

association of african universities

***deVELOPING QUALITY ASSURANCE SYSTEMS IN AFRICAN
UNIVERSITIES***

**general principles and lessons deduced from various REPORTS OF THE
aau audit PANELS ON the self-evaluation of institutions**

Report

June 2004

FOREWORD

Quality Assurance issues are important for all African universities seeing that the quality of many African higher education institutions has been adversely affected in recent years by harsh economic, social, political and even conflict situations on the continent. It is evident that mechanisms for assuring quality must be revived or put in place in the various institutions to enable them to take a self-critical analysis of their programmes and institutional capacity, and to make significant contributions to the global educational enterprise and the world of work. The Association of African Universities (AAU) is ready to facilitate this process by promoting the establishment of national and regional quality assurance systems on the continent.

The AAU has recently initiated a **Quality Assurance Programme**, whose broad objective is **to develop and sustain a culture of quality** in its member institutions. Actually the project "Developing Quality Assurance Systems in African Universities" is monitored and evaluated by the coordination of the AAU. Many activities have been planned and implemented, such as the self-evaluation of some institutions/their subsystems, the validation of the self-evaluation reports undertaken by AAU Audit Panels and the follow-up actions comprising an orientation/evaluation workshop held in Morocco from 4-5 June 2003. As another activity planned to be implemented, the AAU has just compiled a **report containing general principles and lessons deduced from various reports of the AAU audit panels** and will disseminate it to all member institutions. We hope these lessons and recommendations should help these institutions to review their quality assurance systems and carry out on-campus awareness activities (seminars, workshops, conferences) on quality assurance in preparation for possible institutional self-assessment exercises.

The AAU wishes to express its deep gratitude and sincere thanks to the Ford Foundation for the financial and technical support which made possible the implementation of the phases of the project "Developing Quality Assurance Systems in African Universities."

Special appreciation and sincere thanks also go to all universities which have accepted to participate in the project and carried out on-campus the self-evaluation activities and submitted reports. The AAU wishes to encourage them to continue and extend the self-evaluation to their subsystems. The AAU takes this opportunity to invite the other member higher education institutions to undertake this exercise and it undertakes to assist them in their local effort if the funds are available. To Prof K. Skraku-Lartey who as a consultant helped the AAU to compile this report and has accepted to be a member of an AAU Audit Panel, AAU registers its deep appreciation and thanks for his competence and firm commitment.

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The Coordination of the Project
"Developing Quality Assurance Systems in African Universities"

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EXECUTIVE SUMMARY

1. This report presents a summary of principles and lessons deduced from the various reports of Institutions and Audit Panels observations and findings of a performance assessment exercise in the framework of the AAU Quality Assurance Project.
2. The exercise focused on the study and analysis of Institutional Self-Evaluation Reports, the Self-Evaluation Reports of the Institutional Sub-Systems and the Validation reports of the Audit Panels.
3. All the universities have commended the initiative the Association of African Universities (**AAU**) has taken to develop and sustain a culture of self-evaluation in AAU member institutions, under the Quality Assurance Programme (**QAP/AAU**).
4. It is recommended that the AAU continues with its quality assurance programme and from time to time organises national or international workshops on this for the universities. Given the right orientation many universities may become committed to the maintenance of quality and high standards.
5. The validation exercises indicate that the quality of education and personnel in the universities in general is good.
6. Various aspects of the institution's activities offer staff and students rewarding teaching and learning experiences, conducive for the training of high calibre professionals. These include well-planned curriculum and physical facilities, which are fairly good.
7. The report also draws attention to some areas in the universities that need consideration, where there remains scope for improvement and performance enhancement, as presented below.
8. It is essential for the institutions to improve the library facilities for teaching, learning and research.
9. Institutions are strongly encouraged to develop missions and goals in order to have a philosophy in what they are doing. These must however fit into the overall plans of the Universities.
10. The Universities must lay emphasis on the culture of learning, the responsibility of the student to pursue independent study, the importance of problem solving and the concept of life-long learning.
11. Institutions must establish monitoring and evaluation plans, and conduct tracer studies from time to time to get feedback from its graduates and their employers. Students should also be given the opportunity of evaluating their lecturers.
12. It is essential for the universities to find a way to increase the present level of research resource-base. One way is to set up a Research Grants Unit to actively source and attract research grants locally and overseas, as well as the endowment of professorial chairs.
13. It is advisable for the institutions to increase the present number of computers and Internet nodes to improve the quality of teaching, learning and research. International Foundations and industry can be approached with this request.

14. Funding is a major constraint on activities in the institutions. The institutions must write project proposals to source funds. Management of available funds must be decentralized to enhance efficiency in their use. Over concentration of financial powers in the hands of some Vice Chancellors does not allow units to plan and follow their plans.
15. Institutions must endeavour to put in place student tutoring in the sense of offering personal guidance not only in academic matters but social matters as well.
16. Statements on ethics underlying the policy on research, relationship among staff and students, and between the institutions and the public must be provided for all stakeholders.
17. Majority of the institutions need to deliberately introduce, practice and monitor affirmative action, so as to increase female representation in its programmes and personnel. International donor agencies and foundations, which could assist the department with funds and equipment, are always interested in gender equity.
18. Serious attention must be given to the establishment and enhancement of formal international links in all aspects of the institution's academic programmes. It will be useful and advantageous to introduce a process whereby international scholars are attracted and encouraged to spend their "sabbatical-leave" in the institutions. A deliberate effort needs to be made to attract some good international students.

1. INTRODUCTION

It is generally accepted that the African continent is lagging behind in global development in science and technology. Whereas many advanced countries are worried about this trend and are devising measures to enable Africa to at least tag along these developments, the sad fact is that several African leaders are more concerned with how to retain power even through conflicts that continue to drag the continent back. Their relative interest in higher education is minimal and expenditure on education is generally much lower than expenditure on security.

