Building a sustainable Research Culture at Central Business School (Central University College, Ghana)

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Abstract

African Universities are often challenged by resource constraints, aging faculty and low compensation regimes. These challenges are felt particularly in the area of the research output of faculty members. The problem of low research output has been documented and written about by management scholars who lament the weak showing of African management faculty in reputable journals and top notch conference presentations. This project conceived as the present writer's Project Action Plan at the International Dean's Course for Africa 2011/12, set about to reverse a dire research output trend at a Ghanaian Business School. The Central Business School is a constituent Faculty of the Central University College (the largest private University in Ghana). With faculty strength of about 40 in 2010/11, it had no more than 4 publications/conference proceedings from all faculty between 2005–2010 (representing 10 % output over 5 years). It had only 2 PhDs. At the start of this project in the 2010/11 session, the dominant ethic in the School seemed to be one of teaching. After 2years, at the start of the 2012/13 session the picture has changed dramatically. Faculty numbers have grown to 76; 14 faculty are on various PhD programmes (23 %); 10 have attended and presented papers at international conferences (6 %); 20 journal papers/proceedings have been chalked by faculty (33 %). This paper describes the initiatives undertaken which have led to the dramatic turn in research output fortunes of the Central Business School.

Introduction and Background

Central Business School (CBS) started life in 1998 as the School of Business Management and Administration (SBMA), a constituent School of the Central University College (CUC). It has a campus in Mataheko Accra, and a main campus at

Miotso off the main highway that links the southern port city of Tema with Ghana's eastern border town of Aflao. By the end of the 2011/12 academic year, the University College had about 10,500 students. A little over 7,000 of these students are studying for various degree and post graduate programmes in the Business School, thus making the Business School the largest. CUC has three other Schools: School of Theology and Missions (STM), School of Applied Sciences (SAS) and Faculty of Arts and Social Studies (FASS). CUC is accredited by Ghana's National Accreditation Board and has institutional and programmatic affiliations with the University of Cape Coast and Kwame Nkrumah University of Science and Technology, both in Ghana.

The Ghanaian Higher Education Terrain

Ghana gained independence from Britain in 1957 and is thus is a 55-year old African country that is very proud of its democratic credentials. It has a po pulation of about 25million. It has since 1992, held five peaceful elections and is touted as a positive African story. Formal higher education in Ghana has a long history dating back over 100 years with the setting up of mission schools and training colleges and seminaries by various Christian denominations such as the Presbyterians and Catholics. Ghana's first university was set up in 1948 as the University College of the Gold Coast on the recommendation of the Asquith Commission on Higher Education in the then British colonies. Since then, the country has seen steady growth in the sector with 6 public universities, 10 polytechnics, 10 teacher training colleges and over 30 private university colleges of which the Central University College is the largest with about 10,000 students on two main campuses.

Central University College

The University started life in 1988 as the Central Bible College. In 1993, it became the Christian University College and then Central University College (CUC) in 1997. Central University College (CUC) is the second privately owned university college in Ghana. Owned by the International Central Gospel Church, its founder and Chancellor, Rev. Dr. Mensa Otabil, is a leading voice in African Christianity advocating for a proper synthesis of Christian religious expression and the translation of spirituality into practical everyday action. CUC started as a short-term pastoral training institute mainly for pastors of the church (International Central Gospel Church). After becoming a Christian University College it expanded its programmes to include the study of Christian Theology, Business Administration and some social science fields. Most of its current programmes are offered up to

