai women. This indicates that equal opportunity and conditions that facilitate the promotion of gender equality in the Chulalongkorn University Community are related to the concept of glass ceiling, especially the presence of gender stereotyping, prejudice, and organizational bias. All of these factors place limits women from progressing in their careers.

Quantitative research indicates that research samples strongly agreed that Chulalongkorn University should introduce strong guidelines for equal work opportunity, similar to other world-class leading universities. The University should seek alliances to earnestly address the issue. However, regarding the questions on becoming a member of the Office of Gender Equality or being part of the working group, most questionnaire respondents were ambivalent and undecided about taking part in such effort. From the interview data, it was found that teaching

the entry-level, service, and teaching-only positions than their male counterparts. Similarly, Chulalongkorn women university members also experienced this same tendency where only a small number of women are able to reach executive roles or full professorship.

Based on the initiative and financial support of Chulalongkorn administrative board, the research titled "Equal Opportunity and Genders Enabling Environment in the Promotion of Gender Equality in Chulalongkorn University, 2018" aims to study the knowledge and understanding of gender equality among the University's administrators, faculty and staff members. It employed quantitative research tools, i.e. questionnaires, to study the phenomenon and causes of gender inequality in the Chulalongkorn Community, and to offer guidelines to promote



staff from the Faculties in the Science and Technology and Health Science category did not see the need of the Office of Gender Equality in promoting gender equality. They believed that the Chulalongkorn Community did not have any gender equality problem. On the other hand, the teaching staff who were interested in gender issues perceived that such problems existed and would gladly take part on the Committee. Data also shows that younger respondents were more willing to take part. As to the scope of the Office of Gender Equality's responsibilities, it was found that it should aim for all dimensions of equality because the Chulalongkorn Community is a community of ethnic, religious diversities and hosts many groups of special needs and other disadvantaged groups. Respondents proposed a variety of ways that the Committee could operate along similar principles and methods adopted by foreign universities.

It is recommended that Chulalongkorn University should have policies to support activities that promote equality in all dimensions, especially gender equality, by holding activities and campaigns to inform and educate people on the concepts of gender equality at all levels. There should be mechanisms in place to support women advancement in their academic and executive careers while still achieving an appropriate work-life balance. The scope of study should also be expanded to gender equality issues and other dimensions of equality among student groups to include all target groups within the Chulalongkorn University Community.



Introduction

According to the United Nations' Sustainable Development Goals (SDGs), gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world. As a UN member state, Thailand has since 2015 adopted the 2030 Agenda for Sustainable Development which comprises 17 Sustainable Development Goals including SDG 5 – Gender equality.

Overall, Thailand has fared relatively well in SDG achievements. In July 2019, the Sustainable Development Solutions Network (SDSN) and Bertelsmann Stiftung Foundation, places Thailand as the top country among ASEAN members for its overall SDG achievements and at the 40th in the world. This is quite remarkable compared with neighboring Vietnam at the 54th, Singapore at the 66th, Malaysia at the 68th, the Philippines at the 97th, Indonesia at the 102nd, Myanmar at the 110th, the Lao PDR at the 111th, and Cambodia at the 112th, in that respective order.¹

But as far as SDG 5 – gender equality is concerned, the picture may be on a different page. Although there has not been a ranking dedicated solely to this SDG alone, relevant statistics and data about gender equalizing situation in recent years present a mixed picture for Thailand.

¹ Thailand tops UN Sustainable Development Goals (SDGs) rank in ASEAN. Thailand Business News. 2 July 2019. Retrieved from <https://www.thailand-business-news.com/asean/73993-thailand-tops-un-sustainable-development-goals-sdgs-rank-in-asean.html>



Gender *situation in Thailand*



Gender situation in Thai society

Under the military regime² that took over the country's administration since 2017, fewer women served in the legislative and administrative branches than before. Twelve women, equivalent to 5%, were appointed among 250 members of the now-dissolved National Legislative Assembly. Only four women have served in the cabinet in the past five years and out of the regime's appointed 250 senators, only 26 are women.³ The senators continue to serve even after the regime ended.⁴

After the general election in March 2019, Thailand now has 16 per cent of women, or 81 female MPs, in the Lower House while three women held Cabinet positions out of a total of 36 members.

Unlike the political system, the business community presents a strikingly different picture. According to a global survey by Grant Thornton on Women in Business, the report on Thailand shows encouraging signs, with 33% of CEO / managing director roles belonging to women nationwide – well above the ASEAN rate (21%), and more than double the global average (15%).

Outside of CEOs / managing directors, companies in Thailand also feature women in other key roles. The next highest percentages of women in senior positions are

Chief Finance Officers (26%), Chief Operating Officers (17%) and Chief Marketing Officers (16%). In addition, 86% of Thai companies surveyed have 1 or more women in senior management roles.⁵

In terms of compliance with international treaties and laws, Thailand's formal commitment to women's rights began in 1985 when it became a party to the key UN treaty on the subject: the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). It was not until 2015, however, the Gender Equality Act was passed, the first of its kind in Thai legal history.

Nonetheless, the implementation of the law was noted to suffer from two over-broad exceptions in two areas -- national security and religion. Lack of access to reme-

dies this law also remains a critical issue. Likewise, the transfer of the country's first gender equality law into the broader practice seems to be stagnant.

Furthermore, gender discrimination, in practice, is ever present, such as in regard to unequal pay. Gender-based violence is rampant particularly in the domain of domestic violence, sexual exploitation and abuse, forced labour and human trafficking. A study supported by the Ministry of Social Development and Human Security has found that it is primarily men who commit violence against women, and much of it is due to alcohol abuse.⁶

Gender Equality in Thai Higher Education

Higher education or university in many countries originated and designed as space for men. During its inception, Harvard College, one of the oldest universities in US, was planned as a place to prepare young men who will become executives and national leaders. In Thailand, Chulalongkorn University, which is the country's first university, was originally founded as the Royal Pages School or formerly "the Institute for Training Civil Servants" designed exclusively for young men.⁷ On March 26th, 1916, at King Vajiravudh's royal command, King Chulalongkorn's Civil Servants School was elevated to become Chulalongkorn University. Approximately a decade later, in 1927, the first eight women students was admitted to Chulalongkorn University. They entered the Faculty of Arts and Science and were admitted to the Pre-Medical Programme. Of these eight students, six were able to graduate. The effort to promote opportunities for women in higher education continued when a royal consort queen of King Chulalongkorn donated money from her personal funds for building a residential hall for women students.

