

SECTION IV

Two Private Universities: Valley View University
and Catholic University College of Ghana



Valley View University

From Missionary College to a Chartered University

The Valley View University (VUU) has the singular distinction of being the first chartered private university in Ghana. The institution has a vision of becoming ‘...a leading Centre of Excellence in Christian Education’ (VUU 2014). The University, therefore, seeks in its mission statement to emphasise ‘...academic, spiritual, vocational and technological excellence in a context that prepares lives for service of God and humanity’ (VUU 2014). The statements pertaining to the University’s vision and mission provide some insights into its ecclesiastical origins; even as efforts are being made to wed the theological with secular education. The origins of the Valley View University can be traced to the setting up of the Adventist Missionary College at Bekwai-Ashanti in 1979. The Adventist Missionary College was founded by the West African Union Mission of Seventh-day Adventists, with the intent of training clerics for the Seventh-day Adventists mission. The Missionary College was relocated to Adentan near Accra in 1983, where it was housed in a rented premise.

The Adventist Missionary College was moved, yet again, from Adentan to its present site at Oyibi in 1989; and was renamed the Valley View College. With the liberalisation of the higher education system that allowed the operationalisation of private actors in the sector, the Valley View College, in 1995, became an affiliated institution to the Griggs University in Silver Springs, USA. The affiliation enabled the Valley View College to begin a four-year Bachelor’s degree programme in Theology and Religious Studies. And in 1997, the institution was absorbed into the Adventist university system, which was operated by the West-Central Africa Division (WAD) of Seventh-day Adventist with their headquarters in Abidjan,

Ivory Coast. The Missionary College had since 1983 come under the Adventist Accrediting Association that evaluated and reviewed its programmes in Theology and Religious Studies.

The institution, likewise, worked for the accreditation of its programmes within Ghanaian higher education system. This was realised in 1997, when the National Accreditation Board (NAB) in Ghana granted the Valley View College an accreditation for its programmes. The institution continued as an affiliate College of the Griggs University in Silver Springs but with a binary accreditation status; as it had accreditation to both the Adventist Accrediting Association (AAA) and the National Accreditation Board in Ghana.

As conditions concerning infrastructure and human resource capacities improved, the managers of the Valley View College sought for a presidential charter that was to grant them full autonomy as an institution of higher education, capable of awarding its own degrees. After a demanding review of its programmes, the capacity of its human resources, institutional measures for quality assurance and infrastructure by the NCTE and the NAB, the Valley View College was granted presidential charter in January 2006. The change in status of the institution to a full-fledged autonomous university, with the ability to award its own degrees, diplomas and certificates, necessitated the change of name to Valley View University (VUU). This achievement was celebrated on 28 May 2006, when President John Agyekum Kufuor, officially commissioned the University as an autonomous university. These developments also went along with a change in its focus from being a private-not-for-profit to a private-for-profit institution. The academic services provided by the VUU were now to be guided by corporate ethos of sustainability and profitability. These were to reflect in the programmes that were mounted.

Academic Programmes in the VUU

The blending of the ecclesiastical training regime of the VUU to the secularised one necessitated a rebranding of the institution to reflect the dualism of its focus. This effort is captured abundantly in the 2014 Vice-Chancellor's message posted on the official website of the University. The Vice-Chancellor underscored a Hegelian balance between the spiritual and corporeal needs of the individual. The message spells out that the VUU 'subscribes to the philosophy of education that is all embracing; the harmonious development of the physical, mental and moral/spiritual faculties of a person' (Buor 2014). It is further emphasised, in the message, that '[W]e are of the strong view that academic excellence without moral/

spiritual excellence is tantamount to parochial training that does not position a person to be of service to God and humanity' (Buor 2014). The University has subsequently proclaimed an open admission policy to students of all backgrounds irrespective of creed. However, there appears to be a glass-ceiling to the apparent open-door policy of the VVU. This comes with the caveat that all students must accept the Christian principles and lifestyle which forms the foundation for the institution's operations.

To make the institution relevant to its emerging constituents, the VVU has expanded its academic programmes through the establishment of a range of Faculties and Schools. The Faculties and Schools that are currently operational in the VVU are outlined with their strategic visions and missions.

