UNIVERSITY OF
EDUCATION, WINNEBA

CORPORATE STRATEGIC PLAN
(2025-2030)

Theme:
Excellence through Innovation, Inclusion and Sustainability

SYMBOL CONCEPT

In the logo, arrows of varying sizes converge from different directions, forming a radiant star. This convergence is not merely artistic; it symbolises the collective energy, vision and effort that diverse groups within the university community invested in crafting the corporate strategic plan to fulfill the institutional goals and ambitions for the next six years (2025-2030).

Each arrow symbolises the essential contributions of our faculty, administrative staff, the student body and other stakeholders across all levels of our community. Their varying sizes represent the diverse strengths and unique capacities each member brings to the table-ideas and efforts to shape the very fabric of this document. Yet, no matter the size or form, every arrow is indispensable.

At the centre, the shining star embodies our collective aspiration-a shared commitment propelling us toward a singular vision. It reflects our unified pursuit of excellence in teaching, learning and research, guiding us forward as one: a community moving with purpose toward becoming a true beacon of academic distinction.

The Ntesie Adinkra symbol-an emblem of wisdom, knowledge and shared learning anchors the logo in Ghanaian tradition while projecting the University's commitment to intellectual and cultural advancement. The Ntesie reminds us that while structures, systems and policies are crucial, it is wisdom, collaboration and purposeful action that transform institutions.

This visual narrative reflects our fundamental values: a university that champions collaboration, fosters access, equity and inclusion, and maintains sustainability in the financial, social and environmental aspects of our endeavour. We forge a transformative path forward by harnessing the strength of unity and the brilliance of our shared purpose.

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FOREWORD

The fifth Corporate Strategic Plan of the University of Education, Winneba has been carefully developed to facilitate the University's accelerated development agenda along with the changing demands in education delivery across the globe. The University's contributions to the achievement of the sustainable development goals, as well as national policies on education as outlined in the Education Strategic Plan (2018-2030) of the Ministry of Education, Ghana are well catered for in this document. Strategically, the Plan prioritises the following areas:

> Excellent Standards in Teaching, Learning and Research
> Proactive Administrative System
> Access, Equity and Inclusion
> Financial and Environmental Sustainability and
> Infrastructural Development

These listed areas are all issues of major concern at the global level. Thirty Strategic Objectives are outlined in this document and all are very relevant to the achievement of the University's vision and mission. However, the second objective under Theme Five, which seeks to **"Improve on the ICT infrastructure towards attaining a smart campus"**, is of paramount importance to Management. We will provide the necessary facilities and equipment to maximise technology usage in the delivery of all our services to increase efficiency and reduce the cost of operations. We also intend to embark on innovative projects in partnership with relevant institutions and organisations to safeguard our environment through sustainable and cost-saving practices, especially in water and electrical energy production, usage and storage.

In a nutshell, this is a very promising Plan and we will go all-out to achieve it to the fullest.

Prof. Stephen Jobson Mitchual, PhD
Vice-Chancellor, UEW

1.0

INTRODUCTION

THE STRATEGIC PLANNING PROCESS

The University of Education, Winneba has successfully implemented four Strategic Plans (2003-2008, 2009-2013, 2014-2018, 2019-2023) since becoming autonomous in 2004. Over these periods, the University has undergone remarkable transformations in its infrastructure, curricula developments, staffing, student enrolment and the mode of delivery of its core functions - teaching, research and community service. After the expiration of the fourth Strategic Plan, a Committee was constituted to develop a Strategic Plan Supplement to be implemented for the year 2024. The Strategic Plan Supplement covered outstanding activities in the 2019-2023 Strategic Plan which had expired but were still found to be relevant towards achieving the University's vision. The Committee was also tasked to engage members of the University community and other relevant stakeholders to develop a fifth Strategic Plan for the University (see Appendix 2 for the membership of the Strategic Plan Development Committee).

As a practice, the University of Education, Winneba has been using a bottom-up approach in the development of its Strategic Plans. This ensures that the key activities emanate from the various sections within the University and therefore promote the commitment of staff during implementation of the plan. For this Strategic Plan, the Committee first developed a framework for the preparation of inputs. The Committee then engaged all faculties, schools, institutes, directorates, departments and centres in the University and presented the framework to them to serve as a guide in the submission of inputs to the Committee. Other key stakeholders such as the University management, student leaders and staff union executives were all engaged.

The Corporate Strategic Plan also captures the vision of the Vice-Chancellor for the specified period. The Vice-Chancellor therefore presented his vision to the Committee to inform their work. Inputs were received from about 80% of the various sections in the University and then the Committee had meetings to consider all the inputs for drafting the document. A sub-committee was also tasked to work out the cost estimates of each of the key activities listed in the Plan. The total cost estimates are presented in the Plan Matrix - Section 5 (see Appendix 1 for the summary of cost estimates and Appendix 3 for the membership of the Budget Sub-Committee).

The Committee then organised and presented the draft document to stakeholders for their feedback after which the necessary changes and corrections were made and the final document submitted to the Vice-Chancellor.

2.0 PROFILE OF THE UNIVERSITY OF EDUCATION, WINNEBA (UEW)

2.1 Establishment

The University of Education, Winneba (UEW) was originally established in 1993 as a University College affiliated to the University of Cape Coast, by the University College of Education of Winneba (UCEW) Law, 1993 (PNDC Law 322). UCEW comprised seven diploma-awarding institutions: the Specialist Training College, the Advanced Teacher Training College, the National Academy of Music (all located in Winneba), the School of Ghana Languages (Ajumako), the College of Special Education (Mampong-Akwapim), St. Andrews Training College (Asante Mampong), and the Advanced Technical Teacher College (Kumasi). On May 21, 2004, the University of Education, Winneba Act, 2004 (Act 672) was gazetted, upgrading UCEW to an autonomous status and renaming it the University of Education, Winneba (UEW), with the authority to confer its own degrees, diplomas, and certificates. Until 2020, UEW operated four main campuses: Winneba, Kumasi, Asante Mampong, and Ajumako. Following the autonomy of the Kumasi and Asante Mampong campuses, which jointly constituted a new university, UEW currently operates two main campuses - Winneba and Ajumako - and 45 Distance Education Study Centres across the country.

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 2025-2030 Strategic Plan Period, the total student enrolment for Winneba, Ajumako and the College for Distance and e-Learning was 65,477 (49.22 % female and 50.78% male). Out of this number, 38,460 were on full time programmes, 26,216 on distance learning programmes and 801 on sandwich programmes. The University had a total full time staff strength of 1,734 (31.26% female and 68.74% male). The 1,734 total staff comprised 552 teaching and research staff and 1,182 non-teaching staff.

The University's Distance Education programmes continued to be dominated by females as the 2023/2024 academic year recorded 60.5% females and 39.5% males out of the 26,216 distance education students. The regular programmes, on the other hand, were dominated by males (58.51% males and 41.49% females out of the 38,460 regular students). Sandwich student numbers have declined significantly over the past years. For the 2023/2024 academic year, only a total of 801 sandwich students comprising 393 males (49.10%) and 408 females (50.90%) were recorded.

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

The University has two campuses: one in Winneba and the other in Ajumako. Construction of five (5) Distance Education Centres for the College of Distance and e-Learning are at the finishing stages. There are forty-five (45) study centres across the country, most of which are hosted by partner institutions.

The University currently has six (6) faculties, five (5) schools, and forty-five (45) teaching departments. The faculties are Faculty of Science Education, Faculty of Health, Allied Sciences and Home Economics Education, Faculty of Foreign Languages Education, Faculty of Social Sciences Education, Faculty of Applied Behavioural Sciences in Education and Faculty of Ghanaian Languages Education. The schools are the School of Business, School of Communication and Media Studies, School of Education and Life-Long Learning, School of Creative Arts 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 Effutu Municipality. The Central Administration of the University is located at the North Campus.

School of Education and Life-Long Learning

Departments under the School of Education and Lifelong Learning are the following:

» Department of Basic Education
» Department of Educational Foundations
» Department of Educational Administration and Management
» Educational Resource Centre

Faculty of Applied Behavioural Sciences Education

Departments under the Faculty of Applied Behavioural Sciences Education are the following:

» Department of Counselling Psychology
» Department of Special Education
» Department of Early Childhood Care and Development

Faculty of Science Education

Departments under the Faculty of Science Education are the following:

» Department of Biology Education
» Department of Physics Education
» Department of Chemistry Education
» Department of Integrated Science Education
» Department of Mathematics Education
» Department of Environmental Science
» Department of Information and Communication Technology Education
» Department of Agriculture Education

Faculty of Health, Allied Sciences and Home Economics Education

Departments under the Faculty of Health, Allied Sciences and Home Economics Education are the following:

» Department of Health Administration and Education
» Department of Health, Physical Education, Recreation and Sports Education
» Department of Integrated Home Economics Education
» Department of Food and Nutrition Education
» Department of Clothing and Textiles Education
» Department of Family Life Management Education
» Department of Environmental Health and Sanitation Education

Faculty of Social Sciences Education

Departments under the Faculty of Social Sciences 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 Creative Arts

Departments under the School of Creative Arts are the following:

- » Department of Art Education
- » Department of Graphic Design
- » Department of Music Education
- » Department of Theatre Arts
- » Department of Fashion Design and Textile Education
- » Centre for Research in Culture and Creative Arts (CeRCCA)

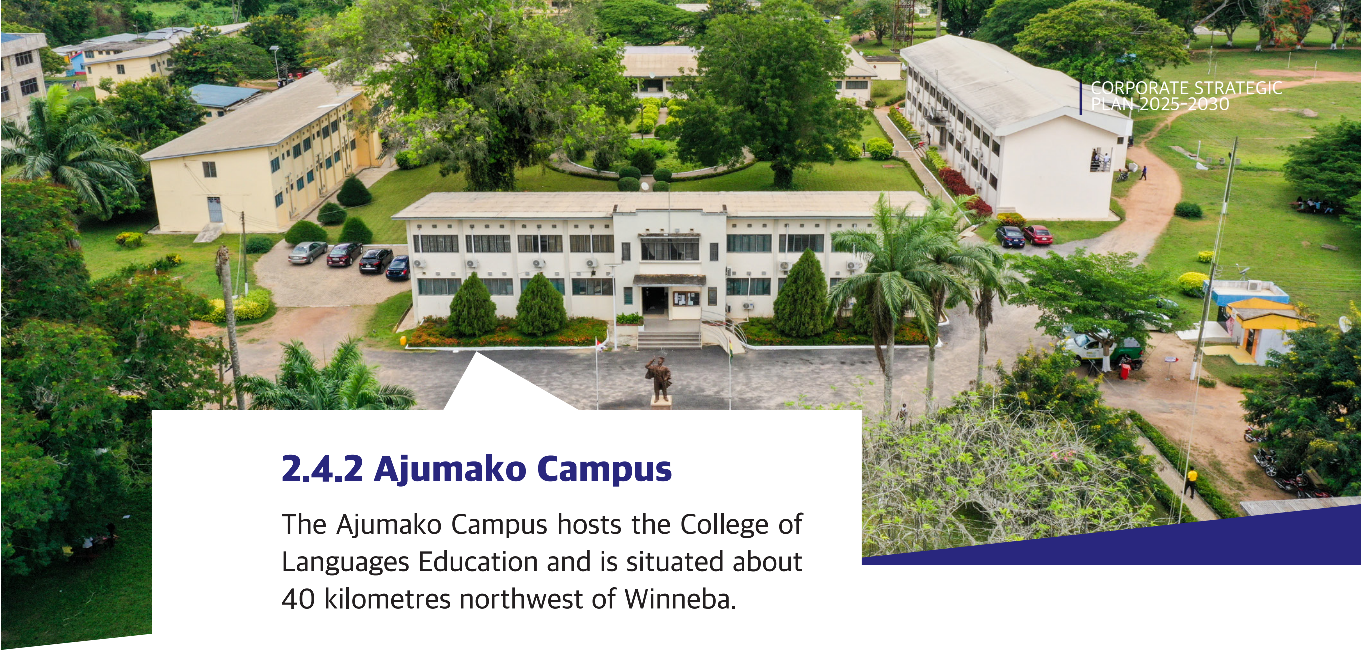
School of Business

Departments under the School of Business are the following:

- » Department of Management Sciences
- » Department of Accounting
- » Department of Applied Finance and Policy Management
- » Department of Marketing and Entrepreneurship
- » Department of Procurement and Supply Chain Management

School of Graduate Studies

The School of Graduate Studies runs Postgraduate Diploma, Masters and PhD programmes for all the departments in the University.



2.4.2 Ajumako Campus

The Ajumako Campus hosts the College of Languages Education and is situated about 40 kilometres northwest of Winneba.

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

Faculty of Foreign Languages Education

The following Departments/Unit constitute the Faculty of Foreign Languages Education:

- Department of Applied Linguistics
- Department of English Education
- Department of French Education
- German Unit

School of Communication and Media Studies

The following Departments/Centre constitute the School of Communication and Media Studies:

- Department of Communication Instruction
- Department of Strategic Communication
- Department of Journalism and Media Studies
- Department of Development Communication
- Centre for Communication Education Research and Professional Development (CCERPD)

2.5 Academic Calendar and Programme Orientation

The University follows a multi-track system (regular, sandwich and distance). The regular academic year begins in August and ends in May. It comprises two semesters of sixteen weeks each. The first semester begins in August and ends in December. The second semester runs from January to May. The sandwich programmes are organised from June to August and December to January. The distance programmes run concurrently on weekends 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 thirteen (13) Diploma programmes.

