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# Sub-Saharan Africa Higher Education Leadership Development (SAHEL)

## STUDY REPORT

Compiled by:

**Pascal Hoba  
Jonathan Mba  
Teshome Alemneh**

January 2013



**ASSOCIATION OF AFRICAN UNIVERSITIES  
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اتحاد الجامعات الافريقية**





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## LIST OF ABBREVIATIONS AND ACRONYMS

<b>2iE</b>	International Institute for Water and Environmental Engineering
<b>AAU</b>	Association of African Universities
<b>ACE</b>	American Council on Education
<b>CEO</b>	Chief Executive Officer
<b>DVC</b>	Deputy Vice Chancellor
<b>EUA</b>	European University Association
<b>GIMPA</b>	Ghana Institute of Management and Public Administration
<b>HE</b>	Higher Education
<b>HED</b>	Higher Education for Development
<b>HEI</b>	Higher Education Institution
<b>ICT</b>	Information and Communication Technologies
<b>LEDEV</b>	Leadership Development
<b>MADEV</b>	Management Development
<b>SAHEL</b>	Sub-Saharan Africa Higher Education Leadership Development
<b>SUMA</b>	Senior University Management
<b>USAID</b>	United States Agency for International Development
<b>VC</b>	Vice Chancellor

## PREFACE

Higher education management is a professional activity, and the leaders of universities across Africa must sharpen their management and leadership skills to address the serious challenges they face. Higher education institution leaders cannot overcome these challenges alone, the vice chancellor, rector, or president is assisted by a team of deputy vice chancellors/pro vice chancellors/ rectors/ presidents, provosts, directors, deans and heads of departments, who are elected or appointed to positions based on either seniority or experience. The process of building African higher education institution teams sheds light on the lack of structured and systematic programs for the training of academic leaders.

Since 1991 the Association of African Universities (AAU) has offered a variety of leadership and management workshops aimed at enhancing the professional skills of managers of higher education institutions by equipping them with management skills and fostering attitudes that will help them appreciate their work environment and effectively use available resources toward the achievement of organizational goals. This effort has produced a pool of senior academics who are equipped with requisite leadership and management skills and who can assume top leadership positions. Feedback from participants who have participated in the AAU leadership and management workshop series and the mid-term review report indicated that the leadership and management workshops were successful and participants found the training very useful but suggested the need to make it more relevant and innovative.

The **Sub-Saharan Africa Higher Education Leadership Development (SAHEL)** program is an initiative to build on the LEDEV and MADEV experiences of the AAU and further develop capacities of leaders and managers of higher education institutions in sub-Saharan Africa. The **SAHEL** program, in its initial phase, will target higher education institutions in sub-Saharan Africa. Thus, the broader aim of the **SAHEL** workshop series is to enhance the leadership and management skills of higher education leaders, particularly in the promotion of innovation and the management of change.

This report is a result of a study funded by the United States Agency for International Development (USAID) through the American Council on Education (ACE) office of the Higher Education for Development (HED). The study was managed by the AAU and conducted a team of six African experts. Data were obtained primarily from university leaders, vice chancellors/rectors/presidents, and senior management staff through face-to-face interviews and questionnaires from 33 institutions. The six consultants visited 27 institutions in all, and an additional six universities provided feedback to the questionnaire online.

AAU is pleased to present its findings in the publication “Sub-Saharan Africa Higher Education Leadership Development (SAHEL) Study Report.”

Etienne Ehile  
*Secretary General*

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This report is made possible by the generous support of the American people through the United States Agency for International Development (USAID). AAU expresses its appreciation to USAID for funding this study and the American Council on Education (ACE) and HED for their oversight and professional support.

## THE SAHEL STUDY PARTNERS

### **The Association of African Universities**

The Association of African Universities (AAU) is an international non-governmental organization established by African universities to promote cooperation among themselves and with the international academic community. The AAU, headquartered in Accra, Ghana, was established in November 1967 at a founding conference in Rabat, Morocco. This conference was attended by representatives of 34 universities who adopted AAU's constitution. As of April 2013, the AAU has a membership of 303 African higher education institutions from 45 African countries.

The mission of the Association, which operates in three official languages (English, French and Arabic), is to enhance the quality and relevance of higher education in Africa and strengthen its contribution to African development by *supporting the core functions of higher education institutions (HEIs) and fostering collaboration among African HEIs; and providing a platform for discussions on emerging issues.*

AAU's programmes are implemented through the involvement of its member institutions as well as strategic partners so as to engender commitment and ownership, and also build capacity for project/programme delivery in member institutions. *For more information visit: [www.aau.org/](http://www.aau.org/)*

### **Higher Education for Development (HED)**

HED mobilizes the expertise and resources of the higher education community to address global development challenges. HED

manages a competitive awards process to access expertise with the higher education community in coordination with the American Council on Education (ACE), the American Association of Community Colleges (AACCC), the American Association of State Colleges and Universities (AASCU), the Association of American Universities (AAU), the Association of Public and Land-grant Universities (APLU), and the National Association of Independent Colleges and Universities (NAICU). For more information about HED, visit: [www.hedprogram.org](http://www.hedprogram.org).



## EXECUTIVE SUMMARY

The current challenges facing universities, namely – expansion in enrollment, dwindling financial resources, inability to attract young faculty, inadequate academic and physical infrastructure, pressure from stakeholders for more accountability, as well as the competitive environment within which the institutions operate –have combined to make leadership training and succession planning an issue of great importance.

Although the Association of African Universities (AAU) has trained 475 participants from all over Africa since 1991 on management and leadership issues, only about 15 percent of higher education managers have been trained and only about one-third of the participants were females. This highlights the wide gap in capacity development needs for higher education managers and administrators in sub-Saharan Africa. Thus there is a critical need to scale up AAU's effort with a more comprehensive and targeted program of leadership and management capacity development.

Higher Education for Development (HED), through funding from the United States Agency for International Development (USAID), commissioned a study by AAU to map a strategy for institutional capacity building in senior and middle level management and leadership for sub-Saharan African higher education institutions (HEIs). The Sub-Saharan Africa Higher Education Leadership Development (SAHEL) study aimed to (a) map major challenges on leadership, governance, and management; (b) analyze AAU's Leadership Development (LEDEV) and Management Development (MADEV) program and integrate the recommendation from the African Capacity Building Foundation (ACBF) review report; and (c) make recommendations based on the assessment in order to ensure that the program meets the need of leadership training programs in Africa.

The SAHEL program is an initiative to build on the LEDEV/MADEV workshop experiences of AAU and develop capacities of leaders and managers of HEIs in sub-Saharan Africa. Such endeavours are anticipated to build requisite skills of leaders and managers to effectively meet some of the most pervasive and difficult barriers to continued progress. The SAHEL program in its initial phase will target higher education institutions from 10 countries in sub-Saharan Africa in relation to the Africa-U.S. Higher Education Initiative partnership program.

Data for the SAHEL study were obtained primarily from university leaders, vice chancellors/rectors/presidents, and their deputies or senior management staff of the institutions through face-to-face interviews and questionnaires in 33 institutions. A total of 27 universities were physically visited by the survey consultants and an additional six universities provided their feedback on the questionnaire online.

The study identified lack of vision for leadership development, lack of resources—financial and infrastructure, lack of qualified staff in/for leadership/management positions, poor or lack of succession plans, and lack of structural and systematic training/skills development programs as the major challenges of leadership in sub-Saharan Africa. It also highlighted the importance of challenges related to limited institutional autonomy, limited skills in effective staff and students management, limited skills in performance appraisal, limited skills in the management of research, frequent leadership turnover, limited skills in managing large student population, lack of commitment to implementing gender policies, and limited skills in managing finance and resource diversification.

The study found that 90 percent of university leaders had never attended any leadership training and only 21 percent of the universities have some sort of institutional leadership training policy. Most of the institutions have not put in place an HEI leadership training program. Where there are leadership development programs, such programs are skewed toward

organizational and business oriented leadership issues. Sixty-nine percent of the respondents knew other leadership training programs outside of their institutions. Eighty-four percent of the universities had institutional leadership succession plans and 81 percent had no institutional gender policy.

The study makes abundantly clear the great need for building institutional leadership capacities in sub-Saharan Africa and the important role that AAU, together with HED and the American Council on Education (ACE), could play in the design and implementation of such efforts. This report highlights Africa's need for strong higher education leaders who will excel both academically and administratively. The SAHEL program should strengthen and complement the LEDEV/MADEV program through designing and implementing new elements that will help the program by drawing from the experiences of regional and international leadership training organizations. The study proposes that leadership/management capacity development be differentiated, based on managerial levels, experience and gender.

Given the diversity in faculty and institutional leadership experiences, it is proposed to design and implement institutes of leadership capacity development that builds capabilities and skills of individuals toward institutional change. The institutes that are proposed include Institute for Senior Administrators and Leaders (iSAL), Institute for Middle-level Administrators and Leaders (iMAL), Institute for Women Administrators and Leaders (iWAL) and Institute for Developing Emerging/young Administrators and Leaders (iDEAL). The capacity development work of these institutes should employ one or two face-to-face meeting of a cohort of trainees with professional facilitation of experts. AAU should also build a platform for continuous engagement of each cohort.

## 1.0 INTRODUCTION

Given the current challenges facing universities—namely, expansion in enrolment, dwindling financial resources, inability to attract young faculty, inadequate academic and physical infrastructure, pressure from stakeholders for more accountability, as well as the competitive environment within which the institutions operate—leadership training and succession planning can no longer be taken for granted.

Managing the academic enterprise has become a professional activity, and the leadership in universities need to sharpen their management and leadership skills, in order to address the serious challenges they face. The vice chancellor (VC), rector, or president is assisted by a team of deputy vice chancellors/pro vice chancellors/ rectors/ presidents, provosts, directors, deans and heads of department who are elected or appointed to positions based on either seniority or, in some cases, on experience. In most African institutions there are no structured and systematic programs for the training of academic leaders.

Leadership and management training that has often been ignored in academia, is gaining importance and recognition among HEIs in Africa. Some leading management schools in African universities are mounting professional courses in higher education administration and management. A number of coordinating and supervisory bodies are running and directing ad hoc programs in leadership and governance for council members and senior managers of HEIs. AAU responds to this need by setting up a program on leadership training.

Leadership is defined as the art of influencing people in any given social environment for reaching purposeful and measurable goals. This broad definition entails creative effort of a person to influence a social outcome,

performance, or destination in a measurable way. Leadership is behavioural influence in relationships and is about getting things done. Leaders are defined by their ability to influence people to do extraordinary things that otherwise may not have been done. Leaders should have the requisite skills to provide effective and motivational leadership, through influencing people by satisfying their needs, desires, motives, and aspirations to help them perform. Contextualization of leadership has a culture to it. Leadership skills of a higher education leader in the areas of vision, mission, and innovation are very important for success of institutional objectives. Leadership in higher education is governed by the ability to envision the future of the institution.

