

***REMEMBERING FRANK KALIMUZO:  
LESSONS FOR UNIVERSITIES IN CULTIVATING A CULTURE OF  
SERVICE AND DISTINGUISHED LEADERSHIP***

**INAUGURAL LECTURE BY**

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## **PROTOCOL**

- **Mrs Esther Kalimuzo and the family of the late Frank Kalimuzo**
- **The Prime Minister Emiritus of the Republic of Uganda, and Special Envoy of H.E. The President, the Rt. Hon. Dr. Ruhakana Rugunda**
- **The Chancellor, Mountains of the Moon University, Professor Edward Rugumayo**
- **The Chairperson, Vice Chairperson and Members of Makerere University Council**
- **The Vice Chancellor and Members of Management of Makerere University**
- **Vice Chancellors of other Universities Present**
- **Distinguished Panelists and the Moderator**
- **Other Invited Guests**
- **Students and Staff of Makerere University**
- **Ladies and Gentlemen**

## **INTRODUCTION**

First, it is always a pleasure to return to Makerere University where I entered as a student in 1964 and stayed on as an employee, till the statutory retirement age. I left Makerere University service in 2005. I served in many different offices and at varied ranks, such that I could be a good case study for Makerere's Staff Development Policy and Practice. I remain grateful.

It is, therefore, an honour to have been requested to be Keynote Speaker on this important occasion when Makerere University pays tribute to its First Vice Chancellor, the late Mr Frank Kalimuzo. I commend the Vice Chancellor, Prof. Barnabas Nawangwe, and the preparatory team for the celebration of 100 years of Makerere, for the arrangement of these series of lectures aimed at recognizing those who contributed to building Makerere University.

I would like to add how pleasant it was this morning, to witness the unveiling of the building complex named Frank Kalimuzo. This is most deserved. Thank you Makerere University.

I am very appreciative of the Kalimuzo family, led by Mrs Esther Kalimuzo, who thought I would be the appropriate speaker for this event. The larger audience is not likely to know that I became Mr. Kalimuzo's Personal Secretary soon after he assumed his duties, in September 1970, till his disappearance in October 1972. He had reported for duty in July 1970, but at that time I was on an attachment to a few selected Universities in the United Kingdom, to gain experience in university administration. I was recalled to replace the long serving British Personal Secretary for previous Principals who had suddenly decided to resign.

In light of the above, when I received Prof. Nawangwe's letter inviting me to deliver this Lecture, I did not hesitate at all. I am particularly happy to talk about the late Frank Kalimuzo because I have always felt that he deserves more institutional recognition than has been the case hitherto. My intention today is to demonstrate that although his service to Makerere University was brutally cut short, he laid valuable and strong bricks to the structure of Makerere University.

## **THE CONTEXT**

In analysing the culture of service and distinguished leadership - which is the theme on which this lecture is premised - the prevailing environment becomes crucial because it influences processes and outcomes. I will therefore first focus on this environment under which Mr Frank Kalimuzo was called to serve. I am convinced that many of you need this information, for these events took place before a substantive part of the present audience was born.

The history of Makerere University has been documented by many, including Macpherson (1964), Furley and Watson (1976), and Wandira (1977). The most recent and comprehensive account is by Professor J P Sebuwufu (2017). In this context, we need to take note that Makerere College was for a long time a College of the University of London (from 1949 – 1962/3) and then a Constituent College of the University of East Africa (1963-1970). This had implications on its powers and ability to innovate and to be relevant to Uganda (or East Africa).

