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Professorial Dearth and Professional Development of Young Faculty: The Struggle for Academic Excellence

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Abstract:
Professors, often serving as departmental and faculty chairpersons or chief executives of most universities, play very important roles in the policy formulation and implementation processes of universities. Professors are at the center of the major purposes for which universities exist. Although they are generally seen as stinky in their criticisms of issues at meetings, the dearth of professors on the staff-list of any university usually also sends signals that the best in academia are not on board to direct critical thinking, knowledge creation and dissemination in such institutions.
This study examines the role of professors in the core businesses of universities; especially in shaping the lives of younger faculty and students under their guidance. As teachers, mentors and researchers, professors are central to the creation of any reputation to which a university is identified. Their expertise in matching curricula with national aspirations through reviewing, expanding or dropping courses not serving national interests makes them very important in building reputations. The paper concludes that those who preside at the departmental and faculty levels lose or win the reputations that go with many universities.

1. Introduction

Universities are specialized communities that seek, disseminate and expand the frontiers of knowledge. They also pursue truth and defend it fearlessly. The mission and vision of almost every university are fashioned by senior faculty. In most cases professors serve as the departmental and faculty chairpersons. The quality of the products of universities are linked more to the experiences and leadership from these chairpersons rather than the administrative facilitation removed from teaching and research. This work will examine the roles of departmental and faculty chairpersons towards the achievement of academic excellence. It will highlight the central role of professors who ideally should encumber these positions. The work seeks to reiterate that professors are seasoned teachers who understand the expectations of young faculty, industry, alumni, evaluating bodies, students, donors and administrators. The role of an effective central administration in any measured progression towards these ideals will not be lost in the study. The work will finally seek to demonstrate that professorial dearth is at the bottom of the low or poor research and academic publications being experienced in some universities.

2. Academic Community Life

Academic communities are referred to as discourse communities due to the common languages that bind the major players inside them (Hatch; 1999:70). Historically, many universities have always had clearly marked geographical and physical boundaries with most of their central administrations on hills where their towers can be seen from afar. Universities today still have their jargon of big words and specialized terms such as electives professors, majors, credit hours, sophomores, levels and all the 'oologies' one can think of. As freshmen, we personally encountered big words like cosmology, teleology, ontology, doxology, eschatology and a host of others in our Religion classes and were perplexed about their liberal usage without any definitions. Almost everybody seemed to be very busy with few people showing concern for the language difficulties of freshers and visitors.

The privilege to attend university in mediaeval times was limited to a few elites who tended to attend the same universities and colleges until the onset of the 19th century. Not just anybody could walk into Oxford, Cambridge, Harvard, Yaleor the early universities in France and Italy. Before the 19th century, most universities offered a common core of courses taught mostly by clergymen. This period has come to be known as the era of 'the tired clergyman' (Kerr, 1973:41). By the 19th century, admission to universities had expanded from limited access to elite groups to other commoner communities. Enrolment at the prestigious universities was no longer for the sons and daughters of kings, dukes, knights, marquises and counts who could pay the fees. This diversification also brought in its wake multitudes of viewpoints, values and beliefs leading to specialization.

Lanham in (Hatch, 1999:71) describes students in modern universities as "visiting anthropologists". To Lanham specialization and professionalization require students to learn the languages of their specialized fields just like anthropologists learn the customs and languages of the places they are operating from. The best teachers as captains should direct young faculty and students to cope with any emerging challenges. Professors may not be the wisest men but their wealth of experience in the core businesses of universities often comes handy in counseling, appraising, reviewing curricula, determining teaching loads, fundraising, liaising with accrediting agencies and administrative support units.

3. Purposes of Universities

Universities in general are established for teaching, research, dissemination of knowledge and service to community. They also seek the truth, promote it and defend it to the hilt. These broad objectives are pursued by the professors and other junior faculty under the direction of departmental and faculty chairpersons. The departmental and faculty chairpersons preside over the review of curricula and collation of examination results for the consideration of Academic Boards/Senates. Global competition now warrants the best brains in the universities to fashion out tertiary course objectives bearing in mind the expectations of the industry and other stakeholders like government, unionized staff, student leaderships, alumni and management's own vision. Ideally, one expects professors to be better at doing this than non-professors. But this is always not always the case.