the graduate level and has seen the establishment of the Schools of Architecture and Pharmacy in the 2008/2009 academic year. In 1998, the University College was accredited by Ghana's National Accreditation Board. CUC was the first private university to run a weekend school that affords workers the flexibility of combining work and study in their desire to improve their education. This proved a uniquely popular and much needed innovation. After some 13 years of existence, CUC's development has been phenomenal with the construction of a permanent campus at Miotso, a community on the south eastern coastal corridor of Ghana. The university's Chancellor, Rev. Dr. Mensa Otabil, is the Head Pastor of the church which owns the University College. The university's current President is Professor K. Yankah, a noted professor of Linguistics and recently Pro Vice Chancellor of the University of Ghana. The academic organisational structure of the University College is presented below:
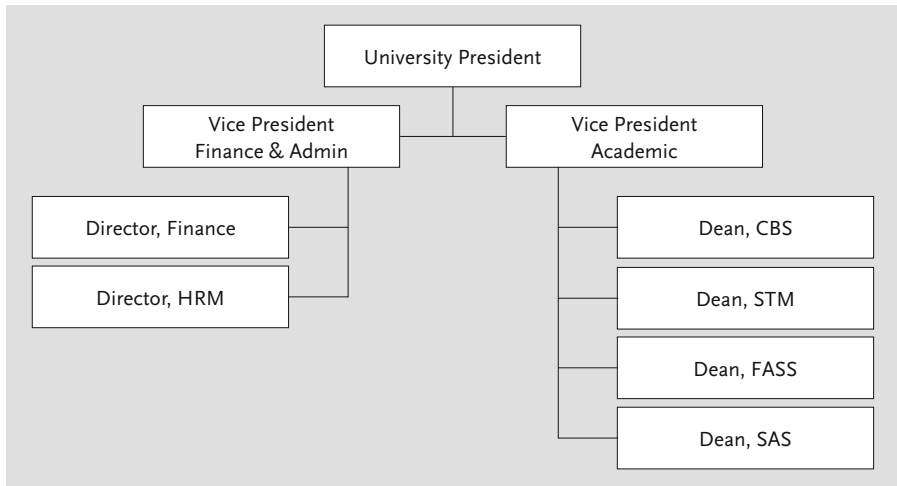
Figure 1: CUC Organogram

The Business School has over the years been the mainstay of the University's income stream as well as its most noticeable brand. It runs an MBA with four pathways (Finance, HRM, General Management and Marketing). It runs an undergraduate school with options in HRM, Marketing, Finance, Agribusiness, Accounting and Management. These programmes are delivered through six Departments, six teaching locations as well as morning, evening and weekend sessions. Until 2012 there was also concurrent use of trimester and semester modes of

managing the academic year. The trimester mode was phased out from the beginning of the 2012/13 academic year.
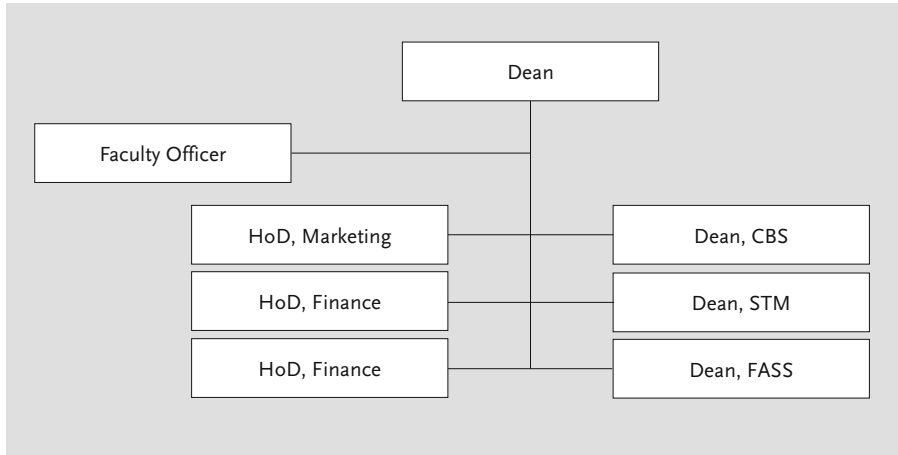
The CBS organisational structure is presented below:

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                              ┌─────────────────┐
                              │      Dean       │
                              └─────────────────┘
                                       │
┌─────────────────────┐                │
│   Faculty Officer   │────────────────┤
└─────────────────────┘                │
         ┌──────────────────────┐   ┌──────────────────────┐
         │   HoD, Marketing     │───│      Dean, CBS       │
         └──────────────────────┘   └──────────────────────┘
         ┌──────────────────────┐   ┌──────────────────────┐
         │    HoD, Finance      │───│      Dean, STM       │
         └──────────────────────┘   └──────────────────────┘
         ┌──────────────────────┐   ┌──────────────────────┐
         │    HoD, Finance      │───│      Dean, FASS      │
         └──────────────────────┘   └──────────────────────┘
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Figure 2: Organogram of Central Business School

The Problem

As noted above, two key characteristics of CBS present the source of the research output problem addressed by this project. These are:

- the burden of being the main source of income for the University through the sheer number of students and the corresponding volume of teaching
- the range and mix of programmes and delivery modes and the corresponding attention to course delivery more than any other aspect of academic life.