The major concern about the “special relationship” with the University of London was that this did not provide the **independence** required for the growth of an independent African University of the future. A few highlights will suffice:

- (a) Wholesale limitations found in the college constitution, limitations tied to standards of entry, in the name of preserving the ‘Gold Standard’, or what was termed the need to keep to international standards. These standards include entry standards, academic standards, but also issues of infrastructure, staffing and their welfare. The gold standard was of course a European/British measure.
- (b) Relevance to the needs of the country was not considered, for as Ashby (1964) emphasized, ***“the pattern of university appropriate for Manchester, Exeter or Hull was ipso facto appropriate too for Ibadan, Kampala, and even Singapore”***.
- (c) Curriculum was controlled by the parent University. Furley and Watson (1978) cite Ali Mazrui’s frustration experienced in the attempt to teach about Political Thinkers. The Department of Political Science succeeded at only being allowed to introduce the study of Karl Marx in the final term of the Political Science Degree and questions had to be sent to London for vetting. Another example is that it took concerted protests and demands for the curriculum of English Studies to include other forms of literature beyond English Literature.
- (d) Makerere University was culturally cut off from the rest of Uganda. The institution of “high table”, wearing of gowns at dinner, the Latin grace before meals, English etiquette (Wandira 1977) were clearly alien. Furley and Watson (1978) summarise this well:

*“There were often criticisms that Makerere produced an elite class of students in the fifties, who developed notions of superiority, holding themselves aloof from the struggles of their own communities, for they were assured of jobs paid at many times the rate their fathers had ever earned or could ever earn”.*

Sir Alexander Carr-Saunders, who supported the school of thought that university education is for a few is quoted by the same authors to have asserted that *“highly-selected, highly-trained men became an elite of necessity, and inevitably became isolated by their very*

*attainments, interests and mode of life, which was remote from their families, sometimes even from their wives”.*

- (e) There were concerns that graduates of these universities could graduate without an objective and scholarly understanding of the society from which they themselves had come (Ashby 1966).

Here, I may add the story I heard of when I was a student that one Medical Student from Ankole used to put up a regular sign post at the path entering his parents’ homestead - **“SILENCE: MAKERERE STUDENT STUDYING”**. What a level of insensitivity!

**Secondly**, apart from the above isolation, we need to remember that the 1960s was the decade when many African countries gained independence from their colonial masters, mainly Britain and France. There were debates about **“The African University”**. After independence, there was need to re-examine the uses of universities in Africa, and to have an African identity. Meetings were organized about this topic, including a Conference hosted by UNESCO in Tananarive in 1962, to define what an African University ought to be, as cited by Wandira (1977), Yesufu (1973), Hinchliffe (1987) and others. It was time to get rid of dependency, as Ashby (1966) explained:

*“But today, in the cultural climate of a modern state, a new university cannot remain a facsimile of the same foreign model”.*

Hinchliffe summarized the focus of an African University by pointing out the following:

- i. Pursuit, promotion and dissemination of knowledge locally produced;
- ii. Research into local problems that affect the community;
- iii. Intellectual leadership geared towards socioeconomic development;
- iv. Modernisation through inclusion of extension work, and focusing on artisans and farmers;
- v. Promotion of inter-continental unity and creation of a positive image of Africa – Pan-Africanism.
- vi. Others added increased access to higher education - **mass vs the old elite forms of higher education.**

**The third aspect of this Context is the move to create fully-fledged Ugandan University.**

When Makerere became a Constituent College of the University of East Africa in 1963, it experienced a halt in its growth because the debate was that it should allow Nairobi and Dar es Salaam to “catch up”. The guidance was that there should be no duplication of programmes that are already offered by one state. There was, therefore, a felt need to expand the offers, since Makerere had been

restricted in starting new programmes. Prof. Sebuwufu (2017) explains this in detail.

Additionally, due to the shortcomings already pointed out, it became necessary to institute a **Visitation Committee (1970)** to prepare for a real Ugandan University. The Committee was very critical of the prevailing circumstances, especially pointing out that recruitment of staff was still in the hands of the Inter-University Council for Overseas Universities (based in London). The Committee was critical of the curriculum, the theoretical approaches to teaching, and many other issues.

