

SECTION IV

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

certificate of incorporation by the NCTE. With some success chalked with fundraising and with the issuance of the incorporation certificate, Cardinal Peter Appiah-Turkson, who was then the president of the Ghana Catholic Bishops' Conference, made public the decision of starting the institution on 15 January 2002. In December 2002, the NAB also granted the Catholic University College an accreditation to run four-year undergraduate programmes. This, consequently, paved the way to admit students; for the Catholic University College to officially open for academic activities. Fifty pioneering students reported at the Pastoral Centre of the Sunyani Catholic Diocese on 3 March 2003 to start academic programmes in the University College. The motto of the Catholic institution typically captured in Latin *Scientiae Ac Sapientias Lumen Splendeat*, which translates to 'May the Light of Knowledge and Wisdom Shine Forth' was to suggest a new path for higher education training and scholarship in which knowledge would be of service to society.

The beginnings of the Catholic University College, just as it was with the other universities covered in this volume, was very meagre in terms of infrastructure (CUCG 2006). Bishop Kwadwo Owusu, who was then in charge of the Sunyani Diocese, offered a temporary site for the commencement of academic activities at the Diocesan Pastoral Centre in Sunyani. The structures available at the site were a six-classroom block for lectures, an Assembly Hall, and a mini canteen for catering and other services. There were two other blocks that were used to house the academic and administrative staff; library, computer laboratory and chaplaincy. The staffing situation was similarly scanty in 2003; the institution began with 15 academic and 14 administrative and supporting staff. With this humble beginning, the second batch of 32 students was admitted on 3 November 2003. The official commissioning of the institution was delayed till 13 November 2003; when the second batch of students had actually reported (CUCG 2006).

The constraints of limited infrastructure became evident as it was difficult to expand students' intake into the inadequate space that the Sunyani Pastoral Diocesan Centre provided. And for a private funded higher education institution, small student numbers was bound to have a telling effect on the economic viability of the university project. But the Catholic Church was committed to carrying through the plan. Subsequently, structures at the permanent site at Fiapre began springing up after the official foundation stone was laid on 25 April 2007 by Cardinal Ivan Diaz (CUCG 2006). The construction of the structures was carried out expeditiously, to make it possible for academic work to begin at the site at beginning of the 2008/2009 academic year. This helped to ease infrastructural constraints and enabled the institution to expand its intake to about 4,500, in the 2013/14 academic year. This

has also helped the institution to mount a wider range of programmes than was previously the case and winched up the Catholic University College's visibility to become an auspicious player in the country's higher education space. The corporate plan of the CUCG captures its vision as being ...

To create a Unique University that can make a distinctive contribution to national development as an institution of academic and technical excellence whose products are endowed with real practical ability, a moral vision of life and profound religious motivation for service in all spheres of life' (CUCG 2014).

This vision envisages to holistically transform the students of the CUCG by integrating academic work with moral values, for effective service to humanity. The mission statement of the corporate plan seeks to consummate the vision by indicating that the institution seeks to '... promote academic excellence, moral or ethical values as well as the integral personal development of ... students and their commitment to service' (CUCG 2014).

This, thus, brings in a close semblance between what the two private universities aim at accomplishing. For these faith-based universities, the *lacuna* to deal with in the higher education system in Ghana has to do with moral turpitude, which the imperatives of Christian religious values must tackle. The responsibility of the CUCG is to fill this gap by marrying academic work with Catholic-based moral/ethical values, so as to overcome the inadequacies of brazen secular education. A number of programmes aimed at objectifying a total training schedule of students, for the benefit of society at large, are thus run by the institution (CUCG 2014).

The Driving Philosophy and Objectives of the CUCG

The philosophy that drives the CUCG is that education is integral to human growth and societal development. The University College at Fiapre, like other acclaimed Catholic universities worldwide, is to provide complete education through qualitative, innovative, practical and holistic training. This is to be realised through a mission that seeks to uplift not only students' academic capacity but to also infuse students with a high sense of moral or ethical values, as they are considered to be essential to their personal development.

