

**REPORT OF THE UNIVERSITY OF CAPE COAST STEERING COMMITTEE FOR  
THE INTERNATIONAL ASSOCIATION OF UNIVERSITIES’  
INTERNATIONALIZATION STRATEGY ADVISORY SERVICES PROJECT HELD IN  
2015**

**1. INTRODUCTION**

In late 2014, the Universities of Ghana and Cape Coast sought the assistance of the International Association of Universities (IAU) to enable them review their internationalization strategies. In response to the request, IAU through its Internationalization Strategies Advisory Services (ISAS) set up a four-member expert panel to assist the two institutions. The main objective of the process was to help the two universities develop strategies to strengthen their internationalisation policies and programmes. The four-member expert panel were:

- **Prof. Leapestwe Maletle (Chair)**  
Associate Professor and former Director of International Education and Partnerships,  
University of Botswana.
  
- **Dr. Donna Scarboro**  
Associate Provost for International Programs, George Washington University, USA.
  
- **Ms. Anna Glass**  
Policy Analyst, Organisation for Economic Co-operation and Development
  
- **Mr. Giorgio Marinoni,**  
Manager of Higher Education, Internationalisation Policy and Projects – IAU

**2. COMPOSITION AND TERMS OF REFERENCE OF THE COMMITTEE**

As part of the ISAS project, the University appointed a nine-member Institutional Steering Committee in December 2014, to facilitate the internal process. The Steering Committee was composed of the following:

- **Prof. Kofi Awusabo-Asare**                      **Chairman**  
Director  
Directorate of Academic and Quality Assurance
  
- **Samuel K. Annim**                              **Convener/Member**  
Deputy Director  
Directorate of Research, Innovation and Consultancy
  
- **Rosemond Boohene**                          **Member**  
Director  
Centre for International Education

- **Denis Aheto** **Member**  
Head, Department of Fisheries and Aquatic Science  
College of Agriculture and Natural resources
- **Douglas D. Agyei** **Member**  
Head  
Centre for Teaching Support
- **Phyllis Owusu-Adjei** **Member**  
College of Health and Allied Sciences
- **Jeff T. Onyame** **Member**  
Deputy Registrar  
Division of Academic Affairs
- **K. K. Azeez** **Member**  
Director  
Directorate of University Health Services
- **Gladys Attah-Gyamfi** **Secretary**  
Assistant Registrar  
Centre for International Education

The terms of reference of the steering committee were to:

1. Workout the specifics for the implementation of the ISAS project
2. Obtain information on internationalization activities in the University
3. Publicize to the University Community and sensitize them on the exercise
4. Host ISAS expert panel members tasked to oversee the exercise
5. Write a report on the process, findings and recommendations
6. Organize the ISAS project dissemination workshop.

### **3.0 ACTIVITIES OF THE STEERING COMMITTEE**

One of the immediate tasks of the steering committee was to fill an eighteen-page questionnaire from IAU on the internationalization activities of the University. Other tools that the committee used to gather data included structured interviews, focus group discussions with internal stakeholders of the University, namely students, academic, administrative and support staff. The Steering Committee also held reflective meetings on campus and consultation with some selected members to validate the data collected. The whole process culminated in a Self-Assessment Report that was submitted to the Expert Panel.

#### **3.1 Visit of the panel chair**

As a first step, the Panel Chair visited the University from 9<sup>th</sup> to 10<sup>th</sup> February, 2015. The purpose of his visit was to enable him and the University deliberate with Management, and the Steering Committee on roadmap for the assessment. While at UCC, the Chair of the Panel and members of the Steering Committee met the following groups:

1. Senior Management of the University
2. Provosts and Deans of Colleges and Faculties/Schools
3. Foreign lecturers and staff at the University
4. Foreign students
5. Senior Administrators and Professionals

A report on the visit of the panel chair is attached as Appendix 1.

### **3.2 Activities of the Steering Committee prior to the visit by the full panel**

To prepare for the visit of the full team, the Steering Committee undertook the following activities: Organized sessions with staff of the five Colleges in the University, Senior Administrators and Professional members, Foreign Faculty members and Students, Leaders and a cross-section of students and produced a draft questionnaire which was used for data collection. In addition, the Committee met eight times to collate information and respond to a questionnaire from the ISAS Panel.

### **3.3 Visit of the expert panel**

The expert panel visited the University of Cape Coast from 28<sup>th</sup> to 30<sup>th</sup> April, 2015. Within the period, the Panel met with the following:

1. Vice Chancellor, Pro Vice Chancellor and Registrar
2. The UCC-Steering Committee for ISAS
3. All Provosts and Directors of Finance, Audit, Development, Health Services, Directorate of Research Innovation and Consultancy and Directorate of Academic Planning and Quality Assurance
4. Deans, Deputy Registrars and College Registrars
5. Students
6. Foreign staff, faculty and students
7. All Heads of Departments

On 30<sup>th</sup> April, 2015 the Panel had a de-briefing meeting with Senior Management of the University. At the end of the day, a workshop was organized involving the two Universities and other stakeholders.