The above points were compounded by low staff strength or establishment numbers and weak research capacity.

The net result was that by 2010/11 academic year, the School was characterised by the following:

- 40 Full time faculty
  - Of whom only two had terminal degrees (PhD)
- Between 2005–2010, four conference proceedings and papers represented the only scholarly outputs

- Faculty teaching was spread throughout the whole calendar year without much of a break due to the overlapping use of both semester and trimester delivery modes
- Faculty had an average of 15–18 credit hours of teaching per week (instead of 9–12) and teaching took place day, evening and weekends
- Faculty may teach at more than two locations (for example, morning at the Miotso campus, evening at NIC campus and weekend at the Mataheko campus)
- The dominant ethic in the School was 'teaching'; to the extent that faculty spent their scarce 'free' time taking up adjunct teaching at other private colleges and pre-university institutions.

Faculty of the Business School were therefore in no mode for endeavours beyond teaching. The challenge therefore was how to reinvent the culture of the Business School for faculty to recognize and enact behaviours that lead to a truly scholarly ambience and pursuits that lead to research and recognizable intellectual outputs. A new Dean was appointed in September 2010. He placed research endeavours firmly on the agenda and committed to a turnaround within a three-year term.

This paper arises from adopting this problem and its resolution as the Project Action Plan for the International Dean's Course for Africa (IDC III) held between June 2011-February 2012 in Osnabrueck & Berlin (Germany), Abuja (Nigeria)/Nairobi (Kenya) and Addis Ababa (Ethiopia).

Brief Literature Review

Based on the situational review above, the challenge which faced CBS had everything to do with the culture of the School. Drawing on Schein (1997) and van den Berg and Wilderom (2004), an organisation's culture may be seen as consisting of its values, behaviours and practices. The literature on organisational culture shows that culture informs and impacts organisational performance (Denison 1990; Tsui et al 2006). It seems therefore that any effort to tackle the matter of poor research output needs to explore the cultural assumptions and behavioural imperatives around the issue because culture has long been established as a key determinant of behaviour. The obvious questions are: how culture actually comes to shape or influence behaviour and how one may change culture by changing behaviour or change behaviour by changing culture. These questions have exercised the minds of researchers and scholars such as Tierney (1988) and Woodall, (1996). With specific focus on the matter of changing the research culture, Pratt et al (1999) report the case of a

highly successful effort to reinvent the research culture at the School of Management at University of Waikato. They show that successful change in culture and a reinvention of the research drive hinged on strong leadership at the level of Dean of faculty as well as decentralization of management. On the other hand, Ogbonna and Wilkinson (2003) identify command and control as well as threat of sanctions as important elements in culture change – in a commercial setting. Smith (2003) however noted that culture change often has low levels of success and often requires the sponsorship of mid rather than top level management.

The question that confronted the new Dean in September of 2010, was essentially: how do we turn the weak research situation around? This led to the Project Action Plan (PAP) developed through the IDC III of 2011/12. The PAP is detailed below as Appendix 1.

Methods

A number of interventions organized around the key traditions of change management and organisational development (McShane and Vob Glinow, 2000) were decided upon. Organization Development (OD) is a planned process of improving the effectiveness and capacity of an organization through a series of interrelated actions and initiatives. These initiatives often draw on behavioural science knowledge (such as knowledge of the underpinning values which influence behaviour) and methods (such as action research). An essential prerequisite of OD is that the process requires a form of initial diagnosis (medical metaphor) of the reason/s why change is necessary by carrying out organisational diagnosis (Popper, 1997). This underscores the critical role that information – properly gathered information – plays in any form of change and/or OD. Diagnosis helps to generate information that offers:

- Better understanding of the situation
- Opportunity to tailor interventions or solutions that actually derive from and speak to the situation (rather imposed or contrived solutions)
- A plan of action through which the solutions or interventions are implemented.

The methods adopted for this effort to build a sustainable research culture at this Ghanaian Business School therefore were as follows:

1. Carry out Organisational Diagnosis (the information sought and the data collection approach are described below)
2. Process the data and arrive at a set of implications for action

3. Set the implications into a project action plan (with activities/interventions and time goals) – recognizing that the plan would have a definitive period within which it is to be operationalized
4. Roll out a series of interventions and track their success or failure.

