Repositioning Makerere to Meet Emerging Development Challenges

Strategic framework: 2007/08-2017/18

April 2007
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# List of Acronym

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<th>Description</th>
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<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
</tr>
<tr>
<td>Mak</td>
<td>Makerere University</td>
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<tr>
<td>MISR</td>
<td>Makerere Institute of Social Research,</td>
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<tr>
<td>MUARIK</td>
<td>Makerere University Agricultural</td>
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<tr>
<td>MUBFS</td>
<td>Makerere University Biological Field Station</td>
</tr>
<tr>
<td>NCHE</td>
<td>National Council for Higher Education</td>
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<tr>
<td>NEPAD</td>
<td>New Partnership for African Development</td>
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<tr>
<td>ODeL</td>
<td>Open and Distance e-Learning</td>
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<tr>
<td>PWDs</td>
<td>Persons with Disabilities</td>
</tr>
<tr>
<td>QA</td>
<td>Quality Assurance</td>
</tr>
<tr>
<td>STI</td>
<td>Science and Technology Innovations (STI)</td>
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<tr>
<td>SWOT</td>
<td>Strength/Weaknesses/Opportunities and Threats</td>
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1 INTRODUCTION
The development of the strategic framework marks the beginning of the new direction for Makerere University spanning over the next decade. It is envisaged, and as underlined by the Strategic Planning retreat held in February 2007 at Mukono, that the new strategic plan 2007/08-2017/18 will address not only the core activities of teaching, research and outreach but will also endeavour to tackle key cross cutting issues such as quality assurance, ICT, human resource development, library services and physical infrastructure as well as gender mainstreaming. Recognition has also been made about the impact of the external pressures, with specific reference to globalisation with respect to science and technology innovations, internationalisation and the need to have a graduate who is relevant in a global economy. Issues of access and the image of the university have also been factored into the proposed direction.

This strategic framework outlines the vision, mission and core values. The framework puts forward the key procedures and parameters that will guide units in the formulation of their plans. One of the new dimensions to the 2007/08 -2017/18 strategic framework is the establishment of Key Performance Indicators (KPI) in terms of measures of success and benchmarking international and regional institutions in the plan formulation process.

2 PLANNING PROCESS
The process of developing the strategic plan and supporting plans for the university will entail the following stages:
**Stage 1:** Formulation of the overarching framework based on the ideas generated at the strategic planning retreat held in Mukono in February 2007
**Stage 2:** Formulation of plans by the teaching and research units
**Stage 3:** Formulation of plans by the support units taking into consideration the implications of the plans of the teaching and research units
**Stage 4:** Formulation of the University strategic plan and operational plans

<table>
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<tr>
<th>Planning phase</th>
<th>Planning focus</th>
<th>Mile stone dates</th>
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<tr>
<td>Stage 1</td>
<td>Overarching strategic framework</td>
<td>Review by the strategic planning committee April 2nd, 2007, and Committee of Deans and Directors and University Management April 11th, 2007 Discussion by Finance and Planning Committee of Council 19th April 2007</td>
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<tr>
<td>Stage 2</td>
<td>Development of plans by the teaching and research units</td>
<td>Process complete by May 11th, 2007</td>
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<tr>
<td>Stage 3</td>
<td>Analysis of the implications of the plans of teaching and research units on different support functions by the Strategic Planning Committee</td>
<td>Process complete by May 18th, 2007</td>
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<td>Formulation of strategic plans by the support units</td>
<td>Process complete by June 15, 2007</td>
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<td>Stage 5</td>
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<td>Process complete by June 27, 2007</td>
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## Strategic Framework

<table>
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<th>Stage 6</th>
<th>Approval of overall plan by the appropriate university organs</th>
<th>By July 2007</th>
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<tr>
<td>Stage 6</td>
<td>Development of logic models and operational plans</td>
<td>Process complete by Dec 2007</td>
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### 2.1 Guiding Principles

Planning Units in formulating their own Strategic plans will be guided by the following principles:

(i) Units’ strategic plans should make a contribution towards the realization of the University’s Vision, Mission Strategic goals and objectives spelt out in this framework.

(ii) Since Makerere University’s planning is based on the strategic management model, Units’ Strategic plans should be formulated in a participatory and consultative manner by making sure that a representative section of the key stakeholders of the respective units are involved in the planning process.

(iii) The plans should contain realistic and achievable strategies within a period of ten years with effect from July 1, 2007.

(iv) In order to facilitate monitoring and evaluation of strategic plans, the plans of units should include measures of success or performance indicators regarding achievement of goals.

(v) Units are advised to engage in competitive benchmarking of their counterparts in top ranked institutions in Africa or any other top ranked university in the World. The list of top ranked universities in Africa is provided in annex 5.4 of this framework.

(vi) Units are encouraged to plan for organizational and programmatic restructuring within the planning horizon. Including planning for formation of constituent colleges.

(vii) Units while planning should make reference to the quality assurance framework recently put in place.

(viii) Units that have undertaken tracer studies such as Medicine, Veterinary Medicine and Agriculture will have to make reference to the findings and recommendations of the tracer studies.

(ix) The first year activities of the successor strategic plan will include carry over activities of the final year of the outgoing strategic plan.

(x) The plans should take into consideration the relationship between the units and the centre.

(xi) There will be one university vision and units will develop missions based on the university mission.

(xii) All plans should include an aspect of how they will market their activities, products and/or outputs.

(xiii) Units are advised to gender mainstream their strategic plans, i.e. make plans on how gender issues will be addressed.

(xiv) Units should indicate how their plans will link to the private sector how they will contribute to social transformation.
The format for casting the strategic plans of units is in appendix 5.1

2.2 Purpose of Makerere University

The mandate that provides a framework for the purpose of Makerere University is provided in Section 24 (2) of the Universities and Other Tertiary Institutions Act, Act 6 of 2001. The subsection defines the mandate of a public university as (a) the provision of higher education, promotion of research and advancement of learning; and (b) dissemination of knowledge and giving opportunity of acquiring higher education to all persons including persons with disabilities wishing to do so regardless of race, political opinion, colour, creed, or sex; (c) the provision of accessible physical facilities to the users of the Public University.

Another framework that impacts on Makerere University is the Strategic Plan for Higher Education 2003-15. The strategic plan for higher education 2003-15 also defines what should be the core business of a public university like Makerere University. The plan defines the core business of higher education as provision of quality higher education through teaching and research and employing technologies.

2.2.1 Vision Statement
To be a leading institution for academic excellence and innovations in Africa

2.2.2 Mission Statement
To provide World Class innovative teaching, learning, research and services responsive to National and Global needs.

