

Academic Staff Responses to Diversifying Roles

*A Ugandan-based Study focusing on Academic Staff in an
entrepreneurial environment*

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Abstract

The higher education sector and institutions are constantly having fundamental changes in their structures and operations in considerable ways. One driving force, among others, has been the issue of financial austerity with public funds being reduced gradually. Africa is no exception to such changes, though at a different level of magnitude in different countries.

In the Ugandan context, such forces raised debates on issues like privatisation, liberalisation of public sectors, including higher education institutions. In Makerere University, the response was to find more sources of income through market-like activities - entrepreneurialism. An increase in student enrolment and a diversification of academic activities have been the result of all the changes within the institution. These have, however, had a great impact on academic staff in varying ways.

Research on academic staff has been conducted on a wider spectrum, trying to understand how academics are working in new environments across different countries, such as Australia, UK and USA. However, not much emphasis especially in Uganda has been put on studying how academics who are the main actors respond to their roles. Institutional actors are perceived as the main and core actors in the stability and coherence of organisations. Are their responses in the new environment a result of institutional constraints, wider environmental factors, or individual pursuits?

The analysis provided in this study examines the symbolic element of academic staff by looking into how they respond to their roles in the changing environment, drawing on different perspectives, that is, disciplinary culture, organisational culture, and institutional theory. The study also sheds light on the academic staff opinion to the changes taking place in Makerere University

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Chapter One: Introduction

This chapter briefly introduces the study and acquaints the reader with the objectives, rationale, and context in which the study has to be understood and appreciated. It also details the structure of this thesis at the end.

1.1 Introduction

Global trends and reforms in higher education systems and institutions, in the bid to respond to the ever increasing pressure to perform effectively and efficiently amidst waning funding from governments, have had dramatic implications for organizational structures and organizational actors in distinctive ways. The environment in which higher education institutions and their academic staff operate has changed dramatically because of different factors.

Education economists (Mora et al 2003; Jongbloed 2000) have argued explicitly that higher education has economic value that accrues to private individuals and firms. From that argument, they propose that the costs of higher education should be shared between private beneficiaries and the public. As public financial resources in higher education institutions are in general under pressure, with governments decreasing their funding yet expecting an increase in access, productivity and accountability, higher education institutions globally are devising ways to make additional and discretionary funds to meet societal demands and expectations. Privatization and marketization have followed suit from such endeavors. This has brought in hand market-like mechanisms that agitate for entrepreneurialism (Clark 1998). Finding ‘third stream’ sources of income is now common in practically all higher education institutions.

In trying to forge relations with the outside world to increase funding, higher education institutions have unconsciously engaged quite a number of actors¹ that have a role to play to ensure that their interests are accommodated. Higher education institutions are now operating in an environment of complex constellations of actors with a wider range of expectations

¹ Actors in higher education include those that have not been traditionally represented in higher education institutions, such as industry and those that are increasingly getting involved, such as new students, donors, the state, and so forth.

(Enders 2001). On the student scene, with privatization diversifying higher education service providers, hence providing access for many who can afford, a new wave of students with varying degrees of understanding have cropped up in higher education institutions, resulting in many countries in what Trow (1970) referred to as “massification”. In the face of industrial relations, research is required from higher education institutions. A demand-response imbalance identified by Clark 1998 where he argues that, “From all sides inescapable broad streams of demand rain down upon the higher education systems and derivatively upon specific universities within it” (Clark 1998, p.129) characterize most higher education institutions today.

Related to market-like mechanisms is the introduction of managerialism in higher education institutions to ensure that resources are utilized effectively and efficiently. Gumport (2000) points to managerialism as one of the converging mechanisms prevailing in higher education institutions. Professional managers are entrusted with management of the institutions - to bridge and buffer affairs amidst different stakeholders. As they manage their institutions, quality assurance measures, both internal and external are also institutionalized.

Focal to all the operations of higher education institutions are academic staff (Austin, 2002). Different studies (Kogan, et al 1994; Altbach 1996 and 2000; Enders 2001) contend to the above mentioned changes as major threats to academic staff. Decreasing income, status, and loss of academic and collegial power, and yet with increasing roles and responsibilities caused by more pressures, is the norm in many higher education institutions. Amidst all the changes, blame for the deteriorating quality of education is pinned on academic staff that are unable to perform their roles - as awareness of quality education and research being dependent on capabilities of the academic staff is growing (Enders 2001).

The above mentioned issues and pressures are no exception to most institutions of higher education in Africa. At Makerere University, Uganda, in the context of this study, following the continuous reforms since 1992, different changes have impacted on academic staff in different ways. From free higher education to partial commercialization of education services as liberalization and privatization policy implementation measures, increasing pressure to generate additional income and at the same time attending to the masses of students of varying needs and demands is the norm. Much as the environment of higher education is changing in varying degrees in different countries, it is feasible to say that there are convergent issues

affecting academic staff in all higher education institutions as many studies show, although at different magnitude and form. Regardless of the pressure, academic staff have to continue to respond to the diversifying roles within the stipulated framework.

Research on academic staff has been carried out on a wider spectrum in different countries highlighting areas of the changing working conditions of staff; remuneration, morale, support, academic freedom, reward system, time allocation among diversifying roles, quality endeavours, human resource management, contractual employment and development programmes. In the Ugandan case, Ssesanga and Garrett (2005) document academic job satisfaction, but little is mentioned about the academics' response to their roles in their environment. Save for Trowler (1998) in the UK case and Harman (2006) in the Australian case, (as far as I know) few studies have been carried out to look into how academic staff respond to their roles in a changing environment.

This study examines in the context of Makerere University, the role of academic staff and how they respond to their roles. This study will highlight how organizational formal and informal structures in the new entrepreneurial environment attribute behavior to academic staff - adding to the knowledge about their behaviours. From the operationalized framework (Section 3.6) integrating disciplinary and organizational cultures, and institutional theory, this study will analyze the behaviours of academic staff and find an interpretation for their behaviour.

1.2 Motivation and Rationale

The motivation for the topic covered in this study lies in the growing importance of finding extra sources of income by higher education institutions, with academics' at the core of all the entrepreneurial endeavors. Uganda, as a country - with the case of Makerere University as the focus of this study, presents interesting changes to cope with financial austerity - with academic staff and their academic units as the most driving forces of these operations. However, studies about academic staff responses to their roles in the context of entrepreneurial environments have not been conducted despite the changes that have taken place. Academic staff operating in an environment with both formal and informal structures respond differently given the intensity of the forces in place. This therefore motivated me to

conduct in-depth interviews to understand how academic staff respond to their roles in an entrepreneurial environment, and an understanding of their opinions towards entrepreneurial changes.

1.3 Context of the Study

1.3.1 Higher education system in Uganda

The higher education system in Uganda is composed of all approved tertiary institutions and universities ranging from teacher training colleges, nursing schools, business schools to other institutions of higher learning such as universities. In 2001, Uganda enacted the Universities and Tertiary Institutions Act which established the National Council for Higher Education, with functions such as setting standards, administering and streamlining universities and other institutions of higher education. All higher education institutions are tailored towards the aim of achieving higher education in Uganda, producing high-level human resources, enhancing research, advancing public service and creating, storing and disseminating of knowledge (Uganda Education Policy Report, 1989). The current education policy as contained in the White Paper (1992) emphasizes expanding the functional capacity of educational structures and reducing the inequities of access to education between sexes, geographical areas, and social classes in Uganda. It advocates for redistribution of resources viz- a- viz reforming the educational sector.

1.3.2 Makerere University as a higher education institution

As mentioned before, this study examines academic staff in the context of Makerere University. Established in 1922 as a humble technical school, Makerere University is one of the oldest and most prestigious universities in Africa. It expanded over the years to become a centre of higher education in the whole of East Africa in 1935 and the University College of East Africa in 1949, affiliated to the University of London. In 1963, the College became the University of East Africa and eventually, the national university of the Republic of Uganda in

1970. Located in the outskirts of the capital city of Kampala, the University has its vision and mission² that guides its activities.

Following the reforms from 1992, which are highlighted in different works³ (David Court 1999; Nakanyike 2003; Mamdani 2007), the University extended its frontiers in structure and operations. Today, the University consists of eleven faculties, four schools and seven institutes as the academic units, offering a wide variety of programmes in different disciplines. Makerere University today has over 35,000 students, both nationals and foreign, with 15,000 academic staff comprising professors, associate professors, senior lecturers, lecturers, assistant lecturers and teaching assistants. It is led by a chancellor as a representative of the public and its administration is composed of the following bodies: (i) the University Council which is the supreme governing body of the university, (ii) the Senate - which is the chief academic organ of the University, and (iii) the Central Administration that includes the offices of the vice-chancellor, the deputy vice-chancellors, the University secretary, the academic registrar, convocation, finance department, and the dean of students.

1.4 Focus of the Study

In analyzing the role of academic staff and how they respond amidst different entrepreneurial strategies in their environment, a qualitative approach is employed which would be appropriate to study the world view of the group in question. How academic staff interpret their social world is useful for this study. The behaviours and actions of staff towards their roles will be captured through this approach. Since academic staff are in many respects affected by the work place environment, their individual behaviour is best examined through a qualitative approach.

Recent developments in Makerere University⁴ show that different academic units have been the driving force of different entrepreneurial and market-like activities and approaches that have had fundamental implications for the whole academic staff. In retrospect, this compelled

² Intranet.mak.ac.ug

³ David Court (1999:10) refers to 3 key interrelated reforms in Makerere as implementing alternative financing strategies; introducing demand-driven courses; installing new management structures. Nakanyike Musisi (2003) and Mamdani (2007) detail the internal processes of the reforms in Makerere University, from the times of free university education to privatized and commercialized education.

⁴ See note 3

me to select three faculties as the focus of my research. These faculties are: Faculty of Arts, Faculty of Social Sciences, and Faculty of Computing and Information Technology (CIT). A brief overview of these Faculties is given below.

1.4.1 Faculty of Arts

The Faculty of Arts is one of the oldest faculties in Makerere University. It has been a learning centre for many Ugandan and international writers, politicians, scholars and state-persons. The Faculty's extinct moments - representing the epicentre of crisis, (Mamdani 2007) were evident in the financial crisis of Makerere in the 1980's. However, with the liberty to reform, the Faculty of Arts was among the first to start innovative and demand driven⁵ courses. Today, the Faculty of Arts offers Bachelors and Master programme housed in seven departments: Geography, History, Literature, Mass Communication, Music, Dance and Drama, Religious studies, and Institute of Languages⁶. It has approximately 5,045 students and a total of 151 academic staff. Its funding comes from internally generated funds, government funds, and partially donor funds on different programmes.

1.4.2 Faculty of Social Sciences

The Faculty of Social Sciences was established in 1963. It devolved from the larger combination of the Faculty of Arts and Social Sciences. It comprises of the departments of Political Science and Public Administration, Sociology, Social Work and Social Administration, and Women and Gender Studies. From the Faculty of Social Sciences there are four institutes which are now autonomous. They came out of the need to further decentralize the administrative structure for the smooth flow of University programmes. These are the Institute of Economics, the Institute of Psychology, the Makerere Institute of Social Research (MISR) which handles academic research needs for both staff and students and, the Uganda Management Institute which caters for needs of public servants. The faculty's mission, derived from the broad vision of the University, emphasises intellectual and

⁵ According to David court (1999: 12), in analysing the changes that took place in Makerere, he refers to demand driven courses as those which individuals, families and companies are willing to pay for, and those that are offered in a flexible manner.

