

CAMPUS THIS WEEK

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USIU-Africa launches the first Institute of Higher Education, Research and Leadership Development in Kenya

By Taigu Muchiri



Participants take photo during the launch of the Institute of Higher Education, Research and Leadership Development

Photo: Charlie Media

USIU-Africa launched the Institute of Higher Education, Research and Leadership Development (IHERLD) on January 30, 2019. The institute is envisioned to address the challenges in higher education and explore solutions that can improve the management of institutions of higher learning in Kenya and the World. Challenges in Higher Education have been on the rise in the last couple of years, both locally and globally. Funding for higher education continues to be a great threat worldwide and governments across the globe have reduced their funding to state funded universities over the years. Student enrollment numbers have reduced significantly and tertiary education enrollment ratio stands at 11%, which is below the continental average and far below the world average of about 38%. The enrollment numbers have been decreasing due to the decreased number of students who are qualified to join university. Africa

continues to have the lowest research productivity worldwide. According to UNESCO data, in 2013 Gross Domestic Product (GDP) on research and development as a percentage of GDP in Africa was 0.5%, compared to a world average of 1.7%, and 2.7% for North America, 1.8% for Europe and 1.6% for Asia. Africa accounted for 1.3% of global research and development. Global spending on research and development has now reached US\$1.7 trillion, 80% of which is accounted for by only 10 countries, none of them is African.

Speaking during the launch, the Vice Chancellor Professor Paul Zeleza mentioned that these challenges can be overcome by multi-sectoral dialogue initiatives in government, private sector to reach a desired growth. "Higher education stakeholders and leaders must take the lead to bring change and transformation in

universities." Central to this transformation is governance and leadership at university. He mentioned that choosing leaders to lead the vision of improving quality of education lies within these challenges that must be turned into opportunities. The Permanent Secretary, Tertiary and Vocational Training, Dr. Kevit Desai reiterated the importance of entrenching good governance in running universities. "Good governance principals of accountability, transparency, and effectiveness are a major factor in improving the quality of education must be employed in the running of universities in order to improve our global rankings, increase research outputs and produce quality graduate that can compete on a global scale."

Higher education in Africa has grown significantly from 170 universities in the 1960s to over 1,600 universities training over 14.7 million students around Africa. This number will increase over the next couple of

years. However, the quality of education has not matched this growth to enable these institutions contribute to impactful research, develop and enhance employability skills of graduates and attract funding. In addition, this growth lacks higher education professionals that can effectively deliver on their mandate. Currently, there is a mismatch between the administration and the academic arms in universities. In most cases, the administration arm of the university is not well equipped to handle challenges in higher education. Professionals in human resources, marketing, accounting, fundraising and other critical sectors that are instrumental in the everyday running of higher education institutions must be prepared and trained to achieve this transformation.

The institute will develop a governance program for senior leadership organs of Higher Education institutes and develop functional programs for middle level managers. It will promote best practices in governance in universities and will target Vice Chancellors, Board of Trustees, Management Boards, and University Councils to ensure the management of universities is prioritized as a driver to achieving transformation.



Photo: Charlie Media

The unveiling moment. Commission for University Education chairman Mr. Chacha Nyaigotti-Chacha, USIU-Africa Vice Chancellor Prof. Paul Zeleza, USIU-Africa Chancellor, Dr. Manu Chandaria and USIU-Africa Deputy Vice Chancellor, Academic & Student Affairs, Amb. Prof. Ruthie Rono during the launch of the Institute of Higher Education, Research and Leadership Development.

The institute will develop a program for building capacity of policy makers and teachers involved in developing and implementing competency based curriculum. Delivery of the curriculum at all levels of education must be factored as a critical success factor. This competency dictates the quality of education that students receive. This, in turn impacts on the

ability of students to deliver on their areas of study and enhance their employability skills. The institute will initiate and drive policy dialogues to address these challenges and find lasting solutions. It will create economic and social impact directly on the more than 1,600 universities and the 55 countries in Africa that need to shape up and institutionalize policy in Higher Education.

A brighter future ahead for School of Pharmacy and Health Sciences

By Ernest Mwanzi

Prof. Njeri Wamae assured students, faculty and staff from the School of Pharmacy and Health Sciences of good times ahead during her inaugural Dean's Convocation for 2018/19 academic year, on Monday, January 28.