2.2.3 Core Values
Makerere University in the pursuit of its mission will be guided by the following core values:
1. Allegiance to the institution
2. Integrity
3. Customer responsiveness
4. Professionalism
5. Openness to diversity

Other Values to consider
S&T excellence, Commitment and hard work, Team work, Transparency, Accountability, Effectiveness, Honesty, Dignity, Innovativeness, Academic
Independence, Identity preservation, Gender sensitivity, Maintaining Standards, Uprightness, Institutional autonomy, Moral values, Zero tolerance to cheating, Openness to learning,
All other core values provided for in the national code of ethics

3 UNIVERSITY STRATEGY

3.1 Strategic direction relating to the strategic pillars of the University

3.1.1 Teaching and Learning
The teaching and learning provision is one of the core functions of Makerere University. Teaching and learning forms the core transformation processes through which the university students are transformed into graduates with value added to them. These graduates have to be relevant in the world of work and Society at both national and global levels. The strategic plan for higher education 2003-15 calls for expansion of supply capacity by higher education institutions to increase access opportunities to those eligible. The roll out of Universal Post Primary Education and Training (UPPET) will in its wake lead to dramatic increase in the number of applicants to Makerere University especially in the year 2013.

Goals
1. To provide a teaching and learning environment that assures superior experience to both the learners and the academic staff

2. To produce graduates relevant to the world of work and society at both local and international levels

3. To increase the supply capacity of the University to provide increased access opportunities to meet increasing demand for higher education at national level

Objectives
a) To integrate ICTs and gender in teaching and learning and provide high quality and a variety of relevant and up-to-date teaching and learning materials
b) To provide academic programmes that impart both subject matter knowledge and skills and generalist skills
c) To promote open and distance learning.
d) To Integrate international perspective into the curriculum
e) To promote collaboration with other institutions in the design of academic programs
f) To promote provision of Makerere University programs by other institutions in the country

g) To operationalise the semester system and introduce a modular arrangement

**Measures of success**

a) Increased use of technologies in teaching and learning
b) Increased use of tutorials in teaching
c) Students evaluation of the effectiveness of the lecturer’s teaching
d) Availability of lecturers outside the classroom for student consultation
e) Number of programmes reviewed each year
f) Full implementation of the semester system
g) Increased number of programmes accepting credit transfers
h) Diversified assessment strategies
i) Market survey and research reports
j) Number of vocational programs franchised to other institutions in the country
k) Number of programs designed on collaborative basis with other institutions such as the private sector
l) Number of programs whose curricula has been reviewed to integrate generalist skills such as communication and problem solving skills
m) Number of functional satellite centres and the range of services offered at the satellite centres
n) Number of students registered at each of the satellite centres
o) Increased number of programmes offered using Open and Distance e-Learning (ODeL) approaches
p) Number of courses and programmes engendered

### 3.1.2 Research and Innovations

Research is the mechanism through which universities become locus of scientific discoveries that drive national economies forward. Research is, therefore, a pillar of both institutional and national development. Makerere University is one of the few universities in the country significantly engaged in research. Makerere University is uniquely positioned among public universities to differentiate itself from other institutions by advancing basic and applied research in both the humanities, S&T and the related innovations.

The effective application of scientific knowledge and the ability to innovate is now recognized to be one of the key sources of growth and competitiveness in the global economy. Even though innovation is often used in connection with cutting-edge scientific discoveries and high-tech enterprises such as semiconductor fabrication, the term can describe more
broadly use of new and existing knowledge to do things better. It refers to changes in techniques, approaches, technical activities or technologies to produce a new or improved product or service.

**Goal:**
1. To enhance knowledge generation and access in both science and humanities disciplines with a view to repositioning Makerere University as the research university of Uganda and beyond
2. To promote generation of Science and Technology Innovations (STI) and their accessibility to Ugandan society with a view to improving the welfare of the nation.

**Objectives**

a) To increase the visibility of research centres such as MUARIK, MISR, MUBFS and Buyana at Makerere
b) To increase the quantity and quality of research output taking into consideration the basic and applied research portfolio.
c) To strengthen the research coordination system for better management of the research value chain
d) To increase the ratio of graduate students to under graduate students in favour of graduate students
e) To increase the entrepreneurship ability of staff and students by incubating ideas in areas such as alternative power solutions, use of bio technology and software development for adoption by the private sector
f) To increase funding to university research and institute competitive grants
g) To establish an Intellectual Property facility to protect the university’s intellectual assets
h) To Mainstream gender and actively involve women and special needs groups in all STI activities in order to ensure that resultant impacts are evenly spread across all sections of society
i) To promote the use and application of traditional, conventional and emerging technologies for sustainable development.
j) To mainstream gender in research functions of the University

**Measures of success**

a) Increased number of research outputs such as journals, patents, books and other publications.
b) Increased number of competitive research awards
c) Increased number of artworks and technologies exhibitions
d) Increased number of staff publishing in peer reviewed international journals
e) Increased citations of staff publications as reflected by the citation indices
f) Increased number of publications on the world wide web
g) Increased number of students enrolled on the masters and PhD programs
h) Number of publications produced per researcher
i) Number of academic staff undertaking sabbatical leaves for research and scholarly writing
j) Increased number of women and other special interest groups involved in research activities
k) Number of research outputs with gender disaggregated data
l) Amount of revenue generated from the sale of intellectual property
m) The amount of revenue generated from Science and Technology consultancies;
n) Number of enterprises incubated from Mak STI initiatives.
o) Technology parls established

3.1.3 Outreach
Outreach & community development as a pillar at Makerere is driven by the following considerations: the underdevelopment of Uganda is a serious threat to the global economy, trade, and public- and environment-health system. The United Nations (UN) and Africa’s New Partnership for African Development (NEPAD) have echoed the need for Universities and higher education institutions in Africa to implement curricula that produce a new generation of all-round graduates with blended entrepreneurial, vocational & intellectual competences to act as nuclei for change. Universities have a social obligation for knowledge generation and transfer. Transformation of knowledge and technologies for use by society particularly in liaison with the private sector should be a commitment for each unit in Makerere.

Goal:
To enhance the capacity of the university to link with and service community, private and public sectors and other universities.

