



REPORT

THE UGANDA VICE CHANCELLORS' FORUM LEADERSHIP WORKSHOP

Held On 4TH – 5TH APRIL 2024
At The Best Western Hotel- Entebbe

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1.0 Introduction

Against the backdrop of numerous challenges facing Higher Education institutions in Uganda, a UVCF (Uganda Vice Chancellors' Forum) Leadership Training Workshop was organized and held on 4th and 5th April 2024. The training workshop aimed to address critical issues in managing Higher Education to foster transformative leadership within the sector. Emphasizing the critical role of leadership in ensuring quality education, the workshop underscored the need for visionary leaders equipped with strategic foresight amidst Uganda's evolving Higher Education landscape.

Through this initiative, the UVCF sought to empower Vice Chancellors with the skills and perspectives necessary to lead effectively and drive positive change within their respective institutions and across the broader education ecosystem in Uganda. The following report provides an overview of the workshop proceedings, key discussions, outcomes, and resolutions emerged during this transformative event. The 2-day training workshop hinged on the theme: Strategic Leadership and Collaboration for day one, and Quality Assurance, Accreditation and Student Success for Day two. The programme of the workshop has been appended as appendix ii.

1.1 Participation:

The UVCF Training Workshop held on 4th and 5th April 2024 witnessed a large attendance of key stakeholders from Uganda's Higher Education sector. The participants included Vice Chancellors representing both private and public universities and other degree awarding institutions, deputy Vice Chancellors, university academic registrars, and representatives from the Inter University Council for East Africa (IUCEA). This diverse representation ensured a comprehensive dialogue on critical issues affecting the sector, fostering collaboration and knowledge-sharing among leaders and decision-makers. The collective engagement of the mix of Vice Chancellors' underscored a shared commitment to advancing the quality and relevance of higher education in Uganda, setting the stage for impactful initiatives and strategic interventions to address emerging challenges and opportunities in the sector.

2.0 Remarks:

The UVCF Training Workshop commenced with insightful remarks from distinguished leaders within the Uganda Vice Chancellors' Forum (UVCF). The opening remarks were delivered by the UVCF Chairperson, and the UVCF Executive Director. These opening remarks served to inspire and mobilize participants towards a collective vision into the objectives of the Training Workshop.

2.1 Chairperson's Remarks:

The Chairperson's remarks were delivered by the Vice Chairperson Prof. John Mugisha who warmly welcomed the distinguished participants to the Training Workshop. He expressed his delight at seeing a diverse group of leaders from both private and public universities, including university academic registrars, deputy Vice Chancellors,



Figure 1: Prof. John Mugisha

and representation from the National Council for Higher Education (NCHE) and the Inter University Council for East Africa (IUCEA).

In his remarks, the Chairperson emphasized the theme of the workshop, "Strategic Leadership and Collaboration," highlighting the crucial role of visionary leadership in navigating the complexities of Uganda's higher education landscape. The Chairperson urged participants to engage in meaningful discussions, share best practices, and explore collaborative solutions that would empower them to lead effectively and inspire positive change within their respective institutions. He expressed optimism about the impact of the workshop and the outcomes that would result from the collective efforts of the participants.

The Chairperson concluded by thanking the participants for their commitment and participation in this important activity.

2.2 UVCF Executive Director's Remarks

The UVCF Executive Director extended a warm welcome to all participants. He acknowledged that the gathering marked the first meeting since the UVCF Annual Conference in October 2023, where the Silver Jubilee of the Forum was celebrated, and he wished everyone a prosperous new year.

During his remarks, the Executive Director highlighted the progress made by UVCF in the past six months, with more members achieving Charter Status — a recognition of credible Higher Education delivery. He congratulated those institutions that attained this milestone.



Figure 2: Prof. Eriabu Lugujjo

The Executive Director emphasized the critical role of leadership in driving quality Higher Education, stating that the quality of education cannot surpass the caliber of its leadership. To address the challenges posed by Uganda's rapid Higher Education growth, he stressed the importance of strategic planning and navigating complex trajectories.

He articulated the need to cultivate "Possibility Thinkers" who can evolve into Imaginal leaders, capable of envisioning and shaping the future through imagination. He urged Vice

Chancellors and institution leaders to embrace a 'Future Ready' mindset, becoming creators of the future and instilling hope for what lies ahead.

The Executive Director encapsulated UVCF's role with a quote by Napoleon Bonaparte: **"Nothing great has ever been achieved without enthusiasm."** He encouraged participants to embrace enthusiasm and visionary leadership to drive transformative change in Higher Education. The Executive Director's remarks

set the stage for collaborative discussions and initiatives aimed at fostering strategic leadership and innovation within Uganda's Higher Education sector.

3.0 Presentations:

The UVCF Training Workshop featured a comprehensive series of presentations covering critical aspects of leadership and advancement in Higher Education. Topics included: Effective Leadership in Higher Education, Challenges and Opportunities in Leadership Specific to public and private institutions, Building Strategic Partnerships, Quality Assurance and Accreditation, Addressing Challenges in Student Recruitment and Retention, Strategies for promoting student success, Sharing Experiences from YMCA, and Leveraging Technology for Academic Advancement. These presentations provided participants with valuable perspectives and actionable strategies to enhance institutional excellence, foster collaboration, and address key challenges facing Higher Education in Uganda. The diverse range of topics underscored the complex nature of leadership within the sector and emphasized the importance of continuous learning and innovation in driving positive change and student-centered outcomes.

3.1 Effective Leadership in Higher Education by Dr. Felix Andama

Dr. Felix Andama in his presentation began by highlighting the four cardinal pillars for a country's sustainable development: Education and Training, Research and Innovation, Consultancies, and Community Engagements. Dr. Andama then discussed key concerns within Higher Education Institutions (HEIs) and emphasized the critical need for effective leadership to address these challenges.

The presentation also explored five essential leadership models applicable to HEIs, illustrating how different leadership styles can impact institutional success and growth. Dr. Andama further explained the key

determinants of effective leadership within HEIs, emphasizing the need to: Develop Strategic Management Capacity; Develop Talent Management Capacity; Develop People Management Skills; Adopt the appropriate Leadership Style; Invest in Personal Development; and Develop Personal Management Skills.

In concluding his presentation, Dr. Andama emphasized that leadership in Higher Education is about sculpting a harmonious team from diverse minds rather than molding everyone into a single shape. This sentiment underscores the importance of inclusive and visionary leadership approaches that foster collaboration and innovation within academic institutions.



Figure 3: Dr. Felix Andama

Dr. Andama's presentation provided valuable insights into the multifaceted nature of effective leadership in Higher Education, offering practical strategies and perspectives to guide participants in further discussion. The participants discussed and made the following comments regarding the presentation on Effective Leadership in Higher Education:

- i. *Sabbaticals and Government Support*: Participants raised the idea of implementing sabbaticals within institutions for personal and professional development. They questioned whether the government would support such initiatives to enhance skill development and innovation within Higher Education institutions.
- ii. *Focus on Ideological Issues and National Development*: Some participants appreciated the presentation but raised concerns about the focus on technicalities rather than higher-level ideological issues. They emphasized the importance of universities contributing to state-building and national development through fundamental ideological engagements and research, moving beyond lower-level thinking.
- iii. *Community Engagement and Land Ownership*: Participants highlighted the importance of community engagement and suggested that universities should interrogate land ownership, especially in the northern region, to facilitate development. They emphasized that community engagement should be a core function of universities for effective capacity-building and relevance.
- iv. *Context, and Leadership Interests*: Discussion points included the need for universities to align decisions with the operational context, and how leadership interests at different levels within universities shape leadership styles and priorities. In that regard, participants emphasized the importance of considering contextual dynamics when implementing leadership strategies within Higher Education institutions (HEIs). It was hence suggested that there was need to adapt leadership approaches based on specific institutional contexts and challenges.
- v. *Internal Organizational Policies and Leadership Wisdom*: in light of the above point, some discussion points focused on internal organizational policies and leadership interests, emphasizing the role of wisdom in effectively managing institutional dynamics as a leader.
- vi. *Agenda for UVCF and National Development*: Participants emphasized the need for UVCF to develop an agenda for leadership development in Uganda's universities, aiming to trickle down expertise to academic managers and enhance national development contributions. They stressed the importance of universities guiding national development efforts and managing challenges such as student strikes effectively.
- vii. *Engaging Young Leaders and Institutional Management*: Comments highlighted the importance of engaging young leaders for grooming and efficiency. Participants discussed the differences between public and private universities, emphasizing the need for effective management, especially within public institutions.
- viii. *Research Capacity and Collaboration*: Participants raised concerns about research capacity and proposed a national research fund to encourage inter-university collaboration and positive competition among universities. They emphasized the importance of universities contributing to the economy through research commercialization and collaboration with the private sector.