Faculty of Science in VVU

The Faculty of Science hosts five departments in both basic and applied sciences. The departments are the Department of Computer Science; Department of Information Technology; Department of Nursing; Department of Mathematical Sciences and the Department of Bio-equipment. The mission of the Faculty is to 'serve as an international centre of excellence in the provision of high quality holistic education, and professional training in computer science; as well as in serving as a leading centre for cutting-edge advanced research and development work in current and emerging subject areas of Science' (VVU 2015). In addition, it is pointed out that the Faculty seeks to integrate faith and learning so as to equip its graduates with a positive intellectual, moral and professional influence in the practice of Science (VVU 2015).

School of Theology in VVU

The original Department of Theology and Religious Studies was reorganised into the School of Theological Missions in August 2010 (STM 2015). The purpose for setting up this School, and its antecedent, has been to use it to train Bible workers and Gospel ministers of the Seventh-day Adventist church in Ghana. And with the growth of churches and schools in the denomination, the need for the programmes that are offered in the School has arisen. Currently, there are three departments in the School, namely: Department of Theology; Department of Religious Studies and the Department of Religious Education; and they respectively pursue programmes in B.A Theological Studies, B.A Religion Studies and B. Ed Religion.

Faculty of Arts and Social Science in VVU

The Faculty of Arts and Social Sciences is established to prepare professionals who would provide leadership and exemplary educational and related services to individuals in a changing global society (FASS 2015). The philosophy that underpins the academic work in the Faculty is that through the departments, the content of programmes would be done within the framework of the Seventh-day Adventist faith. The philosophy is derived from the work of Ellen White (1952:13) that interrogates the general conception and the essence of 'education' as follows:

Our ideas of education take too narrow and too low a range. There is need of a broader scope, a higher aim. True education means more than the perusal of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come.

Thus, the Faculty sees its role in VVU within the framework of celestial scholarship in the social sciences. Through this form of understanding of holistic education, the Faculty of Arts and Social Sciences envisages to educate, train and prepare its students to become national developers, teachers, curriculum developers and educational administrators that would provide Christian service to society (FASS 2015). The departments that fall under this Faculty are:

- a. Education
- b. Economics
- c. General Education

The School of Business in VVU

The School of Business in the Valley View University seeks to become a centre of excellence for business education. The School of Business sets out to produce critical thinking and ethically mature graduates with professional standards to serve God and humanity. Through this, the School of Business aims at producing future captains of industry that will be morally imbued to discharge their professional duties responsibly (SoB 2015). The Departments that are under the School are:

- a. Management Studies
- b. Accounting
- c. Banking and Finance
- d. Marketing

The VVU pursues market-oriented programmes on its main campus at Oyibi and in a host of satellite campuses in Kumasi, Techiman and Nyaniba Estates. Calculations for revenue generation are apparent in the kind of programmes and the spread that the University is undertaking across the country. And to ensure the integrity of its programmes, the VVU, just like the other institutions of higher education, has established a quality assurance unit that enables the institution to deal with matters of internal quality control.

Quality Assurance and Academic Planning Unit in VVU

The VVU, in line with what obtains in the other higher education institutions in Ghana, has set up the Quality Assurance and Academic Planning Unit (QAAPU) for the purpose of ensuring that the institution's programmes meet the standards of its accrediting bodies. The QAAPU engages with academic departments to ensure that the programmes that are rolled out by the University are relevant for national development. The responsibility of the QAAPU also extends to ensuring that the conditions in the lecture halls are conducive for effective teaching and learning. The QAAPU examines the teaching output of academic staff through monitoring, which allows students to assess their teachers. Students are usually allowed the space to assess their teachers mainly because they constitute the critical stakeholders that consume the academic services. The method for assessing lecturers is usually done through a well-spelt out criteria that are analysed by administering questionnaires. The findings thereupon provide the basis for feedbacks that are made available to lecturers to indicate students' assessment of their performance. The analysis of the data thereby provides the basis for planning and interventions to improve upon the situation.

The Heads of Department intermediate between the QAAPU and the respective lecturers in addressing identified shortfalls in service delivery. Under the auspices of the QAAPU, the University periodically organises in-service training programmes to sharpen pedagogical, administrative and leadership skills of staff. This is done by relying on resource persons from both within and outside the institution. Additionally, the QAAPU bears the responsibility of orienting newly recruited staff on their roles and how to deal with the potential challenges that they are likely to face. And in VVU, the QAAPU is responsible for providing capacity building to staff that assume headship responsibilities.

