



UTAMU'S 10-YEAR STRATEGIC PLAN

FOR AN OPEN MIND

2012-2022

2012-2022

FORWARD

With the increasing forces of dynamic change in Higher Education, both students and staff educational experiences need to dynamically keep changing to cope with the advancements. Today, there is a great outcry from the science and management based industry that students graduating do not match their requirements. This is a critical phenomenon that requires rapid changes in how education is offered to induce scientific and technological innovation and the 21st management skills necessary for the dynamic world. It is with pleasure that Uganda Technology and Management University (UTAMU) presents its Strategic Plan for the period 2012-2022. The establishment of UTAMU indicates the commitment by the private sector to contribute to the global educational system. Following a lot of consultation on how to better improve the current educational system that suits the 21st century skills set, a decision was taken that a complete new form of blended learning should be introduced.

UTAMU brings new features in the higher education system of Uganda where the traditional teaching blended with technology are ably used to deliver experiential learning. Students registered at UTAMU will have the opportunity to experience learning ubiquitously. Despite UTAMU specializing in offering only Science, Technology and Management programs, the commitment to providing outstanding quality in teaching, research and innovations is clearly envisaged in its experienced human capacity resources. Our international collaborations create a blend of exposure to both students and staff to interact in a competitive world. Therefore we have been careful in laying out a ten-year strategic plan that can effectively help to implement our zeal to excel both academically and in research and innovations. This commitment reaffirms that UTAMU is ready to offer the highest standards in teaching through a blend of a variety of methods.

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1. CHAPTER ONE: INTRODUCTION

1.1. Background and context

Globally, the higher education environment has fundamentally changed and continues to change due to opportunities and challenges occasioned by globalization, information technology revolution and the use of internet among others. The sector faces funding challenges, the student categories keep changing, and modes of delivery have also continuously changed amidst calls of flexibility. Historically, higher education or tertiary education as it is currently referred in some circles has been a key force for modernization and development of any society or country; whether developed or developing countries. The sector is variously perceived to be an important investment in human capital (World Bank, 2009) that when effectively nurtured can result into great economic gains. An educated populace is regarded critical for any development. Universities are charged with the production of human capital needed for economic and social transformation; a task that universities have traditionally accomplished through teaching, building knowledge base research and development, as well as dissemination of knowledge.

While the management systems function in a national environment, the challenges faced play themselves out on a global scale (World Bank, 2009). With the numerous changes in the university sector, decision making has equally become more challenging than before. Moreover, universities are by nature bureaucratic institutions which pose a fundamental question on how such organizational arrangements affect decision making in university systems. Developments in higher education particularly universities in Africa continue to be tremendous and various governments and all stakeholders have responded to the challenges differently. The sector continues to grapple with changes of lack of staff especially at higher levels, governance and leadership deficits, financing dilemmas, quality and lack of trust by stakeholders. Today, there is a great outcry from different stakeholders on how to improve quality of education delivery. The dominant solution has for some time been directed at the appropriate use of science and technology coupled with building strong governance and management systems within the sector.

Within Africa, most governments have responded through reforming the higher education sector. The major reform agenda centered around increased access to higher education. This led to increased liberalization of the sector that saw many private providers take the role that was traditionally for government. Government funding meanwhile significantly reduced in publicly funded institutions and the private universities and institutions took a central role in this important sector. With the increasing forces of dynamic change in Higher Education, both students and staff

educational experiences need to dynamically keep changing to cope with the advancements.

Nurturing fast growth of private higher education is critical to offer more educational possibilities for youth. Over 1000 private non-university institutions have emerged in SSA, and private institutions now cater for 1 in 4 students. Growth of private institutions takes place mostly in urban areas. Public policy and funding could be oriented towards stimulating private growth and supporting equitable access, while focusing on public funding on areas of lower private return for institutions, but high social return, such as expensive life-sciences, science and technology disciplines, and post-graduate courses.

While there are differences between countries and within countries in areas such as demography, funding, physical infrastructure, levels of academic support, qualified academic staff, management and decision making, the challenges in the tertiary sector have continued to increase rather steeply and they remain almost the same within Africa. The double-edged effect of brain drain stands apart as an issue of major occurrence affecting higher education in Africa both public and private. The declining quality, the funding gaps, overcrowding, lack of senior faculty, low completion rates are all challenges that affect universities and other higher educational institutions in Africa. On a positive side however, ICT has tremendous avenues for exploitation to address some of these challenges especially financing, and overcrowding.