- ix. *Student Success and Digitalization*: Participants embraced strategies to enhance student success and retention, particularly for students from humble backgrounds. They suggested making a joint appeal to the government to support digitalization efforts across all universities.
- x. *Investment in Library Resources*: Participants recommended more resource allocation for libraries, and noted the progressive shift from paper to online for broader accessibility and efficiency.
- xi. *Demonstrating Relevance and Collaboration*: Participants were urged to demonstrate relevance of Higher Education through collaboration, as this can foster broader support by the stakeholders. They highlighted the potential for HEIs, particularly those in public institutions, to explore revenue-generating opportunities to contribute to national development.
- xii. *University-Industry Collaboration and Policy Advocacy*: Participants discussed the significance of university-industry collaboration and suggested exploring policy measures to incentivize such partnerships, such as tax waivers for industries engaged in student training and implementing joint projects with universities. They proposed that UVCF advocate for policies that promote industry participation in student training and research.

These diverse comments and questions reflected the importance and central role of effective leadership, institutional development, research capacity, community engagement, and strategic collaboration within Higher Education institutions.

3.2 Discussion on Vice Chancellors' Concerns Regarding the National Population and Housing Census- by Prof. Elly Katunguka

During the workshop, Vice Chancellors raised concerns about the potential disruption of university calendars due to the upcoming National Population and Housing Census scheduled for 9th to 20th May 2024. They referenced a letter dated 8th November 2023, which outlined the requirement for universities to allow learners to be at home during this period for census enumeration. This directive poses challenges as it may disrupt semester plans and academic schedules.

Participants expressed the need for universities to collect views and proposals on how to ensure harmony between the census exercise and university programs. There was a consensus that universities should respond collectively to address this issue, considering whether students should attend classes on the 9th and 10th of May. The urgency of the matter was highlighted, given the late delivery of the directive to various universities.

Vice Chancellors were encouraged to present their perspectives on the issue, as their views would be compiled and discussed with the relevant government authorities, including the Minister of Education. The outcome of these discussions would inform university responses and plans for the census period, ensuring effective coordination between educational and national planning initiatives.

3.3 Challenges and Opportunities in Leadership for Public Institutions by MR. Naris Tibenderana

In this presentation, Mr. Naris Tibenderana focused on the challenges and opportunities in leadership for public universities. He began by outlining key challenges faced by educational institutions, including enhancing the student experience, funding constraints, student enrollment and marketing, infrastructure development, governance structures, staffing gaps, management of research and innovation, community engagement challenges, accountability and assessment, technological integration, regulatory complexities, diversity and inclusion, as well as brain drain.

He further highlighted various opportunities for enhancing institutional effectiveness and sustainability. These opportunities included fostering innovation and change, building a diverse and inclusive community, promoting global engagement, advancing research and scholarships, engaging in community outreach activities, promoting lifelong learning, facilitating staff development, and prioritizing research and innovation initiatives.



Figure 4: Mr. Naris Tibenderana

In conclusion, Mr. Tibenderana emphasized that addressing the numerous challenges and seizing the opportunities in Ugandan higher education requires strong and visionary leadership. He stressed that leaders must prioritize investment in infrastructure and technology, promote quality assurance mechanisms, foster partnerships, and advocate for increased funding from both government and private sources. Additionally, he highlighted the importance of efforts to improve governance, accountability, and inclusivity for the sustainable development of the higher education sector. Mr. Tibenderana emphasized that embracing these strategic imperatives will enable leaders to drive transformative change and propel Ugandan higher education institutions towards greater excellence and societal impact.

3.4 Challenges and opportunities in Leadership for Private Institutions by DR. Jamil Serwanga

Dr. Jamil Serwanga's presentation explored the intricate dynamics of leadership challenges and opportunities within private universities. He acknowledged the breadth of the theme, focusing on sustainability and competitiveness in higher education systems from an economic and educational perspective.

Dr. Serwanga delineated the distinctions between private and public universities, expressing concerns about the emergence of hybrid universities that blend government funding with profit-oriented models. He emphasized the contextual nature of opportunities within private universities, citing flexibility in decision-making processes as a notable advantage over public institutions.

However, Dr. Serwanga concluded by highlighting the prevalence of challenges outweighing opportunities in private university settings. He called for increased government funding to support sustainable growth, particularly in research development, posing a critical question: "Who is listening?" He encouraged Vice Chancellors to engage in collaborative discussions addressing mutual concerns and advocating for supportive policies.



Figure 5: Dr. Jamil Serwanga

In essence, Dr. Serwanga's presentation shed light on the complexities faced by leaders in private universities, stressing the need for strategic advocacy and collaboration to navigate challenges and leverage limited opportunities for sustainable development and competitiveness in the higher education sector.

3.4.1 Comments from Participants on Presentations by Mr. Tibenderana and Dr. Serwanga

Participants engaged in lively discussions and shared insightful comments following the presentations on challenges and opportunities in leadership for both public and private universities. Here are some key remarks and reflections from the workshop:

- i. *Education Policy Review Commission*: Participants expressed anticipation for the outcomes of the Kajubi Report and the pending education policy document, hoping for insights to address the issues discussed during the presentations.
- ii. *Inequality in Government Sponsorship*: Concerns were raised about the perpetuation of inequality in student enrollment due to government sponsorship policies, with a recommendation to redirect funds towards a student loan scheme for greater equity.
- iii. *Funding Models and Public-Private Partnerships (PPPs)*: Participants discussed alternative funding models for public universities and highlighted the need to benchmark successful PPPs to enhance sustainability and innovation.
- iv. *Employability and Soft Skills*: The employability of graduates was a significant topic, with participants noting challenges related to trust, practical skills, communication, and curriculum gaps. The importance of incorporating soft skills into education was emphasized.

- v. *Role of Universities in Economic Development:* Participants questioned the contribution of universities to national economic development and advocated for leveraging this contribution to secure funding and support.
- vi. *Library Investments and Technology Adoption:* Debates ensued about the necessity of physical libraries in the digital age, with suggestions to explore cost-effective resource-sharing models. Technology integration and policy frameworks for IT education were also discussed.
- vii. *Strategic Planning and Policy Advocacy:* Calls were made for comprehensive strategic planning in higher education to facilitate unified direction and policymaking. The UVCF was urged to advocate for the completion and implementation of a national strategic plan.
- viii. *Inclusivity, Diversity, and Gender Sensitivity:* Participants stressed the importance of inclusive practices and gender sensitivity in university environments to foster diversity and equity.
- ix. *Accreditation Processes and Capacity Building:* Challenges related to accreditation delays and program reviews by NCHE were highlighted, with calls for innovative approaches and capacity building within regulatory bodies.

In conclusion, the analogy of “a bird in a cage versus one soaring freely in the air” aptly captures the dynamic between public and private universities, each facing unique challenges and opportunities. Participants emphasized the importance of mutual learning and collaboration beyond these categorizations, advocating for the exchange of best practices and insights to enhance effectiveness and sustainability across university settings.

