A HANDBOOK FOR DEAN
FACULTY OF ARTS, UNIVERSITY OF NAIROBI KENYA

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PREFACE

Deanship, contrary to common perception, is not about winning an election or getting a letter of appointment. It is about delivery of services efficiently, effectively and at minimal cost to students, staff and other stakeholders in the Faculty. Essentially, Deanship is about competence in managing affairs of the Faculty. A Dean should know the policies and procedures of the University concerning teaching, examinations, research, disciplinary matters, wellness, and collaborations. In the global academic market-place of today, a Dean must have international clout. He or she must have capacity for networking and making such partnerships add value to staff and students of the Faculty and the University at large. With proper training and continuous in-service courses, Deans can support university programmes with conviction and not as a matter of mere duty or political correctness.

This handbook offers academic leaders suggestions on what they should focus on if they are to be creative in mapping and dealing with various administrative challenges in their units. The Introductory chapter exposes the reader to my background in university administration and how I became Dean. I know what it means to lose in an election; I also know what it means to win. Both experiences have important lessons that any academic leader should never ignore. I could not have written this handbook without the training I got in the three workshops organized for selected Deans from African universities by DAAD, CHE, HRK, and Alexander von Humboldt. I also would not have mastered requisite experience had I not served as Chairman of a Department and Associate Dean before becoming the Dean.

Chapter Two introduces the University of Nairobi and its management structures. This information enables the reader to understand the administrative superstructure of the University and where the Faculty comes in. It also emphasizes the need to study
closely all university policies, regulations, procedures and the University Calendar and Almanac. The University of Nairobi speaks and acts through these policy and statutory documents. An academic leader ignorant of these documents is doomed to fail and is most likely to embarrass the Faculty and the University.

Chapter Three introduces the reader to the Faculty of Arts. It traces the development of the Faculty from the 1960s to date. It shares with the reader the milestones in the Faculty's path of growth and the challenges. The chapter discusses the management structure of the Faculty of Arts and the statutory roles of a Dean. This chapter shows that the role of a Dean, as captured in the statutes, is not fully spelt out. This calls for a Dean to think outside the box, be creative and act smart at all times to respond to the exigencies of the office. The Chapter also addresses the process of electing a Dean in the Faculty and what it takes to be declared the Dean, Faculty of Arts, at the University of Nairobi. The chapter emphasizes that even though a Dean may be elected by members of the faculty, it the mandate must be endorsed by the Council and Senate before he or she can take over the office.

Chapter Four exposes the reader to the importance of a strategic plan in leadership. This plan is the faithful guide that a new Dean finds waiting in the office. An incoming Dean must appreciate the importance of structured thinking and continuity in the office. That is where the strategic plan comes in. It captures the vision and mission of the Faculty, the strategic issues in the Faculty, objectives to be achieved within the plan period, activities to be implemented, who is to be involved, when and at what cost. The chapter offers some advice on how a new coming Dean can use existing strategic plans as the reference point instead of relying on the campaign promises they used to win an election. The plan transforms a politician in to a manager. It also diminishes politics in the Faculty administration and instead promotes inclusivity and results-based performance.
Chapter Five is the core of my project and the main purpose for this handbook. It discusses some of the job descriptions of a Dean in the Faculty of Arts drawn from the existing university policy documents and my personal experience. They include providing leadership in teaching and learning, administration, peace-making, research, community outreach, politics, and protecting the University from legal liability. This chapter emphasizes flexibility, creativity and delegation. A Dean cannot perform these tasks alone. He or she must respectfully involve other Faculty leaders such as the Associate Deans, Heads of Departments, senior staff in the Faculty and students leaders. With genuine and proper delegation of duties in the Faculty, the Dean can benefit from a pool of experience from all sections of the Faculty. The chapter further emphasizes that the duties of a Dean are not static; they evolve continuously in response to the changes in education management globally, nationally and within the university itself. The Dean must remain alert at all times so as to be at the forefront of embracing change to benefit the constituency. It is my hope that this handbook will serve in a modest way to inspire Deans to aim for excellence in administration.

Peter Wasamba
January 2016
CHAPTER ONE

INTRODUCTION

There is no better way to lead the reader in to this handbook than a reflection on how I, became the Chairman of the Department of Literature, Associate Dean, and Dean of the Faculty of Arts at the University of Nairobi. I joined the Department of Literature in 2003 and was appointed the Chairman in 2008. When I joined the Department of Literature, I never thought I would be part of the University management. I was young, energetic and leftist in thinking. Ironically, what was supposed to earn me punishment earned me a nomination to succeed the incumbent chairman whose term was coming to an end. In 2006, there was an industrial action by academic members of staff that dragged on for some time. As a member of the Union, I did not only join in the strike, I officially informed the Chairman of the Department that I was on strike and I did not expect him to call me to teach or perform other Departmental duties. I had two postgraduate classes at the time. I was also the Examinations' Officer. The University decided to stop payment of salaries to staff that had joined the strike. My Chairman decided to shield all members of staff in our department until I complicated matters for him. One afternoon, while the strike was still on, the Principal of our College met me and asked me about the situation in the Department. I boldly told him that I was on strike and therefore did not know anything about the Department. Little did I know that an audit had been conducted in the morning and the chairman of our Department had reported that all members of staff were at work. The Principal was not impressed and asked the Chairman to confirm again if the report he gave earlier was correct.

Years later, my predecessor told me that he nominated me because I was honest and courageous to stand up for what I believed in. Some
members of staff who claimed to be on strike, at the time, would sneak back to the Department to teach behind closed doors. My principled position, among other factors, saw me become the new Chairman. I served as Chairman for two and a half years only. Due to demand from my colleagues, I contested for Deanship in January 2011 and lost. The main argument was that I was too young to lead a large Faculty with many senior professors. Despite my loss, I was appointed an Associated Dean where I served for four years. In January 2015, I contested in the election for Dean again. This time I won and was appointed the Dean of the Faculty of Arts.

This handbook is inspired by the observation that despite frequent changes in the Faculty leadership occasioned by elections at short intervals, there is no document that an incoming Dean can rely on to steer the Faculty. There is also no documented system for inducting a new Dean into office. These concerns pose a big challenge to a new Dean coming into the office in the Faculty of Arts\textsuperscript{1}. Yet, the Faculty is expected to consistently deliver on its strategic plan which includes excellence in teaching, research, extension, community outreach and internationalization.

Lack of a handbook to guide an incoming Dean has ensured that after every two years, operations in the Faculty slow down, stall or regress due to pre-election campaign activities, post-election campaigns trauma, and uncertainty as the new Dean settles down and begins to learn the ropes of the office. At times, the outgoing Dean leaves the office without handing over to the new Dean. This handbook steps in to ensure continuity in transition. Specifically, it proposes procedures for inducting a new Dean in to office. It also clarifies power relations between the Dean's Office and other offices below and above it, Heads of Disciplinary Units, Academic staff, and the University management.

\textsuperscript{1}The problem is not limited to the Faculty of Arts; it could be the same in nearly all Faculties, Schools, Centers and Institutes at the University of Nairobi.
Though I had nursed the idea of sharing with readers my experiences as a Chairman of a department, it is the International Deans' course that enabled me to concretize my ideas through Project Activities Plan (PAP) to deliver this handbook. The key objective of the International Deans' Course for Africa 2015/2016 was to bring together a group of about 30 Deans, Associate-Deans, and Heads of Departments, many of them alumni of DAAD and Humboldt Foundation, from African universities and to assist them in preparing for the challenges of holding a Deans' position in a changing higher education landscape. The course exposed me to advanced knowledge and skills in strategic faculty management, financial management, quality assurance and leadership, soft skills and an exchange with German university leaders about higher education reforms.

A Handbook for the Dean, Faculty of Arts is an attempt to apply and share the skills gathered and experiences learnt from fellow Deans and trainers in the three workshops conducted between 2015 and 2016. I was nominated by the University of Nairobi to attend the training. Incidentally, I was the only Dean from the University whose application was successful. I participated in all the three phases of the course. Part I was a two-week seminar in Osnabrück and Berlin, Germany (June 22nd to July 3rd, 2015). Part II of the course was a two-day intermediate workshop in Accra, Ghana (November 1st - 4th 2015). Part III, which was the last activity was a one-week seminar in Ethiopia (February 8th to 12th, 2016).