In line with the stated vision and mission of the Catholic University College, a number of objectives have been outlined to guide the delivery of services. These are to:

- a) inculcate high moral standards and impart gospel values to the students in their integral formation in the course of the University education;

- b) support the development efforts of the country through emphasis on science and technology (and in particular, Information Technology) and ensure that the University remain relevant and forward looking;
- c) promote cultural values and ideals through relevant courses and research and in this way contribute to social solidarity, cohesion and advance enculturation;
- d) help the individual to realise his/her potential;
- e) produce a new type of students:
 - iv. capable of adapting to the changing work environment;
 - v. with skills, technical literacy and competence in computers, numeracy etc.;
 - vi. very knowledgeable of the current trends in local and international affairs; and capable of making positive contribution to his/her society.

The philosophy and objectives as outlined are mostly achievable through the services provided by the academic units. In the case of the CUCG, the basic academic units currently, are the Faculties. This is an apparent lean corporate management policy aimed at de-layering of the institutional governance structures for the sake of reducing operational cost. The Faculties, therefore, roll out programmes that are specific to their specialised fields. The programmes that the University College runs are captured in the next section.

Faculties and Programmes in the CUCG

The CUCG is an affiliated institution of the University of Ghana. However, the University College now has programme affiliations to a number of institutions such as University of Cape Coast, Boston College in the U.S, Catholic University of America (US) and Saint Mary's University (Canada) for the running of their programmes. It is worth mentioning that all the mentoring institutions outside Ghana are Catholic founded institutions of higher education. As indicated, the academic programmes in the University College are mainly conducted at the Faculty level. This is unlike the situation in the other universities that are covered in this study, where the departments are the primary units of academic teaching service. The CUCG now has five Faculties, and a School.

The CUCG started with three Faculties in 2003. The pioneering faculties are: the Faculty of Economics and Business Administration; the Faculty of Religious Studies and the Faculty of Information Communication Sciences and Technology. In the 2007/2008 academic year, two faculties, the Faculty of Public Health and the Faculty of Education, were added. The School of Research and Graduate

Studies was set up in 2010 as the latest complement of the academic units. The undergraduate degree programmes, which the Catholic University College started, led to the award of BSc. Computer Science; BSc. Economics and Business Administration; and BA Religious Studies (CUCG 2006).

The Faculty of Information and Communication Sciences and Technology (ICST)

The Faculty of Information and Communication Sciences and Technology (ICST) started as one of the pioneering faculties of the CUCG. The ICST Faculty aims at training graduates that will become a corps of dedicated, innovative researchers and engineers for the competitive job market. By the quality of training that is provided, graduates of the Faculty are expected to be comfortable working in such areas as Computer Engineering, Software Development, Business Information Systems and Network Engineering among others. In designing the ICST programmes, due consideration is given to the content, relevance and innovativeness; such that a strong foundation in technical skills for solutions in industry and business can be realised. The ICST Faculty provides avenues to students to graduate with the following degrees: (1) BSc (Computer Science); (2) BSc (Actuarial Science); (3) BSc (Mathematics with Finance); and (4) BSc (Mathematics with Economics).

Faculty of Economics and Business Administration

The Faculty offers students the possibility of obtaining a Bachelor of Science (BSc) degree in Economics and Business Administration. The programmes of study provided by the Faculty aim at equipping students with analytical capacity required for understanding economic issues and entrepreneurial skills. These are the necessary tools for meeting the challenges of business administration and management in the competitive global environment. Specifically, the programme seeks to train graduates that will have the capacity and versatility to meet the needs and requirements of commerce and industry for the country's economic development agenda. By the ethical requirements of the University College, the Faculty is positioned to nourish its graduates with values that will make them contribute positively to society. The Faculty offers four major options, namely: Economics option; Accounting option; Management option; and Banking and Finance option.

Faculty of Religious Studies

The rationale for establishing the Faculty of Religious Studies is linked to the Catholic antecedence of the Augustinian Friars of 1471, whereby religious education was seen as necessary for societal development. Since then, it has been seen that religious education has become a tool for liberating the minds of citizens from siege mentality. As the CUCG aims at providing holistic training with a high level of ethical/moral value transfusion into its graduates for effective national development, the programmes mounted by the Faculty of Religious Studies are meant to perform this undertaking. The role of the Faculty of Religious Studies is subsequently to play the role for a search for knowledge and understanding of how religion affects and improves the quality of lives of individuals and society at large. This is to be achieved through comparative study of the Holy Books of the World religions and the Judeo-Christian traditions, in particular. It is envisaged that through an inclusive anthropological study of religions, an understanding will be established for inter-religious appreciation and dialogue. The following are, therefore, the objectives of the Faculty:

- i. The programme educates people who engage themselves with other religions for mutual understanding, tolerance as well as peaceful coexistence in secular democratic nation;
- ii. To prepare and graduate them to appreciate interreligious dialogue;
- iii. To prepare them to appreciate lasting values in general which are relevant for the modern African quest for nation building;
- iv. To reinforce the appreciation of the urgency of the Church's constant call for inculturation of the Christian faith in Africa.

