



Managing Change at Universities – A selection of case studies from Africa and Southeast Asia – Volume II

edited by
Peter Mayer and Marc Wilde

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Preface

PETER MAYER AND MARC WILDE

Societies all over the world are changing rapidly. The economic conditions are changing, the social conditions are in a process of fundamental transformation, and the use of technology is altering the way institutions need to operate. Cultural habits do not stay the same. Higher education institutions do need to respond to such and other challenges in order to offer meaningful programmes and stay competitive.

There are, however, substantial controversies over the kind of response higher education institutions should show. Should they offer very specialized or rather general knowledge? Should they become more business-like, or is there a unique advantage being exactly not business-like? Should higher education institutions join the international race for being at the top of international league tables, or would it be futile and ill-conceived to follow such a path? Should detailed quality management approaches be chosen or not. What should the private universities do differently? How can universities respond to massification? What are the challenges because of digitalisation?

Universities, faculties and research institutes must decide which strategies they pursue. Some strategies are the result of a process of explicitly deciding to adopt a specific approach, other strategies are instead emerging. Some strategies are very detailed, others just define the overall framework, some strategies all-encompassing, and others are just describing the key elements in some aspect such as research or internationalisation. Whatever policy an institution applies, a sound understanding of strategic management is certainly helpful in making sure that an institution meets the expectation of their stakeholders. Some papers address this issue of strategic orientation, and shed light on the challenges within institutions to define their strengths, weaknesses, opportunities and threats, and use such a process to come up with a plan for the future.

One key issue in almost all universities around the world is quality management. The concept of “quality” is quite complex and challenging. In higher education, quality might be defined very differently by the various stakeholders: the students and graduates might see quality in terms of making sure they get well-paid jobs, the academics might define quality from the perspective of being able to enter in scientific debates, the ministries might define quality in terms of the efficient use of resources for reaching certain goals. But even when such issues of clarification of meanings are solved, what are the tools which work. And what does quality mean with respect to internationalisation? A number of papers in this book address quality management from various angles, and provide food for thought for those who seek for good answers.

This book is the third in a series, and assembles contributions from authors who participated in the International Deans Course, a programme for leaders in higher education from East and West Africa and Southeast Asia respectively.

International Deans' Course as a unique Vehicle for Change

PETER MAYER AND MARC WILDE

1 Changes in tertiary education

A process of change of tertiary education is currently taking place in almost all countries around the world. Comparing higher education in the year 2015 with higher education 25 years ago shows a fundamental transformation.

There has been a unique process of political and social change in Europe, hugely affecting tertiary education. Eastern European countries have adopted new tertiary education policies, private universities have been set up, new programmes with new curricula and content developed. New alliances were established. The demand for innovation and change in higher education has gained momentum, many changes originated from this mood of reform which swept through Europe at the beginning of the nineties. Many countries started to reform their tertiary education systems, launched innovative projects in order to inject new ideas and allowed new concepts to be tested.

The Bologna-declaration, signed in 1999, triggered extraordinary changes within the signatory states. The key elements of the Bologna process such as the introduction of the two cycle model, the modularisation and the use of the European Credit Transfer and Accumulation System (ECTS), the formulation of clear internationalisation objectives and the need to adjust national quality assurance systems as a response to international challenges implied that all stakeholders in higher education had to rethink their approaches.

Most countries have opted for additional policy reforms, which went far beyond the original Bologna-objectives: across Europe there has been a move towards modernising universities and the tertiary education system as a whole. Higher education institutions in most countries now operate in a framework of increased

financial flexibility and decentralised responsibility. University governance has been adapted in many countries. The notion of competition has gained ground in virtually all countries in Europe. Rankings of universities, business schools, and scholarly institutions in terms of their performance in research or in teaching have become more important.

Germany has gone through a period of reforms of its tertiary education system since the beginning of the nineties when unification created an atmosphere of change. After intensive debate and public reflection, the key legislative instrument to regulate tertiary education was substantially changed in 1998. And just a year later, Germany was among the signatory states of the Bologna declaration in 1999, and started to implement the reforms agreed upon at the beginning of the new century. Concurrently with the implementation of the Bologna process, the governance system characterising the tertiary education system in Germany has been fundamentally changed. Boards of trustees have been introduced and given the power to influence the strategic management of tertiary institutions. The power of the rectors, presidents and deans has been increased. The role of academic bodies such as faculty boards, senates, councils, and student parliaments has been changed. The idea of higher education institutions needing better management has gained prominence and ground. The idea of autonomy for higher education and new forms of accountability have received growing support and made policy makers opt for this new governance model. Rules concerning financing have been changed as well. Tuition fees have been introduced at the beginning for some programmes only, and then in some states for all bachelor and master programmes. Ministries have changed the rules for allocating budgets to higher education institutions in order to strengthen incentives to perform. The flourishing of numerous rankings is closely connected to this change in allocating scarce resources. Competitive processes have gained ground; the countrywide “competition for excellence” sent a strong signal to the public that public money for higher education should (at least partly) be invested where superiority is indeed achieved. It was a clear break with the idea that money is distributed in such a way that everyone gets a fair share, keeping in mind as well regional consideration, developmental perspectives etc.

Tertiary education in Africa is also confronted with major challenges. While English-speaking countries have practiced the two-cycle system for decades and have worked with elements such as modules and credit points in the past, many study programmes need adjustment in terms of structure and contents. Many programmes have not been reviewed for a long time. Ideas such as outcome-based

learning have gained ground in Africa as well. Issues such as employability are extremely important. Countries are revising their systems of quality assurance. Because of the scarcity of funds, public universities are facing serious financial constraints. High population growth rates and the need to invest scarce public resources in primary and secondary education have further added to the problem of the tertiary sector being cash-strapped. The deteriorating public investment per student in most countries has led to a serious decline in the quality of tertiary education. Higher education institutions have had to respond innovatively by looking for new sources of funds, reducing costs etc. At the same time, new private universities fill part of the gap which has been left by underfinanced public tertiary institutions. Many countries have introduced new governance models.

Universities in Asian countries have gone through fundamental reforms. The economic growth rates in many countries have allowed for increases in public allocations for higher education. The increase of public spending in countries such as China and South Korea has been exemplary. The growing living standards and willingness to pay for higher education has led to an increase of private contributions towards higher education. The number of university graduates has increased in most countries. Some countries, such as Indonesia, have seen an astonishing increase in private tertiary institutions. With new institutions coming up, there has been less of a need to deal with the transformation of old and established institutions. Instead, the identification of appropriate rules for new institutions has become more important. And with private institutions gaining relevance, countries have had to find the right balance between autonomy and state guidance. The development of new curricula is constantly challenging the various players in the system. New ideas for managing tertiary institutions based on concepts like autonomy and accountability have gained ground.

2 Drivers for change

The differences in economic, social and political conditions notwithstanding, changes in tertiary education in Europe, Africa and Asia are similar in many ways because the factors impacting on higher education are almost the same in the three continents.

2.1 Globalisation is shaping tertiary education

Globalisation has deeply affected higher education. While academia has always been international to some extent, disciplines increasingly define themselves as part of the wider international community, searching for knowledge in their

discipline. Benchmarking takes place in an international context. Curricula are developed with reference to approaches in other countries and regions. A look at university bookshops in African, Asian and European countries quickly reveals the level of integration. A great many textbooks are used around the world. International conferences and international journals are powerful in influencing the way priorities are defined in disciplines. The internet makes it possible to compare didactic approaches in different countries and allows for benchmarking without great costs. Universities, especially from highly developed Anglophone nations, but also from France and Germany, have started to offer programmes abroad and often act as competitors for local providers of educational services.

2.2 Generation of knowledge becomes more important

With the generation of knowledge becoming increasingly crucial for economic growth, countries recognise the relevance of establishing higher education systems where institutions are able to produce the output required in society. This is not only true for developed countries, which see their future in human capital-intensive production but additionally in developing countries. There we are faced with fears that a neglect of higher education will erode the chances to close the divide between the rich and poor nations.

2.3 Expansion in Higher Education

Many countries around the world are faced with the challenge of expanding access to higher education. Countries in the Southern hemisphere are confronted with high birth rates and the resulting increase in the number of young people entering the educational system. And many countries see the need to expand the percentage of students entering the tertiary education system.

2.4 New technologies drive change

New technologies have radically changed practices in academic life, and further changes are almost certain. The use of computers, the use of internet, the use of smartphones, the use of electronic learning platforms has changed the practice of teaching and learning and of research. Electronic databanks allow students around the world to access academic journals and material. Interaction between universities across borders is much easier as the internet allows for videoconferences and for distance learning when students and teachers are thousands of kilometres apart.

2.5 New concepts in public management gain ground

New concepts in public management, which have substantially transformed other sectors of public life in countries around the world, have found their way into higher education: Decentralisation of decision-making is as important as the idea of strengthening rules and regulations which rely less on state guidance and more on self-regulation, markets and similar mechanisms. The philosophy that management of public institutions can benefit from experiences in the private sector, that cost-efficiency can be reached when modern controlling methods are used, has deeply influenced thinking about running public sector institutions. And it has influenced thinking about the management of higher education institutions, which are predominantly public.

2.6 More competition in higher education

The idea of tertiary education institutions being in competition has gained ground. Governments increasingly try to identify and give special support to a selected number of institutions which can compete internationally. Rankings, despite widespread uneasiness about the arbitrariness in choosing and measuring criteria and calculating a final ranking list, are seen increasingly as an instrument to describe differences in quality, be it in terms of quality of study programmes, quality of research, or quality of services. This is true in the national as well as in the international context.

2.7 Convergence of higher education policies around the world

There has been a global convergence in thinking about the higher education policies which are most suitable. Work by international organisations such as the OECD, UNESCO, the World Bank, the European University Association (EUA), the Association of African Universities (AAU), the Association of Universities of Asia and the Pacific (AUAP) and others have produced numerous studies, publications and other output which has helped to spread information about good practices and allowed for mutual learning.

3 Management of higher education institutions as a key challenge for training

The change in the policy environment for higher education institutions involves a tremendous challenge for tertiary institutions. Decision-makers need to have a sound understanding of the new framework conditions. And they have to reflect upon consequences for their daily work, on adaptations of their tools and

instruments, or new tools and instruments. There is wide-spread agreement that the best performance of key decision-makers in tertiary institutions is possible only when the knowledge and skills-gap is addressed. There is a need to check whether skills are still satisfactory, whether they need to be upgraded, or if new and totally different skills are needed. And this applies to all levels; it stretches from the leadership at the top to the staff implementing the new programmes and services.

Such qualifications take place in the context of an increasing number of conferences, seminars and workshops or other forms of expanding the knowledge base on higher education management issues. By these activities, public institutions such as ministries want to raise the level of know-how in the higher education system. Bodies representing universities such as Rectors' Conferences, bodies representing certain disciplines or types of faculties offer programmes to inform and educate, or provide a platform for discussion. Sometimes tertiary institutions in a geographic region work together; in some cases universities use their networks with other universities to collectively offer programmes to upgrade skills. Some universities with programmes in management have started to offer study programmes on the master's level by adapting tools and techniques successfully used in management to the context of tertiary institutions. New service providers have come up with training programmes.

Programmes address skills' gaps at the top management level; others target the level of deans. Some programmes are directed at assistants of top management of universities or faculties. Quite a number of programmes are directed at staff working in higher education.

Some specialised programmes deal with issues such as human resource management in higher education, others look at marketing in higher education. Strategic management and IT in modern universities are topical issues as well. Study programmes have been designed in order to qualify staff in matters of higher education management. This is a sound response to the new complexity, to the need to respond effectively to the changes tertiary institutions are confronted with.

4 The DIES-programme – a joint initiative to address management issues in higher education

The German Academic Exchange Service (DAAD) and the German Rectors' Conference (HRK) have responded to this challenge of changes in higher education

management and the need for new skills, new strategies and new perspectives by developing a platform of dialogue between higher education institutions in Germany and developing countries. The joint DAAD-HRK programme, which was started in 2001 with the name “Dialogue on Innovative Higher Education Strategies” (DIES) offers a range of activities aiming at building capacity in the field of higher education management in developing countries. Issues such as strategic management, quality management, curriculum design and transnational study programmes are covered. The seminars, study visits, training courses or other forms of exchange such as university partnerships are usually organised together with partners in Germany and from abroad. (See for the full list of activities www.hrk.de or www.daad.de/dies).

4.1 The International Deans’ Course – a partnership-based collaboration

The International Deans’ Course (IDC) is one of the formats being offered in the frame of DIES training courses. The IDC is a collaborative exercise: various German organisations provide perspectives on the issues at stake: the DAAD, the HRK, the Alexander von Humboldt Foundation (AvH), the Centre for Higher Education (CHE), the University of Applied Sciences Osnabrück and the Freie Universität Berlin (FU Berlin). The partners make joint use of their strengths: The DAAD, a self-governing organisation of the German academic community in the field of international academic cooperation, has proven expertise in the field of higher education and academic exchange and provides its particular expertise in reflecting upon international trends and changes. The HRK, the public and political voice of higher education institutions in Germany, deals extensively with the challenges of managing tertiary institutions and organises a number of events where new trends are presented. The AvH facilitates international academic relations through cooperation between outstanding foreign and German researchers. The CHE, a think tank for developments in higher education, is well known for their influential university ranking of German, Austrian and Swiss higher education institutions and their training programmes for tertiary institutions. The University of Applied Sciences Osnabrück, a tertiary education institution in the northern part of Germany, offers a variety of programmes in higher education management, especially the MBA programme “Higher education and research management” which has been offered since 2004. The FU Berlin is a German research oriented university with high reputation in research and international cooperation.

The IDC is not meant to be a German initiative only. There are important partners in Africa and Asia. Experts from a number of universities have been part and parcel of the organisation of the workshops. Trainers come from Moi University/Kenya, from Taita Taveta University College/Kenya, from Addis Ababa University/Ethiopia, from University of the Western Cape/South Africa, from the Philippine Normal University/Philippines, from Gadjah Mada University/Indonesia, from Bandung Institute of Technology/Indonesia, from Multimedia University/Malaysia.

4.2 Managing faculties – targeted training for deans as key decision-makers

The management of faculties has been identified as an area where changes and challenges are most pronounced and a particular need arises to qualify decision-makers. Deans, vice-deans or deputy deans and heads of departments are the people who carry enormous responsibilities in administering and managing faculties. Deans of faculties need new skills, they need to have a sound understanding of new requirements, they have to have knowledge about the potential of modern management methods, and their limitations. They need to have the necessary social skills in order to create a climate where tertiary institutions find a way that is accepted by people inside and outside the academic realm. The organisers decided to offer a comprehensive programme for participants from Africa and Asia where such skills to manage faculties would be at the centre.

4.3 The objectives of the course

The objectives of the DIES International Deans' Course are:

- The programme should provide knowledge for participants from African and Asian countries on the fundamental changes in higher education in Germany, Europe and around the world.
- Participants should gain an insight into new thinking about management of higher education institutions that might help them to improve the performance of their institutions.
- The programme should give participants practical skills to respond to changes in higher education in their own working environment by using a practical learning approach.
- The programme should build bridges between higher education institutions in Africa, in Asia and in Germany, enabling all sides to use the knowledge about each other for further contacts in teaching, research and administration.
- The programme should assist academics who studied in Germany and have come to occupy leadership roles in higher education institutions.

4.4 The didactic concept

Implementation of the International Deans' Course is in four steps stretching over a period of almost one year. This is based on the idea that the complex skills required to manage higher education institutions cannot be meaningfully discussed, trained or reflected upon when there is just one get-together where people absorb information. Learning in this context is a process which takes time, requires joint reflection, needs to be based on phases of new inputs provided, and time to apply the new inputs in reality.

The first step: The meeting in Osnabrück and Berlin

The first phase lasts one week and aims at introducing important new concepts in higher education management. Participants are sensitised for new ideas and issues, for the forces of change, and the answers found in Germany, other European countries, and around the world. At the end of the first meeting in Germany, participants are requested to identify an issue which they work on in the following months in the framework of a specific project called "project action plan" (PAP). By identifying such a project, participants are applying the new skills to their own work environment. This approach allows for a more active application of the ideas, concepts and theories which are introduced during the course and reduce the typical distance or split between the seminar context and professional reality. The progress on the personal action plans is then shared with other participants throughout the period of the IDC.

The second step: The regional meetings

There is a second interaction a few months after the first phase. It involves a meeting of participants of the International Deans' Course from the same country or region. This meeting is meant to provide an opportunity to discuss with the international trainer team experiences of higher education management in general and of implementing the project action plan in particular. It allows for joint reflection on forces hindering change, and provides for an opportunity to exchange views on alternatives. This meeting is characterised by an intensive debate with participants who are drawn only from the deans' course and hence know each other and have already developed trust and understanding.

The third step: The final conference

The third conference brings the DIES International Deans' Course to an end after a period of approximately nine months. New input is provided, change processes are jointly reflected upon and lessons learned are discussed. This all feeds into further planning of activities.

The fourth step: Follow up

There is in fact an important follow-up to the DIES International Deans' Course which is the networking of participants of the course. The DAAD specifically supports initiatives where participants link up to participants in other DAAD-activities related to higher education management or otherwise. And many participants use their experiences and old or newly established contacts to German higher education institutions to identify joint projects with German universities or universities of applied sciences, or exchange information, or establish other forms of cooperation. The participants have access to various programmes specifically designed to bring alumni of the DAAD in touch with each other and scholars in Germany.

5 Lessons learned

Strong interest in higher education management

The programme has been designed on the premise of fundamental changes in higher education management around the world, confronting virtually all tertiary institutions with new challenges they find themselves not sufficiently equipped for. The workshops confirm that higher education institutions find it extremely challenging to meet the new demands. Participants call for further measures to address the skills gap. The feedback from the programme shows the potential of providing knowledge, skills and competencies to the leadership of faculties in African and Asian countries. Conditions for deans do differ in many ways: in terms of what kind of leadership role they are expected to and are allowed to play, and whether they are expected to be visionary, participatory, communicative etc. This all depends on the size of institutions, on disciplines and their traditions, on the history of institutions, on the culture, on people working in the institution, the availability of charismatic persons etc. But deans in all countries can make a difference when they fully understand the challenges and can see changes in a wider perspective, when they master the management instruments and when they are able to communicate effectively the changes that are required. Only a few programmes in African and Asian countries do address the changes and the implications for management; even fewer programmes are directed at the target group of deans. And while some organisations in Africa and Asia like rectors' conferences, universities, consulting agencies, and international organisations are starting to take up the challenge, the approach quite often lacks a comprehensive and systematic nature. In most countries there is little written material available reflecting upon changes in higher education and implications for management of higher education in their countries.

Bologna process still needs explaining and reflection

While the discourse in Europe on the nature and implications of the Bologna process has been very intense in the last years and people in higher education generally have a good understanding of experiences elsewhere, there is still a great need in Africa and Asia to learn about and reflect upon the key elements of the Bologna process. However, the ensuing discussion on the lessons for tertiary institutions around the world is what is most important.

Strategic management most important

There is considerable interest in looking at the potential of strategic management tools for charting the course of universities or faculties. The changes currently taking place are seen as fundamental and the need for a more holistic approach in management is recognised in many institutions. Participants shared their experience that management is quite often re-active rather than pro-active, with the latter approach leaving much more room for shaping processes and influencing the course of affairs. In some universities, quite advanced tools such as balanced scorecards are used, which left a strong impression on participants when exposed to such experiences. In other universities, the tools used are still very rudimentary and simple, a characterisation of the management as “strategic” would be euphemistic. The International Deans’ Course experience shows: interest in learning about elaborate tools of strategic management is high.

Discussions during the various meetings of the IDC show clearly that a purely managerial approach towards leading a faculty is not feasible or desirable, neither in Germany, and nor in the African or Asian context. There are clear limits to the adoption of a management philosophy in higher education. The learning process is more complicated and diverse than a production process of goods, the individuality of teaching staff might be a burden in some situations, but is a great advantage when a generation of new knowledge is desired. Participatory traditions in higher education are also defining clear limits to the applicability of management practices used in corporate life.

University governance is changing

University governance, i.e. the design of institutions, rules, values that shape the exercise of power in tertiary institutions, is changing across Europe. While governance is not part and parcel of the Bologna process, the process is certainly important in explaining the dynamics. Research shows that governance models in Europe are becoming more similar, there is a tendency towards systems

assimilating. A very influential research work looked at governance models in most European countries and identified five dimensions of governance: the role of the state, the role of external stakeholders, the role of academic self-governance, the role of managerial self-governance and finally the role of competition when allocating scarce resources (Schimank 2010). The study found that there is generally a tendency towards less direct management by the state, there is more involvement of external stakeholders, there is more delegation of managerial authority to the tertiary institution, and there is a more competitive outlook. In many countries changes are triggered by the state, but other forces come into play as well. Discussions during the IDC on this tendency in Europe provoked lively discussion on trends in the southern hemisphere. Quite a number of countries in Africa and Asia saw a redefinition of the role of the state, generally leaving more scope to universities to define their direction. Other stakeholders gained in importance as well.

The first meeting of IDC participants starts with a description of the governance structure at the home universities of experts participating. This opens new perspectives in terms of seeing different organisational modes, reflecting upon possibilities to choose between different governance models. By using concrete, real examples to discuss the advantages and disadvantages of different organisational set-ups, participants could reflect more thoroughly on what options are available.

Changes in funding of tertiary education

One of the inputs in Germany into the discussion with deans from Africa and Asia was the analysis of the changes in the funding of higher education, especially financing the teaching function of tertiary institutions. Participants discussed the changes in many European countries where experts have observed a move towards the use of lump-sum payments to tertiary institutions, an increase of the use of financial formulas, and of incentives for high quality. Discussions showed the need for a more decentralised system in the context of tertiary education in the South as well.

Level of funding education insufficient

Major differences exist in terms of total funding for tertiary education and funding per student. The level of funding in Germany and other European countries can be considered as too low. In comparison, the level of funding in African countries is at an extremely low level, and has even declined in the recent past. For Asia, the situation is much better than in Africa, but still remains difficult. With insufficient

funds available, the question needs to be addressed what kind of mechanisms should be in place to use the scarce resources most efficiently. Here as well the interaction proved important because participants could exchange opinions, reflect upon consequences and share thoughts on how to deal with the trends.

Need for external funding

Similarities and interests exist in terms of the importance to attract external funds for research. European as well as African and Asian universities are being challenged to develop the necessary infrastructure to secure funding for research activities. While European funding for research activities in European universities becomes more important, the importance of foreign funding cannot be compared with the need, especially in Africa, for funds to be secured from foreign sources.

Quality management

The discussions on quality management proved to be very useful. The quality debate in Europe has been very intense, many new organisations were set up, tertiary institutions try to establish effective systems, and they try to develop a quality culture where this was absent before. Such discussions will go on because the challenge of measuring quality in higher education is different in comparison to measuring the quality of a normal product or service. Quality has been an important issue in African education as well. Some universities have established quality management units, some universities work with external examiners. Evaluation of lectures is common in many tertiary institutions, but more thorough systems still need to be established.

The presentation of DIES Projects aiming at developing quality assurance capacities at regional level both in East Africa (partnership DAAD-HRK-IUCEA) and Southeast Asia (ASEAN-QA) triggered discussions on essential elements of an institution which is characterised by good or high quality. And presentations by a number of deans about their attempts to go for quality in their faculty showed that room for innovative measures is there.

Soft skills as important element of training deans

The integration of soft skills training in the programme proved very valuable. A one-day-workshop covering topics such as “conflict management”, “management of meetings” and “presentation skills”, by now quite typical in study programmes and training activities in Germany and Europe, provided participants with an opportunity to reflect on the behavioural side of leadership. The trainers, most

of them with international experience, used case studies and role plays to help participants to reflect on behaviour in dialogue or team situations, to help them to see more clearly how certain routines can guide and misguide individuals teams when they look for solutions, and to help them find strategies to handle these situations.

Case studies are important for a better understanding

The programme is based on the idea that higher education management challenges are best understood when theoretical knowledge about higher education, management, and psychology and sociology are coupled with an understanding of the conditions of real challenges in tertiary education. This, for example, involves sudden policy changes, challenging internal traditions and expectations from the public. Or it means that management has to deal with serious financial limitations and bureaucratic conditions which do not allow for the first, best solution. Resource persons for the International Deans' Course are selected in such a way that practical experiences are shared in an open and frank manner, shedding light on the difficult processes in academia as well as possible solutions. Resource persons bring experiences from a great variety of institutions, large and small universities, traditional ones and new ones. These experts come from German institutions, but as well from collaborating institutions in Africa and Asia.

Methodology based on project action plan

The IDC was designed in such a way that each participant identified a specific project he or she would work on in the months after the first training. It was reasoned that this would provide an opportunity to think about the applicability of methods and tools learned in their own academic environment. This approach proved very effective; it increased the participants' interest to look at the tools discussed in the course from their practical point of view. Communication between the first part of the IDC and the second meeting, when first results of the project were presented, showed that this approach was very successful in terms of giving the course the character of a laboratory for tools in higher education management.

Regional integration in Africa still insufficient, approach very useful

The Bologna process and European integration have provided for numerous opportunities in Europe to learn about policies, practices, and problems in other countries. For those who are interested, it is no longer difficult to get access to relevant information about higher education in other countries of the Bologna process. Detailed information about the state of transformation with quite specific

details is available. Experiences in other countries can be used for change processes in one's own country. This is much less easier in Africa and Asia. Little is known to key personnel in higher education institutions about higher education trends even in neighbouring countries. There are few easily accessible sources of information, there is little staff exchange. The workshop, which included numerous occasions to exchange views on experiences in other countries, filled an important gap: The IDC helped to strengthen the view on regional integration, on learning from immediate neighbours. Ties were established which will last and help to organise a permanent dialogue.

Creation of links to German institutions helpful

Participants are academics holding advanced management positions in tertiary institutions. Many of them had studied in Germany or had participated in scholarship programmes of the DAAD or AvH before. The series of activities provided an opportunity to keep in touch with the academic system in Germany, to reflect upon the changes of a system they had been in and most of them cherished. Other participants who had not studied in Germany used this opportunity to learn about the higher education system in Germany and the reforms.

The programme is designed in such a way that participants have many opportunities to develop new links or re-establish old ones, to network with other participants of the International Deans' Course or network with participants of other management-related DAAD-activities in the region. This is seen as a major advantage of the programme, going beyond other training activities where the main activity is "only" the training and learning provided during a training activity. The IDC is meant to open avenues into a network of other experts and a pool of knowledge which can be tapped when needed.

Establishment and operationalisation of a Quality Assurance and Planning Unit (QAPU) at the University of Energy and Natural Resources (UENR), Sunyani, Ghana

DANIEL OBENG-OFORI AND GEORGE KWADWO ANANE

Abstract

The University of Energy and Natural Resources (UENR) is a public-funded multi-campus national institution established in December 2011 by an Act of Parliament (ACT 830, 2011) with the vision to become a world-class institution for generating, advancing and applying knowledge in energy and natural resource sciences. The University is expected to train the next generation of experts and provide cutting-edge research to support Ghana's development in energy and natural resources. As a new science and technology based university in the higher education landscape of Ghana UENR had unique challenges in terms of young inexperienced faculty, lack of experienced senior academics to provide academic leadership at the Departments and Schools, limited infrastructure and facilities, little or no internally generated funds due to low student numbers and uncertainty in government subventions. As at 2012/2013 academic year the University had about 150 students, 17 academic staff and only 3 with terminal PhD degrees. There were only two faculty who were Senior Lecturers and apart from the Vice-Chancellor and the Pro Vice-Chancellor there was no Professor in the entire university. The need to establish a functional quality assurance unit in order to develop a quality culture and position UENR to compete with the well endowed science based universities in Ghana such as the Kwame Nkrumah University of Science and Technology was imperative. This project therefore sought to establish the Quality Assurance and Planning Unit (QAPU) and develop a quality assurance policy to guide all operations and processes in the university towards the realisation of its vision and mission. We adopted

the Project Action Plan (PAP) approach introduced at the International Deans Course 2013 and this has made a significant impact in building a quality culture at UENR. As at the 2014/2015 academic year, the QAPU has been established, its office set up and 3 staff have been appointed and have assumed duty. The Quality Assurance Policy aimed at building and improving the quality of teaching, learning, research and other services provided by the university has been developed and being implemented. Student assessment of courses and lecturers and feedback are rigorously enforced. Guidelines for the introduction of new courses and programmes were outlined in the policy. The academic profile of the University has seen tremendous improvement. About 13 new programmes have been introduced and student numbers have increased to about 1500. There are now 65 academic staff, 29 with terminal PhDs, 5 Senior Lecturers and 6 Professors. About eight (8) of the Assistant Lecturers are pursuing PhD training. An Institutional Strengthening Programme (ISP) and mentoring system are being operationalised to enhance staff development efforts at UENR. The School of Graduate Studies was established to promote graduate training and research. Two of our young academic staff won one year CIRCLE visiting fellowship to undertake research in climate change. The drafts of the university statutes to govern the internal operations of the University and a 10-year strategic plan have been developed for consideration and approval by the Council by the end of 2016. This paper describes the key initiatives undertaken which have led to the development of a quality culture, expansion of programmes and visibility of UENR in the higher education landscape of Ghana.

1 Introduction

1.1 Background

The University of Energy and Natural Resources (UENR), Sunyani, Ghana, was established with a mandate to develop the next generation manpower and to provide inter-disciplinary research to support Ghana and Africa's development in energy and natural resources. The University was established by an Act of Parliament, Act 830 in 2011 to provide man-power needs in the energy and the natural resources sector. The University's commitment to the assurance of the quality of its academic programmes and processes which is broadly expressed in its mission statement was driven by both external factors: regulation by the National Accreditation Board (NAB) and the National Council for Tertiary Education (NCTE), and personal initiatives and experiences of the Vice-Chancellor and the Pro Vice-Chancellor. The two top management staff were recruited from the two leading public universities in Ghana, the Kwame Nkrumah University of Science and Technology (KNUST)

and the University of Ghana, Legon, respectively. Both staff were committed not to repeat the quality lapses in their former universities at UENR. The University Council made up of three seasoned professors and a former Executive Secretary of NCTE was also very supportive of initiatives that sought to assure quality in order for the university to achieve its mission. The pioneer academic and non-academic staff were recruited from different private and public universities in Ghana with diverse perspectives and understanding of quality assurance issues. They needed to be reoriented to the imperative of developing quality culture to guide the operations of UENR in order to be competitive in the higher education landscape of Ghana.

The mission of the University is to promote the development of human resources and skills required to solve critical energy and natural resources challenges of society and undertake interdisciplinary academic, research, and outreach programmes in energy, engineering, science, agriculture, natural resources and the environment. The sod for the establishment of the University was cut in 2010 at Sunyani. Subsequently, a University Implementation Committee was established in 2011 and tasked to appoint the key staff and a council to manage the University. The motto of the University is “knowledge integrity impact”. The Planning Committee finalized the development of the governance structure and start up programmes for the University in 2011. In July 2012, the documents on the three start-up programmes, namely: Renewable Energy Engineering, Forest Resource Management and Wildlife and Range Management were submitted to the National Accreditation Board. These programmes are offered in two schools, namely the School of Engineering and the School of Natural Resources. The School of Science was started in the 2013/2014 Academic Year offering additional programmes in mathematics and computer science. From the 2014/2015 Academic Year the following programmes were introduced: actuarial science, statistics, information technology and chemistry in the School of Sciences; fire and disaster management, hospitality management and resource enterprise and entrepreneurship in the School of Natural Resources; and agricultural engineering, computer engineering and petroleum engineering in the School of Engineering. The School of Agriculture and Technology was also started at the Dormaa Ahenkro Campus. The University’s day-to-day governance lies with the Vice-Chancellor, Pro Vice Chancellor and the Registrar and is assisted by deans of the schools and heads of departments. On the broader side, the overall governance structure of the University includes the Chancellor as shown in Figure 1.

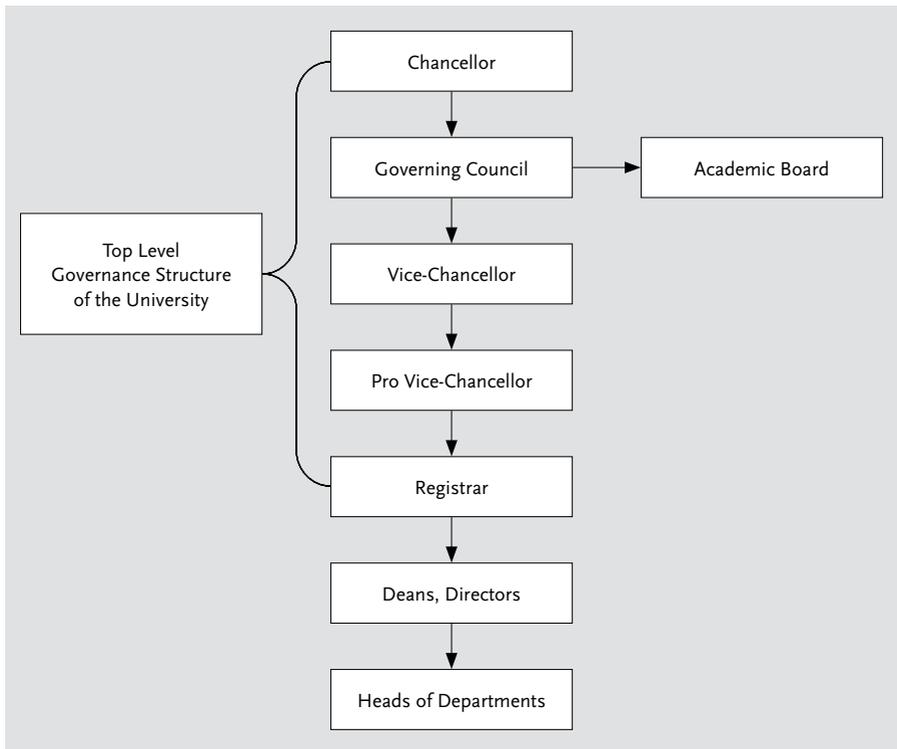


Figure 1: Organogram of Top Level Executives of the University

1.2 The Problem Statement

As a new science and technology based university in the higher education landscape of Ghana, UENR had unique challenges. The key ones among them are young inexperienced faculty, lack of experienced senior academics to provide academic leadership at the departments and schools, limited infrastructure and facilities, little or no internally generated funds due to low student numbers and uncertainty in government subventions. As at 2012/2013 academic year the University had about 150 students, 17 academic staff and only 3 with terminal PhD degrees. There were only two faculty who were senior lecturers and apart from the Vice-Chancellor and the Pro Vice-Chancellor there was no professor in the entire University. The provision of academic leadership and mentoring of young faculty was the biggest challenge the university has to confront and deal with as a matter of urgency. As the

first Pro Vice-Chancellor in charge of academics, the need to establish a functional quality assurance unit in order to develop a quality culture and position UENR to compete with the well-endowed science based universities in Ghana such as the Kwame Nkrumah University of Science and Technology was therefore imperative. The above challenges and the information obtained through the situational analysis formed the basis of my Project Action Plan for the International Dean's Course for Africa (IDC III) held between June 2013–February 2014 in Osnabrück and Berlin (Germany), Accra and Addis Ababa (Ethiopia). This Project therefore sought to establish a Quality Assurance and Planning Unit (QAPU) and develop a quality assurance policy to guide all operations and processes in the university towards the realization of the vision and mission of UENR. The Project Action Plan (PAP) approach adopted has made a significant impact in building quality culture at UENR.

2 Literature Review

Over the past several decades quality assurance (QA) has become a central concern of higher education (HE) systems at national, international and global levels (Harvey, 2005). This concern has been linked with ensuring that quality of HE is maintained or improved during these times of global and wider social contexts (European Association for Quality Assurance in Higher Education [ENQA], 2009). In this regard, HE institutions are required to adjust to a new, transformed landscape of globalization that allows recognition of degrees across continents. The adjustment envisaged allows HE institutions to make use of social transformations in order to achieve best possible outcomes to develop programmes that are of high quality and achieve economic, social and technological goals, and at the same time establish HE institutions that are effective, efficient and are continuously improving on quality (Department of Education and Skills [DES], 2011). The rationality of the connection between HE and QA and the position of QA as a logical, categorical and accepted best practice needs critical analysis in all the different facets of education delivery throughout the world.

Quality Assurance has been a primary policy concern in HE since the 1980's in Europe, especially the UK (Harvey, 2005) and the 1990's in Ireland (Kenny, 2006 a & b), although it has a much longer history in the US (Rhoades and Sporn, 2002). Increasingly quality has become more important for HE institutions, because there is more or less a 'quality gap' that needs to be addressed. Governments are striving to increase the numbers of students enrolled in HE institutions in the face dwindling investments.

HE institutions have to do more with less money and they are expected to improve quality. Student exchanges between countries and international cooperation require better assurance of quality. The world has become a global village and this demands quality of the curricula and the calibre of the graduates produced by HE institutions throughout the world. In short, society requires accountability and continuous improvement in quality and demands value for money. Furthermore, competition between HE institutions is also increasing. There is an astronomical increase in the number of private tertiary institutions in most African countries, challenging the older public universities to compete for new enrolments.

There is no universally acceptable definition of quality. Although we may not all agree on what 'quality' is, but we would all recognize it when it is functionally operational in an institution. Quality means different things to different people relative to processes or outcomes. For example, Green (1994) makes a distinction between quality as excellence, fitness for purpose to achieve institutional goals, as threshold point to meet minimum requirements set by ministries or QA agencies, as the value added to the student during education and training, as value for money with focus on efficiency. Quality may also be seen as satisfying expectations of the clients who are students.

Quality in the eyes of governments can be described as many students as possible finishing their programmes within the scheduled time with an international level degree at reduced costs. Employers consider quality as the knowledge, skills and attitudes obtained during the studies. Professional bodies may be interested in the learning outcomes that have been achieved so that the graduates produced are ready to enter the profession. In the eyes of the students, quality is primarily connected with the contribution to their individual development and preparation for a position in society because education must necessarily link up with the personal interests and aspirations of the students. Academicians will especially look at quality as "A good academic training based on good knowledge transfer and a good learning environment and a good relationship between teaching and research."

In the light of the above, it is important to formulate a workable definition of quality to reflect the different aspirations and expectations of the diverse stakeholders in the HE landscape. Further, quality is not a static phenomenon but rather dynamic and it must meet the continuously changing requirements and expectations of the varied stakeholders. Eventually, it is the university which determines its own standards for quality which must reflect the requirements and expectations of the

government, the accrediting bodies, professional bodies, labour market, students, parents, alumni, local and international community at large. It is therefore of categorical imperative for QA managers to understand and appreciate the different stakeholder requirements and expectations (Fig. 2).

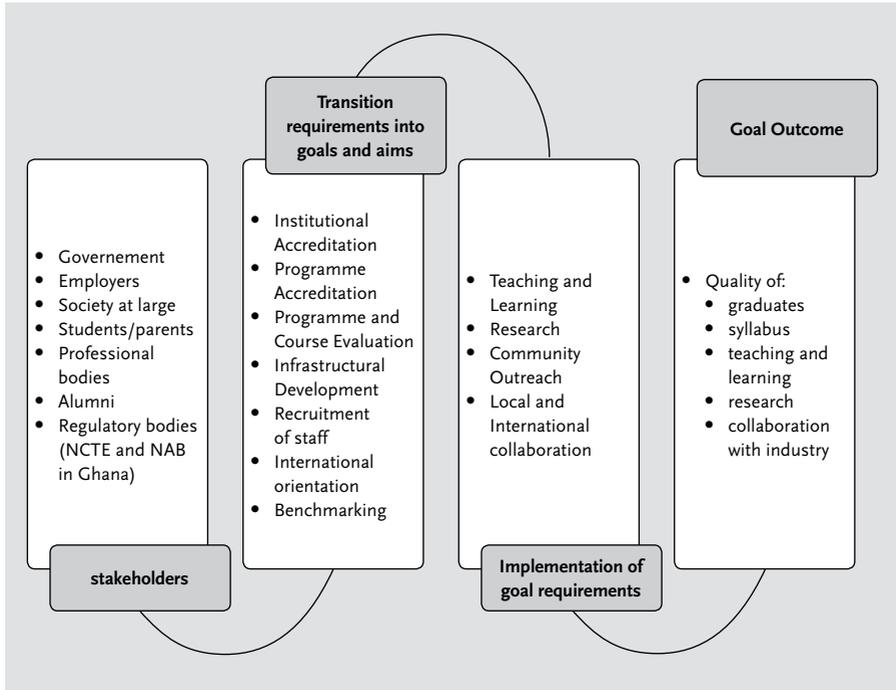


Figure 2: Stakeholders and Quality in Higher Education adapted from Vroeijenstijn (2014)

The United Nations Educational, Scientific and Cultural Organization (UNESCO) (2013) describes QA as “the systematic review of educational programmes to ensure that acceptable standards of education, scholarship and infrastructure are maintained”. Vlăsceanu et al. (2007) defines QA as ‘the process of evaluating (assessing, monitoring, guaranteeing, maintaining, and improving) the quality of a higher education system, institutions, or programmers’. As a regulatory mechanism, QA focuses on both accountability and improvement, providing information and judgments (not ranking) through an agreed and consistent process and well-established criteria. Quality is the degree to which value is added to the total range

of student's experience of higher education and services provision to meet the standards as perceived by all the key stakeholders (Harvey and Green 1993). From an academic perspective QA is associated with increased quality improvement, mobility and transparency (Loukkola and Zhang, 2010). Recently, Vroeijsstijn (2014) defined quality as achieving the goals and aims in an efficient and effective way, assuming that the goals and aims adequately reflect the requirements and expectations of all the key stakeholders.