It is these workshops that gave form to the idea of writing a handbook for Deans at the University of Nairobi. Through consultation with fellow Deans and mentors in the course, and also by looking at the scope of the project, time limit and resource constraints, I decided to focus on the Faculty of Arts. The problem that inspired this study was the perceived lack of clarity on the role of the Dean of the Faculty of Arts in a changing university landscape. I therefore developed a PAP to address this lacuna. The general objective of my PAP was to provide a hands-on information booklet to guide the incoming Dean in the Faculty of Arts at the University of Nairobi.
The handbook is informed by the outcomes of the stakeholders' workshops, in-depth interviews with the University administrators, staff, and students. The Faculty of Arts stakeholders' consultative meeting was held in the CHSS Board Room on 14th October, 2015. The meeting brought together Associate Deans, former Deans, Heads of Departments, the Academic Registrar, Faculty administrators, selected students and lecturers. To ensure representation, lecturers were picked from various disciplines based on years of service and knowledge of the operations of the Faculty. The students' representatives included students with disabilities, international students, and students' leaders. The stakeholders were divided into four groups, namely: Heads of Faculty committees and Teaching staff; Administrative Staff; Heads of Departments and Associates Deans; and students representatives. Each group was given four questions to discuss and make presentations. Each group was assigned a rapporteur to record the groups' discussions. In the plenary, the chairperson of every group made a presentation of the group's discussions with the assistance of the group's rapporteur. The stakeholders identified issues of concern and most important documented suggestions on how the Faculty can best address the challenges. The issues discussed included academic matters, administrative concerns, and outreach and extension issues and students affairs, especially matters to do with students with disabilities. In-depth interviews and surveys were conducted in the months of November and December. Key issues deduced from the data collected were grouped into issues of concern and recommendations on how a Dean can address them.

The issues raised were further analyzed against the existing policy documents and experiences to produce information captured in this handbook. Stakeholders identified the following issues of concern that the Dean of the Faculty must be alive to:

1) Enhanced admission of students to the Faculty without requisite expansion of the infrastructure. This had created difficulties in managing large classes, huge workload for
lecturers, inadequate space, difficulty in giving and marking assignments and exams, and security issues due to terrorism

2) Long working hours for the lecturers leading to fatigue

3) A trimester system which means that academic staff teach from January to December of every year which does not give lecturers time for research and conferencing

4) Missing marks for students at graduation time

5) Students disciplinary cases that take too long to conclude

6) Lack of adequate infrastructure to meet the needs of students with disabilities

7) Imbalance in students' international exchange programme in favour of in-coming students. Few students are sent to foreign universities as compared to those who are hosted by the Faculty

8) Awareness creation on existing scholarships and how to apply for them

9) Long chain of command at Faculty before an issue is adequately addressed

10) Overreliance on the Kagiko Report for promotion of staff which downplays the role of lecturers in teaching, meetings and other co-curricular activities;

The stakeholders suggested that the above concerns can be addressed in the following ways:

1) The Dean should intervene by establishing an award system either monetary or non-monetary to motivate outstanding performers - the criteria for awards should be developed and disseminated to promote openness.

2) Restructure the Faculty of Arts to have the students' affairs office

3) Upscale e-learning to cut down on the increased enrolment of full-time students

4) There is an urgent need for students mentorship program - if need be, then, there should be a mentorship club at the faculty
5) Dean should help create a mechanism to ensure students get timely information on scholarships
6) Dean should ensure that infrastructure is improved to meet the needs of disabled students
7) The Kagiko Report should be revised to consider teaching and other contributions in staff mobility
8) Increase Deans committee funding
9) The Dean to lobby the university to approve the 'disability mainstreaming policy' still in draft form.

These recommendations are given prominence in the chapter dealing with the Dean's Job Description.

Relying on the ideas generated at the stakeholders' workshop, we developed a questionnaire and interview schedule to collect information from sampled students, academic staff and administrators. The research took place in the months of November and December. The data analysis was completed in early January 2016. The participants in this study were 17 students (8Females/9Males), and 15 lecturers (6Females/9Males) drawn from the Faculty of Arts. The questionnaire, which comprised majorly open ended questions aimed at collecting as much information as possible regarding the role of the Dean in a changing university environment.

The survey revealed that:- the role of the Dean is not very well known amongst the participants. On the question: 'To what extent do you think the role of the dean is clearly understood in the university?' 67% of the lecturers and 71% of the students rated the Deans role as not clear while 33% of the lecturers and 29% of the students said it was clear. Surprisingly, none of the participants rated the role of the Dean as 'very clear.'

Lecturers and students seem to agree that the role of the Dean is not very clear. They also, almost to a similar extent, seem to echo that the role of the Dean is not clear. From the findings of this study, several
developments emerge, especially in relation to the changing University environment. New infrastructure was sated highest by students (76%); while lecturers noted increased number of students as the major development (40%). Other key developments noted by both students and lecturers were the proliferation of technology, introduction of new courses, intellectual development, ISO certification and heightened security vigilance on campus.

In light of these developments, participants gave suggestions on what the role of the Dean should be in order to constructively manage these developments for academic success of students and staff. A number of the lecturers (27%) noted that the Deans role in these developments is to be part of the decision making arm of the management. The Dean should also ensure that members of staff of the Faculty adhere to their terms of service by discharging their academic and administrative duties with utmost diligence and conviction. This might mitigate the challenges of increased number of students together with the introduction of new courses.

The respondents also suggested that it is the Dean's role to ensure proper use and maintenance of the new and existing infrastructure. Concerning intellectual development, more students (18%), than lecturers (13%) suggested that the Dean should facilitate the availability of funds for research, academic travel, publication and support financially challenged students. Due to the increasing number of students and the introduction of new courses to meet new market demands, participants suggested that the Dean could ensure availability of teaching resources, build the capacity of staff, and facilitate recruitment of additional staff to effectively handle the large numbers of students.
Change comes with a myriad of challenges. Participants highlighted the following challenges:

1) Shifting demands in the job market that puts pressure on the Faculty to keep on reviewing curricula to meet the market demands. The strength of this challenge draws from the fact that it was highlighted by the students, who have to be relevant in the job market, and not by the lecturers.

2) Another challenge by students was increased cases of cheating in exams, probably due to development in information technology.

3) Students also pointed out that the lecturer/student ratio was wanting, again confirming the earlier development that students have continued to increase without commensurate increase in the number of teaching staff.

4) Another challenge highlighted by students (43%) was customer service at the Faculty office reception, which they said was wanting. High number of students seems to have strained the existing infrastructure.

5) The challenge that was most highlighted, and which neared a consensus between lecturers (47%) and students (59%) was inadequate lecture rooms.

6) A significant percentage of the students (24%) pointed to deplorable conditions in lecture halls, hostels, and washrooms.

7) Other challenges included lack of student mentorship programs, lack of lecturer accountability in releasing exam results, and keeping lecture times.

The above challenges need mitigation measures. As the participants in this study suggested, the Dean could, among other measures:

1) Network with the alumni from the Faculty for support in
mitigating the challenges
2) Constantly review courses offered to ensure they meet market demands
3) Link with departmental chairs to remain in touch with the needs of students and staff
4) Create ways of sourcing resources to meet increasing student demands
5) Organize capacity building workshops and seminars for staff
6) Adopt an open door policy

As a manager and an administrator, the academic staff and students polled (33% and 24% respectively) said the Dean should be at the forefront to show leadership in the Faculty of Arts, both academically and administratively. As the Faculty's CEO, as participants referred to him, the Dean should look carefully into the welfare of both students and staff, and ensure availability of funds to aid needy students and other social programs. 47% of lecturer suggestions and 35% of student suggestions indicated that the Dean should co-ordinate the running of the departments.

Several areas that were suggested as falling within the office of Dean's mandate received varied opinions. In admission of students, 47% of lecturer opinions were to the effect that the Dean should ensure that the stipulated standards for admission of undergraduate and postgraduates students are maintained. Equity and fairness were said to be important to this process and that feedback to the applicants should be immediate. A fair number of students' opinion (13%) on the matter of admission seemed to place the role of organizing seminars/workshops to give advice and assistance to fresh students in regard to course selection and academic progress in the office of the Dean.
Regarding mentorship of both staff and students, the participants seemed to poll similarly (13%) arguing that the Dean should have mechanisms in place to remain in touch with the staff and students in order to comprehend their academic, personal and social problems. Further, the Dean hold regular meetings with student and staff representatives, and ensure that they are well guided and motivated in their areas of discipline, have exposure to their areas of interest and link them with both academic and professional institutions through exchange programs, and offer them psychological support when the need arises.