Objectives
a) To improve the visibility of Mak in Outreach & Community Development
b) To improve Government access to pro-policy services, knowledge & advice from Mak
c) To improve Community access to knowledge and skills, advice, technology & innovations from Mak
d) To enhance Mak's competitive position as a technology development & referral institution for vocational & community development
e) To harmonise and institutionalise outreach service and consultancy coordination
f) To establish educational and cultural centres, e.g museums, gallery, herbarium
g) To engender all outreach programmes

Measures of Success
a) Strengthened coordination and increased volume of consultancy and outreach activities
b) Number of E-Journals in use as part of communication strategy
c) Outreach strategy and policy available
d) Increased number of government policies influenced
e) Increased number of career guidance sessions
f) Number of visitors to gallery, museums and herbarium
g) Number of outreach programmes engendered

3.2 Strategic direction relating to the key infrastructural support to the delivery of the University’s strategic purpose

3.2.1 Organization and management

The basis of transformations in the organisational set up of Makerere has been based on the Universities and Other Tertiary Institutions Act 2001 (UOTIA). Key issues arising in the implementation of the UOTIA include: the ability to undertake institutional audit [taking stock of policy initiatives and interventions; Institutional autonomy and running the University as an enterprise; synchronizing plans/policies of government and those of Makerere University; the human resource function (staff recruitment, development and retention); Quality assurance as an organization and management function]; and support services [IT, public relations, Library, records management and financial management – procedures and harnessing IT, Marketing and image building]. While a few strides have been made in the gender arena, gender mainstreaming is still a key feature that should be integrated in the University functions including organisation and management function. There is also need to out source the non core functions of the University.

Goals:
1. To improve the management function so that it assures an efficient and effective operational environment
2. To provide a gender responsive organizational environment
3. To improve the image of the university through aggressive publicity of its achievements and outcomes

Objectives:

a) To restructure related academic units to build synergies, avoid duplication, and make longer term disciplinary growth plans and fast track the college formation and devolution of powers.
b) To improve efficiency in management service

c) To establish a well-structured and regular information exchange link between the units focusing on issues of leadership and management, and image building and marketing

d) To raise the University’s profile, image and reputation with the regular interaction with varied media.

e) To build the capacity of leadership and management at all levels

f) To integrate gender into teaching, learning, research, student and staff welfare, budgeting, public space, outreach and governance

g) Operationalise the provisions of the UOTIA

Measures of success

(i) Efficiency in management optimized within three years after full operationalisation of the four information systems.

(ii) At least three Constituent Colleges established by 2012.

(iii) At least half of Makerere’s programmes internationally accredited by 2012.

(iv) Increased knowledge by Staff about, gender analysis skills and taking initiative to integrate gender into their programmes and activities;

(v) Application of best practices in promoting gender equity and equality in higher education in Uganda.

(vi) Interfaced and fully operationalised information systems

3.2.2 Quality Assurance

Makerere’s aspiration is to be the leading institution for academic excellence in the region. Key to achieving this strategy is the development of an effective and efficient Quality Assurance (QA) system underpinned by quality teaching, research and outreach services relevant to life long learning and professional development.

The Universities and Other Tertiary Institutions Act, 2001 under Section 71 requires institutions of higher education to conform to the standards set by the National Council for Higher Education.

**Goal:** To enhance the efficiency and effectiveness of the core activities of the university.

**Objectives**

a) To increase the capacity to monitor academic performance in a systematic manner and to implement the quality related decisions in the university.

b) To enhance the University’s capacity for generating high quality and relevant research output.
c) To provide and maintain high quality academic support systems and infrastructures;

d) To continuously improve the QA system, through reviews, streamlining and modernizing in other components, QA function, policies, procedures and their supporting protocols;

e) To provide professional guidance at the macro level in the area of curriculum development

f) To enhance the integration of issues of equity and equality in the functions of the University

Measures of Success

a) A fully functional Student Support Service System in place

b) Percentage of employable graduates

c) Number of Mak programmes gaining accreditation by NCHE and international organisations

d) A fully functional, effective, efficient and integrated QA system in place.

e) Number of publications in internationally refereed journals increased to at least one per academic staff per year.

f) Mak being consistently ranked among the top 10 universities in Africa

g) Number of publications in citation indices

h) Number of tracer studies carried out

i) Level of satisfaction of the employers and employees

3.2.3 Human Resources

In the current knowledge based era human resources are the prime movers of any institution, particularly a University. Staff recruitment and retention will play a critical role in the delivery of the University’s mission. Yet Makerere University is constrained on issues of staff retention, remuneration and gender imbalances. The staff evaluation mechanism needs to be streamlined and there is need to operationalise rightsizing of the support staff establishment.

Goal: To assure a high quality human resource base

Objectives:

a) To improve staff performance management system in the University.

b) To ensure that pay differentials among different positions are based on a rational model

c) To improve staff recruitment and retention to match the students’ numbers.

d) To enhance staff capacity with a view to improving skills
e) To apprise newly appointed staff members of their roles and responsibilities through training and induction.

f) To address gender imbalances, and implement guidelines for incorporating gender into different University functions.

Measures of Success:

a) An operational Human Resource Management Manual developed

b) An objective performance appraisal mechanism developed and operationalized

c) Use of Full Time Equivalent (FTE) in determining work load for staff implemented

d) Job analysis, specification and evaluation carried out

e) Job descriptions for all positions in the University produced

f) Increasing number of induction and training programmes conducted for all new appointed and promoted staff (including pedagogical training)

g) Staff Student Ratios (SSR) in conformation with the National Council of Higher Education (NCHE) and International guidelines realized

h) Reduced turnover in permanently appointed staff per personnel category

i) At least 90% of positions in staff establishments filled by 2017.

j) Increased number of PhD holders.

k) Percentage of female in academic and non academic positions increased to 40% by 2017.

l) Increased percentage of Female Academic staff with PhD’s.

m) At least 20% women scholars at Professorial level in the next 5 years;

n) At least 40% women scholars at Associate Professor level in the next 5 years;

o) At least 20% women scholars at senior levels in academics/administration in the next 5 years.

p) Increased number of administrative and technical staff pursuing graduate training

q) Support staff establishment right sized.

r) Reviews of staff ergonomics and incentives reviewed

s) Policy on technical staff, graduate student teachers and honorary lecturers from the private and public sector drafted, passed and implemented

3.2.4 Library Services

The library services play a crucial role in providing support to the teaching, learning and outreach and the intellectual inquiry functions of the University. Library collaboration with the other university service units e.g. Quality
Assurance Unit will greatly increase the role of the library to enhance scholarly development.

