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Perceptions of Board Effectiveness in Selected Institutions of Higher Education in Zimbabwe

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ABSTRACT

PERCEPTIONS OF BOARD EFFECTIVENESS IN SELECTED
INSTITUTIONS OF HIGHER EDUCATION
IN ZIMBABWE

by

Bonginkosi Zvandasara

Chair: Hinsdale Bernard

ABSTRACT OF GRADUATE STUDENT RESEACH

Dissertation

Andrews University

School of Education

Title: PERCEPTIONS OF BOARD EFFECTIVENESS IN SELECTED
INSTITUTIONS OF HIGHER EDUCATION IN ZIMBABWE

Name of researcher: Bonginkosi Zvandasara

Name and degree of faculty chair: Hinsdale Bernard, Ph.D.

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Problem

The purpose of this study was to identify the level of board effectiveness in

selected private and public universities in Zimbabwe as perceived by board members.

Also, the study sought to determine the influence of such demographic variables as age,

education level, and years of service on the seven factors of university functioning:

institutional mission, institutional planning, physical plant, financial management, board

membership, board organization and performance, and board/vice chancellor relations.

Method

The survey method was used to collect data. Respondents were asked to complete

a 47-item questionnaire and indicate their level of agreement on each of the questions (3

= yes, 2 = uncertain, and 1 = no). The sample for the study was made up of 29 university council members from each of the three selected universities giving a total of 87. Out of 87 survey forms mailed, a total of 55 respondents returned usable survey forms. The data were analyzed using mean scores and one-way analysis of variance (ANOVA).

Results

The respondents at University Council A perceived the board to be effective in four of the seven areas of university functioning. There were significant differences in perception on institutional planning based on education level (p = .000). Board members with bachelor's and master's degrees revealed that they were better at institutional planning than those with a doctorate. Respondents at University Council B perceived the board to be effective in six of the seven areas of university functioning. Significant differences in perception on institutional planning based on education level were noted (p = .016). Those with a doctorate regarded institutional planning more highly than board members with master's degrees.

Finally, respondents from University Council C perceived the board to be effective in six out of seven areas of university functioning. Differences in perception occurred on institutional mission based on age differences (p = .001), board membership based on age (p = .010), board organization and performance based on age (p = .007), and board organization and performance based on education level (p = .034). Newman-Keuls post hoc tests revealed that older members regarded institutional mission, board membership, and board organization and performance more highly than the younger members. Further, at University C, data reveal that those with doctorate degrees tended

to be more organized and to perform better on board matters than those with master's degrees.

Conclusions

There is a great deal of consensus in perception among university council members at the three selected universities in Zimbabwe regarding their effectiveness in accomplishing the seven areas of university functioning. However, all three university councils need to emphasize diversity in regard to board composition to include gender in the selection process. Universities in the study should develop an orientation and continuing education program in order to gain an in-depth knowledge of the institutions they serve. Fund-raising for the institutions should not be left to the CEO alone, but should also be the duty of every board member.

Andrews University

School of Education

PERCEPTIONS OF BOARD EFFECTIVENESS IN SELECTED
INSTITUTIONS OF HIGHER EDUCATION
IN ZIMBABWE

A Dissertation

Presented in Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

by

Bonginkosi Zvandasara

April 2004

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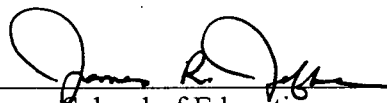
A dissertation
presented in partial fulfillment
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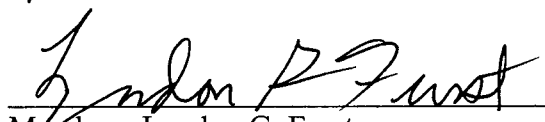Doctor of Philosophy

by

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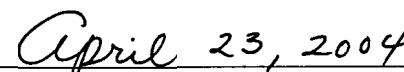Member: Norman K. Miles

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CHAPTER I

INTRODUCTION

Structure of University Governance

Governance structures in higher education work best when there is a sound

relationship between these structures and university administration (Callan & Bowen,

1997). The board of trustees is the legislative body that articulates the vision and the

strategic plan for the university. It is the duty of a university administration to execute

these plans. This chapter provides an introduction to higher education governance, in

general, and the structure of university councils in Zimbabwe, in particular.

University governance assumes different configurations depending on the

educational system of the country. Because the education system in the United States has

provided leadership on many fronts, one can use this system as a point of departure on

most matters of governance. For example, in a study on state structures of governance of

higher education, Callan and Bowen (1997) focus on governance and related issues in

New York's higher education system. The overall purpose of Callan and Bowen's study

was to examine differences among states in their governance structures, and to determine

if differences in performance were related to governing structures or whether structures

affect the strategies of policy makers. Conclusions from this particular study show that

differences exist in the way governance is done in each state due to the local control in

educational institutions. In other educational structures consumer focus has become important.

Johnson (1998) points out that higher education marketing is about to enter a new stage of sophistication, responsibility, and status as consumer pressure increases competition. To develop more effective marketing plans, trustees need in-depth knowledge of their institutions; they should understand the power of the consumer to shape higher education, and anticipate more complex and individualized communications to prospective students.

Mahoney (1998) believes that universities can benefit from the experiences of corporations that have reinvented themselves in the past decade. Corporations did this by identifying their basic missions, disposing of or de-emphasizing activities not essential to those missions, paring down institutional bureaucracies, and forming alliances with other corporations to share expertise, cut costs, reduce risk, and increase profits.

Another study on faculty involvement in governance at a historically Black college in Alabama conducted in fall 1996 found that:

1. Faculty agreed most strongly that the issues considered by their governance body were important, that governance leaders were well prepared and adequately represented faculty's collective point of view.

2. Faculty agreed that the ideal governance process utilized the faculty senate to solicit faculty participation.

3. Faculty felt they should be more involved in budgeting.

4. Faculty were involved in clarifying and monitoring administrator's roles (Pope & Miller, 1998). The faculty did not sit in the board , but the points mentioned above

indicate what faculty would like to see happening in terms of being involved in university governance.

The Glion Declaration issued after a 1998 higher education leadership colloquium proposes strategies for addressing the challenges of higher education in the 21st century. Issues addressed include teaching as a moral vocation, scholarship as public trust, creation of new intellectual alliances, use of information technology, governance and leadership, accountability, and traditional educational values (Rhodes, 1998).

With increasing complexity of American college and university governance, the presidency should be strengthened and the president's goal should be to "use" the powers of the office in serious, not cosmetic, collaboration with others who have responsibility and interests in the institution, and to bring partial views together in a vision of common good (Keohane, 1998).

In the journal article on policy, governance, and the reconstruction of higher education in South Africa, Fisher (1998) poses difficult issues of power, authority and consensus, resource allocation, monitoring the interest of civil society and government. Despite strengths and capabilities of the system, deep-seated tensions and contradictions remain between policies of reconciliation and consensus building and the demand of redress and transformation.

The vast majority of higher education governance responsibilities rest within the framework of president/board of trustee relationship (Lusk, 1997). The board members should maintain community linkages and legislative advocacy, while the CEO should have a clearly delegated authority to run the institution (Smith, 1997). Faculty participation in university governance reflects growing economic and political pressures

on colleges and universities that demands stronger leadership and more efficient administration (Ehara, 1998; Gerber, 1997; Perley, 1997).

A self-perpetuating board of trustees comprising six Holy Cross priests had governed the University of Notre Dame for many decades. In 1967, the number of trustees was increased to 12 comprised of six members from the Priest Society of the congregation of the Holy Cross and six lay persons. As of 2003, the Trustees and Fellows govern the University (University of Notre Dame, 1997, p. 12).

It is therefore evident that literature provides a basis and understanding that governance structures should be composed of boards of trustees that have a good working relationship with the administration of the university.

University Governance in Zimbabwe

When one talks of university governance in Zimbabwe, one need to consider that there are private and public Universities that may be following a different system of governance. This study examined selected private and public universities in Zimbabwe to determine how each university functions.

For the universities in Zimbabwe to meet the needs of society and enhance effectiveness and reputation, they ought to be resourceful, innovative, and imaginative. The nature and structure of university governance depend on the mission and functions of the university. Governance is a mechanism for enabling universities to fulfill their mission and discharge their responsibilities effectively. Public universities in Zimbabwe are created by the Acts of Parliament and follow a system of governance similar to the University of Zimbabwe, which is the pioneer university in the country.

The private universities on the other hand, are established by their Charters, which

are approved by the President of Zimbabwe, on the recommendation of the National

Council for Higher Education, and on the advice of the Minister of Higher Education,

Science, and Technology. The Acts of Public Universities and Charters of private

universities are substantially similar; however, they differ in terms of how they relate to

the state in terms of administration and control (Solusi University, 1991/92).

The difference between the private and public universities is that the President of

Zimbabwe is the Chancellor of all public universities. The private universities elect their

own Chancellors. The Vice-Chancellor of a public university is appointed by the

Chancellor after consultation with the Minister and the Council. The Council with

approval of the Minister appoints the Pro-Vice-Chancellors and Registrars of public

universities. The state has no part at all to play in the appointment of such officers in

private universities.

Statement of the Problem

As the educational needs shift with the ever-changing educational systems,

private and public universities have been forced to deal with more complex and

challenging issues. To date, no study related to university council effectiveness in higher

education has been conducted in Zimbabwe.

Since there is no study that has been done in this area in Zimbabwe, this study

will provide a basis for identifying the level of board effectiveness in selected institutions

of higher education in Zimbabwe by considering seven factors of university functioning:

institutional mission, institutional planning, physical plant, financial management, board

membership, board organization and performance, and relations between board and Chief

Executive Officer (Ingram, 1993).

The Purpose of the Study

The purpose of the study was twofold:

1. To identify the level of board effectiveness among selected private and public universities in Zimbabwe as perceived by board members

2. To determine the influence of demographic variables age, education levels, and years of service on the seven areas of institutional functioning mentioned earlier.

Significance of the Study

A study of governance in higher education in Zimbabwe will enable university council members to acquire awareness into their governance model as a step toward becoming more effective as educational leaders. The study will be useful in identifying areas that need improvement with implications for a training program. The study could provide useful information for upcoming universities. The study seeks to provide relevant information to administrators, board members, faculty, and students about the level of board effectiveness.

University Council in Zimbabwe

By the provision of the National Council for Higher Education Act and the bylaws of each university, control of a public university is vested in a University Council, which is the Board of Directors. Each university is responsible for nominating members of the University Council (Solusi University, 1991/92).

The Chancellor is the chairperson of the University Council and the Vice-Chancellor is the president of the university. With the provision of charter, members of the University Council come from a cross-sectional representation of the constituency.

At each university, the president of student representative is a member of the council. This might seem to be conflict of interest to some cultures especially the United States of America where they do not allow students to be in the board. Faculty and at least two students sit in the Senate to discuss on academic matters and bring recommendations to the full board. The term of office of the members of the council is provided in the statutes of each university.

Functions of the University Council

Both public and private universities in Zimbabwe have similar administration structures. Subject to the provisions of the charter (Solusi University, 1991/92) of each university, the council: (a) appoints the Vice-Chancellor, the Pro-Vice-Chancellor, the director of financial administration, the dean of students, the director of development and public relations, the registrar of admissions and records, the faculty deans, the chief accountant, and the librarian; and (b) upon the recommendation of the academic appointments board, appoints academic staff; and (c) upon the recommendation of the appropriate board of selection, appoints the administrative staff and other employees of the university.

The Senate also plays a major role in running of the university. Its duties includes (a) instituting professorship, associate professorship, and other academic officers, and abolishing or holding in abeyance any such offices; (b) as stipulated in the charter the Senate makes reports and recommendations on any matters pertaining to university administration; (c) preparing annually a statement of the income and expenditure of the university during the previous academic year, and of the assets and liabilities of the university on the last day of such year; (d) submitting statements of income and

expenditure for audit by an auditor appointed by the council, and publishing such statements and the auditor's report therein; and (f) preparing annual estimates of income and expenditure for the following financial year (National University of Science and Technology, 2001-2003).

The executive committee of the council has powers as may be delegated by the council, and the council shall approve all actions taken by the executive committee.

The Chancellor of the university is the head of the university. He/she has the right: (a) to preside over any assembly or meeting held by or under the authority of the university, and (b) upon recommendation of the Senate and council confer degrees.

The Vice-Chancellor is the chief executive officer of the university who is appointed by the council. All administrative officers, faculty, and other members of staff are responsible to the Vice-chancellor. The Vice-Chancellor is responsible only to the council, and is a member ex-officio of all standing committees (Africa University, 2000 – 2002).

Each of the universities, whether public or private, has a member from the Ministry of Higher Education on its board. There are other committees involved in the running of the university such as the senate. The senate shall be responsible to the council for the control and general regulations of the instruction, education, and research within the university.

Without limitation on any other powers conferred on the council by the charter, the council shall have the following powers: (a) to receive recommendations from the Senate for the conferral of degrees, diplomas, certificates, and other awards and distinctions of the university and, if approved, to submit them to the Chancellor; (b) to

administer the property of the university and to control its affairs and functions; (c) to exercise on behalf of the university such of the powers as set out in the charter as are not exercisable in terms of the charter by any other authority; and (d) to do such other acts it considers to be necessary (Solusi University, 1991/92).

Conceptual Framework

The conceptual framework for this study was drawn from seven areas of trustee responsibilities identified in literature and also in the self-study criteria of the Association of Governing Boards of Universities and Colleges. The conceptual framework explains the connectedness of various components in a study (Creswell, 1994).

The areas that form the conceptual framework are: Institutional mission, institutional planning, physical plant, financial management, board membership, board organization and performance, and board relations to the chief executive officer. An effective board of trustees is characterized by having a clearly defined institutional mission. The faculty, students, and the community should know the institution's purpose and objectives. They need to know what they are supporting and how they should direct their efforts.

After conceptualizing the Mission of the Institution, an effective board should formulate a strategic plan. The strategic plan helps the board to develop goals and objectives that will be a guide in decision-making and in motivating all constituents to greater achievement.

The other area of responsibility that is very critical, especially in African Universities, is that of the physical infrastructure. The board should create and maintain a physical environment at the institution that is conducive to learning. The Government

of Zimbabwe that grants the Charter to private universities stresses the fact that these private universities should meet the physical plant requirements as stipulated or else they could lose their Charter.

An effective board should have as its responsibility a mechanism in place to oversee and ensure prudent fiscal management. The board must ensure that sound financial policies are followed to sustain the institution.

For the institution to function effectively there should be a good working relationship between the board and the chief executive officer. They should trust and respect each other as well as recognize their complementary and distinctive responsibilities.

Research Questions

This study measured the effectiveness of the university council members as a whole. In order to get information on board effectiveness, individual responses from council members were collected. The research questions were generated from the College and University Governance Survey shown in Appendix B.

The problem investigated was: What are the perceptions of university council board members from three universities in Zimbabwe regarding their performance on the major areas of board functioning: institutional mission, institutional planning, physical plant, board membership, financial management, board organization and performance, and relations between Board and Chief Executive Officer.

Since all the research questions addressed the same seven areas of university functioning, they will be referenced subsequently as "the seven areas of university functioning" without spelling them out each time.

Research Question 1: How do the boards at selected institutions in Zimbabwe perceive their effectiveness in accomplishing the seven areas of university functioning?

The main purpose of the study was to identify the level of board effectiveness among selected private and public universities in Zimbabwe as perceived by board members. The second purpose of the study was to determine the influence of the following demographic variables on the seven areas of university functioning: age, education level, and years of service (see p. 6 above). This purpose was addressed by research questions 2 to 10 and related hypotheses.

Research questions 2 to 10 address the influence of the three demographic variables on the three universities leading to nine questions and related hypotheses. The hypotheses and research questions differ by one because research question 1 does not have a hypothesis.

Research Question 2: How does the age of board members influence the seven areas of university functioning at University A?

Hypothesis 1: There is a significant age difference in the perception of board members in the seven areas of university functioning at University A.

Research Question 3: How does the age of board members influence the seven areas of university functioning at University B?

Hypothesis 2: There is a significant age difference in the perception of board members in the seven areas of university functioning at University B.

Research Question 4: How does the age of board members influence the seven areas of university functioning at University C?

Hypothesis 3: There is a significant age difference in the perception of board

members in the seven areas of university functioning at University C.

Research Question 5: How does the education level of board members influence the seven areas of university functioning at University A?

Hypothesis 4: There is a significant education level difference in the perception of board members in the seven areas of university functioning at University A.

Research Question 6: How does the education level of board members influence the seven areas of university functioning at University B?

Hypothesis 5: There is a significant education level difference in the perception of board members in the seven areas of university functioning at university B.

Research Question 7: How does the education level of board members influence the seven areas of university functioning at University C?

Hypothesis 6: There is a significant education level difference in the perception of board members in the seven areas of university functioning at University C.

Research Question 8: How does years of service of board members influence the seven areas of university functioning at University A?

Hypothesis 7: There is a significant years-of-service difference in the perception of board members in the seven areas of university functioning at University A.

Research Question 9: How does years of service of board members influence the seven areas of university functioning at University B?

Hypothesis 8: There is a significant years-of-service difference in the perception of board members in the seven areas of university functioning at University B.

Research Question 10: How does years of service of board members influence the seven areas of university functioning at University C?

Hypothesis 9: There is a significant years-of-service difference in the perception of board members in the seven areas of university functioning at University C.

Definition of Terms

Certain terms used in this study are defined according to the way they are used in United States of America and Zimbabwe. They are as follows:

Zimbabwe Terms

Chancellor: A university officer of high rank. He or she is the Chief-Executive Officer of higher education. For the University of Zimbabwe and the National University of Science and Technology, the Chancellor is the president of the Country of Zimbabwe.

The Chancellor for private institutions of higher education in Zimbabwe is the head of the Church. For Solusi University, the Chancellor is the president of the Eastern Africa Division of Seventh-day Adventists. For Africa University, the bishop of the Methodist Church in Zimbabwe is the Chancellor.

Vice-Chancellor: The chief executive officer of an institution of higher education entrusted with the overall guidance as well as the implementation and administration of the institution's policies.

University Council: The board of directors in whom rests the legal responsibilities for determining policy and governance of an institution of higher education.

The Senate: A governing body of a British university system of education charged with responsibility of maintaining academic standards and regulations, usually made up of principal or representative members of the faculty. It is also an assembly or council usually possessing high deliberative legislative functions.

Governance: The act or process of governing of an institution of higher education.

United States of America Terms

Trustee: An individual member of a governing board or board of trustees whose authority may be exercised only as a voting member of the board in session or as specifically authorized by the board of trustees.