The Faculty of Religious Studies runs its undergraduate programme in collaboration with the Faculty of Education which enables students of Religious Studies to do a B.A. degree in Religious Studies with a bias in Education. There is also an option that enables Religious Studies to do a concurrent programme B.A in Religious Studies and a Diploma in Education.

Faculty of Education

The Faculty of Education was established on the philosophy of strengthening the teaching profession in Ghana. This is done by offering students who wish to become teachers and educationists with a foundation in both the principles of teaching and learning. And in accordance with Catholic education philosophy, the objectives set for the programme are the following:

1. To provide students with the value based courses that seeks to nourish a love for learning and commitment to excellence;
2. To provide opportunity for practicing teachers and school administrators to upgrade their skills and qualifications;
3. To train student teachers in the Arts, Sciences and Social Sciences and prepare them for higher academic pursuits as teachers in Senior High Schools and other professional areas;

The Faculty of Education runs tracks of undergraduate programmes that lead to award of the following degrees:

- a. B.Ed (Arts)
- b. B.Ed (Mathematics)
- c. B.Ed (Computer Science)
- d. B.Ed (Accounting)
- e. B.Ed (Geography)

This indicates that the Faculty of Education partners the other Faculties to train students in the various disciplines to become teachers in their chosen areas of specialisation.

Currently the Faculty of Education has moved a step further by introducing Graduate Diploma programmes to train non-professional graduate teachers to become professionally competent.

Faculty of Public Health and Allied Sciences (PHAS)

The Faculty of Public Health and Allied Sciences (PHAS) was established in the 2007/2008 academic year after going through an accreditation process with the NAB. The Faculty has programmes designed to produce health professionals that are to be recognised for their dedicated service and competence. The role of PHAS is seen to be essential to the mission of the Catholic Church of bringing health to the sick. To meet the healthcare needs of the country, the PHAS has adapted a comprehensive approach to the programmes they offer such that they can provide vital needs like health education and health facility management. In this respect, the PHAS has adopted an interdisciplinary approach to equip students with a holistic understanding for delivering quality and a cost-effective healthcare service.

The PHAS offers a four-year programme that leads to a Bachelor of Science degree in Public Health. Students have the opportunity to specialise in one of the following areas:

- a. BSc Public Health (Health Management Option);
- b. BSc (Public Health (Health Informatics Option); and
- c. BSc Public Health (Health Education Option).

School of Research and Graduate Studies (SRGS)

In line with Schedule D of the Statutes of the CUCG, the School of Research and Graduate Studies came into being in 2010 to cater for the University College's need of running graduate programmes. The School is to perform other ancillary roles that would enhance the CUCG's research pedestal. The SRGS serves as the admission office for all graduate students and thereby keeps their records. The SRGS takes the principal responsibility of coordinating all graduate programmes and research activities in the University. The SRGS, by its nature, is thus divided into two sections, namely: Graduate Studies and the Centre of Applied Research Consultancy and Community Outreach (CARCCO).

The Graduate Studies section has the responsibility to initiate, implement and review University wide policies on graduate programmes that are approved by the Governing Board. The SRGS has a comprehensive superintendence over all graduate programmes and this is done through the approval of candidature, supervisors, coursework, thesis topic titles and synopses based on recommendations from Faculty Boards. In addition, the School takes charge of recommending the appointment of Internal and External Examiners in respect of written papers, dissertations or theses to the Senate.

Quality Assurance in CUCG

The mentoring institution, the University of Ghana, has the primary responsibility of guaranteeing quality in the services that the CUCG delivers. The CUCG also has programme affiliations to the University of Cape Coast, Boston College in the United States, and Saint Mary's University in Canada. These institutions have obligations to ensure quality in the programmes they superintend in the CUCG. However, like all the other higher education institutions in Ghana, the CUCG has taken steps to strengthen its internal mechanisms for quality assurance. Unlike the other universities that are covered, the CUCG has not assigned that responsibility of quality assurance to an autonomous body. Rather, the responsibility of quality assurance, since April 2010, has been assigned to the School of Research and Graduate Studies (SRGS). With this obligation, the SRGS has collaborated with a Senate sub-committee to review existing University instruments for evaluating and monitoring of staff and students.