Considering the relationship between UVCF and NCHE, participants stressed the need to cultivate a harmonious working relationship. UVCF's role as the creator of NCHE underscores the importance of configuring these institutions to serve their intended purposes synergistically. In that regard, the UVCF should purpose to remain a strong advocate for higher education without appearing weaker than its offspring. Recommendations were made to advise NCHE on fostering harmonious collaboration and alignment with UVCF's objectives.

Moving forward, participants proposed increased engagement with key stakeholders, including representatives from the Ministry of Education and NCHE, at all UVCF activities. This collaborative approach aims to enhance visibility and influence at the national level, positioning UVCF to contribute meaningfully to the formulation of the Higher Education Strategic Plan and other national agendas.

In summary, the workshop highlighted the imperative of unity, collaboration, and strategic advocacy to address the complex challenges and leverage the opportunities in higher education. By fostering strong partnerships and advocating for greater visibility and alignment with national priorities, UVCF is poised to play a pivotal role in advancing the higher education sector and contributing to Uganda's broader development objectives.

3.5 Building Strategic Partnerships by Prof. Paul Waako.

Prof. Paul Wako delivered an insightful presentation on the importance of building strategic partnerships among universities and other institutions. He emphasized three key areas that strategic partnerships aim to

impact: the quality of education, efficient utilization of resources, and greater societal impact, all in response to evolving societal expectations from universities.

Prof. Wako delved into the concept of collaboration, outlining various types of partnerships and explaining why universities should engage in collaborative efforts. He highlighted the crucial role of universities in contributing to economic development through effective collaborations, citing examples of successful partnerships that have yielded tangible benefits.



Figure 6: Prof. Paul Waako

The presentation highlighted the benefits of collaborations, emphasizing enhanced innovation, knowledge exchange, and expanded opportunities for research and development. However, Prof. Wako also addressed the challenges associated with partnerships, such as coordination complexities, divergent objectives, and resource constraints.

Overall, Prof. Wako's presentation underscored the transformative potential of strategic partnerships for universities, encouraging Vice Chancellors to explore and deepen collaborations to drive positive change in education, resource utilization, and societal impact. The insights shared serve as a catalyst for fostering meaningful partnerships that contribute to broader economic and social

development goals in Uganda's higher education landscape.

3.5.1 Comments from Presentation on Building Strategic Partnerships.

The following were the Participants' Comments on Prof. Paul Waako's Presentation on Building Strategic Partnerships:

- i. *Sustaining Collaboration Amidst Conflict of Interest:* Participants raised concerns about sustaining collaborations in the face of potential conflicts of interest. This highlighted the importance of transparency, clear guidelines, and effective conflict resolution mechanisms within collaborative endeavors.
- ii. *Contextual Considerations in Collaboration:* Before engaging in partnerships, participants emphasized the necessity of considering contextual factors that may influence collaboration choices. They noted the importance of universities identifying unique strengths or niches to guide strategic planning and collaboration efforts effectively.

- iii. *Unity and Collective Action:* There was consensus among participants that no single university can address complex challenges alone. Emphasizing unity and collective action, they underscored the value of collaborative efforts in driving meaningful impact and innovation.
- iv. *Concern regarding Collaboration and Competition:* Participants shared ideas highlighting the ethos of collaboration over competition. They advocated for a shift away from institutional rivalry towards a more patriotic and collaborative mindset, calling on UVCF to facilitate discussions on merging institutions for collective benefit.
- v. *Need for Comprehensive Information and Strategic Planning:* Concerns about the lack of comprehensive information and strategic planning within UVCF were cited. They emphasized the importance of filling organizational gaps to enable informed decision-making and effective collaboration.
- vi. *Preparation and Documentation before Collaboration:* Discussions highlighted the importance of institutional preparedness for collaboration, including the documentation of intellectual property policies and research agendas to facilitate smoother partnerships and mitigate potential conflicts.
- vii. *Identification of Collaboration Champions:* Participants emphasized the importance of identifying key individuals within institutions who can champion collaborative initiatives. This would ensure focused and effective participation in collaborative efforts.
- viii. *Addressing Global Expectations and Resource Allocation:* There were discussions on the allocation of resources, particularly regarding library materials in the digital age. Participants emphasized the need to align with global trends and carefully allocate resources to meet evolving educational needs.

Overall, participant comments stressed the complexities and opportunities associated with building strategic partnerships in higher education. Their insights highlighted the importance of transparency, preparation, unity, and forward-thinking strategies to maximize the benefits of collaborative endeavors and address global challenges effectively.



Figure 7: Prof. Barnabas Nawangwe

3.6 General Discussions on Identifying Areas for Collaborations in Higher Education by Prof. Barnabas Nawangwe.

In his remarks on identifying areas for collaboration in higher education, Prof. Barnabas Nawangwe – (Vice Chancellor - Makerere University) emphasized the critical importance of collaborative efforts within the higher education landscape. He highlighted the significant role of young people in driving industrial growth and underscored the necessity of collaboration for nurturing talents and aspirations.

Prof. Nawangwe outlined several reasons why collaborations are essential, including

providing a unified voice to address common challenges and enhancing research capabilities. He noted that Makerere University has approximately 300 active collaborations both domestically and internationally, with 70% of staff holding PhD qualifications, thanks in part to support from organizations like SIDA.

Addressing the urgent challenges of rapid population growth and climate change in Uganda and across Africa, Prof. Nawangwe stressed the need to pool resources and expertise. He highlighted the historical shortage of PhD holders within universities, a legacy of structural adjustment programs that prioritized lower-level education.

Comparatively, he noted the limited number of universities in Africa and highlighted China's example, which boasts over 3,000 universities despite having a population equivalent to the entire African continent. He emphasized the importance of strategic partnerships for survival and growth, citing Makerere University's limited collaborations with private institutions.

Building on the presentations shared during the workshop, Prof. Nawangwe emphasized key areas where collaboration could yield significant benefits. These areas included graduate training collaborations to facilitate student exchanges, research and research management enhancements, impactful community contributions, joint infrastructure development, international collaborations, and the need for concrete resolutions and high-level engagements with key stakeholders.

Prof. Nawangwe further urged participants to contribute their insights and ideas to identify specific areas for collaboration and action, emphasizing the transformative impact of collective efforts in advancing higher education in Uganda. He emphasized the following issues:

Research and Research Management: Despite significant support, Makerere University continues to grapple with research management issues. Collaborations in this domain can leverage global grant funds and enhance our research capabilities.

- i. *Community Contributions:* Many impactful community initiatives remain under-researched, presenting opportunities for collaborative research efforts. Programs like PDM (Presidential Development Initiative for Northern Uganda) could benefit from joint university engagements.
- ii. *Joint Infrastructure Development:* Leveraging platforms like RENU (Research and Education Network for Uganda), we can explore joint infrastructure projects such as shared laboratories and resource centers to optimize our collective resources.
- iii. *International Collaborations:* We must tap into existing research and collaboration avenues such as the Alliance of Research Universities in Africa, and others like the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM). This would to foster collaborations with both local and European universities to enhance our national and global standing in research and innovation.
- iv. *Concrete Resolutions and High-Level Engagements:* Let us leave this meeting with actionable resolutions and seek appointments with key stakeholders, including the Head of State, to discuss mutual concerns in higher education.