Leadership succession planning can help HEIs keep up with changes as it helps in preparing emerging leaders in any institution. Planning for succession is a key part of the broader efforts of strategic workforce planning and strategic human capital management. Potential leaders must be trained, mentored, and if possible shadow the existing leadership in areas appropriate to higher education administration and governance. Higher education institutional leaders are involved in income generation, proposal writing, strategic thinking and planning, and envisioning as part of their core activities for institutional survival. As a key human capital strategy, leadership succession planning has to do with identifying, developing, and grooming young potentials to take over leadership roles in the universities. This is good for continuity. Succession planning provides a strategic, systematic, and deliberate activity to ensure an organization's future capability to fill vacancies without patronage or favoritism.

The concept of gender in higher education leadership takes a different dimension, particular in African HEIs. *Feminist Africa* (2007) devoted two issues to "Rethinking Universities," where women's status and conditions were reviewed in relation to universities' policies and practices. Universities that were under scrutiny included those that were found in

South Africa, Senegal, Nigeria, Cameroon, and Zimbabwe. In all the findings, women's positions were found to be in the margins both in career and their presence in universities as students, as well as in the curriculum. However, gender differences should be acknowledged; efforts have to be made to value gender differences and particularly women's contributions. Hence, training providers are to be aware and well-informed in order to build capacity that incorporates gender balance.

Since 1991, AAU has been running various leadership and management workshops aimed at enhancing the professional skills of managers of higher education institutions by equipping them with management skills and attitudes that will help them appreciate the environment in which they are operating and effectively use resources at their disposal toward the achievement of organizational goals.<sup>1</sup> These workshops target pro/deputy vice chancellors, vice rectors, deans, deputy deans, directors/coordinators of institutes and heads of academic departments, and have been held in countries such as Botswana, Burkina Faso, Burundi, Côte d'Ivoire, Egypt, Nigeria, and South Africa.

The leadership and management training workshops are organised under the Capacity Development Project for the Revitalisation of African Higher Education Institutions (AAU-CADRE) Program. This has produced a pool of senior academics who can assume top leadership position equipped with requisite leadership and management skills. Between 2006 and 2010 alone, four leadership and three management workshops were held in various locations. Feedback from participants and the mid-term review

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<sup>1</sup>Between 1991 and 2002, the leadership and management development workshop series used to be called Senior University Management (SUMA) Workshop series. Thereafter, sequel to a review in 2003, SUMA was divided into the Leadership Development (LEDEV) and Management Development (MADEV) Workshop series to reflect the unique training needs of the two broad categories of administrators of higher education institutions in Africa.

report indicated that the leadership and management workshops were successful and participants found the training very useful.

Although AAU has trained about 475 participants from all over Africa since 1991 on management and leadership issues, only about 15 percent of higher education managers have been trained and only about a third of the participants were females. This highlights the widening gap in capacity development needs for higher education managers and administrators in sub-Saharan Africa. Thus, there is a critical need to scale up AAU's effort with a more comprehensive and targeted program of leadership and management capacity development.

The Sub-Saharan Africa Higher Education Leadership Development (SAHEL) program is an initiative to build on the LEDEV and MADEV experiences of AAU and develop capacities of leaders and managers of higher education institutions in sub-Saharan Africa. This endeavour is anticipated to build requisite skills of leaders and managers to effectively meet some of the most pervasive and difficult barriers to continued progress. The SAHEL program in its initial phase will target HEIs from ten countries in sub-Saharan Africa in relation to the Africa-U.S. Higher Education Initiative partnership program. The broad aim of the SAHEL workshop series is to enhance the leadership and management skills of higher education leaders, particularly in the promotion of innovation and the management of change. Leaders will share experiences with their peers and be equipped with management skills and insights that will help them effectively use resources at their disposal toward the achievement of organizational goals.

As a vital step toward the execution of the SAHEL program, HED, through funding from USAID, commissioned a study by AAU to map a strategy for institutional capacity building in senior and middle level management and leadership for sub-Saharan African higher education institutions, with particular focus on the eleven Africa Initiative partnership institutions.

## 2.0 METHODOLOGY

### Sources of Data

Data for the SAHEL study were obtained primarily from university leaders, vice chancellors/rectors/presidents and their deputies in 33 institutions. But situations where the chief executive officers or their deputies were not available, the senior management staff of the institutions were contacted for information.

Information was first sent to the various universities to familiarize them about the evidence-based study and its justification, as well as to announce the time of the institutional visits. Because of the need to cover as many universities as possible within the stipulated time, two teams of interviewers were constituted. The team members and their institutional affiliations are presented in Appendix Table 1.

### Data Collection Methods

A structured questionnaire (Annex 1) was developed and used for data gathering for assessing African academic leaders' views about their leadership and the need for leadership training. Universities in Ghana, Senegal, Burkina Faso, South Africa, Kenya, Ethiopia, Uganda, and Malawi were visited by two expert teams (Figure 1). Overall, a total of 33 universities were visited by the teams. Information relating to the names and characteristics of these universities that participated in the study is presented in Appendix Table 2.

**Figure 1 Countries Visited for the SAHEL Study**

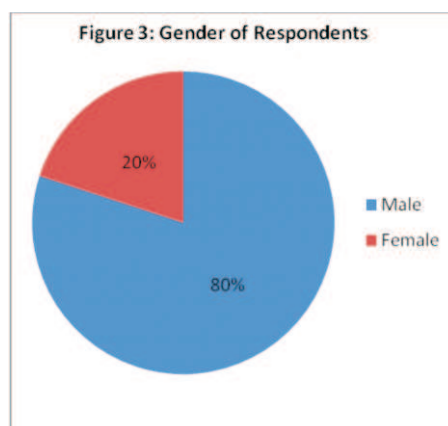
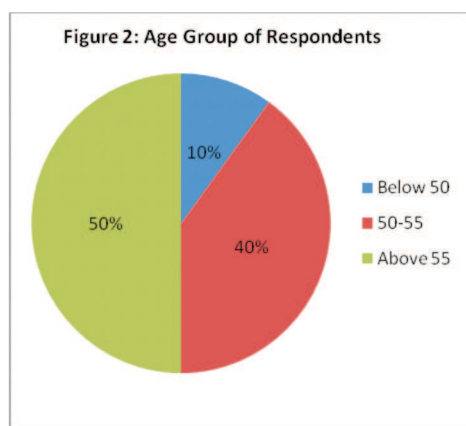


In addition to the questionnaire, there was a qualitative component involving an open discussion on the importance of leadership development and competencies needs. The face-to-face interviews proved to be very important and served to furnish insights into leadership strengths and development needs of various universities that could not be captured by the use of the structured questionnaire alone.

Out of the 33 universities that participated in the study, 25 of them (76 percent) were public institutions (including two semi-public ones: 2iE, International Institute of Water & Environment Engineering, and Ghana Institute of Management and Public Administration). The rest were private. The primary focus of the universities was in training and research (90 percent). About 10 percent of the universities were actively engaged in community service and business.

University of Nairobi and the University of Cape Town have the highest student population of 60,000 each, followed by Addis Ababa University, Sheikh A Diof University, and University of Ghana with more than 50,000 students each. However, Addis Ababa University has the greatest staff strength of 6,623, followed by University of Cape Town with more than 5,000 staff and University of Nairobi with 4,800 staff. The private universities have low numbers in both student and staff populations. It should be noted that over the years the student numbers have increased immeasurably beyond the number of students that these universities can accommodate. For instance, the University of Ouagadougou 1 was originally built for about 2,000 students but now has a population of more than 50,000. Also, the University of Cape Town has one of the highest student populations of 60,000, due to its policy of equal opportunity to all including women, disabled, and racially marginalized groups.

The demographic and socio-economic profile of the academic leaders and managers who responded to the survey shows that 50 percent of the respondents were beyond 55 years of age, while only 10 percent of them were under 50 years of age (Figure 2) and the overwhelming majority (80 percent) of the respondents were men (Figure 3). Similarly, most of the respondents (70 percent) were the chief executive officers of the visited universities, with 30 percent being upper middle level managers. About 35 percent of the respondents had 11 or more years of experience in institutional leadership positions, while about 40 percent had less than five years of experience.



## 3.0 MAJOR FINDINGS

### 3.1. Institutional Leadership Capacity Development Issues

The study identified lack of vision for leadership development, lack of resources—financial and infrastructure, lack of qualified staff in/for leadership/management positions, poor or lack of succession plans, and lack of structural and systematic training/skills development programs as the major challenges of leadership in sub-Saharan Africa. It also highlighted the challenges related to limited institutional autonomy, limited skills in effective staff and student management, limited skills in performance appraisal, limited skills in research management, frequent leadership turnover, limited skills in managing large student population, lack of commitment to implementing gender policies, and limited skills in managing finance and resource diversification.

Representatives of the universities visited for this study mentioned several major leadership and governance challenges they encountered over the years (Figure 4 and Appendix Table 3). The three most frequently

mentioned leadership and governance challenges were (a) lack of funds, (b) lack of qualified personnel, and (c) lack of infrastructure. These three challenges account for more than 75 percent of major leadership and governance challenges mentioned by the participating universities. Other challenges include lack of autonomy, change resistant institutional cultures, obsolete and ineffective organizational structures, and lack of transparent and clear performance appraisal systems.



**Leadership Capacity Training and Policy**

The study found that 90 percent of university leaders had attended any leadership training and only 21 percent of the universities have some sort of institutional leadership training policy (Table 1). About 24 percent of the respondents indicated that their institutional experience shows lack of leadership training while nearly 100 percent indicated that skills training is critical for institutional leaders in Africa (Table 1). Many of the university leaders have had experiences that they attribute to the lack of leadership skills on the part of their colleagues in the institution

**Table 1 Status of Leadership Training Programs and Policies in Higher Education Institutions in Sub-Saharan Africa**

Institution	<i>Ever attended leadership training programs</i>	<i>Institutional leadership training policy</i>	<i>Institutional experience that shows lack of leadership training</i>	<i>Skills training for institutional leaders is important</i>
University of Nairobi, Kenya	Yes	Yes	No	Yes
Kenyatta University, Nairobi, Kenya	Yes	Yes	No	Yes
KCA University, Nairobi, Kenya	Yes	No	No	Yes
Addis Ababa University, Ethiopia	No	No	Yes	Yes
St. Mary's University College, Ethiopia	Yes	No	Yes	Yes
Admas University College, Ethiopia	Yes	Yes	-	Yes
Alkan University College, Ethiopia	No	No	Yes	Yes
Bahir Dar University, Ethiopia	Yes	No	Yes	Yes
Dire-Dawa University, Ethiopia	Yes	No	Yes	Yes
Haramaya University, Ethiopia	Yes	No	Yes	Yes
Makerere University, Uganda	No	No	Yes	Yes
Kyambogo University, Uganda	No	No	Yes	Yes
Ndejje University, Uganda	No	No	Yes	Yes
Nkumba University, Uganda	Yes	No	Yes	Yes
Lilongwe University of Agriculture and Natural Resources, Malawi	Yes	No	No	Yes
University of Malawi	Yes	No	Yes	Yes
University of Gaston Berger, St. Louis, Senegal	Yes	No	Yes	Yes
Sheikh A Diof University, Senegal	No	No	Yes	Yes
University of Ghana, Legon	Yes		Yes	Yes

