

**A BIOGRAPHICAL NARRATIVE STUDY OF DEANS'
RESPONSES TO CORPORATISATION OF HIGHER
EDUCATION IN UGANDA: A CASE STUDY OF
MAKERERE UNIVERSITY**

Christine Charity Mwebesa

A thesis submitted to the Wits School of Education, Faculty of Humanities, University
of the Witwatersrand in fulfilment of the requirements for the degree of Doctor of
Philosophy

Johannesburg

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DECLARATION

I declare that this thesis is my own unaided work. It is being submitted for the degree of Doctor of Philosophy at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination at any other University.



.....

Christine Charity Mwebesa

15th day of July in the year 2020

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I dedicate this work to God the Father, God the Son and God the Holy Spirit.

**PUBLICATIONS AND PRESENTATIONS EMANATING FROM THIS
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LIST OF ACRONYMS, ABBREVIATIONS AND NEW WORDS

Boom	Book allowance
CET	Cognitive Evaluation Theory
CUMC	Central University Management Committee
CVF	Competing Values Framework
Dry Faculties	Poor faculties
DVC-AA	Deputy Vice Chancellor for Academic Affairs
DVC-F&A	Deputy Vice Chancellor for Finance & Administration
HE	Higher Education
HEIs	Higher Education Institutions
IMF	International Monetary Fund
Lucrative	Marketable/sought after
MAKREC	Makerere University Research Committee
MASA	Makerere Administrative Staff Association
MOES	Ministry of Education and Sports
MUASA	Makerere University Academic Staff Association
MUBS	Makerere University Business School
MUK	Makerere University
MUST	Mbarara University of Science and Technology
Non-lucrative	Not marketable
NORAD	Norwegian Agency for Development
NORHED	Norwegian programme for capacity development in Higher Education and Research for Development
NPM	New Public Management
NUEI	National Unions on Education Institutions
OCAI	Organisational Culture Assessment Instrument
OIT	Organismic Integration Theory
POC	Passion, Opening remarks and Closing remarks
QAPF	Quality Assurance Policy Framework
SAPs	Structural Adjustment Programmes
SIDA	Swedish International Development Agency

SDT	Self-Determination Theory
The Act	The University and Other Tertiary Institutions Act
TUMC	Top University Management Committee
UMCF	University Management Consultative Makerere University
UNCHE	Uganda National Council for Higher Education
UK	United Kingdom
UPE	Universal Primary Education
USE	Universal Secondary Education
UOTIA	University and Other Tertiary Institutions Act
VC	Vice Chancellor
Wet faculties	Rich faculties
Wits	University of the Witwatersrand

CHAPTER 1: INTRODUCTION

A fully corporatised university is only a shell of a university and the task facing the academic community is to ensure that the inner core as well as the outer shell are preserved. If academics do not attend to the governance of their own institutions, who will? (Steck, 2003, p.81)

1.1 Introduction and Background

This study seeks to explore the deans' lived experiences in relation to corporatisation of HE at Makerere University, in Uganda. In this study, corporatisation is defined as the adoption of managerial models and private sector practices into HEIs, with the intention of achieving self-sustainability and global competitiveness, while maintaining local relevance. Over the past 30 years, Higher Education Institutions (HEIs), globally, have undergone major transformations. Corporatisation of Higher Education has been one of the main transformative moves, whereby business practices have infiltrated the University operations and functions. According to Steck (2003, p.74-75), this phenomenon is "...characterised by the entry of the university into marketplace relationships and using market strategies in university decision making." However, it is important to note that corporatisation is not an isolated occurrence on the HEIs' platform, but a well-entrenched system, riding on the wings of global factors, which include globalisation, internationalisation, neoliberalisation, new public management (NPM) and marketisation augmented by technological advancement (Beck, 2012; Bostock, 1999; Giroux, 2002; Maringe and Foskett, 2012; Marginson & Van der Wende 2007; Ngo, Boer & Enders, 2014). Owing to these global factors, the notion of corporatisation of HE has received mixed reactions, definitions and interpretations: some scholars see it as the invader of academic space, whereby administrators took over the roles of faculty and banished the traditional university values (Donoghue, 2008; Giroux, 2008; Reading, 1990); other scholars call it the greatest mistake that occurred in HE (Bostock, 1998); and another group sees it as a survival tool that has threatened the edge of scholarship (Glassic, 2000; Nuemann, & Guthrie, 2002; Sanders, & Waters, 2006). While these

contentions have been against the entry of corporate practices into the university as a public institution, they are contextualised within the global north HE spaces. The global north comprises North America and Europe, whose universities' history has had mutual relationship with the industry. Brownlee (2014) argues that American Universities originated from the relationship that existed between the guilds and their apprentices and this shift is just returning the Universities to where they originated from. This points to the fact that industry and universities, in the global north, are not alien to each other. Instead, North America and Western Europe have used this heritage, their persuasive power and level of advancement to embrace the change (Maringe, & Foskett, 2012; Nagy, & Burch, 2009). This kind of relationship, however, is very new with regards to African Universities, but also hard to foster, especially south of the Sahara.

Africa still needs to build stronger capacity first, in terms of physical infrastructure and research prowess to fit into the globalised Higher Education environment (Nagy & Burch, 2009). It is worthy to note is that, regardless of the geographical setting, corporatisation of HE is strongly contested. Literature points to the irreconcilable difference of the underlying principles and cultures which guide HE as an institution,, on the one hand and those of corporatisation on the other (Andrews, 2006; Bentley, Habib & Morrow, 2006; Bostock, 1998; Brownlee, 2014; Donoghue, 2008; Giroux, 2002; Glassick, 2000; Nagy, & Burch, 2009; Sanderson & Watters, 2006; Westheimer 2010). For instance, integrating the two cultures is disputed, based on the unique functions of the University. To some scholars, this uniqueness is hinged on pillars of academic freedom and institutional autonomy - "the meaning and purpose of the university, the role of knowledge production and the social practices inscribed within teacher-student relationships" (Bentley, Habib & Morrow, 2006; Giroux, 2002, p.442).

The proponents of corporatisation, however, are convinced that it is the liberator of HE, given reduced public funding and the need to find alternative ways of sustaining the functions of HE (Mamdani, 2008; Ogachi, 2001; Sall & Ndjaye, 2007). They further argue that corporatisation enhances efficiency, effectiveness and accountability - (Hemsley-Brown & Oplatka, 2006) termed the managerial model (Bostock, 1999; Brownlee, 2014; Furedi2012) - but also interpreted as the NPM (James, 2005). Gonzales,

Martinez and Ordu (2014, p.1097) seem to contend with the argument of the above authors and, instead, posit that HE is a victim “forced to react to a neoliberal political economy/policy environment.” They maintain that, after all, it is the neoliberal agenda that changed the landscape of all public entities, including HE, to *position them as market goods* (p.1097). Giroux (2002, p.426), on the other hand, laments and warns of the ascendancy of neoliberalism and corporate culture forces into the public space, since these forces cause people to exchange their identities, values and relationships for the market-based ones. While Giroux was looking at the ascendancy of these reforms into the American University, in Africa they had already been implemented a decade ago, guided by the World Bank, which was convinced that HE education was more of a private, than a public, good (Mamdani, 2009, p.v). According to Mamdani, the World Bank reforms met resistance in African universities. However, despite the resistance, some governments welcomed the reforms and one such was the Ugandan Government, which zealously pushed for the implementation of the reform in its sole university at the time, Makerere University. As the staff, management and students opposed all the interventions to implement the reforms, the government of Uganda tightened its financial support, pushing the University to the wall, hence seeking ways of improving the financial situation (Mamdani, 2009). Mamdani’s narrative, in his book *Scholars in the Market place: The dilemmas of neo-liberal reform at Makerere University 1989-2005*, paints a picture of Makerere University reversing through the reform door to implement the World Bank market driven model, as the World Bank looked on from the back door that the government had opened.

In his analysis of Makerere University as the World Bank’s model for Market-Driven Reform, Mamdani (2008) argues that the model advanced two main reforms: privatisation, implying the introduction of privately sponsored fee-paying students into the university; and commercialisation, where faculties were rewarded with substantial resource control of their revenue (p.8). He further highlights the changes, which have occurred in the institution, arising from the introduction of corporatisation:

The changes have been dramatic over a decade. The number of students expanded from 3,000 to 30,000 in a decade. The academic staff got two payments: the first minimum salary and the second a supplementary payment over and above the

minimum. This supplementary payment was variable and was calculated by the hour. As staff began to be paid by the hour taught, the average teaching load increased from 6 hours a week to over 20 hours a week. The result was a dramatic decline in quality of teaching and research carried out (Mamdani, 2008, p.9).

Looking at the period when Makerere was transformed into the World Bank Market model to date, it has continued to *shine* both in the region and world over, being among the first 1000 in the world (cwur.org). While it is still a premier university, there are over 240 HEIs in Uganda, including 9 public, and 44, private universities (NCHE, 2018). I argue that the entry of reforms into a public university, Makerere University, must have brought about changes in the university values system. The assumption is that the change is likely to influence the academic staff's careers, roles and academic values; students' learning; and general university environment. To understand the likely changes, brought about by corporatisation, required finding out from the people who had experienced the change, which meant exploring the lived experiences of:

- 1) the alumni who were in the old system before the reforms to the value system
- 2) the alumni who tested a little of the old system and more of the new system
- 3) the alumni and current students who entered the new system.

That would, however, give only the story from the students' perspective. The second option would be to add on to the experiences (both academic and administrative, including top management), especially the ones that experienced the old Makerere and the now *corporatised* Makerere.

I zeroed in on the deans, because they are at the middle level in the governance structure, meaning that they connect both the top and lower level management, as well as the students; they represent voices of both academics and students to Senate, the top academic organ of the University; they relay Senate's communication back to academic staff and students; they are the harmonising link between the tripartite relationship - top management, academic staff and students; and the population of deans at Makerere fits into any of the three alumni categories, before, during and after the entry of the reform. It is to this end that this study sought to explore deans' lived experiences in relation to corporatisation of HE, at Makerere University in Uganda. Deans were, therefore, considered in this study, because of the position they occupy and role they play in the

organisational structure of universities (Johnson & Cross, 2004). The deans' biographies, from the time they were students, to lecturers and the different leadership roles they played to the time of deanship, would possibly paint the portrait about corporatisation of Makerere University.

1.2 Statement of the Problem

Many researchers have debated the challenges and ills of corporatisation in relation to HE's functions - *research, teaching and community service* - specifically, about how more value is attached to administrators than faculty, promoting market driven practices and language - *branding, image building, student as customer, competition and university ranking* (Bostock 1998; Donoghue, 2008; Giroux, 2002; Giroux, 2008; Glassick, 2000; Mills, 2012; Mogaji & Roberts, 2016; Nuemann, & Guthrie, 2002; Reading, 1990; Sanderson, & Waters, 2006; Tuchman, 2009). However, some scholars promote corporatisation of HE, because of the belief they have that corporatisation promotes efficiency and effectiveness (Hemsley-Brown, & Oplatka, 2006; James, 2005). Moreover, the majority of the opponents of corporatisation in HE appear to promote the corporate practices and culture, either due to ignorance or pressure from market forces. One such is trying to align with the world university ranking measures (Kiraka, Maringe, Kanyutu & Mogaji, 2020; O'Meara, 2012), which are a component of corporatisation. However, despite vast literature, both in support and against corporatisation of HE, little is known about how deans perceive, interact with and make sense of this phenomenon in the already corporatised university in a developing country. Stecks' statement, made at the beginning of this chapter, makes a call to all who care about the affairs of academe to be mindful of what happens, both within and without. Who else could, except those in leadership and, better still, deans? Also, Ngo, De Boer and Enders (2014) call for deeper understanding of faculty culture and its importance in relation to the deanship, as well as to "...pay attention to the cultural context in which university leadership takes place." (p.11). Based on both calls and the claims made for and against corporatisation of HE, it was important that a study explores Makerere University, which became the World Bank Model (Mamdani, 2008) - and has been for the past 30 years.

1.3 Aim of the study and Research Questions

The study sought to explore how deans at Makerere University respond to corporatisation of HE in their academic space. In consideration of the above aim, the main research question was:

How do deans at Makerere University respond to corporatisation of HE in their academic space?

This key question was explored through the following three sub-questions:

1. What is the understanding of deans of the notion of corporatisation of HE at Makerere University?
2. How has the deans' lived experiences of corporatisation of HE influenced their roles, values and careers within the university?
3. How can the deans' lived experiences inform policy of managing university reforms at Makerere University?

Using a biographical narrative design, this study describes the experience of deans regarding corporatisation of HE at Makerere University and identifies the major themes that illustrate that experience.

1.4 Rationale

This study arose from my passion as a lecturer and Head of Department at a private university for over 10 years. I observed an ever-widening gap between the academic staff and top management. This was always blamed on top management being more supportive of administrators than lecturers. I, therefore, developed a desire to find out where it was originating from and if this was happening elsewhere. I decided to ask colleagues at other universities and learned that this behaviour was widespread. It was called different names, depending on how each person perceived it: for example, "cliquism" was one such perception. Top management was regarded as selfish and inconsiderate towards academic staff.

As I read more, it became apparent that it was not a new development. This transformation had taken root about thirty years earlier, but under different titles: globalisation,

internationalisation, marketisation, commercialisation, commodification, privatisation, entrepreneurialisation (Beck, 2012; Bostock, 1999; Mamdani, 2008; 2009; Maringe & Foskett, 2012; Marginson & Van der Wende 2007; Nixon, 2001;). The most striking point was that most of the authors agreed that the change was already here, because of decreased public funding. Another common factor was that this change was not welcome, since it was violating the sacredness of Higher Education, also articulated as the spirituality of Higher Education (Dirkx, 1997; Palmer, 1998). More value was accorded to administrators than academics and students were seen as clients/customers. There was a diminished tenure of academics, in favour of contracts and temporary teaching staff. Some authors supported this change, as they felt that the global change in education needed to adapt/adopt a new style of managing Higher Education, if it were to be sustainable and remain relevant (Hemsley-Brown, & Oplatka, 2006; James, 2005). They proposed that there was a need to transform universities from operating as public institutions into corporate ones. The decision was to adopt private sector practices of proper accountability, efficiency and effectiveness. The question then was: Are public institutions not efficient and effective?

I then decided to investigate the corporatisation of Higher Education more fully. There was a plethora of literature, but most related to the global north. The literature on the global south was more about South Africa and mostly contextualised in the theories of post-apartheid and decolonisation. Mamdani's book on *Scholars in the Market place* had deeply covered corporatisation's grand entry into Makerere University from 1989-2005. Much as a number of studies have been carried out, both in Uganda and Africa, drawing from Mamdani's book, the emphasis has been on the impact of corporatisation on the operations of the university, exploding student numbers and increased inequalities between the rich and the poor students (Bothwell, 2016; Kwesiga & Ahikire, 2006; Mamdani, 2008; 2009; Mayanja, 1998). The theoretical underpinnings focused on management and business practices, but there was little on how this affected the operations of middle managers in HE - and especially deans, who are the mediators between Top Management, students and academic staff. I chose an exploratory study of the deans' side of the story, in order to get 'the bigger picture'. This helped to:

1) internally provide an opportunity to deliberate the issues on corporatisation that seem to be silent, or not identified.

2) use the opportunity to find out if deans might have ways that could be used to harness corporatisation ethos without disrupting the university values. This would further help in developing future policies that would guide both government and university leadership in harnessing industrial relations, as well as managing transformations coming into the HE space.

1.5 Why I chose Makerere University for this study

The reason I decided to undertake a study on corporatisation of HE was motivated by the desire to understand why university administrators seemed to wield more power than faculty. As I read widely and consulted colleagues from other universities, I discovered that it was part of the global changes taking place in HE. Incidentally, all the literature on such transformations in Africa pointed to the World Bank and International Monetary Fund's (IMF) Structural Adjustment Programmes (SAPs), that were introduced into Africa in the late 1980s. Coincidentally, Makerere was the first World Bank Market Driven Model (Mamdani, 2007; 2008). Mamdani wrote a book chronicling the whole corporatisation process at Makerere University, between 1989 -2005, discussing what went wrong and proposing what could have been done right in the process.

I, therefore, chose Makerere University for this study, because it was the best case study, having been the first World Bank Market model. Secondly, it was the first and only university, until 1989, when another public university was established. Finally, as the deans had gone through Makerere University as students, with some having experienced the "old Makerere" and others both the Old and new Makerere, I anticipated to get rich stories that would provide answers to the research questions of this study.

1.6 Central argument of the study

Three major categories of deans emerged, depending on how they appreciated or rejected corporate values over academic values: Rejectors, Embracers and Integrators. All the three categories had five broad themes in common. However, there was divergence in

how each category envisioned its role, as either saving the collegiate model, serving the corporate model, or solving the collegiate-corporate model challenges. The broad themes were: Governance, Quality, Finances, Stakeholder management and Access.

Depending on the deans' multiple roles in mediating HE's functions and stakeholder relationships, it is essential that both divergencies and convergences are given equal consideration. I argue that HE reforms would be fruitful, or with less challenges, if the deans' mediating role is given centre stage in all the operations of the university. Based on the house metaphor, it was evident that, unlike other managers, deans' contributions are critical to all elements of the university, including the introduction and management of change/interventions.

1.7 Structure of the thesis

Chapter One - Introduction

Chapter one states the overarching argument. It gives the background and all supporting evidence of why this study was carried out. The chapter begins with the global perspective, the continent, and then moves to the region, until it touches the case in question by giving the state of Higher Education in Uganda. It includes the research aims/objectives, research questions, statement of the problem, rationale, methodology that was used and findings. Finally, it provides a guideline for the remaining chapters of the thesis.

Chapter Two – Literature review

This chapter presents the literature review on both the conceptual and empirical fields. The conceptual part highlights the different debates on corporatisation of HE, situating the study in the field of HE's global changing landscape. It also brings out the dichotomy between the opponents' and proponents' views on the phenomenon. The empirical section, on the other hand, offers different studies that have been conducted on the phenomenon globally, in Africa, in Uganda and at Makerere University, the case study institution. The aim of the literature review is to identify the gaps to which this study is contributing.

Chapter Three – Theoretical framework

This chapter presents the theoretical framework, by discussing three theories whose concepts underpinned the study. These hinge on Organisational culture and change. They are: Schein's model, Self Determination Theory (SDT) and Competing Values Framework (CVF).

Chapter Four – Methodology

This chapter illustrates the philosophical assumptions underlying this research; and the research design and methodological decisions made to achieve the aim of the study. It further justifies the approach adopted, explains the context of the research (case selected and respondents) and provides a description of the data collection methods and process of data analysis that were utilised to generate the findings.

Chapter Five – Rejectors

This is the first chapter of the findings. It presents the Rejectors' category of deans who showed more support in defending the collegiate against corporatisation ethos. This category had two sub-categories: the challengers and contemplators.

Chapter Six – Embracers

This chapter presents the second category of the findings, which shows the deans that were motivated to support the corporate model. This category seemed convinced that corporatisation would help the university address the challenges and limitations to achieving its highest potential. Like the Rejected's category, Embracers has two sub-categories: Complimentors and Co-Implementors.

Chapter Seven – Integrator

This is the final chapter of the findings. The deans in this category seemed to draw from the other two categories by addressing the contentions, while promoting the positive values. Therefore, Integrators in the study are enablers of corporatisation values in driving the growth of HE and giving meaning to academic values.

Chapter Eight – Institutional document analysis

This chapter analysed selected institutional policy documents, with the emphasis on the legal framework (UOTIA, 2001 as amended) to understand the available support towards corporatisation of HE, after realising conflicting stories from different categories of deans, regarding supportive policy.

Chapter Nine – Discussion

This chapter brings into conversation the findings with regards to literature and the conceptual framework. Based on a house metaphor, it shows the importance of all the elements in maintaining a healthy university value system. From the differences between the categories, it justifies the integrative role of deans and proposes an emerging Integrative complementing model in managing HE reforms.

Chapter Ten – Conclusion, recommendations for practice and further research

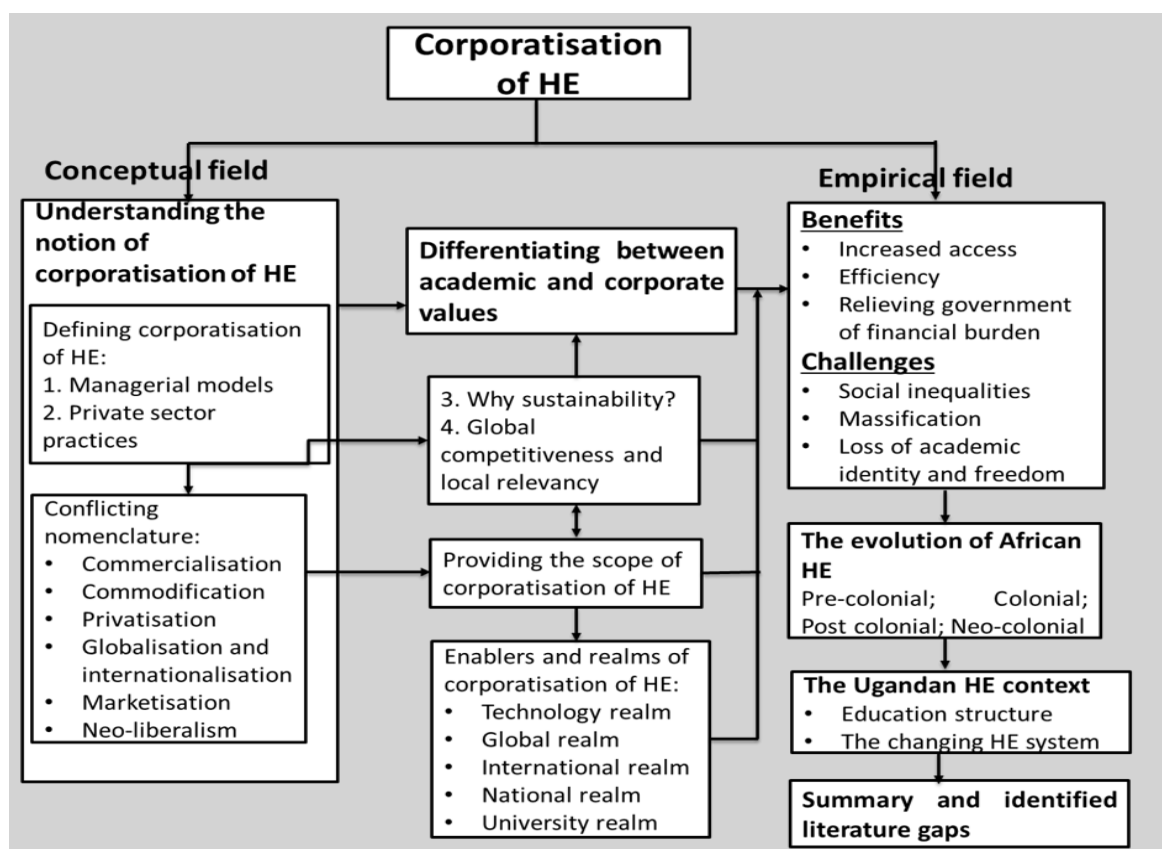
This chapter summarises how the questions of the study were met. It then demonstrates how all the chapters of the thesis hold together. It further highlights the contribution to knowledge; implications for policy and practice and recommendations for further research. Finally, it shows the limitations arising from the thesis.

CHAPTER 2: LITERATURE REVIEW – THE CONCEPTUAL AND EMPIRICAL FIELDS

2.1 Introduction

The study sought to explore how deans' lived experiences of corporatisation of HE might be used to strengthen the university value system, amidst reforms at Makerere University in Uganda. In this study, corporatisation of Higher Education is defined as the adoption of managerial models and private sector practices into HEIs, with the intention of achieving self-sustainability and global competitiveness, whilst maintaining local relevance. This chapter, therefore, presents both the conceptual and empirical fields on the phenomenon. Thus, key literature on varied debates and studies conducted on corporatisation of HE is reviewed. Lastly, I give a summary of the section specifically highlighting identified gaps on corporatisation of HE.

Figure 2.1: Literature review map



Source: Author, 2018

2.2 The Conceptual field

This section presents literature on the phenomenon drawing from debates on transformation of HE, the changing HE global landscape, and the role of neo-liberal agenda to identify the gaps and how this study contributes to bridging those gaps. I begin with discussing the notion of corporatisation, followed by an evaluation of deans' roles, values and careers in the context of corporatisation. Finally, I explore the differences that exist between corporate and academic values.

2.2.1 Understanding the notion of corporatisation of higher education

This section explores the definitions of, and debates on, corporatisation of HE, specifically: how it is defined, the conflicting nomenclature used to relate to this phenomenon, the scope of corporatisation, what enables it and the conditions under which it operates.

2.2.1.1 Defining corporatisation of HE

Corporatisation has many definitions, depending on the orientation of the author; different contexts (geographical and time); how its experienced and by who. I will, therefore, explore some of the definitions and later offer my own for this study. Brownlee (2014) posits that corporatisation is the adoption of corporate culture and practices into the academe, whereas Steck (2003) argues that corporatisation of university is a process, which freely interacts with the market and employs marketing strategies in its operations. While Brownlee's definition shows welcoming and entry or embracing corporate culture (new member to the family), Steck shows a form of interaction, but at an arm's length (or visitor). Depending on whose (Brownlee's or Stecks') lens one is using to define corporatisation of HE, is likely to influence the way the phenomenon will be operationalised in the academic space. For instance, Steck (2003) argues that a corporatised university is not actually a university, because corporate values can never be academic values. This argument is also like some scholars, who believe that academic values and corporate ethos are irreconcilable (Brownlee, 2014; Sanderson & Watters, 2006), while others are convinced that corporatisation has distorted the university value

system (Andrews, 2006; Bostock, 1998; Donoghue, 2008; Glassic, 2000; Nagy & Burch, 2009; Westheimer, 2010). The university value system is identified differently by various scholars. To some, it is synonymous with knowledge acquisition and creation (Pop-Vasileva, 2011), academic freedom and identity (Habib, Morrow, & Bentley 2008). Others, however, see a university value system as a closed system (Andrews, 2006; Stiles, 2004) that should be preserved. Stiles argues that a university system has defined boundaries that protect it from *contamination* (emphasis mine). However, how all these scholars understand the university value system points to its sacredness, which they desire to protect. This, therefore, not only shows, but also justifies the contention against corporatising HE in the first case. This also spells the fear of losing what is held dear and uniquely – the university values (Collini, 2012). It is, therefore, evident that, through the authors' arguments, academic culture has its own norms, beliefs and values, which are different from what defines a corporate culture.

Corporatisation is also defined according to which theory informs it or is associated with it. To this end, some scholars (James, 2005; Marobela, 2008) associate it with the New Public Management (NPM) theory, which is anchored in managerialism and economic rationalism philosophies. NPM posits that public entities become efficient and effective when they use market approaches, business practices and new managerial models to operate like the private sector (Bostock, 1998; Furedi, 2012; Tuchman, 2009; Yahaya & Abdullah, 2004). In this case, corporatisation is understood through the adoption of management models that are common to the private sector. It also points to the justification of this adoption, as the means to achieve efficiency and effectiveness, but more so for survival (Slaughter & Leslie, 1997; Slaughter Rhoades, 2004). Questions, therefore, arise: Does it mean that HE, without adoption of these private sector practices, would not be, or was not, efficient or effective? What would be the reason for this need? Why would HE, which is meant to provide a public good, seek to adopt market practices or business practices? Answering these questions may help define corporatisation of HE and why it entered the academe.

Cox (2013) argues that corporatisation of HE is a form of dependency on the market adopted by universities to survive. Moreover, Nagy and Burch (2009) posit that academic practices are different from business practices. Cox's position depicts a state of

vulnerability, while Nagy and Burch introduce the concept of values and their divergence. On the other hand, Ogachi (2001) contends that adoption of market practices has nothing to do with survival, but has a global agenda that sought to transform public entities into commodities for sale, which is also supported by other scholars (Philpott, Dooley, O'Reilly & Lupton, 2011). Ogachi's claim appears to agree with Godara and Talegaonkar (2016, p.405), who posit that corporatisation of HE transforms universities into operating like large business organisations. In the globalising space, however, corporatisation is seen as a helping hand for universities to catch up with the globalised market demands (Hemsley-Brown & Oplatka, 2006). I, therefore, argue that, given the different perspectives and the influence of context in defining corporatisation of HE, it is important that I provide a definition for this study. Drawing from the above definitions, observations and expositions, I define corporatisation of Higher Education as: the adoption of managerial models and private sector practices into HEIs, with the intention of achieving self-sustainability and global competitiveness, while maintaining local relevance. To clarify further, I unpack the definition of corporatisation of HE adopted for this study.

Managerial Models

Managerial models, also commonly referred to as management models, can be understood as tools of organisational effectiveness and decision making (Mahoney & Weitzel, 1969). These are models designed with the user (manager) in mind (Blattberg & Hoch, 1990). According to Guillen (1994), management models help “managers to organise, build, establish and maintain a system of authority” (p.75).

Guillen further proposes three such models, which he calls basic models of organisational management: scientific management, human relations and structural analysis. These can be traced under theories of classical management (Mahmood, Basharat, & Bashir, 2012) that emerged in the late 19th and early 20th centuries. For instance, scientific management, also known as Taylor's scientific management, was developed by Frederick W. Taylor in the 19th century (Taylor, 1911). According to Wren (1994), Taylor changed the face of management and was referred to as the father of scientific management (Copley, 1923; Rahman, 2012, p.32). He proposed standardisation of work and minimisation of time wastage and labour. Another theorist is Henry Fayol, who is referred to as the father of

management and whose contribution is fourteen principles of management (Mahmood, Basharat, & Bashir, 2012), which form administrative theory (Wren, Bedelan, & Breeze (2002).

The human relations theory can be traced back to Elton Mayo's Hawthorne studies, which took place between 1920 and the 1930s (Carey, 1967; Rose, 2005; Wickstrom & Bendix, 2000) and whose emphasis was on work behaviour and attitude. On the other hand, "structural analysis is a comprehensive paradigmatic way of taking social structure seriously by studying directly how patterns of ties allocate resources in a social system" (Wellman, 1997, p.20). Therefore, Guillen suggested that the three management models aim at achieving maximum performance, by bringing together all the important resources (people, processes, time and facilities).

Private sector practices

Private sector practices are different from public sector practices. Ramirez and Janiga (2009, p.307) assert that, while the public sector is known to address social needs, through creation of social value, the private sector is associated with creating economic value. Much as this comparison might be true in general terms, it may be different in the context of developing countries. According to Marobela (2008), the entry of private sector practices into government-owned institutions is synonymous with public sector reforms. Accordingly, these reforms were introduced by international bodies like the World Bank and the International Monetary Fund (IMF) to advance Structural Adjustment Programmes (SAPs) in the late 1980s and early 1990s. Mamdani (2008) calls them market-driven reforms. Against this backdrop, therefore, private sector practices can be understood differently, depending on how they were adopted. For this study, private sector practices include those procedures that were allowed into the public space because of the external pressures and internal inadequacy. Thus, I borrow Mamdani's (2008) definition of private practices as the allowing of private fee-paying students into a public university and commercialisation, which included rewarding faculties that attracted many fee-paying students.

Why Self-sustainability?

Since the 1970s, governments have been reducing funding to HE. Globally, it was due to global economic downturns (Andrews, 2006; Meyer, 2002; Neuman & Guthrie, 2002; Rego, Nunes & Costa, 2010), it was different with Africa. Reduced Government support to HE in sub-Saharan Africa was driven by the World Bank, which persuaded governments to promote primary and secondary education (Brownlee, 2014; Cox, 2013; Mamdani, 2008; 2016). Accordingly, it was argued that HE was benefiting the individuals, unlike lower education, from which the bigger society profited (Mamdani, 2008). Corporatisation of HE in Uganda, therefore, is a product of the World Bank's agenda of reduced government funding to universities (Kajubi, 1992; Mamdani, 2008; Mayanja, 1998; Muriisa, 2014). Therefore, to enforce World Bank programmes, government had to cut back on university funding, which gave a safe landing to the entry of corporatisation, since universities had to find a way of sustaining their functions (Brownlee, 2014; Cox, 2013; Maringe & Gibbs, 2008) as cited in Mwebesa and Maringe (2020).

Global competitiveness and local relevance

As HE global landscape continues to change, universities must find ways of keeping up with the change, while affirming their reason for existence. The interventions adopted, therefore, should be able to position the universities in such a way that they fit into the global space, while remaining relevant to the local context (Kieu, et al, 2020; Mwebesa & Maringe, 2020). Even if universities decided to keep to themselves, with global factors breaking up national boundaries and education being adopted into the activities of World Trade Organisations (Maringe, 2012; Marshall, 2018), there would be no escape. Lee (2004) tries to clarify and justify the importance of global competitiveness for HE:

The global economy is also fast becoming a knowledge-based economy and in this respect higher education is increasingly being viewed as central to national strategies for securing shares of global markets. ... Therefore, higher education is continually being transformed in response to the rapidly changing globalised knowledge economy (p.34).

Despite Lee's observation, globalisation of HE has been strongly contested, because of the pressure it puts on developing countries (Verger as cited in Marshall, 2018). However, Marshall seems to agree with Lee's claim, but augments it with the importance of incorporating the internationalisation dimension:

...in a globalised world, actions taken at a local level have implications and outcomes that affect the national and global relationships and context of the university. Universities have an important role to play in defining the nature of globalisation through their international and transnational education activities and in their responses to the impact globalisation has on their identity and positioning in the global space (Marshall, 2018, p.51-52).

Marshall's advice points to four things: realisation, action, awareness and evaluation. First, despite their environment, universities are part of the global village. Second, universities are, or should be, in some way involved in international relationships. Third, universities should determine and make known the nature of globalisation, through their international offers. Lastly, universities have the mandate to evaluate if they are achieving global positioning and identity. Thus, Marshall's guidance shows why it is important for universities to take on interventions that consider the global context, while, at the same time, remaining relevant to their local contexts. This is what Patel and Pavitt (1994) refer to as glocalisation. In trying to define and understand corporatisation of HE, there are many concepts that tend to be associated with the concept. Not clarifying these concepts may either result in downplaying their importance or blur the understanding and proper definition of corporatisation of HE.

2.2.1.2 What corporatisation is not and the conflicting nomenclature

The definition of corporatisation, developed for this study, depicts its multifaceted nature and, possibly, the reason it may be addressed in the shadow of many other concepts that relate to HE transformations. Major transformational concepts used include globalisation, internationalisation, privatisation, commercialisation, commodification, marketisation and neo-liberalism. It is important that I explore them in detail for the purpose of clarification of what corporatisation is not, considering the conflicting nomenclature.

Commercialisation

According to the Cambridge dictionary, “commercialisation is the process of making a product or service available for sale to the public.” It gives an example of “the commercialisation of faculty research could help the school make money.” Andrews (2006) posits that, as universities looked for ways of meeting their financial demands, they started relying on market practices and corporate models, which he termed “the influence of corporatisation on HE” (p.17). This reliance, however, does not seem to fit into the dictionary definition of commercialisation (which would be sale for profit), but, instead indicates adoption of practices that would offer the public, for a fee, the continuity of service. This, however, is different from Mamdani, who defines commercialisation of HE as an outcome of corporatisation. He calls it a product of financial decentralisation, where lucrative faculties are rewarded with substantial resource control of the revenue generated (Mamdani, 2008, p.8). Mamdani’s definition of commercialisation has words which are common to market terms. Incidentally, such terms may not be separated from trade and profit rewards, resource control and revenue generation. Much as the processes and concepts used are common to business language and practices, it does not make it corporatisation. Instead, it could possibly be regarded as an opportunistic element in the corporatisation process.

Commodification

Corporatisation is often also referred to as commodification and hence it is *not* unusual to hear ‘commodification of HE’ being used synonymously with ‘corporatisation of HE’. According to Furedi, commodification is the process of transforming a service into a tangible form, so that it can be bought. Moreover, commodification works with the principles of standardisation, calculation and formulae. This is not acceptable in education, because... “It reduces quality to quantity and transforms an academic relationship between teacher and student into a transaction dominated by concerns which have little to do with education” (Furedi, 20012, p.6). Incidentally, the contentions against corporatisation are based on the process of turning knowledge into a commodity for sale (Bostock 1998; Donoghue, 2008; Giroux, 2012; Wagenge-Ouma, 2012), or to be consumed (Furedi, 2012). Commodification and commercialisation seem to have similar

functional terms, which aim at the same outcome of commercial gains. As stated above, commodification seems to take advantage of the hostile environment against the corporatisation process.

Privatisation

Privatisation might vary in meaning from how it is defined in HE and in economic terms, where it is understood as the sale of state-owned assets (Shirley, 1999) or properties. However, in HE, privatisation could mean welcoming fee-paying students in a public university (Mamdani, 2008). For instance, Hemsley-Brown and Oplatka (2006, p.318) view privatisation as one of the concerns or problems associated with global marketisation of HE. This, possibly, shows that, given their perspective, Hemsley-Brown and Oplatka would define privatisation differently from Shirley and Mamdani. Regardless of its definition, privatisation does not seem to mean corporatisation. Shirley differentiates between privatisation and corporatisation, based on the outcome subjected to a state-owned enterprise. She defines privatisation as the sale of state-owned assets to private shareholders, whereby the State either owns some shares or none. On the other hand, corporatisation is defined as the effort put in place to aid state owned enterprises to operate as private firms, in order to compete favourably in the market or regulate monopolies (Bostock, 1998; Shirley, 1999). What these definitions indicate is that privatisation and corporatisation are more complementary reforms than synonymous terms.

Globalisation and Internationalisation

Globalisation and internationalisation are hard to separate, much as they can be distinctly defined: they are two sides of the same coin (Maringe, 2012; Maringe & Foskett 2012; Maringe & Gibbs, 2008). Maringe and Foskett (2012), however, provide further clarification showing that, although both concepts have many common characteristics, they are not 'synonymous'. In trying to offer a distinction between globalisation and internationalisation, they define each concept: Globalisation as the opening of nations to collaborate with one another, facilitate trade and other necessary relations. Internationalisation on the other hand is defined as the key strategic responses formed by universities to handle and/or address globalisation. Dunn and Nilan (2007, p. 266)

borrowed Knight's definition of Internationalisation as the process of integrating an international, inter-cultural or global dimension into the purpose, functions or delivery of post-secondary education at the national, sectoral and institutional levels. Looking at Knight's definition and the definition of corporatisation of HE adopted for this study, it can be seen that the two concepts have a lot in common. Globalisation and internationalisation demonstrate how corporatisation is perceived and implemented in different spaces of Higher Education. Moreover, Hemsley-Brown and Oplatka (2006) seem to have a multi-dimensional perspective concerning these two key concepts. To foreground globalisation and internationalisation, they seem to be at ease bringing in other concepts of marketisation and privatisation of HE, as an appropriate way to drive home the understanding of HE in the global place. That is why this study has categorised globalisation and internationalisation as one of the enablers of corporatisation of HE (see, section, 2.2.1.4 and figure 2.2).

Marketisation

The discourse of marketisation, like other transformative concepts, has crept into the university environment. It is very contested, because it introduces elements of market, marketing, commercialisation and commodification of HE, which pose a danger to academic values (Mwebesa & Maringe, 2020). Those against this concept argue that it is likely to compromise the integrity of the teacher-student relationship (Furedi, 2012; Neumann & Guthrie, 2002). In the face of decreased public funding, however, marketisation comes in as a handy tool to promote an environment that helps capture the students - in this context, the customers (Brown, 2015; Furedi, 2012). Therefore, marketisation is identified through advancing market practices, which prefer to treat students as 'customers', faculty as 'service providers' and education as a commodity to be consumed (Brown & Carasso, 2013; Furedi, 2012; Gibbs, 2012; Hemsley-Brown & Oplatka, 2006; Maringe & Foskett, 2012; Molesworth, Scullion & Nixon, 2010; Schoole, 2004). It is also believed to be part of such drivers that support the globalisation agenda (Mwebesa & Maringe, 2020) through which corporatisation is entrenched. Thus, marketisation is not corporatisation, but is viewed as one of the enablers thereof (see section 2.2.1.4).

Neo-liberalism

Neo-liberalism's entry into HE is mostly used interchangeably, or together with, corporatisation of HE. Critics of HE transformations argue that neo-liberalism and corporatisation have changed the traditional education system (Baltodano, 2012; Giroux, 2002; Hunter, 2013). Giroux decries how American HE has succumbed to market forces (Giroux, 2002). What is clear in his observation is that market practices, commercialisation, corporatisation and privatisation are all market forces driven by neo-liberalism:

As forces of neo-liberalism and corporate culture gain ascendancy in the United States, there is an increasing call for people either to surrender or narrow their capacities for engaged politics in exchange for market-based values, relationships and identities. Market forces have radically altered the language we use in both presenting and evaluating human behaviour and action (Giroux, 2002, p. 426).

This claim is supported by Ogachi (2001) and Sall & Ndjaye (2007), who are concerned about the African HE and identify neo-liberal practices as the adoption of market practices into social institutions, being driven by the global agenda. Ogachi (2001), on the other hand, posits that these practices have:

“... transformed traditional notions of the university as sites of knowledge generation, service to society and liberal education, into neo-liberal objectives articulated in entrepreneurial terms with knowledge as a commodity to be invested in, bought and sold, and academics as entrepreneurs, who are evaluated based on the income they generate.” (p:25)

All claims acknowledge the negative impact neo-liberalism has had on HE. Mamdani (2007) refers to the reasons that advanced neo-liberalism in African public universities as reform packages, while Sall and Ndjaye (2007) calls them alternative models to traditional HE. Accordingly, these reforms were introduced by the World Bank through structural adjustment programmes in the 1980s. Given these arguments and definitions, provided by Mamdani (2007; 2008), Ogachi (2011), Steck (2003), neo-liberalism and

corporatisation are seemingly driven by similar agendas of averting or addressing financial challenges in public institutions, but different in their operations within these institutions. However, each concept differs in its operations within these institutions. This difference is noted by Lee (2004, p.33), who explains that corporatisation is a trap, created by neo-liberals. He affirms this agenda, through drastic cutbacks in university funding, the privatisation of higher education and promoting issues of accountability, efficiency and productivity in institutions of higher learning. In view of these conflicting terms and understanding, it is imperative that I give the scope for corporatisation of HE.

2.2.1.3 Providing the scope for corporatisation of HE

The New Public Management model, on which corporatisation hinges, became popular because of the need to make public services more efficient, effective and economical (James, 2005). This model is commonly identified with Managerial practices, also referred to as managerialism, (Johnson & Cross, 2004; Furedi, 2012; Pop-Vasileva, Baird & Blair, 2010). Other attributes of this model include quality assurance, implementation and performance evaluations, which are more concerned with numbers, accountability and profit. Johnson and Cross (2004) called it the temptation “to embrace a higher level of performance-based, efficiency driven and income-generating strategies” (p, 35). Consequently, such practices carry terminologies and operations, which do not fit well with educational terminologies and ideologies (Westheimer, 2010), that have found their way into the education milieu. Maringe and Foskett (2012) call this move into education the birth of the marketing model for the university.

Accordingly, the desire for self-sustainability was the driving force to transform a public entity into operating as a private one (Shirley, 1999), which also led to a mismatch, or desiring to fit into the market. This meant adaptation to the market philosophy through adoption of the market culture (Mwebesa & Maringe, 2020), which is defined by profit and competition. The question is, why would a public entity, meant to provide a public good or service, be interested in marketing? What would it be selling or buying? Why would it be worried about competition? The answer to these questions lies in the definition I provided above: achieving self-sustainability would mean raising funds amidst global competition for the same customer (Marginson & Van der Wende, 2007)

of scarce resources. Thus, universities are struggling to survive, because of decreased public funding (Kajubi, 1992; Meyer, 2002; Neuman & Guthrie, 2002; Rego, Nunes & Costa, 2010;). In the past three decades, public funding to Higher Education has been decreasing, mostly due to economic challenges (Brownlee, 2014; Cox, 2013; Mamdani, 2008; Mayanja, 1998; Muriisa, 2014). Even though there could be other factors driving corporatisation of Higher Education, such as political (Cox, 2013), historical background and World Bank agendas (Mamdani, 2008), the most prominent one, which has continued to provide a strong base, is financing – specifically reduced public funding, which is at the heart of corporatisation. The appropriate way, however, is to understand how corporatisation has been enabled into the HE space, despite the many contending voices.

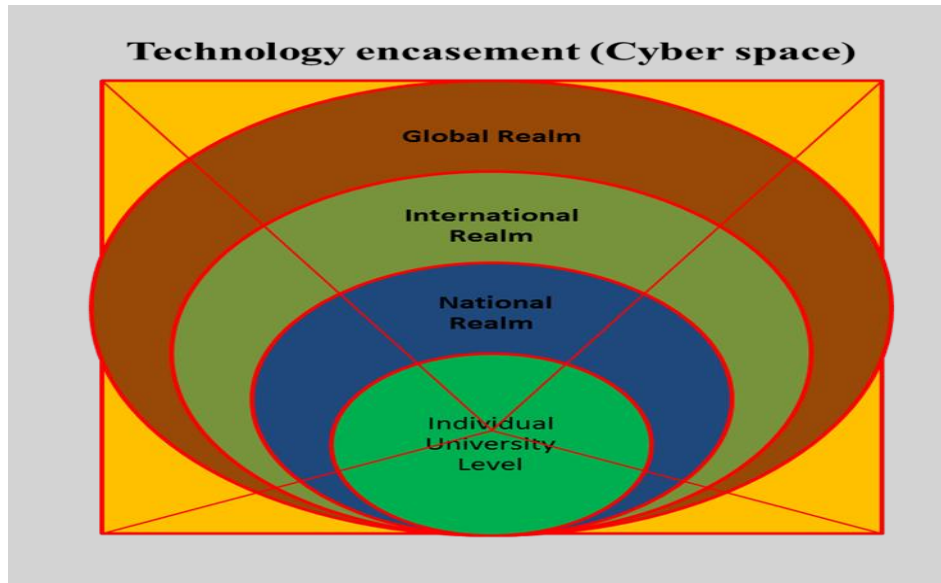
2.2.1.4 Enablers and Realms of corporatisation of HE

Many changes have been taking place in HE. Most of these transformations have forces that empower them to take root in HE (Marginson, 2006); Maringe and Foskett, 2012) some are global which place demands on universities (Maringe & Ojo, 2017). According to Maringe and Ojo (2017) these demands arise out of the “broader imperatives of neo-liberalism defined through the narratives of marketisation, internationalisation and managerialism” (p.25). Although reduced public funding seems to be the reason why corporatisation entered HE, I argue that it has been able to flourish because of these supportive forces, which this study calls enablers.

The enablers vary, depending on the geographical space, economic strength, historical background and individual institutions in which they operate (Sehoole & de Wit, 2014). The enablers, according to this study, operate through realms (please, refer to figure 2.2) which overlap, even though they are virtually bounded by the technological realm. At the global level, for example, corporatisation is powered by technology, globalisation and internationalisation encased in the neo-liberalism agenda (Baatjes, 2004; Beck, 2012; Bostock, 1999; Cross, Mhlanga, & Ojo, 2009; Knight & Sehoole 2013; Marginson & Van der Wende 2007; Maringe & Foskett, 2012; Maringe & Ojo, 2017). Other enablers include: entrepreneurisation (Nixon, 2001; Salami, 2011; Owualah, 1999; Vogel, 2013), privatisation (Mamdani, 2008; Shirley, 1999), the World Bank and other funding agencies (Collins & Rhoads, 2010; Mamdani, 2008), commercialisation (Bok, 2009; Giroux, 2003), managerialism (Furedi, 2012; James, 2005; Johnson & Cross, 2004) and

decolonisation (Maringe & Ojo, 2017). The enablers, therefore, provide a road map and define the scope of understanding the origin and trend of the phenomenon. I, therefore, present the realms of corporatisation of HE as: technological realm, global realm, international realm, national realm and university realm, which I discuss in detail.

Figure 2. 2: Realms of corporatisation of HE and the role of technology.



Source: Developed by Author, 2017

The realms can also be categorised into three major levels: meta, macro and micro levels. The meta level comprises the technology encasement, global realm and international realm. The Macro level includes the national realm and technology thread. The micro level involves the individual university level and technology thread, which can be summarised in Blackmore’s (2002) statement:

...internationalisation may be a better way of describing what is happening, as globalisation implies some homogenous experiences and effects. Certainly, universities have historically been transnational, adhering to notions of an international community of scholars in research and amongst students. Universities have also been the first to adopt new technologies of e-communication, another driver of internationalisation or global communication in terms of intellectual property and knowledge production (p. 420).

This statement shows that it is at the university level, through technology, that corporatisation of HE has been given wings to transcend national boundaries to global spaces.

Technology realm

The technology realm includes the encasement, virtual boundary and the thread. The technology thread, as seen in figure 2.2, depicts how technology facilitates collaboration between, and through, the realms. Another point is that, much as technology is a realm in its own capacity, it also provides a connecting thread through all the realms, operating as a vehicle or conveyor belt, through which they interact and overlap. Technology is changing the face of teaching and learning (Bates & Poole, 2003; Hung & Yuen, 2010; Jonassen, Mayes, & McAleese, 1993). Bates and Sangra (2011) argue that, whereas some universities have embraced technology, others are still struggling to integrate ICT into their activities. Despite the challenges universities grapple with to harness technology, some agree that it is cheaper. Also, technology is the preferred path, in the long run, rather than traditional tools, as it eases the teaching and learning process (Gachago, Bozalek, & Ng'ambi, 2013; Marshall, 2018). While corporatisation is blamed for many problems in HE, which include massification and compromised quality, technology is considered as one of the strategies to address the challenges (Gachago, Bozalek, & Ng'ambi, 2013). To this end, therefore, technology is seen as an intervention in enabling, or making good the corporatisation process. It is also acknowledged to be a virtual boundary that provides the connecting thread between the international, global and university realms (Blackmore, 2002). Against this backdrop, therefore, technology takes on various functions to facilitate the corporatisation process within HE.

Global realm

The global realm accommodates many factors that influence world views and status. These factors include:

...social, political, economic and cultural organisation of humankind often generically called globalisation... this has led in many countries to the adoption and implementation of a single paradigm of a university. This university is

expected to operate like a business corporation in a marketplace (Bostock, 1998, p.5).

The global realm, with the help of technology both as a virtual boundary and conveyor, collapses the geographical national boundaries, space and time (Blackmore, 2002, p.420) possibly supporting the concept of a global village. According to Lee (2004, p.33), the global realm, in which globalisation abides, is also home to global economy, politics and culture. I, therefore, argue that, when corporatisation features manifest in the global realm, it becomes globalisation; and, when globalisation as an enabler establishes its agenda in the international realm, it becomes internationalisation; while, at the university level, it becomes corporatisation.

International realm

The international realm is the level when there is a collaboration or interconnectedness between nations, or across national boundaries. This is when internationalisation becomes an enabler of corporatisation of HE, as Blackmore (2002, p.420) posits: "...certainly, universities have historically been transnational, adhering to notions of an international community of scholars in research and amongst students." It is argued that internationalisation, as an enabler, favours the developed, rather than the developing, world, which suffers brain drain (Cross, Mhlanga, & Ojo, 2011; Foskett, 2012). This claim however, points to a skewed realm, in the case of a unilateral perspective, but this is challenged by Maringe (2012), who argues that skills acquired by the students become an asset to their countries, once they return home. Thus, Blackmore's statement shows that universities have been operating in this realm for some time. The assumption is that such universities could have embraced the corporatisation process more readily than those that had not integrated or had weaker policies on internationalisation.

National realm and the government's role

At the national level, corporatisation is viewed differently, depending on where and how it is received. I argue that, in this realm, governance, national policy/legal framework on HE and the individual university's contribution to the national agenda, have a great influence on how corporatisation will be enabled or impeded. For instance, in developing countries, Blackmore (2002, p.421) argues that corporatisation has provided a rationale

for restructuring education to better meet the needs of the national economy. Contrastingly, in sub-Saharan Africa, corporatisation is seen as a violator of academic freedom and institutional autonomy, at the hands of those who should defend it – the state (Habib, Morrow, & Bentley 2008, p.141). Comparatively, corporatisation of HE is blamed for advancing social inequalities, both in the developed (Blackmore, 2002; Bothwell, 2016) and developing countries (Kwesiga & Ahikire, 2006; Mamdani, 2008; 2009; Mayanja, 1998). It appears corporatisation, at the national level, is evaluated through the role the state plays in either facilitating its entry or guiding the university to receive it.

University realm

The university realm is the basic level at which corporatisation is defined, implemented and critiqued, regarding the university's core functions (teaching and learning, research and enterprise) and stakeholder management (both internal and external). For instance, an individual lecturer's contribution is as important as a faculty or whole university, as we can see from Gachago, Bozalek, & Ng'ambi (2013), who argue for emerging technologies in HE:

...recognition of individual innovators, and encouraging the sharing and dissemination of experiences with peers would open up dialogue amongst these practitioners in the institution; increase uptake by a wider community; lead to changes in policies and norms; and create a culture of innovative practices of teaching/learning with emerging technologies (p.421).

What this statement implies is that the university must first identify key players, before introducing any intervention or innovation. Secondly, the university should facilitate the players by bringing them together through a common platform. Lastly, it should encourage them to share their views and participation in facilitating the functions (teaching and learning, research, and enterprise) of the university. According to Lee (2004, p.34), "universities provide the high-level training of human resources and the link between research and industry. Business corporations are increasingly turning to research universities for science-based products and processes to market in a global economy." In relation to this, I argue that corporatisation can only thrive in this realm (university level),

if the university knows and performs its enterprise roles effectively. These include addressing the national agenda (informing national policy and developing national capacity); generating research that advances theory and transforms practice; and creating graduates who are either job creators (sought after by employees), or employers (industry). Thus, I echo Lee's claim that the value of higher education hinges on its contribution to the development of social and economic arrangements, which will give a competitive edge to countries in the global market (Lee, 2004, p.34). This is the reason why roles of different players (including management, deans, faculty and administrators), for the success of the university, should be clarified.

Different players and their roles at the level of university realm

At this level, different processes take place, coordinated by different players to achieve a valuable outcome (in this case a competent graduate). The players include university managers, faculty, students, parents/guardians, employers and prospective students, which Marshall (2018) calls stakeholders of the university. Some players are part of governance, like deans, university management and government (Christensen, 2011; Marshall, 2018; Trakman, 2008), while others, including faculty and administrators, are facilitators of the learning and teaching processes (Gaff, 1997; Holton & Phillips, 1995; Oliver & Hyun 2011). Students, on the other hand, are part of the process and product (Thomas, 2002). Thus, the stakeholders could be internal and external (Marshall, 2018), direct and indirect, beneficiaries and enablers. The manner in which stakeholders are recognised also influences how their roles are perceived and performed. Similarly, so are deans' roles, values and careers being influenced by this phenomenon.

2.2.2 Deans and corporatisation of higher education

In the changing HE landscape, the deans' performance is put to the test. While, in the traditional university deans are mandated to handle academic requirements, within the corporatised environment, they are expected to multi-task, including participating in other activities outside academic practices. In this section, I explore the deans' roles, values and careers.

Deans' roles

In a traditional university, deans' roles are purely academic, but with the transforming collegiate system, these roles are changing. According to de Boer and Goedegebuure (2009, p.347), "...deanship has become more demanding, more senior, more strategic, more complex and more managerial in nature, though within the overall context of academe." It implies that this complexity also requires deans to be multiskilled, in order to be successful in their roles (Bassaw, 2010; Bobe & Kober, 2020; Wilkes, Daly, Cross, & Jackson, 2015). Such demands not only put deans' performance in check, but their careers as well (Alajoutsijärvi and Kettunen (2016). So, how do deans balance what is expected of them and their own expectations to advance their careers?

Deans' careers

Wilkes et al (2015) conducted a study, drawing participants from Canada, the United Kingdom and Australia, on how deans in the nursing discipline progress to the deanship level. They acknowledge that, while the traditional university only required one being a scholar who could teach in his/her discipline, with administration being secondary, in the corporatising era, this requirement has been interchanged. As they further argue:

However, with major changes in universities' operating environments predicted, with flatter structures, changing funding models, budgetary constraints and demands for entrepreneurial competence, modifications to career pathways for future deans may become essential. (p.31)

This elucidation indicates that having scholarly knowledge is not enough anymore to perform the role of dean, instead, additional administrative training is required. Bassaw (2010, p.1002) posits that deans must align their dreams (*future career aspirations-emphasis mine*) with institutional goals, as these functions take precedence over personal dreams/careers. Wilkes et al (2015) recognise that corporatisation is causing many nurses not pursuing a career in academic administration, because of the demanding requirements to qualify and challenges to perform. Against this background, it is important to note that, on top of one's professional career, to become a dean and to be effective requires another career in administration. Moreover, with challenges identified with corporatisation, there is limited time to balance job demands and career development; massification (Altbach,

Reisburg & Rumbley, 2010; Bothwell, 2016; Kwesiga & Ahikire, 2006; Mamdani, 2008); and limited time to do research and teach (Gonzales et al, 2014). Therefore, with demands of corporatisation on professional development, career progress for deans becomes even harder, given their multiple roles (Alabi & Alabi, 2014; Aithal, 2016; Wolverton, Wolverton & Gmelch, 2016). Alajoutsijärvi and Kettunen (2016, p.335) recommend that, for successful deanship, universities should ensure a match between deans' world views (akin to what Bassaw called dreams and *I termed career aspirations*) and the university's context. This raises another dimension of balancing deans' own values and values of the institution they serve.

Deans' values

Where it is understandable that deans face competing values between their academic and administrative roles (Thian, Alam & Idris, 2016), they also have to contend with their own values and institutional ones. In a corporatising university, however, the institutional values become more complicated with the need to differentiate between collegiate and corporate ones. It gets more intricate as deans try to define their own values and stand amidst competing academic-corporate values (Alajoutsijärvi and Kettunen (2016). It is, therefore, imperative that the way academic and corporate values relate to each other is explored.

2.2.3 Differentiating between academic values and corporate values

What seems to be the point of departure between proponents and opponents of corporatisation of HE lies with how academic values differ from corporate values. I, therefore, explore both the academic and corporate values in detail.

2.2.2.1 Academic values

Every institution has its own culture, defined by values, norms and beliefs – as does the academe. According to Pop-Vasileva, Baird and Blair (2011) academic (collegial) values, also known as the traditional academic values, are “acquisition of knowledge for its own sake, basic peer-reviewed and disciplinary theory founded upon experience, reason and scientific universality, freedom of expression and working with colleagues.” Dlamini (2018, p.55) adds that an ideal university must fulfil three fundamental principles:

institutional autonomy, shared governance and academic freedom. Giroux, Karmis and Rouillard (2015), on the other hand, argue that it is academic freedom which enforces “equality, equity, inclusion, transparency, and accountability, and a vector of critical thinking” (p.142). People who believe in the sacredness of these values, or spirituality of HE, as Dirkx (1997) refers to it, try their best to preserve and defend the same values. Pop-Vasileva et al (2011) identify three management styles: separatist, integrationist and hegemonist, which they further distinguish into three academic identities (also referred to by Stiles (2004) as three theoretical bases of academic organisation and identity).

The separatist academic identity, or management style, relates more to preserving the traditional academic values, while the hegemonist is orientated toward “rational economic values, such as efficiency and effectiveness and customer orientation” (Pop-Vasileva et al, 2011, p. 411). Meanwhile, the integrationist takes on both worlds – the corporate and academic, depending on what works. Possibly, that is the reason Stiles (2004) calls it ‘garbage can’ or having disintegrated values. Giroux et al (2015) refer to the traditional university as a democratic university, while the corporate one is referred to as the managerial university. They differentiate the two, using these concepts, to provide a distinct picture. Since different management styles are drawn to unique values, implying that not all people subscribe to only academic values, it is important that I explore what corporate values are.

2.2.2.2 Corporate values

Regarding the different definitions explored and one adopted for this study concerning corporatisation of HE, corporate values differ from collegial values. For instance, it is evident that corporate values ascribe to new public management (James, 2005), which advances new managerial models (Bostock, 1999; Brownlee, 2014; Furedi2012). Also, it is argued that corporate values relate to market practices (Giroux, 2002), which advance economic models of profit, customer orientation and financial rewards (Stecks, 2003). Meanwhile, opponents of corporatisation of HE appear to use these values to justify why academic and corporate values can never operate in harmony, because of the irreconcilable differences (Westheimer in Mwebesa & Maringe, 2020). Although corporate values are viewed as being in contrast to collegiate values, the two seem to be

already working alongside each other. In view of the contending views, this is a relationship that is here to stay, because of the inevitable factors like reduced government funding and global forces. What then are the constraints and affordances of corporate values in academe?

2.3 The empirical field

In this section I present the contentions between benefits and challenges of corporatisation of HE, from findings of different studies globally. I then provide the views from the African, Ugandan and case-specific contexts

2.3.1 Benefits and challenges of corporatisation of HE

The academic identity one subscribes to determines how corporatisation of HE is perceived and how its influence on universities is interpreted. Quite significantly, whichever identity is subscribed to has its affordances and constraints. Hence, in this section, I discuss the various studies that highlight benefits and challenges of corporatisation of HE.

2.3.1.1 Benefits

Reading the benefits of corporatisation of HE across extant literature, it seems none are in existence. Even where benefits are highlighted, it is done so in justification of what would be achieved, if universities embraced the corporate model. Whether it was realised is not well documented, especially in Africa, where this model was forced on HE by the international funding bodies, like the World Bank (Mamdani, 2008). For example, one of the reasons for accepting corporatisation in the academe was to increase university physical access, given that there was a high demand for university education and constrained state funding (Sall & Ndjaye, 2007). This achievement, though, gets lost in the challenges that came with it, which include declining quality and promoting inequalities (Blackmore, 2002; Bothwell, 2016; Dlamini, 2018; Kwesiga & Ahikire, 2006; Mamdani, 2008; Mamdani, 2009; Mayanja, 1998; Sall & Ndjaye, 2007). Also, the access has been challenged, because it did not take into consideration poor students' plight (Dlamini, 2018). Possibly, this a reason the 'Fees must Fall' movement is getting

stronger, or what Wagenge-Ouma calls demand for free higher education in South Africa (2012). What then is increased physical access, if poor students cannot benefit from it?

Other attributes of corporatisation believed to improve the academe were efficiency, effectiveness and accountability in the operations of HE (Hemsley-Brown & Oplatka, 2006), which are seen in the adoption of the managerial model (Bostock, 1999; Brownlee, 2014; Furedi, 2012). This is, however, challenged by Baatjes (2005), who claims that it is neoliberal fatalism transforming public institutions into commodified space. He further calls upon everyone to preserve education as a public good (p. 86). Moreover, the managerial model has been criticised for structures of governance in public universities (Boesenberg, 2015; Levy, 2006), which fail to consider the importance of faculty and the professoriate in the managing of the university (Baatjes, 2005; Gonzales et al, 2014). One of the benefits that universities is enjoying, whether they embrace corporatisation or not, is the marketing model. While universities in the global north aggressively market their universities, or are developing strategies that set them apart as superior university brands (Mogaji & Roberts, 2016), universities in the global south have to first accept the value of marketing HE, at the same time developing own marketing strategies (Kiraka et al, 2020; Mwebesa & Maringe, 2020; Wayne, Farinloye, & Mogaji, 2020).

Corporatisation of HE is also appreciated for relieving governments of the financial burden of sustaining universities, as well helping HEIs attain financial security. As governments reduce funding for HEIs, Africa seems to be the most affected (Teferra and Altbach, 2004). Accordingly, this state of financial constraints enabled the World Bank and IMF SAPs to be welcomed by governments (Mamdani, 2008). Evidence, though, shows that universities have not attained financial freedom, nor have governments been freed of the financial burden to support HEIs (Dlamini, 2018; Parker, 2012; Wagenge-Ouma, 2012). Instead, faculty is pressured into proving their worth (Gonzales et al, 2014). In the next section, I provide what is perceived as challenges of corporatisation of HE.

2.3.1.2 Challenges of Corporatisation of HE

Corporate values are perceived differently, depending on one's academic identity. It may also be complex to state the real challenges of corporatisation explicitly. Therefore, to keep focus, I draw from Giroux et al's (2015) concepts of managerial and democratic university to identify the negative influence of corporatisation (managerial practices) on the traditional university: faculty, teaching and learning, research, enterprise, access, governance and university finances.

Corporatisation of HE is contended, because of changing the traditional university value system. There is, therefore, enough literature chronicling the challenges faced by academics, because of corporatisation (Gonzales, Martinez and Ordu, 2014). One of the areas of most contention has been the devaluing of faculty, by giving more value to university administrators (Baltodano, 2012; Donoghue, 2008; Giroux, 2008; Reading, 1990; Tuchman, 2009). Accordingly, this practice not only has created a rift between senior management and academic staff, it has also displaced faculty and students from their positions of authority and identity (Giroux et al, 2015, p.143). The change has influenced the role of a lecturer and identity of a student in the process of teaching and learning. For instance, treating students as 'customers' (Furedi, 2012; Hemsley-Brown & Oplatka, 2006) and well knowing that the customer is king, where does it leave faculty? Thus, Neumann and Guthrie (2002) condemned this new practice in the academic space, because it was likely to corrupt the teacher-student relationship.

Faculty has also been affected in their careers, while trying to balance corporate demands in the academe and their roles of teaching, researching and enterprise. Gonzales et al (2014, p.1098) describe four themes that depict the types and state of faculty in a corporatised environment: the faculty dispirited, the faculty fragmented, the faculty devalued, and the faculty dedicated. As universities struggle financially, they promote practices that would build financial bases: a rewarding and recruiting faculty that brings in finances (Gonzales et al, 2014; Mamdani, 2007), relegating teaching to the peripheral or changing curriculum (Gonzales et al, 2014, p. 1099). Incidentally, deans are more prone to the challenges of corporatisation, because of the many roles they must play (Alabi & Alabi, 2014; Aithal, 2016; Wolverton, Wolverton & Gmelch, 2016), which may

also pose challenge – not only to deans’ roles, career and values, but to the whole system they coordinate or represent (Johnson & Cross, 2004; Wolverton et al, 2016). With the new managerialism, deans’ roles have become ambiguous – oscillating between academic and administrative, with no clear demarcation between their own and university administrators’ roles (Arntzen, 2016; Wolverton, 2016). So how do such changes affect teaching and learning, research and enterprise?

HEIs in the wake of corporatisation are promoting business practices that affect the core functions of universities (teaching and learning, research and enterprise). Giroux et al (2015, p.145) argue:

...this managerial process marginalises the role of teaching and research in the daily lives of those who actually give life to the university, namely full- and part-time professors. The ‘community service’ which occupies an increasing part of their typical workload, seems to have less and less to do with any community per se, and more and more to do with control, measurement, and evaluation tasks and responsibilities.

So, as much as faculty is seen to perform the expected functions, there is still a gap between what is and ought to be. Consequently, corporatisation has corroded the academe (Dlamini, 2018; Giroux, 2002). As universities push faculty into competition mode for survival, it has created unholy innovations, which have violated the integrity of academe (Dovey & Rembach, 2015; Furedi, 2012; Giroux, 2002; Mamdani, 2008; Neumann & Guthrie, 2002). Some of these innovations were intended to attract more students, which came with own challenges too.

Corporatisation of HE is known and blamed for student number explosion. Most scholars refer to the explosion of numbers as massification (Bothwell, 2016; Kwesiga & Ahikire, 2006; Mamdani, 2008). Accordingly, many numbers, while they could be celebrated for expanding access for many (Mayanja, 1998), it equally compromises quality of education and poses a challenge to socio-economic development (Hornsby & Osman, 2014, p. 711; Mohamedbhai, 2014). It is, however, important to know that challenges and opportunities of massification might be different, depending on geographical position. For instance, in China, the challenge might be that it affects the labour market and social mobility, while

simultaneously promoting equity and equality in society (Altbach et al, 2010; Mok, 2016; Mok & Wu, 2016). In India, the challenges include concerns of ensuring equity and maintaining quality control and funding (Varghese, 2015). In Africa, especially sub-Saharan Africa, issues of concern are unmatched infrastructure, promoting inequality and quality control challenges (Mamdani, 2007; Mayanja, 1998), however, the numbers are still too small to impact on the market (Mohamedbhai, 2014). Moreover, issues of promoting inequalities seem to be evident in all HEIs, regardless of whether they are developed or developing countries (Giroux, 2002). What is highlighted, however, is that, whereas massification is promoting quality of education and innovation in developed countries, like the UK, Africa still has a lot to do to achieve such attributes (Giannakis, and Bullivant, 2016).

Another area that has become an issue of concern, due to corporatisation of HE, is university Governance. Klein (2012, p.1) differentiates corporatisation from privatisation as “a shift of control rights from politicians to managers while ownership remains public.” It appears, however, that this is the major point of contention, because, according to Giroux et al (2015), how a managerial university manages its affairs is different from the traditional university.

The fact that a corporatised university is public contradicts Klein’s statement of being freed from the control of politicians. Instead, that makes governance of a corporatised university more complicated, because it still holds onto bureaucratic ways of doing things, conflicting values and government interference, at the same time expecting the managers to achieve effectiveness and efficiency (Asiimwe & Steyn, 2013). This raises three concerns:

First is the role of a university in managing its affairs and the role of government in the governance of a public university. For example, Giroux et al argue that a democratic university must have collegial governance, which promotes academic freedom (2015). The question is how is this possible, when governments are no longer able to sustain the universities? In the process of trying to address the gap, universities must model their identity to corporate culture (Dlamini, 2018), whose practices contradict the academic freedom attributes advanced by Giroux et al (2015). Also, with government interference

in the functions of the university (Asiimwe & Steyn, 2013), it is not clear how far the university can influence the decisions that inform its functions, both internally and in relationships with external publics.