Trusteeship: The officer or function of a trustee, authorized supervisory control by one or more organizations; it also involves an administration of trust entity.

Trustee Accountability: The quality or state of being accountable. It is an obligation or willingness to accept responsibility and to become answerable for one's actions. Trustees become answerable to the constituency the university serves.

Board of Trustees: A group of individuals in whom rests the legal responsibilities for determining policy and guidance of an institution of higher education.

Trustee Effectiveness: The capability of producing and accomplishing desired results. It also means having a clearly articulated vision and means to measure how to achieve it.

Private Institution: A university or college whose legal control is vested in a private corporation, group, or individual.

The Senate: A governing body of an American university charged with maintaining academic standards at an institution of higher education. It is made up of university administration and the faculty.

President: The chief executive officer of an institution of higher education entrusted with the overall guidance as well as the implementation and administration of

the institution's policies.

Overview of Research Design

The research was based on a self-study criteria instrument designed by the Association of Governing Boards of Universities and Colleges. The rationale for using the instrument was that it contained the relevant areas of board roles and functions of their responsibilities. The instrument used was an adapted version of the self-study criteria by the Association of Governing Boards of Universities and Colleges. The information from the questionnaire was intended to elicit opinions and perceptions concerning the board's performance. The instrument has undergone extensive field-testing and revision in the years 1983, 1986, 1990, and 1996 (Ingram, 1993, p. 367).

Basic Assumptions

This research was carried out on the assumption that the sample subjects were willing to participate in the study as well as provide useful information in terms of how best they understand their boards regarding its effectiveness. It was also assumed that the selected sample in the study permits generalization to a larger population with similar characteristics and gives important insights into board effectiveness.

Delimitations of the Study

There are some delimitations associated with this study. The sample of was limited to the University Council members of three universities in Zimbabwe. The two private universities are Solusi University and Africa University. The public university that chose to participate was the National University of Science and Technology. The perceptions on board effectiveness were measured after collecting the responses from all

the council members of the three universities who completed the self-study criteria instrument designed by the Association of Governing Boards of Universities and Colleges, but modified through pilot study. The governance models discussed here were limited to those models identified in the conceptual framework. The study was delimited to the University Councils in the country of Zimbabwe. The research could have covered the boards from Southern Africa universities but I delimited the study to the complete population of all 87 council members from three universities in Zimbabwe.

Organization of the Study

The dissertation is organized into five chapters. Chapter 1 includes the introduction, structure of university governance, university governance in Zimbabwe, statement of the problem, purpose of the study, significance of the study, university councils in Zimbabwe, functions of the Council, conceptual framework, research questions, definition of terms, overview of the research design, basic assumptions, limitations of the study, delimitations of the study, and organization of the study.

Chapter 2 contains a review of literature focusing on historical background of Zimbabwean higher education, an overview of the conceptual framework, background of universities in Zimbabwe, the origins of academic trusteeship, roles and responsibilities of trustees in African states, board responsibilities in the USA, trustee effectiveness, trustee accountability to the stakeholders, and summary.

Chapter 3 contains a description of the research methodology and procedures utilized in the study. The presentation was divided into the following sections, which include: research design, description of the population, instrumentation, research questions, and related hypotheses, board effectiveness, pilot study, and data collection

procedures. Chapter 4 consists of research findings, description of the population, and

hypotheses for research questions, answers to research questions and related hypotheses.

Chapter 5 consists of the summary, discussion, conclusions, and

recommendations relating to the study. The appendix includes a copy of the

questionnaire that was used to collect the data and various letters from universities.

CHAPTER 2

REVIEW OF LITERATURE

Introduction

This chapter contains related literature that provides the setting for the development of this study. Literature related to research that has contributed in a conceptual or practical perspective was explored for its contribution to trusteeship and trustee effectiveness. The areas explored fall into the following sections: conceptual framework of the study, background of universities in Zimbabwe, the origin of academic trusteeship, trustee effectiveness, roles and responsibilities of trustees, trustee accountability to the stakeholders, Zimbabwe culture and university governance, and summary.

The educational system in Zimbabwe has experienced major changes in the area of institutional roles, structures, programs, and internal and external demands. Zimbabwe experienced British political, economic, and educational dominance for over 90 years until it attained nationhood when it gained political independence from Britain in 1980 (Urch, 1992).

Urch (1992) goes on to state:

The post-independence government inherited what had long been (except for the University of Zimbabwe, formerly the University of Rhodesia) two sharply segregated systems of education. The former educational system had been organized along racial lines with separate schools for separate races, and where provisions for the education for Africans was limited by design and finances. (p. 1)

The new government had the task of desegregating and expanding the system and changing the character of education to suit an African-dominated society. That new government also announced its intentions to reconstruct the nation according to the tenets of scientific socialism. Education was to be an effective vehicle to aid in this transformation. The goals were: (a) to develop a socialist consciousness among students, to help eliminate the distinction between manual and mental work while fostering cooperative learning and opportunity for productive employment; and (b) to develop a common national identity (Urch, 1992).

The policy of educational expansion involved a massive increase in public expenditure. A centralized Ministry of Education managed the government's share of that expansion. Many non-government schools receive government grants that partially subsidize the cost. In an attempt to translate policy into action, the government developed experimental socialist schools called Zimbabwe Foundation for Education and Production Schools. They were designed to engage students in productive agricultural activities (Urch, 1992).

The ministry's curriculum development unit manages the curriculum, which is responsible for infusing a strong scientific socialist understanding of Zimbabwean society. This was developed under the orientation toward education for production programs that emphasize egalitarian and socialist principles. The government attempted to introduce a new syllabus called the Political Economy of Zimbabwe. This course was to emphasize scientific socialism and the nation's guiding ideology of a Marxist-Leninist perspective. Church leaders who viewed the content as anti-God and anti-religion opposed the course (Urch, 1992).

At independence in 1980, the country was suffering from a limited educational system under the White minority regime. Most of the schools and other infrastructure had been destroyed and society was disrupted during the armed struggle. The White supremacist Rhodesia Front government (1962-1979) had actually reduced the proportion of expenditure on Black education from 8% of GNP in 1965 to 2% thereafter (Riddell, 1988), largely handing financial responsibility over to African local councils that did not have the funds or capacity to run a school system.

During the liberation struggle, the two liberation movements, the Zimbabwe African People's Union (ZAPU) and the Zimbabwe African National Union (ZANU), had set up some education programs for fighters and refugees. The ZANU government, which came to power in 1980, had two major educational goals: to expand access to education and to end the racist bias of the previous system (Brown, 1991, p. 88).

In 1981, Prime Minister Robert Mugabe made this comment on the goals of education based on his philosophy, Zimbabwe Foundation for Education with Production (ZIMFEP):

> In Zimbabwe today, education must fundamentally orient itself towards the revolutionary transformation now talking place in many spheres of our society. Education must, at all cost, eschew all tendencies or even appearances of a commitment to the maintenance and reproduction of the just social order and undemocratic value system to the overthrow of which we sacrificed so much in the struggle. It must be designed to constitute an essential component of those forces making for positive change in our country. (ZIMFEP, 1986, p. 29)

Zimbabwe operated one university for almost 40 years. The university was established in 1955 as University College of Rhodesia and Nyasaland. It became the University College of Rhodesia after the termination of the Federation of Rhodesia and Nyasaland, and a full university in 1970. Despite the non-segregated character of the

university, Whites seeking higher education were especially favored as they received government support to attend South African universities and were prepared for matriculation in a special section of Form VI. Form VI is the level of education equivalent to the first 2 years of college after high school. The polytechnics were opened largely to Whites, in part because a technical education was linked to the possibility of apprenticeship for which Africans were not eligible until the late 1970s and then only in small numbers.

Julius K. Nyerere, the former president of Tanzania, saw the system inherited from the colonial power as an elitist system, which divorced the youth from their society and engendered the belief that worthwhile knowledge was acquired from books and educated people. The new role education was to foster was outlined in his Education for Self-Reliance manifesto (Nyerere, 1968). Nyerere stated that education must prepare young people for the work they will be called upon to do in the society, in particular, a rural society where people should be able to grow crops for subsistent living (p. 183).

Another author who discussed the need to retain the best in African tradition was A. Babs Fafunwa. Fafunwa and Aisiku (1982) believed that in traditional African society the purpose of education was based on the guiding principle of functionalism. In particular, education must emphasize social responsibilities, job orientation, political participation, and spiritual and moral values (p. 9).

The higher education system in Zimbabwe is designed to prepare students to be self-reliant and to acquire marketable skills before they graduate. There is a program where students are linked to industry to gain some work experience. The National University of Science and Technology (NUST), for example, has an active Industrial

Liaison Officer whose responsibilities include establishing links with industry, fund-raising, securing industrial attachments for students, sourcing contracts for consultancies, research, and test work. The officer's job, essentially, is to market NUST to industry and invite industry to NUST to create lasting partnerships beneficial to both parties (National University of Science and Technology, 2001 – 2002). At Africa University, efforts have been made, often through personal links and contacts to establish links with the banking sector especially (Africa University, 2000 – 2002).

Whereas academic excellence and high academic achievement should continue to be the prime feature of an educational system, nevertheless there is need to take cognizance of the practical aspect of learning by doing. Academic theory empowers the intellect and the reasoning capacities of the learner. But, there is also need to empower the learner with practical knowledge (Mhosva, 1999, p. 15). The students should be taught how to plan and maintain a project, how to build, how to raise crops, how to add value to natural resources, how to achieve self-sustenance, how to support the church, how to become an entrepreneur, etc. The skills are best obtained through practical involvement in work-study situations, as directed by the institution in a learning environment.

Mhosva (1999) points out that it is not thinking alone that transforms society, the institutions, organizations, and the individual. Transformation is a process, which combines thinking, planning, and the application of practical activity (p. 15). The administrators, educators, and the university council are expected to furnish a system of education which can provide for the economic needs of the younger generation.

In a broad sense, education at the higher level should be able to educate

responsible and committed citizens and also provide highly trained professionals to meet the needs of industry, government, and other professions. Further, education should provide expertise to assist in economic and social development, scientific technological research, conserve and disseminate national and regional cultures, and drawing on the contributions of each generation, protect values by addressing moral and ethical issues. (UNESCO, 1998, p. 5)

The above statement reflects a broad spectrum about what higher education should provide for humanity in Zimbabwe. The work-study concept endeavors to narrow the gap and address the needs of the learner who enrolls and graduates from institutions. Therefore, an educational curriculum should include the practice of instilling a culture of work in the mind and life of the learner.

Currently the universities are doing their best by continuing enrollment, and opening new universities and meeting other challenges amidst the economic situation in Zimbabwe. It is imperative that the University Councils work hand in hand with the government, manufacturers, and different companies so that students who finish graduate studies can be absorbed into the workplace. Again, the country is experiencing many social problems such as HIV/AIDS, starvation and inflation. Universities should work toward preparing individuals who are capable of addressing sociological matters.

Curriculum development and programs to be offered continue to be an ongoing challenge facing higher education. Universities should be able to plan well by providing courses or majors that would help students acquire marketable skills. For universities in Zimbabwe to survive as the nation faces the challenges of the 21st century, they need a strategic plan that addresses issues of concern and a method to deal with such issues.

There are some persistent concerns that face formal and higher education as well throughout the continent. These concerns can be found in four overarching and often

interrelated areas. They are: (a) the African heritage, what to retain, modify, or replace; (b) the colonial heritage; (c) the dichotomy between education for self-reliance vs. education for technological and industrial advancement; and (d) education for national unity (Urch, 1992, p. 1). With this in mind, it would be necessary to have an overview of a conceptual framework in order to understand different models of university governance.

Overview of the Conceptual Framework

In order to operationalize board effectiveness, a flexible framework is needed that allows the board to create policies that serve the particular needs of the students and constituency. Studies that follow an eclectic model, which incorporates information from other models identified in the literature as relevant to enhancing trustee effectiveness.

The study draws most of its framework from the Trustee Demonstration Project conducted by Chait, Holland, and Taylor (1991). The three members of the research team, after site visits to 22 campuses, interviews with more than 110 trustees and college presidents, and self-assessment survey responses from over 400 board members, identified six distinct competencies that focus on the actual behaviors of demonstrably effective boards of trustees.

Chait et al. (1991) describe each competency at length (one per chapter). The summaries of the basic competencies of effective governing boards are as follows:

1. *Contextual Dimension:* The board (a) understands and takes into account the culture and norms of the organization it governs; (b) adapts to the distinctive characteristics and culture of the institution's environment; (c) rules on the institution's mission, values, and tradition as a guide for decisions; and (d) acts so as to exemplify and

reinforce the organization's values.

2. *Educational Dimension:* The board (a) takes the necessary steps to ensure that trustees are knowledgeable about the institution, the profession, and the board's rules, responsibilities, and performance; (b) consciously creates opportunities for trustee education and development; (c) regularly seeks information and feedback on its own performance; and (d) pauses periodically for self-reflection to diagnose its strengths and limitations, and to examine its mistakes.

3. *Interpersonal Dimension:* The board (a) nurtures the development of trustees as a working group, attends to the board's collective welfare, and fosters a sense of cohesiveness; (b) creates a sense of inclusiveness among trustees; (c) develops group goals, and recognizes group achievements; and (d) identifies and cultivates leadership within the board.

4. *Analytical Dimension*: The board (a) recognizes the complexities and subtleties of issues and accepts ambiguity and uncertainty as healthy preconditions for critical discussion; (b) approaches matters from a broad institutional outlook; (c) dissects and examines all aspects of multifaceted issues; and (d) raises doubts, explores tradeoffs, and encourages the expression of differences of opinion.

5. *Political Dimension:* The board (a) accepts as a primary responsibility the need to develop and maintain healthy relationships among major constituencies; (b) respects the integrity of the governance process and the legitimate roles and responsibilities of other stakeholders; (c) consults often and communicates directly with key constituencies; and (d) attempts to minimize conflict and win/lose situations.

6. *Strategic Dimension*: The board (a) helps the institution envision a direction

and shape a strategy; (b) cultivates and concentrates on processes that sharpen institutional priorities; (c) organizes itself and conducts its business in light of the institution's strategic priorities; (d) anticipates potential problems, and acts before issues become crises; and (e) anticipates potential problems, and acts before matters become urgent (pp. 2-3).

According to Chait, Holland, and Taylor (1996), the competencies can be divided into two groups. The contextual, educational, analytical, and strategic dimensions are essentially cognitive skills; all four involve the board's capacity to learn, analyze, decide, and act. The interpersonal and political dimensions concern affective or relational skills, oriented more toward process than substance. All dimensions are important to effective trusteeship. Carver (1997) has a different model of university governance that incorporates policy governance theory, the means and the ends in the process of governance. The policy governance model makes sure the requirements of the board are clear and monitor to see that they are met. Carver goes on to say, "There is nothing so practical as a good theory."

In the early 1980s, best sellers such as *Theory Z* (Ouch, 1981) and *In Search of Excellence* (Peters & Waterman, 1982) popularized the concept of organizational culture as an important factor to effective leadership at colleges and universities. Schein (1985) believes that leaders should create and manage culture, the culture of the academic profession and that of the institution (p. 2). The effective and cohesive board should have a clearly defined mission to organizational strategy and success, and also share a clear understanding of and commitment to the mission of agency (Poston, 1994, p. 78). The decisions of an effective board should reflect and reinforce the institution's espoused

values, beliefs, and philosophy (Carver, 1992, p. 19; Chait et al., 1991, p. 18).

As soon as new members of the board are chosen, an effective board should create an opportunity for trustee education and orientation in order to gain knowledge of the institution (Aram, 1996, p. 13; Houle, 1989, pp. 47-58; Lorsch, 1995, p. 116; Nason, 1982, p. 64).

Orientation should: (a) help new members understand the board's norms and preferred protocol of behavior, (b) explain how the board really works; and (c) illustrate, by the very nature of the program, that there are no secrets or forbidden questions (Chait et al., 1996, p. 74).

Again the effective board should have an active mechanism to review its own structure and process. Studies found out that periodic appraisals were a constructive means to motivate and enhance performance (Houle, 1989).

One of the major attributes of an effective board is communication with key constituencies. Rosovsky (1990), dean of the faculty of arts and sciences at Harvard, proclaimed that communication is a major form of accountability.

Keller (1983) adopted a similar perspective when he stated that strategy is agreeing on some aims and having a plan to arrive at a destination through the effective use of resources. It is understanding what business you are in, or want to be in and deciding what is central for the health, growth, and quality of an organization (p. 75).

Board effectiveness is characterized by a smooth interpersonal relationship, group dynamics, and cohesiveness (Alderfer, 1986, p. 50). Drucker (1990) recommended that boards and CEOs work as a team of equals. Each has the capacity to influence the other's performance and effectiveness. Teamwork and team-building activities on the

part of the board help the board to attain Total Quality Education (Poston, 1994, p. 30).

Institution boards should develop and attend to strategy. Trustees and presidents from almost all of the most effective boards emphasize that boards and other key stakeholders play integral and collaborative roles in the development of strategy (Chait et al., 1991, pp. 96-97).

Background of the Universities in Zimbabwe

There are four universities in Zimbabwe, two are public and the other two are private. The public universities are the University of Zimbabwe and the National University of Science and Technology. The private universities are Solusi University and Africa University. The University of Zimbabwe chose not to participate in the study.

All universities in Zimbabwe must have students in their councils because of the government stipulations. This is unlike the situation in universities and colleges in the United States of America that exclude students from their governance councils or board of trustees. This will be further addressed in the discussion of governance systems in the three universities.

Solusi University

Solusi University, located 50 kilometers west of Bulawayo, Zimbabwe, is a co-educational institution, which was founded as one of the first of the hundreds of Seventh-day Adventist mission stations by a dedicated team of Christians in 1894. It was named after Chief Soluswe, near whose home the mission was founded (Solusi University, 1995/1996).

During the first decade of its existence, Solusi Mission shared in the suffering

brought to the region by war and a resulting famine. Despite these hardships, development of the Mission continued, and a regional training program was established for the development of church workers. Men and women who trained at Solusi Mission assisted in the development of new mission stations in the parts of, by then, Southern Rhodesia; and several of them reached beyond the borders of the country to help establish mission schools in neighboring countries as early as 1905 (Solusi University, 1995/1996).

With the growing demand for church workers, Solusi Mission continued to expand, and by 1929 a government-approved teacher-training program had begun. To meet the need for higher academic training, secondary-school training was introduced in 1948, and in 1952 the teacher-training program was transferred to Lower Gwelo Mission to make room at Solusi for the expanding academic program (Solusi University, 1995/1996).