Institution	<i>Ever attended leadership training programs</i>	<i>Institutional leadership training policy</i>	<i>Institutional experience that shows lack of leadership training</i>	<i>Skills training for institutional leaders is important</i>
Ghana Institute of Management and Public Administration	Yes	No	Yes	Yes
University of Education, Winneba, Ghana	No	No	Yes	Yes
Central University College, Ghana	No	No	Yes	Yes
University of Ouagadougou 1, Burkina Faso	Yes	No	-	Yes
University of Ouagadougou 2, Burkina Faso	Yes	No	-	Yes
2iE, International Institute of Water & Environment Engineering, Burkina Faso	Yes	Yes	-	Yes
University of Cape Town, South Africa	Yes	Yes	-	Yes
Stellenbosch University, South Africa	No	No	-	Yes
University of Liberia	No	No	No	Yes
Catholic University of Juba, South Sudan	Yes	Yes	Yes	Yes
University of Namibia	No	No	Yes	Yes
National University of Abidjan, Côte d'Ivoire	Yes	Yes	Yes	Yes
University of Science and Technology of Cape Town, South Africa	Yes	Yes	Yes	Yes
University of the Western Cape, South Africa	Yes	Yes	Yes	Yes

Nine of the 33 universities visited (representing 27 percent) said they have some form of ad hoc leadership training program, while majority of the institutions (73 percent) did not have any leadership training program in their respective institutions (Appendix Table 4). It should be noted that many of the universities that had ad hoc leadership training programs could neither describe their training programs nor mention their focus

areas. Sixty-nine percent of the respondents stated that they knew of other leadership training programs in their countries or elsewhere in Africa. However, for the most part, those leadership training programs have specialized focus areas and target audiences. For example, the Uganda Management Institute and the Ghana Institute of Management and Public Administration mainly train postgraduate students in leadership and public administration issues that lead to the award of master's degrees and diplomas.

Where there is a leadership development plan, such as in South African institutions, the programs are skewed toward organizational and business oriented leadership issues. Francophone countries such as Burkina Faso and Senegal have the National Institute for Administration and Management, which trains prospective leaders to manage public administration issues. However, the curricula focus mostly on procurement and national administration processes outlined by their national constitutions, and is little aligned to university leadership and administrative capacity development needs.

Generally, where leadership training programs have been attempted, the focus has been on building capacity in administrative procedures, public accountability and systems maintenance, as well as issues that border on conforming to bureaucracies. The contents of those courses are not tailored to help higher education institutional leadership. Leadership training at all levels were found to be out of context with the institutional culture. Many of the interviewees talked about African contextualization of leadership to bring relevance to their society. Without this context of leadership training, many reported their lack of interest to attend any more leadership training about management and administration.

This is further emphasized by majority of interviewees stressing the fact that attitudes and mind-sets toward leadership training have changed. According to a university professor at University of Ouagadougou 2, most

of the leadership programs/workshops organized in Africa have become repetitive, procedural and administrative or managerial oriented. Instead HEI leaders should be given leadership training that constitutes academic or higher education leadership building. We need leadership training toward research and development.

### **Leadership Pipeline and Succession Plan**

Twenty-seven institutions (84 percent) stated that they had an institutional leadership succession plan (Appendix Table 5). The majority of the respondents emphasized the need for a clear succession plan that should be based on merit. About 50 percent of the respondents said they had no institutional gender bias in leadership succession plan.

The study however found that there was either no system in place or lack of institutional drive to enable succession strategies. Most institutions have top leadership appointment through academic qualifications, elections or nominations, and appointments by governments. In Burkina Faso, the VCs did not see the need for a succession plan when appointment to the top leadership was by the ruling government. Such government involvement brings the institutional leadership to operate under the watchful eyes of government which funds the universities. In the case where the VC is elected by university councils following recommendations from a search party, such as the public universities in Ghana, the drive to groom leaders among the faculty is neither an institutional strategy nor a priority. One professor at 2iE said, “One may take upon his or herself to help potentials but this is not clearly spelt in their strategic plan forward.”

Furthermore, where there is a conscious effort to mentor new leaders to succeed the retiring ones, most plans lack cohesion, systemic influence and institutional policy decisions. Individual leaders might engage others deemed potential leaders in an informal mentoring to accelerate their exposure and preparedness to assume leadership. However such an approach was not open and systematic. A University of Ouagadougou 1

professor said, “I cannot openly discuss my leadership succession plan with individuals since the government appoints the next vice chancellor after me. My role is to calm tensions and avoid strikes...while the government is getting on with its business without students agitation I can remain in my post.”

### **Leadership and Women Empowerment**

According to respondents, 81 percent of the universities had no institutional gender policy that promotes and continuously supports women to leadership positions. Most higher education institutional leaders were honest to criticize the lack of systematic approach to all-inclusiveness. “There is more talk than actual work on the old system to create avenues for developing gender equity. Female influence is minimal at the top leadership level,” said a leader at the University of Gaston Berger. In places where there is an effort to bridge the gender gap, it was discovered that most efforts were individual initiatives rather than an institutional policy. For instance, according to South African laws, any form of discrimination based on gender, race, disability, etc. is unlawful. However it was discovered that implementation of such laudable legal framework needs leadership to influence actions.

African higher education institutions are expected to make significant contributions at the national level in meeting the millennium development goals (MDGs), one of which is promoting equality and empowerment of women. In the AAU Strategic Plan (2011-2015) and Core Programme (2009-2013), new areas of capacity development have been identified and would require the Association's intervention over the next four years. Such new areas include, inter alia, strengthening the capacity of African higher education institutions to respond to local and regional challenges. One of these challenges is clearly the gender inequality and inequity so pervasive in African societies. In accordance with Article II (page 1) of its Constitution, AAU seeks to, among other things, encourage and empower African higher education institutions to address developmental

challenges and “to promote gender and social equity in policies on higher education and in the delivery of higher education services,” as well as “to contribute to the improvement of leadership, institutional management and the policy environment of African higher education.” The present study has revealed that the number of women in leadership positions is very low compared to their male counterparts. Partly as a result of gender inequality and inequity, very few women are in top executive positions in higher education institutions in Africa. The few women who are in leadership and management positions and many others aspiring to such positions lack leadership skills and expertise.

Traditionally, men dominate top-level decision making positions, while women are side-lined. There is the need for transformational changes toward recognizing and institutionalizing diversity in gender awareness, knowledge and skills. Most African communities have different reactions to social equality, diversity appreciation, and class system. Many of the institutions visited looked at gender issues as important but not significant enough to merit serious institutional attention in terms of policy formulation and implementation.

This study report documents a tremendous need to provide leadership development opportunities for women administrators and leaders in African higher education. Many African HEIs lack a commitment and strategy to develop and advance women into leadership positions. Moreover, few female emerging leaders have had the opportunity to participate in leadership development programs throughout the course of their careers. It is proposed to establish Institutes for Women Administrators and Leaders (iWAL) under the SAHEL program. The iWAL strategy will target women in universities in sub-Saharan African countries, with the aim of empowering women administrators and leaders and improving the status of women in these countries. It is envisaged that the strategy will, through training workshops, target newly appointed female rectors, presidents, vice chancellors and their deputies, as well as

senior female academics that are the potential institutional leaders as a way of addressing the issue of leadership succession among women.

Experience has shown that addressing gender equality and women's empowerment requires strategic interventions at all levels of programming and policy making. These interventions must, on one hand be led by administrators of higher education institutions with requisite skills and expertise, and on the other hand be based on empirical evidence of what actually happens on the campuses of higher education institutions.

Leadership and management training sessions planned under the iWAL strategy will help the women gain the knowledge and expertise they need to acquire leadership positions on the campuses of higher education institutions in the countries of focus. Empowerment of women through assumption of leadership positions will clearly facilitate their economic self-reliance and guarantee their security. In implementing this iWAL strategy, AAU will adopt one of the following two approaches under the SAHEL program. The first approach will be to devote 30-35 percent of participants in the SAHEL workshop series to women, while the second approach will be to mount SAHEL training sessions exclusively for women. These two approaches should be further examined during the design and implementation of the SAHEL capacity development program.

Therefore AAU should spearhead gender balance through awareness creation that highlights the benefits of gender equity, value for differences, and a skillful implementation of institutional policies. These are qualities that can be trained to bring leadership commitments. Rather than AAU engaging in the craft institutional gender policies for emulation, AAU can facilitate the need for such knowledge for differentiation leadership: i.e., social equity through programmes that address gender balance, otherness in sameness, generational differences, and more importantly, differences in capabilities and adaptive skills.

### **3.2. Leadership/Management Capacity Development Resources**

A number of local, regional, and international institutions and organizations were mentioned by the university leaders as possible venues for effective capacity building in leadership and management in sub-Saharan Africa (Table 2).

Africa-based institutions/organizations undertaking Leadership and Management Training in sub-Saharan Africa include the Uganda Management Institute (UMI), Ghana Institute of Management and Public Administration (GIMPA), KCA University in Nairobi, Kenya, and Stellenbosch University in South Africa.

With respect to international resources, AAU, in coordinating leadership capacity development in Africa, will benefit from partnering with ACE, the Leadership Foundation for Higher Education in the United Kingdom, and the European University Association (EUA). It will also be important to explore programs and experiences of the Harvard Business Publishing, Wharton Executive Education Leadership Training, Institute of America, Washington Leadership Training Institute, University of California's Berkeley Center for Executive Education at the Haas School of Business, and Saginaw Valley African-American Leadership Training Institute (SVAALTI). The American Association of State Colleges and Universities (AASCU) also has a program that prepares the next generation of leaders. It is of particular interest to explore possibilities to work with AASCU on its Millennium Leadership Initiative (MLI) the description of which can be found at [www.aascu.org/MLI/](http://www.aascu.org/MLI/).

**Table 2 Potential Institutions/Organizations for Collaboration with AAU in Leadership and Management Capacity Development in Sub-Saharan Africa**

<b>Name of Institution/Organization</b>	<b>Address of Institution/Organization</b>
American Council on Education (ACE)	American Council on Education, One Dupont Circle NW, Washington, DC 20036-1193, USA
Harvard Business Publishing	Harvard Business Publishing, 300 N Beacon St, Watertown, MA 02472, USA
Wharton Executive Education Leadership	Aresty Institute of Executive Education, Wharton, University of Pennsylvania, USA
European University Association (EUA)	European University Association, Brussels Office, Rue de la Loi 42, BE -1040 Brussels, Belgium <a href="http://www.eua.be/Home.aspx">http://www.eua.be/Home.aspx</a>
Leadership Training Institute of America	Leadership Training Institute of America, P.O. Box 885, Fayetteville, AR 72702-0885, USA
Washington Leadership Training Institute	SkillsUSA, 14001 SkillsUSA Way, Leesburg, Virginia 20176, USA
University of California, Berkeley Center for Executive Education at the Haas School of Business	Center for Executive Education at the Haas School of Business 2000 Center St., Berkeley, California 94704-1996, USA
Saginaw Valley African-American Leadership Training Institute (SVAALTI)	Saginaw Valley African-American Leadership Training Institute (SVAALTI), 3521 State St., Suite 1 Saginaw, MI 48602 USA
Leadership Foundation for Higher Education	Leadership Foundation for Higher Education, First Floor Holborn Gate, 330 High Holborn London WC1V 7QT, UK.
Stellenbosch University	Stellenbosch University, Private Bag X1, Matieland, 7602, Stellenbosch, South Africa

According to the respondents, the four major areas that higher education institutions in sub-Saharan Africa need toward leadership capacity development support are (a) training mid- and upper-level managers, (b) developing institutional strategic plans, (c) building institution networking, and (d) facilitating exchange and learning from stronger

institutions (Table 3). These are the most important support services needed from government and other stakeholders to enhance institutions' leadership capacity in sub-Saharan Africa.

