OPEN CALL FOR UNIVERSITY LEADERS TO PARTICIPATE IN A PILOT ONLINE LEADERSHIP WORKSHOP

THE ASSOCIATION OF AFRICAN UNIVERSITIES IN COLLABORATION WITH SAIDE INVITES UNIVERSITY LEADERS TO EXPRESS INTEREST IN PARTICIPATING IN A PILOT ONLINE LEADERSHIP WORKSHOP WHICH STARTS FROM OCTOBER 2022

PREAMBLE

The Association of African Universities (AAU) whose headquarters is in Accra, Ghana (www.aau.org and www.blog.aau.org) invites all suitably qualified persons to respond to this call for the pilot course entitled: *Continuous Professional Development course for University Leaders*. The AAU is the Apex Body and Voice of Higher Education in Africa, the implementing arm of the African Union on Higher and Tertiary Education matters as well as the Coordinator for the African Union Commission's Continental Education Strategy for Africa (CESA 2015-2025) Cluster on Higher Education. The AAU works in four languages - Portuguese, Arabic, English and French. Therefore, facilitators from these linguistic backgrounds are encouraged to respond to this call. Kindly complete the online form through this link which you can copy and paste onto any browser. https://www.surveymonkey.com/r/PILOT16ONLINE9LEADERSHIP2022

N/B: The course will be offered in English only. It will later be translated into other languages.

CAPACITY BUILDING AREAS

This open call will, therefore, enable the AAU to select the participants who will take part in this exercise in order to sustain capacity development of leadership personnel in African Higher and Tertiary Education Institutions, through online workshop training sessions. University leaders from all the 5 regions of Africa are encouraged to express interest and participate. This is because university leadership is a critical area where capacity building is required to help improve African Higher Education's quality in general. Building a pool of good leaders will also make it easier for institutional transformation and development. The workshops are tailor-made to address key areas of concern indicated by institutions and participants during other AAU workshops. The overall target is for AAU to improve the quality of workshops (run at institutional, national and international levels) and expand its training programmes to reach more African HTE personnel.

The AAU has extensive experience in organizing and delivering high-quality workshops tailored to the needs of higher and tertiary education practitioners. We have effectively trained over 63,000 academic staff since the Association's founding in 1967 and have a vast database of higher education experts whom we mobilize to support the delivery of required workshops – including Francophone, Arabic, Lusophone and Anglophone experts. Currently, the Association is seeking to expand this database to include more experts in the areas where it has been running workshops over the years. Therefore, the chances are very high for those university leaders who take part to later be part of the AAU pool of experts and facilitators.

Aim

The aim of this course is to enable university leaders to change and improve the Continuous Professional Development (CPD) strategy or develop one if their institution does not have such a strategy.

Course Objectives

By the end of the course participants should

i) be able to address questions related to establishing and improving CPD at an institution

ii) be able to figure out how purposeful academic professional development can take place in their institutions, and how it can be changed and improved.

iii) have a tool that you can share and discuss with colleagues and complete, adapt and implement in your own time.

Course Duration

Notional hours: 16 x 20 minutes for each activity = 300 minutes = 5 hours 20 mins.

We suggest adding an additional 1-2 hours to allow for flexible / student-paced timing

Total: 7 hours

Technologies

Access to a personal digital device (ideally a laptop but tablet is also okay. It will also work on a smart phone as long as the person has installed the 'Moodle Mobile' app available on Google Play from the Apple App Store. Connectivity needs to be assured. There are embedded videos which require robust access to the Internet.

Access to Internet to use Moodle. Students will create / need credentials to login.

Access to Zoom to participate in the online sessions

Modules

The 5 Key Questions and elements which were used to structure the course represent 5 modules.

Activities

The activities follow the structure; Think-Reflect-Do. The activities involve participants

- Reading a short piece or watching a video, with a question or questions posed (THINK)

- Reflecting on the question(s), and writing answers in a course 'journal' (REFLECT)

- Reading or watching feedback on the questions, provided by us.

