To be the leading Institution for Academic Excellence and Innovations in Africa

Knowledge Transfer, Partnerships and Networking

Teaching and Learning

Research and Innovations

ANNUAL REPORT 2007
FOREWARD

This is the seventh annual performance report of Makerere University since 2000. This report systematically tracks progress recorded in the execution of the University activities for the calendar year 2007.

The forward motion for performance reporting is provided by the dedication of the University's management to systematic planning based on the strategic management model and the obligation of the University administration as spelt out in section 6-7 of The Universities and Other Tertiary Institutions' Act 2001. The reporting structure of the University has advanced to encompass both macro and micro reports form all planning and budgeting centers.

This year's report is distinguishable from those of the previous years in that it is a terminal report of the implementation of The University Strategic Plan 2000/01 - 2004/05 that had been extended to June 2008. In addition, it ushers in a new Strategic Plan for the University 2008/09 - 2018/19 to guide the University for the next ten years. This report is based on annual reports of planning/budgeting centers through an elaborate reporting process at the University.

The picture therein gives an overview at both macro and micro levels the achievements, challenges in the four core mandates of the University, namely; teaching, learning, research and outreach. In addition, a way forward to guide the University in 2008 is presented.

This report is a token of appreciation and accountability to Uganda Government, Development Partners and all stakeholders that have supported the University towards the noble cause of developing our nation and beyond through capacity building.

Last but not least, the University would appreciate feedback on the report as

WE BUILD FOR THE FUTURE.

Professor Livingstone  S. Luboobi.
B.Sc (UEA), M. A. Sc. (Toronto), PhD (Adelaide), D. Phil (hc) (Bergen)
VICE-CHANCELLOR
# List of Acronyms

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<tr>
<td>AICAD</td>
<td>African Institute for Capacity Building and Development</td>
</tr>
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<td>AMANET</td>
<td>The African Malaria Network Trust</td>
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<td>ARTP</td>
<td>Agricultural Research and Training Program</td>
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<td>AIA</td>
<td>Appropriation in Aid</td>
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<td>AR</td>
<td>Academic Registrar</td>
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<tr>
<td>ARV’s</td>
<td>Anti Ritroviral</td>
</tr>
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<td>AHERO</td>
<td>African Higher Education Research Online</td>
</tr>
<tr>
<td>ATIC</td>
<td>Aids Treatment Information Centre</td>
</tr>
<tr>
<td>BDS</td>
<td>Bachelor of Dental Surgery</td>
</tr>
<tr>
<td>BIFA</td>
<td>Bachelor of Industrial and Fine Art</td>
</tr>
<tr>
<td>BMR</td>
<td>Bachelor of Science in Medical Radiography</td>
</tr>
<tr>
<td>BNSC</td>
<td>Bachelor of Science in Nursing</td>
</tr>
<tr>
<td>BPharm</td>
<td>Bachelor of Pharmacy</td>
</tr>
<tr>
<td>CAEC</td>
<td>Centre for Agricultural Extension</td>
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<tr>
<td>CIT</td>
<td>Computing and Information Technology</td>
</tr>
<tr>
<td>COPTAD</td>
<td>Community Oriented Practical Training and Design Program</td>
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<tr>
<td>DAAD</td>
<td>Germany Academic Exchange Service</td>
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<tr>
<td>DANIDA</td>
<td>Danish International Development Association</td>
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<tr>
<td>DWD</td>
<td>Department of Water Development</td>
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<tr>
<td>EAIHESD</td>
<td>East African Institute for Higher Education and Social Development</td>
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<tr>
<td>EASLIS</td>
<td>East African School of Library and Information Science</td>
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<td>FEMA</td>
<td>Faculty of Economics &amp; Management</td>
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<td>HASNET</td>
<td>Health and Safety Network</td>
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<tr>
<td>HURIPEC</td>
<td>Human Rights and Peace Centre</td>
</tr>
<tr>
<td>IBM</td>
<td>International Business Machines Corporation</td>
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<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
</tr>
<tr>
<td><a href="mailto:I@mak.com">I@mak.com</a></td>
<td>Innovation at Makerere Committee</td>
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<td>IDI</td>
<td>Infectious Diseases Institute</td>
</tr>
<tr>
<td>IDRC</td>
<td>International Development and Reconstruction Corporation</td>
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<tr>
<td>INIBAP</td>
<td>International Network for the Improvement of Banana and Plantain</td>
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<tr>
<td>LAN</td>
<td>Local Area Network</td>
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<tr>
<td>LIS</td>
<td>Library and Information Science</td>
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<tr>
<td>MAP</td>
<td>Master of Arts in Performing Arts</td>
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<tr>
<td>MB chB</td>
<td>Bachelor of Medicine and Bachelor of Surgery</td>
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<td>Acronym</td>
<td>Full Form</td>
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<td>MUARIK</td>
<td>Makerere University Agricultural Research Kabanyolo</td>
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<tr>
<td>MTSIFA</td>
<td>Margaret Towel School of Industrial and Fine Arts</td>
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<td>NARO</td>
<td>National Agricultural Research Organization</td>
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<td>NCHE</td>
<td>National Council for Higher Education</td>
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<td>NGO</td>
<td>Non-Governmental Organization</td>
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<td>NIMES</td>
<td>National Integrated Monitoring and Evaluation System</td>
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<td>NORAD</td>
<td>Norwegian Support Program</td>
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<tr>
<td>NUFFIC</td>
<td>Netherlands Organization for International Cooperation in Higher Education</td>
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<td>NUFU</td>
<td>Norwegian Programme for Development Cooperation, Research and Education</td>
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<td>OSSREA</td>
<td>Organization for Social Science Research in Eastern and Southern Africa</td>
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<td>PEAP</td>
<td>Poverty Eradication Action Plan</td>
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<td>PROTA</td>
<td>Plant Resource of Tropical Africa</td>
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<td>SAREC</td>
<td>Swedish Agency for Research Cooperation</td>
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<td>Sida</td>
<td>Swedish International Development Agency</td>
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<td>STI</td>
<td>Science and Technology Innovations</td>
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<td>ULIA</td>
<td>Uganda Library and Information Association</td>
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<td>UPDF</td>
<td>Uganda People's Defense Forces</td>
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<td>USAID</td>
<td>United States Aid for International Development</td>
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<td>VicRes</td>
<td>Lake Victoria Research</td>
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<td>Bachelor of Science</td>
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<td>CSHE</td>
<td>Centre for Studies of Higher Education</td>
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<td>CPBES</td>
<td></td>
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<tr>
<td>CREEEC</td>
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<tr>
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<td>Directorate of Information Technology Support</td>
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<td>DIO</td>
<td>Directorate of Information</td>
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<td>DUT</td>
<td>Durban University of Technology</td>
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<td>DIAD</td>
<td>Department of Industrial and Fine Arts and Design</td>
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<td>IHE</td>
<td>Institute of Higher Education</td>
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<td>IEEE</td>
<td>Electrical Engineering Students Exhibition</td>
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<td>KCC</td>
<td>Kampala City Council</td>
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<td>KEWLM. Sc.</td>
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<td>MULISSA</td>
<td>Makerere University Library and Information Students Association</td>
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<td>MSI</td>
<td>Millennium Science Initiative</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
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</tr>
<tr>
<td>HIV/AIDS</td>
<td>Human Immune Virus Acquired Immune Deficiency Syndrome</td>
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<td>HURIS</td>
<td>Human Resource Department</td>
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<tr>
<td>FINIS</td>
<td>Makerere University Financial Information System</td>
</tr>
<tr>
<td>IACE</td>
<td>Institute of Adult Continuing Education</td>
</tr>
<tr>
<td>IGF’s</td>
<td>Internally Generated Funds</td>
</tr>
<tr>
<td>AID FY</td>
<td>Financial Year</td>
</tr>
<tr>
<td>GOU</td>
<td>Government of Uganda</td>
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<tr>
<td>MTN</td>
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<td>MU - JHU</td>
<td>Makerere University Johns Hopkins University</td>
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<tr>
<td>MISR</td>
<td></td>
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<tr>
<td>MPHN</td>
<td>Master of Public Health and Nursing</td>
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<tr>
<td>MLO</td>
<td>Medical Laboratory Observer</td>
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<td>NOMA</td>
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<td>NOK</td>
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<td>PBL</td>
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<td>Ph D.</td>
<td>Doctorate of Philosophy</td>
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<td>SOMANET</td>
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<td>TDTC</td>
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<td>UNESCO</td>
<td></td>
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<tr>
<td>UNATCOM</td>
<td>Uganda National Commission</td>
</tr>
<tr>
<td>USA US</td>
<td>United States of America</td>
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<tr>
<td>WHO VAT</td>
<td>World Health Organisation Value Added Tax</td>
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EXECUTIVE SUMMARY

The Makerere University Strategic Plan 2000/01-2006/07 ended in June 2007. While the successor strategic plan has signalled change in the University’s strategic directions, the core functions of teaching, research and outreach remain unchanged. The University, in the medium term, continued to be guided by the Strategic Plan 2000/01-2006/07 in which strategies to transform the University delivery system were set. During 2007, Makerere University concentrated on the following strategies:

a. Transformation of teaching and learning through application of pedagogic and information technology and curriculum reform;
b. Further devolution of powers to operational units;
c. Relating University education to the needs of the society;
d. Taking forward the development of a critical mass of science and technology, research and human resources to harness natural resources and seize opportunities from national and international scientific breakthrough; and
e. Gender mainstreaming.