In a word, the QAAPU performs the functions of ensuring that it operationalises the vision of the University in its bid to produce holistic graduates of high scholarship that would be equal to the challenges of society. It is important to

understand though that the QAAPU is part of the general governance structure of the University; and hence the leverage it wields hinges on the space it is allowed to maneuver. The next section examines the general governance structure within VVU and the functions of the various institutions.

The Governance Structure of the VVU

The governance structure of the VVU mirrors the duality that is associated with the institution's origins and its strategic vision. The essence of the dualism is to provide a holistic training that transfuses Christian spiritual values into its students, even as the students pursue secularised scholarship. It is in this light that the governance structure of the University reflects a blend of ecclesiastical and secularistic features. The governance structure of the VVU is depicted in Figure 8.1.

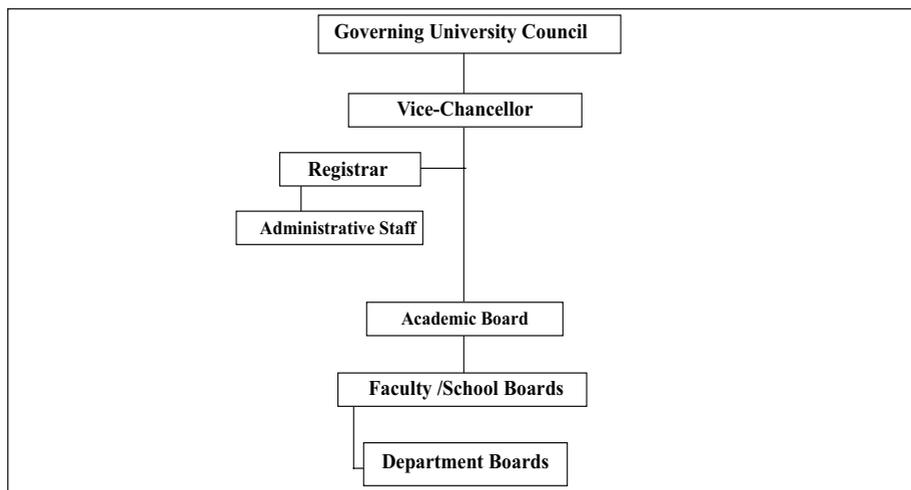


Figure 8.1: The Governance Structure of Valley View University

The University Council of the VVU

The highest policy and decision making body of the institution is the University Council. The sources of power for the Council and for the other bodies are derived from the University's Constitution and the Statutes (Valley View University, 2006). As enshrined in the Constitution, the composition of the Council is indicated not to be less than 17 and not more than 21 members. The membership of the University Council is constituted as follows:

- a. The President, Secretary, Treasurer and Education Director of the West-Central Africa Division of the Seventh-day Adventist Church;
- b. The President, Secretary, Treasurer and Education Director of the Ghana Union Conference of the Seventh-day Adventist Church;
- c. The Vice-Chancellor of Valley View University
- d. Two Conference/Mission Presidents within the Ghana Union Conference of the Seventh-day Adventist Church (to be rotated annually);
- e. Two representatives of Senior Members : one professorial, one non- professorial
- f. Two representatives of non-senior members: one senior staff, one junior staff;
- g. President of Valley View University Alumni;
- h. President of the Students' Representative Council (SRC)
- i. Four (4) other members who are Adventists of good standing but not church employees appointed from the local community and from the Republic of Ghana at large and within the region served by the Valley View University; all of who, shall be professionals of high expertise in their various fields of endeavour;
- j. The Pro-Vice Chancellor;
- k. The Finance Officer;
- l. The Internal Auditor and the University Lawyer shall be in attendance, but shall be non-voting members of Council;
- m. The Registrar shall be secretary to the Council.

The University Council is chaired by the President of the Ghana Union Conference of the Seventh-day Adventist Church and the Vice-Chairmanship is reserved for the President of the West Africa Union Mission. The Registrar is the Secretary to the Council.