⁶ Details in Makerere Prospectus 2001- 2005

practical skills development through teaching, research and publication, and outreach and advocacy. Different interdisciplinary programmes⁷ are offered both at undergraduate and post-graduate level. It comprises of 91 academic staff, with a student population of 4000.

1.4.3 Faculty of Computer and Information Technology

Formerly the Institute of Computer Science (ICS), the Faculty of Computer and Information Technology was established on the 19th February 2005. The Faculty is an “innovative and market-oriented unit, pursuing inquiry, discovery and application through excellence in teaching and learning, value-added research, cutting edge consultancy and vibrant student life (website). Their mission is to provide first class teaching and research in Computing and ICT and other related areas for students and professionals from the African region and beyond. The faculty is headed by a dean, and comprises of four departments, offering different programmes⁸. It comprises of 4,898 students with 64 academic staff.

Compared to this, the faculties of Arts and Social Sciences are old ones that have stood the test of time and have been involved in what Mamdani (2007) referred to as the “tuff war” in Makerere during the reform process. This selection of three faculties was of interest to learn how the academic staff in different faculties are responding to their diversifying roles. The Faculty of Computer Science and Information Technology has grown out of an Institute to a faculty geared towards the market. Innovativeness, IT and demand driven courses characterise its operations. This compelled me to include it in my study allowing me to examine how all staff in the two old faculties of Arts and Social sciences and the new faculty of Faculty of Computer Science and Information Technology respond to their diversifying roles in an entrepreneurial environment.

⁷ Ibid

⁸ [http:// www.cit.ac.ug](http://www.cit.ac.ug)

1.5 Research Problem and Questions

Based on the above considerations, my research questions were formulated focusing on academic staff in those three faculties. The research problem is formulated as follows:

How can the responses of academic staff to their roles in the new and changing context of entrepreneurial strategies at Makerere University be interpreted?

From the research problem, guiding questions for this study included:

1. What are the main features of the new entrepreneurial strategies of Makerere University?
2. What is the role of academic staff in the development of an entrepreneurial environment in Makerere University?
3. How do the academic staff of Makerere University respond to their diversifying roles?
4. What is the academic staff opinion on the changes that are continuously taking place in Makerere University?

1.6 Outline of the study

The outline of this thesis is as follows. Chapter one introduces the study, highlighting the context of the study and the focus of the study. Chapter two details the methodology used in this study. Chapter three contains the literature review, analyzing the context in which academic staff responses to their roles will be analysed. Chapter four presents the empirical findings of the study. Chapter five details the analysis of the findings of the study, linking them to the operational framework adopted in section 3.6 and chapter six gives the main conclusions and recommendations of the study.

Chapter Two: Research Methodology

2.1 Study design

Bryman (2004) argues that, “choices of research strategy, design, or method have to be dovetailed with specific research question(s) being investigated” (Bryman 2004, p.23). Given this study’s interest in the experiences, views and opinions of members of a certain social group, a qualitative research strategy that is sensitive to how participants interpret their social and professional world was appropriate because it allows for an examination of the symbolic side of the work environment of academic staff.

Marshall and Rossman (1999) describe qualitative research as a general means from which to study social phenomena. Qualitative methodologies allow researchers to gather data that examine how individuals interpret and experience their environments. These authors describe qualitative research as a process that examines a little-known phenomenon or an innovative system. They state that, “The qualitative approach to research is uniquely suited to uncovering the unexpected and exploring new avenues” (Marshall and Rossman 1999, p.38).

Maxwell (1996) presents an interactive research model which opposes the traditional view of research as a linear process and argues that different elements are tightly related and interdependent on each other for the outcome of the research in focus. His interactive model is composed of five elements with research questions as the central element upon which the development and empirical operationalization of the study is hinged. The remaining four elements are purposes; conceptual context; methods and validity. This is also related to Lofland and Lofland’s (1995) study where they argue that the reality of field studies (qualitative studies) is instead one of a complex overlapping and interweaving of the three tasks which they identify as gathering, focusing and analyzing data. This interactive and interwoven approach was considered during this study, while also acknowledging the fact that there are no perfect designs.

2.2 In-depth Interviews

Patton (2002) argues that there are three basic types of interviews: fixed-choice, semi-structured, and informal interviews. Qualitative interviewing as a general term that constitute semi-structured interviews (Rubin and Rubin 1995) or face-to-face interviews (Hoyle et al, 2002) that involve in-depth interviewing was used in the empirical work of this study. Taylor and Bogdan (1984) quoted by Ranjit (2005) define in-depth interviewing as, “repeated face-to-face encounters between the researcher and informants directed towards understanding informant’s perspectives on their lives, experiences, or situations as expressed in their own words” (Ranjit Kumar 2005, p. 124). This method preserves the hallmark of qualitative methods which is flexibility in the study, and where vague responses are clarified and meaningful responses obtained (Marshall and Rossman 1999) as the researcher (interviewer) explores the emerging themes during the process of interviewing. The goal of such intensive interviewing is to elicit from the interviewee rich and detailed materials that can be used in qualitative analysis (Lofland and Lofland 1995).

Most of the interviews in this study were recorded and additional notes during and after the interview were taken to identify gaps within the data for clarity purposes. Interviews lasted between 45 minutes to 1 hour. Document review was also partly employed to help cross-check the data from empirical studies.

2.3 Sampling Procedure

Purposive sampling as a procedure was followed in this study. Bryman (2004) argues that purposive sampling is essentially strategic and entails an attempt to establish a good correspondence between research questions and sampling. This method uses a common strategy which is to pick cases that are judged to be typical of the population in which we are interested (Hoyle et al 2002, p. 187).

The study population encompassed academic staff⁹ across all ranks in Makerere University, who are involved in teaching, research, service, and administration, and who have served in the university not less than 3 years. Typical of any flagship institution is the big number of staff involved. As it was impossible for the researcher, within the constraints of time, to collect information from all staff identified, only 30 staff in the three faculties considered were contacted to explain the purpose of the study and to seek permission for their participation. All in all 18 staff participated in the study, that is, 2 professors, 2 associate professors, 7 senior lecturers, 5 assistant lecturers, and 2 teaching assistants. The empirical findings and interpretations are based on the data gathered from these participants.

2.4 Data analysis

Patton (1987) argues that one of the philosophical and theoretical perspectives which undergird qualitative methods is phenomenology. Phenomenological analysis advances the notion that human beings are creative agents in the construction of social worlds. The researcher's epistemological perspective is critical in interpreting the data. In using the interview format as a data gathering tool, my ontology is based on the assumption that people's knowledge, views, experiences, and interactions construct their reality and are important in interpreting and understanding the researched phenomena.

Content analysis which sometimes is referred to as "qualitative analysis" was used as a research tool for analysis of data. Content analysis has been defined as "any technique for making inferences by objectively and systematically identifying specified characteristics of messages" (Holsti 1969, p. 14). This approach is used to describe trends in communication content, relating known characteristics of sources of messages that the respondents produce, and auditing communication content against standards. (Holsti 1969, p. 42-59)

⁹ Academic staff here is intended to mean those that are involved in teaching, research, administration and service to society which are mapped to include; professors, associate professors, senior lecturers, lecturers, teaching assistants.

Analysis of data generated was done through transcription and coding procedures. A traditional microanalysis procedure was employed analysing line by line - to find meaning from the world views of academic staff in their setting, as themes and categories emerged.

2.5 Ethical issues

The researcher sought consent from the institution and the academic staff to be interviewed during the study. To avoid misconception about the intentions of the study, an explicit overview of what the research entailed and how the results will be utilised, was given to the institution and the informants. Privacy and confidentiality was promised to the informants to gain confidence from them. Tierney (1991) argues that data gathered through in-depth interviews require the researcher to protect against interviewer misperceptions and to avoid informants that are out of the ordinary, or who lack credibility. To help ensure that interview data are consistent with the researcher's conclusions, constant checking with informants during and after an interview was done. In order to address inconsistencies, lines of communication were left open between the researcher and the informants throughout the study. Much as there are no perfect measures and principles, the researcher tried to keep all minor transgressions in check.

2.6 Problems Encountered

During data collection, non-response from different academic staff, and especially from the Faculty of Social Sciences was encountered. However, probing and continuing to solicit for cooperation helped to accomplish the set target in the faculty. Accessing relevant documents was also a challenge, but local assistance was provided in an effective way.

Chapter Three: Literature Review

3.1 Introduction

As mentioned in section 1.1, higher education systems and institutions around the world have been prone to quite a number of pressures and one of those has been financial austerity amidst increasing accountability. Elements of resource dependency characterise the operations of most higher education institutions, implying that most activities, such as teaching masses of students that pay tuition fees and research-based partnership with industry, are geared toward finding extra sources of income. Some of the core actors in these operations are academic staff. Research on the role of academics in this field has been conducted in different countries, for example, USA, Australia, Britain and Canada, and inferences of “academic capitalism” have been reached by scholars like Slaughter and Rhoades. This is elaborated below.

3.2 Academic Capitalism

According to Slaughter and Rhoades (2004), the emergence of a new global knowledge and information society in the twenty-first century has ushered in a new and redefined relationship between higher education and society. This relationship is formulated in what they have referred to as “academic capitalism.” Their theory of academic capitalism explains the processes by which colleges and universities are integrating with the new economy, shifting from a public good knowledge/learning regime to an academic capitalist knowledge/learning regime.

In the context of the USA, they analyse undergraduate and research/graduate education, focusing on the generation of external resources from market activities that turn on the selling of products, processes, and services. They argue that “Fiscal crises combined with rising tuition have created a climate that emphasizes the importance of new sources of external revenues. Even though such shortages do not occur regularly or predictably and seldom affect all institutions, they nonetheless reinforce faculty and administrators’ beliefs that increases in external resource flows are necessary to sustain the academic enterprise” (Slaughter and Rhoades 2004, p.12).

Slaughter and Rhoades examine changes in the academic profession and the structure of faculty employment analysing to what degree the academic capitalist knowledge/learning regime has penetrated into the academic heartland. They argue that “Academic capitalism has penetrated into basic academic departments. It has become part of the core educational activity of that academic heartland in the form of various types of educational entrepreneurship” (Slaughter and Rhoades 2004, p.23). In their view, educational entrepreneurship includes designing of courseware, instructional material, with patent rights, and an emphasis on individual intellectual property.

Slaughter and Rhoades’ study highlights an internal embeddedness of profit-oriented activities as a point of reorganisation, and new investment by higher education institutions to develop their own capacity. They mention marketing of products created by faculty and developing commercializable products outside of, though connected to conventional academic structures and individual faculty members. In the academic capitalism regime they refer to, a number of networks of actors that link universities to each other, to corporations, and to various state agencies are considered, with no clear boundaries, but as an integration of the whole.