Its stand is illustrated in the summary below:

*Another grave fallacy worthy of note is the clamour for international standards which has distorted Makerere's vision of the educational needs of this country to the extent that the staff, teaching and research, are dominated by foreign interests. Any attempt towards rapid Africanisation of the staff, or orientation of the syllabuses and research towards the needs of Uganda, has been frustrated by the outcry "**standards will be lowered**". We are satisfied that the standards of a University are judged not by the extent to which it can meet international competition for purely academic pursuits, but by the degree to which its products can contribute to the common endeavour **to serve the state and answer national problems**:*

**The Visitation Committee concluded that Makerere had grown up as a University in Uganda but not necessarily for Uganda. It was a state within a state!**

It was in this spirit that the Makerere University Act of 1970 was passed. It was answering to the shortcomings that had arisen from a long period of dependency. It was answering to the new needs of an independent Uganda. Consequently, the state became present in the function of the Chancellor (the President), who appointed the Vice Chancellor. The Minister of Education had sweeping powers, including the appointment of Deans and Heads of Departments. The Appointments Board was also appointed by the Minister – mainly composed of politicians. The Minister was responsible for appointment of Professors – and could even decline to do so!

**The last nail was fixed by the Committee thus:**

*The Minister may, if in his opinion it is in the public interest so to do, give directions on any matter to a University authority as to the exercise of any powers and performance of any functions under this Act, and the authority shall comply with such directions.*

**In a way, this Act was answering to the relationship between the University and the state.** Previously, there was cordial relationship between the colonial government, the university, the corporate bodies as well as religious leaders. This is how it could be possible for a Bishop's wife – Mary Stuart – to take the lead in successfully advocating for women to enter Makerere University in 1946.

Similarly, therefore, the Government of independent Uganda saw the need to influence matters at Makerere University. The ruling party had replaced the colonial establishment and from the perspective of the state, it had to take charge. The centre of power for Makerere had changed.

Lastly, we need to recall that this was the era of **“The Move to the Left”**, under the guidance of **Common Man's Charter**. This strategy was aimed at bringing about inclusiveness in society, leaving no one behind, as is often said. The issue of privileges (the kind enjoyed by Makerere) had to end. A society that valued equity was being built. The plight of the **Wananchi** was made the focus. This drive was cut short by the military take-over in January 1971, but it was the beginning of opening up access to resources – which include education - to the wider population, as opposed to a selected few.

## **KALIMUZO'S FIRST DAYS**

It is said that the **first 100 days** of a top leader will illustrate the kind of leader he/she is, and the direction he/she would like to pursue. This is the time to make one's stand clear and, for those who are led, to know what to expect.

I wish to digress here and congratulate Professor Nawangwe. By the end of his first 100 days as Vice Chancellor, the Makerere community and the public at large could easily see the direction he wanted to take.

When Mr Kalimuzo was appointed Vice Chancellor, he was already an accomplished leader, in fact, a distinguished leader. He was one of the first African District Commissioners – who at that time wielded a lot of power over a big territory. The Districts consisted then of what we now call regions: West Nile, Ankole, etc. Mr Kalimuzo had already served as an Establishment Officer charged with the process of *Africanisation* – training and placing Ugandans to replace departing British civil servants. He also later became head of the Civil Service – the top civil servant. He was, therefore, seen as the best person by the appointing authority, to take up the role of 1<sup>st</sup> Vice Chancellor of Makerere University. He was appointed by the Chancellor, His Excellency Dr Apollo Milton Obote, the President of Uganda. **He was expected to turn this University into a truly Ugandan University.**

Unfortunately, he was welcomed with unprecedented resistance. Resistance came from many angles:

- i. **He was not part of the academia.** You all know how academicians tend to treat administrators as morons! I have been in both worlds and so I am speaking from experience. Academicians tend to believe that they know better, and so there was this condescending attitude and they hoped he would not measure up to the task.
- ii. There were those who simply did not accept that a **political appointee** would or should lead the University. Remember, the majority of staff were still expatriate.
- iii. Some people **genuinely demanded for academic freedom**, which they believed was being curtailed through state control.
- iv. On the part of some Ugandans, including those in lower administrative ranks, technical and support staff, other sectarian perspectives came into play, including ethnicity. One would occasionally hear of the discriminatory rhetorical question: *“Abo twalyanga nabo?”*