The inevitable harsh economic, social, political and conflict situations on the continent have adversely affected many African Higher Education institutions. Therefore recognising that quality assurance issues were becoming more important to African higher education institutions, at its 9th General Conference held at the University of Zambia, the Association of African Universities (AAU) approved the following as its objectives in the area of quality assurance:

- To put on the higher education policy agenda in Africa, the issue of quality management and assessment, taking into account developments in other parts of the world;
- to help African universities develop processes and benchmarks for assessing and upgrading quality in teaching and research; and
- to build up capacity within the AAU to support quality-enhancement activities.

Towards the implementation of these objectives, the Quality Assurance Programme of the AAU (QAP/AAU) was set up to promote self-evaluation processes for the improvement and assurance of the:

- quality of teaching, learning, and research;
- quality of management and administrative functions/processes;
- quality of institutional policies and strategic plans;
- quality of institutional approaches to internationalisation; and
- quality of the institutional response to changing social demands.

The AAU puts emphasis on quality because poor quality education produces inefficient workers and civil servants. Inefficiency in production and services affect productivity and competitiveness. This underlies the significance of this project.

For this phase of the Project, six (6) institutions participated in the quality assurance programme to various extents. The profiles of these institutions are given in Section 2 of this report. However, the Student's Affairs and Information Department, Abobo-Adjame University, Cote d'Ivoire and the University of the Witwatersrand, South Africa, are yet to have their self-evaluation reports validated.

This Report presents a summary of principles and lessons deduced from the various reports of

Institutions and Audit Panels' observations and findings of a performance assessment exercise in the framework of the AAU Quality Assurance Project. The exercise focused on the study and analysis of Institutional Self-Evaluation Reports, the Self-Evaluation Reports of the Institutional Sub-System and the Validation Reports of the Audit Panels. It is expected that this exercise would also provide information that may be of interest to international donors for the purpose of providing assistance to African universities.

2. PROFILE OF INSTITUTIONS

1.1

Mechanical Engineering Department, Jomo Kenyatta University of Agriculture and Technology, Kenya

Jomo Kenyatta University of Agriculture and Technology started operating as a full-fledged University in 1994. The Institution started as a middle-level college of agriculture and technology under the auspices of a technical cooperation agreement between the governments of Kenya and Japan (Japan International Cooperation Agency, JICA). At the inception of the College in 1981, the Mechanical Engineering Department was among the three departments that made up the Faculty of Engineering. It started by offering a technicians' course and then a diploma programme. The degree programme was introduced in 1990.

Presently, the Mechanical Engineering Department has 171 and 6 students for undergraduates and postgraduates respectively. There are no international students. The gender distribution is approximately 94% male and 6% Female. The Department has 26 full time and 11 part time faculty staff members, complemented by 26 Technicians and 7 support staff.

2.2 Faculty of Engineering, Assiut University, Egypt

The University of Assiut was established in October 1957 with two Faculties (Science and Engineering). The university has two campuses, one in Assiut city (375 km south of Cairo at the Banks of the Nile) and one in the Kharga city of the New Valley (about 250 km southwest of Assiut city). Currently, Assiut University has 15 Faculties and two Institutes, and has about 69,000 students distributed among more than 2000 programs involving B.Sc., B.A., M.Sc., Diploma, and Ph.D degrees.

The University Performance Evaluation and Development Unit (UPEDU) administers a students questionnaire about the performance of the courses taught to them besides the facilities offered to them in the libraries, laboratories, activity centers etc. The unit also analyzes the students' final grades and offers recommendations to improve the results. In addition, the unit supervises the self-evaluation performed by the faculties of the university.

The Faculty of Engineering was established in 1957. In the present academic year the total student

number is 5431 with 201 faculty staff members (plus 16 emeritus professors) plus 127 instructors and graduate assistants. The Faculty of Engineering offers 33 complete academic programmes for both graduate and undergraduate studies in a wide variety of engineering fields. The five-year undergraduate programme for B. Sc. Eng. includes a general preparatory year followed by four years in each one of the five departments which are the Architecture, Civil, Mechanical, Electrical and Mining & Metallurgical Engineering. Graduate programmes offered in major fields of study are the same as those of the undergraduate program, leading to the Diploma, Master of Science and Doctor of Philosophy degrees.

The faculty also has three service units, which are: Workshop Production Unit, Center for Engineering Studies and Consultation, and the Center for Preparing Technical Reports. The faculty serves the community in Upper Egypt through these units.

2.3 School of Business, Copperbelt University, Zambia

The government of the Republic of Zambia, in a bid to decentralise University education to several areas of Zambia, established the Federal system of the University under the umbrella of the University of Zambia. Under this system, which had been created through Act No. 17 of 1979, the University of Zambia comprised three constituent institutions, namely, the University of Zambia at Lusaka, the University of Zambia at Ndola and the University of Zambia at Solwezi.

In 1987, when it became apparent that the Federal system of the University could not work well, the Government of the Republic of Zambia decided to dissolve the Federation and reconstitute the University of Zambia at Ndola into the Copperbelt University while the University of Zambia at Lusaka was to become the University of Zambia.

The Copperbelt University started to operate as a separate institution on 1st December, 1987. The new University started with two schools, namely: the School of Business and Industrial Studies and the School of Environmental Studies, with a student population of five hundred and fourteen (514). The School of Technology was finally incorporated in 1989 whilst the new School of Forestry and Wood Science was established in 1995 (without the incorporation of Mwekera Forestry College).