2.5.1.3 Bachelor's Degree

The bachelor's degree is offered in 164 areas (all in 48 disciplines) and is generally a four-year programme comprising 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 89 areas. The School of Graduate Studies coordinates the graduate programmes.

2.6 Colleges, Institutes, Directorates and Centres

2.6.1 College for Distance and e-Learning (CODeL)

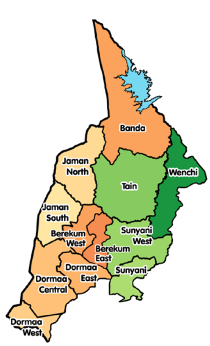
The College for Distance and e-Learning (CODeL) was created in 2021 out of the erstwhile Institute of Distance and e-Learning which also emerged from the Institute for Educational Development and Extension (IEDE) in September, 2017 with an overriding mission of providing high quality distance and e-learning programmes. The College for Distance and e-Learning (formerly IEDE) of the University of Education, Winneba has been the premier distance education institution in Ghana since 1993.

2.6.1.1 Distance Education Study Centres

The College for Distance and e-Learning has forty-five (45) Study Centres across fourteen regions in Ghana.

Ashanti Region (8)

- Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development (AAMUSTED), Kumasi
- Islamic Senior High School, Kumasi
- Fr. Murphy Senior High School, Obuasi
- Ejisuman Senior High School, Ejisu
- AAMUSTED, Asante Mampong
- Offinso College of Education, Offinso
- Jachie Pramso Senior High School, Jachie-Pramso
- Kofi Adjei Senior High School, Fawode



Bono Region (2)

- Twene Amanfo Senior High School, Sunyani
- Dormaa Ahenkro Senior High School, Dormaa Ahenkro

Ahafo Region (1)

» St. Joseph College of Education, Bechem

Bono East Region (2)

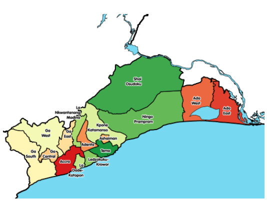
» Atebubu College of Education, Atebubu
» UEW Study Centre, Techiman

Central Region (5)

» UEW Study Centre, Winneba
» Kasoa Study Centre, Kasoa
» Cape Coast Technical Institute, Cape Coast
» Foso College of Education, Assin Foso
» Ajumako Study Centre (UEW Ajumako Campus)

Eastern Region (4)

» Koforidua Technical Institute, Koforidua
» Nkawkaw Senior High School, Nkawkaw
» Asamankese Senior High School, Asamankese
» Akro Senior High School, Odumase Krobo

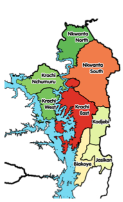


Greater Accra Region (6)

» St. John's Grammar Senior High School, Accra
» Accra Academy Senior High School, Accra
» Wesley Girls Senior High School, Accra
» Accra College of Education, Accra
» Tema Presby Senior High School, Tema
» Teshie Military Academy, Accra

Northern Region (3)

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

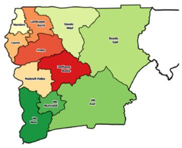


Oti Region (1)

» Dambai College of Education, Dambai

Upper East Region (2)

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



Upper West Region (1)

- N. J. Ahmadiyya College of Education, Wa

Volta Region (4)

- Ho Technical University, Ho
- St. Francis College of Education, Hohoe
- Three Town Senior High School, Denu
- Sogakope Senior High School, Sogakope

Western Region (4)

- Fijai Senior High School, Sekondi
- Tarkwa Senior High School, Tarkwa
- Manye Academy, Axim
- Enchi College of Education, Enchi

Western North Region (2)

- Sefwi Wiawso Senior High Technical School, Sefwi-Wiawso
- Bia Secondary Technical, Sefwi Debiso

2.6.1.2 Undergraduate Programmes

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

2.6.1.3 Graduate Programmes

The College 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 programmes:

> Postgraduate Diploma in Teaching and Learning in Higher Education (Sandwich)
> M.Ed. Institutional Mentorship and Supervision (Distance)
> M.Ed. Educational Administration and Management (Distance)
> M.Ed. Counselling Psychology (Distance)

2.6.3 Institute for Educational Research and Innovation Studies (IERIS)

The Institute for Educational Research and Innovation Studies was established in 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 comprises three departments namely the Centre for School and Community Science and Technology Studies (SACOST), the National Centre for Research into Basic Education (NCRIBE) and the Centre for Educational Policy Studies (CEPS). These departments have specific mandates as follows:

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 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 the 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 an interdisciplinary, reputable, research-led Centre that seeks to provide an 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)

The 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 engage 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 full-time and part-time (regular, weekend and sandwich) bases. The Centre is currently offering M.A. and MPhil programmes and Executive Masters in Human Rights and Peace Studies.

2.6.5 Directorate of Research, Innovation and Development

The Directorate of Research, Innovation and Development (DRID) was formally known as the Externally Funded Projects Office (EFPO) and was established in November, 2007 to solicit additional funding from external donor sources to support institutional priorities, increase the effectiveness of donor funds use and improve the relationship between the University and its donor partners.

On 16th March 2020, the office was renamed the Directorate of Research, Innovation and Development (DRID) following the restructuring of its operations. The Directorate was tasked to:

» constitute proposal writing teams,
» facilitate capacity building for staff of the University,
» provide support to faculties on grantsmanship,

- identify funding agencies and keep UEW abreast of current calls for proposal,
- coordinate the implementation of all funded projects in the University through DRID,
- disburse research grant to the project implementer(s),
- facilitate the signing of research contracts between the University and funding organisations and between the University and project implementer(s),
- report on the implementation of funded projects to the DRID Board and funders,
- manage interfaces of representatives of various partnerships and projects,
- provide technical advice to proposal writing teams on donor requirements and
- undertake any other duties as may be determined by the Vice-Chancellor.

2.6.6 Centre for International Programmes

International relations was mainstreamed into the structures of the erstwhile University College of Education of Winneba (UCEW) in 2003 with the creation of the Office of International Relations (OIR). In the 2012/2013 academic year, the Office of International Relations and the University Relations Office were merged to form the International Relations and Public Affairs Division (IRPAD) 'in order to harness the synergy between the two offices in a bid to maximise their potential'. It was charged with the responsibility of marketing the University, and managing the international relations.

In the 2015/2016 academic year, the University again created 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 was tasked to handle the University's international relations and programmes.

To advance the global internationalisation agenda of the University, the Centre for International Programmes was elevated to be at par with faculties and schools in the University in 2015, hence, its institutionalisation with a Dean 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 the aforetime University College of Education of Winneba (UCEW) in September 1998 to provide a conducive environment where students and employees of the institution could go for guidance and counselling. The Centre also aims to provide counseling services to individuals within and outside the University community. The services offered include academic, social, career and personal counselling. Currently, the Centre is being upgraded 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 after the university gained autonomy. Its focus within UEW's mission and vision was to positively position the University in the public's mind, coordinate alumni relations, enhance gifts, funds and resource solicitation and efficiently and effectively manage the UEW Endowment Trust Fund to provide supplementary budget support towards teaching, learning and research.

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

» Promote and enhance the University's image in the mind of the public.
» 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 calibre staff with advancement potential.

2.6.9 Centre for Hearing and Speech Services

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

- 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:

- Pure Tone Audiometry (Air Conduction Test, Bone Conduction Test)
- Immittance (Tympanometry, Acoustic Reflex Test, Eustachian Tube Dysfunction Tests)
- Oto-Acoustic Emissions Tests (OAE)
- Speech Audiometry (SRT testing using AAST- A computer based adaptive test developed in selected local languages)
- Medical Hearing Screening of Fresh UEW students
- Field/Community outreach/hearing screening programmes using a customised Mobile Hearing Assessment Klinic (HARK)
- Hearing Aid pre and post evaluation
- Hearing Aid fitting and counselling
- Practical clinical training for students pursuing programmes in the Education of individuals with Hearing Impairments (EHI)

Within the Strategic 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 and doctoral levels. There will also be short courses in audiology and speech and language therapy for professionals such as ENT nurses, rehabilitation professionals and speech education coordinators.

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 issues gain 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. It performs its role in line with the 1992 Constitution of Ghana, international conventions such as the Convention on the Elimination of All Forms of Discrimination

Against Women (CEDAW), the African Charter on Human and Peoples' Rights and its Protocol ratified by the Government of Ghana and Sustainable Development Goals.

2.6.11 Quality Assurance Directorate

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

The activities of the Directorate have been expanded by setting up coordinating offices on all campuses of the University. These offices are directly under the supervision of the Quality Assurance Director.

The Directorate performs the following functions:

- 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 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 campuses.
- 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.

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

The Centre for Community-Based Rehabilitation and Disability Studies (CBRDS) was established in 2004 after the university gained autonomy, in collaboration with Sight Savers International to promote the provision of specialised services for persons with disabilities. The Centre 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 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 satellite 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 on all the satellite campuses of the University.

2.6.14 Centre for Research in Culture and Creative Arts (CeRCCA)

The Centre for Research in Culture and Creative Arts (CeRCCA) was established in 2017 to coordinate and maximise the relevance of the diversified creative activities within the School of Creative Arts (SCA) through research and adherence to best practices. CeRCCA is intended to serve as nexus between the SCA and society through research, knowledge creation, innovation as well as the preservation, promotion, dissemination and commercialisation of Ghanaian/African culture and the creative arts.

CeRCCA draws on the core strengths of a diversity of disciplines and experience of staff in UEW to:

- develop innovative approaches to teaching and learning about Ghanaian/African culture and creative arts,
- develop and refine methodologies for the study of culture and creative arts among indigenous Ghanaian and African cultures,
- develop materials and resources for the implementation of Music, Dance, Theatre and Visual Arts integrated subjects in Ghanaian schools including the Colleges of Education,
- cultivate and develop the talents of students dedicated to the Creative Arts,
- create archives for educational materials in the Creative Arts,
- bridge the gap between industry and academia,
- extend workings of SCA by establishing an environment for flourishing study and debate on African languages, arts, philosophies, social and political systems,
- contribute to the discussion, analysis and resolution of critical developmental challenges facing African societies through research, teaching and extension work,
- encourage and inspire community participation in the Arts and educational programmes
- source for funding for children's creative activities,
- promote and coordinate collaborative research and the development of creative arts among staff of the SCA,
- collaborate with ministries, agencies and non-governmental organisations in celebrating festivals of societal and (inter)national importance and
- collaborate with similar centres on the continent and elsewhere to deepen understanding of African culture in all its complexity.

2.6.15 Centre for Communication Education Research and Professional Development (CCERPD)

The Centre for Communication Education Research and Professional Development (CCERPD) was established in 2020 as a research centre for communication studies institutions and communication professionals in Ghana and Africa. The Centre was also to provide guidance in pedagogical research and general communication studies education. The CCERPD is located at the School of Communication and Media Studies.

The main functions of the office are as follows:

- Build and leverage upon the progress made by the School of Communication and Media Studies, UEW through programmes that enhance advances in graduate and doctoral level training and development of future scholars in the field.
- Promote training of communication educators at the tertiary level, especially at the doctoral level, by developing a first-class doctoral programme urgently needed in response to the growing numbers of tertiary institutions offering communication studies programmes but lacking adequately trained lecturers with terminal degrees in the discipline.
- Focus on research and development of innovative pedagogical approaches in the teaching and learning of communication studies, especially at the graduate level.
- Undertake research and documentation of issues in communication education and training
- Conduct advanced mid-career training programmes for middle and top management level professionals in the media industry in Ghana and elsewhere in Africa.
- Organise seminars, workshops and conferences on emerging and critical issues and developments in media studies, communication education curricula and training.

2.6.16 Inter-University Conference for Doctoral Studies (IUCDS)

The Inter-University Conference for Doctoral Studies (IUCDS) was officially established in September 2009 at the University of Education, Winneba by seven (7) higher partner institutions of learning in West Africa who decided to internationalise the IUCDS by setting up a permanent university framework for training academic staff, exchange of students and for collaborative research among partner institutions. The permanent Executive Secretary of the Conference, established in May 2013, is located at the Institute for Educational Research and Innovation Studies (IERIS). The partner institutions are as follows:

- University of Education, Winneba - Ghana
- University of Ghana, Legon, Accra- Ghana
- Kwame Nkrumah University of Science and Technology, Kumasi - Ghana

- University of Cape Coast, Cape Coast-Ghana
- University of Lagos, Akoka - Nigeria
- Universite' Charles, Louis de-Montesquieu, Abidjan - Côte d'Ivoire
- Universite' de Lome', Lome'-Togo
- Centre Internationale de Recherche et d'Etude de Langues (CIREL), Lome'-Togo
- Universite' du Faso, Ouagadougou-Burkina Faso
- Kano University of Science and Technology, Kano -Nigeria
- Ignatious Ajuru University of Education, Port Harcourt- Nigeria
- University of Liberia, Monrovia-Liberia

2.7 The University Library

The University Library, being an integral part of the University, has a vision that is fundamental to that of the University. The University of Education, Winneba libraries include Osagyefo Library (South Campus Library), North Campus Library, College of Languages Education Library - Ajumako Campus (stocks materials on language education), CoDeL Library, Faculty of Science Library, Home Economics Library, French Education Library and History Education Library. The libraries' collections include books, journals, compact disks etc. in electronic and hard copy formats.