Chambers (1983:8) points out that too many competing demands for a professor's time sometimes result in professors…"taking on more and more and complete less and less, complete it less and less well and, as they become more eminent, are less likely to be told their work is bad". Chambers (1983:30), a professor himself, goes on further to disparage his colleagues that many professors… "are incapable of writing anything short and clear, or of meeting deadlines. They question priorities instead of getting on with the job. They look for things wrong; they write about failures not successes".

This suggests that over-reliance on professors may sometimes bring disappointing outcomes. On balance, several professors deal with these deficiencies by working with younger faculty, thereby mentoring and monitoring them to meet deadlines. Furthermore, Chambers (1983:33) compares the habitual failings of professors with the attitude of field practitioners that… "while academics seek problems and criticize, practitioners seek opportunities and act. Academics look for what has gone wrong; practitioners look for what might go right". Partnerships of professors, practitioners and young faculty could deal with these fears and anxieties listed by Chambers.

4. Professional Development for Young Faculty

Education and continuing professional development serve many ends. Bogue (1984:63) points out that politically, education helps to sustain democracy. Socially, it helps to promote unity. Economically, it enables people to obtain good jobs. Ethically, it enables the transfer of values. Education also serves legal ends by promoting the pursuit of justice. At the personal level, it leads to self-fulfillment. This is not to say that the untutored have no contributions to make towards these ends. Education increases and sharpens the contributions of persons towards these ends. We use professional development not for the pursuit of higher academic qualifications but for personal deliberate effort at deepening one's knowledge and skills through continuous learning. Higher qualification is just part.

What has prompted recent concerns at how well young faculty are faring in universities? Why is the dearth of professors in some university a concern to stakeholders? Does the inexperience of young faculty have anything to do with growing public perception that the quality of education is on the decline in many countries? Tucker (1984:122) points out that interest in young faculty has increased due to adverse changes in university environments. Thus, renewed interest in young faculty is a search for internal solutions to the shocks that threaten to erode public confidence in the quality of outputs from the universities. Several circumstances have combined now to compel a consideration of the fate of young faculty in universities.

4.1. Changing Society

We have already alluded elsewhere that universities serve certain ends. When these ends change, they are expected to review their curricula so that there would continue to be fits between their stated missions and performance capabilities of products. In a globally competitive era, local informational needs must also be tailored towards national aspirations and the national aspirations themselves garnered towards the demands of the global market. While humanities graduate from Ghana's premier University were competitive in 1950s with only grammatical and analytical skills, the ongoing Information, Communication and Technology (ICT)revolution now calls for graduates who are also computer literates. There is, therefore, the need to provide ICT skills for young faculty to produce graduates who are competitive and employable.

4.2. Occupational Mobility of Faculty

In mediaeval universities, faculty members could move easily from one university to another as courses taught in most universities were almost the same. Increasing professionalization has gradually eroded such occupational mobility from one university to another. Postgraduate unemployment has made the few hired young faculty in some universities to stay longer. The reduced occupational mobility among academic institutions points to the need to plan to make serving faculty as effective and efficient as possible. This has called for greater mentoring, motivation and monitoring of younger faculty who are committed but inexperienced in teaching and research.

4.3. Growing Stakeholder Expectations

Changing job market demands have compelled parents, governments, unions, industry, donors and alumni to demand more quality for their support. The "more-for-less phenomenon" means that stakeholders want higher quality thresholds but are often unprepared to pay for it. In spite of reduced state funding for many public universities, harsh economic realities in Ghana have led to parents resisting the residential and academic facility- user-fees as well as the delinking of boarding facilities from admissions policies (Sutherland-Addy, 2006:9). These survival strategies in Ghana are not different in other African countries which expanded their basic education enrolments without providing matching physical infrastructure at the tertiary level. "Massification" – the sudden increases in huge enrolments at the tertiary level is common in many parts of Africa. Poor working conditions have not allowed for the anticipated attraction of qualified human resources from industry into academia. Increases in student enrolments warrant an increase in the faculty to handle the huge numbers. This also calls for re-orientation because of the large student-teacher ratios. Older dons who have seen it all are needed to guide the younger faculty to cope with changes in university environments. Yet sabbatical programmes which allow for intellectual re-awakening are manifestly reducing.

Large undergraduate classes today call for skills in setting objective questions instead of the prose style of examining students. Toffler (1970:357) observes that the burden of young faculty in modern universities is how to design… "a curriculum that will help students learn how to learn, how to relate to others, and how to clarify their values so that they effectively choose among competing alternatives". Young university teachers need also to be taught how to teach large classes and meet curriculum objectives.

