



HERS-EA SIXTH ACADEMY REPORT

Theme: "And Still I Rise" (Maya Angelou, 1978)

HERS-EA acknowledges Alliance for African Partnership - Michigan State University, Makerere University, and Center for Gender in Global Context - Michigan State University

FOREWORD FROM MS. NAOMI LUMUTENGA, HERS-EA EXECUTIVE DIRECTOR AND CO-FOUNDER

Dear Friends,

As on previous occasions, I, once again, welcome you to this year's (Sixth) Academy Report. I apologize for the delay in sharing it and, I hope, that does not in any way dampen the content that is as inspiring as always. The buzz in the room, at Grand Global Hotel, and the energy felt from those who joined us virtually reminds us why my colleagues and I continue to give all that we have to this cause, till we drop! Our theme of 'Still I rise', from the phenomenal Maya Angelou's poem instills a steely stubbornness in us, when we get knocked by words, demeaning looks and actions. Yes, we fall at times, but, like air, we rise and rise again! One of the strengths of our Academies is how much we all gain from hearing personal stories of the women we look up to who have been knocked, at times fallen but, still, they rise.



The Sixth Academy, sponsored by the Alliance for African Partnerships (AAP) from Michigan State University, was made possible through a successful leadership project led by Dr. Elizabeth Nansubuga of Makerere University, an alum of the Fifth Academy. Dr. Nansubuga's project exceeded expectations, securing funding for the Sixth Academy and fostering collaboration with AAP-affiliated institutions. Her success story is a source of inspiration for new participants to join the Seventh Academy and encourages alumnae to revisit their leadership projects, leveraging HERS-EA's ongoing support and funding networks. Details of the Sixth Academy can be found in the following sections of this report.

Anticipating the Seventh Academy, coinciding with HERS-EA's 10th anniversary, promises to be exceptional. The upcoming program, with registration opening in January 2024 (check our website), will focus on core themes of Personal Development, Institutional Development, and Networking. Additionally, it will feature activities highlighting HERS-EA's impact and integrate lessons in redefining women's leadership.

On behalf of the hardworking HERS-EA team, I thank you for your support and count on you, as we enter the second decade of our rewarding work. I look forward to welcoming you at one or more of our forthcoming events.

Wishing you a happy and prosperous year ahead.

Naomi Watasa Lumutenga
Executive Director, HERS-EA

SECTION 1: INTRODUCTION

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

Prof. Margaret Khaita provided participants with a concise overview of HERS-EA, its inception, objectives, and achievements since its establishment in 2014. Affiliated with HERS Denver, Colorado, USA, and inspired by the milestone of HERS celebrating 50 years of advancing women's leadership in higher education institutions (HEIs), including Africa, she emphasized HERS-EA's primary goal of increasing women's representation in leadership positions at East African HEIs to at least 50%. Prof. Khaita recognized the broader objectives of HERS-EA, aiming to advance women's leadership at all levels, from grassroots to students in schools or those who have left education and returned.



She defined the multi-tiered curriculum of HERS-EA and traced its origins as a leadership project initiated by three Ugandan women in the diaspora, namely Ms. Naomi Lumutenga, Dr. Florence Wakoko, and herself, all alums of HERS Denver. She shared the journey of HERS-EA, starting with the planning meeting in October 2012, financially supported by Dr. Pius Kamau, a Kenyan medical doctor based in Denver, Colorado. The planning phase received additional support from male allies such as Prof. Barnabas Nawangwe, Prof. John David Kabasa, and Prof. John Opuda Asibo. She added that Prof. Stephen Kiama Gitahi – Vice Chancellor of University of Nairobi is the latest addition to the list of male allies. After two years of planning, the curriculum was developed with backing from eminent women in East Africa and logistical support from Makerere University's Gender Mainstreaming Directorate. She expressed gratitude to the allies and individuals who contributed to HERS-EA's success, highlighting the ongoing support from Makerere University and the role of various influential women in shaping the organization's trajectory.

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

During the welcome remarks, **Prof. Barnabas Nawangwe** extended congratulations to HERS-EA's Founder and Board Chair, Prof. Margaret Khaita, and Co-founder and Executive Director, Ms. Naomi Lumutenga, commending their unwavering commitment that has empowered numerous women since the organization's establishment in 2014. He highlighted the university's recent efforts in promoting gender equality, particularly in the appointment of Deans, where five out of seven were women, emphasizing their intention to continue this trend through a revised Gender Mainstreaming policy that may include

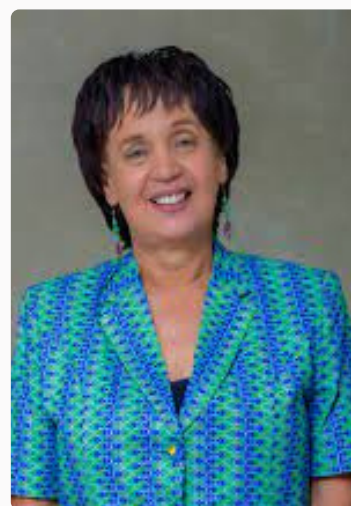


quotas for women in leadership roles. Prof. Nawangwe also acknowledged Prof. Khaita's nomination for the 2023 Excellence in Community Partner Engagement Award, recognizing her impactful work with HERS-EA, reinforcing the importance of community engagement in research endeavors.