With such a new culture of higher education institutions to find resources and going entrepreneurial, actors with “inventor faculty” as part of such operations play a major role in designing new products and marketing them. This by implication has an affect on their core activities and work. The perspective of resource dependency, albeit not casual, has a link to and to some extent dictates the operations of academic staff.

Mamdani (2007), in the context of Makerere University, details the reform process of the university as a result of financial austerity and changes in policy arenas that gave leverage to the institution to reform. He mentions such policies as the shift in state policies in favour of primary against higher education, with the World Bank as the most important actor defining the parameters of policy-making. Following the Government of Uganda’s Education Policy White Paper and national policies of liberalization, privatization and decentralization, changes in the legislative and regulatory climate presented opportunities for academic staff at Makerere University. The reform which was more of a “survival strategy than a first preference” (Mamdani 2007, p.3) provides a rare and illuminating glimpse into how the institution and academic units

have been re-oriented to finding extra sources of income with academic staff at the core of all the operations. There was a shift from a point of free university education, to privatization, to commercialisation. This shift highlighted the move from a traditional disciplinary and development-oriented education system to one that is inter-disciplinary and market-oriented.

Mamdani highlights what he referred to as ‘progressive vocationalisation’,¹⁰ and the creation of demand-driven courses that has led to competitive strategies among faculties, which along with the related outcomes of “poaching”¹¹ and “turf war”¹² are having fundamental implications for academic staff at Makerere. Academic staff sharing work loads in different faculties, from designing new programmes that are demand driven, time-tabling, teaching them and examining students, all in the name of what might be called academic capitalism regime has had fundamental effects on how academic staff respond to their diversifying roles. By implication, an element of resource dependency emerges from such operations. Senate resolutions of how Makerere University could increase pay packages for staff other than through government money was to follow two avenues which were “carrying out research and admitting privately sponsored students” (Mamdani 2007, p.27). New resources were sought through market-like mechanisms especially by attracting privately sponsored students which highlights elements of academic capitalism internally embedded in the institutional, academic units and individual academic staff efforts. This in effect impacted on the academic staff roles within Makerere University.

However, the setting under which commercialization is taking shape in Makerere University differs from those in US universities as portrayed by Slaughter and Rhoades. Makerere University’s commercial endeavours that affect academic staff spring from the need for extra sources of income and are more internalised than external to the university. Mamdani (2007, p.80,119) portrays the poaching and turf wars that are cutting across Makerere’s faculties and departments, which is unlike the situation at US universities where the commercial element is more oriented to the outside marketplace with partnerships with industry (research

¹⁰ Progressive vocationalisation of academic disciplines meant introducing inter-disciplinary programmes within faculties regardless of their disciplinary competence to teach them. (Mamdani 2007, p. 39)

¹¹ He refers to poaching in individual and institutional perspectives. Individual poaching involved one faculty enticing a member of another faculty to take on a temporary teaching contract in a private programme, and institutional poaching involved a department or a faculty offering a programme outside its disciplinary competence. (Mamdani 2007, p.119)

¹² Turf war was used to imply a struggle over ownership of programmes. (Mamdani 2007, p.80)

entrepreneurialism) and where academic staff are part of the inventor actors offering services to both the inward and the wider external market through their intellectual property rights on products like courseware.

Therefore, the theory of academic capitalism presented by Slaughter and Rhoades is based on policy and social changes within the USA, that is, changes in student financial aid and the research policy area, which are different from policy changes within Makerere University. It also emphasises the power of individual academics in the new environment, with property rights, patent rights, new links to the industry, and academics in units that are highly involved in knowledge production. It does not explain the differences or variations among academic staff and different academic units. Slaughter and Rhoades' empirical data is based on academic staff in highly developed higher education systems and purely research oriented universities. By implication, much as it highlights elements of educational entrepreneurialism that characterise collective efforts in academic units as well as individual efforts, it leaves room for explaining responses of academic staff to their roles given the power structures that they work through. Further, given the different levels of development between Makerere University and American, Australian, British and Canadian higher educational institutions that Slaughter and Rhoades include in their study, there is room to consider other perspectives that can help analyse the questions under examination with respect to Makerere University.

3.3 Disciplinary Culture

Various scholars have tried to analyse higher education organisational operations by focusing on the impact of disciplines on specific attitudes, values and behaviours of academics. For example, Biglan (1973a and 1973b) classifies disciplinary differences on three dimensions, that is, hard-soft, pure-applied, life and non-life. The dimensions respectively denote the magnitude of consensus of the body of theory or knowledge, the measure of interest in practical problems, and research focus on living systems or non-living systems. Such dimensions represent the orientation of academic staff to varying activities given their conventional disciplinary training.

Starting from students' learning strategies and based on two dimensions - abstract-concrete and active-reflective - Kolb (1981; quoted by Becher and Trowler 2001) also mapped out a four-cell taxonomy of disciplines. He argues that academic fields are categorized into two camps, the scientific and artistic versus abstract and concrete. From these camps emerge the following four categories: abstract reflective (hard pure), abstract active (hard applied), concrete active (soft applied), and concrete reflective (soft pure).

The early classifications such as the ones from Biglan and Kolb formed a basis for the proceeding works of Becher (1989) and Becher and Trowler (2001), which are of great relevance for explaining cultural differences in disciplines and between individuals and groups of the practitioners. Becher (1989) using both the broader categories of disciplines and disciplinary specialisations, illuminate the sub cultures within disciplines. Analysing the nature of knowledge within each discipline and their consequential specialisations of differentiation and expansion, Becher (1989) has identified four disciplinary cultures: hard-pure culture of sciences, soft-pure culture of the humanities and social sciences, hard-applied culture of engineering and technology, and soft-applied cultures of educational sciences and social work.

Becher and Trowler (2001), however, contend to the fact that there are adjoining disciplines, overlaps across territories of the academic disciplines, hence denoting complexity to classify disciplinary areas hence disciplinary culture. They argue that "disciplinary classifications are then, not cast in stone, but socially constructed" (Becher and Trowler 2001, p.59). Nevertheless, given differences in the level of consensus of knowledge, style, problem treatment, and research interest areas, some academics find themselves drawn to certain disciplines and not to others. This is explicit in the disciplinary cultural attributes through individual academics 'tribes' manifesting their differences and their sense of belonging through idols, artefacts, medium of language and route of argument, literature of a specific disciplinary group. Becher and Trowler (2001) argue that besides structural elements, explicitly cultural elements which include academic staff traditions, customs and practices, transmitted knowledge, beliefs, morals and rules of conduct as well as their linguistic and symbolic forms of communication and the meanings they share, have a powerful effect on the way they work.

Becher (1987) also analyses the disciplinary moulding of academics and their profession (Clark, 1987b) and highlights four categories through which the discipline influences the academic profession. These influences include the initiation process of new members, the socialization process, the type and degree of specialisation in the field, and the mobility and change in the profession. All these render a culture to academic staff, springing from their disciplines.

Using the interplay of cognitive and social arguments, Becher and Trowler (2001) substantiate the fact that the ways in which particular groups of academics organise their professional lives are in important ways related to the intellectual tasks on which they are engaged. They argue that “the ways in which academics engage with their subject matter, and the narratives they develop about this, are important structural factors in the formulation of disciplinary cultures” (Becher and Trowler 2001, p.23). In practice, academic cultures and disciplinary epistemology are inseparably intertwined.

Clark (1987a) also contends to the position that knowledge highly attributes values and behaviour to academics and hence their work activities. He argues that

“As knowledge is newly created by research, and is reformulated and repeatedly transmitted in teaching and service, its force continuously bubbles up from within daily operations, right in the palm of the professional hand. The logic, the identity, the very rationality of the academic profession is thereby rooted in the evolving organisation of those categories of knowledge that disciplines and professional fields of study have established historically and carried to the present, producing an inertia that powerfully prefigures the future.” (Clark 1987a, p.268).

Clark (1983) also addressed one generic question on how work is arranged in academic systems. He argues that “in varying combinations of efforts to discover, conserve, refine, transmit, and apply it, the manipulation of knowledge is what we find common in the many specific activities of professors and teachers” (Clark 1983, p.12).

Regardless of the variations of the knowledge manipulated in each academic profession, which basis leads to questions of whether there is only one academic profession, by implication, this

explicitly shows that academic work activities and practices are highly organised around knowledge manifested in their disciplinary-specialities culture.

Trowler (1998, p.56-94), acknowledging the epistemological issues, together with structures, analysed academic staff in the UK and their responses to the credit and modular framework that was initiated in the semester system. One clear finding in his work was a mixture of responses depending on academics' disciplinary and career path, optimism of new opportunity, institutional structural parameters, and also their personal attributes that form academic culture.

Studies on disciplinary culture, however, pose complexity of categorising disciplines that attribute attitudes and behaviour to academic staff. Becher argues that there are almost as many disciplinary classifications as the authors developing them (Becher 1987, p.274). This is true given the diffusion, differentiation and expansion of disciplines in the contemporary academic world exhibiting the complexity of classifying disciplinary orientation of academic staff, hence their activities. These classifications should not therefore be taken as descriptions of reality but ideal types which cannot constraint the actors given their level of freedom.

However, a disciplinary cultural perspective is helpful in understanding some of the differences within Makerere University's academic staff orientation to their work. But despite such disciplinary orientations, academic staff in Makerere also perform and respond to their roles as social obligations. Therefore, what would be the explaining factor behind the similarities in their responses?

3.4 Organisational Culture

In the field of higher education, Maassen (1996) argued that the work of Burton Clark (1970, 1971, and 1972) on organisational saga is an example of academic research on understanding organisational culture. According to Clark (1972), organisational saga is "a collective understanding of unique accomplishment in a formally established group." In trying to build up a cultural framework for analysing university and college culture, basing his study in the USA, he argued that it is under specific circumstances and organisations that an organisational saga can

develop. He identifies two stages: initiation and fulfilment stage. At the core of its development, he mentions personnel, the program, the social base, the student subculture, and the imagery of the saga as the conduit of organisational saga (Clark 1972, p.181). He argues that, “no matter how they are produced, enterprise cultures generate loyalty” (Clark 1983, p.83).

However, at the same time Clark suggests that in large and multi-disciplinary institutions an organizational saga can only be introduced through a decentralisation process, acknowledging that the saga of strong autonomous subunits might come in conflict with the saga of the institution as a whole. Therefore, he contends to the fact that organisational saga cannot be applied to large and complex higher education institutions as a whole. He also argues that “Faculty culture.....clearly becomes more segmented as universities and colleges grow in size and complexity.....” (Clark 1983, p.89). Such segmentation of culture breeds faculty staff who are locals (oriented toward the institution) and cosmopolitans (outwardly focused). However, acknowledging that, Clark (1983) argues that higher education institutions are a main source for affecting academic culture and organising the work and life of academics largely depend on the organisational framework. The very aspects on which an institution bases its foundation, such as mission and purpose, size, age, location, and student body, have a great influence on academics at the start of their careers and, throughout their career, on their way of operating professionally.

