



## **HERS-EA FIFTH ACADEMY REPORT**

*Theme: "Transforming Higher Education  
through Women Leadership Development"*

## FOREWORD FROM HERS-EA EXECUTIVE DIRECTOR



Dear friends,

On behalf of the Higher Education Resource Services-East Africa (HERS-EA), I warmly welcome you to the summary of our Fifth Academy, the first to be hosted outside Uganda. We thank Professor Stephen Gitahi Kiama, Vice Chancellor of the University of Nairobi, for hosting this Academy and for his all-round support. Due to ongoing restrictions on physical contact due to COVID-19 pandemic, this Academy was the second to be held virtually. Nevertheless, the enthusiasm of the participants was as high as it always has been. This year we were privileged to have Dr Gloria Thomas, President, and Executive Director of Higher Education Resource Services (HERS), deliver our keynote address. We join the global HERS sisterhood in celebrating 50 glorious years of the existence of HERS and we are confident that the organization will continue to grow from strength to strength. This abridged report provides a glimpse of what transpired during the week-long Academy, held on July 4th - 8th 2022. Participants were among the most qualified of any Academy cohort. They were engaged and enthusiastic (despite the occasional technological and time zone challenges), including those from the USA who logged in after midnight, through to 4.00 a.m.!

As with previous Academies, the topics covered addressed three themes: Institutional Development, Personal Development and Networking. As we progress through our Academies, we have learnt to be adaptable in assembling topics and delivery modalities. Thus, it is not always possible to place a presentation under individual themes; for instance, how can a leader develop an institution without developing themselves or increasing their networking circles? Therefore, the topics summarized in this Fifth Academy Report are not necessarily thematic because of that indivisibility.

HERS-EA continues to owe a deep sense of gratitude to 1) the facilitators who enthusiastically provide such high-level pro bono training to other women, 2) Vice Chancellors, Presidents, and other leaders who sponsor participants, 3) the ambitious, enthusiastic participants and 4) the team of administrative volunteers who work tirelessly, behind the scenes, to ensure that everything runs as smoothly as possible.

The report ends with sample tributes from alumnae and participants, as a form of appreciation to facilitators

and direct amplification of the benefits of the Academy. We hope you appreciate what you will read here and, if you do, please tell others, especially, about the Sixth Academy, scheduled for July 2023; registration will open on February 1, 2023.

With best wishes,  
Naomi Watasa Lumutenga  
Executive Director, HERS-EA

## HERS-EA FOURTH ACADEMY IN NUMBERS



24

Participants

19

Facilitators

8

Volunteers

7

Participating Universities

**MESSAGE FROM PROFESSOR BARNABAS NAWANGWE, VICE CHANCELLOR, MAKERERE UNIVERSITY, THE HOST INSTITUTION FOR HERS-EA.**



Prof. Nawangwe was represented by Dr. Euzobia Mugisha Baine, Director of Gender Mainstreaming Directorate (GMD), Makerere University. Dr Mugisha-Baine welcomed participants and facilitators to the HERS-EA Fifth Academy. She reminded the participants that they would be joining a pool of women leaders ready to serve in their institutions and other HEIs, especially in the East African sub-region, at the end of the week-long training. Dr. Baine thanked Makerere University for supporting the HERS-EA initiative. She thanked the Secretariat and the entire HERS-EA team, for striving to increase the visibility of women leaders, especially in HEIs.

Dr Mugisha-Baine described the collaboration between HERS-EA and Makerere University as ‘a very strategic one’ for the university to invest in. In addition to hosting the HERS-EA Secretariat, she noted that Makerere University has so far supported over 35 women, who have benefited from HERS-EA Academies. She reiterated that promotion of women in HEIs is one of the strategic pillars of Makerere University gender equality policy, which the Gender Mainstreaming Directorate has been driving since 2000. This strategic significance underpins the need to continue to collaborate with- and support the activities of the HERS-EA Academy, with support from GMD and other units of Makerere University.

Dr. Mugisha-Baine noted that the Academy addresses many pertinent issues that are beneficial to participants and their communities; stressing that women don’t only serve the institutions they work in but they serve their communities as well. She said that if women are strengthened as leaders, a community-wide multiplier effect is generated. She observed that this years’ theme rightly places women at the center of reforming HEIs. She thanked the 7 institutions represented by participants for supporting women.

She concluded by highlighting leadership development for institutions as a key factor in enabling institutions to advance and to play a key role in community, national and regional development. She wished all the participants a productive week, encouraged them to offer themselves for leadership and wished them successful careers thereafter.

# SECTION 1: INTRODUCTION

WELCOME REMARKS FROM PROF. MARGARET KHAITSA, CO-FOUNDER AND BOARD CHAIR OF HERS-EA



**Prof. Khaita** recognized the presence of the representative of the Vice Chancellor of Makerere University and requested her to convey appreciation to Professor Nawangwe who has been a great supporter of HERS-EA. She also recognized the Vice Chancellor of the University of Nairobi, Prof. Stephen Kiama Gitahi; Dr. Gloria Thomas, President and Executive Director, Higher Education Resource Services (HERS), Denver, Colorado, USA who would be giving a keynote address; the past president and Executive Director of HERS, Denver, Dr. Judith White; all the resource persons who would be joining the training throughout the week at different times; ACADEMY participants; invited guests; and HERS-EA volunteers. She gave a brief background to HERS-EA, its goal and achievements since the launch, in 2014.

Prof. Khaita mentioned that HERS-EA was established and registered in Uganda in 2014, as an affiliate of HERS Denver Colorado, USA, its parent organization, that was established in 1972. She announced that this year (2022), HERS would be celebrating 50 years of advancing women leadership in HEIs in the US and elsewhere, including Africa. She recognized HERS South Africa, another affiliate of HERS Denver which was registered in 2003. She informed participants that the goal of HERS East Africa is to raise the proportion of women in leadership and management positions in HEIs in East Africa to at least 50%, and their participation in the Fifth Academy was a step towards that goal. Recognizing that women in HEIs in East Africa are fewer than in the USA, she mentioned that the objectives of HERS-EA are broader, and they include advancing women wherever they are, whether they are at the grass-root or girls who are still in school and those that have dropped out of school (returning learners).