Higher education institutions in sub-Saharan Africa face different leadership challenges due to socio-cultural context, massification of students' in-take, stress exerted on the infrastructure and low government budgetary allocations. Therefore, as noticed during the interview with the vice chancellor of University of Ouagadougou 1 in Burkina Faso, a leadership training should enable vice chancellors to create capacity of influencing change in the midst of scarcity and governmental interferences. He further suggested that training should create competencies that will help leaders to deal with unforeseeable circumstances such as students' demonstration, pandemonium, etc. This was essential to him as VC because, according to him, once there is peace on campuses that guarantee his/her position.

Leadership in change initiative was discovered to be lacking in most institutions. Where there was an institutional success story, an instance of an institutional success story was due to the courageous initiative of individual leaders. Innovations and change initiatives at various institutional levels were not significantly shared by most African HEIs for mutual development. The majority of higher education leadership called for shared ideas, exchanges, and open forums to share and create change. As one VC put it, higher education leaders need AAU to coordinate and facilitate discourse and capacity development in bringing leadership from theory to practice among university leaders. AAU can also lead in identifying indigenous ideas and best practices through research so that HEIs in Africa can benefit from improved and more effective leadership.

**Table 3 Most Important Support Services**

<b>Support Services</b>	<b>Number of Universities Ranking Services as Important</b>
Training for middle and upper management in leadership	21
Development of an institutional strategic plan with a focus on leadership training	18
Conferences or other events to help higher education institutions network with African leadership institutions or leadership enterprises and key actors in the productive sector	15
Opportunities to learn from institutions with a history of strong engagement with leadership	12
Funds for leadership research outputs	8
Development of institutional policies for governance	8
Training for academic staff in leadership skills	7
Development of curricula that promotes leadership skills	5
Other	3
Support for establishing innovation, technology, etc.	2

There is the need for leadership in quality assurance and excellence in all business of higher education. Interviewees agree that high quality in higher education should be maintained. According to most institutions that have chalked success in their own ways, the key has been quality assurance and a high degree of excellence. Typical cases were found at the Ghana Institute of Management and Public Administration (GIMPA) in Ghana and International Institute for Water and Environmental Engineering (2iE) in Burkina Faso. Leaders at these institutions emphasized on a paradigm change in attitudes toward products and services from African universities. A 2iE leader emphasized that higher education institutions should guarantee quality of education and research

for all stakeholders enabling them to trust the education system. A professor at GIMPA also supported this by stating that without quality assurance in place, higher education institutional leadership will be challenged in the competitive global market of higher education provision.

Massive intake of higher education students in most sub-Saharan African countries is a leadership challenge that calls for leadership. Leadership calls for capacity in different methodology, pedagogy, and application of technology in a context of massification has become critical. As stated by a 2iE professor, institutions have to be innovative in the era of technological challenges, global competitiveness, and demand for applied knowledge in all areas of social life. He said, “There is the need for electronic facilitation skills among HEI leadership, as information and communication technology (ICT) is increasingly driving practices in HE education. A professor from the University of Ouagadougou 1 said, “We are supposed to be competent in electronic communications, demonstrate skills in the electronic environment, and be able to understand the language in ICT.” He further noted, “there is so much to learn...and if we don't we are not going to be effective and efficient.” “Unless HE leaders stop talking excuses and utilize resources such as technology, we are likely to be left behind,” said a professor from the University of Cape Town.

The above provides a practical suggestion to AAU to explore the possibility of e-leadership.

The university leaders were further asked during the SAHEL study to mention the key strengths and opportunities they felt as inherent in mounting leadership training programs. Their responses generally revealed that a leadership training program:

- Helps universities cope with change;
- Enhances knowledge skills of university leaders on various aspects of leadership, governance, and development;

- Keeps them abreast of current developments;
- Boosts the market share of universities;
- Fosters research and training;
- Ensures customer satisfaction through timely service;
- Ensures prudent use of resources; and
- Promotes networking and experience-sharing.

### 3.3. Leadership Training Models

#### **The LEDEV Model**

The LEDEV workshop series targets newly appointed rectors, vice rectors, vice chancellors, deputy vice chancellors of public and private institutions as well as council members, heads of national and regional accreditation agencies, among others. The MADEV series provides management training—developing managerial skills and improving systems, processes, and procedures to enhance quality of service delivery by middle managers (provosts; deans of colleges, schools and faculties; heads of departments and their deputies, etc.) in African higher education institutions. Thus the LEDEV and MADEV projects target two different categories of administrators of higher education institutions<sup>2</sup>. The SAHEL program has to build up on the existing LEDEV and MADEV workshop series of AAU.

AAU uses a combination of methods in the delivery of the leadership and management training courses. This comprises regular lectures, participatory class discussions and exercises, individual assignments, and syndicate work. The active participatory learning process in which participants share experiences and learn from each other has been used

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<sup>2</sup> The LEDEV and MADEV workshop series are organized under the AAU Capacity Development Project for the Revitalization of African Higher Education Institutions (AAU-CADRE) financed by the African Capacity Building Foundation (ACBF)

extensively. Generally, the training programs have varied over the years depending on what is of interest to African universities. The methodology has largely included **(a)** short lectures and guest speakers, **(b)** case studies and individual assignments, **and (c)** class presentations and syndicate group work.

Some of the core training programs of LEDEV are:

- ***Institutional Culture, Gender, and Change.*** The aim is to deepen participants' appreciation of African universities as gendered organizations shaped by their shifting national contexts and their internal formal and informal processes. Additionally, it seeks to highlight the ramifications of gender inequalities in African universities through sharing the findings of AAU sponsored studies of gender and institutional cultures of selected African universities. It also aims to discuss with university leaders a variety of strategies and initiatives for promoting gender equality and equity and their role in leading and managing these processes of institutional change.
- ***Financial Management.*** This involves financial planning and budgeting, as well as resource allocation and revenue diversification and cost Recoveries.
- ***ICT & Research and Education Network.*** This training module helps to explore the benefits of information and knowledge management as a strategic management tool for higher education institution leaders. It helps understand how interconnected campus networks at national and international levels can enhance collaborative research, and knowledge creation and dissemination.
- ***HIV & AIDS Response Management and Mitigation.*** This deals with the role of leadership in the fight against HIV/AIDS, as well as HIV & AIDS response management.

- ***Role of Institutional Leadership in Quality Assurance.*** The aim of the module is to increase leadership understanding of the roles and purposes of quality assurance within higher education institutions and enable them to develop and use strategies for institutionalizing quality assurance in relation to academic core functions.

Some studies undertaken by leading consulting and business houses (Harvard Business Publishing 2012; The European Business Review 2012) have revealed the following top leadership qualities and skills that they look for in their leadership team going forward: inspiring commitment; being a quick learner; respecting individual differences; being culturally adaptive; compassion and sensitivity; self-Awareness; participative management; change management; resourcefulness; strategic management; leading people; and motivator. Additionally, five major flaws that aspiring top leaders grapple with are difficulty meeting institutional objectives; problems with interpersonal relationships; difficulty building and leading teams; inability to adapt and change shifting mind-sets; and lack of cross functionality.

A draft report was presented at the EU-Africa Joint Strategy Policy workshop titled *Linking Institutional Evaluation Practices, Quality Rating Mechanism and Reinforcing Quality Assurance at Continental Level* held in Accra, Ghana on December 18-19, 2012. It was strongly emphasized by participants that a Leadership Development Program that supports the desirable leadership competencies and addresses the skill gap is vitally important. The SAHEL program is proposed to cover a number of areas to help participants develop skills needed to be champions at work and to effect change. To this end, topics to be covered should address, but not limited to, the following:

- Communicating: how to deliver persuasive messages;
- Leading others: how to delegate and motivate;
- Critical thinking and risk taking: a dialogue about success and failure;

- Conflict resolution and decision making, creativity and problem solving;
- Becoming a change agent: adaptive leadership for effective change management, developing vision, manage for success and exercising focus;
- Quality assurance and research management;
- Internationalization of higher education.

### **The Stellenbosch University Model**

In 2011, Stellenbosch University embarked on a process to develop an integrated assessment and development process for academic heads of department, which consists of integrated and interrelated interventions. The university firmly believes in a process of concurrent design in which the target audience is involved in the design process right from the start. In an attempt to better understand the critical requirements of academic managers in for example, the role of the head of an academic department/departmental chair, and in conjunction with an external service provider, a variety of stakeholders were engaged to gather information about the role of institutional managers.

Using the validated high-performance managerial competencies, developed by Schroder (1989), as the point of departure, 10 core competencies were identified as crucial to the role of senior academic managers. A set of proficiency ratings as well as clear behavioural indicators was developed for each of the competencies, for each of the exercises. This information was used to design a customized competency based assessment, focusing specifically on the competencies that were identified as they manifest/are essential in the role of departmental chairs.

- a) Cognitive Process Profile is a computerized assessment instrument that measures thinking processes and styles. It measures the way people think when solving problems—their cognitive/intellectual processes and the way in which they deal with information. It also

assesses their potential for future development and growth. It takes approximately two hours to complete.

- b) In-Basket Exercise simulates the environment within an academic department and what is required of a department chair. Each individual is provided with a set of background documents where detailed information is provided about the staff, relationships within the department, student numbers as well as specific challenges within the department. Based on this, a specific in-basket exercise have been developed that would replicate what a department chair's day would look like. This will consist of a series of emails, telephone messages, interruptions by staff, and other memos received from a variety of stakeholders. All individuals are then given four to five hours each to work through the items and provide responses as per the instructions.
- c) Case study builds on the in-basket exercise and will require the individual to outline his or her ideas surrounding how to address the challenges the department is facing. Participants will have two hours for this exercise.
- d) In the Role-play, the individual adopts the role of a department chair and has to facilitate a 15-minute discussion with a lecturer within the department. The exercise is designed to assess the individual's ability to address issues and to see to what extent he or she is able to adapt his or her response based on the information provided in the discussion to the benefit of the individual and the department.

After completion of the assessment centre an integrated report is developed for each individual and each participant receives individual feedback. This feedback clearly identifies strengths as well as recommendations for development as it relates to this specific role.

