

**VALIDATION OF THE SELF-EVALUATION REPORT OF
THE SCHOOL OF BUSINESS,
COPPERBELT UNIVERSITY,
KITWE, ZAMBIA**

Draft Report

by

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TABLE OF CONTENTS

A list of Abbreviations

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| AAU | Association of African Universities |
| B. Sc. | Bachelor of Sciences |
| BAcc | Bachelor of Accounting |
| BBA | Bachelor of Business Administration |
| CBU | Copperbelt University |
| ICR | Institute of Consultancy and Research |
| ICT | Information Communication and Technology |
| MBA | Master of Business Administration |
| Ph.D. | Doctor of Philosophy |
| SB | School of Business |
| USA | United States of America |
| USAID | United States of America International Development Agency |

VALIDATION OF THE SELF-EVALUATION REPORT OF THE SCHOOL OF BUSINESS, COPPERBELT UNIVERSITY, KITWE, ZAMBIA

EXECUTIVE SUMMARY

The validation of the self-evaluation report of the School of Business (SB), Copperbelt University (CBU), Zambia was carried out in May 2003 on request by the Association of African Universities (AAU).

The exercise started by reviewing and scrutinising the self-evaluation report and this was followed by physical visit to the SB. During the visit, meetings were held and interviews were conducted with the top University Administration, with the SB management team, and with a cross section of staff and students.

School facilities including classrooms/lecture halls, libraries, computer laboratory, staff offices, and students' halls of residence, recreational facilities, and training workshops were visited. Various documents were reviewed and these include the University and the School's strategic plan documents, the SB's handbook, selected course outlines and documents

The School of Business of CBU was established in 1979 as the School of Business and Industrial Studies in response to the high demand for business managers in the Zambian economy. The SB is organised into four departments, i.e. The Department of Accounting and Finance, the Department of Business Administration, the Department of Production Management, and the Department of Graduate Studies. The School offers four Bachelor degree programmes and one Master's degree programme in business management disciplines. The student population of the SB was at the time of this report around 820 and 25 undergraduate and postgraduate students, respectively and there were 25 academic members of staff, with a staff shortage of about 34% of the School's establishment.

The main observation made in the self-evaluation report of the SB is that the School has been operating under severe funding problems. It is claimed that under-funding has resulted into deficiencies in teaching aids, textbooks, research and library facilities, and resentment by staff. Basing on AAU

performance criterion, the SB subsequently scored itself an overall grade of 3 on a “1 to 5” scale.

Whereas the CBU is implementing its strategic plan for the period 2002 to 2004, which is well documented and printed out for wide circulation, the SB also has its own strategic plan document, but this is covering the period January 1997 to December 2001. The School has no document for the current period.

The School’s admission process was found to be good and course objectives were well stipulated in the course outlines. Students were satisfied with the way courses were conducted. There was however no mechanism in place that ensures feedback into the academic process.

Student workload differed from one course to another, depending on the instructor and the nature of the course. There was no standard workload for all courses. Likewise, there were no tutorials or seminars for most of the courses. Academic guidance in the School is not formalised.

The state of teaching and learning facilities, particularly the libraries, and the equipment, is extremely poor.

There is no policy of monitoring and evaluating the teaching, hence, there is no unit in the university that does the monitoring and evaluation of teaching. Students however expressed satisfaction with the assessment system in use. The School’s third and fourth year courses are externally examined. The School however, does not have many international academic connections.

Financial resources are centralised and very inadequate. Salaries are low, facilities are inadequate and most of the academic mainstream activities like those related to teaching, learning, research, etc are not funded at all. Indeed most of the problems faced by the School are related to funding.

The state of all physical facilities was poor and inadequate. The condition of students’ hostels was shockingly poor and staff houses were poorly maintained.

Our observations do not differ significantly from those expressed in the self-evaluation report. However, we find that there is wide room for improvement, particularly in areas of setting the vision, mission and goals of

the school, increasing academic interaction with students, creating feedback mechanism into the teaching and learning process, conducting research, improving living conditions of staff and students, creating international academic networks and finally, improving on the budgetary process of the University.

INTRODUCTION

The validation of the self-evaluation report of the School of Business (SB), Copperbelt University, Zambia was carried out in May 2003 on request by the Association of African Universities (AAU) as part of the organisation's long term objective of developing and maintaining a culture of quality in African higher education institutions. The objective of the exercise was to observe physically what is actually taking place and authenticate the self-evaluation report by the SB.

Background

In recognition of the importance of quality assurance within academic institutions of higher learning in Africa, the AAU has put up a quality assurance programme through which higher learning institutions will continuously evaluate themselves.