Uganda's higher education sector like other African countries has undoubtedly expanded in terms of number of institutions and student explosion. The country now has over 40 universities the majority of them being private universities compared to only about 6 which are publicly owned. This exponential growth has not been numerically accompanied by the growth in the number of academic staff and infrastructural facilities leading to quality questions among some stakeholders. There also remains a significant gap between labor market demands and programs offered by tertiary education institutions which has agitated a number of stakeholders to accuse universities of irrelevancy. This has also been connected to high unemployment among graduates as most of the graduates are not adequately prepared for the world of work required in the 21st century.

Government of Uganda instituted a five year National Development Plan (NDP) from the 2010/2011 to 2014/15 financial years whose envisioned goal was to accelerate "Growth, Employment and Socio-economic Transformation for Prosperity" through pursuance of eight national development objectives as well as unlocking the most binding constraints hindering faster growth and socio-economic transformation. Recently, the Government launched a new strategic plan and in addition through the National Planning Authority launched a new planning

framework-Vision 2040. One of the strategic areas of Uganda Vision 2040 and the National Development Plan is capacity building at higher education level, undertaking research and innovation for national development. Universities and other Tertiary Institutions in Uganda need to respond to the goals of government, the region, the continent and the global community through doing what they are supposed to do most-teaching, research and community services.

With more than 30 private universities and 6 public Universities, Uganda's higher education has grown. Despite the steady growth however, there are still big numbers of students who seek higher education learning outside the country in search of better education. It is apparent that the quality of education offered outside the country is still more favorable to those who have the funds to send their children to foreign universities. Management, Science and Technology disciplines have been the most affected students migrate to foreign universities in search of quality and excellent education. Informed by the lack of sufficient higher institutions of learning that have the necessary human capacity, infrastructure, curriculum, and 21st century course delivery skills and technologies, establishment of Uganda Technology and Management University was inevitable. It is on this note that a group of highly qualified individuals opted to take part in the formation of a university of technology and management to fill the existing gaps and revolutionise the higher education in Uganda and region. This University aims at providing quality education in the core areas of management, science and technology in a gradual manner.

The University emphasizes practical and innovative training. The academic programmes are tailored towards addressing the skills gaps in the industry in order to spur economic and human development of Uganda, the region and beyond. Accordingly, UTAMU as the University is referred to in short, developed a ten (10) year strategic plan to define its direction towards achieving its objectives. UTAMU strategic plan covers the years 2012-2022 under which growing of the institution will be done in terms of teaching and learning, research and innovation and engagement with the community.

1.2. University Background

UTAMU is a Private University in Uganda that offers academic programmes at all levels. The university is fully accredited by National Council for Higher Education (NCHE) and offers experiential and outstanding learning and teaching opportunities for 21st Century student through an enriched learning experience that blends face to face and virtual learning. The university combines management and technology in all its courses and has the best faculty in these two broad disciplines. The faculty includes both full time and adjunct. The university also has a number of partners through which its various programmes are offered. **The Vision** of the University is *"To be a global educational institution for management, science, technology and innovation"*

and its **Mission** is *“To provide global quality education, Research and innovation critical to economic and human development.* UTAMU independently and collaboratively offers certificate, diploma, undergraduate degree, postgraduate diploma, masters and PhD qualifications.

Since its inception, the university has demonstrated its unique approaches and academic delivery modes and it continues to be a university of choice for undergraduate, graduate and short training programmes. UTAMU is a high quality education and research institution that uses a blended learning approach to education under its two existing faculties of Business and Management and Computing and Technology. UTAMU is committed to achieving her vision through an enriched learning experience that blends a variety of teaching and learning methods. The teaching and learning process follows a blended model where face-to-face interactions are combined with online teaching and learning activities to deliver a learning experience that enables students to develop highly sought after skills such as problem solving, collaboration, critical thinking and continuous learning. UTAMU uses a blended learning model that combines face-to-face instruction physically or through video conferencing using google-apps tools for education and this is combined with online curricula, interactive tools, hands-on activities, and online assessments that will provide immediate feedback to the learner.

1.3. Mandate

Uganda Technology and Management University (UTAMU) is licensed by National Council for Higher Education to operate as a Private University in Uganda. It is mandated to do teaching, research and community engagement.

1.4. Rationale of the Strategic Plan

The 2012-2022 strategic plan for UTAMU marks a significant major change in the creation of a university that comes to fill the gap in the provision of 21st century education. The plan caters for the core activities (teaching and learning, research and innovation and engagement with the community) of the University. The plan also presents key functional activities necessary for a university to run smoothly in the 21st century. These include; ICT integration, library services, human resource, financial management and corporate relations.

This strategic plan ensures that the right and appropriate human personnel take on training of students using the appropriate pedagogical skills. Translation of innovations into commercial products and multi-disciplinary research that focuses on socio-economic development are emphasized. The strategies in this plan once implemented will reduce on the current number of students migrating to foreign higher education institutions in search of quality education.