In recent years, the number of Thai male and female university students seems to be equal in proportion. Gender equality has then been taken for granted according to representation of young man and woman in Thai universities. The first movement in promoting gender equality in higher education may be the cases of Chulalongkorn University and Thammasat University (TU). At Chulalongkorn University, its administrative team commissioned outside researchers to study "Equal Opportunity and Genders Enabling Environment in the Promotion of Gender Equality in Chulalongkorn University, 2018" while TU just launched the committee to promote sexual

² After months of anti-government street protests, the Army Chief Prayuth Chan-ocha led the National Council for Peace and Order (NCPO) in a coup that toppled civilian government of then Prime Minister Yingluck Shinawatra. Prayuth became prime minister who installed an interim legislature – the National Legislative Assembly – and an appointed cabinet that together would rule the country for the next five years. A new constitution was also promulgated in place of the previous one during this military regime. Towards the end of the NCPO's rule, a senate comprising 250 members were appointed and this ensemble was given the right, by the new constitution, to vote for a prime minister after a general election. After a general election took place in April 2019, Prayuth was again nominated as prime minister by the Phalang Pracharat Party that won the most votes. With the 250 votes counted from the Senate, he became the country's 29th prime minister.

³ Parita Wangkiat, Gender equity push must start in the House. Bangkok Post. 3 June 2019. Retrieved from <https://www.bangkokpost.com/opinion/opinion/1688320/gender-equity-push-must-start-in-the-house>

⁴ Ibid.

⁵ Grant Thornton's Women in Business 2019 Report: Encouraging Signs in Thailand, Though Equal Representation Remains Elusive. Retrieved from <https://www.granthornton.co.th/press-releases/press-release-2019/women-in-business-2019-report-encouraging-signs-in-thailand/>

⁶ Vitit Muntarbhorn, Challenges to gender equality in Thailand. Bangkok Post. 8 March 2018. Retrieved from <https://www.bangkokpost.com/opinion/opinion/1424306/challenges-to-gender-equality-in-thailand>

⁷ <http://www.cu100.chula.ac.th/story-en/598/>





safety and sexual education⁸ in the last quarter of 2019. Yet, for other universities in Thailand gender equity office have not been prevalently established.

In contrast, higher education institutes at the international level especially in America, Europe, and Australia have worked on gender equality for decades. Their efforts have been presented through their well-established gender equality units across campuses. This is in line with the UN proclamation that gender equality is directly related to the economic growth and productivity of each country. The World Bank has reported that gender inequality still exists with a different degree depending on the geographical area, society, and culture.

The American Council on Education (ACE) has reported that the percentage of women college presidents has slowly increased over the last 30 years. However, women remain underrepresented and typically follow different paths to the presidency than men. In 2016, 30% American college presidents were women and female administrators were more likely than men to have altered their career progression to care for others.⁹ Thai universities also share this similar situation, Council of Presidents

University of Thailand had 5 women university president members out of 34 public university presidents. Among private universities, the Association of Private Higher Education Institutions of Thailand included 15 women university presidents from 41 private university members. According to the American Council on Education, the pipeline myth is the persistent idea that there are too few women qualified (e.g., degree holding) for leadership positions. However, the data indicate that there are more than enough qualified women to fill available leadership positions. Another concept explaining this situation is “the glass ceiling” which is a long-standing metaphor for the intangible systemic barriers that prevent women from obtaining senior-level positions.¹⁰ ACE also revealed that American women academia are not ascending to leadership roles, given that they hold a greater share of the entry-level, service, and teaching-only positions compared to their male counterparts. Similarly, Chulalongkorn women university members also experienced this same tendency where a small number of women are able to reach executive roles or full professorship.

Chulalongkorn University Academic Staff Segregating by Sex

Lecturer		Assistant Professor		Associate Professor		Professor		Total
Men	Women	Men	Women	Men	Women	Men	Women	
431	493	408	497	353	326	133	76	2,717

Source: CU Human Resource Department, 10 July 2019

⁸ <https://tu.ac.th/thammasat-un-women-tu-say-no-to-sexual-harassment-on-campus>

⁹ <https://www.aceacps.org/women-presidents/>

¹⁰ <https://www.acenet.edu/Documents/HES-Pipelines-Pathways-and-Institutional-Leadership-2017.pdf>



Chulalongkorn University
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Pillar of the Kingdom

ยอมรับ

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Recognition
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Stability
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Happiness

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Exploratory
study in gender equality at
Chulalongkorn University



Exploratory study in gender equality at Chulalongkorn University

Recognizing that gender equality is an important issue that has been reckoned with in higher education, the present administrative team at Chulalongkorn University has commissioned a team of researchers who have extensive experience in gender research to carry an exploratory research on gender equality situation in the university community. The project is divided into two phases. The first phase examines faculty members, researchers and supporting staff while the second phase focuses entirely on the student community.

The research has three main objectives as follows:

- (1) to study the knowledge and understanding of Chulalongkorn University administrators, faculty members, and university staff gender equality issues,
- (2) to study the phenomenon and causes of gender inequality in Chulalongkorn Community, and
- (3) to propose guidelines for the promotion of gender equality in Chulalongkorn University.

The findings and recommendations derived from this study are summarized in the following section.

1. Knowledge and Understanding of sex, gender, and sexuality

The study's quantitative and qualitative findings correlate on certain issues. Qualitative data indicated that faculty members and university officers understood that

gender is a biological attribute and has nothing to do with the physical body that one is born with. Gender diversity is determined by social and cultural conditions with family, society, and culture as the key socializing agents. However, most of the sample groups disagreed on whether traditional gender roles in the Thai culture must be strictly transmitted. Data from in-depth interviews regarding understanding of sex and gender found faculty members and university staff to consider the physiological differences between men and women natural constructs that determine their gender and their sexual division of labor which subsequently result in traditional gender stereotyping.

Regarding knowledge and understanding of gender stereotypes, quantitative and interview data found faculty members and university officers to believe in the male-dominated gender stereotyping of a patriarchal society where men are leaders and women are family caregivers even if they have full-time occupation. The Thai image of leadership is also based on gender stereotypes and masculine attributes. Quantitative data found faculty members and university officers to agree that if women take the same approach to work as men, they would be able to become a leader.

Interview data provided additional information on the gender stereotypes of Thai women and men. For example, Thai men prefer gentle women over women with high leadership qualities, women are generally viewed as being too sensitive and unable to keep their emotions under control. Men think women should not work in dangerous occupations while men are viewed as leaders and suitable for the types of work that are risky and require intensive labor and dedication. Women are viewed as being suited for paperwork and meticulous work while

men are viewed to be more proficient in mathematics than women. In terms of gender-based respect in the workplace the study found women to be subjected to stronger condemnation than men, especially in case of infidelity or adultery, which sometimes is a result of the Thai patriarchal concepts.

Additional issues were identified through interview data, for example, attitudes on gender stereotypes differ with different groups of Chulalongkorn Community members. Informants on this issue were mostly faculty members and university officers with interests and experiences in feminism and gender equality issues, who

questioned the sexual division of labor that is based on gender stereotypes as being a result of the ideas that women's housework contribution has no economic value as it does not generate income. Therefore, women have to choose family and children over their careers. Informants also accepted the idea that women should resign or reduce their workload after marriage.

Another point of note derived from in-depth interview data was that gender inequality was not a result of any definite criteria but rather came from the systems of thought influenced by the conventional social and cultural values.