The Governance Structure of the CUCG

The governance structure of the CUCG appears to combine ecclesiastical notions of leadership with contemporary secularised notions of corporate governance of higher education institutions in Ghana. In the scheme of things, there exists a higher tilt towards the former than the latter as there is a high dependence on the Catholic clergy and the laity in the governance structure. There is also evidence of small-sizing of the governance bodies. The lean size of its governance structures is apparently done to cut cost in a young, private funded higher education institution.

The governance structure of the CUCG is shown in Figure 9.1

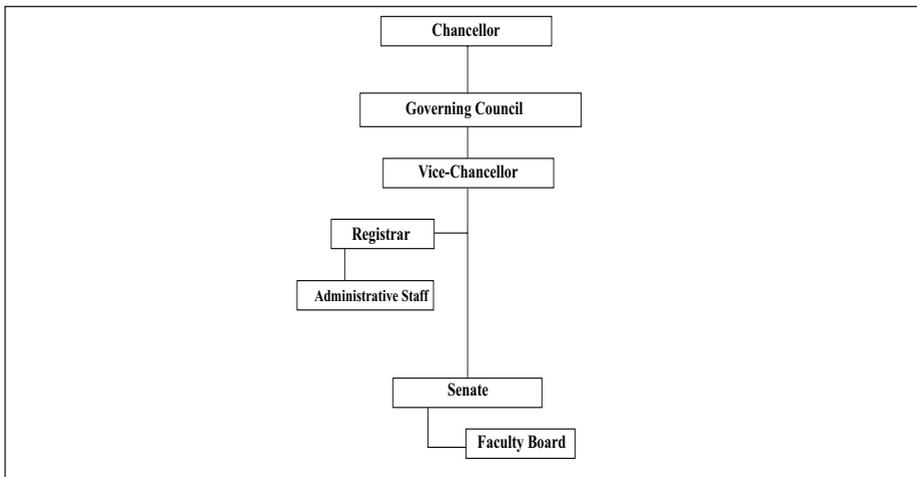


Figure 9.1: The Governance Structure of the Catholic University of Ghana

The Chancellor of the Catholic University College

The Chancellor of the Catholic University College of Ghana is Cardinal Peter Appiah-Turkson. This position is largely a ceremonial one. The position of the Chancellor takes precedence over all other positions in the institution. The Chancellor is responsible for promoting the image of the Catholic University College of Ghana. And as part of his ceremonial duties, the Chancellor is responsible for the award of degrees, diplomas and certificates to students who have successfully completed their programmes. In the absence of the Chancellor, the Chairman of the Governing Council deputises for him.

The Chancellor is kept informed of the activities of the institution through publications and minutes of the Governing Council and the Senate. This enables him to be abreast with the developments within the institution. The Chancellor brings moral authority into the governance system and the leadership structure of the institution.

The Governing Council of the CUCG

The Governing Council of the Catholic University of Ghana (CUCG) is the highest decision making body of the institution. The Governing Council is empowered by the Constitution and the statutes of the CUCG to take policy decisions for effective administration of the institution. Consequently, the Governing Council takes decisions on financial management as in such areas as students' fees, staffing, emoluments and the general working conditions within the institution. The Governing Council has the power to ascertain the assets and liabilities of the University College and thereby make decisions on the financial status of the institution as a corporate entity.

The Governing Council is chaired by the Archbishop of Tamale, the Most Rev. Philip Naameh. Again, we find the leadership at this level being entrusted mainly to the high clergy. This is an apparent push to Catholic's definition of leadership qualities as was captured in Augustinian thought. The membership of the Governing Council consists exclusively of Catholics. In fact out of the 14 members of the Governing Council, six are priests of the senior ranks and the rest are Catholic lay members, who nonetheless are distinguished academics and professionals. The Governing Council is thus designed to keep a balance between the institution's ecclesiastic objectives on one hand and the critical secular scholarship required for the running of higher education, on the other hand.

