Human Resources Management at Makerere: Quality Assurance and Gender Mainstreaming as core issues

By

Lillian Tibatemwa-Ekirikubinza (Ph.D)

1st Deputy Vice Chancellor

(Academic Affairs)

and

Professor of Law,

Makerere University.

Present Context: 2009 -19

➢ To be a leading institution for academic excellence and **innovations** in Africa

➢ To provide world class innovative teaching and learning; research and services responsive to National and Global Needs.

➢ Repositioning Makerere to Meet Emerging Development Challenges

➢ Motto: We Build for the Future

Support Services

➤ The SP envisions strengthening support services (e.g. HR) in order to improve the capacity of the University to deliver on her core mandate.

➤ The strategy recognizes the centrality of human resources

➤ Human resources management to be strengthened

➤ Mak vows to sharpen her competitive edge in recruiting and retaining high quality human resources

Obliged

➢ In executing any strategy in the core and support functions, **all** University Units are obliged to incorporate three cross cutting issues in their progamme strategies.

Intersect core and support functions

Gender Mainstreaming,

Quality Assurance

Internationalization

Gender Terrain?

Table 1: Status by gender in the Academia: September 2009

	Male	Female	Total Number	% of women
Professors	43	4	46	6.52
Assoc. Professors	73	13	86	15.11
Senior Lecturers	149	45	194	23.19
Lecturers	312	109	421	25.89
Assistant Lecturers	241	117	358	32.68
Teaching Assistants	183	93	276	36.69
TOTAL	1001	380	1381	27.51

➤ **Note: Presence of women in the high echelons still very low. Only 4.4 % are at Associate Professor and Professor levels.**

Table 2: Percentage of female Academic Staff in Science based disciplines September 2009

	Male	Female	Total Number	% of female
Professors	31	1	32	3.1
Assoc. Professors	52	8	60	13.3
Senior Lecturers	107	21	128	16.4
Lecturers	176	56	232	24.1
Assistant Lecturers	132	62	194	32.0
Teaching Assistants	113	56	169	33.1

➢ **Note:** It must also be mentioned that the number of female academia in science based disciplines is dismally low : 33.13%

Table 3: Status by Gender in Top Management: Novemeber 2009

	Male	Female	Total
Vice Chancellor	1	0	1
Deputy Vice Chancellors	1	1	2
University Librarian	0	1	1
University Secretary	1	0	1
University Bursar	1	0	1
Dean of Students	1	0	1
Director of Planning	1	0	1
Director of Human Resources	1	0	1
Academic Registrar	1	0	1
TOTAL	**8**	**2**	**10**

ADMINISTRATIVE STAFF
M3- M6

RANK	MALE	FEMALE	TOTAL
M3	11	2	13
M4	14	9	23
M5	29	26	55
M6	67	45	112
	121	**82**	**203**

Gender mainstreaming

➢ Need policies and structures which ensure gender mainstreaming for purposes of:

- Increasing women's access to Higher Education (gender parity)

- Increasing women's participation at higher levels of management and key decision making bodies within Institutions of Higher Learning

Affirmative Action?

➢ SD Policy: "There should be no discrimination between male and female members of staff. All members of staff should be given the opportunity to train."

➢ Imperative that in its promotion of scholarship and training, the university applies affirmative action to help address gender imbalances - QA

2009-19 SP

➢ It has been agreed that the measures to be used in evaluating our success would be:

 -Percentage of women in academia and non-teaching positions increased to 40% by 2018

 -Increased % of female academia with PhDs.

➢ Establishment of a special fund for academic & administrative female staff for sabbatical, exchange visits, attachment and training.

Justification?

➢ Call for increase of women in top management , administration and in the high echelons of the academia is based on the assumption that women's participation at such levels would improve their opportunity to influence the policies and direction of the institution.

➢ This would hopefully translate into student and employee focused gender responsive policies.

