

2023-2032

UTAMU'S 10-YEAR STRATEGIC PLAN



FOR AN OPEN MIND
UGANDA TECHNOLOGY AND MANAGEMENT
UNIVERSITY

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. UTAMU strategically employs a systems integrated approach to respond to major and current, fast-moving and disruptive crises. The overall goal is to improve capacity and performance to be capable of getting ahead of events and reacting skillfully and strategically to the crises.

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 skill sets, a decision was taken that a completely new form of blended learning should be introduced. As a private enterprise, UTAMU has the benefit of flexibility rarely afforded in public institutions, and so can contribute more effectively to the shifting global educational systems and work requirements. Following consultations with the UTAMU Council and Board of Directors, and in particular the revised draft of the UTAMU Charter, new financial and personnel structural adjustments will see to the achievement of a Charter and a University set to dynamically serve Uganda and beyond with skills adjusted to contemporary needs.

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.

This Strategic Plan relates Uganda Technology and Management University (UTAMU)'s aims to achieve 5-year goals based on its organisational structure, which is informed by its Mission, Vision and Values (Chandler, 1962). It outlines the courses of action together with the attendant resources required to achieve those goals, being directed by Johnson, Whittington, Kevan. (2012)'s strategic lenses for direction and scope mindful of the ever-changing environment of Higher Education, and a need to fulfil stakeholder expectations. to create a "differentiating value proposition". It asks the questions: "What does UTAMU do, why does it do it and what does UTAMU do that no one else can do?" Other vision questions include:

- Why should an applicant enroll at UTAMU?
- What does UTAMU do better than any other university?
- What will UTAMU 'look like' after COVID-19 recedes into the background?
- What is the vision for UTAMU students?

It is with pleasure that Uganda Technology and Management University (UTAMU) presents its Strategic Plan for the period 2023-2032.

Sincerely,



Professor Eddy Kurobuza Tukamushaba

VICE CHANCELLOR

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CHAPTER ONE: INTRODUCTION

1.1 Background and context

1.1.1 *Higher Education Internationally*

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.

1.1.2 Higher Education in Uganda

Uganda's higher education sector like other African countries has expanded in terms of number of institutions and student explosion. 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 labour 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 favourable 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 five (5) year strategic plan to define its direction towards achieving its objectives. UTAMU strategic plan covers the years 2023-2032 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 The Uganda Technology and Management University (UTAMU)

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.

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 2023-2032 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 is 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

1.5.1 Analysing the Higher Education Sector

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 2032.

1.5.2 Gap Analysis

This strategic plan follows an earlier one of 2012-2022. It thus considers the gap between UTAMU performance and the first strategic plan. Useful data is available in the annual reports of the period 2012-2021, which indicate 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 followed four key steps:

- **Step One:** Consider UTAMU's goals or targets, all of which need to be specific, measurable, attainable, realistic, and timely (SMART).
- **Step Two:** Analyse the UTAMU's current performance in relation to earlier strategic plans and goals.
- **Step Three:** Analyse collected data to understand the causes of the performance data, both negative and positive.
- **Step Four:** Identify actions needed to achieve UTAMU's goals are identified in the report.

To strategically differentiate UTAMU from its competitors, three key questions helped to determine 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?

1.5.3 VRIO Analysis

A VRIO Analysis provided a means of explaining differences UTAMU offers in its internal processes to stakeholders. For a sustainable competitive UTAMU advantage, a resource or capability should be Valuable, Rare, Inimitable (including non-substitutable), and Organized. The strategy is based upon answers to the question why competitors don't hire similarly competent people and don't adopt the internal processes as good as those at UTAMU. UTAMU should strategically be offering something special that brings out the best in people and something that attracts certain calibres of staff and students to UTAMU. UTAMU should acquire resources to meet external threats (such as threats from competitors) or exploit opportunities better than the competitors. For example, this requires identifying valuable resources such as qualified and experienced staff and getting staff involved in lifelong learning.

Innovation is part of UTAMU strategy whereby new products or services (product innovation) or new ways of delivering quality learning (process innovation) through the use of advanced eLearning tools are designed. These will thus be unique and rare because they are made by UTAMU. This requires strategies that monitor and evaluate the staff and students' needs.

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.

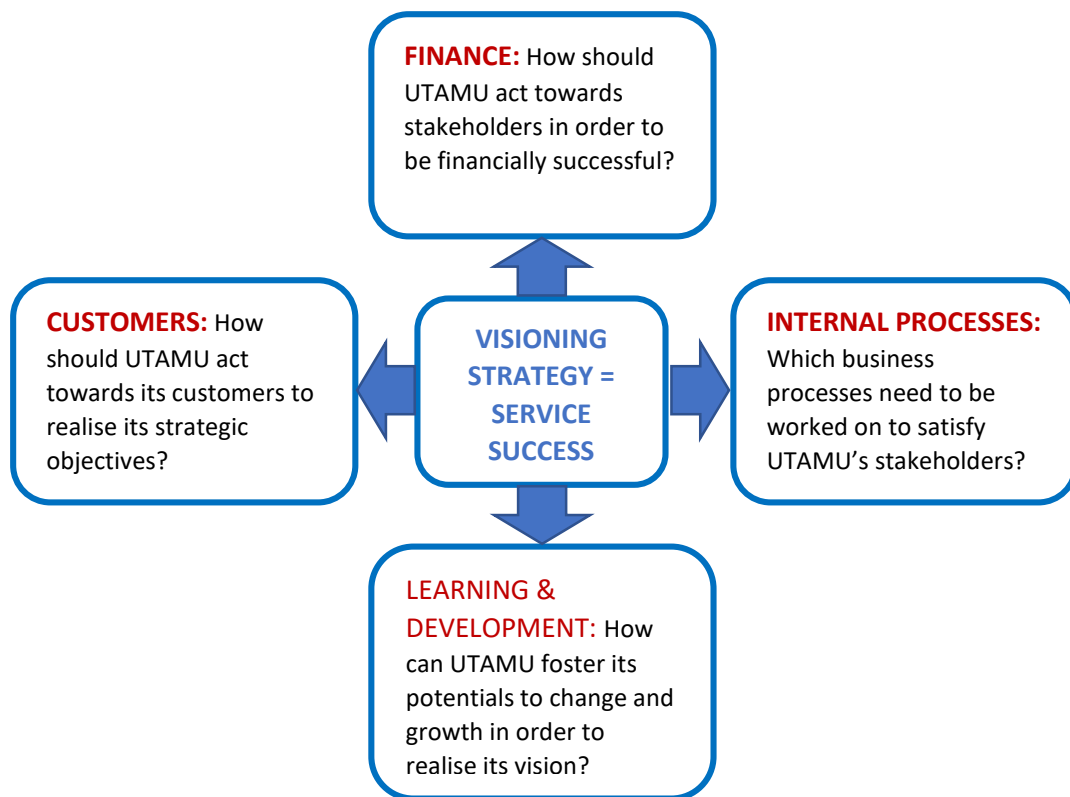


Figure 1: The Balanced Scorecard Methodology Used

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. Visioning followed the Balanced Scorecard methodology (Figure 1.).