Powers and Functions of the University Council of the VVU

The University Council is invested with a wide range of powers that enables it to function as the supreme decision making organ of the University. The powers bestowed on the Council are:

- a. to exercise superintendence over the formulation of the policies with respect to the programmes, activities and operations of the University;
- b. to ensure the operation of the University as a whole and all its departments severally are in harmony with general policies outlined in the constitution and to ensure that the objects of the University are realised;

- c. to appoint, transfer, or dismiss administrative officers, faculty and staff members of the University and prescribe the duties, terms and conditions that shall apply to these appointments;
- d. to determine various faculty ranks and staff positions which shall apply in the University and shall adopt the conditions for promotion within the ranks and positions;
- e. to set the salary and wage rates for administrative and faculty staff and the support personnel;
- f. to set the rates for tuition, board, room, fees and the policies governing financial aid and scholarship opportunities for students;
- g. to require and adopt an annual operating budget for the University, which shall govern all financial activities and decisions in the operation of the University.
- h. to approve the financial record system of the University and to require an audit of these accounts annually by independent auditors;
- i. to receive, review and approve periodic financial statements of the University's operations;
- j. to administer the immovable and movable property and funds of the University in a manner and for purposes which shall best promote the objects of the University;
- k. to receive donations, endowments and grants on behalf of the University;
- l. to signify the acts of the University by the use of the Common Seal;
- m. to approve the composition of the major staff committees of the University;
- n. to perform such other functions as may be conferred upon it by the VVU Constitution; and
- o. to delegate any of its powers and functions provided by the VVU constitution to any person or body within the University to exercise.

Subject to the provisions of the VVU constitution, the Council is also empowered to make Statutes for the University; which shall spell out the laws; generally for the governance, control and administration of the University

Academic Board of the VVU

Whereas, the University Council is responsible for the formulation of broad policies and the decision making for the University, its power is rather limited in terms of academic services. As a higher education institution, the Academic Board takes

precedence over the other organs of the University, in respect of academic matters. It is in this sense that the Academic Board serves as the second highest body in the hierarchy of decision making. The Academic Board is constituted to represent the various constituents of the academic community; and its membership is as follows:

- i. Vice Chancellor who is the Chairman
- ii. Pro-Vice Chancellor
- iii. Registrar (Secretary)
- iv. University Librarian
- v. Deans of Faculty
- vi. Directors of Institute
- vii. Professors
- viii. Heads of affiliated Colleges
- ix. Senior Members of Council who are not members of the Academic Board in any other capacity
- x. Two Senior members not below the rank of lecturer from each Faculty elected by the senior members of that Faculty
- xi. All Heads of Academic Departments
- xii. The University Chaplain

Functions and Powers of the Academic Board of VVU

The Academic Board is responsible for taking major academic decisions that concern the University and its affiliates. The functions of the Academic Board, as spelt out in the constitution of the VVU, are outlined below, and they include:

- i. The organisation and control of teaching in the University;
- ii. The control of admissions to the various courses of study;
- iii. Determining the academic calendar;
- iv. The promotion of research in the University;
- v. The establishment, organisation and control of campuses, schools, faculties, departments, institutes and other teaching and research units of the University;
- vi. The allocation of responsibility for different branches of learning;
- vii. The organisation and control of courses of study at University and examinations held in relation to those courses, including the appointment, discipline and removal of both internal and external examiners;
- viii. The award of degrees, and such other qualifications as may be prescribed;

- ix. Making recommendations to Council with respect to award to any person of an honorary fellowship or honorary degree or the title of Professor Emeritus
- x. Establishing and granting fellowships, scholarships, prizes and similar awards that are within the control of the University;
- xi. Determining what descriptions of dress shall be academic dress for the purposes of the University and regulating the use of the academic dress; and
- xii. Making recommendations for appointments and promotions of senior members to council.

Limitation on the Powers of the Academic Board of VVU

The Constitution places some limits on the powers of the Academic Board. The Academic Board is, for instance debarred from taking any decisions on the establishment of any new campus, faculty, department, school, institute or other teaching and research units of the University, or similar institutions at the University. Recommendations from the Academic Board to that effect can only be implemented upon the approval of the University Council. It is further stipulated that the Academic Board, without approval of the Council, cannot deprive any person of any degree, diploma or other award of the University which has been conferred on the grounds of dishonourable or scandalous conduct relating to mode of gaining admission into the University or obtaining that award. These are considered to be major decisions that only the Council conclude.