On October 31, 1956, the Board of Regents of the General Conference of the Seventh-day Adventist Church authorized the upgrading of Solusi to senior college status (Solusi University, 1995/1996). By 1958, Solusi College was offering post-secondary school courses leading to bachelor's degrees (Solusi University, 1995/1996). By October 1984, the Solusi College Board of Trustees, the Andrews University Board of Trustees, the Board of Regents, the Board of the General Conference of the Seventh-day Adventist Church, and the regional accrediting body in the USA—the North Central Association of Schools and Colleges (NCASC)—had granted approval for an affiliation with Andrews University in Berrien Springs, Michigan (USA) (Solusi University, 2000-2003, p. 1).

In 1991, subsequent to the creation by the Zimbabwean Parliament of National Council of Higher Education, Solusi submitted an application for establishment as a fully

accredited private university. In July 1994, the government of Zimbabwe gazetted a charter establishing Solusi University (Solusi University, 1995/1996).

At present, Solusi University has three faculties: The Faculty of Arts and Science, which has six departments: Education and English, Family and Consumer Science, Humanities, History and Music (minor), Mathematics, and Natural Sciences. As of 2003 this faculty has 22 full-time and two part-time lecturers. The Faculty of Business has three departments: Accounting, Computers, and Management Information Systems; and Management has 11 full-time and two part-time lecturers. The Faculty of Theology and Religious Studies continues to offer a Master of Arts in Pastoral Ministry through an extension arrangement with Andrews University. This faculty has five full-time lecturers and five who come to teach on a part-time basis (Solusi University, 2001-2003).

Solusi College developed rapidly under the 10 years of affiliation with Andrews University. New programs were added, enrolment increased by nearly 500%. Currently the student enrollment is approximately 700. Enrollment also increased due to government grants and loans. In a ceremony on 11 June 1995, at which Ignatius Chombo, Minister for Higher Education, was the honored guest, Solusi University celebrated its first graduation. In his graduation address, Dr. Chombo announced that Solusi University students who are Zimbabwean citizens would, in the future, be eligible for government grants and loans to assist in their education (Solusi University, 2001-2003, p. 2).

Solusi University was established for the purpose of providing Christian education at the degree level for the constituency of the SDA Church and other interested people who meet the enrollment criteria in their countries of origin and in Zimbabwe.

Solusi University is a training center for the SDA Church in Southern Africa. Its primary concern is to nurture and train the church's workers and leaders (Solusi University, 1995/1996, p. 7). The University endeavors to impart true education to its students. True education emphasizes the training of the whole being: the hand, the head, and the heart (White, 1903, p. 22). Furthermore, the purpose of Solusi University is set forth within the religious heritage of the Seventh-day Adventist Church: to enable the student to dedicate his/her life to selfless service for God and mankind, to guide in the formation of character marked by integrity, loyalty to God and country, self-discipline, responsibility and tolerance; to develop the student's abilities in critical thinking; to bring forth acceptable levels of refinement and aesthetic taste; to encourage respect for dignity of labor; and to offer guidance for the community, church, and society (Solusi University, 1995/1996).

Governance of the University

Mfune (2002) describes the structure of Solusi University governance as consisting of 18 members of the board in the past from all parts of the constituency of the SDA Church (mostly church employees) but, under the provision of the charter, the University is now governed by a University Council. This forms its board of directors and is comprised of a minimum of 25 and a maximum of 33 members. While the major part of the board remains the same, six members of the board are a new addition. They represent the Zimbabwe National Chamber of Commerce (ZNCC); the Commercial Farmers Union (CFU), a government body; the Secondary School Teachers' Association; and two representatives from the government ministries (p. 158).

Within the maximum number of board members mentioned by Mfune (2002), that includes the president of the University Alumni Association, and one student representative as members of the university council (Solusi University, 2001-2003, p. 351).

University administration

As stipulated in the charter, the administration of the University includes a Chancellor who is also the president of the Eastern Africa Division. The Chancellor has the right to preside over any assembly or meeting held by or under the authority of the University. Upon the recommendation of council and the Senate, the Chancellor confers degrees and diplomas, certificates, and other awards and distinctions of the University and is able to withdraw or restore such awards. A Vice-Chancellor, who is the chief executive officer of the University and is appointed by the council, oversees every operational aspect of the University. The Vice-Chancellor is an ex-officio member of all standing committees of the University. By appointment of council and approval by the chancellor, provision is made for the appointment of a Pro-Vice-Chancellor who assists the Vice-Chancellor in designated areas of administration, such as academics, development, and so forth. Other administrative officers include the director of finance, registrar, and director of student services (Mfune, 2002, p. 159)

Africa University

Africa University is a private international university catering to the needs of African students. The university is located in Mutare, Zimbabwe, southern Africa. Africa University is the only degree-granting institution supported by the United

Methodist Church on the continent. The University was opened in March 1992. As of 2003 the enrollment is 784 students from 16 African countries.

The University's mission is to provide higher education of high quality, to nurture students in Christian values, and to help the nations of Africa achieve their educational and professional goals. Africa University will play a critical role in educating new leaders of African nations. The mission for Africa University is to educate, empower, and transform. Again, the mission is to offer professional training, research, and outreach activities especially focused on the needs and development aspiration of African nations.

The establishment of Africa University at Old Mutare must be seen as a fulfillment of the conviction of those men and women who did have a small part in preparing United Methodist youth for university training.

The practical steps that led to the establishment of Africa University are traceable to three developments, namely: (a) a speech entitled "The Case for International Education" which Bishop Arthur F. Kular of Liberia delivered to the Council of Bishops in early 1984; (b) the West African Committee on Education of the West Africa Central Conference which sent to the General Board of Higher Education and Ministry in early October 1984 its "Proposal for a Methodist University in West Africa," which highlighted Africa's under development emanating from its lack of provision for higher education; (c) the increasing general awareness on the part of the General Board of Higher Education and Ministry of the United Methodist Church for the need to provide tertiary education in parts of the world other than the USA (Africa University, 2000-2002).

One significant occasion worth mentioning is the groundbreaking ceremony in

April 1991. This memorable ceremony was presided over by Zimbabwe's Minister of

Higher Education, The Honorable David Karimanzira, who acknowledged in his keynote

address the contribution of The United Methodist Church to the cause of education in

Zimbabwe. He assured his large audience that the Government had in principle approved

the establishment of the University and that every effort was being made to grant the

University a charter (Africa University, 2000-2002).

One January 21, 1992, His Excellency the President of the Republic of

Zimbabwe, Robert Gabriel Mugabe, issued a proclamation declaring Africa University to

be established and setting forth the terms of the charter which gave a legal basis for the

existence of Africa University (Africa University, 2000-2002).

The doors of the University are open to women and men from all the nations of

Africa to study and grow together. The University offers undergraduate degrees and

postgraduate degrees in five faculties: the Faculty of Agriculture and Natural Resources

(FANR), the Faculty of Education (FOE), the Faculty of Humanities and Social Sciences

(FHSS), the Faculty of Management and Administration (FMA), and the Faculty of

Theology (FOT). Planning is underway for programs in Health Sciences and Science and

Technology (Africa University, 2000-2002).

Governance of the University

The structure of Africa University governance consist of 29 university council

members who come from some countries in Africa, Europe and United States of

America. The chairperson Bishop Emilio J.M. de Carvalho is from Angola, the Vice

Chairperson and the Treasurer are from the United States of America. The secretary to

the board is from Norway. Other members of the board include the Vice-Chancellor who

is from Zimbabwe and the Associate Vice-Chancellor who is also in charge of institutional development is from United States of America. In addition to the members mentioned so far, 10 members are from Zimbabwe, 5 come from the United States of America, 2 are from Germany, 1 from Sierra Leone, 1 from Nigeria, 1 from Congo, 1 from Liberia, 1 from Mozambique, and 1 from Kenya. Among these is one student representative member (Africa University, 2000-2002).

University administration

The principal administration of the University includes a Chancellor who is the Bishop of the Methodist Church in Africa. The Chancellor has the right to preside over any assembly or meeting held by or under the authority of the university. A Vice-Chancellor, who is the chief executive officer of the University, is appointed by the council to oversee every operational aspect of the University. Africa University has an Associate Vice-Chancellor for institutional Advancement instead of a Pro-Vice-Chancellor which is the case with other universities. The other administrators of the university include the registrar, librarian, bursar, director of information, outreach office director and all the deans of all the faculties (Africa University, 2000-2002, p. 9).

Faculty and staff

Africa University offers a Bachelor of Science degree (B.Sc.) in agriculture and natural resources. This program is a unique blend of theory, practical training, and exposure to continental issues. The FANR program prepares young women and men for careers and contributions in agricultural production, processing, marketing, policy, management, teaching, development, and services. The head of the department is the

dean who supervises a professor, associate professor, four senior lecturers, four lecturers, and senior laboratory technician, two laboratory technicians, two laboratory assistants, and four staff working in the laboratory (Africa University, 2000-2002, p. 57).

The Faculty of Education at Africa University has as its primary goal the development of value-centered educational leadership through the preparation of competent, moral, effective teachers, teacher educators, curriculum developers, administrators, and researchers who will ensure excellence at all educational levels. The Faculty assumes the responsibility to teach all students so that they will attain high standards of academic performance, show concern for improving the human condition, reason, and have a desire for service. The head of the department is the dean who supervises a professor, senior lecturer, and six lecturers and three coordinators, one in charge of teaching practice and microteaching; the other one oversees curriculum and instruction and the last one coordinates educational foundation (Africa University, 2000-2002, p. 85).

The Faculty of Humanities and Social Sciences has as its mission to develop students to think independently, communicate clearly, broaden their abilities for critical and aesthetic examination of their humanities and social sciences, and to be committed to a variety of intellectual and social responsibilities. The Faculty wants students to develop the skills necessary to understand ideas and issues, and make "educated" and humane choices in a changing and increasingly technologically oriented society. The Faculty encourages students to develop values and ethics that will lead them to productive, fulfilled lives. The dean is the head of the Faculty. He works with a professor, associate professor, and five senior lecturers and seven lecturers (Africa University, 2000-2002, p.

105).

The Faculty of Management and Administration has as its mission to provide programs at under- and post-graduate levels, which produce and develop managers and other business professionals capable of utilizing human and other resources to meet development needs and to take advantage of the opportunities of Africa within the global context. During the 1999/2000 academic year, the Faculty had an enrollment of 274 students, 56 of whom were post-graduate (full and part time) and 218 undergraduates. The Faculty has a dean as its head, a professor, associate professor, three senior lecturers, and four lecturers (Africa University, 2000-2002, p. 141).

The Faculty of Theology of Africa University is a community of learning whose purpose is to educate women and men to be pastors and teachers of the Christian Gospel for the churches of Africa. The Faculty is committed to excellence in teaching and research where an understanding of the Bible's transforming and prophetic message is central. The dean is the head of the Faculty who is responsible or in charge of supervising a professor, two associate professors, three senior lecturers, and three lecturers (Africa University, 2000-2002, p. 175).

**The National University of Science
and Technology**

The National University of Science and Technology is located in Bulawayo, Zimbabwe. The university was founded in 1991 following the establishment in 1988 of a Commission of Inquiry into the establishment of a second state university in Zimbabwe (National University of Science and Technology, 2001-2002, p. 48).

The purpose of the university is to provide an educational system that puts

emphasis on both theory and practice. Students spend 3 years on campus for the theory part of their study and 1 year of internship at a company for practical training. This provides an opportunity for students to experience what happens at the workplace before they complete their degrees (National University of Science and Technology, 2000-2002).

University governance

The power to govern the university is vested in the University Council. The Chancellor is the chairman of the board. The composition of the University Council includes the Vice-Chancellor who is the Chief Executive Officer of the University and the Pro-Vice-Chancellor who assists the Vice-Chancellor in the administration of the University. The Minister of Higher Education appoints 12 members to the board and the Senate appoints seven members to the board. The president of the students' Union is also a member of the University Council, representing the aspirations of the students. The Minister also appoints a woman to represent women's interests. Other appointments by the Minister to the board come from the list of the Zimbabwe National Chamber of Commerce (ZNCC), another from the list of the Confederation of Zimbabwe Industries (CZI), and also one from the list representing organizations representing the youth. The worker's committee, administrative staff, and the non-senate members elect one member each to the board. All the elected board members should be approved by the Vice-Chancellor. The secretary to the board is the registrar (National University of Science and Technology, 2001-2002, pp. 58, 59).

University administration

The principal officers of the University include the Chancellor who is the president of the Republic of Zimbabwe, the Vice-Chancellor who is the Chief Executive Officer of the University, and the Pro-Vice-Chancellor who assists the Vice-Chancellor on academic issues. The other officers include the Registrar, Bursar, and Senior Proctor (National University of Science and Technology, 2001-2002).

Faculty and staff

The National University of Science and Technology has seven faculties: Faculty of Applied Science, Faculty of Architecture and Quantity Surveying, Faculty of Commerce, Faculty of Communication and Information Science, Faculty of Environmental Science, Faculty of Industrial Technology, and Faculty of Technical Education (National University of Science and Technology, 2001-2002, pp. 166-401).

Faculty of Applied Science: A dean oversees and supervises this faculty. The faculty has five departments. The department of Applied Biology and Biochemistry has two professors, two senior lecturers, four lecturers, one chief technician, and one senior technician. The department of Applied Chemistry has seven lecturers, one chief technician, and one senior technician. The department of Computer Science has 10 lecturers, one chief technician, and one senior technician. The department of Mathematics has an associate professor, a senior lecturer, nine lecturers, and three other development staff. The department of Applied Physics has two professors, one senior lecturer, six lecturers, and two senior technicians (National University of Science and Technology, 2001-2002, p. 166).

The Faculty of Architecture and Quantity Surveying: A dean oversees and

supervises this faculty. There are two departments in the faculty, the department of

Architecture, with the professor as chairman of the department, and two senior lecturers,

and the department of Quantity Surveying with only two lecturers. (National University

of Science and Technology, 2001-2002, p. 251).

The Faculty of Commerce: Led by a dean, this faculty has four departments and a

graduate School of Business, which is led by the director. The department of Accounting

has four lecturers, three assistants, and the technician. The department of Banking has

the department chairperson and seven lecturers. The department of Finance has a

professor and three lecturers. The Graduate School of Business has a senior lecturer,

three lecturers, and one administrative assistant. (National University of Science and

Technology, 2001-2002, p. 275).

The Faculty of Communication and Informational Science has two departments,

the department of Library and Informational Science, which has four lecturers, and the

department of Journalism and Media Studies, taught by three lecturers. The faculty of

Environmental Science and Health has a professor who is also the chairperson of the

department. There are two senior lecturers and one junior. (National University of

Science and Technology, 2001-2002, p. 344).

The Faculty of Industrial Technology seems to be the biggest faculty at the

university. This faculty has five departments under it. The department of Chemical

Engineering has its personnel, the senior lecturer, four lecturers, teaching assistant, and

senior technician. The department of Electronic Engineering has also a senior lecturer,

eight lecturers, two senior technicians, and a research assistant. The department of Civil

and Water Engineering has as its staff, one professor, six lecturers, three teaching

assistants, one senior technician, and two research assistants. The department of

Industrial Engineering has five lecturers, two teaching assistants, three engineering

instructors, and two technicians. The department of Textile Technology has the

chairperson of the department who is a senior lecturer and two lecturers. (National

University of Science and Technology, 2001-2002, p. 401).

The Faculty of Humanities has one department. The department of Technical

Teacher Education has only two lecturers in addition to all the faculties. There is a center

for continuing education, and the staff who coordinates the center are: the director,

assistant registrar, who is the industrial liaison officer, and the administrative assistant.

As stated in the NUST prospectus, the University may offer master's and

doctoral degrees in the faculties already mentioned earlier. The guidelines for offering

postgraduate degrees are already set by the University Council. (National University of

Science and Technology, 2001-2002, p. 501). The background of universities in

Zimbabwe provided an understanding of university governance at each university. The

next section of will deal with academic trusteeship and its origins.

The Origins of Academic Trusteeship

According to Cowley (1980), the American college and university system of

governance has its roots in the European and English colleges influenced by John Calvin.

Calvin had the idea that the public interest should be in the hands of the public through

citizen involvement with the governing of the church, the city, and the university. The

first introduction of "layman" (non-academics) to a governing body was when Calvin

opened the *Academie de Geneve* in 1559 with a "Small Council" appointed by the civil

government, made up of members of ecclesiastical individuals and laymen responsible for all appointments to the Academy (p. 33). Gustavsson (2000) mentions that after the establishment by the Geneva Academy, the University of London opened in 1575 with a lay governing board of curators. The board had responsibility for administration of financial matters, appointments of staff, and management of University properties (p. 40). He mentions Trinity College that was established in 1559, and governed by a so-called bicameral form of governance. An internal board of academics was assigned ownership and operational responsibilities for the college while a board of visitors, consisting of seven laymen, provided for the outside supervision (p. 40). Three colleges, Harvard, William and Mary, and Brown, chose the so-called bicameral model of governance, with an internal board made up of the president and the faculty responsible for the operation of the college and an external board with lay representation responsible for oversight operations (Gustavsson, 2000, p. 40).

Hofstadter and Metzger (1995) noted that Princeton College is known to be the first Colonial college to give all the power to trustees for the governance of its operations. The charter of Princeton College gave the trustees the power to co-opt themselves and to retain full powers of management of the college. Princeton gave rise to the characteristic pattern for American private college government (p. 143). After the Revolutionary War, a trend emerged in which educational institutions replaced clerical domination of their governing boards with lay persons, especially business people. Bankers, lawyers, and merchants, who had achieved wealth due to their business, were appointed to the governing boards for their ability to contribute and raise funds. Others who had gained recognition through professional or political achievements were appointed for their

advisory capabilities (Rudolph, 1990, p. 173).

The reliance on external boards of control in education and other social institutions did not originate in the new world, as it is sometimes alleged. Prototypes are to be found in Italy as early as the 12th century, where city-state-appointed boards of citizens acted as liaison between university students and their instructors, and in the Netherlands and Scotland, where following the Protestant Reformation, control of religious and educational policy was no longer vested in the clergy itself but became the responsibility of lay elders (Houle, 1989; Ingram, 1993).

The American Colonists followed these precedents, in contrast to those of Oxford and Cambridge, whose colleges were governed by senior faculty members, who in turn relied on a single visitor from outside the college to adjudicate irreconcilable disputes. Harvard operates to this day under a board of overseers that approves the decisions of its president and fellows and is responsible for its ultimate governance and well-being (Ingram, 1980, p. 16).

In other colonies, colleges were established with lay boards: William and Mary in 1693, Yale in 1701, and many more along the Eastern Seaboard. Because of church sponsorship, clergymen dominated the governing boards of many of these colleges, and close legal ties to the sponsoring denominations led to later conflict over their academic independence. But the pattern was set: The beneficiaries of a trust, in contrast to Oxford's and Cambridge's senior fellows, could not themselves serve as trustees of the trust (Ingram, 1980).