3.6.1 Comments Arising from General Discussions on Identifying Areas for Collaborations in Higher Education

During the general discussions on identifying areas for collaborations in higher education, several pertinent suggestions and proposals were put forward by participants, in an effort to enhance collaboration and resource-sharing among universities in Uganda.

i. Committee Formation for Collaboration Framework: There was recognition of the general apprehension towards collaboration among universities, and a consensus emerged on the need to establish a dedicated committee or framework to facilitate and actualize collaborative efforts. The proposed committee members include:

- Dr. Muganga,
- Prof. Paul Wako,
- Prof. Musheshe, and
- Dr. P. Ntambirweki,
- UVCF Secretariat (convener)

ii. Research Fund and Framework Proposal: Participants stressed the importance of securing a research fund that supports all universities for research and innovation. The above-mentioned committee would also be tasked with developing a proposal for a comprehensive research framework to guide collaborative research efforts.

iii. Community Engagement for Development: To leverage community engagement initiatives, a team was proposed to engage the Ministry of Local Government to explore how universities can contribute to the Parish Development Model. This collaborative effort would aim to utilize university researchers and students to drive transformation within Ugandan communities. The proposed team included:

- Prof. Openjuru,
- Mr. Lwanga Anthony from African Rural Univerity,
- Ms. Safina Bira from Busitema University, with
- UVCF Secretariat (convener.)

iv. Joint Infrastructure and Staff Sharing: The discussion emphasized the significance of shared infrastructure, particularly leveraging the RENU package for improved connectivity. Universities are encouraged to provide the UVCF Secretariat with information on available labs and other facilities in their universities to facilitate a framework for legal staff sharing and collaborative teaching.

v. International Collaborations and Funding: The need to capitalize on international collaborations and funding opportunities was highlighted. UVCF will post calls for proposals on its website to encourage collaborative research initiatives and engage with international donors interested in supporting university clusters.

vi. Addressing the Digital Divide: Leveraging e-labs and internet connectivity can help bridge the digital divide, especially for remote students. Participants emphasized exploring innovative solutions to enhance access to educational resources for all including the less privileged.

vii. Addressing Unemployment and Redundancy: The correlation between unemployment and demography was discussed, highlighting the importance of initiatives like the Parish

Development Model to combat redundancy and promote meaningful employment opportunities.

- viii. Facility and Human Resource Sharing: Participants advocated for a formal agreement among universities to share facilities and human resources through a loosely binding document facilitated by UVCF. It was suggested that legal experts from universities will be engaged to support this initiative.
- ix. Establishing Centers of Excellence: Proposals were made to establish centers of excellence in emerging fields like AI, robotics, and mechatronics. Collaborative efforts will be made to engage the government on funding and supporting these initiatives.
- x. Rating Researchers and Funding Graduate Training: Participants discussed the need to develop criteria for rating researchers and advocated for collective funding of graduate training. UVCF will explore partnerships with organizations like the World Universities Network to secure additional funding for research.
- xi. Engagement with Higher Education Authorities: Efforts will be made to engage the Ministry of Higher Education at the highest levels to advocate for the interests and needs of the higher education sector.

These suggestions and proposals purposed to foster meaningful collaborations and partnerships within the higher education community in Uganda, with the aim of advancing research, innovation, and community development. Moving forward, participants suggested that the UVCF Secretariat will play a crucial role in coordinating and facilitating these collaborative initiatives.

3.7 Quality Assurance, Accreditation, and Student Success by Dr. Robert Aine.

In his presentation on Quality Assurance, and accreditation, Dr. Robert Aine highlighted the critical role of quality assurance in ensuring institutional excellence. His discussion was organized into five distinct sections.

He introduced the fundamental concept of quality assurance, emphasizing its inseparable connection to the overall functioning and success of higher education institutions. Quality assurance, he explained, entails ensuring that the operations and outputs of an institution meet specified standards and criteria, encompassing various dimensions such as admissions, processes, teaching and learning, curriculum, student support systems, and student handling.

He explained the forms of accreditation, - i.e. the process by which external bodies evaluate institutions or



Figure 8: Dr. Aine Robert

specific educational programs against predetermined standards for formal recognition. He delineated between institutional and programmatic accreditation, emphasizing the importance of both in ensuring educational quality and effectiveness.

In the subsequent section, Dr. Aine delved into the legal framework surrounding accreditation and elaborated on the different types of accreditations, including regional program accreditation. He expounded the rationale behind seeking accreditation and discussed emerging trends in accreditation practices, highlighting the evolving landscape of quality assurance in higher education.

The challenges associated with accreditation were also discussed. He outlined common issues encountered during the accreditation process, shedding light on the complexities and distinctions involved. Despite these challenges, he emphasized the numerous benefits of accreditation, including enhanced institutional reputation, increased student enrollment, and improved academic quality.

In his conclusion, he offered his recommendations for enhancing accreditation practices in higher education, emphasizing the importance of proactive measures to address challenges and promote continuous improvement. Overall, his presentation provided valuable insights into the critical role of quality assurance and accreditation in fostering institutional excellence and ensuring the delivery of high-quality education.

3.7.1 Comments Regarding Presentation on Quality Assurance and Accreditation

Participants offered insightful comments and reflections on the presentation regarding quality assurance and accreditation in higher education:

- i. The presentation underscored the pivotal role of Vice Chancellors (VCs) in both individual and collective capacities concerning accreditation processes. However, the heavy workload of VCs was acknowledged, raising concerns about their ability to thoroughly engage with accreditation reports.
- ii. Questions were raised regarding the authority of professional bodies, such as Engineering, Medical, Nursing, and Law councils, in accrediting programs. Participants sought clarity on the legal framework governing these bodies and their relationship with national bodies like the National Council for Higher Education (NCHE).
- iii. While participants acknowledged the importance of professional bodies in ensuring program quality and alignment with industry needs, concerns were raised about their role in overseeing program practicality, citing potential conflicts. Some participants noted instances where professional bodies caused confusion even after programs had received approval from the National Council for Higher Education.
- iv. Concerns were voiced about pedagogical approaches, particularly staffing levels and the reliance on part-time lecturers. Suggestions were made for the implementation of pedagogical training and assessment to ensure quality teaching.
- v. Participants highlighted the need to address unethical recruitment practices in universities through automation and robust academic and financial management systems.
- vi. Lengthy accreditation processes and the need for mid-term reviews to accommodate industry changes were discussed, along with the importance of student welfare and access to e-resources.

- vii. Participants advocated for collaboration among universities to support weaker institutions and enhance program accreditation, suggesting a shift in the current accreditation paradigm.
- viii. The importance of mentorship for new staff and the involvement of university senates in approving program revisions were also highlighted as areas needing attention.

Overall, participants engaged in constructive dialogue aimed at improving quality assurance and accreditation processes in higher education, emphasizing the need for collaboration, transparency, and accountability.

3.8 Addressing challenges in student recruitment and retention by Prof. Aaron Mushengyezi

In his presentation on addressing challenges in student recruitment and retention, Prof. Aaron Mushengyezi discussed several key areas. He began by identifying the major catchment areas for universities, which include UACE leavers, diploma holders, mature age entrants seeking to upgrade to degree level, international applicants, and postgraduate applicants. He further highlighted the challenges in the admission process, particularly focusing on the competition for UACE (Uganda Advanced Certificate of Education) applicants. He emphasized the significant number of universities compared to the pool of qualifying students.

Citing examples from Uganda Christian University he illustrated the implications for student enrollment and retention. These examples shed light on the various factors influencing student enrollment and retention, such as:

- i. The crowded higher education institution (HEI) sector in Uganda greatly impacts student enrollment and retention.
- ii. The role of the National Council for Higher Education (NCHE) was discussed, noting that licensing new universities and other degree-awarding institutions (ODIs) in an already crowded market may be counterproductive.
- iii. The importance of good infrastructure in attracting international students to supplement enrollment.
- iv. The significance of internationalization and research collaboration in bolstering enrollment and retention.
- v. The impact of campus culture and how students are treated on campuses.
- vi. The importance of periodic self-assessment, exemplified by UCU's self-assessment conducted in 2020-2021.



Figure 9 Prof. Mushengyezi

Overall, Prof. Mushengyezi emphasized the multifaceted nature of student enrolment and retention issues, calling for strategic interventions to address these challenges effectively.