Methodology

AAU's "Quality Evaluation Guide" has guided the validation exercise of the SB of the University of Copperbelt¹. The exercise started by reviewing and scrutinising the self-evaluation report prepared by the SB, Copperbelt University. This was followed by physical visit to the SB. During the visit, a meeting was held with the top University Administration, which included the Vice Chancellor, the Deputy Vice Chancellor, the Registrar, the Deputy Registrar and with the SB management team. Interviews were held with all the stakeholders in the School of Business and these include the Deputy Registrar, the Dean of the School of Business, Heads of department, and a cross section of academic members of staff and students.

Various facilities were visited and these include classrooms/lecture halls, university and School libraries, computer laboratory, staff offices, and students' halls of residence, recreational facilities, and training workshops.

During the visit, various documents were reviewed and these include the University and the School's strategic plan documents, the SB's handbook, selected course outlines and documents related to the academic staff application for promotion and scoring guidelines and progression patterns.

¹ as prepared by Ekhuagere (June 2000) on behalf of by the Association of African Universities

Other documents brought to our attention are copies of two volumes of the School journal and copies of books written by academic members of staff of the School.

Secondary data was collected from the School and this includes statistical data on undergraduate and graduate enrolment and output, staff list of the School classified by department, title, age, gender and by qualifications.

A sample of self-evaluation validation reports from the “Quality Assurance Agency for Higher Education” were downloaded from the website (<http://www.qaa.ac.uk>), and we found these to be quite useful in report writing.

COPPERBELT UNIVERSITY, KITWE, ZAMBIA.

The Copperbelt University (CBU) is a government owned and funded university. It was transformed into a fully-fledged separate university in 1987 from a constituent institution of the University of Zambia. Formerly, it had been operating under the Federal system of the University that had been created in 1979, whereby the University of Zambia comprised of three constitutions one of which was the University of Zambia at Ndola, now CBU. Copperbelt University started with two schools, the now School of Business and the School of Built Environment, with a student population of five hundred and fourteen. The CBU has now grown into four schools including the School of Technology and the School of Forestry and Wood Sciences.

The projected student population for the CBU for the year 2003 is 2,621, whereas the establishment of academic staff for the whole CBU is 230, which works out a ratio of 1 staff for 11.4 students. This ratio varies across schools. Whereas the projected staff-student ratio for the SB is 1:29, the projected ratios for the School of Built Environment and for the School of Technology are 1:6.2 and 1:8.8, respectively.

The School of Business

The School of Business of CBU was established in 1979 as the School of Business and Industrial Studies in response to the high demand for business managers in the Zambian economy. There had been very few business managers and accountants who were adequately trained to manage the

positions.

The SB is organised into four departments, i.e. The Department of Accounting and Finance, the Department of Business Administration, the Department of Production Management, and the Department of Graduate Studies. English is used as a medium of instruction in all departments.

The School offers four Bachelor degree programmes and one Master's degree programme in business management disciplines. These are;

- Bachelor of Accountancy (BACC) - 4 years duration
- Bachelor of Business Administration (BBA) - 4 years duration
- Bachelor of Marketing - 4 years duration
- Bachelor of Science in Production Management - 4 years duration (BSc. Prod. Management)
- Master of Business Administration (MBA) – 1.5 years
- Master of Business Administration (MBA): Part-time

According to the strategic plan of CBU , the student population of the SB should currently be 820 and 25 undergraduate and postgraduate students, respectively. The exact current numbers of students could not be established immediately.

The school's establishment of academic staff is, according to the University's strategic plan, 35 but currently the School has 25 members of staff, with a shortfall of 10 staff. There are 5 Ph.D. holders at the School and three members of staff are at various stages of their Ph.D. studies. There is not a single Ph.D. holder in the department of Accounting and Finance and in the Department of Production management.

The department of Accounting and Finance has only three members of staff currently on board as compared with the departments of Business Administration and the Production management which respectively have 13 and 8 members of staff on board. To bridge the gap, the School uses services of part-time lecturers, particularly in the department of Accounting and Finance.

The School's staff includes three females one of who is a visiting lecturer. In terms of age profile, 8% are below 30 years of age, 21% are between 30 and 39, 46% are between 40 and 49% and 25% are above 50 years of age.

Seventy-five of the school's academic workforce is above 40 years of age. Taking into account that the retirement age is 55 years of age, the School needs to balance the distribution of staff in terms of age, otherwise it may be disastrous for the School when most of the people would be retiring at the same time.

The School has several teaching and learning facilities to its disposal, and these include a School library, lecture rooms, technical laboratories and a student computer laboratory. The state and adequacy of the facilities is discussed later in this report.