In the area of teaching, research and innovation, opinion seemed to be biased towards provision of adequate resources for research, and ensuring that research is of high quality. Facilities should also be provided to cater for students and staff with impairments.

According to 20% of students' suggestions and 24% of lecturers' suggestions regarding the role of the Dean in the area of public relations and community service, it is the role of the Dean to maintain a proper image of the Faculty and the university at large. The office of the Dean should maintain avenues for feedback, promote activities geared towards reaching out to the community, and cultivate the spirit of volunteerism amongst students that includes organising open days.

In recruiting and promoting staff, it should be the role of the Dean to ensure strict adherence to terms of service and official procedures for recruitments and promotion of staff. This would ensure propriety and fair play. Disciplinary cases should follow due procedures and have a human face by ensuring guidance and counselling to those affected. Exemplary members of staff should be identified and appreciated. In
order to meet increasing financial needs and protect available assets, the study suggested that the Dean should look for creative ways of generating additional income for the Faculty, come up with attractive and relevant courses to attract many students, procure quality products and make vandalism of university property a highly punishable offence.

The Dean should not be left behind in the fight against corruption. According to participants, He/she should develop internal controls to monitor corruption cases in the Faculty and investigate serious allegations, and punish those involved. They could also put in place mechanisms to cultivate ethical conduct in the university amongst staff and students. When asked to suggest what other roles the Dean could play, participants suggested that the Dean should table periodic reports on activities in the Faculty, foster student-lecturer relationships, and build the capacity of staff members to help deal with the earlier mentioned challenges. Students suggested that the Dean could also organize debates that engage them on current affairs.

This handbook is not *absolute*. It is alive and amenable to modification depending on the particular circumstances in a Faculty. It is my hope that this handbook will be updated from time to time to keep the Dean informed about the changing academic and administrative environment globally, nationally and within the Faculty of Arts.
CHAPTER TWO

THE UNIVERSITY OF NAIROBI

Universities are the most resilient organizations in the world. They rarely collapse except in extreme circumstances. Commercial business organisations emerge, thrive, mature and wind-up quite often, but intellectual brands like the University of Nairobi endure. Other things remaining equal, I do not envisage a situation where the University of Nairobi will close down permanently. Governments change, but universities remain. Equally resilient is the administrative structures of universities. Positions of Rectors, Presidents, or Vice-Chancellors, together with the offices of Deans, and Heads of Disciplines will remain relevant to the running of the institutions.

It follows that as long as the University of Nairobi is operational, the Faculty of Arts will exist. In line with the dynamic global academic nomenclature, the Faculty may change its name and structural configuration in the future, but its core academic and administrative mandates will require the leadership of a Dean or its equivalent.

The University of Nairobi, like other universities globally, is going through changes occasioned by an evolving political, social and economic environment. These changes include an increase in demand for university education, decline in state funding, increased pressure from labour unions for higher remuneration, increasing cost of mounting academic programmes and the demand for academic and administrative leadership that is visionary. These changes demand a lot out of university administrators. A brief history of the University of Nairobi illuminates the great transformation the University has gone through since inception.

The inception of the University of Nairobi can be traced back to
1956, with the establishment of the Royal Technical College of East Africa, which admitted its first lot of A-level graduates for technical courses in April of the same year. The Royal Technical College was transformed into the second University College of East Africa on 25th June 1961 under the name Royal College Nairobi. It was admitted into a special relationship with the University of London whereupon it immediately began preparing students in the Faculties of Arts, Science and Engineering for the award of degrees of the University of London. Meanwhile, students in other faculties such as the Faculty of Special Professional Studies (later renamed Faculty of Commerce), and Faculty of Architecture, continued to offer diplomas for qualifications of professional bodies.

On 20th May 1964, the Royal College Nairobi was renamed the University College Nairobi, a constituent college of the interterritorial, Federal University of East Africa, and henceforth enrolled students to study for degrees of the University of East Africa and not University of London as was the case before. The University of East Africa was dissolved in 1970, leading to the setting up of national universities in each of the East African countries such as the University of Dar es Salaam and the University of Makerere. In Kenya, the University of Nairobi was established by the University of Nairobi Act (1970). This was repealed and replaced by the University of Nairobi Act (1985), which established the current structure of Colleges of the University. The University of Nairobi is currently governed by the Universities Act (2012) which repealed the University of Nairobi Act (1985).

University Vision, Mission Statement and Core Values

Vision: - A world-class University committed to academic excellence and transformation of the lives of Kenyans and serving society with distinction.

Mission: - To be a leading centre of learning, scholarship and
professional development; extending the frontiers of knowledge through research and creative works; fostering an intellectual culture that bridges theory with practice; and producing holistic graduates prepared for a life of purpose, service and leadership.

**Core Values:-**

1. Responsible citizenship.
2. Good corporate governance.
3. Freedom of thought in academic enquiry.
4. Excellence and professionalism.
5. Teamwork, creativity, innovativeness and adaptation to change.

**The University of Nairobi Governance Structure**

The major offices of the University of Nairobi are that of the Chancellor, Vice Chancellor, University Council, University Management and Senate. In accordance with Section 38(1)(a) of the Universities Act (2012), the President appoints someone to be the Chancellor of the University. The current Chancellor is Dr. Vijoo Rattansi (2016). The University Council remains the supreme authority and policy making body of the University. The Senate, on the other hand, is responsible for the administration and management of academic programmes.
The University Management Board (UMB) is responsible for coordination of university and college development plans, management of resources, initiation of policies and matters that relate to the general management of the entire University. The College Management Board (CMB) is charged with the administrative functions of the respective college. The College Academic Board (CAB) is responsible for the administration and management of academic programmes of the respective college.

The Vice-Chancellor is the academic and administrative head of the University and is mandated by Section 43 of the Act to take charge of the day to day management of the institution with assistance from the University Management Board. The VC is assisted by four Deputy Vice-Chancellors (DVCs): Deputy Vice-Chancellor (Administration and Finance) who heads the administration and finance portfolio; Deputy Vice-Chancellor (Academic Affairs) who is in charge of academic affairs; Deputy Vice-Chancellor Research, Production and Extension (RPE) in charge of research and extension services; and Deputy Vice-Chancellor (Student Affairs) who is in charge of student affairs.

The University comprises six Colleges, each headed by a Principal. The colleges are:

1) College of Agriculture and Veterinary Sciences (CAVS) situated at the Upper Kabete Campus
2) College of Architecture and Engineering (CAE) situated at the Main Campus
3) College of Biological and Physical Sciences (CBPS) situated at Chiromo Campus
4) College of Education and External Studies (CEES) situated at Kikuyu Campus
5) College of Health Sciences (CHS) situated at the Kenya National Hospital Campus
6) College of Humanities and Social Sciences (CHSS) situated at the Main Campus – Faculty of Arts is also at the main campus.
CHAPTER THREE

THE FACULTY OF ARTS

This chapter offers an overview of the Faculty of Arts in terms of deanship, historical development, statutory mandate, strategic plan and procedures for electing the Dean. For an in-coming Dean, this chapter offers a window into the Faculty's founding philosophy and growth over half a century. It also offers a Dean part of the rich institutional memory with which to engage various stakeholders such as the University Management, students, staff and other well-wishers.

Development of the Faculty of Arts: - The Faculty of Arts at the University of Nairobi, is the scholastic home to over 10,000 students and over 260 full-time academic staff spread across 10 departments, one sub-department and one institute. The departments are: Geography and Environmental Studies, Political Science and Public Administration, History and Archaeology, Philosophy and Religious Studies, Linguistics and Languages, Literature, Sociology and Social Work, Psychology, Library and Information Studies, Communications Skills & Studies, the sub-department of French and the Institute of Confucius Studies. The Faculty also allows its students to study Mathematics and Economics, offered by the Schools of Mathematics and Economics, respectively. The Faculty is the largest in terms of student enrolment and academic members of staff. It is also one of the most diverse faculties of the University, for programmes offered at different levels. Being one of the oldest faculties of the University, the Faculty has produced a significant pool of highly trained and skilled alumni who play major roles locally and globally.