**Goal:** To improve the effectiveness and efficiency of the Library Services

**Objectives**

- **a)** To increase and diversify information resources to cater for expanded university programmes, research agenda and Quality Assurance
- **b)** To expand space and facilities in the main and branch libraries
- **c)** To increase access to ‘Libraries without walls’
- **d)** To increase and expand information resources and facilities for library users with disabilities
- **e)** To increase and diversify the library funding base

**Measures of Success**

- **a)** Increased funding base of the library
- **b)** Increased access and use of library services
- **c)** 2nd half of the main library building completed
- **d)** Optimal use of available space per unit time
- **e)** Fully operational library information system
- **f)** Library services offered 24hrs at peak periods
- **g)** Number of branch libraries automated and linked to main library
- **h)** The Makerere Main Library linked electronically to other university and public libraries
- **i)** Policy on library space in all new faculty/college buildings in place
- **j)** Number of books per student acquired under the Book Bank program
- **k)** Number of e-journals and e-books acquired per student
- **l)** Number of book titles and volumes in the main and branch libraries per student
- **m)** User satisfaction surveys undertaken periodically
- **n)** Library expenditure per student
- **o)** Established collaboration with Quality Assurance Unit
- **p)** Improved library services for library users with disabilities
- **q)** A section on female authors and materials about women established and operational
- **r)** Number of established partnership and collaborations with local and international institutions/organizations
- **s)** Exhibition area created and number of exhibitions held

### 3.2.5 Information Communication Technology

In the 2000/01-2006/07 strategic plan, the University through DICTS (Directorate of Information Communication Support) developed and started the implementation of the ICT Policy (2000) and Master plan (2001). This policy laid
out the strategy for institutionalisation of ICTs in the University functions. ICTs have progressively been implemented in the university functions. However, the university is still experiencing limited access to ICT facilities and skills, inadequate space for ICT laboratories. The leadership for e-learning is also weak. Additionally, sustainability is still a major challenge, yet ICT is the driver in the new knowledge economy.

**Goal:**
To promote an enabling environment for Makerere University to advance in academic excellence and innovations.

**Objectives**

a) To harness ICTs to improve teaching, learning, research and outreach  
b) To increase access to ICT facilities in the University  
c) To improve the capacity of staff and students in ICT use  
d) To develop an ICT sustainability strategy for the University  
e) To provide faster access to internet services  
f) To harness ICTs to improve administration and management  
g) To harness ICT to improve marketing and public relations

**Measures of success**

a) Improved staff and student ratios to computers  
b) 24hr access to computers and internet  
c) Optimal availability of computers determined based on use per unit time  
d) ICT facilities accessible and utilized on a regular basis  
e) Increased number of Staff and students with ICT skills  
f) Number of staff accessing revolving loan for computers/laptops  
g) Gender mainstreamed in all ICT services  
h) ICTs acquired for People with disabilities  
i) ARIS, FINIS and HURIS operational  
j) Automation of all academic and non academic support services  
k) increased used of IS evidence based decision making  
l) Number of technical support trained  
m) All units with technical and end-user support  
n) DICTS establishment staffed  
o) Increased band width  
p) A cross cutting course on introduction to computing implemented  
q) Number of staff and students trained in ICTs  
r) All staff and students operating with institutional e-mail account  
s) ICT sustainability strategy developed and operationalized  
t) The staff and students exhibit high level of motivation for access to information and technology use  
u) Number of courses integrating e-learning modes  
v) ICTs integrated in distance learning  
w) Improved Makerere University ranking  
x) Increased donations and endowments
3.2.6 Gender Mainstreaming Programme

The Gender Mainstreaming Programme as a policy was approved by Senate and Council in 2001/02. Gender Mainstreaming is still ranked among the priority areas of the University planning process as was the case in the Strategic Plan 2000/01 – 2006/07. There is need to continue integrating gender mainstreaming in the University functions and policies. Further, there is need for the University to have a comprehensive gender policy and strengthen the output capacity of the Gender Mainstreaming Division.

**Goal:** Reposition the Gender Mainstreaming program to excel in providing a gender responsive organizational environment and to integrate gender into all the University functions.

**Objectives**

a) To reposition the Gender Mainstreaming Division in terms of status and staffing for enhanced effectiveness in service delivery.

b) Formulate and advocate for the enactment of a comprehensive gender policy for the University.

c) To develop and implement guidelines for engendering existing University policies and programmes,

d) To promote gender responsive organizational culture in Makerere University

e) To advocate for gender balance in access to University education and contribute to the enhancement of the quality of graduates

f) To develop a strategy for sustainability of the gender mainstreaming programmes and strengthen the capacity of sentinel sites to mainstream gender into their Units.

**Measures Of Success**

a. Makerere University planning units able to mainstream gender in their units with minimum support;

b. Students of Makerere University able to initiate and implement gender related activities with minimum support;

c. Gender Mainstreaming accepted by all stakeholders in the University, owned and customized, fully supported and sustained by Makerere University;

d. Makerere University as an outstanding role model of a best practice in promoting gender equality in higher education in Uganda and beyond;
e. Makerere University staff and students proactive change agents influencing attitudinal change towards gender equality in their families, communities, nationally and beyond

**Laboratory services**

Recent onslaughts of diseases, epidemics and natural disasters that have hit the world community in recent years, and the local and regional developments highlight the urgency and importance for Makerere University to anchor its programs in serious research and laboratory based education & outreach to meet emerging challenges.

The mainstreaming of laboratory education & services in Makerere is urgent. The University must establish internationally recognized laboratories to guarantee internationalization, vocationalisation, entrepreneurship development, referral laboratory outreach services and bio-technolisation of Makerere’s education & outreach services. It should be noted that the cost of education is dependent upon the quality and effectiveness of labs.

**Goal:**

*To* mainstream Laboratory Services & Laboratory Education as a pillar for producing useful & employable holistic graduates with blended intellectual-vocational-entrepreneurial capacity to transform society

**Objectives**

a) To enhance the organization & management of laboratory facilities in the University
b) To increase and equip central & unit laboratories for specialized applied & basic research, teaching and learning.
c) To increase and equip central & unit laboratories for referral outreach services

**Measures of Success**

a) Makerere Laboratory Facility System strategic plan in place & implemented
b) Laboratory services & laboratory education policy in place & operational
c) Laboratory Technology staff employment policy reviewed
d) Better coordination and rationalization of procurement to minimize delays, wastage, and duplication
e) Better coordination and rationalization of maintenance
f) Laboratory maintenance units in place & laboratory staff retooled in maintenance and improved maintenance culture.
g) Laboratory reagent production units established and operational
h) Existing reward system for bio-safety in laboratories reviewed and rationalized
i) Central & unit laboratories for applied & basic research established and equipped
j) Central & unit laboratories for vocational & entrepreneurship development established
k) Central & unit laboratories for teaching & learning established
l) Central & unit laboratories for accredited & referral outreach services established
m) Increased gender balance in laboratory management and staffing

Staff and Student support services

Academic institutions require a conducive environment to enhance efficient and effective teaching, learning and outreach functions. Provision of staff and student support services ensure a holistic development of the university community. With the growing demand in higher education, that has not been matched with facilities coupled with the inadequate funds means that Makerere has been unable to provide support services to the required standard. The university should therefore endeavour to promote an environment that will strengthen student’s participation, increase student retention, and facilitate lifelong learning.

Goal

To enhance the academic and social development of University staff and students

Objectives

a) To create a positive environment for staff and students
b) To provide accessible multi purpose facilities for staff and students.
c) To expand web-based services
d) To empower students with leadership, cognitive, study and life skills.
e) To promote student activities in governance and welfare.
f) To provide robust support and guidance to national and international students.
g) To provide orientation programmes with high quality information, advice and on the University functions and environment.

