

HERS-EA Seventh Academy

July 19 - 25, 2024

THEME: Rethinking Women Leadership for the
21st Century



HIGHER EDUCATION RESOURCE SERVICES EAST AFRICA

www.hersea.org

OVERVIEW:

Higher Education Resource Services, East Africa (HERS-EA) Academy provides an intensive leadership and management development curriculum which equips women with skills needed to advance their personal career development and successfully navigate the institutional environment where they operate. The goal of the HERS-EA training is to raise the proportion of women in leadership and management positions in Higher Education Institutions (HEIs) in Eastern Africa (Burundi, Ethiopia, Kenya, Rwanda, South Sudan, Rwanda, and Uganda - Figure 1).

The program is focused on managing and leading change, human resource development and institutional effectiveness. The Academy prepares every participant to strengthen and expand her leadership skills by working closely with HERS-EA resource persons and staff. Participants will find the Academy to be a safe environment to share confidential matters.

Following six previous successful Academies, the Seventh HERS-EA Academy will be offered in a one-week blended (virtual and in-person) format (July 19 - 25, 2024), we hope you can be part of the success story. This Academy will be a special one because we expect to be joined by collaborative researchers from USA, it will be part of the 10th Anniversary and it will be hosted by Gulu University in Northern Uganda. It will also include an excursion to a refugee camp, to generate further collaborative research ideas and another, to Murchison Falls National Park, for our wellbeing and reflection session; you won't want to miss it!

HERS-EA OPERATIONAL AREA:

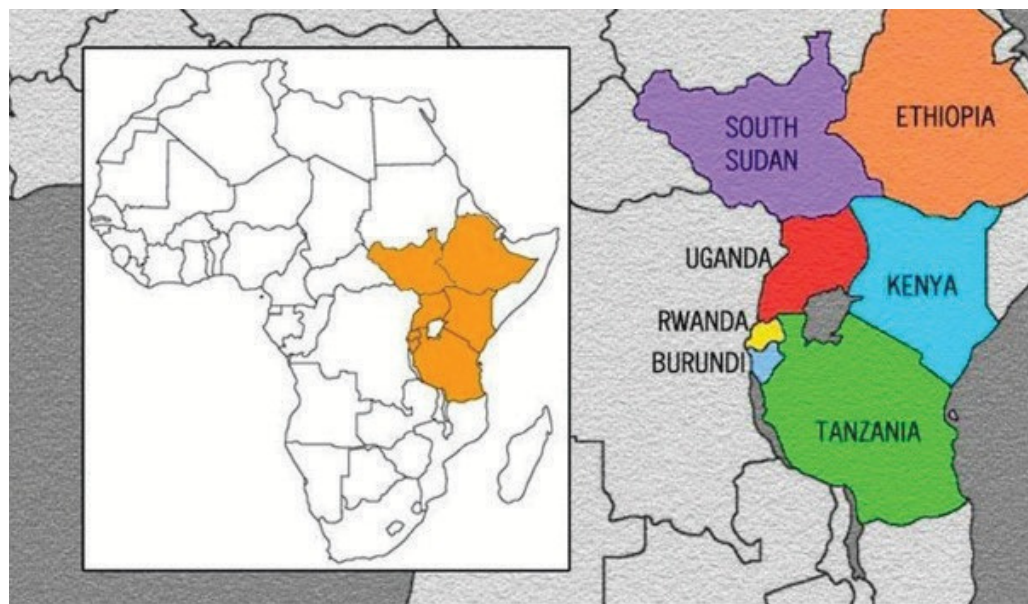


Figure 1: Higher Education Resources Services, Eastern Africa (HERS-EA) Current Operational area (Burundi, Ethiopia, Kenya, Rwanda, South Sudan, Rwanda, and Uganda).

BACKGROUND TO HERS - EA ACADEMY:

Higher Education Resource Services, Eastern Africa (HERS-EA), is an affiliate of HERS, established in the USA in 1972. The curriculum incorporates elements of the signature HERS curriculum but has been adapted and enhanced by the directors of HERS-EA as appropriate, for the goals and needs of women in East Africa.

