

GUIDELINES FOR THE REVIEW OF THE MAKERERE UNIVERSITY STRATEGIC PLAN 2000/01-2006/07 BY UNIVERSITY FACULTIES/SCHOOLS/INSTITUTES AND ADMINISTRATIVE UNITS

Background to the Review:

The university over the past seven years has been guided by the Makerere University Strategic Plan 2000/01-2006/07. This integrated plan which was informed by faculty/School/Institute/Unit plans is scheduled to end in June 2007. We have started the process of formulating the ten year successor to the 2000/01-2006/07 plan.

The plan formulation process will be spearheaded A Strategic Planning Committee constituted by the Deans and Directors meeting held on 20th March 2006. The planning Committee is chaired by the Dean Faculty of Social Sciences.

This process will be informed by several inputs, key among these inputs will be, the review of the performance of the 2000/01-2006/07 plan. The activities of the review will start with the Faculties/unit/schools/institutes contribution and or activities in the realization of the strategic objectives outlined in the 2000/01-2006/07 plan. This performance review will form the baseline for the successor plan of (2007/08-2017/18).

The review will be based on the seven thematic areas as outlined in the 2000/01-2006/07 plan including the areas of :

1. Teaching and Learning
2. Research.
3. Outreach and Consulting services
4. Organisation And Management
5. Human Resources Development
6. Physical Infrastructure
7. Generation And Allocation Of Funds

Performance review on the above seven thematic areas will further be informed through a checklist of indicators as outlined in these guidelines. Additionally several other general studies will be undertaken to act as baselines for the strategic plan formulation that provide information on the positioning of Makerere in the local regional and global context.

All this information will be discussed and synthesized in a strategic planning framework meeting scheduled for August 2006.

Just like it was in the previous planning cycle, the basic planning unit/centre is the Faculty/School/Institute/College and non-teaching units. The Heads of the 30 planning centers¹, the top administration consisting of the Vice Chancellor, Deputy Vice Chancellors, University Secretary, Director Planning and Development, Dean of Students, Estates Manager, University Librarian and the Manager, Human Resources, Chairpersons of Council Committees and representatives of the Ministries of Finance and Economic Planning, Education, National Council for Higher Education, National Planning Authority, local Government and other stakeholders will constitute themselves

¹ See annex 3

into Makerere Strategic Planning team. These stakeholders will attend a three -day retreat at which the vision and mission, goals and strategies will be outlined.

The ideas generated at the retreat will serve as baseline from which a strategic framework will be derived.

The framework will act as a reference document to guide the strategic thinking of the planning committees at the faculty/School/Institute/Unit levels.

Annex 1 provides the details of the guidelines by thematic areas and strategic goals as stated in the 2000/01-2006/07 strategic plan. In carrying out the performance review reference should be made to, the faculty/School/Institute/Unit strategic Plans and the performance indicators given in Annex 2.

Annex 1

CHECKLIST OF THE PERFORMANCE OF THE UNIVERSITY STRATEGIC PLAN 2000/01-2006/07

| Thematic Area | Goal | Activity | Performance 2000/01-2006/07 Indicating numbers where applicable. (what has been achieved during the period) | Current status (Where are you giving quality and quantitative assessment; What is on the ground) |
|--------------------------|--|---|---|--|
| 1. Teaching And Learning | <i>a. Continual improvement of academic standards in order to remain competitive</i> | <ul style="list-style-type: none"> • Staff Development | <p>Trained 50 Phd 30 completed 20 ongoing</p> <p>40 Masters 40 completed</p> <p>Other short courses e.g delivery of programs in e learning mode. Pedagogical training fro 60% of the Staff ICT courses for Conferences to improve-.....</p> | <p>80 of staff 100 staff in the faculty/School/Institute/ Unit with PhDs.</p> <p>Need for further ICT and Pedagogical training.</p> <p>e.tc. etc. etc.</p> |
| | | <ul style="list-style-type: none"> • To institute systematic pedagogical training of staff | | |
| | | <ul style="list-style-type: none"> • To utilise modern instructional materials and methods | | |
| | | <ul style="list-style-type: none"> • Significant increase in the Library's collection of books, journals and increased use of ICT in teaching and research | | |
| | | <ul style="list-style-type: none"> • Accessibility of library services to all University staff and students | | |
| | | <ul style="list-style-type: none"> • Adequate staff-student interface | | |
| | | <ul style="list-style-type: none"> • Analysis of the consequences of student expansion in terms of costs of maintaining academic standards | | |
| | <i>b. Development of teaching capacity</i> | <ul style="list-style-type: none"> • Progress to a fully fledged semester system | | |
| | | <ul style="list-style-type: none"> • To fill established staff positions and increase | | |