Second are the conflicting roles between administrators and faculty. Managerialism is related to valuing administrator's roles over faculty, which marginalise professors, students and support staff, as well as posing a growing threat to democratic and collegial governance (Giroux et al, 2015, 144).

Third is the way government mediates the university-stakeholder relationships, including industry. With good governance, it may be easy for universities to relate to its stakeholders. However, with corporatisation, there is a need for government to define its role in facilitating healthy relationships between the university and the public, which include all university external stakeholders and industry (Mwebesa & Maringe, 2020).

University funding and finances have also become a great challenge in running public universities. Where governments can no longer meet all the university needs, universities have employed corporate models (Andrews, 2006; Dlamini, 2018; Giroux, 2002), which have resulted in two negative outcomes: commercialisation of education, that contradicts HE as a public good (Dlamini, 2018; Mamdani, 2009); promoting inequalities and limiting university access to the socially disadvantaged (Dlamini, 2018; Mayanja, 1998). This shows that it is the role of government not only to institute policies that provide equal access to university education, but also financially support such intentions, as seen in Egypt's drive after the 1952 revolution (Cupito and Langsten, 2011).

Another challenge that most studies have highlighted has been due to poor planning and implementation of corporatisation in academe. Akalu (2014) argues that failure of reform is a result of poor planning and limited resources, which is also posited by Sall and Ndjaye (2007). It is, therefore, unfair to judge corporatisation for the negative consequences in HE, when the entry was poorly managed.

2.3.2 The evolution of African HE

African HE has gone through four major eras to date: pre-colonial, colonial, post-colonial and neo-colonial. Mamdani mentions three historical developments: colonial, then post-colonial and nationalist and neo-libera (2008).

2.3.2.1 Pre-colonial era

Before Africa was colonised, it had its education system and some countries already had their own universities. The oldest university in the world that has maintained its original purpose is found in Egypt (Teferra & Altbach, 2004). Whereas the whole world has lost its original academic tradition to the western model, Africa's was destroyed by colonialism (Teferra & Altbach, 2004, p.24). The traditional African university was meant to promote and preserve the societal values grounded in religion, just like the European ones, except these were church based (Cloete & Maassen, 2015). According to Mamdani (2016), in pre-colonial Africa, the context of universities was different from those in medieval Europe. However, the traditional African universities could not survive colonialism.

2.3.2.2 Colonial era

During the 19th century, European countries colonised most countries of Africa. Accordingly, the African universities took on the colonisers' model (Teferra & Altbach, 2004; Mamdani, 2016, p.71), which still has an influence on African development. Secondly, the colonisers were interested in educating a few locals to support the administration (Mamdani, 1998; Terra & Altbach, 2004; Cloete & Maassen, 2015) and, therefore, the opportunity for studying was only for elite few (Sall & Ndjaye, 2007). This, therefore, had an impact on university access and curriculum, limiting it to only such professions that were deemed fit for the supportive roles—like agriculturalists, teachers and lawyers (Teferra & Altbach, 2004). Some universities were serving more than one country, with others being regional, like the University of East Africa – Makerere. As African countries struggled for freedom, many had to face the challenge of developing their own capacity for public service and university personnel, with some having no universities (Mamdani, 2008; 2016).

2.3.2.3 Post-colonial era

African HE had two important roles to determine the success of achieving independence and beyond: defining and sustaining the post-colonial landscape of nations. The countries in this category present two types: middle Africa, which Mamdani calls between south of Sahara and the Kalahari, or north of Limpopo (Mamdani, 2008, p.4; 2016), that attained independence between the 1950s and early 1960s; and South Africa, which attained its independence in 1994. The state of HE in both categories differs, depending on prevailing circumstances at the time of attaining independence.

HE education in middle Africa was relevant in the post independent Africa, because a national university became one of the symbols of independence and a tool of decolonisation (Mamdani, 2008; Zeleza, 2009). Also, Mamdani (2016) posits that the university in middle Africa was created after independence. The euphoria, however, did not last long, as several factors needed urgent attention: curriculum, language of teaching, governance and funding (Mamdani, 2008, p.6; Mamdani, 2016). The states needed to define their position in managing the state universities, while the universities themselves struggled to differentiate their role and national agenda for state development. This fray seems to be the strengthening of the entry of SAPs, introduced by the World Bank and IMF, as seen from Mamdani's statement:

On the one hand, higher education was a fruit of nationalism; on the other hand, nationalist power tended to stifle critical thought. ...Not surprisingly, by the 1990s, the question of university autonomy was on the agenda. To win autonomy, however, the university needed allies in society and alternate sources of funding. (2008, p.6)

Whereas SAPs were implemented in middle Africa, between the late 1989s and early 1990s (Mamdani, 2008), it is the period during which South Africa was pushing for its independence, hence the post independent South African University advances decolonisation of HE, which is a transition from colonialism to Africanisation (Mamdani, 2016).

HE in South Africa, since independence, has gone through many changes and challenges. The first challenge was access, especially where ‘white’ universities were expected to admit black students whose academic background had already been disadvantaged by unequal quality qualification (Mamdani, 2016, p. 72). The result: black students could not cope. This bred other challenges, whereby the universities insisted on maintaining standards, even if it meant violating the main intention of social justice. Then, in the process of defending their rights, black students pushed for various changes, which have come to be associated with the discourses of decolonisation, the Fees must Fall movement and Africanisation (Clapham, 2020; Kishun, 2007; Mamdani, 2016; Maringe & Chiramba, 2020; Wagenge-Ouma, 2012; Zeleza, 2009). What lies at the heart of all changes, however, seems to be the need for equitable HE. So, issues of inequalities and social injustices were evident in South African HE, even after independence and before corporatisation could enter. According to Dlamini (2018), corporatisation of HE deepens inequalities, by ignoring social injustices and restricting access to HE. What cannot be ignored though, is that post-independence and neo-liberal eras of South African HE may not easily be separated.

2.3.2.4 Neo-colonial era

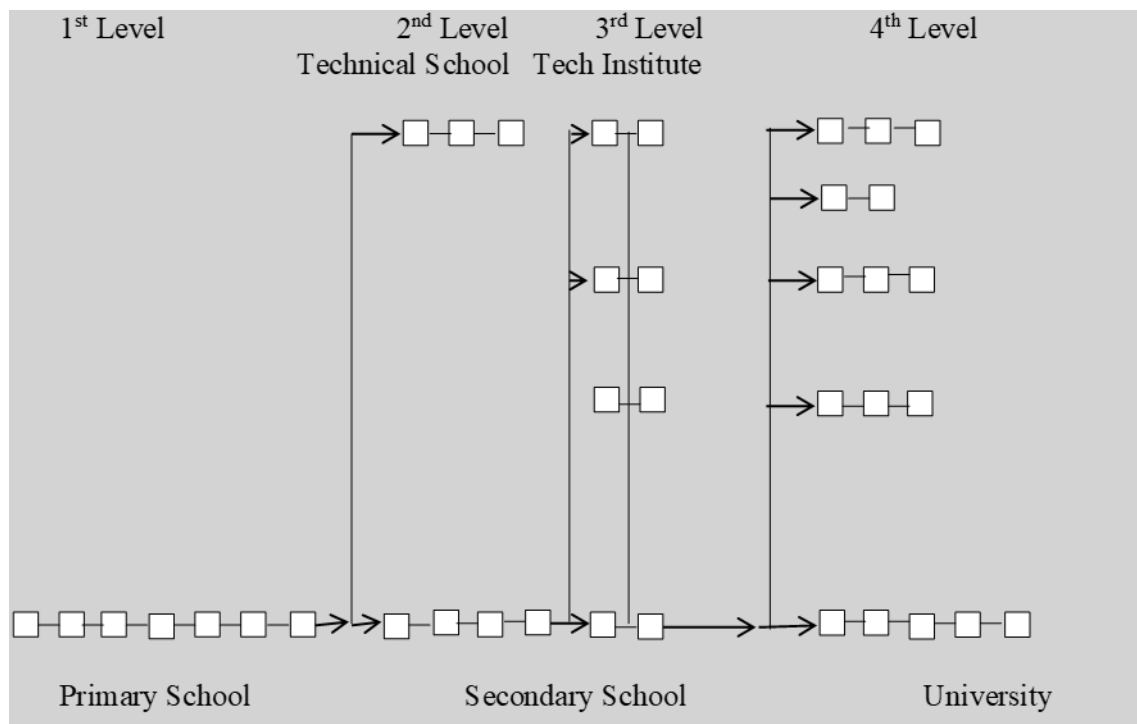
This era is identified with new changes that have been taking place in African HE since the late 1990s. It is mostly associated with the SAPs introduced by the World Bank and IMF, whose intentions are seen as advancing the neo-liberal agenda, also referred to as market driven reforms (Mamdani, 2008). This change also meant the introduction of cost sharing in public universities, expansion of access to allow private paying students and reduced public funding (Mamdani, 2008; 2009; 2016; Ogachi, 2001; Sall & Ndjaye, 2007). While this study may be addressing this era specifically, with benefits and challenges addressed in section 2.2.3 sub-sections 2.2.3.1 and 2.2.3.2 respectively, African HE faces challenges that go beyond the phenomenon under study. For instance, as Africa tries to fit into the global HE space, despite the global north-south gap evident in the world university rankings, it has more evils to first overcome. Kiraka et al (2020) contend that such challenges, which include poverty, inequality, corruption and bad governance, require different strategies and frameworks that are unique to the African

context. It is also clear that, regardless of the era, within Africa, there are HE challenges that are specific to regions and/or individual nations.

2.3.3 The Ugandan higher education context

Uganda’s education system follows the British system, which also influences the structure. Whereas the system may still be the same, the status might be different, given the changing HE global landscape (Aguti, 2002). Therefore, in this section I explore both the structure and status of the educational system in Uganda, with emphasis on HE.

Figure 2.3: The structure of the formal education system in Uganda



1. Award at Level 2 Uganda Certificate of Education (UCE) or Ordinary Certificate (depending on the curricula/courses at the Technical School).
2. Award at Level 3 is Uganda Advanced Certificate (UACE) or Advanced Certificate (depending on the curricula/courses at Technical Institute)
3. Award at Level 4. Various Degrees and Diplomas (University) or Ordinary Diplomas and Higher Diplomas (at other tertiary institutions)
4. Each box represents one year (the number of boxes at each level represents the number of years at that level).
5. Award at level 1 Primary Leaving Certificate (PLE)

2.3.3.1 Uganda' educational structure

Uganda's education system follows a four-tiered system. The layout is 7-4-2-5 tiered, as shown in figure 2.3. The first level is that of primary education, which takes seven years; followed by four years of lower secondary (O Level); two years of upper secondary (A Level); and then university level, which takes 3-5 years, depending on the course (Aguti, 2002; Kajubi, 1992). The second level also caters for those who fail to make it to the secondary level, or who choose to take that route and, instead, join a technical school for a three-year certificate (mostly artisanship and apprenticeship). From the second level, one may proceed to the third level and, later, the fourth level. The same process is found on the third level, which also caters for those who did not proceed to A level, but join a Technical Institute for a two-year certificate, such as a Grade III teaching certificate. The fourth level (ordinary diplomas and advanced diplomas in different disciplines) helps those who could not make it to the university. The system is broad-based on the lower levels and narrows towards the higher levels (Aguti, 2002).

In accordance with the Uganda Universities and Other Tertiary Institutions Act, 2003, Higher Education or tertiary education is defined thus: "both public and private universities and other tertiary institutions providing post-secondary (post-A-level) education, offering courses of study leading to the award of certificates, diplomas and degrees, plus conducting research and publishing." The Education Policy Commission Review Report (1989) states that, "The terms tertiary and Higher Education are used interchangeably to refer to advanced level of education beyond a full course of secondary education." The same definition is also supported other scholars (Basheka, 2015; Liang, 2004:16; Mugabi, 2012).

There are three categories of Higher Education Institutions in Uganda: the university sub-sector, Other Degree Awarding Institutions (ODAI) and Other Tertiary Institutions (OTIs). According to Basheka, in 2015 there were 32 private universities, 8 public universities, 9 ODAIs and 160 OTIs. 74% of these institutions were privately owned with, a 51% enrolment, compared to 49% in public institutions (Basheka, 2015). The number of HEIs in Uganda has continued to increase, with 241 in 2018, where 9 were public universities and 44 private universities (NCHE, 2018).

2.3.3.2 Uganda's changing HE system

The government of Uganda introduced Universal Primary Education (UPE) in 1996, followed by Universal Secondary Education (USE) in 2007. Both interventions increased the enrolment rate, which also expanded the number of completions (Chapman, Burton, & Werner 2010). The introduction of UPE and USE is not short of challenges, most of which are a result of hurried implementation and exclusion of key players in the execution process (Aguti, 2002; Chapman et al, 2010). Despite the challenges, higher numbers were qualifying for tertiary entry than the previous years, creating a demand for more HE space (Mugabi, 2012). Unfortunately, before even these interventions were introduced, the Higher Education budget had been reduced, due to World Bank reforms (Kwesiga, & Ahikire, 2006; Mamdani, 2008; Muriisa, 2014) and other economic challenges.

There are a number of university challenges that are associated with this phenomenon. Some of the problems were due to government's policy to fund UPE, which led to reduction of HE funding (Mayanja, 1998). Providing free primary and secondary education required improving and expanding infrastructure at the tertiary levels, in order to accommodate the students completing secondary level. Since there was no expansion, students qualifying for university entry could not all be accommodated in public universities. Therefore, the government encouraged the formation of private universities (Mugabi, 2012) and the introduction of privately sponsored students at public universities.

Extant literature on HE in Uganda shows the changing university value system as a product of World Bank and IMF SAPs. A lot of studies have been conducted regarding corporatisation of HE as an adoption of the World Bank Market Model, with most of them decrying the negative influence of corporatisation on HE. Such challenges include: inadequate staffing (Kasozi, 2003), poor staff welfare and development (Kasozi, 2003; Tiberondwa, 2001; Wilson & Neema, 2014), promoting inequalities (Kasozi, 2003; 2009; Blair, 1998; Mamdani, 2007) and declining quality in university functions, including research (Bunoti, 2001; Kasozi, 2009). Some benefits are: promoting efficiency (Bisaso, 2010) and improved access (Kwesiga & Ahikire, 2006; Mamdani, 2008; Mamdani, 2009;

Mayanja, 1998; Sall & Ndjaye, 2007). While there is substantial literature on how corporatisation has either negatively or positively had an impact on HE in Uganda and specifically at Makerere University (Kasozi, 2014), there is a paucity of literature about deans' experiences regarding this phenomenon. It is, therefore, not known how deans make sense of corporatisation and its influence on their roles, careers and values. Bisaso (2010) discusses the different strategies employed by Makerere University in response to the reforms. These responses, however, fall short of justifying the deans' contribution in the designing and implementation of these strategies.

2.4 Summary

In this chapter, I have positioned my study in relation to the existing literature, specifically within the debates on the changing global HE landscapes and the drivers of these transformations. In the review, I provided the different aspects of the phenomenon, by looking at the various definitions of corporatisation of HE, conflicting nomenclature, the scope and the enablers, as well as the different realms through which corporatisation thrives. I also explored deans' roles, careers and values in the context of corporatisation and then looked at the difference between corporate and academic values, showing the justification of both the proponents' and opponents' views of the corporate model in HE.

While the critics advance the challenges of the corporatisation of HE, the supporters of the corporate model defend and support its benefits in the academe. The benefits are, however, challenged, because the corporate model operates on the market principles which are contrary to the academic tradition. Thus, extant literature shows the existing dichotomy, between the academic and corporate model, of how corporatisation has influenced the university value system with emphasis on the edge between administrators and faculty.

Literature on African HE, however, shows that different eras, through which HE has evolved, have a great impact on the present situation. Moreover, in the Ugandan context, evolution of HE is synonymous with Makerere University, which was the only university, until the introduction of SAPs, which seemingly opened up space for private universities and more public universities. However, the literature falls short of showing how deans,

who occupy a critical space in the university structure, experience and influence, or are affected by, this change, especially in an already corporatised space.

I conclude that the reviewed literature helps appreciate the importance of this study in three ways: to understand how deans at Makerere university, which is a World Bank's market model, respond to this change; to understand how they have navigated this new terrain; how the institutional (academic) culture interplays with the corporate culture, which depends on individual experiences and preferences, either enforcing or disrupting the change. All these ways can be explored through the theoretical framework in the next chapter, which combines organisational culture and change theories to understand the contentions and opportunities when handling reforms in HE, specifically at Makerere University in Uganda. Given the multiple roles deans play in facilitating university functions and relationships, their responses are important in this aspect.

CHAPTER 3: THE THEORETICAL FRAMEWORK

3.1 Introduction

In the previous chapter, while reviewing the literature, three concerns were evident:

First, corporatisation of HE is resisted, because, like any change, there is a fear that it will destabilise the status quo (violation of academic values).

Second, two worlds stand out: Calling for the preserve of the collegiate system, by defending its core functions against external influence; and justification of adoption of the corporate model, as a way of addressing challenges facing HEIs.

Third, conflicting roles between faculty and administrators.

All three concerns point to a changing university value system (changing culture and contention between values), which could be interrogated further through understanding the lived experiences of deans in the corporatised HE environment.

In this section, I present the different theories I worked with, to build further the conceptual framework that guided this study on corporatisation of HE in Uganda. From the literature, I was able to understand that corporatisation of HE is a reform introduced into academe and, like any change, it has defenders and critics. Before stating the theories, whose concepts form the conceptual framework, I need to define and justify the importance of theory; to explain why I used more than one theory; and provide the theories and rationale of the conceptual framework.

Theory is as important as it is complicated to define in any research project. According to Bacharach (1989, p. 496), "a theory is a statement of relations among concepts within a set of boundary assumptions and constraints. It is no more than a linguistic device used to organize a complex empirical world. ...twofold purpose, to organize and communicate." On the other hand, Green, defines theory as:

'an organised and systematic set of interrelated statements (concepts) that specify the nature of relationships between two or more variables, with the purpose of understanding a problem or the nature of things' and concepts as 'symbolic

statements describing a phenomenon or a class of phenomena' (Green, 2014, p. 1).

Both definitions show the multiple dimensions of theory, because it includes what it is composed of, how its different components (variables) relate and its purpose. That is possibly why Imenda (2014, p.187) defines theory by relating it to three characteristics: It...

a) is a set of interrelated propositions, concepts and definitions that present a systematic point of view"; (b) specifies relationships between / among concepts; and (c) explains and / or makes predictions about the occurrence of events, based on the specified relationships.

The complexity of defining theory also shows the importance it has in research. For instance, Imenda posits that theory guides practice, while practice reinforces theory and theory gives research direction (p. 186). This is also echoed by Wacker (1998, p.361), who argues that 'practice without theory can quickly become a dull and dangerous occupation.' He explains that theory is important for research, because it provides a framework for analysis, an efficient method for field development and clear explanations for the pragmatic world (p.362). Against this background, a theory that guides research must be good. Wacker further states that there are eight important attributes of a good theory: uniqueness, conservatism, generalisability, fecundity, parsimony, internal consistence, empirical riskiness and abstraction (p. 362). Drawing from these virtues, I selected the theories that guided this study.

In this study, I used an eclectic approach by integrating three theories to help me make sense of the data and analyse the findings. The choice of more than one theory was guided by Imenda's (2014, p. 189) argument, which showed that, whereas a single theory may work well with natural sciences, it may not be possible with some studies in social sciences. In my study, in order to understand deans' experience in their multifaceted context and institutional dynamics to manage change, I needed to draw from several theories. There are, however, many debates on what differences and commonalities exist between conceptual and theoretical framework. For instance, Parahoo (2006) argues that the two frameworks differ, with a conceptual framework made up of different concepts from many theories, while a theoretical framework is when one theory is used in the research project. Other authors, though, argue that these are terms used interchangeably –

meaning the same thing (Green, 2014; Wacker, 1998). Imenda (2014), on the other hand, defines each framework:

...theoretical framework is the application of a theory, or a set of concepts drawn from one and the same theory, to explain an event, or shed some light on a phenomenon or research problem. ...that could be applied to a given research problem, deductively. Thus, a conceptual framework may be defined as a result of bringing together several related concepts to explain or predict a given event or give a broader understanding of the phenomenon of interest – or simply, of a research problem. ...is akin to an inductive process whereby small concepts are joined together to tell a bigger map of possible relationships. Thus, a conceptual framework is derived from concepts, in-so-far as a theoretical framework is derived from a theory (p. 189).

Whereas, Parahoo and Imenda's definitions and differentiation of the two frameworks are similar, the latter's explanation is detailed. Imenda further argues that the two serve the same purpose, except that they are applied to different research paradigms. Whereas, conceptual frameworks are commonly used in qualitative research (inductively), theoretical frameworks are utilised in quantitative research (deductively).

Although Imenda's stand guided my choice of the eclectic approach, I could not follow his justification of calling my framework a conceptual framework. Instead, I was guided by Ravitch and Riggan's (2017) definition of the conceptual framework and composition and purpose of the theoretical framework. They "define the conceptual framework as the overarching argument for the work – both why it is worth doing and how it should be done" (p.8). On the other hand, a theoretical framework is a frame of theories (*in whole or in parts – emphasis mine*), combined in such a way as to illuminate some aspect of the conceptual framework (p.12). Ravitch and Riggan's definition of a theoretical framework, therefore, brings out its composition, as well as its relationship with the conceptual framework and the differences between the two. Secondly, my choice of the theoretical framework, in this section of the chapter, is supported by what Ravitch and Riggan still believe are the multiple uses theories can render. Accordingly, one theory can explain different types of relationships, while a theoretical framework can be multi-layered (Ravitch & Riggan, 2017), which aligns with my eclectic approach.

Cultural biases embedded in theory

I selected three theories that integrate organisational culture, change and personal motivations, since the study is about deans' lived experiences in a corporatised (corporatising) university. The assumption is that deans understand this change, depending on their own individual personalities and cultural backgrounds interacting with their social environment and the culture of the institution they serve. According to Persson (2012), diversity has diverse implications:

It goes without saying that increasing cultural diversity and exposure to cultures from wide and afar has implications for everyday life globally. Within culturally diverse settings, there will to some extent also exist different opinions on which skills and achievements are seen as valuable and which are not. (p.16)

Selecting the three theories was meant to help balance and/or make sense of the existing deans' cultural biases towards corporatisation of HE. The three theories, therefore, are: Self Determination Theory (SDT); Theories of organisational culture, identified by Schein, also referred to as Schein's model; and the Competing Values Framework (CVF).

3.2 Self-Determination Theory (SDT)

SDT is an approach to human motivation and three personality needs: competence, relatedness and autonomy (Ryan and Deci, 2000). This theory hinges on two motivational features (intrinsic and extrinsic motivations), which are supported by two sub-theories that were developed by Deci and Ryan (1985): The Cognitive Evaluation Theory (CET) and Organismic Integration Theory (OIT). According to Ryan and Deci (2000, p. 68), SDT's approach investigates people's inherent growth tendencies and innate psychological needs, which drive their self-motivation and personality to integrate with the conditions that foster such processes.

The three needs differ in the way people face, act on and wade through different challenges or requirements to succeed in life or work. For instance, the competence need refers to the experience of behaviour as effectively presented (Niemi & Ryan, 2009, p.135). It is a way of handling the challenges in one's work successfully. On the other hand, the autonomy need involves commitment and devotion of one's time and energy to embark on a given activity. Moreover, the need for relatedness refers to the ability to

internalise the other person's shared values, depending on the relationship and trust shared. People tend to internalise and accept other people's values and practices as their own, as long as they feel a sense of belonging (Niemi, Ryan & Deci, 2009).

3.2.1 Cognitive Evaluation Theory (CET)

CET lays down the foundation through which social and environmental factors facilitate, or hinder, intrinsic motivation. Ryan and Deci argued that, even though people have natural motivational tendencies, these might not be permanent, because of many factors (2000, p.70). Regarding the three needs mentioned above, CET focuses on competence and autonomy needs (Niemi, Ryan & Deci, 2009; Ryan & Deci, 2000).

3.2.2 Organismic Integration Theory (OIT)

OIT lays down four detailed different forms of extrinsic motivation and the contextual factors, which either promote or hinder internalisation and integration of the regulation for these behaviours (Ryan & Deci, 2000, p.72):

- a) External regulation, associated with external rewards or punishments, for example: the 'publish or perish' notions push lecturers to research and publish to get promoted and not lose their jobs.
- b) Introjected regulation associated with satisfying internal contingencies.
- c) Identified regulation associated with finding value or importance in an activity.
- d) Integrated regulation associated with synthesising identifications with the other aspects of self.

Niemi and Ryan (2009) posit that the external and introjected regulations have an external perceived locus of causality, because they are seen as originating outside self and not from within self, thus those behavioural forms of regulation are experienced as relatively controlling. On the other hand, Identified and Integrated regulations are believed to originate from within the self and are perceived as an internal locus of causality. The behavioural forms, posited by Niemi and Ryan (2009), have an impact

on how people perceive and perform their work in the presence of challenging and change factors.

3.3 Schein's model within the theories of organisational culture

Schein's model identifies three different levels of organisational culture, through which change can be adopted. Therefore, this model can guide change practitioners, who would be interested in modifying the culture for a vital intervention (Batras, Duff & Smith, 2014; Schein, 2010). The three levels are: artefacts, values and assumptions.

3.3.1 Artefacts

Many groups can be identified by different elements or symbols. Schein calls these components artefacts, which can either be seen, felt or perceived by the people relating to them (2010). Artefacts may represent the physical environment, organisational structures, clothing and language (Batras, Duff & Smith, 2014, p.237). Thus, different institutions and groups of people can be differentiated from others or recognised through their artefacts. While Schein's model was intended to guide change practitioners, this study used it to understand how deans experience corporatisation of HE and perceive how this change is reinforcing or violating the different levels of their own culture and that of the university they serve.

3.3.2 Beliefs and values

Institutions like universities and the people who interact with or belong to them have beliefs and values that define their identity. These form the bedrock on which the organisational culture is built (Schein, 2010). Batras, Duff and Smith (2014) rationalise the purpose of values as:

“These values inform the implementation of certain actions, and the view that any subsequent success of those actions is a result of effective organisational leadership and the culture and values it sustains. These are the philosophies, goals, and strategies that have become socially validated and confirmed through a shared experience by a group.” (p. 237)

This shows that values have an influence on how leaders implement or welcome any intervention in their organisation. Thus, this level of culture helped in understanding how deans perceive the influence of corporatisation on the espoused beliefs and values of their practice.

3.3.3 Assumptions

When beliefs and values lead continuously to successful actions, they finally develop into a new form of shared identity. When such a level of culture is attained, it is believed that novel assumptions emerge within the organisation (Batras, Duff & Smith, 2014). These values may be hard to change, eventually influencing how employees and leaders behave.

3.4 Competing Values Framework (CVF)

All institutions, at one time, must face change that would either destabilise or strengthen their culture. Sometimes, though, the institutions are forced to change their organisational culture to foster growth (Goodman, Zammuto & Gifford, 2001). It is, therefore, imperative that organisations assess their own culture from time-to-time. Competing Values Framework (CVF) is one framework that can be used for such assessment. CVF was developed by Robert Quinn and has gone on to address many organisational elements, including: managerial roles and complex organisational environments (Tong, & Arvey, 2015; Quinn, 1988; Quinn & McGrath, 1982; Quinn & Rohrbaugh, 1983); presentation communication and managerial effectiveness (Quinn, Hildebrandt, Rogers, & Thompson, 1991); and transformation and organisational culture (Hooijberg & Petrock, 1993). So, having a way of assessing organisational culture is important for survival and success.

CVF is useful a tool that can help organisations keep in step with a changing environment. Therefore, CVF aids in arranging and interpreting a wide variety of organisational phenomena (Cameron & Quinn, 1999; 2011, p. 35). Quinn developed this model based on two dimensions for effective organisational management: flexibility-stability and external-internal focus (Berrio, 2003; Quinn, 1984; 1988). Accordingly, these dimensions resulted in four quadrants that define the dominant organisational cultures as (see figure 3.1): adhocracy - quadrant 1; market – quadrant 2; hierarchy - quadrant 3; and clan -

quadrant 4 (Berrio, 2003; Cameron & Quinn, 1999). Also based on these dimensions, Quinn (1988) split each quadrant further, into two, to uncover what he refers to as operational roles of managers (figure 3.1). The roles are: innovator, broker, producer, director, coordinator, monitor, facilitator and mentor. The managers' skills, therefore, indicate the kind of roles they would appropriately play, as indicated by the behaviours displayed (see table 3.1). Hence, depending on the skills they have, managers subscribe to specific outcomes (figure 3.1), which relate to different dominant cultures. Against this background and drawing from Berrio's (2003) study on organisational culture of Ohio State University, I selected CVF to help me understand how deans at Makerere University experienced the new corporate culture. I was specifically driven to find out how they viewed their roles in facilitating, or working with, the corporate model in the academe. Secondly, I wanted to know how deans perceived the interplay of the academic and corporate values in the collegial culture to which they were accustomed.

I based the unpacking the four cultures on preferred leadership skills, promoted values and what promotes efficiency and/or effectiveness (summarised in table 3.1). I also considered the two dimensions of organisational effectiveness proposed by Quinn (1984): internal focus and integration, versus external focus and differentiation (horizontal axis); stability and control, versus flexibility and discretion (vertical axis) (see figure 3.1). I gave each dimension a code of its first two letters, making the relationships between the dimensions a code of four letters, for ease of clarity and understanding. I used the vertical axis as the beginning point (the quadrant represented by first two letters on the vertical axis), followed by the two on the horizontal axis. beginning with the vertical to the horizontal axes. For example: Flexibility and Internal focus = FLIN; Flexibility with External focus = FLEX; Stability and Internal focus =STIN; Stability with External focus = STEX.

3.4.1 Adhocracy culture

This culture occupies the first quadrant, denoted by code FLEX. Its characteristics include entrepreneurial environment driven by innovation, agility and transformation. Leaders who support or work with this culture are innovative, creative, visionary, believe in political power and networks and having resources for effective results (Quinn, 1988;

Quinn & Cameron, 1999; Vilkinas & Cartan, 2005). Leaders in this culture are either innovators or brokers, whose organisations must expand and or adapt to change (see figure 3.1).

3.4.2 Market culture

Market culture is driven by competition, maximisation of output and increased market share. This is quadrant 2, coded STEX, whose leaders are either producers or directors (refer to Table 3.1 and figure 3.1). They tend to be aggressive in guiding their staff, motivating for completion of tasks, customer care and profitability (Quinn, 1988; Quinn & Cameron, 1999; Vilkinas & Cartan, 2005).

3.4.3 Hierarchy culture

This culture is quadrant 3 on figure 3.1, with an organisation being internally focused and driven by stability and controlled processes (STIN) to consolidate and preserve its values. This culture tends to be rigid and structured, demanding efficiency and consistency from its employees (see table 3.1). Thus, Leaders are expected to monitor performance and coordinate activities, by providing staff with a conducive environment that fosters confidence and predictable opportunities (Quinn, 1988; Quinn & Cameron, 1999; Vilkinas & Cartan, 2005).

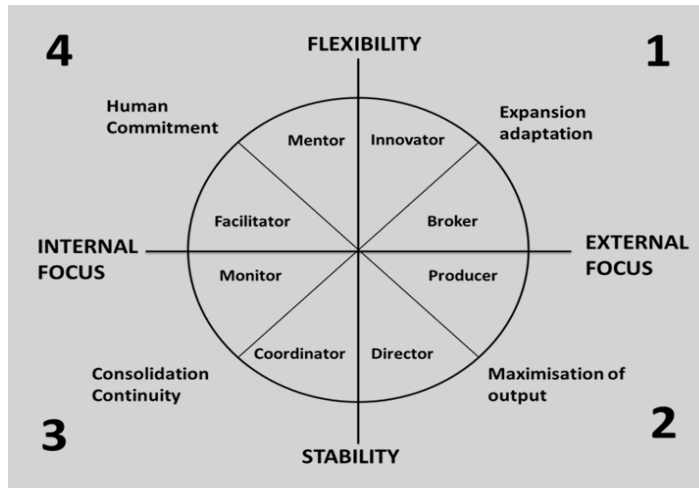
3.4.4 Clan culture

This culture, which occupies the fourth quadrant (figure 3.1), is denoted by FLIN, meaning that the organisation is internally focused, allowing flexibility and freedom for managers to act. Leaders, in this culture, are either facilitators or mentors, whose role is mainly to take concern in the employees' welfare, like staff development and arbitration (Vilkanas & Cartan, 2005). The organisation is mostly driven by human commitment (Quinn, 1988; Quinn & Cameron, 1999; Vilkinas & Cartan, 2005). It is a culture that promotes the wellbeing of employees with the aim of achieving organisational effectiveness.

Much as the four cultures show distinctiveness, there is no organisation that has only one culture. According to Quinn and Cameron (1999), all the four cultures exist, but there is

one that is dominant. Effective organisations have leaders who must be able to demonstrate all the skills, depending on the environmental requirements.

Figure 3. 1: Competing Values Framework



Source: Vilkinas and Cartan, 2005

Figure 3.1 shows the different elements of the competing values framework and how they relate to each other, including: the general environment, organisational outcomes and kind of leaders required to fit into each quadrant (culture), depending on the roles they ought to play.

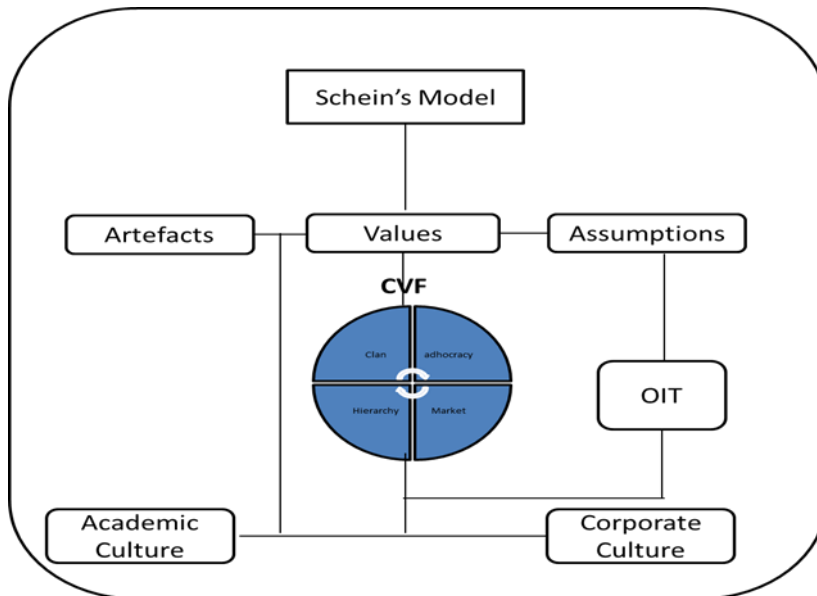
Table 3.1: Components of Competing Values Framework (CVF)

Quad No.	Dimension (FLEX, STEX, STIN, FLIN)	Operational roles of Managers	Skills that identify with roles	Organisational Outcome	Staff motivation (expectations)	Organisational dominant culture and key managerial guiding principles
1	FLEX	Innovator Broker	Creative, encourages, facilitates and envisions change Develops, scans and maintains networks, acquires needed resources Is politically astute	Expansion & adaptation	Common vision, excitement for change, risk taking	Adhocracy (creativity - effectiveness, agility, and transformation)
2	STEX	Producer Director	Completes tasks and is work focused Motivates behaviour. Seeks closure Sets goals Clarify roles	Maximisation of output	Complete task at hand	Market (competition - customer oriented, market share, achievement and profitability)
3	STIN	Monitor Coordinator	Collects and distributes information. Checks on performance. Provides a sense of continuity and stability Maintains structure. Does scheduling coordination and problem-solving. Sees rules and standards are met	Consolidation and Continuity	Certainty & predictability	Hierarchy (control – efficiency, and consistency)
4	FLIN	Facilitator Mentor	Expresses opinions Seeks consensus Negotiates compromise Is aware of individual needs and facilitates development. Listens actively Is fair	Human commitment	Manager’s concern in their affairs	Clan (collaboration - teamwork, people development, communication and commitment)

Source: Developed by Author, 2017 from (Quinn, 1988; Quinn & Cameron, 1999; Vilkinas & Cartan, 2005)

The table shows how organisational cultures align with appropriate managers' roles, set, of skills, dimensions and organisational outcomes.

Figure 3.2: Conceptual Framework



Source: Developed by Author, 2017

3.5 Operationalising the framework

Schein's model lays the foundation and provides the layers through which to categorise the deans' perceptions, motivations, challenges and integration of corporate values, against their own values as academics and values of the institution they serve. Schein's model, therefore, is important in guiding and interpreting the deans' conceptualisation of corporatisation of HE, as well as identifying the different levels of culture being formed or entrenched. On the other hand, to understand how the corporatised HE environment is influencing the deans' values, the assumption is that two likely scenarios merge: convergence (harmony) or divergence (disharmony) between the corporate values and academic values. For convergence of both values, Organisation Integration Theory (OIT) is used to understand the level of integration of the values and whether they are strong enough to translate into assumptions (advanced level of culture) of a new culture. Competing Values Framework (CVF), on the other hand, helps in identifying and

analysing the core values, assumptions, interpretations and approaches that characterise university culture and corporate culture (Cameron & Quinn, 1999) and how these relate, as perceived by deans.

3.6 Summary

This chapter addressed the theoretical framework that was adopted for the study, which combined different concepts from three theories on organisational culture and change; and personal motivation. The framework brought into focus the two concerns highlighted above that were uncovered from the literature: organisational change and culture; and competing values. The three theories are: Schein's model, Self Determination Theory (SDT) and Competing Values Framework (CVF).

The first theory followed Schein's model, which identifies three levels of organisational culture (artefacts level, values level and assumptions level), through which change can take place. This model was used to understand at what level(s) of the university system deans were experiencing the influence of corporatisation, including their roles, values and careers.

The second theory was Self Determination Theory (SDT), based on human motivation and personality to adopt and/or effect change. This theory has two sub-theories, Cognitive Evaluation Theory (CET) and Organismic Integration Theory (OIT), to understand motivation through psychological needs for motivation driven by external needs. OIT was, therefore, used to make sense of deans' motivation to either embrace or reject change caused by corporatisation in the academe, with the assumption that embracing new cultural values could develop into new culture, or a higher level of Schein's model (Assumptions).

Finally, the Competing Values Framework (CVF), which is used to assess organisational effectiveness. It is hinged on two dimensions of organisational effective management: Flexibility–Stability and External–Internal focus. Combining the two dimensions results in four quadrants that relate to four cultures (adhocracy, market, hierarchy and clan), which differ, depending on the values that inform them. In this study, therefore, CVF helped to evaluate the existing academic values and how they relate to corporate values

within the university. The assumption is that deans are likely to identify with specific culture(s) proposed by the CFV, depending on what motivates them.

Where the literature review was helpful in identifying the vital concepts that formed the theoretical framework, the framework itself guided the process of making sense of the data. It not only helped in analysing the data, but also guided the research design, especially in identifying and generating the appropriate data that would help answer the research questions.

The next chapter provides what was done and how it was done, to generate the necessary data. It also justifies the choice of design used, based on the research questions that were guided by the philosophical stance I took for the study.

CHAPTER 4: METHODODOLOGY AND RESEARCH DESIGN

4.1 Introduction

In this chapter, I present the method and different steps followed to generate and analyse the data that helped answer the research questions of the study. This study sought to answer one major question: *How do deans at Makerere University respond to corporatisation of HE in their academic space?* According to Creswell (2007, p.15), a good research should explicitly state the underlying philosophical assumptions, paradigm (researcher's world view) and frameworks.

The chapter, therefore, describes the research methodology that guided the study. It lays down the research philosophy, discusses the research approach and justifies the research design used. It then offers a detailed account of the procedure of data collection and data analysis, as an iterative process and my field experience. I also discuss the credibility of the research findings and ethical considerations of the study. Finally, I report the emerging issues and how they were presented.

4.2 Research Philosophy

Like every research project, this study was guided by philosophical assumptions and decisions. According to Creswell (2007, p.16) there are five decisions, or stances which inform or influence research:

- a) Ontological -*what constitutes reality (nature of reality)*
- b) Epistemological – *how to examine reality (how the researcher knows what he/she knows)*
- c) Methodological – *how to go about finding out what you want to know (methods used in the process)*
- d) Axiological – *the role of values in research and how to preserve those values*
- e) Rhetoric - *how to present what you have found (language of research).*

The decisions can be guided, in part or whole, by either, or all, the stances, depending on the study. Accordingly, the ontological stance drives the epistemological perspective, which also dictates the methodological procedures that finally inform the methods used to collect data and the analysis (to Creswell 2003; 2007; 2014), all of which form a research paradigm (Guba and Lincoln, 1994). On the other hand, Stiles (2004, p.159) argues that “one’s perspective on values depends on one’s ontological and epistemological approach, which in turn influences one’s view...” These elucidations show the philosophical elements that cannot be isolated and, if one is lost or distorted, the rest are equally affected. Consequently, identifying and stating one’s worldview or paradigm is paramount to the quality of research.

The research paradigm is very important for every researcher and can be defined as a set of underlying assumptions and intellectual structures, upon which research and development in a field of inquiry are based Kuhn (1970). It provides the scope within which the study is conducted, whether it is explicitly stated or not. Thus, a worldview provides assumptions and frameworks that guide the inquiry (Creswell, 2007, p.15; Morrow, 2005). My research paradigm was purely qualitative, because of the constructs that guided the study, specifically collecting and working with data that is non-numerical.

The study was underpinned by the relativist ontological perspective, following an interpretivist approach which assumes that a) multiple realities exist, b) truth evolves depending on one’s experience, c) reality is shaped by the context, d) it may be used in similar contexts, but cannot be generalised (Creswell, 2009; Morrow, 2007). Furthermore, the epistemological was subjective, having an emic perspective. As a researcher, I took an insider’s view in trying to understand and interpret the deans’ lived experiences regarding the phenomenon under study (Merriam, 2001).

Owing to the nature of the study, interactions between the researcher and the researched is very important, because reality needs to be interpreted to understand the underlying meaning (Crotty, 1998). I took a subjective view of reality, whereby the researcher’s values are

assumed to exist and even embraced (Morrow, 2007; Morrow & Smith, 2000). Moreover, truth is created by meaning and experience – a product of the human mind, which requires understanding the context that shaped it, as well as appreciating that knowledge is personal and experiential (Cunliffe, 2010). Mason (2002) posits that, on top of setting the research aims and questions, one needs to clarify the essence of the inquiry. Therefore, the philosophical stance helped me identify and design research methods that would explore the deans' understanding and subjective experiences of corporatisation of Higher Education at Makerere University.

4.3 Research Design

Successful research requires an appropriate research design, which includes stating the research method, its meaning, steps taken and rationale of employing that method over others. Rajasekar, Philominathan and Chinnathambi (2006, p.5) define research methodology as "...a science of studying how research is to be carried out...The procedures by which researchers go about their work of describing, explaining and predicting phenomena." On the other hand, Sousa, Driessnack and Mendes (2007) define research design as: "...the framework or guide used for the planning implementation and analysis of a study. It is the plan for answering the research question. Different types of questions or hypotheses demand different types of research designs..." (p.503). Furthermore, Marshall and Rossman (2010) define a research design as a specific procedure or logical process of stages or tasks involved in research, from the formulation of the problem, through the research questions, to generation of conclusion or theory, that are necessary in planning and executing a study.

The main purpose of a research design, therefore, is to ensure that the results obtained from the study directly address the initial questions, in the clearest way possible, that the study set out to investigate. That is why Draper (2004) emphasises the importance of the relationship between the choice of research design and the research question. In this study, therefore, I opted for a paradigm that lends itself to a qualitative research approach. This is the appropriate method to address the research questions through exploring deans' lived experiences concerning the corporatisation of HE.

4.3.1 Why a Qualitative approach

There are three research approaches that can be used in a study: qualitative, quantitative and mixed methods. Creswell (2003; 2014) suggests that a quantitative approach is the oldest of the three, while a mixed-methods approach is the newest and is beginning to gain acceptance. He differentiates between the three approaches, based on what he called elements of inquiry - alternative knowledge claims; strategies of inquiry; and methods (see Creswell 2003, p.4; also see table 4.1).

Table: 4.1 Differentiating Qualitative, Quantitative and Mixed methods research approaches

	Research Approaches	Philosophical assumptions What constitutes knowledge claims: Ontology – nature of reality Epistemology – way of knowing Axiology – value (Ethics) Rhetoric of Research Methodology	General procedures of research Strategies of Inquiry	Detail procedures of data collection, data analysis and writing Methods
1	Qualitative	<u>Constructivism</u> Understanding multiple participant meanings, social and historical construction, Theory generation <u>Advocacy/Participatory</u> Political Empowerment issue-oriented, Collaborative Change-oriented	Narratives Phenomenology Ethnography Grounded theory Case studies	Emerging methods Open-ended questions Interview data Observation data Document data Audio-visual data Text and image analysis
2	Quantitative	<u>Postpositivism</u> Determination Reductionism Empirical observation and measurement Theory verification	Experimental design, Non-experimental designs, such as surveys	Predetermined instrument-based questions Performance data Attitude data Observational data Census data Statistical analysis
3	Mixed methods	<u>Pragmatism</u> Consequences of actions Problem-centred Pluralistic Real-world practice oriented	Sequential Concurrent Transformative	Both predetermined and emerging methods Both open- and closed-ended questions Multiple forms of data, drawing on all possibilities Statistical and text analysis

Source: Developed by Author, 2018 from (Creswell, 2003)

The table shows how the three research approaches relate, or differ, depending on the philosophical assumptions underpinning the given study, which also dictate the strategies of inquiry and methods of obtaining and analysing data to answer the research question(s).

Creswell (2003) further posits that, while qualitative and quantitative approaches lie on the opposite extremes of the continuum, a mixed methods approach seems to take the middle ground, drawing from the two. In other words, these elements lead to the choice of research approach, which also dictates the design process. Where a qualitative approach seeks to interpret findings from data that provide an understanding of the social life of targeted populations or places, a quantitative approach strives to quantify problems into numerical data.

While quantitative research generates statistics that would produce generalisable results, a qualitative approach provides in-depth understanding of the phenomenon that can only be generalised in a similar context (Creswell, 2014). While I don't intend to compare the different approaches, because of Creswell's statement that qualitative research has matured and "is legitimate in its own right" (Creswell, 2003; Creswell 2007, p.1), I still need to justify why I chose a qualitative approach and not the other two.

Qualitative research is hinged on the importance of participants' world (context) and how they understand, interpret and make meaning of a phenomenon. This means that the focus is on how and what processes, as opposed to why (Creswell, 1998). Creswell (2007) provides characteristics, which set qualitative apart from quantitative approaches and these are:

1. **Natural Setting:** Qualitative researchers tend to collect data in the field at the site where participants' experience the issue or problem under study.
2. **Researcher as key instrument:** Qualitative researchers collect data themselves, through examining documents, observing behaviour and interviewing participants. They may use a protocol - an instrument for collecting data - but the researchers are the ones who actually gather the information.

3. **Multiple sources of data:** Qualitative researchers typically gather multiple forms of data, such as interviews, observations and documents, rather than rely on a single data source.
4. **Inductive data analysis:** Qualitative researchers build their patterns, categories and themes from the "bottom-up," by organising the data into increasingly more abstract units of information. This inductive process involves researchers working back and forth, between the themes and the database, until they establish a comprehensive set of themes.
5. **Participants' meanings:** In the entire qualitative research process, the researchers keep a focus on learning the meaning that the participants hold about the problem or issue, not the meaning that the researchers bring to the research, or that of the writers, from the literature.
6. **Emergent design:** The research process for qualitative researchers is emergent. This means that the initial plan for research cannot be rigidly prescribed and that all phases of the process may change or shift after the researchers enter the field and begin to collect data.
7. **Theoretical lens-**Qualitative researchers often use a lens to view their studies, such as the concept of culture, central to ethnography, or gendered, racial, or class differences from the theoretical orientations.
8. **Interpretive inquiry:** Qualitative research is a form of inquiry in which researchers make an interpretation of what they see, hear and understand. The researchers' interpretations cannot be separated from their own background, history, context and prior understandings.
9. **Holistic account:** Qualitative researchers try to develop a complex picture of the problem or issue under study. This involves reporting multiple perspectives, identifying the many factors involved in a situation and generally sketching the larger picture that emerges.

I chose a qualitative approach, based on these characteristics, because, unlike a quantitative approach, I would be able to interact with the participants face-to-face, thus obtaining rich

data without manipulating it to suit the study, hence allowing meaning to emerge directly from the data. As a researcher, I am part of the study - what Merriam & Tisdell (2016) call an instrument of research. Accordingly, qualitative researchers aim at explaining what people do, how they do what they do and the underlying motivation for those actions (Hesse-Biber & Leavy, 2011; Mason, 2002). In this study, not only was it important to gain an in-depth understanding of how deans experienced the phenomenon in their academic space; how their experience influenced what they do and how they do it; and my role as researcher in interpreting the deans' how and what' they do, which was equally important.

Qualitative research is a situated activity that locates the observer in the world, because it consists of a set of interpretive, material practices that make the world visible. These practices transform the world by turning it into a series of representations, including fieldnotes, interviews, conversations, photographs, recordings and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study '*things*' in their natural settings (the importance of context emphasized), attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them (Denzin & Lincoln, 2005, p. 3). The natural setting was also very important, because not only did it bring to life the stories told, but also provided another view of triangulating what was being told and observed (much as the observation was unintentional and captured under field notes as unexpected surprises).

Qualitative inquiry has a definite framework, that informs the decision on sampling techniques; data collection strategy and source of data; data collection processes and ethical considerations. Creswell et al (2007) proposed a framework of five major approaches to qualitative inquiry and research design: "narrative, phenomenology, grounded theory, ethnography and case studies" (p.2). The approaches address the problem differently, depending on the aim of the study. According to Creswell et al, though, a single qualitative study can employ all the five approaches at any stage in the research design. Hence, the choice of the approach depends on the researcher. I, therefore, chose the narrative and case study as appropriate designs for this study, as I discuss in the sections that follow (for comparison of the designs – please refer to table 4.2).

Table 4.2: Types of research characteristics that differentiate Qualitative designs

SN	Qualitative design	Focus	Type of Problem	Discipline background	Unit of analysis	Data collection forms	Data analysis strategies	Written Report
1	Narrative research	Exploring the life of an individual.	Needing to tell stories of individual experiences.	Drawing from the humanities: anthropology, literature, history, psychology and sociology	Studying one or more individuals	Using primarily interviews and documents.	Analysing data for stories – “Restorying” stories, developing themes, often using a chronology.	Developing a narrative about the stories of an individual life.
2	Case study	Developing an in-depth description and analysis of a case, or multiple cases.	Providing an in-depth understanding of the case, or cases.	Drawing from psychology, law, political science and medicine.	Studying an event, a programme, an activity, more than one individual.	Using multiple sources: interviews, observation and documents.	Analysing the data through a description of the case and themes of the case, as well as cross-case themes	Developing a detailed analysis of one or more cases.
3	Grounded theory	Developing a theory grounded in data from the field.	Grounding a theory in the views of participants.	Drawing from sociology.	Studying a process, action or interaction involving many individuals.	Using primarily interviews, between 20-60 individuals.	Analysing data through open coding, axial coding and selective coding.	Generating a theory illustrated in a figure.
4	Phenomenology	Understanding the essence of experience.	Needing to describe the essence of a lived phenomenon.	Drawing from, philosophy, psychology and education.	Studying several individuals that have shared the experience.	Using primarily interviews with individuals, although documents, observation and arts may also be considered.	Analysing data for significant statements - meaning units, textual and structural description, description of the essence	Describing the “essence” of experience
5	Ethnography	Describing and interpreting a culture-sharing group.	Describing and interpreting the shared pattern of culture of a group.	Drawing from anthropology and sociology.	Studying a group that shares same culture.	Using primarily observations and interviews but may collect other sources during extended period in the field.	Analysing data through description of the culture-sharing group and themes about the group.	Describing how a culture-sharing group works.

Source: Adapted from Creswell (2007, p. 78-80)

Looking at the table, it is clear why Creswell said that it is possible to use all the designs in a single study. This presented me with a dilemma on how to justify the choice of two and not all, or any other three. The impasse was, however, resolved through identified literature gaps that the study sought to address and remember - the literature review was guided by the research questions of the study.

4.3.2 Narrative research design

Narrative data is a text that can come from many sources, which may include, but are not limited to: transcribed interviews, journal and field notes, responses to survey questions (Renner & Taylor-Powell, 2003). Narrative research focuses on how individual people assign meanings to their experiences through the stories they tell. According to Clandinin (2006), narrative is a story, which relates a sequence of events significant to the narrator or her/his audience. Czarniawska, (2004) defined narratives as spoken or written texts that give an account of an event/action or series of events/actions in a connected chronological order. It can also be a form of study, in which the researcher writes and records the experiences of another person's life. I, however, found the definition given by Creswell (2007) resonating with the aim of my study, possibly because he drew it from many authors, who I have deliberately left in the quote to show how composite the definition is:

"Narrative" might be the term assigned to any text or discourse, or, it might be text used within the context of a mode of inquiry in qualitative research (Chase, 2005), with a specific focus on the stories told by individuals (Polkinghorne, 1995). As Pinnegar and Daynes (2006) suggest, narrative can be both a method and the phenomenon of study. As a method, it begins with the experiences as expressed in lived and told stories of individuals. (Creswell, 2007, p. 57)

This definition shows both the complexity and richness of narratives as stories and within the storyteller as an individual. That is perhaps why Clandinin (2006) says that human beings are wired for stories. According to Polkinghorne (1995, p. 7), stories are concerned with human attempts to progress to a solution, clarification, or unravelling of an incomplete situation. Therefore, stories are both content and intent of passing on information.

Types of narrative design

Narrative designs can be differentiated basing on two factors: analytic strategies or forms of research practices. Polkinghorne (1995, p. 5-6) identifies two types of narrative designs based on the analytic strategies. The first is *analysis of narratives*, whereby data is generated in the form of stories, but analysed by producing paradigmatic typologies or categories. The second one is *narrative analysis* – data generated through stories, but with a consideration of actions, events and happenings, the analysis of which produces stories (biographies, histories, case studies).

Forms found in research practices are another way differentiating types of narrative designs. Creswell et al (2007, p.55) identify different forms of narrative designs as biographical, autobiography, life history and oral history. A biographical narrative is where the researcher captures and writes the experiences of the respondent, while autobiography is where individuals write their own story/stories of a given study, which could be their life history or oral history. A life history displays one's entire life, while oral history is a collection of personal reflections of events and their causes, from either one individual or more than one person. I used both types proposed by Polkinghorne – narrative analysis, used in phase one (vertical analysis) and analysis of narratives, in phase two (horizontal analysis), because, while I was interested in individual deans' responses to corporatisation of HE, I was also aware of how such experiences could be utilised in similar contexts, if well-packaged through themes or categories (Huber & Whelan, 1999). On the other hand, the biographical form was considered, because it would enable deans to give uninterrupted stories that allowed them freedom to weave through the past, present and even anticipated future of the corporatised (or corporatising) university (Wengraf and Chamberlayne, 2006). I, therefore, utilised the Biographical Narrative Interpretive Method (BNIM) principles, to generate interview data, and Kelchtermans' two phase process for analysis (by combining both types of analysing narratives).

Biographical Narrative Interpretive Method (BNIM)

The Biographical Narrative Interpretive Method technique is one of the methodologies of studying lived experiences. Its assumptions are intentionally broad based with the analytic strategy that endeavours to analyse three inter-related facets of humanity (Wengraf, 2001): the person's whole life history/life story (Biography); how they tell it (Narrative); and the appreciation that narratives are subject to social interpretation (Interpretive). Many factors have the capacity to influence the telling (or not) of a story, the interpretation of that story and the subsequent relaying of that story to others (Clandinin & Connelly, 2000; Sandelowski 2002; Plummer 2005; Warnick, 1987).

BNIM has been in use for the past 30 years. This design considers the individuals' environment and how they interact with others, thus supporting the paradigm guiding this study. Wengraf and Chamberlayne (2006, p.2) posit that BNIM is a tool that supports a fully psycho-societal understanding, in which neither sociological nor psychological dynamics and structures are neglected or privileged and in which both are understood not statically, but as being situated historically. This argument is supported by Jones (2003), who says that the Biographical Narrative Interpretive Method transcends the barriers of individual and society. Secondly, it allowed deans to tell stories that reflected the interaction of both their personalities and society (Chamberlayne, Bornat, & Wengraf, 2002). The method, therefore, not only helped to get rich stories, it also unconsciously dissolved the borders of self into deeper revelation of would have been hidden unknown. Lastly, I chose this technique because it is self-triangulating through multi-interview phases (Kelchtermans, 1993), though I modified the sub-sessions. It is important that I describe the original BNIM interviewing technique.

Original BNIM interviewing technique

The original BNIM involves three steps, with each step building on the previous one. The first step involves soliciting a spontaneous unguided narrative from the participants. This requires that the researcher asks one question, otherwise referred to as *Single Question*

Inducing Narrative (SQUIN) (Wengraf, 2001; Wengraf & Chamberlayne, 2006). SQUIN prompts the participants to tell the story without interruption, till they stop of their own accord. In the second step, the researcher asks narrative questions on topics, concepts and biographical themes mentioned in the first step. In this second step, Wengraf (2004) insists on “sticking strictly to the sequence of topics raised and the words used” (p.2). The last step, which is also optional (Wengraf, 2001; Wengraf & Chamberlayne, 2006), is held later after all the interviews from the previous sessions had been transcribed and coded. Gaps or issues concerning the phenomenon, that were not raised by any of the respondents in the previous interview, are identified and captured to guide the interview schedule in the form of semi-structured interviews for the final session or second interview (Apitzsch & Siouti, 2007; Wengraf, 2004). The first two steps belong to the first interview, while the last step is the second interview.

Steps of conducting a narrative research

Narrative inquiry is crucial to qualitative studies, because of capturing all essence of human existence. This approach gives qualitative researchers a view of understanding unique characteristics that differentiate human existence from other existential lives (Polkinghorne, 1983). Like any study, narrative research has specific procedures to follow. Creswell (2007) proposes five steps drawing from different authors, but emphasising Clandinin and Connelly (2000):

- a) Capturing detailed stories or life experiences from a small number of individual people.
- b) Investing considerable time with the participants to generate data through their stories.
- c) Situating the individual stories within the participants’ personal experiences.
- d) Re-storying by reorganising and writing the respondents’ stories in the form of a sequence or framework.
- e) Collaborating with the respondents throughout the research process, especially during data generation and analysis.

These steps are not cast in stone but provide general guidelines for carrying out a narrative study.

Challenges associated with narrative design

Narrative inquiry is a complex and demanding research design. Creswell (2007) argues that it demands time, patience and keenness on the part of the researcher. It also requires engaging with the respondent(s) for a longer time, in order to uncover their different perspectives (context and experiences). Also, Creswell, citing Pinnegar and Dyne (2006), questions the ownership and beneficiary of the story (researcher, participant or community), as well as the role of the researcher in moderating, interpreting and retelling/re-storying the story. Against this background of the likely challenges, Creswell (2007, p. 57) emphasises the importance of the researchers collaborating with the participants and being reflexive, to address probable bias.

Despite the challenges associated with the narrative design, it remained my choice because of its nature. Narrative design supports stories as lived lives, context of time, context of space and context of social background (experience) of both the researcher and researched – and wholeness of the story (Clandinin & Connelly, 2000; Creswell, 2007; Creswell & Miller, 2010). These features were my motivation, because understanding deans' experiences regarding the phenomenon, getting the whole story that could capture past, present and anticipated future (capturing the context of time) were very important for the study. The deans' positions in the university structure allow them to relate to all levels of management, academic staff, students and other university stakeholders (social context). Therefore, since the aim of the study was to explore how deans at Makerere University were responding to corporatisation of HE in their academic space, there was no better way than hearing them tell the stories, as they moved between times – present and past; anticipated future and present; and past and desired future.

4.3.3 Case study design

Case study research design is common to all research approaches – qualitative, quantitative and mixed methods. As Merriam (2009) argues, even at the time quantitative design was seen as the most appropriated and reliable approach, case study design was still being used whenever there was a need to study a particular phenomenon. This is supported by Rosenberg & Yates (2007), who posit that case study design can fit any philosophical stance, depending on the research questions. This, however, poses a challenge of defining it and justifying its unique contribution, because ‘what belongs everywhere, belongs to no-one’ (African proverb).

Case study design has many definitions, depending on the problem to be investigated and its context. Creswell et al (2007) try to compare narrative and case study design, getting as close as when the case of study is only one individual. However, they further indicate that the differences abound, depending on the issue, context and analytical approach (p.10). For instance, whereas case study focuses on the case (individual(s), programme, or activity) to provide understanding of the phenomenon, narrative is concerned with the individual and their stories. Context, on the other hand, is important in case study research, especially when it is believed to enrich the understanding of the phenomenon (Yin, 2009; 2014). This is different with the narrative, where the essence is the who, the why and how of the story (Clandinin, 2006). Meanwhile, the analytical approach combines the issue and context. Creswell et al (2007) state, “case study research builds an in-depth, contextual understanding of the case, relying on multiple data sources rather than on individual stories as in narrative research.” It is also clear that, while there are distinct differences between the two, they complement one another providing a point of triangulating the data. For example, what could have been exaggerated or censored by the institutional policy documents may be unveiled in the individual stories (Love, 2013). The reverse is also true, that the in-depth contextual coverage of the case (individual, programme or activity, institution) unveils what the individual(s) could have missed or ignored, or deliberately concealed about their experiences.

Case study research is defined, guided by context, method and issue to be explored. Creswell (2007) uses these three elements as a base on which to explore the definitions provided by different authors: because of contextual considerations, it ceases to be a methodology but an issue of study (Stake, 2005), while others believe it is a strategy of inquiry or methodology (Denzin & Lincoln, 2005; Merriam, 1998; Yin, 1981). Meanwhile, depending on the analytical approach, they see it as descriptive holistic (Yin, 2014); heuristic and descriptive (Merriam, 2009); and intrinsic (Stake, 2005) single or multiple case(s). Verschuren (2003:121), on the other hand, differs slightly from referring to multiple cases and, instead, defines case study "...as the study of one single case, rather than as a way of doing the research." Against this background of complementary understanding and definitions, I pick Creswell's (2007) meaning, which seems to bring together all the characteristics of a case study research (also see table 4.2) as:

Case study research is a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audio visual material, and documents and reports), and reports a case description and case-based themes. For example, several programmes (a multi-site study) or a single programme (a within-site study) may be selected for study. (p.89)

This definition justifies the choice of this design based on the issue, context and method of inquiry. The study aimed at understanding lived experiences of Makerere University deans (multiple cases within-site study) concerning corporatisation of HE (issue) and how it had influenced their roles, careers and values (case-based themes). I explored the case through multiple sources, which included interviews and university documents and field notes (from unintended observation and surprises from the field).

Case studies may be used to understand institutional practices, which could be success stories that are used to demonstrate effectiveness of an intervention. It can also be used to identify

bad practices for remedy or isolation (Lewis, 2015). Baxter & Jack (2008:545), on the other hand, provide instances when case study should be used: when

- (a) the focus of the study is to answer “how” and “why” questions.
- (b) you cannot manipulate the behaviour of those involved in the study.
- (c) you want to cover contextual conditions, because you believe they are relevant to the phenomenon under study.
- (d) the boundaries are not clear between the phenomenon and context.

This study fits in all four provisions as to why a case study was considered, because it sought, first and foremost, to answer how deans made sense of the phenomenon and how that understanding influenced their values, roles and careers. Secondly, it sought to understand wholly deans’ lived experiences regarding the phenomenon. Thirdly, it aimed to reveal the background knowledge of before, during and after the entry of corporatisation into the university. These were all critical in unveiling and guiding the study about the phenomenon. Thus, the participants could not be separated from the context (in terms of both space and time) in which they operate(d).

Steps followed in case study research

Creswell (2007, p.76)), proposes 5 steps to be followed while conducting a case study research:

- a) First, researchers determine if a case study approach is appropriate to the research problem.
- b) Researchers next need to identify their case or cases.
- c) The data collection in case study research is typically extensive, drawing on multiple sources of information, such as observations, interviews, documents, and audio-visual materials.
- d) The type of analysis of this data can be a holistic analysis of the entire case, or an embedded analysis of a specific aspect of the case.

e) In the final interpretive phase, the researcher reports the meaning of the case, whether that meaning comes from learning about the issue of the case (an instrumental case), or learning about an unusual situation (an intrinsic case).

Whereas the steps may look easy to follow, they are intended to help simplify the complex nature of case study design. As seen through the steps, data from this design can be immense, requiring planning and detailed consideration of every activity during the study.

Limitations of Case study design

The limitations of this design depend on the parameters that define it. As seen from the above definition, adopted from Creswell (2007), the elements that describe this design are: choice is determined by the researcher; defining the boundaries of the case; time; and in-depth data collection, which involves multiple sources. For instance, the researcher deciding which case to choose might be faced with challenges justifying the choice. This was not a challenge to me, because of the aim of the study. The purpose of the study sought to explore how corporatisation has influenced the university values system at Makerere University and how understanding deans' lived experiences regarding the phenomenon could help inform policy of managing future HE reforms in Uganda. Makerere University, therefore, was the best choice, because of its historical background as the only university for almost 50 years (Musige and Maassen, 2015). Secondly, it was the World Bank Model, whose SAPs foreground the phenomenon under study (Mamdani, 2008). Lastly, deans of Makerere University had experienced this phenomenon at possibly different levels: as students, academics and various levels of academic leadership. So, the researcher's knowledge of the case and intention of the study minimised what would have been the challenges arising out of the mentioned parameters. I believe that is the reason Creswell's five steps of conducting such a study begin with ascertaining the appropriateness of this approach to the research problem before deciding the case to be studied.

For this study, however, I did not employ the case study design. Instead, I explored the case of Makerere University by adopting the narrative design. This was chosen over case study

design because of its nature, which promotes stories of lived lives. The study aimed at understanding how deans' lived experiences of corporatisation of HE might be used to strengthen the governance system of HE in Uganda. It was, therefore, important that deans' stories that were not bound by specific time (past, present and future) and their social contexts be captured concerning the phenomenon.

4.3.4 Sample size and selection

The study population consisted of all present and former deans at Makerere University in Uganda. Deans head schools, but where the college is made up of one school, the Principal of the college is also head of the school. Makerere University has ten colleges comprised of 26 schools (www.muk.ac.ug) and a Business School. The number of colleges guided the sample size (whether former or present) with the intention of having at least one dean from each college. Why both the serving and previous deans were targeted for the study was guided by the aim. Two imperatives informed the decision:

- a) The intervention entered almost 30 years ago, and various changes have also taken place since then.
- b) A dean's tenure is 8 years (two terms).

Maintaining only the present deans, therefore, meant either losing experiences in the old Makerere, or capturing the experiences of only one dimension (generation gap), since most of the present deans were students when Makerere was either transiting into the new Makerere, or had already transited, as seen from the participants' profiles (refer to table 4.3).

Sample size

Where the sample size for some qualitative studies may not matter, in others it does. The former is underpinned by the justification that qualitative studies aim at achieving depth, unlike quantitative ones that focus on obtaining breadth for generalisable results (Marshall, 1996; Patton, 2002). This, however, does not hold for all qualitative types. For instance, the size differs, depending on the type of the qualitative research design. In some designs, like narrative and phenomenology, one participant can suffice. In grounded theory, however, the

number ranges from 20-60, otherwise until saturation is attained; while in case study, there are 4-5 participants (Creswell, 2007, p. 126, 128). Marshall, on the other hand, emphasises that the sample size depends on how appropriately it answers the research question(s). He argues that a qualitative study “requires a flexible research design and an iterative, cyclical approach to sampling, data collection, analysis and interpretation” (Marshall, 1996, p.523). Thus, sample size is based on the appropriateness and nature of the study.

Table 4.3: Profile of Deans who participated in the study, in 2018

SN	GENDER	Discipline	Year Joined as academic staff and position and present position	Other Positions held before becoming dean
D1	MALE	Management Sciences	Teaching Assistant, 2002; Associate Professor.	None
D2	MALE	Sciences	Teaching Assistant, 1994; Senior Lecturer.	Head of Department
D3	MALE	Arts	Teaching Assistant, 1995; Associate Professor.	Head of Department and Head of Outreach Unit
D4	MALE	Arts	Assistant Lecturer (2001); Associate Professor.	Chair Contracts Committee, Deputy Dean
D5	MALE	Sciences	Teaching Assistant, 1993; Associate Professor.	In Charge of a Lab Unit
D6	MALE	Arts	Assistant Lecturer (2001); Associate Professor.	Chair Contracts Committee, Deputy Dean
D7	MALE	Management Sciences	Assistant Lecturer (2000); Associate Professor.	Head of Department,
D8	MALE	Sciences	Teaching Assistant, 1995 Associate Professor.	Ag. Head of Dept, Head of Dept.
D9	MALE	Sciences	Teaching Assistant, 1977; Professor.	Former dean
D10	FEMALE	Arts and Sciences	Assistant Lecturer, 1995; Associate Professor.	In charge of examination timetables and School Practice.
D11	FEMALE	Arts	Lecturer, 2003; Associate Professor.	Ag. Dean, MUASA Executive member, member of the University Council, Chair Students' Affairs Committee
D12	MALE	Sciences	Lecturer (1993); Professor.	Head of Department, Deputy Director, Deputy Dean; Former Dean, 2008
D13	MALE	Management Sciences	Teaching Assistant, 1995; Professor.	Coordinator, External Programme, Head of Department, Faculty Dean
D14	MALE	Sciences	Assistant Lecturer, 1994; Professor.	Head of Departments (different periods)

Source: Developed from Primary Data by the Author, 2019

This study utilised a biographical narrative design, which required an in-depth engagement with the participants at multiple times (following BNIM three-phase interviews proposed by Wengraf & Chamberlayne, 2006). Also, Corbally and O'Neill (2014, p.36) justify why small numbers should be used in biographical narrative studies, because of the intensity of analysis. As such, the choice of sample size of at least one dean from each college was appropriate but keeping in mind the importance of flexibility as the study progressed according to Marshall's suggestion.