2.4 Faculty of Education, Mohamed V Souissi University, Morocco

Since reform mechanisms were put into place in the 1990s in Moroccan universities, Rabat's Faculty of Education now fits into a new dynamic current. The introduction of accreditation has created an environment of emulation and healthy competition among the various institutions of higher learning. This situation has favoured not only the basic research dynamics but also research/activity situations

and innovations that are of benefit to higher learning in Morocco. It is in this context that we place the very interesting observations that were mandated to do during our short stay at the Faculty of Education of the Mohammed V Saouissi University in Rabat. Basically, all the departments and departmental outfits, the Teaching and Research Units of this Faculty are very committed in this regard. With a few exceptions, therefore, the appraisal is generally favourable.

2.5 Student's Affairs and Information Department, Abobo-Adjame University, Cote d'Ivoire

Decree no. 96-613 of 9th August 1996 as amended by decrees 2001-320 of 7th June 2001 and 2002-375 of 31st July 2002 determining the duties, organization and operations of the Abobo-Adjame University stipulates in its article 15 that the Abobo-Adjame University has 6 administrative and technical departments to which the academic, students' affairs and information department is attached to the office of the Vice President.

Initially, under the control of the Abobo-Adjame University Centre, the department bore the name of education department and was placed under the authority of the Pro-Vice Chancellor. Its activities started at the beginning of the 1992 - 1993 academic year at the temporary premises of the current computer science department with 6 agents. The Academic, Students' Affairs and information department was created at the time of the establishment of the Abobo-Adjame University a result of the division of the National University of Côte d'Ivoire into three autonomous Universities. The department has three divisions, namely the registration, Archive, Students' Affairs, Orientation and Information divisions.

2.6 University of the Witwatersrand (Wits), South Africa

The University of the Witwatersrand (Wits) achieved full University status in 1922. It grew out of the Kimberley-based South African School of Mines that had been established in 1896. In 1923, the University occupied its first teaching buildings at Milner Park on land donated by the Johannesburg Municipality.

In 2001, the existing 9 Faculties - Arts, Architecture, Commerce, Education, Engineering, Health Sciences, Law, Management, Sciences) were currently being restructured into 5 Faculties (Arts, Humanities and Education; Commerce, Law and Management; Health Sciences, Science; Engineering and Built Environment) and some 33 Schools. Wits offers its 17 000 students (of which about 6 000 are postgraduate students) approximately 3000 courses.

Wits has traditionally been an "open" university — its policy since the beginning has been not to discriminate on racial — or any other — grounds. This commitment faced its ultimate test when Parliament passed the Extension of the University Education Act in 1959. The University protested

strongly against the Government's enforcement of university apartheid, and a plaque at the entrance to the Great Hall reaffirms this commitment.

3. VISION, MISSION, GOALS AND OBJECTIVES

(1.1) Of the 6 Institutions surveyed the parent Universities all had strategic plans although for some the plans were developed long after their establishment. The majority of the institutions had modeled their vision and mission statements on that of the main University but are not implementing their programmes according to the plans.

(3.2) The multi-dimensional activities of the institutions are in theory designed to enable the realization of the vision, and the accomplishment of the mission of the University. In practice this is not the case.

(1.3) **Table 3.1** provides a checklist and summary in respect of the vision, mission, goals and objectives.

Table 3.1 : Vision, Mission, Goals and Objectives:

	QUALITY INDICATOR	YES	NO	REMARK
1.	Institutional vision and mission statements exist			5/6*
2.	Statement is well publicised on-and off-campus			3/6*
3.	All stakeholders identify with the institution's vision and mission			3/6*
4.	The Institution's goals and objectives conform with its vision and mission	-	-	3/6*
5.	Institution's activities are carried out with deference to its vision and mission	-	-	3/6*

* Although as many as 5 institutions out of the 6 had vision and mission statements only half of the number had these publicized and therefore a number of stakeholders were not very much aware of the institutional objectives. This may account for the general lack of support from the public in general in terms of funding and patronizing activities of the institutions. It is important for the institutions to publicise their activities in order to gain the support of the stakeholders.

4. TEACHING AND LEARNING

- (1.1) The institutional programmes have considerable relevance to industry. This is taken into consideration in the curriculum design, content and organisation.
- (1.2) With the exception of 2 institutions, lecture-rooms and laboratories are inadequate. The rooms are generally spacious, well ventilated. It is however worth noting that there is no provision for modern multi-media projectors or even overhead projectors in all lecture-rooms/laboratories of these institutions. These are expected to reinforce the learning process when provided.
- (1.3) There is a wide discrepancy in availability of computer laboratories. Two (2) of the institutions have adequate computer laboratories, while the others have marginal to almost nothing.
- (1.4) Validation exercises indicate that, in all cases, the Lecturers handle their teaching professionally with well-prepared materials. The students' interaction and response to the teaching were also quite good.
- (1.5) Teaching methods include formal lectures using conventional techniques such as chalk/blackboards and in a few cases printed handouts.
- (1.6) The Universities are quite conscious of the crucial role of a good library in the provision of an excellent teaching/learning environment. However some of the institutions have no good libraries while some have libraries with a reasonable amount of holdings

(books, periodicals and reports). Nevertheless, there is an urgent need to substantially increase the amount of holdings for a sustained capacity building and to give free access to students. The main University Libraries are better endowed in terms of relevant books. On holdings we may take into account the general currency of journals and how up-to-date the books are.

- (1.8) Generally, the provision of learning resources appears to be adequate for the scope of the undergraduate curriculum. However, there is no proper monitoring of what is happening during formal contact times. There is also inadequate management and monitoring of the preparation of course outlines, the course notes, the audio-visual material.
- (1.9) Two (2) of the institutions have a form of University Performance Evaluation and Development Unit (**UPEDU**). Some of the others either rely on National Accreditation of Higher Learning for quality assurance or do not have any formalized method of quality assurance.
- (1.10) **Table 4.1** provides a checklist and summary in respect of the performance of the Institution with regards to teaching methods and technologies.
- (1.11) **Table 4.2** provides a checklist and summary in respect of the performance of the Institution with regards to teaching and learning resources/activities.
- (1.12) **Table 4.3** provides a checklist and summary in respect of the performance of the Institution with regards to assessment process design and validation.

