



ICUSTA CONFERENCE 2017 "THE SPIRIT OF SAINT THOMAS TODAY"

(Avila, 21 a 23 de June de 2017)

"Eleven years of USTM – Future Challenges"

Abstract

The present communication aims to share the experience of working and organization of our University Saint Thomas of Mozambique (USTM) with our partner fellow institutions of International Council of Aquinas Saint Thomas University around the world. Here we will describe our main activities, gains and losses during the last eleven years of existence. The paper will focus mainly in teaching experiences, research and extension. By other side, we aim to share our proposal related with our challenge to shift from teaching university to Research University guided and oriented by the Mozambican government strategy of science, technology and innovation (2006) in order to respond to various social, economic, political, and academic demand. We will share the general lines of our strategic plan (2017- 2024) which its elaboration is running now. Specifically the paper aims to make a presentation of our educational system and our organization as well as our functioning. Since we are shifting from teaching University to Research University, we want to show the challenges, opportunities and perspectives that will allow us to create a new paradigm which will build our institution and orient in the next 10 years.

Keywords: Research, strategic plan and new paradigm

1. Introduction

The present communication aims to share the organization and functioning experience of the University of Saint Thomas of Mozambique (USTM) with the partners intuitions from the International Council of Saint Thomas of Aquinas Universities (ICUSTA) through the description of its main activities during the last eleven years of existence in various areas such as teaching, research and extension. In other hand we aim to introduce our future challenges looking concretely to the desired shifting from a single teaching university to new paradigm which is the research based university. In the light of the strategy of Innovation, Technology and Science (2006), of the Republic of Mozambique and the USTM Strategic Plan (2017) as well as emphasize the three pillars of USTM performance which are "Faith and Reason", "Joint Programs" and "Solidarity".

2. Definition, Vision and Mission

Following the University statutes (2016:4), the University of Saint Thomas of Mozambique, also known as USTM, is a collective person of private law, with public utility of higher education, created by Cardinal Dom Alexandre Dos Santos Foundation. USTM has as mission to provide a quality education with large accessibility, through utilization of technic and science, providing public and communitarian services with collective interest with non-profit finality organization promoting Mozambique economic, social, political and cultural development.

USTM has as vision be leader in the country on integral and integrated education of human person respecting the rich Thomist tradition of academic excellence, investigation and highly quality services.

3. Objectives and collegiate bodies

In accordance with the USTM Statutes (2016: 5), the general objectives of the USTM are: to expand opportunities for access to higher education; Promote human values of professional ethics and dialogue between faith and reason; Promote social, regional and gender equity; Raise levels of education and training to the growing needs of the country and the world. On the other hand, specific objectives of the USTM are: to provide courses in higher education and in technical and scientific research; Ensure rigorous and up-to-date knowledge of the subjects taught; Develop exchanges and exchanges of teachers and students between the USTM and other similar universities; Define and promote flexible schedules and programs that allow exchanges between the USTM and the public and private sectors. The USTM has

bodies that comprise the following entities: Chancellor; University Superior Council; Rector; Academic Council; Board of Directors and Finance; and of the Ethics and Deontology Council.

4. Courses Structure and functioning

The structure and operation of USTM courses are based on the areas of Postgraduate, Graduate and Mid-level courses. At the Postgraduate level, the Master's courses in Human Resource Management, Philosophy, Ethics, Communication Sciences, Business Management, Education Sciences, Financial Economics and Business Finance and PhD level are taught. The PhD Course in Ethics. At the undergraduate level, the USTM is made up of the Faculty of Agriculture, which teaches courses in Agrarian Economics, Rural Extension and Rural Development; Faculty of Information Technologies and Sciences that teaches courses in Audit of Information Systems, Software Development, Administration of Information Systems and Networks and Technologies and Information Systems; Faculty of Ethics and Human and Legal Sciences that teaches the courses of Philosophy, Sociology, Clinical and Organizational Psychology, Human Resources Management, Public Administration, Business Communication and International Relations; Public and Business Law; Faculty of Economics and Business that teaches the courses in Business Management, in Financial and Banking Management, in Tourism Management and Development, Tourism Business Management and Tourism and Environmental Management; in Accounting and Auditing and Bachelor's degree in Economics; And the Business School which teaches courses in Computer Science, Accounting and Auditing; Economics; Business Management.