Academic and other operational units continued to be inspired by the University vision “To be a centre of excellence, providing world-class teaching, research and service relevant to sustainable development needs of society”. The newly formulated Investment and Quality Assurance policies and frameworks were expected to enhance resource mobilization and assure the quality of programme delivery process within the University and graduates produced.

Whereas Government financial support and internally generated income covered recurrent costs, the development budget continued to be covered by the donor support. The major development partners in this regard were: the Norwegian Government, the Swedish government through Sida/SAREC and two US based Foundations through the Strategic Partnership for Higher Education namely, The Carnegie Corporation of New York and Rockefeller Foundation, The World Bank and IDA.

With this support, the University was able to register achievements in graduate and undergraduate output, staffing, research output, infrastructure, ICT, gender mainstreaming, collaborative linkages, outreach, student support, resource mobilization and organization and management and last but not least, improving the image of the University internationally during the 2007 year.
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1.0 INTRODUCTION

The year 2007 was a transition for Makerere University concluding the implementation of the strategic plan 2000/01-2006/07 with some unfinished business that was carried forward to the new Strategic Plan 2008/09 to 2018/19. This report outlines the activities, achievements and challenges of the University during the 2007 calendar year. In compliance with the Universities and Other Tertiary Institutions Act 2001, and bearing in mind of the transition period, the undertakings of the University are measured against the University strategy as outlined in the 2000/01-2006/07 strategic plan.

THE VISION:

To be a centre of academic excellence, providing world class teaching, research and service relevant to sustainable development needs of society.

THE MISSION:

Makerere University’s mission is to provide quality teaching, carry out research and offer professional services to meet the changing needs of society by utilizing world-wide and internally generated human resources, information and technology to enhance the university’s leading position in Uganda and beyond.

1.1 UNIVERSITY STRATEGIC DIRECTION IN THE MEDIUM TERM

The Makerere University, in the medium term, continued to be guided by the Strategic Plan 2000/01-2006/07. This Strategic Plan continued to guide the formulation of the Planning Centers/Units’ strategic plans with respect to goals and objectives regarding the core mandate of the University and infrastructural support for the delivery of the University’s core functions of imparting skills, generation, dissemination and utilisation of knowledge. Owing to limited resource availability and reflection of nation’s human resource demands, six (6) priority areas were identified to shape the University’s core functions of: teaching and learning; research and innovation; and outreach and service delivery. These are:-

1. Information and Communication Technology;
2. Library Services;
3. Research;
4. Science disciplines comprising: Agriculture and Livestock management; Health Sciences; Science and Technology and Environmental and Nature conservation;
5. Good governance and Human rights; and
6. Gender mainstreaming.
The University also identified strategic direction relating to the key infrastructural support for the delivery of the University’s strategic purpose. These include: Organisation and management, Quality Assurance, Human Resources management, Library services, Internationalisation, Laboratory services, Information and communication technology, Gender mainstreaming, Staff and Student support services, Resource Mobilisation, Investment and Financial Management.

The newly formulated investment policy and the Quality Assurance framework are expected to play a predominant role to guide the University in resource mobilisation and assuring the quality of programmes within the University and graduates produced. This report highlights the achievements, challenges and the way forward for the University, during 2007 with respect to its core functions.

2.0 KEY HIGH LIGHTS AND PROGRESS IN IMPLEMENTATION OF PLANNED ACTIVITIES FOR THE YEAR 2007

The University has over the past seven years been guided by the Makerere University strategic Plan 2000/01-2004/05 extended to 2000/01-2006/07. Reporting for the calendar year 2007 is, therefore, based on the six University thematic areas identified in the strategic plan. Institutional achievements were facilitated by three key sources of revenue namely: Government of Uganda subvention, internally generated income and grants by development partners. Government support and internally generated income covered recurrent costs. The development budget was covered by the development partners through the five major institutional development programmes namely:-

1. The Norwegian Government institutional development programme,
2. The Sida/SAREC collaborative research programme,
3. Support from the Strategic Partnership for Higher Education in Africa, specifically by The Carnegie Corporation of New York, and
4. The Rockefeller Foundation.
5. The Ford Foundation

Besides the above five, the University received considerable support from the World Bank, Pfizer, DANIDA and the USAID on the sustenance of the Infectious Disease Institute at Mulago and other programmes.

2.1 TEACHING AND LEARNING
2.1.1 ACADEMIC PROGRAMMES

In 2007, The University continued to concentrate on consolidating and revising existing programmes, bearing in mind relevance and to weed out overlaps between the various
disciplines. Several faculties reviewed both their undergraduate and postgraduate programmes. In addition new courses were started at the Master’s level. Outstanding achievements include the following.

1. The review of curriculum in all undergraduate programmes including MBchB, BDS, BNSC, B. Pharm, BMR and the Diploma in Palliative Care continued and quality assurance mechanisms were strengthened. Thanks to the timely NUFFIC grant in collaboration with Maastricht University, Netherlands. Research projects have continued to stimulate and inform academic programmes and performance. Major research activities were conducted in HIV/AIDS care and prevention, malaria, tuberculosis, nutrition, mental and child health, reproductive health and degenerative diseases. Improvements in grants management were a feature of major focus in the Faculty of Medicine. With funding from AMANET standards in research ethics have been strengthened through training of staff and students, putting in place an electronic data base for grants management and supporting two additional staff in the faculty finance office. A Science Millennium Initiative (MSI) grant enabled the Faculty of Medicine in a situation of extreme limited resources to bolster improvement in the PBL/CPBES curricula. Students of each year spend 4-6 weeks doing internship away from Mulago and Butabika hospitals.

2. Faculty of CIT Cisco Academy received an International Award at the Cisco Academy conference of the Cisco Networking Academy programme in Turkey. The Faculty further received The international Quality Crown Award 2007 held in The United Kingdom in recognition of its commitment to quality, leadership, technology and innovation. Furthermore the CIT Cisco networking Academy received the Regional Academy Excellence Award 2007 in Nairobi, Kenya in recognition of its consistent maintenance of high student enrolment, high percentage of female students (more than 30%), high number of CCNA 4 graduates (2,700) and for expanded academic program curriculum and excellent communication.

3. A task force was put in place by the University to initiate and develop the Petroleum Geosciences and Engineering Programme to train human resource for the upcoming petroleum sector. This involved the departments of; Geology, Physics, Chemistry and Mechanical Engineering.

4. E-learning courses were mounted in the faculties of Social Sciences, Computing and Information Technology and the Department of Distance Education, although response still remains a problem due to low accessibility to computers by the students.

5. A new Master of Health Programme was approved and is now being mounted at The College of Health Sciences. Another Master of Public Health and Nursing (MPHN) programme is in the process of approval.
2.1.3 STUDENT ENROLMENT 2007/08

The University being an academic institution has its major activities centred around students. Student total enrolment for the academic year 2007/08 stood at 34,815. The table below shows intake per faculty/institute/school.