When state universities began to receive charters, the University of Georgia in 1785, the University of North Carolina in 1789, the University of South Carolina in 1801,

and the University of Ohio in 1804 followed the example of existing colleges and provided for lay governing boards (Ingram, 1980).

The unique characteristics, then, of American boards are that:

1. They are composed of laypersons.

2. They are invested with complete powers of management, most of which they elect to delegate to professional educators.

3. They operate without the checks and balances typical of our democratic society (Rauh, 1959, p. 15). The background of the origins of trusteeship provided an insight on university governance and how trusteeship started in the United States of America. Following is the literature dealing with the roles and responsibilities of the trustees in African States.

Roles and Responsibilities of Trustees in African States

At a conference of Ministers of Education and those responsible for economic planning in African member states held in Harare, May 1982, participants developed what they consider what constitute the roles for universities in Africa: (a) To train suitable, highly qualified personnel in scientific and technical knowledge; and (b) The social aims of education call for a link between schooling and the world of work, so as to inculcate in pupils at all levels the idea of teamwork and a respect for manual work (M'Bow, 1982).

The new educated African should be at one and the same, rooted in his culture, aware of his responsibilities, able to adjust to change, and capable of participating in development and contributing to it creatively.

In their recommendation about education and the world of work, the participants in the Harare Conference, convinced of the relevance of the foregoing analyses, stressed the need for African member states to:

1. Strengthen relationships between training and world of work; include productive work in educational process.

2. Develop technical education and vocational training.

3. Define overall policies for development of human resources (prepare students to work in private sector).

4. Strengthen their planning machinery, especially in regard to manpower and education.

5. Bring to the attention of their ministries of education, of economic planning, finance and/or manpower planning the recommendation concerning education and the world of work (M'Bow, 1982). Further, consideration should be given to the roles and responsibilities of trustees in the United States of America.

Board Responsibilities in the United States of America

Although the roles and responsibilities differ from university to university, some of the trustee responsibilities are universal. The following are some board responsibilities: (a) setting and clarifying the institution's mission and purpose; (b) appointing the chief executive; (c) supporting the president; (d) monitoring the president's performance; (e) assessing board performance; (f) insisting on strategic planning; (g) reviewing educational and public service programs; (h) participating in fund raising; (i) ensuring good management; (j) preserving institutional independence; and (k)

relating campus to community and community to campus. The individual trustee's responsibilities are discussed in terms of general standards of conduct, mutual expectations of board members and the chief executive, and the commitment of trusteeship (Ingram, 1997).

A study was conducted to investigate the perceptions of presidents and trustees of community colleges concerning trustee responsibility, and to ascertain the extent to which they perceived boards of trustees as effective in carrying out their major duties. The study suggested that the most important responsibilities of boards of trustees were establishing institutional policies; considering budget proposals; communicating the needs of the college to state officials; and determining if the college is meeting the needs of community groups. The least important responsibilities of trustees were preparing for collective bargaining; taking personnel actions; and ensuring institutional compliance with state and federal laws (Coleman, 1981).

In a study (Buff, 1995) to ascertain self-perceptions of North Carolina's public university Trustees regarding their role in the governance of higher education, trustees perceived that their most important roles consist of overseeing: (a) academic and administrative personnel; (b) academic program; (c) budget administration; (d) property and buildings; (e) endowments and trust funds; (f) tuition fees and deposits; and (g) campus security.

Buff (1995) further says that the two most important roles to trustees include the categories of: (a) academic program, and (b) academic and administrative personnel. Trustee issues that were expected to be paramount 5 years from now include: (a) a closer relationship between trustees; (b) more authority for trustees; (c) better trustee

orientation; and (d) visionary leadership issues.

Royce's (1993) study focused on factors that facilitate and impede trustee effectiveness in carrying out trustee responsibilities. The findings reveal that of the many trustee responsibilities reported in the review of literature, trustees identify with nine, focusing with remarkable consistency on safe-guarding the mission of the college as the top trustee responsibility. All interviewees concur that fund-raising stands in second or third place as a trustee responsibility. A successful governance model emerges where active, thorough committee work precedes full board meetings that are ratifying in nature (Royce, 1993).

A recent study (Ncube, 2002) indicates that presidents of universities should play a major role toward the raising of funds for the institution. In executing their role in fund raising, presidents work with various internal and external publics. These include major corporations, friends of the institution, and foundations. One additional public that plays a critical role as a financial resource for the institution is the alumni (p. 21).

Cook (1997) suggests duties that presidents should carry out in raising funds:

1. Creating assertive board leadership in fund raising.

2. Enunciating the master plan of the institution and obtaining a consensus on mission and goals.

3. Using their time and appearance wisely.

4. Meeting regularly with senior development staff to assess campaign strategy and analyze strengths and weaknesses.

5. Spending considerable time in cultivating prospects for major gifts.

6. Insisting on continuity in development strategy rather than zigzagging from

one approach to another (p. 75).

Gustavsson (2002) goes so for as to state that a university has no greater resources than its alumni (p. 36), but 47% of colleges have no active alumni chapters and 75% have no alumni activities for graduates (p. 56). College and university presidents need to engage the alumni more as they can be a major source of institutional resources. Colson's (1997) study suggests that fund raising consumes 20 to 50% of presidents' time, which is more than any other single responsibility they have. In balancing intra-campus activities with fund raising, the results of his study reveal that presidents experience tension between raising necessary funds and managing campus affairs. Those with strong fund-raising backgrounds, however, are better positioned to meet the requirements of their institutions, while those with broad academic backgrounds are more comfortable with intra-campus affairs (p. 103).

Murphy (1997) believes that an effective college president can help articulate the College's vision to its various publics. The vision must be articulated in a way that not only makes sense, but also appeals to the excitement level and emotional needs of those who can help the vision become a reality. The effective college president must be able at a moment's notice to articulate a vision, an effective and meaningful future for the institution that he or she represents (p. 64).

Martin (1974) argues that the management should link responsibility with public accountability. He supports the faculty view that trustees have little business in the classrooms. He suggests that one function of the trustees should be to bring a broad experience of the world to bear on academic decision-making. At the same time, however, the businessman-trustee should recognize that there are special elements in

academic life that may require some specialized experience as well. The board can make itself felt most effectively in academic matters by focusing its attention on people, on a reasonable concern for the nature and welfare of the faculty body. Finally, trustees should also take the trouble to keep themselves informed about broad issues in education and about affairs of their own institutions.

Nason (1982), former president of Swarthmore and Carlton Colleges, started writing about roles and responsibilities of trustees in 1975, under the auspices of the Association of Governing Boards of Universities and Colleges. Nason describes the ideal role of trustees by differentiating, for heuristic purposes, among 13 responsibilities that range from six specific charges to broader, more abstract obligations. The six concrete duties include appointing the president, approving the budget, raising money, managing endowment, approving the long-range plan, and serving as the court of appeal in matters of college governance.

Five responsibilities are more general in nature and include making certain the institution is well managed, assuring adequate physical facilities, overseeing the educational program, serving as a bridge and buffer between campus and community, and preserving institutional autonomy. The remaining two responsibilities deal with board members attitudes toward the institution rather than action to be taken; thus trustees are urged to be informed about the peculiar nature of educational institutions, their own in particular, and to maintain the integrity of the trust (Nason, 1982).

Ingram (1995) lists the responsibilities of trustees as follows:

1. Setting mission and purposes

2. Appointing the president

3. Supporting the president

4. Mentoring the president's performance

5. Assessing board performance

6. Insisting on strategic planning

7. Reviewing educational and public service programs

8. Ensuring adequate resources

9. Ensuring good management

10. Preserving institutional independence

11. Relating campus to community and community to campus

12. Serving occasionally as a court of appeal (pp. 4-5).

The report of the Task Force on Governance was most emphatic on this point, saying that we cannot stress too often that the role of boards would be to establish policy and provide policy oversight, not to implement policy in detail (Twentieth Century Fund Task Force, 1992, p. 9).

Wicke (1962) addresses the responsibilities of university trustees and their relationship to the president with regard to his function at a college or university. He mentions that, the board of trustees is a legislative, not executive, body, whose primary responsibility is the determination of policy. This means that the board's function is not administrative. Execution of policy must be left to the president. Trustees should see that the university is well run by someone else and not try to run it themselves (p. 22).

Wicke goes on to say that the authority of the board of trustees rests in the board as a whole, not in individual trustees. Authority must equal responsibility. If the president is responsible for the process, he should have authority to carry out plans.

Since it is the board's major responsibility to assist, guide, and evaluate the progress of the institution, it is highly important that a single person, the president, be the only administrative officer to report directly to the board (p. 23).

Seitz (1994) lists the duties of trustees as follows:

1. Selection and continual support of Chief Executive

2. Develop with Chief Executive principal institutional goals and objectives

3. Develop ownership and preservation of institutional property and assets

4. The adjudication of matters of governance and personnel in the role of the court of appeal.

5. Assessment and maintenance of institutional progress, strength, and effectiveness

6. The conduct of business for the benefit of constituent welfare

7. The perpetuating of distinctive purposes for which the institution was established (p. 28).

Houle (1960) also mentions 16 roles and responsibilities of trustees. They are as follows: (a) Keep overall objectives clear, (b) changes reflected in the program, (c) select executive, (d) work with executive, (e) delegation of assignment, (f) monitor executive performance, (g) serve as a court of appeal, (h) establish policies, (i) knowledgeable, (j) board relationship with constituency, (k) fund-raising, (l) legal and moral responsibility, (m) abide to policy and procedure, (n) supportive, (o) diversity of members, and (p) periodic evaluation of program (pp. 91-97). The roles and responsibilities mentioned above provide a legislative component of trustee functions. The board is responsible for developing policies and guidelines to run a university, and it is the duty of the CEO to

make sure that the policies are implemented.

Trustee Effectiveness

In any study of effectiveness, questions immediately arise about assumptions and definitions (Cameron & Bilimoria, 1985). The simple definition of effectiveness provided by Chait et al. (1991, p. 4) was reputation.

In a study of the relationship between institutional finances and organizational effectiveness, Anderson (1983) discovered that high levels of democratic governance were especially noticeable in the most effectively managed institutions and were generally absent in the least effective. He also mentions that professors should believe in their institutions and assume the sense of proprietorship for their campuses. Democratic governance may be the best means by which to cultivate this ownership attitude. Anderson goes on to say that the level of institutional financial support and faculty salaries appear to have less effect on faculty morale than the meaningful participation of faculty in governance (p. 6).

A conclusion corroborated in a study of college presidents by Bensimon, Neumann, and Birnbaum (1989) suggest that the difference between effective and ineffective leaders may be related to cognitive complexities. It has been suggested further that academic organizations have multiple realities and that leaders with capacity to use multiple lenses are likely to be more effective than those who analyze and act on every problem using a single perspective. If there are to be effective academic leaders they must recognize the interaction between bureaucratic, collegial, political, and symbolic processes in all colleges and universities at all times (p. 72).

A study by Callan and Honetschlager (1991), on policies for improving trustee selection in public sector, reviews the history of how trustees are selected to boards of public institutions of higher education and offers specific recommendations to improve the selection process. The study notes a trend toward an overall decline in the effectiveness of boards and reports that the major factor identified in several recent analyses is the quality of board appointments, with appointing authorities failing to select the most qualified and committed citizens. The paper recommended a diverse group of appointees in the selection process and establishing orientation programs for new trustees.

Gale (1996) points out that, in independent colleges and universities, the committee on trustees is most important to the institution's long term effectiveness. Chait et al. (1996) describe an action research study of the working of college boards of trustees, which expanded on an earlier work. Their earlier study (1991) identified six areas of competency of effective boards of trustees: contextual, educational, interpersonal, analytical, political, and strategic. This study examined how boards of trustees can put these principles into practice and learn to become more competent. The Trustee Demonstration Project was implemented for 5 years at six independent colleges: Butler University (Indiana), Cornell College (Iowa), Eckerd College (Florida), Lane College (Tennessee), Randolph-Macon Women's College (Virginia), and the University of Findlay (Ohio).

A position paper presented by Sherman (1993) emphasizes that the time had come to look at the separate roles of the CEO and trustees and then decide how best each institution could fashion a relationship between president and board. Many boards have

not consciously defined these roles. Boards need to focus on results and, in particular, on the outside world and the effects of the college on that world. Once the board knows what its role is, it is possible to define the role of the president. Presidents have a serious obligation toward seeing to the education of their trustees, but trustees have the ultimate responsibility for good relations with the CEO's (Sherman, 1993).

Chait et al. (1996) maintain that the most influential management models for higher education are derived from the corporate sector and that crossover effect promises increasing board of trustee activism in the academic world. Corporate boards have come under increasing public pressure to be more responsive and responsible for active management. In turn, academic boards of trustees are reexamining their roles and effectiveness in the face of increased public scrutiny, constituent pressures, and media coverage. Boards are broadening channels of communication by meeting directly with constituents, probing strategic issues formerly not considered in their domain, and seeking to thoroughly inform themselves of their president's role and performance. Changes include faculty representation on boards; more open meetings with members of the university community, and allowing more time for consideration of strategic issues (Chait et al., 1996).

In order to help trustees fulfill leadership responsibilities, presidents should help them explore three areas of knowledge (the college, trends in higher education, and trends in society), identify and explore their specific governance responsibilities and behaviors, and guide them in balancing cost-effectiveness, quality, and humanism (Lewis, 1980).

The first step in improving a board must be a review of the mission and status of

the institution. Four steps in this process are to decide what is wanted and needed on the board, establish a search-and-recruit procedure, establish an orientation procedure, and establish a procedure for terminating service. Deciding on the composition of the board involves two dimensions: consideration about diversity of the board and the individual talents or professional backgrounds that a good board needs (Gale, 1978).

Research suggests that trustee effectiveness in discharging trustee responsibilities relates directly to: (a) information provided by the administration and sought by the trustee, (b) the president's commitment to use trustees in substantive decision making, (c) trustees giving enough time to their responsibilities and meetings, (d) confidence in the administration, and (e) rapport with one another (Royce, 1993).

A lot has been written on trustee effectiveness as mentioned in literature. One can easily see the relationship between trustee effectiveness, trustee responsibility, and accountability to the people the board serves. The next section addresses trustee accountability to the stakeholders.

Trustee Accountability to Stakeholders

One of the prerequisites of effective accountability is that those given responsibility know to whom they are responsible and for what aspect of performance they are responsible. Similarly, those who delegate authority know whom to hold accountable.

Accountability is straightforward in circumstances when a simple task has been delegated to an individual, but is more difficult when tasks are complex and greater numbers of individuals are involved (Kogan, 1986). Again, accountability is difficult in

services that are provided by professionals as their power enables them to resist attempts to measure the outputs of services provided (Day & Klein, 1987, p. 5).

The board should be accountable to the stakeholders. Accountability (Rosenberger, 1997) is the condition of being accountable, liable, or responsible. Accountability is recognized to be a complex and difficult concept (Day & Klein, 1987). A simple description is that to be accountable is to be required to explain or justify one's action or behavior. Accountability is closely connected to responsibility, as those who have been given responsibility are asked to account for their performance. Stewart (1984) suggests that accountability is made up of two parts, the element of account and the holding to account (p. 15). A study by Boyett and Finlay (1996) suggests that just like company boards, governing bodies are now required to produce an annual report for their shareholders and to hold an annual general meeting, where the governors were visibly accountable to the parents for their actions over the previous year (p. 32).

The Department for Education and Employment (1996) suggests that governing bodies are also accountable to the wider community. Informally, governing bodies may consider the wider community in making decisions. Information, which is presented to communities, represents the element of giving an account, rather than being held to account. The board should be both responsible and accountable for institutions.

Summary

This chapter provided the conceptual framework for the study covering six dimensions relevant for trustee effectiveness. These dimensions are contextual, educational, interpersonal, analytical, political, and strategic. The background of selected

universities is covered in relation to the system of governance, administration, faculty, and staff.

Furthermore, chapter 2 discussed areas on the origin of academic trusteeship, roles and responsibilities of trustees in African states, board responsibilities in the USA, trustee effectiveness, and trustee accountability to the stakeholders.

Cowley (1980) points out that the American college and university system has its roots in the European and English colleges influenced by John Calvin. Calvin had the idea that public interest should be in the hands of the public through citizen involvement with the governing of the church. Gustavsson (2000) mentions that after the establishment by the Geneva Academy, the University of London was opened in 1575 with lay governing of curators. The unique characteristics of the American boards (Rauh, 1959) are: They are composed of laypersons, laypersons are vested with complete powers of management, most of which they delegate to professional educators, and they operate without checks and balances typical of our democratic society (p. 15).

Ingram (1997) points out some of the responsibilities trustees perform, these include: setting and clarifying the institutional mission, appointing the Chief Executive, supporting the president, monitoring the president's performance, strategic planning, participating in fund-raising, ensuring good management, and having a good relationship with the community. With responsibility comes accountability. Martin (1974) argues that the management should link responsibility with public accountability. He also suggests that one function of the trustees should be to bring a broad experience of the world to bear on academic decision-making.

It was evident that there was differences between the United States of America

and Zimbabwe in the way universities are governed. Zimbabwe follows a well-defined structure of university governance, whereas the United States of America follows a structure of university governance based on the needs of each university.

CHAPTER 3

RESEARCH METHODOLOGY

Research Design

This descriptive study was designed to identify the level of board effectiveness among selected private and public universities in Zimbabwe as perceived by board members. Also, the study sought to determine the influence of the following demographic variables on the seven factors of institutional functioning: age, education levels, and years of service. To achieve this purpose, the study measured the perceptions of university council members of selected private and public universities in Zimbabwe in order to determine the level of board effectiveness.

Description of the Target Population

Three universities in Zimbabwe participated in the study: one public university operated by the government and two private universities that are run by church organizations. The boards of trustees from these universities consisted of 87 members. The population for this study was all university council members from the selected private and public universities in Zimbabwe.

Instrumentation

Data for this study were collected using a survey instrument adopted from the

Association of Governing Boards of Universities and Colleges and modified through

pilot study (Ingram, 1993). The instrument had two sections. Section 1 focused on

demographic characteristics and section 2 with 47 questions dealt with major functions of

the board. The demographic part of the questionnaire dealt with questions such as: age

when one began serving as a board member, highest level of education, and years of

service as a board member. Part 2 of the questionnaire was not divided into any sub

sections. This was done intentionally for the respondents not to recognize that they are

being asked to respond on a particular subject. The same questionnaire had sub sections

known by me dealing with the seven areas of university functioning stated in the study.