4.4. Transparency and Accountability

Stakeholders in academic communities now demand greater transparency and accountability. With the policy of cost-sharing in many universities resulting from under-funding, students want to know how residential and academic facility-user-fees are used. Lecturers want to know how much of the fees of the students they handle reach their departments for service improvement. The era of remote university presidents and vice-presidents is gone beyond recall (Fisher, 1984:12). Vice-chancellors now meet students so frequently like headmasters of secondary schools. Student leaderships demand explanations for any deprivations and how funds raised are used. Alumni express concerns about reducing intakes in departments and course relevance to job demands. It is when transparency and accountability can be discerned at the various levels of authority that stakeholders will be willing to remain as partners in their growth.

4.5. Greying Dons

The once glamorous profession of teaching in a university is becoming a thing of the past in many African countries. Because of Africa's colonial heritage, her early universities tied their remunerations to those of the colonizing countries. This lured several professors from the developed world to take up full-time appointments in Africa. Worsening economic crises; rising debts, high inflation, falling currency values, unfavourable balance of payments and political instability have whittled away these former baits for expatriate recruits. Remuneration in the universities is also no longer competitive with remuneration in the private sector. Government should consider indexing the salaries of university senior members to the cedi equivalent of what is paid in other universities abroad if the brain drain in academia is to be stopped.

Poor salaries have resulted in impoverished professors retiring and taking post-retirement contracts because younger qualified products are not prepared to take up appointments in the departments they have graduated. Since contract employees can't encumber departmental or faculty headship to earn extra income, they teach merely to supplement their incomes, not because they love teaching. As many teachers continue to retire without replacement, the few young teachers in the system must be well-trained and properly motivated to pursue the ideals for which universities are established.

5. Departmental Chairpersons

Tucker (1984:4) points out that departmental chairperson must be endowed with several leadership traits. He lists 28 of these attributes. A good chairperson should be a teacher, facilitator, recommender, problem - solver, organizer, mentor, supervisor, evaluator, communicator, advocator, counselor, planner, researcher, and manager among other things. Although nobody expects all 28 attributes in one chairperson, Tucker argues that the actual work in a university is at the department. A chairperson must have sufficient skills to meet the challenges at the departmental level. Tucker (1984:4) pointedly observes that: "A brilliant university or college administration with inept chairpersons cannot survive; an inept administration, with the help of a group of brilliant chairpersons usually can".

Tucker (1984:4) further makes a revealing statement about heads of department that: The chairperson is a leader, yet is seldom given the sceptre of undisputed authority. He or she is first among equals, but any strong coalition of those equals can severely restrict the chairperson's ability to lead…. The chairperson then is both a manager and a faculty colleague, an advisor and advisee, a soldier and captain, a drudge and boss. The departmental chairperson as a teacher is likened to a commander who digs into the trenches with his soldiers to deal with the enemy. Faculty sees the departmental chairperson almost every day as he performs his supervisory duties. It is, therefore, not surprising that a departmental chairperson is sometimes seen… "as a manager who is sometimes managed, a leader who is sometimes led, a parent who continually tries to keep peace for the sake of mutual benefit and progress" (Tucker, 1984.5).

From the forgoing a department chairperson has several other constituencies who make demands on his time and energy, all in an effort to raise performance levels in the department. These constituencies include but are not limited to daily interaction with colleague faculty, students taking courses in the department and alumni who wish to continually identify with their departments after graduation. The departmental chairperson also liaises with the dean for funds and academic policy, remains in touch with the administration for support services and works closely with national agencies responsible for accrediting programmes or professions.

Since departmental chairpersons are appointed and not elected, the chief executive takes responsibility for non-performing heads of department. Chief executives should understand the magnitude of departmental problems and tasks and consult extensively on the capabilities of prospective chairpersons before appointing them to the trenches. Demerath et al (1961) point out the enormous powers of professors and presidents (vice-chancellors) in the promotion of academic excellence.

A departmental chairperson endeavours to build consensus on the many issues that come to his/her desk. These may include curricula reviews, teaching loads to faculty, dropping or adding new courses, setting examination questions, marking of examination scripts, recommending applicants for recruitment or promotion and ensuring that all faculties meet certain minimum quality standards. Martin (1973:90) observes that departmental chairpersons, unlike deans, cannot hide or lie because they are always with the teachers and students.