To be an informed Dean, one must be well versed with the historical
development of the Faculty of Arts as it mirrors the growth of the University of Nairobi. The Faculty of Arts traces its roots to 1956 when the then Royal Technical College admitted its first batch of A-Level students working toward their London General Certificate of Education (GCE) and equivalent examinations. The college offered courses in the Departments of Economics, English, Geography, History and Mathematics. In 1961 the then Royal Technical College was transformed by an Act of the East African Common Services Organization (EACSO) into the second University College of East Africa—the first was the University College of Makerere, Uganda. It was renamed the Royal College, Nairobi and affiliated to the University of London. The Faculty of Arts was one of the Units of the Royal College and catered for demand for Arts-based skills in the then colonial economy. In 1964, the Royal College became the University of Nairobi and a constituent college of the University of East Africa. The students and staff of the Faculty became an integral part of the larger regional institution.

The student population in the Faculty has witnessed great expansion from only 14 students in 1961/62 academic year to the current student population of over 10,000 enrolled in various programmes such as PhD, MA, BA, Diploma, Postgraduate Diploma and Certificates. These programmes are offered in three modes of learning: Module I (full-time on campus), Module II (part-time) and Module III (open and distance, including e-learning). The Faculty has expanded its programmes to Kisumu and Mombasa campuses. Due to its size, history and vibrancy, the Faculty of Arts is like a “university within a university”.

In the academic year 1965/66, the Department of Education and the Centre for Economics were established. The centre subsequently became the Institute for Development Studies. In the academic year 1966/67, the Department of Political Science was established and was later re-named the Department of Government and which was later re-named the Department of Political Science and Public
Administration in 2000 to reflect the contents of its academic programs. In 1968/69 Sociology which had started as a Sub-department of Economics was elevated and became the Department of Sociology. In the 1969/70 academic year, the Department of Mathematics was transferred from the Faculty of Arts to the Faculty of Science. Students of the Faculty of Arts were, however, allowed to continue studying mathematics and to obtain a B.A. degree in mathematics. During the same year, the Sub-department of Linguistics and African Languages (now Department of Linguistics and Languages) moved out of the then Department of English and became a full-fledged department. In 1987 the Communication Skills Unit was established as an independent teaching unit within the Faculty of Arts. The British Council supported the establishment of the unit by training lecturers to teach communication skills. At the same time the Department of English became the Department of Literature with French as a Sub-department.

Following the restructuring of the University in 2003, the Department of Economics was elevated to a School of Economics. The students of the Faculty of Arts were, however, allowed to continue taking Economics and to obtain a B.A. degree in Economics. The restructuring also brought in to the Faculty the Department of Psychology from the former Faculty of Social Sciences in Kikuyu campus. The followed the merger of the Faculty of Humanities and Social Sciences in the College of Education and External Studies (CESS) with the Faculty of Arts in the College of Humanities and Social Sciences (CHSS). In the academic year 1980/81 the Department of Philosophy and Religious Studies was split into two departments: Philosophy; and Religious Studies but were later merged into one department. The first intake of students from the 844 System of education took place in the 1990/91 academic year while the in-take of self-sponsored students was started in 1999 when 87 students registered for various courses for the degree of the Bachelors of Arts. The Faculty has continued to develop new curricula and revise the existing ones to respond to market demand and internationalization.
Governance of the Faculty: - The Faculty of Arts is regulated by the Statute XIX(6) of the University of Nairobi and the Charter of the University. The Statute creates a Faculty Board whose membership is limited to:

i. The Dean of the Faculty as chairperson
ii. Associate Dean(s) of the Faculty
iii. Professors
iv. Associate Professors
v. Senior Lecturers
vi. Assistant Lecturers and Tutorial Fellows
vii. The College Librarian
viii. Members of teaching staff of Departments, Schools and institutes associated with the Faculty and who are currently teaching students within the Faculty
ix. One elected student representative from each year of study from among full-time students of the University of Nairobi in the Bachelors and Masters programmes
x. Such other members not exceeding five in number who are not full-time members of the academic staff of the University of Nairobi, and who are appointed by the senate on the recommendation of the Faculty
xi. Faculty Administrator as the Secretary to the Board.

It is apparent from the statute that Part-Time Lecturers are only members of the Faculty Board when they are on the Teaching Time-Table. Graduate Assistants are not members of the Faculty Board. Modules I and II students studying for Bachelors or Masters Programmes can be elected by fellow students in to the Faculty Board. There are exceptions to the general rule based on the tradition of the Faculty of Arts. For example, all academic staff in the School of Economics are members of the Faculty Board regardless of whether they are teaching or not. The same principle applies to all staff from the School of Mathematics. It is the Faculty Board that elects the Dean.
**Origin of Deanship:** - The origin of Deanship can be traced to the leadership of mediaeval monasteries. These monasteries had many monks. For ease of administration, the monks were organized into groups of ten, headed by a senior monk, known in Latin as the *decanus*, meaning the chief of ten. In English, the term meant Dean. Initially, there were religious Deans only. Later on, when the institutions of higher learning emerged out of cathedral and monastery schools, the title of dean was borrowed for officials with administrative and academic duties in academia. An academic Dean is the chief academic and administrative officer of a Faculty or School at the University of Nairobi. The Dean of the Faculty of Arts has overall responsibility over the 10 Departments, one Sub-Department, one Institute and the Faculty office. This responsibility is exercised in partnership with the chairpersons of Departments.

**Qualifications of the Dean**

Deanship, in my considered opinion, is about making decisions on issues affecting staff and students in the Faculty. It requires strategic thinking, analysis and timely action. One can be a Dean in title without actually being a Dean in action. This state can often be humiliating as staff and students are compelled to ignore the substantive Dean to seek assistance from other offices. An incompetent or indecisive Dean exposes the Faculty to ridicule and direct control by the University Management. Qualifications for a candidate for Deanship are explicitly stated in the university statutes. An academic member of the Faculty qualifies to contest in an election for the Dean if he or she is a Professor, an Associate Professor or a Senior Lecturer. A Senior Lecturer who aspires to be a Dean must also have served for at least two years as a substantive Chairman of a Department or a Director of an Institute or School. This is where the initial challenge of a new Dean begins. The requirements assume that any professor or associate professor has requisite administrative and academic capacity to lead the Faculty without training or experience. No other professional qualification is required. Most important, there is no structured induction framework
for a new Dean or planned professional management courses to make her or him productively perform her or his new task. A letter of appointment to an elected Dean only informs the Dean that in performing his or her duties they have to consult the Principal of the College and the Vice-Chancellor. While this is a good practice, it presumes that the two officers are available for consultation all the time and are well versed in mundane matters of the Faculty. This is not always true. A Dean must be able to make decisions which are well thought out and in a timely manner. It would be ridiculous for a Dean to keep on telling staff and students to wait as he or she consults.

**Election of the Dean**
The Dean, Faculty of Arts is appointed in accordance with the regulations governing the appointment of Deans in the University of Nairobi. In the Faculty of Arts, a Dean earns the position at two levels: the ballot and Council. The specific date for election in a Faculty or a school is at the discretion of the University Management. The University generally declares a vacancy in the office of the Dean a month to the expiry of the incumbent's term. Potential candidates complete nomination forms which are verified by the Academic Registrar to confirm whether all the applicants satisfy the requirements for Deanship. The applicants who meet the requirements are then officially nominated. The successful candidates have to sign forms committing to take up the position and discharge the duties of a Dean should they win. Only candidates who accept their nomination and promise to accept to serve are cleared by the Returning Officer to campaign for election. Nomination on the floor on the day of election is prohibited.

The Returning Officer is the university Academic Registrar assisted by other administration staff. Voting is primarily by casting a ballot on the day of voting. Voters who are not available for official reasons are allowed to vote by proxy. Proxy voting begins three days to the ballot and closes a day to the ballot. Voting by proxy is in two forms:
manual and electronic. Previously the proxy voters were required to appear physically before the Returning Officer to be vetted; thereafter they would be given proxy forms to fill in the candidates of their choice. This approach disenfranchised staff that were physically out of the Faculty on study leave, sick in hospitals or engaged in teaching duties outside the city. Recently, electronic proxy voting has been introduced. Voting by e-mail through the official email address of the staff has been accepted from 2015. The electronic proxy voting is very convenient but equally too open to rigging due to weak security systems. On the Election Day, all bonafide voters cast their votes for the candidates of their choice at the designated polling station. After voting, the proxy votes are read for verification as to whether they are qualified voters. All the votes are then counted before the Faculty Board, beginning with the proxy votes garnered, then the ballots polled. The winner is declared at the meeting and all candidates are given opportunity either to concede defeat or celebrate victory in moderation.

