



UNIVERSITY OF CAPE COAST
CAPE COAST, GHANA



Corporate
**STRATEGIC
PLAN [2023-2027]**
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**UNIVERSITY OF CAPE COAST
CAPE COAST, GHANA**



**CORPORATE STRATEGIC PLAN
(2023-2027)**

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Foreword

The Chancellor, University of Cape Coast

It is with great enthusiasm that we present the Strategic Plan for the University of Cape Coast, covering the period from 2023 to 2027. This plan embarks on a dynamic and transformative path that is deeply rooted in our commitment to excellence, innovation, and community enrichment. We find ourselves amidst an ever-evolving landscape of higher education, where the boundaries between academia and industry continue to blur. This strategic plan is a testament to our unwavering resolve to not only adapt to these changes but to lead them. Over the next five years, the University of Cape Coast is poised to undergo a remarkable transition, one that positions us as a beacon of progress, fostering industry-oriented education, entrepreneurship, and holistic community engagement.

At the heart of this strategic blueprint lies a profound dedication to providing our students with 21st century workforce education that equips graduates with practical skills, critical thinking abilities, and an entrepreneurial mind-set. Through innovative pedagogy and collaborative learning experiences, we aspire to nurture trailblazers and adept at transforming challenges into opportunities.

Our commitment to innovation and invention is unwavering. We aim to cultivate a culture of innovation that permeates all aspects of university life. From cutting-edge research that pushes the boundaries of knowledge to entrepreneurial ventures that bridge academia and industry, we envision a campus teeming with an entrepreneurial spirit that drives economic growth and societal progress.

Integral to our mission is our aspiration to be a steadfast partner to our community. Through robust community engagement initiatives, we seek to harness the expertise of our staff, and students to address real-world challenges facing our local and global communities. Together with industries, government bodies, and civil society organizations, we aspire to be a catalyst for positive change and meaningful impact. As we chart this bold course, we are acutely mindful of the importance of good corporate governance. Transparency, accountability, and ethical conduct are the cornerstones upon which our actions are founded. These principles not only guide our internal operations but also underpin our relationships with all stakeholders. We are steadfast in upholding the highest standards of governance built on a foundation of integrity and trust.

The Strategic Plan for 2023-2027 is a pledge, a call to action, and an embodiment of our collective aspirations. It is the product of extensive collaboration, introspection, and a shared vision for the future of the University of Cape Coast. As we venture into this transformative era, we extend our gratitude to all members of our university community, our partners, and supporters who have contributed to shaping this visionary roadmap.

Together, we stand at the cusp of a new chapter in the history of the University of Cape Coast. Onward, Together, with Purpose and Vision.

Dr. Sir. Sam Jonah
CHANCELLOR

Chairperson, Governing Council, University of Cape Coast

It is with great pleasure and a sense of purpose that I present to you the Strategic Plan for the University of Cape Coast, covering the period 2023 to 2027. As the Chairperson of the Governing Council, I am honoured to introduce this visionary roadmap that will guide our institution through the next five years. This plan is not just a document; it is a commitment to our values, our community, and our role in shaping the future of Ghana, Africa, and the world.

Our beloved University of Cape Coast has always been a beacon of knowledge, innovation, and progress in the heart of Ghana. With each passing year, our mission to provide quality education, advance research, and engage with our community gains even greater significance. The challenges and opportunities of the 21st century demand that we chart a strategic course that not only meets the evolving needs of our students and society but also aligns with global aspirations for sustainable development.

As we embark on this transformative journey, our foremost focus will be on the Sustainable Development Goals (SDGs), the African Union's Agenda 2063, and the African Charter on Human and People's Rights. These frameworks provide us with a compass to navigate the complexities of our world and enable us to contribute meaningfully to the betterment of our nation and continent. By integrating these principles into our academic, research, and community engagement initiatives, we solidify our commitment to nurturing responsible citizens and global leaders who will drive positive change.

Diversity and inclusivity lie at the core of our strategic vision. Our university community is a tapestry of talents, perspectives, and experiences, reflecting the rich mosaic of our society. Embracing this diversity not only enriches our learning environment but also strengthens our capacity to tackle complex challenges collaboratively. Moreover, by aligning with Ghana's education agenda, we cement our role as a partner in the nation's development by producing graduates equipped to address the needs of our dynamic economy.

Our dedication to innovation and invention will be a cornerstone of the upcoming years. We recognize that the world is rapidly evolving, and to remain relevant, we must push the boundaries of knowledge and create solutions that address contemporary and future issues. Our commitment to industry research and collaborations bridges the gap between academia and practical applications, fostering an ecosystem of innovation that drives economic growth and societal progress.

In line with our pledge to good corporate governance, we aim to exemplify transparency, accountability, and ethical leadership. These principles will guide our decision-making processes, ensuring that our actions reflect our dedication to the greater good. By nurturing a culture of responsible stewardship, we foster an environment where excellence flourishes and the foundations of trust are fortified.

Central to our mission is the commitment to a sustainable environment and a green economy. Recognizing the pressing need for ecological stewardship, we are dedicated to advancing knowledge and practices that promote environmental sustainability and resource efficiency. By instilling these values in our students, engaging in cutting-edge research, and fostering partnerships that drive green innovation, we contribute to a more resilient and equitable future for all.

This Strategic Plan is more than a mere roadmap; it is a testament to our dedication, ambition, and collective purpose. I extend my heartfelt gratitude to all stakeholders who have contributed to shaping this document, from our esteemed staff to our students and community partners. Together, we will realize the aspirations laid out in this plan, weaving a legacy of impact that will endure for generations to come.

As we march towards 2027, let us remember that our University of Cape Coast is not just an institution of higher learning but a force for positive change. With the SDGs, Agenda 2063, human rights, and environmental sustainability as our guideposts, we are poised to lead with distinction, shape knowledge and innovation, and empower individuals to transform our world.

Prof. Obeng Mireku
CHAIRPERSON OF THE GOVERNING COUNCIL

Vice-Chancellor, University of Cape Coast

It is with pleasure that the University outdoors its Strategic Plan spanning the period from 2023 to 2027. As we embark on the journey of higher education excellence, innovation, and transformation, we are pleased to present a comprehensive roadmap that guides our University's growth and development over the next five years.

The landscape of higher education is evolving rapidly, influenced by technological advancements, changing global dynamics, and the demands of a dynamic workforce. In this environment, it is imperative for Universities to not only adapt but to thrive by fostering resilience, embracing innovation, and forging meaningful partnerships. The Strategic Plan outlined herein encapsulates our commitment to these ideals and our dedication to realizing a future of sustained success.

At the heart of our strategic objectives lies the concept of a resilient curriculum. We recognize that education must be agile, and able to respond to societal shifts and industry demands. This plan lays the foundation for curriculum development that equips our students with the skills, knowledge, and adaptability needed to excel in an ever-changing world. By fostering critical thinking, problem-solving, and creativity, we aim to empower our graduates to become leaders who drive positive change.

Entrepreneurship is another cornerstone of this Strategic Plan. As we strive to nurture the next generation of innovators and trailblazers, we understand the importance of providing a supportive ecosystem that encourages entrepreneurial thinking and action. Through targeted programs, mentorship, and resources, we will inspire our students and staff to explore uncharted territories, create start-ups, and contribute to economic growth.

In an interconnected global landscape, international visibility is paramount. This plan underscores our commitment to becoming a beacon of academic excellence on the international stage. By cultivating a diverse and inclusive community, fostering cross-cultural collaborations, and expanding our global partnerships, we aim to enrich the educational experience and enhance our contributions to the global knowledge pool.

The pursuit of knowledge must also be accompanied by a sense of responsibility. Responsible research is a guiding principle of this plan. Our commitment to ethical and sustainable research practices ensures that our contributions have a positive impact on society and the environment. By addressing pressing global challenges through our research endeavours, we aim to foster a culture of discovery that is both socially conscious and transformative.

Lastly, this plan recognizes the power of collaboration between academia and industry. By fostering meaningful partnerships with industry leaders, we seek to bridge the gap between theory and practice, promoting the transfer of knowledge and innovation. These collaborations will not only enrich the learning experience but also contribute to the economic development of our region and beyond.

As we embark on this exciting journey, we extend our gratitude to the entire University community – students, staff, alumni, and partners – for their unwavering support and dedication. It is your collective passion, expertise, and commitment that will propel us forward as we work toward realizing the aspirations set forth in this Strategic Plan.

The future holds boundless possibilities, and we are confident that, by staying true to the principles outlined in this plan, we will emerge as a stronger, more resilient, and globally impactful institution. Together, we will shape not only the future of higher education but also the future of our students and the world they will influence.

Prof. Johnson Nyarko Boampong
VICE-CHANCELLOR

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Definitions

1. The *Plan* refers to the *Strategic Plan*
2. The *University* refers to the *University of Cape Coast*

List of Abbreviations

1. AI – Artificial Intelligence
2. BOT – Build Operate and Transfer
3. BOOT – Build Own Operate and Transfer
4. CEGRAD – Centre for Gender Research, Advocacy and Documentation
5. COVID-19 – Coronavirus Disease of 2019
6. CPD – Continuous Professional Development
7. CTS – Centre for Teaching Support
8. DAA – Directorate of Academic Affairs
9. DAPQA – Directorate of Academic Planning and Quality Assurance
10. DCESED – Director, Centre for Entrepreneurship and Small Enterprise Development
11. DCGS – Directorate of Consular and General Services
12. DPA – Directorate of Public Affairs
13. DESAG – Distance Education Students of Ghana
14. DHR – Directorate of Human Resources
15. D-HUB – Design Thinking Hub
16. DICTS – Directorate of Information and Communication Technology Services
17. DIA – Directorate of Internal Audit
18. DoF – Directorate of Finance
19. DPDEM – Directorate of Physical Development and Estate Management
20. DRIC – Directorate of Research, Innovation and Consultancy
21. DSA – Dean, Office of Students' Affairs
22. GRASAG – Graduate Students Association of Ghana
23. GTEC – Ghana Tertiary Education Commission
24. GoG – Government of Ghana
25. HEIs – Higher Educational Institutions
26. HoD – Head of Department
27. IAO – Institutional Advancement Office
28. ICT – Information Communication Technology
29. M&E – Monitoring and Evaluation Unit
30. MoU – Memorandum of Understanding
31. NCTE – National Council for Tertiary Education
32. OIR – Office of International Relations
33. OLA – Office of Legal Affairs
34. PNDC – Provisional National Defence Council
35. PPP – Public Private (Public) Partnership
36. PRO VC – Pro Vice-Chancellor
37. SEND – Special Educational Needs and Disabilities
38. SGS – School of Graduate Studies
39. SMART – Specific, Measurable, Attainable, Realistic and Time-bound
40. SMS – School of Medical Sciences
41. SRC – Students' Representative Council

42. T&D – Training and Development
43. UCC – University of Cape Coast
44. UL – University Librarian
45. USC – University Sports Coach
46. VC – Vice-Chancellor

GLOBAL TRENDS IN THE HIGHER EDUCATION LANDSCAPE

The Higher Education (HE) landscape has undergone tremendous changes in recent years. The changes within the past decade involve governance, funding, the number and type of students, and type of academic programme. Key among the issues driving the changes in the way Higher Education Institutions (HEIs) operate is the Sustainable Development Goals (SDGs). The 17 SDGs and the African Union's Agenda 2063 impose obligations on HEIs to pursue innovative projects and programmes that support the sustainable growth of HEIs. The Strategic Plan of an HEI should drive such an agenda.

It is said that the HE enrolment rate globally has doubled in the last 20 years, rising from 19% to 38% between 2000 and 2018. Sub-Saharan Africa is experiencing a similar increase in enrolment. However, expansion in the number of HEIs is insufficient to match the demand created by a growing young population and shifts in employment options and requirements. In addition, the student population is also getting more diverse; thus, demanding flexible education models and underrepresented student support services. The high cost of HE in most countries, coupled with the time requirements of traditional degree programmes has resulted in the drive for HEIs to invest in strategies to attract adult learners and serve non-traditional students, such as part-time, distance and online learners. HEIs offer such alternative education delivery models to meet the academic goals of students. The need to target international students and increase their enrolment and attract high-calibre staff requires innovative marketing strategies by HEIs.

Another factor that has influenced changes in HEI is the skills gap which has widened in the past two decades. Graduates from these institutions are expected to have marketable skills to meet the needs of the employment landscape with the tightening career demands. There is also a change in student demographics, cultural environment, and entrepreneurial norms. Thus, HEIs are expected to emphasise workplace skills through experiential learning opportunities and impact 21st Century skills. This has contributed to the drive towards increasing Universities of Applied Sciences, which are expected to focus on practical workplace skills rather than traditional Universities. There is also an increasing demand to incorporate virtual

reality into pedagogical approaches to promote increased engagement and motivation, exploratory and contextualised learning, and experiential learning opportunities that may otherwise be inaccessible.

While delivering on the mandate of teaching and training students, there has been an increase in the need for HEIs to improve their research output and consultancy to impact society. The public value paradigm requires HEIs to serve society in the best possible way. Thus, the concept of research-intensive Universities has been adopted by many HEIs globally. This is also driven by international pressure and competition, as seen in rankings. This is again linked to financial management as many institutions work to attract large research grants with the added goal of raising funding for the running of institutions.

Public Universities globally have had to be innovative to meet the funding gap, which has widened in most countries. In places where funding has been mainly through Students' fees, further sources of funding have become necessary; thus, also giving birth to the concept of Entrepreneurial Universities. There is a growing need for alternate funding options other than state funding through research and innovation opportunities, unique external partnerships, and the development of innovative academic programmes. In addition, innovative fund-raising campaigns through individuals and alumni networks and associations have been intensified.

Since 2020, COVID-19 pandemic has been transforming the HE landscape. Most Universities report a significant effect of COVID-19 on inbound students and staff mobility and, therefore, have seen the need to develop and implement a response plan to the outbreak. There is evidence of robust and multi-faceted communication efforts being undertaken by institutions across the globe and a strong desire for better guidance at the national level as universities work to navigate the many dimensions of this situation. Universities are also seeking access to good practices modelled by other HEIs. Crisis response, longer-term planning in the face of Uncertainty, partnership management, technology solutions, and more effective communication processes with relevant authorities are among the key focal points for the future.

The key issues driving change in the HE landscape globally include the demand for diversity (profiling, programme variety), internationalisation, accountability,

performance (accreditation, rankings, performance agreements), competition (for students, staff, managers), cooperation (networks with industry), and application of ICT (educational innovation, embracing artificial intelligence for learning) as these HEIs work to contribute to the United Nations' Sustainable Development Goals (SDGs).

OVERVIEW OF TERTIARY EDUCATION IN GHANA

The role of tertiary education in economic development cannot be over-emphasised. The Organization for Economic Co-operation and Development (OECD) (as cited in Bawakyillenuo et al, 2013) gave four means by which tertiary education contributes to socio-economic development: the formation of human capital (primarily through teaching); building of knowledge bases (primarily through research and knowledge development); dissemination and use of knowledge (through interaction with knowledge users); and the maintenance of knowledge (through inter-generational storage and transmission of knowledge). These actions are imperative in achieving the United Nations' Agenda 2030, the African Union's Agenda 2063 and the African Charter on Human and People's Rights. Article 17 of the Charter advocates that every individual shall have the right to education.

The 1992 Constitution of Ghana emphasises the need to make higher education accessible to all based on capacity by every appropriate means and, in particular, by the progressive introduction of free education. It further states that the State shall, subject to the availability of resources, provide equal access to equivalent university education, emphasising science and technology (Ghana Constitution, 1992, Article 25, 1C). The tertiary education sector in Ghana, as with the general education sector, comprises both public and private institutions. Table 1 shows the distribution of tertiary institutions in Ghana.

Table 1: Distribution of Tertiary Institutions in Ghana

| Public Institutions | Number | Private Institutions | Number |
|-------------------------------------|------------|--|------------|
| Universities | 15 | Tertiary Institutions (Universities, University Colleges, Tutorial Colleges and Distance Education Institutions) | 107 |
| Technical Universities/Polytechnics | 10 | | |
| Colleges of Education | 46 | Colleges of Education | 4 |
| Specialized Institutions | 8 | Chartered Private Tertiary Institutions | 7 |
| Colleges of Agriculture | 3 | | |
| Nursing Training Colleges | 56 | Nursing Training Colleges | 23 |
| Total | 138 | | 141 |

Source: GTEC, <https://gtec.edu.gh/accredited-institutions>

In the 2016/2017 academic year, public tertiary institutions enrolled 58% of the student population in Ghana (NCTE, 2018). The data from the NCTE (2018) shows that many applicants who applied for admission to public universities were not admitted. Enrolments, however, increased over five years from the 2012/2013 academic year to the 2016/2017 academic year. Enrolments increased by an average of 5.58% (NCTE, 2018, p.8). The enrolment figure in the 2019 academic year averaged 496,148 in the tertiary institutions in Ghana (Sasu, 2020). The enrolment, according to the gender ratio, shows that males dominate females, as per the 2019 data (Sasu, 2020).

One major source of worry for parents, policymakers, and stakeholders in education is financing. Funding constraints result in limited equipment, housing, and other critical facilities needed for the smooth running of the institutions. In some instances, qualified applicants are unable to access tertiary education in Ghana due to limited facilities in these institutions.

The quality of education goes hand-in-hand with the quality of staff recruited. As of 2022, the number of academic staff recruited by the various universities in Ghana, both public and private, was 13,011 with 1,503 Tutors; 1,499 Lecturers; 2,912 Senior Lecturers; 889 Associate Professors; and 239 Professors (Sasu, 2022). Whereas the proportion of Lecturers in the public-funded universities exceeded the NCTE norm, the proportions of the other ranks, namely Professor, Associate Professor, and Senior

Lecturer were lower than the NCTE norm. Compared with the norms, the observed academic pyramid for the public-funded universities is narrower at the top but broader at the base (NTCE, 2018, p. 11).

Tertiary Education Regulatory Framework

Tertiary education in Ghana is regulated by the Ghana Tertiary Education Commission (GTEC). By Act 1023, Education Regulatory Bodies Act, 2020, the National Council for Tertiary Education and the National Accreditation Board were merged to form the Ghana Tertiary Education Commission (GTEC). The Commission is mandated by the Act to perform general, advisory, coordinating, regulatory, and accreditation functions. Moreover, it is expected to perform any other functions necessary for the attainment of the objectives of the Commission.

The Commission is mandated to ensure that tertiary education institutions apply the highest quality standards and relevance of teaching, learning, and research programmes and outcomes; uphold equitable and inclusive access to all tertiary education programmes and service; promote transparent governance and best practices, including reporting and checks and balances to ensure full accountability; support a culture of independent, life-long learning, and scientific and technological inquiry among staff, students and the wider society (Sections 3 and 4, Act 1023).

OVERVIEW OF THE UNIVERSITY OF CAPE COAST

The University of Cape Coast (UCC) was established in October 1962 as a University College affiliated with the University of Ghana, Legon-Accra. On 1st October 1971, the University College became an autonomous institution with the authority to confer its own degrees, diplomas, and certificates by an Act of Parliament – The University of Cape Coast Act, 1971 (Act 390). The first Act was subsequently replaced with the University of Cape Coast Law, 1992 (PNDC Law 278). The existing law (PNDC Law 278) is under review after being in force for 25 years. The University was established with a mandate to train graduate professional teachers for Ghana's second-cycle institutions and the Ministry of Education to meet the manpower needs of the country's accelerated education programme at the time. This original mandate was revised in the mid-1990s, leading to the University expanding and diversifying its programmes in response to changing needs.

Re-organisation of the University

The revision of the mandate also led to the re-organisation of the management of the University, beginning with the creation of new faculties/schools. As part of the re-organisation, the schools and faculties in the University were grouped into five colleges: College of Agriculture and Natural Sciences (CANS), College of Humanities and Legal Studies (CHLS), College of Health and Allied Sciences (CoHAS), College of Education Studies (CES), and College of Distance Education (CoDE). The main objectives for the change were to bring related disciplines together to promote collaboration, ensure efficiency, and decentralise aspects of administration. To support and improve teaching and research, the Directorate of Academic Planning and Quality Assurance and the Directorate of Research, Innovation and Consultancy were also created.

The University Library System, made up of the Sam Jonah Library and 31 Satellite Libraries has also been re-organised into three (3) departments: Department of Collection Management and Technical Services, Department of Clients Services, and Department of Information Technology and Research Support.

The Office of the Registrar has similarly undergone re-organisation with the original four divisions upgraded to administrative directorates. These are the Directorate of Academic Affairs, Directorate of Human Resource, Directorate of Consular and General Services, and the Directorate of Public Affairs. In 2012, a new directorate, the Directorate of Information, Communication and Technology Services, was created to reflect the role of ICT in the operations of the University. Four sections of the Central Administration, namely University Health Services, Physical Development and Estate Management, Finance and Internal Audit were earlier elevated to the status of a Directorate in 2005.

As part of the transformation of its systems, the University established the Institutional Advancement Office in 2014 to co-ordinate alumni affairs, and to be the link between the University and the outside world to undertake fundraising activities to support the University's Mission. Through the office, alumni chapters have been established in Canada, the United States of America, and the United Kingdom. Besides the alumni' chapters in the diaspora, a number of local chapters have been established in various

regional capitals in Ghana. This has ensured a strong alumni presence in the affairs of the University.

In furtherance of its internationalisation agenda, the University reviewed and re-focused its collaboration and linkages with institutions of higher learning and industry at both local and international levels for teaching, research and capacity building for students and staff. This underscores the importance the University attaches to partnerships. All these re-organisation and relationships have resulted in various successes and growth the University has experienced in the last decade. Key among these is its ranking by the Times Higher Education as the number one (1) University in Ghana, number one (1) in West Africa, number four (4) in Africa and number one (1) globally in research influence in 2022. The University repeated the same achievements in 2023, except for research influence, where it was ranked number twenty-four (24) globally. The University is also ranked among the top 400 Universities globally.

VISION, MISSION AND CORE VALUES

Vision

To be a globally acclaimed University for innovative teaching, research, outreach and professional development.

Mission

We are an equal opportunity University uniquely placed to use alternative methods in offering quality, liberal and professional education that challenges learners to be creative and morally responsible global citizens to the developmental needs of the changing world.

Core Values

Excellence: We seek to pursue excellence through the creation of standards in teaching, intellectual inquiry and professional practice which inform and permeate all aspects of the University's operations.

Empowerment: We offer opportunities to our employees and students in a manner that empowers them to be agents of change wherever they find themselves.

Equal opportunities: We strive to provide equal opportunity, access to quality education, and services to all categories of persons regardless of colour, creed, ethnicity, gender, social status, and physical ability.

Ethical behaviour: We uphold acts of honesty and responsible behaviour and hold our members accountable for their actions and conduct in a way that promotes the integrity of the person and the image of the University.

Environmental consciousness: We are committed to protecting and preserving the environment by constantly creating awareness in students and staff on the need to desist from activities and actions that harm the environment.

Corporate Slogan

The University of Cape Coast is the University of Competitive Choice.

THE STRATEGIC PLAN

This Strategic Plan is developed at a time when there is so much revolution in the higher education space. This revolution includes digital transformation, virtual learning, dwindling financial resource allocation to public Higher Educational Institutions (HEIs), and re-engineering of universities to make them creative, transformational, and entrepreneurial. Furthermore, the recent COVID-19 pandemic, with its threats and opportunities, compelled the University to re-examine its medium and long-term growth prospects and sustainability. At the regional and domestic levels, the coming into existence of the African Continental Free Trade Area (AfCFTA) and the National Entrepreneurship and Innovation Policy and Programme enjoined universities to initiate and carry out activities which will help to achieve the goals of such initiatives.

Furthermore, the review of the Plan is necessitated by the quest to complete the 2015 African Quality Review Mechanism recommendations of strengthening governance, programmes and internationalisation in the University. Innovation and creativity in teaching and learning within the education space with its attendant issues, including Artificial Intelligence (AI), hybrid learning, instructional technologies, financing digital education, big data and data analytics, learning analytics, joint online course delivery, and open educational resources have affected how universities run today. These have an impact on the activities and operations of universities and their strategic direction. This is because society today requires more economic and social impact of universities.

The University of Cape Coast, through the implementation of its strategic plans, has attained a substantial level of transformation over the last decade. This is evidenced in the number of physical infrastructural developments; increased number of demand-driven programmes, student numbers, and staff; and heightened reputation of the University through the Times Higher Education World University Rankings. The University strives to be the leading Entrepreneurial University of international repute. This compels it to scan the environment, identify the opportunities and threats to enable her to maintain a competitive edge. This Strategic Plan builds upon the previous ones, taking into consideration the gap in the previous plans. The current Plan, unlike the previous, provides modes of financing, cost estimates, indicators to

aid in the monitoring and evaluation of the Plan. This Plan is also aligned to the Sustainable Development Goals (SDGs). The Plan also captures activities from the previous plan yet to be undertaken.