Assuring quality in HE is not new because academia had always paid attention to quality. Every professor or lecturer aims at providing his/her students the best possible training (Vroeijsstijn, 2014). The quality of HE was traditionally embedded in peer review mechanisms such as the external examiner system (Morley, 2003; Cuthbert, 2012). Quality in HE was seen as context dependent because the meaning of quality and how it was operationalised depended on the context within which that institution conceptualised quality in its internal processes. However, over the last three decades the meaning of quality has transformed from a context dependent, internal activity of HE institutions based within peer review and external examiner systems to a regulatory mechanism based on externally derived standards and mechanisms (Harvey, 2005).

Furthermore, over the past few decades society in general has become more responsive to the importance of assuring quality in institutions of higher learning. In all sectors of society, quality has become a topical issue and there is much more public discourse on the quality of education (or perhaps on the assumed lack of quality). It is no longer the academic world alone which strives for quality in higher education. It is now the external stakeholders that are emphasising the need for explicit attention to be given to quality in HE institutions.

The emergence of QA as an explicit, measurable evaluation and assurance process is a distinctive feature of the last three decades, coinciding with changes in HE and the social context in which HE operates (Campbell and Rozsnyai, 2002; Harvey, 2005). Internally, HE is undergoing rapid expansion with substantial increases in student numbers and diversity of programmes (Department of Education and Skills DES, 2011). Externally, globalisation is transforming the social context of higher education provision to ensure that HE institutions respond to internationalisation of HE markets and increased mobility of students (Marginson and van der Wende, 2007). This evolving landscape for HE requires new criteria and standards by which quality could be measured.

Central to accountability is ensuring that academic awards maintain academic standards that can be described and recognized across nations and cultures (Dill, 2007; Altbach et al., 2009). Quality Assurance has emerged as a mechanism of accounting for standards and regulating HE institutions and programmes (Harvey, 2005). In its current form QA is considered from the perspective of multiple internal and external stakeholders instead of from the perspective of only peers, although peer review is still the core activity of most accreditation processes. Quality is judged against sectoral, national or global standards instead of against standards established by HE institutions locally. QA establishes generic methods of data collection and assessment against standards. Mechanisms for assuring quality are seen as intricately bound with trust in the standards of HE and the quality of graduates produced (Dill, 2007; Harvey and Green, 1993).

In addition QA has emerged as an extra-national concern. For example, the common requirements for national systems were defined at the European level as part of the Bologna Process. The Bologna Process is a voluntary process of European nations aimed at creating, consolidating and operationalising a European HE space, the European Higher Education Area. A key objective of the process is comparability of qualifications. Common requirements for national systems were defined at the European level to improve the consistency of QA schemes across Europe. European Standards and Guidelines [ESG] (ENQA, 2009) have also been developed for internal and external quality assurance in order to provide universities and QA agencies with common reference points. From a student perspective QA must recognize the inclusion of their voice in policies and practices of HE (European Students Union [ESU], 2012). The relationship between HE and QA presents HE as adjusting to external and internal challenges and QA as a tool that assists that adjustment. Quality cannot improve by itself. The service quality in HE should be viewed from an organizational perspective and address quality concerns of students and all the key stakeholder needs (Joseph et. al., 2005; Khodayari, 2011).

2.1 Quality Assurance at the UENR

As a new university, one of the critical needs that will enable UENR to achieve its vision and mission is the establishment and operationalisation of a functional Quality Assurance and Planning Unit (QAPU) with well defined organizational structure and policy framework to guide its operations. This was necessitated by several factors including accountability to stakeholders and the need to train graduates by following globally accepted academic standards. UENR's decision

to establish QAPU was to ensure that it became accountable to government, accreditation bodies such as NAB and NCTE, students, parents and all other stakeholders. The University also envisaged the urgent need that arose from the need to train graduates who could be recognised across nations and cultures (Dill, 2007; Altbach et al., 2009). This is imperative because the operations of the University must be governed by the highest level of integrity, ethical standards, openness and fairness underpinned by a reward and recognition system that is performance driven. The overall aim of establishing the QAPU at UENR was to demonstrate the responsibility of the University for awarding its own degrees, most importantly because quality graduates are needed to propel the development agenda of every nation. These graduates are produced from HE institutions. It is therefore imperative that providers of HE developed and implemented acceptable standards to assure quality in order to meet the needs and aspirations of today's dynamic and competitive world. Against this background, tertiary educational institutions, therefore, need Quality Assurance Policies (QAPs) to ensure the satisfaction of all stakeholders and the continuous improvement of services they provide.

As the only Energy and Natural Resources University in Ghana, UENR is mandated to train graduates with the requisite skills to help alleviate the numerous challenges confronting the energy and natural resource needs of Ghana. In order to achieve the vision of “becoming a world class institution for generating, advancing and applying knowledge in energy and natural resource sciences”, the Management has identified QA as critical in building and advancing teaching, learning and research. The concept is believed to assist the Management to identify the strengths, weaknesses, opportunities and threats (SWOT) to the University and find appropriate solutions.

The general objective of the Project Action Plan (PAP) was to establish a functional Quality Assurance and Planning Unit at UENR. The specific objectives were to:

- Define the vision, mission, structure and functions of the QAPU
- Develop Academic Quality Assurance Policy (AQAP)
- Set up the office of QAPU at UENR
- Publish, sensitize and disseminate information on QAPU and AQAP
- Develop institutional strengthening programme at UENR for quality improvement.

3 Methodology

The PAP approach to project implementation was used to accomplish the various key tasks, milestones and outcomes (Table 1).

In the inception phase, the need for the establishment of QAPU and the development of AQAP were discussed with the Vice-Chancellor and the Registrar to seek Management approval. An ad-hoc committee chaired by the Pro Vice-Chancellor was formed to define the vision, mission and structure of the AQAP for UENR. In order to get a better understanding of its environment, UENR has to fully understand its strengths, weaknesses, opportunities and threats (SWOTs). The SWOT was done through the use of a questionnaire and focus group discussions with staff associations. Questionnaires were sent via email to all staff to outline the SWOTs in their departments and sections of work.

There were also scheduled meetings with Deans and Heads of Departments (HoDs) to further deliberate on the SWOTs gathered from the questionnaires received. These SWOTs were taken into consideration during the preparation of the AQAP and the establishment of the QAPU. The draft reports of the QAPU and AQAP were evaluated by local and external QA experts and revised according to their comments. Brainstorming sessions to discuss the draft reports were organized with deans, HoDs and selected senior members. Inputs from the participants were incorporated into the draft reports which were then passed through the Joint School Board, the Academic Board and finally the Council for discussion and statutory approvals.

The Office of the QAPU under the direction of the Pro Vice-Chancellor was established with the appointment of key staff and procurement of materials and basic equipment to enable them function. The printing of the AQAP document was done and a number of orientation workshops were organized to disseminate information on the policy document.

To address the challenges identified in the SWOT analysis, a number of interventions were initiated and spearheaded by the Pro Vice-Chancellor and the University Management including an aggressive hunt for senior academics and those with terminal degrees, a series of training workshops on QA, teaching and assessment techniques, team building, scientific writing, research management, examination management, individual counselling, sponsorship of lecturers to attend conferences, establishment of Inter-Schools lecture series for presentation of research findings by lecturers and research retreat was organized.

Key task A: Development of vision, mission and organisational structure of QAPU and AQA policy
Task 1. Meeting with VC and Registrar to discuss concept note on QAPU at UENR
Task 2. Set up and Chair an ad-hoc-Committee to define the vision, mission, strategic objectives and organizational structure of QAPU and develop AQAP for UENR
Task 3. Submit draft of QAPU and AQAP electronically to about five (5) selected experts locally and abroad for their comments
Task 4. One day Workshop to brainstorm on revised draft reports
<i>Milestone A: Draft report on QAPU and AQA policy for UENR</i>
Key task B: Statutory procedures for approval of QAPU and AQAP
Task 1. Discussion of draft QAPU and AQAP at Joint-Schools Board meeting
Task 2. Submission of revised drafts of QAPU and AQAP to Academic Board for discussion
Task 3. Submission of revised drafts to Council for discussion and approval
<i>Milestone B: QAPU and AQAP established and developed, respectively</i>
Key task C: Setting up the Office of QAPU for UENR
Task 1. Appointment of key staff of the QAPU
Task 2. Short listing, interview and selection of candidates
Task 3. Recommended candidates submitted to Council for appointment and issue of appointment letters to approved staff
Task 4. Procurement of Office materials and equipment
Task 5. Assumption of duty by appointed staff
<i>Milestone C: Staff appointed, resumed duty and office equipment procured</i>
Key Task D: Staff orientation and dissemination of QAPU and AQAP
Task 1. Two one- day Orientation workshops on AQAP
Task 2. Printing and dissemination of AQAP to Senior Members and posted on University website
<i>Milestone D: Senior Members adequately given orientation on QAPU and AQAP; 500 copies of AQA policy printed, distributed to Senior Members and posted on University website</i>
Key Task E. Establish Institutional Strengthening Programme (ISP)
Task 1. Conduct institutional and gap analysis
Task 2. Develop implementation plan
Task 3. Develop implementation strategies
<i>Milestone E: Institutional Strengthening programme established</i>

Table 1: Key Milestones and Tasks

4 Findings

4.1 SWOT Analysis

4.1.1 Strengths

i. Uniqueness of academic programmes

The University offers several unique academic programmes in line with the recommendations of the Task Force which was set up by the Government of Ghana to define the framework for the establishment of UENR. The development of these academic programmes was also informed by the provisions enshrined in Act 830 that established the University. Based on this, the University has distinct and unique advantage over other universities in the country.

ii. Functional French

Promoting the study of French for general communication and enhanced access to literature make our students more competitive in the sub-regional and international markets.

iii. Strong interaction among faculty and students

The University has put in place programmes and measures that directly promote the staff-student interaction. The programmes and courses are designed to encourage and facilitate participatory learning and action. This is also made possible due to the small size of student population. Programmes developed in a collaborative manner with staff and student groups provide sufficient guide towards the attainment of friendly relationships.

iv. Curricula-enhanced collaboration with industries

A mandatory supervised student industrial attachment culture guarantees strong industry participation in student training. Industrial attachment is mandatory in all UENR programmes and carries appropriate credit hours ranging from 12–18, depending on the programme. Students are supervised and assessed by academic staff from UENR and senior staff from the respective institutions where students are attached to receive hands on practical training for periods ranging from 8–12 weeks.

v. Strong legal framework (Act 830)

The Act of Parliament, Act 830 (2011) which established the University grants the University the much-needed autonomy to operate. It serves as a major strength

to the University in terms of enhancing the potential and opportunities of the University both locally and internationally. The strategic mandate and the vision of the University as outlined in the Act give the institution a strong national and global position in the area of energy and natural resource education.

4.1.2 Weakness

i. Inadequate government funding

The inadequate nature of subventions from the government poses a major limitation to the speedy and progressive realization of the vision and mission of the University. Funding from the government through the Ghana Education Trust Fund (GETFund) is basically used for infrastructure development and irregular disbursement slows down the rate of provision of physical facilities such as lecture halls, laboratories, libraries, offices etc on campus to cater for the increase in student intake. The late release and/or uncertainties associated with release of these funds also negatively affect the work of the University.

ii. Inadequate physical infrastructure

UENR being a newly established public university faces similar infrastructural deficit like other public universities. Inadequate lecture theatres, laboratories, offices, sports and residential facilities for both students and staff negatively affect academic work and pose a great limitation to the numerical growth of the University.

iii. Underdeveloped critical ICT infrastructure

With the introduction of e-learning and online education through interactive media platforms, ICT has become very critical in the provision of quality education in the 21st Century. On this premise, the underdeveloped nature of ICT infrastructure on campus poses a major limitation to the use of ICT to facilitate teaching, learning and research especially under a multi-campus setting.

iv. Inadequate Human Resources (HR)

The University has a peculiar mandate to raise experts in the energy and natural resources field, the specialized nature of the academic programmes being run and yet to be introduced by the University demands the recruitment of professionals with the requisite academic qualifications in these fields. Moreover, the limited subvention from the government also makes it difficult to recruit more personnel because it will over-stretch the wage bill of the University. These constraints make it difficult to recruit adequate HR for the smooth operationalisation of the mission of the University.

v. Lack of institutional networks

Institutions thrive through networks and collaboration with existing and advanced ones. The lack of these is due to the infancy of the institution, and it may take some time to increase networking.

vi. Inexperienced academic staff for effective academic administration and mentoring

Academic administration is made possible by a young but inexperienced faculty and a small dedicated group of senior members. The constraint to recruit senior faculty to man the departments is largely financial. Training or re-training of staff is an option but would take time. The need for experienced staff to provide academic leadership in the departments and schools is more appropriate during the formative years of the institution.

4.1.3 Opportunities

i. Strategic location

The University is sited at Sunyani in the Brong-Ahafo region, in the transitional zone. The central location of the University makes the institution accessible to a wide range of prospective students in Ghana who otherwise had to travel several miles to access HE. The presence of the Bui Dam, Newmont Gold Ghana Limited and several forest and natural resources in the region are critical enhancing factors to the operations of the University.

ii. Strong interest and enthusiasm by traditional rulers

The chiefs in the various traditional areas in and outside the Region have shown strong interest and enthusiasm in operations of the university.

iii. Desire for higher education (HE)

The establishment of the Ghana Education Trust Fund (GETFund) to support infrastructure development and the desire of the average Ghanaian to access HE remains an important opportunity to develop the HE sector.

iv. Market for postgraduate programmes

The recent increase and growing interest in postgraduate education in the country serves as a major enhancing factor for the provision of higher degrees by the University.

v. Consultancy services in key areas

The strategic mandate of the University to generate, advance and apply knowledge in the energy and natural resources field places and the competence of its staff in these areas will attract a lot of consultancy services in these key areas.

vi. Off-campus study and exchange programmes for staff and students

The flexible nature of the University's staff development policy and opportunities for off-campus and international academic exchange programmes in energy, engineering and natural resources field will promote knowledge sharing and academic cooperation with leading universities.

vii. Multi-campus experience

The multi-campus system adopted by the University will positively impact the socio-economic development of the areas where satellite campuses are established.

viii. High demand for engineering graduates

With the rising graduate unemployment in the country, professionals, educationists and industrialists are calling for introducing industry-relevant programmes that makes graduate absorbable into the job market. Moreover, the growth in the construction, industrial and mining sectors have created a wide market for engineers in Ghana.

ix. Avenues for local and international collaboration

Due to the rising global interest in the areas of sustainable development and energy production, there are numerous opportunities for both local and international academic collaboration.

x. Market for distance/modular based programmes

Sandwich and modular programmes to be introduced by the University will not only promote experiential-based learning but also increase the internally generated funds by the University for both physical and human capital development.

xi. Global interest in energy and natural resource issues

The increasing global interest in energy production, policy and management and also sustainable natural resource management will enable the University to secure international funding for both research and academic work.

4.1.4 Threats/Challenges

i. Reduced public funding of HE in Ghana

Since the year 2008, there has been consistent reduction in government subventions to public universities and schools due the rising public sector wage bill. These have affected expansion works in the universities and the untimely release of these funds has also negatively affected the smooth running of these institution of which UENR is no exception. The expectation that UENR, as a new institution, will be exempt is yet to be realized.

ii. Risk of losing key faculty

Since the University is relatively new compared to other public universities in Ghana, it is not able to raise adequate internally generated funds to cater for better welfare packages for the staff to keep them motivated. The low the student population coupled with the need for infrastructural provision put a lot of pressure on the limited funds that University is able to raise and this makes the staff of the University very susceptible to the attractive packages available in other public universities in the country.

iii. Growing competition from public and private universities

The growing competition from other public and private universities for prospective local and foreign students in the country poses a major challenge to the University. The growing increase in flexible study plans through sandwich, modular, distance and online education programme makes the competition even keener.

iv. Weak corporate image of the University

The low profile and the perceived politicization of its establishment affect its local and international standing. Most people regard UENR as a private and partisan University, with others even unwilling to recognize its existence in the country. This makes it a less preferred choice to prospective students.

4.2 Outline of the Quality Assurance Policy (QAP)

The assumptions, policy objectives, scope, staffing and policy principles and management of quality form the key components of the QAP manual for UENR as outlined below.

4.2.1 Assumptions

The University's Statutes clearly indicate the rules and regulations that govern the institution. Various policies shall regularly be formulated to guide the operations of the University. The QAP shall assist in ensuring the effective monitoring and evaluating standards in realization of the vision and mission of the University. Other policies such as the Research Policy, the Teaching and Learning Policy, the Ethics Policy, Human Resources Development Policy, the Gender Policy, the Information, Communication and Technology (ICT) Policy, among others shall provide detailed guidelines in the specific areas/disciplines. This QA policy provides the general basis or framework for all the other policies.

4.2.2 Objectives

The commitment of the UENR to the provision of quality educational experience is deeply rooted in its vision and mission. The QAP, therefore, aims to:

- Build and improve institutional commitment not only to QA but also to the enhancement of the quality of the student experience;
- Build and improve the approaches of integrating measures and methods into routine procedures as a means of reinforcing both the philosophy and the practice of QA as integral part of normal operations;
- Ensure that standards of awards are appropriate and that the resources to meet the requirements of the academic infrastructure and other external benchmarks are of acceptable quality;
- Implement the University's approach to the assurance and enhancement of quality in an efficient and effective manner;
- Provide accessible and adequate infrastructure for dealing with QA at all levels and for disseminating good practice, including ensuring that all staff are familiar with the University's QA procedures and mechanisms; and
- Satisfy all stakeholders in the manner that the services provided across teaching, learning, research and service delivery/extension are of the highest possible quality.

4.2.3 Scope

The QAP shall apply to all facets of the University's operations including affiliate institutions.

4.2.4 Staffing of the QAPU

The Unit shall be headed by someone who holds a Master's degree or PhD, with adequate knowledge in planning and monitoring. This is in line with industry

practice in Ghana, where all heads of QA and Planning Units in all the public universities are second or third degree holders. The Unit head shall be charged with the responsibilities of adequately providing the needed leadership and direction to the Unit. The head shall be assisted by a deputy head and other technical and administrative staff as related to the thematic sections indicated in the organogram in Figure 3. The head of the Unit shall report directly to the Pro Vice-Chancellor, who shall then report to the Vice-Chancellor on all issues bordering QA and planning in the University. Other staffing needs of the Unit shall comprise the following: Research/Administrative Assistants who possess a Master’s or first degree in any of the following areas: Computer Science, Statistics, Commerce, Planning, QA, Mathematics or any other relevant field as illustrated in the organogram of the Unit in Figure 3.

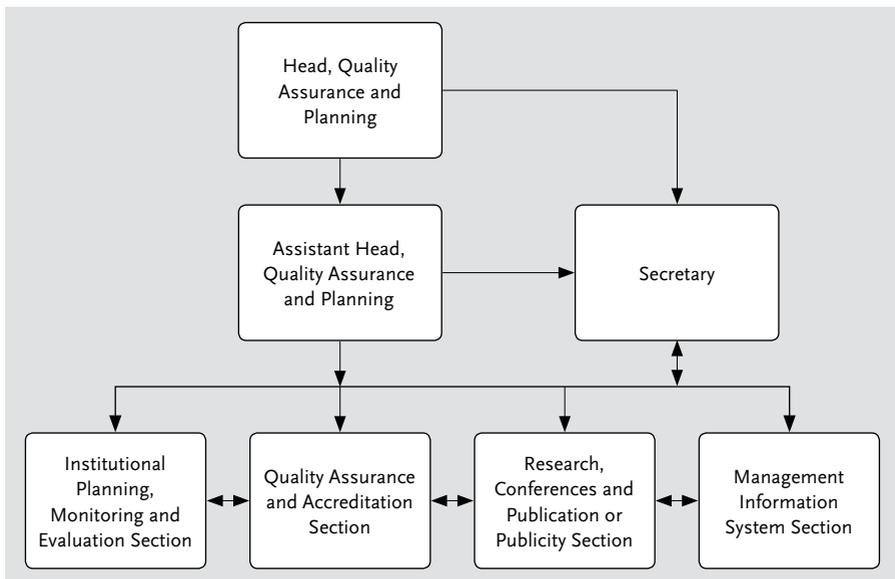


Figure 3: Organogram of the QAPU of UENR

3.2.5 Policy principles

The University’s QAP shall achieve its quality standards by strictly adhering to set principles including

- Evidence based assessment
- Internal and external peer review

- Timely feedback
- Tracer studies
- Comprehensive coverage in quality evaluations
- Course and programme evaluation
- Assessment of teaching
- Communicating the results of student assessment
- Quality of staff
- Student's admission
- Development and review of courses/programmes
- Examinations
- Facilities and infrastructure
- Staff–student partnership
- Accreditation
- Affiliation
- Collaboration and Partnership
- Mentoring
- Research

Expected outcomes of the Quality Assurance Policy

The successful implementation of the QAP shall be achieved through these principles which have been clearly outlined in the policy manual.

4.2.6 Managing quality

Managing of quality is an essential component of the QA process. In the UENR, management of QA shall be a duty of all staff. For the purposes of clear direction, the functions and responsibilities of following bodies and offices which shall spearhead the management of quality in UENR are clearly outlined in the policy:

- University Council
- Academic Board, School Boards and Department Boards
- Quality Assurance and Planning Unit (QAPU)
- School of Research and Graduate Studies
- Appointments and Promotions Board
- Human Resources and Organisational Development Unit
- Office of the Vice-Chancellor and Pro Vice-Chancellor
- Examination Audit Committee
- Programme/Course Review Committees
- Internal and External Examiners
- Deans and Heads of Department

5 Policy Implementation and Other Interventions

5.1 Teaching and examinations

A general format for the preparation of course outlines by lecturers for students are in place. All lecturers submit course outlines to students and respective HoDs at the start of lectures and copies them to the QAPU. To protect the integrity of examination a new procedure for moderation of examination questions is being implemented. Examination questions are moderated by a team made up of the examiner, an alternate examiner and the HoD. It is kept in a sealed envelope signed by the three moderators and kept by the examiner.

5.2 Assessment of teaching and lecturers by students

This is a mandatory exercise and it is achieved through a variety of methods including:

- Paper questionnaire administration
- Electronic questionnaire administration
- Staff-student liaison committees
- Informal feedback
- Open meetings with the student body
- Focus group interactions such as class representatives and student bodies.

The QAPU has developed an instrument to assess the level of quality of teaching and learning in UENR by students at each semester (Appendix 1). The assessment is based on six major indicators namely:

- Course presentation;
- Staff bearing in class;
- Mode of delivery;
- Regularity and punctuality at lectures
- Pedagogy; and
- Learning environment.

Both paper and electronic questionnaires are administered by staff of QAPU, analysed and a detailed report on each lecturer is written and submitted to the Vice-Chancellor through the Pro Vice-Chancellor. Copies of the report are sent to respective HODs, deans and individual lecturers in confidence. Key issues raised in the report are discussed at School Boards and the Academic Board for the necessary remedies. Adverse reports are discussed with affected lecturers to address the deficiencies. Feedback on the report is given to students by HODs, Deans and the Pro Vice-Chancellor during regular meetings with students and

student groups. The Pro Vice-Chancellor, Deans and HODS interact with students groups (e.g. class representatives), SRC, specific course students) on quality issues.

The outcome of student assessment of lecturers and courses has its own challenges. For instance, the comments section of the assessment gathers the general views of students on teaching and learning. These comments are unedited in order not to introduce any elements of bias interpretation by the assessors. This has, however, not gone down well with some lecturers because they perceive some of the comments from the students as derogatory and impolite. For example, comments such as “the lecturer is not serious with lectures”, “the lecturer did not teach well” and “the lecturer must be changed next semester” among others did infuriate some lecturers. Some of these comments have also been poorly constructed in terms of grammar, making it difficult to clearly understand what students actually mean. There are also few cases where a few lecturers have attempted to intimidate students in classes where they have been poorly assessed.

To address some of these challenges, the QAPU conducts audit of the assessment results by interviewing students to verify the authenticity and veracity of the comments and review them accordingly in the final assessment report. Lecturers are given the chance to explain their side of the story in a friendly atmosphere devoid of rancour. They have been assured that the purpose of student assessment is not to be used as vehicle to sanction lecturers but as means for continuous improvement in quality. The QAPU has also instituted measures such as daily monitoring of lectures to ascertain what happens at lecture halls, especially with regards to punctuality and regularity of lecturers. This measure serves as a platform for the QAPU to crosscheck some of the comments of the students in the end of semester assessment. The QAPU again liaises with the course representatives of the various academic programmes to receive concerns and desires of students on teaching and learning so that such deficiencies are addressed before the assessment is done close to the end of the semester. This means that any challenges facing students can be addressed by the Pro Vice Chancellor, Deans and HODs where appropriate. In addition, the QAPU organises consultative meetings with students to discuss issues affecting their studies and how to address them. Furthermore, the University has encouraged staff at the QAPU to undergo further training in quality assurance in higher education to enhance their knowledge in quality assurance structures. One staff of the QAPU is on the ‘TrainIQAfrica’ programme sponsored by the German Academic Exchange Service for internal quality assurance officers in Anglophone West Africa.

5.3 Recruitment and staff training

To strengthen the capacity of UENR to deliver on core mandate of teaching, research and service a number of senior academics have been recruited including one professor, four associate professors and four senior lecturers. About thirteen (13) staff with terminal PhD degrees have been appointed. The recruitment of qualified staff for some programmes such as engineering computer science, information technology and statistics has not been easy. We have been using our international networks to identify Post-doctoral and PhD candidates nearing completion of their programmes abroad for interview for recruitment via SKYPE. Currently, eight (8) academic staff are being sponsored for PhD training locally and abroad. Part time lecturers have been appointed to teach courses taught by staff on study leave abroad. This temporary arrangement has implications on quality and is also drain on our limited Internally Generated Fund (IGF). The government of Ghana now does not pay the emoluments of Part time lecturers. We are encouraging staff to undertake sandwich PhD programmes so that they can spend some time on campus to help with teaching.

5.4 Expansion of programmes and admission

Comprehensive guidelines for the development and introduction new programmes and courses have been developed. Thirteen (13) new programmes have been accredited and introduced by various departments in the Schools of Engineering, Science, Natural Resources and Agriculture and Technology. Top up programmes in electrical engineering, mechanical engineering, computer science, information technology and natural resources have been developed as weekend modules to generate funds for the university. Two outreach teams led by the Pro Vice-Chancellor and the Dean of Graduate School have visited over 100 Senior High Schools mainly in the Brong-Ahafo, Northern, Ashanti and Western regions of Ghana to market the unique programmes of UENR. The student population has risen from 154 in 2012/2013 to 1,500 in the 2014/2015 academic year.

5.5 Institutional Strengthening Programme (ISP)

The formal training of young scientists often leaves them poorly equipped for their duties and responsibilities once they reach a permanent position. In many universities in Africa young scholars shoulder extreme workloads in teaching with limited opportunity for research and career development. They not only feel that originality and inspiration take second place but also that their working conditions can place unneeded constraints and barriers to their private life. There is a need for aligning young scientists' skills with the responsibilities and diversified tasks on

the next level and helping them to acquire knowledge, techniques and procedures that help them to be globally competitive and participate meaningfully. Merit should not just be measured on the number of publications but on a wider range of evaluation criteria, such as teaching, supervision, teamwork, knowledge transfer, management and public awareness activities.

The Institutional Strengthening Programme (ISP) has been instituted to enable UENR with technical support from VITAE (a consulting firm in the UK through the CIRCLE project) to build capacity to support and enhance the career progression of academic and research staff early in their careers. This will in no doubt enhance teaching, learning and research and HE provision for the training of students. The main objectives were to (a) set out processes for an institutional needs analysis framework for UENR (b) develop a plan for institutional strengthening with clear objectives and actions (c) empower academic staff to make an impact in their careers and (d) provide academic mentoring for early career teaching and researcher staff. Such high quality staff is expected to be able to access funding opportunities, generate internationally recognized knowledge and contribute to African sub-regional and global knowledge. With improved skills through experiential learning, they will be able to conduct research and publish in peer reviewed journals to promote exchange of ideas. ISP is being used to strengthen research training programmes, mentoring and QA systems and networking potential. An increase in transparency and fairness of the assessment process would improve the career development of young scholars and is considered a prerequisite for diversity and sustainability in science.

The process of starting the ISP at UENR involved the following:

- An internal analysis was conducted in order to identify practice against the principles
- A 'gap analysis' was conducted
- An implementation plan was developed
- Implementation strategies were developed to achieve the targets set

Some of the activities that have been carried out under the ISP include:

- Face-to-face counselling on individual needs
- Training workshops on teaching and assessment techniques
- Team building
- Internal QA
- Academic leadership with focus on functions and responsibilities of Heads of Department and Deans

- Management of examinations
- ICT usage in teaching and research
- Appointments and promotion procedures and processes
- Sponsorship to participate in conferences
- Inter-Schools lecture series open to all lecturers to present seminars on their research

A number of activities have been planned including

- Training workshops on scientific writing and publications, proposal writing, academic mentoring, research design and data analysis, project management, networking etc.
- Face-to face counselling on specific individual needs
- Staff orientation on specific policies e.g. code of conduct, QA, staff development
- Development of policies e.g. research, ICT, Gender, Mentoring etc

Overall there is visible impact of the institutional strengthening. Two of our young academic staff won CIRCLE visiting fellowship to conduct research on climate change in two host institutions in Ghana and Nigeria. In the second cohort of fellows, five academic staff have applied for fellowship.

5.6 Mentoring programme

The majority of the academic staff in UENR is young with limited experience in teaching and research. The gap analysis informed the need for the establishment of a more systematic and constructive support and mentoring that accounts for the professional and personal advancement of young scholars. Support for young scholars must be both interpersonal, offering advice and guidance, and also structural e.g. in a form of start-up grants and programmes for young scientists. Mentoring is a means to support and encourage people to manage their own learning in order that they may maximize their potential, develop their skills, improve their performance and become the person they want to be. Mentoring is a powerful personal and career development tool and offers extensive benefits to all those involved, the mentor, mentee and the institution. Mentoring enables an individual to follow in the path of a more experienced colleague who can pass on knowledge and opens doors to otherwise out-of reach opportunities. The mentoring relationship is not generally a line management one and usually involves someone with more experience than the mentee in the role of the mentor. It can be particularly effective in times of transition (e.g. new staff, during a

programme of study or when taking on additional roles and responsibilities). It is also a useful career development tool.

5.6.1 Mentoring benefits

For the mentee it can:

- Improve self-confidence and develop self-awareness
- Offer professional development
- Provide advice and information
- Encourage reflection on practice
- Provide personal support
- Improve effectiveness
- Give access to a 'sounding board' for concerns, issues and ideas

For the mentor it can:

- Refresh own view of work
- Enhance job satisfaction
- Encourage self-reflection
- Encourage a proactive role in learning and development
- Develop professional relationships

An informal mentoring system is now in place where the entire young faculty has been encouraged to choose their own mentors from a pool of twelve (12) senior colleagues. The Pro Vice- Chancellor participated in a TOT workshop for mentors in South Africa in May 2015 and is expected to help establish a formal mentoring programme at UENR. Currently a mentoring policy and institutional code of practice for mentoring are being developed. The policy will outline the process, procedures, roles and responsibilities of mentors, mentees, and the institution. The boundaries of mentoring relationships, training needs and monitoring system will be indicated in the policy. It is expected that a formal mentoring system will be operational by 2016.

5.7 Statutes and Strategic Plan

The draft of the University statutes as administrative guidelines has been developed in accordance with the University Act 830 to govern the internal operations of the University. A 10-year strategic plan as a systematic process of envisioning a desired future of UENR has also been developed. It is expected that the University Council will consider and approve the statutes and strategic plan before the end of 2016 for implementation.

6 Conclusion

The key features of HE institutions especially universities are identified by the research-driven mandate and composed of faculty who are collegial, share the burdens of collective decision-making in the statutory and other committees and more or less free from external control, subject only to the governing Council. For the convenience of its global clientele, universities aspire to be global in their offerings, structuring of programmes, and manner of doing business. The overall goals of universities are to generate knowledge, disseminate information universally and provide community service through teaching, research and the extra mural engagements with the community at large for public good. To achieve their universal mandate, universities and other HE institutions must uphold their enabling instruments, including the law establishing the institutions, statutes and other regulations and conventions that guide their operations. More importantly, HE institutions are charged with moulding and processing young minds for the future as well as generating knowledge which forms the basis of development and academic leaders shoulder an immense burden and responsibility in shaping and driving the academic enterprise to promote intensity of thinking. Thus, academic leadership must harness the collective talent and expertise of faculty, students and non-academic staff to generate and disseminate knowledge to students and society. Universities play a huge role in shaping the minds of almost one-fifth of the students pursuing HE who study in them and they are critical drivers of academic excellence and intellectual capital in their respective countries. Good quality HE is still in fairly short supply in Ghana. The sad comparative picture that has emerged is that premium public HE institutions and their legacy are not intrinsically high on quality, infrastructure, faculty or education processes, even though they still have students queuing up for admission to pursue various programmes they offer. In this regard the need to strive for quality is not compelling. The hope for real excellence in Ghanaian HE lies in those universities that aspire hard for excellent academic standards and processes. It must be noted that there are no depths to which a university cannot let its academic standards fall. Equally, there is no limit to how high a university can climb to be enumerated along with the world's finest universities.

As mandated by the National Accreditation Board, all Ghanaian HE institutions are to establish functional QA Units and develop appropriate policies to guide their operations in order to continuously improve quality. The establishment of the QA and Planning Unit at UENR and the development of the QA Policy to

promote quality culture in the institution are of categorical imperative. The PAP methodological approach used for accomplishing this task was appropriate and useful. Some of the key success indicators include the following:

- Strong university management support and institutional ownership are critical (e.g. sell the idea and gain management acceptance and support, get staff involved in the processes, informal lobbying)
- Demonstrating clearly the significance and tangible benefits of the PAP to the institution
- Leadership of the process (personally or delegated to committed colleagues), e.g. desk review to assemble information by delegated staff, chairing a committee to prepare drafts)
- Seeking inputs from experts free of charge is extremely useful
- To facilitate statutory approvals, informal sensitization and discussion with key members of the various boards/committees is extremely useful. Avoid surprises
- Adherence to time lines
- Staff sacrifices (time, efforts and resources) without financial motivation
- Remaining focused to critical issues
- Enthusiastic and committed staff involved in the processes

However, there were some critical challenges that needed to be addressed. The majority of academic staff of UENR are young and inexperienced and therefore show inadequate appreciation of academic QA issues. There was the need for continuous sensitization at every opportunity using specific examples of QA lapses that befell some public Universities in Ghana in the past. It was also emphasized that internal QA was a mandatory accreditation requirement that UENR must comply in order to remain relevant in the HE landscape. Most academic staff also perceived QA as a vehicle that could be used by university management for victimization or applying sanctions to defaulting staff. At various meetings of Department Boards, School Boards, the Academic Board and interactions with lecturers, they were reoriented and sensitized to accept QA in a positive light for enhancing teaching, learning and research for their own career development and professional advancement. Like all great universities, HE institutions in Ghana must be seen as a work in progress and must demonstrate the confidence and capacity to change, and develop sustained quality culture in all their operations.

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Appendix 1

STUDENTS' EVALUATION OF TEACHING AND LECTURERS FORM

QUALITY ASSURANCE AND PLANNING UNIT (QAPU)

PRO VICE CHANCELLOR'S OFFICE

UNIVERSITY OF ENERGY AND NATURAL RESOURCES (UENR),

SUNYANI

STUDENT'S EVALUATION OF COURSES AND LECTURERS FORM

The purpose of this questionnaire is to offer the opportunity to assess the Lecturer and the Course being taught. Please tick the response that you think is most appropriate to each question.

Course

Code & Title

Name Of Lecturer

Date

Academic Year:

Semester: One

No	Lecturer/Course	Excel- lent	Very Good	Good	Aver- age	Poor
		5	4	3	2	1
	Course Presentation (10)					
1	Presentation of Course overview/Outline					
2	Course content has increased knowledge about the subject matter					
3	The Lecturer clearly communicated the objectives of course and lecture					
4	The lecturer stated clearly the procedures by which students will be assessed					
5	Relevant recommended text books and other reference lists were provided					
	Lecturer's Bearing Class (10)					
6	Lecturer's general punctuality at lectures					
7	Lecturer followed the course outline					
8	Lecturer effectively presented the course in class					
9	Lecturer's regularity in class					
10	Lecturer's general appearance in class					

No	Lecturer/Course	Excel- lent	Very Good	Good	Aver- age	Poor
		5	4	3	2	1
	Mode of Delivery/Interactions (45)					
11	Lecturer was clear and understandable during lectures					
12	Lecturer linked lecture materials to practical and field works (where applicable)					
13	Course content was covered on schedule					
14	Thorough knowledge of subject matter demonstrated by Lecturer					
15	Lecturer's presentation inspired class to be interested in the subject matter					
16	Lecturer stimulated students participation during lectures					
17	Lecturer's availability outside classroom for consultation on Course related matters					
18	Learning Outcomes indicated at the beginning of the Course were achieved					
19	Lecturer promoted the use of various ICTs (e.g. power point presentations, emailing, internet based learning, etc)					
	Pedagogy (25)					
20	Lecturer monitored progress of the class					
21	Lecturer gave assignments at regular intervals which facilitated understanding of the subject and provides feed back					
22	Lecturer offered students opportunity to contribute or ask questions in class					
23	The Lecturer conducted useful tutorials and discussions on the assignments given					
24	Lecturer was fair and respected the students					
25	Lecturer made an effort to help students who had difficulties with the course					
	Learning Environment (10)					
26	Comfort in class due to class size, space, seat or cleanliness					
27	Adequacy of materials required for Course e.g. Maps, computers, tables, diagrams, etc.					
28	Availability of reading list, recommended textbooks etc.					
29	Availability of audio visuals and PA System.					
30	Adequacy of practical field work (if applicable)					

Any other comments and suggestions for improvement:

Challenges of Entrenching Quality in Teaching and Learning in the Department of Geography, Taraba State University Jalingo, Nigeria

EMEKA D. ORUONYE

Abstract

The declining quality of teaching and learning in higher educational institutions particularly in sub Saharan Africa and Nigeria inclusive have been a source of concern in recent times. Several studies have shown that the use of information and communication technology (ICT) and electronic devices have great potential of improving teaching and learning effectiveness. This paper examines the challenges of developing a guideline on innovative practices that will help improve the quality of teaching and learning in the department of Geography, Taraba State University, Jalingo, Nigeria. To understand the prevailing environment in which the department operates and identify the critical issues that need to be addressed, a situational analysis was carried out using the SWOT analysis technique. The result of the situational analysis revealed many weaknesses which range from inadequate appropriate and up-to-date teaching facilities and equipment, inadequate and poorly maintained physical facilities, poor ICT infrastructure and unstable power supply, high staff-student ratios to continued decline of funding to the department which makes it difficult to support quality academic programs. The study finding shows that the department has achieved little in its effort at entrenching quality in teaching and learning. These little efforts are in the areas of developing ICT facilities and staff development which was made possible by intervention fund from the Federal government. The challenges include the difficulty of getting staff to change their teaching methods, prevailing administrative policies, declining funding to the university, a decline in numbers of senior academic staff, increasing students enrolment, poor internet and ICT support facilities and unstable power supply. This study recommends the establishment of structures for quality assurance to

monitor teaching and learning at the department, faculty and university as a whole. Increased funding and placing premium on teaching and learning will facilitate the entrenchment of quality in the department and university.