The Returning Officer files a report to the Vice Chancellor who is the Chairman of the Senate to submit the name of the winner to the University Council and Senate for appointment. The Dean is elected into Office for a two year term renewable once. The second term for the Dean is not guaranteed. He or she must face the electorate again. At times, the Faculty Board can be magnanimous to allow a Dean to serve a second term without facing the electorate. This seems to be the practice in the Faculty of Arts in the recent past. The post election approvals are mere formalities. It is very rare for the Council or Senate to reject a Dean popularly elected through universal suffrage in a Faculty. What a VC can do, and which he or she has the power to do, to forestall election of a candidate he or she has a reason to believe will not work for the good of the university, is either campaign for a favoured candidate covertly or if that fails, authoritatively subvert the democratic process by appointing an Acting Dean, just before elections are conducted. When provoked, the administration can have the last laugh.
The Dean's Responsibilities in the Faculty of Arts

On appointment, the Dean of the Faculty of Arts automatically takes over the following duties:

1) The national and international embodiment of the Faculty ethos
2) Chair of the Faculty Board
3) Chair of the Faculty Management Board
4) Chair of the Faculty Board of Examiners
5) Chair of the Faculty Scholarships Committee
6) A member of Senate
7) A member of the Deans' Committee
8) A member of the College Management Board
9) A member of the College Academic Board
10) A member of the College Procurement Committee
11) A member of the College cash-flow committee
12) A member of the College Corruption Prevention Committee
13) A member of Appointment committees for staff in the Faculty
14) A member of any college committee he or she is appointed to by the Principal
15) A member of any Senate committee he or she is appointed to by the VC
16) The Dean continues to perform teaching and supervision duties in the mother academic Department.

A number of Deans make the mistake of thinking that before their election; the Faculty was in a state of coma with nothing productive happening. They thus often miss the opportunity to learn from institutional memory. The living memory in the Faculty is the strategic plan. An incoming Dean should study the existing strategic plan of the Faculty and strive to infuse some of their key campaign promises into it. A Dean should identify the key achievements of the predecessor and build on them. In this way, the Dean bridges the gap
created during campaigns and assures the losing side that he or she is their Dean too. Do not blame the state of the Faculty on the poor performance of your predecessor. It is escapist. Focus on the present and the future instead of looking backwards. There should be a proper handing over and induction of the new Dean. In this regard, elections should be held at least one month to the expiry of the term of the incumbent Dean. In the Faculty of Arts, the elections are conducted a few days to the end of the term of the reigning Dean. This does not allow for the two Deans to work together to ensure a smooth transition. There should also be a checklist to guide the Deans in handing- and taking over process. This is because in some cases, the outgoing Dean simply tells the in-coming Dean orally. "Welcome to the office of the Dean. You will learn as you go on." The Assistant Registrar of the Faculty should be empowered to preside over the process to ensure that ongoing projects are not affected by the transition.

The Dean is accountable to the electorate, Vice-Chancellor and the Principal of the College of Humanities and Social Sciences. For the Dean to operate smoothly there must be a high level of consultation, respect and trust with the two offices mentioned above. As a politician, the Dean is accountable to voters in the Faculty. But as a manager, the Dean is accountable to the CEO of the university without whose support he or she can achieve nothing. The Faculty of Arts has two Associate Deans. One Associate Dean is in charge of the Bachelor of Education (B.Ed.) Arts programme at the College of Education and External Studies (CEES). The other Associate Dean is the principal deputy to the Dean, and is based in the Faculty. The Dean may delegate functions to any of the two Associate Deans. When circumstances so demand, the Dean can delegate to one of the Heads of Departments. The Associate Deans are appointed by the Vice-Chancellor for a period of three years renewable once. However, in exceptional cases, an Associate Dean can serve for more than two terms based on the VC's wisdom. It is instructive to note that the statues take care of continuity in the Faculty by ensuring that
Associate Deans serve longer than Deans. A Dean serves for a maximum of four years while an Associate Dean serves for a maximum of six years. To ensure that the Dean complies with the University strategic plan, all Deans must sign an annual Performance Contract agreement with the administration. The Agreement outlines mutually agreed targets that must be attained in the planned period. The agreement also outlines the level of support or facilitation that must come from the University to enable the Dean achieve the set targets.

The Faculty Management
The university statute is not specific about the role of a Dean in the Faculty. Instead, the Statute itemizes the functions of the Dean's Office and other related Faculty organs. For example, the Statute XIX (10) lists the roles of the Faculty Board as:

i. To consider and make recommendations to Senate through the College Academic Board concerning the progress of students within the Faculty.

ii. To make recommendations to Senate through the College Academic Board concerning syllabi and regulations dealing with courses of study for Degrees and other awards.

iii. To regulate the conduct of the examinations in courses assigned to the Faculty and to make recommendations thereon to the Senate through the College Academic Board.

iv. To recommend to the Senate through the College Academic Board the names of examiners for appointment.

v. To consider and make recommendations on any question relating to the Faculty.

vi. To deal with any matters referred to it by the Senate or the College Academic Board.

vii. To regulate in such manner as it may deem fit, its own procedures.

The Faculty Management Board is also mandated to:-

i. To plan for the Faculty needs and development
ii. Prepare annual estimate of the funds required by the Faculty, generate revenue and administer all funds entrusted to it.

iii. Discuss key policy issues affecting the Faculty and make appropriate recommendations.

According to the statutes, the Dean is supported by the Faculty Board, Faculty Board of Examiners and the Faculty Management Board. It is important to note that the key word in the role of the various organs chaired by the Dean is to make recommendations to the Senate through the College Academic Board. Superficially, it may look like the Faculty is not allowed to initiate and implement an idea before it is approved by the College and then the Senate. This is far from true. There is a lot of latitude for the Dean to make decisions. The Dean only needs to be creative.

**FACULTY OF ARTS STRUCTURE**

The Faculty of Arts is part of the College of Humanities and Social Sciences, which is one of the six colleges of the University of Nairobi. The Faculty comprises departments and is headed by an elected Dean and two Associate Deans appointed by the Vice-Chancellor. The departments are led by Heads of Department appointed by the Vice-Chancellor. The Faculty is supported by a number of administrative staff. The Faculty has the following standing committees:

i. Postgraduate Studies Committee

ii. Curriculum Development Committee

iii. Research and Publications Committee

iv. Timetabling and Examinations Committee

v. Welfare Committee.

These are Dean's operational instruments. The committees only have delegated powers that cannot compete with or supplant the authority and vision of the Dean.
A new Dean coming in to office must understand and believe in the vision, mission and core values of the Faculty. To realize the set vision and mission, the Dean must study closely the official strategic objectives of the Faculty and initiatives put in place to achieve them. All this information is in the current strategic plan of the Faculty. In the Faculty of Arts, the Strategic Plan at the time of writing this handbook is *The Faculty of Arts Strategic Plan 2013-2018*. The Plan has been cascaded from the University of Nairobi Strategic Plan, 2013-2018 and the College of Humanities and Social Sciences Strategic Plan, 2013-2018. The Plan takes into consideration the changing environment in the humanities and social sciences scholarship in line with the *Kenya Vision 2030* document of the Government of Kenya, *The Constitution of Kenya 2010* and the *Universities Act 2012*. 
Vision, Mission and Core Values of the Faculty of Arts

Vision: - A Faculty of international academic repute that promotes excellence in teaching, training, research, consultancy and outreach services.

Mission: - To provide quality teaching, learning, research, consultancy and outreach services in humanities and social sciences by creating, preserving, transmitting and utilizing knowledge for the benefit of humankind.

Core Values

1. Academic excellence
2. Creativity and innovativeness
3. Freedom of thought and expression
4. Quality customer service
5. Good corporate governance
6. Responsible citizenship
CHAPTER FOUR

THE FACULTY OF ARTS' STRATEGIC PLAN (2013-2018)

The chief reference point for a new Dean is the strategic plan for the Faculty. A strategic plan is a "systematic process of envisioning a desired future, and translating this vision into broadly defined goals or objectives and a sequence of steps to achieve them." Essentially, a strategic plan creates and affirms the purpose for which the Faculty of Arts exists. It takes stock of the environment in which the Faculty operate and identifies the critical issues that must be addressed. A strategic plan looks into how well the Faculty is positioned to develop its full potential taking into account the changing environment internally, regionally and globally. Its foundation is an acute awareness of the Faculty's strengths, weaknesses, opportunities and threats in a dynamic academic, social, economic and political landscape. As the Associate Dean in the Faculty of Arts (2011 - 2014), I chaired the committee that developed the current strategic plan of the Faculty of Arts. The committee started with a SWOT analysis that revealed the Strengths, Weaknesses, Opportunities and Threats briefly discussed below:

**Strengths:** Strategic location; a long tradition of research and publication; the oldest and largest faculty in the University; a large number of local and international students from diverse backgrounds; a large number of highly qualified and competent staff; a long tradition of contribution to national leadership and governance; a wide network of local and international links and collaborations; capacity for research, consultancy, community outreach and income generation; a large and strategic alumni base; and vibrant students' professional associations.