Organizational culture therefore sheds light on some of the similar work activities that academic staff in Makerere University might be involved in. Not all differences and similarities are, however, highlighted by the perspective of disciplinary culture and organizational culture. Hence beyond that notion, other studies are explored below to relate to the variations and convergent roles and responses of academic staff.

3.5 Institutional Theory

Institutional theory has been applied widely to studies in a range of fields ranging from economic history, sociology, to political science, for studying the relationship between organisational structures and institutional environments. Various authors at different levels of analysis have emphasised different aspects of institutions that cause stability and change. Prominent among

those, quoting from Scott (1995), are North and Thomas (1973), emphasise regulative aspects on a world system level and Meyer (1994) emphasising cognitive forms operating at the world system. Others such as Parsons (1953) emphasise normative frameworks at societal level, while Campbell and Lindberg (1990) focus on regulative aspects in governance mechanisms at work in different societal sectors and industries. As indicated above, in higher education, Clark (1970) at the organisation level has examined the distinctive cultural values articulated by a set of elite colleges, emphasising normative aspects. These aspects of institutions are carried through culture, social structures and routines, emphasising different rules, norms and cognitive interpretive aspects within institutions.

Emerging from the old institutional theory, Scott (1995) discusses a new contemporary institutional theory, introducing a new dimension to institutions and their structures that shape social behaviour. Scott's view of institutions is emphasized in his typology of three pillars of institutions: regulative, normative, and cognitive pillars. He defines institutions as “consisting of cognitive, normative, and regulative structures and activities that provide stability and meaning to social behaviour. Institutions are transported by “various carriers - cultures, structures, and routines - and they operate at multiple levels of jurisdiction” (Scott 1995, p.33). Table 3.1 presents the assumptions emphasised under each pillar.

Table 3. 1: Varying Emphases: Three Pillars of Institutions

	Regulative	Normative	Cognitive
Basis of compliance	Expedience	Social obligation	Taken for granted
Mechanisms	Coercive	Normative	Mimetic
Logic	Instrumentality	Appropriateness	Orthodoxy
Indicators	Rules, laws, sanctions	Certification, accreditation	Prevalence, isomorphism
Basis of Legitimacy	Legally sanctioned	Morally governed	Culturally supported, conceptually correct

Source: Scott 1995, p.35.

The regulative pillar deals with aspects of institutions defined by regulations or laws applicable to the environment where the organization operates. The legitimacy of this pillar is justified through imposing regulations or laws that limit behavior (Scott 2001). Regulative processes involve the capacity to establish rules, inspect or review others' conformity to them, and if necessary, manipulate sanctions, rewards or punishments, in an attempt to influence future behavior (Scott 1995, p.35). From the a social realist ontology and a rational choice logic of action, this pillar presumes that actors have innate capabilities to act to ensure and protect their interests, in other words, they primarily respond to incentives and constraints in their environment. He argues that, "Actors behave expediently: They calculate rewards and penalties, whether these come from other individuals, from organizations, or from the state" (Scott 1995, p.37). The instrumental and expedient nature of human behaviour is shaped by regulative forces that shape responses of individual behaviour. He argues that without rules and laws, force and coercion characterise institution setting. Rules, monitoring, surveillance and manipulation of sanctions are the prominent processes through which behaviour is shaped and moderated. Social structures such as governance systems or power systems carry such rules and laws that develop different routines through protocols and standard procedures that organisational actors must conform to for stability and coherence within the organisation.

In the normative perspective, values and norms govern the operations of institutions giving prescriptive, evaluative, and obligatory dimensions to social life (Scott 1995, p.37). Scott argues that values set standards and norms specifying the legitimate means of how things should be done, and what is expected of the actors. Norms and values develop from time to time and get embedded within the system as expectations and roles to different actors. He argues that normative "expectations are held by other salient actors in the situation and so are experienced as external pressures by the focal actors" (Scott 1995, p.38). As new roles emerge both formally and informally resulting into routines that are considered as moral obligations, institutional actors get accustomed to them as they conform and perform their duty appropriately. Actors respond with what is considered as appropriate behaviour rather than instrumental purposes (March and Olsen 1989). "Actors conform not because it serves their individual interests, narrowly defined, but because it is expected of them; they are obliged to do so". (Scott 1995, p.39)

In the cognitive pillar, the rules that constitute the nature of reality and the frames through which meaning is made are emphasised (Scott 1995, p.40). In the new institutional theory, Scott argues that emphasis is on treatment of symbolic systems and cultural rules as objective and external to individual actors. Through interactions, meanings arise and they are preserved and modified by human behaviour, (Scott 1995, p.41). He emphasises cognitive rules (Searles 1969) that involve the creation of categories and the construction of typifications: processes by which “concrete and subjectively unique experiences.....are ongoingly subsumed under general orders of meaning that are both objectively and subjectively real” (Berger and Luckmann 1967, p.36). These rules apply to certain categories of people, events, and ideas within the institution, and they are so basic that they are taken for granted. As constitutive rules get integrated within the institution framework, organisational actors’ behaviour is seen to often reflect external definitions rather than (or as a source of) internal intentions (Scott 1995, p.42). Variations by institutional context take form as rules are constructed either referring to individual actors or collective actors. Scripts and guidelines for sense making develop and in that way, institutions, individual actor - both collectively and individually - develop social identities that help them perceive “who they are and what ways of action best make sense for them in a given situation” (Scott 1995, p.44).

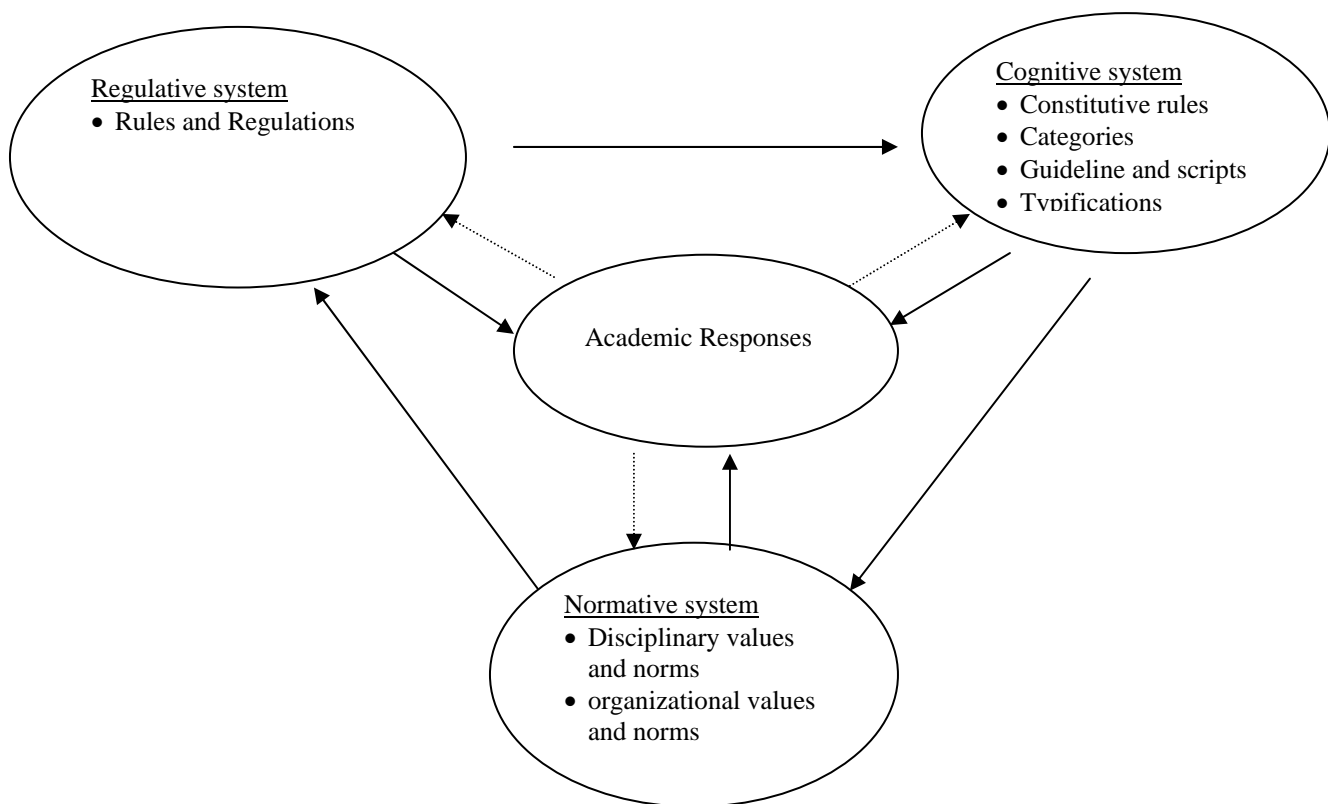
Scott’s typology of institutions reflected in the three pillars implies in practice an interwoven approach to understanding the behaviour of institutional or organisational actors. This could be analogous to D’Andrade (1984) who observed institutions as “over determined” systems – in the sense that social sanctions plus pressure for conformity, plus intrinsic direct reward, plus values, are all likely to act together to give a particular meaning system its directive force.

3.6 Operational Framework

In light of the literature review presented in this chapter, an operational framework has been developed, bearing in mind the study’s research problem and questions. This framework integrates the perspective of disciplinary culture, organizational culture presented in sections 3.3 and 3.4 respectively and the institutional theory presented in section 3.5. The disciplinary culture here is conceptualized as a culture that denotes norms and values to academics that spring from their disciplinary orientation. The organizational culture explains the norms and values of the

institution which academic staff must conform to as a social obligation. Both disciplinary and organizational cultures are operationalized under the normative system of the institutional pillars. A regulative system denotes a culture of rules and regulations that influence behaviour of academics too. A cognitive system represents a constructed culture with constitutive rules, categories, guidelines and scripts, typifications that define certain behavior of academic staff within the institution. This framework is presented in figure 3.1 and conceptualized in table 3.2.

Figure 3. 1: Operational Study Framework



In table 3.2 below, the regulative aspects highlight the coercive pressures that spring from the formal institutions of rules and regulations that have an influence on the roles of academic staff and their responses towards changes in their environment. The normative aspects designate elements of embedded social obligations that accrue to certain positions to conform to certain norms. And the cognitive aspects shed light on socially constructed meaningful systems formulated by individual or organizational actors to meet their ends in times of uncertainty.

Given the literature reviewed, this framework provides a compromising stand that will be used to analyze the study.