Within no time, a student strike was organized, basically rejecting the Vice Chancellor. He managed to contain the strike. Armed with his previous experience, and dedication to duty as a civil servant, he came to Makerere University and in his inaugural address made it clear, in his own words, that he was ***going to work like a donkey*** in order to make Makerere University what it should be. From what I can surmise on what followed in his leadership trail, he laid strategies on how to move forward and transform Makerere University. **These strategies will demonstrate a unique leader, manager, and a relationships builder from whom we can pick lessons.**

## **KNOWING YOUR INSTITUTION AS A UNIVERSITY LEADER**

Peter McCaffery (2019) who writes about effective leadership and management of Universities and Colleges emphasizes that a good leader must know the institution of which he or she is leader. Selected examples demonstrating that the late Kalimuzo quickly got to know what Makerere was are provided:

- (1) Mr. Kalimuzo quickly went out of his way first, to understand the **Governance and Structures of Makerere University**. He spent many evenings in the office reading previous reports of significance. He went through records of Council and Senate. He often interacted with various members of Management and related governing bodies.
- (2) He read and asked about developments within **Faculties and Departments**. Within a very short time, he was able to know who was an excellent performer, and those who lagged behind. He quickly built good relationships with many members of staff, especially senior members of staff, and he was therefore able to have a general feel of what obtained in the various units. Some soon became confident enough to seek him out to let him know where gaps existed.



- (3) He quickly devised ways of establishing rapport with a critical mass of the **student community**. He had promised the students that he would work with them to positively change the University. Many times, he participated in student sports. I recall at one time students wanted him to act as a referee in Inter-Hall Football competitions! He politely explained that he could not marshal the vigour and fitness required of a referee but he offered to be a Linesman in two or so matches. Within a short time, students were able to voluntarily suggest ways of improving student governance and administration.
- (4) **Makerere University Social Dynamics.** During the Kalimuzo era, Makerere was mainly a residential institution. Most staff lived in University housing either on this Hill, Katalemwa, Kololo, Makindye or Kabanyolo on the Farm. Social services to cater for sport and recreation and the Senior Staff Club were very vibrant, and social gatherings were common. Mr Kalimuzo quickly made an entry into these social events. He would once in a while drop in at the Senior Staff Club, take a beer, but mainly converse with staff in their more relaxed mode that goes with a glass or two! Then came the parties and dances in the Main Hall. These provided an inclusive arena where all levels of staff, and sometimes students, participated. It was not uncommon for us to find ourselves gazing at the tall frame of the Vice Chancellor, as he waltzed across the floor of the Main Hall. This, indeed, became an ice breaker.

With the above approach, Mr. Kalimuzo was not only able to understand the institution he led but I would say he simultaneously worked on **managing change** and **thawing resistance blocks**. **Resistance to change is always an obstacle to progress, but Mr. Kalimuzo tackled this in a reasonably short time. This is a lesson for all of us leaders – not just university leaders – but corporate leaders in general.** He was thus able to assert his authority where there were efforts to fail him from the start.

## **KNOWING YOUR WIDER ENVIRONMENT**

Beyond knowing your institution, a university leader must also appreciate the external environment. Apart from the state or the actual owners, the stakeholders of universities are many and varied. Mr Kalimuzo keenly participated in the events involving sister universities in the East African region and the Association of African Universities. He attended meetings/conferences of the Association of Commonwealth Universities and the Commonwealth Secretariat. Within a short spell of time, he had made an impression globally. He actually had been invited to be keynote speaker at an Education Conference that is periodically organized by the Commonwealth Secretariat, but he was killed before the event. **From him, we learn how important it is for the leader**

**to try and identify with and fit in the community of scholars and academic managers and associations.**

At the local scene, Mr. Kalimuzo already had strong networks not just with other agencies of Government, but also within the business community. He knew, and got on well with, industrialists (such as the Madhvani family). It is through these connections that he initiated the purchase of the facility that became the **University Hospital**. More details about this particular property can be found out but I am aware that he was at the centre of the negotiations.