STAKEHOLDER ANALYSIS

Table 2 presents the University's stakeholders' contribution, legitimacy, willingness to engage, potential to influence and their necessity.

Table 2: Stakeholder Analysis

| No | Stakeholder Name | Contribution | Legitimacy | Willingness to Engage | Influence/Power | Necessity | Strategy to Employ |
|----|--|--------------|------------|-----------------------|-----------------|-----------|--------------------|
| 1 | United Nations Educational, Scientific and Cultural Organization | Medium | High | Medium | Medium | High | Networking |
| 2 | Global Partner Institutions/Universities | High | Medium | High | High | Medium | Benchmarking |
| 3 | International Funding Organizations | Medium | Medium | Medium | Medium | High | Networking |
| 4 | Association of African Universities | Medium | High | Medium | High | High | Membership |
| 5 | Association of Ghana Industries | High | High | Medium | High | High | Networking |
| 6 | Ghana Employers Association | High | High | Medium | High | High | Engagement |
| 7 | National Youth Employment Agency | Medium | High | Medium | Medium | Medium | Networking |
| 8 | Ghana Trades Union Congress | High | High | High | High | High | Engage them |
| 9 | Ghana Enterprise Agency | High | Medium | Medium | High | High | Networking |
| 10 | Ghana Hostels Limited | High | High | High | Medium | High | Engagement |
| 11 | Financial Institutions | High | High | High | High | High | Partnership |
| 12 | Telecommunication Companies | High | High | High | High | High | Engagement |
| 13 | Council for Technical and Vocational Education and Training | Medium | High | Medium | Medium | High | Engagement |
| 14 | Ghana Health Service/Hospitals | High | High | High | High | High | Networking |
| 15 | Ministry of Finance | High | High | Medium | High | High | Networking |
| 16 | Ghana Education Trust Fund | High | High | High | High | High | Engagement |
| 17 | Ministry of Education | High | High | Medium | High | High | Engagement |
| 18 | Ghana Education Service | High | High | Medium | High | High | Engagement |

| No | Stakeholder Name | Contribution | Legitimacy | Willingness to Engage | Influence/Power | Necessity | Strategy to Employ |
|----|--|--------------|------------|-----------------------|-----------------|-----------|--------------------|
| 19 | Ghana Tertiary Education Commission | High | High | Medium | High | High | Engagement |
| 20 | University Council | High | High | High | High | High | Consultation |
| 21 | Academic Board | High | High | High | High | High | Consultation |
| 22 | UCC Management | High | High | High | High | High | Consultation |
| 23 | Alumni | High | High | High | High | High | Engagement |
| 24 | Host Communities | High | Medium | High | Low | High | Engagement |
| 25 | Metropolitan, Municipal, District Assemblies | Medium | Medium | Medium | Medium | Medium | Consultation |
| 26 | Students and their Associations | High | High | High | Medium | High | Involvement |
| 27 | Examiners/Assessors | High | High | Medium | High | High | Involvement |
| 28 | University Staff | High | High | High | Medium | High | Involvement |
| 29 | Suppliers/ Service Providers | High | High | High | High | High | Engagement |
| 30 | Media Houses | Medium | High | High | Low | Medium | Networking |
| 31 | Publishing Houses | Medium | High | High | High | High | Engagement |
| 32 | Competing Institutions | High | High | High | Low | High | Benchmarking |

Key:

Contribution:

High - high level of knowledge/information/expertise to help UCC.
Medium - medium level of knowledge/information/expertise to help UCC.
Low - low level of knowledge/information/expertise to help UCC.

Legitimacy:

High - UCC activities greatly affect stakeholders.
Medium-UCC activities moderately affect stakeholders.
Low - UCC activities have little effect on stakeholders.

Willingness to engage:

High-Proactive in engaging UCC.
Medium-Responsive in engaging UCC.
Low - Passive in engaging UCC.

Influence/Power:

High - great influence on UCC activities.
Medium-moderate influence on UCC activities.
Low-little influence on UCC activities.

The necessity of involvement:

High-stakeholder involvement is greatly required by UCC.
Medium - stakeholder involvement is desired by UCC.
Low - stakeholder involvement is of little interest to UCC.

CORPORATE INTERNAL SCRUTINY

Developing a corporate strategy requires an assessment of the internal capacities and configuration of an organisation. Given this, requirement, a comprehensive value-chain analysis was done to determine the effectiveness and competitiveness of the University's operations. The essence was to identify and consolidate the strengths and the required strengths to mitigate weaknesses. The following strengths and required strengths were identified:

Strengths

The University has a/an:

1. National and international reputation for academic rigour
2. Broad range of academic and professional programmes
3. Skilled and innovative academic and administrative staff
4. Good teaching and learning traditions
5. Excellent setting for scholarly work
6. Goodwill of being an equal opportunity institution
7. Active student population
8. Vast landed property
9. Growing institutionalised community service

Required Strengths

The following are the required strengths of the University:

1. Reliable ICT infrastructure
2. Mechanisms to raise funds internally and externally
3. Plan to engage national and international agencies
4. Programme to strengthen alumni relationships and community engagement
5. Long-term solution to encroachment on University's land
6. Dynamic system of supervision and co-ordination
7. Sustainable use of its land
8. Digital literacy (fluency) of staff
9. Reliable data

Corporate Environmental Scan

An analysis of the environment uncovered potential threats and opportunities. These factors are Socio-cultural, Legal, Economic, Political, Technological and Environmental (SLEPTE). An appraisal of the operating environment of the University revealed the following opportunities and threats:

Opportunities

The opportunities available to the University are:

1. Increasing demand for higher education locally, and in the West African sub-region
2. Availability of national and international awards, grants, and programmes for research;
3. Globalisation in academia, increased virtual and digital education
4. Increasing movement of staff and students in HEIs within the West African sub-region
5. Private sector initiatives and involvement in higher education

Threats

The following are threats in the environment of HEIs, including UCC:

1. Competition from national and international universities offering similar programmes
2. Unstable state of the national economy
3. Delays in the allocation of subvention from the government
4. Global political and economic instability
5. High cost of operations
6. Health hazards
7. Encroachment of University Lands

STRATEGIC OBJECTIVES

The corporate scrutiny and stakeholder analysis of the University resulted in the crafting of five strategic objectives of focus in the 2023-2027 Strategic Plan (Figure 1).

1). The objectives are as follows:

1. ***Advancing Teaching and Learning*** to facilitate the development of critical human resources for the sustainable economic development of the country.
2. ***Knowledge Creation and Sharing*** through research to support national development based on intellectual capital.

3. ***Inventions and Innovations*** are the targets emerging from undertaking responsible and impact research in the form of prototypes of products and processes for socio-economic and environmental impact.
4. ***Entrepreneurship and Enterprise Development*** to promote industrialization through commercialization of research findings and setting up student businesses and university enterprises.
5. ***Sustainable Community Engagement and Outreach*** to create socio-economic impact in the University's immediate and remote environment.

The attainment of these objectives is to reflect on the overall impact of the University's activities on both the immediate and larger community. This includes the University's aim of working towards attaining global reputation and impact, especially in the achievement of the Sustainable Development Goals, the African Union's Agenda 2063, and the Long-Term National Development Plan of Ghana. The University aims to work to support sustainable community engagement and industrialisation through the development and production of some basic items, products, and services that otherwise were imported into the country. Figure 1 shows the objectives and how they intersect at various points to create the needed synergy for the University.



Figure 1: Strategic Objectives of the Plan

STRATEGIC THEMES

The Themes

There are nine key themes that have been identified in this Corporate Strategic Plan in relation to the University's Vision, Mission, and the outcome of its internal and external scan. From these themes, the University seeks to transform itself and promote its niches to achieve a competitive advantage. The key themes are:

1. Build Resilient Teaching and Learning Culture
2. Promote Entrepreneurship, and Enterprise Development Culture
3. Enhance the International Visibility and Diversity of the University
4. Promote Responsible Research, Innovation and Knowledge Transfer
5. Promote Sustainable Investment and Financial Management
6. Re-engineer Student Support Services
7. Re-engineer Staff Support Services
8. Promote Effective Leadership and Corporate Governance
9. Promote Sustainable Environmental and Physical Infrastructure Development

Action Plans and Responsibilities

To facilitate implementation, the strategic themes of the Plan are structured into key actions, responsibilities and activities with their deadlines. Additionally, the Plan provides indicators and means for verification to facilitate monitoring and evaluation of the activities in the Plan. The details of the elements in the strategic themes are designed to follow the following headings as displayed in the Appendix 1.

Key Actions – These are the actions to be pursued under each strategic theme to achieve the goals of the University.

Responsibility – This describes the principal officers and the office that has the responsibility of ensuring the said activity is carried out. Meanwhile, responsibility for oversight of the execution of the Plan is assigned to the Vice-Chancellor; and, in some cases, to the Registrar. These two offices have the overall responsibility to ensure effective management of the process.

Activities – This specifies the actions to be performed to achieve the Plan targets.

Deadline – Timelines for the various activities are specified in this section.

Indicators – These specify the quantitative and qualitative guidelines that help in verification; Indicators provide measurable and expected outcomes.

Means of Verification – This provides evidence of the accomplishment of an action. It shows evidence of the performance of an activity.

Strategic Objectives, Strategic Themes and Expected Output/Outcomes

The section provides the strategic themes and the activities that help achieve the strategic objectives. The expected output/outcome, primary and secondary output/outcomes are presented in Figures 2 to 9. Each figure has six boxes, with a box showing the primary output/outcomes and the rest representing the secondary output/outcomes or delivery. The secondary output/outcomes reflect the five strategic objectives. The arrows from the secondary output/outcomes to the primary output/outcomes indicate that achieving the secondary deliverables, the primary deliverables would be accomplished. The ensuing sections outline the strategic themes, their activities, the strategic objectives and the primary and secondary deliverables.



The Main Administration (Emmanuel Adow Obeng Building)

STRATEGIC THEME 1: Build Resilient Teaching and Learning Culture

- 1.1 Develop resilience into the curricula
- 1.2 Enhance ICT integration and expand online teaching and learning
- 1.3 Integrate design and system thinking into the curriculum
- 1.4 Enhance the dynamic frameworks to provide a holistic teaching and learning
- 1.5 Enhance physical environment conducive for teaching and learning
- 1.6 Reinforce diagnostics, formative and summative assessments
- 1.7 Enhance postgraduate programmes delivery
- 1.8 Intensify the design and delivery of Continuous Professional Development programmes
- 1.9 Strengthen the engagement of Industry in curriculum development and delivery
- 1.10 Enhance the delivery of distance, sandwich and off campus programmes



New Lecture Theatre at the North Campus

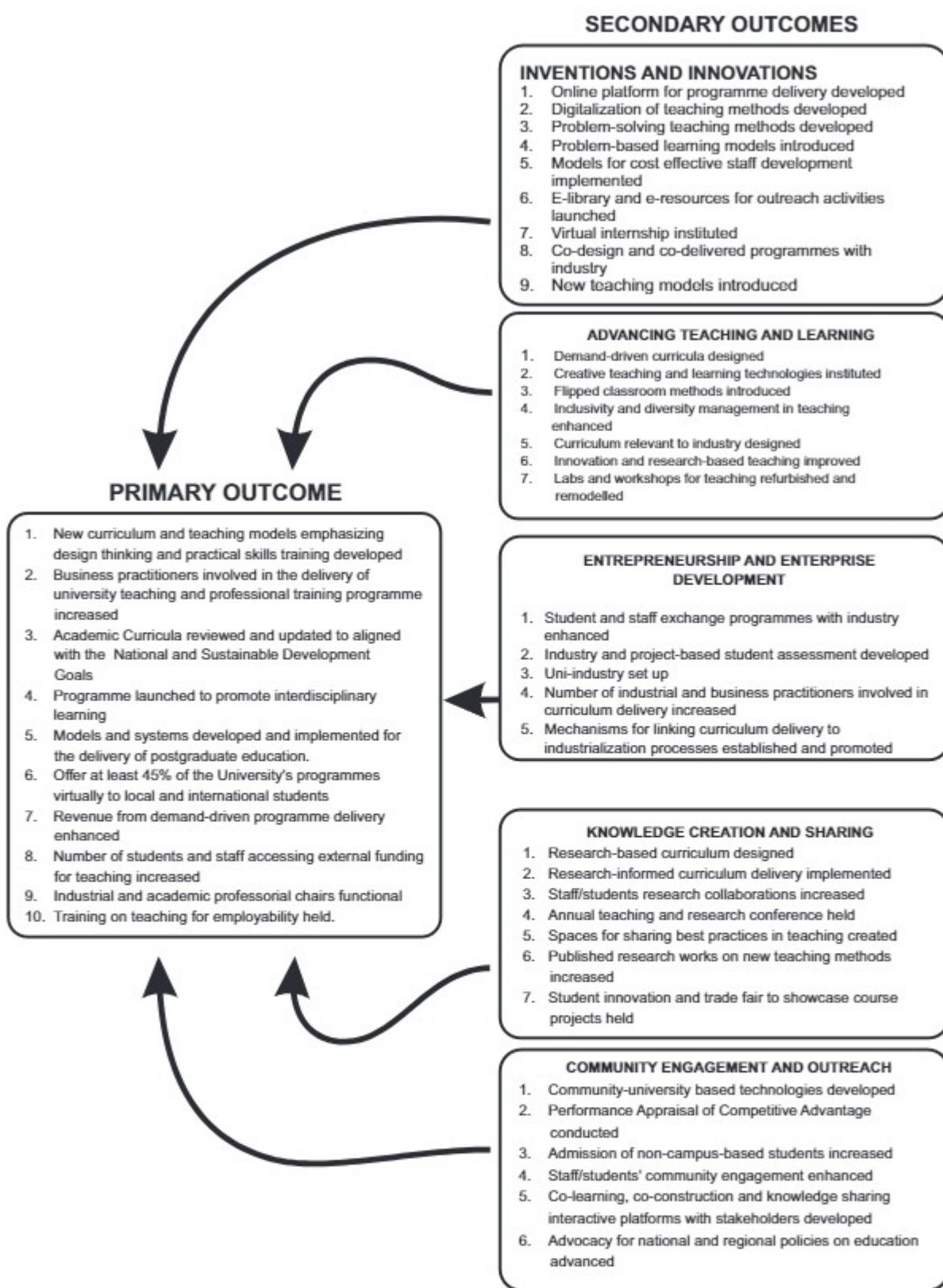


Figure 2. Objectives, Primary and Secondary Outcomes for Strategic Theme 1

STRATEGIC THEME 2: Promote Entrepreneurship and Enterprise Development Culture

- 2.1 Develop curricula that incorporate entrepreneurship into teaching and learning
- 2.2 Equip staff and students with intrapreneurial skills
- 2.3 Strengthen industry-academia collaboration
- 2.4 Commercialise research findings
- 2.5 Nurture and grow students, staff, and community start-ups
- 2.6 Engage state agencies and private sector to further entrepreneurship drive
- 2.7 Support the growth and expansion of existing campus enterprises and IGUs



Water Processing Plant for the UCC Enterprises Limited

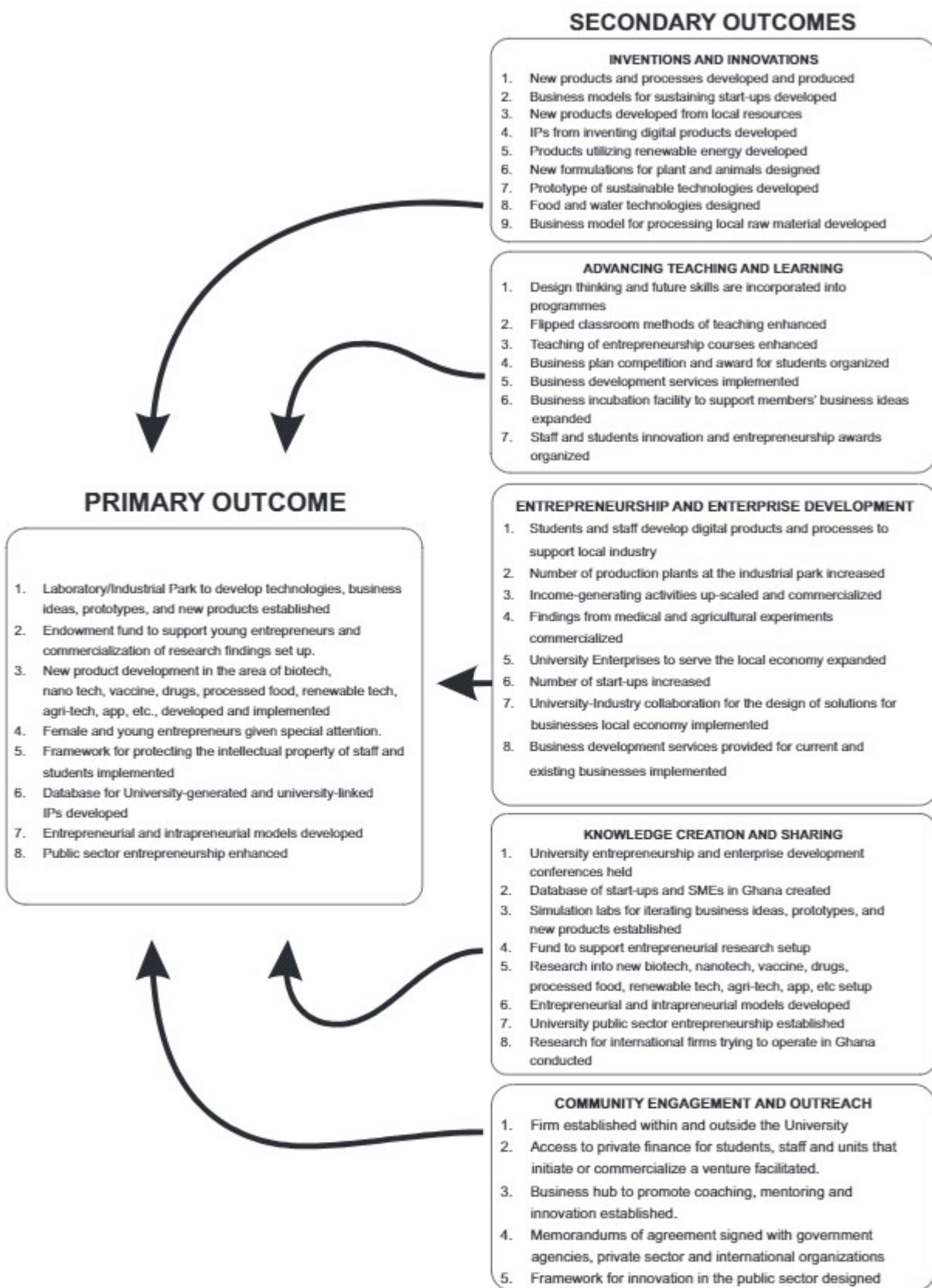


Figure 3. Objectives, Primary and Secondary Outcomes for Strategic Theme 2

Theme 3: Enhance International Visibility and Diversity of the University

- 3.1 Strengthen and deepen students and staff internationalisation
- 3.2 Diversify international student base
- 3.3 Enhance and broaden the University presence in Africa
- 3.4 Market the University's programmes globally
- 3.5 Forge linkages with top-ranked Universities
- 3.6 Preserve the University's multiculturalism
- 3.7 Enhance service delivery for international students and staff



Cross-section of International Students at a Discussion

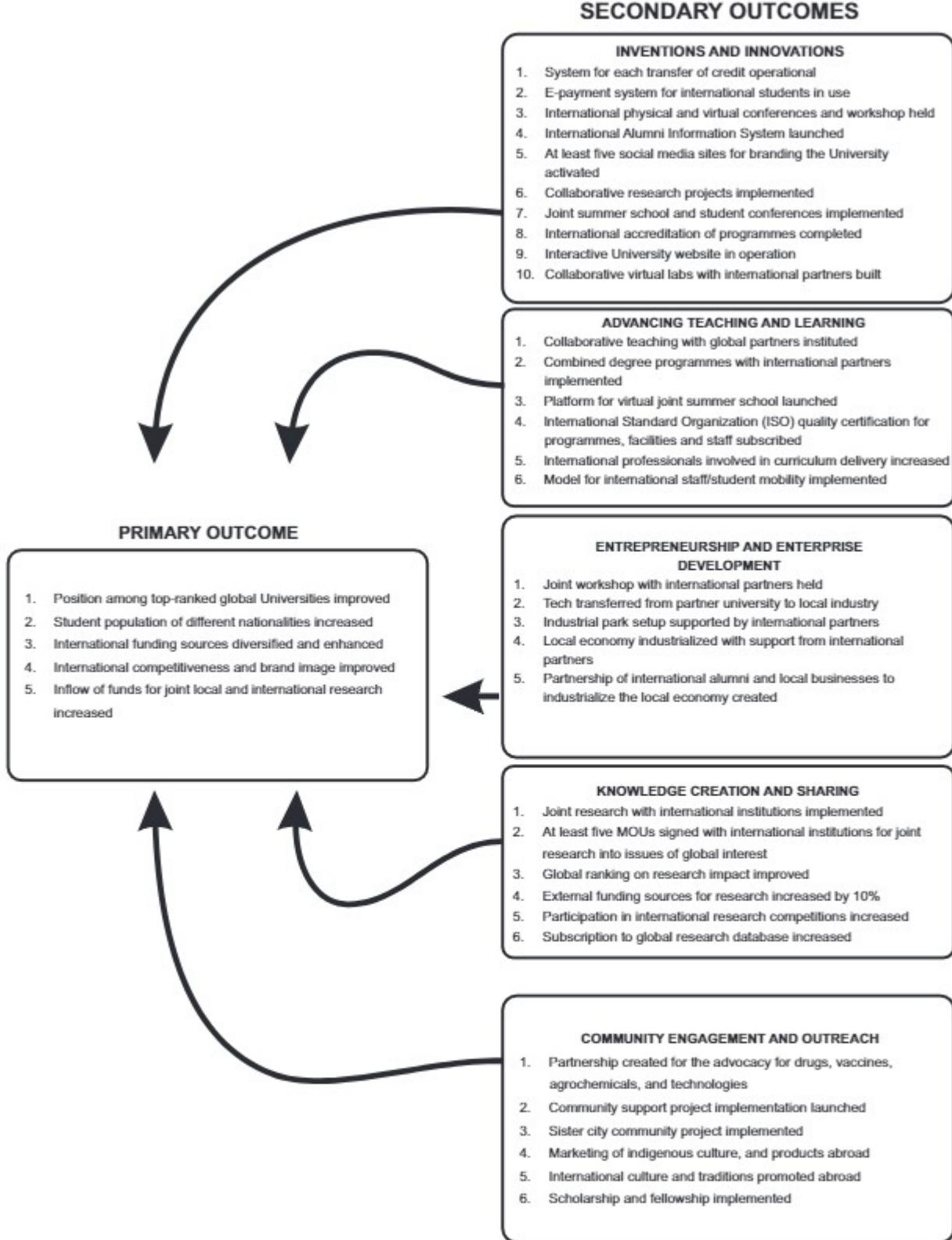


Figure 4. Objectives, Primary and Secondary Outcomes for Strategic Theme 3

STRATEGIC THEME 4: Promote Responsible Research, Innovation and Knowledge Transfer

- 4.1 Promote world-class research of local, regional and global significance
- 4.2 Promote knowledge transfer for social transformation
- 4.3 Promote effective implementation of the UCC research agenda
- 4.4 Secure sustainable funding for Research and Development
- 4.5 Improve upon industry-academia collaboration and knowledge transfer
- 4.6 Apply cluster concepts to stimulate well-funded sustainable research
- 4.7 Increase the impact, range, and significance of research collaboration with external partners



DIRECTORATE OF RESEARCH,
INNOVATION AND CONSULTANCY

RESEARCH
AGENDA

2023 - 2027



THEME:

Transdisciplinary Research and Innovation for
Sustainable Development in a Changing World