Table 3. 2: Pillars of Institutions and their Aspects

	Institutional Pillars	Sub-dimensions	Structures	Pressures
1	Regulative	<ul style="list-style-type: none"> • Formal rules • Surveillance mechanisms • Sanctions 	<ul style="list-style-type: none"> • Regulative systems • Institutional governance systems 	<ul style="list-style-type: none"> • Coercive
2	Normative	<ul style="list-style-type: none"> • Goals and objectives • Values and Norms • Expectations 	<ul style="list-style-type: none"> • Disciplinary system • Organizational values and norms 	<ul style="list-style-type: none"> • Normative
3	Cognitive	<ul style="list-style-type: none"> • Constitute rules • Typifications • Categories • Guidelines 	<ul style="list-style-type: none"> • Individual leaders 	<ul style="list-style-type: none"> • Mimetic

3.7 Assumptions

From the above literature review, the three pillars discussed denote a culture that is embodied within the life of academic staff, that moderate and shape responses to their roles. Attributes from each pillar integrate within the academic way of life and have fundamental effects on their behaviour and action towards their work. Hence, we can assume that;

- (i) Organizations have formal and informal structures, and the two converge to some extent, and attribute behavior to actors.
- (ii) Individual behavior in organizations is motivated by the culture associated with formal as well as informal structure, not just by the formal forms of the organization.
- (iii) Individual behavior cannot be predicted on the basis of rational considerations alone. It must be predicted on a situational basis, taking into account culture, norms, values and interests as well as the legal-formal setting.
- (iv) Due to human behaviour, an appropriate balance of the three pillars is necessary in an entrepreneurial academic setting.

Basing on the above literature and assumptions a semi-structured interview guide was formulated as included in Annex 1 in trying to answer the research problem of this study.

Chapter Four: Findings of the Study

4.1 Presentation of Data

The important analytical aspects from the data are described below. It should be noted that empirical findings along with the emerging categories and themes have been separated according to the different perspectives identified in the operational framework above, namely disciplinary and organizational values and norms (normative perspective), rules and regulations (regulative perspective), and constitutive rules, categories, guidelines and scripts (cognitive perspective). It should be noted that, for simplicity of interpretation, some quotations are modified and rephrased for ease of understanding.

4.2 Normative Perspective

4.2.1 Discipline Norms and Values

The academic staff that were interviewed pronounced their attachment to their disciplines in different ways. For example, those in traditional faculties, that is, the Faculty of Arts and the Faculty of Social Sciences (soft-pure and soft-applied), and especially those academic staff in traditional disciplines, mentioned that “work around here rotates around what we know. Our professional orientation tells you what to do and what not to do- if you are employed to teach history; you must have a mastery of it (implying knowledge content).” Another respondent from the same faculty when asked about her work in the changing environment stated that “the changes in Makerere University are highly affecting the traditional disciplines because we cannot change certain things like assessment of students. In history, you cannot give optional tests, that is not the way history is, a route of argument is required of students - we can not change some things. We seize to be historians if we do.”

It was also identified, especially in Faculties of Social Sciences and Arts where inter-disciplinary courses were introduced during the reform, that most of the academic staff that teach different

course units come from other faculties or outside the university, who have the masterly of the courses introduced. One respondent in the Arts Faculty argued that, “[T]his faculty, given its open door policy, hires a lot of expertise from other sources to teach certain courses.” This portrays how academic staff work and activities are mainly oriented towards what they know best.

In the other Faculty, that is, the Faculty of Computing and Information Technology, the responses differed from those in the traditional faculties. Academic staff in this faculty were more oriented to an interdisciplinary approach when it comes to what they were teaching and carrying out. One respondent when asked about his role in the Faculty stated that “I do everything” and added when asked about the curriculum of the courses he taught, that “what I teach cuts across different disciplinary fields like management, ethics, and information technology as well. I need to be abreast with current issues in different fields, change my content and approach to teaching. Even with research projects, I try to carry out research in all fields integrating information technology and computing.”

Many of the academic staff interviewed in the three Faculties involved highlight a trend where the norms and values of their disciplinary and inter-disciplinary orientation and approach to their roles affect the way they work and perceive the environment at Makerere University and this tends to explain the variations in how they respond to their roles.

4.2.2 Organizational Norms and Values

Regardless of the variations as a result of their disciplinary orientation mentioned above (section 4.2.1), many of the academics confessed to the norms and values of the institution in which they work. Elements of expectations and obligations to the institution were also identified.

Most of the academic staff that were interviewed pronounced concern of the need to respond to the goals and objectives of the institution, expressed in statements like “this is a university of excellence, and we must keep it that way,” and “we can only do that if we do our job right.” Asked about their identity as academic staff and their affiliation, many of them were proud to be

called not just academics within their discipline, but academics from Makerere University. One respondent showed this clearly when he stated: “I am an academic but I can only be one if I have a home, and Makerere is my home. I am proud to be part of Makerere. All I do here (within my disciplinary role) is to see that Makerere remains a university of excellence, even with the many challenges that we have.”

This goes a long way to indicate the love for their university and their orientation to achieving the goals of the university as a norm, a set standard for them. Most of the interviewed (17) were full-time staff involved, for example, in teaching close to 4 classes per week, 5 were involved in research at a time, and all of them (17), save for one, had recently produced one or more academic publications. Even where they expressed the challenges that they faced such as being involved in handling too many teaching obligations at the expense of research, they were appropriately responding to their roles, especially teaching, as expected of them. This was evident in the statement of one respondent who said that

“In my position as a senior lecturer, I am expected to teach, and I am the head of this department, meaning that I am involved in administration, and also pursue research. When need arises, I am called to give a public lecture, sit on boards as external examiner and research committees. Well that’s a hell of work. But I try to manage my time and respond to the best of my ability.”

Many of the academics identified time constraints as a challenge, with time management as the solution for overwhelming work was identified. One respondent argued that,

“You sneak in over the weekends thinking you are the only one and you get shocked with the number of staff you meet in the corridor..... It has become normal to come over the weekends especially some of ‘us’ with families. You cannot stay home because you will be attending to your children. You have got to come here (meaning work place) if you have to get some work done.”

Many academics interviewed mentioned with respect to their work obligations that it is necessary to meet the expectations included in their job prescriptions. One respondent clearly put it that,

“you get evaluated upon what your job prescribes, and it is a prerequisite to promotion, so I need to fulfil my obligations.”

However, also variations of work being oriented more to the home faculty were identified among academics especially in the new Computing and Information Technology faculty. Those interviewed here (5 academics) mentioned things like “this Faculty has done well in this institution and we are doing our best to keep it going,” and “we want to be the best IT base in this country, and we are heading there.” Another respondent in the same faculty when asked about curriculum change and innovation in the university agreed to the fact that she does not know about the rest of the university, but for her faculty, she stated, “this faculty deals with information technology advancements, we need to keep up-grading. It takes a lot of commitment, time and vigilance for staff in this faculty”

4.2.3 Summary of findings under the Normative Perspective

- Academic staff in different faculties respond differently to their diversifying roles based on their disciplinary orientation and norms.
- Similarities among academic staff within Makerere University were identified as a result of the organizational norms.
- Growth of faculty culture within the institution which highlighted academics staff who were more oriented to the home faculty than the institution also explains differences of how certain things are done among academic staff.

4.3 Regulative Perspective

In light of this perspective, different themes emerged which include aspects such as: (a) the formal roles of individual academic staff in the context of Makerere University’s rules and regulations; (b) the evaluative or surveillance measures to ensure that these roles are met; and (c) the sanctions, incentives and rewards attached to compliance or conformity and punishments for

unconformity. These themes will be elaborated below, mapping the trend with regard to this perspective.

4.3.1 Formal Roles

A trend in the responses of academics and the regulations of Makerere University portray such issues as stipulated in contract arrangement and in the Appointments and Promotions Board documents under the resolution of the Council dated 29th July 1966 (M.2067) amended by Council Resolution 1021.4 dated 17th April 2000 stated duties of teaching, research and service to community as the main roles of academics. Further, the repealed Makerere University, Kampala Act of 1970 as amended by Decree No.10 of 1975, provided that duties should be geared towards the mission of the university, and these duties included:

- i. Giving such courses of lectures and demonstration and conducting such tutorial and practical classes as may be determined by the Head of Department.
- ii. Promoting the knowledge of his or her subject by his or her own original work.
- iii. Accepting the duties of examiner.
- iv. Generally, assisting in the business of the university by serving on committees and in other ways appropriate to a residential university.
- v. For those involved in administration, organizing and developing his or her department and such other duties as maybe necessary for the proper functioning of that department.

From these, categories of teaching, research, service to the community, administration as formal roles are eminent.

All academic staff interviewed (18) identified three main prescribed roles within the institution, that is, teaching; research; and services. On a daily basis during semester periods, academic staff's main activity was identified as teaching, which involves preparation of lectures, lecturing, setting exams, and evaluation or assessment of students, and supervision of interns and graduate students. All academic staff interviewed across ranks reported their main role as being involved in teaching and its related activities. This was pronounced by one respondent, who lamented that “[A]ll we do here is teach. Everyone, even professors, even those who are heads of departments,

have their main role as teaching.” This was also pronounced by most respondents when asked what takes most of their time; most of them mentioned teaching, which is the main prescribed role for their function as academics in the institution.

Research which is for academic staff’s own development and dissemination of findings through the teaching-research nexus was also identified as a formal role for academic staff. One respondent argued that “[W]e are all required to do research, but we do not have time.....” When asked about their primary interest, most of them cited research. One respondent argued that “[I]f given a choice, research would be my first priority, but we do not have much choice in this era, we are involved in almost everything.” However, others mentioned that you cannot avoid research and teaching, you need to integrate both as an academic. Variations of involvement in research varied across the ranks. Those in the top ranks: professors, associate professors, and senior lecturers were more oriented to taking research projects of interested and disinterested research than those on lower ranks. Academic staff in the lower ranks, especially the part-time ones, were not very much pronounced in research work simply because of involvement in other institutions than the ones they are teaching. Although research was mentioned as a prerequisite for promotion, many respondents (13) were at the time not involved in research, albeit their earlier publications because of the time constraint given the increasing number of students to teach, examine and assess.

Service to the community, even in its formal nature to academic staff, was not reported to be so common to academic staff. One respondent argued that “service is not followed as important; it is mostly research and teaching that counts.” Only six of the academic staff interviewed had been involved in service to the community by giving public lectures. However, some attributed consultancy as service to community and many were involved in consultancy at some point in time.

Therefore, with respect to Makerere University, formal roles handed down to individual academics as rules and regulations that govern their operations were highly pronounced by academic staff, and how they respond to them portrayed an element of rules and regulations that are contextualised within Makerere as an institution. One respondent argued that,

“It is not like in Europe where academic staff are divided into teaching, research, and administration. In Makerere University, if you are hired as a permanent academic staff, then automatically you are expected to teach, do research, give service to the community, and participate in administration when need arises.”

Many of the respondents confirmed to the fact that Makerere University’s formal roles, with teaching as the highly pronounced role, even in the entrepreneurial environment that they operate in now, still apply to all academic staff. Only one respondent with a part-time job at Makerere indicated only elements of teaching activities as the main role. He argued when asked what takes much of his time that “I am here mainly to teach and in this university, that is what takes all my time, but I am here for a short time anyway.”