In the same context, the Vice Chancellor expressed gratitude to Prof. Maggie Kigozi, a long-term supporter of HERS-EA, for delivering the keynote address. He emphasized the significance of HERS-EA's mentoring efforts for women leaders and encouraged the organization to conduct a tracer study of its alumnae to assess the lasting impact of their programs. Prof. Nawangwe highlighted the importance of community involvement in research endeavors, stating that research gains true meaning when it contributes to improving the conditions of the local community.

THE KEYNOTE ADDRESS FROM PROF. MARGARET KIGOZI, CHANCELLOR, PENTECOSTAL UNIVERSITY

In her keynote address at the HERS-EA Sixth Academy, **Prof. Maggie Kigozi**, a former medical doctor and former CEO at Uganda Investment Authority turned businesswoman, shared her remarkable life journey, highlighting the great role of her parents' love and her medical degree in shaping her confidence and career. Emphasizing the significance of education, particularly her medical degree from Makerere University, she talked about its transformative power, that later enabled her to navigate political turbulence and secure employment in different countries. Prof. Kigozi encouraged women to focus on meaningful battles, engage in sports for health and sociability, embrace diverse religious beliefs, contribute to NGOs, and expand their networks. At 72, she embodied the theme 'And Still I Rise,' emphasizing her commitment to effecting positive change, notably as the Board Chairperson of the Makerere University Endowment Fund, urging alumnae to support the fund and give back to their alma mater.



During her address, Prof. Kigozi also stressed the importance of prioritizing children's education and introduced Ms. Jackie Nansubuga, a successful businesswoman and Makerere alumna, who shared insights on entrepreneurship. Ms. Nansubuga advised participants to choose great partners, nurture personal visions, cultivate growth mindset, prioritize honesty and integrity, work hard, accept criticism, and persevere. The combined messages from both speakers resonated with the Academy's theme, encouraging women to rise above challenges, prioritize education, contribute to positive change, and excel in their respective fields.

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

GENDER MAINSTREAMING: SITUATION ANALYSIS OF MAKERERE UNIVERSITY (Mak), MS. SUSAN MBABAZI, ACTING DEPUTY DIRECTOR, GENDER MAINSTREAMING DIRECTORATE, MAK

In her presentation, **Ms. Susan Mbabazi** offered a comprehensive overview of the gender mainstreaming program at Makerere University, tracing its evolution from a historical lack of female students or staff to the establishment of the School of Women and Gender Studies. Highlighting milestones, she noted the key role of the Senate Committee on Gender Mainstreaming, which later became an independent directorate in 2010. Ms. Mbabazi emphasized the directorate's mandate in implementing key university policies, particularly those against sexual harassment and gender equality, emphasizing strategic focus areas such as



curriculum incorporation, secure environments, gender-responsive research, and promoting women's participation in decision-making organs. Aligning with HERS-EA's goals, she outlined the gender imbalances at Makerere University, attributing challenges to stereotypes, organizational culture, and policy inconsistencies. She proposed strategies for advancing women in leadership, including redefining leadership norms, institutional transformation, self-positioning, and fostering supportive partnerships.

Ms. Mbabazi concluded by echoing the theme of the HERS-EA Sixth Academy, "AND STILL I RISE," emphasizing the importance of mutual support among participants to overcome institutional and personal barriers to leadership positions. She stressed the need for collaborative efforts to empower women in rising beyond challenges and achieving leadership roles.

NAVIGATING GENDER STEREOTYPES, SEXISM, & SEXUAL HARASSMENT IN HEIs, DR. TABITHA MULYAMPITI, ASSOC. PROF., SCHOOL OF WOMEN & GENDER STUDIES, MAKERERE UNIVERSITY

Dr. Mulyampiti addressed the pervasive issue of gender stereotypes in workplaces, emphasizing how these stereotypes contribute to the legitimization of inequalities between men and women. She highlighted the concern that competent women often face limited opportunities for career development compared to men, leading to underrepresentation in administrative positions and occupational segregation. Dr. Mulyampiti stressed the need for workplaces to recognize and address gender bias, which goes beyond stereotypes and encompasses deliberate unfair practices, such as giving assertive women derogatory nicknames and restricting women to certain roles.



She also discussed the phenomenon of assigning deputy roles to women even when breaking through, attributing it to ingrained gender bias. She urged leaders to acknowledge gender bias whenever it occurs, emphasizing the importance of recognizing the risks male allies take to support women. In her closing remarks, she called for a change in attitudes about gender in workplaces, advocating for open-mindedness and the implementation of anti-discrimination policies. Following her presentation, a breakout session facilitated by Professor Margaret Khaita and Ms. Naomi Lumutenga allowed participants to share personal experiences of gender stereotypes and propose interventions, fostering vibrant discussions on the topic.