Measures of Success:

a) Student and staff facilities provided and operational
b) Increased staff and student’s satisfaction of services provided by the University.
c) Increased number of staff and students using the services.
d) Number of staff and students actively participating in more than one campus activities.
e) Improved campus environment that promotes cultural diversity among staff and students.
f) Increased number of staff and students satisfied with the welfare services and amenities at the University.

**Physical Infrastructure and Planning**

The physical facilities in educational institutions provide the requisite teaching, learning and research environment. Hence, the quality of education and training provided by any institution is largely dependent upon the quality of the facilities available. In addition, the cost of education also depends on the quality of the facilities. Physical infrastructure comprises land acreage, un-built-up/preserved open space, buildings/built up space for either *Academic (Lecture halls and Laboratories)* or *Support Service Facilities* such as the road network and utility systems besides.

**Goal**

To assure improved utilisation of land holdings/estates/properties for core-activities of University

**Objectives**

a) To review, adopt and implement the Main University Physical Development Plan  
b) To improve landscaping of the main campus  
c) Institute a systematic and sustainable system of funding capital developments at the University with pooled resources.  
d) To raise sources of funding for physical infrastructure development  
e) To establish functional state of the art general and specialized lecture and laboratory facilities  
f) To improve the physical planning of buildings to take care of circulation space  
g) To improve utility provisions on all estates of the University  
h) To improve access to University facilities by students and staff with disabilities

**Measures of Success**

a) Verified titled Landholdings on and off-Campus  
b) Visible transformation of the physical environment  
c) A developed University Estates Strategy document in place  
d) An updated, approved and implementable Main Physical Development Plan (with a bigger proportion of on-campus land allotted for academic use)  
e) Comprehensive and up-to-date databases for physical infrastructure facilities (including maps for road networks and utility systems)  
f) Changed policies for staff housing and students’ accommodation  
g) Remodelled building structures due to changed purpose  
h) Expanded and refurbished lecture and laboratory space
i) Streamlined central timetabling of academic activities for optimal space use per unit of time  
j) Number of established off-campus colleges  
k) Increased number of toilet facilities for staff and students  
l) A comprehensive University map for the main campus (with coded buildings, road network, standardized sign posts and secure parking space)  
m) Adequate and secure parking space provided.  
n) Support services outsourced  
o) Gender balance and sensitivity taken into account in putting up new buildings  
p) Improved access by PWDs on buildings and faculties.

Resource Mobilization, Investment and Financial Management

The effective and efficient delivery of the university’s mandate ultimately depends on the university’s capacity to marshal financial resources to muster the necessary human and physical resources in sufficient measure. Makerere’s main sources of funding are: government, grants, students’ tuition and fees, and foreign governments and foundations. However, the University is not able to raise enough financial resources to facilitate its operations

Goal:  
(i) To widen the University financial resource base.  
(ii) To streamline the financial resource allocation mechanism  

Objectives:  

a) To improve the capacity of the planning units to be entrepreneurial in developing a comprehensive income generating plan.  
b) To build capacity for each planning unit to be innovative in resource mobilisation  
c) To operationalise the investment policy  
d) To develop a transparent financial management and resource utilisation mechanism.  
e) To raise the level of funding realized from tuition  
f) To engage Government to continue contributing to the University’s resource base  
g) To increase the level of funding realized from other sources such as foundations, alumni and the private sector  
h) To promote gender budgeting in the University budget system for equitable resource sharing  
i) To improve the budgeting system with a view to making it performance based


**Measures of Success**

a) Government funding sustained and increased  
b) At least 2 major alumni gifts per annum (between 2009 -2015) received from newly-cultivated prospects.  
c) Number of new partnerships forged and awards signed.  
d) Percentage of alumni response to initial contact.  
e) At least 20% contribution to the University’s annual budget from alumni and new prospects.  
f) An established and operational Endowment Fund  
g) Comprehensive alumni and prospect databases with a minimum of at least 1,000 entries per month each.  
h) Number of alumni and other prospected donors who have made at least one donation to the institution.  
i) A credit and savings society established  
j) Income generating plans for all planning units  
k) A harmonized financial management system with operational linkages to all units  
l) An up-to-date inventory of all commercial units in the University  
m) A system of institutional sanctions against fraud & other malpractices established  
n) Percentage distribution of total expenditure of the University according to expenditure category (personnel remuneration, supplies and services, equipment, library collections, infrastructure).  
o) Measures established by Finance Department to enforce timely transfer of funds to the units  
p) Number of engendered budget drawn up and operational

**Internationalization**

Owing to the imperatives of globalization and the value that internationalization adds to higher education institutions, universities all over the world are increasingly becoming conscious of the need to integrate internationalization in their core functions of teaching, research and service provision. Attraction of international staff and students is in some cases dependent on the unique aspects of the University curricula that are not easily attainable elsewhere. Further, it helps to enrich and enhance the teaching and learning experience through sharing of experiences by the faculty and students from diverse national contexts.

Internationalization is manifested in various forms, namely: admission of foreign students; integration of the international perspective in teaching, learning and research; franchising of programs in foreign countries and setting up of branch campuses in other countries.
Goals
(i) To provide international experience to staff and students in teaching, learning, research and service provision.
(ii) To contribute to the financial sustainability of the University.

Objectives
a) To strengthen the operation of the international relations office.
b) To increase the number of staff and students exchange visits between Makerere and other international institutions.
c) Gender initiatives mainstreamed into the University’s drive to internationalise staffing, students and programmes.
d) To increase the size of the international student body to 15% by 2017
e) To integrate the international perspective into the University’s teaching, learning, research and outreach functions
f) To provide up-to-date and relevant information about the university programmes and environment to international prospectors

Measures of success
a) Increased number of foreign students in the student body
b) Increased number of foreign staff in the university staff body
c) Increased number of Makerere staff serving international bodies
d) Number of initiatives gender mainstreamed
e) International and regional programs designed and operational
f) Increased number of university faculty in international universities on staff exchange programs
g) Increased number of faculty who use international examples in teaching delivery
h) Increased number of research collaborative linkages
i) Recess schools established
j) Increased number of programs accredited internationally
k) Increased share of University revenue from the University’s international initiatives.
l) Increased number of programs franchised in the region
m) Increased number of programs delivered in the region through use of flexible approaches such as open, distance and e-learning approaches
n) Website uploaded with relevant and up to date information

4. MONITORING AND EVALUATION
Each goal to have a range of measures of successes.
5. APPENDICES

5.1 Format for processing units’ strategic plans

A. Back to the future analysis. This analysis will entail the following:-
   (i) Review of the performance of the planning units’ strategic plan. The review should highlight the successes and failures based on the goals and objectives embedded in the outgoing plan of the unit. Other elements that should be covered in review include
      (a) The strengths of the unit that contributed to the achievements realized.
      (b) The weakness that contributed to the failures registered.
      (c) The opportunities that the Unit exploited to realize the registered achievements
      (d) The opportunities if any that the Unit failed to exploit
      (e) The challenges that contributed to the failures or underperformance registered
      (f) The lessons learnt in implementing the strategies of the Unit.