0.0 SELF-EVALUATION REPORT BY THE SCHOOL OF BUSINESS

The SB conducted a self-evaluation exercise between April 2001 and December 2001 under the auspices of the AAU. The main observation made in the self-evaluation report is that despite the elaborate strategic development plans, the SB and indeed CBU have not done well because of funding problems. It is claimed that under-funding has resulted into deficiencies in teaching aids, textbooks, research and library facilities, and staff resentment. Basing on AAU performance criterion, the SB subsequently scored itself an overall grade of 3 on a "1 to 5" scale. The subsequent part of this report contrasts our observations against the self-evaluation report and subsequently shows the strong and the weak areas that the School may capitalise or improve on.

PERFORMANCE AREAS AND RELATED QUALITY INDICATORS

Basing on the quality evaluation guide referred to earlier we are, under this section, giving our own observations and assessment of the performance areas and related quality indicators. Our observations are, in as much as possible, related to SB's self-evaluation report.

Vision, mission, goals and objectives

Currently, CBU is implementing its strategic plan for the period 2002 to 2004, which is well documented and printed out for wide circulation. The CBU strategic plan spells out clearly academic programmes and activities of all academic units, including SB, and activities of non-academic units and implementation plans. The University's strategic plan starts with the SWOT

analysis, showing the strategies to be used, and the University's mission. A strategy as to how the plan would be implemented is given in terms of staffing, recruitment, retention and training; simulation of research activities, strengthening the link with industry and other institutions, pursuit of quality goals in teaching, research and support activities, and capacity building. The plan further gives a summary of major issues, which require attention, and a summary of key success factors.

In addition to the CBU strategic plan the SB also has its own strategic plan document, but this is covering the period January 1997 to December 2001. The School has no document for the current period. It would have otherwise been expected that the School's plan would be an interpretation of the overall CBU strategic plan

According to SB's self-evaluation, its mission and the objectives are clear, exhaustive and plausible, subsequently the School scored itself the highest grade of five.

It is our opinion that SB should have interpreted the overall CBU strategic plan into the Schools plan in a more detailed manner. For lack of an up-to-date strategic plan document, the School is being guided by an outdated strategic plan of 1997 – 2001 that was prepared in November 1996.

Teaching and learning

Our observations and comments on teaching and learning are focussing on variables like: student admission process, course objectives and expected outcomes, design of courses and curricula, expected learning outcomes, student workloads and staff-students interactions. Other variables focussed include student progression, academic guidance and counselling, tutorial support to students, facilities, research and teaching, monitoring and evaluation, teaching evaluation and staff promotion. These are the variables that form the core activities of the school. The SB evaluated itself against these variables and subsequently scored itself an overall grade of 3 on a scale of 1 to 5.

Admission process

The criteria for admissions into the University is clear, based on the candidate's performance in the School certificate. The minimum

qualification is five credit-passes at a School Certificate or its equivalent. Each School has specific admission requirements, in addition to the general university minimum admission requirement. For non-School leavers, their qualifications are evaluated on a case by case basis. The admission criterion for this category is rather vague.

Given a limited number of vacancies not all candidates who are qualifying are given admission. A cut-off point system is used to determine the number of students to be admitted. Candidates are sorted and ranked in the order of their points. The cut-off point is determined based on the number of vacancies available. The cut-off point differs from year to year, depending on the general performance of candidates in that particular year.

The CBU has an affirmative action for girls in order to give them more opportunity and balance gender. In practice, the cut-off point for female candidates has been relatively lower as compared to that for boys.

Biological children of members of staff are also given an amnesty of up to two points and they are given a complete waiver of fees.

Apart from the vague criteria for non-school leavers, the CBU has a clear admission policy ensuring that only qualified candidates are caught into the net.

Course objectives

A full study of a sample of course outlines of the SB programmes shows that courses have their objectives clearly stated as part of the introduction of the course. However, there is no specific format that is used by the School in issuing the outlines to students. Course outlines are distributed to students at the beginning of the course. Students understand the course objectives and they know in advance what they should expect from each course.

In addition to course outlines, the School is expected to issue a handbook for each academic year. The handbook contains descriptions of all programmes, listing of courses, progression rules, entry requirements, degree classification, and names of instructors, amongst other things. At the time of writing this report the handbook in use had been printed three and a half years earlier, i.e. in September 1999. For sure the handbook was not up-to-

date on some of its content.

Course curricula

Students were generally happy with most of the course curricula much as they were not happy with format and content of course outlines being dependent on the lecturer. According to students, some lecturers have in some instances come out with completely new outlines when they start teaching new courses. Overall, students think all courses are appropriate and lecturers are covering them adequately. Teaching is said to be conforming well to course outlines.

The process of Designing, updating and approval of curricula

There is no laid down procedure as to how to design and update programmes at CBU. The School's professionally oriented programmes like Accountancy follow outlines of professional body requirements. Other courses are designed or restructured using input from similar programmes offered elsewhere. The School has never conducted a tracer study to get feedback from its graduates and their employers.