Through the Institute São Tomás de Mozambique, in the second academic semester of 2017, the USTM plans to launch the following medium and short-term courses in the areas of Customs Technicians, Social Action Technicians, Public Administration, Elderly Caregivers and Accounting and Auditing. Likewise, as part of the expansion of access to higher education in Mozambique, the USTM plans to launch a pilot project for semi-face-to-face education in the second half of 2017. There are three courses selected for this pilot phase, whose preparation is at an accelerated stage. After the elaboration of the curriculum plans and the training of the coordinators of the new courses in Virtual Learning Environment in the modlle platform, the process of production and testing of the self-instructional materials that will support the semi-presential teaching takes place at this moment. Three courses are planned for this pilot phase, namely, a Master's degree in Human Resource Management, a degree in Financial and Banking Management and a degree in Public Administration, the latter at the USTM Delegation in Gaza Province.

5. USTM Campus, students and teachers

USTM is headquartered in Maputo city which is capital of Mozambique, and has three university campuses in Maputo province (Konglote Campus) and a Delegation in Gaza province (Xai-Xai campus) which has a Sub delegation, in the municipal village of Macia, district of Bilene, also in the Gaza province. Since their existence, the USTM attended **46. 507 students at postgraduate and graduate levels.**

Table 1: USTM student numbers from 2005 to 2017

2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
844	1327	2489	2986	1955	2608	3134	4163	4775	7043	5861	4509	4813

Source: USTM Central Academic Register

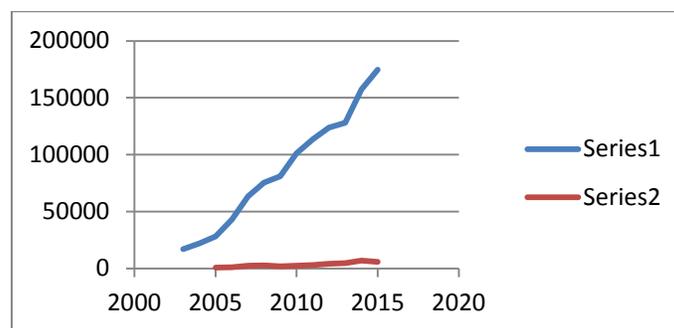
At this time, students are assisted by 565 teachers, of whom 485 perform their part-time and 80 full-time duties. In all, 377 have the academic degree of graduates, 167 are masters and 21 are Ph.D. Till the moment, USTM has held six undergraduate ceremonies in which it graduated 1852 students.

6. Factors that boost the paradigm shift

Two key factors created the opportunity for the USTM to become a Research University. The first factor relates to the effects of the international financial crisis that also has its impact on the USTM. In general, the crisis centred on the depreciation of the metical value in relation to the value of the US dollar, which worsens the cost of living of Mozambicans. As a consequence, this had a direct impact on the inability of students to pay tuition fees, unsustainability of courses, and reduction in USTM student numbers. Alternatively the students sought the same courses in other universities that applied low fees, although without appreciative quality of the courses that these universities promote. The second factor is related to the increase in the number of HEIs in Mozambique. According to official MCTESTP data (2016), by 2015, Mozambique had about 52 public and private HEIs, among Universities, Polytechnic Institutes, Higher Institutes, Higher Schools and Academies. According to Dias (2016), the expansion of higher education in Mozambique has undergone three essential phases. The first began in 1962 until 1977, considered as higher education. At that time, there was a single institution, the General University Studies of Mozambique, which in 1968 became the University of Lourenço Marques (ULM). In 1974, it counted on 14 courses of several areas such as, Romance Philology, History, Geography, Economy, Metallurgical Engineering, Mining Engineering and Mathematics as well as with only five 5 Mozambican teachers and 2400 students. From 1976, the ULM became known as Eduardo Mondlane University (UEM). Between

1975 and 1994 the period of expansion began. In 1985, the current Pedagogical University was created, designated at that time by Institute Superior Pedagógico (ISP), which is dedicated to the training of teachers. In 1986 the Superior Institute of International Relations (ISRI) was created to train diplomats. Between 1995 and 2015, an accelerated process of privatization and the expansion of higher education began. It is in this context that the USTM is created in 2005. Starting with undergraduate courses and later introducing masters and doctoral courses. This resulted from government decisions to open more public HEIs, from the actions of the HEIs themselves to open delegations in the provinces, from the diversification of HEIs, from the multiplication of courses, from the opening of distance learning courses and from the increase of private HEIs as a way of responding Demand. From an impact point of view that the acceleration of HEIs caused, it is estimated that, by 2016, the student population in public and private HEIs was 174 thousand and 802 students versus 17.225 students who attended HEIs in 2003. This phenomenon Growth has had implications for the emergence of a "market education" (market logic) at the higher level, the emergence of large classes and "turbo" teachers, a research relegated to the background, the emergence of a functional, economical and utilitarian view , In the marketing of didactic materials and curricular packages (training, feasibility studies, etc.). Also pointed out are the increase of educational consultancies, the creation of distance learning courses, the investment in Communication and Information Technologies (ICTs), the change of management models, in the new knowledge management in HEIs. In this way, higher education has become a product that has been marketed through marketing strategies. It is these referenced factors that allow the USTM to reposition itself to the higher education market in Mozambique with a view to continuing to provide quality education and guaranteeing the necessary sustainability for its existence and functioning. For a better illustration of the resulting scenario in Mozambique, we next present the growth trend of HEIs in Mozambique, focusing on the incidence of this growth since 1995.