Faculty and School Boards in the VVU

The Faculty and School Boards play important roles in the University. In the governance structure of the VVU, the Faculty and School Boards intermediate between the Departments and the Academic Board. The Faculties and the Schools are headed by Deans; and each Faculty or School serves as the umbrella body that superintends a cognate of academic disciplines. Faculty and School Boards exist to administer matters in their respective spheres of governance. The Boards are composed of Deans, Heads of Department and Departmental representatives as well as representatives from other Faculties. An administrative officer serves as the recorder for the Board. The Boards do not only restrict themselves to students' academic concerns but also to their general well-being. Unresolved matters that emanate from Departments are brought to the Faculty and School Boards for resolution or transmitted further to the Academic Board for final determination. The Faculty and School Boards operate to actualise the strategic goals that are set.

Departmental Boards in VVU

The departments constitute the primary academic bodies within the University governance structure. They are the real domains for the delivery of academic service. By their nature, departments are specialised units in a given discipline. The departments are managed by the Heads of Department; and they are responsible for the assignment of courses. The Heads of Department also ensure that effective teaching and learning are carried out. While carrying out this responsibility, a Head of Department, in the University, would necessarily have to be team player to benefit from the synergy generated by his/her colleagues.

A Departmental Board consists of all the lecturers in the department. The major areas of concern for the Departmental Boards in the University include the following:

- Registration of students in the department;
- Conduct and assessment of examinations;
- The introduction of new courses;
- The incorporation of Christian ethics into the curricula;
- The review of programmes for the purposes accreditation; and
- The academic progression of lecturers.

Capacity of Academic Staff in the VVU

It is important to specify that the realisation of the strategic visions of the University largely depend on the calibre of staff at the disposal of the institution. In addressing the criteria that define the quality of staff, we take into consideration a number of factors; and these include academic qualification; experience and scholarly credentials.

Highest Academic Qualification of Academic Staff in VVU

The highest academic qualifications of lecturers covered in VVU are captured in Figure 8.2.

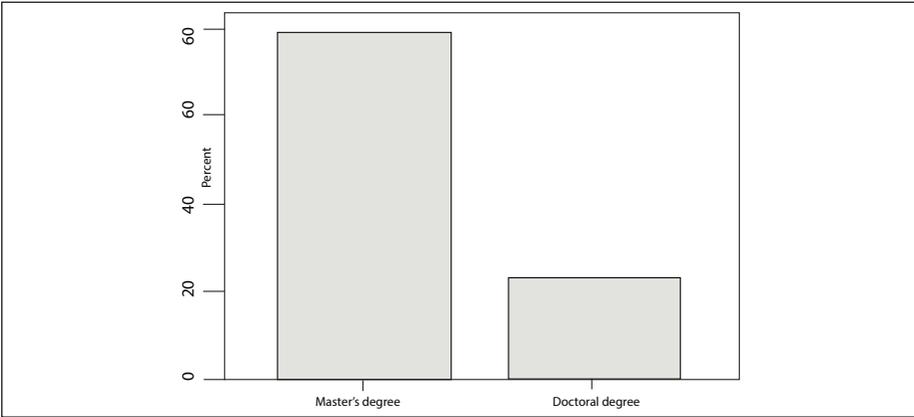


Figure 8.2: Highest Academic Qualification of Academic Staff in VVU

As indicated in Figure 8.2, most of the lecturers in the VVU are holders of Masters degree. The lecturers with Masters degree constitute 77 per cent of the academic staff, while doctoral degree holders form 23 per cent of the academic teaching staff. In this regard, it is obvious that the VVU has a catching up to do in building the capacity of their lecturers to acquire terminal degrees.

Professional Designation of Lecturers in VVU

Figure 8.3 depicts the professional ranking of academic teaching captured under the study at the Valley View University.