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|--|--|--|---|---|
| | <i>for increased student enrolment</i> | establishment as required | | |
| | | <ul style="list-style-type: none"> To expand scope for using non-conventional approaches in teaching and learning, i.e. Distance Education Centres and Virtual University | | |
| | | <ul style="list-style-type: none"> To use postgraduate students in tutorials, marking, supervision and practicals, and for teaching undergraduates | | |
| | | <ul style="list-style-type: none"> To enhance use of computer based teaching/learning and audio-visual aids, and increase use of IT for library and information services. | | |
| | <i>c. Producing graduates who are relevant and efficient in the market</i> | <ul style="list-style-type: none"> To continually review curricula and programmes | | |
| | | <ul style="list-style-type: none"> To integrate practical component through industrial training, internship field work and project attachments for all courses including the humanities | | |
| | | <ul style="list-style-type: none"> To involve practising professionals in curriculum reviews, teaching and management. | | |
| | | <ul style="list-style-type: none"> To expand capacity in the science based disciplines | | |
| | | <ul style="list-style-type: none"> To Mainstream good governance and human rights in academic programs | | |
| | <i>d. Enhancing gender mainstreaming in teaching and learning</i> | <ul style="list-style-type: none"> To institute a scholarship scheme for girls to enable them to join university | | |
| | | <ul style="list-style-type: none"> To pay attention to gender sensitivity when reviewing curricula | | |
| | | <ul style="list-style-type: none"> To train staff in gender analytical skills | | |
| | | <ul style="list-style-type: none"> To facilitate increased proportion of female staff | | |
| | <i>e. Review the criteria and procedures for admission</i> | <ul style="list-style-type: none"> To maintain affirmative action for the female students and Persons With Disabilities | | |
| | | <ul style="list-style-type: none"> To develop a more equitable scheme that will institute affirmative action for students in rural schools for both girls and boys | | |
| | | <ul style="list-style-type: none"> To review entry requirements of post graduate programmes | | |
| <ul style="list-style-type: none"> To review the Mature Age entrance scheme | | | | |
| 2. Research | <i>a. Strengthening of research co-</i> | <ul style="list-style-type: none"> To establish a policy for research co-ordination | | |
| <ul style="list-style-type: none"> To strengthen the School of Postgraduate Studies, MISR | | | | |

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| | <i>ordination and evaluation</i> | and other research units at Makerere University | | |
| | | • To facilitate research productivity by staff and students | | |
| | | • To improve research funding | | |
| | | • To develop a research manual including gender and ethics guidelines | | |
| | | • School of Post-graduate Studies to develop and regularly update research activity data base | | |
| | | • Periodic external review of research | | |
| | | • To establish a policy for research co-ordination | | |
| | <i>b. Improvement of the research skills of teaching and non-teaching staff</i> | • To train university researchers and support staff by MISR | | |
| | | • To integrate gender concerns in research training courses | | |
| | | To enhance research-related academic programmes | | |
| | <i>c. Increased utilisation of research results</i> | • To strengthen mechanisms of research dissemination | | |
| | | • To strengthen linkages with research users | | |
| | | • Publication of a newsletter or journal by every faculty | | |
| | | • To intensify applied research in health and the productive sector | | |
| | | • To put in place a research agenda based on the identified priority areas | | |
| | | • To integrate gender concerns in research priorities | | |
| | | • To establish an environment scanning system | | |
| | | • To institute awards for relevant and successful research | | |
| | | • Instituting research related appraisal of staff | | |
| | | • To strengthen Makerere University Press | | |
| | <i>d. Enhancing the quality and perspective of research</i> | • To facilitate linkages with integrated researchers and organisations | | |
| | | • To establish and strengthen linkages with local functional research centres | | |
| | | • To establish research networks within the university and with local functional research centres | | |
| | | • To strengthen research infrastructure capacity at central/faculty/institute level | | |