Sampling strategies

Different qualitative designs may require different sampling strategies (Creswell, 2007; Marshall, 1996). Marshall (1996) acknowledges 3 broad approaches for selecting a sample: convenient, judgement and theoretical sample (p. 523). Meanwhile, within these broad styles, there are various sub-categories (Marshall, 1996). In this study, I used purposeful sampling, which falls under judgment sample. Although that there is always an element of convenient sampling in many qualitative studies, as Marshall explains, mine was no exception. I, therefore, had a bit of convenient sampling, especially when I did not get the dean I wanted to interview from the college, and I interviewed the available one. I used purposeful sampling, which is suggested by many authors as a common sampling technique in qualitative studies (Creswell, 2007; Creswell et al, 2007; Denzin & Lincoln, 2005). Also drawing from Marshall (1996), this strategy is based on the researcher's knowledge of the area of study, the literature and research questions. Against this background, I used purposeful sampling to fulfil the aim of the study. In the end, I interviewed 14 deans, resulting in 17 interviews following a modified BNIM interviewing technique (please, see table 4.4). Through the modified BNIM technique, deans were able to tell their stories about how they understood corporatisation of HE, while I was able to identify elements that were unique to individuals, or common to all, arising out of their shared institutional (society-university) values.

I used BNIM to generate data, much as I was aware of the complexities of weaving the past and present experiences of deans regarding corporatisation. However, it was those

complexities that could bring out the crux of the study. This design allows the past into the space of the present – what Rosenthal (2006, p.2) refers to as “the past constituted out of the present and the anticipated future,” also known as the back and forth of the story. or what Wengraf and Chamberlayne (2002, p.246) calls the “...reach forwards and backwards in time.” Being aware of the complexities remained both my motivation and guiding principle to follow through to the end.

4.4 Data collection methods

In this study, data was collected, using a modified Biographical Narrative Interpretive Method (BNIM) interviewing technique, field notes and selected institutional policy documents of Makerere University. I provide the justification of the selected methods and how they were used.

4.4.1 Starting out and my personal experience of navigating the unexpected in the field.

Creswell (2007, p. 118) provides steps of conducting interviews for the five different qualitative designs, but maintains that there are phases common to all approaches, including: locating site/individual, gaining access and making rapport, purposefully sampling, collecting data, recording information, resolving field issues and storing data. He emphasised the importance of each step in both the one preceding and that proceeding. I, therefore, followed these steps to conduct interviews, but keeping in view the ones specific to the types used in the study (narrative and case study designs – under sections 4.3.2 and 4.3.3).

Accessing the research site

On 10th January 2018, I set off for Makerere University to seek appointments with the deans to conduct interviews. With an ethics clearance letter from Wits and a letter of introduction by the Deputy Vice Chancellor, Academic Affairs, Makerere University, I approached one dean with the help of my friend who works under him. After my friend introduced me, the

dean asked me if I had already been cleared by the University. That is when I realised that I was required to obtain a fresh clearance.

Fresh clearance from Makerere Research Ethics Committee (REC)

Unknown to me was that I needed to undergo another rigorous ethics clearance with the Research Ethics Committee of Makerere, before commencing data collection. First, I needed to pay \$300, which came as a shock to me, because it was free at my university. Then I had to go through another tedious process, which required filling a form and attaching a copy of the research proposal, Curriculum vitae, clearance letter from my university (Wits), research instruments and consent forms for the participants. After a long process, I was later given the clearance letter (Appendix D).

Securing appointment with the Deans

I got all the deans' contacts and profiles from the University website. I wrote to some of the serving deans, explaining my study and inviting them to participate in the interviews (template of invitation as appendix E). Only two responded, so I decided that I would walk into the offices personally and at least meet the secretaries to request either to be scheduled for an appointment or to get the contacts of the deans. I still had two hurdles: I did not know the geography of Makerere University well; and I was not sure of the administrative protocol. Therefore, I requested my friend to help me.

On 9th May 2018, together with my friend, we moved from office to office seeking an appointment. Most often, save for a few occasions, we found the deans in their offices and my friend would introduce me. Most of the deans gave me their contacts, so that I send them what my study was about and the instruments, as well as schedule a meeting for the interview. If we did not find the dean in the office, we requested the secretary to inform the dean and schedule the meeting. All the secretaries I interacted with were very helpful and compassionate, had great customer skills and all gave me both the contact phone numbers and emails. I would also not hesitate to state that there were some deans who were not ready to give me appointment and, in that way, I settled for one available from the same college.

There were also deans who scheduled the appointments, only to be absent on the day of the interview without a clear explanation or prior communication. On 22nd and 23rd May 2018, I carried out two pre-test interviews, which helped me in three ways. First, I gained confidence to start the data gathering process and secondly, I was able to improve the SQUIN. This was critical for getting good data, as Corbally and O’Neill (2014, p.36) caution that SQUIN should be able to allow participants to say what they want to say, not what the researcher wants them to. Lastly, I found out that there was a likelihood that there was an influence of Mamdani’s book on *Scholars in the Marketplace: The Dilemmas of Neo-Liberal Reform at Makerere University, 1989–2005* (Mamdani, 2007). Much as this was good, it was also likely to overshadow the true stories. This helped me, therefore, to capture, early enough, the concepts that were likely to be from the book or the participant’s life story as they emerged, especially during the first interview. This guided the second step interviews. On 2nd June 2018, which was a Saturday, I conducted the first Interview.

4.4.2. The interview phase – the iterative process

Interview data was collected using a modified BNIM technique (original BNIM technique is addressed section 4.3.2). I used all the three steps, but the approach differed a little from original BNIM sessions, because of the reality encountered in the field and following Marshall’s (1996) advice to flexibility, while conducting qualitative studies. I, therefore, customised the technique to the study (see table 3.4). All the fourteen deans were denoted ‘D’ with a number, depending on the position they were in the selection. For instance, the first dean to be interviewed was denoted D1, while the last was given D14. Since data collection cannot be separated from analysis (Corbally & O’Neill, 2014), I provide the steps together with justification of how the interviews were conducted.

The interview exercise and steps followed

All interviews were conducted in deans’ respective offices. For each interview, I arrived 15 minutes earlier than the scheduled time. On some occasions, I would not be informed of the change of appointment, due to unforeseeable alteration in the dean’s diary (may be abrupt or

extended meeting time). During such time, I waited, unless the interview was postponed to another date.

Table 4.4: Table showing how interviews were conducted using a modified BNIM technique.

Interview 1A (step1 & 2)	Interview 1B [1 + (2& 3)]	Interview 1C (steps 1&3)	Interview 2 (step 3)	Remarks
D1 – D4,			D2 & D4	Followed original BNIM but nothing new was emerging
	D5-D6			Modified the technique
		D7,		Same college as D1
	D8,			Snowballed D9
		D9		Same College as D8
	D10			Mother school that informs within the college
		D11		Same College as D3
	D12		D12	College as a success story of corporatisation of HE
	D13			Business school as a result of Corp of HE
			D14	Comfortable with only semi-structured interviews.

Source: Author, 2019

The table shows four different categories of interviews, with three falling under interview 1 as 1A, 1B and 1C and the last step interview as interview 2. 1A (Appendix H1) maintains the first step and second step of the original BNIM. 1B (Appendix H2) combines all three steps in interview one, but keeping SQUIN in first step, while step two merges with step three (interview 2). 1C (Appendix H3), on the other hand, upholds step 1, but replaces step 2 with step 3 (interview 2). Interview 2 (Appendix H4) keeps the intention and structure of original BNIM, which asks questions addressing the issues not answered by respondents in any of the interviews (steps 1 & 2). Interview 1 (1A, 1B & 1C) was conducted between June and July 2018, while interview 2 was done in September 2018.

I also used the time of waiting to engage in conversation with the administrator/secretary or to move around the premises to see the general environment. In case the interview was pushed to another day, I visited friends who were academic staff, some of whom were their PhDs. Most times, we engaged in a conversation around my study. Through these friends, I was also able to pick up clues about the colleges or schools, that were viewed as either *corporatisation victims or victors*. Whether I moved around the campus or engaged in conversations/debates relating to my study, I recorded the issues I found intriguing, in my field journal

For every interview meeting, after greeting and exchanging pleasantries, I introduced myself as a PhD candidate at the University of the Witwatersrand, Johannesburg, South Africa. Secondly, I explained what the research was about and why the interviewee was important to the study. Thirdly, I presented the consent form to be signed (See Appendix F). This form had three parts: invitation to participate in the study, areas for which consent was being sought (to be audio-taped and interviewed) and the undertaking for what the signature was being offered.

Interview one (step one and two)

After introduction, I asked the single question to induce the story (SQUIN), which I adapted from Corbally and O'Neill (2014, p.36). *As you know, my research is a **biographical narrative study of deans' responses on corporatisation of higher education in Uganda: a case study of Makerere University**. I am interested in knowing how you have experienced corporatisation entering the academic space. So please can you tell me the story, all the events and experiences that were important for you personally up till now including from the time you were a student. Feel free to take your time starting from whatever point you like. I will listen without interrupting you, I will just take notes. I will only ask further questions after you have finished your story.* Interview 1 (step one and two) had three different categories (table 4.4) as mentioned earlier because of what I found in the field. The three categories were 1A, 1B and 1C - and the reason why data collection and analysis cannot be

separated (the iterative process). All interviews lasted between 40-75 minutes, except two cases that used up to 100 minutes. Owing to their busy schedules and some deans having little time on their hands, I decided to capture the biodata (Appendix G) at the end of the interview, with the proposal that I would pick up the questionnaire later from the secretary. While this could have been risky, given the busy schedule deans have, it worked for me, because all of them ended up opting to fill in the questionnaire so that I left with it.

Interview 1A had the first four deans (D1-D4). In step one of the interviews, I asked the first question without interruption, listening intently and keeping eye contact, as I “*uhm-ed*” or nodded, following the story. I also noted points to guide further clarification in the next step of the interview. In step two, I only asked about anything that arose out of the story about which I needed clarity. At the end of the interview, I requested that the interviewee filled in a one-page questionnaire (not more than 5 minutes) to gather the biodata. Lastly, I thanked each dean for participating in my study and requested permission to follow up, in case I needed more information. I also promised to share the transcript of the interview, as well as keep in touch during the analysis.

While the same procedure was followed for all step one interviews in 1A, 1B and 1C, step two was different for all the categories. Where, in 1A both steps maintained the original BNIM procedure, in 1B I combined step 2 and step three (what would have been interview 2). The reason was that, while interviewing deans 1-4 (D1-D4), I realised that the stories seemed rehearsed. However, having conducted the pre-interviews and read Mamdani’s book before, I could easily pick out concepts specific to personal experiences and those related to the book. I realised that this was likely to give a deceptive saturation. So, I decided to amend the second step. While original BNIM proposes the 3rd step, it is also optional (Wengraf, 2001) and ought to be done later, to address gaps identified after analysing all the interviews from Interview one (steps 1& 2). After realising that there seemed to be nothing new emerging out of the stories, I decided to combine steps one and three (way of recognising and addressing field issues). I used sensitising concepts drawn from the literature guided by the research questions (Blumer, 1954).

During interview 1B, I asked the SQUIN and followed the procedure as I did in 1A. In step two, I first asked questions that related to issues raised in step one and then added questions drawn from step three, picking out only those that were not talked about in the interview. Also, in this category, I continued with the selected sample, with a few interruptions (through referrals or identified through previous interviews – see remarks in table 3.4) that ended up in category 1C. Six deans were interviewed under category 1B. I finished the interviews in the same I did those in category 1A.

Category 1C interviews had three deans and these belonged to colleges already represented in either 1A or 1B. Deans interviewed in this category were either referred by the ones already interviewed, or I decided to add them to my sample list, after realising that their stories might add value to my study (from either conversations with friends or during some interviews). For step one, I followed the same procedure as in 1A and 1B, but for step 2 I asked only the questions from interview 2, because I realised that what was missing at this stage in step one could only be captured well through semi-structured questions, that were designed to address any likely gaps in answering the research questions of the study. I concluded in the same way as in 1A and 1B, which included expressing appreciation, requesting a follow-up, in case there was more information that I needed, and promising to share the progress of the project.

Interview Two (step three)

Since this step is optional, I could have stopped at 1C, as there were no longer new themes emerging, indicating that saturation had been achieved. I decided to go ahead with this step, though, after ascertaining that those were the real questions, that could probe further for any new information that could have been missed. By the time I was done with 1C, thirteen interviews had already been completed. I decided to continue conducting interviews - this time with only the questions developed for step three. I decided to begin with the first four (D1-D4) to complete the original cycle of BNIM, but later decided that I would not include D1 and D3, since their colleges had already been represented twice (see table 4.4 in remarks column for D7 and D11). I also decided to interview D12, because that dean had repeatedly

been referred to as the success story of corporatisation reforms. The intention was to see if there were any new themes coming out, while trying to look for clues of the implied success (detailed profile in Appendix J). D14, on the other hand, belonged to a college whose deans I had been trying to reach, but had been unsuccessful, because of their tight schedules. Just two days before I did a second interview with D12, I received an email from D14 informing me that he would be available for my interview the following week. I was excited. I thought that I would use schedule 1B, which captures all the steps (1-3), but he preferred semi-structured interviews, so I ended up using step 3. Interview two was conducted in September 2018.

Recording and storing data

I considered Creswell's steps for data collection: locating site/individual, gaining access and making rapport, purposefully sampling, collecting data, recording information, resolving field issues and storing data. The steps flowed into each other without specific boundaries. For instance, collecting data, recording information and, to some extent, resolving field issues happened simultaneously. Otherwise, all interviews were audio recorded and later transferred to the laptop for proper storage and eventual retrieval for further management (transcription and post field analysis).

4.4.3 Field notes

Field notes are important and part of qualitative studies. They are very useful and are also referred to as *scratch notes*, originating from the field of ethnography and anthropology (Phillippi & Lauderdale, 2018, p. 381). Field notes are part of achieving rigour in qualitative research, by boosting the quality of data and foregrounding the process of analysis (Creswell, 2009; Maharaj, 2016). While most studies show predetermined intention (Phillippi & Lauderdale, 2018), with field note collection being guided by the theoretical and methodological approach (Mulhall, 2003), I was intrigued by what I found in the field. For this study, the field notes were captured through involuntary observations and conversations/debates.

Involuntary observations

In most research, field note collection is planned before entering the field, but mine was not. Instead, as I entered the field, awareness of the difference between academic and corporate cultures became alive (guided by knowledge weaned out of literature and theoretical framework – Schein’s model about artefacts and values). My observation was, therefore, both involuntary and unstructured - intrigued by the surprises encountered in the field. Mulhall (2003) identifies two ways through which observation can be used in research: structured and unstructured. She argues that, whereas structured falls under positivistic research, the unstructured is akin to an interpretivist paradigm. Her argument is that *how the field is conceptualised* will influence the researcher’s perception (p.306). I was, therefore, not looking out for the co-existence of these cultures. However, as I interacted with the environment, the features kept popping out and, as they did, I took notes.

As I waited in the office(s) for my pending interview(s), I became aware of the environment of different offices (squeezed space, a lot of work, piled up files, non-stop phone ringtones, etc). Some offices seemed busier, with a hype of activity, than others: bigger or smaller, peaceful or overwhelmed, beautiful or poor/old/scanty furniture, new or old infrastructure which I noted in my field journal. The notes became useful during data analysis, as they helped illuminate the emerging themes (Phillippi &Lauderdale, 2018). The notes also helped set the boundaries of the differences/similarities between the academic and corporate cultures at Makerere University. While Mulhall (2003) recognises the multiple roles of the observer, including complete participant and complete observer, I glided unknowingly between the two (p.310). As I mentioned earlier, observation was more of a reflex (involuntary) as I entered the field, that is why I did not observe the respondents’ relationships, but the physical environment with which they interacted.

Conversations

As I mentioned earlier, during data collection, whenever the deans delayed or cancelled the interview appointment, I visited my friends and most times we engaged in conversations that informed my study. During such moments, I picked up pointers that would later become important in the analysis process (such as: colleges/schools that have either benefited or been disadvantaged by corporatisation; challenges of corporatisation; movers and shakers of the corporate model etc). These are conversations that Haigh* (2005, p.3) refers to as *unpremeditated conversations with colleagues*. During involuntary observation, eyes were the tools, in conversations the ears were used. Mulhall (2003), shows the importance of using both eyes and ears during observation. In my case, though, I found them useful in the conversations by trying to relate what I heard to what I had seen. This was also used as I tried to note the reflections on my position as a researcher and the interview sessions.

4.4.4 Institutional Policy documents

Institutional documents were used to provide a balance between what is observed and what is said. The organisational documents help to triangulate other forms of data used [in this case, the field notes and interview data (Bowen, 2009; Love, 2013)]. Therefore, I carried out institutional document analysis, with the intention of understanding and addressing the gaps between policy and practice in managing corporatisation reforms at Makerere University. Chapter eight addresses, in detail, why and how institutional policy documents were used in this study.

4.5 Data analysis

BNIM has its own data collection and analysis technique. However, like Jones (2003) observed, some researchers use BNIM for both data collection and analysis, while others may use it for only data collection and employ other techniques for analysis. I used BNIM for data collection (and a modified one at that), but I utilised a two-phase method for analysis, proposed by Kelchtermans (1993), cited in Mwebesa & Maringe, (2020). The reasons I used different analytical techniques were twofold: first, BNIM analytical technique can be used only if all its interviewing steps are followed (Corbally & O'Neill, 2014; Wengraf, 2001)

and, as mentioned during the data collection process, I had to change steps leading to a modified BNIM; secondly, I found Kelchtermans' analytical procedure appropriate for this study, because it takes into consideration the mediation between the individual self and the general environment (colleagues, institution and external others) with which the person interacts. Kelchtermans (1993, p. 443) also points out the five features that underpin theoretical background of his analysis process: *narrative, constructivistic, contextualistic, interactionistic and dynamic*. Therefore, analysing deans' stories concerning corporatisation of HE and interpreting how the phenomenon had influenced their careers, values and roles, could only be well achieved through this method.

Due to the nature of qualitative approach, data collection and analysis cannot be separated hence some of the steps may seem repeated since they appeared in data collection process. This iterative process shows the importance of flexibility and rigour in qualitative research (Creswell, 2009; Froggat, 2001; Marshall, 1996). I, therefore, present data analysis in two stages as pre-data analysis and post data collection analysis.

4.5.1 Pre-data analysis

Pre-data analysis is conducted during the data collection process. For instance, it involves checking whether the tools are appropriate for getting the right answers to the research questions. In this study, I conducted two pre-test interviews, which revealed the need to improve the first question, or step one question (SQUIN). Secondly, it included identifying any issues, that could affect the data collection credibility, and addressing them in time. Identifying the likely issues was noticed and addressed, after conducting four interviews. This led to the modification of BNIM steps. Thirdly, depending on some studies, it influences sample size (DiCicco-Bloom & Crabtree, 2006 cited in Ndofirepi, 2015). While, to some, size of sample may not matter, to others it does, especially those interested in the saturation of data (Creswell, 2007). I ended up with 17 interviews from 14 deans – 2 former deans and 12 serving deans, who participated in the study. Lastly, taking field notes, while reflecting on the whole process, was part of the pre-data analysis. This was also done during, and immediately after, completing every interview, as I listened to the recording continuously to

see the new concepts emerging, or likely patterns forming in relation to the previous interviews (Mason, 2002). The detailed data collection-analysis steps are under section 4.4.2.

4.5.2 Post data analysis

Data analysis follows many steps, depending on the technique or design used, but there are general procedures that apply to all qualitative designs. Creswell (2007) argues that these steps are interrelated and sometimes happen simultaneously. Even the boundaries between pre-data and post data analysis were not clear. I, therefore, present the steps in two phases based on Kelchtermans' two step-process as the vertical and horizontal analysis (Kelchtermans, 1993).

Vertical analysis – phase one

As mentioned in the pre-data analysis, immediately the interview was over, I listened to the recorded interview many times. In the process of listening, I tried to pick what I called the *passion* of the story and capture it in the field notes, where I had summarised the interview. According to Kelchtermans (1993, p. 445), vertical analysis is “a chain of interpretive transformations of the data during the data collection process which results into a synthesis text that is sent to the respondent for validation.” The respondent's comments are later incorporated into the text to inform the next stage. I give a step-by-step description of vertical analysis.

After completing the first set of interviews, I repeatedly listened to each of the recordings, comparing them with the summaries I had made. This was meant to cross check if there were any misconceptions in my initial summaries. Sometimes, I crossed out the summaries or added new meanings. As I continuously listened to the recordings, the whole scene of the interview played in my mind, which kept the interviews alive. I also decided to do the transcribing myself and word-for-word (verbatim). While transcribing was a tedious and lengthy process that took more than a month (for the first step interviews), it paid off in the end. It made the proceeding analysis steps smoother, because I easily recalled who said what. I later developed a structure: information from the biodata questionnaire (Appendix G);

passion of respondent (as summarised in the field journal); opening remarks and closing remarks – of the respective first and last paragraphs, in both first and second interviews (first step interview provided the richness). Both the opening and closing remarks provided the thread which showed how the respondents related their experiences through time, as they interacted with different social and physical contexts. This relates with Clandinin and Connelly's three-dimensional spaces of narrative inquiry (2000):

...any particular inquiry is defined by this three-dimensional space: studies have temporal dimensions and address temporal matters: they focus on the personal and the social in a balance appropriate to the inquiry: and they occur in specific places or sequences of places. (p. 54)

This statement shows the multiple facets of the story and agrees with what Polkinghorne (1995, p.5) refers to as the configuration of events and happenings into a temporal unity by means of a plot. Using this structure, I came up with what I called the summarised profile and story of each dean (Appendix J), also known as the professional biographical profile (Kelchtermans, 1995). I forwarded these to each respective respondent for validation, according to Kelchtermans' procedure. Some responded, while others did not. I revised the stories of the ones who replied, by incorporating their corrections and advice. According to Kelchtermans, vertical analysis emphasises the *coherency* and *consistency* of the individual story, which later becomes the foundation for the next step of analysis – horizontal analysis.

Horizontal analysis – phase two

Whereas vertical analysis focused on the depth of each respondent's story, horizontal analysis combined all the stories. This phase built on the previous phase, by systematically comparing the summarised stories of all the respondents, looking for commonalities, remarkable differences, recurring patterns and any unique occurrences (Kelchtermans, 1995, p.445). At this level, I therefore followed the steps of analysis of narratives proposed by Polkinghorne (1995, p.5), which uses phase one as data to produce categories, patterns and/or themes. Through continuous reading of the transcripts and listening to the recordings, I realised that at least there were deans in support of corporatisation, some against it and others who fell in

between. I decided to use the traffic lights metaphor (Red – No; Yellow – Maybe; and Green-Yes) to recognise where each dean belonged ('for' or 'for, but' or 'against' the entry of corporatisation). I provide the steps followed in this phase.

Level one analysis - professional profile level

I decided to use the elements that guided the professional profile: the passion of the story, opening paragraph and closing paragraph (POC). I drew a table whose columns were made up of those elements and an additional column for respondents (D1-D14). I went through the transcripts, then picked up the opening and closing sentences(s) and deposited them in columns, against the respective deans. I then referred to the field notes for the passion of each dean and transferred it to the corresponding column and row. Drawing from the traffic lights metaphor, I started shading; Those that seemed to say “No never to corporatisation entering HE, I denoted RED-STOP! Those who also seemed to be carried in support of corporatisation, but with conflicting reasons, I shaded with Yellow- (WAIT!). Those who appeared to have harnessed the phenomenon to advance university core functions, I highlighted GREEN - LET US GO!

After shading, I tried to look through the table and saw that there were some respondents who had same colour for all the elements while others had two different colours, but none had all the three. I summarised all the shading and highlighting into a table for simplification and clarity (see table 4.5) showing yellow (Y), Red(R) and Green (G). The table showed that 13 deans had at least similar colours for both opening remarks and passion. Only one had passion different from opening remarks, but the same as the closing remarks. Also, seven groups were identified, depending on the combination of the (POC) colours as: 3GGG, 4YYYY, 2RRR, 2RRG, 1RRY, 1YRY, and 1YYG.

Level two analysis – passion construct level

I went through the summarised stories of individual deans to try and understand the commonalities within each group. Using Saldaña's manual coding of pen and pencil

(Saldaña, 2016), I highlighted, noted in margins and read between and beyond the lines to know how the groups related to each other. I found out that the passion of the story was hinged on two factors, which became helpful in moving forward in the analysis:

1) How deans perceived the present situation of the university (position construct). While some saw the phenomenon as either implementable or improvable in the academic space, others saw the impact as irredeemable.

2) How to achieve the desired future (purpose construct), depending on the stance they took against or for corporatisation.

Thus, some believed in preserving (saving) the university culture, others were convinced that adopting (serving) the corporate model would make the functions of the university better, while another set felt it was the role of deans to ensure that both models worked together to advance the university functions.

Level three analysis – Three major categories of deans identified

First, three groups, whose elements had same colour (GGG, YYY, RRR), showed their stand in support, against or in-between, regarding corporatisation of HE. Therefore, relating to the traffic metaphor, I called GGG (Integrators), YYY (Embracers) and RRR (Rejectors). While I could have called both YYY and GGG embracers, I maintained the reason I selected the traffic lights' metaphor to identify those who were in support (G) of the phenomenon, against (R) and supported, but had unresolved issues (Y). Depending on how they all viewed their roles, GGG were desirous of sustaining academic values by incorporating what they perceived as beneficial corporate values, while YYY were motivated to serving the corporate model and RRR were passionate about saving (conserving) the academic values from invasion of corporate practices. These three groups also differed in how they viewed the present situation, in relation to the impact caused by corporatisation of HE and possible remedial action. While RRR saw it as a lost battle (irredeemable), unless the reform was reversed, YYY believed the situation was improvable, if certain issues were addressed. On

the other hand, GGG saw it as implementable, if they fully utilised their own positions and abilities as deans.

Level four analysis – five sub-categories recognised and named

I used these three groups (GGG, YYY, RRR) to help categorise the groups further, by taking into consideration position construct and purpose construct. The reason I used these three was because they addressed both factors that supported the passion construct. Therefore, groups that had more than one colour (refer to table 4.5), required digging deeper to ensure that stories of members in the group had similar drives towards or against the phenomenon. I therefore compared: passion, opening remarks, closing remarks, summarised stories and, at other times, original transcript. Creswell (2007, 150) formed the basis of how I analysed my data. He argued that qualitative researchers often learn by doing data analysis basing on three “Is” – “Intuition, Insight and Impression.” I used all the three “Is”, supported by the philosophical stance of this study and Creswell’s guidance that, while analysing narratives, one can utilise various sources to make sense of the data (Creswell, 2007). Likewise, I drew from the Bible to foreground passion and opening remarks, as a single term (I decided to call it passion construct). Accordingly, drawing from the Bible: *where one’s treasure is, the heart will also be* (Matthew 6:21) and *what the heart believes the mouth speaks* (Romans 10:10), I argue that the treasure (passion) guided the heart which led the mouth to speak (opening remarks). Out of 14 deans, only one did not fit this assumption (see table 4.5). Against this background, passion and opening remarks colours from table 4.5 formed the single colour for passion construct.

If all three colours were same, then that became the stronger sub-category, while those that took on two different colours became the sub-categories. The formation was: if the passion construct and purpose construct were RR, it became a sub-category of Rejectors. The naming of the sub-categories, therefore, depended on the first two colours (passion + purpose) to inform the major category, while the position colour determined the last letter (see table 4.6). The reason for using passion and purpose was guided by different scholar, especially from

the management sciences discipline, specifically marketing where the two cannot be separated (Coleman, Gulati & Segovia, 2012; Heishi, 2010).

So, colour of passion construct was derived from table 4.5. Meanwhile purpose construct was identified through how deans viewed their role in the desired future. This showed the need to save the academic culture, or a desire to serve the corporate model, or solving academic/corporate culture challenges through harnessing corporate values. On the other hand, position construct was identified through how deans felt about the present situation of corporatisation of the university. Statements showed either hope or helplessness, some indicating that corporatisation had either positively or negatively affected the university's values system.

Position construct statements showed whether something should be done or not, to go forward with the reform. Those that showed the reform as implementable, I denoted with G, Improvable with Y and Irredeemable with R. Where there was no representative, I did not bother to name the combination, though they may provide a framework for bigger sample size or research paradigm. While Rejectors and Embracers had two sub-categories (the stronger and weaker), Integrators were made of only one sub-category. For clarity, to differentiate the sub-categories from the major categories, I gave names to sub-categories (see figure 4.1): Rejectors (Challenger-strong and Contemplators-weak), Embracers (Co-Implementors-strong, Complimentors-weak) and Integrators as Consolidators. The names of the sub-categories were guided by what seemed to be the commonality in the passion of the group (sub-category).

Table 4.5: Table showing the combination of passion, opening remarks and closing remarks, based on the colours of the traffic lights’ metaphor

SN	Passion			Opening remarks			Closing remarks		
	G	Y	R	G	Y	R	G	Y	R
D1									
D2									
D3									
D4									
D5									
D6									
D7									
D8									
D9									
D10									
D11									
D12									
D13									
D14									

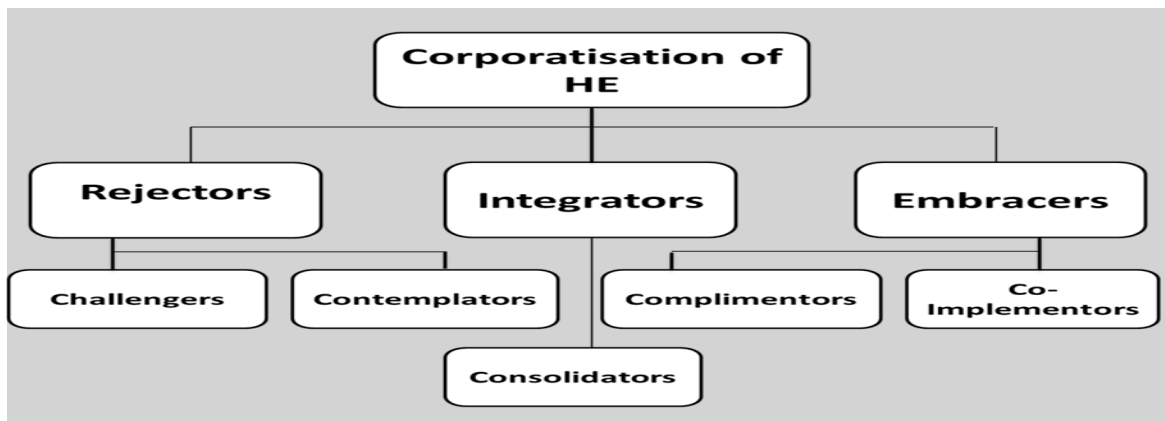
Source: Author, 2019

The table shows the summary of how the combination of colours from passion, opening remarks and closing remarks resulted in different groups of deans. The three-letter combination of colours provided the creation and differentiation of the categories. The table also provides an overview of vertical analysis (single case-rows, 3 shaded boxes each row) and horizontal analysis (cross-case-columns – 14 shaded boxes under each element, or every three columns).

For example, Challengers did not see anything good in the corporatisation reforms and their passion was to protect the academe from corporate intrusion. Contemplators, on the other hand, were ardent defenders of the academic values, but they appeared convinced and sympathetic that corporate values may be welcome, if well supported. Meanwhile, Complimentors seemed to be in support of the corporate model, because of what they saw as its benefits for the academe. Whereas Co-Implementors seemed totally sold on the corporate model, they were also wary of Government’s interference in the running of the university. They were also against the public models managing the perceived corporatised model. Lastly,

the Consolidators (Integrators) seemed to take the middle ground, between Embracers and Rejectors, appearing to draw from the passions of the other four sub-categories and consolidating them into a single driver (see figure 4.1).

Figure 4.1: Diagrammatic representation of deans' categories and sub-categories



Source: Author, 2019

The figure shows the relationship of the major categories and their sub-categories.

Table 4.6: Table showing categories and sub-categories of deans depending on the position and purpose constructs

Passion construct + Purpose construct				
	GG	RR	YY	
How to identify purpose construct	Solving perceived challenges or barriers between corporate academic model	Saving academic culture	Serving the corporate model	Passion construct did not fit in assumptions provided (YR)
How to identify position construct	Integrator	Rejector	Embracer	
Green (implementable as deans we can do it)	GGG (D6, D9, D12) Consolidators	RRG (D11, D14) Contemplators	YYG (D1) Complimentors	
Yellow (improvable if certain issues were addressed)	GGY	RRY (D5) Contemplators	YYY (D2, D4, D10, D13) Co-Implementors	(D8) Problematic
Red (Irredeemable unless reform was reversed)	GGR	RRR (D3, D7) Challengers	YYR	YRR

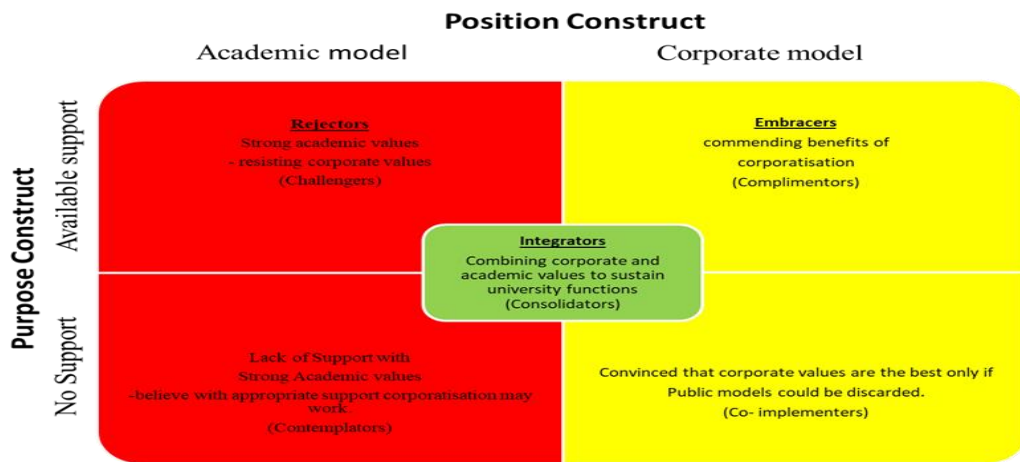
Source: Author, 2019

The table shows the different sub-categories arising out of the combination of three major categories, derived from integrating passion, purpose and position constructs (in that order). Five sub-categories are identified. The lighter shaded parts show that there were no represented cases, while the darker shaded area was beyond the assumptions which were made.

Level five analysis – Themes developed

During the interrogation of the data and comparison of the individual stories, to understand the commonalities and differences between deans’ experiences, two constructs of position and purpose were identified, as 5 sub-categories of deans also emerged. Further comparison of the sub-categories showed that the manner in which deans perceived available support for the reform and their stand between the academic and corporate models, formed the point of departure, against which the sub-categories were differentiated (see figure 4.2). Otherwise, by using pencil and pen through analysis of individual stories, concepts emerged, which were referred to as codes (Saldaña, 2016). These were continuously revised through the different levels of horizontal analysis, similar to the steps proposed by Johnson and Duberly (2015). Five broad themes emerged from the study: access, governance, university finances, university stakeholders and quality. The diagrammatic presentation of the analysis process was made using a house metaphor in figure 4.3. The two products of the analysis process, which are categories of deans (and sub-categories) and themes (and sub-themes), guided the writing of the findings, discussion and conclusion chapters.

Figure 4.2: Deans’ position in support or against corporatisation and their perception of the available support

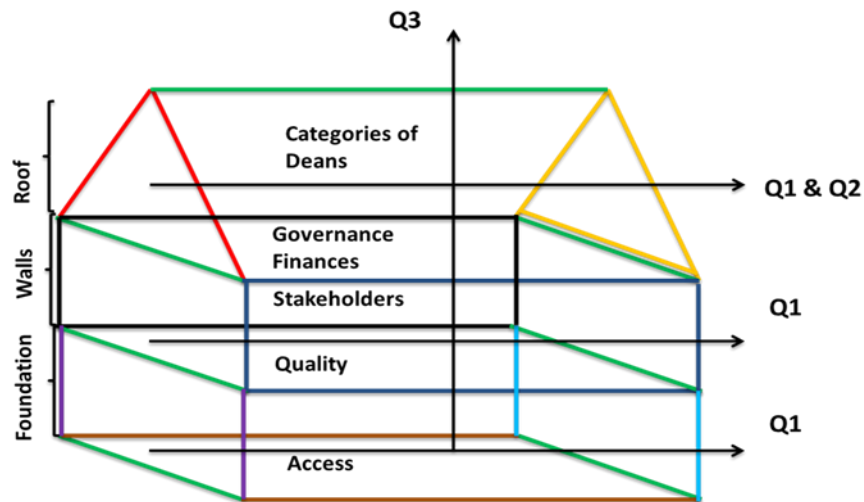


Source: Author, 2019

The figure shows how deans’ stand for or against corporatisation (position construct) influenced their espoused values. It also shows how the deans’ perception of the available

support for the phenomenon, influenced how they performed their roles (purpose construct) and developed their careers. Therefore, as shown in Figure 4.3, the two constructs resulted into three major categories and five sub-categories.

Figure 4.3: A diagrammatic representation of deans’ responses to corporatisation of HE using a house metaphor.



Source: Author, 2019

1. Red shows the Rejectors’ category (deans) and boundaries of interaction (how they view top management & government support)
2. Amber shows the Embracers’ category (deans) and boundaries of interaction (how they view top management & government’s support)
3. Green shows the Integrators’ category (deans) and boundaries of interaction (how they view their role as deans in harmonising the different systems, structures and processes within the university). Complete the triangles and connect them to the walls to complete roof define ceiling, connect the two arms that is, the state and university.
4. Black shows the part of the wall that represents the university (and university management)
5. Dark Blue shows the part of the wall that represents government (the State).
6. The light blue and purple form the vertical alignment, while brown is for horizontal alignment of the structure.
7. Black arrows (numbered Q1, Q2, Q3) represent the three sub-questions that guided the study.
8. Purple and light blue are respective pillars of finances and stakeholder relationship management
9. Brown shows Access held together by green arrows depicting the integrative role of deans in providing frame to the university value system.

The diagram summarises the findings of the study and the different outcomes of each research question. For instance, the categories and the sub-categories of deans are represented

by the roof and the walls indicate themes of governance, finances and stakeholders. The floor stands for the theme of quality, foundation pillars of finances and stakeholders and access, as the bedrock.

4.6 Credibility of research findings: positionality, trustworthiness, confirmability and transferability

Research quality, regardless of the approach used, is vital to every research process. Whereas, ensuring quality in research calls for a measure of reliability and validity of the research findings in quantitative research, qualitative studies measure credibility or trustworthiness (Morrow, 2005; Noble & Smith, 2015; Shenton, 2004). While some qualitative researchers still use reliability and validity terms, when referring to how they conducted and achieved quality research, the procedures still fall short of quantitative practices (Creswell & Miller, 2010). Accordingly, this has been common ground for challenging qualitative research (Creswell, 2007; Noble and Smith, 2015). To address the confusion, different scholars, including Noble and Smith (2015), proposed qualitative terms, that compare with quantitative terminology, and how to use them in achieving credible findings (see table 4.7). Other scholars, however, go further to show that there are some differences within the qualitative designs (Creswell, 2007; Creswell & Miller, 2010). Depending on my philosophical stance of the study, I based my work on Creswell & Miller's interpretivist labels and criteria to ensure credible findings – credibility, which is represented by trustworthiness, positionality, transferability and confirmability.

Trustworthiness

Trustworthiness is transparency. What is done and how it's done to conduct the research should be well explained. It is, therefore, dependent on the researcher's integrity (Creswell, 2012; Lincoln & Guba, 1985). To ensure trustworthiness of the findings, I provided a step-by-step process that I followed to gather and analyse the data, along with justification of each choice made. Dependability is contingent upon trustworthiness. If different researchers followed the steps I provided to conduct a similar study in the same physical and social

context, would they get the same results? I confidently say, Yes. Both BNIM interview technique and Kelchtermans' two step analysis provide for participation of the respondents in the research process (Kelchtermans, 1993). Fulfilling the steps, including seeking respondents' validation of the interview transcripts and emerging themes, contributed to the trustworthiness. I also incorporated the corrections and views of the respondents.

Table 4.7: Differentiating terminology and criteria of evaluating credibility between qualitative and quantitative research

	Quantitative	Qualitative	Strategies
1	Validity The precision with which the findings accurately reflect the data	Truth value [Positionality] Recognises that multiple realities exist; the researchers' outline personal experiences and viewpoints that may have resulted in methodological bias; clearly and accurately presents participants' perspectives	Accounting for every step taken and choice made. Taking reflexive notes after every interview.
2	Reliability The consistency of the analytical procedures, including accounting for personal and research method biases that may have influenced the findings	Consistency [Trustworthiness] Relates to the 'trustworthiness' by which the methods have been undertaken and is dependent on the researcher maintaining a 'decision-trail' (i.e. the researcher's decisions are clear and transparent). Ultimately, an independent researcher should be able to arrive at similar or comparable findings. Neutrality or [Confirmability] Achieved when truth value, consistency and applicability have been addressed. Centres on acknowledging the complexity of prolonged engagement with participants and that the methods undertaken, and findings, are intrinsically linked to the researchers' philosophical position, experiences and perspectives. These should be accounted for and differentiated from participants' accounts.	Following every step provided by the methods used and providing justification for every modification done. Triangulation data collection through multiple data collection methods (case study, interviews, field notes and policy documents). Member checking Detailed data collection procedures. Accounting in detail my role as a researcher. Reflexivity and personal reflection.
3	Generalisability The transferability of the findings to other settings and applicability in other contexts	Applicability [Transferability] Consideration is given to whether findings can be applied to other contexts, settings or groups	Thick descriptions of the case. Providing direct quotes from participants' stories.

Source: Smith and Noble (2015) and modified by Author, 2019

Positionality

Positionality is concerned with how a researcher's role may influence the research process. Bourke (2014) cautions all researchers to consider their influence on the research process carefully. Accordingly, being aware of one's position in the research process is part of fulfilling ethical requirements (Sultan, 2007, p.374). Sultan argues that it is important to pay greater attention to issues of reflexivity, positionality and power relations in the field, in order to undertake ethical and participatory research. Lynch (2000) refers to this awareness as reflexivity, but with much depth. According to Cutcliffe (2003, p.137), reflexivity is meant "to enhance the credibility of the findings by accounting for researcher values, beliefs, and knowledge." The BNIM interviewing technique keeps both the researcher and respondents in check (Ross & Moore, 2016). I was, however, constantly aware of how my position, past and professional experience could influence the study.

Due to my position as an outsider (both as an academic and non-alumnus) of the case study institution, I had to continually check my interpretations against any likely bias, by taking notes during interviews and reflective notes immediately after the interview. This was meant to ensure that I did not capture what I wanted to hear, but purely the respondent's story.

My past experience came alive during the interview process, as different deans shared about the challenge of access where poor children were disadvantaged. I did not qualify for government sponsorship to join Makerere University. I could have joined as a private student, but my parents could not afford the fees, so I joined a tertiary institution, where I was offered an Ordinary Diploma in Water Engineering. Unfortunately, it is not the course I would have loved to study, but, because I was on a government scholarship, I could not make a choice (as the old adage says: a beggar has no choice). I was, therefore, disadvantaged by my socio-economic background. Even when I started working, I could not afford to join Makerere University, because it was still too expensive to use my earnings. I, therefore, joined a private university, where I did a Bachelor of Business Administration (BBA) and later a Master of Business Administration (MBA). I must confess that my first qualification has continued to influence the way I make sense of knowledge and work. For instance, during analysis and

interpretation of data, I operated in a 3D perspective. It influenced the step-by-step procedures of conducting analysis and metaphors used.

My professional experience is multi-layered: in my first years I worked as an engineering assistant, which changed to administrative roles and, then, rising through the ranks, after obtaining my BBA. However, after graduating with an MBA, I applied for a lecturing position at my first university, where I have been for the past ten years. So, during some of the reflection exercises after interviews, I wondered where I would have been if I had joined the University and did the course of my choice in the medical field. I, therefore, had to keep in check all the wild thoughts, so that they did not affect the credibility of the research findings. Moreover, some challenges of corporatisation were blamed on the mushrooming private universities. This, to me and all those that have been able to get university qualification from private universities, would be an insult and heartless. So how I viewed and treated such statements, throughout the research process, depended on the choice I made to be open-minded and not to let my past experience destroy the findings of the study. While I cannot claim that the findings were purely free of any biases and sentiments, because of my past, I offer my position so that the readers and prospective users of the findings have a basis on which to evaluate the results.

Confirmability

Confirmability is a product of trustworthiness and a well-articulated role of the researcher. Smith and Nobel (2015) argue that confirmability accounts for all the steps taken, field experiences, long engagement with participants, researcher's position and how they all relate to participants' accounts (p. 34). Thus, what I did to achieve trustworthiness and accounting for my researcher role, contributed to the confirmability of the research findings.

Transferability

Transferability accounts for the extent to which the findings can be applied in other contexts. Although it is feasible for quantitative findings to be generalised, this has always been contentious issue for qualitative studies (Creswell, 2007). To achieve transferability, I

followed Creswell's (2012) and Smith and Nobel's (2015) proposal of providing thick descriptions of the case and direct quotes from respondents' stories.

While it is important to achieve credibility in research, it all depends on how the researcher navigates reality in the field. Many researchers have proposed several strategies of achieving credibility (Creswell, 2007; Smith & Nobel, 2015), some involving many steps (see table 4.7. column of strategies, to see the ones I adopted for each element).

4.7 Ethical considerations

Ethics in research includes both ensuring quality research and protecting participants' lives and rights. Also, depending on different challenges that may arise in the field and during data analysis (Creswell, 2007), many measures ought to be adhered to. Hesse-Biber and Leavy (2011) emphasised the need to consider correct ethical procedures, when carrying out research. This is a way of ensuring that the research process and findings are trustworthy. As such, the University of the Witwatersrand requires every student to obtain ethics clearance before commencing research. To ensure ethical considerations, I followed components proposed by Gudipati et al (2013): institutional endorsement, confidentiality and informed consent.

Institutional Endorsement

Institutional endorsement was obtained on two fronts: the university where I am registered as a PhD student (University of the Witwatersrand) and the institution at which I intended to conduct my study (Makerere University). I obtained clearance from Wits School of Education (see Appendix A), after fulfilling all the requirements. When I reported to Makerere University to begin my field work, I was required to get a fresh ethics clearance from Research Ethics Committee of the university. I later got clearance (Appendix D).

Informed Consent

This ethical procedure aimed at ensuring that participants took part in the study of their own volition and were made fully aware of the study's content and purpose, as well as their roles.

I sent emails inviting deans to participate in the interview. In the email, I introduced myself and the university and explained what the PhD study was about and how long the interviews were likely to last (Appendix E). Before commencing the interviews, I repeated the introduction and clarified why I had chosen deans for the study. I then presented the physical letter, which carried the message I had emailed to them. The letter also had a part where consent was being sought for the subject to be audio-taped and if they would be willing to participate in the next interview, if they were called upon. The participants were required to tick those areas they were consenting to, before they signed. The letter was also intended to make the participants aware of their rights to choose to take part in the study or decline without any foreseeable consequences (Appendix F). I further assured them that the study would in no way subject them to any kind of harm. Fortunately, I was dealing with researchers who understood and were aware of the procedure. I did not want to take chances, though, so I repeated the whole procedure and sought consent from everyone who participated in the study. I then reminded them that, should they feel uncomfortable with the process, they were free to withdraw at any point in the exercise without feeling obliged to continue. Finally, I shared my contact and my supervisor's details, in case they needed to offer or obtain more information about the study.

Confidentiality

Confidentiality means respecting the rights and privacy of the participants and keeping in confidence what they share with you. To ensure that the rights and privacy were respected, I sought to know how the participants preferred to be referred to in my study. Most of the participants were fine with referring to them by their names, however there were some who preferred the title and school they headed (like dean, school of X). So, to accommodate all the different preferences, I decided to code-name them *Dn* where (n) meant the number each dean was in the interviews. For example, the first dean became D1 and fourteenth dean was D14. I also assured all the 14 deans of the safe storage of their stories. In order to keep their stories confidential, I personally transcribed all the interviews. All recordings and transcriptions are safely stored until five years on, when I can completely delete them.

4.8 Reporting of the emerging issues

A PhD is not complete until there is a write-up that attests to the work done. Creswell (2007, p.177) argues that writing and composing the narrative report brings the entire study together. Therefore, I argue that my findings would not be useful unless put in some form of writing that can be read and understood by all, who would desire to identify with, or utilise, the findings of this study. Secondly, the thesis has to be written and examined before the award of the PhD. I, therefore, drew from Creswell's embedded rhetorical structure, where he proposes a number of strategies that narrative researchers can use to create their write-ups: not silencing the voices, spatial element (moving between time and space), emphasising key event, using themes and metaphors (Creswell, 2007, p. 186).

Throughout the study, the findings showed that the deans' lived life (identity and career growth) cannot be separated from the institution's (Makerere University) fabric. Therefore, to maintain the richness of that relationship, in some places direct quotes were appropriate, while in others, metaphors were applicable. I also borrowed words that were specific to Makerere's environment in order to drive the point home. While presenting the analysis of the findings, I identified the themes that presented *common threads or elements that connected the participants' experiences* (Smith, 1994 cited in Creswell, 2007) and the changing university value system. These themes guided the discussion structure in Chapter eight. Drawing from my professional scientific background, I used graphs, 3-D diagrams, tables and matrices to explain the findings, or paint the picture of the study.

4.9 Summary

In this chapter, I presented the methodology that I used to get the data that would answer the research questions of the study. I discussed and justified the philosophical stance, narrative and case study research designs and data collection methods used. I further showed what I encountered in the field and how it influenced modification of the BNIM interview technique. I then provided a detailed step-by-step data analysis, using Kelchtermans' two phase process

that resulted in three categories (Rejectors, Embracers and Integrators) and five subcategories of deans (Challengers, Contemplators, Complimentors, Co-Implementors and Consolidators). The categories were differentiated depending on two constructs: **position construct** (how they viewed the present state of the university in light of the impact of corporatisation, as either implementable, improvable or irredeemable) and **purpose construct** (how they viewed available support and their roles to either solve perceived academic/corporate model challenges, serve the corporate model or save the academic model). I discussed the how and why of what I did to address ethical issues and requirements of obtaining credible research findings. Here, I provided, in detail, my position as a researcher. The intention was to share my past and professional experiences to allow the readers and future users of the findings make informed judgements regarding the study. Finally, I shared how the findings were packaged and presented, using different strategies proposed by Creswell (2017). In the next four chapters, I present the findings. In Chapters 5-7, I present the analysis of the three respective major categories of deans and their subcategories. In Chapter 8, I analyse the university policy documents, with emphasis on the legal framework as a mother document. The analysis of the legal framework is to understand how it is supporting or impeding corporatisation at Makerere University. Also, to understand the implication of the legal framework on policy and practice, in light of the phenomenon.

CHAPTER 5: FINDINGS 1 - THE REJECTORS

From history, inception, the whole spirit and orientation of universities across the world were not meant to be commercial institutions. Through tradition, they have largely survived, because they were started either by the state or the monarchs in those countries where you have had strong monarchs or traditional leaders, especially where the crown would own property, it was one way of giving out to the community and continuing to create knowledge, preserve it then share it for years and years even after.
(D7)

5.1 Introduction

In the previous chapter, I discussed the methodology used to generate and analyse the data for this study, which was collected from fourteen deans drawn from 10 colleges (made up of 26 schools) and one constituency school (Makerere Business School). The fourteen deans were given code [D] implying Dean, with numbers 1-14 [D1-D14]. A modified Biographical Narrative Interpretive Method (BNIM) technique – {refer to table 4.4) and summary of the narratives attached as Appendix J} was used to generate the data. The study addressed three sub questions:

- What is the understanding of deans of the notion of corporatisation of HE at Makerere University?
- How has the deans' lived experiences of corporatisation of HE influenced their roles, values and careers within the university?
- How can the deans' lived experiences inform policy of managing university reforms at Makerere University?

It is important to note that the period stated here is at the time of the interview: June – September 2018. Also, since terms common with corporatisation cannot be separated from money and financial terminologies, it is necessary that I state the value of Uganda Shillings (UGX /-) at the time against the United States Dollar (USD), which was

Shs.3,670 per USD. Again, all deans who enrolled after 1989 never experienced the old Makerere university, where all students were fully government sponsored (which included both tuition and facilitation allowance). Finally, the labels or terms the reader(s) will find in this chapter and the next few were selected based on some of the words that were used by the respondents; my own creation, as the researcher interacting with the site and respondents of the study; and reviewed literature on the corporatisation of universities. While some of the labels may sound a bit difficult to understand, they can only be appreciated in the context of the Ugandan situation, because this is part of the language that the participants used. My task is, therefore, to extrapolate, from this context-specific language to a general language, that will be discussed in Chapter 9. This chapter specifically presents findings that depict the Rejectors' category, whose summary is represented by red in figure 4.2. The Rejectors' category comprised of 5 deans, including 1 female and 4 males, drawn from four colleges (captured in table 5.1).

In this chapter, I submit that how deans understand and make sense of corporatisation differs in many ways. Secondly, it points to how their past experiences of the old Makerere University (before corporatisation came in) help them describe the new Makerere University (after the entry of the phenomenon) and the future Makerere University they desire. Generally, the study reveals vividly that corporatisation of HE, in what seems to be an already corporatised HE space, transcends the debates that advance a dichotomy between the opponents and proponents of the phenomenon. Instead, it illuminates a 3rd dimension that integrates corporatisation practices and collegial values depending on two factors: a) The presence of, or lack of support towards, the phenomenon (institutional capacity to manage its own internal contingencies and government's role in the running of a public university) and b) Continuum between Collegiate and Corporate values (Personal support for, or against, corporate values in the HE space, including individual situatedness, motivation or/and experience). These factors form the background against which the presentation of the three analysis chapters is made.

Indented italicised direct quotes have been used as the exact words of the respondents to provide evidence for the findings, but at same time allowing minimal corrections to facilitate proper flow of the sentence (language and grammar), without altering the

meaning. In the case of literature, I used normal, but indented quotes. In Chapter 4, figure 4.2, I gave the three broad categories of deans represented by different colours: Red for Rejectors, Yellow for Embracers and Green for Integrators. The colours have implications drawing from the traffic lights metaphor (refer to table 4.5 summarising these positions). I first present the analysis of the two sub-categories captured under two sub-headings: Non-academic values not allowed beyond this point (guided by how deans interpret the influence of corporatisation on the university values) and At cross-roads, only if... (guided by how they perceive the lack of supportive structures for corporatisation to be effective). Lastly, I present the summary of the chapter.

5.2 Non- academic values not allowed beyond this point

This category describes deans who seem to be convinced that academic values cannot work with corporate values. Sanderson and Watters (2006) and Brownlee (2014) refer to this conflicting arena as the irreconcilable differences. While almost all deans' responses may cut across all three categories, this chapter pulls out those elements that strongly support Rejectors' views that stand for purely preserving collegiate values, irrespective of the prevailing circumstances. While this category has two dimensions (refer to figure 5.2), one blames the lack of a supportive environment towards the intervention and the other believes that, even if the support was available, the two cultures can never work together, on the grounds of what defines the entity of a university or academic values (Stiles, 2004). This section addresses the latter view. It is believed that academic values which include; "acquisition of knowledge for its own sake, basic peer-reviewed and disciplinary theory founded upon experience, reason and scientific universality, freedom of expression and working with colleagues" (Pop-Vasileva et al, 2011, p.411) define the uniqueness of the university. Consequently, it is upon this identity which Bentley, Habib & Morrow (2006) refer to as academic freedom and autonomy. This first dimension, therefore, shows the justifications of deans who say no entry (No way through) for non-collegiate values: "From history, inception, the whole spirit and orientation, universities across the world are not meant to be commercial institutions." D7

Private sector mentality, however, would require that when you have a new programme, you also plan to resource that in your priority. The difference with

us and those from business is that we are not solely based on the buyer, but it remains a challenge and so we are not able to play by the rules of the corporate game” D3.

Whereas D1 passionately affirms the role of universities and justification of why they can never ally with corporate values, D3 seems to imply that collegiate values would be preserved, only if there was a proper system to support corporatisation. He is also quick to point out that, even with the structure in place, accommodating corporate practices into their HE space is next to impossible, thereby still reinforcing the notion of rejecting non-academic values.

From the onset of the interview, this category’s stand was unquestionable, regarding the unwanted entry of corporatisation into the HE space. This category believes in what Stiles (2004, p. 160) calls well-defined boundaries and limited interaction. According to Rejectors, the boundaries had either been broken or had become porous, leading to a “shift from public to private policy”¹, which “devalues the intention of the University”² that “created an imbalance”³ and completely “changed academia”⁴ This is, however, believed to be a result of a bigger problem created by “corporatisation on the entire education system”⁵ and the different functions of the university “like recruitment of staff.”⁶ I, therefore, try to discuss some of these sentiments from the data.

5.2.1 There is a shift and it is no longer business as usual

According to the Rejectors, corporatisation was never welcome, nor entertained, in the HE space, because of the shift it created. This included a change from public to private system. “...there was that shift in policy; from public to private,”⁷ with the intention of accommodating “those students who qualified and were able to pay”⁸ for university entry. The change was not only in policy, but the whole value system, as argued by D11:

¹ D3

² D3

³ D7

⁴ D11

⁵ D5

⁶ D14

⁷ D3

⁸ D3, D5, D7, D11, D14

So, it is changing the way academia is, it changed the character of academics, students and knowledge. It changed the character of the university as an institution of higher learning (D11).

What D11 is saying is that corporatisation changed the whole culture and value system of the university.

The change also meant “opening up the gates”⁹, which is synonymous with removing the hedge or protection from an entity and allowing in outsiders – both the invited (visitors) and uninvited (intruders). In this case, the uninvited were the challenges, which included a strained relationship between management and faculty. As D14 stated, “So, academic staff is not happy with top management while top management believes it is doing the best so there is that which was never there before opening up.” Opening up appears to have also created other problems, like “explosion of numbers which had a negative influence on quality.”¹⁰ As D5 put it, “I have never believed that one can be efficient in teaching over 1000 students because that ceases to be a lecture and becomes a rally.” This statement not only points to the negative influence of corporatisation on HE, but it also portrays the features that accompany it, which are like commercialisation or neoliberal values (Philpott, Dooley, O'Reilly & Lupton, 2011). This is what Slaughter and Leslie refer to as academic capitalism (1997), where HEIs were adopting market practices for survival (Slaughter & Rhoades, 2004). While explosion of numbers seemed to threaten all the functions of the university and its image, academic staff were not spared either. “So, in all these whatever has been done in the corporatisation effort has actually infringed greatly on the morale of staff.”¹¹ The academics, who must handle big numbers, may lack time to do quality research, which hampers their career growth. This may result in stress and helplessness (Gonzales et al, 2014), hence falling short of making a substantial contribution towards institutional growth, as D3 stated:

... the policy of going up in the career of academics is clear; the Assistant Lecturer at entry position is the Masters level, Lecturer is PhD. For one to move from Lecturer to Senior Lecturer, you must publish, do research and same to associate

⁹ D14

¹⁰ D3, D5, D7, D11, D14

¹¹ D5

professor, therefore it has no space for teaching, and yet many of these units are consumed by teaching. This has also affected the staff since most of their time is eaten up (D3).

This is a lamentation of D3 that, not only did corporatisation leave them without time to do research, which informs career development, it also raised the stakes for promotion so high. This was supported by another dean, who observed that what affects the lecturers has a great impact on the university's performance and ranking, especially if it impacts on the research quality and time. D7 explains this predicament:

...giving staff huge numbers to teach, means that the grading of the university and its ranking as a research institution will go down and you cannot do anything about it. If they try to churn out papers then the quality lacks because a good paper should have good data and investigations which require both time and money. Otherwise people will sit on the desk and do a few things and that means they cannot publish in the highly reviewed and recognized journals which have a bigger visibility and readership. (D7)

Secondly, big numbers appear to affect students' learning, because it reduces student-lecturer interaction, space, learning materials and library services – otherwise termed as the challenges of massification (Altbach et al, 2010; Bostock, 1998; Kwesiga & Ahikire, 2006; Mamdani, 2008). It is also likely to promote unethical behaviour among the lecturers. As Nuemann and Guthrie (2002) argue, corporatisation is likely to compromise the integrity of the teacher-learner relationship. As some of the Deans explained:

If we talk about how it has affected the teaching, yes to some extent the interaction, the contact with our student reduced. where we were teaching a small number of students and having smaller groups who would be well tutored now there are big numbers, so you find that even the facilities we have are not adequate for the numbers we have. (D14)

...usually it is large numbers which could bring a problem of quality in that all students cannot be followed. So, on one hand you have students who either missed a class or a course or are generally weak and are desperate. But on the other hand, you have a lecturer who is being overwhelmed and cannot take stock of all

the students and they might end up compromising their integrity. And because they are not taking stock of all the students, they have some students fall through the cracks. (D11)

Both responses from D14 and D11 point to the discomfort caused by the fear of losing the edge of the university, especially regarding its core functions and the likelihood of developing imbalance in the whole university value system.

5.2.2 The future and value system of the University is under threat

Looking at the influence of corporatisation on HE, as seen in the shift explored above, it is also evident that this category is not at ease with the imbalance, fashioned against the intention of a university. It, therefore, spells both the worry of loss of identity, as well as the fear of what lies ahead, regarding the value of a university (Collini, 2012). D14 was concerned about the adored Makerere University:

“When I was an undergraduate, Makerere University was the only University in Uganda and whenever one said he was going to University he would say I am going to Makerere... many people need HE and of course they want quality education which they think and I also believe that they can get from Makerere University than other universities because we are still a premier university. I believe that whatever you fail to get at Makerere university, I don't think you get it elsewhere in Uganda. (D14)

D14's statement shows both nostalgia about the old Makerere and the fear of losing that identity, which is echoed by D11, who fears for the future university:

And I think in the near future we shall be asking what the role of the university is. Maybe our knowledge of the university as an intellectual space is going to disappear. Probably someone is going to write a thesis and say get lost! (D11)

Unfortunately, some deans feel this glory is waning, with the entry of corporatisation and the intention likely to be lost soon – possibly forever (see Baltodano, 2012; Ogachi 2011; Tuchman, 2009). “How do you ensure quality in the wake of commercialisation of university education and how do you address a balance between the governors at the top

then the staff that deliver the service?”¹² We realise that some corporations have developed their universities, but will our universities be relevant in the long run?¹³ Several things are believed to have changed at Makerere University, from what used to be the university norm. Instead, other universities seem to be benefiting from that change, as Makerere University seems to lose the grip, as one dean laments:

Recruitment changed and I am not happy with that because the way recruitment used to be done and including the way I was recruited. The academic staff in each department would identify the good students. Then they would interest them and groom them. On graduation they keep them here...But that one stopped. If there is any vacancy, it is advertised and people from wherever, they apply. Remember, the recruitment process works with papers; a paper will not tell you who a person is. But this business of opening up and you bring anybody. ... We see our good students going and they end up in these other universities. Then we end up recruiting the first classes from those other universities where the quality of research and teaching are down. (D14)

The concern D14 had was about the university abandoning its standards that had preserved the quality. As the university is coming to terms with relinquishing the acceptable norms to a corporatisation ethos, it must also contend with challenges of reduced State funding (Cox, 2013; Mamdani, 2008; Mayanja, 1998; Muriisa, 2014), which affects research and other certain forms of knowledge. This was also raised by D3:

...research is capital intensive, yet the university doesn't have research funds but come from donors who may have own interests. For instance, some funds come with their own tags which in most cases do not consider some traditional basics of knowledge. While there are some great external initiatives being taken by some funders, other times you run a danger when someone outside is the one who sees a value in you. We clearly know that universities are necessary, and they originate ideas, which makes research very important for all areas (D3).

D3 brings out three critical elements: the importance of research, which requires enough funding; limited sources of funding; and donors who may be willing to fund research, but

¹² D7

¹³ D3

on their own terms. His concern is that some disciplines may be disadvantaged, or research may lose its value. With the changing value system, the university's intellectual capacity, which Pop-Vasileva et al (2011) refer to as academic freedom, is also under threat. D11 further decried the influence of corporatisation on intellectual culture:

Universities exist for a kind of intellectuals. If you look at the history of the university not everyone went through the university, it was for the crop of 13% of the population, top brains, because there was a crop that was required to think. First, we want everybody to be in the university and they are not coming to learn the intellectual thinking, they come to learn how to what they should be learning in the vocational institute. That means thinking is being pushed out of the university and it's the doing coming in, because we want to see tangibles you don't want thinkers anymore. So, one of the things that really died with corporatisation is the intellectual culture which we are trying to rebuild with the seminars to say let us come let us discuss. (D11)

D11's worry about losing the purpose of a university, as a hub of intellectual thinking, may lead to deeper challenges, including producing graduates that are only job seekers and not knowledge creators.

The danger with that in the long run is we will end up with the brains in Europe and the hands in Uganda and hence the nature of research grants we have. The others theorize the concept and co-opt you to do the field work so you could be a PhD from this university but ideally, you're a research assistant. (D11)

D11's concerns were also echoed by D3, who believed that the university is only teaching theories:

Our ideas are based on theories and experiences, so we ought to use this knowledge to build us, and rather stop copying and this form of knowledge resonates with what we have. This also makes us think that what we have is not enough, but have universities taken it upon themselves to deal with that challenge, because the irrelevance challenge we are facing is failure to believe in us, We are just watered down by Western universities, which is not our aspiration and identity (D3).

D3 seemed to say that the hope to preserve the future and identity of the university, therefore, lies with the faculty, especially deans who have what it takes to keep away the invasion of their academic space. The call is on, therefore, to evaluate the available capital, before taking on what is alien and irrelevant to their needs (John & Cross, 2004). In other words, not everything that is western is relevant and so there is a need to tailor what you have acquired to local needs. Refer to Patel & Pavitt's concept of glocalisation (1994), which emphasises the importance of context – (*viewing and integrating the global intentions and values through local eyes: emphasis mine*).

5.2.3 A tree with no roots

Whereas some academics in this category seemed determined and willing to fight on and preserve the value system for HE, there seems to be no hope, since the problem appears bigger than Makerere University – driven by corporatisation from the global level and more so from the north, as D3 contends:

...Why should we be called the Harvard of Africa? I ask, can't we be the Makerere of Africa? This too is a form of corporatization which is a smaller version of capitalism though it manifests differently. They will of course say we are number four, not even asking who does those rankings, and if we ever did ours, would they ever respect them? This makes me believe that we shall never have a university in Africa, under the current arrangement that can be in the best ten. I don't even see it in all my lifetime in the scholarly world, because the terms of reference are determined by the already existing hegemony in high education. (D3)

While D3 believes that challenges of corporatisation of HE are global north driven, others believe that, at the national level, it has already affected the whole education system, from primary through secondary before joining the university, as D5 argues: implying that, while a university has own challenges, the students come in when they are already distorted.

We are now talking of Makerere, but the problem stretches right to nursery, primary and secondary schools which are run as private businesses. You will find that the students we get in university are already distorted. You find that they blame the University for giving out graduates who have no skills, but the entire

education system has moulded our children to be that type who can do nothing outside the classroom. (D5)

D5 believes that, while corporatisation is blamed for affecting HE, it should be addressed through the whole education system, beginning with pre-primary. This was in line with D11, who concurred that corporatisation has affected HE from the grassroots, causing universities to receive students who “qualify” for admission, but not for the university environment:

... remember corporatisation came from far. You see students have learnt to be exam oriented. So, we brought on board students who are intellectually lazy. They don't want to spend time to read three or five pages of a book to make sense of it. (D11)

According to D5 and D11, students enter when they are not prepared for university. As D7 put it: because these students have to be helped to fit in, the university was forced to lower the rungs.

The problem is the culture of students we inherit from secondary schools, they don't want to struggle so we reduced the pressure on them. That's why you see an undergraduate or graduate cannot stand out on their own in public and exhibit that kind of knowledge, that sense of intellectual reasons, you hardly see that. And the cancer is coming from secondary schools. You don't only blame universities (D7).

The concern from these deans seems to point to the fact that, with corporatisation influencing almost the entire education system from the grassroots, however strong, Makerere University may not be able to contend for long. That is why I have used a metaphor of a tree with no roots, because, if the education system from the *roots* has been eaten by the *weevil* of corporatisation, then there is little hope to see healthy fruits. Secondly, the deans are convinced that corporatisation is an element of the globalisation agenda, which also seems to entrench academic capitalism (see Slaughter & Leslie, 1997) that threatens the role of the University. Last, is the concern for the entire HE system in Uganda and the general national agenda that depend on the existence and contribution of Makerere University. “Being in Makerere gives a vantage point even as an Assistant

Lecturer to get other opportunities in private institutions. So, everybody starting a faculty of engineering or whatever those highly skilled areas, must first think of Makerere and poach.”¹⁴ Another respondent clarified that Makerere University’s influence and contribution goes beyond the national borders, which demands preserving its mortality:

I can say we are International. We admit and graduate many more students from other countries, in the region, sometimes even outside Africa but most of them are localized within Africa. We have done good capacity building for African countries, and especially French speaking countries. I call that a very big contribution. They come here not knowing even a single word in English. We train them they catch up. (D14)

The sentiments from these deans seemed to be pointing to the fact that, to continue enjoying the fruits of HE, the foundation of education, from as far back as the early years, ought to be addressed and preserved from the effect of corporatisation.