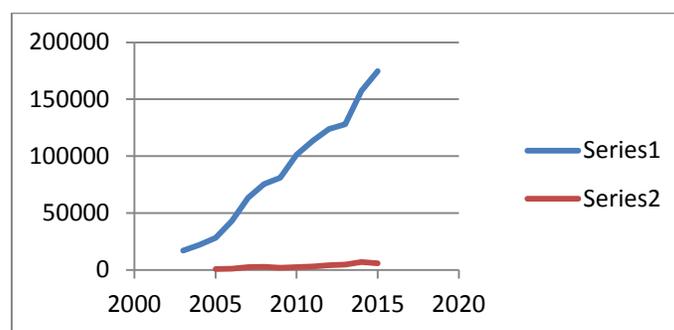
Graph 1: Evolution of HEIs in Mozambique (1962-2012)



Source: MCTESTP statistical yearbook

As noted above, the growth paradigm of HEIs has brought considerable dynamism to the growth of students at this level. For this reason, we try to illustrate in the following graph (2) a comparative demonstration between the general increase in the number of students in higher education in Mozambique and the trend in the evolution of the USTM.

Graph 2: Evolution trend of HEIs versus USTM



Source: Statistical Yearbook of the MCTESTP and RAC of the USTM

What is clear is that, while the number of HEI students, overall, tends to grow, at USTM level, particularly, despite a relative increase (between 2005 and 2013), it should be mentioned that in 2014, the volume of school enrollment reached the highest peak (7 thousand and 43 students), in subsequent years, USTM enrollment numbers tend to reduce gradually. For example, from 2014 to 2015, the workforce fell by 1182 students and from 2015 to 2016; the same school attendance fell further in 1352 students. These are the main factors and historical assumptions that make the USTM adopt new intervention measures in the market of higher education in Mozambique, without neglecting the interventions that it must make in the universal panorama.

7. Promising transition opportunities for a Research University

The political, economic and social opportunities that Mozambique offers at the moment are propitious supports for the USTM to move to a new paradigm of Research University. Essentially they are the climate of peace that is lived in Mozambique that you are bringing the appreciation of the national currency (the metical) against the US dollar. On the other hand, we can consider that the fact that the general tendency of the characteristics of higher education in Mozambique demonstrates changes in the models of the administrative management of HEIs, demonstrate trends in new insights of knowledge management in

HEIs and because the research and extension are being Relegated to the background of the integrated context of teaching, research and extension that should support the dynamics of the organization and functioning of HEI, as well as the encouraging trend of the results that the Project Scientists of Tomorrow, caused the USTM to do an introspection to Position in the higher education market in Mozambique. Therefore, the above-mentioned five dimensions were considered in order to move to a Research University.

8. What do we want the USTM to be like a Research University?

In general, what we want with the future Research University is to transform ourselves into a university that stimulates the debate, the formation of the critical spirit, the development of the citizenship of young people; To research and produce scientific knowledge for the good of Mozambican society and the world at large and to be a creative and active university in defence of democracy, inclusion and defender of the rights of the poorest and most vulnerable social groups. However, we do not want to be a university that is not a continuation of the secondary level, a university that does not form, a university that shapes, and deforms the human intellect. We want to be a university that liberates, and that does not imprison itself to the minds of the citizens. We want to be a university that is not an obstacle to the development of knowledge in the long term.

9. Strategic and thematic support for transition

They are three strategic supporters by which we are guiding this transitional phase of the USTM to a Research University. The first is based on the vision of the USTM, which is to want to be a leader in the country in integral and integrated education of the human person in accordance with the rich Thomist tradition of academic excellence, research, and extension and quality services. The second support is the Science, Technology and Innovation Strategy (2006: 4) that defines priority lines for the development of Mozambique based on intervention in the areas of Human Resources Development; Education; Agriculture; Cheers; Energy; Marine sciences; Fishing; Construction; Ecotourism; Industry and processing; Water; And Human Resources, Social Sciences, Humanities and Culture; Gender Equity; HIV / AIDS; Environmental Sustainability; And Ethnobotany, Information and Communication Technologies and Biotechnology. The third support lies in the Strategic Plan of the USTM (2017/2024) which in one of its vectors directs the future of the transition of the USTM to a Research University with a focus on Graduate Studies.