UTAMU 's Balanced Scorecard			
Perspectives	Questions	Goals	Measurements
Customer (Mainly students)	How do customers see UTAMU?	New courses and programmes	Percentage of new courses and programmes per academic year – should be in tandem with new knowledge.
	Is UTAMU satisfying customers' needs?	Responsive lecturing and high completion rates	All programmes accredited by NCHE On-time delivery of lectures, and efficient internal processes
	What can UTAMU do to meet customers' future needs?	UTAMU should be the preferred university.	Percentage of students registered at UTAMU should annually increase.
		Students as partners	Participation of students in decision-making

Internal processes	What must UTAMU excel at?	Technology capability.	eLearning and an ERP upgraded annually
	Is UTAMU efficient?	Lesson delivery excellence.	Capacity to handle all assessments including examinations online. Cycle time, Unit cost and Yield.
	How can UTAMU improve and create value for money?	Results and financial processing	Efficiency – speed and quality
		New programme introduction.	Actual introduction schedule versus planned introduction.
Innovation & learning	Can we continue to improve & create value?	Technology leadership.	Time to develop the next generation.
		Lifelong learning.	Process time to maturity.
		Graduate attributes focus.	Graduate exit survey indicating a high rate of achievement of graduate attributes.
		Time to market.	New programme introduction versus the competition.
Financial	How do we look to shareholders?	Survive.	Cash flow.
		Succeed.	Quarterly growth and operating income by division.
		Prosper.	Increased market share and return on Equity.

Mission: After the visioning exercise, the fundamental purpose of the university as succinctly captured in the mission is 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 fulfilment 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 Figure 2 below.

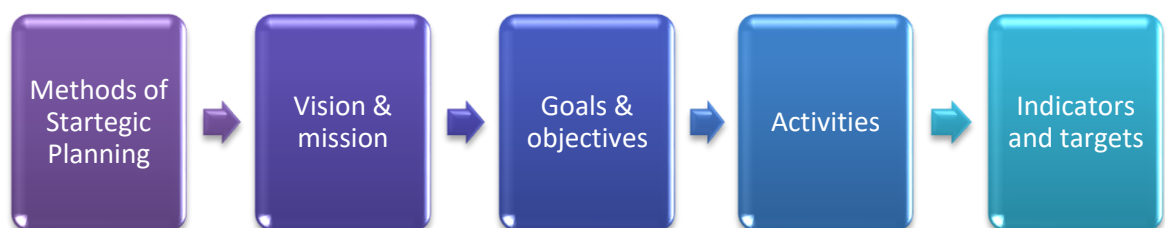


Fig 2. Strategy formulation process

Additionally, this strategic plan used the situational-target approach which entailed the following: -

Step/issue	Focus
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 analysed 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 analyse 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.

Approach	Emphasis
PEST analysis	This aimed at establishing the P olitical, E conomic, S ocial, and T echnological forces that influenced the sector and are likely to influence the strategies of the university in the region and beyond.
ATM Approach	<p>It was concerned with an understanding of the Antecedent Conditions, Target Strategies, Measurement of 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.</p> <p>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.</p>

1. CHAPTER TWO: THE UNIVERSITY GOVERNANCE STRUCTURE

2.1. Annual General Meeting

The Board of Directors 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 Directors for appointment; and
- iv. Table any other document (s) conducive to the fulfilment of the objects and functions of the University

2.2. The Board of Directors

The Board of Directors:

- 2.2.1 Provides oversight over university activities and governance structures;
- 2.2.2 Advises the University on policy matters and managerial affairs of the University through the University Council from time to time;
- 2.2.3 Approves tri-annual reports and annual university reports submitted by the University Council;
- 2.2.4 Promote the image of the university; and
- 2.2.5 Do any other duty/role and take all necessary decisions in good faith and conducive to the fulfilment of the objects and functions of the University.

2.3. The Council

The University Council:

- 2.3.1 Gives direction of the administrative, financial and academic affairs of the University;
- 2.3.2 Formulates the general policies of the University;
- 2.3.3 Give general guidelines to the University Executive Board on matters relating to the operations of the University;
- 2.3.4 Approves and submits triannual reports and annual university report to the Board of Directors from the University Management for final approval;
- 2.3.5 Gives effect to policy directives from the Board of Directors; and
- 2.3.6 Does any other thing and take all necessary decisions conducive to the fulfilment of the objects and functions of the University?

2.4. The Appointments Board

- 2.4.1 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; and
- 2.4.2 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:

- 2.5.1 Initiates the academic policy of the University and advise the University Council on the required facilities to implement the policy;
- 2.5.2 Directs and regulates the instruction programme and the structure of any degree, diploma or certificate course within the University;
- 2.5.3 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;
- 2.5.4 Makes regulations regarding the content and academic standard of any course of study in respect of a degree, diploma, or certificate or other awards;
- 2.5.5 Makes regulations regarding the standard of proficiency to be attained in each examination for a degree, diploma, certificate or other award by the University;
- 2.5.6 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;
- 2.5.7 Advises the University Council on the promotion, coordination, control and general direction of research in the University;
- 2.5.8 Considers and reports to the University Council on any matter relating to, or in connection with the academic work of the University; and
- 2.5.9 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:

- 2.6.1 Takes responsibility for the academic, administrative and financial affairs of the University;
- 2.6.2 Implements Senate and Council Decisions; and

- 2.6.3 Gives effect to managerial directives from the Board of Directors through the University Council. Temporally.

2.7. The University Management

The University Management:

- 2.7.1 Advises the University Executive Board on the academic, administrative and financial affairs of the University;
- 2.7.2 Initiates policy proposals for consideration by Senate and its committees and or council and its committees;
- 2.7.3 Initiates business for Senate Committees;
- 2.7.4 Initiates and/ or generates business for Council Committees; and
- 2.7.5 Implements Senate and Council Decisions.