SETTING UP A GRANTS OFFICE & SUPPORT SERVICES, PROF. SYLVIA NANNYONGA TAMUSUZA, HEAD OF GRANTS ADMINISTRATION & MANAGEMENT SUPPORT UNIT, Mak

A Professor of music and a Mak Senate Member, **Prof. Tamusuza**, the only female Professor of Music in Uganda and a returning learner, introduced the Grant Administration and Management Support Unit (GAMSU) at Makerere University as a central hub for coordinating and supporting grant administration and management. Established in accordance with the Makerere University Grants Administration and Management Policy 2020, GAMSU aims to create a comprehensive framework for grants mobilization and management, emphasizing interdisciplinary research collaboration. Its objectives include facilitating grant application capacity-building, managing grant calls, renewing university registrations on funding platforms, and promoting awareness of grant administration and management within different university units. Prof. Tamusuza spoke about the evolving trend of funding agencies favoring team-based grants for interdisciplinary research, necessitating the establishment of GAMSU to provide essential support services.



The Grant Administration and Management Support Unit, as highlighted by Prof. Tamusuza, is dedicated to the oversight and monitoring of grant awards, encompassing project resources, activities, and results. Prof. Tamusuza clarified that the grant process involves meticulous administration and management, which may extend to the distribution of grants depending on the nature of the grant office. She emphasized that grants are not charitable gifts but financial allocations with attached obligations. Prof. Tamusuza concluded her presentation by sharing GAMSU's vision and mission, urging participants to adopt a strategic, resilient, and goal-oriented approach for optimal success in grant administration and management.

EVIDENCE BASED COMMUNITY ENGAGEMENT- COLLABORATIONS BETWEEN HEIs AND NGOs, DR. IRENE NAIGAGA, REGIONAL PROGRAM MANAGER, AFRICA ONE HEALTH UNIVERSITY NETWORK (AFROHUN)

Dr. Irene Naigaga, an alumna of HERS-EA and Regional Programme Manager at AFROHUN, emphasized the importance of visionary leadership, urging leaders to remain steadfast even in challenging times. She advocated for collaborative leadership, stressing the significance of respecting diverse disciplines and fostering collaboration across sectors. Dr. Naigaga highlighted the attributes of a 21st-century leader, emphasizing the need for a purpose-driven focus, awareness of global trends, and an innovative mindset to address complex challenges effectively. She stressed the vital role of collaboration between Higher Education Institutions (HEIs) and Non-Governmental Organizations (NGOs), citing their critical partnership in knowledge transfer, sustainability promotion, and shaping educational systems. Dr. Naigaga concluded by recommending a competence-based approach to education, promoting an open-minded workforce capable of breaking cycles and adapting to future challenges.



EVIDENCE BASED COMMUNITY ENGAGEMENT- COLLABORATIONS BETWEEN HEIs AND NGOs, MS. TERESA OMONDI ADEITAN, DEPUTY EXECUTIVE DIRECTOR, FORUM FOR AFRICAN WOMEN EDUCATIONALISTS (FAWE)

Ms. Teresa Omondi Adeitan, a human rights lawyer specializing in Children and Women's Rights, has dedicated nearly 18 years to the Forum for African Women Educationalists (FAWE), a pan-African NGO founded in 1992. FAWE's mission is to promote girls' and women's education in 34 sub-Saharan African countries, focusing on advocacy, demonstrative interventions, and research. Ms. Adeitan highlighted FAWE's initiatives, including enrolling and retaining girls in schools through scholarships, STEM programs, and entrepreneurial skills across sub-Saharan Africa. Emphasizing the connection between women's leadership and supporting girls in education, FAWE introduces leadership models as early as secondary school, fostering quality and gender-responsive education. The organization encourages teachers to address factors affecting girls, promotes student advocacy against educational inequalities, and provides comprehensive scholarships to girls who dropped out. FAWE collaborates with Higher Education Institutions (HEIs) through joint research, advocacy, and partnerships. Ms. Adeitan concluded by outlining FAWE's commitment to overcoming institutional and personal barriers for women's leadership, advocating for girls' education, providing increased educational opportunities and scholarships, and supporting women's leadership forums such as the HERS-EA, Forum for women vice-chancellors in Africa, and university mentorship events.



THE POWER OF MENTORING, MS. NAOMI LUMUTENGA, EXECUTIVE DIRECTOR OF HERS-EA

Ms. Naomi Lumutenga initiated her discussion by elucidating the concept of mentoring, distinguishing it as a facilitative role with the primary goal of aiding the mentee's learning through independent thinking and problem-solving. She highlighted the contrast between informal and formal mentorship, citing examples like social clubs and peer mentoring for the former. Stressing the importance of a professional agreement, she explained that mentorship involves setting clear objectives and milestones collaboratively. Ms. Lumutenga delineated the stages of mentorship, encompassing procedural agreement, confidentiality, and psychological agreement.



Additionally, she explained the distinctions between mentoring and coaching, detailing key skills and values essential for effective mentorship, such as the ability to exert influence, intrinsic motivation, and self-drive.