Teaching and curriculum

To ensure that teaching conforms to curriculum each student is given a course outline at the beginning of the course. In case a lecturer diverges from the course outline the students would easily notice this and class representatives would give feedback to Heads of department. Students also attend and report to the departmental meetings of whatever problems they may be facing with individual lecturers. According to the student interviewed, it is rare for the teaching to diverge from course outline.

Student workloads

Programmes at the SB follow a term system and each student carries 6 courses per year. If a student fails one course, he/she would carry it over to next year and carrying over of a course can only be done once. Continuous assessment carries 30 – 40 %.

The content of the continuous assessment, i.e. the number of quizzes, take home assignments, tests, field assignments, etc, is left at the discretion of the lecturer.

There is no standard workload for all courses. It is stated in the School handbook that the content and length of continuous assessment shall remain at the discretion of the lecturers. Students said that work load depended on the course instructor and on the nature of the course. Whereas some instructors would give one take home assignment, three tests and several quizzes, another instructor would just give the minimum. Students also claimed that there were virtually no tutorials for most of the courses. As a result courses were becoming more and more difficult.

Students also noted that the frequent strikes and boycotts resulted in a lot of work to students when classes resumed as lecturers would be rushing through the topics to catch up with lost time.

SB staff admitted that the issue of balancing workload for students is not addressed and that some courses did not have tutorials as observed by the students.

Student-staff interaction

Apart from the classroom contacts there is very little academic interaction between staff and students for consultation and guidance. As noted earlier, seminars and tutorials are very irregular or non-existent for some courses. Students are not assigned academic advisors, hence academic interaction is only assumed. Academic guidance is not formalised. The situation is even worse with part-time lecturers who come in to teach and then go. They do not have offices from where they could be consulted by students.

It was noted that there was a counselling unit in the office of the Dean of Students. Little sensitisation had been done for students, hence students did not know what the service was all about and therefore very few students availed themselves to the service. The University Chaplain also provides counselling services to students

Social interaction between staff and students were also erratic depending on occasions. Some students do invite lecturers to their parties. There are no games or other social activities that are specifically organised for purposes of staff-student interaction.

Student progression/retrogression

The School's regulations on student progression are given in the School

handbook. Students are however not given feedback on their continuous assessment early enough for them to take remedial action. For a student with problems, it is upon him/her to seek for assistance from the respective lecturers. Individual lecturers do not follow up weak students.

Tutorial support for students

There is no policy document as to how many seminars or tutorials should be conducted for each course. Our discussion with lecturers revealed that it was because of the large sizes of classes that tutorials were not conducted. The large classes were up to around 150 students. In order for each student to get attention and support, the optimal size of a tutorial is about 15 – 20 students. There were no adequate rooms where tutorials with optimal levels of students could be conducted.

Teaching and learning facilities

When requested to evaluate the state of teaching and learning facilities students painted a very poor picture. The libraries carried a few books, most of which were mutilated and of outdated editions. The University does not buy new books at all. Reading places in the library were very few hence students have to rush for reading places once the library is opened. The money students were given by government to purchase books was very inadequate given the prices of books.

Like the students, the SB also evaluated its facilities poorly. It had been noted that classrooms were poorly equipped with furniture and teaching aids. There were no audio-visual aids, no photocopiers, and there was only one printer for all staff. It was further noted that lecturers were only using the blackboard and the chalk to teach.

The SB's evaluation of the CBU library is realistic. Our physical visit testified that the library was indeed dilapidated and out of date. The School's library was found to be worse. It is more of a book depot containing piles of irrelevant outdated books donated from abroad. The library spreads over two small rooms, the books are not arranged in any order making one wonder whether the library has ever been found useful to students. There is no reading space at all. I did not see any recent journal or periodical in both the University and the School libraries.

Indeed the School needs to have more space for the library where at least the available books would be easily accessed and used by students and staff.

Photocopying facilities are very limited, hence students are hardly given handouts, and there are no standard textbooks available.

The School has a computer laboratory containing 20 computers. Given the current student population of around 800 students, this implies a ratio of 40 students per one computer. If each student was to access a computer for only two hours this would mean that a student would remain on a queue for seven days before accessing the computer. Indeed the computers are very few. Students were not happy with a user fee that is charged by the school. The fee made many students not to use the facility at all. Definitely the School needs to do more in improving its ICT. The world is moving at a fast pace in this respect.

Monitoring and evaluation of teaching

There is no policy of monitoring and evaluating the teaching. We were lead to understand that some time in the past students used to evaluate teaching by filling in evaluation forms. This practice has since been abandoned.

Students and the School administration rely on end of academic year examination results to get feedback. Heads of Department rely more on the feedback from students in form of complaints. There is no unit in the university that does the monitoring and evaluation of teaching.

