



**UNIVERSITY OF EDUCATION, WINNEBA**



# **CORPORATE STRATEGIC PLAN**

**2019-2023**





**UNIVERSITY OF EDUCATION, WINNEBA**

# **CORPORATE STRATEGIC PLAN**

**2019-2023**



## SYMBOL CONCEPT

*“Bringing together diverse ideas, skills, funds and resources from various entities within and outside the University to achieve a common strategic goal.”*

The arrows represent the various entities in the University as well as stakeholders

They have varying sizes and point to different directions. This reflects the varied ideas, skills, funds and resources they are contributing to the growth of UEW to achieve a common strategic goal.

---

# TABLE OF CONTENTS

FOREWORD.....	vi
1.0 INTRODUCTION - THE STRATEGIC PLANNING PROCESS.....	1
2.0 PROFILE OF UNIVERSITY OF EDUCATION, WINNEBA (UEW).....	3
2.1 Establishment.....	3
2.2 Special Status and Mandate.....	3
2.3 Student and Staff Population.....	3
2.4 Location (Campuses, Faculties, Academic Departments, and Study Centres).....	3
2.4.1 Winneba Campus.....	4
School of Creative Arts.....	4
Faculty of Educational Studies.....	4
Faculty of Science Education.....	4
Faculty of Social Science Education.....	5
School of Business.....	5
Faculty of Foreign Languages Education and Communication.....	5
School of Graduate Studies.....	5
2.4.2 Kumasi Campus.....	5
Faculty of Business Education.....	5
Faculty of Technical Education.....	5
Faculty of Vocational Education.....	6
Faculty of Education and Communication Sciences.....	6
2.4.3 Asante Mampong Campus.....	6
Faculty of Agriculture Education.....	6
Faculty of Science and Environment Education.....	6
Faculty of Education and General Studies.....	6
2.4.4 Ajumako Campus.....	6
Faculty of Ghanaian Languages Education.....	6
2.5 Academic Calendar and Programme Orientation.....	7

2.5.1	Undergraduate Programmes.....	7
2.5.1.1	Certificate Programmes.....	7
2.5.1.2	Diploma Programmes.....	7
2.5.1.3	Bachelor's Degree.....	7
2.5.2	Graduate Programmes.....	7
2.6	Institutes, Directorates and Centers.....	8
2.6.1	Institute for Distance and e-Learning (IDeL).....	8
2.6.1.1	Distance Education Study Centres.....	8
2.6.1.2	Undergraduate Programmes.....	8
2.6.1.3	Graduate Programmes.....	8
2.6.2	Institute for Teacher Education and Continuous Professional Development.(ITECPD).....	9
2.6.3	Institute for Educational Research and Innovation Studies (IERIS).....	10
2.6.3.1	Centre for School and Community Science and Technology Studies (SACOST).....	10
2.6.3.2	Centre for Educational Policy Studies (CEPS).....	10
2.6.3.3	National Centre for Research into Basic Education (NCRIBE).....	10
2.6.4	Centre for Conflict, Human Rights and Peace Studies (CHRAPs).....	11
2.6.5	Externally Funded Projects Office (EFPO).....	11
2.6.6	Centre for International Programmes.....	12
2.6.7	Counselling Centre.....	12
2.6.8	Office for Institutional Advancement (OIA).....	12
2.6.9	Centre for Hearing and Speech Services.....	13
2.6.10	Gender Mainstreaming Directorate.....	14
2.6.11	Quality Assurance Directorate.....	14
2.6.12	Centre for Community-Based Rehabilitation and Disability Studies (CBRD).....	15
2.6.13	Basic Schools Directorate.....	15
2.7	The University Library.....	15

3.0	CORPORATE STRATEGY.....	17
3.1	Vision Statement.....	17
3.2	Mission Statement.....	17
3.3	Core Values.....	17
3.4	Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis.....	17
3.4.1	Strengths.....	17
3.4.2	Weaknesses.....	18
3.4.3	Opportunities.....	18
3.4.4	Threats.....	19
4.0	Themes, Objectives and Strategies.....	21
4.1	Theme One: Research and Innovation.....	21
4.2	Theme Two: Excellent Academic Standards in Teaching And Learning.....	22
4.3	Theme Three: Pragmatic and Purposeful Administrative System.....	24
4.4	Theme Four: Community, National, Regional and International Partnerships For Development.....	26
4.5	Theme Five: Enhanced Access, Equity and Inclusion.....	27
4.6	Theme Six: Proactive Quality Assurance System.....	28
4.7	Theme Seven: Financial Sustainability and Accountability.....	28
5.0	Plan Matrix (2019-2023).....	30
6.0	Summary of Plan Budget.....	72
	Appendix.....	73
	Members of the 2019-2023 Strategic Plan Development Committee.....	73







# Foreword

**T**he fourth five-year (2019-2023) Corporate Strategic Plan of the University of Education, Winneba (UEW) has been developed as a mechanism for countering the emerging contemporary challenges confronting public universities in Ghana, and UEW in particular, to guarantee the fulfillment of its core mandate. The Plan highlights collaborative research, more stakeholder engagement, and enhanced efforts to make significant impact in communities in which the University operates. It builds on the successes achieved under the previous Corporate Strategic Plans.

The Plan seeks to cultivate greater collaborative research across faculties, campuses, and disciplines, nationally and internationally to attract research funds. This intention ultimately calls for the training and recruitment of high-quality staff in emerging areas, establishment of well-endowed chairs and stimulus fund for investment in priority research initiatives,

increased graduate students mentored-research in innovative projects, and expanded participation in research events and conferences.

Priority will also be given to activities geared towards excellent academic standards in teaching and learning. Faculty will be supported to keep up with emerging trends in technology and instruction. By this, the University will provide technology-centred training, programmes, and support for students and faculty.

The University recognises purposeful and pragmatic administrative system as vital to achieving its mission and vision. The administrative systems will therefore be transformed by reducing excessive bureaucratic bottlenecks, improving on the information management system and ensuring professional competence for an excellent administrative system based on best practices.





The Plan also recognises stakeholder involvement, interest and influence as potential drivers of partnerships for development. The University will, therefore, increasingly harness its stakeholder power and influences through strategic collaborative partnership for the promotion and achievement of its mission and core mandate.

The University will continue to evolve inclusive culture and policies; adapt existing infrastructure and services to make them accessible; ensure all new infrastructure, equipment, and services are universal design compliant; and design and implement responsive systems to support individuals and groups according to their needs.

As the University pursues increasing enrolment, expansion in academic programmes and infrastructure, diversity in modes of lecture delivery, as well as equity and inclusion, the institution is mindful of the quality assurance implications. The Plan, therefore,

seeks to strengthen quality assurance measures in all aspects of the University's operations to ensure sustainability and remain competitive as the premier university in teacher education in the sub-region.

The University will adapt alternative funding models to ensure financial sustainability. Value for money, accountability and sustainability in the use of the limited resources will also be pursued. These will strongly position the University to deliver on its mandate, achieve its strategic aspirations, and meet the high expectation of stakeholders.

I wish to express my profound gratitude to the Strategic Plan Development Committee and all those who contributed in diverse ways in the development of this document.

**Rev. Fr. Prof. Anthony Afful-Broni, PhD**  
**Vice-Chancellor**

April, 2019





# 1.0

## INTRODUCTION - THE STRATEGIC PLANNING PROCESS

The University of Education, Winneba has successfully implemented three Strategic Plans (2003-2008, 2009-2013, 2014-2018) since the attainment of autonomy status in 2004. Over these periods, the University has undergone remarkable transformations in its infrastructure, curriculum developments, staffing, student enrolment, and the mode of delivery of its core functions – teaching/learning, research and community service. However, more efforts are needed, especially, in the area of research, community service, financial sustainability, and accountability.

The 2019-2023 Corporate Strategic Plan was developed bearing in mind the contemporary challenges facing the University, key amongst them being the following:

- » competition from growing number of tertiary institutions running programmes in Education, Business, as well as Technical and Vocational Education;
- » dwindling government subvention to fully actualize the University's mandate;
- » limited qualified and experienced academic and administrative staff;
- » rising cost of staff development programmes;
- » inadequate infrastructure and equipment for academic, administrative, and residential purposes;
- » high operational cost;

- » limited community, national and regional level collaboration.

In March 2018, the University Management set up a ten-member Strategic Plan Development Committee (SPDC) to solicit inputs from the University community across the campuses and study centres to develop a five-year Corporate Strategic Plan (2019-2023) for the University. The Committee adopted an integrated “bottom-up” approach in the process of engagement. Prior to that, seven themes were proposed to guide the engagement. Sensitisation workshops were organised for Faculties, Institutes, Directorates, Registry, Sections/Units, and other stakeholders on 21<sup>st</sup> June, 28<sup>th</sup> June, 3<sup>rd</sup> August, and 4<sup>th</sup> August, 2018, for Winneba, Ajumako, Kumasi, and Asante Mampong Campuses, respectively. The Faculties, Institutes, Directorates, Registry, Sections/Units, and other stakeholders, guided by the proposed themes, were then asked to submit inputs to the Committee. A total of ninety-five (95) faculty and departmental inputs were received for consideration by the Strategic Plan Monitoring Committee. The Committee then organised three retreats to study the inputs and draft the Corporate Strategic Plan.

The first retreat enabled the Committee to critically examine all the inputs and develop appropriate themes, objectives, and strategies for the Corporate Strategic Plan. The Committee also analysed the





University's Strengths, Weaknesses, Opportunities, and Threats (SWOT), to identify critical areas that needed strategic intervention. After settling on seven (7) thematic areas and twenty-two (22) objectives for the Plan, preambles were also developed which provided the background and purpose for each of the themes.

The second retreat focused on the development of key activities under fifteen of the twenty-two objectives. Some Key Performance Indicators (KPIs) were also developed. The final one-week retreat

enabled the Committee to complete the drafting of the key activities and KPIs. Time frames and assignment of responsibilities was also done. The representatives from the Finance and Audit sections were then tasked to work out the budget estimates for all the key activities.

After completing the draft Plan, stakeholder meetings were held again to present the document and solicit feedback. The necessary inputs were made to come out with the final Strategic Plan document.





# 2.0

## PROFILE OF UNIVERSITY OF EDUCATION, WINNEBA (UEW)

### 2.1 Establishment

The University of Education, Winneba (UEW) was established by the University of Education, Winneba Act 2004, (Act 672) on May 14, 2004. It was originally established by PNDC Law 322 (1992) as the University College of Education of Winneba (UCEW) through the amalgamation of the following seven diploma awarding institutions: the Specialist Training College, the Advanced Teacher Training College, the National Academy of Music – all located at Winneba; the School of Ghana Languages, Ajumako; College of Special Education, Mampong-Akwapim; St. Andrews Training College, Asante Mampong, and the Advanced Technical Teacher College, Kumasi.

### 2.2 Special Status and Mandate

The University is charged with the responsibility of producing professional educators to spearhead a new national vision of education aimed at redirecting Ghana's efforts along the path of rapid economic and social development. The University of Education, Winneba is expected to play a leading role in the country's drive to produce scholars whose knowledge would be fully responsive to the realities and exigencies of contemporary Ghana and the West African sub-region.

### 2.3 Student and Staff Population

At the beginning of the 2014-2018 Strategic Plan Period, student enrolment was 43,460 (with 43% being female). Out of this figure, 17,487 were regular students, whereas 15,564 and 10,409 students were on the distance learning and sandwich programmes, respectively. The University had total full-time staff strength of 1,998 (23% female) comprising 420 research and teaching staff and 1,578 non-teaching staff. At the end of the 2014-2018 Strategic Plan Period, student enrolment had increased to 61,711 (42%) comprising 38,768 (122%) full-time, 18,821 (21%) distance learning. Sandwich enrolment however decreased to 4,122 (-60%). Of the total enrolment, 24,293, representing 39%, were females. The University had a total staff strength of 1,983 (28% female), comprising 502 research and teaching staff and 1,481 non-teaching staff. Thus, full-time teaching staff numbers increased by about 20% during the Strategic Plan Period (2014-2018).

### 2.4 Location (Campuses, Faculties, Academic Departments, and Study Centres)

The University has four Campuses in Winneba, Kumasi, Asante Mampong, and Ajumako. A fifth Campus is being developed at Techiman. There are 40 Study Centres across the country.



The University currently has Thirteen Faculties (13) and Fifty-four (54) Departments. The Faculties are the following: Faculty of Agriculture Education, Faculty of Science and Environment Education, Faculty of Business Education, Faculty of Technical Education, Faculty of Vocational Education, Faculty of Education and Communication Sciences, School of Creative Arts, Faculty of Educational Studies, Faculty of Foreign Languages Education and Communication, Faculty of Ghanaian Languages Education, Faculty of Science Education, Faculty of Social Sciences Education, School of Business, and School of Graduate Studies.

## 2.4.1 Winneba Campus

The Winneba Campus, which is the main campus of the University, is spread over three sites (North, Central and South) within the Winneba Municipality. The Central Administration of the University is located at the North Campus.

### School of Creative Arts

The School of Creative Arts has the following Departments:

- » Department of Art Education
- » Department of Graphic Design
- » Department of Music Education
- » Department of Theatre Arts

### Faculty of Educational Studies

Departments under the Faculty of Educational Studies are the following:

- » Department of Psychology and Education
- » Department of Special Education
- » Department of Basic Education
- » Department of Early Childhood Care and Development
- » Educational Resource Centre

### Faculty of Science Education

The Faculty of Science Education has the following Departments:

- » Department of Biology Education
- » Department of Physics Education
- » Department of Chemistry Education
- » Department of Integrated Science Education
- » Department of Mathematics Education
- » Department of Home Economics Education
- » Department of Health, Physical Education, Recreation and Sports
- » Department of Information and Communication and Technology
- Department of Health Administration and Education





## Faculty of Social Science Education

Departments under the Faculty of Social Science Education are the following:

- » Department of Social Studies Education
- » Department of Economics Education
- » Department of Geography Education
- » Department of History Education
- » Department of Political Science Education
- » Centre for Conflict, Human Rights and Peace Studies
- » Centre for African Studies

## School of Business

The School has the following four (4) departments:

- » Department of Human Resource Management
- » Department of Accounting
- » Department of Banking and Finance
- » Department of Marketing, Procurement and Supply Chain Management

## Faculty of Foreign Languages Education and Communication

The Faculty of Foreign Languages and Communication comprises the following departments:

- » Department of Applied Linguistics
- » Department of English Education
- » Department of French Education
- » Department of Communication and Media Studies
- » Communication Skills Unit
- » German Unit

Preparations are ongoing to relocate the Faculty to the College of Languages Education, Ajumako.