She explained that the curriculum of HERS-EA is multi-tiered. She shared the genesis of HERS-EA; stressing that HERS-EA was initiated as a leadership project by 3 Ugandan women who are in the diaspora; namely Ms. Naomi Lumutenga who is currently the Executive Director of HERS-EA, Dr. Florence Wakoko, an Associate Professor at Columbus State University and herself, Prof. Margaret Khaita – all Alums of HERS Denver (2015, 2013, and 2011, respectively). She mentioned that women from East Africa who had gone through HERS South

Africa had earlier attempted to create HERS East Africa, so she was pleased that HERS-EA had become successful. She chronicled the story of HERS-EA, from the first planning meeting in October 2012, financially supported by Dr. Pius Kamau, a medical doctor from Kenya based in Denver Colorado, USA. During the planning phase, HERS-EA had been supported by several additional male allies such as Prof. Barnabas Nawangwe – currently Vice Chancellor of Makerere University, Prof. John David Kabasa - the outgoing Principal of COVAB at Makerere University, Prof. John Opuda Asibo – the then Executive Director of the National Council of Higher Education. Prof. Stephen Kiama Gitahi – Vice Chancellor of University of Nairobi becomes the latest addition to the list of male allies. After the two years of planning, a curriculum was developed supported by eminent women in East Africa including Prof. Wanjiku Mukabi Kabira and Dr. Joy Kiiru (from University of Nairobi, Kenya) and several from Uganda, especially those who were Alums from HERS South Africa such as Dr. Mugisha Baine, Prof. Mary Okwakol, Hon. Justice Lilian Tibatemwa, Prof. Maria Musoke, Prof. Consolata Kabonesa, Dr. Catherine Kanabahita and many others. She thanked Gender Mainstreaming Directorate of Makerere University for providing a home and the on-going logistical support for HERS-EA. She also thanked the volunteers who run HERS-EA without pay.

In addition to four successful previous Academies, Professor Khaita outlined some of the achievements of HERS-EA including training approximately 150 women from 9 countries and 20 HEIs during the annual Academies; assembling a pool of high powered women to provide pro-bono training and mentorship to other women; empowering over 70 households in grassroots communities, especially in Eastern Uganda where economic empowerment activities have generated publications; presenting about HERS-EA and its scholarly activities at international conferences in Africa and USA and winning the best poster award at one of the events; creating and enabling institutional and research collaboration, for example, Troy University developed the study abroad partnership with Kyambogo University immediately after the Inaugural academy in 2017; actively running 3 offices in 3 East African countries; in Uganda where the secretariat is hosted at Makerere University, Ethiopia at Mekelle University and Tanzania at Sokoine University of Agriculture; establishing an Alumnae network; signing a contract with Peter Lang, incorporated in New York, to publish a book about HERS-EA – this book is advanced and HERS-EA is hoping that it will come out soon.

A few challenges that Professor Khaita mentioned were: 1) Slow buy-in from HEIs who like the idea but do not often budget for participation of women in professional development trainings. She commended Makerere University and Kyambogo University for being the most supportive institutions of this program. She encouraged participants and Alums to share their experience with their administrators in order to create more awareness about HERS-EA programs. 2) Difficulty of mobilizing resources – She asked the attendees to share funding opportunity with HERS-EA. She said that for sustainability of HERS-EA programs, HEIs need to buy-in and support women to attend the training. Going forward, in addition to this flagship academy, HERS-EA will organize ongoing events that will be offered during the year – participants were encouraged to look out for the information on HERS-EA website. Topics that are expected to be covered include: transitioning from academia to public and private sector, academic writing for publishing, empowering, and engaging male allies to support gender equality activities, etc. She hoped that HERS-EA would continue developing partnerships that can lead to resource mobilization and help expand and sustain its activities to target countries and beyond.

## REMARKS BY PROF. STEPHEN GITAHI KIAMA, VICE CHANCELLOR, UNIVERSITY OF NAIROBI



**Prof. Kiama** thanked Prof. Khaitso for identifying University of Nairobi as a potential partner of HERS-EA and for choosing it for her Fulbright fellowship program. He welcomed the participants; and formally recognized the keynote speaker, Dr Gloria Thomas, President and Executive Director, HERS, Denver, Colorado, USA and past Executive Director of HERS Denver, Dr. Judith White, who were present. He expressed hope for the University of Nairobi to host many more HERS-EA Academies and share in empowering more women through this training. He hoped that soon, the University of Nairobi would host the event physically so that participants and facilitators can enjoy Nairobi hospitality. He explained that the main campus of University of Nairobi is found in Nairobi - the capital city of Kenya; while there are several other campuses elsewhere in Kenya, with a population of about 70,000 students. Prof. Kiama Gitahi explained synergies with the mission and goals of HERS-EA emphasizing the anticipated benefits from the training. He then thanked the facilitators for providing their services free of charge before inviting the keynote speaker to deliver her address.

## THE KEYNOTE ADDRESS BY DR. GLORIA THOMAS, PRESIDENT AND EXECUTIVE DIRECTOR, HIGHER EDUCATION RESOURCE SERVICES (HERS), DENVER, COLORADO, USA



Speaking from HERS headquarters in Denver, **Dr. Gloria Thomas** thanked Prof Gitahi Kiama for the warm welcome and mentioned that in HERS community, he would be referred to as a 'righteous brother' (a term used to refer to a male ally). She thanked Ms. Naomi Lumutenga and Prof. Margaret Khaitisa for asking her to give the keynote address. She talked about her personal and career journey, gave a background to HERS as an organization that has been around for 50 years and what they are doing to acknowledge these milestones. Dr Thomas expounded the importance of sustaining the partnership between HERS Denver and HERS-EA and how participants of HERS-EA Academy can use their HERS network as social capital to advance their different career paths.

Dr. Thomas talked openly about herself as a first-generation college student who was the youngest of 8 children and the first family member to make it to college and finish her degree, her marriage life and motherhood journey. After graduate school, she realized that she really wanted to focus on women's career and she found it so much more fulfilling because it was in line with her interest. She took a couple of leadership positions after graduate school, but she had to make compromises for family and children, and it taught her that sometimes one makes career decisions based on whatever family or personal situation one might encounter. After she was nominated and learnt about the stories of HERS, she ended up at HERS Denver in her current role.

In setting out the background to HERS (USA), Dr Thomas explained that HERS grew out of Title 9 that prohibited sex discrimination in any education program or activity receiving Federal financial assistance. This impacted students and professional women who were employed in Higher Education as faculty staff and administrators.