Frank Kalimuzo had rubbed shoulders with legislators and other senior public workers, permanent secretaries, heads of parastatal bodies and similar top officials. It was easy for him to pick up a phone and call any such officers whenever he needed to consult on issues concerning Makerere.

All the above required the application of tact and care, in other words a diplomatic approach to issues. He combined all this with humour and charm – and became a winner most of the time.

## **LEADERSHIP AND MANAGEMENT**

Various scholars have distinguished between a Manager and a Leader, starting with the analysis of Peter Drucker (1971) who wrote extensively about this topic. He summarized his analysis by stating that **“leaders do the right thing; managers do things right”**. There is a tendency to promote the Leadership concept as opposed to the Management concept. One needs to note that Management is very much result-oriented – and therefore can more easily produce deliverables.

The manager and leader attributes are both important and I would say that a mix of both is essential, depending on the circumstances. Here, however, I want to pick on a few from the long list of Peter McCaffery’s (2019) attributes of a leader in relation to human resource development and management and apply them to Kalimuzo’s style:

- **Energetic leader:** I have already demonstrated that he did not only promise to but he indeed worked as a donkey.
- **An enabler:** There were several of us working in his Office. We had different skills and talents. He was able to point these out and help us acquire better skills through placements and/or provision of opportunities to work in offices that would enhance these skills. I recall an incident when one member of staff protested in writing that the Vice Chancellor’s Secretary had a **telephone extension** at her residence when he, a Senior Lecturer, was denied the opportunity. He invited

this individual and explained to him the rationale – and the latter did apologise. At the time, Makerere had a telephone complex with extensions to offices and residences.

- **Mentor and Counsellor:** He often explained to senior staff that they needed to mentor their juniors if the University was to work efficiently. This was not just for the staff around him. I recall my husband, Prof. Jassy B Kwesiga, once wrote a letter to the Vice Chancellor, complaining about something he and his Head of Department had disagreed about. He invited him to his office and explained to him the risks involved in the written word, especially as this becomes a permanent record. He also made it clear that in fact, he, Mr. Kwesiga was the one in the wrong. He drove his point home by demonstrating that if he (Mr Kalimuzo) insulted him (Mr. Kwesiga) verbally in the well-known, extremely crude Kikiga way – where men in particular swear by their mother - there was no way he could be pinned down since no one else would have been present. I am sorry my upbringing won't allow me to even mumble those obscenities! Mr Kalimuzo admonished Mr Kwesiga, requested him to tear the letter there and then, and sent him off to go back to work! From then on, Prof. Kwesiga became a very careful person, in fact far too careful about such matters.

Mr. Kalimuzo was always providing similar help to students, especially when they disagreed with one another. I recall him taking off quite a bit of time to console the present-day Hon. Jack Sabiiti, in those days a student at Makerere, to the effect that in any election, there has to be a winner and loser – and that there were other areas in which he could lead his fellow students. Hon. Sabiiti was vying for the position of Guild President.

Similarly, I recall when our Chief Guest of today was a vibrant leader in the National Union of Students of Uganda (NUSU). He apparently caused a student strike at St Leo's Secondary School in Fort Portal. I do not recall whether the Rt Hon. Ruhakana Rugunda was then on attachment as a Medical Student, or whether he was on a student mobilization drive. The Head Teacher lodged a complaint with the Vice Chancellor and actually made it clear that he did not want to see that student again at his school. The student leader was called in for a discussion and since he left the office smiling, the Vice Chancellor must have provided advice on how to do his mobilization work in a more subtle manner.