2. Gender equality knowledge and understanding

Understanding of Gender Equality Related Laws and Gender Equality in Workplace

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	x	SD
There is no regulation for universities to operate under a gender equality concept.	8.2% (48)	36.6% (214)	37.0% (216)	11.3% (66)	2.6% (15)	2.62	0.89
Men, women, and every gender should be treated equally.	49.0% (286)	40.1% (234)	5.8% (34)	2.1% (12)	0 (-)	4.40	0.69
Thai Institution Law 2560 B.E. article 27, indicates that "Everyone is legally equal and shall have equal legal protection. Men and women have equal rights"	46.9% (274)	39.7% (232)	9.2% (54)	0.3% (2)	0.3% (2)	4.37	0.70
In your university, men, women, and other genders have equal rights.	30.0% (175)	45.0% (263)	16.6% (97)	4.5% (26)	0.9% (5)	1.98	0.86
In your university, being a man, woman, or other genders has no impact on job advancement.	2.9% (169)	42.0% (245)	19.5% (114)	5.0% (29)	1.4% (8)	2.05	0.91
Number of full professor and administrators well reflects gender equality.	14.9% (87)	22.3% (130)	43.2% (252)	11.3% (66)	4.3% (25)	2.66	1.01
In your university, men, women, and other genders are equally appointed to be university administrators.	23.1% (135)	44.0% (257)	24.3% (14)	3.6% (21)	1.5% (9)	2.13	0.87

Quantitative data shows that the sample groups were knowledgeable about the laws relating to gender equality, and strongly agreed with the statements about the legal description and definition of gender equality, which came from the Article 27 of the Constitution of the Kingdom of Thailand, B.E. 2560 (2017), definitions of gender equality

as understood by the general public, and definition of non-discrimination. However, when legal definitions were used in the Chulalongkorn Community context, over half of questionnaire respondents still understood that "Thailand has no law that requires universities to comply with the gender equality principle".



Regarding gender equality in Chulalongkorn University, results of the quantitative study showed that the sample groups had a low level of knowledge and understanding on the issue. The general perception was that the University provides equal rights to all sexes - male, female or others - gender does not affect promotion consideration for advancement and there was equal opportunity for advancement to administrative of all sexes. However, faculty members had a higher average score for knowledge and understanding of gender equality than university staff.

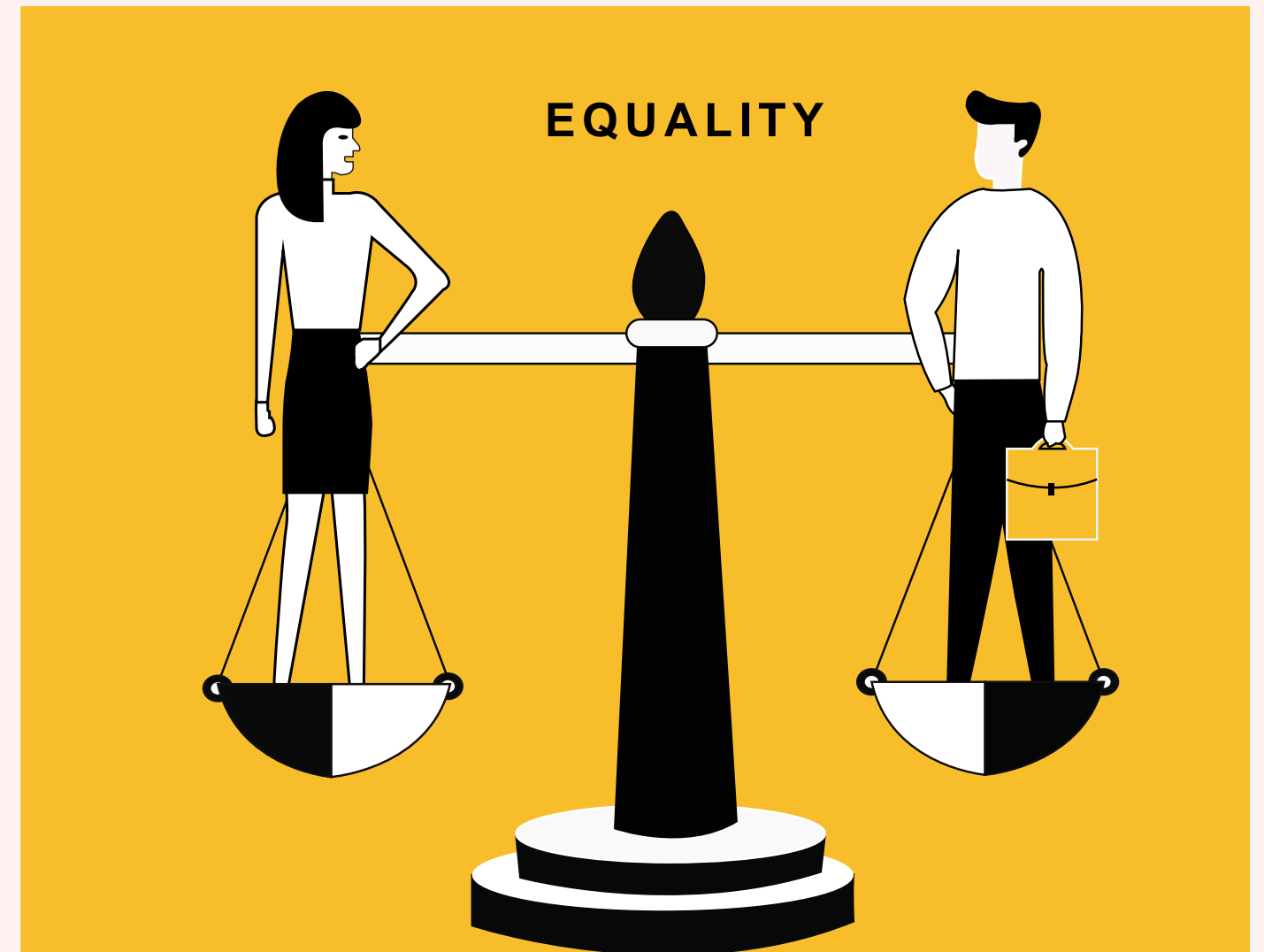
Interview data enhanced our understanding of the quantitative data. In summary, it can be said that members of the Chulalongkorn Community were not aware of the existence of gender inequality at the University. Informants understood that there was gender equality within their community, which were consistent with questionnaire responses. At the same time, faculty members and university staff stated that there was gender equality in the University and related their life experiences that contradicted with such opinion. Study informants can be divided by their opinions on gender equality in Chulalongkorn University into two groups as follows:

The first group of informants consists of faculty members, researchers and university officers who mostly thought that gender equality exists in all universities, especially in Chulalongkorn University. Both men and women faculty members in the faculties with larger number

of women faculty members gave additional opinion the "women play more roles than men". Almost all university officers in offices with larger number of female staff shared the same opinion and thought problems related to gender inequality were non-existent.