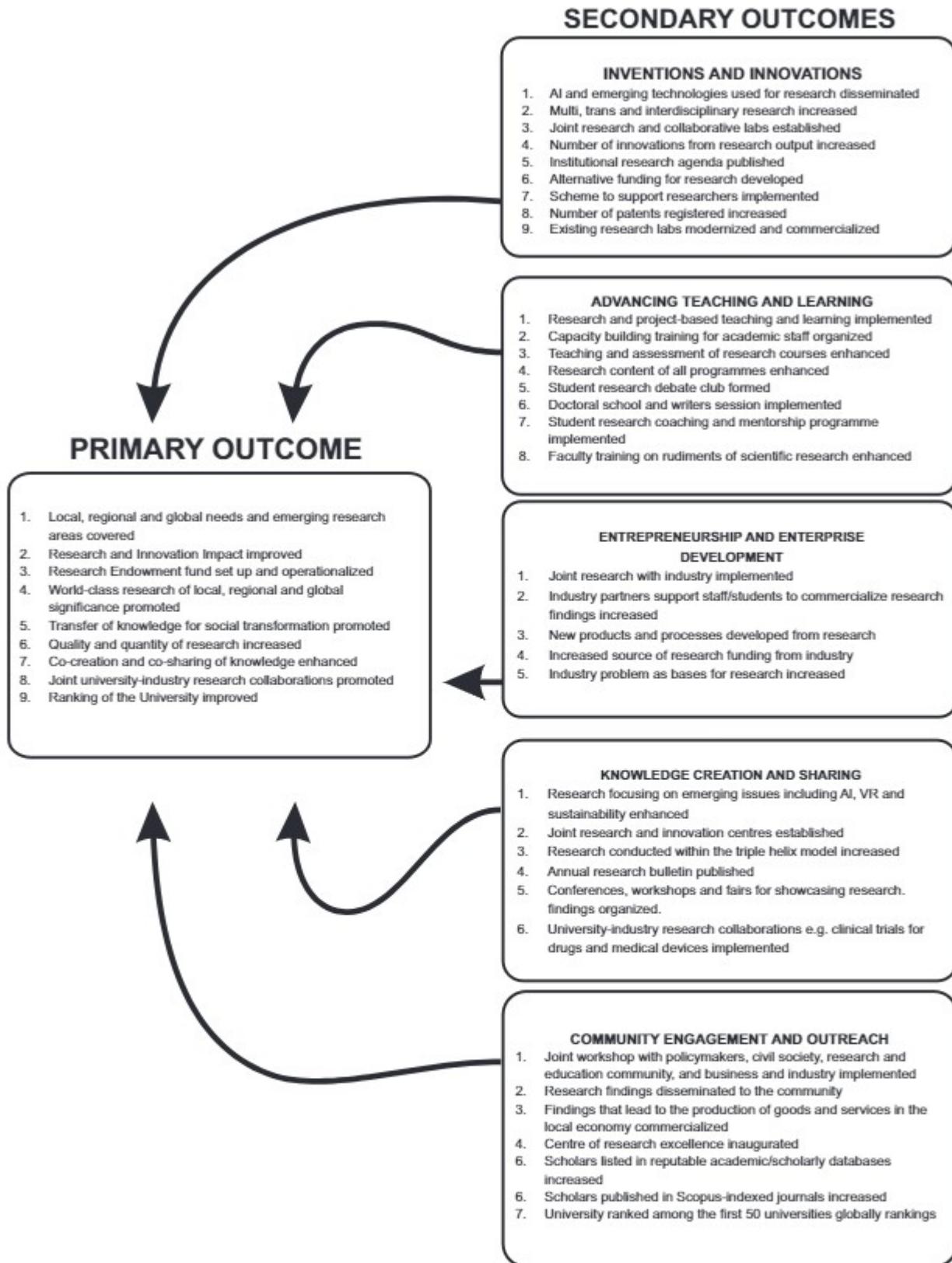


Figure 5. Objectives, Primary and Secondary Outcomes for Strategic Theme 4

STRATEGIC THEME 5: Promote Sustainable Investment and Financial Management

- 5.1 Promote sustainable budgeting
- 5.2 Enhance fund-raising and income-generating activities
- 5.3 Intensify the investment drive of the University
- 5.4 Enhance the automation of financial, accounting and procurement activities
- 5.5 Enhance fiscal discipline and audit compliance measures



UCC GOIL Service Station

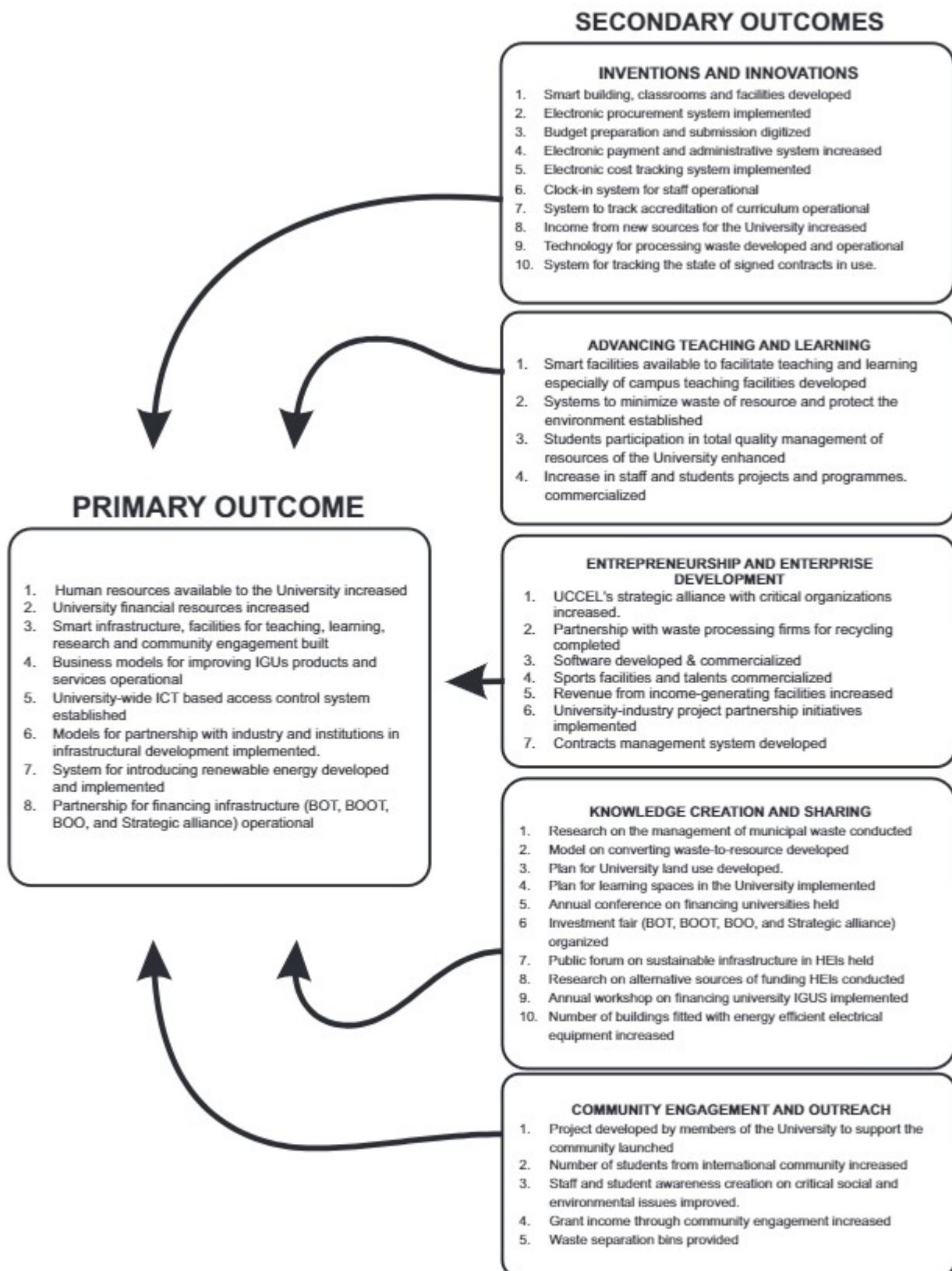


Figure 6. Objectives, Primary and Secondary Outcomes for Strategic Theme 5

STRATEGIC THEME 6: Re-engineer Student Support Services

- 6.1 Enhance Student's welfare and support services
- 6.2 Enhance support services for students with Special Educational Needs and Disabilities
- 6.3 Improve upon Health Support Services
- 6.4 Enhance Library Support Services for students
- 6.5 Enhance sports, entertainment, social and religious activities
- 6.6 Enhance the provision of all other academic-related services



Cross-section of Students ant the UCC Mail Library

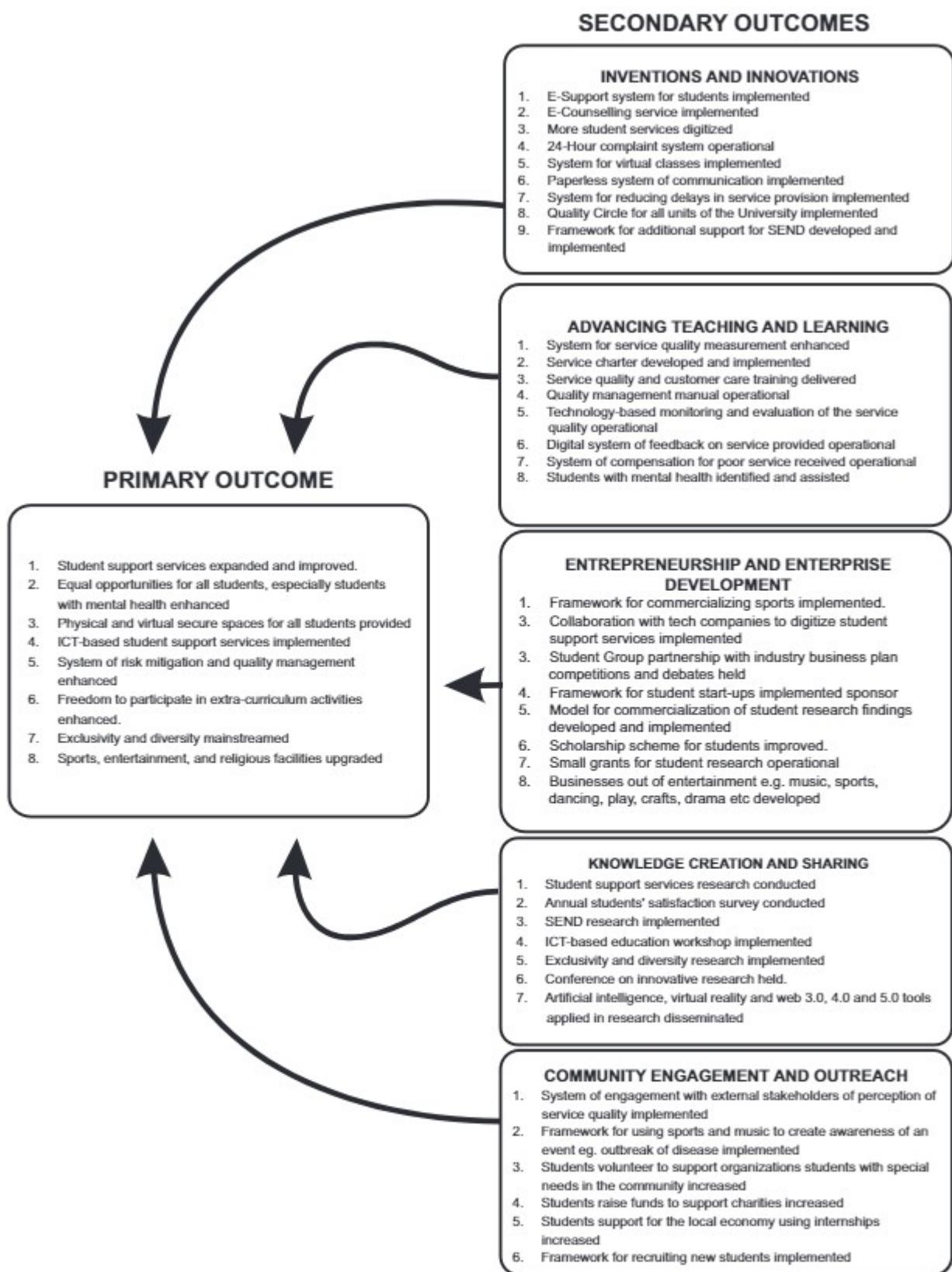


Figure 7. Objectives, Primary and Secondary Outcomes for Strategic Theme 6

STRATEGIC THEME 7: Re-engineer Staff Support Services

- 7.1 Design a human resource training and development strategy that supports teaching and research
- 7.2 Enhance the recruitment and professional development of staff
- 7.3 Enhance human resource efficiency and productivity
- 7.4 Improve health support services
- 7.5 Strengthen library support services to staff and public
- 7.6 Enhance other support services (sports, entertainment, and religious activities)
- 7.7 Improve staff welfare and motivation



New Staff Office Complex - Science Annex

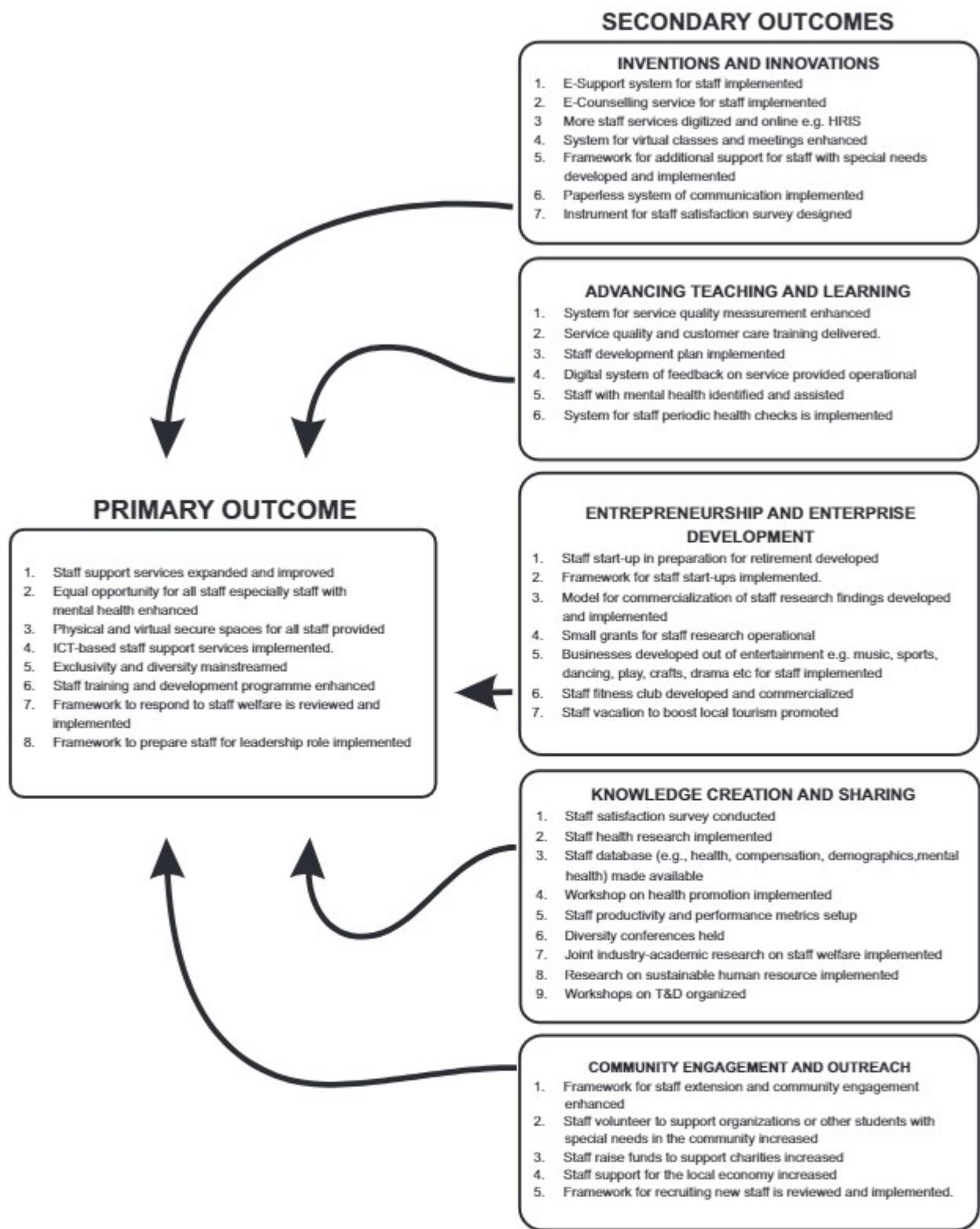


Figure 8. Objectives, Primary and Secondary Outcomes for Strategic Theme 7

STRATEGIC THEME 8: Promote Effective Leadership and Corporate Governance

- 8.1 Promote accountability and transparency
- 8.2 Promote effective leadership
- 8.3 Enhance digitalization of the University's administrative process
- 8.4 Strengthen the collegiate system
- 8.5 Enhance risk management and quality systems
- 8.6 Enhance strategic communication and community engagement of the University
- 8.7 Re-engineer institutional internal and external compliance systems



Inner Parameter of the University of Cape Coast Main Administration

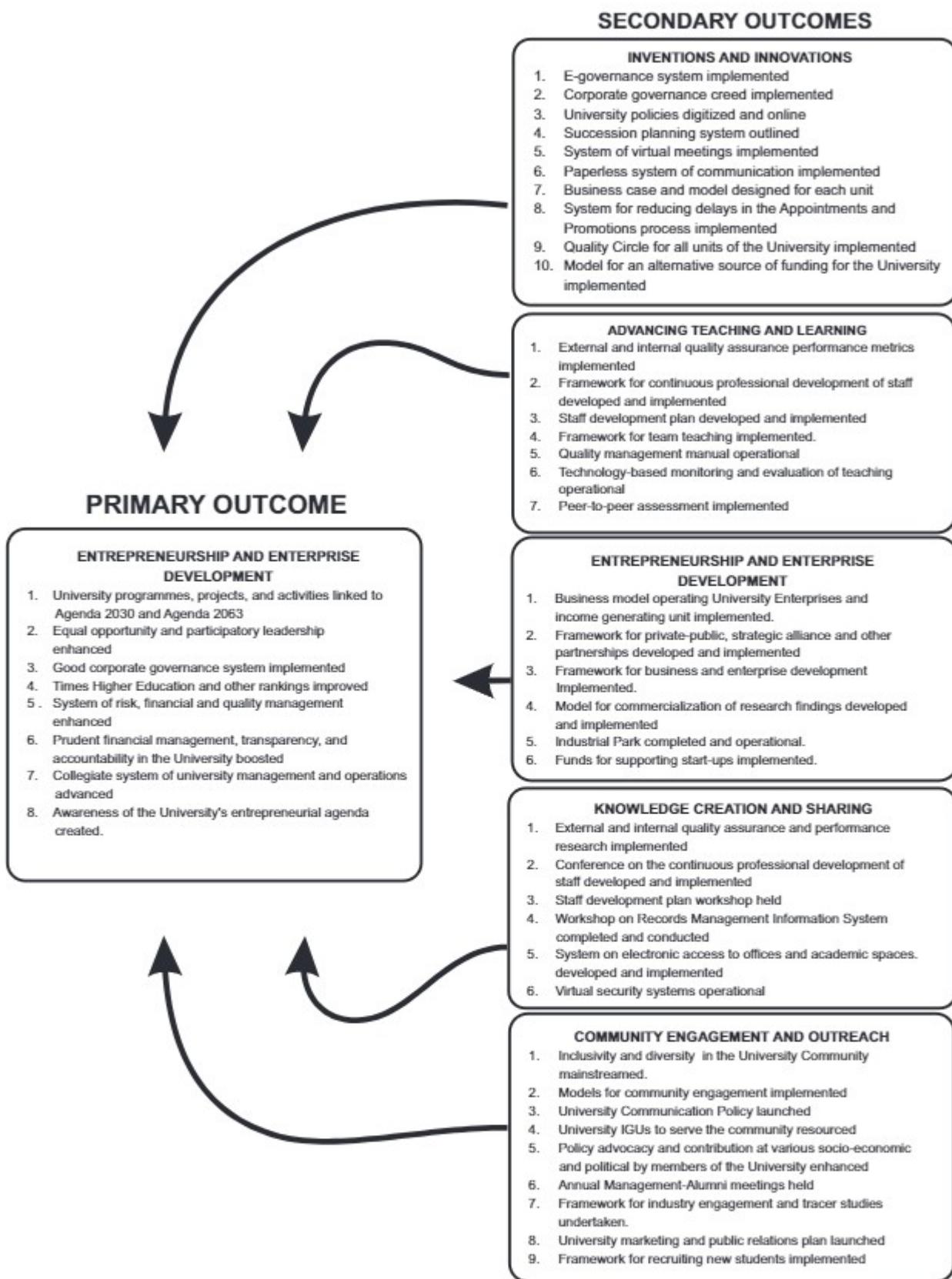


Figure 9. Objectives, Primary and Secondary Outcomes for Strategic Theme 8

STRATEGIC THEME 9: Promote Sustainable Environmental and Physical Infrastructural Development

- 9.1 Promote environmental sustainability practices
- 9.2 Develop an infrastructural plan
- 9.3 Create smart infrastructure
- 9.4 Plan facility maintenance
- 9.5 Improve upon ICT infrastructure
- 9.6 Improve upon digital infrastructure
- 9.7 Strengthen monitoring and evaluation of project and resource use



UCC Avenue Road

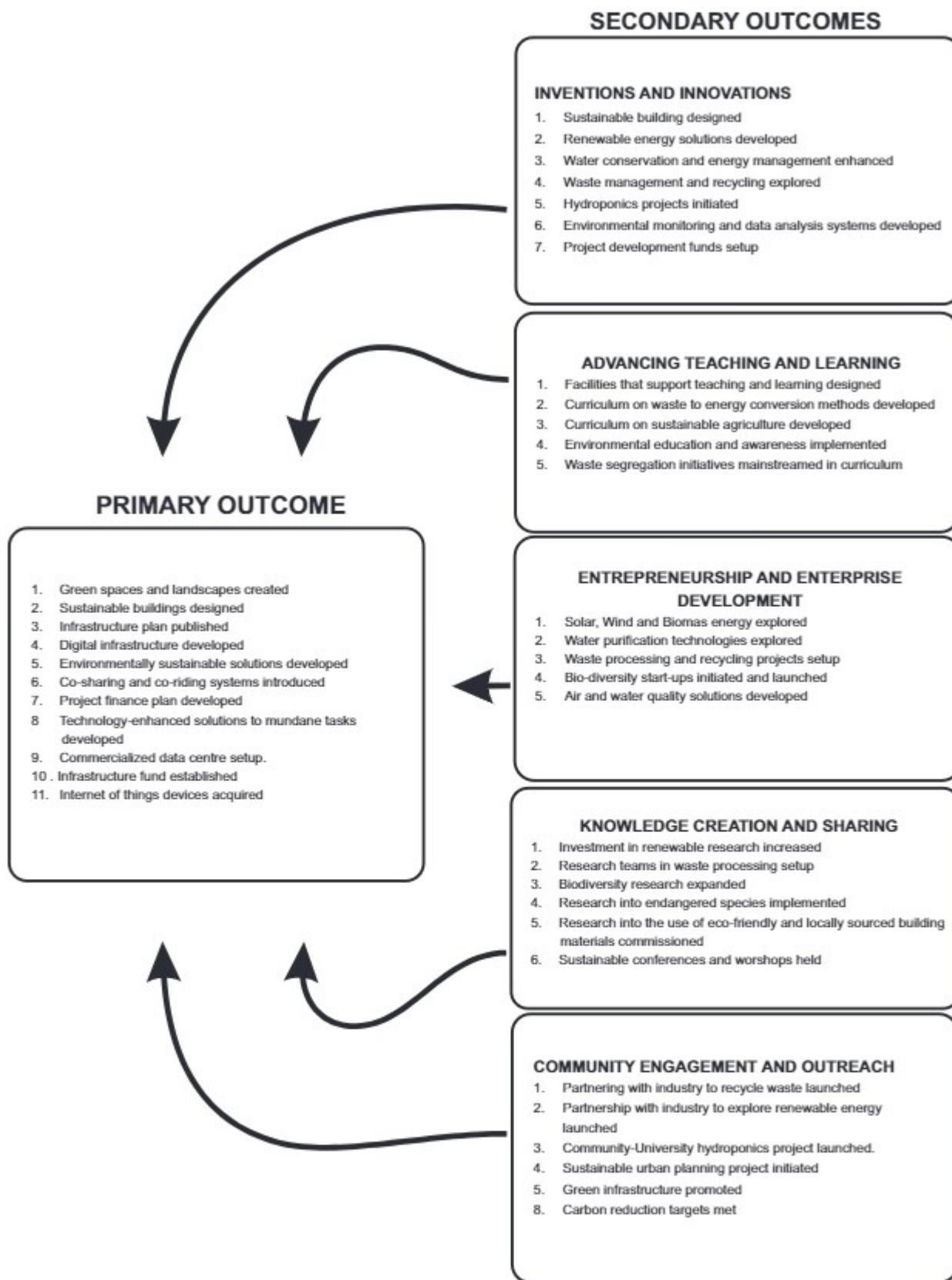


Figure 9. Objectives, Primary and Secondary Outcomes for Strategic Theme 9

IMPLEMENTATION STRATEGIES

1. The Implementers of the Plan

The 2023-2027 Corporate Strategic Plan is the fourth for the University in the last two decades. The Plan guides activities of the University for five years. The strategic themes provide direction for projects, programmes and initiatives of the University. Like the implementation of its previous strategic plans, annual budgets for the University are based on the key actions and activities in the Plan. The implementation of the Plan is the collective responsibility of all members of the University. The responsibility and accountability for implementation are distributed as follows:

1.1 University Council

The Chairman of Council shall ensure that the business of Council and the University is conducted in line with the themes in the Strategic Plan. He or she will periodically request the Vice-Chancellor to furnish Council with an update on the state of implementation of the Plan.