Questions in section 2 were rated on the following scale for responses: 1 = no, 2 =

uncertain, 3 = yes (see Appendix B).

Research Questions and Related Hypotheses

Since all research questions addressed the same seven areas of university

functioning, they will be referred to subsequently as "the seven areas of university

functioning" without spelling them out each time. The seven areas of university

functioning are: institutional mission, institutional planning, physical plant, financial

management, board membership, board organization and performance, and board

relations with the Chief Executive Officer. Research question 1, was not answered by

any hypotheses, but was analyzed using the mean scores.

The search questions and related hypotheses are:

Research Question 1: How do boards at selected institutions in Zimbabwe

perceive themselves as effective in accomplishing the seven areas of university

functioning?

The hypotheses for research questions 2 to 10 closely mirror the research questions themselves.

Research Question 2: How does the age of board members influence the seven areas of university functioning at university A?

Hypothesis 1: There is a significant age difference in the perception of board members in the seven areas of university functioning at University A.

Research Question 3: How does the age of board members influence the seven areas of university functioning at University B?

Hypothesis 2: There is a significant age difference in the perception of board members in the seven areas of university functioning at University B.

Research Question 4: How does the age of board members influence the seven areas of university functioning at University C?

Hypothesis 3: There is a significant age difference in the perception of board members in the seven areas of university functioning at University C.

Research Question 5: How does the education level of members influence the seven areas of university functioning at University A?

Hypothesis 4: There is a significant education level difference in the perception of board members in the seven areas of university functioning at University A.

Research Question 6: How does the education level of board members influence the seven areas of university functioning at University B?

Hypothesis 5: There is a significant education level difference in the perception of board members in the seven areas of university functioning at University B

Research Question 7: How does the education level of board members influence

the seven areas of university functioning at University C?

Hypothesis 6: There is a significant education level difference in the perception of board members in the following areas of university functioning at University C.

Research Question 8: How does years of service of board members influence the seven areas of university functioning at University A?

Hypothesis 7: There is a significant years-of-service difference in the perception of board members in the seven areas of university functioning at University A.

Research Question 9: How does years of service of board members influence the seven areas of university functioning at University B?

Hypothesis 8: There is a significant years-of-service difference in the perception of board members in the seven areas of university functioning at University B.

Research Question 10: How does years of service of board members influence the seven areas of university functioning at university C?

Hypothesis 9: There is a significant years-of-service difference in the perception of board members in the following areas of university functioning at University C.

Table 1 summarizes the seven areas of university functioning and the number of questions in each area. Also, shown in Table 1 are the range of scores for each factor.

Perceived Board Effectiveness

The study focused on perceived board effectiveness by how board members responded to the survey on a scale of 1 = no, 2 = uncertain, 3 = yes. To determine whether the board perceived itself as effective or not, I set a criterion at 80% agreement (that is, a mean of 2.4 on the 3-point scale on each factor as representing the perception of board effectiveness). The 80% was considered appropriate as recommended by

McConnell (1997) in which the 80% was associated with administrative qualities for one to be effective (p. 110).

Table 1

Items and Range of Scores on All Questions on Seven Factors

Factors	Section B Items of Survey	Range of Scores
Institutional Mission	1 - 6	6 -18
Institutional Planning	7a to 7f, 8-11	10 - 30
Physical Plant	12 to 18	7 – 21
Financial Management	19a-b, 20-26a-26e	13 - 39
Board Membership	27,28a-d, 29-31a,b-34	11 – 33
Board Organization	35-37a,b, 38a-c, 39, 40a,b, c, 41- 44	15 – 45
Board/CEO Relations	45 – 47	3 - 9

Pilot Study

I conducted a pilot study during the month of February 2000. The instrument was distributed to 12 selected students from Zimbabwe and other African countries studying at Andrews University. The students chosen for this task had been administrators and members of university councils in Zimbabwe in the past. Based on their comments and suggestions, the original survey of 64 questions was reduced to 47 items.

The reason for this pilot study was to address content validity matters by having them critique and appraise the questionnaire to ensure that the instrument addressed all

areas that I set to investigate. Furthermore, the pilot study aimed at ensuring relevance in terms of wording and usage of terminology.

The original questionnaire (Self-Study Criteria for Governing Boards of Independent Colleges and Universities) had nine areas. As a result of the pilot study two sections were eliminated leaving seven that considered for the study. Some of the areas were closely related, therefore in order to reduce redundancy the judges recommended that they be removed. These areas had to do with financial support and board relation with the key constituents (faculty, students, and alumni). These areas were removed to reduce repetition. Some of the 47 items were re-worded to render them more appropriate for the Zimbabwe context.

Data Collection Procedures

To secure a high rate of return for the survey instrument, I went to Zimbabwe to collect data. The modified Self-Study Criteria designed by the Association of Governing Boards of Universities and Colleges was the main data collection instrument for this study (Ingram, 1996, pp. 1-10).

Data were collected in the months of September, October, and November 2001. A letter of endorsement for the study issued by each university was included in the packet with the instrument and the demographic questionnaire in an effort to encourage responses. Again, included in each packet was a personalized cover letter detailing the purpose of the study, the time frame for completion, and the procedure for anonymity. Education directors, research coordinators, and registrars of each university were used as center agents for receiving the questionnaires from the trustees. A timeline was set for receiving all the data. The Zimbabwe Union Conference Education Director of Seventh-

day Adventist helped in the collection of data from Solusi University. He mailed questionnaires to all the University Council members. I wrote follow-up letters to the ones who did not respond the first time and more responses were secured.

Data collection for the National University of Science and Technology was done through the office of the registrar. The researcher worked hand in hand with the secretary to the registrar by sending survey questionnaires to all the 29 council members. Completed responses were mailed back to the University where the researcher had to collect them. As for Africa University, the registrar sent the list of all the names of the Board of Directors to me and then I mailed them to the respective trustees.

Data Analysis

This section of the study presents analyses that satisfied the purpose of the study. The purpose of the study was to identify the level of board effectiveness among selected private and public universities in Zimbabwe as perceived by board members. Also, to determine the influence of the following demographic variables on the seven areas of institutional functioning mentioned earlier: age, education levels, and years of service.

Upon receipt of the returned questionnaire surveys, data were considered large enough to warrant the use of a statistical program for analysis and interpretation. I used descriptive statistics and one-way ANOVA to analyze the information that was collected. The SPSS computer program was utilized to obtain the means, standard deviations, F ratios, N, and p values. A mean score of 2.40 on a 3.00 point scale was considered to be effective for a particular scale.

One-way ANOVA was used to test the hypotheses in order to find out if there were statistically significant demographic differences on the seven areas of university

functioning. For the areas of university functioning that were found to be statistically significant, the Student-Newman-Keuls post hoc statistical procedure was applied to determine where the differences appeared.

The reason why one-way ANOVA was used to analyze the data was because the analysis was conducted on the seven areas of university functioning (scales) and not on each individual item. However, the scale score means were standardized by dividing these means by the number of items in the scale so that the scores could be compared on the same scale of 1 – 3.

Chi-square would have been appropriate, but would have been very cumbersome and with 3 universities, and 3 demographic variables, and 47 questions (3 x 3 x 47 = 423) it would be 423 Chi-square with their corresponding tables. The use of one-way ANOVA for this study was considered appropriate. Furthermore, I was able to condense information by using composite ANOVA tables. Again, it represented categorical data which could be considered interval data since it had directionality just like a likert scale of the form: 1 = strongly disagree to 5 = strongly agree. This study used a similar scale from 1 – 3.

Likert scales are analyzed with ANOVA or Chi-square depending on the circumstances. In this particular study, this has not placed any limitations on the interpretation of results since the test of homogeneity of variance was satisfied.

CHAPTER 4

RESEARCH FINDINGS

Introduction

The purpose of this study was to identify the level of board effectiveness among

selected private and public universities in Zimbabwe as perceived by board members.

Further, the study sought to determine the influence of the following demographic

variables on the seven factors of institutional functioning in each of the three institutions:

age, education levels, and years of service. Chapter 1 established the need for the study

and dealt with the problem. The research questions were raised, the key factors and

variables were identified, and nine hypotheses of the study were presented. This chapter

reports the findings from the survey and provides detailed analyses of the data. Each

hypothesis was analyzed using One-way ANOVA to determine whether there were

statistically significant differences to the seven areas of university functioning. Finally, a

summary of the findings concludes the chapter.

Description of the Population

The population of this study was defined as university council members of the

selected private and public universities in Zimbabwe. The private universities are under

the leadership of the church institution, whereas the public university falls under the

jurisdiction of the state. The Chancellor for the private universities in Zimbabwe is the

head of the Church. For Solusi University this would be the President of the Eastern Africa Division (EAD) of the SDA Church, and for Africa University, the Chancellor would be the Bishop of the Methodist Church in Zimbabwe. The Chancellor for the public universities is the President of the country, the head of state.

Data were obtained through the mailing list provided by the registrar of the universities that agreed to participate. The university Council members for private universities numbered 58 and for the public universities were 29. The total for both private and public universities was 87. The private universities had 39 responses, and 16 came from the public university for a total of 55, representing a 63.2% return rate. A similar study done by Bauer (1982) on the roles and responsibilities of trustees had a response rate of 88%. Considering that the survey was done on the population of board members, not on a sample, the response rate was satisfactory for statistical analysis and for assessing board effectiveness between the private and public universities in Zimbabwe. Given the wider distribution of board members scattered in different geographic areas and some all over the world, in the case of Africa University, I consider the rate satisfactory. Table 2 indicates the analysis of the population distribution from which responses were obtained.

Answers to Research Questions and Related Hypotheses

Research Question 1: How do the boards perceive their effectiveness in accomplishing the following areas of university functioning: (a) institutional mission, (b) institutional planning, (c) physical plant, (d) financial management, (e) board membership, (f) board organization and performance, and (g) relations between board and the CEO?

Table 2

Population and Sample Distribution by Universities

Population	N	n	% of sample
Solusi University	29	27	49.1
Africa University	29	12	21.8
NUST	29	16	29.1
Total	87	55	100

Research Question 1 was not answered by any hypotheses. The mean scores were used to determine how boards perceive themselves as effective in accomplishing seven areas of institutional functioning. Table 3 shows the mean scores for Universities A, B, and C. The mean scores of 2.40 and greater are perceived to be effective. The mean scores that are less than 2.40 would be considered ineffective. To determine board effectiveness, the criterion was set at 80% cut off (the maximum possible mean score is 3).

Since the main purpose of the study was to identify the level of board effectiveness among selected private and public universities in Zimbabwe as perceived by board members, the mean scores were used to determine how effective board members were in accomplishing the seven areas of university functioning. Based on the mean scores, University A was found to be effective in four areas of university functioning, namely, institutional mission, institutional planning, financial management, and board relations with Chief Executive Officer. The areas of university functioning perceived not to be effective at University A were physical plant, board membership, and board organization and performance (see Table 3). University B was perceived to be

effective in six areas of university functioning except the area of board membership. University C members also indicated that they were perceived to be effective in six areas of university functioning except that of board membership.

Null Hypotheses for Research Questions 2 - 10

It was the purpose of this study to identify the level of board effectiveness among selected private and public universities in Zimbabwe as perceived by board members. Again, the study sought to determine the influence of the following demographic variables on the seven factors of institutional functioning in each of the three institutions: age, education levels, and years of service. The respective hypotheses were tested in the null form. One-way ANOVA was used to test each of the seven sub-hypotheses.

Null Hypothesis 1: There is no significant age difference in the perception of board members in the seven areas of university functioning at University A.

The corresponding means, standard deviations, *N, F* ratios with degrees of freedom and *P* value are presented in Table 4.

Based on the findings, the null hypothesis was retained indicating that there is no significant age difference on the perception of board members in all seven areas of university functioning at University A.

This means that the age of a board members at University A has no influence in their perceptions of board effectiveness on the seven areas of university functioning. In other words, whether the board member falls under the 39 or less age group, 40 - 49 or the 50 and over age group, they perceive themselves as being effective in accomplishing the seven areas of university functioning.

Table 3

Mean Scores for Universities A, B, and C

University Functioning	A	B	C
Institutional mission	2.69	2.60	2.85
Institutional planning	2.54	2.51	2.65
Physical plant	2.25*	2.58	2.57
Financial management	2.62	2.65	2.47
Board membership	2.34*	2.34*	2.18*
Organization and performance	2.38*	2.67	2.53
Board/Vice-Chancellor relations	2.56	2.71	2.53

* Not effective.

Table 4

Composite ANOVA Table for University A on Age Differences

Factor	Age Categories			Total	F (2,24)	P
	Under 39	40-49	50 & over			
Mission:						
M	2.57	2.70	2.78	2.69	1.019	0.376
SD	0.317	0.221	0.333	0.288		
N	7	11	9	27		
Planning:						
M	2.44	2.63	2.50	2.54	0.856	0.437
SD	0.31	0.257	0.364	0.308		
N	7	11	9	27		
Physical Plant:						
M	2.14	2.18	2.44	2.25	1.237	0.308
SD	0.421	0.503	0.346	0.439		
N	7	11	9	27		
Financial Management:						
M	2.47	2.62	2.74	2.62	1.461	0.252
SD	0.413	0.295	0.246	0.32		
N	7	11	9	27		
Board Membership:						
M	2.16	2.40	2.41	2.34	1.009	0.380
SD	0.503	0.356	0.326	0.39		
N	7	11	9	27		
Organization and Performance:						
M	2.32	2.34	2.49	2.38	0.784	0.468
SD	0.302	0.308	0.306	0.303		
N	7	11	9	27		
Board Relations:						
M	2.33	2.61	2.70	2.56	1.262	0.301
SD	0.577	0.36	0.512	0.479		
N	7	11	9	27		

Null Hypothesis 2: There is no significant age difference in the perception of board members in the seven areas of university functioning at University B.

The corresponding means, standard deviations, *N, F* ratios with degrees of freedom, and *P* values are presented in Table 5.

Based on the findings, the null hypothesis was retained indicating that there is no age difference in the perception of board members in the seven areas of university functioning at University B.

Null Hypothesis 3: There is no significant age difference in the perception of board members in the seven areas of university functioning at University C.

The corresponding means, standard deviations, *N, F* ratios with degrees of freedom, and *P* values are presented in Table 6.

Based on the findings, there is no significant difference on institutional planning, physical plant, financial management, and board relations. The null hypothesis was retained for these four areas. The null hypothesis was rejected for institutional mission, board membership, and board organization and performance, and I conclude that there is a significant age difference in the perception of board members in the three areas of university functioning at University C: Institutional mission ($F_{2,9}$ =18.272, p = .001), board membership ($F_{2,9}$ = 18.117, p = .010), and on board organization and performance ($F_{2,9}$ =9.212, p = .007).

The findings may be interpreted to mean that among the three age groups and their perceptions on institutional mission, board membership, and board organization and performance there were significant differences, which mean that one needs to find where the differences appeared.

Table 5

Composite ANOVA Table for University B on Age Differences

Factor	Age Categories			Total	F (2,13)	P
	Under 49	50-59	60 & over			
Mission:						
M	2.52	2.76	2.33	2.60	0.925	0.421
SD	0.413	0.499	0.236	0.443		
N	7	7	2	16		
Planning:						
M	2.57	2.49	2.4	2.51	0.157	0.856
SD	0.315	0.474	0.566	0.393		
N	7	7	2	16		
Physical Plant:						
M	2.53	2.76	2.14	2.56	1.978	0.178
SD	0.434	0.347	0.404	0.419		
N	7	7	2	16		
Financial Management:						
M	2.75	2.64	2.35	2.65	1.829	0.200
SD	0.238	0.297	0.163	0.277		
N	7	7	2	16		
Board Membership:						
M	2.37	2.44	1.85	2.34	1.771	0.209
SD	0.351	0.463	0.218	0.419		
N	7	7	2	16		
Organization and Performance:						
M	2.71	2.66	2.63	2.67	0.045	0.956
SD	0.162	0.575	0.424	0.395		
N	7	7	2	16		
Board Relations:						
M	2.76	2.76	2.33	2.71	0.7	0.514
SD	0.317	0.499	0.943	0.469		
N	7	7	2	16		

Newman-Keuls post hoc test indicates that the under 49 age group had a significantly lower mean on institutional mission than the 50 – 59 and 60 and over age group. Newman-Keuls post hoc test indicates that the under 49 age group had a significantly lower mean on board membership than the 50 – 59 and 60 and over age group. Newman-Keuls post hoc test indicates that the under 49 age group had a significantly lower mean on board organization and performance than the 50 – 59 and 60 and over age group.

Based on the Newman-Keuls post hoc test, results indicates that the older members in the board at University C are more grounded on institutional mission than the younger members. Also, on board membership, the results indicate that the older members are more diverse in terms of experience and knowledge on accomplishing the seven areas of university functioning than the younger members.

Further, results indicate that the board members at University C who are older were perceived to be more organized and perform better than the younger members. The reason for using Student Newman-Keuls post hoc test was because the test actually separates the groups into subsets and split the groups into two sections indicating the mean differences. This enables one to compare the means to determine where the differences appeared. Again, looking at the overall Table 6, there some factors that stand out such as the scores for the under 49 age group: Institutional mission has a mean score of (2.33), board membership mean (1.69), and organization and performance mean (1.97). The perceptions of board members on board membership based on age were low.

Null Hypothesis 4: There is no significant education level difference in the perception of board members in the seven areas of university functioning at University A.

Table 6

Composite ANOVA Table for University C on Age Differences

Factor	Age Categories			Total	F (2,9)	P
	Under 49	50-59	60 & over			
Mission:						
M	2.33	2.93	3.00	2.85	18.272	.001***
SD	0.236	0.131	0	0.27		
N	2	7	3	12		
Planning:						
M	2.4	2.77	2.53	2.65	1.10	0.374
SD	0.283	0.293	0.503	0.353		
N	2	7	3	12		
Physical Plant:						
M	2.07	2.67	2.67	2.57	1.84	0.111
SD	0.707	0.243	0.218	0.376		
N	2	7	3	12		
Financial Management:						
M	2.08	2.53	2.62	2.47	1.144	0.361
SD	0.218	0.458	0.353	0.421		
N	2	7	3	12		
Board Membership:						
M	1.69	2.36	2.08	2.18	8.117	.010**
SD	0.326	0.207	0.154	0.334		
N	2	7	3	12		
Organization and Performance:						
M	1.97	2.7	2.56	2.53	9.212	.007***
SD	0.33	0.203	0.154	0.334		
N	2	7	3	12		
Board Relations:						
M	1.83	2.67	2.67	2.53	3.75	0.065
SD	0.236	0.43	0.333	0.481		
N	2	7	3	12		

*   Significant at .05 level.
* *   Significant at .01 level.
* * * Significant at .001 level.