2.8 Contacts

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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 strategies include:

> Academic excellence
> Service to community
> Good corporate governance
> Judicious utilisation and management of funds
> Gender equity and social inclusiveness
> Teamwork and partnerships for 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 quality teaching and research
> Premier role in the nation's teacher education, responsible for training professionals at all levels
> Existence of young and vibrant faculty
> Effective administrative system ensuring transparency and efficiency
> Attractive and diverse academic programmes leading to increased enrolment
> Effective peer review approaches
> Grooming of students to take up faculty/administrative positions
> Strong unity in a diverse ethnic community
> Availability of ample space for infrastructural expansion
> Establishment of study centres nationwide
> Recognised role in teacher education nationally and internationally

3.4.2 Weaknesses

> High student-lecturer ratio and workload affecting supervision and research
> Delayed completion of postgraduate programmes
> Limited international student presence
> Infrastructure deficits including inadequate office space, laboratories and teaching materials
> Inadequate maintenance of facilities/equipment
> Funding gaps and bureaucratic challenges hindering operations
> Low cutting-edge research output
> Technological challenges and inadequate support services for researchers
> Inadequate health, sanitation, safety and security facilities/equipment
> Disparity in gender representation in university leadership
> Inadequate financial reporting and auditing systems

3.4.3 Opportunities

> Utilisation of emerging technologies for improved teaching and research
> Opportunities for partnerships and collaborations locally and internationally
> Potential to access resources and partnerships for research
> Potential for the utilisation of technology for distance education and personalised learning
> Market demand for innovative programmes and affiliation with other institutions
> Alumni support and potential for attracting international students and funding
> Collaborations with Colleges of Education and other stakeholders for enhanced delivery of academic programmes
> Growing demand for lifelong learning, inter-faculty and sustainable programmes
> Opportunity to amplify the University's societal impact through training of vulnerable persons
> Opportunity to optimise resources through internationally recognised sustainability practices
> Opportunities for partnerships to explore renewable energy

3.4.4 Threats

> Dwindling government funding
> Increased competition from other private and public tertiary institutions affecting student enrolment
> Global economic downturns impacting research and innovation funding
> Security and privacy concerns in online education
> Litigations affecting the completion of some building projects
> Land encroachments reducing spaces available for new developments
> Regulatory changes impacting the accreditation of some programmes

3.5 Thematic Areas and Strategic Objectives

Thematic Areas:

1. Excellent Standards in Teaching, Learning and Research
2. Proactive Administrative System
3. Access, Equity and Inclusion
4. Financial and Environmental Sustainability
5. Infrastructural Development

Theme 1: Excellent Standards in Teaching, Learning and Research

Preamble

The University of Education, Winneba is committed to fostering a culture of excellence in teaching, learning and research. We recognise that a conducive academic environment is essential for producing high-calibre graduates and groundbreaking research. To achieve this, we will create an enabling environment that supports quality research and innovation, enhances staff capacity and offers incentives to motivate research and innovation. We will expand graduate studies and introduce market-driven undergraduate programmes, including STEM fields. Our focus extends to creating an academically conducive environment, attracting international students and upgrading quality assurance services. Strategic partnerships with local, national and international stakeholders will further support our programmes and services. By harmonising distance education infrastructure and fostering positive student-staff relations, we will ensure a peaceful and inclusive academic environment that promotes excellence and innovation. Through these efforts, we will solidify our position as a premier institution of higher learning.

Strategic Objectives

1.1 Create an enabling environment that supports quality research, innovation, teaching and learning.

1.2 Enhance staff capacity in research, innovation and grantsmanship.

1.3 Create incentives to motivate research, innovation and grantsmanship.

1.4 Expand graduate studies and programmes.

1.5 Introduce market-driven and innovative undergraduate programmes including STEM programmes.

1.6 Attract international students.

1.7 Upgrade quality assurance services in the University.

1.8 Build and collaborate with local, national and international partners to support the University's programmes and services.

1.9 Improve student-staff relations to promote a peaceful academic environment.

Theme 2: Proactive Administrative System

Preamble

The University of Education, Winneba is focused on developing an administrative system that is proactive, efficient, effective and excellent in its service delivery. A well-functioning administration is essential for fostering academic excellence, research and student success. To this end, we will prioritise enhancements in health services delivery, sanitation, safety and security across our campuses, creating a supportive and productive environment for all. We will also strengthen our institutional image, branding and visibility to showcase our unique strengths and values. Additionally, we will modernise our staff and students' records management systems and practices to ensure accuracy, security and ease of access. Furthermore, we will streamline our processes to improve timelines for service delivery and foster a culture of staff professionalism, empowering our administrative staff to deliver exceptional service. By proactively addressing these key areas, we will create a seamless and supportive administrative environment that enables our community to thrive.

Strategic Objectives

2.1 Improve health services delivery, sanitation, safety and security

2.2 Improve on institutional image, branding and visibility

2.3 Improve staff and students' records management system and practices

2.4 Improve timelines for service delivery

2.5 Improve staff professionalism for effective service delivery

Theme 3: Access, Equity and Inclusion

Preamble

At the University of Education, Winneba, we are passionate about building an inclusive culture that values diversity, promotes equity and provides opportunities for all individuals to succeed. We believe that success should be within reach for everyone regardless of their background, ability or circumstances. To achieve this, we will expand access for persons with disabilities, the underprivileged and marginalised groups and make provisions to support their success. We will bridge the gender gap and ensure that our programmes and services are inclusive and equitable. Additionally, we will strengthen our distance education delivery to reach more students and provide flexible learning options. By prioritising access, equity and inclusion, we will create a vibrant and diverse community that values and celebrates individual differences and empowers students to reach their full potential.

Strategic Objectives

3.1 Expand access for persons with disability, the underprivileged and the marginalised

3.2 Make provisions for the vulnerable groups

3.3 Bridge the gender gap

3.4 Strengthen innovative distance education delivery

Theme 4: Financial and Environmental Sustainability

Preamble

The University of Education, Winneba is steadfast in its commitment to fostering a sustainable future for our institution, community and the planet. Recognising the critical importance of environmental responsibility and financial acumen, we are resolved to adopt and integrate practices that ensure our enduring viability and success. To achieve this, we will pursue innovative and sustainable resource mobilisation strategies, strengthen our expenditure management practices and develop robust financial reporting and auditing systems. We will also integrate sustainability practices into our daily operations, foster the development of renewable energy through partnerships, research and innovation and embed sustainability into our academic programmes. By prioritising environmental and financial sustainability, we aim to create a resilient and regenerative institution that benefits both people and the planet and sets a positive example for future generations.

Strategic Objectives

4.1 Pursue innovative and sustainable resource mobilisation.

4.2 Strengthen expenditure management practices for prudent resource utilisation.

4.3 Develop and maintain robust financial reporting and auditing systems.

4.4 Integrate sustainability practices into the daily operations of the University.

4.5 Foster development of renewable energy through partnerships, research and innovation.

4.6 Embed sustainability in the University's academic programmes.

Theme 5: Infrastructural Development

Preamble

The University of Education, Winneba is poised for growth and development and a well-planned infrastructure is crucial to support our academic excellence, research and student success. To achieve this, we will embark on a comprehensive infrastructural development programme that prioritises the modernisation of our physical infrastructure, ICT infrastructure and security systems. We will also focus on upgrading the road network across our campuses, ensuring safe and accessible transportation for our community. By investing in these critical areas, we aim to create a conducive and sustainable environment that fosters innovation, collaboration and student engagement. Our goal is to provide a world-class infrastructure that supports our mission and vision and enhances the overall university experience for our students, staff and faculty.

Strategic Objectives

5.1 Improve on the physical infrastructure.
5.2 Improve on the ICT Infrastructure towards attaining a smart campus.
5.3 Improve on the security systems.
5.4 Improve on the road network at the University's campuses.

3.6 Mapping of SWOT Analysis to Strategic Objectives

Mapping the SWOT analysis findings to our strategic objectives enables our institution to leverage strengths, address weaknesses, capitalise on opportunities and mitigate threats. This integrated approach ensures alignment between internal capabilities and external factors, fostering a cohesive strategy. By connecting SWOT elements to specific objectives, we can prioritise initiatives, allocate resources effectively and monitor progress. The mapping process as shown in Table 1 provides an overview of how our strengths and weaknesses impact our ability to achieve the objectives and how external factors influence our success. This informed approach enables data-driven decision-making and optimises our institution's overall performance.

Table 1: Mapping of SWOT Analysis and Strategic Objectives

SWOT Element	Strategic Objectives	Rationale
Strengths		
- Competent professional teaching and non-teaching staff resulting in quality teaching and research	- Enhance staff capacity in research, innovation and grantsmanship.	Build on the University's strength of having competent staff by enhancing their skills and capabilities.
	- Create an enabling environment that supports quality research, innovation, teaching and learning.	Leverage the existing quality of teaching and research to create an environment conducive to innovation.
- Premier role in the nation's teacher education responsible for training professionals at all levels	- Build and collaborate with local, national and international partners to support the University's programmes and services.	Leverage the University's premier role to enhance collaboration opportunities with partners.
	- Improve institutional image, branding and visibility.	Utilise its premier status to boost the university's image and visibility.
- Existence of young and vibrant faculty	- Enhance staff capacity in research, innovation and grantsmanship.	Support young faculty in developing further expertise in research and innovation.
	- Improve on student-staff relations to promote a peaceful academic environment.	Foster positive interactions to maintain a vibrant academic community.
- Effective administrative system ensuring transparency and efficiency	- Improve staff professionalism for effective service delivery.	Build on an already effective administrative system by enhancing professionalism for better service delivery.
	- Improve timelines for service delivery.	Further streamline administrative processes for efficiency.
- Attractive and diverse academic programmes leading to increased enrolment	- Introduce market-driven and innovative undergraduate programmes including STEM.	Expand offerings to attract more students by introducing market-relevant programmes.
	- Expand graduate studies and programmes.	Respond to demand by increasing the diversity of graduate programmes offered.

SWOT Element	Strategic Objectives	Rationale
- Effective peer review approaches	- Upgrade quality assurance services in the University.	Build upon effective peer review mechanisms to enhance overall quality assurance.
- Grooming of students to take up faculty/ administrative positions	- Enhance staff capacity in research, innovation and grantsmanship.	Prepare students for future academic or administrative roles by developing relevant skills.
- Strong unity in a diverse ethnic community	- Improve on student-staff relations to promote a peaceful academic environment.	Leverage unity to strengthen relations between students and staff, ensuring harmony and collaboration.
- Availability of ample space for infrastructural expansion	- Improve on the physical infrastructure.	Utilise available space to enhance the university's physical infrastructure for future growth.
	- Improve on the road network at the University's campuses.	Address infrastructural needs to facilitate campus accessibility and growth.
- Recognised role in teacher education nationally and internationally	- Improve institutional image, branding and visibility.	Use the university's recognition in teacher education to bolster its branding efforts.
	- Attract international students.	Leverage the recognised role in education to attract a diverse international student body.
	- Build and collaborate with local, national and international partners.	Enhance partnerships by leveraging the university's esteemed role in teacher education.

SWOT Element	Strategic Objectives	Rationale
Weaknesses		
- High student-lecturer ratio and workload affecting supervision and research	- Expand graduate studies and programmes.	Mitigate high student-lecturer ratio by focusing on expanding graduate programmes in lieu of undergraduate programmes and distributing workloads more evenly.
	- Enhance staff capacity in research, innovation and grantsmanship.	Address workload challenges by building staff capacity to handle increased demands.
- Delayed completion of postgraduate programmes	- Improve timelines for service delivery.	Address delays by enhancing administrative processes to ensure timely completion.
- Limited international student presence	- Attract international students.	Address the limited presence by implementing strategies to increase international student enrollment.
	- Improve institutional image, branding and visibility.	Enhance the university's appeal to international students by improving its global image and branding.
- Infrastructure deficits including inadequate office space, laboratories and teaching materials	- Improve on the physical infrastructure.	Address infrastructure deficits by improving facilities and resources.
	- Improve on the ICT infrastructure towards attaining a smart campus.	Enhance technological infrastructure to support academic and administrative functions.
	- Improve on security systems.	Ensure safe and secure environments for learning and research activities.
- Inadequate maintenance culture	- Improve on the physical infrastructure.	Address maintenance issues through improved infrastructure management and maintenance practices.