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|--|--|---|--|--|
| 3. Extension And Consulting Services | <i>e. Improving community access to specialised competencies on a commercial basis</i> | • To facilitate development of specialised competencies in areas where the University has a competitive advantage and where there is a potential to generate funds | | |
| | | • To develop a deliberate policy to encourage staff to undertake consultancies | | |
| | | • To provide capitalisation for University consultancy units in order to strengthen their service delivery. | | |
| | | • To develop and deliver short-term courses on a commercial basis | | |
| | | • To make University consultancy services gender focused | | |
| | <i>f. Increasing and intensifying extension service</i> | • To draw up guidelines for effective service to communities and target groups | | |
| | | • To establish/strengthen internships in University Academic Programs | | |
| | | • To integrate gender perspectives in the University's extension work | | |
| | | • To encourage openness in each Unit through avenues that regularly expose the public to the activities and outputs of the University, such as open days, newsletters, and public lectures. | | |
| | <i>g. Increasing Makerere University's involvement in influencing public policy</i> | • To develop the organisation's capacity for policy studies through strengthening policy research units such as MISR or establishing new centres. | | |
| | | • To strengthen the linkages with other policy research centres, such as the Economic Policy Research Centre (EPRC), and Centre for Basic Research (CBR). | | |
| | | • To institutionalise programs and activities on good governance and human rights and any other topical issues | | |
| | 4. Organisation And Management | <i>a. Improving the efficiency and effectiveness of the overall organisation</i> | • To restructure the organisation | |
| • To support the establishment and development of constituent colleges | | | | |
| • To mainstream the planning function in all units | | | | |
| • Further decentralisation of administrative functions (financial/academic/staffing/maintenance) | | | | |
| • To develop and implement a formula for optimal student | | | | |

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|---------------|--|---|--|--|
| | | intake | | |
| | <i>b. Improving the administrative performance of the operative Units</i> | • To institute result-oriented management | | |
| | | • To review academic management systems for efficiency | | |
| | | • To streamline recruitment and promotion procedures | | |
| | | • To institute innovative management style | | |
| | | • To institutionalise contractual engagement | | |
| | | • To review guidelines for determination of optimal academic staff establishment | | |
| | | • To formulate guidelines for determination of optimal establishment for non-academic staff | | |
| | <i>c. Developing Information and Communication Technology (ICT) capacity and utilisation</i> | • To permit units to recruit staff outside the government payroll | | |
| | | • To establish and enforce a clear ICT policy and master plan | | |
| | | • To facilitate ICT capacity expansion (network, systems, support services) | | |
| | | • Full computerisation of the University's administrative systems | | |
| | <i>d. Improving the conditions of service in order to attract and retain staff</i> | • To integrate ICT in teaching, learning, research and services | | |
| | | • To provide competitive terms and conditions of service | | |
| | | • To review and effect measures to improve staff welfare | | |
| | | • To strengthen social support and counselling service | | |
| | <i>e. Improving the welfare of students</i> | • To provide gender friendly and secure environment for staff | | |
| | | • To offer appropriate services and facilities in terms of accommodation, feeding, counselling and guidance, sport and recreation, health care, and worship | | |
| | | • To set standards and accredit students accommodation facilities provided by the private sector | | |
| | | • To provide gender friendly and secure environment for students | | |
| | <i>f. Reinforcing gender mainstreaming in</i> | To facilitate student exchange programmes | | |
| | | • To increase the proportion of women in the staff base | | |
| | | • To update financial and personnel policies and regulations | | |

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|---------------------------------------|---|---|--|--|
| | <i>administration and management</i> | for gender sensitisation | | |
| | | • To effect gender sensitive staff recruitment and retention mechanisms | | |
| | | • To incorporate gender sensitivity in the Management Information Systems | | |
| | | • To develop and implement guidelines for incorporating gender into different University functions | | |
| | | • To increase accommodation for female students in order to promote their opportunities for higher education | | |
| | <i>g. Equalising opportunities in the University</i> | To establish an Equal Opportunities Committee at Council level | | |
| 5. Human Resources Development | <i>h. Ensuring adequate performance of staff</i> | • To formulate a training policy for academic and administrative and support staff | | |
| | | • To facilitate staff to meet the requirements for promotion and career development | | |
| | | • To include development of research skills in staff training | | |
| | | • To include development of cross-cutting disciplines in staff training | | |
| | | • To conduct staff training for consultancy and policy development | | |
| | | • To organise short term refresher courses for staff | | |
| | | • To institute incentive scheme for innovativeness | | |
| | | • To facilitate sabbatical leaves for staff | | |
| | | • Continuous two-way evaluation of staff performance | | |
| • Evaluation of staff by the students | | | | |
| 6. Physical Infrastructure | <i>a. Construct, rehabilitate and maintain physical facilities to meet the present and future needs of the University</i> | • To construct new facilities using own generated funds, University and/or Government allocations, or contributions from developing partners | | |
| | | • To streamline and make more efficient programs and procedures for maintenance and rehabilitation of existing physical infrastructure including clarification of the role and status of the Estates and Works Department | | |
| | | • To strengthen the financing of maintenance through user fees, the 5% of revenue collected as provision for | | |