CHAPTER THREE: SITUATIONAL ANALYSIS

3.1. Overview

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	<ul style="list-style-type: none"> Policy direction for the sector Setting targets for the sector 	<ul style="list-style-type: none"> Provision of appropriate legal and institutional structures for the sector Implementing sector proposals and initiatives Providing a conducive environment for the functioning of university Fund university activities 	<ul style="list-style-type: none"> Conducting applied research Providing technology driven solutions for government effectiveness 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

			<ul style="list-style-type: none"> • Produce citizens who can supplement government efforts.
NCHE	<p>Regulatory function</p> <p>Curriculum accreditation</p> <p>Institutional audits</p> <p>Quality assurance</p>	<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	<p>Studying and completion of programmes</p> <p>University governance</p> <p>Community engagement</p>	<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 Sector	<p>Advocacy and information provision</p>	<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 •
NGO/Civil Society Sector	<p>Advocacy and information sharing</p>	<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	<p>Provision of funding and other</p>	<ul style="list-style-type: none"> • Provision of funding • Provision of information 	<ul style="list-style-type: none"> • The development partners will enjoy recognition for supporting a successful university activity, and the

	advocacy support initiatives	<ul style="list-style-type: none"> • Lobbying governments to support the sector • Provision of research grants • Collaborative programmes 	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 leaders and provision of relevant information	<ul style="list-style-type: none"> • Demanding accountability from the university • Reporting weaknesses in university delivery systems • Quality assurance • Providing information for research students • Advocacy 	<ul style="list-style-type: none"> • The primary benefits of a strong university will be channelled to the public who will see better services through education services

3.3. Environmental Scanning (PESTLE 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. 	<ul style="list-style-type: none"> • Should influence the type of curriculum designed by universities • Should influence the cost of enrolling for any degree programme in the country • The Vice Chancellor's forum should have representations at the law-making organs to avoid education intrusion from politicians

	<ul style="list-style-type: none"> • 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 	
Economic	<ul style="list-style-type: none"> • Central or local government funding decisions affect private higher education establishment finances • Ability of parents to raise funds for optional activities • The need to run co-curricular activities or other university clubs • Ability to invest 'savings/ surpluses' • Cost of providing resources: <ul style="list-style-type: none"> ○ Staff – teaching & support ○ Basics – Stationary ○ Technology solutions, e.g., staff laptops etc • Increasing Interest rates • Shortages of authentic materials on national markets • Over provision of universities in the area resulting in competition from neighbouring universities • The risk of highly valued, key staff moving on to more 'up and coming' institutions/ academies 	<ul style="list-style-type: none"> • Unlevelled ground amongst universities in terms of fees charges and infrastructure development • Lack of some activities which are deemed important but not affordable by private universities • Low resource envelope for private universities due to lack of funding from government and other agencies • Improved quality of service from universities due to the stiff competition
Social	<ul style="list-style-type: none"> • The corrupt being involved in policy making for the sector • Religious influence in education decision making • Increase in birth rate, reflecting national trends • Local population changes (increasing/ decreasing numbers of students eligible for admission in universities) • Demographic changes may affect likely student rolls or the nature of students needed • Closure of local firms providing employment 	<ul style="list-style-type: none"> • Involve both students and staff to participate in university activities • Increased demand for higher education from the population • Increased use of social media for communication within universities leading to more awareness • More demand for community-based curricula within universities

	<ul style="list-style-type: none"> • Inability to attract staff • Social networking – blogs, Facebook, twitter • Changes to qualifications expected • Integration with local community • Integration of students with special needs • parental preference – an increase in ‘parent power’ has allowed parents more freedom of choice over their children’s universities • the risk of highly valued, key staff moving on to more up-and-coming establishments • Information is accessible to staff anywhere in the world via the Internet • Staff not given enough training or access to effectively change their habits and how they expect information to be made available 	<ul style="list-style-type: none"> • Demand for top trained staff within other service sectors hence increasing cost of accessibility
Technological	<ul style="list-style-type: none"> • Government spending on technological research, • The life cycle of current technology, • The role of the internet and how any changes to it may play out, • The impact of potential information technology changes. • The costs and the quality of products and services that lead to innovation. • Changes to standards/ equipment required • Risk of selecting the wrong technology at times of change (i.e., windows -v- open source) • New computer viruses may affect university operations, • Disturbing/ illegal images on the internet may affect ICT security measures etc. • Moving from paper-based books to e-book readers • Computer hardware being out of date • Computer software being out of date • Time to manage IT systems 	<ul style="list-style-type: none"> • Increased adoption of educational related technologies within universities • Increased low quality programmes offered by universities both locally and internationally through the use of technology • International competition brought in by foreign online academic and cheap programmes • Increased plagiarism from students within their academic programmes hence leading to so many fake graduates • Improved access to technology and software leading to increased adoption of technology in education
Legal	<ul style="list-style-type: none"> • New legislation may create risks of non-compliance with the law, create new administrative burdens etc • Changes to student protection legislation 	<ul style="list-style-type: none"> • Inability of enacted laws to be followed by all universities • Rewrite policies on staff rights and responsibilities

	<ul style="list-style-type: none"> • Change to university closing and opening hours • Changes to funding of charity-based organisations • Health & safety legislation 	
Ethical	<ul style="list-style-type: none"> • Students' admissions across the universities based on acceptable NCHE requirements • Universities are copying and rewriting other institutions' academic programmes • Security surrounding the university environment e.g., busy roads, community hygiene, security lights, etc • Waste disposal • Reduction of green space available for activities • Using a significant amount of paper and photocopier toner to produce printed information. 	<ul style="list-style-type: none"> • Inappropriate recruitment of students by universities • Running un accredited academic programmes by universities • Terror threats from people who want to avenge to government based on their international policies

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.