Information Needed The following information was considered necessary for informed intervention:
- Perceived challenges mitigating productive research effort and output
- Faculty understanding of behaviours and values necessary for building a productive research environment
- Institutional changes needed towards building a sustainable research culture.

Data Collection A brief questionnaire was designed which collected information on all three points noted above under Information Needs. Data collection was done early in 2011 and targeted on the 40 faculty members who were at post prior to September 2010. The reasoning behind this focus was to tap the views of those who had lived through the period of poor research output.

Findings
The questionnaire findings came from just under 50 % of the sampled population of 40 faculty members.

% of sample	Issue or View point	
75 %	Felt there were not aware of the behaviours required of an active researcher	
60 %	Note that there were no clear statement of values guiding academic research	
50 %	Felt most faculty members had a rather poor attitude to research	Issue of one's sense of personal behaviours and responsibility
50 %	Felt faculty members lacked commitment to research	

Table 1: Descriptive Results of views of faculty members on issues around poor research outputs at CBS

The following were the reasons cited for low research output:
- Lack of direction
- Heavy teaching load
- Low commitment of faculty
- Poor culture

The following institutional challenges identified as mitigating research output:
- Excessive work load (teaching, committee, student supervision)
- Lack of School vision
- Poor leadership
- Poor research logistics.

Implications of the Findings

From the data, three clear organisational implications became evident:

a) The Business School seemed to have suffered a lack of leadership and vision towards research

b) The Business School had not developed a culture of research

c) The institutional arrangements were not (proactively) supportive of faculty research efforts.

These three implications became the basis for a series of interventions designed to mainstream research and begin the process of building an academic culture in which research is seen as a crucial part of the work of a university lecturer. The interventions were also driven in large measure by three key personal learnings from the IDC III 2011/12:

- that the changing nature of Higher Education (HE) financing and management (across the globe) call for deliberate and dedicated directive actions (rather than reactive or laissez-faire approaches) if we are to see the types of progress that would properly position African HE systems to deliver value
- that a high level of personal and professional commitment to using one's leadership position in HE to facilitate faculty development is required
- that globally, capacity for relevant research, quality assurance systems and sound academic governance are principal tools through which positive change in African HE may be achieved.

Interventions Based on the general vision of the Dean, data from the questionnaire as well as learnings from the IDC III in Osnabrueck and Berlin, a number of focused interventions were incepted from the beginning of 2011 as follows:

a) One-to-one counselling sessions targeting all faculty members: this involved building an administrative file on each faculty member, meetings with each faculty member to discuss their CV, career, options for progress, challenges and set personal targets. Central to these personal targets was a discussion of the faculty member's own research agenda.

b) Restructuring of the Business School in terms of
  • Departmental foci
  • Teaching load

The Central Business School was restructured and the existing three academic Departments were unbundled to create six Departments along clear disciplinary lines (Accounting; Agribusiness; Finance; HRM; Management/Public Administration; Marketing). The aim of this process was to facilitate greater focus and collegial effort on common research and academic interests.

a) Research Seminar Series: a monthly research seminar series was instituted. At these seminars, faculty were encouraged to present work in progress, finished papers, incipient ideas, proposals, grant applications etc. These papers were subjected to critical comment, suggestions for improvement, theoretical interrogation and demand for timelines towards completion of works in progress. A research coordinator was appointed and a research policy discussed and adopted.

b) Fostering faculty engagement with the issue of terminal degrees: through the various counselling sessions with faculty, the issue of progress to terminal degrees was raised as centre piece of any credible research training and academic career. This was a key effort given that at the start of the 2010 session only 2 out of 40 faculty members had PhD/DBA.

c) Use of 'teaching moments' (or teachable moments) to present and argue the need for a change in the research culture of the Central Business School: 'teaching moments' (Robert Havighurst, 1952) may be described as a point in time when someone or a group may be particularly disposed to learn, become aware of or become more responsive to certain ideas, thoughts or possibilities. During faculty meetings, and other such encounters, senior academics from both in and outside of Central University as well as the Dean, used personal examples to tell the story of how commitment to research and writing facilitated growth, supported an engaged spirit with the community and enabled these persons to make significant contributions to the profession and their personal lives. Teaching moments are often imbued with a sense of passion, urgency and near emotional appeal. Teaching moments in this case were used to present the following arguments:
  • Choice between a productive academic career or a bland one dominated by 'teaching'
  • Implications of not getting sufficiently published on one's employment prospects