10. What have we done and are we doing for the new administrative management?

For an efficient institutional administrative management, the USTM revised its Strategic Plan, the Strategic Vision for Research, Innovation and Development, the USTM Statutes, the USTM Pedagogical Regulation and the University Extension Projects Regulation. Also in the course of 2017, we plan to create the Staff Effective Personnel of the USTM, revise the Regulations for the Publication of Academic Papers in 2017 and the Teaching Career Regulation.

11. Challenges at the level of knowledge management?

On the one hand, the perspective of knowledge management on the one hand, the creation of professional courses in postgraduate studies, the expansion and diversification of postgraduate courses; The promotion of curricular programs that provide for academic mobility partnerships between teachers and students with national and foreign universities, the hiring of part-time teachers to supervise postgraduate students and the admission and qualification of more teachers with academic degrees of masters , Doctorates and postdoctoral studies. On the other hand, we intend to define quantitative standards for Master's and PhD programs, define quantitative standards for Master's and PhD degrees, and introduce Bilingual Distance Learning (Portuguese / English) for national and regional candidates interested in joining the USTM.

12. Challenges at the education level

The expected challenges of education include interventions in the training and qualification of teachers who assist our students as well as the introduction of reforms in curricula and in the system of organization and operation of master's and doctoral courses. Specifically, USTM will focus its attention on:

- A) Approval of only Curricular Programs that foresee partnerships of academic mobility of teachers and students with national and foreign Universities
- B) Contracting, on an exclusive basis, part-time teachers for the supervision of post-graduate students
- C) Admission and qualification of master, doctoral and postdoctoral professors
- D) Definition of quantitative standards for Master's and PhD programs
- E) Definition of quantitative patterns of Master and PhD defences
- F) Introduction of Vocational Masters

G) Introduction of Bilingual Distance Learning (Portuguese / English) for national and regional candidates.

13. Challenges at the level of scientific research.

The research challenges, the USTM, lie in the review areas of the Strategic Vision for Research, Innovation and Development; The new framework of USTM researchers; Review of Code of Ethics in Research, continued implementation of the Project Scientists of Tomorrow (PCA). The PCA being implemented since 2015 has now benefited 305 students who attended the Initiatory Courses of Investigation (CIICs). There are four objectives to be achieved within the scope of the project, namely the acquisition of basic concepts for research, the discovery of potential talents for scientific research among students, the selection of potential students with a talent for scientific research and the creation of a future A body of USTM researchers who will strengthen the USTM Department of Research, Innovation and Development.

14. Challenges at university extension level

In order to strengthen the university extension pillar integrated with teaching and research, the USTM created the Extension and Community Relations Sector (SERC) with two representations in the geographic areas where the USTM is located (in Maputo and Gaza). SERC is a service unit that aims to link education, research and community intervention through technology transfer, service delivery and social support, and has the function of coordinating extension activities and community relations at the USTM level. The challenges of university extension are to create extension units in all courses and colleges taught at the USTM, transform extension units into related extension centers, set up incubators, create an Integrated Center for the Promotion and Dissemination of (In Nhocuene) and create the Integrated Center for Agro-Livestock Development (in Magul). Some Centers created are Legal Practice, Languages and Cultures, Business Simulation, Agriculture, Livestock and Fishery Practices and the USTM Microsoft Academy

15. Proposals for areas of collaboration with ICUSTA network institutions

Taking into account that our communication aims to share the experience of organization and operation of the São Tomás de Mozambique University (USTM) with the partner institutions of the ICUSTA network, we propose to launch the partnership possibilities in the following areas:

- a) Exchange in the implementation of joint research projects on themes of common interest and exchange of knowledge and results;

- b) Exchange in the development of scientific activities that help to prepare the basis for the elaboration of research projects and establishment of mutual visits of scientific exchange, workshops and scientific seminars;
- c) Exchange that allows academic mobility for the exchange of academic experiences (involving USTM faculty and students) and ICUSTA universities at the master's and doctoral level;
- d) Exchange that allows the USTM to train and train its teachers in the Master, PhD and Post-Doctoral levels;
- e) Exchanges and exchange of joint experiences in the programming and implementation of professional and executive courses at Masters and PhD levels;
- f) Exchanges in the exchange of experiences in the development of research, extension units and creation of integrated centers of university extension.

Thank you very much!

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