Several enabling contexts are needed to increase gender equality in the Chulalongkorn Community, for example, the understanding of gender concepts and gender diversity, the increasing number of women in the spheres that were previously populated by men only. Certain faculty members used their personal experiences to confirm this fact. For example, faculties which offered gender and diversity related courses provided an enabling environment for their faculty members, supporting staff, and students of all genders. In addition, gender equality has significantly improved due to the changing ratio of men and women faculty members that leads to a better environment for women. Increasing number of women faculty members has resulted in higher number of female deans while faculties with men being the majority of faculty members still have male deans. Finally, both faculty members and university staff were of the opinion that the distribution of workload under the current workload criteria determined by the University or individual faculty demand equal performance from personnel of all genders.

The second group of informants consists of informants who thought there is no gender equality in Chulalongkorn University. It should be noted that such



opinions were held by the majority of faculty members and researchers. Additional information identified by qualitative data was that gender inequality was not the outcome of the lack of clear criteria for the issue but is likely to have come from the prevailing system of thoughts embedded in the University's organizational culture. For example, it was the general perception that women's work capacity would decrease after marriage and childbirth. Tough jobs and late-hour jobs were usually assigned to men. More factors and care must be taken into consideration when assigning work to women (such as work with late hours, work that require traveling to the provinces and risky work). Women were condemned much harsher than men for their misconduct, especially illicit sexual affairs or sexual violation. In certain types of work, men had better opportunities for self-development which would subsequently enable them to obtain administrative positions than women.

It was noted that a portion of men and women faculty believed that gender equality existed at the faculty level but not at the university level where the male-female ratio of university administrators was higher for men. Women administrators also held less important positions than men administrators.

Additional issues identified by both faculty members and university officers were: LGBT personnel were confronted with both internal gender inequality at Chulalongkorn University where they receive negative treatment

and external gender discrimination by the Thai society where the problems of discrimination against LGBT were even more severe. Such finding is consistent with the quantitative data where the majority of questionnaire respondents recognize the presence of gender diversity in the Thai society but still refused to accept it. This opinion was more prevalent among university officers who have lower average score for knowledge about sexuality than faculty members.

Finally, interview data on the opinions on gender equality of Chulalongkorn Community members revealed the causes and factors for the presence of inequality other than gender as the University's seniority system, special needs and politics.

Additional issue raised by qualitative data on the opinions on gender equality in Thailand was that the opinions held by women faculty members who were educated in or attached to the faculties that recognized the importance of gender issues were much different from those in the other disciplines or faculties. At the same time, another group of women faculty members admitted that gender inequality existed in Thai society but only at the level of a phenomenon and not a problem. Therefore, there was no need for any change. University staff also had different opinions because they thought gender equality existed in Chulalongkorn Community but not in the Thai society at large and that men enjoyed more opportunities than women.



3. Gender inequality phenomenon in Chulalongkorn Community and its causes:

3.1 Academic advancement

Most faculty members believed that there was gender equality in academic advancement in Chulalongkorn Community. However, they cited examples of the incidents that reiterated their beliefs and acceptance of gender stereotypes and gender division of labor. If we consider the ratio of men and women faculty members with the academic rank of professor, it is obvious that such ratio does not correspond with the number of men/women faculty members. Academic advancement of women faculty members is more likely to come from personal aspiration as there are women who do not expect to achieve the highest academic rank. External factors affecting the academic advancement of people of all genders are: excessive workload, shortage of research funds, frequently changing criteria for criteria for appointment to academic rank, work insecurity caused by faculty member's civil servant status which make some them indifferent about their academic advancement.

Support systems for women faculty members' academic advancement were also noted by the research findings. A summary of both quantitative and in-depth interview data indicated that the majority of questionnaire respondents believed that women should not neglect their household duties while working outside the home. Therefore, enabling environments for their academic advancement should come from organizational support to enable women to maintain work-life balance and a more flexible time frame for the pursuing of a higher academic rank of women faculty members.



3.2 Advancement in administrative position

Similar to their opinions on academic advancement in term of academic rank, faculty members and university officers believed that gender equality existed in the achieving of administrative positions. They cited the case of a woman president of Chulalongkorn University to confirm such a belief and to point out that the 'glass ceiling' phenomenon did not exist at the University. They believed that agencies outside the University also provided friendly and safe work environment for women.

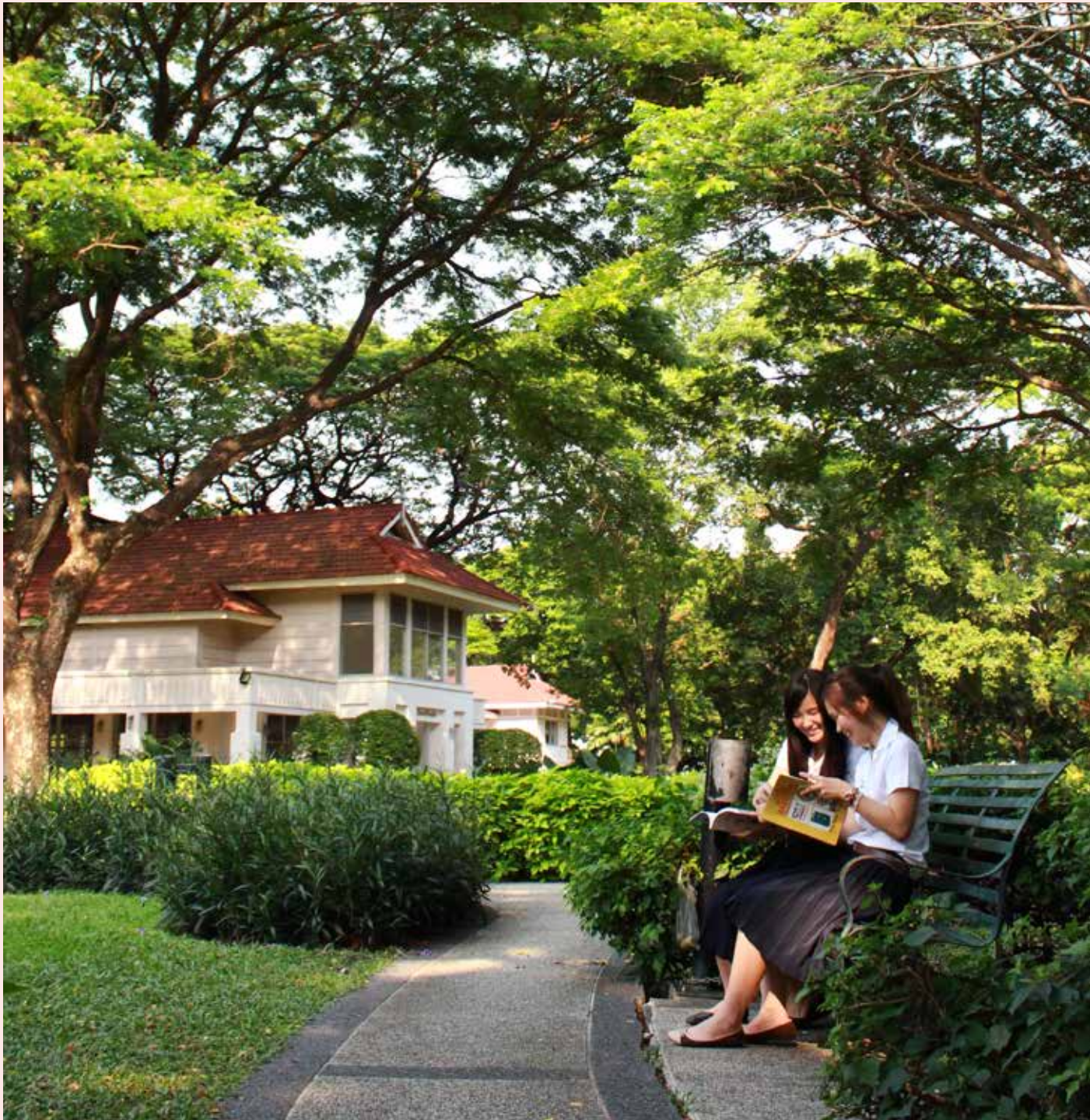
However, when asking about concrete examples of gender equality at work the key informants gave examples of subtle obstacles of women advancement to high-level administrative position as follows:

(1) Internal factors. Women have no expectation or intention to achieve the University's highest administrative position. They choose to pursue the Department Head or Deputy Dean position but have less opportunity to achieve the Dean or higher administrative position, including the University President because they are less ambitious than men. Other contributing factors include women's emotion and personality. It is believed that women are less stable emotionally and are excessively fastidious in their work than men. Since women tend to use the roundabout ways to express their needs and, therefore, make them more difficult to work with.

Since male faculty members possess higher level of leadership and greater emotional stability than female members, they have a better opportunity to be selected as leaders even in the faculties that have a larger female population. Male faculty members' personal inspiration differs from the inspiration of their female counterparts and show more interest in and willingness to choose and accept administrative positions.

(2) Structural and environmental factors. If they wish to become an administrator, women need to sacrifice their personal life or to work twice as hard both in fulfilling both their family and administrative responsibilities. Despite their adequate and proper potential, women may have to wait for the right moment to take up administrative work because the University does not have a support system to ease their conflicting roles. Administrative positions from the Dean level and higher are the realm





of men and the positions are usually filled by men, thus, making it more difficult for women to join the ranks.

(3) Social and cultural factors. Both quantitative and qualitative research data indicated that faculty members and university officers believed that women should give more importance to their family roles and responsibilities. Even with full-time employment, women are generally expected to take care of household chores and that they must have the support of their family before making any progress in administrative work. On the contrary, the male-dominant culture of Thailand makes it easier for men to achieve administrative position than persons of any other genders. The Thai gender stereotypes and social expectation promote men as family leaders and providers. It is not a problem for Thai men to work hard in the public spheres and let their wives tend to family matters. The quantitative research data revealed a preference for male leadership. While questionnaire respon-

dents moderately agreed with the statements that men were decisive leaders, they were also of the opinion that women must adopt men's leadership style to become a good leader.

When asked about the existence of the 'glass ceiling' phenomenon in Chulalongkorn University that prevented women from reaching the University's high administrative rank, a number of interviewees did not observe such a phenomenon. However, another group of both male and female faculty members was of the opinion that the 'glass ceiling' phenomenon was present during the nomination and selection process of high-level administrators as such positions usually went to male candidates. It was noted that faculty members who were educated in the humanities or social science disciplines or women faculty members who were involved in gender research tended to have a strong belief that the 'glass ceiling' phenomenon definitely existed. Their opinions differed from

those of the senior male faculty members who thought women's preference for family was a personal decision and was not the result of the 'ceiling glass' phenomenon or any permanent gender stereotypes.

The 'chilly climate' phenomenon refers to hostile environment or the loss of women faculty members' confidence when surrounded and outnumbered by male colleagues, especially for women faculty members in the STEM disciplines. The research found that women faculty members denied any experience of such phenomenon with their male colleagues. This finding was consistent with similar findings in the universities of western countries where women faculty members failed to observe or

accept that the 'chilly climate' phenomenon existed until they were subjected to severe discrimination or obstruction.

The above analyses indicated that equal opportunity and conducive condition for the promotion of gender equality in Chulalongkorn Community are associated with the 'glass ceiling' phenomenon, which refers to the facts that women or people of other sexes with suitable qualifications are prevented from achieving high-level administrative positions by unseen obstacles. Such obstacles include gender stereotypes, prejudice, organizational bias, leadership image, exclusion from unofficial network, and negative attitudes toward women and LGBT people.

Key Informants Quotes Excerpted from In-depth Interview

No Sexual Discrimination	Sexual Discrimination
<p>Female researcher: "Everyone at CU is equal but I don't think we enjoy the same amount of freedom as other universities. It all depends on the background of each institution."</p> <p>Female supporting staff: "We are equal. What makes the difference are our job descriptions"</p> <p>In certain faculties where women lecturers are the majority, women play leading roles. The proportion of female leaders depends on the demographic change of male and female staff members.</p> <p>Male lecturer: "Currently, I have a female dean. In the past it had been male deans but now there are more women so it's reasonable to have female leader. We didn't block women from advancing in their career."</p> <p>Female supporting staff: "The majority of supporting staff are women so women get promoted as a result"</p>	<p>Female lecturer: "During my job interview, I was asked whether I'm single or married. I think this question doesn't relevant to my job. They may think my working efficiency would drop due to my expected role as a family keeper. If I were a man no one would have asked me this kind of question. Gender discrimination does exist but it's probably not that obvious like – male only for this position."</p> <p>Male lecturer: "We may have gender equality at our faculty level but probably not in the top university administrative team. Women may be in the university board but they are assigned to less important positions like taking care of cultural or communication affair"</p> <p>Female researcher: "In general CU provides a non-discriminating environment but when gossip starts women are prone to be punished more than men.</p> <p>Women supporting staff: "Sexual harassment mostly starts by a male supervisor towards a female subordinate. Woman sometimes just keep quiet to avoid problems"</p> <p>Senior male lecturer: "Equality to all genders ...I'm not sure. Between men and women, I think we are equal but the alternative genders don't. I only see male or female deans"</p> <p>Male supporting staff: "In CU the alternative genders are not well accepted. I've never seen department directors who are LGBT"</p>



4. Establishment of gender equality center or office

The quantitative research results indicated that faculty members and university officers agreed with the idea that Chulalongkorn University should have stringent equal opportunity and diversity tolerance practices similar to those enforced by other world-class universities and formed alliance for the formulation of clear gender equality policies. However, qualitative research data found informants who were faculty members of the science, technology and health science faculties saw no need for such center/office because they believed that equality was not a problem for Chulalongkorn Community and that the University already had the Psychological Wellness Center to take care of any mental health issues. Other faculty members stated that there were more urgent matters than gender equality, such as the problem of good governance, that Chulalongkorn Community should address. It was obvious that gender equality was only apparent for those who were interested in gender issues only.