- The trend towards terminal (PhD) degrees as minimum requirement for university teaching
- The increasing interest shown by potential academics in Central University College, thus threatening the continued employment of faculty who do not get serious with research and writing
- The value and satisfaction to be gained from knowledge generation and dissemination
- The value of joining the global conversation in one's chosen field or particular area of research interest
- The cross fertilization between active research and teaching which enriches the classroom experience.

Period of Interventions and evidences of culture change

The change initiatives described above took off early in 2011 and have been in place to date. Recognizing that culture change is a difficult and slow process, the evidences must be seen as modest impacts that have to be tested in the longer rather than short term. That said, the five interventions noted above seem to have facilitated the beginnings of change in the research culture at Central Business School.

The following are overt evidences that 'things have begun' to change within the last two years:

d) By September 2012, at least ten faculty members have attended various international conferences and presented papers in countries such as Greece, Finland, Morocco, Canada and the USA. *This must be set against no more than two such attendances between 2005–2012.*

e) By September 2012, 14 faculty members have registered and started various PhD programmes in Universities in Ghana, Switzerland, Malaysia and the UK. *This must be set against 0 such PhD registrations prior to 2010.*

f) The Research Seminar Series at CBS has become an established feature of the School's calendar with several papers presented and critiqued by various faculty members. *This must be set against the fact that prior to its inception in 2011, the School had no such research seminar series.*

g) A Research Coordinator has been appointed and a research policy document adopted. *Neither of these existed before 2010.*

h) At least 20 papers in peer reviewed journals have been chalked within the last two years. *This must be set against just two between 2005 and 2010.*

i) On the back of the growth in publications output, one faculty member has been promoted to Senior Lecturer and there are three others with pending

applications. *This is against two or three such promotions in the five years period to 2010.*

j) 14 faculty members are engaged in the preparation of a manuscript for a book designed to document baseline research on various aspects of business in Ghana.

k) With specific reference to the Project Action Plan and its outcomes and milestones, the following have been achieved:

a. Research Seminar Series has been institutionalized
b. Research policy document has been adopted
c. Research Working paper series established with ISSN purchased
d. Public Lecture series have been launched.

These represent the overt verifiable evidences of actual shifts in the research ethos of Central Business School. There is however a long way to go and the following represent further challenges which suggest the research culture is still far from consolidated:

- Departments have as yet not instituted their own research teams, although cross departmental collegial research collaborations have been realized.
- The publications in peer reviewed journals appear to have come from only about 15 % of faculty members who are seriously active. Many others suggest they have works in progress.
- The School as yet does not have a defined research programmes that distinguishes it.
- Faculty still carry disproportionately heavy teaching responsibilities compounded by teaching delivery carried out at five different sites averaging 14kms apart with the furthest being 40kms out of town.
- Faculty office locations are not organized on Departmental lines, thus making direct supervision by Department heads (and/or the Dean) as well as physical contact between colleagues difficult.
- It is as yet unclear whether research values, behaviours and practices have been sufficiently discussed, 'codified' understood and become ingrained.

Summary Lessons

Based on the activities, interventions and events from 2010 to 2012 and the focused attention through the PAP from early 2011, a number of lessons may be learned as to how CBS is slowly reinventing itself:

a) **Leadership** It seems as if a key factor has been leadership at the level of the Dean. The Dean led by way of example, demonstrated a passion for research

and writing and made the research theme a mantra with a combined individualized as well as group/team process of responsibility.

b) **Institutional Changes** Realigning the departments and focusing them on disciplinary lines was also a useful innovation. Furthermore, the University committed funds for supporting faculty to attend international conferences.

c) **Practices** The introduction of Research seminars as well as the appointment of a Research Coordinator provided the opportunity for faculty to actually engage in and talk about their research and then receive critical comments.

It seems therefore that in the African environment, it would be necessary for institutions looking to change the research output situation need to pay attention to the above key interventions.