SWOT Element	Strategic Objectives	Rationale
- Funding gaps and bureaucratic challenges hindering operations	- Pursue innovative and sustainable resource mobilisation.	Address funding gaps by developing strategies for sustainable resource acquisition.
	- Strengthen expenditure management practices for prudent resource utilisation.	Improve operational efficiency by enhancing expenditure management.
- Low cutting-edge research output	- Create incentives to motivate research, innovation and grantsmanship.	Boost research output by providing incentives and support for innovative research initiatives.
	- Enhance staff capacity in research, innovation and grantsmanship.	Address low research output by building capacity and providing training for staff.
- Technological challenges and inadequate support services for researchers	- Improve on the ICT infrastructure towards attaining a smart campus.	Address technological challenges by upgrading ICT infrastructure to support research activities.
- Inadequate health, sanitation, safety and security facilities/ equipment	- Improve health services delivery, sanitation, safety and security.	Address inadequacies by improving facilities and services related to health, sanitation and security.
- Disparity in gender representation in university leadership	- Bridge the gender gap.	Address gender disparity by promoting initiatives to achieve balanced gender representation in leadership.
- Inadequate financial reporting and auditing systems	- Develop and maintain robust financial reporting and auditing systems.	Improve financial management by enhancing reporting and auditing practices.

SWOT Element	Strategic Objectives	Rationale
Opportunities		
- Utilisation of emerging technologies for improved teaching and research	- Improve on the ICT infrastructure towards attaining a smart campus.	Leverage technology advancements to improve technological infrastructure.
	- Introduce market-driven and innovative undergraduate programmes including STEM.	Capitalise on technological opportunities to introduce innovative programmes.
- Opportunities for partnerships and collaborations locally and internationally	- Build and collaborate with local, national and international partners.	Enhance academic and research capabilities through strategic partnerships.
	- Pursue innovative and sustainable resource mobilisation.	Use partnerships to access new resources and support.
- Potential to access resources and partnerships for research	- Pursue innovative and sustainable resource mobilisation.	Capitalise on partnership opportunities to secure resources for research initiatives.
	- Build and collaborate with local, national and international partners.	Strengthen research capacity through collaborative efforts.
- Potential for the utilisation of technology for distance education and personalised learning	- Strengthen innovative distance education delivery.	Use technology to enhance distance education delivery and personalised learning experiences.
- Market demand for innovative programmes and affiliation with other institutions	- Introduce market-driven and innovative undergraduate programmes including STEM.	Meet market demands by offering innovative programmes that align with industry needs.
	- Expand graduate studies and programmes.	Expand offerings to meet market demand and student interest.

SWOT Element	Strategic Objectives	Rationale
- Alumni support and potential for attracting international students and funding	- Attract international students.	Utilise alumni networks and support to attract and integrate international students.
	- Pursue innovative and sustainable resource mobilisation.	Leverage alumni connections to secure additional resources and funding.
- Collaborations with Colleges of Education and other stakeholders for enhanced delivery of academic programmes	- Build and collaborate with local, national and international partners.	Strengthen educational delivery by collaborating with stakeholders in the education sector.
	- Improve institutional image, branding and visibility.	Enhance reputation through successful partnerships and collaborations.
- Growing demand for lifelong learning, inter-faculty and sustainable programmes	- Embed sustainability in the University's academic programmes.	Meet the demand for lifelong learning by integrating sustainability into programmes.
	- Strengthen innovative distance education delivery.	Address demand through flexible and innovative programme offerings.
- Opportunity to amplify the University's societal impact through training of vulnerable persons	- Make provisions for vulnerable groups.	Enhance societal impact by providing training and support for vulnerable groups.
- Opportunities for partnerships to explore renewable energy	- Foster the development of renewable energy through partnerships, research and innovation.	Explore opportunities in renewable energy to enhance sustainability initiatives.

SWOT Element	Strategic Objectives	Rationale
Threats		
- Dwindling government funding	- Pursue innovative and sustainable resource mobilisation.	Address funding threats by developing new strategies for resource acquisition.
	- Strengthen expenditure management practices for prudent resource utilisation.	Improve financial sustainability through better expenditure management.
- Increased competition from other private and public tertiary institutions affecting student enrolment	- Improve institutional image, branding and visibility.	Enhance competitiveness by strengthening the university's brand and visibility.
	- Introduce market-driven and innovative undergraduate programmes including STEM.	Attract students through innovative and in-demand programme offerings.
- Global economic downturns impacting research and innovation funding	- Enhance staff capacity in research, innovation and grantsmanship.	Strengthen research and innovation capacity to mitigate the impact of economic downturns.
- Security and privacy concerns in online education	- Improve on the ICT infrastructure towards attaining a smart campus.	Address concerns by enhancing security and privacy measures within ICT systems.
	- Improve on security systems.	Strengthen overall security measures to address concerns related to online education.
- Litigations affecting the completion of some building projects	- Improve on the physical infrastructure.	Mitigate legal challenges by completing fencing and registration of lands.
- Land encroachments reducing spaces available for new developments	- Improve on the road network at the University's campuses.	Ensure effective use of available land by improving infrastructure and access routes to secure available land.
- Regulatory changes impacting the accreditation of some programmes	- Upgrade quality assurance services in the University.	Address potential regulatory threats by enhancing quality assurance to meet changing standards.

4.0

PLAN MATRIX

Strategic Objectives	Key Activities	Key Performance Indicators (KPIs)/Targets	Means of Verification (MOV)	Time frame (2025-2030)						Proposed Source of Funding	Budget Estimate (USD) [Rate: $1.00:¢15.00]	Key Responsible Officers
				25	26	27	28	29	30			
Theme 1: Excellent Standards in Teaching, Learning and Research												
1.1 Create an enabling environment that supports quality research, innovation, teaching and learning.	1.1.1 Provide financial support for research activities.	- Departments allocate at least 5% of their annual budgets for research. - Central budget allocation for research increased by at least 5% annually.	- Faculty/Directorate/Departmental budgets - Consolidated Budget of UEW	√	√	√	√	√	√		-	Management, **Deans, Directors, HoDs**
	1.1.2 Strengthen/ Establish reputable journals.	- At least two reputable journals established/ strengthened	- Evidence of the journals established/ strengthened	√	√	√	√	√	√	» IGF » Grants » Internal/ External sources of funding	**107,000.00**	**Deans, Directors, HoDs**
	1.1.3 Subscribe and use reputable donor/funding/research databases.	- Subscription to at least two (2) reputable databases by 2030 - Faculties/Directorates/Departments/Units show evidence of the use of the databases	- Evidence of payment of the subscription fees - Faculty/Directorate/Departmental response to grant calls	√	√	√	√	√	√	» IGF » Grants » Internal/ External sources of funding	**4,200.00**	**Deans, Directors, HoDs, University Librarian**
	1.1.4 Source for grants to support research and innovation.	- Grant amount of at least $1M won annually to support research and innovation	- Report on grants	√	√	√	√	√	√	N/A	-	**Director-DRID, Director- IERIS**, Deans, HODs
	1.1.5 Invest in research infrastructure.	- At least two (2) research facilities built/upgraded and equipped	- Infrastructural documentation - Physical facilities and equipment - Inventory records	√	√	√	√	√	√	» IGF » Grants » Internal/ External sources of funding	-	Management, Deans, Directors, HoDs, **Director, Physical Development**
	1.1.6 Promote interdisciplinary research.	- At least one (1) interdisciplinary research collaboration established	- Collaboration records - Proof of research publications	√	√	√	√	√	√	» IGF » Grants » Internal/ External sources of funding	**255,000.00**	Management, **Deans, Directors, HoDs,**
	1.1.7 Enhance research ethics and compliance.	- Research ethics guidelines developed - Ethical standards in research projects adhered to	- Policy documents - Ethics review reports	√	√	√	√	√	√	» IGF » Grants » Internal/ External sources of funding	**1,000.00**	Management, **Deans, Directors, HoDs**
	1.1.8 Acquire modern educational resources for learning and teaching.	- Budget allocated for the purchase of educational resources - Modern educational resources acquired	- Evidence of budget allocation - Departmental budget allocation - Acquisition records	√	√	√	√	√	√	» IGF » Grants » Internal/ External funding	**450,000.00**	**Deans Directors, HoDs**
	1.1.9 Provide support for students to enhance their professional growth.	- Existence of student support programmes (e.g., career counselling, mentorship) - Participation of students in professional development activities - Students' satisfaction with learning environment	- Support documentation - Participation records - Students' feedback	√	√	√	√	√	√	» IGF » Grants » Internal/External funding	-	**Dean of Student Affairs,** Deans, Directors, HoDs

Strategic Objectives	Key Activities	Key Performance Indicators (KPIs)/Targets	Means of Verification (MOV)	Time frame (2025-2030)						Proposed Source of Funding	Budget Estimate (USD) [Rate: $1.00:¢15.00]	Key Responsible Officers
				25	26	27	28	29	30			
1.2 Enhance staff capacity in research, innovation and grantsmanship	1.2.1 Organise capacity building workshops for staff in grant proposal writing, project management, research and innovation.	- At least one (1) expert-led training session organised every semester - Staff knowledge and application of grant proposal and project management principles enhanced	- Proof of training records - Post-training assessment reports	√	√	√	√	√	√	» IGF » Grants » Internal/External sources of funding	240,000.00	**Deans, Directors, HoDs,**
	1.2.2 Allocate substantial funds for conferences on grantsmanship and research.	- Budget allocation for conferences increased by 5% annually - At least one (1) staff from each faculty/school attends conferences on grantsmanship and research annually	- Evidence of central/ departmental budget allocation. - Evidence of conferences participation	√	√	√	√	√	√	» IGF » Grants » Internal/External sources of funding	271,798.33	**Deans, Directors, HoDs,** Management
	1.2.3 Institutionalise mentorship in grantsmanship.	- Mentorship programme in grantsmanship institutionalised - At least 20% of staff actively partake in the mentorship programmes annually	- Documentation of mentorship programmes - Reports on mentorship activities	√	√	√	√	√	√	» IGF » Grants » Internal/External sources of funding	67,500.00	**Deans, Directors, HoDs,** Management
	1.2.4 Encourage peer review of research among staff.	- 80% of research papers reviewed by peers - Quality of research papers improved based on peer feedback	- Evidence of publications - Proof of feedback reports	√	√	√	√	√	√	» IGF » Grants » Internal/External sources of funding	-	**Deans, Directors, HoDs,** Management
	1.2.5 Initiate and establish Faculty/School/ Directorate/ Departmental/ Unit research projects.	- At least one (1) research project initiated/ established by each faculty/school - Collaborative research outputs within units	- Proof of project report documentation - Evidence of research publication	√	√	√	√	√	√	» Grants » External sources of funding	429,000.00	**Deans, Directors, HoDs,** Management
	1.2.6 Support staff to attend specialised conferences/ workshops.	- Budget allocation for specialised conferences - At least one (1) staff attends specialised conferences/ workshops	- Evidence of allocation on Departmental budget - Proof of conferences/workshop participation	√	√	√	√	√	√	» IGF » Grants » Internal/External sources of funding	-	**Deans, Directors, HoDs,** Management

Strategic Objectives	Key Activities	Key Performance Indicators (KPIs)/Targets	Means of Verification (MOV)	Time frame (2025-2030)						Proposed Source of Funding	Budget Estimate (USD) [Rate: $1.00:¢15.00]	Key Responsible Officers
				25	26	27	28	29	30			
1.3 Create incentives to motivate research, innovation and grantsmanship	1.3.1 Review the processes for accessing the internal research fund.	- Application form revised - Research fund increased	- Revised form - Record of applications and recipients	√	√	√	√	√	√	» IGF » Grants » Internal funding	-	Deans, Directors, HoDs, Director (DRID), Director (IERIS) Management
	1.3.2 Recognise and award achievers in research, innovation and grantsmanship.	- Award scheme established - At least one (1) staff awarded annually	- Evidence of award documentation	√	√	√	√	√	√	» IGF » Grants » Internal funding	30,000.00	Management, Director (DRID), Director (IERIS)
	1.3.3 Allocate small grants or seed funding for pilot research projects.	- Funds allocated for at least 10 pilot projects annually - Pilot projects completed successfully	- Evidence of allocation on Departmental budget - Project report	√	√	√	√	√	√	» IGF » Grants » Internal/External sources of funding	120,000	Deans, Directors, HoDs, Management
	1.3.4 Recognise and award staff who publish in reputable outlets.	- Publication recognition policy developed - At least one staff recognised and awarded for published work	- Policy documentation - Award/recognition records	√	√	√	√	√	√	» IGF » Grants » Internal/External funding	12,000.00	Management, DR-DHR, Director (DRID), Director (IERIS)
	1.3.5 Award staff for novelty in research and innovation.	- Policy on awards for innovative research developed - At least one (1) staff awarded for innovative research annually	- Policy documentation - Evidence of novelty in research and innovation reports	√	√	√	√	√	√	» IGF » Grants » Internal/External funding	12,000.00	Management, DR-DHR, Director (DRID), Director (IERIS)