- a) **Mentoring and Coaching:** Stellenbosch University recognizes the value of mentoring and coaching as instruments of organizational learning and as key activities within the university's overall approach to staff learning and development. Through mentoring and coaching it hopes to create an environment where all members of staff feel supported in their pursuit of a satisfying and successful career.
- b) **Integrated Development Program for Heads of Departments:** The 10 core competencies used as the basis of the competency-based assessment, as well as the individualized feedback reports outlining each participant's strengths and developmental areas serve as input into a customized development program for academic heads of departments.

AAU can adapt the Stellenbosch model of measurement for leadership competencies in specific areas, presumably geared toward organizational leadership. Dwelling on the success of SU-SA in offering leadership training with various modules, AAU can partner with the university to develop HEI leadership contents. However, it is recommended that AAU take the following measures to contextualize the Stellenbosch University curriculum before utilizing it fully:

- The contents must be reviewed and evaluated by experts in the field of leadership.
- The measurement should be piloted at a small scale for feedback on the contents (in terms of language, cases and examples) to suit the African HEI leadership.
- Contextualizing the curriculum should be based on African HE institutional needs, socio-cultural sensitivity, etc.
- Gender or differentiation leadership modules should be incorporated to advance equity and inclusivity.

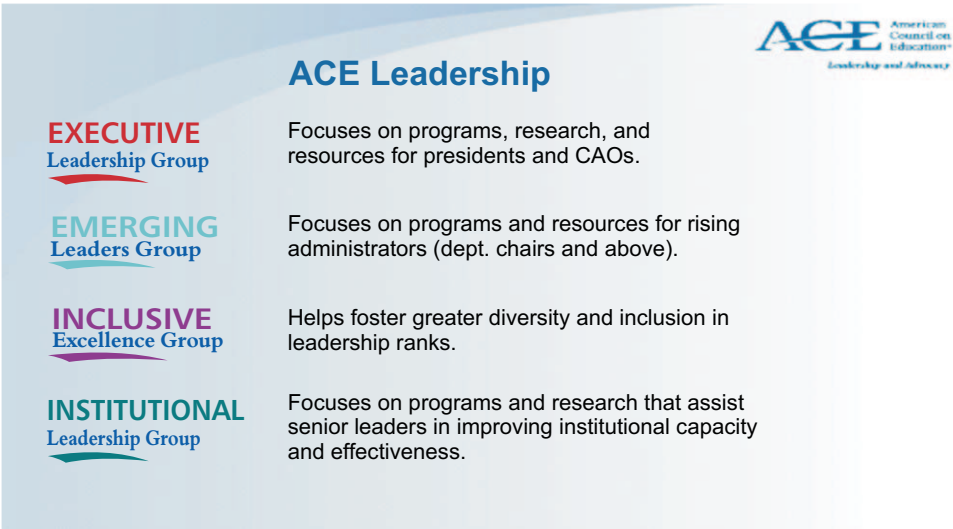
- AAU and SU-SA can sign a Memorandum of Understanding (MoU) in partnership to facilitate the delivery agenda and subsequent research in building on the existing module.
- The MoU between the two institutions should include research and development partnership that will allow doctoral students from member institutions to further collect data for advancement and strategies.

### **The ACE Model**

As the nation's largest higher education organization, ACE is at the forefront of the major issues affecting postsecondary education. ACE provides leadership programs to help institutions leverage the rapidly changing postsecondary education environment and meet the need for diverse and skilled leaders in higher education (Figure 5).

ACE has several programs in its leadership development program. These include (a) The Fellows Program; (b) Institute for New Chief Academic Officers; (c) Presidential Roundtables (past topics include *Leading in Times of Crisis* and *Retirement Transitions in Higher Education*); (d) Institute for New Presidents for nine months (July–March); and (e) a face-to-face convening program focusing on practical executive leadership development for presidents in their first two years. Furthermore, ACE coordinates (a) the Leadership Academy for Department Chairs—a yearlong engagement consisting of a two-day workshop, webinar series, and blackboard-based support; (b) National and Regional Women's Leadership Forums; and (c) the Spectrum Executive Leadership Program. There is also a lot to learn from the Institute for New Presidents (INP) model of ACE in designing, particularly, the Institute of Emerging/young Administrators and Leaders (iDEAL) program of the SAHEL.

Figure 5 The ACE Model of Leadership Development



Source: Diana I. Cordova. A Power Point Presentation on ACE Leadership to the AAU Management Team. (December 2012.)

On the basis of the foregoing, AAU can collaborate with organizations such as the ACE to learn from best practices on leadership programs and adapt those to specific context of sub-Saharan African institutions.

3.4. Strategic Directions for Leadership Capacity Development

Develop the SAHEL leadership capacity development program in Africa

While a lot of progress has been made in higher education institutions across Africa, many persistent challenges have limited African universities' abilities to thrive. Institutional leadership and management positions are usually held by academicians who are rarely trained in the management and administration of higher education institutions.

Institution leaders at all levels generally have inadequate orientation and preparation in skills required for effective management and administration of these complex institutions.

Leadership training needs to be contextualized to institutional cultures, and training should be more than a focus on management and administration. The training has to create competencies, such as innovation and change initiatives, networking, share ideas, exchange best practices and challenges. It is also suggested to explore possibility of e-leadership training—leadership that uses ICT to effective decision making.

Leadership competency testing before any training could be introduced. Innovative structured leadership training modules should be developed, with case studies, peer mentoring and experience sharing on best practices. Training should be tailored to needs of current and emerging leaders and levels of experience. There is the need for a curriculum designed to specifically address leadership in HEI in African context. Any leadership training curricula need to reflect the African socio-cultural context.

The SAHEL proposal should build on the achievements of AAU's leadership development programs. The SAHEL course materials are proposed to reflect the training needs of all university administrators and potential administrators, including issues pertaining to the promotion of gender equality and women's empowerment, rights and opportunities. Additionally, the program should focus attention on raising awareness about the benefits of gender equality and women's empowerment by targeting women.

Consequently, the SAHEL workshop series should target university administrators and potential administrators of higher education institutions (that is, newly appointed rectors, vice rectors, vice chancellors,

deputy vice chancellors, provosts, deans of colleges, schools and faculties, heads of departments and their deputies, registrars and finance officers, as well as council members, heads of national and regional accreditation agencies, lecturers, associate professors, and professors).

AAU leadership training should support the development of visionary thinking, enabling others to act, allocate proper resources, and become results-driven. Leaders have to be exposed to a new way of thinking about empowerment in the business of HE in Africa. The era of mediocrity, maintenance of status quo, and a job-for-life have to be challenged to bring about selectivity, sensitivity, and objectivity. So that potential leaders are identified, developed and empowered strategically to ignite leadership by performance.

AAU should help institutional leaders to be exposed to the reality of business-oriented leadership even in HEI. Faculty should be made aware that resources will be allocated based on results: i.e., empowerment model of return on investment style in the business world. Training sessions can be created to facilitate creative thinking skills.

It is recommended that AAU lead the design and implementation of the SAHEL leadership program to leverage the association's prestige and gravitas with African institutions. AAU could build a curriculum that addresses the needs/deficiencies/and challenges noted in the report in collaboration with various partners including potentially ACE and the EUA.

As part of the recommendation, the structure of the HEI leadership training/curriculum should address three major areas:

- 1) Academic/scholarship leadership: Leading faculty, staff, students; and academic programs
- 2) Innovation/research and development leadership:

- Understanding, knowledge, and skills in creating ideas; roadmap for innovations; and the synergy for research and development
- 3) Institutional advancement leadership: Visionary skills, shared values and community engagement, alumni/people relationship.

In terms of program content, topics could potentially include:

- Accreditation and quality assurance (in light of discussions and efforts currently underway in Africa).
- Effective governance.
- Enrollment management (in light of massification of higher education in Africa).
- Crisis management.
- Effective use of technology.

### **Differentiation leadership development program**

Leadership capacity development should be differentiated based on experiences of leaders, gender and institutional/national context. For example the ACE model of executive leadership group, emerging leaders group, inclusive excellence group, and so forth could be adapted for SAHEL.

Given the diversity in faculty and institutional leadership experiences, it is proposed to design and implement institutes of leadership capacity development that build capabilities and skills of individuals toward institutional change. The institutes that are proposed include:

- **Institute for Senior Administrators and Leaders (iSAL)** that develops capacities of senior level leaders, such as vice chancellors, deputy vice chancellors.
- **Institute for Middle-level Administrators and Leaders (iMAL)** that develops capacities of middle level leaders, such as deans, and directors of research.
- **Institute for Women Administrators and Leaders (iWAL)** that

develops capacities of women administrators and leaders. This will focus on building a critical mass of women leaders and administrators and also contribute to empowering women in institutional affairs.

- **Institute for Developing Emerging/young Administrators and Leaders (iDEAL)** that develops capacities of emerging, young and aspiring administrators and leaders. This will ensure a leadership pipeline for succession based on merit.

The capacity development work of these institutes should employ one or two face-to-face meeting of a cohort of trainees with professional facilitation of experts. AAU should also build a platform for continuous engagement of each cohort. During the face-to-face meeting trainees could update each other on progress they made in their respective institutions toward change, highlight specific challenges each faced in relation to a specific theme (for example educational quality improvement, research management, financial management, or human resource management), benefit from peer-to-peer experience and expertise and learn from facilitators/experts. Toward establishing a strategic platform for continuous engagement AAU could facilitate e-consultation sessions on a quarterly basis addressing a specific challenge or negotiate with organizations such as Coursera Inc. to require participants of the leadership capacity development to enrol and complete specific courses using the opportunities created by Mass Open and Online Courses (MOOCs).

### **African HEI leaders would benefit from models for transformation.**

Case studies for creative leadership, critical thinking, and whole system change technology within Africa regions can be highlighted. With the trend of the global world increasingly becoming knowledge-based market, many of the leaders will have to be innovative and find ways to generate ideas for socio-economic solutions. Therefore there are success

stories that can be used as case studies, such as that of 2iE in Burkina Faso and GIMPA.

African institutions of higher learning have several situations/scenarios in common: They all talk of the stress on infrastructure, over population in student intake, socio-economic-political interferences, and the need for cash injection from the business communities. It is recommended that best practices are developed from such case studies to serve as model for transformation within the African context.

African HEI leadership will benefit from collaborative/participative leadership skills through collaborative audit scheme. This is a scheme that will highlight internal levels of collaboration, communication, and participation. On the whole, there is a significant problem of internal and intra-departmental communication among many institutions. This is affecting collaboration among even academics and particularly, young faculty members. AAU may help by initiating a collaborative audit survey to help expose institutional levels of participative leadership.

A checklist of a kind will set institution apart in terms of participative leadership. This institutional audit can be distributed among leaders to prompt lapses, flaws in claims, internal conflicts, team managements, and so forth. This will again precipitate training and development in the area of collaboration. An example of such a scheme can be borrowed from partnership in projects at inter-departments such as the one headed by the Office of External Funding at the University of Education, Winneba in Ghana.

**AAU should champion the quest for added value and higher level excellence.**

Albeit, whereas most success stories are results of desperations and necessity, it is also true that Africa HEI leadership need motivation to drive the spirit of excellence. AAU can be innovative in growing champions to

set apart institutions that are exemplary in areas of recognition, maximization and specialization in the continent.