- **Effective Communicator:** By the time Mr. Kalimuzo came to Makerere, he was already an accomplished communicator. **He communicated with utmost ease.** One example will suffice. One day, he came from a late lunch break and called me into his office so that we could prepare the Graduation Speech. For over one hour, he

composed his speech, through dictation, my shorthand book was fully used, and when he went over the draft later, there was little to change. This was an important occasion where all the East African Heads of State were invited. **His special skills were very admirable. They illustrate a clear mind.**

## **MY PERSONAL MENTORSHIP**

It would be a disservice to Mr. Kalimuzo not to put on record and appreciate his contribution to my personal development, and I also believe that **this is an excellent illustration of inculcating a culture of service.** I was in my foundational years as a young employee and within the short spell of two years, I can state, without hesitation, that the lessons I learned from Mr Kalimuzo had an impact on my career growth and on whatever I have achieved in the process. I need not repeat the aspects I have already highlighted that made him a unique leader. **He provided space for me to learn.** He would explain that since he had dictated enough sample letters and other forms of communication, I should be able to draft the rest. On one or two occasions, during a dictation, I would point out new words whose meaning I was not sure of. He would retort, jokingly: **“Did you not tell me you went to Gayaza High School? Find out”.**

Within a very short time, therefore, I was able to save him a lot of time which he would otherwise have spent meeting individual staff, because where I could, I would provide answers to their queries and/or draft responses for his signature, sometimes even before he had read the communication.

This training helped me later when I had to work with the other Vice Chancellors. At one time, I had the task of drafting many letters for departing staff of Asian origin and British expatriates during the time of their exodus from Makerere University. I knew many of them and their service beyond their scheduled duties, and was able to point out individual attributes and thus to avoid too many generalities. On one occasion, the Vice Chancellor then, Professor Asavia Wandira, told me: *“Joy, I hope that when I am leaving Makerere University, you will be in a position to compose such a letter about me”.*

This training earned me so many free beers at the Senior Staff Club. Some were from members of staff who thought I had served them well and offered me drinks. Others were from acting Vice Chancellors who I would work with in the absence of the substantive Vice Chancellor. In particular, Professor Joseph Lutwama, would say, “Joy, you ease my work so much when I am acting, therefore you can take any drink of your choice, and I will pay”.

All this apparent efficiency was, of course, mainly because of the grounding I had had under the tutelage of Mr. Frank Kalimuzo.

Not all was a sail-through, however. Some members of staff would leave office reluctantly, and within the corridors, there were comments such as, “That woman thinks she is the Vice Chancellor!”

Mr Kalimuzo also taught me how to deal with high-level, if not top-level, personalities. He particularly gave me tips on how to handle myself at State House! Mrs Kay Amin, who had been my classmate at Gayaza High School, hosted a luncheon to say goodbye to our Headmistress, the late Ms Joan Cox, when she retired. I was wary about this trip because there had just been a radio statement that President Idi Amin was complaining because Makerere University was employing a Rwandan national as Vice Chancellor. Mr Kalimuzo encouraged me to attend the luncheon. He said that would be good exposure for me. I had to observe table manners (which was not a problem because these were one of Gayaza High School’s lessons) and to talk when necessary. Fortunately, I was not asked about the Vice Chancellor, and there was no need for me to say much since our former teachers found appropriate conversation, including the admiration of the President’s Scottish Tweed Jacket! I gave feedback to my boss and thanked him for the encouragement.

