

Dean's Philosophy Statement

Teaching

Teaching, research and service are the three common threads which underpin the role of most institutions of higher learning anywhere in the world. The question then is this - what is one's philosophy in addressing these areas? **My philosophy is simple: A good institution will produce students who because of the values added during their matriculation, would graduate leaders who will be productive citizens in their chosen disciplines.** Please permit me to expand a little. In order to ensure that values are added during their matriculation-effective teaching shall be required and must be made part of an institution's teaching portfolio. Teaching effectiveness is guaranteed when each course taught specifies in measureable ways the expected learning outcomes. In other words, each course syllabus must clearly spell out the learning outcomes which must be measureable. This is one of the ways of measuring values added.

Research and Service

Research and service complement each other. The more research an institution does - the greater the services are provided to the community and the nation. The more the problems of the society are researched, the more informed policies. After all, universities are catalysts of economic development, stewards of public health, incubators of social policy and laboratories of discovery [David Von, Time November 2009]. There can be no substitute for research and service. In fact, quality teaching is informed by good research conducted by faculty members. Thus research and good teaching complement each other.

Management/Administration

My philosophy in management/administration rests on the principle of shared leadership undergirded by change as a constant factor. By shared leadership, I mean everyone in a leadership position shall be held accountable of how the resources under his/her care are managed and accounted for: accountability shall be measured by the concept of dollar cost averaging-i.e. every dollar spent must show its return value by simple use of cost and benefit analysis. In other words, budgets will be allocated to units driven by goals and objectives collectively arrived at by the constituents of a unit i.e. college and departments. Budgeting for results shall be the operative word.

Finally, I consider change as a constant factor which must be part of the management portfolio for any institution. Change being a constant factor implies continuous evaluation/assessment and incorporation of best practices that are available. Most organizations or institutions that have distinguished themselves and have remained above the curve are those that have adopted change as a constant factor in their management portfolios. Finally, all decisions will be data driven; evidence-based, and grounded in best practices.