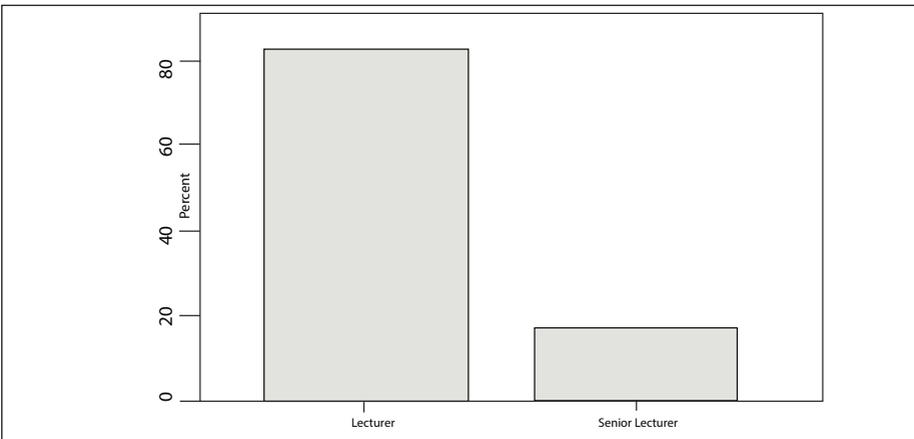


Figure 8.3: Professional Designations of Lecturers

As shown in Figure 8.3, about 84 per cent of the respondents are within the category of lecturers; with senior lecturers constituting 16 per cent. This shows a paucity of academics with high research and publication standing to warrant promotion to the higher level of the academic professional rank.

Length of Teaching of Academic Staff in the VVU

The capacity and output of lecturers have close relationship to the experience lecturers gather over the years. Figure 8.4 provides us with the length of time lecturers in the University have been teaching at the higher education level.

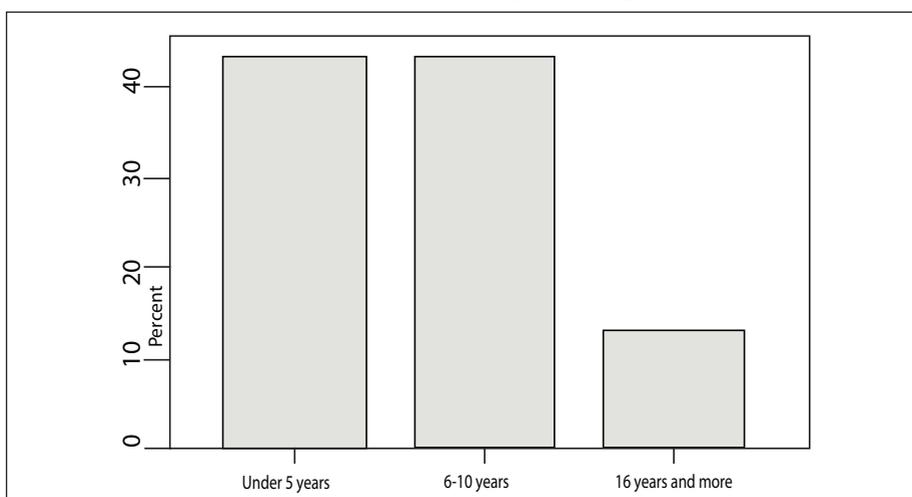


Figure 8.4: Length of Teaching

It is shown in Figure 8.4 that about 43 per cent of the lecturers have been teaching for a period of 0-5 years and those that had been teaching for 6-10 years constitute 44 per cent of the teaching staff. Perhaps, it is this situation that accounts for the prevalence of the high percent of the teaching staff still being within the rank of lecturers.

The teaching load of the lecturers was also of interest; as it has implications on the quality of teaching and research services that are provided. Figure 8.5 gives us an idea of the teaching load.

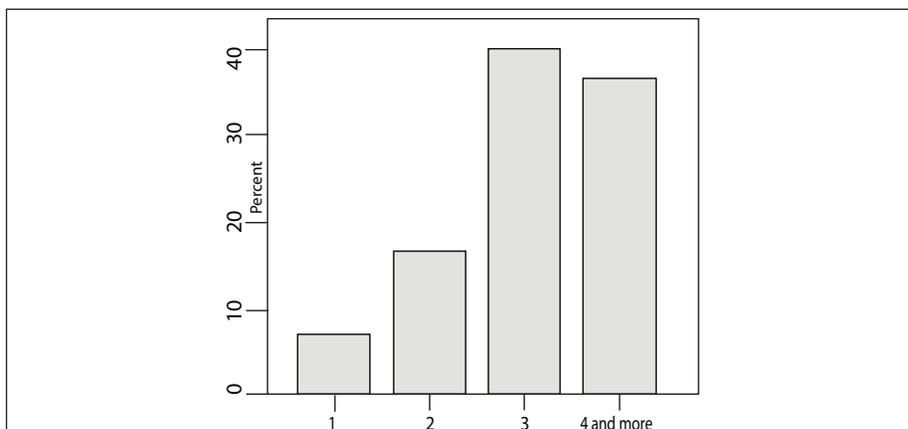


Figure 8.5: Number of Courses Taught Per Semester

Figure 8.5 shows that 40 per cent of lecturers teach three courses per semester and 37 per cent teach 4 and/or more courses per semester. Those who teach two courses constitute 17 per cent and only a few, six per cent, handle only a single course per semester.