1.5. Approach to the strategic planning process

Higher education sector recognizes the important need to involve a variety of stakeholders in forging a future of a university amidst changing environments. In this regard, a consultative approach was adopted in the planning process and the process ensured interactive engagement with different stakeholders. More importantly, the approach involved reviewing critical documents relating to higher education globally, Africa, regionally and within Uganda to shape the direction of the university. Critical government of Uganda planning documents like the Vision 2040 provided an important lens for project the nature of the university by 2022. In order to determine the future direction of the university, it was necessary to understand the current position and the possible avenues through which the sector could best pursue particular courses of action for the benefit of all stakeholders. The analysis of three key questions helped the management of the university portray the direction. These questions were:

- "Why was the university started "
- "For whom was the university started "
- "How does the university intend to excel in its activities

The process of 'strategic planning' included an understanding of the university's vision, mission, values and then development of appropriate strategies.

- **Visioning:** In consultation with the key stakeholders a visioning exercise for the university was undertaken. This was aimed at getting an acceptable vision for the university. This vision outlines what the university wants to be, or how it wants the world in which it operates to view it. The university's vision is a long-term view and concentrates on the future direction of the university.
- **Mission:** After the visioning exercise, the fundamental purpose of the university as succinctly captured in the mission was formulated. This mission describes why UTAMU exists and what it does to achieve its vision was formulated and agreed upon.
- **Values:** The planning process then formulated fundamental beliefs and values that would need to be shared by all the major actors and stakeholders of the university. Values drive an institution's culture and priorities and shall provide a framework in which all decisions of the university are to be made.
- **Strategy:** The plan then developed strategic objectives that will drive the university in its fulfillment of the mission. Each of the strategies was accompanied by a set of strategic actions that are to be implemented by the university.

A diagram of the strategy formulation process that was followed is set out in Fig 1 below.



Fig 1. Strategy formulation process

While there are many approaches to strategic planning, this current strategic plan used the situational-target approach which entailed the following:-

Situation	Evaluation of the current situation and how it came about. This specifically involved assessing the achievements and challenges of higher education in Uganda since the liberalization of the sector. The major weaknesses and strengths in various universities were carefully analyzed and a synergy was adopted for UTAMU.
Target	Defining the goals and/or objectives. The lessons learnt from the situational analysis led to formulation of a new direction
Path / Proposal	Mapping a possible route to the goals/objectives. This involved formulating specific strategies and their strategic actions. This process further was followed by development of an implementation framework. The University is to be driven by strategic objectives in the next five years.

Among the most widely used tools for strategic planning, and which the current strategic planning benefited from was the SWOT analysis which means (Strengths, Weaknesses, Opportunities, and Threats). The main objective of this tool was to analyze internal strategic factors, strengths and weaknesses attributed to the association, and external factors beyond control of the association such as opportunities and threats that have or could affect the strategic direction. In addition to the SWOT analysis, the following other tools were used due to the complex nature of the corruption subject.

PEST analysis	This aimed at establishing the Political, Economic, Social, and Technological forces that influenced the sector and are likely to influence the strategies of the university in the region and beyond.
ATM Approach	It was concerned with an understanding of the Antecedent Conditions, Target Strategies, Measure Progress and Impact . Once an understanding of the desired end state was defined, the ATM approach used Root Cause Analysis (RCA) to understand the threats, barriers, and challenges to achieving the end state.

Not all antecedent conditions identified through RCA were within the direct and immediate control of the university to change. Therefore, a review of university's resources, both human and financial, was used to prioritize which antecedent conditions will be targeted.

Strategies were then developed to target the prioritized antecedent conditions. Linking strategies to antecedent conditions ensured the university did not engage in activity traps: feeling good activities that would not lead to desired changes in the end state. Once a strategy was defined the performance measures and indicators to track progress toward and impact on the desired end state were developed and shared by all responsibility centres.

2. CHAPTER TWO: THE UNIVERSITY GOVERNANCE STRUCTURE

2.1. Annual General Meeting

The Board of Trustees at the Annual General Meeting:

- (i) Present the Annual Report of the Uganda Technology And Management University (UTAMU) for adoption;
- (ii) Declare profit/ loss of UTAMU for the year under consideration;
- (iii) Present nomination (s) for Trustee(s) and/ or Chairperson of Board of Trustees for appointment; and
- (iv) Table any other document (s) conducive to the fulfillment of the objects and functions of the University

2.2. The Board of Trustees

The Board of Trustees l:

- (i) Provides oversight over university activities and governance structures;
- (ii) Advises the University on policy matters and managerial affairs of the University through the University Council from time to time;
- (iii) Approves tri-annual reports and annual university reports submitted by the University Council;
- (iv) Promote the image of the university; and
- (v) Do any other duty/role and take all necessary decisions in good faith and conducive to the fulfillment of the objects and functions of the University

2.3. The Council

The University Council:

- i. Gives direction of the administrative, financial and academic affairs of the University;
- ii. Formulates the general policies of the University;
- iii. Give general guidelines to the University Executive Board on matters relating to the operations of the University;
- iv. Approves and submits triannual reports and annual university report to the Board of Trustees from the University Management for final approval;
- v. Gives effect to policy directives from the Board of Trustees; and
- vi. Does any other thing and take all necessary decisions conducive to the fulfillment of the objects and functions of the University.