Strategic Objectives	Key Activities	Key Performance Indicators (KPIs)/Targets	Means of Verification (MOV)	Time frame (2025-2030)						Proposed Source of Funding	Budget Estimate (USD) [Rate: $1.00:¢15.00]	Key Responsible Officers
				25	26	27	28	29	30			
1.4 Expand graduate studies and programmes	1.4.1 Engage graduate students in research projects.	- All graduate students engaged in research projects - At least one (1) research output co-authored with each graduate student	- Proof of research progress reports - Evidence of research publications	√	√	√	√	√	√	» IGF » Grants » Internal/External funding	-	**Dean (SGS)** Faculty Deans, Directors, HoDs
	1.4.2 Establish partnership for internships and field experiences.	- Liaison Officer engaged - At least one (1) partnership established with an external organisation - Graduate students participate in internships or field experiences	- Appointment letter - Evidence of partnership agreements - Internship reports	√	√	√	√	√	√	» IGF » Grants » Internal/External funding	**123,000.00**	
	1.4.3 Develop a robust assessment system for graduate learning outcomes.	- Existence of assessment guidelines - Assessment of graduate students' knowledge and skills	- Assessment documentation - Assessment results	√	√	√	√	√	√	» IGF » Grants » Internal/External funding	**1,000.00**	
	1.4.4 Develop innovative and market-driven post graduate programmes.	- Graduate curriculum committee established by each department - At least one (1) new post-graduate programme developed by each department - Programme alignment with industrial needs and market trends	- Committee appointment - letters - Programme documentation - Market analysis reports	√	√	√	√	√	√	» IGF » Grants » Internal/External funding	**40,000.00**	
1.5 Introduce market-driven and innovative undergraduate programmes including STEM programmes	1.5.1 Develop innovative market-driven undergraduate programmes including STEM.	- At least one (1) new undergraduate programme be developed - Programme aligned to industrial needs and market trends - Programmes periodically updated in line with market trends - Curricula that cater for minor and cognate students developed	- Programme documentation - Proof of market analysis reports - Curriculum documentation	√	√	√	√	√	√	» IGF » Grants » Internal/External funding	**40,000.00**	Deans, Directors **HoDs,**
	1.5.2 Establish partnership on internships and field experiences for undergraduate students.	- At least one (1) partnership with an external organisation established - Undergraduate students' participation in internships or field experiences	- Evidence of partnership agreements - Internship reports	√	√	√	√	√	√	» IGF » Grants Internal/External funding	-	Deans, Directors **HoDs,**

Strategic Objectives	Key Activities	Key Performance Indicators (KPIs)/Targets	Means of Verification (MOV)	Time frame (2025-2030)						Proposed Source of Funding	Budget Estimate (USD) [Rate: $1.00:¢15.00]	Key Responsible Officers
				25	26	27	28	29	30			
1.6 Attract international students	1.6.1 Brand and market programmes to potential collaborators and students.	- Programmes branded to meet international standards - Programmes marketed to potential collaborators and students - International student numbers increased by 10% annually	- Programme advertisement, flyers - Names of students in matriculation list	√	√	√	√	√	√	» IGF » Grants Internal/External funding	**60,000.00**	**Director (CIP)** Deans, Directors, HoDs
	1.6.2 Create a supportive environment for international communities.	- Support services for international students established - International student satisfaction and retention	- Proof of service support documentation - Evidence of students' feedback	√	√	√	√	√	√	» IGF » Grants » Internal/External funding	**7,200.00**	**Director (CIP)** Deans, Directors, HoDs
	1.6.3 Conduct periodic market surveys to identify potential regional needs.	- At least one (1) regional survey conducted each year - Regional needs and demands - identified	- Proof of needs-assessment (survey) records - Evidence of assessment outcomes	√	√	√	√	√	√	» IGF » Grants » Internal/External funding	**48,000.00**	**Director (CIP), DR-DAA** Deans, Directors, HoDs
	1.6.4 Identify and recommend potential funding opportunities for students.	- At least one (1) funding opportunity identified/recommended - Student applications for external funding encouraged - Scholarship awarded to students	- Funding recommendation records - Corresponding evidence - Students being sponsored	√	√	√	√	√	√	» IGF » Grants » Internal/External funding	**-**	**Director (CIP),** Management, Deans, Directors, HoDs
	1.6.5 Conduct virtual campus events.	- At least one (1) virtual event organised annually - Participation and engagement of students and external audiences	- Proof of event records - Event participation feedback	√	√	√	√	√	√	» IGF » Grants » Internal/External funding	**6000.00**	**Director (CIP),** Management, Deans, Directors, HoDs
1.7 Upgrade quality assurance services in the University	1.7.1 Expand the Quality Assurance Directorate.	- Additional Units created - Additional staff recruited to beef up the staff strength	- Additional offices/ staff	√	√	√	√	√	√	» Sectional budgets	**-**	**Director-QA**
	1.7.2 Develop benchmarks to measure quality of service delivery in the University.	- Services benchmarks developed - Job roles in the University streamlined - Benchmarks used to improve service delivery at departmental levels - Standardised services provided at all sections of the University	- Documented job roles - Services benchmarks document - Rating of services	√	√					» Sectional budgets	**5,000.00**	**Director-ICT Services, Director-QA,** Deans, Directors, HoDs, DR-HR

Strategic Objectives	Key Activities	Key Performance Indicators (KPIs)/Targets	Means of Verification (MOV)	Time frame (2025-2030) 25	26	27	28	29	30	Proposed Source of Funding	Budget Estimate (USD) [Rate: $1.00:¢15.00]	Key Responsible Officers
1.8 Build and collaborate with local, national and international partners to support the University's programmes and services	1.8.1 Source for grants/partnerships to support the university's projects.	- At least one-third of the University's planned projects funded through grants/ partnerships.	- Project reports	√	√	√	√	√	√	» N/A	-	Management, **Deans,** Directors, **HoDs**
	1.8.2 Forge collaborations with local, national and international partners.	- At least one (1) collaborative project/initiative established annually - Positive impact of collaborations on research, teaching, or community engagement	- Collaborative agreement records - Impact assessment outcomes	√	√	√	√	√	√	» IGF » Grants » Internal/External funding	**133,200.00**	Management, **Deans,** Directors, **HoDs**
	1.8.3 Engage experts with international reputation on sabbatical.	- At least one (1) international expert recruited every two or three years - Recruited experts with verifiably expertise and reputation - Faculty/Department/benefit from the recruited expert (grants, scholarship, exchange programmes etc.)	- Recruitment records - Profile of expert - Won grants - Award of scholarship - Exchange programmes	√		√		√	√	» IGF » Grants » Internal/External funding	-	Management, **Deans,** Directors, **HoDs**
	1.8.4 Enhance student and staff exchange programmes.	- Student/staff exchange- programmes expanded to least two new continents.	- Documentation of the MOU - Students participate in the exchange programme - Participant feedback and learning outcomes	√	√	√	√	√	√	» IGF » Grants Internal/ External funding	**118,800.00**	**Director (CIP)** Deans, Directors, HoDs
	1.8.5 Review existing partnerships periodically.	- Partnership reviewed based-on agreement signed - Alignment with mutual goals and benefits	- Partnership agreement report - Assessment reports	√	√	√	√	√	√	» IGF » Grants » Internal/External funding	**2,000.00**	**Director (CIP)** Deans, Directors, HoDs
	1.8.6 Host/Participate in global specialised stakeholder conferences.	- At least one (1) conference/workshop hosted or attended - Networking opportunities and knowledge exchange	- Event records - Conference feedback	√	√	√	√	√	√	» IGF » Grants » Internal/External funding	**271,788.33**	Management, **Deans**, Director (CIP), Directors, **HoDs**
	1.8.7 Establish partnerships with distance delivery institutions.	- At least three (3) partnerships with institutions established each year - Availability of distance education options to prospective students	- Partnership agreements - Programme documentation	√	√	√	√	√	√	» IGF » Grants » Internal/External funding	**9,000.00**	**Management,** Deans, **Principal (CoDel), Director (CoDeL),** Directors, HoDs
	1.8.8 Develop joint interdisciplinary research proposals team.	- At least one (1) interdisciplinary research proposal team developed - Collaborative research outputs based on joint proposals established	- Evidence of proposal documentation - Proof of research publications	√	√	√	√	√	√	» IGF » Grants » Internal/External funding	-	**Management,** Deans, **Director (IERIS),** Directors, HoDs

Strategic Objectives	Key Activities	Key Performance Indicators (KPIs)/Targets	Means of Verification (MOV)	Time frame (2025-2030)						Proposed Source of Funding	Budget Estimate (USD) [Rate: $1.00:¢15.00]	Key Responsible Officers
				25	26	27	28	29	30			
	1.8.9 Build a strong alumni association.	- University's alumni mobilised - Alumni elections organised - Alumni engaged in activities and programmes - Alumni Relations Office actively facilitates alumni activities and programmes	- OIA's alumni reports on alumni activities	√	√	√	√	√	√	IGF/Alumni Fund	**65,000.00**	Management, **Director-OIA**
1.9 Improve on student-staff relations to promote peaceful academic environment	1.9.1 Enhance student-staff rapport.	- Student-staff rapport-building initiatives established - Student satisfaction with staff interactions	- Programme documentation - Students' feedback	√	√	√	√	√	√	» IGF » Grants » Internal/External funding	-	Management, **Dean (Student Affairs)**, Deans, Directors, HoDs
	1.9.2 Establish student-staff mentorship programmes.	- Mentorship programmes established - Participation of students/staff in mentorship activities	- Evidence of mentorship records - Participation records	√	√	√	√	√	√	» IGF » Grants » Internal/External funding	-	Management, **Dean (Student Affairs)**, Deans, Directors, HoDs
	1.9.3 Organise social events involving staff and students.	- At least one (1) social event organised - Participation and involvement of students and staff	- Event records - Event feedback	√	√	√	√	√	√	» IGF » Grants » Internal/External funding	**482,000.00**	Management, **Dean (Student Affairs)**, Deans, Directors, HoDs
	1.9.4 Create platforms for students' feedback.	- At least one (1) feedback platform created - Student feedback on various aspects of university life	- Platform documentation - Feedback reports	√	√	√	√	√	√	» IGF » Grants » Internal/External funding	-	Management, **Dean (Student Affairs)**, Deans, Directors, HoDs
	1.9.5 Encourage students' participation in research with Faculty.	- Student involvement in research projects with Faculty encouraged - Co-authored research outputs by students and Faculty	- Evidence of participation - Proof of research projects/publications	√	√	√	√	√	√	» IGF » Grants » Internal/External funding		Management, **Dean (Student Affairs)**, Deans, Directors, HoDs
	1.9.6 Recognise and award students who excel in their various disciplines.	- Student recognition and award programmes established - Excellent students recognised/awarded	- Award documentation - Proof of recognition/awards	√	√	√	√	√	√	» External funding	-	**Director (OIA)**, Deans, Directors, HoDs

Strategic Objectives	Key Activities	Key Performance Indicators (KPIs)/Targets	Means of Verification (MOV)	Time frame (2025-2030)						Proposed Source of Funding	Budget Estimate (USD) [Rate: $1.00:¢15.00]	Key Responsible Officers
				25	26	27	28	29	30			
Theme 2: Proactive Administrative System												
2.1 Improve health services delivery, sanitation, safety and security	2.1.1 Provide the requisite equipment for effective operation of the University Hospital.	- Requisite equipment acquired and University Hospital operational	- Operational University Hospital	√	√					» IGF/ Grants/ External Source	**2,250,000.00**	Management, **Director-** **Health Services**
	2.1.2 Recruit additional medical and paramedical staff.	- Required staff recruited	- Recruited staff at post	√	√	√	√	√	√	» IGF /GOG	-	Management, **Director-** **Health Services**
	2.1.3 Design and build sustainable waste management system.	- Waste management system built and made operational	- Functional waste management system	√	√	√	√	√	√	» IGF/ » Grants/ External Sources	**360,000.00**	Management, Dean-FHASHEE, Director-MES-GFM, **Head-Env. Health and Sanitation Edu.**, **Head-Sanitation Unit**
	2.1.4 Recruit additional sanitation staff.	- More sanitation staff recruited	- Increased sanitation staff	√	√	√	√	√	√	» IGF/ GOG	-	Management, DR-DHR **Head-Sanitation Unit**
	2.1.5 Enhance maintenance and replacement of washroom fixtures.	- Washrooms cleaned at regular time intervals - Faulty washroom fixtures repaired/ replaced promptly	- Washrooms kept neat and fixtures functional	√	√	√	√	√	√	» IGF	**1,500,000.00**	**Head- Sanitation Unit**
2.2 Improve on institutional image, branding and visibility	2.2.1 Promote consultancy engagements among faculty.	- Policy on consultancy services developed - Staff consultancy engagements streamlined - Staff supported with the requisite logistics to effectively engage in consultancy	- Faculty report	√	√	√	√	√	√	» IGF	**19,000.00**	Management, **Director-DRID** Deans, Directors, HoDs
	2.2.2 Develop a Communication Policy.	- Communication policy developed and used	- Policy document	√						» IGF	**1,000.00**	**DR-DPC**
	2.2.3 Effectively use media platforms to enhance the branding of the University.	- The University's programmes and activities promoted on media platforms - Visually appealing informative content produced and shared on media platforms	- The University's activities and programmes on media platforms	√	√	√	√	√	√	» IGF	-	**DR-DPC,** Deans, Directors, HoDs