Table 1. The 2007/08 undergraduate and Post-graduate enrolment figures by Faculty/institute/school and Programme

<table>
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<tr>
<th>Unit</th>
<th>Day</th>
<th>Evening</th>
<th>External</th>
<th>Post</th>
<th>Total</th>
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<tr>
<td>Faculty of Agriculture</td>
<td>1,073</td>
<td>39</td>
<td>-</td>
<td>44</td>
<td>1,156</td>
</tr>
<tr>
<td>Faculty of Arts</td>
<td>2,049</td>
<td>2,020</td>
<td>-</td>
<td>190</td>
<td>4,259</td>
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<tr>
<td>EASLIS</td>
<td>271</td>
<td>328</td>
<td>-</td>
<td>27</td>
<td>626</td>
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<tr>
<td>Faculty of CIT</td>
<td>1,877</td>
<td>1,730</td>
<td>-</td>
<td>331</td>
<td>3,938</td>
</tr>
<tr>
<td>FEMA</td>
<td>1,636</td>
<td>900</td>
<td>-</td>
<td>316</td>
<td>2,852</td>
</tr>
<tr>
<td>Faculty of Forestry</td>
<td>210</td>
<td>-</td>
<td>-</td>
<td>12</td>
<td>222</td>
</tr>
<tr>
<td>IACE</td>
<td>214</td>
<td>445</td>
<td>3,932</td>
<td>-</td>
<td>4,591</td>
</tr>
<tr>
<td>Institute of Statistics</td>
<td>1,157</td>
<td>639</td>
<td>-</td>
<td>73</td>
<td>1,869</td>
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<tr>
<td>Institute of Environment</td>
<td>218</td>
<td>12</td>
<td>-</td>
<td>63</td>
<td>293</td>
</tr>
<tr>
<td>Institute of Psychology</td>
<td>672</td>
<td>565</td>
<td>-</td>
<td>35</td>
<td>1,272</td>
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<tr>
<td>School of Public Health</td>
<td>167</td>
<td>-</td>
<td>-</td>
<td>86</td>
<td>253</td>
</tr>
<tr>
<td>Faculty of Law</td>
<td>564</td>
<td>796</td>
<td>-</td>
<td>47</td>
<td>1,407</td>
</tr>
<tr>
<td>MTSIFA</td>
<td>449</td>
<td>-</td>
<td>-</td>
<td>9</td>
<td>458</td>
</tr>
<tr>
<td>Faculty of Medicine</td>
<td>938</td>
<td>-</td>
<td>-</td>
<td>78</td>
<td>1,016</td>
</tr>
<tr>
<td>School of Education</td>
<td>1,710</td>
<td>1,983</td>
<td>-</td>
<td>177</td>
<td>3,870</td>
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<tr>
<td>Faculty of Science</td>
<td>946</td>
<td>48</td>
<td>-</td>
<td>27</td>
<td>1,021</td>
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<tr>
<td>Faculty of Social Science</td>
<td>1,234</td>
<td>1,752</td>
<td>-</td>
<td>232</td>
<td>3,218</td>
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<tr>
<td>Faculty of Technology</td>
<td>1,221</td>
<td>618</td>
<td>-</td>
<td>46</td>
<td>1,885</td>
</tr>
<tr>
<td>Faculty of Vet Medicine</td>
<td>255</td>
<td>300</td>
<td>-</td>
<td>54</td>
<td>609</td>
</tr>
<tr>
<td>Total</td>
<td>16,861</td>
<td>12,175</td>
<td>3,932</td>
<td>1,847</td>
<td>34,815</td>
</tr>
</tbody>
</table>

Source: Academic Registrars Dept. AR

2.1.4 GRADUATE OUTPUT

To ease the congestion and facilitate the graduation process, the University adopted the graduation
week starting January 2007. During the year 12,316 students graduated from Makerere in the various programs at both undergraduate and postgraduate levels. Of these 46% were female.

Table 2. Summary of Students Output by Programme and gender during 2006/07 Academic Year, September 2007 and February 2008

<table>
<thead>
<tr>
<th>Date</th>
<th>Undergraduate</th>
<th>Postgraduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Diploma</td>
<td>Degree</td>
<td>Diploma</td>
</tr>
<tr>
<td>27th September</td>
<td>M 94 F 87</td>
<td>M 1,520 F 1,131</td>
<td>M 33 F 13</td>
</tr>
<tr>
<td>28th September</td>
<td>M 55 F 72</td>
<td>M 1,860 F 1,447</td>
<td>M 4 F 5</td>
</tr>
<tr>
<td>28th January</td>
<td>M 41 F 37</td>
<td>M 2,457 F 2,502</td>
<td>M 71 F 27</td>
</tr>
<tr>
<td>Total</td>
<td>M 190 F 196</td>
<td>M 5,837 F 5,080</td>
<td>M 108 F 45</td>
</tr>
<tr>
<td>Total M&amp;F</td>
<td></td>
<td></td>
<td>M 386 F 10,917</td>
</tr>
<tr>
<td>% Female</td>
<td></td>
<td></td>
<td>M 51% F 47%</td>
</tr>
</tbody>
</table>

Source: Academic Registrar’s Department

2.1.5 STAFF NUMBERS

The staffing position stood at 83% down from 85% during the 2006/07 academic year. There was a slight growth in numbers of professors from 32% to 36%. Lecturers increased from 82% to 120% as a result of several staff completing their PhDs, the minimum requirement for lecturers. This structure is still bottom heavy as evidenced by the disproportionate share of lecturers and teaching assistants in the academic staff base.

Table 3 Status of Establishment by scale, academic and administrative levels by December 2007.

<table>
<thead>
<tr>
<th>SCALE</th>
<th>Academic Staff</th>
<th>Administrative Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Established</td>
<td>In post</td>
</tr>
<tr>
<td>Vice Chancellor</td>
<td>M11</td>
<td></td>
</tr>
<tr>
<td>Deputy Vice Chancellor</td>
<td>M1-1A 2</td>
<td></td>
</tr>
<tr>
<td>Professor Equiv</td>
<td>M3</td>
<td>111</td>
</tr>
<tr>
<td>Associate Prof Equiv</td>
<td>M4</td>
<td>140</td>
</tr>
<tr>
<td>Senior Lecturer Equiv</td>
<td>M5</td>
<td>253</td>
</tr>
<tr>
<td>Lecturer Equiv</td>
<td>M6</td>
<td>444</td>
</tr>
<tr>
<td>Asst. Lecturer Equiv</td>
<td>M7-1</td>
<td>308</td>
</tr>
<tr>
<td>Teaching Asst. Equiv</td>
<td>M7-2</td>
<td>152</td>
</tr>
</tbody>
</table>
2.1.6 STAFF DEVELOPMENT

Using Internally Generated Funds (IGFs) under the Staff Development Fund and with support from institutional and collaborative programmes namely, Sida SAREC, Norwegian Government, I@mak.com, Carnegie Corporation of New York, DAAD and other external arrangements, University staff continued to pursue advanced degree training.

Seventy five (75) staff from various Faculties completed advanced degree programmes at PhD and Masters Levels.

2.1.7 STAFF RETENTION AND STAFF AWARDS.

The University Council decided that the current university policy and practice of the requirement of qualification of PhD for lecturer position should continue being applied for the appointment and promotion for all disciplines, with the following exceptions.

a) Scholars in clinical disciplines are exempted from the requirement of a PhD qualification because a master’s degree in clinical disciplines was still worldwide accepted as a terminal degree. Basic science scholars in the Faculty of Medicine and the School of Public Health were not exempt from this PhD requirement.

b) That MTSIFA academic staff in the practice-based disciplines of Visual/Fine Art who were at senior Lecturer level by 1st October 2000 when the University policy of Ph.D. requirement as qualification for lecturer was implemented and who possess proven experience in research, publications/exhibitions and teaching would be promoted without the requirement of a Ph.D. That the rest of the staff in Visual/Fine Art disciplines should not be exempted.

The University Council further revised the retirement policy for academic staff. Professors and
Associate Professors may be retained in service up to the ages of 70 years and 65 years on contract respectively. Regarding awards, the following achievements were registered.


ii. Prof. V. Baryamureeba, received a gift of honour from IBM. IBM the gift to Prof. V. Baryamureeba in support of “Nothing but Nest’, a grass root campaign to save lives by preventing malaria. In addition Professor V. Baryamureeba won a “top ICT Educator/Academy Award in Africa for 2007, with a theme “Making the African century a reality”. This was at the 9th Annual African ICT Achievers Awards for 2007, jointly organised by Forge Ahead and the South African Department of Communications, South Africa.

iii. Faculty of CIT won competitive grants courtesy of The Partnership for Higher Education in Africa. These included: The Project on Survey Data collection Using Mobile Phones”. The project involved carrying out research on how mobile phones could be used to collect information that is vital in health management in the African rural setting. The second project was on “Low Class Communities Income-generating e-business: Outreach Action- Driven e-business for Rural and Art-craft Women Communities”.