B. The purpose of the Planning unit
   a) mandate
   b) Mission Statement

C. The strategy of the Planning unit
   a) Assessment of contextual factors (environment scan) that impact on the performance of the Unit. The scan should also include where possible the recent developments or breakthroughs in disciplinary boundary of the unit. The millennium development goals and the role the Unit can play in contributing to their achievement. Other international development frameworks and protocols relevant to the unit should also be scanned
   b) SWOT Analysis
   c) Strategic goals, objectives and strategies to address the strategic pillars of the University
   d) Student projection in the next 10 years.

D. Support infrastructure for achieving the strategic goals and the student projection
   a) Projection of Resources for achieving each strategic goal:
b) Human quality and quantity in terms of skills and competences or level of training

c) Financial

d) Information communication technology or other educational and non educational technology

e) Sources of the required resources – re-allocation, internally generated income, donor funding

E. Monitoring and Evaluation of Strategic Plan

a) Implementation schedule clearly indicating strategies that will be implemented in the first block 3 years, followed by the second block 3 years and the third block of 3 years. The last year of the plan will be for taking stock of the last 10 years.

b) Measures of successes or performance indicators
Assessment of external contextual factors that impact on Makerere University

In order to chart a way forward for the university in terms of a range of feasible strategic directions, it is of essence that the University’s external environment be scanned to identify opportunities and challenges facing Makerere University. Seven key areas have been identified namely: Economic situation, financial situation, Social situation; Science and Technology situation; Globalization; Higher education industry situation and the energy situation.
<table>
<thead>
<tr>
<th>Context features</th>
<th>Prospects/challenges of the context features on Makerere University</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Economic situation</strong></td>
<td></td>
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<tr>
<td>Uganda’s economy has consistently attained positive economic growth of 5% per annum for the last seventeen years and the outlook is positive.</td>
<td>The outlook of positive economic growth holds the potential for increased funding for Makerere University by the private sector. However, the growth rate of only 5% is just moderate and may not lead to a dramatic increase in higher education funding in real terms given that the population growth rate is around 3.4% per annum and inflation is in the region of 6%</td>
</tr>
<tr>
<td>Annual head line inflation is reckoned to be in the region of 6% per annum</td>
<td>The structural shift in the economy leading to the significance of other sectors such as construction, transport and communication and manufacturing means that Uganda is moving towards a knowledge economy. Labour markets in knowledge economies are characterized by dynamism. Dynamic labour markets mean that the shelf life of the skills set required for one to succeed in any field gets shorter and shorter. This poses a challenge to Makerere University to produce relevant graduates with a combination of generalist skills such as problem solving and critical and reflective capacity and entrepreneurship. Furthermore, Uganda shifting to a knowledge economy provides Makerere University with the opportunity to privilege research in her strategic agenda so as to generate knowledge to power Uganda’s economy. This would reposition Makerere University as an engine of Uganda’s economic growth.</td>
</tr>
<tr>
<td>Positive economic growth has been associated with sizeable structural shifts in the economy leading to the decline of agriculture and significance of other sectors in the economy such as transport and communication; construction; manufacturing; hotels and restaurants and whole sale and retail trade</td>
<td>The Gross Domestic Product of USD 250 per annum is one of the lowest in Africa so it poses the challenge of affordability of university education in the country. The low per capita income in the country means that the majority of households cannot afford higher education. This means that when Makerere revises her tuition structure the implementation has to be phased in.</td>
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<tr>
<td>The annual Gross Domestic product per capita is in the region of USD 3000</td>
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<tr>
<td><strong>Financial situation</strong></td>
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<tr>
<td>Funding of tertiary education averages only 12% of the total education sector envelope. The projection of funding to tertiary education as indicated in the education sector strategic plan 2005-2015 reveals that it will decline in the next 10 years.</td>
<td>The low state funding of tertiary education and its projected decline over the next 10 years poses a challenge to Makerere University regarding its financial sustainability. The projected decline in state funding, ironically, provides an opportunity for Makerere</td>
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</table>
### Context features

<table>
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<tr>
<th>Social situation</th>
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<tbody>
<tr>
<td><strong>Uganda’s population growth rate is 3.4%, reckoned to be one of the fastest in the world with the majority segment being the youth.</strong></td>
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<tr>
<td>The findings of the 2002/03 labour survey revealed that the country is characterized by higher unemployment and under employment rates in rural areas (12%) and (16%) than urban areas (3.2%) and (9%). While there is higher unemployment in rural areas, overall, the survey established that there is higher youth unemployment rate in urban areas (16.6%) than in rural areas.</td>
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<tr>
<td>The government of Uganda crafted the Poverty Eradication Plan (PEAP) as a planning framework to tackle mass poverty in the country. The PEAP is crafted around the following strategic themes : economic management, enhancing production; competitiveness and incomes; and, human development</td>
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<table>
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<tr>
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<tr>
<td>University to be entrepreneurial and generate more income through a well thought out income diversification strategy</td>
</tr>
<tr>
<td>The supersonic acceleration of the population will continue to increase demand for higher education and, therefore, pile pressure on higher education institutions like Makerere University to increase their supply capacity to provide more access opportunities.</td>
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<tr>
<td>The remarkably high youth unemployment in urban areas means that higher education institutions like Makerere University have to produce graduates with employable skills and therefore have to embed entrepreneurial skills in their curricula.</td>
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<tr>
<td>The PEAP framework being the country’s strategic agenda for transformation has implications on the strategic trajectory of Makerere University in as far as program and or curricula development and evolution of research agenda are concerned.</td>
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</table>

### Science and Technology situation

| The Information Communication Technology revolution is centered on the internet. The internet has radically changed the mode of acquiring, transmitting, storing and applying knowledge. As a corollary, both instructional processes and the teaching or training subject matter. Intellectual inquiry has also not escaped the revolutionizing effect of rapid advances in ICT. ICT is now becoming a vehicle for teaching and distance education delivery to the extent that universities can reach out to as many learners as possible irrespective of space. |
| There is an initiative to construct a submarine cable under the project called East African Submarine System (EASSy) to provide fibre connectivity between Eastern Africa and the |

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<tr>
<td>The rapid advance in technology offers an opportunity to Makerere University to leverage the power of ICT and deliver a superior learning experience to its clients and also extend her provision to learners in different geographical settings through use of flexible learning approaches.</td>
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<tr>
<td>This initiative is projected to come on-line in the next 3 years. It provides Makerere with an opportunity to leverage ICT and extend</td>
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## Context features