### **THE KALIMUZO LEGACY**

I should emphasise, here, that contribution to an institution cannot, and should not be assessed through tangible results **only**. Yes indeed, infrastructure, academic programs, and other resources are important. However, Mr Kalimuzo’s role comes out clearly as that of bringing about a new dispensation, and ushering in the institution a new era. He indeed achieved this, despite the short spell at Makerere, as I will list below:

- (1) Bridging the gap between the University and the State: I will argue that Mr Kalimuzo** was the right choice for managing the change from dependency to becoming a national University. This can be deduced from the description already provided. He also had the trust of the state, which was important whenever changes were suggested. From the institutional perspective, Makerere thought this was the beginning of state interference – as Professor Sebuwufu (2017) explains. However, I wish to assert that there is no such a thing as full or complete academic freedom. Accountability calls for transparent processes. The state, which provides the resources and is responsible for the general educational direction, must necessarily have a stake in such institutions. We should not completely ignore the saying that **“He who**

**pays the piper chooses the tune”!** What is important is to bring about balance and to nurture cordial relationships.

- (2) Frank Kalimuzo opened up Makerere University to the wider Ugandan society. Previously, it was a closed society of people living together practically in **an ivory tower**, socializing within the University premises, producing plays, staging dances, etc. within the Campus. The late Kalimuzo opened up entry into centres of power such as The Kampala Club where national issues would be discussed, and strategic networks built.
- (3) The opening up to society did not just relate to social interactions that I have just talked about. The Kalimuzo era ushered in the widening of access to university education, as opposed to the restricted College provisions of the 1950s and 1960s. **One recalls the fact that Makerere University was then called Makerere University, Kampala.** My guess is that this implied that in future, there would be Makerere University, Soroti or Gulu! I believe that it is not far-fetched to conclude that there was a change in the mindset of the Ugandan population – to make university education more inclusive.
- (4) The Kalimuzo era ushered in new forms of student politics. In particular, the State and the ruling Party, the Uganda People’s Congress, took interest in student politics and vice versa. Professor Sebuwufu (2017) points out that some students used to move upcountry to attend rallies addressed by the Head of State. In fact, one classmate of mine rarely attended practical classes because they coincided with the President’s address to Parliament!

Two issues to point out here. **One**, we are all aware that students can effectively cause change, and political leaders need students on their side. **Second**, we must always recall that before that period, Makerere was too enclosed, and too inward looking and therefore an independent Ugandan Government needed to cause change. Therefore, the student community became a captive audience for inculcating national philosophies and patriotism. This can be confirmed by tracing student leaders of the time who became national leaders, even soon after leaving the University.

- (5) Mr. Kalimuzo demystified the belief that only people in the academy can provide effective and efficient leadership to Universities. Within a short time, he had illustrated the lie in that myth so well that after his disappearance, Oxford University put in place a scholarship in his memory. Would this be so if he had not been a performer?
- (6) Frank Kalimuzo illustrates how managers and leaders can turn around resistance and build bridges to amicably work with those who were initially opposed them – in his particular case those who were uncomfortable about his taking over Makerere University. He excelled in getting to know his working environment at a fast rate.
- (7) He contributed to production of better human resource through his mentorship and counselling skills. He demonstrated empathy and tolerance. Some of his practices became part of the human resource manual. For example, compassionate leave was rarely applied until he emphasized to those in charge that the University had to be responsive to the challenges faced by its workers.
- (8) **Introduction of new Academic Programmes:** Makerere states (on its Website) *“In his brief tenure, Commerce, Forestry, Law and Technology disciplines were added to those on offer. Veterinary Medicine, which was being offered at Nairobi University, was introduced at Makerere University while Music, Dance and Drama became diploma subjects. The Main Library and Albert Cook Medical Library were extended in 1972”.* **Here, I wish to add the purchase of the current University Hospital property.** I also want to emphasise that his tenure was too short to expect many changes in this area.
- (9) In all he did, he demonstrated confidence, bravery and firmness. He did not just follow the Government route blindly. For instance, when one Minister of Education decided – seemingly out of nowhere – to promote two members of staff to professorship, Mr. Kalimuzo could not keep quiet. He advised the Minister, in writing, to consult before taking such drastic decisions, because clearly, the two individuals were not considered professorial material – and there were more deserving cases. He explained that this action had put the Minister in bad light.