Taggart (1975:95) said this about raging battles at Board meetings on addition of new courses in university boardrooms:
> The history of universities in the western world is a history of very gradual and grudging acceptance of newer disciplines; as each discipline was able at last to squeeze into the university, the newly accepted discipline joined the older ones in battling down any brash new discipline daring to rear its ugly head. There is one thing we are really sure of with respect to universities; they are snobbish and they are clannish.

The departmental chairperson must ensure that faculty engages in healthy academic and research engagements that would expand the knowledge frontiers in their areas of specialization. This entails the culture of continuous learning in teaching and research techniques. Taggart (1975:100) again points out that: If our teaching is to be fresh and our school active, we must be active ourselves. He who learns from one occupied in learning drinks from a running stream. He who learns from one who has learned all he is to teach drinks the green mantle of a stagnant pool.

5.1. The Introduction of Change
Managing change often turns out to be one of the biggest worries of departmental chairpersons. The culture of submitting all proposed changes through the committee system frequently kills many otherwise good proposals. This tendency made Kerr to observe as reported by Tucker (1984:108) that… "changing a university curriculum is like trying to move a cemetery". The movers do not enjoy the operation, the relatives of the dead feel uncomfortable and presumably the dead would have loved to be left alone. Universities in the main are conservative and their love of the committee systems makes change embarrassingly slow for quick-draw administrators.
The conservative natures of universities similarly made Lord Cecil to laments that: Reform a university. You may as well reform a cheese; there is a certain flavour about a university as there is about a cheese springing from its antiquity which may be easily lost by mishandling (Driver, 1971:2).
Changing established practices in a university is seen as "mishandling". In the same way, introducing stringent financial controls as austerity measures with the intention of compelling stakeholders to depart from their accustomed ways of doing university business is "mishandling" How else can one explain conservatism in universities when convocations in tropical countries continue to wear ugly heavy gowns when lighter apparel would serve their purposes better?

5.2. Resistance to Change
Resistance to change at the departmental level requires great skill to deal with. Conditions for proper management of change such as incentives, institutions, innovations and infrastructure may be beyond the reach of the departmental chairperson. Nevertheless, faculty would expect and demand these perquisites at the level of performance.

5.3. Communication among Academics
It is also frequently the responsibility of a departmental chairperson to keep communication channels open as… "lack of knowledge about what is going on causes insecurity, and insecurity increases resistance, regardless of the merits of the proposed change…. Changing a person's knowledge base is frequently a prerequisite for changing attitudes and behaviour" (Tucker,1984:109). The difficulties many chairpersons face is due to ignoring the cherished principle of collegiality by failing to involve faculty about what fundamentally affects their careers and lives. Zaleznik (1966:41) notes that a leader's knowledge of the people he/she leads makes leading much easier. Bell (1973) was probably not too far off the truth when he noted that the challenges of post-industrial society changed the purposes, expectations and challenges of universities as agents of development.

6. Deans of Faculties
Elsewhere we have argued that strong departmental chairpersons are absolutely necessary to achieve the mission and goals of universities. We want to add that strong deans at the faculty levels are also necessary if universities are to achieve their aims. This may have been said earlier, but needs emphasizing. Ideally, faculty and departmental chairs are expected to be occupied by professors within any reputable academic community.
Deans of faculties have the unpleasant duty of advising on the capabilities of faculty in departments for consideration as departmental chairpersons. To discharge this function well, he or she must know faculty well enough; their teaching, research, service and publications records as well as their commitment to duty and relationship with colleagues among others (Zalenik, 1966:41). Knowledge of faculty seniority and exposure to managerial training is necessary in dealing with the numerous challenges that often

come up at the faculty level. Deans of faculties deal with lecturers and researchers, departmental chairpersons, administrative staff, unions, alumni and central management. As the formal liaison between the departmental heads and Central Administration, they need to be good listeners and communicators to make the faculty believe that somebody cares about what they are doing. Deans are assisted in their duties by Faculty Officers but take ultimate responsibility for the attainment or non-attainment of faculty targets.