Though female student enrollments were growing rapidly, there were virtually no women among tenured faculties and top administrators at major universities. Women held barely one fifth of all academic appointments and these were the marginal academic labour positions. They were to be hired and fired as financial conditions fluctuated no matter what their credentials or capacities might be. Women were earning 20% less than men who held the same appointments. With this political backdrop, a group of women convened and called themselves 'the committee for the concerns of women' that was often referred to as 'The Concerns Committee'. Their first charge was to establish a resume bank of women who were prepared to step into leadership roles, given that institutional leaders were compelled to hire more women. In 1972, their resume bank developed into a fully-fledged program of professional leadership development which they called HERS. In the early decades, HERS was affiliated to the University of Pennsylvania but in the early 2000s, HERS established an MOU with the University of Denver as its official home and the office was moved from University of Pennsylvania to University of Denver.

Dr. Thomas went on to say that HERS Denver has the responsibility of sustaining partnerships with its affiliates because it then helps to advance women in Higher Education leadership across the globe. To celebrate 50 years of existence, HERS has held a series of events to acknowledge its milestones. Due to the pandemic, HERS has been hosting small regional receptions in USA, to bring women who have been part of HERS together and reconnect those who were part of the HERS experience since 1972. She drew attention to a scholarship opportunity under development, for those women who might not have institutional support or professional



development donors. She encouraged the women to use HERS network as a part of their developmental network for social capital and as a way of helping to identify people who can help them get their work done. Dr Thomas concluded by encouraging the women to help each other to advance their careers and to seek personal support for guidance and decisions that are important to them, and to come together regularly for peer mentorship.

## SECTION 2: ADDRESSING INSTITUTIONAL AND PERSONAL BARRIERS TO ADVANCEMENT OF WOMEN

GENDER MAINSTREAMING: SITUATION ANALYSIS OF MAKERERE UNIVERSITY, (HERS-EA HOST UNIVERSITY) BY DR. EUZOBIA MUGISHA BAINE, *DIRECTOR OF GENDER MAINSTREAMING DIRECTORATE, MAKERERE UNIVERSITY AND HERS-SOUTH AFRICA ALUM*



**Dr. Euzobia Mugisha Baine** charted the implementation of a gender mainstreaming program at Makerere University, from 1922, when Makerere University's motto was 'let us be men' to its evolution into 'we build the future'. She highlighted how the history of Makerere University shifted from having no single woman as a student or staff, to having the first 6 females admitted as students of a specialized curriculum centered around being good wives and mothers. The university then progressed to the level where the department of women studies was established under the Faculty of Social Sciences (both have grown into the School of Women and Gender Studies and a College of Humanities and Social Sciences, respectively). The department of women studies was instrumental in the creation of the Senate Committee on Gender Mainstreaming in 1998; and how it was made an independent directorate in 2010.

Dr Mugisha Baine informed participants that the directorate has a mandate of implementation of two major policies of the university: (i) the policy against sexual harassment and (ii) the gender equality policy, with responsibility of coordination and provision of technical support in policy implementation in all core functions

of the university. The gender equality policy guides the gender mainstreaming program and it focuses on: the incorporation of gender across the board and curriculum; provision of a secure environment for all stakeholders; promotion of gender equality through student enrollment, retention and performance; promotion of gender equality in staff recruitment, training, promotion and recognition; promotion of research that is gender responsive in the university and promotion of women participation and visibility in decision making organs of the university. Dr Mugisha Baine noted that the goal of HERS-EA aligns well with this role. She provided a breakdown of the percentage of women population in each level, at Makerere University. She cited stereotype as the biggest challenge to gender balance at Makerere University, mainly because of an organizational culture that is built on male dominance and existence of policies that do not speak to each other.

EXPERIENCES OF BARRIERS TO FEMALE  
ADVANCEMENT IN HIGHER EDUCATION: TALES  
FROM INDIA AND AFRICA BY DR. GENNET ZEWIDE,  
FORMERLY- AMBASSADOR OF THE FEDERAL REPUBLIC  
OF ETHIOPIA TO INDIA, CHAIR FORUM FOR AFRICAN  
WOMEN EDUCATIONALISTS (FAWE) & MINISTER OF  
EDUCATION IN ETHIOPIA



In her presentation, **Dr. Zewide** started with current statistics on women leaders at top positions in Higher Education Institutions in Africa and India compared to 2014. She reiterated that women must be in leadership because they bring new perspectives and diverse experience to the institutions. Drawing on personal and professional experience at institutional national and international levels, Dr Zewide asserted that women are '...transformational, encourages participative decision-makers and they create conducive working environment for their subordinates'. She encouraged women in sub-Saharan Africa to aim for top positions and those that are already up to pull other women because the situation is not as encouraging as it is in other parts of the world. She addressed gender stereotype as the main reason for low participation of women in leadership due to individual and institutional mindset.

Dr. Zewide shared her personal experience of how she reacted when she was first appointed as the Minister of education in Ethiopia - she said she was not psychologically prepared for such an appointment. She could not find any director or departmental head in the ministry when she joined, and this prompted her to approach the appointment committee and ask them why women were not holding leadership positions in the ministry - their response was that women cannot do it because they are not good leaders and do not contribute to the

leadership. Since she had already done her homework before she challenged them by providing examples of other sectors in the country that were led by women and where management was running smoothly, she immediately brought 3 women into leadership and these women contributed a lot to the ministry. She criticized some systems for putting women on spot to choose between being a mother and a leader because they can do both if that is what they want - it only requires considerable negotiation. She dismissed the notion that women are too emotional to make strong leaders. Comparing women to a teabag, she said that one cannot know how strong a woman is until she's put in hot water.

NAVIGATING THE POLITICAL ENVIRONMENT/ACHIEVING CONSENSUS IN HEIS BY DR. MEGHAN MILLEA, *PROFESSOR AT EAST CAROLINA UNIVERSITY, USA*



**Dr. Millea** discussed how in most universities, there is relative positioning with a power base governance structure and that many decisions are made based on majority rule, which tend to yield interests that are not in favor of women. She observed that determination of productivity level by majority rules inhibits women's ability to be successful. Dr. Millea focused on consensus governance that gives platforms to any individual and minority groups, builds strong communities, and facilitates better engagement because people are encouraged to have equal voices and different opinions. Consensus governance encourages people to welcome and live with different outcomes; and decision making is more inclusive but that is not how most universities are organized most of the time.