The corresponding means, standard deviations, N, F ratios with degrees of freedom, and p values are presented in Table 7 for University A.

Based on the findings, the null hypothesis was retained for six areas: institutional mission, physical plant, financial management, board membership, board relations with Chief Executive Officer, and board organization and performance. However, the null hypothesis was rejected for institutional planning ($F_{2,24}$ = 14.516, p = .000), and I conclude that there is a significant education level difference in the perception of board members on institutional planning.

Newman-Keuls post hoc test indicates that the doctoral education level had significantly lower mean on institutional planning than the bachelor's or less, and a master's.

Null Hypothesis 5: There is no significant education level difference in the perception of board members in the seven areas of university functioning at University B. The corresponding means and standard deviations, N, F ratios with degrees of freedom, and p values are presented in Table 8.

Based on the findings, the null hypothesis was retained and I conclude that there is no significant education level difference in the perception of board members on institutional mission, physical plant, financial management, board membership, board relations, organization, and performance. However, there is a significant education level difference in the perception of board members on institutional planning ($F_{2,13}$ =7.543, p = .016). Since there are only two groups of the education level category, the means show that the doctoral level education group scored lower than the master's or less on items dealing with institutional planning.

Table 7

Composite ANOVA Table for University A on Education Level Differences

Factor	Education Categories			Total	F (2,24)	P
	Bachelor <	Masters	Doctoral			
Mission:						
M	2.73	2.68	2.71	2.7	0.073	0.93
SD	0.435	0.281	0.23	0.291		
N	5	14	7	26		
Planning:						
M	2.8	2.63	2.20	2.55	14.516	.000***
SD	0.148	0.243	0.173	0.306		
N	5	14	7	26		
Physical Plant:						
M	2.43	2.20	2.24	2.26	0.446	0.646
SD	0.505	0.458	0.426	0.448		
N	5	14	7	26		
Financial Management:						
M	2.65	2.63	2.57	2.62	0.088	0.916
SD	0.355	0.275	0.43	0.323		
N	5	14	7	26		
Board Membership:						
M	2.4	2.36	2.21	2.33	0.452	0.642
SD	0.528	0.323	0.347	0.388		
N	5	14	7	26		
Organization and Performance:						
M	2.57	2.30	2.40	2.38	1.466	0.252
SD	0.277	0.3	0.324	0.308		
N	5	14	7	26		
Board Relations:						
M	2.53	2.69	2.43	2.59	0.74	0.488
SD	0.558	0.357	0.63	0.474		
N	5	14	7	26		

*   Significant at .05 level.
* *   Significant at .01 level.
* * * Significant at .001 level.

Table 8

Composite ANOVA Table for University B on Education Level Differences

Factor	Education Level Categories		Total	F (2,13)	P
	Masters or Less	Doctoral			
Mission:					
M	2.5	2.74	2.6	1.151	0.301
SD	0.479	0.383	0.443		
N	9	7	16		
Planning:					
M	2.71	2.25	2.51	7.543	.016*
SD	0.203	0.443	0.393		
N	9	7	16		
Physical Plant:					
M	2.67	2.47	2.58	0.866	0.368
SD	0.311	0.533	0.419		
N	9	7	16		
Financial Management:					
M	2.72	2.56	2.65	1.303	0.273
SD	0.288	0.254	0.277		
N	9	7	16		
Board Membership:					
M	2.35	2.32	2.34	0.021	0.887
SD	0.449	0.413	0.419		
N	9	7	16		
Organization and Performance:					
M	2.65	2.71	2.68	0.092	0.766
SD	0.49	0.26	0.395		
N	9	7	16		
Board Relations:					
M	2.67	2.76	2.71	0.153	0.702
SD	0.471	0.499	0.469		
N	9	7	16		

*   Significant at .05 level.
**   Significant at .01 level.
* ** Significant at .001 level.

Null Hypothesis 6: There is no significant education level difference in the perception of board members in the seven areas of University functioning at University C.

The corresponding means, standard deviations, N, F ratios with degrees of freedom, and p values are presented in Table 9.

Based on the findings, the null hypothesis was retained for institutional mission, institutional planning, physical plant, financial management, board membership, and board relations. The null hypothesis was rejected for board organization and performance ($F_{2,9} = 6.015$, $p = .034$), and I conclude that there is a significant education level difference in the perception of board members on board organization and performance.

Since there are only two groups on the education level, the means show that the master's or less education group had a significantly lower mean on board organization and performance than the doctoral education group.

Null Hypothesis 7: There is no significant years-of-service difference in the perception of board members in the seven areas of university functioning at University A.

The corresponding means, standard deviations, N, F ratios with degrees of freedom, and P values are presented in Table 10. The null hypothesis is retained in each case, and I conclude that there is no significant years-of-service difference in the perception of board members in all seven areas of university functioning at University A.

This means that years-of-service of a board member at University A has no influence on how the board accomplishes the seven areas of university functioning. In other words, a board member who has less years of service in the board and those who have more years of service, they function the same.

Table 9

Composite ANOVA Table for University C on Education Level Differences

Factor	Education Categories		Total	F (2,9)	P
	Masters <	Doctoral			
Mission:					
M	2.73	2.93	2.85	1.606	0.234
SD	0.384	0.131	0.27		
N	5	7	12		
Planning:					
M	2.68	2.63	2.65	0.057	0.817
SD	0.335	0.39	0.353		
N	5	7	12		
Physical Plant:					
M	2.49	2.63	2.57	0.423	0.53
SD	0.521	0.259	0.376		
N	5	7	12		
Financial Management:					
M	2.49	2.46	2.47	0.014	0.908
SD	0.485	0.409	0.421		
N	5	7	12		
Board Membership:					
M	2.08	2.25	2.18	0.849	0.378
SD	0.421	0.242	0.324		
N	5	7	12		
Organization and Performance:					
M	2.31	2.7	2.53	6.015	.034*
SD	0.355	0.21	0.334		
N	5	7	12		
Board Relations:					
M	2.47	2.57	2.53	0.127	0.729
SD	0.606	0.418	0.481		
N	5	7	12		

* Significant at .05 level.

Table 10

Composite ANOVA Table for University A on Years of Service Differences

Factor	Years of Service Categories			Total	F (2,24)	P
	5 < years	6-10 yrs	11+ yrs			
Mission:						
M	2.68	2.74	2.56	2.69	0.468	0.632
SD	0.297	0.305	0.192	0.288		
N	12	12	3	27		
Planning:						
M	2.58	2.51	2.47	2.54	0.251	0.78
SD	0.295	0.32	0.404	0.308		
N	12	12	3	27		
Physical Plant:						
M	2.27	2.30	2.05	2.26	0.381	0.287
SD	0.47	0.433	0.436	0.439		
N	12	12	3	27		
Financial Management:						
M	2.67	2.67	2.23	2.62	2.191	0.073
SD	0.298	0.277	0.407	0.32		
N	12	12	3	27		
Board Membership:						
M	2.40	2.37	2.03	2.34	1.259	0.331
SD	0.382	0.306	0.694	0.39		
N	12	12	3	27		
Organization and Performance:						
M	2.37	2.44	2.22	2.39	0.669	0.522
SD	0.318	0.288	0.342	0.303		
N	12	12	3	27		
Board Relations:						
M	2.58	2.64	2.22	2.56	0.914	0.414
SD	0.452	0.46	0.694	0.479		
N	12	12	3	27		

Null Hypothesis 8: There is no significant years-of-service difference in the perception of board members in the seven areas of university functioning at University B.

The corresponding means, standard deviations, *N, F* rations with degrees of freedom, and *P* values are presented in Table 11.

Based on the findings, the null hypothesis was retained indicating that there is no significant years-of-service difference in the perception of board members in all seven areas of university functioning at University B.

Null Hypothesis 9: There is no significant years-of-service difference in the perception of board members in the seven areas of university functioning at University C.

The corresponding means, standard deviations, *N, F* rations with degrees of freedom, and *P* values are presented in Table 12.

Based on the findings, the null hypothesis was retained indicating that there is no significant years-of-service difference in the perception of board members in areas of university functioning at university C.

For hypotheses 7, 8, and 9 dealing with the perceptions of board members at Universities A, B, and C on board effectiveness with regard to years-of-service, it is interesting to note that all three universities perceived years-of-service as not being an influence in accomplishing the seven areas of university functioning. In other words, all the areas indicated no significant differences on board members' perceptions based on years of service. Results indicate that whether one has been in the board for less than 5 years or 11 years and over in any of the three boards, the perceptions on how they function are the same.

Table 11

Composite ANOVA Table for University B on Years of Service Differences

Factor	Years of Service Categories			Total	F (2,13)	P
	5 < years	6-10 yrs	11+ yrs			
Mission:						
M	2.52	2.67	2.75	2.6	0.381	0.691
SD	0.452	0.577	0.597	0.443		
N	9	3	4	16		
Planning:						
M	2.53	2.67	2.35	2.51	0.55	0.59
SD	0.283	0.577	0.526	0.393		
N	9	3	4	16		
Physical Plant:						
M	2.52	2.62	2.68	2.58	0.182	0.835
SD	0.423	0.66	0.295	0.419		
N	9	3	4	16		
Financial Management:						
M	2.65	2.79	2.54	2.65	0.708	0.511
SD	0.211	0.355	0.377	0.277		
N	9	3	4	16		
Board Membership:						
M	2.19	2.64	2.44	2.34	1.601	0.239
SD	0.331	0.387	0.56	0.419		
N	9	3	4	16		
Organization and Performance:						
M	2.56	2.82	2.85	2.68	1.104	0.39
SD	0.476	0.308	0.084	0.395		
N	9	3	4	16		
Board Relations:						
M	2.48	3	3	2.71	3.062	0.081
SD	0.35	0	0	0.469		
N	9	3	4	16		

Table 12

Composite ANOVA Table for University C on Years of Service Differences

Factor	Years of Service Categories		Total	F (2,9)	P
	10 years <	11+			
Mission:					
M	2.75	2.87	2.85	0.291	0.602
SD	0.354	0.27	0.27		
N	2	10	12		
Planning:					
M	2.8	2.62	2.65	0.41	0.536
SD	0.283	0.371	0.353		
N	2	10	12		
Physical Plant:					
M	2.64	2.56	2.57	0.08	0.784
SD	0.101	0.412	0.376		
N	2	10	12		
Financial Management:					
M	2.62	2.45	2.47	0.251	0.627
SD	0.544	0.423	0.421		
N	2	10	12		
Board Membership:					
M	2.15	2.18	2.28	0.014	0.909
SD	0.326	0.341	0.324		
N	2	10	12		
Organization and Performance:					
M	2.17	2.61	2.54	3.702	0.083
SD	0.613	0.241	0.334		
N	2	10	12		
Board Relations:					
M	2.5	2.53	2.53	0.007	0.937
SD	0.707	0.477	0.481		
N	5	10	12		

Summary of Results

Since the main purpose of the study was to identify the level of board effectiveness among selected private and public universities in Zimbabwe as perceived by board members, the mean scores were used to answer research question 1, to determine the perceptions of board effectiveness in accomplishing the seven areas of university functioning at Universities A, B, and C (Table 13). For research questions and hypotheses dealing with demographic variables: age, education levels, and years of service, one-way ANOVA was used (see Tables14, 15, and 16).

Research Question 1: How do boards at selected institutions of higher education in Zimbabwe perceive themselves as effective in accomplishing the seven areas of university functioning?

The findings for research question 1 were summarized on Table 13 by the use of mean scores for each university. The mean scores less than 2.40 were perceived to be ineffective. An asterisk below Table 13 indicated that the boards perceived themselves as not effective.

Research Questions 2 – 4: How does the age of board members influence the seven areas of university functioning at Universities A, B, and C?
Hypothesis 1 – 3: There is a significant age difference in the perception of board members in the seven areas of university functioning at Universities A, B, and C.

Table 14 summarizes the findings dealing with the age of board members at Universities A, B, and C in relation to seven areas of university functioning. The Table shows the areas that are significant and those that are not (*NS* means not significant, and *SIG.* means significant differences).

Table 13

Findings from the study: mean scores

Seven Areas of University Functioning	University A	University B	University C
Mission	2.69	2.60	2.85
Planning	2.54	2.51	2.65
Physical Plant	*2.25	2.58	2.57
Financial management	2.62	2.65	247
Board Membership	*2.34	*2.34	*2.18
Organization and Performance	*2.38	2.67	2.53
Board Relations With CEO	2.56	2.71	2.53

* Perceived to be not effective

Research Questions 5 – 7: How does the education level of board members influence the seven areas of university functioning at Universities A, B, and C?

Hypothesis 4 – 6: There is a significant education level difference in the perception of board members in the seven areas of university functioning at Universities A, B, and C.

Table 14

Findings from the study: age

Seven Areas of University Functioning	University A	University B	University C
Mission	NS	NS	*SIG*
Planning	NS	NS	NS
Physical Plant	NS	NS	NS
Financial management	NS	NS	NS
Board Membership	NS	NS	*SIG*
Organization and Performance	NS	NS	*SIG*
Board Relations With CEO	NS	NS	NS

SIG = Significant

Results on Table 15 summarize the findings on the education levels of board

members at Universities A, B, and C in relation to the seven areas of university

functioning. The areas that showed no significant differences were indicated by *NS*

meaning not significant and *SIG.* meaning there are significant differences between groups.

Table 15

Findings from the study: Education Levels

Seven Areas of University Functioning	University A	University B	University C
Mission	NS	NS	NS
Planning	*SIG*	*SIG*	NS
Physical Plant	NS	NS	NS
Financial management	NS	NS	NS
Board Membership	NS	NS	NS
Organization and Performance	NS	NS	*SIG*
Board Relations With CEO	NS	NS	NS

SIG = Significant

Research Questions 8 – 10: How does years of service of board members influence the seven areas of university functioning at Universities A, B, and C?

Hypothesis 7 – 9: There is a significant years of service difference in the perception of board members in the seven areas of university functioning at Universities A, B, and C. The results on Table 16 summarize the findings on the years of service of board members at Universities A, B, and C in relation to the seven areas of university functioning. There were no significant differences on years of service at Universities A, B, and C in relation to the seven areas of university functioning

Table 16

Finding from the study: Years of Service

Seven Areas of University Functioning	University A	University B	University C
Mission	NS	NS	NS
Planning	NS	NS	NS
Physical Plant	NS	NS	NS
Financial management	NS	NS	NS
Board Membership	NS	NS	NS
Organization and Performance	NS	NS	NS
Board Relations With CEO	NS	NS	NS

CHAPTER 5

SUMMARY, DISCUSSION, CONCLUSIONS,

AND RECOMMENDATIONS

This chapter defines the purpose of the study, presents a summary of literature review, describes the methodology and the findings, and offers recommendations and makes suggestions for further study.

Purpose of the Study

The study sought to identify the level of board effectiveness among the selected private and public universities in Zimbabwe as perceived by board members. The areas of university functioning considered were: institutional mission, institutional planning, physical plant, financial management, board membership, board organization and performance, and board/vice-chancellor relations. Further, the study sought to determine the influence of the following demographic variables on the areas of university functioning: age, education levels, and years of service.

Overview of Literature Review

In the overview of literature dealing with board effectiveness among selected institutions of higher learning in Zimbabwe, related literature that contributed to this research in terms of the conceptual or practical perspectives was explored. The areas

explored fall into the following sections: conceptual framework of the study, background of selected universities in Zimbabwe, the origin of academic trusteeship, trustee effectiveness, roles and responsibilities of trustees, trustee accountability to the stakeholder, and university governance in general.

The areas mentioned provide a pivotal component to the understanding of university governance and trustee effectiveness. The study draws its conceptual framework from the Trustee Demonstration Project conducted by Chait et al. (1991). They identified six distinct competencies that focus on the actual behaviors of effective boards of trustees. The summaries of the basic competencies of effective governing board are:

1. *Strategic*: The board focuses most of its attention to issues and priorities that are vital to enhancing the organization's future.

2. *Contextual*: The board's decision making is guided by a clear, shared understanding of the organization's mission, culture, and values.

3. *Analytical*: The board examines all kinds of issues and engages effectively in problem solving.

4. *Political*: The board takes the necessary steps to build and maintain good relationships with all organization stakeholders.

5. *Educational*: The board is well informed about the organization and about trustee roles and responsibilities.

6. *Interpersonal*: The board functions well as a cohesive group and manages conflict appropriately (pp. 2-3).

After providing the conceptual framework, there was a need to explore the

literature that provided the background for the selected institutions in this study. The three institutions are Solusi University, Africa University, and National University of Science and Technology.

Solusi University is located 50 kilometers west of Bulawayo, Zimbabwe. It is a co-educational institution, which was founded as one of the first of hundreds of Seventh-day Adventist mission stations by a dedicated team of Christians in 1894. It was named after chief Soluswe, near whose home the mission was founded. At present Solusi University has three faculties: The Faculty of Arts and Sciences, which has five departments: Education and English, Family and Consumer Science, Humanities History and Music (minor), Mathematics, and Natural Sciences. As of 2003 this faculty had 22 full-time and 2 part-time lecturers. The Faculty of Business has three departments: Accounting, Computers, and Management Information Systems and Management. It has 11 full-time and 2 part-time lecturers. The Faculty of Theology and Religious Studies continue to offer a Master's of Arts in Pastoral Ministry through an extension arrangement with Andrews University. This faculty has 5 full-time and 5 part-time lecturers. Currently the student enrollment is approximately 700. Enrollment increased due to the government providing grants and loans to eligible students (Solusi University, 2001-2003). The University endeavors to impart true education to its students. True education emphasizes the training of the whole being: the hand, the head, and the heart (White, 1903, p. 22). Mfune (2002) describes the structure of Solusi University governance as consisting of a minimum of 25 and a maximum of 33 members. Under the provision of the charter the University Council governs the University (p. 158).

Africa University is a private international university catering to the needs of

African students. The University is located in Mutare, Zimbabwe, Southern Africa. It is

the only degree-granting institution supported by the Methodist Church on the continent.

The university was opened in March 1992. As of 2003 the enrollment was 784 students

from 16 African countries. The University's mission is to provide higher education of

high quality, to nurture students in Christian values, and to help the nations of Africa

achieve their educational and professional goals. The University offers undergraduate

degrees and postgraduate degrees in five faculties: The Faculty of Agriculture and

Natural Resources (FANR), the Faculty of Education (FOE), the Faculty of Humanities

and Social Sciences (FHSS), the Faculty of Management and Administration (FMA), and

the Faculty of Theology (FOT). Planning is underway for programs in Health Sciences

and Science and Technology (Africa University, 2000-2002).