1.2 Office of the Vice-Chancellor

The ultimate responsibility and accountability for implementation rests with the Vice-Chancellor in collaboration with the Registrar. The Strategic Plan shall be the guidebook for the Vice-Chancellor to administer the University. As an implementation strategy, projects, programmes and budget emanating from the Vice-Chancellor and his Office must be traced to the Strategic Plan.

1.3 Office of the Registrar

The Registrar has the primary responsibility for the implementation of the Plan. Activities, programmes and projects from the Registry should be traced to the Strategic Plan.

1.4 Colleges

At the College level, the Provost shall be the holder of the Plan. The College's vision, mission, programmes and plans should follow the Strategic Plan. The Provost of a College, from time to time, should report to University Management on the progress and strategy for implementing the Plan. Similarly, it is expected that estimates of expenditure and revenue of a College shall be traced to the Plan. The College Registrar (CR) and College Finance Officer (CFO) are equally responsible for the implementation of the Plan. The CFO will ensure the alignment of budgeted items to the Plan. The College Management Team will be responsible for the implementation of the Plan at the College.

1.5 The University Library

The University Librarian shall be the holder of the Plan at the Library. All projects and programmes of the main and auxiliary libraries shall reflect the actions and activities of the various themes in Plan.

1.6 Directorates

At the Directorate level, the Director shall be the holder of the Plan. Programmes, projects and initiatives by the Directorates should reflect the actions and activities of the various themes in the Plan.

The expected roles of Directors in the implementation of the plan are as follows:

1. **Director of Finance** shall be responsible for aligning income and expenditure of the University to the Plan. The Director shall provide direction and advice on the financial implications and requirements of the Plan.
2. **Director of Internal Audit** shall be responsible for checking if the budget and activities align with the Plan.
3. **Director of Human Resources** shall ensure that human resource issues in the Plan are implemented.
4. **Director of Physical Development and Estate Management** shall ensure that the necessary smart infrastructure is developed or managed in-line with the activities and provisions in the Plan.
5. **Director of Academic Planning and Quality Assurance** shall monitor, evaluate, and control the implementation of the activities in the Plan, especially if it bothers on quality and continuous improvement.
6. **Director of Research, Innovation and Consultancy** shall be responsible for the implementation of the research and innovation aspect of the Plan.
7. **Director of Public Affairs** shall be responsible for the visibility and communication aspect of the Plan.
8. **Director of Consular and General Services** shall be responsible for the provision of general and specialised services in the implementation of the Plan.
9. **Director of Information and Communication Technology Services** shall be responsible for providing the ICT support services for the implementation of the plan.

10. Director of Academic Affairs shall be responsible for the implementation of academic policies and management of academic programmes in the Plan.

11. Director of University Health Services shall be responsible for implementing all health and health related issues in the Plan.

1.7 Schools/Faculties

The Dean shall be responsible for the implementation of the Plan at Faculty/School level. The Dean is the primary implementer of the Plan in the faculty/school. The Dean is expected to periodically report to the School/Faculty Board the extent to which the Plan is being implemented. Similarly, she or he is expected to report to the College Management on their progress with the implementation of the Plan.

1.8 Office of the Dean of Students

The Dean shall be responsible for the implementation of the Plan in the Office of the Dean of Students. The Dean shall do this in collaboration with the President of Graduate Students' Association of Ghana (GRASAG), President of the Students' Representative Council (SRC) and other students' bodies and relevant units.

1.9 Departments

Heads of Department are primary implementers of the Strategic Plan in the Departments. They are expected to periodically report to the School/Faculty the extent to which the Plan is being implemented in the Department.

1.10 Teaching and Research Staff

In the spirit of collectivism, all teaching and research staff are expected to integrate activities in the Strategic Plan into their teaching and research. It is expected that they incorporate resilience in their syllabi and carry out responsible research, as contained in the Strategic Plan. Teaching and research staff are critical in the implementation of the Plan.

1.11 Non-Teaching Staff

The non-teaching staff provide the necessary services to ensure the Plan is effectively implemented within all sections of the University. Non-teaching staff are extremely essential in the implementation of the Plan.

1.12 Strategy Monitoring, Analysis and Review Team

The Directorate of Academic Planning and Quality Assurance (DAPQA) shall be responsible for the coordination of the implementation, monitoring, and evaluation of the Plan. DAPQA shall work with the Strategy Monitoring, Analysis and Review Team (SMART) appointed by the Vice-Chancellor. The members of the SMART consist of the following:

1. Director of DAPQA
2. College Quality Assurance Officers
3. Representative from Strategic Plan Development Committee
4. Director of Finance or Representative
5. Director of Human Resource or Representative
6. Director of Consular and General Services or Representative
7. Dean of Students or Representative
8. Senior Assistant Registrar/Assistant Registrar – Secretary

Among other roles, as will be required by University Council and Management, the Strategy Monitoring, Analysis and Review Team shall:

1. Liaise with Management to ensure that activities of the University align with the themes and actions in the Plan
2. Monitor and provide quarterly reports to University Management on the implementation of the Plan
3. Build an information management system to track outcomes of the Plan.
4. Facilitate a mid-period review of the Plan
5. Facilitate an independent end-of-period review, and
6. Undertake any other responsibility associated with the Plan, which will be identified by the holder

1.13 Schedules for Monitoring and Evaluation

The following schedules for implementation, monitoring and evaluation shall be followed:

1. All Colleges, Directorates, Faculties, Schools, Institutes, Departments, Centres, Units, and Sections shall prepare Annual Plan prior to the beginning

- of the next year using the template at Appendix II. Copies of the plan shall be submitted to SMART.
2. Quarterly reports from the various entities (i.e., Colleges/Directorates) shall be submitted to the Vice-Chancellor through DAPQA
 3. All entities shall conduct quarterly annual assessment of their implementation of the operational plan developed based on the University's Strategic Plan. The assessment report shall be submitted to the Vice-Chancellor through DAPQA
 4. The reports shall also be submitted to the Planning and Resources Committee
 5. Mid-period review of implementation shall be conducted in the middle of 2025
 6. End-of-period evaluation shall be conducted by an independent body in the third quarter of 2027. The outcome of the evaluation shall feed into the development of the next Plan.

CONCLUSION

Global, regional, and national events, including the novel coronavirus pandemic, have had a significant impact on teaching and learning. Furthermore, there is a social call on universities to train job creators and not job seekers. This enjoins universities to re-think their roles in the socio-economic development of their countries. The University of Cape Coast intends to incorporate entrepreneurship, digitization, internationalisation, and diversity into its activities. The Plan covers the results of the environmental scan, including the interests and power of stakeholders, the institutional strengths, challenges, opportunities, and threats.

In line with the University's vision, mission and core values, appropriate strategic themes and key actions have been outlined to support the objectives and priorities of the University. It is expected that the implementation of the corporate themes will help the University maintain its competitive position, growth and survival.

APPENDIX I

Theme1: Build Resilient Teaching and Learning Culture

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Source of Funding | Budgeted Amount (GHS) |
|-----|---------------------------------------|---|---|----------|--|--|---|-----------------------|
| 1.1 | Develop resilience into the curricula | VC, PVC, IUR, Dof, DRIC Provosts, DAA, DosF, DSGS, DAPQA, DCTS, HoDs | <ul style="list-style-type: none"> Train academic staff to build resilient curricula Design curricula to include optional courses Deploy innovative learning methods including sport and physical activity to develop students' capacity for effective problem-solving and resilience Integrate 21st-century core competencies and skills in the curricula across disciplines | 2026.M12 | <ul style="list-style-type: none"> At least a quarter of academic staff trained to build resilience curricula per annum. Optional courses included in at least 60% of programmes registered by students At least 50% of programmes use innovative learning methods All new and existing curricula has 21st century skills incorporated At least 90% of curriculum design and redesign are based on market surveys. A minimum of 95% of existing curricula revised to incorporate resilience At least 90% of curricula revised Conduct market surveys to identify societal needs in curriculum design Review and revise existing curricula to incorporate resilience Regularly review and update (or overhaul) curriculum Undertake programme deletion process for non-performing and redundant programmes Develop a tool for classroom scheduling and allocation | <ul style="list-style-type: none"> Attendance sheet from training session A copy of registered optional courses by students A report of a completed project using design thinking/ innovation approach/ Pictures of innovation centres A copy of programme curricula Copy of the market survey Copies of existing revised curricula Students' appraisals reports Report on retire redundant programmes | <ul style="list-style-type: none"> Students' Fees and Charges GoG Internally Generated Funds Other sources | GHS200,562,500 |

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Source of Funding | Budgeted Amount (GHS) |
|-----|---|---|---|-----------|---|---|---|-----------------------|
| 1.2 | Enhance ICT integration and expand online teaching and learning | VC, PVC, UR, Dof Provosts, DICTS, Dosf, DAPQA, ULib, HoDs, DCTS, DSGS | <ul style="list-style-type: none"> Establish a long-term policy and guidelines for online learning Organise training for the provision of online learning Develop technological capabilities for online assessment Organise training on online assessment Provide ICT support and software for teaching and learning Strengthen the Centre for Teaching Support to enhance ICT Integration in teaching Set up a resilient ICT infrastructure | 2025: M12 | <ul style="list-style-type: none"> One Policy and one Guideline for online learning developed At least 80% of lecturers trained in the use of online learning and assessment A minimum of one software installed to aid teaching and learning in a Department Increase the budget for Centre for Teacher Support by five percent Increase the budget for ICT infrastructure by at least 10% annually | <ul style="list-style-type: none"> Policy document Signed attendance sheet from the training Report from the design organised training session Pictures of installed software/supports for teaching and learning Pictures/flyers of CTS awareness creation. Pictures from the infrastructure site | <ul style="list-style-type: none"> Students' Fees and Charges GoG Internally Generated Funds Other sources | GH¢ 50,117,500 |
| 1.3 | Integrate design and systems thinking into the curriculum | VC, PVC, UR, Dof Provosts, DICTS, Dosf, DAPQA, DCTS, HoDs, SGs | <ul style="list-style-type: none"> Incorporate design and systems thinking into programmes Train faculty on design and system thinking in curriculum delivery Leverage on existing partnerships to incorporate robotics and model building Enhance learning through enterprise projects | 2024:M12 | <ul style="list-style-type: none"> At least 50% of programmes has design and systems thinking incorporated A minimum of 50% of staff trained in design thinking Curriculum delivery At least 10% of curricula incorporates robotics and models A minimum of 50% of programmes incorporate enterprise projects in their delivery | <ul style="list-style-type: none"> Approved revised academic programme documents Training reports Signed partnership documents Evaluation reports from enterprise business fairs | <ul style="list-style-type: none"> Students' Fees and Charges GoG Other source | GH¢ 1,562,500 |

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Source of Funding | Budgeted Amount (GHS) |
|-----|--|--|---|-----------|--|---|--|-----------------------|
| 1.4 | Enhance dynamic frameworks to provide a holistic teaching and learning | VC, PVC, UR, Dof Provosts, DICT, DoSF, DAPQA, DCTS, HODs SGS | <ul style="list-style-type: none"> Create accessible channels (e.g., counselling) for students to seek support Enhance academic support for students, particularly for the SEND Encourage integrated work-based learning curricula Provide guidelines for the development of work-based study units, learning outcomes and assessment Provide training for academics and industry mentors engaged in work-based learning Create administrative structure and personnel to support work-based learning (WBL) | 2024: M12 | <ul style="list-style-type: none"> One Counselling and student support unit established in each College At least 10% of SEND access academic support trained in work-based learning One Guideline for work-based study developed per department At least one training programme for academics and industry mentors engaged in work-based learning (WBL) organised in a semester One staff appointed to support work-based learning At least three rewards/recognition for teaching excellence established in every College | <ul style="list-style-type: none"> Letters of appointment of Counselling Officers Images from the impaired students' tutoring centre/ Student assessment report Copies of training attendance sheet Copies of work-based study-unit guidelines available at Registry Training reports for academics and mentors available at the Registry. Images of administrative structure built Copies of updated programmes available. Images of reward ceremony available at the registry | <ul style="list-style-type: none"> Students' Fees and Charges GoG Other sources | GH¢ 80,325,000 |

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Source of Funding | Budgeted Amount (GHS) |
|-----|---|--|--|----------|---|---|---|-----------------------|
| 1.5 | Enhance physical environments conducive for teaching and learning | VC, PVC, UR, DofF Provosts, DoSF, DAPQA, DCTS, HODs, DPDEM, DSGS | <ul style="list-style-type: none"> Expand and maintain green spaces of the University Enhance and increase the digitization of security on campus Create more study areas that encourage self-directed learning and collaborative learning Design and layout classroom to reduce distraction Train facility designers of the University to adapt to design Complete on-going regional study centres for the University's distance education programmes Increase investment in comfortable teaching spaces of high quality for both students and faculty | 2026:M12 | <ul style="list-style-type: none"> At least 70 percentage of campus greened A minimum of 25% of campus spaces installed functional CCTVs. At least 50% of teaching spaces upgraded for self-directed and collaborative learning At least 30% of classrooms re-engineered One training session held annually for facility designers Fifty percent (50%) of study centres in progress completed Increase in investments in teaching and learning spaces by at least 10% annually | <ul style="list-style-type: none"> Report on greening project Images of installed CCTVs Report on completed learning spaces from DPDEM /Report from on the completed self-directed learning spaces Report of the training session Site inspection report of study centres in the other regions Budgetary document | <ul style="list-style-type: none"> Students' Fees and Charges GoG Other Internally Generated Funds | GHS 74,500,000 |
| 1.6 | Reinforce diagnostic, formative and summative assessments | VC, PVC, UR Provosts, DoSF, DAPQA, DCTS, HODs | <ul style="list-style-type: none"> Introduce diagnostic assessment system Design a system to track informal feedback on assessment from students and staff Provide training on comprehensive assessment development and implementation | 2024:M12 | <ul style="list-style-type: none"> At least 50% of programmes have diagnostic assessment system System for tracking informal feedback on assessment operationalized A minimum of 50% of staff trained on comprehensive assessment | <ul style="list-style-type: none"> Copy of diagnostic assessment guideline Report on informal feedback on assessment Training report | <ul style="list-style-type: none"> Students' Fees and Charges Donor Funded Projects | GHS 5,620,500 |

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Source of Funding | Budgeted Amount (GH₵) |
|-----|---|--|--|----------|---|--|--|-----------------------|
| 1.7 | Enhance postgraduate programmes delivery | VC, PVC, UR, DoF, Provos, DAA, DoSF, DAPQA, DCTS, HoDs, DSGS | <ul style="list-style-type: none"> Expand postgraduate research training Increase mentorship for postgraduate students Develop more demand-driven postgraduate programmes Expand the SGS writers' workshop sessions Initiate post-doctoral programmes and fellowships Expand joint doctoral programmes | 2025: M1 | <ul style="list-style-type: none"> Increase research training for postgraduate students by 25% yearly Increase the number of postgraduate students mentored by 20% Increase demand-driven doctoral programmes by 20% per college Increase SGS writers' workshop by 50% Develop at least two post-doctoral programmes with fellowships introduced per college Introduce at least three joint doctoral programmes per a college | <ul style="list-style-type: none"> SGS report on training assigned to students Copies of new accredited doctoral programmes SGS Writers' workshop report Admission letters of post-doctoral students Accredited joint doctoral programmes | <ul style="list-style-type: none"> Students' Fees and Charges Donor Funded Project | GH₵ 69,375,000 |
| 1.8 | Intensify the design and delivery of Continuous Professional Development programmes (CPD) | UR, DoF, Provos, DAA, DoSF, DHR, DAPQA, DCTS, HoDs | <ul style="list-style-type: none"> Develop CPD programmes Offer CPD to staff Expand short, part-time and online courses Identify and mainstream relevant professional bodies where staff are affiliated Offer CPD to identified professional bodies | 2025: M1 | <ul style="list-style-type: none"> Develop at least two CPD programmes per college At least 10% of staff participated in CPD Identify and mainstream at least five professional bodies per annum Increase participants who access CPD courses by 5% per annum | <ul style="list-style-type: none"> Approval and enrolment records of CPD courses Staff CPD training reports Report of registered courses from Directorate of Academic affairs Report from affiliated bodies Copies of CPD designs | <ul style="list-style-type: none"> Students' Fees and Charges Other Internally Generated Fund Donor Funded Projects | GH₵ 104,145,000 |
| 1.9 | Strengthen the engagement of industry in curriculum development and delivery | VC, PVC, UR, DoF, Provos, DAA, DoSF, HoDs, SGS | <ul style="list-style-type: none"> Embed industry knowledge in the learning experience Promote dialogue with industry through strategic advisory groups and MoUs Incorporate industrial visits as part of curriculum delivery Conduct stakeholder consultation in curriculum development | 2025: M1 | <ul style="list-style-type: none"> At least 10% of programmes embed industry learning experience in their delivery Sign at least one MoU with industry players to support industry learning experience per College At least 50% of programmes incorporate industrial visits delivery. At least one stakeholder consultations conducted yearly | <ul style="list-style-type: none"> Reports of industry stakeholders' engagement meetings Signed MoU documents Minutes of the meeting of strategic advisory boards Reports from stakeholder meetings | <ul style="list-style-type: none"> Students' Fees and Charges Other Internally Generated Fund Donor Funded Projects | GH₵ 56,140,000 |

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Source of Funding | Budgeted Amount (GH¢) |
|------|--|--|--|----------|---|---|--|-----------------------|
| 1.10 | Enhance the delivery of distance, sandwich and off-campus programmes | VC, PVC, UR, DofF, Provos, HoDs, HoPs, DICTS, ULib | <ul style="list-style-type: none"> • Deploy virtual technologies in delivering off-campus programmes • Create smart satellite campuses for delivery of distance programmes • Edit, digitise and upload teaching and learning materials (TLMs) • Install video conferencing equipment at satellite campuses • Connect satellite campuses to the main library e-resources • Train staff in the use of virtual technologies • Admit local and international students to pursue programmes online. • Employ instructional and graphic designers to support the online module development. • Review the policy on delivering programmes or courses completely online | 2024-M12 | <ul style="list-style-type: none"> • At least 70% of distance and sandwich programmes delivered using virtual technologies. • One smart satellite campuses set per annum. • Distance education teaching and learning material edited, digitised and uploaded online • At least one satellite campus installed with video conferencing equipment per annum • At 50% of lecturers trained on the use of virtual tech. • All satellite campuses connected to the main library e-resources • At least 50 international students enrolled on online programmes • At least 5 instructional and graphic designers employed | <ul style="list-style-type: none"> • Report on students' assessment of courses • Pictures of operational smart satellite campuses available at the Registry. • Thirty percent (30%) of edited and digitised TLMs are available online • Pictures of the smart satellite campuses installed available at the Registry • Evidence of students' access to UCC online e-resources on these satellite campuses. • Attendance sheet of training on virtual tech available at the Registry. • List of enrolled local and international online students • Employment letters for at least five (5) instructional and five (5) graphic designers issued. | <ul style="list-style-type: none"> • Students' Fees and Charges • Other Internally Generated Fund • Donor Funded Projects | GH¢ 64,613,000 |

*VC – Vice-Chancellor; PVC – Pro Vice-Chancellor; DAA – Director of Academic Affairs; DoSF – Dean of School/Faculty; DSGS – Dean of School of Graduate Studies; DAPQA – Director of DAPQA; DCTS – Director of CTS; HoDs – Heads of Departments; ULib – University Librarian; UR - University Librarian; HoPs – Heads of Human Resources; HoPs – Heads of Programmes.

Theme 2: Promote Entrepreneurship and Enterprise Development Culture

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Sources of Payment | Budgeted Amount (GH₵) |
|-----|--|---|---|-----------|--|--|---|-----------------------|
| 2.1 | Develop curricula that incorporate entrepreneurship into teaching and learning | VC, PVC, UR, DoF, DAA, Provoits, DoSF, HODs, DAPQA, DSGS | <ul style="list-style-type: none"> • Review/design programmes that incorporate entrepreneurship courses. • Employ competency-based, flipped classroom and problem-based methods in the delivery of programmes. • Use project-based examination and assignment techniques for students' assessment. • Enhance the integration of industrial training, field trips and internships into programmes. | 2026: M12 | <ul style="list-style-type: none"> • Each curriculum has at least 10% entrepreneurship content. • At least five percent of programmes are delivered through competency-based teaching or a flipped classroom approach. • At least 30% of student assessments conducted using project-based methods • Students accumulate at least six months of industrial experience attained during their study. | <ul style="list-style-type: none"> • Copies of curricula available at DAA/Registry. • Copies, of course, outlines available at DAPQA. • Copies of assessment sheets available at the HODs' offices. • Copies of students' internship reports available at HODs' office | <ul style="list-style-type: none"> • Students' Fees and Charges • GoG • Donor Funded Projects | GH₵ 4,205,000 |
| 2.2 | Equip Staff and Students with entrepreneurial skills | VC, PVC, UR, DoF, Provoits, DoSF, HODs, DCESED, DDHub, DAPQA, T&D | <ul style="list-style-type: none"> • Train staff in corporate entrepreneurship • Create entrepreneurship and idea clubs in faculties and directorates • Mentor and coach students, staff and members of the community with ideas and start-ups physically and virtually. • Resource the University's Design Thinking and Innovation Hub to support entrepreneurship activities | 2026: M12 | <ul style="list-style-type: none"> • At least two workshops on corporate entrepreneurship organised for staff annually • At least one entrepreneurship and idea club (EIC) created per college • At least 20 students, 10 staff and 10 community members mentored and coached per annum • Increase annual budgetary allocation to D-Hub by 10% per annum. | <ul style="list-style-type: none"> • Annual training reports and attendance list • Copies of EIC meeting reports • Copies of reports on students, staff and community members coached • Copies of budget documents | <ul style="list-style-type: none"> • Students' Fees and Charges • Other • Internally Generated Funds • Development partners | GH₵ 168,500,000 |

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Source of Funding | Budgeted Amount (GH¢) |
|-----|--|---|--|----------|--|--|--|-----------------------|
| 2.3 | Strengthen industry-academia collaboration | VC, PVC, UR, DoF, Provosts, DoSF, HoDs, DCESED, DDHub, SGS, DAPQA, DCC | <ul style="list-style-type: none"> Collaborate with industry to organise annual entrepreneurship and innovation fair (Inno-Fair) Engage corporate bodies and the communities to identify and provide targeted solutions to their problems Establish uni-industry businesses Provide BDS to industrial partners as well as SMEs Organise career development seminars for staff and students Work to attract industry-funded MPhil/PhDs | 2024:M12 | <ul style="list-style-type: none"> Organize an annual entrepreneurship and innovation fairs [Inno-Fair] Organize one (1) community sensitisation programme on entrepreneurship per annum At least one (1) BDS SMEs/corporate organisations are organised bi-annually Organize at least two(2) career seminars annually for at least five percent of students At least five percent (5%) of MPhil/PhD students are industry-funded | <ul style="list-style-type: none"> Reports/samples flyers/adverts on Inno-fairs available at various offices of Directorate/HoDs of departments involved/Library Community records, pictures and reports on community activities Copies of sensitization reports Attendance sheet of career development seminar available at Registry Postgraduate students' enrolment list | <ul style="list-style-type: none"> Other Internally Generated Funds Development partners | GH¢ 21,094,200 |
| 2.4 | Commercialise research findings | VC, PVC, UR, Provosts, DoF, DoSF, HoDs, DCESED, SGS, DDHub, DAPQA HODs, PGRASAG, PSRC, PDESAG, DDPDEM, DRIC | <ul style="list-style-type: none"> Establish a one-stop laboratory Refurbish existing departmental laboratories Establish Industrial Park to develop technologies, business ideas, prototypes and new products Establish firms within and outside the University community Facilitate access to private finance for students, staff and units that initiate or commercialise a venture. Organise start-up investors' fair Engage industry partners in MPhil/PhD research Seek International Standard Organization (ISO) for labs | 2027:M12 | <ul style="list-style-type: none"> At least, one (1) one-stop laboratory established At least, 3 existing departmental laboratories are refurbished per annum At least one (1) industrial /technological park established At least one enterprise set up within or outside by the university bi-annually An endowment fund to support young entrepreneurs and commercialisation of research findings set up At least, one (1) annual investor meeting organised on campus At least, three (3) industry partners participated in MPhil/PhD viva examinations At least 50% of laboratories are ISO certified | <ul style="list-style-type: none"> Images from the commissioning of the one-stop laboratory Contract certificate for the establishment of the industrial/technological park available at DoF/DPDEM Project completion certificate Copies of policy on deeds of the establishment of endowment funds available at DoF Copies of beneficiary profiles available at DoF Viva report and attendance list showing industry partners to participation Copies of Lab ISO certificates displayed at labs | <ul style="list-style-type: none"> Other Internally Generated Funds Development partners Public Private Partnership | GH¢ 52,200,000 |