<p>Strengths</p> <ul style="list-style-type: none"> • Committed and experienced members of council and senate • Committed and visionary management team • Clearly defined legal framework • Functional organizational structures and systems • Youthful, skilled and competent administrative and academic staffs • Good public will and trust • Flexibility and timeliness in decision making • Niche for postgraduate programmes • UTAMU Hybrid model of teaching and learning 	<p>Weakness</p> <ul style="list-style-type: none"> • Reliance on fees as a major source of Funding**** • Inadequate financial resources • Limited visibility of the University • Limited infrastructure for the University • Lack of a University home • Lack of a physical library and specialised laboratories • Systems for attracting and managing international students • Limited research funding • Weak and slow E-learning platform: • Inadequate Human Resources • Incoherent application of Strategies and plans • Inadequate facilities such as lecturer rooms, - - • Inconsistent policies
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|--|--|
| <ul style="list-style-type: none"> • Use of technology in teaching and learning processes and computerised students support services • Growing research productivity • Timely completion rate of students • Staff-student ratio • Structured systems for nurturing innovation and employable skills • Functional community engagement systems • Strong systems for partnerships and collaborations • Robust and sound internal controls • Compliance with regulatory and statutory requirements • Relationship between students and management • Strong academic mentorship • The optimum Lecturer-student ratio • Supportive role of the governance /board of trustees • City strategic location-Bugolobi | <ul style="list-style-type: none"> • We are not chartered • Commitment to curriculum review • Low Customer focus • Weak organisational culture • Low staff motivation • Job insecurity • Limited student numbers • Uncompetitive staff salary structures • High labour turnover |
|--|--|

Opportunities

- ICT adoption in service delivery
- Growing consultancy industry
- Development partner support
- Unemployed and unskilled youth
- Collaboration with local and international partners
- Growing demand for innovations to solve local problems
- Buy Uganda Build Uganda
- There is a good will from the National Council of Higher Education to support the growth of UTAMU
- Political stability
- National teacher Policy
- Public private partnerships
- Corroborations with other Universities e.g., MUST
- Acceptance of ODEL by the government
- Privatization of private sector education business
- Community engagement
- Online teaching
- Potential expansion
- Technological: the availability of technology has enabled the university to attract students from the different countries in Africa.

Threats

- Lack of a University charter
- Continuous legal suites to the University
- Historical Perception of private universities
- Immergeance of new competitors
- Negative press publicity
- Global and national economic crisis
- Politics in the region
- The terrorism threats
- Fraudulent documents
- Low growth and market share *****
- Legal compliance aspect
- Statutory obligations
- Increase of public university staff salaries
- Competition especially business school

- The Signing of FID for the oil and gas industry
- Bursary opportunities

CHAPTER FOUR: UTAMU STRATEGIC DIRECTION

This chapter presents the UTAMU strategic direction which include the vision, mission and core values.

4.1. Vision Statement

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

4.2. Mission

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

4.3. 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:

1. **Professionalism:** making sure that staff and students conduct themselves with the highest ethical standards and taking responsibility of all their actions
2. **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
3. **Integrity:** adhering to ethical and moral principles in all the educational, research and innovation processes
4. **Transparency:** seeking to provide accountability and value for money to UTAMU's stakeholders
5. **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
6. **Community Engagement:** working with the community to solve the real-world problems as a focal point towards economic development

4.4. Strategic Outputs, Actions, Targets, Indicators, Responsible Persons, & Time Frames

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 inter disciplinary teaching and promote industry oriented education in management, technology, science, administration and governance through blended learning approaches.

Strategic Objective 2:

To improve the research and innovation capacity of staff and students to deliver practical and credible solutions.

Strategic Objective 3:

Improve the consulting and advisory services function within the University's core areas of specialisation.

Strategic objective 4:

Attract, develop and retain high quality staff

Strategic objective 5:

Enhance the University's competitiveness and sustainability

Strategic objective 6:

Enhance the capacity of support functions to facilitate effective and efficient delivery of UTAMU services

4.5 Monitoring and Evaluation Performance Indicator Matrix of the Strategic Objectives

Strategic Objective 1: To support disciplinary, interdisciplinary teaching and promote industry-oriented education in management, technology, science, management, administration and leadership through blended learning mode of delivery.

S/N	Output	Actions/ Target	Indicators	Responsible person	Time Frame				
					Y1	Y2	Y3	Y4	Y5
1.1	Fully integrate the use of e-learning within the educational process for information access, collaboration, and communication.	Develop E-learning guidelines.	A developed E-learning guideline.	DVC & Dean SCE	x	x			
		Establish an E-learning studio.	An E-learning Studio.	Director, ICT &LS, E-learning Officer				x	
		Build staff capacity for E-learning.	Ratio of trained staff.	DVC & E-learning Officer	x	x	x	x	x
		Adopt and maintain new teaching and learning technologies.	A functional and an up-to date E-learning system.	Director, ICT & LS	x	x	x	x	x
		Digitize and evaluate content.	Ratio of digitized content.	DVC, E-learning Officer & Multimedia Team	x	x	x	x	x
1.2	An enabling environment for teaching and learning.	Develop a teaching and learning manual	A teaching and learning manual.	School Deans		x			
		Develop a didactic handbook for all UTAMU programmes.	Didactic handbook manuals	DVC & School Deans		x			
		Subscribe to a variety of online resources to allow easy information access for the students and staff.	Ratio of online resources subscribed to.	Director ICT& LS	x	x	x	x	x
		Establish e-learning academic programmes to allow flexibility in education.	Fully-fledged academic programmes.	DVC& E-learning Officer.	x	x	x	x	x

1.3	Provision of teaching and learning that blends different disciplines with a focus on the industry.	Adopt problem based and student-centred learning methodologies during teaching and learning.	Problem-based & student-centered learning. Problem based student-centred evaluation	Teaching staff	x	x	x	x	x
1.4	Develop a students' mentorship framework.	Work with the UTAMU alumni association to identify suitable mentors for both graduate and undergraduate students Establish a career development desk	Number of students linked to mentees Number of career issues handled.	AR, Deans and their teams	X				
1.5	Create synergies with organizations to receive onsite trainings plus establishing regional centres for face-to-face teaching and learning.	Identify suitable organisations	Number of organisations identified	AR & PRO team	X				
		Prepare content and schedule	Number of courses with developed content	Dean, SPVE	X				
		Deliver face to face teaching	Number of face-to-face teaching sessions conducted	Teaching staff		X			

Strategic Objective 2: To improve the research and innovation capacity of staff and students to deliver practical and credible solutions.