Promotion criterion

There is a University policy document on promotion criterion. The promotion criterion is based on teaching, research, and consultancy and community services. A member of staff puts in an application for promotion when he/she feels that he/she has made major academic achievements in all the four areas. The Head of department gives points to the individual based on the criteria and then recommends to the Departmental Promotions Committee chaired by the Dean. The University Promotions Committee makes the final decision. The main items on the promotion criteria are Ph.D. qualification, teaching, research and library experience, student supervision, publications, outstanding achievements, administrative duties and other

duties. Staff interviewed had no problem with the system in use.

Student Assessment

Assessment of students

The School handbook shows clearly that continuous assessment attracts between 30 and 40% of the total grade for the course and the remaining goes for the final examination. All students understand the way they are assessed. However, students were not happy with the way grades were distributed among various components of continuous assessment. It was the students' opinion that assignments were given little weight much as they were very demanding and time consuming. As earlier observed, there is no uniformity as to the content of coursework components. In some courses students would be continuously assessed basing on only one test, whereas in another course students may be subjected to sitting for two or three tests. Students further expressed their concern that assessment results were not communicated to them in good time.

The assessment system used at the SB does not guarantee objectivity and there is no policy that ensures objectivity in assessment. The system just relies on individual lecturers to exercise integrity. In case of an assessment problem, a student may complain to the Head of Department, and there is a provision for appeals against examination results. It should however be noted that students do not have an opportunity to look at their graded final examination scripts, hence this puts them in a very difficult situation to appeal. Overall, students were confident with the assessment system in use.

External examination process

It is a CBU Senate regulation that all examination papers for 3rd and 4th year classes have to be externally examined. This instils integrity in the examination process and it is a means of ensuring that teaching has been done appropriately, the examination is fair, marking has been done conscientiously and that standards are maintained. Indeed all third and fourth year papers are being externally examined. Both students as well as staff are happy with the current system.

Research

Pursuance of research is clearly articulated in the CBU strategic plan document as one of its missions and also as an academic objective. The research objective of the SB is to have at least two lecturers produce publications in a year, and to organise conferences at which research findings will be presented. The objective also is to develop joint research relations with other universities through collaborative research, staff exchanges and research and publications.

The implementation plan for attaining the School's research objectives includes improving staff levels and staff mix, increasing funding through collaboration with external parties, recruiting active researchers, strengthening of the School journal and intensifying effort to identifying research problems.

Apart from research being articulated in the strategic plan of the CBU statement as one of its missions, we were lead to understand that there were no funds that had been allocated to the research votes for all academic units of the university. Meanwhile, the SB has neither developed a policy nor a strategy to attain the research mission. As a result, there is practically no research going on at the School because there are no funds at all – internal or external - available for research activities. No effort was demonstrated by the School to have attempted to attract external funding for research activities. There is no research proposal from the School that has ever attracted external funding.

The SB has nothing to guide its research activities and it does not have a research agenda for the School. The School does not have a Research and Publications committee or anything of its equivalent.

The SB has a School journal in the name of “Journal of Business”. The production of this journal has been erratic, the last one was produced in 2001 and its subscription is low.

The School does not organise academic workshops or conferences. Such fora would have facilitated interaction of academicians to discuss current academic issues and exchange research ideas. These events are probably not organised because there is no research activity taking place at the School.

It was interesting to note that one senior member of staff, Prof. Ronan, a professor holding a Bank of Zambia Chair, had published four books, one of them being on entrepreneurship and on small scale enterprise. Also the Dean of the School, Dr. Tailoka has published two books in quantitative analysis. It is further noted that Dr. Tailoka funded the publications personally.

The School did not demonstrate involvement in international networks and collaborations. The only cited case of international collaboration is a research project that was carried out jointly with Cleveland State University in year 2000 assessing the need of small scale and medium sized manufacturing companies in Kitwe. Findings of the research are not disseminated academically, but they were communicated to the researched companies and this culminated into a training workshop. The project had been funded by USAID.

As far as postgraduate research and supervision are concerned, the SB has no policy on how to supervise postgraduate students. Academic members of staff are expected to supervise postgraduate students exactly as they are expected to teach. However, supervisors are expected to be senior members of staff who are well exposed in research methodology.

In practice, a postgraduate research student consults one or two members of staff, he/she then writes a proposal and presents it to the Head of department who formally appoints a supervisor.

The CBU has no Higher Degrees Committee or its equivalent at the university level, probably because the whole University has only one masters' degree programme, i.e. Master of Business Administration (MBA). The SB, however, has a department of Postgraduate studies, which does not seem to be strong. Because of lack of a Higher Degrees committee and the lack of supervision policy, there is also no policy as to how postgraduate research findings should be disseminated to the beneficiaries, who include the researched companies.