Table 4.1: Teaching Methods/Technologies

		YES	NO	REMARK
1	Are printed lecture notes handed out in class?			3/6*
2	Do lecturers use overhead projector for teaching?		No	
3	Are photocopying facilities available?			3/6*
4	Do most students have standard textbooks?			2/6*
5	Computer simulations/modeling and calculations?		No	

*Only 3 of the 6 institutions possessed facilities for reproducing material for students. Standard textbooks were obtainable in only 2 institutions. This is due to poor funding of the institutions. This situation needs to be improved for students to have access to current and adequate information.

Collaborating with industry, for example, is likely to yield the much-needed reprographic equipment.

Table 4.2: Teaching and Learning Resources

	QUALITY INDICATOR	YES	NO	REMARK
1.	Process of selecting students to participate in a course ensures quality inputs	Yes		
2.	Each course has well stated aims and expected learning outcomes			3/6*
3.	Aims and expected learning outcomes are compatible	Yes		
4.	Expected learning outcomes compare favorably with international standards	Yes		
5.	Design and organization of course curriculum promote student learning and good performance	Yes		
6.	A thorough process for the design, updating and approval of curriculum exists			4/6*
7.	Student workloads do not impede learning	Yes		
8.	Student-teacher interaction and engagement exist and are encouraged			3/6*
9.	Information about student progression/retrogression exists and is periodically analysed and actions taken to eliminate/reduce the effects of undesirable trends			3/6*
10	A process of academic guidance and counseling for students exists, and is reviewed from time to time			3/6*
11	Tutorial support for students exists			3/6*
12	Facilities exist to enhance teaching and learning	Yes		
13	Teaching takes new research findings and professional developments into account	Yes		
14	Mechanisms exist for monitoring and evaluating the effectiveness of teaching			
15	Teaching is periodically evaluated			4/6*
16	Teaching is taken into account for staff promotion	Yes		

*Although teaching and learning processes and outcomes compared favourably with international standards (YES), guidance and counseling and a tutorial system to support these were practised in only 3 institutions. Student-teacher interaction and engagement must be encouraged to enhance the teaching and learning processes and outcomes.

Table 4.3: Assessment Process

	QUALITY INDICATOR	YES	NO	REMARK
1.	Assessment process designed to check the extent to which learning outcomes are achieved	Yes		
2.	Assessment process enables students to demonstrate the extent to which they have achieved the expected learning outcomes	Yes		
3.	Stakeholders have confidence in the integrity of the assessment process	Yes		
4.	Assessment is validated by external examiners and/or professional bodies	Yes		

5. RESEARCH

- (1.1) All the institutions recognize research as an effective problem-solving tool, based on prioritization of basic and applied research and concentrating on what is of national importance.
- (1.2) A number of the institutions have a deliberate research policy, which encourages a good balance between individual research efforts and multi-disciplinary research groups. There is a measure of support from both the main university and the institution although these are not adequate. Some of the institutions do not have the resources to carry out any research at all due to inadequate government funding or the misapplication of institutional funds by the administration. Some institutions do not have much contact with the private sector, which could support research.
- (1.3) The research outputs of both staff and postgraduate students are not regularly published in scholarly technical journals in a majority of the institutions. Again, inadequate funding may be cited. In some cases, the institutions do not make any efforts to publish its own journal or even send papers elsewhere for publishing although the quality of research is acceptable. Some staff members are too busy to do research and write papers although these aspects form part of the promotional exercise.
- (1.4) Some of the institutions provide generous study leave and travel grants to enable academic staff to interact with international colleagues and to keep in touch with the latest research techniques and advances.
- (1.5) There is minimal opportunity for the majority of the institutions to offer consultancy services.
- (1.6) Library support for research in the institutions comes through their libraries and the main university libraries. The holdings of the libraries are generally low except in a few

cases. A few of the main libraries are on the INASP/PERI Project on electronic access to international journals. However the institutions without Internet access would not be able to benefit from this project.

- (1.8) **Table 5.1** provides a checklist and summary in respect of the performance of the institutions with regards to research related activities and resources.

Table 5.1: Research (Funding, Facilities/Extension Services etc)

	QUALITY INDICATOR	YES	NO	REMARK
1.	Institutions are committed to research			3/6*
2.	A well articulated research policy exists and is known to all stakeholders			2/6*
3.	Research funds are available annually from the institution's budget			2/6*
4.	Credible and transparent criteria exist for the disbursement of research funds and are known to all stakeholders			2/6*
5.	Laboratories and libraries are equipped to support the type of research in which staff and students are engaged			3/6*
6.	A large percentage of staff is engaged in research activities			2/6*
7.	Staff members compete for and attract external funds for research			2/6*
8.	Research output (papers, inventions, patents, etc) is high			2/6*
9.	Researchers are involved in international networking and collaboration			2/6*
10.	Postgraduate research and supervision exist and are well established			3/6*
11.	Extension activities are undertaken by institutions to disseminate practical research findings to the community			3/ *
12.	Consultancy services linked to research capability are undertaken and generate funds for further research			2/6*

*As already stated, although all the 6 institutions recognize research as a problem-solving tool, generally only about 2 or 3 of them carry out serious research. Over dependence on government funding and the lack of involvement of the private sector in research collaboration play a role in this low research output. Some staff members lack the motivation to do research. There is also the need to diversify the sources of funding and involve the private sector in the institution's activities for the needed support. Institutions must encourage post-graduate study to increase the research output.

6. ORGANISATIONAL AND MANAGEMENT STRUCTURES

(1.1) From the series of validation exercises it is evident that in many cases the institutions' leaders and the assistants are eminently capable, credible and transparent. The roles of all administrative staff are clearly defined.