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Source of Funding | Budgeted Amount (GH¢) |
|-----|--|---|---|----------|--|---|---|-----------------------|
| 2.5 | Nurture and grow students', staff and community start-ups | VC, PVC, UR, Provosts, DoF, DoSF, HODs, DCESED, DD-Hub, DAPQA, PGRASAG, SGS, PSRC, PDESAG | <ul style="list-style-type: none"> Establish an entrepreneurship mentoring programme under the D-Hub Provide business development services Expand the business incubation facility to support members with business ideas. Institute staff and students' innovation and entrepreneurship awards | 2025:M1 | <ul style="list-style-type: none"> One (1) business hub established to promote coaching, mentorship and innovation Business Incubator (BI) with capacity to house at least 100 businesses set up At least one (1) round table discussion or BDS programme organised annually At least one (1) annual business plan competition and award for staff organised At least one (1) annual business plan competition and award for students organised | <ul style="list-style-type: none"> Annual statistics on the number of supported business start-ups Copies of annual statistics on the number of students, staff and members of the general public coached Copies of monthly engagement reports with CBS available at HODs' offices Copies of uni-wide curriculum, reports on round table discussion, BDS available at CESED Pictures of the Business Plan award ceremony List of awardees at Registry | <ul style="list-style-type: none"> Other Internally Generated Funds Donor Funded Projects Public Private Partnership | GH¢ 2,157,500 |
| 2.6 | Engage state agencies and private sector to further entrepreneurship drive | VC, PVC, UR, DoF, Provosts, DoSF, HODs, DCESED, DHub, DAPQA | <ul style="list-style-type: none"> Collaborate with state Agencies (GEA, NEIP, etc.) Collaborate with Corporate organisations Collaborate with Metropolitan, Municipal, and District Assemblies (MMDAs) to promote industrialization Initiate and promote entrepreneurship in the community | 2026:M12 | <ul style="list-style-type: none"> Sign at least two (2) Memorandum of Understanding (MoU) in relevant areas with state agency per annum Sign at least two (2) MoUs with relevant corporate organisations per annum Sign at least one (1) MoU with relevant MMDAs bi-annually Initiate at least one (1) community entrepreneurship project annually | <ul style="list-style-type: none"> Copies of signed MoUs with various agencies, corporate organisations, MMDAs available at VC's Office | <ul style="list-style-type: none"> Other Internally Generated Funds Development partners Public Private Partnership Public Partnerships | GH¢ 10,010,850 |
| 2.7 | Support the growth and expansion of existing campus enterprises and IGUs | VC, PVC, UR, DoF, Provosts, DoSF, HODs, DCESED, DHub , DAPQA | <ul style="list-style-type: none"> Reduce bureaucratic bottlenecks in their activities including procurement processes and expenditure approvals Bring all major existing campus enterprises and IGUs under one umbrella | 2025:M12 | <ul style="list-style-type: none"> Committee to review the bureaucratic bottlenecks of existing enterprises and IGUs set up Committee to harmonise major existing enterprises and IGUs set up | <ul style="list-style-type: none"> Committee report on bureaucratic bottlenecks of IGUs Committee report on the process of harmonising activities of IGUs and enterprises. | <ul style="list-style-type: none"> Other Internally Generated Funds Donor Funded Projects Public Private | GH¢ 25,000,000 |

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Source of Funding | Budgeted Amount (GH¢) |
|-----|------------|----------------|--|----------|---|--|--|-----------------------|
| | | | <ul style="list-style-type: none"> • Harmonise human resource procedures • Design and implement strategic to make major campus enterprises self-sustaining | | <ul style="list-style-type: none"> • Human resource procedures for IGUs developed • Strategy for becoming self-sustaining units developed | <ul style="list-style-type: none"> • Copy of human resource manual available at registry • Copy of self-sustaining strategy available at registry. | <ul style="list-style-type: none"> • Partnership • Public • Public Partnerships | |

DCESED – Director of CESED; DHub - Director of D-Hub; GoG – Government of Ghana; PGRASAG – President of GRASAG; President of SRC; PDESSAG – President of DESAG; DCC – Director, Counselling Centre; DSGS – Dean, School of Graduate Studies

Theme 3: Enhance the International Visibility and Diversity of the University

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Sources of Funding | Budgeted Amount (GHS) |
|-----|--|--|---|-----------|--|--|---|-----------------------|
| 3.1 | Strengthen and deepen student and staff internationalization | VC, UR, DoF, Provosts, DOI, DSA, PGRASSAG, PSRC, PJCRC, DoSF, HoDs | <ul style="list-style-type: none"> Offer the opportunity for home-stay. Organise student intercultural festivals. Maintain diverse experiences for both international and national students and enhance intercultural encounters across campus. | 2025: M6 | <ul style="list-style-type: none"> At least 80% of students offered opportunity for home-stay. Organise one (1) student intercultural festival per semester. Organise one diverse experiences programme for both international and national students across campus per annum. | <ul style="list-style-type: none"> Copies of the memorandum of the agreement filed at the Registry, Office of International Relations. Pictures from the intercultural festivals. Pictures and copies of programme reports. | <ul style="list-style-type: none"> Students' Fees and Charges Donor Funded Projects | GH¢ 1,262,500 |
| 3.2 | Diversify the international student base | VC, UR, DoF, DOI, DAA, DSA, DoSF, HoDs, Provosts | <ul style="list-style-type: none"> Diversify sources of international recruitment to non-traditional areas. Promote staff and students' exchange programmes. Enhance international students' recruitment. Sign MOUs with international partners. Liaise with embassies and consulates to facilitate internationalisation. Introduce an all-year-round admission process to enhance students' intake | 2024: M12 | <ul style="list-style-type: none"> Ten percent (10%) increase in international students' recruitment from non-traditional areas yearly. Ten percent (10%) increase in staff and students undertaking yearly study abroad programme. Increase international students admitted by 10% annually. Sign at least one (1) MoU with international partners and one (1) with an embassy annually One system for all-year-round admission set up | <ul style="list-style-type: none"> Records of international students' intake filed with the Office of International Relations (OIR). Filled official records of the number of staff and students who undertook exchange programmes. Records of international students' recruitment filed with the Office of International Relations (OIR). Records from the department of linguistics. Copies of the signed MoUs deposited at the OIR Signed MoUs filed at the UCC Registry. Admission records from Academic Affairs. | GH¢ 1,800,000 | |

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Sources of Payment | Budgeted Amount (GH¢) |
|-----|---|---|--|-------------------|---|---|--|-----------------------|
| 3.3 | Enhance and broaden the University's presence in Africa | VC, UR, DaF, Provosts, DOI(R, OLA, DSA, DPA, DoSF, HoDs | <ul style="list-style-type: none"> Provide ICT facilities for the delivery of programmes virtually Vigorously market academic programmes in target countries Establish mobility of students and staff with institutions in the region Engage the Ministry of Foreign Affairs and Embassies of countries Intensify research partnership Attract more African students | 2023:M1 – 2027:12 | <ul style="list-style-type: none"> At least one (1) platform for virtual curriculum delivery set up At least five (5) countries targeted per year reached Fifty percent (50%) increase in student and staff mobility within two (2) years Sign at least (1) MoU with Ministry of Foreign Affairs and an Embassies of countries Sign at least 10 research partnership per annum At least 50% increase in regional students within two years | <ul style="list-style-type: none"> Videos and pictures evidence of virtual delivery of curriculum Written reports received from the Office of International Relations (OIR) Copies of the signed MoUs deposited at the OIR Copies of student and staff mobility reports at the OIR and Office of the Registrar Research partnership documents Students' registration list | <ul style="list-style-type: none"> Students' Fees and Charges Other Internally Generated Funds | GH¢ 10,446,400 |
| 3.4 | Market the University's programmes globally | VC, UR, DaF, Provosts, DICTS, DOI(R, DSGS, DoSF, HoDs DAA, DRIC | <ul style="list-style-type: none"> Liaise with the Colleges, Faculties/Schools, Institutes and Centres to market specific programmes of study effectively via social media | 2023:M1 – 2027:12 | <ul style="list-style-type: none"> At least 80% of academic programmes advertised on social media (i.e., Facebook, Twitter, YouTube, UCC website etc.) | <ul style="list-style-type: none"> University's updated social media handles published periodically and Reports from social media analytics published periodically | <ul style="list-style-type: none"> Students' Fees and Charges Other Internally Generated Funds | GH¢ 3,000,000 |
| 3.5 | Forge linkages with top-ranked Universities | VC, UR, DOI(R, DRIC, Provosts, DICTS, DAA, DoSF, HoDs | <ul style="list-style-type: none"> Forge linkages with top-ranked global institutions Facilitate and foster collaborative research initiatives with esteemed institutions Encourage staff exchange programmes Improve ICT infrastructure to facilitate research, innovation, and visibility Encourage a culture of Continuing Professional Development among staff Support staff with funding to publish in reputable journals | 2023:M1 – 2027:12 | <ul style="list-style-type: none"> Twenty-five percent (25%) increase in collaborative research output with other institutions Ten percent (10%) increase in staff undertaking exchange programmes At least one ICT projects (Virtual Studio) inaugurated and internet bandwidth increased by 10% At least 15% increase in funded CPD programmes for staff At least 30% increase in the number of staff patronising CPD Twenty-five percent (25%) increase in citations of academic papers of UCC staff | <ul style="list-style-type: none"> Records of collaborative research publications and Reports on joint research activities Filed official records of the number of staff who undertook exchange programmes Reports on inauguration ceremonies published on the university's website and filed with the registry Documents (conference/workshop/seminar reports, boarding passes, approvals,) on staff who have benefited from CPD filed with the HRD, Evidence from reputable journals | <ul style="list-style-type: none"> Donor-Funded Projects Students' Fees and Charges GoG | GH¢ 3,850,000 |

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Sources of Payment | Budgeted Amount (GH¢) |
|-----|---|--|---|---|---|---|---|-----------------------|
| 3.6 | Preserve the University's multiculturalism | VC, UR, DoF, Provosts, DOI, DAA, DHR, DoF, DPA, DAA, PGRASSAG, PSRC, PJCRC, DoSF, HoDs | <ul style="list-style-type: none"> Train staff in multicultural competence and cultural sensitivity. Set up and nurture new alumni chapters overseas. Offer grants, scholarships, and teaching opportunities for international students. Inspire more students to take up intra-Africa mobility as academic exchange programmes and traineeships Develop a system to enhance the ease of transfer to and from other institutions | 2023:M8 – 2027:12 | <ul style="list-style-type: none"> At least 80% of Staff trained in multicultural competence and cultural sensitivity Increased in Alumni chapters overseas by 10% per annum Twenty-five percent (25%) increase in the number of grants, scholarships, and teaching opportunities offered to international students Ten percent (10%) increase in students Intra-Africa mobility/ academic exchange programme One system for the transfer of students to and from other institutions established | <ul style="list-style-type: none"> Attendance sheet for training filed at the T&D. Periodic reports on the activities of alumni chapters overseas, published on the University's website Records of grants scholarships, and teaching opportunities offered to international students filed with the Office of International Relations (OIR) Enrolment details for students on academic exchange programmes Records of students' transfers from Academic Affairs | <ul style="list-style-type: none"> Donor Funded Projects Students' Fees and Charges | GH¢ 2,850,000 |
| 3.7 | Enhance service delivery for international students and staff | VC, UR, DoF, Provosts, DOI, DAA, PGRASSAG, PSRC, PJCRC, DPA, DoSF, HoDs, DHR | <ul style="list-style-type: none"> Enhance the admission processes: application and registration of courses online Institute e-payment of fees for international students Provide suitable accommodations for international staff and students | <ul style="list-style-type: none"> 2024:M12 2024:M6 2025:M12 | <ul style="list-style-type: none"> At least a 10% increase in applicants accessing online portal for application and course registration Number of international students that use the e-payment system to pay fees .Increase by 80% Number of rooms for international students increased by 10% per annum | <ul style="list-style-type: none"> Online application and registration forms published on the university's website Print out list of students' fees in the e- payment system Story and pictures of commissioned international students' accommodation published on the University's website | <ul style="list-style-type: none"> Students' Fees and Charges | GH¢ 8,880,000 |

Theme 4: Promote Responsible Research, Innovation and Knowledge Transfer

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Sources of Funding | Budgeted Amount (GHS) |
|-----|---|---|---|------------------|---|---|---|-----------------------|
| 4.1 | Promote world-class research of local, regional and global significance | VC, PVC, UR, Provolets, DAA, DoSF, DSGS, DRIC, DoF HoDs | <ul style="list-style-type: none"> Train faculty on how to conduct relevant research Provide appropriate resources for the conduct of research Attract and retain high-calibre researchers Equip faculty with skills to conduct systematic reviews and meta-analysis Incentivise faculty to publish in high-impact journals Incentivise faculty who attract high citations Provide a conducive environment for research Increase the number of doctoral students-supervisor ratio Appoint research chairs for the various colleges Appoint a longitudinal data manager Train faculty on the collection and use of longitudinal data Increase research collaborations with local and external partners Expand the scope and capacity of the UCC Institutional Review Board to promote research ethics and integrity Adopt innovative ways of disseminating research findings (e.g., social media, webinars, conferences, etc.) | 2024:M1-2027:M12 | <ul style="list-style-type: none"> At least 70% of staff trained in responsible research Amount of resources provided to support research increase by 10% per annum Retain at least 70% of high-calibre researchers Number of staff with citations of systematic reviews and meta-analysis increase by 20% yearly Twenty percent (20%) increase in incentive for staff to publish in high-impact journals yearly One (1) state-of-the art laboratory equipment acquired bi-annually Doctoral student supervisor's ratio reduced by 50% annually. At least one (1) research chair appointed in each college One (1) longitudinal data manager appointed Train at least 20% of faculty on longitudinal data management One (1) database for managing longitudinal data set up in each department Five (5) College Review Boards set up in each college One bi-annual international multidisciplinary conference held | <ul style="list-style-type: none"> Workshop report Budgetary vault for research Appointment letters Evidence of the citation online Incentive award letters for publishing in high-impact journal Pictures of Laboratory equipment and buildings in use. Appointment letters for research chairs Contract for supply and installation of equipment. Training reports/training flyers and invitations. Reports/documents establishing the data bank. Conference proceedings | <ul style="list-style-type: none"> Other Internally Generated Funds Donor Funded Projects Students' Fees and Charges | GH¢ 5,121,200 |

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Sources of Payment | Budgeted Amount (GH₵) |
|-----|---|--|--|--------------------|---|---|--|-----------------------|
| 4.2 | Promote knowledge transfer for social transformation | VC, PVC, DoF, Provosits, DAA, DoSF, DSGS, DRIC, ULib, HoDs | <ul style="list-style-type: none"> Integrate AI and emerging technologies to disseminate research outputs Leverage agility to excel in multidisciplinary research Respond to local, regional and global needs and emerging research areas through evidence synthesis Increase joint paper publications Increase subject disciplines recognized by ranking organisations. Improve electronic media sources of UCC scholarly work Increase the number of UCC scholars listed in reputable academic /scholarly databases. Ensure UCC is globally recognized | 2024:M1-2027:M12 | <ul style="list-style-type: none"> At least 50 electronic media list research outputs by the University. Publish at least 100 papers that respond to local, regional, and global needs Increase joint publications by ten percent (10%) per annum Subject disciplines recognized by ranking organisation increase by 10% per annum. Number of electronic media sources listing UCC scholarly work increased by 10% annually At least 100 papers from UCC scholars published in Scopus per annum UCC ranked among the first 50 universities in all global rankings annually | <ul style="list-style-type: none"> Research Reports and documentation of AI technologies acquired Records of multidisciplinary research and published papers Research Reports Papers cited in multidisciplinary journals. Reports and records from media sources Research Reports Reports from ranking institutions. | <ul style="list-style-type: none"> GoG Other Internally Generated Funds Donor Funded Project | GH₵ 70,000,000 |
| 4.3 | Promote effective implementation of UCC research agenda | | <ul style="list-style-type: none"> Increase departments, faculties /schools, colleges bibliometric attributes Improve Staff/Department systematic reviews and meta-analysis on topics in the research agenda Advance the use of social laboratories to engage satellite communities of UCC Increase Staff/Departments engagement in joint research and innovation with the communities | 2024:M1 - 2027:M12 | <ul style="list-style-type: none"> Departments, faculties /schools, colleges bibliometric attributes (number of papers, H-index, i-10 index, the total number of citations) increase by 10% per annum. Number of systematic reviews and meta-analysis (on topics in the research agenda receive national, regional and global attention) increased by at least 25% annually At least 10% annual increase in satellite communities' engagement through social laboratories Ten percent (10%) increase in joint research and innovation with communities per annum. | <ul style="list-style-type: none"> Research Reports UCC scholars' research impact report Research Reports Report on Joint UCC-Community events | <ul style="list-style-type: none"> Students' Fees and Charges Other Internally Generated Fund Donor Funded Projects Public Private Partnership Public Public Partnerships | GH₵ 80,000,000 |

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Sources of Payment | Budgeted Amount (GH₵) |
|-----|--|--|---|---------------------|--|---|---|-----------------------|
| 4.4 | Secure sustainable funding for research and development | VC, PVC, UR Provosts, DAA, DAPQA, DoSF, DSGS, DoF DRIC, HoDs | <ul style="list-style-type: none"> Intensify the sourcing of funds in the form of grantsmanship from national and international sources Strengthen and diversify the funding sourced by DRIC Support DRIC to increase competition for funds Strengthen research consultancy offerings Increase proof-of-concept and start-up funding for researchers | 2023:M12 – 2027:M12 | <ul style="list-style-type: none"> Each Department respond to at least one (1) call for proposal per semester At least five percent (5%) increase in research and innovation grants and sponsorships from unconventional funding sources (venture capital, equity, business angels, etc.) per annum At least 10% increase in the amount of research funds obtained by DRIC yearly Number of consultancy projects from international clients annually Number of proof-of-concept and start-up funding for researchers increases by 10% per annum | <ul style="list-style-type: none"> Financial reports from UCC research chairs DRIC annual financial report DRIC UCC annual report VCs annual report Research reports | <ul style="list-style-type: none"> GOG Other Internally Generated Fund Donor Funded Projects Public Private Partnership | GH₵ 5,150,000 |
| 4.5 | Improve upon industry-academia research collaboration and knowledge transfer | VC, PVC, DoF, Provosts, DAA, DoSF DSGS, DRIC, DAPQA, UL, HoDs CEGRAD | <ul style="list-style-type: none"> Promote researcher training on emerging scientific technologies Promote gender balance in research and administration Establish standard operating procedures for consultancy Promote knowledge transfer partnerships and industry collaboration. | 2023:M12 – 2027:M12 | <ul style="list-style-type: none"> At least two (2) workshops on researcher and institutional impact literacy held annually Gender ratio in research and administration reduced by at least five percent (5%) Number of consultancy projects held annually increased by 10% Number of transfer partnerships and industry collaboration increased by 10% per annum | <ul style="list-style-type: none"> Training/workshop reports Research gender equity guideline document Records of consultancy project at registry Memorandum | <ul style="list-style-type: none"> Other Internally Generated Fund Donor Funded Projects Public Private Partnership | GH₵ 1,225,000 |

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Sources of Payment | Budgeted Amount (GH₵) |
|-----|---|---|---|---------------------|---|---|---|-----------------------|
| 4.6 | Apply clusters concepts to stimulate well-funded, sustainable research | VC, PVC, UR, Provosts, DoF DAA, DAPQA DoSF, DSGS, DRIC HoDs | <ul style="list-style-type: none"> Extend auditing at end-of-project for the effective use of resources Recognise academics engaged in IP and knowledge transfer Catalyse research clusters to foster multi-disciplinary, interdisciplinary and trans-disciplinary research | 2023:M12 – 2027:M12 | <ul style="list-style-type: none"> At least one end-of-project audit conducted by the Directorate of Audit. At least 10 schemes established to recognize academics in IP, knowledge transfer and research excellence. At least five percent (5%) multi-disciplinary, interdisciplinary and trans-disciplinary research partnerships across colleges | <ul style="list-style-type: none"> Auditor's Reports/ Records from Directorate of Internal Audit. UCC research agenda implementation report Reports and documentation on interdisciplinary research | <ul style="list-style-type: none"> Other Internally Generated Funds Donor Funded Projects | GH₵ 522, 358 |
| 4.7 | Increase the impact, range and significance of research collaborations with external partners | VC, DoF PVC, Provosts, DAA, DAPQA DoSF DSGS, DRIC, HoDs | <ul style="list-style-type: none"> Foster international collaboration and cooperation networks Engage the community and relevant partners on relevant research collaborations Develop innovation plan to increase the uptake of research output Improve access to international research infrastructure and data Organise and host international conferences | 2023:M12 – 2027:M12 | <ul style="list-style-type: none"> Five percent (5%) increase in networks international collaboration and cooperation per annum Ten percent (10%) increase in research collaborations with community and relevant partners annually Ten percent (10%), increase in number of innovation plans developed to increase the uptake of research outputs by research users per annum Five percent (5%) increase in access to international research infrastructure and data obtained At least one (1) international research conference with an external partner organised | <ul style="list-style-type: none"> Research partnership documents/ MoUs between UCC and industry Community engagement activity reports/ MoUs between UCC and relevant partners Innovation plans reports Evidence of research infrastructure and data Conference proceedings document | GH₵ 4,800,000 | |

*CEGRAD – Director of CEGRAD

Theme 5: Promote Sustainable Investment and Financial Management

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Sources of Funding | Budgeted Amount (GH₵) |
|-----|---|--|---|--------------------|---|--|--|-----------------------|
| 5.1 | Promote sustainable budgeting | VC, PVC, DoF, VC, Prov, CFOs, HoDs, DoSF | <ul style="list-style-type: none"> • Develop long-term financial plan ▪ Provide continuous training and support for implementing units to align plan activities to Strategic Plan • Build the capacity of staff in the use of software for preparing a budget | 2023:M11 | <ul style="list-style-type: none"> • A five-year financial plan developed ▪ Organise at least one (1) workshop yearly on budgeting with the strategic plan • At least one (1) workshop held on using software for preparing budgets | <ul style="list-style-type: none"> • Copies of long-term financial plan available at DoF Office • Report of training available at the Directorate of Finance • Sample budgets available at the Directorate of Finance • Software distributed | <ul style="list-style-type: none"> • Students' Fees and Charges • GoG | GH₵ 1,600,000 |
| 5.2 | Enhance fund-raising and income-generating activities | VC, DoF, PVC, Provosts, CFOs, HoDs, DoSF | <ul style="list-style-type: none"> • Set up a fund-raising team • Appoint Fund-raising Coordinator • Intensify fund-raising and sponsorship drive through or from alumni contacts, and business partners, • Intensify the development and mounting of demand-driven fee-paying academic programmes. • Rent out University facilities, not in use. • Institute mechanisms for marketing innovations from the University • Co-develop projects with the private sector | 2023:M11 – 2027:M1 | <ul style="list-style-type: none"> • Five-member fundraising team set up • Fundraising Coordinator appointed. • At least five (5) of fundraising events held annually • Number of demand-driven fee-paying programmes increased by at least 10% per annum • Increase in rent income from facilities increase by five percent (5%) annually • One (1) innovation and research commercialization fair organized per annum. • At least one (1) co-developed project with private sector launched per annum. | <ul style="list-style-type: none"> • Copies of the letter appointing the fundraising team. • Letter of Appointment of Coordinator available at the registry. • Report on fundraising event available at Registry • List of the accredited six programmes developed available at the Registry • Copies of rent agreement • Images from the conferences • Copies of MOUs with UCC | <ul style="list-style-type: none"> • Donations • Students' Fees and Charges • Other Internally Generated Funds • Public Private Partnerships | GH₵ 800,0000 |