2.1.8 QUALITY ASSURANCE

The goal of Quality Assurance (QA) at the University is the Development and Implementation of a formal, integrated quality assurance system through quality teaching, learning and research, professionalism, collaboration, commitment to change and innovation. The specific objectives are:-

1. Establishment of an efficient and effective Quality Assurance Strategy and Policy;
2. Establishing an efficient and effective Quality Assurance Structure and System;

In 2007, the University and the Quality Assurance project team in particular, developed Quality Assurance Policy and Implementation Framework. The knowledge and experience gained will be used to inform subsequent mechanisms and procedures. The Directorate of Quality Assurance with the support from The Carnegie Corporation of New York and Government of Uganda, registered the following achievements:
2.2 RESEARCH AND INNOVATIONS AT MAKERERE UNIVERSITY

University staff continued to be involved in a number of research activities. Research support at Makerere University was facilitated by Development partners namely: Sida SAREC under the Swedish Government, the Norwegian Government, I@mak.com supported by the Rockefeller Foundation, The World Bank and The Carnegie Corporation of New York. The achievements realized during the year under review are highlighted below.

1. The Faculty of Technology received assistance for research from Sida SAREC, NUFU, Italian Cooperation, i@mak.com, DWD-DANIDA, AICAD, Carnegie Corporation of New York and The World Bank. As a result, the research culture was further consolidated with many researchers publishing more than 30 papers in internationally referred journals; Two research centres were established, namely: A Technology Development and Transfer Centre (TDTC) and The Centre for Research in Energy and Energy Conservation (CREEC). 40 staff members were enrolled on PhD programmes.

2. At the Faculty of Medicine, research projects have continued to stimulate academic performance. Major research activities were conducted in HIV/AIDS care and prevention, malaria, tuberculosis, nutrition, mental and child health, reproductive health and degenerative diseases. Some of the work was reported, peer reviewed and published in scientific journals.

3. With funding from AMANET the Faculty of Medicine strengthened the standard of research ethics through training of staff and students, putting in place an electronic data base for grants management and supporting two additional staff in The Faculty Finance Office.

4. A Millennium Science Initiative (MSI) grant enabled the Faculty of Medicine in a situation of extremely limited resources to bolster improvement in the PBL/COBES curricula. Each year students spend 4-6 weeks as interns away from Mulago and Butabika Hospitals. This was an experience that students valued very highly.

5. The Faculty of Medicine continued to play host to many educational and research collaborations.
involved universities in and outside Uganda, including University of Yale, John Hopkins, California San Francisco, Case Western Reserve University, Moi University, University of Maastricht, Karolinska Institute, Mbarara University of Science and Technology, Wisconsin University, McMaster University to name but a few. Many students with their lecturers, came to Makerere for electives in global health.

6. At the Faculty of Law. The Faculty Handbook commemorating the 40th Anniversary was published by the Faculty of Law. Several projects were launched and or completed including:
   a. A website link for the law, gender and sexuality research project www.law-gender-sexuality.ac.ug; 
   b. The beyond Juba project; 
   c. The two year cycle of the law, gender and sexuality research project was successfully concluded and five working papers were published and several publication by the members of staff in recognised journals; and 
   d. The Faculty successfully completed a curriculum review.

7. With the support from UNESCO to the East African School of Library and Information Science, a study was commissioned by Uganda National Commission for UNESCO (UNATCOM). The study was on building institutional capacity for Archives and dissemination of information in Uganda: A case for Uganda Broadcasting Corporation and Directorate of Information (DOI).

8. The School of Education established a center of E-learning and Teacher Education courtesy of The British Council under the England Africa Partnership.

2.3 RECOGNITION OF UNIVERSITY STAFF IN RESEARCH AND OUTREACH PROGRAMMES

The Makerere University- Johns Hopkins University core laboratory (MU-JHU) located at IDI emerged second run-up for the prestigious Medical Laboratory Observer’s (MLO; http://www.mlo-online.com/) 2008 medical laboratory of the year award. For the first time in history, a laboratory outside the USA emerged as one of the top labs in the MLO award process. The annual award acknowledges medical laboratory professionals who play a vital role in health care and celebrates their expertise and efforts.

2.4 OUTREACH

Workshops, seminars, community development and application of research findings for the common good of the community, knowledge transfer and dissemination through short courses continued to be used as outreach mechanisms. In addition, several University staff continued to forge more collaborative arrangements with international and national universities through service as external examiners and team members on outreach and consultancy teams.
2.4.1 COMMUNITY OUTREACH BY UNITS

The major outreach activities implemented by the different Units of the University in 2007 are as follows.

1. MTSIFA was involved in higher education link with the England-Africa Partnership between the University of Northumbria, United Kingdom, Durban University of Technology (DUT) South Africa in the project “Design Health and Community”. The project aimed at developing rural craft practices and HIV/AIDS awareness targeting capacity building for cultural industrial enterprises, promoting an integrated and symbiotic approach to health education and economic advancement through socially responsive solution and entrepreneurial activities in Africa. The project promoted MTSIFA’s outreach programmes with people in craft practices and HIV/AIDS awareness. All academic staff at MTSIFA participated in the annual staff exhibition popularly known as “Different but One”, where faculty staff annually share their studio discovery and innovations with the public and students.

2. At the Faculty of Technology, laboratories and teaching facilities were established and managed through the support of the Sida-SAREC grant. The GIS lab and the molecular Biotech lab are available for the use of the general public.

3. The Faculty of Social Science was involved in the different outreach activities. These include:
   a) Formulation of Community-Based wetland management plans in Wakiso District;
   b) The Department of Sociology continued to coordinate the community policing initiative, in conjunction with members of the communities, NGOs and school management Committees;
   c) The development of government polices including: the health related policies, Land policy, the revised Poverty Eradication Action Plan (PEAP) and the National Gender policy;
   d) The Department of Women and Gender Studies established various tele-centers in Iganga, Kanungu and Mbale districts which were used for training people in networking;
   e) Faculty members delivered guest lectures to UPDF Senior Command and Staff College at Kimaka, Jinja;
   f) Faculty members interacted with the members of parliament of Uganda, the Nile Basin Initiative and served as external examiners in different universities and institutions, academic boards, charity organisations and consultancies;
   g) With support from the Norwegian government The Faculty members were able to host members on radio and television talk shows on different topics concerning governance; and
   h) The students were able to hold two public dialogues with the Norwegian government support.

2.4.2 OUTREACH THROUGH WORKSHOPS, SEMINARS AND CONFERENCES.

With support from The British Academy and University of Sheffield, the EASLIS developed and conducted a short course on HIV/AIDS Information prevention workshop attended by M.Sc.
Information Science students and Library and Information science students. The School of Public Health conducted four E-learning workshops and two teaching enhancement skills workshops.

2.4.3 PROMOTING TECHNOLOGY TRANSFER THROUGH UNIVERSITY BASED PRIVATE SECTOR CHAIRS

To advance networking and contribution of stakeholders in Makerere University’s technology transfer and academic programmes, two types of chairs have been designated as described below.

a) Private Sector facilitated Chairs
The Private Sector Chair will be named after the Enterprise(s) sponsoring it for the duration of the chair. This chair would serve as a prime means of capacity-building through the transfer of knowledge and sharing.

b) Centre of Excellence Chairs
The Centre of Excellence Chairs will be established by the University based on the discipline (field, topical issue) that deserves attention and named according to the subject focus or after an outstanding academic or any other person who does not have to necessarily fund it for example the Post-harvest Chair in the Department of Food Science and Technology. The EAIHESD at the Faculty of Education won a grant to host a UNESCO Chair in higher education.

2.5 INFRASTRUCTURE

Infrastructure development entailed renovation and improvement of existing facilities. The University moved towards increasing the stock of lecture and library space. Three new structures funded from internally generated funds and donor support were at different stages of development.

2.5.1 NEW DEVELOPMENTS

1. The extension of the Faculty of Computing and IT commenced in February 2006 and is near completion. This will increase space with 6-large computer labs with sitting capacity of 400 people, 2 small computer labs with a capacity of 80 people each, 6-lecture halls, 2 seminar rooms, staff offices and a cafeteria. Work is expected to end in 2008.

2. The Faculty of Medicine with support from the NUFFIC has expanded the available space for administrative and academic activities by constructing an additional 4th floor on the existing Clinical Research building at the Faculty of Medicine. The work is in its final stage of completion.
3. The Faculty of Science purchased One hundred and fifty computers (150), Faculty of Forestry and nature Conservation procured a bus and furniture with assistance from NORAD.