Regarding questions on becoming members of the proposed Gender Equality Center, most questionnaire respondents could not decide whether they wanted to take part in such center or not. On the contrary, qualitative research results found faculty members with high educational qualifications, especially those with doctoral degrees from universities in the Western countries, actively supported its establishment. This suggested that this group of respondents understood the roles and significance of a Gender Equality Center which could be contributed to their direct experiences while being a student in foreign universities. Some faculty members from the science and technology faculties mentioned the support they themselves received as a woman in the STEM program.

The qualitative research data revealed that most of

the faculty members, researchers and university staff were of the opinion that the scope of work of the proposed Gender Equality Unit or Center should be extended to cover all aspects of equality. This is due to the extensive diversity of Chulalongkorn Community in terms of ethnicity, religion as well as persons with special needs and other disadvantages. Research informants also suggested different models for equality center or office similar to those adopted by foreign universities, especially the use of modern technologies to recruit community participation and bottom-up engagement.

Regarding participation in gender equality center or office, the research found young, junior faculty members at their initial period of employment tended to welcome the opportunity to become members of the center or office while senior faculty members were undecided about the suitability of the center and becoming a member of the working committee. The latter group even stated that they did not recognize any gender equality problem and did not think they wanted to take part in this effort.

Interview data revealed other interesting point such as faculty members who had no work experience in gender equality tend to be undecided about their roles and level of engagement in this project. Faculty members who taught, conducted research or were interested in gender equality and feminism courses tended to show interest in and expressed an intention to become member of the working committee. In addition, faculty members who were more likely to be interested in and to become member of the center were those who were involved in student activities at the faculty level. This group of faculty members could use gender equality data to provide advice to students and to act as a go-between between the center and faculty activities.





Policy recommendations and implementation guidelines

1. Educate and promote the understanding of gender, gender equality and related issues among personnel and students

1.1 Faculty members and university officers

Research finding: Members of Chulalongkorn Community lack the knowledge and understanding of gender issues, gender equality and enforcement of the laws on gender equality in the University.

Policy recommendation: There should be training to educate faculty members and university staff on gender issues, gender stereotyping noncompliance and gender equality laws.

Implementation guidelines: Set up a working group to organize campaigns and trainings on gender issues and

gender equality for all levels of Chulalongkorn Community members.

- Organize trainings on gender issues which should start with university officers as they are the group with the highest average score for the understanding of the sex, gender and sexuality concepts. Their average score for gender stereotyping was lower than that of faculty members.

- Educate Chulalongkorn Community members on gender and gender stereotyping as being social and cultural constructs rather than a natural (physiological) construct. Gender and gender stereotyping should be fluid and changing with each period.

- Educate Chulalongkorn Community members on the laws related to gender equality and their enforcement that should be adopted, without exception, by all organizations, including higher education institutions such as Chulalongkorn University. They should also be implemented in the same ways.

- Educate Chulalongkorn Community members on the definition or “gender equality” to reduce bias against male colleagues by pointing out that gender equality “is

not an effort to make males and females the same but is the empowerment and engagement of both sexes in all social spaces through the understanding of different life experiences and lifestyles for men and women. Gender equality does not mean that women must be able to everything that men can”. Another issue that should be educated is the acceptance of sexual diversity or sexuality. The research findings of this study reveal that members of Chulalongkorn Community acknowledged gender diversity but did not accept LGBT people.

1.2 Students

Research finding: Faculty members and university officers stated that students, especially LGBT students, were confronted with problems of gender inequality. Gender equality concepts should be cultivated among students so that they can present exemplary ideas and conducts to the rest of the society after graduation.

Policy recommendation: Research funds should be granted for the study of gender equality and related issues among students so that their findings can be incorporated into the principal gender equality policies that the University would formulate for faculty members and university officers.

2. Promote all aspects of equality in Chulalongkorn Community focusing on gender equality

Research finding: The study found that Chulalongkorn Community members agreed with the University in taking serious steps in establishing equal opportunity and accepting diversity guidelines in consistence with the guidelines and practices adopted by other world-class universities.

Policy recommendation: University administrators should introduce equal opportunity policy for all aspects of equality, particularly gender equality.

Implementation guidelines:

- **Model 1** Promote understanding about the importance of all aspects of equality and gender equality among

administrators by informing them that all of the top 5 universities in America, Europe and Australia have already set up equality units or centers to seriously deal with these issues in compliance with of the gender equality laws of each country. In addition, University administrators should point out the positive outcomes of having gender equality policy and practices in place, especially their ramifications on university ranking.

- **Model 2** Endorse the provision of knowledge about the work unit responsible for gender equality promotion among University personnel. Organize activities to educate them on case studies of foreign universities with success in the promotion of various aspects of gender equality in terms of the unit’s structural and operational arrangement as well as the nature of their activities.

- **Model 3** Promote equality networks and working committees through meetings and exchanging of ideas among faculty members and university officers who are interested in gender and gender equality issues. The research found faculty members attached to the faculties or programs offering courses on gender, faculty members or researchers who conducted researches on feminism and gender issues as well as university staff who were interested in these areas of work for the objective of improving students’ quality of life wanted to become members of the working committee for the proposed Gender Equality Center. Therefore, these groups of personnel should be encouraged to meet and form active network.

- **Model 4** Organize activities to raise awareness on gender diversity and gender equality by using Chulalongkorn Community as the pilot arena and cooperating with external agencies that are currently active on gender equality campaigns. Some of these agencies are, for example, the United Nations which organized the Global Gender Equality Campaign for Tsinghua University in China and the Gender Summit Organization who co-hosted the Gender Summit 10 Asia-Pacific 2017 in Japan and in other regions like the Middle-East and Africa.

- **Model 5** Promote gender equality across work positions and statuses (for University administrators, faculty members, personnel and students) by reviewing the University’s rules and regulations that may be contradictory to the gender equality laws or tend to favor one group over the others.



Gender Equity Models

Model	Objectives	Target Audience
1	<ul style="list-style-type: none"> Promote understanding regarding the importance of equality and gender equality Inform gender equality practice of world-class universities 	<ul style="list-style-type: none"> University administrator
2	<ul style="list-style-type: none"> Endorse the provision of gender equality knowledge as one part of staff benefits and rights 	<ul style="list-style-type: none"> Office of Human Resources Management Personnel officers at faculty level
3	<ul style="list-style-type: none"> Set up and promote equality networks and working committees Incubate active members of the Gender Equality Unit 	<ul style="list-style-type: none"> University staff at all level Researchers and lecturers who has worked related to gender and diversity
4	<ul style="list-style-type: none"> Organize activities to raise awareness on gender diversity and gender equality Partner with other agencies or universities to raise awareness on gender diversity and gender equality 	<ul style="list-style-type: none"> Outside agencies i.e. UN Women, the Gender Summit Organization
5	<ul style="list-style-type: none"> Review the University's rules and regulations that may be contradictory to the gender equality laws or tend to favor one group over the others 	<ul style="list-style-type: none"> Administrative team Center of Law and Legal Services