Strategic Objectives	Key Activities	Key Performance Indicators (KPIs)/Targets	Means of Verification (MOV)	Time frame (2025-2030)						Proposed Source of Funding	Budget Estimate (USD) [Rate: $1.00:¢15.00]	Key Responsible Officers
				25	26	27	28	29	30			
	2.2.4 Organise virtual tours and events.	- Virtual realities and 360 degree video technology for virtual campus tour implemented - Webinars, virtual information sessions hosted	- Technology installed and used - Webinars and virtual information on media platforms	√	√	√	√	√	√	» IGF	**4,000.00**	Management, **Director- Security Services,**
	2.2.5 Promote public/inaugural lectures.	- At least two lectures organised in a year - Webinars involving guest speakers organised	- Report of programmes	√	√	√	√	√	√	» IGF	**57,000.00**	Management, **DR-DPC**
2.3 Improve staff and students' records management system and practices	2.3.1 Provide additional resources to the Student Records Office to help improve on their delivery.	- Staff strength increased - Required equipment supplied	- Staff at post - New equipment in use	√	√	√	√	√	√	» IGF	-	Management, DR-DHR, DR-DAA, **Head SRO**
	2.3.2 Recruit and train dedicated staff to solely attend to student complaints.	- At least one staff assigned to the service points (Finance, Admissions Office, SRO)	- Staff at post at the stated offices	√						» IGF / GOG	-	Management, DR-DHR, DR-DAA, **Head SRO**
2.4 Improve timelines for service delivery	2.4.1 Develop and implement clear and realistic time lines for delivery of services.	- Clear-cut timelines and guidelines for departmental services developed and used	- Time line documents - User assessment/ reports	√	√					» Sectional budgets	**1,000.00**	Deans, Directors, HoDs, D**R-HR**
	2.4.2 Train staff and students to be able to troubleshoot and resolve simple issues.	- Training programmes organised for students (on a faculty basis) and staff at least once a year	- Training reports - Attendance list	√	√	√	√	√	√	» Sectional budgets	**150,600.00**	**Director- ICT Services**
	2.4.3 Organise training and skill development programmes for staff to enhance their competence, problem solving skills and customer service abilities.	- ICT staff trained to acquire technical skills - Administrative/other staff trained to upgrade their problem solving and customer service skills	- Training reports - Attendance list	√	√	√	√	√	√	» Sectional budgets	**18,600.00**	**Director- ICT Services,** Deans, Directors, Heads of Department

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				25	26	27	28	29	30			
2.5 Improve staff professionalism for effective service delivery	2.5.1 Conduct training needs assessment to identify gaps in staff knowledge, skills and competencies related to professional development.	- Staff professional training needs identified	- Compiled staff professional training needs	√	√	√	√	√	√	» IGF	**18,600.00**	**DR-DHR** Management
	2.5.2 Develop and implement a comprehensive professional development plan for staff.	- Staff development plan developed and implemented	- List of beneficiaries of the staff development programmes	√	√	√	√	√	√	» IGF	**1,000.00**	**DR-DHR** Management
	2.5.3 Enhance institutionalised mentorship plan for staff.	- Staff mentorship enhanced	- List of mentors and mentees	√	√	√	√	√	√	» IGF/ Grants	**-**	**DR-DHR** Management, Deans, Directors, HoDs
	2.5.4 Enhance staff and students' recognition awards.	- Enhanced annual package for outstanding performance	- List of awardees - Award packages	√	√	√	√	√	√	» IGF	**30,000.00**	**DR-DHR, Director-OIA** Management, Deans, Directors, HoDs
	2.5.5 Improve student-staff relationship.	- Sensitisation programmes organised for faculty and staff on building good rapport and service delivery to students at least once a year	- Workshop report - Attendance list	√	√	√	√	√	√	» Sectional budgets	**-**	**DR-DHR,** Deans, Directors, HoDs
Theme 3: Access, Equity and Inclusion												
3.1 Expand access for persons with disability, the underprivileged and marginalised	3.1.1 Foster collaboration among faculty members to create inclusive course content.	- Accessibility features (e.g., alt text, captions) included in all course materials	- Review of course materials	√	√	√		√	√	» Departmental vote	**95,000.00**	**HODs, Deans, Dep. Registrar - HR, HOD -SPED**
		- All faculty members trained in inclusive content creation	- Training records									
	3.1.2 Expand scholarship programmes for students with diverse needs.	- Vice-Chancellor's Scholarship Fund updated to specifically cater for persons with disabilities, the underprivileged and marginalised groups	- Updated manual	√	√	√	√	√	√	» VC Scholarship Fund	**91,400.00**	**Chair - VCSF Board**, Director - Medical Services
		- At least 50 scholarships awarded annually to persons with disabilities, the underprivileged and marginalised groups	- Scholarship records	√	√	√	√	√	√	» VC Scholarship Fund		**Chair - VCSF Board**, Vice-Chancellor

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				25	26	27	28	29	30			
	3.1.3 Organise workshops and awareness campaigns on diversity.	- – At least one workshop conducted annually	- Workshop attendance records	√	√	√	√	√	√	» Central vote	240,000.00	**Deputy Registrar - HR,** HOD – Special Education, Director – Medical Services, Dean – Student Affairs
		- Awareness among staff, students and community members increased	- Pre- and post-workshop surveys	√	√	√	√	√	√	» Central vote		**Deputy Registrar - HR,** HOD – Special Education, Director – Medical Services, Dean – Student Affairs
	3.1.4 Train staff in reasonable accommodation in teaching and assessment.	- Training programme organised at least once every year	- Training records	√	√	√	√	√	√	Central vote	120,000.00	**Deputy Registrar - HR,** Director – Quality Assurance, HOD – Special Education Dept.
		- Reasonable accommodation in teaching and assessments implemented	- Reasonable accommodation guidelines and records	√	√	√	√	√	√	Resource Centre vote		**Head - Resource Centre,** Director – Quality Assurance
	3.1.5 Develop and implement policies prioritising admissions and employment for marginalised groups.	- Policies prioritising admissions and employment for marginalised groups developed and implemented - At least 5% of student admissions and staff recruitment reserved for persons in these categories	- Policy documents	√	√	√	√	√	√	Central vote	1,000.00	**Deputy Registrar - Academic Affairs, Deputy Registrar - HR**
	3.1.6 Forge partnerships with industries and employers for internship opportunities.	- At least 9 partnership agreements created	- Partnership agreements	√	√	√	√	√	√	Central vote	6,000.00	Management, **Deans, Directors, HoDs**
	3.1.7 Partner with NGOs working in disability rights to share resources, expertise and best practices.	- At least 9 collaborative initiatives or projects undertaken	- Project documentation	√	√	√	√	√	√	Resource Centre vote	6,000.00	**HOD - Special Education Dept**

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				25	26	27	28	29	30			
3.2 Make provisions for the vulnerable groups	3.2.1 Recruit technologists with knowledge in special education needs.	- At least two (2) inclusive technologists recruited	- Recruitment records	√	√	√	√	√	√	Government subvention	-	Vice-Chancellor, Registrar, **HOD - Special Education Dept.**
		- All students with disabilities using ICT tools	- Usage data or reports		√	√	√	√	√	Resource Centre vote		**Head - Resource Centre**
	3.2.2 Collaborate with NGOs, donor agencies and government agencies to develop tailor-made skill-based courses.	- At least 9 tailor-made skill-based courses developed	- Course documentation	√	√	√	√	√	√	Donor funds	66,000.00	Pro-Vice-Chancellor, Deans, HODs
		- At least 90 participants (e.g., prisoners, street children, school dropouts, rescued children, refugees, etc.) trained annually	- Enrolment records - Graduation records	√	√	√	√	√	√	Donor funds		Pro-Vice-Chancellor, Principal - CODeL, Deans, HODs
3.3 Bridge the gender gap	3.3.1 Train faculty members on gender-sensitive teaching methods.	- All faculty members trained in gender-sensitive teaching approaches	- Training records	√	√	√	√	√	√	Gender Directorate vote	120,000.00	**Director - Gender Mainstreaming,**
		- Gender-sensitive practices implemented in all classrooms	- Classroom observations	√	√	√	√	√	√	Quality Assurance vote		**Director - Quality Assurance**
	3.3.2 Institutionalise mentorship programmes for female students.	- Mentorship programmes formalised	- Mentorship policy document - Mentorship appointment letters	√						Student Affairs vote	98,000.00	**Dean - Student Affairs,** Deans, HODs
		- 60% of female students in mentorship activities	- Participation records	√	√	√	√	√	√	Student Affairs vote		Dean - Student Affairs, Deans, HODs
	3.3.3 Organise workshops, seminars, and awareness campaigns on gender equality.	- At least one workshop/seminar conducted annually	- Workshop attendance records	√	√	√	√	√	√	Central Vote	240,000.00	**Deputy Registrar - HR,** Director Gender Mainstreaming
		- Awareness and understanding of gender-related issues increased	- Pre- and post-event surveys	√	√	√	√	√	√	Quality Assurance vote		**Director - Quality Assurance**
	3.3.4 Support female academics in publishing of research papers and publications.	- Every female staff publishes at least one research paper annually	- Publication records	√	√	√	√	√	√		-	Deans, HODs, Mentors

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				25	26	27	28	29	30			
3.4 Strengthen innovative distance education delivery	3.4.1 Provide comprehensive training for faculty members on effective online teaching methods.	- All DE coordinators and tutors trained	- Training records	√	√	√	√	√	√	CODeL vote	120,000.00	**Principal CODeL,** Director IT Services
		- Effective online teaching practices implemented	- Student survey and feedback	√	√	√	√	√	√	CODeL vote		**Director - Quality Assurance**
	3.4.2 Establish rigorous quality assurance processes for designing, reviewing and updating online courses.	- Quality assurance guidelines developed	- Quality assurance guidelines	√						Quality Assurance vote	2,000.00	**Director - Quality Assurance**
		- Courses reviewed and updated regularly	- Course review reports	√	√	√	√	√	√	IGF		Course Coordinators - CODeL
	3.4.3 Encourage faculty to use multimedia content.	- At least 60% of courses with multimedia elements	- Course materials audit	√	√	√	√	√	√	N/A	-	**Principal - CODeL,** Course Coordinators - CODeL
		- All DE students engage with multimedia content	- Usage analytics	√	√	√	√	√	√	N/A		Director - Quality Assurance
	3.4.4 Foster peer interaction through discussion forums and group projects.	- All students participate in discussion forums and group projects	- Participation records	√	√	√	√	√	√	n/a	-	**Principal - CODeL,** Study Centre Coordinators
	3.4.5 Collect regular feedback from distance learners using surveys to help improve on the distance education delivery.	- Learner satisfaction, relevance and effectiveness ratings	- Survey records	√	√	√	√	√	√	Quality Assurance vote	6,000.00	**Director - Quality Assurance**

Strategic Objectives	Key Activities	Key Performance Indicators (KPIs)/Targets	Means of Verification (MOV)	Time frame (2025-2030)						Proposed Source of Funding	Budget Estimate (USD) [Rate: $1.00:¢15.00]	Key Responsible Officers
				25	26	27	28	29	30			
Theme 4: Financial and Environmental Sustainability												
4.1 Pursue innovative and sustainable resource mobilisation	4.1.1 Create targeted campaigns for fundraising, scholarships and research projects.	- At least GHS 9 million raised through campaigns annually	- Financial records	√	√	√	√	√	√	Central vote	**8,000.00**	Vice-Chancellor, Registrar, Finance Officer, Director - OIA,
	4.1.2 Establish partnerships for joint research, capacity building and resource sharing.	- At least 20 partnerships established with industry, government and NGOs	- Partnership agreements	√	√	√	√	√	√	Departmental vote	**8,000.00**	Vice-Chancellor, Deans, HODs
		- At least 40 collaborative research outputs or joint initiatives	- Research reports	√	√	√	√	√	√	Departmental vote		Vice-Chancellor, Deans, HODs
	4.1.3 Source funds from alumni and philanthropists to grow the University's endowment fund.	- At least GHS 30 million contributed to the endowment fund	- Endowment fund records	√	√	√	√	√	√	IGF	**8,000.00**	Registrar, Finance Officer, Director - OIA
	4.1.4 Launch crowdfunding campaigns for specific projects.	- At least one crowdfunding campaign launched annually	- Crowdfunding records	√	√	√	√	√	√	n/a	**8,000.00**	Registrar, Finance Officer, Director - OIA
	4.1.5 Educate stakeholders about legacy giving.	- At least one sensitisation workshop organised annually	- Workshop records	√	√	√	√	√	√	Central vote	-	Registrar, **Head-Legal Services**
	4.1.6 Establish and operate a gallery showcasing student and faculty artworks.	- At least one state-of-the-art gallery established	- Gallery documentation	√	√					Faculty vote	**75,000.00**	**Dean - School of Creative Arts**
		- At least one exhibition organised annually	- Exhibition records	√	√	√	√	√	√	Faculty vote		**Dean- School of Creative Arts**, Accountant - SCA, HODs
4.2 Strengthen expenditure management practices for prudent resource utilisation	4.2.1 Strengthen internal controls.	- Guidelines on roles and responsibilities developed	- Internal control documentation	√	√					Central vote	**900.00**	**Registrar, Deans, Directors, HoDs**
		- All incidents of fraud or mismanagement reported	- Incident reports	√	√	√	√	√	√	n/a		**Registrar**