The MBA programme started in 1995 and it has subsequently had an annual average output of about 9 graduates, and a graduation rate of about 65%.

Consultancy services undertaken

Consultancy activities are centralised for the whole university under the Institute of Consultancy and Research (ICR). There was no consultancy project that was executed by the staff of SB in the recent past through the ICR. Likewise, there was no policy as to how consultancy income should be distributed.

Organisational and management Structures

Leadership

The School leadership is vested in the School's Management Team. A Dean heads the School Management Team, which is comprised of an Assistant Dean and Heads of Department. Staff and students have confidence in the current leadership.

Deanship requires a senior person who should provide academic and administrative guidance and leadership to the School. The current Dean is at the level of Lecturer. Other things being equal, one would have expected a more senior person on the position.

It has been difficult for the School leadership to manage the School because the Central Administration has centralised all financial resources. The School management has authority but no financial powers. Resources allocated to the School are very meagre making it very difficult to operate.

School leadership is changed after every two years, whereby the School elects the Dean and Heads of department are appointed by Vice Chancellor in consultation with Dean.

All staff communicate to the Dean through their Heads of department. The main channels of communication between management, staff, students and other stakeholders is through administrative meetings and through the School Board of studies all of which are well constituted to have representation of all stakeholders. All staff of the School attend the School administrative meeting. The Board of studies is constituted of all members of staff of the school, students' representatives and representation from all units of the University. All stakeholders are thus involved in the School's decision making process. Although it is mentioned in the School handbook

that an Advisory Board had been established, there was no such board by the time of this validation exercise.

Planning, budgeting and Human Resources

Strategic plan for the School

As noted earlier, the SB has no strategic plan document for the current period. We did not see effort being made by the SB to translate the University strategic plan into a specific plan for the School. Neither do departments have strategic plans

Budgeting process

The budgeting process of the University starts by requesting Schools to come up with budget proposals. The School budgets are then supposed to be discussed at the University level and then assembled together to form a University budget.

In practice, Schools are not giving the budgeting exercise any seriousness because whatever they have budgeted for in the past, very little if any money has been allocated to implement the budget. Schools now take it as wastage of time to work out budgets that finally are not put into reality.

All financial resources are centralised, hence, Schools have no funds to manage and hence no accountants or bursar.

The School is duty bound to guide management of CBU on the budgeting process and educate them on the importance of the exercise. There is also need of decentralising the management of the budget to the School levels and have whatever little funds available spread thinly but efficiently across all units of the university.

Budgetary allocations from the Government, which is the main source of financing of University activities, have been extremely low. Although it was not possible to immediately get from the School comparative figures between university budgets and actual money allocated by government, it was quite evident that allocations were far below budgets. In the self-evaluation report the School places all the blame of its under-performance

on the meagre budgetary allocations to the University. We concur with the evaluation that the School is not able to execute its obligations because of the budget constraint.

It is clearly stated in the CBU strategic plan document that without adequate funds the university would not be able to deliver the services at the desired quality and standards. The document suggests a strategy of “educational cost-sharing” as one of the solutions to the problem. The cost sharing policy is a political issue, which is still contested by students/parents. Meanwhile the University is still relying on government budget to run its day to day activities.

Staff recruitment process

Recruitment is done through the staff development process, whereby young and promising graduates-to-be are earmarked before graduation and are encouraged to join the School after their graduation, after which they are placed on a staff development programme. This process usually attracts the best students in terms of academic performance. The other window of recruitment is to attract qualified people who are already working or teaching. Given a poor remuneration system of the CBU this window remains hypothetical.

The process of recruitment is initiated by the Head of Department and forwarded to the School Dean who forwards the demands to the Central Administration. The requests are expected to be within the establishment of the department. If recommendations are accepted, advertisements are placed in the media for qualified people and interviews of applicants are organised by the Central Administration. The concerned departmental Heads serve on the interviewing panel to ensure getting the right candidate. There have been no reports of malpractice like nepotism or favouritism in the recruitment process.

Existence of a School handbook

There is a School handbook, and the most recent one at the time of the validation exercise had been published in September 1999 and was for the year 2000 – 2001. Like the Strategic Plan, the Handbook is outdated. The Handbook however carries very important information for staff and students.

As noted earlier, information contained in the handbook includes the background of the University and of the School, departments of the School, School Boards, and student entry requirements into degree programmes. Other information contained in the handbook is the description of all degree programmes, regulations and conditions for degree programmes, names of instructors, professional chairs in the School and the future outlook of the School.

Staff development policy and its transparency

The staff development policy is transparent with each department having its staff training plans. However staff development very much depends on the availability of scholarships. Several members of academic staff of the SB were on training programmes abroad at the time of this validation exercise.