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<tr>
<td>global optic fibre network. This initiative is envisioned to result into high capacity connectivity within Africa and with the rest of the world. As a corollary of this initiative, it is anticipated that there will be a boost in the growth of voice, data and internet services</td>
<td>ICT based learning to its distance learning centres throughout the country.</td>
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<tr>
<td>One of the key strategic pillars in the Uganda’s vision 2025 is the promotion of the use of science and technology. In order to accentuate the promotion of science and technology in the country, the government recently rolled out the Millennium Science Initiative (MSI). The initiative is geared at improving the teaching of science and engineering in universities and creating linkages to the private sector</td>
<td>The MSI initiative gives a policy message to universities like Makerere to put science and engineering disciplines and research up in their pecking order of strategic agenda with a view to generate more skilled labour force in the domains of science and technology and to privilege science and technology oriented research.</td>
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<tr>
<td><strong>Globalization</strong></td>
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<tr>
<td>The imperatives of globalization have led to a phenomenon of borderless higher education market. The key trend under this phenomenon is multinationalisation arising from General Agreement in Trade in Services (GATS). With multinationalisation, academic programmes from one country can be offered in other countries through a variety of approaches such as student mobility, program mobility and institutional mobility.</td>
<td>The trend of multinationalisation offers an opportunity to Makerere University to franchise her programs in other countries, enter joint ventures with other universities to run programmes and even open branch campuses in other countries.</td>
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<tr>
<td>Globalization has led to the rise of English as a language of scholarship and science. This means that countries that are not traditionally Anglophone are increasingly embracing English as a language of instruction in higher education in their respective countries</td>
<td>The rise of English as a language of scholarship and the subsequent scramble by countries not traditionally Anglophone to make English a medium of instruction in higher education holds out an opportunity for Makerere University to design English language courses and offer them to countries like China, South Korea, the Democratic Republic of Congo only to name but a few.</td>
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<tr>
<td>Globalization is undermining cultural diversity as people’s lifestyles and expressions are becoming homogeneous. This has created tension between those who value cultural diversity and those who espouse cultural homogeneity. This conflict is likely to be played out in countries like the United Kingdom and the United States of America (USA) that are the preferred destinations for the immigrant population</td>
<td>The challenge of cultural conflict creates an opportunity for universities like Makerere to set up campus branches in countries that play host to the immigrant population to offer programs in cultural studies and African anthropology targeting Africans in those countries. This can be done in partnership with other African Universities.</td>
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<tr>
<td>The university education industry is de regulated. There are now 27 universities in the country out of which 5 are public and the rest are private. Another public university is set to come on-line in academic year 2007/08. More public universities are expected to come on-line by 2017.</td>
<td>Provides Makerere University with the opportunity to differentiate itself by specializing in research and graduate training as away of building the capacity of the young universities through provision of PhD training. The emergence of other public universities is a challenge to Makerere University as competition for the available declining resource envelope from the state will increase.</td>
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<tr>
<td>The strategic plan for higher education spells out the type of graduate that universities should produce by 2015 as one who is versatile , re trainable, and well informed (and) who can operate in both local and global market and who possesses problem-solving skills.</td>
<td>The implication of the strategic plan for higher education on Makerere University is that Makerere should revise her pedagogic concept and curricula by applying instructional processes that imbue learners with problem solving skills rather than memorization. The curricula should be reviewed to include both generalist skills and subject matter knowledge.</td>
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<tr>
<td>The social demand for higher education is set to climb dramatically with the onset of Universal Post Primary education and Training (UPPT). Before the roll out of UPPT, it had been projected that the number of eligible applicants defined as those with two principal passes at A-level would increase from 39,815 students in 2006 to 104,478 students in 2017 representing a jump of 162%.</td>
<td>The projected increase in the demand for university education has implications on the supply capacity growth of Makerere University in the next 10 years since it dominates the university education market in the country. This provides an opportunity for Makerere University to respond innovatively by applying flexible learning delivery approaches rather than depending on brick and mortar bound approaches.</td>
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<tr>
<td>Energy situation</td>
<td>The prospect of petroleum energy production in the region provides Makerere University with the opportunity to pioneer the launch of regional programs and short courses in petroleum energy science and management.</td>
<td></td>
</tr>
<tr>
<td>Countries in the East African region are locked up in prospecting for petroleum energy. Uganda’s efforts have so far yielded pay offs with the discovery of commercially viable oil quantities in Western Uganda. Southern Sudan already has advanced to oil drilling stage. Other countries like Kenya, Tanzania, Rwanda and Burundi are similarly engaged. In the next 10 years, the region could become a petroleum power house.</td>
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</table>
Institutional capability profile

(a) The University has a diversified portfolio of academic programs both at undergraduate and graduate levels. By 2005 there were 77 Bachelors programs; 14 undergraduate certificate programs; 10 postgraduate diploma programs; 60 Masters programs; and 12 PhD programs; up from 22 Bachelors programs; 2 certificate programs; 8 postgraduate diploma programs; 9 masters programs and 4 doctoral programs in 1993.

(b) The University’s reputation or corporate image among its peers in Africa has been consistently ranked among the top 30 universities based on the web metrics indicators by the Social Capital Gateway Ranking Agency.

(c) The university runs both internal and external programs. The student enrolment on these programs dramatically expanded from 6,352 in 1990/91 to 34,506 in 2005/06 representing an increase of 443%. The student population on the distance delivery mode account for 11.7% of enrolment. Postgraduate student population account for 6.9% of the enrolment base.

(d) The University’s capacity to generate income and attract donor funding has consistently improved. For example, internally generated income grew from Ushs.1.6 billion in 1994/1995 to 53 billion in 2005/06 representing an increase of over 3000% in just a space of 11 years. Over the same period, donor funding grew from Ushs.3.9 to Ushs.17 billion representing an increase of over 300% with the majority of funding being channelled to science-based disciplines and revitalization of research.

(e) The university’s academic staff base is in the region of 1200 with staff with PhD accounting for about 31%

(f) Space increased from an estimated 66,881 square metres in 1993 to the current 99,160 square metres representing an increase of 48% in a space of 13 years.

(g) The university currently owns close to 1,700 acres of land equivalent to 2.8 sq. miles. This makes Makerere among one of the largest landed property holders in the country.

(h) The University has an Information Communication Technology (ICT) master plan and a fully fledged department that coordinates and supports ICT initiatives. There is a campus ICT wide network, with the optical fibre backbone covering the main campus, Faculty of Medicine, Makerere University Agricultural Research Institute, Kabanyoro (MUARIK) and Makerere University Business School.

(i) The University has a University library with the aggregate space of 12830 sq. metres. The library has an Electronic Document Delivery Service (EDDS), 3 networked computer laboratories and other server points, with one laboratory reserved for students with disability and a diversified stock of books and the book bank.