Dr Millea advised women to always prepare and do their homework to know what the policies are, and to know other people's perspectives while doing preparation - to always aim at accompanying ideas and proposals with solutions. She encouraged them to be patient while trying to change people's minds and to learn how to invite people to disagree with them - and always to summarize what they hear. She also shared some positive take on COVID-19 and how women can utilize the lessons learnt from COVID-19 to benefit themselves; she said that the pandemic had deconstructed work into tasks and provided an opportunity to get feedback of what needs

to be done together and remotely. She said that women can leverage this to negotiate the workload by making sure that administrators get the work done and still have access to faculties. Talking about labor market discrimination, she pointed out that female workers don't get recognized as similarly qualified males and this makes it hard for women to see the value of what they bring into the system.

EVIDENCE BASED COMMUNITY ENGAGEMENT-  
COLLABORATIONS BETWEEN HEIS AND NGOS BY DR.  
IRENE NAIGAGA, *REGIONAL PROGRAM MANAGER,  
AFRICA ONE HEALTH UNIVERSITY NETWORK (AFROHUN)*  
AND MS. MARTHA R.L. MUHWEZI *EXECUTIVE DIRECTOR,  
FORUM FOR AFRICAN WOMEN EDUCATIONALISTS (FAWE).*



**Dr. Irene Naigaga** works in both a HEI - Makerere University and an NGO, as the Regional Program Manager, Africa One Health University Network (AFROHUN) that involves a network of 19 African universities in 10 countries. She is also an alum of HERS-EA. Dr Naigaga's mantra is that a leader is meant to influence the followers into achieving a shared goal - If you are at the frontline leading a team, you have to be sure of your goal and how you can influence following. . She said that a leader must remain standing when everybody else is dropping, because they are vision bearers.

She encouraged collaborative leadership which, according to her, is a key leadership framework. She advised the women to respect other disciplines because each field has a contribution. She said that a leader should have a pulse of trajectory of where they are going and where they are now, and to have a SWOT analysis to inform a working strategy. She further advised that a 21st century leader should be purpose driven and focused on the global trends and should have an innovative mindset and ability to solve problems because the challenges are complex and require multiple skills.

Dr. Naigaga listed areas and reasons why collaboration and partnership of HEIs with NGOs and stakeholders is important such as: NGOs are critical partners in knowledge transfer, promoting sustainability and shaping educational systems; collaboration with NGO is critical at the delivery level; NGOs are the custodians of

university innovations on the ground and they make innovations sustainable; HEIs can have a strong community engagement if NGOs give them extra hands since HEIs don't have mechanism and boots for continuous engagement; HEIs are positioned on the supply side of the work force, shape ideology and meet the needs of society, and NGOs can help HEIs to achieve this. She said that both entities need to have visions that align with the future, scalable policy, be prepared to retool, and challenge themselves to think outside the box. She recommended a competence-based approach to education and training because it fosters an open-minded workforce and breaks cycles.

EVIDENCE BASED COMMUNITY ENGAGEMENT-COLLABORATIONS BETWEEN HEIS AND NGOS BY DR. IRENE NAIGAGA, *REGIONAL PROGRAM MANAGER, AFRICA ONE HEALTH UNIVERSITY NETWORK (AFROHUN)* AND MS. MARTHA R.L. MUHWEZI *EXECUTIVE DIRECTOR, FORUM FOR AFRICAN WOMEN EDUCATIONALISTS (FAWE)*.



The Forum for African Women Educationalists (FAWE) is a pan-African Non-Government Organization founded in 1992 by five women ministers of education to promote girls' and women's education in sub-Saharan Africa in line with Education for All. The organization's members include female ministers of education, university vice-chancellors, education policy-makers, researchers, gender specialists and human rights activists. FAWE that has been championing education for girls for 30 years in Africa, was represented by **Ms. Teresa Omondi-Adeitan**. FAWE is known for enrolling and retaining girls in school, through scholarship, STEM, and entrepreneurial skills in 33 African countries. Teresa informed participants that when women are in leadership, it is easier to support girls in schools, that is why education is FAWE's powerful tool to leadership. Consequently, FAWE has launched a model to begin leadership as early as secondary school, with emphasis in quality of education and gender responsive education.

FAWE encourages teachers to be more responsive to factors that affect girls, and children and youths to speak about anything creating inequality in their education system. FAWE also supports girls who dropped out of school by providing comprehensive scholarships. STEM is a multi-dimensional approach that they use to encourage many girls to take science subjects to benefit from growing world demand for science. FAWE's collaborative approach with HEIs is through joint research, advocacy, and partnership. FAWE works with HEIs to introduce certificate courses that prepare girls who had dropped out of school for degree courses and to offer

flexible education programs. Teresa concluded, based on FAWE's work, that there is need for a new and deliberate strategy for retaining girls in school, bridging courses for girls, investing in girls to pursue STEM and abolishing gender discrimination in education systems.

THE POWER OF MENTORING BY DR. MARIA GORETTI  
NASSUNA-MUSOKE, ASSOCIATE PROFESSOR, MAKERERE  
UNIVERSITY.



**Dr. Nassuna-Musoke** started by explaining the role of- and arrangement for mentorship. A mentor is a facilitator with no other agenda besides boosting confidence, uncovering hidden capacity and signposting. She explained the difference between formal and informal mentorship, citing HERS-EA Academy as an example of group formal mentorship. Mentors set achievable goals and work towards those goals. She also explained why mentorship should have an agreement, a procedure and engagement. There are stages in mentorship, which start with a signed agreement which involves the purpose, working methods, expectations, confidentiality and boundaries of the mentorship. She explained why mentoring and coaching are two different things though related. She talked about the duration of mentorship and the need to pay attention on progress during the process. She explained why a role model may not necessarily be a mentor and encouraged institutionalized mentorship.

Dr. Nassuna-Musoke explained how one can use their mentorship to become a better leader and use their leadership positions to mentor others. She said that skills and values are needed in the process of mentorship, and one must train themselves to be comfortable with discomfort while mentoring. She went ahead to list several qualities of a good mentor. With regards to a mentee, she stressed that they should be able to communicate the purpose for wanting mentoring and that they should be deep listeners. She ended with tips on virtual mentorship.

GENDER STEREOTYPES, SEXISM, AND  
DISCRIMINATION IN THE WORKPLACE BY DR. DORIS  
AKOL, PARTNER AT DENTON'S KAMPALA OFFICE,  
FORMERLY COMMISSIONER GENERAL, UGANDA REVENUE  
AUTHORITY



**Dr. Doris Akol** drew on her lived and professional experience as a lawyer who had served in one of the highest offices in Uganda. She illuminated how gender stereotypes manifest as sexism in the workplace which is a concern because its existence and functions in career settings legitimizes the inequalities between men and women. She referenced many women who are equally competent but do not always gain the same opportunities as men, to develop their careers and end up working in service rather than administrative positions. She hoped that when workplaces begin to acknowledge the impact or the purpose of gender stereotype, platforms will be created to address, challenge, and interrogate it. Gender stereotype has contributed to isolation of women when it comes to professional role distribution and notably underrepresentation of women in certain fields associated with science. There is, therefore, a need to understand the baselines of what is required.