The full report on the visit of the expert panel is attached as appendix II.

### **3.4 Workshop**

As part of the expert panel's visit, a stakeholders' workshop on the internationalisation of higher education was organised on Thursday, 30<sup>th</sup> April, 2015 to climax the visit with members of the Panel, the Association of African Universities (AAU), National Council for Tertiary Education, National Accreditation Board (NAB), the Regional Commander of Ghana Immigration Service, student leaders, Registrars and Pro-Vice Chancellors, Administrators and Lecturers from public

and private tertiary institutions in the country. The objective of the workshop was to share the various perspectives on the Internationalisation of Higher Education with all stakeholders.

#### **4.0 OBSERVATIONS**

From the review, it was observed that the University of Cape Coast recognises the importance of internationalisation. This was demonstrated by the extent to which systems have been put in place to promote internationalisation. Among them are the Centre for International Education (CIE), the Computer Centre, the Office of Public Relations and the activities of various Faculties and Departments in the University. There were evidence of international collaboration such the coastal management project between the Department of Fisheries and Coastal Studies and USAID as well as the collaboration between the Department of Economics and the African Economic Research Consortium (AERC).

From the consultations, it was observed that there were untapped potentials in some colleges, Faculties/Schools and Departments. Education which was and still the main reason for the establishment of UCC, is a potential target for internationalisation, both within the main programmes (College of Education Studies) and distance education (College of Distance Education). There are individuals who have projects and contacts which can be converted into institutional projects as part of the strategy to promote internationalisation. Other Colleges have programmes and activities which h can be packaged for an international audience. One of such programmes could be African studies (slave studies), given the location of the University vis-à-vis the location of the Cape Coast and Elmina Castles. Finally, institutions such as the Association of African Universities (AAU) and the Education desk of African Union have facilities which can be tapped to promote internationalisastion.

In spite of the systems and the professed support, the following were observed:

Establishment structures for institutional coordination of the various international activities within the University. It was observed that there was a disconnect between the various faculties/schools and departments and CIE, the body charged with the responsibility of co-ordinating international activities on campus.

There is the need to devote enough resources to its internationalisation activities on campus. Inadequate funding of the office of CIE and programmes on international education was considered as a major hindrance to internationalisation.

Access to data and information in the University would need to be improved. For instance, the committee had difficulties getting access to data on international activities in various units of the University. This challenge impeded the filling of the questionnaire from IAU.

The Steering Committee observed that there was inadequate attention to the needs and interest of international staff and students in the University. For instance, it was observed that in some cases CIE was not informed about foreign staff who either visit Faculties/Schools or employed by the University. The lack of information and coordination leads to mis-information, frustration and apathy which also affect their experience on campus.

## **5.0 RECOMMENDATIONS**

The following are recommended:

1. The University, through CIE, should compile and disseminate data and information on foreign students and staff on campus and the activities of members which have international dimensions.
2. CIE should work with departments/faculties/schools and Human Resource Division to develop strategies for information sharing on foreign staff and students who visit, come to work or study at UCC.
3. CIE should be resourced to enable it develop and implement programmes and activities on internationalisation for the benefit of the whole university.
4. The University should create space for foreign students and lecturers to interact beyond the office of CIE. The University should aim at constructing a stand-alone international house where local and international students and staff can meet, organize activities and, if possible, provide accommodation for short-term visitors. In particular, the University should pay attention to housing for foreign lecturers.
5. The University should also pay attention to the processes for obtaining work permits for foreign staff who are employed. Steps should be taken to facilitate this process.
6. The University should charge relevant departments to promote the teaching and learning of foreign languages other than English (and French) and Ghanaian Languages to the wider University community and foreigners.
7. The University should develop a prompt response system for programmes and activities involving foreign students, colleagues travelling abroad and requests from CIE. Some of these requests are time bound, and using the 'normal' system to respond to issues can cause delays and loss of a programme. This is particularly the case with meeting the needs of foreign lecturers and staff.
8. Students associations should create positions for foreign students in the University and in the various Colleges.

## **6.0 CONCLUSION**

The ISAS project provided the University with an opportunity to review its internationalisation strategies. The self-assessment report from the review is a document which should be studied and implemented at various levels. Secondly, Colleges can use the IAU questionnaire to assess their internal internationalization strategies. By implementing the suggestions from the Panel of Experts and recommendations from the consultations, UCC will be able to strengthen its internationalisation strategies.