## School of Graduate Studies

The School of Graduate Studies runs Postgraduate Diploma, Master's, and PhD programmes for all the departments in the University. The School has coordinating offices at the constituent campuses.

## 2.4.2 Kumasi Campus

The Kumasi Campus, which hosts the College of Technology Education, is about 280 kilometers north-west of Accra and about 320 kilometres away from Winneba, the main Campus. There are four faculties under the College of Technology Education:

### Faculty of Business Education

The Faculty of Business Education has the following departments:

- » Department of Accounting Studies Education
- » Department of Management Studies Education

### Faculty of Technical Education

The Faculty of Technical Education comprises:

- » Department of Construction and Wood Technology Education
- » Department of Mechanical Technology Education
- » Department of Automotive and Electrical Technology Education
- » Department of Information Technology Education

## Faculty of Vocational Education

The Faculty of Vocational Education comprises:

- » Department of Fashion Design and Textiles Education
- » Department of Hospitality and Tourism Education

## Faculty of Education and Communication Sciences

The Faculty of Education and Communication Sciences comprises the following departments:

- » Department of Educational Leadership
- » Department of Interdisciplinary Studies
- » Department of Languages

## Faculty of Science and Environment Education

The Faculty of Science and Environment Education has the following constituent departments:

- » Department of Environmental Health and Sanitation Education
- » Department of Science Education

## Faculty of Education and General Studies

The Faculty of Education and General Studies consists of the following departments;

- » Department of Interdisciplinary Studies
- » Department of Educational Studies

### 2.4.3 Asante Mampong Campus

The Asante Mampong Campus, situated 51 kilometers northeast of Kumasi, hosts the College of Agriculture Education. There are three faculties under the College of Agriculture Education

## Faculty of Agriculture Education

The Faculty of Agriculture Education is made up of the following departments:

- » Department of Agricultural Engineering and Mechanization Education
- » Department of Animal Science Education
- » Department of Crop and Soil Sciences Education
- » Department of Agricultural Economics and Extension

### 2.4.4 Ajumako Campus

The Ajumako Campus, situated about 40 kilometers northwest of the Winneba Campus, hosts the College of Languages Education.

## Faculty of Ghanaian Languages Education

The following departments constitute the Faculty of Ghanaian Languages Education:

- » Department of Ga-Dangme Education
- » Department of Gur-Gonja Education
- » Department of Ewe Education
- » Department of Akan-Nzema Education





## 2.5 Academic Calendar and Programme Orientation

The University follows a multi-track<sup>1</sup> system (Regular, Sandwich, and Distance). The regular academic year begins in August and ends in May. It operates two semesters of sixteen weeks each. The first semester begins in August and ends in December, whereas the second semester runs from January through May. The Sandwich programmes are organised from June to August and December to January. The Distance programmes run concurrently with the regular programmes.

### 2.5.1 Undergraduate Programmes

The University of Education, Winneba is the largest Teacher Education University in Sub-Saharan Africa and runs the following undergraduate programmes.

#### 2.5.1.1 Certificate Programmes

There are two (2) certificate programmes.

#### 2.5.1.2 Diploma Programmes

There are eleven (11) Diploma programmes.

#### 2.5.1.3 Bachelor's Degree

The Bachelor's degree is offered in 84 areas (all in 38 disciplines) and is generally a four-year programme spanning eight semesters. Student Internship

Programme (SIP) is an integral component of the Bachelor's degree. Students go to the field to teach or undergo industrial attachment. As part of their training, students undertake action research, develop teaching portfolios, and write reports on their practical experiences. Some departments also run two-year Post-Diploma programmes.

### 2.5.2 Graduate Programmes

Graduate programmes are offered in 75 areas. The School of Graduate Studies coordinates the graduate programmes.



<sup>1</sup> "Multi-track means .... operates throughout the year with, at least, one track on intersession at any given time"

## **2.6 Institutes, Directorates, and Centres**

### **2.6.1 Institute for Distance and e-Learning (IDeL)**

The Institute for Distance and e-Learning (IDeL) was created out of the erstwhile Institute for Educational Development and Extension (IEDE) in September, 2017, with an overriding mission of providing high quality distance and e-learning programmes. The mother Institute (IEDE) of University of Education, Winneba (UEW) has been the premier distance education institution in Ghana since 1993.

#### **2.6.1.1 Distance Education Study Centres**

The Institute of Distance and e-Learning has forty (40) Study Centres across the ten regions of Ghana.

#### **Ashanti Region**

- » UEW, Mampong Campus, Asante Mampong
- » Ejisu SHS, Kumasi
- » Kumasi Girls SHS, Kumasi
- » UEW, Kumasi Campus, Kumasi
- » Fr. Murphy SHS, Obuasi
- » Offinso College of Education, Offinso

#### **Brong Ahafo Region**

- » Atebubu College of Education, Atebubu
- » St. Joseph's College of Education, Bechem
- » Twene Amanfo SHTS, Sunyani
- » UEW IDeL Office/Good Shepherd International School, Techiman

#### **Central Region**

- » Assin Fosu College of Education, Assin Fosu
- » Cape Coast Technical Institute, Cape Coast
- » IDeL, UEW North Campus, Winneba
- » Gateway School Complex, Kasoa

#### **Eastern Region**

- » Pope John SHS, Koforidua
- » Asamankese SHS, Asamankese
- » Nkawkaw SHS, Nkawkaw
- » Krobo Girls SHS, Odumase-Krobo

#### **Greater Accra Region**

- » Accra Academy, Accra
- » Accra College of Education, Accra
- » Accra Wesley Girls High School, Accra
- » St. John's Grammer SHS, Accra
- » Tema Presby SHS, Tema

#### **Northern Region**

- » Bagabaga College of Education, Tamale
- » Northern School of Business, Tamale
- » Yendi Senior High School, Yendi

#### **Upper East**

- » St. John Bosco College of Education, Navrongo
- » Gbewaa College of Education, Pusiga

#### **Upper West**

- » N.J. Ahmadiyya College of Education, Wa



## Volta Region

- » Dambai College of Education, Dambai
- » Three Town SHS, Denu
- » Ho Technical University, Ho
- » St. Francis College of Education, Hohoe
- » Sogakope SHS, Sogakope

## Western Region

- » Manye Academy, Axim
- » Enchi College of Education, Enchi
- » Fijai SHS, Sekondi
- » Sefwi-Wiawso SHTS, Sefwi-Wiawso
- » Tarkwa SHS, Tarkwa
- » Bia Senior High Technical School, Sefwi Debiso

### 2.6.1.2 Undergraduate Programmes

The Institute for Distance and e-Learning runs the underlisted undergraduate programmes:

- » 4-Year B.Ed. in Basic Education
- » 4-Year B.Ed. in Early Childhood Education
- » 4-Year B.A. in English Language Education
- » 4-Year B.Sc. in Mathematics Education
- » 4-Year B.A. in Social Studies Education
- » 4-Year B.B.A. in Accounting Studies
- » 4-Year B.B.A. in Human Resource Management
- » 2-Year Post Diploma (Bachelor of Education) in Basic Education
- » 2-Year Post Diploma (Bachelor of Education) in Early Childhood Education
- » 2-Year Post Diploma (B.B.A) in Accounting Studies
- » 2-Year Post Diploma (B.B.A) in Human Resource Management

- » 3-Year Diploma in Basic Education
- » 3-Year Diploma in Early Childhood Education
- » 3-Year Diploma in Accounting Studies
- » 3-Year Diploma in Management Studies
- » 1-Year Diploma in Education

The Centre also trains course module writers, editors, online courseware developers, and lecturers in online tutoring.

### 2.6.1.3 Graduate Programmes

The Institute for Distance and e-Learning runs the following one-year graduate programmes:

- » Postgraduate Diploma in Education
- » Master of Education in English
- » Master of Education in Mathematics
- » Master of Education in Science

## 2.6.2 Institute for Teacher Education and Continuous Professional Development (ITECPD)

The Institute for Teacher Education and Continuous Professional Development (ITECPD) was created out of the erstwhile Institute for Educational Development and Extension (IEDE) in September, 2017 to:

- » provide student teachers with holistic quality school-based teaching experiences,
- » provide quality mentoring of colleges of education,
- » provide opportunities for continuing professional development of staff of tertiary and non-tertiary institutions, and

- » promote research relations with professional, statutory, and regulatory bodies as well as other universities.

The Institute runs the following one-year graduate programmes:

- » Master of Education in Mentorship
- » Postgraduate Diploma in Teaching and Learning in Higher Education

### **2.6.3 Institute for Educational Research and Innovation Studies (IERIS)**

The Institute for Educational Research and Innovation Studies was established in the year 2013 to play leading roles in educational research and innovations in the University of Education, Winneba. Its mandate is to conduct research into the practice of basic education, education management and leadership, and educational policies at the institutional and national levels. The Institute's vision is to be a Centre of Research Excellence for Educational Development in Ghana and Africa. As its mission, the institute intends to promote a culture of research and innovation, the development of human resources in educational research, and the use of evidence-based information in the practice and formulation of educational policies.

The Institute for Educational Research and Innovation Studies is made up of three departments namely: Centre for School and Community Science and Technology Studies (SACOST); National Centre for Research into Basic Education (NCRIBE); and Centre for Educational Policy Studies (CEPS). These departments have specific mandates as specified in the following:

#### **2.6.3.1 Centre for School and Community Science and Technology Studies (SACOST)**

The vision of SACOST is to promote interdisciplinary research and development activities related to science and technology in indigenous, informal, and formal manufacturing industries in order to improve science and technology education on the African continent. The Centre's mission is to cultivate relevant research competence, publication proficiency, and quality knowledge to link community and workplace science and technology with that of school at the pre-university level. It functions as a Pan-African Research and Documentation Centre for the promotion of community science and technology in African schools.

#### **2.6.3.2 Centre for Educational Policy Studies (CEPS)**

CEPS was set up as a reputable, interdisciplinary research-led Centre that seeks to provide in-depth understanding of the relationship between educational policy, research, and practice at the institutional, national, and international levels. The Centre conducts research, teaches, and plays a leading role in the formulation and practice of educational policies in Ghana and elsewhere.

#### **2.6.3.3 National Centre for Research into Basic Education (NCRIBE)**

National Centre for Research into Basic Education (NCRIBE) was established in conjunction with the Ministry of Education and Ghana Education Service to conduct evidence-based research to inform



educational policies. The main objective of the Centre is to conduct research into Basic Education and engaging national and international audiences in best practices in the promotion of Basic Education. NCRIBE was set up to become a centre of excellence in research into issues related to basic education delivery in Ghana.

It is a documentation centre and the first point of reference on issues related to basic education in the country.

### **2.6.4 Centre for Conflict, Human Rights and Peace Studies (CHRAPs)**

The Centre for Conflict, Human Rights and Peace Studies (CHRAPs) was established out of the Department of Social Studies Education in the Faculty of Social Science Education of the University of Education, Winneba. The Centre, which took off during the 2016/2017 academic year, has the same status as an academic department. It seeks, among other things, to be Ghana's premier centre that conducts independent research on, and provides in-depth analyses of, conventional and non-conventional issues related to the intersections between conflict, peace, and human rights processes in West Africa and beyond. The Centre aims to build on the work being done through the human rights education programme in the Department of Social Studies Education to produce graduates who will lead peace processes and human rights work for many years, and in different contexts.

The Centre, apart from its research activities, offers academic programmes on both full-time and part-time (regular, weekend and sandwich) basis. The Centre currently offers M.A. and MPhil degree programmes as well as Executive Master's degree in Human Rights and Peace Studies.

### **2.6.5 Externally Funded Projects Office (EFPO)**

The Externally Funded Projects Office (EFPO) was formally established in November, 2007 to solicit for additional funding from external donor sources to support institutional priorities, increase the effectiveness of donor funds use, and to improve the relationship between the university and its donor partners. Specifically, the EFPO sources for external funding opportunities, coordinates grant proposal development, compiles programmatic reports, budgets and monitors the finances of donor funds, coordinates consultancy and research services in the University, and offers consultancy on Educational Technology Initiative. The EFPO has offices in all the constituent campuses of the University except the Ajumako Campus.

The overall objective of the EFPO is to increase external inflow of funds into the University. This will be achieved through the following:

- » expanding donor base,
- » coordinating grant proposal development,
- » facilitating project implementation,
- » ensuring sound project financial monitoring, budgeting, and reporting;
- » ensuring efficient project programmatic monitoring, evaluation, and reporting,



- » building capacity of project implementers and consultants,
- » coordinating proposals for consultancies, and
- » coordinating provision of consultancy services.

### 2.6.6 Centre for International Programmes

International relations office was mainstreamed into the structures of the University in 2003 with the creation of the Office of International Relations (OIR). In 2012/2013 academic year, the Office of International Relations and the University Relations Office were merged to form International Relations and Public Affairs Division (IRPAD) **‘in order to harness the synergy between the two offices in a bid to maximise their potentials’**. It was charged with the responsibility of marketing UEW brand and managing the international relations of the University.

In 2015/2016 academic year, the University again decided to create the Division of Publications and Communication, and the Centre for International Programmes (CIP) out of IRPAD and other existing offices. This took effect from March, 2016. CIP is expected to handle the University's international relations and programmes.