Motivation of staff

The level of staff motivation was noted to be quite low. Conditions of services are very poor and the remuneration package of the SB staff was on the average, according to the School Dean, 5 times less than the package of someone working in industry. Just before this validation exercise, academic staff of CBU were on an industrial action pressing for better working conditions.

Staff adequacy in Departments

There is a critical shortage of staff in all departments, but it is extremely critical with the department of Accounting and Finance, which had only three permanent members of staff and five part-time staff at the time of this validation exercise. The School's remuneration package does not attract new staff neither is it good enough to retain those already employed. The School very much depends on part-time lecturers, who according to students are unreliable and uncontrollable. There is a staff shortage of about 33.33% of the School's academic staff establishment.

Campus and community relations

Overall campus and community relations have been noted to be good as indicated in the self-evaluation report.

Living conditions of staff and students on campus

There are few recreational facilities for students e.g. long tennis, basketball, football, net ball but they are all in a deplorable condition. The condition of students' hostels is awful and quite unacceptable. As explained in the self-valuation report, students' rooms were meant for two but they are now being inhabited by more than three or four. We visited student hostels at noontime and found almost each and every student cooking in his/her own bedroom using either kerosene stoves or electric table cookers. Other students, we were told, use charcoal stoves. Rooms contained stocks of foodstuff like potatoes, bags of maize flour, bags of onions, fresh meat and fish, etc. Some students have in the same rooms disco-type music systems with blasting sounds.

Electric wires in most of the rooms were dangerously protruding and hanging as a result of improvisation for installation of cookers, and other electrical installations like kettles, music systems, etc. There is no space at all for reading in the rooms. The rooms are stinking and they are health hazards. It is likely to have outbreaks of diseases like cholera given the unhygienic conditions the rooms and the surroundings are kept. It is also likely to have serious electricity-related accidents that may result from overloads and short-circuits. Students' rooms are timed bombshells that are likely to trigger any time. University authorities need to act fast and do something before they regret the consequences.

Staff houses are neglected in terms of maintenance. Members of staff interviewed expressed a high level of dissatisfaction with standards of staff houses, which were badly designed with communal toilets and showers and were without master bedrooms.

The extent to which the School is multicultural

The number of international students at the School is negligible, probably because of the poor conditions of facilities and services. The School has no strategy of attracting foreign students. Two academic members of staff are visiting, one from the USA and the other from Ireland. The School is operating more in mono-cultural society environment.

Environment policy

The School and the University in general do not have an explicit environment policy and the School mentioned nothing on environment in the self-evaluation report.

Facilities

Again like on the condition of facilities, evaluation of adequacy of facilities is summarised in the table below on a five-point scale.

State of condition of physical facilities

Our observation of some of the physical facilities has been described in some form earlier in this report. We are giving a summary of the observations on a five-point scale in the following table.

| FACILITY | STATE OF CONDITION | | | | |
|-------------------------|---------------------|----------------|-------------------|----------------|---------------------|
| | Excellent condition | Good condition | Average condition | Poor condition | Very poor condition |
| Staff Offices | | | | | |
| Classrooms | | | | | |
| Laboratories | | | | | |
| Computer laboratory | | | | | |
| School library | | | | | |
| University library | | | | | |
| Student hostels | | | | | |
| Recreational facilities | | | | | |

The student hostels and the School library are in the most poor condition followed by classrooms, the University library and recreational facilities.

Adequacy of facilities

| FACILITY | STATE OF ADEQUACY | | | | |
|---------------------|-------------------|----------|---------------------|-----------------|----------------------|
| | Very adequate | Adequate | Adequate in Average | Poorly adequate | Very poorly adequate |
| Staff Offices | | | | | |
| Classrooms | | | | | |
| Laboratories | | | | | |
| Computer laboratory | | | | | |
| School library | | | | | |

| | | | | | |
|-------------------------|--|--|--|--|--|
| University library | | | | | |
| Student hostels | | | | | |
| Recreational facilities | | | | | |

Again the state of adequacy is extremely low with the School library and with the student hostels. Classrooms, computer laboratory, University library and recreational facilities are poorly adequate.

Maintenance of physical and other structures

Maintenance of physical facilities and structures is supposed to be done at the University level. Schools have no maintenance budget hence they have no control on how, when and which of their facilities should be maintained or replaced. Hence, Schools do not have plans of replacing worn out facilities and equipment. The SB complained of not having any influence on the maintenance budget. Because of a very meagre budget the University is operating with, the Central Administration does not allocated funds at all for maintenance. No any maintenance activity had been carried out on School facilities, staff houses or on student hostels in the immediate past. Some of the interviewed members of staff said they carried out maintenance of their houses at their expense when the condition of the house become critical.

Norms, Values and Ethics

During the evaluation mission we did not come across any document that was stipulating on what the University's and the School's norms and values were.