4.3.2 Evaluative/ Surveillance Mechanisms

Academic staff interviewed had different perceptions on the evaluative measures within the institution. With teaching, some academic staff recognised the institutional framework adopted by their departments as very fundamental in the way they do their work and others mentioned that as such this framework does not have an effect on the way they respond to their roles. Two groups of academic staff emerged from the data gathered. Those in the first group mentioned things like “they help you know whether you are doing your job or not.” In the second group, some could not clearly state what exactly the evaluative institutional framework was for, and others mentioned the framework as just a principle more than a practice. These two groups also tend to spring from different faculties. The first group’s members were from the Faculty of Computing and Information Technology with a new and enthusiastic outlook on issues, and those in the second group came from the traditional faculties of Arts and Social Sciences.

With regard to research, most of the academics involved in research argued that research mechanisms are subtle but clear. One respondent lamented that “your work is either good or bad. Peer review committee tells you that.”

4.3.3 Sanctions

When inquired about their rewards and incentives within the University, many of the respondents (16) who are civil servants identified their sure source of income as coming from the government through the institution. One respondent from social science faculty clearly indicated that

“This is a public university ‘at least on paper’ and my salary comes from government. I am expected to teach, do research, and do service to community. I have to do that, or else I do not get paid.” Of course, there are other channels of income, but as long as I am hired here, I am expected to do what I am employed for in order to earn my income.”

Even the two respondents out of the 18, who were also teaching assistant (one on part-time basis) did not differ in their responses, since they also recognized the faculty that pays them, if they do their job.

Further more, elements of incentives in form of top-ups to their income depending on the number of classes one teaches, involvement in exam setting and marking, showed a trend of how academic staff responded to their roles, either with enthusiasm or laxity. Many respondents mentioned things such as “these other related activities also come with a pay, and if you need it, you have to respond positively.” Sanctions related to non conformity were, however, not clear for many of those interviewed. One respondent argued that, “well, sometimes many academic staff do not perform their duties as expected but they get paid.”

4.3.4 Summary of findings under the regulative perspective

Formal Roles

- Formal roles that most academic staff are involved in concern teaching, research and services.

- All academic staff interviewed are most involved in activities related to teaching as a requirement for all academics within the institution.
- Structural constraints made it difficult to engage well in other roles such as research.
- Only 5 academic staff were involved in research at the time, but 17 of them had been involved in research and had more than 2 publications.
- Service to the community was the least pronounced and it was not emphasized by the university even in its formal status.

Surveillance Measures

- Two camps emerged as to how academics thought that the measures in place to evaluate them were strong and had an effect on the way they respond to their roles. One camp mentioned a ‘no effect’ and the other mentioned the mechanisms as important.

Sanctions

- Rewards and incentives had quite a great impact on the way academics responded to their roles. All those interviewed, whether civil servants, faculty staff or part-timers had concern for their job as it pays for their income. Even their response to the teaching role, which was more pronounced, highlighted the element of an extra income involved.
- Sanctions in the form of punishment were mentioned but were unclear and not legalized.

4.4 Cognitive Perspective

This pillar sheds light on the elements that focus on the constructs of actors within the institutions. Given the aspects under this perspective in the operational framework above, that is, constitutive rules, categories, guidelines and scripts, themes that emerged out of the data are: informal roles, faculty and department rules, and entrepreneurial strategies.

4.4.1 Informal Roles

The majority of the respondents (16 out of 18) identified roles that emerge on a daily basis that spring from a given situation. Such roles included the day-to-day administration work given partially because of the decentralised nature of departments and also due to less technical support. Administrative positions, programme coordinators, involvement in collective research, consultancy endeavours approved by departments and faculties, participation in decision making boards and committees, training of other staff or guiding junior staff in professional development within the departments or Faculty were all identified as roles that arise out of a given situation. These roles varied too across departments and faculties that were considered and academic staff that were interviewed. For example, one academic staff from Faculty of Arts argued that,

“Most of us who have been here for a while, our letters of appointment say very little about what is expected of us; though it has now been revised. Most of our roles are handed down by the department head, and this involves a lot of administration work.”

And another respondent from Faculty of Computing and Information Technology argued that

“We are deployed as and when; as long as the duty is in the mandate of the faculty. Most of us are called upon to participate in the faculty consultancy firm when need arises, and also administrative positions as the head assigns you. My letter of contract mentions ‘any other duties assigned to me.’”

Variations in informal roles mainly sprung from the vision and mission of the faculty, and the heads of department duty to see that the department or faculty “survives.”

4.4.2 Faculty rules

Some of the academic staff interviewed confessed doing most of their activities on faculty terms and guidelines. From the traditional staff, (those that have been in the institution for more than 15

years) (5) argued with statements such as “our letters of appointment say very little about our work terms, it is handed down by the faculty-department, and they determine how to do it.”

Variations in what is regarded as Faculty rules differed across Faculties as portrayed in academic staff roles and responses, and also institutional measures of support to them. For example, one respondent from the Faculty of Arts argued that “work here is hectic, but the Faculty of Arts has had an open policy on recruitment of part-timers to help us. So when there is a need, we inform the faculty dean, hire the person, and such a person gets paid as faculty staff.”

Another respondent from the Faculty of Computing and Information Technology argued that “when the dean singles out a staff member as capable, then such people are the ones you see most in administrative positions.” Other staff mentioned things like, “in this faculty, we have a consultancy firm and we are called upon from time to time to offer services, the need arises. However, we all have an obligation to participate to see that the faculty grows.”

Academic staff from for example, the social sciences did not confess much to Faculty rules, as one respondent argued: “yes, we do our own ‘thing’ but most of the things done are more individualist’. This was portrayed in responses towards publications, teaching, and partnership with industry. Whereas academic staff from the Faculties of Computing and Information Technology and Arts had staff whom they were co-teaching with, assisting PhD students, and also having collective publishing, the staff in social sciences were acting more individualistically. In the Faculty of Computing and Information Technology, identified links with industry, though at a small scale, were more collective than individualistic. These were portrayed by a head of department who stated that “the Faculty of Computing and Information Technology is offering service to many companies and our staff participate collectively through the consultancy firm in different projects.” There were also variations in the technical or support staff that had to help academic staff in their roles. The Faculty of Computing and Information Technology seemed to have a good number of technical staff that helped academic staff with their roles, while the staff of the Arts and Social Sciences Faculties did most of the work. This trend was emphasized by one respondent in social science who mentioned that “Lecturers do most of the work in this faculty.”

4.4.3 Entrepreneurial Strategies

Elements of entrepreneurial strategies were identified among academic staff in their faculties. Makerere University has had quite a number of entrepreneurial strategies that included educational entrepreneurialism - which entailed the design of demand-driven courses to capture the market. This scenario was evident in all faculties and academic staff interviewed. Many of them agreed to having participated in designing and reviewing programmes for the students. One respondent in the Faculty of Arts observed: “we have committees where everyone participates and gives views that are always integrated into our new programmes.” New management strategies were also pronounced across Faculties with some positions designed to coordinate privately sponsored programmes and research projects. However, some entrepreneurial strategies were more pronounced in some faculties and not others. For example, partnership with industry was identified especially in Faculty of Computing and Information Technology but on a small scale. In this Faculty, a respondent, heading one particular department mentioned, “I do not understand why some academics are complaining, things have changed. You need to find “wet” (meaning virgin) areas for innovation. Introduce new things. Partner with industry, companies, go out there, you don’t wait for them to come to you because they might never come. Introduce “things” to them.” This particular faculty still had a collective consultancy firm where many academics participated to generate income for their faculty.

4.4.4 Summary of findings under the Cognitive Perspective

Informal Roles

- Most permanent staff were involved in the informal roles that emerged in the faculty or department.
- Informal roles differed from faculty to faculty or department to department.

Faculty rules

- Groups emerged about these rules. One faculty (the Faculty of Computing and Information Technology) seem to be more individualist in the way they respond to their

roles, while the Faculty of Social Sciences was carrying out activities more collectively, and the Faculty of Arts in between collective and individualistic activities.

- Academic staff seem to be more oriented to what the Faculty was carrying out than the institution at large.
- There were variations in Faculty rules.

4.4 Opinions about changes in Makerere

Among the academic staff interviewed two patterns emerged concerning their feelings about the changes in their environment. The first group was more opportunistic while the second group was more resentful and disgruntled about the changes in their environment. In the first group, the academic staff interviewed mentioned things like “we have come from far. We could hardly pay our home rent a few years ago, but things are better now. With doors open for all staff, one can afford an extra income”. Another respondent stated that “Changes are good. Given what is happening around the globe, you cannot avoid some things like innovation, you need to work towards adapting to the environment.” The same respondent also added “Yes there are challenges, but you have to face them, when you get problems, you are able to find solutions.” Another respondent in this group also mentioned things like: “change is normal. You have to embrace it, that is when you can move on. Some people have a wrong attitude towards change that is why they are complaining.” Respondents in this group acknowledged the fact that Makerere University is heading towards a path of extreme commercialization, but they welcome the changes and caution Makerere to find strategies to counterbalance the rapid changes.

In the second group, a lot of disgruntled academics were identified as their responses were negative towards what is happening at the Makerere University. Statements like: “Makerere has opened doors for everyone without control, and the University does nothing to increase facilities. It is us (academic staff) who suffer with student numbers.” And: “Yes we understand that access for all is important but Makerere is not the only university now. Makerere should revise its strategies.” “All that we do is teach, teach and teachthe number of students is too many.” There seemed, however, to be a paradox about how academics think of the environment and their responses. Even those who saw Makerere University as taking on too much, were still happy

about the changes. Those disgruntled about the changes on the other hand, were also responding with entrepreneurial strategies as well.

5.1 Normative Perspective

5.1.1 Disciplinary Values and Norms

The qualitative data obtained from the analysis of the particular perspective in section 4.2.1 above, seem to confirm the fact from earlier studies that academic staff activities are oriented to their epistemological background and orientation (Becher 1989; Becher and Trowler 2001). It was evident from the data concerning how academic staff respond to their roles. Their professional orientation, that is, the mastery of the knowledge that they trade with in their work activities was highly pronounced. This can be interpreted as “disciplinary cultural attributes manifested through a sense of belonging through idols, artifacts, medium of language, route of argument, and literature of a specific disciplinary group” (Becher and Trowler 2001). Also the degree of specialization (Becher 1987) as one of the attributes that moulds academics and their profession was identified within the responses of academic staff. Three quarters of those interviewed who have been in the academic field for long, especially in traditional faculties and disciplines confessed to the way things are supposed to be done in their professions hence portraying norms, morals and rules of conduct within such disciplines. Therefore, the empirical data confirms the fact that academic staff responses are partly governed by their disciplinary orientation.

Variations of responses of academics across different faculties save for differences in disciplinary knowledge, were identified with academic staff from one faculty more oriented to an inter-disciplinary approach to their activities and work, cutting across disciplines within their jurisdiction and out of their usual bounds. This phenomenon can be argued to indicate the complexity of classifying some bodies of knowledge or disciplines that have diffused and emerged over time creating specialized fields. This confirms Becher and Trowler’s (2001) argument of adjoining disciplines and overlaps across territories of the academic disciplines. From a phenomenological point of view, they argue that “disciplinary classifications are, then not cast in stone, but are socially constructed” (Becher and Trowler 2001, p, 59). This explains the

responses of some of the academic staff that had their activities and approaches to their roles cutting across many disciplinary fields.