Dr. Akol observed that even when women begin to break through, they are given deputy roles. She attributed gender stereotype to gender bias, which not only thrives on stereotype but leads to deliberate practices that are unfair to women, for example, assertive women are given nasty nicknames. Acknowledging that men can also be discriminated against, she said that it is important for leaders to acknowledge gender bias whenever and however it happens. She cited the restriction of women to certain roles and how sexism manifests in payroll structures. She blamed occupational segregation for prestige where women in the workplace are first seen as women before being seen as workers. She reminded the women of the importance of recognizing risks that male allies take to support women.

Noting that gender stereotypes usually occur where there is a perceived mismatch between the gender of potential worker and the expected role of the job filler, Dr Akol explained how descriptive and prescriptive stereotypes operate. Referencing the attitude of women in male dominated positions as the rationale for denying women opportunities or keeping women out because they are assumed not to be part of the 'boys' club' is unfair. In her closing remarks, she urged workplaces to change attitudes about gender by being open minded and to enact anti-discrimination policies. The presentation was followed by a break-out session with vibrant discussions moderated by Professor Margaret Khaita & Mrs. Naomi Lumutenga, where women shared their personal experiences of gender stereotypes and proposed interventions.

## SECTION 3: PERSONAL DEVELOPMENT

INTRODUCTION TO GRANT WRITING BY PROF. RHODA WANYENZE, *DEAN, SCHOOL OF PUBLIC HEALTH, MAKERERE UNIVERSITY* AND DR. MARGARET KHAITSA, *PROFESSOR, EPIDEMIOLOGY, COLLEGE OF VETERINARY MEDICINE, MISSISSIPPI STATE UNIVERSITY.*



**Prof. Margaret Khaitsa** started by explaining the importance of writing grants and progressed to classification of grants by funding agencies. She then described the preparation common sections of a grant and what grant management entails. She emphasized that grant writing is a skill that requires time to learn and reminded participants that the success rate of winning a grant is about 10%. She encouraged all to always persevere and to seek mentorship from successful grant writers.

Prof. Khaitsa noted that grant writing can grow one's profile and it is a requirement in certain positions for individual and institutional benefits, career growth, and for conducting research and publishing. She further encouraged the women to collaborate with those that have experience because getting an individual grant is tougher than getting a group one.

She advised against getting fixated by a certain type of grant instead of looking out for others that might be less competitive. She explained the process of packaging persuasive grant to a potential funder and how one can market a grant and themselves in their proposal. The significant pieces expounded included a letter of support, contact person, publications, written literature, and communication. Participants were cautioned against poor management of grants that can lead to blacklisting by funding agencies.



LOOKING AT ACTIVE GRANT BY MS. STELLA KAKETO,  
*MAKERERE UNIVERSITY SCHOOL OF PUBLIC HEALTH*



The introductory part to grant writing was followed by a practical session, led by **Ms. Stella Kaketo**, who started by outlining the primary grant makers and available funding opportunities. Principal grant makers include governments through their different platforms; Organizations, Foundations, and Trusts that can be accessed via funding databases and websites. She provided a range of platforms where researchers can find funding opportunities and walked participants through some funding websites to illustrate how they can navigate these platforms. Participants were shown steps to subscribe for funding alerts for opportunities that are aligned to their individual fields. They then engaged with some current grants tailored for them. Ms. Kaketo recommended having an employee who is dedicated to looking out for opportunities and is part of relevant list servers that send generated opportunities to Institutions. Other ways of finding opportunities include social media, normal interactions with colleagues, referrals, newsletters, and networking meetings. She advised the women to know and understand the priorities of the funders, understand the eligibility criteria, assess the financial and infrastructure requirements, and be able to reach out to the program officer while looking for funding opportunities.

BUDGETING FOR GRANTS BY MS. SHAUNCEY HILL,  
*DIRECTOR, INTERNATIONAL RESEARCH DEVELOPMENT,  
INTERNATIONAL INSTITUTE, MISSISSIPPI STATE UNIVERSITY-  
USA*



**Ms. Shauncey Hill** discussed the purpose of a budget, how to develop a strong budget and how it helps one to understand their needs. One of the things that we really need to think about is to consider the fact that a strong budget can give you an advantage. Spending time on the budget represents how strong your proposal is. She emphasized reading the entire RFA before doing anything and to avoid assuming what the guidelines say, followed by creating a checklist. Ms Hill discussed the concept of cost sharing and knowing the funder's requirements. She reminded participants that institutions want to know how much is going to the institution, which is why some universities have budgeting units. She explained some of the jargon used in budgeting and how to negotiate the cost if the budget allocated to them is too low, and to always document such exchange. Think about everything you need to do. Justify why every cost is necessary in your project. Make it easy for the reviewers by linking your budget with the proposal - show the activities in a separate tab if you have trainings outside the budget lines.

Ms Hill outlined the components of a budget narrative and advised on the use of different tabs for different activities and objectives. She offered to share sample budget templates with HERS-EA Alums, after the Academy. She concluded by stressing the importance of knowing and understanding one's institutional operations and the 'climate' of the institution.

LEADING AND MANAGING CHANGE IN HEIS: CHALLENGES AND OPPORTUNITIES FOR WOMEN IN LEADERSHIP, POST-COVID 19 BY DR. JULIE JORDAN, *VICE PRESIDENT FOR RESEARCH AND ECONOMIC DEVELOPMENT, MISSISSIPPI STATE UNIVERSITY-USA.*



**Dr. Julie Jordan** started by outlining how technology, global and geo-political challenges are driving change in HEIs, and making institutions redirect and adapt. She emphasized the need for leaders to figure out how to manage institutions and how to be effective and productive leaders while working remotely. There are important discussions among leaders regarding fairness in remote work, post-pandemic, considering how supervision is totally different when it comes to remote work. Referencing emerging change in how science is being communicated due to the pandemic, Dr Jordan highlighted the relatively quick data collection as opposed to the normal scientific process where scientific discovery takes place in journals over a long period of time. This imposed adaptation indicated how leaders can balance health risks with economic reality and lead, in a climate of uncertainty.