Justification

➢ I also contend that although gender parity is not synonymous with gender equity, "within a gender – balanced professoriate, there is increased likelihood both males and females will be involved in the establishment of practices intended to promote equity."

➢ Further still an increase of female academia would create more beneficial conditions for scholarly activity among female students – lower drop out rates

➢ Availability of female academia would also ensure mentoring of female students and may result in more women choosing careers in universities.

Quality Assurance

➢ Gender parity in the professoriate and administration is an issue of quality assurance, for "in a post-secondary environment that focuses on students as consumers, administrators must realize that their "customer" can best be served by a more diverse, gender balanced professoriate (and administration)"

➢ "Given the makeup of the current student population in universities, efforts to make university positions attractive to women is essential"

Human Resources and Research

➢ Research on the codes and rituals that hold women back

➢ Research on informal hierarchies and norms of institutions that continue to thwart upward movement of women

➢ and this, (I argue) - by universities as the renowned knowledge hubs.

General Challenges

➢ Low salary scale vs private industry

– Legal Profession (Private Practice, Judiciary);

- IT and Engineering Professions (Telecommunication Service Providers)

- Medical profession (Government Consultants vs Professors)

Minimum requirements

- High minimum requirements: Ph. D
- Teaching Assistant
- Assistant Lecturer
- Lecturer
- Senior Lecturer
- Associate Professor
- Professor

Retention after Ph.D

➢ Limited post doctoral research opportunities

➢ Lack of Mentoring Culture

➢ Abscondment by personnel already trained by Mak.

Mentoring of young employees

➤ "While definitions vary, a mentor is generally someone already experienced in a role new to a mentee. The mentor guides, advises, teaches, counsels and is supportive of the mentee.

➤ We note that in Greek mythology, Mentor was a friend of Odysseus. When Odysseus left for the Trojan War he placed Mentor in charge of his son, Telemachus, and of his palace. Mentor was thus among other things, a tutor to Telemachus.

Often said

➢ It is often said that many of the world's successful people have benefited from having a mentor. It is said that Aristotle mentored Alexander the Great. One can thus state that mentoring is a vehicle for leadership development.

➢ Need to Institutionalize mentoring of young academics

Mentoring Initiative

➢ Mentoring of women initiative – GMD

➢ Aimed at institutionalising mentoring of women

➢ Makerere University Women and Leadership Forum

➢ Data base of potential mentors

Mentoring: Gender Specific Concerns

➢ The value of mentoring is that it can increase the participation of socially marginalized groups (in this case women) in leadership positions. It helps a less experienced person climb the ladder, to reach her full potential.

The feminization of mentoring.

➢ Several women have with time learnt how to function in a male world, but we must nevertheless acknowledge that women's experiences and perspectives are different from those of their male colleagues.

➢ There is a need to understand and take seriously the perspectives and experiences of women.

➢ We must therefore provide a feminist critique of the conceptualization of mentoring. What should you consider when mentoring a woman rather than a man? This calls for re-visiting the accepted (in fact male) models.

Research

➢ To what extent is the "original" concept based on male models and have women leaders appropriately integrated gender concerns into the concept? Have we successfully provided new models for feminist oriented mentorship?

➢ For example, "Some studies have found differences from the traditional male model of mentoring when women are involved, suggesting that informality and friendship are more characteristic of successful mentoring of women"

➢ All these are questions we must answer if we are to succeed in using mentoring as a mechanism for ensuring women's visibility in high echelons of the university academia and top management.

Upscale:Males

- Mentoring of young academia
- Development of authentic scheme
- Institutionalise it
- Post Doctoral Research Opportunities
- Research Skills Training
- Research Teams

The Africanisation of the concept.

➢ In addition to the feminization of mentoring, I believe that there is need for an "African" critique of the concept of mentoring. The ensuing questions would be:

- To what extent is mentoring a universal as opposed to a cultural specific concept?

- Is the concept of mentoring as it is presented and understood today alien to the African culture?

- How can we ensure that we capture cultural specific concerns?