What is mentioned in the strategic plan document is that the CBU would adjust its culture to reflect effective management and accountability, commitment to quality and relevance in its programmes and research activities, proactive management approach and fostering a learning organisation, commitment to innovation and entrepreneurship and respect for the individual and high ethical standards.

Although the self-evaluation report shows that the School's norms and values are based on integrity and honesty, these values are not shown anywhere in the university or School's documentation. There is no statement on the School's norms and values. Students and staff of the School do not know which values they are expected of. What has been

mentioned in the self-evaluation report sounds hypothetical.

The School's commitment to standards, quality assurance and ethical values

The fact that the CBU and the SB have succumbed to the AAU quality assurance exercise is an indication that the University and the School of Business in particular are committed to maintenance of quality and standards. Apart from a statement in the strategic plan document that the University would be committed to quality and relevance of its programmes, unfortunately there is no strategic indication as to how this would be carried out.

Gender equity

A Gender Unit in the School

There is neither a unit that has been institutionalised at the CBU to deal with gender issues, nor is there a blueprint guiding the University on how to deal with gender equity related matters.

Like in many other African Universities, the female population of students as well as of academic staff at the SB is quite low. According to the Self-Evaluation report, the gender ratio between male and female staff at the SB is 10:1, in favour of males. During discussions with the School's management it was observed that the University's target was to have at least 30% of its admissions being female. In order to attract more female students, the cut-off point for female applicants is lowered by one point as compared to that of male applicants.

New technologies

Although the SB has computer facilities for students and staff, the School still has a long way to go in terms of using ICT in teaching and learning. The whole school, for example, does not have a power point projector, leave alone simple teaching facilities like an overhead projector. The School has not adopted any electronic teaching and learning techniques. Given the pace at which the world is moving, the SB is likely to be left much behind by the wave of development in ICT teaching and learning.

Internationalisation

The SB has an academic link with Cleveland State University of USA. The link activities include capacity building in terms of staff development and equipment, and staff exchange. The link activities are financed by USAID. Two academic members of staff were pursuing higher degrees training under the auspices of the link and one professor from Cleveland had visited the SB to teach in the MBA programme.

The SB also invites external examiners in various disciplines from neighbouring universities, like the from University of Dar es salaam.

Apart from the Cleveland link, the SB has hardly any other international connections. The School is not involved in any research networks in the region or internationally. It is our feeling that the SB is internationally isolated. There is need for the School to expose itself to other international players for it to be able to learn from others and widen its international scope.

Response to changing social demands

In the Self-Evaluation report it has been shown that the SB has been actively monitoring and responding to societal demands. This, according to the report, is evidenced by efforts of the School to introduce various programmes like Bachelor of Marketing, part-time MBA, B.Sc. in Purchasing and Supplies, and by conducting seminars for local business people.

The Schools efforts are commendable. However, there is no formalised system that gives feedback to the School in terms of the demands of the market and how she School's output is perceived by the market. Things like tracer studies, advisory boards, etc are not formalised.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The main observation made in the self-evaluation report of the SB is that the School has been operating under severe funding problems. It is claimed that

under-funding has resulted into deficiencies in teaching aids, textbooks, research and library facilities, and resentment by staff. Basing on AAU performance criterion, the SB subsequently scored itself an overall grade of 3 on a “1 to 5” scale.

Our observations do not differ significantly from those expressed in the self-evaluation report. However, we find that there is wide room for improvement, particularly in areas of setting the vision, mission and goals of the school, increasing academic interaction with students, creating feedback mechanism into the teaching and learning process, conducting research, improving living conditions of staff and students, creating international academic networks and finally, improving on the budgetary process of the University.

Recommendations

- There is need for the School to diversify its sources of income to finance its operations. The School could easily get funding for activities like “Research” without necessarily waiting for government funding.
- The School has to operate on up-to-date strategic plan and issue up-to-date handbooks.
- Course outlines issued to students should be standardised across the School.
- There is need for the School to conduct periodic tracer studies of graduates and their employers in order to get feedback into the programmes.
- Teacher –student interaction needs to be enhanced and all courses have to have tutorials and or seminars.
- The School should advise the CBU to institutionalise monitoring and evaluation of teaching.
- The SB is very much behind in terms of research activities. Higher priority has to be given research activities and the School has to be aggressive in search for funding for its research endeavours.
- There is need for the school to create more international academic networks

- The School has to guide CBU management on the budgeting process and educate them on the importance of the exercise. There is also need of decentralising the management of the budget to the School levels and have whatever little funds available spread thinly but efficiently across all units of the university.
- Students' halls of residence need immediate attention in terms of how they are utilised by the students.
- The School has to develop a physical facilities maintenance programme.
- The School needs to embrace more ICT in the teaching and learning process.