2.4. The Appointments Board

- (i) The Appointments Board is responsible to the University Council for the appointment, promotion, removal from service and discipline of all officers

and staff of the academic and administrative service of the University, as may be determined by the University Council.

- (ii) The Appointments Board in the discharge of its functions may invite any person to give technical advice in any meeting of the Board.

2.5. The senate

The Senate:

- i. Initiates the academic policy of the University and advise the University Council on the required facilities to implement the policy;
- ii. Directs and regulates the instruction programme and the structure of any degree, diploma or certificate course within the University;
- iii. Advises the University Council regarding the eligibility and qualifications of persons for admission to courses leading to the award of degree, diploma, certificate or other award of the University;
- iv. Makes regulations regarding the content and academic standard of any course of study in respect of a degree, diploma, or certificate or other awards;
- v. Makes regulations regarding the standard of proficiency to be attained in each examination for a degree, diploma, certificate or other award by the University;
- vi. Decides which persons have reached the standard of proficiency and are fit for the award of any degree, diploma, certificate or other awards of the University;
- vii. Advises the University Council on the promotion, coordination, control and general direction of research in the University;
- viii. Considers and reports to the University Council on any matter relating to, or in connection with the academic work of the University;
- ix. Deprives any person of a degree, diploma, certificate or other award of a University if after due inquiry it is found that the award was obtained through fraud or dishonourable or scandalous conduct.

2.6. The University Executive Board

The University Executive Board:

- (i) Takes responsibility for the academic, administrative and financial affairs of the University;
- (ii) Implements Senate and Council Decisions; and
- (iii) Gives effect to managerial directives from the Board of Trustees through the University Council.

2.7. The University Management

The University Management:

- (i) Advises the University Executive Board on the academic, administrative and financial affairs of the University;
- (ii) Initiates policy proposals for consideration by Senate and its committees and or council and its committees;
- (iii) Initiates business for Senate Committees;
- (iv) Initiates and/ or generates business for Council Committees; and
- (v) Implements Senate and Council Decisions.

3. CHAPTER THREE: SITUATIONAL ANALYSIS

3.1. Overview

The higher education sector in Africa faces challenges related to critical shortage of quality faculty; limited capacity of governance, leadership and management; inadequate financial support and problems of diversify funding; inadequate facilities and infrastructures; problems of quality and relevance of teaching and research; limited capacity of research, knowledge generation and adaptation capabilities; and problems in meeting increasing demand for equitable access.

In order to deal with the current challenges pertaining to management, science, technology and innovation training within Uganda and Africa, there was need of carefully strategizing to actualize the dream of producing graduates that suit the 21st century. It was apparent that the national strategic plan stipulated what types of graduates supposed to be produced from higher institutions of learning and UTAMU had to tap into this knowledge base. The short fall seemed to have been probably due to inappropriate or unachievable strategies developed to achieve the objectives stated by higher educational institutions. Failure to produce the desired graduate could have been due to the outdated pedagogical skills, poor funding and failure to tap into the use of technological innovations to provide flexible learning.

UTAMU strategic plan was developed with a situation analysis in mind and the need to fill the gap of providing the 21st century skills. The Plan was therefore developed with these challenges in mind and in accordance with the recommended Strategic Planning Framework by the University. Therefore the plan reflects the desire to make a difference in higher institution education as one of the ways that could be used to contribute to the social economic development of Uganda.

3.2. Stakeholder Analysis and Interests

UTAMU has major stakeholders, namely: government; Regulatory bodies, the student community, the private sector; civil society/NGOs sector; development partners, the media and the general public. The Strategic Plan was designed to respond to the interests of the above stakeholders as follows:

Table: Stakeholder Analysis

Stakeholder	Roles/Responsibilities	What they can do for UTAMU	What UTAMU can do for them
Government	Policy direction for the sector Setting targets	<ul style="list-style-type: none">Provision of appropriate legal and institutional structures for the	<ul style="list-style-type: none">Conducting applied researchProviding technology driven solutions for

	for the sector	sector <ul style="list-style-type: none"> • Implementing sector proposals and initiatives • Providing a conducive environment for the functioning of university • Fund university activities 	government effectiveness <ul style="list-style-type: none"> • Producing graduates demanded for national development • Policy development, analysis and formulation • Lobbying to strengthen the performance of the sector and government • Help enhance national productivity and competitiveness; and • Produce citizens who can supplement government efforts.
NCHE	Regulatory function Curriculum accreditation Institutional audits Quality assurance	<ul style="list-style-type: none"> • Provide statutory instruments • Set quality assurance benchmarks • Set minimum standards • Accredit programmes • Providing funding • Building capacity 	<ul style="list-style-type: none"> • Implementing the statutory requirements on fee collection • Submitting curriculum for accreditation •
Students	Studying and completion of programmes University governance Community engagement	<ul style="list-style-type: none"> • Payment of fees • Marketing the university • Community outreach • Increase research outputs 	<ul style="list-style-type: none"> • Quality education • Effective decision making • Timely and effective academic process management • Scholarships • Community engagement placements • Funding for conference attendance • Recommendations letters
Private	Advocacy and	<ul style="list-style-type: none"> • Provide funding for 	<ul style="list-style-type: none"> • Lobbying government

Sector	information provision	<ul style="list-style-type: none"> university activities Participate in UTAMU activities Marketing the university Demand accountability and transparency Providing a platform for improved curriculum. 	<ul style="list-style-type: none"> on their behalf Providing information on the progress Providing graduates with employable skills Community engagement
NGO/Civil Society Sector	Advocacy and information sharing	<ul style="list-style-type: none"> Provide funding for university activities Participate in UTAMU activities Marketing the university Demand accountability and transparency Providing a platform for improved curriculum. 	<ul style="list-style-type: none"> Lobbying government on their behalf Providing information on the progress Providing graduates with employable skills Community engagement
Development partners	Provision of funding and other advocacy support initiatives	<ul style="list-style-type: none"> Provision of funding Provision of information Lobbying governments to support the sector Provision of research grants Collaborative programmes 	<ul style="list-style-type: none"> The development partners will enjoy recognition for supporting a successful university activity, and the satisfaction that comes from making a real difference in the sector
The media	Information sharing and demand for accountability	<ul style="list-style-type: none"> Information dissemination Increased awareness to the various actors Provision of information 	<ul style="list-style-type: none"> The university will work closely with the media as part of the awareness and marketing strategy
The general public	Demanding accountability from the	<ul style="list-style-type: none"> Demanding accountability from the university 	<ul style="list-style-type: none"> The primary benefits of a strong university will be channeled to

	leaders and provision of relevant information	<ul style="list-style-type: none"> • Reporting weaknesses in university delivery systems • Quality assurance • Providing information for research students • Advocacy 	the public who will see better services through education services
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3.3. Environmental Scanning (PEST ANALYSIS)

The environment within which UTAMU will be operating since its establishment and beyond will keep on changing and will continue to do so due to the dynamics in the environment at local, regional and global fronts. Designing an appropriate strategic direction therefore requires one to be conversant with some of the developments in this environment.

Category	Issue	Effect
Political	<ul style="list-style-type: none"> • The increased frustration on products produced by university who are unemployable. • The declining interest in funding higher education • The growing desire to generate more revenue through taxing educational materials • The commercialization of politics at all levels creating a team of political managers who do not have a clear understanding of higher education. • Political influence in appointment of key educational officials in governing councils and other bodies • Education sector reforms which are not based on thorough research • The participation of government in regional conflicts • Need to harmonise education policies at the regional level • 	<ul style="list-style-type: none"> • Influence the type of curriculum designed by universities • Influence the teaching methods adopted by universities • Demand for university-industry partnerships

Economic	<ul style="list-style-type: none"> • The growing depreciation of the Uganda shilling against the dollar • The high taxes by governments • The growing youth unemployment 	<ul style="list-style-type: none"> • Implementation of activities funded by development partners • Procurement of educational materials for the university • Design of courses that address unemployment problems
Social	<ul style="list-style-type: none"> • Changing social and demographic variables in regard to • The corrupt being involved in policy making for the sector • Religious influence in education decision making 	<ul style="list-style-type: none"> • Quality of students admitted into universities • The executive programs to be introduced by universities
Technological	<ul style="list-style-type: none"> • The use of digital solutions • The e-government policy 	<ul style="list-style-type: none"> • The implementation of blended-learning approaches • Design of academic and tailor made courses
Legal	<ul style="list-style-type: none"> • The growing trend of students taking universities to court 	<ul style="list-style-type: none"> • Engaged approaches with student and stakeholder commitments

3.4. Environment analysis (SWOT)

The following factors have been identified under each of the four elements of the framework and they positively and negatively influence the strategies direction of UTAMU. The implications of each of the elements of the SWOT have influenced the development of the strategic actions. The strategies and actions significantly aim at maintaining the strengths while exploiting the opportunities. It also provides a mechanism that addresses the fundamental weaknesses and touch on the key threats which the association must be aware of. Below is the SWOT analysis that has been developed after a careful consideration.