3.8.1 Comments from participants on presentation on student recruitment and retention:

Participants offered insightful comments on Prof. Mushengyezi's presentation, reflecting on various aspects of student recruitment and retention:

- i. **Addressing Blockages in Transition Rates:** Participants highlighted the need to pay attention to transition rates from primary school upwards. They emphasized the importance of addressing blockages at the lower levels of education to ensure that all students have the opportunity to progress to higher education.
- ii. **Understanding Student Appreciation:** There was consensus on the importance of understanding students' appreciation of the university, as it directly impacts marketing and enrollment. Participants stressed that alumni are unlikely to return to a university they did not enjoy, underscoring the need to prioritize student satisfaction.
- iii. **Economics of University Management:** Participants emphasized the importance of delving into the economics of university management for sustainability. They suggested dedicating a session to discussing business-minded approaches to running a university, emphasizing the need for all programs to make business sense.
- iv. **Internal Reflection by VCs:** There was a call for Vice Chancellors to take an internal look at university operations, particularly regarding enrollment challenges. Participants highlighted the low enrollment rate in Uganda's higher education compared to other African countries and urged VCs to advise the country on addressing this issue. Participants noted that even with Population growth increasing, numbers to university were dwindling. In that regard, it was suggested and agreed that Prof. Barnabas Nawangwe (VC – Makerere University) and Prof. Aaron Mushengyezi – (VC Uganda Christian University) write a paper to that effect.
- v. **Cavendish Experience and Internationalization:** Participants discussed the Cavendish experience, emphasizing the importance of internationalization through initiatives such as online classes and cultural activities. They highlighted the role of alumni associations, industry collaborations, and employability festivals in enhancing student experiences and engagement.
- vi. **Mobilizing Alumni:** Participants emphasized the untapped potential of alumni contributions to universities. They stressed the need for universities to actively engage alumni to support various initiatives, including recruitment and retention efforts.
- vii. **Re-engaging Parents on the Value of Education:** Participants raised concerns about the disparity between the high investment in secondary school education and the reluctance to invest similarly in university education. They called for re-engaging parents on the value of education to address this discrepancy.

Overall, the comments underscored the multifaceted nature of student recruitment and retention challenges and the need for strategic interventions to address them effectively.

3.9 Strategies for student success by Prof. Umar Kakumba

In his presentation, Prof. Umar Kakumba outlined key areas and considerations aimed at enhancing student success in higher education institutions (HEIs). He began by emphasizing that student retention is not merely about keeping student numbers as statistics on campus, but rather about understanding what students do at the university, how they do it, and the ultimate value proposition they derive from their educational experience. He further stressed the importance of creating environments and systems that enable enrolled students to optimize their academic and talent potential, supported by holistic education policies and strategies.

Highlighting the cardinal functions of universities, including teaching/learning, research and scholarship, and service to the community, Prof. Kakumba posed two salient questions: how best should key university functions be managed to achieve effectiveness in student retention, and what are the hallmarks of university students' success or product quality?

Drawing from the Ichak Adizes model, Prof. Kakumba discussed the Generic Functional Approach to Management, which identifies four basic roles for effective management of educational institutions: i.e. functional, systematic, proactive, and organic.

He further analyzed the management of key university academic processes, such as academic program design, teaching and learning, research and innovation, community outreach, and other academic support processes. He raised critical questions about management practices, consistency with good academic management principles, and challenges and strategies for improvement in each process.

Prof. Kakumba also addressed emerging issues affecting student success, including program curriculum design, quality of teaching and learning, research and innovations, community partnerships, academic support processes, and the quality of the education environment and facilities.

In conclusion, Prof. Kakumba underscored the pressing need for universities to address the multifaceted challenges in ensuring student success. He emphasized that while universities play a crucial role in facilitating student learning and achievement, they are often the final recipients of the educational outcomes shaped by previous levels of schooling. Prof. Kakumba acknowledged the high expectations placed on universities by stakeholders, recognizing the need for concerted efforts to bridge gaps and enhance student success. He urged for a collaborative approach, leveraging partnerships with stakeholders across the educational spectrum to foster a conducive environment for student learning and development from primary education onwards.



Figure 10: Prof. Umar Kakumba

3.9.1 Comments and reactions from presentation on Strategies for Students' Success:

Participants offered a range of insightful comments following Prof. Kakumba's presentation, addressing various aspects of student success and institutional strategies. Here's a breakdown of their comments:

- i. **National Research and Innovation Fund:** There was a consensus among participants on the need for a national fund to support research and innovation across both public and private universities. This fund would provide a leveled ground for access to research funds.
- ii. **Funding Models for Competence-Based Study:** Participants emphasized the importance of public universities developing funding models specifically tailored to support the practical components of competence-based education.
- iii. **Ethics and Moral Standards:** The discussion touched on the ethical considerations for both staff and students within universities. Participants highlighted the diverse backgrounds and behaviors of students, underscoring the need for institutions to cultivate a defined ethical culture. Instances of exam malpractice and ethical dilemmas during student admission were also raised, prompting a call for intentional efforts to address such issues.
- iv. **Mentorship:** There was a consensus on the importance of mentorship in academia, with participants advocating for a structured mentorship program. Suggestions were made to first mentor the mentors themselves to ensure the effectiveness of the mentorship process.
- v. **Staff Sharing and Research Output:** Concerns were raised regarding the impact of staff sharing arrangements on time allocation and research productivity. Participants called for structured mechanisms to manage staff sharing effectively to mitigate potential challenges and optimize research output.
- vi. **Empowerment of UVCF:** Participants emphasized the need to strengthen the UVCF, viewing it as a pivotal platform for collaborative action and advocacy within the higher education sector.
- vii. **Streamlining study programmes:** Suggestions were made to minimize course duplication and optimize resource allocation to enhance research and community engagement activities. This streamlined approach would prevent spreading resources too thin and facilitate focused efforts.
- viii. **Addressing Predatory Publications:** Concerns were raised about predatory journals and the need for universities to establish policies and databases to identify authentic scholarly publications effectively.
- ix. **Inclusivity for Persons with Disabilities:** Participants called for universities to develop inclusive policies and facilities to accommodate students with disabilities, emphasizing the importance of creating an accessible learning environment for all.
- x. **Pedagogical Training:** There was a suggestion to invest in staff training programs on pedagogy, with examples such as Gulu University's postgraduate certificate in higher education learning serving as a model for capacity-building initiatives.
- xi. **Digital Platform Sharing:** Participants discussed the benefits of sharing digital platforms among universities to streamline content delivery and data collection processes. This collaborative approach would enhance efficiency and resource utilization.
- xii. **Mindset Change and Innovative Policies:** There was a consensus on the need for universities to embrace a mindset change and innovate policies to adapt to evolving educational needs. Participants emphasized the importance of collective action in devising innovative strategies to address challenges effectively.

- xiii. Student Welfare Mechanisms and engagement in solving problems: Suggestions were made for universities to adopt systems like the Makerere KISH system to combat harassment by teaching staff. The KISH Student's Clubs for female students provides space for young women to acquire knowledge about prevention and reporting systems for sexual harassment, life skills and peer support. Similar initiatives across universities were encouraged.
- xiv. Concept Note Development: Finally, there was a suggestion for UVCF to develop a concept note to guide future collaborative endeavors and strategic initiatives in higher education.

3.10 Sharing Experiences from YMCA by Mr. Peter Mitanda

During Mr. Peter Mitanda's presentation on the YMCA Comprehensive Institute (YCI), participants gained valuable insights into the institution's historical background, growth trajectory, and key strategies for sustainable development. Mr. Mitanda highlighted that the institute has been committed to providing vocational, technical, and practical skills to youth and vulnerable groups since its inception in 1986.

One of the distinguishing factors of YCI, as outlined by Mr. Mitanda, is its unique approach to education, characterized by a blend of quarterly programs for rapid skill development and semester-based degree courses for a more comprehensive learning experience. Participants were informed that YCI has remained dedicated to its mandate, evidenced by its diverse recruitment entry points and shorter study programs designed to meet the evolving needs of learners.