The Office of the Vice-Chancellor

The Vice-Chancellor of the Catholic University College of Ghana is the Chief Executive Officer (CEO) of the institution. In this capacity the Vice-Chancellor is both the academic and administrative head of the institution, as well as its chief disciplinarian. He provides information about state of the institution to the Governing Council for policy decisions to be made.

As the Chief Executive Officer, the Vice-Chancellor is mandated to provide strategic direction on the growth and development of the institution. The Vice-Chancellor chairs the Senate (Academic Board) and all other committees of which he is a member. Aside from supervisory roles of academic affairs within the institution, the Office of the Vice-Chancellor in CUCG coordinates activities of all administrative

and financial issues of the institution. The Vice-Chancellor is expected to periodically address the Convocation of senior members about the state of the CUCG.

The Senate of the Catholic University College

The Senate of the Catholic University College is its Academic Board equivalent. The Senate is the second most important decision making body in the CUCG. In fact within the scope of academic programmes run in the institution, the Senate holds sway over all other bodies within the University. Matters relating to programmes and quality assurance are finally determined by the Senate. The Senate considers all academic matters that are referred to it by the Faculty and School Boards. The Senate is also responsible for the approval of examination results that are forwarded to it by the Faculties.

Faculty and School Boards

The Faculties in the Catholic University College are its basic teaching. The Faculties and Schools are headed by Deans and they take up the responsibility of assigning teaching duties. The Deans monitor their staff to ensure quality service is delivered. In addition to academic responsibilities, Deans are administrative heads of their respective faculties and they are in turn responsible to the Vice-Chancellor.

Each Faculty has a Board that is chaired by the Dean; and is assisted by the Vice Dean. The membership of the Faculty Board consists of all academic members of the Faculty. As the primary academic units in the CUCG, the Faculty Boards are responsible for taking decisions on relevant academic and administrative matters for the running of their faculties. In this respect, the Faculty Board examines the content of programmes and recommends same for Senate approval.

Faculties are also responsible for examining students and processing their results. As noted, the results are ultimately approved by Senate.

Capacity of Lecturers and Classroom Situation in CUCG

The capacity issues in the institution were examined by looking at a number of criteria. These include academic qualification; the experience of staff and the scholarly credentials of academic staff.

Highest Academic Qualification of Lecturers in CUCG

In the CUCG the highest academic qualifications of the respondent lecturers are shown in Figure 9.2

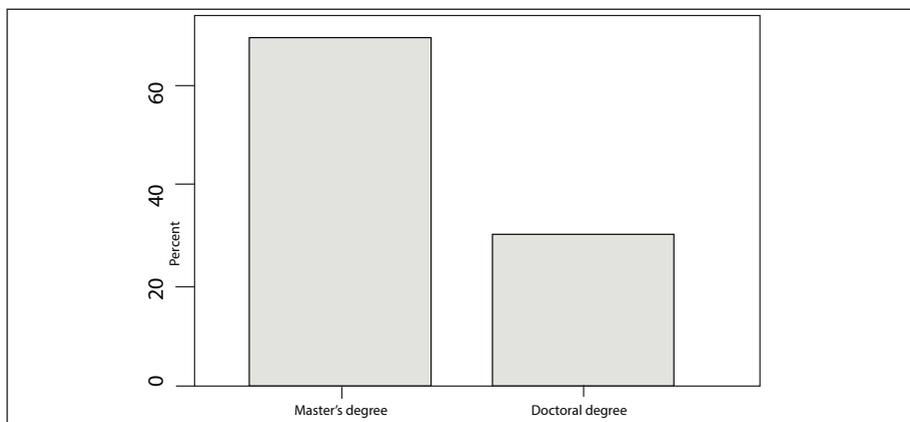


Figure 9.2: Highest Academic Qualifications of Lecturers in CUCG

It is shown in Figure 9.2 that about 70 per cent of the lecturers in CUCG have Master's degree as their highest academic qualification. It is also indicated that 30 per cent of the lecturers have a Doctoral degree as the highest academic qualification.