1 Introduction

Taraba State University (in northeast Nigeria) was established in 2008 by the Taraba State Government as a state owned university. State owned universities are mostly funded from the percentage of the Local Government Area (LGA) annual statutory allocation from the Federal government. This makes it compelling for such universities to admit and employ students and staff from each of the constituent LGAs. Even at this, some states in Nigeria, including Taraba State are classified as 'educationally backward' or educationally disadvantaged areas, which implies that more students from such states are favoured in the admission and employment process.

The university started academic activities in September 2009 with about 500 students and presently, the students' population is over eight thousand (8,000). These comprise of 4,000 students for regular undergraduate degree programmes, 1000 sandwich students and 3,000 diploma students. The university has graduated its second batch of students and commenced postgraduate studies in some academic programmes.

The vision of the university is to be among the top high ranking universities to be reckoned with within and outside the country through the provision of modern state of the art teaching and learning facilities and competent academic staff. This was aimed at achieving the highest possible quality in teaching, learning and research. Unfortunately since its inception the university does not have any internal quality assurance mechanism or machinery in place and there have been no documents addressing the issue of quality in teaching and learning in the institution. The university depends on the National University Commission (NUC) Minimum Bench Mark for Academic Standard (BMAS) and related documents for reference when it comes to the issues of quality in teaching and learning. With this scenario, the university faces a big challenge of how to improve departmental and students performance and motivate students to graduate on time. Recently, the university has witnessed monumental demand for enrolment in degree programmes from the higher educational institutions within and outside the state. Most of the students from these higher educational institutions came in with lots of deficiencies at the lower educational level. This affects their understanding and performance in the degree programmes. Over the years, the number of students

withdrawing from the programmes and repeating a particular level has increased. This has affected students progression and timely completion of their study.

One of the means of overcoming these problems is to innovatively move from the old teacher-centred learning system to student-centred learning system. This will require the adoption of modern ICT based learning resources. Nwosu and Ugbomo (2012) observed that ICT has the potential for increasing access to and improving the relevance and quality of education in developing countries. Several studies have shown that the use of ICT and electronic devices in teaching significantly influences teaching effectiveness (Oludeyi et al, 2015, Torruam, 2012, Ozioma and Offordile, 2001). ICT is potentially a powerful tool for extending educational opportunities and providing remote learning resources (Toro and Joshi, 2012). ICT also encourage students to take responsibility for their own learning and offers problem-centered and inquiry based learning which provides easy access and information based resources. Thus, if ICT tools are well positioned, it could help to maintain and enhance education quality as new ways of teaching and learning, research and development, and acquiring and disseminating knowledge are made possible (Moges 2014). This informed the choice of this participant of the International Deans Course (IDC) Africa 2013/14 to develop a Project Action Plan (PAP) on entrenching quality in teaching and learning in the department. The PAP is aimed at developing a guideline on innovative practices that will help improve the quality of teaching and learning in the department. The specific objectives of the PAP include (1) to improve the quality of teaching and learning in the department through course content alignment that will be learner-centred, (2) to design a teaching curriculum based on clearly defined intended learning outcomes, (3) to develop clearly defined performance tasks for each course taught in the department, (4) to encourage innovative practices in lecture delivery through the use of ICT resources and (5) to establish clearly defined students' assessment guidelines for all courses taught in the department.

The impact expected to emerge from the PAP application include (1) Adoption of innovative approaches to teaching. Geography is a course with too much description of abstract concepts and features. Therefore, the use of ICT resources will help to elicit the abstract features of the real world to enhance the students learning experience. (2) Adoption of an interactive approach to teaching and learning so as to improve the quality of teaching and learning in the department. (3) Re-alignment of the content of the curriculum towards an outcome based approach to teaching and learning, where all the intended learning outcomes are clearly

defined from the onset with well spelt-out target objectives. (4) Development of student performance tasks for all courses taught. This needs to be clearly defined and if need be discussed with the students instead of the former approach of ad hoc test and random assignment. (5) Development of student's assessment procedure with clearly defined and reference criterion established to ensure objectivity in student assessment. After one year of completion of the IDC course, the implementation of the strategic action plan has witnessed mixed results. This paper examines some of the efforts made and the challenges militating against the successful implementation of the plan in the department of Geography, Taraba State University, Jalingo, Nigeria.

2 Conceptual Framework

All over the world, there is increasing concern for improving the quality of higher education. Quality is often defined as “fitness for purpose” and “standard-based” (Cheserek, 2013). Quality is the ability or degree with which a product, service, or phenomenon conforms to an established standards, and which makes it to be relatively superior to others (Oladipo et al 2011). Quality in higher education can be regarded as a process of assessing how well and relevant the learning opportunities available to students help them to achieve their end result. It has to do with equipping students with the knowledge, skills and core transferable competences they need to succeed after graduation. Quality in higher education is about content and innovation. More specifically it is about ensuring that appropriate and effective teaching support, assessment and learning opportunities are provided to the student. Quality assurance is the mechanism put in place to guarantee quality education (CHE, 2008). Ajayi and Akintunde (2007) opined that quality assurance in the university system is the ability of the institutions to meet the expectations of the users of manpower in relation to the quality of skills acquired by their outputs. It can equally be said to be the ability of the universities to meet certain criteria relating to academic matters, staff-student ratios, staff mix by rank, staff development, physical facilities, funding and adequate library facilities (Oladipo et al 2011).

3 Department of Geography

The Department of Geography is one of the pioneer departments in Taraba State University. The department commenced academic activity in September 2009 with 21 students for degree programme. Today, the student population has increased to

over 400 students (both B.Sc. Geography and B.Sc. Ed. Geography). The department is administratively under the Faculty of Art and Social Science. Geography occupies a distinctive place in the world of learning, offering an integrated study of the complex reciprocal relationships between human societies and the physical components of the earth. The geographer's canvas is coloured by place, space and time: recognizing the great differences and dynamics in cultures, political systems, economies, landscapes and environments across the world, and the links between them (Quality Assurance for Higher Education, 2000). In Taraba State University, Geography is offered as a single honour and a combination with education.

4 Methodology

To understand the prevailing environment in which the department operates and to identify the critical issues that need to be addressed, a situational analysis was carried out using the SWOT analysis technique. A SWOT analysis committee was constituted to determine the possibility of developing a strategic plan that will enhance the quality of teaching and learning in the department. The committee first studied the draft format of the Project Action Plan (PAP) developed by the Head of Department and other relevant materials from sister institutions on best practices to quality teaching and learning. Finally a SWOT analysis of the departmental capabilities was carried out by the committee to ascertain our strengths, weaknesses, opportunities and threats. This exercise helped not only in developing strategies for improving quality in teaching and learning, but also in enabling us to carry out an in-house quality assessment of our programmes. The SWOT analysis of the department revealed the following Strengths, Weaknesses, Opportunities and Threats.

5 Results and Discussion

5.1 Summary of the SWOT Analysis

5.2

5.2.1 Strengths

The situational analysis report shows that the department and the university which is strategically located in Jalingo, the state capital (the only university in the town) has the advantage of attracting patronage from a wide geographical area. The university has a vast expanse of land for future expansion of the campus. The department enjoyed the collegial support of faculty members. The recent completion of the

integrated classroom with ICT support resources and multi-media facilities will go a long way in the realization of the objectives of the strategic plan.

5.2.2 Weaknesses

The result of the situational analysis revealed many weaknesses which ranges from inadequate appropriate and up-to-date teaching facilities and equipment, inadequate and poorly maintained physical facilities, poor ICT infrastructure and unstable power supply, high staff-student ratios to continued deterioration of funding to the department which makes it difficult to support quality academic programs e.g. fieldwork that has traditionally been the hallmark of the department. Other weaknesses include the fact that the department is understaffed, and bottom heavy with low proportion of PhD holders – the Head of Department (HOD) is the only PhD holder). There is weak staff mentorship and a lack of a sound orientation programme.

5.2.3 Opportunities

The opportunities for the department include high demand for departmental programmes which can be translated into more selective admission and potential for programme expansion through diploma, sandwich and postgraduate studies. The geographic location of the university and department affords opportunity to develop consultancy work. The Department enjoys the opportunity provided by the Tertiary Education Trust Fund (TETFund) intervention scheme which provides grants for staff development (pursuit of higher degree and attending international conferences) and conducting of research activities.

5.2.4 Threats

The SWOT analysis report shows that some of the threats to the department include lack of budgetary allocation and lack of enrolment control in the department. This has created demand that cannot be met and threatens the quality of our programmes with the potential to negatively impact on the desire for academic excellence. Other threats are poor funding which is limiting the scope of future growth and productivity and uncertainty in micro economic situation.

5.3 Changes Recorded

As indicated in the milestones of the PAP attached as appendix, an awareness of the strategic action plan was successfully created, the documentation was successfully done and a draft copy of the plan was produced. This section discusses the effort of the department in the last one year in line with the objective of the study.

Efforts to improve the quality of teaching and learning in the department through course content alignment that will be learner-centred have not yielded any fruit. A committee has been set up by the present HOD to review the teaching curriculum. Individual staff is encouraged at the moment to move a step further by defining the intended learning outcomes of the courses assigned to them. The staff is equally encouraged to develop clearly defined performance task for each course taught in the department by submitting their examination questions along with their marking scheme. The examination questions and marking scheme help in internal and external moderation of the student's assessment process.

In an effort to encourage innovative practices in lecture delivery through the use of ICT resources, the University through intervention of the Digital Bridge Institute has successfully conducted ICT training for all the staff of the department and university. This has contributed greatly in creating awareness on the need to go digital in all aspect of academic activity in response to the global trend. The university also completed the construction of 15 integrated classrooms well fitted with ICT and multimedia facilities through the TETFund intervention scheme of the Federal government. At the moment, a 500 seater capacity ICT studio is under construction. This is a Federal government assisted project which – when completed – will allow for internet online examination in the university.

Effort are also been made to improve the staff strength and quality in the department. Two staff of the department are now undergoing their PhD studies abroad (Sudan and Malaysia) and the third person will be leaving for Malaysia on PhD studies from TETFund staff development intervention. Also one of the staff of the department is rounding up MSc studies while two out of the four newly employed graduate assistants have enrolled for their Masters degree programme. In the area of research, three staff of the department have benefitted from the TETFund research grant and more are about to enjoy the privilege.

5.4 Challenges

The major challenge lies with the full implementation of the strategic action plan. At the end of the IDC programme, a comprehensive report of the writer's participation in the 3 phases of the IDC course, with the lessons learnt and draft copy of the strategic action plan was forwarded to the Dean of Faculty and the Vice Chancellor. The dean was appreciative of the experience and action plan produced

but never made any effort to push it further. Efforts to discuss the matter with the Vice Chancellor could not avail because of his tight schedule within the period. The writer waited for response to the submissions to no avail. There has been no response to the submission to date. Shortly after the IDC, a new HOD was appointed. This stalled the implementation of the action plan at the departmental level. This notwithstanding, other challenges of entrenching quality in teaching and learning in the department and the university are enormous and cut across many universities in Nigeria and Africa. These challenges include;

5.3.1 Difficulty of getting staff to change their teaching method

It is not easy to get the staff to change their way of doing things no matter how good and beneficial it could be to the institution or organization. This is more so when the proposed change requires some form of sacrifices on the part of the staff in terms of convenience, time and resources without any commensurate incentives to motivate them. The proposed change here requires that staff should take their time to prepare power point slides of their lecture by making sure that they acquire the relevant pictures and short video clip that will help to simplify the teaching task and enhance the students learning experience. This is really challenging under the prevailing environment of poor ICT connectivity, unstable power supply, heavy workload and large staff – students ratio.

5.3.2 Prevailing Administrative Policies

Every administrative leadership in universities places a premium on certain aspects of the university at different times which often affect other sections of the university system. In situations where there is no working document guiding what should be done at what time and how, some sections of the university life will certainly suffer neglect. The issue of developing the physical infrastructure engaged the attention of the university management after the writer's participation in the IDC programme. This is so because the university inherited physical structures that do not befit a university system. The University therefore decided to take advantage of the external intervention by the Federal Government and relevant stakeholders to ensure that modern physical structures such as lecture theatres, staff offices, laboratories and studios were put in place. Less attention was paid to recruitment of senior staff as funding to the University was fast declining. On the other hand, admitting more students was an incentive to boost the university internally generated revenue, thereby compromising quality of teaching and learning.

5.3.3 Declining funding to the University

Part IV of the law establishing the Taraba State University clearly state that the funding of the university shall be through the following sources:

- i. 50% from the State monthly statutory allocation.
- ii. Tuition charges and levies as may be proposed by the Council and approved by the Government.
- iii. 5% of the monthly statutory allocation from all the Local Governments in the State
- iv. 2% as state education levy from charges on guests in hotels in the State.
- v. 2.5% of contracts awarded by the State and Local governments.
- vi. 2% contribution from profits made by financial institutions in the State and
- vii. Other sources as the Council may from time to time determine (Taraba State of Nigeria 2008).

Implementing these policies which have been signed into law in the state has remained difficult. This could be as a result of the lack of political will on the part of the state government to enforce the policy. The university only received 3% of the statutory allocation to the 16 LGAs in the state which has declined to 2.5% and occasionally 2.3%. This money could hardly cater for the staff wage bill. The university has therefore relied heavily on its internally generated revenue to run the institution. This has affected both staff recruitment and purchase of essential teaching and laboratory equipments that are required for entrenching quality in teaching and learning. Lack of adequate funding has clearly impaired the performance and standard of Nigerian universities as the vicious circle of inadequate funds, helplessness, frustration and recriminations is continually fed in a mutually reinforcing manner (Kayode, 2002).

5.3.4 Decline in number of senior academic staff

A continuous decline in the number of professional academic staff is a general problem affecting the whole country. The number of senior academic staff with PhDs and in the ranks of professor/associate professors has been on the decline over the past two decades or more. Brain drain is a serious problem. This made it difficult to get these cadres of staff for employment. Most universities are forced to make do with younger academic staff. The younger academic staff struggle with their postgraduate studies and classroom teaching at the same time. Many of them lack mentorship as those that could mentor them have left the system. It has been observed that one of the reasons for the low level of quality assurance in Nigerian universities is the severe shortage of teaching staff (Oladipo et al, 2011). The Nigerian

National University Commission's report shows that only 16,856 out of 72,704 staff in the federal universities are academic staff (NUC, 2006). Many Nigerian universities are bottom heavy in terms of academic staff mix (Oladipo et al, 2011).

5.3.5 Increasing student enrolment

The demand for higher education has increased tremendously in recent years. Most institutions continued to admit more and more students without much effort to expand the physical infrastructures on ground. This has resulted in some students remaining outside the classroom while lectures are going on in a congested classroom. The large staff-student ratio makes it difficult to enforce standard or maintain quality in teaching and learning. This trend has been reported in other parts of Africa (Kimathi, 2014) as well.

1. Poor internet and ICT support facilities

Most of our universities still suffer inadequacies of internet connectivity. Most often the bandwidth is low to cover the entire campus and at some other times they are very inefficient to serve the teaching and learning needs of the department and institution (Moges, 2014). It has been observed that Sub-Saharan Africa is still lagging behind in ICT development due to poor quality services (Global ICT Chart Report: Guardian, April, 2012 p.6). The report also ranked African countries on the global ICT Chart. While Nigeria was ranked 112th on the global ICT Chart, other countries in the African continent like Mauritius, South Africa, Rwanda, Botswana, Kenya and Senegal were ranked 53rd, 71st, 82nd, 89th, 93rd and 100th respectively (Guardian, April, 2012 p. 6 cited in Adesote and Fatoki, 2013). The report indicated that African countries suffer from severe weaknesses in all components of the index of ICT which ranges from poor connectivity caused by expensive and poor quality ICT infrastructure to very low levels of basic skills and a weak framework for technology (Guardian, Friday April, 2012 p. 6).

5.3.6 Unstable power supply

Unstable power supply has remained a source of concern to many higher educational institutions in Nigeria and Africa (Moges 2014). The erratic and low shed of electricity often hamper academic and administrative functions in the institutions. The university management often had to grapple with high expenditure on fuel purchase to run the generators amidst competing needs. All ICT equipment, infrastructure and terminals depend on electricity. Unless this vital source is always available and reliable, it will not be possible to enjoy the benefits that digital revolution offers.

6 Key to Success

The key to success in implementing the PAP is determined by a number of factors such as;

- i. The role of the Vice Chancellor is vital in any decision or project implementation. Without the understanding and cooperation of the Vice Chancellor, it is difficult if not impossible to get any project implemented in the university.
- ii. The leadership role of the Heads of Departments (HODs) and Deans of Faculties is very essential to the successful implementation of any action plan. Although the writer got the approval of the HOD and Dean of Faculty, the will to push for the implementation was not there.
- iii. Cooperation and understanding of academic staff in accepting changes that could impact positively on the system is of paramount importance to the successful implementation of an action plan. However, this cooperation can only be assured if it is backed up by incentives and it is less tasking and demanding to the staff.
- iv. Conducive teaching and learning environment where facilities such as ICT support facilities and stable power supply are available will go a long way in enhancing successful implementation of an action plan.

7 Conclusion

This study has examined the challenges of entrenching quality in teaching and learning in the department of Geography, Taraba State University, Jalingo, Nigeria. The study adopted the SWOT analysis technique to understand the prevailing environment in which the department operates and to identify the critical issues that need to be addressed. The result of the SWOT analysis revealed many weaknesses of the department which range from inadequate appropriate and up-to-date teaching facilities and equipment, inadequate and poorly maintained physical facilities, poor ICT infrastructure and unstable power supply, high staff-student ratios to continued deterioration of funding to the department which makes it difficult to support quality academic programs. The study findings show that the department has achieved little in its effort at entrenching quality in teaching and learning. These efforts are in the areas of developing ICT facilities and staff development which was made possible by the intervention fund from the Federal government (TETFund). The challenges of entrenching quality in teaching and learning in the department include difficulties of getting staff to change

their teaching methods, prevailing administrative policies, declining funding to the university, decline in numbers of senior academic staff, increasing student enrolment, poor internet and ICT support facilities and unstable power supply. This study recommends the need to establish structures for quality assurance to monitor teaching and learning at the department, faculty and university as a whole. Increase funding and premium on teaching and learning will facilitate the entrenchment of quality in the department and University.

8 Recommendations

Based on the findings of this study, the following recommendations are hereby presented;

1. University should establish a directorate of quality assurance to monitor the quality of teaching and learning.
2. Faculty and department need to entrench mechanism for monitoring teaching and learning activities.
3. Establishment of a committee on teaching and learning.
4. Funding should be provided as incentives to attract people to avail themselves of the opportunity of reflecting on what they have been teaching over the years.
5. University has to set out a premium on teaching and learning.

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Implementing the ABET Quality Framework at De La Salle University (Philippines)

ROSEMARY R. SEVA

Abstract

De La Salle University is a private university that offers seven engineering programmes under the Gokongwei College of Engineering. The College decided to invest in ABET accreditation in order to ensure that the quality of its programmes meet professional and international standards. The ABET approach focuses on what is learned and not what is taught. The process also entails designing the curriculum in order to achieve the programmes' educational objectives that are aligned to the University's mission. The paper outlines the process taken by GCOE in preparing for ABET accreditation. Knowledge gained from IDC that helped provide suitable interventions to the challenges faced in initiating and implementing the ABET framework were discussed and also the lessons learned.

1 Introduction

De La Salle University is a Catholic coeducational institution established by the Brothers of Christian Schools in 1911. Its mission is to “become a learner-centered research university bridging faith and scholarship in the service of society, especially the poor” (De La Salle University, 2012). The University is comprised of seven colleges and one school. One of the colleges is the Gokongwei College of Engineering (GCOE) that offers degree programmes in Chemical, Civil, Computer, Electronics, Industrial, Manufacturing and Management, and Mechanical. GCOE has more than 3,500 graduate and undergraduate students. The two largest departments are Electronics and Civil Engineering.

DLSU is one of only three universities in the country that is a member of the Southeast Asia Engineering Education Development Network (AUN/Seed Net). The Chemical and Civil Engineering programmes had been assessed by the ASEAN University Network¹. Five of its programmes had been given the highest accreditation by the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU) and six were given Centers of Development award by the Commission on Higher Education.

2 Quality Assurance in the Philippines

The internationalization of higher education indirectly compelled higher education institutions (HEIs) to engage in quality assurance as a means to get international accreditation. UNESCO defined quality assurance as “an ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining and improving) the quality of higher education systems, institutions or programmes” (UNESCO-CEPES, 2007). Recognition refers to the acceptance of a foreign certificate, diploma or degree of higher education as a valid credential by the competent authorities and the granting to its holder the same rights enjoyed by persons who possess a national qualification for which the foreign one is assessed as comparable (Ruiz & Junio-Sabio, 2012).

In the Philippines, the Commission on Higher Education (CHED) is the government body that is mandated to promote relevant and quality education (Commission on Higher Education, n.d.). However, accreditation in the Philippines is voluntary. Universities can apply for institutional or programme accreditation from different bodies such as (1) Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) (2) Philippine Association of Colleges and Universities Commission on Accreditation (PACU-COA) (3) Association of Christian Schools, Colleges and Universities Accrediting Agency, Inc. (ACSCU-AAI) (4) Accrediting Agency of Chartered Colleges and Universities of the Philippines (AACCUP), and (5) Association of Local Colleges and Universities Commission on Accreditation (ALCU-COA) (Ruiz & Junio-Sabio, 2012). Accreditation is usually valid for 5 years. The accreditation levels provided by these organizations are used by CHED in determining Centers of Excellence and Centers of Development in different programmes.

1 The AUN quality assessment at the program level aims to improve academic standards and enhance education, research, and services among AUN member and non-member universities. The organization provides certificates to Universities that have undergone quality assessment.

In the field of engineering, the Accreditation Board of Engineering and Technology (ABET) accreditation provides assurance that the programme meets the quality standards established by the profession. This non-profit organization is based in the US and is run by professional organizations. The focus of ABET is not on compliance but on continuous improvement.

In the Philippines, there are two universities that have been granted ABET accreditation. In 2013, DLSU decided to pursue ABET accreditation in order to make its engineering programmes internationally recognized for quality. The Gokongwei College of Engineering, on the other hand, believes that the process of continuous improvement promoted by the ABET framework is just as important as the actual accreditation. The preparation allows the faculty members to assume a critical stance on their current teaching practices especially in the method of assessment.

3 Project Objectives

This project aims to prepare the GCOE for ABET accreditation. The ABET approach focuses on what is learned and not what is taught. The process also entails designing the curriculum in order to achieve the programme's educational objectives that are aligned to the University's mission.

3.1 Literature Review

Accreditation has played an important role in higher education for the purpose of maintaining a quality standard that is acceptable to some professions. ABET, formerly known as Engineering Council for Professional Development (EPCD), was one of the first organizations to promote and enhance engineering, technology and applied science education (Phillips, Peterson, & Aberle, 2000). A network of experts from industry and academe visits institutions to evaluate if the programme satisfies the criteria.

Unlike other accreditation systems in the past, ABET focuses on what is learned and not what is taught (Phillips et al., 2000). Thus, the engineering criteria developed for the purpose of evaluation focused on the attainment of student outcomes. Another crucial feature of ABET that is new and beneficial for HEIs is the requirement for continuous improvement. This practice had been prevalent in the industry but uncommon in the field of education. Continuous improvement will keep HEIs always on their toes in order to be competitive and will eventually keep the stakeholders' high level of satisfaction.

Globalization also played a key role on the need for accreditation. Engineers work with people from around the globe especially in the process of designing and manufacturing products. As such, they need to prepare for this eventuality and must possess the necessary skills for teamwork (Apelian, 2011). Quality assurance, such as those provided by ABET accreditation, facilitates student mobility and the existence of international markets for education (Jarvis, 2014). With ASEAN 2015 integration, many HEIs in the Philippines see the need for accreditation. The quality stamp gained from international accreditation agencies will allow students to move freely within ASEAN and seek employment as engineers outside the country.

DLSU, one of the leading universities in the Philippines, aims to make its programme competitive nationally and internationally. Its move to have all its seven engineering programmes ABET accredited is a means to attract more students to enrol in engineering.

3.2 Implementing a Quality Assurance Framework

Organizing for quality assurance in a university follows the same principles and methods used in the industry. Since seven programmes will apply for ABET accreditation, the departments that support them have been organized in a fashion resembling quality circles. Quality circles are created in order to promote collaboration among employees in making improvements in the workplace (Blaga & Jozsef, 2014). The processes undertaken to initiate and implement the ABET quality framework are discussed in detail in the following sections.

Project initiation

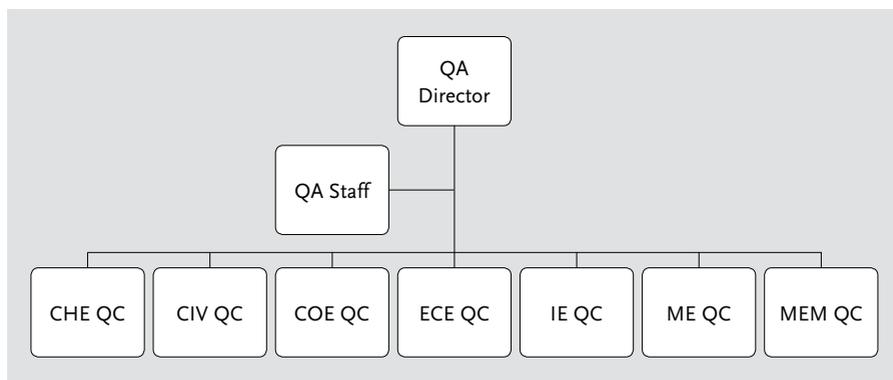
The Dean with the approval of all department heads initiated the project. Since ABET accreditation is tedious and expensive, there is a need to obtain the support of faculty members. The faculty members will do much of the task so it is important that they agree to this initiative.

After getting the support of the faculty, the next step was to solicit the support of the University administration especially in terms of funding. The proposal was presented to the QA Director of the University and the Academic Council headed by the Vice Chancellor for Academics. The benefits that would be derived from accreditation were highlighted in the proposal such as competitiveness of the programme and enhancement of student mobility.

Organizational structure

An office was created to handle quality assurance for the College. A Quality Assurance (QA) director under the Dean of GCOE headed this office. Under him are the QA coordinators that are responsible for the seven programmes.

The QA director was given teaching de-loading while the coordinators were compensated upon submission of deliverables.



ABET Training

The most crucial part of the programme is educating faculty members about the whole process of quality assurance. The University invested in sending the Dean and the QA Director of the college to attend the ABET Institute for the Development of Excellence in Assessment Leadership (IDEAL) training in the US. The IDEAL training allowed them to gain the competence to train the department heads and QA coordinators of each department on the QA process. These QA coordinators and department heads will in turn train the faculty members in their own departments.

In-depth training was done per department in order to allow more time for discussion between colleagues. The departments were also asked to form clusters that will tackle teaching and assessment issues for a certain group of courses in the curriculum. Every trimester, all faculty members of the College are required to attend trainings that would help them in the process such as creating rubrics, test construction, etc.

Programme Educational Objectives (PEO)

ABET accreditation is done on a per programme basis. As such, each programme must identify its educational objectives in consultation with the stakeholders. Programme educational objectives formulated were aligned to the University's mission and vision (Iqbal Khan, Mourad, & Zahid). In the case of GCOE, the faculty members of each department first drafted the programme educational objectives in a workshop. These PEOs were then presented to the student body, parents, and alumni for comments. Each of these groups was met separately. The PEO's were revised according to the inputs obtained and then finally published at the University website.

The PEOs specified by the stakeholders must be achieved by the Student Outcomes (SOs). SOs describe what the students are expected to know after taking the programme. The SOs per programme have already been identified by the Technical Working Group appointed by the Commission on Higher Education (CHED). The list of SO's per programme have been disseminated by CHED through their website.

Curriculum Mapping

In order to make sure that the SO's are attained by the programme, a curriculum map had been done by each department. The curriculum map identified the following:

The courses that are related to the attainment of each SO.

The level of competency developed by each course in relation to the SO. A course may be classified as 1-introductory, 2-reinforcing, and 3-emphasizing. Each course in the curriculum corresponds to at least 2 of the SO identified.

The curriculum map enabled the department to identify which courses are redundant. The map also allowed each department to streamline the content of each course.

Performance Assessment

The attainment of each SO is evaluated through the use of performance indicators (PI's). Thus, it is very important to determine the appropriate PI that will measure the attainment of the SO. One SO is "an ability to recognize, formulate, and solve engineering problems". One department identified the following PI's:

- i. Define/identify/select appropriate issues, problems and opportunities
- ii. Plan/formulate/create/design appropriate technique

Based on these PI's the department also identified the appropriate assessment method such as term paper, capstone project, quiz, final examination, etc.

Programme Assessment

Programme assessment aims to ensure the realization of PEOs and SOs. Since not all courses are offered in a trimester, data gathering was scattered throughout the year until all relevant courses have been assessed. Each QA coordinator created an assessment schedule that specified data gathering schedule for each SO.

At the end of each term, data gathered were summarized and analysed by the faculty members and submitted to the QA Coordinator of the department. The coordinators then forwarded the reports submitted to the QA Director of the College for inspection and safekeeping.

Programme Evaluation

After the whole cycle of assessment was finished, each department assessed the programme in terms of achieving the SO's. The PI's identified for each SO were the bases for measuring the attainment of objectives. Faculty members of each department met for the whole day to discuss process improvement interventions. During the faculty meeting, the causes of non-attainment of target student performance were identified. Faculty members were clustered based on subject groups taught in order to see the pattern of learning of students for a series of courses offered. Strategies to be implemented for the next cycle were determined.

4 Findings

Launching a formal method of programme assessment and evaluation had been challenging for the Dean and the QA Director. Some faculty members cited the following reasons for not supporting the initiative:

- 1) Faculty members think that the current process is already good
- 2) Accreditation does not add value
- 3) The process is time consuming
- 4) Accreditation is expensive

Analysis of data obtained from the assessment of seven programmes revealed that only around 45% of SOs have been fully achieved during the first cycle. PIs gathered showed that students are technically competent but there is a gap in the application of knowledge to solve real world problems. As such, there was a need to alter the design of some syllabi to focus teaching and assessment on the application of knowledge learned inside the classroom.

Interventions

Knowledge gained from IDC enabled the Dean to determine suitable interventions to the challenges faced in initiating and implementing the ABET framework as follows:

- a) **Leadership and communication.** Faculty members from GCOE have preconceived notions about quality assurance. Some of these notions are negative and are affected by the current situation in the University. The Dean found it important to openly communicate to the faculty about this issue and tackle the sources of their negative views. The plan was presented for comment at the Council of Chairs. The Dean, who is the main proponent of the project, discussed in detail the activities to be done by the College, the expected costs and benefits. During the meeting, the need for accreditation was carefully explained. The same slides were presented during the faculty meeting so that information would be disseminated uniformly. Questions and apprehensions were discussed and addressed during the faculty assembly.
- b) **Conflict management.** Differences in opinion about the benefits of a formal quality assurance framework were settled through dialogue between the members of the Council of Chairs and the faculty members of the department. The Dean obtained the trust and confidence of the Department Heads and this enabled the Department Heads to “preach” about quality. They assisted the Quality Coordinators in explaining and implementing the most difficult aspects of the programme, which is data gathering and analysis.
- c) **Quality management.** Knowledge of quality management practices in other countries based on discussion during the IDC allowed the Dean to address the first two issues enumerated by the faculty. Training them on quality management empowered them to use the knowledge they have gained to improve the teaching and assessment process. The success of the programme hinged on educating the faculty members and granting them ownership of the process. Unlike other universities that hired consultants to help them in the preparation for accreditation, GCOE trained the faculty to determine what needs to be done and learn the process on their own with just the basic

principles in mind. Consultants have a tendency to dictate processes to undertake without considering the context and this situation was averted in the case of GCOE. Faculty members identified the processes that will fit their needs so there was less resistance during the data gathering stage.

- d) **Internationalization.** The trend towards internationalization of programmes was used as a primary reason to convince top management to fund the costly process of ABET accreditation. Engineering programmes in the Philippines are not recognized in some countries abroad and getting this accreditation will be beneficial to GCOE graduates. It can also be used to better market the engineering programmes of the University. The Philippines was granted provisional membership to the Washington Accord through the Philippine Technological Council (PTC) but it is not known when the full membership will be granted. Meanwhile, there are already two private universities in the Philippines that are ABET accredited.

5 Lessons Learned

Changing a culture is an arduous task for management because it requires people to veer away from their comfort zone. The experience in the implementation of ABET framework provided the following lessons that other organizations can benefit from:

- i. Culture change can only happen if there is strong top management support. The funding support provided by top management to engage in this costly endeavour is a proof that they are willing to invest in quality assurance and the investment should be matched by the commitment of faculty members.
- ii. Good leaders at the department level are crucial for successful implementation. Faculty members agreed to cooperate but when they become busy with examinations and other teaching-related tasks, there is a tendency to set aside the required activities for accreditation. The Chair of the Department, in this case, needed to constantly remind the faculty of their commitment and talk to those who are not performing well. The Dean also needs to sometimes communicate directly with the Chairs and remind them of the importance of complying with the requirements.
- iii. Faculty members need to be constantly trained on different areas that they need to successfully hurdle the accreditation process. Part of the orientation of new faculty members is the ABET training so that they will not be lost in the activities of the College. Every trimester, all faculty members of GCOE had to attend training related to teaching and assessment.

- iv. Conducting regular meetings is a way of showing commitment to improvement. During these meetings, the Dean had been present to listen to reports and inputs of Quality Coordinators.
- v. The process is tedious and requires a lot of time and dedication from faculty members. The Dean must constantly show appreciation openly through different channels of communication.

6 Conclusion

Quality assurance is a difficult process because it involves a change of culture. There are three cultures that shape the attitudes of people: national, professional, and organizational culture (Helmreich, 1999). The most difficult culture to change is the national culture because the person had been exposed to it since the beginning. DLSU, through the ABET accreditation tried to foster an organizational culture that requires assessment and evaluation. The process of initiation had been tough but strong leadership and constant communication played a crucial role in changing the attitudes of the faculty members. Faculty members needed the support of top management to be inspired in performing their tasks. Simple gestures of appreciation and attendance in meetings reinforce the value of the project in the eyes of the faculty members.

Quality is a journey. GCOE is just at the beginning of this journey. Many student outcomes have not been fully achieved according to targets. However, the ABET quality framework gave the College a means of assessment and evaluation. The documentation provided in the process is a good way of identifying problems and interventions so that future leaders of the College can learn from the past.

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Developing a Strategy for Providing Pedagogical Training for Staff with no Training in Education at Moi University, Kenya

PETER L. BARASA

Abstract

This chapter is an analytical reflection and description of the development of a Certificate for University Teaching for lecturers of Moi University, Kenya who have no training in teaching. This was the product of my experience on the DIES course for Deans from Africa 2013/2014. The training we received in various aspects of management of higher education institutions as Deans covered a range of specific competencies; it took us to Germany, Kenya and Ethiopia. Over the period of training we were expected to formulate a project that would concretise our experiences on the DAAD sponsored course. My project crystallised from my own experience as a teacher and the realisation that our clients, students deserve better and more efficient delivery of knowledge from their lecturers. Literature sources pointed to the challenge for lecturers in delivering course content; the simple but important fact that not everyone at that level had the competencies required to teach. This chapter, therefore, outlines the process and challenges of planning and developing the programme. It also provides the Certificate programme as an appendix. Underlying these are the personal lessons for me on the DIES project.

1 Introduction and Background

I applied for DIES course expressly seeking the opportunity to enable me to get insights and skills about managing an institution as a Dean and possibly getting some understanding as to how to deal with the varying challenges in my school. My biggest challenge at that time was the need to have competencies in financial

strategies, to meet the needs of a growing school. Little did I perceive my needs in line with the whole institution's needs.

In addition, as a new Dean, I believed I needed the course because, besides the one week orientation by the University upon becoming a Dean, I and my colleagues had to learn the ropes from our day to day experiences as managers at this level. Therefore I felt the course would provide good entry and leverage in understanding important management aspects that drive an institution; financial, strategic, management, quality assurance and leadership which in my opinion would definitely broaden my take on and versatility in situations requiring capacities to operate as Dean. This in effect would in future place me in a stronger position to take on more demanding managerial roles in my career for example as a principal, deputy vice-chancellor etc.

It is not surprising that initially my PAP was titled 'Developing a funding strategy for infrastructural and capacity development in the provision of quality teacher education'. A project that in my opinion I thought would enhance both faculty growth and the development of physical facilities in the face of dwindling resources. I therefore targeted the training as an opportunity to hone skills in strategizing for funding needed to realize the provision of quality programmes; teacher education being the nerve centre for a national system of education.

After a week of lectures in Osnabrück my orientation on issues of institutional management took a broader view and I began to place my school at the centre of the entire university. My fundamental concern now shifted to a project that would not be personal to me but that which would become an endeavour by the entire School of Education. This gave birth to the project with the acronym CUT; Certificate of University Teaching. The main purpose was to develop a Strategy for Providing Pedagogical Training for Staff with no Training in Education at Moi University. There is a need at this stage to introduce Moi University and the School of Education to the reader of this chapter.

2 Moi University

The University was established in 1984 with the mission to be recognized nationally and internationally as the University of Choice in nurturing innovation and talent in science, technology and development. Its vision is to preserve, create and disseminate knowledge and conserve and develop cultural heritage through quality

and relevant teaching and research, to create a conducive working and learning environment and work with government and private sector for the betterment of society.

The University has sixteen (16) Schools namely:

Aerospace Sciences; Arts and Social Sciences; Biological and Physical Sciences; Business and Economics; Dentistry; Education; Engineering; Law; Human Resource Development; Information Science; Medicine; Nursing, Public Health; Tourism, Hospitality and Events Management; Environmental Studies. Of these schools only three (Education, Arts and Social sciences and Human Resource Development) have lecturers who may have either been fully educated as teachers while some may have some form of training or skills in teaching.

The School of Education at Moi University was started in 1987 with Bachelor of Education (Arts) and has grown to offer various postgraduate programmes. The mission of the School of Education is to produce practical, well informed, efficient and self-reliant teachers, who are capable of functioning in and contributing effectively to development efforts in the rural/urban situations where the schools are located.

Given this context, I envisioned a situation where the school would best serve the university by preparing a programme that would help the lecturers become better equipped in delivering their lectures.

The Problem

It is the practice the world over, in institutions of higher learning to assume that, once an academic holds a Master's degree or PhD in their discipline, they can share their knowledge and teach students with efficacy. Indeed most of the lecturers and professors do not possess a teaching qualification in addition to the qualification they hold in their discipline, nor have they been offered any opportunities to develop as teachers while studying towards their advanced degree. The implication of this is that lecturers work from the premise that teaching is a natural activity that any person can carry out without the need to imbibe certain principles, practices and skills. However, once lecturers start teaching, many realize the challenge of teaching and soon feel like having been thrown into the deep end at the start of their teaching careers (Bradshaw 2013). Further, given the complexity of the nature

of the discipline teaching, the lack of this knowledge presupposes that those who practice bad habits end up perpetuating these habits. Worth noting however is the amount of work in this field and that many higher education institutions today not just demand a teaching qualification from their employees. They also in many cases offer formal and informal academic staff development opportunities.

It was clear to me that the former situation was the one prevailing at Moi University and the provision of a Certificate of University Teaching was an idea whose time had long come and there was need to capture the opportunity provided by the DIES training to bring it to fruition.

Teacher education is a core discipline in higher education and having faculty with the understanding of the epistemology of teaching and learning in all the schools (faculties) of Moi University would help improve the quality of teaching. It became my contention that a project to enhance teaching in all faculties would build capacity of the human resource in the schools, involve members of the School of Education in teaching, and in undertaking this we would also build the university. Therefore, the problem the project sought to remedy was the lack of pedagogical skills among teaching staff with no background in education.

4 Brief Literature Review

The background provides us with the requisite platform to delve albeit briefly into what the existing literature speaks to the whole process and need to develop professors as teachers. Kugel (1993) partly quoting Perry (1970) observed the following:

“The teaching abilities of college professors, like the learning abilities of their students (Perry, 1970) seem to develop in stages. To say that something develops in stages is to say that it grows in two different ways. Sometimes it grows ‘more of the same’, as a tadpole does when it grows into a bigger tadpole. At other times, it grows into ‘something different’, as a tadpole does when it grows into a frog” (Perry 1970, p, 315).

In our considered opinion in as much as these comments were made almost five decades ago the situation has not changed in many institutions of higher learning. Professors with no training in teaching do more of the same thing and this requires redress and urgently so. In this argument lies the challenge we mentioned earlier where the assumption is made that once you possess a certain body of knowledge

you are also equipped to deliver it effectively. Second, we wish to subscribe to the notion that university professors require to do something different, to be prepared and equipped to meet the needs of today's student in higher education.