S/N	Output	Actions/ Target	Indicators	Responsible person	Time Frame				
					Y1	Y2	Y3	Y4	Y5
2.1	All lecturers fully involved in research projects.	Develop a research policy.	Research Policy	DVC & Dean Postgraduate School	x	x			
		Establish a research agenda.	Research Framework	DVC & Dean Postgraduate School				x	
		Build staff capacity.	Ratio of trained staff who publish	DVC & Dean Postgraduate School	x	x	x	x	x
2.2	Publications of academic papers in recognised journals	Create guidelines for staff and students to publish	Guidelines on publications	DVC & Dean Postgraduate School					
2.3	Presentation of academic findings in conferences	Create guidelines for staff to present at conferences	Guidelines on conferencing	DVC & Dean Postgraduate School					
2.4	Sustaining International Journal of Technology and Management (IJOTM) and International Conference of Technology and Management (ICTM)	Regularly publish IJOTM and schedule ICTM	IJOTM and ICTM	DVC & Dean Postgraduate School					
2.5	Innovations	Innovating activities	Innovation artefacts	DVC & Dean Postgraduate School					
2.6	Research Collaborations and Networking	Collaborate with other institutions	Funded projects with other institutions	DVC & Dean Postgraduate School					

Strategic Objective 3: Improve the consulting and advisory services function within the University's core areas of specialisation.

SN	Output	Actions Target	Indicators	Responsible person	Time Frame				
					Y1	Y2	Y3	Y4	Y5
3.1	A fully-fledged consultancy office developed and institutionalized	Identify office space.	Office space identified	DVC & SHRO	x				
		Recruit staff to man the office.	Staff recruited	DVC & SHRO	x				
		Registration of the consultancy bureau with the relevant statutory bodies	Bureau registered	VC	x				
		Procure infrastructure for the consultancy bureau e.g., desks, chairs, printers, etc.	Office fully furnished	DVC & Accounts	x				
3.2	Develop a consultancy agenda and strategy.	Organize training seminars/workshops in consultancy and grants for staff	No. of training /seminars/ workshop organized	DVC & Deans	x	x	x	x	x
		Networking and relationship building	No of networks created	VC & All	x	x	x	x	x
		Speak at events	No. of participation at event	DVC	x	x	x	x	x
		Joining consulting Association/ certifications	Associations joined/ certifications	VC		x			
		Open a face book page	Face book opened	DVC & Director ICT	x				
		Create a twitter account	Twitter account opened	DVC & Director ICT	x				
		Open up a website	Website developed	DVC & Director ICT	x				
		Create a Blog	Blog created	DVC & Director ICT	x				

		Join LinkedIn	LinkedIn account opened	VC	x				
		Responding to calls through writing technical & financial proposals	No. of technical, financial and grants responded to and won	SR&GO	x	x	x	x	x
3.3	Develop a competitive consultancy remuneration policy framework.	Develop a strategic business objective	Strategic business objective designed	Management	x	x			
		Identify key human resource objective	Human resource objective identified	SHRO	x	x			
		Carry out job analysis and review the structures	Job analysis and review of structure undertaken	SHRO	x	x			
		Evaluate jobs to determine its importance	Job evaluation undertaken	SHRO	x	x	x	x	x
		Establish external equity	External equity established	Management		x			
		Communicate the remuneration strategy	Remuneration policy communicated to all staff	DVC/ SHRO	x	x	x	x	x
3.4	Capacity building for the consultancy teams.	Carry out a capacity needs assessment	Capacity needs assessment carried	DVC/ SHRO	x				
		Schedule training for staff 1 training per year	No of trainings undertaken	DVC/ SHRO	x	x	x	x	x
		Signing partnerships and networking 1 per year	No of partnerships signed and networked	VC&DVC	x	x	x	x	x
3.5	Creating consultancy	Creating a data base of consultants	Data base created	VC/ SR&GO	x	x	x		

	teams based on specializations.	Updating the data base of consultants	Updated data base	SR&GO	x	x	x	x	x
		Mapping the different specializations	Different Specialization mapped	SR&GO	x	x	x		
		collaborating with different consultancy firms	No of firms in collaboration with the bureau	VC	x	x	x	x	x
3.6	Develop partnerships and joint ventures for consulting at local and international levels.	Identifying local and international partners	No of local and international partners identified	VC/DVC	x	x	x	x	x
		Signing joint venture agreement/MOU	No of MOUs signed	VC	x	x	x	x	x
3.7	Develop a monitoring framework for consultancy and advisory services.	Establishing roles and responsibilities	Clear roles and responsibilities	SHRO	x	x			
		Setting KPI	KPI set	SHRO	x				
		Setting targets	Target set	SHRO	x				
		Adopting customized reporting format	Customized reporting format	SHRO	x				
3.8	Develop an integrated ICT framework for consultancy	Designing ICT governance, policies and procedures	Designed ICT governance, policies & procedures	Director ICT	x	x			
		Procure ICT infrastructure, solution & services	ICT infrastructure, solution & service procured	Director ICT	x	x	x		
		Train staff to manage, maintain and operate ICT system	No. Staff trained	Director ICT	x	x	x	x	x
		Integrating business processes with application and data across diverse platforms and technologies	Integrations done	Director ICT	x	x	x	x	x

		Adopt ICT-based data collection tools like mobile phones, Personal Digital Assistants, web-based surveys, social media channels etc	ICT-based data collection adopted	DVC	x				
3.9	Develop a consultancy sustainability plan.	Writing fundable proposals and grants	No of fundable proposals and grants written and won	SR&GO	x	x	x	x	x
		Conducting capacity building activities	No of trainings undertaken	SHRO	x	x	x	x	x
		Establish a consultancy fund	Consultancy fund established	DVC	x	x			
		Establish a research and grants office	Research & Grants office created	DVC	x				
		Strengthen monitoring and evaluation functions	M&E function strengthened	DVC	x	x			

Strategic Objective 4: Attract, develop and retain high quality staff									
SN	Output	Actions	Targets/ Indicators	Responsible person	Time Frame				
					Y1	Y2	Y3	Y4	Y5
4.1	Develop and implement a comprehensive approach to workforce recruitment, hiring, retention, and planning.	Create a proactive & streamlined recruitment	Percent of positions filled with internal candidates (management or non-management)	SHRO/	X	X	X	X	X
		Create branding to attract high quality candidates	Level of productivity	Management	X	X	X	X	X
		Identify key competences for performance management	Number of applicants	SHRO/	X	X	X	X	X
		Create learning opportunities to increase workforce capabilities	Percent of clients satisfied with new hires after six months	Management	X	X	X	X	X
		Initiate succession planning activities	Percent of Workday (Human Capital Management)	SHRO/	X	X	X	X	X
		Develop a diversity-focused recruitment strategy	Number of Equal Employment Opportunity cases handled	SHRO/	X	X	X	X	X
4.2	Develop systems and practices that lead to job satisfaction among all categories of staff	Partner with managers in addressing their emerging human resource priorities	Increased number of requests for assistance and advice	SHRO/ Management	X	X	X	X	X
			Positive client feedback	SHRO/ Management	X	X	X	X	X
			Reduced turnaround times on classifications	SHRO/ Management	X	X	X	X	X