To advance the global internationalisation agenda of UEW, the CIP was elevated to be at par with faculties and schools in the University in 2015; hence, its institutionalisation with a Dean (as its head) in order to enable it to perform its herculean task of internationalisation (i.e., partnerships, linkages, cooperation, etc.) effectively.

### 2.6.7 Counselling Centre

The Counselling Centre was established in September 1998, to provide a conducive environment where students and employees of the University could go for guidance and counselling. The Centre also provides services to individuals within and outside the University community. The services offered include academic, social, career, and personal counselling. The Centre is expected to assume a directorate level with various units to enhance its activities.

### 2.6.8 Office for Institutional Advancement (OIA)

The Office for Institutional Advancement (OIA) was established in 2004. It's focus within UEW's mission and vision is to positively position the University in its publics' mind, coordinate alumni relations, enhance gifts, funds and resource solicitation, and the efficient and effective management of the UEW Endowment Fund Trust to provide supplementary budget support toward teaching, learning, and research.

The Office for Institutional Advancement is made up of Alumni Relations Office and the Advancement Office that collaborate to perform the following functions:

- » Promote and enhance the University image in its public's mind
- » Promote a dynamic and sustained alumni involvement
- » Facilitate the management and growth of the UEW Endowment Trust Fund
- » Diversify income stream through gifts and resource solicitation
- » Support in the recruitment and retention of high caliber staff with advancement potential





In the course of the 2019-2023 Corporate Strategic Plan period, the Office will pursue the following:

- » set up sub-alumni offices in all the constituent campuses to be able to reach all our alumni,
- » set up Distance Education Centre alumni groups/branches,
- » launch regional alumni groups/branches,
- » secure a comprehensive alumni database,
- » pursue aggressive membership/branch drive, and
- » embark on diverse alumni events.

### **2.6.9 Centre for Hearing and Speech Services**

The Centre for Hearing and Speech Services (CHSS), Department of Special Education, University of Education, Winneba is an audiological/speech facility established in 1993 in the Department of Special Education of the Faculty of Educational Studies, UEW. The vision of the Centre is to be a centre of excellence in the provision of best quality professional services for persons, especially, infants and children who have educationally significant hearing and speech disorders in Africa. The Centre has the following sub-units:

- » Audiological Diagnosis Unit,
- » Ear Irrigation (ear-wash) Unit,
- » Speech Diagnosis and Correction Unit (not as developed and functional as the audiology component),
- » Hearing Aid Evaluation and Fitting Unit,
- » Hearing Aid Repair Unit, and
- » Ear Impression and Ear-Mould Making Unit.

The services rendered at the Centre include:

- » audiology tests (pure tone and bone conducting testing; tympanometry; acoustic reflexes; Eustachian Tube dysfunction tests, Oto-acoustic Tests (OAE); Auditory Brainstem Response (ABR) tests)
- » medical hearing screening of fresh UEW students
- » field/community outreach/hearing screening programmes using a customized mobile Hearing Assessment Clinic (HARK)
- » Hearing Aid (pre- and post-evaluation)
- » Hearing Aid fitting and counselling
- » Speech Audiometry screening and diagnosis using (AAST- a computer-based adaptive test developed in selected local languages)
- » speech recognition testing
- » practical clinical training for students pursuing programmes in the education of individuals with hearing impairments (EHI)

Within the Plan period, the Centre will be upgraded into a School of Audiology and Speech and Language Rehabilitation. There will be training programmes for medical and educational audiologists and speech/ language therapists at the Master's and doctoral levels. There will also be short courses in audiology and speech and language therapy for professional such as ENT nurses, rehabilitation professionals and speech education co-ordinators.





### **2.6.10 Gender Mainstreaming Directorate**

The Gender Mainstreaming Directorate was established in 2006 in support of efforts to promote gender equity and equality at various levels of the educational arena in Ghana, and to ensure that gender gains the needed focus in various university activities. It aims to collaborate with various faculties, institutes, schools, and departments to address gender issues in the University community and to facilitate the development of interdisciplinary gender studies programme within the next four years (2019-2023). It performs its role in line with the 1992 constitution of Ghana, international conventions such as CEDAW, African Charter and Protocol of the African Charter ratified by the Government of Ghana, and Sustainable Development Goals.

### **2.6.11 Quality Assurance Directorate**

The Quality Assurance Unit was established by the University of Education, Winneba (UEW) in 2003 and was upgraded to a directorate in 2014 in order to enhance efficiency and full coverage of all the constituent campuses of UEW. The Directorate was established to ensure the implementation of good practices for quality assurance and apply the standards and criteria formulated by the National Accreditation Board (NAB) and the National Council for Tertiary Education (NCTE). The development of a Quality Assurance system was also to spell out all performance indicators and quality benchmarks for the advancement of the University.

The activities of the Directorate have been expanded by setting up coordinating offices in all the campuses

of the University, which come directly under the supervision of the Quality Assurance Director.

The Directorate performs the following functions; to:

- » evaluate the academic programmes for their relevance to the mission of the University;
- » evaluate lecturers' approach to teaching through students' appraisal of courses and teaching;
- » evaluate students' learning behaviours through lecturer's appraisal of students' learning;
- » provide guidelines to all sections of the University to enable them to respond positively to Quality Assurance issues concerning their outfits;
- » provide leadership to the campuses on issues of quality assurance such as accreditation of new programmes; and campus accreditation;
- » advise various sections of the University in areas such as capacity building, good governance and, maintenance of the University's properties, infrastructure, equipment and furniture;
- » evaluate the quality of collaboration between internal partners (various sections of the University) with each other as well as with external partners (industries, philanthropists, alumni, etc.);
- » evaluate University policy documents for their relevance to the University's mission and vision as well as transparency with which policies are implemented.

In the course of the 2019-2023 Strategic Plan period, the Directorate would intensify efforts to:

- » ensure that academic standards are equivalent to national/international standards through evaluation;



- » develop satisfactory system to ensure accountability to government and the public;
- » promote students' participation as part of Quality Culture to ensure students involvement in certain level of assessment;
- » design a sample Examination Question Paper format for approval by the Academic Board/ Examination Committee.

### **2.6.12 Centre for Community-Based Rehabilitation and Disability Studies (CBRD)**

The CBRD was established in 2004 in collaboration with Sight Savers International to promote the provision of specialised services for persons with disabilities. It runs the following programmes in Community Based Rehabilitation Studies:

- » two-year Diploma
- » two-year Post-Diploma (B.Ed.)
- » four-year B.Ed

### **2.6.13 Centre for Competency-Based Training and Research**

The Centre for Competency-Based Training and Research (CCBTR) was established in 2013 in line with the government's reforms in the Technical and Vocational Education and Training (TVET) sector. The Centre spearheads the implementation of CBT for all TVET programmes.

### **2.6.14 Basic Schools Directorate**

The Office of UEW Basic Schools was created in 2007 to initiate and facilitate plans for the establishment of Practice Schools on the Winneba and constituent

campuses of the University and to coordinate the activities of the schools. This is part of the University's mandate to train competent professional teachers for all levels of education and contribute to educational development and advancement. Currently, the office performs the following functions:

- » consolidation and enhancement of academic standards of the University Practice Schools;
- » improvement upon the teaching and learning environment;
- » oversight responsibility over all University Practice Schools in all the constituent campuses of the University.

The Office is liaising with the relevant sectors such as the Directorate of Works and Physical Development and other stakeholders for the completion of ongoing Practice School projects on all constituent campuses of the University. It is also liaising with the relevant sections and associations to fully take over the management of the Banisters' Early Childhood Centre at the North Campus, Winneba. Discussions are also ongoing for the construction of an ultra-modern Early Childhood Centre at the North Campus.

## **2.7 The University Library**

The University Library is charged with the responsibility of providing leadership in library service to the University community. It makes sure the university gets access to information needed to attain the highest academic standards of teaching, learning, and research. The Library has the following resources: books, serials, journals (hard copy and online resources), online database, internet services, catalogue cabinets, and UEW Online Public Access Catalogue (WINNOPAC).





## 2.8 Contacts

### Winneba

Postal address: P.O. Box 25, Winneba, Ghana

Website: [www.uew.edu.gh](http://www.uew.edu.gh)

Email: [info@uew.edu.gh](mailto:info@uew.edu.gh)

**Vice-Chancellor:** +233 3323 22361

Fax: +233 3323 20954

**Registrar:** +233 3323 22269

Fax: +233 3323 22269

Email: [registrar@uew.edu.gh](mailto:registrar@uew.edu.gh)

#### Reception:

South Campus: +233 3323 22139/ 22140

North Campus: +233 3323 22036/ 22042

Central Campus: +233 3323 22021

### College of Technology Education, Kumasi

Postal address: P.O. Box 1277, Kumasi, Ghana

Principal: +233 3220 53602

Fax: +233 3220 50039

Email: [registrar@ksi.uew.edu.gh](mailto:registrar@ksi.uew.edu.gh)

Reception: +233 322050331/ 53616

### College of Agriculture Education, Mampong-Ashanti

Postal address: P. O. Box 40, Mampong-Ashanti, Ghana

Principal: +233 3222 22251

Fax: +233 3222 22232

Email: [registrar@mpg.uew.edu.gh](mailto:registrar@mpg.uew.edu.gh)

Reception: +233 3222 22232

### College of Languages Education, Ajumako

Postal address: P. O. Box 72, Ajumako, Ghana

Ag Deputy Registrar: +233 20 2041143

Email: [registrar.ajumako@uew.edu.gh](mailto:registrar.ajumako@uew.edu.gh)

Reception: +233 3321 93774

### UK Address

The Overseas Representative

Universities of Ghana Office

321 City Road, London EC1V 1LJ, England





# 3.0

## CORPORATE STRATEGY

### 3.1 Vision Statement

To be an internationally reputable institution for teacher education and research

### 3.2 Mission Statement

To train competent professional teachers for all levels of education as well as conduct research, disseminate knowledge, and contribute to educational policy and development.

### 3.3 Core Values

The core values required for achieving the vision, mission, and the strategies include:

- » academic excellence
- » service to community
- » good corporate governance
- » judicious utilization and management of funds
- » gender equity and social inclusiveness
- » teamwork and partnerships development
- » positive work attitude
- » environmental responsibility

### 3.4 Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

#### 3.4.1 Strengths

- » Competent professional teaching and non-teaching staff, resulting in the provision of quality teaching, learning, and research
- » Premier role as the nation's teacher education University, making it the preferred teacher institution for prospective students
- » Enabling working environment conducive for academic work
- » Enhanced use of ICT for effective and efficient administrative and academic work
- » Supportive structures for effective teaching, learning, and research
- » Good corporate governance system, ensuring transparent and accountable management and administration
- » Strong budgeting and budgetary control system which ensures effective and efficient utilisation of resources
- » Attractive and diverse academic programmes leading to increased enrolment
- » Expanded infrastructure to accommodate more innovative programmes
- » Peer review approaches adopted in the strategic plan, which monitor and support effective strategic plan implementation



- » Institutionalised staff mentoring programmes to enhance staff development and progress
- » Attractive compensation packages for staff, resulting in increased motivation and high retention of staff
- » Multi-campus nature of the University, guaranteeing accessibility of programmes from diverse locations
- » Limited collaboration with national and international institutions, affecting institutional visibility and staff/student development opportunities
- » Limited number of international students and faculty, affecting cross-cultural institutional exchanges
- » Unintegrated information systems, leading to poor information management

### 3.4.2 Weaknesses

- » High student-lecturer ratio resulting in weak supervision and work overload
- » Poor distribution on the NCTE academic staff pyramid, negatively affecting institutional ranking
- » Low research output and impact, leading to low institutional visibility
- » Huge funding gap, resulting in inability to roll out critical programmes and infrastructure
- » Delayed completion of graduate studies, resulting in poor alumni commitment to the University's cause
- » Inadequate staff offices, affecting work output and productivity
- » Inadequate specialised laboratories, farms, workshops, and equipment for teaching, learning, and research; slowing down innovation and creativity
- » Over-centralised approval and authorisation practices, slowing down implementation of planned activities
- » Limited visibility of the University programmes and activities, resulting in low institutional brand
- » Unstructured system for tracking graduate professional and job destinations, leading to lack of vital information for planning and improving upon institutional performance

### 3.4.3 Opportunities

- » Increasing demand for e-Learning and other academic programmes, providing a large market for innovation
- » Mentor and collaborate with Colleges of Education, NGOs/CSOs/CBOs and other tertiary institutions offering education programmes to enhance visibility and harmonise teacher education programming
- » Availability of innovative technologies for improved operations



- » Support from external partners to promote teaching, learning, and research
- » Alumni support for enhanced branding and improved revenue generation
- » Internationalisation of programmes and activities to attract international students, faculty, and funding
- » Diversification of sources of revenue to ensure financial sustainability
- » Implementation of teacher licensure policy improving opportunity for our graduates to get employed

#### **3.4.4 Threats**

- » Dwindling and delayed government funding, resulting in inability to roll out critical programmes and infrastructure
- » Inflexible staff recruitment directives and policies from government, leading to high student-lecturer ratio.
- » Increased competition from other institutions for students with the potential to drive down student enrolment
- » High reputational risks due to actions and inactions of affiliated institutions that may affect the credibility of the University's programmes
- » Encroachment on University lands, resulting in limited space for expansion and infrastructural development











# 4.0

## THEMES, OBJECTIVES, AND STRATEGIES

### 4.1 Theme One: Research and Innovation

#### Preamble:

Globally, research plays a key role in structural transformation of societies. The identification of areas of research drawn on the Sustainable Development Goal 4 (SDG 4) will generate evidence for monitoring and improving Ghana's performance in education, locally and internationally. Evidence-based research will be central to the University's transformation process, and ultimately strengthen our impact and visibility on the global landscape. The 2016 benchmarking World Bank report shows that research output remains low in Sub-Saharan African Universities. The University of Education, Winneba should, therefore, cultivate greater collaborative research across faculties, campuses, and disciplines, both locally and internationally to attract research funds. This calls for the training and recruitment of high quality staff in emerging areas, establishment of well-endowed chairs and stimulus fund for investment in priority research initiatives, increased graduate students mentored-research in innovative projects, and expanded participation in research events and conferences.