While the level of academic qualifications is important, it does not by itself provide the total picture about the capacity of a lecturer. In academia, professional ranking of academic staff is important. This is important because promotions are mostly determined by research output through peer reviewed publications. The professional ranking of lecturers in the CUCG is shown in Figure 9.3

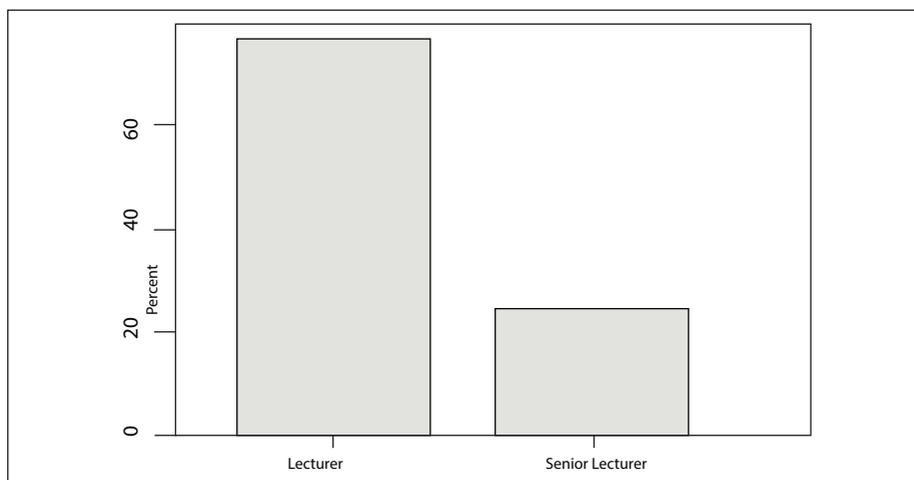


Figure 9.3: Professional Ranking of Lecturers in CUCG

It is shown in Figure 9.4 that while 76 per cent of the teaching staff are within the category of Lecturers, 26 per cent checked senior lecturer as their professional ranking. What this means is that the majority of the teaching staff have not yet endeared themselves to meet the demands for promotion to the next level of the academic rank.

One other factor that was considered to be vital to the building of capacity of lecturers was the length of teaching. It is understood that the length of teaching provides the experience that makes lecturers to adapt easily to the challenges of the classroom situation. The experience at the disposal of lecturers in CUCG is depicted in Figure 9.4

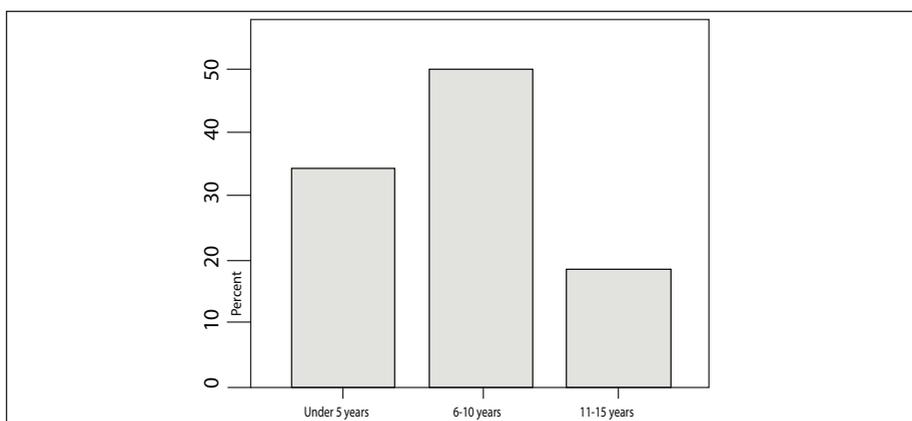


Figure 9.4: Length of Teaching of Lecturers in CUCG

As shown in Figure 9.4, while 49 per cent of the lecturers indicated that they had been teaching for 6-10 years, 33 per cent checked they had been on the job for five years or less. This shows that 81 per cent of the teaching staff had been around for not more than 10 years. This situation is explained by the fact that the CUCG is a young university. Those who had taught for 11-15 years constitute 18 per cent.

Teaching load of lecturers is a factor that can affect the efficiency and quality service delivery. The weight of teaching load on lecturers in CUCG as indicated by the respondents is shown in Figure 9.5 in terms of number of courses taught per semester.