5.2.4 Promoting inequalities

On top of being worried about the future of the university, in terms of its deliverables, there is a bigger concern about how Makerere University, in the wake of corporatisation, is promoting inequalities (Mayanja, 1998), especially between the rich and poor children. This was also echoed by some of the deans. For instance, D11 gives her own experience, since she joined at the time cost sharing was being introduced at the university:

So, what does corporatisation mean in a poor country like Uganda? I mean we are all poor so privatization hits everybody in one way or the other. And how would we ever be able to pay because we knew our parents struggled for our fees in secondary school and we knew the university was more expensive than a secondary school and particularly for me my father was retiring at that time and my mother was a secretary in the civil service and there was not much money. But the major fear was paying fees because I didn’t have the money. (D11)

¹⁴ D7

While some were concerned about the plight of poor students, others questioned the criteria followed to select students that qualify for government sponsorship, as D14 and D5 queried:

...you see there are many students with very good points, but government takes very few. So that is why the cut off points for government sponsored students is very high. The majority are not taken. The children for the poor cannot get those high points because of the schools they attend but does not mean they don't qualify for University. So, who is the government sponsoring? (D14).

...at the moment, the population of private supersedes that of those supported by the government and who qualifies for this support? (D5)

While the relevance of government sponsorship hangs in the balance, with a lot of contention, deans do not endorse government abandoning their role to the private sector. D3 and D7 had this to say:

...it is a question of funding higher education and we cannot only leave it to the private, because corporatization has said privatize, yet these people have no money, University education by nature is so high and even us here we get the same dilemma. (D3)

...citizens and children of the taxpayers expected that when they go to the university at least government would bail them out because all through from primary, secondary people were funding. The thinking was, once they reach that level then government would come in which did not come forth. (D7)

The conviction is that students, who can afford to pay own tuition at university, can do so elsewhere, but for the poor, once they miss the opportunity of government sponsorship, all hope is lost. As can be seen from D11's statement, "that is why we worked very hard to join Makerere University because we knew that in Makerere you don't pay fees."

As seen from the submissions of deans in this category, they are convinced that corporatisation of HE is not meant for academic spaces. They justify this by noting that the entry of corporatisation changed the academic culture and devalued the purpose of

university. They also add that corporatisation dealt a blow to university, by destroying the whole education system from pre-primary through secondary.

5.3 At crossroads – only if ...

As earlier mentioned in this chapter, the Rejectors' category has two dimensions. While the first one believes there is no way corporate values can fit with collegiate values, the second one emphasises the need of an enabling environment. This category believes that, until certain issues are addressed, integrating corporatisation into the university is at a crossroads. The responses aligning with this dimension pointed to what government or university management did incorrectly, leading to the failure of corporatisation of HE. They seemed to contend that corporatisation of HE would be good, only if government and/or university management prepared well for the intervention. In this section, therefore, I present the factors aligning with this dimension as:

- a) Poor preparedness on the side of both government and the university.
- b) Government and university's ignoring to address staff and student concerns, arising out of the entry of reforms at Makerere University
- c) Facilitating a dual system by both government and the university.

I address them in detail.

5.3.1 Inadequate preparedness and poor implementation of the phenomenon

One of the challenges claimed to be caused by the corporatisation of HE was blamed on government's and the university management's poor preparation, planning and implementation of the change/intervention. D7 and D3 talked about lack of preparation and its challenges:

The private sector had to come in regardless of whether it was prepared, ready or not. It had to come in to have a say in the running of universities. If university institutions were to survive by looking for money, it meant restructuring although some of these were never really done to some logical conclusion. If we had gone full commercialization but again we did not reach. I would not say Makerere went

full corporatization, in my understanding we did not. We moved to midway where the state could still give a little funding which is still inadequate. (D7)

...this explosion of student numbers brought about some new challenges in the University, some came from within and others from without since the university had not prepared very well (D3).

These observations were also supported by other deans, who had this to say, “So corporatisation has occurred in Uganda and it has occurred in bits.”¹⁵ “...corporatisation has not been fully achieved in the sense that the university is not allowed to make a number of decisions.”¹⁶ The incomplete change, or poor implementation, seemed to be blamed on government, especially for interfering with university decisions. One such change was failing to determine and implement unit costs, which resonated with all deans, but strongly asserted by this category:

So, if you were to fully implement private paying of students, you need to have the unit cost. It would mean that if the government wanted to intervene, it could do so without compromising the unit cost (D5).

Others recognised the challenge of deciding the unit cost and, therefore, advised government to seek other funding alternatives. While Marshall (2018, p.104) identifies three main components of the cost of acquiring degree tuition fees, living costs and the opportunity cost of not being in full employment, the unit cost would be a combination of the first two. D3 and D7 believed it was a challenge of not considering the unit cost:

Professionally, if I am to do a good job, I think fees must go up, which is another dilemma, but in terms of advising, I would advise that think of a new strategy of funding this education. (D3)

You are not given enough by government which owns the university and the same government does not allow you to charge the unit cost of giving the service. That's the dilemma public universities are having (D7).

¹⁵ D11

¹⁶ D5

While D3 and D7 believe Government failed to determine the unit cost, D3 further thinks rigid policies could not accommodate the change, including staffing:

Remember, we are a public university, and anything concerning staffing involves the government, and for all the time I have spent here, the government policy has always been that, no recruitment of staff on payroll. This did not recognize that establishment was no longer ok. The university has never had a human resource plan regarding the expansion and transformation (D3).

Government was also blamed for politicising the interventions, which is acknowledged by Marshall as government's way of keeping a grip on the changing public university space:

Governments are increasingly positioning higher education as a private benefit, while retaining significant control over the system through policy settings aimed at driving specific outcomes (2018, p.95).

The deans also had many misgivings about government interference, which they believed was politically driven. "Because of political reasons government cannot allow you to charge the fees in Makerere as you would want, to run these programmes."¹⁷ Some deans, however, seemed concerned that even private students were subsidised by government, as D5 explained:

I still think it's not clear about who subsidizes the other; whether it is the government students or those on private. In the region we are charging the cheapest cost. ... you can comfortably argue that the government is subsidizing and much as they argue that they are privately sponsored. (D5)

As earlier stated, most students who qualify for government sponsorship can afford to pay for their university education and there is, therefore, no need for government's interference in charging the unit cost. Instead as D3 proposed, "Government should think of a new strategy of funding this education."

¹⁷ D5, D7

5.3.2 Government and university ignoring to address staff and student concerns

While government is blamed for interfering in the university's operations, it is also implicated for failing to take note of students' and staff's concerns about the ways of handling the intervention. It is, however, important to note that the success of a public university does not depend on government alone, but on the involvement of all its different stakeholders, who Marshall identifies:

There are many stakeholders in higher education including students; alumni; donors; parents; other institutions or providers; accrediting agencies; vendors and suppliers; employers; taxpayers; non-government organisations; government; and academic faculty, both individually and collectively in disciplinary groups and as members of other organisations such as unions and advocacy bodies (Marshall, 2018, p.83).

The composition shows that, even if government holds the reins, it should be considerate of all stakeholders' views and participation. Marshall further emphasises the faculty and students' contribution:

“The involvement of faculty in university governance is generally regarded as successful and seen as adding substantially to the contribution universities make to society. ...Students are the most obvious and direct stakeholders in any higher education institution. They depend on the system to deliver significant personal benefits, and they make substantial personal investment in that system (p. 79).

Disregarding importance of university stakeholders may lead to university failure. For instance, D5 explained how government's failure to hide students' and staff's concerns resulted in strikes:

There was a strike where student leaders were saying no to changes brought in by this intervention or reform, but nothing was done. Eventually, there are things that cannot be ignored or be resisted but nevertheless, those were the indicators where I think that government was supposed to take some critical thought (D5).

Other concerns were about the failure to have measures, including resources, in place to accommodate the new intervention in the University. This is not a problem specific to Makerere alone, but to all of African Higher Education (Akalu, 2014) While deans were

disturbed about the poor reception of the intervention and government's failure to address staff and students' concerns, there were faculties/colleges that seemed to benefit from the phenomenon, hence creating different categories.

5.3.3 Dual system

Entry of corporatisation into Makerere University found a system that was not fully prepared for the change, which led to flawed operations favouring some and disadvantaging others. This facilitated dualism or polarisation within the university system (Mamdani, 2009). These included: *private versus public*,¹⁸ *Wet faculties and Dry faculties*,¹⁹ *poor students versus rich students*,²⁰ Evening programme and Day Programme,²¹ and Arts versus Sciences.²² The university created a two-tire system, as stated by D11:

I came to a system where there were two tires, if you were teaching the popular courses you had a little bit more money. First of all at the level of the university, we had; the wet and the dry, the humanities and the non-humanities and of course business and non-business, sciences versus the non-science. (D11)

The above statement shows the kind of inequality entrenched by the same system that should have stopped it.

5.3.3.1 Private versus public practices, policies and programmes, benefits and loses

Even within each pair, there were also different layering: private and public programmes meant students who are self-sponsored, and government sponsored. respectively:

...movers of getting private students based on the issue that first and foremost, government may not be able to support all the students and decided to let those students who may be willing and able have a chance and that is how it was introduced. (D5)

¹⁸ D3, D5, D11, D14

¹⁹ D3, D5, D11

²⁰ D3

²¹ D3, D11

²² D3, D5, D7, D11, D14

Private and Public Institutions also pointed to a comparative relationship between the practices and policies:

There are other policies that also came in place for example when we talk about internalization, it is one such policy that was passed here at Makerere and now it is having an impact on the promotion structure (D5).

It also gave funders the confidence to push for university-industry collaborations, promoting scholarship influence into the marketplace:

Originally, it was mainly research funded by USAID and only targeting us and we were working alone but now most of the donors want us to work with the private sector (D14).

Owing to the change in policy and entry of private students, new terms like ‘evening and day programmes’ also came along. These terms, however, came with different demands:

... I was handling the evening classes despite not having a car, ... So, people then who thought they needed more money, would enrol to teach on the evening programme. And many people took on evening than day. (D11)

The statement by D11 shows that there was an action favouring an evening programme over a day programme, indicating that already day students were being disadvantaged. It could also mean that teachers, who did not teach on evening programme, were also losing out on remuneration.

5.3.3.2 Wet and Dry faculties

Since not all faculties were lucky to have many private students, those that did were favoured by the university, which benefited the lecturers in those units (Mamdani, 2008). This, therefore, meant that, even among the lecturers, there were some who were rich while others who were poor.

...the staff were becoming divided since those that never benefited from these programmes saw themselves as poor and not valued. This happened for a long time and resulted into a big problem because those on these programmes became richer since they were getting extra money while others became poorer, especially

the ones from the science units, hence the units became wet and dry for a long time. (D3)

While wet was synonymous with rich, dry symbolised poor. “We had what we called dry and wet faculties.” The dry faculties comprised those that did not have many students like, Sciences; wet faculties admitted many private students, like Arts and Management Sciences. “Dry faculties were mainly the science based because they could not make courses to attract large numbers.” (D5)

5.3.3.3 Arts versus Sciences

In the different interviews the comparison between Arts and Sciences was evident, owing to their *divergent nature*²³ and *government differential treatment*.²⁴ Depending on the uniqueness of sciences and different requirements, numbers are limited, unlike in Arts:

You can bring many students in arts and get billions of shillings and pay yourselves. But for sciences, you cannot attract so many and handle them. So, the numbers must remain moderate and because the numbers are moderate, these people will be suffocated in terms of the take home. The wet faculties were those of Arts where they could attract thousands of students, get a lot of money and therefore pay themselves at the end. (D5).

Consequently, this differentiation created a challenge for administration, since no-one wanted to be identified with the poor faculty or college:

That brought a lot of problems and the staffs were grumbling but we even reached an extent where no administrator wanted to go into a dry faculty. If you posted an administrator, a secretary to a dry faculty, that was a disaster and a big problem (D5).

While the big numbers seem to have favoured Arts in terms of lecturers’ net remuneration, conversely the Sciences seemed to have benefited from small numbers, which allowed them time to do research, hence contributing to the university’s visibility:

²³ D5

²⁴ D3, D5, D7

This school alone produced the biggest number of PhDs in the university I think we are only beaten by the college of Health sciences as a school we are competing with colleges. This year we have a gain the biggest number of PhDs. When it comes to publications again, we are only beaten by Health sciences, we come second, and the other colleges are nowhere. (D14)

Government was, however, blamed for this differential treatment, which further widened the gap between sciences, and arts through increased staff pay and grants:

when you look at the policy on the national level it is Science, because of the way they describe it as more important, so they think the scientists should be paid more, which I don't think is true because it is just the way these disciplines are handled (D3).

They argued that, while the pay was to balance out the wet-dry faculty gap, it was not sustainable:

Incentive was meant to solve the wet-dry faculty challenge. That is why you now find scales. You find that a lecturer for a science based is given a different rate by government and that was actually on that premise which to me I think that it was not sustainable (D5).

Owing to the deans' divergent views on corporatisation of HE in this chapter, it shows that, even in a defined category like Rejectors, there are still different dimensions, depending on how academic values can either be preserved or enhanced.

Table 5.1, below, shows that all the deans in this category support the preservation of the academic values, however the difference arises out of how they view support from government or/and university management. While there are some who go on to strongly blame government/university for what they did wrong, other deans condemn government/university for what they failed to do to prevent the negative influence of corporatisation on HE's value system, or collegiate values. It is against this background that two sub-categories are recognised. While both subcategories seek to preserve the collegiate value system, one group resists all other external values entering their space and this study labels this sub-category Challengers. The second sub-category, which I

labelled Contemplators, maintains that indeed corporate practices are foreign to the academic system, but would possibly work if guided effectively by government.

Table 5.1: Summary of Deans’ responses showing the Rejectors’ category

SN	GENDER	How Deans understand the Influence of Corporatisation on HE value system (position construct)	How Deans perceive available support towards corporatisation of HE (Purpose construct).
D3	MALE	Devalues the intention of the university	Lack of preparedness by the university and poor support from government
D5	MALE	Problem bigger than corporatisation of HE, affects all education	Government ignored the resistance
D7	MALE	Creates imbalance.	Government lacks enough regulatory system.
D11	FEMALE	Has changed academia.	University and government created a differential system.
D14	MALE	Changed recruitment system, which will affect Makerere’s name	Staff feel both government and top management have failed them.

Source: Developed by the Author, 2019

5. 4. Summary

In this chapter, I presented the findings of the Rejectors’ category, which seemed to be more orientated to preserving the traditional collegiate model, or more passionate about conserving collegial values than adopting corporate ones. The category also showed two dimensions: those who completely challenge entry of corporatisation into the HE space, highlighting why corporate values can never work with collegiate values; and those who blame government or the university for not supporting the intervention. Issues that show why corporatisation was not welcome into the HE space included corporatisation changing the university value system, causing a shift in a number of areas, for example

from public to private in practice, student identity, policy and institutional image. In contrast, the second dimension identified

a) a lack of preparedness, poor planning and incomplete implementation of the change

b) government's failure to address staff and students' concerns

c) government and the university facilitating polarisation, within the university system. Both aspects pointed to a decline of quality in all the university core functions (research, teaching and enterprise), inequalities for both students and lecturer (poor versus rich and wet versus dry faculties) and, finally a flawed governance structure and weak systems.

The subcategories, which I called Challengers and Contemplators, regarded the respective stand against corporatisation entry and government's failure to preserve the collegiate values. There seems to be a pattern emerging, showing that Challengers came from both sciences and Arts, whereas Contemplators belonged to the Arts only. Secondly, the Challengers joined the year private students started and the Contemplators joined two years later, which indicates that they never experienced the old Makerere, whose students were all government sponsored and numbers were still low. Thirdly, the Contemplators, two experienced the first resistance against initial corporatisation aspects, which included introduction of cost sharing, while all three experienced the transition from Old Makerere to the new Makerere (the two-in-one Makerere). Comparatively, Challengers seem to be against corporatisation, possibly because it denied them the experience of the Old Makerere, while Contemplators might be missing some good experiences of Old Makerere, at the same time being aware of what they would have missed if they had not experienced the new Makerere. Therefore, Contemplators seem to be playing two roles both as sympathisers with the Old Makerere and promoters of the new Makerere, hence the reason I called them Contemplators.

In the next chapter (Chapter 6), I present the findings on the second category, which this study called Embracers. These are identified by the yellow colour on figure 4.2, in chapter four. Embracers seemed to be more passionate about implementing the corporate over a collegiate model, because of the perceived benefits. They were, however, disappointed at how government and university management mishandled the whole intervention. This

category believes that corporatisation of HE is the right way to go, if only government could let go and allow private practices to guide the operations of the university. Embracers argue that the university, whose composition is 80% private students, cannot use public models to manage private finances.

CHAPTER 6: FINDINGS 2 - THE EMBRACERS

...the coming in of private students for both day and evening students meant that the university now generates its own revenue and therefore could without government be in position to solve some of the issues surrounding the activities being undertaken. Even the staff welfare changed with the coming in of privately sponsored students. I want to tell you that about forty percent of staff salaries are catered for from those funds. Also take an example, this building where we are sitting right now, it wasn't built by government but the university from internally generated funds. And many other things like buying computers, for example on average each and everybody here has a new computer on his desk. (D1)

6.1 Introduction

In the previous chapter, I presented an analysis of the Rejectors' category, whose perceptions were guided by their desire to preserve academic values against corporatisation practices. In this chapter, I present the findings that typify the Embracers' category, based on the positions of six deans, who exhibit more support towards corporate values over collegial values. Embracers saw corporatisation as a timely intervention (Furedi, 2012) and any problems associated with it were blamed on government's bureaucracies in managing university operations and finances.

The chapter represents the area shaded yellow in figure 4.2, which has two sections that indicate the sub-categories (Co-Implementors and Complimentors). I begin by analysing the perception of the deans in this category, concerning the failure of government and university management to free the corporatisation process (incomplete corporatisation process); the perceived benefits of corporatisation; and the deans' roles in bridging the gap between inconsistencies and the desired end. I will then provide table 6.1, summarising the information relating to the Embracers and, finally, provide a summary of the chapter.

In terms of values, figure 4.2 shows that this category is drawn more towards the corporate values' model, or corporatisation of HE (appreciating and ready to implement the activities brought about by corporatisation). This is also seen as an adoption of corporate culture (Brownlee, 2014), or employing market strategies (Steck, 2003), or integrating New Public Management theory into university operations (Marobela, 2008). The Embracers' category, which represent qualified support for the corporatisation of HE, has two sub-categories: one appreciating the benefits of the phenomenon and the second appreciating the acknowledgement of the importance of corporatisation of HE, but decrying lack of support towards implementing the change. While this chapter is about the emerging distinction between deans' perceptions of accrued corporate benefits and lack of supportive structures for the corporatisation of HE, it is also important to note that some responses show overlaps between the two dimensions. I, therefore, present the responses of deans that strongly point to the perception of lack of supportive structures, leading to an incomplete corporatisation process, the perceptions acknowledging the positive contribution of corporatisation of HE and the development of supportive mechanism, based on own initiatives (Bridging the gap by determining own best practices).

6.2 Mismanaging an incomplete corporatisation process

As mentioned in the previous chapter, corporatisation of HE at Makerere University is understood, received and implemented uniquely by each dean, depending on their academic values and how those values should be preserved; and on how they perceive the available, or lack of, support for implementing the corporate model, or protecting the university from possible negative outcomes. This chapter presents a new category of deans, who seem to be convinced that corporatisation of HE is the only way for the university to succeed. Blame for the failure of implementation is laid at the door of government, for not releasing the university to do what it should have done, hence restricting the university progress and proper transition. Consequently, the process of corporatisation was never completed, resulting in negative consequences. "It is really management of the process that has become a problem, but commercialisation in itself would be a good thing."²⁵ Indicators of the proclaimed failure include managing a public

²⁵ D8

university with private systems²⁶ and government's failure to moderate the university-industry relationship.²⁷

6.2.1 Managing a public university with private systems

There has been debate regarding how a public institution can be managed as a private entity or operate with private sector practices. How the two can work together, alongside each other, is increasingly an issue for many public enterprises. The challenge to all public institutions has been financial sustainability, without losing their core mandate of providing a public good (Boesenberg, 2015; Levy, 2006). Responses of deans in this category raise questions: How should a public university be managed²⁸ Who funds it and, in the case of "private funds", who should be accountable for the funds?²⁹ How much is enough to fund one student?³⁰ Which framework guides how the funds come in and how they are disbursed (Is it public or private framework)³¹? I expound on these issues in the next section.

6.2.1.1 Governance and finances of the university

It was evident that the manner in which individual deans conceptualised corporatisation of HE at Makerere University influenced how they viewed different sources and management of funding to the university. This, therefore, resulted in various definitions, which included privatisation,³² cost-sharing,³³ private sector entering public institutions,³⁴ commercialisation,³⁵ reduced government funding that was a result of neo-liberalism and World Bank Structural Adjustment Programmes.³⁶ Similar terms could also be traced in the literature, trying to define adoption of a World Bank Model in HE; commercialisation and privatisation (Mamdani, 2008), commodification of HE (Furedi, 2012); and cost

²⁶ D4, D8, D13,

²⁷ D2

²⁸ D2, D10,13

²⁹ D2,D4, D8, D10

³⁰ D2, D4, D8, D10, D13

³¹ D2, D4, D13

³² D1, D4, D10

³³ D1

³⁴ D2

³⁵ D8

³⁶ D10, D13

sharing (Ishengoma, 2006), where parents or students are needed to pay an amount towards the cost of education (Ogachi, 2001). While Mamdani defines privatisation as "... privately sponsored students fee-paying into the university" (2008:8), Shirley (1999, p. 115) defines "privatisation as the sale of state-owned assets" to private shareholders. Ogachi, on the other hand, sees neo-liberalism of HE as a way of transforming education into a commodity for sale (2001, p. 25), which agrees with Furedi's definition (2012, p.6) of commodification. It is worth noting that HE is facing a financial crisis globally, as a result of reduced public funding (Sall & Ndjaye, 2007).

The deans have different definitions and judgements regarding poor planning and management of university finances, by both government and university. For instance, D1 said that, because all the money is managed centrally, the university pays according to the contribution made by different colleges:

You know all moneys are paid in the University central account. But now the university will say, how many students are in the college that pay for themselves? - and that's where the danger is- One will say 4000 and then another unit says for us we have barely 100 students, so they have a formula hence will transfer that amount that is in tandem with the number of students the Unit has (D1).

This position confirms the view posited by Mamdani (2008), which resulted in some ethical challenges, as observed by some of the deans (D1 and D10):

... [it] created something, kind of a hunger where a unit like this one would admit as many private students as possible because the more you have the more resources you get from the university central administration (D1).

That took us off track because units started having programmes that shouldn't really be programmes and subdivided (D10).

The university management, therefore, decided to address the challenge by changing the rule for all to benefit equally, as D10 explained:

So, there was a decision made by council that all money collected from units should go to the Centre. The Centre pays and this money is shared by everybody whether you are in a unit that does or doesn't bring in money. (D10)

While this new change was celebrated by some, others did not welcome it, since the incentive considered one's position and not how much you contributed:

...us in Science that was very good because at last we were also getting money. But the Arts people felt very bad because the incentives they were getting were not even 1/3 of what they used to get. Before the consolidated allowance, whether you were a teaching assistant, professor or lecturer you would be entitled to that money. An hour's pay was equivalent no matter the rank so most of them were getting the same allowance and good money. However, when they started this incentive, of course the assistant lectures, lecturers had to go where they fit and the other side felt it (D8).

This didn't go well with the units that were bringing in more money (D10).

The change was therefore, strongly resisted, which came at a cost to the University:

... after some time, the people started putting their tools down. Student numbers started going down even the so-called incentive became irregular because with less numbers, money was not enough (D8).

This seemed to create a vicious cycle of challenges:

...You think you have solved a problem and something else comes up and for me this is not looking holistically at the whole challenge (D10).

Since there were many issues arising, because of the way finances were managed, it pointed to a bigger problem of governance and who oversaw the management of the university operations and resources also identified as challenges of institutional autonomy (Stensaker, 2014; Stensaker, B., & Vabø, 2013) While there seemed to be problems with equitable remuneration of the academic staff, it appeared to be beyond just financial constraints and indicative of governance weaknesses, as could be seen from D2's and D4's explanations about the contending forces between government, council and status of the university as a public good:

While the Council is aware of these constraints, it is handicapped due to the nature of the University, whereby any slight change in fees will cause unrest. When the Council considers increasing the fees... Government will intervene after all this is a Public University (D2).

...because everybody knows that Makerere is a public institution, it is not expected to charge fees that reflect the unit cost. And as much as Makerere has been pushing to charge fees that reflect the unit cost, the political system has not allowed because it is ingrained in the minds of the public that that's a public institution...In the political world, the population knows that it is a public good (D4).

It appears, from the two submissions, that, the university is powerless in managing its internal operations. Also, as D8 wondered:

...we were also mindful of what was taking place and I wonder why the university wasn't asking them to account for the government salary that they get. They don't account for it because they were engrossed in private teaching instead of teaching as the government pays them (D8).

The challenge we had I think we didn't plan well especially in terms of the use of the resources so what happened was that the different units would pay their staff for the hours taught. And so, you would have somebody receiving a full salary as staff but additional teaching for the evening would be paid for separately. That was a great mistake the leadership did. (D10)

Even the internal systems were not free of contention, as pointed out by D2:

...collegiate system was to make sure that these colleges are entities, units that are autonomous or semi-autonomous whereby all the operations of the university would be taken down to the colleges. Most of the things are still done up there. This affects value for money because when we collect money as a college it goes to the centre and it's the centre which determines how we are going to use that money (D2).

While the university leadership was to oversee the internal operations, government was supposed to facilitate those operations financially, but seemed to have defaulted on both its promises and responsibility:

To resolve the impasse between units, government decided to take the money that was being collected with the promise of gradually increasing our salary to the level we had negotiated. They were supposed to increase because we had agreed that a professor should get at least 15million then should government take whatever is generated here (Makerere university). But the government was also wise before they reached 15m they changed and decided to channel everything to the treasury, so we are having problems now (D8).

The point of confusion appears to be from deciding who should be in charge: university leadership or government, and to make the scope of each clear, if they both are. It is, therefore, vital for government to take care of its financing responsibility completely, to allow the university to concentrate on its core activities, as D8 advises:

The government must look for all ways of managing this education. Government as the owner should pay since we are doing a good because Makerere is a very high institution; give it what you should so that we remain there. Secondly, let the university release or declare to Government all the money being collected here from private students. (D8)

D8 seemed to imply that university is to blame for meddling in financial issues, instead of concentrating on its core functions. Other pitfalls seemed to be arising out of the failure to harmonise the public-private operations, particularly the role between government and the university governing body, faculty and societal expectations (Varghese 2015).

6.2.1.2 Lack of appropriate practices and models

Before corporatisation of HE, the university system was purely public, hence the operations were all guided by the public framework/procedures. With the introduction of corporatisation, however, there was a need to create room for the kind of practices that come with privatisation but retain the academic ethos for a conducive university

environment. This is possibly what Sall and Ndjaye (2007, p.45) meant by saying “...reforms are necessary to adapt higher education institutions to their environments.” As observed, the corporatisation process was never completed, which could have been the reason of the mentioned challenges. As D4 elucidates:

Makerere University is operating a business model which didn't really take root because it also wanted to remain a public university. This has remained a challenge because the business model presupposes that the cost of business keeps on changing and when it changes, you also change the price and what you charge the consumers which Makerere has failed to do for the last 10years (D4).

The challenges of managing a public university believed to be using private finances are clearly stated by D13 below:

Something else we may need to know is that our budgets around 70% is from private students. The non-tax revenue internally generated funds is 30% that comes from government. The challenge you have is that if 80% of the students are private, more less you are talking about a private university. When we are managing a government institution, we use public models not private models and that poses a big challenge because whereas private university X will use 300million to buy cars for five deans for reconditioned vehicles that will last more than five years. Here we can only buy one brand new car if you go through advertisement and procurement, it takes 8 months and you use 300 on one car and remember through government asset management system that car is depreciated at 20% reducing balance method. So, after five years it is balance zero you are supposed to dispose it. So, you spend a lot of private funds but managing a public body. This affects almost all operations because there are a lot of costs surrounding government processes (D13).

D13 not only shows how it is costly to use public models, but also inefficient. Unfortunately, government money is not only inadequate, but it is never paid on time, so the university seems to be surviving because of private students:

...private students' money subsidizes government students because government money delays and there are some areas where government students don't really

get money like field attachment and food where government pays only 4,000/- per day. If the private students were not there the universities would not be running or government would have done something. (D13)

The government, however, contends that there is no private money:

But you know when we tell them we are using private students' money, they say even that one is government money, we have given you authority to utilize it (D13).

The smooth running of the university, therefore, depends on how the university defines what constitutes private or public finances and on adopting the best models that would produce desired outcomes. This would only be possible through clarity of the role of the deans.

6.2.1.3 Strained deans' roles

Before entry of corporatisation, the deans' roles were well-defined and clear, being restricted to managing academic processes, as seen from D2 & D10:

Deans' roles are majorly to strengthen the core function of teaching and learning so deans are mainly involved in academics. You must ensure that there's proper teaching by the academic staff. So, timetables must be in place on time, teaching materials planned for and delivered on time, the teaching space assessed to ensure that it conforms to the targets that are set by the National Council for Higher Education (NCHE), and the laboratories always be made ready for students to use. Then we have examinations that are part of assessment, which include written exams, oral exams, project presentations, defence, we call them viva voce for Masters and PhD. All those are under the dean and we must make sure that they take place (D2).

My major role as a dean is to give academic leadership so that the staff are able and know that they should do all those three core functions of the university (D10).

With entry of corporatisation and incomplete processes, however, there seems to be an overload on the deans' role and overlap between deans and administrators:

As deans we report to the deputy principal who may at will assign us other duties on top of academic roles. ... we come up with annual plans, the budgets for the College and so on. We participate in soliciting for funding from donor agencies, from the private sector and advocacy where we go and plead with government to improve the funding to university. We also participate in writing funded projects like proposals and so on (D2).

I'll give an example, when students sit exams and results are released or when lecturers submit, you now have results of 1300 students with one examination officer who is responsible for that. They probably have 2 or 3 weeks to process those results. If you came here during the exam period, you would be surprised to see the kind of things I do. Things that should be done by a junior administrator or assistant or clerical person, but that person is not there so sometimes I have to step in (D4).

Sometimes there is incompatibility between what the deans can handle and top management's requirements:

Take an example, I have a PhD class here which we teach and according to our capacity for us we say we cannot teach more than ten. And so, we admitted ten. But now the university by considering whether this programme is viable they were like no, the minimum we can allow you to have is twenty students (D1).

This not only undermines the power of the deans, but it also threatens the quality of their work:

So that implies there is a question of quality control and you're not even in position to control the quality and obviously when it comes to teaching as well, the numbers are too big for you to teach efficiently in some classes (D4).

These constraints seem to affect how deans work and relate to other staff:

So instead of being here and thinking for the school, you are actually doing things like auditing results and it affects your delivery. It also creates tension in the workplace because you are pushing people to deliver beyond their capacity and working time (D4).

For me this is a bit of a dilemma, I know that if someone is not here he's somewhere doing something but at the same time we need to deliver on all these things and sometimes as a dean you find it a bit difficult especially when it comes to things like someone marking dissertations, supervisors to deal with people, they begin to see it as additional load which should be paid for... because they were being paid previously and they are no longer being paid. So, staff are disgruntled, and it makes our work difficult (D10).

The responses show that, when the deans' roles are affected, the other staff and functions of the university also get affected. Secondly, managing university interventions, without considering the deans' input, is detrimental to the whole university system. As mentioned in Chapter 5, there are many stakeholders of the university, who need to be considered before government implements change. Industry is one of such stakeholders.

6.2.2 Government moderating university-industry relationship

Welcoming corporatisation of HE at Makerere was also perceived as opening doors to industry relationships or/and collaborations. It also meant that industries had a say (or needed to have a say) in the kind of graduates the university sends out to the market.

This does not seem to be the case at Makerere University, because of the conflicting understanding and moderation of the university-industry relationship. In this section I present the areas brought out by the deans concerning government's role in moderating the university-industry relationship, through a defined legal framework and its influence on academic and professional competencies.

6.2.2.1 Legal Framework

While it may look easy to invite the industry in and carry on business as usual, this is not the case given the dynamics involved in operationalising the available legal framework:

...these stake holders who are getting our students would so much want to come in and intervene to make sure that we improve in a private way but getting their support in whatever form becomes challenging because we have the legal framework within which to operate that is not flexible. The University and Other

Tertiary Institutions Act (UOTIA) lays out the way all public higher institutions are supposed to operate and restricts staff working elsewhere. So, we find that the assistance we would get from these people would be curtailed by the provisions in the Act (D2).

The UOTIA seems to be blamed for hindering productive relationships between university and industry and is seen as a disadvantage for both academic staff and students:

For example, in the private sector we would have companies, contractors, consultants that would like to employ our staff through some MOUs (memorandum of understanding). They go and help them in improving their operations. In so doing they would improve on their knowledge in Industry and enrich the way they teach. They would at the same time introduce the students to the industry. This would improve staff/student experience, and knowledge of what happens in the industry so that we reduce on just classroom chalk and talk business (D2).

Another legal challenge is blamed on the university's internal controls, regarding external relationships and operations:

...for example, if you were a member of staff in one of my departments and you engage some private sector enterprise as a Consultant to conduct a study but using the university facilities. An MOU can't be signed between you and the Consulting body but instead it would be signed by the legal officer of the university and all proceeds go to the top first. So, after all deductions are made, whatever money will come down here will not be enough for you to do the project. That is why people are demotivated and do not want to do projects that bring money into the university. Because staff must make ends meet due to low salary coupled with stringent rules, they spend little time at the university. Legally, a staff member is supposed to be at the university from 8a.m to 5pm every day from Monday to Friday but some staff are here for only 4 hours every week so they're not productive. (D2)

Unfortunately, the hitches caused by the legal frameworks affect all the stakeholders, if poorly implemented. The responses show that stringent rules may end up affecting the institution negatively.

6.2.2.2 Academic and professional competence

When legal frameworks stifle the university-industry collaborations, academic staff lose out in terms of experience, academic and professional development. Marshall referred to this kind of collaboration, between the professional and academic staff, as “the third space”, wherein multiple skills are created and adopted, or theory unites with practice (2018, p.87). The importance of this practice was also elucidated by one of the deans:

...you find that about 8% of our staff are registered as professional engineers. So, it defeats one's understanding how a person who is not registered teaches engineers. It is not good and there's no plan to make sure that our staff get registered. One of the major impediments to this might be that the professional body that registers engineers mainly look at how the person practices not how he teaches so if these teachers do not go to the private sector to get involved in projects which they can use to strengthen their capacity as practicing engineers, they cannot register. ... While all our staff have academic competences, we are still lacking in the number of professional competences. For example, you may have a person who is a professor when he's not registered. This is not good because being a professor and you're not registered doesn't add up. We need people who are going up ladders both academically and professionally. (D2)

The explanation above points to the passion of the respondent towards the influence of the university-industry relationship and its importance in knowledge creation that is relevant to the society.

6.3 Benefits of Corporatisation

As I mentioned earlier in this chapter, the Embracers category has two sub-categories: one which identified negative consequences, because of the failure of the government or university to facilitate proper entry of corporatisation into Makerere university; the second subcategory which highlighted the positive outcomes of corporatisation. This

section, therefore, presents the findings from this group as: better quality infrastructure³⁷; expanded physical access³⁸; improved staff welfare and development³⁹; and university-community collaborations and research.⁴⁰

6.3.1 Better-quality infrastructure

While it is prominent in the Rejectors' category that there was nothing good gained from corporatisation of HE, Embracers had a different story of success. One of the things appreciated was the expansion or improvement of the available infrastructure:

...this building where we are sitting right now, it wasn't built by government, but the university saved money from internally generated funds and put up this building where we are sitting today. ... my teachers that taught me in this university before, their offices, chairs were so bad because it wasn't easy using government money to buy a modern table and chair like these ones (D1).

6.3.2 Expanded physical access

Another benefit acknowledged was the increased physical access, whereby many who could not enter Makerere university, even when they had minimum requirements, were able to access entry on private sponsorship, if they could afford it:

...it sort of created an opportunity for students to gain access to Makerere by paying for themselves. Before the government could only pay for maybe four thousand students and end there. But right now, this university has almost forty thousand students and when you go by percentages most of the students are privately sponsored. So private sponsorship in a way introduced a situation where this public good called education is paid for. It allowed access, a wide access to students in Makerere (D1)

Government officials were also given a chance to study for higher qualifications:

...the main/ first clients of the evening classes of Makerere when they were introducing evening programmes were mature old people who were in

³⁷ D1

³⁸ D1, D13

³⁹ D1, D10, D13

⁴⁰ D2, D10

government with no degree for a long time. We even taught ministers during that time. (D1)

And it gave opportunities to very many people. I remember the first classes we had people who were 60 and 65. I remember some UPDF officers many of them Colonels those were the people that had been left out by the system and could not go abroad to study so they all came here.(D13)

It has also been convenient and offered an opportunity for the working class:

So, an opportunity for private students should be there it opens opportunities for people that are working who would like to further their studies. (D1)

This is seen in the unfolding Makerere University Business School (MUBS) success story:

You know, to promote our institutions, have more students in the Makerere brand and have some more money into the university. It was opposed by senate I think very heavily. Perhaps the difference that happened between Makerere and Commerce at MUBS were resulting from that success story. MUBS eventually went ahead with support of government and started BCOM External and eventually BBA came on board and these became very popular in faculty of commerce. The whole public now saw that it was something that could work. That is when we moved on and the whole university decided to follow that. (D13)

The above statement shows that, while the MUBS is seen as a corporate model, it appears to have been birthed out of innovation to meet a need, rather than being driven by corporatisation.

6.3.3 Staff welfare and development

This category also acknowledged that corporatisation of HE improved staff welfare and development:

...the staff welfare changed with the coming in of privately sponsored students. I want to tell you that about forty percent of staff salaries are catered for from those funds (D1).

When the university changed its policy that a lecturer must have a PhD one thing that Makerere did was to save 10% of every tuition paid by a student and banked into the Staff development account. Many of us who got PhDs used that money and that's why I think Makerere has one of the largest numbers of PhDs. In Uganda it's the highest but even in Africa. That was a purposeful move meaning if we didn't have paying students, maybe government would not have given us money to help us build capacity. So, I think that has helped us and up to now we still have that money put aside (D10).

Of course, all lecturers in commerce almost all of them bought cars which was unheard of. Lecturers from other faculties were poor and wanted their boards to reproduce this model... We also have staff development policy, we take it as a core activity, whoever comes to MUBS after two years has to start a masters' programme. Once you have a masters' programme after another four years you start PhD. So that within ten years a staff is with us they have a PhD (D13).

These deans show the available support towards staff welfare and development, which they relate to the corporatisation process.

6.3.4 University-community collaborations

Although deans blame the government for not providing an appropriate legal framework to facilitate the government-industry relationship, they also admit that corporatisation has opened the doors to more and better collaborations with industry, with regards to research.

I must say that Makerere is doing much better now as far as research and community outreach is concerned. A few years ago, it was all about teaching and teaching but now we got out of that. There's more research being done now, there's more interest in linking to the community. I now see a positive trend which as a result of the country is probably beginning to put pressure on the university to reach out to the community as opposed to the ivory tower syndrome. So, in an attempt to make sure that the products we are passing out are the ones needed by community you have to go to the community, so I think there's now a closer

working relation with the community. And research is beginning to inform teaching which is what should be there (D10).

One of the deans who pointed out the challenges of the framework, also shared how, through own personal initiatives, he had created links with industry to help the students:

...we have professional talks whereby we get engineers from Industry. We organize this every month; they come and talk to our students. They basically talk to them about what is happening in the field, what prospects are there for them in the field, what the benefits are for a person to get registered and these ones are giving a lot of encouragement to the students... We also send them out for field attachment which happens once every year. We make sure that wherever we go we attach them to professional engineers as much as possible. So, in the industry where a student is attached, there's a professional engineer. (D2).

This dean shows what he did with his team to bridge the gap between university and industry.

In 6.2 and 6.3, I have presented the findings of deans who have embraced corporatisation of HE, with some blaming government and university management for failing to facilitate completion of the process. This resulted in some negative consequences, but also some benefits. Although the deans embraced corporatisation differently, they seemed to have some common ground in the need to bridge the gap between their new-found necessity (corporatisation in their academic space) and the desired end.

6.4 Bridging the gap between inconsistencies and the desired end

While the Embracers' category was ready to run with corporatisation, because of the benefits they had come to associate with it, they were also aware of the challenges to be overcome, before achieving the desired end. Most of the deans in this category, therefore, had to find a way of addressing the challenges to get the best out of this phenomenon. I present the different interventions as 'bridging the gap between university and industry', 'lack of financial support and other sources', and 'personal career and job demands.'

6.4.1 Bridging the gap between university and industry

While some deans were not comfortable with the existing legal framework that regulates university and other tertiary institutions' operations and, more so, external relationships, others were working out ways of addressing such gaps to benefit students, staff and the university as a whole:

So, to make sure that the product we are passing out are the ones needed by community you have to go to the community. So, I think there's now a closer working relation with the community. And research is beginning to inform teaching which is what should be there (D10).

Bridging the gap between university and community, therefore, seemed to give more value to the university's image and functions.

6.4.2 Bridging the gap between lack of financial support and other sources

With uncertainty about who should manage university finances and how they should be disbursed, the greatest challenge appeared to be the constrained resources failing to meet the demands. In order to deliver successfully on their jobs and within the units, some deans, together with their teams, came up with ways of addressing financial challenges. Some were supported by university management, while others worked through personal initiatives:

Now the aim of this consultancy was to make sure that instead of staff going outside to look for jobs they would form a Consortium of consultants and the CEO who would also be a staff member who would look for jobs both from within and without. We would be more organized, and this firm would be giving the university money (D2).

For instance, in this school we are trying to get through to the Alumni to find out if they can support certain things in the school and set up an endowment fund. So, in other words you begin doing things the state should ordinarily be doing (D4).

As a university we started a bakery which was then supplying the student halls and a grinding mill. There are two programmes that have been put in place in the

past two years and all this is meant to generate money for the university no longer for salary. As you can see that the first attempt to generate money was for salary or staff incentive, but we are now moving towards generation of money for the whole institutional development (D10).

The other initiative was managing few resources strategically to build research capacity:

...we give it 52 million budget per year in terms of internally generated funds. This is a big figure compared to the university, but we have decided to do this and to utilize it per faculty very well such that wherever there is a professor there's a research project, somebody who is not yet a professor, a lecturer and an assistant lecturer for purposes of mentorship. It is little money, but the outcome is commendable because they all learn, you don't give it to one person. So that's how we are building our research capacity. (D13)

These deans show that constraints can be handled, if energy is focused on solving them, rather than on what caused them. They also indicate the power of teamwork and how much can be achieved through well-guided leadership.

6.4.3 Bridging the gap between personal career and job demands

Amidst tight schedules and constrained resources, some deans have been able to develop their own careers and those of their mentees:

You are doing the research, but it is not moving so well because you have to teach. It's really a dilemma. Some people balance, I personally balance my research. I do research, I have a project, I am an administrator and I also teach but it's a lot of hard work... You encourage people when you come across calls for projects, you encourage them when you conceptualize a project yourself and involve them when you see research somewhere or a conference. For the junior colleagues, you can mentor and talk to them. (D4)

The deans' responses showed that, regardless of whether there was enough support, through their passion, personality and roles, they could make a substantial contribution towards the success of corporatisation of HE.

Table 6.1: Summary of deans’ responses showing the Embracers’ category

SN	GENDER	How they understand the positive influence of corporatisation on HE value system	How they perceive negative impact on HE, because of lack support for this transformation	Bridging the gap between inconsistencies and desired end
D1	MALE	Increased physical access, improved staff welfare & infrastructure	Management’s hunger for numbers without supporting them	
D2	MALE	Collaboration with industry reducing chalk and talk	Governance challenges, legal framework for university-industry relationship	Involving industry in preparing students for the job market
D4	MALE		Incomplete corporatisation process	Reaching out to Alumni to set up an endowment fund.
D8	MALE		Governance challenges and incompatible private sector practices	
D10	FEMALE	Research linking to the community, deliberate effort in staff development, Improved ICT	Governance challenges, strained Deans’ roles, and financial issues	Linking research to the community and starting income generating units
D13	MALE	Success story, increased access, good staff welfare & development	Costly public models for private finances.	Creating a research fund to build research capacity and staff development.

Source: Developed by the Author, 2019

The table summarises the key elements that help draw a comparison between the members of the same category, as well as providing a base for the cross-case comparison between categories in the discussion chapter.

6.5 Summary

I presented the analysis of the Embracers’ category, highlighting the characteristics of this category and the differences from the previous one, the Rejectors. Embracers seemed to be more accepting of implementing the corporate model over a collegiate one. Whereas some deans appeared to be motivated by the benefits from corporatisation of HE, others acknowledged that there were challenges arising out of incompleteness and mismanagement of the whole process. Embracers, therefore, blamed government and university for failing to facilitate the corporatisation intervention. On the continuum between academic values (on the left) and corporate values (on the right), Embracers lie to the extreme right (refer to fig. 4.3). As seen in figure 4.3, this category also has two

sub-categories: deans seen as strong adopters of corporate values, otherwise referred to as Co-Implementors (work together, join forces, team up with the corporate model for the success of HE, provide solutions, where there are hitches); and weak adopters, which I called Complimentors (praising, commending the good contribution made by corporatisation to HE). Whereas all the Embracers displayed elements that fall into both sub-categories, strong adopters were more concerned with the negative consequences caused by failures within the supportive structures. They, however, went on to address the gaps in a micro way (focused on help coming from within). They also focused on government's high-handedness, as the biggest barrier to successful university operations. Comparatively, Complimentors were more appreciative of the benefits gained from corporatisation.

The incomplete corporatisation process was identified through:

- a) Misusing private systems to manage a public institution, which resulted in poor governance and financial mismanagement; an incorrect management model and practices; and, eventually, strained deans' roles.
- b) The government's failure to operationalise the University and Other Tertiary Institutions' Act (UOTIA).

This failure was criticised for restraining the university-industry relationship. Consequently, the institution could not benefit from vital outcomes that would be to the advantage of all the stakeholders. Conversely, recognised benefits included better quality infrastructure; expanded physical access; improved staff welfare and development; and strong university-community collaborations, that take research from ivory towers to the marketplace to provide real-life solutions. To address the gaps, that were seemingly caused by government's failure to facilitate the corporatisation process, some deans, in their different schools, came up with interventions which addressed industry-relationships, financial constraints and balancing tight schedules with personal career demands.

I found that the schools, or their disciplines (Arts or Sciences) could not be placed in the sub-categories, because there was no consistency of positions. All deans took note and

reacted to the wrongs of the incomplete process, but the concerns of some deans' (D2, D4, D10 and D13) were more about institutional performance than personal frustration. Also, only three deans (D1, D10 and D13) highlighted the benefits of corporatisation entering Makerere university, with D1 providing a wider scope. Moreover, D2, D4, D10 and D13 explained the interventions they came up with to tackle the gaps. It is this subcategory that I called Co-Implementors. While the rest could have been called Complimentors, D1 seems to fit this subcategory, more strongly than D8. Co-Implementors come from Sciences, Management Sciences and Arts while the Complimentors' subcategory is from Management Sciences and D8 from Sciences. While all were government sponsored students, only one experienced all the full privileges and falls into the category of Co-Implementors. The rest only benefited from tuition. Worthy to note is that category-specific themes will be discussed in Chapter 9, including the role of government in harmonising the university-industry relationship (governance and managing stakeholder relationships).

Finally, in the next chapter I will provide the analysis of Integrators, which represents the categories of deans who perceive corporatisation as vehicle to drive HE to its pinnacle. Integrators differ from Co-Implementors (the sub-category under Embracers), because their criticisms implied a fundamental leaning towards universities as public institutions. Co-Implementors first acknowledged the negatives caused by the gaps in the supportive structure, before tackling them. These are still presented as an impediment to operating as a public institution, instead of a private one. Secondly, while the Co-Implementors subcategory tried to come up with ways of addressing the gaps, was only limited to internal abilities and capacity. On the other hand, the Integrators' category seemed not to be bothered about the hindrances, but about how to overcome them. They aimed to attain their goals by acknowledging the needed support from all stakeholders (internal and external). Integrators looked beyond their own abilities and constraints towards external help.

CHAPTER 7: FINDINGS 3 – THE INTEGRATORS

...how do we mobilise resources? How do I mobilize human resource that is appropriate without necessarily increasing the wage bill of the university? How do I mobilize donors and funders, to build confidence that they are able to trust that what they do will work? How do I build the school to put it at a level of other public international schools of Public health? How do I make sure that the school was visible in terms of its outputs? How do I build confidence of the present faculty? (D12)

7.1 Introduction

The previous two chapters presented the analysis of two different categories of deans. This chapter provides the Integrators category, who seemed to occupy the middle part of the continuum (refer to fig. 4.2), as the Rejectors and Embracers occupied the far left and far right respectively. While the Integrators appear not to be drawn to any one specific locus, the analysis points to Integrators as enablers of corporatisation values in driving the growth of HE and giving meaning to academic values.

The Integrators category is denoted green, which is representative of freedom to get going from a static position, using the traffic lights' metaphor (figures 4.2 & 4.3). Drawing from the analysed responses of 3 deans, representing the Integrators category, I present the views as: self-auditing; identifying and building important relationships; and developing strategies and taking action. Next, I summarise the information of the Integrators in a table and, lastly, give the summary of the chapter.

7.2 Self auditing

Deans in this category did not focus on what was working or not, regarding the corporatisation of HE. Instead, they were interested in understanding the situation of their units, by thinking critically about how to utilise all possible opportunities and minimise any obstacles, through some form of SWOT analysis. Drawing from the six questions

quoted at the beginning of this chapter, I, therefore, present an implicit SWOT analysis under the following questions: Where did it begin? Where do we desire to be? What do we need to get there? Who do we have or need on this journey?

7.2.1. Where did it begin?

While some deans seemed to be guided by implicit questions, others had clear questions, like the ones quoted at the beginning of the chapter. They all appeared to be answering where it all begun:

Over time I believe it was around 1996 university staff started agitating for what they call a living wage. It means most of the remuneration the staff received couldn't sustain their lives. Around the same time government started implementing a policy of cost sharing so the full sponsorship was coming to an end. Both students and staff were moving into a new era (D6).

...as far as I remember the education system was expanding very rapidly and there were many students who met the minimum requirement for the university entry. So, because of the large number they said such people should be given an opportunity to join the university. "Let us allow them to come in and pay some minimal fee so that they can also be taken through the university system" (D9).

Whereas some deans could link the entry of corporatisation to the entry of private students, others related it to the time they took the office of Deanship.

I inherited the school that was very poor. Its annual turnover was less than \$3 million in terms of research grants and it was receiving hardly any research money from the centre. It was a school that had prospects of growth with very lean human resource and very lean infrastructure (D12).

The point of departure (financial constraints and increased numbers) influenced the next steps the deans and staff took. They knew they needed to get out of an undesired state to a more workable one, so they set out to define their goals.

7.2.2 Where do we desire to be?

In recognising where it all began, there was a need to address the challenges to get to the desired end. Deans had different approaches, depending on the kind of demand each experienced. One expressed how they were driven by demand and so needed to have the necessary infrastructure in place.

...this college was simply an institute in 2000 and because of demand it grew into a faculty and now it is a college. So, we are talking about an issue of 15 years whose training is demand driven. Even when we revise the curriculum, we look at the demand. This college, therefore, runs programmes that are largely demand driven for now and into the future. (D6)

Another dean started by asking questions to guide his plan:

So, I had to sit down and ask: 1) How to do we mobilize resources? b) How do I mobilize human resource that is appropriate without necessarily increasing the wage bill of the university? c) How do I mobilize donors, to build confidence within the donor community, the funders that they are able to trust that what they support will work? d) How do I build the school to put it at a level of other public international schools of Public health to attract students to come that would have either gone to Nairobi, South Africa or Europe universities? e) How do I make sure that the school was visible in terms of its outputs? f) Lastly, how do I build confidence of the faculty and other staff? (D12).

These questions are addressed later, as I will show in the rest of the chapter. While some deans found themselves amidst the already laid out institutional plan to address the demand/need at hand, others had to come up with their own plans.

7.2.3 What do we need to be where we desire to be?

Having knowledge of where they desired to be was important but knowing the requirements of getting there was key. Also, depending on the different anticipated end, each dean had a unique focus of what was required. This ranged from training⁴¹ for

⁴¹ D6

capacity building of the institution and the development of a national agenda⁴² to creating appropriate infrastructure⁴³ and a stable financial base.⁴⁴

7.2.3.1 Training

Training and developing capacity for both the university and national agenda were expressed as important requirements:

...when the institute started, there were two people who had trained up to PhD and therefore there was a deliberate and intentional programme to train, train and train because if everything else fails we would have people trained. ...So, we have moved from having these two to forty PhD holders. ...We have the capacity now that is why the research agenda is not inward looking but a national agenda that we train, and anybody will tell you that one of the indicators of a country growing is where research and development is happening, they will judge it by the number of PhDs produced. ...We have been told that this school in terms of faculty there is nowhere else in sub Saharan Africa where you will get these so many PhDs under one roof in this discipline (D6).

The University had to work extremely hard to build capacity and they even started something they called the university research grant, and this was expanded when the private scholarship came in and some of the money was budgeted for capacity building for staff. Many people were sent out here and there and internally, we built capacity very fast. ... building capacity has made the university expand. In fact, we have one of the highest number of PhDs. One project alone is training 19 PhDs and 33 Masters. They are a total of nine projects. If we look at the multiplying factor, they are possibly more than 100 PhDs and 100 masters. (D9)

...we had to work our way to be recognized which was my main agenda so I decided to address this with the team. Secondly, we had to build capacity. Over the eight years we were able to fund up to completion 21 PhDs by the school. I

⁴² D6, D9, D12

⁴³ D6, D9, D12

⁴⁴ D9, D12

left nearly when every member of staff except two or three had PhDs and 32 in the pipeline being paid for (D12).

Since capacity building was important for the progress of the university, it also meant aligning it with a suitable infrastructure.

7.2.3.2 Infrastructure

Infrastructure was also understood to be a requirement for promoting the university's success and achieving the desired end:

...in terms of infrastructure this college we started in three or four rooms one office and two labs and because of the demand the university saw that this unit had to grow. So, they set up the infrastructure and part of it was this building and a teaching centre. We have labs on four floors each lab with about 1000 computers, I think at some point we had enough to cater for 5000 students (D6).

...we help improve the human capacity but even the physical infrastructure, you can talk of food science, engineering the new extension, that were from grant money through staff initiative. The bulk of the money for infrastructure has come through academic activities. (D9)

And to address public health issues you need to have specifically three things, the human resources, infrastructure, and the logistics. ...So those three things I addressed them and that's why we are happy to say that our school is the best school of public health in East Africa. ... So, the resources we mobilized in the first year were able to renovate infrastructure in Kasangati 6 blocks, Kololo 2 blocks, therefore, people had space for offices. But also, deliberately as the head of the institution I purposed that anybody hired either as a project manager or as an Assistant lecturer would have an office fully furnished with computer internet and everything. The intention was to be able to attract staff to the school, including visiting lecturer. (D12)

Developing the infrastructure not only improved the image of the institution, but it also seemed to be the foundation of the improvement of other resources. As D12 mentioned

above, the three important things were human resources, infrastructure and logistics, which also included finances.

7.2.3.3 Funding

According to the responses, funding seemed to be both a requirement and the desired end. The challenges however, revolved around funding, especially reduced, or lack of, government funding:

...government cutting back on sponsorship to universities both for students and not meeting staff demands (D6).

...the money that government was paying for its students would not be enough to sustain the university because scientific equipment has continued to become more and more expensive. (D9).

Government does not fund public health training, there are no scholarships, there is no equipment that is given, it does not fund research (D12).

With funding having an influence on the successful functions of the university, this category of deans had to find ways of addressing the challenge:

Government did not give us a single cent but we as an academic institution had the initiative to search out for sources because such announcements are made on the internet and we caught wind of that and that is how we participated...(D9).

First and foremost, I realized that the quickest source of funding is getting involved in research so that you get research funds, you build capacity, people do research, you have outputs in the form of publications that would help people be promoted (D12).

Through self-auditing, the deans could consider what the situation was (Strengths and Weaknesses) and what could be avoided or drawn from outside sources (Opportunities and Threats).

7.2.4 Who do we have or need on this journey?

The deans took stock of the available and required stakeholders to make progress towards their desired end. Stakeholders are important because of the contribution they make to, or draw from, the institution (Freeman, 1984; Marshall, 2018). Mitchell, Agle and Wood (1997, p.854) theorise the identity of stakeholders through any of these three attributes:

- (1) The stakeholder's power to influence the firm
- (2) The legitimacy of the stakeholder's relationship with the firm
- (3) The urgency of the stakeholder's claim on the firm.

Depending on how they perceive the various stakeholders, deans recognised these different important partners, who go by different names, including: donors, funders, development partners and sponsors:

There is Carnegie Foundation, the Americans have sponsored some under Fulbright. We have the Norwegians who have been very active in sponsoring previously under NORAD now it's called NORHED. We have several projects for PhD students while some train fully here, others train in Norway but the biggest training support for this university is from SIDA (D6).

I can assure you that the university's funding for the past twenty year was based mainly on our collaboration with development partners. Because I have got money from all countries, I got money from African Academy of Sciences, from France, and all kinds of sources of funding which we got through these contacts. This department is going to be one of those that benefit from African Development Bank. That was an initiative of government. ... But the most recent one is development through SIDA and NORAD which has been with us since the 1940s. Those are the main strengths of the university (D9).

I also identified the key areas that needed funders that were even willing to support the areas. We had an MPH programme that was funded by the Rockefeller Foundation for quite a long time and was just pulling out and there was no more funding for MPH. So, we needed to find another source of funding for students

inform of scholarships. We found CDC and we started working with it. We also had Stanford tulle, George Washington, UC Berkeley UCSF and other Scandinavian countries, New University of John Hopkins as active partners. (D12).

While some are collaborations with the university, others are from personal or government initiatives, including alumni:

After qualifying, students remain stakeholders in educational institutions. As alumni or graduates of the system, they have an interest in sustaining and protecting the value of the qualifications they have achieved. Many institutions recognise this through the role alumni play in governance (Marshall, 2018, p.81).

This is borne out by some of the deans:

There is also a big effort to set up endowment funds. We know that universities out there do not depend on government but endowment. The people who went to the university must find reason to give back to the university, so we are going in for that (D6).

Some innovations meant discovering ways of cost saving, without affecting productivity. Such innovations of the deans involved the use of faculty:

The other traditional major stakeholder in higher education is the academic faculty. Academic work underpins much of what is perceived as the value and purpose of a university. ... faculty are participants within the process and similarly beneficiaries of its performance (Marshall, 2018, p.82).

Given that the members of staff were being paid by the university, we didn't have a wedge to pay but the members of staff were not enough. So we agreed that whoever wrote a proposal, the people or the staff on the proposal would have appropriate qualifications at the level of a lecturer of Makerere University so that once on the project, they could support in teaching, supervision of students and examining them.(D12)

Once the vital stakeholders were identified, it was necessary to work out ways of connecting with them – and that meant identifying and building important relationships.

7.3 Identifying and building important relationships

The responses showed the importance of recognising vital relationships (both internal and external) for the success of the university. Mitchell et al (1997, p.853) called this relationship “defining the principal of who and what really counts.” How deans understood ‘Identifying and building necessary partnerships’ will be addressed, under different classifications: understanding and working with the university system; working with the government and contributing to the national agenda; attracting and working with development partners; and building own capacity and that of others.

7.3.1 Understanding and working with the university system

Deans in the Integrators’ category understood that there was no relationship, activity or operation concerning the university’s function that would be successful without involving the necessary university organs. These included structures and all internal stakeholders: “faculty and non-academic staff, managers, students and the institution itself as an entity expressed through its leadership and formal governance” (Marshall, 2018, p.78. Deans had similar responses:

...the other thing that helped us was we established through the normal channels of Makerere University, requested and were approved to have a finance management unit that was autonomous. We worked with CDC and USAID donors to ask for this unit so that the business to do with projects was fast. We however, deliberately maintained a link with the university so that at any time the bursar would check on the balances sign some cheques and so on. The cost of managing the operations became cheap. You ask for money and within 24hrs you are set for the field. That helped us a lot (D12).

Accordingly, working with the university organs and knowing what was important made the work efficient and effective.

7.3.2 Working with the government and contributing to the national agenda

Another important relationship that deans, in this category, appreciated was working with government. This was important, both for the success of the university and for contributing to the national agenda (Marshall, 2018, p.95).

The role of the school of public health was to make a difference by responding appropriately to the needs of the ministry. How did we do it? We had these projects and proposals where if there was outbreak malaria, cholera, and an outbreak of anything, our students would be there hands on. The second thing was to have students trained, in the environment that simulates their learning especially where they live. Therefore, we had an MPH programme that had field training which helped us be in touch with the districts. Do research that informs the districts, write proposals that are guided by the district health officers so that in the school of public health there were no studies done that were put on the shelf (D12).

...so the research agenda is not inward looking but a national one that we train everybody for the nation...the indicators of the country's growth is by research through the number of PhDs produced. ...If you want to generate knowledge, train PhDs. All I believe is that training will change the course of the country (D6).

I appreciate Government for working with African Development Bank to provide study equipment. ...my department is going to be one of those that benefit from ADB including Chemistry, Veterinary Medicine and other science departments (D9).

This relationship not only facilitated collaborations with national agencies, but it also simplified international partnerships.

7.3.3 Attracting and working with development partners

To participate in proposal development and research is expensive. The nature and cost of some of projects required the kind of money that neither the university nor government

could provide. As one of the deans mentioned, government did not fund research.⁴⁵ The contribution the university makes to the communities is important, and, to cover the costs involved, external sources of funding had to be found. The deans, therefore, had to find ways or create systems, or an environment, that could appeal to international partners:

Research-led universities are attainable as long as stakeholders do their part to support collaborations. One of the strengths we have is collaboration because it is one way of sustaining research and training. (D6)

I have been involved in writing projects that generate money to the university. For instance, I started the Millennium Science initiative, which gave the government a lot of money for supporting scientific research. This department benefited from it too, we got \$1.25 billion. So, our addition onto university caucus is through writing projects. Now I'll just give you a few of them, I've participated in many out there. The most recent have been SIDA where I contributed some, a project, which was mainly used for training a PhD student. I am currently a chairperson of NORHED which is a programme supported by NORAD valued at \$25 million. ...while SIDA was mainly for capacity building. Staff members of Makerere university wrote, the projects were reviewed by the Swedish organization called SIDA. Suitable projects were funded. They've continued to fund up to now into phase four, millions and millions of dollars which come from a donor agency through our collaboration with them. Then the next one was support from NORAD which was one programme but many projects, I happened to be elected chairperson (D9).

...we went out to respond to proposals and in a short run we were able to get funding from many funders. Our main slogan was 'accountability is key.' ... when there is no accountability, people will not trust you with their money. Therefore, accountability became one of our key pillars. That you get resources, you do the work, produce the work, account for the resources, and because of that, it made us build a name (D12).

⁴⁵ D12

The responses above show that working with development partners required a combined effort (teamwork) and hard work to build a successful relationship. Such efforts yielded results, which included building and strengthening the university's capacity, improved international visibility and advancing the national agenda on capacity building.

7.3.4 Building own capacity and that of others

As mentioned above, building own capacity and that of others came as a result of both hard work and teamwork.

Not only by Makerere staff but working with other institutions outside Kampala and outside the country as far as Nepal, Tanzania, Ethiopia, Sudan among others. Projects which were written by colleagues funded by NORAD were building our own capacity but also helping neighbouring countries like Southern Sudan, Tanzania and so on to develop their capacities and this was money generated by staff for the university (D9).

Staff were beefed up by project staff that were qualified to be Makerere staff moreover, there was a ban by world bank on recruitment for projects but essentially, we used them not only for project work but to also supervise students. Then our revenue increased, our projects moved from 3, 4 projects to 10, 15, 21, 100. By the time I left, we had more than 90 projects that had a budget that was not less than \$200,000 each and all together they were 111 projects and the turnover had moved from \$3-4 million to \$26-30million per year as the school (D12).

Capacity building was exponential and impacted on the improvement and expansion of almost all resources. Such development did not just happen, but was a product of well-planned and well-executed strategies.

7.4 Developing strategies and taking action.

Integrating corporate and academic values takes purposeful planning and the setting of goals. This category of deans zeroed in on those tenets that are usually identified with business practices and incorporated them into the university functions. While business

practices aimed at achieving teamwork and resource mobilisation⁴⁶ (i.e. cost effectiveness, efficiency, a saving culture, a conducive environment, marketing, accountability, and timely feedback⁴⁷), the university functions included through-put (the completion rate of students who register for degrees)⁴⁸, curriculum design, research, and community engagement. This is supported by the position of Godara and Talengaonkar (2016, p.406): that corporatisation of HE was likely to influence curriculum, research and management.

7.4.1 Teamwork and resource mobilisation

It was clear that there was a financial challenge and all university organs were required to mobilise resources, but this could only be achieved through a combined effort.

...there is this multi faced effort not just one single thing when you are training PhD you create capacity for people to write for more grants. It cannot be internal Makerere research you must be collaborating with other units (D6).

We set up ourselves a task of writing projects. The entire university community We had a steering committee, actually implementation and development committee were set up under my chairmanship and we tasked the colleges to constitute their committees and receive proposals. After that we came together and reviewed them. Because it was some support for low and medium income or developing countries support from the Norwegian government through NORAD. When we sent out proposals, we had the largest number of concepts accepted and then they advanced us some money to help us develop the concepts to full proposals. Makerere won the largest number of projects followed by Ethiopia (D9).

...we established ourselves by having teams that would respond specifically to different projects and we went out to respond to proposals and in a short run we were able to get funding from many funders. The second role that we had was to

⁴⁶ D6, D9, D12

⁴⁷ D12

⁴⁸ D6, D12

mobilize resources, not only the dean but all of us to look at it as a common responsibility on how to get resources for our school. (D12).

The effort seemed to have paid off, not only in developing teams, but also boosting financial resources.

7.4.2 Business strategies versus the university's functions

Corporatisation can be identified through many business or private sector terminologies, depending on how it is defined. This is how Godara and Talengaonkar (2016, p.405) define corporatisation:

Corporatisation is a process of making a state body into an independent commercial company. This is often the first step in the process of privatisation in which the ownership of a former state body is transferred to the private individuals and institutional investors. This corporatisation has also entered into the Higher education System. This move towards the corporatisation of higher education assumes universities as being similar to large business organisations and therefore being capable of being run as businesses

The strategies identified in the study aimed at achieving efficiency, effectiveness and accountability and at reducing cost of doing business, as was articulated by the deans in this category.

7.4.2.1 Business practices and the university image

As mentioned earlier, Integrators adopted business practices to promote academic values, which resulted in an enhanced university image (high visibility, highly sought after and competing with others in the region and beyond):

And recently I saw the ranking Makerere was put at number seven or something like that in Africa in fact number seven or five in fact. But only second to South Africa, there was a recent ranking in the whole world we are less than 700th out of 15000. Now what does that mean? It means we are moving with others (D9).

This dean showed the importance of image building and how it positions the university in the global arena.

7.4.2.2 Business practices and research

Business practices seemed to have promoted research both in quality and quantity:

...the biggest training support for this university is from SIDA, the Swedish International Development Agency. Nearly 200 lecturers at Makerere University have been trained under SIDA support. ...money which comes from external sources is not just there that you write anything, but they have interests. Its only SIDA which allowed proposals in multidisciplinary research, they gave us that flexibility to decide which areas. So, it must be also a kind of research which is appealing in that way they control quality. You don't just put in anything; the other people must also be interested. There are some projects where the research is driven by the agenda of the north. They bring their money, they have their agenda, they know the kind of research they want and then they can test it here. It works that way; the research is being driven from the north, but you can model and test the models in Africa. So, it is an interest to us and to them and for us we benefit from training (D6).

...and the total amount of money that was recorded from our records for five years was \$25million dollars. This is now the final year for research and capacity building (D9).

...we had several conferences, some of the conferences were run by us because they were for our projects. Others we run for other organizations hosting them, and others belonged to government or NGOs that we participated in. So, in a nutshell, the school became known for its publications which moved from I think maybe 3-7 to 19-33 publications every year. And one particular year we published 57 publications from this school alone. Over my second term we made more than 185 publications in the last four years. And we were very proud to see that what we had contributed (D12).

7.4.2.3 Business practices for curriculum and teaching

Business practices had an influence on curriculum (Godara & Talengaonkar, 2016).

Even when we revise the curriculum, we look at the demand out there, so this college runs programmes that are largely demand driven (D6).

...organise workshops where they'd invite key persons to go and review programmes written by several universities even Makerere University. That is one way of trying to standardize, so that you just don't teach anything, you must teach something which is recognizable by NCHE because without that regulatory authority people would probably teach anything (D9).