**Objective 1: Conduct innovative research that takes into consideration the needs of industry and society.**

#### Strategies

- i. Promote collab departmental research seminars and workshops for staff
- ii. Establish Professorial Chairs
- iii. Promote dissemination and publication of research

**Objective 2: Enhance staff capacity in research, innovation, and knowledge transfer**

#### Strategies:

- i. Equip faculties with state-of-the-art facilities to enhance research and innovation
- ii. Build research capacities of staff to promote collaboration
- iii. Encourage peer review of research
- iv. Improve skills of staff in proposal writing for grants
- v. Improve staff mentoring system



### **Objective 3: Create enabling environment that supports research activities**

#### **Strategies:**

- i. Restructure research fund management for enhanced efficiency and effectiveness
- ii. Reward staff for innovative practice and grant winning
- iii. Make systematic allocation of funds to improve staff capacity to win more research grants
- iv. Review the University Research Policy and the Research, Innovation, and Staff Development Fund Scheme

### **Objective 4: Expand graduate studies, research, and output**

#### **Strategies:**

- i. Establish cutting edge graduate programmes
- ii. Strengthen mentoring of graduate students in research
- iii. Strengthen dissemination of research conducted by graduate students

## **4.2 Theme Two: Excellent Academic Standards in Teaching and Learning**

### **Preamble:**

Current generation of students are tech-savvy. Higher education institutions are increasingly catering for rapidly changing clientele of new, or 'evergreen,' students entering campuses. Lecturers/faculty are required to integrate technology into teaching and learning. Students expect institutions to deliver information and services customized to meet their needs. In this regard, faculty need to keep up with emerging trends in technology and instruction. To achieve this, the University should provide technology-centred training, programmes, and support for students and faculty.

### **Objective 5: Enhance academic programmes and standards**

#### **Strategies:**

- i. Ensure quality standards in the design, review and delivery of academic programmes



- ii. Improve and update the existing academic policies and standards
- iii. Ensure learner-centred approaches to teaching and learning
- iv. Expand and improve upon programme delivery modes
- v. Enhance the integration of ICT into teaching and learning
- vi. Provide responsive student support services
- vii. Develop students to fill critical areas of manpower needs of the University

### **Objective 6: Establish state-of-the-art teaching and learning environment**

#### **Strategies:**

- i. Expand and upgrade infrastructure and resources to meet international standards
- ii. Expand and upgrade library resources and services to meet international standards
- iii. Enhance security and emergency response services for the University community
- iv. Establish an efficient transport system
- v. Establish campus police post
- vi. Establish an efficient campus bus shuttle system



### **Objective 7: Develop innovative instructional designs**

#### **Strategies:**

- i. Support the development of innovative approaches in teaching and learning
- ii. Establish learner-friendly environment during instruction

### **Objective 8: Improve on staff professionalisation, motivation, and welfare**

#### **Strategies:**

- i. Provide opportunities for senior members to pursue professional and terminal degrees in well-recognised institutions
- ii. Strengthen the training and development section of the Institute for Teacher Education and Continuous Professional Development (ITECPD) and the Division of Human Resource to ensure continuous professional development in higher education
- iii. Reward competence



### **Objective 9: Improve on health and wellness of staff and students**

#### **Strategies:**

- i. Expand coverage of medical services
- ii. Improve emergency preparedness
- iii. Improve sanitation services

### **Objective 10: Strengthen sports and extra curricula activities**

#### **Strategies:**

- i. Expand sporting facilities and logistics on campuses



## **4.3 Theme Three: Pragmatic and Purposeful Administrative System**

### **Preamble:**

Pragmatic and purposeful administrative system is key to achieving the mission and vision of an organisation. Generally, universities recognise effective and efficient administrative system as a strong pillar for successful operations. The set of rules, regulations, processes, and procedures followed in the quest to deliver on their mandate should always be proactive, flexible, and responsive. It is therefore imperative that the University of Education, Winneba transforms its administrative system by reducing excessive bureaucratic bottlenecks, improving on its information management system, and ensuring professional competence for an excellent administrative system based on best practices.

### **Objective 11: Ensure proactive and responsive administrative system**

#### **Strategies:**

- i. Establish and implement the Collegiate System
- ii. Transform the administrative system in line with the best practices
- iii. Strengthen and integrate the Management Information System
- iv. Improve and expand administrative infrastructure and equipment
- v. Strengthen the delivery of procurement services within the system
- vi. Empower spending officers to implement the University policies and directives





**Objective 12:** Strengthen the Directorate of Works and Physical Development to improve infrastructure and equipment delivery

**Strategies:**

- i. Transform and resource the Directorate to foster efficiency in delivery of standardised services



## 4.4 Theme Four: Community, National, Regional, and International Partnerships for Development

### Preamble

As universities become more globalised and internationally focused, there is a growing demand for students and faculty to have cross-cultural experience. This calls for greater stakeholder involvement. Stakeholders have continuously wielded enormous power, legitimacy, and urgency in the administration of universities. Their involvement, interest and influence are potential drivers of partnerships for development. The University should, therefore, identify and have adequate knowledge on the role and position stakeholders play and occupy in the university system for enhanced academic and administrative work. Again, the University must increasingly harness its stakeholder power and influences through strategic collaborative partnership for the promotion and achievement of its mission and core mandate.

### Objective 13: Develop effective mechanisms for internal stakeholder engagements

#### Strategies:

- i. Strengthen internal stakeholder involvement in governance

- ii. Ensure and encourage active participation and engagement in university management by the various unions and student associations
- iii. Strengthen and enhance healthy coexistence among staff and students

### Objective 14: Develop effective mechanisms for external stakeholder engagements

#### Strategies:

- i. Strengthen the Division of Publications and Communication (DPC) to effectively brand the University
- ii. Improve institutional image by rebranding programmes and activities
- iii. Intensify UEW alumni relations to solicit greater support for University activities
- iv. Partner with local community, CSOs, NGOs and national institutions
- v. Collaborate with and mentor Colleges of Education to become University Colleges of Education

### Objective 15: Improve regional and international collaboration

#### Strategies:

- i. Strengthen partnership and collaboration with international stakeholders in strategic areas
- ii. Increase and maintain collaboration with regional educational institutions





## 4.5 Theme Five: Enhanced Access, Equity, and Inclusion

### Preamble:

Access, equity, and inclusion in tertiary education have become critical national and international issues. Universities are developing cultures and policies to enhance inclusion of students from diverse cultural backgrounds, race, ethnicity, gender identity, sexual orientation or identity, religion, nationality, age, economic class, language, and disability. For universities, access, equity, and inclusion are crucial to the achievement of the Sustainable Development Goal 4; they contribute towards elimination of discrimination, poverty reduction, improved quality of life, and empowerment. The University should evolve inclusive culture and policies; adapt existing infrastructure and services to make them accessible; ensure all new infrastructure, equipment, and services are universal design compliant; design and implement responsive systems to support individuals and groups according to their needs. Support should include equal or differential treatment considered equivalent in terms of rights, benefits, obligations, and opportunities to enhance inclusion.

**Objective 16: Expand access for the underprivileged, the marginalised, persons living with disabilities, and persons from less endowed schools**

### Strategies:

- i. Establish culture of inclusion driven by policy
- ii. Improve access for persons with disabilities
- iii. Adopt universal design for learning
- iv. Promote education for the underprivileged and the marginalised
- v. Streamline the progression pathways to cater for differentiated completion

**Objective 17: Strengthen gender mainstreaming**

### Strategies:

- i. Institutionalise gender mainstreaming policy
- ii. Increase female representation in the University

**Objective 18: Improve on delivery of distance and sandwich education**

### Strategies:

- i. Enhance capacity of IDeL staff in distance education delivery
- ii. Improve upon support services for Distance and Sandwich students (DSS)
- iii. Restructure the Distance Education curricula to reflect the new trends in teacher education
- iv. Enhance the use of technology in Distance Education delivery



## 4.6 Theme Six: Proactive Quality Assurance System

### Preamble:

Quality assurance issues have become imperative for all higher education institutions to ensure high standards in the delivery of programmes and services. A proactive quality assurance system ensures that planned and systematic monitoring and evaluation processes are effectively deployed to streamline programme design and delivery. Quality adherence in academic and research work, delivery of assessment, infrastructural design, data management, and information communication are issues that have become core universal values to which every university must seek to adopt. Nationally, quality assurance requirements from National Accreditation Board (NAB) and National Council for Tertiary Education (NCTE) have led to improved university administration. As the University of Education, Winneba pursues increasing enrolment, expansion in academic programmes and infrastructure, diversity in modes of lecture delivery, as well as equity and inclusion, the institution is mindful of the quality assurance implications in all activities. The present Corporate Strategic Plan seeks to strengthen quality assurance measures in all aspects of University operations to ensure sustainability and remain competitive as the premier university in teacher education in the West African sub-region.

### Objective 19: Promote quality adherence in the University's operations

#### Strategies:

- i. Continue to ensure that all programmes and activities of the University meet NAB/NCTE standards
- ii. Obtain international accreditation for academic programmes
- iii. Improve quality assessment at departmental and faculty level

## 4.7 Theme Seven: Financial Sustainability and Accountability

### Preamble

Historically, the Government of Ghana has played a dominant role in financing tertiary education, justified by the critical need to train professionals to support national development and promote access to higher education. In recent times however, public funding of tertiary education has decreased in the face of increasing demand for tertiary education and rising cost of higher education. As private participation in funding of tertiary education increases as a result of cost sharing arrangements, and the competing demands on the already-stretched public purse intensify, there is a growing expectation for public universities in Ghana to be more accountable in the use of public resources. This situation calls for the University to be innovative in adapting alternative



funding models to ensure financial sustainability. The University also has to ensure value for money, accountability and sustainability in the use of the limited resources at its disposal. These will strongly position the University to deliver on its mandate, achieve its strategic aspirations, and meet the high expectations of stakeholders.

### **Objective 20: Enhance financial reporting system for improved accountability**

#### **Strategies:**

- i. Adopt accrual-based financial reporting under International Public Sector Accounting Standards (IPSAS)

### **Objective 21: Strengthen expenditure management practices for prudent resource mobilisation**

#### **Strategies:**

- i. Enhance budgeting and budgetary control practices including budget preparation, budgetary reporting and expenditure control
- ii. Empower the Internal Audit and Division of Human Resource to monitor the efficient utilisation of financial and human resources of the University to reduce any wastage in the system

### **Objective 22: Pursue innovative and sustainable resource mobilisation**

#### **Strategies:**

- i. Embark on innovative and sustainable resource mobilisation, guided by prudent financial management norms



# 5.0

## PLAN MATRIX (2019-2023)



## 5.1 THEME ONE: RESEARCH AND INNOVATION

**Objective 1: Conduct innovative research that takes into consideration the needs of industry and society**

Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame				Responsibility
				2019	2020	2021	2022	2023
1.1 Promote collaborative research with local and international industry and institutions	1.1.1 Identify research needs of industry and institutions	90% of departments submit needs assessment reports	374,789.00	✓	✓	✓	✓	✓
	1.1.2 Establish research partnerships with industry and institutions	i. 30% of departments sign MoUs annually ii. 30% of departments show documentary evidence of working relationship annually	630,000.00	✓	✓	✓	✓	✓
	1.1.3 Write joint research proposals with industry and institutions for funding	20% of departments show evidence of joint research proposals	218,167.00	✓	✓	✓	✓	✓
1.2 Strengthen and expand collaborative research with local and international partners	1.2.1 Review and renew existing research partnerships	All existing partnerships reviewed and/or renewed	168,584.00	✓	✓	✓	✓	✓
	1.2.2 Institutionalise existing research partnerships	i. Database of partnerships at departmental levels ii. Leadership structures at departmental levels (Associate Fellows)		✓	✓	✓	✓	✓
	1.2.3 Expand research networks with local and international institutions	75% of staff establish networks		✓	✓	✓	✓	✓



Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
1.3 Strengthen faculty and departmental research seminars and workshops for staff	1.3.1 Establish faculty/departmental calendar for research seminars	All faculties publish seminar calendars		✓	✓	✓	✓	✓	Deans, HoDs, Directors
	1.3.2 Conduct intra and inter faculty research seminars and workshops	i. At least, one intra faculty research seminar held every month ii. At least, one inter faculty research seminar held every semester	149,100.00	✓	✓	✓	✓	✓	Deans, HoDs, Directors
	1.3.3 Establish monitoring mechanism for faculty research seminars and workshops	i. Faculty and departmental quarterly reports on seminars and workshops ii. Quarterly Internal Audit assessment reports		✓					Deans, HoDs, Directors
	1.4.1 Develop guidelines for establishing Professorial Chairs	Published guidelines	53,500.00	✓					Deans, HoDs, Directors
1.4 Establish Professorial chairs	1.4.2 Sensitise staff about Professorial Chairs	At least, one sensitisation workshop organised on each campus annually	16,280.00	✓	✓	✓	✓	✓	Deans, HoDs, Directors, DR (DPC), Director-OIA
	1.4.3 Develop a proposal for Professorial Chairs	20% of departments submit proposals	218,167.00	✓					Deans, HoDs, Directors
	1.4.4 Appoint Professorial Chairs	10% of departments appoint Chairs	3,213,000.00	✓	✓	✓			Deans, HoDs, Directors





Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
1.5 Promote dissemination and publication of research	1.5.1 Develop and secure database on journals relevant to the faculty/department	All departments have database on relevant journals		✓					Deans, HoDs, Directors
	1.5.2 Develop and secure database on publications by faculty/department	All departments have database on publications of staff		✓					Deans, HoDs, Directors
	1.5.3 Develop inter-faculty journals	At least, five inter-faculty open access journals developed	210,000.00	✓	✓				Deans, HoDs, Directors
	1.5.4 Increase funds for research conferences and seminars	i. At least, 5% annual increase of allocation by department/faculty annually		✓	✓	✓	✓	✓	Vice-Chancellor, Registrar, Finance Officer, Deans, HoDs, Directors
		ii. Central vote established to augment faculty/ departmental budgets for research conferences and seminars	3,000,000.00	✓					Vice-Chancellor, Finance Officer
	1.5.5 Disseminate faculty research output	Publications by staff increased by 50% annually		✓	✓	✓	✓	✓	Pro-VC, Deans, HoDs, DR-DPC
	1.5.6 Organise and/ or participate in research exhibitions and mini fairs	i. Annual exhibitions and mini fairs organised by faculties/ departments ii. Increase in number of faculty participants in exhibitions and mini fairs	125,000.00	✓	✓	✓	✓	✓	Deans, HoDs, Directors

## Objective 2: Enhance staff capacity in research, innovation and knowledge transfer

Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
2.1 Equip faculties with state-of-the-art facilities to enhance research and innovation	2.1.1 Conduct a needs assessment of faculties and departments on state-of-the-art research facilities	Needs assessment conducted by all departments		✓	✓				Deans, HoDs, Directors
	2.1.2 Procure state-of-the-art equipment for research and innovation	At least, one state-of-the-art central laboratory established on all campuses	11,750,000.00	✓	✓	✓			VC Finance Officer
	2.2.1 Institutionalise research capacity building programmes for staff	80% of staff participate in capacity building programmes annually	81,400.00	✓	✓	✓	✓	✓	Deans, HoDs, Directors
2.2 Build research capacities of staff to promote collaboration	2.2.2 Renew subscriptions to funding databases	i. Payment for subscription made ii. 40% of staff access Research Africa and other funding databases	250,000.00	✓	✓	✓	✓	✓	Finance Officer, Deans, Directors
	2.2.3 Organise workshop and training on promotion of collaborative research	Annual workshops at the faculty level	980,000.00	✓	✓	✓	✓	✓	Deans, HoDs, Directors
	2.2.4 Establish staff exchange programmes with local and international institutions	At least, 50% of departments engaged in exchange programmes	5,712,000.00	✓	✓	✓	✓	✓	Deans, HoDs, Directors
2.3 Encourage peer review of research	2.3.1 Develop a peer review policy document	Peer review policy document published	53,500.00	✓					Deans, HoDs, Directors





### Objective 3: Create enabling environment that supports research activities

Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
2.4 Improve skills of staff in proposal writing for grants	2.4.1 Constitute a team of experts to train staff on proposal writing for grants	Team of experts (internal and external) constituted		✓	✓				Deans, Director (EFPO)
	2.4.2 Organise extended hands-on training on grantsmanship for staff	i. Follow-up workshops on grantsmanship organised ii. 80% of staff acquire skills in grantsmanship	288,750.00	✓	✓	✓	✓	✓	Deans, Director (EFPO)
2.5 Improve staff mentoring system	2.5.1 Review the mentoring system to build the capacities of staff	i. Reviewed manual on mentoring published		✓					
		ii. Mentoring and coaching plan developed for junior and senior staff	53,500.00	✓	✓	✓	✓		Pro-VC, Registrar, Deputy Registrar (HR) Deans, HoDs, Directors
		iii. Every Professor/Snr. Lecturer (or equivalent) mentors At least, two staff within the 5-year period	✓						
	2.5.2 Sensitise staff on mentoring system	i. At least, one sensitisation workshop organised on each campus annually							
		ii. Continuous publicity on mentoring system iii. All identified staff avail themselves of mentorship	96,250.00	✓	✓	✓	✓	✓	Deans, HoDs, Directors, DR-HR

Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
3.1 Restructure research fund management for enhanced efficiency and effectiveness	3.1.1 Review management processes to ease accessibility of research funds	Reviewed processes for accessing research fund published	53,500.00	✓					Vice-Chancellor, Pro-VC, Registrar, Finance Officer, Director-EFPO
	3.1.2 Review the existing University Research Policy to enhance research and innovation	i. University Research Policy reviewed and published ii. Alternative routes for promotion based on grants/innovative research iii. Criteria for accelerated promotion clearly spelt out	53,500.00	✓					VC, Pro-VC, Registrar, Directors (EFPO, IERIS)
	3.1.3 Review existing document on research ethics	Research ethics document reviewed and published	53,500.00	✓					VC, Pro-VC, Registrar, Directors (EFPO, IERIS)
	3.1.4 Sensitise staff on the processes for accessing the research fund	i. All senior members sensitised 10% of senior members access the fund	19,250.00	✓		✓	✓	✓	Deans, Directors, HoDs
3.2 Reward staff for innovative practice and grant winning	3.2.1 Develop reward scheme for outstanding innovative research and grant winning	Document on reward scheme developed and published	53,500.00	✓	✓				VC, Pro-VC, Registrar, Finance Officer, Deans
	3.2.2 Sensitise staff on the reward scheme	i. All senior members sensitised ii. All qualified staff rewarded	19,250.00		✓	✓	✓	✓	Deans, HoDs, DR-DPC



## Objective 4: Expand graduate studies, research and output

Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
4.1 Establish cutting edge graduate programmes	4.1.1 Review existing graduate programmes in line with emerging national and international standards	All graduate programmes reviewed	3,920,000.00	✓	✓				Pro-VC, Deans, Directors, HoDs
	4.1.2 Introduce new cutting edge graduate programmes of national and international standards	At least, one graduate programme introduced for each department		✓	✓	✓	✓		Pro-VC, Deans, Directors, HoDs
	4.1.3 Partner other institutions and industries to develop and run graduate programmes	At least, four partnerships established to run graduate programmes	280,000.00			✓	✓	✓	Pro-VC, Deans, Directors, HoDs
4.2 Strengthen mentoring of graduate students in research	4.2.1 Review guidelines for graduate supervision	Graduate supervision guidelines reviewed and published	53,500.00	✓	✓				Pro-VC, Deans, Directors, HoDs
	4.2.2 Institute portfolios on seminars and research requirement for graduation	Guidelines on portfolios on seminars and research for graduate students published	53,500.00	✓	✓				Pro-VC, Deans, Directors, HoDs
4.3 Strengthen dissemination of research conducted by graduate students	4.3.1 Institutionalise milestone colloquium (update seminar) for graduate students	Document on colloquia for graduate students published	53,500.00	✓	✓				Deans, Directors, HoDs
	4.3.2 Organise milestone colloquium (update seminar) for graduate students	At least two update seminars in an academic year organised by every faculty.	285,000.00		✓	✓	✓	✓	Deans, Directors, HoDs
	4.3.3 Facilitate publication of graduate students research	i. At least two publications for each doctoral candidate			✓	✓	✓	✓	Pro-VC, Deans, Directors, HoDs
		ii. At least, one manuscript for M.Phil. students							
	4.3.4 Facilitate graduate students' participation in conferences	At least 50% of PhD and MPhil students participate in conferences			✓	✓	✓	✓	Pro-VC, Deans, Directors, HoDs



## THEME TWO: EXCELLENT ACADEMIC STANDARDS IN TEACHING AND LEARNING

### Objective 5: Enhance academic programmes and standards

Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
5.1 Ensure quality standards in the design, review, and delivery of academic programmes	5.1.1 Set up committees at faculty/departamental levels to review existing academic programmes and design new ones that meet national and international needs and standards	i. Committees set up at all faculties/ departments	3,936,280.00	✓	✓				Pro-VC, Deans, HoDs
		ii. All existing academic programmes reviewed and accredited to reflect specialisms (Pre-school, primary, JHS, secondary, tertiary)							
5.2 Improve and update the existing academic policies and standards	5.2.1 Review and consolidate existing academic policies to improve standards	iii. At least, two new programmes accredited for each faculty	53,500.00	✓	✓				Pro-VC, Registrar, Deans, Director-QA, DR-Academic Affairs
		iv. Internship programmes restructured							
5.3 Ensure learner-centred approaches to teaching and learning	5.3.1 Design competency-based academic programmes	v. Staff (UEW and affiliate Colleges) trained on the new B.Ed. curriculum	53,500.00	✓	✓				Pro-VC, Deans, HoDs
		i. All academic policies reviewed							
	5.3.2 Adopt learner-centred approaches in pedagogy	ii. Consolidated policies published	53,500.00	✓	✓				Deans, Director-QA HoDs
		All TVET and science-based programmes redesigned to be competency-based							
		40% of classroom teaching/learning are activity-based		✓	✓				



Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
5.4 Expand and improve upon programme delivery modes	5.4.1 Introduce new delivery modes into existing programmes	At least, 90% of programmes delivered through multiple modes		✓	✓	✓	✓	✓	Deans, Directors, HoDs
	5.4.3 Recruit lecturers for expanded delivery modes	i. Financial clearance obtained from Government to recruit ii. New lecturers appointed for new modes	108,000,000.00	✓	✓	✓	✓	✓	Pro-VC, Registrar,
5.5 Enhance the integration of ICT into teaching and learning	5.5.1 Build large capacity ICT Centres/Teaching Laboratories on all campuses	At least, one large capacity ICT Centre with Teaching Laboratories on each campus	32,000,000.00	✓	✓	✓	✓		VC, Director-Works and Physical Development, Director-ICT Services
	5.5.2 Make ICT integration in teaching and learning mandatory	80% of teaching and learning processes are ICT-based		✓	✓	✓	✓	✓	Deans, HoDs
	5.5.3 Train lecturers in enhanced ICT usage in teaching and learning	All lecturers integrate ICT in teaching and learning	81,400.00	✓	✓	✓	✓	✓	Deans, Director-ICT Services, HoDs,
	5.5.4 Increase usage of AVU facilities in teaching and learning	50% of departments use AVU facilities in teaching and learning		✓	✓	✓	✓	✓	Deans, HoDs, Head-AVU Office

Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
5.6 Provide responsive student support services	5.6.1 Establish biometric service system for all student activities	i. Biometric system established ii. All students possess biometric cards	1,250,000.00	✓	✓	✓			VC, Registrar, Director-ICT Services, Director-Works and Physical Development
	5.6.2 Strengthen graduate assistantship positions for all programmes	i. Graduate assistants engaged by every faculty ii. Remuneration for graduate teaching assistants improved		✓	✓	✓	✓	✓	VC, Pro-VC, Registrar, Deans, HoDs
	5.6.3 Create office space for doctoral students	Office space created in each faculty An office with representatives from Finance, Academic Affairs etc. established on all campuses	1,274,000.00	✓	✓	✓			Deans, HoDs
	5.6.4 Establish a student services office		152,000.00	✓					DR-Academic Affairs, College Registrars
	5.6.5 Upgrade and make counselling services more accessible to students	i. Virtual counselling services introduced ii. A new user-friendly office for counselling services on all campuses	100,000.00	✓	✓				Director-Counselling Centre, Director-Works and Physical Development
	5.6.6 Establish a non-residential student support services office under the Dean of Student Affairs	Office for non-residential student support services established on every campus	152,000.00	✓					VC, Pro-VC, Registrar, Principals, Dean of Students
5.7 Develop students to fill critical areas of manpower needs of the University	5.7.1 Develop a succession plan for high achieving PhD and MPhil students	i. Succession plan document published ii. List of high achieving students compiled	53,500.00	✓	✓				Pro-VC, Deans, HoDs
	5.7.2 Facilitate the transition of high achieving PhD and MPhil graduates into faculty and administration system	i. 80% of identified high achieving graduates mentored and engaged		✓	✓	✓	✓	✓	Pro-VC, Deans, HoDs



## Objective 6: Establish state-of-the-art teaching and learning environment

Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
6.1 Expand and upgrade infrastructure and resources to meet international standards	6.1.1 Comply with international standards for infrastructural works	All infrastructural works designed to be Universal Design Principle (UDP) compliant		✓	✓				VC, Pro-VC, Deans, HoDs, Director-Works and Physical Development
	6.1.2 Engage stakeholders, especially, end users on all infrastructural design and works	All stakeholders participate in infrastructural work designs		✓	✓	✓	✓	✓	Deans, HoDs, Director-Works and Physical Development
	6.1.3 Complete all on-going infrastructural works	All ongoing infrastructural works completed and handed over on schedule eg. Three 2000-capacity student residential accommodation at Winneba	180,000,000.00	✓	✓				VC, Pro-VC, Director-Works and Physical Development
	6.1.4 Expand student residential accommodation to cater for increasing student numbers	Five 5000-capacity student residential accommodation (2 in Winneba, 1 in each other campus) ii. Build, Operate, and Transfer (BOT) agreements signed	300,000,000.00	✓	✓	✓	✓	✓	VC, Principals, Director-Works and Physical Development
	6.1.5 Construct new academic and non-academic facilities to cater for increasing student and staff numbers	Five new lecture blocks constructed (2 in Winneba, 1 each in the constituent campuses)	100,000,000.00	✓	✓	✓	✓	✓	VC, Pro-VC, Principals, Director-Works and Physical Development
	6.1.6 Increase staff residential facilities on Campus	Five new staff apartments complex completed	16,000,000.00	✓	✓	✓	✓	✓	VC, Pro-VC, Principals, Director-Works and Physical Development
	6.1.7 Provide adequate office accommodation for staff	Four new staff office complex completed (1 on each campus)	40,000,000.00	✓	✓	✓	✓	✓	VC, Pro-VC, Principals, Director-Works and Physical Development

Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
6.2 Expand and upgrade Library resources and services to meet international standards	6.2.1 Construct new library complex at Winneba, Kumasi, and Ajumako	Three state-of-the-art libraries completed (1 each for Winneba, Kumasi, and Ajumako)	30,000,000.00	✓	✓	✓	✓	✓	VC, Pro-VC, Principals, Director-Works and Physical Development
		i. Subscription to more reputable journals							
		ii. Improved internet access at the libraries							
		iii. More books and e-books procured							
		iv. Specialised facilities for persons with special needs provided							
	6.2.2 Resource and market the university libraries to meet international standards	v. Data analytic software and anti-plagiarism software procured	6,096,250.00	✓	✓	✓	✓	✓	University Librarian
		vi. At least, one sensitisation workshop organised for department/faculty in an academic year							
		vii. Library resources and services publicised locally and internationally							
	6.2.3 Establish inter-university library services	MoUs on inter-library services signed with other universities		✓	✓	✓	✓	✓	University Librarian





Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
6.3 Enhance security and emergency response services for the University Community	6.3.1 Build capacity of security personnel to meet the security needs on campus	i. One workshop on security management organised every year on all campuses ii. Special training on disaster risk reduction management provided for all security staff	1,000,000.00	✓	✓	✓	✓	✓	DR-HR, Director-ITECPD, Director-Security Services
	6.3.2 Establish hotline desk	Hotline desk set up on each campus	32,000.00	✓					DR-Operation, DR-DPC, Director-Security Services
	6.3.3 Adopt emerging technology in security management on all campuses	i. CCTV cameras, swipes etc. installed at vantage points on all campuses ii. Security scanners installed at the entrance of key buildings (JAM, Library, Admin. Blocks, Halls of Residence)	682,500.00	✓	✓	✓			Director-ICT Services, Director-Security Services
	6.3.4 Increase the visibility of security personnel on all campuses	i. Number of security personnel on all campuses increased by 40% ii. More security personnel positioned at strategic points iii. Security patrols increased	14,592,000.00	✓	✓	✓	✓	✓	Director-Security Services

Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
6.4 Establish an efficient transport system	6.4.1 Review existing Transport Policy	i. Reviewed policy document published		✓	✓				Registrar, DR-Operations, Transport Officer
	6.4.2 Set up a campus bus shuttle system	i. Bus shuttle system established on all campuses ii. PPP agreement on shuttle system signed iii. Buses procured	7,053,500.00	✓	✓	✓	✓	Vice-Chancellor, Registrar, DR-Operations, Transport Officer	
	6.4.2 Acquire more vehicles to improve the transportation system	Vehicles acquired for identified sectors	12,000,000.00	✓	✓	✓	✓	✓	Vice-Chancellor, Registrar, DR-Operations, Transport Officer
	6.4.3 Set up a vehicle monitoring and tracking system	i. Technology for vehicle monitoring and tracking acquired ii. Transportation plan matrix for departments developed	124,670.00	✓	✓	✓	✓	✓	DR-Operations, Transport Officer



## Objective 7: Develop innovative curriculum and instructional designs

Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
7.1 Support the development of innovative approaches in teaching and learning	7.1.1 Train faculty on emerging trends in curriculum and instructional design	i. Two training workshops on instructional design organised in each campus every year	162,800.00	✓	✓	✓	✓	✓	Deans, Directors, Director-ICT Services, HoDs
		ii. Training workshop on age-appropriate and subject-specific pedagogies organised for all departments							
		iii. Indigenous pedagogies in teaching and learning methods adopted by respective departments							
	7.1.2 Provide resources for implementing innovative approaches in instruction	More functional projectors, PA systems, multimedia access provided in all lecture halls	4,250,000.00	✓	✓				VC, Pro-VC, Dean, Directors, HoDs, Head-ERC
	7.1.3 Stimulate faculty to become creative-oriented in instructional methods	i. At least, one retreat organised by each faculty	153,500.00	✓	✓	✓	✓	✓	VC, Pro-VC, Deans, Director-QA, HoDs
		ii. Reward scheme for creativity instituted iii. Independent and faculty-based appraisal system for creativity instituted iv. Faculty rewarded for creativity							

Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
7.2 Establish learner-friendly environment during instruction	7.2.1 Build capacity of faculty on establishing learner-friendly environment during instructional process	i. One Continuous Professional Development (CPD) workshop organised for every faculty annually ii. Feedback system instituted	81,400.00	✓	✓	✓	✓	✓	Deans, Directors, Director-ITECPD, HoDs

## Objective 8: Improve on staff professionalisation, motivation, and welfare

8.1 Provide opportunities for senior members to pursue professional and terminal degrees in well recognised institutions	8.1.1 Support training for senior members	i. At least, 50% of faculty hold terminal degrees ii. All Deans facilitate PhD opportunities for staff iii. 60% of senior members have professional training		✓	✓	✓	✓	✓	VC, Pro-VC, Principals, Registrar, Finance Officer, Deans, HoDs
	8.1.2 Institute accelerated PhD programme	i. Policy on accelerated PhD programme designed ii. 80% of identified academic staff enrolled	53,500.00	✓	✓	✓	✓	✓	VC, Pro-VC, Principals, Registrar, Finance Officer, Deans, HoDs
	8.1.3 Support training for junior and senior staff	30% of Junior and senior staff have professional certification		✓	✓	✓	✓	✓	VC, Pro-VC, Principals, Registrar, DR-HR



Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
8.2 Strengthen the Training and Development Section of the Institute for Teacher Education and Continuous Professional Development (ITECPD) and the Division of Human Resource to ensure continuous professional development in higher education	8.2.1 Resource ITECPD and Training and Development Section of HR to operate effectively	i. Additional staff recruited for ITECPD and HR ii. Additional office spaces provided for ITECPD		✓	✓				Director-ITECPD, DR-HR
	8.2.2 Review/develop policy on staff CPD and for affiliate institutions	Reviewed policy document published	53,500.00	✓	✓				Director-ITECPD, DR-HR
	8.2.3 Organise CPD programmes	i. All teaching staff of UEW participate in CPD ii. All administrative staff of UEW benefit from CPD iii. All academic staff of affiliate institutions benefit from PGDTLHE and CPD iv. All administrative staff of affiliate institutions benefit from CPD		✓	✓	✓	✓	✓	Director-ITECPD, DR-HR
	8.2.4 Introduce new short courses and exchange programmes in collaboration with departments	At least, five new short courses introduced	267,500.00	✓	✓	✓	✓	✓	Director-ITECPD, Deans, HoDs
8.3 Reward competence	8.3.1 Establish a fund that will reward meritorious work annually	i. Reward scheme for meritorious work instituted ii. Staff nominated on yearly basis for award	213,500.00	✓	✓	✓	✓	✓	VC, Pro-VC, Registrar, Finance Officer, Deans, HoDs, DR-HR



## Objective 9: Improve on health service delivery of the University

Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
9.1 Expand coverage of medical services	9.1.1 Recruit various professional staff to meet health services and accreditation needs	Additional professional staff recruited for the campus clinics	2,160,000.00	✓	✓	✓	✓	✓	Pro-VC, Principals, Registrar, DR-HR, Director-Health Services
	9.1.2 Build capacity of staff	Continuous training workshops organised for staff		✓	✓	✓	✓	✓	DR-HR, Director-Health Services
	9.1.3 Resource University Hospital and Clinics	i. Critical medical equipment acquired ii. Committees and Board for Hospital Management operational	7,000,000.00 ✓	✓	✓	✓	✓	✓	VC, Principals, Registrar, Director-Health Services
	9.1.4 Embark on periodic medical check-ups for staff and students	Annual medical check-ups instituted	4,275,000.00	✓	✓	✓	✓	✓	VC, Principals Registrar, College Registrars, Director-Health Services
	9.1.5 Make the University health services more accessible to external clients	i. At least, one outreach programme organised per semester ii. University hospital and clinics operate 24-hr services iii. Financial risk protection scheme instituted for students	250,000.00	✓	✓	✓	✓	✓	Director-Health Services
	9.1.6 Complete on-going University Hospital project in Winneba	Ongoing hospital project in Winneba completed	10,000,000.00	✓	✓				VC, Pro-VC, Registrar, Director-Health Services, Director-Works and Physical Development
	9.1.7 Build more infrastructure for clinical services on all campuses	Clinics at Kumasi, Mampong, and Ajumako expanded	21,000,000.00	✓	✓	✓	✓	✓	VC, Pro-VC, Principals, Registrar, College Registrars, Director-Health Services, Director-Works and Physical Development



Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
9.2 Improve emergency preparedness	9.2.1 Install intercom and direct dial telephone services	Intercom and hotlines installed at all campus clinics	20,000.00	✓	✓				Director-Health Services, Director-Works and Physical Development, Director-ICT Services
	9.2.2 Install emergency protocols for healthcare delivery	Emergency protocols installed at all campus clinics		✓	✓				Director-Health Services
	9.2.3 Install fire safety equipment at vantage points	Fire safety equipment installed at vantage points at all campus clinics	7,500.00	✓	✓				Director-Security Services
9.3 Improve sanitation services	9.3.1 Establish a waste management system on all campuses	i. Waste bins and waste disposal trucks procured	7,500,000.00	✓	✓				Director-Health Services
	9.3.2 Partner with waste disposal organisations to manage waste on campuses	Waste disposal partnerships established with Zoomlion, Municipal and District Assemblies		✓	✓				Director-Health Services

## Objective 10: Strengthen sports and extra curricula activities

Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
10.1 Expand sporting facilities and logistics on campuses	10.1.1 Develop policy guidelines on sports and recreation	Policy guidelines on sports developed and published	53,500.00	✓	✓				Registrar, Chairman-Amalgamated Sports
	10.1.2 Renovate existing sporting facilities on all campuses to meet current trends	All existing sporting facilities on all campuses renovated	500,000.00	✓	✓	✓			VC, Pro-VC, Registrar, Principals, Finance Officer, Chairman-Amalgamated Sports, Director-Works and Physical Development
	10.1.3 Build state-of-the-art sports facilities on all campuses	i. Stadium complex constructed on Winneba Campus ii. Mini sports stadium with tartan tracks constructed on constituent campuses	35,000,000.00	✓	✓	✓	✓	✓	VC, Pro-VC, Registrar, Principals, Finance Officer, Chairman-Amalgamated Sports, Director-Works and Physical Development
	10.1.4 Upgrade the Amalgamated Sports Office into a Directorate	Office upgraded into a directorate	106,473.00	✓	✓	✓	✓		VC, Pro-VC, Registrar, Chairman-Amalgamated Sports,



## THEME THREE: PRAGMATIC AND PURPOSEFUL ADMINISTRATIVE SYSTEM

### Objective II: Ensure proactive and responsive administrative system

Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame				Responsibility
				2019	2020	2021	2022	2023
11.1 Establish and implement the Collegiate System	11.1.1 Amend the UEW Act and Statutes to support the Collegiate System	i. University of Education, Winneba Act amended ii. University of Education, Winneba Statutes reviewed to include the Collegiate System	237,917.00	✓	✓			
								VC, Pro-VC, Principals, Registrar, Finance Officer, Deans
11.2 Transform the administrative system in line with best practices	11.2.1 Develop a catalogue of administrative best practices	i. Committee set up to develop catalogue ii. Catalogue of administrative best practices developed and published		✓	✓	✓		Registrar, College Registrars, Deputy Registrars
	11.2.2 Establish clear-cut timelines for delivery of services	i. Clear-cut timelines for delivery of services developed ii. Services delivered on schedule	73,500.00	✓				Registrar, College Registrars, Deputy Registrars
	11.2.3 Review the administrative processes to make it more responsive	i. Administrative processes reviewed ii. Administrative processes made more responsive		✓				Registrar, College Registrars, Deputy Registrars
	11.2. Diversify channels of information communication within the system	Channels diversified to include social media, emails, sms, and other virtual platforms						Registrar, College Registrars, Deputy Registrars

Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
11.3 Strengthen and integrate the Management Information System	11.3.1 Develop an integrated database system for the University	Technology integrated into record keeping practices	700,000.00	✓	✓	✓			Registrar, Finance Officer, DR-Academic Affairs, DR-HR, Director-ICT Services, Planning Officer
	11.3.2 Develop Enterprise Resource Planning System for effective information management	In-house ERP system developed and deployed		✓	✓	✓			Registrar, Finance Officer, DR-Academic Affairs, DR-HR, Director-ICT Services, Planning Officer
	11.3.3 Upgrade the University's Information Technology including the Network (WAN/LAN) and data centre infrastructure in line with international standards	i. Network infrastructure upgraded ii. Disaster recovery site set up iii. Firewalls, intrusion detection, SSL certificate in place	220,000.00	✓	✓				Director-ICT Services
	11.3.4 Deploy an integrated ERP system	i. State-of-the-art ERP system acquired ii. Training and sensitisation workshops organised for staff and students iii. Administrative manual developed to support ERP processes	6,700,000.00	✓	✓	✓			Director-ICT Services
11.4 Improve and expand administrative infrastructure and equipment	11.4.1 Construct modern administrative block for Kumasi and Mampong campuses	Modern administrative blocks constructed for Mampong and Kumasi campuses	20,000,000.00	✓	✓	✓	✓	✓	VC, Pro-VC, Registrar, Principals, Director-Works and Physical Development
	11.4.2 Acquire state-of-the-art office equipment	Administrative offices equipped with state-of-the-art equipment	5,000,000.00	✓	✓	✓			VC, Pro-VC, Principals, Registrar, College Registrars, DRs



Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
11.5 Streamline the delivery of procurement services within the system	11.5.1 Sensitise staff on procurement services and policies	Sensitisation workshops organised for staff annually	96,250.00	✓	✓	✓	✓	✓	DR-HR, Head-Procurement
	11.5.2 Develop capacity of procurement staff	Continuous training programmes organised for procurement staff	100,000.00	✓	✓	✓	✓	✓	DR-HR, Head-Procurement
	11.5.3 Establish a system of ensuring value for money in procurement processes	Enforce warranty agreement on procured equipment		✓		✓	✓	✓	Finance Officer, Internal Auditor, Director-ICT Services, Head-Procurement
11.6 Empower Spending Officers to implement University policies and directives	11.6.1 Increase financial authorisation and approval limits for Spending Officers to facilitate implementation policies and directives	Financial authorisation and approval limits for Spending Officers increased		✓					VC, Pro-VC, Principals, Registrar, Finance Officer, Internal Auditor, Deans
	11.6.2 Train Spending Officers on implementation of the University's policies	Spending Officers trained annually	1,943,165.00	✓		✓	✓	✓	Finance Officer, Internal Auditor, Deans, DR-HR