(1.2) The institutions' management structure and distribution of duties are evenly spread. There is evidence of team spirit and *esprit-de-corp*. The working environment is neat, spacious and well furnished.

(1.3) In all institutions Statutory Boards supervise the academic matters and policies. All interest

groups are adequately represented on the Boards.

- (1.5) **Table 6.1** provides a checklist and summary in respect of the performance of the institutions with regards to organisational and management structures.

Table 6.1: Organisational and Management Structures

	QUALITY INDICATOR	YES	NO	REMARK
1.	A credible, capable and transparent leadership is in place	Yes		
2.	A well-developed organizational structure, incorporating relationships and functions, is in place and is well publicized to all stakeholders	Yes		
3.	Management structure and activities enhance the realization of department's vision and mission, as well as its aims and objectives	-	-	2/6*
4.	There is a good channel of communication between management, staff, students and other stakeholders			3/6*
5.	Organizational and management structures are periodically reviewed to ensure that they meet departmental needs			3/6*

*In spite of a well-developed organizational structure (YES) and the apparent team spirit, the activities of about 2 or 3 of the institutions do not appear to benefit from this structure. The underlying reasons may be the lack of effective communication, lack of continuity from one administration to the other, and frequent changes at the top due to political interference.

7. STRATEGIC PLANNING AND HUMAN RESOURCES

- (1.1) A number of the institutions have plans for resource allocation to meet their needs. There is however no strategic plan for some.
- (1.2) Budgeting is taken seriously and is handled realistically and systematically. It is carried out bottom-up, with the different units originating their own budgets. However financial allocation do not usually match the budget.
- (1.3) Measures are in place to check and minimize budgeting malpractice at all levels.
- (1.4) The staff strength in some cases is not adequate, as stated by some staff who complained of being over-stretched and over-worked.
- (1.5) **Table 7.1** provides a checklist and summary in respect of the performance of the institutions with regards to strategic planning, budgeting and human resources.

Table 7.1: Planning, Budgeting and Human Resources

	QUALITY INDICATOR	YES	NO	REMARK
1.	Institutions have a strategic plan, or plans to develop or is developing, a strategic plan			4/6*
2.	Units of the institutions have their own strategic plans which are compatible with the departmental strategic plan			3/6*
3.	Physical planning is carried out in consonance with departmental strategic plan			2/6*
4.	Financial planning is carried out in consonance with departmental strategic plan			2/6*
5.	Academic planning is carried out in consonance with departmental strategic plan			2/6*
6.	Information on expenditure, balances, etc is readily available on request	Yes		
7.	Measures are in place to reduce or eliminate any budgeting malpractice at all levels	Yes		
8.	Recruitment of staff ensures high quality inputs	Yes		
9.	Management appreciates the importance of human capital and its continual development	Yes		
10.	Staff members are well motivated and treated fairly			3/6*
11.	The staff strength in every unit is adequate for the tasks to be performed			3/6*
12.	Staff and student discipline is upheld fairly and firmly			3/6*
13.	Staff development policy and process exist and are implemented with transparency			3/6*

*Majority of the parent institutions have strategic plans but not all the departments have their own plans (only 2 out of 6). Hence, departmental planning is sometimes inconsistent with the overall plans of the institution. This affects the organization of the institution. It is important for departments to prepare their plans to fit into the overall plans of the institution for a harmonious development, assuming these are taken into consideration in actual planning. In terms of human resource although qualified persons are employed, these people are not well motivated in 3 out of the 6 institutions. Again dependence on government funding is cited as the major reason. Institutions have to engage in consultancy to offer some incentives to staff.

8. FACULTY AND COMMUNITY LIFE

(1.1) There is evidence that both students and staff see themselves as partners-in-progress. However, few institutions have a student counseling arrangement, whereby each class of students is given an advisor for the year. In majority of cases students do not have a chance to carry out a formal statutory evaluation of teaching and laboratory resources and activities.

(1.2) There is evidence that both staff and students are actively involved in institutional decision-making using well laid-out processes and procedures on various Committees. There are also class representatives who serve as liaison between the students and staff and administration.

- (1.3) The institutions' staff and students have direct access to the sporting and recreational facilities provided by the university. These facilities are however inadequate or in the developmental stages.
- (1.4) The universities provide some on-campus living conditions for both staff and students. Some of these are satisfactory, and they are conducive to learning, teaching and research. In some cases the conditions are awful with students storing foodstuffs and cooking in their bedrooms.
- (1.5) Table 8.1 provides a checklist and summary in respect of the performance of the institutions with regards to community relations.

Table 8.1: Faculty and Community Relations

	QUALITY INDICATOR	YES	NO	REMARK
1.	The different categories of staff work as a team and in harmony	Yes		
2.	A student-staff partnership exists and thrives			3/6*
3.	Staff and students are actively involved in decision-making and the formulation of institutional programmes through adequate representation in appropriate decision making organs	Yes		
4.	Staff and students are encouraged to interact with the community at large		No	
5.	Outcomes of institutional activities are periodically disseminated to the community at large through publications, seminars, conferences, workshops, exhibitions, etc			3/6*
6.	Good service to all categories of the institution's customers (staff, students, members of the community at large) is entrenched through training and practice			2/6*
7.	Department possesses a website where information about it, as well its range of activities, is globally available			3/6*
8.	Staff and students are aware of global trends and work towards taking advantage of, or adjusting, to them			2/6*
9.	Living conditions for staff and students on campus are conducive to learning, teaching and research			3/6*
10	Facilities exist for sports and recreation			4/6*
11	Institutions strive to build a multicultural campus through diverse cultural activities and services			1/6*
12	Institutions possess and implement a credible environmental policy	-	-	N/A

*The institutions generally provide good academic facilities for staff and students. In 3 out of the 6

institutions the living conditions are appalling. Overcrowding in student rooms and unsanitary environments in both staff and students premises prevail and these do not provide the right conditions for the teaching and learning process. Good living and recreational conditions can greatly improve the quality of teaching and learning. As the saying goes, 'a sound mind in a sound body'.