...we had 32 4wheel drives and in a week, we would rent them or hire them to the projects that are within and we would make resources and resources which would be available to pay people who would come and teach (D12).

Through utilising business practices, deans and their teams, in this category, used the available resources to enhance teaching.

7.4.2.4 Business practices and community

Business practices, that include collaborations with different stakeholders, seem to have improved the lives of the community, by addressing societal needs:

Do research that informs the districts, write proposals that are guided by the district health officers so that in the school of public health there were no studies done that were put on the shelf. ... I've been part of the university service developing programmes for the community more especially the disability scheme. I've led the disability scheme for six years where I am responsible for recruiting examining and supervising all the disabled persons in public universities, responsible for making sure they are admitted and well placed and so on and so forth. I have also, as part of community service developed programmes for the communities against cholera and what we called clean Kampala. Here, we chased away cholera by saying no more isolation tents for cholera. I've done work in

Kanyanya, I have also set up cohort groups that am following where we have done screening for cancer in Mitooma, Shema and Iganga and more recently in Kihiki. So, we have been following up cohorts that we have screened, and we do community sensitization against cancer (D12).

Therefore, in order to teach what was relevant to the societal needs, the curriculum had to be revised, through accepting input from all the stakeholders. Secondly, benefits drawn from the business units also contributed to the welfare of those who had to teach. Lastly, the community benefited from the planned and executed activities.

Table 7.1: Summary of Deans' responses showing the Integrators' category

Code Name	Gender	How deans sought to understand the existing gap between the present HE environment and the desired end. (SWOT ANALYSIS)	How deans responded to bridging the gap by integrating corporate values and university functions.
D6	MALE	...the research agenda is not inward looking, but a national agenda that we train, and anybody will tell you that one of the indicators of a country growing is where research and development is happening, they will judge it by the number of PHDs produced	Even when we revise the curriculum, we look at the demand out there, so this college runs programmes that are largely demand-driven for now and into the future. ...if you ask me the trajectory that this university is taking given the few resources available, its train, train graduate training. All I believe is that training will change the course of the country.
D9	MALE	...the money that government was paying for its students would not be enough to sustain the university because scientific equipment has continued to become more and more expensive.	We set up ourselves a task of writing projects. The entire university community. ... we tasked the colleges to constitute their committees and receive proposals. ... We had the largest number of concepts accepted ... Makerere won the largest number of projects followed by Ethiopia.
D12	MALE	So, I had to sit down and ask: How to mobilise resources, donors, build the school to international standard, and build confidence of the faculty and other staff?	...so, we established ourselves by having teams that would respond specifically to different projects and we went out to respond to proposals and in a short run we were able to get funding from many funders. The second role that we had was to mobilize resources, not only the dean but all of us to look at it as a common responsibility how we get resources for our school.

Source: Developed by the Author, 2019

7.5 Summary

This chapter presented the analysis of the Integrators category under four major sections. I started by drawing the distinctions between the categories of the Rejectors and Embracers. While the deans in those two categories showed their inclination towards either corporate or academic values, their view of available, or lack of, support

determined the strength of their stands (as either weak or strong adopters, for embracer and strong, or weak rejectors). In contrast, Integrators seemed to have one stand, which was to identify the right strategies and actions that would utilise corporate practices for the enhancement of academic values (collegiate model).

The first section was about how deans started by diagnosing the situation, identifying what needed to be addressed and how to tackle the available gaps to achieving the desired end. Questions that needed to be answered were: Where did it begin? Where do we desire to be? What do we need to be to achieve where we desire to be? Who do we have, or need, on this journey?

All the answers seemed to be giving attention to three elements: training, infrastructure and funding. The necessity to build important relationships was illustrated by: understanding and working with the university system; working with government and contributing to the national agenda; attracting and working with development partners; and building own capacity and capacity for others. I then showed how deans developed strategies and took action to make corporatisation of HE successful. That included teamwork and resource mobilisation, so that business strategies and the university functions could successfully be combined. I examined how business practices had an impact: firstly, on the university image; secondly, on research; thirdly, curriculum and teaching; and fourthly, community. Finally, the table giving the summarised information of the three deans, who were identified with the Integrators' category, was presented.

Drawing from all these sections, it seems that, while Integrators were aware of the challenges affecting the university's functions, they purposefully ignored the challenges and considered how to address the gaps. First and foremost, this category of deans recognised that, to tackle the weaknesses and threats, they needed external interventions, while drawing from available strengths and opportunities. Secondly, they needed the support of all stakeholders and, lastly, they decided to exercise their power and authority. It is also important to note that this category was not split into sub-categories, like the previous ones. This does not mean that the deans did not have some differences, but that these emerged without requiring meta-analysis. In this category, the major motivation

seemed to be addressing the very issues that emerged in the sub-categories under the Rejectors and Embracers. Unlike the Rejectors and Embracers, that supported one side over the other, resulting in parallel entities, Integrators appeared to be driven to bridging this gap.

All the three deans experienced the old Makerere as students, where everything was catered for by the government. Two are former deans (D9, D12), who were students during the political turmoil of Idi Amin. They are, however, now serving in other capacities, with one already retired, but serving on contract. The third is serving the final year of his first term as dean. Two of the deans (D6, D12) first served in the industry, before joining the academic profession. All three deans are from Science disciplines. One is an Associate Professor and the other two are full Professors. The themes specific to this category are: governance, specifically the roles of deans; the roles of different stakeholders in the success of a university; and university finances.

Finally, in the next chapter, I present an analysis of selected university policy documents. The purpose is to understand and theorise the influence of corporatisation of HE on the university value system and how the available university institutional and government structures are facilitating the entry and implementation of corporate practices into the university.

CHAPTER 8: ANALYSIS OF THE LEGAL FRAMEWORK: CONVERGENCES AND DIVERGENCES BETWEEN POLICY AND PRACTICE

While the industry is willing to intervene to make sure that we improve in a private way, there is a challenge of the legal framework. The University and Other Tertiary Institutions Act, 2001 (UOTIA) lays out the way all public HEIs should operate, we find that the assistance we would get from industry is curtailed by the provisions in the UOTIA and it becomes very difficult (D2).

8.1 Introduction

In the methodology chapter, I stated that data was collected from interviews and analysis of the case study institution documents. In the previous three chapters (5-7), I presented the findings from the interview data of deans' responses to corporatisation of HE. The analysis of the interview data depicted three categories of deans, depending on how they accepted, rejected or supported the adoption of corporate values in advancing collegial values. This chapter, on the other hand, provides the analysis of the university policy documents, with emphasis on the University and Other Tertiary Institutions Act 2001 (UOTIA, 2001 as amended), as a mother document. The aim of analysing the institutional policy documents was to triangulate the data and provide a second view of understanding the case. I viewed all the 80 policy documents (from the university website) and selected the University and Other Tertiary Institutions Act 2001 (UOTIA 2001 as amended), after realising that all the other documents were operationalising the Act.

This chapter also sought to understand the cause of divergences between deans' responses and policy, with the intention of harmonising policy and practice. That is why it comes after the analysis of interviews. Therefore, the choice of the legal document was deliberate, and its analysis is contingent upon the five broad themes (Quality, Access, Finances, Stakeholders and Governance) and three major categories of deans, which emerged out of the analysis of the interviews.

The argument is that, even though there were common themes from the deans, there seemed to be inconsistencies and contradictions that could possibly be understood through analysing the university policy documents. Therefore, drawing from Love's argument (2013, p.99), the documents were meant to provide an important avenue of voice, interpretation and meaning. Against this background, document analysis was used to triangulate the data, understand the reason for divergences and recommend the way forward (Corbin and Strauss, 2008; Kutsyuruba, 2017; Merriam, 1998). The aim of this chapter is fourfold:

- 1) To identify the discourses within the legal framework
- 2) To analyse how the different discourses, align or disagree with, the five broad themes that arose from analysis of the interviews
- 3) To understand the extent to which the document is adding value to the understanding of corporatisation (Is the message concealed or well portrayed?)
- 4) To get the complete story, because, while interviews give one side of the story concerning people's lived experiences, documents provide the other side.

The documents, therefore, display the institution's image that the organisation strives for and with which it aims to be identified. Kamoche argues that policies and practices are vital to the firm, because they guide how to attract and utilise human resources (1996, p.216). I also add that organisational policy documents mirror what the organisation is, or at least claims to be and what it does.

The chapter begins with discussing the background of Makerere University, followed by a table summarising all the 80 university policy documents divided into 9 categories, all obtained from the university website. I then discuss the UOTIA document specifically, in terms of how it relates to the four aims of this chapter. Lastly, I present the summary of the chapter.

8.2 The background to Makerere University, the case study Institution

In this section, I discuss the context of the case study - Makerere University, starting with the historical background, followed by the current situation. The present state specifically

demonstrates the governance and organisational structure, which mirror the strength or gaps of implementing the UOTIA and managing university reforms.

8.2.1 Historical background of Makerere University

Until 1989, Makerere University was the only university in Uganda. This section is meant to paint a picture of how the university has evolved over the years, because each phase is believed to have a unique story and impact on the future growth and functions of the university. For instance, Makerere did not start as a university, but as a small technical school, which was founded in 1922 (Mamdani, 2016; Shicherman, 2008) to train artisans. The first skills included carpentry, construction and mechanics, but shortly more were added at an advanced level: medical, engineering, education and agriculture, among others (Shicherman, 2008, p.13). In 1950, the institution was made a university college, awarding degrees of the University of London. However, in 1963, it became part of the three colleges that formed University of East Africa, along with the colleges of Dar es Salaam and Nairobi (Mamdani, 2008; Shicherman, 2008). This lasted up to 1970, when the University of East Africa was split into individual national universities (Mamdani, 2008). Unfortunately, the next decade was plunged into political turmoil, that affected the whole university system (Mamdani, 2008; Mamdani, 2016; Shicherman, 2008).

In 1986, NRM came into power with the new ideology of revamping the face of Makerere University, but which, according to Mamdani (2009), was more autocratic (top-down) with a superficial democratic face. Hence, the interventions, facilitated by the entry of the World Bank reforms in the early 1990s, seemed to be the appropriate solution to the prevailing challenges at the time. This marked the period that Shicherman (2008, p. 17) refers to as the end of old Makerere, or Makerere of Glory years. Also, the same period is known for the inception of a new Makerere that ushered in the World Bank Market Model (Mamdani, 2007; 2008; 2009). This is also around the same time that Makerere ceased to be the only university in Uganda, because private universities and three more public universities were created. As of 2018, there were 241 HEIs in Uganda, which included 9 public universities and 44 private universities (NCHE, 2018). The current

Makerere University in this study is appreciated as the World Bank Market Model that was introduced almost 30 years ago.

8.2.2 Present situation

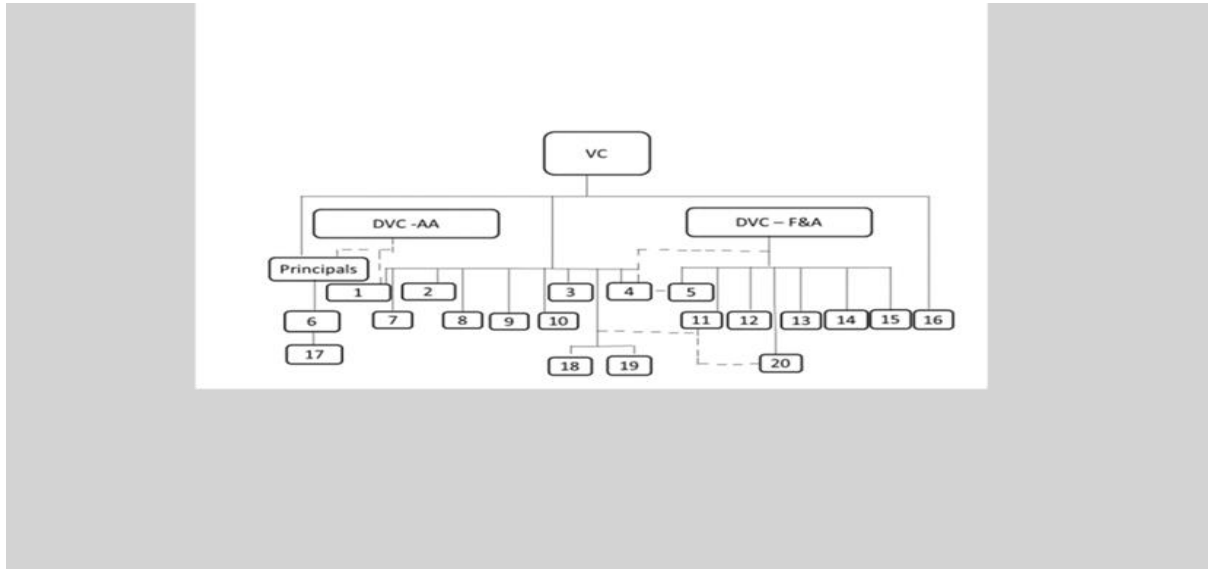
While the deans' responses painted a picture of Makerere before, during and after the entry of corporatisation, it was evident that all clarifications were made against the present state of affairs. This section, therefore, explains the present situation, based on the academic, governance structure and the student body (all information obtained from the university website).

8.2.2.1 Academic structure

In December 2011, Makerere University transformed into a collegiate-based system, beginning with 9 colleges and, in 2014, the school of Law became a college. The university is made up of 10 constituent colleges, comprising 28 schools, 90 departments, 4 centres and 3 institutes. A college is the biggest academic unit that offers the university qualifications and has semi-autonomous powers over administrative, academic and financial affairs. On the other hand, a school is an academic unit of the college that oversees teaching, learning, research and community engagements. Meanwhile, an institute is a unit of a college that is purely for research and a centre is largely focused on service and knowledge transfer partnerships. Finally, a department is a unit of a school that deals with core functions of teaching, learning and research of a particular focused discipline. A college is headed by a Principal; a Centre and institute by Directors; and departments are led by Heads of Department.

As of 2018, academic staff were 1501: 90 Professors, 162 Associate Professors, 188 Senior Lecturers, 501 Lecturers, 528 Assistant Lecturers and 32 Teaching Assistants (See table 8.1). While this shows the different academic units and their heads, there is a need to understand the governance structure of the whole university (mak.ac.ug/academic-units), to conceptualise the available support to corporatisation of HE at Makerere University.

Figure 8.1: Makerere University Organisational Chart



Source: Makerere University Fact book 2014-2015

- Key:**
- VC – Vice Chancellor
 - DVC -AA Deputy Vice Chancellor Academic Affairs
 - DVC-F&A Deputy Vice Chancellor Finance and Administration.
 - 1. Academic Registrar
 - 2. University Librarian
 - 3. Dean of Students
 - 4. University Secretary
 - 5. Bursar
 - 6. Deans
 - 7. Director, Gender Mainstreaming Directorate
 - 8. Director, ICT Support
 - 9. Director Research and Graduate Training
 - 10. Director Quality Assurance
 - 11. Health Services
 - 12. Director Human Resource
 - 13. Director Planning and Development
 - 14. Director, Estates and Works
 - 15. Director Investments
 - 16. Director, Internal Audit
 - 17. Chairs
 - 18. Sports
 - 19. Chaplaincy
 - 20. Guidance and Counselling

Table 8.1 Staff numbers and Qualifications

Year	2017/2018				
Academic Staff					
Rank/Qualification	PhD	Masters	Bachelors	Not specified	Total
Professor	88	2	0	0	90
Associate Professor	153	9	0	0	162
Senior Lecturer	163	25	0	0	188
Lecturer	321	169	11	0	501
Assistant Lecturer	40	459	29	0	528
Full time-Total	765	664	40	0	1469
Teaching Assistants	0	4	28	0	32
Part Time	0	0	0	0	0
Sub-Total	0	4	28	0	32
Total	765	668	68	0	1501
Non-Teaching Staff					
Administration	14	146	157	14	331
Support	3	10	99	1323	1435
Sub-Total	17	156	256	1337	1766
Grand-Total	782	824	324	1337	3267

Source: Makerere University Fact Book, 2017-2018

Table 8.1 shows the existing status and strength of staffing at Makerere University. The promotion dynamics (HR Manual, Section 6 (6.1(g-i)) of the institution require that, to move from Lecturer to Senior Lecturer, one should have done research and published. Looking at the number of Senior Lecturers in relation to Professors (table 8.1) and at the provision for Research in the University Organisation structure (Fig. 8.2), it is evident that Research is embraced and possibly supported, as attested to by some of the deans:

...you build capacity, people do research, you have outputs in form of publications that would help people be promoted (D12).

There is, however, a pointer to the element of corporatisation, which is blamed for promoting administrative staff over academic staff. While the real number for

administrative staff looks smaller (table 8.1), the fact that the number of non-teaching staff is higher than that of academic staff, may support the notion of corporatisation (Donoghue, 2008; Glassick, 2000; Sanderson & Watters, 2006), but without necessarily devaluing academics. What the table does not show, however, is the distribution of these academics across different disciplines, since most debates against corporatisation argue that corporatisation *has killed* humanities (Donoghue, 2008; Giroux, 2003; Mamdani, 2008). The deans' voices, however, tell different stories, depending on their stand in support of, or against, corporatisation of HE. For instance, Rejectors have this to say:

So, in all these whatever has been done in the corporatization effort has infringed greatly on the morale of staff. D5

The Embracers, on the other hand, agree that corporatisation has its own negative outcomes, but the onus is on the deans to find a way of working with it. Integrators acknowledge the effort the university has put in to develop staff and build capacity:

The University had to work extremely hard to build capacity and they even started something they called the university research grant, and this was expanded when the private scholarship came in and some of the money was budgeted for capacity building for staff. That is why many people were sent out here and there and internally we built capacity very fast. D9

While deans' views differed, concerning the influence of corporatisation on the staff, it appears the perceptions were motivated by how they accepted or rejected the phenomenon.

8.2.2.2 *The Governance of a Public University*

The university has three governing bodies: the University Council, the University Management and the University Senate, which I will expound upon here below:

The University Council: This is the supreme governing body of the university, headed by a chairperson, who is appointed by the President on the recommendation of the council. Its membership (refer to table 8.2 for the composition; and UOTIA, 2001 as amended - Section 38) is drawn from both within the university and from industry.

(www.mak.ac.ug/governance/university-council). According to the UOTIA section 40(2), the functions of the Council are:

- a) Be responsible for the direction of the administrative, financial and academic affairs of the university
- b) Formulate the general policy of the public university
- c) Give general guidelines to the administration and academic staff of the university on matters relating to its operations
- d) Do any other thing and take all necessary decisions conducive to the fulfilment of the objects and functions of the university

Sections 40-43 state the guidelines of Council's functions, powers, meetings and committees respectively.

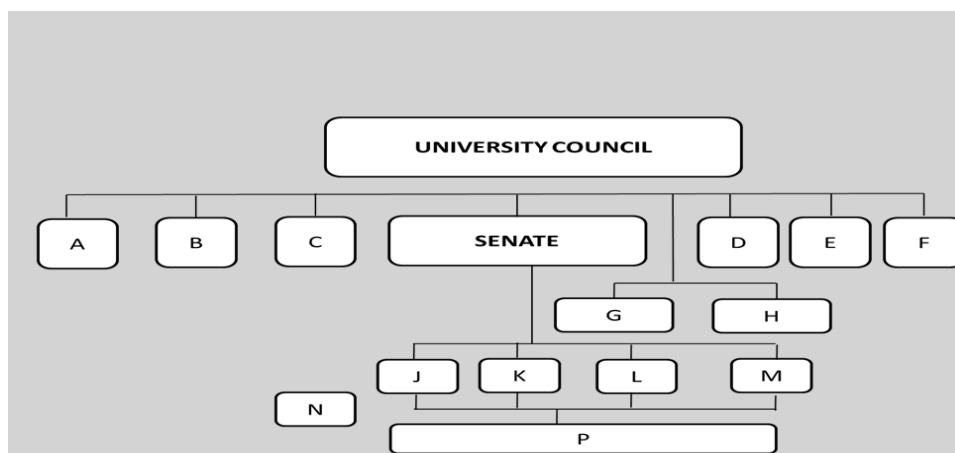
The University Management: This governing body is made up of three committees, each with defined roles (mak.ac.ug/governance/university-management)

1) The Central University Management Committee (CUMC), with a membership of 17, who head different administrative units (table 8.2). It is led by the Vice Chancellor, who is elected by Council on the recommendation of Senate. He is an ex-officio member of the Council and of all its standing committees, except the Audit Committee.

2) The Top University Management Committee (TUMC) is composed of the CUMC and all the Principals of the 10 colleges. (mak.ac.ug/university-management; refer also to table 8.2).

3) The University Management Consultative Forum (UMCF) has 38 members. It is a forum comprising TUMC and additional representatives from Security, Makerere University Academic Staff Association (MUASA), Makerere Administrative Staff Association (MASA), National Unions on Education Institutions (NUEI) and Guild Council (mak.ac.ug/management-consultative-forum).

Figure 8.2: University Governance (Council and Senate Committees)



Source: Makerere University Factbook 2017-2018

Key:	A. Appointment's Board	J. Admissions
	B. Finance Planning Administration & Investment	K. Academic Policy & Appeals
	C. Student Affairs & Disciplinary	L. Ceremonies
	D. Estates and Works	M. Board of Research and Graduate Training
	E. Staff Development, Welfare & Retirement Benefits	
	F. Audit	N. Mature Age
	G. ICT, Quality Assurance & Gender Mainstreaming	P. College Boards
	H. Honorary Awards	

The University Senate: This is the top academic organ of the university, whose maximum number of members fluctuates, depending on the need, but without reducing the ex-officio membership, which is determined by the University Council {UOTIA, 2001 as amended, Section 44(1 & 2 (a-i); and mak.ac.ug/governance/university-senate}. Section 45 of the Act lays down both the functions and powers of the Senate. Section 45(1) defines the general function, while (2a-h) lays down the specific functions which include (UOTIA, 2001, as amended):

- (1) Senate shall be responsible for the organisation, control and direction of the academic matters of the University and as such the Senate shall be in charge of the teaching, research and the general standards of education and research and their assessment in the University.

- (2) (a) initiate the academic policy of the University and advise the University Council on the required facilities and implement the policy;
- (b) Direct and regulate the instruction programme and the structure of any degree, diploma or certificate course within the University;
- (c) advise the University Council regarding the eligibility and qualifications of persons for admission to courses leading to the award of degree, diploma, certificate or other award of the University;
- (d) make regulations regarding the content and academic standard of any course of study in respect of a degree, diploma, or certificate or other awards;
- (e) make regulations regarding the standard of proficiency to be attained in each examination for a degree, diploma, or certificate or other awards;
- (f) decide which persons have reached the standard of proficiency and are fit for the award of any degree, diploma, certificate or other awards of the University;
- (g) advise the University Council on the promotion, coordination, control and general direction of research in the University;
- (h) consider and report to the University Council on any matter relating to, or in connection with the academic work of the University.

The governance structure shows the change from the traditional to the corporate structure. This is what Yelder and Coding (2004, p.318) referred to as *the shift from collegial to managerial structures*, whereby traditional positions have been replaced with administrative roles, or scrapped – or new administrative positions created, to match the market demands (Wasser, 1990). For instance, in the University Council membership, only the first ten positions seem to belong to the traditional roles and the other seven relate more to market or global driven trends. Also, the additional eleven members (see table 7.2) of the Management forum seem to be more orientated towards market demands than university functions. Moreover, the decisions of Senate, the top academic organ, can easily be overruled {see UOTIA, 2001, as amended, Section 45(4)}, leading to

empowering students, yet disempowering Senate. While it is argued that quality education is the driving factor in preserving the functions of HE, practice shows bending to market pressures that demand the attraction of many customers and minimising costs (Annamdevula, & Bellamkonda, 2016; Chalcraft, Hilton, & Hughes, 2015; Koris, Örténblad, Kerem, & Ojala, (2015). This, therefore, points to market-driven principles that treat students as customers, which makes them more powerful than the students of the traditional university. The idea that the customer is the king may have negative implications for the quality of education, since it seems to shift the power from the custodian of knowledge (faculty) to the consumer of knowledge (student-customer).

Table 8.2: Governance bodies Committees, and their Compositions

SN	The University Council	University Management			University Senate
		<i>Central University Management Committee</i>	<i>Top University Management Committee</i>	<i>University Management Consultative Forum</i>	
1	Chairperson	Vice Chancellor	Central University Management Committee	Top University Management Committee	Vice Chancellor
2	Vice Chairperson	2 Deputy Vice Chancellors	Principal, College of Agriculture & Environmental Sciences	Chief Security Officer	2 Deputy Vice Chancellors
3	Vice Chancellor	University Secretary	Principal, College of Business and Management Sciences	3 Representative from Makerere University Academic Staff Association	Deans and Directors of faculties or schools
4	2 Deputy Vice Chancellors	Director HR	Principal, College of	2 Representatives	Representatives from the

			Computing and Information Sciences	from Makerere Administrative Staff Association	affiliated and constituent colleges or schools
5	Representative: Ministry of Education and Sports	Academic Registrar	Principal, College of Education and External Studies	2 Representatives from the National Union on Education Institutions	At least one professor or associate professor from each faculty or school, elected by the academic staff of the faculty or school
6	Representative: Ministry of Finance, Planning and Economic Development	University Librarian	Principal, College of Engineering, Design Art and Technology	3 Representatives from the Guild Council	2 Student representatives from Student Union
7	Representative: Ministry of Labour, Gender and Social Development	University Bursar	Principal, College of Health Sciences		Academic Registrar, University Librarian, Bursar, Dean of Students
8	2 members appointed by the government	Dean of Students	Principal, College of Humanities and Social Sciences		A number of the Non-Academic staff that the University Council determines, which is

					elected by the non-academic staff
9	2 members appointed by the Council	Director of Planning and Development	Principal, College of Natural Sciences		3 persons, who are capable of contributing to the academic and social development of the university, appointed by the Minister, from the public
10	Representative-District Council	Director Quality Assurance	Principal, College of Veterinary Medicine, Animal Resources and Biosecurity		
11	2 Academic staff representatives	Director Legal Affairs	Principal, School of Law		
12	Senate Representative	Director Internal Audit			
13	Administrative staff Representative	Director Estates and Works			
14	Support staff Representative	Director Research &			

		Graduate Training			
15	2 Student Representatives	Director ICT support			
16	Convocation Representative	Director Gender Mainstreaming			
17	2 Representatives for Persons with disabilities				

Source: Developed by Author, 2020

The table shows the three governing bodies of the university and their compositions.

8.2.2.3 Student body

This section discusses the student representation, admission and composition.

Student representation: Owing to the students' position as customers/consumers, their contribution in the university community is not that of a passive/subordinate member, but one with a voice that must be heard. The students' body comprises all admitted and registered at the University, which is also referred to as the Students Association, in the Act Section 69. The body is represented by the Student's Guild, which links it to the University Administration. The Guild President is appointed by the student body, through a democratic process (mak.ac.ug/current-students/student's-guild). The Guild has representatives in all the three arms of University Governance: the University Council, University Management and University Senate (refer to table 8.2). This shows the power that the students hold in running the affairs of the University.

Admission: According to the Act, Section 28 (1-4) lays down categories that ought to be considered for admission to the University. These include: consideration of all qualified citizens, qualified internationals, affirmative action of marginalised groups and students with special talents. This consideration, however, does not seem to address the students' socio-economic background. Evidence shows that the majority of students, who excel and join the university, come from expensive schools (Kwesiga & Ahikire, 2006; Mayanja,

1998). Moreover, the university uses a merit system for entry, meaning that ‘the winner takes it all’ with most of poor students missing out on university entrance (Dlamini, 2018), owing to their socio-economic backgrounds.

Student composition: Makerere University has both government’s and privately sponsored, students. In 1989, the university introduced cost-sharing, whereby all students needed to pay some money towards their fees. It was also the time when the *boom* (book allowance) was removed (see Mayanja, 1998). Later in 1992, the university opened to privately sponsored students (Mayanja, 1998). These are students who qualify for university admission, but cannot be taken on government sponsorship, because of its competitiveness and limited numbers (Mamdani, 2007). By 1999, over 80% of students were fee-paying (Kwesiga & Ahikire, 2006). According to the Makerere fact book (2017), the student population for 2017/2018 was 33,635, with graduate students accounting for 7.8%, internationals 2% and female students 58%. Government sponsored students were 5,995 (21.6%) out of 27,640 fee paying students (refer to table 8.3). This composition shows the commendable areas and those that need improvement, while addressing the issue of access.

An area of commendation is the increase in the number of female students, which is believed to be a result of government policy to add 1.5points to girls’ acquired points – to improve university entry (Kwesiga & Ahikire, 2006; Mayanja, 1998). Another reason could be the globalisation agenda, which demands that good governance should promote gender equity. It is, however, argued that this gender mainstreaming is both possible and complex (Kwesiga & Ssendiwala, 2006, p.592) Therefore, it is believed that universities are under pressure to match up in many areas. Other critical fields include international students’ composition and global ranking, in order to compete globally (Blackmore, 2002). Looking at the student composition, Makerere University, which is a research university, needs to attract more international students and increase its graduate intake. Finally, government sponsored students are only 20%, which raises a number of questions: What criteria are used to select government sponsored students? What governance system is used, given that there are four times more private students than government students?

8.3 Overview of institutional documents

There are 80 policy documents open to the public on the university website. They are captured under 9 categories (www.mak.ac.ug/about-makerere/makerere-university-policies). Table 8.4 shows the different documents and their clusters. Some documents are approved, while others are pending approval. The intention of this section is to provide an outline and status of available policy documents. The assumption is that both their availability and status may provide an understanding of corporatisation and how it is either facilitated, or impeded. The argument is that the manner in which organisations create and maintain their documents has an impact on how such records can be of use to both internal and external users. Kalusopa, and Ngulube argue:

Organisations create and keep records so that designated users, mostly from within the organisations and occasionally from outside them, can use them when they need to. Any records management system that captures records must have systems that allow users to use the records systematically (2012, p.4).

Therefore, based on Kalusopa and Ngulube’s understanding of the importance and users of organisational records, I provide an analysis of the creation and management of the policy documents of Makerere University.

Table 8.3 Registered Students by level, gender and college 2017/2018

LEVEL	Undergraduate 2017/2018	Graduate 2017/2018	Total
Total registered	31017	2618	33635
Nationals	30479	2428	32907
Internationals	538	190	728
% International	2%	7%	2%
Sponsorship			
Government	5995	0	5995
Fee-paying	25022	2618	27640
Gender			

Female	14128	988	15116
Male	16889	1630	18519
% Female	46%	38%	45%
College			
Agriculture and Environmental Sciences	1828	128	1956
Business and Management Sciences	4608	507	5115
Computing and Information Sciences	2890	203	3093
Education and External Studies	6512	113	6625
Engineering Design Art and Technology	3082	313	3395
Health Sciences	1883	736	2619
Humanities and Social Sciences	6691	437	7128
Natural Sciences	1012	77	1089
Veterinary Medicine Animal Resources and Bio Security	1105	35	1140
School of Law	1124	69	1193

Source: Makerere University Fact book 2017-2018

Table 8.4: Makerere University documents

S/N	CATEGORY	POLICIES	No. of Pgs	STATUS
A	GOVERNANCE POLICIES	1. Makerere University Administrative Staff Association (MASA) Constitution	18	Approved
		2. Policy & regulations on sexual harassment prevention	15	Approved
		3. Gender equality policy	19	Approved
		4. MUASA constitution	12	Approved
		5. Physical facilities policy	1	Pending
		6. Business continuity management policy	3	Approval
		7. Policy development and review policy	5	P.A

		8. Strategic partnerships	2	P.A
		9. Space allocation and utilisation	3	P.A
		10. Security policy	3	P.A
		11. Risk management	4	P.A
		12. Hiring university facilities	2	P.A
		13. Planning policy	3	P.A
B	GENERAL POLICIES	1. Transport management policy guidelines	24	Approved
		2. Makerere university investment policy	16	Approved
		3. Quality assurance policy framework	94	Approved
		4. Universities and other tertiary institutions act	40	Approved
		5. HIV/AIDS policy	11	Approved
		6. Sexual harassment policy	15	Approved
		7. Makerere constituent colleges statute	13	Approved
C	INFORMATION MANAGEMENT POLICIES	1. Communications policy 2013	13	Approved
		2. Records management procedures	5	P.A
		3. Record keeping policy	4	P.A
		4. Mass mail policy	5	P.A
		5. Disaster recovery policy	2	P.A
		6. Accessible information policy and procedures	2	P.A
D	FINANCIAL MANAGEMENT POLICIES	1. Makerere university fees policy 2016	12	Approved
		2. The public procurement and disposal of public assets act, 2003	32	Approved
		3. The public procurement and disposal of public assets regulations, 2003	199	Approved
		4. Policy on private or un-official expenditure	2	P.A
		5. Policy on borrowing	2	P.A
		6. Policy on asset management	5	P.A
		7. Budget policy	6	P.A
		8. Financial management responsibility policy	3	P.A
		9. Policy on expenditure of university funds	2	P.A
		10. Policy on financial management	3	P.A
E	HUMAN RESOURCE POLICIES	1. Reviewed policy on promotion tracks for academic staff, May 2014	13	Approved
		2. Staff awards and recognition policy	5	P.A
		3. Delegations policy	2	P.A

		<ol style="list-style-type: none"> 4. Grievance resolution policy 5. Honorary awards guidelines 6. Policy on appointment and promotions of academic staff 7. Awarding the title professor emeritus 8. Human resources manual 9. Professional integrity and standards policy 10. Recruitment policy 11. Staff as students policy 12. Titles for university positions policy 	<p>2 3 54 3 114 1 4 1 2</p>	<p>P.A Approved Approved Approved Approved P.A P.A P.A P.A</p>
F	TEACHING AND LEARNING POLICIES	<ol style="list-style-type: none"> 1. Open distance and e-learning policy 2. Time tabling policy 3. Student evaluation of teaching and learning policy 4. Makerere library use policy and procedures 5. Intellectual property management 6. Research and innovation 7. Guidelines for field attachment 8. Rules concerning examination malpractices (staff) 9. Roles and responsibilities for external examiners 10. Remarking students work and retention of scripts 11. Joint awards between Makerere University and other collaborating institutions 12. Guidelines for graduation ceremonies 13. Guidelines on semester operations 14. The academic integrity policy 15. Programme and course review policy and procedures 16. Learning and teaching policy 17. Distinguished teachers' awards policy and procedures 	<p>13 5 2 4 14 11 19 4 8 1 3 5 18 9 2 8 6</p>	<p>P.A P.A Approved P.A P.A P.A Approved Approved Approved Approved Approved Approved Approved Approved P.A P.A</p>
G	ICT POLICIES	<ol style="list-style-type: none"> 1. Information and Communication Technology policy (2016 - 2020) 2. ICT policy and master plan 2010-2014 3. Acceptable use of ICT resources 	<p>37 22 3</p>	<p>Approved Approved Approved</p>

		4. Physical ICT security policy	2	Approved
		5. Data security	3	Approved
		6. Web content publishing	3	Approved
		7. Disposal of ICT equipment and electronic waste management	3	Approved
H	RESEARCH POLICES	1. Intellectual property management (IPM) policy	14	Approved
		2. Research and innovations policy 2008	11	Approved
		3. The university research agenda (2013-2018)	7	Approved
I	STUDENT AFFAIRS POLICIES	1. Makerere students regulations	16	Approved
		2. Guild constitution (New)	40	Approved
		3. Rules on examination malpractice and irregularities (students)	16	Approved
		4. Guild constitution (amended)	43	Approved

Source: Makerere University website (mak.ac.ug).

The above table brings out two areas of concern: the duplication of policies and mix up of categorisation (wrong clustering) which may lead to: misrepresentation or/and poor implementation (overlapping/conflicting roles) and users' failure to allocate the necessary/required documents in time.

8.3.1 Categorisation of the Policy documents

This section evaluates the mode of categorisation and its implication for understanding and locating the policy documents. Categorisation is meant to ease the process of locating the document, as well as appreciating its field (Kalusopa & Ngulube, 2012; Reed, 1997). Thus, it is important, first and foremost, to refer to the different units in the organisational structure. For the traditional university, it could have been easy, since the functions were straightforward. For example, academic issues would fall under Academic Registrar; Student affairs would be under Dean of Students; Staff and Administrative matters would be below University Secretary; and finance matters would go to the Bursar. So, any classifications would be guided by these units, which would be in a position to record and store, according to the nomenclature that would easily relate to the task. Likewise, policies/guidelines are developed in relation to an already existing, or anticipated task, the procedure of which ought to be defined (Shepherd and Yeo 2003). Against this understanding, therefore, in the traditional university, there would be possibly four or five

major categories, with the fifth one being the general cluster (otherwise referred to as miscellaneous), accommodating all other policies that do not fall into the four. With the corporatised university, however, many business practices came on board, which also required revision of the units, as well adopting the business language. As one dean stated:

An efficient highly responsive, reputable university which is a good brand, that is already cooperate language. (D11)

This change, therefore, is evident in the desire to capture all the necessary elements of the corporate world, but with the danger of not doing it correctly. For instance, the classifications should have considered appropriate nomenclature, by consulting professionals in the relevant fields, especially areas that are not common in academia. Basing on the example I gave above and drawing from the clusters in table 8.4, there would possibly be: Human resource Policies, Financial Management Policies, Student Affairs Policies, Teaching and Learning and Research Policies, Governance Policies and General Policies. The table, unfortunately, shows a different state all together.

First, the table shows the mixing up of policy documents within clusters. Cluster A, Governance Policies, serves as an example for clarification: policies 6 and 9-13 seem to be misplaced; 6 and 11-13 could fall under cluster D; and 9-10, under B. The second is duplication of clusters, as seen in the case of clusters C (Information management Policies) and G (ICT policies). This duplication was also evident beyond clusters into individual policies.

8.3.2 Repetition of policies

Table 8.4 also shows some policies being repeated, moreover some fall into different clusters. For instance, cluster A, policy 6 (policy & regulations on sexual harassment prevention) and cluster B, policy 6 (sexual harassment policy) seem to be similar. Also, cluster A, policies 5, 9, 12; cluster B, policy 1; and cluster D, policy 6 could have either been one policy, perhaps Asset Management policy (or any appropriate name). There are also policies which seem to be repeated within the same cluster. For instance: policies (2. Records management procedures and 3. Record keeping policy) under cluster C, are

similar and may be grouped under an appropriate name that would capture the intentions of both policies.

8.4 Selected policy document and implication for corporatisation of HE

As mentioned earlier in this chapter, the intention to analyse institutional documents arose out of the need to augment the findings from the interviews. The deans' three categories presented five broad themes (Access, Governance and Quality, Stakeholders and university finances) at Makerere University. Consequently, the selection of this document was purposefully done basing on realized themes. This section therefore addresses the four aims of this chapter in line with the Act.

8.4.1 University and Other Tertiary Institutions' Act, 2001 as amended 2003, 2006

This is an Act of parliament, assented to on 28th March 2001 and commenced on 6th April 2001. This is a second amendment, with the first one in 2003.

An Act to provide for the establishment of the National Council for Higher Education, its functions and administration and to streamline the establishment, administration and standards of Universities and other institutions of Higher Education in Uganda and to provide for other related matters (2006, p.1).

This document, which is divided into six divisions (I-VI) with their respective sections, has 40 pages:

- 1) Providing title, interpretation and objectives of the Act.
- 2) Establishment and composition of the National Council for Higher Education.
- 3) Establishment and management of Public Universities.
- 4) Establishment and management of Public tertiary institutions.
- 5) Establishment and management of private universities and other institutions of higher education.
- 6) Miscellaneous provisions relating to institutions of higher education.

While all establishments are vital for the creation and management of HEIs in Uganda, it is the establishment of the regulatory body, the National Council for Higher Education (NCHE), that seems to be core to this Act, since this body weaves through the whole HE system. This includes both public and Private HEIs, even though, to the lay man, it may appear that NCHE may seem to be regulating only private HEIs. The Act also lays down the principles that guide both the internal and external relationships of all the stakeholders of HEIs. Given the different areas that the Act addresses, it is, therefore, important that I examine the discourses within the legal document.

8.4.2 Discourse within the legal framework

In this section, I discuss UOTIA, the key legal framework (which I refer to as Act) on HE in Uganda – specifically, the discourses within this document. The Act defines the establishment and governance of all Higher Education in Uganda, including system, structures and processes. According to Bisaso (2017, p. 428), *the purpose of the Act is to streamline the system of governance of higher education and standardize the academic provisions of the higher education institutions in Uganda*. I, therefore, recognise and present three discourses within the Act: regulatory, establishment and management of HEIs.

8.4.2.1 Regulatory

The Act has six divisions. While the first one provides the interpretation and objectives, the second is about establishment and management of the National Council for Higher Education (NCHE), whose functions are stated in Section 5(a-q). What stands out as the major role, though, is Section 5(g): to monitor, evaluate and regulate institutions of HE, because (a) to (f) look like *housekeeping ground rules*, or laying the foundation for the major role. The other functions that come after (h) to (q) seem to operationalise that role. This, therefore, points to the importance of the NCHE in implementing the regulatory role of the Act. This role is also stated upfront in the introduction of the Act, which resonates with Bisaso’s understanding - to “streamline the system of governance of HE...” (Bisaso, 2017, p.248). This is clear from the way the Act defines and clarifies the roles of all the different persons that have a part to play in achieving this mandate. For instance, NCHE’s functions are stipulated in Section 5, while the powers are defined in

Section 6. The fact that Division II has six parts shows how necessary each part is and, possibly, to ensure that there is no room for error. The regulatory role is not confined to only processes, systems and structures of the already established entities, but in establishing them as well.

8.4.2.2 Establishment

The introduction of the Act shows that it is to streamline the establishment of universities and other institutions of HE (both public and private) in Uganda. Incidentally, it appears the public universities are given detailed guidelines of the what, how, when, and by whom to justify the why. For example, Sections 22-74 of the Act are only addressing the establishment of a public university. What is not clear, however, is why public tertiary institutions should be put in a separate division and not under the university one, but possibly under a different part, especially after reading Section 75(4) which states: “The Minister may on the recommendation of the National Council, and with the approval of Parliament upgrade a Tertiary Institution to a Public University”. Also, looking at all the other sections of establishing the Public Tertiary Institutions, there seems to be only repetition of the structures of the Public University. Possibly, this lies in the difference of structure and management requirements, between universities and other tertiary institutions.

8.4.2.3 Management

Another Aim of the Act is to streamline the administration and standards of both universities and other institutions of HE. Part VIII of the Act, Sections 30 -37, lays down the key people in the management of a public university (otherwise referred to as officers of the public university). In the traditional university, these officers were known to come from the academic community, which seems to be changing due to global forces (Engwall, 2014, p.332). This change is also evident in the membership of the University Council (Section 38), which shows that, out of 30 members, only 10 are from academia (if Makerere University follows this structure to the letter), as can be seen from Section 39(1): “The University Council shall elect a Chairperson and Vice-chairperson from among the members of the Council who are not members of staff or students of the

university..." Moreover, the University Council is the supreme organ of the public university {see Section 40(1)}.

The Act, therefore, seems to promote the entry of the private sector into the management of the public university, at the same strengthening the arm of the government to keeping a firm grip on how the university finances ought to be managed (Section 59(5): "A University Council of Public University may, after approval of the Minister invest any of the funds of the University in securities or on deposit at such bank as it may determine." What this subsection indicates is that, much as Council is in charge, it cannot take action unless the Minister (read Government) has approved. This subsection is also supported by another one in Section 62(3):

No Expenditure shall be made out of the funds of the Public University unless the expenditure has been approved by Parliament under the estimates for the year in which such expenditure is to be made or in any other estimates supplementary to it.

This dichotomy in the management of the public university seemed to be the point of contention in the deans' stories at Makerere University.

8.4.3 The Act and deans' responses

In the analysis of deans' responses, three categories of deans (Rejectors, Embracers and Integrators) and five broad themes (quality, governance, finances, stakeholders and access) emerged (see figure 9.4). Whereas all themes were common to all the three categories, there were divergences in how each category (even within the category) conceptualised the same theme or subtheme. within the context of corporatisation of Makerere University. I, therefore, interrogate the themes, considering that the Act will illuminate the existing commonalities as well as the cause of divergences.

8.4.3.1 Quality as a process and product

All deans mentioned the influence corporatisation has had on quality in all aspects of the university. Whereas quality may not be easy to measure, it is a term that is easily and most often mentioned in the circles of HE, as well as all the functions of the university (quality of research, quality of teaching and learning, quality of community engagement,

quality graduates etc). Quality, therefore, is both what ought to be achieved and what ought to be done in order to achieve it. Thus, quality could be a process and/or product, depending on what is important (defines value). To some deans, corporatisation has negatively affected quality as a process and product, through compromising facilities, low unit costs and increased numbers without increasing the necessary resources, as can be seen from some of the responses: “...deans face challenges because what is charged cannot give the deserved quality education” (D2). “...the biggest problem which is even affecting the quality is the procurement system because of that I don’t get enough facilities to train the student here and quality is compromised (D8). The increased numbers⁴⁹ were not a problem per se but failing to increase the necessary resources to match the numbers was.

Makerere University’s Quality Assurance Policy Framework (QAPF) endeavours to address both dimensions of quality, by stating the scope and intention as:

The aim of the Makerere University’s quality assurance policy is to enhance the effectiveness of its core activities of learning, teaching, research performance, research training and management. The policy addresses all areas of the University’s activities focusing on their contribution to and in alignment with the University’s strategic goals (2007, p.5).

Quality as a process, therefore, seems to weave through all the elements of the university. Hence, within this framework of 94 pages, it presents a guide to how quality can be achieved; by whom; and through what measures and structures. Also, the QAPF operationalises the Act. For instance, one of the functions of the regulatory body (NCHE) is “to ensure minimum standards for courses of study and the equating of degrees, diplomas and certificates awarded by the different public and private institutions of HE” (UOTIA, 2001, Section 5(i)). Also, Section 5(g) emphasises monitoring, evaluating and regulating institutions of HE. Both sections point to the way of maintaining minimum standards (quality as a process) for quality outcomes (product). Accordingly, there are many players that should facilitate the process, before celebrating the product. This is, however, where some deans believe that the Act frustrates, or may hinder, productive

⁴⁹ D3, D4, D5, D7, D11, D14

relationships between the university and industry, as mentioned in the quote at the beginning of this chapter:

While the industry is willing to intervene to make sure that we improve in a private way, there is a challenge of the legal framework. The University and Other Tertiary Institutions Act (UOTIA) lays out the way all public HEIs should operate, we find that the assistance we would get from industry is curtailed by the provisions in the UOTIA and it becomes very difficult (D2).

While some deans blame the Act for not facilitating quality industry-university relationships, the Act, Section 65 (1-3) states how contracts (relationships) between individuals, on behalf of university, can be executed.

On the other hand, there seem to be deans who could have recognised this section of the Act and went ahead to develop the university-industry relationships, for the success of the university:

I can assure you that the university's funding for the past twenty year was based mainly on our collaboration with development partners. Because I have got money from all countries, I got money from African Academy of Sciences, from France, and all kinds of sources of funding which we got through these contacts. (D9)

Therefore, the contention about quality, whether as a product or process, seems to be arising not out of the Act's inadequacy, but out of the differences between the deans' stand for, or against, corporatisation. This is because quality assurance is also seen as an arm of managerialism, which is claimed to improve efficiency and effectiveness via financial accountability, quality assurance and performance evaluation (James, 2005; Marobela, 2008).

8.4.3.2 University Governance

While governance was raised in almost all the deans' responses, the point of divergence appeared to be about who should oversee the running of the university. It was argued that the demarcation between role of university management and government was more of convenience, especially in managing both internal and external stakeholders. Meanwhile,

concerning university finances, some deans felt it was the role of government to provide necessary finances, while others were confident that the university had the capacity to generate its own income, as long as the government stopped interfering in university decisions and operations. Some of these views can be seen here below:

You are not given enough by government which owns the university and the same government does not allow you to charge the unit cost of giving the service. That's the dilemma public universities are having (D7).

Here, the government is seen as the owner of the university and should, therefore, provide all the financial support. It is criticised for failing to meet its financial obligations adequately and is also blamed for interfering in university decisions on matters of appropriate tuition to be charged. However, the Act Section 41 states the powers the University Council has. Subsection (c), for instance, states, "The University Council shall, in relation to its functions fix scales of fees and boarding charges." Another dean, therefore, contended that it's the university's unfair financial practices that frustrate internal generation of funds:

...for example, if you were a member of staff in one of my departments and you engage some private sector enterprise... An MOU can't be signed between you and the Consultant instead it would be signed by the legal officer of the university and all proceeds go to the top first. So, after all deductions are made, whatever money will come down here will not be enough for you to do the project. (D2)

Thus, it is the responsibility of the university management to ensure proper practices in how the different relationships (external & internal stakeholders) and resources (human, materials and finances) are moderated. It is necessary to look at what the Act says about the roles of government and university management, as well stakeholders and university finances.

Role of University leadership: According to the Act, Section 40 (1) states: "Subject to the provisions of the Act, the University Council shall be the Supreme organ of the Public University and as such responsible for the overall administration and objects and functions of the University." Subsection 2(a-d) breaks down the responsibilities, while Section 41 (a-h) lays down, in detail, the powers of the University Council, which has the

power to appoint committees (see Section 43(1): “The University Council may – (a) appoint Committees and Boards consisting of such number of its members and other persons at it may deem necessary;” While the University Council oversees the administration functions, the University Senate “shall be responsible for the organisation, control and direction of the academic matters” {Section 45 (1)}. Another role of Senate is to initiate academic policy, advise the University Council on the required facilities to implement the policy {Subsection 2(a)} and regulate academic programmes and structures {subsection 2(b, d, f)}. These sections, therefore, show the scope of influence the role of university management has, but how does it interact with the government then?

Role of Government: Drawing from the Act, the government seems to have many fronts on which it operates. For instance, at the Executive level, the President is the Visitor of the Public University (Section 26 subsection (1)) and performs the following functions under the subsections here below:

- (2) The Visitor shall perform an overall supervisory role over the affairs of each Public University.
- (3) The Visitor shall, as often as circumstances may require, in respect of any of the affairs of a Public University – (a) conduct a visitation of the Public University; or (b) direct the Chancellor of a Public University that a visitation be conducted by a person or persons that the Visitor may appoint.
- (5) Any person or person conducting a visitation under instructions of the Visitor shall make a written report of the visitation to the Visitor and the Visitor shall transmit the report to the Chancellor with or without any recommendations or suggestions.

The subsections show that, much as the Visitor does overall supervision of the Public University, the implementation of university functions is accountable to the University Council. Who is then responsible for the university finances?

University finances: Finances were a contested ground, especially about how to define private versus public within a public university, as can be seen from the deans’ responses:

Also take an example, this building where we are sitting right now, it wasn’t built by government but the university from internally generated funds (D1).

The challenge you have is that if 80% of the students are private, more or less you are talking about a private university. So, you spend a lot of private funds but managing a public body.private students' money subsidizes government students because government money delays and there are some areas where government students don't really get money like field attachment and food where government pays only 4,000/- per day. If the private students were not there the universities would not be running or government would have done something (D13).

Both deans seem to argue that money generated from private students belongs to the university and not government. The puzzling question, however, is what defines a public university. Is it whether it has private/public students, or is there something else we need to know? The Act Section 2 interprets a public university as the “University established by the Minister with the approval of Parliament under Section 22 and maintained out of Public funds.” This section has two parts designated to a public university: the first one is the establishment by statutory instrument {See Section 22 (1)}; and second one is being maintained by public funds. Two assumptions held are: the *publicness* lies in the establishment; and the other activities and outcomes must ascribe to the former (establishment). This could be seen from one of the dean’s explanations:

But you know when we tell them (government) we are using private students' money; they say even that one is government money; we have given you authority to utilize it (D13).

This is clear from the Act’s guidelines on how university finances can be invested and/or spent. For example, Section 59(4) shows that the university cannot withdraw any monies, unless approved by the University Council, while subsection (5) indicates that even the Council can only invest the funds after the approval of the Minister. Interestingly, it appears the Minister is not the final person when it comes to expenditure of university finances, as can be seen from Section 62 (3) states:

No expenditure shall be made out of the funds of the Public University unless the expenditure has been approved by Parliament under the estimates of the year in which such expenditure is to be made or any other estimates supplementary to it.

While the University Council oversees all the functions of the public university, the government, through the Visitor, supervises these functions. Whereas the university can generate and utilise its own funds, it can only do so when the Minister endorses it, after the approval of Parliament. Thus, governance of a public university has two sides of the coin – the government’s role and University Council’s role and how these roles interact has an impact on the quality of stakeholder relationships.

Stakeholder relationships: University stakeholders include both internal and external supporters and beneficiaries of the university functions. According to Marshall (2018), internal stakeholders are “faculty and non-academic staff, managers, students and the institution itself as an entity expressed through its leadership and formal governance”, p.78). External stakeholders can be understood through this dean’s clarification:

First, I would want to look at the external stakeholders that are relevant in our operations. Here we have prospective students, their sponsors who are parents and guardians then we have Industry. Industry is a very important stakeholder encompassing the government and private sector. (D2)

As internal stakeholders, deans, on behalf of academic staff, felt that they were not being given their worth:

We had put our feet down and said that we were not going to teach the evening programme, but then our feet were finally lifted. ...I personally supported the strike because it is so difficult to run all these programmes with only 30 staff, and on these evening programmes, we have about 200 students each year, which adds up to about 1000 students for only these 30 staff. (D3).

...government cutting back on sponsorship to universities both for students and not meeting staff demands (D6).

I have a PhD class here which we teach and according to our capacity we cannot teach more than ten. And so, we admitted ten. But now the university by considering whether this programme is viable they said they can allow us a minimum of twenty students (D1).

Whereas these deans show their views not being considered, the likely negative impact goes beyond academic staff to the students as well. Therefore, not respecting the views

of deans may affect all forms of access, as will be discussed later. Whereas the Act talks about academic staff and deans in Part X, it only states the form of appointment, composition and removal from office, but falls short of defining the roles, benefits and what to expect from staff. These terms are, however, well captured in the aims of the Human Resource manual (2019, p.1). Coincidentally, failure to address what affects deans and academic staff, as a whole, may have an influence on how quality teaching and learning may be achieved in a corporatising environment. The Act also mandates the NCHE (Section 5-b) “to promote and develop the processing and dissemination of information on higher education for the benefit of the people” (which includes external stakeholders).

8..4.3.3 Access

Basing on access as an entrance, a thesaurus gives five synonyms for entrance: entry, approach, gate, door and way in. For ease of understanding the dimensions of access recognised in this study, I decided to look at access as a door. It is against this understanding, therefore, that access, which is commonly known as physical access or university entry, in education terms, is referred to as ‘entry access’ (entry door), then ‘epistemic access’ (door of knowledge/understanding). I identified a third door, which I termed ‘exit access’. I, therefore, discuss the three doors, or accesses, as identified from the responses from deans and how the same doors are considered in the Act.

Entry access: While all categories (Rejectors, Embracers, Integrators) acknowledge that corporatisation of HE increased university admission, it was received differently, depending on one’s perception of, or against, the intervention. Some deans welcomed increased numbers of students,⁵⁰ while others saw it as a growth factor, with some units becoming schools and colleges.⁵¹ Other benefits included promoting gender equality.⁵²

However, this new development, much as it increased admission, was not welcomed by some deans, since it seemed to promote social inequalities. Accordingly, the phenomenon only favoured students who were rich. Moreover, the criterion of admission is based on

⁵⁰ D1, D8, D10, D13, D14

⁵¹ D6, D12

⁵² D12, D2

merit system, which favours mostly students from private schools (afforded by the rich) that perform better than public schools (which are attended mostly by children from poor backgrounds), as stated by this dean:

So all these are issues we are grappling with and of course government students are first of all from Budo and Gayaza who get As. Meaning they were rich in the first incidence, the poor ones in our villages and most public schools cannot afford such schools and very few can get As. So, the rich ones who could afford A-Schools like Budo you are paying for them. It is important that government reconsiders these criteria for who to pick as a government student. (D13)

The university has a policy on admission under UOTIA 2001, as amended, article 28 subsections (1-4):

- 1) Admission to a Public University shall be open to all qualified citizens of Uganda and without discrimination.
- 2) It shall be lawful for the Public University to admit to the University any person qualified for admission who is not a citizen of Uganda.
- 3) The Admission Committee of a Public University shall take into consideration affirmative action in favour of marginalised groups on the basis of gender, disability, and disadvantaged schools.
- 4) The Admission Committee of a Public University shall take into consideration for admission persons with special talents in sports, music and other social activities for their enhancement.

The guidelines on admission only state who qualifies to be admitted, avoiding issues of discrimination. Sub-section 3, which would have been appropriate in addressing the concern of criteria of admission for marginalised groups, is silent on the socio-economic background. This could be assumed to fall under disadvantaged schools, but a lot of room is left for abuse by unethical committees and the exploitation of the ignorant populace. It, therefore, calls for proper definition and operationalisation of the different terms.

While UOTIA, 2001 as amended: article 28, sets the guidelines of who qualifies for admission, the Quality Assurance Policy Framework (QAPF), 2007, article 7, lays down

the minimum requirements and procedure for admission, assessment and quality standards. Section 7.2 (p.63) presents precepts and general principles from sub-section (i-vi) as:

- i) Advertising and promotional materials contain accurate and sufficient information on the programme with regard to admission policies, completion requirements, and academic standards. Marketing and advertising are done properly according to the set regulation and accurate information should be provided about the status of the programme.
- ii) Admission, Matriculation exemption etc adheres to legislation.
- iii) The programmes admission criteria are in line with the National goal of widening access to higher education. Equity targets are clearly stated as are the plans to attain them. Provision is made, where possible for flexibility entry routes, which include diploma entry scheme and mature age entry scheme and admission of students through these routes should not constitute more than 10 percent of the student intake for the programme.
- iv) Admission requirements are in line with the Degree of complexity of learning required in the programme. Within the context of widening access and promoting equity.
- v) Selection criteria are explicit and indicate how they contribute to institutional plans for diversity. The number of students selected for the programme does not exceed the capacity available for offering good quality education. The number of students is balanced against the intended learning outcomes of the programme and takes into account the mode(s) of delivery and the programmes components (modules/courses).
- vi) In case of professional and vocational programmes, the quality and number of students admitted takes into account the needs of particular profession. Constant with the appropriate equity consideration.

The above guidelines show that the issues of equity (Criteria), under sub-sections (iii - vi); quality in relation to numbers; and infrastructure (sub-sections v-vi) are provided for. Secondly, the numbers seem to be part of the national agenda of widening access to HE (iii). Although, as in the UOTIA document, QAPF also fails to bring out clearly the scope of equity, especially regarding socio-economically disadvantaged groups. Much as in

sub-section (v), it talks about selection criteria and institutional consideration for diversity. It does not state what constitutes this diversity, though. Lastly, sub-section (vi) talks about the profession determining the quality and number of students. It may disadvantage some categories of students. For instance, in the event that quality only is tied to merit system, what happens to bright students from disadvantaged backgrounds, that are likely to be left out because of limiting numbers, as top slots would be occupied by students from 'A' private schools?

Epistemic access: I also referred to this, in this study, as the door to gaining forms of knowledge, drawing from the branch of philosophy that studies knowledge. I, therefore, considered all features, that were raised as mediators or hindrances to teaching and learning, as epistemic access issues. Whereas big numbers were blamed for compromising quality, because it was hard for lecturers to follow students through, or recognise those that were absent,⁵³ there seemed to be a deeper inequality in accessing highly competitive programmes (courses). This meant that, even after admission, poor students have an uphill task to get into these programmes. Moreover, when it comes to private sponsorship, these lucrative programmes are still highly priced, as heard from this dean:

Then we also introduced new courses which included Public Health Nutrition, public health masters in disaster preparedness and M&E, and Masters in M&E, Masters in Science Informatics, these are lucrative courses. They were both well priced, and oversubscribed (D12).

Increased numbers also did not match the infrastructure⁵⁴ and limited resources available, which were likely to affect both the teaching and learning processes. The issues of concern in this section, therefore, pointed to big numbers and inequality challenges, which were also recognised in the entry access as discussed above. Incidentally, if there is a problem from the beginning, including admission, there is more than likely to be a challenge through all the proceeding processes. The QAPF Section 8.3 is about student intake and p.75 gives a tabulated structure of acceptable staff/student ratio (SSR):

⁵³D1,D3, D4, D5, D11,

⁵⁴ D1,D2, D4, D5, D14

Table 8.5: Acceptable staff/student ration at Makerere University and NCHE provision

FACULTY	Makerere University designated SSR (1995)	National Council for Higher Education ideal SSR	NCHE Acceptable SSR
Agriculture, Forestry, Technology, Science	1:10	1:10	1:20
Arts, Social Sciences	1:15	1:15	1:30
Education, Statistics, Commerce, Law, BLIS, Fine Art	1:10	1:15	1:25
Medicine, Veterinary Medicine	1:6	1:8	1:15

Source: Makerere University Quality Assurance Policy Framework, 2007, p.75

From the table, SSR appears to align with article 7 section 7.2, sub-section (vi): “In case of professional and vocational programmes, the quality and number of students admitted take into account the needs of particular profession...” Secondly, in the same document, article 8, section 8.5 presents a framework for the evaluation of academic programmes. This framework stipulates the important components that should be in place, before a programme is approved. These include curriculum, academic staff, learning and environment, infrastructure, outcome, student demand and/or societal need. While most components seemed to be in place, contention was about limited infrastructure. From the responses, it is evident that not only is the acceptable SSR overtaken, but also the components of infrastructure, in the form of *necessary facilities and equipment*.

Exit access: This is what I called ‘exit door’, which is also similar to an ‘entry door to the outside.’ In this case, the exit access implies the door accessing the outer world – the job market or industry. As mentioned earlier in this chapter, exit could mean dropping out of university before completion, due to several reasons. It could also mean the ultimate completion of the studies and graduation. Both exits lead to the job market, where one has qualifications and the other does not. There is, however, a possibility that having

qualifications is not a guarantee to getting a job, due to either a saturated job market, or lack of sufficient skills. Factors of consideration in this section, therefore, included completion and completion rate⁵⁵; quality of graduates⁵⁶; and value of the acquired qualification (and profession). Increasing university entrance was challenged by some deans, because it did not mount to the same graduates entering the job market, because of many ignored parameters stated above, such as reduced funding – as some deans shared:

The university had to cut down on human resource and other costs including some essential areas and those directly affect the quality of service and quality of graduates ultimately. (D7)

Now the major challenge we are facing as deans is that it is not easy to give the quality that we desire because of poor facilitation which is below what would be enough to educate a student to give them the quality education. So, what that means is that we shall not have enough teaching materials, enough gadgets in the laboratories to use; we shall not be in position to maintain the equipment in the laboratory so that we give these students the education that they need to go outside there.

The policies in place to address equitable physical access, if well interpreted and implemented, would allow issues of epistemic and exit access ultimately to be tackled both directly and indirectly. If all these are blamed on corporatisation of HE, how does the Act address such changes and, specifically, this phenomenon?

8.4.4 The Act and corporatisation of higher education

This section sought to find out areas of the Act that address, explicitly or implicitly, the notion of corporatisation. This would include such terms and concepts that are commonly identified with private sector practices, or New Public Management theories. These practices advance managerialism. According to Klikauer (2015), managerialism is defined as:

⁵⁵ D1,D3, D7, D5

⁵⁶ D2, D4, D5, D12,

...the application of one-dimensional managerial techniques to all areas of work, society, and capitalism on the grounds of superior ideology, expert training, and the exclusiveness of managerial knowledge necessary to run public institutions and society as corporations (p.1105).

What the definition demonstrates is creating a form of standardisation based on defined measurements to ease monitoring, evaluation and control. Thus, all the concepts that guide the understanding of the Act's support regarding the notion of corporatisation of HE, can be interpreted as forms of managerialism. These may include, but are not limited to: efficiency, effectiveness, accountability, quality, governance, regulation, evaluation, monitoring, organisational policy standardisation, administration, Human resource management, capacity building and accreditations (James, 2005; Marobela, 2008).

The Act mentions all these terminologies, except that the important thing is to understand how it is implementing them or using them to promote and add value to understanding the notion of corporatisation in HE. For instance, Part II of the Act establishes the NCHE as a 'body corporate with perpetual succession and a common seal and may sue or be sued in its corporate name' {Section 4(2)}. This is a regulatory body, which is meant to monitor, evaluate and regulate institutions of HE in Uganda {Section, 5(g)}. The NCHE's establishment and functions attest to the force of corporatising not only Makerere University, but all HEIs in Uganda. I, therefore, used the sensitising concepts from literature (Blumer, 1954) as a guide to understanding how the Act was recognising, enabling and entrenching corporatisation in HE. For instance, efficiency and effectiveness cannot be separated from quality dimensions (Owlia & Aspinwall, 1996), neither can accountability from governance. So, the concepts seem to be intertwined, hence separating them might not serve the purpose, where identifying them and their implications would. Therefore, drawing from Bisaso's (2017, p. 428) understanding of the purpose of the Act, I argue that it is facilitating the corporatisation of HE. Moreover, NCHE was established to implement the objects of the Act, implying that whatever the Council does is on behalf of the Act. The functions of NCHE, captured under Section 5(a-

q), include: information management⁵⁷, accreditation⁵⁸, administrative⁵⁹, regulatory⁶⁰, coordination⁶¹, monitoring⁶², evaluation⁶³, National Manpower planning⁶⁴, policy⁶⁵ and standardisation⁶⁶.

8.5 Summary

This chapter was guided by Love's statement about the importance of documents as avenues of voice, interpretation and meaning (2013). Therefore, the purpose of this chapter was fourfold:

- 1) To identify the discourses within the legal framework
- 2) To analyse how the different discourses, align or disagree with the five themes that arose from analysis of the interviews
- 3) To understand the extent to which the document is adding value to the understanding of corporatisation
- 4) To get the complete story, because, while interviews give one side of the story concerning people's lived experiences, documents provide the other side of the institution

I began by justifying the analysis of the university policy documents, by zeroing in on the Act and presented the argument that underpinned this chapter. I then discussed the case study university, by giving the historical background and present state. Under historical background, I showed how it evolved from a small technical institution, through changing political faces, levels and affiliations, from a sole university, with membership of all and only government-sponsored students, to the present-day University, with an over 80% privately sponsored student body.

⁵⁷ (b, o)

⁵⁸ (c, d)

⁵⁹ (d, e)

⁶⁰ (d-ii, g)

⁶¹ (e, j)

⁶² (g, i)

⁶³ (g, n)

⁶⁴ (h, m)

⁶⁵ (c, p)

⁶⁶ (i, j, k)

I discussed the present state of the academic structure, governance structure and student body. The intention was not to draw a comparison between the past and present, but to provide a background against which deans' stories – which combined past, present and future – could be related. The academic structure presented the different academic units and their composition, while the governance structure was about the three governing bodies, their composition and positions in the organisational structure. With regards to the student structure, on the other hand, I discussed the student representation and composition, all of which have an implication for understanding the influence of corporatisation on the university value system.

I viewed 80 policy documents of the university and shared the identified gaps, which included wrong categorisation and repetition of the documents. I showed how such errors could result in poor identification and implementation of the policy. I later discussed the HE legal document, that lays down by whom and the how HEIs in Uganda should be established and governed. The reason this document was selected, to illuminate the existing gaps between policy and practice in view of corporatisation, was given. The Act's discourse depicts its purpose to regulate, establish and manage HEIs. In relation to all the university policy documents and functions based on this document– and bringing into conversation the deans' responses and the Act, this chapter unveiled some discrepancies between what ought to be and what is. The comparison, therefore, revealed that there were inconsistencies between what the Act states and deans' stories. It was also evident that some of the divergencies were a result of the different views the deans had towards corporatisation in academic space.

In the next chapter, I provide the interpretation of the findings. I bring into conversation the findings chapters (5-7), with literature reviewed and theoretical framework (chapters 2 & 3) and document analysis chapter (chapter 8).

CHAPTER 9: CORPORATISATION OF HIGHER EDUCATION AT MAKERERE UNIVERSITY: ITS IMPLICATIONS FOR DEANS' CONTRIBUTION TO THE UNIVERSITY FUNCTIONS

9.1 Introduction

Figure 4.3 is a diagrammatic presentation summarising the outcome of the study on deans' responses regarding corporatisation of HE in Uganda, specifically at Makerere University. The study sought to answer three specific questions, that were stated in the first chapter at the beginning of this thesis:

- 1) What is the understanding of deans of the notion of corporatisation of HE at Makerere University?
- 2) How has the deans' lived experiences of corporatisation of HE, influenced their roles, values and careers within the university?
- 3) How can the deans' lived experiences inform policy of managing Higher Education's reforms at Makerere University?

In this chapter, I seek to interpret the findings (chapters 5-7) by unpacking the *house (Ivory Tower)* in line with conceptual, empirical and theoretical fields (chapters 2 &3) and the analysis of university policy documents (chapter 8). In Chapter One, I defined corporatisation of HE as: the adoption of managerial models and private sector practices into HEIs, with the intention of achieving self-sustainability and global competitiveness, while maintaining local relevance. In chapters two and three, I discussed the literature and theoretical framework respectively. In Chapter Four, I gave a detailed research design I used to generate and analyse the data. In Chapters 5-7, I presented the findings from interviews, while in Chapter 8, I analysed the university policy documents with emphasis on HE legal framework.

In this chapter, I unpack figure 4.3 to show how answering the three research questions (arrows 1-3) brought forth 3 categories of deans (roof) and five major themes and their subthemes (wall and foundation) and why facilitating university access is critical. Secondly, I offer and discuss the emerging model for managing reforms at Makerere University and similar universities. Finally, I summarise the chapter.