In her speech, she noted that in line with the University's strategic goals of providing globally competitive and innovative academic programs, student numbers have drastically increased in the two programs offered in the School - Bachelor of Pharmacy and Bachelor of Science, Epidemiology and Biostatistics. She noted that this year the school was preparing the cohort for hospital and industry as well as research attachments. Additionally, the



Photo: Ernest Mwanzi

Dean, School of Pharmacy and Health Sciences, Prof. Njeri Wamae outlines her vision for the school

school has already reached out to their networks to expand the choices for students' research which includes institutions such as the Institute of Primate Research (IPR), International Center of Insect Physiology and Ecology (ICIPE), and Kenya Medical Research Institute (KEMRI). "We have identified public hospitals that will provide hospital round opportunities for our students in a public environment" Said Prof. Wamae.

In her address, Prof. Wamae revealed that the school is working on launching four new programs namely; Bachelor of Medical Laboratory Science, Bachelor of Science in Clinical Medicine, Bachelor of Nursing and Master of Science in Pharmaceutical Sciences.

In a bid to expand and efficiently manage the University's financial resources, the school has seen an improvement in the number publication rising from 5 the previous year to 24 in 2017/18 academic year. "We are also busy in developing impactful innovations such as improvement of water quality and environmental management through solar

treatment and nanotechnology as well malaria transmission blocking," added Prof. Wamae.

The school has also seen significant growth for both teaching and non-teaching staff with 14 full-time Faculty members who are engaged in delivery of both pre-clinical and clinical courses and 11 technologists.

Come next month the school will be launching a Pharmacy Skills Laboratory a one of its kind in both Eastern and Central Africa. Plans are at an advanced stage to acquire of a software known as 'My dispense' that will be used in the Pharmacy Skills Laboratory to help students understand the intricacies of dispensing medications in an interactive way.

Students should also expect a facility expansion of the Botanical Garden- for teaching advanced Pharmacy courses and research, where In the 2017/18 academic year, over 300 medicinal plants were planted and construction of an Animal house, for housing experimental animals. The school is committed to ensure that students get

quality education with readily available top class facilities.

Moving on to the priorities for the current academic year, Prof. Wamae confirmed that the school will also be implementing the new and contextualized grading system for health and allied sciences, two STEM Programs in B Tech. Analytical Chemistry and BSc. Applied Biochemistry, initiate the Epibio online program as well as sustain progress with the development of the other programs mentioned earlier, launch a short course on Pharmacovigilance in partnership with Pharmacovigilance Competence Center, improve administration of the Pharmacy Mock Board Exams and administer them periodically and enhance research productivity by capitalizing on the expansion of our widening partnerships with the academia.

Lastly with the support of FHI 360, the school's laboratories will be enhanced to international standards by having them ISO 17025 Certified by KENAS (Pharmaceutics Analysis) and WHO Accreditation (Medical Diagnostics).

Capital Group Ltd. and USIU-Africa ink deal to raise mental health awareness

By Diana Meso

On Thursday, January 31, USIU-Africa and Capital Group Ltd signed a Memorandum of Understanding to assist people with their mental well-being through the Bonga Initiative (a platform created by Capital Group Ltd). The event held at the Vice Chancellor's Boardroom was attended by the Vice Chancellor Prof. Paul Zeleza, DVC Academic and Student Affairs Amb. Prof. Ruthie Rono, Capital Group Ltd Managing Director Omoina Kimojino, members of faculty from the Department of Psychology and other members from Capital Group.

Bonga is an initiative to encourage people to open up and be more honest about their mental well-being. It is a safe space where people can share their feelings anonymously without fear of judgement, and empathize with others going through stress and mental conditions like depression, anxiety disorder and bipolar disorder.



Photo: Diana Meso

Caption: L-R: Chief Manager, Marketing and Communications Jane Murithi-Thomas, Deputy Vice Chancellor, Academic & Student Affairs, Amb. Prof. Ruthie Rono, Vice Chancellor Prof. Paul Zeleza, Somoina Kimojino – Capital Group Managing Director, David Muba – Head of Capital Digital Media and Bonga Founder, Cedric Gitura, Capital FM and Dr. Josephine Arasa, Chair (Ag) Department, Psychology, School of Humanities and Social Sciences

Through this partnership, USIU-Africa students, faculty and established alumni will be able to offer expert counsel to Bonga platform users while Capital Group Ltd. will offer brand awareness and association especially to the Psychology Department, extend branding on the web platform Bonga for USIU-Africa counselors as certified professionals affiliated with USIU-Africa and access to various cases, highlighting new

areas for research and data collection on mental illness in Kenya.

This partnership was spearheaded by Dr. Josephine Arasa (Associate Professor of Psychology & Ag. Chair, Psychology Department) and Ms. Ivy Mangeli (a psychology Alumni and Bonga/Capital group staff).

This comes months after USIU-Africa in partnership with Blaze and DW communications held discussions on Mental illness at the auditorium. The university continues to put in place measures to ensure that mental health is observed and treated with importance.