There should be an annual awareness system that recognizes HEI leadership in certain categories, value-added innovations, and high level of excellence at both regional and continental level. This is important to drive motivation for research, innovations, and commitment to responsibility in sub-Saharan Africa.

The need for addressing ethical issues as well as socio-moral became evident at various interviews with leaders at University of Gaston Berger in St. Louis, Senegal, University of Ouagadougou 1 and 2, and University of Ghana. Most of these leaders spoke passionately about how leadership must operate within the framework of socio-moral sensitivity. However, the challenge is the interpretation of what constitute professional ethics, morality, and institutional acceptable norms and practices.

It is recommended that university leaders are made aware of what constitutes ethics and moral leadership. This may mean re-visiting philosophies, concepts, and cultures that demonstrate ethics of care, justice, responsibility, etc. Though some of these concepts are subject to interpretations because of socio-moral contents, the advancement of institutional relevance has to do with the creation of awareness and knowledge in the area of deontology, teleological, and institutional social responsibility.

### **Notional SAHEL Budget**

Investing in the implementation of the above strategies of developing leadership and administration capacities of higher education institutions in sub-Saharan Africa is critical. During a three-year period, to train up to 600 leaders from across the region, an estimated \$4.1 million is needed (Appendix Table 6). Four groups, i.e., iSAL, iMAL, iWAL and iDEAL, will

be trained in Africa and also visit the United States to gain experience and be exposed to different systems of higher education administration and leadership. While visiting the United States, they will be exposed to the ACE Fellows and Leadership program. Budget will cover travel (within Africa and to the United States), curriculum and learning resources development, website and platform/blackboard development at AAU for continuous engagement of trainees/alumni, and administrative costs for AAU and ACE/HED.

#### **4.0. RECOMMENDATIONS AND CONCLUSIONS**

##### **Leadership Capacity Development in Sub-Saharan Africa**

As the principal forum for cooperation, collaboration, and exchange of ideas among Africa's higher education community, it is recommended that AAU should be in charge of designing and implementing the leadership program to leverage the association's prestige and gravitas with African institutions. To this end, AAU should play a lead role in the design and implementation of the SAHEL program as it would bring credibility and legitimacy among Africa's higher education stakeholders.

AAU could build a curriculum that addresses the needs/deficiencies/and challenges noted in this report in collaboration with various partners including the ACE and the EUA. Perhaps a special advisory group of senior university leaders should be constituted to generate the SAHEL program curriculum and key topics to be addressed by the program.

##### **Revitalize LEDEV and MADEV Programs**

The SAHEL program should build on the many years of achievements generated from AAU's successful LEDEV and MADEV workshop series. The SAHEL course materials should reflect the training needs of all university administrators and potential administrators, including issues pertaining to the promotion of gender equality and women's

empowerment, rights and opportunities. Additionally, the program should focus attention on raising awareness about the benefits of gender equality and women's empowerment by targeting women.

### **Development of SAHEL Training Programs**

Leadership training needs to be contextualized to institutional cultures and training should go beyond a focus on management and administration. The structure of the SAHEL training/curriculum should address areas including accreditation and quality assurance (in light of discussions and efforts currently underway in Africa), effective governance, enrollment management (in light of rapid and unprecedented expansion of higher education in Africa), crisis management, and effective use of technology. It is proposed that such training should focus on academic/scholarship leadership, innovation/research and development leadership and institutional advancement leadership issues. Case studies, experience sharing and best practices should ALSO be used in training.

### **Differentiated Leadership Development Program**

Given the diversity in faculty and institutional leadership experiences, it is proposed to design and implement institutes of leadership capacity development that builds capabilities and skills of individuals toward institutional change. The institutes that are proposed include; Institute for Senior Administrators and Leaders (iSAL), Institute for Middle-level Administrators and Leaders (iMAL), Institute for Women Administrators and Leaders (iWAL) and Institute for Developing Emerging/young Administrators and Leaders (iDEAL).

The ACE model of Executive Leadership Group, Emerging Leaders Group, Inclusive Excellence Group, etc. could be adapted for the SAHEL program. Special emphasis on empowering female leaders in African institutions should be the core strategy of the SAHEL program.

### **The Initial Phase of the SAHEL Program**

The initial phase of the SAHEL program is proposed to focus on the 11 higher education institutions<sup>3</sup> involved in the Africa-U.S. Higher Education Initiative partnerships across 10 countries<sup>4</sup>. This strategy might garner support from USAID, which is currently supporting university partnerships in these countries. This approach will develop a platform and possible spring board for expanding the program to other African institutions in subsequent phases of the SAHEL Program. It is recommended that AAU and ACE/HED seek funding from USAID, the World Bank and other development partners for the first phase of the SAHEL program in these 11 institutions and continue funding to expand the program across sub-Saharan Africa.

There is a strong need for developing leadership capacity for higher education institutions in sub-Saharan Africa. Without investment in developing leadership and management capacity, African higher education institutions will not fulfil their missions of quality education, research and community outreach. The ever-increasing higher education sector in Africa needs qualified and able and visionary leaders to be effective in addressing development challenges facing Africa. The upcoming SAHEL program, building on the experiences of AAU in its successful implementation of the LEDEV and MADEV programs for more than two decades, has a great potential to contribute to such capacity development effort in Africa.

As the voice of higher education in Africa and due to its niche to reach a wide academic audience, AAU is the most plausible institution to coordinate Africa-wide leadership capacity development efforts. With its

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<sup>3</sup> 2iE, Addis Ababa U, University of Ghana, University of Nairobi, Kenyatta University, University of Liberia, University of Malawi, University of Gaston Berger, University of Cape Town, University of Juba and Makerere University

<sup>4</sup> Burkina Faso, Ethiopia, Ghana, Kenya, Liberia, Malawi, Senegal, South Africa, South Sudan and Uganda

mandate in coordinating higher education in Africa and its experience in leadership and management capacity development since 1991, AAU is well positioned and able to facilitate the SAHEL program in the next decade.

University leaders should therefore be trained on new and emerging issues that bear on the management and administration of the institutions. The SAHEL workshop series should be crucial for sharing of international good practices among university leaders and for exposure to efficient management of university programs. Consequently, the SAHEL training is highly recommended for African university leaders. This training will undoubtedly further enhance effective partnerships and networking at regional and international levels among participating higher education institutions.

### **Strong International Partnerships**

For successful implementation of the SAHEL program, AAU should establish strong linkages and networks with both Africa-based and international institutions/organizations undertaking Leadership and Management Training, such as the Stellenbosch University in South Africa, ACE, Leadership Foundation for Higher Education in the United Kingdom, and the EUA. It is greatly beneficial for AAU to foster partnership and collaboration with these institutions/organizations to develop the African HEI leadership.

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**Appendix Table 1:**  
**Names and Institutional Affiliation of Survey Team Members**

<b>Name</b>	<b>Position and Institutional Affiliation</b>
Pascal Hoba, PhD	Director of Knowledge management, Communication, ICT and Services, Coordinator of Database of African Thesis and Dissertations' Program (DATAD)
Edward Alexander, PhD	Research Fellow/ Lecturer, University of Education, Winneba, Ghana
Tabitha Mulyampiti, PhD	Senior Lecturer, Department of Women and Gender Studies; Makerere University, Uganda
Jonathan Mba, PhD	Director, Research and Academic Planning, AAU, Ghana
Prof. Ruth K. Oniang'o, PhD	Founder of Rural Outreach Program, Kenya/ Adjunct Professor of Nutrition, TUFTS University, USA
Gamal Abdalla Elbadri, PhD	Director of Crop Protection Research Centre, Agricultural Research Corporation, Wad Medani, Sudan

**Appendix Table 2:**  
**Characteristics of Institutions Visited**

<b><i>Name of Institution</i></b>	<b><i>Institution al Type</i></b>	<b><i>Current Student Population</i></b>	<b><i>Number of Staff</i></b>
University of Nairobi, Kenya	Public	60,000	4,800
Kenyatta University, Nairobi, Kenya	Public	44,710	> 1,000
KCA University, Nairobi, Kenya	Private	12,215	346
Addis Ababa University, Ethiopia	Public	50,170	6,623
St. Mary's University College, Ethiopia	Private	> 30,000	< 500
Admas University College, Ethiopia	Private	15,000	-
Alkan University College, Ethiopia	Private	3,152	< 500
*Bahir Dar University, Ethiopia	Public	40,000	> 1,000
*Dire-Dawa University, Ethiopia	Public	13,000	< 1,000
*Haramaya University, Ethiopia	Public	-	> 1,000
Makerere University, Uganda	Public	40,000	> 1,000

## Sub-Saharan Africa Higher Education Leadership Development (SAHEL)

Kyambogo University, Uganda	Public	28,000	<1,000
Ndejje University, Uganda	Private	10,000	<500
Nkumba University, Uganda	Private	7,000	<500
Lilongwe University of Agriculture and Natural Resources, Malawi	Public	2,300	<500
University of Malawi	Public	5,000	<1,000
University of Gaston Berger, St. Louis, Senegal	Public		
Sheikh A Diof University, Senegal	Public	>50,000	
University of Ghana, Legon	Public	>50,000	
Ghana Institute of Management and Public Administration	Semi-public		
University of Education, Winneba, Ghana	Public	>40,000	
Central University College, Ghana	Private	15-20,000	300
University of Ouagadougou 1, Burkina Faso	Public	45-50,000	4,000
University of Ouagadougou 2, Burkina Faso	Public	20,000	1,500
2iE, International Institute of Water & Environment Engineering, Burkina Faso	Semi-public	15,000	700
University of Cape Town, South Africa	Public	60,000	>5,000
Stellenbosch University, South Africa	Public		
*University of Liberia	Public	30,000	1,000
*Catholic University of Juba, South Sudan	Private		
*University of Namibia	Public	30,000	>2,000
National University of Abidjan, Côte d'Ivoire	Public	50,000	5,000
University of Science and Technology of Cape Town, South Africa	Public	30,000	>1,500
University of the Western Cape, South Africa	Public	42,000	>1,500