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Sources of Funding | Budgeted Amount (GH¢) |
|-----|--|--|--|-----------|--|--|---|-----------------------|
| 5.3 | Intensify the investment drive of the University | VC, DoF, PVC, Provosts, CFOs, HoDs, DoSF | <ul style="list-style-type: none"> Identify sustainable investment or projects Look for strategic investors for existing projects of the University Seek a public-private partnership Enter into build operate transfer/ build, own, operate and transfer agreements Number of projects co-developed with the private sector annually Enter into strategic alliances Organise investment fairs for projects Re-invest interest on existing investments in other projects | 2023: M12 | <ul style="list-style-type: none"> At least 10 potential investment areas identified per annum At least five (5) strategic investors identified for existing projects per annum At least five (5) public private partnerships projects signed At least five (5) agreements signed on strategic investors build operate transfer At least five (5) areas identified for strategic alliances yearly One (1) investment fair held annually At least five (5) investment partnership signed per annum | <ul style="list-style-type: none"> Copies of the documents on areas of investments filed at the Registry Report on projects co-developed with the private sector available at Registry Copies of public-private agreements available at the Registry Copy of build operate transfer agreement filed at the Registry A copy of MoU on strategic alliances filed at the Registry Report on investment fair filed at the registry Report on reinvestment of interest available at the registry | <ul style="list-style-type: none"> Other Internally Generated Funds Investment partners | GH¢ 800,000 |
| 5.4 | Enhance the automation of financial, accounting and procurement activities | VC, DoF, PVC, Provosts, CFOs, HoDs, DoSF | <ul style="list-style-type: none"> Enhance the use of software in accounting and financial transactions. Speed up financial approvals and settlements Strengthen the online system for budget preparation Enhance the online payment system | 2027: M11 | <ul style="list-style-type: none"> At least 90% of units use the accounting software installed for financial transactions Financial approval and settlement improved by at least 60% At least 80% of units use online system to prepare budgets At least 70% of people use the online system of payment | <ul style="list-style-type: none"> Software installed and in use. Evidence of reduced delays in financial settlements and payments Online system to aid budget preparation in use Online system of payment for international students and transactions in use | <ul style="list-style-type: none"> GoG Other Internally Generated Funds | GH¢ 1,725,000 |
| 5.5 | Enhance fiscal discipline & audit compliance measures | VC, DoF, PVC, Provosts, CFOs, HoDs, DoSF | <ul style="list-style-type: none"> Enhance cost tracking and control mechanisms. Strengthen the system for tracking the use of consumables. Reinforce the system of preparation and | 2023: M11 | <ul style="list-style-type: none"> Number of cost tracking and control systems implemented At least 50% of staff use the system to track consumables used per annum At least 70% of staff use | <ul style="list-style-type: none"> Copies of cost tracking report filed at the Registry Copies of the report on consumables used are available at the Registry Copies of the enhanced guidelines for approving financial requests are | GH¢ 400,000 | |

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Sources of Funding | Budgeted Amount (GH¢) |
|-----|------------|----------------|---|--|--|-----------------------|--------------------|-----------------------|
| | | | approval of financial requests in line with financial regulations, and any other related policies. • Reinforce alignment of budgetary provisions with the strategic plan of the cost centres/units | the guidelines for approving financial requests. • At least 95% of line items in the budget of units are traceable to the strategic plan. | available at the Registry • Copy of budgeted items aligned with the Strategic Plan filed at the DoF and VC's office | | | |

*DIA – Director of Internal Audit; DoF – Director of Finance; DPDEM – Director of DPDEM; BOT – Build Operate and Transfer; BOOT – Build Own Operate and Transfer

Theme 6: Re-engineer Student Support Services

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Sources of Funding | Budgeted Amount (GH₵) |
|-----|--|--|---|----------|---|---|--------------------|-----------------------|
| 6.1 | Enhance Student Welfare and Support Services | CDS, DoF Provosts, DAA, CR, HODs, DPDEM, DCC, CEGRAD UTO | <ul style="list-style-type: none"> Facilitate the provision of infrastructural facilities Install suggestion boxes for students at all vantage points in the University, especially academic areas as well as students' complaint sections in their portals Create a system for timely feedback on academic needs to individual students Enhance management-student consultative forum at Departmental, Faculty/School, College and University Management level. Increase access to exchange and internship programmes improve the provision of academic coaches and advisers to students. Introduce e-counselling for students Introduce peer-to-peer counselling Expand upon the Student Financial Support Scheme Provide safe spaces for students (E.g., special seating spaces for female pregnant students). | 2025: M9 | <ul style="list-style-type: none"> Increase infrastructural facilities by at least five percent (5%) per annum At least one (1) suggestion box provided in every unit At least 95% of complaints are responded to within 72 hours At least 50% of complaints resolved with feedback within in reasonable time At least one management/staff-student consultative forum held per semester At least 10% of students have accessed exchange programmes and internships At least 80% of students with access to academic coaches and advisers All students have access to e-counselling services At least 25% of students have accessed peer-to-peer counselling At least 50% of needy students receive financial support Increase safe spaces for students by at least 10% yearly | <ul style="list-style-type: none"> Inspection of completed infrastructural facilities/ pictures of the commissioned facilities filed at the Registry Samples of students' complaints from suggestion boxes and portals filed with the Dean of Students' Office and Registry Attendance registers for management/staff-students' consultative forum filed at the Registry Documents (i.e., boarding passes, registration forms, residential accommodation receipts) lodged at the Registry Signed attendance list of students provided by the Academic Coaches/Advisors Statistical data on students who accessed e-counselling deposited with the Counselling Centre database Fliers on availability of peer-to-peer counselling services posted in the student's portal Records of financial support offered by the University to students filed at the Directorate of Finance Report on provision of safe spaces filed at the office of the Dean of Students | GH₵ 10,005,414.80 | |

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Sources of Funding | Budgeted Amount (GH₵) |
|-----|---|---|---|----------|--|--|---|-----------------------|
| 6.2 | Enhance Support Services for students with Special Educational Needs and Disabilities (SEND). | DSA, DoF Provosits, DAA, CR, HODs, DPDEM, DCC, CEGRAD UTO | <ul style="list-style-type: none"> Incorporate suitable walkways in all buildings on campus for SEND Provide a policy for SEND in the University, inculcating the provisions of the People with Disability Act Review activities of R-CAMAT to meet the needs of SEND Resource R-CAMAT to meet the needs of SEND Make provision for gifted students in the design and implementation of the general curriculum. Develop innovative teaching and learning system for SEND | 2026:M9 | <ul style="list-style-type: none"> Walkways on campus increased by at least five percent (5%) per annum One (1) SEND policy developed Increase the work space for R-CAMAT by at least five percent (5%) per annum Increase R-CAMAT budget by at least five percent (5%) per annum At 25% of programmes make provision for gifted students in its design and implementation At least at two (2) innovative teaching and assessment method developed for SEND | <ul style="list-style-type: none"> Pictures of various suitable walkways deposited with the Registry Copies of SEND Policy deposited at the Office of the Dean of Students SEND policy contains details of the provisions of the PWD Act Report on resourcing of R-CAMAT deposited at the Office of the Dean of Students Reviewed document of R-CAMAT activities filed at the registry Copies of the general curriculum filed at the various faculties and departments Images of the innovative teaching and assessment methods for SEND, at Registry | <ul style="list-style-type: none"> GoG Public Partnership Public Private Partnerships Students' Fees and Charges Donor Funded Projects Other IGF | GH₵ 4,002,165.92 |
| 6.3 | Improve upon Health Support Services | VC, PVC, UR, DUH DoF DSA, PGRASSAG, PSRC, PJCRC | <ul style="list-style-type: none"> Audit infrastructural facilities at the Hospital Provide needed infrastructural facilities Develop a system of rapid response to students' emergencies Establish a system of identifying and managing students with chronic and acute illnesses Augment electronic health records system Improve the electronically generated receipt system Revamp the Hospital with adequate medical supplies and consumables Increase specialist services | 2024:M12 | <ul style="list-style-type: none"> One (1) health infrastructural facilities auditing conducted bi-annually Health infrastructural facilities increased by at least five percent (5%) per annum At least 70% of students with chronic and acute illnesses identified and managed At least 70% of health records are digitized Specialists at the Hospital increased by five percent (5%) per annum Medical supplies and consumables increased by at least five percent (5%) per annum Ten percent (10%) increase in specialist services provided at the hospital. | <ul style="list-style-type: none"> Audit report filed at the Hospital Registry Pictures of the official inauguration of new infrastructural facilities filed with the Hospital Registry Document on system identification for chronic and acute illnesses filed at the hospital registry Electronic patient attendance records available at the hospital registry Receipts of medical supplies lodged with the hospital registry Records of specialist services offered filed at the hospital registry | <ul style="list-style-type: none"> GoG Public Partnership Public Private Partnerships Students' Fees and Charges Donor Funded Projects Other Internally Generated Funds | GH₵ 3,539,900 |

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Sources of Funding | Budgeted Amount (GH¢) |
|-----|---|---|--|----------|--|--|--|-----------------------|
| 6.4 | Enhance Library Support Services for Students | VC, PVC, UR, DoF, Provosts, UL HODs, DCTS, DoSF | <ul style="list-style-type: none"> Conduct Information needs assessment of students Enhance the current scholarly information resources. Enhance a hybrid library collection (electronic and print) with emphasis on the electronic books and journals Subscribe to world-class electronic databases | 2025:M9 | <ul style="list-style-type: none"> At least one (1) students' information needs assessment conducted yearly At least 10% increase in scholarly information resources per annum At least ten percent (10%) increase in physical and electronic libraries. Subscribe to at least two (2) world class electronic bases per annum. | <ul style="list-style-type: none"> Information needs assessment report filed with the library registry Documented feedback from students filed at the library registry Information needs assessment report lodged at the Library Registry. Library catalogue providing evidence of the existence of books and materials for academic work Documented feedback from student leaders and faculty filed at the registry of the library | <ul style="list-style-type: none"> GoG Students' Fees and Charges Donor Funded Projects Other Internally Generated Funds | GH¢ 225,230 |
| | Enhance Information Literacy Skills of Students | VC, PVC, UR, UL, DFA, Coll HODs, DITR | <ul style="list-style-type: none"> Assessment of information literacy skills programmes Assessment of E-resources training programmes for graduate students Implement innovative training programmes to develop the information literacy skills of students | 2024:M12 | <ul style="list-style-type: none"> At least one (1) information literacy programme assessment conducted bi-annually At least 50% of the E-resources training programmes assessed yearly At least three (3) long term and short-term training programmes on information literacy developed | <ul style="list-style-type: none"> Assessment report on information literacy programme filed with the library registry Report on E-resources assessment filed at the library registry Attendance registers on training programmes filed with the library registry | <ul style="list-style-type: none"> GoG Students' Fees and Charges Donor Funded Projects Other Internally Generated Funds | GH¢ 412,000 |
| | Expand the creation of learning spaces i.e. Learning Commons/ Group | VC, PVC, UR Provosts, UL DPDEM ARLS, HCS | <ul style="list-style-type: none"> Reconfigure library study spaces into learning commons Create group study rooms Create a knowledge exchange and innovation hub. | 2024:M9 | <ul style="list-style-type: none"> At least 10% of learning environment made conducive per annum Number of group study rooms increase by at least five percent (5%) per annum Number of knowledge study hub increases by five percent (5%) | <ul style="list-style-type: none"> A draft document on the newly created learning environment Records of library study rooms usage statistics filed at the library registry Documented feedback from library users on use of knowledge exchange and innovation hub filed at the library registry | <ul style="list-style-type: none"> GoG Public Private Partnerships Students' Fees and Charges Other Internally Generated Funds | GH¢ 53,000 |

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Sources of Funding | Budgeted Amount (GH¢) |
|-----|---|--|--|----------|--|--|---|-----------------------|
| | Strengthen ICT Infrastructure for University Library System | VC, PVC, UR, Provosts, UL, DRIC, VC, PVC, UR, Provosts, DoSF, UL, JLE, DICTS | <ul style="list-style-type: none"> Strengthen the Scholarly Communication Unit to support the journals and scientific publications Develop Open Access Policy and ensure research outputs are published through Open Access Preserve research output | 2024:M12 | <ul style="list-style-type: none"> Budget for scholarly communication unit increased by at least five percent (5%) annually One (1) Open Access Policy developed and implemented Fifty percent (50%) expansion in UCC repository | <ul style="list-style-type: none"> Online availability of UCC research output. Open access policy hosted on the University website UCC repository active | <ul style="list-style-type: none"> GoG Public Private Partnerships Students' Fees and Charges Donor Funded Projects Other IGF | GH¢ 60,000 |
| | Establish Innovative Library Services | VC, PVC, UR, Provosts, UL, DICTS, DoSF, HOD | <ul style="list-style-type: none"> Audit the current IT infrastructure Acquire state of the art ICT equipment including robust servers, desktop computers, laptops, etc. Improve the provision of internet access Build up a robust, functional and user-friendly e-Library platform | 2025:M9 | <ul style="list-style-type: none"> At least one (1) IT infrastructure audit conducted bi-annually At least 10% IT equipment for the library modernized per annum Increase the speed of internet connectivity in the libraries by 10% per annum Increase the size of e-Library platform by at 10% per annum. | <ul style="list-style-type: none"> Audit report on current IT infrastructure filed Physical inspection of IT equipment (i.e., computers, photocopiers, printers) in the library Documented feedback from library users on availability of high-speed internet Documented feedback of connection filed at the registry Library platforms filed at the library registry | <ul style="list-style-type: none"> GoG Public Private Partnerships Students' Fees and Charges Donor Funded Projects Other Internally Generated Funds | GH¢ 1,200,000 |
| | Establish College Libraries | VC, PVC, UR, Provosts, UL, HCS | <ul style="list-style-type: none"> Introduce, personal librarian services for graduate students Introduce Virtual/Online Library Provide 24/7 reading rooms for students Provide e-Reference services for students Enhance Research support services for students Enhance Electronic Support Services for students | 2024:M9 | <ul style="list-style-type: none"> At least 70% of graduate students have access to Personal Librarian services per annum At least 70% of students have access to virtual online library introduced 24/7 reading rooms accessible to a least 50% of students E- Reference service provided for at least 50% of students At least 50% of students receive research support services At least 50% of students receive electronic support services. | <ul style="list-style-type: none"> Statistics on students benefitting from personal library services Feedback on the usage of virtual online library filed at the registry Pictures and other important documents for the provision of a 24/7 reading room and eReference services filed with the Library Registry. Records of beneficiaries of research support services filed at the library registry Report on Electronic support services | <ul style="list-style-type: none"> GoG Public Private Partnerships Students' Fees and Charges Donor Funded Projects Other Internally Generated Funds | GH¢ 2,000,000 |

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Sources of Funding | Budgeted Amount (GH₵) |
|-----|--|--|---|-----------|--|--|---|-----------------------|
| 6.4 | UL Provocts, DPDEN | VC, PVC, UR, | <ul style="list-style-type: none"> • Identify spaces for the College Libraries Build collection for the College Libraries • Provide requisite staff for the College Libraries • Merge some Faculty and Departmental Libraries • Resource the hall libraries to serve students effectively | 2026: M12 | <ul style="list-style-type: none"> • At least one (1) library established per College collection for a college library supplied yearly. • At least 10% of the collection for a college library documented • Attendance registers for college library staff available • Reduction in the cost of operation of satellite libraries • Documents on resourcing of the hall libraries deposited at the library registry • One (1) resourced library per Hall established | <ul style="list-style-type: none"> • College Libraries inaugurated. • Patronage of college libraries documented • Attendance registers for college library staff available • Reduction in the cost of operation of satellite libraries • Documents on resourcing of the hall libraries deposited at the library registry | <ul style="list-style-type: none"> • GoG • Public Private Partnerships • Students' Fees and Charges • Donor Funded Projects • Other Internally Generated Funds | GH₵ 20,000,000 |
| 6.5 | Enhance Sports, Entertainment, Social, and Religious Activities, | VC, PVC, UR, DSA, DSS, CCB, HM9, PGRAASSAG, PSRC, PJCRC DPDEM, USC | <ul style="list-style-type: none"> • Audit sports facilities to identify gaps • Provide needed sporting infrastructure and facilities. • Renovate/equip existing sporting infrastructure • Promote sporting activities among members of the University Community • Attract, recruit, retain and incubate sportsmen /women (players) • Seek sponsorship for sports at the University • Design and sign contract with sponsored sportsmen and women of the University • Enhance GRASAG, SRC, Halls Weeks and other celebrations • Encourage students' participation in religious, social and | 2024: M12 | <ul style="list-style-type: none"> • Sporting facilities audited annually • At least 50% of the needed sports facilities provided • One (1) existing sporting facility renovated/equipped per annum • At one (1) sports festival held for the university community annually • One (1) Sports Incubator set up and inaugurated • At least one (1) major sponsorship for sports acquired. • Each sponsored sportsmen and women sign a contract • Ensure at least 50% of students participate in students' association activities per annum • Five percent (5%) increase in students' attendance to religious, social and entertainment activities • At least one (1) University staff and students' day organized annually • At least five (5) recognition and awards | <ul style="list-style-type: none"> • Audit report deposited at the Directorate of Sports Services • Pictures of the official inauguration of new/renovated sporting facilities filed with the Directorate of Sports Services • Calendar on sporting activities of students' associations filed with the Dean of Students • Pictures of the inauguration of sports incubator posted on the University website • Pictures of sponsorship signing ceremonies • Signed sponsorship documents filed at the sports directorate • Pictures of activities of students' association (E.g., SRC and GRASSAG Week celebrations) hosted on the University website • Pictures on students' participation in religious, social and entertainment activities filed at the office of the Dean of Students Affairs • Pictures of the official launching of the student's recognition and awards day hosted on the University website | <ul style="list-style-type: none"> • GoG • Public Private Partnerships • Students' Fees and Charges • Donor Funded Projects • Other Internally Generated Funds | GH₵ 2, 952, 446.00 |

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Sources of Funding | Budgeted Amount (GH¢) |
|-----|--|--|--|----------|--|---|--|-----------------------|
| | | | • entertainment activities Institutionalise students' recognition and awards day | | scheme for students institutionalised | | | |
| 6.6 | Enhance provision of all other academic related services | DSA, DoF Provosts, DAA, CR, HODs, DPDEM | <ul style="list-style-type: none"> • Set-up students' complaint office • Improve the digitalize payment system for all other academic related services (i.e., Sale and completion of admission forms, transcripts, referees' reports, etc) • Provide a system to enhance prompt delivery of services provided to past and present students. | 2024/M12 | <ul style="list-style-type: none"> • One (1) students' complaint office set up and inaugurated per college • One (1) digitized payment system set up and used by at least 70% people. • One (1) client service delivery platform created to support students. | <ul style="list-style-type: none"> • Pictures of inauguration of students' complaints office filed at the DSA registry • Staff of the University display name tags at their offices • Pictures of the digitised process of application forms hosted at the University's website • Prompt service delivery system for past and present students launched and advertised on the University website. | <ul style="list-style-type: none"> • Students' Fees and Charges • Other Internally Generated Funds | GH¢ 75,000,000 |

* DSA—Dean of Students Affairs; PJCRC—President of JCRC; DSS—Director (DSS); CCB—Chairman (Chaplaincy Board); HMTS - HoD (Music & Theatre Studies); HMs—Hall Masters;
USC—University Sports Coach ODS—Office of Dean of Students

Theme 7: Re-engineer Staff Support Services

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Sources of Funding | Budgeted Amount (GH¢) |
|-----|---|--|--|---------------------|--|--|--|-----------------------|
| 7.1 | Design a human resource training and development strategy that supports teaching and research | VC, PVC, UR Provosts, DAA, DAPOA, DoF, DoSF, DSGS, DRIC HoDs | <ul style="list-style-type: none"> • Periodically conduct HR training and development (T&D) needs audit • Plan HR T&D programme • Implement T&D programmes • Monitor, evaluate and control T&D programmes • Facilitate staff mobility locally and internationally • Strengthen training technical support for staff • Provide coaching for academics seeking funding for late-stage research and innovation | 2023:M11 – 2027:M12 | <ul style="list-style-type: none"> • Conduct staff T&D needs audit once every year • At least two HR T&D programmes developed and implemented per annum • Two (2) evaluations undertaken for T&D programmes • Increase intra-Africa mobility partnerships by five percent (5%) annually • Organize two (2) coaching sessions for late-stage research and innovation per annum | <ul style="list-style-type: none"> • Reports on HR T&D audit available at the registry • Copies of HR T&D reports • Reports of implemented T&D programmes available at the registry • Intra-Africa mobility grant documents filed at the registry • Reports on capacity building workshops available at the registry • Coaching activity reports and evaluations | <ul style="list-style-type: none"> • GoG • Other Internally Generated Funds • Donor Funded Projects | GH¢ 567,500,000 |

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Sources of Funding | Budgeted Amount (GH¢) |
|-----|---|--|---|----------|--|--|---|-----------------------|
| 7.2 | Enhance the recruitment and professional development of staff | VC, PVC, UR, DHR, DAPQA, Provoests, DoF, CR, DoSF, HoDs, T&D | <ul style="list-style-type: none"> Conduct periodic staff audit Undertake targeted recruitment Attract, recruit, maintain and retain high-calibre staff for the University Promote a culture of knowledge-sharing among staff Strengthen orientation and induction programmes for new staff Re-engineer the system of appointments and promotions (A&P) Train staff in leadership roles Create more opportunities for CPD Enhance counselling services for staff Provide support for staff with special needs, especially nursing mothers Set up a mentoring system for staff Enhance capacity building activities of staff | 2026:M9 | <ul style="list-style-type: none"> Conduct at least one (1) staff audit per annum At least 90% of recruitment are targeted Retain at least 95% of staff At least 25% of staff involved in knowledge sharing yearly At 95% of new staff participate in orientation programmes At least one (1) system of A&P process with a shorter duration and bureaucracy set up At least 10% of staff are trained in leadership roles annually At least 5% of staff enrol on CPD At least 70% of staff have access to counselling services At 95% of staff (esp. nursing mothers) have access to support services per annum At 25% of staff participate in mentoring programmes per annum One (1) capacity building workshop organised per semester | <ul style="list-style-type: none"> Staff audit report Appointment letters Contract renewal letters at DHR Knowledge sharing platforms Copies of attendance sheet and pictures for orientation Attendance list for the leadership training deposited at the Registry List of staff who have completed the CPD Minutes for counselling meetings deposited at the HoDs and Deans' Office Evidence of support for staff Letter of mentor acceptance filed at DHR Invitation letters, attendance registers and certificates of attendance filed at the DHR | <ul style="list-style-type: none"> GoG Public Partnership Public Private Partnerships Students' Fees and Charges Donor Funded Projects Other Internally Generated Funds | GH¢ 790,000,900 |

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Sources of Funding | Budgeted Amount (GH₵) |
|-----|--|---|---|----------|---|--|--|-----------------------|
| 7.3 | Enhance Human Resource Efficiency and productivity | VC, PVC, UR, DHR, DIA, Provosts, DoSF, HoDs | <ul style="list-style-type: none"> Conduct staffs needs audit Reduce staff stress and depression Create awareness of sports facilities for exercise and recreation Implement compulsory leave for staff Maintain GTEC standard of staff-student ratio Develop a succession plan and strategy for the University Assign staff to areas where their competencies are needed the most Enforce implementation of performance contracts for staff Install clock-in systems in all office building of the University | 2024M1 | <ul style="list-style-type: none"> One (1) staff needs audit conducted bi-annually Staff take at least 15 days of leave annually to reduce stress and depression Increase sports facilities by at least 5% per annum At least 50% of staff take compulsory holidays annually At least 10% of Department follow GTEC standard of staff-student ratio requirement One (1) succession plan and strategy developed At least 95% of staff work where their competencies are needed At least 95% of staff sign performance contract At least one (1) clock-in system installed in each office building | <ul style="list-style-type: none"> Copies of staff audit report available at the Registry Copies of targeted recruitment guidelines are available at the Registry Reports of the programme available at the Registry Reports on awareness creation available at the Registry Pictures and attendance sheet from the programme to reduce staff stress and depression Copies of awareness creation available at the Directorate of Human Resource A list of the first group of staff for the compulsory leave filed at the Registry Copies of the succession plan available with the registrar Staff at post at re-assigned areas Clock-in system available at offices | <ul style="list-style-type: none"> GoG Other Internally Generated Funds Development partners | GH₵ 5,000,000 |
| 7.4 | Improve health support services | VC, PVC, UR, DUH, DoF, ODS, | <ul style="list-style-type: none"> Conduct regular, compulsory comprehensive staff health screening Enhance staff participation in health screening exercise | 2024:M12 | <ul style="list-style-type: none"> At least one (1) compulsory staff health screening conducted a year At least 50% increase in staff participation health screening per annum | <ul style="list-style-type: none"> Regular health screening attendant records filed at the hospital Reports of mental records at the hospital | <ul style="list-style-type: none"> GoG Public Public Partnership Public Private Partnerships | GH₵ 3, 539,900 |