Conclusions and theoretical possibilities

Culture change is a lengthy process. The prospects of immediate results are more often than not, rather difficult to achieve. It seems sustained action over long periods of time are required. From the evidences gathered through this case, a number of conclusions may be drawn with regards to changing the research culture of a university Faculty or School. These are as follows:

a) Sustained leadership (at the level of Dean of Faculty) commitment and action are necessary.

b) An institutional shift from focus on teaching to focus on research and scholarship are necessary

c) Specific initiatives which offer faculty the opportunity to present their research and receive due encouragement/critical comments are necessary.

d) Repositioning the values system of faculty members though a process of mentoring, encouragement, 'carrot & stick' (publish or perish) and career discussions enables the development of deeper levels of commitment to the research enterprise and the totality of the life of an academic.

Based on Pratt et al's (1999) position, the hall marks of a Faculty or School that is successful in research include: a thriving diversified graduate programmes, graduate students, a robust research programmes, conference attendance and publications in recognized academic and professional journals. From these pointers, one may suggest that the successes so far achieved at the Central Business School, are only the first shoots or buds which need careful attention and further nurturing. To be able to talk about a sustained culture of research, the School needs to move beyond individual responsiveness towards research and publishing to School and

Department based research programmes and graduate programmes which create synergies between faculty and bright graduate students. It is perhaps only when such practices become institutionalized that one can talk of a sustained research culture. This leads to a model that may well provide some conceptual frame for thinking about this issue in the African context:
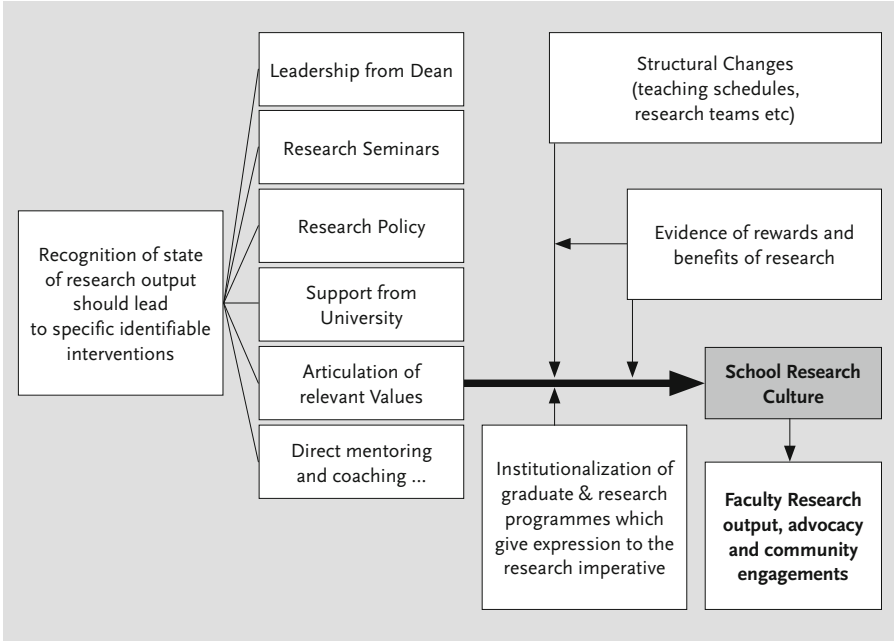

Figure 3: Building a Research Culture: Conceptual & Intervention Framework

The model in Figure 3 suggests that the research output from a Faculty of School such as a Business School cannot be achieved by simply expecting it to happen or by mere words of encouragement. Based on the experiences of the CBS case as well as the suggestions of other writers, it is possible to recommend that we should recognize that behaviours spring from a defined or ill-defined culture. Therefore the research outputs that may be expected, valued or demanded must be seen as a consequence of a cultural milieu. Working backwards therefore, one may note that specific interventions and actions such as the focus, vision and leadership of the Dean, crafting of research policy and instituting research seminars etc. are necessary first steps which emerge from proper assessment of the situation and its

causative factors. These actions alone however, may not lead to a sustained culture of research. Importantly, it is suggested by the model that certain structural (such as organized teaching to allow faculty time for research), institutional (such as new graduate programmes and appointment of research coordinators etc) and behaviour reinforcement mechanisms (such as overt rewards or notation of the benefits towards promotion, personal career standing and options towards greater advocacy voice in the community) are important in getting change to occur.