Strengths	Weakness
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<ul style="list-style-type: none"> • Committed and experienced board of trustees and members of council • Strong leadership commitment from all governance levels • Clearly defined legal and institutional framework • Success story membership of key management positions • Dedicated, experienced and high quality team of young administrative and academic staffs • Good public will and trust from parents and guardians • Highly experienced team of managers and administrators • Effective records management and documentation systems relying on technology • Flexibility and timeliness in decision making • Senior staff having experience with the NCHE • Profile of graduate students • Flexible mode of teaching delivery e.g Block release, semesterization • Timely Payment of all full time staffs on time • Blended learning approach • Multi-pronged educational systems services. • Flexible fees payment policies • Appropriate PhD staff to student ratio 1;10 • Identity and focus of the university • Strong professional networks and collaborations • Competitive reward and remuneration system • The new governance structure with policies for all key organs • Top quality IT and management staff • Number of academic programmes 	<ul style="list-style-type: none"> • Insufficient Funding and reliance on fees collection • Limited stakeholder awareness of the university • Lack of formal working relations with some stakeholders • Inadequate internal operating systems, and regulations • Failure to implement and operationalise most internal policies • Lack of a proper university campus infrastructure • Failure to attract high student numbers especially for undergraduate programs • Weak marketing strategy • Insufficient full time staffs in some units; • Use of part-time staffs in teaching • Incomplete structures at departmental level • Low research productivity among academic staffs • Low University ranking • Lack of regular update of the university website • Inadequate systems for managing distance students. • Poor Team work culture among some staffs • Weak online presence strategy • Communication gap • Lack of pedagogy skills • Weak tracking mechanisms for students
<p>Opportunities</p> <ul style="list-style-type: none"> • Poor governance in institutions • Regional Integration • Access to affordable bandwidth through RENU • Students LOAN access schemes from 	<p>Threats</p> <ul style="list-style-type: none"> • Absence of a conducive location of the university • Huge boost of other universities. • Lack of a charter • Global economic crisis

<p>Government</p> <ul style="list-style-type: none"> • Development partner support • Quality of graduates from other Universities • Weaknesses in graduate supervision in other universities • High population growth • Consultancy opportunities in different sectors • Growing communities of digital natives and immigrants • Favourable government policies • Collaboration with local and international partners • Changing perception of the donor community towards higher education. • Networked society • High demand for tertiary education • The media coverage • Potential to exploit research surveys 	<ul style="list-style-type: none"> • Politics in the region • Unfavourable government regulations • The terrorism threat • Globalisation • Poor perception of upcoming universities. • Failure for students to complete on time • Lack of employment for our graduates
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4. CHAPTER FOUR: STRATEGIC MODEL

5.1. Vision Statement

A global center of excellence in management, administration, science, and technology education

5.2. Mission

To be a leader in providing quality Education, Research and Innovation critical to socio-economic and human development

5.3. Core Values

UTAMU is mindful of its strategic future plans and the historic perspective of education in the world that is emphasizing nurturing scientists, technologists and innovators who can transform and create new knowledge. Therefore the values of Uganda Technology and Management University are:

- a) **Professionalism:** making sure that staff and students conduct themselves with the highest ethical standards and taking responsibility of all their actions
- b) **Creativity:** committing to stimulating the culture of scientific and technological advancement, innovation and practical enrichment to our stakeholders through a rich and flexible educational experience
- c) **Integrity:** adhering to ethical and moral principles in all the educational, research and innovation processes
- d) **Transparency:** seeking to provide accountability and value for money to UTAMU's stakeholders
- e) **Empowerment:** offering unsurpassed practical opportunities to UTAMU's stakeholders through industry oriented collaborations, research engagements and incubation clusters in order to transform the educational environment
- f) **Community Engagement:** working with the community to solve the real world problems as a focal point towards economic development

5.4. Strategic goals and objectives

UTAMU will focus on three main core areas, which include Teaching and Learning, Research and Innovation, and Engagement but with supportive administrative goals. The university's strategic objectives include:-

Strategic objective 1: To provide interdisciplinary teaching and promote industry-oriented education in management, technology, science, , administration and governance through blended learning approaches

Strategic actions

- i. Fully integrate the use of e-learning within the educational process for teaching, learning, information access, collaboration, and communication
- ii. Establish an e-learning platform for the online educational provision
- iii. Subscribe to a variety of online libraries to allow easy information access for the students and staff
- iv. Establish distance and virtual learning academic programmes to allow flexibility in education
- v.
- vi. Adopt the problem based and student centered learning methodology during teaching and learning.
- vii. Provision of teaching, research that blends different disciplines will be encouraged with a great focus on industry inclination.