Therefore, one can argue that disciplinary norms provide an important source of professional culture to academics, in the sense that it is one of the factors that denotes beliefs and behavior to academics in their career path (Clark 1983). With the changing and new environment within Makerere University (Mamdani 2007), however, an element of an overlap and mix of disciplines has led to differences between academic staff, not only because of their disciplinary orientation, but also because of their inter-disciplinary approach to their work.

5.1.2 Organizational Values and Norms

Makerere University has had a culture that has developed through hard and changing times. Makerere University has always been referred to as the ‘ivory tower’ - an institution of excellence in the region of East Africa. Having gone through times of age and prestige, symbols and a sense of continuity of ideals and activities have developed and they emerge in the vision and mission of the university that guides the operations of personnel involved, including the academic staff. The empirical data in section 4.2.2 seem to portray an “organisational saga” in the sense of Clark’s (1972) conceptualization of it. A sense of belonging to the university which was realised in the academic staff justifies what Clark says that “no matter how they are produced, enterprise cultures generate loyalty” (Clark 1983, p.89). Loyal to the norms of the university, academic staff that were interviewed portrayed elements of loyalty to their roles too, as they spring from their identity with the institution. For some staff living up to the institution’s norms seemed to look like an end in itself. Many of those interviewed elicited responses pointing to the behaviour of appropriateness (March and Olsen 1989).

The data, however, also revealed variations of work being oriented toward the home Faculty and a sense of attachment for some academics identified more to their Faculty than the institution. As referred to earlier (section 3.4), in large and multi-disciplinary institutions, the saga of autonomous subunits might come in conflict with the saga of the whole institution (Clark 1972)

and segmentations of culture within universities are portrayed when institutions grow in size and complexity (Clark 1983). In this context, the data confirm that even with institutional values and norms that tend to bring similarities or homogeneity within the institution, Faculty culture that develops over time leads to conflicts and intra-institutional cultural differences in addition to disciplinary orientations.

5.2 Regulative Perspective

From the empirical findings, it is evident that organizations like public higher education institutions consider state (formal) structures as one of the core regulatory actors in their environment. Acting through regulative bodies such as the Ministry of Education, and the National Council for Higher Education, Makerere University operates upon the goals and objectives of higher education in Uganda (section 1.3.1), based upon which its mission and vision are formulated. From the data gathered, it is evident that Makerere University has adopted such goals in its rules and regulations that govern the operations of its organizational actors, the academic staff. This can be interpreted as its capacity to establish rules, inspect or review others' rules in conformity to them, and as necessary, manipulate sanctions-rewards and punishments in an attempt to influence future behavior. (Scott 1995, p, 35)

In the analysis of the components under the regulative perspective, it was evident that most of the academics were involved in the formal roles (section 4.3.1) stipulated by the institutions' rules and regulations adopted from state educational rules. With evaluative or surveillance measures (section 4.3.2), in regard to research, a clear evaluative system portrayed the ability of Makerere as an organization to inspect or review academic staff conformity. With regard to teaching, however, the two groups that emerged from those interviewed portray elements of a formal and an informal, as well as a weak system that operates under an unclear framework. This can be interpreted as an element that has diffused within the institution's operations both through formal and informal mechanisms (Scott 1995, p.35). Academics in the two groups, with one group from the emerging Faculty of Computing and Information Technology and the second from the two traditional Faculties of Arts and Social Sciences, portrayed different elements between them. In the first group elements of following rules and regulations that are new to them were highlighted,

well as in the second group elements of being accustomed to the rules which have diffused into norms of the institution were highlighted.

With sanctions, the data reveal the element of rewards as a strong mechanism that influences behavior of organizational actors, that is, academic staff. This confirms the argument in section 3.5 that actors behave expediently, that is, they calculate rewards and penalties whether these come from other individuals, organizations, or the state (Scott 1995, p, 37). Here a correlation between salaries, extra income and responses of academics to their roles is evident. Academic staff tend to get involved and spend most of their time in activities that will reward them, either collectively or individually. Data revealed academic staff taking on extra classes for teaching, getting involved in teaching-related activities like setting exams and marking since it involves extra income. This could explain why some formal roles, especially service to the community, are not so emphasized. However, with sanctions in the form of punishment upon nonconformity, there were no clear rules to that end. Hence, sources of coercive pressures were perceived as unclear to the actors and this created a blurry situation for them in the sense that the cost of not responding to coercive pressures is, to a large extent, unknown. This suggests that elements of the “norm” where everyone knows what they were supposed to do and what “may” happen if they do not conform were unclear. It also suggests a typical response of vague coercive measures which is eliciting of informal mechanisms through which rules are followed.

5.3 Cognitive Perspective

From the empirical data presented in section 4.4, it is evident that different actors, events, and roles are constructed by and with individuals within the institution drawing from different cultural and symbolic elements within the environment (Scott 1995, p. 41). Constitutive rules construct categories of actors that have roles to play in a given situation and time. This was revealed from the data gathered in section 4.4.1 with different actors within the institution taking on different positions and roles. Different categories of people play different roles given their capacities. This can be interpreted as social construction of actors and roles (Scott 1995, p. 42). A trend of variations of roles differed from person to person, pointing to the element of socially constructed players who are endowed with differing capacities for action and parts to play within

the environment. Faculties, as mentioned earlier had constructed coordinators in privately sponsored programmes, consultants, administrators and trainers.

Variations within Faculties about what constitute Faculty roles could also be identified in the responses of the academic staff interviewed. This can be interpreted as the differences in their interaction patterns and their interpretation of the reality around them, in line with Scott who argues that through interactions meanings arise and they are preserved and modified by human behaviour (Scott 1995, p. 41). This scenario was portrayed by many academic staff. For example in the Computing and Information Technology Faculty the academic staff referred to participation in the consultancy within the mandate of the Faculty and they have grown to accept such a duty as need arises. In the Arts Faculty, an element of many participating in administration given the decentralised nature of the Faculty has become common to most of the academic staff.

Faculty rules also identified within the empirical data point to the constitutive rules that apply to ideas (Scott 1995, p. 42). Within the Faculties and among academic staff that were interviewed as seen in section 4.4.2, elements of pursuing the roles of academic staff and the mission of the home Faculties were manifested in the ideas that have been socially constructed and embedded within the academic staff's system and responses to their roles. A trend that was portrayed (section 4.4.2) suggests elements of individualism in one Faculty, and collective measures in the two other faculties, where it is natural for actors to act individually and collectively respectively. Hence certain aspects become embedded in the societal setting that they become natural to actors, denoting either individualistic or collective behaviour (Scott 1995, p.43).

It was manifested that many academic staff are responding to their roles not in a subjective manner but as a result of different forces within their context. This is in line with Scott who suggests that "as constitutive rules are recognised, individual behaviour is seen to often reflect external definitions rather than (or as a source of) internal intentions" (Scott 1995, p.42). Some academic staff, for example, in the Faculty of Computing and Information Technology were more focussed on seeing their Faculty grow to a certain standard, portraying mimetic pressures. This could be related to the collective measures within Faculty staff. Therefore, social identities developed among academic staff help them to perceive "who they are and what ways of action

best make sense for them in a given situation” (Scott 1995, p.44). Given the changing environment in Makerere University, this can be interpreted as follows: most academic staff in the growing Faculty of Computing and Information Technology which is oriented toward the market find it more easy to work collectively, than those in traditional Faculties where academics have to find their own ways of earning an extra income through their expertise, hence acting individually. Academics in the Faculty of Arts to some extent, although in a traditional manner, were acting more collectively than those in Faculty of Social sciences who portrayed more of individualistic behaviour. Recognition of constitutive rules seems to surface more in the Computing and Information Technology Faculty than in two other faculties. Rules that have been constructed in a short-term response to diversifying roles amidst new entrepreneurial strategies have turned into long-term and temporary measures and have attained the dignity of normal practice among the staff interviewed. This trend also explains the various entrepreneurial strategies across the university seen in section 4.4.3; designing demand driven courses, partnering with industry, and consultancy due to the different interactions and devising of measures to make ends meet.

5.4 Explanation for differences and similarities among academic staff

The empirical data in this report revealed elements of differences and similarities among academic staff even although it can be argued that to a large extent they were exposed to the same situational environment.

5.4.1 Differences

Differences among academic staff responses in Makerere University can be interpreted in the first place on the basis of the differences within the disciplines that academic staff find their life and work activities oriented to. Academic staff interviewed are employed by the Faculties of Social Sciences and Arts that rotate around disciplines from soft-pure and soft-applied, and the Faculty of Computing and Information Technology that has more a hard-applied orientation (Becher 1989), while at the same time cutting across a large number of disciplines given the nature of technological advancement in this era. Given the differences in the object of inquiry, the nature of

knowledge growth, and approach or methods of inquiry, it is to be expected that academic staff respond differently as they “discover”, “conserve”, “refine”, “transmit”, and “apply” knowledge (Clark 1983). An inter-disciplinary approach identified within one Faculty also adds culture to those academic staff in that Faculty where their outlook to issues and approach cuts across other disciplines. Hence academic staff in Makerere University respond differently to their roles partly due to their disciplinary orientation.

Differences were also identified due to the segmented organisational culture that cultivates a Faculty culture which denotes a life style to those in that specific Faculty. Save for the disciplinary differences, other differences of identity springing from the home Faculty were identified and this also explains why there are variations among academic staff. Faculties’ construction of their culture through their mission, and their approach to issues within their mandate adds value and norms to their academic staff and hence influence their behaviour or response. Informal roles and faculty rules that were identified in sections 4.4.1 and 4.4.2 as constitutive rules that create identity for academic staff in a given situation, hence helping them to define who they are and how best they can achieve their roles, give the explanation for differences among staff in Makerere University.

5.4.2 Similarities

Similarities in the academic staff’s responses to their roles can be attributed to the organizational values and norms that have developed over time, and have been integrated within the organizational framework. Social identity of most academic staff was seen in the institution as an end in itself. Given the nature of Makerere University in the context of Uganda, with a long tradition and history, many academic staff find a “home”, “prestige” and “reputation” within this institution. Symbols of loyalty to the institution and their roles can be interpreted from the perspective of their social obligations and expectations that accrue to them from the organizational norms. Organizational norms have grown over time from the rules and regulations of the university that define its mission and the roles of the actors involved. Those rules have come to draw parameters for the university and the internal actors, and they have become norms

to academics within Makerere University. All academics interviewed responded to their roles handed down from their legal contracts with respect to their work, which roles have become norms and expectations of the institution towards the academic staff. The legislative and regulatory climate that surrounds all academic staff in Makerere University, where everyone must oblige to rules, is the same for all academics and this explains the similarities in the way they respond to their roles. Sanctions, especially in the form of rewards and incentives which are acknowledged by all academic staff drive them to oblige to their roles.