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2 [http://www.businessdictionary.com/definition/strategic-planning.html#ixzz3wMGLFzLv](http://www.businessdictionary.com/definition/strategic-planning.html#ixzz3wMGLFzLv)
3 You can access the Faculty of Arts Strategic Plan 2013 - 2018 online at [http://arts.uonbi.ac.ke/node/1715](http://arts.uonbi.ac.ke/node/1715)
Weaknesses:- Un-staggered academic calendar; overstretched teaching facilities and equipment; inadequate and poorly maintained physical facilities; low staff-student ratios; weak mentorship and orientation programmes; inequitable system of remuneration from self-sponsored programmes; inadequate ICT infrastructure; and over-reliance on academic revenue.

Opportunities:- High demand for Faculty of Arts programmes; potential for faculty-industry/public/private sector partnerships; possibilities for enhanced fundraising; increasing demand for research, consultancy and outreach services; ability to attract high calibre staff; possibilities for regional and global networking; potential for programme expansion through distance learning, including e-learning; and increased internet connectivity and network.

Threats:- Competition from other emerging universities with satellite campuses in the city; inadequate budgetary allocation; vulnerability to social and political disturbances; attractive opportunities for staff in other sectors; escalating cost of living in the city; and competition for funding for postgraduate training.

STRATEGIC OBJECTIVES AND ISSUES
A look at the strengths and opportunities reveal that they far outweigh weaknesses and threats. The Dean must keep the weaknesses and threats low while building on the strengths and opportunities. The key task is to invest in areas where the Faculty has comparative advantage. Based on the strategic analysis, the Faculty identified the following strategic issues and objectives.

Strategic Issues
1. Teaching and learning
2. Research, consultancy and outreach services
3. Resources and governance
4. Competitiveness
**Strategic Objectives**

1. To produce quality and holistic graduates
2. To contribute to knowledge development, innovations and extension
3. To manage the Faculty efficiently and effectively
4. To promote the positive image of the Faculty

**Strategic Issue 1: Teaching and Learning**

The Faculty of Arts takes teaching and learning as its core business. Accordingly, the Faculty commits quality time and resources to achieve excellence in these key activities that determine the image of the entire Faculty. During the Plan period, the Faculty commits to review its academic programmes for relevance in a fast-changing environment. In particular, it is necessary to re-orient the programmes in line with the competitive market, the *Kenya Vision 2030* document, the *Constitution of Kenya (2010)* and the Universities Act 2012. The Faculty endeavours to produce holistic graduates with requisite knowledge and skills to enable them navigate the work environment with ease and confidence. Accordingly, the Faculty's motto is “skills to navigate the global village”.

**Objective 1: To produce quality and holistic graduates**

**Strategies**

1. Review existing academic programmes and courses
2. Introduce innovative programmes
3. Enhance best practices in teaching and learning
4. Provide appropriate teaching and learning infrastructure

**Expected Outcomes**

1. Reviewed academic programmes and courses
2. Innovative programmes introduced
3. Enhanced teaching, learning and examination processes
4. Appropriate teaching and learning infrastructure
5. Increased access to distance and e-learning
The partial discussion of the Faculty's Strategic Plan illustrates how strategic thinking is concretized into activities with budgetary implications and assured results. The plan indicates specifically what will be done, when, by who, quantity of work, and at what cost? A Dean who spares time to understand the strategic plan of the Faculty takes a shorter time to get into the rhythm of the Faculty. The strategic plan is important to a Dean because it disabuses the Dean of his or her lofty campaign pledges replacing them with the harsh realities of professional management practices.

**Strategic Issue 2: Research, Consultancy and Outreach Services**

One of the objectives and functions of the University of Nairobi is to participate in the discovery, transmission and preservation of knowledge and to stimulate the intellectual life and cultural development of Kenya. Research, consultancy and outreach services are key strategic issues that the Faculty addresses in order to play its role in the University. Through research, the Faculty contributes to knowledge development leading to social progress, peace and improvement of human life. Consultancy not only plays an important role in national development but also fosters public-private sector partnerships and the financial sustainability of the Faculty. Outreach and extension services are part of the Faculty's commitment to widely share specialized knowledge with the Kenyan community.

**Objective 2: To contribute to knowledge development, innovation and extension**

**Strategies**

1. Provide a conducive environment for research, consultancy and extension

2. Encourage participation in academic fora
Expected Outcomes

1. Increased research and research output

2. Enhanced participation in extension and outreach activities

Strategic Issue 3: Resources and Governance

Adequate resources and good governance are key to quality teaching, learning and research. In the context of the 2010 Constitution of Kenya (2010) Article 10 (2) (a) (b)( c), the Faculty strives to promote democratic ideals, gender equity, social justice, inclusivity, integrity, transparency and accountability in all its management structures. As stipulated in Chapter 6 of the Constitution, on leadership and integrity the Faculty continues to promote honesty in the execution of duties, accountability to the public for its decisions and actions, discipline and commitment in service to customers.

Objective 3: To manage the Faculty efficiently and effectively

Strategies

1. Review and implement good governance structures

2. Institute mechanisms for recognition of outstanding performance

3. Support and maintain a conducive working environment

4. Diversify and increase sources of revenue
Expected outcomes
1. Efficient and effective governance structures
2. Recognition of outstanding performance
3. Effective utilization of Management Information System
4. Higher income through research and consultancies
5. Improved ranking in performance contracting

Strategic Issue 4: Competitiveness of the Faculty
The Faculty is one of the key academic units in the College of Humanities and Social Sciences of the University of Nairobi. It offers a variety of courses in both the humanities and social sciences, and has a rich pool of experienced academic and support staff. In addition, the Faculty boasts of an increased enrolment of students in its programmes. However, with the increasing number of both public and private universities, including many other programmes in the University, the Faculty still remains on the cutting edge by maintaining highly qualified staff and dynamic collaborative programmes.

Objective 4: To promote the positive image of the Faculty

Strategies
1. Produce holistic graduates
2. Create and revitalize linkages
3. Increase visibility of the Faculty
4. Encourage a culture of academic excellence
5. Ensure a conducive learning and work environment

6. Enhance communication with stakeholders

**Expected outcomes:**

1. Functional Faculty-industry/public/private sector partnerships

2. Increased alignment of academic programmes to the *Kenya Vision 2030*, the Constitution of Kenya 2010, the Universities Act 2012 and the University of Nairobi Statutes and Policies

3. New and revitalized local and international linkages

4. Improved ranking within the College

5. Faculty of Arts alumni chapter created

6. Holistic graduates

As stated earlier on, this is just an example of the core parts of a strategic plan that a new Dean must acquaint himself with in order to run the office professionally. As a leader, the Dean must interrogate understand and internalize the strategic issues of the Faculty as captured in the Strategic Plan and other official documents. He or she must translate the issues into objectives with clear strategies that can deliver expected outcomes. It is a thorough understanding of the strategic plan that transforms the newly elected Dean from a politician with empty promises to a manager with few but achievable objectives.
Campaigning to be a Dean is quite challenging. However, once the euphoria of victory subsides, and the winner gets down to work, reality dawns on the victor that campaigning for the post is easier compared to performing the functions of the office. In campaigns, a candidate only needs to be a good mobilizer, an eloquent speaker, and an astute strategist. In campaigns, facts, logic and statistics do not sell. Candidates rely on propaganda, passionate campaigners and lofty promises that resonate with the electorate. After the winner is declared, the Dean is expected to discharge the mandate of the office effectively. These changes place a lot of pressure on the Dean to deliver as the academic and administrative head of the unit.

It may be argued that there is no gap in terms of the mandate of the Dean as it is clearly articulated in the Statutes of the University of Nairobi. This is true until one interrogates the state of the University when the statutes were formulated and the demands on the office of the Dean in the contemporary competitive dispensation. When the statutes were formulated to regulate the office of the Dean, the University of Nairobi was the only public university, students population was small, there were only government sponsored students, capitation from the exchequer was adequate and prompt, internationalization and massification of higher education had not been embraced. Even though the environment has continued to change, the Statutes have not been revised to capture the new roles of the Dean. The modern academic landscape is dotted with many universities, large numbers of students, decreasing government support, increased reliance on ICT, internationalization of
programmes, massification of higher education, and insistence on quality delivery with minimum resources. These new developments, though desirable, pose multiple challenges to the Deans of Faculties and schools.