9.2 Unpacking the *house*

This section pulls apart the three major structural parts of the *house*: the roof, wall and foundation, to reveal the different elements of each part (See figure 4.3). There are eight different colours and each has a meaning. The roof colours were intentional (refer to table 4.5 and figure 4.2), following the traffic lights' metaphor for deans' categories. Otherwise, the rest of the colours were only used to provide differentiation and integration between themes and their sub-themes (walls and foundation). I argue in this section that the university (ivory tower), like a house, is made up of different parts that need to hold together harmoniously in order to function effectively. Therefore, discussing the categories of deans and themes, that emerged out of the study, is aimed at showing how the findings relate and contribute to the existing literature.

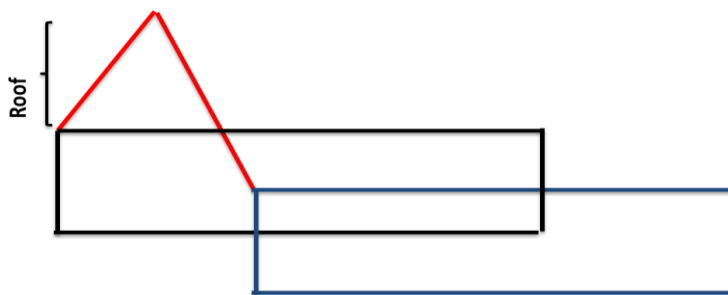
9.2.1 The Roof

In Chapter 4, while analysing the interviews, three categories of deans emerged, which depended on two constructs (purpose and position). While the purpose construct showed how deans viewed the available, or lack of, support towards corporatisation of HE, the position construct brought out the deans' individual stand for/against corporate model/values (table 4.6 and figure 4.2). Based on the adopted traffic lights' metaphor, 3 broad categories were assigned colours as: Red for Rejectors, Yellow for Embracers and Green for Integrators (also refer to tables 4.5 & 4.6 on how the categories were identified and developed). The roof, therefore, is made up of 3 colours (Green, Yellow and Red), representing categories of deans, resting on black and blue, which form part of the walls. I discuss the categories/subcategories in detail below.

9.2.1.1 Rejectors

The Rejectors' category is driven by the desire to protect academic values, hence seeing no way corporate values could enter the academic space. Rejectors have two types, which this study called Challengers and Contemplators (Refer to figure 4.1 and table 4.6), which I refer to as Rejectors subcategories, but having their own identity as categories.

The Challengers: This category does not see any way a university should open to corporate or business practices. As one dean (D7) stated: *From history, inception, the whole spirit and orientation, universities across the world are not meant to be commercial institutions.* Secondly, it views entry of corporatisation as a violation of academic values and the university's image (Andrews, 2006; Bostock, 1998; Donoghue, 2008; Nagy, and Burch, 2009; Westheimer 2010). Thirdly, this category also acknowledges that there is enough support from the university, as an institution, and it is the role of faculty to drive the university functions (Basheka, 2009; Bostock, 1998; Wolverson et al, 2016). In the house metaphor (refer to figure 9.2), it is the left leg of the Rejectors' category standing on the black wall (University Support).



Source: Author, 2020

Figure 9.1: A diagrammatic representation of Rejectors' position in the House metaphor

Figure 8.1 shows the position of the Rejectors' category in the House metaphor. This figure demonstrates that the Rejectors category has two *legs*, one standing on the University wall (black) and the other on the state/government (blue) wall. What this means is that, while the category recognises the importance of both walls, it does not seem to show how the two walls

connect. The two legs also illustrate the two subcategories of the Rejectors' Category, with the Challengers on the university wall (drawing its strength and justification from what defines the role of a university), because of what they believe in (Pop-Vasileva et al, 2011).

The Challengers category seems to align with what Stile (2004) refers to as Separatist perspective (See table 9.1):

A separatist perspective sees the social world as composed of a number of largely autonomous actors, including universities, firms and government organizations, with well-defined boundaries and limited interaction. ... Academic identity is viewed as cohesive and collegial, with strategic goals centred on promoting common values. (p.160-161)

This is also echoed by Pop-Vasileva, Baird and Blair (2010, p.411) referring to the separatist academic identity as *low managerialist*, because of how they view their academic values against business practices. A separatist is also described as being a nonconformist, as they don't easily follow the tide. Referring to separatist as low managerial, however, is misleading and confusing. Incidentally, Challengers are not poor or weak managers, except that their management style, which is purely academic, may not measure up, when viewed through New Public Management order. What it possibly implies is that the separatist manager may either find no space within New Public Management (NPM) Framework, or would end up at the bottom rung of the ladder, because collegial practices may seem outdated. Moreover, the NPM theory stresses managerialism and economic rationalism philosophies (James, 2005; Marobela, 2008), which are contrary to academic perspectives to which separatists subscribe.

The Contemplators sub-category: Whereas this category also desired to preserve the academic values, they were hopeful that, if corporatisation received appropriate support, possibly it would have improved the university's functions, as D7 and D3 observed:

If we had gone full commercialization but again, we did not reach. I would not say Makerere went full corporatization, in my understanding we did not. We moved to midway where the state could still give a little funding which is still inadequate (D7).

...this explosion of student numbers brought about some new challenges in the University, some came from within and others from without since the university had not prepared very well (D3).

Both deans' views point to a form of unpreparedness of the university system, that led to the incompleteness of the corporatisation process. While D7 seemed to blame the state, using the unpreparedness to keep a hold on university operations, D3 acknowledged that there were both external and internal factors, that point to the cause of poor performance of corporatisation of the university. In the house metaphor, this category represents the right leg of the Rejectors' category (figure 9.2) standing on the blue wall (Government's role/support), because of their belief that timely intervention could have made corporatisation work. The Contemplators' category seems to relate to Stiles' (2004) Integrationist perspective:

An Integrationist assumes that society is composed of actors with some autonomy, but with less distinct boundaries. Greater interaction is necessary to ensure social functioning, with exchange and diffusion between knowledge domains resulting in valid transdisciplinary and applied forms of knowledge (p.161).

While both Rejectors' subcategories have common themes, which include; stakeholders, financing, governance, quality and access, there appears to be a disjuncture. Accordingly, there seems to be no proper contextualisation of how all these elements hold together in the running and success of the corporatised university. This could possibly be due to the deans' fear of corporatisation downplaying the role of faculty: what Davidson (2015, p.193) calls pushing faculty back in the university books.

Table 9.1: Theoretical Bases of Academic Organisation and Identity

Theoretical Bases	Ontology (Nature of social world)	Epistemology (Nature of Knowledge)	Academic Organisation	Academic Identity	Institutional strategies
Separatist	Autonomous actors. Defined boundaries	Distinct domains; specialist, monodisciplinary, basic	Segregated Traditional	Independent Unitary/ Rational Collegial values	Collegial
Integrationist	Semi-autonomous actors, semi-permeable boundaries	Interacting domains; broad, transdisciplinary, basic and applied	Contextualised traditional and entrepreneurial	Conflicting disintegrated fragmented values	Cultural political stakeholder Garbage can
Hegemonist	Dominant actors, Permeable boundaries	Hegemonic domains Conflictual, socially biased	Socially subsumed Co-opted	Dependent hegemonic subsumed values	Managerial radical Postmodernism
Consolidationist	Dominant actors, Permeable boundaries (Hegemonist)	Interacting domains; broad, transdisciplinary, basic and applied (Integrationist)	Contextualised traditional and entrepreneurial (Integrationist)	Independent Hegemonic Collegial values (Separatist & Hegemonist)	Collegial and Managerial (emphasis on efficiency, effectiveness and accountability)

Source: Adopted from Stiles (2004, p.160) and modified by Author, 2020.

9.2.1.2 Embracers

This category of deans seemed more passionate about corporate values, but also dissatisfied with government interference in managing the university operations and functions. Embracers, like the Rejectors, have two subcategories: Complimentors and Co-Implementors (refer to figure 9.3). Whereas Rejectors seem to be on one extreme end of the continuum, Embracers appear to occupy the opposite extreme end.

The Complimentors' subcategory: While all Embracers may seem to subscribe to this sub-category, because of what they believe are the benefits of corporatisation, the two sub-categories differ in one aspect: this sub-category seemed to be motivated by the benefits and not troubled by the challenges. It was against that feature, that I called them Complimentors, because they complimented every positive aspect of corporatisation. As mentioned earlier, all Embracers complimented corporatisation for contributions made towards improving the university value system. These include; improved and expanded infrastructure⁶⁷; enhanced staff welfare and development⁶⁸; university-community collaborations⁶⁹ in research; and increased physical access⁷⁰ for students, as explained by some of the deans. For the Complimentors, this is what one of them said:

...this building where we are sitting right now, it wasn't built by government, but the university saved money from internally generated funds and put up this building where we are sitting today. ... my teachers that taught me in this university before, their offices, chairs were so bad because it wasn't easy using government money to buy a modern table and chair like these ones. ... even the staff welfare changed with the coming in of privately sponsored students (D1).

What D1's statement indicates is that, if the university had not embraced the corporatisation ethos, the university would be in a terrible state – especially the infrastructure. Three things come out of this statement:

1) Government is no longer able to sustain a university financially.

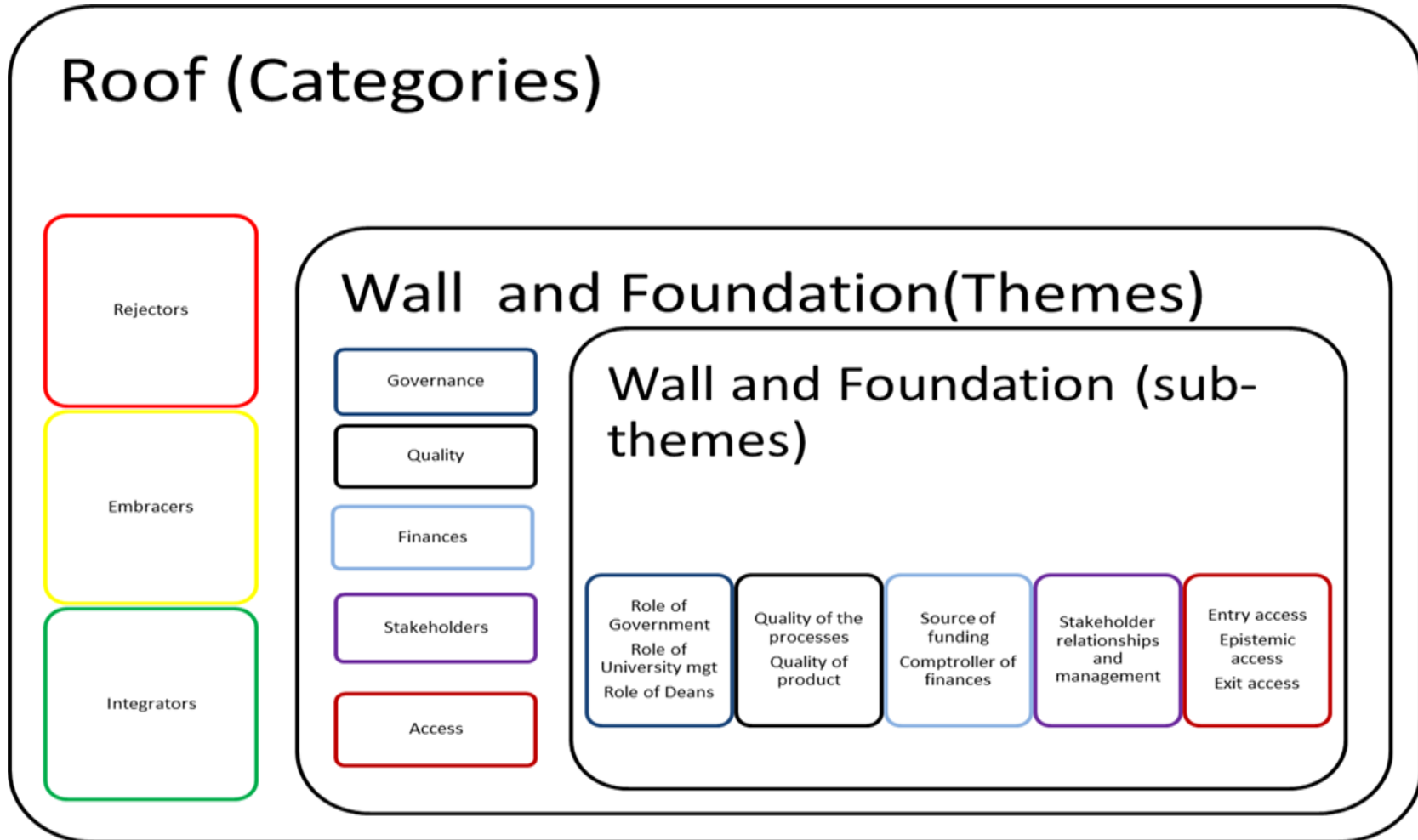
⁶⁷ D1

⁶⁸ D1, D10, D13

⁶⁹ D2, D10

⁷⁰ D1, D13

Figure 9.2: Categories, themes and subthemes of the study



Source: Author, 2020

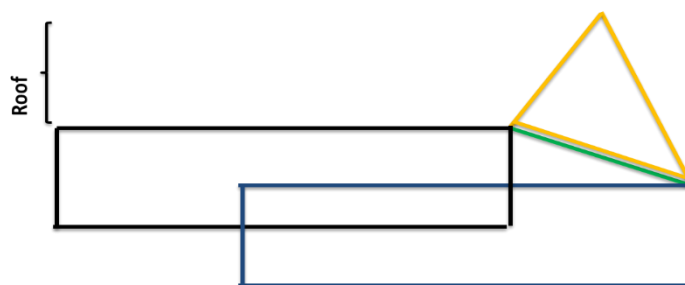
The colours in the figure, apart from the roof, which was chosen deliberately (based on traffic lights' metaphor), are to help differentiate themes and show which sub-themes belong to each specific theme (sub-themes have same colour boundary as the theme).

2) Corporatisation has helped the university redeem its glory that had been lost.

3) Staff welfare has been improved by entry of corporatisation. Complimentors, like Contemplators, seem to subscribe to the Integrationist perspective, because of their sympathy for the traditional collegial values and, at the same time, are ready to embrace corporate values (Stiles, 2004, p. 161).

The Co-Implementors' subcategory: This Embracers' subcategory, while they appreciated the benefits of corporatisation, were also wary of the negatives identified with the entry of corporatisation. Co-Implementors, however, seemed to blame the negatives on the government's interference in university operations, failure to relinquish financial powers to the university management and/or failure to separate *private funds from public funds*.

Figure 9.3: A diagrammatic representation of Embracers' position in the House metaphor



Source: Author, 2020

The Figure shows the position of the Embracers' category in the House metaphor. Like the Rejectors category, Embracers also have two *legs*: one standing on the wall that represents University management (black) and the other on State/Government (blue wall). In this case,

however, the Complimentors leg is on the university wall (black- acknowledging the university benefits accruing from the corporatisation process, because of available university support).

Co-Implementors seemed convinced that, if the government could stop interfering in university operations, the success would be more evident. It is against this background that Co-Implementors determined, within their ability, to make corporatisation succeed by bridging the gap, as discussed in chapter 7. This, therefore, meant redefining the roles of deans from traditional to corporate roles (Montez, Wolverton, & Gmelch, 2003). Moreover, this category was certain that its effort had paid off, as can be seen in this dean's statement:

...we give it 52 million per year in terms of internally generated funds. This is a big figure compared to the university, but we have decided to do this and to utilize it per faculty very well... That is why we have a lot of publications with awards. In fact, when you hear Makerere is fourth university in Africa, remove us and you'll be amazed. (D13)

What the above statement shows for the Co-Implementors category is the failure to involve all stakeholders and a limitation of working within their restricted space of influence. Unlike the other categories discussed above, this one completes the triangle (compare figures 9.3 & 9.5) by bridging the gaps between the government's and university's support or role. This category also appears to relate to Stile's (2004) Hegemonist perspective: (also refer to table 9.1):

A Hegemonist implies a social view of actors with dominant power that permeates through organisational boundaries. Knowledge represents the emergence of an ideological domain biased in favour of particular actors through a conflictual process. The academic organisation is subsumed or co-opted within that social system, resulting in a dependent subservient academic identity (p.162).

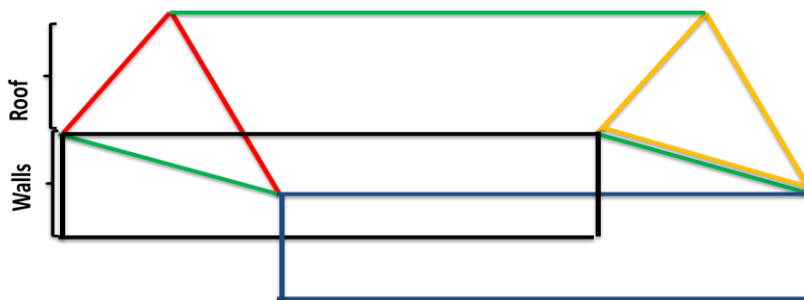
Table 9.1 provides a comparative view of the Embracers and Rejectors categories relating to Stiles' three bases of academic identity as Separatist, Integrationist and Hegemonist (2004,

p.160-162). These bases, however, don't seem to accommodate the Integrators category of this study. In the modified figure, I have included what I have called a Consolidationist base, which seems to align with this category from Chapter 7 and which I will discuss below. The Integrators' category is, therefore, more of a hybrid of all Stiles' bases than a stand-alone.

9.2.1.3 Integrators

This category is given the green colour to symbolise the traffic light that beckons vehicles to move or clarifying the right of way to proceed. While the other two (Rejectors & Embracers) categories discussed above, point to what they 'stand for' and/or 'stand at', Integrators seem to be on the move to address the perceived *standoff between* academic and corporate models (refer to figure 9.4).

Figure 9.4: A diagrammatic representation of Integrators' position in the House metaphor as a unifying/connecting link



Source: Author, 2020

Figure 9.4 shows a diagrammatic representation of a complete roof. Hence, the Integrators' category has *one, or both, legs standing in one place, which shows the position*. However, as mentioned in the comparison above, this category of deans seemed to provide the missing link that brings together the disjointed parts: the first line, for instance, connected the embracers to Rejectors, while the second and third lines bridged the university and government walls on either side, giving a complete and defined structure of a roof with a

ceiling. It is against this background that I called this sub-category, Consolidators. The Integrators, therefore, helped complete the roof by addressing what the other categories saw as barriers to their desired end. Not only did the connecting lines make the roof complete, but they also transformed it from two parallel single geometric dimensions (incomplete triangles and parallel lines see figure 9.1 & 9.3) to a three-dimension figure, like a prism (see figure 9.4).

What this means is that the Integrators' category looked beyond the barriers and conceptualised a bigger picture, which transcends the dichotomy between proponents' and opponents' views of corporatisation of HE. This category, therefore, not only recognised the importance of preserving academic values, but were also aware of the challenges that would befall such values, if not well supported through mobilisation and harmonisation of all necessary resources. This could be picked from the statement made by one of the deans in this category:

...how do we mobilize resources? How do I mobilize human resource that is appropriate without necessarily increasing the wedge bill of the university? How do I mobilize donors and funders, to build confidence that they are able to trust that what they do will work? How do I build the school to put it at a level of other public international schools of Public health? How do I make sure that the school was visible in terms of its outputs? How do I build confidence of the present faculty? (D12)

Secondly, the statement above depicts a realisation of a dean's role in steering the university to the desired end. Thirdly, they understood that managing the change was no longer a college or school problem alone, but needed the input of the whole university, government and all other stakeholders. Fourthly, they knew that success within their confines would be limited, unless they measured up at the international scene (influence beyond the school, college, Makerere University and Uganda boarders). The Integrators category, therefore, was comprised of deans who had recognised their roles to bring all the different players on board, in order to steer their schools forward and, consequently, the university. That is why, following Stiles' bases (Stiles, 2004), I created this category as Consolidationist base,

because, in its effort to conceptualise and make corporatisation of HE work, it seemed to bring together different elements of the other three bases.

Two possible definitions of ‘integrative’ from Thesaurus caught my attention:

1) “Make something open to all- transitive verb to make a group, community, place, or organisation and its opportunities available to everyone, regardless of race, ethnicity, religion, gender, or social class.” This definition could be identified, in the statement made by D12 above, of competing on the international stage, as well as bringing on board whoever could help them achieve their dream.

2) “Make into whole- transitive and intransitive verb to join two or more objects or make something part of a larger whole or be joined or made part of a larger whole.” It is this definition that illuminated Stiles’ three bases of academic organisation and identity, to show me that this category is not a stand-alone, but one that integrates all the three bases. For example (refer to table 9.1), with the ontological perspective, it aligned well with the hegemonist base (dominant actors with permeable boundaries), while epistemologically it related to the integrationist (interacting domains-broad, transdisciplinary, basic and applied). Moreover, in academic organisations, this category seemed to take on the integrationist base (contextualised traditional and entrepreneurial). However, for academic identity and institutional strategies, it displayed both separatist and hegemonistic characteristics (Stiles, 2004, p.160).

The three major categories, therefore, can be well understood through how they view corporatisation: for, against, or with academic values. Against that stance, each category decides to play its role to address the governance challenges perceived to be a result of either lack of support, poor support or available support from government and university management (see figure 4.2). For example, Rejectors viewed corporatisation as an intruder into the academic space, causing challenges, distortions and failures in the HE values’ system (Andrews, 2006; Bostock, 1998; Donoghue, 2008; Nagy, & Burch, 2009; Stensaker, 2014; Stensaker, & Vabø, 2013; Westheimer 2010). On the other hand, the Embracers believed that, if the corporatisation got appropriate support, it would drive HE to the pinnacle.

Moreover, the Integrators regarded corporatisation as a vehicle to deliver the university to a desired end, if only deans were the drivers. Integrators also realised that the journey would only be successful through well calculated and administered partnerships between all stakeholders (the state, university management, public and development partners). I discuss these partnerships through unpacking the “Walls”.

9.2.2 The Walls

In this section I discuss the themes (Governance and Quality) and their subthemes that form the Wall section of the house metaphor. The subthemes of governance are role of the government, role of university management and the integrative role of deans, while the ones of quality are quality of the processes and quality of the product (see figure 9.2).

9.2.2.1 Governance

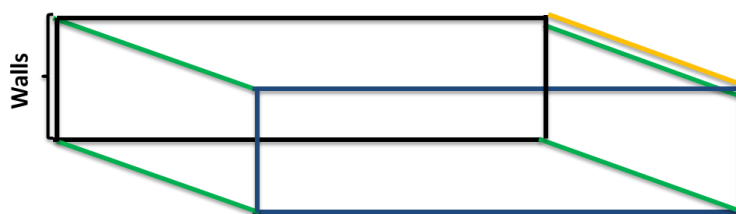
In this study, the walls symbolise governance, which hinges on the role of government, role of the university and integrative role of deans in facilitating university functions, regardless of whether corporatisation came in or not. How the entry of corporatisation was conceptualised by the different deans, therefore, depended on how they perceived the three different roles in facilitating, or impeding the successful entry and stay of corporatisation in the academic space (read Makerere University). Figure 9.5 shows the different elements that form the wall(s): black stands for the university management’ role, while dark blue is for the government’s role. These walls are connected by the way in which the deans view their roles in integrating (working with) the two arms of university governance (government and university top management). The green colour is in line with the Integrators category and yellow for Co-Implementors category of deans, since they, at least explicitly, seemed to recognise that role within the corporatised milieu.

The role of the University Management

Corporatisation of HE is identified with managerialism, or adoption of corporate culture into HE. According to Giroux, Karmis and Rouillard (2015, p. 143), managerialism causes a shift

from academic freedom towards practices that advance *the hierarchical professionalisation of administrative positions and relations*. These practices include centralisation of decision making and superficial consultations with faculty, staff and students about the direction of the university. Emphasis seems to be on displacement of what ought to be university leadership to a completely different dimension, dictated by the movement (NPM). It also, meant where power and control of the university lies, given the different names deans used to identify the university management: *the centre*⁷¹, *up there*⁷², *top management*⁷³ *the university*⁷⁴, *the university management*⁷⁵. However, there seemed to be no distinction between categories of deans regarding what top management meant.

Figure 9.5: A diagrammatic representation of the different parts that form the walls of the house.



Source: Author, 2020

The figure above shows how the different roles of deans, government and university management hold together to support the university functions.

According to Makerere University's governance structure, the university management is part of the three governing bodies (mak.ac.ug/governance/university-management). This particular body is comprised of three committees (Central University Management

⁷¹ D2, D6, D10, D12

⁷² D2,

⁷³ D14,

⁷⁴ D1, D3, D5, D6, D9, D11, D12

⁷⁵ D1, D4

Committee, Top University Management Committee and University Management Consultative Forum), which are explained in some detail in chapter 8 and table 8.2. The two other governing bodies are the University Council and the University Senate, the composition, membership, procedure and functions of which are well defined in the UOTIA. Sections 38-43 of the Act address the University Council, while 44- 47 deal with the University Senate. Whereas all the members that form the University Management are easily identified within the Act, there is no section that explicitly addresses this governing body. Moreover, the three committees have membership within either the University Council, or Senate, or both (see table 8.2 compositions). It is, therefore, not clear why such a seemingly critical organ is not given its own identity in the Act. Is it a justification of what Klien (2012, p.1) believes is change of guards from privatisation to corporatisation causing a “shift of control rights from politicians to managers while ownership remains public?” What then is the role of the government in managing this shift?

The role of the government in managing a corporatised public university

The role of the government in managing a corporatised university seems to be a contentious one. Deans showed mixed reactions about who should manage the university and how it should be done. So, depending on the deans’ divergent conceptions, government is either a regulator (intervening versus interference), or facilitator (funder,) or owner.

While there seemed to be consensus among some deans that government was a regulator on how a public university should be managed, in the corporatised space, some saw this role as interfering with university operations, while others saw it as an intervention to preserve the public good. Moreover, corporatisation is blamed for taking advantage of government’s inability to fund its own universities. Thus, a university which is meant to be a public good (Boesenberg, 2015; Levy, 2006) has been transformed into a commercial enterprise (Dlamini, 2018; Mamdani, 2009). Unfortunately, this ‘education for sale’ has propagated many inequalities, because poor students cannot afford HE anymore (Dlamini, 2018; Mayanja, 1998). Therefore, as government struggles to address such challenges, it seems to

fight a lost battle, because proponents of the corporate model see it as interference (Asiimwe & Steyn, 2013).

On the other hand, sympathisers with the collegial model (academic values) appreciate the government's intervening role to provide a balance (Cupito & Langsten, 2011). As D2 argued, "*Government will intervene after all this is a Public University.*" What this means is that government is expected to mediate a public university's functions.

While Rejectors and Embracers appeared to align with opponents and proponents' views respectively, the Integrators' category appeared to agree with both the intervening and interfering roles of government. They, however, do not see the role as interfering and intervening, but as regulatory and collaborative (co-workmanship). For instance, they argue that it is the mandate of the university (faculty to be specific) to work with government, so as to address the national agenda. As D12 stated:

The role of the school of was to make a difference by responding appropriately to the needs of the ministry. ... Do research that informs the districts, write proposals that are guided by the district officials. ... there were no studies done that were put on the shelf (D12).

This shows how the university worked to promote the national agenda or produce research that was addressing national and societal needs (Marshall, 2018). This also resonated with the role of government, as a facilitator of university relationships to promote university functions, as stated by D9:

I appreciate Government for working with African Development Bank to provide study equipment. ...my department is going to be one of those that benefit... (D9).

It, therefore, shows that, as the government collaborates with different bodies, it is donning the facilitator's hat.

While it may be important for the government to regulate university operations and relationships, it is equally vital to facilitate healthy networks with all stakeholders. Mwebesa and Maringe (2020) propose a model that recognises the importance of government in facilitating harmonious relationship between university and industry. This, however, does not seem to address the point of contention concerning ownership of public universities.

Many changes are blamed on reforms of public universities. Once such change is the image of these institutions and how it is perceived by the public. Before reforms, the public held universities in a cultic awe, which changed with the entry of corporatisation. However, understanding the Ugandan HE legal framework (UOTIA, 2001) shows that neither public, nor private universities are free from government's grip. For example, divisions 3 and 4 of the Act, respectively, state the establishment and management of public and private universities. The implication is that, regardless of who owns the university, it is under the scrutiny of government. While the public is not bothered about who owns a private university, the public university belongs to the public. Accordingly, what belongs to the public is managed by the government on the populace's behalf, as could be seen from this statement made by D4:

Makerere has been pushing to charge fees that reflect the unit cost, the political system has not allowed because it is ingrained in the minds of the public that that's a public institution...In the political world, the population knows that it is a public good (D4).

Much as it may be clear that a public university belongs to the public, hence to government, the legal framework indicates that a public university belongs to the public. This is supported through the university governance structure (UOTIA section 40 and table 8.2).

The public's participation into the affairs of the university is, unfortunately, seen as the orchestration of corporatisation. Contenders of corporate practices argue that bringing in the public and promoting administrative staff in the management of the university is a creation of corporatisation promoters to devalue the faculty (Donoghue, 2008; Giroux, 2003;

Glassick, 2000; Mamdani, 2008; Sanderson & Watters, 2006;). Against this background, it shows that, because of corporatisation, a public university belongs to everyone and no one.

The integrative role of deans and the corporatised university

What motivated me to explore the deans' responses to the corporatisation of HE was the position they hold in the organisation structure and the role they play in the functions of the university. In the house metaphor (figure 4.3), the integrative role of deans would be represented by the *ceiling*, which connects the roof and walls. A dean's position is a critical one and, within a corporatised environment, the roles are even more complex (Johnson & Cross, 2004), because, in this space, a dean has many hats, which may include mediator, administrator, faculty, collaborator and envoy/messenger (Marshall, 2018; Trakman, 2008). I decided, therefore, to concentrate on the role of dean as mediator, based on the different meanings it has; negotiator, arbitrator, intermediary, moderator, facilitator, referee, intercessor, conciliator. Depending on the relationship the dean is mediating at any given time, between the different categories presented in figure 9.6, this may either be collaborating (university and stakeholders), negotiating/arbitrating (government and university faculty and university management, or students and management), or coordinating (academics and administrative activities). The roles of deans and their implications can be well summarised using D2's understanding:

So, ours is mainly academics so you have to ensure that there's proper teaching by the academic staff. ... So timetables must be in place on time, teaching materials must be planned for and delivered on time, the teaching space must be assessed to ensure that it conforms to the targets that are set by the National Council for high education, the laboratories must always be made ready for students to use ...then we have examinations that are part of assessment ...All those are under the dean and we have to make sure that they take place... other duties include: We also participate in the administration of the college like staffing and promotion, planning, annual budget and plans. We participate in soliciting for funding from donor agencies, from the private sector and also advocacy where we go and plead with government to improve the funding that they give to university. We also participate in writing funded projects

like proposals and so on. We participate heavily through encouraging the staff members to get involved. So those are the major roles that the deans play. D2

Reading through D2's outline of the deans' roles, it shows the original roles as purely academic, but, within a corporatised university, the dimensions change. Therefore, the dean's roles are multifaceted, ranging from administrative to academic and even, at other times, as envoy (representing his/her university in highly executive gatherings), or a simple messenger serving the university customer, who is the student – and customer is king. Wolverton et al (2016) show the impact of corporatisation on deans' roles, which they refer to as role conflict and ambiguity:

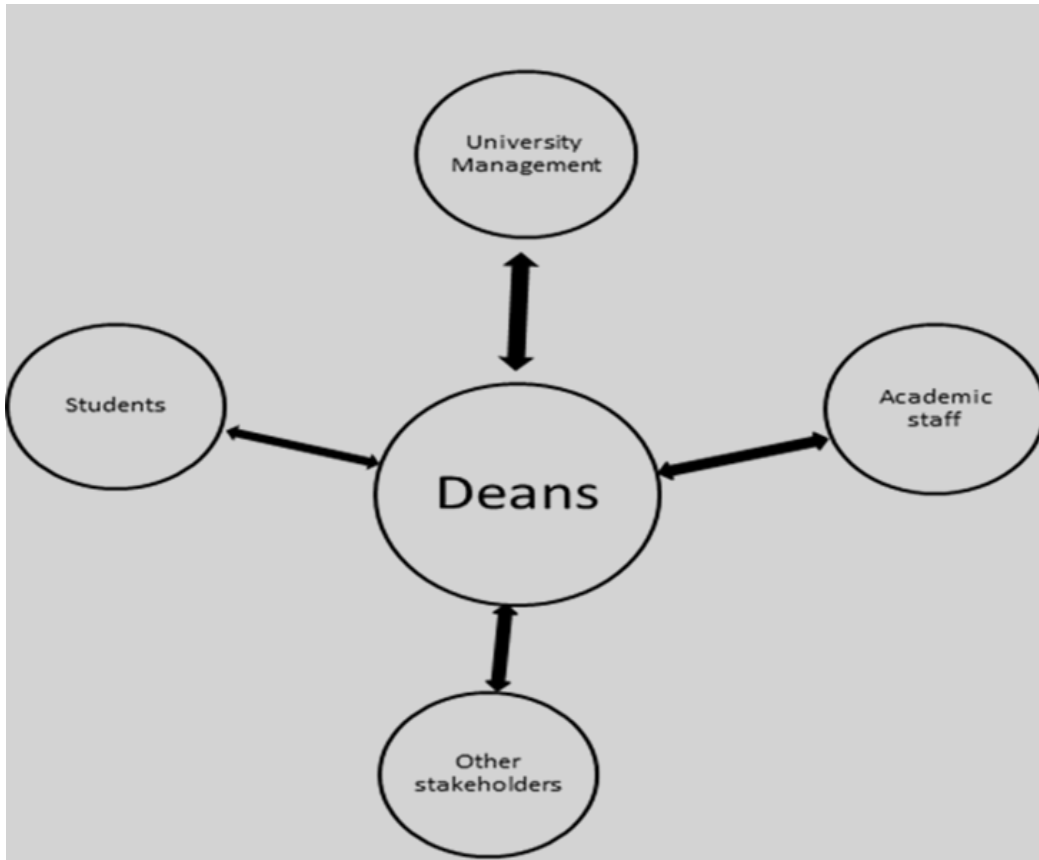
In the academic anatomy of institutions of higher learning, deans provide the delicate but crucial backbone of university decision making. They, more than any other academic administrators, link central administration with academic departments. On the one hand, they serve as extensions of the presidency (through the provost); on the other, they are regarded by many as extensions of faculty. (p.80)

The above statement brings out three important elements about deans' roles:

- 1) Deans are very important in the running and decision making of the university, or other HEIs.
- 2) They provide both academic and administrative linkage to all stakeholders.
- 3) They represent president and faculty (staff and students,) wherever and whenever a need arises.

The deans' roles, therefore, require flexibility, integrity and great leadership skills (Arntzen, 2016; Wolverton et al, 2016; Marshall, 2018). Resulting from such demanding roles, deans also face a lot of pressure and stress to perform (Gonzales et al, 2014; Wolverton et al, 2016). It is, therefore, important that the deans' contribution to the management and decision making of the university is respected, utilised and supported.

Figure 9.6: Representation of deans' mediating role between university management, academic staff, students and other stakeholders.



Source: Author, 2020

9.2.2.2 Quality

In the house metaphor (figure 4.3), quality would be the unseen mortar that holds everything together. Not being seen does not make it less important, although it makes it complicated to measure, define and implement. In all the interviews, quality was mentioned more often than all the identified themes, indicating that it is critical in the deliverables of the university. However, depending on how the different categories of deans viewed corporatisation, determined how they referred to quality.

For instance, five deans in the Rejectors category blame corporatisation for negatively impacting on quality (refer to section 5.2.1). They argue that, because numbers do not match the available infrastructure and resources, quality is likely to be compromised.

This view is also held by some scholars, who argue that, because corporatisation is a form of commercialisation, it seeks to maximise profit while minimising cost (Philpott, Dooley, O'Reilly & Lupton, 2011). Others, however, refer to it as a challenge of massification (Altbach et al, 2020; Bostock, 1998; Kwesiga & Ahikire, 2006; Mamdani, 2008). One of the deans from this category (D5) was convinced that corporatisation's big numbers are the cause of declining quality: *"I have never believed that one can be efficient in teaching over 1000 students because that ceases to be a lecture and becomes a rally."*

On the other hand, the Embracers' perspective on numbers and quality differs from that of the Rejectors. They contend that numbers would be acceptable, if appropriate models, that align with corporate practices, were adopted (refer to 6.2.1.2). This also resonates with Sall and Ndjaye's (2007) observation on the importance of adoption and adaptability of HE reforms. D8's explanation seems to agree with Sall and Ndjaye:

So originally, it was the university directly purchasing from the producers before the PPDA Act came ... I don't get enough facilities to train the student here and quality is compromised. D8

D8, therefore, appears to be blaming the new practice failing to fit into the original university system. Integrators' view of quality, on the other hand, appears to be multi-dimensional. Unlike Rejectors and Embracers, who view quality as a product through only the functions of the university (teaching learning and research), Integrators treat quality as an integral part of the deans' role to bring together all processes, products, people, plans and equipment. This is also provided in Makerere University, as the aim of the Quality Assurance Policy Framework:

The aim of the Makerere University's quality assurance policy is to enhance the effectiveness of its core activities of learning, teaching, research performance,

research training and management. The policy addresses all areas of the University's activities focusing on their contribution to and in alignment with the University's strategic goals (2007, p.5).

The QAPF's aim has two parts: enhancing the university's core activities and aligning the contributions of these to the greater strategic goals of the university. The second part draws from the NPM model, with which most critics of corporatisation of HE seem not to be comfortable. Their concern is that NPM propagates market driven practices, which devalue the university's culture (Slaughter & Leslie, 1997; Slaughter & Rhoades, 2004). Whereas Rejectors (Challengers and Contemplators) and Embracers (Complimentors) appeared to only focus on the first part of the aim of QAPF, Embracers (Co-Implementors) were more focused on the second part, while Integrators (Consolidators) were concerned with both parts.

I mentioned, at the beginning of this section, that the manner in which the deans viewed the influence of corporatisation on quality of the university functions depended on their perception of the phenomenon and their role in managing it. Thus, the university has a defined quality assurance system in place to address both quality as a product and process. However, the success of the system depends on how the deans want to defend that quality (Robertshaw, 1997; Tait, 1997) against the reform, or promote it with corporate practices (see chapter eight section 8.4.3.1). Against this backdrop, therefore, quality is not only what is seen (measured in quantitative terms), but more of what is invisible, concerning the university value system. Quality is the standard against which governance, access, finances and stakeholder management are checked (Tait, 1997). To understand its wholeness, I, therefore, present the foundation of the house metaphor.

9.2.3 The Foundation

The foundation is the only part of the house that is hidden to the eyes, yet without it, there would be no house (figure, 4.3). In construction terms, the foundation and wall are addressed together, because the wall is the extension of the foundation above the surface (Tomlinson & Boorman, 2001). That is why the top parallel lines are black and dark blue, which represent

the walls' colours (see figure 9.5). Importantly, the foundation in engineering construction informs the strength and balance (vertical and horizontal alignment) of the structure (Tomlinson & Boorman, 2001; Yang, Liang & Bai 2004). Therefore, the vertical pillars represent stakeholders (purple) and finances (light blue). Also, the strength of the foundation depends on the bedrock, which is represented by brown horizontal parallel lines, which I called 'access'. In this section, I therefore discuss themes and sub-themes that form the foundation as stakeholders, finances and access (see figures 9.2 & 9.7).

Figure 9.7: A diagrammatic representation of the different parts that form the foundation of the house



Source: Author, 2020

The pillars (vertical), which are parallel lines in purple represent stakeholders; and the light blue is finances, which emerge as wall (implying that they are pillars of governance) above the surface. The top horizontal parallel lines are the bases of the wall (university management-black and government-dark blue), while the bottom horizontal parallel lines are brown in colour and represent the bedrock of the foundation. In this study, this represents access. The green diagonal lines connecting the different parts (making the foundation structure complete) represent the deans' integrative role, which has already been discussed under the theme of governance.

9.2.3.1 Finances

Throughout the interviews, funding of university functions was brought out as one of the causes of contention between management and faculty. Two issues stood out: the limited funding, citing the university's constrained resources; and the accountability of finances, which was about control. Depending on which category, some deans were bothered with sources of funding, while others were concerned about how finances were managed. For instance, Rejectors believe that government does not provide enough funding to the university, while Embracers feel government is using the wrong models to manage university finances. The difference between Rejectors (Chapter five) and Embracers (Chapter six) is that the former sees government as the source of funding and so there should be no problem managing, it while the latter is convinced the university is generating the funds and so should be left to manage its finances. The Integrators (Chapter seven), on the other hand, seem to realise four issues that they ought to work with, in order to handle the financial challenges of the university:

- 1) The government as the only source of funding is limited.
- 2) The university needs to identify alternative sources of funding.
- 3) It the role of deans to identify and develop financial sources, through healthy collaborations and partnerships with all stakeholders (which includes government).
- 4) Successful collaborations must have the endorsement of university management, which submits to government regulations.

Sources of university funding

One of the reasons why corporatisation of higher education found a safe landing was reduced public funding. The critics of corporatisation argue that promoters of reforms in HE, which include the World Bank and IMF, convinced governments to embrace SAPs by withdrawing university support (Mamdani, 2009). This then led to what most scholars refer to as 'reduced public funding' (Mamdani, 2008; 2009; 2016; Ogachi, 2001; Sall & Ndjaye, 2007) to universities. What this means is that what was initially the only source of university funding

became inadequate – calling for alternative sources of funding. Thus, it is argued that the entry of corporatisation was pushed by the same organs (World Bank and IMF) that affected the original source of university funding (government). The critics refer to this move as the advancing of the neo-liberal agenda (Mamdani, 2008; Gonzales, Martinez & Ordu (2014) of funding. In the end, the universities were forced to welcome what were viewed as market practices (Gonzales et al, 2014; Mamdani, 2007).

The supporters of corporatisation, unlike the opponents, believe it came at the right time to rescue universities. Moreover, governments were no longer able to sustain public institutions. Also, public entities were believed to be ill-equipped to venture into other alternative sources of funding, unless they adopted private sector practices. Therefore, adopting NPM practices, to which corporatisation is akin, was embraced as the best option (Bostock, 1999; Brownlee, 2014; Furedi 2012; Hemsley-Brown & Oplatka, 2006; James, 2005; Gonzales, Martinez & Ordu, 2014). Therefore, while some see corporatisation as the mistake that disarmed government as a sole source of university funding, others see it as redemption from a constrained financial base. Alternative sources of funding, therefore, include societal alliances (Mamdani, 2008), development partners, as D9 observes: *I can assure you that the university's funding for the past twenty years was based mainly on our collaboration with development partners.* The other source, however, has been private paying students (Mamdani, 2008). Also, dean (D13) stated, *the challenge you have is that if 80% of the students are private, more or less you are talking about a private university.* The sources of university finances, therefore, are dependent on its ability to network and collaborate with different stakeholders.

Comptroller of university finances

With the government seemingly losing the power of being the only funder of the public university, who then is the comptroller of university finances? As discussed earlier, different deans had divergent views on this aspect. The fear of being controlled by the funders drives the motivation to preserve academic values, which include academic freedom and identity (Dlamini, 2018; Dirkx, 1997; Giroux, Karmis & Rouillard, 2015). Their concern seems to be

influenced by the proverb that *he who pays the piper calls the tune*. Therefore, corporatisation is blamed for turning universities into commercial entities, which are supposed to be custodians of knowledge and education as a public good (Baatjes, 2005; Dlamini, 2018). Another concern is about loss of autonomy and academic freedom (Bentley, Habib & Morrow, 2006; Giroux, 2002), whereby universities are likely to abandon the creation of knowledge for knowledge's sake. That is why Donoghue (2008) laments the devaluation of faculty and elevation of university administrators. This also came out of the interviews, where deans talked about lucrative courses and rich faculties. In his book, *Scholars in Marketplace*, Mamdani also mentions rich versus poor faculties. He argues that rich faculties were those programmes that attracted many students, because the courses are “marketable” (like management sciences), while poor faculties had few students (like the humanities) (Mamdani, 2007). However, like Levy (2006) advises, it is the mandate of the university to preserve its value, even amidst financial challenges. Therefore, regardless of the funder, the university maintains the custodianship of its core functions, as government maintains ownership and regulatory powers (Klein, 2012; Mwebesa & Maringe, 2020). In the meantime, the government remains the financial comptroller of public universities, until such a time when the university becomes totally self-sustaining, or a funder of government. Against this background, university finances, regardless of who funds and controls them, remain a foundational pillar for the university's success and a test of good governance.

9.2.3.2 Stakeholders

How stakeholders are managed influences the strength of a university's functions and its image. For instance, as Marshall (2018, p.101) posits, “Identifying and engaging with diverse stakeholders is strongly related to the sense-making properties of social engagement and identity construction.” In other words, stakeholders are central to defining the uniqueness of the university. According to Marshall, the university has both internal and external stakeholders. He identifies them as:

...internal stakeholders are members of the academic community who participate in the daily life of the institution (faculty and non-academic staff, managers, students

and the institution itself as an entity expressed through its leadership and formal governance) while external stakeholders are all persons that have an interest in the university but are not internal (employers; parents; society at large, including non-consumers of education; the government, as represented by its various agencies; and organisations or groups representing collections of such stakeholders, nationally and internationally). (Marshall, 2018, p.77)

Marshall's composition of university stakeholders shows both the complexity and importance of this category. The complexity, because it implies that the university belongs to everybody and it is everybody; the stakeholders are important, because without them there is no university.

9.2.3.3 Access

In this section, I discuss the theme of access and how it is the core for the foundation. Like bedrock, which is the base for the strength for the foundation of a structure (Yang, Liang & Bai 2004), so is access to the university functions. While university access in literature has two forms: physical access, referring to admission/entry to the university; and epistemic access to the form of learning or knowledge discovery (Ndofirepi, 2015), this study on top of the other two, added a third form – exit access. When I discussed the three forms in Chapter Eight, I was examining the legal framework and how it was facilitating access considering the corporatisation of HE. Here, I discuss the three dimensions (entry access, epistemic access and exit access) that were identified through analysis of interviews, in relation to the literature.

Entry Access

Entry access, which is also known as physical access, refers to getting admitted to the university. To gain admission implies that the student has the minimum requirements to undertake the course for which they have been admitted. Before entry of corporatisation, all students at Makerere University were government sponsored (Mamdani, 2007; Mayanja,

1998). Corporatisation of HE was applauded by some deans, especially Embracers, for promoting expanded physical access (refer to section 6.3.2), as seen from D1's statement:

...it created an opportunity for students to gain access to Makerere by paying for themselves. Before the government could only pay for maybe four thousand students and end there. But right now, this university has almost forty thousand students and most of those students are privately sponsored...the main/ first clients of the evening classes of Makerere were mature old people who were in government with no degree for a long time. (D1)

This dean explains the benefit of opening to students, who could afford to pay for university education. It does not however, show the students who qualify, but cannot afford to pay. Incidentally, one of the blames against corporatisation is favouring rich children over poor ones. The argument is that the whole process of corporatisation does not take into consideration children's socio-economic background (Dlamini,2018). This is evident in Uganda's merit system of admission (Mamdani, 2007; Mayanja, 1998). Also, as one D13 stated:

...government students are from A-Schools which produce A-students that qualify for government merit system. Meaning they were rich in the first incidence, the poor ones in our villages and most public schools cannot afford such schools and very few can get As. It is important that government reconsiders this criterion for who to pick as a government student. (D13)

This statement condemns the criteria used for admission to government sponsorship. It shows how, through the merit system, poor children are not selected, therefore, it considers corporatisation of HE as a propagator of inequalities (Blackmore, 2002; Bothwell, 2016; Dlamini, 2018; Kwesiga & Ahikire, 2006; Mamdani, 2008; Mamdani, 2009; Mayanja, 1998; Sall & Ndjaye, 2007). Unfortunately, this merit system does not stop at entry, but also affects the kind of course one is offered. According to Mamdani (2008), this reform made some courses and faculties more highly valuable than others, depending on the market demands. For example, there were what Mamdani termed lucrative and non-lucrative programmes

(p.8). The lucrative programmes were more highly priced than the non-lucrative ones. This was echoed by D12:

Then we also introduced new courses which included ..., these are lucrative courses. They were well priced, and they were oversubscribed (D12).

What this statement implies is that, unless poor students get some external funding, they cannot access the lucrative courses. Therefore, not only are poor children disadvantaged to access government sponsorship, but even the few that try to raise funds to enter might not have enough to get them into the more lucrative courses, like medicine, pharmacy, engineering and business management.

Epistemic access

I termed this as the ‘door to accessing knowledge’ by drawing from the branch of philosophy – epistemology (nature of knowledge). While it is one of the functions of universities to facilitate teaching and learning, in a corporatised environment this seems to have been affected from various fronts – the teaching (the teacher and teaching materials) and the learning (course choice and learning environment).

The teaching-learning process is hampered, depending on the motivation of the teacher and the student. It was constantly mentioned in the interviews that corporatisation created a parallel system: the lucrative courses and non-lucrative courses, that later resulted in rich and poor faculties, respectively (see section 5.3.3.). Mamdani (2008) similarly posits that lucrative faculties are rewarded, because they attract many private students. Therefore, most critics of corporatisation are concerned about the death of humanities (Donoghue, 2008; Giroux, 2008 and) and the vocationalisation of universities (Mamdani, 2007). Moreover, this is likely to demotivate academics and demoralise students in “less attractive faculties”, ultimately hindering epistemic access.

Corporatisation brought in higher numbers of students, without upscaling the infrastructure, staffing, staff remuneration and resources. I, therefore, argue that the teaching-learning environment, general wellbeing of the students and availability of teaching materials have an

influence on how epistemic access is achieved. As D5 exclaimed, “I have never believed that one can be efficient in teaching over 1000 students because that ceases to be a lecture and becomes a rally.” All categories of deans acknowledged that the explosion of numbers had a negative impact on quality, whether directly or indirectly. According to literature, this is termed as massification, one of unwanted outcomes associated with corporatisation in the academe (Bothwell, 2016; Kwesiga & Ahikire, 2006; Mamdani, 2008). In other words, when numbers don not match the available facilities, the environment becomes uncondusive, for both teaching and learning. Thus, like D3 proposed, “*professionally, if I am to do a good job, I would advise that think of a new strategy of facilitating this education.*” This proposal carries a lot of meaning; that unless something is done to address the situation, profession may be devalued, and quality would be compromised. Similar sentiments were also raised by D8, “... *don't get enough facilities to train the student here and quality is compromised.*” Moreover, the majority of deans contended that the fees being paid by private students are far less than the unit cost. Also, Mamdani (2007, p. viii) argues that private students are a liability, rather than an asset. Therefore, the quality of teaching is dependent on the amount of facilitation, which also impacts on the quality of learning.

Exit access

Exit access is synonymous with entry to another place. In this study, exit from the university (either at graduation or dropping out) may mean entry to the job market, whether one is qualified or not, will be accepted or rejected. Basing on the merit system and lucrative courses being highly priced, poor students are indirectly deprived of getting into those programmes. Undoubtedly, such qualifications are also believed to have high employable and employerable prospects. However, depending on the inequalities, identified at entry; the denied choice of courses; poor facilitation and a conducive teaching-learning environment, may all lead to: “half baked” graduates, or dropouts (Smith & Naylor, 2000)–or graduates with qualifications that cannot earn them any job. Unfortunately, poorly equipped graduates are likely to destabilise the socio-economic development, especially when comparing national economic development and unemployment rate (Hornsby and Osman, 2014; Mohamedbhai, 2014). For

instance, D2 showed that some graduates may not only be unemployed, but unemployable as well, depending on the quality of qualification acquired at the university.

Since socio-economically disadvantaged students may not enrol in lucrative programmes, it also means that they are likely to graduate with qualifications that may have no job prospects or have very low pay. In the event that they manage to get into the highly priced courses, due to some charitable hands and family members, some drop out before the end of the course. Therefore, while corporatisation of HE has expanded access to financially able persons, it has also widened the poor-rich divide, making the poor poorer, as one dean (D1) stated, *“I’ve also seen parents that have even sold their property to be able to pay for university education, some selling their land they have held for generations to be able to pay for their children to study here.”* In case such a student fails to get a job after graduation, after losing a family asset, when will s/he ever catchup with the richer children?

Against this background, quality education is not enough, if it cannot foster equitable education through all forms of access (entry access, epistemic access and exit access). It is, therefore, imperative that all university stakeholders work together to enhance equitable access.

9.3 Making sense of the deans’ categories in light of the conceptual framework

In Chapter 3, I presented a conceptual framework of three theories that integrate organisational culture, organisational change and personal motivation, to help make sense of the data and guide the analysis.

Schein’s Model and the changing institutional culture

Schein’s model, which shows the three levels of organisation culture – artefacts, values and assumption – helped in categorising the deans, depending on how they viewed academic values versus corporate values. Through this lens, two major worlds defining two cultures became evident: academic culture, identified through a desire to promote and preserve university core functions (teaching-learning, research and community service); and corporate culture, using market terms and being passionate at promoting private sector practices. What

defined these worlds, also guided identifying the category of deans that subscribed (passionate) to which culture.

Apparently, the Challengers exuded all the three levels of academic culture (refer to three levels in section 3.3). While Batras, Duff and Smith (2014) argue that the third level (assumptions) is when new values are accepted and embraced to form a new culture, they also affirm that it is the level at which original values are strongly reinforced and hardest to infiltrate. While Contemplators and Complimentors showed a mixture of values (academic and corporate), the Contemplators' artefacts (language) did not have corporate language, as the Complimentors. Also, Contemplators and Complimentors seemed to be in transition (between both cultures) with the Contemplators displaying sympathy towards the corporate model. Meanwhile Co-Implementors appeared to have already moved on with the corporate culture, through the language, support of market models, measuring success in comparison with private universities and showing dissatisfaction with the public model. Consolidators, on the other hand, displayed all the three levels of academic culture and a mix of the first two levels of corporate culture (refer to table 9.2 that relates the conceptual framework). Thus, different institutions and groups of people can be differentiated from others or recognised through their artefacts and the values they stand for. While this theory brought the difference between the categories, there was a need to understand how the entry of corporatisation influenced the deans' motivation towards/against the new culture.

SDT-Organismic Integration Theory (OIT) and deans' values

SDT is an approach to human motivation that hinges on two motivating features (Extrinsic and Intrinsic). To address the motivation features, SDT uses two sub-theories: CET for intrinsic and OIT for extrinsic. Since this study was about understanding how deans experienced corporatisation of HE in their space, I wanted to know how this external force influenced the deans' behaviour to motivate towards or against new values of the corporate culture (Ryan & Deci, 2000). This sub-theory centres on four behaviours: external regulation, introjected regulation, identified regulation and integrated regulation (detailed in section 3.2.2 and related in table 9.2). Deans varied, depending on their different categories.

Challengers displayed external regulations, as seen in the way they supported the university career (promotion) framework, which is driven by publications that disadvantage colleges with big numbers of students (engrossed in teaching and less research). Contemplators, on the other hand, seemed to have introjected regulation, which supports internal possibilities. While this category appeared to sympathise with and have concern for corporate culture, they were also not ready to destabilise their academic space. Coincidentally, Complimentors appeared to display both introjected and identified regulations. While they were passionate about satisfying internal exigencies, they also showed gratitude to the benefits accruing to the new values. Co-Implementors also showed two behaviours: identified and integrated regulation. They showed appreciation of the contribution made by the corporate model and drew from their abilities to make it work. Uniquely, though, Consolidators (Integrators) seemed to display all the four regulations.

While Challengers and Co-Implementors seemed to pull in the opposite directions, the Contemplators and Complimentors appeared to take the middle ground, with the Integrators pulling together the extreme ends towards the middle. Consolidators, therefore, brought out the importance of internalisation and integration of the behaviours, for the successful adoption of new important values or managing pressures (internal and external). This, therefore, supports the argument, by Schein and Batras and team, that this model can guide change practitioners, who would be interested in modifying the culture for a vital intervention (Batras, Duff & Smith, 2014; Schein, 2010).

Competing Values Framework and deans' roles

Whereas change is inevitable, and all institutions must face it at one time, it is how change is perceived, received and implemented that makes a difference. Goodman, Zammuto and Gifford (2001) propose that organisations should consistently assess their culture. CVF hinges on two dimensions: flexibility-stability and external-internal focus (Quinn, 1984; 1988). Integrating two loci results in four quadrants (Berrio, 2003; Cameron and Quinn, 1999). However, based on Quinn's identification of managers' roles – innovator, broker, producer, director, coordinator, monitor, facilitator and mentor (see figure 3.1 and table 3.1),

it was evident that deans displayed different roles, with some overlapping between quadrants. The managers' skills (in this case the deans), therefore, indicate the kind of roles they would play, as indicated by the behaviours displayed (see table 3.1). Hence, depending on the skills, they have, deans subscribe to specific outcomes (figure 3.1), which relate to different dominant cultures. This framework, therefore, helped consolidate the three major categories of deans (Rejectors, Embracers and Integrators) and development of the proposed model for managing HE reforms (refer to tables 3.1 & 9.2 and figure 3.1).

Using this lens, the Rejectors displayed an internal focus, with the Challengers identified with the hierarchical culture (Stability-Internal focus – STIN) and the Contemplators were nearer to adhocracy (Flexibility-Internal focus – FLIN). The Embracers, on the other hand, displayed a mix: with Complimentors showing both flexibility, with internal and external focus (FLIN & FLEX); while Co-Implementors fit into the market culture, which is identified with stability and external focus (STEX). Surprisingly, the Integrators (Consolidators) did not seem to fit into one specific quadrant but displayed a mixture of all the eight roles (FLEX, STEEX, STIN and FLIN). They fit into what I would possibly call the Bull's eye in the darts game. It is against the display of all the categories that informed the proposed model of managing HE reforms (Integrative Complementing Model for HE reforms – ICM4Her).

Table 9.2: Relating deans’ categories and conceptual framework

Categories	THEORIES													
	SCHEIN’S MODEL						SDT-OIT (Extrinsic) Regulations				CVF			
	Academic Values			Corporate Values			Ext		Int		F L E X	S T E X	F L I N	S T I N
	Art	Val	Ass	Art	Val	Ass	Ext	Intr	Ide	Inte				√
Challengers	√	√	√				√						√	
Contemplators	√	√		√	√			√						
Complimentors		√		√	√			√	√		√		√	
Co-Implementors		√		√	√	√			√	√		√		
Consolidators	√	√	√	√	√		√	√	√	√	√	√	√	√

Source: Author, 2020

Key: **Art** – Artefacts; **Val** – Values; **Ass** – Assumptions

Ext – External; **Int** – Internal; **Intr** – Introjection; **Ide** – Identified; **Inte** - Integrated

The table shows how the different categories (sub-categories) of deans relate through the conceptual framework of three theories.

9.4 Linking the parts to the whole and an emerging model for HE reforms

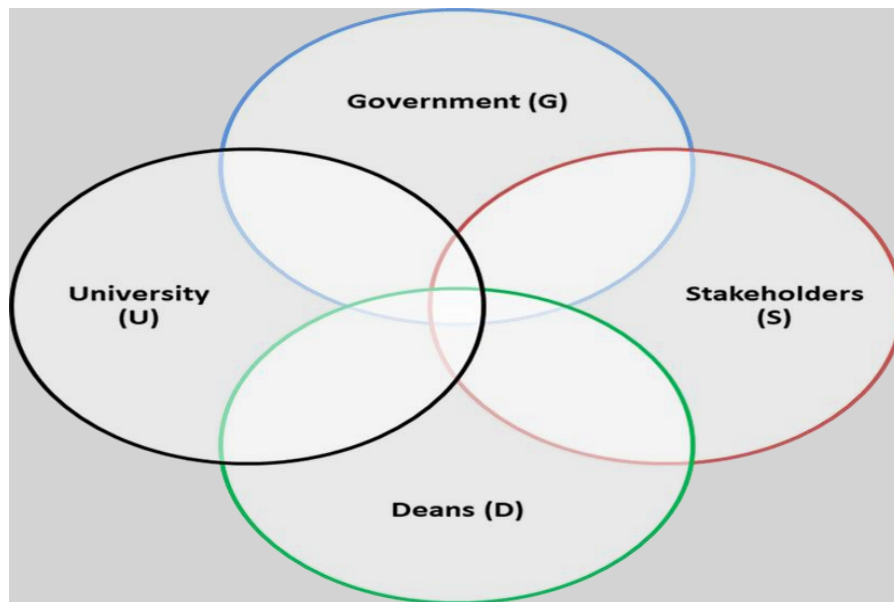
In section 9.2, I discussed the different parts in the house metaphor. In this section, I discuss the importance of the integrative role of deans in the university structure. Mwebesa and Maringe's (2020) Integrative model of marketing HE in Africa presented the three key players (Government, Industry and University) in branding African HE beyond survival. This study builds on this model, with the realisation of the deans' pivotal role (Gonzales et al, 2014; Johnson & Cross, 2004; Marshall, 2018; Trakman, 2008) in mediating university-stakeholder relationships for successful university functions amidst reforms. Both the deans' categories and themes that emerged showed the deans as a consolidating link for harnessing university reforms. Figure 4.2 shows the Integrators' category as the missing middle, that bridges the gap between two competing categories. In the conceptual framework, Integrators also displayed the importance of deans' harmonisation role between either contending forces, or divergent cultural values. Figure 4.3, the house metaphor, shows green (representing deans' presence) linking all the different parts of the house from the roof, through the walls to the foundation, depicting the integrative role of deans in the whole university system. This is justified by Marshall (2018, p.83): "the involvement of faculty in university governance is generally regarded as successful and seen as adding substantially to the contribution universities make to society." While bringing all the elements together, four critical outcomes were evident:

- 1) University finances (Parker, 2012) and managing stakeholder relationships (Marshall, 2018) are pillars for successful governance.
- 2) The two pillars stand on access, which is the bedrock that forms a permanent foundation – academic freedom, autonomy (Bentley, Habib & Morrow, 2006) and equitable education for all - the real meaning of academic identity.
- 3) All the different elements (bedrock to pillars, pillars to pillars, pillars to wall, wall to wall, to roof and different parts of the roof) are held together by a common "thread", which this study has called the integrative role of deans (Gonzales et al, 2014; Marshall, 2018). This thread takes on different strengths, forms and structure, depending on the task. Likewise, deans require different perspectives, decisions and actions, because of their multiple roles (Johnson & Cross, 2004, Marshall, 2018).

- 4) Quality is not the product at graduation or university ranking, but the process, players and product (Collini, 2012; Robertshaw, 1997; Tait, 1997). It checks the how, why and when of university functions (teaching & learning, research and enterprise); and by whom—both external and internal stakeholders (and their contributions to the success of the university).

Therefore, against this understanding, I propose an Integrative Complementing Model for HE reforms.

Figure 9.8: A diagrammatic presentation of the interplay between the key university players.



Source: Modified by Author from Mwebesa & Maringe (2020).

The figure shows the interaction of four different players who represent both external and internal stakeholders, identified by Marshall (2018). However, for clarity, I specify what each player represents. Therefore, Government (G) represents all publics (future students, parents/guardians, regulatory bodies and the executive); University (U) embodies top management and all university administrative organs; Deans (D) represent middle management, students and academic staff; and finally, Stakeholders (S) represent all other beneficiaries of the university (employers, suppliers, development partners-donors, alumni, etc) that do not fall in the first three. While these players can all interact one-on-one at any

given time, the benefit is limited, because, as seen from figure 9.8 and table 9.3, the relationship is reciprocal, meaning that the stronger takes it all. However, different fronts are presented, implying that each party must explicitly define what they are contributing and want to achieve.

To understand the relationships, I have used the Venn diagrams (figure 9.7) and mathematical intersection sign (\cap) to identify 11 relationships between G, U, D & S. Following an anti-clockwise direction beginning with G. I first identify the twos, as the number in the relationship increases until all the four are in. I start with outer layer, moving in to the inside one (table 8.3) First layer -1) $G \cap U$; 2) $U \cap D$, 3) $D \cap S$, 4) $S \cap G$; 5) $G \cap D$; 6) $U \cap S$; Second layer -7) $G \cap U \cap D$, 8) $U \cap D \cap S$ 9) $D \cap S \cap G$, 10) $S \cap G \cap U$, Last layer- 11) $G \cap U \cap D \cap S$. It is the last layer where all four interact that informs the model of managing reforms to enhance university core functions and equitable access, which is at the heart of university scholarship (Boyer, 1990). The $G \cap U \cap D \cap S$ is well demonstrated in figure 9.9.

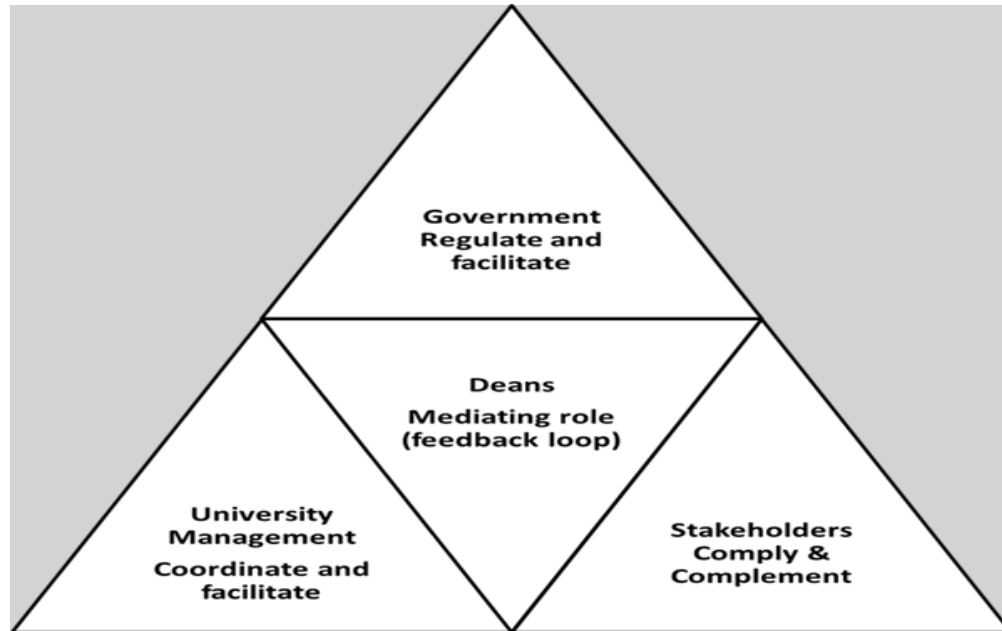
Table 9.3 shows the limitation of each relationship of the university stakeholders within the first layer, but that gets stronger in the second layer and strongest in the final layer. In the first two layers, the deans' mediating roles take on a form of hierarchy, depending on the presence or absence of university management in the relationship. In the final (core) layer, however, where all four players are present, the deans take on the centre position, as mediators between the other three (See figure 9.9). This makes the deans' role key, in harmonising all the stakeholders' (both external and internal stakeholders identified by Marshall, 2018) contributions, as well as acting as the feedback loop in the whole network (Mwebesa & Maringe, 2020).

Table 9.3: Demonstrating the different relationships of the players at different levels from figure 9.8 and justification of figure 9.9

S/N	Layer	Relationship	Implication
1	First layer	$G \cap U$;	Government as owner and defender of HE as a public good.
2		$G \cap D$	
3		$U \cap D$	Arbitrator (management, faculty, students)
4		$D \cap S$	Deans as collaborators
5		$S \cap G$	Symbiotic relationship (equal partnership).
6		$U \cap S$	
7	Second layer	$G \cap U \cap D$	Deans as university messengers, mediating university-government relationships
8		$U \cap D \cap S$	Deans as messengers in mediating university-stakeholder relationship.
9		$D \cap S \cap G$	Deans as university envoys, mediating government-stakeholder relationships.
10		$S \cap G \cap U$	Government regulating university-Stakeholder relationship (Mwebesa & Maringe, 2020).
11	Third and core layer	$G \cap U \cap D \cap S$	Integrative role of deans in mediating the relationship of all university stakeholders.

Source: Author, 2020

Figure 9.9: A diagrammatic presentation of the proposed Integrative Complementing Model for HE reforms (ICM4HEr)



Source: Adapted by Author from Mwebesa & Maringe (2020)

The Model demonstrates the importance of going beyond the individual level realm, because stakeholders (both internal and external) can easily be attracted and coordinated by deans at faculty/school level (nationally, internationally, globally). Moreover, with advanced technology (see figure 2.2), it is now possible to have all the realms in a university (Gachago, Bozalek, and Ng'ambi 2013; Marshall, 2018) and, I add, in one room – if not in your palm (tablet). The model, therefore, demands that the roles of all the four players are explicitly defined (Mwebesa & Maringe, 2020). I conclude with Steck's statement, cited at the very beginning of this thesis:

A fully corporatised university is only a shell of a university, and the task facing the academic community is to ensure that the inner core as well as the outer shell are preserved. If academics do not attend to the governance of their own institutions, who will? (Steck, 2003, p.81)

The model not only answers the call to academics to take charge of the universities, but it also demonstrates the value of the deans' position in university governance. While all other players can receive/perceive interventions, only deans should be allowed to process and release/recommend the next step of action to all stakeholders. The model also works on four assumptions and answers 6 questions.

Assumptions

1. Appointment of deans is on merit, based on all core functions of the university (teaching-learning, research and community).
2. Upon appointment, deans get orientated and equipped with appropriate management skills (management of self, others and resources).
3. The roles are well defined and supported.
4. Deans' recommendations, which are made through their platform, are considered and implemented.

Questions

1. Is the reform necessary?
2. How is the reform likely to influence the university values system (functions, environment and stakeholders)?
3. Who are the right partners (internal & external stakeholders) in the adoption and implementation process?
4. How is government participating (regulating or facilitating, or both) in the change process?
5. What kind of environment is university management putting in place to guide the process?
6. What kind of mediation role will deans play during the whole process?