HERS-EA ACADEMY is one of the most compelling leadership development opportunities for women in higher education. The curriculum covers Personal Development, Institutional Awareness and provides great Networking opportunities. All participants have a chance to shape the ACADEMY to meet their unique personal career plans and professional development needs. We strongly recommend that you read the Sixth Academy Report [available for download, on the HERS-EA website].

1. Who should attend?

HERS-EA welcomes aspiring dynamic leaders from diverse backgrounds to attend the Academy, to share and learn from multiple institutional perspectives. There will be guidance from women with a wealth of experience in higher education, national academic organizations, government and non-governmental organizations. Participants are expected to hold mid to senior-level positions and bring expertise from all parts of a college or university. They also represent a range of national groups, ages and years of experience in higher education and other fields.

2. Ten reasons why you should register:

- 1.** There is no known leadership curriculum for women, delivered by women. Join a growing body of skilled, confident women alumnae (see testimonies).
- 2.** Topics and delivery methods are informed by participants' views so, you will help in shaping future academies.
- 3.** Your leadership project may be converted into a fundable grant.

You will:

- 4.** Have tangible take-home deliverables (like a career map and a leadership project).
- 5.** Learn how to land your first big grant!
- 6.** Learn how to Publish and NOT Perish.
- 7.** Be guided to turn your hobbies into successful economic enterprises.
- 8.** Develop MOUs with research partners, institutions and organizations.
- 9.** Be connected with accomplished local and international mentors.
- 10.** Be inspired to learn about HERS-EA alumnae amazing career progression from alumnae testimonies!
- 11.** Be prepared for TOP LEADERSHIP POSITIONS especially in Higher Education Institutions.
- 12.** Join an active and supportive HERS-EA sisterhood!

3. Applying to the Academy:

All applicants should download and fill the Registration Form (**available at www.hersea.org**) and return by **Friday, June 28, 2024**.

A complete application includes:

- a) A brief 1-page CV (focus on employment history, responsibilities and achievements)
- b) Passport size photograph
- c) A brief description of developmental project you expect to initiate at your campus or workplace (maximum 200 words, see samples)
- d) Registration before April 30, 2024, and May 31, 2024, offers discounted rates. Please refer to the registration form for a breakdown and applicable discounts for the fees structure below:
 - i) Virtual participants = 1,000,000
 - ii) Non-Residents (in-person participants) = 1,500,000
 - iii) Residents = 3,000,000

Please attach a copy of the deposit slip to your application (Bank A/C details below):

Payment Bank Account Details:

Account Name: Higher Education Resource Service East Africa

HERS-EA US \$ ACCOUNT

Name of Bank: DFCU Bank
Makerere University Branch
Swift Code: DFCUUGKA
A/C No: 02083553153181

HERS-EA UGX ACCOUNT

Name of Bank: DFCU Bank
Makerere University Branch
A/C No: 01083553153172

Contact Information

If you have any further questions, please email: info@hersea.org or call the HERS-EA Administrator on: +256 (0)772082011. Please, also, visit the HERS-EA website for further updates: www.hersea.org.

Sample Leadership project concepts

1.I would like to work with others to initiate a support group and office where students and staff, survivors of Gender Based Violence, can obtain psychosocial support and guidance that is needed for redress or medical attention.

2.The project will focus on promoting water and sanitation facilities for menstruation management at (XX University campus), an institution that relates to a long-standing commitment to teacher education provision and is of high importance for future development of mainstreaming gender, water, and sanitation facilities for menstruation management at the University and its affiliated Institutions (AIs) (Primary and National Teachers' Colleges).

3.The aim of this project is to develop strategies to increase the number of female staff at XX University accessing and completing doctoral and post-doctoral fellowship opportunities. This objective will be achieved through the following activities

4.There is a gender digital divide in Uganda which is worrying and exacerbating existing socioeconomic gaps between men and women (Abima et al., 2021). Therefore, the study specific objectives are : (1) Assess the trend of application of digital technologies supporting education, research and learning process among female academicians; (2) Identify the socio-culture, personal and institutional practices barriers and skills competencies affecting digital adoption among these women and; (3) Effect of provision of a facilitating environment to workplace performance and skills development and achievement of women in academic institutions via digital adoption.