3. Set up a center or work unit to create conducive environments for women and LGBT people

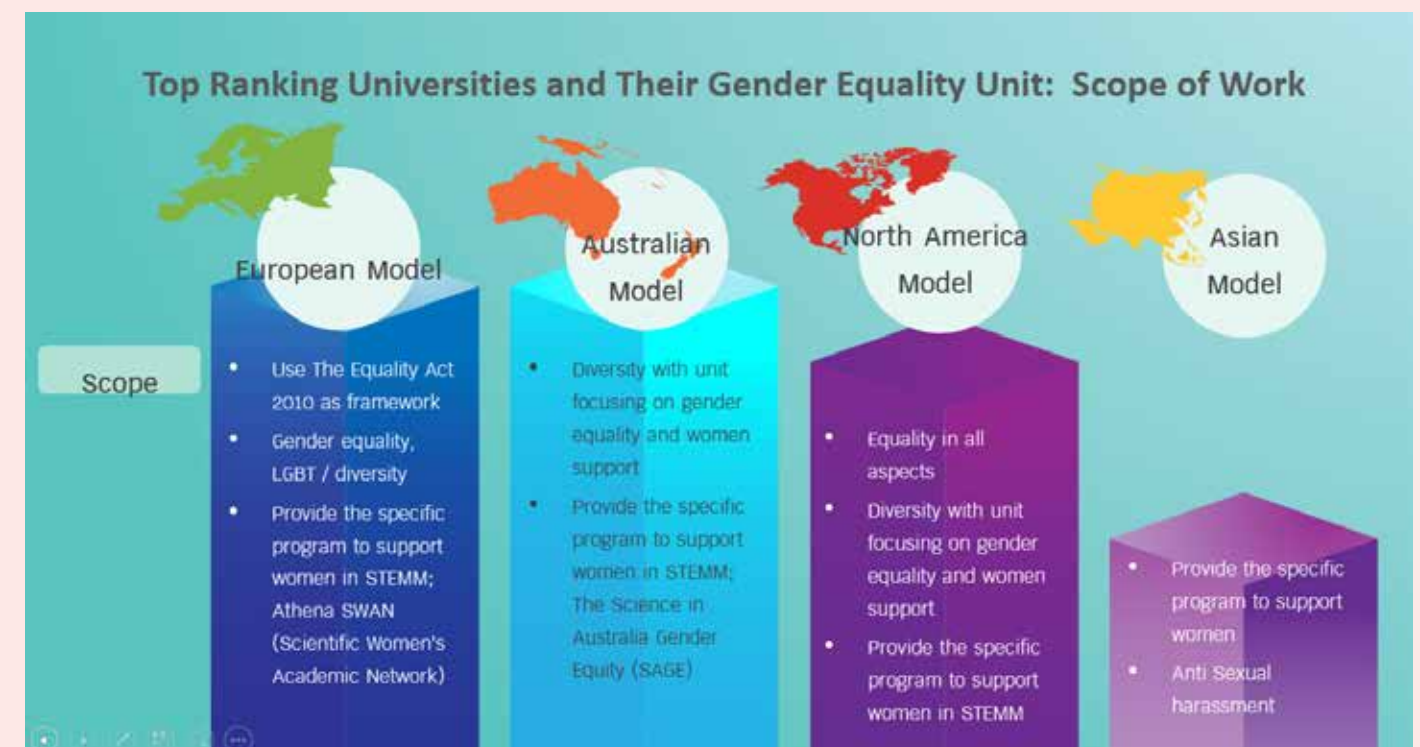
Research finding: Members of Chulalongkorn Community indicated relatively strong beliefs in patriarchal-based gender stereotyping and strict division of labor along the traditional gender roles. For example, they believed that working women should not neglect their household duties and that preference for men's leadership style prevent women or LGBT people to attain high-rank administrative positions.

Policy recommendation: A center or work unit responsible for the cultivating of conducive environment for

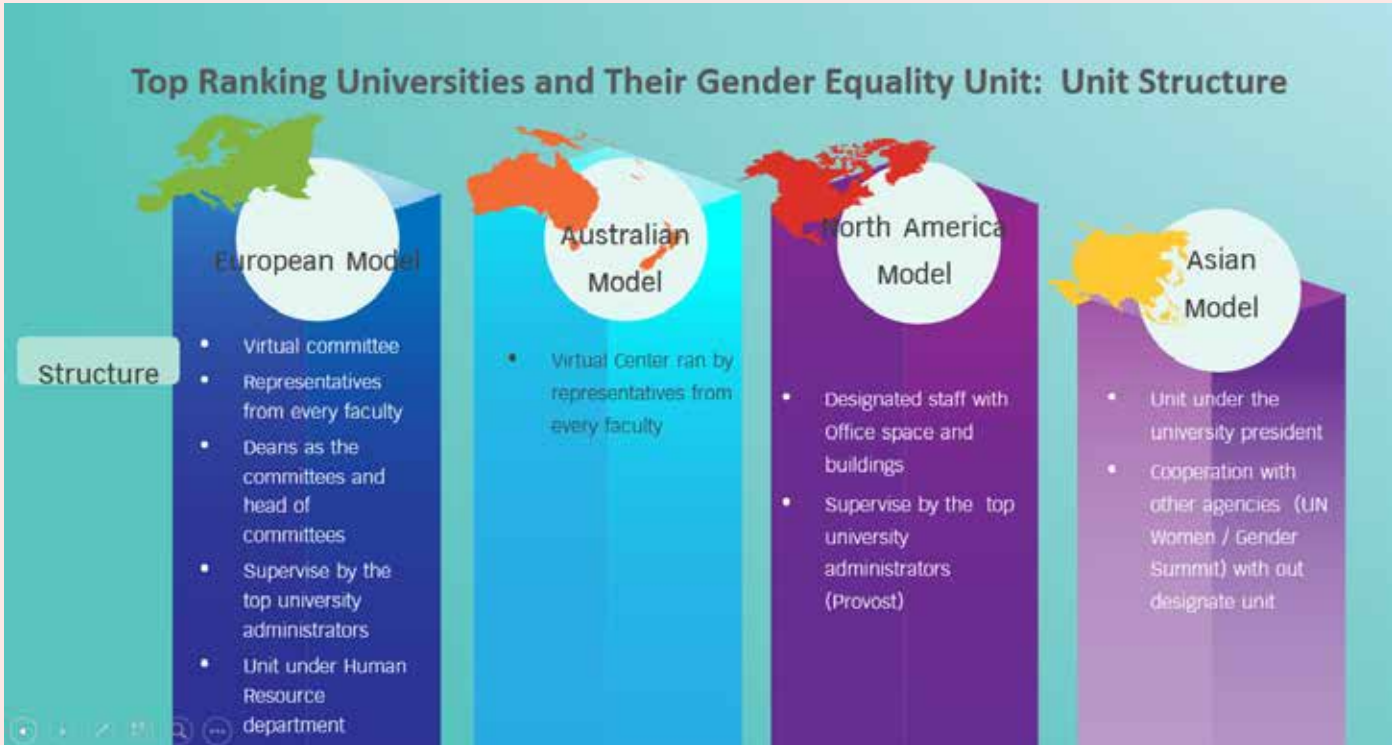
women and LGBT people should be established
Implementation guidelines:

- Set up a working committee to drive the policies enabling women to achieve adequate work-life balance, suitable work opportunity for women and LGBT people to join the male-dominated executive network.
- Study existing models and inductive environment for gender equality in top universities in other foreign countries to identify suitable model for Chulalongkorn University. For example,

Top Ranking Universities and Their Gender Equality Unit: Scope of Work Comparison



Top Ranking Universities and Their Gender Equality Unit: Structure Comparison



1) The American model which focuses on the organizing of gender-oriented activities and promotes gender equality among students at all levels of degree programs:

Harvard University set up Harvard College Women's Center in 1971 to promote gender equality by: 1. creating a community of students, faculty members

and alumni to drive gender-related issues; 2. promoting gender equality network; 3 promoting mutual understanding for women career advancement; 4. Creating unity through the organizing conferences, trainings, mentoring programs and networking.