The average class size of core courses in VVU is illustrated in Figure 8.6 below.

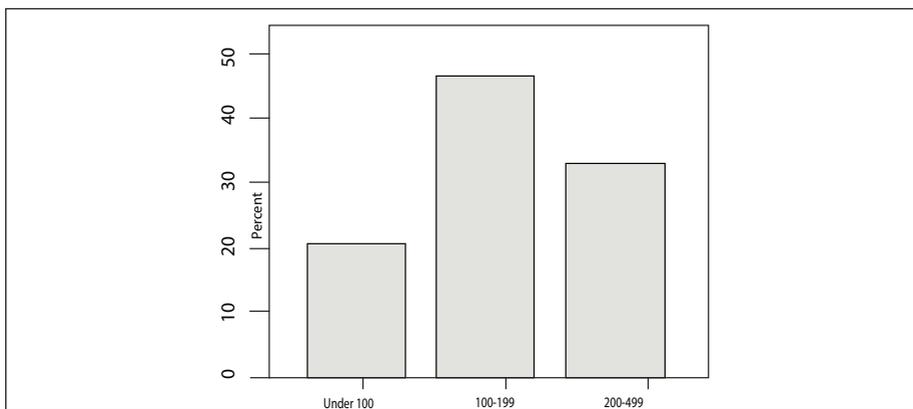


Figure 8.6: Average Size of Core Courses in VVU

As shown in Figure 8.6, class sizes of 100-199 of students constitute 47 per cent. While class sizes of 200-499 students consist of 33 per cent, those classes that are less than 100 constitute 20 per cent.

Effects of Classroom Situations on Lecturers' Output in VVU

Classroom situations impact on the outputs of lecturers in a number of ways. In this section, we examine some of the critical factors that affect the quality of teaching, research and publications. The factors examined here include: time spent on marking of examination scripts; the number of research papers written, and publication rate per year. These cases are examined in turns.

Time Spent on Marking Examination Scripts in VVU

Time spent on marking and processing examination scripts are influenced by such factors as the number of students being handled. The weight of student numbers do manifest on the length of time that lecturers spend on marking. Table 8.1 provides an indication of the length of time lecturers in VVU spend in marking and processing results.

Table 8.1: Duration for Marking and Processing of Examination Results

	Frequency	Per cent	Valid %	Cumulative Per cent
1-2 weeks	3	10.0	10.0	10.0
3-4 weeks	14	46.7	46.7	56.7
5-6 weeks	9	30.0	30.0	86.7
6 weeks and more	4	13.3	13.3	100.0
Total	30	100.0	100.0	

From Table 8.1, some 46.7 per cent of the lecturers spend 3-4 weeks in marking and processing of examination results. This is followed by 30.6 per cent of the lecturers that spend 5-6 weeks for the same task. It is also indicated that a significant group of lecturers that constitute 17.9 per cent spend 5-6 weeks in carrying out the task of marking and processing of examination results.

The effects on lecturers having to spend lengthy periods on teaching and assessing students are varied. But one of the obvious effects has to do with research output. Table 8.2 shows the number of peer review publications that are to the credit of lecturers in VVU.

Table 8.2: Number of Peer Review Publications to Credit

	Frequency	Per cent	Valid %	Cumulative Per cent
0-2	13	43.3	43.3	43.3
3-5	10	33.3	33.3	76.7
6-10	5	16.7	16.7	93.3
11 and more	2	6.7	6.7	100.0
Total	30	100.0	100.0	

It is shown in Table 8.2 that 43.3 per cent of the respondents have to their credit 0-2 peer reviewed publications. Also indicative in Table 8.2 is that 33.3 percent of the lecturers have 3-5 publications that have been peer reviewed. And those who have more than six peer reviewed publications constitute 23.4 per cent of the lecturers.

Effort by VVU lecturers to put research work into papers and the number of papers that are successfully published in peer reviewed journals/books per year in illustrated in Table 8.3 and Table 8.4 respectively.