- viii. Consider the welfare of students and staff as a prerequisite for educational success.
- ix. Make the effective teaching activity a central task for each member of the academic staff and regular performance evaluated.
- x. Engage students to take ownership of the learning processes
- xi. Attach each student to an academic staff for academic support plus encouraging peer support
- xii. Maintain easy and effective staff presence virtually through the e-learning system and physically through staff offices
- xiii. Create synergies with organizations to receive onsite trainings plus establishing regional centers for face to face teaching and learning.

Strategic Objective 2: Improve the quality of research capacity and deliver practical and credible consulting and advisory services within the university's areas of specialisation to government and other key stakeholders

Strategic actions

- i. Develop research agenda, innovation and intellectual property policies
- ii. Strengthen the Directorate of Research and Innovations to administer, manage and support research and innovation grants and agenda by establishing a grants and innovation office
- iii. Develop and equip research and innovation specialized labs with the appropriate resources
- iv. Foster linkages with industry for students and staff attachments
- v. Establish annual and regular conferences, seminars and host international journals
- vi. Mobilization of research and innovation funds through research and innovation proposal writing
- vii. Undertake regular research and innovation training

- viii. Organize recognition for annual best researchers and innovators in form of research grants, startup funds etc.
- ix. Permit collaborative partnerships from both private and public sectors both locally and internationally.
- x. Provide incubation services to both students and staff to nurture their ideas into reality
- xi. Actively participate in government research forums, exhibitions and create visibility for UTAMU research
- xii. Create a research and innovation endowment fund for all new research and innovative initiatives
- xiii. Engage the public and private sectors in research undertaking
- xiv. Establish a knowledge transfer and partnership office plus developing a policy to regulate the undertakings
- xv. Develop programs for onsite training, research for both public and private organizations and regional centers
- xvi. Participate in jointly organized forums for research, business and innovation engagements

Strategic objective 3: Attract, develop and retain the highest quality and motivated academic and administrative staff

Strategic actions

- I. Offer attractive remuneration packages for both administrative and academic staff
- II. Develop systems and practices that lead to job satisfaction among all categories of staff
- III. Establish mechanisms to nurture and manage talents
- IV. Promote and institutionalize UTAMU values and cultures among all staffs
- V. Establish and operationalize a human resource capacity building plan
- VI. Solicit and utilize eminent scholars and experts for knowledge transfer
- VII. Strengthen efforts for staff to undertake skills enhancement in pedagogy
- VIII. Strengthen educational facilities that promote pedagogy at all levels of UTAMU.
- IX. Provide an excellent environment for knowledge transfer and acquisition
- X. Scholarships and tuition waivers for staff who want to enroll on the different academic programmes within UTAMU will be offered

Strategic objective 4: Enhance the university's competitiveness and sustainability

Strategic actions

- I. Develop strategic partnerships to promote the UTAMU's education & training, research and consultancy services

- II. Strengthen value for money systems and structures that ensure economy, efficiency and effectiveness
- III. Develop and operationalize an alumni strategy and develop and implement effective fund raising strategies
- IV. Establish funds annually for infrastructure development guided by the pedagogical requirements
- V. Encourage investments and ventures both internally and externally to support research and innovation outputs
- VI. Encourage sponsorship on different University activities such as conferences
- VII. Seek to offer different services and programs through diversification
- VIII. Participate in joint award certifications and mentorship programs

Strategic objective 5: Enhance the capacity of support functions to facilitate effective and efficient delivery of UTAMU services

Strategic actions

- I. Build a comprehensive and integrated ICT infrastructure for all UTAMU processes and services
- II. Construct a state of the art campus for the university
- III. Develop and implement a marketing , public relations and communications strategy
- IV. Establish & implement quality assurance system for all UTAMU administrative and academic services
- V. Review UTAMU's structures and systems from time to time to reflect the changing dynamics
- VI. Develop a comprehensive M&E framework for all university activities.

5. CHAPTER FIVE: STRATEGY IMPLEMENTATION

5.1. Critical Success Factors

Successful implementation of the Strategic Plan is highly contingent on the following critical success factors (CSFs):

- i. Thorough internalization and unwavering commitment to its success by the board of trustees, members of governing board and management team. It is everybody's duty to internalize the direction of the university in the next 10 years;
- ii. Unequivocal support from the heads of academic and administrative units whose processes and activities define the university image in the eyes of its various stakeholders;
- iii. Buy-in and support from government, the regulatory bodies (NCHE), the private and NGO/Civil Society sectors.
- iv. Generation of adequate revenue to cover operational costs and retain a healthy surplus for investment in personnel, infrastructure and facilities. The various strategies proposed will require a good amount of financial resources and these have to be mobilized. It will be the duty of the University management to design and implement a fundraising strategy;
- v. Recruitment of adequate staffing and building a remuneration and retention system. The success of the plan will depend on having a core team of dynamic, professional and high motivate individuals.