9. FACILITIES

- (1.1) Physical facilities, in terms of office space, for staff and lecture--rooms for students are reasonably adequate. However there are no adequate seating areas enabling greater interaction of students in-between lecture/laboratory activities.
- (1.2) Laboratory equipment in a few of the institutions is of high standard and quite modern. Even here, there remains scope for improvement in terms of provision of some laboratory equipment, audio-visual teaching-aids and computers.
- (1.3) Table 9.1 provides a checklist and summary in respect of the performance of the institutions with regards to general facilities.

Table 9.1: Facilities

	QUALITY INDICATOR	YES	NO	REMARK
1.	Facilities, such as office/classroom/laboratory space, equipment, etc, are in adequate supply to support the institution's range of activities			4/6*
2.	Physical structures and other facilities are well maintained			3/6*
3.	Efforts are ongoing to periodically replace obsolete equipment and to expand available office/classroom/laboratory space			3/6*
4.	Staff and students are aware of their responsibilities to avoid the abuse of available facilities	Yes		

* Some institutions are better endowed in terms of facilities than others, about 50% (3 out of 6). Generally, office and laboratory space and facilities are inadequate. The less endowed institutions are those that depend entirely on government support. The more endowed institutions are those, which have been able to engage in collaboration with local and international institutions, have the community involved in their activities, and are engaged in serious research and consultancy and other income generation activities. They receive additional income that enables them to provide better facilities and maintain them as well. This is a result of good planning and good leadership and these must be encouraged.

10. NORMS, VALUES AND ETHICS

- (1.1) The Universities in general value high ethical standards in all aspects of teaching, research and administrative activities. Their expectations with regards to the way in which staff and students discharge their duties, as responsible stakeholders, are evident and

clearly stated in the Statutes. However there are no stated ethics policy on research or on relationship among staff and students in some of the institutions and there are no Handbooks for the students or staff.

- (1.3) A number of the institutions are committed to standards and quality assurance. However this is yet to be formalized in some cases.
- (1.4) Generally institutions have a culture of involving relevant segments of its stakeholders in decision-making, especially in curriculum development.
- (1.5) **Table 10.1** provides a checklist and summary in respect of the performance of the institutions with regards to norms, values and ethics.

Table 10.1: Norms, Values and Ethics

	QUALITY INDICATOR	YES	NO	REMARK
1.	A statement of the institution's values exist and are well publicized to all stakeholders			2/6*
2.	Staff actualize department's values in the performance of their duties	-	-	N/A
3.	Institutions are committed to standards, quality assurance and high ethical values	Yes		
4.	Institutions take concrete measures to uphold or improve standards and ethical values			4/*
5.	Institutions have a culture of involving relevant segments of their stakeholders in decision-making	Yes		
6.	Staff are periodically reminded of institutional values		No	

* All the institutions appear to be committed to standards, quality assurance and high ethical values (YES). However only 2 of the 6 institutions have these well publicised to all stakeholders. In a majority of the institutions the lack of knowledge on these adversely affect discipline on both staff and student front. These go to affect the quality of academic as well as social life in the institutions. The institutions must seek expert advice in preparing these standards and values and disseminate to all the stakeholders as a guide to good conduct in the various activities in the institutions.

11. GENDER EQUITY

- (1.1) The institutions are genuinely interested in gender equity as a policy. However there are no formal gender equity units with the exception of one institution.
- (1.2) Although there is no evidence of gender-bias discrimination, nevertheless the number of students and staff (academic and non-academic) who are female is significantly low (less than 20%) in all the institutions except one (almost 50%).

- (1.3) However, there is a need for majority of the institutions to deliberately introduce, practice and monitor affirmative action, so as to increase female representation in its programmes and personnel.
- (1.4) **Table 11.1** provides a checklist and summary in respect of the performance of the institution with regards to gender equity.

Table 11.1: Gender Equity

	QUALITY INDICATOR	YES	NO	REMARK
1.	A gender equity unit exists and is active			1/6*
2.	A blueprint on the institution's commitment to gender equity and affirmative action exists, and well publicized			1/6*
3.	Mainstreaming gender equity in institution's activities is ongoing and constantly monitored			1/6*
4.	Affirmative action is practiced and regularly monitored			1/6*
5.	Women staff members are involved in decision-making and implementation	Yes		
6.	Mentoring and role-modeling for female students and staff members are encouraged	-	-	N/A
7.	Success of gender equity measures is periodically assessed			1/6*

* There is a general gender imbalance in all the institutions except one (1). This imbalance may be due to culture where some communities in Africa do not encourage girl-child education. It may also be due to the fear, especially women, of mathematical programmes such as engineering. It is noteworthy that all the institutions are genuinely interested in gender equity. Affirmative action must be encouraged to address this imbalance without delay to enable the majority of citizens to play enhanced role in national development.

12. NEW TECHNOLOGIES

- (1.1) Some institutions are endowed with modern technology, which are used for teaching, learning and research. The use of this equipment for consultancy services is limited to few institutions. The institutions have the set up to use their facilities to generate income, which often lie idle.
- (1.2) Local Area Networks are non-existent in the majority of the institutions. Generally, not many staff and students have access to the Internet to augment teaching, learning and research.

(1.3) **Table 12.1** provides a checklist and summary in respect of the performance of the institutions with regards to new technologies.