With an insightful African proverb, "if you need direction to a place, ask those who are coming from there," Ms. Lumutenga provided the rationale for mentorship among women in Higher Education Institutions and Studies (HEIs). She emphasized the role of mentors in offering career role models, guidance for work-life balance, and overall career support. The responsibilities of mentors, as outlined by Ms. Lumutenga, include clarifying expectations, guiding goal setting, encouraging strategic thinking, providing networking opportunities, and redirecting mentees toward achieving results. She concluded by shedding light on the evolving landscape of virtual mentorship, emphasizing its importance in the contemporary professional world.

LEADING AND MANAGING CHANGE IN HEIs, DR. JULIE JORDAN, VICE PRESIDENT FOR RESEARCH AND ECONOMIC DEVELOPMENT, MISSISSIPPI STATE UNIVERSITY, USA

Dr. Julie Jordan addressed the dynamic challenges facing Higher Education Institutions (HEIs), driven by technology, global issues, and geopolitical shifts. She highlighted the necessity for leaders to navigate the complexities of managing institutions effectively in the context of remote work, especially considering discussions around fairness in this post-pandemic era. Dr. Jordan emphasized the changing landscape of scientific communication accelerated by the pandemic, where rapid data collection challenges the traditional pace of scientific discovery. This adaptation emphasized the leadership's role in balancing health risks and economic realities



amidst uncertainty. Additionally, she spoke about the importance of resilience for HEIs, urging leaders to address shifts in labor supply, power competition, and the impact of restrictions on research. Dr. Jordan advocated for open scholarship, shared collaborations, and the protection of

intellectual property in alignment with national security. She urged leaders to consider the integration of online learning and artificial intelligence in workforce planning, emphasizing the need for diverse and inclusive cultures in research development.

In conclusion, Dr. Jordan provided strategic leadership advice, emphasizing the importance of actionable and adaptable plans. Leaders were encouraged to seek like-minded allies, implement solutions from diverse sources, and view plans as dynamic processes rather than static documents. She urged participants to map their career advancement, propose new responsibilities to administration, and engage with a group of like-minded individuals to identify opportunities for personal and institutional growth. Dr. Jordan emphasized the proactive and adaptive nature of effective leadership, encouraging continuous reflection and collaboration in the ever-evolving landscape of Higher Education.

**GLOBAL NORTH - SOUTH PARTNERSHIP, DR. RAJALAKSHMI NADADUR KANNAN
ASSISTANT DIRECTOR OF RESEARCH CENTER FOR GENDER IN GLOBAL
CONTEXT(GenCen), MICHIGAN STATE UNIVERSITY**

Dr. Rajalakshmi Nadadur Kannan, with a focus on faculty research support and development, global partnerships, and gender expertise, introduced GenCen as a hub for gender and sexuality research. Describing it as an interdisciplinary research home within international studies and programs, she outlined GenCen's mission to advance social change through connecting scholars, students, and community stakeholders with feminist knowledge. Dr. Kannan presented the concept of the global North and South, acknowledging its controversial nature, and emphasized its significance in highlighting economic disparities between developed and developing nations.



She introduced Transboundary Research Collaborations (TRCs) as a specific form of global collaborative research that transcends economic, social, and cultural borders. Dr. Kannan clarified that TRCs go beyond conventional boundaries, involving collaborations across disciplines, expertise, and geographical locations. These collaborations often include universities or research institutions from both the Global North and Global South, engaging in activities such as joint research, exchanges, networking, publishing, and policy advocacy. However, she also addressed the challenges within TRCs, pointing out how power distribution, structural asymmetries, unspoken assumptions, and operational constraints can impact equity and ethics. Dr. Kannan's presentation shed light on the complex dynamics of trans-boundary research collaborations and the importance of navigating ethical challenges for meaningful and equitable outcomes.

SECTION 3: PERSONAL DEVELOPMENT

INTRODUCTION TO GRANT WRITING, *PROF. RHODA WANYENZE, DEAN, SCHOOL OF PUBLIC HEALTH, MAKERERE UNIVERSITY*

Prof. Rhoda Wanyenze provided a thorough overview of grant writing, highlighting it as a skill that demands significant time and effort. She discussed the classification of grants based on funding agencies and outlined the preparation process for grant applications, emphasizing the complex nature of grant management. Prof. Wanyenze stressed the importance of grant writing, noting its role in enhancing individual and institutional profiles, fostering career growth, and supporting research and publication. She encouraged participants to persist despite the relatively low success rate of winning grants, advising them to seek mentorship from experienced grant writers. Prof. Wanyenze emphasized the significance of collaboration, particularly in securing group grants, and offered valuable guidance on creating compelling proposals aligned with the funder's mission, demonstrating the feasibility of the proposed approach and the team's capability.



Prof. Wanyenze emphasized practical strategies for successful grant writing, urging participants to collaborate with experienced individuals and explore diverse grant opportunities. She cautioned against fixating on specific grants and discussed packaging a persuasive grant proposal, emphasizing key elements like letters of support, contact persons, publications, and effective communication. She also highlighted the potential consequences of poor grant management, including blacklisting by funding agencies. Professor Wanyenze concluded by outlining key elements of grant proposal style, providing essential insights to enhance participants' grant writing skills and improve their chances of success in this competitive field.