Strategic Objectives	Key Activities	Key Performance Indicators (KPIs)/Targets	Means of Verification (MOV)	Time frame (2025-2030)						Proposed Source of Funding	Budget Estimate (USD) [Rate: $1.00:¢15.00]	Key Responsible Officers
				25	26	27	28	29	30			
	4.2.2 Continuously assess resource utilisation.	- Resource utilisation assessments conducted quarterly	- Assessment records	√	√	√	√	√	√	n/a	-	**Finance Officer, Internal Auditor,** Accountants of Colleges, Schools & Faculties
		- All inefficiencies and resource reallocation efforts identified	- Assessment findings	√	√	√	√	√	√	n/a	-	**Internal Auditor**, Finance Officer & Registrar
	4.2.3 Organise regular workshops on prudent resource utilisation for relevant staff.	- At least two workshops conducted annually	- Workshop records	√	√	√	√	√	√	Central vote	36,000.00	**Finance Officer, Internal Auditor, Deputy** Registrar - HR
	4.2.4 Foster a culture of financial prudence.	- Annual seminar on cost-conscious decision-making practices organised	- Seminar reports	√	√	√	√	√	√	Central vote	-	**Finance Officer,** Deputy Registrar - HR, **Internal Auditor**
		- Cost-conscious decision-making practices adopted	- Financial records, procurement records	√	√	√	√	√	√	n/a		**Finance Officer, Head - Procurement**
		- Develop a needs assessment form for procurement	- Needs assessment form	√						n/a		**Finance Officer, Internal Auditor, Head - Procurement**
		- All procurement requests supported by completed needs assessment forms	- Completed needs assessment form, completed purchase requisition form	√	√	√	√	√	√	n/a		**Finance Officer, Internal Auditor**
4.3 Develop and maintain robust financial reporting and auditing systems	4.3.1 Organise workshops for relevant staff on financial reporting and auditing standards.	- At least one workshop on financial reporting and auditing standards conducted annually	- Workshop records	√	√	√	√	√	√	Central vote	24,000.00	Finance Officer, Internal Auditor, Deputy Registrar HR
		- Staff knowledge and application of financial reporting standards assessed	- Pre- and post-workshop assessments	√	√	√	√	√	√	Central vote		Finance Officer, Internal Auditor, Deputy Registrar HR
	4.3.2 Continuously upgrade financial reporting software and systems.	- System upgrades implemented periodically	- Upgrade documentation	√	√	√	√	√	√	Central vote	48,000.00	Finance Officer, Director - IT Services
		- Data capture and report generation automated	- System functionality assessment	√	√					Central vote		Finance Officer, Director - IT Services
	4.3.3 Engage with relevant stakeholders to share audit observations.	- All relevant stakeholders engaged on audit observations	- Meeting records	√	√	√	√	√	√	n/a	-	Finance Officer, Internal Auditor
		- Corrective and preventive measures shared with all relevant stakeholders	- Meeting records and memos	√	√	√	√	√	√	n/a		Finance Officer, Internal Auditor

Strategic Objectives	Key Activities	Key Performance Indicators (KPIs)/Targets	Means of Verification (MOV)	Time frame (2025-2030)						Proposed Source of Funding	Budget Estimate (USD) [Rate: $1.00:¢15.00]	Key Responsible Officers
				25	26	27	28	29	30			
4.4 Integrate sustainability practices into the daily operations of the University	4.4.1 Develop a comprehensive sustainability policy.	- Sustainability policy developed	- Policy documentation	√						Central vote	900.00	Vice-Chancellor, Registrar, Finance Officer
	4.4.2 Establish a dedicated sustainability office.	- Sustainability office established	- Organisational structure documentation	√	√					Central vote	9,000.00	Vice-Chancellor, Registrar, Finance Officer
	4.4.3 Implement sustainable procurement policies.	- Sustainable procurement guidelines adopted	- Procurement policy documentation		√	√	√	√	√	Central vote	-	Vice-Chancellor, Registrar, Finance Officer, Head - Procurement, Head - Sustainability Office
		- At least 50% of sourced products being environmentally friendly	- Procurement records		√	√	√	√	√	n/a		Head - Procurement, Head - Sustainability Office
	4.4.4 Implement energy-saving practices.	- At least 40% reduction in energy consumption	- Energy usage reports		√	√	√	√	√	n/a	-	Deans, HODs, Facility Managers, Hall Managers
		- Implementation of LED lighting, smart systems and efficient HVAC	- Facility audit reports	√	√	√	√	√	√	Central vote, grants		Director - Works & Dev't, Director - Maintenance, Director - IT Services, Facility Managers
	4.4.5 Educate staff and students on sustainability practices (e.g., energy-saving, water and sanitation).	- Continuous sustainability sensitisation programmes organised for members of the University community	- Workshop records	√	√	√	√	√	√	Central vote	-	Deputy Registrar - HR, Head - Sustainability Office
		- Increased compliance with sustainability guidelines	- Observations or surveys	√	√	√	√	√	√	Quality Assurance vote, Sustainability Office vote		Director - Quality Assurance, Head - Sustainability Office
	4.4.6 Develop an eco-friendly bus shuttle system for students.	- Shuttle system developed (three electric buses, charging stations, service station, etc.)	- Installation records	√	√	√	√	√	√	Student levies	1,015,000.00	Management, SRC

Strategic Objectives	Key Activities	Key Performance Indicators (KPIs)/Targets	Means of Verification (MOV)	Time frame (2025-2030)						Proposed Source of Funding	Budget Estimate (USD) [Rate: $1.00:¢15.00]	Key Responsible Officers
				25	26	27	28	29	30			
	4.4.7 Implement water-saving measures.	- Low-flow fixtures and rainwater harvesting systems installed	- Water usage reports	√	√	√	√	√	√	IGF/Grants	**673,750.00**	Director - Maintenance, Hall Managers
		- At least 40% reduction in water consumption	- Installation reports	√	√	√						Director - Works & Dev't, Director - Maintenance, Hall Managers
	4.4.8 Share published sustainability reports.	- Publish sustainability report annually	- Report archives	√	√	√	√	√	√	n/a	-	Head - Sustainability Office
	4.4.8 Establish an annual UEW Tree-Planting Day.	- Tree-Planting Day organised annually	- Event documentation	√	√	√	√	√	√	Sustainability Office vote and grants	**78,000.00**	Head - Sustainability Office
		- At least 40,000 trees planted annually	- Planting records	√	√	√	√	√	√	Sustainability Office vote, grants		Head - Sustainability Office
	4.4.9 Enhance green spaces and biodiversity on campus.	- Improved landscaping and biodiversity	- Campus observations	√	√	√	√	√	√	Central vote	**70,000.00**	Head - Grounds and Gardens, Head - Sustainability Office
4.5 Foster development of renewable energy through partnerships, research and innovation	4.5.1 Collaborate with experts to assess solar energy feasibility.	- At least two MoUs signed	- Collaboration records	√	√					n/a	-	Vice-Chancellor
	4.5.2 Provide alternative power supply.	- Solar panels installed at vantage positions - New generators procured (total capacity of 3000 KVA)	- Installation records - Procurement records	√	√	√	√	√	√	IGF	**3,800,000.00**	Vice-Chancellor, Director - Works & Dev't, Director - Maintenance,
4.6 Embed sustainability in the University's academic programmes	4.6.1 Integrate sustainability principles into academic programmes.	- 60% of courses offered sustainability-integrated	- Course catalogue	√	√	√	√	√	√	Departmental vote	-	Pro-Vice Chancellor, Deans, HODs
	4.6.2 Create student-led projects and research opportunities.	- At least 60% of student projects are sustainability related	- Project reports	√	√	√	√	√	√	n/a	-	Deans, HODs, all faculty members

Strategic Objectives	Key Activities	Key Performance Indicators (KPIs)/Targets	Means of Verification (MOV)	Time frame (2025-2030)						Proposed Source of Funding	Budget Estimate (USD) [Rate: $1.00:¢15.00]	Key Responsible Officers
				25	26	27	28	29	30			
	4.6.3 Provide training for faculty members on integrating sustainability.	- One training programme organised for faculty members annually	- Training records	√	√	√	√	√	√	Departmental vote	**120,000.00**	Deans, HODs
		- Sustainability principles implemented in teaching	- Classroom observations	√	√	√	√	√	√	Quality Assurance vote		Director - Quality Assurance, Head - Sustainability Office
	4.6.4 Invite experts and practitioners for guest lectures or workshops.	- At least 2 guest lectures/workshops conducted annually	- Event records	√	√	√	√	√	√	Sustainability Office vote	**241,200.00**	Head - Sustainability Office
	4.6.5 Support projects addressing local sustainability challenges.	- At least one project supported annually	- Project documentation	√	√	√	√	√	√	Central vote, grant	**6,000.00**	Vice-Chancellor, Registrar, Finance Officer, Head - Sustainability Office
Theme 5: Infrastructural Development												
5.1 Improve on the physical infrastructure	5.1.1 Build specialised laboratories.	- At least one (1) specialised laboratory built and equipped for each faculty /school	- Physical facility with functional equipment and tools	√	√	√	√	√	√	» IGF » Grants » Internal/External sources of funding	**7,500,000.00**	Management, Deans, Directors, HoDs, **Director-LUSPPD, Director-**
	5.1.2 Assess, maintain and improve existing facilities and equipment.	- Maintenance policy developed and implemented - At least one (1) facility assessed each semester - Facilities/equipment maintained/improved - Maintenance tasks completed timely	- Facility assessment reports - Maintenance records - progress report/copies of certificates of completion	√	√	√	√	√	√	» IGF » Grants » Internal/External funding » GoG	**6,300,000.00**	**Management, Director-LUSPPD, Director-MES-GFM, Director (Quality Assurance)** Management, Deans Directors, HoDs
	5.1.3 Complete ongoing infrastructural projects.	- School of Graduate Studies block completed - CODeL Study Centres (Cape Coast, Kukurantumi, Onwe) completed	- Progress reports/copies of certificates of completion	√						» IGF » Grants » Internal/External funding	**2,500,000.00**	Management, **Director-LUSPPD, Director-MES-GFM**

Strategic Objectives	Key Activities	Key Performance Indicators (KPIs)/Targets	Means of Verification (MOV)	Time frame (2025-2030)						Proposed Source of Funding	Budget Estimate (USD) [Rate: $1.00:¢15.00]	Key Responsible Officers
				25	26	27	28	29	30			
	5.1.4 Build modern infrastructural facilities.	- Library complex - School of Business Block - CODeL/ ITECPD complex	- Progress reports/ copies of certificates of completion	√	√	√	√	√	√	- IGF - Grants - Internal/External funding	**46,424,000.00**	Management, **Director-LUSPPD, Director-MES-GFM**
	5.1.5 Construct a state-of-the-art sports complex and wellness centre.	- Sports complex and wellness centre constructed in Winneba	- Sports complex structure	√	√					- IGF/ GOG/ Grants/ External Sources	**6,000,000.00**	Management, **Director - MES-GFM, Director - LUSPPD Director, Amalgamated Sports Office**
	5.1.6 Renovate existing sporting facilities.	- Existing sporting facilities renovated	- Renovated sporting facilities	√	√					- IGF/ GOG/ Grants/ External Sources	**-**	Management, **Director - MES-GFM, Director - LUSPPD, Director, Amalgamated Sports Office**
	5.1.7 Upgrade the physical space of the Sports Directorate.	- Facility upgraded	- Upgraded facility	√	√	√	√	√	√	- IGF/ GOG	**-**	Management, **Director - MES-GFM, Director - LUSPPD, Amalgamated Sports Office**
	5.1.8 Rehabilitate all heritage assets for tourist attraction.	- All heritage assets rehabilitated	- Maintenance records	√	√	√	√	√	√	- IGF	-	Management, **Director-Works and Physical Development**
	5.1.8 Upgrade existing facilities and construct new ones with accessibility features.	- Accessibility features of existing facilities audited	- Audit report on accessibility features	√	√	√	√	√	√	» Central vote	**650,000.00**	**Director - MES-GFM, Director - LUSPPD,** HOD - Special Education Dept.
		- Accessible facilities (e.g., ramps, elevators, Braille signage) included in all official buildings of the University	- Facility audit reports	√	√	√	√	√	√	Central vote		**Director - Physical Development Director - Facilities Management,** HOD - Special Education Dept.
		- 80% of users reporting improved accessibility	- Surveys or feedback	√	√	√	√	√	√	Quality Assurance vote		**Director - Quality Assurance,** HOD - Special Education Dept.
	5.1.9 Secure all the University's lands and buildings.	- All University lands registered/ land titles obtained - All University lands fenced	- Registration/ land title documents - Project completion reports	√	√	√	√	√	√		**650,000.00**	**Director - MES-GFM, Director - LUSPPD,** HOD - Special Education Dept.