Table 12.1: New Technologies

	QUALITY INDICATOR	YES	NO	REMARK
1.	Institutions are committed to the use of new technologies for teaching, learning, research, and management, as well as information storage, retrieval, processing, and dissemination			3/6*
2.	Overall approach to acquisition and deployment of new technology is sound and cost-effective			3/6*
3.	Capacity building for technology utilization is ongoing			3/6*
4.	Institutions are making progress with the adaptation of new technologies			3/6*
5.	Institutions use new technology innovatively			3/6*
6.	Institutions network and exchange good practices with other institutions			2/6*
7.	Students and staff have access to the new technologies relevant to their activities			3/6*
8.	A campus-wide intranet exist and is well configured			2/6*
9.	There is an adequate number of access points to the internet		No	
10	Institutions have a web-site			2/6*
11	Staff and students have e-mail addresses and access to the Internet			3/6*
12	Staff and students utilize the Internet to access remote resources for teaching, learning and research			3/6*
13	Institutions have an adequate computer density that facilitates teaching, learning and research			2/6*
14	The computer literacy level of staff and students is high and rising		No	
15	Institutions are the enterprise of technology innovation and has patented inventions			2/6*

* Half of the 6 institutions possess and use modern technology such as ICT and the Internet and only 2 institutions have adequate number of computers and Internet access points. It must be understood that the purpose of education is to create knowledge and train the human resource for national development. The continuous building of new knowledge through education and the use of modern technology is the major transformational agent in every society, for the cumulative enterprise of knowledge creation serves as the building blocks of progress and development. Any nation (especially countries in Africa) that fails to commit the needed resources for this enterprise through the use of modern technology such as computers and the Internet, is likely to lag behind in social, economic and scientific progress. The superior quality of education and development in the industrialized countries that use these modern technologies are there for all to see.

13. INTERNATIONALISATION

- (1.1) All the institutions see themselves as part of the global academic community. However, many of the institutions have no formalized links with industry or research institutions in other countries.
- (1.2) Almost all the institutions have some internationalization plan and process, which is directly linked to the university policies and geared towards staff development. Academic staff members are sometimes sponsored to participate in overseas international conferences. In practice international links are very minimal.
- (1.3) Academic staff of the institutions is also eligible to take “sabbatical-leave” to go overseas and carry out joint advanced research work with their overseas counterparts. Only few are able to make use of this opportunity.
- (1.4) It is worthy to note that the number of international students in majority of the institutions is nil. A deliberate effort needs to be made to attract some good international students.
- (1.5) It will also be useful and advantageous to introduce a process whereby international scholars are also attracted and encouraged to spend their “sabbatical-leave” in the institutions.
- (1.6) **Table 13.1** provides a checklist and summary in respect of the institutions performance with regards to internationalization.

Table 13.1: Internationalisation

	QUALITY INDICATOR	YES	NO	REMARK
1.	Institutions have an internationalization plan and process			3/6*
2.	Stakeholders are aware of the internationalization plan/process and their own responsibilities			3/6*
3.	Institutions activities are designed and implemented, taking international dimensions into account			2/6*
4.	Exposure of staff and students to international experiences is given priority			2/6*
5.	Campus is academically, culturally and socially conducive for international students			3/6*
6.	Design and implementation of Academic programmes accommodate the concerns of international students	-	No-	

* Only 3 of the 6 institutions have internalization plans and programmes. The lack of exposure of the other institutions to international linkages clearly shows in the poor performance appraisal. Institutions must be encouraged to engage in international linkages to expose staff and students to

new knowledge and technology and collaborate in research activities in order to enhance their knowledge and self-confidence. These would also improve the quality of academic performance of the institutions.

14. RESPONSE TO CHANGING SOCIAL DEMANDS

- (1.1) Generally, institutions have put in place a mechanism to monitor and evaluate the changing needs of society, and how best to meet these needs; in order to remain relevant and to maintain competitive advantage.
- (1.2) It is also true to state that a few institutions have reliable mechanisms to periodically review and adjust academic services in the light of changing societal preferences and needs, based on feedbacks from groups such as alumni, industries, employers, government agencies and professional bodies.
- (1.3) Table 14.1 provides a checklist and summary in respect of the institution's performance with regards to response to changing social demands.

Table 14.1: Response to Changing Social Demands

	QUALITY INDICATOR	YES	NO	REMARK
1.	Institution keeps abreast of the changing needs of society			4/6*
2.	Mechanisms are in place to periodically review and adjust academic and consultancy services in the light of societal preferences/needs			2/6*
3.	Avenues for dialogue with society exist and are thriving			3/6*

* Four (4) of the 6 institutions keep abreast of changing societal needs. However, about 3 out of the 6 institutions do not apply this knowledge to engage in activities geared towards solving the nation's problems. Again, this may be due to lack of funding and facilities. Institutions need to be innovative in finding funds and facilities in order to be of relevance to national development.

15. CONCLUSIONS

- (1.1) The overall quality of education in some of the institutions is adjudged to be good, based upon the observations and findings during the quality-audit, together with a careful analysis of the self-evaluation and additional relevant statistical data provided.
- (1.2) In general, the institutions offer staff and students, a stimulating and rewarding teaching/learning experiences, conducive for the training and production of high caliber professionals.
- (1.3) There are several aspects of education and training in the institutions, which are quite positive, noteworthy and merit acknowledgement. These include the following:
- Well-planned curriculum, along with the appropriate mechanism for periodical review.
 - Staffs are well qualified academically and professionally, and they handle their duties responsibly.
 - Some physical facilities are generally very good.
 - There is good and dedicated leadership in the Institutions. Avenues are also provided for staff and students to participate in the decision-making process.
 - There is a good team spirit, “*esprit- de- corps*”, in the institutions, with staff and students seeing themselves as partners-in-progress.
- (1.4) There are however various aspects of the institutions’ activities which require to be addressed. These are discussed under recommendations below.