Figure 11 Mr. Peter Mitanda

Furthermore, Mr. Mitanda emphasized that YCI is committed to affordability and inclusivity, offering low tuition rates and creating opportunities for marginalized individuals to access quality education. The institute's internal Sacco for staff development, engagement with governing council committees, and compliance with statutory requirements were also noted as some of its practices that enhance sustainable growth.

Despite its successes, Mr. Mitanda shared some of the challenges faced by YCI, particularly during the COVID-19 pandemic, which disrupted learning activities and affected the institute's income flow. Other challenges highlighted included high dropout rates, financial constraints, and the difficulties associated with the transition to digital learning platforms.

The presentation sparked insightful discussions among participants, underscoring the importance of adaptive strategies, financial sustainability, and inclusive education practices in higher learning institutions. YCI's experiences offer valuable lessons for leadership and management in the higher education sector, guiding efforts towards excellence and equity in education delivery.

In concluding his presentation, Mr. Mitanda reaffirmed that YCI remains committed to its strategic plan, focusing on excellence, equity, engagement, and sustainability. The institute continues to provide a wide

range of vocational and technical programs while navigating challenges and striving for continuous improvement. In the interest of time, participants were requested to directly approach Mr. Mitanda for further discussion regarding YCI experiences.

3.11 Leveraging Technology for Academic Advancement by Dr. Lawrence Muganga.

During his presentation, Dr. Lawrence Muganga gave insights into historical disruptors in higher education,



Figure 12: Dr. Lawrence Muganga

emphasizing the impact of events such as industrial revolutions, wars, pandemics, and the digital revolution. Participants were provided with insights into the evolving landscape of education, highlighting the need to adapt to emerging technologies to respond to societal demands.

Dr. Muganga underscored the significance of addressing the "outdated education system" in light of advancements in technology, particularly online learning platforms. He emphasized the collaborative opportunities in educational technology (EdTech) and the advantages of integrating artificial intelligence (AI) into higher education teaching /learning systems.

In his recommendations, Dr. Muganga proposed key actions for modernizing higher

education systems:

- i. **Infusing Curricula with AI Studies and Digital Literacy:** He suggested that curricula should incorporate AI studies and digital literacy skills to better align with industrial needs. This, he believed, would ensure graduates are equipped with the relevant competencies for the evolving job market.
- ii. **Utilization of AI for Administrative Tasks:** He highlighted the potential for AI to streamline administrative tasks, leading to cost reductions and increased efficiency within educational institutions.
- iii. **Implementation of AI-Assisted Personalized Education:** According to Dr. Muganga, AI technologies could be leveraged to provide personalized learning experiences tailored to individual student needs. This approach aims to nurture and accelerate student success by adapting educational content and resources to each student's learning pace and preferences.
- iv. Additionally, Dr. Muganga discussed the importance of curriculum evolution to meet market demands and the role of AI in overcoming economic challenges. By embracing AI-driven solutions, higher education institutions could adapt to changing educational paradigms and enhance their capacity to address the needs of diverse learners and industries.

Overall, Dr. Muganga's presentation highlighted the transformative potential of AI in reshaping higher education and emphasized the importance of proactive measures to integrate AI technologies into educational practices. His insights serve as valuable guidance for leaders in navigating the dynamic landscape of higher education in the digital age.

3.11.1 Comments from presentation on Leveraging Technology for Academic Advancement:

Participants' gave the following Comments regarding the presentation on Leveraging Technology for Academic Advancement:

Participants made the following comments regarding leveraging technology for academic advancement:

- i. Participants emphasized the necessity of a mindset change, particularly concerning how lecturers are trained to guide learners effectively.
- ii. It was suggested that subscribing to COSERA for pedagogical approaches could offer valuable resources to enhance teaching methods.
- iii. Concerns were raised about the efforts made to equip teachers with the necessary skills and tools to leverage technology effectively in the classroom.
- iv. Participants advocated for a shift in focus from training for the job market to training for work, reflecting the evolving nature of employment.
- v. Creating critical thinking skills was highlighted as essential in the age of AI, with a call to foster a culture of innovation and creativity.
- vi. The importance of leadership in driving technological change was emphasized, with questions raised about whether VCs are ready to embrace AI in an effort to lead their institutions forward.
- vii. Continuous training for staff on the latest AI technologies was deemed crucial to ensure lecturers remain up to date with advancements in the field

4.0 Book launch: From Chalkboards to Chatbots

In line with Dr. Lawrence Muganga's presentation above, a notable event took place. There was a book launch of Dr. Lawrence Muganga's book titled- "From Chalk to Chatbots." The launch was officiated by UVCF Chairperson Prof. George Openjuru. The book launch celebrated the height of Dr. Muganga's insightful work exploring the transformative journey of education from traditional methods to modern technological advancements. The book delves into the intersection of academia and technology, offering valuable perspectives on leveraging innovation for educational advancement. Attendees at the workshop had the opportunity to engage with Dr. Muganga's ideas. 50 copies of the book were donated to the Vice Chancellors.



Figure 13: UVCF Executive Committee

5.0 Resolutions

Based on the questions and comments raised during the UVCF leadership training workshop, the following resolutions were proposed for government, universities, and the UVCF Secretariat:

5.1 Resolutions for Universities:

The participants resolved that universities should:

- i. Implement mindset change training programs for lecturers to adapt to pedagogical approaches and technological advancements in education.
- ii. Grants Management and Collaboration: citing the importance of internal training for grants management and collaboration among UVCF members universities should make a concerted effort to make strategies for training in grants management to maximize their collaboration and grant-writing efforts.
- iii. Provide access to platforms like COSERA for pedagogical training and collaborative book reading to equip staff with necessary skills for academic advancement.
- iv. Prioritize training for teaching staff to ensure they are up-to-date with the latest advancements in AI and educational technology.
- v. Infuse curricula with AI studies and digital literacy with a fusion of soft skills training to align the finished graduate with industrial needs hence preparing students for the evolving job market.

- vi. Endeavor to foster a culture of critical thinking among students by integrating principles that encourage analytical skills development. They should further embrace AI-assisted personalized education to enhance student success and engagement.
- vii. Encourage leadership readiness among Vice Chancellors to embrace technological innovations and engage young minds to spearhead technological integration initiatives. Vice Chancellors should devote time to develop leadership of respective university management units. Results from this leadership workshop should trickle down to the deans, HODs in terms of managing academics, and network, to enhance capacity as they benchmark from the different experiences.
- viii. Recognizing the importance of addressing declining university enrolment despite population growth, Prof. Barnabas Nawangwe, Vice Chancellor of Makerere University, and Prof. Aaron Mushengyezi, Vice Chancellor of Uganda Christian University, collaborate to draft a paper outlining strategies to improve enrolment rates and ensure access to higher education for all eligible students. This paper will serve as a valuable resource for informing policy decisions and implementing effective measures to enhance enrolment in Ugandan universities.

5.2 Resolutions for Government:

- i. Allocate resources and prioritize support for digitalization efforts in universities across Uganda, enhancing access to online resources and improving educational quality.
- ii. Collaborate with UVCF to establish joint funding initiatives to address common challenges and support financing core needs in both public and private universities. Government should therefore prioritize funding for the less privileged to uphold the contractual obligation of providing quality education in universities, ensuring that the fees paid by parents translate into tangible value through enhanced educational standards and resources.
- iii. Provide tailor-made grants and incentives to support private universities in meeting specific needs, fostering inclusivity which will enhance improved educational outcomes.
- iv. National Council for Higher Education to streamline accreditation processes and ensure timely program accreditation. It should minimise time between submission of programme content and receipt of response. Efforts should be made to maintain quality assurance right from the regulatory body.
- v. Government should make a deliberate effort to allocate more funds to research, recognizing its crucial role in driving innovation, economic growth, and societal development. This increased investment in research will enable universities to conduct groundbreaking studies, foster collaboration with industries, and address pressing national challenges through evidence-based solutions.