5.5 Integrative analysis

From the earlier argument of an “over-determined” system (D’Andrade 1984) elements of interwoven structures of organizations are portrayed from the data gathered. These structures conflict at some points and realign with each other at another to bring meaning to social events and social behavior. Moments of similarity come into play as rules, regulations and values and norms are objectively taken, and differences result as actors continuously make meaning out of the world around them. Therefore, both the institutional formal and informal structures act interdependently to denote behaviour upon actors. The intensity and magnitude of one structure explains why actors behave the way they do. In Makerere University, it is clear that academic staff respond in a similar manner given the institutional rules, sanctions, and organizational norms that govern all the work activities. On the other hand, differences between the academic staff result from the disciplinary structures that are the main driving force for the differences among the academics. Constitutive rules identified spring from Faculties with respect to how their mission should be accomplished given what they trade with, that is, disciplinary knowledge. All these structures work together to influence academic behaviour.

Chapter Six: Conclusions and Recommendations

6.1 Conclusion

This study's main research problem (as presented in Chapter one) stated:

How can the responses of academic staff to their roles in the new and changing context of entrepreneurial strategies at Makerere University be interpreted?

The guiding questions were formulated as follows:

1. What are the main features of the new entrepreneurial strategies of Makerere University?
2. What is the role of academic staff in the development of an entrepreneurial environment in Makerere University?
3. How do the academic staff of Makerere University respond to their diversifying roles?
4. What is the academic staff opinion on the changes that are continuously taking place in Makerere University?

In a nutshell, this study confirms the fact that academic staff operate in an environment driven by different institutional structures and forms. From the different perspectives that were operationalized in this study, a considerable array of insights in the main features of new entrepreneurial strategies, the roles of academic staff, and their response to diversifying roles in an entrepreneurial environment were revealed.

The study shows entrepreneurial strategies as informal infusion into the university with all the three Faculties that were considered taking on strategies such as designing demand driven courses purposed to increase privately sponsored students. However, more entrepreneurial strategies such as new management, partnership with industry, offering consultancy services were identified among academic staff as a result of interaction in their specific Faculties.

The study shows that, despite the entrepreneurial strategies of the institution, all academic staff in Makerere University are still involved in their formal roles as prescribed by the formal structures,

with teaching as the main pronounced role. The regulative rules and regulations were indicated as being strong, especially with regard to the roles that academics play in the institution, and their conformity to them. Elements of rules were more pronounced in the formal roles, with a weak element in surveillance and sanctions in the form of punishment. This was, as argued earlier, interpreted as diffusion into an informal way. Incentives in the form of rewards indicated a correlation to academic responses with respect to their roles. This, however, cannot be strongly inferred due to the small number of those interviewed.

Other roles were also identified among academic staff which were referred to as informal roles, created as cognitive and constructed reality takes shape within the organization and its specific units.

In regard to responses to their roles, the data also showed differences among academic staff. The data confirmed the dimension of disciplinary values and norms as one of the main contextual factors in which academics operate. Regardless of entrepreneurial strategies purposed to generate incomes, the data confirmed the fact that academics are oriented and respond to their activities and roles in the environment partly as their discipline dictates. An element of disciplinary orientation was revealed with a few exceptions of an interdisciplinary approach towards their roles. More differences, as argued earlier, were showed confirming the element of devising ways of meeting ends – with constitutive rules, denoting an element of different perceptions of academics in their respective capacities and faculties. This was interpreted as the differences in the interactions of academics in their respective faculties. Elements of entrepreneurial strategies that were indicated among academics in different faculties also portrayed the element of variations caused by different interactions. Strategies ranging from educational entrepreneurialism, partnership with industry to offering consultancy services, indicated the element of constructed reality in trying to respond to different pressures.

Similarities were revealed among academic staff responses with respect to their roles indicating an element of rules that apply to all staff in Makerere as an organization. All academic staff interviewed responded to their roles, especially of teaching as a rule, an obligation, expected of them to perform, confirming to the element of rules as well as organizational norms that have

been embedded in the system. These rules and norms become common to all and denote symmetry to their system of operation.

In view of the perceptions that academic staff held, with some being supportive of the changes and others disgruntled about them, it can be argued that the differences in the academic staff's interpretation of their institutional and professional world can at least to some extent be explained by pointing to the interactions and changes in their environment. However, it is interesting to note that academic staff's opinions on the changes in their environment did not have much effect on how they respond to their diversifying roles. This can be interpreted pointing to the forces in the environment in which academic staff operate that have an effect on their responses to their roles.

In conclusion, one can argue that academic staff in Makerere University are operating in an environment with formal and informal structures. These structures converge at some point and bring unity to the system, and at another point diverge and cause variations. As a consequence, aligning them is hard to do, yet, still harmony is realized. This is true in the case of Makerere when it comes to how academic staff respond to their roles. Culture associated with formal and informal structures attributes behaviour to individual academics and their respective Faculties and it explains part of the reasons for the way in which academics respond to their roles. Hence, individual behavior cannot be interpreted on the basis of only one perspective denoting culture to academic staff in Makerere University, but as an integration of the given contextual factors, that is, disciplinary values and norms, organizational values and norms, and the regulative perspective and cognitive perspective mentioned earlier. Therefore, academic responses to their roles can only be interpreted taking all the different perspectives mentioned in the operational framework above into account. The magnitude and intensity of each could not be determined in this study but it can be concluded that all of the contextual perspectives attributed behaviour to academic staff. Any given factor could either evoke positive responses or indeed induce negative responses causing similarities and differences among academics, reflecting situational or contextual variables within Makerere University that constraint behaviour.

6.2 Lessons Learned

What is the contribution of this study to the existing knowledge on academic responses to diversifying roles in entrepreneurial environments? In my view some of the lessons learned are:

- (i) The study confirms the importance of studying academic responses beyond the disciplinary cultural perspective which has dominated this area of research until now. Other perspectives exhibit elements that are not easily captured by disciplinary cultural studies.
- (ii) In an entrepreneurial environment, an interdisciplinary approach to roles is taking shape, and academic staff seem to be involved in a lot of activities cutting across their disciplinary jurisdiction.
- (iii) The study also shows that, given the nature of the working environment, the scope of academic roles is widening springing from the academic staff's conformity to rules and regulations, norms and constitutive rules.
- (iv) The study also shows that in an entrepreneurial environment characterized by internal operations that involve admission of students, academic staff are more involved in formal roles especially teaching activities, with reduced research activities.
- (v) In relation to the above, where the environment is characterized by internal operations that involve an increase in the number of students, sanctions in the form of rewards and incentives play an important role with respect to the responses of academic staff. Given that teaching is more pronounced due to increased number of students, academic take on a lot of teaching activities, cutting across faculties and departments, for extra income.
- (vi) The study also confirms the importance of acknowledging the forces and pressures that spring from institutional perspectives that aim at explaining academic behaviour.
- (vii) Lastly, this study confirms the earlier identified important trends identified in the literature that, (a) disciplinary orientation dictates academic staff behaviour, (b) organizational norms and values are also essential in the development of academic staff's responses, (c) the factors that underlie institutional pillars of regulative, normative and cognitive perspectives also add behaviour to academic staff. Regardless of the

entrepreneurial environment, academic staff have to conform or respond to the forces amidst their operating framework.

6.3 Recommendations

- (i) Higher education studies on academic staff have been conducted widely but only few studies have been dedicated to examining academic responses to diversifying roles in entrepreneurial environments. There is a need to look into the symbolic side of academic life to add knowledge on how the responses of academic staff are governed or dictated.
- (ii) In an ideal higher education setting, the three perspectives expressed in Scott's (1995) regulative, normative and cognitive pillars are necessary and hence a balance is required for social cohesion.
- (iii) Academic staff development programmes should entail skills that cut across disciplinary fields, given the entrepreneurial era, so that a balance between their responses to disciplinary roles and other constitutive rules and roles can be realized.
- (iv) Academic staff who are the focal point in all entrepreneurial operations need to be appropriately rewarded for conformity and to realize their committed approach to all their roles under their jurisdiction.
- (v) Increase in staff especially in teaching which is still a prominent role is essential to help academics respond appropriately, and to ease their teaching task for other roles such as research.
- (vi) Given the diversifying nature of roles in the entrepreneurial environment, academic staff should be exempted from administration and management tasks and given an opportunity to respond more adequately to their traditional academic roles of teaching, research and services. More technical support is essential for academic staff in entrepreneurial environments.

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Annex 1: Interview Guide

1. Presentation of the researcher

2. Background information of respondent

- (i) Disciplinary Background
- (ii) Post/Rank
- (iii) Faculty/Department
- (iv) Age
- (v) Duration
- (vi) Full-time and part-time

3. Academic Roles

- (i) Involvement in academic roles in the institution.
- (ii) Roles stipulated in the work contract.
- (iii) Involvement in roles in other institutions nationally and internationally.
- (iv) Involvement in research activities nationally or internationally.
- (v) Freedom to conduct research in any area of interest.
- (vi) Involvement in service to the community.
- (vii) Time allocation among the roles.
- (viii) Preferential interests i.e. teaching, research or service.
- (ix) Regular evaluation of roles (teaching, research, and service)
- (x) Evaluation process.

4. Rewards and Incentives

- (i) Academic salary and incentives.
- (ii) Additional income from your work tasks at the institution or elsewhere.
- (iii) Technical support from the institution.

5. Academic freedom and Identity

- (i) Authority over the content of the courses that you teach- satisfaction of the courses you teach.
- (ii) Course content orientation internationally.
- (iii) Academic identity and respect for academics.
- (iv) Affiliation aspects
- (v) Choice of another career given a chance.

6. Administration

- (i) Involvement in administrative or managerial work in the institution.
- (ii) Influential position in helping to shape key academic policies at the institutional level.
- (iii) Relationship between academic staff and administration.

7. Entrepreneurial Strategies

- (i) Involvement in the designing of academic programmes
- (ii) Involvement in curriculum review of academic programmes
- (iii) Partnership with industry
- (iv) Partnership with scholars in other universities nationally and internationally
- (v) Other entrepreneurial strategies

8. Opinions and Recommendations

- (i) Opinion on the entrepreneurial strategies that are continuously taking place in Makerere as an institution

Annex 2: Demographic Characteristics of Respondents

Demographic Characteristics of Respondents

	Rank	Faculty	Status	Time spent	Gender
1	Professor	Arts	Full time	20	M
2	Professor	Social Sciences	Full time	26	M
3	Associate Professor	Arts	Full time	19	M
4	Associate Professor	Social Sciences	Full time	19	M
5	Senior Lecturer	CIT	Full time	12	M
6	Senior Lecturer	CIT	Full time	18	M
7	Senior Lecturer	CIT	Full time	10	M
8	Senior Lecturer	Arts	Full time	14	G
9	Senior Lecturer	Arts	Full time	13	G
10	Senior Lecturer	Social Sciences	Full time	13	M
11	Senior Lecturer	Social Sciences	Full time	11	M
12	Assistant Lecturer	CIT	Full time	10	G
13	Assistant Lecturer	Arts	Full time	10	M
14	Assistant Lecturer	Social Sciences	Full time	12	M
15	Assistant Lecturer	Arts	Full time	10	M
16	Assistant Lecturer	Social Sciences	Full time	8	M
17	Teaching Assistant	Arts	Full time	8	M
18	Teaching Assistant	CIT	Part time	4	M