2.5.2 RE-MODELLING TO INCREASE ACCESS AND FUNCTIONALITY

1. In collaboration with Infectious Diseases Institute, renovations and remodelling have been done at the Department of Microbiology Laboratory which presently houses a training laboratory for Technicians.

2. Rotary International using a generous 3-H grant renovated the teaching service laboratory for the Department of Dentistry. The laboratory was refitted with 20 new dental chairs and a maintenance technician was trained.

3. An extension was constructed at the Department of Pharmacology to create laboratory and research office space located in what was part of the parking space under the department building.

4. Two new buildings were completed and the former UCB slab was also converted into class rooms, as a result more classrooms and office space were created at the Faculty of Economics and Management.

5. The Faculty of Technology building that was constructed in 1970 to accommodate one Department of Mechanical Engineering was restructured to increase space. The balconies were converted to staff offices and lecture rooms. Additional space is expected from the ongoing construction, thanks to the generous and timely grant from Government of Norway.

2.5.3 INFORMATION AND COMMUNICATION TECHNOLOGY

Several faculties acquired computers and computer accessories while others such as Social Sciences, Education, Veterinary Medicine, Science and Arts installed, and furnished their local area networks and/or computer laboratories. The University operationalised the wireless network to create hot spots that enable students and staff with laptops to access e-resources. The implementation of the ICT Master Plan registered the following achievements.

a. Rolling out E-learning from the pilot faculties

This involved, implementation of the e-learning infrastructure in the pilot faculties (Science, Technology, Computing and IT Science, Medicine, and Women and Gender Department) and was funded by the Carnegie Corporation of New York.

Through funding from NORAD, a number of Computer labs targeted for E-learning were installed in the faculties of Education, Agriculture and Veterinary Medicine. Installation for faculties of
Forestry and Science is in advanced stages. Various staff in the pilot faculties and Veterinary Medicine, Women and Gender Department trained in the KEWL Next GEN E-learning platform and created online courses. Other faculties where similar interventions are planned include Law, Education and Science.

b. Expanding the campus backbone to all buildings not covered in Phase 1, including Halls of Residence
The fibre optics backbone was extended to three academic units: Orthopaedics, Institute of Psychology, Herbarium (Department of Zoology) and two administrative offices (AICAD and Peace & Conflict Studies programme offices). Five halls of residence (University Hall, Livingstone, Africa, Lumumba, Mary Stuart and Mitchell) were connected. The wireless network planned to provide coverage to all rooms in halls of residence was deployed in Dag Hammarskjold postgraduate hall. Sustainable solutions are being identified for the bigger undergraduate halls. Local Area Networks (LANs) were installed in five faculty buildings under the first phase, providing network access to both staff and students. These include Arts, Science, ISAE, Veterinary Medicine, and Medical School.

2.6 LIBRARY RESOURCES
The University continued with the development of library resources to facilitate its core mandates of teaching, learning and research. The University witnessed substantial improvement in library resources in the recent past. These initiatives include: expansion of ICT facilities, access to more than 12,000 electronic journals, acquisition of journals and books and staff training at various levels. One of the developments in the library facilities has been the expansion of library space by up to 4000 square metres. Over the next period the University is set to increase multi-media equipment to increase access to information resources. Other initiatives were: purchase of local books and periodicals, contribution towards the second half of the Library building extension and the renovation and refurbishment of the old main library building. These facilities will facilitate the establishment of a model library expected to be funded by the Carnegie Corporation of New York, after the University Library competed for a US$2.5m grant and emerged winner.

2.7 ORGANIZATION AND MANAGEMENT
Despite the meagre resources, the university continued to run with developments in leaps and bounds. During the year under review, there was improvement in financial control mechanism, increased physical infrastructure in the university from internally generated funds, streamlining the tendering process and award of contracts and assurance of value for money in infrastructural development.
2.8 PREPARATIONS FOR STAKEHOLDER’S CONSULTATIVE MEETING

As a service provider, Makerere University has periodically to make reports to the various stakeholders. These stakeholders range from the Government of Uganda and its agencies as the major source of funds for University operations, the private sector, donor agencies and the public at large. These reports have taken major forms ranging from final accounts to the auditor general to annual reports in line with the provisions of the Universities and Other Tertiary Institutions Act 2001; and monitoring and evaluation reports for the implementation of projects within the University. While the major medium for donor funded programmes has been annual reviews and visitation missions, the University felt that it was important for all University stakeholders to get a holistic overview of its activities.

The first attempt was the Makerere University Donors Conference held in 1987. In the recent past, Makerere University has held consultative meetings with various development partners and other stakeholders on bilateral levels. The Institutional Development Plan (IDP) formulated during the 2000/01 – 2006/07 Strategic Plan was designed to consolidate the transformations and is being used as an accountability mechanism between Makerere University and her stakeholders both at national and institutional levels especially since Makerere University continues to be regarded as the largest and most successful public-private institutional partnership in Uganda. A stakeholders meeting was held in January 2004 with the theme “Taking Stock of the Past and Reaching Out.”

This meeting created a forum for feedback from the various stakeholders about the activities of the University. The April 2006 stakeholders’ meeting was the second such meeting. The overall theme was: “Partnership in National Development: Building the Future Together”. It was aimed at providing a forum for discussion and harmonization between the major contributors to the University development process. The third stakeholders’ meeting is expected in 2009. The theme proposed is “Consolidating our Gains for Future Sustainability”. Six hundred participants are expected from government, existing and prospective development partners, corporate entities, and special interest groups. The preparations for the meeting are underway.

**The specific objectives will be:**

(a) To show case the developments at Makerere after the previous stakeholders meeting;
(b) To present Makerere University Strategic direction as embedded in the new strategic Plan 2008/09 – 2018/19 to the stakeholders; and
(c) To provide an opportunity for initiating and consolidating a systematic cultivation and solicitation process of our stakeholders.
The anticipated outcomes from the meeting include among others:

1. Improved potential for the university’s sustainability program;
2. An improved appreciation of Makerere University’s new strategic direction; and
3. Consolidation of relationships with stakeholders.

2.9 PRODUCTIVE COLLABORATIVE LINKAGES AT FACULTY/SCHOOL/INSTITUTE LEVEL.

In order to realise the teaching, research and outreach mandates Makerere University has established several collaborative linkages at the national and international levels. The linkages at the international level expose University staff and students to best practices. At the national level, they enhance the relevance of the institution by making her respond to national development needs. The following are the productive collaborative linkages that were established in the period under review.

i. A collaborative link between the Department of Industrial and Fine Arts and Design (DIAD) (MTSIFA) and The Nokia Company, under the brand name “Nokia Only Planet” which is research based had several training workshops for MTSIFA students, staff, and practising designers.

ii. The University continued to collaborate in research and teaching with five other national universities namely, Mbarara University of Science and Technology, Nkumba University, Uganda Marty’s University Nkozi, Uganda Christian University Mukono and the Islamic University in Uganda under the capacity building programme for decentralisation.

iii. The third year students at the East African Institute for Higher Education and Human Development visited the Institute of Higher Education (IHE) at the University of Georgia as part of the collaboration with Makerere University. The visit aimed at deepening students understanding of administration of higher education and sharpening their research. The first batch of the NORAD programme for Masters studies (NOMA) project have completed the first phase of the programme at Makerere university. They are presently in the second phase of the program at The University of Oslo in Norway. The African Higher Education Research Online (AHERO) project aimed at creating an online knowledge base for higher education students and practitioners is being implemented by staff at the EAIHESD in collaboration with colleagues at the Centre for Studies of Higher Education (CSHE) at the University of the Western Cape, South Africa.

iv. At The Infectious Diseases Institute (IDI) a cumulative total of 2394 course participants have been trained from 26 countries. IDI supports the AIDS Treatment Information Centre (ATIC) which gives medical providers vital information on drug interactions and prescribing. ATIC has answered 4,883 requests for information since 2004. Twelve projects have been completed and 54 papers have been published, with an emphasis on identifying best practices and models for prevention,
care and treatment of HIV/AIDS and related infectious diseases in Sub Saharan Africa. More than 18,000 people have been registered at the IDI clinic; 8754 people are receiving care; 5741 people are receiving ART. A total of 3,004 people have been cared for by four (4) Kampala City Council clinics supported by IDI; 1,339 people are receiving ART across the four areas. Approximately 160,000 tests are conducted at MU-JHU core Lab at IDI each year for more than 65 clinical and research projects throughout Uganda. The laboratory is accredited by The College of American Pathologists.