Most university lecturers begin their teaching careers as teaching assistants; these novice lecturers have been taught a lot about the subject they are about to teach, but little about how to teach it. Most of what they have learned, they have learned from watching others (Kugel 1993, 317). Oftentimes at this stage the new lecturer will be concerned with adopting survival techniques.

Some of the requisite knowledge that lecturers who have no training need to have is:

- designing courses,
- writing syllabi,
- planning for instruction
- class management
- developing good assignments and examinations
- grading and,
- managing discussions

In mitigating the challenges above many lecturers may and do adopt varied presentation styles to pass over the material. Some emerge from these as popular teachers at the university they are working. Even so, one is bound to ask how much learning is truly taking place when these professors go to class. In the main we must remain aware of the fact that there is far more to good university teaching than just being able to project your voice, prepare a good PowerPoint presentation or keep your students interested. The lecturer should foremost be able to challenge his own deeply held views about the students in his class. Today it has become very necessary for classrooms and places of learning to interrogate seriously how issues of identity, belonging, privilege, diversity, racism and sexism can be addressed explicitly in the society beginning with the classroom. Further he must interrogate his own teaching style and efficacy.

5 The Project Action Plan to Provide Pedagogical Skills at Moi University

The views expressed above highlight the need to ask the question: Who is best placed to shape university teachers who are more than just technically proficient? In the Western world this has been going on and it is mostly done by academic

developers in teaching and learning centres in most universities. These centres are well equipped and they embrace the concept of integrating technology in supporting the instruction process. In our case, we believed that the School of Education at Moi University would achieve this onus task. This meant that the School of Education would take up the task of helping lecturers from other schools engage deeply with questions of teaching, curriculum design and transformation. These elements are enshrined in the certificate of university teaching that was developed as the PAP.

5.1 General objective of the PAP

To set up a project to provide skills in pedagogy for lecturers without an education background in the schools of Moi University

5.2 Background to the PAP

The presentation from faculty and speakers during the DIES programme in Osnabrück and Berlin from June 28th–July 10th 2013 guided my thinking that as Dean of the School of Education I have an obligation to make the matter of pedagogy a core activity of Moi University. The question that arose in my assessment was what should be the role and relation of the School of Education to Moi University? I became determined to help the university in its plan to improve the delivery of content. This project took cognizance of the three facets of capacity development. These are: human resource development, institutional development and organisational development. As offshoot of this project it was expected that the faculty in the School of Education, the School of Education and Moi University would grow. The project assessment plan set up the opportunity to hone skills in strategizing for capacity needed to realize the provision of quality programmes; teacher education being the nerve centre for a national system of education. This course, expressly, was an opportunity to enable the faculty get insight into and skills about managing a classroom and possibly getting some understanding as to how to deal with the varying challenges in the teaching space. Their biggest challenge was the need to have competencies in teaching strategies, to meet the needs of a more demanding clientele. This course provides good entry and leverage in understanding important classroom management aspects that drive learning;

- basic teacher professional knowledge,
- planning for instruction,
- classroom management,
- integration of e-learning and,
- quality assurance in teaching

5.3 Method

The project had four milestones that formed the action matrix; the point of departure was putting in place a School of Education committee. Its initial task was to help with the development and adoption of the curriculum and materials for providing pedagogical training to lecturers without an education background. The committee was introduced to the process of putting in place the school committee and these were:

1. Discuss and come up with a working plan of action
2. Determine the nature and type of content and materials to include and use in the training.
 - In doing the above the deliverables would be:
 - Raise awareness among the Schools of Moi University with the need to acquire pedagogical skills
 - Meet with faculty Heads of Department (HODs) to discuss how to set up a committee to develop a plan of action on behalf of the School of Education.
 - Present the plan of action for training lecturers with no background in education to HODs for their perusal, input and subsequent adoption.
 - Organize a school board to introduce and discuss the proposed training programme for and request for its adoption

This process begun on 25/7/2013 with a meeting with Deans; a project committee of the School was in place by 13/8/2013 and the first draft of the CUT programme was achieved by 02/9/2013; the committee organized a School board meeting to adopt the programme on 16/9/2013.

In the second stage of the process the committee set out to:

- Finalize the training programme and the strategies to involve the clientele (other faculties)
- Select members of the School of Education who will prepare modules and teach in this programme
- Examine the choice of the blended method of teaching and agree on the time lines for each module
- Organizing a meeting with the committee and the teaching group to agree on main teaching activities, evaluation indicators, cost, time frame and allocation of duties for implementation

To this effect the programme was reported to the deans of the other 16 schools of the university on 01/10/2013. On the other hand the project committee made up

of HODs and faculty of the School of Education put in place the teaching group on 16/10/2013.

The third milestone aimed to ascertain that a ready training programme with a break-down of the training course content, the modules, the teaching activities, evaluation indicators, the time for implementation and distribution of duties has agreed upon by the stakeholders. Among the realistic tasks handled at this point were:

- Evaluating the progress and preparation of the programme structure, materials; modules with the Institute of Open and Distance Learning (IODL)
- Preparing key administrative issues related to the training: selection of participants, training methodology, cost of training and certification.
- Identify key indicators of successful training of lecturers and measures of evaluating the process.
- Organize a feedback meeting with the HODs and the school board, and have the final plan adopted and be ready to launch.

The achievements were: the committee planning the course programme met to prepare the draft on 29/11/2013 and 06/12/2013 and the HODs and the committee planning the programme discussed the administrative issues and identified key indicators of quality assurance on 09/12/2013.

The fourth milestone was the most challenging and it was aimed to seek approval and launch of the training programme. Some of the realistic proposed tasks included:

- Approval of the plan by University Top management and final approval by the Deans Committee
- Present a plan to the Senate Secretariat to table for discussion and approval
- Table the plan during the Senate Meeting for approval
- Production and launch of the training programme at Moi University Hospice teaching venue was scheduled for 27/01/2014

6 The Programme: Certificate of University Teaching (CUT)

The Certificate of University Teaching offers spaces for professors to have serious intellectual conversations at Moi University. Some of these are about the nitty-gritty of teaching. Other debates deal with the broader context referred to earlier. The course participants were expected to consider, for instance, how institutions,

teachers, curricula and teaching need to change to contribute to enabling all students to access the knowledge in class (Bradshaw, 2013). This made it worthwhile to consider preparing a programme through which we as a School of Education would provide necessary support in the lecturers need to fulfil their core business evidenced above.

6.1 Preamble to CUT

This graduate certificate course is borne out of the realization that while most university lecturers and professors are acclaimed specialists in their content areas, they are rarely adequately equipped with teaching skills. This course is therefore designed to develop in such individuals the knowledge, skills, attitudes and dispositions that will enhance their effectiveness as university teachers. The programme therefore is tailored to meet the needs of university lecturers and instructors who have no professional background in education or who have not undergone formal training in teaching.

6.2 General Course Objectives

By the end of the course, each individual participant should be able to:

- Articulate a personal philosophy of teaching
- Design an entire course completely (with the course description, course objectives, course content, course structure, instructional procedures, course assessment and grading, and references) and upload it on an e-learning platform
- Apply the most appropriate teaching methods to suit varying teaching/ learning contexts in their specific content specialization
- Create effective learning environments for their learners

6.3 Programme Structure

This programme will be offered over a period of two terms (of 2 months each). Each term will consist of four courses, making a total of eight courses for the entire programme. Each course will have three contact hours per week. The courses will typically be taught using blended learning (e-learning and face to face contact), one hour by face to face and two hours by e-learning. The detailed course structure is shown below:

	CODE	1 st TERM	UNITS		CODE	2 nd TERM	UNITS
1	CUT 001	Philosophy of University education (C)	3	1	CUT 005	Teaching approaches and methods (C)	3
2	CUT 002	Curriculum development and course design in higher education (C)	3	2	CUT 006	Classroom management strategies (C)	3
3	CUT 003	Psychology of adult learning (C)	3	3	CUT 007	Media and technology in the university classroom (C)	3
4	CUT 004	Ethics in the university classroom (C)	3	4	CUT 008	Assessment and evaluation of teaching and learning (C)	3
		Total Units	12			Total Units	12
Note: (C) indicates Core Common Education.							

Table 1: CUT COURSES

Below we make a brief reference to each course in the CUT programme and its purpose:

CUT 001 Philosophy of University Education; whose purpose was to introduce the student lecturer/instructor to the general models, principles and philosophy that guide development and process of university education.

CUT 002 Curriculum Development and Course Design in Higher Education; whose purpose was to introduce the student lecturer/instructor to the general theories, models, principles and philosophy that guides the curriculum development process in higher education.

CUT 003 Psychology of Adult Learning; whose purpose was to introduce the student lecturer/instructor to the principles, theories, nature and forms of learning with a focus on the adult learner.

CUT 004 Authority and Ethics in the University Classroom; whose purpose was to introduce the student lecturer/instructor to aspects of authority, integrity and rights of the lecturer and student in the university classroom.

CUT 005 Teaching Approaches and Methods; whose purpose was to introduce the student lecturer/instructor to the various approaches and methods of teaching.

CUT 006 Classroom Management Strategies; whose purpose was to introduce the student lecturer/instructor to the principles and techniques of classroom management strategies.

CUT 007 Media and Technology in the University Classroom; whose purpose was to introduce the student lecturer/instructor to the concept of technology in education, and the development and utilization of various types of resource materials during the instructional process.

CUT 008 Assessment and Evaluation of Teaching and Learning; whose purpose was to introduce the student lecturer/instructor the concept and process of assessment and evaluation of university students.

7 Emerging Issues in the Process of Planning and Development of the PAP

There were several challenges in the process of developing and institutionalising the PAP. We learnt and realised first and foremost that a lot of the issues and processes are negotiated at informal level before formalisation especially in the initial stages. Second, given that we had our usual teaching and administrative load to carry there was the challenge of getting time to handle the project and mainstreaming the project within the main activities of the institution. Further, there was also the task of documentation of the processes; the challenge of getting minutes, photos and other documents. The most engaging challenge lay with distinguishing the process as a PAP from school activities and yet still engage the entire school to own the entire process. Further, at the various stages of formulation the two major issues that kept surfacing were what would be the mode of learning and who was going to pay for the training by the lecturers. Both issues came up in the Deans Committee; while the first issue was the one that was spoken about in Senate. The consensus with regard to payment seemed to favour the view that individual professors/lecturers pay for their training because the course was beneficial to self. In reference to the mode of instruction, consultation with the IODL helped reach an agreement that a 'blended approach' would suit the faculty best because it would not largely interfere with their teaching duties. Therefore, the learners would have an introductory face to face period of learning and sixty percent of

the process would be on the Moi University System of Managing Instruction (MUSOMI), platform. The following courses would have a huge element of face to face instruction CUT 001, CUT 006 and CUT 007.

8 Conclusion and Theoretical Possibilities

The theory that then would seem to underpin this whole process and directly patched onto the process of professors learning to teach was Bandura's (1997) social cognitive theory that suggests that what we do (e.g. how we teach) influences and is influenced by personal factors (such as self-efficacy) and environmental factors (the learning context). In particular, CUT would enhance and lead to lecturers' professional learning which in turn would enhance efficacy beliefs through the three aspects: principles, practices and skills in teaching. These would underpin mastery experience, verbal persuasion, vicarious experience and affective states (Bandura 1997). The university professors who are already teaching and graduating students must believe that they are being offered a course that will provide satisfaction. In addition they will seek to confirm that the new course will in many ways make the institution provide the type of context needed to affect the task of teaching. This made the purpose of CUT a viable academic and management venture as well as a worthwhile task for a PAP.

The programme CUT became the property of the School of Education in the Department of Educational Foundations. It ceased to be a PAP and the implementation process was not in the hands of the DIES alumni. It was an institution's programme and other players especially under the docket of the Deputy Vice Chancellor (Academic, Research and Extension) had to be involved in its implementation. What are the implications of this project? The need for a Certificate for University Teaching fits in with the objective in many higher education institutions which are trying to handle how best to professionalise academic staff. Each country brings a particular set of challenges or circumstances in its own higher education landscape to the fore and the debate then is appropriated by different institutions. A relevant example is in South Africa. The Rhodes University's Centre for Higher Education Research, Teaching and Learning offers a postgraduate diploma in higher education.

From a teaching and learning perspective, CUT embodies what is required to prepare professors to deliver knowledge in the most effective manner. "It can also be looked at as the basis for a scientific theory that describes how professors do

develop and makes predictions about how professors will develop. Used as such a theory, it can be true or false” (Kugel 1993, p. 13). The certificate course provides for professors an avenue to manage the process of teaching from a more predictable manner and negates the view many hold that professors develop in stages. Kugel (1993) observes that “once professors have developed some level of competence in dealing with the relationships between the three main elements of the classroom (self, subject and student), their need to deal with any one of them loses some of its urgency. Professors are now freer to choose the aspect of their teaching they wish to focus on” (1993, p. 12).

This brings to mind the difficulty that may arise in bringing on board every professor of Moi University to do this course. It will also remain a challenge because some experienced professors and those soon to retire may find it difficult to perceive the need to acquire new knowledge. The whole concept of professional development always has to be contextualised because adults learn for different motives. But these challenges have yet to emerge and CUT is in the process of being implemented. We remain guided by the fact that “over a number of years professional development projects in different parts of the world have found strong evidence of substantial improvements in student achievement. These projects have a number of things in common, many of which come from some fundamental shifts in thinking about professional development, leadership and classroom practice” (www.mheducation.co.uk/openup/chapters/9780335244041.pdf p. 3). The PAP and the CUT programme in appendices I and II provide a broader view and context of the issues discussed in this chapter.

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Appendix II

**MOI UNIVERSITY
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
CURRICULUM
FOR THE PROPOSED
CERTIFICATE IN UNIVERSITY TEACHING (CUT)
JUNE, 2014**

PREAMBLE

This graduate certificate course is borne out of the realization that while most university lecturers and professors are acclaimed specialists in their content areas, they are rarely adequately equipped with teaching skills. This course is therefore designed to develop in such individuals the knowledge, skills, attitudes and dispositions that will enhance their effectiveness as university teachers. The programme therefore is tailored to meet the needs of university lecturers and instructors who have no professional background in education or who have not undergone formal training in teaching.

GENERAL COURSE OBJECTIVES

By the end of this course, each individual participant should be able to:

1. Articulate a personal philosophy of teaching
2. Design an entire course complete (with the course description, course objectives, course content, course structure, instructional procedures, course assessment and grading, and references) and upload it on an e-learning platform
3. Apply the most appropriate teaching methods to suit varying teaching/ learning contexts in their specific content specialization
4. Create effective learning environments for their learners

PROGRAMME STRUCTURE

This programme will be offered over a period of **TWO (2) terms (of 2 months each)**. Each term will consist of **FOUR courses**, making a total of **EIGHT courses** for the entire programme. Each course will have **THREE (3) contact hours per week**. The courses will typically be taught using blended learning (e-learning and face to face contact), **ONE** hour by face to face and **TWO** hour by e-learning. The detailed course structure is shown below:

Term 1

Course title	Units
CUT 001 Philosophy of university education	3
CUT 002 Curriculum development and course design in higher education	3
CUT 003 Psychology of adult learning	3
CUT 004 Ethics in the university classroom	3
TOTAL	12

Term 2

Course title	Units
CUT 005 Teaching approaches and methods	3
CUT 006 Classroom management strategies	3
CUT 007 Media and technology in the university classroom	3
CUT 008 Assessment and evaluation of teaching and learning	3
TOTAL	12

COURSE DESCRIPTIONS

CUT 001 Philosophy of University Education

Credit Hours 3

Purpose of the Course

To introduce the student lecturer/instructor to the general models, principles and philosophy that guide development and process of University Education

Objectives of the Course

The objectives of this course are to:

- Explicate on the notion of classical conceptions of university education based on modern and post-modern perspectives
- Expound on the philosophy of university education in Kenya
- Demonstrate the value of a university course
- Exemplify the on the vision, mission, and core values of a university with particular reference to Moi university
- Examine the philosophy that guides the practice of university teaching
- Evaluate personal statements of philosophy

Expected Learning Outcomes of the Course

At the end of the course, the student lecturer/instructor should be able to:

- Define and describe the notion of classical conceptions of university education based on modern and post-modern perspectives
- Identify and explain the philosophy of university education in Kenya
- Outline and explain the various values of a university course
- Define and explain the vision, mission, and core values of a university with particular reference to Moi university
- Identify, define and describe the philosophy that guides the practice of university teaching
- Describe statements of philosophy that shape personal orientations to teaching

Course Content

Classical conceptions of university education, modern and postmodern perspectives on university education; the philosophy of university education in Kenya; the value of a university course; the vision, mission, and core values of a university (Moi university); the philosophy of university teaching; personal statements of philosophy

Learning and Teaching Methods

Lecture method, explanation method, group discussions and tutorials.

Course Assessment

Type	Weighting (%)
Continuous Assessment Test in form a term paper	100%
Total	100%

Instructional Materials and Equipment

Whiteboard, LCD projector, computers, text books

Course Texts/References

Trigwell, K. and Prosser, M. (2005): Editorial. Higher education, 49, 201–203.

UNESCO (2005): Ensuring Access to Education for All. Paris: UNESCO.

McGregor, D. (2007): Developing Thinking; Developing Learning: a guide to thinking skills in education. Maidenhead: Open University Press.

CUT 002 Curriculum development and Course design in higher education

Purpose of the Course

To introduce the student lecturer/instructor to the general theories, models, principles and philosophy that guides the curriculum development process in Higher Education.

Objectives of the Course

The objectives of this course are to:

- Examine the concept of curriculum and course design in higher education
- Explicate the dimensions, determinants, types and components of curriculum
- Assess the various principles and models of course design
- Exemplify the concept of curriculum design from disciplinary perspectives
- Evaluate theories of curriculum design
- Spell out the curriculum implementation process and alignment procedures
- Expound on the concept of and the components of a course outline
- Evaluate the criteria for selecting and revising course content

Expected Learning Outcomes of the Course

At the end of the course, the student lecturer/instructor should be able to:

- Define and describe the concepts of curriculum and course design in higher education
- Outline and explain the dimensions, determinants, types and components of curriculum
- Describe and illustrate the various principles and models of course design
- Critically analyse the concept of curriculum design from disciplinary perspectives
- Critically examine theories of curriculum design
- Spell out the curriculum implementation process and alignment procedures
- Identify and discuss the concept of and the components of a course outline
- Outline and give details of the criteria for selecting and revising course content

Course Content

Conceptualizing curriculum; the dimensions and types of curriculum; determinants of curriculum; components of curriculum (curriculum context, intended outcomes, content and learning experiences, evaluation); curriculum design; theories of curriculum design; curriculum implementation; curriculum alignment.

Conceptualizing a course; principles of course design; models of course design; the course outline; components of a course outline; criteria for selecting course content; Course revision

Learning and Teaching Methods

Lecture method, explanation method, group discussions and tutorials.

Course Assessment

Type	Weighting (%)
Continuous Assessment Test in form a term paper	100%
Total	100%

Instructional Materials and Equipment

Whiteboard, LCD projector, computers, text books

Course Texts/References

- Grunert, J. (2000):** The course syllabus: A learning-centered approach. Bolton, MA: Anchor Publishing.
- Altman, H. and William, E. C. (1992):** "Writing a Syllabus," IDEA Paper No. 27 (Sept)
- Grunert, Judith (1997):** "Focus on Learning: Composing a Learning-Centered Syllabus," Part 1 In The Course Syllabus: A Learning-Centered Approach. Bolton, MA: Anker. Reproduced in: Tomorrow's Professor The Function of the Course Syllabus
- Nilson, L. B. (2007):** The Graphic Syllabus and the Outcomes Map: Communicating Your Course Syllabus. San Francisco, CA: Jossey-Bass
- O'Brien, J. G, Barbara J. M, and Margaret W. C. (2008):** The Course Syllabus: A Learning-Centered Approach 2nd ed. San Francisco: Jossey-Bass.
- Singham, M. (2007):** "Death to the Syllabus," Liberal Education 93(4), Fall.
- Davis, B. G. (1993):** "Designing or revising a course". In Tools for teaching (pp. 3–20). San Francisco, CA: Jossey-Bass.
- O'Brien, J. G., Millis, B. J., & Cohen, M. G. (2008):** The course syllabus: A learning-centered approach. San Francisco, CA: Jossey-Bass.
- Prégent, R. (2000):** Charting your course: How to prepare to teach more effectively. Madison, WI: Atwood Publishing.
- Stenhouse, L. (1975):** An Introduction to Curriculum Research and Development. London: Heineman.
- Svinicki, M. D., & McKeachie, W. J. (2011):** Countdown for course preparation. In McKeachie's teaching tips: Strategies, research, and theory for college and university teachers (pp. 10–20). Belmont, CA: Wadsworth.
- Wehlburg, C. M. (2006):** Meaningful course revision: Enhancing academic engagement using student learning data. Bolton, MA: Anker Publishing Company, Inc.
- Tomlinson, C. A. and Eidson, C. C. (2003):** Differentiation in Practice: a resource guide for differentiating curriculum. Alexandria: ASCD.
- Kelly, A. V. (2004):** The Curriculum: theory and practice (5 ed.). London: SAGE.

CUT 003 Psychology of Adult Learning

Credit Hours 3

Purpose of the Course

To introduce the student lecturer/instructor to the principles, theories, nature and forms of learning with a focus on the adult learner

Objectives of the Course

The objectives of this course are to:

- Exemplify the distinction between pedagogy and andragogy
- Evaluate the theories of adult learning
- Explicate the principles of adult teaching and learning
- Expound on the relevance and practicality of learning
- Examine the concept of learning as self-directed learning, utility, interactivity, problem solving
- Spell out aspects of teacher humility during the instructional the process
- Explore the areas of focus in evaluation

Expected Learning Outcomes of the Course

At the end of the course, the student lecturer/instructor should be able to:

- Define, describe and distinguish between pedagogy and andragogy
- Outline and explain the theories of adult learning
- Outline and explain the principles of adult teaching and learning
- Describe the relevance and practicality of learning
- Explain the concept of learning as self-directed learning, utility, interactivity, problem solving
- Define and identify aspects of teacher humility during the instructional the process
- Define and explain the areas of focus in evaluation

Course Content

The distinction between pedagogy and andragogy; theories of adult learning; assumptions of andragogy (self-concept, experience, readiness to learn, orientation to learning, motivation); principles of adult teaching and learning: relevance and practicality of learning; self-directed learning; utility; interactivity; problem solving; teacher humility; evaluation

Learning and Teaching Methods

Lecture method, explanation method, group discussions and tutorials.

Course Assessment

Type	Weighting (%)
Continuous Assessment Test in form a term paper	100%
Total	100%

Instructional Materials and Equipment

Whiteboard, LCD projector, computers, text books

Course Texts/References

Dweck, C. S. (2000): Self-theories: Their role in motivation, personality, and development. Philadelphia: Taylor and Francis. 1 Mindset: the new psychology of success. New York: Random House.

CUT 004 Authority and Ethics in the University Classroom

Credit Hours 3

Purpose of the Course

To introduce the student lecturer/instructor to aspects of authority, integrity and rights of the lecturer and student in the university classroom

Objectives of the Course

The objectives of this course are to:

- Delineate the role of the lecturer as an authority in the classroom
- Explicate the various sources, types and aspects of ethics in the university classroom
- Expound on the concept of academic and scholarship integrity at the university
- Exemplify the concept intellectual property, relativity and relativism
- Evaluate the rights and obligations of the university lecturer
- Assess the rights and obligations of the university student

Expected Learning Outcomes of the Course

At the end of the course, the student lecturer/instructor should be able to:

- Define and describe the role of the lecturer as an authority in the classroom
- Outline and explain the various sources, types and aspects of ethics in the university classroom
- Define and explain the concept of academic and scholarship integrity at the university
- Describe the concept intellectual property, relativity and relativism
- Define and explain the rights and obligations of the university lecturer
- Identify and explain the rights and obligations of the university student

Course Content

The lecturer as an authority in the classroom; general ethics, professional ethics, sources of ethics and morality; academic integrity; scholarship for the common good; Intellectual property; intellectual relativity and relativism; the rights and obligations of the teacher; the rights and obligations of the student

Learning and Teaching Methods

Lecture method, explanation method, group discussions and tutorials.

Course Assessment

Type	Weighting (%)
Continuous Assessment Test in form a term paper	100%
Total	100%

Instructional Materials and Equipment

Whiteboard, LCD projector, computers, text books

Course Texts/References

(To be drawn from government of Kenya documents specifically Teachers Service Commission Charter and the internet)

CUT 005 Teaching Approaches and Methods

Credit Hours 3

Purpose of the Course

Introduce the student lecturer/instructor to the various approaches and methods of teaching

Objectives of the Course

The objectives of this course are to:

- Explicate the concept of curriculum-centred approaches to teaching
- Expound on the concept of learner-centred approaches to teaching
- Exemplify expository teaching methods
- Evaluate experiential teaching methods
- Assess collaborative methods of teaching

Expected Learning Outcomes of the Course

At the end of the course, the student lecturer/instructor should be able to:

- Define and describe the characteristics of curriculum-centred approaches to teaching
- Define and explain the characteristics of learner-centred approaches to teaching
- Outline and explain expository teaching methods
- Define and explain experiential teaching methods
- Define and identify collaborative methods of teaching

Course Content

Curriculum-centred approach; learner-centred approach; expository teaching methods: lecture, demonstration, deductive, question and answer, guided discussion; experiential teaching methods: inductive, discovery, problem solving, project, laboratory, field/work experience; collaborative methods

Learning and Teaching Methods

Lecture method, explanation method, group discussions and tutorials.

Course Assessment

Type	Weighting (%)
Continuous Assessment Test in form a term paper	100%
Total	100%

Instructional Materials and Equipment

Whiteboard, LCD projector, computers, text books

Course Texts/References

- Ryan, K. and Cooper, J. M. (2004):** *Those Who Can, Teach* (10th ed.). Boston: Houghton Mifflin.
- Shulman, L. (1987):** *Knowledge and teaching: foundations of the new reform.* Harvard Educational Review, 57, 1, 1–22.
- Bloom, B., Engelhart, M. D., Furst, E. J., Hill, W. H. and Krathwohl, D. R. (1956):** *Taxonomy of Educational Objectives: Book 1 Cognitive Domain* (B. Bloom ed.). New York: David McKay Company.

CUT 006 Classroom Management Strategies

Credit Hours 3

Purpose of the Course

Introduce the student lecturer/instructor to the principles and techniques of classroom management strategies

Objectives of the Course

The objectives of this course are to:

- Examine the concept of time management based on classroom on-tasks and off-tasks
- Expound on the concept of classroom diversity
- Assess modes of handling of student diversity in class
- Explicate the different notions regarding conflict avoidance and resolution in the classroom
- Evaluate the various techniques for classroom discipline

Expected Learning Outcomes of the Course

At the end of the course, the student lecturer/instructor should be able to:

- Define and describe the concept of time management based on classroom on-tasks and off-tasks
- Describe the concept of classroom diversity
- Identify and explain the different modes of handling of student diversity in class
- Define and explain the different notions regarding conflict avoidance and resolution in the classroom
- Outline and explain the various techniques for classroom discipline

Course Content

Time on task; time off task; acknowledging and appreciating diversity in the classroom; conflict avoidance and conflict resolution; techniques for classroom discipline: focusing, direct instruction, monitoring, modelling, non-verbal cuing, environmental control, low profile intervention, assertive discipline, and humanistic I-messages

Learning and Teaching Methods

Lecture method, explanation method, group discussions and tutorials.

Course Assessment

Type	Weighting (%)
Continuous Assessment Test in form a term paper	100%
Total	100%

Instructional Materials and Equipment

Whiteboard, LCD projector, computers, text books

Course Texts/References

- Huba, M. E. & Freed, J. (2000): Learner-centered assessment on college campuses: Shifting the focus from teaching to learning. Needham Heights, MA: Allyn & Bacon.
- McCombs, B. L., & Whisler, J. S. (1997): The learner-centered classroom and school: Strategies for increasing student motivation and achievement. San Francisco: Jossey-Bass.
- O'Banion, T. (1997): A learning college for the 21st Century. Phoenix: ACE/Oryx Press.
- Weimer, M. G. (2002): Learner-centered teaching: Five key changes to practice. San Francisco: Jossey-Bass.

CUT 007 Media and Technology in the University Classroom

Credit Hours 3

Purpose of the Course

Introduce the student lecturer/instructor to the concept of technology in education, and the development and utilization of various types of resource materials during the instructional process

Objectives of the Course

The objectives of this course are to:

- Assess the importance of technology and possible sources of learning resources in the classroom
- Exemplify the concept of teaching through technology
- Explicate on effective utilization of various types resources and technology for teaching
- Evaluate the process of leveraging on students' technological prowess
- Evaluate the improvisation and spontaneity of learning resource materials
- Demonstrate the use of the library and the internet as learning resources

Expected Learning Outcomes of the Course

At the end of the course, the student lecturer/instructor should be able to:

- Identify and describe the importance of technology and possible sources of learning resources in the classroom
- Critically analyse the concept of teaching through technology
- Examine the effective utilization of various types resources and technology for teaching
- Describe the process of leveraging on students' technological prowess
- Explain the improvisation and spontaneity of learning resource materials
- Display an understanding of the use of the library and the internet as learning resources

Course Content

Conceptualizing learning resources; types and sources of learning resources; resource persons; effective utilization of learning resources; improvisation and spontaneity; the library and the internet as a resource. Technology in the classroom; teaching about technology; teaching through technology; leveraging on students' technological prowess; types of technology for the classroom: developing an e-course, preparing and uploading course content on e-portal

Learning and Teaching Methods

Lecture method, explanation method, group discussions and tutorials.

Course Assessment

Type	Weighting (%)
Assessment	
Upload a course on the e-learning portal	100%
Total	100%

Instructional Materials and Equipment

Whiteboard, LCD projector, computers, text books

Course Texts/References

CUT 008 Assessment and Evaluation of Teaching and Learning

Credit Hours 3

Purpose of the Course

Introduce the student lecturer/instructor the concept and process of assessment and evaluation of university students

Objectives of the Course

The objectives of this course are to:

- Examine and distinguish the concepts assessment and evaluation
- Explicate the characteristics of the various types of evaluation
- Assess the various models of evaluation
- Expound on the concept student assessment based on the student portfolio
- Exemplify the concept of evaluation of teaching by the students
- Appraise the process and components of formative evaluation of learning
- Explore the process and components of summative evaluation of learning

Expected Learning Outcomes of the Course

At the end of the course, the student lecturer/instructor should be able to:

- Define and distinguish between the concepts assessment and evaluation
- Identify and describe the characteristics of the various types of evaluation
- Outline and explain the various models of evaluation
- Define and explain the concept student assessment based on the student portfolio
- Explain the concept of evaluation of teaching by the students
- Describe the process and components of formative evaluation of learning
- Describe the process and components of summative evaluation of learning

Course Content

Definitions of assessment and evaluation; types of evaluation; models of evaluation; assessing a student – the student portfolio; evaluation of teaching – teacher and course evaluation by students; evaluation of learning – continuous assessment

tests; writing assignments; projects; summative examinations; marking and grading

Learning and Teaching Methods

Lecture method, explanation method, group discussions and tutorials.

Course Assessment

Type	Weighting (%)
Continuous Assessment Test in form a term paper	100%
Total	100%

Instructional Materials and Equipment

Whiteboard, LCD projector, computers, text books

Course Texts/References

- Cross, K. P. and Angelo, T. A, Eds. (1988):** Classroom Assessment Techniques: A Handbook for Faculty (MI: National Center for Research to Improve Post-Secondary Teaching and Learning)
- DeZure, Deborah (1999):** "Evaluating teaching through peer classroom observation," in Peter Seldin and Associates: Changing Practices in Evaluating Teaching: A Practical Guide to Improved Faculty Performance and Promotion/Tenure Decisions (MA: Anker Press). The Teaching Professor, Vol. 8, No. 4, 3–4
- Theall, Michael and Franklin, Jennifer, Eds. (1990):** Student Ratings of Instruction: Issues for Improving Practice, New Directions in Teaching and Learning, No. 43 (CA: Jossey-Bass Inc.).
- Angelo, T and Cross, K.P. (1993):** Classroom assessment techniques a handbook for college teachers. Jossey-Bass A Wiley Imprint, San Francisco, CA. Pp 427.
- Abrams, L. M. (2004):** Teachers' Views on High-stakes Testing: implications for the classroom. Boston: Boston College Education Policy Studies Laboratory, Education Policy Research Unit.
- Abrams, L. M. and Madaus, G F. (2003):** The lessons of high-stakes testing. Educational Leadership, 61, 3, 31–35.
- Ainscow, M., Booth, T. and Dyson, A. (2006):** Inclusion and the standards agenda: Negotiating policy pressure in England. International Journal of Inclusive Education,10, 295–308.
- Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., et al. (eds) (2001):** A taxonomy for Learning, Teaching, and Assessing: a revision of Bloom's taxonomy of educational objectives. New York: Longman.
- Assessment Reform Group (2002):** Testing, Motivation and Learning. Cambridge: Assessment Reform Group.
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- Brown, G. T. L. (2002):** Teachers' Conceptions of Assessment. Unpublished PhD, University of Auckland, Auckland.
- Brown, G. T. L. (2004):** Teachers' conceptions of assessment: implications for policy and professional development. *Assessment in Education* 11, 3, 301–318. Runar Sigthorsson
- Darling-Hammond, L. (1997):** Using standards and assessments to support student learning. *Phi Delta Kappan*, 79, 3, 190–200.
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- Department for Education and Skills (2005b):** Higher Standards, Better Schools for All: More Choice for Parents and Pupils. London: DfES.
- Dysthé, O. (2004):** The Challenge of Assessment in a New Learning Culture. Paper presented at the NERA/NFPF Conference. Iceland University of Education Reykjavík, 11–13 mars 2004.
- Eisner, E. W. (1994):** The Educational Imagination: on the design and evaluation of school programs. New York: Macmillan College.
- Entwistle, N. (2000):** Promoting Deep Learning through Teaching and Assessment: Conceptual Frameworks and Educational Contexts. Paper presented at the TLRP conference. Leicester, November, 2000.
- Gandal, M. and Vranek, J. (2001):** Standards: here today, here tomorrow. *Educational Leadership*, 59, 1, 7–13.
- Gardner, J. and Cowan, P (2005):** The fallability of high stakes '11 plus' tests in Northern Ireland. *Assessment in Education* 12, 2, 145–165.
- Harlen, W. (2006):** The role of assessment in developing motivation for learning, in J. Gardner (ed.) *Assessment and learning* (pp 61–80). London: Sage.
- Harlen, W. and Crick, D. (2003):** Testing and motivation for learning. *Assessment in Education*, 10, 2, 169–207.
- Hess, F. M. (2003):** The case for being mean. *Educational Leadership*, 61, 3, 22–26.
- Linn, R. L. (2000):** Assessment and accountability. *Educational Researcher*, 29, 2, 4–16.
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- Rea-Dickins, P. (2007): Washback from language tests on teaching, learning and policy: evidence from diverse settings. *Assessment in Education [Editorial]* 14, 1, 1–7.

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Academic Partnership with the Public and Private Sector: A Unique Transformational Strategic Approach

MARY ANN T. GUMBAN

Abstract

Partnerships and collaborations between universities and industries all over the world are trending in different modalities and terms as global shifts in research and education are on an upscale. Too often they happen in an ad hoc and piecemeal manner although there are few circumstances when these partnerships can go long term with a more permanent structure. Academic partnerships with government units happen in unique circumstances in different countries around the world. Oftentimes these partnerships happen due to the government's need for a vehicle to deliver development programs which are more effectively carried out by universities.

A triumvirate collaboration of academe, industry (private sector) and government (public sector) happen even more uniquely and rarely because of the difficulty to combine structures, processes and unique goals into fusion. Normally this would seek to address a common and pressing problem seen by the triumvirate in a singular lens. Such collaboration becomes a unique strategy because it helps each collaborating partner achieve its vision and accomplish its mission in a structurally transformational way.

This paper is an in-depth study of how such collaborative triumvirate was formed and successfully carried out with a dynamically changing political and economic scenario in the geographic center of the Philippines. This study also demonstrates how the different faces of adversities are overcome if the collaborators are passionately committed to align themselves in congruence with each other towards the same goal. An examination of the unique circumstances surrounding this collaboration is also presented in this paper.

1 Introduction

In the 1970s, the world has seen the rise of various forms of collaboration among the sectors of government, academe and industry. These forms include industry-specific inter-firm research consortia, government-industry technology transfer, and university-industry research centers. Yet the emergence of triumvirate strategic partnerships of government-university-industry is relatively recent.

In the Philippines, the rise of such academic partnerships is wrought primarily by the industry directed research needs which are carried out in universities in cost-effective and efficient ways. More universities have become interested in forming relationships with the industry, such as conducting research for specific companies, housing collaborative research facilities, and licensing university inventions to firms. The academe, especially the national university sees research and development funding from industries as a potential replacement for fluctuating government support. University administrators in turn find research and services to industries as a mode of linking educational programs to real-world concerns. Collaboration with these sectors brings many benefits, including sharing of risk and cost for long-term research, access to complementary capabilities, access to specialized skills, access to new suppliers and markets, access to state-of-the-art facilities, and creating new opportunities for technological learning.

Collaborations are entered into mostly by tertiary institutions, generically called Higher Education Institutions (HEIs) by the Commission on Higher Education of the Philippines (CHED). These are generally classified as public or private and are licensed, controlled and supervised by CHED. Records from CHED showed that the Philippines had 1,699 private institutions and 675 state-run colleges and universities (including satellite campuses), a total of 2,374 HEIs as of the academic year 2013/14¹.

The University of the Philippines system, promulgated by Republic Act 9500 as the National University of the Republic of the Philippines, is nationally networked and has presence in the three major groups of islands namely Luzon, Visayas and Mindanao. It has seven constituent universities and one constituent college each one with a unique niche contributing to national development. There are 17 campus locations spread all over the country offering a total of 190 undergraduate degree

1 CHED (2015), p. 3

programs and 355 postgraduate degree programs. The total student population is over 57,000 students managed and taught by over 3,700 fulltime faculty members and 1,000 part time lecturers with over 8,000 support staff. Its budget for operations and capital outlay for 2014 is PhP 11.3 billion and for 2015, PhP 25.497 billion with an additional of PhP 16.1 billion from a baseline budget of PhP 9.4 billion. Of this total budget an average of 85% to 90% is subsidized by the national government. This amount of subsidy is equivalent to around 27% to 30% of the national budget for education. This large amount of government subsidy does not affect the almost absolute autonomy the university administration enjoys from the government. However, since it is a national university mandated to offer education and training to the less privileged and financially challenged sector, it could not raise its revenue through tuition and other school fees beyond that which an average middle income family can afford. As it appears, the university is constrained in financing its operations and major capital outlay by the amount of government subsidy which oftentimes is also strained by the budget requirements of other government agencies.

As a national university, the University of the Philippines must align its programs to that of other government agencies towards an inclusive national development agenda. It is imperative therefore that all the units in the university system must be able to see the overall vision and each niched constituents should collaborate and work with the government agencies and units and form partnerships with the industry in order to combine their resources in a synergy towards the attainment of this goal.

It is with this line of understanding that the author of this project action plan (PAP) conceptualized this academic partnership as a unique transformational strategic approach for the College of Management. The project action plan is conceived to provide a continuing long-term developmental solution (objectives) through:

- Cross subsidization and sharing of resources for programs among the academe (College of Management), industry/private sector (Pueblo de Panay, Inc.) and government (LGUs and NGAs);
- Synergy via concentrated collaboration to a unified goal among partners;
- Systemic fusion and coexistence of the academe, government and industry resulting to heightened relevance of each in the development process.

2 Brief Description of the Project Action Plan (PAP)

The project is a two phased tripartite collaboration of the academe (UPV through the College of Management), the private sector (Pueblo de Panay, Inc.) and the local government units (represented by the provincial governor and city mayor).

The first phase of the project is the blending of education and training with the economic development plans of the local government units (province, city and the township) starting with professionalizing the businessmen, entrepreneurs and local executives in the area. As entry point, the College of Management opens a graduate programme right at the center of the township focused on reshaping local economic development to a strategic fit that synchronizes the resources of the government and industry with the current trends and challenges brought about by regionalization and integration.

The second phase of the project is to institutionalize entrepreneurial development in the area by establishing an integrated Center for Entrepreneurial Development (CED) which will spark and trail-blaze the economic development of the township and eventually of the province as well. The Center for Entrepreneurial Development is a 3 stand-alone segments training facility that will cater to the start-up and developmental needs of the entrepreneurs situating in the area. This will support the strategic development plan of the province in tourism.