5.2. Strategy Implementation Framework

The first step in implementation will be to identify the activities, decisions, and relationships critical to accomplishing the activities. There are six principal administrative tasks that should shape a manager's action agenda for implementing strategy. In general, every unit of the forum will be required to ask, "What is required of to implement their part of the overall strategic plan and how they can we best get it done?" The specific components of the six strategy-implementation tasks will include:

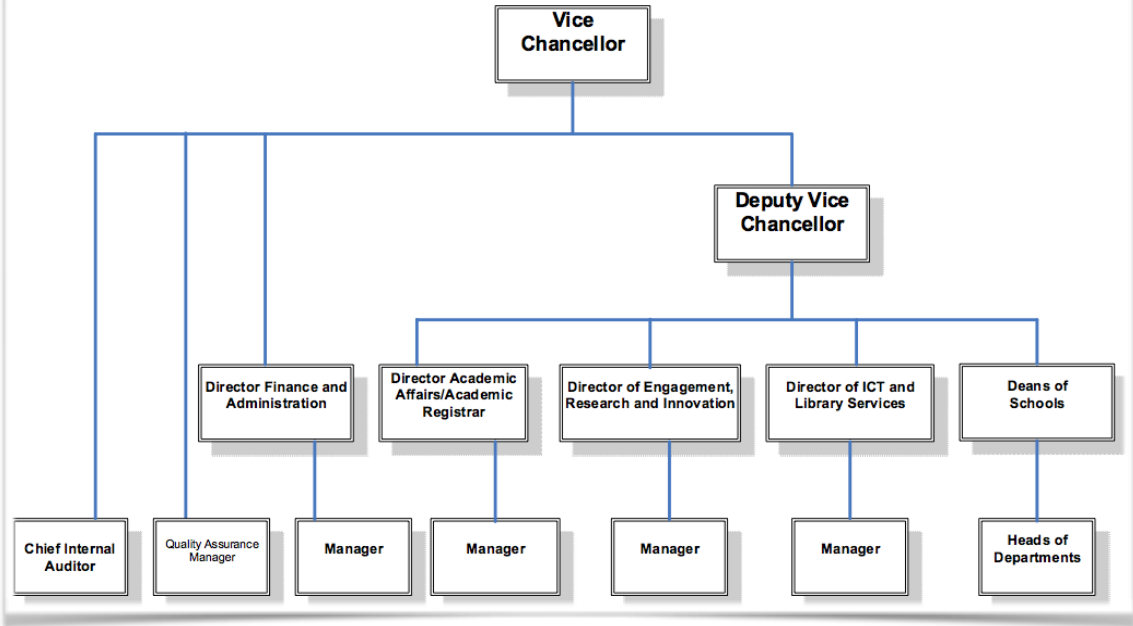
1. **Building an organization capable of executing the strategy.** The forum shall have the appropriate structure necessary to turn the strategy into reality. The forums personnel will need to possess the skill needed to execute the strategy successfully. Related to this is the need to assign the responsibility for accomplish key implementation tasks to the right individuals or groups.
2. **Establishing a strategy-supportive budget.** If the forum is to accomplish strategic objectives, top management shall need to provide the people, equipment, facilities, and other resources to carry out its part of the strategic plan. Once the strategy has been

decided on, the key tasks to perform and kinds of decision required shall be identified, and formal plans developed. The tasks shall be arranged in a sequence comprising a plan of action within targets to be achieved at specific dates.

3. **Installing internal administrative support systems.** Internal systems that include policies and procedures to establish desired types of behavior, information systems to provide strategy-critical information on a timely basis, and whatever inventory, materials management, customer service, cost accounting, and other administrative systems are needed to give the organization important strategy-executing capability will need to be established. These internal systems shall be required to support the management process, the way the managers in the forum work together, as well as to assist in monitoring strategic progress.
4. **Devising rewards and incentives that are tightly linked to objectives and strategy.** People and departments of the forum shall be influenced, through incentives, constraints, control, standards, and rewards, to accomplish the strategy.
5. **Shaping the corporate culture to fit the strategy.** A strategy-supportive corporate culture will need to be established to cause the organization to work hard (and intelligently) toward the accomplishment of the strategy.
6. **Exercising strategic leadership.** Strategic leadership which consists of obtaining commitment to the strategy and its accomplishment will be critical by all actors in the forum. It shall involve the constructive use of power and politics, and politics in building a consensus to support the strategy.

5.3. Institutional structure and arrangements

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5.2. Performance indicator (M&E) Matrix