What then, is the job description of the Dean of the Faculty of Arts at the University of Nairobi? There is no single document that details the job description of a Dean. The functions of the Dean of the Faculty are mainly deduced from various policy documents, tradition and exigencies of duty. I do not, in any way, claim to know all the duties of the Dean in the Faculty of Arts. This handbook is only a modest attempt to identify, assemble, sieve and catalogue some of the duties that fall under the implied job description of the Dean.

It is for this reason that this handbook starts with the statutory duties of the Dean, but goes beyond theory to capture the practical exigencies of the Dean's mandate. It is advisable that as the Dean becomes creative in performing his or her role, he or she remains aware that in case of a dispute in interpretation, the meaning in the Statute, however restrictive, remains the final authority. The mandate of interpreting statutes at the University of Nairobi rests with the Chief Legal Officer supported by the Registrar Academic, and Registrar, Administration. Below is what I consider as the Job Description (JD) of the Dean, Faculty of Arts. I have tried to be as detailed as possible to cure the ambiguity of the Statutes and to capture the operational environment of the Faculty. These roles are not cast in stone. They are open to modification or customization depending on the situation the Dean faces.

During campaigns for the office, one question that is rarely posed is: "What exactly does a Dean do?" Even though the Dean is responsible for virtually all activities in the Faculty of Arts, there are specific responsibilities unique to the Faculty that take priority. The Dean is the executive head of the Faculty and is responsible for the strategic positioning and pursuit of goals derived from the *Kenya Vision 2030*,
Faculty of Arts Strategic Plan (2013-2018), *Universities Act 2012* and the *Constitution of Kenya (2010)*. The principal duty of the academic Dean at the University of Nairobi is promote the academic quality, integrity, and effectiveness of teaching, research, and service, including outreach, consistent with the mission of the university as an institution of higher learning. The Dean has managerial authority over all staff in the Faculty in terms of policy laid down by the Senate and Council. This managerial authority is exercised for the improvement of the Faculty's performance with regard to the strategic management indicators, as agreed upon in the Faculty's performance contract agreement and the Strategic Plan. The Dean's job description covers six broad areas:-

1) Academic leader of Faculty  
2) Manager of the Faculty Resources  
3) A bridge between the Faculty and the rest of the University  
4) Symbol of university authority in the Faculty  
5) Welfare officer  
6) Ambassador of the Faculty and the University to external organizations.

**Administrative Duties**  
The main administrative task of the Dean is to provide overall leadership, direction, advocacy, communication, coordination, and assessment of the Faculty as a whole, and of the Departments, Sub-Departments, Institutes and Centres within it. The Dean succeeds as an administrator by:-

1) Coordinating the development of and implementation of the Faculty's vision, mission and objectives  
2) Studying and internalizing the existing Faculty of Arts Strategic Plan to identify how it feeds into the University of Nairobi Strategic Plan and the College of Humanities and Social Sciences Strategic Plan.  
3) Facilitating academic Departments, Sub-Departments and Institutes to cascade the Faculty Strategic Plan to ensure that the University goals are realized at the operational units.
4) Advising the Principal and the VC on University policies and procedures
5) Articulating University policies and procedures to all members of the academic units
6) Establishing and maintaining a cooperative, collegial work climate which enhances communication, trust, and productivity of and among academic staff, administrative staff and students.
7) Ensuring that the Faculty's policies and practices are consistent with those of the University
8) Coordinating the use of resources such as teaching equipment, space and vehicles assigned to the academic unit
9) Providing recommendations to the DVC-A&F and VC regarding sabbaticals and other leaves for the Faculty staff
10) Directing and coordinating the creation and implementation of the Faculty programmes for publication in the University of Nairobi Academic Calendar and *Almanac*.

**Personnel Duties**
The Dean, in collaboration with the Principal, CHSS and DVC-A&F is responsible for the effective implementation of the human resources plan and strategy of the Faculty. In this regard, the Dean ensures:

i. Adequate staffing in academic and support sections of the Faculty
ii. Continuous development of the expertise of staff in their areas of competence
iii. Timely requests to the Vice Chancellor for permission to fill in vacant positions in the Faculty establishment
iv. Protection of staff welfare
v. Fidelity to equity and justice in all personnel matters involving academic and non-academic staff including recruitment, appointment, termination; faculty evaluation;
and promotion

vi. To create and maintain a personnel data base regarding the employment and performance of all persons within the academic unit.

vii. Promote diversity in employment of staff in the Faculty

viii. To establish and implement an equitable and accurate approach to compensation of Faculty staff from income generation activities (IGAs).

ix. To engage in career counselling of staff in order to maintain morale, reward competence, and deal effectively with problems and issues which decrease staff performance.

x. To serve as the mediator in resolving problems arising from staff, department chairs and students.

**Communication**

As an administrator, the Dean must be a good communicator. He or she is the official spokesperson of the Faculty and as such, must articulate the Faculty position with clarity and conviction. To influence change positively, the Dean is expected to:

i. Provide oversight and coordination of the Faculty's website.

ii. Communicate effectively with relevant constituencies within the University, surrounding community and state regarding the Faculty interests.

iii. Maintain effective communication with students, staff, chairpersons, associate Deans and external partners.

iv. Ensure that all units and sub-units within the Faculty comply with institutional reporting requirements.

v. Coordinate timely preparation and submission of periodic reports to the relevant offices of the University such as:
   a. Staff appraisal
   b. Performance contracting
   c. Examination reports
   d. Outreach activities.
Finance
As part of administrative mandate, the Dean is the overall manager of the fiscal affairs of the Faculty. He or she is in charge of the implementation of the financial policy of the University at the Faculty level. Consequently, the Dean:

i. Is the custodian of all funds and income generated in the Faculty

ii. Coordinates the development of the Faculty budget for the allocation and expenditure of resources.

iii. Articulates and advocates for the budgetary needs of the Faculty,

iv. Holds authority to incur expenditure (AIE) on behalf of the Faculty. This authority is shared with the Associate Deans.

v. Coordinates procurement plans for the units in the Faculty.

vi. Manages Direct Service Providers (DSP) payments to staff from academic income streams of the Faculty.

vii. Works cooperatively with Heads of Departments and Bursar's Office at the College in monitoring budgets to support and enhance the academic mission of the Faculty and sub-units.

viii. Formulates proposals to Senate for the fixing of fees for the various academic programmes.

Teaching and Learning
The Dean is the academic head of the Faculty. He or she is responsible for positioning the Faculty as a beacon of excellence in teaching and learning in the University. The Dean has to serve as a model for teaching and research effectiveness, international academic achievement and professional service. Specifically, the Dean coordinates:

i. Quality assurance in admissions, teaching and examinations

ii. Processing of applications for admission based on the Faculty criteria approved by the Senate
iii. Faculty curriculum development activities
iv. Curriculum development and review to ensure quality, relevance and effectiveness.
v. Obtaining of the necessary approval for new programmes from relevant University and other statutory Government agencies
vi. External moderation of examinations administered in all departments in the Faculty
vii. Admission management plan consistent with the university policy of improving student recruitment and retention.
viii. Resolution of staff and students grievances expeditiously and appropriately.
ix. Coordinating the assessment and development of academic programs within the Faculty

Students Affairs
The Dean is a parent on campus and the chief mentor for all students in the Faculty. He or she must give students confidence that they are in the right place for specific goals. The Dean must inspire students by deeds to achieve their full potential through the Faculty. In handling students' affairs, the Dean:

i. Admits students into various programmes of the Faculty based on approved criteria
ii. Shops for additional scholarships and ensures transparency in the award of the same
iii. Ensures that physical and digital infrastructure is improved to meet the needs of the physically challenged students in the Faculty
iv. Ensures effective learning by students
v. Participates in all disciplinary cases involving students and ensures fairness and communication of outcomes without delay
vi. Coordinates mentorship programme for students in the Faculty
vii. Ensures timely marking, moderation and release of examination results to students
viii. Presents the list of students who have satisfied the board of examiners and Senate for the award of respective degrees at the convocation.
ix. Improves student recruitment and retention within the unit
x. Promotes equity in international students exchange programme