An intervening phase in this partnership is the parallel strengthening of the investment support environment through simultaneous academic intervention in the business permitting and licensing system of Roxas City. This is to prepare the city and make it ready for the eventual growth and development of the micro, small and medium enterprises (MSMEs) and investment influx in the area.

3 Review of Related Literature and Studies

Partnerships with the government and with the industry are becoming effective modalities for the academe to become functional catalysts for societal development. The unique and distinctive organizational forms developed in these partnerships integrate resources and intellectual capital in what is evolving as Academic-Government-Industry- (AGI) collaborations. As the global economic landscape evolves, the AGI collaborations are becoming popular vehicles providing mechanisms for facilitating revolutionary innovation through knowledge fusion. Hence, AGI

partnerships are emerging in different nations and different economies suggesting that there are strong motivating forces in these partnerships that are common across different national cultures, political structures, and economic systems. The study made by Jamal Nazrul Islam et al.² revealed that in North America and in several Western European countries university-industry relations have a long standing tradition and they have developed into a multitude of organizational models. In Latin America and Asia, relations have been developing rapidly over the past decade. AGI collaborations in different countries have certain unique characteristics shaped by their national environment. The shared processes and structures of collaboration, governance, and interaction point to the existence of a universal key motivator which applies to all such partnerships and this is the sharing of talents and resources. This is increasingly recognized by certain industries which work with external partners to access different pools of knowledge thereby saving on R&D costs. Universities are cited as the external partners that offer high promise, since they allow access to an enormous global pool of talent and skills.³

From the perspective of the academe, there is a growing pressure on colleges and universities to better prepare students for the workplace and to measure the value of academic programs by the percentage of graduates hired after graduation. Nowadays, employers are demanding that graduates from a university program have more real-world integrated experience. The irony of it is that empirical evidence and findings from literature reviews on university and industry partnerships indicate that most universities tend to stop at the introductory or theoretical levels of technical education, giving students solid academic knowledge, but not the “practical world-of-work skills” that industry demands⁴. And so partnerships with industries become very vital to universities in this respect.

A cross-sectional analysis of empirical findings from representative case studies in the US identifies a preliminary list of key considerations and respective strategic management skills that firms participating in this kind of collaboration must develop to have effective Academic-Government-Industry (AGI) collaborations. In the study of Carayannis, E.G. (2009) this is called “Government-University-Industry” (GUI) alliances.⁵ These alliances to be successful must be able to

2 Islam (2012)

3 Perkmann, Markus and Salter, Ammon (2012).

4 Taken as excerpts from the 121st ASEE Annual Conference and Exposition Proceedings: “360 Degrees of Engineering Education”; Indianapolis, IN; United States; 15 June 2014 through 18 June 2014.

5 Carayannis, E. G. and Alexander, J. revised by Hausler, D (2015)

develop certain skills among the participants in the collaboration that includes proper definition of the tasks that need to be done in order to achieve the goal of the collaboration and leadership and stakeholder management skills that focus on strategic (long term) and people centered benefits.

In the Philippines, HEIs are into different collaborative involvements with the industry. The nature, mechanism, extent of benefits gained and reasons for such collaborations vary with each institution and partnership agreements. The study of Racidon, B. P. (2014)⁶, examined the differing nature of such collaborations which are commonly found in the Philippines especially in the National Capital Region (NCR) which is the seat of highly urbanized Philippines. The same study also described the areas and extent of partnerships, the factors which influenced the forging of the collaboration, the mechanisms adopted by parties in the collaboration and the benefits gained by the collaborators. The study likewise covered the problems encountered by HEIs on such engagements.

In the study of Tansinsin, L.G. (2006)⁷, she summarized the factors contributing to the success/failure of university-industry partnerships, and in particular on the effective management of intellectual property assets created by such partnerships. In this paper she also reviewed the practices of universities which are active in research and development to find out if such partnerships exist and presented a summary of the mechanisms used to make the partnership beneficial to each other. The study concluded that the partnership will be successful if parties are committed, transparent, and have trust and confidence with each other. Normally such partnerships are covered by memoranda of agreement detailing the tasks to be undertaken by the parties including provisions on the eventual determination of ownership of the intellectual property rights.

There are four arrangements of university-industry partnerships that can be developed in collaborations, i.e. agency model, membership model, science park model and (free-wheeling) no model applied. This classification of partnership models was done by Widiawan, K. (2006) in her study.⁸ Her paper analysed the similarities and distinct differences of all characteristics across the different university-industry partnership models, and identified the most suitable model

6 Racidon, B. P. (2014).

7 Tansinsin, L.G. (2006).

8 Widiawan, K. (2008)

for a university in developing countries depending on the university and industry client characteristics. Her paper concluded that universities in developing countries there is no specific model that could best fit or that is commonly used by the universities participating in collaborations such as this one but she suggested that the partnership approach should follow a sequencing of evolving models from having no model moving up to using the agency model and followed by the membership model and finally, using the science park model.

4 The Academe-Government-Industry (AGI) Collaborators and Their Respective Roles

Academe: The College of Management, University of the Philippines Visayas

The College of Management is one of the Colleges in UP Visayas (UPV), a constituent unit of the University of the Philippines system with a student population of around 1,200. It is considered the best business school in the region (Region 6 – Western Visayas Region) due to its high passing percentage in the Certified Public Accountancy (CPA) Board Exam and 100% employment rate of its graduates within a year after graduation. It offers 3 baccalaureate programs namely, Bachelor of Science in Accountancy, Bachelor of Science in Management and Bachelor of Science in Business Administration (Marketing), a post baccalaureate of Diploma in Urban and Regional Planning and a Graduate program of Master of Management with specialization in Public Management and Business Management. The average enrolment per year runs to around 1,000 to 1,200 with an average graduation of about 220 students. The college is run by 41 full time faculty members and staff and 10 industry and government based lecturers. The College is touching-base with the industry in all its curricular programs and gets feedback in a periodic evaluation of the programs in order to narrow if not eliminate the mismatch of the talent pool produced. The feedback solicitation from the industry was voluntary on the part of the College, although this practice was the consensus of almost all of the faculty members. But surprisingly, in the new Strategic Performance Management System (SPMS) that is being implemented just now by the government in all government offices including SUCs, this has become mandatory and is performed by a designated task force in the university. It means that structures within the university have been established to see to it that the feedback solicitation from the industry is now part of the commitment of the head of unit. There are no professional bodies outside of the university involved in this feedback system.

About three years ago the College of Management signed a Memorandum of Agreement with a national government agency, the Department of Science and Technology (DOST) for the establishment of a Technology Business Incubator (TBI) intended to give an entrepreneurial development spark in the areas served by the college. This TBI facility is the first ever facility in the region (Region VI – Western Visayas). Currently, the College is entering into another Memorandum of Agreement with yet another national government agency, the Department of Trade and industry (DTI) to fast track entrepreneurial development by way of enterprise development and management mentoring. These agreements provide the College with support mechanisms in the implementation of the project action plan (PAP) described in this article.

Basically, the College is expected to perform the following roles:

- Continue offering the MMBM programme and expand the curricular offerings as the future need arises and through the use of capstones focused on the economic development of Capiz, consciously redirect the outputs of students to create awareness of the potentials of the province.
- Operate the Center for Entrepreneurial Development (CED) in service to the Capiz-based entrepreneurs.
- Provide for the ordinary and recurring maintenance of the facilities;
- Develop plans and programs for the Center including trainings, and networking with the industry.

Government: The Province of Capiz and Roxas City

Capiz is a first class province of the Philippines located in the Western Visayas region. It is composed of 16 municipalities, 1 chartered city (Roxas City) and 472 barangays. Its capital, Roxas City, is the seat of the provincial and city governments and center of trade and is located at the north-eastern portion of Panay Island, bordering Aklan and Antique to the west, and Iloilo to the south. The province faces the Sibuyan Sea to the north and is known for the Placuna placenta oyster shell that has the same name locally and is used for decoration and making lampshades, trays, window doors. Likewise, the province is among the top 15 most frequently visited places in the Philippines. With its 80-kilometer coastline and wide expanse of swampy lands easily converted into fishponds, Capiz is dubbed as the “Seafood Capital of the Philippines”. It holds one of the richest fishing grounds and is a major contributor in the aquamarine industry of the Philippines.

Four big telecommunication companies offer telegraph, telex and telephone services. There are more than 60 banking institutions and 116 intermediaries operating in the province. Farming and fishing are the primary sources of income for the people. The natural endowments of Capiz provide a very promising seafood industry to the global market. To complement this industry, the province boasts of a robust workforce numbering 445,246 with a high literacy level of 90.5%.

The province is envisioned to become a vibrant economy and with this direction, the following strategies are put in place:

- Intensification of revenue generation programme
- Formulation of provincial investment priorities plan and investment code
- Increasing farm productivity and income through an integrated farming systems
- Support/promotion of community-based enterprises
- Promotion of establishment of agri-aqua based enterprises
- Promotion and development of entrepreneurship
- Encourage private sector-led investment in priority areas

Right at the heart of the province is its capital, Roxas City named in honour of the First President of the Philippine Third Republic, President Manuel Roxas who was a native of the place. The province has a well-developed system of road networks connecting to highways.

Investment Opportunities in Capiz and Roxas City

The investment opportunities in Capiz tap deep into the province's resource base. The rich fishing grounds invite investors to venture into prawn feed manufacture, seaweed farming and the production and distribution and processing of other marine products. The province has an area of 20,000 hectares suitable for prawn culture and availability of raw materials for prawn seed production. The combined bounty of the land and the sea are promising sustainability of a food processing industry.

At present, Capiz hosts the largest oyster processing plant in the country while crops like coffee, cassava, seaweeds and even mineral deposits such as limestone have enough volume to support processing plants. Off-farm investment opportunities include the manufacture of electronic and computer chips and the production of gifts, toys and houseware items.

The skilled workers and the artisans of Capiz could easily handle modern manufacturing technology as well as transform local resources into exportable quality products. Tourism and resort development remains to be the magnet industries in Capiz. The range of places and activities tourists could enjoy in the province are many and include a long coastline of fine sand, unpolluted waters, dive sites as well as caves around Capiz.

The role of the local government unit in this collaboration includes:

- Providing the necessary environment to facilitate the collaboration of UPV with the industry;
- Supporting the development plans of UPV for the industry in Capiz by providing and making available the resources and administrative support in every activity/event of the CED;
- Assisting the industry to enable enterprise development in the region.

Industry: Pueblo de Panay, Inc. (PDPI)

Pueblo de Panay is a 400-hectare mixed-used, master-planned, and Filipino-inspired township development located at the heart of the country's seafood capital, Roxas City, Capiz Province, North Panay Island. It is owned and managed by Pueblo de Panay, Incorporated (PDPI), a subsidiary of Sacred Heart of Jesus Prime Holdings, Incorporated (SHJPHI), whose more than 2 decades of impeccable and successful track record in real estate and property development in Northern Panay Island has made it an industry leader in the area. SHJPHI is poised to sustain its significant role in countryside development as the region's pioneer player through its multi-billion flagship project – Pueblo de Panay™.

Since the 1990s, the SHJPHI Group of Companies has remained steadfast in its commitment to serve its clients with passion, integrity, and perseverance. Under the management of the Ong (family name) siblings, SHJPHI has built a solid reputation anchored on enduring values of excellence and innovation as seen in its extensive portfolio of top-quality products, including scenic riverside and mountain-view projects.

SHJPHI has provided thousands of residential and commercial units catering to all levels of economic status in society.

To date, SHJPHI has sold more than 7,000 houses and lots, and developed at least 150 hectares of residential subdivisions and other projects in Northern Panay.

It has also donated home-lots to several hundreds of socialized housing family beneficiaries in Roxas City and its adjoining towns.

As a rising “City within a City”, Pueblo de Panay makes available to the local community, foreign and domestic tourists, and various stakeholders the different land uses, zones, and support-facilities within the development. Pueblo de Panay caters to people from all market segments and all ages coming from within the township and/or its adjoining cities and provinces.

As a proponent of local eco-tourism and countryside development, SHJPHI, through PDPI, is committed to develop Pueblo de Panay into a world-class multi-faceted township, sought-after travel and leisure destination with pedestrian and bicycle-oriented developments, and a progressive business district. The company aims to foster not only economic growth, but also cultural, historical, artistic, educational, and culinary advancement in the Northern Panay Region.

True to its advocacy of protecting the environment and nurturing a superior quality of life for its future residents, only about half of the area shall be developed for residential, institutional, and commercial purposes with the rest allotted for eco-tourism to preserve the property’s pristine beauty and natural resources.

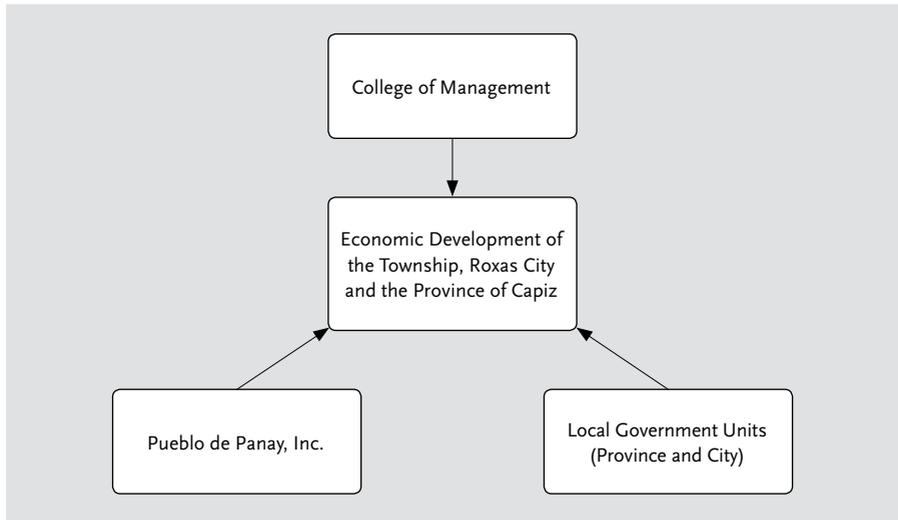
Pueblo de Panay, Inc. has committed to:

- Support the logistical and financial needs of the curricular programs offered at Pueblo de Panay, Inc. by the College of Management;
- Provide the lot, building and all the necessary facilities for the CED as contained in the Memorandum of Agreement;
- Provide security for the premises;
- Provide for the capital expenditures and major repairs of the facilities;
- Facilitate the industry linkages of the CED.

5 The Trilateral Collaboration and Its Goal

This collaboration project is endeavoured as a strategic move that will help and guide the leap-frogging of economic development in the township as a magnet for growth within the capital city in the province of Capiz. The role of the College is very vital and transformational as it will provide an avenue through which development planning at the provincial level could be synchronized with the plans of the township in conjunction with the development of the city. The College of

Management, by way of education, research and public service started developing talents and systems in the government and business sectors that will sustainably support the local government units and improve the business climate in the area.

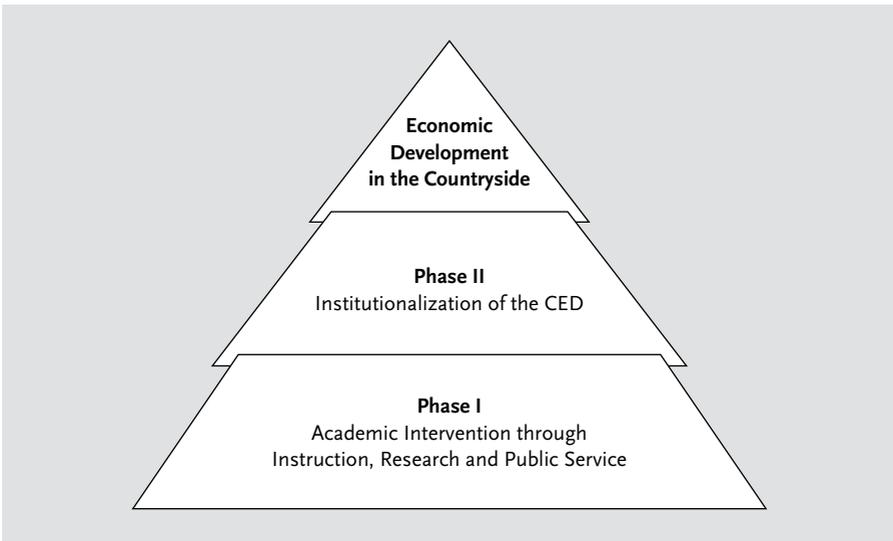


Project Implementation Framework

In the first phase of the collaboration as an entry point, the Master of Management (Business Management) graduate program of the college was offered **off campus** right at the Center of Pueblo de Panay, Inc. to enable businessmen and young entrepreneurs to enrol in the program and hold classes during weekends while they are developing and managing their businesses in Roxas City. This mechanism enables the students to see the environment and the local resources for entrepreneurial development and growth. This will also enable them to see through the microscopic lens the issues that need to be addressed before such issues start stunting development and growth in the area. The capstones' outputs in the courses offered are also directed towards the development of the area. By the end of the program (2017), when the students are expected to graduate, they already will have a collection of development plans which they can submit to the local government units and executives for implementation.

The second phase of the project will be the institutionalization of the Center for Entrepreneurial Development (CED) right at the heart of the township. This Center

will cater to the needs of start-up companies by way of incubation and acceleration by providing means and ways for entrepreneurs and would-be-entrepreneurs to develop their novel and innovative product ideas into viable business ideas, incubate these business ideas for commercialization and provide acceleration processes to place them in the industry mainstream. It will also provide a highway for fast processing of business permits and licenses and also to have an avenue for trade exposures and exhibits. The CED will also be an entrepreneurial laboratory which will approach each enterprise development using the value chain of business functions and providing assistance and decision support in terms of research and development, product design, product manufacturing, marketing, distribution and after sales servicing.



The set up in the Center will be in three self-contained modules/segments: **Idea Inception Module**, **Business Incubation Module**, and **Enterprise Acceleration Module**. Each module will be such that an entrepreneur can gain entry in any set where the stage of his business idea/enterprise needs assistance and mentoring.

The Idea Inception Module

The Idea Inception Module will be a service/training package for the would-be entrepreneurs who have a product idea but which has not yet been fully developed and concretized and needs refinement from the laboratory and in its packaging.

This module will refine the product idea and convert it into a business idea, prepare it for market testing and measure its market depth and breadth. The module will cover the preparation of a thorough market survey to determine how robust the prospective market is. A complete feasibility study will be the final output in this module.

The Business Incubation Module

The Business Incubation Module will be a total incubation package for those who have already a concrete business idea and whose market base has been identified and established. This module will help the entrepreneur start up his business from the preparation of the business plan to placing it in the Center showroom for its initial introduction to the market. The CED will assist the entrepreneur in terms of looking for financing windows, establishing tie ups with market networks, and in maintaining operational efficiency. It is also in this stage where assistance for business licensing and other permits will be facilitated by the center.

The Enterprise Acceleration Module

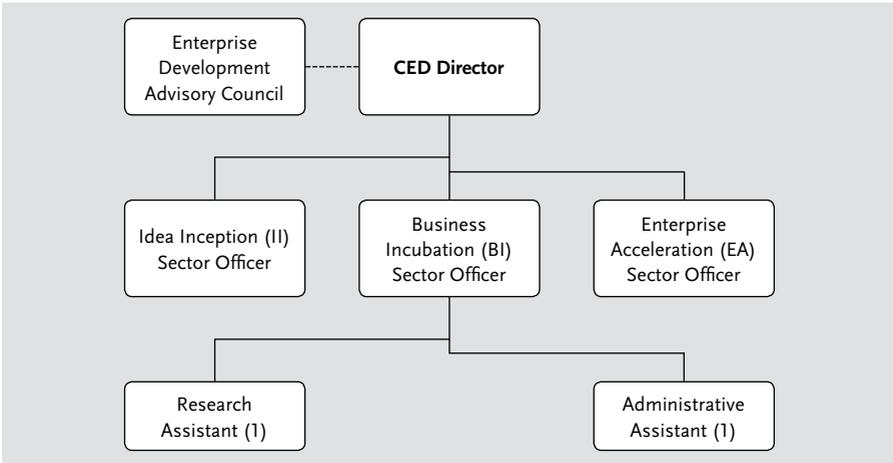
The Enterprise Acceleration Module will include a training and assistance package that will eventually put the business in the industry mainstream. This will require an industry partnership and mentoring that will enable the business to graduate from the Center. Intervention by the Roxas City Trade and Investment Promotions Board (which will be organized) in terms of business promotion through trade fairs and exhibits will be facilitated by the Center.

Essentially, the CED will provide a mix of theory-based and hands-on training to participant entrepreneurs with the participation and inputs from industry partners. As such, the center should have a Learning Resource and Idea Lounge and also a Showroom for developed products which need market exposure and development.

It is intended that this enterprise training facility will provide a total and holistic entrepreneurial learning, incubation and acceleration to entrepreneurs. The Center will see to it that the market, operational and financial viability of each entrepreneur is assured before he will be released in the mainstream. The CED intends to produce fully operational enterprises to join the industry mainstream as full-fledged commercialized businesses.

CED Organization:

Basically, the organizational structure of the center will be as follows:



CED Director:

The **CED** Director will function as the administrator of the Center. He must be a senior member of the faculty of the College of Management and will be appointed upon the recommendation of the Chancellor with the endorsement of the Dean of the College of Management in consultation with the Enterprise Development Advisory Council. His term will be for a period of three years subject to renewal for a second term.

Specific duties and responsibilities of the **CED** Director:

1. Develop the plans and programs of the Center.
2. Direct and supervise the activities of the sectors.
3. Carry out the recommendations and policy directions of the EDAC.
4. Look for and network with industry partners which/who will support the Center.
5. Monitor the activities of the Center and evaluate the performance of each sector.
6. Report to the EDAC the periodic activities and performance of the Center.

Enterprise Development Advisory Council (EDAC):

The advisory council is a collegial body which will provide policy direction to the Center. It will be composed of the following:

1. Dean, College of Management
2. Provincial Director, Department of Trade and Industry

3. Provincial Governor or his representative
4. Mayor, Roxas City or his representative
5. Chairman, Roxas City Trade and Investment Promotions Board
6. Representative, Selected Industry Partners

Specific duties and responsibilities of the EDAC:

1. Set the policy direction and parameters for evaluating the performance of the Center.
2. Recommend changes in the policy direction based on the current economic and entrepreneurial trends in the industry.
3. Evaluate the performance of the CED Director and the Center based on the parameters set.

Idea Inception Sector (IIS) Officer:

The IIS Head will function as the supervisor and sector implementer of the Center. He must be a member of the faculty of the College of Management and recommended by the Dean. His term of office will be for a period of one year subject to a renewal.

Specific duties and responsibilities of the IIS Officer:

1. Scout for novel and innovative product ideas which promise commercial viability.
2. Organize the annual competition for innovative business ideas in colleges and universities.
3. Coordinate with government agencies (DTI, DOST, DOT, etc. ...) and industry partners in organizing a convention of innovative business idea presentation, mentoring and showcasing.
4. Develop novel and innovative product ideas with promising commercial viability for market prototyping and testing.
5. Facilitate/assist in the preparation of the feasibility study for selected business ideas.

Business Incubation Sector (BIS) Officer:

The BIS Officer will supervise the Business Incubation Sector of the Center. He must be a member of the faculty of the College of Management and recommended by the Dean. His term of office will be for a period of one year subject to a renewal.

Specific duties and responsibilities of the BIS Head:

1. Coordinate with the IIS Head with regard to commercially viable business ideas.
2. Organize for a business plan preparation and mentoring for start-ups.
3. Organize an annual conference with venture capitalists, financing companies and angel investors for business plan presentation and competition.
4. Organize and manage the physical set up of the showroom for viable business ideas.
5. Coordinate with the different government agencies concerned for processing of business permits and licensing.

Enterprise Acceleration Sector (EAS) Officer:

The EAS Officer will be the facilitator for the business acceleration of commercially and operationally viable enterprises. He must be a member of the faculty of the College of Management and will have a term of office of 1 year subject to a renewal.

Specific duties and responsibilities of the EAS Officer:

1. Organize a local trade fair and exhibit in coordination with the Iloilo City Trade and Investment Promotions Board and industry partners.
2. Facilitate the market and industry networking of commercially viable businesses.
3. Assist the accelerated enterprises in mobilizing their business to the industry mainstream.
4. Provide continuing technical assistance to accelerated enterprises in coping with the market and technological challenges after moving out from the Center.

Estimated Project Cost for the CED:

Capital Outlay	Institutional Sharing of the Total Project Cost		
	UP Visayas College of Management	Pueblo de Panay, Inc.	Total
Land (150 sq. meter)		2,250,000.00	2,250,000.00
Building (3 storeys)		10,000,000.00	5,000,000.00
Furniture and Fixtures	200,000.00	–	200,000.00
Facilities and Equipment	300,000.00		300,000.00
Annual Operating Cost*	1,115,000.00		1,115,000.00
TOTAL	1,615,000.00	12,250,000.00	13,865,000.00
* Annual Operating Cost:			

	Computation	Amount
Personal Expenses (PE)		
Honorarium of CED Director	(6,000 x 12 months)	72,000.00
Honorarium of Sector Heads	(3,000 x 12 months x 3 sectors)	108,000.00
Administrative Staff	(15,000 x 13 months)	195,000.00
Research Assistant	(18,000 x 13 months)	234,000.00
Utility Personnel	(8,000 x 13 months)	104,000.00
Total		713,000.00

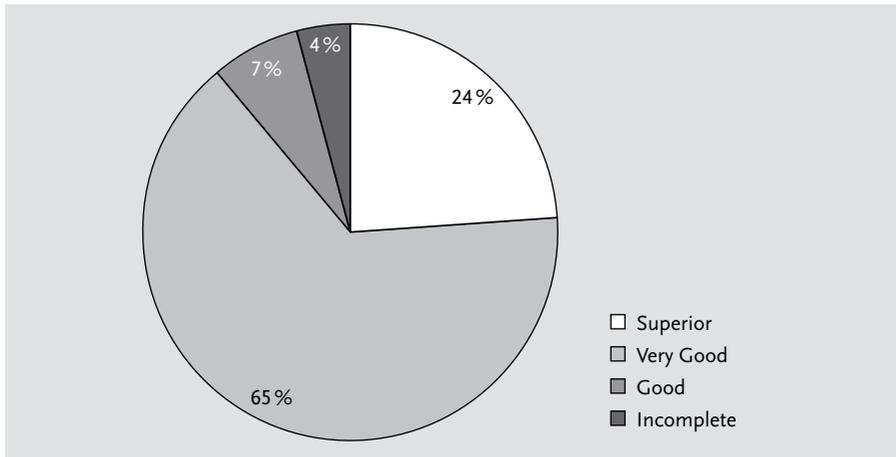
	Computation	Amount
Maintenance and Other Operating Expenses (MOOE)		
Office Supplies	15,000 x 4 quarters	60,000.00
Utilities and Internet	20,000 x 12 months	240,000.00
Transportation Expenses	3,000 x 12 months	36,000.00
Travel	10,000 x 3 travels	30,000.00
Other Miscellaneous Expenses	2,000 x 12 months	24,000.00
Contingencies	1,000 x 12 months	12,000.00
Total		402,000.00
Total Annual Operating Cost		1,115,000.00

Project Implementation:

The project was started last July, 2014 and was concretized with the formal signing of the Memorandum of Agreement among the collaborators. Preliminary arrangements were made for the smooth adoption of the steps to be taken. Contained in the Agreement are the detailed tasks and obligations of the collaborating partners in the AGI which include the logistical and financial support of the private sector, Pueblo de Panay, Inc., in the delivery of the off campus program in the area.

The first off campus classes were started last academic year 2014–2015. The first trimester was in August, 2014 to November, 2014 with 26 students for the Master of Management with specialization in Business Management (MMBM). These pioneering students came mostly from the business sector whose businesses are located in Roxas City. At the end of the trimester, the program was evaluated in 3 aspects: student performance, faculty performance and program acceptability.

Students' Performance: The students' performance was evaluated in terms of the adjectival ratings they get from their teachers. 89% of all students were rated either superior (24%) or very good (65%).



Teaching Faculty's Performance: The teachers were also evaluated using the student evaluation of teachers (SET) instrument of the university which contains the criteria on the following aspects: Instructional Skills, Class Management and Relationship with Students. The teaching faculty members evaluated both got excellent ratings in all the aspects indicated.

Program Acceptability: The PAP was presented in a focus group discussion inclusive of all stakeholders and sector representatives in the township of Pueblo de Panay, Inc. The discussion was presided over by the Dean of the College of Management and many issues and concerns were brought into the open by different sectors. The discussion focused mainly on the sustainability of the project. The following issues were presented in this discussion:

- Changing political leadership and priorities in the local government units. The election for local government unit executives happen every 3 years and the executive who signed the collaboration may not get re-elected for a second or a third term. This will jeopardize the project if the next elected official will scrap the project because it was an initiative of his opponent. There may be some who would look at the project as apolitical but would want a different priority and may discontinue the existing collaboration.

- Changing academic leadership and priorities in the University and the College. Just as local executives change every 3 years, the deans and chancellors also change. It would be very detrimental to the project if the next dean would not continue what has been started by the previous administration just because he/she has a different perspective and priority.
- Disasters and upheavals brought by natural calamities due to climate change. The entire Philippines is within the Ring of Fire facing the Pacific Ocean. Due to this geographic location, it is always experiencing earthquakes and typhoons which become stronger and more powerful in the last 7 years. The effects of these calamities to the local economies take time for recovery and instead of moving forward, when a calamity strikes, the project gets stunted as resources and efforts are rechanneled.
- Partisan politics and governance in the government agencies and units. Politics and the way politicians behave selfishly becomes a menace for any collaborative project. Each one has a different agenda and most often these are not focused on long term inclusive growth and development but rather are short sighted (to last only up to the term of the elected official which is 3 years subject to 2 re-elections). So the project will probably get support from the elected official while he is in office.
- Effects of possible budget cuts in government spending. Every year the budget appropriated for government agencies and SUCs change with the changes of priorities of the national government. There are always possibilities that the budget for education will not be well supported especially if there will be a change in administration at the national level. In the local government units, local government unit executives can also cut budget allocation for projects if they have other priorities.
- Readiness of the Province for the imminent regionalization an Integration of Southeast Asia. The Philippines is a member of the ten ASEAN countries which will integrate economically with the rest of the 10 member nation ASEAN Economic Community by December 2015. This integration promises a lot of opportunities if the country is fully equipped with the economic fundamentals. At this point in time, the country is just starting to prepare and the local government units do not even know what to prepare for to enter a borderless economy.

Overall, the project was most welcome by the local government units of the Province of Capiz and Roxas City and the business community as well. It was

an elating moment to see two thumbs up from each and every participant in the discussion.

The Next Steps

As of the date of this writing, the following milestones were achieved:

Tasks	Milestones	Remarks
Preliminary: PROJECT IDEA CONCEPTUALIZATION ANDSUBMISSION	Preliminary Milestone: Approval of the project concept and framework by IDC – DAAD, Germany and the regional adviser.	Done as of July,2014
INITIAL TALK AND NEGOTIATION WITH STAKEHOLDERS	Milestone A: Approval by the faculty of the College of Management, and UPV Administration on the offering of a Master of Management degree program in Roxas City, Capiz.	Done as of July, 2014
SIGNING OF THE MOA/MOU and LAUNCH OF THE OFF CAMPUS PROGRAM	Milestone B: Official signing of the MOA/MOU and the Launch of the MM Program.	Done as of August, 2014
CONDUCT ADMISSION ACTIVITIES FOR STUDENTS	Milestone C: Approved List of Enrolees in the Off Campus Classes.	Done as of August, 2014
CONDUCT OFF CAMPUS CLASSES AS SCHEDULED IN ROXAS CITY	Milestone D: Successful start and conduct of classes	Done as of September, 2014 (Start of the First Trimester, AY 2014–2015).
INITIAL EVALUATION OF TRIMESTRAL I MPLEMENTATION	Milestone E: Evaluated results of Operations for the First Trimester.	Done as of November, 2014 (End of the First Trimester, AY 2014–2015).
STRATEGIC PLANNING FOR PHASE II	Milestone F: Development of a Strategic Entrepreneurial Education Plan for the Province of Capiz.	Done as of May, 2015

The strategic plan for Phase II has begun. Pueblo de Panay, Inc. has put on the drawing board the construction of the building for UP Visayas which will house the CED with all the specifications of the project.

While the construction plans are on the way, the College of Management makes another academic intervention in the local government of Roxas City to prepare it for the eventual growth in investment in the next 2 or 3 years. The intervention aims to improve the business and investment climate in the area by upgrading its business permitting and licensing system that will reduce the number of steps from 20 to only 2 steps and reduce the processing time from 2 weeks to 1 day. This will make Roxas City competitive in terms of becoming an investment destination due to ease of doing business in the area. This intervention will require another memorandum of agreement but is an adjunct to providing an environment for a holistic economic development for Roxas City and the Province of Capiz. Currently, the development of an electronic Business Permitting and Licensing System (eBPLS) is underway and is done by the College. It is targeted that this system will be launched on October, 2015.

As a continuing effort to provide a total public service to the area by having a competitive business climate, the College of Management has designed a training program for the barangay chieftains and their officials on business mapping in their barangays using Geographic Information Systems (GIS) and on disaster risk data gathering using androids. These will be incorporated (by laying over) in the google maps used in the eBPLS. These public services are expected to provide research avenues for the faculty of the College and of the University in general.

Meanwhile, the curricular program which was offered off campus takes in a second batch of enrollees mostly from the business sector. This means that there will now be two batches of MM students and hopefully graduates from this collaborative project.

6 Conclusion

The Project Action Plan which was conceptualized in the International Deans' Course has become the cornerstone of a myriad of other interconnected projects that vitally could give Roxas City and the Province of Capiz the hard push for growth and development. It was the seed that ultimately is bearing fruits not only for the HEI which is UP Visayas, College of Management but also for all collaborators in this partnership.

The longitudinal perspective and approach used in this Project makes it strategic in the sense that it is providing a vision for the collaborators in achieving their unique organizational purposes.

The collaborative partnership is unique because the tripartite agreement does not follow any standard of collaboration or model but puts in the unique circumstances of each collaborator in the agreement.

It is also transformational because it is changing the organizational landscape and perspectives of the collaborators to provide a solution to the common problem seen by them in a singular lens.

For the College of Management, University of the Philippines Visayas this Project puts the College on a higher bar of a purposeful academic existence.

- It has well projected its relevance and contribution to national development by directly putting into perspective its expertise right at the heart of where such expertise is needed and most wanting. Helping the industry and the government take off for economic development is making the College extremely relevant.
- True to its mandate as a constituent unit of the national university moving towards becoming a premier graduate and research university in Asia, this Project provided the avenue through which the graduate program could be elevated to a functional level thereby improving its research and public service capability.

Towards the achievement of its 2020 Vision of becoming the Center of Excellence in Business Administration and Governance, the Project provided a visible highway through which such vision could be achieved in the long run.

For the local government units (province and city), this Project gives them:

- A push to better serve the constituencies in their areas of governance and become true political leaders providing inclusive and sustainable growth and development;
- Innovative solutions, new perspectives, new methods and new systems developed by the bright minds in the academe transforming the dilapidated and dysfunctional systems which dragged development;
- An opening to transform their organizational structures and make these functional so that graft and corruption could be minimized if not eliminated.

True development happens when the trust and confidence of the citizens are restored to the local government; and,

- A boost for development that redounds to the socio-economic benefits of the citizenry.

The private sector, Pueblo de Panay, Inc., by subscribing and being a part of this collaborative Project, is able to:

- Hasten the development of its township and make it more marketable;
- Promote societal development by putting emphasis on functional and relevant education as a vehicle for change;
- Put an easy access to the talent supply produced by the best business school in Region VI; and
- Develop a linkage with the university's resources in the areas of research and extension services which it continually needs in the conduct of its business.

Although each institutional collaborator will eventually feel the total benefit from this partnership not only in the short run but also in the long run, there are challenges and issues that need to be addressed for the successful continuation of the project.

The most immediate challenge is the upcoming election in 2016. Political alignment and priorities for development will change with the change in administration. It is a critical year as it is the first year for economic integration in Asia.

In the same manner that political leadership can change the priorities and focus of the local economy, academic leadership in the university can also, up to a certain extent, change the academic priorities and agenda. This may affect long run project implementation.

The ASEAN Economic Community (AEC) regional economic integration poses a lot of opportunities for the local economy but at the same time another challenge. AEC projects a single market and production base, a highly competitive economic region, a region of equitable economic development, and a region fully integrated into the global economy. AEC will transform ASEAN into a region with free movement of goods, services, investment, skilled labour, and freer flow of capital. Surely the local economy must equip itself in order to get ready with this kind of economic shift in the region.

Disasters wrought by natural calamities remain to be a challenge that need to be addressed currently and in the long run by the local economy as it is affecting all aspects and all sectors. It stunts growth and destroys development even with the strong AGI collaboration.

The totality of the successful implementation of the PAP still remains to be seen. In a period of one year, the project was able to take off in Phase I but Phase II is still in the drawing board. However short the period of implementation in Phase I, this project was able to prove that HEIs are the most effective vehicles for local economic development and this is driven by the Deans with the right vision, perspective and attitude. Passion and commitment are two other things to top these characteristics of academic leadership.

Deans wear varied caps in the university crucial to the implementation of the project. Aside from being an initiator of the collaboration, the dean acts as the ambassador who promotes the academic participation and showcases the impact of an academic intervention in the industry and local government units. The dean also sees to it that the project does not go off the track and is well fuelled with resources, both human and financial. As the overseer of the entire collaboration, the dean continually assesses the gaps, issues and concerns that crop up and provide for solutions and remedies.

The intervening phase of academic intervention on the city's eBPLS will be able to push through as scheduled. So far this Project has produced the results and benefits expected by the AGI partners.

7 Recommendations

The following recommendations are forwarded for the deans of the colleges in universities or the administrators/associate deans who occupy the same position of power and authority as the deans:

- Being heads of the institutions you represent, you have the power to make a difference and take the lead to challenge the status quo. Beyond the curricular programs that your institutions offer lies a myriad of opportunities for you to change the direction of the college. So grab this opportunity while you hold the reins of your college and be the institutional change maker while you still can because your term of office has an end. No one stays in power forever – or else it will corrupt you or you will corrupt the system.

- Co-existence was authored by the Divine Being. Partnerships and collaborations are evidence of peaceful and successful co-existence. Synergies produced in such collaborations are huge but most often unseen. As heads of your institutions with limited and almost inaccessible resources, partnerships with other organizations can better help you in the delivery of developmental higher education in the most effective way.
- Partnerships and collaborations are a step forward to making higher education relevant. You are the power behind your institution who can make this happen. Forge new relationships and make the ties.
- No HEI stands alone or else it will collapse or fail in its purpose. This is the truth that every Dean should acknowledge and so he/she should make an effort to reach out.

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Creating an Entrepreneurial Faculty: Experience of the Faculty of Economics and Muamalat of Universiti Sains Islam Malaysia

AMIR SHAHARUDDIN

Abstract

A national blueprint was launched recently by the Malaysian government in transforming its higher education over the next 10 years. The local higher learning institutions are demanded to achieve global recognition in teaching, research, publication and institutional quality. However, as costs continue to rise, the aspiration comes with smaller funding for the public universities. This limitation has inspired a paradigm shift among universities' leaders and administrators. They need to transform their respected universities into world class higher learning institutions without depending too much on tax payers' money. The present chapter relates the experience of Faculty of Economics and Muamalat (FEM) of Universiti Sains Islam Malaysia (USIM) in responding to this challenge. It explains the detail process of re-activating the Graduate School of Business as the main driver in generating income as well as creating a value proposition for the university to gain prominence in niche areas.

1 Introduction and Background

Transformation of Malaysian Higher Education

The government of Malaysia continues to invest heavily in higher education, approximately 7.7 percent of its total annual expenditure per year. The figure is higher when compared to expenditure made by Hong Kong, Singapore, South Korea and Japan governments in similar sector. As a result of the persistent support, the Malaysian higher education sector has recorded some achievements. Five of Malaysian universities are ranked among the top 100 in Asia. International

students especially from the Organization of Islamic Cooperation (OIC) countries consider Malaysia as one of their 10 top destinations. The number of research articles published by local lecturers has increased threefold between 2007 and 2012, the highest increase in the world.