v. The Faculty of Medicine has continued to host many educational and research collaborations involving universities in and outside Uganda including University of Yale, John Hopkins, California, San Francisco, Case Western Reserve University, Moi University, University of Maastricht, Karolinska Institute, Mbarara university of Science and technology, Wisconsin University, Macmaster University among others. Many students and their faculty staff have done their electives in global health.

vi. The Faculty of Social Sciences was involved in several internationally funded research projects in the areas of HIV/AIDS, STIs, Poverty Alleviation, Land use management, malaria, food security, Good governance and conflict resolution. There were two faculty-wide research programmes: Sida-SAREC, programme and the Norwegian government research programme. The major partners for these research programmes include: Sida SAREC, WHO, SOMANET, AICAD, I@mak.com.VicRes, OSSREA, HASNET, INIBAP, NORAD, Dutch Government, NUFU and Makerere University.

vii. The Department of Women and Gender Studies continued to host several locally and internationally funded research projects in the areas of ICT, public policy, gender relations, reproductive health, refugees, decentralization and child labour. This was made possible by the generous support from IDRC, Sida/SAREC, OSSREA, l@mak.com, and NUFU research and training.

2.10 FINANCIAL RESOURCES

University operations continued to be supported by the Government of Uganda and Appropriation in Aid which covers the Recurrent budget of the University. The development budget is predominantly funded by donors. Over the past two years the University has experienced a funding shortfall of about 30% or shs. 47- 63 billion, during 2007/8. This greatly affected the operations of the University including meeting:
(a) the salary and Wage Bill;
(b) provision of teaching materials;
(c) maintenance of equipment and infrastructure; and
(d) operational expenses.

The underfunding was partly attributable to inability by the University Council to exercise her autonomy over the governance and funding of the University as set out in Section 40 of the Universities and Other Tertiary Institutions Act (UOTIA). The University should be allowed to charge realistic fees and a loan scheme be instituted by Government to assist disadvantaged students as decided by The University Council at its 100th Meeting in 2005.

2.11 RESOURCE MOBILIZATION

Resource mobilization has been elevated through the University establishing a Unit specifically to cultivate ways and means of mobilizing resources. The Unit is based in the Planning and Development Department. In 2007, the Resource Mobilization Unit undertook the following activities:

1. Continued to Update prospects’ profiles and a prospect tracking system was designed;
2. Updated the Alumni database with a total of 5000 profiles of alumni and in addition identified champions for promotion of alumni activities
3. The university confirmed to organize visits by prospective philanthropists to the University. Two (2) of these prospects made personal visits to the University Campus with a view to identifying the University’s development programmes and matching them with their interests. The University has in effect opened up to potential donors. At the same time, prospective local donors had an opportunity to assess Makerere’s needs.

2.12 GENDER MAINSTREAMING

Gender mainstreaming is a strategy for making women and men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes for development within the University. The ultimate goal of gender mainstreaming is gender equality and women’s empowerment. The University, with the support of The Carnegie and Government of Norway Corporation of New York have spearheaded this initiative. The gender mainstreaming programme has been successful in this respect. In addition to the affirmative action for increasing access of female students to institutions of higher learning, the gender mainstreaming programme has provided scholarship to 26 diploma holders from local governments to access undergraduate studies in science disciplines, has offered scholarships to 19 female staff for Master’s degrees and 5 PhD degrees. It has also provided data on gender disparities at the University, carried out a concerted gender sensitization campaign among students and staff; advocated for appointment of women to management positions, embarked upon the formulation of gender responsive policies and engineered the University curricular review. Furthermore, the gender mainstreaming division has been
at the forefront of promoting the positive image of the University through the media and “The Focus Magazine”. Affirmative action for women continued during 2007 with the support of The Carnegie Corporation of New York in partnership with Government of Uganda. Under the Female Scholarship Initiative programme, that supports female students from poor and disadvantaged background, a total of, 691 beneficiaries enrolled since the project started. Out of these, 342 have graduated, 45 have retakes to clear, and 303 are still pursuing their studies. A total of 143 female students are expected to complete their studies in 2008, 150 in 2009 and 10 in 2010. The main challenges of this programme was the delayed completion by some of the students, repeating and therefore the scholarship being withdrawn, drop outs, the lack of resources to bring on board more deserving female students. Above all, the affirmative action project has failed to bring about 50% percent representations of females in the science based disciplines. This is attributed the low enrolment of girls in sciences at secondary school. The above disciplines notwithstanding, there is a concerted effort between The Gender Mainstreaming Division and the Resource Mobilization Unit to approach more donors both local and international to support this noble cause.

2.13 STUDENT SUPPORT

The University supports students' workshops, seminars, conferences and exhibitions organized and management for various student bodies. In 2007 student leadership at various levels were involved in several such activities. These included: a University fare/exhibition. The Bachelor of Community Psychology students made two outreach trips to internally displaced peoples camps in Northern Uganda and made an academic trip to Butabika hospital. Recreational students' activities were also sponsored. The Institute of Psychology hosted the international Brain research Organization training workshop. Students from the East African region attended the workshop that was facilitated by famous Neuroscientists from Europe, America, South and East Africa.

Makerere University Library and Information Students Association (MULISSA) organised a one day seminar on Library and Information Science career as a way of empowering its members and sensitizing them about the development trends in the LIS profession to prepare them join the world of competition with brevity, passion and competency, under the theme, “Know your world”. Together with the Uganda Library and Information Association, (ULIA, EASLIS has actively participated in directing the Library and information science profession, by serving on professional bodies. The School of Graduate studies organised workshops in financial management, soft skills, scientific writing and research management and some cross cutting courses for PhD students. As a result many academic members of staff have been promoted, and the completion rate has increased by 20 percent.
2.14 STUDENTS AWARDS

i. The Mary Holloway Biochemistry Award was set up, by Dr. Agaba. This award shall go to the best student of Biochemistry from any of the three Faculties: Science, Veterinary and Human Medicine. A successful student shall use the Award to undertake training in a foreign laboratory for a period of three months. In order to boost students’ love for Biochemistry, the Department has proposed parallel Awards. These are yet to be awarded to students because there are some issues that need to be sorted out with Dr Agaba especially the criteria for selecting the best performer in the three faculties with differing levels of biochemistry teaching (both content and number of years spent by students). The criteria for this award are yet to be developed.

ii. Mr. Paul Ssekagya a B. Sc. CS received the convocation award after emerging the overall best student with a CGPA of 4.88 on a scale of 5.0 for the 56th and 57th graduation ceremonies.

iii. CIT students excelled at the “ICT and Electrical Engineering student Exhibition” (IEEE). This exhibition took place from 14th – 15th September 2007 in Nairobi. A number of world class innovations were among the 122 entries of which 57 were in ICT, 34 in electronics and 31 in mobile technology- from 18 institutions in Bulgaria, Kenya, Malawi, Sudan and Uganda.

iv. Ms. Frances Baliza received the Student of the year award. She was named student of the year at the 10th anniversary of the Cisco Networking Academy program celebrations held in Turkey.

2.15 DEVELOPMENTS AT THE UNIVERSITY HEALTH SERVICES

In 2007, the University Health Services fortified efforts to widen the financial resource base and to foster linkages with other organizations. With respect to widening the financial base, the following achievements were registered:

1. Introduction of a minor surgery, which is an income generating activity;
2. Sexual and reproductive health training that is paid for;
3. Proactive experience, which is also paid for; and
4. Evening coverage plus 24 hour coverage.

With respect to fostering linkages with other organizations, The University health Services achieved the following:

1. Collaboration with the Ministry of Health, where the collaboration resulted in access to drugs (Coartem and ARVs);
2. Collaboration with Kampala City Council KCC which collaboration resulted into provision of vaccines, injection safety materials, training in continued professional development; and
3. Linking with international organizations for example visiting doctors, researchers and nurses.
The outstanding challenge was the lack of funds to purchase capital items including, the ambulance, big modern hospital equipment, renovation of hospital buildings, delays in receipt of allocated supplies from the Ministry of Health, training space and transport.