The National University of Science and Technology is located in Bulawayo,

Zimbabwe. The University·was founded in 1991 for the purpose of providing an

educational system that puts emphasis on both theory and practice. The students spend 3

years on campus for the theory part of their study and 1 year of internship at companies

for practical training. The University has seven faculties: the Faculty of Applied Science,

the Faculty of Architecture and Quantity Surveying, the Faculty of Commerce, the

Faculty of Communication and Information Science, the Faculty of Environmental

Science, the Faculty of Industrial Technology, and the Faculty of Technical Education

(National University of Science and Technology, 2001/2002).

Following the background of the selected universities in the study, it is important

to stress the origin of academic trusteeship. Cowley (1980) points out that the American

college and university system of governance has its roots in the European and English

colleges influenced by John Calvin. Calvin had the idea that public interest should be in the hands of the public through citizen involvement with the governing of the church, the city, and the university. Gustavsson (2000) mentions that after the establishment by the Geneva Academy, the University of London opened in 1575 with lay governing of curators. The board had responsibility for the administration of financial matters, appointment of staff, and management of university properties (p. 40). Hofstadter and Metzger (1995) noted that Princeton College is known to be the first Colonial College to give all power to trustees for the governance of its operations. Princeton gave rise to the characteristic pattern for American private college government (p. 143). The unique characteristics of the American boards (Rauh, 1959) are: they are composed of laypersons, laypersons are vested with complete powers of management, most of which they delegate to professional educators, and they operate without checks and balances typical of our democratic society (p. 15).

As a legislative board, trustees have roles and responsibilities they perform as they lead universities. Ingram (1997) points out some of the responsibilities, which include: setting and clarifying the institution's mission, appointing the Chief Executive, supporting the president, monitoring the president's performance, insisting on strategic planning, participating in fund-raising, ensuring good management, and having a good relationship with the community.

Wood (1985) describes the ideal role of trustees by differentiating, for heuristic purposes, among 13 responsibilities that range from six specific charges to broader, more abstract, obligations. The six concrete duties include appointing the president, approving the budget, raising money, managing endowment, approving long-term plan, and serving

as the court of appeal in matters of college governance. Five responsibilities are more general in nature and include making certain the institution is well managed, assuring adequate physical facilities, overseeing the educational program, serving as a bridge and buffer between campus and community, and preserving institutional autonomy. The remaining two responsibilities deal with board members' attitudes toward the institution, rather than action to be taken; thus, trustees are urged to be informed about the "peculiar nature" of educational institutions, their own in particular, and to maintain the integrity of the trust (p. 6).

Ncube (2002) in her recent study indicated that presidents of universities should play a major role toward the raising of funds for the institution. As they do so, they should work with various internal and external publics (p. 21).

Martin (1974) argues that the management should link responsibility with public accountability. He supports the faculty view that trustees have little business in the classrooms. He suggests that one function of the trustees should be to bring a broad experience of the world to bear on academic decision-making.

Chait et al. (1996) identified six areas of competency of effective boards of trustees: Contextual, educational, interpersonal, analytical, political, and strategic. The boards should put these principles into practice in order to be competent and effective.

The board should be accountable to its stakeholders, which includes students, parents, professors, and the community at large. Boyett and Finlay (1996) suggest that just like company boards, governing bodies are now required to produce an annual report for their stakeholders.

One of the characteristics for university governance is accountability to the

constituency the university serves. Bowen and Shapiro (1998) explain the distinction between internal and external accountability. They point out that external accountability is the obligation of the colleges and universities to their supporters, and ultimately to society at large, to provide assurance that they are pursuing their missions faithfully, using their resources honestly and responsibly, and meeting legitimate expectations. Internal accountability is the accountability of those within a college or university to one another for how its several parts are carrying out their missions, how well they are performing, whether they are identify where improvement is needed, and what they are doing to make those improvements. External accountability is like an audit, giving grounds for confidence and continued support, while internal accountability is like an inquiry and analysis by the institution into its own operations aimed at improvement through investigation and action (p. 20).

In addition to trustee responsibilities mentioned by Wood (1985) earlier, Wicke (1962) addresses what he believes to be the three fundamental principles trustees should understand as their function from the very outset of their responsibility.

1. The board of trustees is a legislative, not an executive, body whose primary responsibility is the determination of policy. Execution of policy must be left in the hands of the Chief Executive Officer.

2. The authority of the board of trustees rests in the board as a whole, not in individual trustees.

3. Since it is the board's responsibility to assist, guide, and evaluate the progress of the institution, it is highly important that a single person, the president, be the only administrative officer to report directly to the board. If the president is to be

successful in performing his or her duties, delegation of responsibilities would be necessary (pp. 22-23).

Methodology

This descriptive study was to identify the level of board effectiveness among selected private and public universities in Zimbabwe as perceived by board members. Also, the study sought to determine the influence of the demographic variables on the seven factors of university functioning: age, education level, and years of service.

To achieve this purpose, the study measured the perceptions of university council members of selected private and public universities in Zimbabwe to determine the level of their effectiveness and the influence of demographic variables on seven factors of universities functioning. Three selected universities in Zimbabwe agreed to participate in the study: Africa University, which is operated by the Methodists, National University of Science and Technology, which is a government institution, and Solusi University, which is run by the Seventh-day Adventist Church. The three universities were selected on the basis of being the first ones to be opened in the early 90s after a long period of having only one national university in Zimbabwe. The University of Zimbabwe had been in existence for over 35 years before the inception of the selected three universities for this study.

The population for the study was all the university council members from the three selected institutions. Each university had 29 members on its board giving a total of 87 in all. Data for the study were collected using a modified survey instrument adopted from the Association of the Governing Boards of Universities and Colleges. The instrument had two sections to it. Section 1 focused on demographic characteristics,

while section 2 with 47 questions dealt with the seven major areas of university

functioning. The instrument had seven areas to evaluate the board members' perception

on effectiveness. The areas were institutional mission, institutional planning, physical

plant, financial management, board membership, board organization and performance,

and board/vice-chancellor relations. The questions in section 2 were rated on the

following scale for responses: 1 = no, 2 = uncertain, 3 = yes (see Appendix B).

The data for the study were analyzed by using mean scores and one–way Analysis

of Variance (ANOVA). The results from the analyzed data exhibit the views of board

members from the selected private and public universities in Zimbabwe as per their

perception on board effectiveness in areas of university functioning. This research was

guided by the following 10 research questions:

Research Question 1: How do boards at selected institutions in Zimbabwe

perceive themselves effective in accomplishing the seven areas of university functioning?

Research Question 2: How does the age of board members influence the seven

areas of university functioning at University A?

Research Question 3: How does the age of board members influence the seven

areas of university functioning at University B?

Research Question 4: How does the age of board members influence the seven

areas of university functioning at university C?

Research question 5: How does the education levels of board members influence

the seven areas of university functioning at University A?

Research Question 6: How does the education level of board members influence

the seven areas of University functioning at University B?

Research Question 7: How does the education level of board members influence the seven areas of university functioning at University C?

Research Question 8: How do the years of service of board members influence the seven areas of university functioning at University A?

Research Question 9: How do the years of service of board members influence the seven areas of university functioning at University B?

Research Question 10: How do the years of service of board members influence the seven areas of university functioning at University C?

Summary of Findings

The study undertook to answer 10 research questions. The first research question was analyzed using mean scores of 2.40 out of 3.00 as being perceived effective, and any mean scores less than 2.40 were perceived as being ineffective. In other words, 1.00 – 2.39 would represent ineffectiveness and 2.40 – 3.00 would represent effectiveness. The criterion was set at 80% agreement (that is, mean of 2.4 on the 3-point scale) on each factor representing perceptions of board effectiveness. Research questions 2 – 10 were answered by the use of one-way analysis of variance (ANOVA).

The results show that University A was perceived to be effective in areas of institutional mission (2.69), institutional planning (2.54), financial management (2.62), and relations between the board and the CEO (2.56). The areas that need improvement for University A are: physical plant (2.25), board membership (2.34), and board organization and performance (2.38). University A as a private institution focuses more on mission and planning. Its goal is to accomplish the mission according to the guidelines of the church. According to the results on board/vice chancellor relations,

when the board chooses an individual to lead a university, it becomes like a calling, thus revealing why there is a sound relationship between the board and the CEO.

The results for University B indicate that they are very effective in most areas of university functioning except for board membership, which has a mean score of 2.34. University B, being the first public university to be opened in the early 90s, has enjoyed the support from the government in terms of funding to build the infrastructure. On board membership, most of the board members are chosen based on political affiliations, business entrepreneur, and members with expertise in the area of institution governance. Choosing board members based on political affiliations is not a bad idea, but those in the selection committee may need to consider other key individuals within the constituency.

The results for University C show that they are effective in all seven areas of university functioning except for one, which is board membership (2.18). University C scored high on mission (2.85) showing that it is focused on accomplishing its task in university governance. The infrastructure for University C is in place even though it is adding a few more buildings. The main source of financial support for University C is from the United States of America.

Overall, university governance among the three selected institutions of higher education in Zimbabwe is doing well, considering the fact that they have been operating only for about 10 years.

This summary chapter will now address the remaining research questions, draw final conclusions, suggest recommendations, and offer suggestions for further research. The research questions were built on the framework of the seven areas of university functioning. The board members of the universities in the study responded to questions,

and then conclusions were drawn based on the perceptions of board members on how well they accomplish the seven areas of university functioning.

Answers to Research Questions 2-10

Based on the age, education level, and years of service of responding board members from three selected institutions of higher education in Zimbabwe, is there significant differences in their perception with regard to the seven areas of university functioning? To answer these questions the following nine hypotheses were tested by applying one-way analysis of variance (ANOVA) at an alpha of .05.

Null Hypothesis 1: There is no significant age difference in the perception of board members in the seven areas of university functioning at University A.

The null hypothesis was retained based on age, and I conclude that there is no significant difference in the perception of board members in the seven areas of university functioning at university A. This means that age according to board members' perception has nothing to do with how board members accomplish the seven areas of university functioning.

Null Hypothesis 2: There is no significant age difference in the perception of board members in the seven areas of university functioning at University B.

Null hypothesis 2 was retained based on age, and it was concluded that there is no significant difference in the perception of board members in the seven areas of university functioning at University B. This means that age according to the perception of board members has nothing to do with how they accomplish the seven areas of university functioning.

Null Hypothesis 3: There is no significant age difference in the perception of

board members in the seven areas of university functioning at University C.

Null hypothesis 3 was retained on institutional planning, physical plant, board relations to the CEO, and financial management, and rejected on institutional mission, board membership, and board organization and performance. This means that age of board members does not have any effect on how board members accomplish four of the seven areas of university functioning. Further, on areas where there were significant differences, the Student-Newman-Keuls post hoc test was applied to see where the differences existed.

The Newman-Keuls post hoc test indicates that the under-49 age group had lower means on institutional mission (2.33), board membership (1.69), and board organization and performance (1.97) than the 50-59 and 60 and over age group. This means that the older board members at University C tended to be more grounded in the mission of the institution with a mean of 2.93 for age group 50-59 and a mean of 3.00 for 60 years and over. Also, on board membership, the under 49 age group scored lower means (1.69), 50-59 scored 2.36, and 60 and over scored 2.08. On organization and performance, the under 49 group scored a mean of 1.97, the 50-59 group scored a mean of 2.70, and those 60 years and over scored a mean of 2.56.

Null Hypothesis 4: There is no education level difference in the perception of board members in the seven areas of university functioning at University A.

Null hypotheses were retained on six areas of university functioning: institutional mission, physical plant, financial management, board membership, organization and performance, and board relations, and rejected on institutional planning.

On the significant area of university functioning (planning), Newman-Keuls post

hoc test was applied to determine where the differences existed. The test indicates that the board members with a doctorate scored a mean of 2.20, which is less than those with bachelors or less (2.82), and the mean of 2.63 with master's degrees with regard to institutional planning. There are some factors that may explain that finding; for example, most of the members with a doctoral degree are theologians who might not have time to plan on educational matters. The other factor may be that those with a doctorate may have more responsibilities and may be busy trying to accomplish other tasks. On the other hand, those with bachelor's and master's degrees may be engaged in day-to-day planning on educational matters.

Null Hypothesis 5: There is no significant education level difference in the perception of board members in the seven areas of university functioning at University B.

The null hypotheses were retained for institutional mission, physical plant, financial management, board membership, relations between board and the CEO, and board organization and performance and rejected on planning. Since there are two groups, results indicate that the doctoral category scored a lower mean (2.25) than the master's or less (2.71). The respondents at University B have master's degrees in areas dealing with education, and those with doctoral category might have degrees in other areas.

Null Hypothesis 6: There is no significant education level difference in the perception of board members in the seven areas of university functioning at University C.

The hypotheses were retained on institutional mission, institutional planning, physical plant, financial management, board membership, and board relations and rejected on organization and performance. The results indicate that those with a doctorate

at University C scored higher (2.70) than those with a master's (2.31) on board organization and performance. This means that board members with a doctorate are organized and perform better than those with a master's. This is probably because of the educational matters and their level of learning.

Null Hypothesis 7: There is no significant years-of-service difference in the perception of board members in the seven areas of university functioning at University A.

The null hypotheses were retained based on years of service, and I conclude that there is no significant years-of-service difference in the perception of board members in the seven areas of university functioning at University A. This indicates that a high degree of agreement exists regarding board effectiveness among respondents regardless of years of service. University A board members enjoy a strong consensus regarding their effectiveness across all years-of-service categories.

Null Hypothesis 8: There are no significant years of service difference in the perception of board members in the seven areas of university functioning at University B.

The null hypotheses were retained based on years of service, and I conclude that there is no significant years-of-service difference in the perception of board members in the seven areas of university functioning at University B. This shows a high degree of agreement on the level of effectiveness among respondents' perception regardless of the years of service. University B board members enjoy a strong consensus regarding their perceived effectiveness across all years-of-service categories.

Null Hypothesis 9: There are no significant years-of-service difference in the perception of board members in the following areas of university functioning at University C.

The null hypotheses were retained based on years of service, and I conclude that there are no significant years-of-service difference in the perception of board members in the seven areas of university functioning at University C. This shows a high degree of agreement on the level of effectiveness among respondents perception regardless of the years of service. University C board members enjoy a strong consensus regarding their perceived effectiveness across all years of service categories.

Areas of Improvement

These recommendations reflect the content of the actual survey items. It should be noted that all responses to the questionnaire were based on the perceptions of board members.

University A

The study found areas of perceived weakness with regard to selected University boards accompanying the areas of University functioning. University A had low mean scores on the following areas: physical plant (2.25), board membership (2.34), and board organization and performance (2.38).

1. Physical Plant

    a. The board needs to approve a master plan for a physical plant to include both present and anticipated needs.

    b. The board needs to review physical plant utilization (adequacy

of buildings).

     c. Before considering remodeling or coming up with new construction the board/council needs to make sure that present space is used effectively.

     d. The University/council needs a good maintenance programs and repairs to be done in a timely manner.

     e. Details dealing with buildings should be left to the administrative staff.

2. Board membership:

    a. Lack of diverse board members to reflect expertise

    b. Lack of gender inclusion (female)

    c. The need to orient new members to the institution, duties, and responsibilities

    d. Lack of continuing education and assessment of members

    e. Need to avoid conflicts of interest

3. Board organization and performance:

    a. Lack of continual review of committee structures and its practices.

    b. The need for the agenda to reach members sufficiently in advance of the meeting.

    c. The need to have effective and stimulating meetings.

    d. Lack of opportunity for rotating leadership within the board and its Committees.

University B

The area of improvement at University B was on board membership. The mean score on that area was 2.34.

Board membership:

a. Lack of diverse board members to reflect the expertise

b. Lack of gender inclusion (female)

c. Orientation of new members to the institution, duties, and responsibilities

d. Lack of continuing education and assessment of board members

e. The need to avoid conflicts of interest.

University C

The area of improvement at University C had to do with board membership. The mean score was 2.18.

Board membership:

a. Lack of diverse board members to reflect expertise

b. Lack of gender inclusion (female)

c. Orientation of new members to the institution, duties, and responsibilities

d. Lack of continuing education and assessment of board members

e. The need to avoid conflicts of interest

The areas that were perceived to be weak from all three selected universities in Zimbabwe need to be addressed in order to increase university council effectiveness. This can be done if boards could consider coming up with organized workshops and seminars by inviting professionals in the area of university governance.

Conclusions

The following conclusions reveal insights gained by researching on board effectiveness on institutions of higher learning in Zimbabwe, especially considering the

board members' perception on the seven areas of university functioning.

1. The board members at University A were perceived to be effective in accomplishing the following areas of university functioning: institutional mission, institutional planning, financial management, and relations between board and the CEO. The areas that were perceived not effective are: physical plant, board membership, and board organization and performance. There were significant differences on planning with regards to education level. Post hoc test indicates that the board members with bachelor's and master's take institutional planning more seriously than those with a doctorate and also that those with fewer years of service were found to be more knowledgeable in financial management than those with more years of service.

2. The board members at University B were perceived to effective in most areas of university functioning, namely: institutional mission, institutional planning, physical plant, financial management, board organization and performance, and board/vice-chancellor relations. The area they need to improve on was that of board membership. The means indicate that board members with a master's degree are better in planning than those with a doctorate.

3. The board members at University C were perceived to be effective in six of the seven areas of university functioning. The area they need to consider working on is that of board membership.

Recommendations for Practice

Based on the literature review and the knowledge gained from this study of board effectiveness, recommendations for practice are as follows:

1. The selection process of board members should be based on knowledge and

experience in institutional governance and may need to include more females in their boards.

2. As soon as board members are selected, orientation and continuing education may help new members to understand the institution's mission, and vision.

3. The board may consider having people of influence in its board such as politicians, business entrepreneurs, church leaders, and other with a variety of expertise in institutional leadership.

Recommendations for Future Research

Based on the literature review and the findings of this study on board effectiveness at the three selected institutions of higher education in Zimbabwe, suggestions for future research are as follows:

1. The present study should be expanded to other universities in Zimbabwe, using the same methodology since there are four more new universities in Zimbabwe.

2. A study is needed to evaluate board members' perception with regard to their view on the adequacy of their orientation and continuing education program as board members.

3. A study is needed to assess how successful each university is in the use of alumni for institutional fund raising.

4. A study is needed to assess the perceptions board effectiveness involving the stakeholders on identified institutional areas of concern.

5. A study is needed to measure board effectiveness using outcome based

measurement approach such as how well they do in reducing the rate of student dropout and faculty turnover.

6. A study is needed to measure institutional effectiveness not by perceptions but by performance or achievements of targeted objectives.