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|--|---|--|---|---|
| | | <p>maintenance fund, and cost recovery measures on University houses.</p> <ul style="list-style-type: none"> • To promote efficient and rational utilisation of available building space • To enforce the Kendal’s recommended Land-Use Strategy whereby the Ridge consisting of the first ring road is reserved for academic buildings while the area enclosed by the second ring road is for staff and student accommodation. • To implement Land Leasing and property renting measures to potential private developers on appropriate terms. | | |
| Generation And Allocation Of Funds | <i>a. Increasing and diversifying the University’s financial base</i> | • To develop policy on income generation by the Units | | |
| | | • To develop proposals to solicit funds from development partners | | |
| | | • To intensify innovative ideas which will attract funding | | |
| | | • To lobby for increased budgetary allocation and conditional funding | | |
| | | • To lobby for loan schemes for students | | |
| | | • Mainstreaming gender in resource mobilisation | | |
| | | • To lobby for funding from the private sector and from Alumni. | | |
| | <i>b. Rationalising University funds allocation</i> | • To lobby government to include Makerere University as an institution in policy making | | |
| | | • To ensure that resource allocation is based on approved Unit plans | | |
| | | • To institute mechanism for allocation of funds to gender focused programmes/activities | | |
| | | • To allocate funds based on performance and priorities | | |
| | | • To give priority to science based disciplines in budgetary and donor resource allocation | | |
| | | • To restructure the University budget system to reflect unit costs. | | |
| • To ensure that resource allocation is based on approved Unit plans | | | | |

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|---------------|--|--|--|--|
| | <i>C. Improving the University's capacity for resource generation and allocation</i> | <ul style="list-style-type: none"> • To establish a resource mobilisation unit | | |
| | | <ul style="list-style-type: none"> • To lobby government to base allocations on unit costs | | |
| | | <ul style="list-style-type: none"> • To develop capacity for writing innovative proposals | | |
| | | <ul style="list-style-type: none"> • To strengthen the marketing function of the University | | |
| | | <ul style="list-style-type: none"> • To improve reporting on value for money | | |
| | | <ul style="list-style-type: none"> • To institute periodic review of cost of programmes and tuition fees adjustment | | |

Annex 2 : Quantitative Outputs and indicators

Other databases used in the strategic Plan review will depend on the three university pillars of teaching, research and outreach and will include:-

A: Teaching:

Students

- Enrolment, by gender, by sponsorship, by discipline (2005/06)
- Graduates by discipline (2004/05)

Staff

- Number of Academic staff (full time)
- Number of Academic Staff (part time)
- Number of staff on staff development (Higher Degrees)
- Other staff

Academic Programs,

- Programs reviewed during plan period giving specific period/year
- New curricular/programs during the plan period

Learning Delivery systems

- ICT – to be used to establish the computer : student/ staff ratio
 - Number of networked computers accessible to i) staff ii) students.
 - Number of stand alone computers accessible to i) staff ii) students
- Number of programs/modules in e-learning mode
- Available teaching facilities and their adequacy to the number of staff and students 2005/06 levels, specific reference should be made to:-
 - Space addition during the plan period in M²
 - No of lecture space in rooms and M²
 - No of tutorial/seminar space in rooms and M²
 - No. of Computer labs (No. and M²)
 - No. Other labs (where applicable)
 - Library and volumes (where applicable)

B: Research

- Number of researches undertaken by Researcher Topic, and funding agency
- Small write up on the research and the relevance to national development

C: Outreach:

- Evaluation of the Faculty/unit involvement in extension services and its relevance to national development.

D: Finances:

- Total average annual income by different sources (Gov't, Private, Donor)
- Number of Financial partners to the Faculty/ Unit

Annex 3

Planning Units

1. Faculty of Forestry and Nature Conservation
2. Faculty of Agriculture
3. Faculty of Science
4. Faculty of Technology
5. Faculty of Veterinary Medicine
6. Faculty of Medicine
7. Institute of Computer Science (ICS)
8. Faculty of Arts
9. Faculty of Social Sciences
10. Faculty of Law
11. Institute of Public Health
12. Institute of Statistics and Applied Economics
13. Institute of Environment
14. Faculty of Computing and Information Technology
15. Faculty of Economics and Management
16. Institute of Psychology
17. School of Education
18. Margaret Trowel School of Industrial and Fine Arts (MTSIFA)
19. East African School of Library and Information Services (EASLIS)
20. Institute of Social Research (MISR)
21. School of Postgraduate Studies
22. Planning and Development Department (PDD)
23. Department of Finance
24. Makerere University Hospital
25. Estates Department
26. University Library
27. Academic Registrar's Department
28. Department of the Dean of Students
29. The Offices of the Vice-Chancellor and Secretary to Council
30. Directorate of Information and Communication Technology Support