Deans must also have sound theoretical knowledge bases to effectively co-ordinate or supervise the work of the chairpersons of departments. Bogue (1978:86) suggests that common sense is frequently not enough in dealing with complex issues in academia. A good dean should have a good understanding of the driving and restraining forces and agents who possibly work against innovations. It is his/her duty to ensure that departments adhere to the agreed priorities. Gordon (1973:53) points out that many academics in administrative positions are not active listeners because they are accustomed to:

> … lecture, teach, give logical arguments, judge, criticize, question, interpret, analyze or diagnose. In other words, all the logical and conceptual skills that are indispensable to a university career are temporally put aside

It is not easy for academics overnight to behave like non-academics. A man who used to argue, cannot suddenly nod or grunt in appreciation of a point made being by another speaker in public. Levinson (1978) suggests the need for deans and chairpersons also to understand personality disorders to appreciate any disruptive tendencies among faculty. Judgments about faculty competencies should be based on habitual disruptive behaviours pointing to a possible chronic disability instead of casual commissions or omissions.During such periods of personal adversity, deans must ensure that victims of any midlife crises consult experts who are trained to handle such situations.

An experienced professor as dean should additionally be able to decipher rhetoric, appearances and reality from the communication that comes to his desk for competing resources. Eble (1972) suggests that deans must also remain focused on agreed priorities, able to choose between what is important and what is urgent in their leadership of departmental chairpersons. Dressel (1971) and Corson (1960) suggest that a dean's experience should come to bear in adding, subtracting, expanding and revising curricula of departments under his jurisdiction. He or she must eschew adhoc ways and embrace proper planning as the surest way of preventing poor performance of the departments. As conflict invariably arises over recommending or rejecting requests for sabbaticals, promotions, salary raises, committee assignments, research votes and other engagements, deans should have conflict management skills to maintain faculty morale.

Studies by Barzun (1968), McConnell et al (1971) and Baldridge (1978) show that effective leadership requiring a sound knowledge base of why and how things happen in universities as they do helps to keep debate and conflict at very low levels. Leading a pack of intellectuals of very different professional backgrounds is a very difficult task, especially when their basic needs are not guaranteed. Bogue (1985:64) points out the difficulty of building consensus among philosophers, scientists, lawyers, doctors, engineers and social scientists who have different professional standards of evaluating and making choices.

7. Evaluating Lecturers and Universities

Most universities are accredited by the quality of their lecturers, lecture rooms, libraries and laboratories. Universities may also be ranked by the number of programmes that have received full accreditation from national and international bodies responsible for performance standards. Yet still the quality threshold in some universities is determined by how peers within the tertiary system evaluate their curricula, mission, relevance, employers' satisfaction and performance of graduates (Bogue, 1985:63).

The history of tertiary education is replete with scenarios where some universities had full accreditation with several lecturers holding PhDs and yet standards were appalling. There have been situations too where several internationally acclaimed professors worked in some universities but standards were poor because the professors concentrated on research and publications rather than teaching. The criticizing of peers and course structures in universities is understandable as it is the basis by which truth is distilled from falsehoods and fallacies from logical arguments. Academic discourses also help to separate rhetoric from appearances and reality.

The tendency to recycle old notes is old among university teachers because many university promotion systems reward research and publications but expect lecturers to prepare students well for their graduation and professional examinations. The low weight given to service and teaching is unfortunately where stakeholders such as community leaders, politicians, parents, visitors, donors and employers want to see results. What matters to some of these stakeholders of universities are not often what will bring promotion or tenure to the lecturers? Until and unless the quality of teaching and graduates are weighted high in evaluation of lecturers, the phenomenon of "grandfather's notes" shall be with universities much longer to the detriment of their public rating. Greenleaf (1977) raises the issue of servant leadership and a servant university to show that faculty concerns are not always what stakeholders expect and support.

7.1. Size and Reputation

Size and reputation are sometimes also used to measure performance. As past, present and future performances are rarely the same due to changing university environments, reputations tend to be based on past glory and not reality. Experience also shows that big is not necessarily better. In reality, big universities have disruptive tendencies absent in smaller ones in which the leadership can see and hear about matters of disaffection or non-performance more easily. One of the defences the Vice-Chancellor of the University of Ghana fell back on when his son was involved in examination malpractices was that the University had grown so big that it was impossible to monitor what was happening in other sectors if reports were not made. Yet the impression persists that small universities cannot be centres of excellence since they do not enjoy economies of scale. Greek civilization teaches us that the size and strength of

the mythological bird, Icarus, became its weakness and cause of its ill-fated destruction. In reality many smaller universities pursue unique programmes for which they have competitive advantage over bigger and older universities. In the words of one social commentator. "Little things count. A lamp can do what the sun cannot; a lamp can shine in the night, the sun cannot". Bennett (1983) makes interesting reading with numerous case studies and notes on the challenges of managing academic departments. The unique field practical training programme of the University for Development Studies is a strategic positioning in a niche which will win or sink its reputation.