5.3 Resolutions for UVCF :

It was resolved that the Secretariat shall:

- i. Advocate for government support in digitalization efforts by collectively appealing to prioritize and support digitalization in all universities across Uganda, enhancing access to online resources and improving educational quality.

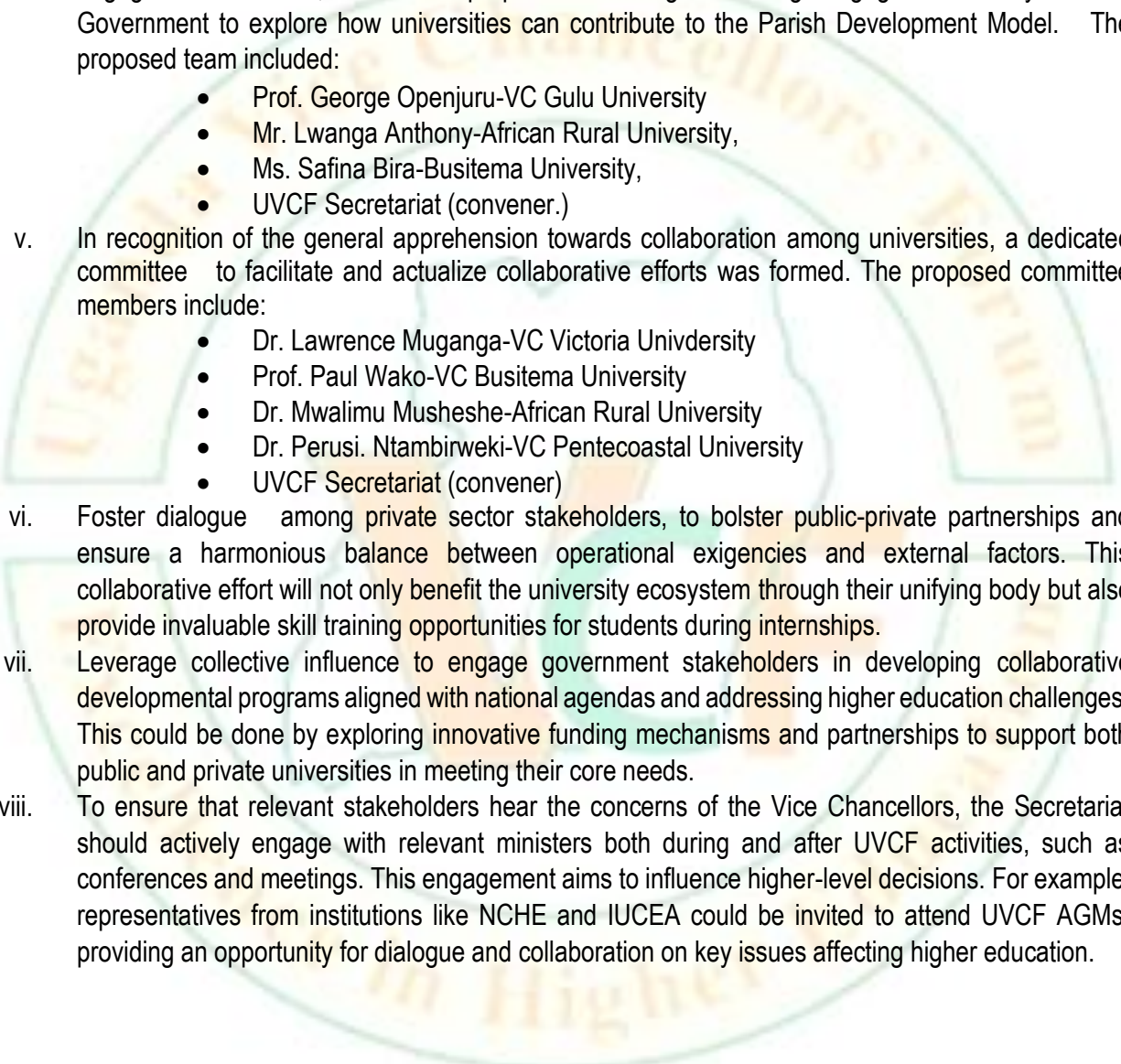
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- ii. Conduct a comprehensive assessment to determine the most effective resource allocation strategy for sharing university human resource and facilities, like libraries, labs, etc. hence balancing use of resources.
 - iii. Design a database for available human resource (especially the PhDs), and sharable facilities at respective Universities.
 - iv. Be convener for the committee on community engagement for development: To leverage community engagement initiatives, a team was proposed to among other things engage the Ministry of Local Government to explore how universities can contribute to the Parish Development Model. The proposed team included:
 - Prof. George Openjuru-VC Gulu University
 - Mr. Lwanga Anthony-African Rural University,
 - Ms. Safina Bira-Busitema University,
 - UVCF Secretariat (convener.)
 - v. In recognition of the general apprehension towards collaboration among universities, a dedicated committee to facilitate and actualize collaborative efforts was formed. The proposed committee members include:
 - Dr. Lawrence Muganga-VC Victoria University
 - Prof. Paul Wako-VC Busitema University
 - Dr. Mwalimu Musheshe-African Rural University
 - Dr. Perusi. Ntambirweki-VC Pentecostal University
 - UVCF Secretariat (convener)
 - vi. Foster dialogue among private sector stakeholders, to bolster public-private partnerships and ensure a harmonious balance between operational exigencies and external factors. This collaborative effort will not only benefit the university ecosystem through their unifying body but also provide invaluable skill training opportunities for students during internships.
 - vii. Leverage collective influence to engage government stakeholders in developing collaborative developmental programs aligned with national agendas and addressing higher education challenges. This could be done by exploring innovative funding mechanisms and partnerships to support both public and private universities in meeting their core needs.
 - viii. To ensure that relevant stakeholders hear the concerns of the Vice Chancellors, the Secretariat should actively engage with relevant ministers both during and after UVCF activities, such as conferences and meetings. This engagement aims to influence higher-level decisions. For example, representatives from institutions like NCHE and IUCEA could be invited to attend UVCF AGMs, providing an opportunity for dialogue and collaboration on key issues affecting higher education.



Figure 14: Conference participants during the session on resolution generation

General Conclusion:

In conclusion, the Leadership Training Workshop was an invaluable platform for exploring pertinent issues in strategic leadership, collaboration, quality assurance and accreditation, as well as student success in higher education. Through collective engagement and fruitful discussions, participants gained deeper insights into the challenges and opportunities facing universities in their respective universities and in the broader spectrum of higher education. The resolutions generated reflect a collective commitment of university managers in fostering innovation, promoting inclusivity, and enhancing educational outcomes. Moving forward, it is imperative for universities, government, and the UVCF Secretariat to work collaboratively in implementing these resolutions to drive positive change in the higher education landscape. By embracing strategic leadership, ensuring quality assurance, and prioritizing student success, the UVCF and its member universities are well-positioned to navigate the evolving educational landscape and contribute significantly to national development.

6.0 Closing Remarks:

The leadership training workshop was officially closed by Prof. Rose Nanyonga, who expressed her gratitude to the Executive Committee, the Chair of NCHE, the Secretariat, and all participants for their active engagement and valuable contributions throughout the sessions. Prof. Nanyonga highlighted the transformative nature of the past two days, emphasizing the collective power and potential within the higher education community. She mentioned that the discussions and insights shared during the workshop had inspired all participants and reaffirmed their commitment to their respective roles.

Prof. Nanyonga urged participants to carry forward the responsibility to honor their dues and commitments within UVCF and beyond. She encouraged all Vice Chancellors to actively participate and contribute to transformative discussions, aiming to inspire each other for collective and individual growth. With that, Prof. Nanyonga officially declared the workshop closed, concluding with a prayer led by the Vice Chancellor of Livingstone University at 5:00 PM.

