

# UCAD and Autonomy

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# UCAD and Autonomy

- The appropriate articles in the UNESCO regulations and recommendations, for the faculty in higher education institutions as adopted by the conclusions of the world conference on higher education in the 21st century, define autonomy in terms of rights and duties to ensure the proper functioning of higher education. It seems to me that the international community is agreed on such definitions.

# UCAD and Autonomy

- Does University Cheikh Anta Diop fulfil all the rules and requirements of autonomy? Can a university claim to be autonomous if 95 % of its resources are made available by the government? What is autonomy when the efficiency of the higher education system requires further opening up of the higher education system to the business world !
- How does UCAD account for its activities and to which body is it answerable ?
- Our presentation explores and provides answers to such questions and will, hopefully, give you the opportunity to form a clear idea on the actual autonomy or the degree of autonomy enjoyed by University Cheikh Anta Diop of Dakar.

# UCAD and Autonomy

- UCAD operates on the basis of deliberating assemblies which manage and regulate the operations of the Rector's Office, Faculties, Specialised Schools and Institutes. All higher education institution chief executives are elected to such positions by the appropriate deliberative assemblies convening as a select committee for the faculties (associate and full professors) and the management boards for specialized schools and institutions.

# UCAD and Autonomy

- The Rector of the University is chosen among faculty with a full professor status. However, one extra requirement is that candidates to the rector's position should first be Deans of any of the UCAD faculties. Since the Dean is elected by his colleagues, the Rector combines the mandate of an elected official with that of an appointed one since he is also appointed by government authorities. UCAD regulations allow the Rector to engage in any activities and initiatives consonant with the interests of the University.

# UCAD and Autonomy

- What actually happens? I would like to illustrate here with two examples : first the UCAD vision, its process and implementation and then the transformation of the Higher Teacher Training School (Ecole Normale Supérieure) into the Faculty of Educational Sciences and Techniques and Training (FASTEF).

# UCAD and Autonomy

- On July 3, 2003, the Senegalese government appointed me to the position of Rector of UCAD. Without further delay, I submitted to the academic community of the University agendas inspired from the conference on higher education in the 21st century. Such conclusions lay emphasis on quality, appropriateness, cooperation, the technologies of information and communication, finances and I took it upon myself to add another component, namely the students.

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- I toured all the institutions, social partners and student bodies to exchange and share with them on such components. On the basis of the various recommendations and contributions made, the working agendas were turned into the UCAD vision and the resulting document was submitted to the University Assembly on July 30, 2003.

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- The University Assembly adopted it and the vision was presented to the national and international communities in a press conference convened to that effect. Subsequently, I met the President of the Republic in the presence of the Minister of National Education to thank him for the responsibility he had trusted me with and presented to him the UCAD vision.

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- The comment made by the President was quite inspiring and eloquent in itself: “You have a regular educational project”; he said. It can be said, in this case that UCAD freely took the initiative to forge its vision on its own. The government authorities did not, in any way, try to influence or interfere with the agendas. What they did, instead, was to positively appreciate the effort. Was this attitude due to the legal framework defined for the University, to a true spirit of leadership or to the appropriateness and soundness of the project?

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- The second case is the following: though the Ministry of National Education and its development partners, the Senegalese government agreed to turn a UCAD institute, Higher Teacher Training School (ENS) into the Faculty of Educational Sciences and Techniques and Training (FASTEF) in order to promote the training of an increased number of secondary school teachers and offer the country the ways and means to reach the millennium goals in the area of education. The minister informed me and, in my turn, I notified the director of the training school and urged him to set up a committee in charge of implementing such a change.

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- The review of the document was scheduled in the University Assembly and I noted that all the various components of the school were not consulted. The review was postponed and the director was instructed, in his capacity as chairman of the committee, to consult all parties involved. The document was brought back to the university assembly and, after a second examination and review, was adopted by the Assembly after a lively and informative debate.

# UCAD and Autonomy

- Even if, right at the outset, there was a request from outside the university, it should be understood and agreed on that such a request was met with due respect paid to the deliberating and decision-making mechanisms of the university.

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- On the other hand, the budget of the University is provided by the Government to the tune of 95%. Does this situation promote autonomy?
- It seems to me that it does not. We took several initiatives to reduce percentage of the contribution of the government to the UCAD budget. As a result, paid continued education has been promoted as a training option to be increasingly offered by the university for a fee. Such a training module brought the university an income amounting to five million dollars, of which, 15% are to be allocated to the Rector's office and 10% to the institution providing such a training.

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- Also, UCAD is presently setting up its own foundation. The objective is that such a body, in the medium and short term, should generate 10% of the university budget. The UCAD alumni are numerous in Africa. Indeed, UCAD, which was created in 1957 by France, is a sub-regional university which trained most of the west African elites. As a first step, we are seeking to involve 5,000 UCAD graduates. If, on average, each graduate makes an annual contribution of 50 U\$, we should be able to allocate 3/5 of such funds to research and the rest could be invested in the local banks

# UCAD and Autonomy

- Discussions have also been initiated with the students with a view to increasing their financial contribution to the budget. The discussions take into account the imminent implementation of the LMD (Bachelor, Master's, PhD) reform aiming at an easier access to the job market for graduate students who could, also, be given more opportunities to set up their own businesses.

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- In short, we're trying to pool and tap all the sectors of the community for an improved functioning of the University. In this respect, we held a retreat to present the various master courses of UCAD to our partners, government authorities, to businesses and development partners. One of the recommendations made was to consolidate the presence of the business world, that is, of companies and their executive officers in the governing bodies of UCAD, including the specialised committees steering the various training modules. It should also be noted with emphasis that the UCAD legislation provides that external representatives to its deliberative organs should account for 5% of the total representation.

# UCAD and Autonomy

- To conclude, I'd like to discuss with you the last point which is accountability. Each year, UCAD regulation make it mandatory for the Rector to report to the government. All issues relating to the operation of the University are addressed from student enrolment figures to research, infrastructures and budget. The Rector's report serves as a basis for the government to determine the level of its support.

# UCAD and Autonomy

- Over the last two years, UCAD has also been holding reporting sessions for the various chief executives of the different institutions attached to the University: faculties, schools, institutes etc. Each of them, including the central directors attached to the Rector's office, gives account on their activities, results and prospects.

# UCAD and Autonomy

- These sessions contribute to an increased and improved knowledge of the University and its activities. This is also an opportunity for colleagues in the various institutions to learn about each other's performances and achievements. They also help external members and government representatives to better be acquainted with the performances and also the potentialities of the University. Indeed, UCAD should post all such information on its website.

# UCAD and Autonomy

- We take advantage of all occasions to provide information on our performances and capabilities. For instance, on the occasion of the annual opening of the University, part of the Rector's address deals with reports on the dynamics, performances achievements and capacities of UCAD. In our countries, more than anywhere else in the world, since the University is an institution created by colonisation, informing the community on its own dynamics is a factor of efficiency.

# UCAD and Autonomy

- The next stage is accreditation and the guarantee of quality services and performances. UCAD, by tapping all the intellectual resources harnessed by its deliberating organs, strives to provide the community with all the required tools and assets to actively contribute to the economics of innovation. Undoubtedly by exalting and institutionalising our sense of togetherness and team spirit we'll everyday further improve the achievement of such goals and objectives.

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**What is the level  
of Autonomy of  
UCAD ?**

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**Thank you for  
your  
Attention**