HOW TO SEARCH FOR ACTIVE GRANTS, *DR. JUDY MIELKE, FOUNDER, SCIENTIFYRESEARCH, IN SWEDEN*

Dr. Judy Mielke addressed prevalent myths about research funding, dispelling misconceptions such as the belief that only Google can uncover funding opportunities or that national funders exclusively support their own citizens. Contrary to these myths, she encouraged participants by highlighting that national funders often support projects both within and beyond their borders. Dr. Mielke also emphasized that the competitiveness of grant applications should not deter researchers from applying, as funders may face varying application volumes.



Moreover, Dr. Judy Mielke provided valuable insights into what makes research funding information accessible, including open access, relevant and timely notifications, and the existence of research funding databases. She explained the benefits of utilizing scientific research funding databases, such as the ability to save opportunities, receive daily updates on potential grants, and access the database from anywhere in the world. Dr. Mielke concluded by pointing out that sources of research funding can come from various entities, including home institutions, national funders, learned societies, and foundations. Her presentation aimed to empower participants with the knowledge and tools to navigate the research funding landscape more effectively.

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

Ms. Shauncey Hill led a comprehensive discussion on the intricacies of budgeting, emphasizing its importance as a financial description of a proposed project. She explained the significance of a strong budget, linking its quality to the overall strength of a proposal, and advised participants to thoroughly read the Request for Applications (RFA) guidelines before crafting the budget. Ms. Hill talked about practical considerations, such as the avoidance of inflated numbers, lump sums for activities, and the careful negotiation of costs if the allocated budget seems inadequate. Her guidance extended to justifying each cost in the project, making the budget easily understandable for reviewers, and demonstrating a clear link between the budget and the proposal. Additionally, Ms. Hill addressed the need for a separate tab for activities and objectives, and she offered valuable insights into creating an effective budget narrative.



In the second part of her presentation, Ms. Hill shared examples of support documentations and emphasized the importance of documenting any negotiations about costs. She concluded by offering to share sample budget templates with HERS-EA Alums after the Academy, providing a practical resource for participants to apply the concepts discussed in their future endeavors. Overall, Dr. Hill's session equipped participants with essential knowledge and practical tips for developing strong and effective budgets in the context of grant proposals.

NAVIGATING THE POLITICAL ENVIRONMENT AND ACHIEVING CONSENSUS IN HEIs, DR. MEGHAN MILLEA, PROFESSOR, EAST CAROLINA UNIVERSITY, USA

In her presentation titled "Navigating the Political Environment and Achieving Consensus in Higher Education Institutions," **Dr. Meghan Millea**, Professor of Economics at East Carolina University, highlighted the transformative impact of COVID-19 on the nature of work. The pandemic prompted a deconstruction of tasks into dimensions such as synchronous/asynchronous, collaborative/independent, place-bound/remote, and generalizable/specialized. The workforce adapted to new technologies and virtual meeting dynamics, leading to discussions on return-to-work, work-from-home, and hybrid models. Dr. Millea emphasized potential opportunities for women, including increased work/time flexibility, while also acknowledging challenges, such as the impact on relationships, hierarchy dynamics, and expectations, especially during the pandemic's work-life balance challenges. In the context of Higher Education Institutions, she discussed the implications of hierarchical structures, majority rule, and consensus decision-making, emphasizing the need for inclusivity and consensus-building to promote women and minority voices within academia.



Dr. Millea provided practical steps for individuals seeking to influence Higher Education Institution culture, outlining a process involving preparation, gaining diverse perspectives, proposing solutions, presenting well-constructed arguments, and exercising patience. The overarching message was that, amidst the evolving nature of work, consensus-building and inclusivity are key in fostering positive cultural changes within Higher Education Institutions, amplifying the voices of women and other underrepresented groups.

PUBLISH OR PERISH, PARTS 1 & 2, TIPS, PROF. RHODA WANYENZE & PROF. MARGARET KHAITSA

In **Prof. Rhoda Wanyenze's** presentation, she shared the crucial role of knowledge translation and dissemination in ensuring that researchers' work has a tangible impact on decisions and actions across various development sectors. Emphasizing the need for evidence of impact beyond mere publication, she highlighted the importance of mapping and engaging with users, particularly policy makers, who are the ultimate consumers of research. Professor Wanyenze provided a comprehensive guide on effective publication planning, emphasizing that this process should commence during the research design phase. Participants were guided through the steps of developing a scientific manuscript, including formulating key messages, aligning results with methods, selecting appropriate journals, adhering to standard guidelines, and completing



essential checklists before submission. She stressed ethical considerations, the importance of transparency, and the need to avoid redundancy in reporting methodologies throughout the manuscript.