7.2. Reducing Funding Dependence on State

Changing global concerns about universities have tended to measure how well universities are doing not just by the quality of their products but also by how well they meet stakeholder expectations. As institutions expected to bridge social inequities, the responses of universities to affordability, accessibility, relevance, manpower supply and national development goals also matter. Drucker (1967:79) points out that the litmus test of excellence in any organization is when common people achieve uncommon performance. In deciding where to obtain university diplomas, prospective candidates and parents also look snappily at how well the leadership is handling issues. Quacoopome (1999:9) observed that although funding is important, money is not everything. He puts it this way:

> Money cannot learn for students. But adequate funding and its proper utilization can contribute to make a mediocre student quite a good one. Students do not have to resort to photocopying, purchasing second-hand books which quite often are out of date, or use whatever means of survival is left ….

In Ghana, there was a resistance of the cost-sharing policy not so much because of affordability but also because it appeared the politicians who were sending their children to overseas universities did not care about what was happening at home to academic excellence in our universities (Bio, 1995:5). There is no doubt that high fees at the tertiary level will be a disincentive to higher education and the lack of education can affect citizens' appreciation of the dynamics of globalization. African universities are too dependent on the state.

Chambers (1983:171) was instructive when he stressed that every nation must invest in its universities so that they do not produce half-baked products. The universities should not degenerate into "old fashioned factories turning out a standard third rate, out of date products". Ghanaians may be willing to lose our position as pacesetters in higher education in Africa. We not, however, too sure whether Ghanaians will like their universities to be described as "old fashioned".

The desire to regain respectability and acceptable quality levels have compelled the public universities to prepare strategic plans to pave the way for intellectual revival. Every public university is now building on its strengths and not copying blindly. Atiase (2006:10) admonished that "when rats swim with frogs, they die of cold". Higher education may be expensive, but a nation not willing to support it should forget about the New Partnership for African Development (NEPAD), the African Peer Review Mechanism (APRM) and Millennium Development Goals (MDGs).

7.3. Good Governance

Deans and departmental chairpersons look up to a chief executive to make the business of a university proceed smoothly. Their work is facilitated by support staff under a Registrar. Student leaders too liaise with managements to assert, promote and defend the rights of students. The chief executive exerts his powers as the chief disciplinary officer in all these spheres. He/she uses the authority vested in him to sanction and reward deserving persons. Student leaders who misconduct themselves can be rusticated or have their results withheld among other sanctions. An effective governance system promotes a surge for excellence. No doubt an inefficient administrative system indirectly affects the quality and scope of teaching and research engagements that seek to raise the reputation of a university. Public confidence in degrees awarded is based on public conviction that such degrees were deservingly earned. Proper use of discretion is helpful and not hurtful. Discrimination is certainly hurtful and a morale killer.

8. The Tertiary Quality Debate in Ghana in West Africa

Quality in the universities of Ghana has been a topical issue for some time now. Recently, the leader of a Church, sparked controversy by remarking that engineers from the Kwame Nkrumah University of Science and Technology (KNUST) were not up to the task in practical terms. Vice-Chancellors individually and collectively descended upon the Apostle that he did not understand what universities were intended to do. In the Daily Graphic, December 12, 2005, p.1, The Vice Chancellor of the University for Development Studies, Tamale, Ghana was quoted as remarking during a Festival that: "Universities do not produce professionals like engineers and lawyers. What universities do is to turn out graduates in areas such as Engineering, Science and Law". A Vice-Chancellor of the University of Education, Winneba, observed that universities are "suffering from a chronic prestige deprivation. The best graduates do not want to join the profession and at the same time, those in it are old and weak and over-worked" (Daily Graphic December 13, 2005, p.3). The Daily Graphic of 7th January, 2006, p.1 carried a story attributed to a Vice-Chancellor of the Kwame Nkrumah University of Science and Technology pointing out a fine distinction between "engineering and re-engineering" and that "because the Church leader was producing equipment which had already been invented, there was no way that they could be described as inventions". Before the Vice-Chancellor of KNUST's response, the Dean of the School of engineering of KNUST, had responded to the church leader's criticism of the competencies of KNUST graduates that her graduates… "were not meant to mend machine parts" (Daily Graphic, December 28, 2005, pp. 24-25). On January 26, 2006, Vice-Chancellor of the University of Cape Coast (VCC) in reply to the raging criticisms of the quality of university products remarked that: "Universities have not failed the nation. If anything, it is the Ghanaian public that has failed the universities".