Table 8.3: Average Research Papers Written by Lecturers per Year in VVU

	Frequency	Per cent	Valid %	Cumulative Per centage
0-1	22	73.3	73.3	73.3
2-4	8	26.7	26.7	100.0
Total	30	100.0	100.0	

It is clear from Table 8.3 that on the average, 73.3 per cent of the lecturers write 0-1 paper per year. And those who checked for 2-4 papers constitute 26.7 per cent.

Table 8.4: Average Number of Papers Published in Peer Reviewed Journals in a Year

	Frequency	Per cent	Valid Per cent	Cumulative Per cent
0-1	26	86.7	86.7	86.7
2-4	4	13.3	13.3	100.0
Total	30	100.0	100.0	

The case as shown in Table 8.4 is that on the average, 86.7 per cent of the respondents publish 0-1 paper in peer reviewed journals. Those who publish between 2-4 papers constitute 13.3 per cent. What this means in effect is that publication rates are low, as many are unable to make any publications. The suggested reasons for such low levels of publication are captured in Box 8.1

Box 8.1: Factors that Inhibit Research and Publications in VVU

1. I have many teaching periods in a week and I get tired at the end of the day (Lecturer)
2. I get occupied throughout the year teaching regular and sandwich students during the holidays (Lecturer)
3. Due to my involvement in Development Studies Practicum during the long vacation, I am unable to concentrate on writing and finishing papers for publication (Lecturer)

Capacity Building in Valley View University

The VVU has recognised the need to promote staff development programmes and as such it has encouraged its staffs to undertake further studies if such opportunities emerge. While encouraging staffs to undertake further academic studies, the VVU has also seen the need to regularly undertake internal in-service capacity building programmes. The QAAPU is a key player in organising in-service training programmes in the University. The role of the QAAPU in internal training activities is to ensure that the culture of quality assurance permeates the operations of the VVU. The QAAPU, for instance, provides orientations for the newly recruited staff to enable them come to terms with the expectations and the challenges that they would encounter in a higher education environment. These orientations expose teaching staff to pedagogical and research challenges that exist in the field of work.

Aside from the orientations that are given to the new staff, the QAAPU, from time to time, organises skills development workshops for staff to meet identified needs especially in pedagogy, research and publication. In such cases, resource persons from within and outside the VVU are utilised as facilitators. The extent to which such efforts benefited the respondents is indicated in Table 8.5.

Table 8.5: Modes of Benefit from Capacity Building Programs

	Frequency	Per cent	Valid %	Cumulative Per cent
Improved teaching and research skills	18	60.0	60.0	60.0
Improved research skills only	5	16.7	16.7	76.7
Improved teaching skills only	4	13.3	13.3	90.0
No benefit in particular	3	10.0	10.0	100.0
Total	30	100.0	100.0	

Table 8.5 shows that 60 per cent of the respondents checked that they benefited in the form of ‘improved teaching and research skills.’ The response from 16.7 per cent of the lecturers indicated that the capacity building efforts had benefited them in the form of ‘improved research skills only.’ Those who said their benefit was in the form of ‘improved teaching skills only’ constitute 13.3 per cent. And 10 per cent of the lecturers did indicate that they had had ‘no benefit in particular.’

Prospects and Challenges of VVU

The VVU is an important player in the higher education landscape in Ghana. The VVU in its current format seeks to become a leading centre of excellence in Christian education. It has placed emphasis on the training of human resources in a context that prepares the graduates for the service of God and humanity. The VVU as the premier chartered private university carries the weight of proving that private providers of higher education are capable of delivering on quality.

The VVU has developed a number of academic programmes meant to meet their set goals of producing committed graduates for the service of God and humanity. As a private university, the routes to achieving the goals are principally through the managerial governance system. The VVU has therefore spread its operations to a number of campuses so as to bring university education closer to the consumers and to reap the needed funds. The evidence is that lecturers are tasked with many teaching responsibilities for both the regular and the sandwich sessions. The capacity of the lecturers to meet these tasks is rather circumscribed. The capacity constraints are made more pronounced given the relatively short teaching experiences of the lecturers and their low researched publication profiles.

The VVU has recognised the need to build capacities through workshops and the institutionalisation of internal quality assurance mechanisms. It is expected that in the medium term, the VVU will find the needed balance between the commercial imperatives of the institution and the required space for the lecturers to engage in activities that will also make them become effective contributors to knowledge.