In the concluding segment, Professor Wanyenze offered practical advice on constructing impactful abstracts and titles that convey the main message, addressing rejections and reviewers' comments, determining authorship inclusion, and providing opportunities for all participants in the research. She underscored the significance of transparency in reporting and maximizing the potential of research. Professor Wanyenze's presentation left participants equipped with valuable insights into the holistic process of impactful knowledge dissemination and publication.

Prof. Margaret Khaita led a presentation focused on navigating predatory journals, encouraging participants to share their experiences and fostering collaboration. Discussions revolved around overcoming challenges in publishing within tight deadlines. Prof. Khaita stressed the importance of utilizing university library resources and guided participants in repackaging their work for submission to reputable journals. She provided a detailed overview of different journal guidelines to empower informed decision-making. In the concluding part, Professor Khaita analyzed leadership projects submitted by participants, highlighting the peer review process and offering immediate feedback for abstract improvement. Participants were urged to utilize HERS-EA for proposal development, with an emphasis on leveraging social capital to connect with potential funders. The session concluded with attendees equipped with practical tips, a deeper understanding of authentic journals, and valuable insights into effective project development and funding strategies.

DEVELOPING A CAREER MAP, PARTS I & 2, DR. JUDITH WHITE, PAST PRESIDENT, HERS, USA

Part I: Creating Work Plan and Action Plans

Dr. Judith White explained the significance of considering a career goal not only in terms of personal aspirations but also in the context of the impact and contribution one aims to make. She emphasized the need to enjoy the journey while designing a career map and suggested that planning for change is crucial to sustaining career milestones. Dr. White outlined the steps for developing a career map, starting with setting an original plan, followed by regular reviews of the set goals within a designated timeframe, and then taking actions to achieve the identified career stages. She



provided reasons for each step, highlighting the importance of adaptability and intentional planning in career development.

During her presentation, Dr. Judith White engaged participants in a practical exercise involving the development of their career maps within a specified time frame ranging from 2 days to 2 months. This hands-on approach allowed participants to actively think about and articulate their career goals before discussing the most effective ways to structure their plans. The practical sub-themes explored included designing a career plan, managing conflicting family and career goals, prioritizing and realigning career plans, addressing the challenges posed by the pandemic, focusing on growth stages, strategizing goal achievement with a timeline, and conducting a SWOT analysis of one's life and career. Dr. White's approach provided practical insights into effective career mapping and encouraged participants to consider various aspects of their personal and professional lives in the planning process.

Part II: Developing a career map.

In the second part of developing a career map, participants refined the two-month career maps created in the initial phase. Dr. Judith emphasized the importance of deriving enjoyment from one's career pursuits and urged participants to develop action plans to achieve their milestones. She advised them to factor in breaks, align with social and family cycles, and maintain key connections established during the program. Participants solidified the three career stages and corresponding timeframes during paired breakout sessions. Group discussions revealed the significance of assigning specific dates to each plan and identifying individuals or institutions that would aid in accomplishing those plans. This approach was deemed vital, as attaching dates to goals facilitated the determination of how and when to address them. Dr. Judith emphasized the need to avoid taking on more than one can handle, promoting effective goal attainment.

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

Ms. Lillian Katiso's presentation focused on empowering professional women to turn their passions into successful businesses while simultaneously advancing their careers. She emphasized the importance of holistic empowerment for women in leadership positions, highlighting economic empowerment as a transformative force. Ms. Katiso encouraged women to define their ideas independently, resist conformity to others' opinions, and build a strong support system aligned with their life goals. She stressed the significance of personal growth through continuous learning, self-leadership, and awareness of activities that energize individuals beyond monetary compensation. Effective goal-setting, according to Ms Katiso, involves deliberate strategies and a clear vision of one's desired outcomes.



In addressing personal finance, Ms. Katiso emphasized the importance of budgeting, cautioning against a focus solely on expenditures while neglecting income generation. Drawing from her experience with a successful gardening business, she shared insights on supplementing income through additional streams and discussed growing savings and financial investments. Ms. Katiso reminded participants that increasing income may require sacrifices and disciplined financial management. She encouraged individuals to turn their passions into profitable ventures, cultivate meaningful relationships with family and friends, prioritize self-care, and stay active for a purposeful life. She concluded by emphasizing the importance of maintaining a support system and placing one's self higher on the priority list in order to promote overall well-being and stress reduction.

A CASE STUDY OF ECONOMIC EMPOWERMENT ALONGSIDE CAREER DEVELOPMENT, DR. DOROTHY NAMPANZIRA, DIRECTOR, LIVESTOCK INDUSTRIES & SENIOR LECTURER, MAKERERE UNIVERSITY

Dr. Dorothy Nampanzira, an alumna of HERS EA, shared her experience in successfully venturing into an income-generating project alongside her professional career. She owns a chick breeder farm and hatchery enterprise, selling day-old chicks to poultry farmers. Recognizing the financial challenges professionals often face, especially leading up to and during retirement, she emphasized the importance of diversifying income sources. Dr. Nampanzira attributed her success to a combination of passion and technical knowledge in developing a high-quality product. However, she acknowledged that technical expertise alone wasn't sufficient, leading her to acquire additional business skills through education. She and her husband, both accomplished professionals, learned to manage money, handle debts, understand cash flow, and navigate assets and liabilities.