Despite these significant achievements, the government believes that there is still room for improvement. Thus, a blueprint that outlines the transformation roadmap at all levels of education (primary, post-secondary and tertiary) is formulated by leading Malaysian thinkers and various education stakeholders. The blueprint called Malaysian Education Blueprint (MEB) aims to prepare Malaysians youth for the challenges and opportunities in the rapidly evolving world. It outlines the journey of national education system for the next decade (2015–2025). The blueprint is build based on 10 principles that focuses on outcomes for key education stakeholders including students, academic community and the public who is participating in life-long learning. The MEB also is expected to generate major shifts in the way higher learning institutions currently operate. The critical components of higher education eco-system such as funding, governance, innovation, internationalization, online learning and delivery will adopt new approach and assessment (Malaysian Ministry of Education, 2015).

As far as we are concerned, the MEB brings two major challenges; funding and strategic positioning and branding of the university. The ministry will link government funding to performance and will require universities to diversify their funding resources. As any other public university, USIM is asked to generate 30 percent of its annual budget. This means beginning from 2015, the university needs to generate about USD 14.6 million.

In order to proactively respond to this direction, the Faculty of Economics and Muamalat (FEM) of Universiti Sains Islam Malaysia (USIM) decides to re-activate the setting up of the Graduate School of Business. The move is timely in order to increase additional income and to enhance the visibility of the Faculty in its niche areas. This chapter will relate the experience in making the plan workable. It explains the processes involved, the problems and challenges faced as well as share some success factors. Before we discuss further the matter, however, it will be useful to have a brief background about the University and the Faculty.

Universiti Sains Islam Malaysia (USIM): The 12th Public University

Universiti Sains Islam Malaysia (USIM) is an emerging Islamic university located on a serene hilltop overlooking the township of Nilai, Negeri Sembilan, Malaysia. Being the 12th Public Institution of Higher Education in Malaysia, it aims to spearhead knowledge and be the global reference centre for Islamic Sciences.

USIM adopts a balanced approach between the physical and spiritual aspects, in the academic programmes offered, and widely practised throughout the university including at administration and management levels. Against this backdrop, USIM embraces a holistic approach towards the delivery of knowledge, which unites revelation sciences (Naqli knowledge) and the contemporary sciences (Aqli knowledge).

USIM thus offers a unique progressive Islamic model to higher education, setting it apart from other universities which are based on Islamic principles worldwide. The integration of religious sciences together with the social and physical sciences in all its programmes provides a comprehensive understanding of current global problems and offers a fresh alternative in solving them (USIM, 2013).

Faculty of Economics and Muamalat (FEM)

A pioneer and leading faculty in the field of Muamalat (Islamic Business), the Faculty of Economics and Muamalat (FEM) was established in 2001 in order to widen the scope of the University's programmes.

Always striving for excellence, FEM offers broad-based programmes at both undergraduate and postgraduate levels that integrate Islamic foundations with contemporary knowledge and practices. Entrusted to uphold the principles of Islam, FEM created more opportunities for experts, intellects and scholars to research and investigate and eventually expand the knowledge of Islamic economics and business globally. Against this backdrop, the students are consistently engaged in a stimulating environment for learning and research. They are thereby equipped with knowledge and hands-on experience. They therefore can have a positive impact in both the business world and the wider society through Islamic perspective.

Strategically located within easy reach to Kuala Lumpur, our students have excellent opportunities to experience the vitality of many of the world's important emergent economies within a diverse national, cultural and ethnic background.

Vision

Support the intention to uphold knowledge and produce individuals with strong Islamic education base and able to contribute to the community, country and global society.

Mission

To be a faculty that is selected and referred in the field of Islamic economics and business through programmes that meet the requirement of the stakeholders and the production of academic work relevant to the needs of the community.

Goal

To produce graduates that are not only knowledgeable and competent in the field of Islamic Business (Muamalat) but also creative and trustworthy in discharging their duties as professionals.

Current Students in FEM

The total number of student in FEM stood at 1,619 in 2014 of which 1,380 are undergraduate students and 239 are postgraduate students. The undergraduate students enroll in four programmes namely Bachelor of Muamalat Administration, Bachelor of Accounting, Bachelor of Marketing (Financial Services) and Bachelor of Corporate Administration and Relation. Meanwhile, 57 percent of postgraduate students are pursuing a PhD programme. 27 percent of postgraduate students enrol in master programmes (by course work). Table 1 below shows the detail breakdown of the students in 2014.

No.	Programme	No. of Student
Undergraduate		
1.	Bachelor of Muamalat Administration	444
2.	Bachelor of Accounting	445
3.	Bachelor of Marketing (Financial Services)	253
4.	Bachelor Corporate Administration and Relation	238
	Total	1,380
Postgraduate		
5.	Master of Economics and Muamalat Administration (by research)	36
6.	Master of Muamalat Administration (by course work)	52
7.	Master of Muamalat Administration (Halal Product) by course work	13
8.	PhD (by research)	138
	Total	239
	Grand total	1,619

Table 1: Breakdown of students in 2014

Staff Strength in FEM

As of June 2015, FEM has a total of 54 academic staffs. 51 percent of them are senior lecturers who obtained PhD for about 3–4 years ago. There are 6 full professors, 2 associate professors, 9 lecturers and tutors respectively. The staff specialize in various areas including Islamic finance, Islamic banking, Islamic insurance (Takaful), corporate governance, investment, risk management, marketing, accounting, auditing and financial reporting, zakat, wakaf and baitulmal management and entrepreneurship.

2 Brief Literature Review

The higher education sector has witnessed a significant transformation in many countries over the past few years. The transformation is planned mainly by the ministry and government as a response to the challenges facing higher learning institutions. As pointed out by Salmi (2001) the challenges include economic globalization, revolution in communication and a growing role of knowledge in economic development. It is argued that, in facing these challenges, universities cannot remain operating in their traditional way. In particular, public universities are in a crucial need to become progressive and adopt risk-taking strategies in facing fading government funding. As government's priority diversifies, a high degree of dependence on a single source of income is no longer viable to run a university.

The concept of an “entrepreneurial university” was articulated by Clark in 1998 in an attempt to provide a solution to this problem. The characteristics of an entrepreneurial university are self-initiating, self-steering, self-regulating, self-reliant and progressive. In formulating the action plan to accomplish the entrepreneurial university, Clark proposed that universities diversify their funding based on three main sources; government, research funding and third stream income. The third stream income has been divided further into three sub-streams which are other governmental support, private organized sources and university-generated income (Clark, 2001). It is the university-generated income that we would like to focus on in this article.

As mentioned earlier, the re-activating Graduate School of Business in the Faculty of Economics and Muamalat is part of the plans to bring additional income for the survival and sustainability. The establishment of the Graduate School of Business has been successful in raising money, particularly in US universities. It is regarded

as 'cash cow' for the university. Most US Graduate Schools of Business have been successful in attracting students, donations from individual tycoons and funds from private companies. However, there is a serious concern about the future of business education in the country. The business schools face intense criticism for failing to meet the need of their students and industry for effective education and relevant knowledge. It is argued that the over-emphasis on career-enhancing and salary increasing aspects has commercialized business schools at the expense of education quality and achievement (Pfeffer & Fong, 2004).

In addition to that, the failure of business schools in producing quality graduates was linked with the adoption of a 'scientific' research orientation in teaching. Bennis and O'Toole correctly pointed out that: "Instead of measuring themselves in terms of the competence of their graduates, or by how well their faculties understand important drivers of business performance, they measure themselves almost solely by the rigor of scientific research." (O'Toole 2005).

The Graduate School of Business which emphasizes scientific research primarily exists to support scholars' own interest. The scholars are free to do whatever research they choose and leave practical implication to others. The problem with this approach is that it often fails to reflect the way business works in real life. The important skills for business executives are to make decision in the absence of clear facts and to make judgements based on multidisciplinary factors. But the skills could be less effective when they are taught by professors who are excellent in instruction on methodology and scientifically oriented research.

Another aspect that attracts considerable attention among professors who teach the graduate programmes is the lack of ethical dimension, cultural awareness and global perspectives in the current curricula (Datar et al. 2010). It is argued that adding an ethical subject in the programme structure will not answer to the unethical behaviour and business wrong doings practiced by corporate leaders. Rather the whole outcome of the programmes needs to be re-visited to produce a generation of business leaders who will not be driven solely by material factors (Giacalone, 2004). As a result of such awareness, most established business schools including Harvard, Stanford and INSEAD have embedded in their programmes and modules the teaching of values.

A brief review of literature above gives additional motivation and guidance in pursuing our plan. It is learned that the important factors to be successful are

the design of the academic programme, the incentive for academics to adopt an entrepreneurial style of work and the marketing strategy.

3 Action Plan in re-Activating the Graduate School of Business in Faculty of Economics and Muamalat

The Graduate School of Business in the Faculty of Economics and Muamalat, USIM was already launched in 2010. At that time, the vision was to develop a top business school in the country in the next 10 years. Two existing programmes were planned to be offered for business executives. However, the plan was not implemented successfully due to several limitations. The faculty was not fully prepared to offer such executives programmes. The majority of the lecturers were young and lacked teaching experience particularly in conducting courses for working adults and professionals. There were 3 professors in the faculty, but only one was active. The other two were holding Vice Chancellor and Deputy Vice Chancellor posts which limited their contribution. In addition to that, the faculty also lacked industry engagement which is critical not only to attract executives in joining the programmes but more importantly it is required to update the syllabus with the latest industry's development.

The idea to re-activate the Graduate Business School was proposed with careful consideration on previous limitations. The action is planned based on four main tasks; assessment of need, curriculum and modules development, administrative task and budgeting as well as promotion and advertising.

Task A: Assessment of Need

The Graduate Business School was set up in 2010 after receiving a directive from the top management of the University. Unlike the setting up, the idea to re-activate its existence is a bottom-up decision. It is the management of the Faculty that decided to re-activate the operations of the Graduate School of Business to improve the Faculty's visibility and to sustain its financial stability. As the Dean, I convinced the faculty about the idea. The whole faculty need to be prepared for different situation in the future. As mentioned earlier, the government's blueprint clearly requires public universities to diversify their funding resources in the near future. Therefore, it is hoped that the Graduate School of Business will become a catalyst for the Faculty to prepare itself in a more challenging higher education landscape.

In order to ensure its successful implementation, the idea needs to be articulated to all faculty members. Hence, a brainstorming session with faculty members was organized to obtain collective support from them. During the brainstorming session, they also assessed the strengths and identified the niche areas on which the Graduate School of Business can focus. A special task force was then formed to carry out a market survey. The project was viewed as viable by the special task force team. However, as there are more than 50 higher learning institutions which are offering Master of Business Administration (MBA) type programmes, the identification of the niche areas is vital.

Then, a meeting to formalize a new set-up team of the Graduate School of Business was held to obtain faculty’s approval. There was debate whether the Graduate School of Business should be separated from the faculty or it should be operated under the same roof. After considering the problems experienced by other universities in Malaysia which operate on the separation model, it was decided that the Graduate Business School will not be detached from the faculty management. This means the faculty and the Graduate Business School will be supervised by the Dean. The new administrative structure of the faculty is shown in table II below:

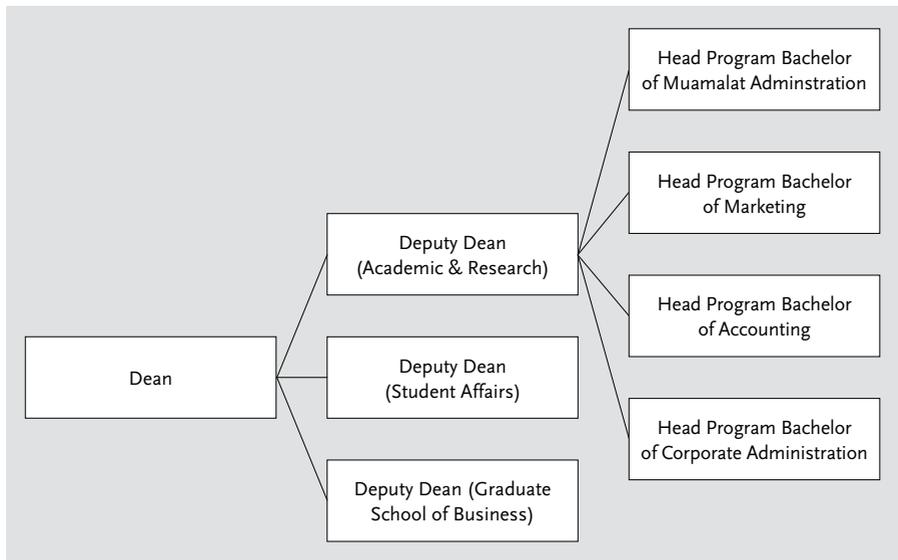


Table 2: Graduate Business School Governance Structure

Task B: Curriculum and Module Development

The Graduate Business School will concentrate on offering master degrees by coursework programmes. There are two existing programmes which are already offered by the Faculty namely Master in Muamalat Administration and Master in Muamalat Administration (Halal Product). In line with the plan to re-activate the Graduate Business School, three more new programmes would be introduced. The new programmes are the Master in Islamic Finance, the Master in Islamic Banking and the Master in Accounting and Shariah Audit. As required by Malaysian Ministry of Education, all the new programmes need to obtain the approval from the Malaysian Qualification Agency (MQA). Thus, one of the important tasks with regard to re-activating the Graduate Business School is to ensure that the new programmes are approved by the MQA.

In addition to that, the faculty organized a series of workshops to review the curricula of both the existing and the new programmes. The main objective of these workshops is to develop academic programmes which meet industry's expectation. We encounter a few problems in finalizing the content of academic programmes. The program structure and syllabus were changed three times during the process. There were two schools of thoughts with regard to the overall programmes outcomes. Do our Graduate School of Business intend to produce generalist or specialist in the area of Islamic Finance and Islamic Business? The former will require the students to learn general subjects such as Managerial Economics, Managerial Accounting, Corporate Finance, Strategic Management and Management of Marketing in the first semester. These subjects will provide basic knowledge and skills for leaders and managers in any business organizations. In contrast, if the programmes aim to produce specialists, the subjects taught will become very specific and related only with the chosen area of study.

The issue is important to be resolved as it will shape the future undertaking of Graduate School of Business. As the Dean, I lead the serious discussion on this matter and tried to make all faculty members participate as much as possible. Eventually, faculty members agree to focus on producing managers and business leaders who encompassed with Islamic perspective. Besides, 10 short courses are also developed in Case Study writing, Entrepreneurship and Management and will be promoted as training and consultancy to government agency and companies. It takes about one and half years before the new programmes can be officially offered to students. This is because the offering of new academic programme in Malaysia needs to go through various steps and processes at the university' level, MQA and

the Ministry of Education. Nevertheless, the Graduate School of Business will commence its operation in September 2015 with the five programmes as described below (GS-M, 2015):

→ **Master of Muamalat Administration (MMA)**

- The Master in Muamalat Administration is designed for graduate students interested in progressing their career in Islamic management but who wish to study a broad range of topics and at the same time wish not to be restricted to one specific functional area. Throughout the course of study, there is an emphasis upon leadership and strategic change and implementation within an Islamic perspective.
- This programme provides graduates with a strong foundation in the concepts, principles and techniques of modern business management through the convergence of religious ethics and business management knowledge.

→ **Master of Muamalat Administration (Halal Product) (MMA HP)**

- With a growing Muslim consumer market force, close to 3 billion across the globe, annual trade in Halal products and services is a multi-trillion dollar industry. To address this, the Graduate School of Business has structured a Master programme targeted towards increasing the number of knowledgeable competent personnel in sharia compliance, industry and science to service companies investing in the Halal industry.
- Graduates will have developed knowledge on various aspects of business and management of halal products (food and non-food products and services) and gained critical understanding of essential components of Islamic principles and its application.

→ **Master of Islamic Finance (MIF)**

- Our cutting edge programme will train graduates to develop a critical understanding of vital components of Islamic finance theory and associated current research, and develop the capability of applying both general and Islamic financial concepts and principles to the analysis of corporate circumstances
- The Master of Islamic Finance is for students wishing to have their course tailored from an Islamic financial and accounting perspective. All MIF students commence with a generic common core but in the following semester students will then specialize by studying relevant financial, accounting and investment issues from a managerial perspective.

→ **Master of Islamic Banking (MIB)**

- This course has been designed to provide students with necessary skills and in-depth knowledge required to work in this growing and sophisticated Islamic banking sector. It offers a comprehensive curriculum encompassing both classic and more recent areas of the principal functions of Islamic banking. Students will cover basic fundamentals such as the differences between Islamic and traditional banks, as well as how bank accounts work under Sharia principles.
- The core units equip students with an in-depth understanding of the structures and functioning of financial institutions, and issues related to Islamic banking in a contemporary, globalized economy. As well as providing the necessary knowledge of bank management, risk management and risk assessment, the Islamic Banking specialisation offers intermediate corporate finance, equipping graduates with a qualification that is modern, in-depth and competitive but grounded in Shariah laws.

→ **Master of Accounting and Shariah Audit**

- The Islamic banking industry in Malaysia has emerged in the global banking system and has continued to show strong growth for the past years. Demand for graduates able to conduct Shariah audit arose mainly to ensure that the activities and operations of an IFI are in adherence to Shariah thereby enhancing IFIs integrity.
- Our latest offering, Master in Accounting and Shariah Audit is a ground breaking programme and first in the world, aligned to cater to demands by Muslim governments and institutions that want ethical graduates able to audit companies and ensure that their operations are in accordance to Islamic jurisprudence and commercial law

In addition to the content of the curriculum and modules, the Graduate School of Business gives emphasis on the delivery and teaching methods. 30 lecturers were trained in conducting classes and modules for working adults. The training is certified by the Human Resource Development Fund (HRDF). By having certified lecturers for conducting the courses, students could claim certain portion of fees from the HRDF. This would assist them to pursue their study. Besides, the lecturers also attended a series of trainings in writing and using the case studies method. It is hoped that by adopting both relevant contents and effective teaching method, the programmes offered will really add value to the students' learning experience.

Task C: Administrative Task and Budgeting

Another important task is related to the administration procedures and budgeting. The re-activating of the Graduate School of Business involves quite a long bureaucratic process due to USIM's status as a public university. The first step is to seek approval from the top university management. The support is vital not only for administrative purpose but also for getting an additional budget. There were three series of meetings held to convince the university management about the plan. Finally, the plan was approved with an additional budget of approximately USD130.000 as seed-money paid over a period of three years.

Since the re-activating involves changes in curricula and fees, the matters were brought into two separate meetings. First, the Senate university members needed to be informed and explained about the new updated curricula. Secondly, the increase of the fee from USD55 to USD110 per credit hour needed approval from a special committee at the treasury department. Then, a series of meeting were held with the university post graduate department which handles all matters including application, admission, course registration and graduation of Masters by coursework students. Similarly, the coordination is done with the Information Technology (IT) department as most of the student's management processes are conducted via IT system. The main purpose of the coordination is to ensure the smooth-running operation of the Graduate School of Business in the coming semester. In this regard, the Dean plays important role in communicating with the other heads of department. As for our case, several meetings chaired by the Deputy Vice Chancellor (Academic) were held between related Deans and heads of department to 'buy in' their support.

The Faculty also recruited four senior academics to strengthen its capacity. Two of them are professors and the other two are associate professors. In addition to that, the Faculty recruits a fellow who has vast experience in industry.

Task D: Promotion and Advertising

Advertising and promotional activities are given priority in this plan. As mentioned earlier, there are many higher learning institutions in Malaysia which offer similar types of executive programmes and they are therefore in competition. Thus, the need to plan and carry out an effective marketing strategy is obvious for the Graduate School of Business. In order to accomplish this important task, the Faculty hires a marketing executive on contract basis. The executive is given a target to bring USD300.000 revenues in terms of students' fees and income from trainings in his first year.

The Graduate School of Business marketing team chooses to market the programmes to targeted institutions. Hence, roadshows for selected government-linked companies and Islamic financial institutions are planned for May to December 2015. So far, Majlis Amanah Rakyat (MARA) a government institution that develops and provides assistance to indigenous Malays has already agreed to send a group of executives to pursue Master in Muamalat Administration (Halal Product). In addition to that, the Graduate School of Business will promote its programmes in a postgraduate exhibition which will be held in August 2015. Advertisements about the new programmes are put in the local newspaper to publicize our existence nationwide. The promotion activities bring another milestone for the Faculty. The activities demonstrate to the public and the academia in particular that the Faculty is now catching up with the others established Graduate School of Business in nurturing future corporate leaders.

In addition to the local market, the team makes a plan to promote our programmes to international students. In 2015, two roadshows are planned to be conducted in Sri Lanka and Indonesia. The Faculty will also strengthen its collaboration with a few partners such as with College of Banking and Financial Studies in Oman, University Islam Indonesia, University Muhammadiyah Jogjakarta and University of Serangjaya of Indonesia. As a Dean, my main role is to maintain the positivity of team members in running the project. Indeed, the project will gradually transform the way faculty members used to work. After we conduct some promotional activities, we could see huge opportunities in front of us. The demand for Islamic finance and halal niche areas is great. However, support and commitment from the faculty members is critical in fulfilling the demand. For instance, the lecturers need to be ready to teach during weekend, to teach out of campus and develop online modules. When these opportunities are presented to all faculty members, I can see that 50 percent of the lecturers are bit reluctant to participate and contribute for various reasons. The monetary incentives promised for working extra-ordinary time seem unable to appeal some of them.

4 Conclusion

The higher education landscape in Malaysia will witness significant changes over the next 10 years. The demand to become an excellent higher learning institution at the international level is getting stronger from the Ministry especially to the public-funded universities. Universities are also expected to diversify their sources

of income. They can no longer rely on “the golden goose to lay more golden eggs”. Anticipating such challenges, the Faculty of Economics and Muamalat, USIM re-activated its Graduate School of Business. The Graduate School aspires to train future corporate leaders in Islamic finance industry. Hence, a comprehensive action plan was prepared and carried out to turn this ambition into a reality. The plan includes preparing relevant course contents, enhancing lecturers’ skill in teaching professional students, coordinating with various internal departments within the university and strategizing marketing and promotion activities. It is hoped that the re-activating of the Graduate School of Business will provide financial sustainability as well as increase the Faculty’s visibility in the future.

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Strategic Faculty Management Plan for Teaching and Research at the Faculty of Business Administration and Management – Uganda Martyrs University, Uganda

MOSES KIBRAI

Abstract

The Ugandan higher education system is built on the one which was promoted by the colonial government from about 1920s. The system has been remodelled under the 'higher education reforms' implemented during 1980s and 2000s. The reforms, among others, allowed government to shift the bulk of the education budget from higher education (universities and other tertiary institutions) to the lower level, especially at primary. It also introduced private students' enrolment for university education and privately paying for their education. It further allowed private investment in university education and other tertiary institutions by entrepreneurs. This led to an increase in the number of universities, tertiary institutions, and privately sponsored students. This thus required additional staff (part-time) to teach the big number of students, who sometimes study during evening and weekend. The big number of part-time staff created a challenge in faculty management, since most of them report to university only to teach and thereafter leave immediately to attend to other engagements. Many of the part-time staff lack teaching and research skills thereby affecting the quality of teaching and learning, and research and scholarship in the higher education system.

At Uganda Martyrs University, the Faculty of Business Administration and Management (BAM) in particular lacked formal strategic planning which included a lack of clear strategic direction, uncoordinated teaching and learning, the absence of a faculty research agenda, difficulties in managing staff work load, failure to track

students' learning and unsatisfactory scholarship activities of academic staffs. Many lecturers did not align course contents with course objectives, delivery methods and course outcomes, and students' learning was not appropriately monitored. Most of the teaching staff never participated in private research activities or had written any research projects in their entire teaching carrier, many had no interest in research projects.

The Project Action Plan (PAP) which has been designed and implemented in the frame of the International Deans' Course 2013/14 was designed to reverse the above trend in the faculty of BAM, by implementing specific action points to achieve specific milestones. The key achievements of the PAP are:

- all examination papers are moderated two weeks before the examination time;
- course outlines, delivery methods and assessment are regularly harmonized;
- interaction between students and lecturers outside classrooms has increased;
- the number of staff involved in research activities has steadily improved;
- young faculties are mentored in the faculty; and
- the number of publications and scholarship activities by staffs has increased.

1 Introduction and Background

The Faculty of BAM at Uganda Martyrs University is mandated to teach and conduct research in management and business frontiers. The Faculty has three departments: Accounting and Finance, Microfinance and Management. The Faculty operated without a formal strategic plan to guide its future developments. It had no staff planning structure to guide staff recruitments, development and skills improvement. Staff recruitments were conducted on an ad hoc basis, based on immediate staff needs which resulted in skewed staff competences in the faculty (excessive staff in some areas while scarcity of certain skills in others). The skewed staff competences created skills deficits which affected the efficient delivery of teaching and research. It also resulted in hiring part-time staff to teach some of the courses. This led to a blotted payroll with staff who could teach few courses yet they were fully paid. It increased the operational costs and promoted inefficient service delivery.

The faculty had not conducted any critical strategic analysis and planning for staff requirements and the ranks (Professors, Associate Professors, Senior Lecturers, and Lecturers) established for the faculty. In addition, the faculty neither had a

policy nor procedure on staff training and/or identifying programmes for staff to enrol and gain skills. The trainings undertaken by staffs of the faculty were not based on skills gaps or strategic faculty focus. Consequently, many of such trainings were largely not relevant thus not relevant to address the skill gaps in the faculty.

The faculty had few members participating in research and scholarship activities both from within and without. The few that engaged in research activities only managed very few publications or presented papers in conferences. The inadequate involvement in research and scholarship by staff inhibited their ability to effectively supervise students' research projects. Therefore, the overall quality of knowledge generation and dissemination in the faculty was at its lowest.

After implementation of PAP, a number of things changed; many staff improved their teaching methodologies, course outlines, delivery methods and assessments are closely linked. The quality of assessment has also improved; financial assessments now comprise all levels of questions. There is an increased consultation by students outside lecturer hours. There is also improved staff involvement in research activities. Many have published ever since the first PAP results were released.

2 The PAP

The Project was formulated and implemented specifically with activities and milestones each based on specific issues. It examined the critical challenges in teaching and learning, and research and innovation in the Faculty of BAM at Uganda Martyrs University. The PAP was set to strengthen departmental structure in the Faculty to execute the medium term objectives, action plans and activities. The structure proposed staff establishment, aligning faculty activities to two strategic objectives of the University, i.e. research and scholarship, and quality service delivery.

The PAP aimed to achieve quality service delivery by addressing the challenges in teaching (course contents, objectives, outcomes, and delivery methods). Similarly, research and scholarship objectives were pursued by strengthening the research capacity in the faculty (writing research papers and publications, conference papers, project writing). The PAP was based on seven medium term objectives which include establishing and maintaining course files, conducting mid-semester

assessment, examination moderation, external examination, faculty research & and publications. The PAP framework is attached: appendix I

2.1 Broad Objectives of PAP

The Project's objective was to design and implement a strategic faculty management plan for teaching and research in the Faculty of Business Administration and Management at Uganda Martyrs University.

2.2 Specific Objectives of Teaching and Learning

- Align
 - course contents to course outcomes,
 - delivery methods to assessment criteria,
 - assessment to expected outcomes,
 - outcomes and delivery methods
- Effectively monitor teaching and learning

2.3 Expected Outcomes of Teaching and Learning

- Improved teaching because staffs are trained in designing course outlines, delivery methods and assessments.
- Students benefit because lecturers could effectively link course assessments to course contents and delivery methods.
- Students' learning improves since lecturers could relate course assessment to intended course outcome.
- Faculties gain skills because they could be able to focus on all categories of students (weak, average and bright) and they are able to deliver and assess their courses professionally.
- Students enjoy learning because of the professional approaches employed by staffs in teaching and this improves students' learning.

2.4 Specific Objective of Research and Innovation

- Formulate a research agenda,
- Seek for research funds,
- Disseminate research results, and
- Measure research products of faculties
- Create an enabling, transparent and efficient system in the Faculty for research and innovation
- Strengthen research and innovation capacity in the Faculty to explore the existing research opportunities nationally and internationally

- Improve research and publication culture among the staff members
- Encourage faculties to solicit for funding for research and innovation activities
- Increase faculties' responsiveness to social and applied research
- Improve the quality of students' research projects

2.5 Expected Outcomes of Research and Innovation

- Increased publication/conference presentation by faculty staff and increase their chances of promotion.
- Growth in knowledge among staff because of increased research and collaboration
- Visibility among the scientific community due to publications and presentations
- Increased revenue from research grants won by faculties.

3 Literature Review

3.1 Teaching and Learning

Teaching is an embodiment of academic, standard, pedagogical methods, personal contact with students. It also involves the personal contact of students with administrative staff as well as interactions with the support functions such as classrooms, library, computer facilities, and students' office. Good teaching therefore, involves a thorough and effective learning which also means a thorough and lasting acquisition of knowledge, skills and values the instructor or the institution has set out to impart (Stahlke and Nyce, 1996).

The authors emphasize that teaching has an instructional objective which involves the statement of specific observable actions that students should be able to perform if they have mastered the content and skills the instructor has taught. Some of the teaching and learning aspects discussed are highlighted below.

3.1.1 *Effective Preparation of Course Outline*

Faculty members should adequately prepare course outlines clearly describing the course; define course objectives, delivery methods, assessment criteria and intended outcomes. When the course outline is well prepared, the facilitator is guided by the guideline as he/she delivers the course (Shulman, 2000). This also avoids time wastage and confusion during lectures.

3.1.2 Maintaining Students' Attention

This involves giving the students' something to do (group exercise, short questions, recalling prior materials, responding to questions, problem solving, explaining written materials, analytical, critical thinking, giving general questions and summarizing assignments). Martensen et al. (2000) maintain that involving students in learning is more critical in achieving learning objectives.

3.1.3 Cooperative Learning

This should involve allowing students to work in teams to accomplish assignments and produce results. This makes them achieve a number of benefits (positive interdependence, individual accountability, face-to-face which promotes interaction, appropriate use of team work skills, and regular self assessment of team functioning).

3.1.4 Assessment and Evaluation of Teaching Quality

This should focus on assessing and evaluating learning outcomes, which critically looks into the performance-based approach as opposed to teaching-based approach (Chickering and Gamson, 1987). The assessment also focuses on learning based models of students' development as opposed to assessment as an add-on to more naturalistic approach which is embedded in actual instructional delivery. Finally assessment should focus on obtaining accurate picture of students' content knowledge and skills performance.

3.2 Teaching and Learning Capacity

The teaching and learning has seen a great leap in innovation ever since the work of Chickering and Ehrmann. Their "seven principles" (Chickering and Ehrmann, 1996) promote the use of innovation in teaching and learning through on-line consultations with faculties, sharing of learning resources, and ease access to learning materials online. Kim and Bonk (2006) posit that successful reengineering in higher education must start right at teaching and learning. They stress faculties to focus on course contents, delivery methods and course outcomes which should largely be linked to industry or commerce requirements. Therefore, faculties should be akin with the market demands and include industry information in their teaching and learning process. This would delineate delivery methods that are planned to achieve the expected course outcomes. Kim and Bonk (2006) emphasized that in trying to achieve reengineering in teaching and learning in higher education, first priority should still be given to achieving academic interests first, others should follow.

Chikering and Gamson (1987) provided the seven principles for good practice in undergraduate education which

1. Encourages contact between students and faculty;
2. Develops reciprocity and cooperation among students;
3. Encourages active learning;
4. Gives prompt feedback;
5. Emphasizes time on task;
6. Communicates high expectations;
7. Respects diverse talents and ways of learning.

Their study emphasizes that the principles acts as a guide for faculties and students to enhance teaching and learning, especially at undergraduate level. For the system to work efficiently, it requires an effective monitoring system which should enforce delivery of course outlines, assessment and outcomes. They also stated that most courses are delivered inadequately, assessed inappropriately and students' scored exaggerated without proper basis.

The cognitive assessment procedures were not followed by most faculty members which also affected quality of delivery, students' learning and quality of assessment. Most questions in examination papers concentrated on surface-end learning with limited focus on deep-end learning. The skewness affected quality of assessment and learning.

Most lecturers (16 out of 20) 80% did not bother to identify and handle the different categories of students (bright, slow-learners, and weak), thus leaving some group of students not adequately attended to by lecturers. This resulted in slow-learning or weak students failing to comprehend some courses, most especially the quantitative papers while bright students scored highly in such courses.

3.3 Research and Innovation

3.3.1 Research and Innovation Capacity

The Faculty did not have a research agenda to guide research activities; neither did the Faculty relate its research and innovation activities to the University's strategic objectives, which puts research and innovation on top of its priorities. Many of the research projects in the Faculty are guided by donor objectives or individual interests. Specifically, the University provided one strategic objective on research and innovation which encourages faculties to solicit for external research

grants and promote their visibility through publications. Nevertheless, many of the faculties still remain unengaged in research activities due to absence and/or inadequate of research grants. This has also affected the attempts of many faculties getting promotions in their job.

There is also inappropriate dissemination of research outputs by faculties due to high competition in high-impact journals among scholars thereby making access to many faculties difficult.

3.3.2 Introduction

- 3.2.1 Equip staff offices with computers and maintain the ICT facilities
 - Install computers with full-time internet connectivity all the time
 - Form multi-disciplinary research teams in the faculty
 - Train staff to effectively utilize the internet facilities

- 3.2.2 Develop a research agenda for the faculty
 - Formulate faculty research priorities that feed into the university research policy
 - Develop faculty research priorities to promote basic and applied research
 - Link the faculty priorities to the University's strategic plan

- 3.2.3 Facilitate collaboration and global networks
 - Promote and facilitate collaborations with leading research organizations and other institutions of higher learning
 - Promote existing collaborations and networks

- 3.2.4 Support faculty staff to update skills in research management
 - Conduct training workshops/seminars in grant proposal writing, scholarly writing and dissemination
 - Develop and update research management tools in the faculty
 - Support staff to attend skills enhancement courses locally and internationally

- 3.2.5 Provision of guidelines for research supervisors and supervisees
 - Disseminate the research rules and guidelines for students and supervisors
 - Develop and review periodically the guidelines for research supervision

4 The PAP findings

4.1 Introduction

Details of PAP findings are presented in action plan (Table 1 & 2). The study was guided by two broad objectives in teaching and learning and three in research and innovation. The objectives in teaching are; to enable faculties align course contents to delivery methods and assessment, and effectively monitor teaching and learning while the ones under research and innovation include; formulate faculty research agenda and write grant winning proposal, strengthen research and innovation capacity among faculties and disseminate research results to promote visibility. The study was conducted in the faculty of business administration and management which has 32 faculties, 20 faculties participated, reflecting 62%. This includes those who have been in the departments for over three years. This period is considered appropriate for one to have engaged in teaching and research. The achievements of PAP are classified under two sections; research and innovation, and teaching and learning. The results of this study were discussed in the faculty board meeting and action points presented in the reports have been agreed from the meeting.

4.2 Research and Innovation

The key issues assessed under research and innovation were derived from the standard measurement tools which include among others UMU/BAM faculty research policy and priorities, on-going research projects, research projects conducted in the last three years, research publications, conference presentations and writing of books and book chapters. Data collection period focused on three year- duration (2011, 2012, 2013). The main findings under each of the parts identified areas are summarized below.

4.2.1 Faculty Research Priority

The results on research priority reveal that none of the staff in the faculty was aware about the faculty research priority. Out of the 20 responses received, none of the respondents expressed knowledge about the faculty research priority. This also implies non-commitment to the faculty research issues, including initiating research projects.

4.2.2 Research Project concluded

The study reveals that only 6 faculties out of 20, representing 30% have been involved in any research project in the last three years. The majority, 11 (55%) had

not engaged in any research project in the last three years. This result suggests that faculty involvement in research and innovation in the faculty is not adequate and this affects knowledge creation in the faculty.

4.2.3 Involvement in local, regional and international Research Projects

The analysis result reveals that the majority of the faculty staff did not engage in research projects either at local, regional or international levels. The details show that only 3 (15%) out of 20 respondents had ever participated in research projects outside the country. This implies that the majority of the faculty members did not have international research networks.

4.2.4 Research Publications

Research publication by each faculty was analysed and the results show that only 4 (20%) out of 20 respondents had been active in research publication while 8 (40%) out of 20 respondents had never published any research outputs in their academic carrier. These results confirm a weak research culture in the faculty and few faculties engaging in research projects.

4.2.5 Writing Books, Book Chapters and Project Papers

The analyses reveal that only 2 (10%) out of 20 staff had ever written books and 3 (15%) others had written book chapters in the last three years. There were only 2 (10%) out of 20 other books were being written by 2 (10%) out of 20 other faculty members. The results also show that some of the books had not been well reviewed. Further still, the study also reveals that few staff of the faculty engage in writing projects, only 4 (20%) out of 20 had never participated in projects writing.

4.3 Teaching and Learning

The main PAP issues concerning teaching and learning were assessed with regard to appropriate rating techniques. The main areas assessed include course outline, updating course outlines, course objectives, delivery methods and assessment, and students' consultations among others.

4.3.1 Course Outlines

Analysis of responses on preparation and updates of course outline show that 18 (90%) out of 20 respondents assert that they prepared and updated course outlines regularly. They confirmed that they always used the updated course outlines in class. This result suggests that most of the courses delivered to students were based on updated course outlines. The key issues analysed in course outlines

include new knowledge, current debates and new approaches. The majority 17 (85%) out of 20 agree that they updated course outlines in consideration of the issues identified.

4.3.2 Course Objectives, Delivery Methods and Assessment

The study analysed course objectives, delivery methods, and assessment criteria. The results show that only 6 (30%) out of 20 respondents linked course delivery methods to course objectives and 14 (70%) out of 20 don't. The analysis also reveals that 13 (65%) out of 20 respondents relate course delivery methods to course assessment and 7 (35%) don't. These results confirm some challenges, especially the lack of understanding the relevance of relating course objectives, students' assessment and delivery methods.

4.3.4 Course Content and Assessment

The analysis of course contents and course assessments for various courses taught by the BAM faculty and results reveal that only 9 (45%) out of 20 respondents link their assessment to course contents and 11 (55%) don't. These results reveal the challenge BAM faculty face conducting effective and efficient teaching and learning. The students' assessments are usually skewed with many questions not based on cognitive competences

4.3.5 Students' Consultation with Faculty outside Classroom

Faculty consultations by students outside classroom were assessed and the results show that only 6 (30%) out 20 faculty engage in guiding or discussing with students outside classroom. The main reason for this result is because most faculties reside outside the University. Majority of faculty staff travel on the Bus, arrive at 9:00 AM and leave at 4:30 PM. Further analysis reveals that most of them only come when they are on time table to teach but not to give time for students' consultation. This has to a greater extent drawn a distance between faculties and their students.

4.3.6 Moderation of Examination

Most of the respondents 19 (95%) out of 20, agreed that examination papers of courses they teach were moderated. Only 1 (5%) out of 20 indicate that the final assessment was not moderated. They also affirmed in the same percentages regard to courses taught in other campuses and affiliated institutions. They agree that moderation of assessments had greatly improved the quality of the papers they give to students.

The results obtained from implementing the PAP activities show that number milestones were achieved. The specific objectives in teaching and research have been achieved. For instance, all course outlines are regularly updated, examination papers are moderated before they are administered to students, and there is increased faculty consultation by students (75%) from below 50% before PAP implementation. On research, knowledge among faculties on faculty research priority has increased from 25% to 60%, the engagements by faculties on research projects have increased from 55% to 75%. There is an increased publication among faculties (75%) from 25% before PAP implementation, amongst other achievements. However, faculties' participation in book writing or book chapters has not been adequate, only 30% have participated in it.

Based on the results of the PAP, higher education, and specifically, faculty management requires formal plans to address University or faculty-related issues. Deans and Associate Deans should develop specific action points in their faculty plans to track teaching, and research activities of faculties. In addition, Faculty Deans should develop and implement faculty plans for capacity development needs so that they encourage faculties build capacities in the areas of gaps. Further still, University management now requires use of basic management models such as; team management, gap analysis and management, motivational aspects so as to promote stability and growth among faculties.