In the end, the culture of a higher education institution is a never ending work-in-progress. Arising from this work therefore, a group of scholars across Africa are beginning a research project looking specifically at the organisational and research culture of African Universities with the hope that the findings should help to improve the published footprint of African scholars (especially those from areas such as Management, Business and Administration which are known to be under-represented).

It is likely that by the time this paper comes out the Dean of Central Business School may have ended his term. The test will be to see whether there is evidence of sustained research impetus two three or four years from 2012. At the time of writing a number of actions and expectations from the Project Action Plan (Appendix 1) are still outstanding. These include:
- The need to have research teams in each department
- Complete the book project
- Celebrate the five outcomes noted under Project Activity 3.

These notwithstanding, there are grounds for cautious optimism: the faculty of the Central Business School, Central University College (Ghana) are clearly geared towards improving themselves and their research profile.

Appendix 1 Project Action Plan
(Building a sustainable research Culture at CBS)

Project Activity 1: Formal set up
1. Discuss formal transformation of Dean's Research Club to Faculty Research Seminar Series
2. Do a baseline study of perceived research culture prior to Sept 2010   2a. Do a baseline study of perceived personal behs & institutional challenges mitigating active research   2b. Articulate a set of Values, Behaviours and Artefacts which demonstrate and will sustain research culture
Milestone 1: Adoption of a Formal Paper on Building Research Culture @ CBS composed of outputs from 1–2b. Table at 1st Faculty Board Meeting of the 1st Semester 2011/12
3. Set up research teams in each Department
4. Set up performance monitoring document and Research Ethics Standard
5. Formalise Working Paper Series
6. Use survey results to determine additional activities required
Milestone 2: Presentation of the survey results/implications @ research seminar to commit all faculty to the outputs of 3–6
Project Activity 2: Research Agendas
1. Conclude research agendas of ALL faculty (as individuals) and also of the Research Teams
2. Identify Senior Academics to support each Research Team?
3. Outputs: 1 international journal paper per Team;   1 local journal paper per team   1 Working paper per team   1 journal paper each from 50 % of faculty members within 2 years   1 Working paper per team   1 Research based book per Department   - Attendance at International Conferences
Milestone 3: Research Agendas, Personal and Team Contracts signed to deliver on outputs
Project Activity 3: Celebrating the Outcomes
1. Launch the Working Paper Series
2. Launch Books
3. Celebrate Publications
4. 2 Public Lectures from faculty Research
5. Survey to assess Research Culture
Milestone 4: Each of the activities and their timelines will constitute milestones

Appendix 2 Research Policy Document of CBS
RESEARCH POLICY DOCUMENT FOR CENTRAL BUSINESS SCHOOL (CBS); CENTRAL UNIVERSITY COLLEGE

Introduction and aims of the Policy

Central Business School is perhaps the largest Business School in Ghana in terms of range of programmes offered and student numbers. The School has however, for the most part of its 12 years history been focused only on teaching and has not build any reputation for research, knowledge generation, dissemination and rigorous intellectual pursuits. This state of affairs is inimical to students and the learning they should be deriving from lecture rooms and severely disadvantageous to the status, standing and capacity of faculty members. The only solution to this situation is a radical change in the academic culture of the School with particular emphasis on research, activities, intellectual discourse, dialogue and inquiry. To this end, this research policy document has been adopted by faculty Board as Board as a way of reinventing the culture and entrenching faculty commitment to research and to what it means to a true academic. This Research policy seeks the strengthening of business research systems at CBS and aims at contributing to the development of business and managerial knowledge by providing a framework at CBS for:

- The generation, dissemination and translation of valuable knowledge or research;
- The creation of ethical standard, norms and evidence-based research;
- The promotion, monitoring and implementation of high quality business and management research.

1. Significance of the Research Policy
CBS needs and adopts this research policy for the following reasons:
- It is a strategic document dilating on the university-wide mandate to teach, instruct, research, advocate and administer
- To fulfil one of the major objectives of the institution's existence;
- To boost research profile of the institution within a competitive environment.

2. Stakeholders of the Research Policy
The following are among the stakeholders who must benefit from the research policy and therefore need to be concerned about what happens with the research policy. They include:

- Faculty members of Central Business School;
- The Management & Academic Board of Central University College;
- Students generally but graduate students more especially, who will benefit from the research undertakings of faculty members;

In addition to these proximate stakeholders, business institutions and higher education sector in Ghana generally stand to gain from improved research at the Central Business School.