		Develop and deliver high quality and responsive Information Systems capabilities	Number of requests for information and turnaround time	SHRO/ Management					
			Level of involvement in cooperative activities	SHRO/ Management	X	X	X	X	X
			Number of external integration opportunities	SHRO/ Management	X	X	X	X	X
			Level of integration with HR divisional areas	SHRO/ Management	X	X	X	X	X
			HR application user saturation	SHRO/ Management	X	X	X	X	X
		Improve the coordination between and within all units in the University management structure through practical application of the One Staff, One University approach	No. of complaints from staff towards management	SHRO/ Management	X	X	X	X	X
		Provide accurate and reliable HR data through regular management reporting to facilitate decision making	Minimized turnaround times on requests for information	SHRO/ Management	X	X	X	X	X
4.3	Identify, promote and implement improved	Support a safe, healthy and inclusive campus	Level of safety and health information and training provided	SHRO/ Management	X	X	X	X	X

	policies and practices that demonstrate social and economic responsibility	culture that encourages work/life balance for staff	Number of safety management audits conducted	SHRO/ Management	X	X	X	X	X
			Reduction in incident/injury statistics	SHRO/ Management	X	X	X	X	X
			Introduction of KPIs assessing work-life balance into contracts of an increasing number of senior staff	SHRO/ Management	X	X	X	X	X
			Improved staff awareness of availability and accessibility of flexible work arrangements	SHRO/ Management	X	X	X	X	X
			Increased number and nature of diversity initiatives undertaken	SHRO/ Management	X	X	X	X	X
			Reduced timelines for resolution of grievances	SHRO/ Management	X	X	X	X	X
			Reduced number of grievances and Complaints	SHRO/ Management	X	X	X	X	X
			Facilitate the provision of appropriate facilities and services to create an accessible work and study environment						
		Number of complaints/cases	SHRO/ Management	X	X	X	X	X	
		Guidelines developed	SHRO/ Management	X	X	X	X	X	
4.4	Promote and institutionalize UTAMU values & cultures	Build a comprehensive policy, review and	Better utilization of existing data sources (e.g., Working Life Survey, EAP, equity, and exit surveys)	SHRO/ Management	X	X	X	X	X

	among all staffs	development process	Increased level of external involvement in policy development	SHRO/ Management	X	X	X	X	X
		Develop strategic policy responses to human resource issues	Positive benchmarking with comparative institutions	SHRO/ Management	X	X	X	X	X
			Effective and efficient HR systems and processes	SHRO/ Management	X	X	X	X	X
			Improved retention/turnover rates benchmarked against national competitors	SHRO/ Management	X	X	X	X	X
4.5	Establish and operationalize a human resource capacity building plan	Create, promote and foster an organizational environment that values development, diversity and growth Opportunities for all employees.	Percentage of participants utilizing skills or reporting change in behavior after attending training classes	SHRO/ Management	X	X	X	X	X
4.6	Strengthen efforts for staff to undertake skills enhancement in pedagogy at all levels of UTAMU.	Provide quality, cost-effective training and development designed to increase individual and organizational Productivity and enrichment.	Percent of participants utilizing skills or reporting change in behavior after attending training classes	SHRO/ Management	X	X	X	X	X

Strategic objective 5: Enhance the University's competitiveness and sustainability									
SN	Output	Actions	Target/ Indicators	Responsible person	Time Frame				
					Y1	Y2	Y3	Y4	Y5
5.1	UTAMU Titled Land	i. Search for land ii. -Verify Authenticity, open boundaries iii. - Recommend for Purchase iv. -Oversee transfer of titles v. -Fencing the land vi. -Publishing of the campus site vii. Compound Management	- Progress reports - University lawyers' approvals - Land titles in UTAMU's name - Fenced land - Sign Post - Well maintained compound	Chair - Land Committee	X	X			
5.2	University Campus	i. Obtain architectural plans ii. Contract a construction company iii. Monitor the construction	- Architectural plans - Signed construction contract - Progress reports - Completed structures and facilities	Chair -Campus Development Committee -DVC		X	X	X	
5.3	A University Charter.	i. Prepare required documents ii. Submit application to NCHE	Filled data forms Filled application.	Chair – University Charter Committee – AR		X	X		
5.4	Robust and functional governance	i. Prepare required documentation – Policies,	i. Approved documents ii. Functional heads of	Office of the VC – SHRO	X	X	X	X	X

	systems and structures.	Manuals, Procedures ii. Fill vacant positions of various heads/officers	sections/ departments							
5.5	Strategic and long-term partnerships	i. Review current Partnerships ii. Negotiate for extension of partnership period iii. Write Proposals for new partnerships iv. Recommend partners	i. Extended partnerships ii. Proposals iii. Profile of recommended partners iv. Signed MoU for new partnerships	The Grants and Research Officer	X	X	X	X	X	
5.6	Strong internal control systems and structures	i. Review ICS policies and procedures ii. Appoint officers to implement ICS iii. Monitor and Evaluate Progress	i. Improved policies and procedures ii. Filled positions of officers iii. Progress reports	Office of the VC – SHRO	X	X	X	X	X	
5.7	Schemes for empowering students and staff with infrastructure such as hardware and software	i. Equipping Computer Laboratories ii. Installing Software iii. Buying Furniture iv. Training	i. Two Computer labs with sitting capacity of at least 80 students and two with capacity of at least 40 students. ii. Furniture in all lecture halls and computer labs iii. Updated software	Director ICT	X	X	X	X	X	

			<ul style="list-style-type: none"> iv. Well-equipped and regularly updated e-library v. User friendly apps and e-learning facilities. vi. Reliable and secure internet Connection 						
5.8	Investments and ventures both internally and externally	<ul style="list-style-type: none"> i. Digital Learning and Broadcasting Studio ii. Multimedia, Print and Online Publishing & Technology iii. Real Estate Business iv. Incubation Centre v. Consultancy and Specialized Training vi. Education Tourism, Transport and Hospitality 	<ul style="list-style-type: none"> i. A well-equipped and functional studio. ii. Digital learning materials iii. Publications iv. Technology patents v. Hardware and Software Shopping Centre vi. Land and Property vii. Funded start-ups viii. High Tech. Training equipment and Facilities ix. Technology Museum, Vehicles, Camping sites and Cottages. 	Chair – Committee Innovation, Investments and Business Development.	X	X	X	X	X

Strategic objective 6: Enhance the capacity of support functions to facilitate effective and efficient delivery of UTAMU services.