Dr. Nampanzira offered valuable personal lessons learned from balancing family business with career development. She stressed the significance of unlearning some academic analyses, accepting mistakes as part of the business journey, and establishing effective systems managed by experienced individuals. Advocating for the use of other people's time and money, she highlighted the importance of employing experts and allowing money to work for you through good debt. Dr. Nampanzira advised on the importance of diversified income sources, emphasized the need for a balance sheet, and suggested various investment vehicles, including business, passive investments, unit trusts, and real estate. She emphasized the crucial role of planning, controlling spending habits, and minimizing debt to build assets and secure financial stability. Her insights encouraged professionals to take proactive steps in planning their financial lives, assuring that safe money markets for investment exist despite fears and hesitations.

LEADING WITH JOY: PRINCIPLES & PRACTICES TO ADVANCE WELL-BEING IN CHANGING TIMES, DR. LORI DIPRETE BROWN, DIRECTOR, 4W WOMEN, & WELLBEING INITIATIVE, SCHOOL OF HUMAN ECOLOGY UNIVERSITY OF WISCONSIN-MADISON, USA

Dr. Lori Diprete Brown discussed the concept of wellbeing, drawing on Dodge et al.'s (2012) definition as the equilibrium between an individual's resource pool and the challenges they face. While acknowledging the absence of a universally agreed-upon definition, she highlighted common elements such as positive emotions, life satisfaction, and positive functioning. Dr. Brown emphasized that for leaders, especially women in higher education institutions (HEIs) and large organizations, wellbeing is crucial and involves achieving balance in body, mind, and spirit. Leaders, according to her, should strive for positive emotions, engagement, meaningful relationships and a sense of accomplishment to foster a positive well-being. She introduced the concept of Centered Leadership as a model that focuses on building physical, intellectual, emotional, and spiritual strength to drive personal achievement and inspire others. This model aims to help women develop the skills necessary for self-confidence and effective leadership, resonating well with their specific needs and experiences.



In the context of leadership and well-being, Dr. Brown addressed the under-representation of women in top leadership positions, highlighting the importance of encouraging all individuals with the intelligence, education, and commitment to lead. She stressed the need for a well-being model, like Centered Leadership, to guide professional women, especially those in HEIs, in understanding and sustaining successful leadership. Dr. Brown concluded by pointing out the challenges unique to women in the workplace, such as the potential to opt out, the double burden of motherhood and management, and the heightened emotional experiences. Centered Leadership, drawing on positive psychology, aims to address these challenges, providing a foundation for women to actively build the skills required for confident and effective leadership. She also briefly mentioned other well-being models, including the Feminist theory of women's leadership and the 4W life model of well-being.

SECTION 4: NETWORKING

Given the workshop's format, the networking session integrated virtual and physical participation. Prior to the Academy, participants received a template to structure their presentations, focusing on institutional and personal research areas as well as collaborative interests. The session aimed to offer a platform for participants to pinpoint potential collaborations, initiate networking, and commence the development of joint proposals. The representatives of the 2023 participating universities presented the priority collaboration opportunities outlined below.

Gulu University:

- Health and Innovations, community & Refugees
- Agriculture: Sustainable Development and Climate change
- Capacity building for Staff
- Students' exchange programs
- Gender issues in Teaching and Learning

Makerere University:

- Research and innovations
- Public health
- Climate Change
- Research proposals

Mbarara University of Science and Technology:

- Community development
- Teaching
- Research and innovations
- Technology

Meru University of Science and Technology:

- Tackling disparities: Quality Education, Social disparities, economic disparities, affordable health for all
- Tapping into Entrepreneurship: Addressing unemployment , model family businesses
- Securing our future: Mental wellness, 21st century technologies, food and water security, climate changes, infrastructure development, health and safety.
- Student and staff exchanges with international universities

Ndejje University:

- Research and innovation
- Teaching and community outreach
- Incubation center
- Civic engagement
- Mental health, business, renewal energy, engineering

Uganda Christian University:

- Renewable energy
- Exchange programs, especially in nursing and public health
- Curriculum development
- Agriculture, engineering and business
- Research, innovations and sustainability
- Community outreach

SECTION 5: SUCCESS STORIES FROM ALUMNAE

This section features testimonials from three accomplished alumnae who successfully completed the Higher Education Resource Services-East Africa (HERS-EA) Academy program. Their reflections provide valuable insights into their experiences and the impact the program has had on their professional and personal development.