Study on Graduate Research supervision reveals mixed supervisor-supervisee relationship

By Prof. Damary Sikalieh

Research degree supervision is a bi-lateral process, a complex interaction between the supervisor and the student. This interaction plays a significant role in affecting the quality of the supervisory process and was designed to investigate the behaviors of supervisors and supervisees involved in the graduate research process and how these influence the supervisor-student relationship. It was necessary, to investigate this relationship in order to identify what activities supervisors and supervisees are delivering. This study was guided by specific research questions: What activities and roles do the supervisor and supervisee undertake when in a supervisor-supervisee relationship and what expectations do they have of each other? What do these activities and roles mean for the supervisor and supervisee? What challenges exist in the supervisor-supervisee relationship and how can these be effectively addressed? Do the supervisor and supervisee reflect on their research capability and what is the learning thereof?

Using the phenomenological and the competing values frameworks, the proposed study adopted a mixed method design. Qualitative and quantitative data was collected from 22 senior faculty and a total of 150 graduate students spanning a variety of disciplines from 3 private and 2 public universities. The questionnaire and in-depth interviews were used for the process. The findings showed lack of and/or inadequate preparation of both the faculty and the students for the research process. There hardly existed harmonized guidelines. This cut across all the 5 universities irrespective of the discipline.

While the majority of the students indicated that they had a good experience with their supervisors, a significant number cited



Photo: Taigu Muchiri

Prof. Damary Sikalieh, Professor of Management and Entrepreneurship Education at the Chandaria Business School presents her findings

delayed feedback, a lack of a proper strategy to guide the research process, failure to encourage students to present and publish their findings, as well as enable them make contact with other researchers and research networks. A majority of the students felt that they did not have a good experience as some of the things that hindered a good experience with their supervisors. However, the findings on the challenges encountered in the process of research supervision contradict these findings as they indicate that most of them agreed and strongly agreed with the availability of the supervisor, was friendly and approachable, provided guidance in the effective use of their time and listened to them. These findings were corroborated by the supervisors although a majority of them had challenges with students' ability to find the relevant literature, referencing, critique the literature and the

time demands for the supervision process. Both faculty and students were aware of their responsibilities and adhered to them and were aware of their expectations, roles and responsibilities of each other.

It can be concluded that graduate students and their supervisors understand their relationship and know their roles and responsibilities. Once in the research process they encounter challenges which could be attributed to inadequate supervisor and student preparation. Another challenge supervisors encounter with their students is that of plagiarism. However, there is some kind of support for both the supervisors and students. The study recommends that research departments should establish research guidelines and also adequately prepare both the students and supervisors.

Psychology Faculty presents two research papers at an international forum

By Diana Meso and Dr. Dana Basnight-Brown

Associate Professor of Psychology Dr. Dana Basnight-Brown in collaboration with three other scholars presented two research papers during the 59th Annual Meeting of the Psychonomic Society, held in New Orleans, Los Angeles, US in November last year.

The first paper titled “A mixed method study of Emotion Processing in a Highly Proficient Multilingual Population” which was in collaboration with Asiya Ayob Jafferani (University of Nottingham) was based on the study of emotions in bilingual’s population. It focused on highly proficient multilinguals in Sub-Saharan Africa to understand how a person’s emotion processing relates to their L1 (first Language), L2 (Second Language) or L3 (third language).

The study found out that L1 was most often used to express negative emotions, while L2 and L3 were used to express positive emotions revealing that language selection depended on valence.

The second paper “*Adaptive Memory: An Exploration of the Survival Advantage in Sub-Saharan Africa.*” was based on better understanding the role of survival relevant information and its influence on memory recall. It focused on determining whether traditional survival memory scenarios extend to Nonwestern population. Results indicated that 175 participants located in East Africa revealed no difference in recall for control, grasslands and urban survival conditions. Dr.

Dana presented the paper together with Stephanie Kazanas (Tennessee Technological University) and Jeanette Altarriba (University of Albany).

The Psychonomic Society is the pre-eminent society for the experimental study of cognition. Members are cognitive scientists and include some of the most distinguished researchers in the field who are concerned with the application of psychology to health, technology, and education. Members also have a common interest in studying the basic, fundamental properties of how the mind works by using behavioral techniques to better understand mental processing.

Ileri, 2 Graduate Students Publish Research on Knowledge Gap

By Dr. Kioko Ileri

Kioko Ileri, Associate Professor of Journalism & Mass Communication and two graduate students have published a research on knowledge gap in public affairs among Kenyans. The two students are Jimmy Ochieng and Alex Roberts – both pursuing MA in Communication Studies.