*\*Questionnaire completed and sent electronically.*

**Appendix Table 3:**  
**Major Leadership and Governance Challenges**

<i><b>Institution</b></i>		<i><b>Major Leadership and Governance Challenges</b></i>			
University of Nairobi, Kenya	Lack of absolute autonomy	Staff union matters	Staff retention	Lack of leadership training	Inadequate funding
Kenyatta University, Nairobi, Kenya	Lack of complete autonomy	Inadequate funding			
KCA University, Nairobi, Kenya	Leadership transition	Lack of qualified people	Difficulty in lower cadre structure	Lack of complete autonomy	
Addis Ababa University, Ethiopia	Lack of qualified people	Ignorance of governance rules	Inadequate remuneration	Lack of performance appraisal	
St. Mary's University College, Ethiopia	Lack of continuous professional development	Lack of teamwork culture	Decision-making problems	Change resistance	Lack of performance appraisal
Admas University College, Ethiopia	Accommodation difficulties	External pressure from the government	Admission requirements difficulties		
Alkan University College, Ethiopia	Lack of government's roadmap for private HEIs	Lack of qualified people	Lack of resources		
Bahir Dar University, Ethiopia	Lack of qualified people	Lack of resources	Lack of modern infrastructure		
Dire-Dawa University, Ethiopia	Decision-making problems	Change resistance	Inadequate remuneration	Lack of qualified people	
Haramaya University, Ethiopia	Vague organizational structure	Lack of qualified people	Concentration of power at the top		
Makerere University, Uganda	Inadequate remuneration	Low research outputs	Lack of funds		
Kyambogo University, Uganda	Lack of qualified people	Lack of infrastructure	Overcoming societal bias		
Ndejje University, Uganda	Vague organizational structure	Lack of funds	Lack of transparency	Lack of commitment	
Nkumba University, Uganda	Lack of qualified people	Lack of infrastructure	Lack of funds		
Lilongwe University of Agriculture and Natural Resources, Malawi	Lack of infrastructure	Lack of funds	Lack of qualified people	Frequent leadership change	

Sub-Saharan Africa Higher Education Leadership Development (SAHEL)

University of Malawi	High number of students	Lack of infrastructure	Lack of funds	Lack of qualified people	
University of Gaston Berger, St. Louis, Senegal	Lack of qualified people	Lack of infrastructure	Lack of funds		
Sheikh A Diof University, Senegal	Lack of absolute autonomy	Staff union matters	Staff retention	Lack of leadership training	
University of Ghana, Legon	Staff retention	Lack of funds			
Ghana Institute of Management and Public Administration	Lack of qualified people	Lack of resources	Inadequate remuneration		
University of Education, Winneba, Ghana	Lack of infrastructure	Lack of funds			
Central University College, Ghana	Lack of qualified people	Lack of resources	Lack of modern infrastructure		
University of Ouagadougou 1, Burkina Faso	Lack of infrastructure	Lack of funds	Lack of qualified people		
University of Ouagadougou 2, Burkina Faso	Lack of resources	Lack of modern infrastructure			
University of Cape Town, South Africa	Lack of sufficient resources				
Stellenbosch University, South Africa	Adapting to change	Insufficient resources			
University of Liberia	Lack of infrastructure	Lack of funds			
Catholic University of Juba, South Sudan	Lack of qualified people	Lack of resources	Lack of modern infrastructure		
University of Namibia	Lack of qualified people	Lack of infrastructure	Lack of funds		
National University of Abidjan, Côte d'Ivoire	Lack of funds	Lack of qualified people	Lack of infrastructure		
University of Science and Technology of Cape Town, South Africa	Lack of infrastructure	Lack of funds			
University of the Western Cape, South Africa	Lack of sufficient resources				

**Appendix Table 4:**  
**Leadership Training Programs, by Institution**

<i>Institution</i>	<i>Leadership Training Programs</i>	
	<i>Availability of leadership training programs</i>	<i>Knowledge of other leadership training programs in the country or elsewhere in Africa</i>
University of Nairobi, Kenya	Yes	No
Kenyatta University, Nairobi, Kenya	Yes	No
KCA University, Nairobi, Kenya	Yes	No
Addis Ababa University, Ethiopia	No	Yes
St. Mary's University College, Ethiopia	Yes	Yes
Admas University College, Ethiopia	Yes	-
Alkan University College, Ethiopia	No	Yes
Bahir Dar University, Ethiopia	Yes	No
Dire-Dawa University, Ethiopia	No	No
Haramaya University, Ethiopia	No	No
Makerere University, Uganda	No	Yes
Kyambogo University, Uganda	No	Yes
Ndejje University, Uganda	No	Yes
Nkumba University, Uganda	No	Yes
Lilongwe University of Agriculture and Natural Resources, Malawi	No	Yes
University of Malawi	No	Yes
University of Gaston Berger, St. Louis, Senegal	No	Yes
Sheikh A Diouf University, Senegal	No	Yes
University of Ghana, Legon	No	Yes
Ghana Institute of Management and Public Administration	Yes	Yes
University of Education, Winneba, Ghana	No	Yes
Central University College, Ghana	No	No
University of Ouagadougou 1, Burkina Faso	No	Yes
University of Ouagadougou 2, Burkina Faso	No	Yes
2iE, International Institute of Water & Environment Engineering, Burkina Faso	No	Yes
University of Cape Town	Yes	Yes
Stellenbosch University, South Africa	Yes	Yes
University of Liberia	No	No
Catholic University of Juba, South Sudan	No	No
University of Namibia	No	Yes
National University of Abidjan, Côte d'Ivoire	No	No
University of Science and Technology of Cape Town, South Africa	No	Yes
University of the Western Cape, South Africa	No	Yes

**Appendix Table 5:**  
**Leadership Succession Plan Information**

<i><b>Institution</b></i>		<i><b>Information on Leadership Succession</b></i>		
	<i><b>Existence of institutional leadership succession plan</b></i>	<i><b>Ideal institutional leadership succession plan</b></i>	<i><b>Gender bias in leadership succession plan</b></i>	<i><b>Existence of institutional gender policy</b></i>
University of Nairobi, Kenya	Yes	CEO should have competent deputies that should assume office when the post is vacant	No	-
Kenyatta University, Nairobi, Kenya	Yes	Adequate skills and competency training for potential leaders	No	-
KCA University, Nairobi, Kenya	-	-	-	-
Addis Ababa University, Ethiopia	No	Four-year two-term limit, mentoring of subordinates	Yes	Yes
St. Mary's University College, Ethiopia	Yes	Merit-based, transparent, open, goal-oriented, and forward-looking	Yes	Yes
Admas University College, Ethiopia	Yes	Gradual succession and vacancy announcement	Yes	Yes
Alkan University College, Ethiopia	No	-	No	No
Bahir Dar University, Ethiopia	No	Succession based on merit	No	No
Dire-Dawa University, Ethiopia	Yes	Succession based on merit	Yes	No
Haramaya University, Ethiopia		One based on core institutional goals and guided by qualified experts	No	Yes
Makerere University, Uganda	Yes	Succession based on merit	Yes	No
Kyambogo University, Uganda	No	Varsities should be given free hand to choose	Yes	No

<b><i>Institution</i></b>		<b><i>Information on Leadership Succession</i></b>		
	<i>Existence of institutional leadership succession plan</i>	<i>Ideal institutional leadership succession plan</i>	<i>Gender bias in leadership succession plan</i>	<i>Existence of institutional gender policy</i>
Ndejje University, Uganda	Yes	Use of search party & headhunting	No	No
Nkumba University, Uganda	Yes	Succession based on merit according to institutional rules	No	No
Lilongwe University of Agriculture and Natural Resources, Malawi	Yes	-	Yes	No
University of Malawi	Yes	Succession based on merit	Yes	Yes
University of Gaston Berger, St. Louis, Senegal	Yes		No	No
Sheikh A Diof University, Senegal	Yes		No	No
University of Ghana, Legon	Yes	Succession based on merit according to institutional rules	No	No
Ghana Institute of Management and Public Administration	Yes	Succession based on merit	No	No
University of Education, Winneba, Ghana	Yes	Succession based on merit	No	No
Central University College, Ghana	Yes	Succession based on merit	No	No
University of Ouagadougou 1, Burkina Faso	Yes	-		No
University of Ouagadougou 2, Burkina Faso	Yes	-	-	No
2iE, International Institute of Water & Environment Engineering, Burkina Faso	Yes	-	-	-
University of Cape Town, South Africa	Yes	-	-	-
Stellenbosch University, South Africa	Yes	-	-	-
University of Liberia	Yes	-	-	No
Catholic University of Juba, South Sudan	Yes	Succession based on merit	Yes	No

# Sub-Saharan Africa Higher Education Leadership Development (SAHEL)

University of Namibia	Yes	Succession based on merit	-	No
National University of Abidjan, Côte d'Ivoire	Yes	Succession based on merit	Yes	-
University of Science and Technology of Cape Town, South Africa	Yes	Succession based on merit	No	No
University of the Western Cape, South Africa	Yes	Succession based on merit	No	No

**Appendix Table 6:**  
**Estimated Budget for Implementation of SAHEL**

<b>Cost Item</b>	<b>Estimated Budget</b>
<b>Workshop: Institute for Senior Administrators and Leaders (iSAL)</b>	
Travel (airfare, per diem, visa, etc.) costs for training within Africa 30 participants- Western Africa	\$73,355
Travel (airfare, per diem, visa, etc.) costs for training visit to the United States 30 Western Africa participants to Washington, D.C.	\$114,230
Travel (airfare, per diem, visa, etc.) costs for training within Africa 30 participants - Eastern Africa	\$162,479
Travel (airfare, per diem, visa, etc.) costs for training visit to the United States 30 Eastern Africa participants to Washington D.C.	\$114,230
Travel (airfare, per diem, visa, etc.) costs for training within Africa 15 participants- Southern Africa	\$51,995
Travel (airfare, per diem, visa, etc.) costs for training visit to the United States 15 Participants to Washington, D.C.– Southern Africa	\$57,815
<b>Sub-total</b>	<b>\$574,104</b>
<b>Workshop: Institute for Middle level Administrators and Leaders (iMAL)</b>	
Travel (airfare, per diem, visa, etc.) costs for training within Africa 30 participants- Western Africa	\$136,400
Travel (airfare, per diem, visa, etc.) costs for training visit to the United States 30 Western Africa participants to Washington, D.C.	\$114,230
Travel (airfare, per diem, visa, etc.) costs for training within Africa 30 participants- Eastern Africa	\$162,861
Travel (airfare, per diem, visa, etc.) costs for training visit to the United States 30 Eastern Africa participants to Washington D.C.	\$114,230
Travel (airfare, per diem, visa, etc.) costs for training within Africa 15 participants- Southern Africa	\$87,194
Travel (airfare, per diem, visa, etc.) costs for training visit to the United States - 15 Participants to Washington, D.C.– Southern Africa	\$57,815
<b>Sub-total</b>	<b>\$672,730</b>
<b>Workshop: Institute for Women Administrators and Leaders (iWAL)</b>	
Travel (airfare, per diem, visa, etc.) costs for training within Africa 30 participants- Western Africa	\$136,400
Travel (airfare, per diem, visa, etc.) costs for training visit to the United States 30 Western Africa participants to Washington, D.C.	\$114,230
Travel (airfare, per diem, visa, etc.) costs for training within Africa 30 participants- Eastern Africa	\$162,861
Travel (airfare, per diem, visa, etc.) costs for training visit to the United States 30 Eastern Africa participants to Washington D.C.	\$114,230
Travel (airfare, per diem, visa, etc.) costs for training within Africa 15 participants - Southern Africa	\$87,194
Travel (airfare, per diem, visa, etc.) costs for training visit to the United States 15 Participants to Washington, D.C.– Southern Africa	\$57,815
<b>Sub-toal</b>	<b>\$672,730</b>

Sub-Saharan Africa Higher Education Leadership Development (SAHEL)