DR. ELIZABETH NANSUBUGA, MAKERERE UNIVERSITY, CLASS OF 2022

In her presentation, **Dr. Elizabeth Nansubuga** expressed profound gratitude for the transformative impact of the HERS-EA Academy on her professional journey. She credited the program and the Founders of HERS-EA for empowering her to express interest in grant partnerships, leading to a successful grant from Alliance for African Partnership (AAP) in 2023, which, among other things, sponsored HERS-EA's 6th Academy and additional workshops. The collaboration with Michigan State University (MSU), facilitated by HERS-EA, significantly broadened her professional network. Dr. Nansubuga highlighted her groundbreaking election as the first female trustee at



Makerere University's Retirement Scheme, where she now serves as the chairperson of the Board of Trustees. She attributed her ability to navigate stereotypes in this role to the skills acquired at HERS-EA, inspiring her to become a mentor. The Academy's career mapping component fueled her aspirations to become a professor and pursue UN opportunities, resulting in three successful interviews and a dream to work for the UN in New York. Dr. Nansubuga's narrative serves as a powerful illustration of HERS-EA's impact on empowering women in academia, propelling them toward success in leadership roles and international arenas.

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

Dr. Anne Ndeke shared a collaborative initiative that emerged from the HERS-EA Academy in 2022. Following advice from Prof. Khaita, she, along with two colleagues who attended the Academy, embarked on merging their leadership projects to develop a unified proposal, currently a work in progress. During their discussions with female students, they identified significant challenges hindering academic progression, with sexual harassment emerging as a prominent issue involving both male students and lecturers. Recognizing the urgency, they advocated for initiating conversations about this concern from the first year of



students' enrollment in the university. Dr. Ndeke highlighted their proactive approach, how they are organizing a meeting with the Dean and seeking to engage with the university's gender unit to establish mentorship programs for female students. This collaborative effort reflects their commitment to addressing critical challenges through research while fostering a supportive environment for the academic advancement of female students at the university, at the same time.

DR. CATHERINE WANDERA, KYAMBOGO UNIVERSITY, CLASS OF 2017

Dr. Catherine Wandera, one of the youngest participants in HERS-EA's inaugural annual workshop in 2017, showcased an inspiring journey of personal and professional growth. Mentored by Prof. Mary Okwakol and empowered by the HERS-EA training, she confidently contested and won the position of Deanship at Kyambogo University, surpassing a male candidate. Dr. Wandera's swift implementation of a comprehensive 10-point plan included a strong emphasis on advancing gender diversity in STEM, particularly within engineering. Beyond the university, she advocated for collaborations with organizations dedicated to



promoting inclusivity and leadership opportunities for women. Inspired by an academic writing session during HERS-EA training, Dr. Wandera spearheaded the creation of a handbook on academic writing. Her transformative journey not only shows the impact of HERS-EA workshops but also exemplifies her dedication to empowering women and fostering diversity in STEM, setting a compelling example for positive change within academic environments.

SECTION 6: CLOSING REMARKS

CLOSING REMARKS FROM MS. NAOMI LUMUTENGA AND DR. GLORIA THOMAS, CURRENT PRESIDENT OF HERS, USA

Ms. Naomi Lumutenga expressed gratitude to all participants for completing the training and acknowledged the unwavering support of male allies, particularly Professor Barnabas Nawangwe and volunteers from HERS-EA. She highlighted the background of HERS-EA, initially outlined by Prof. Khaita during the opening ceremony, and discussed the adaptation of the curriculum to cater to the needs of women in East Africa, focusing on personal development, institutional development, and networking. Ms. Lumutenga explained HERS-EA's unique model that encourages women in higher education institutions (HEIs) to research and publish issues concerning grassroots women and their communities, fostering collaboration and partnership in research training and outreach.



Ms. Lumutenga highlighted HERS-EA's achievements, having successfully conducted five Academies that prepared 100+ women from nine countries and 20 HEIs for leadership roles. The Academy also trained a group of women for pro-bono mentoring, benefiting over 50 households in Eastern Uganda's grassroots communities. Despite challenges like slow government and HEI support, and limited resources, she emphasized HERS-EA's commitment to gender mainstreaming. She announced upcoming workshops, highlighting the 2023 Academy's theme, "AND STILL I RISE," addressing professional barriers for women, career planning, self-awareness, collaboration, economic empowerment, and skills development in grant writing and research publishing. She welcomed participants to the HERS-EA sisterhood, promoting empowered professional women who, in turn, empower others, concluding with an inspirational slogan urging participants to leverage their professional strength for a positive community impact.

Dr. Gloria Thomas, the guest of honor at the Closing Ceremony of HERS-EA's sixth Academy, delivered an inspirational speech congratulating participants and encouraging them to reflect on their experiences. She expressed gratitude to Dr. Judith White for her continuous support towards HERS Network and assured ongoing collaboration between HERS-US and HERS-EA. Dr. Thomas emphasized the importance of developing a strategic career plan, encouraging participants to revisit and update it annually, incorporating 2, 3, and 5 year plans for career, life, and family. She urged participants to include those significant to them in the



planning process and to seek professional opportunities within their institutions for personal growth. Dr. Thomas highlighted key takeaways from the Academy, stressing the significance of supporting other women and quoting the former US secretary about the importance of women helping each other. Additionally, she emphasized the importance of self-care for sustaining physical, social, and mental well-being in advanced leadership roles. Dr. Thomas concluded her speech by providing tips for success, including becoming ambassadors for HERS-EA, participating in opportunities connecting with institutional leaders, and leveraging the networks established through the HERS-EA Academy for continued professional growth.