Published in the current issue of African Journalism Studies, the exploratory study examines the knowledge gap hypothesis in the Kenyan context. Specifically, using education as an indicator of socioeconomic status (SES), the study explores the overall knowledge on public affairs among people in Nairobi. Also, in line with the knowledge gap hypothesis, the study investigates whether Kenyans of high SES are more knowledgeable about public affairs than those of low SES. Relatedly, the research examines the variance on public affairs knowledge when compared by gender and

local public affairs vs. international topics.

The findings confirm the knowledge gap theory hypothesis which stipulates that people of high SES in society are more knowledgeable in public affairs than their counterparts of low SES. Specifically, doctorate degree graduates were found to know more in public affairs (64%) than other education levels. They are followed by undergraduate degree holders with 54% and high school graduates 53%. MA degree holders had an average knowledge score of 52%, and those with primary school education 48%. When analyzed by demographics, male Kenyans are more knowledgeable about public affairs (72%) than their female colleagues (64%). In terms of marital status, married Kenyans appear more knowledgeable, while Protestants and Roman Catholic members recorded higher scores in public affairs than other religious

groupings. By topics, Kenyans are more highly conversant with local public affairs (75%) compared to international topics (56%).

The survey was used to collect the data from a convenience sample of 1,000 respondents in 10 neighborhoods of Nairobi. The 10 locations are Zimmerman, Kahawa Sukari, Nairobi West, South B, Parklands, Westlands, Garden City, Kasarani, Thome, and the Central Business District (CBD).

Students taking MAC6020: Communication Theories instructed by Ileri in Spring 2016 collected the survey data. A previous version of the paper was presented at the International Communication Association-Africa conference held in Nairobi from October 19 - 21, 2016.

MEDIA MENTIONS

Compiled by Diana Meso



February 1: USIU-Africa was mentioned by Capital FM in an article titled *“University of Nairobi establishes top ranking as the best university in East Africa.”*

January 31: Capital FM mentioned USIU-Africa in an article titled *“USIU launches Kenya’s first Institute of Higher Education, Research & Leadership Development.”*

January 31: USIU-Africa was mentioned by the Standard in an article titled *“USIU-Africa launches first Institute of Higher Education in Kenya, IHERLD.”*

January 31: The Daily Nation mentioned USIU-Africa in an article titled *“University of Nairobi takes first position in East Africa.”*

January 29: USIU-Africa was mentioned online in an article titled *“Kenya: Moi - I Have Not Sold Muthaiga Land, Buyers Were Conned.”*

January 28: Mediamax mentioned USIU-Africa in an article titled *“Comrades, the month of love is beckoning.”*

January 28: NTV mentioned USIU-Africa in an article titled *“USIU Spartans ranked top university hockey team in Africa.”*

UPCOMING EVENTS

Black history month –

February 4, 2019

Innovative Knowledge Management Practices for Sustainable Food Security and

Nutrition in Kenya Symposium – February 20-21, 2019

SPORTS UPDATES

By Ernest.A.Mwanzi

Basketball

In the Nairobi Kenya Universities Sports Association (NAKUSA) League, USIU-Africa’s Men’s team won 44 – 29 against St. Paul University on Saturday, January 26 at Jomo Kenyatta University of Science and Technology (JKUAT) but lost 27- 34 against Kenyatta University on Sunday, January 27 at the same venue, on the other hand their ladies counterpart won 20 – 0 against Kiriri Women’s University.

Soccer

Still in the NAKUSA league, the ladies team emerged winners against Greta University with 2-0 win, while the men lost by 2 goals against Mt. Kenya University and drew by a barren draw against Pan Africa University. All games were played between January 26 and 27 at JKUAT.

Rugby

In the Kenya Rugby Union Championship league, the Men’s rugby team thrashed Masinde Muliro University of Sciences and Technology 22 – 8 on Saturday, January 26 at USIU-Africa.

Swimming

In the Kenya Swimming Federation (Nairobi County), level II county championship at Makini School, the Dolphins men’s team bagged 2 gold, 2 silver, 2 bronze.

Volleyball

The Volleyball ladies team lost by 2 sets to 3 against Daystar University at JKUAT in a game played by invitation on Saturday, January 26 and also lost by 1 set to 2 against Kenya Prisons in Kenya Volleyball Federation match played on Sunday, January 27.

Hockey

Lastly the Hockey men’s team registered a 1 – 0 win against KU Ruiru Campus at the NAKUSA league in a game played at JKUAT on Saturday, January 26, while the men’s handball team lost 15 - 46 against Kenyatta University at the same venue.