SN	Output	Actions	Target/ Indicators	Respo nsible person	Time Frame				
					Y1	Y2	Y3	Y4	Y5
6.1	An active e-learning platform	Build a comprehensive and integrated ICT infrastructure for all UTAMU processes and services	<ul style="list-style-type: none"> i. A functional and an up-to date E-learning system. ii. Active use of eLearning by both staff and students iii. Digitized/animated content of all programmes online iv. Increased number distance learning students 	ICT Directorate, E-Learning Officer , Quality Assurance Officer & AR	x	x	x	x	x
6.2	Increment in student enrolment statistics for all intakes through an increased publicity and awareness of the University in the region	Develop and implement a marketing, public relations and communications strategy	<ul style="list-style-type: none"> i. Increased engagement levels on social media (Twitter, Facebook, YouTube) ii. Increased enrolment and retention of undergraduate students iii. UTAMU ranked among top 5 universities in Uganda. iv. At least 6 outreach programmes done per year 	PR & Marketing Team	x	x	x	x	x
6.3	Increment in quality assurance adherence and audit	Strengthen the quality and risk management system	<ul style="list-style-type: none"> i. High retention of highly skilled staff ii. Low staff turnover 	HR, Quality Assurance	x	x	x	x	x

	checks for both administrative and academic environment	for all UTAMU administrative and academic services.	<ul style="list-style-type: none"> iii. More research publications from both staff and students iv. More capacity building for staff undertaken to retool staff 	officer & AR					
6.4	Robust monitoring and evaluation mechanisms for structures and systems	Review UTAMU's structures and systems from time to time to reflect the changing dynamics.	<ul style="list-style-type: none"> i. Qualified administrative and academic staff ii. UTAMU teaching and learning system up-to standards set by NCHE iii. Increased number of meetings with stakeholders on the progress of monitoring and evaluation 	HR, Quality Assurance officer & AR	x	x	x	x	x
6.5	Robust Finance and auditing mechanisms , structures and systems	Strengthen the financial management systems and structures.	<ul style="list-style-type: none"> i. Timely payment of salaries for all administrative and academic staff ii. Timely payment of other expenditures such as tax, NSSF iii. Timely financial statements, reports and audits undertaken during the financial year iv. Competent and skilled human resource in the finance office v. Less paperwork and quick release of funds to carry out university activities 	DVC Finance and Administration, Accounts department	x	x	x	x	x

6.6	Established vertical and horizontal linkages for executing organizational functions	Strengthen the linkages between the various support systems.	<ul style="list-style-type: none"> i. Enhanced and effective communication between all stakeholders ii. Established and sustained integrated services within the organization that can be improved, replicated and scaled up iii. Effective collection of strategic information from the organization and its stakeholders iv. Improved adoption of ICTs for support services to all stakeholders v. Enhanced engagement between the community, private and public sector 	VC, DVC, Directors, Deans, AR, Public Relations	X	X	X	X	X
6.7	Aspiration made to ensure that UTAMU is aware of and takes steps to comply with relevant laws, policies, and regulations	Ensuring compliance with regulatory and statutory requirements	<ul style="list-style-type: none"> i. Regulatory enforcement and compliance that is evidence-based and measurement-based undertaken and evaluated regularly ii. Establish exploration mechanisms for market forces, private & public sector and community actions 	VC, DVC, Directors, Deans, AR, Public Relations	X	X	X	X	X

			<p>to support compliance and enforcement</p> <p>iii. Established enforcement mechanisms should be risk-based and proportionate so that the frequency of inspections and the resources employed are proportional to the level of risk and enforcement actions should be aiming at reducing the risk for UTAMU</p> <p>iv. Enforcement that is based on principles and allows inspection enforcement actions that are modulated depending on the stakeholder, profile and behaviour of specific scenario</p> <p>v. Information and communication technologies adopted in order to maximise proper use of resources, coordination and information-sharing for the purpose of regulatory enforcement</p>							
6.8	Effective and smooth	Strengthen the	i. Informed students and staff on all	Academic	x	x	x	x	x	

	communication between students and staff.	relationship between students and staff.	<p>activities and decisions made by management on teaching and learning.</p> <ul style="list-style-type: none"> i. Improved teaching and learning ii. Improved relationship between students and administration v. An active mentorship program for students 	Registrar & PR					
6.9	Well maintained infrastructure for both physical and digital	Develop a maintenance plan for infrastructure.	<ul style="list-style-type: none"> i. Maintenance performance reports generated regularly ii. Reduced mean time between the infrastructure failures and breakdowns iii. Reduced mean time of repairing and production of infrastructure v. Keeping up to date with the cutting-edge digital infrastructure 	DVC, Directors, HR, AR	x	x	x	x	x

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):

- 5.1.1 Thorough internalization and unwavering commitment to its success by the Board of Directors, members of governing board and management team. It is everybody's duty to internalize the direction of the university in the next 10 years;
- 5.1.2 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;
- 5.1.3 Buy-in and support from government, the regulatory bodies (NCHE), the private and NGO/Civil Society sectors.
- 5.1.4 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 number 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;
- 5.1.5 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 motivated individuals.