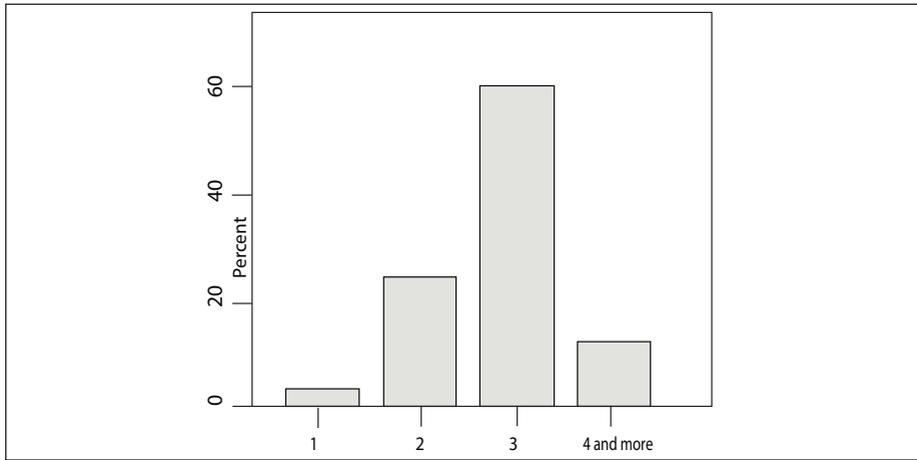


Figure 9.5: Number of Courses per Semester

It is shown that those who teach three courses per semester constitute 61 per cent. Lecturers who indicate that they teach two courses per semester constitute 24 per cent. The outlier cases are respectively those who teach 4 and/or more courses (12 per cent) and those who handle one course (three per cent).

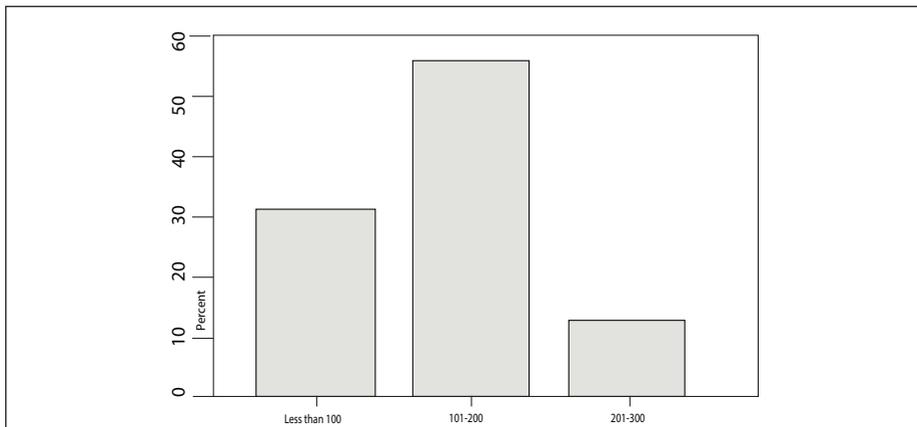


Figure 9.6: Number of Students for Compulsory Courses

The class sizes of compulsory courses, as indicated by students, are that most of them attend classes that are populated by 101-200 students, which represent 56 per cent. However, 31 per cent of the students indicated that their class sizes are 'less than 100.' Those who have compulsory courses with class sizes of 201-300 constitute 13 per cent.

Effects of Classroom Situation on Lecturers' Output in CUCG

The effort in this section is to examine the effects of classroom situations on lecturers' output. Our focus in the Table 9.1 is on the duration it takes lecturers to mark and process examination scripts.

Table 9.1: Duration of Marking and Processing of Examination Results

	Frequency	Per cent	Valid Per cent	Cumulative Per cent
1-2 weeks	9	27.3	27.3	27.3
3-4 weeks	17	51.5	51.5	78.8
5-6 weeks	7	21.2	21.2	100.0
Total	33	100.0	100.0	

The evidence as shown in Table 9.1 is that 51.5 per cent of the lecturers indicated that they spend 3-4 weeks in marking and processing of results. However, 27.3 per cent of the lecturers checked they spend 1-2 weeks for the same task. There are also cases where longer periods are used. As seen in Table 9.1, 21.2 per cent of the lecturers spend 5-6 weeks marking and processing exam results. The relative short period for marking and processing of results in CUCG is mainly due to small size of classes.

Peer Review Publications to Credit in CUCG

An important factor in the academic life of a lecturer is the pedigree he/she achieves through publications in peer review journals. Such is the importance attached to this factor that it forms the basis for professional progression. The Table 9.2 captures the number of peer reviewed publications that are credited to the respondents.