The Executive Secretary of Vice-Chancellors Ghana, (VCG), in reference to the church leader's remarks about the quality of Ghanaian graduates said… "the fact that some graduates have fallen short of their high calling does not mean the universities have failed the nation". The Executive Secretary also pointed out that… "many more graduates have continued to discharge their work honourably. Universities are essentially academic institutions and although they have important roles to play in shaping the moral character of their products, the responsibility is not entirely theirs but churches, families, social groups and other groups have equal responsibility". The Executive Secretary concludes that: "Universities of Ghana are proud of their alumni, who man and steer the ship in various sectors for the economy".

When the public joined the fray on quality in the universities, a columnist of The Chronicle newspaper observed that, that "the VC of KNUST is of science, technology and engineering while the church leaders is of craft and re-engineering" (Chronicle, January 12, 2006, p.5). There is a general clamour for quality tertiary education but few are ready to pay for it. Spring (1973:23) captures this feeling as follows: "The business community wants schools to serve its needs, but it also wants to shift the tax burden from itself to others. People without children generally want to keep down the cost of schooling while those with children often want more money for the schools without having to pay more taxes".

These expectations in Ghana from engineering graduates capture what stakeholders want from universities. Similar feelings have been expressed in other professions which cannot be adequately documented here. Excellence cannot be achieved and sustained with increasing under-funding in a competitive global environment. The nation risks producing second-rate persons whose productive capacities would not have been optimally enhanced for national development.

9. Counselling Young Faculty

Contrary to public perception that everyone in the university is sufficiently educated to be able to live without counsel, there are often cases where young faculty need career guidance and counseling to cope with stresses in academia. Academics often prefer a clear separation of what is legal from what is moral. Counselling often becomes necessary when a person's moral values are at variance with others, affecting his relationship with the peers, supervisors and students. For it is not unthinkable for a promising young faculty to hold anti-religious views such as that God does not exist, is dead or on leave which offend the sensibilities of colleagues. The problem is that unwelcome behaviours often follow from the unpopular beliefs people hold. There should be avenues for young faculty having adjustment difficulties to be helped by the older ones in universities.

Universities themselves are often least prepared to counsel colleagues because of the freedom of speech and belief inside them. It may also be more difficult for a younger dean or chairperson to advise an older colleague on moral issues. Too often, therefore, you can find a good academic making the ropes but with very reprehensible morals such as alcoholism or being a very intemperate brawler.

For counselling to be effective, the counsellor and the counselee must know themselves well enough for fears and anxieties to be set aside and the ensuing discussions lead to improvement in performance or reduction in distractions. Deans and heads of departments are better placed to hear about family disharmonies which can affect one's performance as a lecturer. Many universities with counseling courses for diplomas and degrees do not have counselling services for staff and students whose performance may be impeded by crises they are unable to cope with. The near collapse of the tutorial system has not helped matters in many universities. Toffler (1970:357) described university education as "a hopeless anachronism" seeking cope ability -the ability to adjust to the speed and economy with which stakeholders can adapt to change. The ICT revolution has rendered the need for counseling services more necessary than the time when Toffler made this observation.

10. Conclusion

We have examined in detail, the roles of deans and heads of departments in achieving the ideals and goals of any university. We have also explored the changing global market place which has re-enforced the need for the best captains in academia to occupy faculty and departmental chairs. As job requirements are continually changing, the study stresses the necessity for continual curricula reviews to serve the intended purposes of universities. The work reiterates that what constitutes a center of excellence is no longer an issue of quality of lecturers, libraries, laboratories and lecture-rooms, but also a conscious effort by convocation to meet the numerous expectations of stakeholders who fund or support programmes in universities. Professors, on the whole, appear better placed to monitor and mentor the younger ones in the pursuit of common ideals; professorial dearth in any university should b e a cause of concern for its stakeholders. It is sad, therefore, that the University for Development Studies which is in global competition with other internationally acclaimed universities, and has as its vision, to become the home of world class pro-poor scholarship, should have only a few professors on its convocation list after being in existence for more than two decades.

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