Moving to the need for HEIs to become resilient, Dr Jordan drew attention of leaders to the current change in labour supply that is slowing down and creating more uncertainty. Additionally, leaders need to pay attention to power competition, and how it is affecting research and other activities. With the sets of restrictions and regulations put on research, Dr. Jordan recommended the idea of open scholarship, shared collaborations between and the need to protect intellectual property in line with national security. Workforce planning would need to incorporate the shift towards online learning and artificial intelligence that involves the use of robots. As leaders we are going to make different types of decisions in building human capital. How they not only impact research and development but student experience as well. We need to create culture that is more diverse and accommodative – we need to rethink our geographical location and research development. Listen to what policy makers at home are talking about and look at what is happening in other countries.

Dr Jordan concluded with advice for leaders to have strategic plans that are actionable and adaptable; to make plans but be willing to change where necessary; and to find likeminded allies. Leadership is about doing things and leading change. You don't have to have all the ideas but be able to get solutions and implement those ideas suggested by others. Adapt your approach to accomplish the same goal and be willing to pass other ideas to other people. Think of a plan as a verb not a noun – making it very actionable. We have a growth plan not a strategic plan because we have no time to put a plan as a noun on the shelf. She encouraged the

participants to map career advancement if they are looking for leadership positions or, pitch a new position of responsibility for themselves and suggest it to the administration; finally, to take time to pause and think about where the opportunities are, and to discuss them with a group of like-minded people.

PUBLISH OR PERISH I, TIPS BY PROF. RHODA WANYENZE  
& PROF. MARGARET KHAITSA



**Professor Wanyenze** introduced her presentation with emphasis on the criticality of knowledge translation and dissemination to ensure that works of researchers can impact decisions and actions across different development sectors. She explained why one's work should have evidence of impact, beyond publishing, that can be tracked through mapping and engagement with users of one's work. especially policy makers since they

are the consumers of the work. Professor Wanyenze outlined reasons why one should publish and what a typical scientific manuscript should look like. Planning for publication should start when we are designing research not while collecting data. We need to start by thinking through what we need to communicate and determine who we want to work with. Think through the timeframe. Have at least one to three things you want to communicate in your paper, what question you want to answer and be able to consolidate the key message.

She walked the participants through the process of developing an outline; how to have results that align with methods; selection of appropriate journals; standard guidelines on how to package papers and checklist that must be completed before submission. 'If you used a methodology that someone has used before, declare that and reference it. Explain how you ascertain the data and give an opportunity for your reader to object to your research. Ethical issues need to be described, especially if the research involves human subjects. If there is a lot of data, create sub-subjects. Report the statistical methods. Narratives should supplement rather than duplicate. It is important to update your literature. Make sure that you avoid repeating and reproducing what you have done in other sections of the manuscript.' Professor Wanyenze concluded by providing tips on constructing abstracts and titles that reflect the main message being conveyed; how to handle rejections and reviewers' comments; who to include as an author and the importance of providing opportunities to other participants in the research; why there should be transparency in reporting and why one should maximize the potential of their research.

### **Publish or Perish II, Practical Tasks by Prof. Rhoda Wanyenze & Prof. Margaret Khaita**

Prof. Khaita advanced the presentation with tips on how to avoid predatory journals and opened the session to the participants to share their personal experiences with different journals. Participants shared how they dealt with broad challenges of publishing, especially within a set timeframe. The discussion yielded some tips on how to address some of the challenges. Professor Khaita encouraged participants to utilize university library resources, how they can repackage their paper and submit to authentic journals, in case they had been previously duped by a predatory publisher. She then walked them through different journal guidelines.

In the concluding part, Prof. Khaita analyzed the objectives and methodologies of sample leadership projects submitted by the participants [prior to the Academy]. The select leadership projects were peer reviewed and immediate feedback provided to help improve the abstracts. Drawing on this example, Professor Khaita advised participants to use HERS-EA as a platform for developing proposals, social capital for search and connection to potential funders.

DEVELOPING A CAREER MAP-I BY DR. JUDITH WHITE, PAST PRESIDENT, HERS, USA.



In this practical and learner-centered session, **Dr. Judith White** underscored the importance of thinking of a career goal in terms of the impact and contribution one wants to make, and to include how they can enjoy that while designing a career map. She recommended planning for changes as the best way to sustain career milestones.

'Begin by setting original plans. What things do you really enjoy? Transformative change in our personal lives, communities, and institutions. Reviewing the goals set in the career timeframe and action steps to achieve the career stages and the narratives of the reasons for those steps.'

Using a timeframe for career mapping in three stages, from 1 to 10 years, Dr White worked with the participants to jot down their best thinking about a career mapping before they could talk about the best way for them to lay out the plan. Practical subthemes expounded included: approaches for designing a career plan, how to handle conflicting family and career goals; how to prioritize and realign a career plan; the separation and loss caused by the pandemic; how to focus on the growth stage; how best to achieve certain goals using a timeline, and SWOT analysis of one's life and career

### **Developing a Career Map II by Dr. Judith White**

Part 2 of 'Developing a Career Map' advanced the ten-year career maps developed at the end of the first part. Emphasis was put on enjoyment while pursuing a career. Participants refined their drafts and developed action plans that were going to enable them to achieve their milestones. They were encouraged to go with the flow despite detours that may come along the way. Dr White advised participants to take breaks if they need to and to include social and family cycles. She encouraged them to keep the key connections they have made. The participants firmed the 3 career stages and the time frames which they shared during a paired breakout session. From the group discussion, it was noted that attaching a date to each plan and adding the persons or institutions that are going to help one accomplish their plan is important because once you start putting dates against goals, it's when you figure out how and when to attend to your plans. Don't take more than you can chew.

ECONOMIC EMPOWERMENT FOR PROFESSIONAL WOMEN,  
INCLUDING MANAGING PERSONAL FINANCES BY MS LILLIAN KATISO,  
FCCA, MBA; MANAGING DIRECTOR, ZADDOCK ASSOCIATES, RENOWNED  
ENTREPRENEUR, FINANCIAL CONSULTANT, AND SME MENTOR.