Strategic Objectives	Key Activities	Key Performance Indicators (KPIs)/Targets	Means of Verification (MOV)	Time frame (2025-2030)						Proposed Source of Funding	Budget Estimate (USD) [Rate: $1.00:¢15.00]	Key Responsible Officers
				25	26	27	28	29	30			
5.2 Improve on the ICT Infra-structure towards attaining a smart campus	5.2.1 Establish a state-of-the-art Data Centre.	- Existing data centre upgraded to have increased server capacity and facilities such as humidity and temperature sensors, CCTV, voltage regulators, etc.	- Functional data centre with requisite facilities	√	√	√	√	√	√	- IGF/ Grants/ External Sources/ GOG/ Donations/ GETFund	-	Management, **Director-ICT Directorate**
	5.2.2 Establish a disaster recovery site.	- At least one (1) disaster recovery site established	- Functional and secured data recovery centre	√	√	√	√	√	√	- IGF/ Grants/ External Sources/GOG	36,000.00	Management, **Director-ICT Directorate**
	5.2.3 Construct a-state-of-the-art ICT Services Centre.	- Centre constructed and equipped	- Functional ICT Services Centre	√	√	√	√	√	√	- IGF - Grants	-	Management, **Director-ICT Directorate**
	5.2.4 Develop an internal tracking system for grants won by staff.	- A tracking system developed and implemented - Accurate grant reports obtained timely	- Tracking system documentation - Quarterly reports	√	√	√	√	√	√	- IGF - Grants - External funding	-	**Director (DRID), Director (IERIS), Director ICT Services**
	5.2.5 Provide reliable internet access.	- Existence of reliable internet connectivity - User satisfaction with internet speed and reliability	- Network logs - User feedbacks	√	√	√	√	√	√	- IGF - Grants - Internal/External funding	376,000.00	Management, **Director-ICT Services**
	5.2.6 Provide online platforms to make the University visible and attractive to prospective students.	- User-friendly International students' webpage redesigned	- International students' Webpage	√	√	√	√	√	√	- IGF - Grants - Internal/External funding	900.00	**Director-ICT Services, DR-DPC,** Deans, Directors, HoDs
	5.2.7 Create a multilingual University website interface.	- At least one (1) multilingual website feature created (Eg. English and French) - Option given for translation to Ghanaian Languages at the COLANGE webpage - Accessibility and usability for users	- Website documentation - Feedback reports	√	√	√	√	√	√	- IGF - Grants - Internal/External funding	15,000.00	**Director (CIP),** Management, Deans, Directors, HoDs
	5.2.8 Update profiles of faculty members periodically on the University website.	- Faculty profiles updated at least once each semester - Accurate and up-to-date faculty information	- Evidence of faculty profile records on the website - Website verification	√	√	√	√	√	√	- IGF - Grants - Internal/External funding	-	**Director (CIP),** Management, Deans, Directors, HoDs

Strategic Objectives	Key Activities	Key Performance Indicators (KPIs)/Targets	Means of Verification (MOV)	Time frame (2025-2030)						Proposed Source of Funding	Budget Estimate (USD) [Rate: $1.00:¢15.00]	Key Responsible Officers
				25	26	27	28	29	30			
	5.2.9 Build and implement an Enterprise Resource Planning (ERP) System to enhance administrative processes and data management.	- The ERP system built and implemented - Online portals, helpdesks and self-service platforms for staff and students developed - Digital document management systems and other essential services incorporated in the ERP	- Functional ERP System	√	√					IGF/ Grants/ External Sources	**815,000.00**	Management, **Director-ICT Directorate**
	5.2.10 Implement virtual private network (VPN) connections and cloud-based solutions to facilitate remote access.	- Router for VPN procured and configured - VPN implemented and in use	- Functional router		√					IGF/ Grants / External Sources	**75,000.00**	Management, **Director-ICT Directorate**
	5.2.11 Procure modern ICT and other office equipment and tools to enhance administrative work.	- Modern ICT and other office equipment and tools purchased and used	- Functional equipment - Updated assets register	√	√	√	√	√	√	Sectional Budgets IGF	**1,200,000.00**	Deans, Directors, **Director-ICT Directorate,** Heads of Department/ Unit
	5.2.12 Upgrade and maintain the University's network infrastructure.	- Network infrastructure upgraded and maintained - Network connectivity reliable	- Functional equipment positioned at vantage points - User assessment	√	√	√	√	√	√	IGF	**470,000.00**	**Director-ICT Directorate**
	5.2.13 Foster collaboration among staff, students and alumni to produce user generated content.	- Content that highlights diverse experiences and achievements produced and shared on media platforms	- Content on media platforms	√	√	√	√	√	√	IGF/ Grants	-	Management, **Director- OIA, DR-DPC**
	5.2.14 Develop staff research output dashboard.	- Research output dashboard developed and used	- Online research output dashboard	√						IGF/ Sectional Budget	-	Management, **Director- Security Services,**
	5.2.15 Build an in-house student information management system.	- In-house student information system being used	- Functional student information system	√						IGF	-	**Director- ICT Services**

Strategic Objectives	Key Activities	Key Performance Indicators (KPIs)/Targets	Means of Verification (MOV)	Time frame (2025-2030)						Proposed Source of Funding	Budget Estimate (USD) [Rate: $1.00:¢15.00]	Key Responsible Officers
				25	26	27	28	29	30			
	5.2.16 Regularly review and update the student records management system and practices to ensure ongoing effectiveness and regulation compliance.	- Record management system reviewed and updated yearly	- Updated student records management system and practices	√	√	√	√	√	√	IGF	-	Management, DR-DHR, DR-DAA, **Head SRO**
	5.2.17 Establish an online feedback mechanism to gather inputs from students, faculty, staff and other stakeholders regarding the quality of the University's services.	- Feedback portal incorporated in the University's ERP System - Feedback received and acted upon	- Functional feedback portal	√						Sectional budgets	-	**Director-ICT Services, Director-QA**
	5.2.18 Set up resource centres with ICT and assistive technologies, and relevant personnel.	- Fully equipped resource centre on each main campus	- Designated centre with requisite resources and personnel	√	√	√				Student levies, donor funds	**150,000.00**	Finance Officer, Director - Physical Development, **HOD - Special Education Dept.**
		- All students with disability utilising resource centre services	- Usage logs				√	√	√	Resource Centre vote		**Head - Resource Centre**
	5.2.19 Develop user-friendly digital platforms for DE students.	- Digital platforms made user-friendly (including on mobile devices)	- Surveys or feedback	√	√	√	√	√	√	CODeL vote	**21,000.00**	**Principal CODel, Director IT Services**
		- Interactive content (videos, quizzes, discussions) made available	- Platform features documentation	√	√	√	√	√	√	CODeL vote		**Principal CODel, Director IT Services**
	5.2.20 Subscribe to virtual lab and simulation platforms.	- At least one virtual lab/simulation platform subscribed	- Lab/simulation subscription documentation	√	√	√	√	√	√	IGF	**63,000.00**	**Principal - CODeL,** Head - CODeL Quality Assurance
		- Student participation and learning outcomes in virtual labs	- Usage analytics - Assessment results	√	√	√	√	√	√	CODeL Vote		Principal - CODeL, Head - CODeL Quality Assurance

Strategic Objectives	Key Activities	Key Performance Indicators (KPIs)/Targets	Means of Verification (MOV)	Time frame (2025-2030)						Proposed Source of Funding	Budget Estimate (USD) [Rate: $1.00:¢15.00]	Key Responsible Officers
				25	26	27	28	29	30			
	5.2.21 Upgrade the e-learning component of the distance learning programmes.	- At least modern technology tools upgraded each semester - Learning experiences for distance learners enhanced	- Evidence upgrade- logs - Learner feedback	√	√	√	√	√	√	» IGF » Grants » Internal/External funding	**90,000.00**	**Management,** Deans, **Principal (CODel), Director (CODeL),** Directors, HoDs
5.3 Improve on the security systems	5.3.1 Strengthen cybersecurity measures to protect administrative systems.	- Cybersecurity expert appointed - Firewall license renewed regularly	- Staff at post - Notification of renewal of license		√					» IGF	**150,500.00**	Management, **Director-ICT Directorate**
	5.3.2 Adopt emerging technology in security and safety management on all campuses.	- CCTV cameras, access controls, etc. installed on key buildings/ roads in Winneba and Ajumako campuses - Security scanners installed at the entrance of key buildings (JAM, Library, Admin. Blocks, Halls of Residence, Faculty Blocks etc.) - Functional fire safety equipment installed at vantage points	- Functional equipment at designated locations	√	√	√	√	√	√	» IGF/ Grants/ External Sources	**1,300,000.00**	Management, **Director- Security Services, Director- ICT Services**
	5.3.3 Increase the visibility of security personnel on all campuses.	- Additional security staff recruited	- Security staff strength increased	√	√	√	√	√	√	» IGF/ GOG	**-**	Management, DR- DHR **Director- Security Services,**
5.4 Improve on the road network at the University's campuses	5.4.1 Assess, maintain and improve on the road network at the Winneba and Ajumako campuses.	- Campus road networks (new/ existing) upgraded - Maintenance tasks completed timely	- Facility assessment reports - Maintenance records - Improved road network - Maintenance progress report/ copies of certificates of completion	√	√	√	√	√	√	» IGF » Grants » Internal/External funding » GoG	21,500,000.00	**Management, Director-LUSPPD, Director-MES-GFM, Director (Quality Assurance)** Management, Deans Directors, HoDs

Appendix 1: Summary Cost Estimates of the Key Activities

Strategic Objectives	Budget Estimate (Rate: $1.00: ¢15.00)	
	USD	GHS
THEME ONE: EXCELLENT STANDARDS IN TEACHING, LEARNING AND RESEARCH	**3,411,496.66**	**51,172,449.90**
1.1 Create an enabling environment that supports quality research, innovation, teaching and learning.	817,200.00	12,258,000.00
1.2 Enhance staff capacity in research, innovation and grantsmanship.	1,008,298.33	15,124,474.95
1.3 Create incentives to motivate research, innovation and grantsmanship.	174,000.00	2,610,000.00
1.4 Expand graduate studies and programmes.	164,000.00	2,460,000.00
1.5 Introduce market-driven and innovative undergraduate programmes including STEM programmes.	40,000.00	600,000.00
1.6 Attract international students.	121,200.00	1,818,000.00
1.7 Upgrade quality assurance services in the University.	5,000.00	75,000.00
1.8 Build and collaborate with local, national and international partners to support the University's programmes and services.	599,798.33	8,996,974.95
1.9 Improve on student-staff relations to promote peaceful academic environment.	482,000.00	7,230,000.00
THEME TWO: PROACTIVE ADMINISTRATIVE SYSTEM	**4,501,800.00**	**67,527,000.00**
2.1 Improve health services delivery, sanitation, safety and security.	4,110,000.00	61,650,000.00
2.2 Improve on institutional image, branding and visibility.	172,000.00	2,580,000.00
2.3 Improve staff and students' records management system and practices.	-	-
2.4 Improve timelines for service delivery.	170,200.00	2,553,000.00
2.5 Improve staff professionalism for effective service delivery.	49,600.00	744,000.00
THEME THREE: ACCESS, EQUITY AND INCLUSION	**1,241,400.00**	**18,621,000.00**
3.1 Expand access for persons with disability, the underprivileged and marginalised.	579,400.00	8,691,000.00
3.2 Make provisions for the vulnerable groups.	66,000.00	990,000.00

Strategic Objectives	Budget Estimate (Rate: $1.00: ¢15.00)	
	USD	GHS
3.3 Bridge the gender gap.	468,000.00	7,020,000.00
3.4 Strengthen innovative distance education delivery.	128,000.00	1,920,000.00
THEME FOUR: FINANCIAL AND ENVIRONMENTAL SUSTAINABILITY	**6,234,950.00**	**93,524,250.00**
4.1 Pursue innovative and sustainable resource mobilisation.	111,000.00	1,665,000.00
4.2 Strengthen expenditure management practices for prudent resource utilisation.	37,000.00	555,000.00
4.3 Develop and maintain robust financial reporting and auditing systems.	72,000.00	1,080,000.00
4.4 Integrate sustainability practices into the daily operations of the University.	1,847,750.00	27,716,250.00
4.5 Foster development of renewable energy through partnerships, research and innovation.	3,800,000.00	57,000,000.00
4.6 Embed sustainability in the University's academic programmes.	367,200.00	5,508,000.00
THEME FIVE: INFRASTRUCTURAL DEVELOPMENT	**96,296,500.00**	**1,444,447,500.00**
5.1 Improve on the physical infrastructure.	70,024,000.00	1,050,360,000.00
5.2 Improve on the ICT Infrastructure towards attaining a smart campus.	3,322,000.00	49,830,000.00
5.3 Improve on the security systems.	1,450,500.00	21,757,500.00
5.4 Improve on the road network at the University's campuses.	21,500,000.00	322,500,000.00
TOTAL COST	**111,686,146.66**	**1,675,292,199.90**
Average Annual Cost	**18,614,357.78**	**279,215,366.65**

Appendix 2: Members of the Strategic Plan Development Committee (SPDC)

1	**Prof. Victor Antwi**	**Chairman**
2	Prof. Samuel Hayford	Member
3	Prof. Ruby Hanson	Member
4	Prof. Awaisu Imurana Braimah	Member
5	Prof. Abotsi Anselm	Member
6	Prof. Arkoful Sam	Member
7	Prof. Samuel Alhassan Issah	Member
8	Ing, Daniel Tetteh	Member
9	Mr. Jerry Addison Anyan	Member
10	Mr. Shadrack Nkatiah	Member
11	Dr. Augustine Monney	Member
12	Mr. Prince Asiedu	Member/Secretary

Appendix 3: Members of the Budget Sub-Committee of the SPDC

1	**Ing. Daniel Tetteh**	**Chairman**
2	Surv. Samuel Okyer	Member
3	Dr. Augustine Monney	Member
4	Mr. Shadrack Nkatiah	Member
5	Mr. Adolf Addae Okine	Member
6	Mr. Prince Asiedu	Member/Secretary

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