<b>Workshop: Institute for Emerging/young Administrators and Leaders (iDEAL)</b>	
Travel (airfare, per diem, visa, etc.) costs for training within Africa 30 participants- Western Africa	\$136,400
Travel (airfare, per diem, visa, etc.) costs for training visit to the United States 30 Western Africa participants to Washington, D.C.	\$114,230
Travel (airfare, per diem, visa, etc.) costs for training within Africa 30 participants- Eastern Africa	\$162,861
Travel (airfare, per diem, visa, etc.) costs for training visit to the United States 30 Eastern Africa participants to Washington D.C.	\$114,230
Travel (airfare, per diem, visa, etc.) costs for training within Africa 15 participants- Southern Africa	\$87,194
Travel (airfare, per diem, visa, etc.) costs for training visit to the United States 15 Participants to Washington, D.C.– Southern Africa	\$57,815
<b>Sub-total</b>	<b>\$672,730</b>
Mid-term evaluation by ACE/HED, funding agency and AAU staff	\$10,902
Curriculum and training resources development (English and French) 4 experts x \$10,000	\$40,000
Supplies	\$22,000
Other direct costs: conference halls in Africa for 12 groups; AAU program admin cost, website and platform development at AAU	\$262,284
ACE Fellows/Leadership program fees, including conference hall rentals and one week training visit for AAU staff	\$278,500
ACE/HED program management and administrative indirect costs	\$614,968
AAU program management and administrative indirect costs	\$307,484
<b>Sub-total</b>	<b>\$1,536,138</b>
<b>Total</b>	<b>\$4,128,432</b>

## Annex: STUDY QUESTIONNAIRE



ASSOCIATION OF AFRICAN UNIVERSITIES  
ASSOCIATION DES UNIVERSITÉS AFRICAINES  
اتحاد الجامعات الإفريقية

### Sub-Saharan Africa Higher Education Leadership Development Survey

#### Rationale

While much capacity and historical progress has been made in higher education institutions across Africa, many persistent challenges have limited African universities' abilities to thrive. Many of these limitations can be overcome by targeting university administrators and leaders for upgraded capacity in management and leadership development.

Although AAU has trained about 475 participants from all over Africa since 1991 on management and leadership issues, only about 15 percent of higher education managers have been trained and only about one-third of the participants were females. This highlights the huge gap in capacity development needs for higher education managers and administrators in sub-Saharan Africa. Thus there is a huge need to scale up AAU's effort with a more comprehensive and nuanced program of leadership and management capacity development.

The **Sub-Saharan Africa Higher Education Leadership Development (SAHEL)** program is thus proposed to focus on the challenges faced by

African university administrators and provide participants with the skills needed to overcome some of the most pervasive and difficult barriers to continued progress. The **SAHEL** program targets 140 managers of higher education institutions from countries in sub-Saharan Africa over a three-year period.

The broad aim of the **SAHEL** workshop series is to enhance the leadership and management skills of higher education leaders, particularly in the promotion of innovation and the management of change. Leaders will receive training in leadership and management tools and share experiences with their peers. The training workshops have major objectives of enhancing the professional preparation of managers of higher educational institutions by equipping them with management skills and insights that will help them effectively use resources at their disposal toward the achievement of organizational goals. Intensive participant interaction over carefully selected case studies and lectures will be facilitated by eminent resource persons.

AAU has therefore applied for a grant in order to improve its leadership training program. However the grant procedure requires a study that should give an overview of all the leadership training programs on the continent.

### **Expected Outcomes of the Survey**

The major outcomes expected from the survey include the following:

- Mapping of all existing leadership programs in Africa
- Analyses of all the content of leadership programs, which should highlight the strengths and weaknesses of African leadership programs

It is expected that at the end of the AAU SAHEL program that:

- Number of women managers participating in SAHEL will be increased through targeted training and mentoring program.

- Leadership and management systems in at least 11 higher education institutions in 10 countries will be strengthened.
- Capabilities to engage in innovation processes in leadership, management, and cross-cutting professional competencies will be developed.
- Competencies to piloting international good practice approaches for efficient management of university programs for effective partnerships and networking at regional and international levels will be enhanced.

The expert teams should collect information on the following sections of the questionnaire:

Section 1:	Contact Information and Institutional Profile
Section 2:	Leadership and Governance Challenges of African Higher Education Institutions (HEIs)
Section 3:	Current Status of Leaders and Managers of African HEIs
Section 4:	Existing Plans for Leadership and Management Succession in HEIs
Section 5:	Availability of Potential Training Programs and Institutions
Section 6:	Strengths and Opportunities of Leadership Training Programs

**SECTION 1: CONTACT INFORMATION AND INSTITUTIONAL PROFILE**

- 1.1     Name of the Institution:**
- 1.2     Address of the Institution:**
- 1.3     Name of the Institutional Contact Person:**

- 1.4 Position/Title of Institutional Contact Person:**
- 1.5 Email Address of Institutional Contact Person:**
- 1.6 Telephone Number of Contact Person (including country and area codes):**
- 1.7 Sex of Contact Person:**      Male: ☐      Female: ☐
- 1.8 Date of Completing the Questionnaire:**    / /    / /    /2/0/1/2/  
Day    Month    Year
- 1.9 *What is your institutional type?***
- (i)      Public institution
  - (ii)     Private, not-for-profit institution
  - (iii)    Private, for-profit institution
  - (iv)    Leadership training institution
  - (v)    Other (please specify)
- 1.10 *What is the official language of instruction in your institution?***
- (i)      Arabic
  - (ii)     English
  - (iii)    French
  - (iv)    Portuguese
  - (v)    Other (please specify)
- 1.11 *Where is your main campus located?***
- (i)      urban area
  - (ii)     peri-urban area
  - (iii)    rural area
- 1.12 *What is the primary strategic focus of your institution? It is on***
- (i)      Leadership
  - (ii)     Research

- (iii) Training
- (iv) Training and Research
- (v) Other (please specify)

1.13 *Does your institution offer only postgraduate degrees*

Yes ☐ No ☐

1.14 **Approximately how many students (full time and part time) are enrolled at your institution for this current academic year?**

1.15 **Approximately how many full-time and part-time academic staff are employed by your institution in the current academic year?**

- (i) 100 or less
- (ii) 101-500
- (iii) 501-1,000
- (iv) More than 1,000
- (v) Don't know

1.16 **Approximately what proportion of faculty hold a doctorate degree?**

- (i) 25 percent or less
- (ii) 26-50 percent
- (iii) 51-75 percent
- (iv) More than 75 percent
- (v) Don't know

## **SECTION 2: LEADERSHIP AND GOVERNANCE CHALLENGES OF AFRICAN HIGHER EDUCATION INSTITUTIONS (HEIs)**

2.1 List the major challenges your institution has faced in terms of governance.

(I) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

(v) \_\_\_\_\_

2.2 List the major challenges your institution has faced in terms of leadership.

(I) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

(v) \_\_\_\_\_

2.3 List the major challenges your institution has faced in terms of management.

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

(v) \_\_\_\_\_

2.4 List the major challenges your institution has faced in terms of administration.

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

(v) \_\_\_\_\_

### **SECTION 3: CURRENT STATUS OF LEADERS AND MANAGERS OF AFRICAN HEIs**

3.1 Have any of your current leaders participated in leadership training programs to enhance their capacity?

Yes ☐

No ☐

If yes, please list them.

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3.2 Have any of your current managers participated in leadership/management training programs to enhance their capacity?

Yes ☐

No ☐

If yes, please list them.

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3.3 Does your institution have a leadership/management training policy?

Yes ☐

No ☐

If yes, please mention the title of the policy document.

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3.4 Do you think it is important for the leaders and managers of your institution to have some skills training in leadership and management?

Yes ☐

No ☐

Please provide reason(s) for your response.

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3.5 Has your institution passed through an experience that you blamed on lack of leadership and management skills?

Yes ☐

No ☐

If yes, please briefly state the circumstances that led you to that conclusion.

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**SECTION 4: EXISTING PLANS FOR LEADERSHIP AND  
MANAGEMENT SUCCESSION IN HEIs**

4.1 Does your institution’s statutes document have a leadership/management succession plan?

Yes ☐      No ☐

If yes, do you think that the current succession plan is okay?

- (i) Yes, it is okay
- (ii) Partially okay
- (iii) Not okay
- (iv) Don’t know

4.2 If your institution’s succession plan is not okay, what do you think should be done to make it better?

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4.3 What in your own view should be an ideal leadership/management succession plan for any African HEI?

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4.4 Does your institution's succession plan provide special dispensation for female leaders/managers?

Yes ☐ No ☐

If yes, briefly state how.

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## **SECTION 5: AVAILABILITY OF POTENTIAL TRAINING PROGRAMS AND INSTITUTIONS**

5.1 Does your institution have any leadership and management training programs?

Yes ☐ No ☐

If yes, please list them.

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5.2 If your institution has a leadership training program, please briefly describe it.

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5.3 If your institution has a leadership training program, please list the leadership courses.

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5.4 Which of the following statements capture(s) the leadership program of your institution?

- (i) Leadership is a discipline (it can be acquired through practice and experience)
- (ii) Leadership is the result of deliberate activity
- (iii) Leadership exerts special (not coercive) influence
- (iv) Leadership presupposes the existence of a group and the ability to advance a common objective or unity of purpose
- (v) Leadership must produce an awareness of, and sensitivity to the needs of the group

5.5 Do you know of any other leadership and management institutions or programs in your country or elsewhere in Africa?

Yes ☐

No ☐

If yes, please list them.

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- 5.6 From the list below, please **tick the 3 most important** support services you think should be needed from government and other stakeholders to enhance your institution's leadership capacity.

Type of Support Required	
i.	Development of an institutional strategic plan with a focus on leadership
ii.	Development of institutional policies for governance
iii.	Opportunities to learn from institutions with a history of strong engagement with leadership
iv.	Training for academic staff in leadership skills
v.	Training for middle and upper management in leadership
vi.	Conferences or other events to help higher education institutions network with African leadership institutions or leadership enterprises and key actors in the productive sector
vii.	Funds for leadership research outputs
viii.	Support for establishing innovation, technology etc...
ix.	Development of curricula that promotes leadership skills
x.	Other

## SECTION 6: STRENGTHS AND OPPORTUNITIES OF LEADERSHIP TRAINING PROGRAMS

6.1 Do you think that there are strengths and opportunities in leadership training programs?

Yes ☐ No ☐

If yes, please list them.

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6.2 From the list below, please tick **4 factors** that you think play the most significant role in fostering leadership?

Factors
I. Expressed support by board of governors/governing council
ii. Explicit promotion of productive sector linkages in the strategic plan, annual plan or other institutional priorities
iii. Existence of a central office to provide support and coordination
iv. Presence of academics or professional staff with entrepreneurial experience
v. Increased institutional prestige
vi. Increased personal prestige among academic staff
vii. Interest among academic staff
viii. Support from other external agencies
ix. Government funding
x. Government policies promoting linkages with the productive sector
xi. Private-sector demand
xii. Response to criticisms that HEIs do not contribute sufficiently to national economic development

Please list any other key enabling factors that you think have helped promote and/or strengthen engagement with leadership institutions.

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