5.According to the labour laws of the country, a pregnant female employee is entitled to only 60 working fully paid days as maternity leave. The leave can be broken down into before and after baby delivery, out of which only 4 weeks are mandatory after new birth. Besides, there are no provisions in the institutions of higher learning such as remedial teaching to cater for breastfeeding female students during their stay at the institutions. The general objective is: Enhanced work performance through improved environment for breastfeeding at institution of higher learning.

6.The revised "guidelines for the prevention and management of Teenage Pregnancy in School settings in Uganda" was drafted in 2020, as an intervention to forestall the upsurge in teenage pregnancies. The implementation of the guidelines has not yet been systematically monitored. This proposed study, therefore, is deemed critical to provide a leading insight into the status of re-entry of pregnant and teen mothers and how the affected girls and schools are coping with this new directive.

6.The revised "guidelines for the prevention and management of Teenage Pregnancy in School settings in Uganda" was drafted in 2020, as an intervention to forestall the upsurge in teenage pregnancies. The implementation of the guidelines has not yet been systematically monitored. This proposed study, therefore, is deemed critical to provide a leading insight into the status of re-entry of pregnant and teen mothers and how the affected girls and schools are coping with this new directive.

SUCCESS STORIES FROM ALUMNAE

DR. ELIZABETH NANSUBUGA, MAKERERE UNIVERSITY, CLASS OF 2022

I express profound gratitude for HERS-EA Academy, a transformative force in my professional journey. Credit goes to the program and its Founders for empowering me. A successful 2023 Alliance for African Partnership (AAP) grant, facilitated by HERS-EA, sponsored the 6th Academy, broadening my network with Michigan State University. I also became Makerere University's Retirement Scheme's first female trustee, now serving as chairperson. HERS-EA skills aided me in navigating stereotypes and gave me interest in wanting to be a mentor. Career mapping fueled my aspirations to become a professor and dreams of working for the UN in New York.

DR. CATHERINE WANDERA, KYAMBOGO UNIVERSITY, CLASS OF 2017

Mentored by Prof. Mary Okwakol and empowered by HERS-EA, I achieved significant personal and professional growth. HERS-EA training prepared me in securing the Deanship at Kyambogo University, surpassing my male competition. Swiftly implementing a 10-point plan, I prioritized gender diversity in STEM, especially in engineering. Inspired by HERS-EA Academic Writing session during the training, I initiated the creation of an academic writing handbook.

DR. CAROLINE KOBIA (MISSISSIPPI STATE UNIVERSITY), CLASS OF 2018

She is currently volunteering for HERS-EA as the diaspora alumnae liaison person and helps with ongoing administrative tasks. 'Naomi and Margaret have been mentoring me and they have helped me to change my perception and the way I do things. What stuck with me was when I was asked to draw up my career map. By the time I left Uganda after my training in 2018, I had done community engagement which I could add to my promotion dossier. Through HERS-EA sisterhood, I met a HERS Denver Alum who helped me to get a fellowship. I completed my tenure process and got promoted to an Associate Professor.'

MS. ALIMAH KOMUHANGI (CLARKE INTERNATIONAL UNIVERSITY), CLASS OF 2019.

As an Assistant Lecturer, I completed my Post-graduate Degree with three publications. HERS-EA inspired me to pursue a Ph.D. The training encouraged collaborations and grant writing that has resulted in publications and funding. The Academy introduced me to elevator pitches and strategic positioning. Post-Academy, I achieved 5 peer-reviewed publications, managed two grants, and enhanced my supervisory and managerial skills. Coping with personal loss, inspired by Dr. Maggie Kigozi's story, I navigated challenges, designed a lucrative short course, secured a promotion, and negotiated a leadership position.

DR. ANNE NDEKE, UNIVERSITY OF NAIROBI, CLASS OF 2022

After HERS-EA Academy in 2022, Prof. Khaitsa advised me, along with two colleagues, to merge our leadership projects. Following this advice, we initiated a collaborative proposal, currently a work in progress. In our discussions with female students, we identified significant challenges hindering academic progression, particularly sexual harassment involving both male students and lecturers.