3. Key elements of the Research Policy

a. Research Values
- An enquiring mind & acceptance of intellectualism
- Acceptance of the 'publish or perish' frame
- Desire to see one's own works in print and the intrinsic satisfaction therefrom
- Acceptance of the scholarship of engagement (Boyer, 1990)

These represent the core values that CBS faculty will live by where research and knowledge generation efforts are concerned.

b. Support for research
- Faculty members must be encouraged to present their research at top national and international conferences.
- Financial support should be available to faculty members for organizing on-campus seminars or conferences.
- Faculty members can obtain grants for new research studies.
- Special incentives should be provided to encourage faculty to publish their work in journals.
- Research efforts should be coordinated by the Research Coordinator to assist faculty members with all their projects.

c. Personnel
CBS faculty by acclamation affirmed the appointment of a Research Coordinator. This person will report to the Dean and have the following functions:
- Coordinate all research activities in the School and keep each Department abreast with relevant research agendas.
- Ensure the monthly organization of research seminars, PhD research presentations and other forms of research interactions both on the off- campus as well as nationally and internationally
- Audit the compliance with this research policy

- Audit the compliance of Departments to research agendas agreed.
- Manage the publication of CBS Research Working Papers Series for which we have an ISBN Number.
- Apart from the Research Coordinator, Department Heads are the Research Officers of their Departments. The Dean is the owner of the Research Policy and is to promote research at all times through a variety of means.

d. Resources to support Research

Among several are the following:
- University Research finances administered through the Research and Conferences Committee.
- The Dean is to ensure that Research related activities are always provided for in the annual Budget
- CBS Research Fund
- Various leave such as sabbatical and study leave.

e. Research Outputs

CBS faculty members to commit to the following research outputs:
- Peer reviewed Papers in various academic journals
- Academic Books
- Conference Papers
- Public Lectures

4. Research Related Behaviours and Practices

Each Department is to have at least 3 clear Research Foci and a Research Plan to operationalize the foci. Each faculty member is to have at least 1 clear research project each year. Each faculty member is to join at least 1 international scientific association. Each Department is to have research teams made up of two or more members within the Department who commit to working on a series of common projects over a period of time. Each Department is to commit to making seminar presentations in rotation. Each Department is to commit to carrying out Ghana/Africa based thematic, theoretical as well as baseline/descriptive research in their particular areas.

5. The role of the Dean

The Dean is tasked to ensure the following:
- Develop a Research Focus/thematic areas for the School
- Mentor faculty on
  - Publishing to be known

- Publishing to be promoted and
- Publishing to make a contribution
- Show how to target publication outlets; International Top Tier/choice of outlets
- Encourage the faculty seminar series and ensure its sustainability
- Encourage Strategic Collaboration
- Ensure there are sound research Ethical standards
- Inculcate a research culture by evaluating research performance of both the school and individual faculty members as well as leverage international good will and involvement of international scholars – such as getting external professors to come to Departments and interact with junior colleagues and graduate students
- Set up an Institutional Review Committee
- Financial empowerment by promoting a budget for research for CBS
- Lead HoDs to structure teaching in a way that offers time away from teaching
- Encourage greater use of graduate students.

6. CBS Structure

The following structures are now set up in CBS to ensure research is properly catered to:
- Research Seminar Series
- Research Committee
- IRB/Ethics Committee

7. Evaluation and Monitoring of Performance

To help keep track of staff research performance, the following will apply:

HoDs and the Dean will monitor individual performance of the various faculties against their research plans on the basis of agreed criteria and write to each faculty member (with cc to the University President on the outcome of the process) this will be done at the end of each calendar year (to avoid the pressure of end of academic year activities). The research performance of individual staff will be monitored and evaluated as part of staff development planning process. Staff will be required to provide full and accurate details of their research outputs on an annual basis to their Heads of Departments who will in turn forward the information to the Dean. The Research Coordinator will provide a report on the previous semester to the Dean on the research activities in the School within 2 weeks of the start of new semester. Once every 2 years a CBS research exhibition will be held to

showcase faculty research outputs. The general public and university community will be invited to this exhibition.

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Dean CBS, 2012

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