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Sources of Funding | Budgeted Amount (GH¢) |
|-----|---|--|---|--|--|--|---|-----------------------|
| 7.4 | <ul style="list-style-type: none"> Monitor and evaluate mental health of staff Enhance capacity building activities for hospital staff Enhance Customer experience by creating an additional Out-Patient Department (OPD). Increase Specialist services at the hospital Enhance the electronic patients' attendance records system at the hospital Improve customers waiting time Develop a rapid response to staff health emergencies Encourage staff to take vacation Provide the needed facilities (i.e., Wheelchairs, braille, white canes) for staff with special needs Set up a special desk to take care of retired staff of the University Establish insurance scheme to cater for major health needs of staff | | <ul style="list-style-type: none"> At 50% of staff with mental health issues supported yearly. At least 10% of staff participates in capacity building activities per annum At least one (1) additional OPD created Number of Specialists at the Hospital increased by 5% per annum Increase in the use of electronic patient attendance records system by at least 20% per annum Client waiting time reduced by at least 20% per annum At least 50% improvement in emergency response annually At least 50% of staff go on an annual vacation At least 80% of staff with special needs are supported per annum At least one (1) special desk created for retired staff Health Insurance Scheme for major staff ill-health established with at least 25% seed fund in one year | | <ul style="list-style-type: none"> Attendance sheet, reports and pictures from capacity building workshop uploaded on the University website Images of the new OPD section Assumption letters of specialists. Electronic patients' attendance records available at the Hospital Registry Patient check-in and check-out records at the hospital registrar Records of emergencies that have been attended to. Calendar for staff vacation Pictures of presentation of the facilities to staff with special needs deposited at the DHR Special desk for retired university staff is operational Copy of agreement between the UCC and insurance company(ies) filed at the registrar's office. | <ul style="list-style-type: none"> Students' Fees and Charges Development partners Other Internally Generated Funds | | |
| 7.5 | Strengthen library Support Services to Staff and Public | VC, PVC, UR, DoF, Provost s, UL HODs, DCTS, DoSF | 2025.M9 | <ul style="list-style-type: none"> Conduct Information needs assessments of the staff Enhance the current scholarly information resources Develop Scholarly Information Resources to Support Teaching, Learning and Research Enhance a hybrid library collection (electronic and print) with emphasis on the electronic books and journals Subscribe to world-class electronic databases e.g., Elsevier, ScienceDirect, Springer, Scopus etc. | <ul style="list-style-type: none"> At least one (1) staff information needs assessment conducted annually At least five percent (5%) of scholarly information resources available per annum Increase in digital scholarly and physical scholarly resources by at least five percent (5%) per annum. Create least one (1) platform on the library website to receive needs within a year. Subscribe to at least one (1) world class electronic database per annum. | <ul style="list-style-type: none"> Evaluation report filed at the Library Registry Scholarly Information needs assessment report lodged at the Library Registry. Library catalogue providing evidence of the existence of books and materials for academic work. Records of access through the University Documented feedback from staff filed at the registry of the library | <ul style="list-style-type: none"> GoG Students' Fees and Charges Development partners Other Internally Generated Funds. | GH¢ 525,230 |

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Sources of Funding | Budgeted Amount (GH₵) |
|-----|--|---|---|----------|---|---|--|-----------------------|
| 7.5 | Enhance Information Literacy Skills of Staff | VC, PVC, UR, UL, DFA, Coll. HODs, DITR | <ul style="list-style-type: none"> Assess information literacy skills and E-resources needs of staff Organize information literacy training for staff Implement innovative training programmes to develop the information literacy skills of staff | 2024:M12 | <ul style="list-style-type: none"> At least one (1) staff information literacy skills and e-resources evaluation conducted per annum At least one (1) information literacy training held per annum At least one (1) workshop on innovative training held yearly. | <ul style="list-style-type: none"> Attendance registers and pictures from the training sessions Pictures and attendance sheet from workshops Attendance list from workshops | <ul style="list-style-type: none"> GoG Students' Fees and Charges Development Partners Other Internally Generated Funds | GH₵ 623,230 |
| | Improve communication on scholarly and research output of the University | VC, PVC, UR, Provosts, UL, DRIC, DoSF, JLE, DICTS | <ul style="list-style-type: none"> Develop an Open Access Policy Create multiple outlets to promote staff research visibility Strengthen the Scholarly Communication Unit to support the journals and scientific publications | 2024:M12 | <ul style="list-style-type: none"> One (1) Open Access Policy developed in a year At least two (2) research dissemination outlets used per annum Increase the Scholarly Communication Unit resource requirement by five percent (5%) per annum | <ul style="list-style-type: none"> Copy of the open access policy available at the library Letter of subscription of online site Pictures of new materials for the Scholarly Communication Unit | <ul style="list-style-type: none"> GoG Public Private Partnerships Students' Fees and Charges Development Partners Other IGF | GH₵ 550,000 |
| | Improve ICT infrastructure of the University Library | VC, PVC, UR, Provosts, UL, DICTS, DoSF, HOD | <ul style="list-style-type: none"> Audit the current IT infrastructure of the library Acquire state of the art ICT equipment (robust servers, desktop computers, laptops). Build a robust user-friendly, functional ICT infrastructure Establish Innovative Library Services Strengthen the internet connectivity in the library | 2025:M9 | <ul style="list-style-type: none"> At least one (1) IT infrastructure audit conducted annually At least five percent (5%) rise in budget allocated for the library Increase budgetary allocation for robust user-friendly library services platform by at least five percent (5%) per annum Increase internet speed and stability by at least 10% per annum | <ul style="list-style-type: none"> Audit report on current IT infrastructure filed Budget allocated for ICT equipment in the library Budget allocated for user-friendly library services Feedback from staff on internet speed and reliability | <ul style="list-style-type: none"> GoG Public Private Partnerships Students' Fees and Charges Development Partners Other Internally Generated Funds | GH₵ 48,000,000 |
| 7.6 | Enhance other Support Services | VC, PVC, ODS, DSS, CCB, HMts, HMs, DPDEM, USC | <ul style="list-style-type: none"> Audit sporting facilities of the University Improve sporting facilities on campus Establish a University Fitness Club Organise socialisation activities for staff Encourage staff participation in religious activities | 2024:M12 | <ul style="list-style-type: none"> At least one (1) sporting facilities audit bi-annually At least five percent (5%) rise in sports facilities per annum Establish at least one (1) Fitness Club within a year. Organize one (1) socialisation activity in a semester Staff participation in religious activities improved | <ul style="list-style-type: none"> Audit report on sporting facilities filed at the Sports section Pictures of the official inauguration of new sporting facilities filed with the Directorate of Sports Services Reports on inauguration of university fitness club filed at the sports directorate | <ul style="list-style-type: none"> GoG Public Private Partnerships Students' Fees and Charges Donor Funded Projects Other Internally | GH₵ 497,000,000 |

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Sources of Funding | Budgeted Amount (GH¢) |
|-----|--------------------------------------|--|---|----------|---|--|---|-----------------------|
| 7.7 | Improve Staff Welfare and Motivation | VC, PVC, UR, DHR, Provosts, DaF, DoSF, HoDs, DPDEM | <ul style="list-style-type: none"> • Strengthen Management-Union relationship • Embark upon the mental well-being of staff • Support the education of the kids of staff members • Promote the physical well-being of staff • Promote the financial well-being of staff (e.g., insurance, protective clothing, funeral support, equipment support, allowances) • Institute staff visitation activity • Set up special financial support fund for staff with chronic health problems and for health emergencies • Create awareness of work-family balance | 2024:M12 | <ul style="list-style-type: none"> • Undertake quarterly Unions and Management meetings • At least 50% of staff access counselling for work-related stress • University Child Education Support Scheme established within two years • Organize at least one (1) fitness session for staff bi-weekly • Organize at least one (1) financial well-being event per semester • Annual staff visitation activity instituted within two (2) years • Financial scheme for staff with chronic health problems and emergencies set up within three (3) years • At least one (1) workshop on work-family balance held yearly | <ul style="list-style-type: none"> • Pictures of staff socialization programmes uploaded on the University website. • Minutes of quarterly Unions and Management meetings available at Registry • Report on counselling for work-related stress at Registry • Document for the implementation of the University Child Education Support Scheme available at Registry • Picture from exercise sessions uploaded on UCC website • Records of financial aids given to staff • Report on annual staff outreach and visitation available at Registry • Workshop report on work-family balance | <ul style="list-style-type: none"> • Generated Funds | GH¢ 785, 200,000 |

* DSA - Dean of Students Affairs; DSS - Director (DSS); CCB - Chairman (Chaplaincy Board); HMITS - HoD (Music & Theatre Studies); HMs - Hall Masters; USC – University Sports Coach

Theme 8: Promote Effective Leadership and Corporate Governance

| Key action | Responsibility | Activities | Deadline | Indicators | Means of verification | Sources of Funding | Budgeted Amount (GH₵) | |
|------------|---|--|---------------------|---|--|--|---|-----------------|
| 8.1 | Promote accountability and transparency | VC, PVC, UR, DIA, CUC, DoF, CAB | 2023: M12-2027: M12 | <ul style="list-style-type: none"> Establish a Corporate Governance Code Ensure policies and regulations of the University are well adhered to by all Establish an ethical code of conduct to promote the integrity of members of the University community to enhance the image of the University Establish a system to promote respect and credibility for human dignity Mainstream diversity, equity and inclusivity in the University | <ul style="list-style-type: none"> One (1) corporate governance code developed within two years Organize one (1) policy and regulation workshop per annum. One (1) code of ethics policy developed within a year One (1) forum to promote credibility and respect for human dignity held per annum At least 95% of university activities incorporate diversity, equity and inclusivity within three (3) years | <ul style="list-style-type: none"> Copy of corporate governance code published Code of ethics policy document, VC's Reports | <ul style="list-style-type: none"> GoG Other Internally Generated Funds Students' Fees and Charges | GH₵ 800,000 |
| 8.2 | Promote effective leadership | VC, PVC, UR, Provosts, DoSF, DAA, DHR, DoF | 2024: M12 | <ul style="list-style-type: none"> Initiate additional leadership development programmes for academic and non-academic senior members Organise annual workshops for Provosts, Deans, HoDs and Committee members Initiate training regimes to prepare people for leadership positions Develop mechanisms to increase female participation in leadership positions | <ul style="list-style-type: none"> Organize at least one (1) leadership development workshop per annum At least one (1) workshop organised for Provosts, Deans, HoDs and Committee members per annum At least one (1) training programme to prepare people for leadership held in a year At least 20% of leadership positions are occupied by females | <ul style="list-style-type: none"> Leadership development workshop report Council reports, VC's Reports, Academic Board Reports VC Annual Reports | <ul style="list-style-type: none"> GoG Other Internally Generated Funds Students' Fees and Charges | GH₵ 1,340,000 |
| 8.3 | Enhance the digitalization of the University administrative processes | CUC, VC, UR, Provosts, DoF, DoSF | 2023: M12 | <ul style="list-style-type: none"> Adopt hybrid (virtual and face-to-face) meetings Promote a paperless system for information (Emails and social media platforms) dissemination Enhance the use of ICT to reduce operational bottlenecks Enhance ICT-based procedures, processes and | <ul style="list-style-type: none"> At least 50% of meetings are held online The use of paperless means to disseminate information increased by at least 70% within three (3) years Application of ICT for reducing operational bottlenecks increased by at least 10% per annum | <ul style="list-style-type: none"> Availability of the online tools Social media handles created; financial reports Accounting software available at the DoF and reports generated by the enhanced software | <ul style="list-style-type: none"> GoG Students' Fees and Charges | GH₵ 395,802,000 |

| Key action | Responsibility | Activities | Deadline | Indicators | Means of verification | Sources of Funding | Budgeted Amount (GH¢) |
|---|------------------------------|--|---------------------|---|---|---|-----------------------|
| 8.4 Strengthen the collegiate system | VC, Provocts DoSF, DAA, HoDs | <ul style="list-style-type: none"> Assess the collegiate system. Strengthen the periodic meetings of the Deans and their Provocts Develop guidelines for the full implementation of the Collegiate system Encourage interdisciplinary collaboration Foster a sense of community belongingness | 2023: M12–2027: M12 | <ul style="list-style-type: none"> Conduct an audit of the implementation of the collegiate system within the next two (2) years. A platform created for quarterly meetings One (1) guideline developed within three (3) years for the full implementation of the collegiate system At least 10% of research done annually uses interdisciplinary approach At least one (1) workshop on fostering sense community belongingness organized yearly | <ul style="list-style-type: none"> Committee audit report Image of meeting platform Guideline document, VC Annual Reports Research report Workshop report | <ul style="list-style-type: none"> Other Internally Generated Funds GoG | GH¢ 150,000,000 |
| 8.5 Enhance risk management and quality systems | VC, PVC, DoF, DoSF, HoDs DAA | <ul style="list-style-type: none"> Set up the College Quality Management (CQM) Team Set up Faculty/School Quality Management (FQM) Team CQM/FQM Team work to design quality strategy based on Kaizen principles Implement internal and external quality programmes Develop the capacity of staff and students to identify and manage risks Implement risk mitigation measures Monitor risk measures implemented Develop a contingency plan Digitize risk register | 2023: M11–2027: M12 | <ul style="list-style-type: none"> Five (5) College Quality Management Teams set up Within one (1) year FQM set up within one (1) year One (1) CQM/FQM quality strategy designed within one (1) year At least 50% of internal and external quality programmes implemented yearly At two (2) capacity building programme for risk management organised yearly Annual risk register prepared by all units Annual plan for risk mitigation measures implemented Annual contingency plan set up Risk monitoring and evaluation conducted daily | <ul style="list-style-type: none"> Minutes of CQM/FQM team meeting Capacity building report Copy of risk register Reports on risks mitigation measures Report on implementing risks measures available at the registry | <ul style="list-style-type: none"> GoG Students' Fees and Charges | GH¢ 70,000,000 |

| Key action | Responsibility | Activities | Deadline | Indicators | Means of verification | Sources of Funding | Budgeted Amount (GH¢) |
|------------|--|--|--------------------|--|---|---|-----------------------|
| | | | | | | | |
| 8.6 | Enhance strategic communication and community engagement of the University | <ul style="list-style-type: none"> • Enhance the use of social media in strategic communication of the University • Develop a communication policy for the University • Resource the Public Affairs Directorate to improve communication • Conduct periodic Community-university relationship risk audit • Strengthen management community engagement • Set up a desk to facilitate community engagements • Position the University to be attractive to both internal and external collaborators • Work to bring back people who felt undone by activities of the University • Resource the IAO to improve communication and Alumni relations | 2024:M1 – 2027:M12 | <ul style="list-style-type: none"> • Real time update of social media sites of the University • One (1) communication policy developed within a year • Budget for the Directorate Public Affairs increased by at least five percent (5%) per annum • At least one (1) University-Community relationship audit conducted quarterly • At least one (1) University-Community engagement conducted per annum • One (1) community engagement desk set up within a year • At least one (1) internal and external collaborators meeting held annually • Organize at least one (1) meeting with people who felt undone by activities of the University within two (2) years • Increase the budget for IAO by at least five percent (5%) per annum | <ul style="list-style-type: none"> • Updated social media sites • Published communication policy • Copy of DPA budget • Report of University-Community relationship audited Minutes of University-Community engagements • Image of Community engagement desk • Collaborators meetings report • Meeting report for people who felt undone by the University • Copy of IAO budget | <ul style="list-style-type: none"> • GoG • Other Internally Generated Funds | GH¢ 2,700,000 |
| 8.7 | Re-engineer institutional internal and external compliance systems | VC, UR, DoF, Provosts, DoSF, HoDs, IAO, LS | 2026:M12 | <ul style="list-style-type: none"> • Audit and review existing policies, guidelines, regulations and committee composition and their terms of reference • Develop new policies, guidelines and regulations in response to developments in the University • Create awareness of new policies, guidelines and regulations among staff • Map and re-organise roles and competencies for effective delivery of the strategy | <ul style="list-style-type: none"> • All existing policies, guidelines, and committee composition audited within one (1) year. • Develop at least 50% of the policies, guidelines and regulations within two (2) years • Conduct at least one (1) workshop per semester on new policies, guidelines and regulations among staff created • Roles and competencies for delivery of the strategy re-organized within two (2) years | <ul style="list-style-type: none"> • GoG • Other Internally Generated Funds | GH¢ 2,000,000 |

*CUC – Chairman, University Council; VC – Vice Chancellor; DPA – Director of Public Affairs; IAO – Institutional Affiliation Office, LS – Legal Section

Theme 9: Promote Sustainable Environmental and Physical Infrastructure Development

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Sources of Funding | Budgeted Amount (GH¢) |
|-----|--|--|--|----------------------|---|---|--|------------------------|
| 9.1 | Promote environmental sustainability practices | VC, PVC, DofF, DPDEM, DRIC, DAPQA, DIA | <ul style="list-style-type: none"> Plant more green grass on campus Plant more trees for campus greening project Install energy-efficient equipment Practice waste separation and recycling Practise green procurement Initiate co-sharing and co-riding programmes Awareness creation among staff and students on sustainability | 2024:M12 2027:M12 | <ul style="list-style-type: none"> Square metre of land covered with green grass monthly Trees planted on at least 80% of arable spaces on campus within three (3) years At least 95% of equipment installed in three years are energy-efficient equipment Waste separation/recycling stations/plant set up within two (2) year At least one (1) workshop on green procurement held yearly Initiate of co-sharing /co-riding programme within two years At least one (1) workshop on the environment held yearly | <ul style="list-style-type: none"> Images of the green grass planted Images of campus green projects are available at the Registry. Energy-efficient equipment is installed in use. Bins for waste separation /recycling available at the post Copies of green procurement available at the Registry Images of Co-sharing / Co-riding available at the registry Workshop report. | <ul style="list-style-type: none"> • GoG • Students' Fees and Charges • Development Partners | GH¢ 8,150,000 |
| 9.2 | Develop an infrastructural plan | VC, PVC, DofF, DPDEM, DRIC, DAPQA, DIA | <ul style="list-style-type: none"> Plan land use Conduct infrastructure audit Document infrastructure deficit Plan and prioritise infrastructure development Budget for infrastructure development Identify partners for infrastructural development Raise the funds for developing infrastructure including BOOT, BOT and strategic alliance | 2024:M1 2027:M12 | <ul style="list-style-type: none"> Land use plan developed within two (2) years One (1) infrastructure audit conducted per annum Annual infrastructure deficit estimates done per annum Estimation of prioritized infrastructure development costs Estimations of costs of existing infrastructure revamped and refurbished per annum Investment in infrastructure development increases by at least 50% per annum At least five (5) partners for infrastructural development identified per annum At least one (1) fundraising event for infrastructure development organised annually | <ul style="list-style-type: none"> Copies of the land use plan are available at the Registry Copies of infrastructure audit reports are available at DPDEM. Copies of infrastructure deficit report available at the Registry Images of revamped and refurbished infrastructure. Infrastructure development budget available at Directorate of Finance Copies of partnership agreement for infrastructure available at the Registry Reports on the events available at the registry. | <ul style="list-style-type: none"> • GoG • Students' Fees and Charges • Development Partners • Public Private Partnerships | GH¢ 501,801. 949.98 |
| 9.3 | Create smart infrastructure | VC, PVC, DofF, DPDEM, | <ul style="list-style-type: none"> Assess existing infrastructure Design projects sensitive to socio- | 2024:M1 2027:M12 | <ul style="list-style-type: none"> One (1) guideline for creating smart buildings developed within two (2) years | <ul style="list-style-type: none"> Copies of Guidelines for Creating smart buildings available at the Registry | <ul style="list-style-type: none"> • GoG • Students' Fees and Charges | GH¢ 500,000,000 |

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Sources of Funding | Budgeted Amount (GH₵) |
|-----|---------------------------------|---|--|---------------------|--|--|---|-----------------------|
| | | DRIC, DoF DAPQA, DIA | economic and environmental needs Create smart buildings • Deploy intelligent access control system | | • At least 95% of projects designed in the next five (5) years are sensitive to socio-economic and environmental needs At least 50% of the new buildings in the next five (5) are smart buildings At least 95% of buildings have intelligent access control in the next two (3) years | • Copies of sensitive projects available • Images of smart building with access control | • Public Private Partnerships • Other sources | GH₵ 20,000,000 |
| 9.4 | Plan Facility maintenance | VC, PVC, DoF, DPDEM, DRIC, DoF DAPQA, DIA | • Create a maintenance plan • Conduct facility assessment • Develop facility maintenance schedule • Acquire appropriate maintenance equipment • Revamp and refurbish existing infrastructure • Monitor and track maintenance activities | 2024:M1 2027:M12 | • One (1) facility maintenance plan developed within a year • At least one (1) facility assessment done annually • Annual facility maintenance schedule developed within a year • Acquire at least one (1) maintenance equipment within two (2) years • At least 50% of existing infrastructure revamped and refurbished within a year • Monitor and track maintenance activities at least four (4) times in a year | • Copies of the maintenance plan are available at DPDEM. • Copies of the facility maintenance schedule • Pictures of maintenance equipment • Pictures of infrastructure revamped • Monitoring report | • GoG • Students' Fees and Charges • Public Private Partnerships • Other sources | GH₵ 20,000,000 |
| 9.5 | Improve upon ICT infrastructure | VC, PVC, DoF, DPDEM, DRIC, DICTS, DoF DAPQA, DIA | • Expand the fibre optic bandwidth • Enhance bandwidth management • Increase the manageable switches and servers • Invest in high-performance computers • Invest in cloud computing infrastructure • Expand data centres | 2024:M1 2027:M12 | • Increase fibre optic capacity by at least 10% per annum • Add at least five percent (5%) to the size of internet bandwidth per annum • Five percent (5%) increase in manageable switches and servers annually • Increase in budgeted amount for high-performance computers by at least 10% per annum • Amount Invested in cloud computing infrastructure increased by at least 10% per annum • At least one (1) data centre added per annum | • Image of fibre optic laid • Report on improved bandwidth • Pictures of manageable switches and servers • Copies of budgeted amount for high-performance computers • Image of data centres | • GoG • Students' Fees and Charges • Public Private Partnerships • Other sources | GH₵ 84,000,000 |

| No. | Key Action | Responsibility | Activities | Deadline | Indicators | Means of Verification | Sources of Funding | Budgeted Amount (GH₵) |
|-----|--|---|--|---------------------|---|---|---|-----------------------|
| 9.6 | Improve upon digital infrastructure | VC, PVC, DoF, DPDDEM, DRIC, DICTS, DoF DAPQA, DIA | <ul style="list-style-type: none"> • Improve upon digital facilities • Improve upon internet connectivity • Connect all satellite campuses • Deploy mobile learning and Apps • Exploit internet of things • Provide capacity building for staff | 2024:M1 2027:M12 | <ul style="list-style-type: none"> • Increase digital facilities by five percent (5%) per annum. • At least 50% increase in the level of improvement in coverage and connectivity of the internet • At 50% of UCC satellite campuses connected to main campus internet within two (2) years • Percentage Increase the use of mobile apps for learning by at least 50% per annum. • At least 25% increase in the application of internet of things per annum • At least one (1) capacity building workshop organized per annum | <ul style="list-style-type: none"> • Images of digital facilities • Image of area covered • Images of the satellite • Report on learning done using mobile learning and Apps • Report of capacity building workshops | <ul style="list-style-type: none"> • GoG • Students' Fees and Charges • Public Private Partnerships • Other sources | GH₵ 62,000,000 |
| 9.7 | Strengthen monitoring and evaluation of project and resource use | VC, PVC, DoF, DPDDEM, DRIC, DICTS, DoF DAPQA, DIA | <ul style="list-style-type: none"> • Develop a project charter for each project • Develop a log framework for all projects • Develop M&E indicators • Develop tools for M&E • Implement mid-term and final project evaluations • Undertake outcome evaluation project • Conduct summative evaluation • Conduct project evaluation outcome information workshop | 2024:M1 2027:M12 | <ul style="list-style-type: none"> • At 95% of existing and new projects have charter One (1) log frame developed for each project in the next three (3) years • Indicators for M&E developed for at least 95% of all projects • Tools for project M&E acquired within two years • At least one (1) mid-term project evaluation conducted per project • At one (1) final evaluation done per project • At least one (1) outcome evaluation undertaken per project • One (1) summative evaluation conducted per project • Conduct at least one (1) project evaluation outcome information workshop per annum | <ul style="list-style-type: none"> • Tools for monitoring, evaluation, accounting and reporting available. • Report of mid-term and final project evaluations • Report of outcome evaluation undertaken • Report of summative evaluation conducted • Report of information workshops organised | <ul style="list-style-type: none"> • GoG • Students' Fees and Charges • Public Private Partnerships • Other sources | GH₵ 3,000,000 |