California Institute of Technology set up an inter-university network called AGEF - The California Alliance (an alliance between top universities in California for the advancement of women in STEM). The Network introduced the Women Mentoring Women programs for female students from undergraduate to post-graduate levels with available budgets for coffee and other necessary items. It also continuously organizes the Caltech Safe Zone training program ("Tech Zone") and prepares handbook on tolerance and acceptance of gender diversity.

3) The Australia model which focuses on concrete advancement of women in both the academic and administrative sectors.

The Australian National University has set up the Gender Institute to organize activities such as: the Gendered Excellence in the Social Sciences project to support the advancement of female faculty members to the rank of professor in social sciences, and conduct studies on the factors affecting women advancement in the academia; the ANU Inspiring Women project was established to honor women, from professors to canteen staff, for being inspirational in developing and sustaining ANU institutional culture and reputation; the ANU Support project to drive various gender-related policies such as the childcare or family member care leave policy for both parents, the flexible work policy, the 7 networks endorsement policy which are mainly women networks and support for the advancement of women in both academic and administrative work.

Gender Equity although it has not set up any equality support unit, the University of Sydney has included diversity acceptance as its visions and values and initiated the Disability Action Plan, the Social Inclusion Plan, the Ally Network Plan and the Gender Equity Plan. It has also organized specific activities related to this issue such as the gender equity round table discussion in which women with leadership roles in male-dominated fields shares their experiences, the opportunity for women to achieve fast tracking leadership progression under the University's fast tracking leadership progression strategy, and the Science in Australia Gender Equity (SAGE) pilot program under the inter-university collaboration to promote women in scientific disciplines.

4) The Asian model which focuses on gender equality issues.

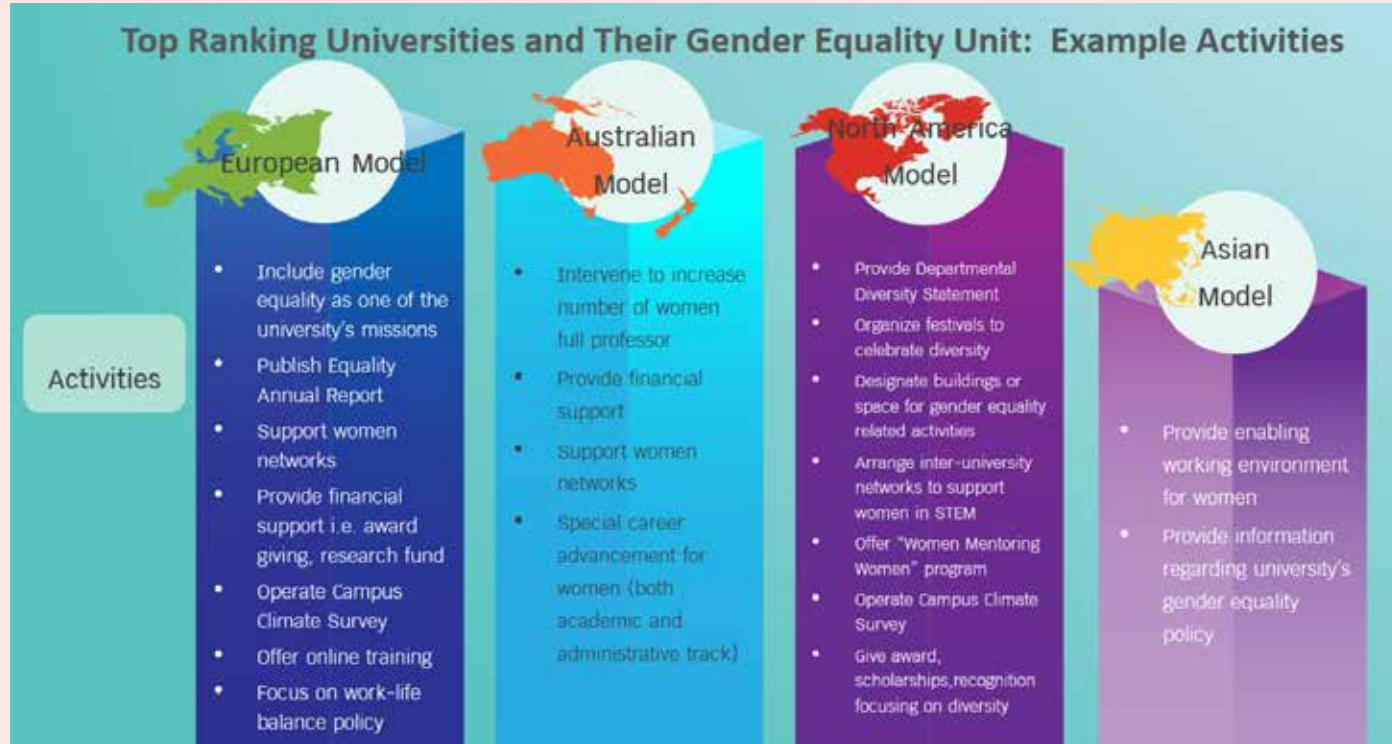
The University of Tokyo and the University of Hong Kong are two of the top five Asian universities that have established a gender equity unit to be responsible for the organizing of activities for women advancement and sexual diversity tolerance. The other three remaining universities of this group only collaborate with outside agencies to occasionally organize gender-equality activities.

2) The European model which actively promotes gender equality in compliance with the existing laws of each country through a support unit attached to the University's Human Resources Division.

The University of Oxford operates under the equality framework stipulated by the Equality Act 2010 which requires the University to implement activities and prepare annual reports on such operations. There are 13 activities to ensure all dimensions of equality such as the Vice Chancellor's Diversity Awards, the Diversity Fund and various networks based on, for example, gender, ethnicity, sexual orientation, disability and career development with adequate work-life balance.

The University of Cambridge set up the Equality & Diversity Section under the Human Resources Division, and the Unified Administrative Service (UAS) to carry out the primary missions of promoting the University's equality and diversity policies through 10 activities, for example, LGBT and gender equality endorsement, ethnic group engagement, equality assurance assessment or preparation of reports and data on equality within the University.

Top Ranking Universities and Examples of their Activities





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