Table 9.2: Number of Peer Reviewed Publications Credited

	Frequency	Per cent	Valid Per cent	Cumulative Per cent
0-2	13	39.4	39.4	39.4
3-5	15	45.5	45.5	84.8
6-10	5	15.2	15.2	100.0
Total	33	100.0	100.0	

It is depicted in Table 9.2 that 45.5 per cent of the lecturers indicated 3-5 publications to their credit in peer reviewed journals. It is also shown that 39.4 per cent of the lecturers fall within the cohort that have 0-2 publications. Those who checked that they published 6-10 paper constitute 15.2 per cent.

The success rate of papers published in peer review journals in shown in Table 9.3 and Table 9.4 respectively shows the efforts.

Table 9.3: Average Number of Research Papers Written Per Year

	Frequency	Per cent	Valid %	Cumulative Per cent
0-1	11	33.3	33.3	33.3
2-4	18	54.5	54.5	87.9
5 and above	4	12.1	12.1	100.0
Total	33	100.0	100.0	

Table 9.3 shows that 54.5 per cent of the respondents indicate that they write 2-4 papers per year. Those who write 0-1 paper constitute 33.3 per cent while those who put in the effort to write '5 and above' papers comprise 12.1 per cent. The rate at which the papers written get published is captured in Table 9.4

Table 9.4: Average Number of Papers Published in Peer Reviewed Journals in a Year

	Frequency	Per cent	Valid %	Cumulative Per cent
0-1	22	66.7	66.7	66.7
2-4	9	27.3	27.3	93.9
5 and above	2	6.1	6.1	100.0
Total	33	100.0	100.0	

The evidence as captured in Table 9.4 is that on the average, 66.7 per cent of the lecturers publish 0-1 paper a year. While those who are successful with 2-4 papers on the average per year constitute 27.3 per cent, it is only 6.1 per cent of the lecturers that checked they are successful with '5 and above' papers a year in peer review journals. It is obvious that the efforts made in writing papers are not marched with the ability of having the papers published. The reasons adduced by some lecturers for this state of affairs are found in Box 9.1

Box 9.1: Factors that Inhibit Research and Publication in CUCG

1. It appears I lack the experience to successfully compete with others to have my papers published (Lecturer)
2. The cost of having the papers published is an inhibiting factor that should be considered (Lecturer)
3. Workload for teaching during the normal academic session and during the holidays takes most of the time at my disposal (Lecturer)

Capacity Building of Staffs in UCCG

The CUCG pursues staff development policies to boost the academic and professional capacities of staff. To enhance the academic profiles of its staff, the CUCG allows or encourages lecturers to enrol in programmes that enable them to achieve terminal degrees. To facilitate this process, the CUCG has, for instance, worked out scholarship arrangement with the Jacob-Christian-Adam Foundation in Germany for staff development in programmes offered locally in Ghanaian universities.

The CUCG has also recognised the need for on-the-job capacity building programmes by organising workshops for staff. The institution also provides avenues for staff to attend conferences and workshops that are organised elsewhere for building research and pedagogical skills. This is to create grounds for both young and old faculty to continually sharpen research skills and know-how for efficient academic service delivery.

Prospects and Challenges of CUCG

The CUCG has envisaged in their strategic plan to promote academic excellence that goes with a moral and ethical values system. It is believed that this will make their graduates adequately committed to the services that they will deliver



to society. The dual emphasis on academic excellence and moral uprightness is an effort aimed at dealing with the ills of society; even as people acquire higher education. With the management of the CUCG largely in the hands of the clergy and the Catholic faithful, and with the pivotal role of the Faculty of Religious Studies, the prospect for delivering on this niche may not be too difficult.

The challenge of delivering on the other leg of the mission that is the realisation of academic excellence may, however, call for hard work. This is because the capacity of teaching staff, as evinced in our discussion, would take a while to be elevated to competitive levels. The faculty is inexperienced and the related challenges that emanate from that sort of situation will remain an immediate to medium term difficulty. It is, however, worth noting that the authorities have recognised this fact and have thus put in place measures to remedy the situation. It is hoped that with the support of the mentoring universities, the CUCG will transcend the capacity challenges among its staff to enable them become a major player in the higher education landscape in Ghana.