BUDGETARY IMPLICATION

Strategy – Budget – Finance Matrix

Theme 1: Build Resilient Teaching and Learning Culture

| No. | Key Action | Period | Budgetary Allocation | Means of Financing |
|------|---|----------|----------------------|---|
| 1.1 | Develop resilience into the curricula | 2026:M12 | GH¢200,562,500 | Students' Fees and Charges |
| 1.2 | Enhance ICT integration and expand online teaching and learning | 2025:M12 | GH¢50,117,500 | Students' Fees and Charges, GoG |
| 1.3 | Integrate design and system thinking into the curriculum | 2024:M12 | GH¢1,562,500 | Students' Fees and Charges, GoG |
| 1.4 | Enhance dynamic frameworks to provide holistic teaching and learning | 2024:M12 | GH¢80,325,000 | Students' Fees and Charges, GoG |
| 1.5 | Enhance physical environments conducive for teaching and learning | 2026:M12 | GH¢ 74,500,000 | Students' Fees and Charges, GoG, IGFs |
| 1.6 | Reinforce diagnostic, formative and summative assessments | 2024:M12 | GH¢ 5,620,500 | Students' Fees and Charges, Donor Funded Projects |
| 1.7 | Enhance postgraduate programmes delivery | 2025:M12 | GH¢ 69,375,000 | Donor Funded Projects, Students' Fees and Charges |
| 1.8 | Intensify the design and delivery of Continuous Professional Development Programmes (CPD) | 2025:M12 | GH¢ 104,145,000 | Students' Fees and Charges, IGFs, Donor Funded Projects |
| 1.9 | Strengthen the engagement of Industry in curriculum development and delivery | 2025:M1 | GH¢ 56,140,000 | Students' Fees and Charges, IGFs Donor Funded Projects |
| 1.10 | Enhance the delivery of distance, sandwich and off-campus programmes | 2025:M1 | GH¢ 64,613,000 | Students' Fees and Charges, IGFs Donor Funded Projects |

Theme 2: Promote Entrepreneurship and Enterprise Development Culture

| No. | Key Action | Period | Budgetary Allocation | Means of Financing |
|-----|--|----------|----------------------|--|
| 2.1 | Develop curricula that incorporate entrepreneurship into teaching and learning | 2026:M12 | GH¢ 4,205,000 | Students' Fees and Charges, GoG Donor Funded Projects |
| 2.2 | Equip staff and students with entrepreneurial skills | 2026:M12 | GH¢ 168,500,000 | Students' Fees and Charges, IGFs, Donor Funded Projects |
| 2.3 | Strengthen industry-academia collaboration | 2024:M12 | GH¢ 21,094, 200 | Donor Funded Projects, IGFs |
| 2.4 | Commercialise research findings | 2027:M12 | GH¢ 5, 200, 000 | IGFs, Donor Funded Projects, Public Private Partnership |
| 2.5 | Nurture, and grow students, staff and community start-ups | 2025:M1 | GH¢ 2,157, 500 | IGFs, Donor Funded Projects, Public Private Partnership |
| 2.6 | Engage state agencies and private sector to further entrepreneurship drive | 2026:M12 | GH¢ 10,010, 850 | Public Private Partnerships, Donor Funded Projects, IGFs, Public Public Partnerships |
| 2.7 | Support the growth and expansion of existing campus enterprises and IGUs | 2025:M12 | GH¢ 25,000,000 | IGFs, Donor Funded Projects, Public Private Partnership, Public Public Partnerships |

Theme 3: Enhance International Visibility and Diversity of the University

| No. | Key Action | Period | Budgetary Allocation | Means of Financing |
|-----|---|---------------------|----------------------|--|
| 3.1 | Strengthen and deepen students and staff internationalisation | 2025:M6 | GH¢ 1,262, 500 | Students' Fees and Charges, Donor Funded Projects |
| 3.2 | Diversify international student base | 2024:M12 | GH¢ 1,800,000 | Students' Fees, Donor Funded Projects |
| 3.3 | Enhance and broaden the University's presence in Africa | 2023:M12 – 2027:M12 | GH¢ 10,446,400 | Students' Fees and Charges, IGFs |
| 3.4 | Market the University's programmes globally | 2023:M1 – 2027:M12 | GH¢ 3,000,000 | Students' Fees and Charges, IGFs |
| 3.5 | Forge linkages with top-ranked Universities | 2023:M12 – 2027:M12 | GH¢ 3, 850,000 | Donor Funded Projects, Students' Fees and Charges, GoG |
| 3.6 | Preserve the University's multiculturalism | 2023:M12 – 2027:M12 | GH¢ 2,850,000 | Donor Funded Projects, Students' Fees and Charges |
| 3.7 | Enhance service delivery for international students and staff | 2024:M12 | GH¢ 8,880,000 | Students' Fees, GoG, IGFs, Public Private Partnership |

Key Theme 4: Promote Responsible Research, Innovation and Knowledge Transfer

| No. | Key Action | Period | Budgetary Allocation | Means of Financing |
|-----|--|-------------------|----------------------|--|
| 4.1 | Promote world-class research of local, regional and global significance | 2024:M1-2027:M12 | GH¢ 5,121,200 | IGFs, Donor Funded Projects, Students' Fees and Charges |
| 4.2 | Promote knowledge transfer for social transformation | 2024:M1-2027:M12 | GH¢ 70,000,000 | IGFs, Donor Funded Projects, Students' Fees and Charges |
| 4.3 | Promote effective implementation of UCC research agenda | 2024:M1-2027:M12 | GH¢ 80,000,000 | Students' Fees and Charges, IGFs, Donor Funded Projects Public Private Partnership, Public Public Partnerships |
| 4.4 | Secure sustainable funding for research and development | 2023:M12-2027:M12 | GH¢ 5,150,000 | Students' Fees and Charges, IGFs, Donor Funded Projects Public Private Partnership, Public Public Partnerships |
| 4.5 | Improve upon industry-academia research collaboration and knowledge transfer | 2023:M12-2027:M12 | GH¢ 1,225,000 | GoG, IGFs, Donor Funded Projects, Public Private Partnerships |
| 4.6 | Apply cluster concepts to stimulate well-funded sustainable research | 2023:M12-2027:M12 | GH¢ 522, 358 | IGFs, Donor Funded Projects, Public Private Partnerships |
| 4.7 | Increase the impact, range and significance of research collaboration with external partners | 2023:M12-2027:M12 | GH¢ 4,800,000 | IGFs, Donor Funded Projects, Public Private Partnerships, Public Public Partnerships |

Theme 5: Promote Sustainable Investment and Financial Management

| No. | Key Action | Period | Budgetary Allocation | Means of Financing |
|-----|--|--------------------|----------------------|---|
| 5.1 | Promote sustainable budgeting | 2023:M11 | GH¢ 1,600,000 | Students' Fees and Charges, GoG |
| 5.2 | Enhance fundraising and income-generating activities | 2023:M11 - 2027:M1 | GH¢ 80,0000 | Donor Funded Projects, Students' Funds, Public Partnerships |
| 5.3 | Intensify the investment drive of the University | 2023:M12 | GH¢ 800,000 | Other Internally Generated Funds |
| 5.4 | Enhance the automation of financial, accounting and procurement activities | 2027:M11 | GH¢ 1,725, 000 | GoG, IGFs |
| 5.5 | Enhance fiscal discipline and audit compliance measures | 2023:M11 | GH¢ 400, 000 | GoG |

Theme 6: Re-engineer Students' Support Services

| No. | Key Action | Period | Budgetary Allocation | Means of Financing |
|-----|--|--------------|----------------------|---|
| 6.1 | Enhance Students' welfare and supports | 2026:M9 | GH¢ 10,005,414.80 | GoG, IGFs, Donor Funded Projects, Public Private Partnership, Students' Fees and Charges |
| 6.2 | Enhance Support Services for students with Special Educational Needs and Disabilities (SEND) | 2026:M9 | GH¢ 4,002,165.92 | GoG, IGFs, Donor Funded Projects, Public Private Partnership, Students' Fees and Charges |
| 6.3 | Improve upon Health Support Services | 2024:M1 2 | GH¢ 3,539, 900 | GoG, IGFs, Donor Funded Projects, Public Private Partnership, Students' Fees and Charges |
| 6.4 | Enhance Library Support Services for Students | 2025:M9 | GH¢ 23,950,230 | GoG, Students' Fees and Charges, IGF |
| 6.5 | Enhance Sports, Entertainment, Social and Religious Activities | 2024:M1 2 | GH¢ 2, 952, 446 | GoG, Students' Fees and Charges, Donor Funded Projects |
| 6.6 | Enhance provision of all other academic related services | 2024:M1 2 | GH¢ 75,000,000 | GoG, Public Private Partnerships, Students' Fees and Charges, Donor Funded Projects, IGFs |

Theme 7: Re-engineer Staff Support Services:

| No. | Key Action | Period | Budgetary Allocation | Means of Financing |
|-----|--|-------------------|----------------------|---|
| 7.1 | Design a human resource training and development strategy that support teaching and research | 2023:M11–2027:M12 | GH¢ 567,500,000 | GoG, IGFs, Donor Funded Projects, Public Private Partnership, Students' Fees and Charges |
| 7.2 | Enhance the recruitment and professional development of staff | 2026:M9 | GH¢ 790,000,900 | GoG, IGFs, Donor Funded Projects, Public Private Partnership, Students' Fees and Charges |
| 7.3 | Enhance human resource efficiency and productivity | 2024:M1 | GH¢ 5,000,000 | GoG, IGFs, Donor Funded Projects, Public Private Partnership, Students' Fees and Charges |
| 7.4 | Improve health support services | 2024:M12 | GH¢ 35,539,900 | GoG, Students' Fees and Charges, IGF |
| 7.5 | Strengthen library support services to staff and public | 2025:M9 | GH¢ 49, 698,460 | GoG, Students' Fees and Charges, Donor Funded Projects |
| 7.6 | Enhance other support services (sports, entertainment, and religious activities) | 2024:M12 | GH¢ 497,000,000 | GoG, Public Private Partnerships, Students' Fees and Charges, Donor Funded Projects, IGFs |
| 7.7 | Improve staff welfare and motivation | 2024:M12 | GH¢ 785,200,000 | GoG, Public Private Partnerships, Students' Fees and Charges, Donor Funded Projects, IGFs |

Theme 8: Promote Effective Leadership and Corporate Governance

| | Key action | Period | Budgetary Allocation | Sources of Financing |
|-----|--|--------------------|----------------------|---------------------------------------|
| 8.1 | Promote accountability and transparency | 2023:M12-M12:2027 | GH¢ 800, 000 | GoG, IGFs, Students' Fees and Charges |
| 8.2 | Promote effective leadership | 2024:M12 | GH¢ 1,340,000 | GoG, IGFs, Students' Fees and Charges |
| 8.3 | Enhance digitalization of the University's administrative process | 2023: M12 | GH¢ 395, 802,000 | GoG, Students' Fees and Charges |
| 8.4 | Strengthen the collegiate system | 2023:M12- 2027:M12 | GH¢ 150, 000,000 | IGFs, GoG |
| 8.5 | Enhance risk management and quality systems | 2023:M11- 2027:M12 | GH¢ 70,000,000 | GoG, Students' Fees and Charges |
| 8.6 | Enhance strategic communication and community engagement of the University | 2024:M1-2027:M12 | GH¢ 2,700,000 | GoG, IGFs, Students' Fees and Charges |
| 8.7 | Re-engineer institutional internal and external compliance systems | 2026: M12 | GH¢ 2,000,000 | GoG, Students' Fees and Charges |

Theme 9: Promote Sustainable Environmental and Physical Infrastructural Development

| No. | Key Action | Period | Budgetary Allocation | Sources of Financing |
|-----|--|-------------------|----------------------|--|
| 9.1 | Promote environmental sustainability practices | 2024:M12-2027:M12 | GH¢8,150,000 | GoG, Students' Fees and Charges, Development partners |
| 9.2 | Develop an infrastructural plan | 2024:M1 2027:M12 | GH¢ 501,801,949.98 | GoG, Students' Fees and Charges, Development partners, Public Private Partnerships |
| 9.3 | Create smart infrastructure | 2024:M1 2027:M12 | GH¢500,000,000 | GoG, Students' Fees and Charges, Public Private Partnerships, Other sources |
| 9.4 | Plan Facility maintenance | 2024:M1 2027:M12 | GH¢20,000,000 | GoG, Students' Fees and Charges, Public Private Partnerships, Other sources |
| 9.5 | Improve upon ICT infrastructure | 2024:M1 2027:M12 | GH¢84,000,000 | GoG, Students' Fees and Charges, Public Private Partnerships, Other sources |
| 9.6 | Improve upon digital infrastructure | 2024:M1 2027:M12 | GH¢62,000,000 | GoG, Students' Fees and Charges, Public Private Partnerships, Other sources |
| 9.7 | Strengthen monitoring and evaluation of project and resource use | 2024:M1 2027:M12 | GH¢3,000,000 | GoG, Students' Fees and Charges, Public Private Partnerships, Other sources |

UCCCS-P-SDGs Matrix

Theme 1: Build Resilient Teaching and Learning Culture

| No. | Key Action | # SDG | SDG Target |
|------|---|--------------|---|
| 1.1 | Develop resilience into the curricula | SDG4 – T4.7 | Education for sustainable development and global citizenship |
| 1.2 | Enhance ICT Integration and expand online teaching and learning | SDG4 – T4.B | expand enrolment in higher education, including vocational training and ICT and STEM programmes |
| 1.3 | Integrate design and systems thinking into the curriculum | SDG 4, T 4.7 | Ensure all learners acquire knowledge and skills needed to promote sustainable development |
| 1.4 | Enhance dynamic frameworks to provide a-holistic teaching and learning | | |
| 1.5 | Physical environments conducive for teaching and learning enhanced | SDG4 – T4.A | Build and upgrade education facilities that are disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all. |
| 1.6 | Reinforce diagnostics, formative and summative assessments | | |
| 1.7 | Enhance postgraduate programmes's delivery | SDG 4, T 4.7 | Ensure all learners acquire knowledge and skills needed to promote sustainable development |
| 1.8 | Intensify the design and delivery of Continuous Professional Development programmes (CPD) | | |
| 1.9 | Strengthen the engage of industry in curriculum development and delivery | | |
| 1.10 | Enhance the delivery of distance, sandwich and off-campus programmes | SDG4 – T4.5 | Eliminate all discrimination in education |

Theme 2: Promote Entrepreneurship and Enterprise Development Culture

| No. | Key Action | # SDG | SDG Target |
|-----|--|-------------|---|
| 2.1 | Develop curricula that incorporate entrepreneurship into teaching and learning | | |
| 2.2 | Equip staff and students with entrepreneurial skills | | |
| 2.3 | Strengthen industry-academia collaboration | SDG8 – T8.3 | Promote development-oriented policies that support decent job creation, entrepreneurship, creativity and innovation |
| 2.4 | Commercialise research findings | | |
| 2.5 | Nurture, and grow students, staff and community start-ups | | |
| 2.6 | Engage state agencies and private sector to further entrepreneurship drive | SDG8 – T8.6 | Promote youth employment, education and training |
| 2.7 | Support the growth and expansion of existing campus enterprises and IGUs | SDG8 – T8.3 | Encourage the formalisation and growth of SMEs through access to financial services |

Theme 3: Enhance International Visibility and Diversity of the University

| No. | Key Action | # SDG | SDG Target |
|-----|---|----------------|---|
| 3.1 | Strengthen and deepen students and staff internationalisation | | |
| 3.2 | Diversify international student base | | |
| 3.3 | Enhance and broaden University presence in Africa | SDG17 – T17.16 | Enhance the global partnership for sustainable development |
| 3.4 | Market the University's programmes globally | | |
| 3.5 | Forge linkage with top-ranked Universities | | |
| 3.6 | Preserve the University's multiculturalism | SDG4 – T4.7 | Promote global citizenship and appreciation of cultural diversity |
| 3.7 | Enhance service delivery for international students and staff | | |

Key Theme 4: Promote Responsible Research, Innovation and Knowledge Transfer

| No. | Key Action | # SDG | SDG Target |
|-----|--|----------------|--|
| 4.1 | Promote world-class research of local, regional and global significance | | |
| 4.2 | Promote knowledge transfer for social transformation | | |
| 4.3 | Promote effective implementation of UCC research agenda | SDG9 – T9b | Support domestic technology development, research and innovation in developing countries, including by ensuring a conducive policy environment for, inter alia, industrial diversification and value addition to commodities |
| 4.4 | Secure sustainable funding for research and development | | |
| 4.5 | Improve upon industry-academia research collaboration and knowledge transfer | | |
| 4.6 | Apply cluster concepts to stimulate well-funded sustainable research | SDG 17 – T17.6 | Enhance knowledge sharing and cooperation for access to science, technology and innovation |
| 4.7 | Increase the impact, range and significance of research collaboration with external partners | SDG 9 – T9.5 | Enhance research and upgrade industrial technologies |

Theme 5: Promote Sustainable Investment and Financial Management

| No. | Key Action | # SDG | SDG Target |
|-----|--|-----------------|--|
| 5.1 | Promote sustainable budgeting | | |
| 5.2 | Enhance fund-raising and income-generating activities | SDG10 – T10.5.5 | Ensure financial soundness |
| 5.3 | Intensify the investment drive of the University | | |
| 5.4 | Enhance the automation of financial, accounting and procurement activities | SDG – T12.7 | Promote sustainable public procurement practices |
| 5.5 | Enhance fiscal discipline and audit compliance measures | SDG10 – T10.5.5 | Ensure financial soundness |

Theme 6: Re-engineer Student Support Services

| No. | Key Action | # SDG | SDG Target |
|-----|--|---------------|---|
| 6.1 | Enhance Student welfare and Support Services | SDG11 – T11.1 | Provide safe and affordable housing |
| 6.2 | Enhance Support Services for students with Special Educational Needs and Disabilities (SEND) | SDG 4 – T4.7 | Ensure all learners acquire knowledge and skills needed to promote sustainable development, including gender equality |
| 6.3 | Improve upon Health Support Services | SDG3 – T3.4 | Reduce mortality from non-communicable diseases and promote mental health |
| 6.4 | Enhance library services for students | | |
| 6.5 | Enhance support, entertainment, social and religious activities | SDG4 – T4.a | Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all |
| 6.6 | Enhance the provision of all other academic-related services | | |

Theme 7: Re-engineer Staff Support Services

| No. | Key Action | # SDG | SDG Target |
|-----|--|---------------|---|
| 7.1 | Design a human resource and training and development strategy that support teaching and research | SDG 8 – T8.8 | Protect labour rights and promote safe and secure working environments for all workers |
| 7.2 | Enhance the recruitment and professional development of staff | SDG 3 – T3.8 | Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all |
| 7.3 | Enhance human resource efficiency and productivity | SDG 8 – T8.8 | Protect labour rights and promote safe and secure working environments for all workers |
| 7.4 | Improve Health Support Service | | |
| 7.5 | Strengthen library support service to staff and public | SDG8 – T8.8 | Protect labour rights and promote safe working environments |
| 7.6 | Enhance other support services (sports, entertainment and religious activities) | SDG11 – T11.1 | Provide safe and affordable housing |
| 7.7 | Improve staff welfare and motivation | | |

Theme 8: Promote Effective Leadership and Corporate Governance

| No. | Key action | # SDG | SDG Target |
|-----|--|------------------|---|
| 8.1 | Promote accountability and transparency | SDG 16 – T16.6 | Develop effective, accountable and transparent institutions |
| 8.2 | Promote effective leadership | SDG 5 – T 5.5 | Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making |
| 8.3 | Enhance the digitalisation of the University's administrative process | SDG12 | Ensure sustainable consumption and production patterns |
| 8.4 | Strengthen the collegiate system | | |
| 8.5 | Enhance risk management and quality systems | SDG 16 – T16.6.2 | Ensure the population are satisfied with their last experience of public services |
| 8.6 | Enhance strategic communication and community engagement of the University | SDG 12 – T12.8 | Ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature |
| 8.7 | Re-engineer institutional internal and external compliance systems | | |

Theme 9: Promote Sustainable Environmental and Physical Infrastructural Development

| No | Key Action | # SDG | SDG Target |
|-----|--|----------------|--|
| 9.1 | Promote environmental sustainability practices | SDG12 | Ensure sustainable consumption and production patterns |
| 9.2 | Develop an infrastructural plan | SDG11 – T11.1 | Provide safe and affordable housing |
| 9.3 | Create smart infrastructure | SDG9 – T9.1 | Develop quality, reliable, sustainable and resilient infrastructure |
| 9.4 | Plan Facility maintenance | SDG11 – T11.7: | Provide universal access to safe, inclusive and accessible, green and public spaces |
| 9.5 | Improve upon ICT infrastructure | SDG 17 – T17.6 | Enhance knowledge sharing and cooperation for access to science, technology and innovation |
| 9.6 | Improve upon digital infrastructure | SDG 17 | Promote the development, transfer, dissemination and diffusion of environmentally sound technologies |
| 9.7 | Strengthen monitoring and evaluation of project and resource use | SDG 17 | Develop measurements of progress on sustainable development |

STRATEGIC PLAN IMPLEMENTATION RISK

Strategy Implementation–Risk Management – Matrix

| No. | Potential Risks/Hazard | Likelihood of Risk | Risks Mitigation Measure (Action) | Date of Plan | Responsibility | Date of Review (Proof of Action) |
|-----|---|--------------------|---|--------------|------------------------------|---|
| 1.1 | Potential that unit's focus and behaviour would be inconsistent with the Shared Values of the University. | Medium Risk | Undertake awareness creation, coordination workshops and ensure heads at all levels adjust their vision to reflect that of the plan | 2023:M10 | T&D SMART DAPQA DIA | Vision statement of heads at all levels in the University Operational plan at all levels |
| 1.2 | The possibility that there is no or less fit between the Strategy and the institutional framework. | Low Risk | Awareness Workshops and harmonization meetings | 2023:M10 | SMART DAPQA DIA | Workshop Reports Meeting minutes |
| 1.3 | The Structure of the University i.e., configuration, chain of command, change in management, and nature of accountability may be inimical to the plan implementation. | Medium Risk | Regular reminder of the procedure for reporting and accountability emphasizing on the plan Constant and open communication and engagement with stakeholders | 2024:M01 | SMART DAPQA DIA | Minutes of Strategic Meetings, vision statements of heads at various levels of the University |
| 1.4 | The possibility that the Systems (budgets, finance, procedures, processes, daily activities, M&E, workflows, tech changes) do not fit the strategic plan implementation. | High Risk | Regular review and assessment of systems of budgets, operational activities to align them to the strategic plan | 2023:M11 | DoF DIA SMART DAPQA | Annual Budget Audit Reports Internal Audit Risk Register Facility Survey Reports Operational Plan at all levels |
| 1.5 | The risk of Style includes lack of management commitment, performance, productivity, teamwork, and corporate culture. | Medium Risk | Management vision carved out from the plan. Institute statutory meetings to discuss the plan; measure performance and productivity of teams and units using the plan. | 2025:M01 | DIA SMART DAPQA | Audit reports Internal audit risk register SMART strategic plan report VC annual report. |

| No. | Potential Risks/Hazard | Likelihood of Risk | Risks Mitigation Measure (Action) | Date of Plan | Responsibility | Date of Review |
|-----|--|--------------------|--|--------------|--|--|
| 1.6 | The type, number of Staff , motivation, training and commitment needed for the strategic plan implementation may not be available | Medium Risk | Continues training of staff and provide incentives to motive staff to commit to work to achieve the objectives of the plan | 2023:M12 | SMART DHR/T&D DAPQA DIA | DHR/T&D Training Schedule and Reports |
| 1.7 | The University may not have the Skills , talents, experience, competencies and capabilities to implement this plan. | Low Risk | Continue to upskill current staff and hire new ones with competencies to implement the plan. | 2023:M12 | DHR/T&D SMART DAPQA DIA | DHR Appointment Reports Human Resource Policy |
| 1.8 | The tendency that regulatory changes may impact on the implementation of the strategic plan | Medium Risk | Maintain open communication with regulators and adjusting strategy to reflect regulatory requirements. Build contingency to deal with regulatory disruptions | 2025:M02 | Legal Affairs SMART DAPQA DIA | Legal Environment Reports University Statutes |

APPENDIX II

UNIVERSITY OF CAPE COAST
Directorate of Academic Planning and Quality Assurance
Strategic Plan Implementation

ANNUAL OPERATIONAL PLAN

| R1: Reporting Period: e.g. 01.01.2024 – 31.12.2024 | | F1: Faculty: e.g Arts and Humanities | | C1: College/Directorate: e.g. Education Studies | | D1: Department: e.g. Arts and Culture | |
|--|----------------------|--------------------------------------|-------------------|---|-----------------------|---------------------------------------|--------|
| SN | Project Summary | Performance Indicators | Link to UCSP | Estimated Budget | Risks and Assumptions | Responsible Person | Target |
| B0 | OBJECTIVES | | | | | | |
| B1 | Objectives 1 | Develop 10 new programmes | No. of programmes | GH¢ 200,000 | Funds Availability | HoD | |
| B2 | Objective 2 | | | | | | |
| B3 | Objective 3 | | | | | | |
| Q0 | OUTPUT (Q) | | | | | | |
| Q1 | Programmes developed | No. of programmes | | | | | |
| Q2 | OUTCOME (O) | | | | | | |
| O1 | 50 students admitted | No. of students | | | | | |
| O2 | | | | | | | |
| P0 | IMPACT (P) | | | | | | |
| P1 | Increase in income | % change | | | | | |
| P2 | | | | | | | |
| A0 | ACTIVITIES (A) | | | | | | |
| A1 | | | | | | | |
| A2 | | | | | | | |
| A3 | | | | | | | |

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