APPENDIXES

APPENDIX A

LETTERS OF RESEARCH APPROVAL FROM SELECTED UNIVERSITIES

Andrews ✦ University

Bonginkosi Zvandasara

600 Beechwood Ct. B. 43
Berrien Springs, Michigan 49103

September 21, 1999

Ms. Maya Kirkhope
Association of Governing Boards of
Universities and Colleges
One Dupont Circle Suite 400
Washington, D. C. 20036

Dear Ms. Kirkhope

I am a graduate student at Andrews University, Michigan. I am a resident of Zimbabwe in Southern Africa.
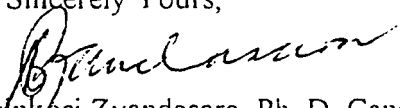
Your self-study criteria for Governing Boards of both Independent and Public Colleges and Universities has interested me very much. I would like to use it as an attempt to study factors which would help to improve higher education governance back home in Zimbabwe.
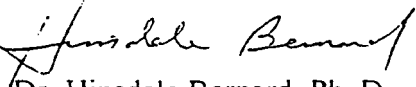
In order for this instrument to be effectively applied for the purpose of my study, I am requesting your written permission to use both Self-Study Criteria for Private and Public Colleges and Universities. Also, please advise me on the cost per booklet.

Your help in this matter will be very much appreciated.

Looking forward to a favorable reply from you and thanking you in advance.

Very Sincerely Yours,

Bonginkosi Zvandasara, Ph. D. Candidate

Dr. Hinsdale Bernard, Ph. D.
Coordinator of Education Administration

Andrews ◊ University

September 21, 1999

Mr. Norman Maphosa
Vice-Chancellor
Solusi University
P. O. Box T5399
Bulawayo
Zimbabwe

Dear Mr. Maphosa

Mr. Bonginkosi Zvandasara, a graduate student working on a PhD degree in the field of educational administration at Andrews University is asking for permission to conduct his study on the topic: The major functions of the University Council: A study to measure the effectiveness of the board as it pertains to their responsibilities.

The purpose of the study is to find out the extent to which the University Council members have a clear understanding of their role and function.

The data will be collected by the use of a self-study questionnaire which be administered to current University Council members. The information obtained will be used for research purposes and will be treated with strict confidentiality.
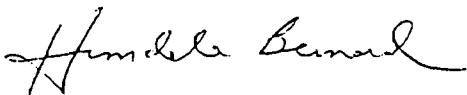
Should you desire, the results of the study will be made available to you upon request.

We feel the results of Mr. Bonginkosi's study can be helpful to Governing Boards and educational leaders as they manage and lead institutions of higher learning.

Your help in this matter will be very much appreciated.

Looking forward to a favorable reply from you and thanking you in advance.

Very Sincerely Yours,

Hinsdale Bernard, Ph. D.
Coordinator of Educational Administration

Berrien Springs, Michigan 49104/(616)471-7771

Andrews ⚬ University

July 5, 2000

Professor P. M. Makhurane
Vice-Chancellor
National University of Science and Technology
P. O. Box 346
Bulawayo
Zimbabwe

Dear Professor Makhurane

Mr. Bonginkosi Zvandasara, a graduate student working on a Ph.D. degree in the field of educational administration at Andrews University is asking for permission to conduct his study on the topic: **Board Effectiveness in Institutions of Higher Education in Zimbabwe**.

The purpose of the study is to find out the extent to which the University Council members have a clear understanding of their role and function.

The data will be collected by the use of a self-study questionnaire, which will be administered to current University Council members. The information obtained will be used for research purposes and will be treated with strict confidentiality.
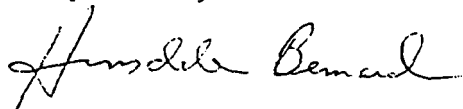
Should you desire, the results of the study will be made available to you upon request.

We feel the results of Mr. Zvandasara's study can be helpful to governing boards and educational leaders as they manage and lead institutions of higher learning.

Your help in this matter will be very much appreciated.

Looking forward to a favorable reply from you and thanking you in advance.

Very Sincerely Yours

Hinsdale Bernard, Ph.D.
Coordinator of Educational Administration
Fax number (616) 471-6374

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OFFICE OF RESEARCH
INFORMATION AND PUBLICATION

29 October, 1999

Mr. B. Zvandasara, Ph.D Student
Andrews University
Berrien Springs, Michigan 49104
USA
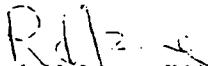
Dear Mr. Zvandasara,

RE: **RESEARCH STUDY TO MEASURE EFFECTIVENESS OF FUNCTIONS OF UNVERSITY COUNCIL BOARD MEMBERS: OFFICIAL CLEARANCE**

We have received the copy of the abstract and the accompanying sample pages of the instrument with reference to the above research proposal. This is to inform you that at the meetings held on 26 October 1999 by the Faculty Research Committee and by the Administrative Board of Solusi University, your application was reviewed and you were officially cleared to undertake the above study.

Looking forward to the results of this project. May the Lord guide and bless you as you pursue this worthy project.

Sincerely,

Ruth H. Muze, RN, MSN.
COORDINATOR, ORIP

CC: Chairman, Admin. Board
Solusi University

REGISTRAR'S OFFICE

A UNITED METHODIST-RELATED INSTITUTION

P.O.BOX 1320, MUTARE, ZIMBABWE. - TEL.: (263-20) 60075/60026/61611/61618 - FAX: (263-20) 61785 - TELEX. 81209 ACACIA

11 October 1999

Dr Hinsdale Bernard
Andrews University
Berrien Springs
Michigan 49104
UNITED STATES OF AMERICA

Fax No.: (616)471-7771

Dear Dr Bernard

RE : MR BONGINKOSI ZVANDASARA'S RESEARCH PROJECT

We refer to your letter dated 21 September 1999 addressed to Dr Kurewa who is no longer with us but will be joining us again in January 2000 as a faculty member in the Faculty of Theology.

We wish to advise that the Vice Chancellor, Professor Rukudzo Murapa, has authorised that Mr Zvandasara can go ahead with his research project on the topic "The Major Functions of the University Council: A study to measure the effectiveness of the Board as it pertains to their responsibilities".

By copy of this letter, Mr Kufa, the Assistant Registrar in charge of Board issues, is requested to inform Board Members that they will receive a questionnaire from Mr Zvandasara and that they should cooperate in completing it. Mr Zvandasara may also write to Mr Kufa for a complete list of current Board Members and their addresses.

Yours sincerely

F.W. Chikange
REGISTRAR

cc   Vice Chancellor
        Mr T. Kufa - Assistant Registrar, (Personnel and Administration)

FWC/tn

NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY
Location: Cnr. Gwanda Road and Cecil Avenue, Bulawayo, Zimbabwe   Address: P.O. Box AC 939, Ascot, Bulawayo
Telephones: 229203, 223000, 228313, 225410, 660166, 660107, 660120, 511467, 220468, 710667   Fax: 263-9-60668

From the Vice Chancellor - Professor P. M. Makhurane DSc. (Lond.) MSc. PhD. (Sheff.) DipGeophysics (Uppsala)

25 August 2000

Dr Hinsdale Bernard
Co-ordinator of Educational Administration
Andrews University
Berrien Springs
Michigan 49104
USA

Fax Number: 00 1 616 471 6374

Dear Dr Bernard

Re: **Research by Bonginkosi Zvandasara**

Thank you for your letter dated July 5, 2000 which was hand delivered to me by Dr M Ndubiwa. We have no objection to Mr Zvandasara coming here to carry out research on the topic: Board Effectiveness in Institutions of Higher Education in Zimbabwe.

Dr Ndubiwa is our Chairman of Council and he too has no objection to the study. Please let Mr Zvandasara note that in addition to Council, universities in Zimbabwe also have other Boards/Committees which feed recommendations to the Councils or which take decisions that affect the running of the institutions. Examples of these are University Senates, Academic Boards, Staff Appointment Committees, etc. He may well wish to look at these as well since they determine the overall effectiveness of the Councils.

Finally, it is my understanding that Mr Zvandasara's presence will have no financial or other implications for our University.

Yours sincerely

PROFESSOR P M MAKHURANE
VICE CHANCELLOR

cc.   Dr M Ndubiwa
       NUST, Chairman of Council

ASSOCIATION OF GOVERNING BOARDS OF UNIVERSITIES AND COLLEGES
One Dupont Circle • Suite 400 • Washington, D.C. 20036-1190
Tel: 202.296.8400 • Fax: 202.223.7053, 202.775.8790 • http://www.agb.org

November 9, 1999

Bongi Zzandasaia
600 Beechwood #43
Berrien Springs, MI 49103

Dear Bongi,

Apologies for the delay, but as promised, please see the enclosed AGB Self-Study Criteria questionnaire. As I mentioned to you over the telephone this document is copy-writed and cannot be reproduced as is. You may, however, use sections of the document for your research purposes.

Take care and good luck with your studies.

Sincerely,

Maya Kirkhope

National Conference on Trusteeship • New Orleans • March 18-21, 2000

APPENDIX B

COLLEGE AND UNIVERSITY GOVERNANCE SURVEY INSTRUMENT

COLLEGE AND UNIVERSITY GOVERNANCE SURVEY:

DEMOGRAPHIC INFORMATION

Instruction: Please check the most appropriate response.

1. Age when you began serving as a University Council/Board member in the current University?
_____Under 39 _____40-49 _____ 50-59 _____ 60-69 _____70 & over

2. Gender: Male _____
    Female _____

3. Highest level of education completed:

    _____ College, but no degree
    _____ Bachelor's degree (University)
    _____ Some graduate education (but no degree)
    _____ Master's degree
    _____ Doctoral degree (Ph, D, Ed. D, M.D, J.D etc).
    _____ Other professional qualifications (please specify)

4. What is your profession or occupation while serving as a board member at your University? _____

5. Number of members on the board (size of the board).
_____Less than 6 _____7-10 _____11-15 _____16-25 _____26+

6. Years of service as a board member
_____Less than 5 _____6-10 _____11-15 _____16+

7. How many times does the board meet per year?
_____1 _____2 _____3 _____4 _____5

8. On an average how many meetings do you attend per year?
_____1 _____2 _____3 _____4 _____5

9. What is your opinion on the composition of the board in terms of geographic, age, professions, education and gender?
    _____ Very representative
    _____ Moderately representative
    _____ Not representative

Adopted from the Association of Governing Boards of Universities and Colleges.
Used with permission

SECTION B.

For each item, please check the response that applies.

	Yes	*No*	*Uncertain*
1. Has the council/board recently reviewed the written and officially adopted statement of the institution's mission or purpose?	☐	☐	☐
2. In your opinion, is this statement sufficiently clear and useful to serve as a guide to the council/board, administration and faculty?	☐	☐	☐
3. Do you feel that the institution lives up to its stated mission?	☐	☐	☐
4. Is the council/board reasonably clear about its responsibilities for ensuring that it's educational programs and services are of high quality?	☐	☐	☐
5. Does the council/board assume a role in helping to determine whether educational programs are consistent with the institution's mission?	☐	☐	☐
6. Do you have a sense of which of the major academic programs (majors, departments, schools, or divisions) are particularly effective, which are not, and why?	☐	☐	☐

7. Does the council/board require, participate in, review and/or approve comprehensive institutional planning regarding:

	Yes	*No*	*Uncertain*
a. Enrollments?	☐	☐	☐
b. Staffing?	☐	☐	☐
c. Physical facilities?	☐	☐	☐
d. Use of technology?	☐	☐	☐
e. Availability of resources?	☐	☐	☐
f. Educational programs?	☐	☐	☐
8. Has the council/board approved a comprehensive institutional plan within the past five years?	☐	☐	☐

	Yes	No	Uncertain

9. Did council/board members participate in the most recent planning process? ☐ ☐ ☐

10. Is the current plan largely on target and adhered to by the administration, faculty, and the council/board? ☐ ☐ ☐

11. Does the council/board have a schedule for reviewing and if desirable, revising the plan at regular intervals? ☐ ☐ ☐

12. Has the council/board approved a master plan for the physical plant which includes both present and anticipated needs? ☐ ☐ ☐

13. Within the past two years, has the council/board received and reviewed a report on physical plant utilization e.g classroom, laboratory, dormitory, office and other building space? ☐ ☐ ☐

14. Prior to its consideration of requests for remodeling or new construction has the council/board satisfied itself that present spaces are being used effectively and instructional areas are scheduled for optimum utilization? ☐ ☐ ☐

15. Is the council/board satisfied that maintenance programs are adequate and that repairs are not being deferred unreasonably? ☐ ☐ ☐

16. Do you feel that the council/board makes decisions on details relating to buildings and grounds that really should be delegated to the administrative staff? ☐ ☐ ☐

17. Has there been discussion recently about the implications of the use of technology in teaching and learning as they affect the campus master plan? ☐ ☐ ☐

18. Are there opportunities to share facilities with neighboring academic or other institutions should such needs arise? ☐ ☐ ☐

19. Does the council/board feel that the budget is adequately linked:

    a.   To the strategic plan? ☐ ☐ ☐

    b.   To academic programs and priorities? ☐ ☐ ☐

20. As the budget is being developed, do council/board members have sufficient information to provide them with a sound and concrete basis for approving it? ☐ ☐ ☐

21. Is the financial information made available to the council/board presented in a manner that is readily intelligible to the lay person? ☐ ☐ ☐

	Yes	No	Uncertain

22. Are financial reports and related information provided to the council/board members in a timely manner? ☐ ☐ ☐

23. Does the level of council/board oversight of finances allow the administration sufficient flexibility to operate efficiently? ☐ ☐ ☐

24. Does the council/board accept fully its responsibility for prudent fiscal management? ☐ ☐ ☐

25. Does the council/board carry out its responsibility for overseeing fiscal resources, particularly in the preparation, approval and monitoring of the operating budget? ☐ ☐ ☐

26. Does the council/board have within its membership persons with special expertise who give their advice in the following areas:

   a. Long range fiscal planning? ☐ ☐ ☐

   b. Investment policy and practices? ☐ ☐ ☐

   c. Fiscal management? ☐ ☐ ☐

   d. Budget review? ☐ ☐ ☐

   e. Analysis of financial reports and recommendations? ☐ ☐ ☐

27. Is the council/board's composition sufficiently diverse to reflect the backgrounds, interests and perspectives of the community served by the institution? ☐ ☐ ☐

28. In particular, does the council/board have adequate numbers of members who are:

   a. Sophisticated in understanding the complexities of large organizations (Personnel and budget matters)? ☐ ☐ ☐

   b. Alumni who bring a deep knowledge of, affection for, and commitment to their alma matter? ☐ ☐ ☐

   c. Influential in the government and in the private sector? ☐ ☐ ☐

   d. Diverse in their backgrounds, ethnic and gender makeup? ☐ ☐ ☐

29. Does the council/board have a satisfactory means of communicating its membership needs to the authority responsible for trustee selection? ☐ ☐ ☐

	Yes	No	Uncertain
30. Does the council/board have an established procedure and subsequent programs for orientating new members to the institution and to their duties and responsibilities?	☐	☐	☐
If so, is the orientation process adequate?	☐	☐	☐
31. Does the council/board have an established procedure for:			
a. Continuing education for its members?	☐	☐	☐
b. Assessment of its members?	☐	☐	☐
32. Are the members of your council/board sensitive to the need to avoid even the appearance of conflicts of interest?	☐	☐	☐
33. Has the council/board adopted a conflict of interest policy?	☐	☐	☐
34. Do council/board members have sufficient knowledge of the institution and it's programs and services to judge with reasonable confidence, the value of new ideas and recommendations?	☐	☐	☐
35. Within the past two or three years, has the council/board in some formal way reviewed its committee structure and practices?	☐	☐	☐
36. Does the council/board and administration accept the proposition that most of the council/board's work should be accomplished through the work of board committees?	☐	☐	☐
37. Do council/board meeting agendas:			
a. Include issues of policy for the council/board's consideration?	☐	☐	☐
b. Reach you sufficiently in advance of the meeting?	☐	☐	☐
38. Does the board meet:			
a. About the right number of times annually?	☐	☐	☐
b. More often than it needs to or should?	☐	☐	☐
c. More infrequently?	☐	☐	☐
39. Are council/board meetings effectively conducted and reasonably stimulating?	☐	☐	☐

	Yes	No	Uncertain

40. Do you feel that the present committee structure:
    a.   Handles the council/board's work efficiently? ☐ ☐ ☐

    b.   Gives the full council/board the opportunity to consider adequately all matters of key importance? ☐ ☐ ☐

    c.   Allows constituencies to be heard when appropriate and before recommendations are formed? ☐ ☐ ☐

41. Do council/board policies provide sufficient opportunity for rotating leadership within the board and its committees? ☐ ☐ ☐

42. Is there a climate of mutual trust, respect and support between the council/board and the chief executive? ☐ ☐ ☐

43. Does the chief executive provide the council/board with the information it needs to meet its responsibilities? ☐ ☐ ☐

44. Do you feel that the council/board has delegated to the chief executive the authority he or she needs to manage and lead the institution successfully? ☐ ☐ ☐

45. Does the chief executive consistently recognize the council/board's authority to ultimately determine major institutional policy decisions? ☐ ☐ ☐

46. Is there a clear understanding of the respective responsibilities between the chief executive and the council/board concerning their fund-raising roles? ☐ ☐ ☐

47. Does the council/board or a board committee formally assess the chief executive's performance in some systematic way from time to time (mindful of the interdependence of presidential and board leadership)? ☐ ☐ ☐

In the space below, please write your comments evaluating the effectiveness of your council/board.

_____

_____

_____

_____

_____

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REFERENCE LIST

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VITA

VITA

Name: Bonginginkosi Zvandasara

EDUCATION:

2004   Doctor of Philosophy: Educational Administration and Leadership
                         Andrews University, Berrien Springs, Michigan

1996   Master of Arts (M.A.) Educational Administration and Supervision
                         Andrews University, Berrien Springs, Michigan

1995   Master of Divinity (M.Div.)
                         Andrews University, Berrien Springs, Michigan

1991   Bachelor of Arts in Theology (B.A.)
                         Andrews University, Solusi Campus
                         Bulawayo, Zimbabwe

WORK EXPERIENCE:

2001 – 2003   Marketing, South Bend Office
                         American General Financial Group (AIG)
                         Nashville, Tennessee

1999 – 2000   Support Supervisor
                         VOCA Corporation of Indiana
                         Fort Wayne, Indiana

1997 – 1999   Program Director
                         Dungarvin of Indiana
                         Larporte, Indiana

1981 – 1985   Publishing Director
                         Home Health Education Service (H.H.E.S.)
                         Western Zimbabwe Conference
                         Bulawayo, Zimbabwe