(j) The University has established a private sector forum with the principal strategic goal being to link the University to the private sector.
### Institutional SWOT

Analysis of both the external and internal environment of the University yielded the following Strengths, Weaknesses, Opportunities and Challenges (Threats)

<table>
<thead>
<tr>
<th>INTERNAL</th>
<th>EXTERNAL</th>
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<tbody>
<tr>
<td><strong>Strengths</strong></td>
<td><strong>Opportunities</strong></td>
</tr>
<tr>
<td>The University being as a public entity has guaranteed core funding from the State</td>
<td><strong>Rising demand for University education:</strong> There is an increasing demand for University education arising from population growth and the roll out of Universal Post-Primary Education and training (UPPT). This guarantees Makerere University programs and services market</td>
</tr>
<tr>
<td><strong>Good reputation:</strong> Makerere has a good corporate image or reputation built over the last 8 decades it has been in existence. Its reputation among its peers in Africa has consistently been ranked among the top 30 universities in Africa based on the web metrics indicators by the Social Capital Gateway Ranking Agency.</td>
<td><strong>Positive Economic Outlook:</strong> The positive economic outlook not only assures demand for Makerere services but also holds out prospects for the Private Sector to fund the University.</td>
</tr>
<tr>
<td><strong>Breadth of academic programs:</strong> The University has a portfolio of academic programs both at under and graduate levels. It is has got the best infrastructure in the country for PhD training</td>
<td><strong>Rapid Technology advances:</strong> Rapid advance of technology provides a chance to Makerere to leverage ICT to not only deliver an excellent learning experience to its learners but also to extend her provision to different geographical settings at both national and international levels</td>
</tr>
<tr>
<td><strong>Dual mode:</strong> The University runs both internal and external programs, hence, has the base experience to apply flexible learning approaches.</td>
<td><strong>Mutualisation trend:</strong> The trend of multi-internationalization offers Makerere a chance to offer her programs in different countries.</td>
</tr>
<tr>
<td><strong>High quality staff:</strong> The University boasts of the highest concentration of staff with PhD in the country.</td>
<td><strong>Increasing number of Public Universities:</strong> Increasing number of Public Universities in the country offers Makerere with an excellent opportunity to differentiate itself from other Public Universities by laying more emphasis on research and graduate training especially at Ph.D. level.</td>
</tr>
<tr>
<td><strong>Established infrastructure:</strong> The University boasts of the best resourced library among all universities in the country. It also has a relatively wide base of ICT resources</td>
<td><strong>Construction of East African Submarine system (EASSY):</strong> The projected coming on-line of this system in the next three years offers Makerere an opportunity to apply flexible learning approaches such as e-learning both within the country and beyond</td>
</tr>
<tr>
<td><strong>Income generation capacity:</strong> The University has built over time capacity to internally generate income and mobilize resources from international development agencies and foundations</td>
<td><strong>Existence of MSI:</strong> Existing MSI provides Makerere with an</td>
</tr>
</tbody>
</table>
### INTERNAL

- **Estate:** The University owns land equivalent to 2.8 sq. miles, making it among one of the largest landed property holders in the country.
- **Government support**

### EXTERNAL

- Opportunity to review and improve her science and technology based programmes.
- **Successful energy prospecting initiatives:** The discovery of petroleum energy in the East African region puts Makerere in a unique position to pioneer the launch of regional programs and short-term courses in petroleum energy science and management.

### Weaknesses

- **Reputation ranking:** Makerere University reputation positioning at higher than the 20th position is not good enough if the university is to aspire to world class status.
- **Quality of staff:** 30% of the academic staff base possessing PhD is not good enough and establishment subscription at professorial rank accounts for less than 35.8% implying severely limited academic leadership and scholarly productivity since the duo is associated with professorial ranks.
- **Limited academic space:** Academic space deficit stands at 61,825 square meters implying that student overcrowding in lecture halls is a reality.
- **Low staff-student ratio:** Average staff student ratio at the University is 1:33 compared to 1:20 considered respectable by the National Council for Higher Education.
- **Limited research output in the humanities**
- **Duplication of programs and courses:** Some programs and courses are offered by more than one academic unit.
- **Inadequate funding:** The resources the university receives from the state and generates internally are not sufficient to enable the deliver adequately on its mission.
- **Non-competitive terms of service:** The current levels of remuneration are not externally competitive leading to low motivation and high staff turn-over in some disciplines.

### Challenges

- **Increasing number of Public Universities:** The increasing number of Public Universities in the country is a challenge to Makerere University as competition for State funding is likely to intensify, decline in the funding for tertiary education.
- **Decline in funding for tertiary education:** The projected decline in funding for Tertiary education to Uganda threatens the University’s capacity to sufficiently delivery in the mission.
- **Low GDP per capita:** The low GDP per capita in the country makes it difficult for the University to charge tuition based on a realistic Unit cost thereby threatening the financial sustainability of the University.
### 5.5 List of proposed Universities for competitive benchmarking

**The Internet Lab Ranking of 30 Top African Universities**

<table>
<thead>
<tr>
<th>Rank</th>
<th>University</th>
<th>Country</th>
<th>World Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University of Cape Town</td>
<td>South Africa</td>
<td>398</td>
</tr>
<tr>
<td>2</td>
<td>Universiteit Stellenbosch</td>
<td>South Africa</td>
<td>566</td>
</tr>
<tr>
<td>3</td>
<td>Universiteit van Pretoria - University of Pretoria</td>
<td>South Africa</td>
<td>718</td>
</tr>
<tr>
<td>4</td>
<td>University of the Witwatersrand</td>
<td>South Africa</td>
<td>720</td>
</tr>
<tr>
<td>5</td>
<td>Rhodes University</td>
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</tr>
<tr>
<td>7</td>
<td>University of the Western Cape</td>
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<td>1,553</td>
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<tr>
<td>8</td>
<td>American University in Cairo</td>
<td>Egypt</td>
<td>1,826</td>
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<tr>
<td>9</td>
<td>Noordwes Universiteit - North West University</td>
<td>South Africa</td>
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<td>10</td>
<td>University of KwaZulu-Natal</td>
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<td>11</td>
<td>University of Johannesburg</td>
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<td>13</td>
<td>Université de La Reunion</td>
<td>France</td>
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<td>Tanzania</td>
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<td>17</td>
<td>Al Akhawayn University in Ifrane</td>
<td>Morocco</td>
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<td>18</td>
<td>Cape Technikon</td>
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<td>20</td>
<td>University of Zululand</td>
<td>South Africa</td>
<td>3,724</td>
</tr>
</tbody>
</table>

Source: [InternetLab](http://internetlab) (Observatorio de Ciencia y Tecnologia en Internet)