**Ms Lillian Katiso** who identifies herself as 'Accounting-Gardener' explained how a professional woman can turn her passion into a business and increase her income while developing her career at the same time. She provided tips on how to build an independent sustainable business that can survive for generations. 'Women in high ranks of leadership positions need to have a holistic empowerment. Economic empowerment can change a woman's life. As much as you are excelling in career, you need to excel in other areas of your life. Reach a place where you define your ideal, you don't have to dance to everybody's opinion. Identity what is true to you and stick to it. Ms Katiso encouraged the women to have a support system that works towards their wheel of life to achieve the different accolades they desire. She recommended having a to-do list to help with managing different areas of life. She also said that personal growth involves continuous learning, self-leadership, and awareness, and that there is something that re-energizes everyone – usually the things that can be done without being paid. She said that goal setting works when there are strategies to make it happen and when the goal-setter is deliberate about where they want to be.

Returning to the personal finance theme, Ms Katiso underscored budgeting, cautioning that most people tend to focus on the expenditure side and ignore the income side. She observed that people who have poor spending habits end up with debts. Drawing on her personal gardening business story [started from home before expanding to three outlets with 15 full-time employees], Ms Katiso explained how a person can supplement her income with additional income streams. From her financial consultancy background, Ms Katiso shared ideas on growing savings and financial investments to increase the income basket. She reminded participants that increasing income streams might involve a spell of denying oneself certain pleasures. Turn your passion into profit. Family and friends are very important, have time to celebrate life milestones. You must be a well-rounded human being. When you find your flaws, you will reduce your stress in life. Stay active because the moment you have nothing to do, you will be purposeless. Practice good eating habits and weight management. Surround yourself with good friends. Reconnect with nature and give thanks. Enjoy the moment. Know and follow your Ikigai. Have a support system and put yourself higher on your to-do list.



**Dr. Dorothy Nampanzira** presented another example of how a professional woman can extend their professional skills into income generating projects. She owns a chick breeder farm and hatchery enterprise that sells day-old chicks to poultry farmers. She noted that most professionals still struggle to have enough money before- and during retirement, a situation she wanted to avoid. She attributed her success in this project to her passion and technical knowledge which she used to develop the quality of her product; both she and her husband are accomplished professionals. She realized that technicality alone wasn't enough to succeed in the business, so she had gone back to school and acquired business skills that included managing money, bad and good debts, cash flow, assets, and liabilities.

She shared valuable personal lessons learnt in managing the family business alongside career development. She had learnt to 'to unlearn some irrelevant academic analyses' and understood that making mistakes in business is okay and common but costly in terms of finance and time for oneself, family and friends. 'Business is having a system and having experienced people run the system. You don't have to be the one doing the business. You can use other people's time. Employ experts and use other people's money to get profit. Use it for good debt. Money can work for you and make more money for you. Put your money in ventures where money is working for you. Know your sources of income and your expenses. Have as many sources of income as possible so that you spend as much as you wish. She explained the importance of diversifying income sources and having a balance sheet. She further advised that saving can only be income if it is giving you interest and suggested investment vehicles that career people can engage in such as business, passive investments, unit trust, and real estate. She cautioned that sometimes more money will not solve the problem, especially if we don't manage our cash flow. When you earn, build your asset. We should stop waiting, plan for your financial life. Fear and hesitations are normal but there are safe money markets for investment. The first thing is to plan. Control your spending habits and minimize debt. Try to live within your means.

## SECTION 4: NETWORKING

Due to ongoing restrictions on physical contact, this networking session was virtual. Participants were given a template prior to the Academy, to guide their presentation on institutional and personal areas of research and other collaborative interests. The objective of the session was to provide a platform for participants to identify potential for collaboration and to start networking and developing joint proposals. The table below shows priority collaboration opportunities of 2022 participating Universities, as presented by their representatives:

<b>University</b>	<b>Collaborative areas</b>
Kyambogo University	<ul style="list-style-type: none"><li>• Internationalization of education through staff and student exchange</li><li>• Joint academic research</li><li>• Writing fund-able proposals</li><li>• Promoting gender mainstreaming.</li></ul>
Makerere University	<ul style="list-style-type: none"><li>• Curriculum review</li><li>• Resource mobilization</li><li>• Capacity building</li><li>• North-South collaboration</li></ul>
University of Nairobi	<ul style="list-style-type: none"><li>• Research funding through One Health Network</li><li>• Capacity building</li><li>• Exchange program with institutions doing One Health</li><li>• Joint community program</li></ul>
Mississippi State University:	<ul style="list-style-type: none"><li>• Forestry; Engineering; Veterinary medicine; Fish and poultry</li><li>• Curriculum co-development and review</li><li>• Joint study abroad programs</li><li>• Joint teaching and grant writing</li></ul>



Weber State University	<ul style="list-style-type: none"> <li>• Study abroad programs,</li> <li>• Staff and student exchange</li> <li>• Research scholars</li> </ul>
East Carolina University	<ul style="list-style-type: none"> <li>• Institutional and cultural field especially for women in STEM</li> <li>• Gender mainstreaming</li> <li>• Support for Fulbright scholars</li> </ul>
Mawazo Institute	<ul style="list-style-type: none"> <li>• Research funding – Mawazo Fund that is available for their fellows and Alumnae</li> <li>• Policy fellowship program</li> </ul>
University of Wisconsin - Madison	<ul style="list-style-type: none"> <li>• Leveraging assets of the university by supporting catalyst projects</li> <li>• Hosting changemaking platforms that bring people together around gender and wellbeing</li> <li>• Cultivating leadership and community programs</li> </ul>

## SECTION 5: TRIBUTES FROM PARTICIPANTS AND CLOSING REMARKS

CLOSING REMARKS FROM MS. NAOMI LUMUTENGA AND DR. MABEL IMBUGA



**Ms. Naomi Lumutenga** congratulated and appreciated the participants for completing the week-long virtual training. She recapped the HERS-EA background delivered by her colleague, Prof. Margaret Khaitisa in her opening remarks and referenced aspects of HERS, from Dr Gloria Thomas's keynote address. She thanked the original volunteers of HERS-EA, male allies, and resource persons who, despite different time zones, delivered sessions in the wee hours of the mornings. She explained how the HERS-EA curriculum had been adapted to retain the core themes of HERS Denver, [personal development, institutional development, and networking], to suit the needs of women in East Africa. The need for modifying the application of the curriculum had been driven by the fact that there are too few women in HEIs in East Africa, the majority being outside HEIs. Therefore, HERS-EA model was designed to sustain the supply chain into HEIs, in addition to the development of the women in HEIs. HERS-EA provides a platform where researchers and women in HEIs come together to learn from each other and to forge interventions for issues pertaining to grassroots women and their local communities. This model serves both the researcher and the subject. The grassroots women need to have their issues properly researched and scientifically presented so that they can influence policy. The researchers need publications to gain promotion and to influence policy and community development.