9.5 Summary

In this chapter, I discussed the findings of the study, which meant relating the realised deans' categories and themes to literature on HE, specifically the corporatisation of HE. The intention was to reveal how the findings relate to available literature and contribute to

existing knowledge. I, therefore, related the findings using a house metaphor, with the roof representing the categories and sub-categories of deans, depending on how they viewed the corporate values against or for academic values. Depending on the categories to which they belonged, the deans viewed their roles as either saving academic values from a corporatisation ethos, serving the corporate model to support the academe, or solving the conflict between competing models to enhance the academe.

The walls signified governance, which embodies the role of government, the role of university management and the integrative role of deans in managing the university. This showed the importance of all three in ensuring quality governance, regardless of the change. It also depicted the role of the deans in supporting and connecting all the parts of the structure from the top (roof) to the base (foundation). Quality was also examined, which showed that it was not only a product, but also included the processes and players. So, achieving quality in HE meant facilitating all the three Ps synchronously.

The foundation denoted the pillars that support the wall (stakeholder management and finances) and its base – the bedrock (university access). Here the importance of access was emphasised as the very definition of a strong university's identity and continuity, embedded in academic freedom, autonomy and equitable education. I described corporatisation of HE and its implication for the three forms of access (entry access, epistemic access and exit access).

The deans' categories were also transposed onto the conceptual framework of the three theories. All the three reinforced the differences and commonalities between the major categories (sub-categories). While Scheins' model emphasised the dichotomy (or continuum) of values between the corporate and the collegiate model, SDT brought out the extrinsic motivation experienced by deans, to either support or reject corporatisation of HE. Much as the phenomenon was seen as an external influence on the roles, careers and values of the deans, their action was personally either externally or internally regulated. CVF, however, showed how all the categories related to the four different dominant cultures, depending on the roles identified through each group. What stood out though, in all the theories, is that the

Challengers and Co-Implementors seemed to take the extreme opposite ends, while Contemplators and Complimentors occupied the middle. Integrators (Consolidators), on the other hand, appeared to draw from all the other subcategories to create a new culture altogether.

I presented an emerging Integrative Complementing Model for HE reforms (ICM4HEr). The model demonstrates the importance of the deans' roles in mediating the university-stakeholder relationships, based on four assumptions. It also aims at answering six questions, before any reform is introduced in HE. This is foundational because, unlike other university managers, the deans' contribution spans all the functions and associations of the university. Thus, the way that all players and processes hold together in preserving the university value system will determine how successfully all the university reforms will be handled and not the other way around (means justifies the end, not the end justifies the means). Therefore, the ICM4HEr acknowledges the power and roles of all the four players in receiving and realising any form of reform. The model, however, recommends that only deans should be able to process and release to stakeholders the guidelines on how changes/reforms in the university should be implemented.

In the next chapter, which is also the final chapter of the thesis, I tie together the whole thesis by showing how research questions were answered and the conclusions drawn. It also demonstrates the contribution the study makes to knowledge (empirical, theoretical and methodological). Lastly, it provides the way forward regarding the phenomenon of corporatisation entering the academe.

CHAPTER 10: MAKERERE UNIVERSITY IN THE WAKE OF CORPORATISATION: WHAT NEXT?

Conclusion and Recommendations

10.1 Introduction

This is the final chapter of the thesis where I tie together the coherent whole. Therefore, I present a summary of the study by showing how the research questions were answered. I then offer a critical evaluation of the study by discussing the findings' contribution (and implications) to knowledge (empirical, theoretical, and methodological) and practice in the field of HE education management, specifically managing HE reforms. I then present my reflections on the whole research process followed by how I addressed the limitations experienced during the study. Finally, I make recommendations for practice and further research.

In Chapter one, I stated one major question: *How do deans at Makerere University respond to corporatisation of HE in their academic space?* To answer this main question, 3 sub-questions were addressed:

1. What is the understanding of deans of the notion of corporatisation of HE at Makerere University?
2. How has the deans' lived experiences of corporatisation of HE influenced their roles, values and careers within the university?
3. How can the deans' lived experiences inform policy of managing university reforms at Makerere University?

Therefore, through Chapters One-Four, I chronologically presented the how and why of what I did to answer this major research question and the three key sub-questions: Chapter one provided the introduction and background to the study, by situating and justifying it within the broader existing knowledge of the changing HE global landscape.

On the other hand, Chapter Two I presented the literature review, which covered both the conceptual and empirical fields of the study, guided by the research questions. The literature review covered:

- 1) Understanding the notion of corporatisation, which included defining corporatisation, providing the scope of corporatisation, examining the enablers and realms of corporatisation
- 2) Differentiating between corporate and academic values
- 3) Benefits and challenges of corporatisation of HE
- 4) The historical perspective and transformation of HE from the global to the local context
- 5) Uganda's HE context
- 6) Summary of the literature, which showed that the existing debates on corporatisation of HE present parallel views between the proponents and critics of corporatisation entering HE

Whereas the literature was accurate for both sides, depending on the contention between university administrators and faculty, three gaps were identified: first, literature did not show how deans fit into that relationship; secondly, it fell short of indicating how deans experienced this phenomenon; and lastly, given the vital position of deans in the university's organisational structure (see figure 9.6), it did not bring out deans' contribution in enabling, or disabling the entry of corporatisation in the academe.

In Chapter 3, on the other hand, I presented the theoretical framework, which was adopted to help make sense of the data. The theoretical framework combined three organisational cultural and change theories: Schein's model, Self-Determination Theory (SDT- CET & OIT) and Competing Values Framework (CVF). Schein's model laid the foundation and provided the layers through which to categorise the deans' perceptions, motivations, challenges and integration of corporate values into/against their own values, as academics and the values of the institution they serve. To understand how deans' experiences of the phenomenon were influencing their values, roles or careers, two assumptions were held: acceptance (harmony) or rejection (disharmony) of corporate values. Thus, SDT was used to investigate how the deans' inherent growth tendencies and innate psychological needs were influenced by the external forces of corporatisation. The intention was to understand how the deans' self-

motivation and personality foster positive processes regarding their careers, values and roles (Ryan & Deci, 2000, p.68) in relation to the phenomenon. Again, SDT (OIT) helped to understand the level of integration of the values and whether they were strong enough to translate into assumptions of a new culture (Niemi, Ryan & Deci, 2009). Meanwhile, the Competing Values Framework (CVF) was used to identify and analyse the core values, assumptions, interpretations and approaches that characterise university culture and corporate culture (Cameron & Quinn, 1999). Also, the framework helped to reinforce the roles of deans depending on the culture they were comfortable with. Again, it was through CVF that a third category of deans and middle place - beyond competing values (proponents and opponents), was given more meaning.

Meanwhile, Chapter Four laid down the appropriate research design and justification for why it was selected to answer the research questions. The study sought to understand how corporatisation had influenced the university value system and how the deans' experiences regarding the phenomenon could inform the policy of managing future HE reforms at Makerere University. I used a qualitative research approach based on reality being perceived differently, depending on the social background of both the respondents and the researcher. The philosophical underpinnings followed what Creswell (2003; 2007; 2013) and Guba and Lincoln (1994) say: that the ontological stance drives the epistemological perspective, which also dictates the methodological procedures that finally inform the methods used to collect data and analysis – all which form a research paradigm (in this case the interpretivist paradigm). While I did not aim at getting the representative sample, as dictated by a quantitative approach, I still needed at least to get a dean, whether former or serving, from each college, since reality is socially constructed, hence different disciplines might have different stories. The assumption was that, even if qualitative research aims at depth, context is equally important and more so in a narrative design (Creswell, 2003; Czarniawska, 2004; Merriam, 2001; Schütze, 1986; Wengraf, 2003). Fourteen deans, therefore, were purposefully selected. Thus, BNIM was used to generate interview data, following the three steps proposed by Wengraf & Chamberlayne (2006), but modified in this study by the researcher. Hence, fourteen deans generated seventeen interviews. The modification resulted in the first

interview having three dimensions (Interview 1A, 1B and 1C, refer to chapter three table 4.4 for detail). The second interview was maintained, with three from the first ten deans, who participated in first interview, and an additional four, who did not (detail in chapter 4 section 4.5.1). Interview data was later analysed, both descriptively and interpretively, using Kelchtermans's two phase process (Chapter 4 section 4.5.2), through five steps. Institutional documents were analysed, using discourse analysis (Chapter 8). In Chapters 5-7, I presented the findings' chapters of three major categories of deans that emerged out of the interview data.

In Chapter 5, I presented the Rejectors' category of deans and its two sub-categories (Challengers and Contemplators), who seemed more determined to preserve the collegiate model from corporatisation invasion. In Chapter Six, I discussed the second category (Embracers) together with its sub-categories (Complimentors and Co-Implementors), who seemed to be more drawn to implementing the corporate model. In Chapter Seven, I discussed the Integrators' category, which appeared to draw from the other two categories' motivations to integrate the corporate and collegiate models, by exercising their role as deans to harmonise university governance with all key university stakeholders. In Chapter 8, I analysed selected university policy documents, with the emphasis on UOTIA as the mother document. This chapter aimed at understanding the cause of divergences between policy and practice, as realised from the deans' responses to corporatisation and divergences between their perceptions of available institutional support.

Finally, in Chapter Nine, I synthesised the findings, literature, university policy documents and theoretical framework into one conversation. The intention was to highlight how the study fits into the existing debates and to show knowledge gaps to which the study contributed.

10.2 Returning to the research questions.

As mentioned in Chapter 1, and through all the chapters, this thesis was developed around one major question and three key sub-questions. The purpose, therefore, of this section is to

provide a summary of how these questions were answered. While the major question provides the whole thread of this thesis, answering the three sub-questions comes out differently through the chapters. Therefore, in the next sub-sections, I highlight how they were answered.

10.2.1 What is the understanding of deans of the notion of corporatisation of HE at Makerere University?

This question sought to capture the perception of deans about their understanding of the concept of corporatisation and their understanding and dimension in which they viewed corporatised Makerere University. The major reason why the deans' understanding was important to this study is because of the critical position they occupy in the university structure. Moreover, the deans' position interfaces with all the different stakeholders and management of the university, hence how they make sense of this phenomenon is critical (see figure 9.6) to understanding it and moving forward in managing future similar university reforms. Owing to the deans' positions and perspectives, findings showed that they understood the notion of corporatisation differently, depending on three factors:

1) The time they joined Makerere University (pre-corporatisation, corporatising, post-corporatisation). Of the deans who joined before corporatisation, some had experienced the old Makerere (fully government sponsored including allowances), as both student and staff, while others as staff only and some as student only. On the other hand, the ones that joined at the time of the transition (corporatising) were able to benefit from government tuition, but without the 'boom', instead they were supposed to cover some of their expenses (cost-sharing). Lastly, those who joined the new Makerere were either government sponsored, or privately sponsored. This category, however, only experienced the old Makerere through the stories of the ones that had experienced it.

2) How they viewed government or university management's role in the support (or failed support) of the corporatisation process. There were deans who believed that corporatisation

failed, because either the government implemented it ineffectually, or ignored it. Another set, on the other hand, acknowledged both government and/or university management support.

3) How they compared academic values with, or against corporate values. While some deans were convinced that corporate values cannot enter the academic space, others believed that academic values can co-exist with corporate values. Another set, on the other hand, demonstrated that both values can be integrated for the success of the university.

The three dimensions, therefore, of how deans conceptualised corporatisation of HE resulted in three categories of deans: the Rejectors, Embracers and Integrators (the roof in the house metaphor, figure 9.1).

All the Rejectors category seemed to have joined Makerere during the transition period, hence they had a glimpse of the old Makerere as students. This category had two subcategories: strong Rejectors, whom I called Challengers and weak Rejectors, also referred to as Contemplators. Challengers believed that it was not possible for corporate values to fit into the academic space in any way and were, therefore, ready to defend academic values at all costs. Whereas the Contemplators were passionate about preserving academic values, they appeared sympathetic towards corporatisation: if it were to have received the necessary support, possibly the results would have been different.

Of the Embracers category, some had experienced the new Makerere, while others had experienced the old Makerere as students. This category also had strong (Co-Implementors) and weak (Complimentors) subcategories. Embracers were committed to implementing corporate values. However, Co-Implementors, unlike Complimentors, seemed to embrace the corporate model wholeheartedly, only hindered by what they called government interference and high handedness in university decisions. Moreover, Complimentors seemed to be more appreciative (hence, the label 'Complimentors') of the contribution already made by the corporate model. While Co-Implementors were aware of the benefits accruing to the corporate model, they were also concerned about the negative consequences of government's interference, which they believed mismanaged the corporate model. Consequently, Co-

Implementors were determined to address that challenge in their own small way, by bridging the gap. The Integrators (Consolidators) category on the other hand seemed to address the issues that Rejectors and Embracers perceived, respectively, as evils and hindrances to integrating corporate values (corporate model) into academic values (collegiate model).

The Integrators category consisted of three deans, all of whom had experienced the old Makerere as students and two who joined the academic staff of the old Makerere. The other dean joined as staff in the new Makerere, because he first worked in industry. While the deans in the first two categories (Rejectors and Embracers) were from all disciplines, in this category, all were from the science discipline. Two were former deans serving in different capacities. One was retired but was operating on contract and the other was serving his last term of deanship. On the continuum, therefore, Rejectors were assumed to occupy the far left and the Embracers the far right, with their weaker subcategories occupying the middle. Thus, Integrators seemed to draw from the strengths of both Rejectors and Embracers, while simultaneously being committed to addressing any areas perceived as challenges.

Thus, the deans' time of entry into the university influenced the way in which they viewed the role of government and university management in the corporatisation process. The deans' perception of academic values over corporate values also had an impact on how they embraced, rejected or integrated corporate values in their academic space.

10.2.2 How has the deans' lived experiences influenced their roles, values and careers within the university?

Answering question one resulted in three categories of deans. It was, therefore, evident that the manner in which the deans viewed the influence of corporatisation on their values, roles and careers was shaped by the three factors that guided the categorisation in question one. Worthy to note is that, although deans could easily show how their experiences of corporatisation had shaped their roles, it was different with careers and values. When it came

to these aspects, the deans related the influence of corporatisation to either the faculty or university value system and as either positive or negative.

The deans' experiences of corporatisation have influenced their roles in diverse ways. For instance, Rejectors believed that their roles had changed from being solely academic leaders to business leaders and from knowledge promoters to financial mobilisers (please, refer to Chapter Five). According to this category, corporatisation distorted the roles of deans. On the other hand, Embracers affirmed that, while the deans' roles were academic, they were also expected to do administrative roles, as well as facilitate stakeholder engagements within the teaching-learning process (see Chapter Six). Finally, Integrators believed their role was to promote/coordinate strategic relationships/partnerships between university and development partners; school and university management; and university and government. Hence, Integrators played different roles, depending on the function to be executed (please see Chapter Seven).

Concerning the values mentioned above, the deans seemed to be comfortable with relating to the university or faculty value system. For instance, Rejectors were certain that corporatisation corrupted both the faculty and university general value systems [see section 5.2.2], whereby faculty started developing programmes that would bring in more money (regardless of whether they were credible or not), rather other than creating new knowledge. Embracers, on the other hand, argued that corporatisation advanced good values among faculties, which enhanced the university value system and image [refer to section 6.2]. This was also evident from this category's acknowledgement of the faculties' or university's input towards research [section 6.4.1]. While Embracers argued that corporatisation had positively influenced the university value system and image through advancing research, Integrators believed it had been a combined effort between the university, government and development partners [section 7.3]. Integrators further indicated that this effort had been made possible through the deans' commitment to facilitate best practices, otherwise known to belong to the private sector, which included efficiency, accountability, corporate social responsibility and cost-effective practices (Hemsley-Brown & Oplatka, 2006; James, 2005). This category,

therefore, seemed to recognise the value that corporatisation would add to the university, at the same time being aware of the values they needed to contribute to the whole process to be successful.

Most of the deans, as in the case of values, projected their careers onto the faculty, other than themselves and some showed how they had benefited from the corporatisation process as individuals. To begin with, Rejectors blamed explosion of numbers for causing all negative consequences arising out of corporatisation of HE [section 5.3.1]. Rejectors, therefore, pointed out how big numbers of students had affected staff careers, since they no longer had enough time to do research, which was fundamental for promotion. This is also argued by Gonzales et al (2014) – that big numbers frustrate academics' careers.

Whereas Embracers acknowledged that big numbers had a negative impact on staff careers, they seemed to blame constrained resources [see section 6.2.1.1] as a major setback and so believed that deans needed to find ways of helping themselves, as well as their staff. Some also showed that they had redefined policy to address constrained resources. Integrators, on the other hand, came up with a new way of addressing both challenges of numbers and constrained resources [section 7.3.1-4]. Some decided to address the numbers by training more staff through their personal initiatives. Regardless of which category they belonged to, the deans showed that the way in which they conceptualised corporatisation in their academic space influenced their roles, careers and values. Although some could identify with the change within their individual capacity, most felt it was shaping the faculty, or the whole university value system.

10.2.3 How can the deans' lived experiences inform policy of managing Higher Education's reforms at Makerere University?

The results and analysis of the findings of this study showed that a number of things were either taken for granted, or ignored, which included:

First it was evident from the study that the entry of corporatisation at Makerere University did not take into consideration the diversity of deans and different players in the university.

It assumed that ‘one size fits all’, which seemed to be the point of departure of the different categories of deans recognised in this study. Secondly the deans’ perception of corporatisation in their academic space seemed to be influenced by their past experiences; academic disciplines; time of entry, either as students or academic staff; present situation, compared to the past; and anticipated (desired) future. Thirdly, whereas the different categories of deans held divergent views on the entry of corporatisation into HE (including governance, quality, stakeholder relationships, university finances and access), this influenced the way they desired to preserve the quality of university functions. While Rejectors purposed to save the academic culture from the invasion of corporate practices, Embracers were passionate about serving the corporate model, as the only way to sustain academic mandate.

Finally, the Integrators decided to address (solve) the contention between Rejectors’ and Embracers’ perception. Integrators, therefore, used their position in the governance structure to bring on board university and government support to relate to, and benefit from, other stakeholders. They worked out strategies of bringing together all stakeholders (both external and internal), by drawing from corporate practices for the success of the whole university system. The Integrators’ actions amplified four factors in the university value system:

- 1) The importance of university governance and how its quality is contingent upon successful management of university finances and university stakeholders.
- 2) University access is the foundation of the university’s future, regardless of the changes and challenges ahead.
- 3) The importance of the deans’ integrative role in the university structure and governance system.
- 4) Reconceptualisation of quality, beyond just being a product to including all players and processes.

Accordingly, the factors also informed the five broad themes that emerged out of the study.

Answering question three showed that, for successful university reforms, the university management and the government, working with all stakeholders, ought to note:

- 1) The need to consider the element of diversity, in order to redefine and contextualise quality in HE.
- 2) The different views and concerns, from all the categories of deans, should be integrated into managing change, because they provide multifaceted dimensions.
- 3) The university documents and HE legal framework aim at enhancing and maintaining quality and, when implementing change, all processes, players and inputs, should be given equal consideration.
- 4) All stakeholders need to be brought on board to plan and execute change.
- 5) Quality governance is identified through how it manages university finances and stakeholder relationships (both external and internal).
- 6) The deans' integrative role is the needed link in achieving successful stakeholder relationship management and a balanced university value system (teaching, learning, research and community) amidst reforms.

10.3 Critical evaluation of the study and contribution to knowledge

While the themes were common to all the categories of deans, it was evident that there were differences and preferences in how every theme/subtheme was viewed, or interpreted by each category considering corporatisation. For instance, Embracers emphasised governance – specifically the role of government in managing university finances and stakeholder relationships. By way of contrast, Rejectors were more concerned with the criteria used to enable access (all forms of access) and the influence of corporatisation on preserving quality of university functions. Integrators, meanwhile, seemed to have adopted a strategic position, which viewed all themes/subthemes as important, but also realising that it was the mandate of deans to bring all the elements together for the good of their schools and university at large. While the findings from this study may not be generalised, because it was for a specific case of Makerere University and specifically from the deans' lived experiences concerning

corporatisation, they may be relevant to HE in Uganda, if similar contexts exist. Against this background, therefore, I share the contributions made by this study as empirical, theoretical, methodological and for policy and practice.

10.3.1 Empirical contributions

UOTIA, through NCHE, has put in place guidelines through which HEIs should be managed. This study showed that there are gaps in what ought to be done and what is being done in running the University. For instance, it was evident that introducing and implementing reforms does not affect the university alone, but everyone who benefits from, or contributes to, the university's success (external and internal stakeholders). It also showed that the quality of governance depends on how university finances and stakeholder relationships are managed, which ultimately affects the quality of access and functions of the university. This, therefore, contributed not only to appreciating the role deans play, but also how their individual uniqueness guided the understanding of the multifaceted nature of managing university functions, while implementing university reforms.

10.3.2 Theoretical contributions

This study unveiled the integrative position of viewing and interrogating corporatisation of HE. Whereas literature advances a two-sided position, which demonstrates a dichotomy of proponents {presenting the benefits - efficiency, effectiveness and accountability (Bostock, 1999; Furedi 2012; Hemsley-Brown, J., & Oplatka, 2006; James, 2005 2006)} and opponents {showing challenges- promoting market driven practices in the university (Bostock 1998; Donoghue, 2008; Giroux, 2002; Giroux, 2008; Glassic, 2000; Reading, 1990; Mills, 2012; Nuemann, & Guthrie, 2002; Sanders, & Waters, 2006; Tuchman, 2009)} of corporatisation, it does not address the position where the two seemingly opposing forces may work together. Even when Stiles (2004) tries to achieve this, through his three bases of academic organisation and identity (separatist, hegemony and integrationist), the middle relates to the weaker categories of Embracers and Rejectors, but not the Integrators (the reason I created the fourth base, which I called Consolidationist, see table 9.1). Hence, this study has contributed to existing parallel debates (opponents and proponents of corporatisation of HE),

which are the third dimension. This does not mean the middle, but one that brings together the two worlds by addressing areas of disharmony (contention), while acknowledging points of strength to preserve university functions amidst reforms.

There is a lot of literature about corporatisation of HE. Most of the research focused on academic staff (faculty at large), top management (Donoghue, 2008), benefits (Hemsley-Brown & Oplatka, 2006), or the challenges of corporatisation to academe (Baltodano, 2012; Donoghue, 2008; Giroux, 2008; Giroux et al, 2015; Gonzales, Martinez and Ordu, 2014; Reading, 1990; Tuchman, 2009) with little being done into the role of deans. Moreover, Johnson and Cross (2004) argue that deans' roles are complex, because of the different hats they wear (refer to section 9.2.2.1).

Therefore, understanding of the deans' experience regarding this phenomenon in their academic space and administrative positions, this study makes a twofold theoretical contribution:

- 1) It is important to understand the operational challenges that arise out of reforms, with the intention of addressing them and not discarding the intervention.
- 2) Although two worlds (dichotomy/for and against) always exist when implementing change, it is also important to seek out the integrative position (not the one that follows whatever works) that pulls together all the important elements (players and processes) for the success of the reforms.

10.3.3 Methodological contributions

A qualitative approach is not new in researching HE, in fact it is as celebrated and embraced as a quantitative approach, but BNIM is beginning to take root in PhD projects (Wengraf, 2004), especially at Makerere University, as observed from the interviews (see section 4.4.1) and challenges encountered in the field.

However, Kelchtermans has used this design to understand teachers' professional development, since the late 1980s (1989; 1990; 1993; 1994; 1999), so his conceptual

framework was helpful in analysing the data. Unlike teachers' career development, deans of this study had many contexts to relate to (as past students, lecturers, and deans; the comparison between the old new Makerere; and the uncertainty between the future and desired end). Maintaining the original steps of BNIM, within these contexts, would possibly have given a different story that depicts a form of homogeneity. Therefore, I modified the BNIM steps (refer to table 4.4) to capture stories of the deans' experiences, regarding corporatisation within the multiple contexts. Much as BNIM's three steps portray a kind of rigidity (Kelchtermans, 1990; Wengraf, 2004), the context of my study informed the modification of the steps – the modified BNIM research design was used to generate data. The modification of the steps was ground-breaking, because I was able to get rich data from my respondents, without discarding the research design or stressing them. Using this design in HE thus provides an entry point to researching multiple backgrounds within the academe, by understanding how academic staff turned managers navigate new spaces and roles of career advancement.

During Kelchtermans' two phase process (descriptive and interpretive), I had six steps of analysis. In the descriptive phase, I came up with the POC-level (**P**assion of the story, **O**pening paragraph of Step one using SQUIN, **C**losing paragraph of an interrupted story), which guided the professional profiles of the deans (Appendix J). Using the traffic lights metaphor, I was able to develop a matrix that can give a single view of both the descriptive-horizontal and interpretive-vertical phase (see table 4.5). Also, during the progressive analysis steps, I came up with three important constructs: Passion, Position and Purpose, which, I believe is a contribution to operationalising Kelchtermans' two phase process of analysis.

10.3.4 Contribution to policy and practice

Drawing from the competing values framework (CVF) of four divergent positions that demonstrate the organisational culture and effectiveness in adopting change, I acknowledge the contribution of this framework to understanding the two divergent categories of deans. Since the framework only addresses the competing categories (Rejectors and Embracers), it

has no room for the Integrators category. This study, therefore, proposed a model that not only addresses this category, but also accommodates the other two: the Integrative Complementing Model for HE reforms (ICM4HEr).

This model, arising out of this study, shows the importance of the deans' roles in the operations and stakeholder relationships of the university. It points to the fact that no unit, individual or level of leadership works in isolation. Thus, the more all elements of the university work together (*the power of synergy*), the better the results, regardless of the challenge or change at hand. Also, it acknowledges the deans' critical role in managing university reforms. Finally, it recommends that, while all stakeholders may receive/perceive university interventions, only deans should process and recommend how such interventions ought to be implemented. The model, therefore, considers the integrative and mediation roles of deans in managing HE reforms.

Thus, to address the gaps in policy of managing HE reforms, there is a need to upscale the deans' role of mediation and integrative contribution from all elements that inform practice.

10.4 Reflections on the research process, my own position and whom I have become through the PhD journey

As I embarked on this research, I brought along my past experiences, both good and not so good ones. As an unexperienced researcher, I had a lot of fear that I may not measure up to the demands of a PhD study. In this section, I, therefore, share some of these experiences and how they could have shaped me into the researcher I have become, or influenced the research process.

10.4.1 A product of social inequalities and access

At the time of joining university, I did not qualify for government sponsorship, although I had the minimum entry requirement. I thus joined a Polytechnic, where I was admitted to study on a government scholarship. I, therefore, ended up taking a course I did not like. If I had been economically able, I could have ended up in a paramedical school, or done a degree course at Makerere University, possibly in Education, which was actually moreover the

cheapest at the time. During this study, I realised that my socio-economic background had disadvantaged my physical access to Makerere University. I was, therefore, made aware of the pain I felt during that time, because not making it to Makerere University was a serious failure. I also reflected on many other students that could have felt, or will suffer, the same and this stirred painful emotions in me. I was, however, comforted that, with the opening of HE spaces to private investors and the establishment of a HE regulatory body (NCHE), it was now possible to get good university qualification elsewhere at a cheaper cost. The challenge, however, remains about how many students can pay for their tuition. Even after I had started working, I could not afford to pay for undergraduate studies at Makerere University, so I joined a private university, which was much cheaper than Makerere at the time. This background, therefore, must have had an influence on how I interpreted corporatisation of HE at Makerere University, especially regarding issues of access and social justice inequalities.

10.4.2 The researcher as an outsider

I did both my undergraduate and masters' degrees at private universities. After graduating with my Masters, I joined as an academic staff at the university from which I had graduated with my Honours. I am therefore neither a member of staff, nor an alumnus, of Makerere University. I was, however, mindful of my personal experience having missed studying there. I was also elated that I did not have any biases (or I thought) of 'experiencing' Makerere, either as an alumnus or academic staff. Consequently, hearing the stories from deans and throughout the analysis process, I was continually surprised at how much I did not know about the institution I had idolised all along. This realisation became my driving energy, throughout the analysis process and discussion, especially while trying to relate my discoveries to literature. The outcome of this research of an outsider making a contribution to managing HE reforms, for the first time made me feel like an insider of Makerere University.

10.4.3 A staff of private university researching a public corporatised university

Whereas NCHE regulates both private and public universities, there is still a difference between the two: in expectations of both employees and university management; the priorities of university functions; and the categorisation of stakeholders.

Much as I was not carrying out a comparative study between private and public universities, I could not ignore the evident differences, as a staff member of a private university researching a public university. For example, deans of a private university seemed to work harder to meet the expectations of university top management, while it appeared to be the reverse with the public university. As an acting Director of Graduate School at the time of conducting interviews, I was able to identify that deans from private universities seemed to shoulder more roles with more ease, than deans of the public university. I do not know whether it is because deans from private universities believe that it is what is expected of them, while deans of public universities think it is more than they bargained for. Maybe it should be my next area for research.

At the public university it appeared as though deans put more emphasis on research and enterprise, unlike deans at a private university, who seem to emphasise curriculum development and implementation (teaching and learning and assessment). This could also be due to the different demands made by NCHE, or university management, since a private university must meet tight requirements from both the regulatory body and the owners. While both private and public universities must get accredited by NCHE, private universities also need to teach what is marketable, to attract many students and earn more money for the employers. On the other hand, it seems the public university is above that hurdle and so must do more research, that makes a difference to the society, in order to improve its ranking, as well as get the accolade of government and development partners.

I also realised that deans of a public university seemed to see external stakeholders as either government or public, while deans of a private university seemed to see all external stakeholders as current and future customers, possibly because of how each category is viewed, or views its positioning and contribution to the society. These realisations about a

public and a private university helped me understand and draw a line between why Rejectors were motivated to preserve the sacredness of university functions, while Embracers were supporting the corporatisation of HE. Both categories' reasons made sense. For instance, as an alumnus and academic staff of a private university, I could easily relate to the Embracers' stand regarding the adoption of the corporate model (corporate values). Also, the discoveries I made in researching the public university unveiled a new world to me about what academic values really meant considering knowledge for knowledge's sake, regardless of whether they were market driven or not.

10.4.4 My own growth through the research process

I started out as a timid researcher and, at one time, I remember telling my supervisor that I was not PhD material. Through his professional wisdom and as a seasoned researcher, he encouraged and assured me that I was not as bad as I thought. My first challenge was using a qualitative approach, having come from a quantitative approach background. I therefore needed to have a personal paradigm shift, before embracing and defending the qualitative research design. As I read widely and attended fellow students' and staff research workshops, I began to appreciate what informed the different research approaches. My breakthrough came the day I finally understood what research philosophy was about, through the works of Creswell (2003; 2007; 2013), Guba & Lincoln (1994), Kunn, (1970) and Morrow (2005; 2007). Creswell's elaborations not only made research philosophy clear, he also made it enjoyable. Looking back, I can confidently say that I am now a better researcher and a more seasoned qualitative researcher than when I started on my PhD journey. I might still have a long way to go, but I am grateful that I have acquired skills and confidence to conduct research that will transform policy and practice in HE.

10.4.5 My own conviction out of the research process

About my own conviction, out of the research process and especially after identifying the three major categories of deans and what informed their purpose and position, I have taken three things: relevance of the academe, importance of a student and the contemporary role in the university-industry relationship.

This is the time for universities to rise to the challenge and show their relevance to the society. While the business community, through its marketing tools, will make everyone join its world, universities have the power to create, or adopt tools that arm the society. In that way, universities will not be pushed into the commercial mould, but will be the mould the world wants, instead.

While tenure of students lasts as long as they remain in the university, what they acquire during that period will last all their lives. The students' professional contribution to the society will depend on the value they gained from the university, which will ultimately display the university image. Therefore, it is the role of the university to preserve its values through how it models its students.

Both the university and industry have a big role to play in fashioning employable graduates. While the university is mandated to provide the necessary environment for teaching and learning, industry should complement the effort through either supporting poor students or offering their premises for internship. Therefore, universities, through their deans should endeavour to create channels that make the university-industry relationship productive – for both the lecturers and students.

10.5 Limitation of the study

The limitations arising out of the study fall into four categories: the study participants, deceptive data saturation, case within a case study and research design.

10.5.1 Study participants

Whereas I encountered no challenge interviewing deans of Makerere University for this study, there were some contending voices against studying only deans and excluding other academic staff, students and university management. However, as explained in Chapter One and throughout the whole thesis, the choice of deans was made due to the role they play in the university functional structure. This choice is also strengthened by the different transitions, deans have gone through, from the time they were students to date, and how they mediate those spaces now that they are deans. This was also aided by the type of research

design (modified BNIM) used, which allowed them to relate to their past as students, young academic staff and growing through the ranks to date – and how they anticipate the future of their careers and the university in the corporatising environment.

10.5.2 Research design

As I conducted the pilot study, I noticed that the respondents were comfortable with a quantitative, rather than a qualitative approach, which persisted even through the interviews. Some deans preferred questionnaires to interview schedules. Even of those who were comfortable with qualitative research, some were not familiar with a biographical narrative design. Similarly, during presentations to different workshops and Wits PhD Research weekends, most issues of contention also pointed to the research design. While some wondered how a single case with one category of respondents could be enough, others frowned at the sample frame. There were also those that suggested a comparative study over an exploratory one and the list goes on. I had to reflect on how this would affect my inquiry, so I read further on limitations of the design itself and the recommended mitigations. It became clear that all the concerns raised were akin to beliefs and assumptions that underpin a quantitative research approach (positivist paradigm), which are different from qualitative research design. Although the understanding was liberating, I still needed to prepare appropriately for every proceeding interview and to be more attentive to the uneasiness/discomfort of the respondents during the interviews.

10.5.3 Deceptive saturation of data

My research is on exploring deans' responses regarding corporatisation of HE in Uganda, specifically at Makerere University. Mamdani (2007) wrote a book, entitled *Scholars in the marketplace- Dilemmas in the Neo-liberal reforms at Makerere University, 1989-2005*, which forms, in part, the background to this study. However, during the first interviews, I realised that most deans had read this book, as they constantly referred me to it. At one time it sounded like a rehearsed interview, giving an indication of saturation of data. Fortunately, I had read the book, so I decided to redefine the steps of my interview, while being sure that, in the second phase of the interview, all the concepts were captured and clarification sought.

This helped in eliciting the real elucidations from the individual's perspective, rather than how they had been perceived in Mamdani's book.

10.5.4 A case in a case study

Makerere University is the case for my study with deans as respondents, but it has various campuses in the region. At some point, I was not sure whether to draw participants from off-campus sites. I, therefore, asked one of the senior researchers about what would be the consequences in case I did not visit the other campuses. He told me that my study would not be affected, since I was not investigating the impact of geographical setting on the performance of Makerere University. He was, however, quick to remind me that, since I was exploring the deans' lived experience on the corporatisation of Higher Education, I should make sure to interview the Principal or Deputy Principal of Makerere University Business School (MUBS). His argument was that MUBS was birthed out of the implementation of the World Bank model (though the study showed that MUBS was birthed out of innovation to accommodate many qualifying students, that could not be taken on government sponsorship due to limited slots). The challenge was how to treat this new emerging issue. It left me wondering whether to call it a case in a case study. In the end, I interviewed the Deputy Principal and the outcome greatly helped in making sense of the three categories of deans, especially drawing a distinction between the Embracers and Integrators categories. I am, however, convinced that, if I had interviewed more deans from MUBS, possibly the story would have been different or stronger, especially regarding the deans' categories.

10.6 Recommendations

During the study, several gaps were identified that were related to how things are not done well, or not done at all. While I may propose recommendations of how to address such gaps to improve practice, others may only be addressed through further research. Therefore, the recommendations are both for further research and policy and practice.

10.6.1 For further Research

Having done a single case study, I recommend carrying out:

1. A Comparative study of deans' responses, regarding corporatisation of HE, between private and public universities.
2. A similar study considering all the different players' (academic staff, administrative staff, students, university management, government and industry) perception of corporatisation of HE at Makerere university, using a mixed methods approach, that may unveil various dimensions of the phenomenon.
3. A research project that develops further (or uses) the proposed Integrative Complementing Model for HE reforms as an analytical framework.

10.6.2 For policy and practice

The study explored both deans' lived experiences, regarding corporatisation of HE, and Makerere University policy documents. The latter were analysed to understand and bridge the gap between the deans' experiences and policy. The deans' stories unveiled the inconsistencies between what policy states and what happens regarding the university value system, especially concerning government sponsorship, university access, university finances and managing stakeholder relationships. Therefore, drawing from section 10.2.3 of this chapter and Chapter Eight (sections 8.3 & 8.4), I recommend the following:

Government

1. Criterion of admission to public universities should be revisited to enable equitable access.
2. Government sponsorship at Makerere University should be scrapped.
3. The money sponsoring government students at Makerere University should be channelled to equipping regional universities, which may be made Makerere University Regional Campuses. In that way, poor students can be guided to access these universities through regional quotas. One does not have to come from that region to access the local university, but regions may work with the district systems to vet and develop a list of qualifying needy students for admission. Whereas I

acknowledge that there is an infrastructure already in place, it needs to be given more value and realigned.

4. All stakeholders should be consulted, whenever there is a need for any intervention and views to be evaluated and considered.
5. How university finances should be managed and by who, ought to be properly defined.

The Institution - Makerere University

6. The university needs to redefine and upscale the roles of deans in mediating the diverse university networks (stakeholder relationships).
7. The university should have a deliberate plan to have all deans, including lower and middle managers, trained in management skills (except the ones with management background).
8. Policy documents need to be harmonised and properly categorised. Repetition of policies should be weeded out and the documents updated.
9. The university should carry out a seminar series, where celebrated researchers and thriving schools share tools and strategies for their success with others, as well as encouraging multi-disciplinary research. Where this type of research exists in the university, it seemed to be driven by individuals or donors but not university structures. This would help the struggling researchers to learn from the stronger ones.
10. While the university seems to have proper guiding principles on managing the university-internal stakeholder relationships, it is not clear on the external relationships. It is, therefore, the mandate of the university to operationalise the legal framework to enhance university-external stakeholder relationships and not to leave it to a few gifted individuals.

10.7 Summary and overall conclusion

In this final chapter of the thesis, I gave a summary of the whole study through all the chapters, how they relate to each other and how research questions were answered. I also shared the implications of the study to policy and practice and contributions, as theoretical,

empirical and methodological. In this section, therefore, I share the summary of the chapter and overall conclusion of the study.

The major research question was: *How do deans at Makerere University respond to corporatisation of HE in their academic space?* I showed how answering the three sub-questions resulted in three major categories of deans and five broad themes. I then provided a critical evaluation of how individual categories with common themes differed in perspective. Against the perspectives, I highlighted the empirical, theoretical and methodological contributions. I then offered reflections and my own growth through the research process, including how I navigated the limitations of the study.

Finally, I offered recommendations for further research and policy and practice. As a result, the study contributes to theory by presenting a third position on how corporatisation has influenced the university value system. While literature is clear on the two competing dimensions (those in support of corporatisation of HE and others against it), this study shows that it does not always have to be contentious, but another position exists that drives complementation (bringing together the contending forces of beliefs and/or values) for the success of the university.

While the debate on corporatisation of HE, both in the global north and global south, continues, Makerere University presents a unique position because of being the first World Bank Market Model. This study also acknowledges the vast research that has already been done on Makerere University, about the shifting university value system as a result of implementing the World Bank Market Model. This study, however, shows that, whereas the previous studies advanced what would be termed the negative influence of the Market Model, evidence shows that there are also benefits. The main issue, however, goes beyond the parallelism of supporting and/or rejecting corporate practices in the academic space and underscores the other position, always ignored but possibly mostly practised. This position is the one that harmoniously brings together the contending forces/parties, without disadvantaging either party. I refer to it as the complementary role. This study therefore proposed a model: *Integrative Complementing Model for HE reforms (ICM4HEr)*.

Accordingly, this doctoral study helped understand how deans' lived experiences unravel the influence of corporatisation on the university's value system, while foregrounding the importance of the integrative deans' role in promoting effective governance, proper financial management, equitable access and healthy university-stakeholder relationships for quality university functions. Thus, understanding how deans navigate corporatisation entering their space has a huge bearing on how to investigate the best way of managing this change within the HE sector. In some cases, it may help to imagine the future of this phenomenon within the academe.

APPENDICES

Appendix A: Ethics Clearance by WSoE

Wits School of Education

WITS
UNIVERSITY



27 St Andrews Road, Parktown, Johannesburg, 2193 Private Bag 3, Wits 2050, South Africa. Tel: +27 11 717-3064 Fax: +27 11 717-3100 E-mail: enquiries@educ.wits.ac.za Website: www.wits.ac.za

24 October 2017

Student Number: 1764142

Protocol Number: 2017ECE034D

Dear Christine Mwebesa

Application for Ethics Clearance: Doctor of Philosophy

Thank you very much for your ethics application. The Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the Senate, has considered your application for ethics clearance for your proposal entitled:

A Biographical Narrative Study of the Responses of Deans on the Corporatisation of Higher Education in Uganda: The Case of Makerere University

The committee recently met and I am pleased to inform you that **clearance was granted**.

Please use the above protocol number in all correspondence to the relevant research parties (schools, parents, learners etc.) and include it in your research report or project on the title page.

The Protocol Number above should be submitted to the Graduate Studies in Education Committee upon submission of your final research report.

All the best with your research project.

Yours sincerely,

M Masetu

Wits School of Education

011 717-3416

cc Supervisor – Prof Felix Maringe

Appendix B: Confirmation of Candidature

Faculty of Humanities: Education Campus

Room 208/9, Administration Block, 27 St. Andrews Road, Parktown - Tel: +27 11 717-3018 - Fax: 0865532464
E-mail: Thabo.Makuru@wits.ac.za



PERSON NUMBER: 1764142

05 January 2018

Mrs Christine Charity Mwebesa
Cc: Prof Felix Maringe

Dear Mrs Mwebesa

Results for the Doctor of Philosophy in Education

I am writing to inform you that the Graduate Studies Committee of the Faculty of Humanities, acting on behalf of the Senate has considered your proposal entitled "a biographical narrative of the Deans' responses on the corporatisation of higher education in Uganda: the case of Makerere University" and recommended that you should be admitted to candidature.

I confirm that Prof Felix Maringe has been appointed as your supervisor.

Your attention is drawn to the Senate's requirement that all higher degree candidates submit brief written reports on their progress to the Faculty Office once a year.

Please note that higher degree candidates are required to renew their registration in January each year.

Please keep us informed of any changes of address during the year.

Yours sincerely

A handwritten signature in blue ink, appearing to read "Thabo Makuru".

Thabo Makuru
Faculty Officer
Faculty of Humanities
Education Campus
Tell: 011 717 3018

**Appendix C: Letter of clearance to conduct study at Makerere University by
DVC Academic affairs**

MAKERERE

P. O. Box 7062
Kampala Uganda
Website: www.mak.ac.ug



UNIVERSITY

Tel: (gen) +256 - 414 - 532045
Fax: +256 - 414 - 533640
Email: dvc@acadreg.mak.ac.ug

**OFFICE OF THE FIRST DEPUTY VICE-CHANCELLOR
(Academic Affairs)**

Ernest Okello Ogwang (PhD)

MAK/DVCAA/004/17

Friday, September 29, 2017

College Principals, Deans and Directors
Makerere University

**Re: Approval of Ms. Christine Charity Mwebesa's Request to Conduct PhD
Research in Makerere University**

This is to introduce Ms. Christine Charity Mwebesa, a PhD student at the University of the Witwatersrand (Johannesburg, South Africa) studying the corporatisation of higher education in Uganda, with focus on Makerere University.

The subject of Ms. Mwebesa's research is relevant for Makerere University and the entire higher education sector in Uganda. The details of her research are included in the enclosed letter and she should provide more information to whoever is interested in her study.

Approval is granted for her to undertake the study on the understanding that she will avail a copy of her completed research to Makerere University and that the participation of individual respondents is their choice.

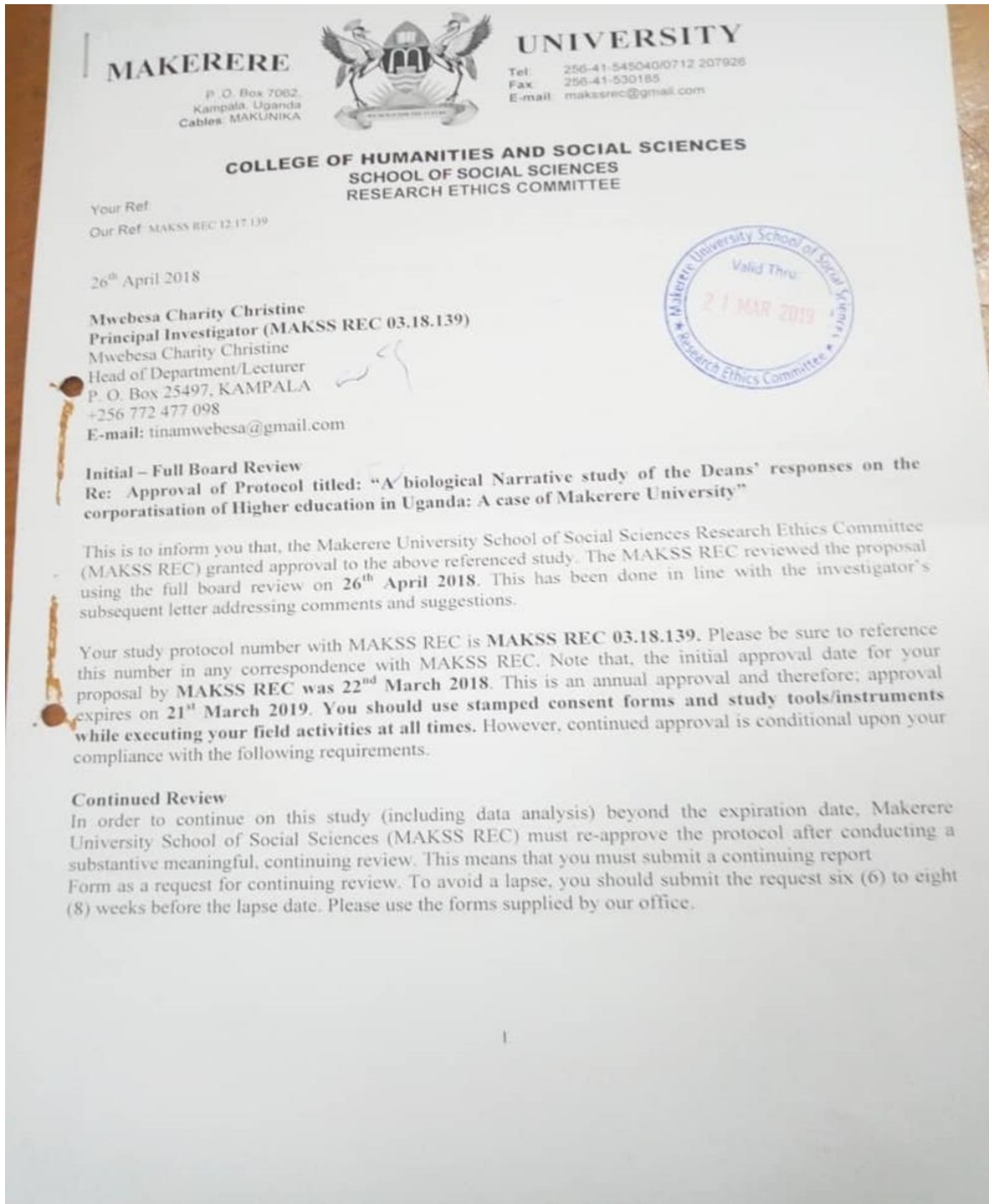
Yours sincerely,

Okello Ogwang (PhD)
Deputy Vice Chancellor (Academic Affairs)



Cc: Ms. Christine Charity Mwebesa, University of the Witwatersrand

Appendix D: Ethics clearance by Research and Ethics Committee of Makerere University



Please also note the following:

- No other consent form(s), questionnaires and or advertisement documents should be used. The Consent form(s) must be signed by each subject prior to initiation of my protocol procedures. In addition, each research participant should be given a copy of the signed consent form.

Amendments

During the approval period, if you propose any changes to the protocol such as its funding source, recruiting materials or consent documents, you must seek Makerere University School of Social Sciences Research and Ethics Committee (MAKSS REC) for approval before implementing it.

Please summarise the proposed change and the rationale for it in a letter to the Makerere University School of Social Sciences Research and Ethics Committee. In addition, submit three (3) copies of an updated version of your original protocol application- one showing all proposed changes in bold or "track changes" and the other without bold or track changes.

Reporting

Among other events which must be reported in writing to the Makerere University School of Social Sciences Research and Ethics Committee include:


- i. Suspension or termination of the protocol by you or the grantor.
- ii. Unexpected problems involving risk to participants or others.
- iii. Adverse events, including unanticipated or anticipated but severe physical harm to participants.

Do not hesitate to contact us if you have any questions. Thank you for your cooperation and commitment to the protection of human subjects in research.

The legal requirement in Uganda is that, all research activities must be registered with the National Council for Science and Technology. The forms for this registration can be obtained from their website www.unsct.go.ug

Please contact the Administrator of Makerere University School of Social Sciences Research and Ethics Committee at maksrec@gmail.com OR bijulied@yahoo.co.uk or telephone number +256 712 207926 if you counter any problem.

Yours sincerely,



Dr. Stella Neema
Chairperson
Makerere University School of Social Sciences Research and Ethics Committee



c.c.: The Executive Secretary, Uganda National Council for Science and Technology

Appendix E: Invitation Email to participate in the interview

LETTER TO DEAN

DATE:

Dear Dean,

My name is Christine Charity Mwebesa. I am a full-time PhD student at the University of Witwatersrand. You are being invited to participate in a research on a biographical narrative study of the responses of Deans on the corporatisation of higher education in Uganda. You are among those that would be well suited to take part in this study based on the criteria within the study topic.

AIM OF THE STUDY

The aim of the study is to understand how corporatisation of higher education (HE) has influenced the university value system at Makerere University and how to use dean's experiences regarding this phenomenon, in developing policy to manage future HE reforms in Uganda?

PROCEDURES

The study will employ a biographical narrative method to generate data. The intention is to generate spontaneous autobiographical narration which is not structured by questions posed by the interviewer but by the narrator's structures of relevance. If you volunteer to participate in this study, you would be asked to participate in a face to face interview involving two steps (though the second one may be optional) each proceeding step building onto the previous one and the last session shall be at a later date. In the first step, I will request you to tell your own story as I listen intently without interrupting you until you break off the story. In the second step, I will ask narrative questions on topics and biographical themes mentioned in the first step. The last step will be at a later date (second interview). The first two steps (first interview) will take between 45-60minutes. The third step (second interview) will take about 30 – 45minutes.

The whole exercise will take place between the months of June and September, 2018. The interviews will be conducted at a time and place of your choice. The interviews will focus on your lived experience as a Dean in a university experiencing corporatisation.

The interviews will be audio-taped and the tape recording will be transcribed for the purpose of analysing what will be said. All research data will be destroyed between 3-5 years after completion of the project.

By choosing to participate in this study or not, you will not be advantaged or disadvantaged in any way. This letter serves to inform you that your participation is voluntary. You can refuse to participate

in this research at any time if you so wish and there will be no negative consequences. In participating in this research there are no foreseeable risks.

Your anonymity in relation to my PhD study and in any publications arising from this study will be protected. Only my supervisor and I will have access to the raw data that I will collect.

Please let me know if you require any further information. If you think you might need more details about this research project, you may contact my supervisor Professor Felix Maringe on felix.maringe@wits.ac.za. Should you require more information from me regarding purposes and procedure for this study, please, feel free to contact me on tinamwebesa@gmail.com or 1764142@students.wits.ac.za or on +256 772477098/+27629565711.

I therefore kindly invite you to participate in this research. If you agree to participate in this research you may sign on the space provided below.

Your choice to participate in this research will be greatly appreciated.

Yours sincerely,



NAME: Christine Charity Mwebesa

EMAIL: tinamwebesa@gmail.com or christine.mwebesa1@students.wits.ac.za

TELEPHONE NUMBERS: +27 746 745867 or +256 772 477098

Appendix F: Participant Information Sheet

Dean Consent Form

Please fill in the reply slip below if you agree to participate in my study called: **A BIOGRAPHICAL NARRATIVE STUDY OF THE RESPONSES OF DEANS ON THE CORPORATISATION OF HIGHER EDUCATION IN UGANDA: THE CASE OF MAKERERE UNIVERSITY**

I, _____ give my consent for the following:

Circle one

Permission to be audiotaped

I agree to be audiotaped during the interview or observation lesson	YES/NO
I know that the audiotapes will be used for this project only	YES/NO

Permission to be interviewed

I would like to be interviewed for this study.	YES/NO
I know that I can stop the interview at any time and don't have to answer all the questions asked.	YES/NO

Informed Consent

I understand that:

- my name and information will be kept confidential and safe and that my name and the name of my school will not be revealed.
- I do not have to answer every question and can withdraw from the study at any time.
- I can ask not to be audiotaped, photographed and/or videotape
- all the data collected during this study will be destroyed within 3-5 years after completion of the project.

Sign _____ Date _____

Appendix G: Participant biographical questionnaire

Date.....

Title.....Name.....

Are you an alumna of the Makerere university?

If yes Which period were you a student? Were you a government sponsored or private student?

If No which university did you attend?

When did you join Makerere academic staff?

Before becoming dean which other roles did you play?

When were you appointed dean?

What are your other qualifications? When did get them and from where?

Appendix H1: Interview protocol for session 1A (steps 1&2)

Step One

SQUIN: *As you know, my research is a **biographical narrative study of deans' responses on corporatisation of higher education in Uganda: a case study of Makerere University**. I am interested in knowing how you have experienced corporatisation entering the academic space. So please can you tell me the story, all the events and experiences that were important for you personally up till now including from the time you were a student. Feel free to take your time starting from whatever point you like. I will listen without interrupting you, I will just take notes. I will only ask further questions after you have finished your story.*

Step Two

Concepts arising out of Step one that need deeper explanation or points that require further clarification.

Appendix H2: Interview protocol for session 1B {steps 1+(2&3)}

Step One

SQUIN: *As you know, my research is a biographical narrative study of deans' responses on corporatisation of higher education in Uganda: a case study of Makerere University. I am interested in knowing how you have experienced corporatisation entering the academic space. So please can you tell me the story, all the events and experiences that were important for you personally up till now including from the time you were a student. Feel free to take your time starting from whatever point you like. I will listen without interrupting you, I will just take notes. I will only ask further questions after you have finished your story.*

Step Two

Concepts arising out of Step one that need deeper explanation or points that require further clarification are asked.

Additional questions drawn from step three that were not or well addressed in the interview are raise after exhausting questions for step two.

Appendix H3: Interview protocol for session 1C (steps 1+3)

Interview Protocol for IC used steps one and replaced two with three

Appendix H4: Interview protocol for session Interview Two

Step Three

1. In your view how would you explain the entry of corporatisation?
2. How do you think this entry could have influenced the university value system?
3. How do you view the influence of corporatisation on your roles as a dean?
4. How has corporatisation contributed to your career and those you lead?
5. As dean how do your values fit with the corporatisation values?
6. How do you see your contribution in the whole process?
7. How would you advise policy makers and university management in managing future reforms?

Appendix J: Summarised profiles and stories of 14 deans interviewed

D1

He was made Associate Professor in 2014. He earned his PhD in 2008 from Johannes Kepler University of Linz-Australia. He attained his Masters in 2002 and Bachelors in 1998 both of Makerere University. He became Dean in 2015. He joined Makerere University academic staff as a Teaching Assistant in 2002 and was promoted to Assistant Lecturer in 2003. In 2008 he became Lecturer and was promoted to Senior Lecturer in 2012. He has published over 30 papers in peer reviewed journals and presented in many conferences. He was voted as a highly commended award winner at Literati Network Awards for Excellency in 2012. He has participated in many consultancies both at national and international levels. He has won a number of research grants, he is a peer reviewer of journal articles. He has research awards including; Visiting Researcher at the Vienna Institute of International Studies, Visiting Fellow, University of Oxford, and Highly Commended Award Winner at Literati Network Awards for Excellence among others. He has supervised to completion 16 Master students and 2 PhDs. He has coordinated a number of projects and programmes at Makerere University. He is a member of Senate and external examiner for other public universities in Uganda and abroad, including; Namibia, Zimbabwe and Zambia.

He gives two terms that he believes define corporatisation. “In simple terms I would call it maybe privatization of higher education or sort of cost sharing” introduced “World Bank Structural Adjustment Programmes.” At his time of joining University they were all government sponsored. “First of all during my time as a student in Makerere, there were no private students but after sometime around say 1994/5 then students were allowed to come and start paying fees for the different courses.” He believes it was meant to help reduce government spending and increase the number of students to enter. “That was a mechanism of reducing the burden on government paying for students on higher Education. At the same time private sponsorship scheme opened the doors to those that passed but could not be sponsored by government to come in.” He explains that “the screening mechanism during that time before privatization was very strict, to the extent that even if you missed by 0.5points you lost a degree.” He acknowledges that while private sponsorship enabled physical access increasing the number from “four thousand to almost forty thousand students.” Other benefits included; improved staff welfare and infrastructure:

...the coming in of private students for both day and evening students meant that the university now generates its own revenue and therefore could without government be in position to solve some of the issues surrounding uh the activities being undertaken. Even the staff welfare changed with the coming in of privately sponsored students. I want to tell you that about forty percent of staff salaries are catered for from those funds. Also take an example, this building where we are sitting right now, It wasn't built by government but the university saved money from internally generated funds and put up

this building where we are sitting today. And many other things like buying computers, for example on average each and everybody here has a new computer on his desk.

Despite the benefits he concedes that there are also “demerits” which seem to originate from the way the whole process was planned or not planned. “Whereas the students population kept on growing uh, the resources that were available at the university remained almost the same and consequently you know uh the quality of education in a way cannot remain the same.” The result was “reduced touch between the student and the lecturer because the numbers were way beyond what an individual can manage.” He also decries the unfairness and limitation created by this privatisation. “if some parents pay for themselves and others are paid for by the government then there is this this sort of uh discrimination definitely... we are equal, we should be equal in the country and before government.” His observation is that poor children are more disadvantaged:

So on the side of parents, there are some parents really who cannot afford this university education and that once their children are not picked by government to be paid for then they are disadvantaged completely. And there are those who actually struggle and start their journey to university education and fail on the way. You pay for one semester and you cannot afford another semester and the child must drop out of school.

Not only are poor children disadvantaged but even the little they had is stripped from them. “I’ve also seen parents that have even sold their property to be able to pay for university education, some selling their land they have held for generations to be able to pay for their children to study here.” While empathising with parents he agrees that it is “very painful” for the paying parents. Regarding explosion of numbers, he would rather have “manageable number of students, teach those and be very efficient at it.” But this is not the case because “the managers would like as much revenue as possible” which is quite hard and demotivating. “So, in a way the coming in of many students creates a huge task to carry... it’s not very easy because once we determine the number then there’s another board in the university to approve those numbers.” He explains the predicament of achieving efficiency and viability.

I have a PhD class here which we teach and according to our capacity for us we say we cannot teach more than ten. And so we admitted ten. But now the university by considering whether this programme is viable they were like no, the minimum we can allow you to have is twenty students.

The intention was to cut expenditure on “programmes that were not profitable” because “the lecturer with 100 students is paid the same as one have with a class of six or seven or ten. So, the university moved around to stop those programmes unless that programme is really very important to society.” Otherwise, “the university would be subsidising that programme to exist.”

The other demerit that came with corporatisation was differentiation treatment on the colleges.

You know all moneys are paid in the University central account. But now the university will say, how many students are in the college that pay for themselves? - and thats where the danger is- One will say 4000 and then another unit says for us we have barely 100 students, so they have a formula hence will transfer that amount that is in tandem with the number of students the Unit has.

Accordingly, this “created something, kind of a hunger where a unit like this one would admit as many private students as possible because the more you have the more resources you get from the university central administration.” Arising out of the differential considerations, “the University is divided into two parts. There are units that depend on tuition for them to have revenue, this one inclusive and there are those units of the university that depend on donor funding.” The units that are donor funded do more research and their staff progress faster in their careers unlike those that depend on tuition of private students.

These units where we have very many students, we have very few professors because there's a lot of teaching and you have limited time to do research. But with those units with few students the project you do is one that is producing a paper for publication that is taking you to another level in the university ranks. ...For us with big numbers, the time for research is diminished and because of that you're very slow in terms of promotion.

There is however, a third category that neither has big numbers nor donor funding. “But languages, it must be in that category where there are no donor funds but also there are not too many students that apply to make the unit happy.” He is, however, quick to note that despite such units “belonging to neither of the privileged categories” they still meet their obligations possibly due to the love they have for their profession. “I think we have just been spoiled during this era, but Makerere of those days, Professors were committed to give that knowledge and they were not so much focused about money instead their commitment was to giving quality service” He is concerned that “in this era that might be lost because people are obsessed with money.” Which he agrees that the education of their time was of more quality. “In a way the type of education we received was sort of a personal touch between the lecturer and ourselves. And so that time you cannot compare the quality of the education received then and the quality of education of today”

Although there are challenges that have come with corporatisation, the University has maintained quality. “we have measures, the university is not sloppy at all, we have policies that are very serious.” In order to preserve the functions of the University like teaching and research, they have been tagged to the career path.

You cannot be promoted to a level of lecturer if you don't have a PhD in this University. And the only way to be promoted to the rank of senior lecturer is that you must have supervised at least one graduate student to completion and it must be dissertation. Moving from senior lecture to associate professor also has conditions.”

He concludes acknowledging that “this privatisation has changed the entire environment around the university” but also appreciating its contribution. For instance he believes that the increased access gave chance to many Government employees who had no degrees. “First clients of the evening classes of Makerere were mature old people. They were in government with no degree for a long time but as I speak when you look around in classes our evening classes are very young blood.” It has also allowed opportunities for people that are working.” He then goes on to recommend how to preserve Makerere. “Government should find means of supporting as many students as possible however doors of private sponsorship shouldn’t be closed.” He recommends that there should be a “limit with private sponsorship.” He wishes that Government could provide free education to all at the university. “I really wish that just as we have the universal primary education we would have this universal university, to have access for everybody” Otherwise government can have six or seven public universities where people in their region go for free and access this service.”

D2

He is a Senior Lecturer who rose through the ranks from Assistant Lecturer from 1994. He did his first degree from Makerere graduating with a first class in 1994. He attained his masters in 1997 from Dharam, Saudi Arabia and in 2005 graduated with PhD from the Royal Institute of Technology Stockholm, Sweden. He has both practical, training and research skills acquired over 20 years. He became Dean in 2011. He is in his final and second term of Deanship. Before being a Dean, he was Head of Department. He is a Consultant with the University and other firms. He has published both nationally and internationally. He has supervised many postgraduate students to completion. He is a member of many professional Boards and Bodies.

He defines the roles of Deans before corporatisation and purely academic “with major aim of strengthening the core function of teaching and learning. In other words, the teachers and the students must make sure that the process of teaching, learning, and research go on efficiently in the university.” With entry of corporatisation, the roles were expanded, “Deans report to the Deputy Principal so we’re under the responsibility of the Deputy Principal who in addition to these activities may at will assign us other duties.” These include:

“... participating “in the administration of the college, come up with annual plans , the budgets for the College, soliciting for funding from donor agencies , from the private sector and also advocacy pleading with government to improve the university funding. We also participate in writing funded projects like proposals. We participate heavily through encouraging the staff members to get involved.”

He explains the student composition and government’s support. “Private students can take almost 80% of the population. In other colleges it can go up to 90% but ours being Science based, government has interest in

giving more support to Sciences which is also dwindling.” Despite the percentage of private students, deans face challenges. “it is not easy to give the quality that we desire because we have what we call the unit cost for educating a student.” With Uganda’s cost being lowest in the region, he is more concerned on quality of teaching they give. “This is way below what would be enough to educate a student to give them the quality education so that he gets the core competences that will make him competitive in Industry.” While the Council is aware of these constraints, it is handicapped due to the nature of the University, whereby any slight change in fees will cause unrest. “When Council considers increasing the fees to may be 5 million Uganda shillings per year. The moment that is done, students will up-rise and go on strike... And when Government hears that they will intervene after all this is a public university.”

He is worried about the students they get from high school who enter with “As but when they reach here, their level of brightness is not interment with the grades that they got when coming to university.” He contends that this is due to corporatisation on the whole education system. “Some secondary schools have now turned into business enterprises more interested in producing so many first grades irrespective of the qualities of the students.” His observation is that not only will they have to work on students academics but also the discipline as well. “The quality of students that we get from high school both academically or even discipline wise is not to our expectation.” He compares his time and today’s student as very different. “These millennials and we who were genextrs are different. We valued had discipline and valued education these ones, a person comes here but doesn’t even have a feel of what he wants to become.” While the industry is willing to “intervene to make sure that we improve in a private way intervene” there is the challenge of legal framework. He airs his despair concerning the University and Other Tertiary Institutions Act (UOTIA). “(OTIA) lays out the way all public higher institutions should operate. We find that the assistance we would get from industry would be curtailed by the provisions in the OTIA and it becomes very difficult.” He explains how it hinders the good intentions of both staff and private sector.

For example, in the private sector we would have companies, contractors, consultants that would like to employ our staff through some MOUs they go and help them in improving their operations. In so doing they would improve on their knowledge in Industry. They would come and teach students better but the law says that no public university employee should work elsewhere.”

His argument is that this relationship would have reduced “chalk and talk” as well as created a link for the staff and “students to go and improve on their experience and knowledge of what happens in the industry.” Another legal issue he contends with is the incomplete operationalisation of the collegiate system.

collegiate system was to make sure that these colleges are entities, units that are autonomous or semi-autonomous where by all the operations of the university would be taken down to the colleges. Most of the things are still done up there. This affects value for money because when we collect money as a college it goes to the centre and it’s the centre which determines how we are going to use that money.

He clarifies that this does not affect only money collected but also the collaborations that would generate income and motivate staff.

If an MOU is to be signed between staff and the Consultant. It's supposed to be signed by the legal officer of the university and if there's any proceeds that are coming from here in terms of money, it will go to the top first, by the time it reaches the implementer, it will not be enough to execute the task which is demotivating.

This leads to loss of productive input to the university. "You find that there're some staff that are here for only 4 hours every week so they're not productive."

Lack of enough resources and infrastructure also affect the operations of the university and careers of the staff. "We have internationalization whereby we would first of all strengthen linkages with other entities within the country or even abroad, but this is always affected by our ICT which is not to a good level." Staff development is not well planned.

There's no approach that is planned to have continuous professional development of the staff both as teachers and as professionals. For example, you find that about 8% of our staff are registered as professional engineers. So, it defeats one's understanding how a person who is not registered teaches engineers.

He blames this challenge back to the legal framework because to register to their professional body, one must have also worked or engaged with the private sector. "One of the major impediments to this might be that the professional body that registers engineers mainly look at how the person practices not how he teaches so if these teachers that is why you might have a professor but not registered." Secondly, the cost of doing postgraduate degrees is costly and hence needs financial support. "Teachers who desire to do Master's or PhDs cannot afford because one has to look for support. University does not have a programme which for example can support the staff with 40% if they can get the 60% support for their studies." What is painful is that after sponsoring themselves, the pay is very little. "For example, a professor in the University of Nairobi or University of Dar-es-salaam gets 3 times as much money as what the professor gets here and to make matters worse, their students after 3 years earn twice or become their bosses." In order to help students get both academic and professional competences, some measures have been put in place. "We have professional talks organised for our students every month. Professionals come from the industry and talk to our students. We also send them out for field attachment which happens once every year. We mainly tailor our curriculum to the problems in the industry." To support staff, the college created a consultancy.

Now the aim of this consultancy was to make sure that instead of staff going outside to look for jobs they would form a Consortium of consultants and then this firm of ours with the CEO who would also

be a staff member that is managing it and will look for jobs that the staff members would do from the university. If we would be more organized, this firm would be giving the university money.

D3

He graduated with PhD from University of Cape Town in 2007. Had his Masters in 2000 and Bachelors in 1995, both from Makerere University. He became an Associate Professor in 2017. He joined academic staff of Makerere in 1995 as a Teaching Assistant. In 1999 he was promoted to Assistant Lecturer getting promoted to Lecturer in 2007. In 2011 he was made Senior Lecturer and promoted to Associate Professor in 2017. Before becoming Dean, he was Head of Department and before that he was Head of Outreach Unit and became Dean in 2015. He is an external examiner and mentor. He has supervised over 30 postgraduate students to completion and has many publications and conference presentations. He has offered many services to the community and the University. He has won a number of awards twice at the Council for the Development of Social Research in Africa (CODESRIA) and one by the American Psychological Association (APA). He is a Reviewer of 4 Peer Reviewed Journals.

He refers to the entry of corporatisation as a “shift” in the university operations specifically “policy from public to private” which took place “in the mid-90s” with the intention of allowing access “to all those students who qualify and were able to pay.” It was also a recovery period from the past political turmoil. “the 90s was a period of recovery since there was a bit of stability in terms of politics, and other recovery programmes, hence the country wanted to start afresh.” He observes that the shift came with challenges with “some from within and others from without.” These included, “explosion of student numbers (which affects the quality of service delivery) and the university not being very well prepared.” In order to address some of the challenges, “the university decided to send its Human resource for upskilling” unfortunately at the time “the government policy” was not allowing more “staff on the payroll.” To date, “The university has never had a human resource plan regarding the expansion and transformation of what we need to teach.” There was therefore, a need of “revisiting the way of teaching to cope with the demand.” The shift therefore fell short of private sector factors.