NOTE:

Please note that copies of the presentations delivered during the UVCF Leadership Training workshop have not been appended to this report. However, all presentations can be accessed via the UVCF website at www.uvcf.org, to allow for continued engagement and reference beyond the confines of this report.



Figure 15 UVCF Secretariat

7.0 Appendices:

Appendix i: Attendance List

1.	Professor Eriabu Lugujjo	UVCF Executive Director
2.	Prof. George.L.Openjuru	UVCF Chair Person
3.	Dr. Mwalimu Musheshe	African Rural University
4.	Ms. Nampewo Josephine	African Rural University
5.	Dr.Felix. A. Andama	Uganda Management Institute
6.	Mr.Okello Pius	All Saints University
7.	Mr. Edward Segawa Katumba	Uganda Martyrs University
8.	Mr.Smith Rumanzi	Valley University of Science &Technology
9.	Dr.D.Byabashaija	Valley University of Science &Technology
10.	Dr.Rwangire Milton	Bishop Stuart University
11.	Dr.Karemire Deus	University of St Josephs Mbarara
12.	Dr. Charles Masaba	St.Lawrence University
13.	Dr. Eliz.N.State	Kyambogo University
14.	Mr.Andrew Ojulong	CUUL
15.	Mr.Mbaraga Boniventura	Kampala University
16.	Dr.Saphina Birra	Busitema University
17.	Ms. Kabasomi Veronica	Mountains of the Moon University
18.	Mr. Katusabe-Ssemuzi	Victoria University
19.	Prof.Augustine Ifelebueugu	Victoria University
20.	Prof.Gershon Atukunda	Bishop Stuart University
21.	Mr.Alfred Masikye	King Ceasor University
22.	Prof.Patrick Kyamanywa	Uganda Martyrs University
23.	Ms. Nassanga.H.Mutabazi	Uganda Christian University
24.	Ms. Pamela Tumwebaze	Uganda Christian University
25.	Prof. Barnabas Nawangwe	Makerere University
26.	Prof. Arthur Ahimbisibwe	Victoria University
27.	Mr.Otim John William	Nkumba University
28.	Dr.Olive Sabiiti	Cavendish University Uganda
29.	Rev.Dr.Bk.Kong	Reformed Theological College
30.	Prof.Vincent Kakembo	Mutesa 1 Royal University
31.	Dr. Anne Abaho	Nkumba University
32.	Ms. Jacqueline Kyomuhendo	Bishop Stuart University
33.	Mr.Kassim Sekabira	Team University
34.	Ms.Gillian Wanyabiti	Livingstone International University
35.	Mr. Ssengonzi Bagenda	African Rural University
36.	Dr.Jamil Serwanga	Islamic University in Uganda
37.	Mr.Naris Tibenderana	Kabale University
38.	Dr.Christine Okurut	Kumi University
39.	Ms.Semakula Margaret	YMCA Comprehensive Institute
40.	Mr.Mitanda Peter	YMCA Comprehensive Institute
41.	Mr.Mugema Deogratius	University of Kisubi
42.	Dr.Henry Buregea	Livingstone International University
43.	Prof. Aaron Mushengyezi	Uganda Christian University
44.	Dr. Lawrence Muganga	Victoria University
45.	Mr. David Obol-Otori	Gulu University

46.	Prof. Paul Waako	Busitema University
47.	Dr. Nancy Maglaire	St. Ignatius University Kabale
48.	Ms. Jessica Sanyu	University of Kisubi
49.	Prof.M.Mpezamihigo	Kampala International University
50.	Prof.John Mugisha	Cavendish University Uganda
51.	Prof.Pelucy Ntambirweki	Uganda Pentecoastal University
52.	Assoc. Prof. Justus Kwetegyewa	Kyambogo University
53.	Mrs.Matama Bagonza	King Ceasor University
54.	Dr. Lillian Gimuguni	Busitema University
55.	Mr.Samuel.R.Onyait	Africa Renewal University
56.	Assoc.Prof Mary Muhenda	Uganda Management Institute
57.	Dr.Wardah Rajab.G	Kampala University
58.	Dr.Herbert Mukasa	YMCA Comprehensive Institute
59.	Mr.Nyeko John	Gulu University
60.	Mr. Oluba Joachim	Gulu University
61.	Mr. Fredrick.M. Kyazze	Ndejje University
62.	Dr. Robert Aine	IUCEA
63.	Mr. Alfred.M. Namoah	King Ceasor University
64.	Mr.Gregory Tweheyo	Mountains of the Moon University
65.	Assoc.Prof.Rose Nanyonga	Clarke International University
66.	Dr.K.M.Mathews	ISBAT University
67.	Prof.Patrick Ogao	UTAMU
68.	Mr.Richard Ategeka	New Vision
69.	Dr. Rwangire Milton	Bishop Stuart University
70.	Mr.Lwanga Anthony	African Rural University
71.	Ms.Suzanne Kwesiga	UVCF Secretariat
72.	Mr.Ronald Balimunsi	UVCF Secretariat
73.	Ms, Catherine Nanyonga	UVCF Secretariat

Appendix ii: Workshop Program

Day 1: Strategic Leadership and Collaboration		Presenter
8:30 AM - 9:00 AM	Registration and Welcome	SECRETARIAT
9:00 AM - 9:20 AM	Opening Ceremony	PROF. GEORGE OPENJURU
	Welcome remarks and introduction to the workshop	
	Overview of the Vice Chancellors Forum objectives	PROF. ERIABU LUGUJJO
9:25 AM - 10:30 AM	Effective Leadership in Higher Education	Dr. FELIX ANDAMA
	Leadership styles and their impact.	
	Developing a shared vision for the future.	
	General discussion: Insights from experienced leaders.	
10:45 AM - 11:10 AM	Coffee/Tea Break	

11:15 AM - 11:55 AM	Challenges and opportunities in leadership for:	
	(A) public institution	Mr. Naris Tibenderana
	(B) private Institutions - IUIU	Dr. Jamil Serwanga
MIDDAY - 12:45 PM	General discussion culminating into recommendations:	One of the participants
1:00 PM - 2:00 PM	Lunch	SECRETARIAT
Day 1: Strategic Leadership and Collaboration.	Afternoon Session	Presenter
2:00 PM - 3:00 PM	Building Strategic Partnerships	Prof. Paul Waako
	Importance of collaboration between: - public and private universities. - Universities and private sector - Universities and International organization Illustrating challenges, success stories and best practices.	
3:00 PM - 3:30 PM	General discussions on identifying areas for collaborations in Higher Education	Prof. Barnabas Nawangwe
4:00 PM	Afternoon Break/Networking	
Day 2: Quality Assurance, Accreditation, and Student Success	Morning Session	PRESENTER
9:00 AM - 10:30 AM	Quality Assurance and Accreditation	Dr. Aine Robert.
	Importance of accreditation for both public and private universities.	
	Sharing best practices and challenges.	
	General discussion: Strategies for continuous improvement. (e.g. training of staff in curriculum review and development, continuous interaction with stakeholders)	
10:30 AM - 11:00 AM	Coffee Break	
11:00 AM - 11:40 PM	Addressing challenges in student recruitment and retention	Prof. Aaron Mushengyezi
11:45 PM - 12:15 PM	Strategies for student success	Prof. Umar Kakumba
12:20 PM - 12:40 PM	Sharing experiences from YMCA Comprehensive Institute	Mr. Peter Mitanda
1:00 PM - 2:00 PM	Lunch	
Day 2: Quality Assurance, Accreditation, and Student Success	Afternoon Session	Presenter
2:00 PM - 3:15 PM	Leveraging Technology for Academic Advancement Integration of technology in teaching and learning,	Dr. Lawrence Muganga
	Online learning platforms and resources.	
	Collaborative opportunities in edutech.	
3:20 PM - 4:00 PM	Forum Resolutions	TBC
	Summary of key takeaways	
	Adoption of resolutions and commitments	