## Objective 12: Strengthen the Directorate of Works and Physical Development to improve Infrastructure and Equipment Delivery

Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
12.1 Transform and resource Directorate to foster efficiency in delivery of standardised services	12.1.1 Expand Directorate for effective planning and supervision of projects	i. Directorate expanded ii. Additional professional staff recruited iii. More office space provided	2,640,000.00	✓	✓	✓	✓	✓	VC, Pro-VC, Registrar, Director-Works and Physical Development
	12.1.2 Provide regular skills development training for staff	Annual skills training programmes organised	125,000.00	✓	✓	✓	✓	✓	DR-HR, Director-Works and Physical Development
	12.1.3 Develop and implement a routine maintenance plan for University infrastructure	i. Annual routine maintenance plan developed ii. Continuous deployment of maintenance plans		✓	✓	✓	✓	✓	Director-Works and Physical Development
	12.1.4 Collaborate with user departments for inputs on project design and ensure universal design compliance	All user departments participate in the design and implementation of projects		✓	✓	✓	✓	✓	Deans, HoDs, Director-Works and Physical Development
	12.1.5 Procure up to date technical software and equipment	Software for architectural designs, quantity surveying, engineering, and specialised instruments acquired	150,000.00	✓	✓				Director-Works and Physical Development, Director-ICT Services



THEME FOUR: COMMUNITY, NATIONAL, REGIONAL, AND INTERNATIONAL PARTNERSHIPS FOR DEVELOPMENT

Objective 13: Develop effective mechanisms for internal stakeholder engagements

Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
13.1 Strengthen internal stakeholder involvement in governance	13.1.1 Review existing policies to cater for internal stakeholder involvement	Reviewed policies published	53,500.00	✓	✓				VC, Pro-VC, Principals, Registrar, College Registrars, DRs
	13.1.2 Publicise reviewed policies on stakeholder involvement	Policies circulated on all UEW media platforms			✓	✓			Registrar, College Registrars, DRs
13.2 Ensure and encourage active participation and engagement in university management by the various unions and student associations	13.2.1 Hold regular stakeholder meetings to capture views and interest	i. One convocation meeting held every semester	210,000.00	✓	✓	✓	✓		VC, Pro-VC, Principals, Registrar, College Registrars, DRs
		ii. Quarterly student-management meetings iii. Quarterly management-union meetings							
13.3 Strengthen and enhance healthy coexistence among staff and students	13.3.1 Create avenues for socialisation and recreation amongst students and staff	socialisation and recreation programmes organised every semester (inter-departmental, inter-faculty, student and staff)		✓	✓	✓	✓	✓	Deans, Dean of Students, HoDs

## Objective 14: Develop effective mechanisms for external stakeholder engagements

Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
14.1 Strengthen the Division of Publications and Communication (DPC) to effectively brand the University	14.1.1 Develop Communications Policy	Communication Policy developed and published	53,500.00	✓					Registrar, DR-DPC
	14.1.2 Resource the DPC to effectively perform their responsibilities	i. Faculty media relation representatives in place ii. Additional staff and equipment deployed	300,000.00	✓	✓				Registrar, DR-DPC
		i. University website upgraded and restructured							
		ii. All campus FM stations and programmes coordinated by DPC							
	14.1.3 Effectively use media platforms to enhance the brand of the University	iv. Online radio and TV streaming		✓	✓	✓	✓	✓	Registrar, DR-DPC, Director-ICT Services
		vi. Audience-centred content on campus radio stations							
		vii. Campus and faculties featured in all UEW media outlets							
	14.1.3 Build capacity of staff in Public and Media Relations	i. Regular training workshops organised for staff	25,300.00	✓	✓	✓	✓	✓	Registrar, Director-ITECPD, DR-DPC, DR-HR
	14.1.4 Establish strong collaborations with Coordinating Units on campuses	i. 80% of all activities collaborated		✓	✓	✓	✓	✓	Registrar, College Registrars, DR-DPC



Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
14.2 Improve institutional image by rebranding programmes and activities	14.2.1 Organise regular media engagements to market the University	i. Schedule/calendar on faculty-media features developed ii. Monthly faculty-media features organised		✓	✓	✓	✓	✓	Registrar, Deans, College Registrars, DR-DPC, HoDs
	14.2.2. Create a media platform for sharing research findings	i. All faculty members are profiled on University website ii. Research works published in impact factor journals		✓	✓				Pro-VC, Registrar, Deans, College Registrars, DR-DPC, HoDs
	14.2.3 Institutionalise media platform for inaugural and annual lectures	Inaugural and public lectures held annually	2,400,000.00	✓	✓	✓	✓	✓	VC, Pro-VC, Principals, Registrar, Finance Officer, DR-DPC
14.3 Intensify UEW Alumni relations to solicit greater support for University activities	14.3.1 Create and secure an alumni database	Alumni database created and secured		✓					Director-OIA, Director-ICT Services
	14.3.2 Revitalise networks amongst alumni, students, and staff	i. Annual socialisation/recreational/experience sharing programmes held							
		ii. Annual homecoming events for departments and halls	1,400,000.00	✓	✓	✓	✓	✓	Director-OIA
		iii. Sense of UEW belongingness among students created							
	14.3.3 Institute Distinguished Alumni Lectures	i. Distinguished Alumni Lectures instituted ii. Annual lectures held		✓	✓	✓	✓	✓	VC, Pro-VC, Principals, Registrar, Director-OIA
	14.3.4 Facilitate the building and establishment of Alumni Secretariat complex on all UEW campuses	Alumni secretariat complex built on all campuses	2,000,000.00	✓	✓	✓	✓	✓	VC, Pro-VC, Principals, Registrar, Finance Officer, Director-Works and Physical Development
	14.3.5 Organise outreach programmes for alumni	Annual outreach programmes organised	250,000.00	✓	✓	✓	✓	✓	Registrar, Director-OIA

Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
14.4 Partner with local community, CSOs, NGOs, and national institutions	14.4.1 Develop a CSR document to serve immediate communities	Staff and students involved in Corporate Social Responsibility (CSR) engagements	53,500.00	✓	✓				VC, Pro-VC, Principals, Registrar, Finance Officer, Deans, College Registrars, DRs
	14.4.2 Organise regular engagements with local communities, CSOs, NGOs, and national institutions	40% of departments engaged in outreach projects, research, and programmes with external stakeholders	500,000.00	✓	✓	✓	✓	✓	VC, Pro-VC, Principals, Registrar, Deans, DR-D PC, College Registrars, DRs, HoDs
14.5 Collaborate with and mentor Colleges of Education to become University Colleges of Education									



## Objective 15: Improve regional and international collaboration

Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
15.1 Strengthen partnership and collaboration with international stakeholders in strategic areas	15.1.1 Identify strategic areas for international collaboration and partnership	Strategic areas identified		✓	✓	✓	✓	✓	VC, Pro-VC, Principals, Registrar, Deans, Directors, HoDs
	15.1.2 Review and consolidate policies on international collaboration and partnerships	Consolidated policies on international collaboration and partnerships reviewed and published	53,500.00	✓	✓				VC, Pro-VC, Principals, Registrar, Deans, Directors, Dean-CIP, HoDs
	15.1.3 Review and align existing international partnership arrangements	Existing partnerships arrangement reviewed		✓	✓				VC, Pro-VC, Principals, Registrar, Deans, Directors, HoDs
	15.1.4 Expand partnerships and linkages into new strategic areas	i. New partnerships established ii. MoUs on partnerships signed	630,000.00	✓	✓	✓	✓	✓	VC, Pro-VC, Principals, Registrar, Deans, Directors, HoDs
	15.1.5 Establish ambassadorial positions to promote international linkages	Three ambassadorial positions established		✓	✓	✓			VC, Registrar



Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
15.2 Increase and maintain collaboration with regional educational institutions	15.2.1 Conduct a study to determine priority areas for new international programmes and collaborations	Need areas determined	53,500	✓					VC, Registrar
	15.2.2 Travel to countries within West Africa and other parts of Africa to establish linkages and recruit foreign students and faculty	i. Linkages established in other African countries ii. Foreign students proportion increased to two percent iii. More foreign faculty members recruited		✓	✓	✓	✓	✓	VC, Pro-VC, Principals, Registrar, Deans, Directors, HoDs
	15.2.3 Establish Office for international students and faculty	Office for International Students and Faculty (OISF) set up	144,000.00	✓	✓	✓			VC, Pro-VC, Principals, Registrar, Dean-CIP
	15.2.4 Provide world class facilities for international faculty and students	i. International students' accommodation provided ii. Office and residential accommodation for international faculty members provided		✓	✓	✓	✓	✓	VC, Pro-VC, Principals, Registrar, Dean-CIP, Director-Works and Physical Development
	15.2.5 Design and develop programmes to cater for international needs and cultural exchanges	At least, five new programmes developed, accredited and established		✓	✓	✓	✓	✓	Pro-VC, Deans, Directors, HoDs



**Objective 16: Expand access for the underprivileged, the marginalised, persons living with disabilities, and persons from less endowed schools**

### Plan Matrix (2019-2023)

Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
16.3 Adopt universal design for learning	16.3.1 Organise workshops to sensitise staff on the adoption of universal design for learning	Annual workshops organised for all staff	96,250.00	✓	✓	✓	✓	✓	Deans, Directors, HoDs
	16.3.2 Monitor to ensure compliance with universal design for learning	System for monitoring set up		✓	✓	✓	✓	✓	Deans, Directors, Director-QA, HoDs
	16.3.3 Establish specialised mentoring system for persons with disability	At least, two individuals with disability recruited to serve as mentors		✓	✓				Dean-FES, HoD-SPED
	16.3.4 Project identified individuals with disability	Documentary, op-ed/features, news stories publicised	175,000.00	✓	✓	✓	✓	✓	Dean-FES, HoD-SPED, DR-DPC
16.4 Promote education for the underprivileged and the marginalised	16.4.1 Develop policy on improving access for the underprivileged and the marginalised	Policy developed and published	53,500.00	✓					Registrar, Dean-FES, HoD-SPED
	16.4.2 Implement policy on admission of students from less-endowed senior high schools	5% of admission reserved for students from less-endowed senior high schools		✓	✓				VC, Pro-VC, Registrar, Principals, Deans, HoDs
	16.4.3 Strengthen scholarship schemes for the underprivileged and the marginalized	Scholarships awarded to underprivileged and marginalised students increased annually by 20%	4,404,000.00	✓	✓	✓	✓	✓	VC, Pro-VC, Registrar, Principals, Deans, HoDs
	16.4.4 Develop outreach programmes under CSR on teaching and learning for less-endowed schools	At least, one outreach programme organised annually by Academic Affairs and departments		✓	✓	✓	✓	✓	VC, Pro-VC, Registrar, Principals, Deans, HoDs



Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
16.5 Streamline the progression pathways to cater for differentiated completion	16.5.1 Design a policy on differentiated completion	Policy developed and published	53,500.00	✓	✓				VC, Pro-VC, Registrar, Principals, Deans, HoDs
	16.5.2 Implement policy on differentiated completion	i. One sensitisation workshop organised annually for staff and students ii. Differentiated completion path offered to identified students	20,250.00		✓	✓	✓	✓	VC, Pro-VC, Registrar, Principals, Deans, HoDs

## Objective 17: Strengthen gender mainstreaming

17.1 Institutionalise gender mainstreaming policy	17.1.1 Ensure that all policy documents are gender sensitive	All policy documents reviewed to incorporate gender issues		✓	✓	✓	✓	✓	VC, Pro-VC, Registrar, Principals, Deans, HoDs, Head-Gender Directorate
	17.1.2 Organise gender sensitisation and capacity building workshop for staff and students	i. One gender awareness programme organised annually on each campus ii. One capacity building workshop organised annually on each campus		✓	✓	✓	✓	✓	Deans, HoDs, Head-Gender Directorate
	17.1.3 Facilitate the introduction of a programme of study on Gender Studies at the graduate level	Programme developed and accredited	53,500.00	✓	✓				Deans, Head-Gender Directorate
	17.1.4 Continue to train faculty on how to engender the curricula	i. Annual workshops organised for faculty on incorporation of gender issues in the curricula ii. Gender issues incorporated in curricula	79,750.00	✓	✓	✓	✓	✓	Deans, HoDs, Head-Gender Directorate

Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
17.2 Increase female representation in the University	17.2.1 Collect and disseminate gender disaggregated data in the University to keep staff informed	i. Gender disaggregated data published ii. Gender disaggregated data informs policy decisions		✓	✓	✓	✓	✓	Head-Gender Directorate
		i. Female regular students' admissions increased from 30% to 40%							
	17.2.2 Strengthen gender equity in admissions and Appointments	ii. At least, 30% of Dean, Director, and HoD positions held by women iii. 40% of Statutory Committee membership held by women		✓	✓	✓	✓	✓	VC, Pro-VC, Registrar, Principals, Deans, HoDs, Head- Gender Directorate
	17.2.3 Increase the number of female senior members	Female senior members proportion increased from 30 to 40 percent		✓	✓	✓	✓	✓	VC, Pro-VC, Registrar, Principals, Deans, HoDs, Head- Gender Directorate
	17.2.4 Establish concessionary measures for more female staff to attend local and international conferences	At least, 20 female staff sponsored to attend local and international conferences annually		✓	✓	✓	✓	✓	VC, Pro-VC, Registrar, Principals, Deans, HoDs, Head- Gender Directorate
	17.2.5 Organise outreach programmes in secondary schools to promote gender balance in choice of programmes and admissions	Five outreach programmes organised for secondary/technical schools by each campus annually	1,750,000.00	✓	✓	✓	✓	✓	VC, Pro-VC, Registrar, Principals, Deans, HoDs, Head- Gender Directorate