Private sector mentality however, would require that when you have a new programme, you also plan to resource that in your priority. The difference with us from business is that we are not solely based on the buyer, but it remains a challenge and so we are not able to play by the rules of the corporate game.

The other failed rule was “the paradox of financing” because “whereas it is easy to determine the worth of the product in the private sector, it is not the case with the public. We seem to be a weaker negotiator, unlike in the private where a standard is set,”

The other challenges lack of adequate research funding. “...research is capital intensive which guarantees funding” unfortunately, “the university doesn’t have research funds” moreover “the funders have different priorities” whose “funds even come with a tag and focus on it.” This has resulted in exclusion of “some

traditional basics of knowledge that is more relevant. For example, we noticed that History was dying.” There was therefore need “for the college to create relevance of some of these disciplines that looked irrelevant” which was successful. “..., luckily enough we have German funders that have specifically said they want to train the PHD in the college, and we get 10 of them every year, and therefore, some of the disciplines which had died are now being recovered.” His worry is that “sometimes you run a danger when someone outside is the one who sees a value in you.”

Another imbalance is how some disciplines are given priority over others even at the National level.

When it comes to prioritizing, including even remuneration of staff, there is a lot of impasse here and in this, when you look at the policy on the national level it is Science, because there is the way they describe it as more important, so they think the scientists should be paid more, which I don't think is right.”

It devalues the whole intention of a university. “We clearly know that universities are necessary and they originate from ideas, which makes research very important for all areas.” Otherwise at this rate and “some corporations developing their universities, will our universities be relevant in the long run?” The problem has its root in academic failing to define their worth.

...the irrelevance challenge we are facing is because we have not stood out as us, and looked upon us, we are just watered down by Western universities, which is not our aspiration and identity. For example, here at Makerere, most of the scholars, pride in this saying that, they are the Harvard of Africa. I ask, can't we be the Makerere of Africa? This too is a form of corporatization which is a smaller version of capitalism though it manifests differently. They will of course say we are number four, not even asking who does those rankings, and if we ever did ours, would they ever respect them? This has actually made me believe that we shall ever have a university in Africa, under the current arrangement that can be in the best ten. I don't even see it in all my life time in the scholarly world, because the terms of reference are determined by the already existing hegemony in high education. For example, why would some think that teaching and researching our own languages is a problem? When will you ever have a language that competes with English in terms of scholarship? If such is not possible, when do you think you will ever be recognized as an influence on the global world?

Accordingly, he affirms that corporatisation has limited “other forms of knowledge” including indigenous knowledge “by making such knowledge invalid and not valued.” Therefore “indigenous approaches” which would have had a “great impact on curriculum cannot be used.” The reason being,

whenever we decide to change, they ask us whether we have consulted the stakeholders, but who are these stakeholders? Normally, they will tell you the National Council for High Education, Curriculum Development Center, then the Ministry of Education, then some groups, maybe former students, they can hardly think that all these mean the same thing.

His advice is that evening programme (private sponsorship) has outlived its usefulness.

I also think that the evening thing is actually no longer serving the purpose it was meant to serve. If it was a problem of access, I think it is because of the data that doesn't come out very well, and the difficulties in the high dropout levels.

He further recommends that other ways of funding HE should be explored.

I would advise that let the fees be what they must be. Think of a new strategy of funding this education. If you are talking about developing as a nation, you are not going to develop on mines or oil, but it is the human resource that will take you wherever you want to go, and therefore must be a priority.

Finally, he proposes realigning the priorities and upscaling the available resources or values. "Our priorities must be in place to negotiate with other priorities, yes we have the aspiration, but we don't have the funding, but we continue engaging. We also ought to improve what we already have, for it to act as a stepping stone."

D4

He enrolled at the University in 1996 but never experienced the old Makerere because "cost sharing had really entrenched itself and private students had moved in." As a government student he didn't expect to pay anything but was surprised when he was asked to pay 50,000/- for registration which equally "puzzled" his parents who "didn't have the money" but "had to move from neighbour to neighbour and friend to friend until" they "got a friend to help." He graduated in 1999 and later joined the academic staff as a teaching assistant in 2001. While he "didn't experience the past" he remembers "that the university was generating income."

We were being paid allowances for teaching evening classes, a top up allowance, we were being paid allowances for marking exams and those allowances were justified then based on the fact that you teach private students and private students pay so this money was coming from private students.

According to him Makerere University was operating a business model which "didn't really take root because Makerere pretended to be operating a business model yet it also wanted to remain a public university." This has remained "a challenge because the business model presupposes that the cost of business keeps on changing and when it changes, you also change the price and what you charge the consumers" which Makerere has failed to do for "the last 10 years."

In 2003 he took a study leave to do his Masters and PhD in two prominent Universities in South Africa and returned to MUK in 2007. He is a visiting Professor in another prominent university in South Africa. He has written extensively and spoken widely on the subject of social economic rights. He is also a research consultant on human rights, public policy and governance issues. He is in the first year of his first term as Dean but before then, he served as Deputy Dean for 3 years, coordinator of a big school project and Chairperson for the University Contracts Committee for also 3 years. As Dean he acknowledges that there are challenges of

operating a business model in a public institution but worth adopting the “features” which include, “accountability to ensure things are running efficiently.” He however, argues that the challenges are more political and psychological:

...because everybody knows that Makerere is a public institution. So once everybody knows that, then it is not expected to charge fees that reflect the unit cost. And as much as Makerere has been pushing to charge fees that reflect the unit cost, the political system has not allowed because it is ingrained in the minds of the public that that's a public institution...In the political world, the population knows that it is a public good.

He justifies by saying that it is not unusual for one to decry the high cost of university tuition of “3.2m per annum” yet “they have a kindergarten child who is paying a similar charge.” He is however, fast to state that there are those that cannot afford to pay and hence it is the duty of government to “ensure that the vulnerable, the marginalized, the sons and daughters of peasants are actually able to obtain university education.” He disagrees with the access criteria to government sponsorship and other schemes which favours the rich over the poor “because it is based on grades not ability to pay.” His concern is on the negative impact on quality arising out of big numbers of students against limited capacity of “infrastructure and human resources” as he further explains:

You are not even in position to control the quality and obviously when it comes to teaching as well, the numbers are too big for you to teach efficiently in some classes or for you to be sure that student A is actually attending classes.

Most of these challenges are stressful to the Dean, administrators and even academic staff because “you have to be on their case, but you know you’re simply pushing them, you also have to push yourself.” This “also creates tension in the workplace because you are pushing people beyond their capacity and working time.”

Another challenge is due to lack of Government support towards research and yet “most of the research in Makerere is donor and project funded” surviving at the mercies of these funders. “when the project comes through, you do research then 2 or 3 years later the project is no more and that research stalls.” It even gets worse because “donor priorities keep changing.” Then there is a demand of balancing between career and survival which depends on “personal skills and qualities” but comes a great cost:

...you have to teach. It's really a dilemma. Some people balance, I personally balance my research. I do research, I have a project, I am an administrator and I also teach but it's a lot of hard work... You encourage people when you come across calls for projects, you encourage them when you conceptualize a project yourself and involve them when you see research somewhere or a conference. For the junior colleagues, you can mentor and talk to them.

Despite limited government support, the school has continued to do its best through own initiatives:

For instance, in this school we are trying to get through to the Alumni to find out if they can support certain things in the school, set up an endowment fund so in other words you begin doing things the state should ordinarily be doing.

For that purpose, he finds “it okay for public institutions to run a business model ...but not for purpose of making profit” so “that all people get access to education.” He argues that if government “invested in technology” and “matched the population to the resources” the future would be better.

D5

He is an Associate Professor and has been Deans since 2016. He joined the academic staff in 1993 as Tutorial Assistant immediately after graduating with his first degree. He also did his PhD from Makerere except his Masters, “I studied for my first degree here and completed it in 1993 and remained here as a TA (Teaching Assistant). I did my masters from abroad and came back and did my PhD from Makerere.” He held one administrative position before becoming Dean. “I got in charge of one of the units of the lab way back in 1999 when I finished my masters.”

He remembers his participation in the strike against private students. “We were part of the first strike against private students because I was still a student when that topic was introduced.” He believes those were “indicators” that Government ignored.

I have a feeling that we are having a problem in Uganda which is not only affecting the higher institutions but all the education sector. It stretches right to nursery, primary and secondary schools which are run as a private business and these have totally killed our education system. You will find that the people we actually get in university are already distorted by that vice and you find that we are no longer giving education for education but schools are there doing their business for profit.

He believes that the University is still doing the best to teach its student but unfortunately, they come in when they are already distorted. “We try to teach the students, but it is the system that creates a cadre that are not ready to do anything outside the classroom.” While he agrees that the introduction of private students was to increase physical access to Makerere, it needs reviewing. “...the population of private students (those who pay for themselves) supersedes that of those supported by the government. I still think it’s not clear about who subsidizes the other.” He argues that much as majority believe that private students subsidize the government sponsored students, it is the reverse since even those who pay don’t meet the unit cost. “When you look at it that way then you can comfortably argue that the government is subsidizing and much as they argue that they are privately sponsored, they are still subsidized and that is real.”

He further contends that the corporatisation process has never been completed which leaves the University handtied. “Any one point the university considers increasing fees, the policy has always come against them which shows that corporatization has not been fully achieved in the sense that the university is not allowed

to make a number of decisions.” The other concern is that the college system too was never fully handled. “As a result, we have been operating what I don’t know whether they call a pseudo or a partial college system and this has greatly affected the performance and morale of staff.” His observation is that Makerere is still a public entity that subscribes to political interests. “Makerere is public and the interests are there and some of these interests tantamount to political interests and that has already hindered taking some bold steps that would fully transform this institution.” The consequences were staff becoming unethically innovative to survive.

Here you have staff that are not well remunerated and that’s where new innovations started coming in. The major innovation that came in and also distorted was the academic staff where their innovations were bringing in courses to attract more students and because now the remuneration was being captured from students who pay, people made a number of courses. Some were duplicated and we ended up with a big problem.

The numbers grew beyond having a “lecture to having a rally” yet the infrastructure never increased.

It is ironical to find that you are having a class of over 200 students. What makes it worse is that you are having these numbers in an infrastructure that was meant to handle 45 students because this student population expansion has not been in tandem with infrastructural expansion.

While some course can accommodate big numbers and get more money, there are those that cannot and whose “numbers must remain moderate” like sciences hence “these people will be suffocated in terms of the take home.” This resulted into “wet versus dry faculties.” It later became evident that “some staff were grumbling” in fact it reached a point “where no administrator wanted to be posted to *dry faculties/offices*.” To restore harmony, the University introduced “incentives” to be shared across the board to cater for dry faculties like sciences. This is however, not sustainable because it was “mainly tagged to income generation.” He emphasises that “corporatization effort has actually infringed greatly on the morale of staff.” Despite all those issues, Makerere remains indestructible.

Makerere as an institution still holds the core and the cream of the intelligentsia in the country and a result it keeps high in ranking because much as people have low morale, there are things that once you are endowed with it then you will do it. Research keeps on and you will not find any other competing institution in as far as research is concerned with Makerere.

This is however, driven by individual motivation otherwise there is very little support. “Makerere comes top in the country and I think it has still been the second in Africa. It is because of the research which is driven by individual energy because there is less institutional support to research.”

With internationalisation however, Makerere put its stake so high which is haunting its staff. “At Makerere you cannot be a lecturer when you don’t have a PhD which is different from other public universities which have lecturers that have masters or even less but at Makerere that was a deliberate move.” It is believed it could have contributed to staff grumbling since other government higher institutions of learning have set theirs to the minimum level. “Counterpart at “X” University, Lecturer has a Masters meaning he gets same pay as Lecturer at Makerere who has a PhD. The debate is now on to revisit this policy.”

He recommends that Makerere should learn from other Universities like in the USA where “universities were built to serve community” and not market forces because “market forces drive training while community needs drive service.” If the challenge is not addressed, you end up with “not only unemployed but unemployable products.” This is worsened by the industry “where they don’t want to participate in skilling the people that they get. They are eager to go and look for people who have trained from elsewhere.” The best way would have been engaging “our institutions which are training these people to give them the skills that they need including them participating and giving attachments.”

He further proposes for efficiency and survival of the institution, Management and Government should stop interfering with the system. “I have not seen a situation where a major adjustment is made, and things change before it is interfered with. I would say that for example, we have never operated a full semester and I don’t know why. Secondly, remember that one size fits all does not apply. “We have to bear in mind that different colleges have unique features that must be dealt with differently. So, what might work in the college of health sciences might not work in the college of humanities and that is natural.” Lastly, Government should intervene in the running of the university “from the institutional point of view not political point of view.” Define and allow the real unit cost to be implemented to avoid “ad hocism and firefighting.”

D6

He graduated with an Honours in 1988 from Makerere and a Master’s degree in 1992 from University of Nairobi, a second Masters in 2004 and PhD in 2009 both from Makerere University. He joined the teaching staff of Makerere University as a Teaching Assistant in 1988 and was later promoted to Lecturer in 1992. In 1993 he joined private sector and only returned to Makerere in 2005. In 2011 he was promoted to Senior Lecturer. He was promoted to Associate Prof in,.....In 2015 he was appointed Dean but before that, he was Head of Department for 3years. He has supervised over 20 postgraduate students to completion. He is a member of a number of professional bodies, a reviewer of academic journals and curriculum. He has over 30 publications as articles and book chapters and conference papers. He has participated in several conferences both nationally and abroad. He has won research grants at different levels of his career.

As an undergraduate student, he remembers that “all students were govern sponsored in all aspects” and “the University was a small unit and all students were more or less trained for Public Service.” This however, changed “around 1996 when University staff started agitating for a living wage.” It was during the same time

“government started implementing the policy of cost sharing and full sponsorship was coming to an end.” It was “a new era for both staff and students.” This period pushed the “University to think outside the box” whereby “many departments started coming up with non-traditional programmes that were on demand in the market.” They wanted to “create programmes that would meet their operating costs” as well as “surplus for the staff who were involved in teaching and administration.” The ones that taught on those programmes “got extra pay.” With increased number of graduates and decreased recruitment into Public Service, the private sector is the majority consumer of the graduates. “We no longer train for the Public Sector but private sector. The Public Sector is not taking up so many applicants now to the best of my knowledge. To-date there is a ban on recruitment in the civil service.” The shift in the sectors has created demand.

So, they are these things which were not there at the time but now exist and drive the private sector. Some students have their own companies so there has been really a shift and this has also driven the need for us to come up with new courses tailored to cater for that demand. For example this college was simply an institute in 2000 and because of demand it grew into a faculty and the numbers grew. So we are talking about an issue of 15 years or so whose training is demand driven.

As a result of the demand on the courses offered, the space was limited and something had to be done. “Because of the demand the university saw that this unit had to grow so they set up the infrastructure and part of it was this building which became the administrative unit then later they set up another one which became the teaching centre.” The next activity was to address the human resource element.

When the institute started, there were two or so people who had trained up to PhD and therefore there was a deliberate and intentional programme to train, train and train because if everything else fails we would have people trained. So the university upgraded the staff establishment so that we recruit up to 100 staff to manage those numbers which had sky rocketed. So we have moved from having these two PhDs to forty PhD holders from 2002 to 20017-18. In that period we trained not less than 40 PhDs in the Netherlands, Sweden, Norway, some are at Makerere, South Africa, China and many other universities.

The deliberate effort has paid off. “We have been told that this school in terms of faculty there is nowhere else in sub Saharan Africa where you will get this so many When you are staff you don’t pay tuition, we give a waiver. Even if you don’t have full sponsorship you have got partial sponsorship comes to the human resource I think we are getting on top of the game.” This was also followed by another deliberate effort to reduce student numbers. “After the numbers rose to about 8000 we decided to bring them down to about 4000 in the whole college. This school where I am, we have 2000 students now and 40 PhDs.”

He blames corporatisation for draining the university coffers which affects research. “Makerere has not provided much money for research support because corporatization is sucking money to pay salaries, incentives, allowances and there is hardly any money which has been put up for research purposes.” He however mentions one of the mechanisms put in place to support staff training on the ground (Makerere University). “When you are staff you don’t pay tuition, we give a waiver. Even if you don’t have full sponsorship you have got partial sponsorship.”

He acknowledges other partners who have continued to support capacity building. “We have several projects under PhD students but some train fully here and others in Norway but the biggest training support for this university is from SIDA. Nearly 200 have been trained under SIDA support.” He clarifies that funders determine the direction of research. “money which comes from external sources is not just there that you write anything but they have particular interests. There are some projects where the research is driven by the agenda of the north.” Except “SIDA which allowed proposals in multidisciplinary research, they gave us that flexibility to decide which areas.” Whereas the north drives the agenda, it is still a win-win situation. “The research is being driven from the north but you can model and test the models in Africa. So it is an interest to us and to them and for us we benefit from training.” The benefit of this training is not for only Makerere but for the whole nation.

We have the capacity now but also the other universities must build capacity over time so the research agenda is not inward looking but a national agenda that we train and anybody will tell you that one of the indicators of a country growing is where research and development is happening they will judge it by the number of PHDs produced.

He concedes that “Not every PhD will be a super performer but a few of them will really do innovative work.” Therefore, encourages to “train, train and train” and supports the agenda to be “a research led university.” His argument is that “if you want to generate knowledge, train PhDs. All I believe is that training will change the course of the country.”

He identifies efforts made by the university to go forward: “Increasing graduate percentage, setting money generating units and setting up endowment funds.” The University has to work out a way of addressing the tuition structure. “so one of the things the university should devise is to gradually to revise curricular and when that is done then you can change the tuition structure.” He advises that the “wage bill should go back to government where it belongs” so as to “free research money.” He emphasises the importance of research to the career of the staff.

The promotion structure of this university is so vigorous that to become a lecturer ideally is to have a PhD since 1996. Lecturer to professor we are looking at not less than twenty publications and these can only come out of research. So this journey from lecturer to professor is a research journey.

The new era has driven the promotional structure and research.

There has been an effort to internationalize the university so we compare things done in research here to those done in the region and others out Africa. Makerere has tried to bench mark best practices from other universities so the promotional structure is its bench marking what other universities do.

He asserts that “research led universities are attainable if the stakeholders” do their part and to support collaboration. “One of the strengths we have is collaborations because it another way of trying to sustain research and training.”

D7

He earned his Honours and Masters from Makerere University in 1997 and 2003 respectively. In 2009 he graduated with a PhD from University of Pretoria. Between 2013 and 2014 he was a Post-Doctoral Fellow at

University of Cambridge. He joined Makerere University as an Administrative Assistant in 2000 as well as an Assistant Lecturer. In 2004 he was promoted to Senior Administrative Assistant getting promoted to Assistant Academic Registrar in 2006. In 2009 he left administration and joined wholly academic career as Lecturer. In 2010 he was promoted to Senior Lecturer at the same time appointed Head of Department. In 2011 he became Dean and was later made Associate Professor in 2015. He is in the 2 and final term of Deanship.

He starts his story with strong statement, passion and justification on why Universities were never created to be commercial entities:

From the history and inception and the whole spirit and orientation, universities across the world are not meant to be commercial institutions. By tradition they have largely survived by being started either by the state or the monarchs in those countries where you have had strong monarchs or traditional leaders especially where the crown would own property, would own land it was one way of giving out to the community and continuing to create knowledge, preserve it then share it for years and years even after.

His justification against corporatisation of HE is that it creates an imbalance. “The moment you bring in the idea of commercialization or corporatization of universities especially at higher institutions of learning at that level then you are creating imbalance.” This has been a “challenge to poor countries especially government institutions.” Even when there are regulators, they still fall short because “they lack capacity to regulate.” Accordingly, “less developed countries were pushed into this during the Structural Adjustment Programmes” which were “master minded by World Bank as part of the reforms to help our poor economies.” Consequently, “cost sharing was introduced which had to do with privatisation and decentralisation. At the time there was only Makerere University and Private institutions were just starting.” This new reform was strongly resisted with “the first indicators being strikes in the early 1990s where two students were killed when government cut the boom (an allowance to buy books and other needs).” There was a fear and concern in the citizenry who had looked forward to freedom from paying HE tuition. “Citizens and children of the tax payers expected that when they go to the university at least government would bail them out because all through from primary, secondary people were funding.”

Another challenge was “creating Public Private Partnerships” without proper preparation. The private sector had to come in regardless of whether “it was prepared, ready or not.” This created another imbalance through the change of terms and language.

The person who was a service beneficiary at the time or the tax payer who was expecting a service from his own government now becomes a customer. It meant that if I can pay for a service then I have to demand how that service should look like, how it should be given. Which also have consequences now on the quality, ethical and value of the higher education institutions.

Then the third challenge was that “these services were demand driven.” It meant that “whatever courses offered depended on the demand and not what is necessarily good for the strategic and long-term focus of the nation.” While it helped foster “innovations, it meant restructuring although some of these were never really done to

some logical conclusion because we continued operating in a way as if we were fully funded.” The result has not been good. “The consequences have been very bad in terms of keeping quality, ensuring quality and the ethical standards.” The worst part is that full commercialisation was never attained because of government’s double positioning.

If we had gone full commercialization but again we did not reach. I would not say Makerere went full corporatization, in my understanding we did not. We moved to midway where the state could still give a little funding which is still inadequate and state represented by council puts a lot of pressure on the individuals. You are not given enough by government which owns the university and the same government does not allow you to charge the unit cost of giving the service.

This has to some extent affected all dimensions of quality. “We know it that morally the quality has gone down. Today the products both at undergraduate and graduates that we channel out are no longer a representation of that knowledge.” This is further aggravated by the primary and secondary education background. “Universities inherit students from different schools so you don’t only blame it, the commercialization and corporation also affected the secondary schools and the lower levels.” Government neglected “national schools” which were in every region. “That contradiction now comes, you inherit students from private schools that are about making money then there is an ethical behaviour coupled with the laziness of students.” This gets worse with increased number of students and reduced support and number of staff. “Having too many students then you don’t increase the number of academic staff now the lecturer-student ratio goes very high.” Unfortunately, “in Makerere we no-longer have tutorials.” With reduced support to staff and lack of consideration towards research, “universities are becoming glorified secondary schools.”

If the state fails to support research then state survives at “the mercy of donors” which may have own consequences. That is why, “the donor agenda is becoming implicit and represented in the kind of research we do which serves not the purpose of the nation but of the outside funders.” These challenges have impacted hugely on the roles of Deans and careers but have also put their values in check.

it takes a lot of individual sacrifice where first most of the time is spent at the university, you cannot bring order to people, apprehend people for certain vices like absenteeism, supplying air to students when you as a leader you are absent. So you have to live by example. It demands a lot of ethical and moral character in terms of an individual if you really have to make out anything.

Despite the challenges, there are different benefits most of them intangible that keep Deans and other faculty pushing on:

The benefit that you get and to me that’s what keeps most deans around is like networking a lot, career growth as an individual but being also to grow your influence in your career. Virtually around the continent you are invited for conferences where you can present, chair. Makerere given its history and name gives you the platform because its known world over for even placement as a scholar in residence or a fellow in research. I have been to Cambridge, courteous of Makerere University even at post doc. If I was not in an institution like makerere it would be very hard. I can even place some students as

dean. Part of the benefit as dean is that you can nominate some staff to go for exchange so there are these opportunities of exposure. They may not necessarily be monetary but they build satisfaction in terms of position and you know in your position you can touch lives of many people. Even when I leave deanship it has developed managerial and administrative experiences.

Another intangible benefit is the name Makerere. “Being in Makerere gives a vantage point” and because of that no one would want to lose that opportunity hence everyone tries to do their best or what is expected of them. “Their being in Makerere gives them an opportunity they don’t want to lose. You can clamp down on any misdirection because they know if they lose a job here then they can lose everything.” His conceptualisation of corporatisation is a result of liberalisation on all less developed countries.

D8

He is an Associate Professor who was appointed Dean at the beginning of 2018. But prior to that he had been Head of Department for 8 years that and Ag. Head of department for 2 years. He graduated with his honours in 1993 and Masters in 1997 and PGDE in 1999 all from Makerere University. His PhD in 2009 which was a sandwich between Makerere University and Karolinska Institute-Sweden. He joined Makerere academic staff as a Teaching Assistant in 1995 and in 1999 was promoted to the post of Lecturer. In 2011 he was promoted to Senior Lecturer. As he states,

“I have been in the 2 Makereres at least. I was in the old Makerere as a student during the term system, then when the semester was being introduced, I was already a Member of staff and I’ve been through this system for a very long time. Until we got into this Collegial system which is also a new thing, but I have at least moved through all the stages.

He remembers that during his time as a student it was very competitive to Join Makerere. “It was very hard to join Makerere those years you had to work very hard. Makerere was almost the only university that time.” Also, they were “purely government students,” except that due to constrained facilities there were resident and non-residents.

Because the university could not take all the numbers, it had started expanding. They said we shall have non-residents and also residents but all of them were government students. So the non-residents would get money from the university to help them pay wherever they were staying.

Later, “the private programmes came in” initially they were evening

...which was called evening class. Then eventually the programmes became more even the day programmes became private so we started having Day private, Evening private, and then students were crossing over here and there. because some of the members of staff really wanted convenience but also get money.

Consequently, there was a problem:

You would find that Science being what it is, we didn't have very many students but the Arts humanities had very many people coming for those courses. It almost looked like it was a crime to teach Science because we didn't have private students, so we didn't have that money to play around with. So the people in Arts really started becoming very rich and they even laughed at us wondering what we were doing. Can you imagine some were getting allowances which were 3 times their salaries?

It created parallel faculties, "We saw that we were having poor faculties and rich faculties." When government got wind of it, "the president told everybody within that chaos to bring all the money that's collected in the State confers so that Government gives them what they want including facilitating the Science People." The University didn't agree with the President's proposal because "they would have no control." Instead "they asked the president to raise their money to a certain level gradually ... in the meantime using what was generated to top up. They pledged "to top up for everybody including the Science people." So that is how "the university introduced incentives that were tagged to ranks" which was additional money "on top of the salary irrespective of whether you have been teaching evening or not." It however, meant changing the whole system regarding allowances. "So, they said we shall make sure we remove all the other allowances collect all the money and we give you." While this was welcomed by the Scientist, it did not go well with the Artists. "So, to us in Science that was very good because we were getting money. But the Arts people felt very bad because the incentives that were getting were not even 1/3 of what they used to get." This change resulted into some challenge.

In the old system whether you were a teaching assistant, professor or lecturer you would be entitled to that money. An hour's pay was equivalent no matter the rank so most of them were getting the same allowance and good money so when they started this incentive of course the assistant lectures, lecturers had to go where they fit so the other side felt it so the University continued and after sometime, these people they started putting their tools down.

The student "numbers started going down even the so-called incentive we were getting now started disappearing and therefore was paid irregularly." Later the University came out and officially communicated that they couldn't sustain the incentive because the numbers had gradually decreased." The justification "was that the reason why the numbers were going down was because money was given to people that were not making it and it was taken from those that were making it." This explanation was flawed and refuted by the Scientists.

we were also mindful of what was taking place and I wonder why the university wasn't asking them to account for the government salary that they get. They don't account for it because they were engrossed in private teaching instead of teaching as the government pays them.

The government devised another plan and decided to take the money that was being collected with the promise of “gradually increasing our salary. The Government did it for the first and second years” this however, changed the plan.

They were supposed to increase because we had agreed that a professor should get at least 15million at the end of it all but when the professor reaches the 15million from the government then this other money that we've been having here goes to the government.

But the government was also wise before they reached the 15m they have sort of taken this one to the treasury so we are having problems now.

The scientists are still consoled that much as “the situation is not so good but at least we have been raised up to a certain level which is almost half what we had wanted to get.” The only disappointment is that government implemented this payment plan for all Public Universities yet they have different career promotional plans.

Now we have another problem, we are saying you want to increase the money equally like a professor in Busitema, Mbarara and Makerere...but the conditions of promotion are not the same. Makerere to be a lecturer you needed a PHD while in other universities you only needed a Master's. Now when that came, you were having a lecturer on the other side and a lecturer this side with different qualifications but you're saying lecturers are lecturers...but when we complain they say why don't you join those Universities?

Interestingly, no one is willing to exchange the intangible benefit of being identified with Makerere with any other, not even money.

For us we are saying much as we are having those problems, we still want to be associated with the Makerere which has higher stands because when you got through the rankings all those universities are not there but Makerere is so it's up to you to decide if you want to go to those without rankings and become a professor or remain here.

Despite the changes of going back and forth, Scientist still feel they are the winners.

Afterall Arts took so much time making money and when the system changed and promotions started basing on papers,we got promotions very easily. Since here in the Sciences, we didn't have money, we were looking for Sponsorship we did the PhDs and those people were busy making the money. And now we are sailing above even though the salary is not so good we are always in the top ranks because we had our papers. Life is like that.

He believes that if funding and the procurement process could be improved, “Makerere would become the Harvard of Africa. you know the procurement process here is one of he biggest problems which is even affecting the quality.” His observation is that they “have the human resource and most of the people in Makerere have not trained from here. Many have trained from outside like Europe and coming back here. So, if we got equipment and all we need, we would really produce quality.”

He believes that corporatisation is not the problem something else is.

In summary, this commercialization of education would not have been a bad thing but the management has been a problem and there were no set guidelines from the beginning because I would be very happy if you tell me you're teaching private students and they are paying money and part of that money is going to be used by the university to do this or the other and part to those doing that extra load. That would be okay but again the other problem is the way the government is managing these institutions is a little bit different and complicated because we are not able to decide on the amount of money which is good enough to keep the student here. Government says don't increase tuition but the tuition given cannot manage to keep them here throughout the entire time so it has some politics in it. So if the government would ask us to show clearly how much money is needed to train a student to the end and allows us to collect that money and train that child and the balance goes wherever it goes, may be that would be a good system but that is not how it is.

He concludes with his stand and advise to government. “It's really the management of the commercialization that has become a problem but commercialization as it is would be a good thing according to me. The government must look for all ways of managing this education.” He further states the position of Government and role of educator for the good of the University. “Let someone convince Government as the owner to pay since we are doing a good job for you because Makerere is a very high institution, give it what you should so that we remain there.” Secondly, “let the university be funded by the government And when it funds,let the money being collected here from private students be declared.” Lastly he believes Makerere has made him and others and so they should reciprocate.

I don't need money to write a project. Paper is everywhere so I think we are facilitated. And if we look at the salary that Makerere gives, people good salaries but when you go to public service people are getting one million shillings and they are happy. At Makerere even as assistant lecturer is above 3 million shillings Net and that's not bad pay unless you don't want to work. And I've been trained because I have used Makerere's name so when will I pay for that name that I used to go? I think the time is now.

D9

He attained all his degrees (undergraduate, Masters and PhD) from Makerere University; in 1974, 1977 and 1997 respectively. He is retired but still serving on contract. He joined academic staff of Makerere in 1974 as a Special assistant. In 1977, he was appointed Lecturer and promoted to Senior Lecturer in 1984. In 1999, he was made Associate Professor attaining full Professorship in 2004. He became Dean in 2001 serving only one term when the University was still operating a faculty system. In 2011 – 2013 he was Ag. Deputy Principal of his college. He is a registered Environmental Practitioner and Auditor with National Environmental Management Authority of Uganda. He has several publications and won various research grants from across the globe for both personal and institutional development. Some grants were worth over USD 20m benefiting different universities within Uganda and the African Continent. He has developed and taught many courses both at Undergraduate and post graduate levels. He has supervised to completion over 20 Masters students and 10 PhDs.

His conceptualisation of corporatisation was the introduction of private sponsorship to allow access of students who had qualified for university entry. It answered two questions: “why should we leave many of these qualified students out? Is there any other avenue other than government which can come in?” It was a form of “opening up the gates for other people who could support themselves.” As away to accommodate the new intervention, the university came up with measures; “So the university set up on itself to develop the academic staff department by department.” Next, “it encouraged departments to develop new programmes to absorb more students instead of filling the existing programmes.” While the students came in and were paying, the money could not cover the required materials especially in some course disciplines. “Although the budgeting for the private students was to include things like teaching material, and maybe administrative costs, many costs like electricity, telephone, water and then in the academic department laboratory requirements, particularly the sciences.” There was need to come up with strategies and policies of generating money. Unfortunately, it looks like they were not sustainable.

sell land here and there but that is not sustainable because what you have sold that is the end, what else? There will be nothing else because we have many, Kabanyoro, all these staff quarters shall have

to be privatized. The halls of residence have been privatized. I don't know how successful that is. When it comes to linkage with private sector there's still a long way to go.

So staff some on own initiatives through research especially writing proposals for grants generated finances for the University. "With NORAD which is a Norwegian organisation supporting developing countries to develop own capacity, I was made Chair. I said we must get organised." He therefore, set a structure in place involving the whole university to oversee the exercise.

At the inception, we constituted a committee to develop programmes and projects. It was one programme but many projects, We set up on ourselves a task of writing projects. The entire university community, we said we have to. We had implementation and development committee set up under my chairmanship and we tasked the colleges to constitute their committees and receive proposals.

With humility not wanting to boast of Makerere's academic muscle he shows the power of team work and how it contributed to winning NORAD money.

We had the largest number of concepts accepted and then they advanced us some money to help us develop the concepts to full proposals. We sent proposals back to them and still Makerere won the largest number of projects followed by Ethiopia. And the total amount of money that was recorded from our records for five years, this is now the final year was \$25million dollars for research and capacity building.

He joyfully states that he contributed a lot to the cause of funding the university. "I have been involved in writing projects that generate money to the university." While some projects were as small as \$15000 to support one individual,

One little thing that happened, there's a lady who had finished her first degree, and there was need for support for women in science so I said why don't you apply? , I just helped her to develop the proposal we sent it and she was able to get \$15000, she got her Masters. But do you know what now? She got a PhD,

Other projects were big in millions of US Dollars:

For instance you can talk about the Millennium Science initiative which I started, which gave the government a lot of money for supporting scientific research. This department benefited from it too, we got USD 1.25 million. So our addition onto university caucus is through writing projects.

The money helped in different activities within the running of the university either targeting specific departments/programmes or general activities. “Some came specifically for renovating and supporting a department whereby we got equipment and we got laboratories refurbished. If I was to take you the other side you’d see some of the modern equipment we got through that programme.” There were however other funders who were specifically for capacity building. If I was to take you the other side you’d see some of the modern equipment we got through that programme. “SIDA which is a Swedish Organisation was mainly for capacity building.” Here staff responded to the calls by writing proposals “and those that were found to be suitable projects were funded and they’ve continued to fund up to now into phase four, millions and millions of dollars which come from a donor agency through our collaboration with them.”

He confidently shows how collaboration with “developments partners” as he chooses to refer to them, has not been for only Makerere staff but also other institutions within Uganda and countries:

Not only by Makerere staff but working with other institutions outside Kampala and outside the country as far as Nepal, Tanzania, Ethiopia, Sudan, Bar-el-gazelle, projects which were written by colleagues funded by NORAD were for building our own capacity but also helping neighbouring countries like Southern Sudan, Tanzania and so on to develop their capacities.

This programme “has nine projects and more than 100 PhDs and 100 Masters not only for Uganda not only for Makerere but for other institutions and other governments.” He however, regretfully states how in all this, Government never rewarded their efforts. “Government did not give us a single cent but we as an academic institution had the initiative to search out for such announcements made on the internet and we caught wind of that and that’s how we participated.”

He emphasises that through staff initiative, University has been able to develop both staff and infrastructure. “Otherwise many of these new buildings that are here, they are put up as an initiative of the

university staff. So we help improve the human capacity but even the physical infrastructure.” He strongly rejects the term that refers to the Donors as private sector:

When people talk about us working with private sector for us we have not worked with the private sector because these are donor international agencies CALEDI, SIDA, NORAD, Fulbright, NOHED and so on and so forth. These are development partners they are not profit making.[Listen to recording to get proper names]

He does not down play the contributions from private students.

Of course we can not belittle the money that comes from private sponsorships, that has been sustainable because as long as you're here as a private student you have to pay fees which fees can be used in several ways like to put up infrastructure like the senate building by the way was constructed using private sponsorship money.

While he acknowledges this contribution, he wants to make it clear that the university will always find a way of pushing forward. “But with time, the university on its own said we have to survive. We have to build our capacity as a university.” So, whatever privatisation has brought, is building on what had already been preserved.

I joined the university in 1971 and the following year Amin declared the economic war. And most of the lecturers here and professors by 1974 they were gone. The University had to work extremely hard to build resource, build capacity and they even started something they called the university research grant and this was expanded when the private scholarship came in and some of the money was budgeted for capacity building for staff. Otherwise, Makerere University would have collapsed.

He is convinced that it is against this background Makerere still beats other universities. “When you compare our university with other universities, we have one of the highest number of PhDs. Recently I saw the ranking putting Makerere as number five in Africa and only second to South Africa.” He appreciates Government for working with African Development Bank (ADB) to provide study equipment. “Another area where

government has come in is supply of equipment. My department is going to be one of those that benefit from ADB including Chemistry, Veterinary medicine and other science departments.”

He concludes with his praise towards private sponsorship for allowing many to get knowledge.

Private sponsorship has contributed tremendously in the, actually promoting what I could call university education. Not only Makerere but elsewhere because how did these private universities come about? They came about because they know there is private sponsorship here so they were also initiating private sponsorship. . So private sponsorship opened flood gates for Ugandans to join higher institution training and many of them are politicians, ministers, of course doctors, engineers, teachers. So I will say private sponsorship has been a great success, there's no doubt about that.

He comforts whoever might be worried about quality.

I have seen the establishment of the National Council for Higher Education, you know the NCHE which is supposed to be the regulatory body for higher education also started fairly recently. It has helped in trying to be vigilant so that the programme you're teaching is okay.

D10

She had all education from undergraduate through to PhD at Makerere University. “I have basically done all my degree courses here although my PHD was at The University of Alberta but was awarded by Makerere University.” Graduated with first degree 1990, Masters in 1992 and PhD in 2004. Started teaching at Makerere while pursuing her Masters. “I would really say immediately I was doing my Masters I started working but effectively in 1995.” She had not participated administrative positions except a few activities. “ I have been in charge of Examination timetables. I did both teaching and examination timetables. I was also in charge of School practice – organization, coordination of supervision and all that and several committees that are put in place usually.” She has been Dean since 2013 and now serving her second term.

She remembers her undergraduate period as the last group to benefit from university free privileges. “I think we were the last group of students to really benefit from the boom in 1989 when 2 students were killed. I was in my final year.” According to her it was “a period of structural adjustment policies that were impacting in all sectors.” It was also a warning call to the university. “When the boom was removed it was a warning to the university that they were not going to get a lot from government.” The University had to find a way of

sustainability. “It was around that time that the university introduced paying students and the university began accepting people who had the money to actually join the university.” This intervention however seems to have come with challenge:

The challenge we had with that was that I think we didn't plan well how to manage the in-coming of these students especially in terms of the use of the resources so what happened was that the different units would pay their staff for the hours taught. And so you would have somebody receiving a full salary as staff but additional teaching for the evening would be paid for separately.

This resulted into “two universities in one.” With some faculties being richer than the others. “We had terms like wet and dry units.” In the end ethical challenges and quality arose. “That took us off track because units started having programmes that shouldn't really be programmes and subdivided.” Later this was addressed but not without resistance. “When you have introduced a system and then you stop it you always get resistance. If you see the history of Makerere university, it's full of strife and strikes”. Second decision was to bring balance between the faculties. “So, there was a decision made by council that all money collected from units should go to the Centre. The Centre pays and this money is shared by everybody whether you are in a unit that does or doesn't bring in money.” This didn't go well with the “units bringing in money.” It therefore, became a vicious cycle of challenges. “you think you've solved a problem and something else comes up and for me this is not looking holistically at the whole challenge and see how to address it.” The university came up with other income generating units. “As a university we started a bakery which was then supplying the student halls and a grinding mill. Right now, I think many things have been put in place like the Makerere endowment fund.” She is however, weary that such units might compromise the intention of a university. “If you allow Units to do whatever they want to generate money, that is when you have people teaching Medicine in Education even when they don't really qualify but because they know that they'll get some money.”

In order to move forward, a number of interventions have been put in place, like appointing of leaders. “I think we had a system where leaders were appointed, we now have a system where leaders are searched and the result of the Search committee is presented to Senate.” There is however, progress and transcending the challenges.

A few years ago it was all about teaching and teaching especially when we introduced private sponsorship but now we got out of that. There's more research being done now, there's more interest in linking to the community. I now see a positive trend which as result of the country is probably beginning to put pressure on the university to reach out to the community as opposed to the ivory tower syndrome.

Research is beginning to inform practice. “And research is beginning to inform teaching which is what should be there.” She believes that centralising the private money to be shared by all helped. “that there's more

motivation across the board as opposed to in a few specific units knowing that they have the money, but these are units that would go more into teaching than research.”

She is also certain that money from private students has contributed a lot to staff development much as it was the initiative of the university.

When the university changed its policy that a lecturer must have a PHD one thing that Makerere did was to save 10% of every tuition paid by a student is banked into the Staff development account. Many of us who got PHDs used that money and that's why I think Makerere has one of the largest numbers of PHDs.

These changes and challenges have had a great impact on the roles of Deans.

we need to deliver on all these things and sometimes as a dean you find it a bit difficult especially when it comes to things like someone to mark dissertations, supervisors to deal with people, people begin to see it as additional load because they were being paid previously and they are no longer being paid. So people are disgruntled and it makes our work of delivering what we are supposed to difficult

There has been however, a deliberate effort to orient and mentor the young staff. “So these young people of about 20-22 years who don’t know what the university is all about so many times when we have meetings we encourage seniors to mentor the young ones.” She balance emphasises that as Dean her “role is to ensure academic leadership so that staff all three core functions of the university.” She concludes that technology has made things easy unlike in her early career years. “I think now the staff are better informed than we were because all the policies are online. Things have changed.”

D11

She joined Makerere University in 1989 as undergraduate student and graduated in 1992. In 1999 she graduated with a Masters degree from the same University. She obtained her PhD in International Health Studies in 2003 from Queen Margaret University, Edinburgh. In the same year after graduating with PhD, she joined Makerere University as an academic staff. She was postgraduate coordinator, then Ag. Dean for 5 months before becoming substantive Dean in January 2018. She is serving her first term. She has however played a number of administrative roles including being a member of Makerere University Academic Staff Association (MUASA) Executive, member of the University Council. Being on the University Council makes her participate in many committees of the council like finance, appointments’ board and quality assurance. She currently chairs Students’ Affairs Committee. She is a member of various professional bodies and has many publications. She has in participated in various projects with some sponsored by big funders like DFID.

She remembers her first year of enrolment as the year when boom (known as book allowance) was removed. “...the year all those things were abolished.” However, given the economic background, they were

still grateful. “But we were just students who had come from secondary school, we were used to paying fees so we were happy to be in Makerere where you don’t pay fees and we knew Makerere was free.” Unfortunately, it did not end with scrapping of privileges but also came a strike which led to closure of the University and then a second one which claimed lives of two students.

“...the first year, there’s a strike and it was first year first term and yeah the strike was over allowances much as first years we didn’t know what this was about. So they were sit downs and then the university got closed. The second strike we were in second year I remember we refused to go to class for two weeks. Then one day were commanded to go class. While some of us refused to go, others went. So a few minutes after they had gone to class we heard gun shots. ... and that was the time two students were killed. So that’s when we knew things were serious.

So most of them decided “never ever to participate in this thing again” because “it was not worth death that occurred.” It was however a relief getting to the final year without paying fees. “But we knew once we entered third year with no fees, we had survived.” They decided “to rush quickly and finish just in case the monster of privatisation comes on.” She was lucky to enrol for masters still as a government sponsored student but not free of challenges:

So when I enrolled for a masters the first term was study, the second term I think that’s when the ministry or the government reminds the university that they are only paying for their own. The university should not expect money from the state. But the university had recruited 300+ masters kids on the ground. So again we had to mobilize cuz people had left their jobs, we had left our jobs and come. And masters that time was a full day programme. So all Deans were told to go and tell the masters students to pay... So that caused us to form a strong Post Graduate Students Association which then went to lobby with the state.

The lobbying paid off and all in that cohort finished in record time. “So all of us in that group in the PGSA, we made sure we finished our master’s programme within two years, actually it was 18 months, record time, and we all graduated.”

Her recruitment to academic staff had its own challenges but later she overcame. “So I came to a system where there were two tires, If you were teaching the popular courses you had a little bit more money, we had the colleagues in the sciences who did not have much money.” She later realised that there was a price. “But also, that went hand in hand with large classes and very challenging was the marking period.” She noticed that there were different considerations loads as a new staff. “If you are a new recruit you end up with a lot of responsibilities, I became the post grad coordinator, so that meant I was sitting in higher degrees committee meetings.” Then came the benefits which she related to the new system.

I also learnt that when you sit in those meetings you get paid and as a coordinator you got an allowance for it. So, everything that you were supposed to do as an academic became commodified with a price which I found out later that it was an incentive.

The tire system resulted into public day programme and evening programme with differential earnings. “Then we had differences in payment with evening programme becoming fully private and the day programme became free. So, we knew that your monthly salary covers you for the day, your top-up and college allowances cover you for the evening.” Owing to this development people became unethically creative. “People who thought they needed more money, would enrol to teach on the evening programme. Because I mean the day you were already sorted by the salary which won’t reduce but the evening provided extra money.” This was contingent on one’s negotiating power or connection.

..., you were paid higher depending on how affluent you were and how much clout you had in the college, you were paid higher which also meant that certain colleges were considered highly over other hence the term wet and dry faculties. You had different layering. You would actually sit in a meeting and tell the deans who came from the lucrative units, the way they dressed, the way they spoke, the cars they drove.

Colleges with many students got more pay than those with few students. “The university used to operate on a transfer system. Dean of a bigger college, of course would compute how many students and have the equivalent transfer.”

Then Management decided to address the issue and they decided that there was “no difference between who teaches on day or who teaches on evening.” Lecturers were therefore told to “decide” where they wanted to teach. “Give us a minimum of eight 12hours a week.” She is convinced that these are challenges of corporatisation that has affected the role and teacher-student relationship among others. “In the past teachers prided in helping the student without pay. So, they would read a students’ work, they would go after struggling students and all that.” She acknowledges that while she is a supporter of corporatisation, there are still many things she does not agree with. “. Sometimes I also don’t understand why you wake up in the morning and suddenly the students are on riot and you ask what are you rioting about? The majority do not even know what they are rioting about.” She believes that this corporatisation has changed the intention of the university turning it into a vocational institution. “Why do universities exist? Universities exist for a particular kind of intellectuals. If you look at the history of the university not everyone went through the university, it was for the crop of 13% of the population, top brains.” Her argument is that “that was a particular crop that was required to think.” She contends that a University “was never for mass production. But because we want tangibles, we don’t want thinkers anymore.” She is worried that unless something is done, “in the long run is we will end up with the brains in Europe and the hands in Uganda” which influences “the nature of research grants we have. Corporatisation has changed more from the thinking things to the cooperate things.” She sees “corporatisation commoditising academic activities including the teacher’s role.” Otherwise, “the job description of a teacher, what does the teacher do? A teacher teaches, marks, guides, and a teacher motivates. But suddenly people have itemised the way of being a teacher.” Corporatisation has not spared research either.

This whole mantra of we are a research led university is because we are looking at research as a source of revenue not necessarily research as a source of knowledge because research other than being corporatised it I also another way of academic or knowledge imperialism.

It has also created another brand of “big fund attractors, the big grantees and academic publishers because research has publications.” She mentions brand names as:

“X, Y and Z, these are who are winning about USD 30million? They are signing for them in the US White House. Even when they move around like brands, they drive jeeps, everything is branded but basically then we celebrate those brands. Our students particularly those who have free way to choose their master’s dissertations, track into the big brands. So we are into research not just because of the fact that it expands knowledge but that research brings in big money.”

She laments over the number of things that have been affected:

So it is changing the way academia is, it changes the character of academics, it changes the character of the students but it also changes the character of the knowledge coming out and also changes the composite of it all. It changes the character of the university as an institution of higher learning. And I think in the near future we shall be asking what the role of the university is. Maybe our knowledge of the university as an intellectual space is going to disappear.

For instance she compares her time as a government student and the present student as if they are from different universities:

The university I was in, you stayed in and everything was on board but the students because of being clients over the years have also demonstrated and all their strikes have had a component of food, So we went on board with privatized kitchens. The former cooks, we brought them they are now cleaners. But also we brought in food providers. We subsidized by giving them a low rate for restaurant and hotel but through the students and teachers’ committee.

The change has had a great impact on the Deans’ roles from being purely academic to fighting ills, helping staff fund their studies and even generate money for the University.

It means as an academic leader I have to work harder. One of the things I do, I leave office every day after 10. But most of the time am either writing letters for collaboration after 5, looking for all kinds of research because my staff are multi-disciplinary so I have to respond to that and you see as you are chasing that you have to look at which university policy which university act. Redeeming the intellectual culture through seminar series.

According to her, corporatisation comes from way back “in primary and secondary education where students are oriented to passing exams hence students brought on board are intellectually lazy.” Hence additional work for the Deans.

She however concedes that there are those who have taken advantage of corporatisation and developed their careers while there are those stuck in the rut:

“I do travel a lot and I have to say no sometimes to travel. I have colleagues who can spend five years two years without traveling but we also have colleagues, unless the university gives them an air ticket, they will never step on the plane. But you are all supposed to be together. You have to be creative. I have a colleague in linguistics she was there in Cambridge, she does travel a lot because she has applied her linguistics, she’s using it for knowledge translation.

Her advice to fellow academics is that they should be creative and find a way of utilising the acquired knowledge to connect with the trend. “I happen to be in the health systems track which is on vogue now. I’m in politics and now political economy is very big and all are in vogue but there are people who wanted to say in their professions.”

She concludes that, “...the whole discourse has changed. We are constantly revising our curriculum for example there are those courses that have been asked to close because they can’t generate enough numbers. Some courses and programmes are treated as cash cows for the university.” She is quick to warn that, “the university needs to know that we have those that are currently marketable but should also support those that continue to be needed to the society even if they are not marketable.

D12

He is called a research brand (field notes) by fellow academics at Makerere. He has been written about a lot and so decided to take his own words from the Interview because not only does he provide his bio-data but also critical background of his career:

I am very proud of being an alumnus of Makerere university, I joined Makerere university in 1978, the time of Iddi Amin,. I went I worked in public service, I worked in the private sector, I worked in the prisons, then in a private sector then I came back to Makerere in 1993 August. I joined as a lecturer that time after my M MED occupational medicine and public health from National University of Singapore. So, my training is Master of Medicine in Occupational Medicine. And the time I came back we were only two people with that qualification in the country. And the reason I joined Makerere was one, I believed we needed to build our own career because there was only one person who was teaching who would come and teach and leave because she was in the Ministry of Labour. When I joined Makerere I was the only person teaching from first year to fourth year Occupational Medicine. I later

on developed Environmental Health alone so that I introduce it as a course. I taught it with one other person until we built capacity. I was able to recruit people who were very good students on scholarships and now we have close to four, five PhDs in the same area that I trained. Even if I leave Makerere I am very confident that we have built capacity to carry on. I have gone through all the ladders, I was lecturer, senior lecturer, associate professor, professor. I became professor in 2016. I've coordinated programmes, I've developed curriculum, I've been Head of Department, Deputy Director, then Dean of the school. I was a Dean for 8 years and I was a Deputy Dean for four years and I personally think the School of Public Health has made a very big impact on the university, it has been a flagship school, it has brought in research, it has brought in innovations. Over my period of the last term I had a project worth \$25million which was money for innovations, and we funded more than 165 innovations in this country up to the tune of about \$8.7million cash that we gave to students both in Makerere and other universities in Uganda. I have more than 58 papers behind me published, I've published even books, I have several chapters in several books. And Community service, I've been part of the university service developing programmes for the community more especially the disability scheme. I've led the disability scheme for six years where I am responsible for recruiting examining and supervising all the disabled persons in public universities, responsible for making sure they are admitted and well placed. I have also as part of community service developed programmes for the communities against cholera and what we called clean Kampala where we chased away cholera by saying no more isolation tents for cholera. I've done work in Kanyanya, the market. I have also set up cohort groups that am following where we have done screening for cancer in Mitooma, Shema and Iganga and more recently in Kihifi, and we do community sensitization against cancer. I can say that the best time to enjoy being in the university is being a Dean. I guess what am doing now you call it leisure.

What I can add is that he graduated with PhD of Public Health from Atlantic International University in 2014 and obtained a certificate in Authentic Leadership Development (ALD) from Harvard Business School in 2015. He is currently serving as the Ag. Deputy Vice Chancellor for Finance and Administration. He is a Principal Investigator for several projects funded by development partners. One such Project is Resilient Africa Network (RAN), a USAID Higher Education Solutions Network Lab which is a consortium of 20 African Universities led by Makerere University, School of Public Health.

He didn't not join academic staff after graduating with his first degree, instead he joined the Public service and later Private sector. He did not join Makerere until after his Masters (M Med). He remembers his time at Makerere as a student as "the time of Iddi Amin." His return to Makerere University as a lecturer was motivated by the desire: "to build our own career because there was only one person who was teaching who would come and teach and leave because she was in the ministry of labour. Looking at what he has so far achieved since he joined as an academic staff, in the all the functions of the University, his motivation has been attained. His best time was being Dean, "I can say that the best time to enjoy being in the university is being a Dean" not because of what he gained but he contributed:

I inherited the school that was very poor. Its turn over was less than \$3 million in terms of research grants and it was receiving hardly any money from the centre. It was a school that had prospects of growth with very lean human resource and very lean infrastructure. The debt was more than close to \$100,000 but I had to start.

His desire was to “develop the school from being a small unit which was a department into a vibrant school...without necessarily going to the centre.” He addressed his challenge by answering Six questions:

...how to we mobilize resources? how do I mobilize human resource that is appropriate without necessarily increasing the wedge bill of the university? how do I mobilize donors and funders, to build confidence that they are able to trust that what they do will work? How do I build the school to put it at a level of other public international schools of Public health to attract How do I make sure that the school was visible in terms of its outputs? How do I build confidence of the faculty that were there?

First he needed to address question one which would in the end cover question six and later works around the other four:

I realized that the quickest source of funding is you getting involved in research so that you get research funds they come in, you build capacity, people do research you have outputs you have publications and later on the publications move to people being promoted. I also identified the key areas that needed support for funders that were even willing to support the areas.

His mechanism of addressing the questions is more like a guide to reviving a struggling institution back to life. “Members of staff were not enough so we agreed that whoever wrote a proposal the people or the staff on the proposal would have appropriate qualifications that would make someone qualify to be a lecturer in Makerere.” Since there was no additional money for additional staff, he decided with his team, “whoever was writing a proposal, puts in a component of capacity building so that if you had a project” however small or big, “... put in infrastructure, books, internet, those were key.” They “went out to respond to proposals and in a short run

were able to get funding from many founders.” Next was to build trust of the funders through emphasising accountability. “our main slogan was accountability. So, accountability became one of our key pillars. That you get resources, you do the work, produce the work, you account for the resources, and because of that, it made us build a name.” It also meant giving timely feedback and building teamwork. “The reports were there and in time, and these teams that would write proposals were charged to supervise students in teams.” To achieve visibility at less cost, he developed MOUs:

We developed more than 15 MOUs with international schools of public health that were outside Africa. In that way we were able to get visiting lecturers and professors to come and teach and that would remove the burden for the cost. Then from those MOUs we were able to sign or write proposals or joint proposals which would pay for indirect cost or overheads.

Using those funds, they were able to “develop the areas that were not being developed or that didn’t have resources,” hence they developed “a culture of saving for development.” He improved completion rate by “admitting only quality students” and “marketed Master of Public Health (MPH) which was distance learning from 35% to 60%.” In order to attract the visiting lecturers, he created a conducive environment. “I also deliberately as the head of the institution said that anybody hired either as a project manager or as assistant lecturer would have an office fully furnished with computer internet and everything. To attract more students, he introduced more “lucrative courses” which were “well priced.”

In order to minimise delays through institutional bureaucracies, he “through the normal channels of Makerere requested to have a finance management unit and a unit that was autonomous and that helped us so that the business to do with projects was fast. The cost of running business was cheap.” He acknowledges that the Unit made it easy “to do the accountability very well, we were able to regulate every year by external auditors.” They however, maintained “a link with the university so that at any time the bursar would check on the balances sign some cheques and so on.”

So by the time he finished his two terms, he was able to build capacity. “The school paid for 21 people and I left when we had 32 people still in the pipeline for PhDs. I left nearly every member of staff save two or three had PhDs including myself.” He observed that “governments do not fund institutions” and as a Dean he

learnt “being proactive, knowing what he wanted and accountable” and cautions that “without clear headed deanship many schools fall apart.” He appreciates the Universities contribution to the success of the school.

The role of the university was to oversee and make sure that our operations were doing the right thing. They never interfered and am very grateful that my eight years Makerere University gave me the support that I needed even the government. we are happy to say that our school is the best school of public health in East Africa.

He encourages Deans to be proud of their position because of its influence and roles:

the best job that a person should do and feel great and feel rewarded because as a dean you can get partners, as a dean you can raise money, as a dean you interact with students, as a dean you influence programmes, academic programmes, as a dean you influence publications, as a dean you influence memorandum, as a dean you influence government.

He concludes by advising Universities about the importance of Deans and how to intervene:

I think the growth of any school, the growth of any institution, any university depends on the deans and people who have not become deans should never actually lead the university because they do not know the challenge. The challenges of any unit of the university are seen at the dean level. The most important job for any university, for a university to grow is deanship.

D13

He obtained ,his first degree (Bachelor of Commerce) in 1995 from Makerere University and in the same year joined the academic staff as a teaching Assistant, later enrolled for MBA and graduated in 1998 from the same University and immediately was promoted to Assistant Lecturer. In 2001 did ACCA then got an opportunity to study in Netherlands for a second Masters in Public Procurement from Maastricht School of Management. Went on to acquire Chattered Institute of Purchasing and Supply (CIPS). While there, he attained his PhD in Public Procurement in 2008 and returned to MUBS where he was promoted to Senior Lecturer. He became Associate Professor in 2015. Before becoming Deputy Principal of MUBS, he had served in a number of positions. Until 1999, he was Coordinator for BCOM External. Then Head of department in 2008. In 2013 he was promoted to Dean faculty of Entrepreneurship Which he served only 1 year upon being appointed Deputy Principal which he has so far served four years.

He identifies his first year at university with strikes which he called “classical of academic staff association” arising out of need to improve staff welfare and “for running the university.” He compares the regional higher education contributions against their 1% GDPs as per UN’s regulation – “I think Rwanda provides around 0.8, Kenya about 0.7, Tanzania 0.9, Uganda 0.3 and this is because of the salary enhancement for the professors recently.” He blames Uganda’s lowest contribution to Higher education because “a lot of government expenditure on education is on primary education and secondary education.” At the time of his admission they “were only 100 out of 5000 who had sat UACE examination” leaving majority out. Those that “had money went to India or UK.” During that time the Dean of faculty of commerce (which became MUBS) and became its Principal “advanced an argument” that instead of strikes demanding for:

increased salary when people are taking money to Indian Universities. “Why can’t they pay in Makerere? You know, to promote our institutions. Have more students in the Makerere brand and have some more money into the university.” It was opposed by Senate I think very strongly.

Later Government supported the proposal which resulted into a success story with majority of the first students being above 60 years at the time.

MUBS eventually went ahead with support of government and so eventually we started BCOM External and eventually BBA came on board and these became very very popular in faculty of commerce. The whole public now saw that this is something that can work and it gave opportunities to very many people... That is when we moved on and the whole university decided to follow that.

He is an ardent believer that Corporatisation was saviour to end poverty and those that don’t have private students are struggling.

Of course, all the lecturers in commerce almost all of them bought cars which was unheard of. All other lecturers didn’t have so they all pushed their boards to reproduce this... All colleges that don’t have private students can’t run because they lack funds.

As a school they put a number of measures to harness corporatisation and one of them was to teach both private and public students as he puts it, “for us we do not segregate them.” He gives reasons why:

People would go to private where there is some payment and leave the others. Second, the government students are high class those who go to day, if you separated them then you would have only first class and you have another BBA who can’t perform as the other one and this could cause trouble giving the same exam. So we had to combine them and they moderate each other and they learn from each other, they are in the same discussion groups and at the end of the day you will not know that this is government or this is private unless you look at their registration number.

Another measure is the way they utilise “private student’s money to subsidize for the others” because “government money delays and there are some areas where government students don’t really get money like field attachment, food – government gives only 4,000/-.”

He also recognises a number of challenges which he believes are not caused by corporatisation but how Government has failed it. For instance the challenge of university whose population is over 80% private still being referred to as public institution. “When you are managing a government institution, we use public models not private models of managing a university and that poses a big challenge.” His argument is that given the government bureaucracies and procurement systems, “you spend a lot of money utilising a public model to spend private funds to manage a public body” because of the many “costs surrounding government processes.” Another challenge is the criteria used to select government students:

Government students are first of all from X and Y schools who get AAA. Meaning they were rich in the first incidence, the poor ones in our villages cannot get AAA, they are the ones to pay for themselves. So the rich ones who were able to go X and Y, you are paying for them

He proposes that “Government reconsiders this criterion for who to pick as a government student. But not simply a mark.”

He highlights nuggets of what has set MUBS apart despite many challenges. First is how they manage administrative and academic issues:

For us here, we have Deans’ committee- this is like 20 people, then you have management committee meeting which takes like all administrative and financial decisions. Then academic board which is a senate of it’s kind all rotates academic decisions because these are lecturers, they are representatives they go to academic board. So in academic board only academic issues are discussed. We ring fence the academics to keep safe from these others.

The second nugget was the leadership style of the Principal, “I think our Principal believes in delegation, if there’s something that comes, he will approve. HE will not say why have you done this? If there is something I would have done and he is there, he will do it. That informality, that togetherness.” Third nugget is how they have continued to manage staff development and research:

We have staff development policy, we take it as a core activity, whoever comes to MUBS after two years has to start a masters programme. Once you have a masters programme after another four years you start PhD. So that with in ten years a staff is with us they have a PhD. We have both external sponsorship and our own internal sources.

On research he describes the internal mechanism they have:

Then research budget each faculty we give it 52 million budget per year in terms of internally generated funds. We have decided to do this and to utilize it per faculty very well such that wherever there is a professor there's a research project, somebody who is not yet a professor, a lecturer and an assistant lecturer for purposes of mentorship. So that's how we are building our research capacity.

He boasts that it is out of such initiatives that they have contributed greatly to Makerere Universities visibility, "This is why we have a lot of publications in top journals with awards. In fact, when you hear Makerere is fourth university in Africa, remove MUBS. You'll be amazed. Some of those high-end reports are ours."

His advice to government for successful public institutions, "private money from the private students should be handled using private best practices not government financial models those that exaggerate costs." Second is "separate finance and administrative decisions from academic decisions." Leaders should learn to delegate as he appreciated his Principal and lastly terms of leaders should be prolonged because:

There's an advantage in it, now I know that Professor Balunywa would have said this, therefore I take the decision and inform him and he will say, eh that's what I would have done. But if you have a new one after four years...There are new dynamics. So there's continuity and because of that and togetherness and team work, we have learned not to be bureaucratic.

His confidence is that as a Business School they understand the dynamics of corporatisation and hence "can easily connect what decision is likely to affect" them.

D14

He graduated in 1999 with a PhD from a Germany University, got both his Masters degree and first degree from Makerere University in 1994 and 1991 respectively. He became Associate Professor in 2009 and attained full professorship in 2013. He grew in the academic ranks from an Assistant Lecturer in 1994, to Senior Lecturer in 2005 until he became a Professor. He has taught a number of courses and supervised many students to completion both at undergraduate and postgraduate levels. He has so far spear-headed many projects and has various publications. He was Head for 2 departments; one for 2 1/2 years and the other for about 3 years before he became Dean 2013. He is currently serving his second and final term as Dean.

With over 25 years as an academic staff he displays confidence which nears to arrogance. "I joined in 1994 as an assistant lecturer when I was winding up my Masters. I went for PhD, I completed towards the end of 1999, I came back in 2000 as a lecturer and I have been here." He narrates his undergraduate period with emotion having gone to the only university in Uganda for only few lucky ones at the time:

When I was an undergraduate, Makerere University was the only University in Uganda and whenever one said he was going to University he would say I am going to Makerere. It was synonymous. By the time the number going to University was small.

He remembers that due to “explosion in the population” the “demand for education at university level” increased and Makerere could not “accommodate all the qualifying students” to government sponsorship. The result was to “open up the gates” of Makerere University “to bring in even those other students that could not qualify for government sponsorship but had qualified for university entry.”

He regrets that “opening up the gates unfortunately, did not correspond with the expansion of facilities the admissions were expanded significantly but the other facilities did not” including the “numbers of academic staff and infrastructure.” While he believes the expansion was “to generate revenue that would cope up with increasing cost of education at university which govt was not ready to foot” the challenge was that the increasing student population “did not match the facilities.” It therefore, over stretched the existing academic staff, the workload increased ... and to some extent the close interaction between student and lecturer reduced.” While he emphasises that as a school, they “have been consistent in quality and tried as much as possible to work within the means and ensure that at least quality standards are maintained” it was through seeking “external funding in form of research grants.” He asserts that without this external funding, the “quality would have significantly gone down.” He acknowledges that they still have to grapple with some challenges regarding quality:

to some extent the interaction and the contact with our student reduced. Where were teaching a small number of students and having smaller groups who would be well tutored now there are big numbers so you find that even the research facilities we have are not adequate for the numbers we have.

Despite the challenges, he still appreciates the benefits of opening-up:

The good thing with opening up is that many people need Higher Education and of course they want quality education which they think and I also believe in them that they can get it from Makerere University than other universities because we are still a premier university and I believe that whatever you fail to get at Makerere university, I don't think you get it elsewhere in Uganda.

It also increased the “number of graduate students” who have also led to “improved quality of research and training” because “most of the research grants we get are tagged on graduate students.” This further improved “the student-staff relationship at graduate level.” While the students have benefited, as a Dean, his work life balance has been affected:

Now you can imagine I have more than 10 students I do teaching, research and administration. So, you can imagine how many times students bounce looking for me. I don't have time for them not that I don't want to supervise them, but I don't have enough flexibility to give them the time they need. It makes us work during holiday time, including weekends and I even don't remember when I last went on leave. Every year I promise myself that I would go on leave, but I find a line of activities that I must do. Even when you leave someone Acting, you will come back and find something not done.

He confesses that not only has the opening up affected the Deans, but it also constrained the top management-academic relationship:

There has been a friction actually ever since the opening up, because all these challenges I have mentioned, now academic staff want to see the benefit of having those privately sponsored students. Unfortunately, the resources are never enough so the academic staff think that top management is not for them otherwise why can't they share that generated revenue.

He however, blames it all on government's failure to provide enough financial support:

Simply because I think that much as it is supposed to be a government institution, the budget that comes from the government is small because you see the number of students is very small. It is an insignificant portion of the total population of the students.

He is instead more sympathetic with top management which must manage the little money from government to "top-up" and cover the "big wage bill. So academic staff are not happy with top management and top management believes it is doing the best."

In order to eke their living, "the staff concentrate more on their research. Because from research, you find some research budget that has top-up allowance so they look at it as a better option for survival." He recalls that while he was a student, there was "a window for staff development" whereby "staff who needed to go for further studies, would be facilitated but unfortunately the budget went on decreasing and now I think there is nothing." This leaves most staff to fend for themselves by looking for external funding "apart from a few who have benefited from the Swedish research grants which is given to MUK and managed by the Directorate of graduate research and training."

Much as he appreciates many things with opening up, he is not happy with the way recruitment of staff is done these days unlike in the old Makerere where:

The academic staff in a given department would identify the good students and then they would interest them and groom them and then on graduation they keep them and through grooming and molding, they would further their studies as Assistant lecturers, as lecturers and so forth. So, every year, the top brains would be identified and retained here."

His argument is that the recruitment process of these days is through advertising and "works with papers which cannot tell you who a person is" unlike those days when "the good potential teachers would be identified by their own lecturers and then they

would encourage them to apply and they would give them." He laments that "We see our good students going going going and they end up in these other universities and then we end up recruiting the first classes from those other universities where the quality of research and teaching is down." His conviction is that their graduates are more ethical and professional than from other universities:

...the person who studied from here would have seen how ethics are handled from year one to year three and masters they see how they are handled but getting somebody from university X, he will come here and he will start selling marks but here our students know that it can't happen.

Otherwise” quality of research has significantly improved” because it goes on to benefit the Communities:

We used to do research that would end up in publications, most of the research was on station ... you get your results and publish but we have since changed, most of the research is applied and working with various partners so that the results are deliberately to benefit the end users not for ourselves much as we also publish but most of the results are meant for end users -the community.

He boasts of the great achievements and contributions the school is making:

This school alone produced the biggest number of PhD s in the university I think we are only beaten by the college of Health sciences as a school we are competing with colleges. When it comes to publications again we are only beaten by Health sciences. So, when you read that the ranking of Makerere University has increased to 4th or 5th or 3rd, they normally look at the number of publications and other things. So you know that it is us and college of Health sciences.

He maintains that it has been a deliberate effort “we are very mindful of quality and the numbers we get, we give them what we think they deserve.” Secondly, he encourages staff to participate in developing proposals for research grants for both earning and career development:

You find even some who don't have their own projects; they are partners on the projects by their colleagues. Like I have a project, but I partner with about six people in the school. They didn't write but I wrote. I needed their input, so I brought them on board. So that kind of collaboration is what we are promoting because I tell them that you can't get a meaningful grant unless you write with your colleagues.

He advocates for collaborative research which is relevant and meets communities' needs.

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