Ms Lumutenga reiterated some of HERS-EA's achievements that included: four previous Academies that have trained over 150 women from 9 countries and over 20 HEIs; assembled and continues to assemble a pool of accomplished women to provide pro bono training and mentorship to other women; economically empowered over 70 households in grassroots communities in Eastern Uganda, presented HERS-EA model at international conferences in Africa and United States, consequently signed a contract with a US-based publisher, Peter Lang to publish an edited volume on "Reimagining Women Leadership Through Inclusive Community Engagement". The book will be released in 2023. Additionally, HERS-EA has created and enabled institutional collaborations and partnerships in research training and outreach and developed collaborative agreements with three universities (in Ethiopia, Tanzania and Uganda) to host HERS-EA country offices. Finally, as an outcome of feedback from Alumnae, HERS-EA will be laying on short courses and webinars in the year and participants were encouraged to keep in touch, engage and inform others.

Ms Lumutenga reiterated HERS-EA's main challenges as the slow buy-in from governments and HEIs, and lack of funds and other resources to support its administration. She thanked the male champions for their support, from inception, especially the Vice Chancellor of Makerere University, Professor Barnabas Nawangwe, for hosting and supporting HERS-EA. She then acknowledged the Vice Chancellor of Kyambogo University for consistently supporting the largest number of participants. She welcomed and thanked HERS-EA's newest male ally, the Vice Chancellor of the University of Nairobi, Prof. Stephen Gitahi Kiama.

Returning to the 2022 ACADEMY theme – Transforming Higher Education through women leadership development- Ms Lumutenga explained that it was guided by Academy objectives such as the need to gain a clear understanding of personal and institutional barriers that women face in leadership, set out and manage individual career plans, knowing yourself, identifying collaboration opportunities. Finally, she welcomed the participants into the HERS sisterhood where empowered women empower others and concluded with the biblical parable of the talent. In this regard she reminded the new alums to use their God-given talents so that they can multiply and benefit them and their communities.

CLOSING REMARKS FROM MS. NAOMI LUMUTENGA AND  
DR. MABEL IMBUGA



**Dr. Mabel Imbuga**, a 2016 HERS - South Africa Alum who was the guest of honor at the Closing Ceremony gave a motivational and highly inspirational speech. She congratulated participants and advised them not to forget family while they pursue their careers. She encouraged them to utilize the skills acquired to impact people around them and the world. She shared her experience at the HERS training in South Africa and how it had transformed her as well as the women who were part of the training, such as Justice Lillian Tibatemwa-Ekirikubinza. She asserted that she is manifest of the ability of HERS to model leaders. She pointed to other successful alums such as- Prof Mary JN Okwakol the current Chairperson of the Forum for African Women Vice Chancellors (FAWoVC). Prof. Imbuga noted that there used to be 8 women but now there are 30 of them, who through persistence and resilience made it and created a foundation for other women, including Prof Anna Tibaijuka, the first African woman to be elected as Undersecretary at the United Nations.

Dr Imbuga recommended participants to be open to rebranding, diversifying, and repackaging oneself. She encouraged them to be assertive and self-driven as they keep learning and noticing and addressing their barriers. She commended Uganda for being the top East African country with so many women in academia and political positions. She also encouraged the women to ensure that they influence some of the policies that directly affect girls and women such as age limit when it comes to scholarship distribution, affirmative actions, and parenting. She encouraged them to get as many publications as possible, spoke about the importance of mentorship and joining networks. "Sometimes you have to offer your time to create impact..... Pave way for others behind you. Always reward yourself in whichever way that you love most. Be bold and strong. Encourage one another and don't give up."

## SECTION 6(A): SUCCESS STORIES FROM ALUMNAE

This section contains testimonies from three HERS-EA Alumnae who participated in pre-pandemic residential Academies:

**DR. JANE ADUDA AKINYI, JOMO KENYATTA UNIVERSITY OF AGRICULTURE & TECHNOLOGY (JKUAT), NAIROBI, CLASS OF 2018.**



She was a lecturer and head of department at the time of attendance, she is currently heading a mathematics program under the Pan African University program hosted at JKUAT.

*'It was a beautiful impactful experience with powerful presentations. The presentation from Professor Rhoda Wanyenze taught me to be resilient and be able to dare and believe that I can do something. During the COVID-19 pandemic, as the scientists were busy trying to fix problems, my research group offered our services to the Ministry of Health. We had a very successful and impactful experience. As a result, I received the Head of State commendation – which has opened new opportunities. I am glad that I dared and will continue to do so.'*

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



She was an assistant lecturer at the time of attendance, and she is currently an Associate Dean 'and rising'. .  
*'I had just completed my post-graduate degree and had only three publications. I listened to different people speak. I did not have PhD. I got inspired to enroll for a PhD. Networking has also inspired me. I have since collaborated with a HERS-EA Alum from Makerere University on a project. Grant writing training inspired me and enabled me to win two grants as principal investigator and I got a publication out of it. I got grants to sponsor my presentations. It was my first-time hearing about an elevator pitch. HERS-EA taught me to position myself for great things. Since the academy, I have had 5 peer-reviewed publications and I am managing two grants. I completed a graduate course that has improved my skills to supervise students and it has prepared me for management roles. I have submitted 3 abstracts, and currently have 2 manuscripts under review. When I lost my husband during COVID-19, I remembered the words of Dr. Maggie Kigozi during the training; her personal story helped me to cope with my loss. I wasn't receiving salary during the lockdown, so I decided to design a short course offered through my institution, which helped me financially and led to my promotion. I negotiated a new employment and a leadership position, and I was given that position – HERS taught me to be strategic and smart.'*

**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.'*

## **SECTION 6(B): WHAT FIFTH ACADEMY PARTICIPANTS SAID ABOUT THEIR EXPERIENCES AS PART OF THEIR EVALUATIONS.**

*'HERS is a great leadership space and opportunity. This has increased my awareness about the barriers in HEIs and how to overcome them. We networked and explored collaborative opportunities.'*

*'Learning about economic empowerment alongside career development stood out for me. We pledge to be brand ambassadors of this program.'*

*'HERS opened our eyes to see that we can be leaders and create impact as women. The topics spoke a lot to me.'*

*'The alumnae success stories were eye-openers. I promise to make attempts on grant writing after this training. We must be multi-taskers and should oil the wheel of life.'*

*'I am looking forward to collaborations. I learnt the importance of publishing. The challenges that I am facing are not unique. I now have a support system! People who shared their experiences were inspiring.'*