## Objective 18: Improve on delivery of distance and sandwich education

Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
18.1 Enhance capacity of IDeL staff in distance education delivery	18.1.1 Train lecturers/tutors to acquire e-Learning skills for teaching	All IDeL lecturers/tutors trained on e-Learning skills	5,000,000.00	✓	✓	✓	✓	✓	Deans, HoDs, Director-ICT Services
	18.1.2 Appoint new lecturers/tutors with skills in e-Learning	All new lecturers/tutors appointed have e-Learning skills		✓	✓	✓	✓	✓	VC, Pro-VC, Principals, Registrar, Director-IDEI
	18.1.3 Repackage existing modules to support e-Learning	All existing modules reviewed to support e-Learning	5,000,000.00	✓	✓	✓	✓	✓	Pro-VC, Director-IDEI
18.2 Improve upon support services for Distance and Sandwich students (DSS)	18.2.1 Ensure counselling services are provided for DSS	Academic counsellors appointed for all DSS	1,800,000.00	✓	✓	✓	✓	✓	Director-IDEI, Deans, HoDs
	18.2.2 Ensure timely delivery of course materials and logistics	All course materials and logistics delivered on time		✓	✓	✓	✓	✓	Director-IDEI
	18.2.3 Incorporate e-support services into Distance and Sandwich delivery	i. e-support services established in DSS ii. At least, 70% of DSS services delivered through e-services iii e- library resources increased		✓	✓	✓	✓	✓	Director-IDEI, Deans, HoDs



Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
18.3 Restructure the Distance Education curricula to reflect the new trends in teacher education	18.3.1 Review the DE curricula to reflect the new trends in teacher education	DE curricula reviewed to reflect the new trends in teacher education	222,133.00	✓	✓				Pro-VC, Director-IDeL
	18.3.2 Develop course materials for the reviewed curricula	All course materials developed in line with the reviewed curricula		✓	✓	✓	✓	✓	Pro-VC, Director-IDeL
	18.3.3 Train DE staff to implement the reviewed curricula	All DE staff trained to implement the reviewed curricula		✓	✓				Director-IDeL
	18.3.4 Align the sandwich programme in line with the SHS semester calendar	All sandwich programmes aligned with the SHS semester calendar		✓					Pro-VC, Deans, Directors, HoDs
18.4 Enhance the use of technology in distance education delivery	18.4.1 Increase the use of video conferencing facilities for DSS	i. Video conferencing facilities usage increased by 50% ii. 80% of students use mobile devices to receive video conferencing lectures at study centres		✓	✓	✓	✓	✓	Pro-VC, Deans, Directors, HoDs, Director-ICT Services
	18.4.2 Improve mobile apps deployment for DSS	i. Mobile apps for DSS deployed ii. All students and staff sensitised on mobile apps	100,000.00	✓	✓	✓	✓	✓	Director-IDeL, Director-ICT Services



THEME SIX: PROACTIVE QUALITY ASSURANCE SYSTEM

Objective 19: Promote quality adherence in the University’s Operations

Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
19.1 Continue to ensure that all programmes and activities of the University meet NAB/NCTE standards	19.1.1Sensitise faculty and staff to appreciate accreditation issues	i. Annual sensitisation workshops organised for all teaching and administrative staff on each campus	79,750.00	✓	✓	✓	✓	✓	Director-QA, Planning Officer
		ii. All teaching and administrative staff of faculties sensitised on accreditation issues annually							
		iii. Review processes of accreditation documents improved by 80%							
19.2 Obtain international accreditation for academic programmes	19.2.1 Identify appropriate international accreditation bodies	i. At least, one international accreditation body identified		✓	✓	✓			Deans, Dean-CIP, Directors, HoDs, Planning Officer
		ii. Relationship established with the identified body							
	19.2.2 Develop a policy document on international accreditation of academic programmes	Policy developed and published	53,500.00	✓	✓	✓			Deans, Dean-CIP, Directors, Director-QA, HoDs, Planning Officer
	19.2.3 Identify strategic academic programmes for international accreditation	i. At least, five programmes identified for international accreditation ii. Identified programmes accredited	1,300,000.00	✓	✓	✓	✓	✓	Deans, Dean-CIP, Directors, Director-QA, HoDs, Planning Officer

Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
19.3 Improve quality assessment at departmental and faculty level	19.3.1 Review benchmarks for assessing faculty to make them more accountable	i. Assessment benchmarks reviewed	53,500.00	✓	✓				Deans, Dean-CIP, Directors, Director-QA, HoDs, Planning Officer
		ii. Assessment instruments made discipline specific							
	19.3.2 Integrate benchmarks into Enterprise Resource Planning (ERP) system	Assessment instrument integrated into ERP system			✓				Deans, Dean-CIP, Directors, Director-QA, HoDs, Planning Officer, Director-ICT Services
	19.3.4 Sensitise staff and students on ERP quality assessment system	Annual sensitisation of staff on ERP quality assessment system	506,250.00	✓	✓	✓	✓	✓	Deans, Directors, Director-QA, HoDs



## THEME SEVEN: FINANCIAL SUSTAINABILITY AND ACCOUNTABILITY

### Objective 20: Enhance financial reporting system for improved accountability

Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
20.1 Adopt accrual-based financial reporting under International Public Sector Accounting Standards (IPSAS)	20.1.1 Appoint an external monitoring body for UEW IPSAS adoption project	External monitoring body appointed for IPSAS		✓					VC, Finance Officer
	20.1.2 Reconstitute IPSAS adoption project team	IPSAS adoption team reconstituted		✓					VC, Finance Officer
	20.1.3 Build Audit and Finance staff capacity for IPSAS adoption	Continuous workshops organised on all campuses	250,000.00	✓	✓	✓	✓	✓	Finance Officer, Internal Auditor
	20.1.4 Organise stakeholder engagement workshops for relevant internal stakeholders	At least, two workshops organised for all relevant internal stakeholders	11,550.00	✓					Finance Officer, Internal Auditor
	20.1.5 Implement process improvements and system upgrades	i. IPSAS gap analysis report reviewed and submitted ii. Identified process and system gaps addressed	550,000.00	✓	✓				Finance Officer, Internal Auditor
	20.1.6 Develop policy framework for IPSAS implementation	Policy framework for IPSAS developed and published	185,000.00	✓	✓				Registrar, Finance Officer, Internal Auditor
	20.1.7 Prepare IPSAS-compliant financial statements	IPSAS compliant financial statements published annually	180,000.00		✓	✓	✓	✓	Finance Officer, Internal Auditor

## Objective 2i: Strengthen expenditure management practices for prudent resource utilisation

Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
21.1 Enhance budgeting and budgetary control practices including budget preparation, budgetary reporting, and expenditure control	21.1.1 Organise capacity building workshops on budgeting and budgetary control for relevant stakeholders	Two capacity building workshops organised annually	145,750.00	✓	✓	✓	✓	✓	Finance Officer, Internal Auditor, DR-HR
	21.1.2 Strengthen budgetary monitoring and control mechanisms	Quarterly budget performance review undertaken by Finance and Internal Audit		✓	✓	✓	✓	✓	Finance Officer, Internal Auditor, Director-QA
	21.1.1 Regularly review Internal Audit Charter to conform with national and international standards	Internal Audit Charter reviewed and published regularly		✓	✓	✓	✓	✓	Finance Officer, Internal Auditor
21.2 Empower the Internal Audit to monitor the efficient utilisation of financial resources of the University to prevent wastage	21.2.2 Fully adopt the International Standards for the Professional Practice of Internal Auditing (ISPPIA)	i. Annual capacity building workshops organised for Audit staff ii. ISPPIA fully adopted in Internal Audit practice	250,000.00	✓	✓	✓	✓	✓	Finance Officer, Internal Auditor, Director-QA
	21.2.3 Strengthen risk-based pre-auditing system	Annual risk analysis undertaken on payments		✓	✓	✓	✓	✓	Finance Officer, Internal Auditor
	21.2.4 Build quality assurance and improvement programmes in audit delivery	i. External assessor engaged ii. Regular performance assessment of internal audit engagements undertaken	500,000.00	✓	✓	✓	✓	✓	Finance Officer, Internal Auditor, Director-QA



## Objective 22: Pursue innovative and sustainable resource mobilisation

Strategies	Key Activities	Key Performance Indicator(s), KPI	Budget Estimate (GHS)	Time Frame					Responsibility
				2019	2020	2021	2022	2023	
22.1 Embark on innovative and sustainable financial resource mobilisation, guided by prudent financial management norms	22.1.1 Develop a policy on income generation activities	Policy document developed and published	53,500.00	✓	✓				Registrar, Finance Officer, Internal Auditor
	22.1.2 Introduce innovative, market-driven academic programmes	At least, one market-driven programme introduced by each department		✓	✓	✓	✓	✓	Registrar, Finance Officer, Internal Auditor, Deans, HoDs
	22.1.3 Strengthen and expand income generating activities	i. Income from commercial activities increased by 20%							
		ii. All commercial entities are self-sustaining and achieve operating profit margin of, at least, 20%							
		iii. At least, three additional commercial ventures established	10,000,000.00	✓	✓	✓	✓	✓	Registrar, Finance Officer, Internal Auditor, Deans, HoDs
		iv. At least, one income generating activity (short course, consultancy etc.) introduced by each department							
	22.1.4 Establish incentives scheme for market-driven academic programme developers	i. Incentive scheme established		✓					Registrar, Finance Officer, Internal Auditor, Deans, HoDs
	22.1.5 Establish an incentive package for internal consultancy services by staff	ii. All identified staff given incentives for innovation			✓	✓	✓	✓	VC, Pro-VC, Principals, Registrar, Finance Officer
		i. Incentive package established		✓					VC, Pro-VC, Principals, Registrar, Finance Officer
		ii. At least, 20 staff members benefit from package			✓	✓	✓	✓	VC, Pro-VC, Principals, Registrar, Finance Officer, Internal Auditor, Deans, HoDs
22.1.6 Review funding model periodically for sustainability		i. Funding model assessed annually and reported							
		ii. 5% increase in IGF ratio annually		✓	✓	✓	✓	✓	Finance Officer, Internal Auditor
		iii. IGF coverage ratio not less than 90%							



# 6.0

## SUMMARY OF PLAN BUDGET

Objectives	Description	Budget Estimate (GH¢)
Subtotal for Objective 1	Conduct innovative research that takes into consideration the needs of industry and society	8,376,587.00
Subtotal for objective 2	Enhance staff capacity in research, innovation, and knowledge transfer	18,318,900.00
Subtotal for Objective 3	Create enabling environment that supports research activities	252,500.00
Subtotal for Objective 4	Expand graduate studies, research, and output	4,645,500.00
Subtotal for Objective 5	Enhance academic programmes and standards	147,106,180.00
Subtotal for Objective 6	Establish state-of-the-art teaching and learning environment	707,580,920.00
Subtotal for Objective 7	Develop innovative curriculum and instructional designs	4,647,700.00
Subtotal for Objective 8	Improve on staff professionalisation, motivation, and welfare	588,000.00
Subtotal for Objective 9	Improve on health service delivery of the University	52,312,500.00
Subtotal for Objective 10	Strengthen sports and extra curricula activities	35,659,973.00
Subtotal for Objective 11	Ensure proactive and responsive administrative system	35,070,832.00
Subtotal for Objective 12	Strengthen the Directorate of Works and Physical Development to improve Infrastructure and Equipment Delivery	2,915,000.00
Subtotal for Objective 13	Develop effective mechanisms for internal stakeholder engagements	263,500.00
Subtotal for Objective 14	Develop effective mechanisms for external stakeholder engagements	6,982,300.00
Subtotal for Objective 15	Improve regional and international collaboration	881,500.00
Subtotal for Objective 16	Expand access for the underprivileged, the marginalised, persons living with disabilities, and persons from less endowed schools	9,776,650.00
Subtotal for Objective 17	Strengthen gender mainstreaming	1,883,250.00
Subtotal for Objective 18	Improve on delivery of distance and sandwich education	12,122,133.00
Subtotal for Objective 19	Promote quality adherence in the University's operations	1,993,000.00
Subtotal for Objective 20	Enhance financial reporting system for improved accountability	1,176,550.00
Subtotal for Objective 21	Strengthen expenditure management practices for prudent resource utilisation	895,750.00
Subtotal for Objective 22	Pursue innovative and sustainable resource mobilisation	10,053,500.00
<b>Grand Total</b>		<b>1,063,682,505.00</b>



# APPENDIX

## Members of the 2019-2023 Strategic Plan Development Committee

Prof. Samuel Hayford	Dean, Faculty of Educational Studies	Chairman
Prof. S. Y. Annor	Dean, Faculty of Agriculture Education	Member
Prof. Martin Amoah	Dean, Faculty of Vocational Education	Member
Prof. (Mrs) Salome Essuman	Professor, Dept. of Educational Administration and Management	Member
Prof. Andy Ofori-Birikorang	Dean, Faculty of Foreign Languages Education and Communication	Member
Dr. Eric Daniel Ananga	Snr. Lecturer, Dept. of Social Studies Education	Member
Mr. B. B. Chirani	Acting Finance Officer	Member
Mr. Godwill Andoh-Mensah	Acting Internal Auditor	Member
Mr. Jerry Addison Anyan	Deputy Registrar, Dept. of Publishing and Web Development	Member
Mr. Shadrack Nkatiah	Accountant, IDeL	Co-opted Member
Mr. Isaac Marfo Oduro	Deputy Internal Auditor, COLTEK	Co-opted Member
Mr. Prince Asiedu	Acting Planning Officer	Member/Secretary





CORPORATE  
STRATEGIC  
**PLAN**  
2019-2023

Designed by  
Dept. of Publishing &  
Web Development, UEW