2.16 COUNSELLING AND GUIDANCE UNIT

The Counselling and Guidance Centre made its first budget as an independent unit under the Deputy Vice Chancellor (F&A) in 2007/08 budget. The Unit in its early stages of establishing herself has managed to acquire a physical location (Plot No 107, Mary-Stuart road), received one computer and printer from central administration, and has opened an account with Stanbic Bank.

2.17 INSTITUTIONAL DEVELOPMENT PROGRAMMES

Whereas government financial support and internally generated income cover recurrent costs, the development budget is covered by the donor support. The major development partners are: Norwegian Government, the Swedish Government under Sida/SAREC, and two US based Foundations including The Carnegie Corporation of New York and the Rockefeller Foundation and the World Bank IDA. Apart from the major partners, there are other development partners that fund research initiatives of the university and individual staff members. Two major Institutional development programmes continued to be coordinated by the Planning and Development Department, namely the Carnegie Corporation of New York Institutional Development Programme and The Makerere University NORAD Institutional Development Programme. Below is the summary of the achievements from the support from the major partners.

2.17.1 MAKERERE UNIVERSITY PROGRAMME FOR DECENTRALIZATION BY I@MAK.COM

From 2001, The Rockefeller Foundation together with other development partners aided Makerere University in its recovery and transformation process through a very unique programme and arrangement. This was the capacity building programme for decentralization, with an overall development objective to facilitate the central government, higher education institutions and local government councils to jointly build relevant capacity for improved and sustainable service delivery that would contribute to poverty reduction through innovations Makerere University under this joint arrangement received four grants from The Rockefeller Foundation namely: Grant 2002AR049, Grant 2003AR026, Grant 2004AR010 and Grant 2005AR024 each worth US$2m. The jointly funded pilot stage ended in December 2006. Based on the well executed pilot project implementation and the experience gained over the five year period, The University received Grant 2006 Ar017 from the Rockefeller Foundation. The overall aim of this phase was to contribute to the eradication of poverty through strengthened partnership with the private sector, innovative teaching and research programs
offered to public servants and other stakeholders by higher education institutions in Uganda. The achievements so far include the following.

1. Strengthening collaboration with the six partnering institutions through a review for partnering institutions’ strategic plans. The collaborating institutions include, Mbarara University of Science and Technology, Nkumba University, Uganda Christian University Mukono, Islamic University in Uganda, and the Uganda Martyrs University Nkozi.

2. Take up some scale publications and dissemination of research findings. Sixteen books have been published, 13 are with the publishers at different stages of review and publication, while 11 are still at manuscript phase. A Bi-annual research journal, “The Makerere University Research Journal”, was introduced and so far two issues have been published.

3. Dissemination of research findings was also through exhibitions at the Commonwealth Heads of Government Meeting (CHOGM) and linkages with the private sector at the international level through participation in the CHOGM Business forum ad private engagements during CHOGM.

4. I@mak.com initiated the model village concept on a small scale based on the Chang Mai model. Two villages, one in Arua district in Northern Uganda and the other in Rakai district (southern region) were identified.

5. The process of nomination for the two Vice-Chancellors’ awards of excellence in research and innovative practices at the local government level was initiated. The awards will be offered during the next graduation ceremonies.

6. Other achievements include influencing the University to have internship directly put in the quality assurance programmes; provision of knowledge and skills tools to students; incubation of viable technologies; and strengthening the University-Private sector linkages.

3.17.2 THE CARNEGIE CORPORATION OF NEW YORK INSTITUTIONAL DEVELOPMENT PROGRAMME

The Carnegie Corporation of New York support to Makerere University dates back to the 1960’s with support to libraries, and in the late 1990’s with the support to the University in the development of the strategic Plan for the University 2000/01 - 2006/07. In 2001 The Corporation returned to Makerere and extended a grant of 3,081,000 US$ under Phase one covering 2001/02-2003/04. This was in addition to the one million (US$1m)dollar grant during the same period to support the needy but bright female students who could not access university education because of their disadvantaged background. The support covered six projects including support to establish a gender mainstreaming Unit at the
University and Support to Makerere University Library Scientific Information Resource Development Project. Phase two of the programme comprised Two million, nine hundred and ninety nine thousand, eight hundred and ninety five United States dollars. (US$2,999,895). This support was to cover a total of nine projects identified among the priority areas of the University strategic plan. The projects supported included: development of resource mobilization capacity at Makerere University; strengthening and coordinating the Gender mainstreaming programme at Makerere University; developing a Quality Assurance Framework in Makerere University; Gender and technology: developing and enhancing ICT capacities for teaching, learning and research; strengthening Access to quality information resources for teaching and research in Makerere University; strategic framework for distance education at Makerere University; support for research for staff development; implementing of e-learning and enhancing of practical training in veterinary medicine. In addition, two million dollars (US$2m) was extended to the Female Scholarship initiative during phase II. These projects were completed in 2007.

The third phase of the Corporation support involves a grant of United States dollars two million, seventy two hundred thousand, nine hundred and seventy two dollars only (US$2,720,972). It is to support six projects including: repositioning gender mainstreaming in the University; further strengthening of the research capacity at the University; enhancing and diversifying resource mobilization capacity at the University; infusion of Quality assurance at the University; gender and technology: consolidating gains in ICT Instruction and research and overall coordination of the programme activities. Implementation of these programme activities is planned to start October 2008.

2.17.3 THE NORWEGIAN INSTITUTIONAL DEVELOPMENT PROGRAMME

Norwegian support to the University dates back to the 1960’s starting with Department of Botany in the Faculty of Science and the then Department of Forestry in Faculty of Agriculture and Forestry. After a 15 year period, (1970-1985) of political instability in Uganda, support was renewed in the mid 1990’s to 1999 for the then Department of Forestry. This support resulted into a fully-fledged Faculty of Forestry and Nature Conservation. The support helped the new Faculty in terms of building, equipment and human resource development. In the year 2000, this support worth Nok 110M expanded in scope to cover the entire University’s institutional development programme for an initial 5 years. A new bilateral frame agreement between the Government of Uganda and Government of The Royal Kingdom of Norway for continued support was signed in 2005 for another four years (2005/06 – 2008/09) worth NOK60m (approx US$9m). Priority areas for continued Norwegian support were discussed and agreed upon between the University and the Norwegian Embassy in Uganda. These priorities were within the university’s strategic plan and the Uganda government over-arching policy of poverty reduction as embedded in the national policy of Poverty Eradication Action Plan (PEAP). The support has greatly helped in expanding physical infrastructure which in turn has facilitated the university to
cope with increased demand for higher education; development of human resource in various fields; contribution to ICT-enabled operations in administration and library services delivery; enhanced capacity for gender mainstreaming; refurbishment of laboratories with specialized scientific equipment; strengthened research coordination; publication, outreach activities, institutional collaboration, partnership and networking.

2.18 ICT DEVELOPMENTS AT MAKERERE UNIVERSITY

The Directorate of Information Communication Technology Support (DICTS) was established in 2000, with a mandate to implement and manage the University ICT policy and Master plan and be responsible for the information management function of the university. The achievements in 2007 included maintenance of the back-bone equipment for effective and efficient running of ICT service in the University; implementation of wired LANs was completed at all planned sites except extensions to the university main building; the university implemented wireless hotspots at the Africa hall of residence; implemented the new OPAC and this can be accessed from http://libis.mak.ac.ug: 8000/cgi-bin/gw 46 42 chameleon.

The auto-loader tape was procured and implemented. It is able to load and shuffle 20 tapes (of 800GB capacity) at a go. It has simplified back-up services. 4TB NetApps equipment was procured and installed at the Network Operation Centers. This has helped to expand database and email storage space, in addition to more efficient use of server storage. Servers were delivered and authentication for wireless clients tested to accomplish development of a central authentication platform. Implementation of the student and lecturer iEnabler modules was installed and is operational. Delivery of modules for FINIS and HURIS was completed. DICTS website was updated making it easier for users to find information and an antivirus http://viruscheck. Mak.ac.ug/ was created.