16. RECOMMENDATIONS

(16.1). Vision, Mission and Goals

- Although some universities have strategic plans, many of the sub-institutions do not have their own. Institutions are strongly encouraged to develop missions and goals in order to have a philosophy in what they are doing. This must however fit into the overall plans of the Universities.
- Units should be given the opportunity to formulate their own vision and mission statements. This would ensure that there is greater participation from the individuals within the unit. The development should take into account external factors, trends in relevant industries and professions, employment opportunities and human resource

issues.

(16.2) Quality Assurance Mechanisms

Majority of the institutions do not have any credible comprehensive quality assurance mechanism. However, the fact that some of the institutions have accepted the AAU quality assurance exercise is an indication that these institutions and many more recognize the importance of quality assurance.

- It is recommended that the AAU continues with its quality assurance programme and from time to time organise national or international workshops on this for the universities. Given the right orientation many universities may become committed to the maintenance of quality and standards.

(16.3) Teaching and Learning

a) Library Facilities

Many of the institutions do not have their own libraries and depend on the main university library. Where they exist they are poorly stocked.

- There is an urgent need to greatly increase the amount of holdings in the libraries for a sustained capacity building and to give free access to students and staff.

b) The Learning Process

Students appear to depend entirely on teachers and teachers' notes.

- The Universities must lay emphasis on the culture of learning, the responsibility of the student to pursue independent study, the importance of problem solving and the concept of life-long learning.
- The Universities should monitor student approaches to study and learning and ensure that as far as possible the facilities which will encourage learning are available: library and computer resources, audio-visual aids, workshops and laboratories in some areas of study and a quiet space especially in residences.
- Training programmes must combine theory with practice.

c) Monitoring and Evaluation

Many of the institutions do not have monitoring and evaluation plans and have never conducted a tracer study to get feedback from its graduates or their employers. Students do not have the opportunity of evaluating their lecturers.

- There should be adequate management and monitoring of the preparation of course outlines and notes.

- Course outlines must be standardized.
- Institutions must from time to time carry out tracer studies.
- Student's evaluation of their lecturers must be institutionalized.

(16.3) Research

a) Laboratory Facilities

The state of the hardware in the laboratories can be broadly classified as fairly good. However both staff and students complain of inadequacy of equipment for research and project work.

- It is essential to find a way to increase the present level of research resource-base. One way is to set up a Research Grants Unit to actively source and attract research grants locally and overseas, as well as the endowment of professorial chairs.

b) Internet Access

Computer and Internet access to support research is inadequate.

- It is advisable that the institutions should increase the present number of computers and Internet nodes. International Foundations and industry can be approached with this request. Adequate access to computers and Internet nodes can significantly aid the quality of teaching, laboratory activities and research.

c) Publications

Although some research goes on in some institutions, the findings are rarely published.

- Institutions must endeavour to publish if even at the departmental levels.

d) Consultancy

The state of equipment in some institutions is adequate for consultancy for income generation.

- The institutions must make full use of their facilities, which often lie idle, for consultancy and to generate income. This would be enhanced through a closer interaction with industry.

e) Budget/Funding

Funding is a major constraint on activities in the institutions including research to the extent that some institutions do not carry out any research at all.

- Institutions must endeavour to seek collaboration with external universities for joint efforts at research.
- There is a need to decentralize the management of the budget to the faculty levels and

have whatever little funds available spread thinly but efficiently across all the units of the universities.

(16.4) Organisational and Management Structures

Many of the institutions have well laid out management structures. However over concentration of financial powers in the hands of some Vice Chancellors does not allow units to plan and follow their plans.

- It would be desirable to decentralise some control to enable the various units to manage their activities however small their grant may be.

(16.5) Faculty and Community Life

Only one institution has a formalised and active tutorial system.

- There is need for student tutoring in the sense of offering personal guidance and not merely assistance with specific questions in regard to subject matter.
- Students should be assisted in managing their coursework, ensuring broader thinking and wider reading, proper scheduling of time and adequate preparation. Time spent assisting students beforehand is more than compensated for by higher success rates, better presented assignments, which are more rewarding to assess.

(16.6) Norms, Values and Ethics

There are no stated ethics policy on research or on relationship among staff and students in some of the institutions and there are no Handbooks for the students or staff.

- It is essential that policies on ethics be provided and disseminated to all stakeholders.

(16.7) Gender Equity

With the exception of one institution there are no formal gender equity units.

- There is a need for majority of the institutions to deliberately introduce, practice and monitor affirmative action, so as to increase female representation in its programmes and personnel. International donor agencies and foundations, which could assist the department with funds and equipment, are always interested in gender equity.

(16.8) Internationalisation

All the institutions see themselves as part of the global academic community. However, many of the institutions have no formalized links with industrial and research institutions in other countries. Staff and students exchange is almost non-existent. There are almost no international students in many of the institutions.

- It will be useful and advantageous to introduce a process whereby international scholars are attracted and encouraged to spend their “sabbatical-leave” in the institutions.
- A deliberate effort needs to be made to attract some good international students.

About the Association of African Universities

The Association of African Universities is an international non-governmental organization set up in 1967 by the universities of Africa to promote cooperation among them and encourage increased contacts between its members and the international academic world. The Association's objectives include the following:

collecting, classifying and disseminating information on higher education and research, particularly in Africa;

organizing, encouraging and supporting seminars and conferences between members of the academic, technical and administrative staff, students and university administrators in African universities;

promoting cooperation between its members and representatives of governments, the productive, public and social sectors, as well as other stakeholders and constituencies interested in higher education and research.

The Association currently has a membership of 175 institutions in 44 African countries. These institutions include public and private universities, research centers and other higher education institutions. To enhance the relevance and impact of its programmes the AAU continually seeks to strengthen and widen relations with other associations and networks. The AAU benefits from support from funding agencies and governments.

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