Research
The Dean is responsible for the effective implementation of the research policy and strategy of the University within the Faculty. In consultation with the Deputy Vice-Chancellor, Research, Extension and Production (DVC-RPE), the Dean is expected to:

i. Establish a sound research culture in the Faculty
ii. Provide conducive environment for research, consultancy and extension;
iii. Encourage participation of scholars in academic fora to disseminate research findings.
iv. Promote ethical accountability, quality assurance and increased research output
v. Strengthen and facilitate the Faculty Postgraduate Studies Committee
vi. Facilitate publication of refereed academic journals in the Faculty
vii. Coordinate trainings for young researchers in grant proposal writing and fundraising for research projects.
viii. Coordinate trainings in postgraduate supervision skills for quality guidance
ix. Establish and nurture partnerships between Faculty researchers and community for uptake
x. Coordinate trainings in Intellectual Property Rights
Community Outreach
The Dean is the link between the Faculty, industry and community. He or she is expected to promote symbiotic relationship between the academia and other stakeholders. Community service can be rendered at the individual, group, departmental or Faculty level. It can also be done through Faculty-based students' organisations. To bridge the gap between the Faculty and external stakeholders, the Dean should:

i. Develop external relationships for the purposes of:
   enhancing student placement opportunities; providing meaningful community outreach opportunities for students and staff; work with the University Advancement Office to identify additional fundraising opportunities; and partner with the Alumni Office and the Faculty networks to launch and maintain the Faculty of Arts Alumni Chapter.

ii. As the chief Diplomat of the Faculty, promote positive image of the Faculty of Arts and the University of Nairobi in the academia, nationally and internationally.

iii. Coordinate all publications, brochures, pamphlets and other information products and services of the Faculty

iv. Work with Departmental chairs and program directors to encourage grant applications by Faculty members for outside funding for research

v. Direct and coordinate all unit fund raising activities in support of the Faculty's and Departments' strategic objectives.

vi. Initiate and sustain various community outreach activities in various parts of the country for visibility

Protecting University from Legal Liability
The Dean should discharge his or her duty with a high sense of professionalism to only to satisfy clients, but also to protect the University from any likely costly litigation. The Constitution of Kenya (2010), especially Chapter Four on the Bill of Rights empowers citizens and creates several avenues for legal redress
should a right or any fundamental freedom be denied, violated, infringed or is threatened. It is now common for the Dean to be served with demand letters from students, parents and other stakeholders who feel their rights have been violated or are threatened with violation. Some of these matters have ended up in court. Some of the law suits are frivolous as they are vexatious. The Dean should therefore consult widely before making decisions likely to have legal ramifications. At the University of Nairobi such guidance comes from the office of the Chief Legal Officer, Registrar (Academic Division), and Registrar (Administration Division). A careful Dean should seek such advice in writing, always politely. Never act on verbal advice or telephone conversation when dealing with matters that might end up in a legal dispute.

**Peace-Maker**
The Dean is a peace-maker in the Faculty. He or she must promote harmony in the unit so that all efforts are channeled to strategically productive activities of the Faculty. The Faculty of Arts is prone to disputes because of the large number of students, staff, stakeholders and disciplines. Disputes are generated by interests and scarcity of resources. Not all disputes are negative. Some disputes are positive and serve to inspire the Faculty to perform difficult assignments. Areas of disputes in the Faculty include communication breakdown, time tabling, competing demands by small and big departments, relationship between young and senior professors, contest over resources between humanities and social sciences, delayed promotion of staff, tribalism, political affiliation, students' matters, remuneration from self-sponsored programmes, inadequate teaching space and learning resources, teaching and supervision overload, discrimination, character of the Dean, and unlawful and unfair dismissal of staff. Most of the disputes are based on entrenched perceptions of unfairness. The Dean must rise above the divisions of vested interests to remain the neutral voice of reason and a preferable mediator in the Faculty. The Faculty of Arts is a delicate unit, any attempt to force through a unilateral position can
boomerang badly on the Dean. The mechanism commonly preferred in the Faculty of Arts is mediation. Two types of mediation are commonly employed: single mediator or a panel of mediators. In the first approach, the Dean may be the mediator or any other senior scholar respected for a high level of integrity and non-partisanship may be appointed. The Dean normally prefers appointing a neutral mediator. The second approach is where the Dean persuades the disputants to agree on a panel of mediators, normally respected scholars in the Faculty. There is currently no policy on dispute resolution in the Faculty. The burden rests on the ingenuity of the Dean as a peace-maker to ensure that dispute do not explode into full fledged conflicts that call for the application of university disciplinary procedures.

A Politician:- Politics is about power and distribution of resources. In the Faculty of Arts the main resources include proceeds from income generation activities, scholarships, opportunities for advancement. A politician is a person who holds an elective office. Since the Dean Faculty of Arts must win favour with the electorate at the polls he or she is a politician. On the main campus of the University of Nairobi, only the Dean of the Faculty of Arts is elected. Other Deans and Directors are appointed by the VC. The Dean of the Faculty of Arts is therefore a grounded academician, an astute administrator and a licensed politician. As a politician, the Dean is supposed to balance delicately the role as the people's representative and a university manager. As a politician, the Dean should move the Faculty on the path of transformation and prosperity. He or she must inspire staff with hope for better things to come, demonstrate steps to be taken to achieve the objectives and influence the attitude of staff to work towards the collective good. The office holder should command respect among students, staff, university management and other stakeholders. Other qualities that make a Dean an effective politician include being just, charismatic, articulate, courageous, diplomatic, visionary, a good listener, a team player and the capacity to make decisions. Most important, a politician must bring home
goodies. A Dean must therefore find ways of extracting as much benefits as possible from the administration and other partners for the electorate. The goodies may include additional office space, teaching halls, scholarships, funded research ventures, awards for key performers and promotion of a significant number of staff. An astute Dean must not therefore be on a perpetual warpath with the administration or shut out traditional partners and potential benefactors. In playing hardball, a Dean only succeeds in gratifying his or her ego while punishing the electorate who become orphaned.

Other Duties:- The duties of the Dean listed above may sound so appealing, however, the main task of the Dean that occupies him or her most of the time, is performing any other duties as may be delegated or assigned by the Principal, all DVCs and the VC or any officer with the delegated authority from the same. A Dean cannot decline to perform the duties assigned by superiors unless the order is a violation of the university statutes or written laws.

Delegation
The tasks outlined above are many and demand a lot of time and mental effort. The Dean of the Faculty of Arts cannot do them alone. This explains why the Administration appoints two Associate Deans to support the Dean. Contrary to the common perceptions, Associate Deans are not appointed by the Central Administration to undermine the Dean. They have clear instruction to support the Dean faithfully and ensure that activities in the Faculty run effectively. A Dean who is a team player may delegate many duties described in this job description to Associate Deans, department chairs, and any experienced senior member of staff in the Faculty. Indeed, it would be naïve for any Dean to ignore a rich pool of support in the Faculty. Nevertheless, the Dean ultimately remains responsible for the quality of the assignments delegated.

Elected Dean and the Administration
Ideally, the Dean is part of the University Management. He or she
plays a key role to make the University achieve its strategic objectives. However, there is always a relationship of suspicion between the two. The University Management is always keen to make the Dean an executive officer solely implementing the mandate of the University Management. While this is possible for appointed Deans and Directors, it is not the same with elected Deans. It is undeniable that Deans elected by Faculty Boards and endorsed by the University Council and Senate have their first loyalty to the electorate and then the University administration. Deans of the Faculty of Arts, often have to fend off accusations of either being apologists for the University administration or reckless revolutionaries detached from the needs of the electorate. Deans are deemed to be sell-outs when, in the excitement of power they have tasted, they hunger for more and dream that by posturing as passionate defenders of status quo, they can catch the eye of the University leadership and be rewarded with higher appointments like Principal of the College or Deputy Vice-Chancellor. By the nature of the political history and landscape in the Faculty of Arts, a Dean is expected to be a man or woman of the people and not an uncritical voice of the administration. Consequently, a Dean is supposed always champion principles of freedom of thought, equity and justice for the masses in moderation as opposed to buttressing hierarchy, corruption, dogmas and exploitation. Deans are therefore caught in a permanent balancing act. They must juggle all the three roles of academic, administrative and political leadership without being perceived as irrelevant ideologues or turn-coats.

In as much as I have tried to detail what I consider as the job description of the Dean, these duties change from time to time depending on the management structure and the demands of the office. The Dean must be change conscious, flexible and ready to make adjustments that respond to the demands of the office in a dynamic environment.