3.0 KEY CHALLENGES IN THE IMPLEMENTATION OF ACTIVITIES

3.1 Staff Recruitment and Retention

The University over the past three years has witnessed a decline in the government subvention, from UShs 35.4 Billions in 2004/05 to 34.8 Billions in 2007/08. This was despite the presidential pledge to enhance the salary of a Professor to a gross salary of UShs 2.8 million from 2.2 million and the prevailing economic conditions. Salary enhancement created disharmony for institutional management and the rates are unsustainable within the current budgetary provisions. For its recurrent needs the government funds are heavily complemented by Non Tax Revenue. Funds raised from tuition and other related fees, are still inadequate to operate and maintain the University facilities including ICT, science equipment, consumables and practical training such as internships and industrial training. The unit cost based funding proposed by the University to cater for these requirements has been the subject
of intense debate among the University, the Ministry of Education and Sports and Parliament. The
debate is still continuing. The salaries offered by the private sector in Uganda to ICT professionals are
making it hard for the Faculty of Computing and Information Technology to keep its staff as fulltime
staff. For example B.Sc., M.Sc. and Ph.D. holders in any ICT discipline on average earn 3.0 Million, 6
million and 9 million per month respectively within Uganda

3.2 ICT- high cost of bandwidth for the access of e-resources, internet and email
Although some progress has been made under the area of ICT which is one of the critical priority areas
in the Strategic Plan, the high cost of band-width is still a major challenge. Rates charged by the two
service providers MTN and UTL are commercial and unsustainable. The University has often been
denied the service due to non payment of dues.

3.3 Donor Dependence for the Development Budget.
Similar to ICT the University development budget for other activities such as equipment, research and
infrastructure development are donor funded. This funding has a specific time limit and some activities
will not be sustained when the donors pull out. In addition donor supported programmes require
counterpart funding from GoU, specifically VAT and other taxes. It has been very difficult for the
University to access these funds.

3.4 Support and sustainability for internships/field attachments
In response to concerns raised about the practical orientation of students in the various programmes
the University instituted a policy for the internships/field attachments. This, however, has significant
financial implications. Sustainability of this good initiative has proved to be a major challenge for the
institution.

3.5 Laboratories: equipping and management of laboratories for the science based disciplines
Science based programmes are capital based intensive requiring big investments in facilities,
particularly laboratories that enhance teaching and learning. Government initiative to emphasize
science and technology means that the laboratories require massive injection of capital to revitalise
them.

4.0 WAY FORWARD

4.1 FORMULATION OF THE MAKERERE UNIVERSITY STRATEGIC PLAN 2008/09-2018/19
As the implementation of The Makerere University Strategic Plan 2000/01-2006/07 was coming to an
end in June 2007, the processes leading to the formulation of a successor strategic plan were in full
gear. Although it was expected that the successor strategic plan could signal change in the University’s
strategic directions, the core functions of teaching, research and outreach remained unchanged. These core functions fit within the national framework for the provision of human resource required for national development. The new plan is expected to provide the strategic direction for Makerere University in the medium term. The strategic framework that is guiding the formulation of the units’ strategic plans has outlined guiding goals and objectives regarding the core mandate of the University and infrastructural support for the delivery of the University’s core functions of imparting, generation, dissemination and utilisation of knowledge. To this end’ six (6) goals have been outlined in the strategic framework to shape the University’s core functions for: teaching and learning; research and innovations and outreach and service delivery. The newly formulated investment policy and the Quality Assurance framework are expected to play a predominant role to guide the University in resource mobilization and assuring the quality of programmes within the University and graduates produced.

4.2 FUNDING POSITION FISCAL YEAR 2008/09

Total budget requirement for the FY 2008/09 is estimated at Ushs. 152bn. Expected revenue is U Shs. 95.5billion, of which 44bn is Government of Uganda subvention ceiling and Ushs. 52billion is Appropriation in Aid. The University entered the 2008/09 financial year with a budget deficit on Ushs. 56.3 billion of which some were Arrears/unpaid bills of FY 06/07 amounting to Ushs. 15.7billion. The University estimates income from Appropriation in Aid (AIA) of Ushs. 51.7billion from tuition and functional fees and miscellaneous revenue for the FY 2008/09. 50% of this remains at the Faculties/Units. The balance of will be spent on University recurrent and development activities not provided for within the government subvention.

4.3 REHABILITATION AND DEVELOPMENT OF PHYSICAL INFRASTRUCTURE

While development partners, particularly Norwegian support contributed to the physical infrastructure of the University, the increased number of students required that more lecture rooms and other teaching facilities are constructed or procured. Besides expanding other investment opportunities, the University moved towards the pooling of capital development resources to facilitate the construction of joint facilities. The planned new constructions over the medium term include the completion of the Faculty of Computing and Information Technology building, Faculty of Technology complex and, the School of Education and Library extension.

Furthermore, the University continues to highlight the presidential pledges of rehabilitation of the two Halls of residence (Lumumba and Mary Stuart) as well as construction of the perimeter wall fence for improving the security of the main University Campus. The construction of the perimeter fence begun in a phased approach funded from the percentage maintenance vote of internally generated funds.
4.4 RESEARCH IN THE UNIVERSITY

As one of the core functions of the University, budgetary resources have to be directed towards research. Currently, research and research infrastructure are funded by donors and AIA. Research institutions such as MUARIK, Buyana Farm, Biological Field Station and MISR as non income generating units have been left to access only the salary component of the government subvention. Government Should consider providing a research fund that will revive research institutions. Within the medium term the University will continue with the established research priorities. These priorities which were considered relevant to national development include:-

a. Research into education for development;

b. Food, nutrition and value addition;

c. Sustainable environmental development;

d. Good governance, equity (including gender);

e. Health (infectious and lifestyle related diseases);

f. Natural resources utilization and conservation; and

g. Information Communication Technology for Development.

These areas which will be revised as the University formulates a new 10 year University strategic plan:

4.5 PROPOSED DEVOLUTION TO COLLEGES

4.5.1 COLLEGE OF HEALTH SCIENCES

As part of implementation of the University Strategic direction relating to taking forward the development of critical mass of science and technology, the Faculty of Medicine is to be transformed into the College of Health Sciences operating as a constituent college of the University. This has been approved by the University Senate and Council. The new College is to fulfil the Faculty mission; “Dedicated to improving the health of the people of Uganda and beyond and promoting equity by providing quality training, research and services”. The new college was initially planned to start operation in the academic year 2003/04 but is now expected to take off in 2008/09 session.

4.6 INFORMATION AND COMMUNICATION TECHNOLOGY DEVELOPMENT AND SUSTAINABILITY

The University, over the medium term, intends to improve its efficiency by developing ICT capacity in storage, retrieval and dissemination of information for management, teaching, research and learning. The strategy over the medium term is to continue with the following strategies.

1. Modernizing instruction and learning and creating increased opportunity for access to quality education through E-learning. An E-learning policy is the new addition to the revised ICT policy of the University.
2. Achieving the full potential of efficiency gains by ensuring that the University community has easy access to computer and internet resources that will have a ubiquitous presence on campus by the end of 2009.

3. Mitigating the risk of failure in a highly computerized environment, through back-ups and a parallel manual information management system.


5. Improving the Library ICT infrastructure.

Implementation of ICT investment programmes with an increased bandwidth is envisaged to cost a total of about Ugshs2.5 billion per annum.

4.7 QUALITY ASSURANCE

The University continues its quality assurance drive. The establishment of a Quality Assurance Unit and the approval of the Quality Assurance policy is expected to steer the process of quality assurance by providing guidelines, structures, policies and implementation modalities in teaching, learning and research.

4.8 PRACTICAL ORIENTATION OF STUDENTS

The University has for the past three years been piloting the attachment of students from various disciplines to industrial places as part of training with support from the World Bank IDA and Rockefeller Foundation under the I@mak.com. Lessons from the pilot indicate that this is a valuable exercise which enhances the expected output of the human resource produced from the University. It also relieves the constrained work environment with additional human resource when the students are attached to the central and local governments, NGOs, the private sector and other government agencies. For sustainability, however, the University will need additional resources, for student transport, upkeep and supervision by both academic and field supervisors. Generic guidelines for the integration of internships/field attachments in the various University programmes have been developed and finalised.

4.9 INVESTMENT POLICY AND RESOURCE MOBILISATION

In view of the critical needs for educational inputs such as high calibre academic staff, scientific equipment and educational software, the University is looking towards income diversification. Key measures to increase resource inflows to cater for these inputs will be to:

1. Revise the fees to reflect the realistic unit cost of educating students; and
2. Mobilize resources from foundations, the private sector, alumni and development agencies.
4.10 MARKETING AND IMAGE BUILDING

Lack of an integrated marketing strategy has had diverse effects and has exposed the University to continuous negative press coverage. This affected not only Makerere University but the Ugandan higher education sector as a whole. The University is set to capitalize on the achievements made to increase its visibility on the national and international scene. The major marketing strategy for the University as an institution will enhance the dissemination of research findings.