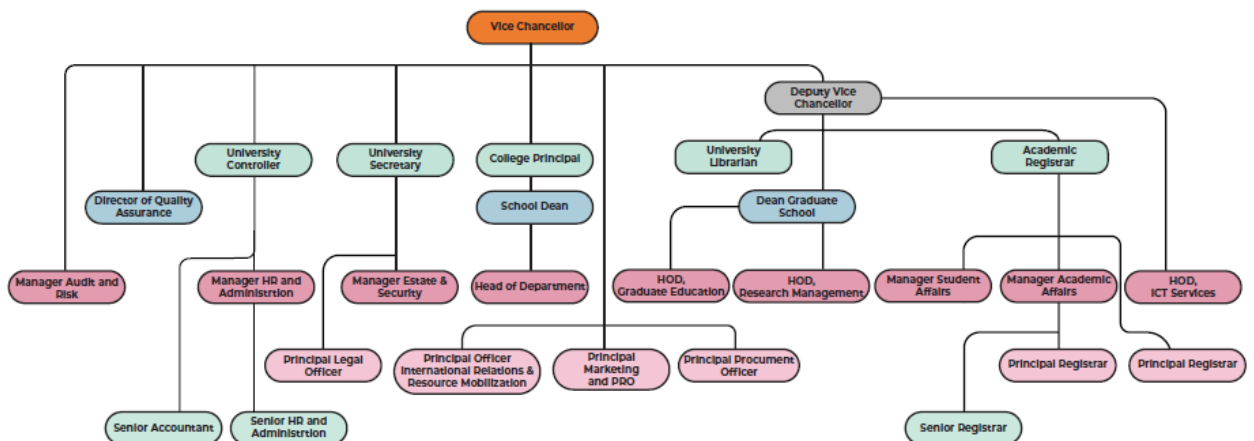
5.2. Strategy Implementation Framework

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:

- 5.2.1 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.
- 5.2.2 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.

- 5.2.3 Installing internal administrative support systems.** Internal systems that include policies and procedures to establish desired types of behaviour, 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.
- 5.2.4 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.
- 5.2.5 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.
- 5.2.6 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



CHAPTER SIX: MONITORING AND EVALUATION FRAMEWORK

6.1. Coordination Modalities

The Strategic Plan will be coordinated in accordance with the established management structures at UTAMU. At institutional governance level, the coordination will be spearheaded by the UTAMU Council spearheaded by the Chairperson, the organ mandated to provide oversight function over the UTAMU management that is headed by the Vice Chancellor. The coordination at management level will be headed by the office of the Vice Chancellor who will work with his technical team consisting of Deans, Directors and Heads of Department to ensure efficient implementation of the proposed actions in the strategic plan. The technical team will play the following roles:

1. Provide technical guidance to the overall UTAMU Strategic Plan implementation;
2. Recommend strategies for integrating national level policies and institutional frameworks into the UTAMU Strategic Plan;
3. Recommend modalities for designing and implementing programme activities in the UTAMU Strategic Plan;
4. Recommend policy options that require consideration to the Management of UTAMU;
5. Monitor implementation; and
6. Carry out any other relevant tasks as may be decided by the UTAMU Council and management.

6.2. Implementation Modalities

In order to ensure effective implementation and operationalization of this Strategic Plan, annual work plans will be developed on a roll-out basis and they will clearly indicate the activities as well as the required resources. The plan will be implemented in partnership with all stakeholders. Therefore, all staff will be required to draft out their work plans that are in line with the overall work plans of UTAMU that feed into the Strategic Plan. Hence, a clear distribution of activities to all stakeholders but in accordance to the UTAMU strategic plan.

6.3. Monitoring and Evaluation

Establishment of a sound Monitoring and Evaluating (M&E) system is critical in the implementation of the UTAMU Strategic Plan. Such a system will facilitate tracking activity implementation as well as monitoring risks in overall management and implementation of UTAMU Strategic Plan. The M&E framework aims at meeting the information needs of different departments and stakeholders. These include Policy Makers, Deans, Heads of Departments, Students, NCHE, Government and Development Partners.

The specific objective of the M&E system is to promote timely evidence-based decision making at all levels and all times about the status of strategic plan implementation. To achieve this objective, the various implementing departments of the UTAMU Strategic Plan will among other responsibilities implement the following:

1. Document every action implemented in their line of duty
2. Disseminate the data and associated report in a timely manner to all relevant stakeholders
3. Analyse, disseminate and promote the use of the data by stakeholders;
4. Ensure adequate and reliable access to data bases by different users;
5. Link M&E data with other national M&E systems to enable and facilitate monitoring at all levels including district and sub-national community levels; and
6. Collect qualitative information and increase participatory monitoring to take advantage of the unique monitoring experience it can provide.

6.4. Monitoring

Monitoring of the UTAMU Strategic Plan is important to enable the Vice Chancellor, Heads of Departments and Directors to verify progress and make timely evidence-based decisions. These are needed to make corrections and adjustments in the implementation strategy timely should it become necessary. This therefore requires that monitoring as a routine process should be based on established project activities and using indicators of performance. Monitoring results must also be shared with all stakeholders to ensure and facilitate timely decisions and corrective actions.

6.5. Evaluation

The evaluation of the UTAMU Strategic plan will take place in three stages aimed at generating relevant and timely data to meet UTAMU and stakeholder information needs. The three stages of evaluation are the following:

1. Formative (Baseline) evaluation which will establish the status of all indicators before the plan is fully operational. This will set targets and establish costs of each broad strategy;
2. Mid-term evaluation will be conducted half way in the life cycle of the plan. This will inform whether or not the implementation of the plan is on or not on course and recommend remedial actions to improve implementation; and
3. Final evaluation will be at the end of the mandate of the plan. This will be stock taking and it will inform whether or not there was value for money. Specifically, it will establish the success rate of the plan in achieving its outcomes as measured by the indicators.

6.6. Institutional Arrangement for Monitoring and Evaluation

The M&E strategy will be implemented by the Vice Chancellor office with the help of the technical team that comprises of the Deans and Directors. The mandate of the technical team will be:

1. To ensure that systematic, functional and routine data collection is in place in all departments;

2. To ensure that there is adequate capacity in all departments for data collection and use;
3. Setting guidelines for determining research priorities including outcome and impact evaluations;
4. Putting in place evaluation plan; and
5. To develop and implement a communication strategy for the UTAMU Strategic Plan.

6.7. Monitoring and Evaluation Calendar

Monitoring and Evaluation of activities for the UTAMU Strategic Plan has been provided for during the five (5) years of implementation in the M&E matrix under section 5.4. The M&E matrix provides the broad M&E interventions for implementation for the next 5 years in two broad areas:

1. **M&E Activities:** Focusing on M&E system, Evaluation and Review meetings and M&E support activities.
2. **Planning Activities:** Focusing on M&E capacity building and use of M&E information.

6.8. Key Outcomes and Outputs

During the 5 years of implementation of the UTAMU Strategic Plan, the Key Outcomes and Outputs will be followed under each of the listed strategic objectives.