Status prior to PAP	Action Point	Target	Time frame	Achievement by March, 2015
5 (25%) staff know faculty priority	Develop and/or publish research priorities	70 % faculties understand the research priorities	March, 2014	60% of the faculties understood research priorities
4 (20%) out of 20 staff pursue specific research areas.	Encourage more faculties to pursue faculty/department areas	60% faculties pursue specific research areas	May, 2014	40% faculties got involved in pursuing research activities
4 (20%) out of 20 respondents have published in the last three years	Encourage more faculties to publish regularly	Increase active publishing to 50%	June, 2015	30% of the staff engaged in publishing
6 (30%) out of 20, have been involved in any research project within the last three years.	Increase number of staff actively doing research	50% faculties actively participate in research projects	August, 2014	30% of the staff involved in research work
11 (55%) out of 20 have not engaged in any research project in the last three years.	Discuss in faculty each board meeting the promotion policy of the University	Reduce from 55% to 5%	June, 2015	(75%) out of 20 are involved in research projects. Only 5 (25%) did not participate
8 (40%) out of 20 respondents have never published any research outputs in their academic carrier	Train staff in academic writing publishing	Reduce this to 10%	June, 2015	5 (25%) out of 20 had not yet published.
3 (15%) out 20 respondents have ever participated in research projects outside the country.	Establish collaboration and encourage co-publishing	Reduce to 0%	August, 2014	10 (50%) had participated in research projects outside the country.
2 (10%) out of 20 staff have ever written books	Support and encourage joint writing in the faculty	increase to 30%	December, 2014	3 (15%) faculties had participated in book writing.
3 (15%) others have written book chapters in the last three years.	Support and encourage joint writing	Increase to 30%	December, 2014	3 (15%) faculties had participated in writing book chapters.
2 (10%) out of 20 are currently writing books	Support academic writing	Increase to 20%	June, 2014	3 (15%) faculties had got involved in book writing.
4 (20%) out of 20 have never participated in writing projects.	Promote co-writing	Reduce to 10%	June, 2014	4 (20%) faculties had never participated in writing projects.

Table 1: The Action Plan: Research and Innovation and Review

Current status	Action point	Target	Time frame	Achievement by March, 2015
18 (90%) out of 20 faculties affirm they prepare and update their course outlines regularly	Encourage regular update of course outlines	Increase to 100%	February, 2014	20 (100%) faculties regularly updated course outlines.
6 (30%) of 20 respondents agree they relate delivery methods to course objectives	Organize training in pedagogical skills	Increase to 60%	August, 2014	10 (50%) faculties relate delivery methodologies to course objectives.
13 (65%) out of 20 respondents relate course delivery methods to assessment.	Organize training in pedagogical skills	Increase to 85%	August, 2014	15 (75%) faculties relate delivery methodologies to assessments.
9 (45%) out of 20 respondents relate assessments to course contents.	Organize training in pedagogical skills	Increase to 70%	August, 2014	12 (60%) faculties relate assessments to course contents.
6 (30%) out 20 staff engage in guiding students outside classroom.	Encourage use of internet in consultations	Increase to 50%	May, 2014	15 (75%) faculties offered time for consultations outside lecturer rooms.
19 (95%) out of 20, agree that examination papers are moderated.	Encourage early submission of papers for moderation	Increase to 100%	April, 2014	20 (100%) faculties agreed that their examinations papers are moderated.

Table 2: Action Plan: Teaching and Learning and Review

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Creation of the Center of Excellency for Research, Development and Innovation (CERDI)

JOSE CORNELIO GUTERRES

Abstract

Timor-Leste restored its independence in 2002 after a long period of colonization. At independence of the country, Timor-Leste was characterized by poverty, illiteracy and marginalization which were the result of the past colonization. Education is the only key to liberate people from oppression and marginalization. Universidade da Paz (UNPAZ) was created to prepare the Timorese human resources to contribute to the development process of the country. Human resources are produced through teaching and research activities. At the same time, the Center of Excellency for Research, Development and Innovative (CERDI) was created to give lecturers the opportunity to conduct research-based teaching as well as to contribute to the development of the country. In other words, CERDI is created to bring the university closer to the development goals of the government.

Keywords: Research, human resources, development and innovations.

1 Introduction

Timor-Leste restored its independence in 2002 after 450 years under colonization by Portuguese and 24 years under the control of Indonesian military. Colonization resulted in high rates of illiteracy, a huge gap between poor and rich, and marginalization. The newly independent country Timor-Leste is known as a peaceful and democratic country. In 2013, it was ranked as 128th in the UNDP's Human Development Index. This places the country in the middle of UNDP's list, along with countries such as South Africa, India and Indonesia (RDITL, 2014).¹

1 Statute of Center of Excellency for Research, Development and Innovative (CERDI) by Dr. Nelson Martins, a Senior Research of Universidade da Paz (UNPAZ), 2014

The independence of the country enlightened Timorese to recover from poverty, slavery and marginalization. Education is the only key to liberate people from oppression. Concretely, a group of Timorese lecturers joined hands and created a university named Universidade da Paz (UNPAZ)² to prepare the Timorese human resources to contribute to the development of the country. As a result, since 2007 UNPAZ has produced 5,600 undergraduates. UNPAZ has produced since its establishment 76 master graduates.

In order to constantly upgrade the quality of teaching, lecturers are requested to enrich their knowledge and experience by conducting research. Research is supposed to help lecturers to carry out teaching activities in a more dynamic, innovative and up-to-date form. It is assumed that this would help in preparing and qualifying human resources for the development of the country.

2 Brief Profile of Institutions

2.1 Neon Metin Foundation

Neon Metin Foundation (FNM)³ is a foundation which was created by a group of Timorese intellectuals who wanted to develop education as a key policy to strengthen economic and social development in Timor-Leste.

The aim of the FNM was to create a private non-profit university, named Universidade da Paz (UNPAZ). The Foundation supports the institution by providing adequate facilities such as buildings. Specifically it has built three university buildings; another 5-floor building is currently under construction.

2.2 Universidade da Paz (UNPAZ⁴)

2.2.1 Commitment of UNPAZ

The vision of UNPAZ is to create the community of Timor-Leste, to foster a modern, civilized, fair and prosperous society and to create and equip human resources with knowledge and skills in science and technology. The vision includes as well the support for the social and cultural development through teaching, research, and community service. UNPAZ is committed to produce competent

2 Universidade da Paz (UNPAZ) in Portuguese terms or University of Peace in English or Universitas Perdamain in Indonesian terms.

3 FNM is the Abreviation of Fundasaun Neon Metin (Steadfast Heart Foundation)

4 ??? (fehlt)

young intellectuals and researchers, to contribute to the national development in general and the academic development of the newly independent country, Timor-Leste.

2.2.2 Programmes of the University

Universidade da Paz is composed of six (6) faculties with 14 fields of studies such as (1) Faculty of Law Science (Law Science), (2) Social Science and Humanities (Political Development, International Relations and Peace Studies), (3) Economics (Management, Accountant and Banking), (4) Engineering (Civil, Industry, and Architecture), (5) Public Health (Public Health) and (6) Agriculture Technology (Natural Resources Preservations and Technology of Food Processing).

The university offers four master programmes: Public Administration, Law Science, Banking Management and International Relations. These were created to provide necessary skills for the future researchers, diplomats, managers, lawyers and others.⁵

Undergraduate Programmes			
No	Faculties		Department
1	Social Science and Humanities	1.	International Relations Political Development Peace Study
2	Law Science	2.	Civil Law Criminal Law
3	Economics	3.	Banking Accountancy Management
4	Agriculture Technology	4.	Natural Resources Preservation Technology of Food Processing
5	Public Health	5.	Public Health
6	Engineering	6.	Industry Civil Architecture

⁵ Prospectus of UNPAZ, 2009

Post Graduate Programme ⁶	
1	Public Administration
2	Law Science
3	International Relations
4	Banking Management
Other support Units	
1	Bureau of the Students Affairs
2	Finance
3	CERDI
4	Logistics
5	Printing
6	Human Resources Units
7	Library
8	Office of Rector
9	Security Unit
10	Radio Station
11	Driver
12	Cleaners

Table 1: List of the Faculties, Departments and other Support Units

UNPAZ intends to strengthen the teaching and research activities of the post graduate programme. Since 2009, when the programmes were created, UNPAZ invited a number of international lecturers from the University of Nusa Cendana (UNDANA), STIE PERBANAS Surabaya, Indonesia, the Widya Mandala Catholic University, Surabaya Indonesia, University of Batik Islam, Solo, Indonesia, the Lyceum of the Philippines University, Manila Philippines, Universiti Utara Malaysia, Malaysia and University of Udayana, Bali Indonesia to teach specifically at the postgraduate level.⁷

⁶ Book Guidance opt.

⁷ See Prospectus of UNPAZ 2012

2.2.3 Total Population of Universidad da Paz (UNPAZ)

In 2015, the total number of undergraduate students is 10,396. There are 104 students enlisted in the master programmes. There are more male students (1,781) than female students (994)⁸.

Undergraduate Students				
No	Faculties	Gender		Total
		Male	Female	
1	Agriculture	138	314	452
2	Engineering	248	1,728	1,976
3	Public Health	1,335	548	1,883
4	Law Science	318	865	1,184
5	Social Science & Humanities	786	1,338	2,125
6	Economics	1,781	994	2,776
GRAND TOTAL				10,396
Post Graduate Students ⁹				
No	Programmes	Gender		Total
		Male	Female	
1	Public Administration	54	7	61
2	Law Science	39	4	43
3	International Relations	6	0	6
4	Banking Management	0	0	0
TOTAL		93	11	104

Table 2: Total number of Students

These students are guided by 206 teaching staffs (lecturers). Specifically, agriculture has 15 teaching staffs, engineering students are tutored by 34 teaching staffs, students of public health are assisted by 31 teaching staffs, the faculty of Law has 33 teaching staffs, there are 46 teaching staffs in social science and humanities, and economics students are tutored by 47 teaching staffs.¹⁰

8 Prospectus UNPAZ, 2013

9 Book guidance opt.

10 The annual report of UNPAZ 2012 p. 5 0

Apart from that, 8 doctorate candidates and 18 master candidates in various fields of studies now continue their studies at the Catholic Widya Mandala University in Surabaya, AirLangga University in Surabaya, Ciputra University in Surabaya, Padjajaran University West Java as well as 10 master candidates are studying at Universidade da Paz in Dili, Timor-Leste.

3 The Creation of CERDI

3.1 A Brief History of the Creation of CERDI

When I was invited to participate in the International Deans' Course "Southeast Asia 2014/2015" part I in Osnabrück and Berlin, Germany, I came up with the idea to develop a research center at my university. When I came back to my university, I introduced this idea to my rector and other deans at the university. They immediately agreed and Prof. Dr. Nelson Martins, a senior researcher of the university designed the structure of the research centre and drafted the bylaws. On November 4, 2014, a workshop was conducted which involved all deans, heads of departments, lecturers and other young and senior researchers of UNPAZ to discuss and finalize the draft. The result was approved by the rector of UNPAZ. I presented the concept at the IDC part II in Malaysia in November 2014 and IDC part III in Jogjakarta in February 2015.

3.2 Concept of Research

Research is a systematic process with the main goal to generate new knowledge. This new knowledge can be used to verify and falsify respectively some pre-existing knowledge. Research is basically a learning process both for the individual who performs the research and for the society which is involved in the research. Research can also be defined as the set of activities planned and guided by the pursuit of knowledge.

Research can be seen as a creative work which is, however, undertaken on a systematic basis.

Research and experimental development increases the stock of knowledge, including knowledge of humanity, culture and society. Research can help in devising new applications (OECD, 2002).

3.3 Vision, Mission and Objective¹¹

3.3.1 Vision

To be a leader in human capital and science development through research, innovation and evidence based policy.

3.3.2 Mission

Equip UNPAZ's graduates and lecturers with critical minded, innovative thinking and evidence-based policy oriented, and capacity to generate new science and knowledge.

3.3.3 Objectives

- To enhance the current research-related activities in UNPAZ's teaching curriculum in order to produce and equip students and lecturers with the capacity to critically analyse problems and propose solutions.
- To enhance the current research related activities in UNPAZ's teaching curriculum in order to produce and equip students and lecturers with the capacity to propose innovative thinking and design and develop innovative solutions to support development in Timor-Leste and globally.
- To engage students and lecturers in designing and implementing research seminars, conferences and workshops for the promotion of "evidence based policy decision" in their daily work and life.
- To support and empower UNPAZ's scientists to actively design and implement scientific and operational research in order to generate science and knowledge to support the development in Timor-Leste and globally.

3.4 Activities of CERDI

The following Project Action Plan (PAP) shows how the concept of the Center of Excellency for Research, Development and Innovative (CERDI) was developed and implemented during the different parts of the International Deans' Course. The ideas were presented in Osnabrück and Berlin/Germany in June 2014 (Part I), in Putrajaya, Malaysia in November 2014 (Part II) and finally in Jogjakarta, Indonesia February 2015 (Part III).

11 See the statute of Center of Excellency for Research, Development and Innovative (CERDI), February 2014.

3.4.1 Action Plan of CERDI

Key Task A: Design Statute and Structure of CERDI	Dean's Role	Timeline	Main people involved	Other people involved	Resources Support	Results measurement
Task A1: Inviting and meeting with Deans and Heads of the Study Programmes	Invitation Letter	Aug. 15, 2014	Rector, Deans and Heads of Programs	Junior and Senior Researchers	Invitation Letter, Agenda and Minutes	Well-informing the importance of Research Center
Task A2: Designing the Statute and Structure of CERDI	Gathering the Senior Researchers	August Sept. 20 2014	Senior Researchers	II Vice-Rector for Finance and Heads of Finance	Computers and Printers	The Draft of Statute is in hand
Task A3: Workshop on the Statute and the Structure of CERDI	Invitation	Sept 25, 2014	Deans, all Lecturers, Heads of Units, Senior and Junior Researchers etc.	Heads of Finance and Drivers	Projectors, Manila Papers, Note Books, Pens and Computers	The Workshop has successfully conducted to gather the inputs to accomplish the Draft
Task A4: Final Revision	Giving guidelines	Sept. 29, 2014	Note takers and Senior Researchers	–	Minutes and some recording	The revision has done
Task A5: The Statute has been submitted and signed by the Rector	Submitting to Rector	Oct. 5, 2014	Rector	Secretary of Rector	Final Revision	The Statute has been approved and signed by the Rector
<i>Milestone Task A: the statute and structure is created as foundation to regulate and drive the operationalization of CERDI onward.</i>						
Task B: New Grant Proposal of the CERDI	Dean's Role	Timeline	Main people involved	Other people involved	Resource Support	Result measurement
Task B1: Conducting a quick Baseline Study in order to gather information for designing the grant proposal	Organizing	Oct. 15 -Nov. 5,2014	Junior and Senior Researchers, Students	II Vice Rector for Finance, Heads of Finance and treasure	Note books, Tape Recorder, Questionnaires	Result of the Baseline Study is in hand
Task B2: Writing up Proposal for the new Grant Research	Ibid	Nov. 5– Nov. 20, 2014	Junior and Senior Researchers	Heads of Finance and Treasurer	Results of the Baseline Studies, Computers and Printers	The Draft of the Grant Proposal is ready
Task B3: Discussing the Proposal with the Deans and Heads of the Study Programmes	Invitation	Nov. 25, 2014	Researchers, Deans and Heads of Programmes	Ibid	Draft of the Grant Proposal and Projectors	Comments and inputs on the Draft incorporated

Key Task A: Design Statute and Structure of CERDI	Dean's Role	Timeline	Main people involved	Other people involved	Resources Support	Results measurement
Task B4: Final Revision of the Draft Proposal	Organizing	Nov. 27, 2014	Junior and Senior Researchers		Minutes of the Meeting, Computers and Printers	The final revision of the Proposal has been done
Task B5: Submission to the Donors and Government	Ibid	Nov.30, 2014	Dean and Director of the CERDI	Secretary Staff	Final work of the Grant Proposal	Submission of the Grant Proposal to the DonoZs (Asia Foundation, World Bank)
<i>Milestone of the task B: Obtaining the external grant to guarantee the operationalization of CERDI and ensure its sustainability.</i>						
Task C: The implementation of the Research Funds provided by the University.	Dean's role	Timeline	Main people involved	Other people involved	Resource support	Result measurement
Task C1: Establishing the Internal Review Committee	Invitation	Jan 5, 2015	Internal Review Committees	Il Vice Rector and Head of Finance	Contract Letter signed	The Internal Review Committee has been formed
Task C2: Meeting of the Internal Review Committee to establish the selection criteria and timeline of the research project.	Organizing	Jan 15, 2015	Director of the CERDI and internal review committee	-		The criteria for selection of researchers and timeline have been established
Task C3: Calling for the Research Proposal	Ibid	Feb. 5–25, 2015	Internal Committee Review	The Research Candidates	Announcement Letter	The Announcement Letter has been published
Task C4: Selection of the Research Proposal	Ibid	March 5–20, 2015	Internal Review Committee	The Research Candidates	Research Proposal, Application Letter and Curriculum Vitae	15 Junior Researchers have been selected
Task C5: Receiving the Research fund and conducting Research	Ibid	April 1 – September 30, 2015	Internal Review Committee	Junior Researchers	Research proposal, interview, etc.	Research and Data Analysis have been conducted
Task C6: Mentoring the Research Activities	Ibid	Ibid	Ibid	Ibid	Analysis and Interpretation of Data	The researcher s have been meet their mentors for 4 times for advising
Task C7: Publishing the Results of the Research	Ibid	October 5, 2015	Deans, Heads of Programmes and Junior Researchers	Editors and Publisher	Results of Research	The Results of research are ready for publication

Key Task A: Design Statute and Structure of CERDI	Dean's Role	Timeline	Main people involved	Other people involved	Resources Support	Results measurement
<i>Milestone of the Task C: the seed fund is provided to assist lecturers to carry out research for teaching and publications.</i>						
Task D: Implementation of the Grant Fund from the Asia Foundation	Dean's Role	Timeline	Main people involved	Other people involved	Resources support	Result measurement
Task D1: Meeting with the Asia Foundation Timor-Leste on three Projects, such as Exchange Researchers, Research Scholarships and Research Training	Organizing	March 30, 2015	Deans, Director of CERDI	Junior and Senior researchers	MOU with other Partner Universities and Note Books	Agreed on three Projects that will be supported by the Asia Foundation
Task D2: Study Tour to the University Partners in Indonesia and the Philippines	Organizing	April 20, 2015	Deans of Postgraduate Programmes and Director of CERDI	The Asia Foundation and Policy Leader Group (PLG) Director and Programme Officers	Air fare Tickets, Allowances and Accommodation	Having a Study Tour to the UNDANA, UDAYANA, STIE PERBANAS, LPU (Manila) etc. And access to some scientific journals of those Universities
Task D3: Providing Research A scholarships to the Lecturers of UNPAZ	Organizing	May 5– Dec 31, 2015	UNPAZ's Teaching Staffs	The Asia Foundation	Financial Support	The UNPAZ's Teaching Staff has received the financial supports for their research activities.
Task D4: Organizing training on research methodology for Lecturers of UNPAZ	Organizing	August 15–31, 2015	UNPAZ's Teaching Staffs	The Asia Foundation	Financial support	25 researchers have been trained
<i>Milestone D: Training the lecturers of UNPAZ in research method, conducting research and teaching as well as getting more references through exchange the scientific journals.</i>						

Table 3: Project Action Plan (PAP)

3.5 Opportunities and Challenges Encountered;

3.5.1 *Current Opportunities*

There are some opportunities that might be considered as chance to develop the CERDI in the future.

- Most of UNPAZ's lecturers expect the research center to assist them in conducting research and publishing.
- Most of the top managers of UNPAZ especially the rector, the vice rectors, the deans and heads of departments welcomed and supported this project. The rector has approved the statute of CERDI as well as the research grant.
- Some former students of UNPAZ and some lecturers are working in government and national or international agencies. This might be an asset for CERDI when trying to identify opportunities for funding its operations. Some alumni expressed their willingness to lobby for this project.

3.5.2 *Challenges Encountered*

CERDI, as a new unit under the umbrella of UNPAZ, is facing some internal and external challenges:

First: UNPAZ promised to provide funding of 20.000 US-\$ per year for CERDI. Because of some reason, this money has not been forthcoming as at July 2015.

Second: since UNPAZ is a private university, most decision makers in government and at national and international agencies still believe that it is a profit oriented institution with little interest in research. They prefer to assist public universities instead of private ones. We have submitted many research grant proposals to them. But as of July 2015, no green light for assistance for CERDI was given.

Third: the Asia Foundation of Timor-Leste promised to assist CERDI by supporting the areas of (1) exchange research, (2) research scholarship (3) research training for lecturers. It has not been yet implemented because of the scarcity of funds at the Asia Foundation.

Fourth, there are also some deans, heads of departments and lecturers who are still reluctant to support the development of the CERDI. For them, teaching and research are not linked at all so for them it is not a priority to develop the CERDI now.

4 Conclusion

The study concludes that

1. The long term of the colonization era resulted in slaveries, marginalization, a high rate of illiteracies, and human resources scarcities. Education is the only key to liberate people from those oppression phenomena as well as to be independent from foreign human resources. UNPAZ was created to prepare human resources to contribute to the education development in particular and the national development process of the newly independent country, Timor-Leste in general.
2. In order to produce such qualified human resources for the country, it needs to create CERDI to empower lecturers and students with such dynamic and innovative knowledge as well as to bring UNPAZ closer to the government and vice versa.
3. It concludes also that there are a number of opportunities for developing CERDI, such as full support by the majority of officials of UNPAZ as well as by some lecturers and former students of UNPAZ who are working in different governmental or non-governmental agencies.
4. However, the study also pointed to some challenges ahead to develop CERDI like the reluctance of some officials of UNPAZ to support the creation of CERDI and to empower lecturers and students with such dynamic and innovative knowledge respectively. They do not see the link between research and teaching. In addition, some governmental and non-governmental agencies prefer to assist the public universities because they assume the private ones to be profit oriented only.

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Improving Socio-Ecological Environment to Promote Academic Staff Retention in Tanzanian Universities: Case Study of the University of Dodoma

JULIUS WILLIAM NYAHONGO

Abstract

Academic staff mobility is a common phenomenon worldwide triggered by socio-cultural and scientific exchange and/or labour market reform. This work reported here is my Project Action Plan (PAP) training assignment under the DIES International Dean's Course Africa held in Germany, Kenya and Ethiopia between 2013 and 2014 with the initial objective of improvement of academic staff retention at the School of Biological Sciences at the University of Dodoma (UDOM). However, during the process, the management of UDOM requested the change in the PAP to include the analysis of socio-ecological factors that trigger the staff emigration among various universities in Tanzania, using the University of Dodoma as an example and not only one school at the university. This study was conducted between July 2013 and February 2014. The data were collected through a questionnaire survey to academic staff using the formulated group email for all academicians. About 236 academic staff took part in the study. Results indicate that the most important factors influencing mobility are income, incentives, marriage and quality of leadership. It was also observed that junior academic staff members of the age ranging between 30 and 40 years, most of them being male, migrate more often. Regarding the training requirement for effective leadership and general management of departments and faculties/schools, the majority (42.8%) of respondents suggested the head of departments to be given high priority while 26.7% suggested the school deans. Department heads and school deans are just appointed without considering their experience in leadership or background training in such discipline. The final logistic regression model of willingness for the academic staff to emigrate or stay – if independent variables such as incentives, social

services, staff development, good leadership, income and environmental conditions are improved at the universities – suggested the following variables: leadership, incentives and staff development as the best predictors. Although improvement of working environment that include incentives to staff may need substantial amount of money, it is important for academic departments in collaboration with the directorate of human resources to develop suitable staff retention scheme such as sponsoring their training and or research projects. It is recommended to run short courses in human resource management for head of departments and school deans for effective leadership as does DIES International Deans' Course Africa. Academic staff should be encouraged to write research proposals, engage in consultancy works and run short courses – to increase staff income. As for top effective leadership, refresher training programmes should be given an upper hand. It is recommended further that more female staff be encouraged to apply for teaching opportunities at universities because they do not migrate often.

1 Introduction

Since 1970s, there has been a great expansion in higher education enrolment across the world. In 2009, over 165 million students participated in higher education, which is a five-fold increase since 1970 and a three-fold increase since 1980 (Knight, 2003). A growing trend is also seen in cross-border higher education, which is characterized by the movement of people (students, professors, scholars, researchers, experts and consultants), programmes (courses, academic programs and degrees), and providers (institutions, consortia and companies) across national borders (Knight, 2006). Increasingly, students from one country go to pursue post-secondary education in another country, and academic staff from one country travel to pursue academic activities or the academic profession elsewhere. The implementation of the General Agreement on Trade in Services (GATS) by the World Trade Organization (WTO) in 1995, which included education as one of the 12 service sectors and recognized it as a tradable service (Knight, 2003; Knight, 2004), has given a significant boost to this cross-border higher education movement.

Following the professional importance, the academic staff may move from one university to another searching for appropriate positions based on their qualifications. Thus, academic staff mobility in higher education is not a new phenomenon in universities. Generally, the universities from their original set up have always been international institutions in their composition, although today, despite their international character, universities have turned to be the national

institutions in their main function and the way they are financed (Byram and Dervin 2008). This is due to the fact that what students can afford to pay is far less than the funds contemporary universities need for teaching, administration and, above all, for research. Thus, the universities have had to be partially financed by the state, in the majority of cases and in most countries of the world. This may suggest that for poor states in Sub-Saharan Africa and Latin America, the university functions and services are relatively poor, a situation that forces academic staff to migrate to others countries with relatively better conditions.

The academic staff mobility is triggered by a number of reasons including socio-cultural and scientific exchange and/or labour market reform (Cradden, 2007). From the socio-cultural and scientific perspective, a degree of academic staff mobility is considered useful and is desirable in itself, whether for individual members of staff or for the institutions and systems in which they work. Scholars in Europe, who favour the “Bologna Process” which aims at increasing higher education staff and students mobility, recognize the universal value of the exchange of different types of knowledge, interpretations of society, and pedagogical approaches. Cradden (2007) further states that one must realize what academic profession is rooted in and how it is an important contributor to national cultures. Quoting Nunn (2005), “education is a process of re-learning the collective knowledge of society for each successive generation and learning from social and political mistakes. It is thus a core mechanism in cultural reproduction and historical social learning and development.” The existence within national higher education systems of distinctive cultural perspectives on particular areas of knowledge is precisely what gives mobility its value. The author argues further that there is a point at which the mobility of ideas and personnel reaches such a point that there is a danger of a cultural homogenization that may undermine the goals of mobility (here assumption is made that incoming staff will bring in the new and suitable culture from home institute or country) – although this is clearly rather less of a risk for the natural sciences (that deals with natural phenomenon that use basic and common approach and not cultural perspectives that are more or less specific to certain tribe, nation or continent) than it is for the humanities and social sciences. Nunn (2005) suggests that it should be borne in mind that from the socio-cultural perspective, the desirability of academic staff mobility is not without its limits.

Another school of thought suggests that policies on higher education reform elsewhere were not driven purely by the wish to realize the intrinsic benefits of staff mobility, but by the wish to proceed rapidly with labour market reform

i.e. a commitment to the principle of investing in and allocating human capital on a competitive basis: The ‘supply’ of higher education should respond to the ‘demand’ for different types of labour and knowledge articulated in the labour market rather than to any social, political, cultural or administrative aims arising outside it (Lambert and Butler, 2006). It is one of the implied premises of the Bologna Process that European higher education institutions have to move towards a market-focused decision-making paradigm. This is entirely consistent with the observation in the higher education management literature that institutional strategy is increasingly driven by the aim of responding to the market demand for particular types of educational provision and research rather than being guided by some socio-cultural definition of the appropriate areas of academic endeavour (Chevaillier 2000; Enders, 2000; Savage, 2004). There is also some empirical evidence supporting this claim. Research carried out in Europe found that the most converging development in working conditions of staff in European higher education is the increasing demand made on academic staff to participate in commercial activities and commissioned research (Gornitzka and Langfeldt, 2005).

This work reported here is my Project Action Plan (PAP) training assignment under DIES International Dean’s Course Africa held in Germany, Kenya and Ethiopia between 2013 and 2014. The initial broad objective of my PAP was to improve the academic staff retention at the School of Biological Sciences at the University of Dodoma (UDOM). However, during the process, the management of UDOM requested the change in PAP to include the analysis of socio-ecological factors that trigger the staff emigration among various universities in Tanzania, using the University of Dodoma as an example and not only one school at the university. Specifically, this work explores the influence of social relations such as leadership, marital status, staff development schemes and the working condition on the decision by academic staff to stay or emigrate. In addition, the ecological parameters that may influence the desire for stay or emigration were also analysed.

2 Migration of academic staff in Europe: A lesson from United Kingdom (UK)

The classic study on academic staff migration has been conducted in UK where for the past 40 years debate was held among academicians about academic staff mobility. The focus was on emigration from the UK where a strong belief was that the UK had been suffering from a brain drain (Bekhradnia and Sastry, 2005).

However, in recent years it has been realized that there is gain to the UK from migration as well as a loss (Wächter, 2006). The term ‘brain drain’ originated in the late 1950s and was probably first given prominence by a Royal Society report in 1963. Prompted by concern at the loss of a number of outstanding scientists in the previous five years, including nine of its fellows, the Society surveyed over 500 heads of departments in its disciplines. From the responses it estimated an annual permanent emigration of some 60 university staff per year and that this rate had increased threefold over the previous decade; for recent PhDs, the rate of permanent emigration was estimated at 140 a year (12% of the total output) (Bekhradnia and Sastry, 2005).

In the following years, the issue was addressed in a number of further inquiries and reports. All were focused on outward migration, and mobility was seen in terms of the risk of intellectual seepage – particularly from Europe to the USA; that was termed a ‘brain drain’. Only with the Royal Society’s 1987 report ‘The migration of scientists to and from the UK’ (Bekhradnia and Sastry, 2005) tried to address the issue of inward migration as well. This survey of universities, research institutes and industry sought evidence for the previous 10 years. In the university sector of UK, the report suggests that 740 emigrants were identified, averaging 74 annually compared with 60 annually in the 1963 report. Five hundred fifty six (556) academic immigrants were identified, including 140 who were British nationals. The report concluded that the brain drain was – in net terms – small scale, though still a cause for concern. A subsequent Royal Society paper “Migration of scientists and engineers 1984–1992” (Ringe, 1993 as cited by Bekhradnia and Sastry, 2005) largely confirmed these findings. Thus, ‘Brain drain’ was the sole concern in the 1960s and – as the pejorative nature of the term suggests – it was regarded as a threat to UK science (Bekhradnia and Sastry, 2005; Wächter, 2006).

Analysis of the Higher Education Statistical Agency (HESA) data suggests that over the entire 1995–6 to 2002–03 periods there was substantial net immigration – on average about 1.4 academic staff arrived for everyone who left. However, over the past two years there has been a decline in the level of net immigration, although it remains strongly positive. Over the period 2.6% of academics immigrated and 1.9% emigrated. Both immigration and emigration rates have tended to increase throughout the period even as the total staffing complement of the sector has increased (HESA, 2009).

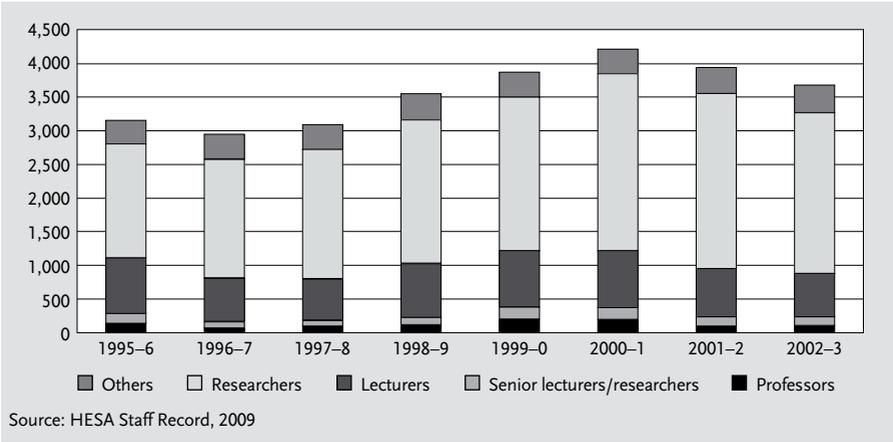


Figure 1a: Immigrants by grade from 1995-2003 (Source: HESA Staff Record, 2009)

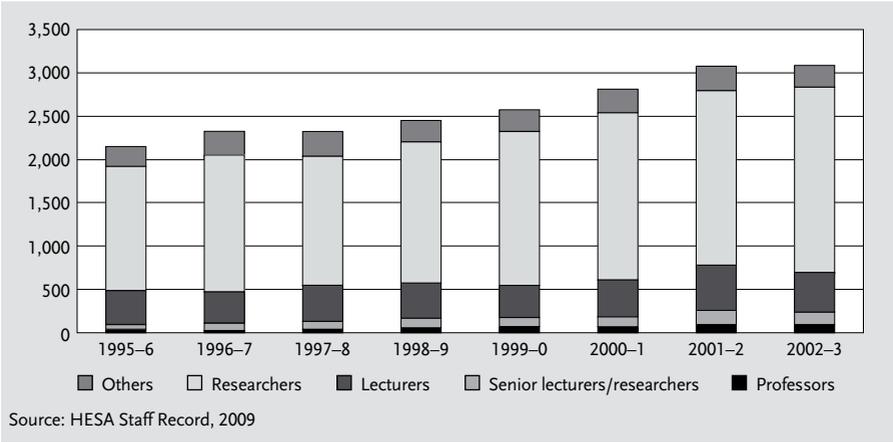


Figure 1b: Emigrants by grade from 1995-2003 (Source: HESA Staff Record, 2009)

According to HESA report (2009) that is illustrated in Figure 1a and 1b below, migration is overwhelmingly a phenomenon affecting junior staff. Staff on researcher grades account for roughly two thirds of migration in both directions (and indeed about half of all migrations in both directions are accounted for by non-UK nationals on researcher grades). This strongly suggests that the overall figures for migration

are heavily influenced by a large group of postdoctoral researchers who spend (and possibly intend to spend) only a limited time in the UK. Migration of this type would be unlikely to have disruptive effects upon UK academic departments. The absolute numbers of emigrants and immigrants at senior levels are not high and migration rates are low (emigration of lecturers, senior lecturers and professors is under 1% throughout the period, immigration rates are slightly higher and fluctuate a little more, probably because of the impact of the Royal Academy of Engineering (RAE) cycle on recruitment behaviour).

3 Academic staff mobility in Africa

Generally sub-Saharan Africa is the region that faces the greatest challenges in the provision of higher education, despite very substantial increases in enrolment, with an average annual growth rate of 8.4% over the past four decades, compared to 4.3% for the world as a whole (UNESCO-UIS, 2010). Currently, over 4.8 million students are enrolled in higher education institutions in Sub-Saharan Africa (UNESCO-UIS, 2010). This number represents a twenty-fold increase since 1970, when total enrolment was less than 0.2 million students for the entire sub-Saharan region (UNESCO-UIS, 2010). At the current rate of expansion, it is projected that by 2015 Africa will have twice as many tertiary students as in 2006 (i.e. about 18.6 million enrolments in 2015) (World Bank, 2010).

Expansion of enrolment of students in the region would need to go hand in hand with expansion of higher education institutions as well as academicians. However, expansion of academic institutions as well as building capacity of academicians require substantial amount of money that most poor sub-Saharan Africa countries lack. Thus, discussions about mobility, especially outside Africa continent often considers the broader context that characterizes the continent, particularly with respect to access to and the quality of higher education, as they relate to the formation of the human capital needed to accelerate economic growth and sustainable development (World Bank, 2010). However, it is important to note that debates on mobility of African students and academic staff often result in mixed views. Academic mobility can, in fact, be a double-edged sword (UNESCO-UIS, 2010). The report suggests that large numbers of African students and scholars pursue opportunities out of Africa; which in a way is viewed as a positive trend, given the expectation that countries and the continent will benefit from foreign experiences and expertise. Unfortunately, a significant number of individuals who pursue these opportunities out of Africa do not return, thus depriving the continent

of the critical human resource capacity needed for its development. Indeed, many view this 'brain drain' as the biggest challenge to development in Africa. Not only does brain drain lead to very substantial outflows of African graduates and scholars, but it also comes at a considerable financial cost (UNESCO-UIS 2010). It has been estimated that each year \$4 billion is spent on salaries for approximately 100,000 western expatriates who "help make up the loss of professionals in sub-Saharan Africa" (Teichler and Yağcı, 2009).

4 Academic staff mobility in East Africa

At dawn of independence in East Africa (early 1960s), Tanzania, Kenya and Uganda shared one public university at Makerere in Uganda with two sister colleges in Nairobi and Dar es Salaam (Owuor 2010). Soon after independence, the two colleges transformed into national universities though the academicians from the three universities engaged in numerous joint initiatives in all areas of teaching, research curriculum development and examinations. These joint initiatives provided students with considerable transfer credits opportunities from any one of the three universities in any degree programs. All went well as long as the regional political union, the then East African Community existed. Unfortunately, when the Community disintegrated in 1977, each country established different education policies. Despite the fact that the Inter-University Council for East Africa (IUCEA) seemed to be existing, its technical role in fostering uniformity diminished over time since each of the initial three universities in the region pursued a different academic calendar prohibiting mobility of especially students.

Following the separation of the universities, demand for academicians as well as graduates increased in the three countries. Thus, each country was forced to expand higher education institutions and focused on building capacity for both academicians and other civil servants. This encouraged development of a number of public universities and colleges in the region. The expansion of higher education institutions did not respond arithmetically with the number of candidates seeking admission into those public universities; many qualified form six (for Tanzania and Uganda) or form four (for Kenya) students were denied admission to join the universities. To solve the problem, it was wise to encourage the private sectors to establish universities as well. To date in Tanzania, for instance, there are 28 universities, 19 recognized university colleges and 14 centers/institutes (TCU, 2013). Of these, 11 are public universities, four are public colleges and three are recognized centers/institutes owned by public. According to CUE (2013), there are

22 public universities and nine public university constituent colleges in Kenya. Of the 22 public universities, only seven are chartered while only one constituent college is chartered out of nine operating colleges. Moreover, the report suggests that 17 chartered private universities and five university constituent colleges are operating in Kenya. Twelve more private universities in Kenya are operating with only Letter of Interim Authority (LIA) while two private universities have been operating before the existence of CUE in 2012. In Uganda, there are five and 30 public and private universities, respectively. However, out of the 30 private universities, only three are chartered (Moses Kibrai, personal communication, 2014). The challenge that currently exists among universities in East Africa is to have an adequate number of qualified academic staff. This inadequate number of staff is partly caused by expansion of higher education institutions in the region and/or partly due to brain drain to developed countries with better salaries and better working environment. As for other people in the society, academicians in the region have also being hit hardly by HIV/AIDS. As Owuor (2010) put it “Kenya is at the core in number of skilled Africans leaving African for better jobs and other opportunities abroad. A country with relatively high educated levels dying of HIV/AIDS in the continent, Kenya is experiencing high impact of both emigration and terminal brain drain-death”. The author continues further that of one million Kenyans’ in the developed world, 40% were drawn from universities and research centers. In his conclusion, Owuor (2010) point a finger at a lack of adequate salaries, poor policies, political instability and working condition as the reasons for such emigration outside Africa.

Coping with the existing problem of inadequate academic staff in the region, staff mobility within and among the East African countries is inevitable. However, due to a lack of clear national and/or institutional policies regarding academic staff mobility in the region, there is limited mobility within and among the three countries in the region. According to Owuor (2010) the limited existing avenues that allow academic staff mobility either internally in the respective country or within the region include: external examinations, postgraduate degree programs, collaborative research, sabbaticals and appointment to various departments.

5 Description of the Study Area

This study was conducted between July 2013 and February 2014 at UDOM, that is located 8 km East of Dodoma town centre, the capital city of Tanzania.

5.1 UDOM

UDOM was established on 28th March 2007 by the Government of Tanzania under the Universities Act of 2005 and its Charter (UDOM 2008). The first academic programmes commenced in the same year. UDOM Charter 2007 gives the university a broad mandate to initiate and conduct basic and applied research in the fields of natural sciences, information and communication technology, business, education, health, social sciences, humanities, earth sciences, and any other area of learning and knowledge generation so as to bring changes in the social and economic development in Tanzania. UDOM is designed to be a comprehensive university that will train and produce competent human capital in professions necessary for economic and social development. This is a part of the overall national efforts to enhance economic growth, reduce poverty and improve social wellbeing (UDOM, 2008).

The University has been designed on a campus college mode with each of the colleges being semi-autonomous. In its structure, six colleges are currently fully established since the 2012/13 academic year. These colleges include: College of Education, College of Humanities and Social Sciences, College of Informatics and Virtual Education, College of Natural Sciences and Mathematics, College of Health Sciences, and College of Earth Sciences.

Academically, the University of Dodoma has made good progress in terms of student enrolment and the number and quality of academic programmes. In the first academic year of 2007/2008, the university enrolled only 1,200 students in different degree programmes. In the academic year 2008/2009, 7,000 students were enrolled in different undergraduate as well as 12 postgraduate degree programmes offered in the then three colleges and one school. The following years the university enjoyed an expansion of various degree and non-degree programmes that attracted more enrolment of students into those programs. In the academic year 2013/2014, the total enrolment of students stands at 13,950. When fully operational, the university will enrol 40,000 students. The number of academic staff in different ranks has increased from 97 in 2007/08 to 840 this academic year (2013/2014). The majority (approximately 90%) of the academic staff are young graduates and hence a potential to the university.