Unfortunately, it is this confidence and bravery that led to his disappearance. Several people came to warn and/or help him to leave Uganda but he said he was innocent and did not see why he should go into exile. I recall the time he spent responding to President Amin's assertion that he was not Ugandan, by clearly citing his lineage way back into generations to prove that he was from Kisoro – but that did not save him.

### **BRIEF TRIBUTE TO OTHER LEADERS OF THE TIME**

Since we are remembering past leaders, over the past 100 years, please allow me to pay tribute to other important officers whom I personally learned from as I built my career.

- (a) When I started work, I served under **Professor Kenneth Baker** who had been my teacher of Geography. He was briefly posted under the Registrar's Department so as to complete his contract before retirement. I learned the value of time keeping from the start since he was always reminding me of how many minutes he had arrived in office before me. He taught me punctuation in letters – he would often say – “I would put a comma there!”
- (b) I learned being careful from the meticulous **Dan Okunga** who was Deputy Registrar. He would weigh his words before speaking and I learned how not to speak *faaaa!*
- (c) I learned from the versatile **Bernard Onyango** report writing in particular. I think that in line with today's theme, we can confidently say that Mr. Onyango demonstrated cordial relationships with staff because he got on well with everybody and anybody.
- (d) From Professor Asavia Wandira, I strengthened my English language skills. I gathered lessons on **diplomatic language** – but I have to confess I am yet to master that area. I recall the difficult time when President Idi Amin brought Colonel Muammar Gaddafi to Makerere University and announced that he was going to start something like the **Faculty of Revolution**. In addition, President Amin had invited all the residents and business people around the City to attend the function (probably in anticipation of not finding a big enough audience). Professor Wandira, as Vice Chancellor, most likely finding little to say, thanked H.E. the President for bringing the **1<sup>st</sup> Lecturer on Revolution** – as Colonel Ghaddafi was due to address the congregation. He also expressed appreciation to the President because, as he stated, **for the first time in the history of Makerere, the President had made it possible for the towns and the gowns to meet on Campus.**



- (e) Mr. **Gershom Eyoku** taught me the skills of preparing for meetings and writing good minutes. Those days Senate Minutes could go to over 100 typed pages!
- (f) I worked as a Faculty Administrator in the Faculty of Science where **Dean Lutalo Bosa** showed special empathy when I gave birth to twins and it became hard to work fully. He literary did most of my work as Faculty Administrator, giving me time off to care for babies. I recall with joy the late **Apollo Nsibambi** singing *Tukutendereza Yesu* along the corridors of the Faculty of Social Science - whenever he was happy with our work as support staff. A good lesson of creating a cheerful working environment. As Dean, **Professor M. Mamdani** freely introduced us to research methods, and invited us to join the Centre for Basic Research for free classes. In those very hard economic days, both Nsibambi and Mamdani demonstrated empathy towards support staff. I recall each of them, independently counselling staff who operated duplication machines to think of the flight of students as they “sold off” paper meant to produce Student Handbooks!

I am sure that you have already noted that none of these leaders was a woman. There was not any of that rank.

All in all, I am grateful for the opportunity I was given to serve and grow at Makerere University. I wish Makerere many more hundreds of years of excellence.

## THE LAST WORD

1. I wish to thank Makerere University, once again, for putting in place these series of Lectures to pay tribute to its leadership, and for inviting me to be part of this process. **I myself initiated the Frank Kalimuzo Scholarship, tenable at Kabale University – but there were obstacles on the way, that need to be overcome first.**
2. I thank Mrs Kalimuzo for the respect she has accorded to me over time. When she heard that I had moved to Kabale University, she invited me to collect Mr. Kalimuzo’s rich collection of books for the new Library. She always points out that I saved the books, so they are in the right place.

I highly commend Mrs Kalimuzo for her resilience in raising her family, whose father departed when they were at a tender age.

3. I thank you all for listening. Let us continue to build for the future!

May the soul of Mr. Frank Kalimuzo rest in eternal peace.

For God and my Country.

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