- Engaging with fellow participants via forum discussions.

- Thinking about what they might DO in their own institution, to enable CPD for their academic staff. This will lead to the completion of a Planning Matrix and a Review Matrix by the end of the course.

The Course Matrix

- The course is structured around a CPD framework or matrix. The framework is based on five key questions and eight elements.
- Use the LMS navigation system on the left of the screen to select the appropriate number and letter, e.g. 1A, to access the relevant materials.

Questions / Elements	1. What do we learn?	2. How do we learn?	3. How do we provide support for CPD?	4. How do we know we are succeeding?	5. How do we ensure quality CPD?
A. Purpose & structure	1A Why should we bother with CPD?	2A Does CPD need to be formal and structured?	3A How can CPD be supported?	4A Does CPD for academics impact on students?	5A What constitutes quality in CPD?
B. Academic staff & roles	1B Who should be involved in CPD?	2B	3B	4B How does CPD impact on academic staff?	
C. Funding	1C	2C	3C How can institutions access funding for CPD?	4C	
D. Offerings & resources	1D What topics should be offered in CPD?	2D What format does your CPD take?	3D How can CPD support teaching and learning?	4D	
E. Relationships	1E	2E What is the value of relationships in CPD?	3E How can relationships in CPD be supported?	4E	
F. Management	1F	2F	3F How can senior management support CPD?	4F How can CPD impact institutional culture?	
G. Human resources policy	1G	2G	3G	4G How can institutional policies support participation in CPD?	

Kindly use the contact details below for any further communication and inquiries:

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ABOUT THE ASSOCIATION OF AFRICAN UNIVERSITIES

AAU was established in 1967 and is the current implementing agency of the AUC's initiatives and activities related to HE. It is also the coordinator of the Continental Education Strategy for Africa (CESA 2015-2025) cluster on HE. This activity seeks to fulfil some of CESA's 12 strategic objectives which are in line with revitalizing the quality of all aspects of Higher Education in Africa.

Vision

To be the leading advocate for higher education in Africa, with the capacity to provide support for its member institutions in meeting national, continental and global needs.

Mission

To enhance the quality and relevance of higher education in Africa and strengthen its contribution to Africa's development.

Core Values

- Transparency and Accountability
- Equity and Inclusiveness
- Excellence and Professionalism

- Responsiveness

- Sustainability

- Teamwork and Collegiality

Objectives of the Association of African Universities (AAU)

1. Strengthen Higher Education Institutions' Delivery Capacity in Africa
2. Improve knowledge generation, Management and Dissemination
3. Improve Collaboration with African and International Development Partners
4. Enhance Quality Assurance, Harmonization and Accreditation
5. Strengthen Capacity for Service Delivery at the AAU Secretariat
6. Improve AAU Membership Size, Quality and Commitment

ABOUT SAIDE

OER Africa is an initiative of Saide, implemented in partnership with Neil Butcher & Associates. Saide is a non-profit organization established in 1992 that seeks to promote equitable access to meaningful, lifelong educational opportunities, especially for marginalized groups through the adoption of open learning principles and educational technologies. Since 2008, OER Africa has worked to ensure that a critical mass of universities on the continent understands the concepts of openness and OER, together with their potential to support more flexible resource-based provision, centred on active and critical engagement rather than on information transmission.

Over recent years, OER Africa has carried out collaborative work to develop critical cognitive skills and competences of key higher education stakeholders to harness OER practices in ways that help to resolve some of the deep-seated pedagogical challenges facing African higher education institutions.

Mission

Saide is committed to the process of transformation of education and training to increase equitable and meaningful access to knowledge, skills and learning through the adoption of open learning principles, across different modes of provision.

Vision

Our vision is a society in which all people value, have access to and succeed in lifelong education and training in the global knowledge economy.

Governance

Saide is a non-profit organization that is registered as an educational trust (Registration Number: 1355/92). It is also registered as a Non-Profit Organisation (041-137 NPO). We currently have a level one B-BBEE status.