5.2 Data collection

The target population for this study were all academic staff at UDOM. The UDOM Academic Staff Association (UDOMASA) created a google groups email

address for all academic staff for easy communication among the staff. Using this email address (udomasa2011@googlegroups.com), it was possible to send the questionnaire template at once to all members including those who emigrated elsewhere whose addresses are still retained. For those academic staff who emigrated and whose addresses were not included in the google group mail, the questionnaires were sent to their new addresses (n = 12). The assumption was made that academicians would support this kind of survey and that at least 20% of all 840 academic staff members would respond positively by filling in the questionnaires correctly and completely. Sending questionnaires to respondents has some limitations. According to Milne (1999) disadvantages of questionnaire surveys are:

- Questionnaires, like many evaluation methods, occur after the events, so participants may forget very important issues.
- Questionnaires are standardized so it is not possible to explain any points in the questions that participants might misinterpret.
- Open-ended questions can generate large amounts of data that can take a long time to process and analyse.
- Respondents may answer superficially especially if the questionnaire takes a long time to complete.
- Respondents may not be willing to answer the questions. They might not wish to reveal the information or they might think that they will not benefit from responding perhaps even be penalised by giving their real opinion.

This study considered the raised weaknesses of questionnaire surveys and therefore conducted a pilot study with academic staff at the School of Biological Sciences and then did the adjustment for the final template which was used for the questionnaire administration. All staff members (840) from the list were included with the assumption that some may not answer the questions completely or can answer them partially but yet the sample size remain large enough to warrant for meaningful interpretation. Any questionnaire that was not completely answered was rejected. The names of the respondents were not included; hence the reply though came from known addresses but were only downloaded and printed by an assistant. More information was gathered through consultation and literature review. Only 12 questions were set that took about 15–20 minutes to complete, thus the common mistake of asking too many questions was avoided. Furthermore, in the email sent, the respondents were told why the information is being collected and how the results will be beneficial and were asked to reply honestly and that if their responses were negative this was just as useful as more positive opinions.

Secondary data were obtained from the office of human resources at UDOM. In this office, the information of all academic staff that resigned or were terminated between 2009 and 2013 were obtained.

5.3 Statistical analyses

All analyses were performed using SPSS 18 statistical package for window (Kinner and Colin 2007). Descriptive statistics were calculated as percentages. A multinomial logistic regression analysis was applied to predict the independent variables (covariates) that could explain the degree of variation in the willingness of academic staff to resign or emigrate to other university (dependent variable). The covariates included income, incentives, social issues, staff development (training), environmental condition and effective leadership. For all tests, $p < 0.05$ was considered statistically significant.

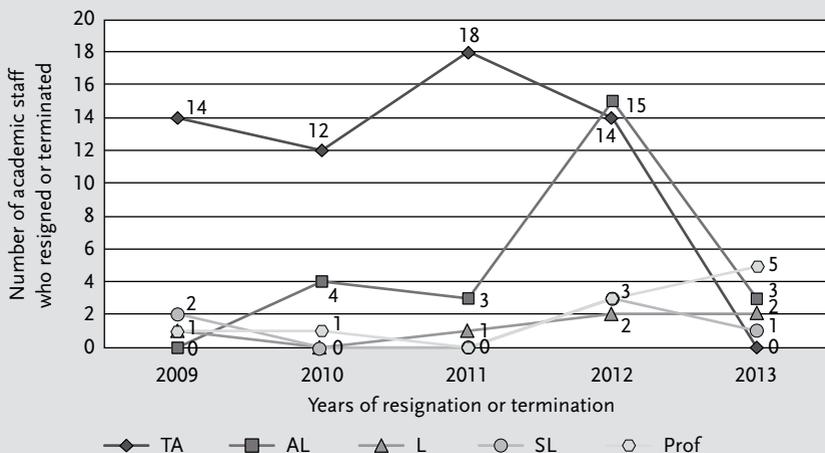
5.4 Results

5.4.1 Demographic characteristics of the respondents

Of all 840 academic staff whose email addresses were used to submit the questionnaires, only 236 (28.1%) members responded. Among the respondents that answered the questionnaire completely, 10.6% were foreign staff from different nations like Russia, USA, Kenya and India who are currently working at UDOM while 89.4% were natives ($n = 236$). Majority were male (69.5%, $n = 236$) of age ranging from 31–40 (61%, $n = 236$) years. The second group that responded highly was a group with age ranging between 51–60 (23.7%) years while the least group that scored only 15.3% represented the age group 41–50 years. Of all academic staff interviewed junior staff (tutorial assistant and assistant lecturers) and senior lecturers scored similar frequencies (45.8% each) while only 8.4% were professors (both associate and full professors). When requested to produce the period one stayed in the current rank he or she serves, 15.3% claimed to stay in the current rank for one year, 45.8% stayed for two years, 30.5% stayed for four years while only 8.5% stayed for three years. None stayed for less than a year.

5.4.2 Academic staff migration at UDOM

UDOM as a newly established university is experiencing immigration as well as emigration of academic staff in the form of recruitments and resignations or terminations due to failure of fulfilling the requirements stipulated in the employment contracts signed by staff. Figure 2 show numbers of staff that resigned and/or terminated from the university from 2009 to 2013.



Source: Analyzed from UDOM-Human Resource Record (2014)

Figure 2: Number of academic staff who resigned and/or terminated from duties from 2009 to 2013

5.4.3 Reported reasons for academic staff emigration from UDOM

Various reasons were pointed out by respondents to be the cause of academic staff emigrating from UDOM to other institutions. These reasons were grouped into six categories namely working environment, social issues, staff development, environmental conditions, income and leadership (Table 1). When the similar question on the cause of staff mobility was asked later in different format and approach, where the respondents were requested to choose the most important socio-ecological parameters that might trigger the staff decision to emigrate from UDOM or stay listed in a table format, the income scored the highest, followed by incentives, marital status and leadership (Figure 3).

	Frequency	Percent*
Working environment (promotion criteria, recruitment procedures, provision of accommodation, housing allowances, transport, suitable lecture rooms, provision of furnished offices, class size, provision of teaching aids, communication facilities i.e. internet services)	182	77.1
Social issues (marriage and/or family unity, friendship, maternity leave, health service, loans)	154	65.3
Staff development (i.e. training)	77	32.6
Environmental conditions (earth-quakes, thunderstorms, food and water availability, traffic jam, humidity, aridity, windy, dusty)	69	29.2
Income (Salaries)	63	26.7
Effective leadership (ethical relationship between superiors and subordinates)	45	19.1
Total	236	

* The percentage total exceeds 100% due to multiple responses.

Table 1: Reported causes of academic staff emigration from UDOM

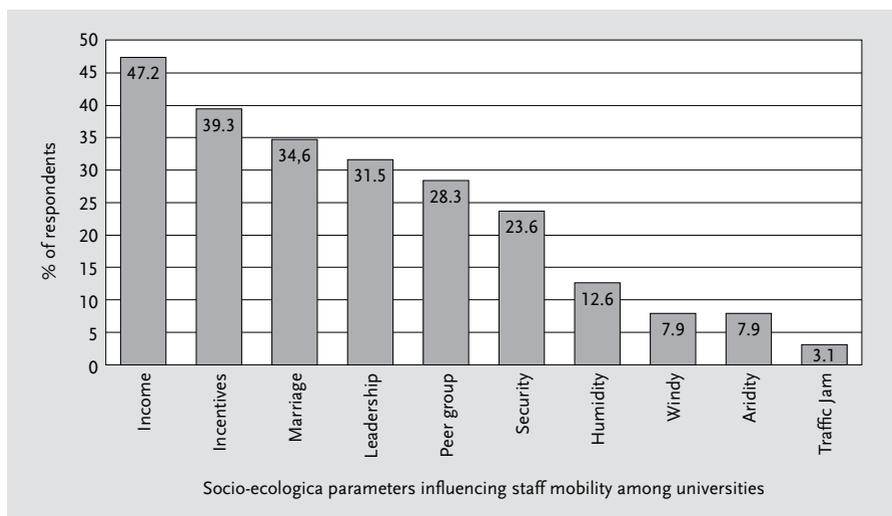


Figure 3: Socio-ecological parameters claimed to cause staff mobility among universities arranged in order of importance

5.4.5 Age group and sex of academic staff who emigrate often from UDOM

One of the questions that were included in the questionnaire required respondents to suggest –based on their experience – the age group and sex of the academic staff who emigrate more often from UDOM to other institutions. Of all age groups listed in the questionnaire, 84.7% (n = 236) of the respondents claimed that the academic staff of the age ranging between 31–40 years are the ones who migrates more often. The age group 20–30 scored only 15.3%. When requested to suggest the sex of academic staff who emigrate more often, 80.1% (n = 236) claimed that males are emigrating more often than females (19.9%, n = 236).

5.4.6 Effectiveness of leadership at various levels of the university administration

Assumption is made that good and effective leadership that adhered to ethical procedures when dealing with employees' issues would promote job satisfaction and therefore the employees would like to serve the institute for longer period of time. When a leader embraces ill-practices like nepotism, tribalism and corruption in selecting staff for promotion or dictating them when discharging his or her duties, some staff members who feel oppressed become unhappy and might seek for an exit. Included in the questionnaire, a question was set to assess the effectiveness of leaders at various levels of the university. Specifically, the respondents were requested to report if they had ever experienced any problem with their leaders at any level when performing the assigned duties. Of all respondents, 55.5% (n = 236) admitted that they had some kind of problems with their leaders regarding misconduct of assigned job or just misunderstandings. When requested to suggest if the decisions made towards them were correct and that the leaders followed the stipulated "Standing Orders" for civil servants when correcting the mistakes the staff conducted, of all respondents that admitted to had had some problems with their leaders (n = 130), 50.7% had an opinion that the leaders did not make correct decision based on what is stipulated in the work policy while 49.3% approved that the decisions made towards them were correct. To explore more on the leadership quality and effectiveness at different levels of the university organs, the respondents were requested to list down, based on their experience, the levels that need more leadership training for effectiveness and efficiency. Table 2 summarizes the opinions of the respondents.

Category	Percentage (%), N = 236	Rank
Head of Departments	42.8	1
Dean of Schools	26.7	2
Principal of Colleges	13.1	3
Directorate of Human resource	7.2	4
Office of Deputy Vice Chancellor-Personnel, Finance and Administration	3.4	6
Office of Deputy Vice Chancellor-Academic, Research Consultancy	4.7	5
Office of Vice Chancellor	2.1	7
Total	100.0	

Table 2: The opinions of the respondents regarding the training requirement for effective leadership at different levels of the university organs

5.4.7 Multinomial logistic regression

A multinomial logistic regression analysis was applied to predict parameters that could explain the willingness of the academic staff resignation or emigration from UDOM. The question requested the respondents to give their opinions whether they would like to resign or move to other universities or not, if UDOM improves the variables like income, incentives, working conditions, social environment, leadership quality, provision of scholarship, and if environment is conducive, all of which have been reported to influence emigration decision (Table 1). Of all 236 respondents interviewed, 62.3% claimed that they would remain at the University if the variables are improved while 20.3% willing to resign despite the improvement made while 17.4% were indifferent. The model fit to our prediction significantly (-2 Log likelihood = 34.480, df = 6, $p < 0.0001$). The variables that explained the fit of the model included the incentives (-2 Log Likelihood of Reduced Model = 73.022, df = 1, $p = 0.020$), staff development (-2 Log Likelihood of Reduced Model = 80.221, df = 1, $p = 0$) and good leadership (-2 Log Likelihood of Reduced Model = 92.252, df = 1, $p = 0$). If these variables were removed from the model, the result was significantly poorer fit. The remaining variables (i.e. income, social issues and environmental conditions) were not good predictor of staff willingness to stay or leave the university ($p < 0.05$ for all, Table 3).

Parameters in the model	Estimate (β)	SE	Wald χ^2	Probability	Odds-ratio
Intercept	8.699	9.076	.919	.338	
Incentives	-2.994	1.405	4.540	.033	.050
Social services	.628	1.125	.312	.577	1.874
Staff development	-2.491	.742	11.261	.001	.083
Good leadership	-.758	.171	19.607	.000	.469
Income	-1.459	2.244	.423	.516	.232
Environmental conditions	-.179	.736	.059	.808	.836

Table 3: Final logistic regression model of willingness of academic staff to resign/emigrate or stay at UDOM if the independent variables like income, incentives, working environment and social interactions, leadership quality, provision of fund for training and the environmental condition is improved.

Only scores of parameters included in the final model are presented. Parameter estimates (β), are presented with their standard errors (SE). Wald statistic = $(\beta/SE)^2$. Odds-ratio = $\exp(\beta)$, represents the ratio-change in the odds of the events of the interest for a one-unit change in the predictor.

6 Discussion

The findings reported in this study were the opinions of different academic staff members from different disciplines, rank, age and sex who also came from different geographical location, hence results need to be taken with caution.

The findings from this study are providing very important suggestions for management of staff mobility. Results suggest that the majority of employees who are emigrating from UDOM are young males of age between 31 and 40 years, most of them being tutorial assistants and assistant lecturers (Figure 2). The education system in Tanzania requires a child to start primary school at the age of 7 years. Tanzanians, thus complete the first degree at the age of 23 or 25 years depending on the programme one is pursuing (plus one year in the national service). Following this arrangement, it is not surprising for staff with age ranging from 31 to 40 being the largest group emigrating compared to the group of 20 to 30 years who might be still pursuing their bachelor and/or master degrees. Senior academic staff are engaged in many core university activities like supervising research projects, managing the academic departments, schools/faculties, directorates and/

or colleges and consider themselves as part and parcel of the university systems, thus, attracting most of them to stay at the university for longer period than other junior staff, even if some of them are not happy with the working environment. Some of these senior staff might have stayed in the town or university for many years and thus got an opportunity of establishing their own permanent premises and farms to tend as extra curricula activities for more income generation. In addition, many pension schemes in Tanzania require employees to contribute for at least 15 years in order to receive terminal benefits, thus any academic staff at the age of 45 years or above would not like to move after contributing for many years if the working environment remains constant. Doing that might cause loss of their terminal benefits the employer contributed.

Data from human resource office (Figure 2) confirm the respondents' claim, that the majority who migrate are junior staff. However, from 2011 to 2013 the number of professors who emigrated and/or terminated increased from 0 to 5, respectively. This might be due to the fact that most professors and senior lecturers that were recruited in 2008 from various universities were either retired professors and/or were close to their retirement age, and thus in 2011 would have served for or close to five years from 2007. Any retired professor or senior lecturer was recruited under contract basis for two years renewable for two terms and one year for one term, a maximum of five years (J. Kusaja, personal communication, 2014). In case of tutorial assistants and assistant lecturers a high drop out between 2010 and 2012 might be due to the failure to meet the required minimum academic qualification (i.e. GPA of 4.0) in their master degrees or got new job elsewhere. A tutorial assistant who was recruited in 2008 was supposed to have finished his or her master degree in 2011. Data suggest that males are migrating more than females. This might be due to the fact that big numbers of females at the age between 20 and 50 years are already married and might have children and the husbands to care. In addition, the number of male staff is in the order of three-fold that of female staff, thus chances is high for males staff to be migrating, especially when the factors causing emigration affecting both sex equally.

Reasons for academic staff emigration have been reported by informants. These were mainly socio-ecological issues. When a question on a cause of academic staff emigration was posed in the first place, the majority claimed that the working environment (77.1%, n = 236, Table 1) is the most important issue responsible for such emigration, followed by social interactions (65.3%, n = 236). The remaining variables i.e. staff development, environmental conditions, income and effective

leadership received less than 33% each. When a similar question was posed later using different approach that allowed the respondents to rank from the pre-prepared list of variables, the most important variables that triggered the desire for emigration was income (47.2%, n = 236, Figure 3) followed by incentives (39.3%) and social issue (i.e. marriage, 34.6%). Environmental parameters were less considered when treated individually but were relatively of high concern when lumped together i.e. in total scored 31.5% which does not differ much from 29.2% scored in the first place, suggesting that the respondents were consistent. The ability of respondents to rank the socio-ecological parameters in the similar question posed later probably was due to the fact that they were not using much effort and time thinking of the variables as requested by an 'open ended question' in the first place but rather picked from the list. This tends to suggest that the parameters the respondents listed in the first open ended questions might have been the real reasons that were affecting them at the time when the questionnaire was filled. These concerns might have come purely from their minds. Income, for instance, is similar to most public universities but is the most important issue that needs not to be overemphasised. Incentives might differ from one university to another but working environment and social interactions including effective leadership might be – as reported in the first question – the most important parameters that the management of the universities can easily influence. The findings reported here, support what Cradden (2007) and Owuor (2010) narrated (see Section I and Section IV).

Leadership has been described as a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task (Chemers, 1997). When requested to explain if respondents had had any conflicts with their leaders at any levels, 55.5% (n = 236) of respondents admitted to have such kind of conflicts. This is not surprising for people who have been working together in one institute for more than five years. Universities activities always involve lots of pressures; one needs to plan for a lesson to teach, marking scripts, supervising graduate students who write dissertation/theses, writing research proposals to attract funds, conducting research, offering consultancy services and at the same time is supposed to submit examination results within a fixed time frame. The head of department pressurises the academic staff; the school dean then pressurises the head of department and the college principal pressurises the school dean to ensure that results are ready for discussion at the next scheduled College Board as per almanac, before being tabled to Senate. These pressures might not be pleasant to some academic staff or head of departments or school

deans, especially those who fail to plan their activities 'around the clock'; and thus might have find themselves in some kind of troubles with their immediate supervisors or other leaders at various level of the university. Similar observation is reported elsewhere (Psychometric Canada, 2009). The respondents were further requested to suggest the level of leadership within the university that require more leadership training in order to acquire necessary skills for effective leadership; the majority (42.8%, n = 236, Table 2) suggested the head of departments, 26.7% (n =236) school deans and 13.1% suggested the college principals. In total, demand for effective leadership training is most important at college levels (82.6%, n = 236) as opposed to other levels (Table 2). Within the university administration, it is the department that deals directly with academic staff; as such it is not surprising to see more demand for such training being suggested at that level. In addition, department heads and school deans are just appointed without considering their experience in leadership or background training in such discipline, which might be one of reasons for conflicts with faculty members due to inexperience. The suggestions by respondents on training needs for head of departments might also be influenced by the level of administrative conflicts between the head and the academic staff themselves; those who might have been warned or penalised due to some misconduct might challenge the charges of being inappropriate based on perceived low leadership skills at the departments or at the school levels. However, such kind of administrative conflicts at the workplace may also have some benefits if not generated through personal interest. As reported elsewhere, human resources professionals have seen conflict lead to better solutions to problems and challenges, major innovations, increased motivation, a better understanding of others, and higher work team performance (Psychometric Canada, 2009). Disagreements during the examiners boards on marks that seem to be inflated by any one staff may bring a desired change. Sometime unethical school dean or head of department may favour some few staff members and oppress others deliberately. When this is challenged, that disagreement may also bring the desired change. Freedom of expressing one's opinion without breaking rules are expected and would be encouraged at all level at the university. However, in some cases, especially when academic staff hold their general meetings through academic staff association, few members of staff in these meetings may fail to abide to the established rules and guidelines and often utter words that in final analysis lead to insubordination to the university leaders or their immediate supervisors; something not acceptable by all moral standards. From my experience, this has become the centre of conflicts between the leaders and the subordinates particularly at UDOM.

As a newly established university, the majority of head of departments are junior staff with low experience and skills of managing higher education institutions. In most cases, they are entrusted to head the department without any leadership training or orientation. Although this study did not differentiate the effective leadership among departments whose heads are senior staff versus those headed by junior staff or the departments whose heads are lawyer or human resource experts versus those whose heads are engineers, ecologists, veterinarians, botanists, or physicists, it is tempting to speculate that those departments led by professional human resource managers, would perform better in terms of quality human resource management than those led by non-human resource professionals, if an assumption that leaders are ‘trained and not born’ is true. However, as the ‘experience is always the best teacher and always practice makes things perfect’, it is therefore not surprising to have non-professional human resource experts managing their departments or school well.

The opinions of respondents were also modelled. It was important to run multinomial logistic regression analysis in order to explain which variables listed by respondents were most important in explaining the amount of variation in factors responsible for academic staff emigration. After independent variables as listed in Table 3 have been improved, the final logistic regression models suggest leadership, incentive and staff development as the best predictor of the willingness for academic staff to stay or emigrate. If these variables were removed from the analysis, the model would fit poorer (Table 3). As discussed earlier, leadership, future expectations towards academic development and incentives are equally important to all workers. Job satisfaction involves these variables of the final regression model and these are the variables that can distinguish one university from others. Using the results generated from multinomial regression analysis, the university would retain more academic staff if effective leadership (that can be acquired through training), better staff development schemes and provision of incentives are given higher priority. This idea supports what Psychometric Canada (2009) concluded.

7 Conclusion and recommendation

This study revealed that working environment, incentive, good leadership and clear staff development scheme are the major reasons that are important for academic staff retention at UDOM based on modelling. Although the improvement of working environment that includes incentives to staff may need substantial amount of money,

it is important for the university, especially academic departments in collaboration with directorates of human resource to develop a staff retention scheme. Since the majority of academic staff are junior at UDOM who have limited skills in managing higher education institutes, it is important to run short courses in human resource management for head of departments and school deans for effective leadership. It is important for faculty/school deans and department heads to attend short courses like that organized by DIES International Dean Course for African university leaders. This will increase their leadership effectiveness. Academic staff should be encouraged to write research proposals, engage in consultancy works and running short courses to increase staff experience and partly income. It is recommended further to encourage more females to apply for teaching opportunities at the university because they do not migrate often. The senior staff should engage junior staff in their research activities for both capacity building and for further training opportunities. Incentives for well performing professors or senior lecturers should be established that can be included in staff promotion criteria; instead of focusing only on the number of published papers and teaching; one of the indicators should be the number of academic staff he or she trained or sent for further training through the project he or she manage and/or engaged in his or her project. Detailed study on the cause of emigration for both administrative and academic staff among departments, schools and colleges needs to be carried out for further human resource management.

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Internationalising the curriculum: the implementation experience at the University of Economics Ho Chi Minh City

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ABSTRACT

In the era of globalisation, quality in higher education has not only become a critical requirement for the entire higher education system, but also the basis of enhancement capabilities of each university. In order to meet the high requirements of the labour market and stakeholders, the University of Economics Hochiminh City (UEH) has step by step been internationalising and renovating its entire operational mechanism, specifically in its training programmes and training activities. 27 advanced training programmes of eight core disciplines at the bachelor level and 17 advanced training programmes at the master level have been globally oriented. Programmes have been updated to make them fit for training purposes and to meet the demands of those who want to become highly qualified human resources to be able to work in the local, ASEAN and world labour market.

Curriculum internationalisation is a strategy adopted by many universities in order to prepare their graduates for employment in the global economy and to meet the demand of globalisation of labour. This paper is a case study of the organisational change at the UEH that attempts to implement curriculum internationalisation in the subjects of eight core business disciplines and the economics disciplines.

In this paper, we describe and discuss the initiatives in the curriculum internationalisation process undertaken and the responses of the discipline-based faculties. We identify significant staff and faculty issues during the change process, especially regarding the powerful effect of academic autonomy, and the need for continued resources to support the changes.

Keywords: advanced curriculum; implementation; internationalisation

1 Introduction and background

Vietnam's higher education has been on the path of international integration. Each higher education institution is responsible to find an answer for the question: "How to make sure that our graduates will have satisfying jobs and a better future?" The answer depends on its strategic choices. In Vietnam internationalising curricula is now of priority for the process of higher education internationalisation (MoET 2014).

1.1 Higher education (HE) in Vietnam

In Vietnam, the higher education (HE) system is centralised under the Ministry of Education and Training (MoET). However, one third of the institutions are directly under MoET and two-thirds are under other ministries and provincial People's Committees.

The Vietnamese HE sector has been characterised by tremendous growth. Table 1 below shows the changes in higher education patterns in Vietnam over two time periods, i.e. 1987–1997 and 1997–2014. There was close to a 25 per cent (from 101 to 126) increase in the number of HE institutions including both universities and colleges by 1997, and then again through to June 2014 there was an additional 244 per cent increase (i.e. 126 to 433). Moreover, during that same period, we can also see a significant emergence of non-public universities in the Vietnamese HE sector, suggesting that Vietnamese HE has great market growth potential.

	1987 Total no.	1997 Total no.	2014 Total no.	1987–1997 overall growth in %	1997–2014 overall growth in %
HE institutions	101	126	433	24%	243%
• Of which public	101	111	347	10%	212%
• Of which non-public	0	15	86	–	473%

Source: adapted from MoET (2009) and Nguyen (2014) ideas on Vietnamese higher education sector 1987 – June 2014

Table 1: Vietnamese Public and Non-Public Higher Education (HE) Institutions and their growth

The Vietnam International Education Development (VIED 2014) confirms 214 joint programmes that have been offered in various disciplines and approved by MOET. These have included the delivery of: twinning programs; offshore programs; credit

transfers; representatives for international partners; and, e-learning facilities. Collaborating internationally is an essential way for Vietnamese universities to become world class in their educational offerings.

In 2014, there were 1,662, 665 students studying at universities and colleges. 85 per cent of all students study at public universities and colleges, 15 per cent study at non-public universities and colleges (MOET 2014). In Ho Chi Minh City until 7 April 2015 there are 50 universities, of which 37 are public universities and 13 non-public universities. In all Vietnam, there are currently five academies and 18 national key universities. As planned by the Government 20 research based universities shall be developed until 2020 with more than 75 per cent teaching staff with doctor degree.

Table 2 below shows training size by majors, in terms of economics it takes account of 29.86% of the total, indicating that this major is considered as a significant one and also there is a need for producing high quality human resources to serve the labour market.

Year	2012		2013		2014	
	Total	Rate	Total	Rate	Total	Rate
Training size by majors						
Total	1,813,254	100	1,670,309	100	1,662,665	100
Pedagogy	178,316	9.83%	176,916	10.59%	190,565	11.46%
Art	23,643	1.30%	23,380	1.40%	22,957	1.38%
Social Science	153,806	8.48%	142,504	8.53%	172,682	10.39%
Economics	669,245	36.91%	571,601	34.22%	496,533	29.86%
Law	27,170	1.50%	38,847	2.33%	32,293	1.94%
Natural Science	71,254	3.93%	66,645	3.99%	68,201	4.10%
Industrial Engineering	533,445	29.42%	495,372	29.66%	487,566	29.32%
Agriculture-Forestry-Fishery	36,974	2.04%	36,819	2.20%	48,412	2.91%
Med. Phar.	90,925	5.01%	103,166	6.18%	121,859	7.33%
Service	28,476	1.57%	23,239	1.39%	21,971	1.32%
Source: Nguyen, TG 2014 Education Conference: Vietnam Education Dialogue (VED): A discussion on higher education reforms						

Table 2: Training size by majors

Globalisation has a huge impact on education especially in the HE sector. The world is getting ‘closer’ and more connected with rapid advances and development in technology and communication. In higher education, increased communication – nationally and internationally – helps raising awareness on issues such as quality of the various programmes and their curriculum which makes quality management increasingly crucial to the survival of HE institutions (Bon 2010).

The role of the HE sector in Vietnam’s economic development is of paramount importance and understandably the value of the sector in shaping the future of Vietnam is continually being reinforced. Vietnam’s educational sector, especially in HE, has in recent years opened up to the international market. This was the result of Vietnam joining of the WTO and other international obligations. This resulted in increased competition with foreign universities operating in Vietnam. Contemporary Vietnam is in dire need of well qualified and trained graduates – graduates who can apply the latest knowledge and theory to practice.

1.2 University of Economics Ho Chi Minh City

The University of Economics Ho Chi Minh City (UEH) was established in 1976, and it has been ranked as one of the 18 key public universities in Vietnam. UEH is a multi-disciplinary university with various levels and modes of education at three levels (undergraduate, master, and Ph.D.). According to the Decision No: 2377/QĐ-TTg from the Prime Minister regarding “Approval for piloting Proposal of changing operation mechanism in the University of Economics Ho Chi Minh City for the period of 2014–2017”, UEH is the first university among the ten universities to be approved by the Prime Minister for piloting autonomous higher education institution in Vietnam.

UEH is recruiting the top 20 percent of students mainly from the South of Vietnam. There are approximately 45,000 students currently enrolled at UEH both in part-time and full-time programmes. Overall, UEH currently has 600 associates for teaching, including 50 professors and associate professors, and 160 Ph.Ds.

UEH offers a wide range of qualified academic programmes in economics and business administration. Furthermore, the university is steered to become a research based university. Over the years, UEH has built a global network for staff exchange, student exchange, and international conferences. Currently, the university is connected to over 70 different universities in the world. There are 15 international joint programmes for all teaching levels from undergraduate,

master and Ph.D. with other institutions in the US, Netherlands, France, Australia, and New Zealand.

UEH established a multi-disciplinary structure in economics and business administration including nine majors: development economics, business administration, international business & marketing, tourism and travel management, finance and banking, accounting & auditing, management of information system, business law, and public management.

To share UEH's expertise and extensive resources, academics and specialists are available for consultancy services to external organisations and public sectors including industry, government agencies and educational institutions. UEH can rely on excellent, specialized academic associates and a large number of highly skilled professors and lecturers not only in the field of economics.

Currently, UEH is entering the next phase of intensive growth of its research activities and by that ensures that research excellence extends to all faculties. UEH has staff expertise in research and teaching in a range of discipline areas, as mentioned above. It aims at being ranked among the top research based universities in Southeast Asia as it seeks to expand national and international recognition in specific research areas. The UEH nurtures a distinctive, high-impact research culture, committed to enhance the region's cultural, economic and educational development. By this, it responds to contemporary challenges in the Mekong Delta and nationwide. In the transition from a state-driven to a market-oriented system especially in a developing economy such as Vietnam, the internationalisation of higher education helps to update curricula, create a highly-skilled workforce with an international vision in response to the industry's demands for socio-economic development and global integration and speed up reforms. Thus, we imagine the integration of international approaches to be helping and improving our wisdom in dealing with the new challenges of university governance.

1.3 The need for internationalising curricula

In transition economies, training programmes have been typically revised many times. However, due to ad hoc-reforms and repeated piece-meal changes, there are numerous shortcomings. The same is true for UEH. The programmes have not been globally integrated into the programme system of higher educational institutions of other countries. There were repeated courses at undergraduate, master and doctor levels with very limited international foundational textbooks.

Consequently, there was a risk of duplication of content. It was therefore imperative to design globally oriented curricula, and to revise and to keep the programmes fit for the purpose of producing graduates to meet the demand of the international labour market.

Since 2012 the need for internationalising curricula has been recognised for student and staff exchange on the path of international integration. The curriculum has been internationalised on the originality of the curriculum chosen from the top 100 universities for the programmes at the master level and from the top 200 universities for the programmes at undergraduate level. The leading ideas from the top management of UEH in regard to learning and teaching are that the course content is globally oriented with foreign original textbooks and case studies from the context of Vietnam.

As aforementioned, UEH needs a focus and priority on the process of curriculum internationalisation. UEH can highlight some considerable strength:

- UEH is one of 18 key universities in Vietnam and a prestigious university in terms of economics and business administration.
- UEH is committed to implement its goals (mission) and objectives (vision) via a quality-oriented policy.
- The university has the autonomy/self-responsibility for implementing its strategy into a sustainable development.
- There is a strong network with the business community.
- The academic staff is highly competent.
- UEH has a sufficient number of support staff for educational qualification and trainings. They are also highly qualified.
- A quality culture is the key motive of quality assurance activities.

At the same time several specific development requirements have become apparent:

- University facilities need to be improved.
- The information system, research database, studying software and stimulation system (i.e. financial market and marketing) have not been developed in a systematic way.

Two key characteristics of UEH present the source of the curriculum internationalisation problem addressed by this project. These are:

- The range and mix of programmes and the teaching modes need more attention;
- The level of English competency of the teaching staff needs to be improved.

The final result was that by the 2014/15 academic year, UEH was characterised by the following in regard to curriculum internationalisation:

- 23 advanced programmes of 8 core disciplines at the undergraduate level have been approved by the Academic Board of UEH;
- 16 advanced programmes of 8 core disciplines at the master level have been approved by the Academic Board of UEH and implemented by the faculties;
- Faculty teaching has been spread throughout the whole calendar year to prepare for the year of 2016;
- The facilities have been upgraded; additional textbooks and supplementary materials were purchased and an appropriate database was developed.

However, in order to gradually enter into the international academic and scientific network, we consider cooperation with foreign universities to be especially important. There have existed staff and faculty issues requiring consideration in the change that accompanies curriculum development regarding the effect of academic autonomy and the need for continued resources to support the changes.

This paper arises from adopting this problem and its resolution as the Project Action Plan for the DIES International Deans' Course for Asia (IDC III) held between June 2014–February 2015 in Osnabrück and Berlin (Germany), at the National University of Malaysia (Malaysia) and at Gadjah Mada University (Indonesia).

2 Brief Literature Review

Knight (2008) describes internationalisation as an integrated process in the global world with the purpose to expand the aims, functions and distribution in higher education. To ensure the success of internationalization, the initial step is to consider the roles of administrators, faculty and staff – those who participate in the 'international game' as Choudaha & Contreras (2014) stated people as administrators, faculty and staff, their ideas and locations are considered central to the organizations.

Running international joint programmes is an essential and innovative way for internationalising higher education in Vietnam by the shortest path. Since 1998, joint programmes have undergone extensive development and have become very popular in Vietnam. Presently, there are 246 joint-programmes, involving some 76 Vietnamese universities and colleges and 120 overseas partners, approved by the MoET-Vietnam International Education Development (VIED) (VIED-MoET 2014). These approvals have been granted between April 2000 and March 2014. The fields of study of the approved courses range from business administration to journalism to rural sociology. Most of the programmes are in business- and economics-related fields such as accounting, banking, business administration, finance, information technology, and marketing. The top six countries in terms of numbers of approved programmes include France, Australia, England, USA and Taiwan and Singapore.

The tendency in the literature on curriculum internationalisation, as a response to globalisation, has been to emphasize the attributes for graduates to operate internationally (Francis, 1993; IDP Education Australia, 1995; Whalley, 1997). These have been overviewed by Edwards et al. (2003), where it is argued that the literature provides limited guidance on curriculum internationalisation. Crosling, Edwards and Schroder (2008) view the variety of teaching strategies and methods which are applied at various levels of internationalisation as of developing ‘international awareness’ through encouraging reflective approaches, of ‘international competence’ demonstrating the change in students’ perspectives and of ‘international expertise’ through foreign language study and exchange programmes.

3 Significance of curriculum internationalisation at UEH

Internationalisation is core to the value of UEH. In regard to curriculum internationalisation UEH has provided students with global perspectives of their discipline and a broader knowledge base for their future careers. Students can also be helped to develop a set of values and skills to operate in diverse cultural environments. These are done as

- Setting the standards in training to ensure the quality of the programmes to meet international standards;
- The programmes at undergraduate, master and doctorate levels have been developed in a systematic way to ensure the articulation of these programmes in line with well-known universities regionally and globally.

Methods

Diagnosis helps to generate information that offers (i) better understanding of the situation, (ii) opportunities to tailored interventions or solutions, (iii) a plan of action through which the solutions or suggestions are implemented.

A qualitative approach provides richer detail for exploring viewpoints in real context at the initial stage of research; it enables us to gain a better initial understanding of the problem and to identify phenomena, attitudes and influences (Healy and Perry, 2000; Maxwell, 1996; Schramm-Nielsen 2001); and

It helps to examine the facts to see what theory is suggested by this set of “all the relevant facts” (Wengraf 2001).

The methods adopted for curriculum internationalisation at UEH therefore were as follows:

- Carry out an organisational diagnosis (the information sought and the data collection approach are described below);
- Situation analysis and needs analysis for strategic choices;
- Carry out interviews and focus group meetings with the President, Vice Presidents, deans and heads of departments with the consensus and commitment of the Board of Presidents and Academic Board;
- Process the data and arrive at a set of plans for action;
- Develop the key tasks into a project action plan.

Information needed The following steps were considered necessary for developing an advanced curriculum; (i) scanning the internal and external environment of the university to assess the needs of internationalising the curriculum; (ii) planning strategies for curriculum internationalisation; (iii) conceptualising the framework of the curriculum and developing the programme learning outcomes and course learning outcomes as well as key pedagogical approaches; and (iv) making use of the results from the in-depth interviews with the Board of Presidents and the feedback of stakeholders (representatives from the industry, other universities, other departments, prospective students and professional associations)

Data Collection The qualitative data is collected from the in-depth interviews with the Board of Presidents. Additionally the meetings with the Academic Board members as president, vice presidents, deans and heads of departments directly involved in the curriculum internationalisation strategy development and the workshops

with the heads/vice heads in charge of the curriculum development process were organised at UEH. They have all participated extensively in the development of the curriculum internationalisation strategy at institutional and faculty level providing different ideas at different levels of management within the organisation. The data collected from the meetings and workshops provided useful inside knowledge on the strategic and operational level. In addition, we noted the minutes of the meetings and workshops to increasing the accuracy of data collection. Data was also collected from the feedback of stakeholders (representatives from the industry, other universities, other departments, prospective students and professional associations).

4 Findings

This case study of the University of Economics Ho Chi Minh City, Vietnam (UEH) attempts to internationalise the curriculum in the 8 core business and economics disciplines. The implementation of curricula change implies both an opportunity and a challenge. The increase in the number of international students and joint programmes at UEH provide the opportunity for student and staff exchange. This has been proved that International School of Business (ISB-UEH) has offered the training programmes articulated by the international partners delivered in English from undergraduate, master to doctorate level and the other schools at UEH in the development process are to increase gradually the number of subjects included in the programmes delivered in English. The teaching staff as the difference in cultures, languages and approaches to the problems proved a challenge to the leadership of the deans and vice deans in the process of managing change in a university. In addition, academic staff at UEH has faced increased workloads and pressure to conduct research and teaching, limiting their commitment to curricula matters.

From the results of the project, we conclude that although the curriculum internationalisation project reflected positive aspects of organisational change careful planning, resources and the involvement and support of academic staff are critical. However, staff resistance to participate in the programme may be seen as display of academic autonomy.

The key issues in managing university change that emerge from results the process of curriculum internationalisation are; (i) People respond positively to change when they understand why it is required; they can cope with it; and they

have ‘ownership’ of the change process; (ii) Senior management must be seen as committed to the change, through leadership and the provision of resources; (iii) Academics value autonomy on curricula matters, especially with individual subjects; and (iv) Academics find it hard to balance with increased administrative and teaching workloads and being under pressure to do more research.

The meetings and workshops brought together deans, vice deans and divisional head to understand the need for change and updating their subject, thereby participating in and managing the change. However, the autonomy issue requires consideration during the curriculum internationalisation process. Several academics argued strongly that academics themselves should decide how ‘international’ their subjects should be.

The individual subject heads tried to internationalise the curriculum and developed flexible learning materials. However, apart from the initial workshops, the involvement of other academic staff was limited due to their high workload and the pressure to research and publish.

Apart from the discussion above, the idea behind this type of project is that, to be successful in terms of ‘international awareness’, more widespread adoption across the university can be achieved with the commitment of the Board of presidents in continuing financial investment and the involvement of individual academics. From the perspectives of the departmental heads and vice heads and coursework divisional heads their attitudes were quite positive and in regard to the course curricula developments and efforts to build team relations among the faculties as well. However, the coursework divisional heads were concerned about some of their colleagues’ lack of involvement that we have explained earlier. Incentives considering for these involvement may overcome such issues in the future.

5 Conclusion

Because of the challenges raised by globalisation, the importance of international skills and knowledge is widely accepted. Hence, universities have revised their aims and objectives to incorporate international skills and knowledge as core graduate attributes. However, little work has been done to translate this new priority into curriculum documents and teaching practice. This paper has reflected on and described UEH’s attempts to introduce curriculum internationalisation and the development of flexible learning materials that facilitate it. In doing so, guidance

has been provided for others as they engage in curriculum internationalisation. The project was concerned with nine core subjects for which curriculum internationalisation was the primary objective (economics and management). Results showed that students appreciate the effort and that their learning opportunities were enhanced.

Academic staff closely involved with the subjects was also generally positive but unlike others the course divisional heads were unwilling to commit much of their time. With regard to curriculum change, it has been observed that involving large numbers of staff and students in the process is difficult and challenging. It confronts the same constraints of those introducing change in any large, complex organisation and, therefore, such a project has to be carefully planned, well-resourced and requires the involvement and support of the academic staff.

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